ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Committee to Consider High School Consolidation: Overview of Student Support Services

October 30, 2018

Student Support Services, Educational Services

Presentation Goals

- Provide brief overview of Student Support Services at the high schools
- Present student support data from each of the high schools
- Present current data on personnel in student support at the high schools
- Present student support staffing in other districts
- Present key findings from the Alameda Unified Mental Health Needs Assessment
- Present student survey data from each of the high schools
- Present questions that should be asked in considering the consolidation that data cannot address

Presentation Lenses

- Evaluate the current Alameda High School and Encinal Junior & Senior High School 9-12 student supports 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 student support programs to support a broader assessment of AUSD secondary program options including the equity of program offerings across the schools

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
- Student support offerings
- Availability of resources
- Unique student support offerings

Comprehensive High School Program

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

- Response to intervention period
- School based health center
- Intervention Lead to coordinate intervention, track data, deliver intervention, and lead the Coordination of Services Team meetings
- Academic counseling
- College and Career Centers

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 Student Support Offerings

- 6-12 Program
- JETS Period (Tues, Wed, Thurs)
- Restorative Justice Center

Common Student Support Features

- 9-12 CEC Program
- Mild/Moderate Special Education Program
- School Based Health Center
- Intervention Lead

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

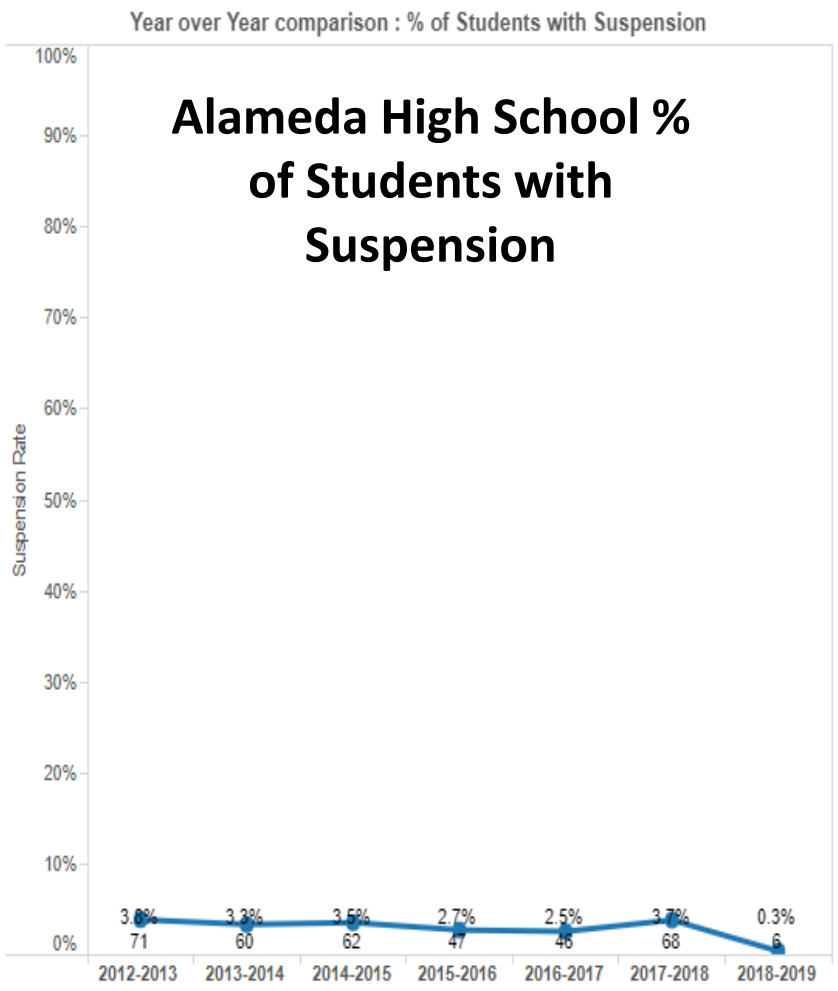
Unique Student Support Program Offerings

