Demographic Analysis
for
Alameda Unified School District

December 14, 2009

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EXECUTIVE SUMMARY

The purpose of the 2009-10 Demographic Analysis is to provide detailed demographic information about the City of Alameda and the effects of those demographics on the Alameda Unified School District enrollments and impacts on long range planning for facilities in order to assure that appropriate and equitable facilities are provided for the students of the District. The Alameda Unified School District remains proactive in planning and has undertaken a community based process in order to use community feedback to guide the District's Master Plan. This demographic study provides information based on current District enrollments, District facilities, District policies and City planning policies and information on development in addition to City and District demographics. As these factors change and timelines are adjusted, the Master Plan will be revised to reflect the most current information.

- Since 2002 AUSD KD-12th student enrollments have declined by 6.1%
    - KD-5th enrollments declined each year from 2002 to 2006, but have since increased each year, due primarily to increased kindergarten class sizes.
    - Kindergarten enrollment increased from 689 in 2006 to 747 in 2009.
    - Enrollments at the 6th-8th grade level have declined each year since 2002.
    - Conversely, enrollments at the 9th-12th grade level have increased by 5.9% since 2002 (+183 students).

- Since 2004 private school enrollments (for private schools located in AUSD) have declined by 13.3% (-215 students). Two private schools recently closed: St. Barnabas (K-8) closed in June of 2008 and Central Christian (K-3) closed in

August of 2008. Private school enrollments (for private schools located in Oakland USD and Berkeley USD) have also declined.

- The population of AUSD is projected to slightly increase through 2014.
  - The number of children Under 5 declined from 4,921 in 1990 to 4,057 in 2000, though increased to 4,147 in 2009 and is projected to increase to 4,270 by 2014.
  - The 5-19 age group numbered 12,923 in 2000, however this group declined to 12,123 in 2009. This age group is projected to continue to decline to 11,448 through 2014.

- The District is comprised predominantly of Asian students (32.9%) and White students. (30.8%). The District is not experiencing significant ethnic-based demographic shifts.

- The Bayport residential project within the Naval Air Station has been the most significant addition to the City's housing stock in recent years.

- No large parcels of land remain to be developed in the Alameda Unified School District with the exception of the Naval Air Station. According to the City of Alameda, the timeline for development of this area is uncertain. However, voters will have an opportunity to vote on Measure A on February 2, 2010:

  > "Shall the City Charter Amendment and ordinance proposing General Plan Amendments, Zoning Map and Text Amendment and Development Agreement, regarding development of Alameda Point be adopted?"

- The District should continue to closely monitor the residential development proposed for this location in order to remain proactive in planning for facilities.

- The consultant surveyed a total of 645 single family units constructed from 2000-2008. New single-family detached units in the District will generate .347 KD-12th grade students per unit.

- The consultant surveyed multi-family units within the District. Multi-family units will generate .569 KD-12th grade students per unit.

- The consultant surveyed a total of 137 affordable housing units. Affordable housing units will generate .839 students per unit.

- School zones are experiencing varied rates of in-migration[1]; from 8.8% at Edison Elementary to 37.6% at Washington Elementary (in other words, 37.6% of Washington's enrollment consists of students not residing in the Washington school zone).

- School zones are experiencing varied rates of out-migration[2]; from 6.7% at Edison Elementary to 39.3% at Washington Elementary (in other words, 39.3% of KD-5 students residing in the Washington school zone are attending other District elementary schools).

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[1] In-migration refers to those students attending a school but not residing in its zone.
[2] Out-migration refers to those students leaving their school zone to attend a school in another zone.

- Based on the Most Likely projection, KD-12th grade enrollments are projected to decline to 9,374 by the 2019-20 school year[3].

Grade	Actual 09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	747	690	679	786	770	671	680	686	694	702	711
1	746	772	716	704	811	795	697	705	711	720	727
2	761	743	770	713	701	808	792	694	702	709	717
3	688	753	736	762	705	693	801	784	686	695	701
4	718	688	754	736	762	705	694	801	785	687	695
5	730	722	693	758	740	766	710	698	805	789	691
6	613	702	694	665	730	712	738	682	670	777	761
7	739	599	688	680	651	716	698	724	668	656	763
8	687	742	602	691	683	654	719	701	727	671	659
9	780	707	762	622	711	703	674	739	721	747	691
10	816	787	714	769	629	718	711	681	746	729	755
11	785	809	780	707	762	622	711	703	674	739	721
12	928	828	852	823	750	805	665	754	747	717	782
Total KD-5	4,390	4,370	4,346	4,458	4,489	4,440	4,373	4,368	4,384	4,301	4,242
Total 6-8	2,039	2,043	1,984	2,036	2,064	2,082	2,156	2,107	2,065	2,104	2,183
Total 9-12	3,309	3,131	3,108	2,922	2,853	2,849	2,761	2,878	2,888	2,932	2,949
Total	9,738	9,544	9,438	9,416	9,406	9,371	9,289	9,353	9,337	9,337	9,374

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[3] BASE and ACLC are not included in counts of historical enrollment or projections of student enrollment.

- Provided in the table below are 10-Year projections by school, based on the Most Likely projection.

School	Actual 09-10		10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Bay Farm	505		491	474	480	478	493	486	485	487	478	472
Earhart	605		600	605	621	629	625	616	616	618	606	598
Edison	410		427	441	463	466	478	471	471	473	464	458
Franklin	287		302	301	308	329	343	337	337	338	331	327
Haight	429		402	380	385	390	366	361	360	362	355	350
Lum	483		480	474	481	490	474	467	467	468	460	454
Otis	461		498	523	551	574	581	572	572	574	563	556
Paden	358		346	330	332	325	306	301	301	302	296	292
Ruby Bridges	565		581	589	619	609	602	593	592	594	583	574
Washington	287		246	233	221	207	184	181	181	181	177	174
Chipman	550		599	591	544	552	557	577	564	553	563	585
Lincoln	918		972	999	965	977	985	1,019	997	978	996	1,032
Wood	571		595	568	553	560	565	585	572	561	571	593
Alameda	1,882		1,846	1,802	1,698	1,655	1,653	1,598	1,671	1,677	1,704	1,715
Encinal	1,070		1,034	972	910	832	831	803	840	843	857	863
Island	206		196	199	194	194	194	194	194	194	194	194
Totals may not match districtwide projection due to rounding.												

- The number of KD-5 student residents in the following school zones are projected to increase through 2014-15:
  o Earhart
  o Edison
  o Lum
  o Otis
  o Ruby Bridges

- The number of KD-5 student residents in the following school zones are projected to decline through 2014-15:

  o Bay Farm
  o Franklin
  o Haight
  o Paden
  o Washington

- The number of 6-8 student residents in the Chipman, Lincoln, and Wood middle school zones are projected to decline slightly through 2011-12 and then slightly increase through 2014-15.

- The number of 9-12 student residents in the Alameda and Encinal high school zones are projected to decline through 2014-15.

- Charter school student enrollment in Alameda Unified School District has increased by 234.2% since 2001. Since there is a finite number of KD-12th grade students who reside in the District, as charter school enrollments increase, District enrollments concurrently decline. Just as the opening of new schools in adjacent Districts and private schools draw enrollments away from AUSD, so do charter schools. While the Most Likely enrollment projection provided previously accounted for ACLC, BASE, and NEA, a revised Most Likely projection which accounts for the impact of the conversion of Chipman as a charter school in Fall 2010 is provided below. As stated previously, increased charter school enrollments have a negative impact on District enrollments, as they pull students away from AUSD schools.

Alameda Unified School District

Most Likely Enrollment Projection including Chipman MS as a Charter School beginning Fall 2010

Grade	Actual 09-10		10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
						School Year						
KD	747		690	679	786	770	671	680	686	694	702	711
1	746		772	716	704	811	795	697	705	711	720	727
2	761		743	770	713	701	808	792	694	702	709	717
3	688		753	736	762	705	693	801	784	686	695	701
4	718		688	754	736	762	705	694	801	785	687	695
5	730		722	693	758	740	766	710	698	805	789	691
6	613		507	499	470	535	517	544	487	475	582	566
7	739		419	498	491	461	526	509	535	478	466	574
8	687		562	423	502	495	465	530	513	539	482	471
9	780		699	795	657	736	728	698	764	746	772	716
10	816		787	707	803	664	743	736	706	771	753	780
11	785		809	780	699	796	657	736	728	699	764	746
12	928		828	852	823	743	839	700	779	771	742	807
KD-5	4,390		4,370	4,346	4,458	4,489	4,440	4,373	4,368	4,384	4,301	4,242
6-8	2,039		1,488	1,421	1,463	1,491	1,509	1,583	1,534	1,492	1,531	1,610
9-12	3,309		3,124	3,134	2,982	2,938	2,967	2,870	2,977	2,987	3,031	3,048
Total	**9,738**		**8,982**	**8,901**	**8,903**	**8,918**	**8,915**	**8,825**	**8,880**	**8,864**	**8,863**	**8,901**

- The District should consider options for remaining fiscally responsible to all of its students. These options may include consolidation of one or more sites during a time of declining enrollments; creating programs of choice and magnet programs; reconfiguration of grade levels in order to provide more options for parents and students; alternative utilization of sites; reconfiguration of boundaries.

- The Board of Education, based on the current analysis herein and other information provided by staff and through community workshops during 2009, will make decisions to guide the district by the implementation of the District Master Plan.

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SECTION A: INTRODUCTION

The Alameda Unified School District is located in Alameda County. The District serves the City of Alameda including the Naval Air Station, closed in 1993 and under redevelopment. The Alameda Unified School District serves grades KD-12th grades and has a total enrollment of 9,986 students. A District map is included in Figure A-1. The Alameda Unified School District currently operates 10 elementary school sites, 3 middle school sites, 2 high school sites, 1 continuation high school, and 1 other high school.

Table A-1. School Sites and Current Enrollments

School	Grade Levels	09-10 Enrollment
Bay Farm Elementary	KD-5	505
Earhart Elementary	KD-5	605
Edison Elementary	KD-5	410
Franklin Elementary	KD-5	287
Haight Elementary	KD-5	429
Lum Elementary	KD-5	483
Otis Elementary	KD-5	461
Paden Elementary	KD-5	358
Ruby Bridges Elementary	KD-5	565
Washington Elementary	KD-5	287
Chipman Middle	6-8	550
Lincoln Middle	6-8	918
Wood Middle	6-8	571
Alameda HS	9-12	1,882
Encinal HS	9-12	1,070
Island HS	9-12	206
Alameda Science & Tech Institute (ASTI)	9-12	151
Total		**9,738**

Source: AUSD 2009-10 Student List.

Figure A-1. Alameda Unified School District

Alameda Unified School District 2009-2019 Demographic Analysis

The Alameda Unified School District administrators requested a Demographic Analysis as a part of its Master Plan in order to assure that the appropriate facilities are provided for current and future students of the district. The following variables were analyzed and are provided in this study:

- A review of district/community demographics in order to identify potential age or ethnic-based demographic shifts;

- A review of the various land use trends and policies governing residential development in the District;

- Measurements of student generation rates;

- A spatial analysis of the current student population to determine where students live versus where students attend school;

- Enrollment projections based on standard cohort methodology and utilizing historical enrollments, District specific birth data, and student migration to determine the level of enrollment increases/decreases the District can expect;

- Resident projections based on standard cohort methodology and utilizing historical student residents (as opposed to student enrollments).

SECTION B: DEMOGRAPHICS

Enrollment Trends

Student enrollment in Alameda Unified School District has declined by 6.1% since 2002 (Figure B-1). A closer examination of historical enrollments by grade level demonstrate KD-5th enrollments declined from 2002 to 2006, but have since increased each year, due primarily to increased kindergarten class sizes. Enrollments at the 6th-8th grade level have declined each year since 2002. Conversely, enrollments at the 9th-12th grade level have increased by 5.9% since 2002 (+183 students) (Figure B-2). Kindergarten enrollment increased from 689 in 2006 to 747 in 2009. This trend may have an impact on future enrollments, as larger incoming kindergarten class sizes can result in larger enrollments overall as these students matriculate through the system.

Figure B-1. Historical K-12 Enrollments
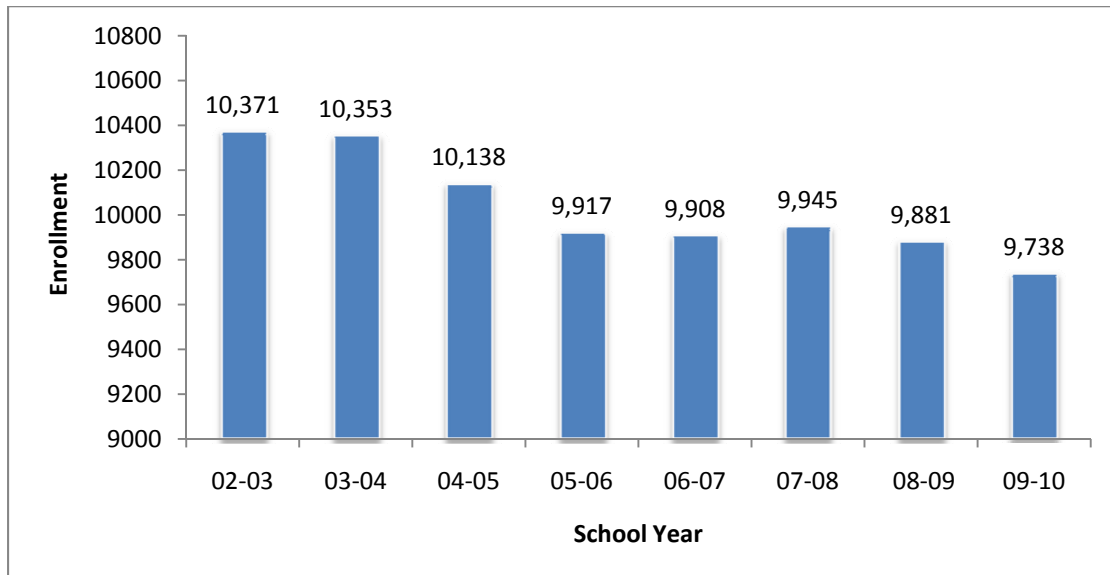
Figures do not include BASE or ACLC.
Source: CBEDS.

Figure B-2. Historical Enrollments by Grade Level
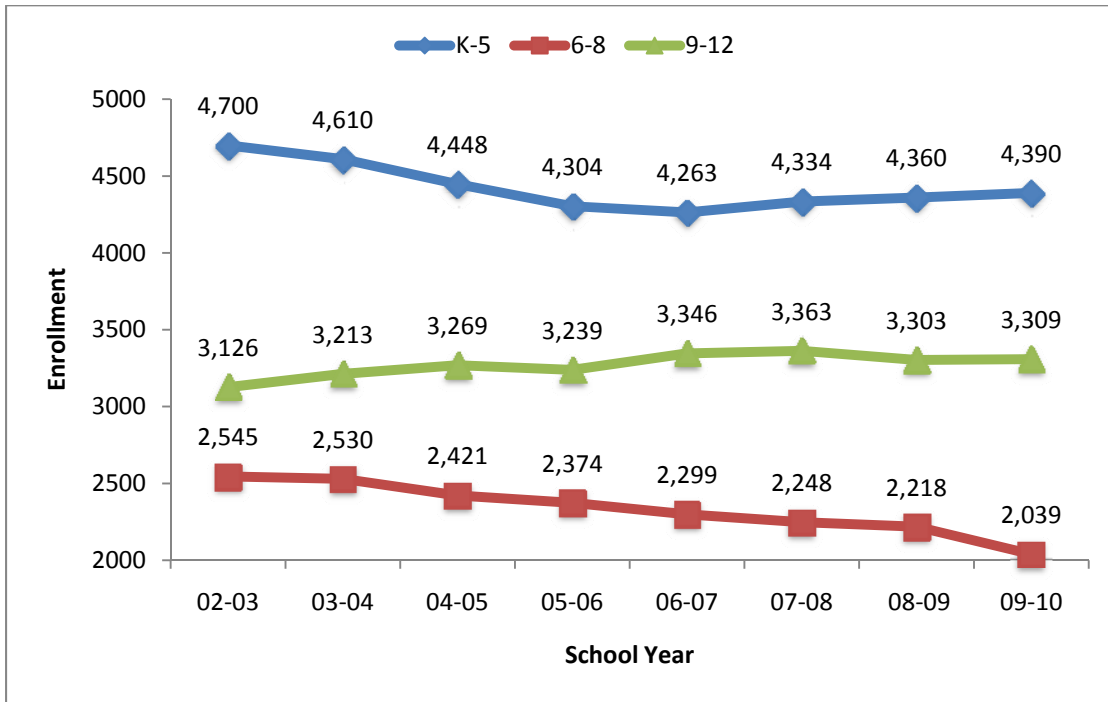
Figures do not include BASE or ACLC.
Source: CBEDS.

Figure B-3. Kindergarten Enrollment
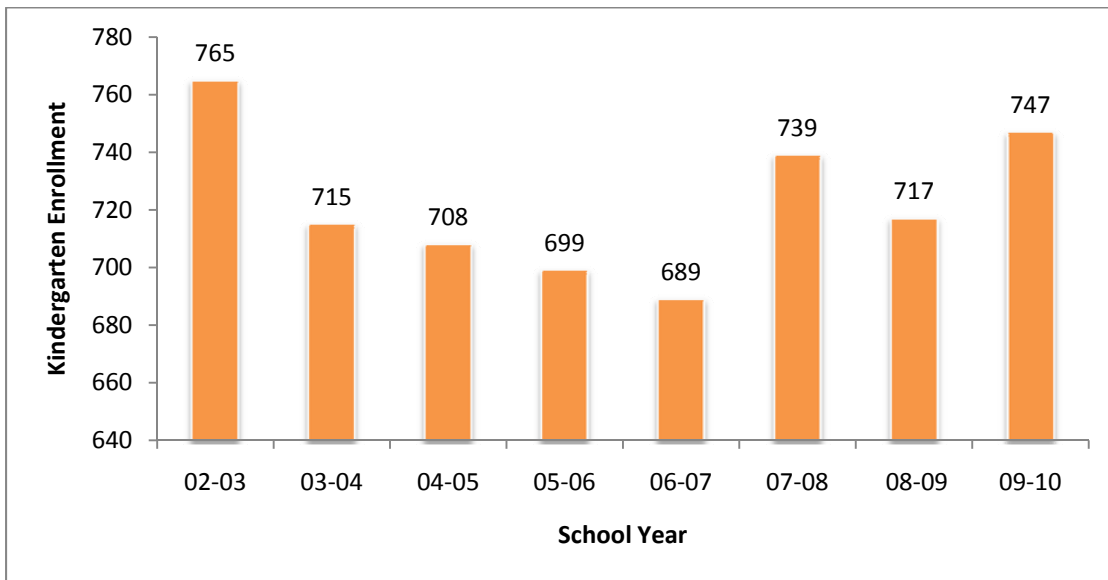
Figures do not include BASE.
Source: CBEDS.

Ethnic Trends

In order to analyze the District's ethnic profile, the 2002-2008 California Basic Educational Data Survey (CBEDS) reports were used. Figure B-4 demonstrates the District is not experiencing any significant ethnic-based demographic shifts. Figure B-5 demonstrates the 2008-09 KD-12th grade ethnic profile of the District, which is comprised predominantly of Asian (32.9%) and White (30.8%) students.

Figure B-4. Historical Enrollment by Ethnicity
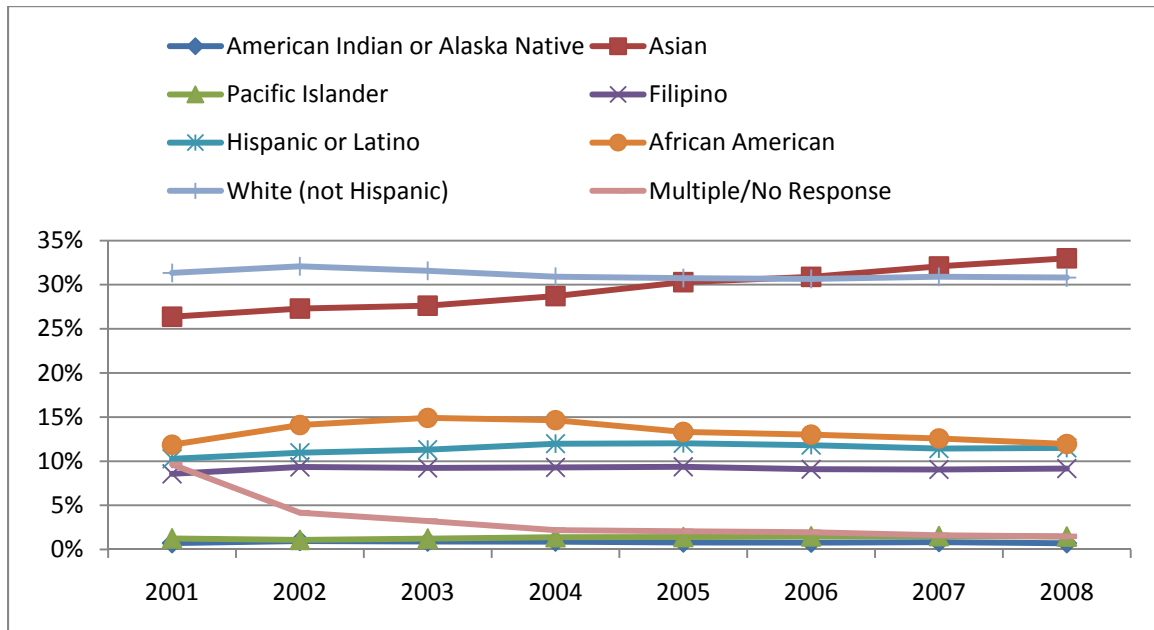
Source: CBEDS.

Figure B-5. 2008-09 Ethnic Profile
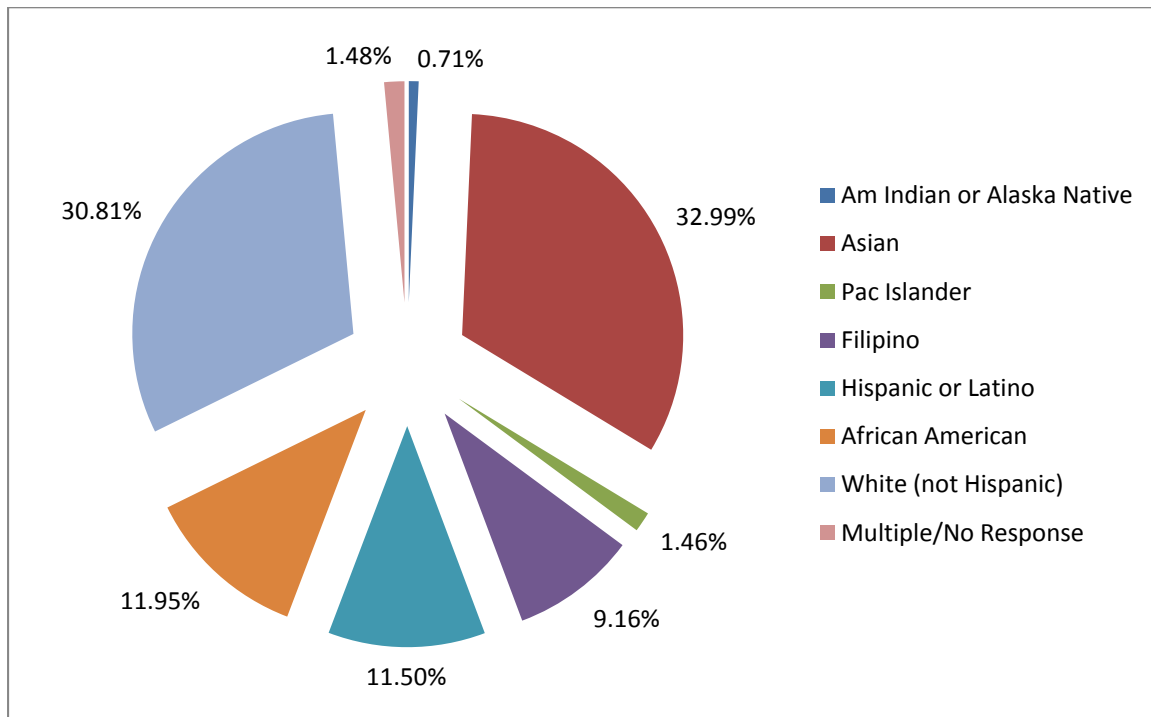
Source: CBEDS. The 2009-10 data was not available at the time the study draft was completed.

Private School Trends

While public-to-private and private-to-public student transfer data is not readily available and therefore difficult to measure, it is possible to compare historical enrollments in order to determine if there is a significant correlation between public school enrollments as compared to private school enrollments. For example, if a school district is experiencing declining enrollments, and private schools within that District (or in adjacent districts) are experiencing enrollment increases, assumptions can be made regarding an increase in public-to-private school student transfers.

Private school enrollments for private schools located within the District were collected from the California Department of Education for years 1999-2008 (data is not yet available for 2009). From 1999-2004 private school enrollments

within AUSD remained fairly stable (with the exception of 2002). However, since 2004, private school enrollments have declined by 13.3% (-215 students). Two private schools recently closed: St. Barnabas (K-8) closed in June of 2008 and Central Christian (K-3) closed in August of 2008. Figure B-7 provides the locations of open and recently closed private schools in AUSD.

The consultant also collected private school enrollments for private schools located in adjacent school districts, specifically Berkeley Unified and Oakland Unified School Districts. As demonstrated in Figures B-8 through B-9, private school enrollments in adjacent Districts have declined.

These data indicate a concurrent loss of private school enrollment to AUSD public school enrollment.

