ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

FINAL

Demographic Analysis

April 28, 2014

Kirsten Vital, Superintendent

Jack Schreder & Associates
2230 K Street
Sacramento, CA 95816
916-441-0986

Acknowledgements

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District Staff

Kirsten Vital, *Superintendent*
Robbie Lyng, *Director, MOF*
Bernadette B. Gard, *MOF*
Kelly Lara, *Director of Student Services*

Consultants

Jack Schreder & Associates
Cheryl King, Senior Associate
Jamie Iseman, Senior Associate

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PROLOGUE

The 2013-14 Demographic Analysis and Facility Capacity Study for the Alameda Unified School District (AUSD) provides a historical perspective on the AUSD, including historical demographic information on the community served by the district as well as projected residents and enrollments.

Student enrollment is projected to grow through the 2023-24 school year due, primarily, to the emergence of the transitional kindergarten program, the in-migration of families with children into new housing developments in the District, and the emergence of new middle school programs (magnet and K-8 option).

TK-5th grade enrollments will increase due to the implementation of the transitional kindergarten program and increased residential development; 6-8th grade enrollments will increase as a result of larger incoming cohorts, the provision of new options for middle school students (magnet program and K-8 school) and increased residential development; and 9-12th grade enrollments will increase due to larger incoming cohorts and increased residential development.

Much of this growth will occur on the north side of the island, as this is where the majority of the current and planned residential development is located, as well as future developable housing sites. The AUSD is planning to conduct a General Obligation Bond election to assist in renovating facilities and providing classrooms to accommodate future enrollments.

This data will require constant review as new enrollment information becomes available in the coming months and years; the District must be diligent in monitoring this data to assure the provision of adequate facilities.

EXECUTIVE SUMMARY

Demographic Analysis

The Alameda Unified School District's historical enrollments declined from 2005 to 2010, then increased each year, reaching 9,426 in 2013. Historical enrollments by grade level demonstrate that recent enrollment increases have occurred at the TK-5th and 6-8th grade levels, while enrollments at the 9-12th grade levels have declined since 2011. Kindergarten enrollment increased in recent years, due primarily to the emergence of the transitional kindergarten program.

In order to gain a better understanding of historical enrollment patterns, Schreder & Associates isolated historical enrollments for charter schools located within AUSD. Enrollment declines in District schools correlate to enrollment increases in District charter and private schools. This pattern is evident at all grade levels.

During the preparation of the 2013-14 Demographic Analysis, Schreder & Associates compiled Census 2010 general population data and projections in order to analyze community demographics. The general population within DSD is projected to continue to increase 4.6% by 2018. Analyses of population projections by age group demonstrate the Under 5 population and the relevant school age population (5-14) are expected to increase slightly through 2018. AUSD is not experiencing any significant age or ethnic/race-based demographic shifts of their general population.

Student Generation Factors

New residential construction was analyzed in order to measure the potential impact to AUSD enrollments through the projection period. There were a total of 675 single-family detached residential units constructed from 2000-2012 which generated a total of 239 students (.354 TK-12th grade students per unit) for the District to house; 29 single family attached residential units constructed from 2000-2012 which generated a total of 22 students for the District to house (.759 TK-12th grade students); 615 multi-family units surveyed which generated 284 students (.462 TK-12th grade students per unit) for the District to house; and 338 affordable housing units surveyed which generated 281 students (.831 TK-12th grade students per unit) for the District to house.

These student generation rates will assist the AUSD in planning for facilities and working with developers to assure adequate facilities are provided to serve the future students. The AUSD will need to remain proactive to mitigate the impacts of housing constructed within the District.

Land Use Planning/Residential Development

The City of Alameda Planning Department was contacted to discuss current and planned residential development. Several residential development projects are currently approved or in the planning process. These developments include Alameda Landing, with construction of units scheduled to potentially be initiated in November, 2014. The City of Alameda's Housing Element (2015-2023) identifies over 1,700 potential housing units to be constructed, not including the Alameda Point project. The District will need to remain aware of current and planned development in order to mitigate the impact of the students which will be generated for the AUSD to house in its facilities.

JSA mapped the location of these projects in order to determine the impact of new students by school. The schools most impacted by current and planned residential projects are Haight Elementary School, Ruby Bridges Elementary School, Wood Middle School, and Encinal High School.

Spatial Analysis

Schreder & Associates utilized a Geographic Information System (GIS) to map and analyze the Alameda Unified School District. The 2004-05 to 2013-14 student information databases were mapped by a process called geocoding. The address of each individual AUSD student was matched to the parcel in which they reside in the AUSD GIS. Student residents declined from 2004 to 2010 but have increased each year since 2011, at all grade levels.

Inter-district students were isolated and measured to determine their impact on current and future enrollments. Inter-district transfers into AUSD have declined slightly in recent years.

Enrollment Projection

Overall TK-12th grade enrollments are projected to increase to 10,495 through 2023-24. TK-5th grade enrollments are projected to increase from 4,993 to 5,180; 6-8th grade enrollments are projected to climb to 1,986; and 9-12th grade enrollments are projected to reach 3,516 by 2023-24. The most influencing factors contributing to projected increases are the emergence of the transitional kindergarten program, the in-migration of families with children into new housing developments in the District, and the provision of new middle school programs. It is critical the District continue to monitor local births, pre-kindergarten registration, and actual kindergarten enrollments and update these projections annually in order to remain proactive in planning for facilities.

Resident Projections

Resident projections are based upon ***residence*** of the students. The methodology is parallel 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 enrollments by school. These projections are meant to assist the District in making decisions such as where future school facilities should be located, boundary changes, and school consolidation. Since students don't necessarily attend their school of residence, these projections should not be utilized for staffing and budgeting purposes.

Overall, student residents are projected to increase through the projection period, from 8,995 to 10,064. Much of this growth will occur on the north side of the island, as this is where the majority of the current and planned residential development is located, as well as future developable housing sites.

Recommendations

The Alameda Unified School District has undertaken this Demographic Analysis in order to assist in proactive planning for current and future facility needs for its student population.

The cost of new and modernized school facilities will prompt the District to pursue several funding strategies. These strategies include developer fees, General Obligation Bonds, Joint Use Projects, and the State School Building Program. The following steps are recommended for the Alameda Unified School District to meet its future facility needs:

- Review and update this study annually to determine if projected development and enrollment trends are accurate. Should future trends deviate from those identified in the study, adjustments regarding future school facility needs and costs may be required.
- Utilize this study as the foundation for the development of a Facility Master Plan, incorporating the findings of this study, facility standards, and educational specifications.
- Continue to update and apply for funding from the State School Facility Program. Although this program does not currently have funds available, the District should be proactive and submit eligibility applications in order to be current when funds become available.
- Explore various programs at the State School Facility Program as well as through State and Federal Programs to determine which programs are appropriate for participation by the District.
- Continue to work with the City of Alameda and other agencies throughout the planning process to secure full school facility mitigation for the construction of school facilities and/or acquisition of land.

SECTION A: INTRODUCTION

The Alameda Unified School District is located in Alameda County and serves the City of Alameda including the Naval Air Station, which closed in 1993. The Alameda Unified School District educates over 9,000 TK-12th grade students each year and has a wide range of school offerings: eight traditional elementary schools, an elementary magnet school, two traditional middle schools, a magnet middle school program, a K-8 school, two comprehensive high schools, a continuation high school, and an early college high school. The District is also home to four charter schools[1]. Table 1 provides a list of all District schools, grade levels served, and their current year enrollments. A District map with school locations is provided in Figure 1.

Table 1. School Sites and 2013-14 Enrollments

Elementary Schools	**Grade Levels**	**2013-14 Enrollment**
Bay Farm Elementary	TK-8	561
Earhart Elementary	TK-5	618
Edison Elementary	TK-5	484
Franklin Elementary	TK-5	311
Haight Elementary	TK-5	438
Lum Elementary	TK-5	509
Maya Lin Elementary	TK-5	325
Otis Elementary	TK-5	565
Paden Elementary	TK-5	329
Ruby Bridges Elementary	TK-5	579
Middle Schools	**Grade Levels**	**2013-14** Enrollment
Lincoln	6-8	956
Wood	6-8	429
Junior Jets	6-8	184
High Schools	**Grade Levels**	**2013-14 Enrollment**
Alameda High	9-12	1,758
Encinal High	9-12	1,038
Island High	9-12	172
ASTI	9-12	170
Total Enrollment		**9,426**
Charter Schools	***Grade Levels***	***2013-14 Enrollment***
Academy of Alameda	*6-8*	*481*
ACLC	*6-12*	*319*
BASE	*9-12*	*142*
NEA	*K-12*	*494*
Total Enrollment		

[1] Charter schools have been isolated and are analyzed separately in this study.

Figure 1. Alameda Unified School District

Alameda Unified School District 2013-14 Demographic Analysis

This report is divided into seven major components:

A. Introduction
B. District and Community Demographics
C. Choice in the Public School System
D. Land Use and Planning
E. Spatial Analysis
F. Enrollment Projections
G. Resident Projections
H. Recommendations

Enrollment data presented in this report was compiled from Alameda Unified School District core data and through historical figures maintained by the California Department of Education. Data utilized in this report was also sourced from:

- 1990 decennial Census compiled by the U.S. Census Bureau;
- 2000 decennial Census compiled by the U.S. Census Bureau;
- 2010 decennial Census compiled by the U.S. Census Bureau;
- California Department of Health;
- Alameda County Assessor's Office;
- City of Alameda Planning Department;
- Environmental Systems Research Institute, Inc. (ESRI)
- Esri Business Analyst Online (BAO);
- National Center for Education Statistics;
- County of Alameda GIS Department.

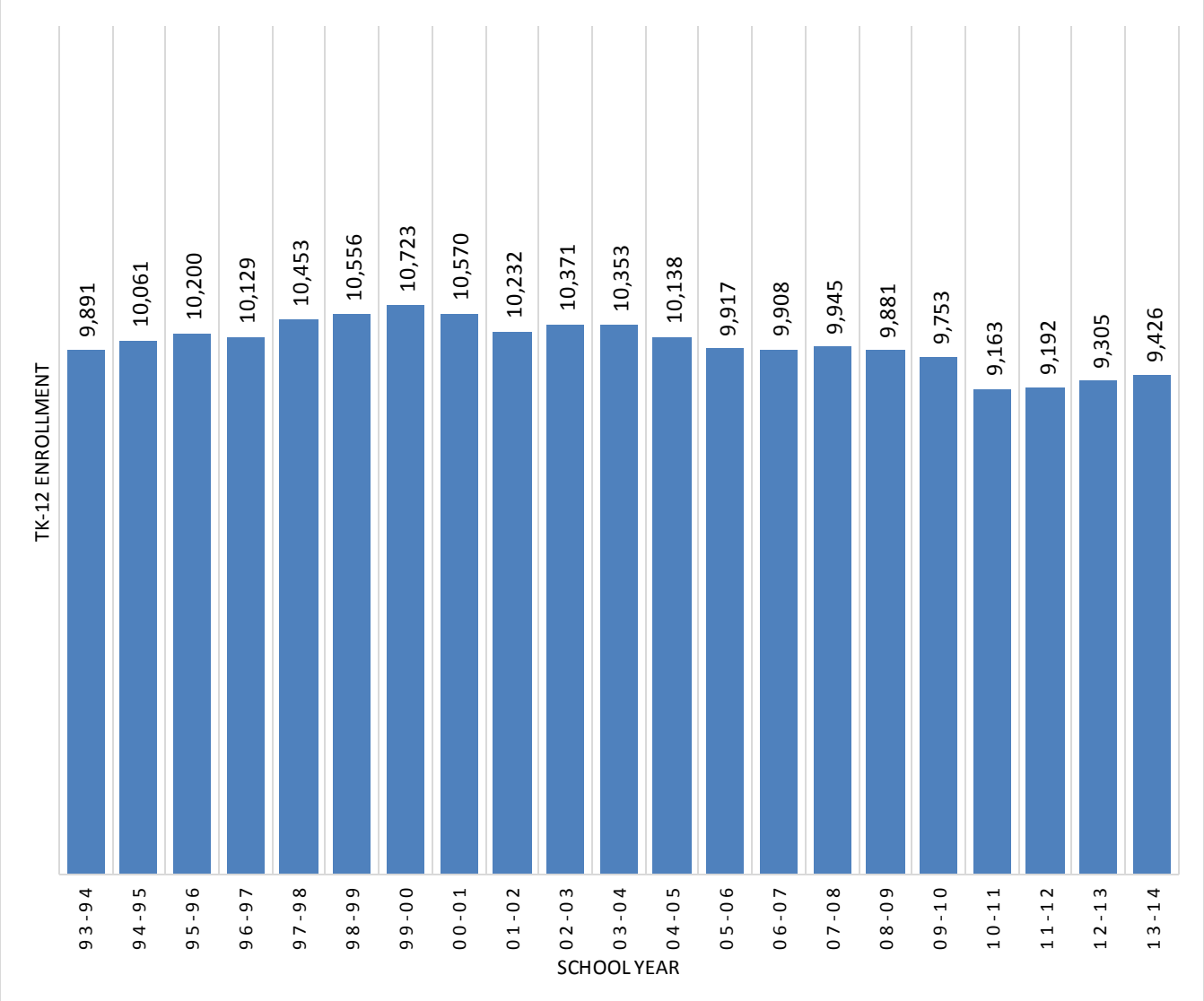
SECTION B: DISTRICT AND COMMUNITY DEMOGRAPHICS

Enrollment Trends

Historical Enrollments

Like many school districts in California, Alameda Unified School District grew dramatically from 1993 to 2000. From 2001 to 2004 enrollments were fairly stable, but declined every year from 2005 to 2010. Since 2010, enrollments increased each year. Figure 2 illustrates the District's enrollment pattern since 1993-94.

Figure 2. Historical Enrollments

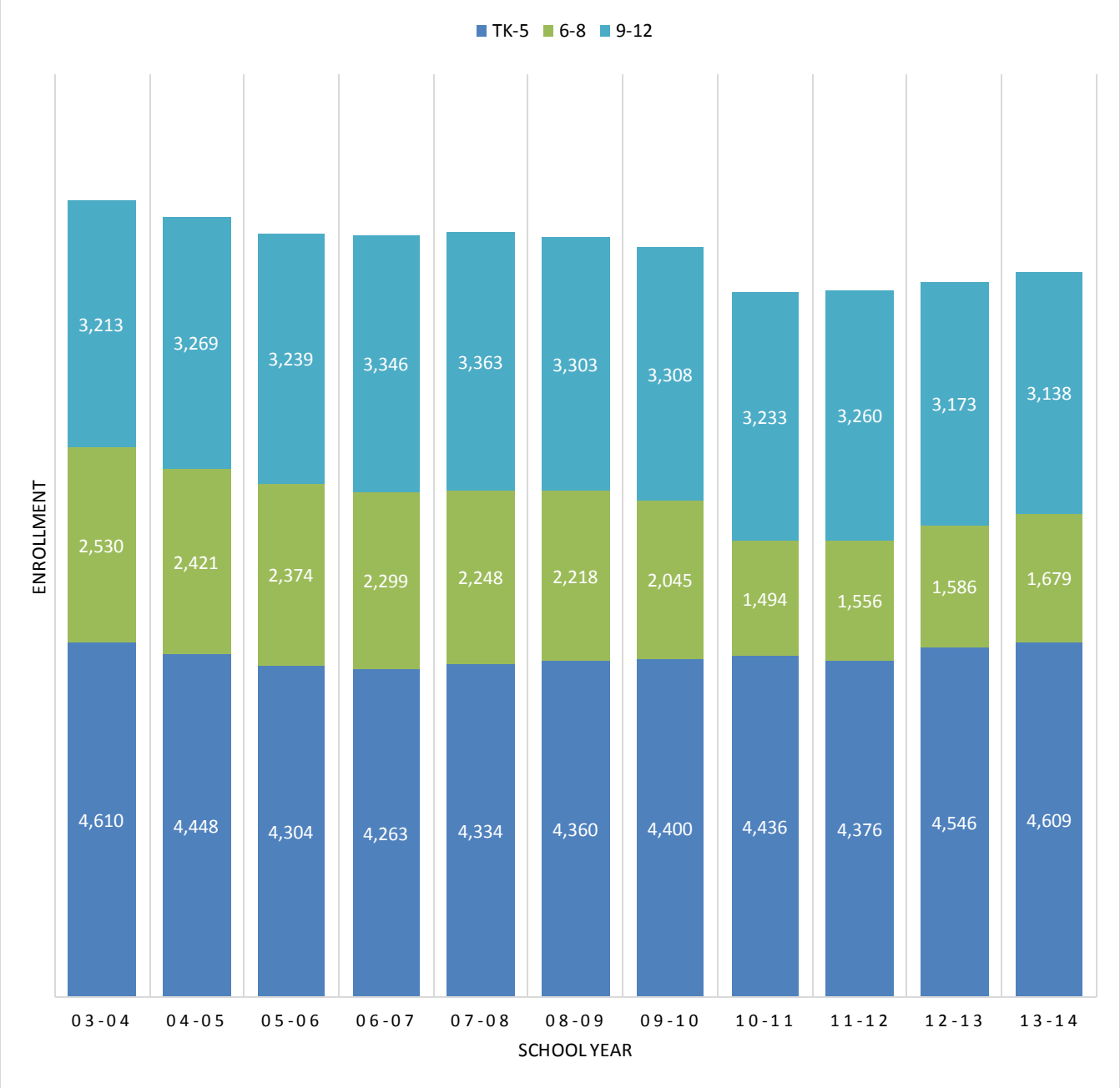


Source: California Department of Education and AUSD.

A closer examination of historical enrollments by grade level provides further insight. Figure 3 demonstrates that recent enrollment increases have occurred at the TK-5th and 6-8th grade levels, while enrollments at the 9-12th grade levels have declined since 2011.

The various demographic factors affecting the District's recent enrollment increase will be discussed in the following sections.

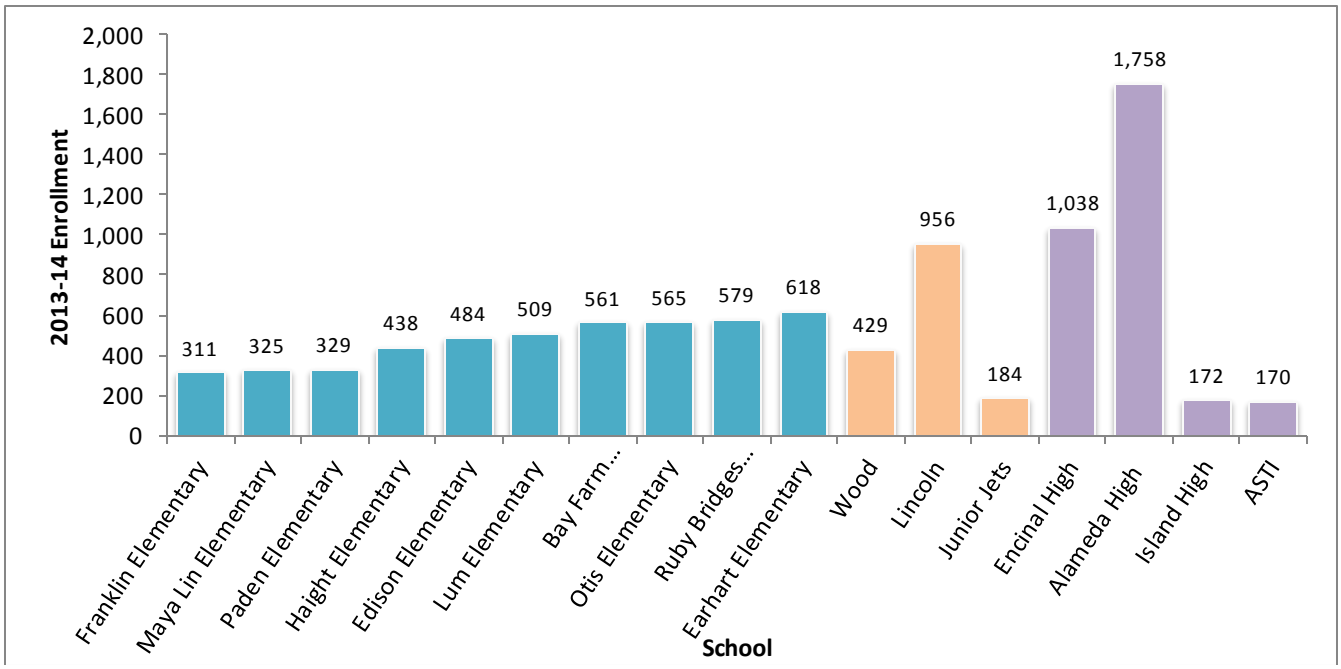
Figure 3. Historical Enrollments by Grade Level



Source: California Department of Education and AUSD.

