

EXHIBIT 1

MT. DIABLO UNIFIED SCHOOL DISTRICT
Resolution No. 16/17-28
Regarding Pending Petition for District Reorganization
Northgate Area

Whereas, Education Code section 35710 permits members of a community to petition the County Committee on School District Organization to form a new school district from an existing one, and

Whereas, many factors and ten criteria must be considered when making this decision by the County Committee on School District Organization and, possibly reviewed by the State Board of Education, and ultimately, a general election.

Whereas, most importantly, our ability to offer the best quality education to all of our students in educational environments which embrace inclusion; celebrate all students; promote respect, collaboration, innovation and creativity, and that children may suffer greatly if such a division were to occur, and

Whereas, there are many known and unknown effects and impacts on the students, parents, staff, and community on division of this school district into two school districts, and

Whereas, there is concern about the potential that such a separation would have for segregating students by race, ability, and other student characteristics, and

Therefore, Be it Resolved that the Governing Board of the Mt. Diablo Unified School District opposes the petition of the Northgate CAPS organization to divide the District, and

Be it Further Resolved that the Superintendent of the Mt. Diablo Unified School District or her designees take appropriate actions to oppose said petition, inform the public on this matter, and to present said opposition in any subsequent administrative proceedings on this matter.

This Resolution was adopted by the Governing Board by the following vote on January 23, 2017, at a Regular Meeting of the Governing Board of the Mt. Diablo Unified School District:

AYES: 5
NOES: 0
ABSENT: 0
ABSTAIN: 0

ATTEST:



Nellie Meyer, Secretary, Governing Board

EXHIBIT 2



CDE » DataQuest » Enrollment Report

Enrollment by Ethnicity for 2016-17

District and School Enrollment by Ethnicity

Report:

Year:

District:

Gender:

Type:

Mt. Diablo Unified Report

(Note: Data for uncertified district schools will not be included in the district reports however, Independent Reporting Charters that have certified will be displayed on the district report even if the authorizing District has not certified their data.)

School	Code	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, Not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
Ayers Elementary	6003958	132	2	32	1	12	17	189	50	12	447
Bancroft Elementary	6003966	120	0	87	3	15	8	287	63	15	598
Bel Air Elementary	6003974	368	1	18	16	5	93	23	15	21	560
Cambridge Elementary	6003982	609	0	10	4	3	10	10	2	12	660
College Park High	0731846	467	6	200	11	119	70	1,078	41	622,054	
Concord High	0731836	715	9	74	4	109	67	465	27	191,489	
Crossroads High (Alternative)	0730416	30	0	0	0	2	4	1	0	0	37
Delta View Elementary	0106088	249	2	112	12	114	58	45	53	14	659
Diablo Community Day	0730855	12	0	0	0	1	0	4	0	1	18
Diablo View Middle	6111504	139	4	49	1	34	21	428	40	15	731
District Office	0000000	27	0	2	0	0	1	28	4	1	63
Eagle Peak Montessori	6118087	36	0	27	0	8	6	122	35	0	234
El Dorado Middle	6004030	538	5	29	5	38	30	212	35	9	901
El Monte Elementary	6004048	212	2	20	6	16	20	124	24	19	443
Fair Oaks Elementary	6004055	207	0	26	3	8	19	37	10	21	331
Foothill Middle	6004063	118	2	140	9	36	10	556	102	17	990

Gateway High (Continuation)	0730333	21	0	0	0	0	0	4	1	0	2	28
Gregory Gardens Elementary	6112395	139	1	49	1	11	9	139	39	15	403	
Hidden Valley Elementary	6004097	280	0	48	1	40	18	358	110	17	872	
Highlands Elementary	6004105	131	0	52	2	25	9	279	56	43	597	
Horizons School: Independent Study	0730317	37	0	18	1	7	5	77	6	7	158	
Meadow Homes Elementary	6004154	729	0	19	5	12	11	14	3	55	848	
Monte Gardens Elementary	6004162	160	1	43	0	41	21	202	53	4	525	
Mountain View Elementary	6004170	171	2	12	1	19	16	159	34	26	440	
Mt. Diablo Elementary	6004188	121	1	43	0	24	13	369	51	199	821	
Mt. Diablo High	0734566	863	4	74	26	86	132	121	22	161,344		
District Non-Public Non-Sectarian Schools	0000001	25	0	1	1	2	14	91	5	2	141	
Northgate High	0730044	160	8	265	16	91	29	903	58	281,558		
Oak Grove Middle	6004196	582	0	17	4	18	12	27	4	28	692	
Olympic Continuation High	0734764	163	1	4	2	3	36	62	10	7	288	
Pine Hollow Middle	6004220	207	7	53	1	38	14	225	44	8	597	
Pleasant Hill Elementary	6004246	132	0	51	1	20	11	339	73	30	657	
Pleasant Hill Middle	6114904	340	1	53	9	38	24	364	47	33	909	
Prospect High (Continuation)	0730358	25	0	1	0	1	2	16	1	0	46	
Rio Vista Elementary	6096226	439	1	16	2	12	36	16	18	14	554	
Riverview Middle	6004261	581	1	25	10	28	109	29	20	5	808	
Sequoia Elementary	6004253	102	2	79	1	32	14	248	37	13	528	
Sequoia Middle	6105357	341	0	90	5	83	29	320	55	9	932	
Shore Acres Elementary	6004295	456	1	8	0	3	23	23	7	18	539	
Silverwood Elementary	6004303	166	1	40	4	43	18	150	55	36	513	
Strandwood Elementary	6004311	104	0	43	1	11	3	385	60	27	634	
Summit High (Continuation)	0730424	54	1	4	2	2	9	31	2	1	106	
Sun Terrace Elementary	6004329	315	1	19	16	18	22	78	33	20	522	
Sunrise (Special Education)	6004238	14	0	0	0	0	6	12	4	3	39	
Valhalla Elementary	6004337	125	0	53	3	23	15	260	52	50	581	
Valle Verde Elementary	6004345	64	0	72	3	16	5	256	53	28	497	
Valley View Middle	6004352	316	0	74	7	53	15	305	51	15	836	
Walnut Acres Elementary	6004360	71	0	75	0	30	3	348	84	32	643	
Westwood Elementary	6004378	140	1	12	4	12	13	105	29	16	332	
Woodside Elementary	6004394	141	1	25	2	21	5	130	29	13	367	
Wren Avenue Elementary	6004402	318	2	22	9	22	13	100	16	21	523	
Ygnacio Valley Elementary	6004410	392	0	8	4	15	7	24	20	5	475	
Ygnacio Valley High	0737809	895	6	37	8	46	65	152	21	161,246		

Report Total

Level	Code											Total
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		Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported
Mt. Diablo Unified	0761754	13,299	77	2,331	227	1,466	1,224	10,327	1,763	1,100
Contra Costa Total	07	62,042	557	22,114	1,144	7,421	16,442	56,225	9,662	1,763
State Total	00	3,378,344	33,369	559,159	29,384	153,670	350,339	1,470,499	207,170	46,302

[Download Data](#) Download a semicolon-delimited file of this data to your computer. You will need to select "Save" after selecting the "Download Data" button. Once the file is saved to your computer it may be imported into another software for analysis.

Gender: All, Type: Primary Enrollment

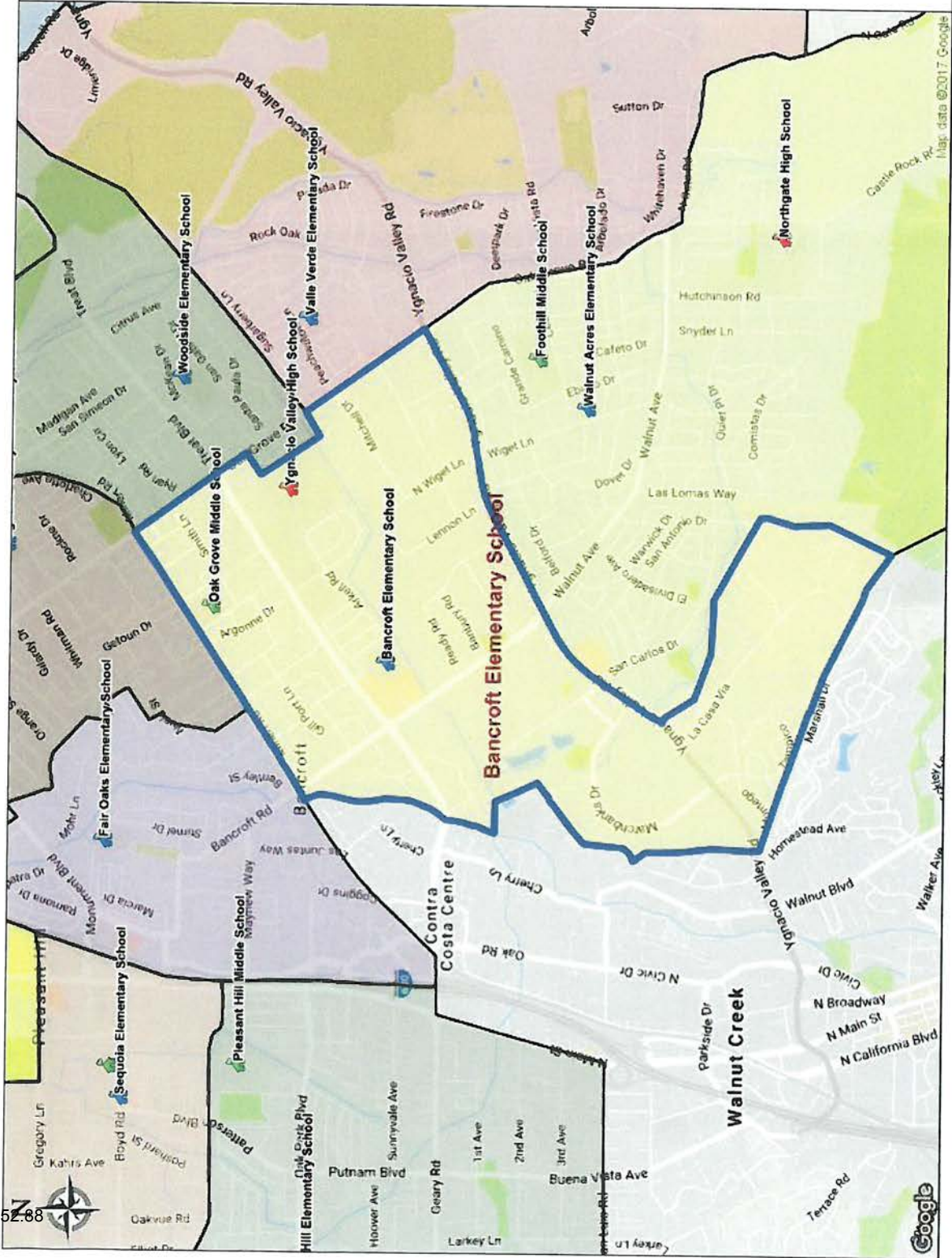
Report generated: 4/22/2017 8:14 PM
Source: California Longitudinal Pupil Achievement Data System (CALPADS)

[Web Policy](#)

EXHIBIT 3

Mt. Diablo Unified School District Elementary School Attendance Areas

- ☐ Ayers Elementary School
- ☐ Bancroft Elementary School
- ☐ Bel Air Elementary School
- ☐ Cambridge Elementary School
- ☐ El Monte Elementary School
- ☐ Fair Oaks Elementary School
- ☐ Gregory Gardens Elementary School
- ☐ Hidden Valley Elementary School
- ☐ Highlands Elementary School
- ☐ Meadow Homes Elementary School
- ☐ Monte Gardens Elementary School
- ☐ Mt Diablo Elementary School
- ☐ Mountain View Elementary School
- ☐ Pleasant Hill Elementary School
- ☐ Rio Vista Elementary School
- ☐ Delta View Elementary School
- ☐ Shore Acres Elementary School
- ☐ Silverwood Elementary School
- ☐ Strandwood Elementary School
- ☐ Sun Terrace Elementary School
- ☐ Valhalla Elementary School
- ☐ Valle Verde Elementary School
- ☐ Walnut Acres Elementary School
- ☐ Westwood Elementary School
- ☐ Woodside Elementary School
- ☐ Wren Avenue Elementary School
- ☐ Ygnacio Valley Elementary School
- ☐ Holbrook Elementary School



DECISION INSITE



EXHIBIT 4



DataQuest Home / Enrollment Report



Enrollment Multi-Year Summary by Ethnicity

Mt. Diablo Unified District Report (07-61754)

[+ Report Description](#)
[+ Report Options and Filters](#)

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2016-17	31,814	3.8%	0.2%	7.3%	4.6%	41.8%	0.7%	32.5%	5.5%	3.5%
2015-16	32,005	3.9%	0.3%	7.3%	4.6%	41.6%	0.8%	33.9%	4.8%	2.8%
2014-15	31,923	4.2%	0.3%	7.3%	4.6%	40.8%	0.8%	35.5%	4.4%	2.1%

Enrollment by Ethnicity

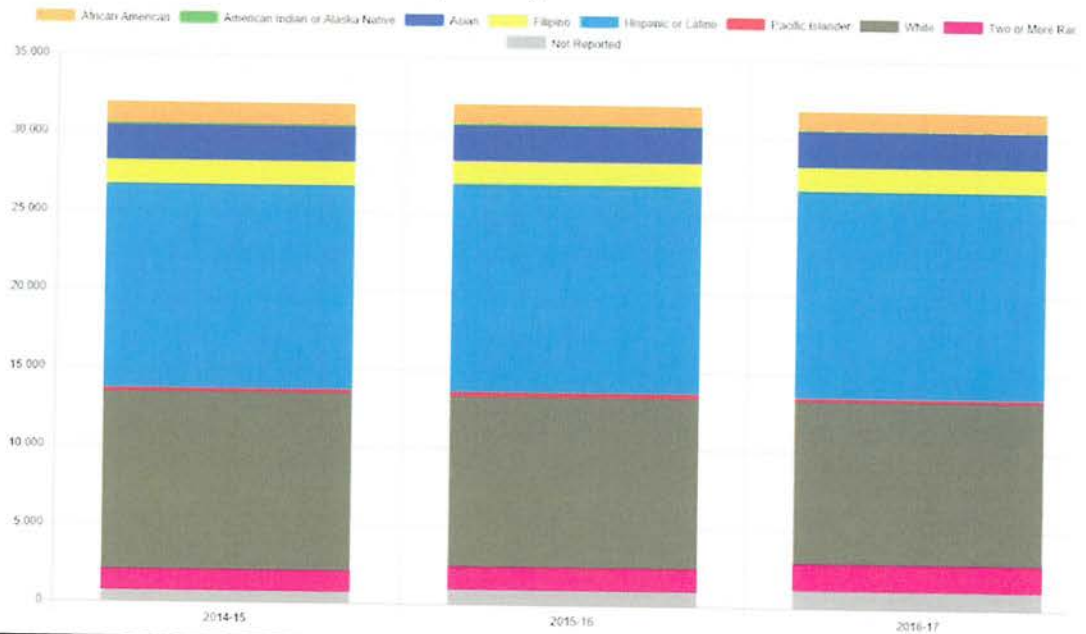


EXHIBIT 5

Mt. Diablo Unified School District

Demographics Analysis of Potential Northgate Territory Transfer and Unification

August 2017

Prepared by:

EASTSHORE CONSULTING

FINANCIAL ADVISORY & FACILITIES PLANNING • FISCAL CONSULTING • ELECTION STRATEGIES & PUBLIC RELATIONS

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Oak Grove Middle School	49
Pine Hollow Middle School	56
Northgate High School	63
Ygnacio Valley High School	70

Introduction

Mt. Diablo Unified School District
Demographics Analysis of Potential Northgate Territory Transfer and Unification
August 2017

To: Lawrence M. Schoenke, Attorney
David A. Soldani, Partner
Atkinson, Andelson, Loya, Ruud & Romo

CC: Dr. Nelly Meyer, Superintendent
Mt. Diablo Unified School District

From: Shin Green, Principal
Eastshore Consulting LLC

Date: August 24, 2017

In order to fully evaluate the proposed creation of a new unified school district from existing territory within the Mt. Diablo Unified School District (MDUSD), a site level analysis of the demographics of each of the proposed schools for transfer was conducted. Additionally, schools with attendance areas overlapping the proposed transfer territory were examined. The demographic analysis includes examination of the socioeconomic characteristics of the existing student populations as currently constructed.

The analysis was based upon information in the MDUSD student database. While a district-wide site analysis was not conducted, examinations of the following school sites were:

- Bancroft Elementary School (*Proposed for Transfer*)
- Valle Verde Elementary School (*Proposed for Transfer*)
- Walnut Acres Elementary School (*Proposed for Transfer*)
- Highlands Elementary School
- Foothills Middle School (*Proposed for Transfer*)
- Pine Hollow Middle School
- Oak Grove Middle School
- Northgate High School (*Proposed for Transfer*)
- Ygnacio Valley High School

Such data was sorted and cross-referenced to county tax parcel data to determine the potential impact of the division of Mt. Diablo Unified School District on the student populations. Additionally, the information was analyzed to determine what “unduplicated count” percentages would result for the proposed new school district. Furthermore, based upon an understanding of special education programs provided by the District, the data was examined to determine the potential impacts to the existing special education student population at each site. Finally, this aggregate data (with respect to the proposed transfer territory as well as the proposed remaining MDUSD) was examined across a variety of criteria.



Analysis Summary

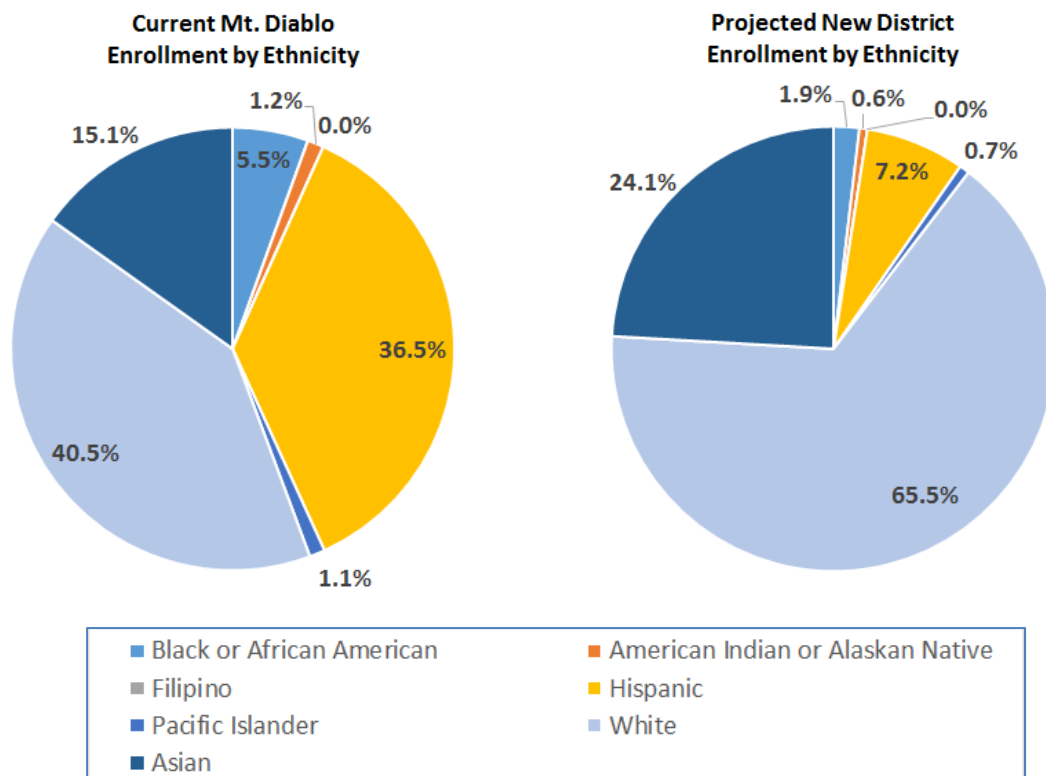
Analysis Summary

As currently constituted, the five school sites proposed for transfer to a new unified school district have a total enrollment of 4,293 students spanning Pre-Kindergarten to 12th Grade. Approximately 736 of these students attend the five sites from outside of their traditional attendance areas, making up 17.1% of current enrolment. These students from outside of the traditional site attendance areas are predominately intra-district transfers from other portions of MDUSD (*not* proposed to be a part of the new unified district) and include elementary school students participating in dual language immersion programs, high school students from the former Clayton Valley HS attendance area provided with school choice as well as students with a variety of other reasons to attend their current schools.

There are also a limited number of inter-district transfer students from entirely outside existing MDUSD boundaries, which do not appear to comprise a statistically significant percentage of the student population.

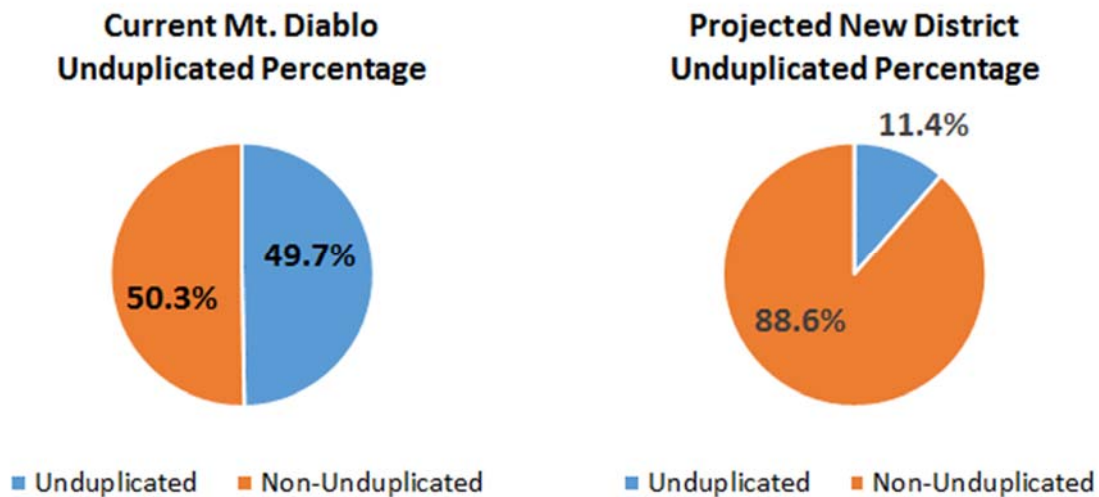
In our analysis, it is assumed that all students attending the five sites who do not reside within the proposed territory for transfer would be repatriated to other MDUSD school sites.

In aggregate, the proposed new unified school district will be substantially different than the current population of MDUSD.



The student population residing in the territory proposed for transfer is 65.5% White and 24.1% Asian while the current MDUSD population is comprised of only 40.5% White and 15.1% Asian.

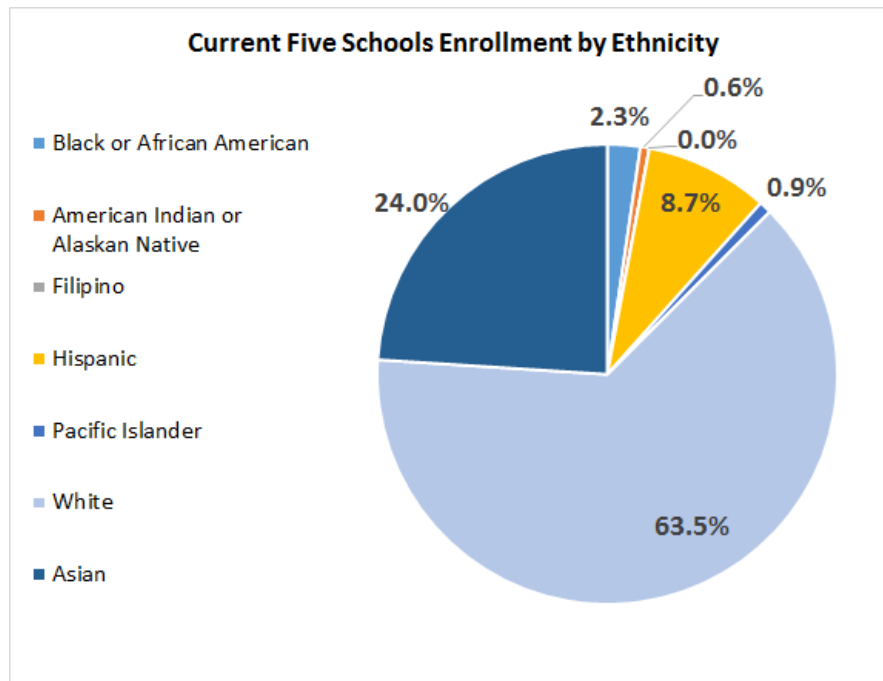
Hispanic representation within the proposed new school district would be 7.2%, substantially lower than the 36.5% such students comprise of the current MDUSD population. Similarly, African American students would comprise 1.9% of the new district population as compared to 5.5% of total current enrollment. With respect to the LCFF unduplicated pupil percentages, the proposed territory for transfer would result in an 11.4% unduplicated percentage as compared to the current MDUSD percentage of 49.7%, a substantial differential with significant impacts to funding under the LCFF formula.



Generally, the current ethnic composition of each of the five school sites is majority White, ranging from 57.4% to 70.1% of the population. Additionally, each site has a significant Asian student population, ranging from 20.4% to 26.5% of the population. Students identified as Hispanic are typically the next largest group, ranging from 6.4% to 11.9% of the population depending upon site. The remaining populations of tracked groups by prevalence include African American, Pacific Islander and American Indian or Alaskan Native. No students of other tracked groups were reported within the five sites, or at any other affected site.

An analysis of residential addresses indicates that the current MDUSD enrollment of 31,453 would be reduced to 27,647. This loss of 3,806 students represents 12.1% of the current MDUSD population, with these students potentially making up the new unified school district enrollment.

Across all five sites as currently constructed, the combined population is 4,293 students. The ethnic composition is 63.5% white, 24.0% Asian, 8.7% Hispanic, 2.3% African American, 0.9% Pacific Islander and 0.6% American Indian or Alaskan Native.



The proposed territory transfer would result in an increase of 2.0% in the percentage of White students comprising the new district. Similarly, the Asian student population will increase by 0.1%. However, Hispanic and African American students will decrease as a percentage of the total population by 1.5% and 0.4%, respectively. As compared to the current ethnic make-up of the five sites, it is projected that the reduction in populations will not impact each group in the same manner.

FIVE SITE CHANGE IN POPULATION BY ETHNIC GROUP			
Ethnic Group	Current Population	Projected Population Post Reorganization	% Change
Black or African American	99	71	-28.3%
Hispanic	373	275	-26.3%
Pacific Islander	38	28	-26.3%
American Indian or Alaskan Native	27	22	-18.5%
Asian	1,030	917	-11.0%
White	2,726	2,493	-8.5%
Total	4,293	3,806	-11.3%

The analysis of each of the five schools and the surrounding MDUSD sites impacted by the proposed reorganization indicates that a net loss of approximately 487 students would occur, or 11.3% of the current population. This would include the loss of roughly 736 students attending

the five sites on intra and inter district transfers, less approximately 249 students who reside within the territory proposed for transfer but currently attending schools not proposed for transfer.

