



Facilities Discussion

October 6, 2026



Executive Summary

Where are we now?

- Most Newark schools and facilities were built in the 1950s date range
- Given their current age, recent facilities assessments have estimated that ~\$700MM would be needed to repair all of our aging infrastructure.
- In 2023, recognizing these issues, the Board adopted a “Safe, Secure and Healthy Learning Environments” strategic goal.
- In 2024, the Newark community passed a \$205m bond measure to help support our facilities shortfalls.



Even with the recent bond funds, there isn't enough money to repair all our infrastructure.



Declining enrollment further complicates investment decisions (will we be throwing good money after bad?).



Spreading our investments across numerous underutilized sites will also limit our ability to offer high-impact facilities solutions that will maximize educational outcomes for all.

What is in this presentation?

- Based on extensive board discussion and community input – including conversations long pre-dating this school year– there appears to be an emerging consensus that the best use of our limited funds would be to:
 - Consolidate four smaller, underutilized elementary schools into two larger ones;
 - Temporarily relocate those students into two of the sites while the vacated sites are rebuilt;
 - Ensure that these rebuilt anchor sites will serve our needs now and for generations to come.
- 
- In conversations across the community, folks have **consistently proposed merging BGP/BGI and Schilling/Lincoln with one permanent anchor campus at BGP and another at Schilling.**
 - An analysis of the data, presented here, finds that the community sentiment is evidence based.
 - Should we proceed with this facilities plan, there remain a series of operational questions which will be resolved over the coming months and years.

Why act now?

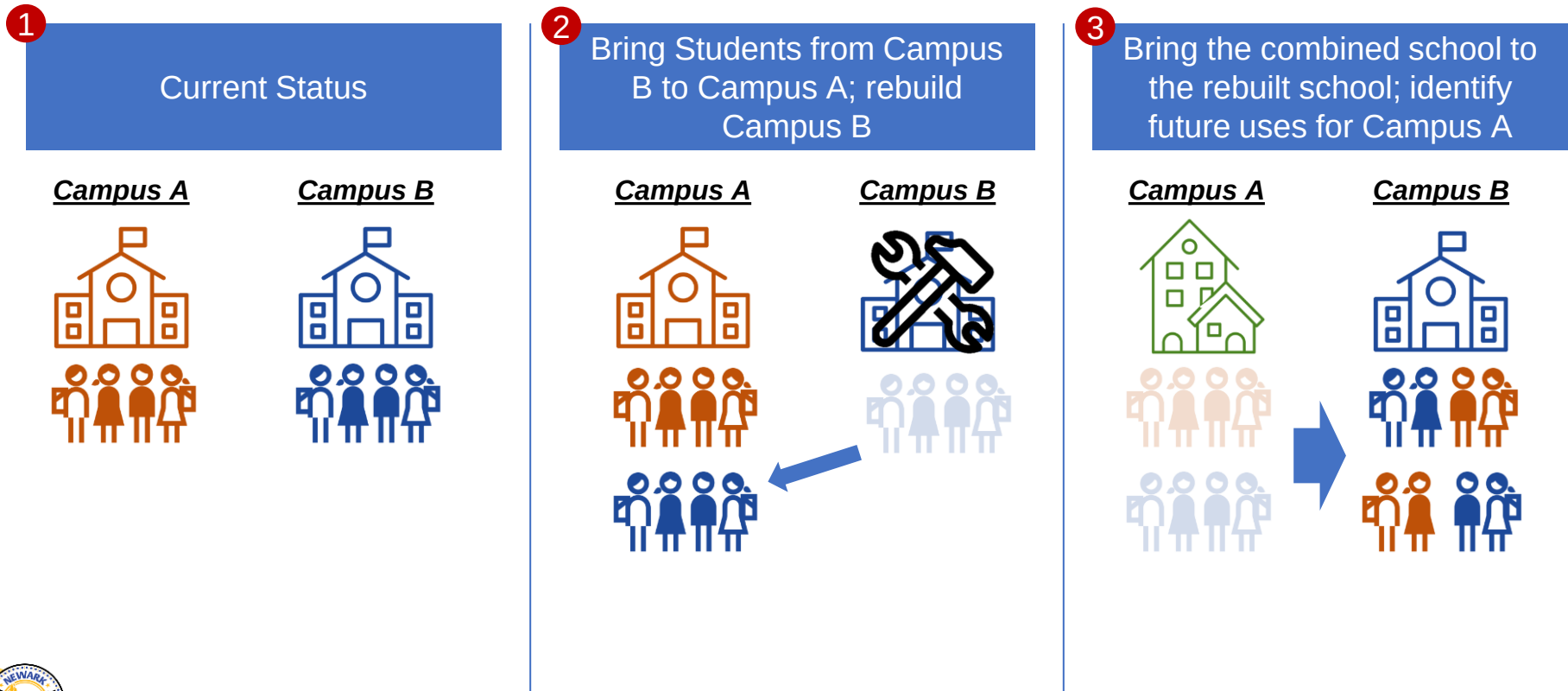
- Over the past few months, the community has repeatedly urged the District to move faster and not wait any longer.
- Waiting until, say, March, means the District would lose the ability to design and plan for construction this summer. That means either schools would need to move mid-year, or the District would have to delay construction a year.
- There does not seem to be a “better” alternative plan; meaning delaying does not help put the District on a path to regain enrollment.



- In order to move quickly on construction by this upcoming summer (selecting architects, creating designs together, getting DSA approvals, building temporary schools) staff has a preference that we receive direction as soon as possible – but no later than Thanksgiving break. After that point, we are unlikely to be able to move even one school over this upcoming summer requiring a mid-year move or a year long project delay.

Executive Summary

Mechanically, this is a three step process focused on creating excellent anchor elementary schools



Executive Summary

Beyond the regularly scheduled listening campaign, meetings, and discussions, we have advertised this news in a variety of different ways

In-Person Meetings

Parents and Families

- Schilling / Lincoln community meeting at Schilling on 10/1
- Lincoln / Schilling community meeting at Lincoln on 10/7
- BGI / BGP community meeting at BGI on 10/2
- BGP / BGI community meeting at BGP on 10/8

Staff

- Lincoln staff meeting on 9/30 date
- Schilling staff meeting on 10/1 date
- BGI staff meeting on 10/2 date
- BGP staff meeting on 10/2 date

Active Outreach

- Districtwide email
- School specific emails
- Updated website
- Online feedback form
- Video explanation

Facilities Update
Mechanically, this is a three step process focused on creating excellent anchor elementary schools

1

Current Status

Campus A	Campus B

2

Bring Students from Campus B to Campus A; rebuild Campus B

Campus A	Campus B

3

Bring the combined school to the rebuilt school; identify future uses for Campus A

Campus A	Campus B



Recapping Where We Are

Rationale & Criteria

A Path Forward

Next Steps

Additional Analyses

Recapping Where We Are

The District has experienced a significant decline in enrollment leading to smaller schools; at the same time, the District's bond program has stalled

Enrollment Decline

- In 2014-15, the District was 50% larger than it is today (~6k vs ~4k students).
- Between 2025-26 to 2026-27, 8/10 schools experienced enrollment declines*
- The average number of students in each grade in the high school is larger than the average number of students in elementary grades – implying future enrollment declines.
- The birth rate appears to be somewhat steady over time in NUSD – suggesting that the issue is more tied to a decline in market share rather than a dramatic decrease in birth rates.

Bond Program

- With inflation at 5%, the District loses 10m in purchasing power each year.
- The District has 200m against \$700m in needs.
- There is consistent and clear public support for moving faster and concentrating resources in a few anchor schools.
- There are similarly high levels of support for some anchor projects at elementary schools rather than beginning with secondary schools.
- We must set aside funds for addressing critical facility needs as they arise.

The remaining slides in this section have been presented earlier and are included here for reference.

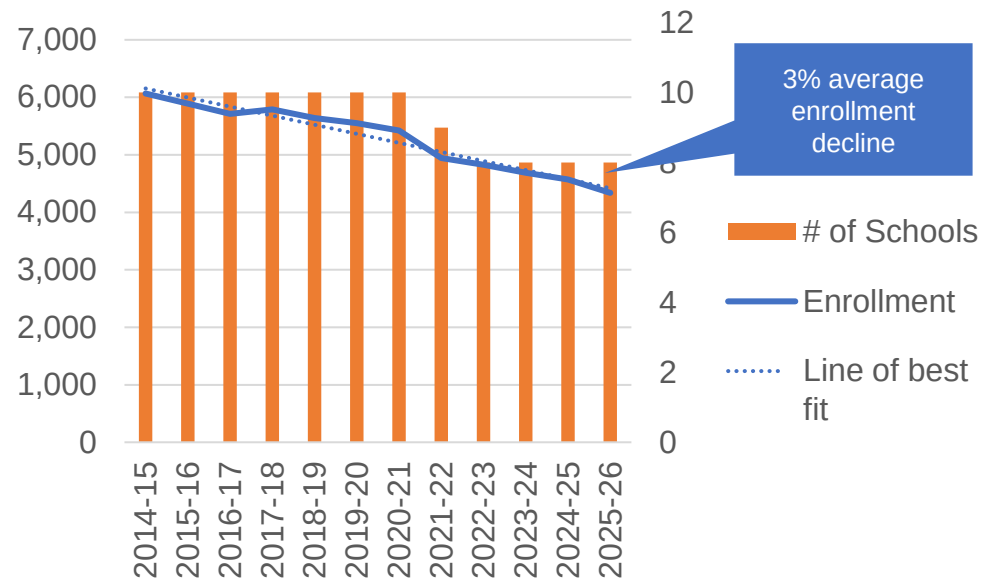


*Note: BGP went from 381->389 and Crossroads went from 18->19

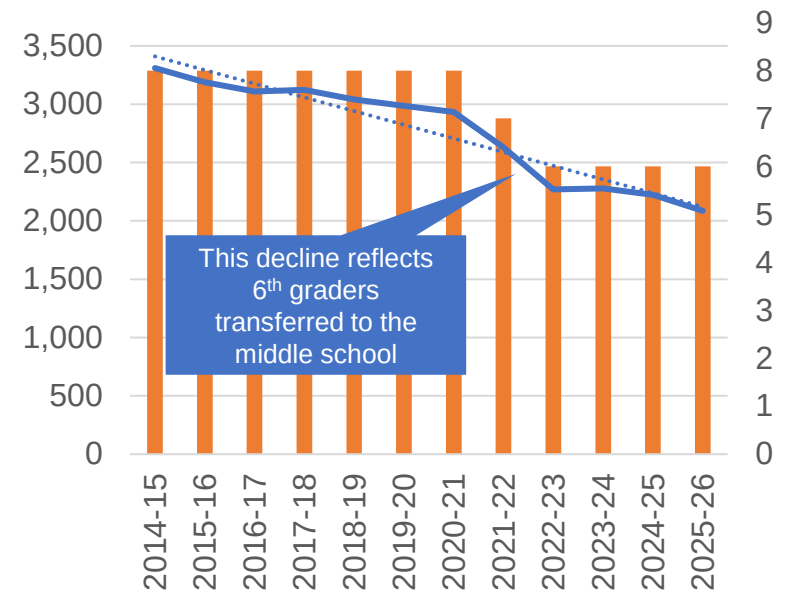
Recapping Where We Are

In general, the District has reduced schools roughly in proportion to enrollment since 2014-15; over the past decade we have averaged a 3% annual enrollment decline