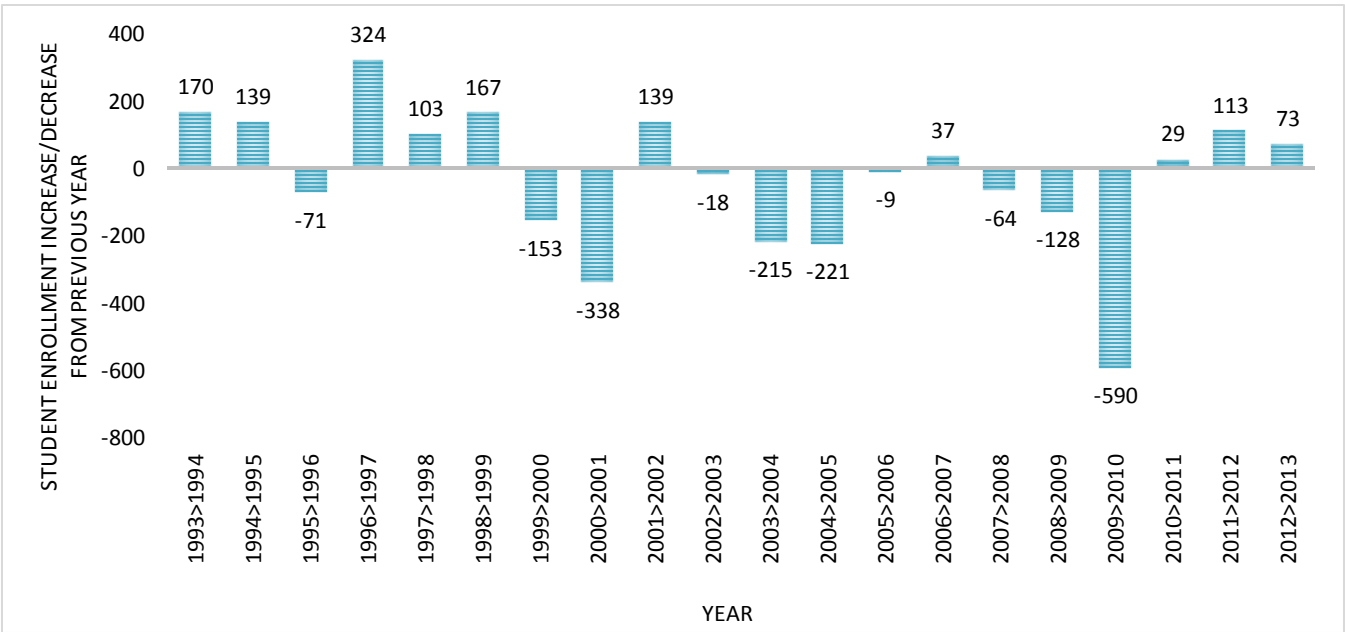
Figure 4 provides current year enrollments by school while Figure 5 provides the annual change in student enrollment since 1993-94. The loss of 590 student from 2009 to 2010 was due, primarily, to the closure of Chipman Middle School and subsequent conversion of the site to the Academy of Alameda charter school.

Figure 4. 2013-14 Enrollments by School



Source: California Department of Education and AUSD.

Figure 5. Annual Growth/Decline in Student Enrollment



Source: California Department of Education and AUSD.

Kindergarten enrollment has increased in recent years (Figure 6). Kindergarten enrollment has an impact on overall enrollments, as larger or smaller incoming kindergarten class sizes result in larger or smaller overall enrollments as these cohorts matriculate through the system.

In 2012-13 the District implemented transitional kindergarten, a program created by a new California law called the Kindergarten Readiness Act. The Kindergarten Readiness Act of 2010 is recent legislation that changes the kindergarten entry date from December 2 to September 1 so children begin kindergarten at age 5. The rollback will be implemented over a 3-year period, rolling back one month per year beginning in 2012-2013.

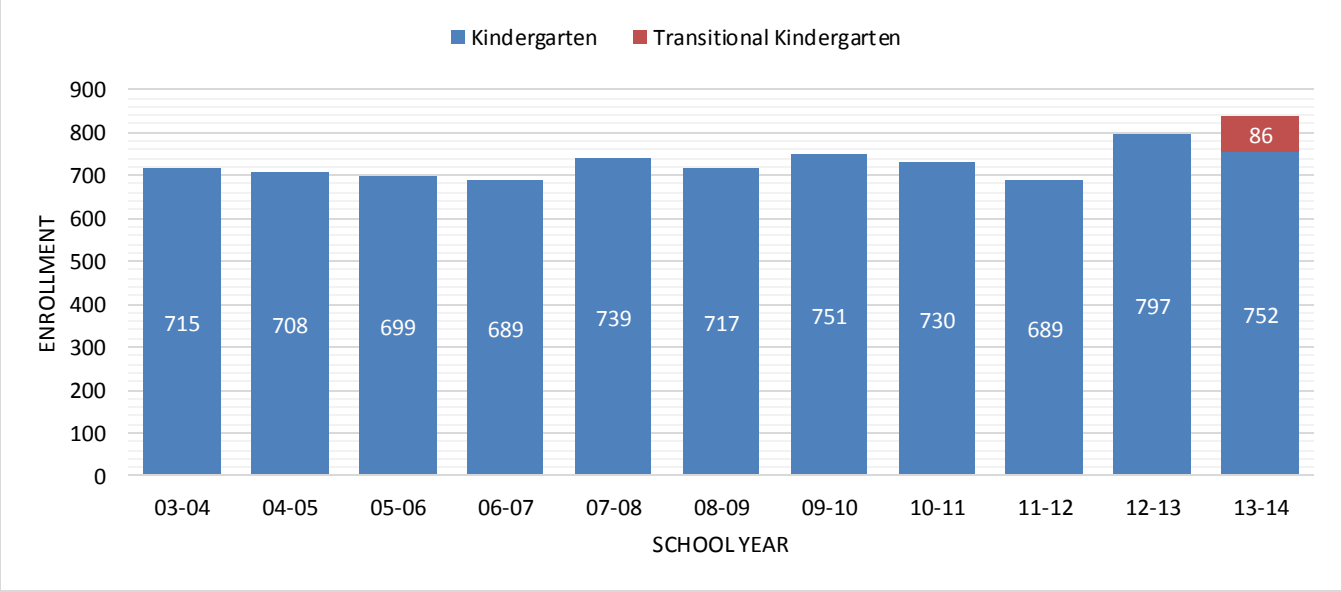
- 2012-13: Child must be 5 by November 1
- 2013-14: Child must be 5 by October 1
- 2014 -15: Child must be 5 by September 1

The Kindergarten Readiness Act of 2010 also creates a Transitional Kindergarten (TK) program for those students who miss the cutoff and who will be five years old between:

- November 1 – December 2 in 2012-13
- October 1 – December 2 in 2013-14
- September 1 – December 2 in 2014 -15

Enrollment in transitional kindergarten will likely be comprised of two groups of students; those who would have enrolled in kindergarten had the eligibility date not changed and those who would have waited to enroll in kindergarten until the following year.

Figure 6. Kindergarten Enrollment

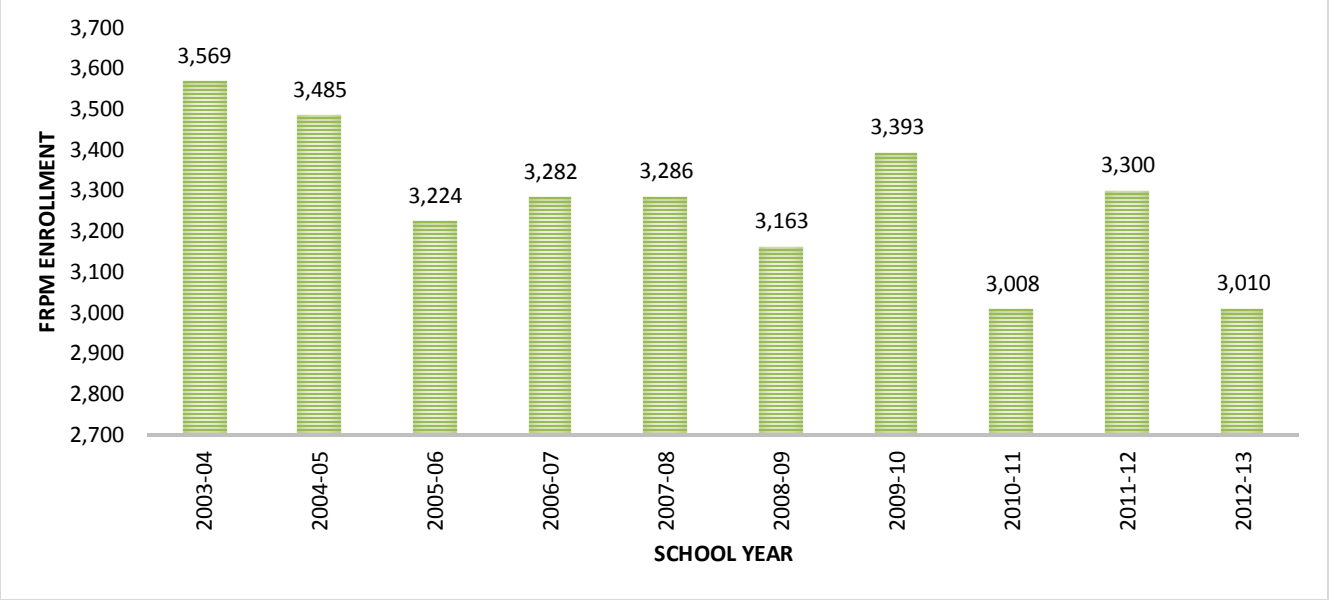


Source: California Department of Education and AUSD.

Historical Enrollment by Socioeconomic Status

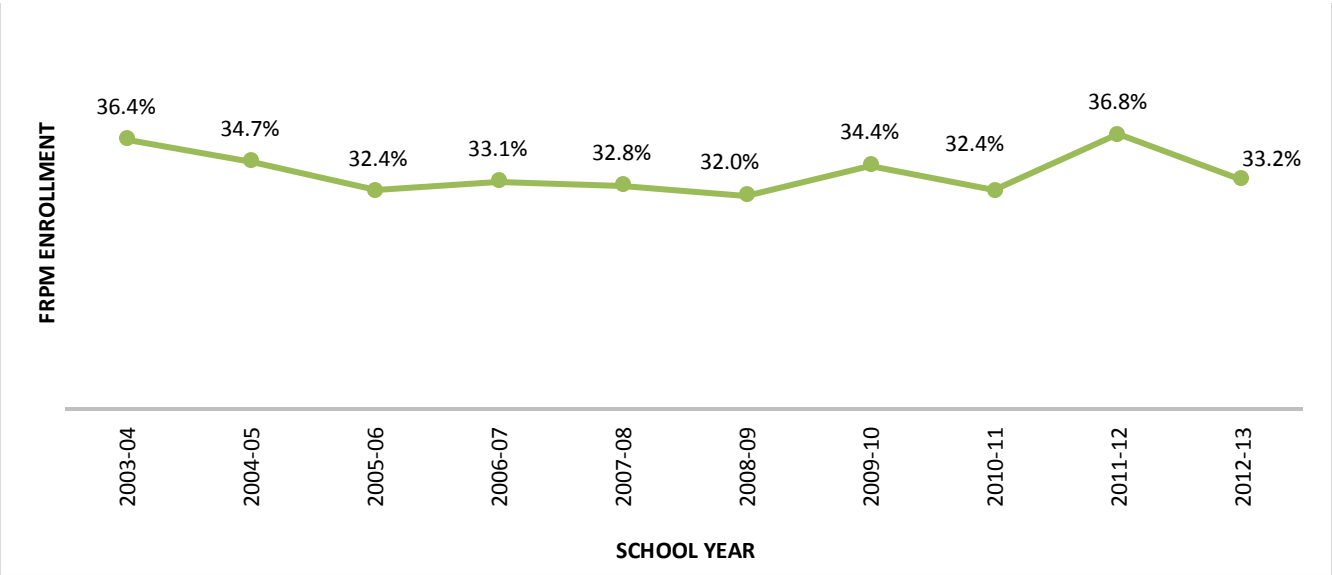
In order to analyze the District's socioeconomic profile, the consultant utilized participation in Free or Reduced Price Meals (FRPM) program as a socioeconomic indicator. Figure 7 provides the number of AUSD students participating in the FRPM program from 2003-04 to 2013-14. Since 2003, participation in the program declined by 559 students, however participation as a percentage of total enrollments has remained stable (Figure 8).

Figure 7. Historical Students Enrolled in Free or Reduced Price Meals



Source: California Department of Education.

Figure 8. Historical Percentage of Students Enrolled in Free or Reduced Price Meals

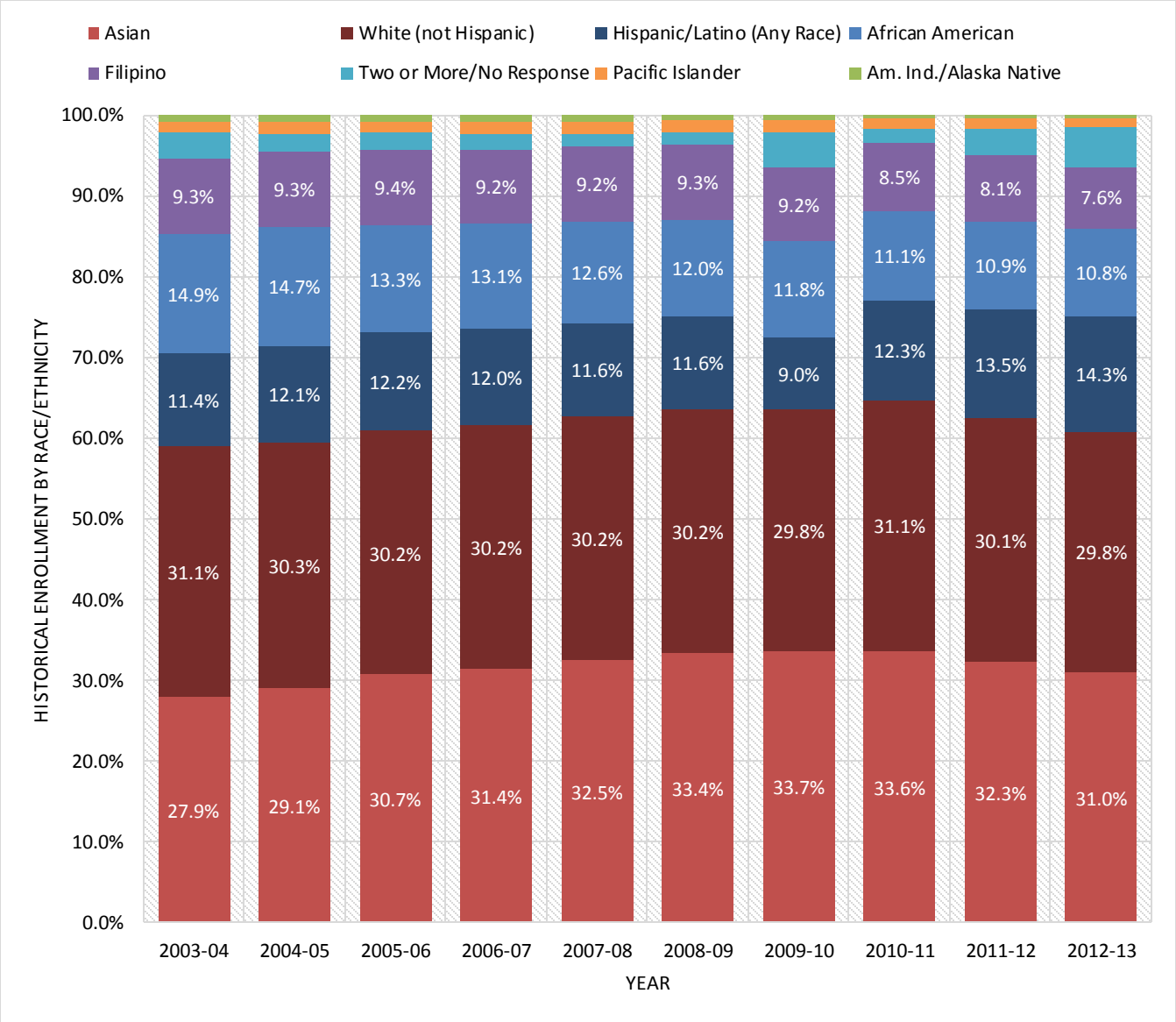


Source: California Department of Education.

Historical Enrollment by Ethnicity

To analyze the District's race/ethnic profile, the 2003-2012 California Basic Educational Data Survey (CBEDS) reports were used. State data is not yet available for 2013-14. The District is comprised predominantly of Asian students (31%). The second largest ethnic group is White students (29.8%) with Hispanic students being the third largest ethnic group (14.3%). These historical trends indicate an increase of the Hispanic student population and a decline of all other ethnic/race group populations which is reflective of statewide demographic shifts and is expected to continue. Figure 9 below demonstrates the race/ethnic trends of the District from 2003-04 to the 2012-13 school years.

Figure 9. Historical Enrollment by Race/Ethnicity



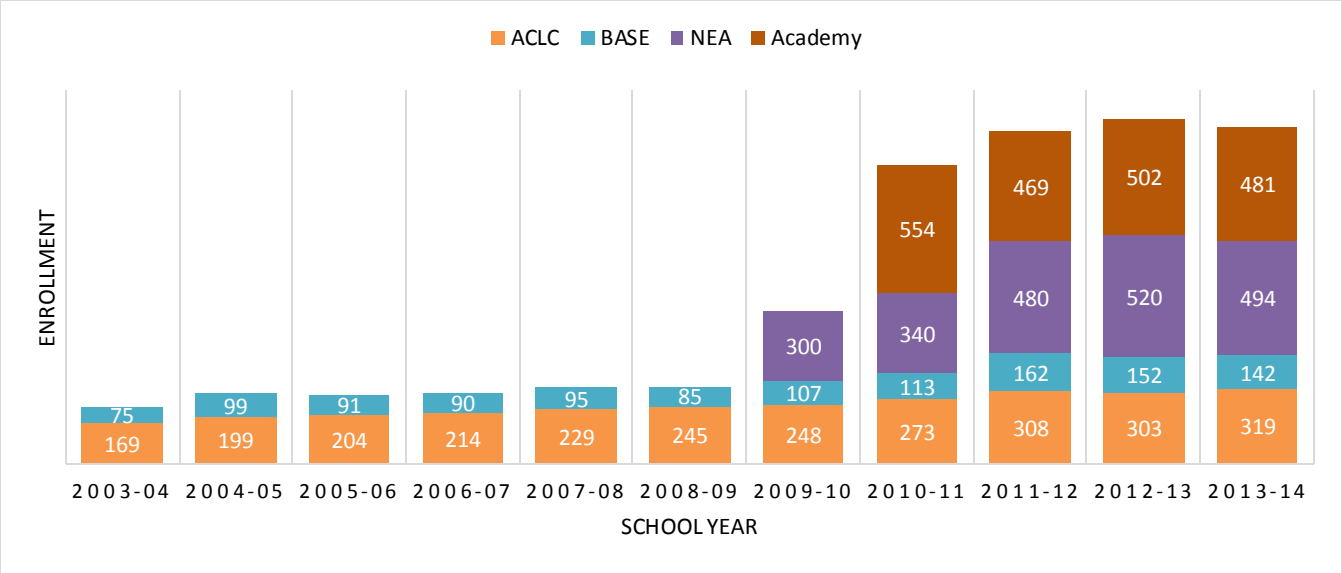
Source: California Department of Education.

Charter School Enrollment Trends

In order to gain a better understanding of historical enrollment patterns, Schreder & Associates isolated historical enrollments for charter schools located within AUSD. As the following analysis demonstrates, enrollment declines in District schools correlate to enrollment increases in District charter and private schools. This pattern is evident at all grade levels.

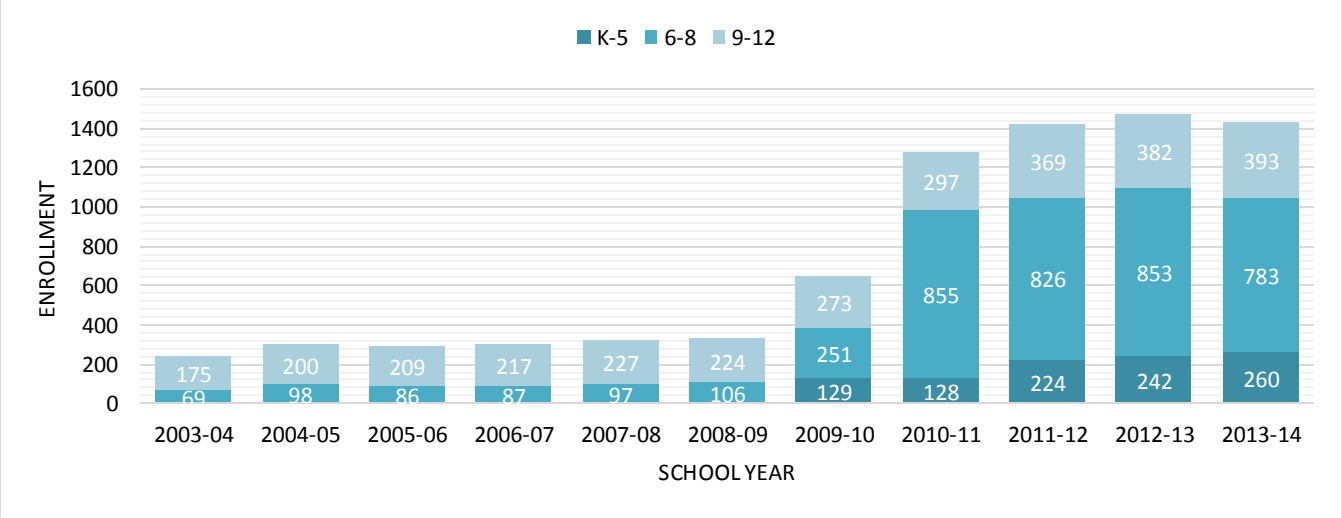
Charter school enrollment increased by 120% since 2009 due to the emergence of two new charter schools located in AUSD, (Figure 10). As demonstrated in Figure 11, these increases have occurred at all grade levels. Figure 12 provides the location of the charter schools located within AUSD.