STUDENT REQUIRED TO CHANGE SITES		
Proposed New Unified School District	Students Removed	Students Gained
Bancroft ES	151	0
Valle Verde ES	99	0
Walnut Acres ES	47	0
Highlands ES	0	203
Foothill MS	138	0
Oak Grove MS	0	3
Pine Hollow MS	0	20
Northgate HS	301	0
Ygnacio Valley HS	0	23
Total	736	249
Net Students Displaced		487

An examination of the 736 students who attend the five sites but *do not* reside within the proposed territory for transfer indicates that these students are generally less likely to be White than the current population composition, especially at lower grade levels. Table 1.1 below reflects the current population by site, and Table 1.2 reflects the population assumed to be removed from each site (and returned to other MDUSD schools).

TABLE 1.1 – CURRENT STUDENT POPULATION AT FIVE SITES PROPOSED FOR TRANSFER

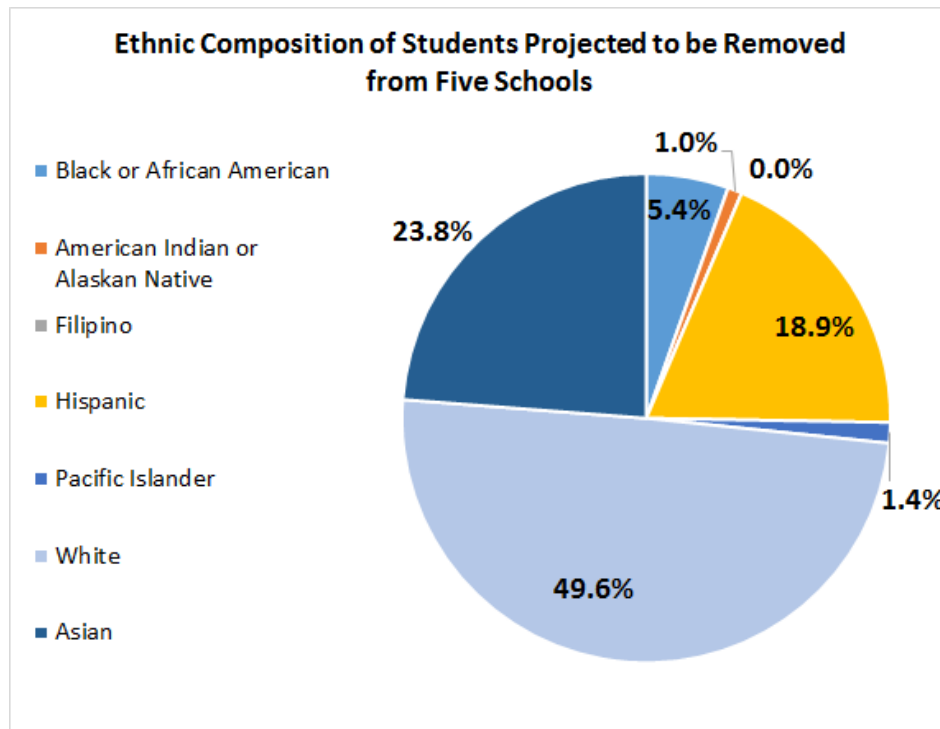
School Site	Attending School	American Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
Bancroft ES	618	25	5	0	71	7	362	148
Percentage of Total Students		4.0%	0.8%	0.0%	11.5%	1.1%	58.6%	23.9%
Valle Verde ES	514	14	3	0	61	5	295	136
Percentage of Total Students		2.7%	0.6%	0.0%	11.9%	1.0%	57.4%	26.5%
Walnut Acres ES	646	8	1	0	50	3	424	160
Percentage of Total Students		1.2%	0.2%	0.0%	7.7%	0.5%	65.6%	24.8%
Foothill MS	990	15	7	0	63	9	694	202
Percentage of Total Students		1.5%	0.7%	0.0%	6.4%	0.9%	70.1%	20.4%
Northgate HS	1525	37	11	0	128	14	951	384
Percentage of Total Students		2.4%	0.7%	0.0%	8.4%	0.9%	62.4%	25.2%



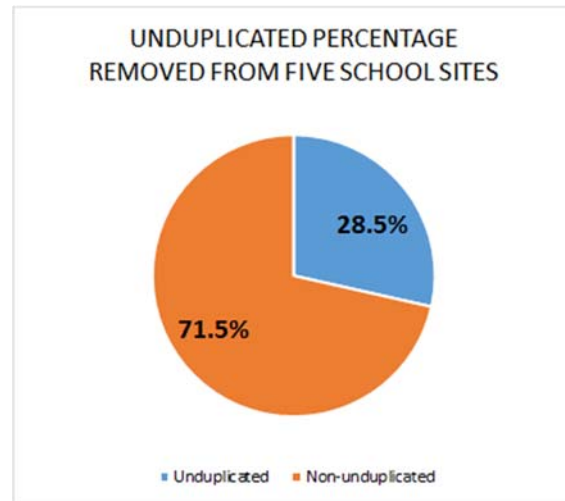
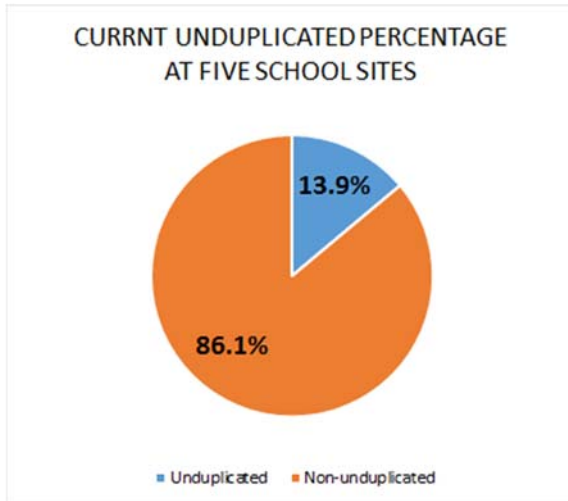
TABLE 1.2 – STUDENT POPULATION REMOVED FROM FIVE SITES PROPOSED FOR TRANSFER

School Site	Attending School	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
Bancroft ES	151	8	1	0	43	1	78	20
Percentage of Total Students Removed		5.3%	0.7%	0.0%	28.5%	0.7%	51.7%	13.2%
Valle Verde ES	99	6	1	0	24	0	41	27
Percentage of Total Students Removed		6.1%	1.0%	0.0%	24.2%	0.0%	41.4%	27.3%
Walnut Acres ES	47	4	1	0	12	0	21	9
Percentage of Total Students Removed		8.5%	2.1%	0.0%	25.5%	0.0%	44.7%	19.1%
Foothill MS	138	5	1	0	14	4	85	29
Percentage of Total Students Removed		3.6%	0.7%	0.0%	10.1%	2.9%	61.6%	21.0%
Northgate HS	301	17	3	0	46	5	140	90
Percentage of Total Students Removed		5.6%	1.0%	0.0%	15.3%	1.7%	46.5%	29.9%

The composition of the students required to change schools would be more Hispanic and African American than the current population composition.



With respect to LCFF funding formula criteria, the students projected to be removed from the five sites sought by the petitioner would be twice as likely to be considered unduplicated pupils, qualifying for additional funding. Currently, the unduplicated student percentage at the five sites is 13.9%. The 736 students which would be relocated consist of a 28.5% unduplicated percentage. The proposed new district projected unduplicated percentage is estimated to be 11.4%.



It should be noted that if the potential transfer includes Oak Grove Middle School and Ygnacio High School, both of which are within the territory proposed for transfer but not specifically requested, an additional 1,876 students would be displaced. In total, 7.5% of projected remaining MDUSD students would need to be accommodated at other District sites. The total students displaced would consist of 1,455 high school students, 814 middle school students and 94 elementary students.

POTENTIAL DISPLACED ELEMENTARY SCHOOL STUDENTS		
Elementary School	Students Removed	Students Gained
Bancroft ES	151	0
Valle Verde ES	99	0
Walnut Acres ES	47	0
Highlands ES	0	203
Total	297	203
Net Elementary School Students Displaced		94

POTENTIAL DISPLACED MIDDLE SCHOOL STUDENTS		
Middle School	Students Removed	Students Gained
Foothill MS	138	0
Oak Grove MS	699	3
Pine Hollow MS	0	20
Total	837	23
Net Middle School Students Displaced		814

POTENTIAL DISPLACED HIGH SCHOOL STUDENTS		
High School	Students Removed	Students Gained
Northgate HS	301	0
Ygnacio Valley HS	1177	23
Total	1478	23
Net High School Students Displaced		1455

Assuming that the proposed territory for transfer would regain resident students in attendance areas currently not served by the five sites, it is estimated that approximately 249 additional students would be gained by the proposed new unified school district, or approximately 33.8% of the population removed from the five sites. The majority of these students would be from Highlands ES.

An examination of Special Education student placements indicates that the five sites proposed for transfer currently provide educational services to 139 such students. While a specific analysis of such placements was not conducted, it appears that certain students may be placed here from throughout other MDUSD sites based upon services required and, as a result, current placements come predominately from sites outside of the territory proposed for transfer.



Subsequent to the proposed transfer of territory, the new unified school district would retain approximately 38.6% of the special education population currently attending the five sites proposed for transfer.

School Site	Special Education Placements	Retained by NUSD	Retained by MDUSD
Bancroft ES	12	2	10
Valle Verde ES	15	3	12
Walnut Acres ES	28	6	22
Foothill MS	43	22	21
Northgate HS	34	18	16
Schools Proposed for Transfer	132	51	81
<i>Percentage of Total</i>		<i>38.6%</i>	<i>61.4%</i>

It appears that the new unified school district would gain approximately 5 special education students from overlapping attendance areas for schools not sought for transfer, resulting in a projected total projected population of 56.

School Site	Special Education Placements	Retained by NUSD	Retained by MDUSD
Highlands ES	7	3	4
Pine Hollow MS	44	0	44
Oak Grove MS	51	0	51
Ygnacio Valley HS	89	2	87
Schools Impacted by Reorganization	191	5	186
<i>Percentage of Total</i>		<i>2.6%</i>	<i>97.4%</i>

It should be noted that no adjustment to site capacities estimates was made to accommodate for special education specific classrooms and, as such, site capacity estimates may be slightly overstated. The State recommended student loading for such classrooms is less than 50% of typical factors for like grades. As such, it is estimated that the five sites would retain excess capacity for special education students since approximately 61.4% of special education students would be returned to MDUSD.

As a whole, the proposed formation of a new unified school district as outlined in the material provided by the petitioners would seem to indicate a significant shift in the characteristics of the five school sites as compared to the current populations. The total number of students would decrease by nearly 500 students. The resulting population would be more White and less Hispanic



and African American. Students impacted by the resulting attendance shifts would be disproportionately African American and Hispanic. The unduplicated student population would be reduced from current levels of 13.9% to 11.4%. Special Education students would be halved, from 3.1% of the current population at the five sites to 1.5% of the new unified school district population. While it is possible that the new unified school district could provide for inter district transfers to allow the current student population to remain at their current schools, it does not appear to be discussed in the petition materials. Additionally, it appears that a portion of the 487 net student change attend current sites for specific programs (e.g. special education and dual language immersion) – and, because it is unclear if these programs would (or could) be maintained by the new unified school district, making a projection of how many students could and would opt to seek an inter district transfer remains uncertain.

Because of the significant population shifts, it is not possible to determine what the site level composition for each elementary school site of the proposed new unified district would be, nor is it possible to project where students retained by MDUSD would attend. However, additional details on the composition and potential impacts at the site level can be found in the site-specific analyses within this report.



Bancroft Elementary School

Bancroft Elementary School

The Bancroft Elementary School (Bancroft) site is located within the territory proposed for annexation into the new unified school district. The site provides Kindergarten through 5th Grade educational services and currently houses a student population of 618. Students matriculate to either Foothills Middle School or Oak Grove Middle School upon completion, and the attendance areas for both overlap the normal attendance boundaries for Bancroft.

CURRENT BANCROFT ELEMENTARY SCHOOL POPULATION

Grade	Attending School	In Attendance Boundary	Intra-District from Schools Outside Transfer Territory	Intra-District from Schools Inside Transfer Territory	Inter-District Transfers	SPED Placements
School Wide	618	430	130	34	12	12
Kindergarten	111	77	25	6	3	0
1st Grade	111	67	33	8	3	0
2nd Grade	123	75	36	8	3	1
3rd Grade	92	77	13	0	1	1
4th Grade	85	62	17	3	1	2
5th Grade	96	72	6	9	1	8

Approximately 430 students, 75.6% of the student population, consists of students who reside within the formal attendance areas for the site. An additional 164 students attend the site via intra-district transfers from other MDUSD attendance areas, of which 34 reside within attendance areas for other elementary schools proposed for transfer to the proposed new district. The site also provides educational services to 12 *inter*-district transfers from other school districts and 12 special education students.

CURRENT BANCROFT ELEMENTARY SCHOOL ETHNIC COMPOSITION

Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	25	5	0	71	7	362	148
Kindergarten	2	1	0	24	2	56	26
1st Grade	2	1	0	12	2	68	26
2nd Grade	4	0	0	10	0	77	32
3rd Grade	5	3	0	8	1	53	22
4th Grade	8	0	0	8	0	55	14
5th Grade	4	0	0	9	2	53	28
% of School Wide	4.0%	0.8%	0.0%	11.5%	1.1%	58.6%	23.9%

As currently constituted, the student population is predominately comprised of White (58.6%) and Asian (23.9%) students, totaling 82.5% of the student population. Hispanic students comprise 11.5% of the existing student population and African American students comprise 4.0% of the student population. No other tracked group account for more than 2% of the student population.

An examination of the existing student population's classification under LCFF funding formula target student populations indicates an unduplicated student population of 157, or 25.4% of total enrollment. This population is comprised of 81 students classified as FRMP and 102 English learners.

CURRENT BANCROFT ES UNDUPLICATED STUDENT COUNT

Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	81	102	157
Kindergarten	8	26	31
1st Grade	14	28	36
2nd Grade	16	14	26
3rd Grade	15	16	25
4th Grade	11	6	16
5th Grade	17	12	23

Proposed Reorganization Analysis

The proposed reorganization appears to indicate that the attendance boundaries of Bancroft will be wholly subsumed by the proposed new district. The petition does not indicate how inter and intra district transfer student populations will be addressed, so for the purpose of this analysis, it is assumed that students residing outside of the formal Bancroft boundaries will be repatriated to other MDUSD sites. It should be noted that during conversations related to our research, it appears that Bancroft hosts a MDUSD dual-language emersion program, which accounts for the volume of intra-district transfer students at the site. As a result of the proposed new unified school district, intra and inter district transfers would no longer be assumed to attend the site, leaving 467 students or 75.6% of the current population.

POST TRANSFER BANCROFT ES POPULATION

Grade	Attending School	% of Current Population
School Wide	467	75.6%
Kindergarten	84	75.7%
1st Grade	75	67.6%
2nd Grade	84	68.3%
3rd Grade	77	83.7%
4th Grade	66	77.6%
5th Grade	81	84.4%



The remaining student population would consist of a majority White (60.8%) and Asian (27.4%) students, totaling 88.2% of the remaining population. Hispanic students would comprise 6.0% of the remaining student population and African American students 3.6%. The remaining population would consist of a higher concentration of this majority than is currently present in the student body.

POST TRANSFER BANCROFT ELEMENTARY SCHOOL ETHNIC COMPOSITION

Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	17	4	0	28	6	284	128
Kindergarten	1	1	0	9	2	47	24
1st Grade	1	0	0	3	1	47	23
2nd Grade	3	0	0	6	0	49	26
3rd Grade	5	3	0	5	1	43	20
4th Grade	4	0	0	2	0	48	12
5th Grade	3	0	0	3	2	50	23
% of School Wide	3.6%	0.9%	0.0%	6.0%	1.3%	60.8%	27.4%
% of Current Pop.	68.0%	80.0%	-	39.4%	85.7%	78.5%	86.5%

Specific to LCFF funding formula criteria, the percentage of unduplicated students would be reduced to 21.6%, accounting for 101 of the remaining student population.

POST TRANSFER BANCROFT ES UNDUPLICATED STUDENT COUNT

Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	33	72	101
Kindergarten	3	21	23
1st Grade	4	18	22
2nd Grade	4	10	13
3rd Grade	10	12	20
4th Grade	4	5	9
5th Grade	8	6	14

The remaining student population would also see a significant reduction in the Special Education student population from the current 12 students to an estimated 2 students.



Approximately 151 students currently attending Bancroft would be reassigned to other schools within MDUSD, including 56 students within LCFF target student groups.

**POST TRANSFER UNDUPLICATED POPULATION REMOVED FROM
BANCROFT ES**

Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	48	30	56
Kindergarten	5	5	8
1st Grade	10	10	14
2nd Grade	12	4	13
3rd Grade	5	4	5
4th Grade	7	1	7
5th Grade	9	6	9

Ethnically, the majority of Hispanic students (60.6%) currently attending Bancroft would be repatriated to other MDUSD school sites.

POST TRANSFER ETHNIC COMPOSITION OF POPULATION REMOVED FROM BANCROFT ES

Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	8	1	0	43	1	78	20
Kindergarten	1	0	0	15	0	9	2
1st Grade	1	1	0	9	1	21	3
2nd Grade	1	0	0	4	0	28	6
3rd Grade	0	0	0	3	0	10	2
4th Grade	4	0	0	6	0	7	2
5th Grade	1	0	0	6	0	3	5
% of School Wide	5.3%	0.7%	0.0%	28.5%	0.7%	51.7%	13.2%
% of Current Pop.	32.0%	20.0%	-	60.6%	14.3%	21.5%	13.5%



Additional Territorial Notes

It is noted that a portion of the Bancroft territory matriculates to the Oak Grove Middle School (Oak Grove), which appears to not be included in the request of the petitioners. Our analysis indicates that approximately 146 current students at Bancroft reside within this territory. While these students would likely attend the new district's middle school, an analysis of their characteristics was conducted to determine what could be lost from the Oak Grove population. In general, this population is less likely to be within LCFF target student populations. The ethnic composition of this population is more concentrated in majority student groups as well.

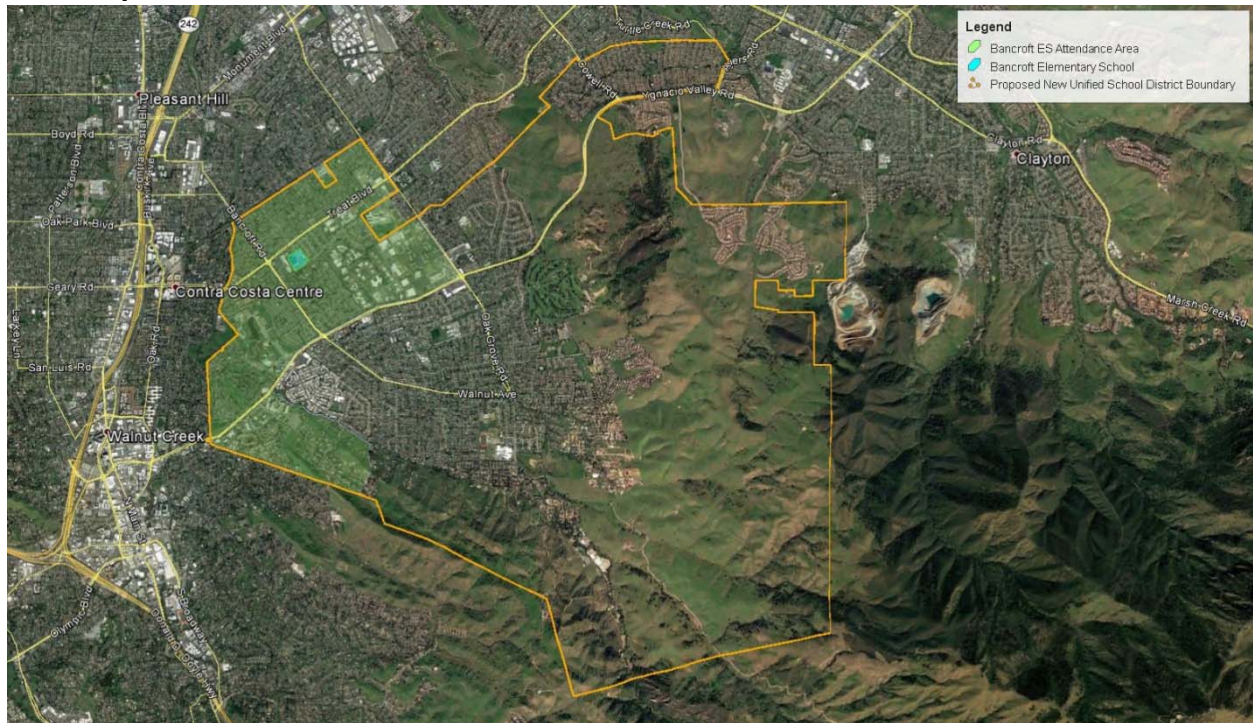
OAK GROVE OVERLAP AREA UNDUPLICATED POPULATION WITHIN BANCROFT ES

Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	14	17	29
Kindergarten	0	4	4
1st Grade	2	5	7
2nd Grade	0	2	2
3rd Grade	6	5	9
4th Grade	1	1	2
5th Grade	5	0	5
Unduplicated Count % of Overlap Population			19.9%

OAK GROVE OVERLAP AREA ETHNIC COMPOSITION OF POPULATION WITHIN BANCROFT ES

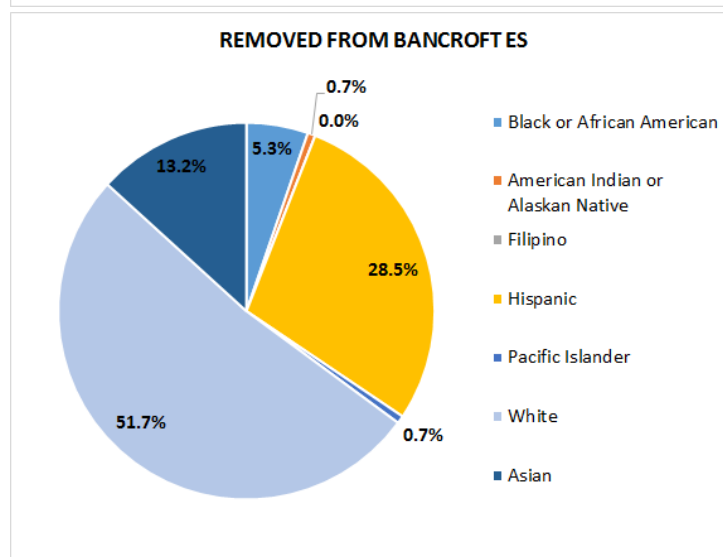
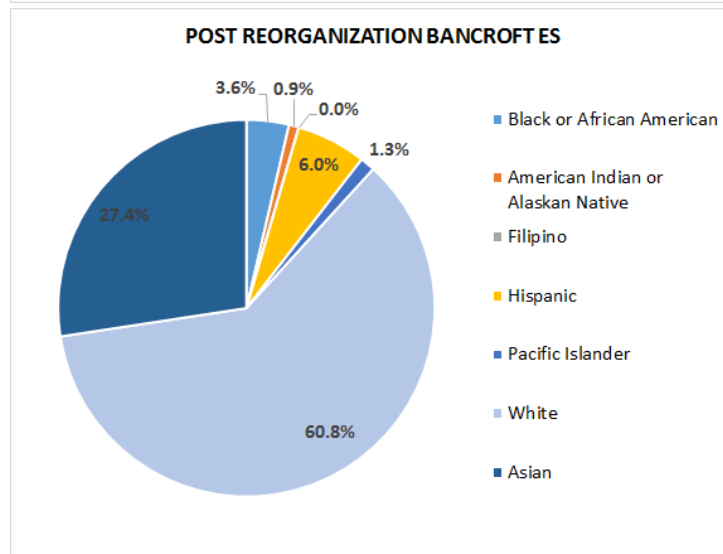
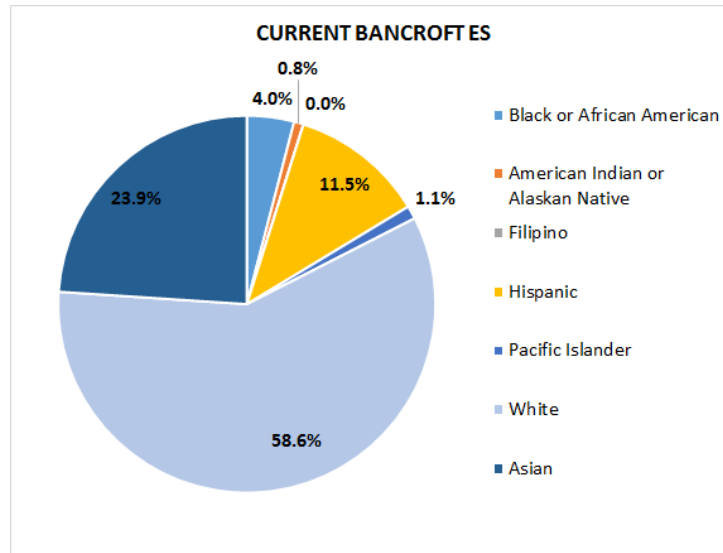
Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	8	4	0	11	2	101	20
Kindergarten	0	1	0	3	1	21	2
1st Grade	0	0	0	1	0	19	7
2nd Grade	2	0	0	1	0	15	3
3rd Grade	2	3	0	2	1	14	6
4th Grade	1	0	0	1	0	17	0
5th Grade	3	0	0	3	0	15	2
% of School Wide	5.5%	2.7%	0.0%	7.5%	1.4%	69.2%	13.7%
% of Current Pop.	32.0%	80.0%	-	15.5%	28.6%	27.9%	13.5%

Area Map

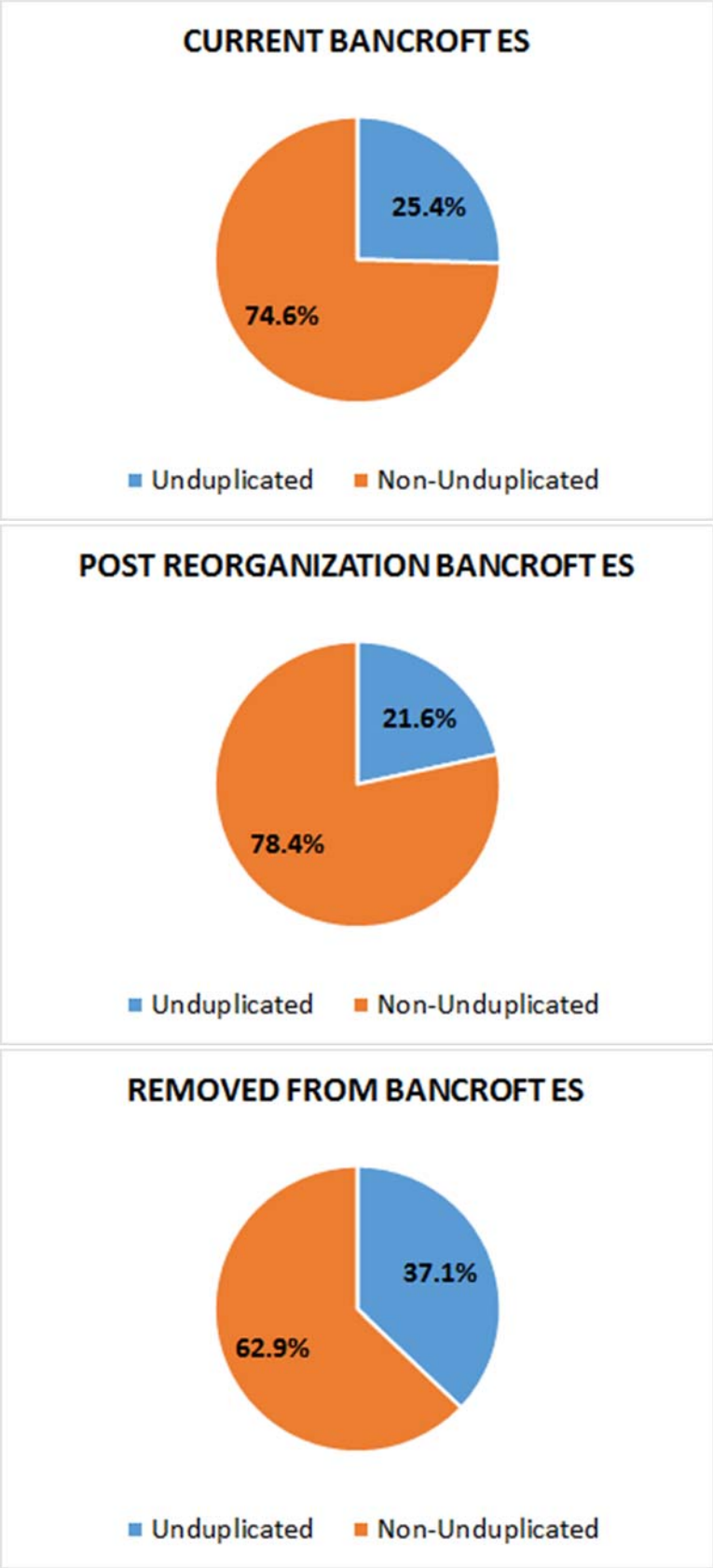


BANCROFT ELEMENTARY SCHOOL

ETHNIC DEMOGRAPHICS IMPACT OF PROPOSED TERRITORY TRANSFER



**BANCROFT ELEMENTARY SCHOOL
UNDULICATED COUNT IMPACT OF PROPOSED TERRITORY TRANSFER**



Valle Verde Elementary School

Valle Verde Elementary School

The Valle Verde Elementary School (Valle Verde) site is located within the territory proposed for annexation into the new unified school district. The site provides Transitional Kindergarten through 5th grade educational services and currently houses a student population of 514. Students matriculate to the Foothills Middle School upon completion of 5th grade.

