

**COMMITTEE ON HIGH SCHOOL CONSOLIDATION**

**RESPONSES TO QUESTIONS AND REQUESTS  
RECEIVED BY SEPTEMBER 21, 2018\***

**TABLE OF CONTENTS**

Community Impacts.....	2
Development.....	2
Facilities.....	4
Finance.....	5
Program.....	7
Miscellaneous .....	7

**\*This document is being continually updated as new questions are received. New questions, and the subsequent answers, are underlined for ease of identification.**

## **COMMUNITY IMPACTS**

1. **Q:** Will Alameda Police have 1 hour break for not giving tickets during drop off-pickup areas?

*A: The Committee is tentatively scheduled to hear a presentation on the potential community impacts of the project on November 8, 2018. Information on the potential impacts to parking will be presented at that meeting.*

2. **Q:** What happens for large lunch time crowds ...longer lunch hour or A & B lunch times?

*A: The cafeteria is large enough to hold the number of students that we project would eat there during lunch. The Committee is tentatively scheduled to hear a presentation on the potential community impacts of the project on November 8, 2018. Information on the potential impacts of a consolidation on the downtown area will be presented at that meeting.*

3. **Q:** What happens to students who must pick up their younger siblings....and they must be on time?

*A: District staff will be issuing a survey to families regarding the possible consolidation of the high schools. The survey will include a question regarding students who pick up younger siblings*

4. **Q:** Businesses on west side will suffer. What will happen to them?

*A: District staff intends to reach out to the West Alameda Business Association to discuss the potential impacts of the project. Information on the results of that meeting will be provided at the November 8, 2018 meeting on community impacts.*

## **DEVELOPMENT**

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

*A: Please see the attached “Alameda Residential Development” document for additional information, including a breakdown of the units and bedrooms, in each planned development.*

2. **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							
Housing Type	Units	K-5		6-8		9-12	
		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
<b>Student Yield Factor for Future Developments</b>							
		<b>Grade Span</b>	<b>Yield Factor</b>				
		K-5	0.129				
		6-8	0.021				
		9-12	0.064				
		<b>K-12</b>	<b>0.214</b>				

\*Yield Factor = number of students per housing unit

**FACILITIES**

1. **Q:** Will there be additional Parking available for Staff & students at a reasonable cost (free)?

**A:** The Committee is tentatively scheduled to hear a presentation on the potential community impacts of the project on November 8, 2018. Information on the potential impacts to parking will be presented at that meeting.

2. **Q:** Is there room for more regular student lockers (not gym lockers) if Encinal HS moves to Alameda HS?

**A:** After restoration, there will be enough lockers in the Central Historic building to serve Alameda HS. If the Academic Building is going to be used in the consolidation scenario, those existing lockers would be sufficient for the additional students. If necessary, there is also room to add many new surface-mounted lockers in the Historic Science and the third floor of the Historic Central wings.

3. **Q:** Can you confirm that the current Alameda HS kitchen is large enough to prepare meals for the consolidated high schools?

**A:** We understand that approximately 320 students at Alameda and Encinal High Schools currently use on-site Food Service. If the two schools were to consolidate, the existing kitchen is large enough, though it needs extensive renovation. If a larger number—say up to 25% or 800 students at maximum projections—are served, then the kitchen will need to be enlarged into the adjacent spaces, adding about 1,000 square feet. Also, accommodating 800 students in the cafeteria would be difficult, as there is not space to enlarge the cafeteria. This will require further study, including considerations for a split-lunch. Both scenarios include major modernization of lighting, fire alarms, mechanical systems and finishes of the cafeteria, along with a major kitchen renovation including new food service equipment. The costs listed below include construction, food service equipment, contingencies, and non-construction costs such as DSA, inspection & fees.

- a. **Retain Kitchen Size & Renovate Cafeteria:**  
Leave kitchen's current size but modernize cafeteria/kitchen, and update kitchen equipment: \$2.6 million (includes approximately \$580,000 in new food service & food court equipment)
- b. **Enlarge Kitchen & Renovate Cafeteria:**  
Add area to kitchen, plus modernize cafeteria/kitchen and new kitchen equipment: \$3.5 million (includes approximately \$960,000 in new food service & food court equipment)

4. **Q:** Can you confirm the presentation made by QKA did not include the students or classrooms for Junior Jets in the presentation?

**A:** The presentation regarding site capacities made by OKA **did not** include the Junior Jets in either the student or classrooms counts/calculations.

## **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.*

4. **Q:** Can you provide an approximate cost to renovate the cafeteria and provide a major renovation to the Alameda HS kitchen?

*A: Please see question #3 under Facilities.*

5. **Q:** What is the total construction cost to date for seismic upgrade to historic Alameda HS, including change orders?

*A: Total construction cost to date for seismic upgrade and renovation to historic Alameda HS, including change orders assigned to Bond Fund.*

<u>Base Bid</u>	<u>\$45,516,271</u>
<u>Change Orders to date</u>	<u>\$2,493,048</u>
<u>Total</u>	<u>\$48,009,319*</u>

*\* (This excludes any work funded via the deferred maintenance fund)*

6. **Q:** Are there any bond timelines on when funds have to be spent?

*A: School districts are expected to spend bond proceeds within 3 years of issuance. This limit was established to discourage school districts from profiting by issuing debt without a legitimate*

need. Investment earnings on unspent bond proceeds at the end of the three-year period, may have to be returned to the IRS if the earnings exceed the bond yield.

7. **Q:** Can you please confirm that funds for the new Encinal HS classroom building could be spent altering the 1970s academic building at Alameda HS?

A: Measure I bond proceeds must be spent on projects that comply with the Measure I ballot language. Altering the Alameda HS academic building would be an eligible Measure I project. The Board of Education has the authority to reallocate funds currently allocated to the new classroom building at Encinal HS to alter the 1970s academic building.

## 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.*

3. **Q:** What is the projected racial/ethnic population of a consolidated Alameda High School? What is the projected socioeconomic diversity of a consolidated Alameda High School? How will these differ now and what might be the impact with consolidation?

A: The Committee is scheduled to hear a presentation from District's Chief Academic Officer on October 2, 2018. Information on the racial/ethnic and socioeconomic make-up of the existing schools and a combined Alameda High School will be presented at that meeting.

4. **Q:** If Encinal HS remains where it is, will projected growth occur there?

A: The projected growth in high school enrollment is expected to occur in the Encinal HS neighborhood. Encinal HS can house some of those students but not all. Options moving forward include moving the boundary between the two schools or building more classrooms at Encinal

HS. School Districts normally build new classroom space for new students by levying a fee on developments that generate additional students.

5. **Q:** Why is the school board considering this consolidation?

A: During the budget prioritization meetings last year, community members asked that the Board analyze the viability of consolidating Alameda HS and Encinal HS in order to accomplish two objectives: 1) creating more equitable educational opportunities for AUSD secondary students; and 2) achieving cost savings that could be applied to employee salaries, which would help AUSD attract and retain high-quality teachers and other staff.

6. **Q:** What would be the benefit of consolidating the schools?

A: The Board asked that the Committee be convened to look at this very issue – what a consolidated high school would look like and what are the pros and cons of a consolidation.

## **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*



*Alameda HS 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.*

5. **Q:** How many kids would be in each class? How many teachers would be working at the school?

*A: 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, course offerings, and the number of classrooms available to determine a master schedule and the number of students in each class and total teachers working at the school.*