



Facilities and Bond Planning Advisory Committee

February 6, 2017

5:30 PM

Lamar Middle School, Cafeteria
6201 Wynona Avenue, Austin TX 78757

Purpose. The Board of Trustees appoints citizens to the Facilities and Bond Planning Advisory Committee (FABPAC) to evaluate capital improvement needs of the district and to provide recommendations to the Board of Trustees on long-range facilities planning; amendments to the Facility Master Plan; and the scope of work and timing of future bond programs. More information can be found at AISDFuture.org

	AGENDA ITEM	TIME	STRATEGIC PLAN COMMITMENTS (IF APPLICABLE)
1.	Call to Order <ul style="list-style-type: none">Overview of Meeting GoalsWelcome from Principal	5:30 p.m.	
2.	Citizens Communication*	5:40 p.m.	9
3.	Discussion and Feedback on: <ul style="list-style-type: none">Community Collaboration Series #3Potential Revisions to Preliminary RecommendationsPossible Locations for Wrap-Around CentersPreliminary Budget Estimates	5:50 p.m.	9, 10
4.	Discussion of Committee Operations, Future Meetings Dates, Locations and Agenda Items	8:50 p.m.	9, 10
5.	Adjourn	9:00 p.m.	

*All regular meetings of AISD advisory bodies are open to the public. If you would like to speak before a district advisory body during a regular meeting, please consult the [Citizens Communications and Visitor Guidelines](http://www.austinisd.org/advisory-bodies), which can be found on the AISD website under Advisory Bodies (<http://www.austinisd.org/advisory-bodies>.) Citizens Communication is limited to 10 minutes.

Notice: Prior to the FABPAC Meeting, district staff will host a tour of Lamar Middle School. Attendees may include FABPAC committee members and members of the AISD Board of Trustees. The tour is open to the public.

The tour will start at 5:15 p.m. Those interested in taking the tour should assemble in the school's cafeteria a few minutes before the tour's start time.

MEMO

AISD FMP PLAN: REVIEW OF FEEDBACK PER VERTICAL TEAM

DATE: February 4, 2017 (UPDATED)

DISTRIBUTION: FABPAC

CC: Dr. Paul Cruz, AISD
Nicole Conley, AISD
Paul Turner, AISD
Beth Wilson, AISD
Melissa Laursen, AISD

Topic: AISD FMP Community Collaboration Series no. 3 Debrief (updated draft – week 1 & 2)

This memo represents the high level synthesis by the B&D Team of comments and feedback received during Community Collaboration Series no. 3. The focus of this memo is on feedback and new information received that has the potential to inform refinements and adjustments to the FABPAC's preliminary recommendations based upon the B&D Team's review of feedback and new information received to date.

The comments and summary of feedback received are organized by Vertical Teams in order by meetings to align with the larger engagement summary reports. An interim draft was reviewed as part of a debrief session on January 30, 2017 that included available AISD staff, FABPAC members, and B&D Team members. It was expanded following that meeting as presented here. A second draft outline was reviewed during a second debrief meeting on February 3, 2017.

FABPAC members can also review the detailed Feedback Memo originally circulated on January 30th and February 2nd (re-attached here and updated as a draft thru meetings held through February 1, 2017). A second attachment provides counts of attendees and an estimate of number of comments received per school.

Document flow:

- | | |
|---------------------------|---------------------------|
| 1. McCallum Vertical Team | 7. Eastside Vertical Team |
| 2. Akins Vertical Team | 8. Anderson Vertical Team |
| 3. Crocket Vertical Team | 9. Lanier Vertical Team |
| 4. Reagan Vertical Team | 10. Austin Vertical Team |
| 5. LBJ Vertical Team | 11. Bowie Vertical Team |
| 6. Travis Vertical Team | 12. Special Campuses |

Each school is reviewed. School names in **green** reflect where comments received either reinforced the project or were limited and the preliminary recommendation is overall objective and data-based, without actions such as consolidations or major program changes. School names in **yellow** reflect where comments received provided some additional context supporting slight refinements to project recommendations. Lastly, school names in **red** indicate where an expanded FABPAC discussion is required, based on comments received or at FABPAC member request.

McCallum Vertical Team Review

McCallum HS:

Comments received generally confirmed agreement with preliminary recommendation as presented. No adjustment suggested.

Kealing MS:

Comments received generally confirmed agreement with preliminary recommendation as presented. Desire to discuss potential targeted projects in advance of the renovation as part of bond planning (e.g. warm/safe/dry, theater, media center, lighting, track, etc.). No adjustment suggested.

Lamar MS:

Comments received generally confirmed agreement with preliminary recommendation as presented. Desire to expand targeted projects beyond direct Reinvention Project for Fine Arts Academy in advance of the renovation as part of bond planning (e.g. warm/safe/dry, meeting spaces, etc.). No adjustment suggested.

Blackshear ES:

Comments received generally confirmed agreement with preliminary recommendation as presented. Ensure project preserves historic significance of the campus as the first African American school building in this part of Texas. No adjustment suggested except adding historic significance within narrative.

Brentwood ES:

Comments received focused on overcrowding and expanding program (e.g. mentioned Fine Arts Academy is being discussed). New projections reflect a larger increase in students sooner than previously understood (719 students by SY2020/21). This would now require additional space be added to the campus. Additionally, structural assessment results suggest that this project occur earlier than the 6 – 12 timeframe.

Brown ES raised a question if there could be a boundary adjustment with Brentwood to expand the live-in population. Brown is within the Reagan vertical team and will be combining with Webb Primary which will result in a well enrolled school.

Suggest that the preliminary recommendation to a planned capacity of 696 students from an existing capacity of 585 and advance the timeframe to years 1 – 6 to address structural issues per the assessment and need to provide capacity for population growth.

Campbell ES:

Comments received focused on maintaining a school in this neighborhood while understanding the discussion around a potential split grade level campus with Maplewood. Requires discussion, see following section.

Gullett ES:

No specific comments received. No adjustment suggested, project as written is objective and data-driven.

Highland Park ES:

No specific comments received.

New information: the new demographics report projects a larger and faster increase in students living within the boundary for up to 702 by 2021/22 for Highland Park. The current preliminary recommendations is to not change its current capacity during the project and stay at 606 students. There are minimal opportunities for a boundary adjustment (possibly 50 seats at a new Casis building).

Adjust planned capacity to 696 for Highland Park (pending a confirmation site can expand) and a timeframe of years 1 - 6

Lee ES:

Comments were focused on age of building, space needs, and perception they are increasing in students. Updated demographics have a minimal increase in students living in the boundary that will not require a capacity increase. Confirmed desire for flexible learning spaces and modernized spaces. No adjustment suggested, project as written is objective and data-driven.

Maplewood ES:

Comments received focused on the understanding the discussion around a potential split grade level campus with Maplewood and current overcrowding. New information pertains to updated demographic projection. Requires discussion, see following section.

Oak Springs ES:

No specific comments received. No adjustment suggested, project as written is and data-driven.

Reilly ES:

Limited comments received from attendees identified with Reilly and were focused on understanding the discussion points for a potential consolidation with Ridgetop. Requires discussion, see following section.

Ridgetop ES:

Comments received focused on understanding the discussion points for a potential consolidation to Reilly to increase capacity for current program. Requires discussion, see following section.

McCallum Vertical Team Detailed Discussion Points:

Campbell / Maplewood

1. Comments raised for split campus options:

- a. Concerns included: added grade level transition, operations and administration across two sites, allocation of Title 1 funding for combined boundary (note – preliminary analysis suggests combined boundary would still maintain Title 1 status), accountability (note: starts at 3rd grade), the two campus cultures are currently very distinct and different (Maplewood is more flexible/open while Campbell is more rigid/structured).
- b. Maplewood: concern about displacing families who have traditionally attended Maplewood with a boundary adjustment to Campbell
- c. Campbell: feel school is central part of the community and school has had positive changes in the last couple of years with new projects; other comments received about dual language or fine arts academy.
- d. Attendees requested more combined discussions and better understanding of what split campus model would entail.

2. New information: Maplewood

- a. New live-in student population projection is to 581 students in ten-years instead of 670. Thus if build to 522 student capacity (3-section elementary school) and all neighborhood students enrolled utilization would be around 111%. This would limit ability to accept transfers.

- b. A smaller boundary adjustment could still be explored with Campbell to be efficient with an expansion project at Maplewood and provide more students to this under-enrolled nearby campus.
- c. Construction management confirmed some expansion is possible at Maplewood by tearing down a portion of the campus and rebuilding to two stories but most likely not much beyond current planned capacity due to need to expand core spaces to match.

DRAFT Consideration: With revised demographic projections for Maplewood estimating a smaller growth over time than before, suggest AISD first explore boundary adjustment with Campbell by BAC while expanding Maplewood to 522 students and continue discussions on split campus and if deemed appropriate, adjust plan accordingly.

Ridgetop & Reilly

1. Comments on Ridgetop's academic programming:

- a. Maintaining wall-to-wall, two-way, dual language program is very important to Ridgetop.
- b. Implementing as a World Language would most likely dilute their program's goal of complete immersion of the current dual language program.
- c. Expanding the amount of students was perceived to some as important for supporting the program and the ability to meet better ratios of ELL and SLL students.
- d. Some comments suggested expanding enrollment was important while others said staying at current levels was preferable with a varying definition of "small" (250, 300, 400, etc.).
- e. Reilly program clarification and strategic plan requested in relation to consolidation.
- f. New information:
 - a. Per AISD, Reilly is developing a Mandarin program. A two academy model could be feasible on one site.
 - b. New demographic report have live-in population projected to decline to about 153 students (last year's report was down to 203 students).

2. Comments on facility

- a. Comments received challenged the notion that the Ridgetop building cannot expand (one parent provided a concept drawing).
 - a. Construction Management reviewed the concept and found it was missing some key assumptions (e.g. spaces were not fully in line with the Ed Spec, buildings on required retention areas, etc.).
 - b. Also assumed partnerships for parking could be sought but risky and commitment needed to provide adequate parking as required.
- b. Thus advise that there is a continued assumption that expanding capacity is very challenging.

3. Comments on community

- a. Requested continued discussions between the two schools.

DRAFT Consideration:

Ridgetop is supportive of ongoing strategic discussions on how AISD can support the goal of preserving the current program while providing seats for more ELL students. Continue to assume the current building has limited ability to expand. Draft FMP recommendation to reflect to have ongoing discussions and future project will depend on outcomes.

Akins Vertical Team Review

Akins HS:

There was an interest expressed in including more rigorous academic programming at Akins and within the vertical team like those offered McCallum, Anderson, and LASA (e.g. IB programming or another specialized magnet). Comments were received about overcrowding at Akins and ability for students to choose a magnet in the south or LASA. Overall, comments received generally confirmed agreement. No adjustment suggested with a note for academics to discuss any future program changes (e.g. IB).

Paredes MS:

No specific comments received. No adjustment suggested, project as written is objective and data-driven.

Blazier ES (including New Relief School and Future Elementary School):

Comments focused on overcrowding and understanding the solutions within the preliminary recommendations and confirmed urgency to have adjacent building built. No adjustment suggested, project as written is objective and data-driven.

Casey ES

No specific comments received.

FABPAC sequencing comment: FCA Score is 34 and the range for Poor is 30 to 49 thus on the lower end of poor and felt they should be in years 1- 6. No adjustment suggested, project as written is objective and data-driven. Adjustment of timeframe dependent on budget projections of projects in years 1 – 6.

Kocurek ES

No specific comments received. New information: the new student demographic report reflects more growth for Cowan and Baranoff and Kocurek may be required to get larger and have a boundary adjustment to relieve overcrowding. Requires discussion, see Bowie Vertical Team.

Langford ES:

No specific comments received except a statement about concerns for competition with Blazier. No adjustment suggested, project as written is objective and data-driven.

Menchaca ES:

Comments focused on overcrowding and understanding the timeframe for solutions. The student projections reflect a larger increase in students sooner (818 students by next school year as opposed to 754 in last year's report). Additional comments related to remaining at the current site and the opportunities provided by the acreage for expanding and/or rebuilding the campus and providing space for other uses.

FABPAC sequencing comment: FCA Score is 32 and the range for Poor is 30 to 49 thus on the lower end of poor and felt they should be in years 1- 6.

The B&D Team suggest that the timeframe be adjusted to years 1 – 6 to relieve overcrowding sooner and address poor conditions.

Palm ES

No specific comments received. No adjustment suggested, project as written is objective and data-driven.

Perez ES

No specific comments received. New information: revised demographics now report a decrease in live-in population that presumably will relieve current overcrowding and the building will no longer need an addition. Suggest planned capacity adjust from 696 to 617 (current capacity) and adjust timeframe from 6 to 12 years since in average condition and be noted for the 12 to 25 timeframe.

No preliminary recommendations require a more detailed review within this vertical team.

Crockett Vertical Team Review

Crockett HS

Comments received included looking at boundary adjustments with surrounding high schools (e.g. Bowie and Akins). Other comments indicated the desire to support their fine arts program with appropriate spaces as well as other programs. Desire to discuss potential targeted projects in advance of the renovation as part of bond planning (e.g. warm/safe/dry, technology, fine arts, etc.). No adjustment suggested (already mentions BAC review of boundary adjustment with Akins and review targeted projects as part of bond planning since not an Academic Reinvention Program).

Bedichek MS

No specific comments received. Correction to typo for planned capacity ("971" was incorrectly entered instead of "941" which is the existing capacity). No adjustment suggested, project as written is objective and data-driven.

Covington MS

Comments received focused on confirming the program was not to be consolidated into a grade 6 – 12 program at Crockett and included improvements for their Fine Arts Academy and robotics program. Suggested that excess space options could include partners that are related to Fine Arts to help support their programs. Overall, confirmed support for earlier targeted project for the Fine Arts Academy and future modernization. No adjustment suggested.

Boone ES

No specific comments received. No adjustment suggested, project as written is objective and data-driven.

Cunningham ES

Comments focused on desire for modernization work sooner than later and expressed feelings that this area of Austin has been neglected and how work can help students feeding into Covington MS. No adjustment advised, project as written is objective and data-driven and timing associated with level of condition.

Galindo ES

Comments focused on after-school activities and programs continuing to support the current and future student enrollment if consolidation occurs. Limited participation. Adjustment dependent on discussions regarding Dawson.

Joslin ES

Comments received focused on understanding the discussion around consolidation. Requires discussion, see following section.

Odom ES

No specific comments received.

FABPAC sequencing comment: FCA Score is 34 and the range for Poor is 30 to 49 thus on the lower end of poor and felt they should be in years 1- 6. No adjustment suggested, project as written is objective and data-driven. Adjustment of timeframe dependent on budget projections of projects in years 1 – 6.

Pleasant Hill ES

No specific comments received.

FABPAC sequencing comment: FCA Score is 38 and the range for Poor is 30 to 49 thus on the lower end of poor and felt they should be in years 1- 6. No adjustment suggested, project as written is objective and data-driven. Adjustment of timeframe dependent on budget projections of projects in years 1 – 6.

St. Elmo ES

Limited comments for St. Elmo. Raised questions on parking. Adjustment dependent on discussions regarding Dawson (due to Galindo boundary adjustment).

Sunset Valley ES

Limited comments for Sunset Valley. Raised question on opt-out options for dual language program and impact to enrollment decisions (e.g. students with disabilities and learning challenges). Adjustment of description (potential boundary adjustment) dependent on discussions regarding Joslin.

Williams ES

No specific comments received. No adjustment suggested, project as written is objective and data-driven.

Crockett Vertical Team Detailed Discussion Points:

Joslin

1. **Discussion point: why are we considered for consolidation when we're "only 1 % below" the targeted utilization?**
 - a. **Notes on criteria:**
 - i. Utilization further decreased in school year 2016-17 to 69%; under-enrollment occurred in SY15/16 and SY16/17
 - ii. Transfer students make up a large portion of enrollment
 - iii. Previous projection report had a slight decrease in population
 - iv. New projection report has population remaining relatively the same over the next 10 years vs. slight decrease, thus most likely to continue to be under-enrolled unless increase transfer student rates
 - v. Discussed how they like their small school size and culture and are open to discussions on how to increase enrollment.
 - b. **Other discussion points raised:**
 - i. Feel location is on major bus route
 - ii. Believe their ideal school size for a small elementary school is around 400 students
 - iii. Feel academic performance is important
 - iv. Culture of school should be taken into account
 - v. Concern about waiting until timeframe of 6 to 12 years
2. **Discussion point: can you expand the Joslin boundary from nearby schools to improve live-in student population?**
 - a. Note - none of the adjoining boundaries have schools with overcrowding due to in-boundary student populations (Barton Hills, Zilker, Galindo, St. Elmo, Sunset Valley). If overcrowded, it is due to transfer students.
3. **Discussion point: what about potential zoning changes in the Joslin area and impact to housing?**
 - a. Community members indicated density increases are coming to the neighborhood through the CodeNEXT.
 - b. The code is currently a draft and is scheduled to be voted on in April/May of 2018.

DRAFT Consideration:

Include future review milestones with targeted goals for enrollment to support decision points and continued strategic discussions.

Reagan Vertical Team Review

Reagan HS

Comments on Reagan High School were limited, points raised that all schools within the vertical team should be community-school model. No adjustment suggested, project as written is objective and data-driven.

Dobie MS

Participation was limited and raised concerns about vertical team and would like students to only track to Reagan. Also raised concerns about nearby charter schools and some expressed interest in discussing K-8 models. K-8 model would significantly adjust the boundary and at this AISD feels it is not feasible. No adjustment suggested.

Webb MS

Participation was limited and raised concerns about vertical team and how students track to Lanier and Reagan and would like to only track to Reagan and some expressed interest in discussing K-8 models. No adjustment suggested.

Barrington ES

No specific comments received. No adjustment suggested, project as written is objective and data-driven.

Brown ES

Most confirmed urgency for providing a new building and re-opening the elementary school as soon as possible. Some raised the question if there could be a boundary adjustment with Brentwood ES to help increase student live-in population zoned to the school. Brentwood is projected to become overcrowded with new demographic report, however, with Webb Primary consolidation, no need for additional students. Also raised questions about implementing a small K-8 model at Brown. Other comments pertained to design ideas for the new school.

As comments on K-8 were limited and implementing the boundaries would be challenging, no adjustment suggested. No boundary adjustment with Brentwood due to location of students in that boundary and Webb Primary consolidation.

Dobie Pre-K Center

No specific comments received. No adjustment suggested, project as written is objective and data-driven.

Graham ES

No specific comments received. No adjustment suggested, project as written is objective and data-driven.

Hart ES

Concerns raised about time to wait for improvements and charters being perceived to have better buildings and programs. No adjustment suggested, project as written is objective and data-driven.

Pickle ES

No specific comments received. No adjustment suggested, project as written is objective and data-driven.

Walnut Creek ES

No specific comments received. No adjustment suggested, project as written is objective and data-driven.

Webb Primary

Raised questions on future staff and programming and continued operation as a K-8 model. As mentioned with Webb MS, challenging boundary adjustment for area and not deemed feasible at this time. No adjustment suggested.

Winn ES

Comments focused on Montessori Program. Also want to consider other programs like STEM and community schools model and a potential parent resource center. Suggest that Winn's description include it be considered for an expanded community center based on comments and initial interest expressed. FABPAC request to look at boundary.

Reagan Vertical Team Detailed Discussion Points:

Brown, Webb MS, and Webb Primary

1. Webb MS:

- a. *Demographics: projected to have between 1,010 and 781 students living within the boundary from now thru 2026/7 (per recent report)*
- b. Participation was limited and raised concerns about vertical team and how students track to Lanier and Reagan and would like to only track to Reagan.
- c. Expressed interest in discussing K-8 models and a stable feeder pattern.
- d. A K-8 model would continue relationship with Webb Primary, currently housed within portables.
- e. Would likely require another elementary school boundary to support a 4-section elementary school.
- f. Unclear if understand potential impact to middle school enrollment numbers and boundary (may need to decrease to support a K-8 model).

2. Webb Primary:

- a. *Demographics: projected to have between 386 to 315 students living within the boundary from now thru 2025/6 (per last year's report)*
- b. Expressed desire to maintain K-8 model informally in operation on Webb MS site.
- c. Preliminary recommendation suggest consolidation into Brown.
- d. Want to approach Brown to discuss a K-8 model since elementary school numbers would need to increase to achieve a more formal K-8 model.

3. Brown ES:

- a. *Demographics: projected to have between 400 and 341 students living within the boundary from now thru 2026/7 (per recent report)*
- b. Raised question if there could be a boundary adjustment with Brentwood ES to help increase student live-in population zoned to the school and balance utilization across these two schools.
- c. Brentwood is projected to become overcrowded with new demographic report.
- d. Some attendees also raised questions about implementing a small K-8 model
- e. Other comments pertained to design ideas for the new school and concern that project happen as soon as possible.

DRAFT Consideration:

Realigning boundaries for a K-8 model at any of these sites will be very challenging. At Webb Middle School, it would most likely require decreasing the middle school enrollment by about two-thirds and the elementary level enrollment to double from what is currently at Webb Primary. If implemented at Brown ES, it would decrease nearby Webb Middle School by about 200 to 300 students and it would become under-enrolled.

LBJ Vertical Team Review

LBJ HS

Comments received focused on understanding the discussion points for the relocation of LASA. Requires discussion, see following section.

Garcia YMLA

Comments received focused on future innovations to the program. Adjusting to grade levels 6 – 12 was raised, understanding that it requires reviewing the impact to area high schools and building modifications to separate grades 6 – 8 and 9 – 12. Additionally, discussion points included considering a co-location of Sadler Means YWLA. Attendees stressed it would require modifications to separate the two programs.

Suggest FABPAC adjust description minimally to include suggested areas for further discussion after the FMP and thru the program's evaluation at its 5-year mark (e.g. grade level re-alignment, transportation, co-location, etc.).

Sadler Means YWLA

Limited comments were received and focused on future innovations to the program. Adjusting to grades 6 – 12 was raised, understanding that it requires reviewing the impact to area high schools and building modifications to separate grades 6 – 8 and 9 – 12. Discussion point for considering a co-location of Sadler Means YWLA occurred with Gus Garcia YMLA. Attendees at that table stressed it would require modifications to separate the two programs.

Suggest FABPAC adjust description minimally to include suggested areas for further discussion after the FMP and thru the program's evaluation at its 5-year mark (e.g. grade level re-alignment, transportation, co-location, etc.).

New Mueller Co-Ed MS

Comments focused on understanding the potential feeder pattern to this school and substantiating the future enrollment with data. Requires discussion, see below.

Andrews ES

Comments received were limited and stressed the need for an innovative solution to support the socioeconomic disadvantaged families in this area. This is a campus with site constraints and 'permables' so adding space for community wrap around services may be challenging. Suggest FABPAC task AISD with looking at partnerships and continue with preliminary recommendation.

Blanton ES

Comments focused on a potential boundary adjustment with Mueller to help with diversity. The new demographic projections decreased the rate of growth in the future 808 to 671 students in ten-years. Therefore, there could be a small boundary adjustment from an adjacent boundary since Blanton has a capacity of 711 students but at this time, there appear to be no opportunities for relieving overcrowding since Maplewood has a potential adjustment with Campbell, who is under-enrolled. No adjustment suggested, project as written is objective and data-driven.

Harris ES

Comments received discussed lack of parking and desire for a multi-lingual program. No adjustment suggested, project as written is objective and data-driven.

Jordan ES

No specific comments received. No adjustment suggested, project as written is objective and data-driven.

Norman ES

Comments were focused on understanding consolidation of program and comparing sites. Attendees were open to developing a plan together for a consolidation. Both Sims and Norman have presented cases for their site serving as the future location of a consolidated program. New projections report a larger decrease in live in population over the next ten-years to 262 students.

Suggest that the FABPAC advance a recommendation that includes continued strategic discussions between Norman and Sims to further evaluate the site for the consolidated program and how the academic program should be designed, with the understanding that a Montessori program is part of this future plan.

Overton ES

No specific comments received. No adjustment suggested, project as written is objective and data-driven.

Pecan Springs ES

Comments were focused on understanding condition and felt FCA was one of the worst in the district.

