

Meeting Date: January 10, 2012

Item Title: Recommendation to Implement Magnet and Innovative Programs for 2012/13

Item Type: Information

BACKGROUND: On February 23, 2010, the Board of Education adopted the Master Plan, providing for the establishment of “attractive school options to provide desirable choices and deepen student, family, and community engagement in the youth’s lives and education.” To meet this goal, groups of teachers and administrators were encouraged to form proposal teams in an effort to create innovative programs or magnet schools.

On May 11, 2011, proposal teams submitted their Request for Proposals (RFPs) which were then reviewed to determine if the proposals aligned with the District’s vision, mission, and guiding principles. Six written proposals were submitted to the Board for review on June 14, 2011.

On June 28, 2011, the Board voted to approve the allocation of \$63,000 of budgeted Measure A funds to provide proposal teams with the resources required for further developing proposals for Phase II submission to the Board.

On November 15, 2011, the teams working on innovative program and magnet school proposals presented on their progress in planning for their proposal. Five proposals were received December 1, 2011, marking the end of *Phase II, Planning for Implementation*.

On December 13, 2011, the Board received an update on the logistical, operational and financial issues related to magnet and innovative proposals.

Tonight’s presentation will provide information on the logistical, operational, and financial issues related to magnet and innovative programs, as well as recommendations moving forward with magnet and innovative programs.

ALAMEDA UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM

EXHIBIT

F-5

(Continued)

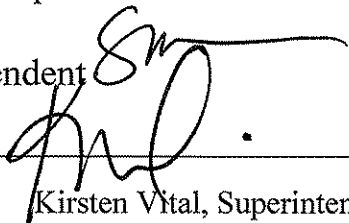
FISCAL IMPLICATIONS: Start-up costs for the recommended proposals in 2012-2013 are projected as follows: Bay Farm ≈ \$166,200 (Tier III & capital facilities fund); Earhart ≈ \$92,000 (Tier III); Encinal ≈ \$20,000 (Measure A); Global Education through Arts ≈ \$363,000 (Title I, Title II, Title III, Economic Impact Aid, and Tier III)

RECOMMENDATION: This item is presented for information and will return to the Board for approval at a subsequent meeting.

AUSD Guiding Principles: 1. All students have the ability to achieve academic and personal success. 2. Teachers must challenge and support all students to reach their highest academic and personal potential. 4. Parental involvement and community engagement are integral to the success of all students. 6. Allocation of funds must support our vision, mission and guiding principles.

Submitted by: Sean McPhetridge, Assistant Superintendent

Approved for Submission to Board of Education


Kirsten Vital, Superintendent

Recommendation to Implement Magnet and Innovative Programs for 2012-13

January 10, 2012

21st Century Learning at Bay Farm (Innovative Program Proposal)

21st Century Learning at Bay Farm will equip students with the skills necessary to be successful in the digital and global societies. Students will be fully engaged, enabled, and empowered to actively accept their roles and responsibilities for their own learning and global citizenship.

21st Century Learning at Bay Farm will provide opportunities for students to succeed academically and socially through inquiry-based, interest-based, and project-based learning experiences.

21st Century Learning at Bay Farm

Proposal Strengths

- Clear and tangible Theory of Action
- Strong technology component
- Proposal builds on current instructional investment (time, money, and staff) in technology
- Involvement of Bay Farm community

21st Century Learning at Bay Farm

Proposal Challenges

- Curriculum section needs work, especially for 6th grade
- Clarity around:
 - details of program assessment, data analysis, student assessment, and integration of District initiatives
 - how proposal will significantly improve instruction for all students and address achievement gap
 - what “21st Century” means and how all teachers will be supported in shifting instruction to that model
 - calendar, extended daily schedule, grade level meetings, elective offerings, Wednesday workshops during common prep and other issues as it relates to the AEA (teacher’s union) bargaining agreement

21st Century Learning at Bay Farm

District's Analysis of Proposal and Costs of Implementing 6th grade program

Facilities Impact:

- Carpet, painting and cleaning of 2 current portables
 - \$20,000 + 15% construction contingency

Fiscal Impact:

- Additional 1 FTE teacher
 - \$80,000 (includes benefits)
- Additional hours for office assistant
 - \$900 (includes benefits)

21st Century Learning at Bay Farm

District's Analysis of Proposal and Costs of Implementing 6th grade program

Fiscal Impact, continued:

- Additional hours for health clerk
 - \$3,300 (includes benefits)
- Additional hours (1 day) for Music and PE Teacher
 - \$ 40,000 (includes benefits)
- Technology (equipment and site licenses)
 - \$37,000

21st Century Learning at Bay Farm

District's Analysis of Proposal and Costs of Implementing 6th grade program

Start up viability:

- Preliminary survey of community indicated desire for a 6th grade program (45 families)
- Need 40 completed commitment forms by February 24
- Enrollment of 30 students into program by March 30
- Approved multi-year AEA waiver(s) for any changes that impact teacher's contract need to be addressed

21st Century Learning at Bay Farm

District's Analysis of Proposal and Costs of Implementing 6th grade program

Sustainability:

- 2 classes are ideal during program start-up year (2012-13) for collaboration purposes
- To continue program operation in future years, school must have a minimum of 60 students enroll in 6th grade program each year beginning 2013-14 school year
 - Enrollment of 60 students into program by March 30th of the previous school year for program continuance
 - Potential growth of program into K-8 over time
- Cost neutral over time as FTE shifts from one school site to another

21st Century Learning at Bay Farm

District's Analysis of Proposal and Costs of Implementing 6th grade program

Impact on Alameda Community:

- Fewer students from Bay Farm feeding into Lincoln
- Opportunity for Wood students to opt out and transfer into Lincoln Middle School
- Larger 7th and 8th grade class at Lincoln in subsequent years that will require a shift of teachers from teaching 6th grade to 7th grade
- 7th and 8th grade program growth dependent on Wood's PI status and enrollment across district

21st Century Learning at Bay Farm

District's Analysis of Proposal and Costs of Implementing 6th grade program

Support needed:

- Analysis of data as it pertains to narrowing achievement gap and supporting all students' learning
- Assessment of program's impact on student learning
- Continued professional development around integration of "21st Century" skills for students and teachers
- Monitoring of 6th grade program to build capacity

	2012-13 (Start-up)	2013-14	OR	2013-14	2014-15
	K-6	K-6		K-7	K-8
NOTE: Initial start up will incur a cost to seed program. Seeding of program generally takes 3 years. The costs should start to neutralize after time, as FTE shift from one site to another.	<p>1 Teacher ≈ \$80K (Depending on enrollment, there may be an additional teacher need)</p> <p>Music and PE (additional day) = \$40,000</p> <p>Facilities = \$20K + 15% construction contingency (remodel of 2 current portables)</p> <p>Additional Hours for Classified Staff = \$4,200</p> <p>Technology = \$37K</p>	<p>May be a holding year depending on analysis of 7th and 8th grade enrollment across District</p> <p>1 Teacher ≈ \$80K</p> <p>Music and PE (additional day) = \$40,000</p> <p>Additional Hours for Classified Staff = TBD</p> <p>Technology = \$22K</p>		<p>3 Teachers ≈ \$240K</p> <p>Facilities = \$154K + 15% construction contingency (1 set of new bathrooms and remodel of 2 current portables)</p> <p>Music and PE (additional day) = \$40,000</p> <p>Additional Hours for Classified Staff = TBD</p> <p>Technology = \$22K</p>	<p>2 Teachers ≈ \$160K or 3 Teachers ≈ \$240K (dependent on 2013-14)</p> <p>Facilities = \$183K + 15% construction contingency (2 new portables)</p> <p>Music and PE (additional day) = \$40,000</p> <p>Additional Hours for Classified Staff = TBD</p> <p>Technology = \$16K</p>

AUSD Recommends

Conditional Approval
for
21st Century Learning at Bay Farm

**Conditions and Revisions must be met by established
timeline for implementation**

21st Century Learning at Bay Farm

Conditions for Implementation:

- Program must not be on an alternative calendar
- Obtain a minimum of 40 completed commitment forms by February 24, 2012
- Enroll 30 students by March 30, 2012
- Establish 6th grade waitlist for 2012-13 following AUSD policy
- Must obtain all approved multi-year AEA waiver(s) by April 30, 2012
- To continue program operation in future years, school must have a minimum of 60 students enroll in 6th grade program each year beginning 2013-14 school year
 - Enrollment of 60 students into program by March 30th of the previous school year for program continuance
 - Establish 6th grade waitlist following AUSD policy

21st Century Learning at Bay Farm

Revisions Required for Implementation:

- Comprehensive written description of 6th grade curriculum plan by March 30, 2012 that addresses the following:
 - Instructional and learning needs of English Learners and Special Education students
 - Integration of District initiatives (SIM, IBD, and SIMI) and 21st Century theme design into curriculum
 - Strategic Instruction Model (SIM)
 - Inquiry By Design (IBD)
 - Strategic & Intensive Math Initiatives (SIMI)
 - Core instructional components necessary to satisfy skills for advancement into 7th grade and beyond
 - How program, curriculum, and student assessment drive instructional practices

21st Century Learning at Bay Farm

Revisions Required for Implementation, continued:

- Submission of 6th grade daily and weekly schedule with instructional minutes by March 30, 2012
- Clarify drama, band, and music offerings by March 30, 2012
- Address and clarify in writing by February 24, 2012 the following AEA contract issues:
 - Calendar
 - Extended daily schedule
 - Teacher capacity using technology
 - Wednesday workshops
 - Informational nights
 - Mile Guide assessment tool
 - Weekly grade level meetings

Earhart Math, Science, Technology with Integration of Music (Innovative Program Proposal)

Math, science, and technology are critical pathways to develop learners who can solve problems in a flexible manner.

Earhart Math, Science, Technology with Integration of Music students will develop the foundational skills to compete in a global society. Students will receive robust instruction in math and science with the infusion of technology and music to develop and refine the skills necessary for critical thinking and learning.

Earhart Math, Science, Technology with Integration of Music

Proposal Strengths

- Builds on programs and/or activities that are currently in place
- Addresses important curricular gap in science instruction
- Addresses the need to systematize strategies throughout grade levels
- Addresses learning needs of all students
- Provided lesson plans are thorough and varied
- Staff involvement in proposal development

Earhart Math, Science, Technology with Integration of Music

Proposal Challenges

- Music integration needs to be strengthened in all curricular areas
- Extra periods for music and media teacher, taking them out of itinerant positions
- Clarity around:
 - Curriculum, program, and student assessment processes
 - Teacher collaboration
 - Lesson study process
 - Additional professional development days

Earhart Math, Science, Technology with Integration of Music

District's Analysis of Proposal and Costs of Program Implementation

Facilities Impact:

- None

Fiscal Impact:

- Science Specialist (additional teacher at 1 FTE)
 - \$80,000 (includes benefits)
- Professional development
 - \$6,000
- Technology (equipment and site licenses)
 - \$6,000

Earhart Math, Science, Technology with Integration of Music

District's Analysis of Proposal and Costs of Program Implementation

Start-up viability:

- Approved multi-year AEA waiver(s) for any changes that impact teacher's contract need to be addressed

Sustainability:

- Adequate and appropriate professional development opportunities must be provided to teachers for program implementation
- Build program to serve as model across district

Earhart Math, Science, Technology with Integration of Music

District's Analysis of Proposal and Costs of Program Implementation

Impact on Alameda Community:

- Opportunity to build strong science foundation in elementary students
- Serve as pilot program to bring program to other school sites across the district

Support needed:

- Monitoring of music integration into curriculum
- Continued professional development opportunities
- Monitoring development of science program

2012-13 (Start-Up)	2013-14 (Ongoing)	2014-15 (Ongoing)
<p>Science Specialist (1 Teacher) ≈ \$80K</p> <p>Professional Development = \$6K</p> <p>Technology = \$6K</p>	<p>Science Specialist (1 Teacher) ≈ \$80K</p> <p>Professional Development = \$5K</p> <p>Music Teacher (1 day extra) = \$20K</p> <p>Technology = \$5K</p>	<p>Science Specialist (1 Teacher) ≈ \$80K</p> <p>Professional Development = \$5K</p> <p>Music Teacher (1 day extra) = \$20K</p> <p>Technology = \$5K</p>

