

Master Plan Scenario B: Closures and Consolidations Update

November 9, 2010

Master Plan Scenario B (Phase I and II)

With failure of the Parcel Tax, the Board directed AUSD to plan for consolidation/closure of schools.

Phase I

“The Superintendent’s implementation plan shall recommend restructuring and/or closure of one or more of the District’s secondary schools (middle and high schools). The plan shall also recommend the closure of one or more elementary schools for implementation at the commencement of the 2011-2012 school year.”

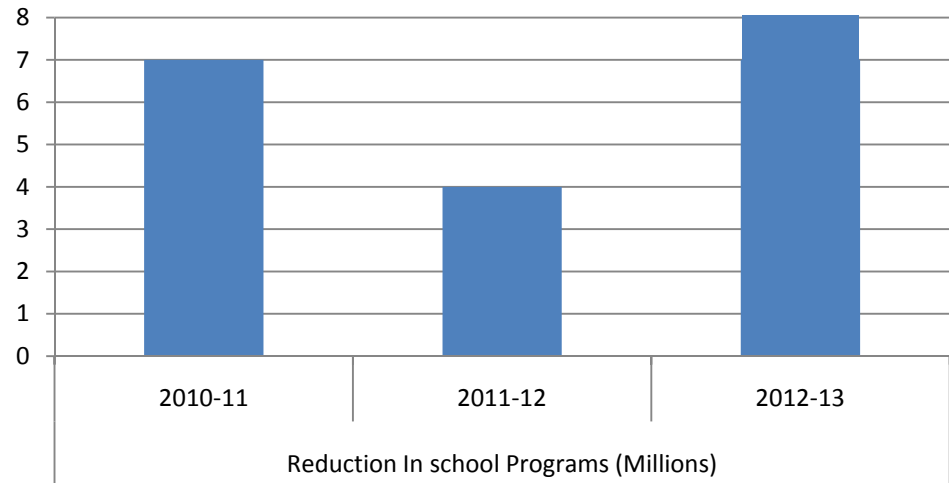
Phase II

“Phase 2 of the Superintendent’s implementation plan shall recommend restructuring and/or closure of additional elementary schools to realize the maximum cost savings for implementation at the commencement of the 2012-2013 school year.”

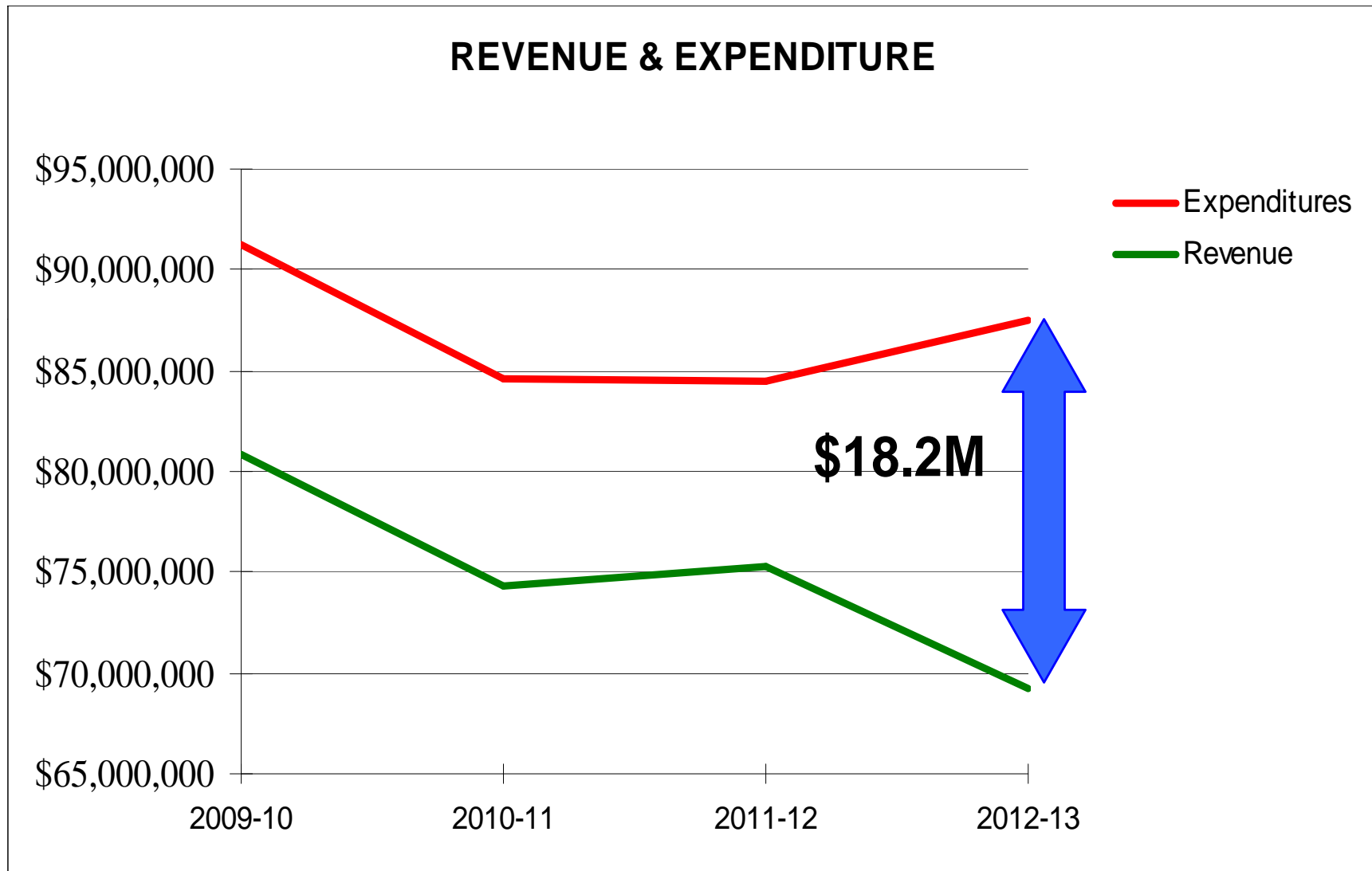
The Board of Education decides on an option on December 14.

Summary of AUSD Budget Deficit

- **AUSD is experiencing a structural deficit.**
- **AUSD is surviving on one-time monies.**
 - Parcel taxes from Measure A and H expire in 2012-2013.
 - Temporary categorical funding flexibility from the California Department of Education is set to end in 2012-2013.
- **Failure of parcel tax in June of 2010**
- **AUSD multi-year budget**

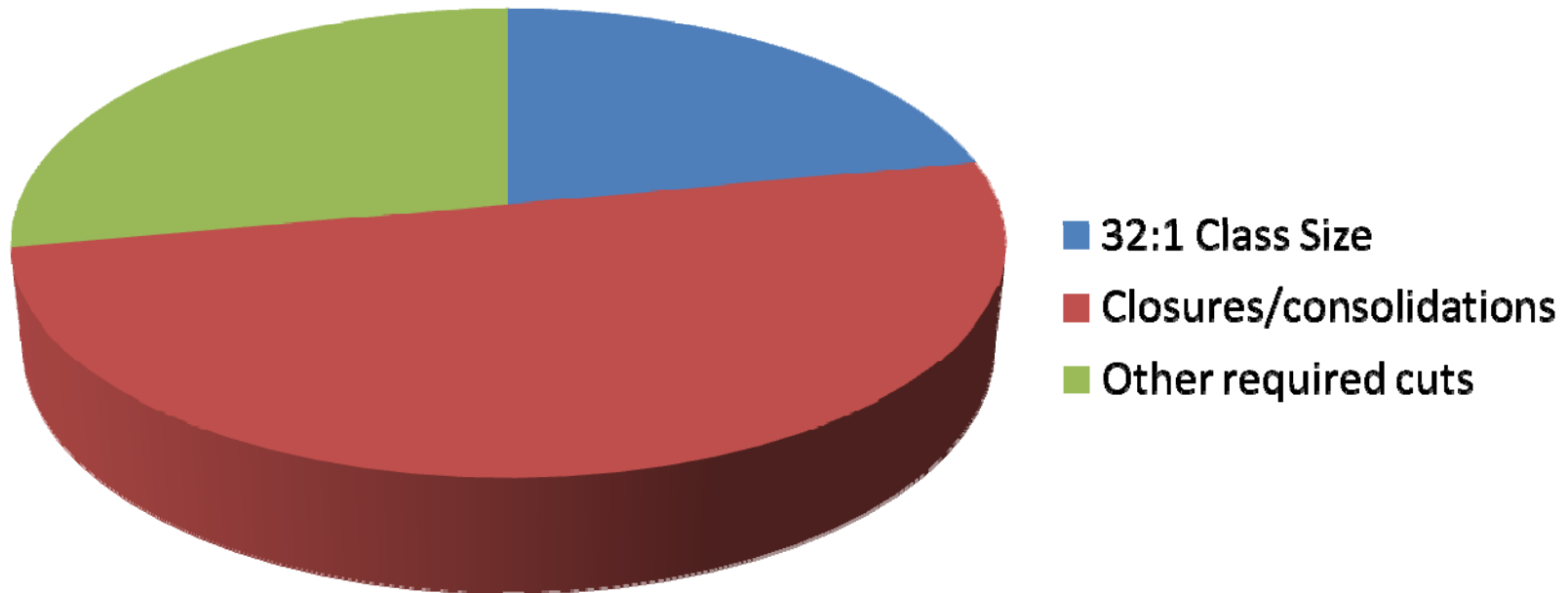


Projected Revenue & Expenditure (as of 3/2010)



