

**Committee to Consider
High School Consolidation:
Overview of Educational Programs**

October 2, 2018

Teaching and Learning, Educational Services

Presentation Goals

- Provide brief overview of AUSD high schools
- Present demographic composition and staffing analysis for AHS and EJSHS
- Present deeper dive into current program offerings at EJSHS and AHS
- Project composition and structure of consolidation high school program
- Review comparison high school conformations within county
- Present opportunities, challenges, and considerations for current comprehensive high school structure and potential consolidated structure
- NB: Student Support Services will present at the next meeting. This presentation will include more in-depth information about Special Education, health services, and the variety of other support services at both schools.

Presentation Lenses

- Evaluate the current Alameda High School and Encinal Junior/Senior High School 9-12 programs as well as the feasibility of a combined high school program
- Present an overview of the Alameda High School and Encinal Junior/Senior High School 9-12 programs to support a broader assessment of AUSD secondary program options including the equity of program offerings across the schools
- Present data to support the district's stated goal of increasing compensation for all employees so that AUSD can improve its ability to recruit and retain a highly qualified teaching staff and workforce at large

Equity Defined (National Equity Project)

Educational equity means that each child receives what he or she needs to develop to his or her full academic and social potential.

Working towards equity involves:

- Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor
- Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children
- Discovering and cultivating the unique gifts, talents, and interests that every human possesses.

Source: <http://nationalequityproject.org/about/equity>

Equity Considerations

In an analysis of our high school programs as well as exploration of potential consolidation/alternative structures, there are several key areas in which equity of resources, opportunity, and program should be considered. These include but are not limited to:

- Personnel Resources (Teaching FTE, Total Staffing)
- Course offerings (Range and type of courses offered)
- Course availability (Opportunity to enroll in each course type)
- Class size
- Unique program offerings (CTE, Arts, Extracurriculars)

Comprehensive High School Program

The following programs are offered at BOTH Encinal Junior & Senior High School AND Alameda High School:

- University of California (UC) 'a-g' aligned coursework
- Advanced Placement/Honors coursework
- Visual and Performing Arts (VAPA): Band, Drama, Visual Arts, Multimedia
- Career Technical Education (CTE) Pathways
- Newcomer ELD programs
- Mild/Moderate Special Education services

A Note on Demographic and Enrollment Data

- Demographic and enrollment data, unless otherwise noted, represents 2017-18 CBEDS (California Basic Educational Data System). This data is certified annually at the end of October.
- As 2018-19 data has yet to be certified, key indicators such as the percentages of students who are socioeconomically disadvantaged and finalized enrollment are not available.
- Use of 2017-18 data enables clearer alignment with student achievement results that are aligned to CBEDS enrollment data.

Encinal Junior & Senior High School (Snapshot)

Enrollment	1329
Grade Levels	6-12
Teacher to Student Ratio (6-12)	20.4 : 1
English Learner (%)	14
Socioeconomically Disadvantaged (%)	46
Students with Disabilities (%)	11
Asian (%)	24
Black/African American (%)	14
Filipino (%)	14
Hispanic/Latino (%)	15
Pacific Islander (%)	1
Two or More Races (%)	7
White (%)	24

Unique Program Offerings

- 6-12 Program
- Radio/Broadcast Journalism
- Genomics Dual Enrollment through Merritt College
- Marketing Pathway
- JROTC

Other Key Program Features

- JETS Period (Tues, Wed, Thurs)
- Restorative Justice Center
- Marching Band (w/Flag Team)

Island High School (Snapshot)

Enrollment	111
Grade Levels	11-12
Teacher to Student Ratio	11.1 : 1
English Learner (%)	16
Socioeconomically Disadvantaged (%)	53
Students with Disabilities (%)	23
Asian (%)	5
Black/African American (%)	21
Filipino (%)	7
Hispanic/Latino (%)	40
Pacific Islander (%)	2
Two or More Races (%)	5
White (%)	21

Unique Program Offerings

- Continuation School model designed for credit recovery (Hex Schedule)
- COA classes offered on site
- Life After High School course
- Child Development program
- Advisory structure

Other Key Program Features

- Localized homework policy
- Rolling graduation option

Alameda Science and Technology Institute (ASTI) Snapshot

Enrollment	187
Grade Levels	9-12
Teacher to Student Ratio	29.2 : 1
English Learner (%)	4
Socioeconomically Disadvantaged (%)	32
Students with Disabilities (%)	3
Asian (%)	50
Black/African American (%)	4
Filipino (%)	11
Hispanic/Latino (%)	8
Pacific Islander (%)	2
Two or More Races (%)	4
White (%)	20

Unique Program Offerings

- Early College High School (ECHS) program
- Option to earn Associate of Arts (AA) degree during high school

Other Key Program Features

- Co-located on College of Alameda (COA) campus

Alameda High School (Snapshot)

Enrollment	1776
Grade Levels	9-12+
Teacher to Student Ratio	22.6 : 1
English Learner (%)	9.5
Socioeconomically Disadvantaged (%)	23
Students with Disabilities (%)	12
Asian (%)	40
Black/African American (%)	5
Filipino (%)	6
Hispanic/Latino (%)	12
Pacific Islander (%)	1
Two or More Races (%)	5
White (%)	30

Unique Program Offerings

- Sports Medicine Pathway
- Mandarin Language Program
- Moderate/Severe Special Education (SPED)
- Adult Transition Program

Other Key Program Features

- SMART Period
- Practical and Bridge Programs (SPED)