FABPAC sequencing comment: FCA Score is 36 and the range for Poor is 30 to 49 thus on the lower end of poor and felt they should be in years 1- 6. No adjustment suggested, project as written is objective and data-driven. Adjustment of timeframe dependent on budget projections of projects in years 1 – 6.

Sims ES

Comments were focused on understanding consolidation of program and comparing sites. Attendees were open to developing a plan together for a consolidation. Both Sims and Norman have presented cases for their site serving as the future location of a consolidated program. New projections report a larger decrease in live in population over the next ten-years to 161 students.

Suggest that the FABPAC advance a recommendation that includes continued strategic discussions between Norman and Sims to further evaluate the site for the consolidated program and how the academic program should be designed, with the understanding that a Montessori program is part of this future plan.

LBJ Vertical Team Detailed Discussion Points:

LBJ HS & LASA & ALC

1. Academics

- a. LASA desire to increase to a larger student body is critical to diversity goals and their goal is to increase to 1,500 to 1,600 while maintaining a small school culture.
- b. Concern about future size of LBJ and impact to programs.

2. Facility & Community

- a. LASA @ LBJ:
 - a. Relocating is due to overcrowding and expansion goals, not directly tied to co-locations issues
 - b. Other concerns is about travel time and access from across AISD to LBJ
 - c. Raised questions on interim building conditions and overcrowding until FMP project is completed
 - d. Questions posed about any ability to build two campuses LBJ site to maintain two schools (w/ LASA expanding) if ALC is not advanced. Would not improve access to other areas of AISD.
- b. LASA @ ALC Site:
 - a. Concerns about the ALC site's ability to provide full co-curricular spaces to LASA
 - b. ALC site is currently under a feasibility study, preliminary review suggests most co-curricular spaces can be provided. Limitations would be on athletic fields.
 - c. Concerns raised about changing use of ALC site from smaller program to larger high school

- c. LBJ w/out LASA:
 - a. Concerns about LBJ's potential excess capacity if no longer co-locate and ability to operate a comprehensive high school with a small enrollment.
- d. Other:
 - a. Differing opinions on relocation of LASA beyond what FABPAC has heard to date
 - b. Concerns about displacing a school that would not otherwise relocate (e.g. Eastside)
 - c. Raised questions about a potential consolidation of Eastside and LBJ together as well as other creative solutions.

DRAFT Considerations: Assuming ALC site is feasible for providing the majority of co-curricular spaces for LASA, proceed with relocating LASA to that site.

New Mueller Co-Ed Middle School

- 1. **Academics / Community:**
 - a. Overall support for coed middle school options in the region while requesting supporting data to substantiate the need from AISD.
 - b. Concern about competition with charters
 - c. Understand timeframe may not be immediate
 - d. Propose feeder schools: Harris, Blanton, Ridgetop, Maplewood
 - e. Propose neighborhoods: Mueller, University Hills, Windsor Park
 - f. Aligned with Reagan Vertical Team (currently within LBJ VT packet)
- 2. **Facility:**
 - a. Mueller seems to provide an opportunity but open other locations in the general areas
- 3. **FABPAC comment:**
 - a. Consider for years 1 to 6

DRAFT Consideration:

Identify means to understand potential student numbers in relation to other middle schools and milestones for discussing and advancing decisions.

Travis Vertical Team Review

Travis HS

Comments received generally confirmed agreement with preliminary recommendation as presented. Desire to discuss potential targeted projects in advance of the renovation as part of bond planning (e.g. warm/safe/dry, media center, flexible learning spaces, etc.). No adjustment suggested.

Fulmore MS

Limited comments received (e.g. parking, social justice program, state-of-the-art technology). No adjustment suggested.

Mendez MS

No specific comments received. No adjustment suggested, project as written is objective and data-driven.

Becker ES

No specific comments on Becker, many on Dawson and similarities to Becker's previous consolidation discussion and suggestion of AISD support for attracting transfer students to sites. No adjustment suggested, project as written is objective and data-driven.

Dawson ES

Comments received focused on understanding the discussion around consolidation. Requires discussion, see following section.

Houston ES

Participants posed an idea for a potential grade level realignment in the future with Uphaus Early Childhood, Houston ES, and Widen ES. Nearby Rodriguez ES did not participate in the discussion of this topic and per AISD, this school should also be included in the review of this suggestion due to the proximity of the sites and known existing collaboration between them. Uphaus is a newer facility configured specifically for early childhood and preliminary recommendation is for it to serve Pre-K (3 year-old program). It was also expressed that there is a desire to have more community services on site at Houston. The campuses are very close together (0.4 miles).

Suggest modifying the preliminary recommendation description for Houston ES to include exploring a future grade level realignment with Uphaus for Pre-K for Houston, Rodriguez, and Widen as part of repurposing discussions of Uphaus. No other adjustments suggested.

Linder ES

Comments received focused on understanding the consolidation with Brooke and there was limited participation from the Linder community members. Comments received from Brooke generally reflected an understanding of the re-zoning of the neighborhood more proximate to Linder as well as the proximity of Zavala and current resource sharing already in place.

FABPAC sequencing comment: FCA Score is 37 and the range for Poor is 30 to 49 thus on the lower end of poor and felt they should be in years 1- 6. No adjustment suggested, project as written is objective and data-driven. Adjustment of timeframe dependent on budget projections of projects in years 1 – 6.

Rodriguez ES

No specific comments received. New information: population is declining more in new demographic report overtime and may mean space available for a community program and discussions with Houston and Widen on a grade level realignment with Uphaus Early Childhood Center. No adjustment suggested, project as written is objective and data-driven.

Travis Heights ES

No specific comments received. No adjustment suggested, project as written is objective and data-driven.

Widen ES

Participants posed an idea for a potential grade level realignment in the future with Uphaus Early Childhood, Houston ES, and Widen ES. Nearby Rodriguez ES did not participate in the discussion of this topic and per AISD, this school should also be included in the review of this suggestion due to the proximity of the sites and known existing collaboration between them. Uphaus is a newer facility configured specifically for early childhood and preliminary recommendation is for it to serve Pre-K (3 year-old program). It was also mentioned that they want a stronger academic alignment with Mendez MS.

Suggest modifying the preliminary recommendation description for Houston ES to include exploring a future grade level realignment with Uphaus for Pre-K for Houston, Rodriguez, and Widen as part of repurposing discussions of Uphaus. No other adjustments suggested.

Uphaus EC

Comments received focused on maintaining the facility to support early childhood programming. Future uses discussed include a Pre-K (3 year-old program) as well as a grade level realignment between Uphaus, Houston ES, and Widen ES that are nearby. AISD suggests also including Rodriguez ES in that discussion due to proximity and known existing collaboration between those campuses.

Suggest modifying the preliminary recommendation description for Houston ES to include exploring a future grade level realignment with Uphaus for Pre-K for Houston, Rodriguez, and Widen as part of repurposing discussions of Uphaus. No other adjustments suggested.

Travis Vertical Team Detailed Discussion Points:

Dawson

1. Discussion point: why are we considered for consolidation?

a. Notes on criteria:

- Utilization further decreased in school year 2016-17 to 69%; under-enrollment has occurred for four years in a row (SY 2013/14, 2014/15, 2015/16, and 2016/17)
- Transfer students make up a large portion of enrollment
- Previous projection report had a slight decrease in population and same in new report.
- Discussed how they like their small school size and goal would and open to discussions on how to increase.

b. Other discussion points raised:

- Feel location is on a major road parents take as commuters and proximity to urban core
- Feel there are other schools with similar enrollment sizes who are not consolidations since their capacities are smaller
- Feel academic performance is important and they have been well performing
- Culture of school should be taken into account and they have a strong, unique culture
- Discussed special education students on site and impact to efficiency (but note, not atypical and program would shift together)
- Concern about waiting until timeframe of 6 - 12 years
- Felt Galindo site may offer challenges

2. Discussion point: can you expand the Dawson boundary from nearby schools to improve live-in student population?

- Note - none of the adjoining boundaries have schools with overcrowding due to in-boundary student populations (Zilker, Becker, Travis Heights, Galindo). If overcrowded, it is due to transfer students.

3. Discussion point: what about potential zoning changes in the Dawson area and impact to housing?

- Community members indicated density increases are coming to the neighborhood through CodeNEXT.
- The code is currently a draft and is scheduled to be voted on in April/May of 2018.

DRAFT Consideration: Include future review milestones with targeted goals for enrollment to support decision points and continued strategic discussions.

Eastside Vertical Team Review

Eastside HS

Comments about the recent academic performance improvements and offering new programs. Comments received wanting project work sooner to help off-set charter competition and gentrification. No adjustment suggested.

Martin MS

Comments about the recent academic performance improvements and offering new programs. Comments received wanting project work sooner due to poor FCA & ESA (lowest scores in the vertical team), to help off-set charter competition and gentrification, and particularly as the feeder to Eastside and role it can play in future enrollments at Eastside.

No adjustment suggested, project as written is objective and data-driven. Adjustment of timeframe dependent on budget projections of projects in years 1 – 6.

Allison MS

Comments focused on the conditions and Eastside Vertical team. New information: new demographics report shows decreasing population overtime, will be important to monitor enrollment in the future. No adjustment suggested, project as written is data driven

Brooke ES

Comments received focused on understanding the discussion around consolidation. After understanding the current boundaries and the neighborhood that is closer to Linder, generally understand and open to discussing consolidation. It was also mentioned that Brooke and Zavala already collaborate and share resources. Overall, stressed the importance of bringing aspects of their current school culture and program with them to Zavala (e.g. campus sustainability and sense of a small community).

No adjustment suggested, project as written met consolidation criteria and is data driven

Govalle ES

Comments received focused on condition of building and timeframe. Felt that physical conditions warranted earlier timeframe, particularly with surrounding gentrification. Correction: with an unsatisfactory ESA, timeframe should be years 6 – 12. Therefore suggest timeframe adjusted accordingly to 6 to 12 years.

Metz ES

Comments received focused on understanding the discussion around the consolidation of Sanchez to Metz. A collaborative discussion was facilitated with Sanchez ES. No adjustment suggested, project as written met consolidation criteria and is data driven

Ortega ES

Comments received generally confirmed agreement with preliminary recommendation as presented. Desire to have targeted projects in advance of the renovation as part of bond planning (e.g. warm/safe/dry.). No adjustment suggested.

Zavala ES

Comments received focused on understanding the discussion around the consolidation of Brooke ES to Zavala ES. After understanding the current Brooke boundaries and the neighborhood that is closer to Linder, generally understand and open to discussing consolidation. It was also mentioned that Brooke and Zavala already collaborate and share resources. Overall, stressed the importance of bringing aspects of the current Brooke elementary school culture and program to Zavala (e.g. campus sustainability and sense of a small community).

No adjustment suggested, project as written met consolidation criteria and is data driven

Anderson Vertical Team Review

Anderson HS

Comments received generally confirmed agreement with preliminary recommendation as presented. Concerns raised about longer term timeframe of comprehensive project and expressed that they should have targeted projects in advance of the renovation as part of bond planning (e.g. warm/safe/dry, core space upgrades and expansion to support larger enrollment). No adjustment suggested.

Murchison MS

Comments received generally were around school size. Some participants were concerned that 1,500 to 1,700 students is too large of a middle school to operate but understand the challenges in building a new middle school in that area and would then mean two small middle schools and breaking up the program. Conversations concluded with most agreeing that the current site should be built out to the current attendance area and its projected student live-in population. The campus design should explore creating smaller learning communities within it.

The new demographic report continues to show student growth to approximately 1,700 in 8-to-10 years.

Suggest that at the time of design, AISD review updated projection data to inform project capacity between 1,500 and 1,700 students. If 1,700 students looks to be a peak and then decrease down to between 1,500 to 1,600 students, you may not want to size the building to 1,700 students in order to be efficient with resources.

Suggest planned capacity be expressed 1,700 students with the description stating that AISD will review and confirm projections at time of design and adjust accordingly.

Doss ES

Comments received generally confirmed agreement with preliminary recommendation as presented and emphasized the urgency in providing overcrowding relief. No adjustment suggested.

Hill ES

Comments received generally confirmed agreement with preliminary recommendation as presented and emphasized the urgency in providing overcrowding relief. This group did question that timeframe of Hill as years 6 – 12 instead of years 1 – 6 and that these projects need to be carefully considered.

Timeframe of 6 – 12 was due to sequencing of work within the area (new NW Relief School and Doss ES) and logistical considerations for swing space as well distributing projects across the district. No adjustment suggested.

New NW Doss & Hill Relief School

Comments received generally confirmed agreement with preliminary recommendation as presented and emphasized the urgency in providing overcrowding relief. Some voiced concerns about the ability and timeliness of locating a site in the area. No adjustment suggested.

Davis

Comments received focused on the condition of the building. Felt that the FCA score was not representative of flooring issues and ESA score not reflective of missing spaces such as multi-purpose or flexible spaces. New information: updated student population projections have larger and faster increase over the largest size elementary school, up to about 830 students in 2018 and 897 in 2019. Both Summit and Davis would be built to the largest student size of 870.

Suggest include a BAC review for a boundary adjustment with Summit for those students above the planned capacity of 870 students.

Due to growth now occurring in about 5-years, suggest incorporating a targeted project in year 1 – 6 to fix flooring issues and provide an addition for capacity needs and major missing spaces.

Comprehensive renovation project would still occur in the later years since the FCA is 'good'.

Pillow

Comments focused on looking at ways to use potential space or build out opportunities at Pillow to help with area overcrowding.

New information: updated student population projections now show declining enrollment and this may provide some excess capacity that can support a boundary adjustment with nearby Wooten who is now projected to grow. Project would still maintain current capacity.

Suggest adjusting preliminary recommendation accordingly with BAC noted in description.

Summit

Updated student population projections have larger and faster increase under the largest size elementary school. Suggest include a BAC review for a boundary adjustment with Davis since Davis's projection is over the largest size elementary school (870 students) within ten years. Both buildings would be built to the largest student size of 870. Timing of project should in the early part of years 12 to 25, after the Davis project is complete.

Suggest adjusting preliminary recommendation accordingly.

DRAFT

Lanier Vertical Team Review

Lanier HS

Comments on Lanier High School were limited, points raised on conditions. No adjustment suggested, project as written is objective and data-driven.

Burnet MS

Comments on Reagan High School were limited, points raised on conditions and spaces for community. Concerns raised about timeframe of comprehensive project and expressed that they should have targeted projects in advance of the renovation as part of bond planning (e.g. warm/safe/dry, community spaces, parking, electrical).

No adjustment suggested, project as written is objective and data-driven.

Cook MS

Some comments from Cook attendees supported return of Pre-K students from Read and others supported maintaining early childhood centers. As AISD originally framed Read as a temporary solution for overcrowding, suggest return students to home campus while exploring ways to provide professional development and adequate spaces.

FABPAC sequencing comment: FCA Score is 39 and the range for Poor is 30 to 49 thus on the lower end of poor and felt they should be in years 1- 6. No adjustment suggested, project as written is objective and data-driven. Adjustment of timeframe dependent on budget projections of projects in years 1 – 6.

Guerrero Thompson ES

No specific comments received. No adjustment suggested, project as written is objective and data-driven.

McBee ES

Comments from attendees suggested returning Pre-K students from Read is supported. No adjustment suggested, project as written is objective and data-driven.

Padron ES

No specific comments received. No adjustment suggested, project as written is objective and data-driven.

Read Pre-K

As AISD originally framed Read as a temporary solution for overcrowding, suggest return students to home campus while exploring ways to provide professional development and adequate spaces at those campuses. No adjustment suggested.

Wooldridge

Comments from attendees suggested returning Pre-K students from Read is supported. New information: new student demographics report show a larger decrease and thus no longer need to increase from an existing capacity of 655 students to 696. Suggest adjusting planned capacity to 655 students.

Wooten

Comments reinforced modernization concept and desire for more flexible spaces for students.

New information: new student demographics report now show this area growing instead of staying relatively stable (up to 655 students in ten years). To fit this growth, the building would need to grow from 468 student capacity to nearly 696 students. The adjacent Pillow boundary area is now projected to decrease and could overtime provide capacity for a boundary adjustment.

Suggest adjustment of preliminary recommendation to first include a BAC review of a boundary adjustment between Wooten and Pillow. Depending on results, review planned capacity for Wooten full modernization project.

Austin Vertical Team

Austin HS

Comments received focused on interim projects and timeframe for full modernization. Desire to discuss targeted projects in advance of the full modernization due to space lay out, technology needs, and other conditions as part of bond planning (e.g. warm/safe/dry, fields, library, classroom lay out, etc.). No adjustment suggested.

O Henry MS

Comments received focused on space needs and alignment with Austin High School. Comments on design were in line with modernization definition. No adjustment suggested.

Small MS

Comments received focused on space needs and alignment with Austin High School. Comments on design were in line with modernization definition. No adjustment suggested.

Barton Hills ES

Requested information on impervious coverage issues and ability to expand. Expanding would be providing space for growing transfer students which is not in line with planning strategies. Comments on design were in line with modernization definition. No adjustment suggested.

Bryker Woods ES

No specific comments received. No adjustment suggested, project as written is objective and data-driven.

Casis ES

The new student demographics report projects a larger and faster increase in students living within the boundary for up to 847 students by 2026/27. The current preliminary recommendations is for a future capacity of 696 students.

Suggest that the Casis planned capacity be adjusted to 870 students (5-section elementary school).

Mathews ES

Comments received focused on space needs and understanding the timeframe. No adjustment suggested, project as written is objective and data-driven.

Oak Hill ES

Comments received focused on space needs and understanding limits on the site. New information: preliminary feasibility studies by AISD Construction Management suggest that an addition is possible and the site could be adjusted to 870 students. Adjust planning capacity to 870 students.

Patton ES

Comments received focused on conditions of portable buildings on site and campus accessibility. No adjustment suggested, project as written is objective and data-driven.

Pease ES

Comments received focused on space needs, the historic nature of this building, and support for 6th grade remaining at the school. No adjustment suggested.

Sanchez ES

Comments received focused on understanding the discussion around the consolidation of Sanchez to Metz. A collaborative discussion was facilitated with Sanchez ES. Comments stressed the importance of careful planning of the consolidation and preserving the culture of the Sanchez program in the process. Comments also focused on maintaining the Sanchez building as an AISD and community asset and did not want it sold.

No adjustment suggested, project as written met consolidation criteria and is data driven

Zilker ES

Comments received focused on space needs, portables, understanding limits on the site, and the historic nature of the school. Zilker's ability to expand hinges on the city's classification of Zilker as being within the Barton Springs zone or outside of it. This has been an on-going conversation with the city.

The new student demographics report does not have student population declining and instead is projected to say relatively stable around 400 students over the next ten years. If Zilker cannot expand, transfers may have to be limited and they currently have about 200 transfer students.

No adjustment suggested, project as written met consolidation criteria and is data driven.

DRAFT

Bowie Vertical Team Review

Bowie HS

Comments focused on providing adequate spaces for the comprehensive program (i.e. Fine Arts, STEM, fields, labs, etc.) and other supporting spaces and amenities like track. Comments reinforced urgency for an overcrowding relief project. Clarification was provided to questions on a new south high school and land purchases. Many requested that a south magnet be pursued by AISD due to the distance to LASA, even if relocated to ALC and some suggested an academy at Crockett HS.

FABPAC comments: concern about timing in relation to other condition needs and question if project can be phased. Would require a detailed site master plan to understand how projects can be phased across two bonds.

Comments received reinforced preliminary recommendation, no suggested adjustments.

Bailey MS

Comments received focused on space needs, conditions, safe routes to school, and programming. Many requested a middle school magnet program in the area. Also requested a site for wrap around services for the vertical team. No adjustment suggested, project as written is objective and data-driven.

Gorzycki MS

Comments received focused on space needs, conditions, safe routes to school, and vertical team programming. Raised concerns about FCA score and how AISD maintains facilities. Many requested a middle school magnet program in the area. No adjustment suggested, project as written is objective and data-driven.

Baldwin ES

Requested a site for wrap around services for the vertical team. No adjustment suggested, project as written is objective and data-driven.

Baranoff ES

Comments received focused on space needs, safe routes to school, and capacity relief. Concerns raised about location of new school and role in helping Kiker and Baranoff overcrowding. Some did not want two-story buildings for elementary level students.

New information: Preliminary AISD Construction Management review of the site suggests that additional capacity may be possible to bring the campus to the largest elementary school model or greater. Additionally, Cowan ES student demographics are now projected to grow instead of decrease and will impact the original boundary adjustment solution. Requires discussion, see next session.

Kiker ES

Comments received focused on space needs, conditions, portables, and security. Want interim targeted projects while wait for modernization project (e.g. security). No adjustment suggested, project as written is objective and data-driven.

New SW Kiker & Baranoff Relief ES

Comments received focused on understanding relocation of this site and how much overcrowding it would relieve. Others felt that existing buildings should be fixed before a new school was built. New information: student demographic projections for both Kiker and Baranoff increased within the new report. No adjustment suggested.

Clayton ES

Comments received focused on language programming. No adjustment suggested, project as written is objective and data-driven.

Cowan ES

Comments received focused on overcrowding and understanding the preliminary recommendation of a boundary adjustment with Baranoff. New information: the new student demographic report no longer shows a decline.

FABPAC sequencing comment: FCA Score is 35 and the range for Poor is 30 to 49 thus on the lower end of poor and felt they should be in years 1- 6. Requires discussion, see next session.

Mills ES

Limited comments received. No adjustment suggested, project as written is objective and data-driven.

Bowie Vertical Team Detailed Discussion Points:

Baranoff & Cowan

1. Baranoff

- New student demographic projections suggest the live-in population for the Baranoff attendance area will increase to 1,179 students by 2026-27 instead of 956 students by 2025.
- Relief originally was to be provided by two boundary adjustments:
 - New SW Elementary School (about 50 students from Baranoff)
 - Expanded Cowan ES to a capacity of 696 students (about 150 students from Baranoff)
- Now relief is needed for about 385 students from Baranoff

2. Cowan

- New student demographic projections suggest the live-in population for the Cowan attendance area will increase to 778 students by 2026-27 instead of 557 students by 2025.
- The planned capacity would need to increase to 870 students and would then only provide relief of up to about 100 students from Baranoff.
- The ability to increase in building size to 870 at Cowan needs to be confirmed.
- FCA is a 35 (lower range of poor category)

3. Discussion points:

- Preliminary analysis of the Baranoff site suggests that with tearing down parts of the 17 year old building and/or portables, more capacity could be provided.
- A range of 12 to 16 additional classrooms may be possible. This would increase the building well past the largest elementary school model of 870 students.
- Would require swinging students in portables located on their playfields
- Even if both Baranoff and Cowan were built to 870 students each, approximately an additional 200 seats would be needed.
- Boone ES located to the north of Cowan is projected to have less students over time and could provide an opportunity for a boundary adjustment.
- Nearby Kocurek ES could have capacity for about 80 students. This would still leave a gap unless Kocurek had an addition to make up the difference.
- Many statements received regarding utilizing boundary adjustments more through this area to relieve overcrowding than by building new space.

DRAFT Considerations:

- Adjust Cowan timeframe to years 1 – 6 and build as large as possible to maximize a boundary adjustment with Baranoff.
- Adjust Baranoff planned capacity to 870 and adjust an addition to years 1 - 6
- Adjust Kocurek planned capacity to 696 and have a boundary adjustment with Baranoff and adjust timing to years 6 – 12.
- Assume about 50 students would attend new relief school.
- This would provide about 2,486 seats for the projected total of 2,546 students in 10-years for Cowan, Baranoff, and Kocurek.

Special Campuses Review (to date)

Ann Richards School for YWLA

Comments focused on providing spaces for Fine Arts and other supporting spaces since originally a middle school building (e.g. theater, track). Comments received reinforced preliminary recommendation, no suggested adjustments.

Alternative Learning Center

Comments received on the ALC site not the program. Related to LASA and LBJ discussed earlier, see LBJ detail.

Clifton

No specific comments received. No adjustment suggested, project as written is objective and data-driven.

Garza

No specific comments received. No adjustment suggested, project as written is objective and data-driven.

LASA

Comments received focused on understanding the discussion around relocation to relieve overcrowding and support future growth. *Requires discussion, see LBJ detail.*

Rosedale

Comments focused comprehensive project, unique space programming, and continued location within neighborhood. No adjustment suggested, project as written is objective and data-driven.

