

K-12 Restructuring Task Force

March 20, 2008 – Charted Notes

Examine Problem Statement and Task Force Charge

- Fiscal solvency (using “viable” may be more comprehensible)
- Serve students here and now but also looking to the future needs
- Maximize resources (efficiency)
- Long term/short term
- Funding sources (categorical vs. general fund)
- What are the conditions we just have to deal with? Make explicit!
- Politically charged? What/How to address issue of haves and have nots – equity for our students across the district.
- How to work with changing times and socio-economic/community issues?
- Communication – internal and external constant –on-going
- “Equity” – need to work on understanding in relation to excellence as well as what does it mean to our district operations. What does it mean to us in this room?
- Quality of education – parents need and want this to be addressed
- Struggle with own site issues, what about “my” own bias, opinions – defining terms is essential
- Parcel Tax vs. No Parcel Tax: (Plan A / Plan B)
- Acknowledge/recognize the history of Alameda
- To what degree are we stakeholders?

Data sources/Information needed

- Facility capacity report
- Demographic study
- Percentage of interdistrict/Allen Bill students
- Transient-data? Mobility
- Board Policy Statement on Equity
- Excellence and Equity Board handout
- Boundary map
- Cost analysis - elementary, middle, high school
- How many portables can each site have? What are the costs to add portables?
- Conduct survey – school perceptions-to take a look at how we can do this
- Why do students come back/leave? *
- Alameda City – how many students could be in our system? Why not? *
- City Planning?
 - Exit survey of parents/students
 - What's happening with the base?
 - City data – neighborhood projections?
- What are common curriculum standards across the district – instructional materials/textbooks?
- What's the individual school site capacity

*Not readily available – need to build system for data

Essential Questions to focus on as we work

1. How do we ensure we have the programs that kids need while we pursue this work? After high school = multiple paths – What do we need to have in place to ensure kids have tools towards these paths?
2. How do we put choice/options back on the table for parents and students?
3. Politically charged? What/how to address issues of haves and have nots– equity for our students across the district?
4. Communication – internal and external constant – ongoing.
5. How can our systems/operations be maximized to deliver the educational program?
 - Grade configurations
 - School attendance boundaries
 - School closures
 - Common facilities (theater, fields, etc.)
 - Schools within a school
 - District charter schools
 - Magnet schools
 - Online/long distance learning
6. How do we ensure we have the programs that kids need while we pursue this work?
7. What do we need to have in place to ensure kids have tools towards these paths?
8. “Equity” – need to work on understanding in relation to excellence