CURRENT VALLE VERDE ELEMENTARY SCHOOL POPULATION

Grade	Attending School	In Attendance Boundary	Intra-District from Schools Outside Transfer Territory	Intra-District from Schools Inside Transfer Territory	Inter-District Transfers	SPED Placements
School Wide	514	387	84	25	3	15
Pre-Kinder	18	0	10	1	0	7
Trans-Kinder	23	11	10	1	1	0
Kindergarten	91	76	14	0	0	1
1st Grade	72	55	12	5	0	0
2nd Grade	86	67	15	1	1	2
3rd Grade	58	48	5	3	0	2
4th Grade	85	68	9	8	0	0
5th Grade	81	62	9	6	1	3

Approximately 387 students, 75.3% of the student population, consists of students who reside within the formal attendance area for the site. An additional 109 students attend the site via intra-district transfers from other MDUSD attendance areas, of which 25 reside within attendance areas for other elementary schools proposed for transfer to the potential new unified district. The site also provides educational services to 3 inter-district transfer from other school districts and 15 special education students.

CURRENT VALLE VERDE ELEMENTARY SCHOOL ETHNIC COMPOSITION

Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	14	3	0	61	5	295	136
Pre-Kinder	1	0	0	5	0	8	4
Trans-Kinder	1	0	0	3	0	9	10
Kindergarten	2	0	0	15	0	49	25
1st Grade	0	1	0	6	2	53	10
2nd Grade	5	1	0	9	0	44	27
3rd Grade	2	1	0	10	1	30	14
4th Grade	1	0	0	9	1	51	23
5th Grade	2	0	0	4	1	51	23
% of School Wide	2.7%	0.6%	0.0%	11.9%	1.0%	57.4%	26.5%

The current Valle Verde student population is predominately comprised of White (57.4%) and Asian (26.5%) students, totaling 83.9% of the student population. Hispanic students comprise 11.9% of the existing student population. African American students account for 2.7% of the current population. No other tracked group account for more than 2% of the student population.

An examination of the existing student population's classification under LCFF funding formula target student populations indicates an unduplicated student population of 73, or 14.2% of total

enrollment. This population is comprised of 54 students classified as FRMP and 30 English learners.

CURRENT VALLE VERDE ES UNDUPLICATED STUDENT COUNT			
Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	54	30	73
Pre-Kinder	1	0	1
Trans-Kinder	2	3	5
Kindergarten	12	10	20
1st Grade	7	4	9
2nd Grade	8	3	10
3rd Grade	7	3	8
4th Grade	8	5	10
5th Grade	9	2	8

Proposed Reorganization Analysis

The proposed reorganization appears to indicate that the attendance boundaries of Valle Verde will be wholly subsumed by the proposed new district. The petition does not indicate how inter and intra district transfer student populations will be addressed. It is assumed that students residing outside of the formal Valle Verde attendance boundaries will be repatriated to other MDUSD sites. For the analysis, it is assumed the proposed new unified school district is in place at this time and, as a result, intra and inter district transfers would no longer attend the site, leaving 415 students or 80.7% of the current population.

POST TRANSFER VALLE VERDE ES POPULATION		
Grade	Attending School	% of Current Population
School Wide	415	80.7%
Pre-Kinder	2	11.1%
Trans-Kinder	12	52.2%
Kindergarten	76	83.5%
1st Grade	60	83.3%
2nd Grade	69	80.2%
3rd Grade	51	87.9%
4th Grade	76	89.4%
5th Grade	69	85.2%



The remaining student population would consist of a majority White (61.2%) and Asian (26.3%) students, totaling 87.5% of the remaining population. Hispanic students would comprise 8.9% of the remaining student population. The remaining population would consist of a higher concentration of the majority than currently present in the student body.

POST TRANSFER ETHNIC COMPOSITION OF VALLE VERDE ES POPULATION

Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	8	2	0	37	5	254	109
Pre-Kinder	0	0	0	0	0	2	0
Trans-Kinder	0	0	0	2	0	4	6
Kindergarten	2	0	0	8	0	43	23
1st Grade	0	1	0	1	2	48	8
2nd Grade	3	1	0	7	0	40	18
3rd Grade	1	0	0	8	1	27	14
4th Grade	1	0	0	7	1	48	19
5th Grade	1	0	0	4	1	42	21
% of School Wide	1.9%	0.5%	0.0%	8.9%	1.2%	61.2%	26.3%
% of Current Pop.	57.1%	66.7%	-	60.7%	100.0%	86.1%	80.1%

Specific to LCFF funding formula criteria, the percentage of unduplicated students would be reduced to 10.4%, accounting for 43 of the remaining student population.

POST TRANSFER VALLE VERDE ES UNDUPLICATED STUDENT COUNT

Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	28	21	43
Pre-Kinder	0	0	0
Trans-Kinder	0	1	1
Kindergarten	5	9	13
1st Grade	4	0	4
2nd Grade	4	3	6
3rd Grade	5	3	6
4th Grade	4	3	6
5th Grade	6	2	6

The remaining student population would also see a reduction in the Special Education student population from the current 15 students to an estimated 3 students.



Approximately 99 students currently attending Valle Verde would be retained by MDUSD, including 30 students within LCFF target student groups.

**POST TRANSFER UNDUPLICATED POPULATION REMOVED FROM
VALLE VERDE ES**

Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	26	9	30
Pre-Kinder	1	0	1
Trans-Kinder	2	2	4
Kindergarten	7	1	7
1st Grade	3	4	5
2nd Grade	4	0	4
3rd Grade	2	0	2
4th Grade	4	2	4
5th Grade	3	0	2

Ethnically, 39.3% of the Hispanic students currently attending Valle Verde would be repatriated to other MDUSD school sites. Additionally, significant percentages of other minority populations would be lost from Valle Verde's current make-up.

POST TRANSFER ETHNIC COMPOSITION OF POPULATION REMOVED FROM VALLE VERDE ES

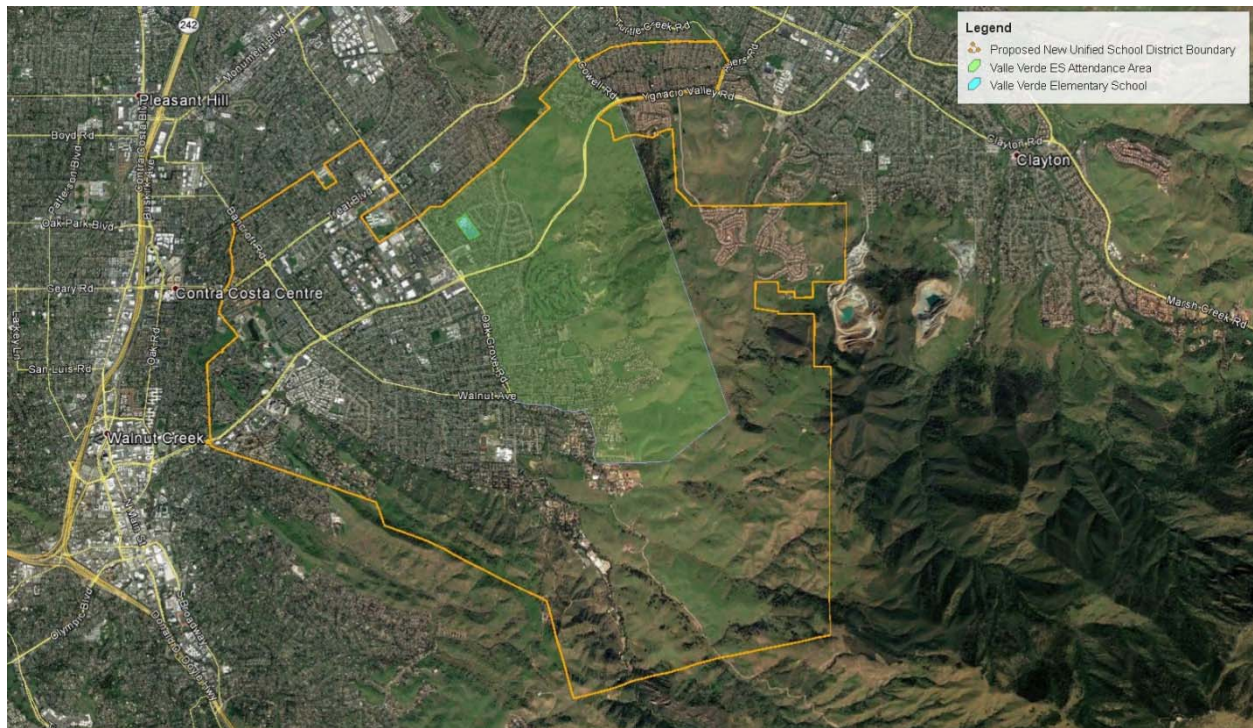
Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	6	1	0	24	0	41	27
Pre-Kinder	1	0	0	5	0	6	4
Trans-Kinder	1	0	0	1	0	5	4
Kindergarten	0	0	0	7	0	6	2
1st Grade	0	0	0	5	0	5	2
2nd Grade	2	0	0	2	0	4	9
3rd Grade	1	1	0	2	0	3	0
4th Grade	0	0	0	2	0	3	4
5th Grade	1	0	0	0	0	9	2
% of School Wide	6.1%	1.0%	0.0%	24.2%	0.0%	41.4%	27.3%
% of Current Pop.	42.9%	33.3%	-	39.3%	0.0%	13.9%	19.9%

Additional Territory Notes

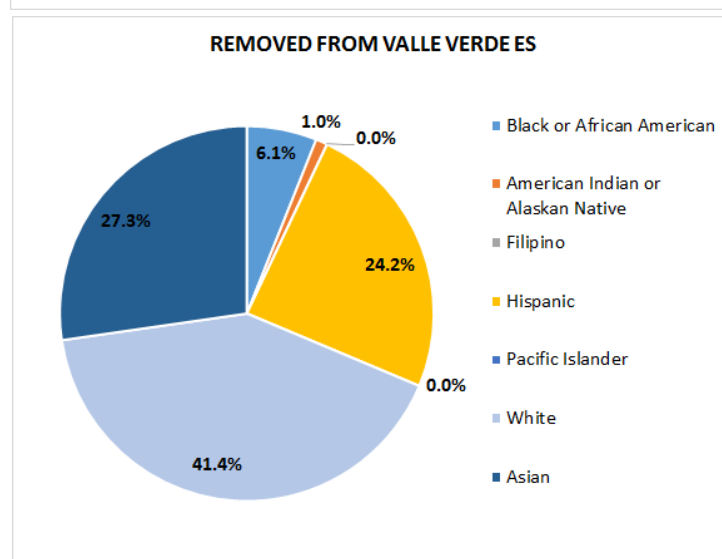
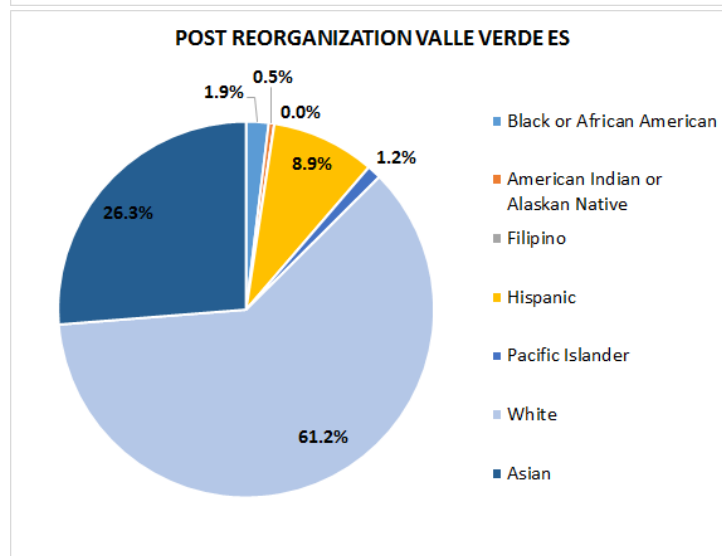
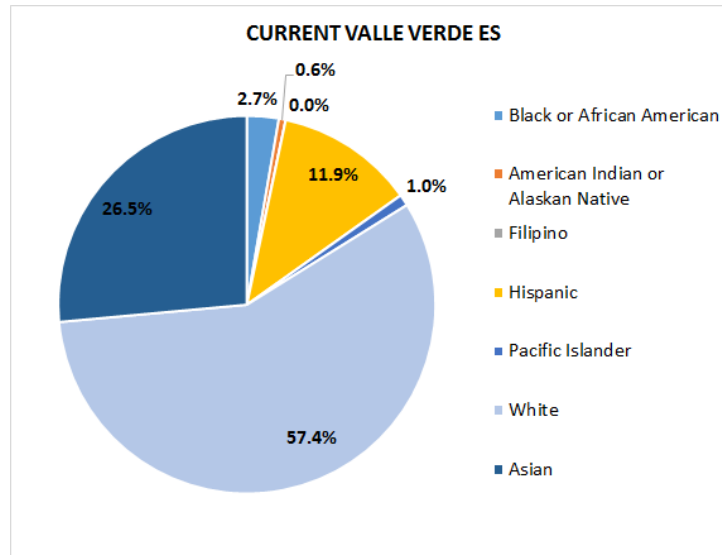
Because the Valle Verde attendance boundaries fall completely within the attendance boundaries Foothill Middle School and Northgate High School, both proposed for transfer to the new unified school district, there are no special territorial circumstances that appear to impact the analysis of demographics.



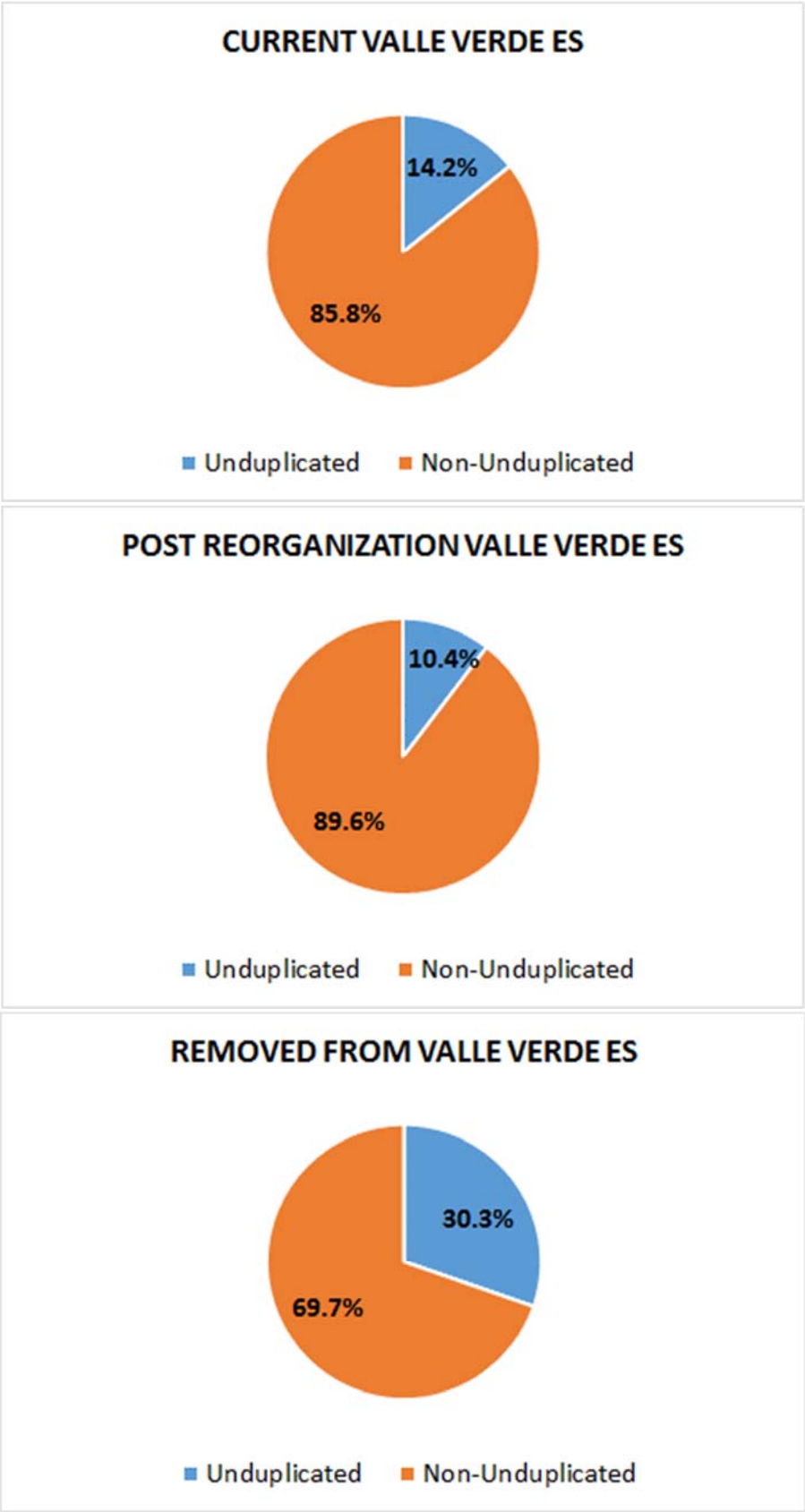
Area Map



VALLE VERDE ELEMENTARY SCHOOL ETHNIC DEMOGRAPHICS IMPACT OF PROPOSED TERRITORY TRANSFER



**VALLE VERDE ELEMENTARY SCHOOL
UNDULICATED COUNT IMPACT OF PROPOSED TERRITORY TRANSFER**



Walnut Acres Elementary School

Walnut Acres Elementary School

The Walnut Acres Elementary School (Walnut Acres) site is located within the territory proposed for annexation into the new unified school district. The site provides Transitional Kindergarten through 5th grade educational services and currently houses a student population of 646. Students matriculate to the Foothill Middle School upon completion of 5th grade.

CURRENT WALNUT ACRES ELEMENTARY SCHOOL POPULATION

Grade	Attending School	In Attendance Boundary	Intra-District from Schools Outside Transfer Territory	Intra-District from Schools Inside Transfer Territory	Inter-District Transfers	SPED Placements
School Wide	646	566	28	23	1	28
Pre-Kinder	0	0	0	0	0	0
Trans-Kinder	29	11	2	15	0	1
Kindergarten	127	114	4	1	0	8
1st Grade	94	89	2	0	0	3
2nd Grade	94	78	9	1	1	5
3rd Grade	102	87	7	2	0	6
4th Grade	98	90	4	2	0	2
5th Grade	102	97	0	2	0	3

Approximately 566 students, 87.6% of the student population, consists of students who reside within the formal attendance area for the site. An additional 51 students attend the site via intra-district transfers from other MDUSD attendance areas, of which 23 reside within attendance areas for other elementary schools proposed for transfer to the potential new unified district. The site also provides educational services to 1 inter-district transfer from other school districts and 28 special education students.

CURRENT WALNUT ACRES ELEMENTARY SCHOOL ETHNIC COMPOSITION

Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	8	1	0	50	3	424	160
Pre-Kinder	0	0	0	0	0	0	0
Trans-Kinder	0	0	0	2	0	21	6
Kindergarten	1	1	0	7	0	78	40
1st Grade	0	0	0	9	0	60	25
2nd Grade	0	0	0	9	2	64	19
3rd Grade	3	0	0	16	0	60	23
4th Grade	1	0	0	4	0	67	26
5th Grade	3	0	0	3	1	74	21
% of School Wide	1.2%	0.2%	0.0%	7.7%	0.5%	65.6%	24.8%

The current Walnut Acres student population is predominately comprised of White (65.6%) and Asian (24.8%) students, totaling 90.4% of the student population. Hispanic students comprise 7.7% of the existing student population. No other tracked group account for more than 2% of the student population.

An examination of the existing student population's classification under LCFF funding formula target student populations indicates an unduplicated student population of 81, or 12.5% of total

enrollment. This population is comprised of 44 students classified as FRMP and 44 English learners.

CURRENT WALNUT ACRES ES UNDUPLICATED STUDENT COUNT			
Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	44	44	81
Pre-Kinder	0	0	0
Trans-Kinder	1	9	10
Kindergarten	5	13	17
1st Grade	5	6	10
2nd Grade	7	5	12
3rd Grade	10	6	13
4th Grade	10	4	12
5th Grade	6	1	7

Proposed Reorganization Analysis

The proposed reorganization appears to indicate that the attendance boundaries of Walnut Acres will be wholly subsumed by the proposed new district. The petition does not indicate how inter and intra district transfer student populations will be addressed. It is assumed that students residing outside of the formal Walnut Acres attendance boundaries will be repatriated to other MDUSD sites. For the analysis, it is assumed the proposed new unified school district is in place at this time and, as a result, intra and inter district transfers would no longer attend the site, leaving 599 students or 92.7% of the current population.

POST TRANSFER WALNUT ACRES ES POPULATION		
Grade	Attending School	% of Current Population
School Wide	599	92.7%
Pre-Kinder	0	-
Trans-Kinder	27	93.1%
Kindergarten	118	92.9%
1st Grade	89	94.7%
2nd Grade	81	86.2%
3rd Grade	90	88.2%
4th Grade	93	94.9%
5th Grade	101	99.0%



The remaining student population would consist of a majority White (67.3%) and Asian (25.2%) students, totaling 92.5% of the remaining population. Hispanic students would comprise 6.3% of the remaining student population. The remaining population would consist of a higher concentration of the majority than currently present in the student body.

POST TRANSFER ETHNIC COMPOSITION OF WALNUT ACRES ES POPULATION

Grade	Black or African American	Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	4	0	0	38	3	403	151
Pre-Kinder	0	0	0	0	0	0	0
Trans-Kinder	0	0	0	1	0	20	6
Kindergarten	1	0	0	5	0	74	38
1st Grade	0	0	0	6	0	59	24
2nd Grade	0	0	0	7	2	57	15
3rd Grade	0	0	0	12	0	56	22
4th Grade	0	0	0	4	0	64	25
5th Grade	3	0	0	3	1	73	21
% of School Wide	0.7%	0.0%	0.0%	6.3%	0.5%	67.3%	25.2%
% of Current Pop.	50.0%	0.0%	-	76.0%	100.0%	95.0%	94.4%

Specific to LCFF funding formula criteria, the percentage of unduplicated students would be reduced to 10.5%, accounting for 63 of the remaining student population.

POST TRANSFER WALNUT ACRES ES UNDUPLICATED STUDENT COUNT

Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	32	35	63
Pre-Kinder	0	0	0
Trans-Kinder	1	8	9
Kindergarten	4	11	14
1st Grade	3	5	8
2nd Grade	5	3	8
3rd Grade	4	4	7
4th Grade	9	3	10
5th Grade	6	1	7

The remaining student population would also see a significant reduction in the Special Education student population from the current 28 students to an estimated 6 students.



Approximately 47 students currently attending Walnut Acres would be retained by MDUSD, including 18 students within LCFF target student groups.

**POST TRANSFER UNDUPLICATED POPULATION REMOVED FROM
WALNUT ACRES ES**

Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	12	9	18
Pre-Kinder	0	0	0
Trans-Kinder	0	1	1
Kindergarten	1	2	3
1st Grade	2	1	2
2nd Grade	2	2	4
3rd Grade	6	2	6
4th Grade	1	1	2
5th Grade	0	0	0

Ethnically, the 24.0% of the Hispanic students currently attending Walnut Acres would be repatriated to other MDUSD school sites. Additionally, significant percentages of other minority populations would be lost from Walnut Acres' current make-up.