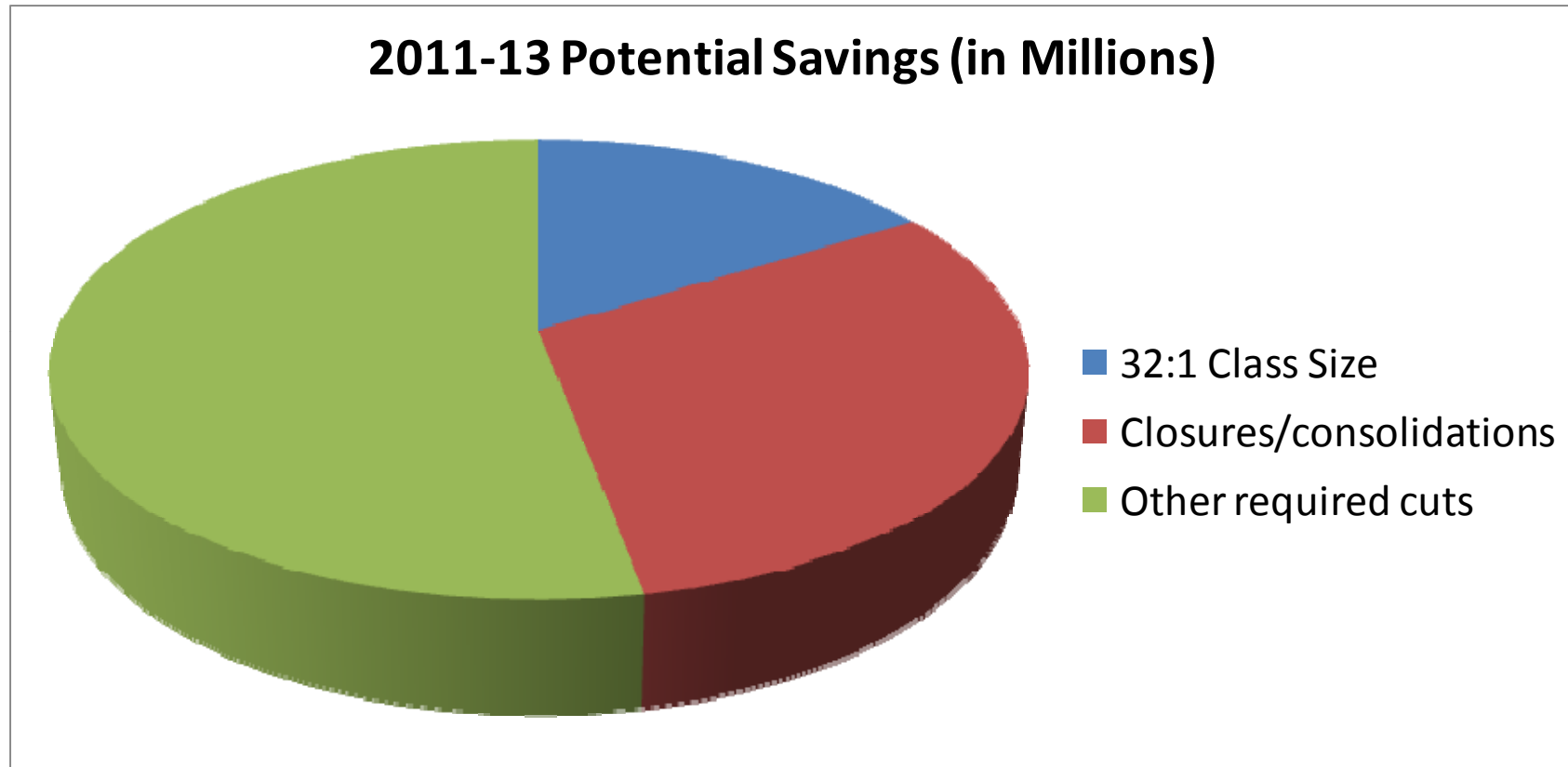
Budget Realities: Limited Economic Benefits

2011-12 Potential Savings (in Millions)



Bottom line: Even with Scenario B closures/consolidations and increased class sizes, AUSD must make other cuts.

Budget Realities: Limited Economic Benefits



Bottom line: Even with Scenario B closures/consolidations and increased class sizes, AUSD still must make drastic cuts.

AUSD Budget Cuts Ahead

- AUSD must still cut up to \$5 million in 2011-2012.
- AUSD must cut another \$8 million in 2012-2013.
- That's \$13 million on top of \$7 million we just cut.
- Failure of the Parcel Tax in June 2010 along with sunset of Measure A and Measure H now force AUSD to plan and enact Master Plan Scenario B, wherein AUSD schools may be closed/consolidated in a Phase I/II approach in 2011-12 and 2012-13.

Key Criteria for Closure/Consolidation

- The following criteria list “factors that must be considered for Phase I of the implementation plan” according to the Board Resolution 10-0083 adopted on June 29, 2010.
 - **Cost savings and economic benefits**
 - **Quality of instructional program**
 - **Facility needs and requirements**
 - **Maintaining neighborhood schools where possible**
- According to Board Resolution 10-0083, “Phase II will recommend closure/consolidation of additional elementary schools to realize additional cost savings.”

Public Feedback Update

Online survey response to Option I: Alameda and Encinal High Schools would be reconfigured as 7-12 secondary schools (closing Wood and Lincoln Middle Schools). All AUSD elementary schools would be reconfigured as K-6 schools.

I would consider this option 58 %	I would not consider this option 42 %	Total respondents 415
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- Community Feedback forms: 278 forms have been returned to date.
- Option I was selected as a top choice by 55% of the respondents.
- Most requests for additional information included the following:
 - More information regarding a possible 7-12 option
 - More detail regarding K-8 potential for all schools
 - Concern regarding mega-elementary schools
 - Criteria for closing particular school sites
 - What will happen if the next Parcel Tax passes?

Online Survey	Most Important	Important	Somewhat Important	Least Important	Average
Economic benefit/ cost savings	4%	20%	29%	36%	2.74
Quality of Instruction	62%	24%	3%	1%	1.23
Facility needs and requirements	2%	19%	43%	26%	2.72
Maintaining neighborhood schools if possible	31%	32%	13%	19%	2.10

Considerations for Closure/Consolidation

- Tonight the following information will be presented to help inform further discussion and to review the following considerations:
 - Alternative options responding to ongoing Board direction, community feedback and further analyses of requirements for Phase I and Phase II if an upcoming parcel tax does not pass.
 - Review of facility requirements as well as analysis of required boundary changes and revised site facility modifications to implement options considering potential for 32:1 class size and also the requested consideration of K-8 schools at 32:1.
 - Review, as requested, of research on considerations of the effects of school size and class size.

Assumptions: Scenario B Phase I

- Class sizes for grades 7-12 are at a 32:1 student-teacher ratio for grades 7-8 and at a 35:1 student-teacher ratio for grades 9-12.
- All elementary class sizes for grades K-6 (or K-8) are at 32:1.
- Cost for initial modifications to sites will represent one-time costs.
- A standard classroom is more than 700 square feet. (Master Plan)
- Not counted are smaller spaces that are less than 700 square feet.
- All elementary schools will be able to maintain a media center, multi-purpose area and 1 computer lab.
 - Some will have media center/computer lab (lab in media center).
 - Some schools require a classroom to accommodate a computer lab.

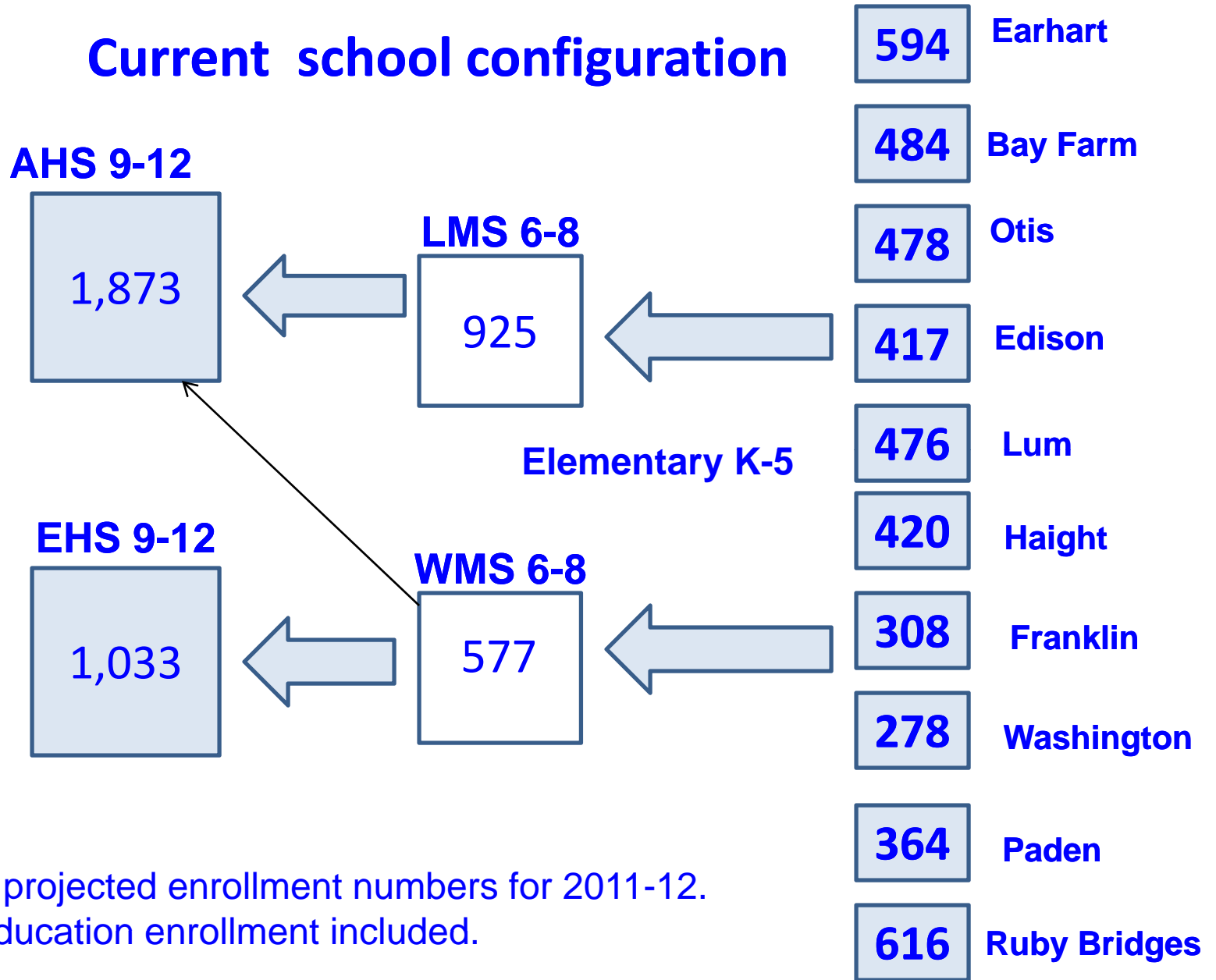
Assumptions (continued)

- A six-period school day for grades 7 & 8 would save money and increase instructional hours for core academic areas for those grades (approx. 50 minutes per week per core academic subject).

