

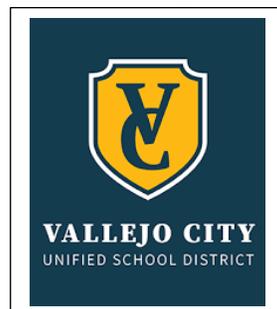
October 2024

Draft
Equity Impact Analysis

In Compliance with Assembly Bill 1912/ Education Code section 41329

Prepared for
Vallejo City Unified School District

Loma Vista Environmental Science Academy
Mare Island Health and Fitness Academy
Steffan Manor Elementary School



 **TOTAL SCHOOL SOLUTIONS**
4751 MANGELS BOULEVARD
FAIRFIELD, CA 94534

GOVERNING BOARD

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Executive Summary

This report was commissioned to assist the Vallejo City Unified School District in conforming with AB 1912 and to allow the District’s Community to provide District staff with input regarding the proposed school closures of Steffan Manor Elementary School, Loma Vista Environmental Science Academy and Mare Island Health and Fitness Academy. School closures, which are proposed to take place at the end of the 2024-25 school year, are necessary in VCUSD due to years of declining student enrollment.

The ultimate goal of these closures is for the District to provide a more robust educational experience to students, to become more financially stable, and to make better use of available resources. Consolidating students into fewer schools will free up resources so that programs can be enhanced, and combination classes, which house multiple grades in one classroom, can be more easily avoided. Furthermore, having fewer physical school sites saves the District operating costs and allows maintenance and facility funds to be more focused on improving the physical learning environments.

The main body of this report describes and analyzes several categories known as “metrics” which are important aspects of school closures. The focus of the review of these metrics is to ensure the District is not causing or perpetuating discriminatory practices by closing the proposed schools. This report finds no evidence of discriminatory practices in any of the school closures based on any of the metrics being studied.

The Vallejo City Unified School Community is encouraged to provide public comment regarding the proposed school closures at a scheduled board meeting or in writing to the District. The District is required to respond to concerns about the closures and public input will help guide the process and help District staff better understand the needs of the school community.

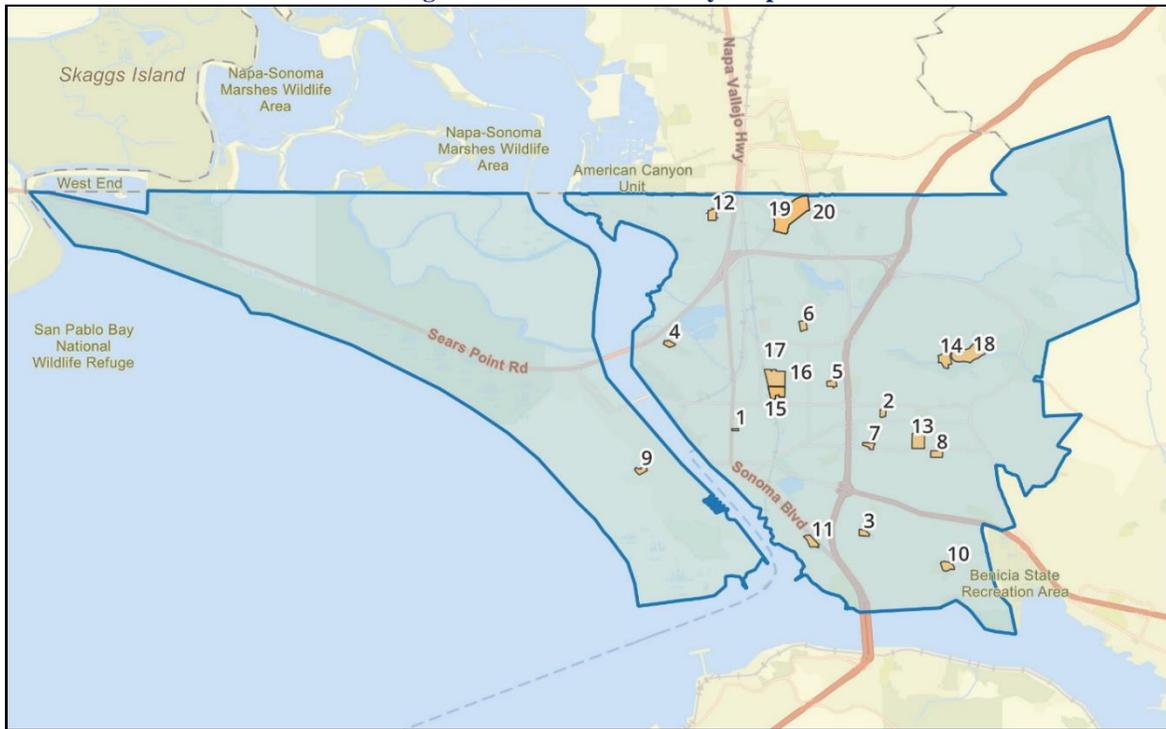
Operating too many schools for the District’s current enrollment can ultimately hinder the District from achieving its goals for students, and a thoughtful and thorough process of closing schools to essentially reorganize the District can have a positive, meaningful effect on the students’ experience now and in future generations.

Background

The District

The Vallejo City Unified School District (“VCUSD” or “District”) is a public school district in the city of Vallejo, located in the northeast corner of the San Francisco Bay area, in Solano County, California. According to the California Department of Education’s *Data Quest* website VCUSD had an enrollment of 9,411 students housed in 15 elementary schools, one middle school, two comprehensive high schools, a continuation school, and an adult school.

Figure 1: VCUSD Boundary Map



No. School

- 1 Lincoln Elementary
- 2 Cave Language Academy
- 3 Vallejo Charter
- 4 Federal Terrace Elementary
- 5 Highland Elementary
- 6 Johnston Cooper Elementary
- 7 Steffan Manor Elementary
- 8 Hogan Middle
- 9 Mare Island Health and Fitness Academy
- 10 Glen Cove Elementary

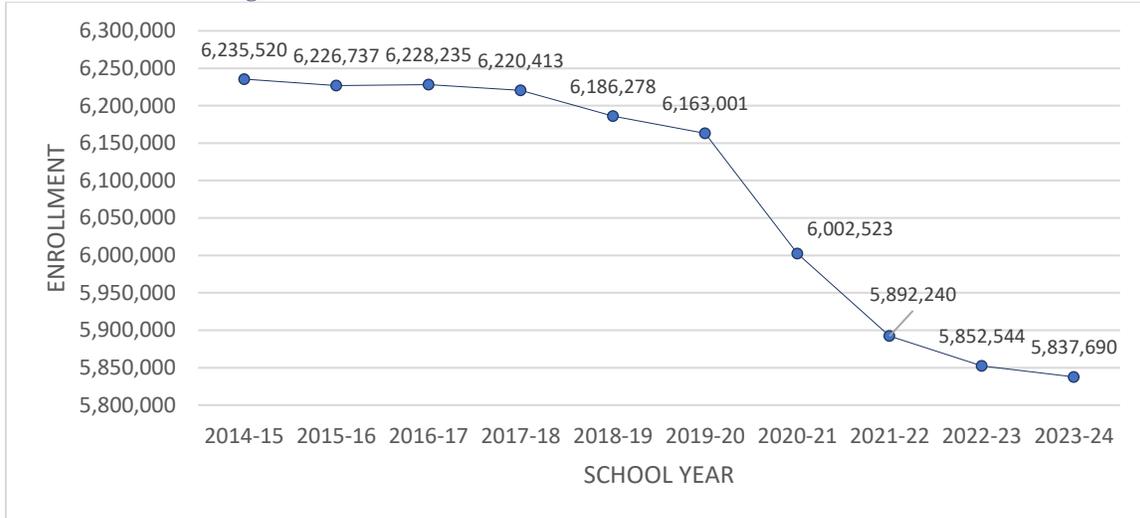
No. School

- 11 Grace Patterson Elementary
- 12 Dan Mini Elementary
- 13 Annie Pennycook Elementary
- 14 Joseph H. Wardlaw Elementary
- 15 John Finney High (Continuation)
- 16 Vallejo Adult Transition
- 17 Vallejo High
- 18 Jesse M. Bethel High
- 19 Solano Widenmann Leadership Academy
- 20 Loma Vista Environmental Science Academy

Declining Enrollment

Public school enrollment in California has been decreasing significantly over the past several years, as demonstrated in the chart below:

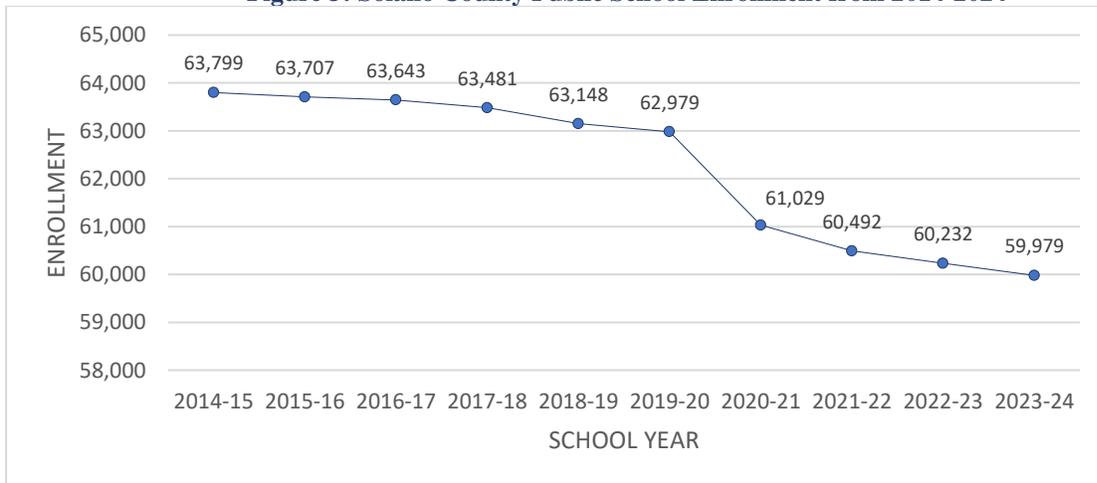
Figure 2: California Public School Enrollment from 2014-2024



California has lost 397,830 students between 2014 and 2023, an approximate 6% decrease. According to the Public Policy Institute of California, state-wide enrollment is expected to decrease another 7% over the next decade.

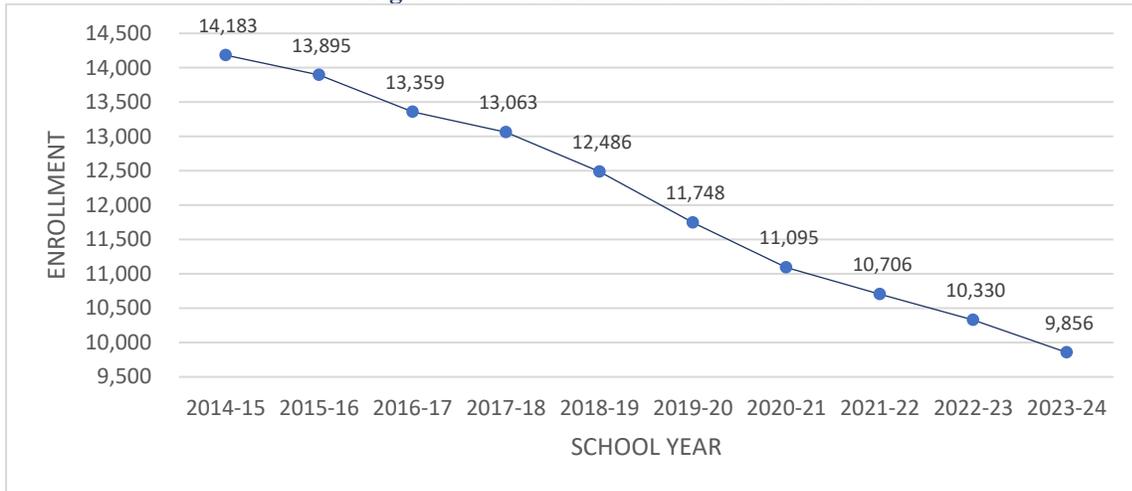
Over the same period, decreasing enrollment has also impacted Solano County, losing 3,820 public school students over the same period.

Figure 3: Solano County Public School Enrollment from 2014-2024



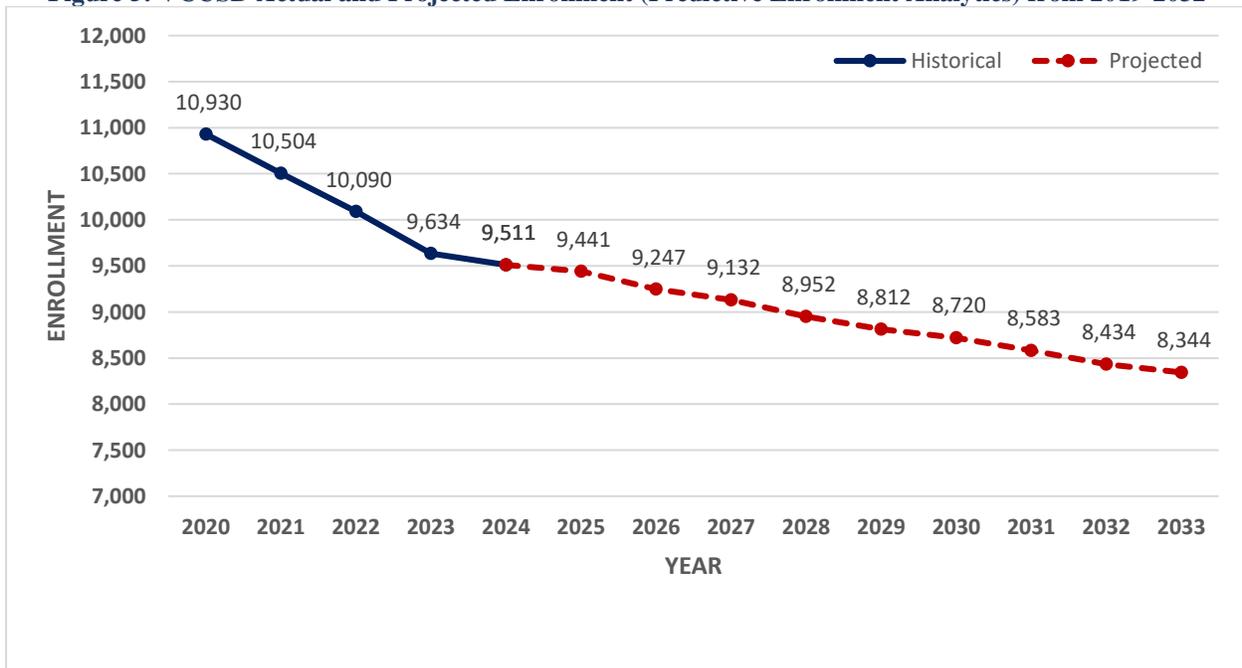
VCUSD has also experienced decreasing enrollment in Solano County losing over 3,400 students over the same time period. In the 2015-16 school year, VCUSD reported an enrollment of 13,312, which decreased in 2023-24 to 9,833, a decrease of 3,479 students, which represents a 26% decline over this nine-year period. The loss of 3,479 students is significant for VCUSD.

Figure 4: VCUSD Enrollment from 2014-2023



According to the projection report provided by Predictive Enrollment Analytics for VCUSD, enrollment will continue to decrease by another 300 students over the next nine years. This loss is partially attributed to the decreasing birth rates as well as other factors such as student mobility and residential and commercial development.

Figure 5: VCUSD Actual and Projected Enrollment (Predictive Enrollment Analytics) from 2019-2032



AB 1912

Assembly Bill (AB) 1912, which applies to financially distressed school districts, requires that districts considering school closures conduct an equity impact analysis and undertake a community engagement process to provide the public with the set of metrics or criteria used for closure decisions so that the public can provide input on the metrics. Once a final decision is made, it too shall be presented to the public at a subsequent regularly scheduled meeting and include a review of how public input was incorporated into the final recommendation. “No “affirmative action” by a school district to implement a school closure can be made until it adopts a “resolution concluding that the community engagement process... has been completed.”

Districts Across the State Are Closing Schools

Declining enrollment is not a problem unique to VCUSD. As seen in Figure 1, California has far fewer students attending its public schools than it did a decade ago, and it does not appear that this trend will reverse itself in the foreseeable future. Increased housing costs, couples having fewer children, and the pull of charter and independent schools have left dozens of school districts with too many schools serving too few children.

This is why districts are closing schools. Ojai Unified, Oakland Unified, Duarte Unified, Baldwin Park Unified, Azusa Unified, Inglewood Unified, Hacienda La Puente Unified, and Saugus Union, are but a small sampling of school Districts that are having to make the difficult and unpopular choice to close schools to preserve the financial health and educational well-being of their students. No one wants to close a school, but closing schools gives current and future students a chance at a better education.

Potential Closures and Receiving Schools

The closure of schools requires the District to provide students who are attending the closed school the option of attending another District school. Some schools in VCUSD have an open enrollment policy, which means that students may attend any open enrollment school that has capacity. Other schools more closely follow their approved boundaries and primarily enroll students who live within the school’s boundary. For the purpose of this study, a receiving school or schools is identified to ensure there is adequate capacity for the students who will potentially need to enroll in another school when their school is closed. It is recognized that some students may choose to attend another District school that is not the receiving school if it is permitted by District policy and there is capacity at the school. The receiving schools were selected based on proximity to the potentially closed school, grade level configuration, and capacity to absorb additional students.

Table 1: Potential Closing and Receiving Schools

Potential Closed School	Grade Levels Served	Likely Receiving Schools	Grade Levels Served
Steffan Manor	TK-5	Pennycook	TK-6
Loma Vista	TK-8	Solano Widenmann	K-8
Mare Island	TK-8	Federal Terrace and Lincoln	TK-6

Condition of Facility

Description

When assessing the condition of a facility, the Attorney General recommends that the District review and disclose how specific district decisions (historical or current) may have led to resource divestments from schools primarily serving students of color. The concern is that the district may have directed money to modernize one school while ignoring the needs of schools that are “primarily serving students of color”, or that local parent groups generated additional funding for landscaping or additional custodial services that a low-income neighborhood school could not generate.