AUSD Recommends

Conditional Approval

for

Earhart Math, Science, Technology with Integration of Music

Conditions and revisions must be met by established timeline for implementation

Earhart Math, Science, Technology with Integration of Music

Conditions for Implementation:

- Serve as elementary science pilot program for other elementary schools across District
- Submission of weekly and annual calendar with instructional minutes by March 30, 2012
- Must obtain all approved multi-year AEA waiver(s) by April 30, 2012
- Secure and develop partnership with other AUSD elementary school(s) by January 10, 2013 and start working with school(s) on implementing science model for Fall of the following year to be considered for future funding
- Write and submit science program plan guide by April 1, 2013 to be considered for future funding of program

Earhart Math, Science, Technology with Integration of Music

Revisions Required for Implementation:

- Written description of science and music professional development plan by March 30, 2012
- Expectation of science specialist in curriculum development, professional development, and parent training by March 30, 2012
- Address and clarify in writing by February 24, 2012 the following AEA contract issues:
 - Monthly teacher dinner
 - Morning collaboration meeting
 - Additional professional development days
 - Lesson study
 - Informational Night

Encinal 6-12 School (Magnet Proposal)

Encinal High School welcomes to its family the next Generation of Jets: Encinal's Junior Jets.

Encinal's Junior Jets Program for 6-8 graders will provide articulated opportunities for high school readiness with an "eye on the prize" of college and career preparedness; develop creative and critical thinking skills; build long-term, meaningful relationships between students, mentors, and adults; and eliminate the transition from middle to high school.

Encinal 6-12 School

Proposal Strengths

- Addresses the need for middle school program on the West End
- Aligns student learning with expected success for graduation and beyond
- Mission and vision are clearly stated and woven throughout proposal
- Clear theme of high school readiness
- Proposal committed to District initiatives

Encinal 6-12 School

Proposal Challenges

- Curriculum section does not address why particular curricular choices were made
- Curricular program vague
- The ability of the 6-8 program to distinguish itself from the 9-12 program but still be one continuous school
- Need for communication, monitoring, and intervention systems for student progress
- Clarity around:
 - Ongoing assessment of program
 - Daily and yearly calendar
 - Collaboration schedule
 - Professional development

Encinal 6-12 School

District's Analysis of Proposal and Costs of Program Implementation

Facilities Impact:

- Carpet, cleaning of 4 current portables
 - \$16,000 + 15% construction contingency
- Conversion of “Great Room” back into 5 classrooms
 - \$300,000 + 15% construction contingency

Fiscal Impact:

- Additional 4 FTE teacher
 - \$320,000 (includes benefits)

Encinal 6-12 School

District's Analysis of Proposal and Costs of Program Implementation

Fiscal Impact, continued:

- Additional hours for health clerk
 - \$1,000 (includes benefits)
- Lead Teacher release period
 - \$15,000
- Counselor (1/2 FTE)
 - \$40,000 (includes benefits)
- Technology (equipment and site licenses)
 - \$20,000

Encinal 6-12 School

District's Analysis of Proposal and Costs of Program Implementation

Start-up viability:

- 150 commitment forms by January 15, 2013*
- Enrollment of 180 students into program by 2014-15
- Approved multi-year AEA waiver(s) for any changes that impact teacher's contract need to be addressed

Sustainability:

- Provides AUSD Middle School option on the West End
- Open enrollment program
- Cost neutral over time as FTE shifts from one school site to another

* Original commitment date of February 25, 2013 has been changed to January 15, 2013 to align with District staffing needs.