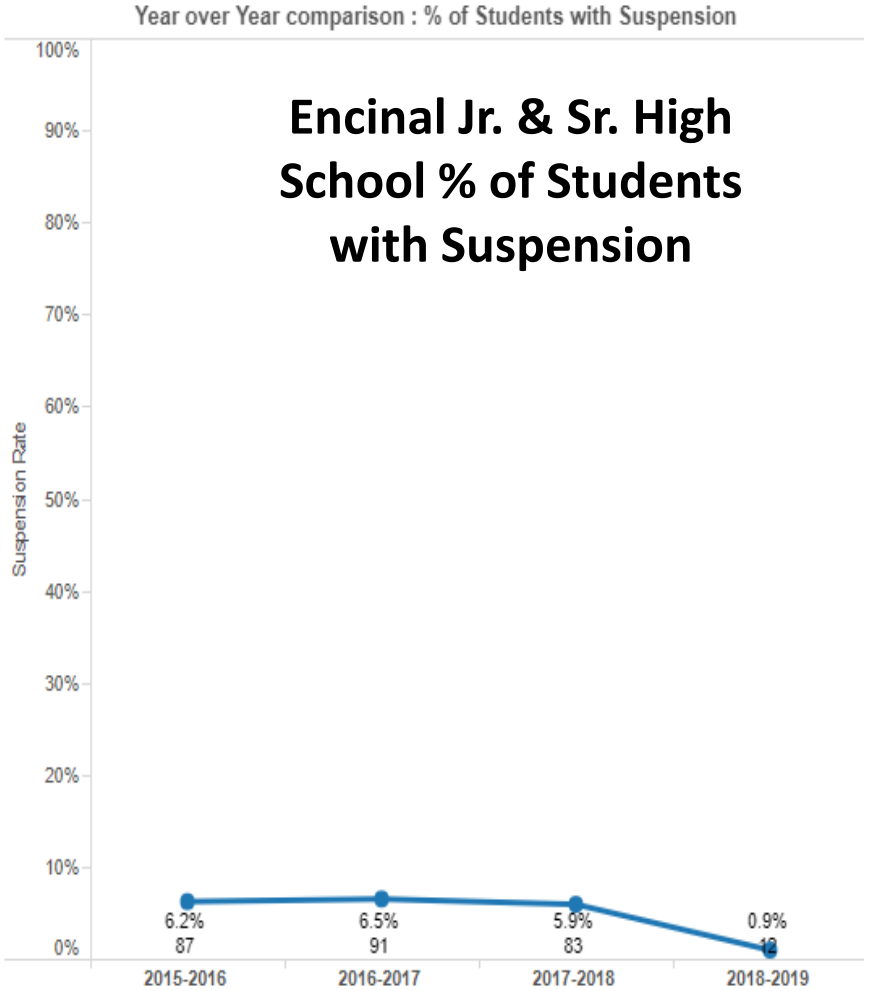
- Moderate/Severe Special Education (SPED)
- Bridge Program
- Practical Program
- Adult Transition Program
- SMART Period

Common Student Support Features

- 9-12 CEC Program
- Mild/Moderate Special Education Program
- School Based Health Center
- Intervention Lead

Alameda and Encinal Data





Alameda and Encinal Data

Alameda High School Graduation Rate

Year	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate
2014-15	461	438	95.0%
2015-16	378	357	94.4%
2016-17	420	399	95.0%

Encinal Jr. & Sr. High School Graduation Rate

Year	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate
2014-15	232	207	89.2%
2015-16	231	201	87.0%
2016-17	242	219	90.5%

Alameda and Encinal Data

Alameda High School Chronic Absenteeism

Year	Severely Chronically Absent (<79.4%)	Chronically Absent (<90.5%)	At Risk (<95.5%)
2015-16	1%	4.2%	8.9%
2016-17	3.1%	3.5%	8.1%
2017-18	3.1%	4.9%	13.5%

Encinal Jr. & Sr. High School Chronic Absenteeism

Year	Severely Chronically Absent (<79.4%)	Chronically Absent (<90.5%)	At Risk (<95.5%)
2015-16	2.1%	8.1%	12.2%
2016-17	4.1%	7.1%	16.2%
2017-18	4.5%	8.9%	14.5%

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

Source: CDE Dataquest (2017-18) data – does not include charter schools

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**		

Source: CDE Dataquest (2017-18) data – does not include charter schools

Staffing Summary for Consolidated Scenario

Position Type	Current			Projected		
	AHS (18-19)	EHS (18-19)	Combined Total	Combined Total	FTE Savings	Fiscal Savings
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
Intervention Lead	1	1				
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.