Total Enrollment and the Number of Schools, 2014-2026



K-5 Enrollment and the Number of Schools, 2014-2026



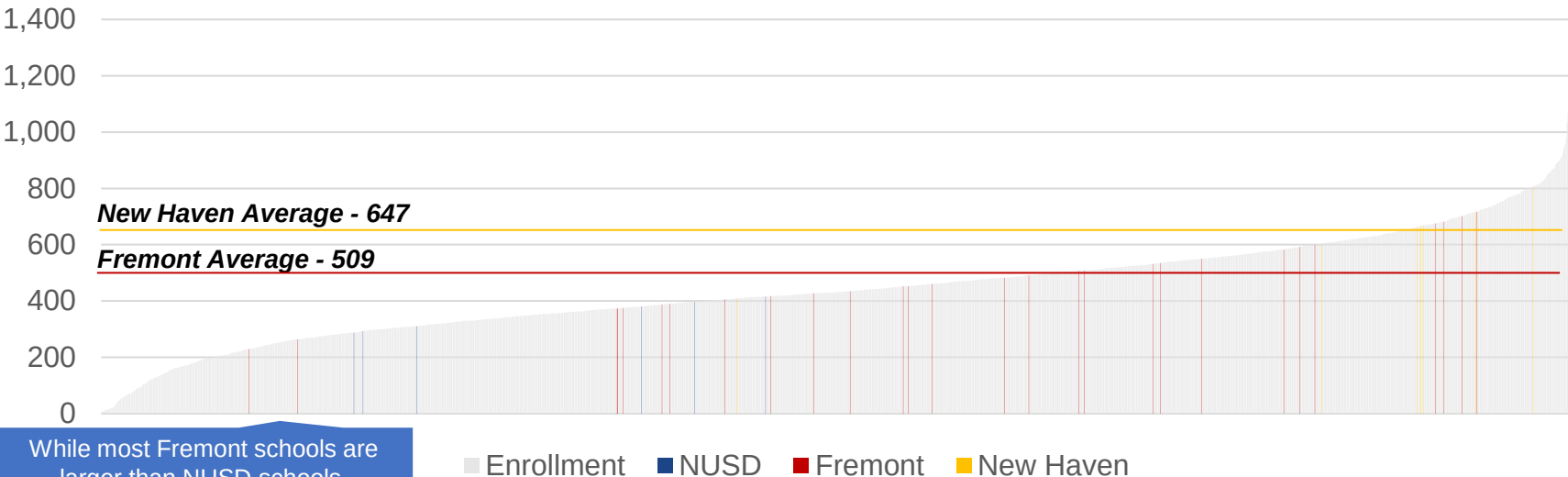
Note: Excludes Bridgepoint, Crossroads, and non-public schools from the school and enrollment count.
Source: DataQuest, CDE



Recapping Where We Are

Fremont has an average elementary school size that is 46% larger than NUSD

K-5 School Enrollment, All CA Schools with Fremont & New Haven highlighted, SY25-26



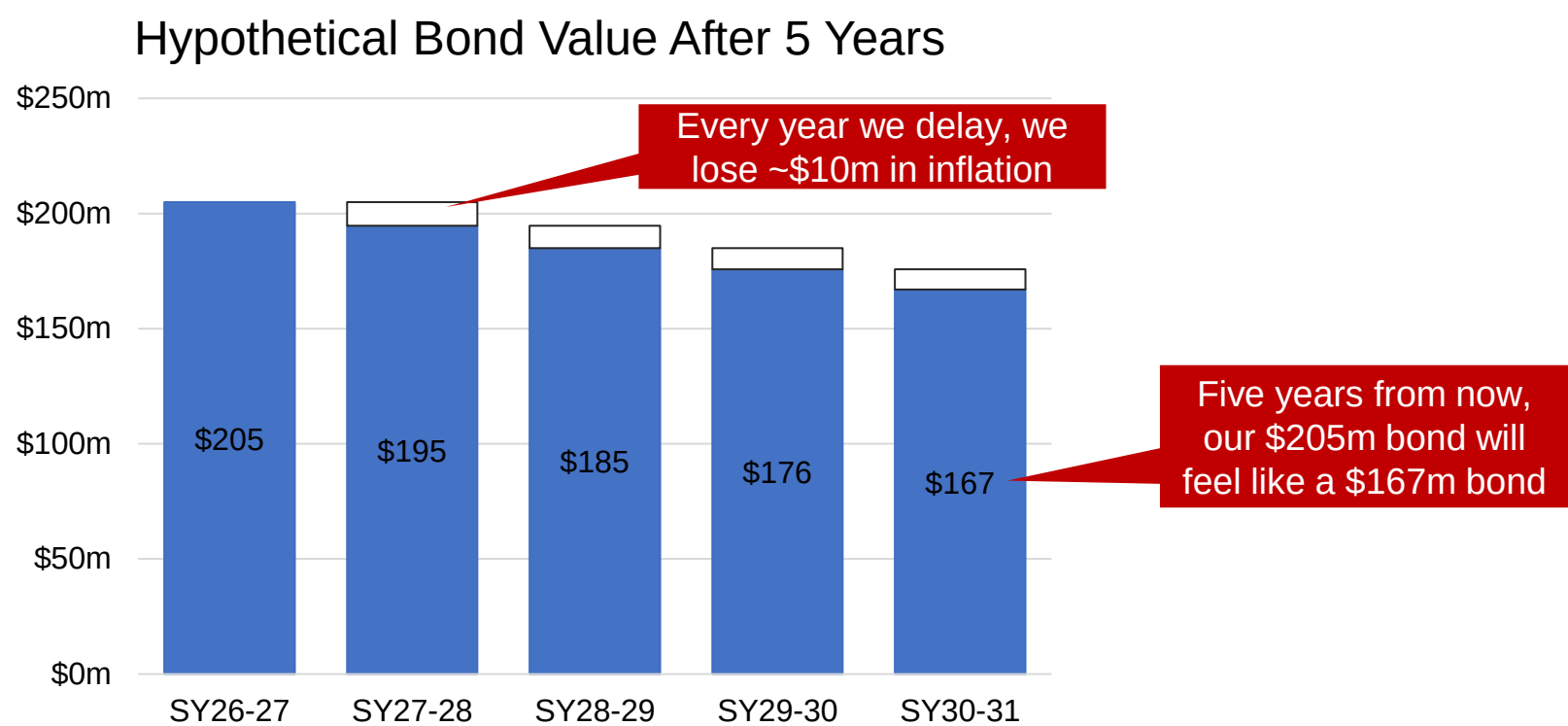
While most Fremont schools are larger than NUSD schools, Fremont has two of the smallest elementary schools in the state

Note: Excludes all schools with 6-12 students. Includes TK. Does not include CDCs or other specialized programs.
Source: DataQuest, CDE



Recapping Where We Are

We need to move quickly on the bond program to maximize the true value of our dollars



Note: Uses the average rate of California Construction inflation over the past four years ([source](#))



Recapping Where We Are

The 2019 facilities master plan outlined \$511m in projects across all school sites; accounting for school closures and school construction inflation, that works out to about \$700m today

Site Name	Total Cost per Campus (2019)	Total Cost Excluding Closed Buildings (2019)	Total Cost per Campus Adjusted for Inflation (2026)
Birch Grove Primary	\$29.7m	\$29.7m	\$46.1m
Birch Grove Intermediate	\$34.5m	\$34.5m	\$53.5m
Coyote Hills	\$31.2m	\$31.2m	\$48.4m
Kennedy Elementary	\$26.0m	\$26.0m	\$40.4m
Lincoln Elementary	\$26.9m	\$26.9m	\$41.8m
Musick Elementary	\$31.1m	-	-
Schilling Elementary	\$38.4m	\$38.4m	\$59.6m
Snow Elementary	\$27.3m	-	-
Newark Middle School	\$86.4m	\$86.4m	\$134.1m
Newark Memorial High School	\$145.7m	\$145.7m	\$226.2m
Whiteford/MacGregor	\$34.3m	\$34.3m	\$53.3
District-Wide Total	\$511.4m	\$453.1m	\$703.6m