The annual School Accountability Report Card (SARC), which is provided to parents and the community, contains important information about individual schools. The SARC includes information obtained from the Facilities Inspection Tool (FIT), which is an annual report required by the Williams Act and is used to describe and rate the condition of the facility. This inspection includes several major categories, including systems, interior, cleanliness, electrical, restrooms/fountains, safety structural, and external. The ratings used in this section of the report are from the 2023 Williams Act inspections.

Analysis

Steffan Manor Elementary School

Steffan Manor is currently rated by the SARC’s FIT as in “*good*” condition. The SARC report description states:

“The rotunda-style school foyer welcomes you with the Four Freedoms inscribed above the passageways. The facility underwent complete reconstruction in 2003 after a catastrophic fire in 2001. It has four classroom wings and six portable classrooms, including the on-site Child Development Program. The main structure houses the Multipurpose Room with a stage, a small kitchen, student services offices, and administrative offices. A team of custodians provide daily cleaning. The district’s maintenance and grounds staff provide routine care and upkeep. There are colorful and informative bulletin boards throughout every inch of the hallways and common areas.

Our roofs are regularly inspected and maintained. Also, the interior air filters are replaced annually. Door handles and desktops are sanitized nightly and any graffiti noted is immediately removed. The head custodian inspects the playground daily for potentially dangerous objects and removes them before students enter those areas.

All buildings are in good repair. One of the hallways has new flooring, and others are soon to follow. The campus is maintained to assure that it is clean, safe, and functional. All restrooms are cleaned daily and checked for proper functioning. the campus is inviting and well maintained, and fully supports a positive teaching and learning environment. A work order process is in place to attend to maintenance and technology

issues in a timely manner, with urgent and emergency repairs given priority. The school has adequate classroom space, several acres of play areas, a STEAM Lab, and a newly updated staff lounge.”

Appendix A outlines the recent and in-progress construction projects at the school.

The school is rated as being in “good” condition in the SARC, and it is apparent that effort has been made to provide needed maintenance to the campus. This effort consists of a considerable amount of modernization work paid for with bond dollars.

Loma Vista Environmental Science Academy

Loma Vista is currently rated by the 2023 SARC’s FIT as in “*exemplary*” condition. The SARC report description states:

“Most of the buildings at Loma Vista are 40 years old. The facility is in good shape. The school prides itself on having a clean campus. Classrooms and bathrooms are cleaned each night. Within the past 7 years the buildings were painted inside, and had additional cupboard space, electrical outlets, and whiteboards added to the classrooms. On the main campus, there is a large, fenced playground with two modern play structures, and plenty of grass and blacktop for students to play on. In addition, the school has a second large, fenced playground with a modern play structure on the Olympic side of the campus which is utilized by grades 6-8 students.

Each summer the entire school is deep cleaned. All maintenance concerns are addressed as they occur through the district work order system.”

Appendix A outlines the recent and in-progress construction projects at the school.

Mare Island Health and Fitness Academy

Mare Island is currently rated by the SARC’s FIT, as in “*exemplary*” condition. The SARC report description states:

“We have a beautiful campus that provides a great educational environment. Most of the buildings at Mare Island are about 20 years old. The facility is well maintained. The main buildings are designed with tremendous, vaulted ceilings, including a two-story atrium in the office building. The buildings were recently painted inside. The school had additional cupboard space, electrical outlets and whiteboards added to classrooms during the summer of 2007. The building was painted on the outside during the summer of 2008. The school has a newly constructed, large parking lot which was finished in 2005, and landscaped in the fall 2008. The school has a large, fenced playground with two modern play structures and plenty of grass and blacktop for students to play on. A paved pathway was added around the perimeter of the grass. This pathway is used for morning walks and PE classes. The school also has a beautiful, wood paneled multi-purpose room, a large room that has been designated as an Activity Room and each

grade is able to use this space for PE on a daily basis. Classrooms and bathrooms are cleaned each night. Measure S improvements were made in 2021. The school was painted and new blinds were put in each classroom for safety reasons. A work order has been submitted to address the school facility report status “poor”.

Appendix A outlines the recent and in-progress construction projects at the school.

Therefore, the school is rated as being in “exemplary” condition in the SARC, and it is apparent that effort has been made to provide needed maintenance to the campus.

Findings

The District keeps these schools in “exemplary” repair, and there is no indication of resources being denied to the school for any reason as compared to other District schools. There is also no indication that the schools being considered for closure have not been maintained as well as other District schools, which are also in exemplary or good repair.

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The Operating Cost of a School and the Associated Savings

Description

School districts operate in accordance with many of the same economic principles that apply to most businesses, including the theory of economy of scale. In economic terms, this theory states that cost reductions occur when companies increase production since fixed costs are spread over more units produced. The inverse is also generally true; costs per unit increase when companies reduce production since the allocated fixed costs per unit increase.

In school districts, as enrollment decreases, the cost per student increases since the fixed costs of operating schools generally cannot be reduced in the same proportion that the enrollment has decreased. This dynamic causes smaller schools to operate at a greater per-pupil cost than larger schools. It can create inequity in the number of per-pupil resources distributed to schools in the same district. Fixed costs in schools include administrative, clerical, and various other support staff.

Although some savings will typically be generated when the District closes a school, the Attorney General recommends reviewing potential cost savings to ensure that savings do not include costs associated with serving students with high needs or disabilities. These groups are provided additional state and federal funding and are more expensive to serve than the general student population, regardless of what site they attend.

VCUSD organizes its budget according to the “Standardized Account Code Structure” required by the State of California. When possible and reasonable, the District also specifically codes most expenses to individual schools so that the district can track most costs specific to any school. This report used budget numbers provided by District staff as of August 2024. The estimates do not include any cost increases that may occur in following years.

The general fund unrestricted tables below do not include funds directed toward high-needs students or special education, and this study does not include funds targeted at these populations as closure-related savings. These monies are in the restricted portion of the budget and would move with the students. The District would direct these funds to the intended students.

Since many general fund unrestricted positions would transfer to other sites, each site’s total general fund amount does not represent the salary and benefit savings generated by closing the school. The positions below are typical of those that the District could eliminate or at least reduce.

- Principal
- Office Manager
- Office Clerk
- Some Custodial Time
- Security
- Other Classified Support

Additional savings may exist if the District no longer needs some teaching positions after the District merges schools and can reduce staff. However, until next year's enrollment at each school site is determined, any potential reduction in teaching staff may not be accurately estimated.

The unrestricted site expenses in this section of the report are divided into categories that are defined by the California School Accounting manual. These categories are:

- **Instruction:** Activities primarily for assisting instructional staff in planning, developing, and evaluating the process of providing learning experiences for students.
- **Library Media:** Activities concerned with the use of all teaching and learning resources, including hardware and content materials, methods, or experiences used for teaching and learning purposes.
- **School Administration:** Activities concerned with directing and managing the operation of a particular school.
- **Security:** Activities concerned with maintaining order and safety in school buildings, on the school grounds, and in the vicinity of schools at all times.

Of these categories, security expenditures are part of the LCAP and although these funds are in the unrestricted portion of the budget, they must be spent based on the LCAP. However, the District has significant flexibility in spending these dollars, and for the purpose of this report these expenditures are reported as unrestricted.

Also, increased needs at the receiving school sites could reduce savings. For instance, if due to a larger receiving school site enrollment, the district adds vice-principals or increases other classified staffing at the receiving schools, then the savings would be reduced. Also, transportation costs can increase if home-to-school bus routes are expanded, which would reduce savings of closing a school. This estimated savings could also be increased eliminating of some classes due to the reduction in the number of combination classes (which typically reduces the need for classroom aides), or improved staffing patterns due to increased grade level enrollment at each site.

The tables below focus on expenditures in the general fund.

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Analysis

Steffan Manor Elementary School

Steffan Manor site expenses are summarized in the following table:

Table 2: Projected Expenses for 2024-25

Current General Fund Unrestricted	
Instruction	\$2,013,824
Instructional Media and Library	\$58,567
School Administration	\$406,350
Security	\$52,872
Total	\$2,531,613

Depending on what needs are increased at the receiving school (Pennycook) due to the increased enrollment, the District may or may not save on “Instructional” or “Instructional Media and Library” expenses from closing Steffan Manor. However, “School Administration and Security” expenses are likely not to be duplicated at the Pennycook, and if some increases are needed, it is typically not a dollar-for-dollar increase.

Based on the 2024-25 budget, the total amount of savings generated by eliminating school administration and security is estimated to be \$427,499. The District may also save some custodial time as well as other various duplicative classified staff. **Therefore, \$475,000 in annual savings would be a reasonable estimate.** This amount of savings would be reduced if the receiving school needs to increase administration or security costs due to the increased enrollment or if transportation costs increase due to this change. This estimated savings could also be increased by the elimination of some classes due to the reduction in the number of combination classes (which typically reduces the need for aides) or improved staffing patterns due to increased grade level enrollment at each site.

Loma Vista Environmental Science Academy

Loma Vista site expenses are summarized in the following table:

Table 3: Projected Expenses for 2024-25

General Fund Unrestricted	
Instruction	\$1,266,072
Instructional Media and Library	\$60,786
School Administration	\$337,318
Security	\$133,995
Total	\$1,798,171

Depending on what needs are increased at Solano Widenmann (the likely receiving school) due to the increased enrollment, the District may or may not save any “Instructional” or “Instructional Media and Library” expenses from closing Loma Vista. However, “School Administration and Security” expenses are likely not to be duplicated at the receiving school, and if some increases are needed, it is typically not a dollar-for-dollar increase.

Based on the 2024-25 budget, the total amount of savings generated by eliminating school administration and security is estimated to be \$471,313. The District may also save some custodial time as well as other various duplicative classified staff. **Therefore, \$500,000 in annual savings would be a reasonable estimate.** This amount of savings would be reduced if the receiving school needs to increase administration or security costs due to the increased enrollment or if transportation costs increase due to this change. This estimated savings could also be increased by eliminating some classes due to the reduction in the number of combination classes (which typically reduces the need for classroom aides), or improved staffing patterns due to increased grade level enrollment at each site.

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Mare Island Health and Fitness Academy

Mare Island site expenses are summarized in the following table:

Table 4: Projected Expenses for 2024-25

General Fund Unrestricted	
Instruction	\$1,613,470
Instructional Media and Library	\$58,325
School Administration	\$376,105
Security	\$60,127
Total	\$2,108,027

Depending on what needs are increased at the receiving schools (Federal Terrace and Lincoln) due to the increased enrollment, the District may or may not save any “Instructional” or “Instructional Media and Library” expenses from closing Mare Island. However, “School Administration and Security” expenses are likely not to be duplicated at the receiving school, and if some increases are needed, it is typically not a dollar-for-dollar increase.

Based on the 2024-25 budget, the total amount of savings generated by eliminating school administration and security is estimated to be \$401,562. The District may also save some custodial time as well as other various duplicative classified staff. **Therefore, \$450,000 in annual savings would be a reasonable estimate.** This amount of savings would be reduced if the receiving school needs to increase administration or security costs due to the increased enrollment or if transportation costs increase due to this change. This estimated savings could also be increased by eliminating some classes due to the reduction in the number of combination classes (which typically reduces the need for classroom aides), or improved staffing patterns due to increased grade level enrollment at each site.

Restricted Resources

In California, a school district’s primary operating financial resources are in the general fund. This fund’s accounting is divided into two sets of accounts: The unrestricted accounts, which can be used for any educational purpose, and the restricted accounts, which limit expenditures to certain categories. The previous section summarizes savings in the unrestricted accounts. If a restricted expenditure is reduced, the money is available to spend in the same category that the funds are intended for. However, this reduction does not save operating funds.

The VCUSD has reported the following general fund budget in restricted resources for the schools being considered for closure. These programs typically include federal and state programs and special education expenses.

Table 5: Projected Expenses for 2024-25

Current General Fund Restricted	
Loma Vista	\$1,684,345
Mare Island	\$1,364,739
Steffan Manor	\$971,229

The District would likely redistribute these funds to other district schools in proportion to the number of students who transfer into each school (for example, lottery funds) or the number of needy students (for example, Title I). Therefore, the school closures would not generate savings from restricted resources. However, these funds could be used to purchase material or enhance programs at other sites to create stronger programs.

Maintenance and Facility Expenditures

Depending on how a school site is repurposed, maintenance expenses would be reduced since the school site would receive less daily “wear and tear” when students are not on campus. Utility bills would also be reduced. Bond money can be redirected from the campus to active schools and could be used for needed work or to enhance the learning environment. Since all of these expenditures would depend on the future use of the campus, they have not been included in the estimated savings caused by the schools’ closures.

Other Programs

There may also be small savings in other programs that the school may offer, such as after-school programs or any type of enrichment program. However, there may be added expenses due to the increase of students at the receiving schools, and therefore, the savings for these programs have not been included in possible cost savings.

Findings

In summary, these three schools’ closures could be reasonably estimated to generate operational savings in the unrestricted general fund.

Table 6: Estimated Saving by School Site

Current General Fund Unrestricted	
Loma Vista	\$500,000
Mare Island	\$450,000
Steffan Manor	\$475,000
Total	\$1,425,000

This amount does not include restricted funds directed towards high-need students or special education, and none of the funds targeted at these populations will be used as closure-related

savings. It is also important to note that any reductions in FTEs do not necessarily mean that the existing employees at the school will not have a position within the District following closure. Generally, districts determine reductions in the workforce by seniority within the District, and typical annual attrition is likely to create continuing employment opportunities. **Also, most districts typically have vacancies in many classified positions, and reducing positions from the closure of schools may help the district fill some of these vacancies with experienced employees from the closed schools.**

Costs are estimated with current general fund unrestricted budgeted amounts, which would likely increase next year. Maintenance and bond fund savings are also not included in the above estimate. The estimated savings do not include increased expenditures due to transportation or other related issues caused by the district operating larger schools. These factors will be better known once the District determines which schools (if any) are to be closed.

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The Capacity of the Schools to Accommodate Excess Students

Description

It is incumbent upon the District to ensure there is adequate space in receiving schools when a school is considered for closure. Also, districts should be aware that special day classes (SDC) serving high-needs students will impact school utilization. These classrooms can only enroll about half or less of what a general education classroom can accommodate. **For this section of this report, the District has provided the August 2024 enrollment numbers at each school site as well as the maximum capacity at each site.** Enrollment may fluctuate during the school year, but in most school districts the change is not significant.

Analysis

If Loma Vista, Mare Island and Steffan Manor are shuttered, the four schools that will receive students are: Solano Widenmann, Pennycook Federal Terrace, and Lincoln. Upon closure, the District will define new school boundaries for families living in the current Loma Vista, Mare Island, and Steffan Manor boundaries.

Parents in the Loma Vista boundaries will be able to enroll their children in Solano Widenmann as long as the receiving school has the capacity to accept new students. Similarly, Steffan Manor students will be shifted to Pennycook. Mare Island students will attend Federal Terrace and Lincoln. Some students attending Mare Island are geographically dispersed compared to other elementary schools in the District and may opt to attend the school closest to their residence if Mare Island is closed. Schools limit enrollment based on the number of classrooms on the campus but also consider District classroom loading standards that cannot be exceeded.

Table 7: August 2024 Enrollment at Potentially Closed Schools

Closing Schools	Grades Served	2024 Enrollment
Loma Vista	TK-8	361
Steffan Manor	TK-5	433
Mare Island	TK-8	421
Total		1,231

Using the District loading standard of 30 to 1, these schools' capacity ranges from what would be considered small (Lincoln has a capacity of 270) to large (Solano Widenmann has a capacity of 1,170).

The following table lists the receiving school or schools for the proposed closed schools, the grade levels the receiving school serves, the District-provided August 2024 enrollment, the maximum capacity of the receiving sites and the excess capacity each site has.

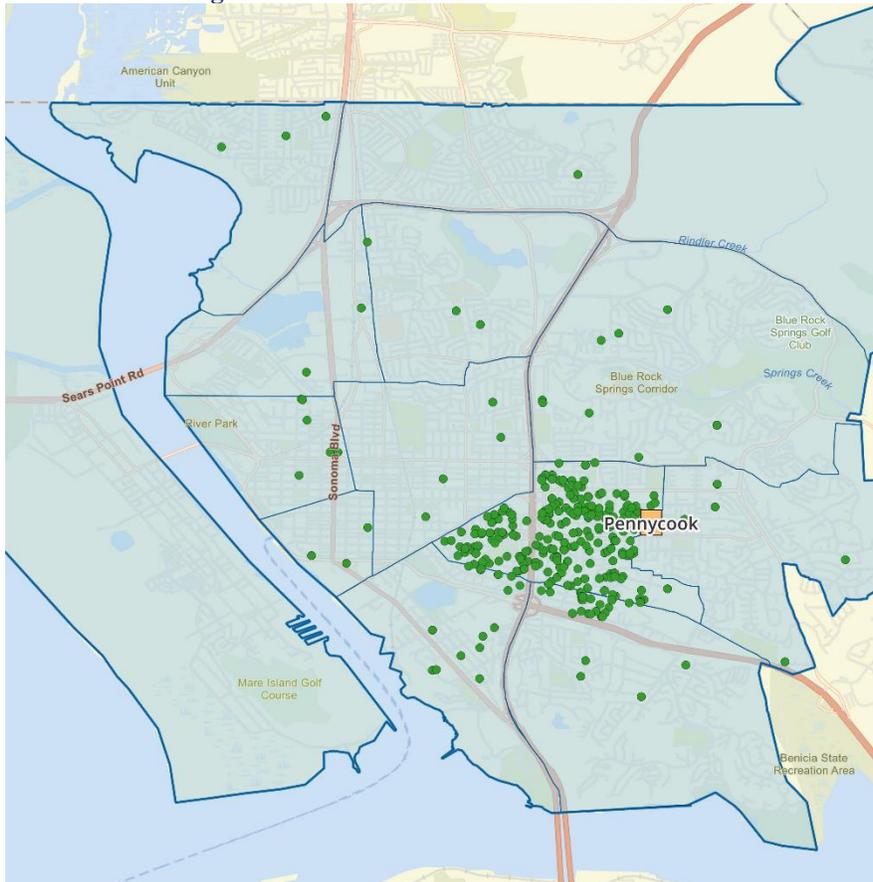
Table 8: Receiving Schools August 2024 Enrollment and Capacity

Receiving Schools	Grades Served	August 2024 Enrollment	Max Capacity	Excess
Solano Widenmann	K-8	604	1,170	566
Pennycook	TK-6	349	1,050	701
Federal Terrace	TK-6	224	840	616
Lincoln	TK-5	64	270	206

Steffan Manor and Pennycook Elementary Schools

Pennycook has been designated as the receiving school for Steffan Manor. This is due to its proximity to Steffan Manor as well as its capacity to house a large number of students.