POST TRANSFER ETHNIC COMPOSITION OF POPULATION REMOVED FROM WALNUT ACRES ES

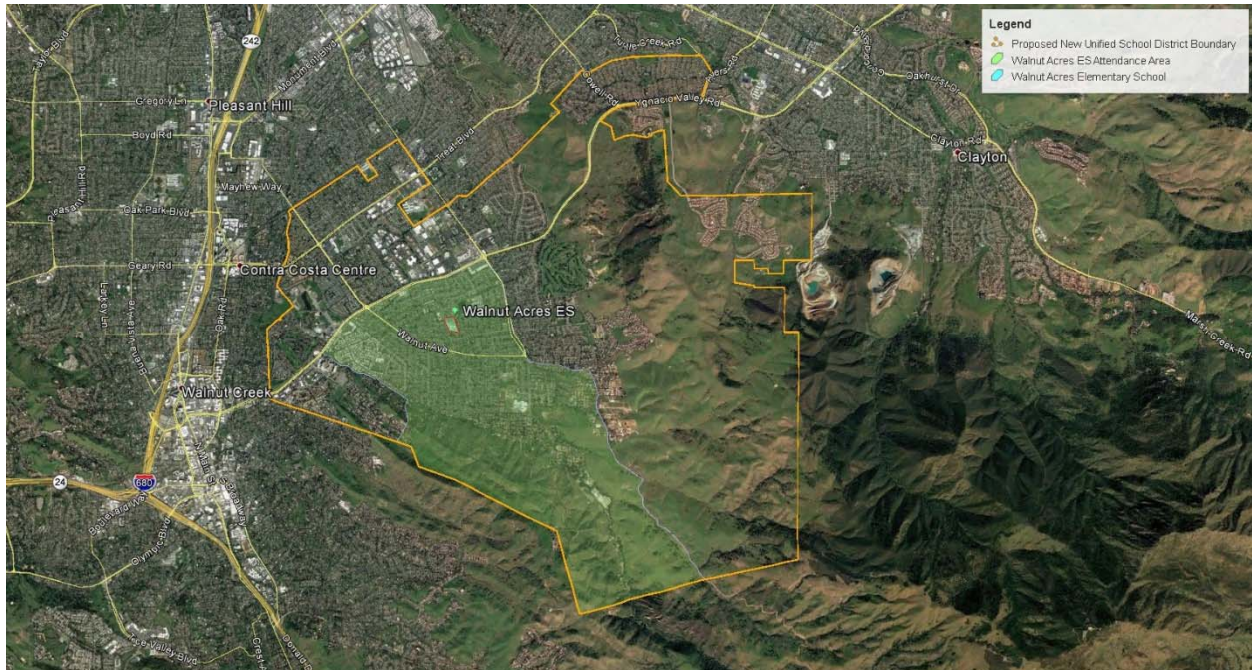
Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	4	1	0	12	0	21	9
Pre-Kinder	0	0	0	0	0	0	0
Trans-Kinder	0	0	0	1	0	1	0
Kindergarten	0	1	0	2	0	4	2
1st Grade	0	0	0	3	0	1	1
2nd Grade	0	0	0	2	0	7	4
3rd Grade	3	0	0	4	0	4	1
4th Grade	1	0	0	0	0	3	1
5th Grade	0	0	0	0	0	1	0
% of School Wide	8.5%	2.1%	0.0%	25.5%	0.0%	44.7%	19.1%
% of Current Pop.	50.0%	100.0%	-	24.0%	0.0%	5.0%	5.6%

Additional Territory Notes

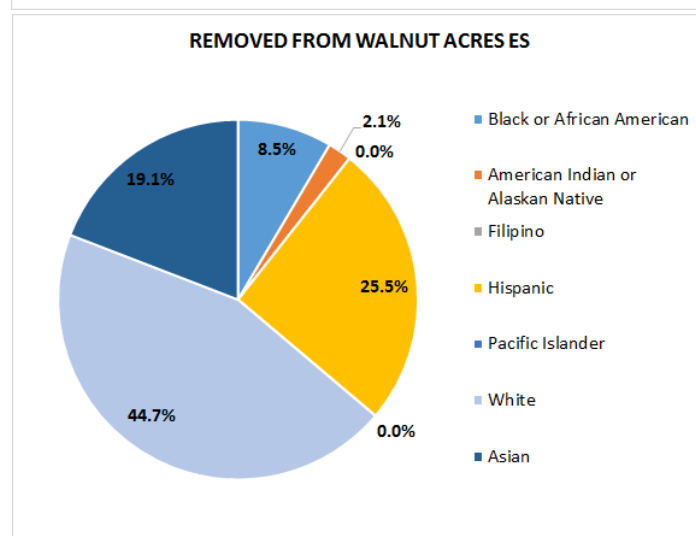
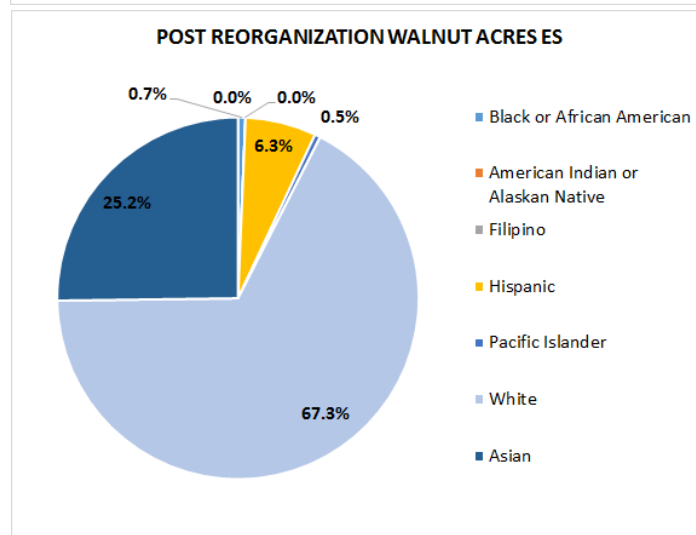
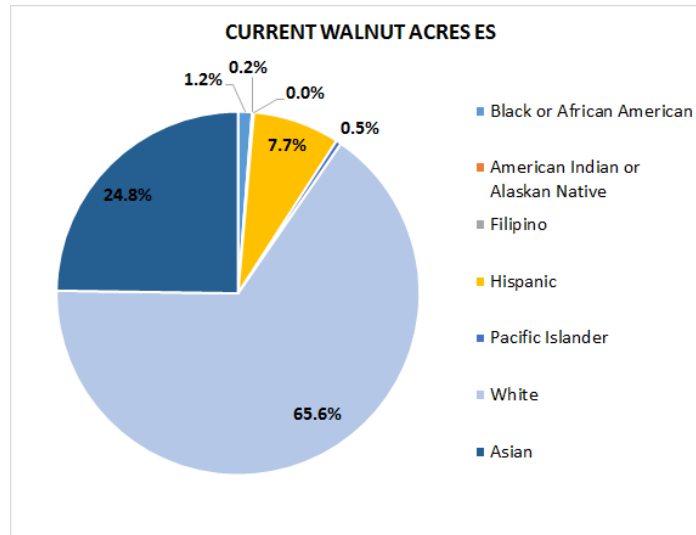
Because the Walnut Acres attendance boundaries fall completely within the attendance boundaries Foothill Middle School and Northgate High School, both proposed for transfer to the new unified school district, there are no special territorial circumstances that appear to impact the analysis of demographics.



Area Map

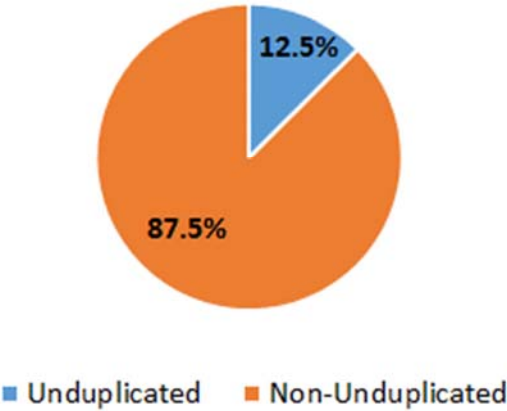


WALNUT ACRES ELEMENTARY SCHOOL ETHNIC DEMOGRAPHICS IMPACT OF PROPOSED TERRITORY TRANSFER

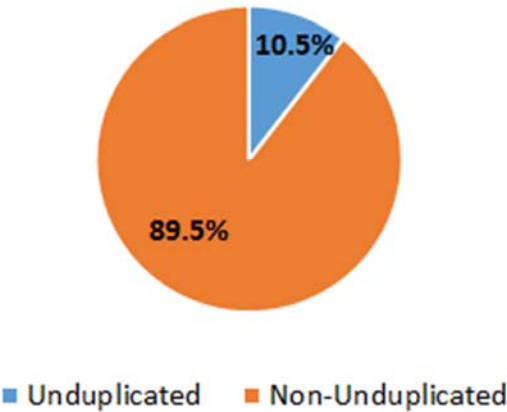


**WALNUT ACRES ELEMENTARY SCHOOL
UNDULICATED COUNT IMPACT OF PROPOSED TERRITORY TRANSFER**

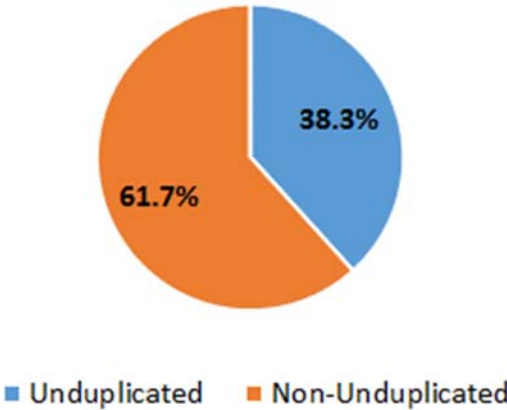
CURRENT WALNUT ACRES ES



POST REORGANIZATION WALNUT ACRES ES



REMOVED FROM BANCROFT ES



Highlands Elementary School

Highlands Elementary School

The Highlands Elementary School (Highlands) site is located outside of the territory proposed for annexation into a new unified school district; however, a portion of its attendance boundary overlaps the Foothill Middle School attendance boundary and two portions overlap the Northgate High School attendance boundary. The site provides Transitional Kindergarten through 5th Grade educational services and currently houses a student population of 609. Students matriculate to either Foothill Middle School or Pine Hollow Middle School upon completion, and the attendance areas for both overlap the normal attendance boundaries for Highlands.

CURRENT HIGHLANDS ELEMENTARY SCHOOL POPULATION

Grade	Attending School	In Attendance Boundary	Intra-District from Schools Outside Transfer Territory	Intra-District from Schools Inside Transfer Territory	Inter-District Transfers	SPED Placements
School Wide	609	542	49	0	11	7
Pre-Kinder	7	3	3	0	0	1
Trans-Kinder	21	16	1	0	2	2
Kindergarten	97	89	2	0	5	1
1st Grade	96	84	12	0	0	0
2nd Grade	84	84	0	0	0	0
3rd Grade	84	77	5	0	2	0
4th Grade	105	91	11	0	1	2
5th Grade	115	98	15	0	1	1

Approximately 542 students, 89.0% of the student population, consists of students who reside within the formal attendance areas for the site. An additional 49 students attend the site via intra-district transfers from other MDUSD attendance areas, none of which reside within attendance areas for other elementary schools proposed for transfer to the proposed new district. The site also provides educational services to 11 *inter*-district transfers from other school districts and 7 special education students.

CURRENT HIGHLANDS ELEMENTARY SCHOOL ETHNIC COMPOSITION

Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	21	9	0	118	6	340	115
Pre-Kinder	0	0	0	2	0	4	1
Trans-Kinder	1	0	0	3	0	14	3
Kindergarten	0	1	0	25	0	54	17
1st Grade	4	4	0	18	1	54	15
2nd Grade	3	0	0	15	1	45	20
3rd Grade	4	1	0	25	2	38	14
4th Grade	2	0	0	16	0	57	30
5th Grade	7	3	0	14	2	74	15
% of School Wide	3.4%	1.5%	0.0%	19.4%	1.0%	55.8%	18.9%

As currently constituted, the student population is predominately comprised of White (55.8%), Hispanic (19.4%) and Asian (18.9%) students, totaling 94.1% of the student population. African American students comprise 3.4% of the existing student population. No other tracked group account for more than 2% of the student population.

An examination of the existing student population's classification under LCFF funding formula target student populations indicates an unduplicated student population of 137, or 22.5% of total enrollment. This population is comprised of 112 students classified as FRMP and 44 English learners.

CURRENT HIGHLANDS ES UNDUPLICATED STUDENT COUNT			
Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	112	44	137
Pre-Kinder	0	0	0
Trans-Kinder	1	1	2
Kindergarten	16	12	24
1st Grade	16	12	25
2nd Grade	18	1	18
3rd Grade	13	5	16
4th Grade	18	6	20
5th Grade	30	7	32



Proposed Reorganization Analysis

The proposed reorganization appears to indicate that only the portions of the attendance boundaries of Highlands which overlap with the Foothill Middle School and Northgate High School boundaries will be subsumed by the proposed new district. The petition does not indicate where this portion of the Highlands student population will be housed. For the purpose of this analysis, it is assumed that students residing within the overlapping Foothill Middle School and Northgate High School boundaries will be educated at one of the three elementary campuses requested for transfer. Students currently at Highlands who do not reside within the territory sought by the petitioners are assumed to remain at Highlands and within the MDUSD, leaving 406 students or 66.7% of the current population.

POST TRANSFER HIGHLANDS ES POPULATION

Grade	Attending School	% of Current Population
School Wide	406	66.7%
Pre-Kinder	5	71.4%
Trans-Kinder	13	61.9%
Kindergarten	60	61.9%
1st Grade	65	67.7%
2nd Grade	55	65.5%
3rd Grade	55	65.5%
4th Grade	74	70.5%
5th Grade	79	68.7%

The student population retained by MDUSD would consist of a majority White (56.2%), Hispanic (21.2%) and Asian (16.3%) students, totaling 93.6% of the population. White and Hispanic students would increase as a percentage of the remaining population while Asian students would decrease to 16.3% of the population.

POST TRANSFER HIGHLANDS ELEMENTARY SCHOOL ETHNIC COMPOSITION

Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	13	7	0	86	6	228	66
Pre-Kinder	0	0	0	2	0	3	0
Trans-Kinder	0	0	0	3	0	9	1
Kindergarten	0	1	0	15	0	32	12
1st Grade	3	2	0	13	1	37	9
2nd Grade	3	0	0	9	1	34	8
3rd Grade	1	1	0	18	2	24	9
4th Grade	2	0	0	14	0	40	18
5th Grade	4	3	0	12	2	49	9
% of School Wide	3.2%	1.7%	0.0%	21.2%	1.5%	56.2%	16.3%
% of Current Pop.	61.9%	77.8%	-	72.9%	100.0%	67.1%	57.4%

Specific to LCFF funding formula criteria, the percentage of unduplicated students would increase to 23.6%, accounting for 96 of the retained student population.

POST TRANSFER HIGHLANDS ES UNDUPLICATED STUDENT COUNT			
Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	83	30	96
Pre-Kinder	0	0	0
Trans-Kinder	1	1	2
Kindergarten	9	7	13
1st Grade	13	6	16
2nd Grade	12	1	12
3rd Grade	7	3	9
4th Grade	14	5	15
5th Grade	27	7	29

The majority (4 of 7) special education students would be retained by MDUSD.

It is assumed that current intra and inter district transfers attending Highlands would continue to be retained and allowed to maintain enrollment as it appears the proposed territory transfer would leave the site with ample capacity. It is unclear as to how this capacity would be filled by MDUSD or how student counts by grade level would support maintaining the same number of classes as currently offered.

Approximately 203, or 33.3%, of the current Highlands student population would be transferred to the propose new unified school district by virtue of residing within middle and high school attendance boundaries of the sites sought by the petitioners.

POST TRANSFER POPULATION REMOVED FROM HIGHLANDS ES		
Grade	Attending School	% of Current Population
School Wide	203	33.3%
Pre-Kinder	2	28.6%
Trans-Kinder	8	38.1%
Kindergarten	37	38.1%
1st Grade	31	32.3%
2nd Grade	29	34.5%
3rd Grade	29	34.5%
4th Grade	31	29.5%
5th Grade	36	31.3%

While it is not clear based upon the petition and associated materials provided by the petitioners, for this analysis it is assumed that these students will be housed in one of the three elementary



schools requested by the petitioner to avoid the need for such families to switch districts upon matriculation to middle or high school.

This population would consist of a majority White (55.2%), Asian (24.1%) and Hispanic (15.8%) students, totaling 95.1% of this population. Asian students would increase as a percentage of the transferred population while Hispanic and White students would decrease to 15.8% and 55.2% of the population, respectively. African American students would comprise 3.9% of the students transferred. As compared to the total current student population, approximately 42.6% of Asian students, 38.1% of African American, 32.9% of White students and 27.1% of the Hispanic students would be transferred to the new unified school district.

POST TRANSFER ETHNIC COMPOSITION OF POPULATION REMOVED FROM HIGHLANDS ES

Grade	Black or African	American Indian or	Filipino	Hispanic	Pacific Islander	White	Asian
	American	Alaskan Native					
School Wide	8	2	0	32	0	112	49
Pre-Kinder	0	0	0	0	0	1	1
Trans-Kinder	1	0	0	0	0	5	2
Kindergarten	0	0	0	10	0	22	5
1st Grade	1	2	0	5	0	17	6
2nd Grade	0	0	0	6	0	11	12
3rd Grade	3	0	0	7	0	14	5
4th Grade	0	0	0	2	0	17	12
5th Grade	3	0	0	2	0	25	6
% of School Wide	3.9%	1.0%	0.0%	15.8%	0.0%	55.2%	24.1%
% of Current Pop.	38.1%	22.2%	-	27.1%	0.0%	32.9%	42.6%

Within this population that would be transferred to the proposed new unified school district, approximately 20.2%, or 41 students, would meet LCFF criteria for unduplicated student counts for LCFF funding.

**POST TRANSFER UNDUPLICATED POPULATION REMOVED FROM
HIGHLANDS ES**

Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	29	14	41
Pre-Kinder	0	0	0
Trans-Kinder	0	0	0
Kindergarten	7	5	11
1st Grade	3	6	9
2nd Grade	6	0	6
3rd Grade	6	2	7
4th Grade	4	1	5
5th Grade	3	0	3



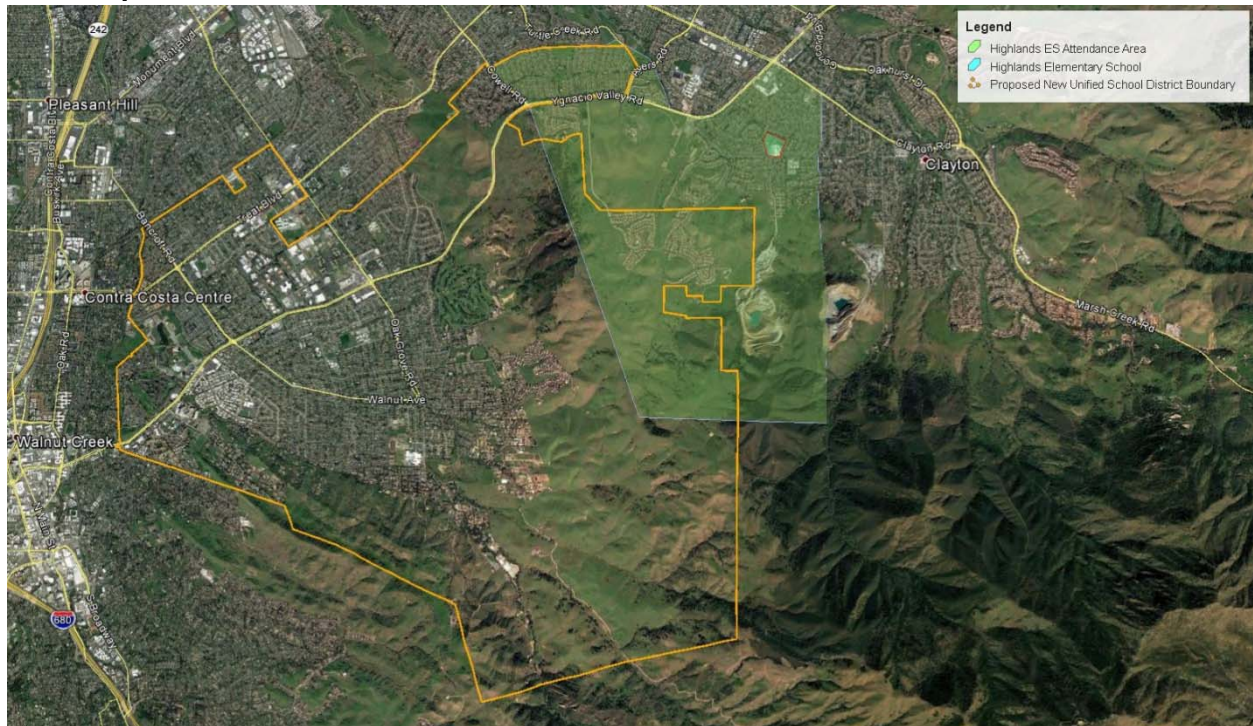
This transferred population appears to contain three (3) special education students that would be educated by the new unified school district.

Additional Territory Notes

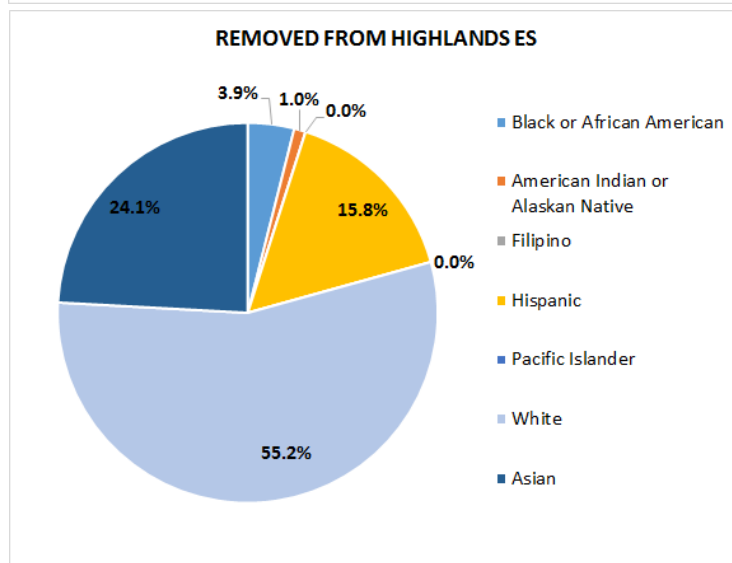
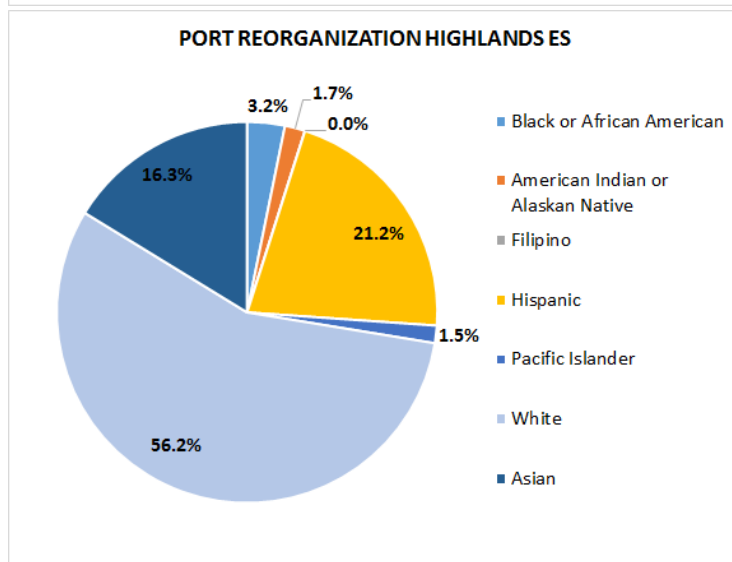
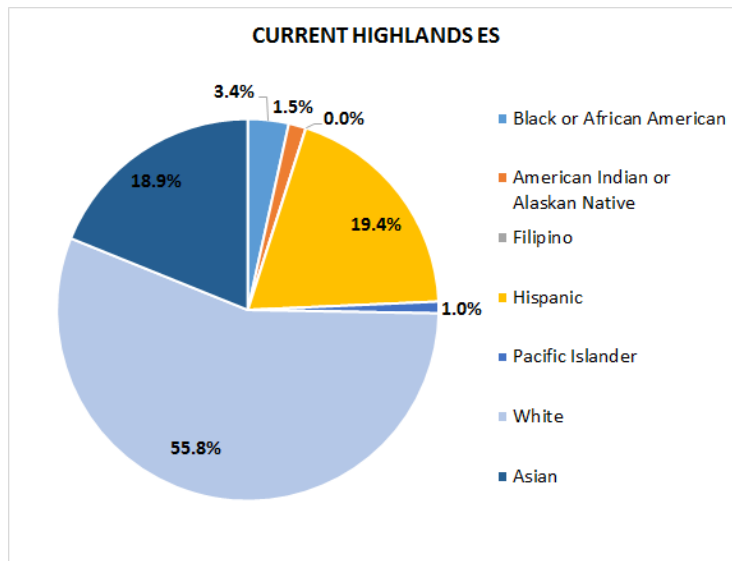
As previously detailed, the Highlands site is *not* within the territory proposed for inclusion in the new unified school district; however, students that attend Highlands do reside in certain areas proposed for transfer. As result, the final placement of these transferred students cannot be determined but it appears that the proposed new unified school district will gain 203 students that are not currently educated in the schools sought for transfer. The nearest two elementary schools to Highlands that are within the proposed new unified school district, Walnut Acres and Valle Verde, may lose a combined 146 students which would be returned to MDUSD, comprised of intra and inter district transfers. If transferred Highlands students were to occupy those currently filled seats, capacity for an additional 57 students would be required. The third elementary school site sought by the petitioners, Bancroft, would appear to have capacity after removal of 151 MDUSD inter and intra district transfers but is geographically further away than the other elementary school sites. At current attendance levels, the proposed new district could have capacity for an added 94 students. Likewise, MDUSD would have to find space for an added 94 students. Due to grade configurations and travel distances, it is likely that some shifting at several other sites within MDUSD that were not analyzed would be required to accommodate the net increase in students for MDUSD. Similar shifting would likely need to occur within the proposed new unified school district to shift populations at impacted schools coming from the eastern portion of the proposed territory for transfer that would no longer have a nearby elementary school site.