Projected Demographics of Combined High School Program

2017-18 CBEDS Data	AHS		EHS		Combined		AUSD
	Number	Percentage	Number	Percentage	Number	Percentage	Percentage
Total Enrollment (9-12+)	1776		1034		2810		
9th Grade	414	23%	272	26%	686	24%	
10th Grade	451	25%	250	24%	701	25%	
11th Grade	425	24%	247	24%	672	24%	
12th Grade	447	25%	265	26%	712	25%	
Ungraded	39	2%			39	1%	
English Learners	169	10%	147	14%	316	11%	15.3%
Socioeconomically Disadvantaged Students	410	23%	480	46%	890	32%	30.9%
Unduplicated Students	493	28%	500	48%	993	35%	36.2%
Students with Disabilities	213	12%	109	11%	322	11%	11.1%
Asian	710	40%	252	24%	962	34%	28.6%
Black/African American	93	5%	141	14%	234	8%	6.8%
Filipino	113	6%	145	14%	258	9%	6.9%
Hispanic/Latino	213	12%	155	15%	368	13%	15.4%
Pacific Islander	9	1%	15	1%	24	1%	.8%
Two or More Races	93	5%	76	7%	169	6%	10.7%
White	539	30%	244	24%	783	28%	29.3%

County Comparison of High School Conformations

District	Total	Enrollment by Grade					Enrollment by School			
		9	10	11	12	9-12	A	B	C	Other
Alameda USD	9503	738	757	756	838	3089	1776	1034	187	111
Albany USD	3658	298	269	297	279	1143	1129			12
Berkeley USD	9809	863	789	740	792	3184	3117			51
Castro Valley USD	9312	792	750	743	775	3060	2934		13	109
Dublin USD	11294	790	758	669	582	2799	2750			56
Livermore Valley Joint Unified	13765	1128	1109	1095	1091	4423	2261	1936		248
New Haven USD	11613	942	972	944	1159	4017	3735			283
Newark USD	5913	492	469	465	462	1888	1789			117
Piedmont USD	2623	233	207	231	209	880	813			60
Pleasanton USD	14864	1280	1251	1229	1259	5019	2673	2176		109
San Leandro USD	8880	649	681	706	785	2821	2657			155
San Lorenzo USD	10496	937	832	911	909	3589	1830	1412	220	137

County Comparison of Middle School Conformations

District	Total	Enrollment by Grade				Enrollment by School				
		6	7	8	6-8	A	B	C	D	E
Alameda USD	9503	613	612	624	1849	873	519	295	158	
Albany USD	3658	260	292	328	880	880				
Berkeley USD	9809	743	707	713	2163	1024	634	498		
Castro Valley USD	9312	729	736	710	2175	1388	784			
Dublin USD	11294	905	838	792	2535	1506	1029			
Livermore Valley Joint Unified	13765	1097	997	999	3093	717	648	975	273 (K-8)	470 (K-8)
New Haven USD	11613	841	916	885	2642	1252	1378			
Piedmont USD	2623	208	208	250	666	665				
Pleasanton USD	14864	1149	1267	1264	3680	1189	1238	1247		
San Leandro USD	8880	692	662	696	2050	1048	995			
San Lorenzo USD	10496	759	760	760	2279	764	699	807		

Department-Specific Staffing Analyses

The following fifteen (15) slides present an analysis of the AHS and EHS (9-12 only) 2018-19 master schedules by course.

Student enrollment and total number of sections are both included for each school and for a combined school program (Assumes all current offerings at BOTH schools are maintained).

Also included is the projected number of classrooms used at each school and in a combined scenario.

NB: While the projected number of sections and classrooms in the combined scenario do reflect increased efficiency across the combined student totals, they do NOT reflect the full extent of further 'optimization' that would result from the reduction of overall offerings.

Department-Specific Staffing Analyses

The following fifteen (15) slides represent section allocations determined by site administration within their allotted FTE. Based upon limited FTE, there are courses at both sites that were either (a) not offered at all or (b) limited to fewer sections that could accommodate all student requests.

In 2018-19 EHS is not offering the following course due to FTE limitations:

- AP Biology
- Marine Biology
- French 4
- French 5

In 2018-19 AHS was not able to offer additional sections of the following due to FTE limitations:

- Multimedia Art
- Sports Medicine
- Spanish 2 and 3

Staffing Analysis: Methods

In calculating the projected number of sections and potential FTE/classroom savings in a combined high school program, the following parameters were used:

- 35 students/section (50 students/section for PE and Band)
- 5 sections/classroom (allows for teachers to have empty classroom during prep period)

Example:

Courses	AHS		EHS		Combined		Potential Savings
	Students	Sections	Students	Sections	Students	Sections	
US History P	240	8	169	5	409	12	1

Total current sections at AHS + EHS = $8 + 5 = 13$

Projected sections needed in combined program =

$409 \text{ total students} / 35 \text{ students per section} = 11.68 \text{ sections} \rightarrow 12 \text{ sections}$

Total current sections (13) – Projected sections needed (12) =

1 surplus section

Department Overview: Mathematics

Courses	AHS		EHS		Combined		Potential Savings
	Students	Sections	Students	Sections	Students	Sections	
Algebra 1 P	268	11	237	9	505	16	4
Algebra 1			26		26		
Geometry P	322	11	226	8	548	17	2
Geometry			28		28		
Algebra 2 P	192	6	205	7	397	12	1
Advanced Algebra 2 P	160	5			160	5	
Pre Calculus P	124	4			124	4	
Pre Calculus HP	162	5	102	4	264	8	1
Statistics	68	2			68	2	
AP Statistics HP	32	1	21	1	53	2	
AP Calculus AB	105	3	49	2	154	5	
AP Calculus BC	55	2	18	1	73	3	
Total	1488	50	912	32	2400	74	8
FTE/Classrooms		10		6.4		14.8	1.6

Department Overview: English

Courses	AHS		EHS		Combined		Potential Savings
	Students	Sections	Students	Sections	Students	Sections	
English 1 P	275	8	151	6	426	13	1
English 1 ExP	172	5	106	3	278	8	
English 2 P	203	6	159	5	362	11	
English 2 ExP/HP	198	6	104	3	302	9	
English 3 P	196	6	69	2	265	8	
English 3 P(K)	33	1			33	1	
AP English 3 HP	174	6	67	2	241	7	1
English 4 P	274	8			274	8	
AP English 4 HP	130	4	31	1	161	5	
Creative Writing	29	1			29	1	
Journalism 1/2	28	1			28	1	
Film as Lit P (Semester)	67	2			67	2	
Get Reel Eng P			132	4	132	4	
Mental Health Matters 3/4P			94	3	94	3	
Yearbook	35	1	28	2	63	2	1
Total	1814	55	941	31	2755	83	3
FTE/Classrooms		11		6.2		16.6	0.6