Figure 6: Students Enrolled in Steffan Manor



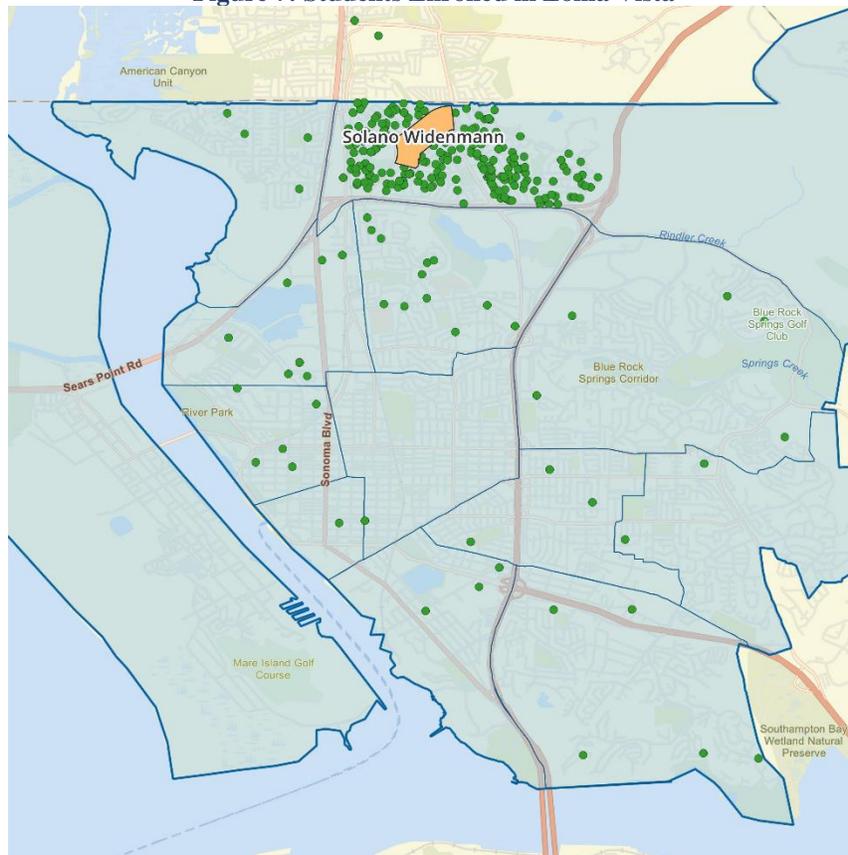
In August of 2024, Pennycook, which serves students in Kindergarten to Grade 6, reported an enrollment of 349 students. The school has 35 classrooms and based on District loading standards it has the capacity to house 1,050 students. Steffan Manor’s August 2024 enrollment was 433, which would create a combine enrollment of 782. If the District closes Steffan Manor,

based on District provided capacity numbers, Pennycook could absorb all of the Steffan Manor students at 75% of capacity at a 30 to 1 loading standard and about 83% of capacity at a 27 to 1 loading standard.

Loma Vista and Solano Widenmann

Solano Widenmann has been designated as the receiving school for Loma Vista. This is due to its proximity to Loma Vista as well as its capacity to house a large number of students.

Figure 7: Students Enrolled in Loma Vista



Solano Widenmann enrolled 604 students in August 2024. The school has a total of 38 classrooms, which includes one portable classroom. Based on District-provided site capacity data, the school has maximum capacity to house 1,170 students with current excess capacity of 566 students. This assumes a loading factor of 30 students, which is not typical in primary grades or special education classrooms.

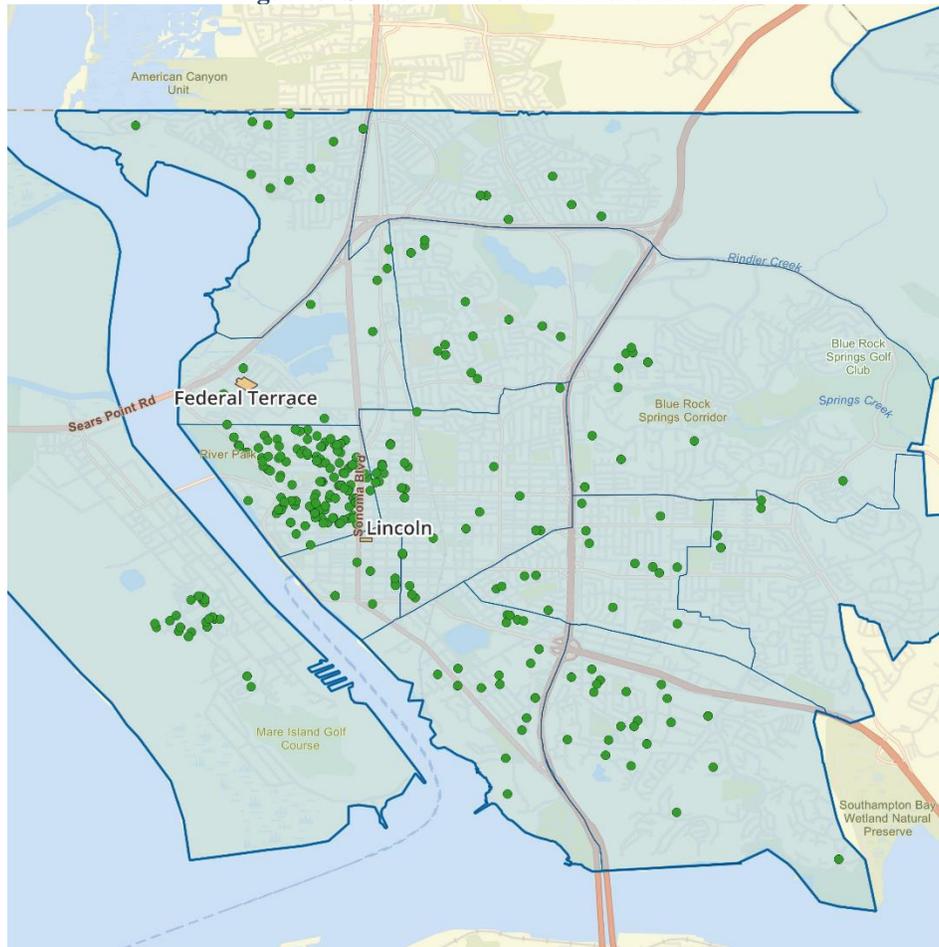
Loma Vista's enrollment is 361. This enrollment combined with Solano Widenmann's enrollment bring the combined enrollment to 965. If all students transferred to Solano Widenmann, the school would be at approximately 82% of capacity using a loading standard of 30 student per room, and would be at approximately 92% percent of capacity if a 27-student loading standard is used. Therefore, the schools could be merged, but the enrollment at Solano Widenmann would be approaching its maximum capacity, so some special education or other programs may need to be

moved to another site, or classrooms currently designated for non-classroom use may need to be reassigned.

Mare Island, Federal Terrace, Lincoln and Elementary Schools

Federal Terrace and Lincoln have been designated as the receiving school for Mare Island. This is due to its proximity of Federal Terrace and Mare Island to where many of the students reside. Additionally, there is excess capacity at both sites. Lincoln currently has an enrollment of only 62 students, which needs to be increased. Given its geographic location, it must remain open and there are students who currently attend Mare Island who reside near Lincoln.

Figure 8: Students Enrolled in Mare Island



As of August 2024, Federal Terrace enrolled 224 students in TK to Grade 6 while Lincoln houses 64 students in TK through Grade 5. Federal Terrace has a total of 28 classrooms. Therefore, based on District loading standards, it has the capacity to house a maximum of 828 students. Lincoln, on the other hand, has nine classrooms and can accommodate 270 students at 100% capacity with a loading standard of 30.

If Mare Island, with a current enrollment of approximately 421 students, is closed, a portion of the students could be distributed to both Federal Terrace and Lincoln, which have a combined excess capacity of 822.

Given how dispersed the Mare Island students are throughout the city, it would be likely that many families may choose to enroll their children in a school closer to their residence. In other words, it would be logical for students who live closer to either Federal Terrace or Lincoln to be housed at those school sites and the remainder of the students who do not live near either school could be dispersed throughout the District to schools closer to the student's residence. Therefore, Federal Terrace and Lincoln are capable of accommodating students from Mare Island, but if Mare Island were closed, many students might choose to attend another District school.

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Table 9: Comparison of Capacity of Receiving Schools and Transfer Students Numbers to Determine Housing Capacity of Receiving Schools

Closing Schools	Receiving Schools	Current Enrollment of Receiving Schools	Transfer Students from Closed School	Receiving School Capacity	Total Students (Enrollment+ Transfer)	Capacity Excess (+)/ Need (-)
Loma Vista	Solano Widenmann	604	361	1,170	965	+204
Steffan Manor	Pennycook	349	433	1050	782	+268
Mare Island	Federal Terrace	224	421	1,110	709	+204
	Lincoln	64				

Findings

Steffan Manor and Pennycook

The August 2024 combined enrolment of Steffan Manor and Pennycook is less than the maximum capacity of Pennycook. Pennycook has 35 classrooms, which, with a loading standard of 30 student per room, results in a capacity of 1,050. This is greater than the combined enrollment of both Steffan Manor and Pennycook’s enrollment of 782.

If a loading standard of 27 is used, the capacity is 945, which is still greater than the combined enrollment of Stephen Manor and Pennycook. However, Pennycook would be at approximately 90% of capacity.

Another option would be to assign Steffan Manor students to Highland Elementary School based on proximity to the school. This solution would lessen the enrollment that Pennycook would need to absorb. Therefore, if the District moves forward with the closure of Steffan Manor, it would be beneficial to redraw the Steffan Manor boundaries so that some of the students could attend Highland.

Loma Vista and Solano Widenmann

According to District-provided site maximum capacity figures, Solano Widenmann has capacity to absorb the 361 students from Loma Vista, but the site would be 82% to 92% of capacity depending on the loading standard for the school. This means if all the students from Loma Vista attended Solano Widenmann, the school would probably need to repurpose some rooms that are currently not being used for classroom instruction. Rooms designated for afterschool programs, wellness center, or other non-standard classroom use may need to be claimed for regular or special education instruction.

Mare Island and Federal Terrace/Lincoln

District data indicate that the combined capacity of Federal Terrace and Lincoln is greater than the combined enrollment of these two sites and the enrollment of Mare Island. Since the distribution of families who attend this school is dispersed throughout the District, it is likely that some families will choose other schools in the district which will lessen the impact on Federal Terrace and Lincoln. Lincoln's enrollment is very low, and assigning Mare Island students who live close to Lincoln to Lincoln, would help boost enrollment at that site.

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Availability and Transferability of Special Programs

Description

AB 1912 is most concerned with site-related special programs at schools that serve the needs of the school's specific population such as: Specific after-school programs, language programs, or programs for special needs students that require customized facilities. Most programs can be moved from one site in a District to another, and larger schools typically provide an opportunity to offer more programs.

In determining which school programs and students will be the most effective and least disruptive to transfer, the following potential options will be reviewed:

- Moving students and programs from Loma Vista to Solano Widenmann
- Moving students and programs from Steffan Manor to Pennycook.
- Moving students and programs from Mare Island to Lincoln and Federal Terrace.

Note: This report was completed by Total School Solutions, an external entity with access to publicly available documents. Additional programs may be available to students at these campuses that are not noted in publicly available documents. Some programs that are at one site may be similar as to programs offered at other sites.

Programmatic, demographic and resource data for all schools are found on publicly available sources including:

- The individual school's School Accountability Report Card (2022-23) found on the VCUSD's website
- The District's Local Control and Accountability Plan (LCAP) for 2023-24
- Data found on the California Department of Education's *Data Quest* website at <https://dq.cde.ca.gov/Dataquest>
- The 2024-25 Solano County Special Education Local Plan Area Budget found at https://www.solanocountyselpa.net/uploaded/Documents/Local_Plan/2024-25_Local_Plan/24-25_ABP_Section_D.pdf
- Additional information from district leadership as necessary

Comparison of Programs at Steffan Manor Elementary School and Pennycook Elementary School

Overview

According to District provided enrollment data as of August 2024, Steffan Manor is an elementary school that serves 433 students in Grades TK to 5. Pennycook is an elementary school that, according to District-provided enrollment data as of August 2024, 349 students in Grades TK to 6 and has a focus is on leadership and citizenship. This school hosts a Deaf and Hard of Hearing (DHH) program for VCUSD and surrounding cities.

Textbooks

Table 10: Comparison of Textbooks at Steffan Manor and Pennycook

	Steffan Manor	Pennycook
Reading/ Language Arts	Houghton Mifflin Harcourt <i>California Journeys</i> , 2017	Houghton Mifflin Harcourt <i>California Journeys</i> , 2017
Mathematics	K to 8 Pearson <i>enVision Math: Common Core</i> , 2022	Pearson <i>enVision Math: Common Core</i> , 2022
Science	K to 5: <i>Twig Science</i> , 2020	K to 5: <i>Twig Science</i> , 2020 6 to 8: <i>Amplify Science</i> , 2020
History-Social Science	Pearson <i>myWorld</i> , 2019	Pearson <i>myWorld</i> , 2019 National Geographic <i>Ancient Civilizations</i> , 2019
Technology	Chromebooks provided for all students	Chromebooks provided for all students

Both schools utilize the same curriculum and resources across all academic areas to all students.

Program Components Comparison

Table 11: Comparison of Programs Available at Steffan Manor and Pennycook

Program	Steffan Manor	Pennycook
Programs for Students in Special Education*	Yes	Yes
Positive Behavior Interventions and Supports (PBIS)	Yes	Yes
Trauma Informed Care	Yes	Yes
Technology-based Classroom Interventions	Yes	Yes
Restorative Justice and Practices	Yes	Yes
After School Expanded Learning Program	Yes	Yes
Student Clubs	Yes	Yes
Academic Service Provider	Yes	Yes
Mental Health Support Provider	Yes	Yes
Wellness Center	Yes	Yes
English Language Intervention Block	Yes	Yes
PAX Social Emotional Learning	Yes	No
Leader in Me	No	Yes
District-wide School-Based Health Center	No	Yes

**This program will be broken down into a separate section to be examined*

Programs Available at Both Schools

- **Positive Behavior Intervention and Support (PBIS)** teaches and encourages students to care for one another and to solve problems peacefully. School assemblies and classroom lessons support the learning of school rules and expectations.
- **Trauma Informed Care** is strategies and mindset training that address the issue of trauma and its implications for learning, behavior, and school safety.
- **Mindfulness** is a type of meditation in which students focus on being intensely aware of what they are sensing and feeling in the moment, without interpretation or judgment. Practicing mindfulness involves breathing methods, guided imagery, and other practices to relax the body and mind and help reduce stress.
- **Restorative Justice and Practices** are strategies that help people build community and relationships and manage conflict and tensions as they arise.
- **After School Expanded Learning Program** with a focus on academic and enrichment activities aligned to grade-level standards. In addition, they provide before and after school Math and English Language Arts Intervention.
- **Student Clubs** are available for students to expand upon their interests, strengths or learning in a variety of environments with like-minded peers.
- **English Language Development Block** to supports students in developing their oral language, and literacy skills.
- An **Academic Service Provider** connects families with resources through various agencies to facilitate academic achievement. The full-time individual works closely with the principal and the teachers to make sure that there are no barriers to student success. Students who show the need for additional services are referred to the Academic Support Provider through the SST process.

-
- **Mental Health Support Provider** who provides dedicated, embedded mental health intervention support to students with behavioral challenges and coordinates the Physical and Virtual Wellness Rooms. This serves to provide social-emotional support to students and families.
 - **Wellness Centers** are funded through a grant from Solano County of Education. The purpose of the Wellness Center is to provide our students and staff with social-emotional support such as mindfulness activities.

Programs Only Available at Steffan Manor

- **PAX Good Behavior Game** supports students in developing self-regulation skills and supporting social-emotional learning.

Programs Only Available at Pennycook

- **Leader in Me** is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement.
- **School-Based Health Center** as a full-service Community School Pennycook provides an array of medical services to all the district schools.

Special Education

While both campuses offer programs for students in Special Education, they offer different programs depending on individual student needs. According to the most recent SELPA Annual Budget Plan, the following special education services were provided.

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Table 12: Special Education Services Provided Onsite at Steffan Manor and Pennycook

Special Education Services Provided Onsite	Steffan Manor	Pennycook
330 Specialized Academic Instruction	Yes	Yes
340 Intensive Individualized Instruction	Yes	Yes
350 Individual and Small Group Instruction	Yes	Yes
415 Speech and Language Therapy	Yes	Yes
425 Adaptive Physical Education	Yes	Yes
435 Health and Nursing	Yes	Yes
450 Occupational Therapy	Yes	Yes
460 Physical Therapy	No	Yes
510 Individual Counseling	Yes	Yes
515 Counseling and Guidance	Yes	Yes
710 Specialized Deaf and Hard of Hearing Services	Yes	Yes
715 Interpretation Services	No	Yes
720 Audiological Services	No	Yes
725 Specialized Vision Services	No	Yes
730 Orientation and Mobility	No	Yes

Both Steffan Manor and Pennycook report they house student with disabilities. While both campuses offer programs for students in Special Education, they offer different programs depending on individual student needs. Other elementary schools in the district provided additional services to provide a full continuum of options across the district.

