SAN ANTONIO ISD

DEVELOPING A PLAN FOR EXCELLENCE, EQUITY AND EFFICIENCY COMMUNITY-BASED LONG RANGE FACILITIES PHASE 3 TASK FORCE

Meeting #7

January 17, 2009

On Saturday, January 17, 2009, the Community-Based Long Range Facilities Phase 3 Task Force held its seventh meeting from 9:00 a.m. – 2:00 p.m. The agenda for the meeting is attached. Twenty-one community members and SAISD staff who are serving as resource members on the Task Force were in attendance.

The committee members reviewed the Guiding Principles that Affect High School Boundaries they developed for their work with the high schools and made the decision that all of the guiding principles were applicable for their work with middle school boundaries. A recommendation was made to delete the numbering system and consider all of the principles with the same importance. The group agreed to the recommendation.

The committee was divided into two groups based on the work they did on the high school boundary areas. A sample of middle school boundaries was shared with each group based on the high school boundary areas they developed. Each group worked to develop a proposal and discussed pros and cons to their proposal that will be shared with the large group at the next meeting.

Carr Hornbuckle, Pfluger and Associates, presented information regarding the cost of renovating six high schools in comparison to renovating five high schools. The committee members asked for information about operating costs for high schools and the cost of renovating eight high schools. That information will be shared at the next meeting.

The next meeting of the Task Force is scheduled for Saturday, January 24, 2009, 9:00 a.m. – 2:00 p.m.at Travis Early College High School. A light breakfast will be served at 8:30 a.m.

SAN ANTONIO ISD

LONG RANGE FACILITIES COMMITTEE

PHASE 3

DEVELOPING A PLAN FOR EXCELLENCE, EQUITY AND EFFICIENCY

January 17, 2009

9:00 a.m. - 2:00 p.m.

Agenda

1. Development of Guiding Principles for Middle Schools

Large group

2. Middle school boundary sample

Mark Castillo

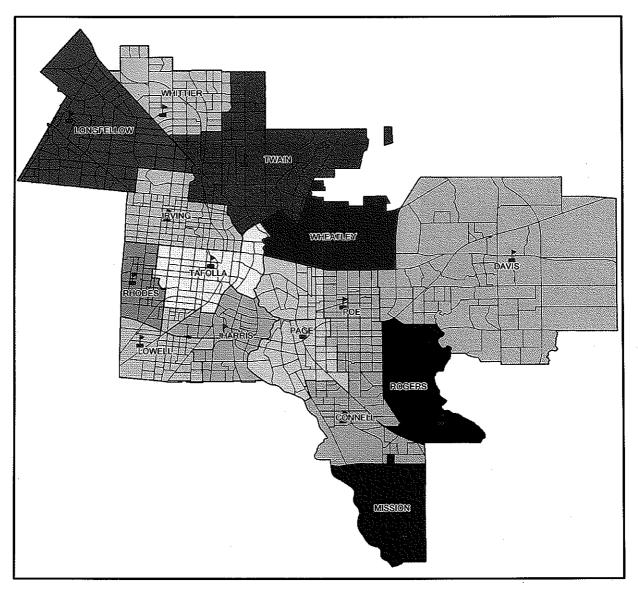
3. Development of proposed middle school scenarios

Small groups

- 4. Next meeting
 - Saturday, January 24, 2009
 - 9:00 a.m.- 2:00 p.m.
 - Arrive at 8:30 for a light breakfast

Current MS Home Attendance Boundary Population

SCHOOL	%	G6-8	G6	G7	G8
CONNELL\MISSION	7.9%	810	261	285	264
DAVIS	8.4%	859	287	301	271
HARRIS	6.0%	619	195	230	194
IRVING	10.5%	1077	359	342	376
LONGFELLOW	10.0%	1028	371	351	306
LOWELL	6.1%	632	205	186	241
PAGE	6.2%	637	178	216	243
POE	5.6%	573	179	185	209
RHODES	5.5%	561	193	183	185
ROGERS MS	6.0%	618	195	188	235
TAFOLLA	5.7%	589	211	189	189
TWAIN	8.9%	918	321	278	319
WHEATLEY	5.2%	537	205	174	158
WHITTIER	8.0%	821	267	291	263
TOTAL	100.0%	10279	3427	3399	3453