Figure B-6. AUSD Private School Enrollments
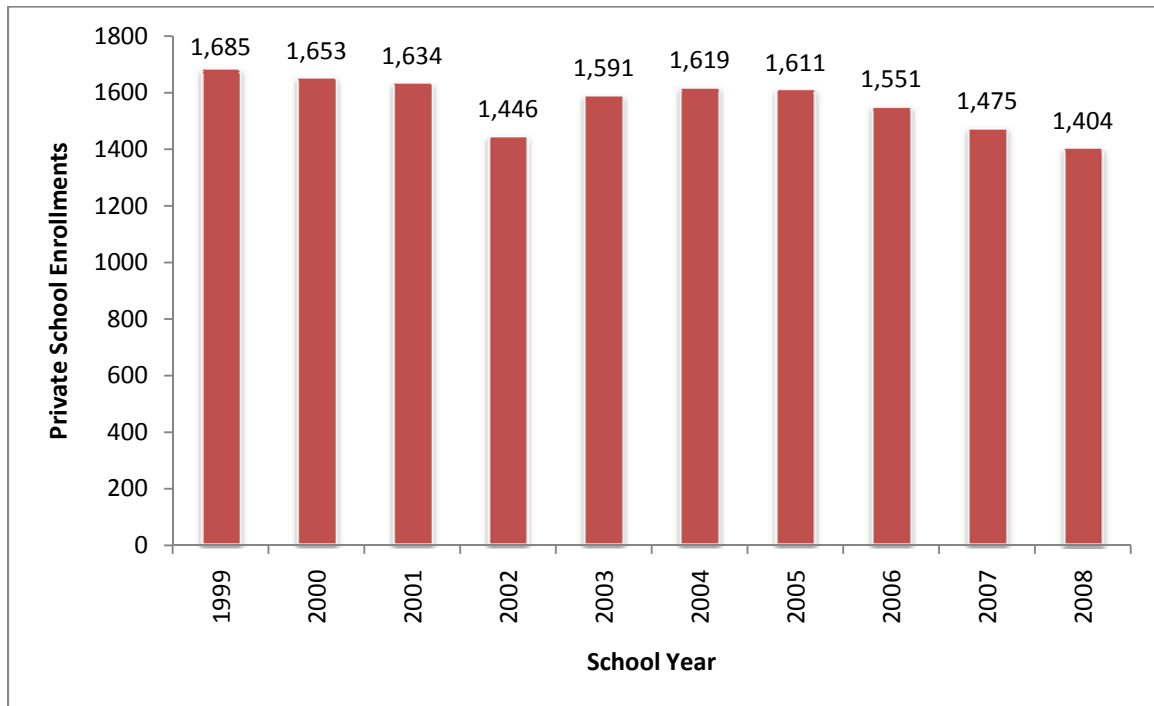
Source: CBEDS.

Figure B-7. Private School Locations by Elementary School Zone
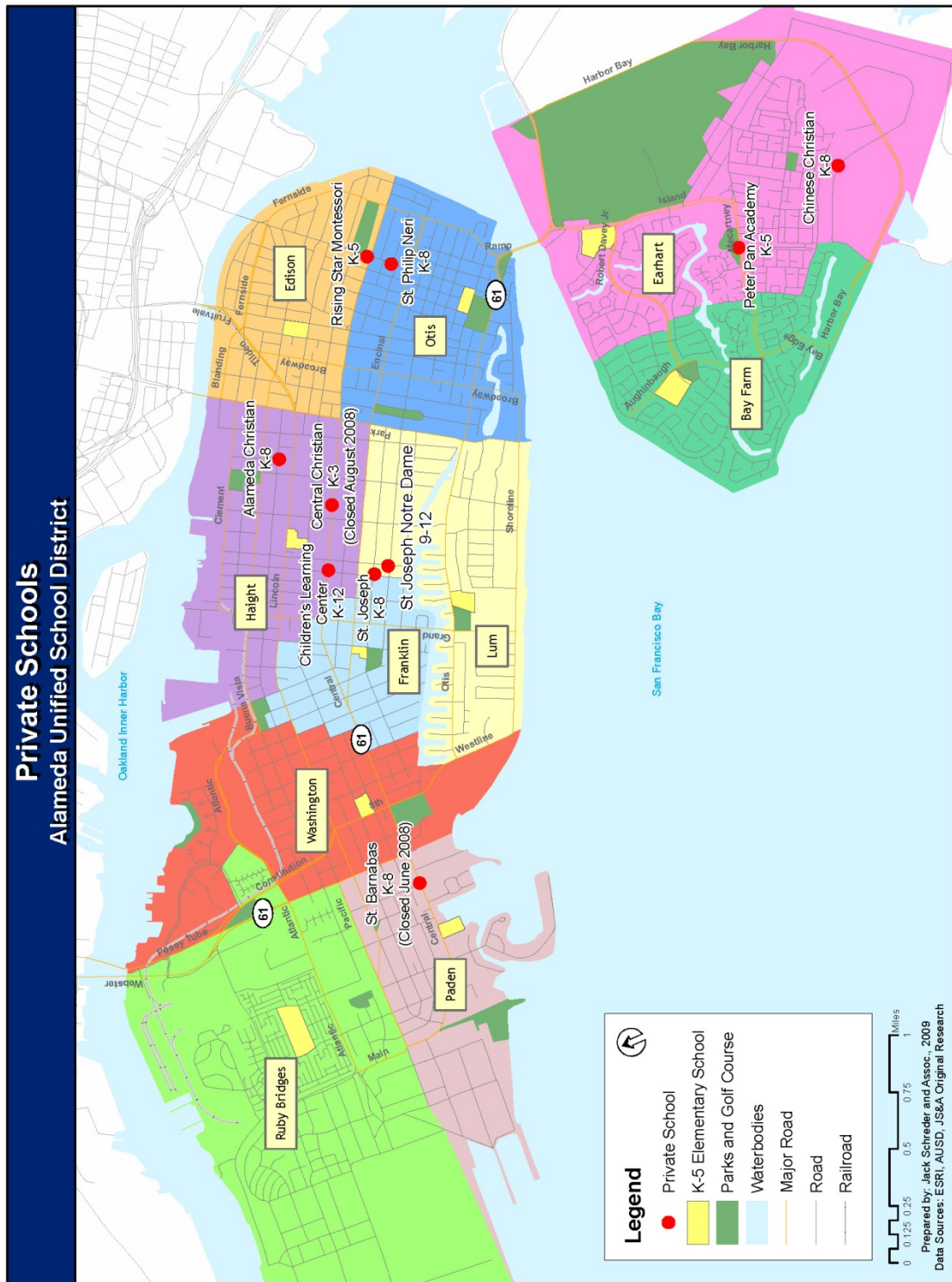
Figure B-8. Berkeley Unified Private School Enrollments
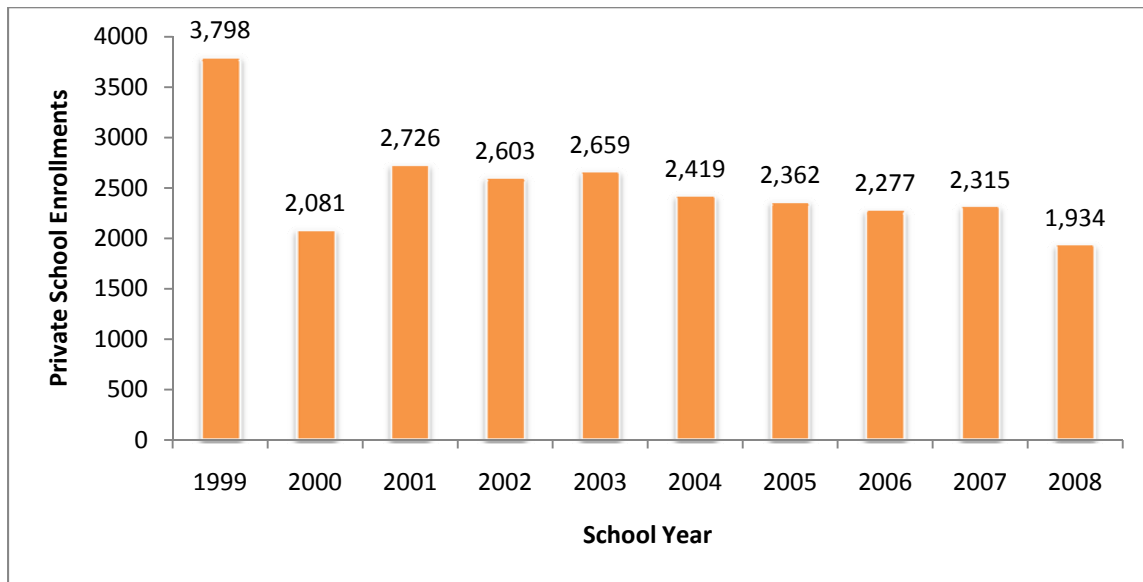
Figure B-9. Oakland Unified Private School Enrollments
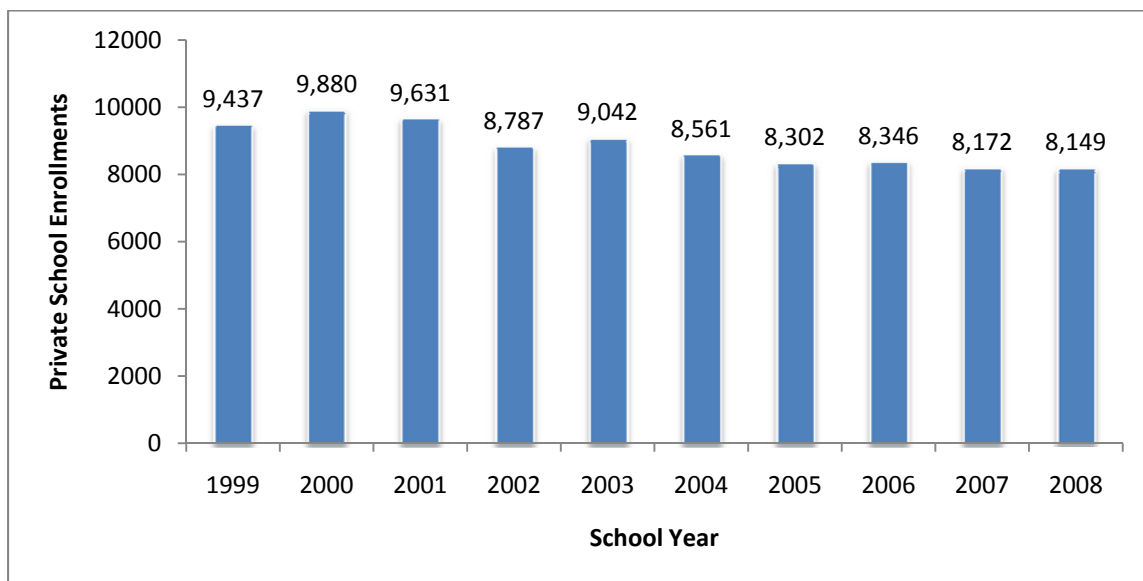
Alameda Unified School District Population Trends

The population of AUSD declined 5.5% from 76,459 in 1990 to 72,259 in 2000, due primarily to the closure of the Naval Air Station. Since 2000, the population has increased to 73,116. The population is projected to increase slightly 73,847 by 2014 (Figure B-8).

Figure B-10. AUSD Historical and Projected Population Growth: 1990-2014
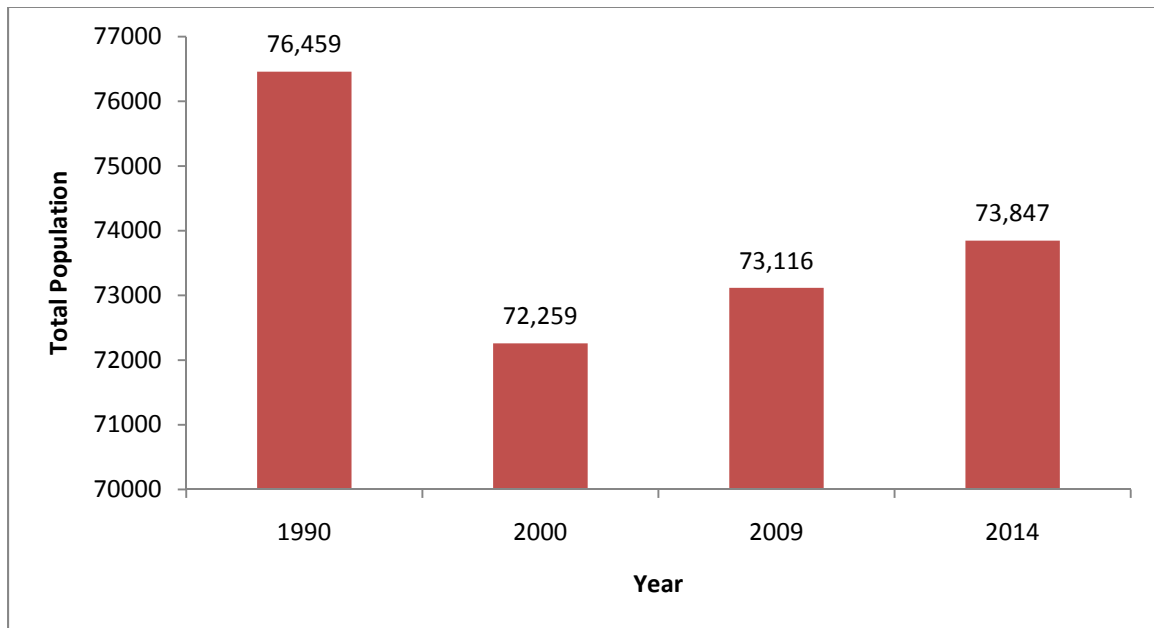
Figures B-9 and B-10 provide the historical and projected population by age grouping. The population of AUSD has aged significantly since 1990 when the median age was 33.2 years. By 2000 the median age increased to 38.4 years and increased again to 39.7 years in 2009.

o The number of children Under 5 declined from 4,921 in 1990 to 4,057 in 2000, though increased to 4,147 in 2009 and is projected to increase to 4,270 by 2014.

o The 5-19 age group numbered 12,923 in 2000, however this group declined to 12,123 in 2009. This age group is projected to continue to decline to 11,448 through 2014.

o The age 20-44 share of the population was 27,894 in 2000 but decreased to 26,711 in 2000.

o The age 45-64 share of the population was 17,780 in 2000, increasing to 20,934 in 2009 and is projected to increase to 20,299 in 2014.

o Senior citizens as a group have increased significantly, from 9,024 in 1990 to 9,811 in 2009. This age group is projected to experience the largest growth through 2014 (+13.3%).

The age distribution of the population has significant effects on schools, social services, the available workforce, and the economy. An older population normally requires fewer schools. The increasing number of seniors also means fewer residents in the workforce who generally have less disposable income. The decreasing number of young adults is indicative of the higher local cost of living, especially housing, and relatively few high-paying entry-level jobs.

Figure B-11. Historical and Projected Population by Age Group
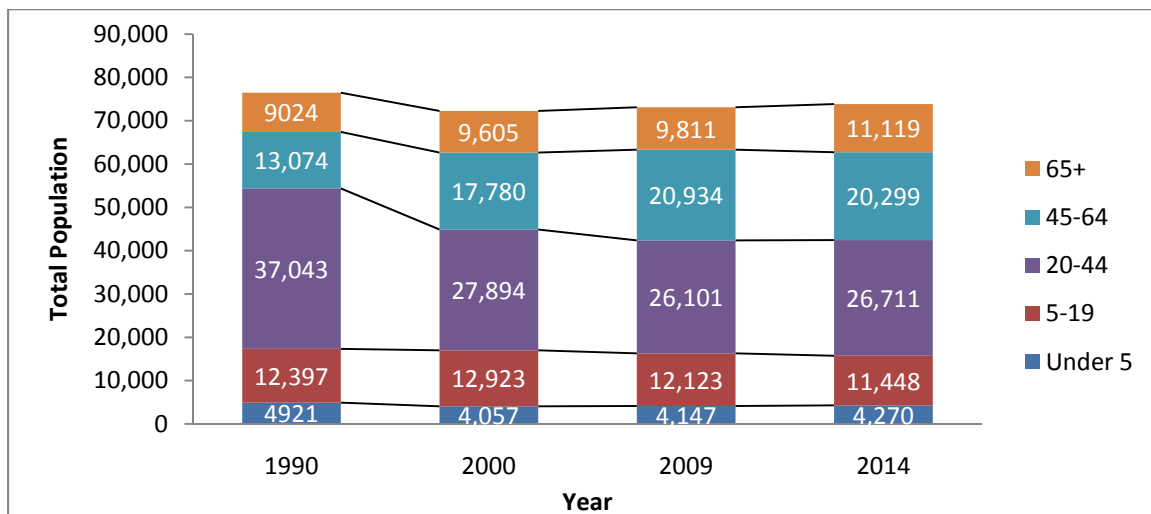
Figure B-12. Historical and Projected Population by Age Group as a Percentage of Total Population
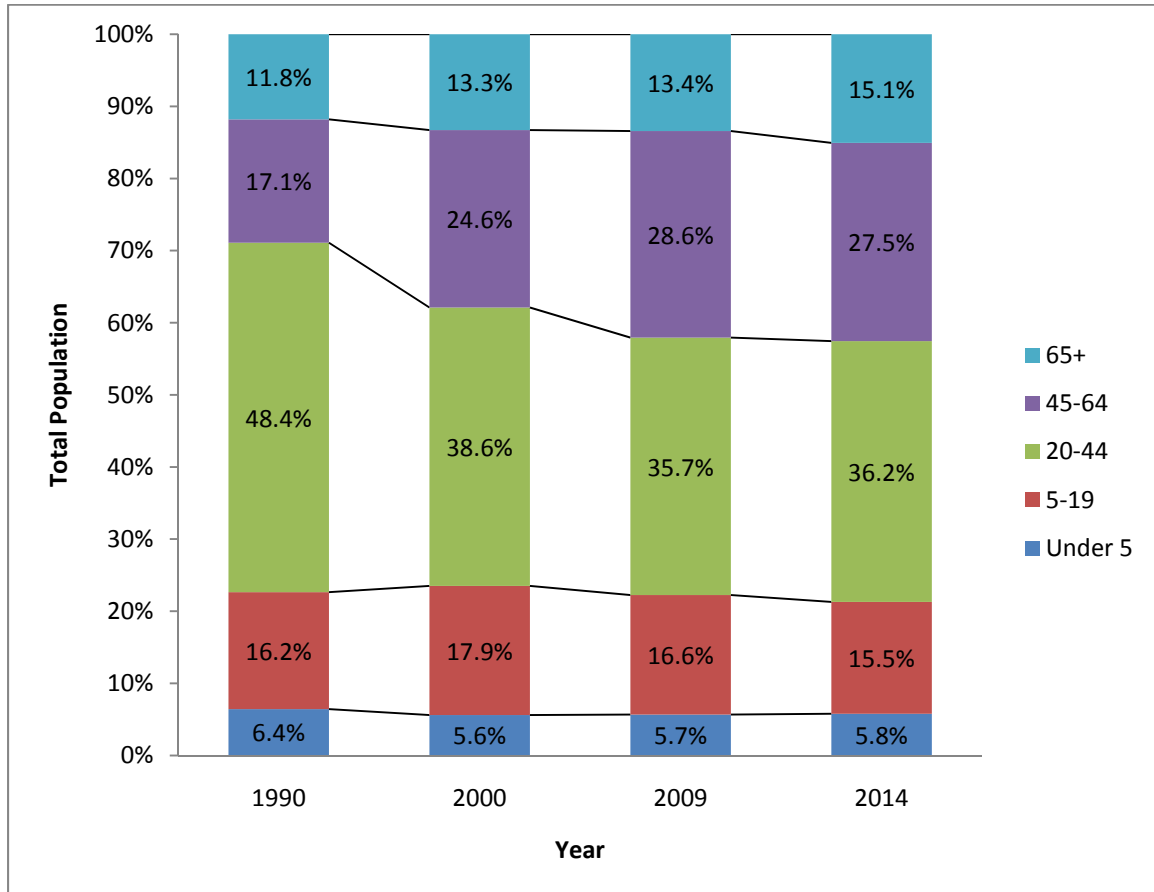
Historical Development and Student Generation Factors

New residential development will have an impact on AUSD future enrollments. New housing brings families with children to the District. In order to determine the impact, accurate student generation factors are necessary. The number of students generated by each new residential unit, including single-family, multi-family, and affordable housing units, assists the district in projecting future enrollments.

Student Generation: New Residential Construction

Accurate student generation factors are important in planning for future facilities. By determining the students generated from new residential units, the District can more accurately project future students. The consultant accessed a real estate database of residential housing units constructed in AUSD between January 2000 and December 2008[4]. This database was sorted and then cross-referenced with the 2009-10 AUSD student list in order to determine the number of students generated per housing unit (SGR) by grade level and by year of construction. A total of 645 single-family detached units were surveyed. The student generation rates for newly constructed residential units are outlined in Table B-1.

Table B-1. Student Generation Factors

Type of Housing	Total Students	# of Units	Student Generation Rate (KD-12)	KD-5	6-8	9-12
Single-Family Detached	224	645	.347	.200	.068	.079
Multi-Family	350	615	.569	.228	.120	.221

Student Generation: Affordable Housing

Affordable or "low income" housing traditionally generates more students than market rate housing. Affordable Housing units have been recently rehabilitated and constructed in AUSD. The consultant analyzed these units to

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[4] The parcel database was not available at the time the draft study was completed. The Student Generation analysis was limited by data availability. The consultant will update the Student Generation Numbers for the final Demographic Analysis.

provide a student generation rate specific to those types of units. A total of 164 Low Income Housing units were surveyed which generated 103 students for the District to house.

Table B-2. Student Generation Factors: Low Income Housing

Type of Housing	Total Students	# of Units	Student Generation Rate (KD-12)	KD-5	6-8	9-12
Apartments/Condos	115	137	.839	.365	.175	.299

Student Generation: Home Sales

  With the exception of the Naval Air Station, AUSD is considered built-out, i.e. there is minimal vacant land available for residential development. The majority of new residential construction is the result of either infill of vacant single parcel lots or the demolition and rebuilding of older buildings. For this reason, it was necessary to provide a housing turnover analysis. All neighborhoods have a "life cycle". As older homes inhabited by "empty nesters" sell (i.e. "turnover") to younger families they generate new students for AUSD to house. Since 2003, 3,343 homes have sold in the AUSD and those homes have generated 1,560 new students for the District to house (Table B-2).

Table B-3. Student Generation Factors: Home Resales

Type of Housing	Total Students	# of Units	Student Generation Rate (KD-12)	KD-5	6-8	9-12
Home Resales	1,560	3,343	0.467	0.256	0.093	0.118

SECTION C: LAND USE PLANNING/RESIDENTIAL DEVELOPMENT

School districts are inextricably linked to their community(s). The land use and planning policies of the various planning agencies affect where and how schools will be constructed as well as the fate of older schools within the District. In order to understand the connection between the schools in Alameda Unified School District, and the areas they serve, an overview of policies and planning is included in this section of the study. By understanding the fabric of the communities, the policies and goals of the City of Alameda and the goals of the Alameda Unified School District, planning for the future will be made easier.

Alameda Unified School District serves the City of Alameda which was contacted to provide information and documents in regards to land use and planning, development and other pertinent information for the Alameda Unified School District. Alameda is located within Alameda County who also provided general information on planning for this study.

Alameda County

Alameda County has a total are of 821 square miles of which 84 square miles is water and is bordered by 5 counties. The County is host to 14 incorporated cities, and 6 unincorporated communities. The county was formed in 1853. Much of what is now considered an intensively urban region, with major cities was developed as a trolley car suburb of San Francisco. The County transformed from Mexican ranches to suburbs and eventually cities.

Alameda County Strategic Vision--2008

In 2006 the Board of Supervisors convened a strategic visioning session including all members of the Board, elected and appointed department heads resulting in a universal environmental scan that identified critical trends and needs in the County over the next several years.   In March 2007, the Board formally adopted a vision, mission and values statement; next steps included identifying priority strategic issues and development work plans.

Alameda County's Strategic Vision was adopted by the Board of Supervisors in 2008 to provide a multi-year, comprehensive, and far reaching roadmap. This document consists of five areas corresponding to the County's core services and community priorities: Environment and Sustainability, Safe and Livable Communities, Healthy and Thriving Populations, Housing, and Transportation.   The purpose of the Strategic Vision is to provide high-level strategic direction to the County's agencies and departments…..This document also serves to communicate our long-term priorities to the community and will guide County policy and resource decisions. [5]

Housing

An important component of the Strategic Vision for the County is to provide housing for all income levels of the population.   The goals for this component of the plan are to increase the supply of housing in the unincorporated areas, to provide quality of housing that is affordable to all

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[5] *Strategic Vision 2008*. Foreward.

income levels, to increase the variety of choices of housing available, and to increase the supply of housing for the County's vulnerable populations.[6]

Alameda County Local Agency Formation Commission (LAFCO)

In 2000 the State of California adopted AB2838, a significant law which altered the guidelines for LAFCOs to establish Spheres Of Influence (SOI) in California.   Sphere of Influence means a plan for the probable physical boundaries and service area of a local government agency. Establishing geographic areas around each city and special district to delineate where they may expand in the future is one of the primary activities of each LAFCO in the State.   This law included uniform "analytical tools" for LAFCOs when evaluating potential SOIs, in addition to requiring the update of all SOIs by 2005.

In determining a sphere of influence, the Commission is required to consider and make written findings with respect to the following factors:

> ➢ The present and planned land uses in the area, including agricultural and open space lands.

> ➢ The present and probable need for public facilities and services in the area.

> ➢ The present capacity of public facilities and adequacy of public services which the agency provides or is authorized to provide.

> ➢ The existence of any social or economic communities of interest in the area if the commission determines they are relevant to the agency.

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[6] *Strategic Vision 2008*. Pp. 9-12.

Spheres of influence act as a guide to LAFCO review of future boundary proposals. LAFCO is required to review adopted spheres of influence every five years. New legislation passed in 2001 requires LAFCO to perform service reviews prior to updating the spheres of influence. LAFCOs must review all of the agencies that provide each local service within a designated geographic area.