Both campuses offer both Resource Specialist programs and Special Day Class (SDC) programs to students with disabilities. Resource Specialist programs provide students with the opportunity to learn alongside their peers in the general education classroom for more than 50% of their school day, with additional support by a special education teacher or paraprofessional for certain periods of the day. Special Day Class programs offer students a separate classroom setting in which they learn from a special education teacher for more than 50% of the day.

Steffan Manor hosts one SDC that serves students who are visually impaired and has one half-time school psychologist on staff.

Pennycook hosts the county-wide Deaf and Hard of Hearing (DHH) program that serves students from preschool through Grade 6. Pennycook a deaf and hard of hearing paraprofessional, two interpreters, and one half-time school psychologist on staff. Many of these students are included more than 50% of the day with their typical peers.

Parent Involvement

Both schools offer parents a variety of opportunities to participate in the school community and with the students.

Steffan Manor

Steffan Manor has a host of services available on site including a Parent Liaison and a Bilingual Parent Liaison who help staff assist with engaging parents. Parent activities include the SSC, the ELAC, and the PTA. The feedback from these committees helps with the focused outcomes of student achievement as well as the climate and culture of the school. A quorum of stakeholders is maintained at all SSC and ELAC meetings. Steffan Manor uses Parent Square to inform parents about activities that are occurring on campus and upcoming events.

Pennycook

Pennycook is a Full-Service Community School and has health clinic and other services available on site. A Parent Liaison and a Bilingual Parent Liaison are on staff to assist with engaging parents. There are also leadership days where community and district resources are available to parents, staff, and students. Parent activities include the SSC, ELAC, and the PTO as well as the Design/Leadership Team. Parents are encouraged to volunteer their time by providing assistance in classrooms, library or the playground.

Outcomes

Table 13: CAASPP SY 2023-24 Percent Met or Exceeded English Language Arts at Steffan Manor and Pennycook

Student Groups	Steffan Manor	Pennycook
All Students	18.45%	23.17%
Female	19.39%	27.52%
Male	17.59%	19.71%
American Indian or Alaska Native	--	0
Asian	--	--
Black or African American	21.21%	16.88%
Filipino	42.86%	33.33%
Hispanic or Latino	12.12%	23.16%
Native Hawaiian or Pacific Islander	--	--
Two or More Races	--	0.00%
White	30.77%	38.46%
English Learners	0.00%	11.11%
Foster Youth	--	--
Homeless	0	--
Military	--	--
Socioeconomically Disadvantaged	15.43%	18.27%
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.35%	4.56%

*Double dashes (--) appear in the table when the number of students is 10 or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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Table 14: CAASPP SY 2023-24 Percent Met or Exceeded Math at Steffan Manor and Pennycook

Student Groups	Steffan Manor	Pennycook
All Students	15.61%	12.90%
Female	11.34%	10.91%
Male	19.44%	14.49%
American Indian or Alaska Native	--	0
Asian	--	--
Black or African American	6.06%	11.69%
Filipino	42.86%	30.56%
Hispanic or Latino	13.74%	7.22%
Native Hawaiian or Pacific Islander	--	--
Two or More Races	--	0.00%
White	15.38%	15.38%
English Learners	7.46%	0.00%
Foster Youth	--	--
Homeless	0	--
Military	--	--
Socioeconomically Disadvantaged	13.90%	10.95%
Students Receiving Migrant Education Services	0	0
Students with Disabilities	18.18%	0.00%

*Double dashes (--) appear in the table when the number of students is 10 or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Students at both schools are generally performing below state standards on tests in both English Language Arts and Math. Pennycook students overall perform better in English Language Arts than their counterparts at Steffan Manor. The opposite is true for Math. The Filipino population overall appears to be outperforming the other racial subgroups at both schools in both subjects.

In English Language Arts, the White and population at Pennycook significantly outperforms their counterparts at Steffan Manor. In Math the Steffan Manor students with disabilities, English learners and Hispanic or Latino populations outperform their counterparts in Pennycook. African American students at Pennycook outperform their counterparts at Steffan Manor.

In Math, the most significant difference, however, is in students with disabilities where Loma Vista appears to be significantly better at supporting students with disabilities. Interestingly, the White populations performed statistically identically at both schools.

Based on the performance above, District staff should evaluate the quality and outcomes of any English Language Arts and Mathematics instructional practice, curriculum, program or resource prior to continuation. If any new initiatives are to be considered, it is recommended that a committee of stakeholders reviews potentials programs and begins with a graduated pilot program prior to full scale implementation. These data indicate that consolidation of students from Steffan Manor Pennycook will not negatively impact any program or service for the students at this level.

While there are numerous variables as to why the schools outperform each other despite having identical curricular resources, it can be a mixture of the individual schools’ teachers’ experience or internal programs that achieve the results.

Comparison of Programs at Loma Vista Environmental Science Academy and Solano Widenmann Leadership Academy

Overview

Loma Vista Environmental Science Academy

According to District-provided data as of August 2024, Loma Vista serves 361 elementary and middle school in Grades TK to 8. Their focus is on the engagement of students in the environmental sciences. Loma Vista is also home to one of only two working farms in the county: The Loma Vista Farm is an outdoor classroom that provides children with additional cupboard space, electrical outlets, and white boards.

Solano Widenmann Leadership Academy

According to District-provided data as of August 2024, Solano Widenmann serves approximately 604 students in Grades TK to 8 and focuses on leadership and citizenship.

Textbooks

Table 15: Comparison of Textbooks at Loma Vista and Solano Widenmann

	Loma Vista	Solano Widenmann
Reading/ Language Arts	Houghton Mifflin Harcourt <i>California Journeys</i> , 2017 Houghton Mifflin Harcourt <i>California Collections</i> , 2017	Houghton Mifflin Harcourt <i>California Journeys</i> , 2017 Houghton Mifflin Harcourt <i>California Collections</i> , 2017
Mathematics	Pearson <i>enVision Math: Common Core</i> , 2022	K to 8 Pearson <i>enVision Math: Common Core</i> , 2022
Science	K to 5 <i>Twig Science</i> , 2020 6 to 8: <i>Amplify Science</i> , 2020	K to 5: <i>Twig Science</i> , 2020 6 to 8: <i>Amplify Science</i> , 2020
History- Social Science	Pearson <i>myWorld</i> , 2019 National Geographic <i>Ancient Civilizations</i> , 2019 National Geographic <i>Medieval Times to Early Modern History</i> , 2019 National Geographic <i>American Stories</i> , 2019	Pearson <i>myWorld</i> , 2019 National Geographic <i>Ancient Civilizations</i> , 2019 National Geographic <i>Medieval Times to Early Modern History</i> , 2019 National Geographic <i>American Stories</i> , 2019
Technology	Chromebooks provided for all students	Chromebooks provided for all students

Both schools utilize the same curriculum and resources across all academic areas.

Comparison of Programs

Table 16: Comparison of Programs at Loma Vista and Solano Widenmann

Program	Loma Vista	Solano Widenmann
Programs for Students in Special Education*	Yes	Yes
Positive Behavior Interventions and Supports	Yes	Yes
Trauma Informed Care	Yes	Yes
Mindfulness	Yes	Yes
Restorative Justice and Practices	Yes	Yes
Expanded Learning Program	Yes	Yes
Sylvan After School Tutoring	No	Yes
Academic Service Provider	Yes	Yes
Loma Vista Farm Curriculum and Docent Program	Yes	No
Mental Health Support Provider	Yes	Yes
Wellness Centers	Yes	Yes
Technology-based Classroom Interventions	Yes	Yes
Bilingual Tutor	Yes	Yes
Student Clubs	Yes	No
Spring Break Camp and Summer Boot Camp	Yes	No
PAX and Kimoichis Social Emotional Learning Programs	Yes	No
Internal Coaches	No	Yes
Leader in Me	No	Yes

**This program will be broken down in a separate section to be examined.*

Programs Available at Both Schools

- **Positive Behavior Intervention and Support (PBIS)** teaches and encourages students to care for one another and to solve problems peacefully. School assemblies and classroom lessons support the learning of school rules and expectations.
- **Trauma Informed Care** is strategies and mindset training that address the issue of trauma and its implications for learning, behavior, and school safety.
- **Mindfulness** is a type of meditation in which students focus on being intensely aware of what they are sensing and feeling in the moment, without interpretation or judgment. Practicing mindfulness involves breathing methods, guided imagery, and other practices to relax the body and mind and help reduce stress.
- **Restorative Justice and Practices** are strategies that help people build community and relationships and manage conflict and tensions as they arise.
- **After School Expanded Learning Program** with a focus on academic and enrichment activities aligned to grade-level standards. In addition, they provide before and after school Math and English Language Arts Intervention.
- An **Academic Service Provider** connects families with resources through various agencies to facilitate academic achievement. The full-time individual works closely with the principal and the teachers to make sure that there are no barriers to student success. Students who show the need for additional services are referred to the Academic Support Provider through the SST process.

- **Spring Break and Summer Boot Camp** to prepare for CAASPP and provide enrichment. Spring Break Boot Camp (eight full days) prepares students for state testing and meeting the Common Core Standards. Summer Boot Camp (12 full days) extends learning and provides enrichment opportunities for students into the summer.
- **Mental Health Support Provider** who provides dedicated, embedded mental health intervention support to students with behavioral challenges and coordinates the Physical and Virtual Wellness Rooms. This serves to provide social-emotional support to students and families.
- **Wellness Rooms** are funded through a grant from Solano County of Education. The purpose of the Wellness Center is to provide our students and staff with social-emotional support such as Mindfulness activities.
- **Technology-based Classroom Interventions** Technological tools are embedded in curriculum throughout the student day.
- **Student Clubs** offer engaging activities such as BrickSpace, Practice Space (Speech and Debate), Coding/Robotics, Sports for Learning, and others whose product/curriculum can enrich students' learning.
- **Dedicated Teacher Leader** to provide direct coaching to teachers and facilitate collaboration among grade-level teams.

Programs Only Available at Loma Vista

- **Loma Vista Farm** is an outdoor classroom that provides schoolchildren with standards-based hands-on learning opportunities to bolster their academic skills in reading, writing, math, social science, language arts, and science. All Loma Vista students participate in weekly science, nutrition, or environmental lessons at the farm which is part of the core curriculum. There is also a program where food grown in the school garden is prepared and served to the students during nutrition instruction during farm science class. Each year the Loma Vista Farm hosts festivals where they showcase the year-round work of students. Middle school students serve as community ambassadors by serving as field trip docents for students from other schools.
- **PAX Good Behavior Game and Kimochis Social Emotional Learning Programs** are evidence-based universal preventive instruction provided by teachers in the classroom. Teachers implement these strategies as part of their daily routines in carrying out classroom tasks and teaching students to deal with difficult emotions.
- **Bilingual Tutor** to support struggling English Learners.
- **Internal Coaches** for teachers to support academic achievement in classrooms through coaching and mentoring of staff.

Programs Only Available at Solano Widenmann

- **Leader in Me** is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement.

Special Education

While both campuses offer programs for students in Special Education, they offer different programs depending on individual student needs. According to the most recent SELPA Annual Budget Plan, the special education services at the schools are outlined below.

Table 17: Comparison of Special Education Services Provided Onsite At Loma Vista and Solano Widenmann

Special Education Services Provided Onsite	Loma Vista	Solano Widenmann
330 Specialized Academic Instruction	Yes	Yes
340 Intensive Individualized Instruction	No	Yes
415 Speech and Language Therapy	Yes	Yes
425 Adaptive Physical Education	Yes	Yes
435 Health and Nursing Specialized Physical Health Care	Yes	Yes
436 Health and Nursing, Other	Yes	Yes
445 Assistive Technology Services	No	Yes
450 Occupational Therapy	Yes	Yes
460 Physical Therapy	Yes	Yes
510 Individual Counseling	No	Yes
515 Counseling and Guidance	Yes	Yes
520 Parent Counseling	Yes	No
530 Psychological Services	No	Yes
535 Behavior Interventions and Supports	Yes	Yes
710 Specialized Deaf and Hard of Hearing Services	Yes	Yes
725 Specialized Vision Services	No	Yes
730 Orientation and Mobility	No	Yes

Both schools offer special education opportunities for students with disabilities. Other elementary schools in the district provided additional services to provide a full continuum of options across the district.

Both campuses offer both Resource Specialist programs and Special Day Class (SDC) programs. Resource Specialist programs provide students with the opportunity to learn alongside their peers in the general education classroom, with additional support by an educational specialist or paraprofessional within the classroom setting or a separate setting depending on the individual needs of the student.

Special Day Class (SDC) programs are also offered at both sites. SDC are a specialized educational setting designed to provide tailored instruction and support for students with disabilities. These classes offer a more focused and individualized learning environment compared to a general education classroom. In an SDC, students receive instruction that is adapted to their unique needs, which may include modifications to the curriculum, specialized teaching methods, and the use of assistive technology. The class is typically smaller, allowing for more personalized attention from teachers and support staff. Both SDC and Resource Specialist programs focus on creating a supportive atmosphere that addresses each student’s specific challenges and strengths.

Loma Vista provides an SDC program for preschool level as well as one moderate to severe class for Grades 3 through 5. Additionally, they have a part time in person school psychologist on staff that serves all the students on campus who have needs in Social Emotional Learning and to provide special education assessments and services. Solano Widenmann offers three Non-Severe SDCs - two for middle school and one class in elementary Grades 3 through 5.

The school has two part time school psychologists on staff, one focuses on providing Social Emotional Learning strategies as part of the MTSS Tier 1 and 2 strategies. The other psychologists provide special education assessments and counseling and guidance services for students with IEPs. The higher percentage of special education students at Solano Widenmann is due to the school hosting so many of the SDC classrooms at VCUSD.

Parent Involvement

Loma Vista

Parents have several opportunities to become involved at school. Parents are encouraged to take an active role in the Parent Institute for Quality Education (PIQE), Parent Family Latino Literacy Project, School Site Council (SSC), and English Learners Advisory Council (ELAC). The ELAC and SSC is instrumental in planning a variety of activities for families throughout the year.

The school is currently looking to re-establish the Parent Teacher Student Organization (PTSO) and offered English Learner parents an opportunity to participate in after school English Learner programs with their children. Parents are also encouraged to work and volunteer at the campus. There are parent/teacher conferences three times per year and annual celebrations including Dia de las Madre.

Solano Widenmann

Stakeholder groups such as Parent-Teacher Organization (PTO), SSC, ELAC, and Design/Leadership Team are all ways that parents can engage with the school. Parents are also invited to volunteer their time by providing assistance in classrooms, in the library, during break, and during lunchtime on the patio and blacktop.

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Outcomes

Table 18: CAASPP 2023-24 Percent Met or Exceeded English Language Arts at Loma Vista and Solano Widenmann

Student Groups	Loma Vista	Solano Widenmann
All Students	15.51%	21.51%
Female	13.68%	21.99%
Male	17.19%	21.09%
American Indian or Alaska Native	0	--
Asian	--	--
Black or African American	17.56%	11.21%
Filipino	34.78%	34.78%
Hispanic or Latino	8.13%	21.01%
Native Hawaiian or Pacific Islander	--	30.77%
Two or More Races	--	17.65%
White	9.09%	28.57%
English Learners	5.33%	13.84%
Foster Youth	0	--
Homeless	--	--
Military	--	--
Socioeconomically Disadvantaged	13.27%	21.49%
Students Receiving Migrant Education Services	0	0
Students with Disabilities	26.47%	7.34%

*Double dashes (--) appear in the table when the number of students is 10 or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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Table 19: CAASPP 2023-24 Percent Met or Exceeded Math at Loma Vista and Solano Widenmann

Student Groups	Loma Vista	Solano Widenmann
All Students	11.07%	7.50%
Female	7.69%	4.90%
Male	14.17%	9.82%
American Indian or Alaska Native	0	--
Asian	--	--
Black or African American	10.29%	6.03%
Filipino	13.04%	13.04%
Hispanic or Latino	9.84%	6.09%
Native Hawaiian or Pacific Islander	--	0
Two or More Races	--	0%
White	18.18%	21.43
English Learners	4.05%	3.66%
Foster Youth	0	--
Homeless	--	--
Military	--	--
Socioeconomically Disadvantaged	10.48	7.42%
Students Receiving Migrant Education Services	0	0
Students with Disabilities	32.35%	2.78%

*Double dashes (--) appear in the table when the number of students is 10 or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Students at both schools are generally performing below state standards on tests in both English Language Arts and Math. Solano Widenmann students overall perform better in English Language Arts than their counterparts at Loma Vista. The opposite is true for Math.

In English Language Arts, the Hispanic or Latino, White and English Learner populations at Solano Widenmann significantly outperform their counterparts at Loma Vista. Interestingly, the Filipino populations performed statistically identically at both schools in math.

The most significant difference, however, is in students with disabilities where Loma Vista appears to be significantly better at supporting students with disabilities in both subjects.

Based on the performance above, District staff should evaluate the quality and outcomes of any English Language Arts and Mathematics instructional practice, curriculum, program or resource prior to continuation. If any new initiatives are to be considered, it is recommended that a committee of stakeholders reviews potentials programs and begins with a graduated pilot program prior to full scale implementation. These data indicate that consolidation of students from Loma Vista into Solano Widenmann will not negatively impact any program or service for the students at this level.

Comparison of Programs at Mare Island Health and Fitness Academy to Federal Terrace Elementary School and Lincoln Elementary School

Overview

Mare Island Health and Fitness Academy

According to District-provided data as of August 2024, Mare Island, an elementary and middle school serving approximately 421 students from TK to Grade 8 and focuses on health and fitness, is a Full-Service Community School.