Full elementary school modernizations in RCSD cost \$25-80m

We have a \$205m bond against \$700m in estimated construction needs

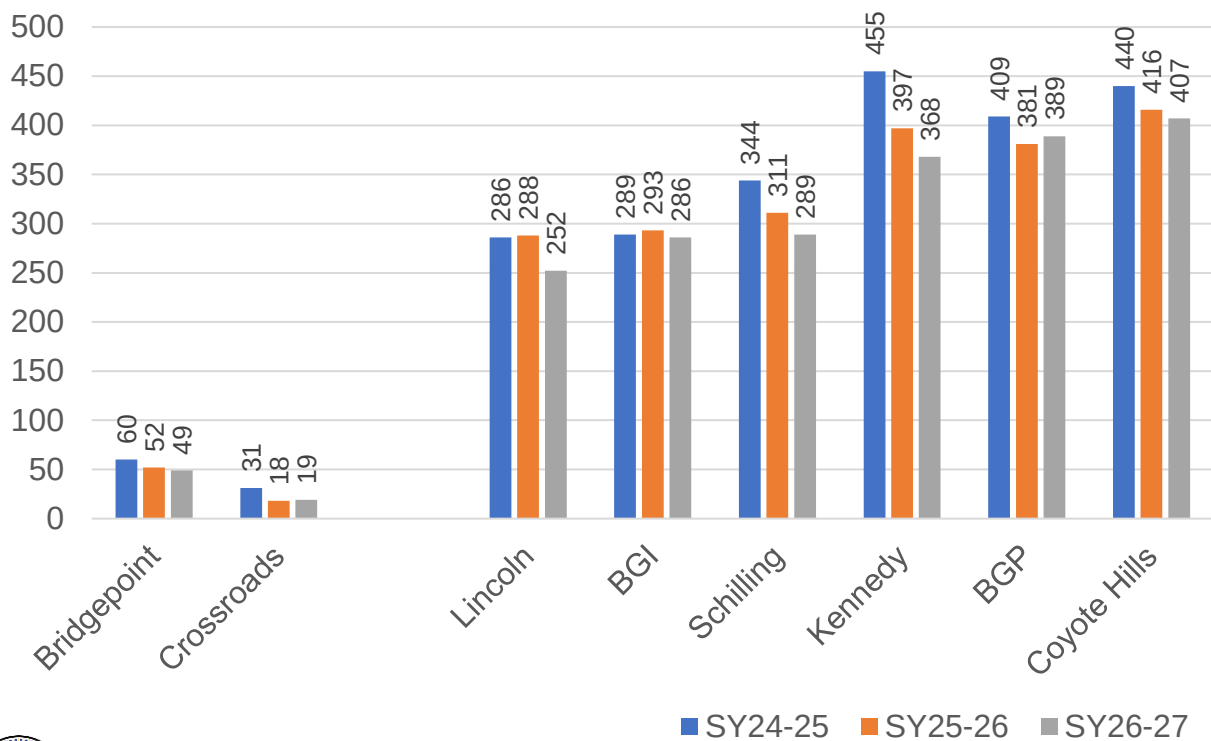
Note: This is a helpful heuristic but also a simplification. It does not include projects completed since 2019 nor does it include areas that have further deteriorated. The net of those two factors is not known; however, it is likely that the true total is slightly higher – that is, the rate of the deterioration of buildings has exceeded the rate of improvements.
Source: California Construction Cost inflation Index (link [here](#))



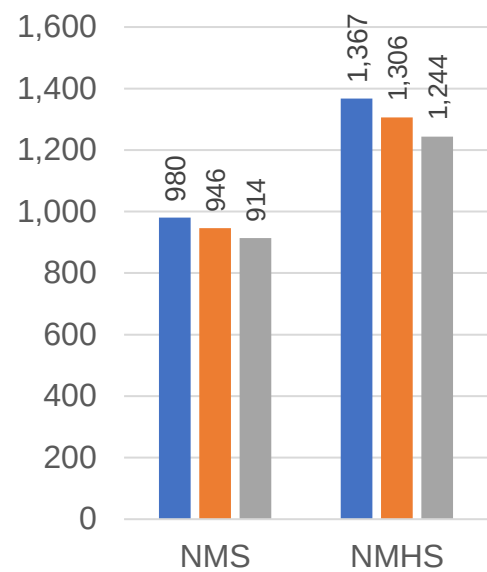
Recapping Where We Are

Enrollment across our schools is stabilizing a bit more – overall enrollment is down ~200 students from last year

TK-5 & Alt High Schools Enrollment



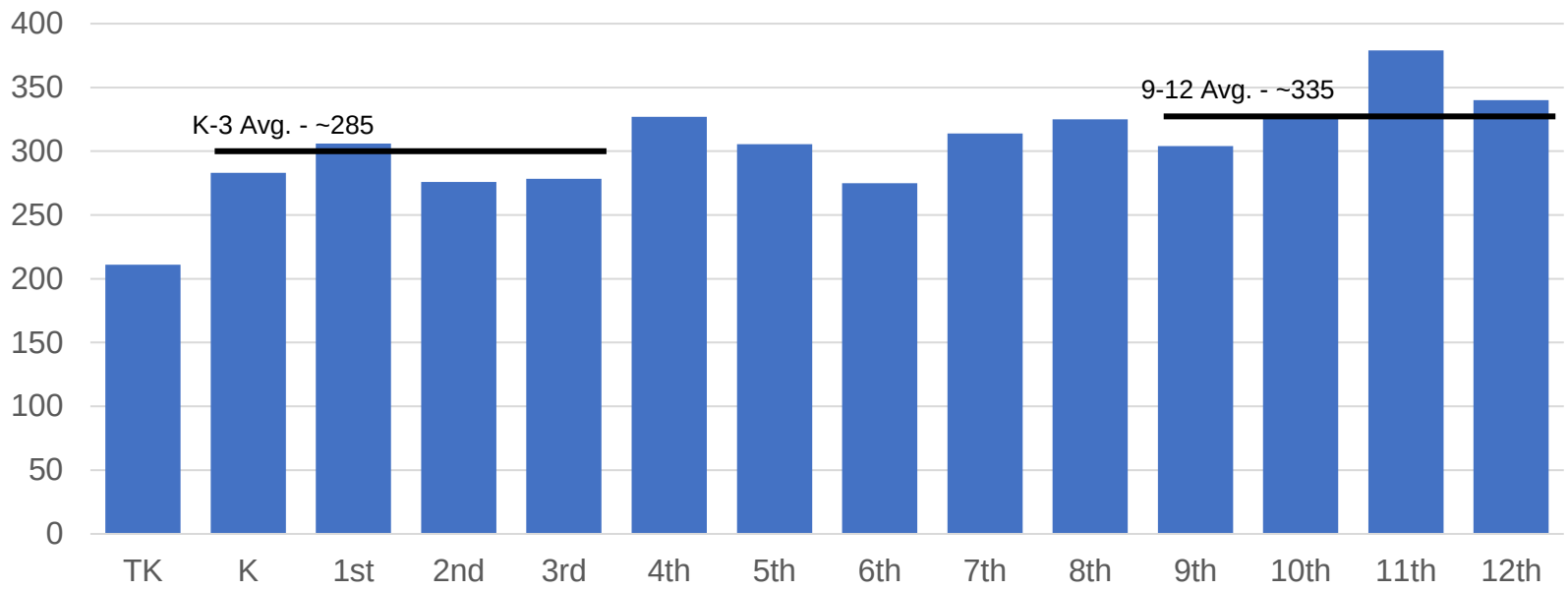
Large Schools



Recapping Where We Are

Looking forward, our average class currently in grades 9-12 is 50 students larger than our elementary grades – suggesting (slow) continued enrollment declines for the foreseeable future

Current Enrollment by Grade



Recapping Where We Are

I am continuing to listen to facilities conversations; some notes from the past two weeks

What I've heard so far...

- Act now – we can't wait! The most consistent theme is that people are tired of talk and want to see action. A few people said “please no more reports or analyses”
- Larger(ish) elementary schools seem to be well liked as a concept, especially by NUSD staff. ~450-650 students per campus is an approximate range that enables a robust elementary program. That would imply 4 elementary schools compared to the current 6.
- There is general – although not universal – support for bigger anchor projects as opposed to spreading funding across many sites.
 - There is support for building a new school building within an impacted community.
- There is a desire for more themed elementary schools (e.g. a STEM school or a school of the arts) – this would lead to a shift away from a home-school model.
- There is support for “doing something” at Snow quickly – with interest in “something” for Musick and Whiteford/McGregor.
 - At Bridgepoint there is a sense that the current campus layout is leading to programmatic issues.
 - While I have heard advocates for selling instead of leasing, there is significantly more support for leasing. (Note that the district is proceeding primarily with leasing but open to a conceptual sale, per board direction).
- There is a desire to give people sufficient notice (i.e. this winter rather than spring).



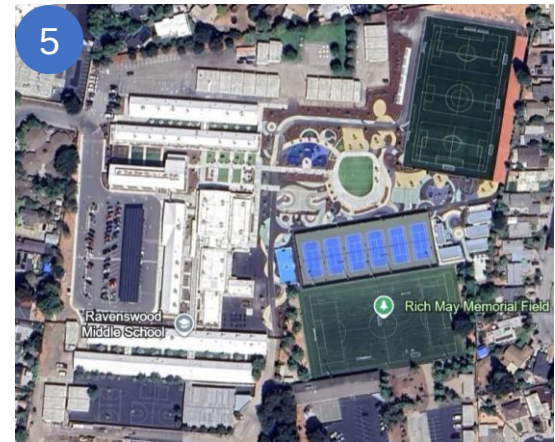
Recapping Where We Are

Rebuilding Ravenswood Middle School took 6 years, ~\$70m and was not an ideal approach