Encinal 6-12 School

District's Analysis of Proposal and Costs of Program Implementation

Impact on Alameda Community:

- Provides an AUSD middle school option for West End families
- Students need to transition only once from elementary program into secondary program
- Opportunity for Wood students to opt out and transfer into Encinal
- Alameda Community Learning Center's (ACLC) relocation to another site accommodated

Encinal 6-12 School

District's Analysis of Proposal and Costs of Program Implementation

Support needed:

- Planning time to develop middle school curriculum and integration of District initiatives
- Assessing curricular and program effectiveness
- Providing ongoing data analysis

AUSD Recommends

**Conditional Approval with
Implementation Commencing Fall 2013
for
Encinal 6-12**

**Conditions and revisions must be met by established
timeline for implementation**

Encinal 6-12 School

Conditions for Implementation:

- Use 2012-13 as curricular and program planning year with 6-8 program commencing Fall of 2013
- Obtain 150 completed commitment forms by January 15, 2013*
- Must obtain all approved multi-year AEA waiver(s) by April 30, 2013
- Enroll a minimum of 180 students by 2014-15
- Establish waitlist AUSD policy once capacity reached

* Original commitment date of February 25, 2013 has been changed to January 15, 2013 to align with District staffing needs.

Encinal 6-12 School

Revisions Required for Implementation:

- Develop middle school curriculum plan for grades 6-8 by March 1, 2013
- Develop an evaluation system for program monitoring by March 1, 2013
- Develop a system for communication, monitoring, and evaluation of student progress by March 1, 2013
- Address and clarify in writing by February 25, 2013 the following AEA contract issues:
 - Teacher recruitment and hiring process
 - Daily schedule
 - Collaboration
 - Project Cornerstone and action research requirements
 - Professional development requirement

	2012-13 (Planning Year)	2013-14 (Start-Up)	2014-15 (Ongoing)
	9-12	6-8	6-8
	Teacher Release Period ≈ \$15K	4 Teachers ≈ \$320K	4 Teachers ≈ \$320K
	Teacher Substitute Release Time ≈ \$5K	Lead Teacher Release ≈ \$15K	Lead Teacher Release ≈ \$15K
		Counselor ≈ \$40K	Counselor ≈ \$40K
	* Possible additional cost as planning commences	Facilities = \$19K + 15% construction contingency (remodel of 4 current portables)	Facilities = \$342K + 15% construction contingency (Conversion of “great room” into 5 classrooms)
		Additional Hours for Classified Staff≈ \$1K	Additional Hours for Classified Staff ≈ \$1K
		Technology = \$20K	Technology = \$20K
NOTE: Initial start-up will incur a cost to seed program. Seeding of program generally takes 3 years. The costs should start to neutralize after time, as FTE shift from one site to another.			
* Funding may shift from one category to another as program develops and start-up			

Global Education through the Arts (Magnet Proposal)

Global Education through the Arts will be a theme-based arts integrated program designed to teach each child the academic and social emotional skills necessary to be a contributing member of a global society.

Global Education through the Arts students will be smart, critical thinking kids who love art and know they can do anything.

Global Education through the Arts

Proposal Strengths

- Addresses the need for arts integrated K-8 program
- World language offering at all grade levels
- Clear system of scaffolding for all students
- Addresses critical instructional needs for engaging diverse student learners
- Involvement of Alameda community in proposal development
- Addressing the need to teach cultural competency so students understand and embrace their role as global citizens

Global Education through the Arts

Proposal Challenges

- Response to Intervention (RTI) plan needs to be clearly articulated
- Common understanding of arts integration
- Theme integration into curriculum through arts integration lens
- Desire to incorporate many exciting innovative ideas takes away from thematic focus

Global Education through the Arts

District's Analysis of Proposal and Costs of Program Implementation

Facilities Impact:

- None, if magnet placed at Washington Elementary site

Fiscal Impact:

- Additional 3 FTE teacher for start up
 - \$240,000 (includes benefits)
- Lead Teacher Release
 - \$15,000
- Arts Integration Specialist Certification Training
 - \$13,000
- Student Support Provider Liaison
 - \$30,000 (includes benefits)

* Projections based on current Washington enrollment

Global Education through the Arts

District's Analysis of Proposal and Costs of Program Implementation

Fiscal Impact, continued:

- Arts Coach
 - \$20,000
- Counselor (1/2 FTE)
 - \$40,000
- Arts Supplies/Materials
 - \$5,000

Start up viability:

- 225 commitment forms by February 24
- Enrollment of 300 students into program by 2013-14
- Approved multi-year AEA waiver(s) for any changes that impact teacher's contract need to be addressed

Global Education through the Arts

District's Analysis of Proposal and Costs of Program Implementation

Sustainability:

- Only elementary magnet program offering in AUSD
- Open enrollment school with ability to attract students from across Alameda
- Future AUSD middle grades option on West End

Global Education through the Arts

District's Analysis of Proposal and Costs of Program Implementation

Impact on Alameda Community:

- Open enrollment school with ability to attract students from across Alameda
- Only AUSD elementary magnet school
- Program eliminates transition from elementary school to middle school
- Provides future AUSD middle grades option for West End families
- Opportunity for Wood students to opt out and transfer into magnet for middle school years
- School boundaries reconfiguration required

Global Education through the Arts

District's Analysis of Proposal and Costs of Program Implementation

Support needed:

- Planning time to develop arts integrated curriculum and integration of District initiatives
- Professional development for reading and writing workshop curriculum with theme integration
- Ongoing program, student, and curriculum analysis
- Identification and writing of grants

	2012-13 (Start-Up)	2013-14	2014-15	2015-16
	K-5	K-6	K-7	K-8
	3 Teachers ≈ \$240K	3 Teachers ≈ \$240K	3 Teachers ≈ \$240K	3 Teachers ≈ \$240K
	Lead Teacher Release ≈ \$15K	Lead Teacher Release ≈ \$15K	Lead Teacher Release ≈ \$15K	Lead Teacher Release ≈ \$15K
	Counselor (.5 FTE) ≈ \$40K	Counselor (.5 FTE) ≈ \$40K	Counselor (.5 FTE) ≈ \$40K	Counselor (.5 FTE) ≈ \$40K
	Arts Integration Certification Training ≈ \$13K	Arts Integration Certification Training ≈ \$2K	Arts Integration Certification Training ≈ \$2K	Arts Integration Certification Training ≈ \$2K
	Art's Coach ≈ \$20K	Art's Coach ≈ \$20K	Art's Coach ≈ \$20K	Art's Coach ≈ \$20K
	Student Support Provider Liaison ≈ \$30K	Student Support Provider Liaison ≈ \$30K	Student Support Provider Liaison ≈ \$30K	Student Support Provider Liaison ≈ \$30K
	Art Supplies/Materials ≈ \$5K			
NOTE: Initial start-up will incur a cost to seed program. Seeding of program generally takes 3 years. The costs should start to neutralize after time, as FTE shift from one site to another.				
* Funding may shift from one category to another as program develops and start-up				

AUSD Recommends

Conditional Approval

for

Global Education through the Arts

**Conditions and revisions must be met by established
timeline for implementation**

Global Education through the Arts

Conditions for Implementation:

- Magnet program placement at Washington site
- Obtain 225 commitment forms by February 24, 2012
- Submission of weekly and annual calendar with instructional minutes by March 30, 2012
- Must obtain all approved multi-year AEA waiver(s) by April 30, 2012
- Enroll a minimum of 300 students by 2013-14
- Establish waitlist following AUSD policy once capacity reached

Global Education through the Arts

Revisions Required for Implementation:

- Comprehensive written description of curriculum from an arts integration lens by March 30, 2012 that addresses:
 - Instructional and learning needs of English Learners and Special Education students
 - How program, curriculum, and student assessments drive instructional practices
 - Integration of District initiatives (SIM, IBD, and SIMI) into 6-8 curriculum
 - Strategic Instruction Model (SIM)
 - Inquiry By Design (IBD)
 - Strategic & Intensive Math Initiatives (SIMI)

Global Education through the Arts

Revisions Required for Implementation, continued:

- Clarify and address in writing by February 24, 2012 the following AEA contract issues:
 - Daily schedule
 - Collaboration
 - Teacher hiring process
 - Lesson study process
 - Professional development

Rachel Carson School of Science, Art, and Sustainability (Magnet Proposal)

The Rachel Carson School of Science, Art, and Sustainability will meet the educational needs of youth in the 21st century through engaging students in rigorous academic instruction, providing an integrated understanding of core subject matter and applying classroom knowledge to real-life challenges.