Federal Terrace Elementary School

According to District-provided data as of August 2024, Federal Terrace is a moderate sized elementary school serving approximately 224 students in TK to Grade 6.

Lincoln Elementary School

According to District-provided data as of August 2024, Lincoln is an elementary school serving approximately 87 students in TK to Grade 2.

Textbooks

Table 20: Comparison of Textbooks in Mare Island, Lincoln and Federal Terrace

	Mare Island	Lincoln	Federal Terrace
Reading/ Language Arts	Houghton Mifflin Harcourt <i>California Journeys</i> , 2017 Houghton Mifflin Harcourt <i>California Collections</i> , 2017	Houghton Mifflin Harcourt <i>California Journeys</i> , 2017	Houghton Mifflin Harcourt <i>California Journeys</i> , 2017
Mathematics	Pearson <i>enVision Math: Common Core</i> , 2022	Pearson <i>enVision Math: Common Core</i> , 2022	Pearson <i>enVision Math: Common Core</i> , 2022
Science	K to 5: <i>Twig Science</i> , 2020 6 to 8: <i>Amplify Science</i> , 2020	K to 5: <i>Twig Science</i> , 2020	K to 5: <i>Twig Science</i> , 2020
History-Social Science	Pearson <i>myWorld</i> , 2019 National Geographic <i>Ancient Civilizations</i> , 2019 National Geographic <i>Medieval Times to Early Modern History</i> , 2019 National Geographic <i>American Stories</i> , 2019	Pearson <i>myWorld</i> , 2019	Pearson <i>myWorld</i> , 2019 National Geographic <i>Ancient Civilizations</i> , 2019
Technology	Chromebooks provided for all students	Chromebooks provided for all students	Chromebooks provided for all students

Aside from the fact that Mare Island serves the three middle grades, the schools use the same curriculum and have access to identical resources.

Program Components Comparison

Table 21: Comparison of Programs Available at Mare Island, Lincoln and Federal Terrace

Program	Mare Island	Lincoln	Federal Terrace
Programs for Students in Special Education*	Yes	Yes	Yes
Positive Behavior Interventions and Supports	Yes	Yes	Yes
Trauma Informed Care	Yes	Yes	Yes
Academic Service Provider	Yes	Yes	Yes
Restorative Justice and Practices	Yes	Yes	No
Expanded Learning Program	Yes	Yes	Yes
Wellness Center	Yes	Yes	Yes
Mindfulness	Yes	Yes	Yes
Community Partnerships	Yes	Yes	No
Full-Service Community Family Nights	Yes	Yes	Yes
PAX Social Emotional Learning Program	No	Yes	No
Mental Health Support Provider	Yes	Yes	Yes
Teacher Leader	Yes	Yes	Yes
UC Davis Math Project	No	No	No

**This program will be broken down in a separate section to be examined.*

Programs Available at All Schools

- **Positive Behavior Intervention and Support (PBIS)** teaches and encourages students to care for one another and to solve problems peacefully. School assemblies and classroom lessons support the learning of school rules and expectations.
- **Trauma Informed Care** is strategies and mindset training that address the issue of trauma and its implications for learning, behavior, and school safety.
- **Academic Service Provider** connects families with resources through various agencies to facilitate academic achievement. The full-time Academic Support Provider works closely with the principal and the teachers to make sure that there are no barriers to student success. Students who show the need for additional services are referred to the Academic Support Provider through the SST process.
- **Teacher Leader** to provide direct coaching to teachers and facilitate collaboration among grade-level teams.
- **Restorative Justice and Practices** are strategies that help people build community and relationships and manage conflict and tensions as they arise.
- **Expanded Learning Program** with a daily focus on academic and enrichment activities aligned to grade-level standards. In addition, they provide before and after-school Math and English Language Arts Intervention.
- **Wellness Centers** are a hub for students who need to calm themselves, practice social skills, or solve problems. The wellness center also hosts a student council and other student groups for social experiences.

-
- **Full-Service Community Family Nights** will be held where parents will be offered information on Community Events, Wellness, Nutrition, Parent Portal, and another school/district priorities. Monthly council meetings: SSC, ELAC, and PTA meetings are events for stakeholders at the school site.
 - **Mindfulness** is a type of meditation in which you focus on being intensely aware of what you're sensing and feeling in the moment, without interpretation or judgment. Practicing mindfulness involves breathing methods, guided imagery, and other practices to relax the body and mind and help reduce stress.
 - **Mental Health Support Provider** full time on staff who provides mental health intervention support to students with behavioral challenges and coordinates the Wellness Rooms. This serves to provide social-emotional support to students and families.

Program Available at Mare Island and Lincoln Only

- **PAX Good Behavior Game** is an evidence-based, universal preventive instruction provided by teachers in the classroom. Teachers implement these strategies as part of their daily routines in carrying out classroom tasks.

Programs Only Available at Mare Island

- **Touro University** provides tutoring for qualified and targeted students.

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Special Education

While both campuses offer programs for students in Special Education, they offer different programs depending on individual student needs. According to the most recent SELPA Annual Budget Plan, the following special education services were provided.

Table 22: Comparison of Special Education Programs Available at Mare Island, Lincoln and Federal Terrace

Special Education Services Provided Onsite	Mare Island	Lincoln	Federal Terrace
330 Specialized Academic Instruction	Yes	Yes	Yes
350 Individual and Small Group Instruction	Yes	Yes	Yes
415 Speech and Language Therapy	Yes	Yes	Yes
450 Occupational Therapy	Yes	Yes	Yes
510 Individual Counseling	Yes	No	Yes
515 Counseling and Guidance	No	Yes	No
530 Psychological Services	Yes	No	No
535 Behavior Interventions and Supports	Yes	No	Yes
710 Specialized Deaf and Hard of Hearing Services	Yes	No	No

Mare Island, Lincoln and Federal Terrace have special education services for students with disabilities. All three campuses offer Resource Specialist programs. Resource Specialist programs provide students with the opportunity to learn alongside their peers in the general education classroom, with additional support by an educational specialist or paraprofessional within the classroom setting or a separate setting depending on the individual needs of the student.

There are also Special Day Class (SDC) programs at Mare Island and Federal Terrace, but not at Lincoln. These classes are a specialized educational setting designed to provide tailored instruction and support for students with disabilities. This class offers a more focused and individualized learning environment compared to a general education classroom. In an SDC, students receive instruction that is adapted to their unique needs, which may include modifications to the curriculum, specialized teaching methods, and the use of assistive technology. The class is typically smaller, allowing for more personalized attention from teachers and support staff. Both SDC and resource programs focus on creating a supportive atmosphere that addresses each student's specific challenges and strengths.

Lincoln has a lower percentage of students with disabilities because it does not house an SDC class for the district and because the students are second grade or less. Mare Island and Federal Terrace report that there are part-time school psychologists on staff at each school. Lincoln reports a 0.2 school psychologist on staff at that school.

While both campuses offer programs for students in special education, they offer different programs depending on individual student needs. Other elementary schools in the district offer additional services to provide a full spectrum of options across the District.

Parental Involvement

Mare Island

Mare Island, a Full-Service Community School has an active SSC and ELAC, which each hold monthly meetings a year looking at the academic, social, and involvement data and offering suggestions as to how best allocate the budget. We also have an active PTSA which organizes fund raisers and activities throughout the year. Parents are also welcome to volunteer in the classroom and chaperone field trips. PIQE workshops, Latino Literacy workshops and other workshops offered through our partners are offered to parents when available.

The school also has a goal of more completely enmeshing parents into the school community. In 2023-24, Mare Island offered adult ESL course and provided childcare.

Lincoln

Lincoln holds monthly parent engagement sessions on a variety of topics. Currently, the school operates and SSC and an ELAC. Families are encouraged to attend our PAX Community Circle assemblies every two weeks, and engagement activities are held immediately afterward. The school actively recruit parents and community members for open positions, and encourage families to attend class with their children.

Federal Terrace

Parents are considered valued partners and advocates for the success Federal Terrace students and school programs. Parents have several opportunities to become involved at the school. Federal Terrace communicates via social media, and our Parent Square and shares information about our school, and opportunities to be engaged. Parents are encouraged to participate in the SSC, ELAC and Design/Leadership Team. Parents also have the opportunity to get involved by volunteering their time on campus and support the classroom with at home or after school projects as their time and talents allow.

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Outcomes

Table 23: CAASPP 2023-24 Percent Met or Exceeded in English Language Arts at Mare Island, Lincoln and Federal Terrace

Student Groups	Mare Island	Lincoln	Federal Terrace
All Students	23.61%	5.88%	16.77%
Female	31.54%	4.00%	13.51%
Male	17.09%	2.22	19.35%
American Indian or Alaska Native	--	0	0
Asian	--	0	--
Black or African American	17.74%	0.00%	2.56%
Filipino	--	--	29.41%
Hispanic or Latino	20.62%	4.55%	14.81%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	64.29%	--	--
English Learners	2.25%	--	7.41%
Foster Youth	--	0	0
Homeless	--	--	--
Military	0	0	--
Socioeconomically Disadvantaged	20.00%	2.90%	15.07%
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	10.53%	0	7.89%

*Double dashes (--) appear in the table when the number of students is 10 or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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Table 24: CAASPP 2023-24 Percent Met or Exceeded in Math at Mare Island, Lincoln and Federal Terrace

Student Groups	Mare Island	Lincoln	Federal Terrace
All Students	10.45%	5.88%	19.39%
Female	12.40%	8.33%	21.92%
Male	8.86%	4.55%	17.39%
American Indian or Alaska Native	--	0	0
Asian	--	0	--
Black or African American	6.45%	2.56%	15.38%
Filipino	--	--	32.35%
Hispanic or Latino	8.81%	4.55%	15.00%
Native Hawaiian or Pacific Islander	--	0	--
Two or More Races	--	--	--
White	21.43%	--	--
English Learners	1.14%	--	3.85%
Foster Youth	--	0	0
Homeless	--	--	--
Military	0	0	--
Socioeconomically Disadvantaged	8.27%	5.97%	17.36%
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	2.63%	--	16.22%

*Double dashes (--) appear in the table when the number of students is 10 or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

From the data above, students at all three schools are generally performing below state assessments in English Language Arts and Mathematics.

Students at Mare Island perform better than their peers at Lincoln in English Language Arts. Federal Terrace performs slightly better than their peers at Mare Island and Lincoln in Math. Federal Terrace general. African American and Hispanic students outperform their subgroup peers in Math at Federal Terrace.

White students at Mare Island perform the best at Mare Island and Filipino students at Federal Terrace outperform their subgroup peers at the other two schools. It appears that socioeconomically disadvantaged and students with disabilities outperform their peers at Federal Terrace in Math.

Based on the performance above, District staff should evaluate the quality and outcomes of any English Language Arts and Mathematics instructional practice, curriculum, program or resource prior to continuation. If any new initiatives are to be considered, it is recommended that a committee of stakeholders reviews potentials programs and begins with a graduated pilot program prior to full scale implementation. These data indicate that consolidation of students from Mare Island into Lincoln and Federal Terrace will not negatively impact any program or service for the students at this level.

Summary

Textbooks

Textbooks and related resources are equivalent at all potential closing and receiving schools. This is not an aspect that should be taken into consideration in the overall decision as to which school(s) should be closed.

Program Components

The only program of consideration at Mare Island is that school's focus on outdoor activities and physical exercise. However, Federal Terrace and Lincoln have large enough outdoor areas to accommodate these activities. All other programs available at Mare Island and not available at Federal Terrace or Lincoln are transferrable, as they are dependent only on technology, curriculum, or staff.

In considering whether Loma Vista should be closed and students moved to Solano Widenmann, there is one program that would be difficult to move. The Loma Vista Farm is an outdoor classroom that provides children with standards-based hands-on learning opportunities to bolster their academic skills in reading, writing, math, social science, language arts and the science. This would be a difficult program to move and may not be available at the new campus.

The Spring Break Camp, Summer Boot Camp and the Wellness Centers are also programming worth consideration, as they are dependent on facilities. However, Solano Widenmann has ample facilities to house these two programs.

All other programs available at Loma Vista and not available at Solano Widenmann are transferrable, as they are dependent only on technology, curriculum, or staff, which are all mobile from place to place.

In looking at closing Steffan Manor and moving students to Pennycook, all programs available at Steffan Manor and not available at Pennycook are transferrable, as they are dependent only on technology, curriculum, or staff, which are all mobile from place to place.

Non-moveable program components should be weighted heavily in the decision as to which school(s) should be closed.

Special Education

According to the most recent data, Loma Vista's special education population is slightly smaller than the population at Solano Widenmann. However, it is not significant to warrant exception. Both campuses offer both Resource Specialist programs and Special Day Class (SDC) programs.

Loma Vista provides an SDC program for preschool level as well as one moderate to severe class for Grades 3 to 5. Additionally, they have a part time in person school psychologist on staff that serves all the students on campus who have needs in Social Emotional Learning and to provide special education assessments and services. Solano Widenmann offers three Non-Severe SDCs, two for middle school and one class in elementary grades three to five. The school has two part

time school psychologists on staff, one focuses on providing Social Emotional Learning strategies as part of the MTSS tier 1 and 2 strategies. The other psychologists provide special education assessments and counseling and guidance services for students with IEPs. The slightly larger population of special education students at Solano Widenmann is due to the school hosting so many of the SDC classrooms at VCUSD.

Steffan Manor hosts one SDC that serves students who are visually impaired. It would be difficult for students with visual impairments to accustom themselves to a new campus, though possible. Also, the Resource Program at Steffan Manor has a current vacancy for a teacher. Pennycook hosts the county-wide Deaf and Hard of Hearing (DHH) program that serves students from preschool through sixth grade. Many of these students are included more than 50% of the day with their general education peers. While difficult for students who are visually impaired to move, they would be moving to a campus upon which students with disabilities are already served in an inclusive setting, therefore, a staff mindset is more likely to make them feel a part of the community.

Both Steffan Manor and Pennycook offer both Resource Specialist programs and Special Day Class (SDC) programs to students with disabilities.

Mare Island, Lincoln and Federal Terrace offer Resource Specialist programs for their special education students. There are also Special Day Class (SDC) programs at Federal Terrace and at Mare Island, but none at Lincoln. Lincoln has a lower population of students with disabilities because it does not house one of the SDC classes for the district.

Mare Island hosts one SDC program for students who are visually impaired and Federal Terrace hosts two Exceptional Tots SDC classes at the preschool level and two SDC classes for students with Autism or who are eligible under emotional disturbance. Also, the Resource Program at Lincoln has a current teacher vacancy. It would be difficult for students with visual impairments to accustom themselves to a new campus, though possible.

Other Elementary schools in the district offer additional services to provide a full continuum of options across the district.

When considering moving special education programs, the District's schools have statistically similar percentages of students with disabilities. It is reasoned that any program, staff or service could feasibly move to another school with little disruption if it has the capacity. This would most likely not overly burden the school or represent any trigger disproportionality and should not be a reason to close a school or schools.

Parent Involvement

Parent involvement is equivalent at all potential closing schools and the schools to which the students would be transferred. This is not an aspect that should be taken into consideration in the overall decision as to which school(s) should be closed.

Student Outcomes

As mentioned in the Outcomes sections above, any program or service provided to students at any school should be deeply scrutinized by District stakeholders for equity, and efficacy. It is clear that the identified schools are struggling to meet state standards in English Language Arts and Mathematics based on the state testing performance. This includes subgroupings. While there are subgroupings that outperform their peers, much work needs to be done to support these students in their acquisition of literacy and numeracy skills. District stakeholders should also examine the educators who are teaching the students who outperform their peers for their quality and ability to engage and instruct their students.

Findings

Steffan Manor to Pennycook

Students with disabilities already score better on statewide assessments at Steffan Manor, so it is assumed that the staff are proficient in teaching students with disabilities. If Pennycook's district Deaf and Hard of Hearing Program were to transfer, it would likely be beneficial to the students to work with staff at Steffan Manor.

Steffan Manor serves fewer Black or African American students and also serves fewer Filipino students. Steffan Manor services more Hispanic or Latino students and families and has a larger population of English Learners. These demographic groupings score similarly or slightly worse on statewide assessments at Steffan Manor as they do at Pennycook. For this reason, it would be recommended to have teachers move locations alongside students to decrease any possible detrimental impact of the change.

All programs are moveable from Steffan Manor to Pennycook without significant impact.

Loma Vista to Solano Widenmann

Most students, including students with disabilities, are performing better on statewide assessments possibly due to the extensive and integrated additional programming at Loma Vista. While most of the programming at Loma Vista would be transferrable to Solano Widenmann, the Farm Program at Loma Vista would not be able to move and may have a significant bearing on the statewide assessment scores of students at Loma Vista. It is likely that students who transfer from Loma Vista to Solano Widenmann would not score as well on statewide assessments.

Mare Island to Lincoln and Federal Terrace

Mare Island's focus on outdoor activities and physical exercise would be appropriate to move to Federal Terrace, as the campus has a large enough outdoor area to accommodate these activities. All other programs available at Mare Island and not available at Federal Terrace or Lincoln are transferrable, however, they are dependent on facilities to house the programs.

Students at Federal Terrace generally do better on statewide assessments than students at the two other schools. They serve Black or African American students significantly better than the two other schools, as well as Hispanic or Latino students. Their statewide assessment scores are also

higher for students who are monitored under socioeconomically disadvantaged. However, students with disabilities are not scoring well on statewide assessments at any of the schools. Generally, it is likely that students will be better served at Federal Terrace than at Mare Island.

Lincoln, however, is not as effective as Mare Island at serving students. Considerations may be to move programs and teachers from Mare Island to Lincoln to increase all students' outcomes.