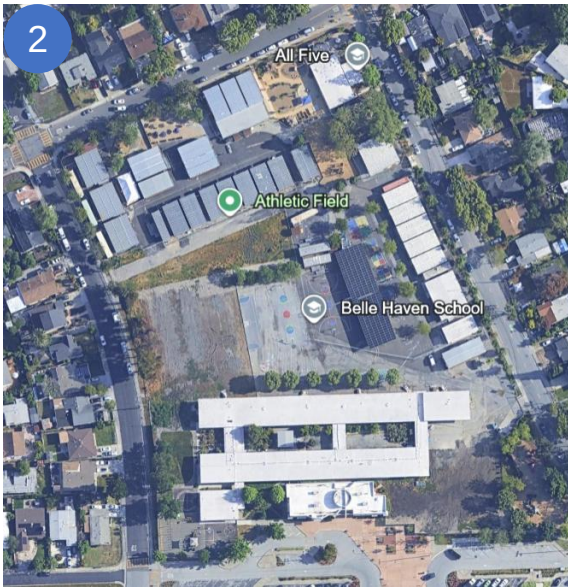
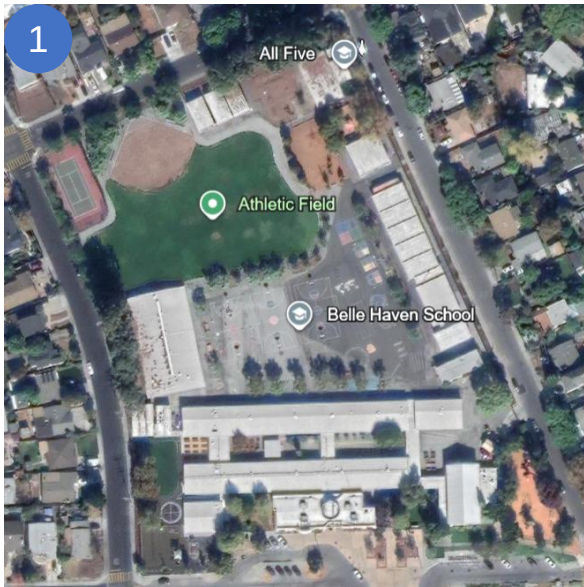
Ravenswood Middle School was done in four phases over ~6 years:

1. We did the south wing
2. We began construction on the north wing and the two new buildings
3. We moved students into the north wing and began construction on the other southern wing
4. We finished the core campus and did the back fields

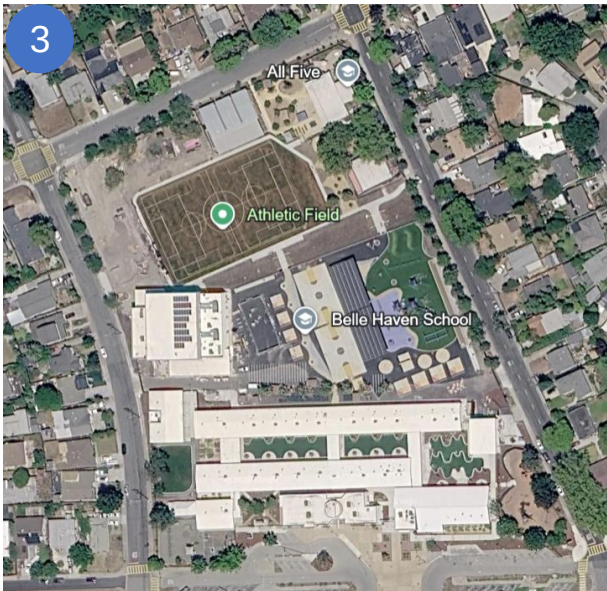


Recapping Where We Are

Rebuilding Belle Haven Elementary took ~3 years, ~\$80m and was an easier approach



We built and moved the school to a temporary site on the same campus – allowing us to re-use some spaces but there was limited play space on the campus (~2 years)



We moved the school back in, and then rebuilt the area the temporary school was occupying (~1 year)



Recapping Where We Are

Rationale & Criteria

A Path Forward

Next Steps

Additional Analyses



Rationale and Criteria

When considering merging schools, there are three key questions to answer: should we, which schools, and how should we implement this approach

1. Should we?

- At what point does merging schools clearly benefit the schools, the community, and the District?

2. Which schools?

- How do we decide which schools (or combination of schools) makes the most sense for the district overall?

3. How?

- What approach to implementing these mergers? How can we operationally do our best to capture the perceived benefits while minimizing the perceived harm?

*Next section
("A Path Forward")*

*Final section
("Next Steps")*



Rationale and Criteria

When thinking of consolidating elementary schools, there is a mix of state suggested criteria, community driven criteria, and factors we are NOT considering

Education Code § (Assembly Bill 1912) Metrics the District Legally Should Consider

- Physical condition of a school facility;
- Operating costs of a school and the associated savings resulting from a closure or consolidation;
- Capacity of a school to accommodate excess pupils;
- Special programs available at schools being considered for closure or consolidation and whether those programs will be provided at the same current level at the schools to which pupils will be diverted;
- Environmental factors , including traffic and proximity to freeway access;
- Balance of pupil demographics, including race or ethnicity, pupils with disabilities, English learners, foster youth, and homeless youth, in the schools being considered for closure or consolidation, and the resulting demographic balance of pupils after placement in other schools, in order to determine if the decision to close or consolidate will have a disproportionate impact on any other particular demographic group;
- Transportation needs of pupils;
- Aesthetics and the opportunity for blight and negative impact on the surrounding community; and
- Impact on feeder school attendance patterns with the closure of any particular school and whether the closure will attenuate attendance at other schools or specialized programs as a result.

Note: We *do not legally need to consider* these factors because we are not a district “under financial distress”. However, this is a logical starting point.



Rationale and Criteria

When thinking of consolidating elementary schools, there is a mix of state suggested criteria, community driven criteria, and factors we are NOT considering

Community Wants to Consider

- School size – what is the right size to boost academic outcomes?
- Increasing the capture rate through quality school facilities – building near communities with estimated low capture rates.
- Schools spread across the community (i.e. every student has a school nearby – given the existing footprint of the District).
- Ability to concentrate bond funds without spending limited bond funds building empty buildings.

Are NOT Considering

- Although there may be longer term savings, this is not done as a cost-saving move.
- Although this may help long-term academic gains, the District is not looking at the academic performances of the various schools (i.e. “closing low performing schools”).
- While the District does not want to exacerbate racial / socioeconomic inequities, the District is not doing this to “balance” diversity



Note: We do not legally need to consider these factors because we are not a district “under financial distress”. However, this is a logical starting point.

Rationale and Criteria

Ultimately, whether we should merge schools is largely driven by the number of students and the condition of the facilities in the District

Should we?

- At what point does merging schools clearly benefit the schools, the community, and the District?

1

Strong School Communities

- Is the enrollment low enough that the District is perceived to offer a substandard education?



Currently, the enrollment at NUSD elementaries is below where District staff overall would recommend

2

Condition of Facilities

- Is the District able to maintain adequate facilities across the number of schools in the District's portfolio?

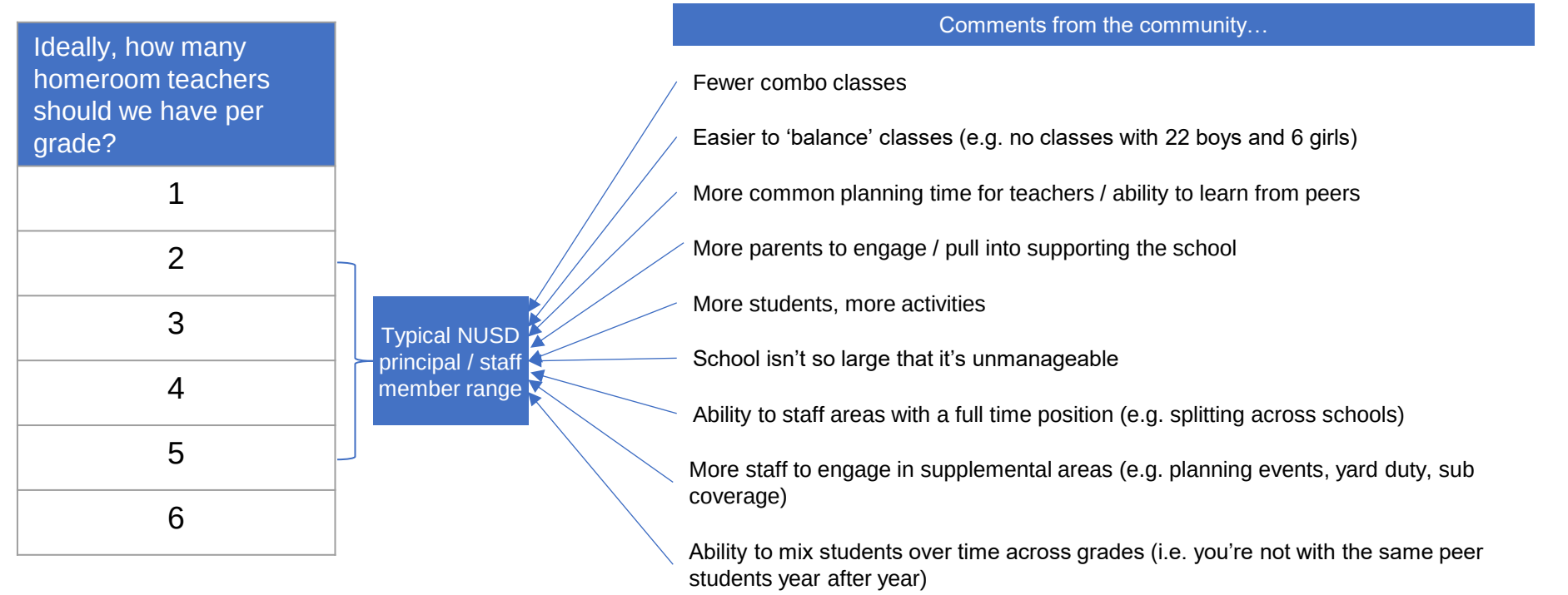


Currently, the schools are in a state of disrepair



Rationale and Criteria

Many in our community believe the 'right' number of homeroom teachers per grade is ~2.5-4.5 – but there isn't an empirical answer



Note: There does not appear to be a reliable body of academic literature on the optimal elementary school size. However, inasmuch as it exists, a few researchers have identified 300-500 as the optimal range (although these numbers do not include TK). Andrews, Duncombe & Yinger (2002); Leithwood and Jantzi (2009)

Rationale and Criteria

There is no defined number of students or set of criteria where it makes sense to merge elementary schools

Ideal number of homeroom teachers per grade	Implied total school size (i.e. # of teachers*7 grades *25 students per grade)	Implied # of NUSD Schools
1	175	11
2	350	5.6
3	525	3.7
4	700	2.8
5	875	2.2
6	1,050	2

School Name	Current Enrollment (Non-ESN)
Lincoln	219
BGI	275
Schilling	289
Kennedy	368
BGP	389
Coyote Hills	370
Total	1,890



Note: Why exclude ESN classes in calculating total enrollment? The goal of this slide is to look at the typical number of home-room teachers on the general education side. Those students and families still bring tremendous energy to the overall school environment and campus.