City of Alameda

Alameda is located in a small island of the same name next to Oakland on the San Francisco Bay. Much of Alameda's character is a result of a development pattern set during a transit-dominant period. Narrow residential lots and compact shopping districts create a city rather than a suburban feel. An additional part of the city is Bay Farm Island which is adjacent to the Oakland International Airport. Alameda also encompasses the Naval Air Station which was closed in 1997. This area is being gradually redeveloped with housing and commercial/retail areas. The City is built-out with definitive neighborhoods of older homes dominating the area. Development, including multi-family construction, is limited by the zoning adopted by the City as well as other General Plan, Land Use restrictions.

Figure C-1. City of Alameda Zoning Map

City of Alameda Zoning Map
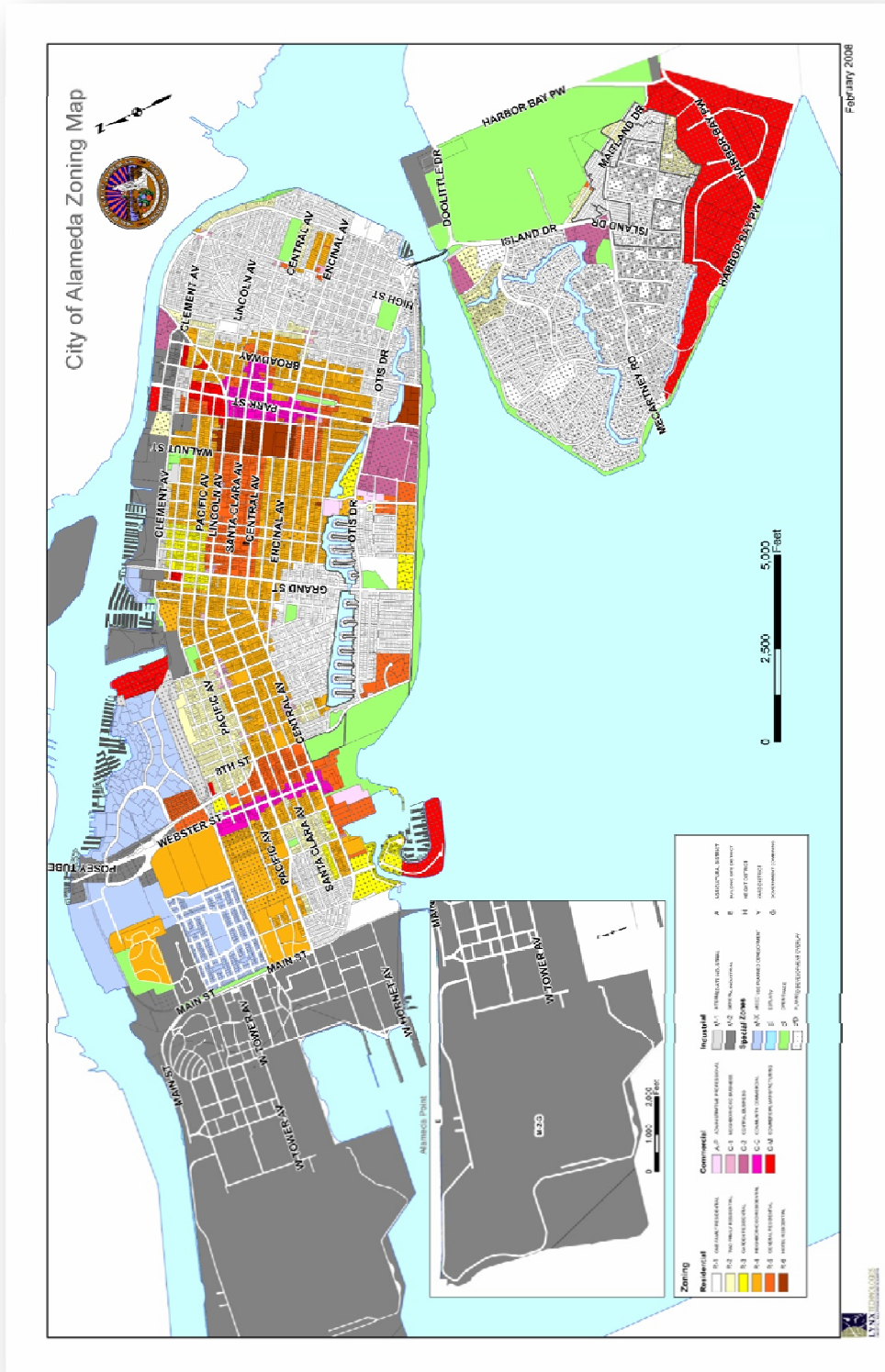
Residential Design Guidelines

While zoning and land use issues are outlined in the General Plan, adopted in 1991, the City adopted a set of guidelines for construction of residences and/or additions to residencies within existing neighborhoods. "The City of Alameda and its residents take great pride in the architectural quality of Alameda's established neighborhoods and historic identity. In the building and remodeling of individual buildings, the community wishes to maintain its continuity with its past. . . . A key objective of the Guide to Residential Design is to maintain the defining characteristics, including the details and materials of these buildings, as well as the overall character of a neighborhood. . . "[7]

Alameda Naval Air Station

The Alameda Naval Air Station (NAS) was decommissioned in 1997 by the U.S. Government. In January 1996, the City of Alameda adopted the NAS Alameda Community Reuse Plan.

> "Between now and the year 2020, the City of Alameda will integrate the Naval Air Station property with the City and will realize a substantial part of the Base's potential. Revenues will have increased and a healthy local economy will have resulted from the implementation of a coordinated, environmentally sound plan of conversion and mixed-use development. While building upon the qualities which make Alameda a desirable place to live, efforts for improving
> recreational, cultural, educational, housing, and employment opportunities for the entire region will have been successful."

> "To facilitate implementation of the Reuse Plan, in 2002, the City adopted a comprehensive set of General Plan policies to guide

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[7] *Guide to Residential Design*: 2005. P. 4.

redevelopment of the former NAS consistent with the vision articulated by the Reuse Plan."[8]

The NAS is being developed in phases. The Bayport area has been constructed with new housing and a new elementary school. Both Alameda Landing and Alameda Point are in the approval process. In addition, the North Housing Parcel, consisting of an additional 42 acres, was declared surplus in 2007. The Alameda Reuse and Redevelopment Authority (ARRA) is responsible for conducting the screening process for this parcel to balance the needs of the homeless and requests for Public Benefit Conveyances against other community needs and interest (i.e. economic development and a range of housing for all segments of the population).

Current Residential Development

The City of Alameda Planning Department was contacted to discuss any residential development currently underway. However, due to the residential development guidelines, the zoning adopted for the General Plan, and the lack of developable properties within the City, the NAS developments are the only residential projects which could affect district enrollments.

The Alameda Point draft development draft plan currently proposes two elementary school sites within the development. This project, as currently proposed, would add 4,436 new housing units, 186 low-cost housing units, re-use of existing buildings for up to 309 housing units in addition to commercial uses, civic uses, and open space.[9] A ballot initiative amending the General Plan

[8] Alameda Point website.

[9] City of Alameda Memorandum, March 31, 2009.

to establish a new Alameda Point Specific Plan District will go to the voters on February 2, 2010.

The Alameda Unified School District will need to remain proactive in working with the developer to address the future needs of school facilities in this project.

SECTION D: SPATIAL ANALYSIS

The consultant utilized a computer mapping software, a Geographic Information System (GIS), to map and analyze the Alameda Unified School District. A GIS is a collection of computer hardware, software, and geographic data that allows us to capture, store, update, analyze and display all forms of geographic information. Unlike a one-dimensional paper map, a GIS is dynamic in that it links location to information in various layers in order to spatially analyze complex relationships. For example, within a GIS you can analyze where students live vs. where students attend school. Figure D-1 provides a visualization of the layers developed for the AUSD specific GIS.

Figure D-1. AUSD GIS Layers

- Students, Schools

- Attendance Areas

- Orthophotographs

- Parcels, Zoning

- Development

- District Boundary, Streets, Railways, Parks, Waterbodies
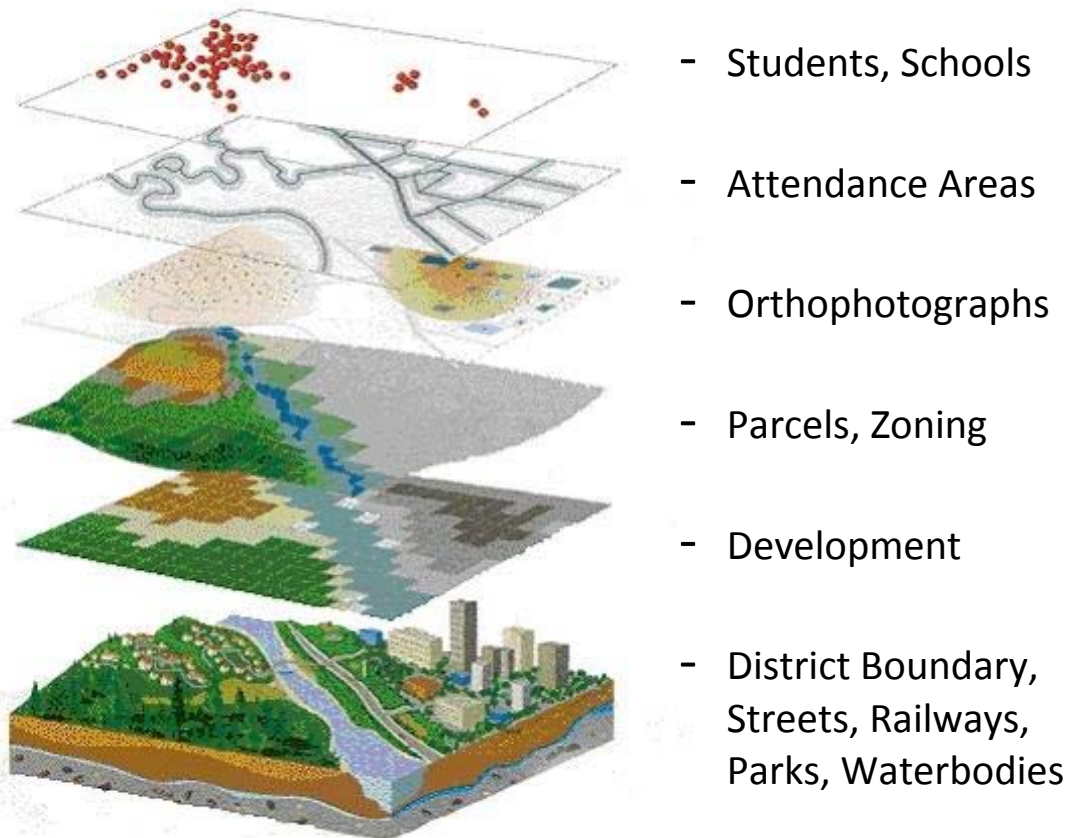
AUSD Specific GIS Data

One of the most crucial pieces of GIS data that aids in the educational and facility planning process is District specific GIS data. Facility Master Planning is a multi-criteria process, which may result in a District making decisions regarding the consolidation of schools, renovation of existing schools, reconfiguration of current schools, and/or site location analysis and construction of new schools. Combining District specific GIS data (students, attendance areas, land use data, etc.) with basemap data (roads, rivers, school sites, etc.) significantly enhances the decision making process. School zone maps are provided in Figures D-2 through D-4.

Figure D-2. Elementary Attendance Zones

Elementary School Zones
Alameda Unified School District

Legend
- K-5 Elementary School
- Parks and Golf Course
- Waterbodies
- Major Road
- Road
- Railroad

Prepared by: Jack Schreder and Assoc., 2009
Data Sources: ESRI, AUSD, JS&A Original Research
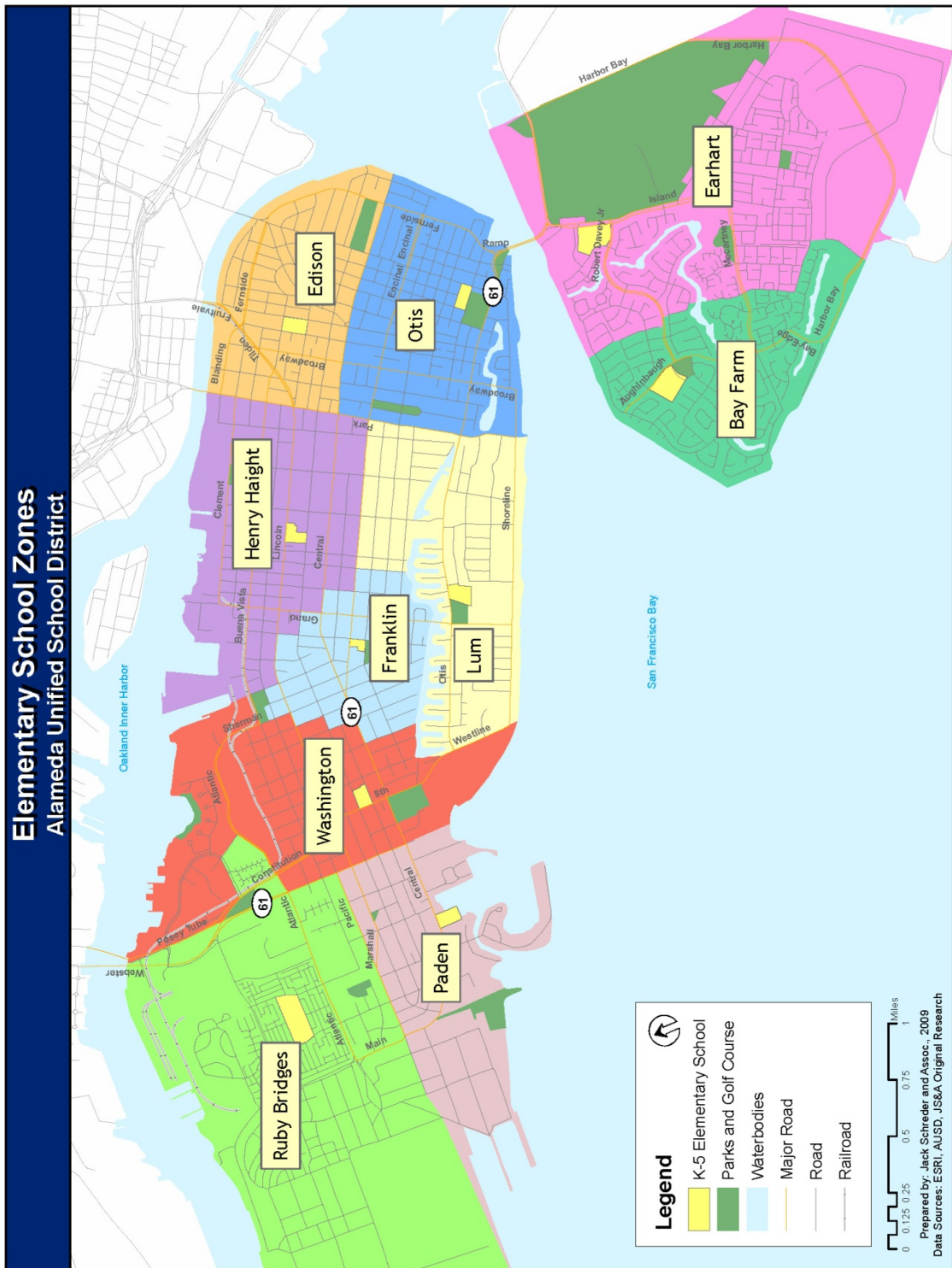
Figure D-3. Middle School Zones

Middle School Zones
Alameda Unified School District

Lincoln

Wood

Chipman

Legend
- 6-8 Middle School
- Waterbodies
- Parks and Golf Course
- Railroad
- Road
- Major Road

Prepared by: Jack Schreder and Assoc., 2009
Data Sources: ESRI, AUSD, JS&A Original Research
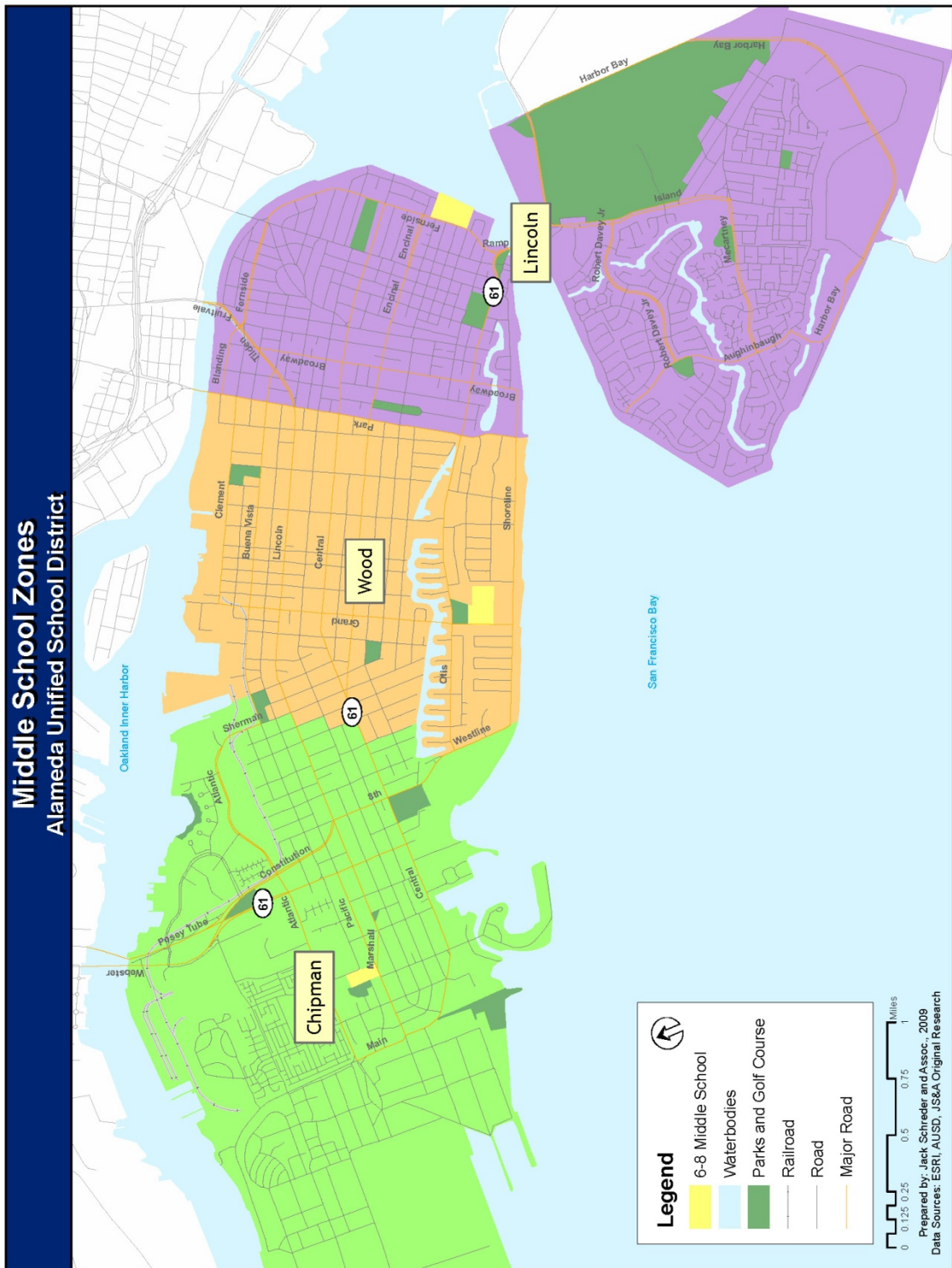
Figure D-4. High School Zones

High School Zones
Alameda Unified School District

Legend

9-12 High School
Parks and Golf Course
Waterbodies
Major Road
Road
Railroad

Prepared by: Jack Schreder and Assoc., 2009
Data Sources: ESRI, AUSD, JS&A Original Research

0   0.125 0.25   0.5   0.75   1
Miles

Student Data

The consultant accurately mapped eight years of student data by a process called geocoding. The address of each individual AUSD student was matched in the AUSD GIS[10]. This resulted in a point on the map for each student (Figure D-5). This map demonstrates the density of students (or lack therof) in the various areas of the District.

Once all students are geocoded to the AUSD GIS, they are grouped and totaled by school zone. Figures D-6 through D-8 provide the number of AUSD students residing in each school zone by grade level grouping in 2009-10.

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[10] BASE and ACLC students were not included in the student resident counts.

Figure D-5. 2009-10 AUSD Students

Figure D-6. KD-5 Student Resident Counts
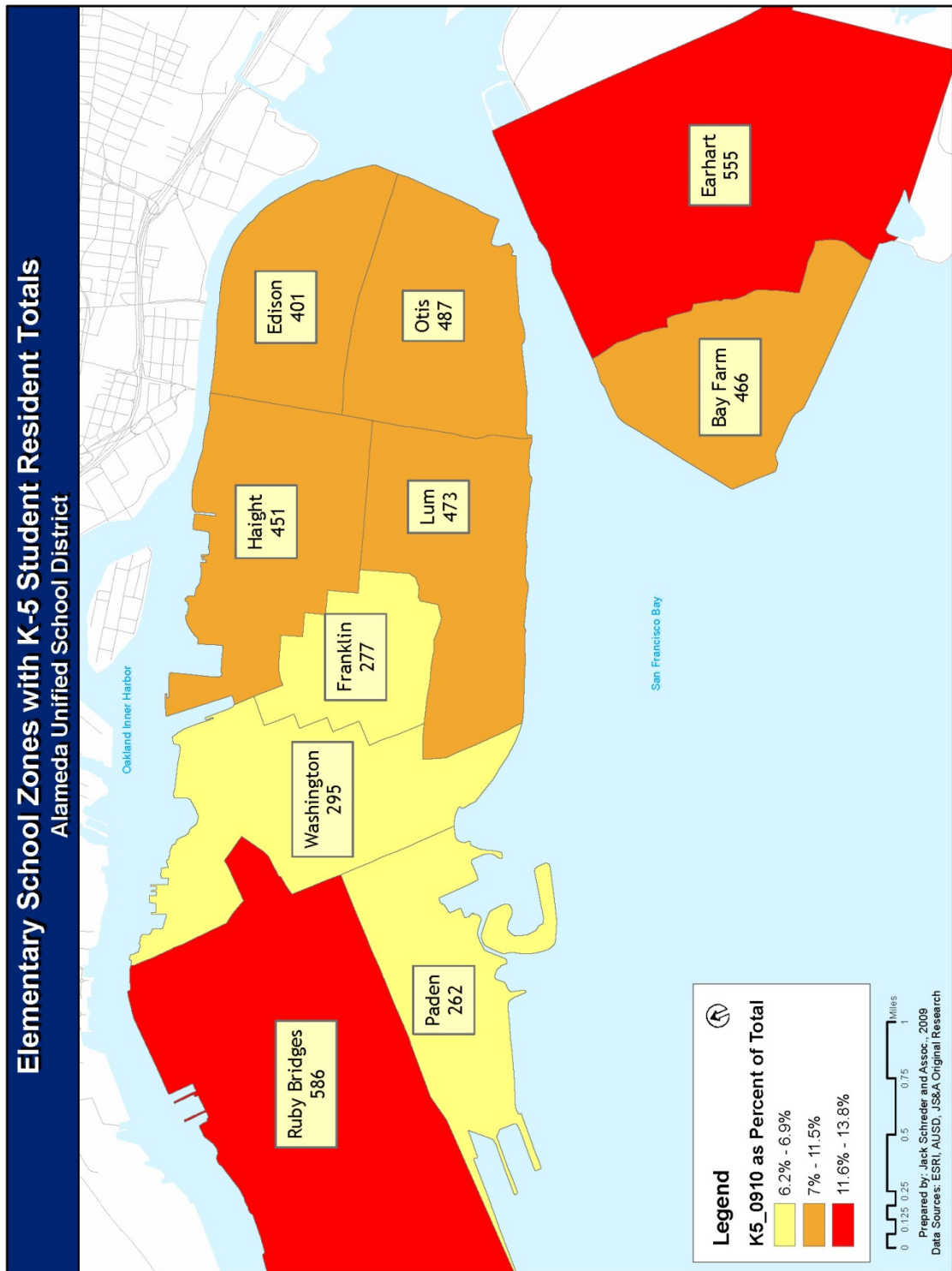
Figure D-7. 6-8 Student Resident Counts
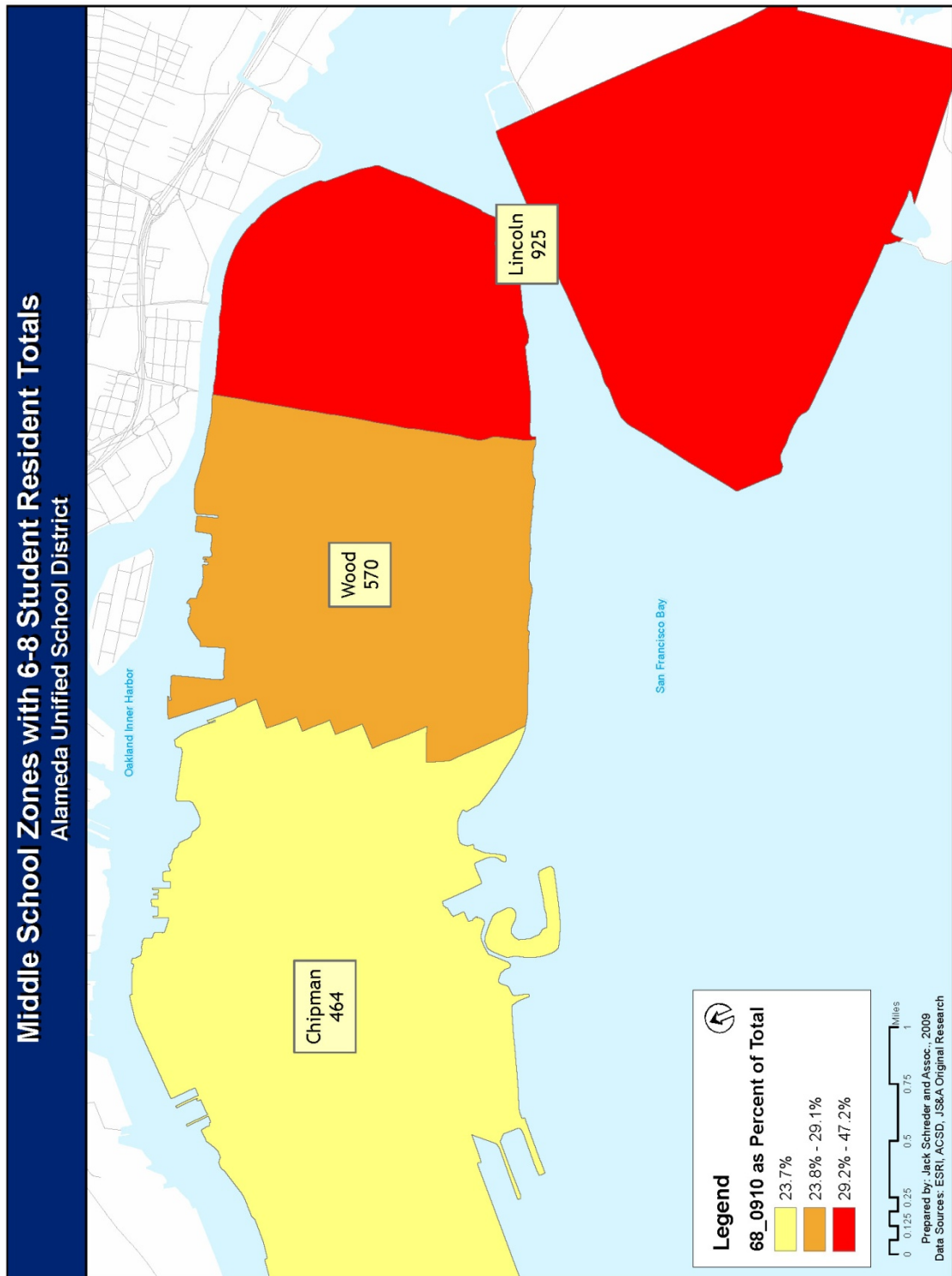
Figure D-8. 9-12 Student Resident Counts