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Environmental Factors Vallejo California

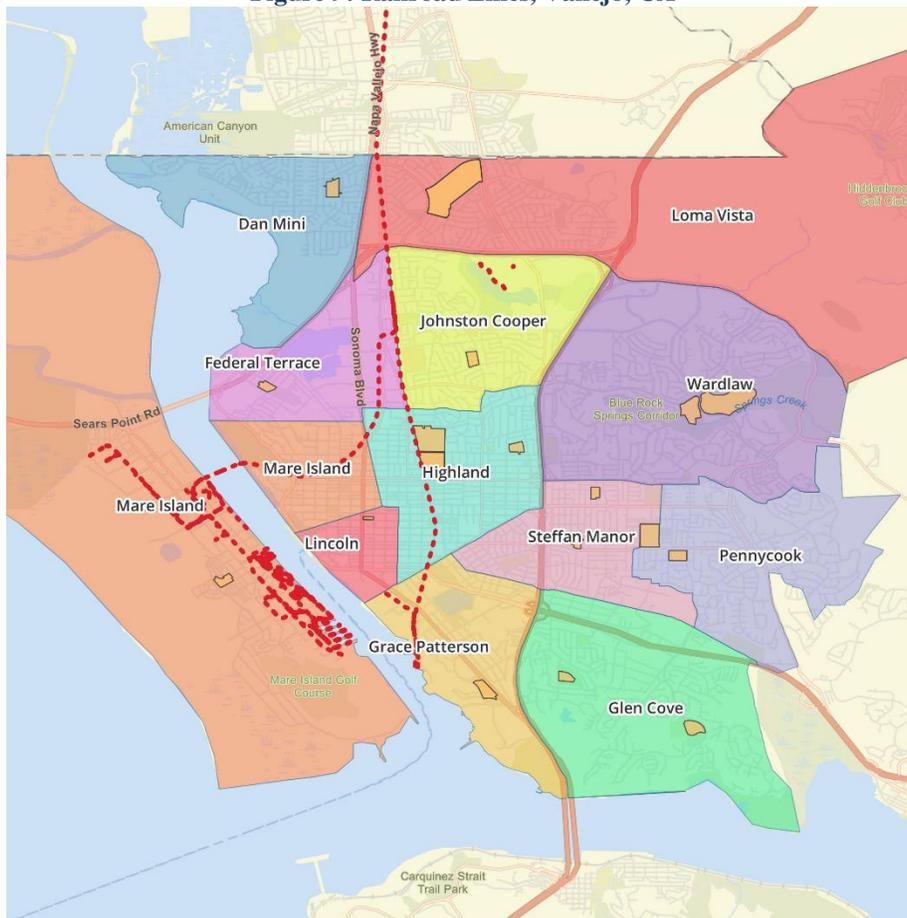
Description

The Attorney General reminds districts to be mindful of the environment surrounding school sites and to identify any hazards, such as new highways or polluting industries.

Analysis

The largest employers in Vacaville include Kaiser Permanente, Six Flags Discovery Kingdom, Sutter Solano Medical Center, and Touro University. Interstate 80 runs south/south through the city via the Carquinez Bridge. Route 37 from Sonoma enters from the west, and from the east Interstate 780 from Benicia. Route 29 (Sonoma Blvd.) travels through the city center north to Napa. There are also railroad tracks that run through the city as shown in the map below:

Figure 9: Railroad Lines, Vallejo, CA



Findings

Although there are numerous highways, railroad crossings, and industries in Vallejo, CA, since all students in the closing schools would be reassigned to other active schools, there was no issue found that would prevent the closure of any of the planned elementary schools due to

environmental hazards, although the District should be mindful of major streets, railroad crossings and highways and provide transportation to students when deemed necessary for safety.

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Balance of Pupil Demographics

Description

According to AB 1912, the balance of pupil demographics, including race or ethnicity, pupils with disabilities, English learners, foster youth, and homeless youth, in the schools being considered for closure and the resulting demographic balance of pupils after placement in other schools should be considered. This analysis determines if the decision to close or consolidate will disproportionately impact any particular demographic group and if the benefits of the reorganization outweigh any potential negative demographic impact.

Demographic information included in this section of the report is taken from two sources: The 2023-24 Student Accountability Report Card (SARC), the most recent SARC, and publicly available enrollment information reported to the state by the District. The SARC is a mandated document and is also publicly available. It contains several types of information about each school in the District and includes demographic information based on October census data. Demographic information is also available from the state through the California State Department of Education's *Data Quest* website at <https://dq.cde.ca.gov/dataquest>.

Analysis

District Demographics

California tracks both district-level and state-level demographic information. This information includes enrollment by subgroup as well as enrollment by ethnic groups. For the enrollment data to maintain consistency from year to year, this data must be reported annually to the state in the same week in October. The data used in this section of the report is the most recent publicly available information from the 2024-25 school year.

Enrollment by Subgroup

The state has created categories of subgroups to identify students who come from a background that could cause the students to have more challenges at school compared to peers who do not belong to these subgroups. The state requires districts to pay special attention to these subgroups and provides additional funding so that the needs of these subgroups can be met. These subgroups include:

- English Learners
- Foster Youth
- Homeless Youth
- Migrant Education
- Students with Disabilities
- Socioeconomically Disadvantaged Youth

The table below lists the subgroup's name on the left with the number of students and the percentage of each subgroup to the right.

Table 25: VCUSD And State Enrollment Percentages by Subgroups

Subgroup	State	VCUSD
English Learners	18.4%	26.2%
Foster Youth	0.5%	0.5%
Homeless Youth	3.6%	2.1%
Migrant Education	0.8%	0.0%
Students with Disabilities	13.7%	13.3%
Socioeconomically Disadvantaged	62.7%	79.1%

Table 26: VCUSD Enrollment by Subgroups

Subgroup	Enrollment	Percentage
English Learners	2,602	26.2%
Foster Youth	55	0.5%
Homeless Youth	222	2.1%
Migrant Education	0	0.0%
Students with Disabilities	1,318	13.3%
Socioeconomically Disadvantaged	7,662	79.1%
All Students	9,441	100%

VCUSD has a large percentage of socioeconomically disadvantaged students as well as English Learners, which is typical for school districts in California that are located in urban areas. The District has a larger percentage in some important subgroups such as English Learners and Socioeconomically Disadvantaged students as compared to the state’s total population.

Enrollment by Ethnicity

The state also tracks students by several categories of ethnic groups, which are listed on the right side of the table below. VCUSD is a diverse district, with large percentages of African Americans, Filipinos, and Hispanics or Latinos.

Table 27: VCUSD And State Enrollment Percentages by Ethnic Group

Ethnic Group	State	VCUSD
African American	4.7%	21.5%
American Indian or Alaskan Native	0.4%	0.3%
Asian	10.5%	2.6%
Filipino	2.3%	11.5%
Hispanic or Latino	56.4%	52.2%
Pacific Islander	0.4%	1.7%
White	19.6%	5.3%
Two or More Races	4.5%	4.2%
Not Reported	1.0%	0.8%

Compared to state-wide percentages, VCUSD has significantly lower percentages of Asian and White students a slightly lower percentage of Hispanic students, and higher percentages of African Americans, Filipino, and Pacific Islanders.

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Table 28: VCUSD Enrollment by Ethnic Group

Ethnic Group	Enrollment	Percentage
African American	2,028	21.5%
American Indian or Alaskan Native	22	0.2%
Asian	247	2.6%
Filipino	1,018	11.5%
Hispanic or Latino	4,928	52.2%
Pacific Islander	157	1.7%
White	504	5.3%
Two or More Races	396	4.2%
Not Reported	78	0.8%
All Students	9,441	100%

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Steffan Manor Elementary School

Enrollment By Subgroup

Data Quest indicates that the school enrollment for the 2023-24 school year was 403 students. The number and percentage of students by subgroup are displayed in the table below. Steffan Manor has a large percentage (86.2%) of socioeconomically disadvantaged students. Additionally, more than a third of Steffan Manor’s population is considered English learner.

Table 29: Steffan Manor Percentages by Subgroup

Subgroup	Enrollment	Percentage
English Learners	148	36.7%
Foster Youth	1	0.2%
Homeless Youth	11	2.7%
Migrant Education	0	0.0%
Students with Disabilities	46	11.4%
Socioeconomically Disadvantaged	333	86.2%
All Students	403	100%

Enrollment by Ethnicity

The two largest ethnic group at Steffan Manor are Hispanic or Latino and African American. Other smaller ethnic groups exist in significantly smaller aspects of the total population.

Table 30: Steffan Manor Enrollment by Ethnic Group

Ethnic Group	Enrollment	Percentage
African American	51	12.7%
Asian	13	3.2%
Filipino	21	5.2%
Hispanic or Latino	265	65.8%
Pacific Islander	8	2.0%
White	23	5.7%
Two or More Races	17	4.2%
Not Reported	5	1.2%
All Students	403	100%

Receiving Schools

The District is allowing Steffan Manor students to enroll in Pennycook, which, at a current enrollment of 403, has the capacity to accept additional students. Pennycook is the closest and most logical choice for families.

The percentage of enrollment by subgroup for Steffan Manor and the likely receiving school, Pennycook, are displayed in the table below:

Table 31: Comparison of Subgroups at Steffan Manor and Pennycook by Percentage

Subgroup	Steffan Manor	Pennycook
English Learners	36.7%	20.0%
Foster Youth	0.2%	2.1%
Homeless Youth	2.7%	2.4%
Migrant Education	0.0%	0.0%
Students with Disabilities	11.4%	17.9%
Socioeconomically Disadvantaged	86.2%	80.8%

Steffan Manor has a larger percentage of English learners and socioeconomically disadvantaged students as compared to Pennycook, but Pennycook has a larger population of students with disabilities.

Table 32: Comparison of Ethnic Groups at Steffan Manor and Pennycook by Percentage

Ethnic Group	Steffan Manor	Pennycook
African American	12.7%	22.6%
American Indian or Alaska Native	0.0%	0.3%
Asian	3.2%	2.1%
Filipino	5.2%	12.9%
Hispanic or Latino	65.8%	45.0%
Pacific Islander	2.0%	1.8%
White	5.7%	7.9%
Two or More Races	4.2%	5.8%
Not Reported	1.2%	1.6%

Pennycook has a significantly greater percentage of African American and Filipino students while Steffan Manor has a significantly larger percentage of Hispanic or Latino students.

Loma Vista Environmental Science Academy

Enrollment By Subgroup

Data Quest indicates that the school enrollment for the 2023-24 school year was 407 students. The number and percentage of students by subgroup are displayed in the table below. The majority of Loma Vista students are considered socioeconomically disadvantaged. Additionally, there is a large population of English learners.

Table 33: Loma Vista Percentage by Subgroup

Subgroup	Enrollment	Percentage
English Learners	147	36.1%
Foster Youth	1	0.2%
Homeless Youth	17	4.2%
Migrant Education	0	0.0%
Students with Disabilities	52	12.8%
Socioeconomically Disadvantaged	327	80.3%
All Students	407	100%

Enrollment by Ethnicity

The largest two ethnic group at Loma Vista are Hispanic or Latino and African Americans. Other ethnic groups with smaller populations are also represented.

Table 34: Loma Vista Enrollment by Ethnic Group

Ethnic Group	Enrollment	Percentage
African American	85	20.9%
Asian	9	2.2%
Filipino	29	7.1%
Hispanic or Latino	231	56.8%
Pacific Islander	6	1.5%
White	23	5.7%
Two or More Races	20	4.9%
Not Reported	4	1.0%
All Students	407	100%

Receiving Schools

The District recognizes that Solano Widenmann, with a current population of 592 students, has the capacity to enroll some Loma Vista Students. Solano Widenmann is the closest and seems to be the most logical choice of school for current Loma Vista families. The percentage of enrollment by subgroup for Loma Vista and the likely receiving school, Solano Widenmann, are displayed in the table below:

Table 35: Comparison of Subgroups at Loma Vista and Solano Widenmann Percentage

Subgroup	Loma Vista	Solano Widenmann
English Learners	36.1%	34.8%
Foster Youth	0.2%	0.7%
Homeless Youth	4.2%	2.0%
Migrant Education	0.0%	0.0%
Students with Disabilities	12.8%	19.8%
Socioeconomically Disadvantaged	80.3%	85.8%

Loma Vista and Solano Widenmann have similar subgroup percentages, with Solano Wideman having a larger percentage of socioeconomically disadvantaged students and larger percentage of students with disabilities.

Table 36: Comparison of Ethnic Groups at Loma Vista and Solano Widenmann by Percentage

Ethnic Group	Loma Vista	Solano Widenmann
African American	20.9%	19.6%
American Indian or Alaskan Native	0.0%	0.5%
Asian	2.2%	1.9%
Filipino	7.1%	12.0%
Hispanic or Latino	56.8%	57.6%
Pacific Islander	1.5%	2.4%
White	5.7%	2.2%
Two or More Races	4.9%	3.5%
Not Reported	1.0%	0.3%

Loma Vista and Solano Widenmann have similar ethnic representation, with the largest difference being that in the Filipino enrollment between the two schools.

Mare Island Health and Fitness Academy

Enrollment By Subgroup

Data Quest indicates that the school enrollment for the 2023-24 school year was 418 students. The number and percentage of students by subgroup are displayed in the table below:

Table 37: Mare Island Subgroup Population

Subgroup	Enrollment	Percentage
English Learners	140	33.5%
Foster Youth	4	1.0%
Homeless Youth	13	3.1%
Migrant Education	0	0.0%
Students with Disabilities	71	17.0%
Socioeconomically Disadvantaged	350	83.7%
All Students	418	100%

The Mare Island Health and Fitness Academy has a significant percentage of students who are socioeconomically disadvantaged. Additionally, a little more than a third of students are English learners.

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Enrollment by Ethnicity

The largest two ethnic groups at Mare Island are Hispanic or Latino and African American. Other ethnic groups are also represented, but by much smaller percentages.

Table 38: Mare Island Enrollment by Ethnic Group

Ethnic Group	Enrollment	Percentage
African American	74	17.7%
American Indian or Alaska Native	1	0.2%
Asian	4	1.0%
Filipino	18	4.3%
Hispanic or Latino	273	65.3%
Pacific Islander	6	1.4%
White	22	5.3%
Two or More Races	18	4.3%
Not Reported	2	0.5%
All Students	418	100%

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Receiving Schools

Most Mare Island students will be assigned to Federal Terrace and a smaller amount assigned to Lincoln. Federal Terrace serves 271 students in Kindergarten to Grade 6, while Lincoln serves 87 students in Grades K to 5. Both schools have the capacity to accept the transfer students. The subgroup enrollment by percentage for Mare Island and the likely receiving schools, Federal Terrace and Lincoln, are displayed in the table below:

Table 39: Comparison of Subgroups at Mare Island Receiving Schools by Percentage

Subgroup	Mare Island	Lincoln	Federal Terrace
English Learners	33.5%	12.6%	33.2%
Foster Youth	1.0%	0.7%	0.0%
Homeless Youth	3.1%	10.3%	0.7%
Migrant Education	0.0%	0.0%	0.0%
Students with Disabilities	17.0%	8.0%	17.7%
Socioeconomically Disadvantaged	83.7%	89.7%	86.0%

Mare Island’s percentages of socioeconomically disadvantaged students, which comprises of the majority of the student population, is similar to those at Federal Terrace and Lincoln. Mare Island’s English learner population is almost identical to Federal Terrace. Lincoln’s English learning percentage is significantly smaller than the other schools. Lincoln has a significantly larger number of homeless students while Lincoln’s percentage of students with disabilities is significantly lower than Mare Island and Federal Terrace.

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Table 40: Comparison of Ethnic Groups at Mare Island and Receiving Schools by Percentage

Ethnic Group	Mare Island	Federal Terrace	Lincoln
African American	17.7%	23.6%	50.6%
American Indian or Alaskan Native	0.2%	0.0%	0.0%
Asian	1.0%	2.6%	0.0%
Filipino	4.3%	15.1%	0.0%
Hispanic or Latino	65.3%	50.6%	31.0%
Pacific Islander	1.4%	0.7%	4.6%
White	5.3%	4.1%	3.4%
Two or More Races	4.3%	3.3%	9.2%
Not Reported	0.5%	0.7%	1.1%

Mare Island has the largest population of Hispanic or Latino students. Lincoln’s population is mostly African American, and is the largest of the three schools. Federal Terrace’s Filipino population is significantly larger than the other two schools.

Findings

VCUSD is a highly diverse district and although each school has unique characteristics, the demographics are relatively similar. The largest percentage of African Americans in the District attend Lincoln, which is a school that is not being considered to close. The proposed closures of these schools do not appear to be perpetuating any type of discrimination, overrepresentation or disproportionality.

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Transportation Needs of Pupils

Description

The attorney general has stated that districts should analyze the transportation impacts of school closure on families to determine the possible impacts the closure has on student needs, especially for Black and Native American students, who, according to an article published by *The Los Angeles Times*, are less likely to have access to a vehicle and more likely to be chronically absent.