Approximate cost savings: \$780,000

- Cost for initial modifications to sites will represent one-time costs.
- Savings realized by either closing a school or increasing class sizes will represent ongoing savings over time.
- Negotiations with AEA will be required.

Current school configuration



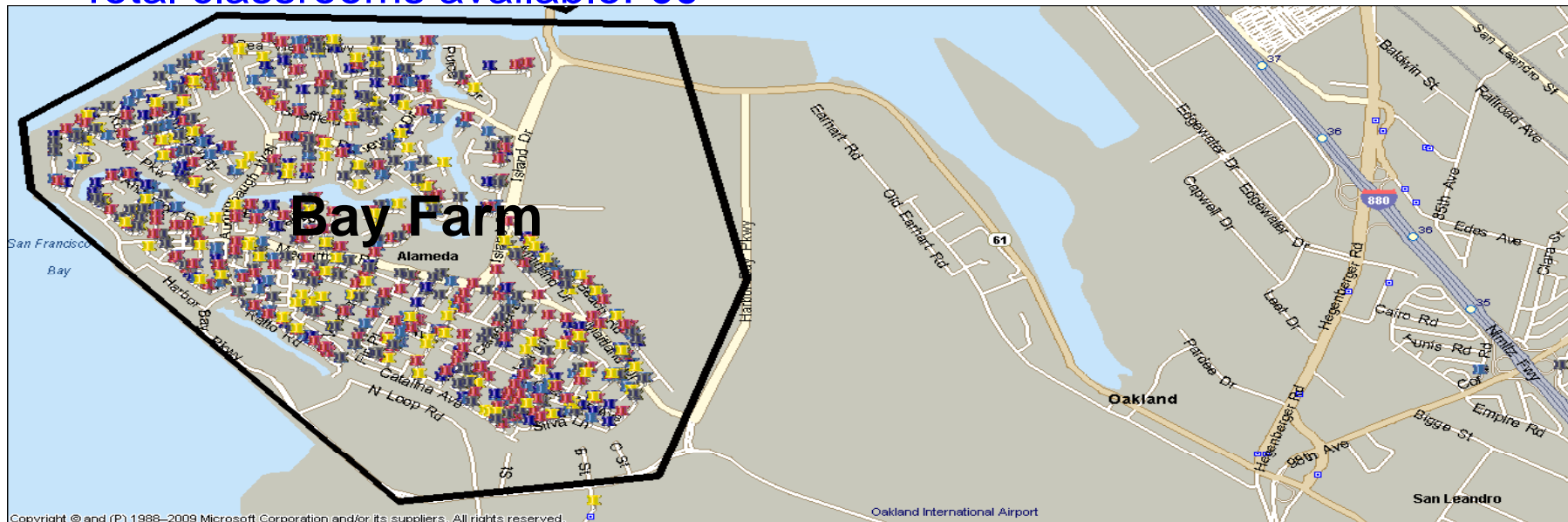
Classrooms Needed Based on AUSD Region: Bay Farm

Current Alameda residence only

Grades	K	1	2	3	4	5	6	7	8	total
Number of students	160	170	160	194	172	190	186	144	184	1560
Classrooms needed	5	6	5	6	6	6	6	5	6	51

Bay Farm (Bay Farm Island)
Total classrooms available: **60**

Schools: Earhart & Bay Farm

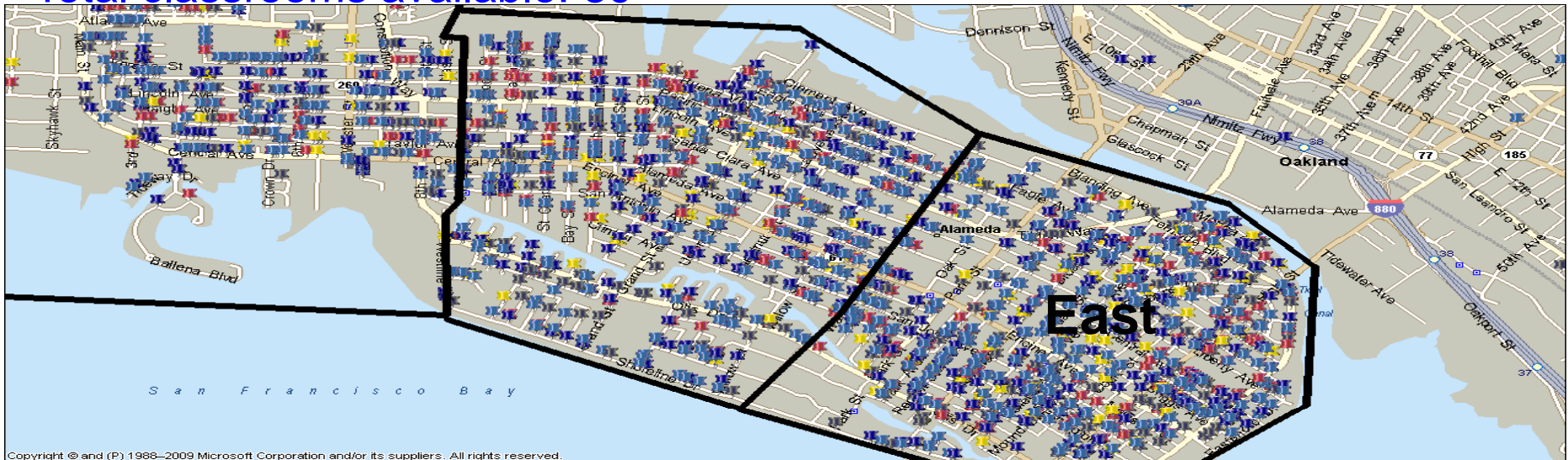


Classrooms Needed Based on AUSD Region: East

Current Alameda residence only

Grades	K	1	2	3	4	5	6	7	8	total
Number of students	176	199	159	179	165	165	157	150	175	1525
Classrooms needed	6	7	5	6	5	5	5	5	6	50

East (Walnut Street to the estuary) School: Edison, Lincoln & Otis
 Total classrooms available: **80**

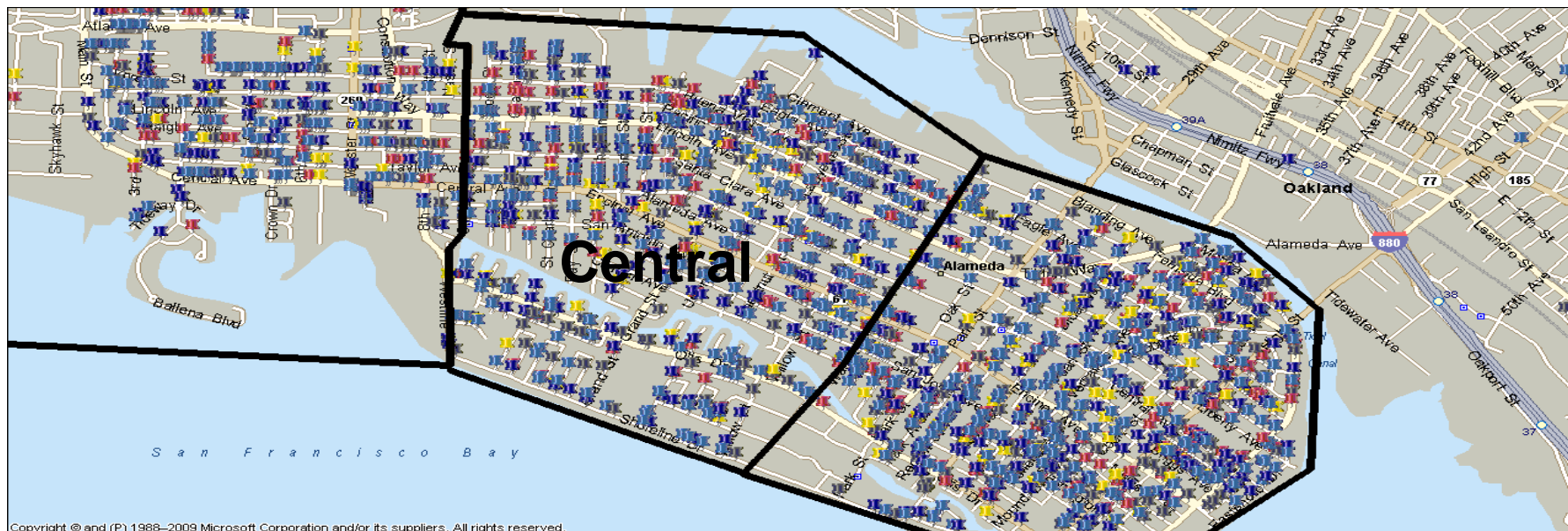


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Classrooms Needed Based on AUSD Region: Central Current Alameda residence only