Department Overview: World Language

Courses	AHS		EHS		Combined		Potential Savings
	Students	Sections	Students	Sections	Students	Sections	
French 1/1 P	32	1	82	3	114	4	
French 2 P	64	2	62	2	126	4	
French 3 P	44	2	20	1	64	2	
French 4P/4 HP	30	1			30	1	
AP French 5 HP	11				11	1	
Mandarin 1 P	35	1			35	1	
Mandarin 2 P	43	2			43	2	
Mandarin 3 P	30	1			30	1	
Mandarin 4P/4 HP	25	1			25	1	
AP Mandarin 5	21	1			21	1	
Spanish 1/1 P	139	4	174	5	313	9	
Spanish 2 P	271	8	117	4	388	12	
Spanish 3 P	203	6	90	3	293	9	
Spanish 4P/4 HP	54	2			54	2	
AP Spanish 5 HP	19	1			19	1	
Total	1021	33	545	18	1566	51	
FTE/Classrooms		6.6		3.6		10.2	

Department Overview: Science

Courses	AHS		EHS		Combined		Potential Savings
	Students	Sections	Students	Sections	Students	Sections	
Biology P	488	15	290	9	778	23	1
AP Biology HP	70	2			70	2	
Chemistry P	135	4	138	4	273	8	
Chemistry HP	229	7			229	7	
AP Chemistry HP	34	1	25	1	59	2	
AP Environmental Science HP	128	4	48	2	176	6	
Physics P			207	8	207	6	2
Physics HP	127	4	68	2	195	6	
AP Physics 1	59	2			59	2	
AP Physics 2	32	1			32	1	
Physiology P	163	5	101	3	264	8	
Total	1465	45	877	29	2342	71	3
FTE Classrooms		9		5.8		14.2	0.6

Department Overview: History-Social Studies

Courses	AHS		EHS		Combined		Potential Savings
	Students	Sections	Students	Sections	Students	Sections	
Economics P/HP (Sem)	205	7	215	3.5	420	10.5	
Government P (Sem)	150	5	73	2	223	7	
AP Government (Year)	110	4			110	4	
AP Government (Sem)			42	1.5	42	1.5	
Comparative Culture & Geography (Semester)	70	2	103	3	173	5	
US History P	240	8	169	5	409	12	1
AP US History HP	172	5	56	2	228	7	
Modern World History P	231	7	141	5	372	11	1
AP European History	175	5			175	5	
Psychology /P	94	3	38	2	132	4	1
Sociology P			25	1	25	1	
AP World History			123	4	123	4	
Total	1447	46	985	29	2432	72	3
FTE/Classrooms		9.2		5.8		14.4	0.6

Department Overview: English Language Development

Courses	AHS		EHS		Combined		Potential Savings
	Students	Sections	Students	Sections	Students	Sections	
ELD Beginning	8	1			8	1	1
Newcomer English	8	1	7	1	15	1	1
ELD Workshop			7	1	7		
Shletered US History	7	1			7	1	
ELD Intermediate	15	1	10	1	25	1	1
ELD English Level 3			28	2	28	2	
ELD Advanced	66	4			66	4	1
ELD Advanced P			19	1	19		
Social Justice & Youth Empowerment			42	2	42	2	
Total	104	8	113	8	217	12	4
FTE/Classrooms		1.6		1.6		2.4	0.8

Department Overview: Career Technical Education

Courses	AHS		EHS		Combined		Potential Savings
	Students	Sections	Students	Sections	Students	Sections	
Digital Film 1 P	103	3	63	2	166	5	
Digital Film 2 P	27	1	11	1	38	2	
Radio 1			25	1	25	1	
Radio 2			5	1	5	1	
Genomics			29	1	29	1	
Marketing Education 1	33	1	92	3	125	4	
Marketing Education 2			35	1	35	1	
Economics of Business	62	2			62	2	
CS Principles	30	1			30	1	
Computer App	66	2			66	2	
Sports Med 1	101	4			101	4	
Sports Med 2	32	1			32	1	
Total	454	15	260	10	714	25	
FTE/Classrooms		3		2		5	

Department Overview: Physical Education

Courses	AHS		EHS		Combined		Potential Savings
	Students	Sections	Students	Sections	Students	Sections	
Physical Education 9	453	10	236	9	689	13	2
Physical Education	143	3	203		346	7	
Jujitsu	65	2			65	2	
Strength Conditioning & Agility	83	2			83	2	
JROTC			97	7	97	7	
Total	833	17	552	16	1385	31	
FTE/Classrooms		3.4		3.2		6.2	0.4

Department Overview: VAPA Part 1

Courses	AHS		EHS		Combined		Potential Savings
	Students	Sections	Students	Sections	Students	Sections	
Multimedia Art	172	5	83	3	255	8	
Advanced Multimedia Art/Projects	35	1	5		40	2	
Visual Art 1	70	2	86	3	156	5	
Visual Art 2	19	1	13	1	32	1	
Visual Art 3 / Art 4	13	1	1		14		
AP Studio Art 2D/HP	4		39	1	43	2	
Ceramics 1/2			94	3	94	3	
Total	313	10	321	11	634	21	
FTE/Classrooms		2		2.2		4.2	