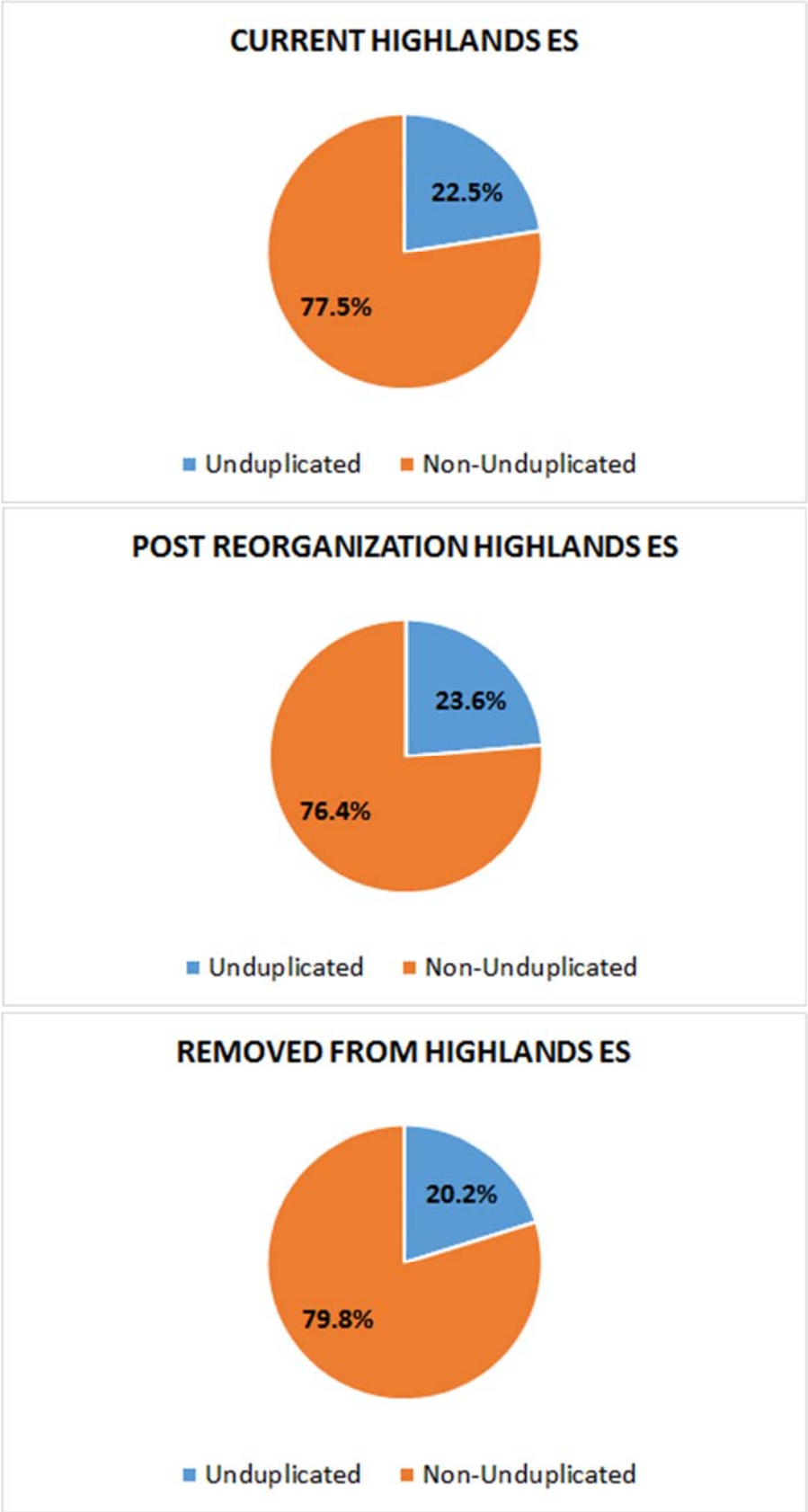
Area Map



HIGHLANDS ELEMENTARY SCHOOL ETHNIC DEMOGRAPHICS IMPACT OF PROPOSED TERRITORY TRANSFER



**HIGHLANDS ELEMENTARY SCHOOL
UNDULICATED COUNT IMPACT OF PROPOSED TERRITORY TRANSFER**



Foothill Middle School

Foothill Middle School

The Foothill Middle School (Foothill) site is located within the territory proposed for annexation into a new unified school district. The site provides 6th grade through 8th grade educational services and currently houses a student population of 990. Students matriculate to the Northgate High School upon completion of 8th grade.

CURRENT Foothill MIDDLE SCHOOL POPULATION

Grade	Attending School	In Attendance Boundary	Intra-District from Schools Outside Transfer Territory	Intra-District from Schools Inside Transfer Territory	Inter-District Transfers	SPED Placements
School Wide	990	781	114	49	3	43
6th Grade	329	249	34	16	1	29
7th Grade	344	279	41	18	1	5
8th Grade	317	253	39	15	1	9

Approximately 781 students, 78.9% of the student population, consists of students who reside within the formal attendance area for the site. An additional 163 students attend the site via intra-district transfers from other MDUSD attendance areas, of which 49 reside within portions of attendance areas for other middle schools which appear to be transferred to the potential new unified district. The site also provides educational services to 3 inter-district transfers from other school districts and 43 special education students.

CURRENT Foothill MIDDLE SCHOOL ETHNIC COMPOSITION

Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	15	7	0	63	9	694	202
6th Grade	4	2	0	24	1	225	73
7th Grade	8	4	0	25	5	235	67
8th Grade	3	1	0	14	3	234	62
% of School Wide	1.5%	0.7%	0.0%	6.4%	0.9%	70.1%	20.4%

The current Foothill student population is predominately comprised of White (70.1%) and Asian (20.4%) students, totaling 90.5% of the student population. Hispanic students comprise 6.4% of the existing student population. No other tracked group accounts for more than 2% of the student population.



An examination of the existing student population's classification under LCFF funding formula target student populations indicates an unduplicated student population of 119, or 12.0% of total enrollment. This population is comprised of 102 students classified as FRMP and 27 English learners.

CURRENT FOOTHILL MS UNDUPLICATED STUDENT COUNT			
Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	102	27	119
6th Grade	35	13	42
7th Grade	27	8	33
8th Grade	40	6	44

Proposed Reorganization Analysis

The proposed reorganization appears to indicate that majority of the attendance boundaries of Foothill will be subsumed by the proposed new district, except for a small unpopulated portion on the southeast edge of the attendance area that would not. The petition does not indicate how the current inter and intra district transfer student populations will be addressed. It is assumed that students residing outside of the proposed new unified school district boundaries will be repatriated to other MDUSD sites. For this analysis, it is assumed the proposed new unified school district is in place at this time and, as a result, intra and inter district transfers would no longer attend the site, leaving 852 students, or 86.1%, of the current population.

POST TRANSFER FOOTHILL MS POPULATION		
Grade	Attending School	% of Current Population
School Wide	852	86.1%
6th Grade	285	86.6%
7th Grade	297	86.3%
8th Grade	270	85.2%



The remaining student population would consist of a majority White (71.5%) and Asian (20.3%) students, totaling 91.8% of the remaining population. Hispanic students would comprise 5.8% of the remaining student population. The remaining population would consist of a higher concentration of the majority than currently present in the student body.

POST TRANSFER FOOTHILL MIDDLE SCHOOL ETHNIC COMPOSITION

Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	10	6	0	49	5	609	173
6th Grade	3	2	0	20	1	198	61
7th Grade	4	3	0	17	2	213	58
8th Grade	3	1	0	12	2	198	54
% of School Wide	1.2%	0.7%	0.0%	5.8%	0.6%	71.5%	20.3%
% of Current Pop.	66.7%	85.7%	-	77.8%	55.6%	87.8%	85.6%

Specific to LCFF funding formula criteria, the percentage of unduplicated students would be reduced to 9.0%, accounting for 77 of the remaining student population.

POST TRANSFER FOOTHILL MS UNDUPLICATED STUDENT COUNT

Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	64	19	77
6th Grade	23	7	28
7th Grade	19	6	23
8th Grade	22	6	26

The remaining student population would also see a 48.8% reduction in the Special Education student population from the current 43 students to an estimated 22 students.

Approximately 138 students currently attending Foothill would be retained by MDUSD, including 42 students within LCFF target student groups.

**POST TRANSFER UNDUPLICATED POPULATION REMOVED FROM
FOOTHILL MS**

Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	38	8	42
6th Grade	12	6	14
7th Grade	8	2	10
8th Grade	18	0	18



Ethnically, 22.2% of the Hispanic students currently attending Foothill would be repatriated to other MDUSD school sites. Additionally, significant percentages of other minority populations would be lost from Foothill's current make-up.

POST TRANSFER ETHNIC COMPOSITION OF POPULATION REMOVED FROM FOOTHILL MS

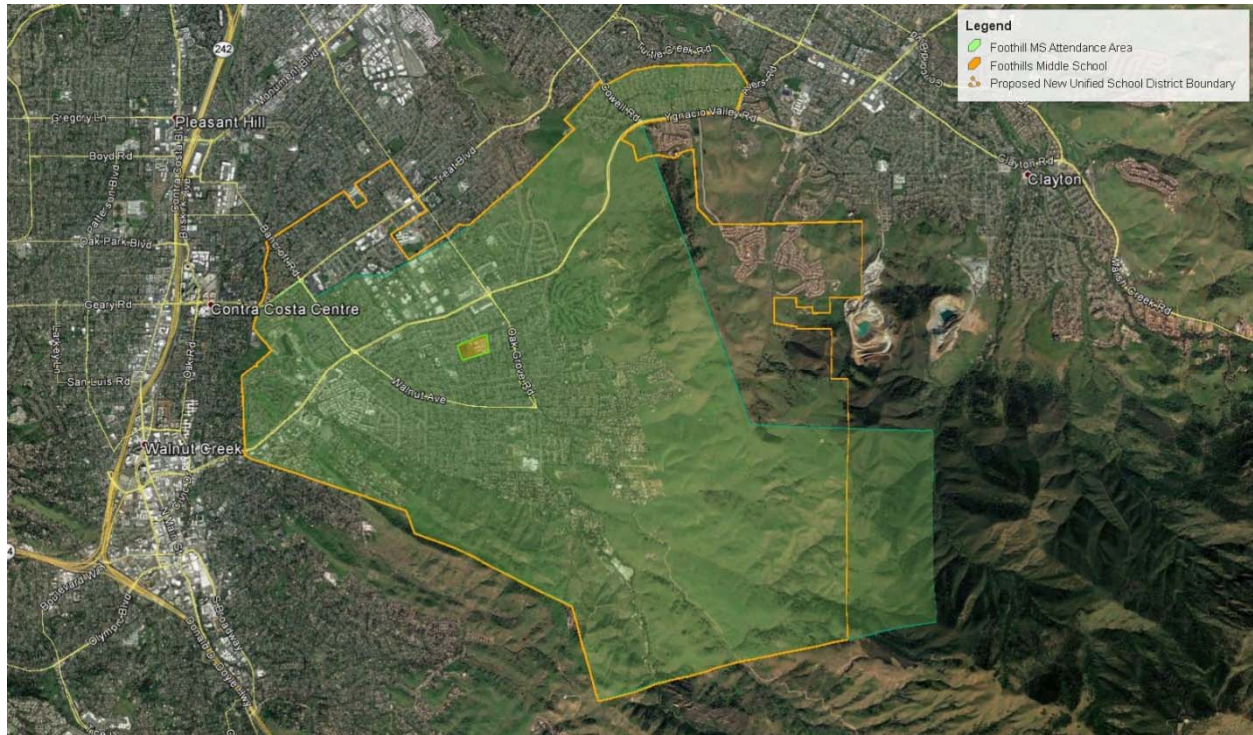
Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	5	1	0	14	4	85	29
6th Grade	1	0	0	4	0	27	12
7th Grade	4	1	0	8	3	22	9
8th Grade	0	0	0	2	1	36	8
% of School Wide	3.6%	0.7%	0.0%	10.1%	2.9%	61.6%	21.0%
% of Current Pop.	33.3%	14.3%	0.0%	22.2%	44.4%	12.2%	14.4%

Additional Territory Notes

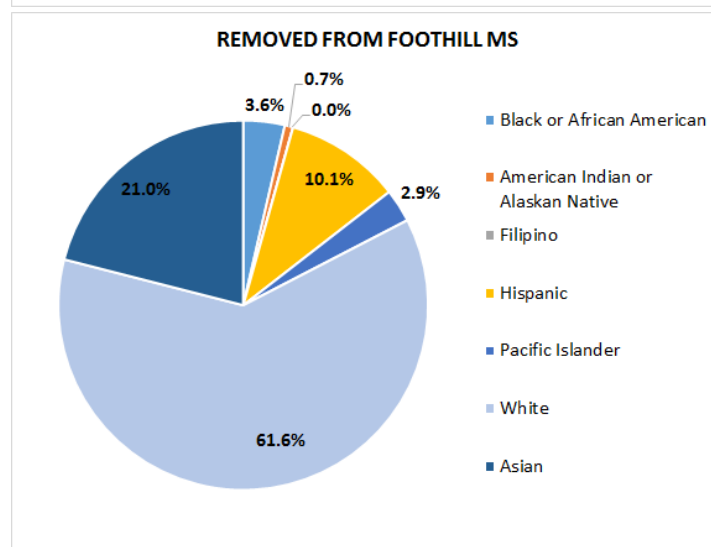
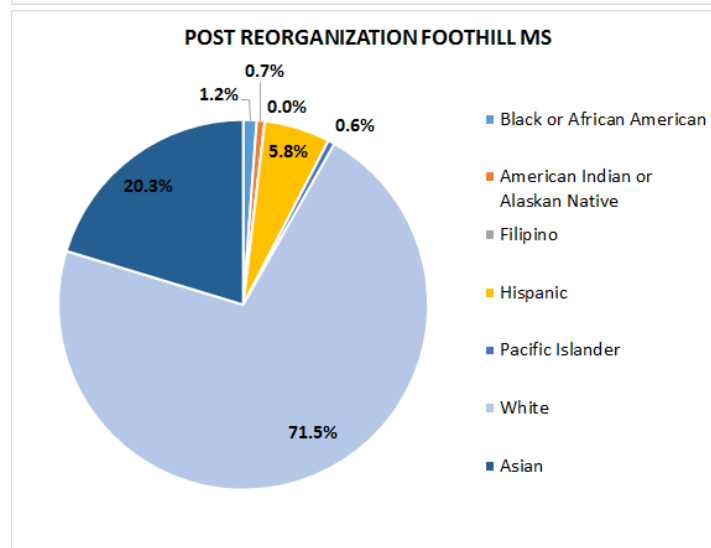
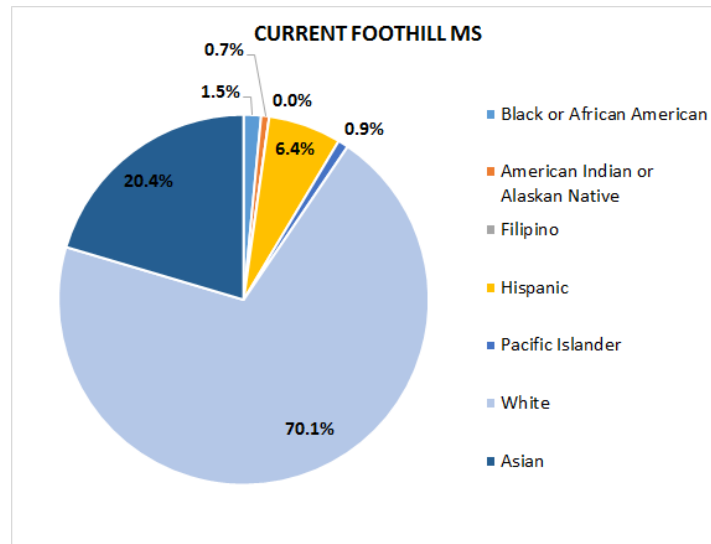
Because the populated portion of the Foothill attendance boundaries fall completely within the territory proposed for transfer, there are no special territorial circumstances that appear to impact the analysis of demographics. It should be noted, however, that two additional areas, one near Contra Costa Centre and one comprised of Crystal Ranch, fall within the proposed new district, are not within the formal Foothill attendance boundaries and are served by other middle schools not proposed for transfer. Approximately 52 students from these areas attend Foothill, some of which matriculate from Bancroft Elementary School which is proposed for transfer; however, some attend Highlands Elementary School which is not proposed for inclusion in the new unified school district.



Area Map

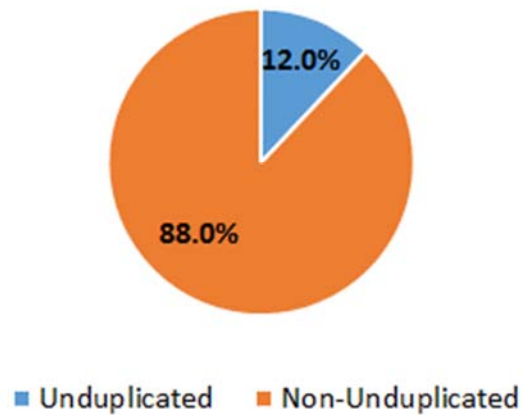


FOOTHILL MIDDLE SCHOOL ETHNIC DEMOGRAPHICS IMPACT OF PROPOSED TERRITORY TRANSFER

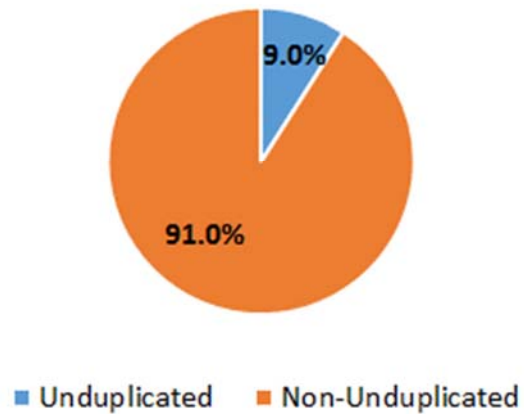


**FOOTHILL MIDDLE SCHOOL
UNDUPLICATED COUNT IMPACT OF PROPOSED TERRITORY TRANSFER**

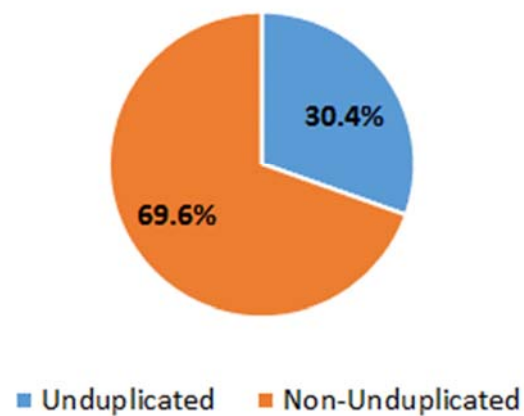
CURRENT FOOTHILL MS



POST REORGANIZATION FOOTHILL MS



REMOVED FROM FOOTHILL MS



Oak Grove Middle School

Oak Grove Middle School

The Oak Grove Middle School (Oak Grove) site is located within the attendance boundary for Bancroft Elementary School. While certain maps provided by the petitioner appear to carve out the site, and the petitioner has purportedly claimed that the site would not be included within the schools transferred to the new unified school district, it is unclear based upon the petition language if this site would be transferred by virtue of the inclusion of the Bancroft attendance boundaries in the territory to be transferred. Oak Grove provides 6th grade through 8th grade educational services and currently houses a student population of 702. Students predominately matriculate from Oak Grove to Ygnacio Valley High School with a smaller portion of Oak Grove students matriculating to Mt. Diablo High School.

CURRENT OAK GROVE MIDDLE SCHOOL POPULATION

Grade	Attending School	In Attendance Boundary	Intra-District from Schools Outside Transfer Territory	Intra-District from Schools Inside Transfer Territory	Inter-District Transfers	SPED Placements
School Wide	702	618	25	0	8	51
6th Grade	246	202	4	0	3	37
7th Grade	249	227	11	0	1	10
8th Grade	207	189	10	0	4	4

Approximately 618 students, 88.0% of the student population, consist of students who reside within the formal attendance area for the site. An additional 25 students attend the site via intra-district transfers from other MDUSD attendance areas. However, no students from other attendance areas in the territory proposed for transfer attend the site. The site also provides educational services to 8 inter-district transfers and 51 special education students.

CURRENT OAK GROVE MIDDLE SCHOOL ETHNIC COMPOSITION

Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	20	5	0	565	7	69	36
6th Grade	9	3	0	183	4	34	13
7th Grade	3	1	0	212	1	20	12
8th Grade	8	1	0	170	2	15	11
% of School Wide	2.8%	0.7%	0.0%	80.5%	1.0%	9.8%	5.1%

The current Oak Grove student population is predominately comprised of Hispanic students (80.5%). White students account for 9.8% of the population. Asian students make up approximately 5.1% of the student population. African American students comprise 2.8% of the existing student population. No other tracked group accounts for more than 2% of the student population.

An examination of the existing student population's classification under LCFF funding formula target student populations indicates an unduplicated student population of 674, or 96.0% of total enrollment. This population is comprised of 660 students classified as FRMP and 303 English learners.



CURRENT OAK GROVE MS UNDUPLICATED STUDENT COUNT

Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	660	303	674
6th Grade	223	119	231
7th Grade	242	102	242
8th Grade	195	82	199

Proposed Reorganization Analysis

Given the uncertainty of this sites inclusion in the schools to be transferred to the new unified school district, it is possible that students currently attending Oak Grove may be required to attend a different middle school site. The traditional attendance area for Oak Grove contains a portion which overlaps the Bancroft Elementary School boundaries proposed for inclusion in the new unified school district. Currently, only three students reside within this territory proposed for transfer and also attend Oak Grove. Conversely, if the site is retained by MDUSD, it appears these three students would end up attending Foothill Middle School, should the formation of a new unified school district be approved. For this site analysis, it is assumed that Oak Grove is retained by MDUSD; however, it should be noted that the site would essentially be surrounded on three sides by the proposed new unified school district, with the 4th side of the campus falling on the south side of the Bay Area Rapid Transit (BART) tracks, essentially creating an 'island' (entirely isolated) school. Under this assumption, 699 students, or 99.6% of the current population would remain at Oak Grove. (Of course, if Oak Grove is indeed transferred to the new unified school district, this same population would have to be housed at alternative MDUSD sites).

POST TRANSFER OAK GROVE MS POPULATION

Grade	Attending School	% of Current Population
School Wide	699	99.6%
6th Grade	245	99.6%
7th Grade	248	99.6%
8th Grade	206	99.5%



The remaining population would reflect a demographics that is similar to the current site composition.

POST TRANSFER OAK GROVE MIDDLE SCHOOL ETHNIC COMPOSITION

Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	20	5	0	563	7	69	35
6th Grade	9	3	0	183	4	34	12
7th Grade	3	1	0	211	1	20	12
8th Grade	8	1	0	169	2	15	11
% of School Wide	2.9%	0.7%	0.0%	80.5%	1.0%	9.9%	5.0%
% of Current Pop.	100.0%	100.0%	-	99.6%	100.0%	100.0%	97.2%

Similarly, specific to LCFF funding formula criteria, the percentage of unduplicated students would remain essentially unchanged at 96.1%, consisting of 672 students within the remaining student population.

POST TRANSFER OAK GROVE MS UNDUPLICATED POPULATION

Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	658	303	672
6th Grade	223	119	231
7th Grade	241	102	241
8th Grade	194	82	198

The remaining student population would also encompass all 51 special education students within the current student population. No special education students would be moved to the proposed new unified school district.

Of the three students living within the territory proposed for transfer to the new unified school district, two meet the criteria for inclusion in unduplicated pupil counts.

POST TRANSFER UNDUPLICATED POPULATION REMOVED FROM OAK GROVE MS

Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	2	0	2
6th Grade	0	0	0
7th Grade	1	0	1
8th Grade	1	0	1



Ethnically, two of the tree students within the territory to be transferred are classified as Hispanic and one is classified as Asian.

POST TRANSFER ETHNIC COMPOSITION OF POPULATION REMOVED FROM OAK GROVE MIDDLE SCHOOL

Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	20	5	0	563	7	69	35
6th Grade	9	3	0	183	4	34	12
7th Grade	3	1	0	211	1	20	12
8th Grade	8	1	0	169	2	15	11
% of School Wide	2.9%	0.7%	0.0%	80.5%	1.0%	9.9%	5.0%
% of Current Pop.	100.0%	100.0%	-	99.6%	100.0%	100.0%	97.2%

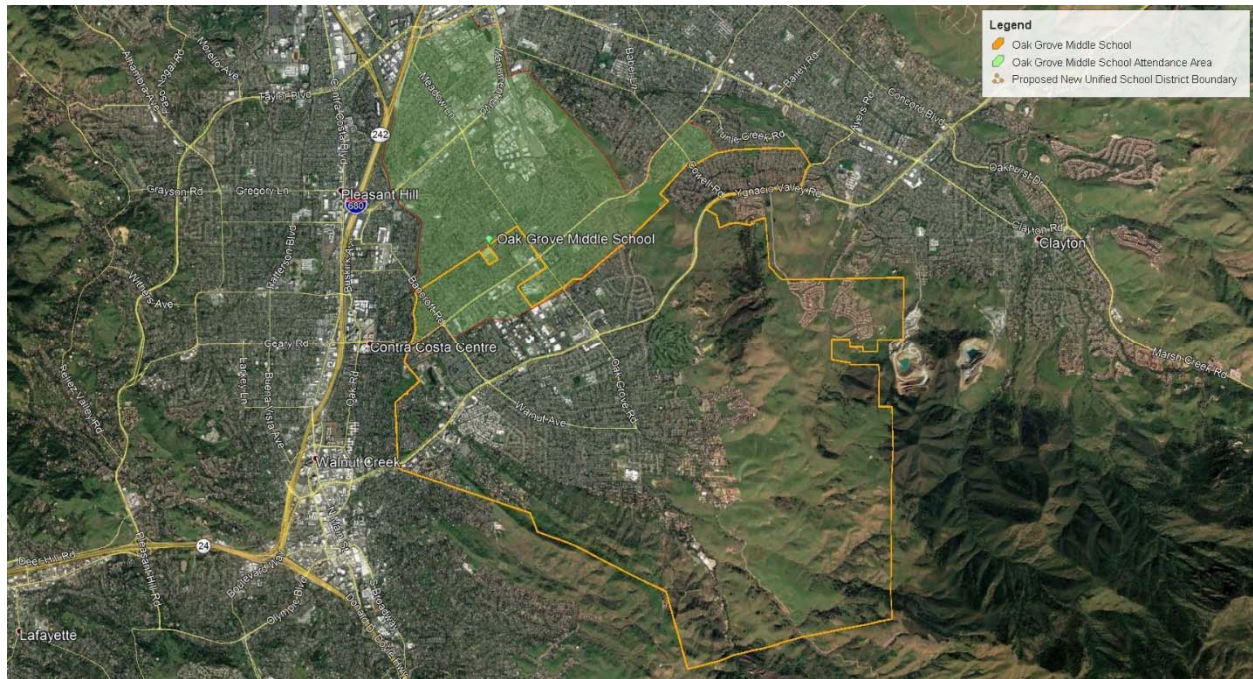
Additional Territory Notes

As previously noted, the potential transfer of this site to the proposed new territory by virtue of its location within the Bancroft Elementary Attendance area may be an outcome of the petition as currently worded. This could result in the need for MDUSD to find alternative housing for up to 699 students. It does not appear that sufficient capacity for this volume of students exists at any single nearby middle school site and it is likely that the resulting population shift would impact multiple middle school sites throughout the remaining MDUSD.