Recapping Where We Are

Rationale & Criteria

A Path Forward

Next Steps

Additional Analyses



Which schools?

- How do we decide which schools (or combination of schools) makes the most sense for the district overall?

1

AB1912 Metrics

- How are we ensuring equity for the impacted school communities?

2

Geographic Dispersion of Sites

- How are we ensuring family access across the district?

3

Increased Enrollment

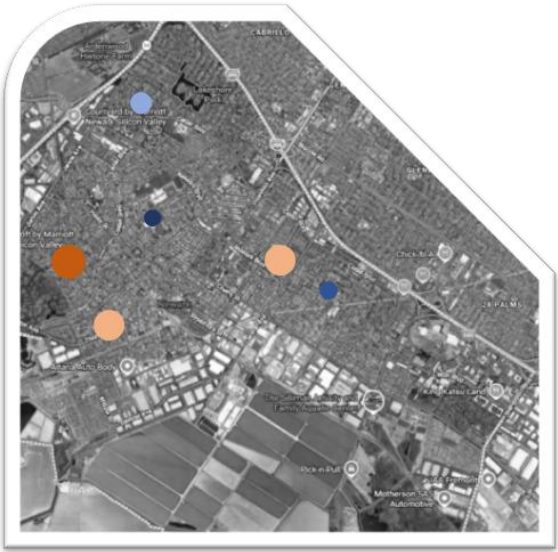
- Are we creating a portfolio of schools with a sizable number of students?



These factors are largely addressed in the next section.

A Path Forward

What is the right number of schools? Ideally, school size and geographic spread across the city would be balanced



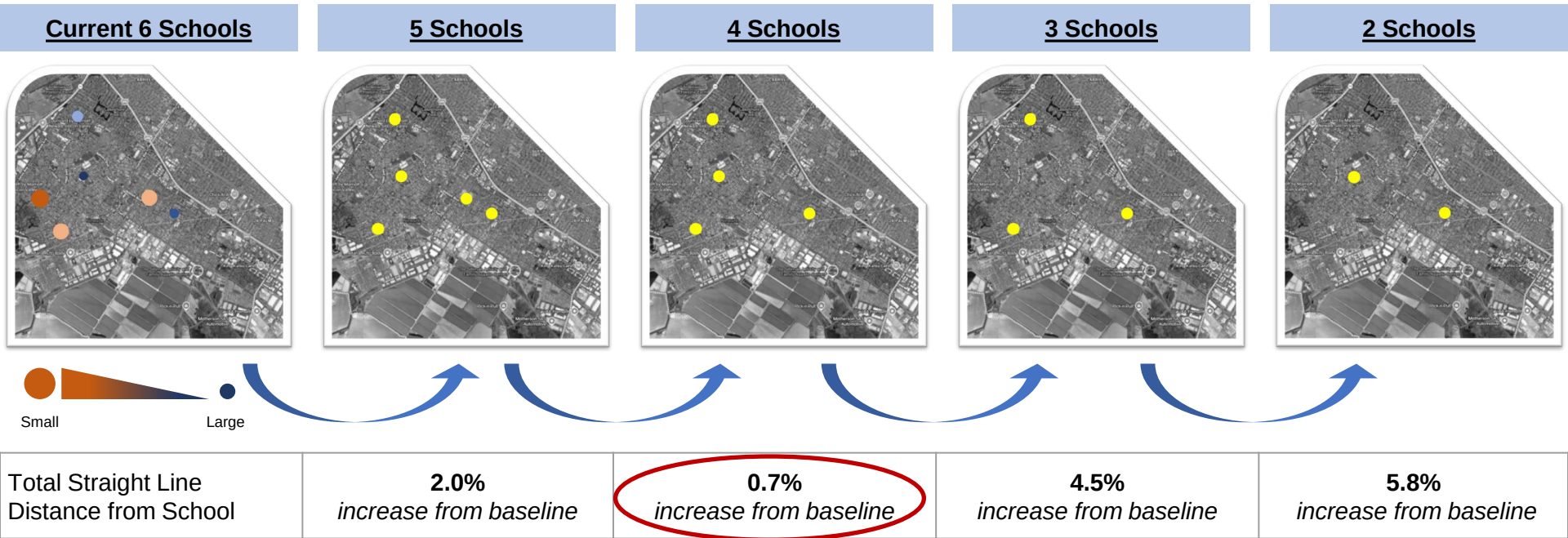
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1	175	11
2	350	5.6
3	525	3.7
4	700	2.8
5	875	2.2
6	1,050	2



A Path Forward

Moving from 6 to 4 schools creates some dispersion – but moving from 4 to 3 creates substantially more

Possible dispersion of schools based on the number of elementary schools operated



Note: Assumes we only operate at an existing NUSD campus. While it is possible to refurbish Snow or Musick, given that those spaces have not been occupied for some time the cost of modernizing those facilities would be much higher than modernizing an existing occupied campus.

A Path Forward

Based on the number of students and geographic dispersion of schools, four elementary schools seems to strike the right balance

Four elementary schools seems to strike a positive balance:

- Allows for the District to grow if the capture rate is improved.
- Brings the average NUSD elementary school to 500 students.
- Past elementary school sizes were around 500 – meaning the District likely would be able to save by, generally, modernizing new spaces. Going to, for example, three schools would mean adding more new spaces (eating up more bond funds).
- Going from four to three schools increases the geographic dispersion of school campuses while bumping average elementary school size to 660.
- Five elementary schools would have an average size of 400 students (so a bit smaller) and only adds slightly more geographic dispersion across the District.



As something of a tie-breaker, the District has sufficient bond funds to invest ~\$70m at two merged elementary schools, allowing for construction of a nearly new school for the impacted communities.



A Path Forward

If we were to operate four schools across our eight elementary school campuses, there are 70 combinations – many of them create or exacerbate zones without a nearby school

Option A: BGP, Schilling, CHE, Kennedy

Option B: BGI, Lincoln, CHE, Kennedy

Option C: Lincoln, BGP, Kennedy, Musick

Option D: BGP, Schilling, Lincoln, Musick



Close: BGI, Lincoln



Close: BGP, Schilling



Close: BGI, CHE, Lincoln
Open: Musick



Close: BGI, Kennedy, CHE
Open: Musick

While it is possible to refurbish Snow or Musick, given that those spaces have not been occupied for some time the cost of modernizing those facilities would be much higher than modernizing an existing occupied campus.



A Path Forward

If we operated four schools out of the six current elementary schools, there are 15 possible combinations – however, one seems to be the most advantageous – and commonly suggested – option

Option 1 has come up in 90% of my conversations as the preferred/expected option

Scenario	AB1912 Factors	Geographic Dispersion	Similarly Sized Schools
1. Merge BGP/BGI , Schilling /Lincoln			
2. Merge Kennedy /CHE, BGP /BGI			
3. Merge Lincoln/ CHE , BGP /BGI			
4. Close CHE and disperse enrollment, merge BGI/ BGP			

School in bold becomes the ‘final’ school location post modernization construction project.

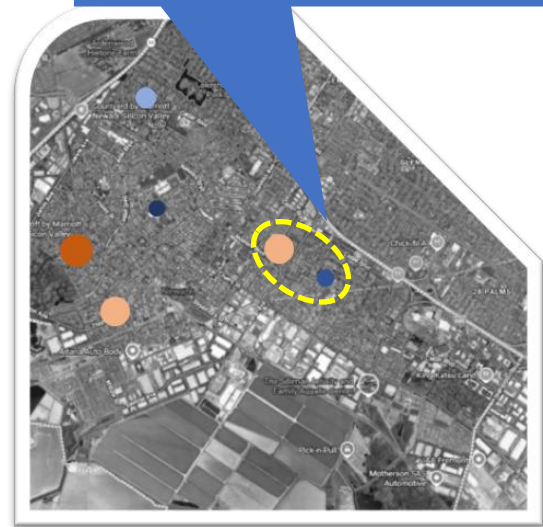
A note on “Harvey balls”: these are helpful ways to briefly summarize hard to quantify variables. A completed filled in circle (●) demonstrates that this option scores comparatively well on this metric. An nearly empty circle (◐) says the opposite. These are, definitionally, more subjective variables and this is meant primarily for illustrative purposes.



A Path Forward: BGI & BGP

Merging BGI and BGP allows for a larger consolidated campus while minimizing disruption to the school community

Given the grade configurations at BGI / BGP, it is difficult to pair either school with a different school



Notes

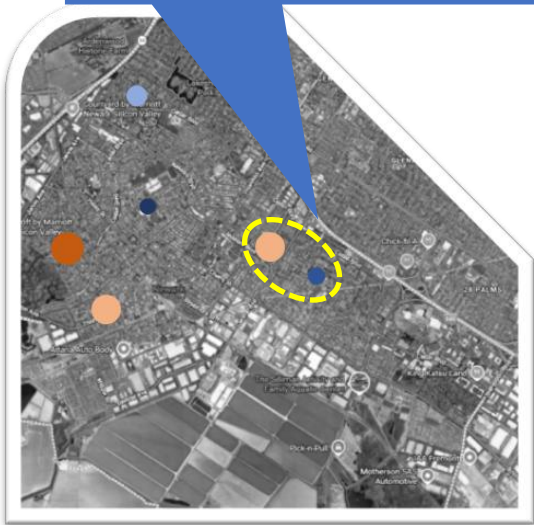
- Would create a 675 student school.
- Given that these are upper / lower schools, there would be minimal impact to students ability to access the campus and, therefore, likely less of a loss in enrollment (compared to, say, changing catchment zones so some students went to CHE).
- It seems essential to keep an elementary school campus in the southeast of the city.
- Staff would recommend building a permanent campus on **BGP** rather than BGI.
 - We would have to navigate Hetch Hetchy at BGP, but there's a greater ability to leverage Birch Grove Park and create multiple drop-off zones through smart construction.
 - They are similarly sized campuses and have similar abilities for future development opportunities – although it would be notably easier to develop at BGI since it does not have Hetch Hetchy running through it.