High School Zones with 9-12 Student Resident Totals
Alameda Unified School District

Alameda
2063

Encinal
1019

Oakland Inner Harbor

San Francisco Bay

Legend
912_0910 as Percent of Total
33.1%
33.2% - 66.9%

0 0.125 0.25   0.5   0.75   1
Miles

Prepared by: Jack Schreder and Assoc., 2009
Data Sources: ESRI, AUSD, JS&A Original Research
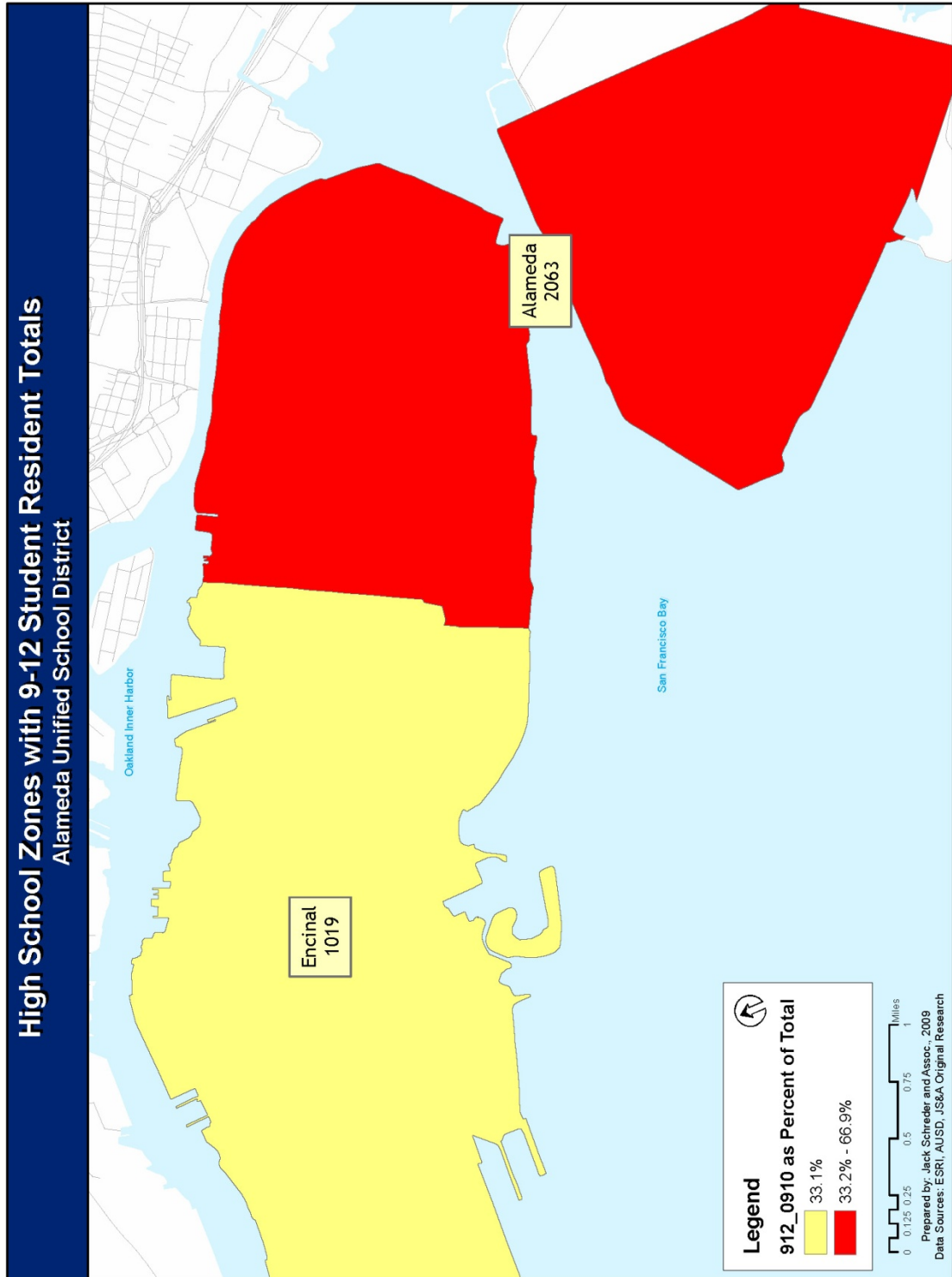
Attendance Matrices

Attendance Matrices have been included to provide a better understanding of where students reside versus where they attend school. An important factor in analyzing the AUSD student population is determining how well each school is serving its neighborhood population. Therefore, these matrices were developed to demonstrate where students live versus where students attend school. Tables D-1 to D-3 provide a comparison of the 2009-10 AUSD students by their school of residence versus their school of attendance.

The tables should be read top to bottom, then right to left. For example, Table D-1 indicates that there are 34 elementary students residing in the Bay Farm school zone, but attending Earhart Elementary School; alternatively, there are 32 students residing in Earhart school zone, but attending Bay Farm Elementary School.

This detailed analysis demonstrates the AUSD is experiencing high rates of in-migration and out-migration. In-migration refers to students attending a school but not residing in its zone. Out-migration refers to students leaving their school zone to attend a school in another zone.

Elementary School Matrix

Table D-1 demonstrates the rates of KD-5 in-migration; from 8.8% at Edison Elementary to 37.6% at Washington Elementary (in other words, 37.6% of Washington's enrollment consists of students not residing in the Washington school zone).

Likewise, the matrix also demonstrates rates of KD-5 out-migration; from 6.7% at Edison Elementary School to 39.3% at Washington Elementary School.

Table D-1. Elementary School Matrix

School of Attendance \ School of Residence	Bay Farm	Earhart	Edison	Franklin	Haight	Lum	Otis	Paden	Ruby Bridges	Washington	Other Districts	Total Attending
Bay Farm	**428**	32	3	2	9	3	11	2	6	5	3	**504**
Earhart	34	**509**	8	2	16	9	4		9	7	7	**605**
Edison	1	1	**374**		6	1	21	2	3		1	**410**
Franklin				**226**	18	7		1	4	27	4	**287**
Haight	1	1	2	13	**338**	22	3	7	8	19	15	**429**
Lum	1	3	2	3	18	**405**	19		9	11	11	**482**
Otis	1	5	5		6	13	**415**		7	2	7	**461**
Paden			4	4	19	7	7	**230**	48	17	22	**358**
Ruby Bridges		2		3	12	4	6	10	**472**	28	28	**565**
Washington		2	3	24	9	2	1	10	20	**179**	37	**287**
Total Residing	**466**	**555**	**401**	**277**	**451**	**473**	**487**	**262**	**586**	**295**	**135**	**4,388**

	Bay Farm	Earhart	Edison	Franklin	Haight	Lum	Otis	Paden	Ruby Bridges	Washington
Outflow to other AA	38	46	27	51	113	68	72	32	114	116
Inflow from other AA	73	89	35	57	76	66	39	106	65	71
Inflow from Other Districts	3	7	1	4	15	11	7	22	28	37
Total Geocoded Students Attending	504	605	410	287	429	482	461	358	565	287
Total Residents Attending	428	509	374	226	338	405	415	230	472	179
Total Non-Residents Attending	76	96	36	61	91	77	46	128	93	108
% In-Migration	15.1%	15.9%	8.8%	21.3%	21.2%	16.0%	10.0%	35.8%	16.5%	37.6%
% Out-Migration	8.2%	8.3%	6.7%	18.4%	25.1%	14.4%	14.8%	12.2%	19.5%	39.3%

Middle School Matrix

Table D-2 demonstrates the rates of 6-8 in-migration; from 2.7% at Lincoln Middle School to 25.1% at Chipman Middle School (in other words, 25.1% of Chipman's enrollment consists of students not residing in the Chipman school zone).

Likewise, the matrix also demonstrates rates of 6-8 out-migration; from 6.8% at Lincoln Middle School to 19.5% at Wood Middle School.

Table D-2. Middle School Transfer Matrix

| | | School of Residence | | | | |
		Chipman	Lincoln	Wood	Other Districts	Total Attending
School of Attendance	Chipman	**412**	7	65	66	**550**
	Lincoln	9	**893**	15	1	**918**
	Wood	43	25	**490**	13	**571**
	ACLC	37	33	39	2	**111**
	Total Residing	**501**	**958**	**609**	**82**	**2,150**
	Outflow to other AA	89	65	119		
	Inflow from other AA	72	24	68		
	Inflow from Other Districts	66	1	13		
	Total Geocoded Students Attending	550	918	571		
	Total Residents Attending	412	893	490		
	Total Non-Residents Attending	138	25	81		
	% In-Migration	25.1%	2.7%	14.2%		
	% Out-Migration	17.8%	6.8%	19.5%		

Table D-1 demonstrates the rates of 9-12 in-migration; from 1.9% at Alameda High School to 20.8% at Encinal High School (in other words, 20.8% of Encinal's enrollment consists of students not residing in the Encinal school zone).

Likewise, the matrix also demonstrates rates of 9-12 out-migration; from 13.3% at Alameda High School to 21.9% at Encinal High School.

Figure D-9. High School Transfer Matrix

| | | School of Residence | | | |
		Alameda	Encinal	Other Districts	Total Attending
School of Attendance	Alameda	**1,846**	25	11	**1,882**
	Encinal	85	**847**	138	**1,070**
	Island	90	105	11	**206**
	ACLC	66	65	5	**136**
	ASTI	42	42	67	**151**
	Total Residing	**2,129**	**1,084**	**232**	**3,445**
	Outflow to other AA	283	237		
	Inflow from other AA	25	85		
	Inflow from Other Districts	11	138		
	Total Geocoded Students Attending	1882	1070		
	Total Residents Attending	1846	847		
	Total Non-Residents Attending	36	223		
	% In-Migration	1.9%	20.8%		
	% Out-Migration	13.3%	21.9%		

Inter-District Transfers

Inter-District transfers were isolated and measured for purposes of evaluating the impact to District enrollments and District facilities. As demonstrated in Table D-3, inter-district transfer students represent 4.5% of the District's current KD-12th grade enrollments. Currently, there are 442 inter-district students enrolled in AUSD.

Table D-3. Inter-District Transfers

City of Residence	Number of Inter-District Transfer Students into ACUSD
Albany	1
Berkeley	1
Castro Valley	2
Concord	1
El Sobrante	3
Emeryville	6
Fairfield	1
Fremont	1
Hayward	16
Hercules	2
Lathrop	1
Oakland	316
Piedmont	1
Pinole	1
Pittsburg	2
Pt Richmond	2
Richmond	11
San Francisco	2
San Leandro	58
San Lorenzo	7
San Pablo	5
Suisun	1
Walnut Creek	1
Total	**442**

As Figure D-10 demonstrates, the number of inter-district transfer students increased from 2002 to 2007. However, since 2007 inter-district transfer enrollment has declined by 130 students (-22.7%). Figure D-11 provides the number of 2009-10 inter-district transfer enrollment by grade level.

Figure D-10. Number of Inter-District Transfers by School Year
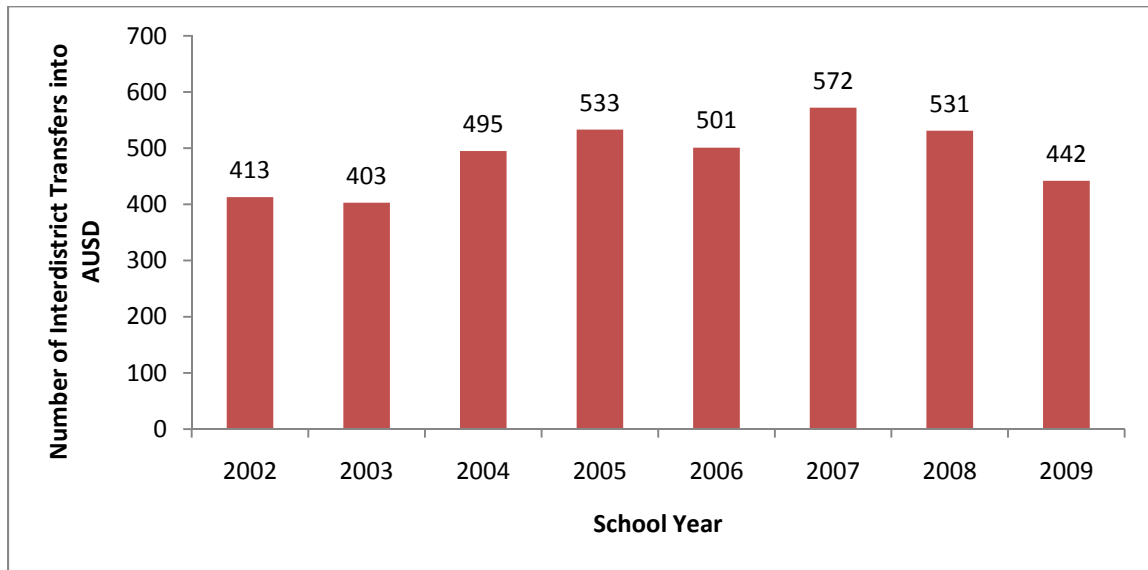
Figure D-11. 2009-10 Inter-District Transfers by Grade Level
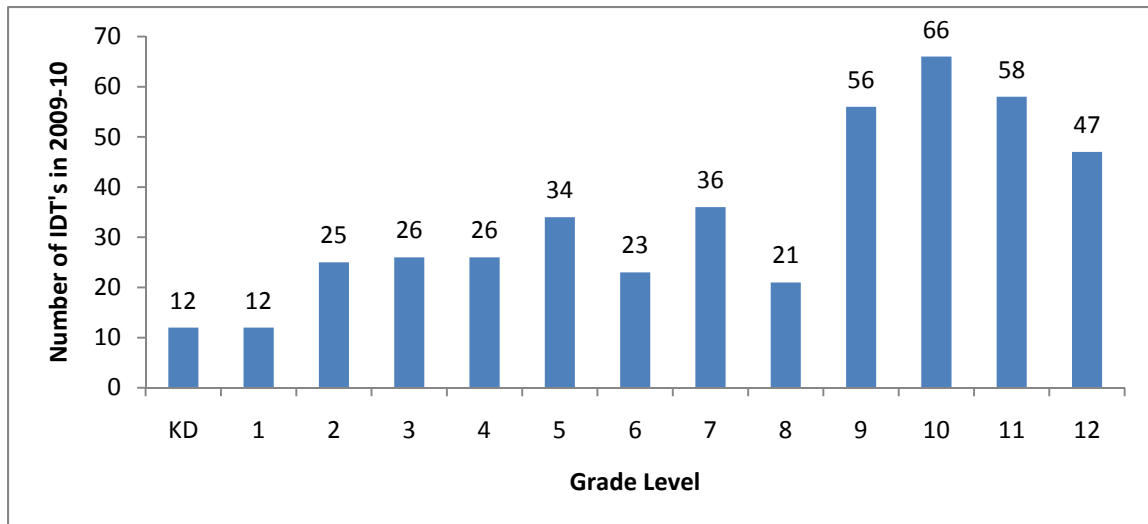
Figure D-12 compares the number of inter-district transfer students to the number of AUSD student residents since 2002. During the past eight years, inter-district transfer students have accounted for 3.9 to 5.7 percent of AUSD enrollment.

Figure D-12. Inter-District Transfers Compared to AUSD Student Residents
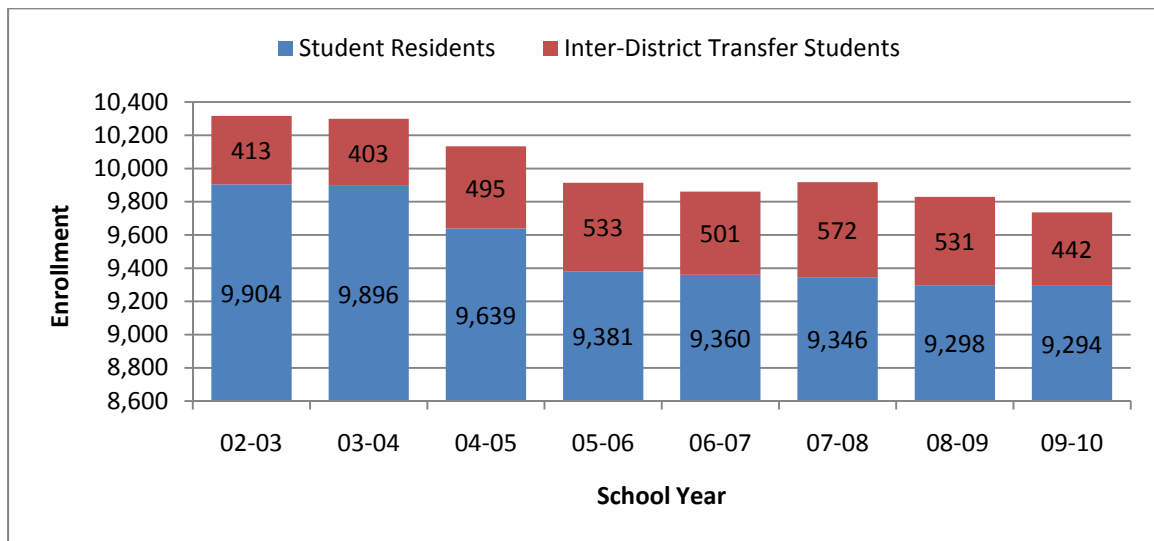
Figure D-13. Inter-District Transfer Students as a Percent of Total Enrollment
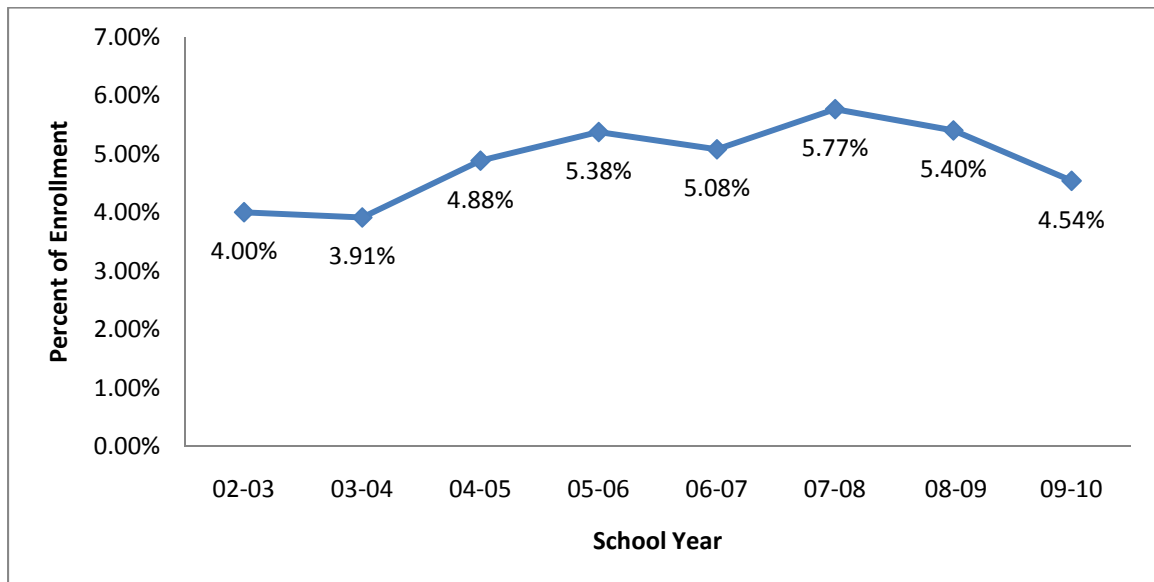
SECTION E: ENROLLMENT PROJECTIONS

In order to continue to effectively plan for facilities, boundary changes or policy changes for student enrollments, school district administrators need a 10-Year enrollment projection. This projection is dual-purpose; 1) for 1-2 year short-term budgeting and staffing, and 2) for 7-10 year facility planning.

The consultant utilized the industry standard cohort "survival" methodology to prepare the 10-Year enrollment projection for the Alameda Unified School District. While based on historical enrollments the consultant adjusts the calculation for:

- Historical and Projected Birth Data (used to project future Kindergarten students)

- Residential Development

- Student Migration Rates

Historical and Projected Birth Data

Close tracking of local births is essential for projecting future kindergarten students. Births are the best predictor of the number of future kindergarten students that will need to be housed by the District. Birth data is collected for Alameda Unified School District by the California Department of Health Services by Zip Code[11] and is utilized in projecting future kindergarten class sizes.

Similar to statewide trends, Alameda County experienced a steady increase in births until 1990 at which time births began to decline. In 1996 this

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[11] The consultant utilized Zip Codes 94501 and 94502.

trend reversed, and births began to level off and then rise once again. Births began to decline again in 2000, but have climbed again in recent years. According to the California Department of Finance, births in Alameda County are projected to increase through 2018 (Figure E-1).

Figure E-1. Actual Live Births, Alameda County
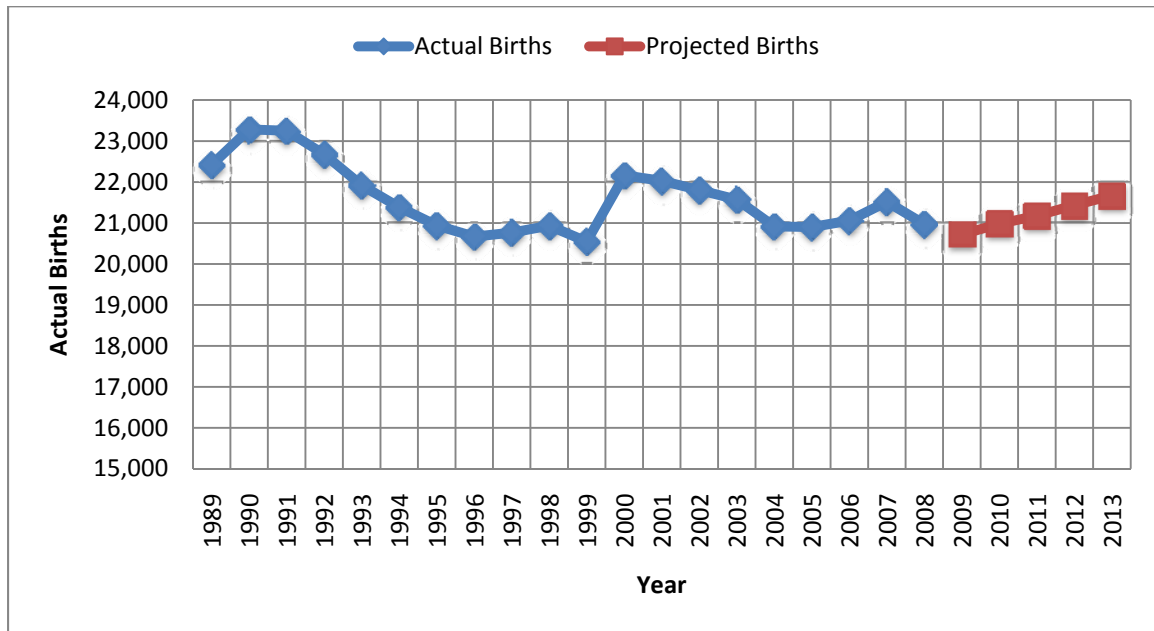
Source: California Department of Public Health

The Alameda Unified School District experienced similar fluctuations in births since 1989. Births peaked in 1992 at 1,185 and then declined sharply, dropping by 392 births by 1998. While births increased slightly from 1998 to 2000, they declined each year from 2000 to 2006 with the exception of 2003. Births increased significantly from 754 in 2006 to 873 in 2007 (+15.8%) and then declined to 855 in 2008. Figure E-2 demonstrates the total number of live births between 1989 and 2008 in the District.