Grades	K	1	2	3	4	5	6	7	8	total
Number of students	180	176	211	209	187	210	162	157	185	1677
Classrooms needed	6	6	7	7	6	7	6	5	6	56

Central (9th to Walnut) Schools: Franklin, Haight, Lum, Wood, Washington
Total classrooms available: **120**



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Classrooms Needed Based on AUSD Region: West

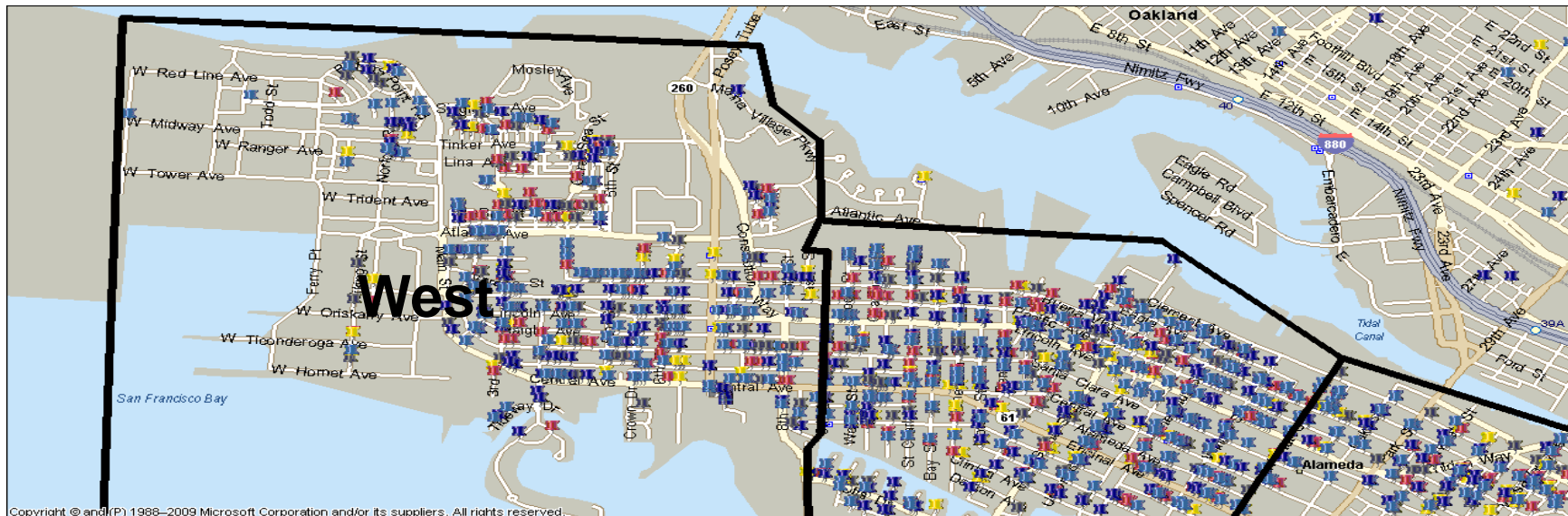
Current Alameda residence only

Grades	K	1	2	3	4	5	6	7	8	total
Number of students	210	204	203	186	146	173	153	132	151	1558
Classrooms needed	7	7	7	6	5	6	5	4	5	52

West (9th to the SF Bay)

School: Ruby Bridges & Paden

Total classrooms available: **59**

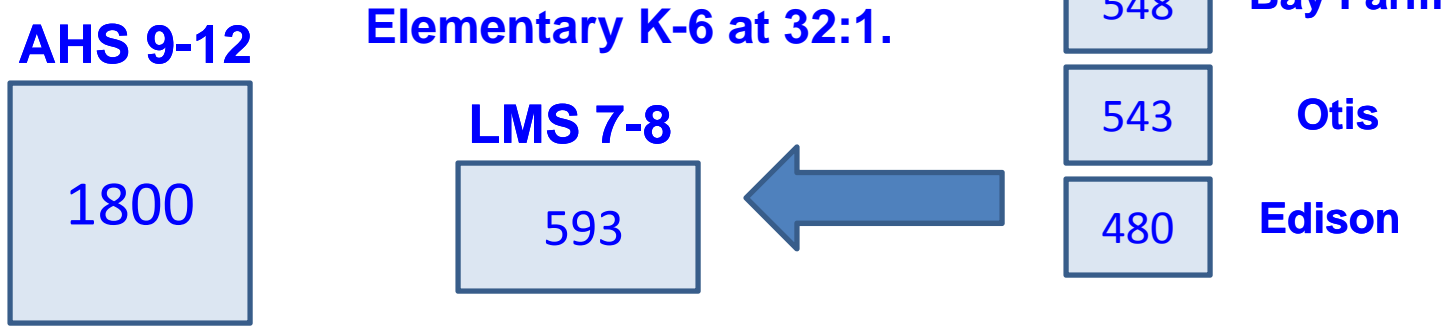


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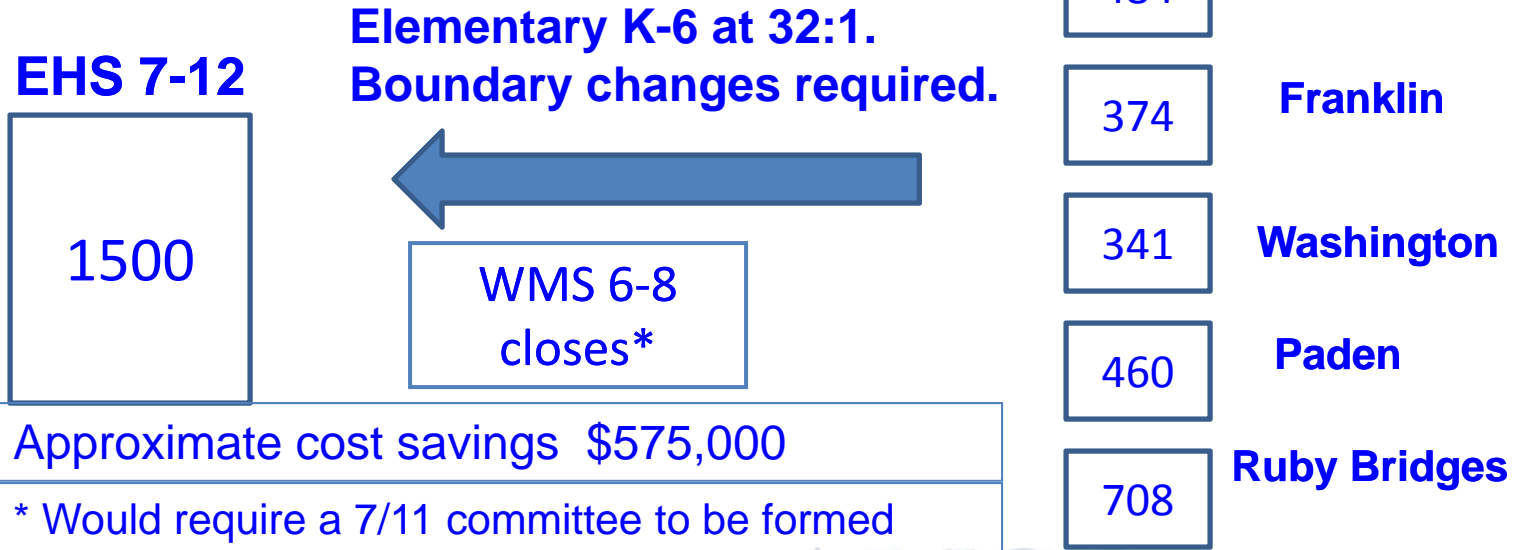
Overview of Revised Scenario Planning

- A new option presented here now incorporates planning based on addressing stakeholder input on facility challenges, concerns of overcrowding and a need to maximize capacity at school sites. These considerations are now based on the feedback gathered from the following sources:
 - Public engagement hearings
 - Feedback forms from those hearings
 - Online survey responses to date
 - Further staff analysis