Austin Independent School District Facilities Master Plan

FABPAC MEETING

FEBRUARY 6 & 7, 2017



BRAILSFORD & DUNLAVEY

INSPIRE. EMPOWER. ADVANCE.

AGENDA

AISD FMP – FABPAC Meeting

- ◆ District Map (Mon)
- ◆ Meeting Materials & Content (Mon)
- ◆ Ground Rules (Mon / Tues)
- ◆ Preliminary Recommendation Refinements (Mon & Tue)
- ◆ FMP Preliminary Budgets by Timeframes (Tues)
- ◆ FMP Deliverable Outline (Tues)

Meeting Materials & Content

AI SD FMP – FABPAC Meeting

- ◆ Community Engagement Information (Summary, Memo, LINK Tracker, Vertical Team and School One-pagers)
- ◆ Schools (Mon): Bowie HS, Ridgetop ES / Reilly ES, LASA / LBJ HS / ALC, Maplewood ES / Campbell ES, Mueller MS
- ◆ Schools (Tues): Pre-K Centers (Read EC), Joslin ES, Dawson ES, Baranoff ES, Other School Considerations and Consolidations

Meeting Ground Rules

AISD FMP – FABPAC Meeting

- ◆ Timed discussion for each school
- ◆ Goal is to reach final recommendations for all schools by Tuesday evening
- ◆ FMP can include recommendations for further analysis and next steps
- ◆ FMP is subject to review and renewal

Preliminary Recommendation Refinements

Bowie HS

Clarifications:

- 2008 Bond Funds and potential use
- Sequencing of the project / potential phasing plan

Preliminary Recommendation Refinements

Reilly ES & Ridgetop ES

New Information:

- Considering ELL and SLL student ratio's is critical to Dual Language Program integration between schools.
- Expansion of Ridgetop, and the Two-way Dual Languages program, to another campus as a means to relieve overcrowding was not generally supported

New Ideas:

- The concept of a World Languages Program expansion to the current Ridgetop ES Two-way Dual Languages program, was not supported. Maintaining the existing “wall-to-wall” Two-way Dual program at Ridgetop was highly valued.
- Conceptual Drawings were presented to AISD for review. CM reported expansion is possible but still difficult and costly and recommended seeking a new site.

Preliminary Recommendation Refinements

LASA / LBJ HS / ALC

New Information:

- The ALC site is the site of the first African American High School in the District, Anderson HS. Concerns were raised about placing LASA on this historical landmark.
- AISD CM has confirmed LASA can be built at the ALC site, and some co-curricular spaces could be built. Athletic fields, however, would require off-site partnerships.
- Concern was expressed about the future of the additional space at LBJ should LASA be relocated.

New Ideas:

- Ideas were raised related to Eastside HS and LBJ HS combining.
- New facilities could be built on the LBJ site (for either school) in order to allow for a LASA expansion.

Preliminary Recommendation Refinements

Maplewood ES & Campbell ES

New Information:

- Campbell and Maplewood have very different cultures.
- Concerns about Title I and Accountability across new boundary.
- The 10-year live in population projection recently declined from 670 to 581 (suggesting less growth)
- AISD Construction Management confirmed expansion to a 522 capacity at the Maplewood site appeared feasible.

New Ideas:

- A boundary adjustment was suggested rather than split level campus to balance utilization. Some thought this was a good solution, others (generally Maplewood community) did not.

Preliminary Recommendation Refinements

Mueller Middle School

New Information:

- The idea of a new co-ed Middle School at Mueller was supported, however, community indicated the request should be substantiated by supporting data.

New Ideas:

- Proposed feeder elementary schools be: Harris, Blanton, Ridgetop, and Maplewood.
- Proposed neighborhoods: Windsor Park, University Hills, Cherrywood and Mueller.
- The community would like the proposed Middle School to be a part of the Reagan Vertical Team.

Preliminary Recommendation Refinements

Pre-K Centers (Read & Uphaus)

New Information:

- Administrators expressed that the Pre-K Centers provide more academic benefit than does Pre-K at an elementary school.

New Ideas:

- Could the Pre-K Centers, Read in particular, be repurposed to a use that still has functionality for Pre-K students?

Preliminary Recommendation Refinements

Baranoff ES / Cowan ES / Kocurek ES

New Information:

- The new demographic report shows Baranoff and Cowan having a substantial increase in 10-year projected live in population from previous demographic report.
- AISD CM feasibility study shows that 12-16 additional classrooms could be done at Baranoff – this would however put Baranoff well over the 870 large model for Elementary Schools.

New Ideas:

- Adjust timeframe for Cowan to years 1-6 and build at large model.
- Adjust Baranoff planned capacity to 870 and have a targeted addition project in years 1-6.
- Adjust Kocurek planned capacity to 696 and recommend a boundary change to the BAC with Baranoff.

Preliminary Recommendation Refinements

Dawson ES & Galindo

New Information:

- The school is in a strategically well located place for transfer students for parents that commute to work using 1st St. from South Austin.
- Galindo site has challenges with accessibility, and expansion may exacerbate the problem.
- Density of neighborhood is expected to increase because of a new zoning change called CodeNEXT that could bring more families to the area.

New Ideas:

- Expand Dawson boundary to increase live-in population and utilization.

Preliminary Recommendation Refinements

Joslin ES

New Information:

- There are going to be residential zoning changes that impact the density of the Joslin attendance area.
- The community likes the small school size, but is open to discussions on how to increase enrollment.

New Ideas:

- There are over-crowded schools nearby that a boundary adjustment could solve (note – large portion of the student body at these schools are transfer students).

**Austin Independent School District
Facility Master Plan Engagement Update
Community Collaboration Series #3 (1/24/17, 1/25/17, 1/26/17, 1/31/17, 2/1/17, 2/2/17)
Updated: February 3, 2017**

The following memo highlights comments, questions, concerns, and issues shared during the six regional meetings held during Community Collaboration Series #3 (January 24, 2017 – February 2, 2017) that have direct relation to the FABPAC preliminary recommendations. In addition to this report, **every single comment** from Community Collaboration Series #3 has been collected, is being analyzed, and will be reported back to the FABPAC and Austin ISD for consideration in this planning process and for the future of the school district.

This feedback was collected through handwritten feedback forms, direct notes taken from dedicated note-takers at the table talks, and thematic findings shared from consultants, AISD staff, and FABPAC members present at the Community Collaboration Series #3 meetings. This report is specifically arranged by a vertical team to mirror the format of Community Collaboration Series #3. The comments have been recorded as written to preserve their essence, meaning grammar and tone will shift throughout. In areas where comments regard multiple specific schools, they have been added to each school's section.

Thematic Findings Unattributed to Specific Vertical Teams

- Community engagement is highly valued and exercised in Austin and attendees felt like AISD recognized and created an opportunity for authentic feedback
- There is support for the process and good understanding for how recommendations were derived. There are a few “grey” options that need more clarification
- Most people still had trouble understanding these were not bond recommendations
- Those schools that are slated in the 1-6 year time frame are curious about sequencing. The buildings they are in are falling apart and they want to know if “health & safety” issues will be addressed (i.e. leaking roofs, etc.) before they are modernized
- Strong acceptance of the process and great appreciation by all attendees of the opportunity for input
- Interestingly, some participants questioned whether it should be a “given” that modernization in itself should be a goal – they read this as meaning largely *technology* and emphasized that there are so many other aspects of learning embedded in public education
- Austin is so diverse that there should be a mix of larger and smaller schools. Many parents and families like the fact that schools like Joslin and Covington are “small.” The formula for capacity should be examined because, depending on the capacity, that’s how a school is sometimes determined “underused” or “underutilized”
- There was a fair amount of conversation about how academics and teaching tied into the modernization concept. People raised questions and concerns about whether there was going to be a Professional Development Plan for teachers and staff so they could learn to use the new flexible spaces as effectively as possible. They felt it was such a large

investment into facilities that academics need to follow suit, in order to maximize the facility investment and truly get the learning benefits from it

- Some concepts such as “world languages” were not clear to attendees. They expressed concern about how such a program/school would work
- There was a concern that there is too much focus on “technology” as the solution. Technology needs to contribute to a supportive learning environment that builds community, but not be “put into” schools just for the sake of having it
- Community members were concerned about stopgap measures to address immediate facility needs (e.g., leaking roofs, etc.) while new facilities are designed/constructed
- There was a lot of confusion between “flexible space” and open concept. Need to better explain flexible space
- Many questions about what “modernization” really is and who is defining it. People are picturing space age looking buildings with no lockers and all glass. Need to explain much of modernization is about how a building works – flexible space, maker spaces, technology, community access, natural light, efficient HVAC, right sizing communal space for student body, etc. Also, might mention that there is a current update to the ed specs occurring. If you have a picture of a remodeled school that has flexible space and technology, but still the old brick, this might be a more realistic vision
- Concern about short-term. Many people have little complaints about their schools and wondering what the solution is until modernization. Also, what will happen if the bond doesn’t pass?
- A lot of people wanted to see multiple options. That kept coming up
- Communities near shuttered schools (e.g. Joslin) worried about nearby homeless population and what an empty school could invite; plans to re-purpose or sell should be coincident with students vacating school property. They feel they get good police safety now with a school in the neighborhood and are worried about the future without a school in it
- City council representatives are excited about the opportunity to work with us to assure that the district facility planning aligns with city zoning and transportation planning. FABPAC meetings with them might happen as early as next week. This effort is directly tied to feedback received previously from the Joslin and Dawson communities
- Parents of students who are differently abled appreciate the recommendation to expand or move the programs to bigger plots, but only if the upgrade is extremely significant. In many cases, welcoming communities with which the students have built relationships and a high comfort level now surround these schools. As such, causing discomfort and change to these students is only worthwhile if the improvement is significant. Parents of Rosedale students, for example, mentioned that the recommendations they saw were not worth the discomfort of change
- Overall concern over whether these facility updates will be sustainable: there was a tone of uncertainty in the long-lasting impacts of these plans, with parents wanting to make sure none of the planning included “Band-Aid solutions” as seen in the past
- Multiple people referenced Imagine Austin and The South Austin Combined Neighborhood Plan, which was adopted in November 2014 and should be considered.
- There are many families that walk/bike/rely on public transportation. Transit maps and transportation studies must be done/provided to make sure that students 1) have

- (equitable) access, and 2) not add to traffic
- Under-enrolled schools are as such because the district has failed to invest or intervene with marketing and academic programming
 - Comments on gerrymandering and AISD forcing/implementing gentrification with these consolidations were raised by multiple people
 - Consolidation of schools could have an effect on long-term city changes, construction and real estate – questioning why families would move to an area that doesn't have a walkable school yet
 - When asked, "What do you consider a neighborhood or community school?" answers included: hospitality, friendliness, community center/anchor, parks, welcoming schools/community school/partnership initiatives, <20 minute walk or 1.5 mile radius which was stated as a safe routes to schools ordinance, though that number has also been seen as 1.5 miles and 2 miles
 - Has anyone in FABPAC or this process engaged with GAVA (Go Austin, Vamos Austin)? They have been working on their community master plan in 78744/45, focusing on schools as their centers. Desire to see empty space used for community access. Examples: voting, community gardens, evening classes/programs
 - Majority of students attending Pre-K are low-income; this should be considered a priority in this FMP plan
 - Focus on greenspaces and school gardens as a part of “modernization”
 - Boundary changes should be considered when the live-in population is less than capacity; we will be under-enrolled regardless
 - What happens to afterschool programs for schools up for consolidation?
 - Equity should be taken into account: Consider that West side schools have more parent involvement and it manifests in school facility/social quality. How will the other schools compensate and still offer the same facility/academics/family-social-structure
 - I think the Facility Master Plan Committee has a tough job. I think tough decisions will have to be made. I think redrawing boundaries should be considered especially with regards to overcrowded South Austin high schools. I support tough that tough decisions will have to be made, especially between Travis, Akins, Crockett, and Bowie
 - Concern about maintaining and increasing quality Pre-K. Although PK centers have some drawbacks, data show that children from Pre-K centers perform better on kindergarten readiness than do children from pre-K in elementary schools
 - Parent gets frustrated that some EL vertical schools do not work out after years of EL commitment (eg: to McCallum). Blackshear students eventually go to East Side even though they are in the McCallum VT
 - Would like to see LASA-like program at each Austin (city) High School rather than having one magnet
 - Can future bonds be structured differently than in the past? In the past, it seems that you put things together that don't work. For instance, an unpopular item with a needed item. Structure it so that needed, necessary funds have a better chance of passing
 - Many schools do not have a way for the front office to view who is trying to enter the building – SAFETY first
 - AISD needs to look at Community School Models in all its Title I schools to provide services to all members of the community surrounding a school. Providing services only

during the school to only, students ignores the fact that often go home to homes that lack the basics to nurture those students total well-being

McCallum Vertical Team

Kealing MS

- All new facilities and all renovation facilities need media lighting so kids can read when the overhead lights are off. Its ridiculous for teachers to light their rooms from lamps we've bought at garage sales, grateful to have a place like LASA/Kealing where my kids can feel comfortable doing what they love, learning! Love the idea of bringing in the community services
- Improve facilities for fine arts classes and performances, cafeteria, Kealing improve library, cafeteria, media and technology
- Several baseball fields near by –city property – City Park –three or 4 within walking distance – Kealing Theatre is near by – Oak Springs has fields in the area for Soccer
- We can't share a theatre with Kealing – that's ridiculous

Blackshear ES

- It is the first African American school building in this part of Texas - really want to preserve the history and feel while updating

Brentwood ES:

- DL classroom but not whole school. Brentwood is neighborhood school – center of community – able to walk, ride bikes to school. SEL, the arts. Moving it to a fine arts academy is in the works. Strong staff. Older facility – adds to the charm. Worried about any possibility of relocation to other facility – disrupt cohesion of neighborhood
- Brentwood – overcrowded with many portables. Plans to reconfigure for more space – what does this mean? Would like more specifics. Do not want more portables. Agree with the size of the schools – do not want students to attend larger schools, especially in ES
- We have mold and flooding in the basement. Evaluation of crawl space needed
- No flexible space at all. It would be nice to have two spaces for athletics - currently athletics are outside or in part of a portable
- Hands-on and tech based learning, decrease student to teacher ratio, improve and increase academic/extracurricular facilities
- The fear is capacity getting so high that we will have to cut into arts spaces. Need space for the arts. Outdoor learning facilities would be fantastic (science centers, outdoor classrooms, etc.)
- Having a large number of students in portables is problematic. Health issues are also to be attended to in use of portables, as they must go through two locked doors to get to the nurse. There are basic safety and maintenance issues that need to be addressed, and building needs to be upgraded to handle capacity. The school is at a very central space for community, so adding facilities like library will be beneficial to all
- Over capacity and continuing to grow, but we don't have any space at which the entire campus can meet. Only half enrollment can fit in café or gym. We need larger café so some students aren't having lunch at 10:30 am

Campbell ES

- Neighborhood school that has improved greatly and offers programs such as Creative Action. Campbell offers programs after school that parents could not afford if not offered at Campbell. It is important to have a community school in east Austin in the Campbell area. Many parents have transferred students to Maplewood and to other schools. Campbell is under enrolled and parent concerned it will close. Feels that Campbell is a central part of the neighborhood community and Campbell has made many positive changes in the last couple of year. Many programs that support students – Creative Action, drama, SEL
- Flexibility means we may not have a contiguous space – we may have different compartments that require going outdoors to move between things
- Will Campbell lose Title 1 funding b/c of the split-level campus?
- The two schools (Maplewood and Campbell) have very different cultures - how will this be addressed?
- We need a dual school community meeting w/ Campbell and Maplewood
- Why not allocate Title 1 on student need basis and not on a school-by-school basis. Would make the option more palatable
- Big concern about the role that mixing young and older kids plays in the development of the students
- Redrawing boundaries might be a better solution. Allocate title one funding by student not by percentage. Have funding follow the student. This is the only way to make a shared/split student campus work. The only works if the 3-5 school is not test-focused. Making Campbell dual language or a fine arts academy could attract Campbell parents to carpool. Call a community meeting for Maplewood and maybe a movie night @ Campbell or with Oak Spring and Blackshear
- Academics - elective dual-language track to Campbell from Maplewood.
- Facilities - sequence Campbell for modernization first then give choice between both and merge boundaries. Make portables at Maplewood permanent spaces - larger expand campus
- Split campus solution w/Campbell seems fraught with problems, consists of moving kids at vulnerable 2-3 grade transition, challenge of integrating and managing two schools is cohesive, difficulty creating, fostering community across 2 campuses especially since parent participation drops off significantly after 2nd or 3rd grade

Lee ES

- Traditional instruction at Lee – would like to have DL and more innovative programs. Teachers have been there for 25 years and parents would like to see some innovative teaching/practices. Need upgraded technology as well. Lee also has a sixth grade which is a plus
- Lee is a historical landmark so can add or make renovations. How does that work? Can any additions happen?
- We face all the challenges that come with a school that is 77 years old. The numbers are wrong in terms of enrollment - we are just shy of being at 100% capacity, and we are in a flood zone, so we cannot add portables. We are one of the 6 campuses in AISD that has a 6th grade program - which is really important to us and to our community. I think the FABPAC modernization recommendation and timeframe is great. But class spaces are

small - we'd love to include flexible classrooms as part of this change. The classroom space is going to continue to be a challenge. We are at about 25% transfer-in. We have a lot of students coming back from private and charter schools

- 76-year-old school has outgrown the building. One K classroom is not inviting because it was converted from some other “copy” room – students are packed in. Nice to see examples of larger K rooms in other schools. Community-based school but the facility does not work out well for community events. Not enough room for parents to fit in the cafeteria or the gym. Limited because of size for common space
- Traditional instruction at Lee – would like to have DL and more innovative programs. Teachers have been there for 25 years and parents would like to see some innovative teaching/practices. Need upgraded technology as well. Lee also has a sixth grade which is a plus

Maplewood ES

- We would be going to Maplewood if Ridgetop wasn't a bilingual school - you can't turn it into a program and pretend it will be the same thing. It cannot just be duplicated at another school
- A grade level split between Maplewood and Campbell creates several problems. Firstly, neither campus would receive Title I funding because a grade split would create approx. 60% free/reduced lunch students. This is problematic in trying to support academic needs! Lots of questions re: rezoning attendance vs. partnering campuses
- Do NOT agree w/ split campus w/ Campbell. Would lose culture of Maple and w/ older kids interacting w/ younger kids, also a big jump transitioning from 2nd-3rd w/ STAAR testing & new responsibilities, not developmentally appropriate, also would lose 6th grade at Maplewood
- Maplewood goes to 6th grade – why is there no mention of 6th in the plan?
- The two schools (Maplewood and Campbell) have very different cultures - how will this be addressed?
- We need a dual school community meeting w/ Campbell and Maplewood
- Why can't Maplewood be expanded to allow the growth?
- As to the split with Campbell - I am open to it. It would be good to learn about any other programs across the country that may have done something similar
- Why not allocate Title 1 on student need basis, and not on a school-by-school basis? Would make the option more palatable
- Big concern about the role of mixing young and older kids plays into the development of the students
- Redrawing boundaries might be a better solution. Allocate title one funding by student, not by percentage. Have funding follow the student. This is the only way to make a shared/split student campus work. This only works if the 3-5 school is not test focused Making Campbell dual language or a fine arts academy could attract Campbell parents to carpool. Call a community meeting for Maplewood and maybe a movie night @ Campbell or with Oak Spring and Blackshear
- Academics - elective dual-language track to Campbell from Maplewood

- Facilities - sequence Campbell for modernization first then give choice between both and merge boundaries. Make portables @ Maplewood permanent spaces – larger, expanded campus
- Split campus solution w/Campbell seems fraught with problems, consists of being and moving kids at vulnerable 2-3 grade transition, challenge of integrating and managing two schools is cohesive, difficulty creating, fostering community across 2 campus esp., since parent participation drops off significantly 2nd or 3rd grade
- Consider a split-level campus at Maplewood?
- Expand dual language program and too little outdoor space.

Oak Springs ES

No direct comments received/transcribed as of 2/3/17

Lamar MS

- At Lamar MS - Fine Arts academy needs to be updated to match the vertical programs at McCallum, theatre space, etc. But, McCallum needs updating first because many students are moving into colleges or other programs to continue their fine arts education and they need updated, modern facilities
- Lamar MS is the center of the community – and pedestrian access is not that great. It is hard to find places to park. This is also an issue at Brentwood ES
- Improvements to flexible schedule and access to transportation would benefit after-school programs
- Community Spaces – they'd like healthcare & library as a community meeting space if security is taken care of. If secure, it could be open over weekend or at nights
- Love Lamar/McCallum mixing of both academy and general population students
- Lamar is school densely populated by regular-non academy kids, all of the LMS students need adequate science labs, I'm concerned about their ability to do hands on learning in the antiquated labs, consider making restrooms a targeted project at Lamar not just a fine arts project, core spaces at these feeder schools should be addressed/enlarged in order to encourage more community involvement and usage/ingress/egress, and pedestrian access should also be improved

Gullett ES

- Why are we suggesting closing Ridgetop but not Gullett when Ridgetop has higher ESA/FCA scores? Is it all about money?