Staffing Summary for Consolidated Scenario

Position Type	Current			Projected		
	AHS (18-19)	EHS (18-19)	Combined Total	Combined Total	FTE Savings	Fiscal Savings
Special Education Teachers	13.6	6	19.6	19.6	0	0
Special Education Paraprofessionals	29	9	38	35	3	135,000
School Psychologists (10 district office)	1.2	.8	2	2	0	0
Speech Language Pathologists (13.8 district office)	1	.4	1.4	1.4	0	0
Behaviorists (4 district office)	.1	.1	.2	.2	0	0
Occupational Therapist	.4		.4	.4	0	0
Assistive Technology (1 district office)	.1		.1	.1	0	0
Deaf Hard Hearing (2 district office)	.2		.2	.2	0	0
Visually Impaired (1.0 district office)	.2		.2	.2	0	0
Special Education Administrators (3.5 district office)	.2	.1	.3	.3	0	0
McKinney Vento Counselor (1.0 district office)	.1	.1	.2	.2	0	0
Mental Health Support (5 MFT's)	1	1	2	2	0	0
Nurse (2.0 district office)	.1	.1	.2	.2	0	0
Workability (1.0 district office)	.5	.4	.9	.9	0	0
Total Projected Savings						***$ 135,000***

Staffing Summary with Like District Comparisons

Position Type	Current			Single High School Comparisons		
	AHS (18-19)	EHS (18-19)	Combined Total	San Leandro	Berkeley	Castro Valley
Special Education Teachers	13.6	6	19.6	20	22	15
Special Education Paraprofessionals	29	9	38	15	16	22
School Psychologists	1.2	.8	2	2	5	1
Speech Language Pathologists	1	.4	1.4	1.6	2	1
Behaviorists	.1	.1	.2		2	
Occupational Therapist	.4		.4	.1	1	.2
Assistive Technology	.1		.1	.1	.5	.1
Deaf Hard Hearing	.2		.2		1	.1
Visually Impaired	.2		.2		1	.1
Special Education Administrators	.2	.1	.3	.2	1	.2
Instructional Aides					23	
McKinney Vento Counselor	.1	.1	.2	.1	2	.1
Mental Health Support	1	1	2	3	6	
Nurse	.1	.1	.2	.2	2	.1
Health Educator					2	
Restorative Justice Coordinator					4	
Workability	.5	.4	.9	.5	1	.3

Staffing Summary with Like District Comparisons

Position Type	Current			Single High School Comparisons		
	AHS (18-19)	EHS (18-19)	Combined Total	San Leandro	Berkeley	Castro Valley
Administration	4	3	7	5	10	6
Counseling	4	3	7	6	11	7
Teacher Librarian	1	1	2	1	2	1
College and Career Center Support	0.875	0.8125	1.69	1	1	1
College and Career Counselor					5	
Intervention Lead	1.0	1.0	2		4	
Health Clerk	0.75	0.75	1.5	1	1	1
Attendance Clerks	2	2	4	2	3	1
Counseling Secretary	1	1	2	1	1	1
Office Manager	1	1	2	1	1	1
Office Assistant	1	0.94	1.94	2	4	4
Office Specialists	1.9	0	1.9	0		
Banking Officer	1	1	2	1	1	1
Media Center/Textbooks	0.88	0.63	1.51	1	1	1
Campus Supervisor	2.63	1.88	4.51	7	19	7
Child Welfare and Attendance	.1	.1	.2	.2	3	.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

Source: AERIES Master Schedule Report 9.17.18

Department Overview: Special Education

Courses	AHS		EHS		Combined		Potential Savings
	Students	Sections	Students	Sections	Students	Sections	
Co – taught English 9	10	1	10	1	20	2	0
Co – taught English 10	10	1	9	1	19	2	0
Co – taught English 11	9	1	10	1	19	2	0
Co – taught English 12	10	1	10	1	10	2	0
Co – taught MWH	7	1	8	1	15	2	0
Co – taught US History	9	1	19	2	28	3	0
Co – taught Gov/Econ	10	1	18	2	28	3	0
Co – taught Algebra	7	1	29	4	36	5	1
Co - taught Geo	9	1	9	1	18	2	0
Co - taught Bio	7	1	16	2	23	3	0
Co – taught Physics	0	0	16	2	16	2	0
Co - taught Chem	10	1	0	0	10	1	0
Total	98	11	154	18	252	29	1
FTE/Classrooms		2.2		3.6		5.8	.2

Source: AERIES Master Schedule Report 9.17.18

Mental Health Needs Assessment

The report consists of:

- An **Executive Summary**: summarizes key findings and key recommendations in the seven categories:
  - Three Tiers of Support
  - Coordinated Practices
  - School-wide Responsibility
  - District Capacity
  - Cultural Responsiveness
  - School-based Health Center
  - Other
  - Next Steps
- Key findings for each category listed above
- Recommendations for each category listed above
- A list of no-cost recommendations
- Budget needed to implement the recommendation to address the needs assessment
- References

