



Update: Summary of Staff Presentations to the Committee to Consider High School Consolidation & Alternative Scenarios

November 27, 2018

Background

- At its April 24, 2018 meeting, the Board of Education directed staff to prepare a timeline for the process of evaluating a high school consolidation.
- At its May 8, 2018 meeting, the Board of Education directed staff to continue with the design work at Encinal Jr. & Sr. High School but delay demolition and new construction.
- At its May 22, 2018 meeting, the Board directed staff to convene a committee of parents/guardians, staff, and students to review data and provide a report to the Board that lays out several scenarios for what a District with one comprehensive high school would look like.
- In tonight's presentation, staff will update the Board on presentations made to the Committee.

Summary of Presentations

- Enrollment Projections – September 4, 2018
- Site Capacity – September 17, 2018
- Educational Programs – October 2, 2018
- Student Support Services (including special education and intervention) – October 30, 2018
- Athletics – November 8, 2018
- Impact on neighborhood and wider Island community (e.g., parking, transportation, local business areas) – scheduled for December 4, 2018

Enrollment Projections

- Davis Demographics presented the 10-year demographic projections for Alameda Unified on September 4, 2018.
 - Population trends
 - Housing resales
 - New housing projects
- Davis Demographics projects a slight increase in student population over the next 10 years.
 - High school student count peaking at 3,263 in 2022-23

Facility Criteria for Consolidation

- QKA presented the capacity for housing both AHS and EHS students at Alameda High School at the September 17 meeting.
- Staff used student population projection made by Davis Demographics and matched it with classroom count to determine consolidated campus needs.
- Consideration for programs with specialized classroom needs, including:
 - Arts & Music
 - Science & Career Technical Education (CTE) Labs
- Reviewed impacts to support facilities
- Alteration of existing buildings to accommodate classroom requirements
- Additional classrooms might be needed for future growth

Available Spaces at Alameda High Campus

- Approximately 121 classrooms will be available after Historic Alameda High School modernization.
- If the schools were consolidated, the AHS's 1970's Academic Building would have to be modernized to provide more large spaces for Science, Art, Music, and CTE.
 - This would create 7 **new** Science/ CTE labs and 3+ **new** Art/Music classrooms
 - It would also reduce the **total** number of classrooms in the 1970's Academic Building
- The contractual maximum class size is 1:35, but using 1:27 allows for prep time in classrooms and some class scheduling inefficiency.

Facilities

- From a facilities perspective, Encinal and Alameda High Schools may be accommodated at Alameda High School, although it may be challenging.
- By classroom count, there is a shortfall of classrooms. A consolidated high school schedule was projected using 2018-19 actual enrollment.
- For consolidation to work, the 1970's Academic Building requires modifications. This could be an 18 to 24-month process. If the new classroom building is not built at Encinal High School, those funds could be used for this renovation.

Presentation Components: Teaching and Learning

- Provided brief overview of AUSD high schools
- Presented demographic composition and staffing analysis for AHS and EJSHS
- Presented deeper dive into current program offerings at EJSHS and AHS
- Projected composition and structure of consolidated high school program
- Reviewed comparison of high school conformations within county
- Presented opportunities, challenges, and considerations for current comprehensive high school structure and potential consolidated structure

Fiscal Implications: Teaching and Learning

- Combining the current AHS and EHS programs yields a projected savings of 6.8 FTE due to increased efficiency. This projection does not include any additional optimization of overall offerings.
- The combined program (without additional optimization) requires a projected 106 classrooms at current enrollment levels and 124 classrooms at peak demographic projections. This assumes each classroom is used 5 of 6 periods and an average of 30.4 students/section.
- Additional savings are projected as a result of consolidation across the range of non-classroom teacher positions including administration, front office, and support positions.

Summary Comments: Teaching and Learning

- 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).

Summary Comments: Teaching and Learning

- 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.
- A consolidated program would yield additional efficiencies while introducing new logistical complexities in a range of areas including materials ordering, library services, college and career counseling, technology use, professional development, and extracurricular/co-curricular opportunities.

Summary Comments: Teaching and Learning

- 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.

Presentation Components: Student Support Services

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

Key Findings and Questions to Consider: Student Support Services

- 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?

Key Findings and Questions to Consider: Student Support Services

- 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.

Presentation Components: Athletics

- Provided overview of AUSD high school athletic program
- Presented details of current program offerings at EJSHS and AHS
- Projected program opportunities with consolidated high school program
- Presented staffing analysis for AHS and EJSHS
- Presented current athletic facilities
- Presented scenarios for potential athletic facilities
- Presented opportunities, challenges, and considerations for current comprehensive high school structure and potential consolidated structure

Key Findings and Questions to Consider: Athletics

- Potential savings would allow for introduction of new programs
 - Lacrosse & Wrestling
- Number of participating students would not significantly change
 - Some sports, such as Basketball and Volleyball, may see some limitation on number of participating students
 - Students would be able to play in more age appropriate settings with introduction of Frosh teams
- Most facilities at both schools are aging and require heavy maintenance on regular basis
 - Lack of all weather fields and lack of regulation track
- There is potential to unify athletic facilities
 - This is not dependent on consolidating high schools

Next Steps

- Presentation to Committee on December 4, 2018
 - Community Impact (Transportation, Traffic, and Parking)
- Committee Report to the Board in late January or early February
- Board discussion and guidance
 - Consolidation and other scenarios
 - Encinal construction timeline and scope