Figure 10. Historical Charter School Enrollments by School



Source: California Department of Education.

Figure 11. Historical Charter School Enrollments by Grade Level



Source: California Department of Education.

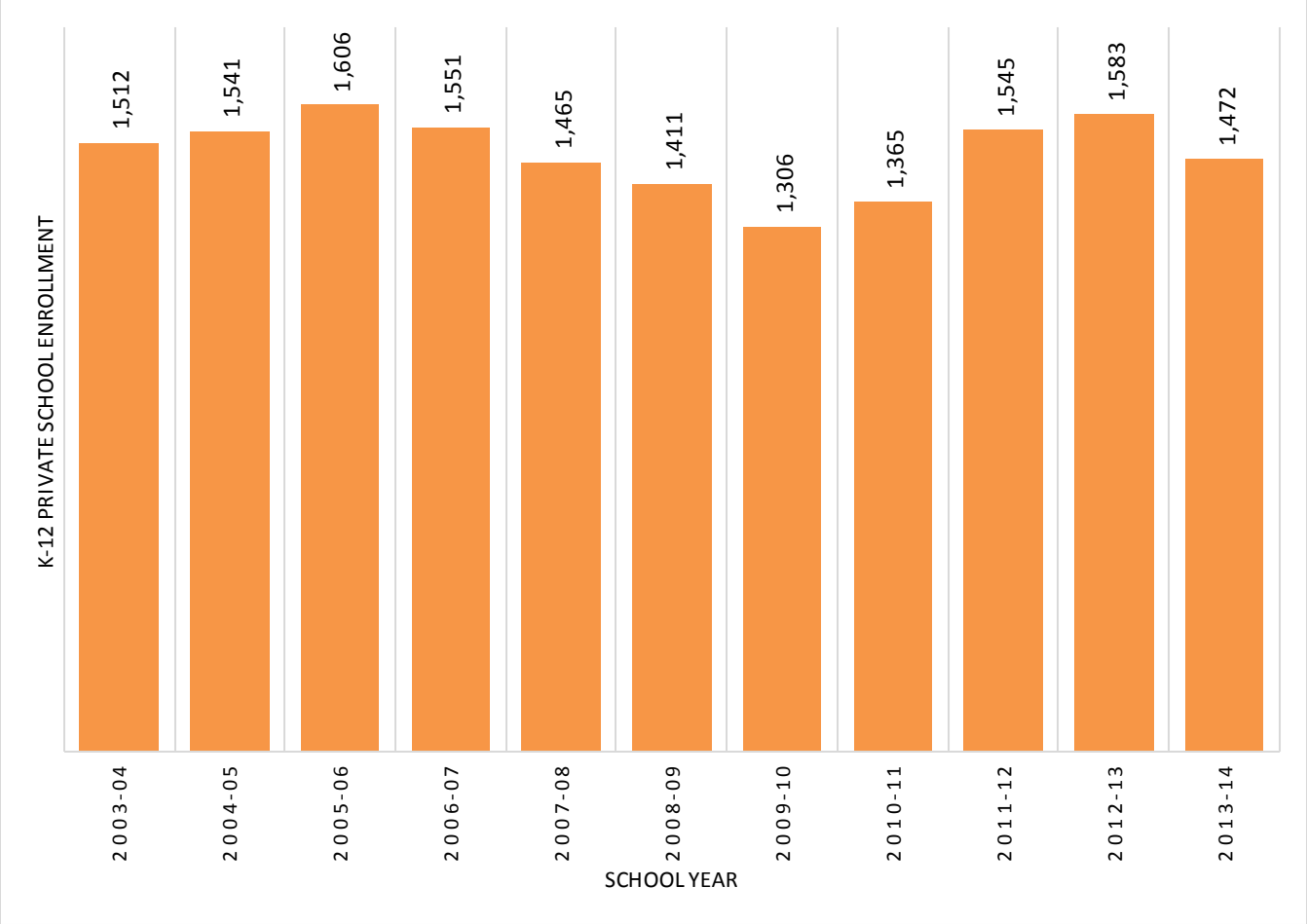
Figure 12. Charter Schools located within AUSD

Private School Enrollment 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 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 2000 to 2013. Private school enrollments within AUSD increased from 1,512 students in 2003 to 1,606 students in 2005 (Figure 13). From 2005 to 2009 private school enrollments declined significantly, to 1,306, and then rebounded and grew to 1,583 in 2012. Currently, there are 1,472 students enrolled in private schools located within AUSD.

Figure 13. Private School Enrollments for Private Schools Located within AUSD

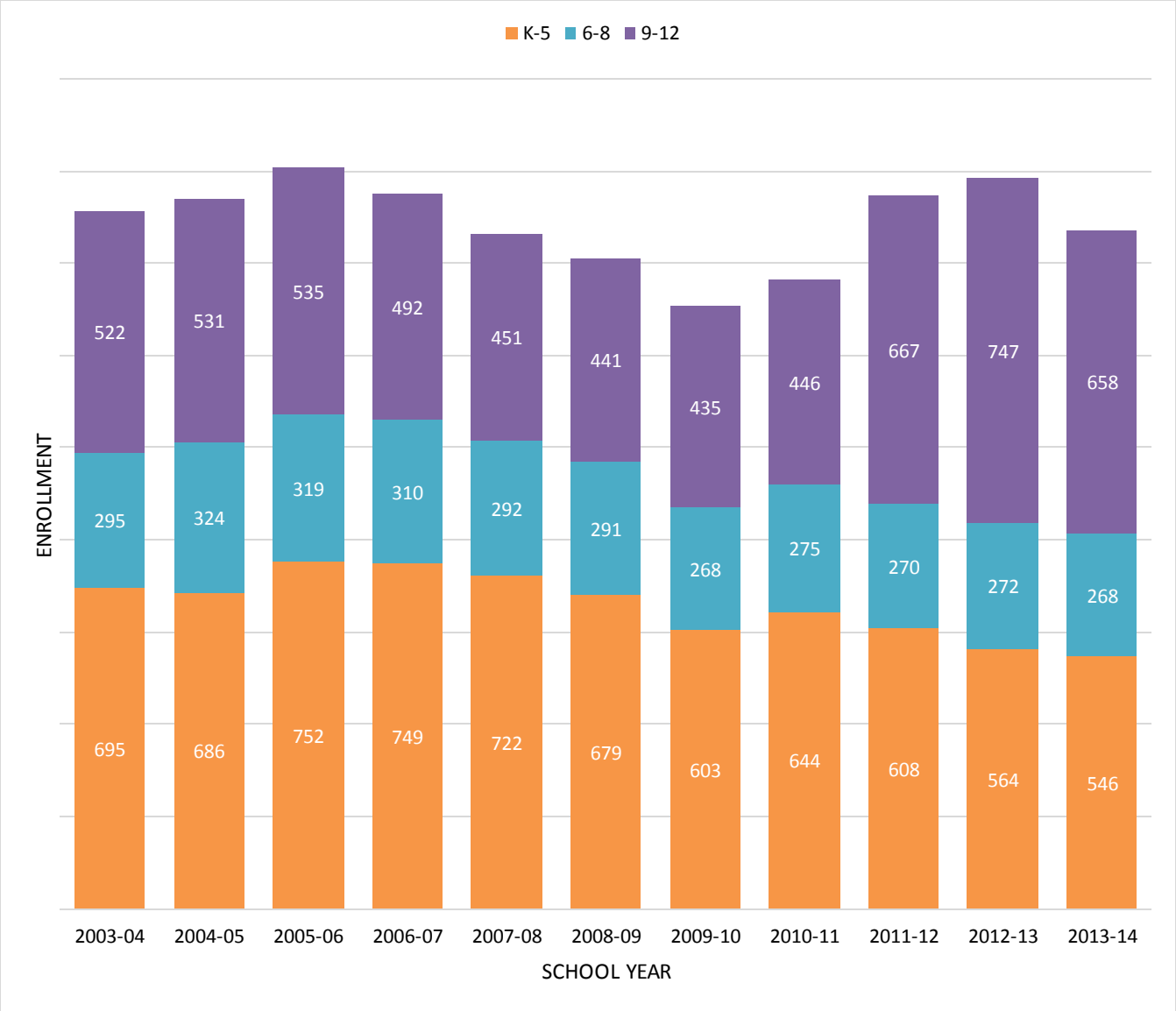


Source: California Department of Education.

A closer examination of private school enrollments by grade level provides additional insight (Figure 14). While K-5 private school enrollments have declined in recent years (corresponding to increases of AUSD K-5 enrollments), 6-8 enrollments have remained stable. Chinese Christian Schools began serving grades 9-12 in 2011, at which time 9-12 private school enrollments increased (corresponding to a decline of AUSD 9-12 enrollments).

These data correlate to both AUSD positive and negative migration in recent years, and indicate a transfer of students both from public to private schools and from private to public schools. Figure 15 provides the location of the charter schools located within AUSD.

Figure 14. Private School Enrollments by Grade for Private Schools Located within AUSD



Source: California Department of Education.

Figure 15. Private Schools located within AUSD

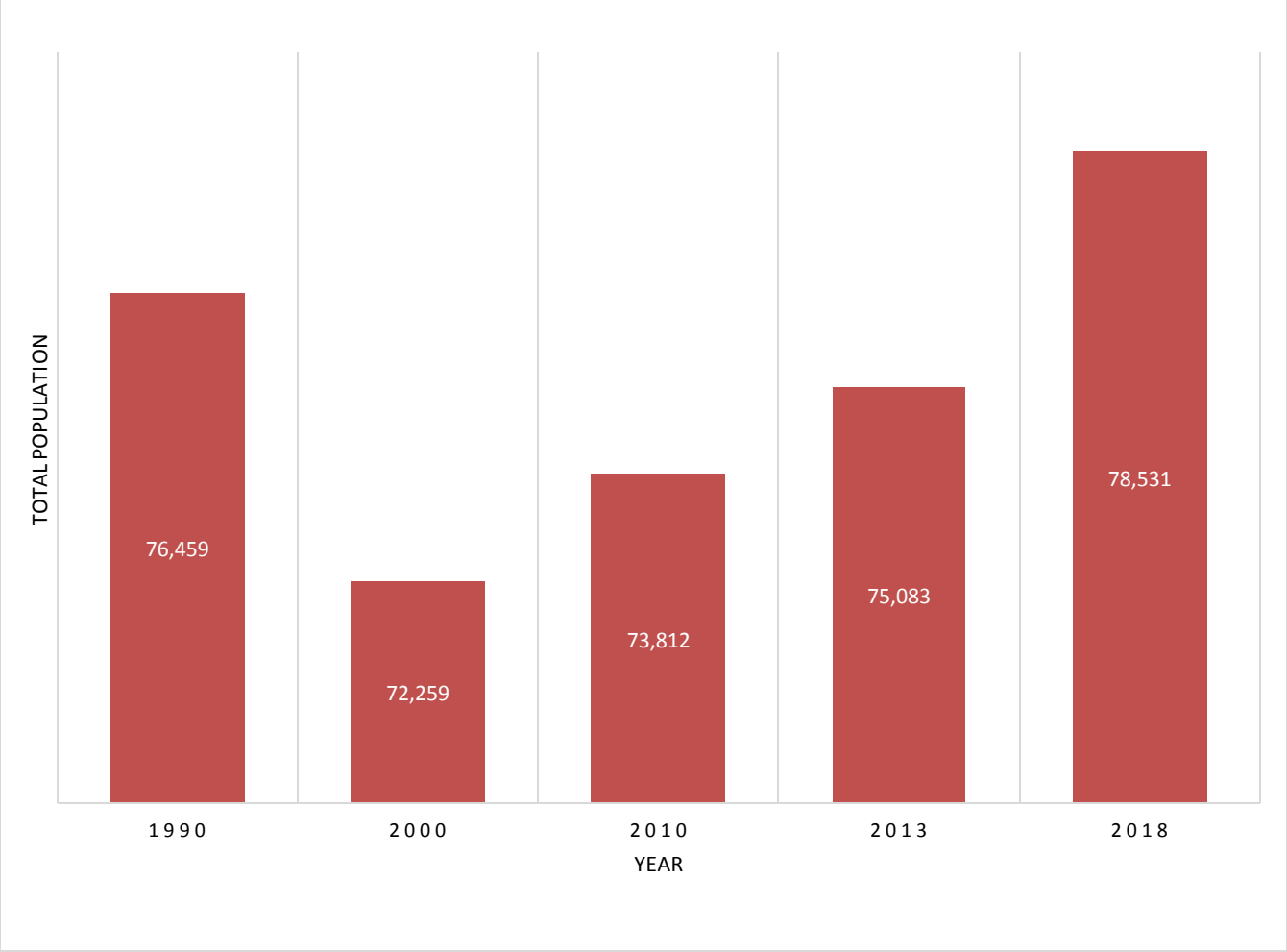
AUSD General Population Trends

Historical and Projected Population

In order to better understand the particular characteristics of the community served by the AUSD, the consultant built a custom web application using ESRI Business Analyst Online. By doing so, we were able to aggregate and summarize selected demographic information about the general population residing within the AUSD boundary, including demographic projections to 2018. By looking at current and projected trends in the AUSD general population and in the populations of school-aged children, critical decisions can be supported regarding future programming demands and facility needs.

The general population of AUSD declined from 76,459 in 1990 to 72,259 in 2000 (-5.5%). However, the community grew from 2000 to 2013 (+3.9%) and is projected to increase another 4.6% through 2018 (Figure 16). Growth of the community will continue.

Figure 16. AUSD Historical and Projected General Population



Source: ESRI Business Analyst Online, by Custom Region.

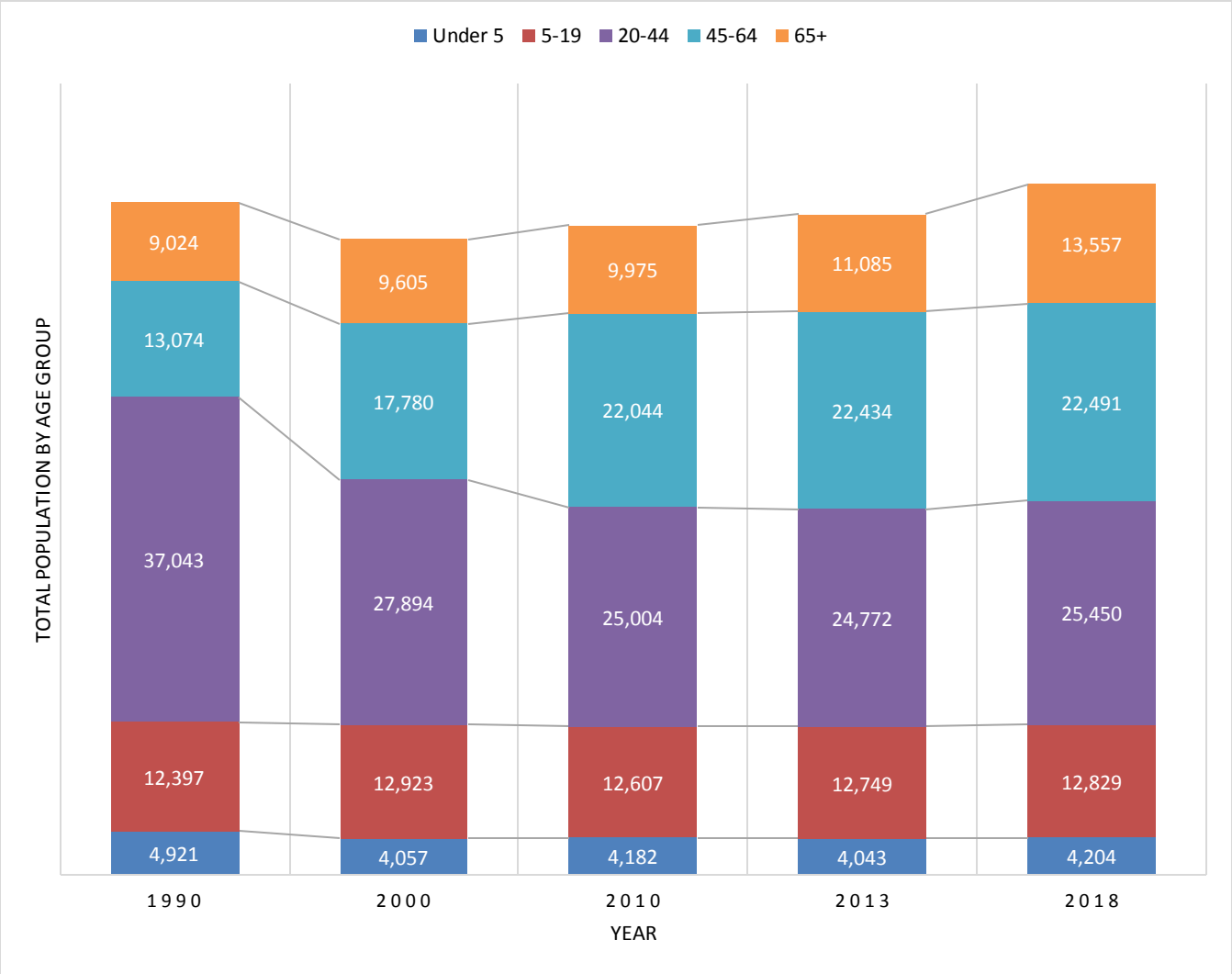
General Population by Age

The age distribution of the population has significant effects on schools, social services, the available workforce, and the economy. An aging population normally requires fewer schools. A younger, rapidly growing population generally requires more schools.

Figure 17 provides the historical and projected general population by age grouping.

- The number of children Under 5 declined from 1990 to 2000 and then increased in 2010. This age group is projected to increase 3.9% by 2018.
- The relevant school-age population, age 5-19, increased from 1990 to 2000 and then declined slightly by 2010. This age group is projected to increase slightly by 2018.
- The 20-44 and 45-64 age groups are projected to increase slightly through 2018.
- Senior citizens are projected to experience the most significant growth through 2018.

Figure 17. Historical and Projected General Population by Age

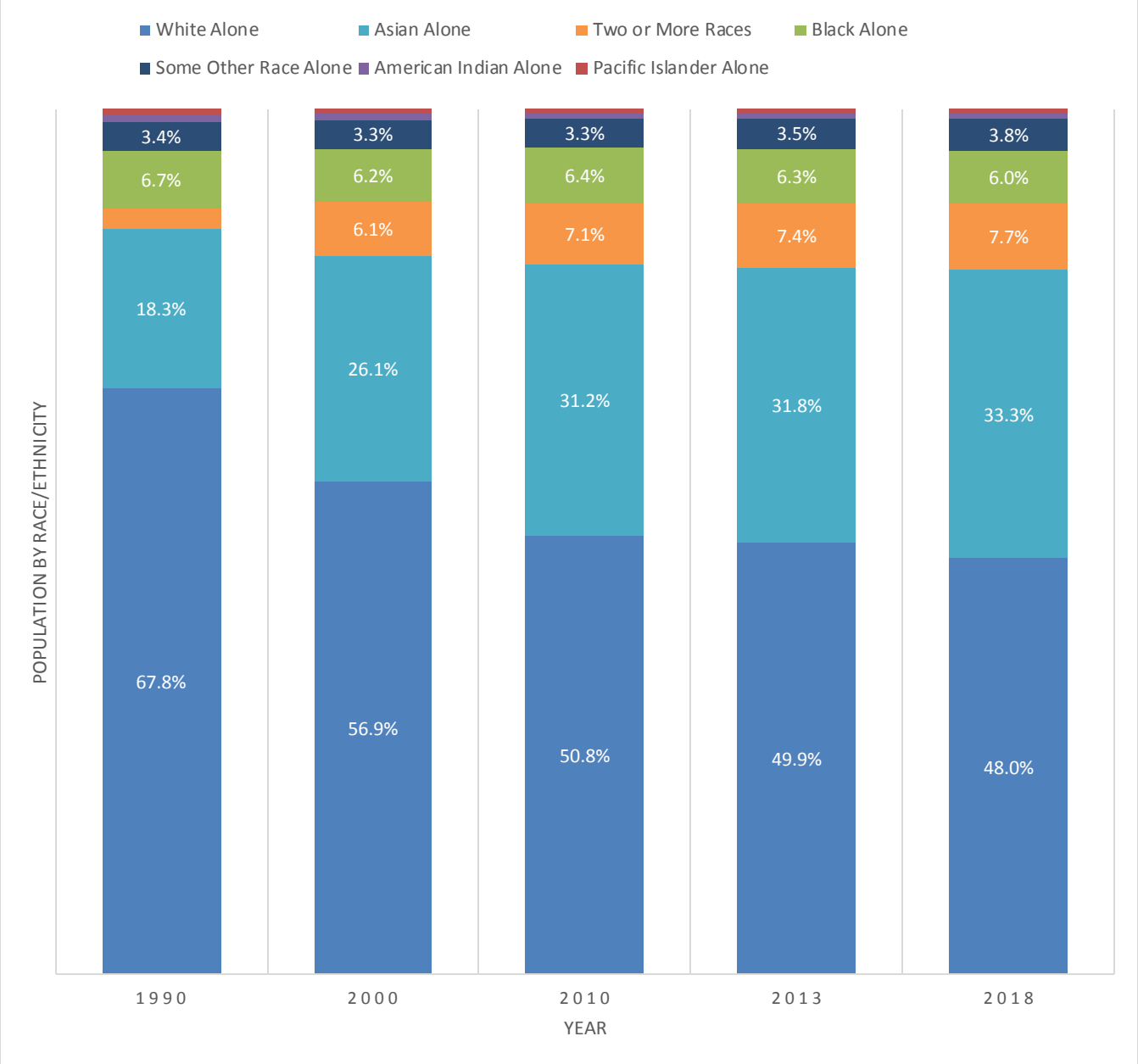


Source: ESRI Business Analyst Online, by Custom Region.