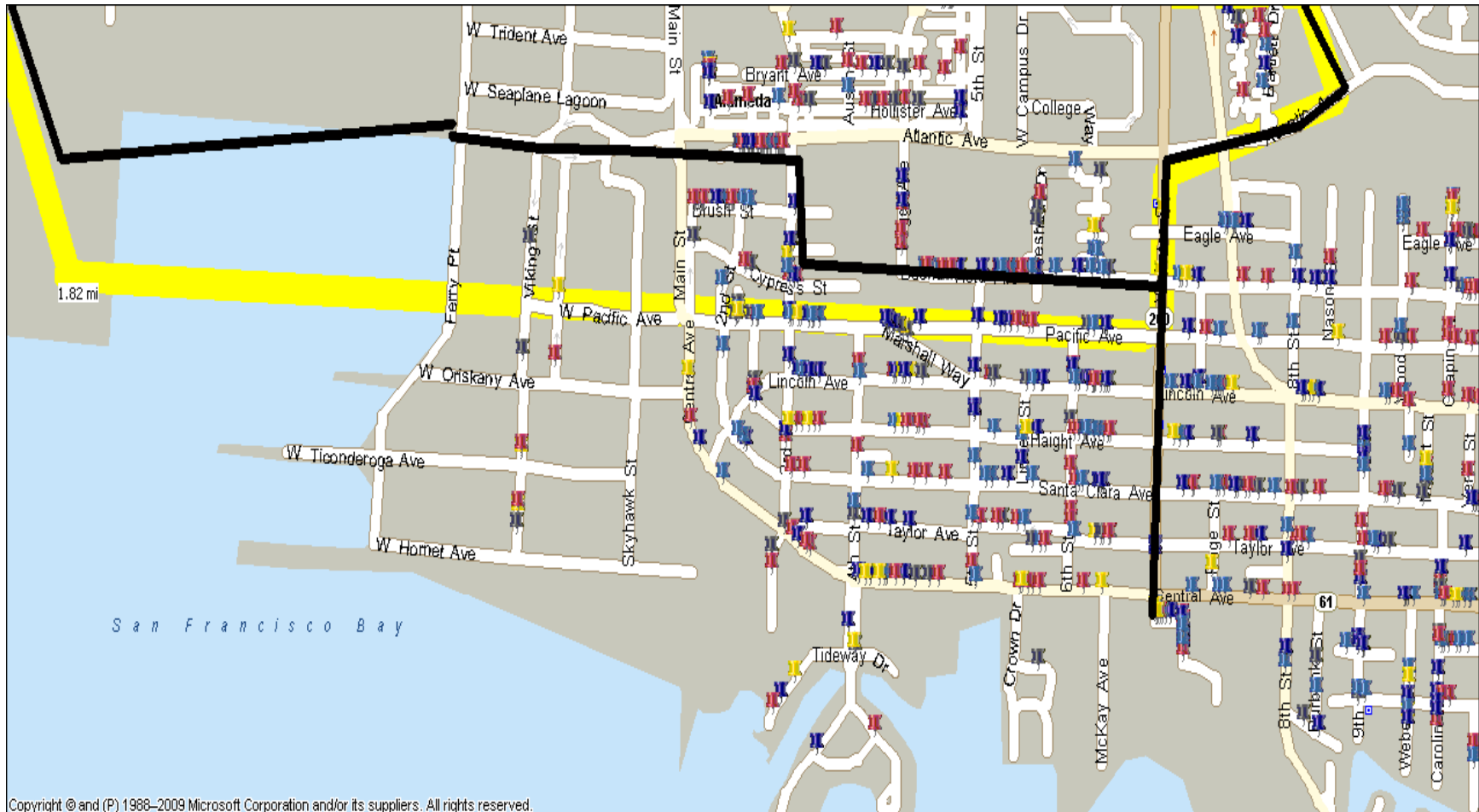
Proposed Phase I



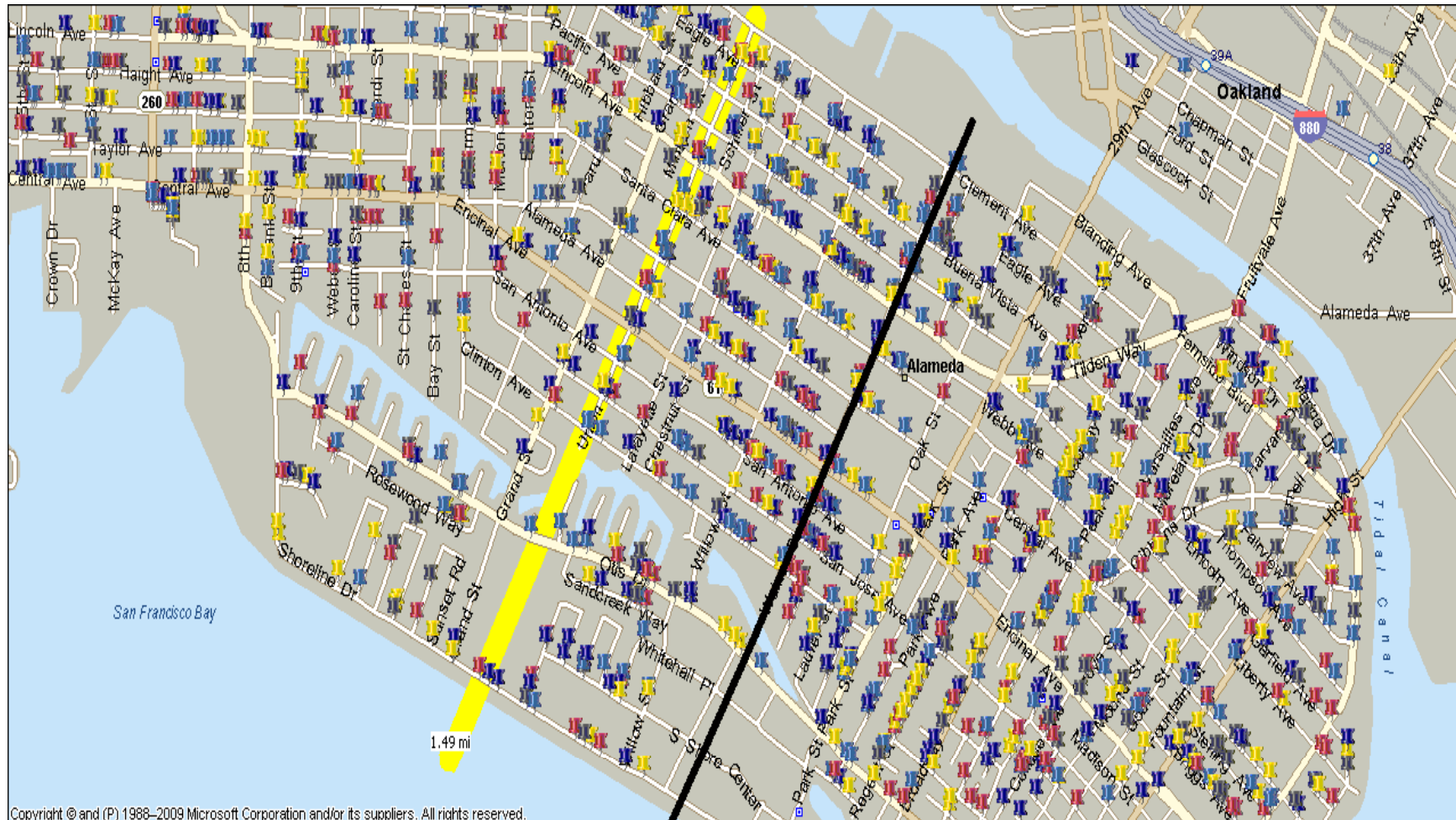
Boundary changes are required for high school configurations. This would affect all 2011-12 incoming 9th grade as well as all other new students, representing a phased-in process.



Phase 1: Paden, Ruby Bridges and Washington will need new boundary lines established.



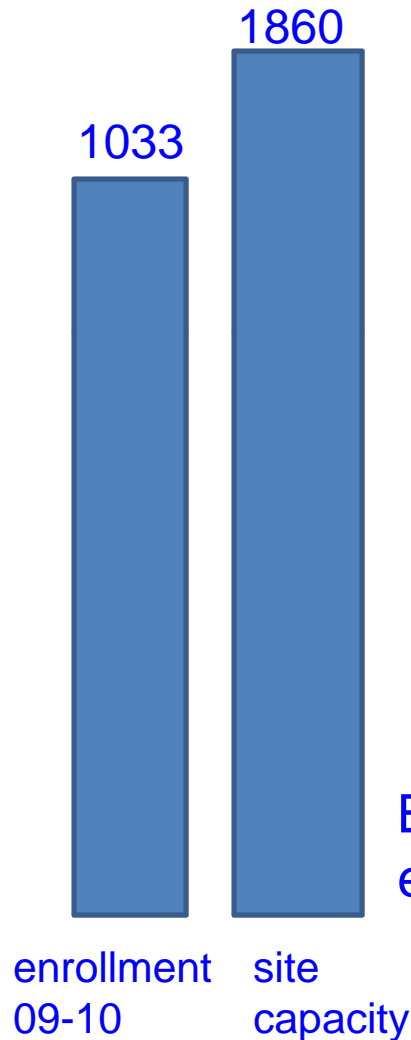
Phase 1: New boundary lines for Encinal and Alameda High Schools



Proposed Phase I

Encinal High School 7-12 (projected enrollment 1500)

Classrooms: 62 (35:1) Classrooms available : 6



Changes Required

Cost

- Add lunch room space 1 \$0
- Special Education 8 \$0
- 2 lunch periods (separating grades 7-9 and 10-12)
- All grades 7-12 will operate on a 6-period day.
- Grade 7 & 8 classes will be located in one specified area of campus.

Boundary changes: Union to Walnut for 2011-12 applies to all entering 9th graders and all new students.

Total Cost \$0

Stakeholder Feedback on 7-12 Program Advantages

- Various Encinal High School stakeholders spent time reviewing the potential for a 7-12 secondary program with Principal's Council and EHS School Site Council. Because of concerns raised about 7-12, secondary leaders brainstormed schedules whereby younger (7-9) and older (10-12) students have different start/stop times for school along with different facilities set aside to structure positive interaction.
- Some advantages included: increased parental involvement (e.g., six years instead of three or four), career awareness activities and courses in Career Technical Education, more access to technology for younger students, longer relationships over time with teachers and counselors, increased opportunities for college/career advising, mentoring by high school students through established programs, continuity in programs for Special Education student services, and increased exposure at earlier ages to community service.