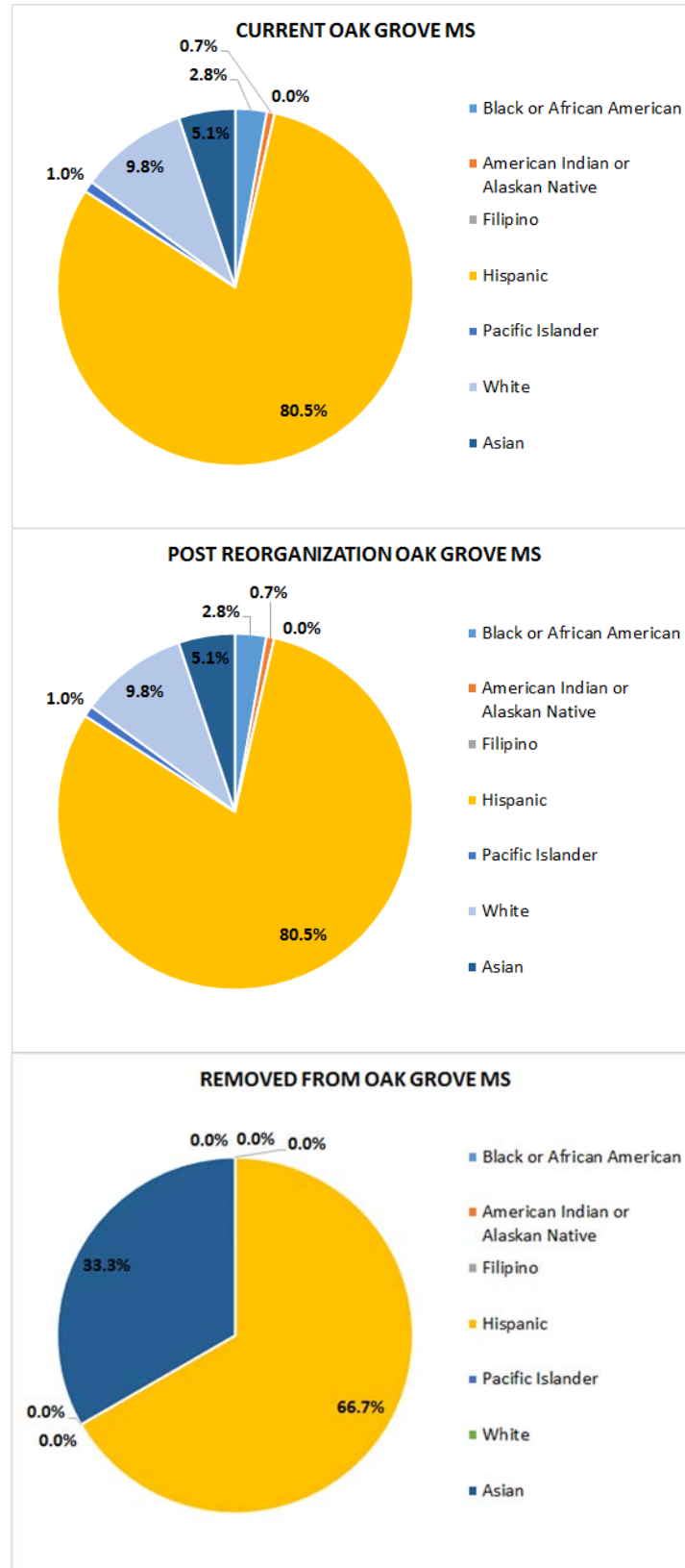
Additionally, it appears that a significant portion of the students (approximately 32) residing within the Oak Grove attendance boundaries which overlap territory proposed for transfer are currently attending Foothill Middle School on intra-district transfer.



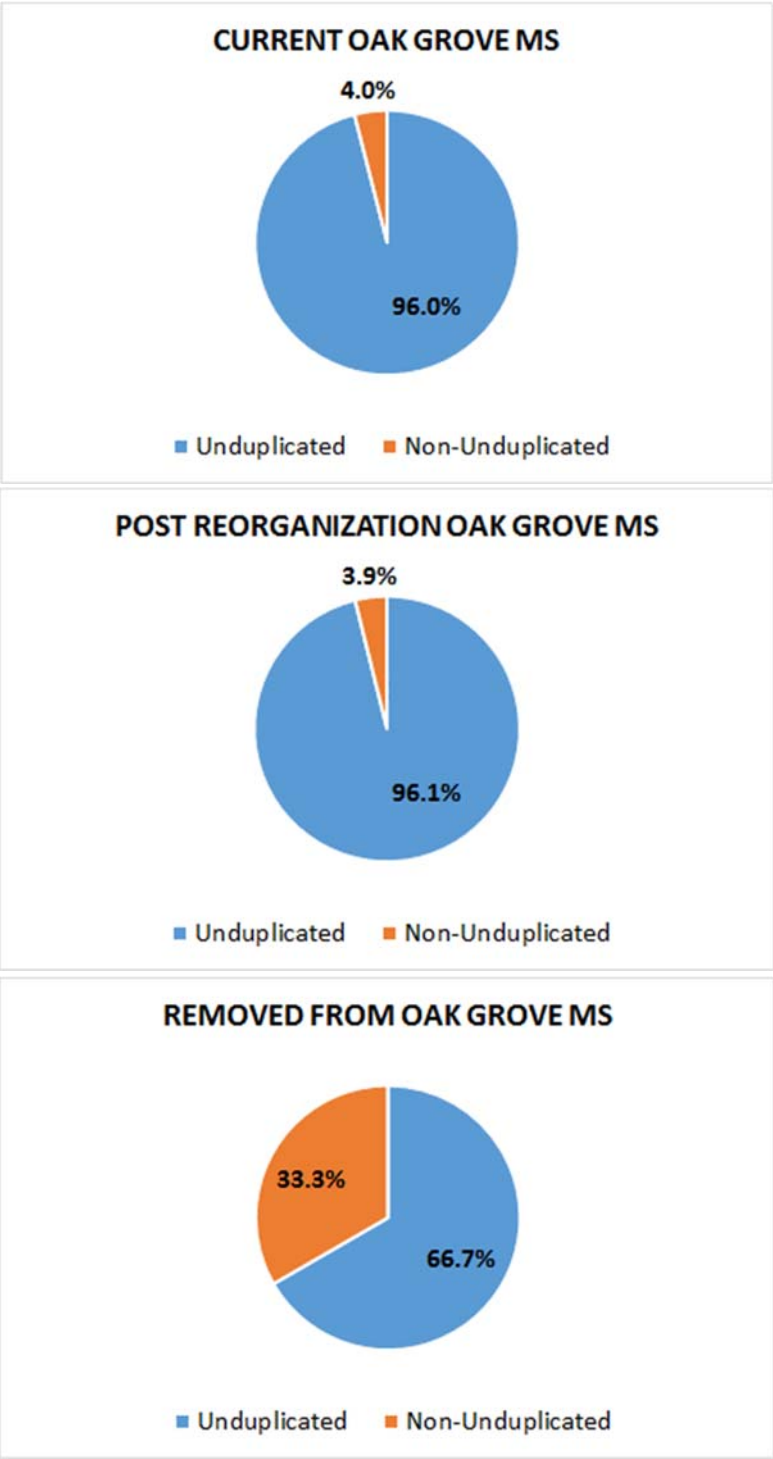
Area Map



OAK GROVE MIDDLE SCHOOL ETHNIC DEMOGRAPHICS IMPACT OF PROPOSED TERRITORY TRANSFER



**OAK GROVE MIDDLE SCHOOL
UNDUPLICATED COUNT IMPACT OF PROPOSED TERRITORY TRANSFER**



Pine Hollow Middle School

Pine Hollow Middle School

The Pine Hollow Middle School (Pine Hollow) site is not located within the territory proposed for transfer to the new unified school district. However, a portion of the attendance boundary for Pine Hollow overlaps with the attendance area for Northgate High School. It appears that this overlapping portion of the Pine Hollow attendance area, which is also served by Highlands Elementary School, would be transferred to the new unified school district. Pine Hollow provides 6th grade through 8th grade educational services and currently houses a student population of 592. Students matriculating from Pine Hollow generally attend Northgate High School by virtue of school choice provided to students residing within the former Clayton Valley High School attendance area. A smaller portion of these students attend Concord High School with an additional 36 opting to attend other MDUSD high schools.

CURRENT PINE HOLLOW MIDDLE SCHOOL POPULATION

Grade	Attending School	In Attendance Boundary	Intra-District from Schools Outside Transfer Territory	Intra-District from Schools Inside Transfer Territory	Inter-District Transfers	SPED Placements
School Wide	592	446	86	5	11	44
6th Grade	195	144	28	1	2	20
7th Grade	187	138	30	1	6	12
8th Grade	210	164	28	3	3	12

Approximately 446 students, 78.9% of the student population, consists of students who reside within the formal attendance area for the site. An additional 91 students attend the site via intra-district transfers from other MDUSD attendance areas, including 5 students that would otherwise be attending Foothill Middle School which is proposed for transfer to the new unified school district. The site also provides educational services to 11 inter-district transfers and 44 special education students.

CURRENT PINE HOLLOW MIDDLE SCHOOL ETHNIC COMPOSITION

Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	34	14	0	148	4	285	107
6th Grade	8	5	0	55	0	104	23
7th Grade	11	5	0	43	2	86	40
8th Grade	15	4	0	50	2	95	44
% of School Wide	5.7%	2.4%	0.0%	25.0%	0.7%	48.1%	18.1%

The current Pine Hollow student population is predominately comprised of White students (48.1%). Hispanic students also account for 25.0% of the population, and Asian students make up approximately 18.1% of the student population. African American and American Indian or Alaskan Native students comprise 5.7% and 2.4% of the existing student population, respectively. No other tracked group accounts for more than 2% of the student population.



An examination of the existing student population's classification under LCFF funding formula target student populations indicates an unduplicated student population of 231, or 39.0% of total enrollment. This population is comprised of 217 students classified as FRMP and 51 English learners.

CURRENT PINE HOLLOW MS UNDUPLICATED STUDENT COUNT

Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	217	51	231
6th Grade	75	16	78
7th Grade	71	21	76
8th Grade	71	14	77

Proposed Reorganization Analysis

The proposed reorganization appears to indicate that only the portions of the attendance boundaries of Pine Hollow – specifically those that overlap with the Northgate High School boundaries – will be subsumed by the proposed new district. It is assumed that these students would attend Foothill Middle School, which is proposed for transfer to the new unified school district. Students currently at Pine Hollow who do not reside within the territory sought by the petitioners are assumed to remain at the site and within the MDUSD, leaving 572 students or 96.6% of the current population.

POST TRANSFER PINE HOLLOW MS POPULATION

Grade	Attending School	% of Current Population
School Wide	572	96.6%
6th Grade	190	97.4%
7th Grade	183	97.9%
8th Grade	199	94.8%



The student population retained by MDUSD would consist of a majority White (48.1%) students. Hispanic students will account for 25.5% and Asian students will account for 17.7% of the remaining population. With only 20 students being removed from Pine Hollow by virtue of residing within the Northgate High School attendance area, the remaining population will look fairly similar in composition, with only Hispanic students seeing a slight increase in representation and Asian students seeing a slight decrease.

POST TRANSFER PINE HOLLOW MIDDLE SCHOOL ETHNIC COMPOSITION

Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	32	14	0	146	4	275	101
6th Grade	8	5	0	54	0	100	23
7th Grade	10	5	0	43	2	86	37
8th Grade	14	4	0	49	2	89	41
% of School Wide	5.6%	2.4%	0.0%	25.5%	0.7%	48.1%	17.7%
% of Current Pop.	94.1%	100.0%	-	98.6%	100.0%	96.5%	94.4%

Specific to LCFF funding formula criteria, the percentage of unduplicated students would increase to 39.7%, accounting for 227 of the retained student population.

POST TRANSFER PINE HOLLOW MS UNDUPLICATED STUDENT COUNT

Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	213	51	227
6th Grade	74	16	77
7th Grade	69	21	74
8th Grade	70	14	76

All 44 of the current special education students attending Pine Hollow would be retained by MDUSD and, as such, the proposed new unified school district would not experience an increase in its special education population from the transfer of a portion of the Pine Hollow attendance area proposed for transfer.

Approximately 20, or 3.4%, of the current Pine Hollow student population would be transferred to the proposed new unified school district by virtue of residing within the Northgate High School attendance boundary which is sought by the petitioners.



This population would consist of a majority White (50.0%) and Asian (30.0%) students, totaling 80.0% of this population. African American and Hispanic students would each comprise 10.0% of the students transferred.

POST TRANSFER ETHNIC COMPOSITION OF POPULATION REMOVED FROM PINE HOLLOW MS

Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	2	0	0	2	0	10	6
6th Grade	0	0	0	1	0	4	0
7th Grade	1	0	0	0	0	0	3
8th Grade	1	0	0	1	0	6	3
% of School Wide	10.0%	0.0%	0.0%	10.0%	0.0%	50.0%	30.0%
% of Current Pop.	5.9%	0.0%	0.0%	1.4%	0.0%	3.5%	5.6%

Within this population that would be transferred to the proposed new unified school district, approximately 20.0%, or 4 students, would meet LCFF criteria for unduplicated student counts for LCFF funding.

POST TRANSFER UNDUPLICATED POPULATION REMOVED FROM PINE HOLLOW MS

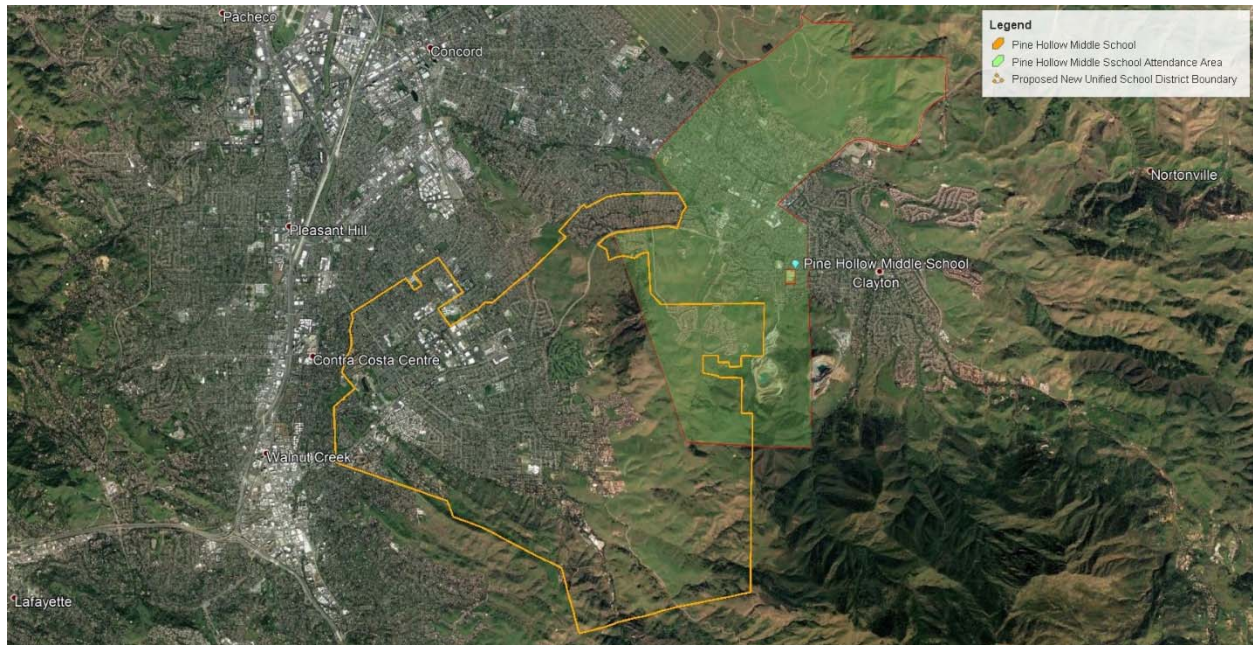
Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	4	0	4
6th Grade	1	0	1
7th Grade	2	0	2
8th Grade	1	0	1

Additional Territory Notes

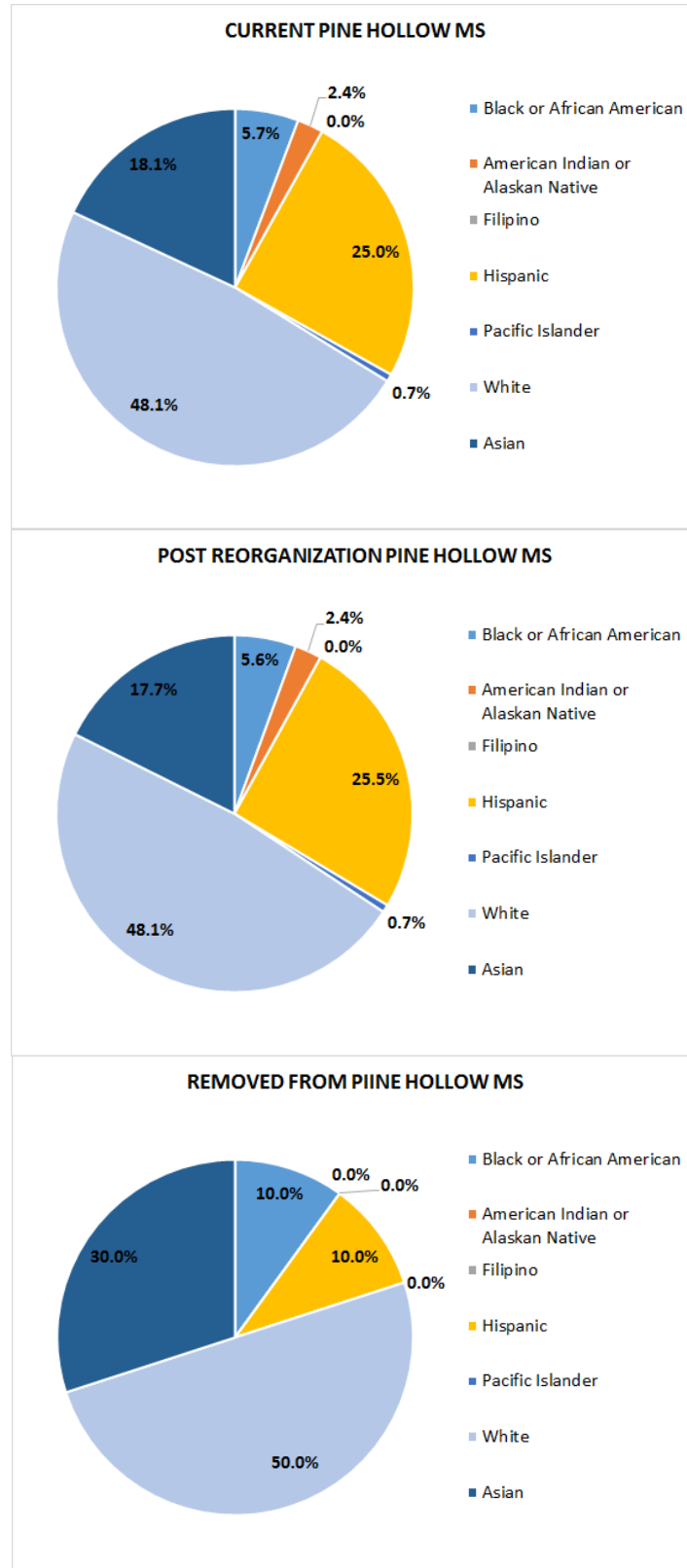
Aside from the split of territory for Pine Hollow, there are no other additional concerns were noted in our review of this site.



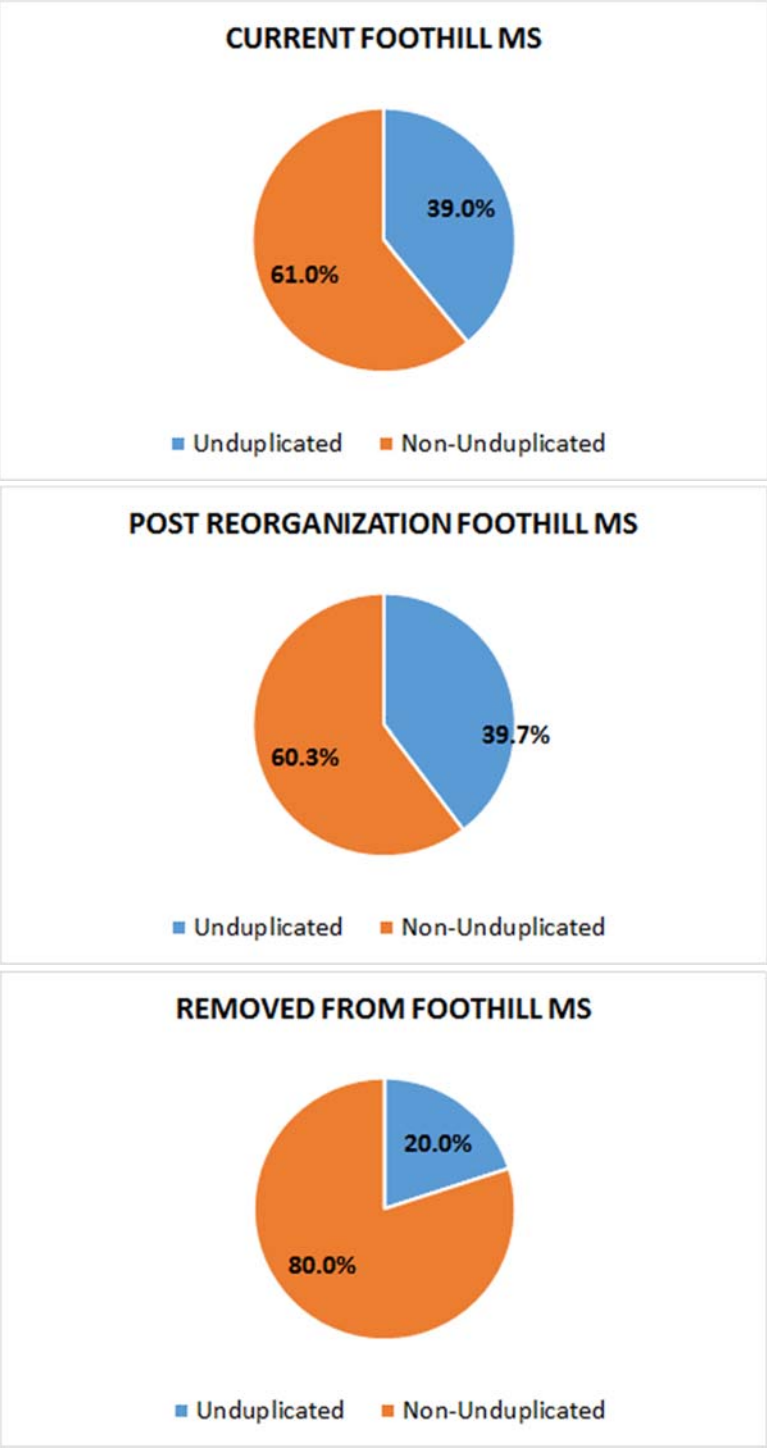
Area Map



PINE HOLLOW MIDDLE SCHOOL ETHNIC DEMOGRAPHICS IMPACT OF PROPOSED TERRITORY TRANSFER



**PINE HOLLOW MIDDLE SCHOOL
UNDUPLICATED COUNT IMPACT OF PROPOSED TERRITORY TRANSFER**



Northgate High School

Northgate High School

The Northgate High School (Northgate) site is located within the territory proposed for annexation into a new unified school district. The site provides 9th grade through 12th grade educational services and currently houses a student population of 1,525. Students predominately matriculate from Foothill Middle School with a portion of the Pine Hollow Middle school attendance area also matriculating to Northgate.

CURRENT NORTHGATE HIGH SCHOOL POPULATION

Grade	Attending School	In Attendance Boundary	Intra-District from Schools Outside Transfer Territory	Intra-District from Schools Inside Transfer Territory	Inter-District Transfers	SPED Placements
School Wide	1,525	1,177	278	29	7	34
8th Grade	2	0	2	0	0	0
9th Grade	370	298	48	5	0	19
10th Grade	374	303	57	7	2	5
11th Grade	419	310	85	14	4	6
12th Grade	360	266	86	3	1	4

Approximately 1,177 students, 77.2% of the student population, consists of students who reside within the formal attendance area for the site. An additional 307 students attend the site via intra-district transfers from other MDUSD attendance areas, of which 29 reside within a portion of the attendance area for Oak Grove Middle School which appears to be transferred to the potential new unified school district. The site also provides educational services to 7 inter-district transfers from other school districts and 34 special education students.

CURRENT NORTHGATE HIGH SCHOOL ETHNIC COMPOSITION

Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	37	11	0	128	14	951	384
8th Grade	0	0	0	0	0	2	0
9th Grade	7	3	0	25	2	238	95
10th Grade	9	3	0	28	4	236	94
11th Grade	14	2	0	41	5	250	107
12th Grade	7	3	0	34	3	225	88
% of School Wide	2.4%	0.7%	0.0%	8.4%	0.9%	62.4%	25.2%

The current Northgate student population is predominately comprised of White (62.4%) and Asian (25.2%) students, totaling 87.5% of the student population. Hispanic students comprise 8.4% of the existing student population. African American students comprise 2.4% of the existing student population. No other tracked group accounts for more than 2% of the student population.

An examination of the existing student population's classification under LCFF funding formula target student populations indicates an unduplicated student population of 169, or 11.1% of total enrollment. This population is comprised of 154 students classified as FRMP and 29 English learners.

CURRENT NORTHGATE HS UNDUPLICATED STUDENT COUNT			
Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	154	29	169
8th Grade	1	1	1
9th Grade	43	3	43
10th Grade	38	7	41
11th Grade	42	13	50
12th Grade	30	5	34

Proposed Reorganization Analysis

The proposed reorganization appears to indicate that majority of the attendance boundaries of Northgate will be subsumed by the proposed new district, except for an unpopulated portion on the eastern edge of the attendance area which would not be included. The petition does not indicate how the current inter and intra district transfer student populations will be addressed. It is assumed that students residing outside of the proposed new unified school district boundaries will be repatriated to other MDUSD sites. For the analysis, it is assumed the proposed new unified school district is in place at this time and, as a result, intra and inter district transfers would no longer attend the site, leaving 1,224 students, or 80.3%, of the current population.

POST TRANSFER NORTHGATE HS POPULATION		
Grade	Attending School	% of Current Population
School Wide	1224	80.3%
8th Grade	0	0.0%
9th Grade	319	86.2%
10th Grade	310	82.9%
11th Grade	326	77.8%
12th Grade	269	74.7%



The remaining student population would consist of a majority White (66.3%) and Asian (24.0%) students, totaling 90.3% of the remaining population. Hispanic students would comprise 6.7% of the remaining student population. The remaining population would consist of a higher concentration of the majority than currently present in the student body.

POST TRANSFER NORTHGATE HIGH SCHOOL ETHNIC COMPOSITION

Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	20	8	0	82	9	811	294
8th Grade	0	0	0	0	0	0	0
9th Grade	3	3	0	19	0	213	81
10th Grade	5	2	0	18	3	208	74
11th Grade	8	1	0	23	3	210	81
12th Grade	4	2	0	22	3	180	58
% of School Wide	1.6%	0.7%	0.0%	6.7%	0.7%	66.3%	24.0%
% of Current Pop.	54.1%	72.7%	-	64.1%	64.3%	85.3%	76.6%

Specific to LCFF funding formula criteria, the percentage of unduplicated students would be reduced to 8.5%, accounting for 104 of the remaining student population.

POST TRANSFER NORTHGATE HS UNDUPLICATED STUDENT COUNT

Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	93	19	104
8th Grade	0	0	0
9th Grade	34	2	34
10th Grade	27	6	30
11th Grade	16	8	22
12th Grade	16	3	18

The remaining student population would also see a 47.1% reduction in the Special Education student population from the current 34 students to an estimated 18 students.