General Population by Ethnicity

Similar to AUSD enrollment trends, the general population of AUSD is becoming more diverse. In 1990, 67.8% of the AUSD general population was White. By 2018, it is projected that Whites will comprise 48% of the AUSD general population (Figure 18). The proportion of all other races, including the percent of the population of Hispanic Origin, is increasing.

Figure 18. Historical and Projected General Population by Race/Ethnicity



Source: ESRI Business Analyst Online, by Custom Region.

Historical Development and Student Generation Rates

"Student generation rates" are one of the critical components of facility planning. When analyzing the impacts of future residential development, student generation rates are used to project the number of students the District can expect from a planned development. The data is used to determine if and when new school facilities will be needed and to make critical facility decisions, such as potential boundary adjustments or the addition of new classrooms to existing sites. The housing mix of the planned development, including detached units, attached units and apartments, is compared to similar housing in existing neighborhoods in the District to project how many students will reside in the new development. Next, the number of years a new development will take to be completed is calculated with the projected number of students from the various housing types. This determines how many students from each grade level will be generated over the build-out of the new community.

JSA accessed a database of all residential housing units constructed within the AUSD boundary between January 2000 and December 2012. This database was cross-referenced with the 2013-14 AUSD student list to determine the number of students generated per housing unit by grade level, by housing type.

- A total of 675 single-family detached units were constructed within the AUSD from 2000 to 2012, generating a total of 239 students for the District to house, or a total per housing unit TK-12 student generation rate of 0.354 students.
- A total of 29 condominiums/townhomes were constructed within the AUSD from 2000-2012, generating a total of 22 students for the District to house, or a total per housing unit TK-12 student generation rate of 0.759 students.
- A total of 615 multi-family units were constructed within the AUSD from 2000 to 2012, generating a total of 284 students for the District to house, or a total per housing unit TK-12 student generation rate of 0.462 students.
- A total of 338 affordable units were surveyed, generating a total of 281 students for the District to house, or a total per housing unit TK-12 student generation rate of 0.831 students.

The TK-12 District-wide student generation rates are outlined in Table 2.

Table 2. Student Generation Rates

Type of Housing	Total Students	# of Units	Student Generation Rate (TK-12)	TK-5	6-8	9-12
Single-Family Detached	239	675	.354	.196	.065	.093
Single-Family Attached	22	29	.759	.346	.172	.241
Multi-Family	284	615	.462	.251	.057	.154
Affordable	281	338	.831	.462	.071	.298
Total	**323**	**1,457**				

The student generation rates in AUSD for single-family detached units and affordable units are reflective of trends in other districts within California. However, the student generation rates for single-family attached and multi-family units are higher than average rates in other California districts. This is due to the unique geography of Alameda; an urban island that is essentially built out but is also a desirable community for families with children.

These factors provide a tool for assessment of the impact of proposed and current new residential construction within the District by type. It is critical the District remain aware of potential development and be proactive in working with the planning agencies serving the District. Further, these rates should be monitored annually to ensure that any significant variations are accounted for in the District's planning efforts.

SECTION C: CHOICE IN THE PUBLIC SCHOOL SYSTEM

School "Choice"[2]

School choice within the public education system refers to the various ways a parent can "choose" a school for their child's education. Historically, parents made this choice based on where they chose to reside (attendance area based decision making); however, many other options have become available within the public school system. In addition, school districts have adopted policies which have provided "choice" for parents, including intra-district transfers, inter-district transfers, busing, magnet schools, charter schools, and a variety of other options for parents. These options have provided parents an opportunity to select from educational alternatives provided by schools and programs within the public school district where they reside.

Within the past ten years, public school districts have seen an increase in charter and magnet schools within the public education system throughout the United States. The increase in the number and size of these types of schools has affected school districts as they strive to not only retain students within their districts, but also attract students into their system. Rising rates of student mobility are to be expected as these schools increase, with parental choice and diversification seen as desirable for providing better student/school matches. Many school districts are promoting this type of diversification due to the realization that parents not only want, but have choices for their children.

Proponents of charter and magnet schools argue that more affluent families have long enjoyed school choice, through both private schools and the ability to move to better schools by buying a house in the school's attendance area. Wider school choice merely opens up some of these same opportunities to less affluent families, proponents contend. In addition, they say, school choice can better serve the disparate needs of heterogeneous students than can the stereotypical "one-size-fits-all" school administered by district officials. Finally, proponents argue that greater competition among public—and perhaps private—schools for students will boost the quality of education through competitive pressures.[3]

Opponents of school choice enumerate several problems. An expanded system of choice could leave some students behind, possibly in failing schools. Choice, they argue, by allowing students to leave their

[2] This chapter applies to K-12 grade levels.
[3] *Does School Choice Work?* Public Policy Institute of California, page v.

local schools at will, could result in the re-segregation of the nation's schools along lines of race, ethnicity, and socioeconomic status.[4] However, current research demonstrates that minority students are the most likely to leave their designated school and "choose" an alternative school.

While the intent of charter and magnet schools is to draw students from the entire District, research demonstrates that these schools tend to draw the majority of their enrollment from within their own neighborhood and surrounding neighborhoods (within 1 to 2 adjacent school boundaries). And while some schools rely on parents to provide transportation to schools of choice, other districts have found that providing transportation encourages enrollment.

Forecasts of enrollments in magnet and charter schools are based on multiple factors including the chosen implementation of the new program, marketing of the program to district parents and outreach to community groups to inform the public. Other factors affecting enrollments may include whether the District provides transportation, whether the new program has an enrollment capacity, and how the District chooses to enroll students, either by the use of a lottery or an application system.

Charter Schools

Charter schools are the most rapidly expanding form of public school choice at the local level. Since the passage of the first charter school legislation in 1991, approximately three-fourths of U.S. states have passed charter school legislation. As of 2009, more than 4,700 charter schools enroll over 1.4 million children in 40 states and the District of Columbia.

The ranks of charters grow by hundreds each year. Even so, more than 365,000 names linger on charter school wait lists. There is no doubt that both supply and demand in the charter sector are strong.[5]

Although charter schools have been in existence since 1991, not everyone knows what they are and how they differ from traditional public schools. Charter schools are autonomous public schools that may be created by teachers, school administrators, business people, parents, community groups, or other interested parties, depending upon state statutory requirements. They are typically structured to facilitate greater parental involvement. The premise is that charter school operators will, through their

[4] Ibid, page v.
[5] Center for Research on Education Outcomes, Stanford University. 2009, page 11.

charters, commit to greater accountability for enhanced student performance in exchange for greater autonomy.

Most charter schools are small, newly created schools with atypical grade configurations. Their student populations are demographically similar to those of all public schools, although in the aggregate, they tend to enroll a greater proportion of minority students than traditional public schools. While many are created to realize an alternative vision of schooling, insufficient fiscal resources continues to be the greatest challenge, especially at the outset.

They differ from traditional public schools in two major ways: (1) they operate on the basis of their charter, which frees them from many regulations that otherwise apply to public schools; and (2) in exchange, they are accountable for improving student performance and achieving goals set forth in the charter. The charter, which serves as a contract between the school and the chartering entity, stipulates how the charter school will operate and how it will be held accountable, including the consequences for failure to meet the terms of the charter.[6]

While educational outcomes continue to be the subject of research, a variety of national studies indicate charter school academic effects are mixed, varying by State, District, subject, grade level and individual school. However, the evidence does confirm that parents will continue to demand choice; therefore, school districts that provide options will most likely retain students.

Magnet Schools

Magnet schools are public schools with specialized courses or curricula. "Magnet" refers to how the schools draw students from across the normal boundaries defined by authorities (usually school boards) as school zones that feed into certain schools. Research demonstrates that the majority of students in magnet schools come from one or two adjacent attendance areas.

Magnet schools first came into being in the late 1960s and early 1970s as a tool to further academic desegregation. Magnet schools have increased rapidly since the Federal Court's acceptance of Magnet programs as a method of desegregation in 1975-76. Between 1982 and 1991, the number of individual schools offering Magnet programs nearly doubled and students enrolled in these programs almost

[6] *Charter School and Equal Access*. University of North Texas.

tripled. By the 2001-02 school year, more than 3,100 Magnet schools operated in America. Magnet schools have three distinguishing characteristics:

- Distinctive curriculum or instructional approach.
- Attract students from outside an assigned neighborhood attendance zone.
- Have diversity as an explicit purpose.

Magnet schools have a focused theme and aligned curriculum to themes like Science, Technology and Engineering (STEM), Fine and Performing Arts, International Baccalaureate, and International Studies, MicroSociety, Career Tech, World Languages (immersion and non-immersion) and many, others. Magnet Schools are typically more "hands on – minds on" and use an approach to learning that is inquiry or performance/project based. They use the state, district, or Common Core standards in all subject areas; however, they are taught within the overall theme of the school.

Most magnet schools do not have entrance criteria, but rather, embody the belief that all students have interests and talents that families and educators believe are better cultivated in a magnet school and therefore use a computer-based blind lottery system. There are also "Talented & Gifted" magnet schools that may utilize student assessment data and teacher or parent recommendations for admission.

Supporters of Magnet schools focus on the success Magnet schools have made drawing students out of their assigned school zones, about the level of academic achievement enjoyed by Magnet schools, about how Magnet schools provide families more choice within the public school system, and about the fact that many Magnet schools have successfully encouraged families to enroll their children in school zones outside of where they live, thereby helping desegregate public education.

Magnet schools also have specialized programs emphasizing a consistent theme or method of teaching, facilitating students' and teachers' commitment to the school. This helps students at Magnet schools surpass the achievement they would have made at their zoned schools.

Because one of the main goals of magnet schools is to draw students from varied ethnic and socioeconomic backgrounds these schools tend to be more diverse than charter schools. A 2011 study by the National Coalition on School Diversity demonstrated that 40% of magnet school students attended majority nonwhite school settings (compared to 23% non-white in charter schools) and found

that magnet school students are more likely to enroll in racially and socioeconomically diverse environments.

Conclusion

As the current research demonstrates, parents and students desire "options" for public education. The comprehensive study conducted at Stanford University was the first major national research study on the subject of charter schools and academic performance. We can expect that more research will be conducted on student performance and outcomes on not only charter schools, but magnet schools, dual immersion programs, and other unique programs which provide students and parents with "choices". Public school districts throughout the United States are increasing the level of choices for their students, thereby retaining students who historically may have left the district. Many public schools now have special programs that were previously only available at a charter school. As these increased alternatives proliferate, many parents will be more likely to keep their children enrolled within the public school system.

Alameda Unified School District offers a variety of choices within their school system including a new middle school magnet program and four charter schools. These special programs attract and keep students within the AUSD. It is recommended the District continue to monitor their enrollments closely to determine the impacts, current and future, of these schools of choice.

SECTION D: LAND USE & PLANNING

School districts are inextricably linked to their community(s). The land use and planning policies of the City and County 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 cities and town 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 cities and the goals of the Alameda Unified School District, planning for the future will be made easier.

Located in Alameda County, Alameda Unified School District serves the City of Alameda. The City and County were 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 County

Alameda County has a total are of 821 square miles of which 84 square miles is water. The County is host to 14 incorporated cities, and 6 unincorporated communities and it is the 7th most populous county in the State. The county was formed in 1853 from a large portion of Contra Costa County and a smaller portion of Santa Clara County. Much of what is now considered an intensively urban region with major cities such as Oakland, the County seat, Fremont, Berkeley, and Alameda, was developed as a trolley car suburb of San Francisco. The County transformed from Mexican ranches to suburbs and eventually cities.

Alameda County General Plan

A General Plan is a long range policy document approved by the Board of Supervisors to guide physical, economic, and environmental growth. State law requires the County to have a General Plan which contains seven elements: Land Use; Circulation; Housing; Open Space; Conservation; Safety and Noise. The plan expresses the County's vision for the future and is the roadmap for achieving the community's desired quality of life. It is an assessment of current and future needs, and the resources needed to implement the goals and policies established. As the needs of the County change, the Planning Department with citizen comment and input makes recommendations to the Board of Supervisors to reflect the direction for the future and to update the General Plan.

The County General Plan consists of several documents. Three area plans contain land use and circulation elements for their respective geographic areas, as well as area specific goals, policies and actions for circulation, open space, conservation, safety, and noise. The Eden Area comprises the communities of Ashland, Cherryland, Hayward Acres, San Lorenzo, and Fairview. The Castro Valley Area includes the Castro Valley urban area and the surrounding canyon lands. The remaining unincorporated area makes up the East County. The countywide Housing, Conservation, Open Space, Noise, Seismic and Safety, and Scenic Route Elements contain goals, policies, and actions that apply to the entire unincorporated area.

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. [7]

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 income levels, to increase the variety of choices of housing available, and to increase the supply of housing for the County's vulnerable populations.[8]

Alameda County Local Agency Formation Commission (LAFCO)

The end of World War II saw California experiencing a tremendous population increase, which resulted in the sporadic formation of cities and special service districts. The results of this development boom became evident as more of California's agricultural land was converted to urban uses. Premature and unplanned development created inefficient, expensive systems of delivering public services using

[7] *Strategic Vision 2008*. Foreword.
[8] *Strategic Vision 2008*. Pp. 9-12.

various small units of local government. Governor Edmund G. Brown, Sr. responded to this problem in 1959 by appointing the Commission on Metropolitan Area Problems. The Commission's charge was to study and make recommendations on the "misuse of land resources" and the growing complexity of overlapping, local governmental jurisdictions.

Alameda County LAFCO is a state mandated local agency that oversees boundary changes to cities and special districts, the formation of new agencies including incorporation of new cities, and the consolidation of existing agencies. The broad goals of the agency are to ensure the orderly formation of local government agencies, to preserve agricultural and open space lands, and to discourage urban sprawl.

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.

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

The City of 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.

City of Alameda: Housing Element 2015-2023

The City of Alameda is in the process of updating its Housing Element. The Housing Element sets forth the City's goals, policies, and implementation measures that address the housing needs in Alameda. The Housing Element provides policy direction for making decisions pertaining to housing services and regulations, and sets forth policies, programs, and schedules promoting the preservation, improvement, and development of diverse housing types for a diverse range of household types and incomes.

The Housing Element identifies major initiatives for 2015-2023:

- Retooling and Improving Successful Programs. The biggest challenge for the 2015–2023 period will be to find strategies and resources to retool and improve Alameda's most successful housing programs in an era of limited public resources for affordable housing development. Finding financial resources to replace the Redevelopment Affordable Housing "set-aside" funds eliminated by the State of California during the last period will be critical to success.
- Transit-Oriented Housing and Sustainable Development. The focus of the next eight years will be to provide a variety of housing types for a diversity of household needs in transit- and pedestrian-oriented and mixed-used use locations, consistent with the 2008 City of Alameda Local Action Plan for Climate Protection, the 2008 Transportation Element Update, and the regional Sustainable Communities Strategy, Plan Bay Area.

- Northern Waterfront Priority Development Area. These former industrial sites along the Oakland/Alameda Estuary provide important opportunities to reconnect Alameda neighborhoods to the waterfront and provide housing for a wide variety of household types.
- Naval Air Station (NAS) Alameda Priority Development Area. The NAS Alameda Priority Development Area (commonly known as "Alameda Point" and "Alameda Landing") represents the next phase of the redevelopment and reuse of the former Naval Air Station. Bayport was previously developed with new housing and a new elementary school.

Redevelopment Projects

The Community Improvement Commission of the City of Alameda (CIC) has established three redevelopment project areas: the West End Community Improvement Project (WECIP), the Business and Waterfront Improvement Project (BWIP), and the Alameda Point Improvement Project (APIP). Presently, the City has two primary projects underway, Alameda Landing and the Northern Waterfront, both in the BWIP project area.

- **Alameda Landing**
  Alameda Landing is a 97-acre, mixed-use development that will revitalize the area by providing new housing, office space, retail opportunities and coveted open space. Once home to the U.S. Navy's Fleet Industrial Supply Center, it is located just off the Webster Street Tube in Alameda. This project is currently approved and expected to start construction in the fall of 2014.
- **Northern Waterfront**
  The Northern Waterfront is centrally located on the northern shore of Alameda Island on the Oakland/Alameda Estuary, generally bounded by Sherman Street on the west, Buena Vista Avenue on the south, and Grand Street on the east. The Oakland/Alameda Estuary forms the northern border of the area. The Northern Waterfront Advisory Committee's proposed vision for the planning area is to promote and facilitate redevelopment of the area with a mix of uses that would include residential, commercial, office, marina, and open space. Redevelopment of sites would reduce or eliminate blight, incompatible land uses, obsolete development or underutilized parcels, and would increase public open space, landscaped areas, and public waterfront access and views in the Project area. In addition, existing non-conforming land uses and the inherent land use incompatibilities between industrial and residential uses would gradually be replaced with a more cohesive land use pattern. The redevelopment process would occur over an extended period of time (approximately 10 years) depending on market forces, property owner and business participation, and the availability of capital.
- **Alameda Point (NAS)**
  The Alameda Point project has recently undergone a revision and an adoption of new housing limits for this project, in addition to addressing concerns about traffic and other uses. The former developer had planned to construct more than 4,000 units; however,

the City, following a two year planning process, recently passed a resolution to adhere to the original number of units, approximately 1,425, with a mix of commercial/retail uses to avoid future costs to the City. The build-out is expected to take place over a 20 year period.

City of Alameda Residential Development

The City of Alameda Planning Department was contacted to discuss current and planned residential development. Table 3 identifies currently approved projects, noting that Alameda Landing is expected to begin construction in fall 2014 and 1835 Oak St. is in the approval process.

A developer has proposed a plan for up to 414 lofts at the Del Monte site, however this project is in the preliminary stages of planning and, as such, cannot yet be included in future projections of students. It is critical the District continue to monitor this project as it moves forward and update their enrollment and resident projections annually.

The remaining projects are expected to be constructed within the next 5-10 years. JSA applied the current student generation factors to these projects in order to estimate the total students anticipated to be generated by grade group in order to include them in the enrollment and resident projections. The District will need to update their projections annually to include those projects that are still in the early planning stages.

Table 3. Current and Planned Residential Development

		School Boundary		
Project	**Units**	**Elementary**	**Middle**	**High**
Alameda Landing	275	Ruby Bridges	Wood	Encinal
1835 Oak St.	32	Haight	Wood	Alameda
Chipman	89	Haight	Wood	Encinal
Boatworks	182	Haight	Wood	Alameda
Del Monte	Unknown	Haight	Wood	Encinal
Alameda Point	Unknown	Ruby Bridges/Paden	Wood	Encinal

JSA mapped all current and planned residential development (Figure 19). The schools impacted most by current and planned residential development are Haight and Ruby Bridges elementary schools, Wood middle school, and Encinal high school.

Figure 19. Current and Planned Residential Development

Future Housing Development

The City of Alameda Land Inventory identifies developable housing sites which have capacity above and beyond those projects listed in Table 3 for 1,737 new housing units. The Alameda Unified School District will need to remain proactive in working with the City and developers to address the future needs of school facilities that will serve these projects.

JSA mapped the land availability sites in order to determine the location of the impact of future development (Figure 20).

Figure 20. Land Availability Sites

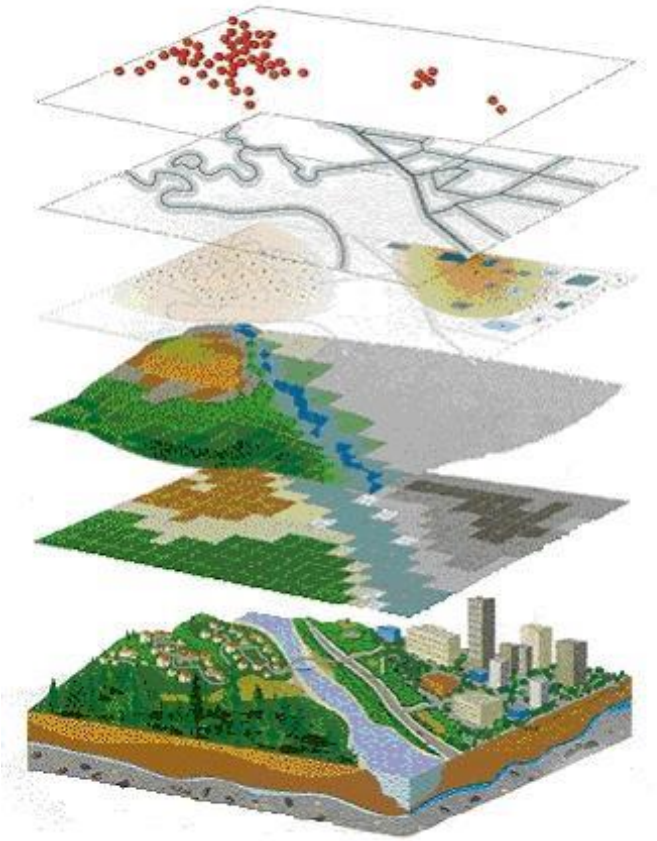
Residential Development and Land Use Impact on AUSD

While residential development declined in recent years due to the economic downturn, residential development is again increasing within the District boundaries. The District will need to remain aware of development and work closely with the City as well as developers to coordinate adequate school facilities. Coordination is essential in the following three areas: long-range land use and facilities planning, review of individual residential development projects, and review of any proposed reconfiguration of the schools.