Figure E-2. Actual Live Births, AUSD
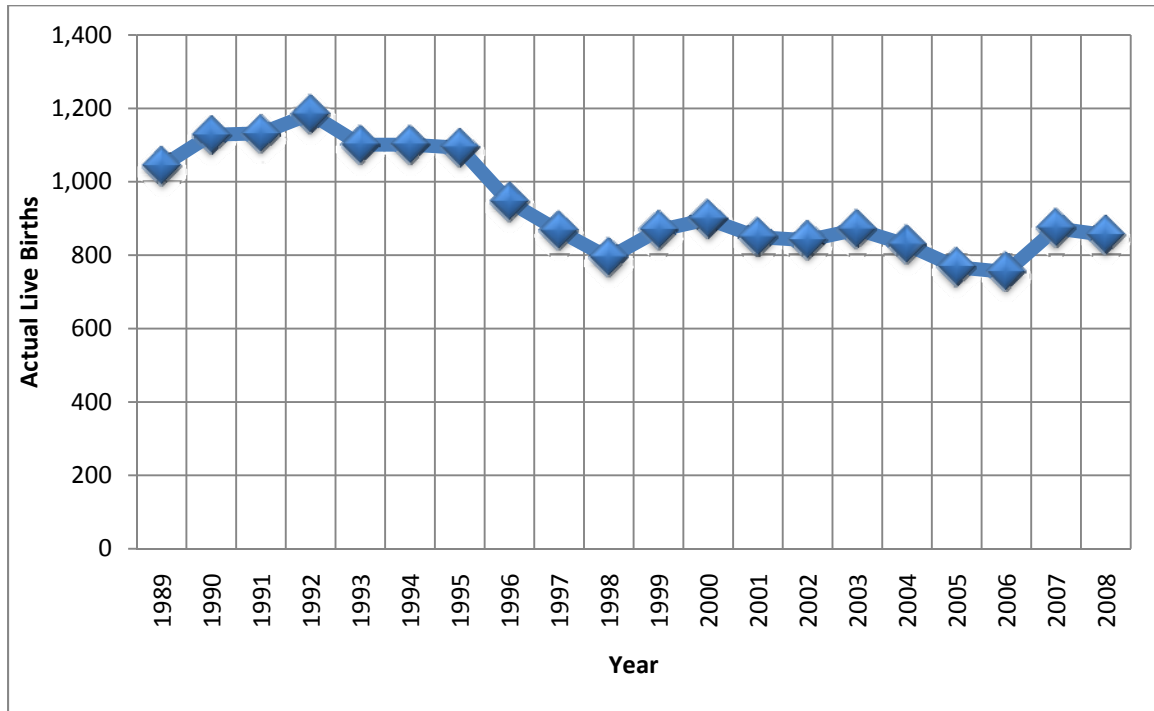
Source: California Department of Public Health

The number of children born to parents who live in AUSD is correlated with the size of the Kindergarten class five years later. Therefore, recent birth data is utilized as the most important factor in order to project future kindergarten students for AUSD to house. Figure E-3 demonstrates this relationship.

Figure E-3. Births Compared to Kindergarten Enrollments (Lagged 5 Years)
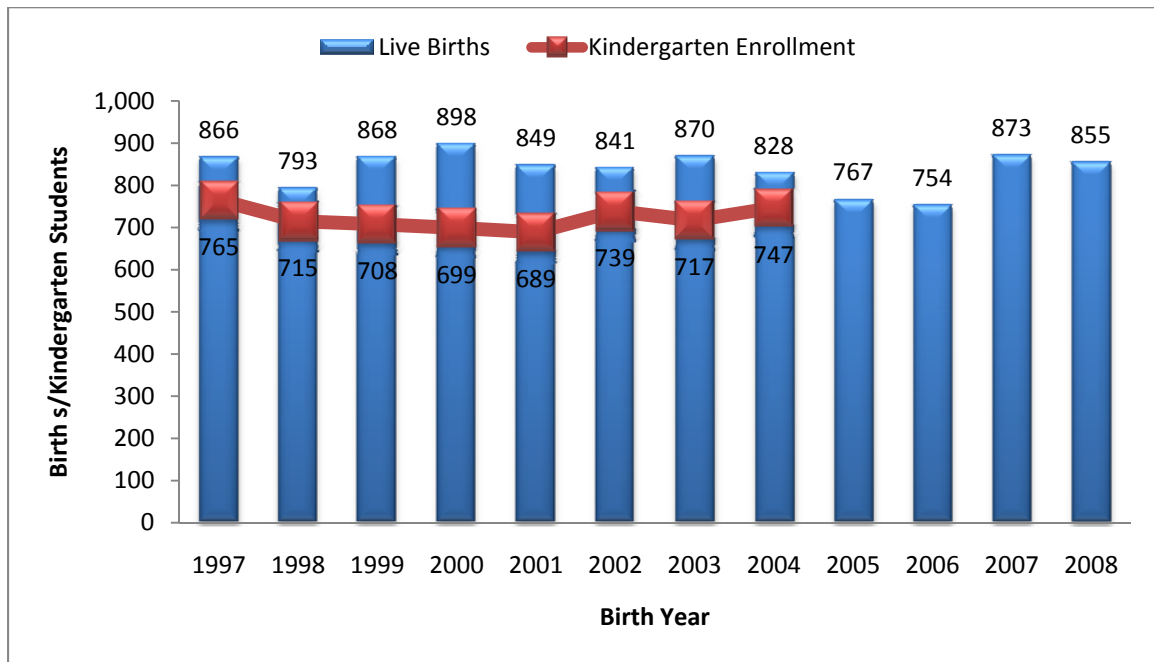
Table E-1 and Figure E-4 demonstrate the AUSD kindergarten-birth ratio. The ratio of AUSD births to kindergarten enrollments five years later has increased in recent years, from .78 in 2005 to .90 in 2009. In 2009, the kindergarten to birth ratio was .90, meaning that for every 100 births in 2004, 90 children enrolled in AUSD kindergarten classes five years later.

Table E-1. AUSD Kindergarten Enrollment to Live Birth Ratio

Birth Year	Live Births	Increase	Kindergarten Year	Kindergarten Enrollment	Ratio of Live Births as Students in Kindergarten Enrollment
1989	1,042		1994-95	815	0.78
1990	1,128	8.3%	1995-96	907	0.80
1991	1,132	0.4%	1996-97	796	0.70
1992	1,185	4.7%	1997-98	767	0.65
1993	1,101	-7.1%	1998-99	740	0.67
1994	1,101	0.0%	1999-00	764	0.69
1995	1,093	-0.7%	2000-01	763	0.70
1996	945	-13.5%	2001-02	672	0.71
1997	866	-8.4%	2002-03	765	0.88
1998	793	-8.4%	2003-04	715	0.90
1999	868	9.5%	2004-05	708	0.82
2000	898	3.5%	2005-06	699	0.78
2001	849	-5.5%	2006-07	689	0.81
2002	841	-0.9%	2007-08	739	0.88
2003	870	3.4%	2008-09	717	0.82
2004	828	-4.8%	2009-10	747	0.90
2005	767	-7.4%			
2006	754	-1.7%			
2007	873	15.8%			
2008	855	-2.1%			

Figure E-4. AUSD Kindergarten Enrollment to Live Birth Ratio
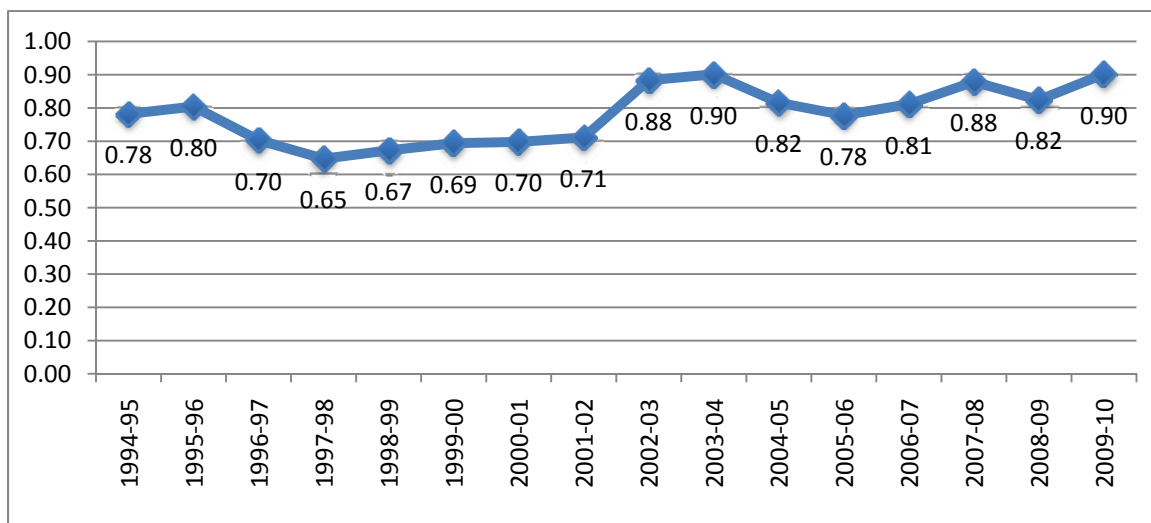
The kindergarten to birth ratios are weighed, averaged, and multiplied by the number of births each year to project kindergarten enrollments. Currently, there is birth data available through 2008. In order to project kindergarten classes beyond 2013, county birth projections from the California Department of Finance (DOF) are utilized.

Student Migration Rates

The methods of projecting student enrollment for future years involve the use of student migration rates. Migration rates are factors used in the calculation of projecting future students.

A migration rate is simply how a given cohort changes in size as they progress to the next grade level.

- Positive migration occurs when a District gains students from one grade into the next grade the following year. For example, a cohort of 100 1st grade students becomes a cohort of 125 2nd grade students the following year. In this case, 25 new students enrolled in the District who were not enrolled the prior year[12].

    - o Positive migration could be indicative of numerous influences including private to public school transfers, new residential construction, District policy changes, school closures in adjacent Districts, etc.

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[12] These is a net measurement.

- Negative migration occurs when a District loses students from one grade into the next grade the following year. For example, a cohort of 100 1st grade students becomes a cohort of 75 2nd grade students the following year. In this case, 25 new students who were present the prior year are not enrolled in the current year.

  o These losses could be indicative of numerous influences including the closure of schools, District policy changes toward interdistrict transfer students, losses to private schools or other Districts, out-migration of families due to economic decline, etc.

As an example, in 2007-08 the District's class of 2nd graders was 718. A year later, this class became a third grade class of 721. Using this example, the rate of migration is calculated in the following way:

(721-718)/718 = +0.42%

The .42% increase is a measure of the likelihood our second grade class will become larger or smaller as the class passes into the third grade the following year. To minimize the effects of an exceptional year, three, five, and seven year migration rates are calculated by averaging and weighting historical migration (Tables E-2 to E-4 and Figures E-5 to E-7).

Table E-2. KD-5ᵗʰ Actual and Average Migration

	KD>1st	1st>2nd	2nd>3rd	3rd>4th	4th>5th	K-4>1-5
2001>2002	69	-6	32	37	42	**174**
2002>2003	8	-10	-1	28	10	**35**
2003>2004	-6	-7	-24	-18	-32	**-87**
2004>2005	2	-8	-12	-7	-17	**-42**
2005>2006	16	-9	0	2	1	**10**
2006>2007	12	3	13	-10	15	**33**
2007>2008	41	18	3	13	5	**80**
2008>2009	29	-19	-31	-3	3	**-21**
Last 7	21	-3	-8	-1	1	**10**
Last 5	25	-3	-8	0	4	**19**
Last 3	30	-3	-12	1	6	**22**

Figure E-5. Migration Grades KD-4 > Grades 1-5, 1993-2009
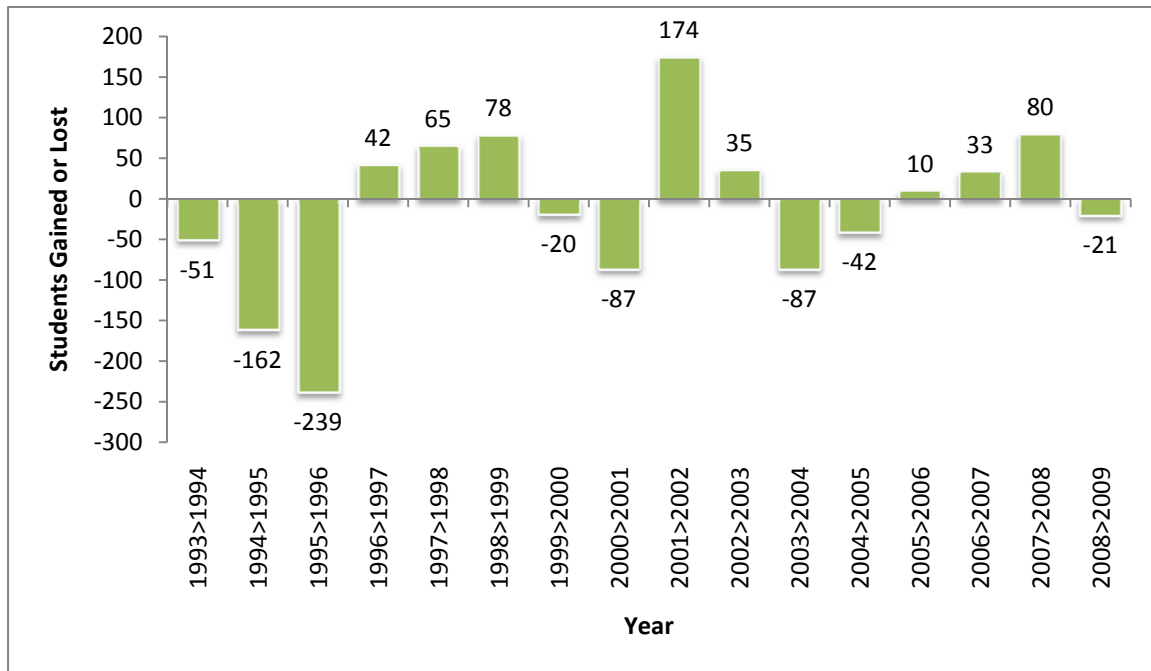
Table E-3. 6th-8th Actual and Average Migration Rates

	5th>6th	6th>7th	7th>8th	5-7>6-8
2001>2002	91	-3	-3	**85**
2002>2003	56	-52	-32	**-28**
2003>2004	-9	-44	-5	**-58**
2004>2005	-7	-25	-21	**-53**
2005>2006	3	-2	15	**16**
2006>2007	12	-9	9	**12**
2007>2008	-10	-11	21	**0**
2008>2009	-83	-22	-15	**-120**
Last 7	**-17**	**1**	**17**	**-36**
Last 5	**-14**	**3**	**20**	**-39**
Last 3	**-16**	**1**	**24**	**-58**

Figure E-6. Migration Grades 5-7 > Grades 6-8, 1993-2009
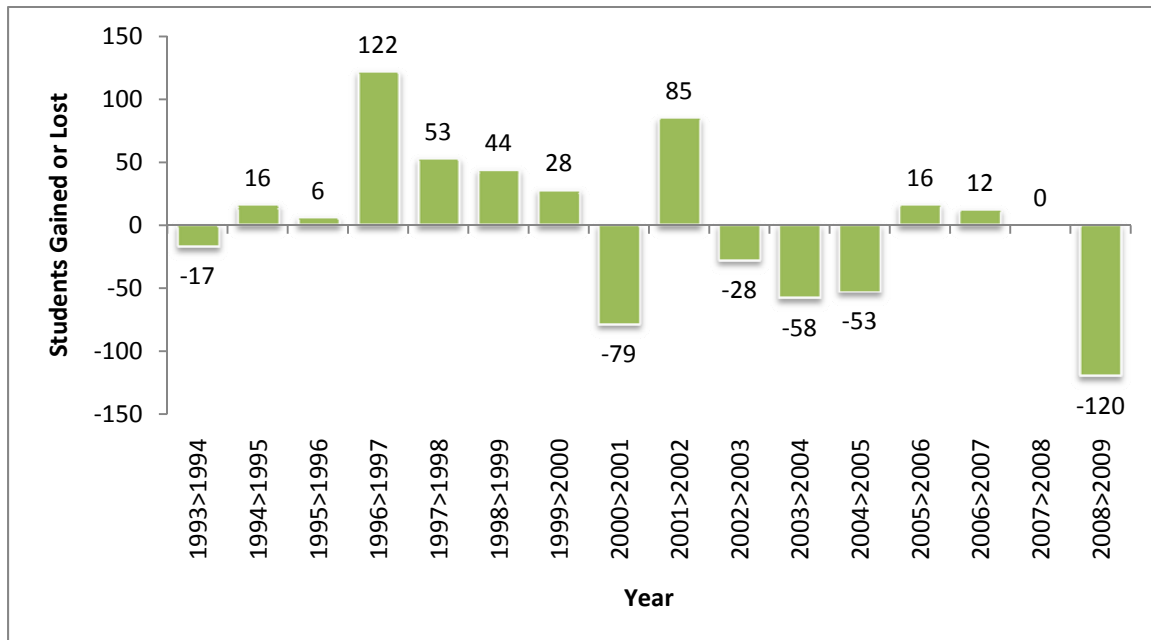
Table E-4. 9ᵗʰ-12ᵗʰ Actual and Average Migration Rates

	8th>9th	9th>10th	10th>11th	11th>12th	8-11>9-12
2001>2002	-22	-12	-20	-30	**-84**
2002>2003	9	5	-2	13	**25**
2003>2004	6	1	9	13	**29**
2004>2005	-4	10	-34	5	**-23**
2005>2006	18	20	20	13	**71**
2006>2007	9	20	6	34	**69**
2007>2008	29	18	-26	22	**43**
2008>2009	25	-14	-6	85	**90**
Last 7	**17**	**8**	**-6**	**36**	**55**
Last 5	**20**	**7**	**-7**	**43**	**63**
Last 3	**24**	**2**	**-11**	**56**	**71**

Figure E-7. Migration Grades 8-11 > Grades 9-12, 1993-2009
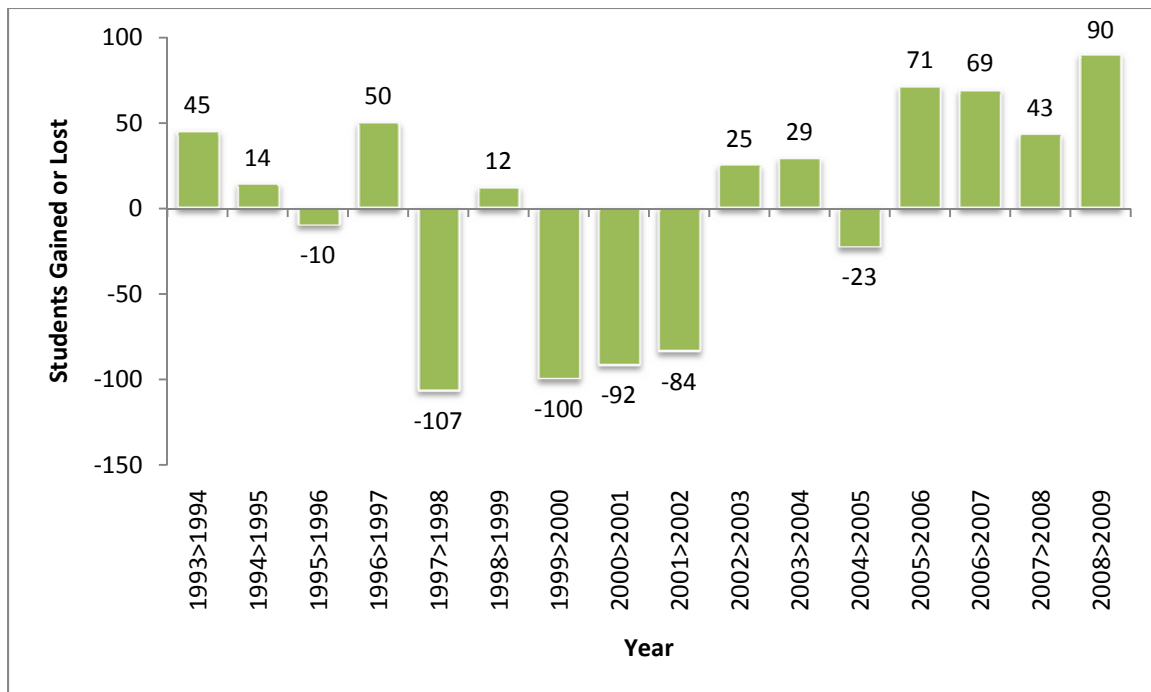
As the tables and figures demonstrate, AUSD experienced positive migration in recent years, while overall enrollments declined. This is largely due to the exiting of larger cohorts combined with smaller incoming cohorts. The larger cohorts currently moving through the District's middle and high schools will be replaced with smaller cohorts who have entered the District in recent years. For example, the cohort that began in 1999 as a kindergarten class of 764 students are currently the District's 10th grade class of 816 students. Alternatively, the cohort that began in 2004 as a kindergarten class of 708 students are currently the District's 5th grade class of 730 students. When larger cohorts are replaced with smaller cohorts, and the positive migration is insufficient to offset the difference, District's experience enrollment declines.

Figure E-8. Comparison of Cohorts
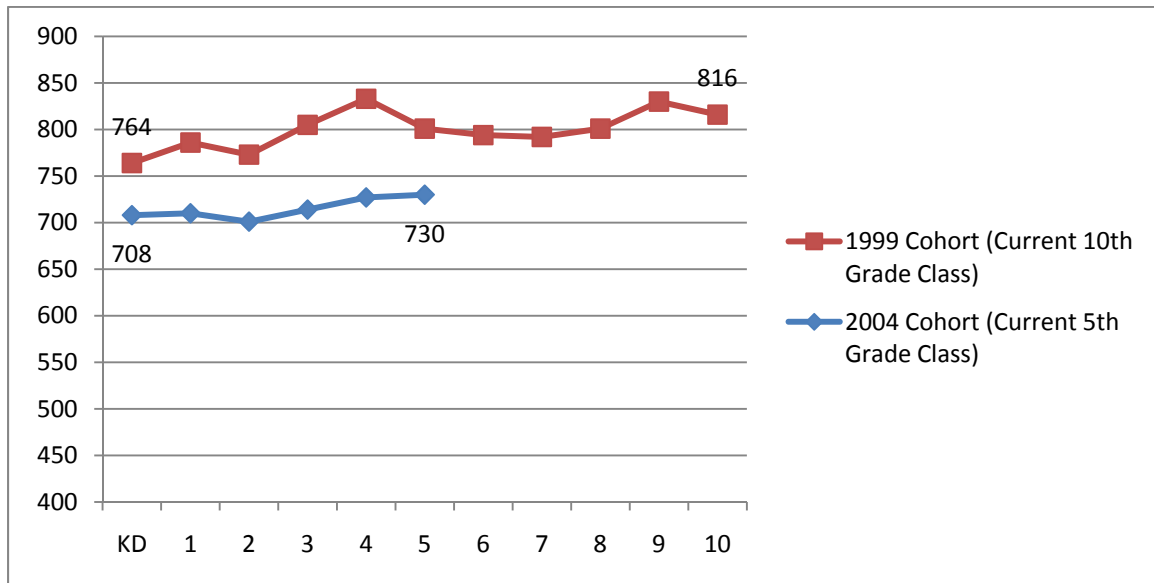
Additional Considerations

Homeless Children

It is not possible to measure the impact of homeless children on AUSD enrollments as data is not collected and tracked at the District level for this population.

Coast Guard Housing

It is difficult to isolate and project the number of students generated from Coast Guard housing units in the District. Currently, there are 300 Coast Guard housing units located in the northwest area of the District in the Marina Village complex. The historical numbers of students who have resided in the complex since 2002 (and attended AUSD schools) is provided in Figure E-9. Since 2002 the number of students residing in Marina Village has dropped by 25%, from 132 to 98 KD-12th grade students. Students from Coast Guard housing account for less than 1% of District enrollment[13].

Figure E-9. Historical Students Residing in Marina Village (Coast Guard Housing)

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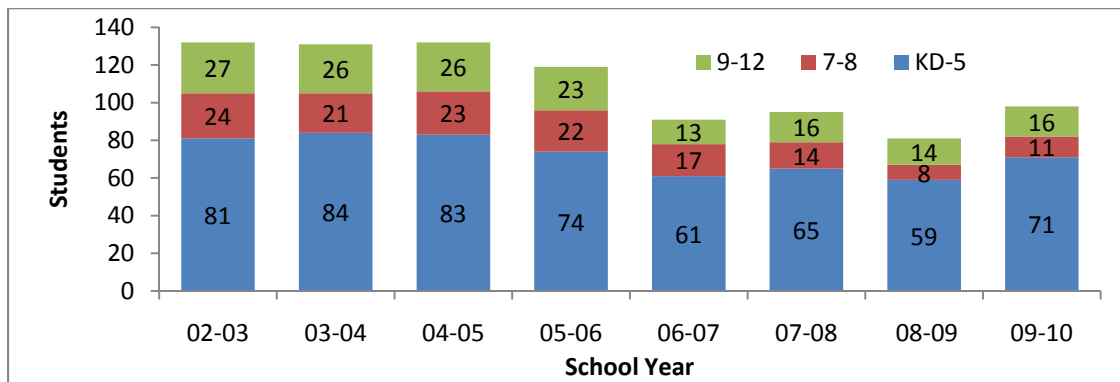
[13] There may be Coast Guard families residing in other housing units with students attending AUSD, however data on these families is not collected and is therefore unavailable.

We recommend the District continue to monitor Coast Guard housing. Military families are transient in nature, and additional Coast Guard housing units will generate additional students for the District to house. Likewise, the closure of any Coast Guard housing will likely result in the loss of AUSD students as those families are relocated.

Enrollment Projection

The benefit of tracking district demographic trends is the ability to utilize the trend data to project future enrollment. Predicting future enrollment is an important factor affecting many school processes: long-range planning, budgeting, staffing, and predicting future building and capital needs. The consultant has utilized several tools to predict future enrollment – cohort growth, birth rates, and residential construction patterns.