Highland Park ES

No direct comments received/transcribed as of 2/3/17

Reilly ES

- Ridgetop has lost many of the native Spanish speakers at Ridgetop. Great concern about doubling the size (combine with Reilly) – will lose the sense of community
- World languages – Reilly has Mandarin program but that is not part of the model at Ridgetop. This would not be compatible with the Ridgetop program. Two-way DL is an

additive program – bi cultural as well. DL has drawn in the community with core values that unite the school

- Would like more community feedback before decision is made to consolidate RT and Reilly
- Equity is a big issue. Community will unite. This could be done with Reilly community but need purposeful engagement with AISD and a commitment to the DL program. Ridgetop is successful! DL is the fabric of the school – that is the social equity piece. If combining schools gets more ELLs in – great. Must be a pre-requisite that the DL is fully taken into consideration
- Moving Ridgetop to Reilly wouldn't work because we wouldn't be wall-to-wall dual language and couldn't grow, and there are TA Brown students there right now.
- ADA compliance and adequate bilingual resources

Ridgetop ES

- Arguments in favor of keeping Ridgetop open (ranging from contesting our enrollment projections, to asserting that small schools are good)
- Ridgetop parents really like their dual-language programming and intimate school size. They are opposed to moving the program to Reilly, specifically because they like the small school size and are worried that by consolidating schools, the program could lose its identity. They are also opposed to taking on Reilly at Ridgetop, if the site could accommodate. However, they do want to increase Ridgetop's size to accommodate the current population (over-utilized), the waitlist population (about 60-70 students), and future growth of the neighborhood (as observed by them)
- Some parents questioned the idea of "modernization," specifically the focus on technology. They expressed that we should focus on the learner as a whole, rather than prioritize the 522 model or assume technology is the goal. They value technology, but it should not be the central aspect. They pointed out that our video in the introduction implies that technology is the goal, but updating our school facilities should accommodate all learners. Additionally, they want a more fleshed out vision of modernization and 21st century learning facilities, including more facility examples from around the world
- Several parents expressed concern over the demographic projections in many neighborhoods. They explained that growth is coming due to an influx of young couples, increasing density measures in nearby neighborhoods, and new developments coming online that they believe aren't captured in demographic projections
- Ridgetop has lost many of the native Spanish speakers at Ridgetop; there is great concern about how doubling the size (combine with Reilly) – will lose the sense of community.
- Equity is a big issue. Community will unite. This could be done with Reilly community but need purposeful engagement with AISD and a commitment to the DL program. Ridgetop is successful! DL is the fabric of the school – that is the social equity piece. If combining schools gets more ELLS in – great. Must be a pre-requisite that the DL is fully taken into consideration
- Moving Ridgetop to Reilly wouldn't work because we wouldn't be wall-to-wall dual language and couldn't grow and there are TA Brown students there right now

- Enhance Ridgetop facilities so you don't need to shut it down and lose what everyone loves about the school due to poor facilities
- Why is Ridgetop being repurposed versus being rebuilt? Why is such a high demand school being closed?
- Other parents sought out Ridgetop for dual language and diversity. Like the fact that it is a small school and the size is important; the community knows each other. No other school in AISD has this community feel
- When talking about consolidating, concern about the staffing and being able to continue DL. If Ridgetop is opened to other languages (world languages), loses some impact. The idea of being bi-cultural and bi-literate is important at Ridgetop
- Academics and community is primary concern. Prior to consolidation, want guarantee that students will attend a school with these similar core values and would have a strong community on board. Must talk about the program – not world languages and not the facilities
- Worried that the district feels that the DL program at Ridgetop can be moved to another school. Maybe DL is doing well because of the small size
- Ridgetop is landlocked, but can it be built UP? Parent who is architect drew up a plan that would increase size to include three classrooms per grade level; all on one level
- Are you guaranteeing that curriculums are going to match up once all these schools merge and change? Concern that students will be taking steps back
- Not interested in mega-campuses. No one wants to go to a 5A elementary school. These ideas of what is good in 21st century learning don't feel backed up, beneficial, etc. It just feels like we're losing the quality and personalization of our smaller schools
- Ridgetop is the only two-way dual language school in the district where everyone is in dual language. I don't see ELLs being isolated or integrated in this program. They are all one community. My experience in ESL was awful and I struggled and had to find my own way and it was especially painful
- Ridgetop is choice school and wall-to-wall dual language is important. So maybe looking at Ridgetop as an academy so that neighborhood people could have priority to the school and others can also apply to be in the program
- Moving Ridgetop to Reilly wouldn't work because we wouldn't be wall-to-wall dual language and couldn't grow and there are TA Brown students there right now
- Felt their wall-to-wall 2-way dual language program should be the model for the district and potentially an academy model within elementary schools strategically distributed around the district
- Important to stay contained as well as grow their ELL student counts. So were ok with consolidation if that was the means to provide the space to get those numbers larger, or else the program would be challenging to operate for all SLL students. Discussed having the building design support the feel of a small school model if at 522 (and felt that may even be too small for a combined program)
- Felt it could be a good option for older ELL elementary students entering the AISD system (i.e. grade 3 to 5) as opposed to schools who only have one strand (i.e. support from central office to encourage?) – would help ensure enough ELL students in comparison to SLL

- Academics - dual language programs vs. entire schools that are dual language. PK --> 5th grade and its importance and emphasis (Spanish & English)
- Ridgetop is a highly successful and desirable school with high levels of community engagement. It should not be closed
- Merging dual language into a world languages program dilutes the purpose of a 2-way Spanish/English program
- Academics - not only was the school-wide dual language program a key element in choosing Ridgetop, but it also had a small school feel and great administrators and staff. Concerned with maintaining these elements in a consolidation with Reilly
- Not ideal, but Ridgetop could expand on site. Maintaining dual-language campus most important. Current plan would have Reilly be overcrowded already and not allow for Ridgetop or Reilly to expand dual language program
- The only clear problem I've seen stated for Ridgetop is to address that its enrollment exceeds its physical capacity. Given that its constrained capacity creates most of its chief successes, and that its financially sustainable, I would argue that the solution not be to spoil its primary asset, but to implement policy to maintain its size – to operate long-term as an approx. 230-student and 100% dual language school
- False assumptions made that parents interested in dual language would also be interested in a world language program – the uniqueness of Ridgetop's DL program would be diluted if it was moved or changed
- Looking at the 3 criteria for consolidation, Ridgetop does not meet any of those. Reilly meets at least 2, plus has a lower rating. Why are they not considered?
- Make Ridgetop an academy without boundaries
- Maybe consider placing a limit on the number of enrollments for our school. The school itself is still in good condition
- Parents think Ridgetop's success is due to the small environment with 1-1 attention and personable staff. They know all the students. She thinks this would be lost by taking students out of RT to Reilly. Parent is from generations who have attended RT
- Continued to hear that World Languages would dilute their Dual Language Program.
- Prefer the small environment and had concerns about what a full consolidation into Reilly would mean

McCallum HS

- There is a challenge for South students getting to McCallum or from elementary feeder schools to McCallum
- The challenges of traffic in the city are also an important reason for neighborhood schools. It can be very challenging getting to some schools for students because of traffic challenges. But it was also mentioned that this can fragment overall community. Ties into the discussion about magnets – these are still important so students everywhere have a choice
- Kids from all over AISD come to McCallum; the new dance facility will benefit the entire district in that more students will want to attend this campus
- Other campuses can offer robotics - at McCallum, this can only be offered as an afterschool program

- Is building-up an option at McCallum? Facilities need to be updated in order to continue to attract students
- Can McCallum offer more AP classes in math and science? Students will sometimes choose LASA for more rigorous academics
- AP and pre-AP classes do not represent the diversity of McCallum's population - we need to get more students to take these classes
- We want a dual language program, and I fear that is not an emphasis in this planning. There is a huge difference between a dual language program and a dual language school - where they are immersed in a bilingual environment and get the added benefit of linguistic integration. There will be a lot lost if we turn bilingual schools into bilingual programs. There is a reason twice the population transfers in
- Many students shared the importance of the McCallum Dance program (numerous letters were received from the students) and the facility to support it (also cited: water fountain, floor, and ice machine as potential targeted efforts)

Thematic Findings Unattributed to Specific School Within McCallum Vertical Team

- Community members seemed to really appreciate the process of having targeted renewal projects (at Lamar MS) to bolster strong academic programs, and came to understand and appreciate the process that schools in worst conditions go first and there could be smaller projects in the bond to address failing building systems at schools further out in the FMP
- Site / pedestrian accessibility and safety were key concerns related to community use. The community felt it was important to look into city partnerships to help make schools more accessible, and also stressed the importance of neighborhood schools so students don't have such long commutes in an increasingly traffic heavy city
- In discussions related to how the school can best serve the community, flexible scheduling came up and was valued by community members. They discussed how the school was such a large investment, and should be something that benefits the community in order to get the most out of it, but only being open specific hours limited community access. They also felt at middle schools flexible scheduling could help students and families that have difficult commutes
- Community members feel very strongly about having the district facilities support the programs that they offer. They believe the HS (McCallum) has a great Fine Arts Academy but the facility doesn't support it, and therefore the program and the students do not get the benefit of having a top quality experience – it falls way short b/c they make do and it puts an extreme amount of pressure on the instructors. The vertical team should also support preparing the students for the HS experience. So if McCallum is the fine arts academy, then the K-8 facilities should begin to introduce the students to that type of educational experience in preparation for the HS
- Some community members are concerned about the size of the HS. They believe the high school should not be bigger than 1800 students, (1500 to 1800 is ideal). The district should also pay attention to the student to teacher ratios, making sure students stay connected
- Community members wanted to know the district vision for education. How are the students and teachers going to become more active in their learning experience and “go from setting and getting to learning and doing

Special Campuses Vertical Team

LASA

- There was a bit of frustration from the community because of the many "dominoes" (Metz/Sanchez/ALC) that must occur in order for LASA to be relocated to the ALC facility. Part of the frustration was due to:
 - The inability to get a response regarding the timeline for this to happen
 - The inability to get a response regarding what is to happen with LASA in the interim
 - The inability to get today's issues resolved (no toilet paper, broken chairs, 47 students in a math class, etc.)
- Many community members sought answers regarding what Plan B or Plan C would be in the event that the "domino situation" did not occur
- Community members articulated the need for extensive PR to bring about community awareness regarding what defines a magnet school. They felt that the media as a "magnet school" carries with it a negative connotation singling out LASA
- Want a campus that can support the extensive programming they have and both parents and students are very enthusiastic about diversifying and making LASA more accessible to others. If it were more central they would be happy. Not looking to displace any other students and are open to partnering with the city and community if that could help with resources/facilities
- Would be happy with ALC if the programming and culture of LASA did not break. It is extremely important to the students and parents that the culture of LASA remains. There is concern that football, robotics, band etc. would not come with them and they emphasized this was a huge part of their culture
- LASA is bursting at the seams. They are violating fire codes, chairs are breaking, they sit on the floor during lunch and they ran out of toilet paper last spring. What are Plan B and C if the bond does not go through? What can they do in the meantime to help?
- REALLY IMPORTANT - to have sports, band and comprehensive curriculum with all of this included
- Students are appreciative of opportunities to mix with LBJ community - but not all that much right now
- Student body supports the idea of moving to ALC to central campuses. They are working together to improve LASA and LBJ relationships. LASA continues to grow
- Definitely a lot of enthusiasm about being able to expand LASA - expand diversity and access to student body
- Concern about moving and not having robotics, football etc. If LASA does not have full complement, it is no longer LASA - does not support a plan that does not incorporate elements
- A major community event is football. LASA isn't a huge part of football team. Marching band is huge part of LASA culture. Look into community partnerships to expand community
- Think there is a lot of sentiment that having more space for bigger LASA is a good thing - also a sense that there are some advantages to smallness and intimacy. As LASA grows

- a goal that should be clearer stated and worked for is how to create the advantages of intimacy in a smaller school within a larger school
- If LASA can't have all that curriculum then we will move – if unfeasible to have a band hall, theater, academic, journalism – then moving is a deal breaker for me – have all extra curriculars or build on LBJ site
- New facility must be fully comprehensive with all extra-curriculars
- Unfair for students that come from South – bus time is so much. Being at Eastside will bring us closer to the south. May take the pressure off having to build a South LASA site
- If ALC was not feasible and co-location with another high school was the only other option, they'd prefer to remain at LBJ and a modernized campus plan that better situates the two programs (more so two schools with some shared spaces vs. co-located within one). They would also not want to displace a school where the preliminary recommendation was not already to consolidate (i.e. Eastside)
- Like the accessibility that ALC provides and the location, but I had concerns about the campus design providing the full set of co-curricular spaces and stressed that a comprehensive high school experience was very important to them, and missing key spaces could be a deal breaker
- Felt it was very important to expand student enrollment to promote diversity as soon as possible and raised concerns about the timeframe of the project to be able to do so, as well as expressed concerns about current overcrowding at LBJ if project work occurs several years out
- Needs to stay as current - plus growth – must accommodate a comprehensive High School, and this should be guaranteed up front
- Keep the comprehensive programing and add space – don't want to share space with another school – Long-term leases and partnerships in ALC area – What happens if bond fails?
- All other programs are essential to student experience for ALL students. LASA community knows it may not be all on-site, and flexibility may be required. We'll be creative and resourceful
- LASA community doesn't want to cause any issues for anyone else. We want to be a proactive part of the solution
- Some liking for a possible option to build on LBJ/LASA site
- Why not combine Eastside and LBJ? Build on ALC; move LASA, Eastside or LBJ
- Parent doesn't think the ALC community would support LASA. Parent wonders if LBJ could move instead and not LASA. Parent suggested combining East Side Memorial and LBJ
- Parents don't want to combine LASA with another school because it will continue the “bad” politics
- Parent doesn't think building more space would solve the problem. She wants to know what the LBJ community thinks if LASA moves—would their enrollment drop?
- Continued concerns about location selection and the political nature of the decision
- Emphasized relocation is about program expansion
- Discussed how growing the program is important for allowing for students into the program than staying small for the sake of a small school community

- Open to discussions on co-curricular, feel very important to be comprehensive but can come to the table to talk about creative uses of spaces and fields to make it work if there is not the perfect location that offers all
- Raised questions on why Eastside and LBJ consolidation had not advanced due to numbers and raised concerns about the size of LBJ's enrollment without LASA and what it may mean for the student opportunities that come from having more students on a campus
- Comprehensive high school or remain at LBJ
- When considerations are being made as to where to move LASA it is extremely important to provide UIL activities to LASA students as part of the overall high school experience
- If staying in same campus with LBJ, we need additional academic space and expansion of gym and other shared spaces
- Strongly against moving LASA o ALC. Be more beneficial to invest in the LBJ/LASA relationship. If LASA is moved out, both schools will lose out on valuable community building opportunities and moving LASA out would leave a lot of empty space in LBJ

Ann Richards School for Young Women Leaders

- As a fine arts academy, we'd like to look at permanent capacity enrollment. We'd like the seven classrooms that are being used for fine arts to be preserved as capacity issues are addressed
- Maintain and approve what the school has by way of fine arts. Definitely need some technological upgrades (iPads in classrooms, perhaps)
- We're at 50% transfers coming in, but can't lose our fine arts space.
- It's people that make the difference, not the program. Let's factor human sentiment in more to these decisions
- In pathetic shape and in serious need of renovations
- No theatre (separate of cafeteria)
- The track is in terrible shape and too small
- If the school was open seven days a week, there's a population of girls who want to be there seven days a week because it is safer than where they live. We have some girls living in cars. If the facility stayed open all the time, maybe 15% of the girls would stay on campus. Something to think about
- Consider targeted project to fix issues like the gymnasium
- Ann Richards is a MS/HS in a MS building; the facility does not meet the needs of the HS programs; needs more meeting space and accommodations done for core/shared spaces
- This school rocks academically – need total building makeover

Rosedale

- Rosedale - The school has been accepted within our community, and moving would mean more time to make the school feel welcome. I feel good about the current relationship the school has with surrounding areas. Rather build up (more floors) than move to a larger plot
- The 1930's facility is terrible and in no way meets the needs of the students

- Rosedale - Make sure that the educational specifications are as unique as the student population

Alternative Learning Center

- I don't think anyone has a big idea on what they want. They just want a campus that can support the programming they want to do - if it is more central they would be happy. Not looking to displace. ALC they would be happy with. What is feasible and doable where the program can go?
- ALC slope may be a perfect space for the theatre
- Is the ALC neighborhood open to having a school there? Traffic patterns, etc.

Akins Vertical Team**Paredes MS****No direct comments received/transcribed as of 2/3/17****Blazier ES**

- Blazier Langford, Palm, Perez - Outreach seems to be difficult at these particular campuses and suggestions include sharing information with vertical teams
- Langford/Palm/Perez – Concern about competition with Blazier
- Collaborative designated space / flexible rooms, courtyard, current track is too small, losing space because of adding portables
- Take walls down, top of the line technology, Blazier is not an AVID school but the culture is there
- MS Site to serve 4-8 design build
- Original recommendation was 3-6 so the grade preference would be: Pre-k-3 Primary and 4-8 Intermediary
- Pathways to connect to Akins, will make a smooth transition, relationships are already built
- Blazier Option 2, strong employees will stay, inclusion settings are going well
- The principle says they are experiencing extreme overcrowding; she says they are at 129% now. At the Akins Vertical team meeting, both she and (Blazier Principle) agreed that if the new proposed SE Elementary was closer to 35, either on the west or east side, that that may work for both. That could serve both of them and their overcrowding. But the main issue is the proposed 6 to 12-year time frame
- Offer spaces that reach all student learning – open learning space – flexible furniture

Casey ES**No direct comments received/transcribed as of 2/3/17****Kocurek ES**

- Need smaller space for alternate community uses (instead of joint cafeteria)
- What are the requirements or availability for advanced education (GT)?
- Need a better track/upgrade playground and feature better drainage for athletic facilities

Langford ES

- Langford/Palm/Perez – Concern about competition with Blazier
- Building needs to be a sophisticated school, technology, Langford is losing kids to KIPP
- Blazier Langford, Palm, Perez - Outreach seems to be difficult at these particular campuses and suggestions include sharing information with vertical teams

Menchaca ES

- Menchaca is concerned about the projected 6 to 12-year time frame for a new facility Currently at 129% capacity. Community is okay with staying on their current site
- Menchaca community: They seemed to think that the opportunity to rebuild on the current site is completely off the table. So there was a little confusion with that

- In relation to the future SE Elementary, both principles from Blazier ES and Menchaca ES would be in favor of that elementary being located closer to I-35. This would enable both schools to have relief and in turn may save money by preventing an entire new build for Menchaca
- Group did not want to see the following programs go away: Dual Language, GT and PPDC Scores program
- The group indicated that the location of the school was very important. They propose a rebuild at the same location
- Major concern about the building centered on repairs that have been made to address safety and health concerns for those that use the building. At this point, the group stated that the repairs still did not address the constant need to take care of electrical, plumbing and safety concerns
- Facility needs/improvements: doors, windows, walls, water, electrical, bathrooms, roof, mold, ants, roaches, smells, parking, noise, leaks, mice
- Dual language, computer lab, PPCD program, complete rebuild, no running water or immediate bathroom access. We need a complete rebuild of our facility. We sit on 20 acres of land and would be the perfect opportunity for the district to rebuild
- Need a new re-build, not a full-modernization
- Why isn't the 20 acres that Menchaca sits on being used for a replacement facility?
- Lack of walls in classrooms makes student concentration a challenge; kindergarten classrooms do not have sinks or bathrooms; and playgrounds and walkways flood when it rains
- 47% of the students are in classrooms with no doors or walls. 12% of the students are in classrooms with no running water. 31% of the students do not have immediate bathroom access, and 22% do not have windows in their classrooms
- 6-12 years is too long to wait for improvements to be made to the Menchaca campus in consideration of safety/health and learning environment
- 6-12 year timeframes is not acceptable due to open concept plan poses security risks. Stated that 47% of students don't have walls/doors. The lockdown recommendation for these students is to exit the building
- Multi-purpose/flex space room flooded and is now being used as a classroom
- Air quality is a major concern. Staff has felt sick. Building smells due to roof leaks.
- Safety concerns due to road
- Why are we spending money on under-enrolled schools?
- Why was re-build taken off the table? Parents and staff want a re-build

Palm ES

- Langford/Palm/Perez – Concern about competition with Blazier
- Blazier Langford, Palm, Perez - Outreach seems to be difficult at these particular campuses and suggestions include sharing information with vertical teams

Perez ES

- Langford/Palm/Perez – Concern about competition with Blazier
- Blazier Langford, Palm, Perez - Outreach seems to be difficult at these particular campuses and suggestions include sharing information with vertical teams

Akins HS

- Akins community wants magnet or IB programming to address need for higher academic rigor to offer the southern part of the district a stronger academic/magnet programming, like that offered north at McCallum, Anderson and LASA
- Concerned with overcrowding at Bowie and Akins. Hoping children can attend LASA or LASA like program in South Austin. Long bus ride if students go to LASA or McCallum Fine Arts or Anderson IB. Feels South Austin has been overlooked with both magnet and/or new school. Has been waiting for magnet for several years. Hoping children will continue to be challenged at Akins. Feels it's an equity issue. Children interested in science, math, and fine arts
- LASA-like program within a comprehensive school helps develop well-rounded students with school spirit
- Vertical teams with Academies – the earlier the better with academies, desire to create them in earlier grades for early exposure to Akins Academies

Crockett Vertical Team**Bedichek ES****No direct comments received/transcribed as of 2/3/17****Odom ES****No direct comments received/transcribed as of 2/3/17****Pleasant Hill****No direct comments received/transcribed as of 2/3/17****St. Elmo**

- Parking - With St. Elmo PUD and possible consolidation into St. Elmo, someone commented that parking and transit challenges may increase in the future based on "if this ends up as a mini-Mueller." South Austin neighborhoods that have had complexes and multi-use commercial/PUD's quickly experience street parking challenges and have the option to petition the city for no on-street parking

Williams**No direct comments received/transcribed as of 2/3/17****Covington MS**

- Covington is interested in more significant district support, especially around marketing their Fine Arts Academy designation. Individuals seemed to be excited about arts partnership opportunities
- Stressed the importance of the earlier targeted project for Fine Arts Academy and the role it would be play in attracting more students. That their ability to market themselves is hampered by the lack of supporting spaces, as well as challenges with operational budgets, to supply their teachers with proper teaching materials. They also mentioned their robotics program is important to them and that they prefer to focus at being great at those two
- If AISD is to support looking at other uses on that site for excess capacity that it be with fine arts-based partners and consider how it could help augment operations and their struggle to get teachers more up-to-date materials
- They were critical of AISD's current marketing campaign (cited the billboards of skinny jeans) that do not focus on their programming and would really like to talk to the District about how a marketing campaign can be developed for them to let their immediate community know about their fine arts programming
- Double-check and explain the school capacity numbers. As a fine arts school, their square footage needs per student are greater given the space needed for dance studios, music rooms, etc. They also said that a few years ago when the numbers were still lower than the capacity number on the fact sheet, they still needed to put students in trailers
- Lots of great discussion around how community partnerships could enhance both the school and the larger community. It's an arts academy, but they don't do much with the larger Austin arts scene. Very good discussions about how a modernized facility could

support that

- They feel that they are “the best kept secret” in Austin, and that with the right marketing effort their numbers would go up significantly
- Targeted project: upgrade spaces (1-6 years), helping the school support the fine arts programs currently in place at Covington MS
- Individual who came from a charter school to access FA Academy; kids are looking for something they can relate to. Able to access computers, technology. Different options are available at Covington. This prelim rec is fixing a problem that isn't there. Student is able to interact with different people, including teachers and students; wants to grow to school and feels comfortable and happy there. Academic issues or problems are addressed (strong culture). Teacher knows students (not too big, especially compared to charter schools)
- Could incorporate dual language or other world languages to lend to college readiness
- 6-12 reaction: Student in SCORES with auditory sensitivity – able to enjoy and thrive in school through small classes and individual attention; doing better in middle school than elementary
- 6-12 reaction: Incorporating middle school with high school – boys preying on girls
- 6-12: socially not ready for incorporation
- 6-12: extracurricular support – will kids be able to access fields, equipment, activities? Unsure if that is possible
- 6-12; age gap is an issue; dislike putting MS and HS together as HS has adult age
- Facility investment would need to be immediate and that would shift enrollment numbers. If investment happened later, we would not see the growth. We are competing with shiny new schools in our area, need help with that
- Covington is the only fine arts school in the south area and one of the better ones. Covington doesn't have the partners to support a HS and also doesn't really have the space. Also, would you want to bus children to other schools? What about the reasons to live in the area and wanting kids to go to a specific school?
- Should stay as a middle school – stop transferring kids to other schools
- Technology needs – new maker space
- Move forward ASAP with the FABPAC recommendations for all updates at the Dyslexia Center; Covington is the only Fine Arts opportunity in South Austin

Boone ES

No direct comments received/transcribed as of 2/3/17

Cunningham ES

- If Covington grows, Cunningham can feed into Covington. Peas Farm can feed into Covington's greenhouse
- Cunningham very involved and hosted lots of meetings - AISD didn't listen in 2012. They have been crying out for a long time. This area of Austin has been neglected
- Modernization projects for Cunningham and Covington need to begin ASAP! Keep families here and active in their school by showing support and improvement
- Parent upset that PreK moved from the building to a portable due to the relocation of Admin staff. PreK portables do not have bathrooms

- The district states students are the priority, and moving Prek into portables to relocate Admin staff into the building does not signify "students first"

Galindo ES

- Make sure after-school activities and supports will be in place after consolidating a school and in turn doubling the size of another - namely Extend-a-Care not having enough space and there being very limited options at schools currently being consolidated into. Galindo doesn't have on-site "Extend-a-Care" and they're bussed (parents don't like this), options at schools currently are lacking so they want to see what they'll have available to them to know that this school may even be an option due to work and life schedules

Joslin MS

- The boundary history of Joslin was questioned. It was the feeling that the boundary area has never been drawn in a way that allows Joslin to grow. Examples were shared of specific neighborhoods that had been divided down the middle in the 70's and never changed
- Why is a school with a successful academic program being considered for consolidation? Other schools are in worse condition (poor FCAs) with worse academic performance that was not being considered just because they were in an affluent neighborhood. There was an understanding that consolidation is possibly necessary in the district but they felt the choice of their school was poor planning
- The location of Joslin being on a major bus route in combination with it's small; intimate setting makes it an ideal school to keep open. The district's definition of an elementary school being around 900 was entirely too large and that there was research to back up the definition of the ideal size of an elementary school at around 400
- Would not support a bond if Joslin were slated for consolidation.
- Joslin was recognized by TEA as being 1 of 9 schools in Texas that offered high performance for lower income schools
- They mentioned nearby schools have overcrowding issues (Barton Hills without permables and Zilker) and it could be a more effective solution to investigate boundary changes to relieve their overcrowding and send more kids to Joslin which has room
- There is a new Park and Ride coming to the area that they believed would make the area more accessible, and therefore more able to draw transfer students. It was discussed how the school was a desirable school to transfer into, and how many of the students now are transfers
- Parents also strongly felt the demographer numbers will change, and believe they are seeing a big influx of young families into the area
- Demography is in question because there are many kids in the school neighborhood. If Joslin were modernized, would it bring them back? Attendance boundaries are also in question
- There is no desirable alternative school that is not causing parents angst about the commute and traversing the city streets
- By looking at facilities as facilities, we're removing the community aspect and the neighborhoods and Austin culture. The city's history is largely centered around education

and schools should be at the core of every neighborhood. By closing Joslin, there will no longer be a walkable public school for their neighborhood, and additionally add to traffic congestion. Eden Park Academy Charter school is walkable