Three Tiers of Support: Key Findings

- Students, parents, staff, and key stakeholders overwhelmingly reported that additional staff (counselors, therapists, psychologists, etc.) and behavioral health services, including individual, group, peer, and family counseling, are needed to address students' ever increasing behavioral health needs.
- There is a critical need to increase partnership with mental health providers and agencies that can support the district's efforts to implement a comprehensive behavioral health integrated system of support.
- While all schools and students are able to identify specific initiatives and programs that fit into each of the tiers, there is little agreement regarding which one all schools should be part of and which ones can be customized to meet an individual school's need.
- A large group of parents do not agree that consequences for not following school wide expectations are enforced fairly.

Three Tiers of Support: Key Findings (cont.)

- More than 40% of staff feels the school encourages teachers to have common procedures, hold class meetings to set goals and norms, plan activities, and identify and solve problems.
- Almost half the staff indicated confusion regarding what behaviors are handled by the teacher and what should be office managed.
- Parents, students, and staff believe more work needs to be done to building a strong sense of school community.
- Students, staff, and parents all reported that the biggest behavioral health problems for students in their schools are depression or feeling sad, anxiety, teasing, and problems at home that affect the student at school.
- Student groups overwhelmingly reported problems dealing with stress, anxiety, feeling sad or feeling hopeless, and suicidal thoughts.
- Students reported problems with drug use and abuse, especially cannabis, alcohol, and vaping.

Coordinated Practices: Key Findings

- Clarification of roles and responsibilities for all mental health related staff (e.g. Behavior specialist, Psychologist, Interns, Intervention Leads, and COST coordinators) is needed
- Systems of behavioral health support vary by site
- Clarification of the referral process is needed
- Clarification of the COST process is needed along with expectations for all sites
- The resources to meet the needs of students are woefully inadequate and at a crisis level
- Improved coordination with outside agencies is needed so it is not fragmented and is more efficient
- Consistent curriculum and programs are needed across the district and within schools for social-emotional needs
- Improved collaboration and coordination among partners is needed to share best practices and to include non-clinical partners, such as teachers

School Wide Responsibility: Key Findings

- Training of staff, parents, and key partners in identifying and referring students is needed
- Improved, targeted communication with parents, including in languages other than English, is needed
- Internal communications need improvement to better coordinate services
- The role of outside providers needs clarification to ensure alignment with district efforts and staff roles to eliminate duplication of efforts and streamline access to services
- More training is needed for all staff as it relates to addressing and managing the needs of students with specific disorders (those with ADHD, depression, autism, etc.)
- Families are facing significant issues and are hesitant to seek help/support through the school due to a variety of barriers (e.g., privacy concerns, stigma, lack of money or time to address the issues, and don't know what services are available)
- Greater awareness for staff related to the struggles students and families are dealing with; increasing empathy and problem solving approaches is needed
- Building staff/adult capacity to support students' behavioral health needs continues to be a need (recognizing the signs, trauma-informed practices, equity, inclusion, etc.)

District Capacity: Key Findings

- MTSS, PBIS, COST, the referral process for crisis support, provider roles, threat assessments, and risk assessments continue to need further development, which is a district leadership responsibility
- More training for Tier 1 strategies and clarity of expectations of all staff to implement the Tier 1 strategies are needed
- Some sites feel that PBIS and MTSS are strong and others do not feel that way
- Coordination and implementation of PBIS at this point are inconsistent across school sites with some saying it is "poor, especially at the larger schools"
- Frustration was expressed with not having a unified vision and clarity of expectations for behavioral health across the district to help create a more cohesive and equitable system of support
- The exact role of district staff and specialists is not clear across all sites
- Clear expectations for outside providers are needed
- District-wide protocols for behavioral health crises do not exist