The cohort survival method is the standard demographic technique for projecting enrollments. This method was utilized to project enrollments for AUSD.

In Alameda Unified School District, cohort size increases as it progresses through the grades. Figure E-8 shows the kindergarten cohort as they moved through the grade levels. For example, the current 12th grade class of 928 began in 1996 as a Kindergarten class of 767 students. The Kindergarten class of 2008 (717 students) became a 2009 1st grade class of 746, for a gain of 29 students from Kindergarten to 1st grade.

Figure E-10. Cohort Growth Since Kindergarten
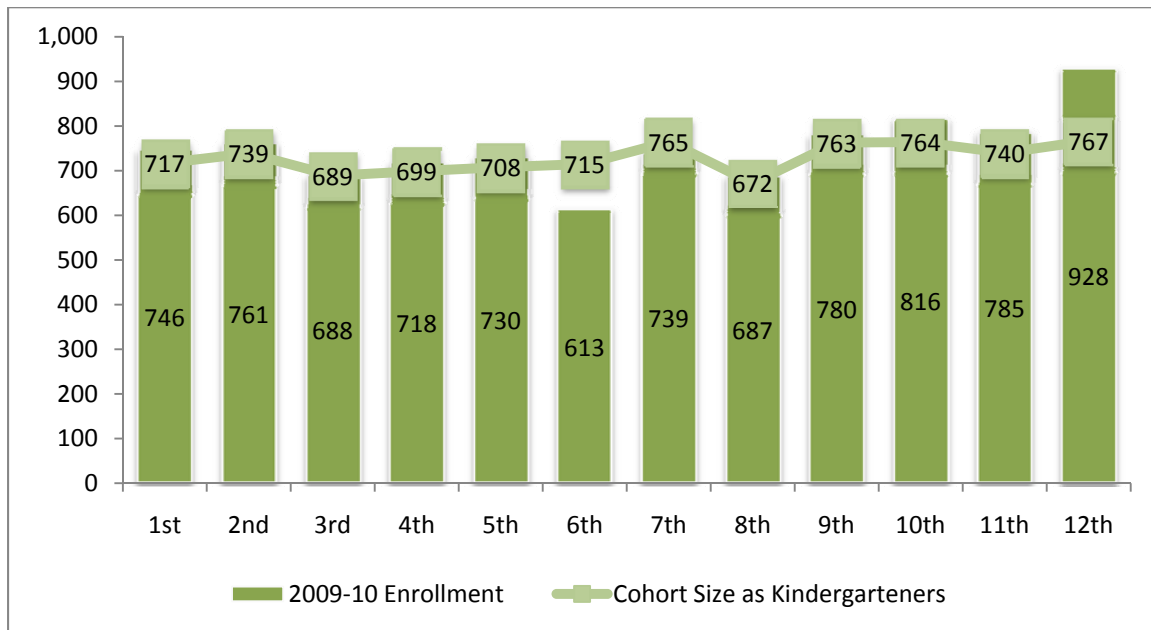
Three enrollment projections were prepared for AUSD: "Low", "Most Likely", and "High". The Low enrollment projection was calculated by averaging and weighting seven years of historical cohort survival rates. The Most Likely enrollment projection was calculated by averaging and weighting five years of historical cohort survival rates. The High enrollment projection was calculated by averaging and weighting three years of historical cohort survival rates.

We recommend the District continue to monitor all variables included in this analysis, and update the projections each Fall and Spring as new data becomes available.

The enrollment projections through 2019-20 are provided in Tables E-4 through E-6. Detailed enrollment projections by school, grade, and year are provided in Section H. Based on the Most Likely projection, KD-12th grade enrollments are projected to decline to 9,374 by the 2019-20 school year.

Table E-5. Low Enrollment Projection

Alameda Unified School District											
Low Enrollment Projection											
			School Year								
Grade	Actual 09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
KD	747	675	664	768	752	656	665	671	679	687	695
1	746	768	695	684	789	773	677	685	691	699	707
2	761	743	764	692	681	785	770	674	682	688	696
3	688	753	735	756	684	673	778	762	666	674	680
4	718	688	753	734	756	684	672	777	761	665	674
5	730	719	688	754	735	757	685	673	778	762	666
6	613	710	699	669	734	716	737	665	654	758	742
7	739	596	693	682	651	716	698	720	648	636	741
8	687	740	596	694	683	652	717	699	720	648	637
9	780	704	757	613	711	699	669	734	716	737	665
10	816	788	712	765	621	719	708	677	742	724	745
11	785	810	782	706	759	615	712	701	671	736	718
12	928	821	846	818	742	794	651	748	737	707	772
KD-5	4,390	4,345	4,299	4,389	4,397	4,328	4,246	4,242	4,257	4,176	4,118
6-8	2,039	2,046	1,988	2,044	2,068	2,084	2,152	2,083	2,021	2,043	2,120
9-12	3,309	3,123	3,096	2,902	2,832	2,828	2,740	2,861	2,866	2,904	2,900
Total	9,738	9,513	9,384	9,334	9,297	9,240	9,138	9,186	9,145	9,122	9,139

Table E-6. Most Likely Enrollment Projection

Alameda Unified School District											
Most Likely Enrollment Projection											
			School Year								
Grade	Actual 09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
KD	747	690	679	786	770	671	680	686	694	702	711
1	746	772	716	704	811	795	697	705	711	720	727
2	761	743	770	713	701	808	792	694	702	709	717
3	688	753	736	762	705	693	801	784	686	695	701
4	718	688	754	736	762	705	694	801	785	687	695
5	730	722	693	758	740	766	710	698	805	789	691
6	613	702	694	665	730	712	738	682	670	777	761
7	739	599	688	680	651	716	698	724	668	656	763
8	687	742	602	691	683	654	719	701	727	671	659
9	780	707	762	622	711	703	674	739	721	747	691
10	816	787	714	769	629	718	711	681	746	729	755
11	785	809	780	707	762	622	711	703	674	739	721
12	928	828	852	823	750	805	665	754	747	717	782
KD-5	4,390	4,370	4,346	4,458	4,489	4,440	4,373	4,368	4,384	4,301	4,242
6-8	2,039	2,043	1,984	2,036	2,064	2,082	2,156	2,107	2,065	2,104	2,183
9-12	3,309	3,131	3,108	2,922	2,853	2,849	2,761	2,878	2,888	2,932	2,949
Total	9,738	9,544	9,438	9,416	9,406	9,371	9,289	9,353	9,337	9,337	9,374

Table E-7. High Enrollment Projection

Alameda Unified School District											
High Enrollment Projection											
			School Year								
Grade	**Actual 09-10**		**10-11**	**11-12**	**12-13**	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**
KD	747		706	694	803	787	686	695	701	710	718	727
1	746		777	736	724	833	817	716	725	732	740	748
2	761		743	774	733	721	830	814	713	722	729	737
3	688		749	731	762	720	709	818	801	701	710	716
4	718		689	750	732	763	722	710	819	803	702	711
5	730		724	695	756	738	769	727	715	825	808	708
6	613		687	681	652	713	695	726	684	673	782	765
7	739		597	671	665	636	697	679	710	668	656	766
8	687		740	598	672	666	637	698	680	711	669	657
9	780		711	764	622	696	689	661	721	703	734	693
10	816		782	713	766	624	698	692	663	724	706	737
11	785		805	772	702	755	613	687	681	652	713	695
12	928		841	861	827	758	811	669	743	737	708	768
KD-5	4,390		4,387	4,379	4,509	4,562	4,532	4,480	4,476	4,492	4,407	4,347
6-8	2,039		2,024	1,950	1,989	2,014	2,028	2,102	2,074	2,051	2,108	2,189
9-12	3,309		3,139	3,109	2,917	2,833	2,811	2,708	2,808	2,815	2,860	2,893
Total	**9,738**		**9,550**	**9,438**	**9,415**	**9,409**	**9,372**	**9,290**	**9,357**	**9,359**	**9,375**	**9,428**

Table E-8. Enrollment Projections by School

School	Actual 09-10		10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Bay Farm	505		491	474	480	478	493	486	485	487	478	472
Earhart	605		600	605	621	629	625	616	616	618	606	598
Edison	410		427	441	463	466	478	471	471	473	464	458
Franklin	287		302	301	308	329	343	337	337	338	331	327
Haight	429		402	380	385	390	366	361	360	362	355	350
Lum	483		480	474	481	490	474	467	467	468	460	454
Otis	461		498	523	551	574	581	572	572	574	563	556
Paden	358		346	330	332	325	306	301	301	302	296	292
Ruby Bridges	565		581	589	619	609	602	593	592	594	583	574
Washington	287		246	233	221	207	184	181	181	181	177	174
Chipman	550		599	591	544	552	557	577	564	553	563	585
Lincoln	918		972	999	965	977	985	1,019	997	978	996	1,032
Wood	571		595	568	553	560	565	585	572	561	571	593
Alameda	1,882		1,846	1,802	1,698	1,655	1,653	1,598	1,671	1,677	1,704	1,715
Encinal	1,070		1,034	972	910	832	831	803	840	843	857	863
Island	206		196	199	194	194	194	194	194	194	194	194
Totals may not match districtwide projection due to rounding.												

SECTION F: STUDENT RESIDENT PROJECTIONS

The following projections by school zone are based upon residence of the students. The methodology is similar to that utilized in the preparation of the enrollment projections; however the historical years of student data utilized differ in that we use the location of where students reside, as opposed to CBEDS enrollments by school. These projections are meant to alert the District as to where future school facilities should potentially be located. Since students don't always attend their school of residence, and especially given the high levels of migration in AUSD, these projections should be considered as a guideline and are not meant to be utilized for short-term budgeting or staffing purposes.

Historical Student Residents

In order to project future student residents, at least 8 years of historical student data are required. The District maintained archived student lists for each school year since 2002, and these provided the raw data necessary for the analysis. Each student list contained all AUSD student records for a given year, and pertinent attribute data including the student's grade level, school of attendance, and the physical address where the student lived during that school year. The consultant accurately mapped all eight years of student lists by a process called geocoding to the AUSD GIS[14] (Figure F-1).

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[14] BASE and ACLC students were not included in the student resident counts. Also, students not enrolled in AUSD schools were not included in the analysis (i.e. students enrolled in private schools and interdistrict transfer students to other public school districts).

Once all students were geocoded to the AUSD GIS, they were grouped and totaled by school zone. This allows us to examine the number of AUSD students that have resided in each school zone by year since the 2002-03 school year. This data is very useful, as it provides us with the baseline trend data necessary to prepare the student resident projections.

Table F-1 provides the number of AUSD students living in each school zone from 2002-03 to 2009-10. For example, during the 2002-03 school year there were 545 KD-5th grade students residing in the Bay Farm school zone. By the 2009-10 school year, there were only 466 KD-5th grade students residing in the Bay Farm school zone[15]. Also in 2002-03 there were 320 KD-5th grade students residing in the Edison school zone. By the 2009-10 school year this number had risen to 401 KD-5th grade students. Figure F-1 provides the historical student residents by grade level.

- o KD-5th grade student residents declined each year from 2002 to 2006, but have increased each year since.
- o 6th-8th grade student residents have declined each year since 2002.
- o 9th-12th grade student residents have risen slightly since 2002.

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[15] It is important to note that these figures represent those students residing in a school zone, not necessarily attending the school. As we demonstrated earlier in Section E, not all students attend the school in the zone where they reside.

Table F-1. Historical Student Residents by School Zone

School Zone	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	Actual 09-10
Bay Farm	545	511	501	506	482	477	477	466
Earhart	533	524	535	521	519	542	525	555
Edison	320	343	344	357	373	390	387	401
Franklin	252	255	251	255	284	279	271	277
Haight	537	553	551	532	485	479	491	451
Lum	479	480	455	482	425	431	459	473
Otis	455	438	430	442	460	450	452	487
Paden	288	286	267	242	263	258	258	262
Ruby Bridges	753	685	572	437	455	526	568	586
Washington	403	383	388	363	340	334	301	295
Total KD-5	**4,565**	**4,458**	**4,294**	**4,137**	**4,086**	**4,166**	**4,189**	**4,253**
Chipman	727	682	579	505	496	533	519	464
Lincoln	969	1,000	1,001	1,010	1,016	963	984	925
Wood	730	739	712	732	691	660	625	570
Total 6-8	**2,426**	**2,421**	**2,292**	**2,247**	**2,203**	**2,156**	**2,128**	**1,959**
Alameda HS	1,886	1,959	2,050	2,086	2,084	2,066	1,999	2,063
Encinal HS	1,027	1,058	1,003	911	987	958	982	1,019
Total 9-12	**2,913**	**3,017**	**3,053**	**2,997**	**3,071**	**3,024**	**2,981**	**3,082**
Total K-12	**9,904**	**9,896**	**9,639**	**9,381**	**9,360**	**9,346**	**9,298**	**9,294**

Figure F-1. Historical Student Residents by Grade Level
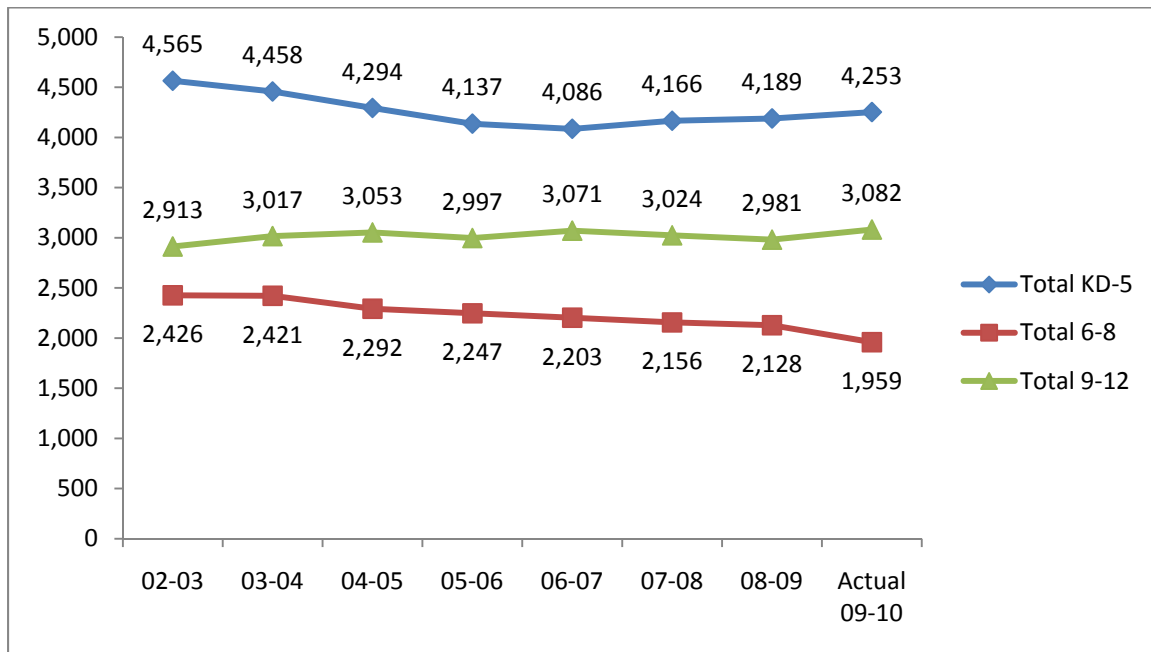
Kindergarten Resident Projections

Figure F-2 demonstrates the AUSD kindergarten resident-birth ratio (as opposed to the kindergarten enrollment-birth ratio utilized in the enrollment projections, which included inter-district kindergarten student transfers into AUSD). The ratio of AUSD births to kindergarten residents five years later fluctuated between 96% and 98% since 2002-03. Since the kindergarten resident to birth ration has remained stable since 2002, we utilize 98% of the projected kindergarten enrollments as our projected kindergarten student residents. In other words, we assume that 98% of our projected kindergarten enrollments will reside in AUSD.

Individual schools kindergarten projections are based on the historical percentage of kindergarten students residing in a school zone. For example, 10.2% of the District's kindergarten residents currently live in the Edison school zone (75 students). The kindergarten resident projection for Edison is based on 10.2% of the overall kindergarten resident projection.

Figure F-2. Kindergarten Resident to Birth Ratio
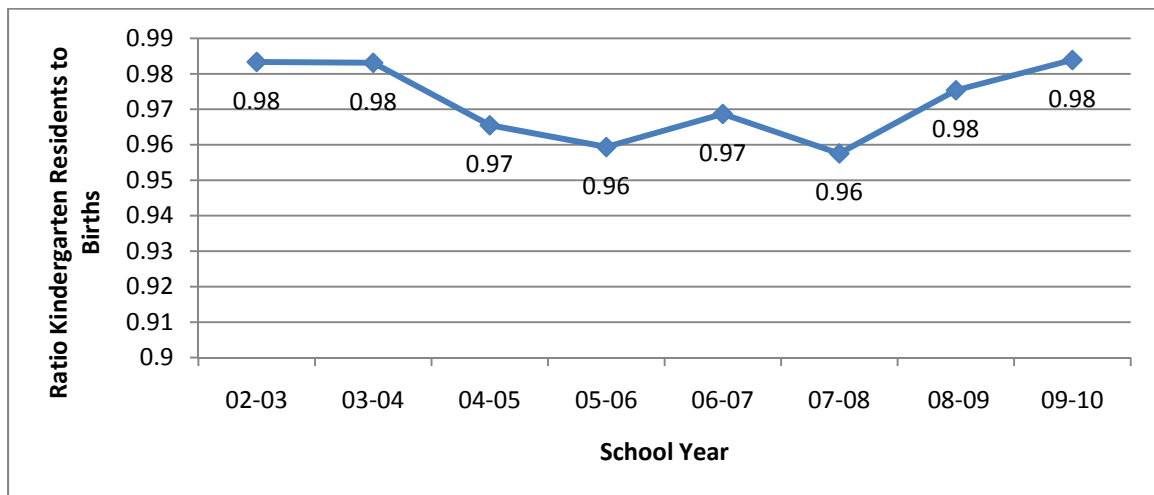
Student Migration Rates

The methods of projecting student residents for future years involve the use of student migration rates. Migration rates are factors used in the calculation of projecting future students.

A migration rate is simply how a given cohort changes in size as they progress to the next grade level.

- Positive migration occurs when a District gains students from one grade into the next grade the following year. For example, a cohort of 100 1st grade students becomes a cohort of 125 2nd grade students the following year. In this case, 25 new students enrolled in the District who were not enrolled in the prior year[16].

  - Positive migration could be indicative of numerous influences including private to public school transfers, new residential construction, District policy changes, school closures in adjacent Districts, etc.

- Negative migration occurs when a District loses students from one grade into the next grade the following year. For example, a cohort of 100 1st grade students becomes a cohort of 75 2nd grade students the following year. In this case, 25 new students who were present the prior year are not enrolled in the current year.

  - These losses could be indicative of numerous influences including the closure of schools, District policy changes toward interdistrict

[16] These is a net measurement.

transfer students, losses to private schools or other Districts, out-migration of families due to economic decline, etc.

As an example, in 2008-09 the District's 2nd grade residents totaled 710. A year later, the 3rd grade residents totaled 688. Using this example, the rate of migration is calculated in the following way:

(710-688)/688 = -3.2%

The -3.2%% increase is a measure of the likelihood the current 2nd grade student resident cohort will become larger or smaller as they pass into the third grade the following year. To minimize the effects of an exceptional year, three, five, and seven year migration rates are calculated by averaging and weighting historical migration (Tables F-2 through F-4 and Figures F-3 through F-5).

Table F-2. KD-5th Actual and Average Resident Migration

	KD>1st	1st>2nd	2nd>3rd	3rd>4th	4th>5th	K-4>1-5
2002>2003	-11	-9	6	26	9	**21**
2003>2004	-6	-4	-24	-17	-29	**-80**
2004>2005	-17	-7	-12	-8	-17	**-61**
2005>2006	-2	-24	-3	1	10	**-18**
2006>2007	11	2	39	-8	27	**71**
2007>2008	35	-4	8	8	14	**61**
2008>2009	15	-28	-22	-4	-2	**-41**
Last 7	**10**	**-12**	**0**	**-2**	**5**	**1**
Last 5	**15**	**-14**	**1**	**-1**	**9**	**10**
Last 3	**21**	**-15**	**-2**	**-1**	**8**	**12**

Figure F-3. Resident Migration Grades KD-4 > Grades 1-5
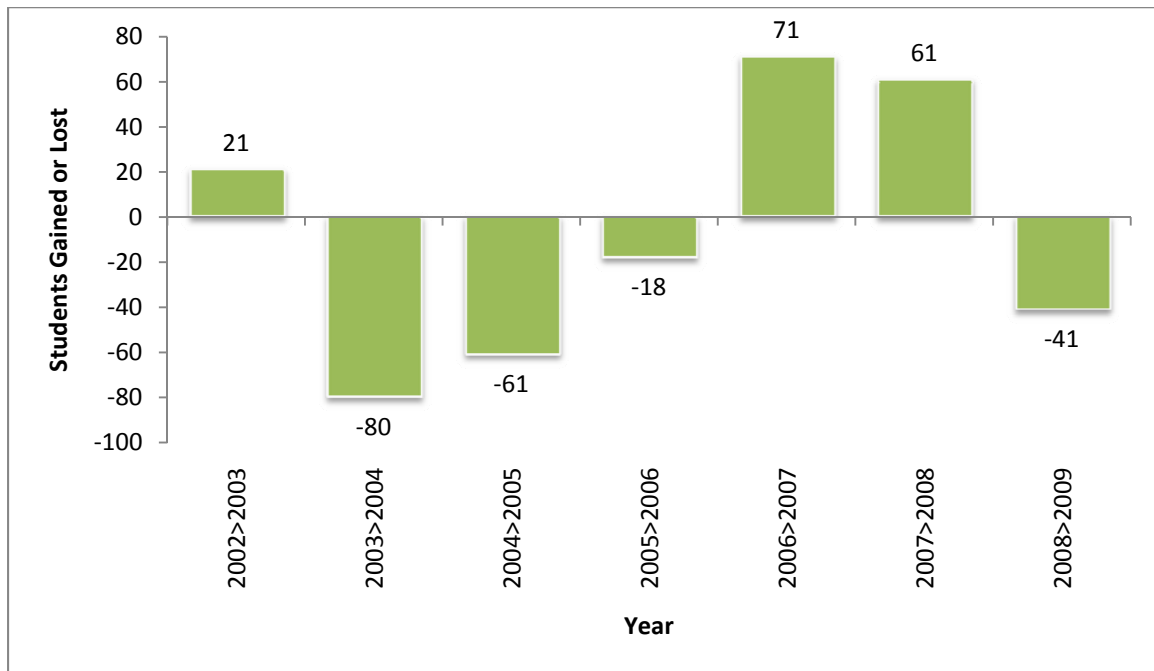
Table F-3. 6ᵗʰ-8ᵗʰ Actual and Average Resident Migration

	5th>6th	6th>7th	7th>8th	5-7>6-8
2002>2003	54	-51	-33	**-30**
2003>2004	-8	-41	-1	**-50**
2004>2005	-4	-22	-22	**-48**
2005>2006	9	5	12	**26**
2006>2007	5	-8	8	**5**
2007>2008	-18	-14	21	**-11**
2008>2009	-88	-25	-13	**-126**
Last 7	**-23**	**-17**	**1**	**-39**
Last 5	**-32**	**-14**	**3**	**-44**
Last 3	**-49**	**-19**	**2**	**-66**

Figure F-4. Resident Migration Grades 5-7 > Grades 6-8
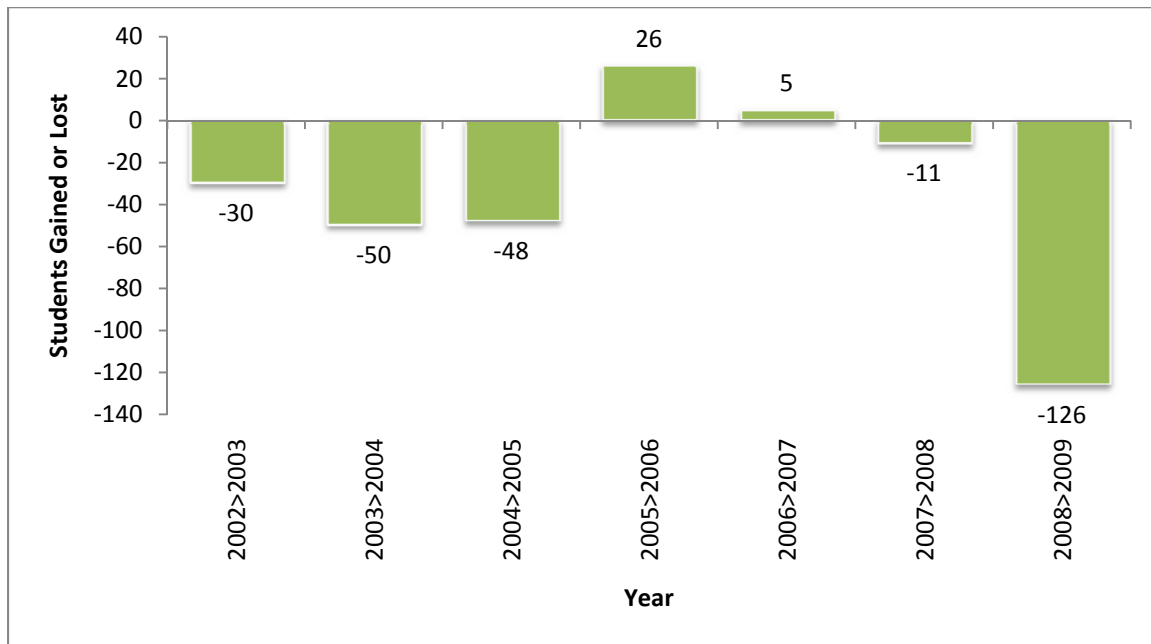
Table F-4. 9th-12th Actual and Average Resident Migration

	8th>9th	9th>10th	10th>11th	11th>12th	8-11>9-12
2002>2003	3	16	2	16	**37**
2003>2004	8	3	15	14	**40**
2004>2005	-4	10	-34	3	**-25**
2005>2006	22	9	7	-9	**29**
2006>2007	21	19	18	-39	**19**
2007>2008	25	2	-41	-39	**-53**
2008>2009	39	10	19	36	**104**
Last 7	**22**	**9**	**-2**	**-6**	**24**
Last 5	**27**	**10**	**-2**	**-7**	**27**
Last 3	**31**	**9**	**-1**	**-2**	**38**

Figure F-5. Resident Migration Grades 8-11 > Grades 9-12
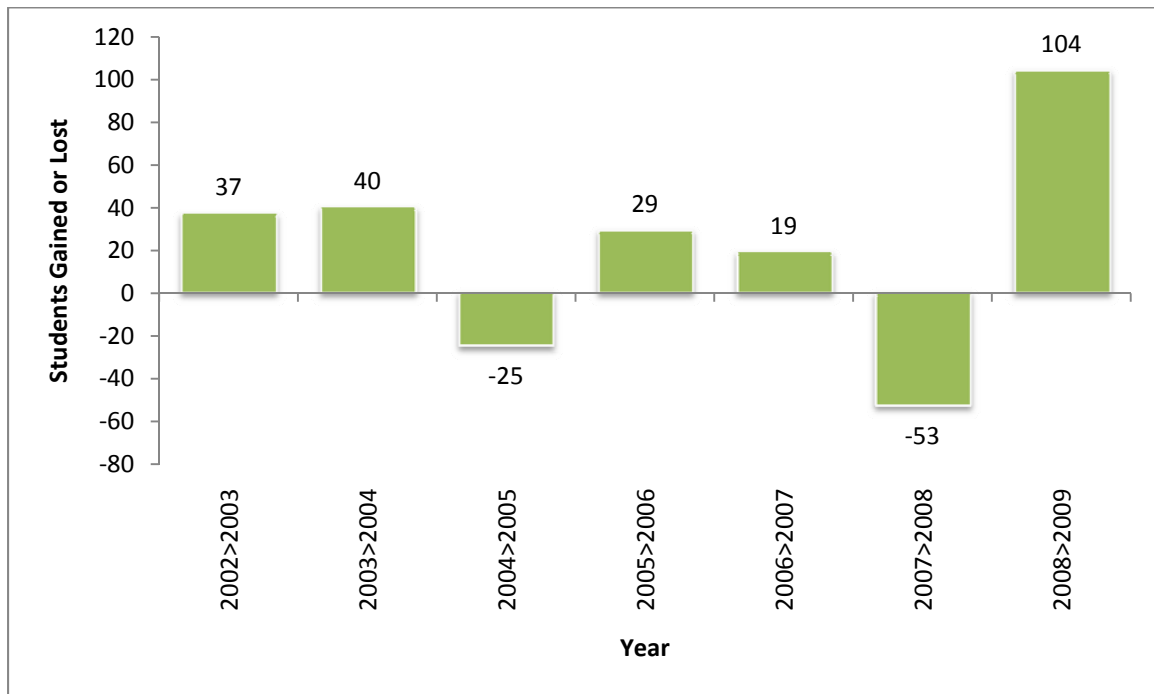
Resident Projections

  The benefit of tracking district resident trends is the ability to utilize the trend data to project future student residents. Predicting future residents is an important factor affecting many school processes: long-range planning, budgeting, staffing, and predicting future building and capital needs. The consultant has utilized several tools to predict future residents – cohort growth, birth rates, and residential construction patterns.