- This part of town has a growing number of Charters and Montessori/Alternative schooling programs as well as many homeschoolers - there is concern that closing Joslin will quickly push people to move and/or seek alternative schooling options for their children rather than re-locate or accept a boundary change
- Culture - families have chosen Joslin because it is welcoming and diverse. Parents are allowed on campus and concerns are listened to and acted upon. They do not believe they will have the same experience at other schools
- Hope that the FABPAC and/or the School Board will choose to make material enhancements, if not full modernization to exceptional elementary schools, like Joslin. Schools, like Joslin, that are serving low-income families and families that have benefited from not having to send their child to a larger elementary school, are already "reinventing the urban school experience"
- With Joslin split, Covington would lose Joslin students who move to Galindo and St. Elmo. Joslin is a strong part of the Covington community. Boundary adjustment/expansion is desired
- If you are going to consolidate to St. Elmo, you HAVE to clean house. It is not about technology
- Sunrise community church is directly across the street from Joslin and there is also an Extencare program right on Joslin's campus; really good afterschool care, kids play outside, get a snack from food bank - great partnerships; there is no church that does that or hosts that at St Elmo - pretty sure they have to cross First street and go into apartment complex; everyone at Sunrise has background checks
- Parents felt that telling a community that your school (Joslin) will close so far in advance effectively kills the school early. They worry that being on the chopping block for so many years impacts the school community negatively, but understood that schools must be modernized first. They think the plan makes sense, but have noticed the Joslin community "taking swipes" at the Sunset Valley community to prevent their closure from happening
- Joslin is doing really well. Why would you want to divide that between three different schools? Expand the boundaries. Younger families are moving into the area, new condos are being built, and all of Western Trails should be in Joslyn's area
- Keep Joslin open. Redraw boundary lines for Joslin. Allow families the option of sending their children to Joslin in lieu of Sunset Valley, which is dual language
- Study boundary lines – please do not consolidate us into a bigger school
- Joslin's facility has a higher rating than the 2 schools our neighborhood would be forced to zone to
- Please redraw the boundary for Western Trails Neighborhood – the demographic has changed
- Southwest Austin must have a non-DL option elementary school
- An empty building attracts attention. We have issues near Joslin with a community of panhandlers. If the building is shuttered it is a security risk. Before a building is abandoned by the ISD, it needs to have a new tenant already identified

Sunset Valley

- Ability to opt-out of dual language program is very important; many families that attend Joslin are zoned to Sunset Valley, but Sunset Valley does not have an opt-out option from dual-language. Dual-language can be challenging for children with learning disabilities, dyslexia, or reading challenges
- Older facilities could use updating but overall satisfied with this approach

Crockett HS

- Everything in the facility needs a complete overhaul
- We're often saying that we're under-populated but the school right next to us is at 140 percent capacity. When will the boundaries change so that we can get the population? Our live-in population is 1600 and our capacity is 2100
- I'd love to get the feeder schools in here
- When you've got Bowie and Akins so overcrowded, but we're here and have the capacity!
- What about boundary changes, why can't some of those be put into Travis, Crockett and Austin High?
- We're hearing a lot about renovation. We're fine arts. We just want to make sure... our building was rated really low. We just want to know if something is going to be done. This past beginning of the school year when everyone was getting new desks, etc., I guess we're just feeling left out. There's so much great technology out there for fine arts, too. There are so many great programs out there for kids, keeps all these kids interested in school. We're so much more than marching band. We have so many small little groups. Building needs some lipstick. We need these rooms acoustically treated
- Glad to see 6-12 program for Crockett/Covington is no longer an option. Many were not aware the option had changed
- An early college HS at Crockett HS

Thematic Findings Unattributed to Specific School Within Vertical Team

- Redo the boundaries so that the live-in population matches more closely the school's capacity. It was believed that the without this, under enrollment was likely to continue
- Desire to see programming at every school within the Crockett Vertical Team, especially at the elementary levels where many schools lack unique offerings. They also want to see Dual Language offered at Crockett so students can access that programming through all levels
- Strongly believe that AISD has unique offerings that aren't highlighted enough. Modernizing schools is critical to keeping students in public schools and drawing students back. Simply keeping the grass mowed can do a lot to show off a public school since charter parents often provide those services as volunteers to charter schools

Reagan Vertical Team

Dobie MS

- At Reagan we had 8th grade added to our school and those kids had a smooth transition once moving into 9th grade. The issues that Webb and Dobie have that we do not have a true vertical team. It splits into everywhere. If we truly have the same feeder pattern and feed into the same HS that would be the best. It would strengthen everything. Half of Dobie's and Webb's go to Lanier and Half go to Reagan. It doesn't make sense. It probably has been around for a long time and needs to be revisited. We have 5 charter schools in our radius because we do not have Pre-K so they take their kids elsewhere. Kids from Andrews cross 290 then IH 35. These kids have to cross these roads and since there isn't bussing they choose charter schools
- The fear that you get from PK you want to shelter them from the bigger kids in MS. How is it going to be organized for kids not to get run over. The plan that they are going to have their kids dispersed and moved to other schools
- The transition becomes difficult, if it stays together – Dobie PK – instead of transferring kids it would be better
- Webb and Dobie Middle School would both like to have a K-8 school model with the DL program offered from top to bottom.
- Webb and Dobie Middle School would both like to feed only into the Reagan HS Vertical Team. They'd also like to have a "cleaner" vertical team – with less gerrymandering of the vertical team

Graham ES

No direct comments received/transcribed as of 2/3/17

Hart ES

- Hart is my school - am I waiting 12-25 years to see the improvements?
- Concerns about portables and conditions, charters were perceived to have better buildings

Walnut Creek ES

No direct comments received/transcribed as of 2/3/17

Dobie Pre-K

- There are many doubts about the cost-effectiveness of the decentralization of Dobie Pre-K and Lucy Read. Even if sending these children back to their home campuses were deemed less costly, they argue that ECE intervention costs upfront pay off big long-term in terms of transition to elementary and future standardized test scores (for these arguments attendees point to AISD's internal study of these programs' efficacy)

Webb MS

- Why would you want to stay in the location that you are at? The parents understand modernization. They want to know the implementation. The parents want to stay. Even if they did stay they want to know the choices. K-8 program that they were going for. If the long-term goal is to stay a K-8 then what specific neighborhood, what will be our

boundaries, we want a stable feeder pattern. They like the idea of the kids staying together. They like the community piece of it

- What are the ideas they have about boundaries? They feel strongly of a true feeder pattern if we have kids from Pickle come to Webb. Primary issue is we have kids from Barrington, Andrews etc. Some go to Lanier others go to Reagan and it causes some confusion
- There were not any reservations about being the first group. They prefer to remain a K-8 school. They liked that we create the facility within Webb. We have refugee families that like that their kids are together
- Vertical alignment, sustainable programs, can be more consistent. I can have a well-implemented program, then I know what is coming up to MS because I have control of the program
- Webb would like to see if they could examine the boundaries around their school to make it so that kids don't have to cross 35. They'd like to have everyone flow up from a "neighborhood" local level so that it does not have the dangers and transportation impact of crossing main roads (e.g., 35)
- Webb and Dobie Middle School would both like to have a K-8 school model with the DL program offered from top to bottom
- Webb and Dobie Middle School would both like to feed only into the Reagan HS Vertical Team. They'd also like to have a "cleaner" vertical team – with less gerrymandering of the vertical team

Barrington ES

No direct comments received/transcribed as of 2/3/17

Brown ES

- The longer the process takes, the more chance kids may leave. Can there be a boundary shift between Brentwood and Brown? So more kids go to Brown?
- Build school immediately, keep community and school collaboration and grow the arts and science programs
- Location: more parking! And safer drop-off zones. Larger entrances. They want the same location as original TA Brown. Face the entrances away from 183. Have safer crosswalks
- FINE ARTS! POD school pullout concepts for space. Could incorporate robotics teams that are fluid. Creates a safer environment with a POD. Each class has a central core. It teaches collaboration. Brings students with different abilities and teachers together. Fine arts, science and world cultures like Webb
- Pre-K 8 school for the future? Brown would be in a new modern facility. Want to increase enrollment. Webb is in portables. Webb could feed into TA Brown. Thoughts? They want family and students to stay together and they are open to it. Would prefer PK-8th grade. Webb would be a similar family to TA Brown. Both have similar issues, including cultural. Barrington students would feed into the schools
- Have a "green area" and open areas like a home. A place to support social workers and other supports. Indoor/outdoor environments. Places for parents. Flexible workspaces that can alternate and rotate for dentists, haircuts, etc. They referred to pickle. Flexible conference rooms. Quiet spaces for dental care and clinic areas

- Happy there are plans to rebuild on its former site, although I hope this project takes priority. Since the school's recommendation, the school was split among two campuses - disorienting students and separating siblings. Great idea for sharing space with Webb Primary
- ADA compliance and adequate bilingual resources
- Would like to see a fine arts themes in the new school and a connected community of services
- Would like to be a part of the Lanier vertical team since Lanier offers many programs they would like. Many students go to Lanier

Pickle MS

No direct comments received/transcribed as of 2/3/17

Webb Primary

- When Webb Primary and Brown are combined what happens to the jobs of the staff and faculty?
- Do not send Webb Primary students to Brown. Webb Primary students are apart of Webb MS and should remain there and be involved in the K-8 model proposed by many
- Are there some concerns regarding the children crossing IH 35. Bus routes, work for the MS students and primary. Majority of students have to walk
- Strong support and preference to have Webb Primary students (in portables) stay with Webb Middle School students in a K-8 model
- Need to create more space; building would be better than the portables. Right now it looks small and each portable is crowded with only one bathroom for both boys and girls, and small gym space

Winn ES

- Fully support, great information related to renovation. Largest pieces, Montessori project, support that initiative. Believe the discovery model supports the districts urban experience
- Supportive of Montessori method, important for future, info becoming more free. Intrinsic motivation and being self-directed. Spoken to hundreds of family supportive of Montessori, would come back if Montessori school
- Backing away from support from Montessori program, have questions, 6-12 year plan, would Montessori be put out to six-year mark. Facilities don't drive program, question on rollout of Montessori. Program?
- Ideas: if not Montessori, what other program. STEM. Thinker, partnership, around corner, complimentary program
- We need a little bit of upgrades, older facility, build in 79, doors don't have windows, most other buildings have windows you can look through, hardware doors. More access, new elevator for one wing, but leaves other wing with two floors, no ADA compliance.
- Warranted to know Winn has long history, having to overcome history that developed, in good place, good things going on, but history has a lot to do with community. Not what we have done, but what has happened

- Spanish and English classes, partnering up with a library, in community and create afterschool program for parents, community and kids. Make available new conference room for community if need meetings. Trying to mix stronger afterschool programs, get vendors, more attractive for our students. More solid programs. Some programs ok but need more, critical thinking
- Community schools model, beneficial, community is important around school, teacher focusing on increasing parent engagement and readdressing. Parent outreach community and redefine what looks like. We see in classrooms every day that they have to gain from parents being involved. Recreate culture. Difficult because parents don't do traditional flyers, etc. difficult for meaningful outreach, at state of one on one level. We as teachers trying to do that and teach. Programming, PK3 program, children mental health program, counseling, and ESL classes for adults
- Parent resource center. Take kids and do activities and homework with them, while parents learn how to read and how to do vocab, etc. A new playscape structure, to engage new families. A health clinic, on campus for parents to get services. English and Spanish classes for parents
- Consider Winn as 2-school and 1-house facility
- Check for asbestos in the wall

Reagan HS

- Every school in Reagan Vertical should follow the community-school model. Include mentorships, social worker, Family Resource Center, ESL, and Love & Logic
- Current programs at Reagan are working fine

LBJ Vertical Team

Sadler Means YWLA

- 6-12 model is more effective but requires separation of MS/HS
- If grade's expansion happens must happen at both campuses
- Continue to provide attractive programming at both campuses to ensure students continue to select schools
- Continue with the option and provide resources so a Mueller campus won't drain enrollment
- Poor infrastructure, which should be fixed in renovations in the coming years. Need to strengthen STEM spaces to complement new science lab

Andrews ES

- Think outside the box for Andrews ES; we are a very poor and underserved community that could use a different approach and ideas to bring parents, teachers, and community members together. More food giveaways, transportation, and one-on-one engagement

Blanton ES

- More homes in Mueller should be zoned for Blanton to provide greater equity for that school

Harris ES

- Can improve Harris' challenges with a multi-lingual population
- Lack of parking at Harris

Pecan Springs ES

- Why did 1-12 change to 6-12? Based on FCA of 36, why are they in years 6-12? They thought they were the 4th worst FCA school? Do they not agree with sequencing?
- Want open, green, flexible learning spaces, and access for shared parent spaces
- Lack of parking at Harris

Garcia YMLA

- Concerns around grade expansion K-8 not an effective model
- 6-12 model is more effective but requires separation of MS/HS
- Additional programs to reflect programming from the initial year of opening
- If grade expansion happens, it must happen at both campuses
- Continue to provide attractive programming at both campuses to ensure students continue to select schools
- Use GGYMLA site to have both boys and girls within the one campus, but separate.
- Two large facilities, can they accommodate additional grades within the building? (under-enrolled)
- Sinking of the grounds at Garcia
- Continue with the option and provide resources so a Mueller campus won't drain enrollment
- Sinking facility structure

Jordan ES

No direct comments received/transcribed as of 2/3/17

Overton ES

No direct comments received/transcribed as of 2/3/17

Sims ES

- Sims is smaller and smaller site
- Sims FCA is lower than Normans
- Sims traffic will be dangerous on small neighborhood streets if all kids consolidated there
- Where will Sims kids go during construction? Probably to Norman
- They do not perceive FedEx Facility as issue because it is “far away”, and kids are arriving by car
- They do not perceive Sims location as preferable over Norman location as discussed in FABPAC meetings
- Questioning 12-25 year timeframe? Do demographics and population trends align with that forecast?
- Montessori program at Sims (Administration invested in planning/training and program was not implemented)
- Need for more guidance counselors and support staff when Norman and Sims merge

Norman ES

- Sims location is not perceived as preferable over Norman location
- Sims FCA is lower than Norman's
- Concerned with the class size when combining schools. Would teachers from Norman transfer to Sims? Would additional support staff be added? An AISD staff stated that an increase in the student population provides the opportunities for more special programs. Will they cut program such as 504?
- Concerned with the class size when combining schools? Would teachers from Norman transfer to Sims? Would additional support staff be added? An AISD staff stated that an increase in the student population provides the opportunities for more special programs. Will they cut program such as 504?
- Need for more guidance counselors and support staff when Norman and Sims merge

(Proposed) Mueller MS

- Large contingent of my table [Sadler Means, Gus Garcia parents, and Blanton parents] want a middle school at the Mueller site. They believe there is data out there to support and provide anecdotal evidence of charter principals bragging about recruiting kids from AISD. They want AISD to explore the numbers more closely and survey the neighborhood
- Parents [Sadler Means, Gus Garcia parents, and Blanton parents] want a middle school in the Mueller area, no matter where it's built and even if their kids will never get to attend based on timing of construction. They believe the land is a good opportunity, but are not tied to a MS on that site. Parents are forced to drive their children to multiple schools that

are not nearby, which also makes it difficult to be an active parent at the school. Additionally, rather than keeping the neighborhood together, it forces families to choose "what's best for me" and be in competition with other families rather than working together in a neighborhood middle school

- Ardent support for a middle school at Mueller. Community members want a coed middle school option in the neighborhood. They will not select single-gender schools, and they do not know anyone at Blanton who has gone to the YWLA or the YMLA. Want kids at Blanton to be able to continue on to a middle school as a community. They want their kids to stay with the same group for elementary, middle, and high school
- Strong support and desire for co-ed middle school in this part of town
- Please consider a natatorium. The tract at Mueller is too small for a modern middle school. Also, it avoids the problems of Garcia and Sadler Means under-enrollment and does not make sense fiscally

LBJ/LASA

- Parents believe that LASA at ALC would take too long to accomplish. LASA needs a site more quickly and identified Bedichek MS and Crockett HS as options. He doesn't like LASA at LBJ
- Parent interested in seeing a magnet program at the middle school level in South Austin. Considers Fulmore Central Austin
- Parent would like to see a specialized program for hearing impaired individuals, especially at the 9 months to 3 years stage. Having access to American Sign Language is essential to the foundation of life and should be incorporated into schools at every level within AISD
- Need to create one magnet program. Desegregate the school. Assess what the kids think. CHANGE THE PROGRAM...ONE PROGRAM...ONE SCHOOL
- LASA to move to ALC. NO! Make the program encompass the entire school body.
- Concerned about the school year 15-16, not showing the enrollment of two schools. Not showing 48%, but rather 110%
- Information that was presented was identical, but it would say inadequate for LASA and adequate for LBJ. One thing that they are missing is the combined assessment. Lack of meeting space, lack of community planning space, lack of collaborative space, very strained for space, classrooms inadequate, space up against the wall. Why aren't we in the expedited field? Change is not going to come in six years. What are we supposed to do within that time? Gym was adequate for LBJ and inadequate for LASA - need to combine the data. 6-12 is insulting
- Cannot get our neighborhood kids comfortable because we are bringing other kids in. Don't want neighborhood kids put at a disadvantage because there is no room in classrooms
- Don't share extracurriculars - share some of sports. We can always do sports, but we don't get the journalism/other experiences - LBJ
- Need to look at Eastside Memorial, it would be option for it to be LASA
- Deal with the diversity, equity, social/emotional aspects of campus and how they operate with segregation in the 21st century

- New buildings on LBJ campus - discontent because they are not dealing with the social/emotional aspects. Disconnect between cultural things of school, band choir, sports etc.
- Regarding keeping both schools on the campus, the current trend of separating classes needs to be reversed at the administration level
- To think of desecrating the old Anderson HS building is affront to the African American community!
- Strongly opposed to separating LASA from a comprehensive campus. Austin would be much better served to find ways to have the highest quality education in community-based comprehensive campuses that represent the diversity of the neighborhood and the city

Travis Vertical Team**Travis HS**

- LASA cannot come in
- Travis should not be a magnet
- We want to keep specialized programs: Advance Academics
- Need to have a partnership that would yield having a clinic that would serve the school and outside community
- Need for upgrades now not in 6 years as proposed
- Need to have a separate entrance to GPA
- Many specific targeted needs were offered by the community aligned with modernization and flexible learning spaces (e.g., upgraded library, gallery space, accessibility features)

Fulmore MS

- Need for better technology
- Need for social justice classes
- Need to address parking concerns
- Elementary schools with poor FCA and unsatisfactory ESA; need to be prioritized 1-6 year timeframe

Becker ES

- Demographic projections – reality is far more dynamic, ever-changing. Closure is permanent. Fill schools with transfers with programs – Becker was once slated to close and now has a waitlist

Dawson ES

- There is a concern that the transfer students will not follow zoned students that would be moved as part of the consolidation, which is about 175 students. Some of this is related to the specific location of Dawson and ease of access for parents dropping students off and picking them up to/from work
- There was a concern for traffic congestion and access of walkers to Galindo if consolidation occurs
- The SPED students and the variety of specialized associated programming reduces the recorded efficiency of the building when comparing square foot/student. There are a number of SPED students that are integrated into the program at Dawson and the scale and location of the school are a benefit to those students
- The District does not support the efforts of individual schools to brand themselves and, as a result, increase student population and enrollment. The community group and parents believe that Dawson should be the model school for AISD with its strong sense of community and its holistic program integration for ALL learners
- Concern about Special Ed students and how actually use the facility in relation to how capacity is calculated since they have a smaller student to teacher ratio and they feel the Special Ed programs administered at this site are part of their school culture and community

- Feel their school culture is very strong, with a diverse student body, innovative programs, and hitting performance objectives and that together they embody AISD's reinvented urban school definition
- Stressed the location of Dawson – ideal for drop off and pick up to downtown on 1st street and location is proximate to urban core and goals of City of Austin and Mayor to protect these areas for affordable family housing (felt that Galindo would be challenging for drop off and pick up)
- Desire for metrics over the next 6 years for reaching adequate enrollment numbers and support from AISD to help with that
- Multiple individuals questioned why utilization is the main factor in determining a consolidation. They are only slightly under the ideal utilization ("We're one family short of 75%."). They believe the student/square foot calculation doesn't account for the high number of SPED students that reduces their utilization. They also questioned the demographic projections, indicating that they see a lot of young adults in the neighborhood who will have kids soon. "What happened at Becker 5 years ago is happening to us"
- There is the sentiment that they are exactly what the District is looking for - an urban school that is performing well and inclusive of diverse individuals. They believe academic performance should be taken into account for consolidation criteria and a school shouldn't be consolidated into a school that records lower performance ratings.
- The point was made that disadvantaged children - those with special needs or low income - do not thrive in a larger school nor do they thrive during transitions
- Current traffic in Galindo cannot handle a consolidation. Would not feel comfortable having their children walk across South First Street
- Multiple stories and data points about Dawson being a special place with real meaning to the community. It's very clearly a tight-knit school that students, teachers, parents, and administrators love, which they do not believe can be capture with data points or notes.
- Limited/chaotic parking (Galindo) and concerns about how consolidation may impact traffic
- Concerns that consolidating schools along w/ a growing community may create large numbers of students in each classroom
- We want to be able to send our kids to Fulmore and Travis - Dawson is best potential; these ES will strengthen the Travis VT

Linder ES

- Brooke/Linder/Zavala feel there will be sub-communities if there is a consolidation, and the school will not be cohesive
- Brooke/Linder/Zavala They call themselves "the triangle" schools - based on their location and good relationship and apparently do a lot of resource sharing and have families that overlap schools based on grade levels
- Distance from Linder and Uphaus is too far for consolidation to work for families and walkability/transportation
- SE Austin is where most of the affordable housing is left in the city and where the most rapid growth is "right now." By not doing anything at these schools in the immediate future, it comes across as the District is not addressing immediate needs and that we're

systemically continuing to let buildings deteriorate rather than address a holistic plan for all the buildings needs NOW. They questioned if FMP/FABPAC/Facilities will lay out a plan as part of our work to make sure that we address cyclical maintenance and simple aesthetic improvements on the short term - fresh paints, gates, landscaping for a more "welcoming and prideful feel"

- There is a new Oracle campus under development in this area, and they expect additional tech and commercial growth, which will bring more families
- There is a lot of competition in this area from charters

Travis Heights ES

No direct comments received/transcribed as of 2/3/17

Uphaus ECC

- Uphaus, Widen, Houston wanted to investigate splitting grade levels into 3 categories beginning with early childhood. The community felt it would work in their area because the campuses are so close
- Uphaus wants to continue to support early childhood
- Widen thinks a stronger academic alignment with Mendez would strengthen both schools
- Distance from Linder and Uphaus is too far for consolidation to work for families and walkability/transportation
- SE Austin is where most of the affordable housing is left in the city and where the most rapid growth is "right now." By not doing anything at these schools in the immediate future, it comes across as the District is not addressing immediate needs and that we're systemically continuing to let buildings deteriorate rather than address a holistic plan for all the buildings needs NOW. They questioned if FMP/FABPAC/Facilities will lay out a plan as part of our work to make sure that we address cyclical maintenance and simple aesthetic improvements on the short term - fresh paints, gates, landscaping for a more "welcoming and prideful feel"
- There is a new Oracle campus under development in this area, and they expect additional tech and commercial growth, which will bring more families
- There is a lot of competition in this area from charters
- Uphaus was built for early child students—facilities, professional development for the teachers, Child Inc., "Headstart" program, parenting classes. There is a desire to continue to use this school for that use

Mendez MS

- Widen thinks a stronger academic alignment with Mendez would strengthen both schools