Approximately 301 students currently attending Northgate would be retained by MDUSD, including 65 students within LCFF target student groups.

**POST TRANSFER UNDUPLICATED POPULATION REMOVED FROM
NORTHGATE HS**

Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	61	10	65
8th Grade	1	1	1
9th Grade	9	1	9
10th Grade	11	1	11
11th Grade	26	5	28
12th Grade	14	2	16

Ethnically, 35.9% of the Hispanic students currently attending Northgate would be repatriated to other MDUSD school sites. Additionally, significant percentages of other minority populations would be lost from Northgate's current make-up.

POST TRANSFER ETHNIC COMPOSITION OF POPULATION REMOVED FROM NORTHGATE HS

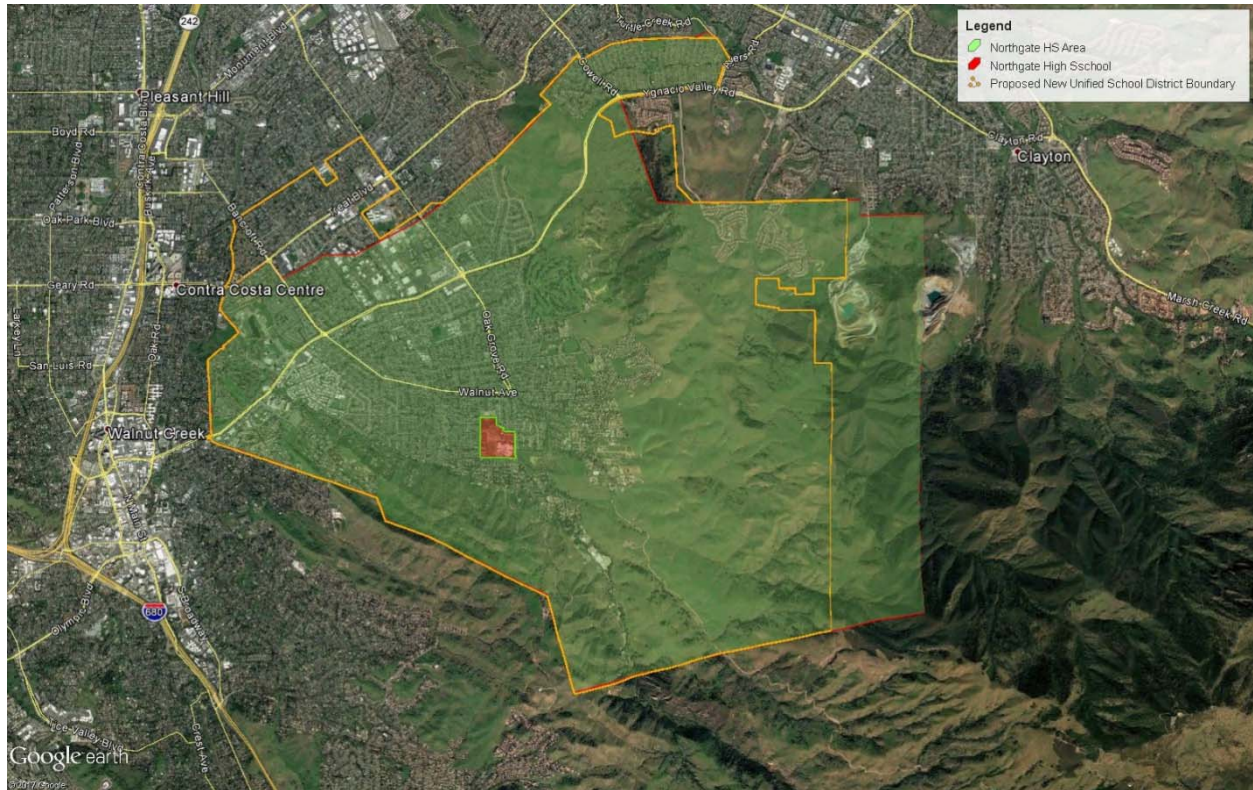
Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	17	3	0	46	5	140	90
8th Grade	0	0	0	0	0	2	0
9th Grade	4	0	0	6	2	25	14
10th Grade	4	1	0	10	1	28	20
11th Grade	6	1	0	18	2	40	26
12th Grade	3	1	0	12	0	45	30
% of School Wide	5.6%	1.0%	0.0%	15.3%	1.7%	46.5%	29.9%
% of Current Pop.	45.9%	27.3%	0.0%	35.9%	35.7%	14.7%	23.4%

Additional Territory Notes

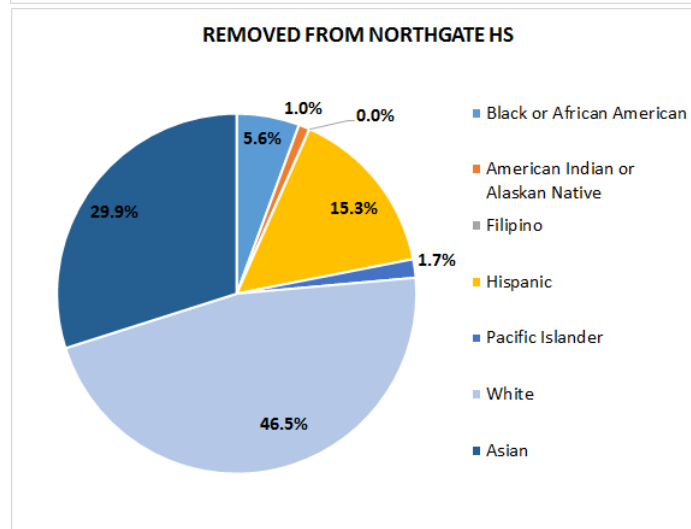
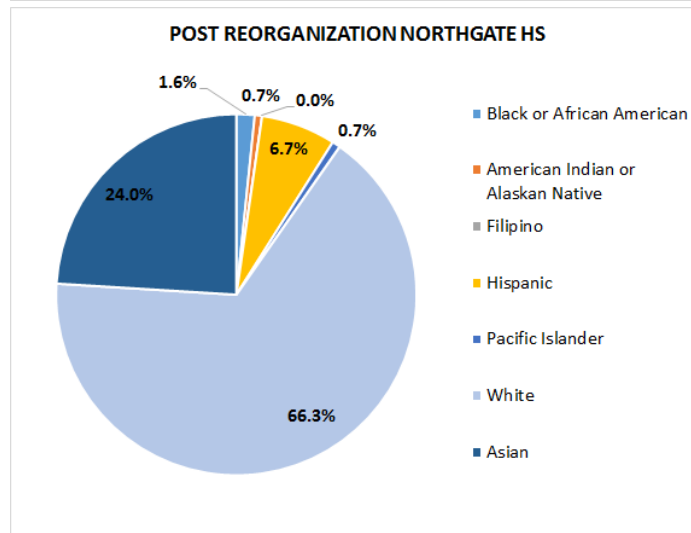
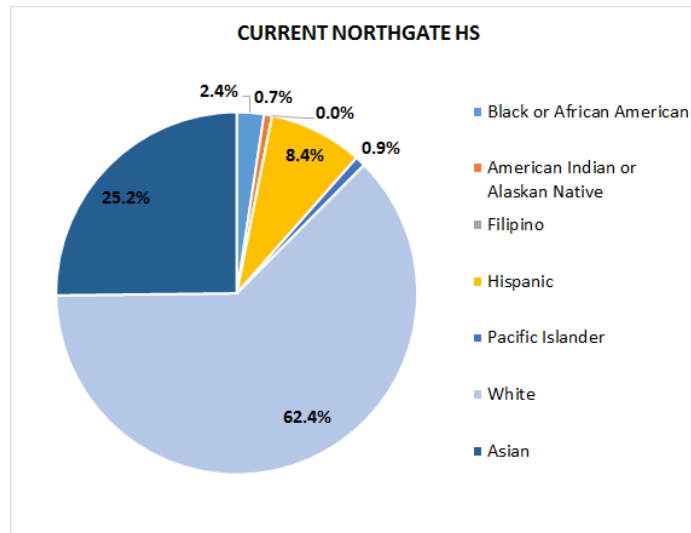
While the populated portion of the Northgate attendance boundaries fall completely within the territory proposed for transfer, there is a portion of the proposed territory for transfer overlapping the Oak Grove Middle School territory that is assigned to Ygnacio Valley High School. Approximately 31 students reside within this territory, of which it appears that 29 currently attend Northgate on intra-district transfer. Additionally, a portion of the Northgate attendance area comprised of Crystal Ranch is served by Highlands Elementary School and Pine Hollow Middle School, which do not appear to be included in the transfer request. It should also be noted that several students from within the former attendance boundaries of Clayton Valley High School are provided the option to attend Northgate as a school of choice and do not reside within the formal attendance boundaries for the site. Clayton Valley High School is no longer available to MDUSD due to a past charter petition and, as such, students would have to be repatriated to one of the four remaining high school sites, assuming that Ygnacio Valley High School is retained by MDUSD.



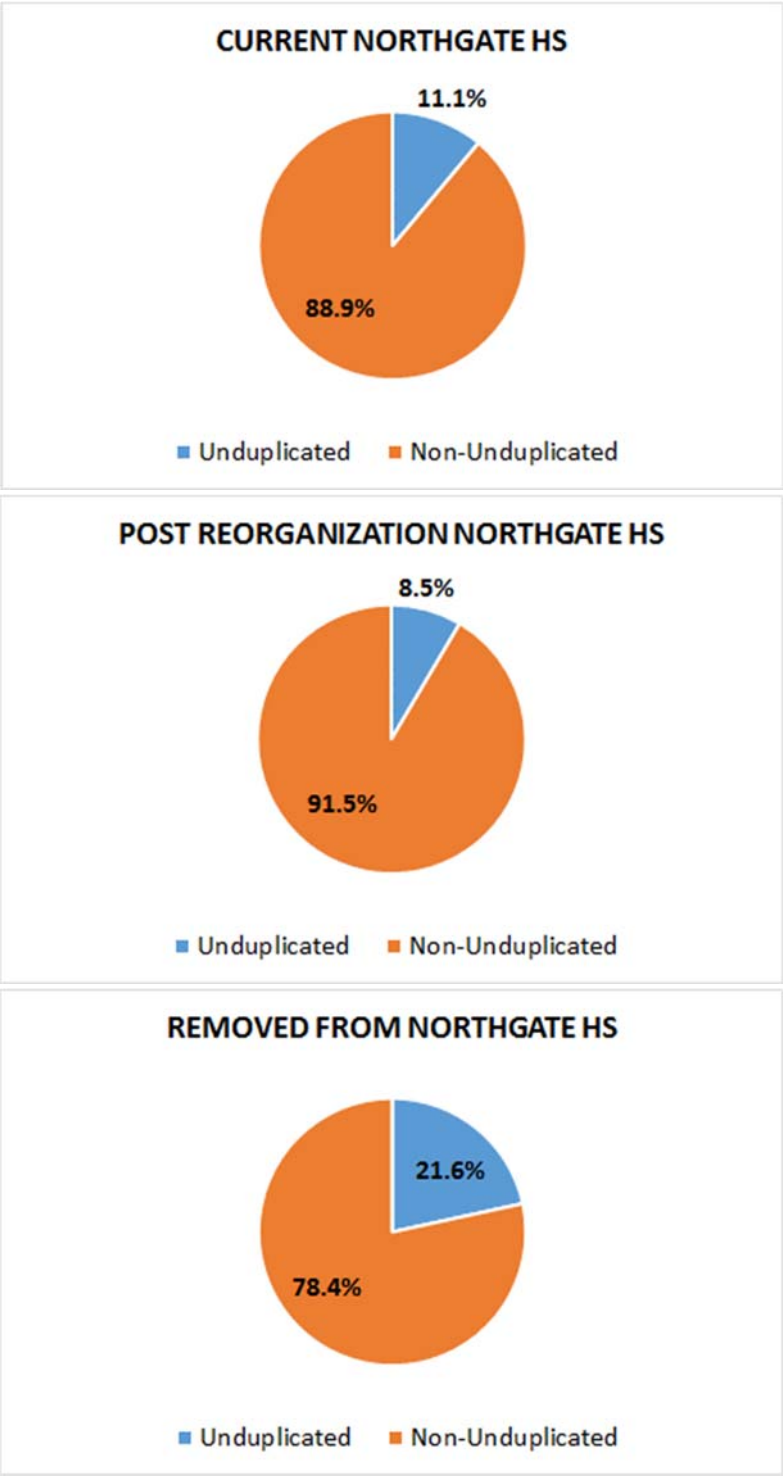
Area Map



NORTHGATE HIGH SCHOOL ETHNIC DEMOGRAPHICS IMPACT OF PROPOSED TERRITORY TRANSFER



**NORTHGATE HIGH SCHOOL
UNDULICATED COUNT IMPACT OF PROPOSED TERRITORY TRANSFER**



Ygnacio Valley High School

Ygnacio Valley High School

The Ygnacio Valley High School (Ygnacio) site is located outside of the territory proposed for annexation into a new unified school district; however, a portion of its attendance boundary overlaps the Bancroft Elementary School attendance boundary which is proposed for transfer to a new unified school district. The site provides 9th Grade through 12th Grade educational services and currently houses a student population of 1,200. Students matriculate to Ygnacio from either Oak Grove Middle School or Pleasant Hill Middle School upon completion.

CURRENT YGNACIO VALLEY HIGH SCHOOL POPULATION

Grade	Attending School	In Attendance Boundary	Intra-District from Schools Outside Transfer Territory	Intra-District from Schools Inside Transfer Territory	Inter-District Transfers	SPED Placements
School Wide	1,200	775	293	6	37	89
9th Grade	333	208	70	0	5	50
10th Grade	345	232	81	3	13	16
11th Grade	286	185	82	1	10	8
12th Grade	236	150	60	2	9	15

Approximately 775 students, 64.6% of the student population, consists of students who reside within the formal attendance areas for the site. An additional 299 students attend the site via intra-district transfers from other MDUSD attendance areas, 6 of which reside within the territory proposed for transfer to a new unified school district. The site also provides educational services to 37 *inter*-district transfers from other school districts and 89 special education students.

CURRENT YGNACIO VALLEY HIGH SCHOOL ETHNIC COMPOSITION

Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	68	11	0	851	9	177	84
8th Grade	16	3	0	249	2	42	21
9th Grade	25	3	0	239	2	52	24
10th Grade	16	4	0	195	2	39	30
11th Grade	11	1	0	168	3	44	9
% of School Wide	5.7%	0.9%	0.0%	70.9%	0.8%	14.8%	7.0%

As currently constituted, the student population is predominately comprised of Hispanic (70.9%). 14.8% of the population is identified as White. Asian students comprise 7.0% of the population and African American student account for 5.7% of students. No other tracked group account for more than 2% of the student population.

An examination of the existing student population's classification under LCFF funding formula target student populations indicates an unduplicated student population of 978, or 81.5% of total enrollment. This population is comprised of 954 students classified as FRMP and 345 English learners.

CURRENT YGNACIO VALLEY HS UNDUPLICATED STUDENT COUNT

Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	954	345	978
9th Grade	282	112	70
10th Grade	264	105	163
11th Grade	229	79	135
12th Grade	179	49	116

Proposed Reorganization Analysis

The proposed reorganization appears to indicate that only the portions of the attendance boundaries of Ygnacio which overlap with the Bancroft Elementary School boundaries will be subsumed by the proposed new district. It is assumed that these students would attend Northgate High School if the petition were to be approved. Students currently at Ygnacio who do not reside within the territory sought by the petitioners are assumed to remain at Ygnacio and within the MDUSD, leaving 1,177 students or 98.1% of the current population. It should be noted that if Ygnacio is transferred to the proposed new unified school district, these students would be displaced and require housing at other high school sites retained by MDUSD.

POST TRANSFER YGNACIO VALLEY HS POPULATION

Grade	Attending School	% of Current Population
School Wide	1,177	98.1%
9th Grade	330	99.1%
10th Grade	335	97.1%
11th Grade	284	99.3%
12th Grade	228	96.6%



The student population retained by MDUSD would consist of a majority Hispanic (71.9%) students. White and Asian students would decrease as a percentage of the remaining population.

POST TRANSFER YGNACIO VALLEY HIGH SCHOOL ETHNIC COMPOSITION

Grade	Black or African American	American Indian or Alaskan Native	Filipino	Hispanic	Pacific Islander	White	Asian
School Wide	66	11	0	846	9	167	78
9th Grade	16	3	0	248	2	41	20
10th Grade	25	3	0	236	2	47	22
11th Grade	16	4	0	195	2	38	29
12th Grade	9	1	0	167	3	41	7
% of School Wide	5.6%	0.9%	0.0%	71.9%	0.8%	14.2%	6.6%
% of Current Pop.	97.1%	100.0%	-	99.4%	100.0%	94.4%	92.9%

Specific to LCFF funding formula criteria, the percentage of unduplicated students would increase to 82.8%, accounting for 974 of the retained student population.

POST TRANSFER YGNACIO VALLEY HS UNDUPLICATED STUDENT COUNT

Grade	Free & Reduced Meal Program	English Learner	Estimated LCFF Unduplicated Count
School Wide	951	343	974
9th Grade	282	111	70
10th Grade	263	105	163
11th Grade	228	78	134
12th Grade	178	49	116

The majority (87 of 89) special education students would be retained by MDUSD.

It is assumed that current intra and inter district transfers attending Ygnacio would continue to be retained and allowed to maintain enrollment as it appears the proposed territory transfer would only result in the loss of 23 students.

Those 23 students, or 1.9% of the current Ygnacio student population, would be transferred to the proposed new unified school district by virtue of residing within territory sought by the petitioners.

**POST TRANSFER POPULATION REMOVED FROM
YGNACIO VALLEY HS**

Grade	Attending School	% of Current Population
School Wide	23	1.9%
9th Grade	3	0.9%
10th Grade	10	2.9%
11th Grade	2	0.7%
12th Grade	8	3.4%



This population would consist of a majority White (43.5%), Asian (26.1%) and Hispanic (21.7%) students, totaling 91.3% of this population. As compared to the total current student population, approximately 7.1% of Asian students and 5.6% of White students would be transferred to the new unified school district.

POST TRANSFER ETHNIC COMPOSITION OF POPULATION REMOVED FROM YGNACIO VALLEY HS

Grade	Black or African	American Indian or Alaskan	Filipino	Hispanic	Pacific Islander	White	Asian
	American	Native					
School Wide	2	0	0	5	0	10	6
9th Grade	0	0	0	1	0	1	1
10th Grade	0	0	0	3	0	5	2
11th Grade	0	0	0	0	0	1	1
12th Grade	2	0	0	1	0	3	2
% of School Wide	8.7%	0.0%	0.0%	21.7%	0.0%	43.5%	26.1%
% of Current Pop.	2.9%	0.0%	0.0%	0.6%	0.0%	5.6%	7.1%

Within this population that would be transferred to the proposed new unified school district, approximately 17.4% (or 4 students) would meet LCFF criteria for unduplicated student counts for LCFF funding.

**POST TRANSFER UNDUPLICATED POPULATION REMOVED FROM
YGNACIO VALLEY HS**

Grade	Free & Reduced		Estimated LCFF
	Meal Program	English Learner	Unduplicated Count
School Wide	3	2	4
9th Grade	0	1	0
10th Grade	1	0	0
11th Grade	1	1	1
12th Grade	1	0	0

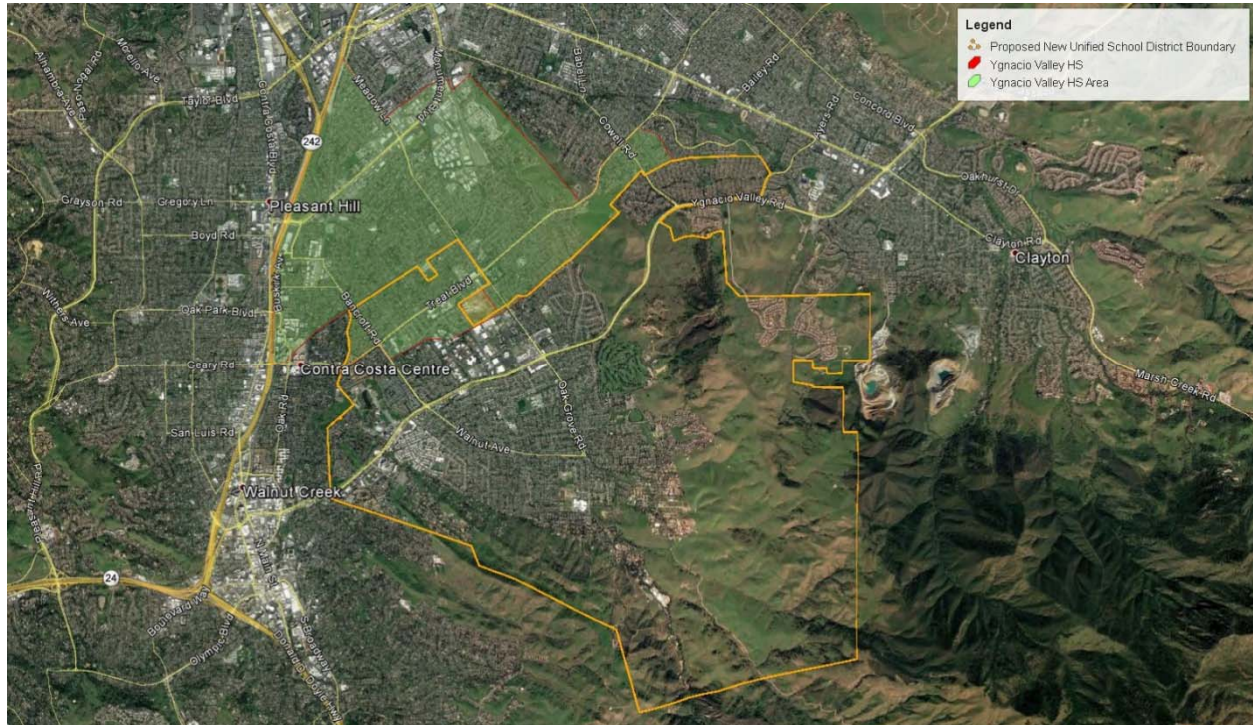
This transferred population appears to contain two special education students that would be educated by the new unified school district.



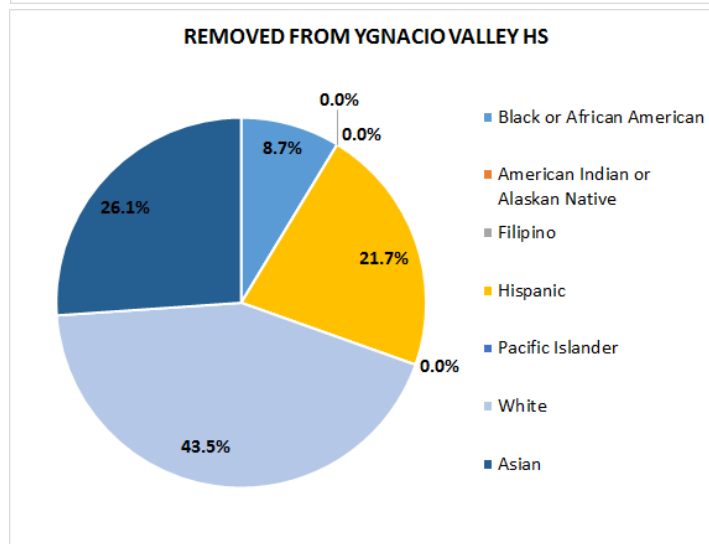
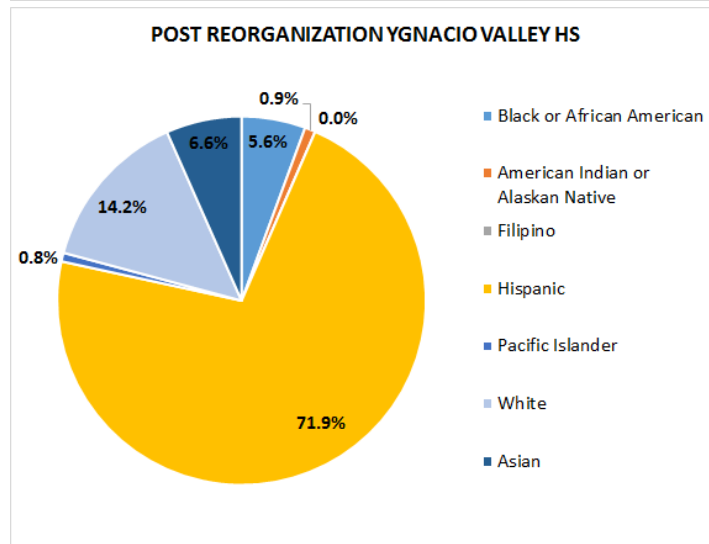
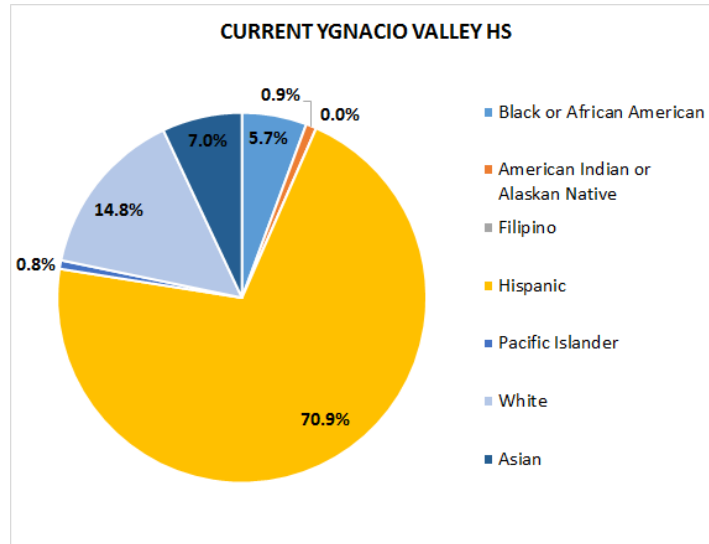
Additional Territory Notes

As previously detailed, only a portion of the Ygnacio attendance territory is proposed for inclusion in the new unified school district. Approximately 15 students reside within this portion of the Ygnacio attendance area.

