

Alameda Unified School District  
 Secondary Educational Options Task Force  
 Exploration of Ideas (not in any particular order)

Idea	Rationale	Pros	Cons	Questions, Concerns, Issues to explore
B. 9/10, 11/12 – one high school, 2 campuses, one CDS code	A district this size generally has one high school campus	<ul style="list-style-type: none"> <li>• Equity/Diversity across the island</li> <li>• Equalized enrollment; approximately 1500 per school</li> <li>• Focused efforts on two grade levels, not four</li> <li>• Streamlines programs</li> <li>• Concentrates on program strands: college/career advisement, career-tech, ROP pathways, biotechnology pathway</li> <li>• Compatible with any K-8 system</li> <li>• No school closures; make use of both campuses</li> <li>• 9/10 focuses on introductory electives; 11/12 advanced electives</li> <li>• schools are interrelated</li> <li>• shares the treasures of both campuses; no rivalry</li> <li>• co-principals; keep staffing as is</li> <li>• Reduced supervision by consolidating extra-curricular activities</li> <li>• Does not close schools</li> </ul>	<ul style="list-style-type: none"> <li>• building relationships with students in two years</li> <li>• the 9/10 site will not have older peer role models</li> <li>• transportation across the island-work with city transit busses to get more busses after school</li> <li>• some duplication of master schedule; math, science, electives (increased costs)</li> <li>• 9/10 discipline issues-will need supports for frosh/soph programs-advisement model</li> <li>• staff transfers depending on courses taught</li> <li>• would need ACLC to move out of EHS campus to allow for ROP and Biotech expansion</li> <li>• EHS campus may need teachers to share classrooms if ACLC remains</li> </ul>	<ul style="list-style-type: none"> <li>• Demographic data</li> <li>• Figure out which sites would be 9/10, 11/12</li> <li>• Is there a requirement that the two campuses must be in close proximity-check with CDE</li> <li>• Need to flesh out the middle school pathways</li> <li>• Co-principals working together</li> <li>• Plan for articulation between both campuses</li> <li>• Think about reducing # of interdistrict permits so there is enough capacity at both sites</li> <li>• How much more does this option cost?</li> </ul>
B. 9 <sup>th</sup> grade academy (750) 10-12 HS (2300)	Focus would be on high school transition	<ul style="list-style-type: none"> <li>• Supports transition into high school</li> <li>• Small school focus on transition</li> <li>• 1 high school for broader program opportunities</li> <li>• Diversified enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• research shows 9<sup>th</sup> grade academy not successful model</li> <li>• creates another transition after only one year</li> <li>• limits options</li> <li>• Sounds like 8<sup>th</sup> grade bridge</li> </ul>	