Houston ES

- Uphaus, Widen, Houston wanted to investigate splitting grade levels into 3 categories beginning with early childhood. The community felt it would work in their area because the campuses are so close
- Community wishes updates would happen sooner
- They have some wraparound services, but want more community services on site and involved with their schools

Rodriguez ES

No direct comments received/transcribed as of 2/3/17

Widen ES

- Uphaus, Widen, Houston wanted to investigate splitting grade levels into 3 categories beginning with early childhood. The community felt it would work in their area because the campuses are so close
- Feel like there is a lack of attention to aesthetics or preservation to the building as well as lack of consideration to planning this when considering improvements and concern that previous work and current perception of schools do not align
- "Welcoming/Community/Neighborhood School ideals" - ex: mismatched floor tiles, ceiling tiles, paint colors. "There is a long history of just patching things up and no pride or quality to the work"
- 6-12 years feels like a long time for implementation—the facility needs are urgent
- Widen funnels Mendez, Akins, and Travis

Eastside Memorial Vertical Team

Eastside Memorial

- Both Martin and Eastside believe that the 1-6 year timeline is more appropriate. Students and teachers from both campuses discussed problems with rats, rooms that could not be used because they were unsuitable, holes in walls, and other maintenance issues
- Can't wait 6-12 years, if only due to systemic enrollment issues, which they believe holistic attention from the district, will bring positive impact on not just the schools themselves, but community at-large
- Eastside Memorial has applied to be early college program. Is this due to Eastside Memorial being deemed to have "underutilized space - unacceptable"?
- Highest test score 2 years ESMH. Health science program united w/ acc. Automotive classes available early development while in HS
- Eastside memorial commitment to coordinate with Martin to welcome the students to join. Healthcare programs at ESMH proactive to make community giveback
- Innovation academy/focus on grades as well as interaction with community service hours. Push for academics with high teacher and parent engagement
- Eastside Memorial has dramatically changed in the last few years and student growth is evident through meeting accountability. We have a blooming Health Science Program that is certifying students and gives them skills necessary to find a job (also have good automotive program and graphic design internship program)
- EMHS and IHS share buildings and the age of the buildings shows. The campus is in great need of updates

Martin MS

- Martin is much more than a school, but a community institution. They are a place that provides support for both students and families. Legal services are provided and use Martin as their meeting place, community services that provide counseling, mentoring, and after school support (lacrosse, bike club, etc.) for students. As of now, all the programs are functioning, but they are making do with limited space
- The Martin neighborhood is changing. One gentleman explaining that his grandmother is a realtor and that the area is one that is up and coming. Advocates believe that Martin needs to "keep up" with the modernization of the neighborhood, and if it does not, they are concerned that the school will lose those families to other campuses more up to date
- Can't wait 6-12 years, if only due to systemic enrollment issues, which they believe holistic attention from the district, will bring positive impact on not just the schools themselves, but community at-large
- The location alone attracts the families and the school and community partners has done everything right to turn themselves around. Now it's time for the district to complete its reinvention with attention to our appearance and take advantage of our spotlight.
- Concerns about having to move students if remodeling occurs
- Martin affects feeder school to East Side Memorial as well as elementary schools. 1-6 year range benefits Martin feeder schools. Make or break East Side Vertical team
- The Breakthrough Program has proven successful in the community. It has pushed kids to attend college while supporting the journey

- The Innovation Academy is very successful and all enjoy being a part of it and are committed to it
- Modernize Martin now! Not in 6-12 years. This school needs to be updated to keep up with the gentrification that is occurring
- Would like to see more culturally responsive pedagogy and curriculum at Martin. The school should be modernized in years 1-5 between the rats and the AC we may not last long
- I'd like to see the inclusive model Martin historically employs expanded to schools with tracking like Fulmore

Allison ES

- Concerns about having to move students if remodeling occurs
- Concerns about safety at Allison; heavy traffic, a bus stop in front, traffic not respecting crossing guard. The group discussed writing up the issue and requesting someone from the city to come look at it (put a stop light at Vargas and Ponca and have someone else directing traffic behind the school?)
- School bus service wanted, but is not available to families living closer
- Eastside vertical team schools have been overlooked and losing a lot of kids to charter schools. Allison hasn't lost a lot of kids because parents have been patient. They want to be considered in the first round. Consider charter schools around them

Brooke ES

- 75-year-old AISD graduate reiterated the importance of doing what's right for kids even if that means making hard decisions. Nobody wants their school to close, but if that's what it takes to get modernized facilities with high-tech learning then it's worth it. (these kinds of voices need to be heard)
- Concerns around traffic and safety with Zavala neighborhood streets. Plan renovation to include traffic plan for increased enrollment
- Brooke doesn't want to consolidate due to unique community that has been developed over time
- Brooke has worked hard to come close to a green flag and create a very sustainable environment with outdoor learning at the core of academics. There is concern this would not carry over with a consolidation
- Brooke/Linder/Zavala feel there will be sub-communities if there is a consolidation, and the school will not be cohesive
- Brooke/Linder/Zavala They call themselves "the triangle" schools - based on their location and good relationship and apparently do a lot of resource sharing and have families that overlap schools based on grade levels
- Did not like or agree with the designation of being "industrial"

Govalle ES

- Concerns about being pushed down on the list - that the surrounding neighborhood has been rapidly gentrifying and seeing improvements and the school looks abandoned/old/un-maintained - "The school district is not keeping up with gentrification"

and aesthetic improvements and people consider the appearance of a school in deciding how welcoming we are"

- Noted rats and having to chase them and children or staff possibly being bit
- Complaints of rats, bugs, and windows and lights in need of repair
- Concerns about why older schools are not being remodeled/repaired/updated w/ new technology before newer schools or whether it's even cost efficient to make so many repairs
- Request to create more programs (such as classes for adults)/ more of a community space
- Pre-K-3 at Govalle
- Will our school still be standing in 12-25 years? We need support to move forward in getting it up to standards
- Would like to see committed two way dual language program and teachers trained
- Govalle would benefit from the Community in Schools program. Only 1 counselor but more are needed

Metz ES

- Metz is a congested site when it comes to parking/traffic flow. With the merge of the two schools this will have to be addressed to improve safety
- Metz and Sanchez are willing to come together and form one family but attention must be paid to their cultures, history and the traditions each one has established on their own and help them blend. Student identities and relationships are important. Ensuring the feel of a small size school will be important to keeping those connections
- Academic programming at the younger age levels for the "fundamentals" are very important to them, and wanted reassurances the district would work with them on providing this. Pre-K programs were very valued by both Sanchez and Metz
- When merging both campuses, remember the history and be culturally competent and respectful of both campuses. The group believed the consolidation will work, but it must be done in a thoughtful and collaborative way
- "Not a shotgun wedding" - Merging the campuses starts with parents and teachers. The new campus should still "feel" like a small neighborhood school; there need to be efforts such as a forming a Co-PTA, staff development and community events before moving anyone. The school communities drive the process
- History of Sanchez and Metz: First statewide bilingual/dual language programs established at these schools, strong active political base, Cesar Chavez visited Metz, Cultural competency/proficiency
- Co-locate social services at schools. Small non-profits serve to provide various counseling services, etc. and support students and their families
- Rumors of turning into big central office - No!

Ortega ES

- Ortega has distinguished itself as a beacon of academic achievement. Its teachers and staff have shown its commitment in closing the gap in education. It is also a center of community
- Safety and health should always come before "extra" modernization efforts.

- Ortega has deep roots in the community. Thank you for moving us from consolidated to modernize.
- Pre-K and Kindergarten bilingual programs should be separated, not combined

Zavala ES

- Brooke/Linder/Zavala feel there will be sub-communities if there is a consolidation, and the school will not be cohesive.
- Brooke/Linder/Zavala They call themselves "the triangle" schools - based on their location and good relationship and apparently do a lot of resource sharing and have families that overlap schools based on grade levels.
- How can we really begin to modernize in the 6-12 year timeframe?

Anderson Vertical Team

Anderson HS

- Would prefer 2 smaller MS in the Anderson VT as compared to one large MS. A 1700 student MS would be a very large school for young teens/pre-teens
- Concerned about 17-25 year out because didn't get last stuff in the bond.
- We need lots of spaces to fit all students in one space, such as gym.

Murchison MS

- Split Murchison into 2 schools and build a new NW middle school. Davis and Summitt could easily split off – it's a pain to get down to Murchison from those area
- Ideal would be 2 smaller MS; but if 1 large MS had to be the answer then staff (other than teachers) needs to be increased
- Support the idea of a “6th Grade Community” as part of the plan for the large 1 MS proposed model
- If build-out is done at Murchison then it would be ideal to have that be a 6th grade mini-campus, staffed accordingly
- Really need to re-examine the 2025 population projection for Murchison because neighborhoods feeding Murchison are mostly built-out
- Build separate 6th grade campus – buildings currently are satisfactory, but should be modernized
- Murchison 6th grade merged with 5th grade from Doss and Hill and put in new facility instead of a brand new K-5 facility
- What about modernizing Murchison first, then Doss and Hill? Because Doss and Hill need class space before modernization
- Would be more comfortable, but would be most comfortable with two schools at 900 students
- The reality that exists at Murchison is that we're already a really large middle school that people might be concerned about. But, I'm confident that with the right systems, staff, and plan, it can work
- Questions raised about the 1,500 number versus 1,700 population
- Very Interested in world language immersion program at middle school within their Vertical Team - opposed to attending programming outside their vertical team
- Hesitant to accept a 1,500 capacity middle school for a few reasons:
 - The model does not currently exist and they feel the district won't provide the support staff they need (librarians, clerks, counselors, principals, etc.). Want a guarantee that staffing models will reflect their needs
 - They feel that 6th graders would get lost in the shuffle. Would like a 6th grade center including commons spaces for them to help with transition
 - Building 2 middle schools was discussed. While they really liked this option (due to size), want relief now and understand finding land/building new would take time. They asked about creative solutions (leasing warehouse space, renovating office space, etc.)
- Feel 1,500 isn't enough Murchison seats. They don't trust projections (see a lot of turnover in the neighborhood - folks WANT to get kids into Murchison) and believe

1,500 capacity won't hold all the in-boundary students plus transfers. They indicated that the District continues to allow students to transfer to their school despite overcrowding

- Concerns about Anderson timing. Want to make sure gym and common spaces at Anderson are right-sized before their modernization project
- That large of a middle school diminishes activities for kids. Kids are affected by it—two bands. Deprives students of all those things
- SEL: Seems unhealthy to go from 1:1 (middle to high school). One strength is 1 middle feeding into one high school is that multiple elementary schools feeding into those makes us a small town within a town. So many of our schools split from elementary and middle and high and that makes it harder for parents to know who their friends are. One of our strengths is we have a little small town

Doss ES

- The overcrowding at Doss and Hill needs to be relieved immediately, but parents are concerned about the disruption to their children's education if they have to be bussed to another facility during renovation
- These same parents are just as concerned about Murchison's modernization and feel that Murchison should be modernized before the elementary schools
- The parents and the trustee believe that the strength and community of the vertical team should be taken into consideration for any decision that will impact them.
- Current facilities and conditions are not safe and present health concerns (due to overcrowding). Priority should be addresses to these soon
- Community will be resistant to boundary changes – a new area elementary school would be beneficial
- Create STEM magnet-type track and improve the community's ability to use the Doss "Park" by modernizing spaces like these also
- What about creating a 5th-6th grade center? Or adding 5th into middle school
- Supportive of new ES – either provide DL immersion language program to track (2 classes per grade level) to incite interest in the new elementary school being proposed
- The Mandarin Immersion parents at Doss would be comfortable moving to a new school – if a second tract was added
- Doss-Has there been consideration about a new Magnet middle school?
- Doss-We are all crowded, our kids have no room to place. Need bond to be realistic so that the kids can have relief. Sense of urgency is important, assume bond passes, will it be 1 year or 6. Has there been discussion of a 5th and 6th center instead of a new school?
- Parents will not support a boundary change to relieve overcrowding unless there is specialized programming in a middle school because they don't want to break up the vertical team. IB (Globalization) is the thread that ties the vertical team together
- Major emphasis on the use outdoor space. Outdoor space for community recreation and physical activity
- Strong sense of urgency for elementary relief as soon as possible. Current portables at location are not conducive to collaborative learning and collaborative team teaching

- Additional language immersion tracks world language immersion program at middle school
- Doss and Hill have some major / major needs – strong feelings that those needs cannot wait to be addressed. They also felt the schools are so bad that on-site replacements should be considered especially if their projects were going to be at the end of the 6 year period after the new elementary comes online. They felt building new would be more efficient than trying to work with what they have. They felt the spaces are so undersized there is no feasible way a full modernization or renovation could fix their issues
- Reduction of portables was the top priority, and is considered to be at an unsafe level. They were pleased with the plan to do so, though they anticipated growth could be even more than expected and wonder if the sizing of the schools didn't allow for enough flexibility to expand even more if needed

Proposed New ES

- Location should be outside 360 loop to avoid traffic. Will the facilities allow for potential population influx that is higher than what is expected? What about building up if that happens versus out?
- Quality of academics must be really high. (i.e. language immersion.) Public may be more attracted to going to the new elementary school if there was a Mandarin immersion program. More people would be able to get their kids into an immersion program. Possibly, even a 2nd or 3rd immersion track other than just Mandarin.
- When new school is built what happens with Hill and Doss students? Will they have the opportunity to choose where to go?
- Move Chinese immersion to New school and add more sections of it, because parents would be willing to send their kids but within the vertical team.
- Major emphasis on the request for outdoor space. Outdoor space for community recreation and physical activity
- Strong interest in making new school a Chinese immersion school and the addition of other language tracks
- Boundaries are a major concern. This table felt strongly the district should have a response for this and a plan as to how these might work when the new school comes online
- As a result of the new school coming online, this group wanted to know if their vertical team was going to change. Strong opinion was with all the growth and the addition of schools and the need to relieve pressure at Murchison MS something was going to have to change and if so how and when will that occur?
- The table had a strong and lively discussion doing a 5-6 attendance center in lieu of elementary school. This would alleviate the need to change boundaries and split up friends / relationships. They were not concerned with additional transitions or the cost of this and felt that alleviating the stress over boundaries was a stronger positive. They were still in support of the elementary school but felt that option should be strongly considered
- Doss and Hill are very valued schools in their communities so academic programming at the New Elementary School will be important to attract people to the school. A language immersion program was suggested

Davis ES

- ESA score is not representative of the school. There are no multipurpose/flexible spaces. The building is bare bones, with only classrooms and hallways.
- Flooring issue is scheduled to be addressed in 6-12 years but needs to be taken care of now
- Support for a community garden as a dedicated community space
- Flooring issues at Davis need immediate attention
- All schools want flexible learning spaces
- All three schools want a second gym for bad weather days (no rec space when gym is being used)

Hill ES

- Community support for boundary changes will increase if Hill/Doss/New ES are assured they will end up at Murchison together. I know boundary changes are not up for discussion now but the possibility is in the mind of the community as they consider a future bond
- Concerned about the likelihood of finding a site for the new Elementary School in this part of town. What is plan B if a reasonable site cannot be found?
- Many of the flex spaces have been forced to be converted into classrooms
- Urgent need for a permanent, free-standing gymnasium
- A 2-story 5th grade commons/building – currently have a 1-story 5th grade building
- Support a new school in NW Austin
- Major emphasis on the use outdoor space. Outdoor space for community recreation and physical activity
- Strong sense of urgency for elementary relief as soon as possible. Current portables at location are not conducive to collaborative learning and collaborative team teaching
- Additional language immersion tracks world language immersion program at middle school
- Doss and Hill have some major / major needs – strong feelings that those needs cannot wait to be addressed. They also felt the schools are so bad that on-site replacements should be considered especially if their projects were going to be at the end of the 6 year period after the new elementary comes online. They felt building new would be more efficient than trying to work with what they have. They felt the spaces are so undersized there is no feasible way a full modernization or renovation could fix their issues
- Reduction of portables was the top priority, and is considered to be at an unsafe level. They were pleased with the plan to do so, though they anticipated growth could be even more than expected and wonder if the sizing of the schools didn't allow for enough flexibility to expand even more if needed
- Felt strongly that the sequencing of all the projects to add capacity needs to be well coordinated and happen somewhat simultaneously, so that Hill students don't feel pressure to leave the school to attend a new and improved Doss or vice versa. Hill ES has just as strong of a need as Doss to have capacity relief. Were surprised to see this in years 6-12, and suggested this needed to happen early or some form of targeted projects were needed to address unsafe conditions

Summitt ES

- Concerned the facilities including technology will outpace the staffing
- Sustainable energy and resource (grey water capture/collection) could save financial resources
- Traffic flow currently unsafe
- All schools want flexible learning spaces
- All three schools want a second gym for bad weather days (no rec space when gym is being used)

Pillow ES

- Instead of buying new property to relieve population at Hill and Doss, and to feed into updating Pillow I would suggest that Pillow be redone into a 2-story building. AISD owns the property so instead of paying for property and building construction you only have to pay for construction
- To relieve the population we should redistrict so that the population near Parmer and Metric to attend nearby Padron thereby reducing our population and accommodating the influx of Doss and Hill
- Pillow needs to track to Murchison instead of Burnet to keep it a true feeder pattern
- Summitt land is AISD-owned. A new appropriate track would support student recess as well as community needs
- All schools want flexible learning spaces
- All three schools want a second gym for bad weather days (no rec space when gym is being used)
- Pillow students should be considered to be fully integrated into the Anderson Vertical team (feeder pattern included)

Lanier Vertical Team**Lanier HS**

- Bathrooms in Lanier are in very poor condition

Burnet MS

- Call for a number of targeted projects (parking for teachers, electrical requests, walkway covers for portables)
- Need more/larger meeting space for community use
- Teacher at Burnet MS sees that Dual Lang. has permeated into Middle Schools. Ridgetop is a model of DL and compliments idea of growing DL across the district

Cook ES

- Place for collaborative thinktank space to interact with the content through a variety of modalities. Mindfulness – open space for emotional social learning
- Parents not opposed to receiving children back
- I agree that a learning center for PK is very important
- Keep Pre-K in their Early Learning Centers. In fact, K should/could be incorporated into their model. Space dedicated to primary so that testing doesn't affect our learning schedules and ability to move on campus

Guerrero-Thompson ES

No direct comments received/transcribed as of 2/3/17

McBee ES

- Parents not opposed to receiving children back

Padron ES

No direct comments received/transcribed as of 2/3/17

Lucy Read PK

- Why rebuild a replica of Lucy Read on another campus w/o all of the amenities, when you could move towards the future and rebuild Lucy Read on its current space
- We sit on 10 acres – rebuild on our current space
- PK is the foundation – data shows that early childhood education is fundamental in how a child grows. Sending children back to their home campus where the focus is not on PK/early childhood could have a negative impact
- Strong support to keep a pre-K center and even expand it to include younger students and Kindergarten students and add more parent and community resources. Several members cited research showing the effectiveness of pre-K centers. The need for classrooms of 20 eligible students in order to utilize Head Start resources was another strong argument for keeping pre-K students centralized
- Does it need to be all or nothing? Could there be preK center and preKs on campuses?
- PreK centers are not a pilot program. It has been proven to be successful. Building Uphaus shows that AISD believes it works

- How many preK classrooms would you have on each campus if students return to their campuses? Will there be enough teachers to allow for team collaborations
- What worries me is if they close Lucy Read, when they move the kids to the other schools, the quality of the programs will be lost. For example, the principals at Lucy Read focus only on the young children, so the pre-k students receive programming appropriate. I'm worried about that being lost if they were to go to a school with older students
- I know that what I'm seeing here is an investment about the school. I think all of us know what it's like to have older students in our schools. I would prefer for my small students to be able to learn in an environment for young children, and so that they're prepared to be with older children
- Great concern about "getting rid of" Pre-K Centers. Many families prefer the protected nature of the 4-year-old only campus. No attachment to the building itself. All attachment to program, teachers, and sense of community
- Has district considered birth to 3 campuses? Research shows huge opportunity to close achievement gap here
- Provide parents options-some Pre-K on Elementary campuses, some in centers.
- Read teachers are able to receive and access focused professional learning regarding early childhood. Because of this, Read's teachers can implement high quality strategies that fuse the child's developmental ability and the content. Individuals were concerned that integrating PK on elementary campuses would remove the focus on PK and the teachers and students would get lost in the mix
- The culture and climate of the campus regarding professional learning and early childhood, the campus is implementing a number of partnerships, two-generation supports, and innovative initiatives to support students and families. This includes partnerships like Headstart (which provides additional staff and supports for families) and the YMCA (which provides one week of free swim classes for students) and innovative like a tricycle trail and community gardens
- PK centers enable the district to better partner with entities such as Headstart that require a certain number of eligible students to implement the program. The mass of PK students in a centralized location give our district the ability to provide and potentially expand partnership programs like Headstart
- Academics - Lucy Read provides the highest level with special areas and academics specifically targeting young children. Facilities - AISD built Uphaus because we were committed to early childhood. Closing EC Centers would be a major step back, no matter the condition or cost. Serving parents specifically with best practices, behavior and academic support for early childhood. AISD future should be committed to early childhood campuses and students
- Read PreK site as relief school for Hill/Doss
- Rebuild Lucy Read Pre-K
- There are many doubts about the cost-effectiveness of the decentralization of Dobie Pre-K and Lucy Read. Even if sending these children back to their home campuses were deemed less costly, they argue that ECE intervention costs upfront pay off big long-term in terms of transition to elementary and future standardized test scores (for these arguments attendees point to AISD's internal study of these programs' efficacy)

Wooldridge ES

- Parents not opposed to receiving children back

Wooten ES

- Larger class square foot (technology, PBL, collaboration)

Austin Vertical Team

Austin HS

- Need to make sure short-term needs are part of the bigger plan, not a Band-Aid in the next bond package
- Need to make sure our academics are supported going forward. Keep all current programs and add AP classes
- Very poor condition for athletic fields – unsafe as is
- Life skills space needs natural light outdoor area track needs repair. Fine arts expansion. Add wellness center so we can expand STEM/CTE wing
- Need to have a tech audit to determine what is needed for modernization
- Needs money dedicated to Austin HS in the first bond to begin work on the modernization of the school
- Like to see expansion of dual language program; targeted project for academics; we are an urban school and would like to continue community partnerships and see more expanded
- Layout is antiquated, needs modernization. Areas are fragmented and needs a redesign. Parent community has presented a vision for the 4-academy model, which outlines how the space needs to be redesigned
- Wellness center to use current building space and athletics to be reconfigured, without the creation of a new footprint. These steps will benefit the entire community, not just the campus
- Must continue to work with stakeholders to benefit the citizens within Austin. School community feels encroached upon. How do we continue to create a stronger sense of community and partner with clubs and organizations utilizing the school community? It is important to support Austin High Alliance and stakeholders work to build these positive and strong relationships. AISD must support the work of stakeholders to support Austin High. This will allow for continued community development and partnership
- 12-25 years feel too long for facilities development at the campus
- Expand the library to include a central, flexible learning space to support individualized learning for all students will allow for diversity of programming for all students

O. Henry MS

- Align more closely with Austin High School offerings to better prepare students for the new academics. Would desire outdoor learning area, which can be great for the community better fields. Multi-purpose space for project-based learning major technology upgrade
- OHMS also serves the community as a church meeting place on Sundays. Would like to modernize while being mindful of the 50+ year old history of the school
- All students participate in sports – need 3rd gym/multi-use area. Creative multi-use outdoor spaces would make us of OHMS acreage. Create LASA-like academy programs at every high school, not one location
- Technology updated/modernized throughout school in order to stay up to speed with our society
- More cross discipline collaboration and learning similar to global students at Austin

- Please modernize, do more for CTE/STEM and fix drainage/flooding issues
- Zilker and O. Henry are historic and modernization needs to respect the character of school
- The Fine Arts facilities are so small and inefficient that they are almost unusable. Larger auditorium/theatre and an additional gym (that could also serve as a multipurpose room) is needed to accommodate all the teams
- Great concern from parents about LIONS Municipal Golf Course across the street. UT owns it and leases it to the City of Austin. Lease is up in 2018 and they fear it will be sold and developed, which will totally change dynamics of O. Henry and other schools in area
- Align middle school curriculum for curriculum readiness for Austin High as well as elementary for middle
- Would like vertical team to align from elementary to middle to high; need for academically strong neighborhood campuses. Traffic will get worse in Austin, programs will be important at all high schools, would like a LASA like program at every high school, so parents/ students don't have to drive across town for LASA, rigorous curriculum. We want an advanced Academic experience at every high school
- Portables are a concern for O. Henry parents, especially 6th grade students
- Should 6th grade be placed at a different school? For the Fine Arts program they need to start at grade 6.