Analysis

Home to School Transportation

In California, home-to-school transportation for general education students is not a legal obligation for the District. VCUSD provides limited transportation services to students depending on their grade level and distance from their assigned schools. Administrative regulation 3541 states that *students shall be eligible for transportation services to and from school if the distance between their school-established bust stop and the school is beyond the minimum listed below:*

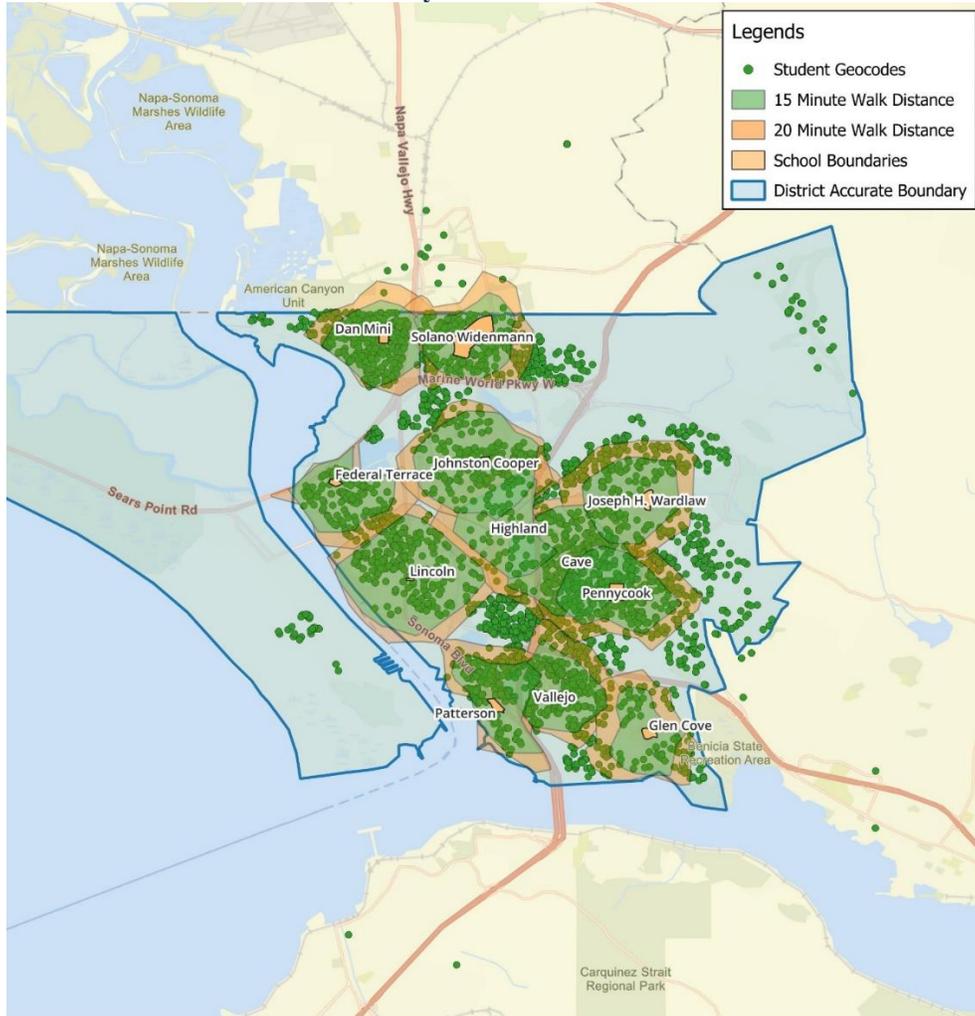
- Grades K to 5: 1.5 mile or greater
- Grades 6 to 8: 2.25 miles or greater
- No transportation services for high school students

Most students live within these distances from a school. Appendix B shows the potential closed school students' distances from their homes to receiving schools.

Most students live within a reasonable walking distance to one of the District's schools. The map following displays all of the elementary students' locations and the 15- and 20-minute walking distance to the elementary schools.

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Figure 10: Walk Distance Analysis of All Active Elementary Schools with All Elementary School Student Geocodes



Special Education Transportation

The District is also obligated to provide transportation for students with disabilities when required in their Individualized Education Plan (IEP) as well as homeless students, and it does so through contracted services.

The distance between Loma Vita and Solano Wideman, and the distance between Steffan Manor and Pennycook are less than a mile. Since Mare Island requires a bridge to cross to get to other schools, the distances from Mare Island to either Federal Terrace or Lincoln is significantly more - between 2.6 and 3.1 miles.

Table 41: Walking Distance between Closing Schools and Receiving Schools

Closing School	Receiving School	Walking Distance from Closing School to Receiving School
Loma Vista	Solano Widenmann	0.4 Mile
Steffan Manor	Pennycook	0.8 Mile
Mare Island	Federal Terrace	2.6 Miles
Mare Island	Lincoln	3.1 Miles

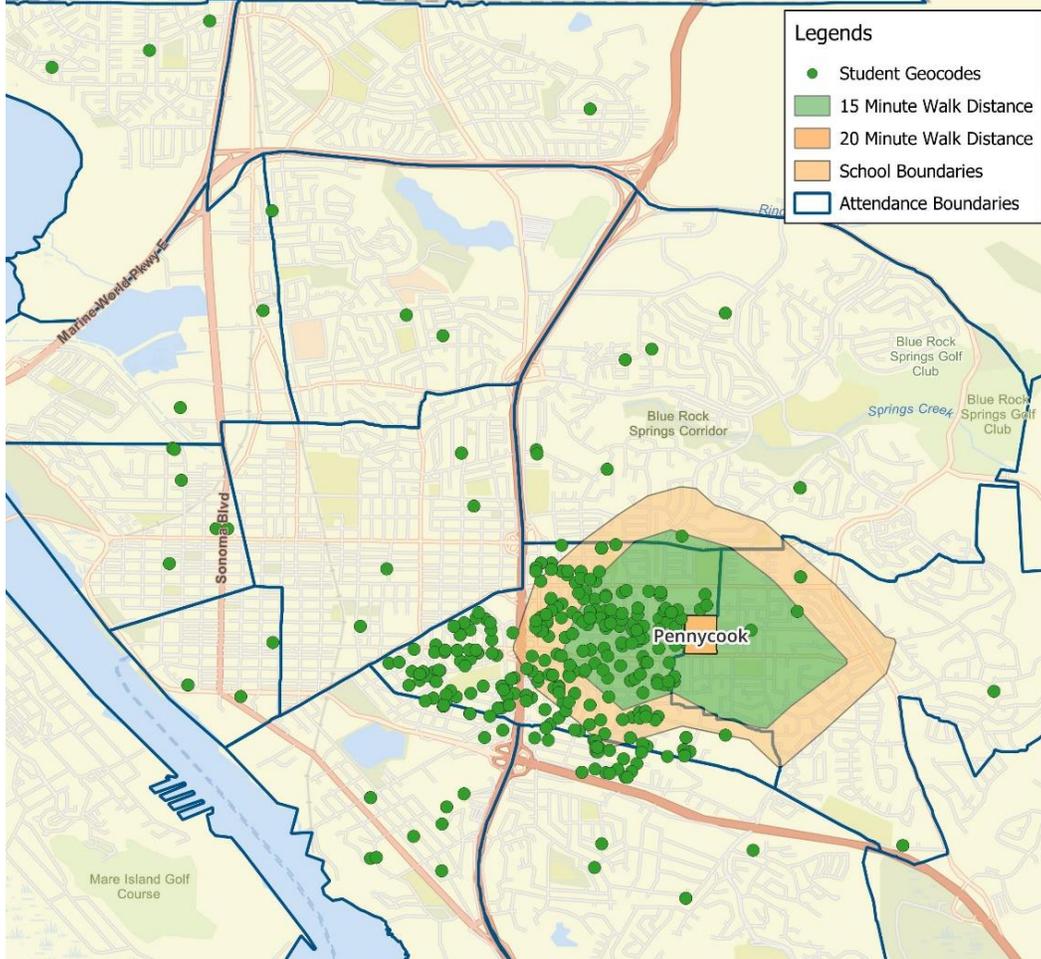
However, the walking distance for each family will differ depending on the distance between where and the closing school’s boundary.

Steffan Manor

Most students from Steffan Manor live within 1.5 miles of Pennycook, which is the District’s established minimum transportation range. Therefore, most students would not be eligible for transportation services. Students outside the range generally live closer to a District school and most, if not all, would also not be eligible for transportation services. Some Steffan Manor students live west of Route 80, and are within the school boundaries of Steffan Manor. When drawing new boundaries, the District will need to decide if these students have a safe route to Pennycook or if there is a school west of Route 80 that would be a closer, safer choice.

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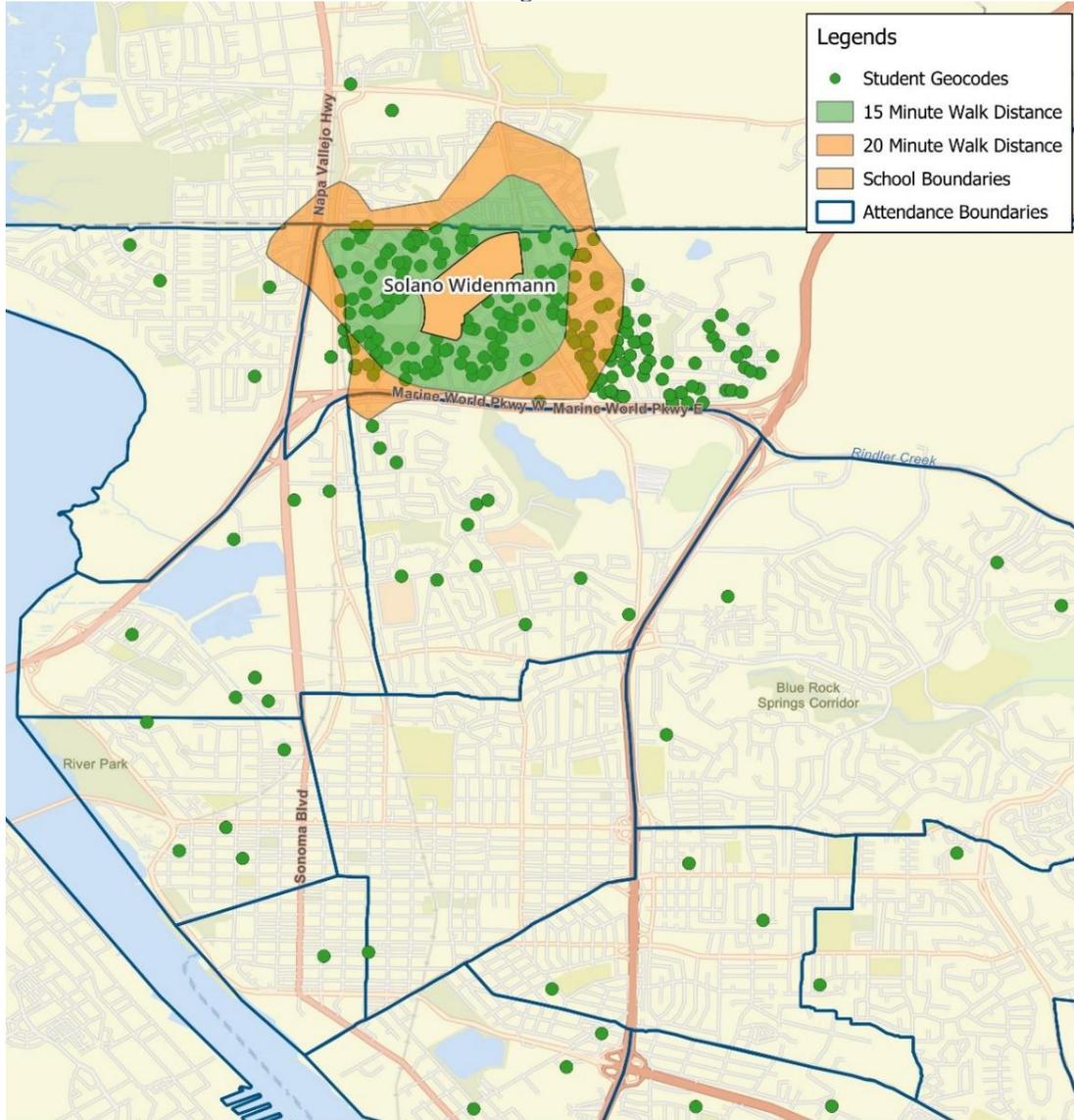
Figure 11: Illustration 15- and 20-Minute Walking Time to Pennycook for Steffan Manor Students



Loma Vista

Most current Loma Vista students live west of Solano Widenmann but within the minimum 15- to-20-minute walk. Many of the students who live outside this 15- to 20-minute range live closer to another District school such as Highland or Patterson. There are some students who reside south and southeast of the school who are further than 1.5 miles and do not appear to live closer to another District school and may be eligible for home to school transportation.

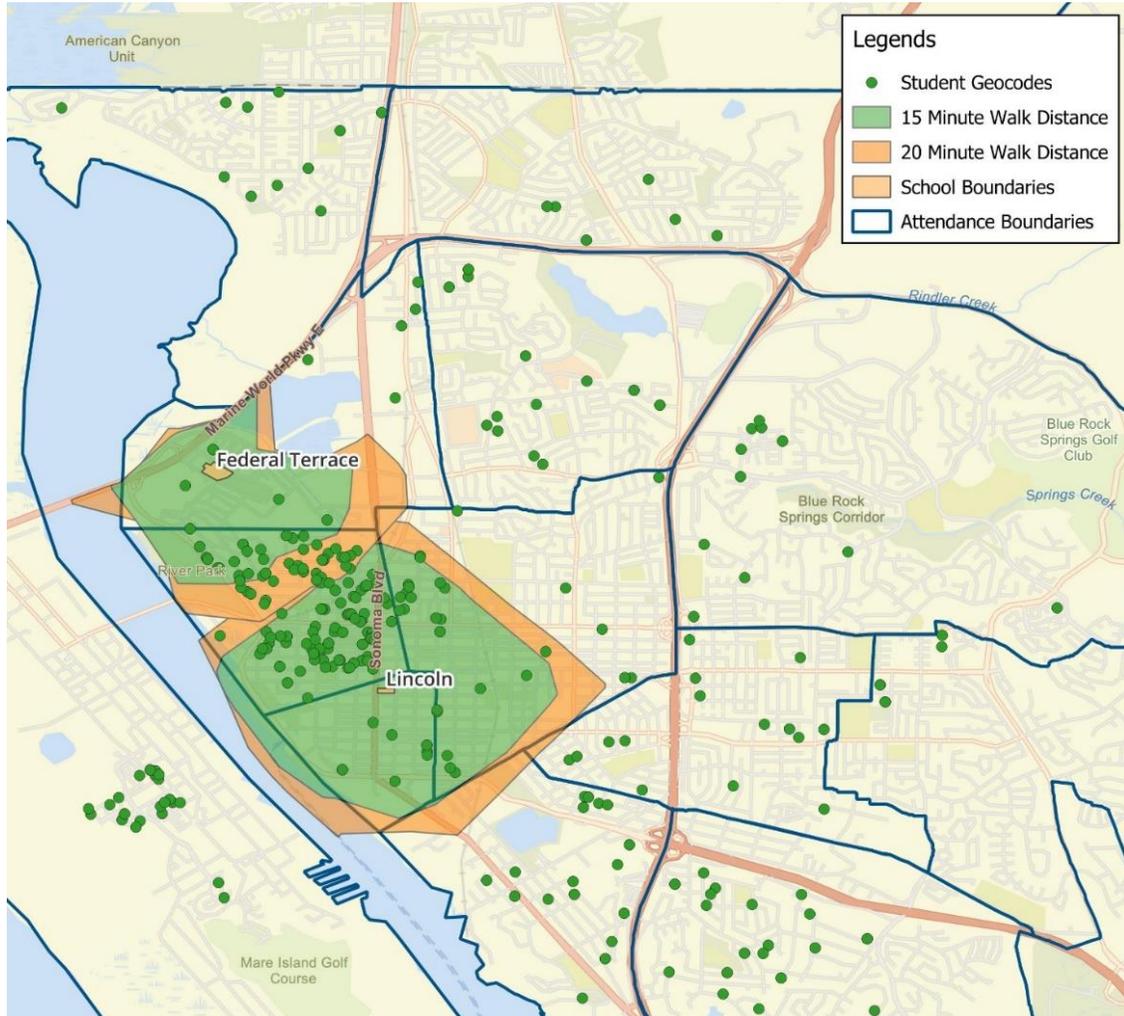
Figure 112: Illustration 15- and 20-Minute Walking Time to Solano Widenmann for Loma Vista Students



Mare Island

Mare Island families who live in the northern part of the city will be closer to Federal Terrace as compared to other families, who live south of Federal Terrace and live closer to Lincoln or other District schools. There is a significant number of families who live near Lincoln, which is desirable since Lincoln’s enrollment in August was only 64. As previously stated, Lincoln has capacity for 270 with a loading factor of 30 to 1 and capacity of 243 with a loading factor of 27 to 1. Students who currently live near Mare Island would be assigned to Federal Terrace which has sufficient capacity. Since other students who attend Mare Island are fairly dispersed throughout the city, many families live in closer proximity to other schools and may decide to attend one of these other schools. This can be seen in the scatter plot map below:

Figure 13: Illustration 15- and 20-Minute Walking Time to Federal Terrace for Lincoln for Mare Island Students



The potential closure of Mare Island would decrease the distance to school for most students. This is because this school is located on an island and most students are either bussed or driven to the school. Except for the small number of students who live on Mare Island, the scatter plot map above illustrates that other students are closer to other District schools. The students who live near Mare Island would be eligible for transportation services if Mare Island is closed.

Findings

The District will need to carefully consider transportation services or changing school boundaries if any of the proposed school closures take place. While the proposed school closures do not appear to disproportionately affect any student ethnic group, changes in distances from a receiving school would not be discriminatory. Mare Island's closure would reduce the distance to school most Mare Island students would need to travel, and the closure of Steffan Manor and Loma Vista would likely result in a limited increase in transportation services. The vast majority of district students live a reasonable distance to a local elementary school.

Aesthetics and the Opportunity for Blight and Negative Impact

Description

Without proper planning, closing a school can have a negative effect on a community and invites the opportunity for blight. Vacant school sites can be targets for vandalism and crime. Therefore, the Attorney General recommends a community-centered plan for a school's use after closure.

Analysis

When considering how to repurpose excess property, VCUSD historically creates and utilizes an Asset Management Advisory Committee, which makes recommendations regarding property repurposing. The District is **not** required to sell the property, and the Board could choose to repurpose the campus to fill a District or community need. By being proactive, VCUSD will minimize the risk that the site will become a blight or have a negative impact on the community. The District's first asset management committee meeting is scheduled for mid-September 2024.

Findings

VCUSD is moving forward with the Asset Management Advisory Committee to repurpose any closed school to ensure the school will not become blighted or in other ways negatively impact the community. The committee will need to address current unused property and make recommendation to the governing board for best use of the property. This could include sales, lease or repurpose.