  The cohort survival method is the standard demographic technique for projecting student residents. This method was utilized to project residents for AUSD.

  In Alameda Unified School District, resident cohort size decreases slightly as it progresses through the grades. Figure F-6 shows the kindergarten cohort as they moved through the grade levels. For example, the current 7th grade class of 739 student residents began in 2002 as a Kindergarten class of 781 students. The Kindergarten class of 2008 (731 students) became a 2009 1st grade class of 746, for a gain of 15 students from Kindergarten to 1st grade.

Figure F-6. Resident Cohort Growth Since Kindergarten
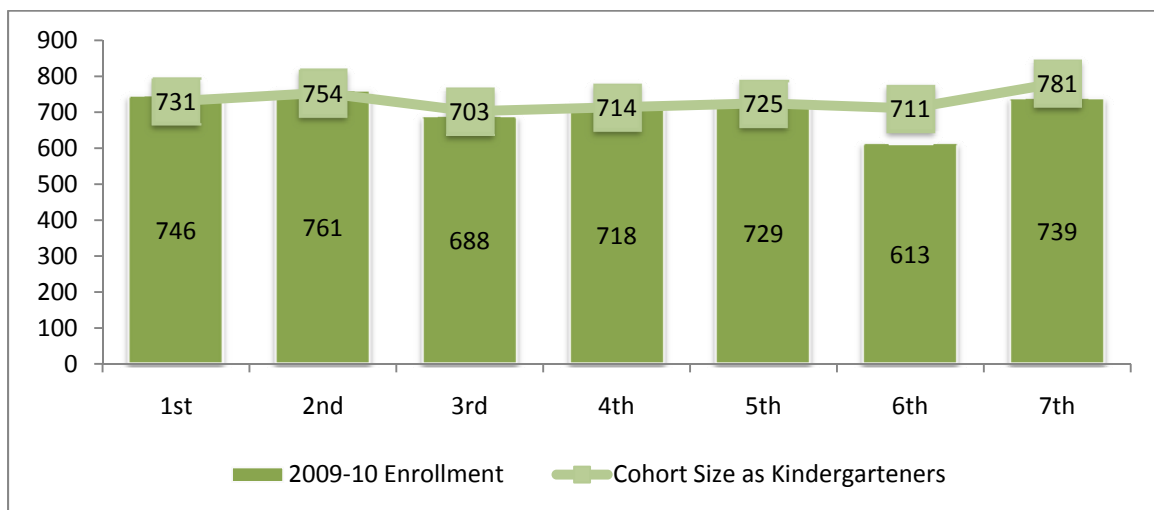
The student resident projections by zone through 2014-15 are provided in Table F-1. Detailed resident projections by school zone, grade and year are provided in Section I. Based on the projection:

- KD-5th grade student residents are projected to decline to 4,225 by the 2014-15 school year.

- 6th-8th grade student residents are projected to increase slightly to 2,043 by the 2014-15 school year.

- 9th-12th grade student residents are projected to decline to 2,641 by the 2014-15 year.

The projections were graphed and are provided in Figures F-1 to F-4. Finally, a map was prepared to demonstrate the projected growth or decline of student residents in a given school zone over the next five years (Figures F-5 to F-7).

- The number of KD-5 student residents in the following school zones are projected to increase through 2014-15:

  - Earhart
  - Edison
  - Lum
  - Otis
  - Ruby Bridges

- The number of KD-5 student residents in the following school zones are projected to decline through 2014-15:

  - Bay Farm
  - Franklin
  - Haight
  - Paden
  - Washington

- The number of 6-8 student residents in the Chipman, Lincoln, and Wood middle school zones are projected to decline slightly through 2011-12 and then slightly increase through 2014-15.

- The number of 9-12 student residents in the Alameda and Encinal high school zones are projected to decline through 2014-15.

Table F-5. Most Likely Resident Projections by School

School	06-07	07-08	08-09	Actual 09-10		10-11	11-12	12-13	13-14	14-15
Bay Farm	482	477	477	466		444	410	402	382	372
Earhart	519	542	525	555		562	590	610	625	633
Edison	373	390	387	401		408	420	434	426	436
Franklin	284	279	271	277		276	269	265	260	260
Haight	485	479	491	451		417	390	379	370	342
Lum	425	431	459	473		478	480	496	511	503
Otis	460	450	452	487		518	528	557	581	586
Paden	263	258	258	262		250	234	227	222	195
Ruby Bridges	455	526	568	586		614	638	694	700	697
Washington	340	334	301	295		263	235	228	223	202
Total KD-5	*4,086*	*4,166*	*4,189*	*4,253*		*4,231*	*4,194*	*4,292*	*4,299*	*4,225*
Chipman	496	533	519	464		466	462	474	486	493
Lincoln	1,016	963	984	925		935	915	939	961	976
Wood	691	660	625	570		555	538	552	565	574
Total 6-8	*2,203*	*2,156*	*2,128*	*1,959*		*1,956*	*1,915*	*1,965*	*2,012*	*2,043*
Alameda HS	2,084	2,066	1,999	2,063		1,987	1,985	1,905	1,851	1,848
Encinal HS	987	958	982	1,019		944	917	817	794	793
Total 9-12	*3,071*	*3,024*	*2,981*	*3,082*		*2,931*	*2,902*	*2,722*	*2,644*	*2,641*
Total K-12	**9,360**	**9,346**	**9,298**	**9,294**		**9,117**	**9,012**	**8,980**	**8,956**	**8,909**

Figure F-7. Elementary School Zones with Projected Increases in Student Residents
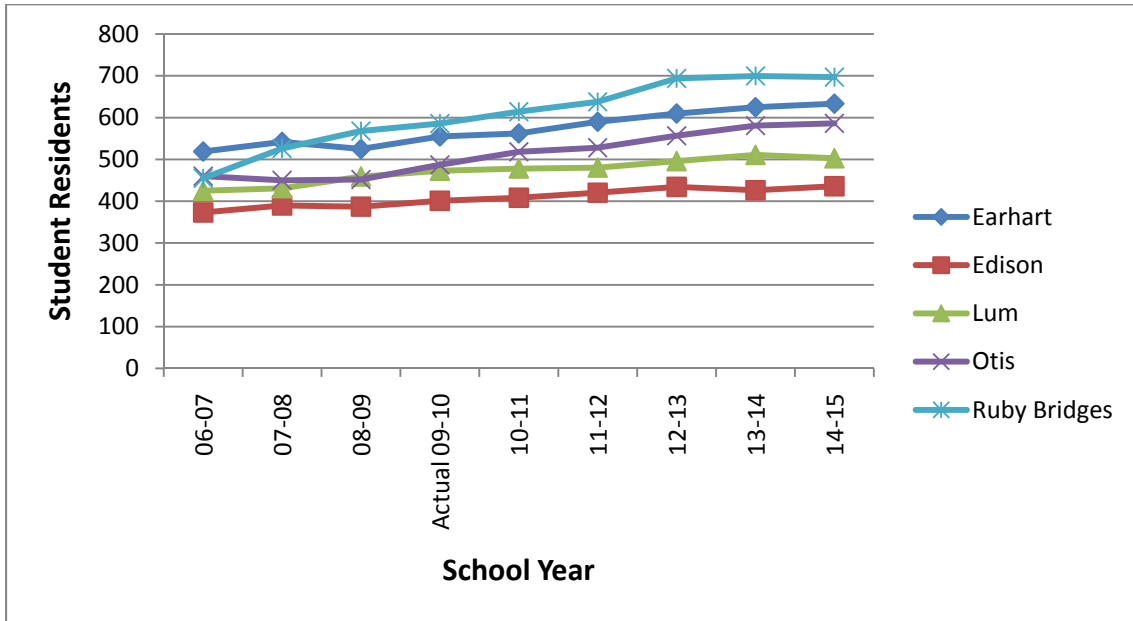
Figure F-8. Elementary School Zones with Projected Declines in Student Residents
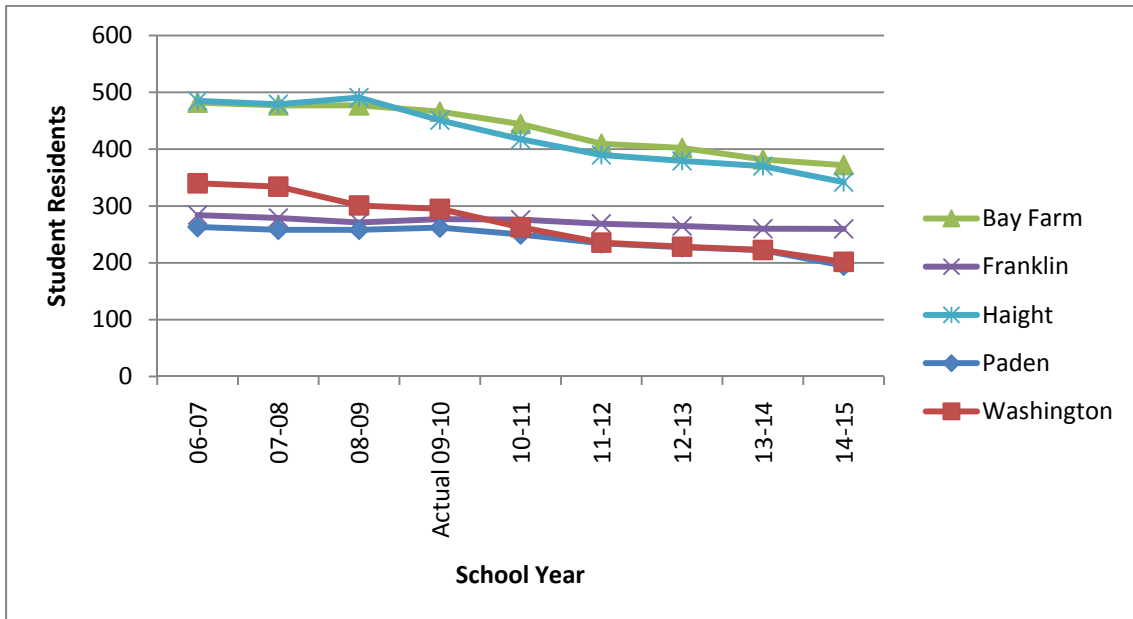
Figure F-9. Middle School Zones and Projected Student Residents
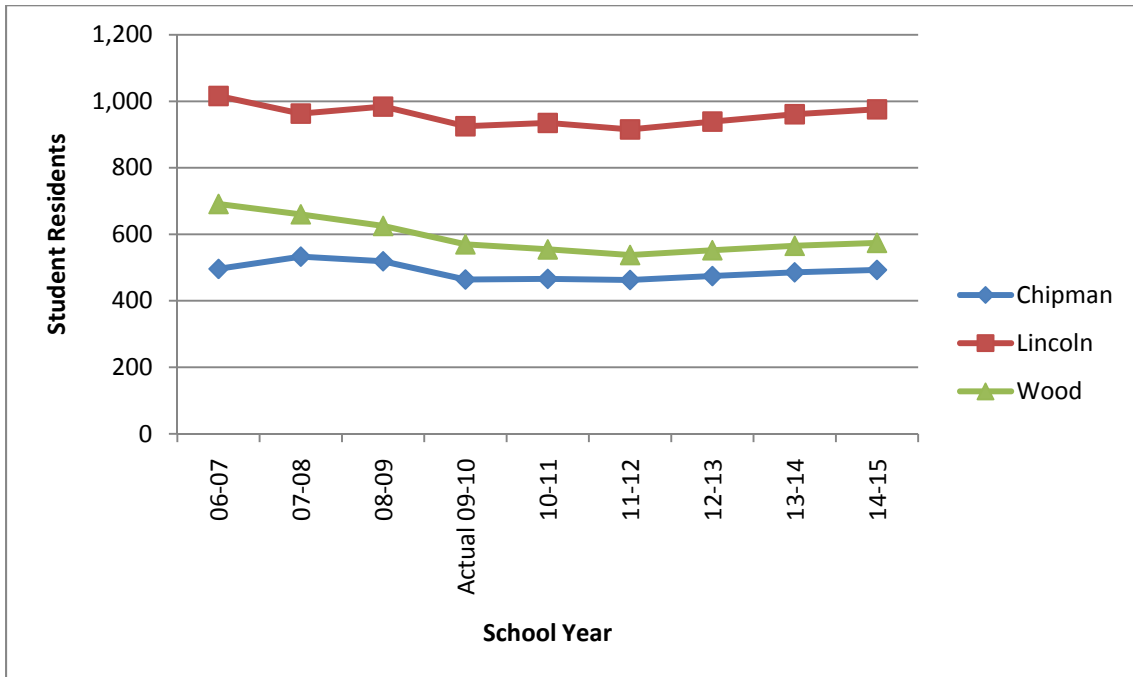
Figure F-10. High School Zones: Projected Student Residents
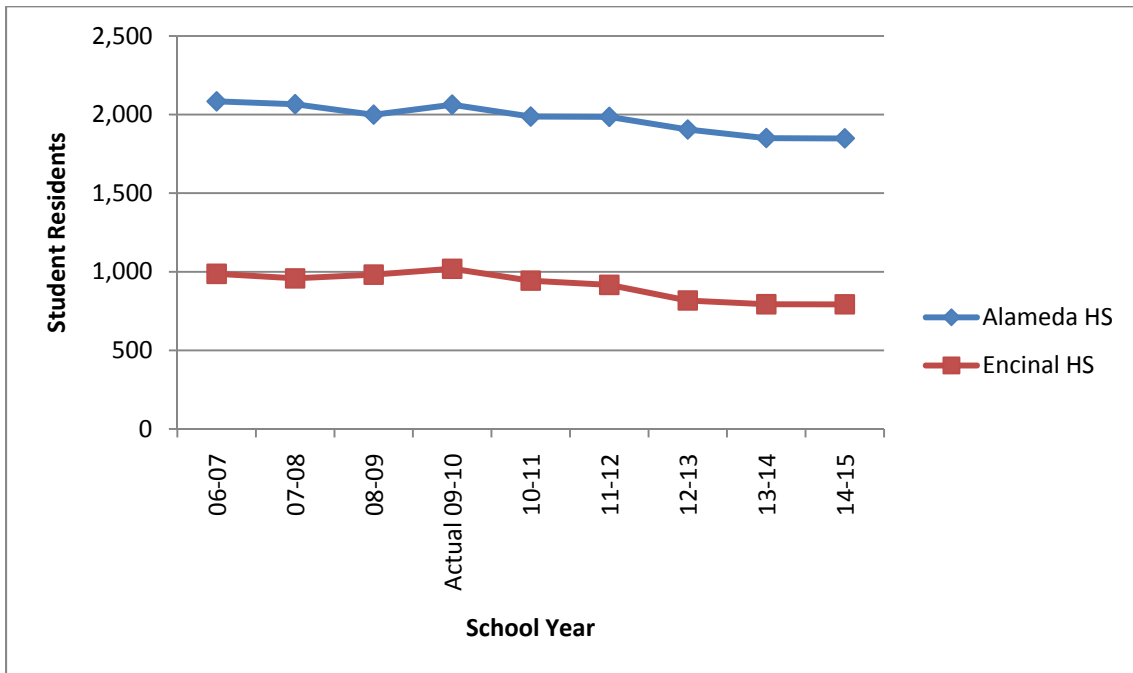
Figure F-11. KD-5 Student Residents, Projected Growth or Decline to 2014-15
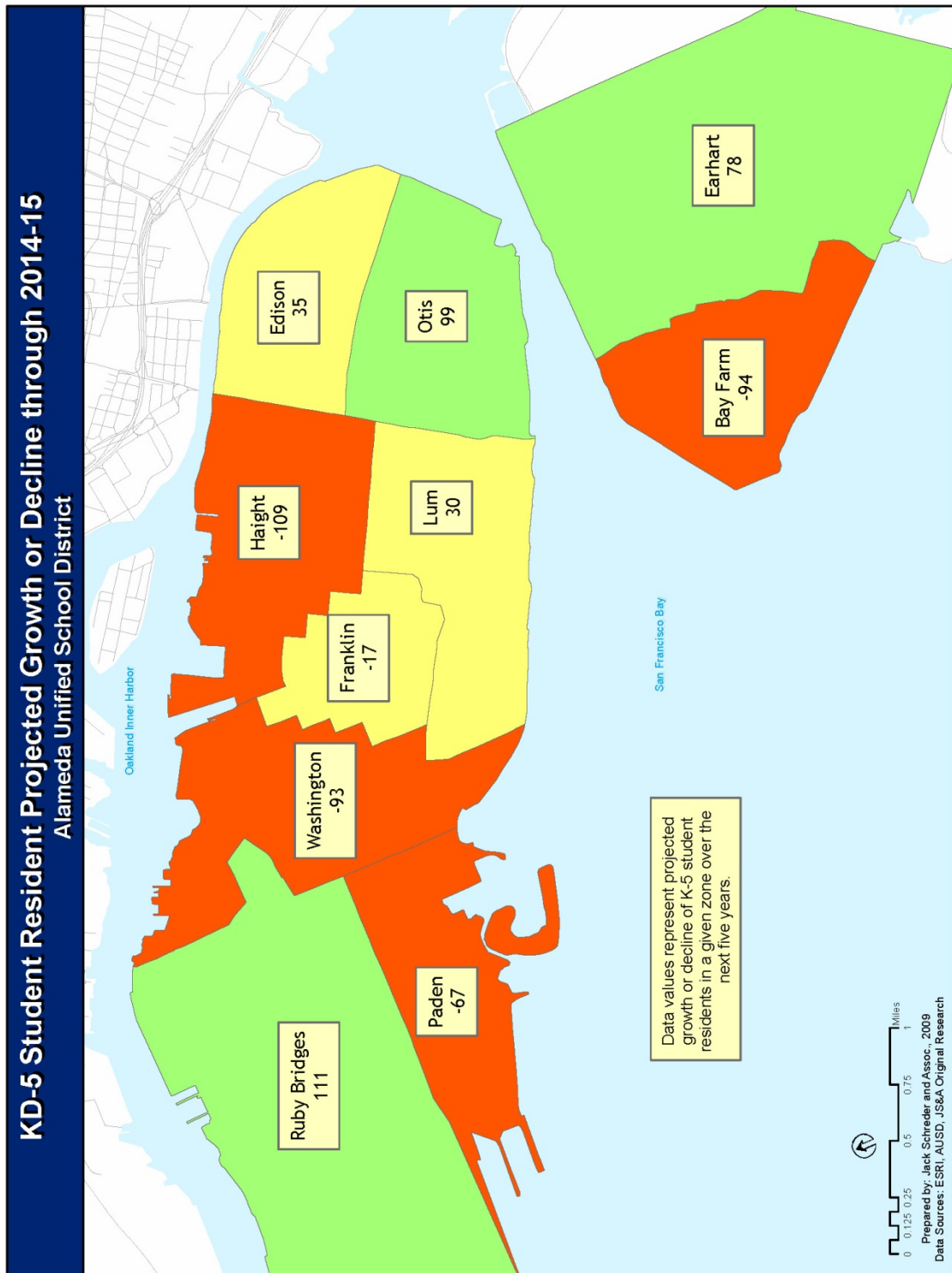
Figure F-12. 6-8 Student Residents, Projected Growth or Decline to 2014-15

Figure F-13. 9-12 Student Residents, Projected Growth or Decline to 2014-15

SECTION G: CHARTER SCHOOL PROJECTIONS

In order to understand their impact on AUSD KD-12th grade projected enrollments, an isolated analysis of charter schools located within the District is provided in this section. Four schools are included in the analysis:

- Alameda Community Learning Center (opened in Fall 2001);

- Bay Area School of Enterprise (opened in Fall 2001);

- NEA (opened in Fall 2009);

- Chipman Middle School (will convert to a charter in Fall 2010).

Current enrollments are included in Table G-1.

Table G-1. Charter School Current Enrollments

Charter School	Grade Levels	09-10 Enrollment
Alameda Community Learning Center	7-12	248
Bay Area School of Enterprise	9-12	107
NEA	KD-12	300
Chipman Middle School	6-8	550

Charter school student enrollment in Alameda Unified School District has increased by 234.2% since 2001 (Figure G-1). Since there is a finite number of KD-12th grade students who reside in the District, as charter school enrollments increase, District enrollments concurrently decline. Just as the opening of new schools in adjacent Districts and private schools draw enrollments away from AUSD, so do charter schools.

Figure G-1. Historical Charter School Enrollments (ACLC, BASE, and NEA)
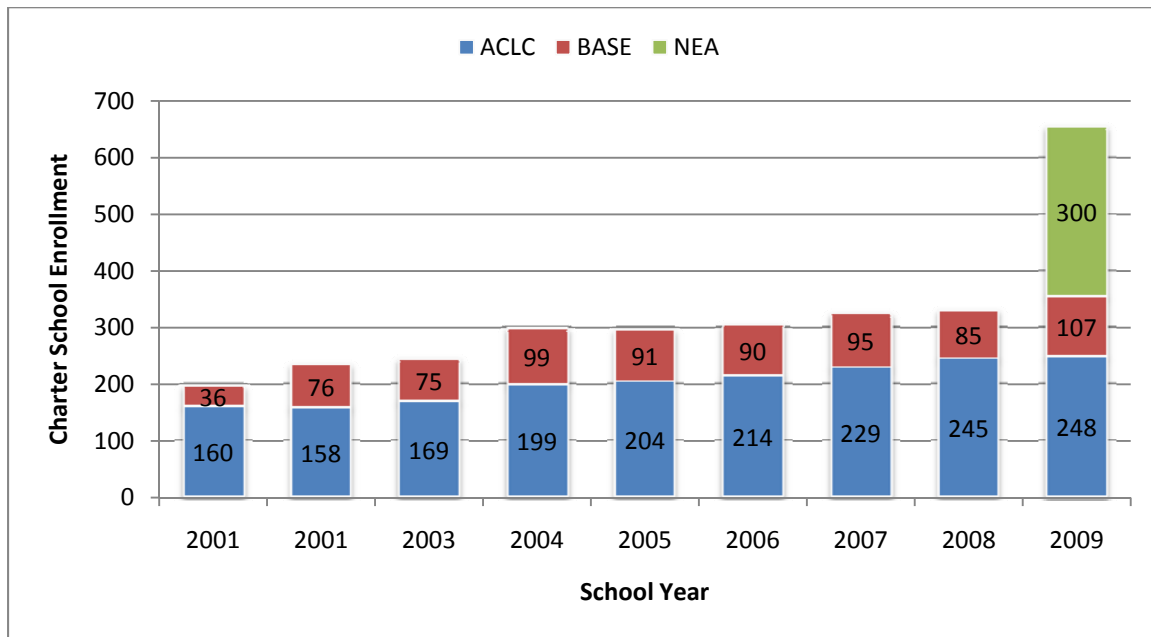
The benefit of tracking district demographic trends is the ability to utilize the trend data to project future enrollment. Predicting future enrollment is an important factor affecting many school processes: long-range planning, budgeting, staffing, and predicting future building and capital needs. The consultant has utilized several tools to predict future charter school enrollment – cohort growth, birth rates, and residential construction patterns.