Department Overview: VAPA Part 2

Courses	AHS		EHS		Combined		Potential Savings
	Students	Sections	Students	Sections	Students	Sections	
Advanced/Concert Band	20	1	61	1	81	2	
Symphonic Band	29	1	30	1	59	2	
Jazz Band	31	1	4		35	1	
Musical Theater	48	2			48	2	
Beginning Band 9-12			2	1	2	1	
Beginning Guitar	32	1			32	1	
Choir	22	1			22	1	
Drama 1/2/3 P	33	1	30	1	63	2	
Theater Tech	35	1			35	1	
Jazz Dance			18	2	18	1	
Contemporary Dance 1/2/3 (includes PE)	108	3	15		123	3	
Total	358	12	160	6	518	17	1
FTE/Classrooms		2.4		1.2		3.4	0.2

Department Overview: Special Education

Courses	AHS		EHS		Combined		Potential Savings
	Students	Sections	Students	Sections	Students	Sections	
Strategic Algebra 1	16	1			16	1	
Intensive English	20	2	4	1	24	2	1
Practical English	13	1			13	1	
Practical History	13	1			13	1	
IntContSupp 9-12	42	5			42	5	
Intensive Pre Algebra	17	1	10	1	27	2	
Practical Math	14	1			14	1	
StratAcadSupp			14	5	14		
StraAcadStr	72	8	10	1	82	8	6
CommRealWorld	15	3			15	3	
TransAdultLife	220	20			220	20	
Total	442	43	38	8	480	44	7
FTE/Classrooms		8.6		1.6		8.8	1.4

Department Overview: Additional Electives

Courses	AHS		EHS		Combined		Potential Savings
	Students	Sections	Students	Sections	Students	Sections	
Computer Sci P			34	1	34	1	
AP Computer Science HP	59	2	2		61	2	
AP Computer Science Principles			21	1	21	1	
Digital Citizenship	62	2	104	3	166	5	
Leadership	68	2			68	2	
Student Government			30	1	30	1	
Academic Enrichment	15	1			15	1	
Acellus	21	3	16	6	37	6	3
Current Life Issues	230	7	55	2	285	9	
Flag Team			2		2		
Total	455	17	264	14	719	28	3
FTE/Classrooms		3.4		2.8		5.6	0.6

Department Overview: Section Summary

Courses	AHS		EHS		Combined		Potential Savings
	Students	Sections	Students	Sections	Students	Sections	
Math	1488	50	912	32	2400	74	8
English	1814	55	941	31	2755	83	3
World Language	1021	33	545	18	1566	51	0
Science	1465	45	877	29	2342	71	3
History-Social Studies	1447	46	885	29	2432	72	3
ELD	104	8	113	8	217	12	4
CTE	454	15	260	10	714	25	0
Physical Education	833	17	552	16	1385	31	2
Visual and Performing Arts (VAPA)	671	22	481	17	1152	38	1
SPED	442	43	38	8	480	44	7
Additional Electives	455	17	264	14	719	28	3
Total	10194	351	5868	212	16062	529	34

Students Per Section in Academic Departments

Department	AHS			EHS		
	Students	Sections	Students Per Section	Students	Sections	Students Per Section
Math	1488	50	29.8	912	32	28.5
English	1814	55	33.0	941	31	30.4
World Language	1021	33	30.9	545	18	30.3
Science	1465	45	32.6	877	29	30.2
History-Social Studies	1447	46	31.5	885	29	30.5
ELD	104	8	13.0	113	8	14.1
CTE	454	15	30.3	260	10	26.0
Physical Education	833	17	49.0	552	16	34.5
VAPA	671	22	30.5	481	17	28.3
SPED	442	43	10.3	38	8	4.8
Additional Electives	455	17	26.8	264	14	18.9
Overall	10194	351	29.0	5868	212	27.7
Adult SPED Program	220	20	11.0			
Overall without Adult SPED Program	9974	331	30.1			

Department Overview: FTE/Classroom Summary

Department	AHS	EHS	Combined	Savings
Math	10	6.4	14.8	1.6
English	11	6.2	16.6	0.6
World Language	6.6	3.6	10.2	0
Science	9	5.8	14.2	0.6
History-Social Studies	9.2	5.8	14.4	0.6
English Language Development (ELD)	1.6	1.6	2.4	0.8
Career Technical Education (CTE)	3	2	5	0
Physical Education	3.4	3.2	6.2	0.4
Visual and Performing Arts (VAPA)	4.4	3.4	7.6	0.2
Special Education	8.6	1.6	8.8	1.4
Additional Electives	3.4	2.8	5.6	0.6
Total	70.2	42.4	105.8	6.8

Projected FTE/Classroom Need at Peak Enrollment

	Total Combined School Enrollment	Academic Section Enrollment	Projected Number of Sections	Projected Number of FTE/ Classrooms	Projected Number of Students/ Academic Section
2017-18 Enrollment	2810	16062	529	105.8	30.4
Projected Peak Enrollment (2022-23)	3263	18780*	619**	123.8***	30.5

Assumptions:

- * Each of 453 additional students enrolls in 6 sections requiring classroom/FTE
- ** Each section is filled at the current ratio of 30.4 students/section
- *** Each classroom is used 5 of 6 periods

Projected Classroom Usage

The projected 105.8 (current) and 123.8 (peak) classrooms presented in the previous slide are based on the following assumptions:

- Each classroom is used 5 of 6 periods
- All current sections offered at both schools continue (no additional optimization via reduction of total offerings)

NB: The 30.4 students/section differs from the estimated classroom capacity (27) used in the architectural presentation.

The projection does NOT address:

- Partial classroom usage that may be dictated by unique facilities needs/context

Additionally, the section analysis leading to the 105.8 classroom projection excluded the following non-classroom-based programs:

- Students assigned to Open Periods, Library Assistant positions, student assistant positions, counseling work experience positions, and independent study
- Students in the peer counseling/restorative justice program

Overall Teaching Staff Summary

2017-18 Human Resources Staffing Analysis	AHS	EJSHS
Student Enrollment	1776	1329
Number of Teaching Staff (Total)	92	70
FTE Equivalent of Teaching Staff (Total)	78.5	65.2
Number of Teaching Staff (SPED)	15	8
FTE Equivalent of Teaching Staff (SPED)	15	7.8
Number of Teaching Staff (Non-SPED)	70	58
FTE Equivalent of Teaching Staff (Non-SPED)	63.5	57.4

NB: At both sites there are teachers who have release periods for work for which they are not the teacher of record for an enrolled group of students. This includes release periods for contractually defined roles as well as site-determined roles funded at the site level.