Potential Advantages and Disadvantages of 7-12

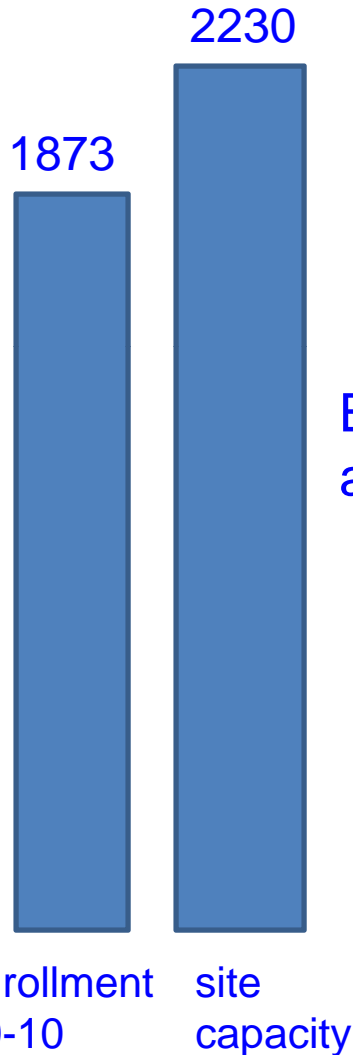
Pros	Cons
<ul style="list-style-type: none">• Fewer academic transitions• Consistency of curricular design• Increased course articulation• Opportunities for teachers to create sequenced curricula• Increased leadership/mentorship opportunities for older students• Increased academic acceleration opportunities for younger students• Earlier creation of college and career plans for younger students• Strengthened family-school partnerships over 6 years	<ul style="list-style-type: none">• Ability to meet social/emotional needs of 7th & 8th graders• Safety concerns over interaction of younger middle school students and older high school students• Overcrowding, both in classes and on school campuses• Exposure of younger students to potentially negative influences• Concern over inadequate support for younger at-risk students who may be subject to peer pressure

Phase I

Alameda High School 9-12 (projected 2011/12 enrollment 1800+)

Classrooms: 79 (35:1)

Classrooms needed: 0



Changes Required

- None

Cost

\$0

Boundary changes: Union to Walnut for 2011-12 applies to all entering 9th graders and all new students.

Phase I (2011-2012) Overview

- Alameda High School remains open as a **9-12** high school
- Encinal High School is reconfigured as a **7-12** secondary school
- Lincoln Middle School opens as a 7/8 middle school
- 6-period day at grades 7 & 8

Approximate cost savings: \$780,000

- Wood Middle School closed

Approximate cost savings: \$575,000

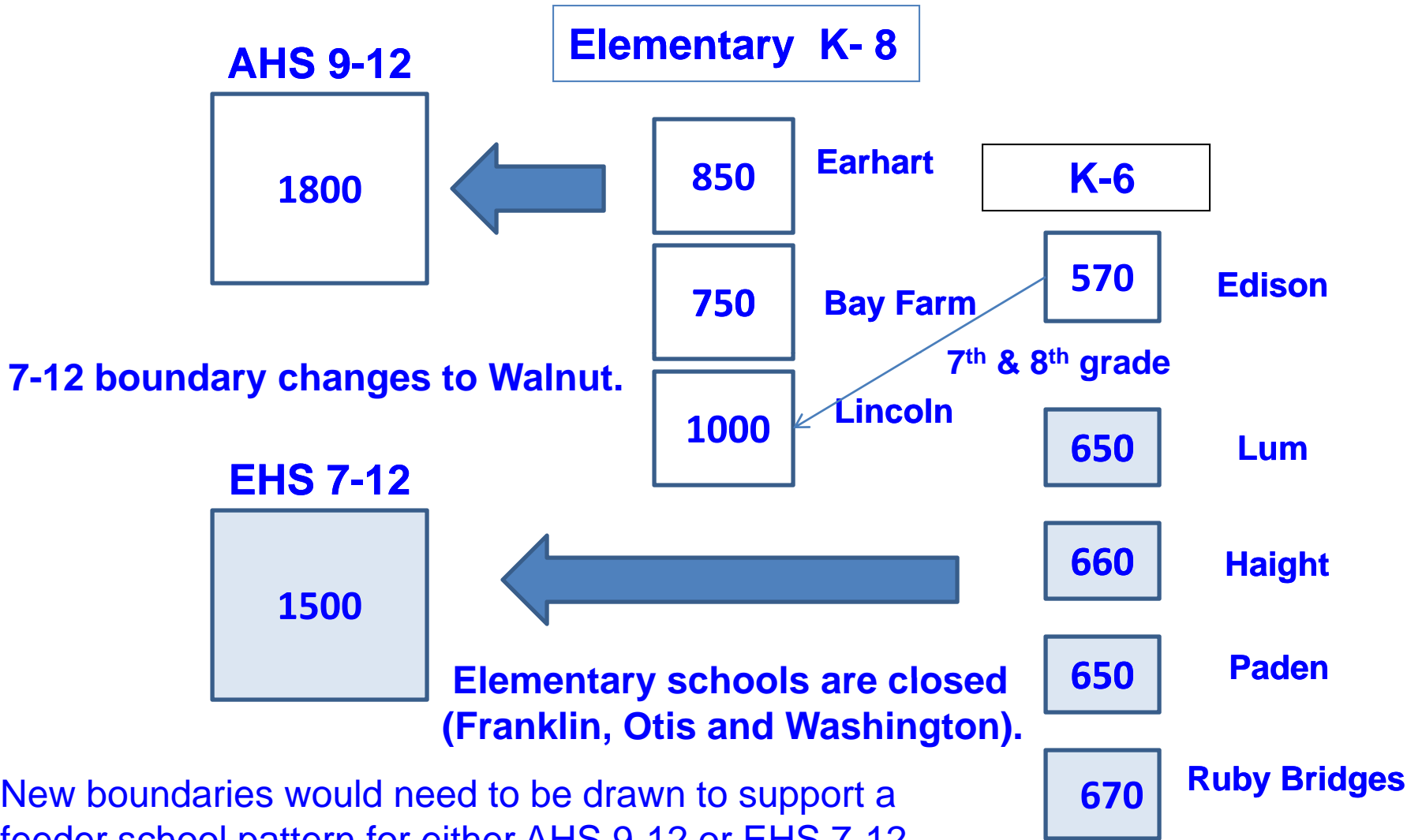
- All elementary schools open as K-6 grade schools (32:1)

Approximate cost savings at 32:1 student-teacher ratio: \$1.1 million

- All elementary schools can support K-6 at class size of 32:1.
- Attendance boundary changes will be required for all schools.

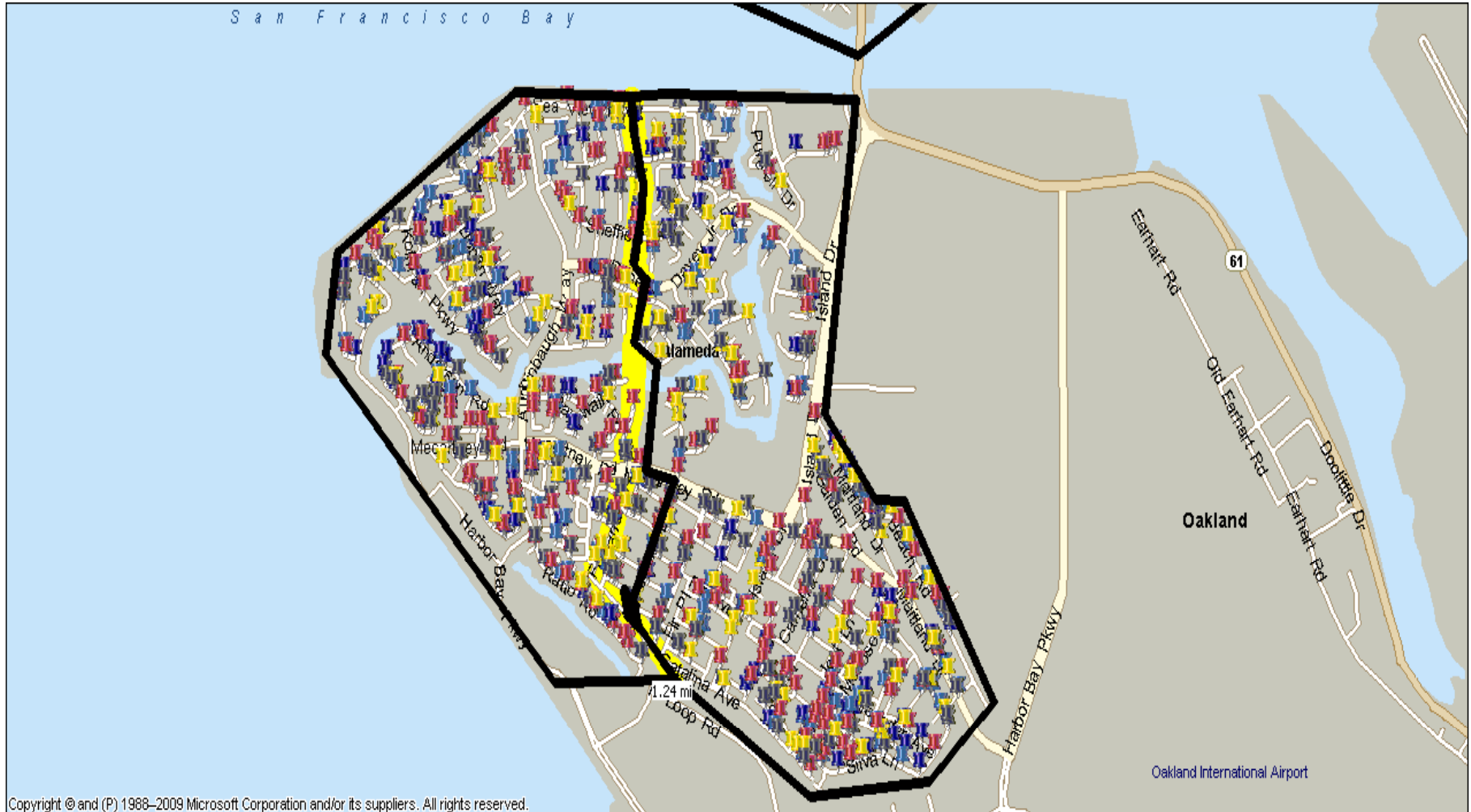
Total savings for Phase I (ongoing): \$2,455,000