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Impact on Feeder and Other School Attendance (Education Code Section 41329 (a)(1)(I))

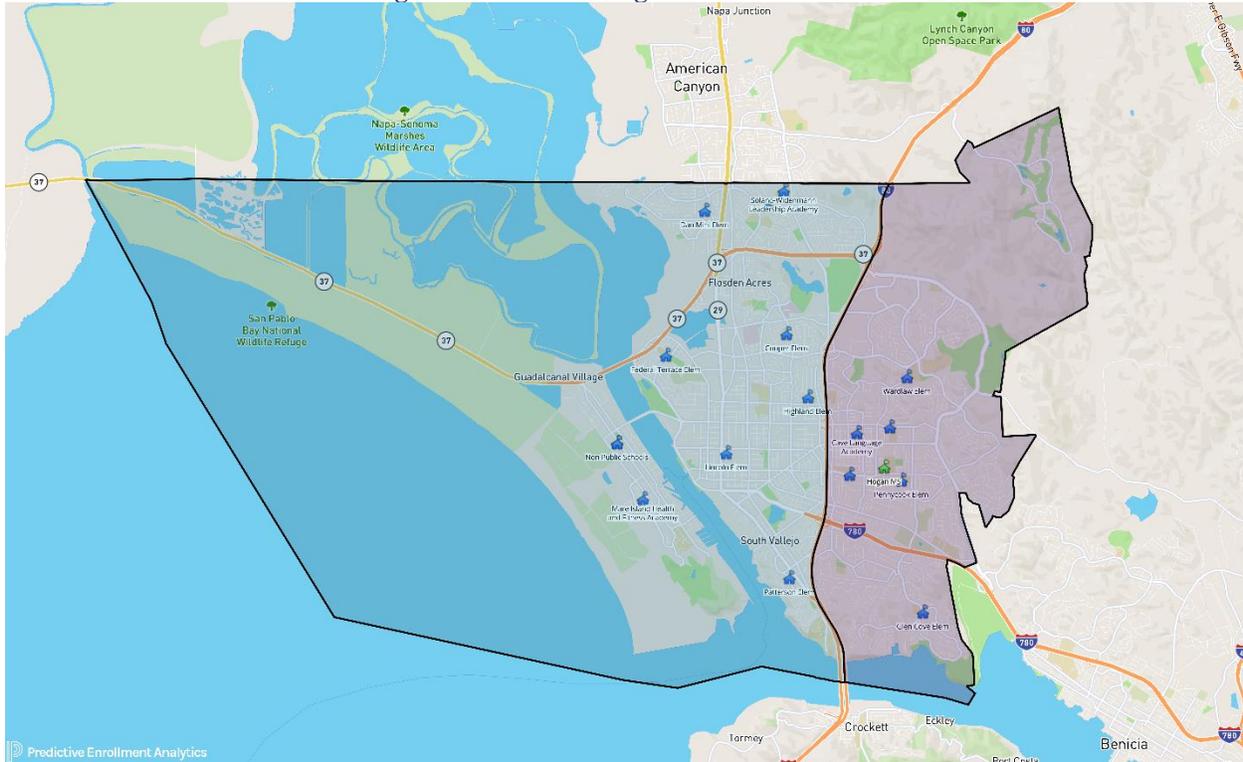
Description

The attorney general states that “all school districts must analyze not only how closure decisions impact student demographics at the closing and receiving schools, but also how the decisions may impact patterns at the middle and high school level. A closure decision that maintains or intensifies racial segregation at the middle or high school to which receiving schools feed may be unlawful”.

Analysis

VCUSD is bifurcated into two areas for high school attendance, and there is one comprehensive high school in both areas. The District has both schools that serve TK to Grade 8 as well as Hogan Middle School.

Figure 124: VCUSD High School Boundaries



Findings

The proposed closures should not change the demographic patterns at any of the District high schools. Middle school attendance should also not be greatly affected by the school closures, as there are some K to 8 schools as well as one middle school. The demographics throughout the District are similar and there is no evidence that this closure would maintain or intensify segregation.

Conclusion

This Equity Impact Analysis studied three scenarios for potential school closures including Steffan Manor, Loma Vista, and Mare Island. There was no evidence found of any discriminatory practice or the opportunity to perpetuate discriminatory practices by closing any of these schools. However, the three potential closures scenarios have unique benefits and challenges, as summarized below.

Steffan Manor

Steffan Manor is located close to Pennycook. Pennycook is a large, currently underutilized campus, and could absorb the students from Steffan Manor. Most students are within a reasonable walking distance to Steffan Manor. There should be no major disruption to any program including special education and with a larger enrollment at Pennycook, there could be opportunities for enhancing programs due to the larger scale or with a better focus of categorical program dollars. Demographics are similar between the two sites with Steffan Manor having a greater English Learner and Hispanic or Latino population and Pennycook having a greater African American population. There should be costs savings if this closure proceeds, and more money available for facility maintenance and improvements.

Loma Vista

Loma Vista is less than half of a mile from Solano Widenmann, and Solano Widenmann also has a relatively large capacity. However, since this merger will put Solano Widenmann somewhere between 82% and 92% of capacity, there may not be many excess rooms for non-regular classroom use at the site. This means the District needs to carefully look at the programs that are using a room for non-traditional classroom use and decide if the program is required or if it can be moved to a different location. This may include after-school care, the Wellness Room (if applicable) or perhaps a regionalized special education program. Except for programs that may need to move to another campus due to the potential lack of classrooms, there should be no major disruption to any program. With a larger enrollment at Solano Widenmann, there could be opportunities for enhancing programs due to the greater enrollment or better focus of categorical program dollars. The ethnic and sub group percentages are very similar for the two schools, and Solano Widenmann has a larger percentage of students with disabilities, likely due to regionalized special education programs. Most Loma Vista students live within a 15- to 20-minute walk of Solano Widenmann.

Mare Island

There are relatively few students who live near Mare Island, and from that perspective, it is an ideal school to consider for closure. The two identified receiving schools, Lincoln and Federal Terrace, can accommodate Mare Island's students if the school is closed. The transfer of some of Mare Island's students to Lincoln is ideal due to Lincoln's current low enrollment. Federal Terrace is a large campus and could accommodate all the students from Mare Island if needed, although for several reasons that would not be ideal. Many students who attend Mare Island live closer to other school sites in the District, and if Mare Island is closed, some students will likely select a school closer to their residence by choice. Mare Island has a smaller percentage of African Americans than the receiving schools, but a larger English Learner and Hispanic or Latino percentage. There should be no major disruption to any program including special education and

with a larger enrollment at Pennycook, there could be opportunities for enhancing programs due to the school's larger scale or by better focusing categorical program dollars. There should also be costs savings if the closure of Mare Island proceeds, and more money available for facilities. Students who live near Mare Island would be eligible for transportation services to Federal Terrace or Lincoln, depending on which school the District assigns to those students.

Overall, there are many benefits to the proposed consolidations, including both programmatic and financial. The District should continue to be mindful of the impact potential closures may have on distances to schools, and there will be some increase in transportation for students who fit the district parameters for home-to-school transportation.

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Appendix A: Site Bond Projects Summary

Steffan Manor

Recently Completed Projects

Project	Completion Date	Cost
Play structure replacement	April 7, 2021	\$103,248.03
Window shade cover	January 5, 2021	\$73,515
Exterior painting	January 6, 2021	\$75,000

Modernization

Scope of Work	Scheduled Start Date*	Cost
Campus-wide HVAC system replacement	<i>Phase 1: Started June 2024</i> <i>Phase 2: To start June 2025</i>	\$6,865,283
Roof replacement/repairs		
Dry-rot remediation at walkways		
Complete renovation of two restrooms		
ADA-compliant upgrades to provide an accessible path of travel		

Pennycook

Recently Completed Projects

Project	Completion Date	Cost
Play structure replacement	April 7, 2021	\$92,465.27
Exterior painting	November 1, 2019	\$85,000

Modernization

Scope of Work	Completed Date	Cost
Campus-wide HVAC system replacement	May 24, 2022	\$4,521,706
Roof replacement/repairs		
Restroom upgrades		
Addition of window shades		

Mare Island

Recently Completed Projects

Project	Completion Date	Cost
Play structure replacement	April 7, 2021	\$92,566.35
Window shade cover	January 5, 2021	\$42,065
Exterior painting	December 16, 2020	\$198,763

Modernization Project

Scope of Work	Completed Date	Cost
To be determined	Summer 2026	Est. \$4,600,000

Federal Terrace

Recently Completed Projects

Project	Completion Date	Cost
Play structure replacement	April 7, 2021	\$90,246.03
Window shade cover	January 5, 2021	\$60,935
Exterior painting	December 16, 2020	\$72,224

Modernization

Scope of Work	Completed Date	Cost
Campus-wide HVAC system replacement	Phase 1: Completed Summer 2023 Phase 2: Completed Summer 2024	\$9,700,000
Upgrade of (E) electrical panel		
Roof replacement/repairs		
Dry-rot repair at covered walkways		
Renovation of three student restrooms and one staff restroom		
Addition of window shades		
Installation of new AD-compliant ramps and other ADA-required upgrades		
Installation of new drinking fountains		
Asphalt repairs		

Lincoln

Recently Completed Projects

Project	Completion Date	Cost
Play Structure Replacement	April 7, 2021	\$90,246.03
Window Shade Cover	January 5, 2021	\$18,477
Exterior Painting	January 6, 2021	\$75,000

Modernization

Scope of Work	Completed Date	Cost
Campus-wide HVAC System Replacement	<i>Phase 1: Completed Summer 2023</i> <i>Phase 2: Completed Summer 2024</i>	\$2,966,639
Roof Replacement/Repairs		
Dry-Rot Repair at Covered Walkways		
Building A Lower Floor Restroom Upgrades		
ADA-Required Upgrades		

Loma Vista

Recently Completed Projects

Project	Completion Date	Cost
Play Structure Replacement	April 7, 2021	\$90,246.03
Exterior Painting	December 16, 2020	\$67,553

Modernization

Scope of Work	Completed Date	Cost
Campus-wide HVAC System Replacement	Completion expected in Summer 2024	\$5,015,407
Roof Replacement/Repairs		
Dry-Rot Repair at Walkways		
Complete Renovations of Two Restrooms		
ADA-Required Upgrades		
Multi-purpose room renovations		
Perimeter Fencing Installation		
Asphalt Repairs/Replacement		
Window Shade Cover		

Solano Widenmann

Recently Completed Projects

Project	Completion Date	Cost
Exterior Painting	November 1, 2019	\$85,000

Modernization

Scope of Work	Completed Date	Cost
Accessibility Improvements	<i>Phase 1: February 27, 2020</i>	\$2,427,673
New Outdoor Lunch Shelter		
Front Parking Lot Redesign		
Landscape Upgrades		
Installation of New Play Structure		
Window Shade Covering	January 5, 2021	\$62,900
Modernization Phase 2	Scheduled for Summer 2026	\$12,500,000

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Appendix B: Walking Distance Analysis

Figure B.1: Illustration of 1.5- and 2.25-Mile Walking Distance to Pennycook for Steffan Manor Students

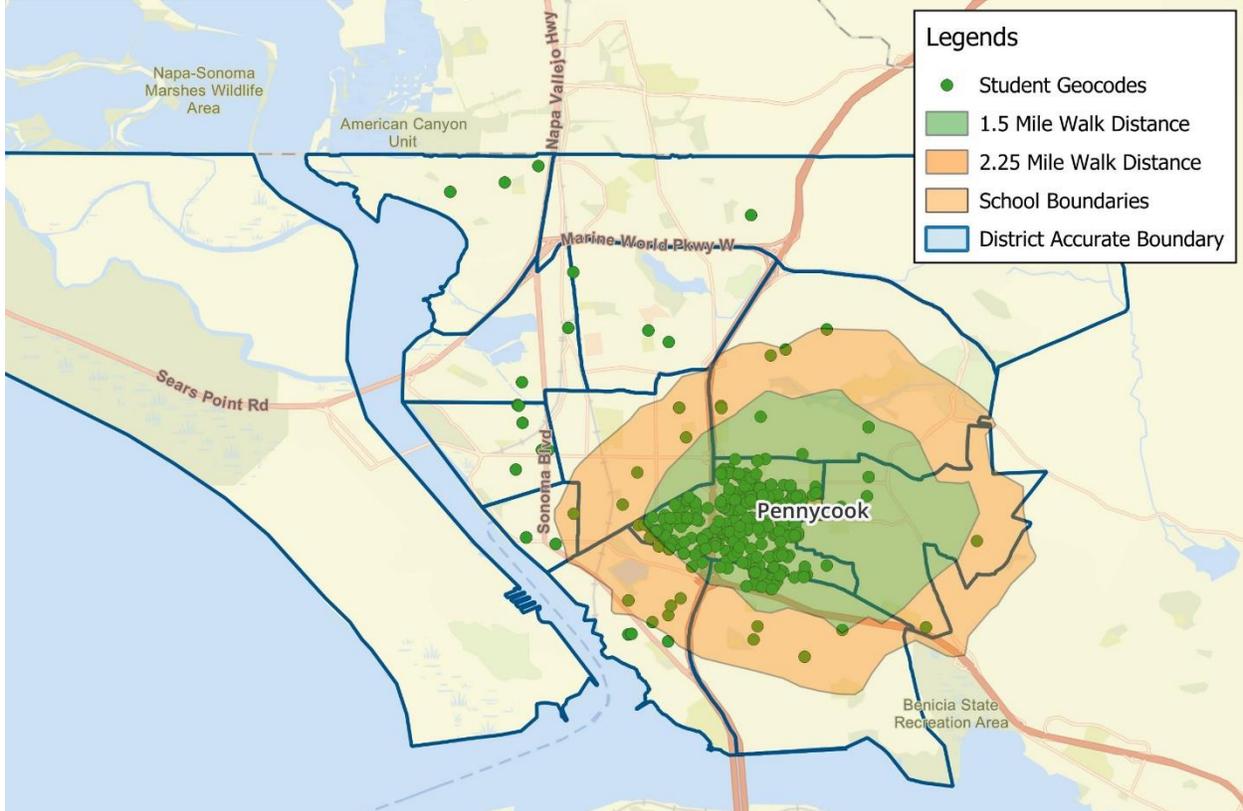


Figure B.2: Illustration of a 1.5- and 2.25-Mile Walking Distance to Solano Widenmann for Loma Vista Students

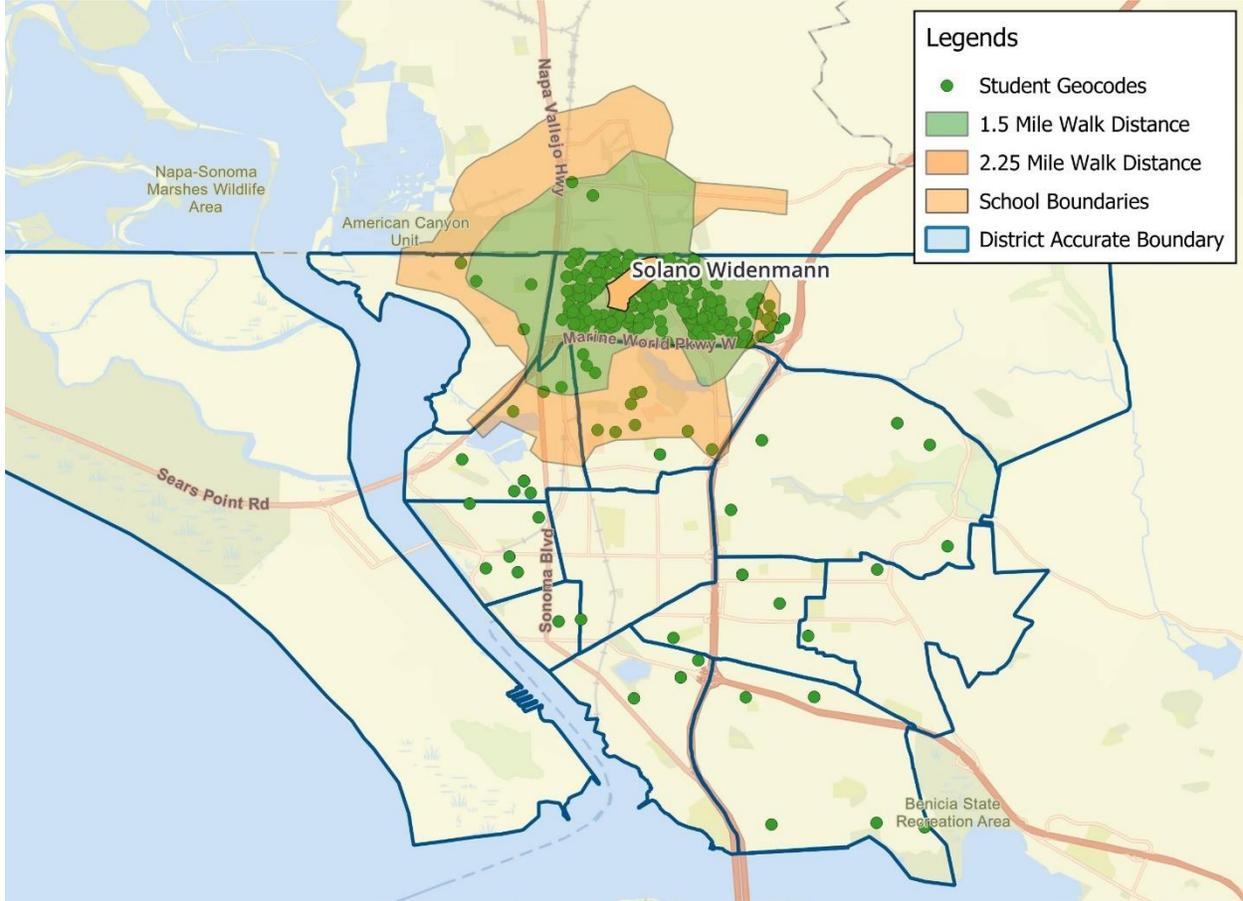


Figure B.3: Illustration of a 1.5- and 2.25-Mile Walking Distance to Federal Terrace to Lincoln for Mare Island Students