Rachel Carson School of Science, Art, and Sustainability

Proposal Strengths

- Lesson plans are clear, specific, and standards aligned
- Involvement of Alameda community in proposal development
- Extensive partnerships with local organizations
- Interdisciplinary approach to instruction
- Commitment in establishing instructional core through implementation of District initiatives

Rachel Carson School of Science, Art, and Sustainability

Proposal Challenges

- Desire to incorporate multiple ideas at once detracts from continuity of proposal
- Curriculum section does not address core curricular mandates of closing the achievement gap
- Professional development plan to support achievement of interdisciplinary instruction needs clarity
- Common definition and understanding of arts methodology and sustainability

Rachel Carson School of Science, Art, and Sustainability

District's Analysis of Proposal and Costs of Program Implementation

Facilities Impact:

- None, if magnet placed at Wood Middle School site

Fiscal Impact:

- Lead Teacher Release
 - \$15,000
- Professional Development
 - \$15,000

Start up viability:

- Approved multi-year AEA waiver(s) for any changes that impact teacher's contract need to be addressed

* Projections based on current Wood enrollment

Rachel Carson School of Science, Art, and Sustainability

District's Analysis of Proposal and Costs of Program Implementation

Sustainability:

- Open enrollment school with ability to attract students from across Alameda
- Only one AUSD “traditional” middle school remains if approved

Impact on Alameda Community:

- Open enrollment school with ability to attract students from across Alameda
- Only one AUSD “traditional” middle school remains if approved
- If magnet opens at Wood School Site, Wood School's program improvement status is not discharged
- Middle school boundaries reconfiguration required

Rachel Carson School of Science, Art, and Sustainability

District's Analysis of Proposal and Costs of Program Implementation

Support needed:

- Planning time to completely develop curriculum plan and integration of District initiatives
- Professional development
- Ongoing coaching around program, student, and curriculum analysis
- Clarifying arts methodology and sustainability in curriculum

2012-13 (Start-Up)	2013-14 (Ongoing)	2014-15 (Ongoing)	2015-16 (Ongoing)
6-8	6-8	6-8	6-8
Lead Teacher Release ≈ \$15K	Lead Teacher Release ≈ \$15K	Lead Teacher Release ≈ \$15K	Lead Teacher Release ≈ \$15K
Professional Development≈ \$15K	Professional Development≈ \$15K	Professional Development≈ \$15K	Professional Development≈ \$15K

AUSD Recommends

Declined for this Cycle

for

Rachel Carson School of Science, Arts, and Sustainability

Rachel Carson School of Science, Art, and Sustainability

Suggestions for Proposal:

- Strategically pilot implementing portions of proposal at Wood School, as proposal explicitly states that the Wood School site provides ideal conditions for program
- Gather data on piloted program(s) and use data to inform instructional practices
- Work components of proposal into Wood's School Improvement and Corrective Action Plans as it pertains to Program Improvement
- Continue developing and revising curricula to enhance student learning

Possible Middle School Options

	2011-12	2012-13	2013-14	2014-15
Bay Farm	K-5	K-6	K-7	K-8
Encinal	-	Planning Year	6-8	6-8
Global	-	K-5	K-6	K-7 (K-8 in 2015-16)
Lincoln	6-8	6-8	6-8	6-8
Wood	6-8 Year 2 of Program Improvement (School Improvement Plan)	6-8 Possibly Year 3 of Program Improvement (Corrective Action Plan)	6-8 Possibly Year 4 of Program Improvement (Develop Restructuring Plan)	6-8 Possibly Year 5 of Program Improvement (Implement Restructuring Plan)

Next Steps

January 2012

- Proposal teams answer questions from the Board of Education
- Board of Education finalizes decision on which proposals move forward to *Phase III, Planning for Implementation with implementation commencing Fall 2012-2013*

A Look Ahead

January 2012 – July 2012

- Selected proposal teams to start work on *Phase III, Planning for Implementation with implementation commencing Fall 2013*
- AUSD staff to assist proposal teams in Phase III

August 2012

- Program start-up

Questions ?