Source:

35 AUSD Human Resources Department

Partial Staffing Summary for Consolidated Scenario

Position Type	Current			Projected		
	AHS (18-19)	EHS (18-19)	Combined Total	Combined Total	FTE Savings	Fiscal Savings
Department Level Analysis (FTE)	70.2	42.4	112.6	105.8	6.8	\$ 607,416.00
Administration	4	3	7	5	2	\$ 285,009.90
Counseling	4	3	7	6	1	\$ 91,184.70
Teacher Librarian	1	1	2	1	1	\$ 102,578.21
College and Career Center Technician	0.875	0.8125	1.69	1	0.69	\$ 39,115.47
Treasurer	0.875	0.875	1.75	1	0.75	\$ 43,436.90
Health Clerk	0.75	0.75	1.5	1	0.5	\$ 23,799.07
Attendance Clerks	2	2	4	3	1	\$ 64,500.73
Counseling Secretary	1	1	2	1	1	\$ 60,871.96
Office Manager	1	1	2	1	1	\$ 81,391.61
Office Assistant	1	0.94	1.94	1.94	0	0
Office Specialists	1.9	0	1.9	1.9	0	0
Media Center/Textbooks	0.88	0.63	1.51	1	0.51	\$ 27,755.43
Campus Supervisor	2.63	1.88	4.51	4.51	0	0
Additional Health Benefits Savings						\$ 95,778.80
Total Projected Savings						\$ 1,522,839.00

NB: Actual staffing allocations in a combined scenario for each position may vary from the above projections.

NB: Current and projected staffing summaries will be provided for athletics, psychologists, speech and language pathologists, behaviorists, occupational therapists, and other student support related positions in future presentations.

Opportunities, Challenges, and Considerations

The following slides present, by department/area, current challenges, potential opportunities (in either a combined or non-combined program scenario), and additional considerations for the high school program(s).

NB: Staff strongly support the forthcoming 2019 strategic planning process including the community development of a renewed 'graduate profile.' Many of the opportunities, challenges, and considerations presented in the following section would be best reviewed/acted upon following such a process so that a broad range of stakeholders could be engaged.

Opportunities, Challenges, and Considerations: Science

Three year requirement for laboratory science:

- Three years needed to effectively address the Next Generation Science Standards (NGSS), adopted by the CA State Board of Education in September 2013.
- University of California (UC) 'a-g' requirements now 'strongly recommend' three years of laboratory science coursework in Biology, Chemistry, and Physics.
- Within Alameda County, 5 of 17 districts now require three years of science as part of their graduation requirements.

Other:

- Stronger embedding of environmental literacy themes in courses
- Rewriting high school courses to fully align with NGSS

Science-Specific Graduation Requirements in Alameda County

District	Years	Notes
Alameda USD	2	UC a-g
Albany USD	2	Life and Physical
Berkeley USD	2	Biological and Physical
Castro Valley USD	2	Life and Physical
Dublin USD	3	Including Biological and Physical
Emery USD	2	Life and Physical
Fremont USD	2	Including Life and Physical
Hayward USD	3	Including Life and Physical
Livermore Valley Joint Unified	2	Life and Physical
Mountain House USD	3	2 years Physical, 1 year Life
New Haven USD	2	Biological and Physical
Newark USD	2	3 'highly recommended'
Oakland USD	3	Including Biology and Physical Science
Piedmont USD	2	Life and Physical
Pleasanton USD	2	Life and Physical
San Leandro USD	2	Biological and Physical
San Lorenzo USD	3	NGSS Pathway Courses (AP OK)

Opportunities, Challenges, and Considerations: World Language

Existing courses:

- A combined program would provide access for all EHS students to the full sequences of French, Mandarin, and Spanish. Additionally, the greater number of combined students would reduce the need for double-rostering, allowing for more targeted instruction.

Other

- Opportunity to establish American Sign Language (ASL) course sequence. Community members have expressed interest in offering ASL. This would require sufficient student interest, a qualified instructor, and development of course descriptions.

Opportunities, Challenges, and Considerations: Career Technical Education (CTE)

Existing pathways:

- A combined program presents the challenge of deciding which, if any, programs to consolidate/eliminate.
- A combined program with a larger student body would allow for greater refinement in recruitment and retention. This, in turn, would increase the probability that year 2 courses and capstone courses would be fully enrolled.
- Minor facilities challenges exist in a combined scenario, particularly with regard to relocating the radio program.
- Expansion of current internships and other work-based experiences.

Other:

- A Biotechnology pathway is currently in development at AHS.
- Staff are also expanding the existing Computer Science pathway. Future plans include the collaboration with K-5 and 6-8 staff to develop an articulated plan for computer science from elementary through secondary.

Opportunities, Challenges, and Considerations: History-Social Studies

New History-Social Science Framework:

- Adopted by the CA State Board of Education in July 2016.
- During 2018-19 staff will receive training in the framework and participate in a review of instructional materials with the goal of formal adoption.

Alignment with Anti-bias Education efforts:

- AUSD has formed a partnership with Facing History and Ourselves to provide anti-bias training. Much of this training is embedded with History-Social Studies curriculum.

Ethnic Studies

- In July 2018 the CA State Board of Education approved guidelines for the 2020 Ethnic Studies Model Curriculum.
- Assembly Bill 2016 (9/2016) encourages districts to *'offer to all pupils a course of study in ethnic studies based on the model curriculum.'*

Opportunities, Challenges, and Considerations: Mathematics

Math Pathways:

- Development and implementation of new course options within existing math pathway. Potential offerings include compressed courses (1.5-2 years of content in single year) and concurrent enrollment (Algebra and Geometry in same year).
- These offerings would come as part of realigned middle school pathways with compressed course at 7th grade leading into Algebra at 8th grade. Students would still be able to reach Calculus B/C at 12th grade.