Area Map



YGNACIO VALLEY HIGH SCHOOL ETHNIC DEMOGRAPHICS IMPACT OF PROPOSED TERRITORY TRANSFER



**YGNACIO VALLEY HIGH SCHOOL
UNDUPLICATED COUNT IMPACT OF PROPOSED TERRITORY TRANSFER**

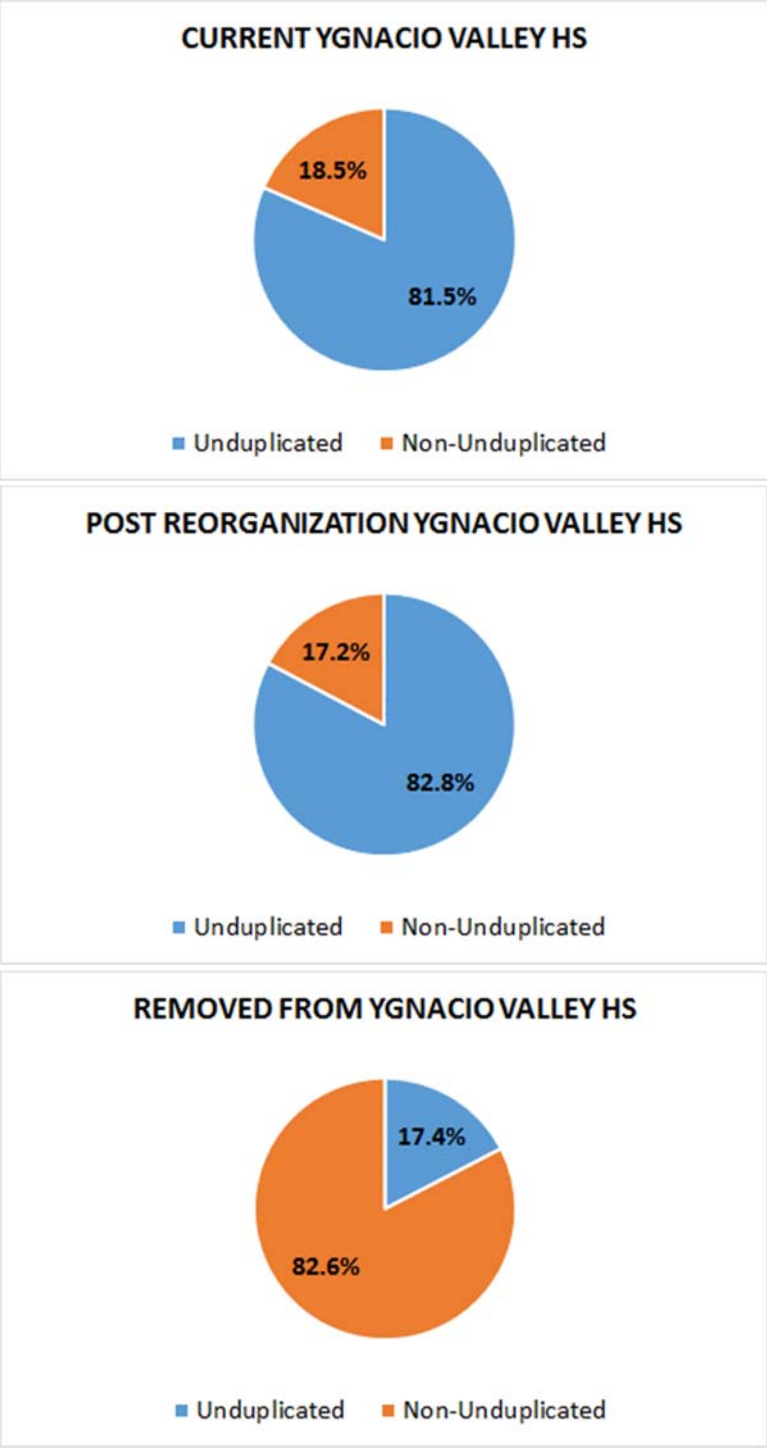


EXHIBIT 6

MT. DIABLO UNIFIED SPECIAL EDUCATION SERVICES

IMPORTANT INFORMATION FOR FAMILIES IN THE NORTHGATE FEEDER PATTERN

MISSION STATEMENT

MDUSD will refine its delivery of special education services to strengthen communication with families, improve assessment of the needs of children, and improve implementation of special education services. The district will provide in-service training to benefit administrators, teachers and assistants to establish a **climate of acceptance** for students with special needs and **to foster integration**.

The Northgate CAPS organization indicates if a Northgate Unified District were to be formed, it would offer Special Education Services equivalent to those of Mt. Diablo Unified. It states that:

- Management of special education services for Northgate students in NUSD would move from MDUSD to Contra Costa County Office of Education SELPA (Special Education Local Planning Area)
 - Covers all students in the County (about 88K) except MDUSD, SRVUSD and WCCUSD.
 - Served over 9,700 students with IEPs (Individualized Education Plans) in 2015-16
- All services are available to NUSD students with IEPs
- Special ed services are mandated by state and federal law, and not subject to district discretion.

Is this true?

It is true that management of the services for Northgate students would move from MDUSD. They could approach CCSELPA but it is not a foregone conclusion they would become part of the SELPA.

It is true that special education is mandated by state and federal law but the actual programs developed by each district is the responsibility of that district with oversight from SELPA. NUSD would offer programs but they would not be the same if they determined they did not need to be. In a small district it is impractical to offer the breadth of programs offered by a larger district. An example is that MDUSD has four levels of autism programs to differentiate by ability level. In a small district without critical mass, they may only have one or two levels of programming for students with autism or they may choose to send students to neighboring districts or non-public programs out of the Northgate area.

Individual services are dictated by IEP teams, include administrative designees from the district who have the ability to commit district resources. In other words, a district could determine what exact services the student requires so in that regard it is not true that services would look the same.

What else should we know?

The programs at the five schools that would be part of a Northgate district would be moved to other MDUSD sites, and those students who remain in MDUSD would continue to be able to access them. These include:

- Bancroft Elementary - Mild/Moderate Special Day Class (grades 3-5)
- Valle Verde Elementary – Autism Magnet Program (includes preschool)
- Walnut Acres Elementary – Autism Intensive Program
- Foothill Middle School – Autism Intensive Program, Autism strategic Program, Autism Intensive Program
- Northgate High School - Mild Moderate Special Day Class, Autism Magnet program

Specific to the Autism Magnet Program:

- 13 students are currently in the Autism Magnet Program elsewhere in the district who would move back in and attend school in the new district program rather than their current program.
- 2 currently attend Autism Magnet Programs in the Northgate area who would remain in the new district and be served there rather than in their current program.
- 14 students attend Autism Magnet Program but live elsewhere. These students would have to change schools as the program would be moved to other locations within the district.

What would be the impact of these changes on students in a Northgate District?

Approximately 200 students reside and attend school in the Northgate area. If the new district could not fund the programs or deemed them unnecessary, the programs would cease to exist for the Northgate district students and those students' programs would change to a program offered in that district or be placed by the new district into programs in other areas.

If a Northgate district were to form, 79 students who live in the area will return from programs located elsewhere in MDUSD due to them not being offered in that area currently. The new district would have to create these programs and students would have to move schools to access them. Some examples include Severe Special Day Class for elementary and middle school students and Mild Moderate Special Day class at middle school. While the students could apply to remain in MDUSD, it would be very challenging for MDUSD to accept all of these students' transfers. There are no Mental Health Programs or Deaf Hard of Hearing Programs in the Northgate area so those students would also be displaced back to a newly-formed, small, district that may not have the programs and/or resources to support them.

Nineteen are non-public and county programs designed to serve students with the most severe disabilities. These programs are very costly to a district and yet a smaller district would likely see these numbers increase due to an inability to create the level of programs needed to serve these students.

A cost estimate to maintain current programs is as shown below. These costs **do not include** speech therapists, psychologists, program specialists, occupational therapists, physical therapists or 1:1 assistance. The new district would also need at least three speech therapists, two psychologists, and other therapists in addition to multiple 1:1 assistants.

Program Type	# of Students	Cost per Student	Classroom Cost
Autism- Magnet Inclusion Program	15	\$40,000	\$600,000.00
Autism-Benchmark Program	2	\$30,000	\$60,000.00
Autism- Strategic Program	8	\$35,000	\$280,000.00
Autism- Intensive Program	2	\$30,000	\$60,000.00
Related Service Only Program	30	\$6,000	\$180,000.00
Resource Program	151	\$4,000	\$604,000.00
Mild Moderate Special Day Class	15	\$22,000	\$330,000.00
Moderate Severe Special Day Class	2	\$22,000	\$44,000.00
Severe Special Day Class	10	\$26,000	\$260,000.00
Home Hospital Program	7	\$10,000	\$70,000.00
Independent Study Program	2	\$10,000	\$20,000.00
Deaf Hard of Hearing Program	1	\$45,000	\$45,000.00
Mental Health Program	5	\$32,000	\$160,000.00
Non Public Schools	16	\$45,000	\$720,000.00
County Office of Education Programs	3	\$47,000	\$141,000.00
Private School Students	12	\$2,000	\$24,000.00
Intensive Speech Preschool	2	\$8,000	\$16,000.00
	283		\$3,614,000.00

For additional information on the impacts of the proposed Northgate District on Special Education Services, please contact:

- Dr. Wendi Aghily, Director of Special Education, aghilyw@mdusd.org, (925) 682-8000, ext. 4047
- Dr. Nellie Meyer, Superintendent, meyern@mdusd.org, (925) 682-8000, ext. 4000



Mt. Diablo Unified School District, 1936 Carlotta Dr., Concord, CA 94519

EXHIBIT 7

Proposed NGUSD Sort of Tax Roll
Sorted by Parcel Type
Utilizing Contra Costa County Tax Roll for 2016-17

Parcel Type - Defined by	Responsibility Code	Responsibility Code	Parcel Count	Total Assessed Value	Average Per Parcel Assessed Value
Residential	1		11,539	\$ 5,773,463,818.00	\$ 500,343.51
Multiple Residential	2		51	114,770,280	2,250,397.65
Commercial/Industrial	3		205	491,679,307	2,398,435.64
Commercial/Industrial	4		35	149,700,919	4,277,169.11
Commercial/Industrial	5		23	52,677,488	2,290,325.57
Land (Ag)	6		154	87,656,332	569,196.96
Commercial/Industrial	7		19	46,195,535	2,431,343.95
Residential (Unparcelized Condos)	8		-	-	
Unassigned	9		-	-	
TOTAL PROPOSED NGUSD			12,026	\$ 6,716,143,679.00	

Estimated Enrollment of Current MDUSD

4,286

Average AV Per Enrolled Student

\$ 1,566,996

(Based on 2016-17 Student Enrollment at schools requested for NGUSD)

MDUSD Post Proposed NGUSD Transfer Sort of Tax Roll
Sorted by Parcel Type
Utilizing Contra Costa County Tax Roll for 2016-17

Parcel Type - Defined by	Responsibility Code	Responsibility Code	Parcel Count	Total Assessed Value	Average Per Parcel Assessed Value
Residential	1		67,316	\$ 21,358,109,872	\$ 317,281
Multiple Residential	2		839	1,573,026,477	1,874,883
Commercial/Industrial	3		1,746	2,799,994,198	1,603,662
Commercial/Industrial	4		490	1,611,181,727	3,288,126
Commercial/Industrial	5		823	2,644,247,818	3,212,938
Land (Ag)	6		753	290,589,898	385,910
Commercial/Industrial	7		861	378,606,738	439,729
Residential (Unparcelized Condos)	8		288	118,206,167	410,438
Unassigned	9		5	-	
TOTAL MDUSD POST PROPOSED NGUSD TRANSFER			73,121	\$ 30,773,962,895	

Estimated Enrollment of Current MDUSD

27,528

(Based on 2016-17 Student Enrollment net of schools requested for NGUSD)

Average AV Per Enrolled Student

\$ 1,117,915

The proposed Northgate Unified School District (Northgate USD) territory has not been clearly defined to allow for definitive analysis of tax base impacts. While the petition language indicates that the territory to be transferred would be either the Northgate high school attendance area, OR the attendance areas of the Bancroft, Valle Verde and Walnut Acres elementary schools, OR the area identified in a map provided in documents supporting the petition which appears to be based upon election precincts. NONE of these areas are coterminous.

While we have provided an analysis of the taxable valuations (or assessed valuations) for all properties identified in the map provided by proponents of the Northgate USD, as previously referenced, it is not coterminous with the areas loosely referenced in the petition. To allow for alternative analysis of the assessed value of the proposed NUSD, (and resulting reduction of value of the Mt. Diablo Unified School District (MDUSD)), we provide information on the assessed valuation of the area which are not clearly within the proposed territory for NUSD.

The Crossings (Cowell)

This area is NOT within the current attendance boundaries of the three elementary schools proposed for transfer to NUSD. It is currently within the attendance boundaries for Highlands Elementary School. These students matriculate to Foothill Middle School and then Northgate High School, both of which are proposed for transfer to NUSD.

Parcel Type - Defined by Responsibility Code	Responsibility Code	Parcel Count	Total Assessed Value	Average Per Parcel Assessed Value
Residential	1	1,093	\$ 425,341,420.00	\$ 389,150.43
Multiple Residential	2	-	-	-
Commercial/Industrial	3	3	2,637,150	879,050.00
Commercial/Industrial	4	-	-	-
Commercial/Industrial	5	-	-	-
Land (Ag)	6	-	-	-
Commercial/Industrial	7	-	-	-
Residential (Unparcelized Condos)	8	-	-	-
Unassigned	9	-	-	-
TOTAL		1,096	\$ 427,978,570.00	

Crystal Ranch

Similar to the Crossings, this area is NOT within the current attendance boundaries of the three elementary schools proposed for transfer. This area is also within the Highlands Elementary School attendance boundaries. However, these students matriculate to Pine Hollow Middle School, which is NOT proposed to be part of NUSD. They then attend Northgate High School.

Parcel Type - Defined by Responsibility Code	Responsibility Code	Parcel Count	Total Assessed Value	Average Per Parcel Assessed Value
Residential	1	463	\$ 364,154,463.00	\$ 786,510.72
Multiple Residential	2	-	-	-
Commercial/Industrial	3	-	-	-
Commercial/Industrial	4	-	-	-
Commercial/Industrial	5	-	-	-
Land (Ag)	6	6	37,182	6,197.00
Commercial/Industrial	7	-	-	-
Residential (Unparcelized Condos)	8	-	-	-
Unassigned	9	-	-	-
TOTAL		469	\$ 364,191,645.00	

Bancroft (South of BART tracks, generally bordered by drainage canals/creeks to the west and south)

While this area is part of the Bancroft Elementary School attendance area, these students matriculate to Oak Grove Middle School which is NOT proposed as part of NUSD. The area includes portions within the City of Concord and City of Walnut Creek.

Parcel Type - Defined by Responsibility Code	Responsibility Code	Parcel Count	Total Assessed Value	Average Per Parcel Assessed Value
Residential	1	1,463	\$ 556,720,523.00	\$ 380,533.51
Multiple Residential	2	-	-	-
Commercial/Industrial	3	26	12,429,446	478,055.62
Commercial/Industrial	4	22	20,889,928	949,542.18
Commercial/Industrial	5	-	-	-
Land (Ag)	6	-	-	-
Commercial/Industrial	7	-	-	-
Residential (Unparcelized Condos)	8	-	-	-
Unassigned	9	-	-	-
TOTAL PROPOSED NGUSD		1,511	\$ 590,039,897.00	

NOTE: There are a few commercial properties not included in the above which appear to be part of the Oak Grove Middle School attendance area. These are difficult to identify as the boundary line runs through these parcels and is not aligned to parcel boundaries. As such the above value may be slightly understated.

Unidentified Rural Area

In the southeast corner of the proposed NUSD, there are several parcels of open space and other low impact land uses which do not have an identified elementary school attendance area. A portion of this territory is assigned to Foothill Middle School and all of this area is within the Northgate High school attendance area. It should be noted that a portion of this was included in the NUSD map while a portion excluded. It may be that this territory fits within NUSD but could also be considered as a southern extension of the Highlands Elementary School attendance area as well.

Parcel Type - Defined by Responsibility Code	Responsibility Code	Parcel Count	Total Assessed Value	Average Per Parcel Assessed Value
Residential	1	1	\$ 1,514,050.00	\$ 1,514,050.00
Multiple Residential	2	-	-	-
Commercial/Industrial	3	-	-	-
Commercial/Industrial	4	-	-	-
Commercial/Industrial	5	-	-	-
Land (Ag)	6	24	9,415,207	392,300.29
Commercial/Industrial	7	-	-	-
Residential (Unparcelized Condos)	8	-	-	-
Unassigned	9	-	-	-
TOTAL PROPOSED NGUSD		25	\$ 10,929,257.00	

NOTE: A few large rural parcels are split by the attendance boundaries for Highlands and Valle Verde Elementary Schools. Other parcels are not assigned an elementary school attendance area.

While we have not yet analyzed the value for territory in the Foothill Middle School or Northgate High School which is beyond the boundaries of the map provided by NUSD proponents. This territory is mostly rural and probably does not carry a significant taxable value, but could result in some additional loss of such value to MDUSD.

EXHIBIT 8

Description	Object Codes	2017-18 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2018-19 Projection (C)	% Change (Cols. E-C/C) (D)	2019-20 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	261,544,717.00	-0.32%	260,704,557.00	1.06%	263,463,652.00
2. Federal Revenues	8100-8299	17,181,305.00	2.06%	17,535,704.00	-0.02%	17,531,659.00
3. Other State Revenues	8300-8599	43,193,036.50	1.79%	43,967,176.00	2.18%	44,923,889.00
4. Other Local Revenues	8600-8799	7,583,097.00	95.54%	14,828,295.00	-1.66%	14,582,513.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	(10,000.00)
6. Total (Sum lines A1 thru A5c)		329,502,155.50	2.29%	337,035,732.00	1.03%	340,491,713.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				166,605,988.00		157,699,752.00
b. Step & Column Adjustment				326,811.00		1,855,953.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(9,233,047.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	166,605,988.00	-5.35%	157,699,752.00	1.18%	159,555,705.00
2. Classified Salaries						
a. Base Salaries				54,453,858.00		49,743,035.00
b. Step & Column Adjustment				0.00		547,690.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(4,710,823.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	54,453,858.00	-8.65%	49,743,035.00	1.10%	50,290,725.00
3. Employee Benefits	3000-3999	92,534,052.00	-5.09%	87,826,831.00	3.60%	90,985,222.00
4. Books and Supplies	4000-4999	23,107,306.50	-41.76%	13,458,401.00	-20.86%	10,651,582.00
5. Services and Other Operating Expenditures	5000-5999	39,875,998.00	-30.74%	27,618,580.00	-8.59%	25,246,738.00
6. Capital Outlay	6000-6999	1,280,020.00	-4.62%	1,220,853.00	2.86%	1,255,769.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	637,205.00	0.01%	637,255.00	0.29%	639,095.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(644,710.00)	-90.44%	(61,620.00)	-4.32%	(58,961.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		377,849,717.50	-10.51%	338,143,087.00	0.13%	338,565,875.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(48,347,562.00)		(1,107,355.00)		1,925,838.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		70,993,887.22		22,646,325.22		21,538,970.22
2. Ending Fund Balance (Sum lines C and D1)		22,646,325.22		21,538,970.22		23,464,808.22
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	625,000.00		625,000.00		625,000.00
b. Restricted	9740	7,438,497.17		7,528,469.17		8,201,273.17
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	3,247,336.05		3,241,208.05		4,481,558.05
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	11,335,492.00		10,144,293.00		10,156,977.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		22,646,325.22		21,538,970.22		23,464,808.22

Financial Status of the Mt. Diablo Unified School District

Recently there has been discussion regarding the financial status of Mt Diablo Unified School District which has included considerable misinformation. This document was created to provide clarity and perspective.

Background

The Mount Diablo Unified School District (MDUSD) budget for 2017-18 continues to show a positive ending fund balance for the upcoming fiscal year, as well as the two subsequent years. However, like many districts in California in 2016-17, the District began spending down its fund balance. Mount Diablo Unified School District has had large ending fund balances over the past several years, due in part to the State's appropriation of one-time funds and conservative budget assumptions.

Beginning in 2013-14, with the State implementation of the Local Control Funding Formula (LCFF), Districts began to receive fairly large annual revenue appropriations as well as significant amounts of one-time funds. This change in funding followed multiple years of budget reductions for Education in California. The past several years, MDUSD has used these funds and reserves to enhance and improve programs for students, in many cases, by hiring additional support staff. In addition, compensation and benefit increases were provided for employees and funds were directed to school sites for their use.

The LCFF is nearing full implementation with annual funding increases tapering off and one-time funding uncertain over the next two to three years. Therefore, it is important that the District align its ongoing expenditures to its projected revenues by 2020.

MDUSD Budget

Like most other Districts, MDUSD is facing the likelihood of reduced revenue over the next few years. While the District's budget is in no immediate jeopardy due to its healthy ending fund balance, prudent fiscal planning requires the District to continue to closely scrutinize its expenditures to bring its expenditure budget in line with projected revenue. *It is important to keep in mind that all budget projections are based on the best information available at this time and are subject to change based on many factors such as fund balance, state revenue, federal revenue, enrollment/ADA, retirement and other benefit rates. Many of these factors are beyond the District's control.*

The District did not identify any specific positions for reductions in its adopted budget. However, over the course of the year, each position that is vacant will be closely vetted before it is filled. In addition, District staffing ratios for all positions, including at the administrative level will be reviewed for possible adjustment. Allocations to all schools and operating units will be

reviewed. Budget adjustments will take place in an open and transparent manner with the approval of the Board of Trustees and through the Local Control and Accountability Plan (LCAP).

Based on the projections available at the time of budget adoption and through ongoing three-year analysis windows, the 2017-18 Adopted Budget contains proposed budgeted solutions of \$9 million in 2017-18; \$11 million in 2018-19; and \$5 million in 2019-20. These target dollar reduction amounts have been identified for each year as a starting point. This strategy will result in compounding savings over the three-year period. Multi-year reduction targets may be adjusted to evolving factors beyond the District's control, such as changes in State and Federal revenue, student enrollment, retirement costs, and benefit rate increases. The foregoing information was presented at the Public Hearing of the Budget on June 12, 2017 and part of the Budget Adoption on June 26, 2017.

It is important to understand that these proposed budget reductions ~~are~~ will be phased-in over three years. This is possible because of the District's financial strength and the *compounded savings* which occur by reducing *ongoing expenses*. While actual multi-year budget reductions total \$25 million, the savings over a 3 year period will be \$54 million. With these reductions, it is anticipated deficit spending will be eliminated by 2019-20.

District Financial Stability

Even though the District will be in a budget reduction mode, for likely the next three years, its financial position is very stable. That stability is validated by the following:

Moody's Investors Services, on July 28, 2017, published an "Issuer Comment" regarding MDUSD. They stated:

Credit Overview: The credit position of Mount Diablo USD is very strong, and its Aa2 rating is slightly above the US school district median of Aa3. The credit reflects a robust financial position, an extensive tax base with a strong socioeconomic profile, and mid-ranged debt and pension burdens.

Finances - The district has a very healthy financial position, which is relatively favorable when compared to the assigned rating of Aa2. Mount Diablo USD's net cash balance as a percent of revenues (39.0%) is materially higher than the US median and rose significantly between 2013 and 2016. The available fund balance as a percent of operating revenues (29.8%) is stronger than other Moody's-rated school districts nationwide.

Management and Governance - The ability to generate surplus operating margins is a strong sign of financial management.

Concluding Thoughts

All districts in the State are at the tail end of a fairly dramatic funding expansion period and transitioning to a slowing of year-over-year revenue growth while at the same time costs are not necessarily slowing according to Mike Fine, CEO of FCMAT. (Article attached 8/11/17)

MDUSD is not exempt from this financial reality. What is most important, however, is a complete awareness of the circumstances and that there is a multi-year budget reduction strategy to make the necessary adjustments.

EXHIBIT 9

Martinez Unified School District Administrative Salary Schedule 2016-2017

CLASSIFICATION	A	B	C	D	E	F	G	H	Days of Service	Per Diem Step H
Assistant Superintendent *	\$133,462	\$136,798	\$140,218	\$143,724	\$147,318	\$151,000	\$154,775	\$158,644	225	\$705.09
Chief Business Official *	\$133,462	\$136,798	\$140,218	\$143,724	\$147,318	\$151,000	\$154,775	\$158,644	225	\$705.09
Chief Technology Officer *	\$133,462	\$136,798	\$140,218	\$143,724	\$147,318	\$151,000	\$154,775	\$158,644	225	\$705.09
Director I, Curr. & Education Technology *	\$124,916	\$128,040	\$131,240	\$134,521	\$137,884	\$141,332	\$144,866	\$148,487	225	\$659.94
Director I, Student Svs./Secondary Curriculum *	\$124,916	\$128,040	\$131,240	\$134,521	\$137,884	\$141,332	\$144,866	\$148,487	225	\$659.94
Director I, Special Education *	\$124,916	\$128,040	\$131,240	\$134,521	\$137,884	\$141,332	\$144,866	\$148,487	225	\$659.94
Principal, High School	\$117,536	\$120,474	\$123,486	\$126,573	\$129,738	\$132,980	\$136,306	\$139,713	218	\$640.89
Director II, Adult Education/Indian Education	\$115,394	\$118,278	\$121,236	\$124,267	\$127,374	\$130,558	\$133,822	\$137,168	218	\$629.21
Principal, Junior High	\$109,826	\$112,572	\$115,386	\$118,271	\$121,228	\$124,258	\$127,364	\$130,549	211	\$618.71
Principal, Elementary	\$107,208	\$109,889	\$112,636	\$115,452	\$118,337	\$121,296	\$124,329	\$127,437	211	\$603.97
Assistant Principal, High School	\$106,699	\$109,366	\$112,101	\$114,903	\$117,775	\$120,720	\$123,738	\$126,832	210	\$603.96
Principal/Counselor Briones/Vicente	\$107,442	\$110,128	\$112,881	\$115,704	\$118,596	\$121,561	\$124,600	\$127,715	211	\$605.28
Coordinator, Bond Projects *	\$109,481	\$112,217	\$115,024	\$117,900	\$120,847	\$123,868	\$126,963	\$130,139	225	\$578.40
Coordinator, Educational Services * (^)	\$102,183	\$104,737	\$107,356	\$110,039	\$112,791	\$115,610	\$118,501	\$121,463	210	\$578.39
Vice Principal, Junior High	\$97,317	\$99,749	\$102,244	\$104,800	\$107,419	\$110,105	\$112,858	\$115,679	200	\$578.40
Program Specialist**	\$86,656	\$88,824	\$91,044	\$93,321	\$95,653	\$98,044	\$100,497	\$103,008	185	\$556.80
Accounting Supervisor	\$55,407	\$58,455	\$61,642	\$65,010	\$68,560	\$72,306	\$76,261	\$80,427	234	\$343.70

* Classification receives stipend of additional \$1,000/year for mileage compensation.

NOTES: Per Diem is based upon amount in final column.

Administrators holding a Masters Degree will receive an additional \$1,000/year.

Administrators holding a Doctorate Degree will receive an additional \$1,000/year.

Longevity increments will be assigned on the following basis:

After five (5) years of continuous service, two percent (2%) of base pay per month.

After eight (8) years of continuous service, four percent (4%) of base pay per month.

After eleven (11) years of continuous service, six percent (6%) of base pay per month.

After fourteen (14) years of continuous service, eight percent (8%) of base pay per month.

After seventeen (17) years of continuous service, ten percent (10%) of base pay per month.

After twenty (20) years of continuous service, twelve percent (12%) of base pay per month.

**Program and Behavior Specialist days of service changed from 200 to 185 effective July 1, 2009.

(^) Coordinator, Educational Services days of service changed from 225 to 210 days, effective May 13, 2013.

Accounting Supervisor position added 05.06.2014