Cultural Responsiveness: Key Findings

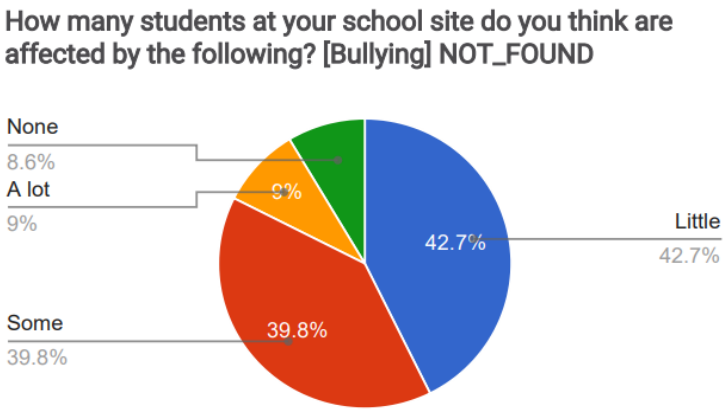
- More discussion among staff regarding cultural sensitivity and inclusion is needed
- Some classes feel welcoming to students and families and others do not
- There is a disparity regarding suspension rates in many schools, especially as it relates to African American students (low percent of enrollment, higher percent of students suspended) and special needs students
- For many it feels that teachers/adults don't really understand what students are going through and thus supports feel inadequate
- For some it feels that teachers and adults don't understand certain cultural/ethnic backgrounds, including those with lower socio-economic backgrounds
- Some teachers are more compassionate and caring; others are less so
- Some students/schools report there is not an issue with racism and others report there are issues with racism on the campus
- Some students feel that there are a lot of assumptions made about their culture which are not accurate
- Students, staff, and families feel that there is a need for a more diverse staff
- The curriculum needs to be more culturally responsive

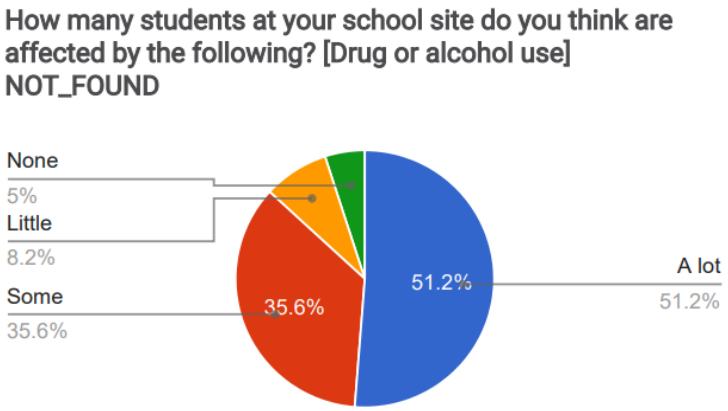
Access to School-based Health Center: Key Findings

- The goal to maximize use of the health center by students has not yet been met
- Communication, coordination, and integration between the SBHC and the high schools are in need of improvement
- Referrals to the health centers are one of the least referrals made
- Many students are aware of the health center and many indicated they did not know about it
- Many staff indicated that they did not know about the health center
- Those who know about the health center were able to name some of the services that are provided there
- The students and parents listed many barriers to accessing the health center (i.e., trust, embarrassment, lack of connection to staff, not knowing where it is, and not knowing the full scope of services)
- There is a waitlist at the Health Center to service students in need

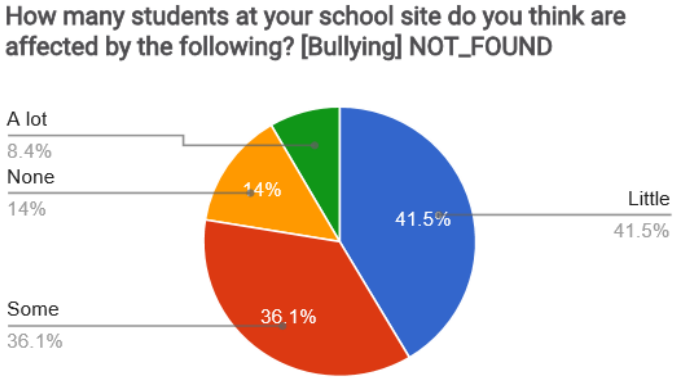
Alameda and Encinal Student Survey Data

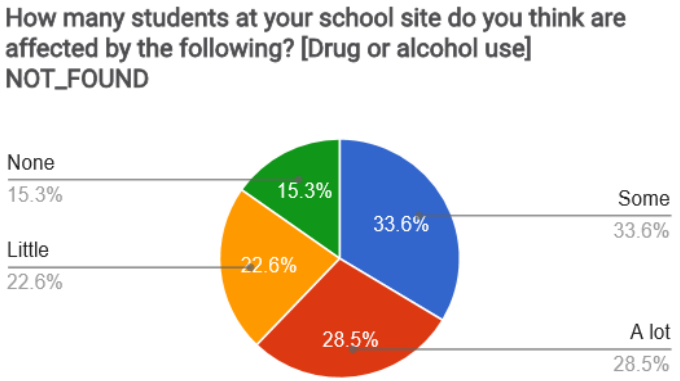
Alameda High School Mental Health Needs Assessment Survey Results