Other:

- Secondary programs have begun targeted implementation of short cycle (6-7 week) intervention programs. Future work includes expansion of these efforts as well as continued improvement of Tier I instructional practices in all classrooms.

Opportunities, Challenges, and Considerations: English Language Arts (ELA)

Existing program options:

- A combined program would allow for maintenance and potential expansion of unique options such as Film as Literature, Creative Writing, Mental Health Matters, and Get Reel.

Current/Future Work:

- Alignment of curriculum within and across grade levels. Reestablish lists of core novels, texts, literature used, and development of common assessments, including standard benchmark assessments.
- Similar to History-Social Studies, Facing History and Ourselves also provides anti-bias training based in ELA curriculum.

Opportunities, Challenges, and Considerations: Physical Education

Facilities challenges:

- A combined program would result in impacted gymnasium and field facilities.
- Opportunity may exist to develop new and unique PE offerings that could utilize different facilities. This may include the expansion of Dance and Martial Arts enrollment which also can provide PE credit.

Considerations:

- Students currently have the ability to apply for a one semester or one year PE exemption following their participation in interscholastic sports. A combined program – which may result in fewer total available spaces on sports teams – could have a minor impact on the overall number of PE sections needed.

Opportunities, Challenges, and Considerations: Visual and Performing Arts (VAPA)

Facilities Opportunities:

- A combined program would allow all students to access the full theater facilities on the current AHS campus.
- A combined program would allow all students to access the full range of programs offered across the two schools (Ceramics, Musical Theater, Choir, Jazz Dance, and Contemporary Dance are currently located entirely or primarily at one site).
- A combined program would expand the enrollment in symphonic/concert and marching band programs, allowing for the offering of multiple levels and/or a more diverse range of instrumentation. This would be supported by the consolidation of all current materials/equipment duplicated across both sites.

Opportunities, Challenges, and Considerations: Electives

Opportunities:

- Similar to other departments, a combined program would provide access for all students to the full range of all elective offerings across both sites.

Future Work:

- Revisit Current Life course. A required course for graduation, this course presents opportunities to incorporate a diverse range of content. Review of this course would be important as part of any larger exploration of an ethnic studies content requirement and/or expansion of the current digital citizenship course.

College Admissions Considerations

Universities and colleges assess each student against their ‘local context.’ This context is provided via the ‘school profile.’ This document includes a detailed description of the school’s curriculum grade/ranking procedures, test scores, course offerings, college attendance history, and extracurricular opportunities. This profile is designed to support the assessment of a student within their specific school context.

Advanced Placement (AP) Course offerings:

- BOTH AHS and EHS currently offer the following AP courses:
 - Calculus (AB/BC), English 3 and 4, Chemistry, Environmental Science, Government, USH, Studio Art, Computer Science
- The following AP courses are available ONLY at AHS:
 - European History, Spanish, French, Mandarin, Biology, Physics 1 and 2
- The following AP courses are available ONLY at EHS:
 - World History

Advanced Placement (AP): Enrollment

Percent of Students Enrolled in at last one (1) Advanced Placement (AP) Course

Student Group	AHS		EHS	
	2016-17	2017-18	2016-17	2017-18
10-12 Enrollment	59%	54%	34%	36%
English Learners	54%	58%	31%	26%
Socioeconomically Disadvantaged Students	50%	56%	31%	37%
Students with Disabilities	52%	69%	33%	46%
Asian	65%	60%	42%	39%
Black/African American	45%	49%	27%	31%
Filipino	47%	48%	22%	32%
Hispanic/Latino	40%	48%	37%	28%
Pacific Islander	33%	50%	33%	25%
Two or More Races	68%	57%	37%	47%
White	50%	50%	37%	40%

Advanced Placement (AP): Achievement

English Language & Composition (AP English 3)	Number of Students by AP Score											
	AHS						EHS					
Student Group	1	2	3	4	5	Total	1	2	3	4	5	Total
All Students	3	43	48	43	21	158	3	11	29	17	8	68
English Learners	0	0	0	0	0	0	0	0	0	0	0	0
Socioeconomically Disadvantaged	0	4	0	0	0	4	0	0	1	2	1	4
Students with Disability	0	0	1	0	0	1	1	0	0	0	0	1
Asian	0	21	20	15	11	67	1	4	9	2	1	17
Black/African American	1	1	0	1	0	3	0	1	3	1	0	5
Filipino	0	3	3	3	0	9	0	2	2	1	0	5
Hispanic/Latino	0	3	5	1	1	10	1	1	2	1	1	6
Multi-Ethnic	2	5	3	4	0	14	0	0	3	5	0	8
White	0	9	17	19	9	54	1	3	10	7	6	27
2017-18 Course Enrollment						164						80

Advanced Placement (AP): Achievement

AP United States History	Number of Students by AP Score											
	AHS						EHS					
Student Group	1	2	3	4	5	Total	1	2	3	4	5	Total
All Students	21	18	36	23	13	111	3	7	4	13	5	32
English Learners	1	0	0	0	0	1	0	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	1	0	0	1	0	1	1	1	0	3
Students with Disability	0	0	1	0	0	1	0	1	0	0	0	1
Asian	9	5	17	8	4	43	2	1	1	4	1	9
Black/African American	0	0	1	0	0	1	0	1	0	1	0	2
Filipino	3	1	2	1	1	8	0	2	0	1	0	3
Hispanic/Latino	2	3	3	0	1	9	0	0	0	0	0	0
Multi-Ethnic	1	1	5	1	0	8	0	0	1	1	0	2
White	5	8	8	13	7	41	0	3	2	6	4	15
2017-18 Course Enrollment						134						31

College Admissions Considerations, continued...

If the programs are NOT combined, some of the inequity in AP/Honors offerings - as reflected in inflated Grade Point Averages (GPAs) – could be addressed by ‘unweighting’ grades.