Proposed Scenario Phase II

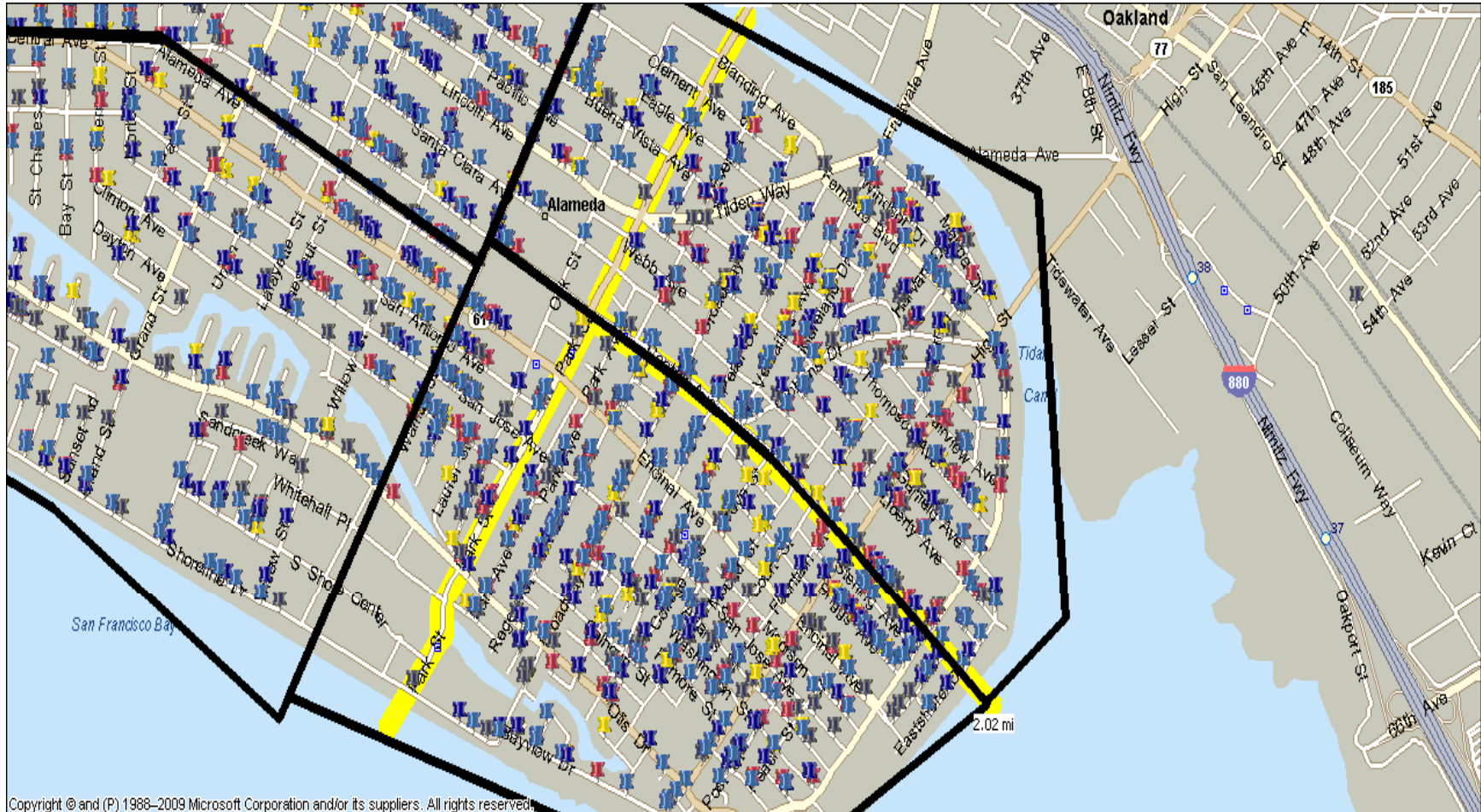


New boundaries would need to be drawn to support a feeder school pattern for either AHS 9-12 or EHS 7-12. New boundaries result in gradual change in enrollment.

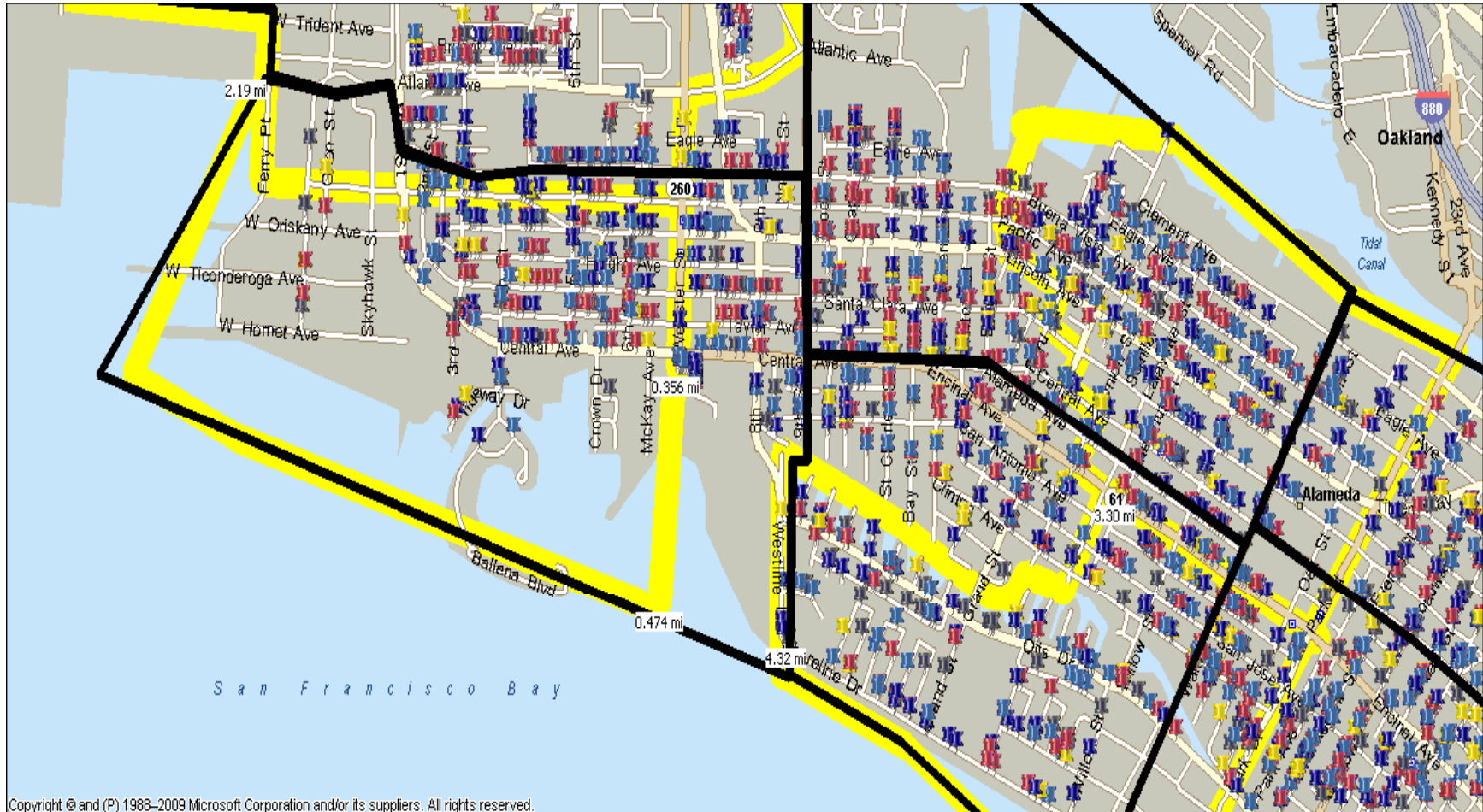
Phase 2: Bay Farm and Earhart boundaries change.



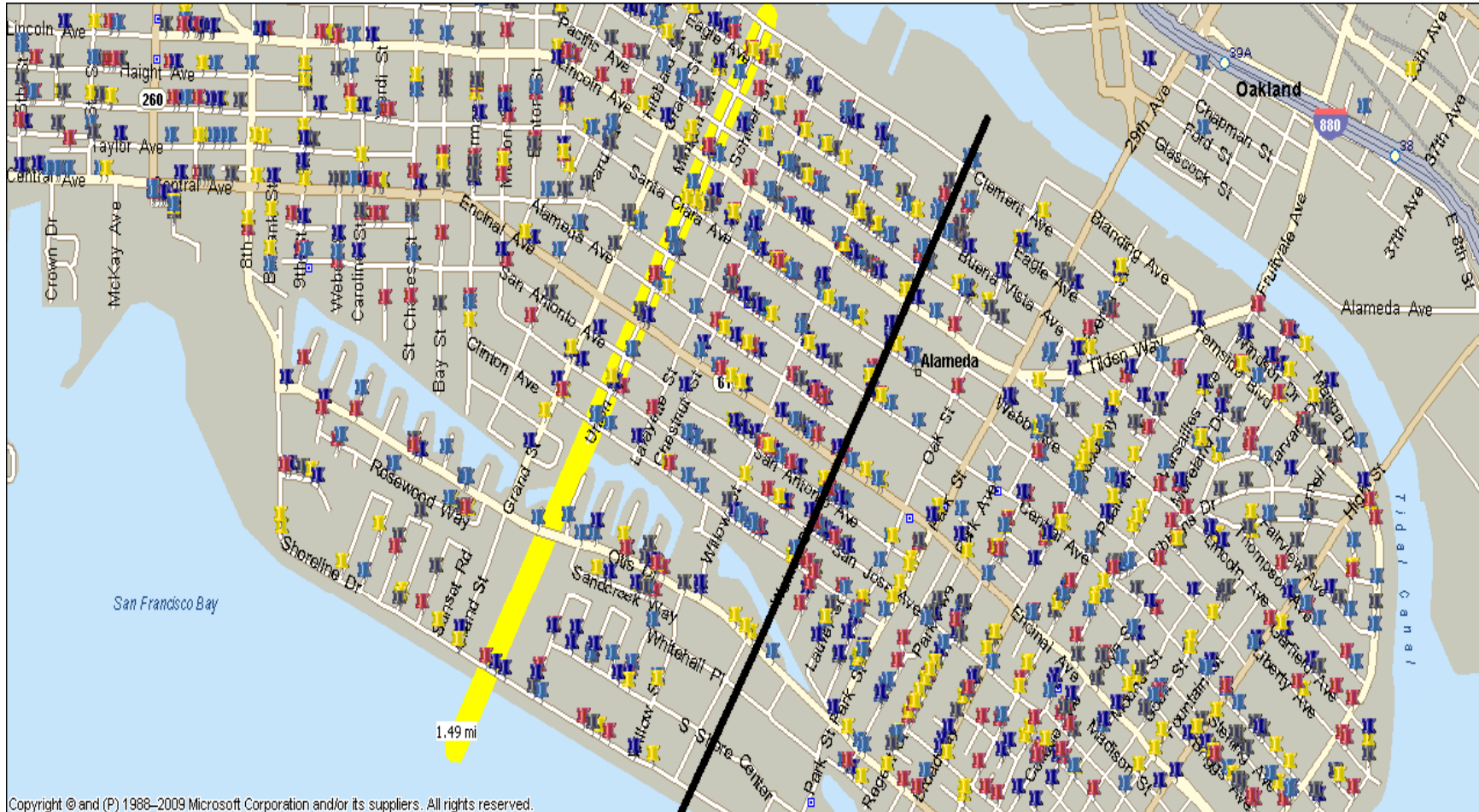
Phase 2: Edison and Lincoln have new boundaries with Otis closing.