Encinal Jr. & Sr. High School Mental Health Needs Assessment Survey Results

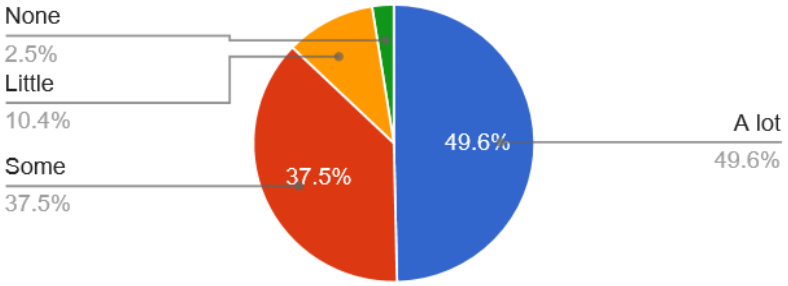




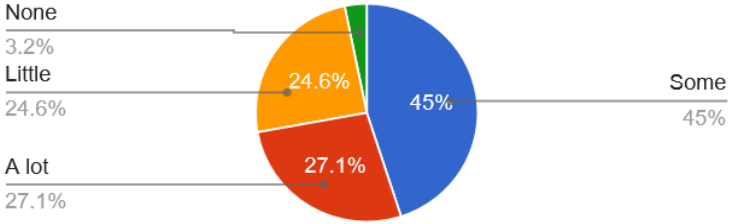
Alameda and Encinal Student Survey Data

Alameda High School Mental Health Needs Assessment Survey Results

How many students at your school site do you think are affected by the following? [Depression/feeling sad] NOT_FOUND

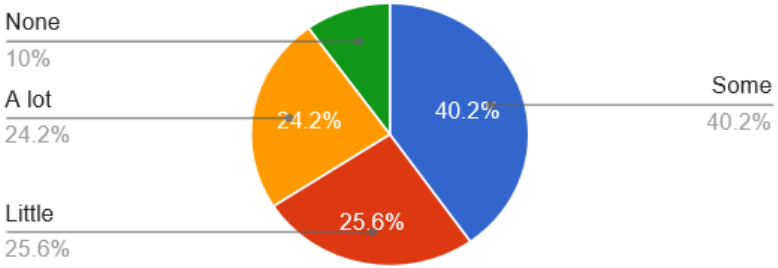


How many students at your school site do you think are affected by the following? [Feeling disconnected at school (to other students and/or staff)] NOT_FOUND

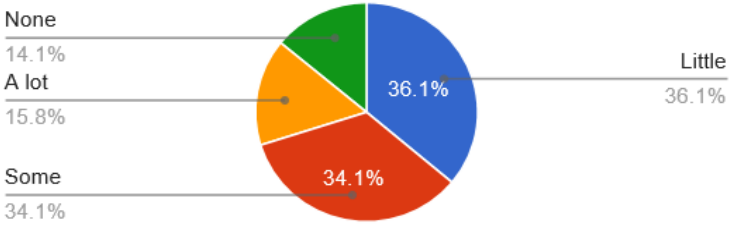


Encinal Jr. & Sr. High School Mental Health Needs Assessment Survey Results

How many students at your school site do you think are affected by the following? [Depression/feeling sad] NOT_FOUND



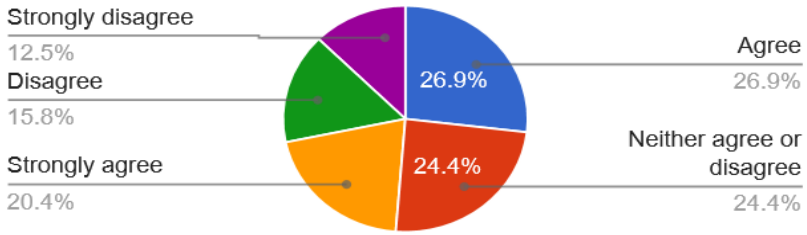
How many students at your school site do you think are affected by the following? [Feeling disconnected at school (to other students and/or staff)] NOT_FOUND