In an ‘unweighted’ grade point system, no ‘extra’ grade points would be awarded for an honors or AP course. An ‘A’ would earn 4 points, a ‘B’ 3, and so on. The maximum GPA would be 4.0 and reflect the student’s actual performance across all courses. In a scenario where one school continued to offer fewer honors and/or AP courses, students at that school would be able to earn a GPA on par with their peers at the school with more honors/AP options.

The school profile would clearly establish when and why the current weighting system was discontinued so that students under the new system could be assessed accurately by colleges and universities.

Additional Considerations in a Combined Scenario

The following peripheral elements of the education program present potential fiscal and programmatic benefits while presenting potential facilities/logistical challenges:

- Textbooks: Consolidation of textbooks across both programs may yield efficiencies in staffing, tracking, and purchasing. Expanded storage facilities would be required.
- Library: Potential efficiencies in staffing. Expansion of available resources would provide greater base of materials for all students. Expanded storage facilities would be required.
- College/Career Center: Potential efficiencies in staffing. Expansion of available resources would provide greater base of materials for all students.
- Technology: Consolidation of all chromebooks would increase availability as currently some devices go unused. Consolidation would also speed full coverage of all classrooms with short-throw projectors and any other technology implementations. Expanded storage facilities would be required.

Additional Considerations in a Combined Scenario

Also meriting consideration in a combined program scenario:

- **Expanded Departments:** This may introduce challenges for already large departments but could benefit those staff in smaller departments. The combined staffs would allow for increased collaboration with colleagues currently separated by geography and schedule.
- **Materials Purchases:** a combined school would eliminate redundancies and overages across the sites. This would apply to textbooks and other educational program-related materials.
- **Extracurriculars and Cocurriculars:** Students would have access to a wider range of cocurriculars, clubs, and other extracurricular activities. Availability of leadership roles within redundant activities may decrease.
- **Professional Development:** Less duplication of efforts across campuses, ability to contact full departments/staff in single/fewer trainings.

Extracurricular Opportunities

AHS			BOTH	EHS	
Acts of Kindness Club	Chess Club	Leo Club	Black Student Union	Chinese Club	Medical Outreach
Alameda Genon Amplify	Cityteam AHS	Letters to Soldiers	DECA	Code for Change	Model United Nations Club
APEN	Computer Science	Make a Day Club	Drama Club	Civics Club	National Honor Society
Arts Club	Creative Writing	Mathletes	Gender & Sexuality Alliance (GSA)	DC Club	Outdoors Club
Asian American Donor Program	Circle Dance Club	Multimedia Club	Interact	eCats	Readers International
Asian Pacific Islander Club	Disney Club	No Place for Hate	Key Club	E-Tech Club	Spike Ball
Badminton Club	Earthlings Acting Together	Paws Crossed	Muslim Student Association	Elite Dance Team	Sports Medicine
Bass Fishing Club	French Club	Poetry Club	Red Cross	Ever Forward	Swat Team
Bay Area Student Activists	Garage Band Club	Road Bike Club		Film Club	Trail Blazers
Board Games and Puzzles Club	Garden Club	Sierra Club		Flight Crew	
British Commonwealth Club	Girl Up	Singing Club		Futsal Club	
BuildOn	Golf Club	Sports Analytics		Gaming Club	
Care Club	IT Club	Tea Club		Gardening/Help Animals Club	
Chamber Music Club	Japanese Culture and Anime Club	Thirst Project Club		Girls Who Code	
	Jewish Culture Club	Tabletop Games Club		Harry Potter Club	
	Club	Upcycling Projects		Japanese Drumming Club	
	Judo Club			Jet Blast	
	Junior Statesmen of America (JSA)			JROTC	
	Latinos Unidos				

Alternate Scenarios

Consideration of any scenarios in which the 9-12 grade span is separated should be done with the knowledge that significant redundancy (entailing more costs) in course offerings will occur. This includes the 7th-9th/10th-12th and the 9th-10th and 11th-12th scenarios.

Specific courses sequences that are likely to require redundancy:

- Algebra-Algebra II
- All World Language levels 1-3
- Visual and Performing Arts (Music, Drama, Visual Art, Dance)
- Physical Education
- English Language Development
- Special Education

Similarly, any model that split the 9th-12th grades would likely result in some students not having access to specific coursework until later grades unless complete redundancy is achieved. This might include Career Technical Education and specific AP/Honors courses.

Lastly, the 7th-9th/10th-12th scenario would require 6th grade to be located at all elementary schools. This would present significant facilities challenges under the current context.

Graduation Rates (Four Year Cohort)

Student Group	AHS			EHS		
	14-15	15-16	16-17	14-15	15-16	16-17
All Students	95	94.4	95	89.2	87	90.5
English Learners	89.9	92.3	95.3	84	84.7	75
Socioeconomically Disadvantaged Students	88.2	90.2	93.8	87.6	82.2	87.3
Students with Disabilities	71.1	62	70.3	73.7	50	71.4
Asian	96	95.3	98.4	86.6	82	84.5
Black/African American	85	87.5	92	83.8	80.6	92.5
Filipino	100	94.1	88.9	96.3	100	97.8
Hispanic/Latino	90.9	87.5	85.7	87.5	91.4	83.3
Two or More Races	100	100	90.9	100	81.3	90.5
White	96	96.5	95.6	92.9	88.2	97.2

Uncertified 2018-19 Cohort Graduation Rates: 96.2% (AHS), 92.6% (EHS)

Smarter Balanced Assessment Results: Math

Percent Meeting or Exceeding Standard								
Student Group	AHS				EHS			
	2015	2016	2017	2018	2015	2016	2017	2018
All Students	55	60	58	58	36	41	36	44
English Learners	36	30	39	44	17	32	30	13
Socioeconomically Disadvantaged Students	48	52	50	49	23	43	32	28
Students with Disabilities	8	4	19	17	0	0	0	8
Asian	75	75	76	72	43	66	56	54
Black/African American	19	43	28	14	17	32	14	27
Filipino	42	35	43	63	45	44	31	38
Hispanic/Latino	22	35	22	36	21	29	49	36
White	47	58	58	59	40	30	61	50