Barton Hills ES

- Need to better understand the BHE impervious cover. Would appreciate specific numbers – where are we now? Do we have any expansion capacity now at all? Are there opportunities to expand the schools impervious cover allocation through negotiations with the city including the Parks Department which shaves land with BHE
- Better space for dedicated space for community functions (e.g., voting poll) other community meetings, school performances
- Flexible spaces for collaboration, eliminate portables, find a way to not have, permeable cover restrictions

Bryker Woods ES

No direct comments received/transcribed as of 2/3/17

Casis ES

- Community and school expects and receives a level of academics. But, our facilities need to match that
- It is very important to work to phase the project in such a way that all kids can be kept on the campus during the construction – no child should be displaced
- Need new and updated facilities but wants to maintain the family/community feel of the campus
- Community would prefer a very creative way to get a big project done while remaining at Casis. Plus our growth is not decreasing and needs to be built to reflect growth
- The primary concern was that while they agreed Casis needed to be raised and replaced (with the exception of very new buildings like the art building) they did not want to see

the school closed and the kids relocated during the rebuild. They hoped that it could be done slowly, such as one building at a time. They were willing to endure considerable hardship (changes to the school calendar to accommodate construction, etc.) to make it happen in that way. They said they believed 100s of parents would pull their kids and place them in private schools instead if the building was closed for a year or two, and that many of them would not return to public school later if they left

Mathews ES

- Dual language opportunities would be great
- Needs more space to support a current level of enrollment. There is no teacher break space or work space. This feels like a more pressing need (more pressing than 6-12 years)
- More support for our homeless/special needs populations. Support to keep UT married student housing at Mathews (in our zone) even after the move of that housing
- Flexible learning space and need community space
- Improve and add new buildings spaces are too crowded
- Feel strongly about keeping 6th grade in the school
- “431 students” (numbers incorrect on handouts): crowded/limited space
- Want more flexible space (with furniture, storage that can be adjusted to meet various needs to show that various learning can take place in one space)
- We love the boundaries. We love that they bring such diversity.

Pease ES

- Staying at the same site would be more peaceful for students, allowing them to maintain the same pattern and comfortable environment
- Kids range so much in diversity and needs. If the goal is to replace a school, how do we balance out all those needs throughout the transition and planning in terms of classroom, hygiene, safety, etc. needs
- The school is so centrally located which families’ love, so if it is moved off-site over construction we're going to be unhappy
- My only concern is that I think we are in this position because we didn't spend enough money to maintain our buildings in the first place, so I don't want to just throw money at these projects again just to have to redo this process. Want to make sure all this work is maintained
- Keep 6th grade and make advancements to the science lab
- Green initiatives with cafeteria and campus wide as a set standard working towards – waster
- Pease is historic building – something all Pease parents love – we cannot change much about it or add-on. How can we use space in the best way (maximize what we have?) for special/pull-out programs?
- Desire to keep 6th grade in the school
- Make 6th grade more of a Middle School experience to facilitate smooth transition
- More support for Special needs (Special Education or Gifted and Talented learners) (e.g.: Reading Specialist only has a small corner in a room to work w/ students which is not conducive for an alternative learner.)

- 6-12 years is too long. The current parents will be gone by then and incoming parents may not be as aware of the issues or as passionate about promoting change
- We have lost a lot of diversity and we want everyone to be welcome to transfer in. “We are Austin’s school. We want more students of color and a more socio-economic diversity.”

Sanchez ES

- Do not sell Sanchez or turn it into district administrative uses. It should be used as a space to benefit the neighborhood, whether as a space for community-focused nonprofits, a business incubator or Hispanic-arts and cultural space. Can be co-located with ALC and nonprofits could provide ALC students mentorship opportunities
- If and when Sanchez is consolidated; these communities do not want the school sold. Desire for the district to use it for other programs so that it supports the community. A lot of discussion centered on the importance of non-profit organizations that need a place to go. Social support and family support are all important. The community seems OK with ALC and understand that the location of this school plays an important role for others to access district programs
- Academic programming at the younger age levels for the “fundamentals” are very important to them, and wanted reassurances the district would work with them on providing this. Pre-K programs were very valued by both Sanchez and Metz
- When merging both campuses, remember the history and be culturally competent and respectful of both campuses. The group believed the consolidation will work, but it must be done in a thoughtful and collaborative way
- “Not a shotgun wedding” - Merging the campuses starts with parents and teachers. The new campus should still “feel” like a small neighborhood school; there need to be efforts such as a forming a Co-PTA, staff development and community events before moving anyone. The school communities drive the process
- Mediation Program & Community Policing were very successful programs at Sanchez in past. It would be helpful for teachers/parents to get mediation services during merger
- History of Sanchez and Metz: First statewide bilingual/dual language programs established at these schools, strong active political base, Cesar Chavez visited Metz, Cultural competency/proficiency
- Co-locate social services at schools. Small non-profits serve to provide various counseling services, etc. and support students and their families

Zilker ES

- Spanish more integrated; outdoor hands-in learning; more technology coding
- Remove portables; get negotiation and regulations with COA fixed first
- Maintain historic features of the school
- Renovate/modernize able being sensitive to aesthetics of school and community
- Project based learning and more outdoor time
- Zilker and O. Henry are historic and modernization needs to respect the character of school

- Student live-in projections seem way off-base projected to go down – will definitely go up as all construction in neighborhood geared towards families with school/age kids and Zilker as an attractive schools for families
- You must re-examine student live-in population projections
- Can after school activities be funded through tuition-based AISD programs instead of third party? Like an AISD Extendicare for after school hours?
- Not enough space to support full community (School Community) to attend at Zilker
- If we can't get ride of portables, can we update to a new portable after 15-20 years?
- Large Kg classes; unsure why the student live-in population projections is decreasing over the next 10 years; older people are moving out of the neighborhood and younger couples with children are moving in for the express purpose of having their children attend Zilker; what was the exact research and methodology used to arrive at these figures
- Federal subsidized housing increasing with approximately 100 families moving in the attendance zone

Small MS

- Programming that is in line along the Vertical Team from elementary – high school
- Continue green tech programming – technology is outdated
- Larger space is needed in music areas, would it be possible to move interior walls to do this. Departments are every isolated
- Band hall needs repair and renovation, need renovations so students want to continue in band, it is affecting students and their desire to remain in band
- Fine Arts teachers don't feel like a part of the school team. Fine Arts are isolated
- Teachers do not see each other, no sense of community, recommendation is tearing down walls

Oak Hill ES

- Not sure why report says the site has limits to expanding capacity since it is 10+ acres. School boundary is landlocked and neighborhoods schools are all full/overcrowded. It is very important to have flexible learning space to accommodate growth

Patton ES

- Portables have been deteriorating at a rapid rate. They are unsafe, infested with rodents, and affect the quality of education to our students
- Campus is not ADA compliant. These same children do not have access to any of our three playgrounds. There is absolutely zero access to the playscapes

Bowie Vertical Team

Bowie HS

- The arts wing is severely too small. That building needs to be enlarged. Please explicitly state the fine arts improvements as part of the goal for Bowie
- Confused about the land purchase for a south high school, Trustee Wagner came over and helped clarify and helped relieve angst about future capacity of south high schools
- Want to start master planning site to tackle warm/safe/dry and other immediate needs in a way that would be coordinated with future comprehensive work
- Would like to see STEM/Tech/Robotics and overall building technology plus an emphasis on career and college counseling center to support college recruitment and coaching of students
- Many felt a magnet program was still needed in the south (stand alone or an academy to provide a rigorous alternative option)
- Overall excited about the potential for modernization, but living in the moment where it's hard to dream big when they worry about real problems – overcrowding, HVAC issues, parking, bugs, humidity, lack of water fountains, etc.
- Would like to see fixes to their building even before modernization, but understand not wanting to duplicate efforts
- Lots of ideas over what they want in their facility – important to engage during design process
- Would like to see added programming including more language options, computer science, and STEM
- Concern and distrust of how funds from 2008 for new South high school were never used; questions were raised about if/how the funds could be used now for this cycle?
- Improvement of core and shared spaces (e.g., cafeteria and gym)
- Fine arts is a huge part and anchor of the community of Bowie, involving parents, alumni, and community. It need a major facility overhaul and VT alignment to support the demand
- Question: Struggling we are not offering a new southwest high school. Why is it being said we are built out? Would not mind "splitting" Bowie (a new school and keeping Bowie) - would like kids to go to a new SW school. Went to Bowie himself. Connections between Circle C and Dripping Springs with new development occurring
- Excitement around potential IB program at Bowie
- Traffic flow is an issue
- Not excited about IB at Bowie making up for SW magnet access. Asked why we are focused on advanced education at HS and no attention on El. schools

Bailey MS

- Programming needs a magnet
- Vertical Team alignment for programming
- Principal of Bailey said "write down this quote for the FABPAC - GO BIG! BE COURAGEOUS!"

- They like wraparound services and community school ideas and said that should be implemented per vertical team and not to assume that people in non-title one schools don't have needs for what these services might be
- Bailey and Gorzycki have needs for large spaces that can be converted into flexible spaces or transforming. There is not room on the campuses to hold a meeting with the whole school, have parents and a whole grade level in a meeting at one time
- Bailey is older, but it is on the same renovation schedule as older schools. Bailey needs significant maintenance. The campus needs to be retrofitted for technology.
- We like all of the programs that we currently have now (orchestra, band, theater, CTE). We would like to see more technology (robotics), E-zine, magazine design, layout design. Any magnet signature program should be available to all students because this provides a rich learning environment for all students. Currently the electives at the magnets vs. other campuses is apparent. Programs should be made available to all students regardless of academic and socioeconomic status
- There are no safe routes to school for kids at Gorzycki, Bailey, and Baranoff- no sidewalks and no crossing guards so kids can't walk to school even though they live nearby.

Baranoff ES

- Did not want to have a 2-story building (felt it was not best for ES)
- Do want a new school, but are weary of location and size of school and site
- What fixes will fill the gap between when the new school to help Kiker and Baranoff overcrowding occurs?
- Space to house innovation and technology to support
- There are no safe routes to school for kids at Gorzycki, Bailey, and Baranoff- no sidewalks and no crossing guards so kids can't walk to school even though they live nearby.

Cowan ES

- I realize that both Cowan and Baranoff are overcrowded. Recently learned that the district may want to relieve Baranoff 's overcrowding by moving children to Cowan. Why would you move students to Cowan why we are also overcrowded? Kocurek is very close to Cowan and much smaller. Let's move some students to Kocurek. They are quite small

Gorzycki MS

- Entire Vertical Team: for the 2nd time in our vertical team (especially Clayton and Gorzycki) we have been shut-out of building issues – first with Clayton (severe overcrowding) and forcing kindergarteners to transfer and now a high school is built in SE Austin
- Improvement of core and shared spaces (e.g., cafeteria and gym)
- Programming needs a magnet
- Vertical Team alignment for programming
- Questioned how Gorzycki FCA could be so low as the newest Middle School - The fact that schools are so quickly in poor condition, raised doubts in how a 20 year plan would

actually work and happen and how accountability might work over 20 years "The scores seem are extremely disappointing and off-putting due to Gorzycki's age"

- Timeline is too long, though they like that AISD is finally doing a long term plan, but there are much more short term needs - revolving around safety and making schools last to that 12-25 year timeline, that they don't believe will happen unless schools have maintenance and improvements for the interim short term
- Bailey and Gorzycki have needs for large spaces that can be converted into flexible spaces or transforming. There is not room on the campuses to hold a meeting with the whole school, have parents and a whole grade level in a meeting at one time
- 12-25 year plan for Gorzycki makes sense. Lights in building need to be replaced, so how do we fix this?
- Population projections are off. With the amount of building in the SW area, there will be more students than is being shown on these documents. Shady Hollow is set to turn over. Circle C will turn over
- There are no safe routes to school for kids at Gorzycki, Bailey, and Baranoff- no sidewalks and no crossing guards so kids can't walk to school even though they live nearby

Baldwin ES

- They like wraparound services and community school ideas and said that should be implemented per vertical team and not to assume that people in non-title one schools don't have needs for what these services might be

Clayton ES

- If extra foreign language or other programs are added they should not be funded with existing funds. Private or development money should be raised
- Language (Spanish) offered at Clayton

Kiker ES

- Campus needs improved security measures. Relocating playground behind the school and creating a secure front would greatly improve security. Security should be prioritized long before the 12-25 year timeframe
- Need more money spent on high-achieving students; pull-out services for those who received commended or higher
- Desperately need fixes at existing schools rather than bond for new school; fix what you have
- Would like to see portable assessment/inspection scores rolled into the overall campus FCA and ESA reports
- Would like to see more enrichment programs and alternative learning programs
- More storage space our infrastructure and school day have not been able to keep up with our enrollment. Overcrowding affects our ESA

Mills ES

- I have concerns about the erosion at Mills and the tarp on the roof, but it's a pretty good school overall

- Mills takes over 20% transfers and I see no reason to have another elementary school in SW Austin. Boundaries need to change, which is painful, but I would prefer any new school building money go to Bowie, We should also close or repurpose under-enrolled schools. Offer a maker-space like Anderson High in South Austin

**Austin Independent School District
Community Collaboration Series #3
Approximate Attendance and Comments per School
Updated: February 3, 2017**

Community Collaboration Series #3 – School Attendance by Sign-in Sheet		
McCallum Vertical Team		
School	Approx. # of Attendees	Approx. # of Comment
McCallum	44	25-50
Kealing	16	10-25
Blackshear	3	<5
Campbell	3	10-20
Lee	4	5-10
Maplewood	19	25-50
Oak Springs	0	0
Lamar	8	10-25
Brentwood	12	5-10
Gullett	3	<5
Highland Park	7	10-25
Reilly	1	<5
Ridgetop	37	50-100
Special & Other Campuses		
School	Approx. # of Attendees	Approx. # of Comment
LASA	74	100 - 200
Ann Richards YWLA	11	10-25
ALC	0	<5
Rosedale	1	10-25
Baker Center	2	0
International High School	1	0
Akins Vertical Team		
School	Approx. # of Attendees	Approx. # of Comment
Akins	4	5-10
Paredes	0	0
Blazier	3	25-50
Casey	3	<5
Kocurek	2	<5
Langford	0	<5
Menchaca	33	50-100
Palm	0	<5
Perez	0	<5
Crockett Vertical Team		
School	Approx. # of Attendees	Approx. # of Comment
Crockett	18	25-50
Bedichek	0	0
Odom	0	0
Pleasant Hill	0	0
St. Elmo	1	<5
Williams	0	0
Covington	127	100-200
Boone	0	0

Cunningham	8	10-25
Galindo	1	<5
Joslin	72	100 - 200
Sunset Valley	8	5-10
Reagan Vertical Team		
School	Approx. # of Attendees	Approx. # of Comment
Reagan	4	5-10
Dobie	3	5-10
Graham	0	<5
Hart	2	10-25
Walnut Creek	1	<5
Dobie PK	2	<5
Webb	11	25-50
Barrington	1	<5
Brown	65	50-100
Pickle	0	<5
Webb Primary	12	25-50
Winn	7	10-25
LBJ Vertical Team		
School	Approx. # of Attendees	Approx. # of Comment
LBJ	15	50-100
Sadler Means YWLA	3	5-10
Andrews	2	<5
Blanton	20	25-50
Harris	9	10-25
Pecan Springs	21	10-25
Garcia YMLA	10	25-50
Jordan	14	<5
Overton	2	<5
Sims	5	10-25
Norman	4	10-25
Proposed Mueller MS	4	10-25
Anderson Vertical Team		
School	Approx. # of Attendees	Approx. # of Comment
Anderson	29	25-50
Murchison	19	25-50
Doss	31	25-50
Davis	3	5-10
Hill	15	25-50
Summitt	9	10-25
Pillow	3	10-25
Austin Vertical Time		
Austin	24	25-50
O. Henry	10	10-25
Barton Hills	4	<5
Bryker Woods	0	<5
Casis	5	5-10
Mathews	3	5-10
Pease	7	10-25
Sanchez	5	25-50
Zilker	9	10-25

Small	9	10-25
Oak Hill	4	<5
Patton	18	10-25
Bowie Vertical Team		
School	Approx. # of Attendees	Approx. # of Comment
Bowie	93	50-100
Bailey	5	5-10
Baranoff	9	5-10
Cowan	6	5-10
Gorzycki	27	25-50
Baldwin	3	<5
Clayton	5	5-10
Kiker	17	25-50
Mills	7	5-10
Eastside Memorial Vertical Team		
School	Approx. # of Attendees	Approx. # of Comment
Eastside Memorial	10	10-25
Martin	57	50-100
Allison	9	10-25
Brooke	18	10-25
Govalle	22	25-50
Metz	11	10-25
Ortega	19	25-50
Zavala	7	10-25
Lanier Vertical Team		
Lanier	2	<5
Burnet	7	10-25
Cook	5	10-25
Guerrero-Thompson	1	<5
McBee	4	10-25
Padron	1	<5
Lucy Read PK	29	50-100
Wooldridge	1	<5
Wooten	5	5-10
Travis Vertical Team		
Travis	18	25-50
Fulmore	12	10-25
Becker	7	10-25
Dawson	89	100-200
Linder	1	<5
Travis Heights	3	<5
Uphaus ECC	3	10-25
Mendez	0	0
Houston	1	<5
Rodriguez	0	0
Widen	2	<5

Evaluation of AISD Schools Considered for Consolidation



Candidates for Consolidation Planning Cluster 4:

Step 1: Currently under-enrolled?	Brooke Elementary School	Metz Elementary School	Zavala Elementary School
2016/17 Enrollment	270	313	350
Capacity	393	524	561
Utilization	69%	60%	62%
Adjacent school(s) in proximity (less than 1.5 miles):	Zavala (0.9 miles), Metz (1.1 miles), Linder (part of boundary in Cluster 5)	Zavala (0.3 miles), Brooke (1.1 miles), Sanchez (1.1 miles)	Metz (0.3 miles), Brooke (0.9 miles), Sanchez (1.3 miles)
Step 2: Other considerations?			
Level of Work Needed	Full Modernization (Yrs 6 - 12)	Full Modernization (Yrs 1 - 6) (if LASA @ ALC)	Renovation (Yrs 6 - 12)
Site Considerations	Space to receive students; Available space to expand building	Space to receive students; Limited space to expand building	Space to receive students; Available space to expand building
Vertical Team, Programming, and/or Performance	Eastside / One & Two Way Dual Language	Eastside / One Way Dual Language	Eastside / Late Exit Dual Language
Neighborhood & Other Considerations	Commercial Neighbors (auto-repair)	Residential	Historic Program, Recreation Center, Commercial Neighbors

Review of Consolidation Criteria:

Description	Alignment	Explanation
Currently under-enrolled?	Yes	✓ Brooke (SY2015/16 & SY2016/17) and Metz & Zavala (SY2014/15, SY2015/16, & SY2016/17)
Projected trend of population decrease?	Yes	✓ All three projected to decrease and confirmed in new student demographic report over the next ten years: Brooke: 287 to 198; Metz: 226 to 199; Zavala: 274 to 183.
Geographically proximate to a school to consolidate into?	Yes	✓ Yes - all three approximately 1 mile from each other and part of the Brooke attendance boundary is adjacent to Linder (cluster 5)
Comprehensive projects required based on conditions?	Yes	✓ Brooke & Zavala will require comprehensive projects in 6 to 12 years and Metz within 12 to 25 years
Capital cost benefits?	Yes	✓ Brooke-Zavala-Linder Consolidation: 2 projects at \$30M-\$50M instead of 3 projects at \$50M-\$80M Sanchez-Metz Consolidation: 1 project at \$10M-\$20M instead of projects at \$20M-\$40M
Operating cost or transportation impacts?	Yes	✓ Estimate a reduction of \$1.7M per year in operating costs and maintain current level of busing for the Brooke consolidation to Linder and Zavala. Estimate reduction of \$3.2M per year in operating costs for the Sanchez consolidation to Metz.
No disruptions to program continuity?	Yes	✓ No disruption to program
Facility repurpose options?	Yes	✓ Swing space and other community uses

Preliminary Option: Brooke consolidate to Linder & Zavala, Metz receive Sanchez

- (1) Brooke consolidate into Zavala & Linder after comprehensive projects (Cluster 5)
- (2) Sanchez (Cluster 14) consolidate into Metz after the renovation of Metz

All three schools meet the criteria for consolidation described above, providing an opportunity to consolidate into fewer fully modernized campuses and increase enrollments for these programs. Students are better served when learning environments maintain an ideal utilization because the district can provide diverse academic programming and staff schools at appropriate levels. When comparing attendance areas and the location of the campuses and students, there are three opportunities for consolidation. This includes considering nearby Sanchez ES (planning cluster 14) and Linder ES (planning cluster 5).

The nearby Linder modernization project provides the opportunity to re-zone part of the Brooke boundary that was formerly part of Linder (adjustment occurred when Linder was overcrowded). The comprehensive project work at Zavala provides the opportunity for Brooke students to attend this historic campus in a modernized facility. Thus it is recommended that Brooke consolidate into Linder and Zavala after a comprehensive modernization project designed for combined academic programs is completed. The project at Linder will also support the return of the boundary students currently enrolled at Uphaus Early Childhood Center.

A project at Metz provides an opportunity for Sanchez to consolidate (see cluster 14 chart for more information).

Over time, all students would attend a modernized facility with increased enrollments. Feedback received during Community Collaboration Series no. 3 indicates that these communities are willing to work together so that students from both schools can learn in a modernized facility.

Financial Implications (2016 \$s):

\$30M-\$40M

The range in capital project costs to modernize and renovate two elementary schools (Metz & Zavala)

VS.

\$50M-\$60M

The range in capital costs of comprehensive projects at all three schools: Brooke, Metz, Zavala

\$1.7M operating cost reduction per year & maintain current level of busing (Brooke consolidation, Sanchez provided on cluster 14 chart)

Evaluation of AISD Schools Considered for Consolidation

Candidates for Consolidation Planning Cluster 5:



Dawson Elementary School	
Step 1: Currently under-enrolled?	
2016/17 Enrollment	344
Capacity	524
Utilization	66%
Adjacent school(s) in proximity (less than 1.5 miles):	Galindo (0.7 miles), St. Elmo (1.1 miles w/ crossing Ben White Blvd)
Step 2: Other considerations?	
Level of Work Needed	Renovation (Yrs 12 - 25)
Site Considerations	Space to receive students; Available space to expand building
Vertical Team, Programming, and/or Performance	Travis / Two-Way Dual Language
Neighborhood & Other Considerations	Residential, 47% transfers.