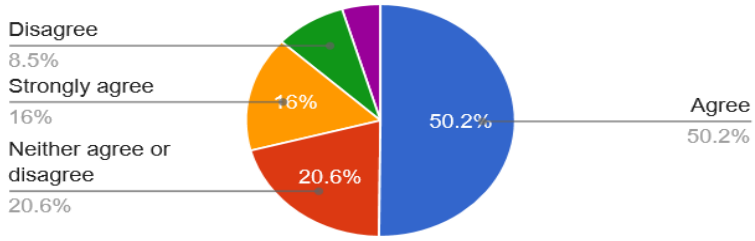
Alameda and Encinal Student Survey Data

Alameda High School Mental Health Needs Assessment Survey Results

How much do you agree with the following statements about your school? [I have an adult on campus I can go to and trust if I need extra support] NOT_FOUND

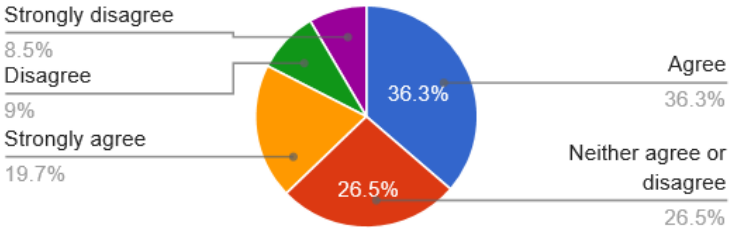


How much do you agree with the following statements about your school? [Teachers show respect for and care about me.] NOT_FOUND

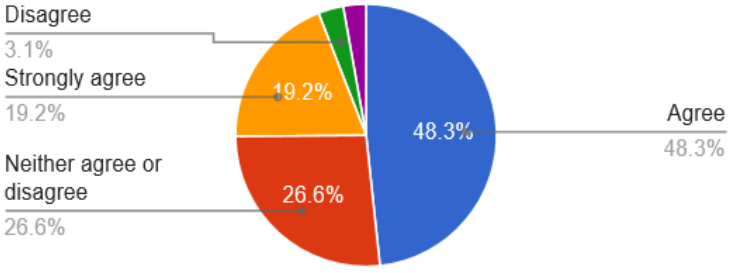


Encinal Jr. & Sr. High School Mental Health Needs Assessment Survey Results

How much do you agree with the following statements about your school? [I have an adult on campus I can go to and trust if I need extra support] NOT_FOUND



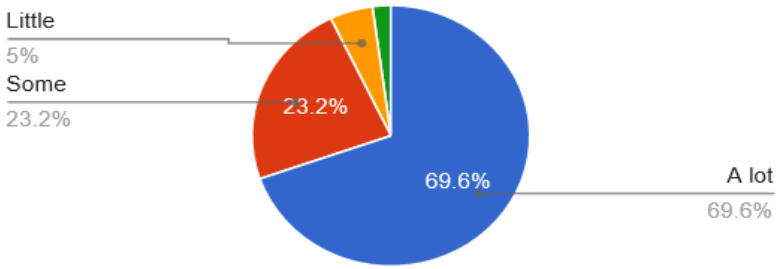
How much do you agree with the following statements about your school? [Teachers show respect for and care about me.] NOT_FOUND



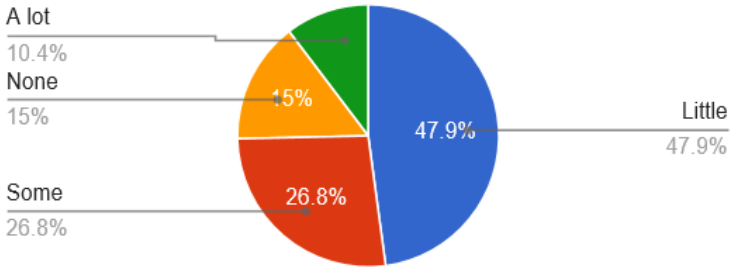
Alameda and Encinal Student Survey Data

Alameda High School Mental Health Needs Assessment Survey Results

How many students at your school site do you think are affected by the following? [Feeling worried, anxious or stressed] NOT_FOUND

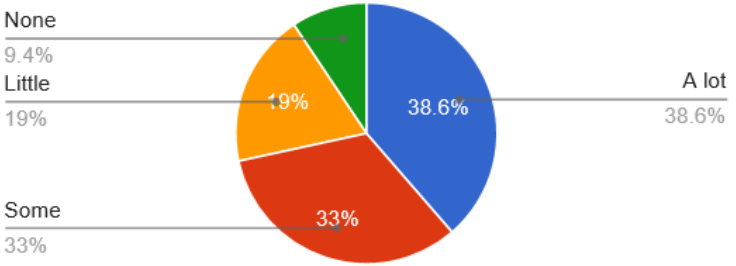


How many students at your school site do you think are affected by the following? [Feeling unsafe (due to violence, fights, threats)] NOT_FOUND