These projections are meant to alert the District as to the impact of current and future charter school enrollments on District enrollments. It should be noted that NEA just opened, and therefore we lack sufficient baseline trend data to accurately project the future number of students for this school. As a result, we have averaged future enrollments at 350 per year. As new data becomes available, these projections should be revised along with District projections. Also, it is difficult to project the number of middle school students who will stay

at Chipman once it converts to a charter school in Fall 2010. Our analysis assumes enrollment at Chipman will remain as projected in Section E (see Appendix 1). Again, once the conversion takes place and new data becomes available, these projections should be revised along with District projections.

Ultimately, these projections should be considered as a guideline and are not meant to be utilized for short-term budgeting or staffing purposes.

The cohort survival method is the standard demographic technique for projecting enrollments. This method was utilized to project charter school enrollments for AUSD. The combined charter school projections for ACLC, BASE, NEA, and Chipman (after conversion) are provided in Table G-2. Detailed projections by grade level for each charter school are provided at the end of this section.

While the Most Likely enrollment projection provided in Section E already accounted for ACLC, BASE, and NEA, a revised Most Likely projection which accounts for the impact of the conversion of Chipman as a charter school in Fall 2010 is provided in Table G-3. As stated previously, increased charter school enrollments have a negative impact on District enrollments, as they pull students away from AUSD schools.

Table G-2. Charter Schools Enrollment Projection

						School Year					
Alameda Unified School District											
Most Likely Enrollment Projection											
Grade	**Actual 09-10**	**10-11**	**11-12**	**12-13**	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**
KD	19	19	19	19	19	19	19	19	19	19	19
1	19	19	19	19	19	19	19	19	19	19	19
2	19	19	19	19	19	19	19	19	19	19	19
3	21	21	21	21	21	21	21	21	21	21	21
4	23	23	23	23	23	23	23	23	23	23	23
5	25	25	25	25	25	25	25	25	25	25	25
6	256	285	283	273	295	289	297	277	274	309	304
7	317	332	300	297	287	309	303	312	292	288	324
8	241	262	298	266	264	254	276	270	279	259	255
9	96	97	104	106	113	112	110	115	113	116	110
10	86	73	74	81	84	90	89	87	92	91	93
11	60	69	56	57	64	66	73	72	70	75	74
12	64	65	74	62	62	69	72	78	78	75	80
KD-5	126	126	126	126	126	126	126	126	126	126	126
6-8	814	878	881	836	846	851	876	859	844	856	883
9-12	306	304	308	305	322	337	343	352	353	356	357
Total	**1,246**	**1,309**	**1,314**	**1,268**	**1,294**	**1,315**	**1,346**	**1,337**	**1,323**	**1,339**	**1,365**

Table G-3. Most Likely Enrollment Projection: Including Chipman MS as a Charter Beginning Fall 2010

Alameda Unified School District											
Most Likely Enrollment Projection											
			School Year								
Grade	**Actual 09-10**		**10-11**	**11-12**	**12-13**	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**
KD	747		690	679	786	770	671	680	686	694	702	711
1	746		772	716	704	811	795	697	705	711	720	727
2	761		743	770	713	701	808	792	694	702	709	717
3	688		753	736	762	705	693	801	784	686	695	701
4	718		688	754	736	762	705	694	801	785	687	695
5	730		722	693	758	740	766	710	698	805	789	691
6	613		507	499	470	535	517	544	487	475	582	566
7	739		419	498	491	461	526	509	535	478	466	574
8	687		562	423	502	495	465	530	513	539	482	471
9	780		699	795	657	736	728	698	764	746	772	716
10	816		787	707	803	664	743	736	706	771	753	780
11	785		809	780	699	796	657	736	728	699	764	746
12	928		828	852	823	743	839	700	779	771	742	807
KD-5	4,390		4,370	4,346	4,458	4,489	4,440	4,373	4,368	4,384	4,301	4,242
6-8	2,039		1,488	1,421	1,463	1,491	1,509	1,583	1,534	1,492	1,531	1,610
9-12	3,309		3,124	3,134	2,982	2,938	2,967	2,870	2,977	2,987	3,031	3,048
Total	**9,738**		**8,982**	**8,901**	**8,903**	**8,918**	**8,915**	**8,825**	**8,880**	**8,864**	**8,863**	**8,901**

Table G-4. ACLC Enrollment Projection

Alameda Charter Learning Center (ACLC)											
Grade	09-10		10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
6	40		45	44	43	47	45	47	43	42	48	47
7	38		43	48	47	46	50	48	50	46	45	51
8	34		40	45	50	49	48	52	50	52	48	47
9	36		38	44	49	54	54	52	56	55	56	52
10	39		32	34	40	45	49	49	47	51	50	52
11	31		37	30	32	38	43	47	47	45	49	48
12	30		29	35	28	30	36	41	46	45	44	48
Total	248		264	280	288	308	324	336	339	336	340	345

Table G-5. BASE Enrollment Projection

Bay Area School of Enterprise (BASE)											
Grade	09-10		10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
9	17		16	16	14	16	16	15	16	16	16	15
10	27		22	20	21	19	20	20	20	21	21	21
11	29		32	27	25	26	24	25	25	24	26	25
12	34		36	39	34	32	33	31	32	32	32	33
Total	107		105	102	94	93	93	91	93	94	94	95

Table G-6. NEA Enrollment Projection

NEA Charter											
Grade	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
KD	19	19	19	19	19	19	19	19	19	19	19
1	19	19	19	19	19	19	19	19	19	19	19
2	19	19	19	19	19	19	19	19	19	19	19
3	21	21	21	21	21	21	21	21	21	21	21
4	23	23	23	23	23	23	23	23	23	23	23
5	25	25	25	25	25	25	25	25	25	25	25
6	48	48	48	48	48	48	48	48	48	48	48
7	69	69	69	69	69	69	69	69	69	69	69
8	35	35	35	35	35	35	35	35	35	35	35
9	43	43	43	43	43	43	43	43	43	43	43
10	20	20	20	20	20	20	20	20	20	20	20
11	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0
Total	341	341	341	341	341	341	341	341	341	341	341

Table G-7. Chipman Charter School Enrollment Projection

Chipman Middle											
Grade	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
6	168	192	190	182	200	195	202	187	184	213	209
7	210	220	183	181	173	191	186	193	177	174	203
8	172	187	218	182	179	171	189	184	192	176	173
Total	550	599	591	544	552	557	577	564	553	563	585

SECTION H: SOURCES

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Vital, Kristen, Superintendent. AUSD.

Zepeda, Ruben. Interim Assistant Superintendent, Educational Services, AUSD.

APPENDIX 1: ENROLLMENT PROJECTIONS BY GRADE

Bay Farm Elementary

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	78	78	79	94	77	79	59	78	72	71	82	80	70	71	72	73	73	74
1	94	79	78	78	96	78	91	61	83	77	76	87	86	75	76	77	78	78
2	88	97	80	78	78	97	90	92	66	88	82	81	92	90	80	81	81	82
3	80	84	100	81	84	86	95	82	89	62	85	79	77	89	87	77	77	78
4	83	81	85	98	95	79	90	95	83	89	63	85	79	78	89	87	77	78
5	76	83	77	87	95	101	77	97	99	86	93	67	89	83	82	93	91	81
Total	531	535	530	546	558	552	502	505	491	474	480	478	493	486	485	487	478	472

Earhart Elementary

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	93	76	81	74	85	99	98	102	94	93	107	105	92	93	94	95	96	97
1	82	100	93	94	92	101	106	103	110	102	100	115	113	99	100	101	102	103
2	115	83	101	103	96	93	100	103	101	108	100	98	113	111	98	99	100	101
3	92	116	82	99	98	100	97	97	104	102	108	101	99	114	111	98	99	100
4	96	96	113	77	96	94	108	95	98	105	103	109	102	100	115	112	99	100
5	126	95	90	107	80	95	93	105	93	96	103	101	107	100	98	113	110	97
Total	636	598	590	554	547	582	602	605	600	605	621	629	625	616	616	618	606	598

Edison Elementary

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	57	60	59	59	61	79	58	79	73	72	83	81	71	72	73	73	74	75
1	61	60	60	60	60	60	80	60	80	74	73	84	83	72	73	74	75	75
2	62	61	60	60	60	60	62	80	61	81	75	74	85	83	73	74	74	75
3	60	62	62	63	62	61	61	65	82	63	83	77	76	87	85	75	76	76
4	69	66	61	66	66	63	63	63	67	84	65	85	79	77	89	87	77	78
5	58	66	61	64	66	66	66	63	64	68	85	66	86	80	78	90	88	78
Total	**367**	**375**	**363**	**372**	**375**	**389**	**390**	**410**	**427**	**441**	**463**	**466**	**478**	**471**	**471**	**473**	**464**	**458**

Franklin Elementary

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	60	40	39	59	59	40	40	60	55	55	63	62	54	55	55	56	56	57
1	51	59	40	40	56	55	40	39	59	54	53	62	61	53	53	54	55	55
2	46	46	57	39	38	57	56	40	40	59	55	54	62	61	53	54	54	55
3	42	50	40	60	40	39	58	57	41	41	60	56	55	63	62	54	55	55
4	42	51	48	37	56	38	39	53	54	38	38	58	53	52	61	59	51	52
5	34	40	41	46	36	55	41	38	53	55	39	38	58	53	52	61	60	52
Total	**275**	**286**	**265**	**281**	**285**	**284**	**274**	**287**	**302**	**301**	**308**	**329**	**343**	**337**	**337**	**338**	**331**	**327**

Haight Elementary

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	78	81	82	79	60	59	78	61	56	55	64	63	55	56	56	57	57	58
1	81	84	86	81	80	59	60	80	62	58	57	65	64	56	57	57	58	59
2	80	83	89	79	75	81	60	59	80	62	58	57	65	64	56	57	57	58
3	103	84	82	81	79	78	80	60	59	80	62	58	57	65	64	56	57	57
4	91	103	79	75	75	79	85	83	64	63	84	66	62	61	69	68	60	61
5	96	99	100	80	75	71	72	86	81	61	61	82	64	59	58	67	66	57
Total	529	534	518	475	444	427	435	429	402	380	385	390	366	361	360	362	355	350

Lum Elementary

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	80	80	73	80	72	80	80	77	71	70	81	79	69	70	71	72	72	73
1	80	78	80	80	81	73	80	90	82	76	75	86	84	74	75	76	77	78
2	72	79	80	91	80	80	80	76	90	82	76	75	86	85	75	75	76	77
3	86	84	78	93	87	81	81	79	76	90	82	76	75	86	85	75	75	76
4	91	93	88	92	97	88	80	81	79	76	90	82	76	75	86	84	74	75
5	95	94	99	97	91	101	87	80	81	79	76	90	83	77	75	86	85	75
Total	504	508	498	533	508	503	488	483	480	474	481	490	474	467	467	468	460	454

Otis Elementary

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	57	57	56	60	74	74	77	94	87	85	99	97	84	86	86	87	88	89
1	59	60	56	60	60	72	79	80	97	90	88	102	100	87	88	89	90	91
2	62	60	59	60	60	60	82	81	84	101	94	93	106	104	92	93	94	95
3	61	60	61	60	60	61	62	77	79	83	100	92	91	104	102	90	91	92
4	71	75	64	65	67	64	58	68	80	82	85	102	95	94	107	105	93	94
5	81	84	80	64	67	68	67	61	71	82	85	88	105	98	96	110	108	95
Total	**391**	**396**	**376**	**369**	**388**	**399**	**425**	**461**	**498**	**523**	**551**	**574**	**581**	**572**	**572**	**574**	**563**	**556**

Paden Elementary

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	55	42	44	51	58	65	62	52	48	47	55	54	47	47	48	48	49	49
1	45	56	52	53	57	59	63	68	55	51	50	57	56	49	50	50	51	51
2	59	54	59	53	58	58	50	59	63	50	46	45	52	51	44	45	45	46
3	63	57	61	57	60	63	61	53	62	67	53	49	48	56	55	48	48	49
4	59	63	58	67	67	55	62	65	54	63	67	54	50	49	57	55	49	49
5	63	64	68	53	70	62	55	61	64	53	62	66	53	49	48	55	54	47
Total	**344**	**336**	**342**	**334**	**370**	**362**	**353**	**358**	**346**	**330**	**332**	**325**	**306**	**301**	**301**	**302**	**296**	**292**

Ruby Bridges Elementary

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K					87	108	105	104	96	94	109	107	93	95	96	97	98	99
1					75	84	120	103	107	99	97	112	110	96	97	98	99	100
2					93	81	77	116	100	103	95	94	109	106	93	94	95	96
3					85	81	82	77	114	98	102	94	92	107	105	91	92	93
4					75	79	78	83	76	113	97	100	92	90	105	103	89	91
5					69	86	86	82	89	82	119	103	106	98	97	112	109	96
Total					484	519	548	565	581	589	619	609	602	593	592	594	583	574

Washington Elementary

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	39	40	60	52	56	56	60	40	37	36	42	41	36	36	37	37	38	38
1	42	56	40	60	58	60	61	62	43	40	40	45	45	39	40	40	41	41
2	48	55	61	39	63	51	62	55	59	40	37	36	42	41	36	36	37	37
3	63	53	54	64	46	64	44	41	42	46	27	24	24	29	28	23	24	24
4	34	65	51	47	62	52	64	32	36	37	41	22	19	19	24	23	18	19
5	62	36	65	44	52	66	52	57	29	33	35	38	19	16	16	21	21	15
Total	288	305	331	306	337	349	343	287	246	233	221	207	184	181	181	181	177	174

Chipman Middle

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
6	262	270	184	204	187	185	229	168	192	190	182	200	195	202	187	184	213	209
7	231	227	237	176	223	181	188	210	220	183	181	173	191	186	193	177	174	203
8	260	218	207	222	199	221	202	172	187	218	182	179	171	189	184	192	176	173
Total	753	715	628	602	609	587	619	550	599	591	544	552	557	577	564	553	563	585

Lincoln Middle

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
6	257	277	283	283	301	278	337	279	320	316	302	332	324	336	310	305	354	346
7	342	302	330	336	315	336	304	338	352	335	331	317	347	339	351	325	320	369
8	286	334	307	318	345	312	332	301	301	349	331	328	314	344	336	348	322	317
Total	885	913	920	937	961	926	973	918	972	999	965	977	985	1019	997	978	996	1032

Wood Middle

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
6	246	261	227	252	222	218	195	166	190	188	180	198	193	200	185	181	210	206
7	277	252	264	225	254	217	210	191	190	185	183	174	192	187	194	179	176	205
8	262	267	263	272	220	268	221	214	216	195	190	188	180	198	193	200	185	182
Total	785	780	754	749	696	703	626	571	595	568	553	560	565	585	572	561	571	593

Alameda HS

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
9	442	490	499	490	487	466	483	483	438	472	385	440	436	417	458	447	463	428
10	459	446	489	537	492	492	483	457	477	431	465	379	434	429	411	451	440	456
11	454	453	446	451	517	468	478	439	452	446	401	435	348	403	398	380	420	409
12	389	410	416	396	420	493	446	503	479	454	447	402	436	349	404	400	381	422
Total	1,744	1,799	1,850	1,874	1,916	1,919	1,890	1,882	1,846	1,802	1,698	1,655	1,653	1,598	1,671	1,677	1,704	1,715

Encinal HS

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
9	323	346	276	281	313	270	302	246	223	240	196	224	222	212	233	227	236	218
10	319	321	346	265	292	332	266	313	309	230	248	204	232	229	220	240	235	243
11	304	287	299	292	270	277	289	259	246	289	210	227	183	211	209	199	220	214
12	242	266	259	280	271	252	243	252	256	213	256	177	194	150	178	176	167	187
Total	1,188	1,220	1,180	1,118	1,146	1,131	1,100	1,070	1,034	972	910	832	831	803	840	843	857	863

Island HS

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
10	13	14	2	7	8	1	7	3	3	3	3	2	3	3	3	3	3	3
11	36	49	45	60	53	58	49	56	56	52	51	52	51	51	51	51	52	52
12	134	131	127	119	125	131	137	147	137	144	140	140	140	139	140	140	140	140
Total	**183**	**194**	**174**	**186**	**186**	**190**	**193**	**206**	**196**	**199**	**194**	**194**	**194**	**194**	**194**	**194**	**194**	**194**

APPENDIX 2: STUDENT RESIDENT PROJECTIONS BY GRADE

Bay Farm Elementary

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	88	70	73	89	64	78	69	61	55	54	63	62	54	54	55	56	56	57
1	97	82	76	75	90	72	81	65	62	57	56	64	63	55	56	56	57	57
2	93	96	86	75	72	89	76	85	67	64	58	57	66	65	57	57	58	59
3	88	87	97	88	76	78	92	75	87	69	66	60	59	68	67	59	59	60
4	94	83	88	94	87	71	83	95	76	88	70	67	61	60	69	68	60	60
5	85	93	81	85	93	89	76	85	97	78	90	72	69	63	62	71	70	62
Total	545	511	501	506	482	477	477	466	444	410	402	382	372	365	365	366	360	355

Earhart Elementary

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	88	79	86	72	88	92	84	106	96	94	109	107	93	94	95	96	98	99
1	74	96	88	90	75	89	103	91	112	102	100	115	113	99	101	101	103	104
2	94	75	95	90	93	75	91	97	90	111	101	99	114	112	98	100	101	102
3	83	99	79	93	86	90	71	93	95	88	110	99	98	113	110	97	98	99
4	79	95	101	77	103	85	93	72	95	97	91	112	102	100	115	113	99	100
5	115	80	86	99	74	111	83	96	74	97	99	92	113	103	101	116	114	100
Total	533	524	535	521	519	542	525	555	562	590	610	625	633	622	621	623	612	604

Edison Elementary

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	58	59	68	59	66	83	54	75	68	67	77	76	66	67	67	68	69	70
1	55	57	56	63	57	62	86	57	75	68	67	78	76	66	67	68	69	69
2	49	57	55	54	61	57	64	83	56	75	67	66	77	75	66	66	67	68
3	57	47	59	64	57	66	56	65	85	58	77	69	68	79	77	68	68	69
4	59	62	51	63	65	57	66	57	66	86	59	77	70	69	80	78	68	69
5	42	61	55	54	67	65	61	64	58	67	87	60	78	71	70	81	79	69
Total	320	343	344	357	373	390	387	401	408	420	434	426	436	428	427	429	421	415

Franklin Elementary

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	52	47	51	54	57	48	42	48	43	43	49	48	42	43	43	44	44	45
1	38	41	44	44	51	54	49	41	46	42	41	48	47	41	41	42	42	43
2	38	41	44	39	45	49	51	51	40	46	41	40	47	46	40	41	41	41
3	40	36	36	51	40	44	47	51	51	40	46	41	40	47	46	40	40	41
4	46	47	35	36	51	39	38	45	49	48	38	43	39	38	45	44	37	38
5	38	43	41	31	40	45	44	41	46	50	50	39	45	40	39	46	45	39
Total	252	255	251	255	284	279	271	277	276	269	265	260	260	254	254	255	250	246

Haight Elementary

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	74	81	83	88	72	68	87	62	56	55	64	63	55	55	56	56	57	58
1	93	89	81	93	91	70	71	83	62	56	55	64	63	55	55	56	57	57
2	83	94	93	79	76	92	68	68	79	58	52	52	60	59	51	52	52	53
3	107	87	86	85	73	91	78	69	66	78	57	51	50	59	57	49	50	50
4	88	112	92	86	83	75	98	80	72	69	80	59	53	52	61	60	52	53
5	92	90	116	101	90	83	89	89	82	74	71	82	61	55	54	63	62	54
Total	537	553	551	532	485	479	491	451	417	390	379	370	342	335	335	336	329	325

Lum Elementary

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	84	83	59	75	60	80	79	84	76	75	87	85	74	75	76	76	77	78
1	81	87	80	70	73	67	79	86	88	80	79	90	89	78	79	79	80	81
2	67	75	85	89	66	71	81	76	88	90	82	81	93	91	80	81	82	83
3	83	76	78	88	82	66	77	77	76	88	90	82	81	92	91	80	81	81
4	78	82	72	78	75	70	74	76	75	73	86	88	80	78	90	88	77	78
5	86	77	81	82	69	77	69	74	76	74	73	85	87	79	78	90	88	77
Total	479	480	455	482	425	431	459	473	478	480	496	511	503	494	493	495	486	479

Otis Elementary

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	71	62	65	76	76	72	81	98	89	87	101	99	86	87	88	89	90	91
1	69	65	72	62	84	79	78	85	102	93	92	105	103	91	92	93	94	95
2	81	70	66	75	60	82	79	79	85	102	93	91	105	103	91	92	92	93
3	67	80	69	67	79	62	80	76	78	84	102	92	91	105	103	90	91	92
4	78	77	79	80	77	76	62	84	79	81	87	105	95	94	107	105	93	94
5	89	84	79	82	84	79	72	65	85	80	82	88	106	96	95	109	106	94
Total	455	438	430	442	460	450	452	487	518	528	557	581	586	576	575	577	566	559

Paden Elementary

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	54	37	39	49	57	45	59	39	35	35	40	39	34	35	35	35	36	36
1	43	52	33	35	41	57	45	61	38	35	34	39	39	34	34	34	35	35
2	52	45	55	35	37	41	45	39	56	34	30	29	35	34	29	29	30	30
3	54	49	40	44	40	41	43	42	39	56	34	30	29	35	34	29	30	30
4	38	54	45	40	47	35	38	44	41	38	55	33	29	28	34	33	28	28
5	47	49	55	39	41	39	28	37	40	37	34	51	29	25	24	30	29	24
Total	288	286	267	242	263	258	258	262	250	234	227	222	195	191	190	191	187	184

Ruby Bridges Elementary

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	132	127	109	66	90	102	100	118	107	105	122	119	104	105	106	107	109	110
1	111	114	105	77	67	84	116	111	122	111	109	126	123	108	109	110	112	113
2	121	98	89	84	79	76	77	116	110	121	110	108	125	122	107	108	109	110
3	129	112	75	76	84	84	92	71	118	112	123	112	110	127	124	109	111	112
4	122	119	99	61	75	95	82	85	69	117	110	122	110	109	125	123	108	109
5	138	115	95	73	60	85	101	85	88	72	119	113	124	113	111	128	125	110
Total	**753**	**685**	**572**	**437**	**455**	**526**	**568**	**586**	**614**	**638**	**694**	**700**	**697**	**684**	**683**	**686**	**673**	**664**

Washington Elementary

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
K	67	54	67	57	51	54	58	43	39	38	44	43	38	38	39	39	40	40
1	60	67	54	68	55	49	44	54	38	34	34	40	39	33	34	34	35	35
2	72	57	72	56	66	50	46	42	51	36	32	31	37	36	31	31	31	32
3	75	72	55	66	57	65	51	43	41	50	35	31	30	36	35	29	30	30
4	62	77	66	50	58	54	58	54	40	38	47	32	28	27	33	32	27	27
5	67	56	74	66	53	62	44	59	53	39	37	46	31	27	26	32	31	25
Total	**403**	**383**	**388**	**363**	**340**	**334**	**301**	**295**	**263**	**235**	**228**	**223**	**202**	**197**	**197**	**198**	**193**	**190**

Chipman Middle

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
6	257	265	175	180	149	164	175	141	160	160	153	171	168	171	154	152	176	173
7	221	213	216	144	194	168	165	164	141	160	161	153	171	168	171	154	152	176
8	249	204	188	181	153	201	179	159	165	142	161	162	154	172	169	172	156	153
Total	727	682	579	505	496	533	519	464	466	462	474	486	493	511	495	479	484	502

Lincoln Middle

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
6	320	343	346	322	341	307	337	280	317	318	304	339	333	340	306	301	350	343
7	353	313	341	348	324	337	307	338	280	317	318	304	339	333	340	306	301	350
8	296	344	314	340	351	319	340	307	338	280	317	318	304	339	333	340	306	301
Total	969	1000	1001	1010	1016	963	984	925	935	915	939	961	976	1012	979	947	957	994

Wood Middle

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
6	237	255	214	249	230	213	206	169	191	192	183	205	201	205	185	182	211	207
7	253	237	247	222	244	209	205	201	161	183	184	175	197	193	197	177	174	203
8	240	247	251	261	217	238	214	200	203	162	185	186	177	198	194	198	178	175
Total	730	739	712	732	691	660	625	570	555	538	552	565	574	596	576	557	563	585

Alameda HS

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
9	470	507	543	516	540	499	492	520	470	496	411	466	468	446	498	489	499	450
10	481	482	517	576	501	549	499	500	528	478	504	419	474	476	454	507	498	507
11	477	495	499	507	558	499	530	504	498	526	476	502	418	472	474	452	505	496
12	458	475	491	487	485	519	478	539	491	485	513	463	489	405	459	461	439	492
Total	1,886	1,959	2,050	2,086	2,084	2,066	1,999	2,063	1,987	1,985	1,905	1,851	1,848	1,799	1,886	1,910	1,941	1,945

Encinal HS

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
9	237	274	248	220	264	223	269	224	202	214	177	201	202	192	215	211	215	194
10	258	256	261	212	243	259	224	276	223	202	213	177	200	201	192	214	210	214
11	268	251	242	236	239	257	254	241	277	224	203	214	178	201	202	193	215	211
12	264	277	252	243	241	219	235	278	241	277	224	203	214	177	201	202	192	215
Total	1,027	1,058	1,003	911	987	958	982	1,019	944	917	817	794	793	771	809	819	833	835