

COMMITTEE ON HIGH SCHOOL CONSOLIDATION

RESPONSES TO QUESTIONS AND REQUESTS RECEIVED BY SEPTEMBER 7, 2018

FINANCE

1. **Q:** I have one pressing question about the committee's work regarding fiscal impact of consolidation. I assume that, because this is such a critical issue, we will discuss finances as they pertain to any of the topics on our agenda items. In my estimation, there are two substantive reasons to consider consolidation. One is to provide the greatest access to the best resources Alameda has to offer for all students. The other is to cut costs in a dire budgetary situation. If merging the schools will not net considerable cost savings, I cannot imagine we would take it on, at least not in our current fiscal situation. So I would like to be sure that we will have financial information as we go through our meetings. When we talk about classroom space, what costs (and/or savings) are involved? When we talk about programs, what staffing costs (and/or savings) are involved? How about costs/savings in terms of facilities? Utilities? All of that.

A: The direction provided by the Board of Education was that the Committee study and provide a report on what a combined high school might look like, as well as scenarios based on the potential impacts to other sites and programs. AUSD staff will present estimates of the financial impact of consolidating the two schools (and related scenarios) at future meetings.

Note: As the Committee is charged with providing the Board with information and not a recommendation, the cost of the consolidation would not be a factor for the Committee to consider, but simply another data point to provide the Board.

2. **Q:** What would be the reduction in cost for our high school programs overall?

A: Please see question #1 above.

3. **Q:** Will there be data on financial projections provided?

A: Please see question #1 above.

PROGRAM

1. **Q:** How many teachers positions will we lose, and in what subject areas?

A: This is an understandable question, but it's too early to make this projection. If the Board decides to move forward with consolidation, district staff will look at the enrollment projections and at the course offerings at that time and determine if any teacher positions will be lost.

2. **Q:** Who are the teachers (if any) who will probably be let go?

A: It's too early to say which – if any - teachers would be laid off if the schools consolidate. That really depends on the master schedule developed. But any teacher layoffs would be completed in accordance with procedures set out by the California Education Code.

3. **Q:** What is the timeline for this? Hopefully they don't plan it for this coming fall.

A: At the completion of the Committee's work, a report will be provided to the Board for their consideration. If the Board determines it would like to explore the option of consolidation further, it will hold public meetings next spring (2019) to discuss the Committee's findings and gather community feedback.

If the Board then votes to consolidate the schools, it will take some time to map out the logistics of that consolidation, as well as to design, get state approvals for, and complete any remodeling of AHS needed to ready the site for more students. This could take 1.5 to 2 years, AUSD's architect says.

An exact timeline is hard to create at this time, but we are quite confident consolidation would not occur in the fall of 2019.

4. **Q:** It seems to me that there will be half as many students participating in sports, since only one team's worth of students can be on the field. Is this true?

A: The Committee is tentatively scheduled to hear a presentation from the athletic directors of both Encinal and Alameda High Schools on October 30, 2018. Information on the potential impacts to sports – including the athletic opportunities for students – will be presented at that meeting.

DEVELOPMENT

4. **Q:** How many bedrooms will there be in each unit of new development?

A: Please see the following document for additional information, including a breakdown of the units and bedrooms, in each planned development.

5. **Q** How is it that 3000 units will generate only 700 students?

A: The projection methodology used to estimate the number of students that new housing will generate combines historical student population counts, past and present demographic characteristics, and planned residential development to forecast future students.

Davis Demographics performed a “Student Yield Study” in the fall of 2016. Such studies are used to determine how many additional students will be generated from various factors – in this case from planned residential development in Alameda.

Two sets of data are required to calculate Student Yield Factors: a current student file (provided by the District) and current housing unit data or tax assessor records. Each student record and tax assessor record is geocoded by their given address. The two database sets are then linked by common address. This allows Davis Demographics to associate each student with a specific housing unit. For the District, three general categories of housing units were analyzed; Single-Family Detached (SFD), Multi-Family Attached (MFA), and Apartments (APT).

Before the SYFs can be calculated from the current housing stock, the year of construction for each housing type must be determined. In general, new housing attracts young families with elementary school aged children. Over the next 12 to 15 years, the children grow older and pass through the grades. This cycle is then repeated throughout the life of the home. Identifying the year of construction and number of current resident students in recently built housing units assists in estimating the number of new students generated from future residential development.

Other elements (apart from the year of construction) can also be assessed. These elements include, but are not limited to: housing type, number of bedrooms, geographic location (study area), value of home, etc. Once a determining element is decided upon, simple calculations are performed to produce a SYF. The total number of units for that housing type then divides the number of current students residing in each housing type.

Davis Demographics calculated student yield factors by grade configurations of K-5, 6-8, and 9-12. Due to the small sample size of newly constructed housing units, as well as yield factors of 0 in some instances, Davis Demographics elected to use a combined yield factor for the three types of housing: SFD, MFA, and APT.

The tables below show the actual student count and yield factor from new housing for the last 5 years and how it was used to calculate the 10 year projections. This method was used because Davis Demographics felt that the yield factors specific to the grade configuration was not an accurate representation of what may occur within the District. Specifically, a yield factor of 0 for MFA/APT for grades 6-8.

New Housing Units Built Within the Last Five (5) Years, and Students Generated for the District							
		K-5		6-8		9-12	
Housing Type	Units	Student Count	Yield Factor*	Student Count	Yield Factor*	Student Count	Yield Factor*
SFD	146	15	0.103	3	0.021	8	0.055
MFA	114	3	0.026	0	0	1	0.009
Totals	260	18	0.129	3	0.021	9	0.064
Student Yield Factor for Future Developments							
		Grade Span	Yield Factor				
		K-5	0.129				
		6-8	0.021				
		9-12	0.064				
		K-12	0.214				

*Yield Factor = number of students per housing unit

MISCELLANEOUS

1. **Q:** Can we get a demographic comparison with an existing large school, for example, James Logan in Union City?

A: We are working on clarifying this request and getting this information.

2. **Q:** Can I show up to a board meeting as a parent and voice my own personal feelings about the possible closure of Encinal High School while I sit on the committee? Or must I remain impartial as the moderator is required to do?

A: Any person is free to express their opinion at Board and other public meeting. Please be aware, however, that this could call into question the Committee member's ability to remain impartial and objectively contribute to the discussion of the Committee.