A Path Forward: BGI & BGP

The AB 1912 Metrics and the District’s additional data under consideration suggest that this plan has some advantages and comparatively few issues (1/2)

Given the grade configurations at BGI / BGP, it is difficult to pair either school with a different school



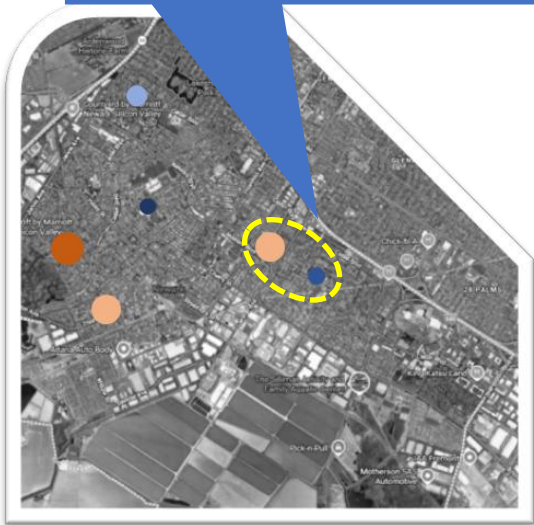
AB1912 Metrics	Brief Notes, Expanded in Appendix
Physical condition of a school facility.	No impact (students attending both schools). Post renovation, the physical condition would be substantially improved.
Operating costs of a school compared to potential savings resulting from closure.	In appendix. Some slight savings, depending on enrollment changes. The possible savings are not a driver of this decision.
Capacity of a school to accommodate excess pupils.	In appendix. BGI, as a temporary location, would require additional classrooms. BGP would require substantial renovations and additions – prior max school enrollment was closer to ~575.
Special programs available at school being considered for closure.	No impact (students attending both schools).
Environmental factors (traffic, freeway access, etc.).	In appendix. Overall driving would likely decrease (fewer multiple stop families). Increased traffic at final school site.
Balance of pupil demographics (race or ethnicity, pupils with disabilities, homeless youth, etc.).	No material impact (students currently attend both schools). However, the combined school would slightly better balance demographics across the district.
Pupil’s transportation needs.	No impact (students attending both schools).
Aesthetics and opportunity for blight on surrounding community.	In appendix.
Impact on feeder school attendance patterns.	No impact as all students continue to a single comprehensive middle and high school.



A Path Forward: BGI & BGP

The AB 1912 Metrics and the District’s additional data under consideration suggest that this plan has some advantages and comparatively few issues (2/2)

Given the grade configurations at BGI / BGP, it is difficult to pair either school with a different school



Other Data for Consideration	Brief Notes, Expanded in Appendix
School size – what is the right size to boost academic outcomes?	Resulting school would be 675 students – ~4 homeroom teachers per grade.
Increasing the capture rate through quality school facilities – building near communities with estimated low capture rates.	Building a permanent site on BGP supports families to the southeast of the city.
Schools spread across the community (i.e. every one has a school nearby – given the existing footprint of the district).	Essential to expand as far southeast as possible.
Ability to concentrate bond funds – we don’t want to spend our limited bond funds building empty buildings	Allows for consolidation of schools.



A Path Forward: Lincoln & Schilling

Merging BGI and BGP allows for a larger consolidated campus while minimizing disruption to the school community



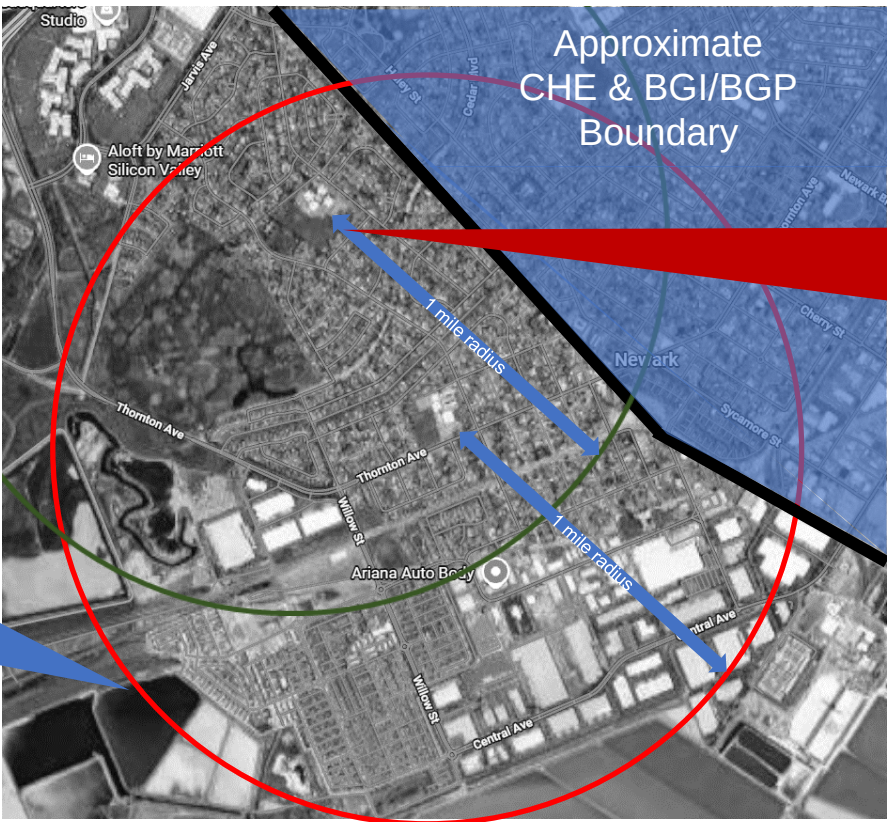
Notes

- This would create a 550 student school (roughly three teachers per grade).
- This would not change the catchment zones for Lincoln or Schilling; but rather combine them.
- There is believed to be a large eligible student population in the Bayshores neighborhood that is believed to be largely attending other schools.
- Although either campus could be an effective long term location, staff would recommend building a 500-700 student permanent campus on **Schilling** rather than Lincoln for a few reasons:
 - Schilling has better ‘curb appeal’ than Lincoln.
 - Schilling is (slightly) further away from CHE, increasing geographic spread.
 - We believe that the Schilling campus has more families with a 1 mile radius
 - Lincoln is a slightly larger campus (~13 acres to 11); both are sufficiently sized for an elementary school.



A Path Forward: Lincoln & Schilling

While either campus is a viable long term location option, there is a slightly stronger rationale for placing the permanent campus at the current Schilling school location



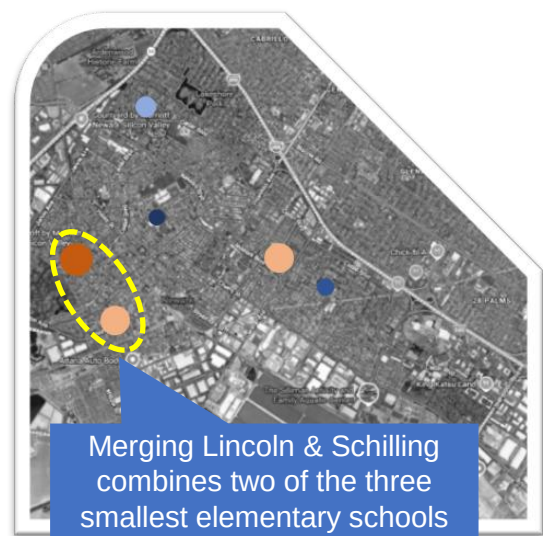
There are believed to be more homes within a 1 mile radius of the Schilling school, which is partly why Schilling is 30% larger

There are advantages to Lincoln as the permanent site – it is a larger campus in a perceived safer neighborhood



A Path Forward: Lincoln & Schilling

The AB 1912 Metrics and the District’s additional data under consideration suggest that this plan has some advantages and comparatively few issues (1/2)

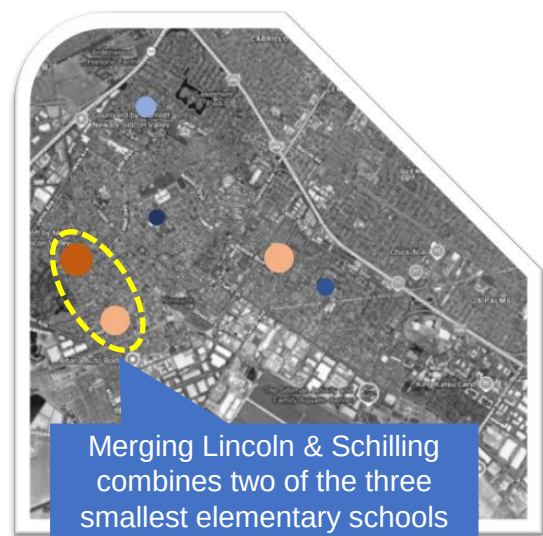


AB1912 Metrics	Brief Notes, Expanded in Appendix
Physical condition of a school facility.	Both schools are currently in similarly poor shape. Post renovation, the physical condition would be substantially improved.
Operating costs of a school compared to potential savings resulting from closure.	<i>In appendix.</i> Some slight savings, depending on enrollment changes. The possible savings are not a driver of this decision.
Capacity of a school to accommodate excess pupils.	<i>In appendix.</i> Lincoln, as a temporary location, would require additional classrooms. Schilling would require substantial renovations and additions – prior max school enrollment was closer to ~400.
Special programs available at school being considered for closure.	Minimal impact. Lincoln currently offers an ESN class; Schilling does not.
Environmental factors (traffic, freeway access, etc.).	<i>In appendix.</i> Overall driving would likely increase as families would need to travel further. The schools are 0.8 miles apart, so total miles would likely not increase significantly.
Balance of pupil demographics (race or ethnicity, pupils with disabilities, homeless youth, etc.).	The combined school would better resemble typical demographics across the district. However, Schilling is the highest need school in the District so any changes to the Schilling program would therefore disproportionately affect our highest need students. (See appendix for more details)
Pupil’s transportation needs.	Some students would need to travel further; although the close proximity of the schools mitigates this issue.
Aesthetics and opportunity for blight on surrounding community.	<i>In appendix.</i>
Impact on feeder school attendance patterns.	No impact as all students continue to a single comprehensive middle and high school.