SECTION E: 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 21 provides a visualization of the layers developed for the AUSD specific GIS.

Figure 21. 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. Current District boundary maps are provided in Figures 22-24.

Figure 22. 2013-14 Elementary School Boundaries

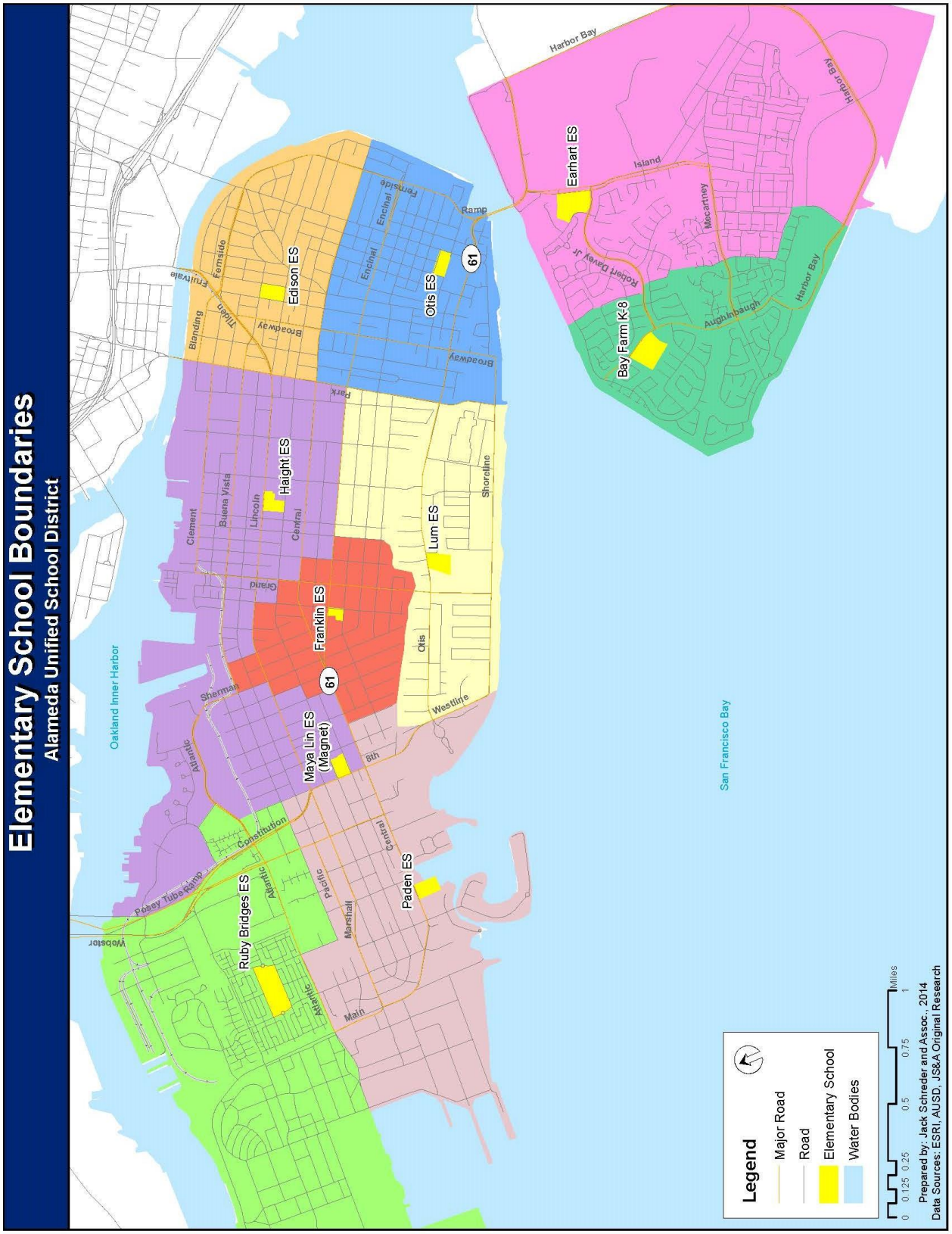
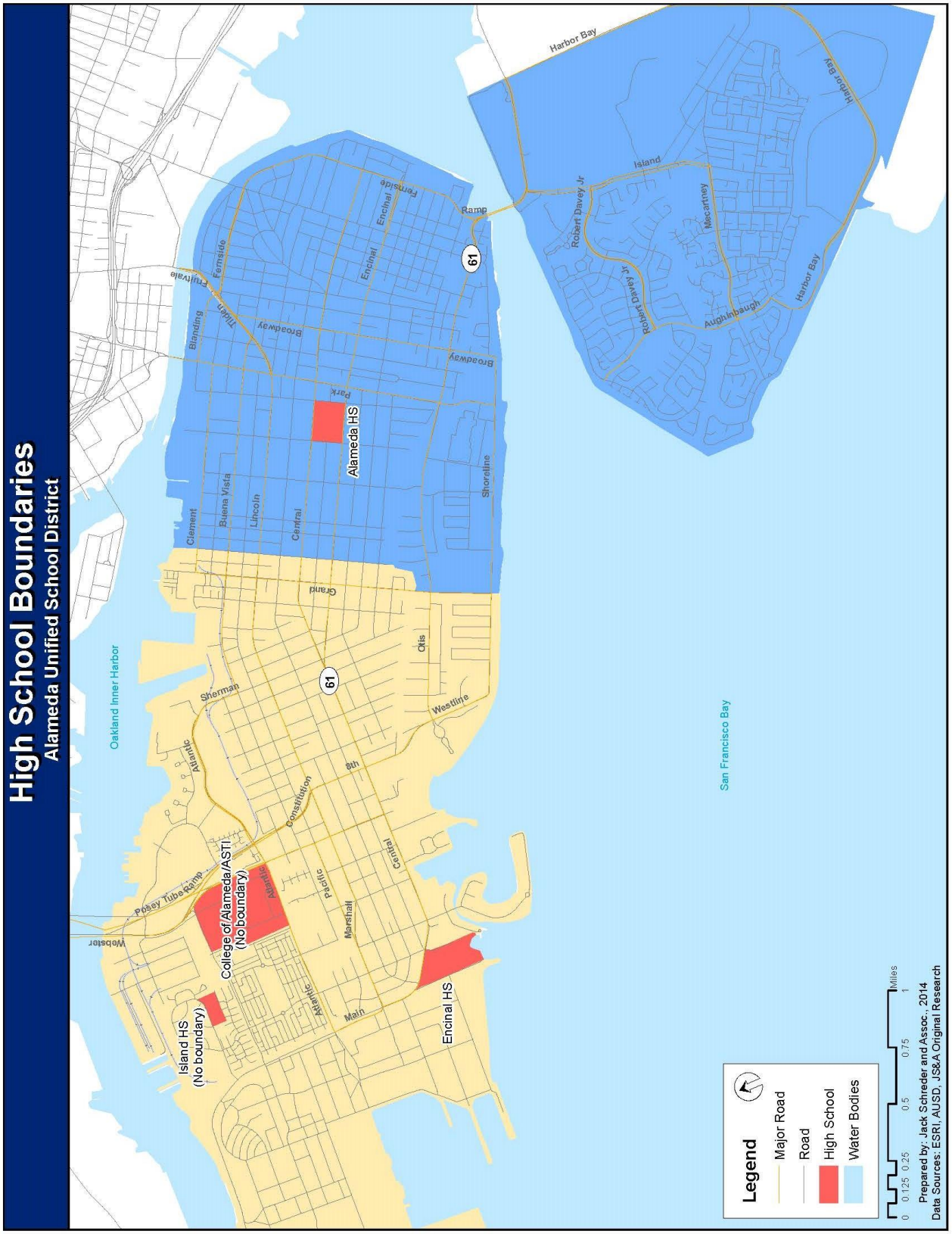


Figure 23. 2013-14 Middle School Boundaries

Figure 24. 2013-14 High School Boundaries



Student Data

The consultant mapped the 2004-05 to 2013-14 student information databases by a process called geocoding. The address of each individual AUSD student was matched in the AUSD GIS. This resulted in a point on the map for each student. Figure 25 demonstrates the distribution of 2013-14 students (or lack thereof) in the various areas of the District.

The student totals provided in this section were derived from the geocoded student lists, and therefore may not directly correspond to the AUSD official enrollment totals.

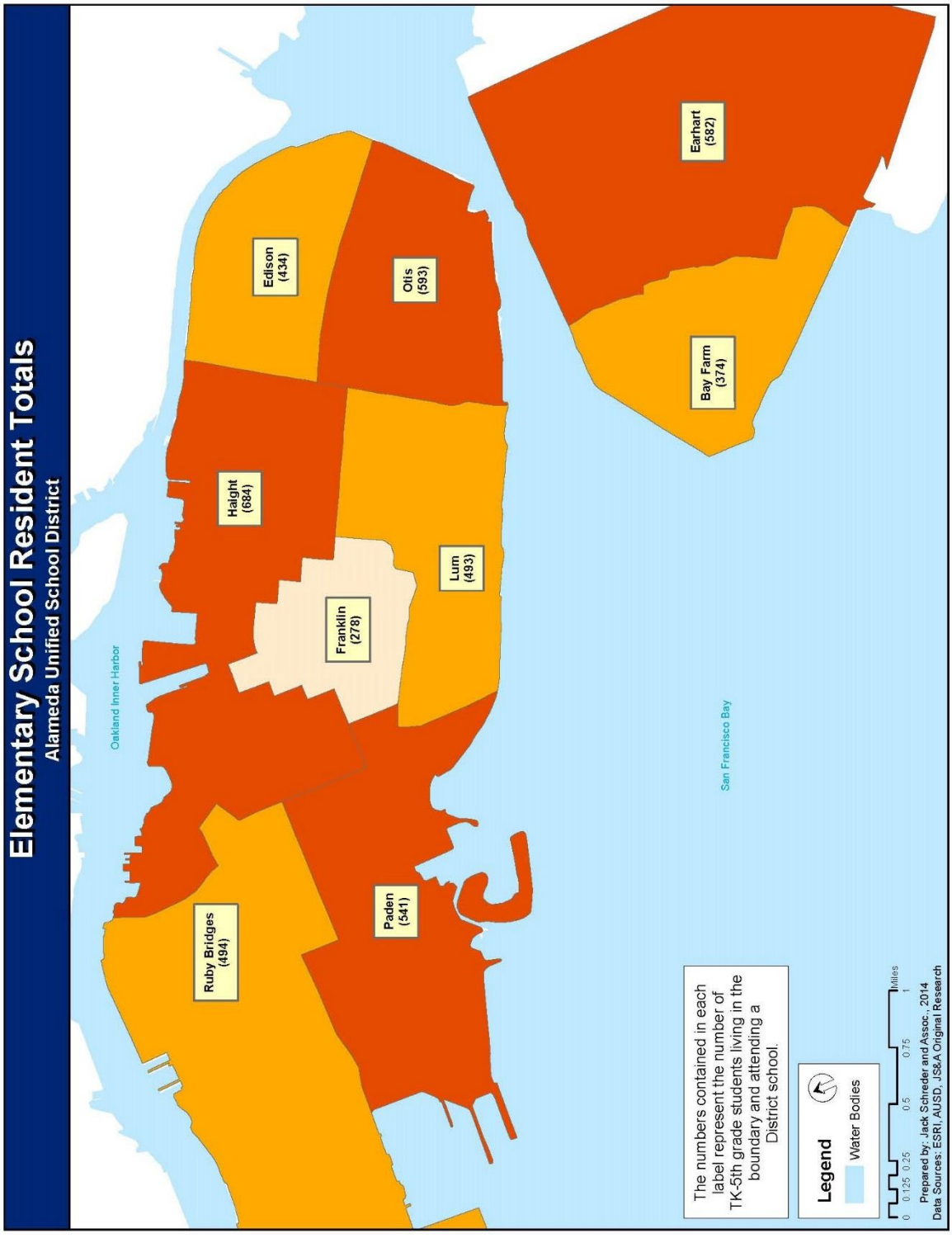
Figure 25. 2013-14 Student Resident Distribution

Student Densities

Once the 2013-14 students were mapped, they were analyzed and displayed by grade level, by elementary school boundary. The numbers contained in each school boundary on the following maps represents the number of students **residing** within that boundary. **These numbers do not represent school enrollments.**

At the elementary school levels (TK-5th grades), the highest number of students reside in the Haight school boundary (678), while the fewest number of students reside in the Franklin school boundary (274) (Figure 26).

Figure 26. 2013-14 TK-5th Grade Student Resident Totals

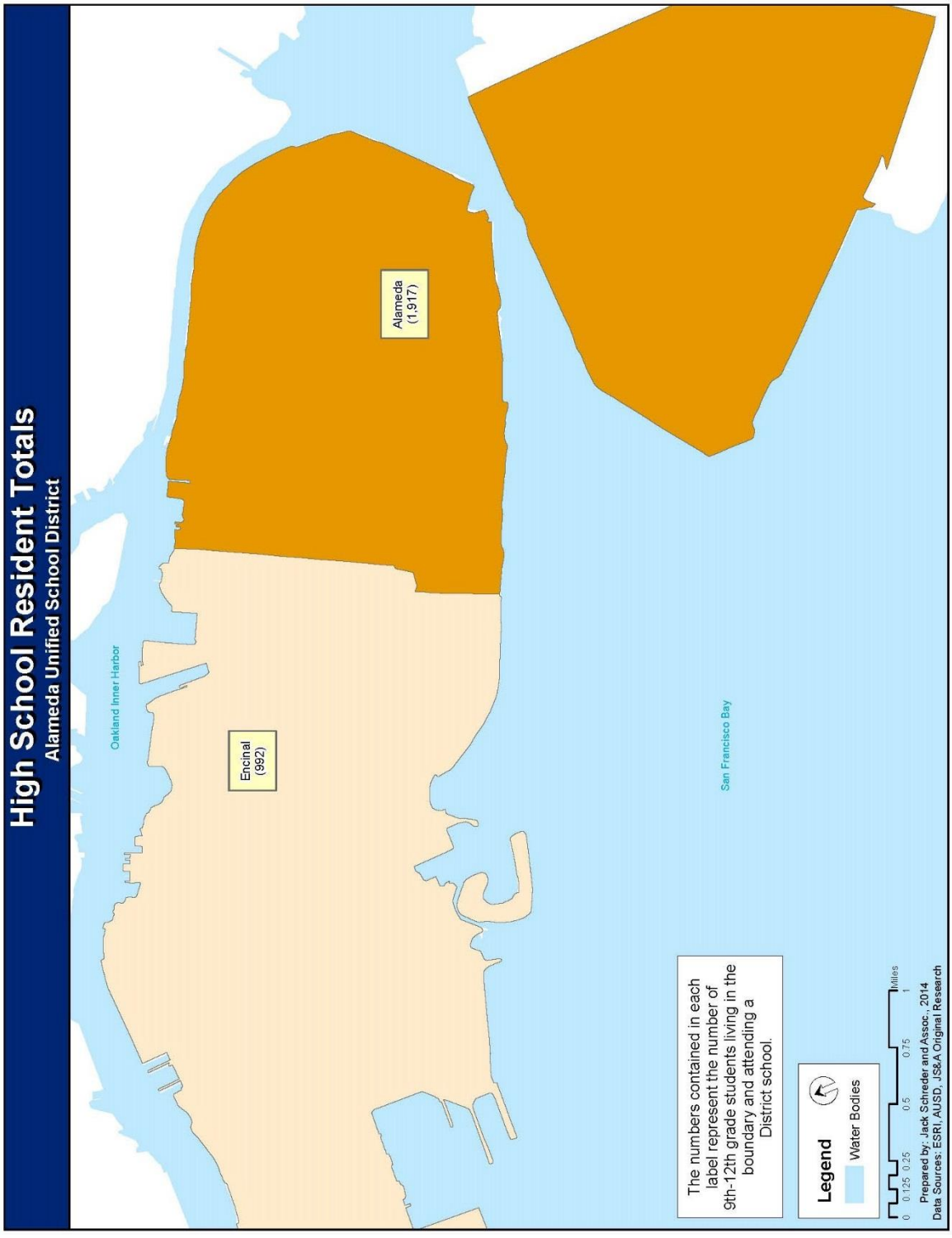


At the middle school level (6-8th grades), the number of student residents are well balanced between the two traditional middle schools. There are 240 student residing in the Bay Farm K-8 school boundary (Figure 27).

Figure 27. 2013-14 6-8th Grade Student Resident Totals

At the high school level (9-12th grades), the highest number of students reside in the Alameda school boundary (1,917) while the fewest number of students reside in the Encinal school boundary (992) (Figure 28).

Figure 28. 2013-14 9-12th Grade Student Resident Totals



Attendance Matrices

An important factor in analyzing the AUSD student population is determining how well each school is serving its neighborhood population. Attendance matrices have been included to provide a better understanding of where students reside versus where they attend school. The tables on the following page compare the 2013-14 AUSD students by their school of residence versus their school of attendance[9].

Tables 4-6 are meant to be read from top to bottom, then right to left. For example, Table 4 indicates that there are 30 TK-5th grade students residing in the Bay Farm Elementary School boundary, but attending Earhart Elementary School; alternatively, there 45 TK-5th grade students residing in the Earhart Elementary School boundary, but attending Bay Farm Elementary School.

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

Elementary School Attendance Matrix

Table 4 demonstrates the rates of TK-5th in-migration; from 11% at Otis to 37.3% at Ruby Bridges (in other words, 37.3% of Ruby Bridges enrollment is comprised of students not residing within the Ruby Bridges boundary).

Likewise, the matrix also demonstrates the rates of TK-5th out-migration; from 8.1% at Edison to 53% at Paden (in other words, 53% of the TK-5th grade students residing in the Paden boundary attend a school other than Paden).

[9] These student totals were derived from the geocoded 2013-14 student list and therefore may not match the 2013-14 AUSD enrollment data totals.

Table 4. Elementary Attendance Matrix

School of Attendance	School of Residence: Bay Farm	Earhart	Edison	Franklin	Haight	Lum	Otis	Paden	Ruby Bridges	Other Districts	Total Attending
Bay Farm	**336**	45	4	1	16	8	8	6	12	15	**451**
Earhart	30	**514**	14	2	10	5	11	9	11	12	**618**
Edison	4	6	**399**	1	23	12	27	4	3	5	**484**
Franklin	0	1	2	**217**	48	12	1	12	10	8	**311**
Haight	0	2	4	17	**346**	25	10	11	6	17	**438**
Lum	0	1	1	7	32	**397**	13	18	12	28	**509**
Otis	0	11	5	4	16	13	**503**	4	4	5	**565**
Paden	1	0	0	11	13	3	4	**254**	38	5	**329**
Ruby Bridges	3	0	1	4	20	8	7	144	**363**	29	**579**
Maya Lin	0	2	4	14	160	10	9	79	35	12	**325**
Total Residing	**374**	**582**	**434**	**278**	**684**	**493**	**593**	**541**	**494**	**136**	**4,609**
Outflow to other AA	38	68	35	61	338	96	90	287	131		
Inflow from other AA	100	92	80	86	75	84	57	70	187		
Inflow from Other Districts	15	12	5	8	17	28	5	5	29		
Total Geocoded Students Attending	451	618	484	311	438	509	565	329	579		
Total Residents Attending	336	514	399	217	346	397	503	254	363		
Total Non-Residents Attending	115	104	85	94	92	112	62	75	216		
% In-Migration	25.5%	16.8%	17.6%	30.2%	21.0%	22.0%	11.0%	22.8%	37.3%		
% Out-Migration	10.2%	11.7%	8.1%	21.9%	49.4%	19.5%	15.2%	53.0%	26.5%		

Middle School Attendance Matrix

Table 5 demonstrates the rates of 6-8th in-migration; from 6.8% at Wood Middle School to 31.8% at Lincoln Middle school (in other words, 31.8% of Lincoln's enrollment consists of students not residing in the Lincoln school boundary).

Likewise, the matrix also demonstrates rates of 6-8th out-migration; from 4.3% at Lincoln Middle school to 67.9% at Bay Farm Middle school (in other words, 67.9% of the 6-8th grade students residing in the Bay Farm boundary attend a school other than Bay Farm).

Table 5. Middle School Attendance Matrix

School of Attendance	Bay Farm	Lincoln	Wood	Other Districts	**Total Attending**
Bay Farm	**77**	15	16	2	**110**
Lincoln	161	**652**	133	10	**956**
Wood	1	9	**400**	19	**429**
Junior Jets @ Encinal	1	5	143	35	**184**
Total Residing	**240**	**681**	**692**	**66**	**1,679**
Outflow to other AA	163	29	292		
Inflow from other AA	31	294	10		
Inflow from Other Districts	2	10	19		
Total Geocoded Students Attending	110	956	429		
Total Residents Attending	77	652	400		
Total Non-Residents Attending	33	304	29		
% In-Migration	30.0%	31.8%	6.8%		
% Out-Migration	67.9%	4.3%	42.2%		

High School Attendance Matrix

Table 6 demonstrates the rates of 9-12th grade in-migration; from 3.3% at Alameda High school to 22.5% at Encinal High school (in other words, 22.5% of Encinal's enrollment consists of students not residing in the Encinal school boundary).