Linder Elementary School	
Step 1: Currently under-enrolled?	
2016/17 Enrollment	324
Capacity	542
Utilization	60%
Adjacent school(s) closest in proximity? (less than 1.5 miles)	Brooke (part of boundary is adjacent to Linder boundary)
Step 2: Other considerations?	
Level of Work Needed	Full Modernization (Yrs 6 - 12)
Site Considerations	Space to receive students; Available space to expand building
Vertical Team, Programming, and/or Performance	Travis
Neighborhood & Other Considerations	Residential & Pre-K at Uphaus

Review of Consolidation Criteria:

Description	Alignment	Explanation
Currently under-enrolled?	Yes	✓ Dawson has been under-enrolled since SY2013/14; Linder has been under-enrolled since SY2014/15
Projected trend of population decrease?	Yes	✓ Both are projected to decrease and confirmed in new student demographic report over the next ten years: Dawson: 220 to 197; Linder: 504 to 272
Geographically proximate to a school to consolidate into?	Yes (Dawson) Other (Linder)	✓ Not proximate to each other but have other geographic opportunities: Dawson: most proximate to Galindo whose attendance boundary could be adjusted with St. Elmo due to split by Ben White Blvd. Galindo is in good condition. Linder: opportunity to return PreK & K boundary students from Uphaus Early Childhood Center and part of adjacent Brooke boundary
Comprehensive projects required based on conditions?	Yes	✓ Linder will require a comprehensive project in 1 to 12 years and Dawson within 12 to 25 years
Capital benefits?	Yes	✓ Dawson: 1 renovation project at Galindo \$10M-to-\$20M vs. 2 projects \$20M-to-\$40M
Operating cost or transportation impacts?	Yes	✓ Dawson: estimate savings \$2.3M/year and may eliminate one bus trip Linder: additional savings for PreK & K students.
No disruptions to program continuity?	Yes	✓ Dawson: no disruption to program (both dual language) Linder: opportunity to bring back PreK & K students instead of Uphaus
Facility repurpose options?	Yes	✓ Swing space and other community uses

Preliminary Recommendation: Dawson consolidate to Galindo, Linder receive Brooke

- (1) Dawson consolidate into Galindo (Cluster 9) after a modernization project and a boundary change with St. Elmo (Cluster 9)
(2) Linder receive students from Brooke (Cluster 4) and PreK & K boundary students return from Uphaus

Both schools meet the criteria for consolidation described above, providing an opportunity to consolidate into fewer fully modernized campuses and increase enrollment within one program. Students are better served when learning environments maintain an ideal utilization because the district can provide diverse academic programming and staff schools at appropriate level. However, they are not proximate to each other thus consolidation options consider other nearby sites.

For Dawson, Galindo is the most proximate school (less than one mile apart). While Galindo (Cluster 9) may not have available capacity this school year, there is a portion of Galindo's attendance boundary that is divided by Ben White Blvd to the south and more proximate to St. Elmo. If this area were to be re-zoned to St. Elmo it would improve the under-enrollment currently occurring at St. Elmo. This adjustment would then provide space at Galindo for Dawson students. The Galindo campus has a good educational suitability score and is in average physical condition that would take less of an investment to receive a consolidation. Thus the option presented is for Dawson to consolidate into Galindo after a boundary adjustment occurs between Galindo and St. Elmo and a project is completed that is designed for a combined academic program.

Linder is more proximate to Brooke (Cluster 4) who also meets consolidation criteria. By receiving a portion of Brooke students and the PreK & K students associated with Linder's boundary who currently attend Uphaus Early Childhood Center, following a comprehensive project, Linder should be well enrolled compared to its capacity.

Financial Implications (2016 \$s):

\$20M-\$30M

The average capital project cost to fully modernize Linder Elementary School only

VS.

\$30M-\$50M

The range in capital costs of renovating both Dawson & fully modernizing Linder

\$2.3M operating cost reduction per year (Dawson consolidation)

Evaluation of AISD Schools Considered for Consolidation



Candidates for Consolidation Planning Cluster 16:

Reilly Elementary School		Ridgetop Elementary School	
Step 1: Currently under-enrolled?		Step 1: Currently under-enrolled?	
2016/17 Enrollment:	261	2016/17 Enrollment:	330
Capacity:	318	Capacity:	224
Utilization:	82%	Utilization:	147%
Adjacent school(s) in proximity (less than 1.5 miles):	Ridgetop (1.5 miles)	Adjacent school(s) in proximity (less than 1.5 miles):	Reilly (1.5 miles)
Step 2: Other considerations?		Step 2: Other considerations?	
Level of Work Needed:	Full Modernization (Yrs 1 - 12)	Level of Work Needed:	Full Modernization (Yrs 12 - 25)
Site Considerations:	Space to receive students and to expand building	Site Considerations:	Very limited ability for building to expand
Vertical Team, Programming, and/or Performance:	McCallum / Dual Language	Vertical Team, Programming, and/or Performance:	McCallum / Dual Language
Neighborhood & Other Considerations:	Residential & Texas Dept. of Public Safety	Neighborhood & Other Considerations:	Airport Blvd. & Train Tracks

Criteria for Consolidation:

Description	Alignment	Explanation
Consistently under-enrolled?	No	<input checked="" type="checkbox"/> Ridgetop is over-crowded (net transfer in's is 67% of enrollment) , Reilly is 82% utilized.
Projected trend of population decrease?	Yes	<input checked="" type="checkbox"/> Both have boundaries that are projected to have decreases in student population as confirmed in new student demographic report over the next ten years: Reilly: 225 to 153; Ridgetop: 102 to 91
Geographically proximate to a school to consolidate into?	Yes	<input checked="" type="checkbox"/> 1.5 miles apart from each other
Comprehensive projects required based on conditions?	Yes	<input checked="" type="checkbox"/> Reilly will require a comprehensive projects in 6 to 12 years and Ridgetop within 12 to 25 years
Capital benefits?	Yes	<input checked="" type="checkbox"/> 1 project \$20M-to-\$30M vs. 2 projects \$40M-to-\$60M
Operating cost or transportation impacts?	Yes	<input checked="" type="checkbox"/> Estimate \$1.75M/year operating cost reduction
No disruptions to program continuity?	Yes	<input checked="" type="checkbox"/> No disruption to program if design building to support two academies on one site; Not expanding Ridgetop's capacity would limit growth of the dual language program
Facility repurpose options?	Yes	<input checked="" type="checkbox"/> Swing space and other community uses

Preliminary Option: Reilly site redesigned to support to academies w/ Ridgetop

These school do not readily meet the critera for consolidation. However, it is presented as an option due to the limited ability of the Ridgetop site to expand and add new spaces to address current overcrowding. These two buildings with Pease ES are the smallest in AISD by capacity. With high transfer rates, combing programs on one site could help with program efficiency in the future within one modernized school building.

All students overtime would attend a modernized facility with increased enrollments. Feedback received during Community Collaboration Series no. 3 largely supported staying a small program on the current site while some expressed an interest in expanding the size of the program.

Financial Implications (2016 \$s):

\$20M-\$30M

The average capital project cost to modernize an elementary school (Reilly)

VS.

\$40M-\$60M

The range in capital costs of modernizing both Reilly & Ridgetop

\$1.75 M operating cost reduction per year

Evaluation of AISD Schools Considered for Consolidation



Candidates for Consolidation Planning Cluster 14:

Sanchez Elementary School		Metz Elementary School (Related from Cluster 4)	
Step 1: Currently under-enrolled?		Step 1: Currently under-enrolled?	
2016/17 Enrollment:	354	2016/17 Enrollment:	313
Capacity:	580	Capacity:	524
Utilization:	61%	Utilization:	60%
Adjacent school(s) in proximity (less than 1.5 miles):		Adjacent school(s) in proximity (less than 1.5 miles):	
Metz (1.1 miles), Zavala (1.3 miles)		Zavala (0.3 miles), Brooke (1.1 miles), Sanchez (1.1 miles)	
Step 2: Other considerations?		Step 2: Other considerations?	
Level of Work Needed:	Renovation (Yrs 6 - 12)	Level of Work Needed:	Full Modernization (Yrs 1 - 6) (if LASA @ ALC)
Site Considerations:	Space to receive students and to expand building	Site Considerations:	Space to receive students; Limited space to expand building
Vertical Team, Programming, and/or Performance:	Austin / One Way Dual Language	Vertical Team, Programming, and/or Performance:	Eastside / One Way Dual Language
Neighborhood & Other Considerations:	Near I-35, Residential	Neighborhood & Other Considerations:	Residential

Criteria for Consolidation:

Description	Alignment	Explanation
Currently under-enrolled?	Yes	✓ Sanchez (SY2015/16 & SY2016/17) and Metz (SY2014/15, SY2015/16, & SY2016/17)
Projected trend of population decrease?	Yes	✓ Both are projected to decrease as confirmed in new student demographic report over the next ten years: Sanchez: 335 to 173; Metz: 226 to 199.
Geographically proximate to a school to consolidate into?	Yes	✓ 1-mile apart from each other
Comprehensive projects required based on conditions?	Yes	✓ Sanchez will require a comprehensive projects in 1 to 12 years and Metz within 12 to 25 years per conditions. ALC relocation would have Metz project occur earlier.
Capital benefits?	Yes	✓ 1 project \$10M-to-\$20M vs. 2 \$20M-to-\$40M
Operating cost or transportation impacts?	Yes	✓ Estimate \$3.2M/year operating cost reduction and slight transportation cost reductions
No disruptions to program continuity?	Partial	✓ No disruption to program (all dual language), however, Sanchez students would now be a part of the Eastside Vertical Team not the Austin Vertical Team
Facility repurpose options?	Yes	✓ Swing space and other community uses (proximity to I-35 for access)

Preliminary Option: Sanchez consolidate, Metz receive

Both schools meet the criteria for consolidation described above, providing an opportunity to consolidate into one fully modernized campuses and increase enrollment within one program. Students are better served when learning environments maintain an ideal utilization because the district can provide diverse academic programming and staff schools at appropriate level schools meet the criteria for consolidation and are proximate to each other. Metz's current condition would require less of an immediate investment to support the consolidation than Sanchez. Sanchez is more proximate to I-35 and thus could be more accessible for a future use.

All students overtime would attend a modernized facility with increased enrollments. Feedback received during Community Collaboration Series no. 3 indicates that that these communities are willing to work together so that students from both schools can learn in a modernized facility.

Financial Implications (2016 \$s):

\$10M-\$20M

The average capital project cost to renovate an elementary school (Metz)

VS.

\$20M-\$40M

The range in capital costs of renovating both Sanchez & Metz

\$3.2M operating cost reduction per year & \$20K transportation cost reduction

Evaluation of AISD Schools Considered for Consolidation



Candidates for Consolidation Planning Cluster 1:

Norman Elementary School		Sims Elementary School	
Step 1: Currently under-enrolled?		Step 1: Currently under-enrolled?	
2016/17 Enrollment:	261	2016/17 Enrollment:	232
Capacity:	486	Capacity:	355
Utilization:	54%	Utilization:	65%
Adjacent school(s) in proximity (less than 1.5 miles):	Sims (1 mile)	Adjacent school(s) in proximity (less than 1.5 miles):	Norman (1 mile)
Step 2: Other considerations?		Step 2: Other considerations?	
Level of Work Needed:	Full Modernization (12 - 25 Yrs)	Level of Work Needed:	Full Modernization (12 - 25 Yrs)
Site Considerations:	Space to receive students; Newer addition and large site	Site Considerations:	Space to receive students; Site is somewhat small
Vertical Team, Programming, and/or Performance:	LBJ / Improvement Required	Vertical Team, Programming, and/or Performance:	LBJ / Reinvention Project (Montessori)
Neighborhood & Other Considerations:	Residential (change from industrial based on community feedback)	Neighborhood & Other Considerations:	Residential

Review of Consolidation Criteria:

Description	Alignment	Explanation
Currently under-enrolled?	Yes	✓ Both schools (under-enrolled since SY2013/14)
Projected trend of population decrease?	Yes	✓ Both projected to decrease per new report over the next ten years: Norman: 300 to 261; Sims: 247 to 161
Geographically proximate to a school to consolidate into?	Yes	✓ 1-mile apart from each other
Comprehensive projects required based on conditions?	Yes	✓ Both schools will require comprehensive projects in 12 to 25 years
Capital cost benefits?	Yes	✓ 1 project \$20M-to-\$30M vs. 2 projects \$40M-to-\$60M
Operating cost or transportation impacts?	Yes	✓ Estimated reduction \$640K/year and maintain current level of busing
No disruptions to program continuity?	Yes	✓ No disruption to program (Norman is IR status, Sims is pursuing Montessori), both open to discussions
Facility repurpose options?	Yes	✓ Swing space and other community uses

Preliminary Option: Norman & Sims consolidate into a modernized campus (to be determined)

Both Norman and Sims meet the criteria for consolidation described above, providing an opportunity to consolidate into one, fully modernized campus and increase enrollment within one program. Students are better served when learning environments maintain an ideal utilization because the district can provide diverse academic programming and staff schools at appropriate levels.

Feedback received during Community Collaboration Series no. 3 indicates that both communities are willing to work together so that students from both schools can learn in a modernized facility. Both communities have presented cases for their campus to serve as the future combined site. Therefore, collaboration should continue between the two communities to determine which site can best serve the student needs and academic goals for a consolidated Norman & Sims campus.

Financial Implications (2016 \$s):

\$20M-\$30M

The average capital project cost to modernize an elementary school

VS.

\$40M-\$60M

The range in capital costs of modernizing both Sims & Norman

\$640K operating cost reduction per year & maintain current level of busing

Evaluation of AISD Schools Considered for Consolidation

Candidates for Consolidation Planning Cluster 9 & 10:



Step 1: Currently under-enrolled?	St. Elmo Elementary School (Cluster 9)	Cunningham Elementary School (Cluster 10)	Joslin Elementary School (Cluster 10)
2016/17 Enrollment	287	414	259
Capacity	411	606	374
Utilization	70%	68%	69%
Adjacent school(s) in proximity (less than 1.5 miles):	Joslin (1.1 miles); w/ crossing Ben White Blvd; Dawson (1.1 miles) & Galindo (0.8 miles)	None: closest are Odom (1.9 miles) & Sunset Valley (1.8 miles)	South of B. White Blvd: St. Elmo (1.2 miles), Sunset Valley (1.4 miles); North of B. White Blvd: Galindo (1.4 miles), Zilker (2 miles)
Step 2: Other considerations?			
Level of Work Needed	Renovation (Yrs 6 - 12)	Full Modernization (Yrs 6 - 12)	Renovation (Yrs 12 - 25)
Site Considerations	Capacity to receive students; Available space on site to expand building	Capacity to receive students; Recent AISD administrative staff located on site not reflected in capacity figure	Limited capacity to receive students and limited space on site to expand building
Vertical Team, Programming, and/or Performance	Crockett / One-Way Dual Language	Crockett / Two-Way Dual Language, AISD staff are co-located on site	Crockett / Late Exit Dual Language
Neighborhood & Other Considerations	Residential, South of Ben White Blvd.	Boundary spans 1.8 miles south of location of Cunningham site away from St. Elmo & Joslin	Boundary split North & South by Ben White Blvd, located in commercial area and one block from Ben White Blvd.

Criteria for Consolidation:

Description	Alignment	Explanation
Currently under-enrolled?	Yes	<input checked="" type="checkbox"/> St. Elmo (since SY2014/15), Cunningham (since SY2013/14), Joslin (since SY2015/16)
Projected trend of population decrease?	Yes	<input checked="" type="checkbox"/> All three projected to decrease or stay relatively the same thus still under-enrolled as confirmed in new student demographic report over the next ten years: St. Elmo: 287 to 281; Cunningham: 474 to 405; Joslin: 208 to 216
Geographically proximate to a school to consolidate into?	Yes (except Cunningham)	<input checked="" type="checkbox"/> St. Elmo (Galindo boundary), Joslin (Sunset Valley, St. Elmo, Galindo, Zilker), Cunningham (boundary does not easily align itself to a school for consolidation)
Comprehensive projects required based on conditions?	Yes	<input checked="" type="checkbox"/> St. Elmo & Cunningham will require comprehensive projects in 1 to 12 years and Joslin within 12 to 25 years
Capital benefits?	Yes	<input checked="" type="checkbox"/> 2 projects \$30M-to-\$50M vs. 3 projects \$40M-to-\$70M
Operating cost or transportation impacts?	Yes	<input checked="" type="checkbox"/> Estimated savings \$1M per year and maintain current level of busing
No disruptions to program continuity?	Yes	<input checked="" type="checkbox"/> No disruption to program - all dual language
Facility repurpose options?	Yes	<input checked="" type="checkbox"/> Swing space and other community uses

Preliminary Options: St. Elmo boundary adjustment, Cunningham adjust capacity to reflect staff on site, Joslin consolidation

All three schools meet the criteria for consolidation described above, providing an opportunity to consolidate into fewer fully modernized campuses and increase enrollments for these programs. Students are better served when learning environments maintain an ideal utilization because the district can provide diverse academic programming and staff schools at appropriate level. When comparing attendance areas and the location of the campuses and students, there are opportunities for consolidation for Joslin and St. Elmo but not as readily so for Cunningham. When Cunningham's project is implemented, formerly include space from within the existing capacity for the AISD staff located on site. This will support better utilizing the space and improve efficiency.

The St. Elmo campus and current boundary is located south of Ben White Blvd. Galindo ES is a nearby school whose campus is located north of Ben White Blvd. while its boundary spans south of this highway. There is an opportunity to re-zone the portion of Galindo's boundary that is located south of Ben White Blvd. at the time of the modernization project at St. Elmo and increase the enrollment at St. Elmo. Galindo would then receive students from nearby Dawson (see cluster 5 chart).

Joslin's boundary spans north and south of Ben White Blvd. The preliminary recommendation is to explore boundary adjustments with nearby schools according to location north or south of Ben White Blvd to either: Galindo, Sunset Valley, or St. Elmo.

All students overtime would attend a modernized facility with increased enrollments. Feedback received during Community Collaboration Series no. 3 indicates that the Joslin community did not support this consolidation.

Financial Implications (2016 \$s):

\$30M-\$50M

The range in capital project costs to modernize and renovate two elementary schools (Cunningham & St. Elmo)

VS.

\$40M-\$70M

The range in capital costs of comprehensive projects at all four schools: Cunningham, Joslin, & St. Elmo

\$1M operating cost reduction per year & maintain current level of busing (Joslin consolidation)

2015-16 % of Permanent Capacity (by enrollment)	Approved Actions	Potential Relief Strategies Discussed by Campus Advisory Councils	Potential Relief Strategies for Future Discussions /Actions
Doss Elementary (Fall 2014-15)			
162% Down from 169%	<ul style="list-style-type: none"> 12/15/14 – Board Approval to reassign Doss PK to Read in SY2015-16 Addition of 3 portables (6 classrooms) for SY2015-16 	<ul style="list-style-type: none"> Grade level reassignment for 5th grade (<i>not supported</i>) No adjacent capacity for boundary change <p><i>Note: Area of high anticipated growth with little or no adjacent capacity</i></p>	<ul style="list-style-type: none"> 8 (or more) classroom addition New relief school construction
Blazier Elementary (Fall 2014-15)			
142% Down from 161%	<ul style="list-style-type: none"> 12/15/14 - Board approval to reassign Blazier PK to Uphaus in SY2015-16 	<ul style="list-style-type: none"> Additional grade level reassignment of Blazier K to Uphaus (<i>not supported</i>) Boundary change with Palm—would only provide a portion of needed relief (<i>not supported</i>) <p><i>Note: Area of high anticipated growth with little or no adjacent capacity</i></p>	<ul style="list-style-type: none"> 8 (or more) classroom addition New relief school construction
Hill Elementary (Fall 2014-15)			
140% Down from 142%	<ul style="list-style-type: none"> Creation of four classrooms from common areas for SY2015-16 Reconfigure multi-purpose room for additional cafeteria space for SY2015-16 	<ul style="list-style-type: none"> Additional portables for SY2016-17 Reconfigure existing permanent space for additional classrooms for SY2016-17 Eliminate tuition PK No adjacent capacity for boundary change <p><i>Note: Area of high anticipated growth with little or no adjacent capacity</i></p>	<ul style="list-style-type: none"> Additional portables Reconfigure existing permanent space for additional classrooms Eliminate tuition PK New relief school construction

<i>2015-16 % of Permanent Capacity (by enrollment)</i>	<i>Approved Actions</i>	<i>Potential Relief Strategies Discussed by Campus Advisory Councils</i>	<i>Potential Relief Strategies for Future Discussions /Actions</i>
Kiker Elementary (Spring 2014-15)			
136% Down from 140%		<ul style="list-style-type: none"> • Additional portables • Additional capacity on site with construction of 2nd story addition on Faulkner Hall (<i>highly unlikely due to impervious cover limitations</i>) • PK grade level reassignment with nearby school (<i>not supported</i>) • No adjacent capacity for boundary change, regional boundary change may be possible (<i>not supported</i>) 	<ul style="list-style-type: none"> • Additional portables • New relief school construction
Wooten Elementary (Fall 2014-15)			
133% Down from 156%	<ul style="list-style-type: none"> • 12/15/14 – Board Approval of boundary change with Wooldridge for SY2015-16 	<ul style="list-style-type: none"> • Monitor enrollment for effect of new Charter School 	<ul style="list-style-type: none"> • Monitor enrollment for SY2016-17 to determine if additional non-capital options are necessary for additional relief
Pickle Elementary (Fall 2014-15)			
124% Down from 135%		<ul style="list-style-type: none"> • PK reassignment to Winn (<i>not supported for SY2016-17 per CAC and school community survey, may reconsider in future dependent on enrollment</i>) • Boundary change (<i>not supported</i>) 	<ul style="list-style-type: none"> • Monitor enrollment for SY2016-17 to see if enrollment continues to decline

2015-16 % of Permanent Capacity (by enrollment)	Approved Actions	Potential Relief Strategies Discussed by Campus Advisory Councils	Potential Relief Strategies for Future Discussions /Actions
Baranoff Elementary (Spring 2014-15)			
124% Down from 125%		<ul style="list-style-type: none"> • 5th grade or K reassignment to Bailey • K reassignment to Kocurek or Boone • Boundary change (<i>not supported</i>) <p><i>Note: PK students within the Baranoff attendance area are currently assigned to Menchaca. Any future K reassignment should include PK as well.</i></p>	<ul style="list-style-type: none"> • Grade level reassignment • Monitor enrollment for SY2016-17 to determine if enrollment will continue to decline prior to implementing non-capital options for relief
Perez Elementary (Fall 2014-15)			
122% Down from 131%		<ul style="list-style-type: none"> • Monitor enrollment for SY2015-16 to determine if decline will continue, have not yet felt effect of new apartments 	<ul style="list-style-type: none"> • Monitor enrollment for SY2016-17 to determine if non-capital options are necessary for relief
Campbell Elementary (Spring 2014-15)			
43% Down from 48%	<ul style="list-style-type: none"> • Superintendent Approved Implementation of Media and Performing Arts Institute for SY2016-17 	<ul style="list-style-type: none"> • New academic program—Media and Performing Arts Institute 	<ul style="list-style-type: none"> • Limited implementation of program in SY2015-16 • Full implementation of program in SY2016-17

<i>2015-16 % of Permanent Capacity (by enrollment)</i>	<i>Approved Actions</i>	<i>Potential Relief Strategies Discussed by Campus Advisory Councils</i>	<i>Potential Relief Strategies for Future Discussions /Actions</i>
Winn Elementary (Spring 2014-15)			
58% Down from 64%		<ul style="list-style-type: none"> • Explore signature program to retain and attract students • Addition of 3-year old PK program • Full day PK with the addition of special areas (PE, Music, Art) • Addition of tuition PK • Possible addition of Pickle PK students <i>(on hold due to Pickle concern of declining enrollment)</i> 	<ul style="list-style-type: none"> • Explore signature program to retain and attract students • Addition of 3-year old PK program • Full day PK with the addition of special areas (PE, Music, Art) • Addition of tuition PK
Norman Elementary (Fall 2014-15)			
65% Up from 64%		<ul style="list-style-type: none"> • In-district charter with STEM / STEAM and coding focus 	<ul style="list-style-type: none"> • Discussion of under-enrollment strategies on hold due to IR standing
Cunningham Elementary (Spring 2014-15)			
69% Up from 65%		<ul style="list-style-type: none"> • Market Micro-Society programming (in place) and integration with vertical team Entrepreneurship Program • Market and enhance the Vietnamese program 	<ul style="list-style-type: none"> • Requesting assistance from the district to market existing Micro-Society program • Requesting assistance from the district to market the existing Vietnamese program, and enhance the program

<i>2015-16 % of Permanent Capacity (by enrollment)</i>	<i>Approved Actions</i>	<i>Potential Relief Strategies Discussed by Campus Advisory Councils</i>	<i>Potential Relief Strategies for Future Discussions /Actions</i>
Dawson Elementary (Spring 2014-15)			
72% Up from 63%		<ul style="list-style-type: none"> • Increase number of 3 year old PK classes • Market existing dual language program • Create Earth Science program <i>(not supported)</i> 	<ul style="list-style-type: none"> • Increased marketing of 3-year old PK program and dual language program
Sims Elementary (Spring 2014-15)			
75% Up from 65%		<ul style="list-style-type: none"> • Create Montessori program 	<ul style="list-style-type: none"> • 75% of permanent capacity in SY2015-16; within target range <i>(taken off "list")</i>