Sources:

2015-2017: CDE CAASPP Results Site

2018: AUSD Data Warehouse

Smarter Balanced Assessment Results: ELA

Percent Meeting or Exceeding Standard								
Student Group	AHS				EHS			
	2015	2016	2017	2018	2015	2016	2017	2018
All Students	73	78	76	74	63	71	58	60
English Learners	19	40	30	28	22	29	13	20
Socioeconomically Disadvantaged Students	56	69	65	64	49	65	45	42
Students with Disabilities	23	29	43	20	7	20	0	18
Asian	79	85	85	78	53	65	65	65
Black/African American	52	62	32	50	35	56	30	36
Filipino	53	65	68	79	79	86	62	60
Hispanic/Latino	47	59	51	70	74	67	54	49
White	80	81	80	78	72	77	77	76

Sources:

2015-2017: CDE CAASPP Results Site

2018: AUSD Data Warehouse

12th Grade UC 'a-g' Readiness

Percent of 12th Grade Students Demonstrating UC 'a-g' Readiness

Student Group	AHS			EHS		
	15-16	16-17	17-18	15-16	16-17	17-18
All Students	59.4	63.4	64.7	35.6	29.6	50.2
English Learners	8.8	0	5	5	2.1	8.9
Socioeconomically Disadvantaged Students	50.5	52.9	50.8	28.4	13.3	42.6
Students with Disabilities	4.9	11.4	19.4	4.2	11.8	0
Asian	67.2	72.9	69.7	36.5	35	62.9
Black/African American	31.8	50	50	15.8	26.3	42.9
Filipino	58.8	38.9	51.6	53.6	42.9	33.3
Hispanic/Latino	32.5	43.6	53.7	27	24.4	39.5
Two or More Races	54.5	64.3	75	43.8	12	50
White	64	63.4	65.9	43.4	27	74.4
12th Grade Enrollment (# of Students)	382	413	439	239	243	257

Source:

60 AUSD Student Information System (AERIES)

Summary: Demographics and Program Number

- A combined high school program, in most areas, demographically resembles the overall Alameda Unified School District.
- A combined high school does not exceed the 35% socioeconomically disadvantaged threshold required for Title 1 in-lieu eligibility nor does it exceed the 40% unduplicated threshold required for broader flexibility of LCFF supplemental funding use.
- Within Alameda County, 5 of 6 districts comparable to (within +/- 2000 students) AUSD's total enrollment operate a single comprehensive high school with the only additional programs being continuation/alternative/independent study.
- Within Alameda County, 5 of 6 districts comparable to (within +/- 2000 students) AUSD's total enrollment operate only two middle school programs. The remaining 2 districts operate three middle school programs.

Summary: Program Offerings

- EHS and AHS both offer broad high school course programs including UC 'a-g' aligned coursework, Advanced Placement, Career Technical Education, ELD programs, Special Education services, and Visual and Performing Arts options.
- AHS offers a wider range of course offerings, particularly in the areas of Advanced Placement and World Language.
- EHS, at approximately 1000 students in grades 9-12, is unable to operate on the same economy of scale as AHS (at approximately 1740 students 9-12). This forces the reduction of total course offerings and/or the operation of courses/programs at reduced efficiency (higher cost).
- A combined program would, at a cost savings, preserve the total program offerings currently in existence at both school sites. Students at both sites would have access to course offerings not available at their current school. Students at EHS would experience a larger increase in access as a result of combining programs.

Summary: Program Efficiency

- A basic combining of current programs results in a projected savings of 34 sections, or 6.8 FTE.
- AHS and EHS, within their academic programs, have relatively similar ratios of students/section, with EHS at 27.7 students per section and AHS at 30.1 students per section (not including adult transition program)
- Due to equity-based allocations and site decisions using equity-based district funding, EHS has substantially more Teaching FTE (non-SPED) relative to student enrollment, with 57.4 FTE for 1329 total students. AHS has 63.5 FTE (non-SPED) for 1776 total students.
- A combined program yields numerous potential efficiencies across positions in addition to teaching staff. Including administration, counseling, and a range of other staff (not including athletics, psychologists, speech and language pathologists, behaviorists, occupational therapists, and other student support-related positions), potential savings are projected at \$1,522,839.
- A wide range of other program efficiencies as well as facilities complexities (largely in the area of storage) would result from a combined program. These include but are not limited to materials ordering, management of materials/resources, deployment of technology, and professional development.

Summary: Consolidation Feasibility

- A combined program using existing (18-19) master schedules projects a need for 105.8 FTE/Classrooms for academic courses. This does not include library, counseling, restorative justice center, or other non-academic course spaces.
- A combined program at peak enrollment (based upon demographer projections for 2022-23) projects the need for 123.8 FTE/Classrooms for academic courses. This does not include library, counseling, restorative justice center, or other non-academic course spaces.
- This projection (123.8 classrooms) is within the general range discussed within the architectural presentation previously. (AHS campus capacity after modernization of 1970s academic building (113 classrooms) plus potential 12 additional new classrooms)
- The projections (105.8 classrooms in 18-19 consolidation and 123.8 classrooms in 2022-23) do not reflect potential efficiencies resulting from reduction of total course/program offerings.

Summary: Additional

- Exploration of alternative scenarios that vary from the typical secondary model (6-8, 9-12) would ideally follow a comprehensive strategic planning process. As alternative scenarios have the high potential for program redundancy if comprehensive options are to be provided at multiple sites, more concrete parameters for the types of academic programs to be offered/available at specific grade levels would support an effective exploration process.
- Significant gaps in student performance exist across socioeconomic, race/ethnicity, ability, and language fluency lines. This is the case at both AHS and EHS. In any scenario - consolidated, reconfigured, or unchanged - eliminating the predictability of student outcomes along demographic lines remains the core work at each site and across the district.

Questions?