Likewise, the matrix also demonstrates rates of 9-12th grade out-migration; from 11.3% at Alameda High school to 19% at Encinal High School (in other words, 19% of the 9-12th grade students residing in the Encinal High school boundary attend a school other than Encinal High school).

Table 6. High School Attendance Matrix

School of Attendance	School of Residence: Alameda	Encinal	Other Districts	Total Attending
Alameda	**1,700**	37	21	**1,758**
Encinal	100	**804**	134	**1,038**
Island	63	88	21	**172**
ASTI	54	63	53	**170**
Total Residing	**1,917**	**992**	**229**	**3,138**

Outflow to other AA	217	188
Inflow from other AA	37	100
Inflow from Other Districts	21	134
Total Geocoded Students Attending	1,758	1,038
Total Residents Attending	1,700	804
Total Non-Residents Attending	58	234
% In-Migration	3.3%	22.5%
% Out-Migration	11.3%	19.0%

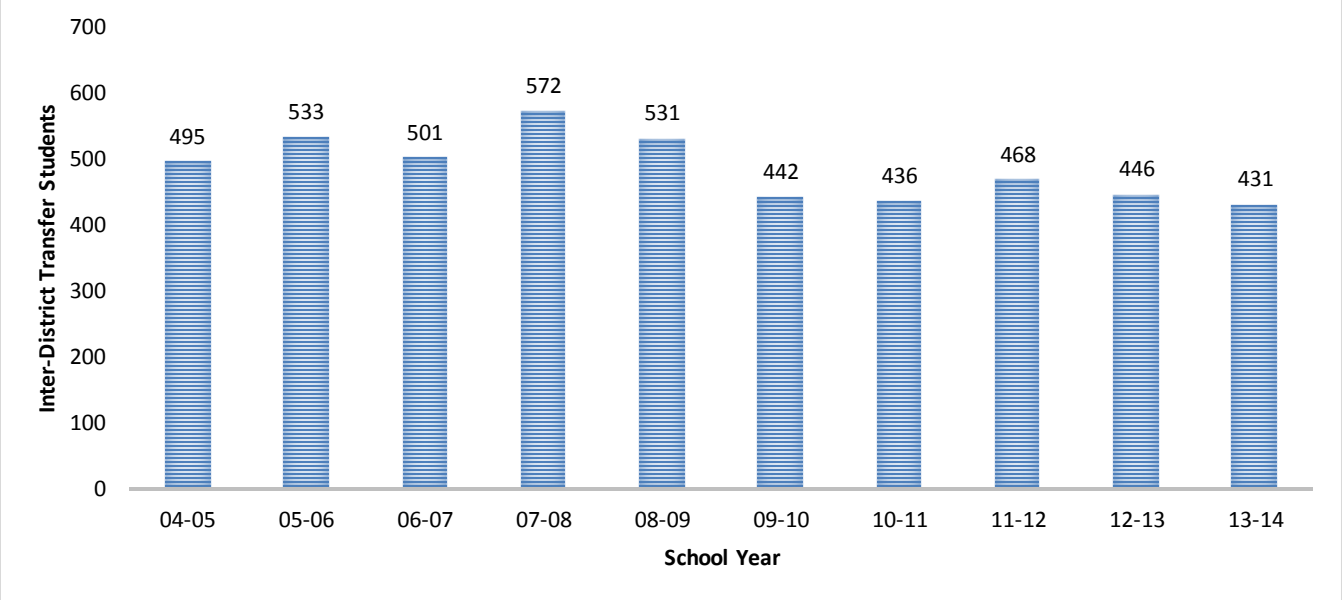
Inter-district Transfers

Inter-district transfers were isolated and measured for purposes of evaluating the impact to District enrollments and District facilities. Currently, there are 431 inter-district students enrolled in AUSD representing 4.6% of the District's 2013-14 K-12th grade enrollments. Table 7 provides the inter-district transfer students by grade. Figure 29 provides the historical inter-district transfer students.

Table 7. Current Inter-district Transfer Students by Grade

Grade	2013-14 Inter-district Students
K	23
1	20
2	14
3	21
4	25
5	33
6	18
7	24
8	24
9	55
10	56
11	40
12	78
Total	**431**

Figure 29. Historical Inter-District Transfer Students



SECTION F: ENROLLMENT PROJECTIONS

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 5-7 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 of feeder elementary school districts);
- Residential Development;
- Student Migration Rates.

Historical and Projected Birth Data

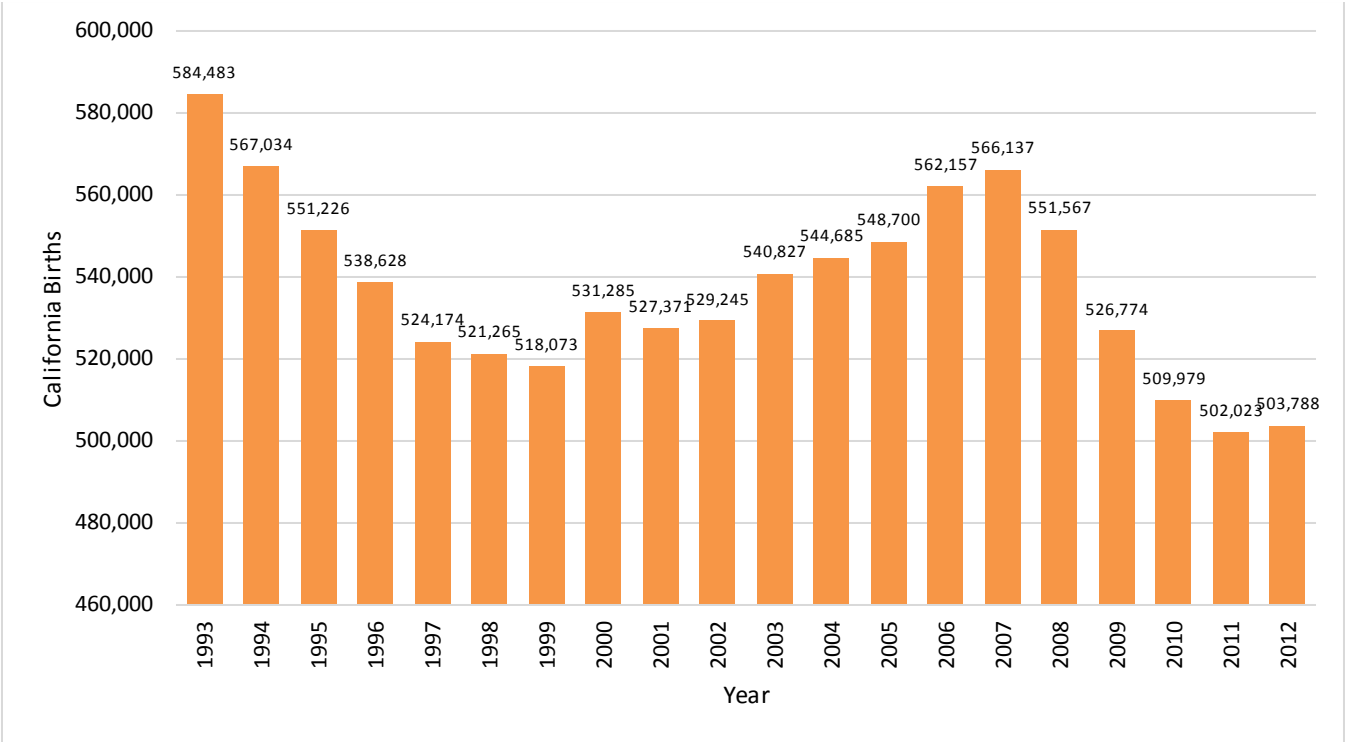
Close tracking of local births is crucial for projecting future kindergarten students. Births are the single best predictor of the number of future kindergarten students. Birth data is collected for the Alameda Unified School feeder elementary school districts by the California Department of Health Services using Zip Codes[10] and is used to project future kindergarten class sizes.

Since 2007, births in California have declined significantly. The decline in births in 2009 and 2010 were the second are third largest since 1990 (Figure 30). In 2011, the State realized fewer births than at any time since 1990. This is significant, and could mean declines in K-12 enrollments statewide beginning in 2013. However births increased in 2012 and are expected to continue to increase as the economy recovers.

In Alameda County, births have also been declining. From 2007 to 2011, births in the County declined significantly; from 21,519 to 19,002 (Figure 31). However, similar to statewide trends, births increased in 2012 and are projected to continue to increase.

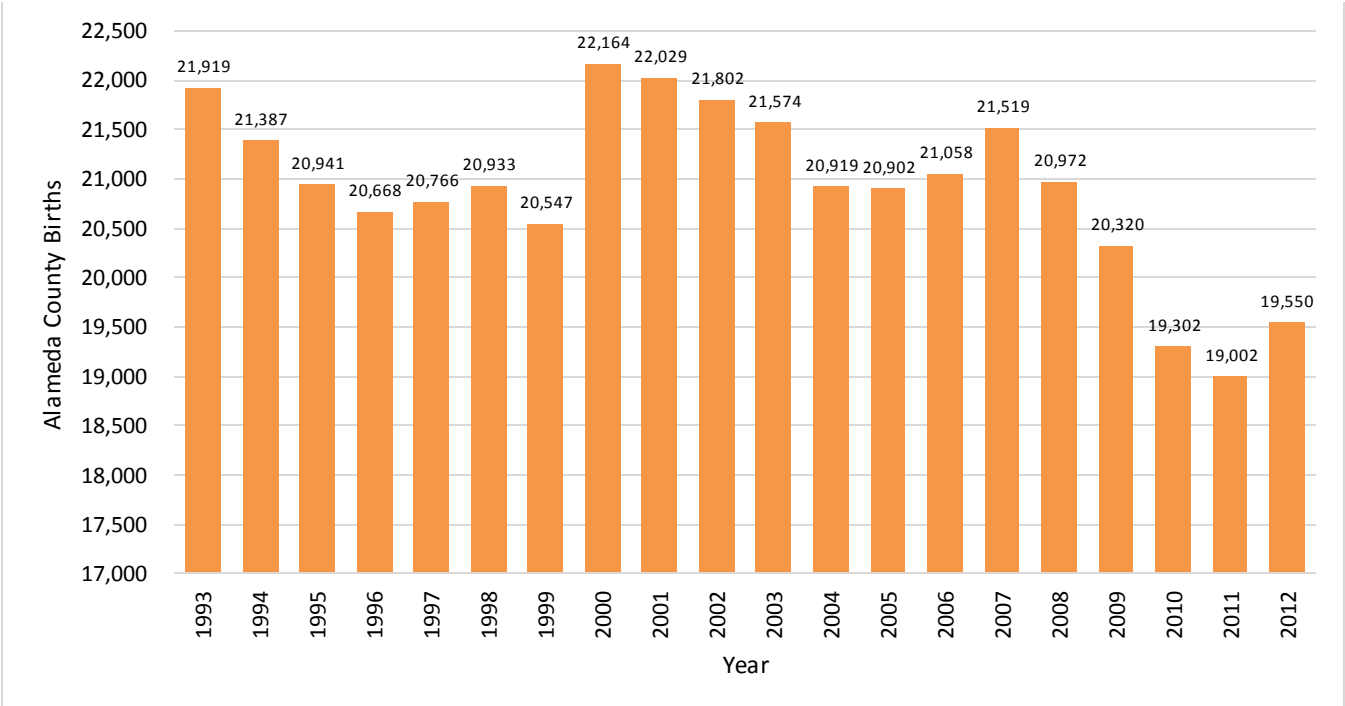
[10] The consultant utilized Zip Codes 94501 and 94502.

Figure 30. California Births: 1990-2012



Source: California Department of Public Health.

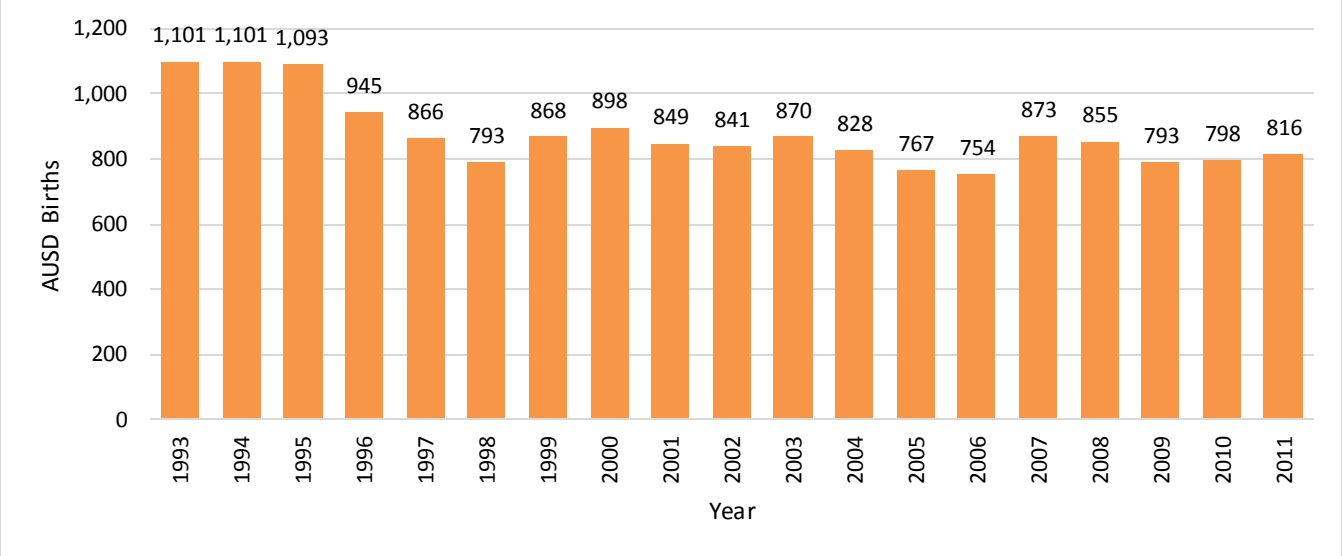
Figure 31. Alameda County Births, 1990-2012



Source: California Department of Public Health.

By contrast, in Alameda Unified School District births increased from 2006 to 2007 and have remained fairly stable since that time (Figure 32). As the economy continues to recover, and new residential development brings new families to the District, this growth trend is expected to continue.

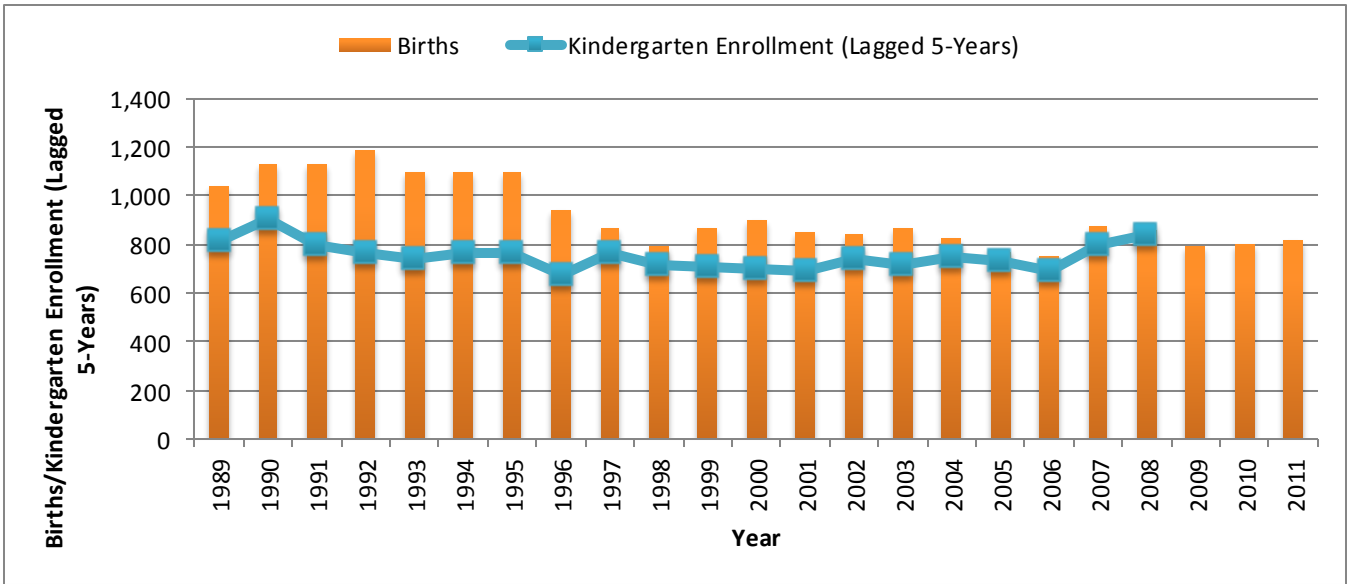
Figure 32. Births in AUSD



Source: California Department of Public Health.

The number of children born to parents who live in AUSD is significantly correlated with the size of the kindergarten class five years later. Therefore, we use recent birth data as the most important factor when projecting future kindergarten students for AUSD to house. Figure 33 demonstrates this relationship.

Figure 33. Births Compared to Kindergarten Enrollments (Lagged 5 Years)



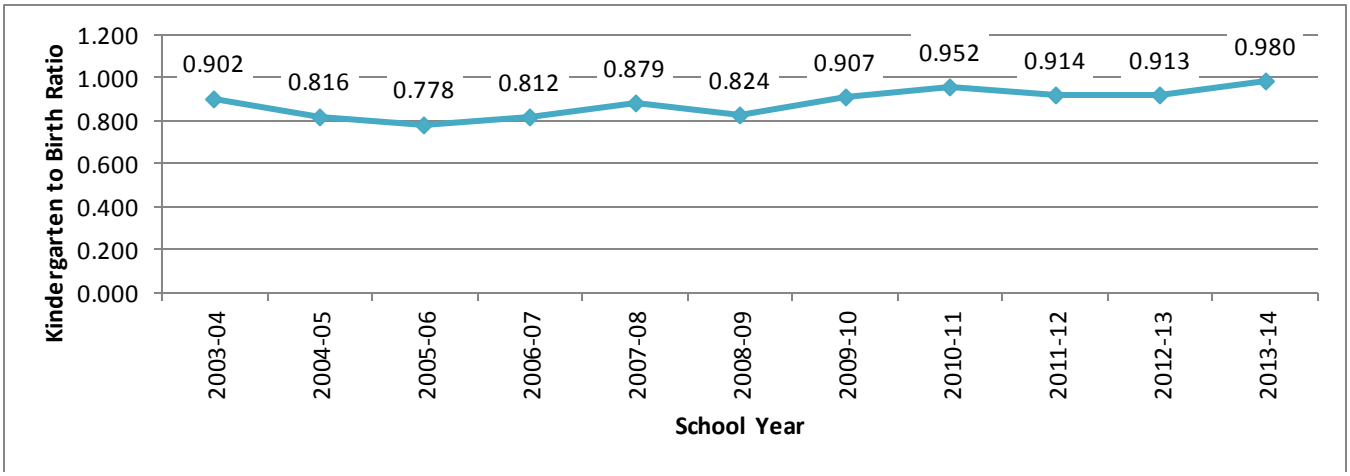
There is rarely a one-to-one correspondence between births and subsequent kindergarten enrollments. Table 8 demonstrates the AUSD kindergarten-birth ratio. It provides the percentage of births that result in kindergarten enrollments in the District five years later. It is a net rate, because children move both into and out of the District.

The ratio of AUSD births to AUSD kindergarten enrollments has increased from 2008 to 2010 and then stabilized (Figure 34). In 2013 the kindergarten to birth ratio was 0.98, meaning that for every 100 births in 2008, 98 children enrolled in AUSD kindergarten classes five years later (in 2013).

Table 8. Kindergarten Enrollment to Live Birth Ratio

Birth Year	Live Births	Increase	Kindergarten Year	Kindergarten Enrollment	Ratio of Live Births as Students in Kindergarten Enrollment
1998	793	-8.4%	2003-04	715	0.902
1999	868	9.5%	2004-05	708	0.816
2000	898	3.5%	2005-06	699	0.778
2001	849	-5.5%	2006-07	689	0.812
2002	841	-0.9%	2007-08	739	0.879
2003	870	3.4%	2008-09	717	0.824
2004	828	-4.8%	2009-10	751	0.907
2005	767	-7.4%	2010-11	730	0.952
2006	754	-1.7%	2011-12	689	0.914
2007	873	15.8%	2012-13	797	0.913
2008	855	-2.1%	2013-14	838	0.980
2009	793	-7.3%			
2010	798	0.6%			
2011	816	2.3%			

Figure 34. Kindergarten Enrollment to Live Birth Ratio



Student Migration Rates

The methods of projecting student enrollment in grades 1st-8th involve the use of student migration rates. 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[11].
  - Positive migration could be indicative of numerous influences, including the in-migration of families with small children to the District, 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 inter-district transfer students, losses to private schools or other Districts, out-migration of families due to economic decline, etc.