A Path Forward: Lincoln & Schilling

The AB 1912 Metrics and the District’s additional data under consideration suggest that this plan has some advantages and comparatively few issues (2/2)



Other Data for Consideration	Brief Notes, Expanded in Appendix
School size – what is the right size to boost academic outcomes?	Resulting school would be 550 students – ~3 homeroom teachers per grade.
Increasing the capture rate through quality school facilities – building near communities with estimated low capture rates.	Building a permanent site on Schilling should attract families in the south of the city.
Schools spread across the community (i.e. every one has a school nearby – given the existing footprint of the district).	The Schilling campus has more homes within a 1 mile radius than the Lincoln campus.
Ability to concentrate bond funds – we don’t want to spend our limited bond funds building empty buildings	Allows for consolidation of schools.



Recapping Where We Are

Rationale & Criteria

A Path Forward

Next Steps

Additional Analyses



Next Steps

Ultimately, how we implement this matters more than anything else

How?

- What approach to implementing these mergers? How can we operationally do our best to capture the perceived benefits while minimizing the perceived harm?

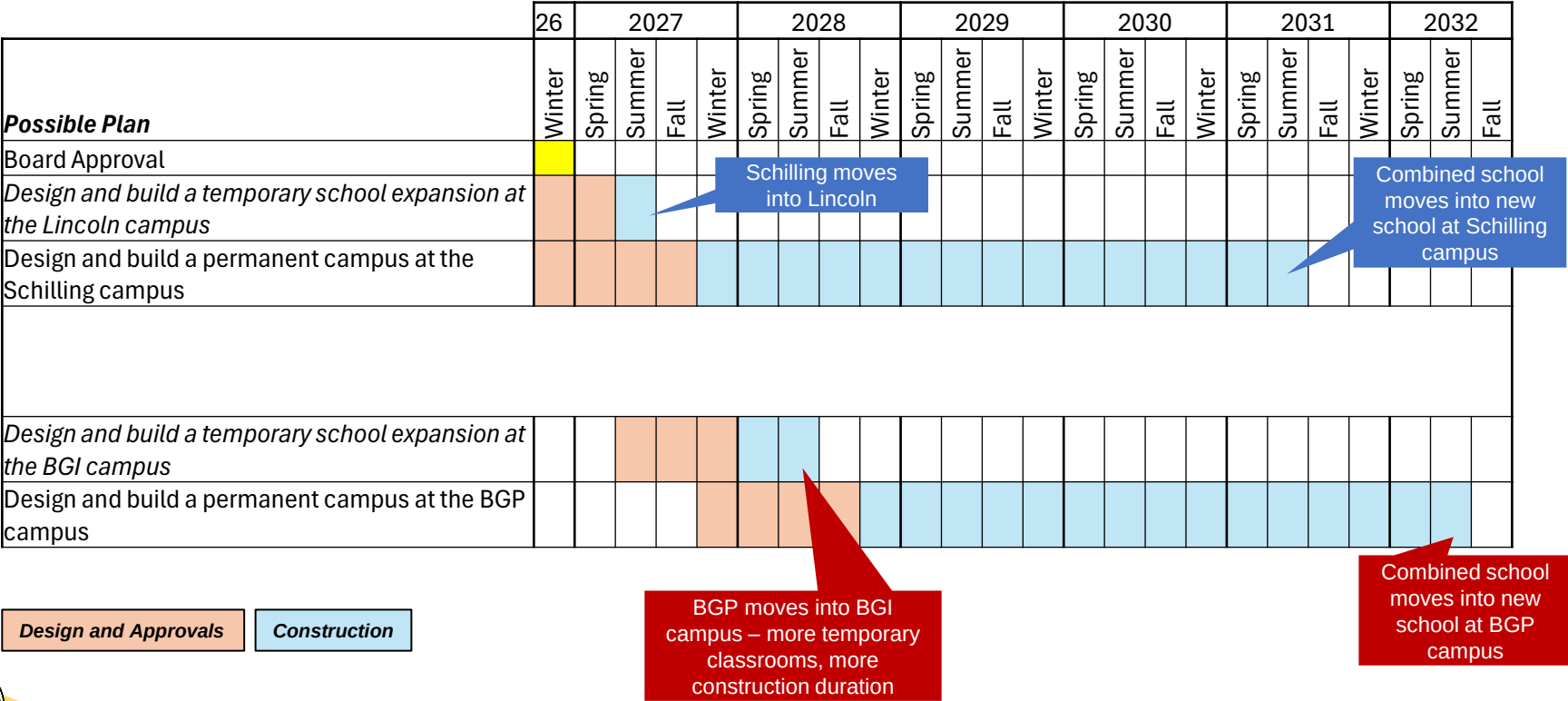
No layoffs – allow for a transition period where the District is over-staffed	Merge whole-school communities, rather than splitting up school communities across schools	Early notice to families and staff about the decision and the rationale
Pair school mergers with large investment in rebuilding the school campus	Transition all staff to the merged school, so the student / staff experience stays similar	No changes to the catchment zones – home schools stay similar
Efforts to keep the existing school traditions alive and well	Creation of new school traditions	What else?



Next Steps

The goal is a slow, gradual, and thoughtful integration of schools into a beautiful new campus

Possible Timeline



Next Steps

Current Schilling students will be the most impacted; most current Lincoln, BGI, and BGP students will not move campuses in this process

Schools that stay...

- A current Lincoln 1st grade student would spend the rest of their time in elementary school at Lincoln. Current Lincoln TK/K students would attend 4th and 5th grade at a new campus.
- No BGI students would attend a different campus.



There would still be disruption as the campuses would be and feel fuller. There would be fewer under-used spaces, more demand for playgrounds / fields / MPR.

Schools that move...

- A current BGP 1st grader would move to BGI at their normally scheduled time.
- BGP TK students will move twice (once to BGI, once back to BGP) – note that currently they would move once (from BGP to BGI)
- Schilling students would feel the most disruption, moving in the first wave. Current Schilling 1st – 4th graders would have the detriment of a move, but not get the benefit of a new campus. Current Schilling TK/K students will move twice; once to the Lincoln campus, once again back to the rebuilt Schilling campus

Next Steps

Here is the plan for the next few Board meetings

Next Steps

- **Today (10/6)** we are presenting two things to the Board:
 - Adopt a Resolution Approving the Equity Impact Analysis Metrics for consideration of potential school consolidation and optimization pursuant to Education Code section 41329 (Assembly Bill 1912);
 - A framework, rationale, and analysis for school mergers; and
 - Two specific recommendations based on that framework and analysis. Namely, merge BGI & BGP and Lincoln & Schilling into two rebuilt campuses at BGP and Schilling.
- When the Board is ready to vote (potentially either the **10/20 or 11/17 Board meeting**) should the feedback suggest we proceed, staff will provide a final recommendation and ask the Board to approve:
 - A resolution finding that the community engagement process outlined by AB 1912 was completed.
 - The proposed school merger(s).
 - A revised bond budget and approximate project timelines.



Recapping Where We Are

Rationale & Criteria

A Path Forward

Next Steps

Additional Analyses

BGI & BGP

- There is no change to the facilities a typical student will attend from the BGP perspective (if at BGP, they would be expected to transition to BGI).
- The current state of BGI and BGP is approximately similar according to the District's 2019 Facilities Master Plan – both sites are in poor condition.
- The District intends, related to this merger, to rebuild on the BGP campus enabling, over the long-term, BGI/BGP students to attend a higher-quality facility.

Lincoln & Schilling

- The current state of Lincoln and Schilling is approximately similar according to the District's 2019 Facilities Master Plan – both sites are in poor condition.
- In the immediate term, current Schilling students would be expected to attend Lincoln during the renovation of the Schilling campus. During that time, the District anticipates making limited improvements to the Lincoln campus to accommodate additional students.
- The District intends, related to this merger, to rebuild on the Schilling campus enabling, over the long term, Lincoln/Schilling students to attend a higher quality facility.

Long Term Cost Savings

Category	Savings / Cost	Notes
Principal	\$198,185	
Office Clerk & Office Manager	\$86,590	
Custodians (2)	\$129,199	
Site utilities	\$100,000	Includes share of maintenance
Total savings	\$513,974	
Net lost enrollment (25 students)	-\$450,000	Approximate estimate
Net savings	\$63,974	

Notes

- The rationale for these mergers is not cost savings – it is aligning the size of schools with the community’s vision. The District is not assuming significant cost savings related to this merger.
- The District’s intent is to over-staff in the short term (e.g. one year), leading to short-term cost increases when factoring in transition costs.
- Long-term staff savings will be highly dependent on what happens to enrollment. If the District can *maintain* enrollment through this transition, there could be \$0.5m in cost savings. If the District loses more than ~30 students due to this transition, there could be a net loss to the District.
- If the District maintains the site over the longer term, there could be security and maintenance costs. If the District leases the site, there could be additional revenue (savings) from this site.