Phase 2: New boundaries are required for Haight, Lum, Paden and Ruby Bridges.



Phase 2: AUSD high school boundary changes to Walnut Street.



Phase II (2012-2013) Overview

- Alameda High School remains a **9-12** high school
- Encinal High School remains a **7-12** high school
- Lincoln Middle School opens as a K-8 school (32:1)
- Bay Farm and Earhart open as K-8 schools (32:1)
- Edison remains a K-6 school (32:1) with 7th/8th going to Lincoln.
- Otis, Franklin and Washington Elementary Schools close.

Approximate cost savings: \$915,000

- All other elementary schools open as K-6 grade schools (32:1)
 - Haight, Lum, Paden and Ruby Bridges

- Ongoing 32:1 cost savings **Approximate \$1.1 million cost savings**

- Attendance boundaries will change for all schools to reflect the newly established feeder school pattern to either AHS or EHS.

Phase 1 and Phase 2 brings ongoing cost savings of \$3,370,000

Elementary Schools

Standard Classrooms: Per master plan counted	Media Center: 1	Multi-Purpose Room: 1	Computer Lab:1
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School # rooms	K-6	K-8 # req.
Bay Farm 26	Y	Y 26
Earhart 33	y	Y 30
Edison 20	Y	No 22
Franklin 14	y	No 16
Haight 27	Y	Y 23
Lum 26	Y	Y 24
Otis 23	Y	No 27
Paden 22	Y	Y 21
Ruby Bridges 34	Y	Y 30
*Washington	Y	Y 18

K-6 or K-8 32:1

Current boundaries

Changes required if facility does not have the capacity	Cost
K-6 All elementary schools can support 32:1	0
K-8	
Edison 2 portables	\$140,000
Franklin 2 portables	\$140,000
2 restrooms	\$ 196,000
Otis 4 portables	\$ 266,000

*Washington Elementary has facility capacity but not enrollment to support a K-8 school. Due to new state law (AKA the Romero Bill), Washington is an opt-out school for 2011-12.

Class Size Research

No advantage	Advantages
<ul style="list-style-type: none">•Fordham Foundation, E.A. Hanushek: Longitudinal research concludes that achievement of the typical student is unaffected by class size.•There is no relationship between smaller student:teacher ratios and increased student performance.•John Hatti: Research analysis revealed that the least impacts on student achievement were those related to the physical attributes (e.g., class size or grade configurations) of the school structure.	<ul style="list-style-type: none">•Tennessee STAR Project: K-3 classrooms were reduced to 13-17 students. The study concluded that long term exposure to smaller classes had a greater effect and gains in achievement for students who were traditionally disadvantaged.•Long term effects of those early small classrooms indicated that students continued to outperform other students in upper grades. (Recommendation is at least 2 years of smaller classes for at risk students.)

Class Size Research (continued)

No advantage	Advantages
<ul style="list-style-type: none">• The California class size reduction program: the results of the study (K-3 at 20:1) are proven to be inconclusive (Bohrnstedt and Stecher).• Evidence of the advantages of smaller classes in upper grades and in high school has also so far been inconclusive (Principals' Partnership, Union Pacific Foundation).• Research findings show that smaller classes are likely to be most beneficial for younger (elementary school) students, economically or educationally disadvantaged students (T. Ellis).	<ul style="list-style-type: none">• Long term exposure to smaller class sizes in early grades creates greater advantages for students in American schools in reading and math.• Greater gains occur for students in class sizes of less than 20 (13-17) (Principals' Partnership, Union Pacific Foundation).• Class size reduction programs may shrink the achievement gap, reduce retention, result in fewer disciplinary actions, less dropping out, and more students taking college entrance exams (Krueger & Whitmore).

Class Size Research (continued)

Summary

- Summary of research on creating successful class size reduction programs
 - Begin early and keep the program for at least two years
 - Hire qualified teachers
 - If funding is a problem, target minority and low income students first
 - Adequately fund appropriate facilities
 - Allow for flexibility in policies based on needs of each school
 - Keep sizes below 20 pupils per class

- Clearly there are significant costs entailed in maintaining smaller class sizes and lower student-teacher ratios, costs that AUSD and many other districts can no longer afford with state and local fiscal crises resulting in decreases in funding required to maintain these smaller class sizes and student ratios.

School Size Research

No advantage	Advantages
<ul style="list-style-type: none">•A study with California data (Friedkin & Necochea) concluded larger school size had benefited school performance in affluent communities.•K.Cotton: This study found that about half of the student achievement research found no difference in the achievement of students in large and small schools.•There is no clear agreement on the dividing line between small and large schools. Davant T. Williams: "One might note that the term 'small school' has no concrete numerical limits." In a review of 69 key reports, only 27 mention any numbers at all in their analyses of large versus small schools.	<ul style="list-style-type: none">• A recent series of studies (the “Mathew Project”) substantially strengthens the research base on school size and school performance in impoverished communities.•A study with California data (Friedkin & Necochea) concluded smaller school size benefitted school performance mostly in impoverished communities.

School Size Research (continued)

No advantage	Advantages
<ul style="list-style-type: none">•In a California study, Hoagland (controlling for the effects of socio-economic status) studied the relationships among reading, mathematics, writing performance and school size. Statistical analysis led the researcher to conclude that no correlation existed between student performance in mathematics or writing and school size. Similar results were found in a study conducted by the Florida Department of Education . The study included nearly 1,500 schools and encompassed elementary, middle, and high school grade spans.	<ul style="list-style-type: none">•K.Cotton: About half of the student achievement research indicates that students perform better in small schools. This researcher claimed that larger schools have a negative effect on student achievement for low-income and minority students.

School Size Research (continued)

No advantage	Advantages
<ul style="list-style-type: none">• Paglin & Fager concluded that designing a school system to use a particular span of grades will not in itself guarantee that students will learn well and be well adjusted.• Brookings Papers on Educational Policy cites research on class/school size in “Taking the Trade-offs Seriously”: It should be noted that the resources that are dedicated to small classes and small schools cannot be used to buy materials and equipment for teachers, raise teacher salaries, increase professional development, add programs and/or purchase classroom materials.	<ul style="list-style-type: none">• “The Impact of School Size” (R. Ehrich and K.Cotton): No research finds that large schools are superior to smaller schools in academic achievement, and research demonstrates smaller schools show positive effects on achievement of ethnic minority students and also on those of low socioeconomic status.

School Size Research (continued)

- Many school districts are currently opting for smaller learning community structures on larger school sites, with the following features:
 - Academies: subgroups within schools are organized around themes
 - House plans: students in a large group are divided into groups across grade levels or by grade levels with students taking all their courses from their assigned house teachers
 - School within a school: small autonomous programs are housed within a larger school
 - Magnet schools: These programs use a specialty core focus and teachers team to share responsibility for curriculum and evaluation

What the AUSD Master Plan Entails

- **With a Parcel Tax**, the Master Plan directs AUSD to maintain neighborhood schools and maximize enrollment while meanwhile supplementing innovative programs such as magnet schools and other programs to improve educational quality and district efficiency. Should a Parcel Tax pass, AUSD thus will work with the community and with school stakeholders toward planning innovative programs.

- **Without the Parcel Tax**, the Master Plan directs AUSD to implement Scenario B (AKA “the No Parcel Tax Scenario”):
“The Superintendent’s implementation plan shall recommend restructuring and/or closure of one or more of the District’s secondary schools (middle and high schools). The plan shall also recommend the closure of one or more elementary schools for implementation at commencement of the 2011-2012 school year.”

Next Steps

- At the 11/23 Board of Education meeting, final recommendations for Scenario B will be presented by staff for the Board's review.
- On 11/23 we will present detailed analyses on savings and costs anticipated from Scenario B school closure/consolidation.
- At the December 14 BOE meeting, the Board will decide upon any final Phase I/II closure/consolidation options planned for the 2011-2012 and 2012-2013 school years.