As an example, in 2011-12 the District's class of 2nd graders was 729. A year later, this class became a third grade class of 752. Using this example, the rate of migration is calculated in the following way:

(752-729)/729 = +3.16%

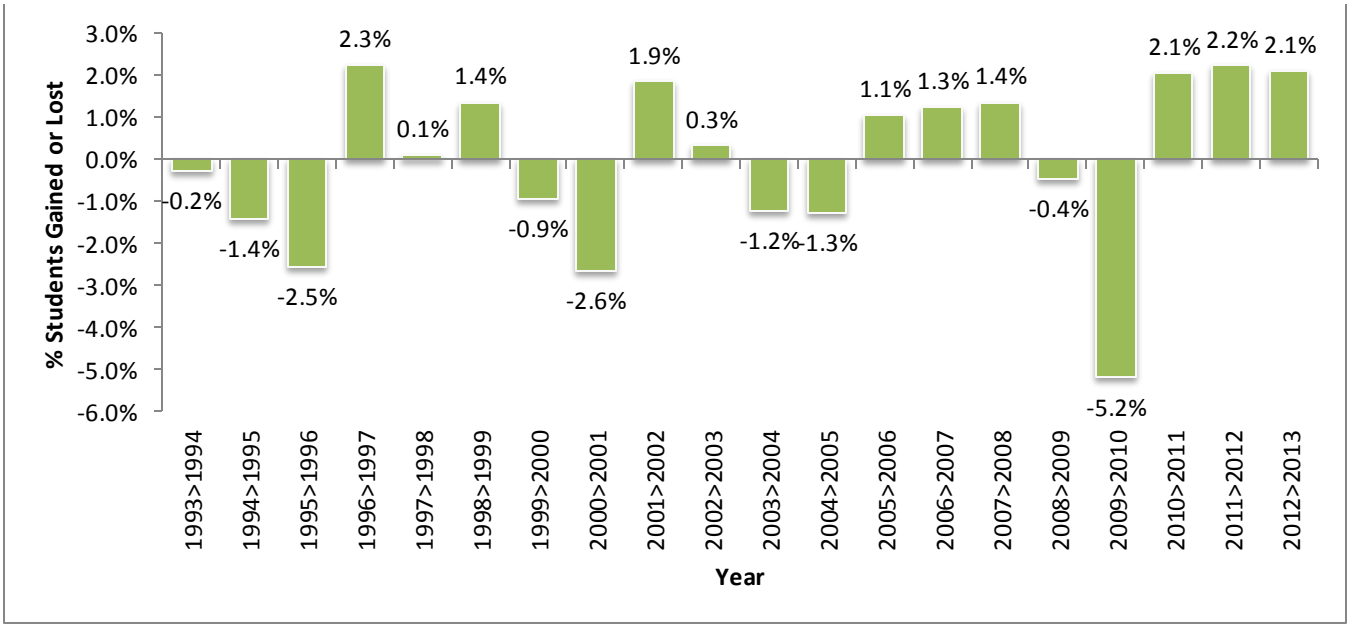
The +3.16% increase is a measure of the likelihood our third grade class will become larger or smaller as the class passes into the fourth grade the following year. Migration rates are calculated for all grade levels by year and then analyzed by the current grade level configuration.

[11] This is a net measurement.

AUSD Student Migration

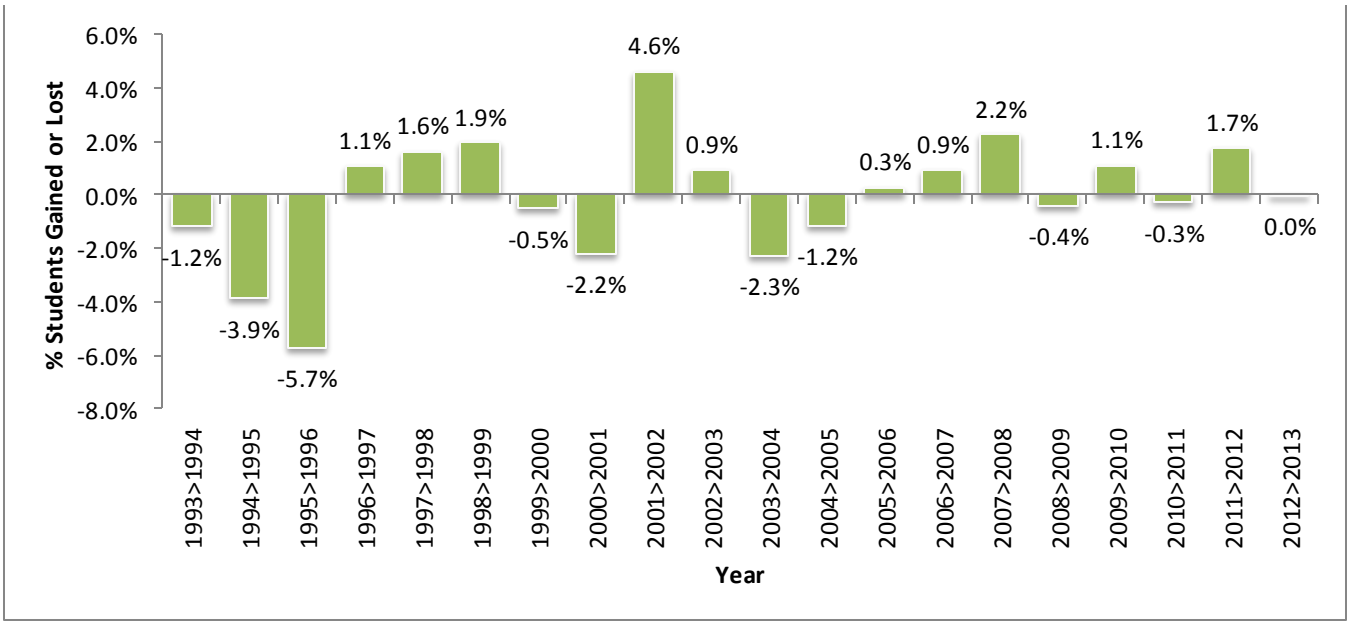
AUSD experienced negative migration from 2009 to 2010 due to the closure of Chipman middle school. Since that time, the District has experienced overall increasingly positive migration (Figure 35).

Figure 35. Migration Grades K-11 > Grades 1-12



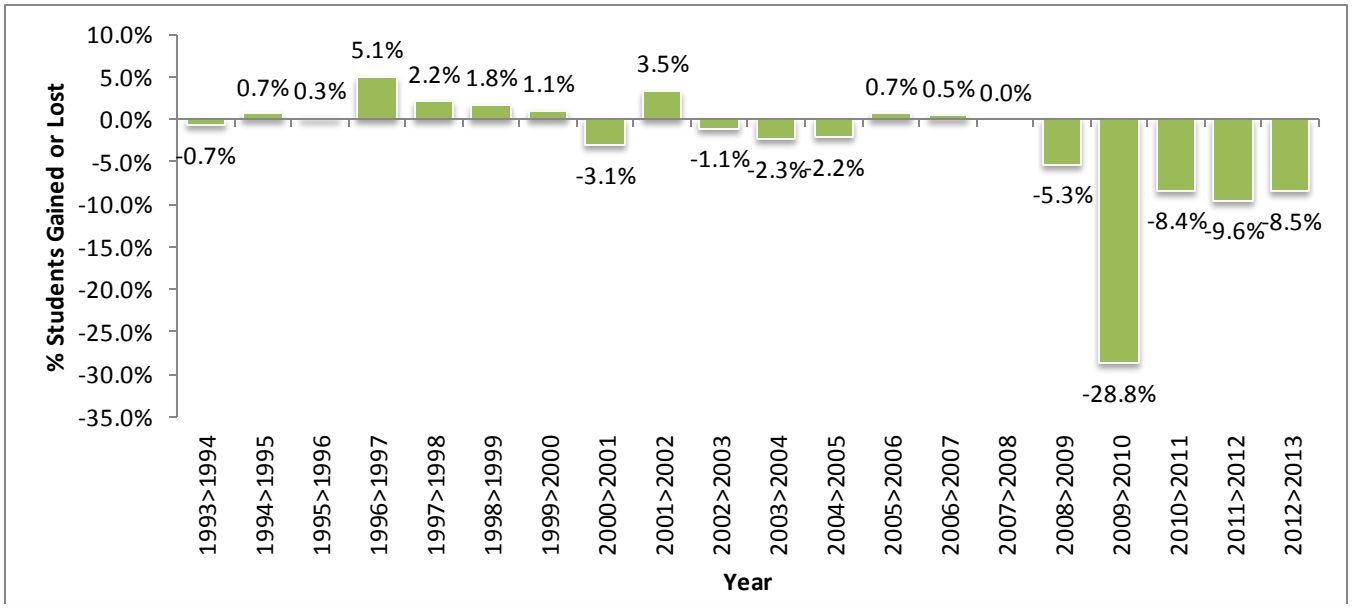
A closer examination of AUSD migration by grade level grouping provides additional insight. Elementary school migration has been incredibly stable in recent years (Figure 36).

Figure 36. Migration Grades K-4 > Grades 1-5



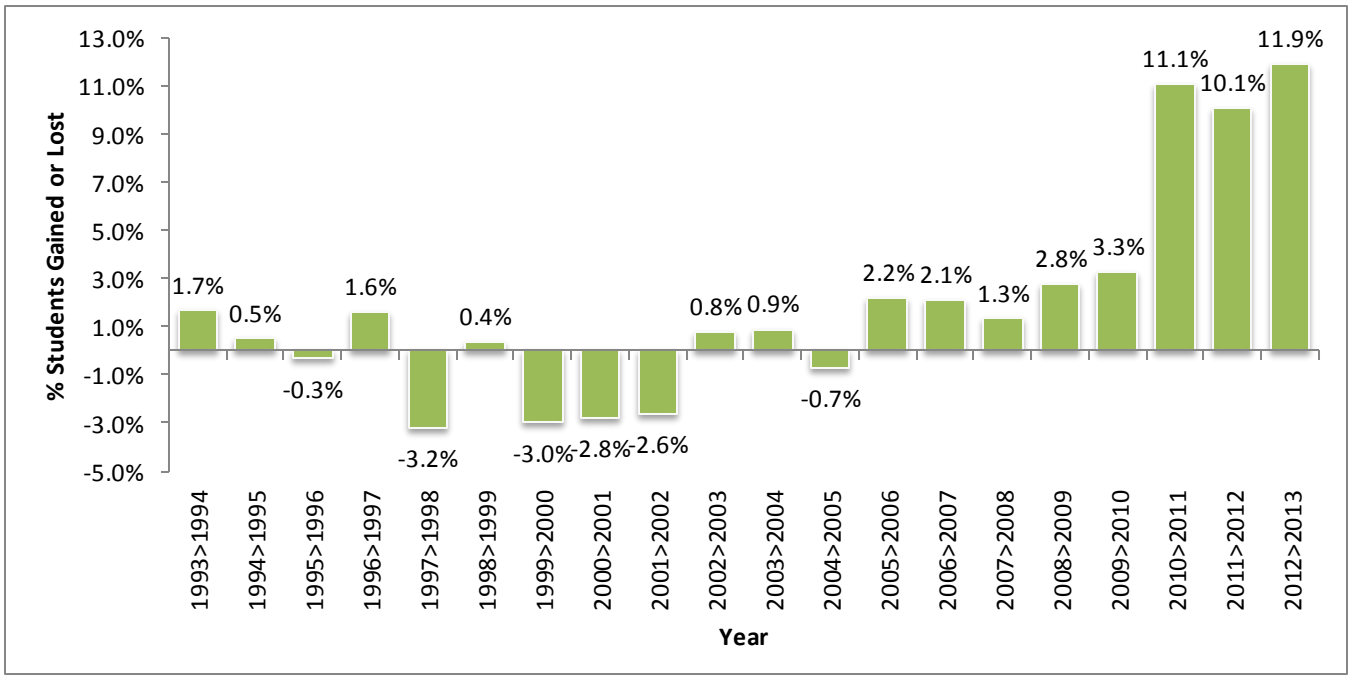
Middle school migration declined in the first year of the Chipman middle school closure and has been stable, though negative, since that time (Figure 37).

Figure 37. Migration Grades 5-7 > 6-8



High school migration was stable from 2005 to 2010 but increased significantly in 2011. Migration has been stable since that time (Figure 38).

Figure 38. Migration Grades 8-11 > 9-12



Essentially, when Chipman middle school closed and converted to a charter school, the middle and high school migration patterns changed. Now the District loses a measure of students at the middle school level to this new charter school but gains a measure of those student back when they reach high school.

Future Enrollment

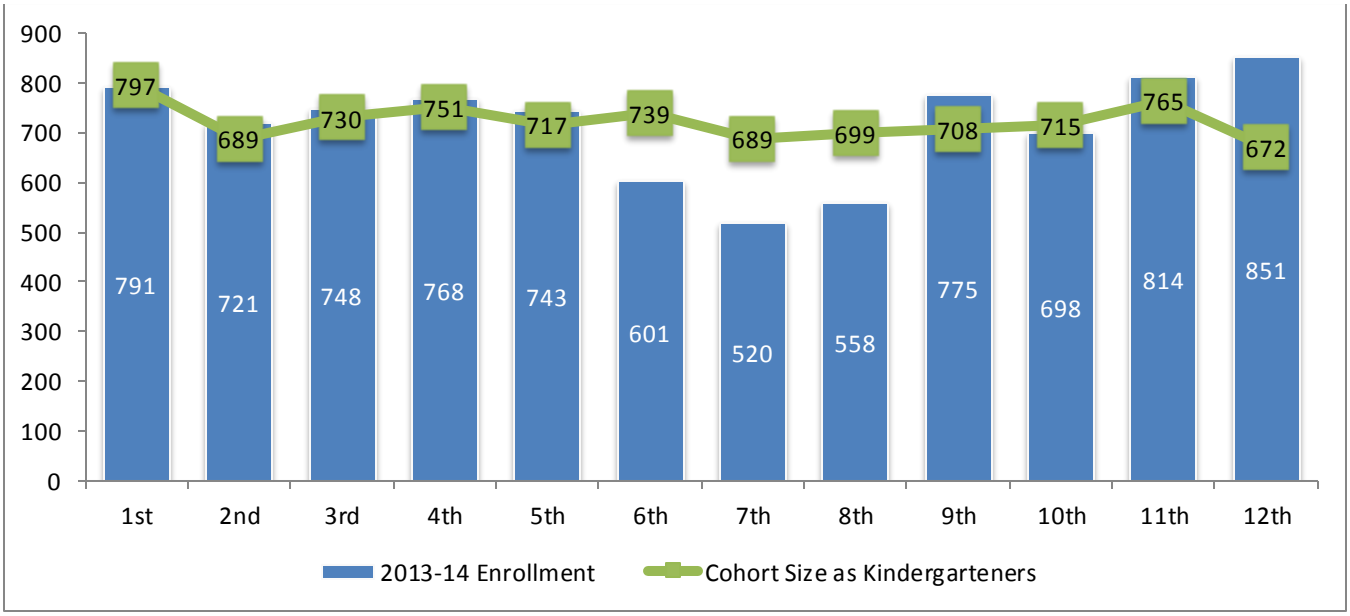
One benefit of tracking district demographic and enrollment trends is the ability to utilize the trend data to project future enrollment. Predicting future enrollment is an important factor affecting many school processes: long-range planning, budgeting, staffing, and predicting future building and capital needs. The consultant has utilized the standard cohort survival methodology to predict future enrollments. This tool allows for three projection models (Low, Most Likely, and High) that create an anticipated range of enrollment for future years.

Cohort Survival Methodology

Using this method, the current student body is advanced one grade for each year of the projection. For example, year 2010 first graders become year 2011 second graders, and the following year's third graders, and so on. As a cohort moves through the grades, its total population will, most likely, change. While based on historical enrollments, the consultant adjusts the calculation for weighted student migration rates, birth rates, and residential construction patterns.

Figure 39 represents a key concept in projecting student enrollment – "cohort growth". This graph shows current enrollment by grade level and also includes the size of the same cohort when they were kindergarteners. As explained above AUSD classes generally increase in size until they reach middle school, at which time they decline and then increase again by the time they reach high school. For example, the cohort that began in 2004 as a kindergarten class of 708 students is currently the District's 9th grade class of 775 students. Alternatively, the cohort that began in 2006 as a kindergarten class of 689 students is currently the District's 7th grade class of 520 students.

Figure 39. Cohort Growth since Kindergarten



To minimize the effects of exceptional years and account for the change in migration pattern at the middle and high school levels, cohort indices were calculated by averaging and weighting historical migration and removing any anomalous rates. The table below presents the indices used to project future growth from one grade level to the next. These are current values utilizing data from 2006-07 to 2013-14.

Table 9. Cohort Indices

Grade From > To	2006>07	2007>08	2008>09	2009>10	2010>11	2011>12	2012>13	Low	Moderate	High
K>1	1.74%	5.55%	4.18%	0.40%	2.19%	4.93%	2.73%	1.14%	1.63%	2.16%
1>2	0.42%	2.57%	-2.31%	-0.54%	-3.32%	1.07%	-0.28%	-0.61%	-0.33%	0.17%
2>3	1.85%	0.42%	-4.03%	1.97%	1.08%	3.16%	-0.80%	0.49%	0.83%	1.15%
3>4	-1.43%	1.82%	-0.55%	0.43%	-0.90%	-0.67%	2.13%	0.15%	0.69%	0.73%
4>5	1.98%	0.72%	0.83%	3.07%	-0.29%	0.52%	-0.40%	-0.21%	-0.08%	-0.06%
5>6	1.71%	-1.30%	-11.06%	-31.11%	-26.93%	-25.18%	-22.35%	-24.82%	-24.06%	-23.29%
6>7	-1.21%	-1.54%	-2.63%	-26.49%	3.56%	0.56%	0.58%	0.57%	1.07%	2.06%
7>8	1.14%	2.86%	-3.13%	-28.21%	8.35%	0.57%	2.76%	1.67%	2.03%	3.90%
8>9	1.18%	3.62%	3.44%	7.79%	45.30%	37.93%	47.34%	42.72%	43.86%	45.09%
9>10	2.36%	2.33%	-1.57%	5.25%	4.23%	4.53%	2.65%	3.49%	3.54%	4.11%
10>11	0.74%	-2.99%	-0.76%	3.55%	3.77%	3.40%	0.74%	1.81%	2.13%	2.64%
11>12	3.91%	2.69%	9.85%	5.99%	2.84%	4.92%	7.72%	5.16%	5.97%	6.32%

Kindergarten Projection

One difficulty posed in using cohort survival as a projection method is estimating the size of the kindergarten class in future years. Since cohort survival cannot be calculated for the kindergarten class (no class comes before it in previous years), Zip Code births are used to estimate the kindergarten class size each year.

Using known values for AUSD births in years 2009 through 2011, kindergarten enrollment for school years 2014-15 through 2017-18 can be estimated based upon known births based on projected kindergarten to birth ratios, calculated from historical values. Birth data for 2012 and beyond is not yet available, so projections for kindergarten enrollments beyond 2017-18 are based upon a predicted number of children born in AUSD. Using these projection models, the kindergarten class size for 2014-15 is projected to be 102 Transitional Kindergarten students and 772 Kindergarten students (874 students).

Enrollment Projections

Three enrollment projections were prepared for AUSD: Low, Most Likely, and High and are provided in the Tables 10 through 12. It is critical the District continue to monitor local births, pre-kindergarten registration, actual kindergarten enrollments, and residential development and update these projections ***annually*** in order to remain proactive in planning for facilities.

Based on the Most Likely projection, TK-12th grade enrollments are projected to increase to 10,495 by 2023-24. TK-5th grade enrollments will increase due to the implementation of the transitional kindergarten program, larger incoming cohorts, and increased residential development; 6-8th grade enrollments will increase as a result of larger incoming cohorts, the provision of new options for middle school students (magnet program and K-8th grade school) and increased residential development; and 9-12th grade enrollments will increase due to larger incoming cohorts and increased residential development.