BGI & BGP

- In the long term, the rebuilt BGP campus will have sufficient capacity for the merged school.
- In the short term, the BGP school program will move to the BGI campus. The combined school could have ~675 students enrolled next year. As recently as 2016-17, BGI (then Milani) had ~500 students at their existing facility. It is expected therefore that the District will need to add 7-15 additional classrooms to the combined school to meet the anticipated enrollment needs of the school.

Lincoln & Schilling

- In the long term, the rebuilt Schilling campus will have sufficient capacity for the merged school.
- In the immediate term, the Schilling school program will move to the Lincoln campus. The combined school could have ~550 students enrolled next year. As recently as 2018-19, Lincoln had 400 students at their existing facility. It is expected that the District will need to add 5-10 additional classrooms to the combined school to meet the anticipated enrollment needs of the school.

AB1912 Analyses

Special programs available at the school being considered for closure or consolidation and whether those programs will be provided at the same current level at the schools to which pupils will be diverted

BGI & BGP

Lincoln & Schilling

- BGI, BGP, and Lincoln currently offer a special day class at each school for students with exceptional needs. Schilling does not currently offer such a program.
- There are no special academic programing (e.g. dual language, magnet, gifted and talented) offered at any of these schools.
- Other offerings (e.g. after school programming) are expected to remain in place.
- While not affiliated directly with the school program, Schilling hosts the District’s special education pre-school program. This would be the third recent move for this program (Whiteford to Musick, Musick to Schilling). While a specific relocation plan will need to be developed for this program, there is no intention to cease operating this program or to weaken it in any way related to this merger.



	BGI and BGP Separate (Current)	All at BGI	All at BGP
Total Home-School Straight-Line Distance	591.9 miles	649.4 miles	566.4
Percent Change	0%	10%	-4%

	Lincoln and Schilling Separate (Current)	All at Lincoln	All at Schilling
Total Home-School Straight-Line Distance	378.7 miles	462.86 miles	418.40 miles
Percent Change	0%	+22%	+10%

Environmental Factors

- There are no known material site specific environmental factors between the sites. That is, we are unaware of any reason that any of these sites are not appropriate for a short or long term school occupancy.
- There are no highways or other unique access points at any of the schools.
- A permanent school location at BGP would reduce total driving time and distance for families compared to the current configuration. (I.e. families live closer to BGP than BGI). Both school campuses at BGI/BGP will increase the amount of traffic to the school site significantly compared to the current configuration and slightly more than past enrollment peaks. The District may consider staggering start and end times.
- A permanent school location at Schilling would increase total driving time and distance for families compared to the current configuration. Schilling is notably closer to current families compared to Lincoln. Combining both school campuses into one will increase the amount of traffic to the school site significantly compared to the current configuration and slightly more than past enrollment peaks. The District may consider staggering start and end times.



AB1912 Analyses

Balance of pupil demographics (race or ethnicity, pupils with disabilities, homeless youth, etc.)

		Current District Metrics				Absolute Variance			
School Name	25-26 Census Day Enrollment	UPP	FRL	EL	Foster Youth	UPP	FRL	EL	Foster Youth
Schilling	311	65.0%	54.3%	37.3%	0.0%	15.0%	13.9%	15.4%	0.0%
Lincoln	288	44.1%	35.1%	14.2%	0.0%	5.9%	5.3%	7.7%	0.0%
BGI	293	49.2%	37.5%	18.4%	0.0%	0.8%	2.9%	3.5%	0.0%
BGP	381	37.8%	29.7%	15.7%	0.0%	12.2%	10.7%	6.2%	0.0%
CHE	416	62.0%	52.2%	30.5%	0.0%	12.1%	11.8%	8.6%	0.0%
Kennedy	397	42.1%	33.2%	15.1%	0.0%	7.9%	7.2%	6.8%	0.0%
Elementary	2,086	50.0%	40.4%	21.9%	0.0%	9.0%	8.6%	8.0%	0.0%

		Proposed District Metrics				Absolute Variance			
School Name	25-26 Census Day Enrollment	UPP	FRL	EL	Foster Youth	UPP	FRL	EL	Foster Youth
Schilling	311	65.0%	54.3%	37.3%	0.0%	15.0%	13.9%	15.4%	0.0%
Lincoln	288	44.1%	35.1%	14.2%	0.0%	5.9%	5.3%	7.7%	0.0%
Schilling / Lincoln	599	54.9%	45.1%	26.2%	0.0%	5.0%	4.7%	4.3%	0.0%
BGI	293	49.2%	37.5%	18.4%	0.0%	0.8%	2.9%	3.5%	0.0%
BGP	381	37.8%	29.7%	15.7%	0.0%	12.2%	10.7%	6.2%	0.0%
BGI / BGP	674	42.7%	33.1%	16.9%	0.0%	7.2%	7.3%	5.1%	0.0%
CHE	416	62.0%	52.2%	30.5%	0.0%	12.1%	11.8%	8.6%	0.0%
Kennedy	397	42.1%	33.2%	15.1%	0.0%	7.9%	7.2%	6.8%	0.0%
Elementary	2,086	50.0%	40.4%	21.9%	0.0%	7.8%	7.6%	6.1%	0.0%

These moves would make the typical NUSD elementary school look more like the rest of the district



AB1912 Analyses

Balance of pupil demographics (race or ethnicity, pupils with disabilities, homeless youth, etc.)

School Name	25-26 Census Day Enrollment	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported	Weighted Average of Variance
Schilling	311	1.9%	0.3%	10.0%	5.5%	70.7%	1.6%	3.9%	3.5%	2.6%	0.47
Lincoln	288	2.4%	0.3%	20.1%	5.9%	50.3%	0.7%	8.7%	6.6%	4.9%	0.08
BGI	293	4.4%	0.3%	32.4%	10.6%	34.5%	0.7%	4.4%	7.2%	5.5%	0.35
BGP	381	2.9%	0.0%	37.8%	6.8%	29.4%	2.1%	7.9%	8.9%	4.2%	0.38
CHE	416	0.2%	0.2%	11.5%	7.2%	61.8%	3.4%	5.3%	6.3%	4.1%	0.33
Kennedy	397	1.5%	0.0%	22.9%	4.0%	39.0%	1.0%	16.6%	8.3%	6.5%	0.25
Elementary	2,086	2.1%	0.2%	22.4%	6.6%	47.4%	1.7%	8.1%	6.9%	4.7%	0.31

School Name	25-26 Census Day Enrollment	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported	Weighted Average of Variance
Schilling	311	1.9%	0.3%	10.0%	5.5%	70.7%	1.6%	3.9%	3.5%	2.6%	0.47
Lincoln	288	2.4%	0.3%	20.1%	5.9%	50.3%	0.7%	8.7%	6.6%	4.9%	0.08
Schilling/Lincoln	599	2.1%	0.3%	14.9%	5.7%	60.9%	1.2%	6.2%	5.0%	3.7%	0.27
BGI	293	4.4%	0.3%	32.4%	10.6%	34.5%	0.7%	4.4%	7.2%	5.5%	0.35
BGP	381	2.9%	0.0%	37.8%	6.8%	29.4%	2.1%	7.9%	8.9%	4.2%	0.38
BGI / BGP	674	3.7%	0.2%	35.0%	8.8%	32.0%	1.4%	6.1%	8.0%	4.9%	0.35
CHE	416	0.2%	0.2%	11.5%	7.2%	61.8%	3.4%	5.3%	6.3%	4.1%	0.33
Kennedy	397	1.5%	0.0%	22.9%	4.0%	39.0%	1.0%	16.6%	8.3%	6.5%	0.25
Elementary	2,086	2.1%	0.2%	22.4%	6.6%	48.4%	1.7%	8.5%	6.9%	4.8%	0.31

These moves would have little impact on the total racial diversity across NUSD



A note on Schilling:

- Schilling is the highest-need school in the District. Therefore, any change to Schilling will disrupt the school with the highest concentration of higher-need families.
- Moreover, Schilling families will need to move twice as part of this process – once to Lincoln, and again back to the Schilling campus. This is offset, however, by the Schilling community receiving a higher quality school building.

AB1912 Analyses

Pupil's transportation needs.

	Within 1 mile of BGI / BGP	Within 1 mile of BGI	Within 1 mile of BGP
% of Students	68%	67%	68%

	Within 1 mile of Lincoln / Schilling	Within 1 mile of Lincoln	Within 1 mile of Schilling
% of Students	82%	75%	82%

Pupil Transportation Needs

- One way to identify the percent of possible non-drivers is to look at families within a one-mile radius. This is not a perfect proxy but helps provide directional information.
- The percent of students living within a one-mile radius of the site will not change materially with the BGP/BGI merge. However, the total travel distance will ultimately be less than the current configuration if BGP is the permanent site.
- The percent of students living within a one-mile radius of the site will not change materially with the Lincoln/Schilling merge *if Schilling is the final site*. While Lincoln is the interim solution, there will likely be more families needing to drive. At either site, the total distance traveled will increase; however, it will increase less if the Schilling campus is the permanent site.



BGI & BGP

Lincoln & Schilling

- In the immediate term, no school will become unoccupied. BGI and Lincoln would host a larger school community. Schilling and BGP would be active constructions.
- Upon the conclusion of construction, the sites would become unoccupied.
- The District has begun to take steps to occupy under-utilized sites, including the closed Snow campus. The plan for the closed Snow campus would likely be to lease (more likely) or, possibly, sell that site, depending on zoning and a robust bidding process.
- Between now and the point of unoccupancy (i.e. Summer 2031 and Summer 2032), the District plans on piloting a leasing/sales program and could apply a similar approach to BGI and Lincoln.

BGI & BGP

Lincoln & Schilling

- All NUSD students currently attend a TK-5 elementary school, and then 100% of students feed into one comprehensive middle school, which then feeds into Newark Memorial High School.
- Lincoln and Schilling enroll students at TK. Therefore , there is no NUSD pattern feeding into this school.
- BGP feeds into BGI. Merging the two schools does not change the long-term feeder school attendance pattern.
- Overall, these contemplated mergers have no impact on the feeder school attendance patterns.