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C. K-8, 9-12	Concentrates on two versus three grade spans	<ul style="list-style-type: none"> <li>• Eliminates middle school programs</li> <li>• Self-contained 6-8 classes</li> <li>• Builds community</li> <li>• Seems safer</li> <li>• Fewer transitions</li> <li>• Teachers of kids, not subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation for high school if 8<sup>th</sup> grade is self-contained may be an issue</li> <li>• Facility issue for K-8</li> <li>• Needs to be all K-8 across the district if we want equitable programs/courses of study</li> <li>• Doesn't address high school issues</li> </ul>	
D. K-6, 7-9, 10-12	This option points out that the 6 <sup>th</sup> and 9 <sup>th</sup> grade transition years are too challenging	<ul style="list-style-type: none"> <li>• 1 high school for broader program opportunities</li> <li>• 7-9 supports 9<sup>th</sup> graders</li> <li>• K-6 supports 6<sup>th</sup> graders who often parents feel afraid to send child to middle school</li> <li>• Diversifies high school</li> </ul>	<ul style="list-style-type: none"> <li>• K-6 facility issue</li> <li>• Needs to be district-wide if we want equitable programs</li> <li>• May result in boundary changes</li> </ul>	<ul style="list-style-type: none"> <li>• Facility issue for K-6: can we house K-3 schools and 4-6 schools? Will that result in too many transitions?</li> </ul>
E. 1 high school -AHS (3,050), 2 middle schools (1200 each)- EHS, LMS	Focus is on consolidation of sites based on enrollment	<ul style="list-style-type: none"> <li>• Equality of programs</li> <li>• Broad course selections and opportunities</li> <li>• No rivalry: perceived good and bad high schools</li> <li>• Diversifies high school</li> <li>• Cost savings by reduction of sites</li> </ul>	<ul style="list-style-type: none"> <li>• Goes against smaller learning communities ideals-too big</li> <li>• Doesn't diversify middle schools or perceived good/bad schools</li> <li>• Closes WMS, CMS</li> <li>• Is this really the long-term solution if the Base builds more housing? Will we eventually need another high school again?</li> </ul>	<ul style="list-style-type: none"> <li>• Retrofit district office for AHS; relocate D.O.</li> <li>• Adult School moves to West end</li> </ul>
F. Change attendance boundaries to equalize enrollment	Balances enrollment and provide equitable programs	<ul style="list-style-type: none"> <li>• May create more program equity between high schools</li> </ul>	<ul style="list-style-type: none"> <li>• Active choosers will go elsewhere</li> <li>• Doesn't solve underlying problems</li> <li>• Doesn't diversify high schools</li> </ul>	<ul style="list-style-type: none"> <li>• Boundary at Willow or Walnut</li> <li>• 2 Circles, everyone else competes in a lottery system</li> </ul>
G. West end: CMS: 6-9, EHS 10-12 or West end Elementary K-6, CMS 7-9,	Balances enrollment at under enrolled schools	<ul style="list-style-type: none"> <li>• Addresses west end enrollment</li> <li>• Focus on program</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses only on CMS/EHS problem; not big picture</li> <li>• Challenging to support-time/resources</li> <li>• 6-9 configuration may not prepare</li> </ul>	

EHS 10-12			students for high school	
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H. Middle school magnet programs	Each middle school focuses on a specialized pathway, i.e., arts, science, technology to draw students by interest	<ul style="list-style-type: none"> <li>• Connects 6-12 programs</li> <li>• Offers choices to students; may draw more students across the island</li> <li>• Provides a curricular focus</li> <li>• Open enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging to ensure balance of enrollment</li> <li>• Challenging to support (time &amp; resources) singleton programs</li> <li>• Cross school collaboration challenging</li> <li>• Demands a pathway for high schools</li> <li>• Fragmentation and inequities for all students</li> <li>• This has been tried before, but could not be sustained</li> </ul>	
I. High school feeder pathways, i.e., EHS biotech academy; ROP satellite arts media academy at Woodstock	Invigorate the standards of career technical pathways and offer students choices towards high need careers	<ul style="list-style-type: none"> <li>• Address CTE needs that are not currently balanced between the high schools</li> <li>• Addresses going towards logical pathways versus singleton courses</li> <li>• Provides 21<sup>st</sup> century college and career skills</li> <li>• If implemented at EHS, can draw students from across the island</li> </ul>	<ul style="list-style-type: none"> <li>• Does not address middle schools</li> </ul>	<ul style="list-style-type: none"> <li>• CTE grants</li> <li>• Explore middle school CTE pathway into high school</li> </ul>
J. CMS magnet or District sponsored charter school	Address program improvement timeline for restructuring school	<ul style="list-style-type: none"> <li>• Charter funding is available</li> <li>• Provides the school more program and governance flexibility</li> <li>• Other districts with declining enrollment are looking towards chartering their own schools</li> <li>• Choice for students</li> </ul>	<ul style="list-style-type: none"> <li>• May not be coherent as other schools in the District</li> <li>• Challenging to support (time &amp; resources) singleton programs</li> <li>• Limited solution; not big picture of 6-12 schools</li> </ul>	<ul style="list-style-type: none"> <li>• Examine if being a charter is cost neutral</li> </ul>
K. Washington, CMS, EHS	Focus on West end	<ul style="list-style-type: none"> <li>• Addresses west end enrollment</li> <li>• Focus on program</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses only three schools in the system</li> </ul>	

specialized program aligned K-12		<ul style="list-style-type: none"><li>• Provides an alternative choice to students across the island, particularly the under enrolled schools</li><li>• Offers an opportunity to build a K-12 specialized pathway</li></ul>	<ul style="list-style-type: none"><li>• Challenging to support (time &amp; resources)</li></ul>	
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