Table 10. Low Enrollment Projection

	Actual		Projected									
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
TK	86		102	103	105	106	103	104	104	105	105	105
K	752		745	766	782	784	770	771	774	777	779	782
1	791		760	753	774	790	792	778	779	782	785	787
2	721		786	755	749	769	785	788	773	774	777	780
3	748		725	790	759	752	773	788	791	776	778	781
4	768		749	726	791	760	753	774	789	792	777	779
5	743		767	748	724	789	758	752	772	788	791	776
6	601		561	585	566	542	607	576	570	590	606	609
7	520		604	564	588	569	545	610	579	573	593	609
8	558		529	613	573	597	578	554	619	588	582	602
9	775		778	749	833	793	817	798	774	840	809	802
10	698		800	803	774	858	818	842	823	799	865	834
11	814		712	814	817	788	872	832	856	837	813	879
12	851		856	754	857	860	831	915	875	898	879	856
TK-5	*4,609*		*4,634*	*4,641*	*4,684*	*4,750*	*4,734*	*4,754*	*4,783*	*4,794*	*4,792*	*4,790*
6-8	*1,679*		*1,694*	*1,762*	*1,726*	*1,707*	*1,730*	*1,741*	*1,769*	*1,752*	*1,781*	*1,820*
9-12	*3,138*		*3,147*	*3,121*	*3,281*	*3,299*	*3,338*	*3,386*	*3,327*	*3,374*	*3,366*	*3,370*
Total	**9,426**		**9,475**	**9,523**	**9,691**	**9,757**	**9,802**	**9,881**	**9,879**	**9,919**	**9,939**	**9,980**

Table 11. Most Likely Enrollment Projection

	Actual		Projected									
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
TK	86		102	103	105	106	103	104	104	105	105	105
K	752		772	793	809	812	796	798	801	804	807	810
1	791		763	783	804	820	823	807	809	812	815	818
2	721		786	758	778	799	815	817	802	804	807	810
3	748		724	789	761	781	802	818	821	805	807	810
4	768		760	736	801	773	793	814	830	833	818	819
5	743		772	765	741	806	778	798	818	835	837	822
6	601		567	591	576	555	622	594	613	634	651	653
7	520		614	582	606	591	569	634	607	626	647	663
8	558		543	637	606	631	615	593	658	630	650	670
9	775		787	760	846	811	833	819	798	865	837	857
10	698		803	814	787	874	836	859	844	823	891	863
11	814		717	821	833	806	891	853	876	861	840	908
12	851		864	767	872	883	855	939	902	925	910	889
TK-5	*4,609*		*4,680*	*4,727*	*4,799*	*4,895*	*4,909*	*4,956*	*4,985*	*4,997*	*4,995*	*4,993*
6-8	*1,679*		*1,724*	*1,810*	*1,789*	*1,777*	*1,805*	*1,820*	*1,878*	*1,891*	*1,947*	*1,986*
9-12	*3,138*		*3,170*	*3,162*	*3,338*	*3,374*	*3,415*	*3,470*	*3,420*	*3,474*	*3,478*	*3,516*
Total	**9,426**		**9,574**	**9,699**	**9,926**	**10,046**	**10,130**	**10,246**	**10,282**	**10,361**	**10,419**	**10,495**

Table 12. High Enrollment Projection

	Actual		Projected									
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
TK	86		102	103	105	106	103	104	104	105	105	105
K	752		799	820	836	839	823	825	828	831	834	837
1	791		767	814	835	852	854	839	840	844	847	849
2	721		792	769	815	836	853	856	840	842	845	848
3	748		729	801	777	824	845	862	864	848	850	853
4	768		754	735	806	783	829	850	867	870	854	855
5	743		768	753	735	806	782	829	850	867	869	853
6	601		570	594	580	561	633	609	656	677	693	696
7	520		612	580	605	590	572	643	619	666	687	704
8	558		539	630	599	624	609	590	662	638	685	706
9	775		794	775	866	835	860	845	826	898	874	921
10	698		806	825	806	897	866	890	876	857	929	905
11	814		719	827	846	827	918	887	911	897	878	950
12	851		866	771	878	897	878	970	938	963	948	930
TK-5	*4,609*		*4,711*	*4,794*	*4,910*	*5,045*	*5,090*	*5,163*	*5,193*	*5,205*	*5,203*	*5,201*
6-8	*1,679*		*1,720*	*1,805*	*1,784*	*1,775*	*1,813*	*1,842*	*1,937*	*1,981*	*2,065*	*2,105*
9-12	*3,138*		*3,184*	*3,197*	*3,396*	*3,456*	*3,521*	*3,592*	*3,552*	*3,615*	*3,629*	*3,705*
Total	**9,426**		**9,616**	**9,796**	**10,089**	**10,276**	**10,425**	**10,597**	**10,682**	**10,800**	**10,897**	**11,012**

Table 13 provides enrollment projections by school based on the Most Likely projection. JSA prepared these individual school enrollment projections utilizing the standard cohort survival methodology, historical migration rates, and birth to kindergarten ratios. The individual school enrollment projections are based on the assumption that the rate of progression from one grade to the next will be consistent with the rates of progression in previous years. However, these forecasts do not take into consideration local district factors such as changing school programs, the requirements of teacher to student ratios by grade level, the availability of classrooms, and the movement of students required to maintain the teacher/student ratio at all grade levels. These district policies have significant effect on the individual school enrollments as students may be shifted out of their attendance area due to the lack of available classrooms, or other programmatic issues. Thus, these projections are *not* meant for staffing or budgeting purposes, but for long-term facility planning District-wide.

Table 13. Enrollment Projections by School

		Actual	Projected									
Elementary Schools	**Grade Levels**	**Actual 13-14**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
Bay Farm	TK-5	451	464	465	474	480	483	488	490	491	491	491
Earhart	TK-5	618	625	634	643	651	655	661	665	667	666	666
Edison	TK-5	484	505	506	504	502	503	508	511	512	511	511
Franklin	TK-5	311	300	292	295	296	298	301	302	303	303	303
Haight	TK-5	325	336	341	348	358	363	366	368	369	369	369
Lum	TK-5	438	452	463	469	497	484	489	491	493	492	492
Maya Lin	TK-5	509	514	541	570	598	606	612	615	617	616	616
Otis	TK-5	565	599	609	646	654	663	669	673	675	674	674
Paden	TK-5	329	318	322	323	324	324	327	329	330	330	330
Ruby Bridges	TK-5	579	566	552	527	536	530	536	539	541	540	540
Subtotal		*4,609*	*4,680*	*4,727*	*4,799*	*4,895*	*4,909*	*4,956*	*4,985*	*4,997*	*4,995*	*4,993*
Middle Schools	**Grade Levels**	**Actual 13-14**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
Lincoln	6-8	956	893	873	861	856	871	880	908	914	942	961
Wood	6-8	429	411	436	431	429	432	433	445	448	461	470
Bay Farm	6-8	110	162	169	167	165	169	170	176	178	183	187
Junior Jets	6-8	184	258	331	329	327	333	337	348	350	361	369
Subtotal		*1,679*	*1,724*	*1,810*	*1,789*	*1,777*	*1,805*	*1,820*	*1,878*	*1,891*	*1,947*	*1,986*
High Schools	**Grade Levels**	**Actual 13-14**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
Alameda High	9-12	1,758	1,789	1,762	1,870	1,890	1,918	1,953	1,926	1,958	1,960	1,982
Encinal High	9-12	1,038	1,056	1,067	1,130	1,144	1,154	1,171	1,150	1,168	1,170	1,184
Island High	9-12	172	154	164	163	163	163	163	163	163	163	163
ASTI	9-12	170	171	170	175	177	180	184	181	185	185	187
Subtotal		*3,138*	*3,170*	*3,162*	*3,338*	*3,374*	*3,415*	*3,470*	*3,420*	*3,474*	*3,478*	*3,516*
Total		**9,426**	**9,574**	**9,699**	**9,926**	**10,046**	**10,130**	**10,246**	**10,282**	**10,361**	**10,419**	**10,495**

Based on the Most Likely projection.
Totals may not match exactly due to formula rounding.

SECTION G: RESIDENT PROJECTIONS

The following projections are based upon ***residence*** of the students. The methodology is parallel to that utilized in the preparation of the enrollment projections in Section F, however the historical years of student data utilized differ in that we use the location of where students reside, as opposed to enrollments by school. These projections are meant to assist the District in making critical decisions from a spatial perspective, such as where future school facilities should be located, potential boundary changes, or school consolidation. Since students don't necessarily attend their school of residence, these projections should not be utilized for staffing and budgeting purposes.

Historical Student Residents

Schreder & Associates compiled historical student residents by school boundary. As demonstrated in Table 14, Bay Farm and Paden experienced the highest losses of TK-5th grade student residents since 2004 while Otis, Edison, and Ruby Bridges experienced the highest increases. Wood experienced the highest losses of 6-8th grade students following the closure of Chipman middle school and both Alameda and Encinal experienced slight losses of 9-12th grade student residents.

Overall TK-12th grade student residents declined from 2004-05 to 2010-11, but have increased since 2011-12 (+3.32%).

Table 14. Historical Student Residents by School Boundary

Elementary School Boundaries	Grade Levels	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	% Change 2004-2013
Bay Farm	TK-5	501	506	482	477	477	466	431	398	389	374	-25.3%
Earhart	TK-5	535	521	519	542	525	555	546	562	563	582	8.8%
Edison	TK-5	345	358	376	394	390	404	400	429	441	434	25.8%
Franklin	TK-5	262	267	295	289	281	288	286	279	283	278	6.1%
Haight	TK-5	752	716	654	658	658	622	643	632	667	684	-9.0%
Lum	TK-5	455	482	425	431	459	473	465	424	459	493	8.4%
Otis	TK-5	429	441	457	446	449	484	510	509	555	593	38.2%
Paden	TK-5	620	578	591	578	547	539	527	489	528	541	-12.7%
Ruby Bridges	TK-5	395	268	297	351	403	422	491	496	517	494	25.1%
Total		**4,294**	**4,137**	**4,096**	**4,166**	**4,189**	**4,253**	**4,299**	**4,218**	**4,402**	**4,473**	**4.2%**
Middle School Boundaries	**Grade Levels**	**04-05**	**05-06**	**06-07**	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**	**13-14**	**% Change 2004-2013**
Lincoln	6-8	752	766	771	718	719	691	675	659	673	681	-9.4%
Wood	6-8	1,291	1,237	1,187	1,193	1,144	1,034	545	616	621	692	-46.4%
Bay Farm	6-8	249	244	245	245	265	234	233	223	228	240	-3.6%
Total		**2,292**	**2,247**	**2,203**	**2,156**	**2,128**	**1,959**	**1,453**	**1,498**	**1,522**	**1,613**	**-29.6%**
High School Boundaries	**Grade Levels**	**04-05**	**05-06**	**06-07**	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**	**13-14**	**% Change 2004-2013**
Alameda High	9-12	2,050	2,086	2,084	2,066	1,999	2,063	1,990	1,962	1,918	1,917	-6.5%
Encinal High	9-12	1,003	911	987	958	982	1,019	988	1,028	1,017	992	-1.1%
Total		**3,053**	**2,997**	**3,071**	**3,024**	**2,981**	**3,082**	**2,978**	**2,990**	**2,935**	**2,909**	**-4.7%**
Grand Total		***9,639***	***9,381***	***9,370***	***9,346***	***9,298***	***9,294***	***8,730***	***8,706***	***8,859***	***8,995***	**-6.7%**

Student Resident Projection

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.

Overall, student residents are projected to increase through the projection period (Table 15). Table 16 provides the number of students projected to be residing in each school boundary through the 2018-19 school year.

Table 15. District-wide Student Resident Projection

	Actual		Projected									
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
TK	86		102	103	105	106	103	104	104	105	105	105
K	729		750	770	786	788	773	775	778	781	783	786
1	771		740	761	781	797	799	783	784	787	790	793
2	707		774	742	763	783	799	800	784	785	788	791
3	727		714	780	749	770	790	804	805	789	790	793
4	743		734	721	787	756	777	796	810	811	795	796
5	710		742	733	719	786	755	774	793	807	808	792
6	583		540	574	562	551	618	588	608	628	644	646
7	496		588	545	579	567	554	621	591	611	631	647
8	534		506	598	555	589	576	563	630	600	620	640
9	720		717	687	778	734	767	755	744	813	783	802
10	642		742	739	709	799	754	787	775	764	833	803
11	774		660	760	757	727	816	770	803	791	780	849
12	773		816	702	802	799	767	856	810	844	832	821
TK-5	*4,473*		*4,555*	*4,610*	*4,691*	*4,785*	*4,796*	*4,835*	*4,858*	*4,864*	*4,859*	*4,856*
6-8	*1,613*		*1,634*	*1,717*	*1,696*	*1,707*	*1,748*	*1,773*	*1,829*	*1,839*	*1,895*	*1,934*
9-12	*2,909*		*2,935*	*2,888*	*3,045*	*3,059*	*3,103*	*3,168*	*3,132*	*3,211*	*3,227*	*3,274*
Total	**8,995**		**9,124**	**9,215**	**9,432**	**9,550**	**9,647**	**9,775**	**9,819**	**9,915**	**9,981**	**10,064**

Table 16. Student Resident Projections by School Boundary

			Projected				
Elementary School Boundary	**Grade Levels**	**Actual 13-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Bay Farm	TK-5	374	379	379	376	384	382
Earhart	TK-5	582	594	590	605	618	614
Edison	TK-5	434	450	448	447	441	448
Franklin	TK-5	278	270	270	274	274	277
Haight	TK-5	684	683	695	708	735	723
Lum	TK-5	493	509	543	562	570	580
Otis	TK-5	593	620	621	642	648	655
Paden	TK-5	541	542	545	549	563	556
Ruby Bridges	TK-5	494	506	520	527	550	562
Subtotal		*4,473*	*4,555*	*4,610*	*4,691*	*4,785*	*4,796*
Middle School Boundary	**Grade Levels**	**Actual 13-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Lincoln	6-8	681	692	703	694	698	717
Wood	6-8	692	693	743	735	740	755
Bay Farm	6-8	240	250	271	267	269	276
Subtotal		*1,613*	*1,634*	*1,717*	*1,696*	*1,707*	*1,748*
High School Boundary	**Grade Levels**	**Actual 13-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Alameda High	9-12	1,917	1,929	1,892	1,989	1,997	2,030
Encinal High	9-12	992	1,006	996	1,057	1,061	1,073
Subtotal		*2,909*	*2,935*	*2,888*	*3,045*	*3,059*	*3,103*
Grand Total		**8,995**	**9,124**	**9,215**	**9,432**	**9,550**	**9,647**

SECTION H: RECOMMENDATIONS

The Alameda Unified School District has undertaken this Demographic Analysis in order to assist in proactive planning for current and future facility needs for its student population.

The cost of new and modernized school facilities will prompt the District to pursue several funding strategies. These strategies include developer fees, General Obligation Bonds, Joint Use Projects, and the State School Building Program. The following steps are recommended for the Alameda Unified School District to meet its future facility needs:

- Review and update this study annually to determine if projected development and enrollment trends are accurate. Should future trends deviate from those identified in the study, adjustments regarding future school facility needs and costs may be required.

- Utilize this study as the foundation for the development of a Facility Master Plan, incorporating the findings of this study, facility standards, and educational specifications.

- Continue to update and apply for funding from the State School Facility Program. Although this program does not currently have funds available, the District should be proactive and submit eligibility applications in order to be current when funds become available.

- Explore various programs at the State School Facility Program as well as through State and Federal Programs to determine which programs are appropriate for participation by the District.

- Continue to work with the City of Alameda and other agencies throughout the planning process to secure full school facility mitigation for the construction of school facilities and/or acquisition of land.

SOURCES

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APPENDIX A: ENROLLMENT PROJECTIONS BY GRADE AND SCHOOL

Bay Farm												
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
TK												
K	71		73	75	76	77	75	75	76	76	76	76
1	75		74	76	78	80	80	78	78	79	79	79
2	75		76	75	77	79	81	81	80	80	80	80
3	75		78	79	79	80	82	84	84	83	83	83
4	84		77	81	82	81	83	85	86	86	85	85
5	71		86	79	82	83	83	84	86	88	88	87
6	63		59	62	60	58	65	62	64	66	68	68
7	47		55	52	54	52	51	57	54	56	58	59
8			48	56	53	55	53	52	58	55	57	59
Total	561		626	634	641	645	652	658	666	669	674	678

Earhart												
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
TK	24		26	26	26	26	26	26	26	26	26	26
K	100		103	105	108	108	106	106	107	107	107	108
1	103		102	105	107	110	110	108	108	109	109	109
2	101		102	101	104	107	109	109	107	107	108	108
3	99		99	101	100	102	105	107	107	105	106	106
4	95		97	98	99	98	100	103	105	106	104	104
5	96		96	99	99	100	99	102	105	107	107	105
6												
Total	**618**		**625**	**634**	**643**	**651**	**655**	**661**	**665**	**667**	**666**	**666**

Edison												
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
TK												
K	72		74	76	77	78	76	76	77	77	77	78
1	75		73	74	76	78	78	77	77	77	77	78
2	87		81	79	81	83	84	85	83	83	84	84
3	91		92	86	84	85	87	89	89	88	88	88
4	90		95	96	90	88	89	91	93	93	92	92
5	69		90	95	96	90	88	90	92	93	94	92
Total	**484**		**505**	**506**	**504**	**502**	**503**	**508**	**511**	**512**	**511**	**511**

Franklin												
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
TK												
K	47		48	50	51	51	50	50	50	50	50	51
1	49		48	49	50	51	51	50	50	51	51	51
2	49		48	47	48	49	50	50	49	49	50	50
3	46		48	47	45	46	48	49	49	48	48	48
4	58		48	50	49	48	49	50	51	51	50	50
5	62		61	51	53	52	50	51	53	54	54	53
Total	**311**		**300**	**292**	**295**	**296**	**298**	**301**	**302**	**303**	**303**	**303**

Haight												
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
TK	23		26	26	26	26	26	26	26	26	26	26
K	72		74	76	77	78	76	76	77	77	77	78
1	92		76	77	79	81	81	80	80	80	80	81
2	50		89	72	74	76	78	78	76	77	77	77
3	73		50	89	73	74	76	78	78	77	77	77
4	64		72	49	88	71	73	75	76	77	75	75
5	64		67	74	52	90	74	76	78	79	80	78
Total	**438**		**452**	**463**	**469**	**497**	**484**	**489**	**491**	**493**	**492**	**492**

Lum												
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
TK												
K	94		96	99	101	101	100	100	100	100	101	101
1	93		96	98	101	103	103	101	101	102	102	102
2	75		92	95	97	100	102	102	100	101	101	101
3	75		78	95	97	100	102	104	105	103	103	103
4	75		75	77	95	97	100	102	104	105	103	103
5	97		77	77	79	97	99	102	104	106	107	105
Total	**509**		**514**	**541**	**570**	**598**	**606**	**612**	**615**	**617**	**616**	**616**

Maya Lin												
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
TK	20		26	26	26	26	26	26	26	26	26	26
K	52		53	55	56	56	55	55	55	56	56	56
1	53		55	57	58	59	59	58	58	59	59	59
2	49		53	55	57	58	59	59	58	58	59	59
3	48		44	48	50	52	53	54	54	53	53	54
4	53		53	48	52	55	56	57	59	59	58	58
5	50		53	52	48	52	54	56	57	58	58	57
Total	**325**		**336**	**341**	**348**	**358**	**363**	**366**	**368**	**369**	**369**	**369**

Otis												
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
TK												
K	100		103	105	108	108	106	106	107	107	107	108
1	99		102	105	107	110	110	108	108	109	109	109
2	103		101	104	106	109	111	112	110	110	110	111
3	77		105	103	106	109	111	114	114	112	112	113
4	104		80	108	106	109	111	114	116	116	114	115
5	82		109	85	113	111	114	116	119	121	121	119
Total	**565**		**599**	**609**	**646**	**654**	**663**	**669**	**673**	**675**	**674**	**674**

Paden												
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
TK	19		26	26	26	26	26	26	26	26	26	26
K	51		52	54	55	55	54	54	54	55	55	55
1	50		48	49	51	52	52	51	51	51	51	52
2	50		49	47	48	49	50	51	50	50	50	50
3	50		50	49	47	48	49	50	51	50	50	50
4	44		49	49	48	46	47	48	50	50	49	49
5	65		44	49	49	48	46	47	48	50	50	49
Total	**329**		**318**	**322**	**323**	**324**	**324**	**327**	**329**	**330**	**330**	**330**

Ruby Bridges											
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
TK												
K	93		95	98	100	100	98	99	99	99	100	100
1	102		91	93	96	98	98	96	96	97	97	97
2	82		95	84	86	89	91	91	89	89	90	90
3	114		80	93	82	84	87	89	89	87	87	88
4	101		115	81	94	83	85	88	90	90	88	88
5	87		90	104	70	83	71	74	76	78	79	77
Total	**579**		**566**	**552**	**527**	**536**	**530**	**536**	**539**	**541**	**540**	**540**

Lincoln											
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
6	289		272	284	276	266	299	285	295	305	313	314
7	313		299	282	294	287	277	309	296	305	315	323
8	354		321	308	291	302	295	285	318	304	314	324
Total	**956**		**893**	**873**	**861**	**856**	**871**	**880**	**908**	**914**	**942**	**961**

Wood											
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
6	136		129	135	132	127	141	134	139	144	147	148
7	121		147	140	146	143	136	150	144	149	153	157
8	172		135	161	154	160	155	149	162	156	161	165
Total	**429**		**411**	**436**	**431**	**429**	**432**	**433**	**445**	**448**	**461**	**470**

Junior Jets											
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
6	113		106	111	108	104	117	112	115	119	122	123
7	39		113	107	112	109	105	118	113	116	120	123
8	32		39	113	109	114	111	107	120	115	118	122
Total	**184**		**258**	**331**	**329**	**327**	**333**	**337**	**348**	**350**	**361**	**369**

Alameda											
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
9	448		454	438	488	468	482	473	461	500	484	495
10	397		465	471	456	506	485	499	490	478	517	501
11	485		399	467	473	457	507	487	501	492	480	519
12	428		472	385	454	459	444	494	473	487	479	467
Total	**1,758**		**1,789**	**1,762**	**1,870**	**1,890**	**1,918**	**1,953**	**1,926**	**1,958**	**1,960**	**1,982**

Encinal											
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
9	279		284	275	306	293	300	295	287	311	301	309
10	256		292	298	288	319	305	312	306	299	323	313
11	261		239	276	281	271	301	286	293	288	280	305
12	242		240	218	255	260	249	278	263	271	265	258
Total	**1,038**		**1,056**	**1,067**	**1,130**	**1,144**	**1,154**	**1,171**	**1,150**	**1,168**	**1,170**	**1,184**

Island											
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
10	3		2	2	2	2	2	2	2	2	2	2
11	29		40	39	39	39	39	39	39	39	39	39
12	140		112	123	122	122	122	122	122	122	122	122
Total	**172**		**154**	**164**	**163**	**163**	**163**	**163**	**163**	**163**	**163**	**163**

ASTI											
Grade	**13-14**		**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
9	48		49	47	52	50	52	51	49	54	52	53
10	42		43	43	42	47	45	46	46	44	48	47
11	39		39	39	40	38	44	41	43	42	41	45
12	41		41	40	41	42	40	45	43	45	44	43
Total	**170**		**171**	**170**	**175**	**177**	**180**	**184**	**181**	**185**	**185**	**187**