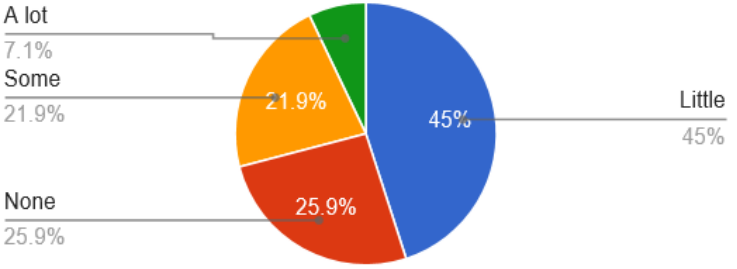


Encinal Jr. & Sr. High School Mental Health Needs Assessment Survey Results

How many students at your school site do you think are affected by the following? [Feeling worried, anxious or stressed] NOT_FOUND



How many students at your school site do you think are affected by the following? [Feeling unsafe (due to violence, fights, threats)] NOT_FOUND



Alameda and Encinal Mental Health Survey Summary

Bullying

- At AHS 48.8% of students surveyed feel a lot or some students are affected by bullying
- At Encinal 44.5% of students surveyed feel a lot or some students are affected by bullying

Drugs and Alcohol

- At AHS 86.8% of students surveyed feel a lot or some students are affected by drug and alcohol use
- At Encinal 62.1% of students surveyed feel a lot or some students are affected by drug and alcohol use

Depression

- At AHS 87.1% of students surveyed feel a lot or some students are affected by feelings of depression
- At Encinal 64.4% of students surveyed feel a lot or some students are affected by feelings of depression

Alameda and Encinal Mental Health Survey Summary

Feeling Disconnected from Staff and Students at School

- At AHS 71.1% of students surveyed feel a lot or some students are affected by feeling disconnected to school
- At Encinal 49.9% of students surveyed feel a lot or some students are affected by feeling disconnected to school

Connection to an Adult on Campus

- At AHS 39.4.8% of students surveyed strongly agree or agree that there was an adult on campus they could go to for extra support
- At Encinal 56% of students surveyed strongly agree or agree that there was an adult on campus they could go to for extra support

Teachers Show Respect and Care

- At AHS 66.2% of students surveyed strongly agree or agree that teachers show respect and caring for students
- At Encinal 67.5% of students surveyed strongly agree or agree that teachers show respect and caring for students

Alameda and Encinal Mental Health Survey Summary

Feeling Worried, Anxious, or Stressed

- At AHS 92.8% of students surveyed feel a lot or some students are affected by feeling worried, anxious, or stressed
- At Encinal 71.6% of students surveyed feel a lot or some students are affected by feeling worried, anxious, or stressed

Feeling Unsafe due to Violence, Fights, or Threats

- At AHS 37.2% of students surveyed feel a lot or some students are affected by feeling unsafe due to violence, fights, or threats
- At Encinal 29% of students surveyed feel a lot or some students are affected by feeling unsafe due to violence, fights, or threats

Questions to Consider

- The data from the mental health needs assessment student survey shows that Alameda High School has some significant gaps in school connectedness. Will increasing the number of students on one campus intensify these issues?
- Will there be enough break-out spaces for over 3,000 students to accommodate the growing need for small group intervention?
- Where will staff meetings and professional development take place for a staff of 160 people?
- Currently passing period for Encinal is five minutes, Alameda High is seven minutes and with an increase in student population the passing period time will probably have to increase to 10 minutes due to crowding. Will this take away from instructional minutes?

Questions to Consider

- Encinal's chronic absenteeism rate is higher than Alameda High's. How will making students attend school further from their homes affect the absenteeism rate?
- Encinal's socioeconomically disadvantaged student population is higher than Alameda High School. How will this affect transportation to school?
- More students at AHS report that students feel unsafe, stressed, and are struggling with depression at a much higher rate than Encinal. How will consolidating schools increase or decrease these feelings?
- Knowing the key findings from the mental health needs assessment, how will consolidating the two high schools address the needs of our students?
- In districts that have two high schools, what do they do differently?
  - Example: San Lorenzo – no boundaries, open enrollment into specialized programs at each school

Considerations

- 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.
- If truly considering school consolidation, a team of students, staff, and community members should visit large high schools to ask both qualitative and quantitative questions to get a better idea of the plausibility of one comprehensive high school in Alameda.

Opportunities, Challenges, and Considerations

The preceding slides present 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.

Questions?