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GUIDING PRINCIPLES

FOR DEVELOPING HIGH SCHOOL BOUNDARIES

- 1. Maintain the integrity of school communities by keeping clean feeder patterns.
- Consider the cost benefit analysis reported in the Facilities Gap Analysis of SAISD, but consider enrollment, student mobility and academic success, as well.
- 3. Maintain neighborhood communities.
- 4. Ensure all facilities' reviews of SAISD assets are aligned with the Facilities Gap Analysis of SAISD, taking into consideration the following in general:
 - · Age and value of facilities/locations
 - Opportunity for re-use
- 5. Avoid closing schools that have been determined as the best suited for use as a school in the future in the Facilities Gap Analysis report, but do so if necessary.
- 6. Consider current and future revitalization and potential growth.
- 7. Establish boundaries using natural and man-made barriers/boundaries.
- 8. Move as few students as possible away from a school that is remaining open.
- 9. Redrawing high school boundaries should lead to cost efficient transportation costs.
- 10. High schools should be located geographically spread within the district.



December 2008 Facilities Strategic Planning

Key Messages

- Years of declining enrollment have had a devastating impact on the District affecting the program offerings and performance of our schools.
- We must evolve and restructure the entire District to adapt to the changed environment.
- We need fewer, but better schools.
- We have formed a community-based committee to help us develop a long-term plan for improving our schools (in terms of efficiency and performance).

Talking Points

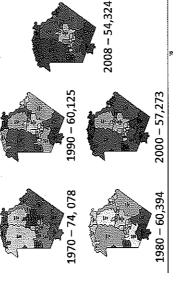
SAISD is in the midst of a multi-phased strategic planning process – which is aimed at ensuring that all students have access to quality, high-performing schools

- I. This is about looking closely at the reality of our situation – and adapting to a changed environment:
- In 1970, SAISD was the largest school district in Bexar County with a student population of more than 74,000.
 - But, as happens in all cities, people begin to move outward. And over the last 40 years our student population has decreased by 36%, yet 90% of our schools remain,
- We have so many schools that many are under-utilized.
- The population shift has had a significant impact on our District – affecting the offerings and performance of our schools.

- In schools with low enrollment, students
 don't have access to the electives and
 extra-curricular activities that provide a
 well-rounded education. For example,
 under-populated schools are unable to
 offer band, art, P.E., Spanish and other
 electives.
- Last year we consolidated several middle schools – and today, with higher enrollment, those students now have access to many more courses and activities (see chart).
- We want all of our students to have access to schools with a comprehensive curriculum, extracurricular activities, and buildings in good condition.
- We know that we need fewer schools and for the schools to be raised to a better standard.
- III. To find the solutions, we have formed a community-based committee to study this issue, and to make recommendations.
- With this teams' work, we will be able to bring the community a long-term plan that looks at the best options for improving our schools.
- The committee has already completed Phases I & II – out of a 4-phased process. Those initial phases defined the standards for our schools – for facilities, programs, curriculum and other needs.
- We are now in Phase III, which will go through March 2009.
- This phase involves developing a strategic plan for our facilities – looking out over 10-12 years at what we need to do to accommodate our students, including possible boundary changes.
 - We need to reconfigure the entire
 District to keep up with the change.
- The plan could involve consolidations, renovating or building new schools with changes occurring over many vears.

- We expect initial recommendations in February, and at that time we will hold community meetings in several locations, to get the community's input.
- We will be heavily communicating the dates and locations of these meetings.
- In March, the committee will present their recommendations to the Board. If they are approved, we will move into Phase IV, the final phase.
- For Phase IV, the committee will provide recommendations on the prioritization and phasing of the work – and then we'll look at pursuing a bond program.

SAISD Student Population by Decade



Colors represent level of change in population.

% increase	1- 1-26- 51 //6- 25 50 75 (60
% Decrease	1. 28. 51. 76. 25 50 75 100

Academic Benefits: 2007-08 Consolidations Larger Enrollment = More Elective Offerings

		
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