



Facilities and Bond Planning Advisory Committee

March 7, 2017

5:30 PM

Covington Middle School, Cafeteria
3700 Convict Hill Road, Austin TX 78749

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 and Overview of Meeting Goals	5:30 PM	
2.	Citizens Communication*	5:35 PM	9, 10
3.	Approval of Minutes (02/06/17; 02/07/17; 02/15/17)	5:45 PM	9
4.	Update on March 6, 2017 Board Work Session	5:50 PM	9, 10
5.	Discussion of Feedback from February 13, 2017 Board Work Session and Community Collaboration Series #4, including Potential Revisions to FMP Recommendations and Sequencing	6:05 PM	9, 10
6.	Overview of Draft FMP Update Document	8:25 PM	9, 10
7.	Update on Educational Specifications Process	8:45 PM	9, 10
8.	Discussion of Committee Operations, Future Meetings Dates, Locations and Agenda Items	8:55 PM	9, 10
9.	Adjourn	9:00 PM	

*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.



Facilities and Bond Planning Advisory Committee

Monday, February 6, 2017

5:30 p.m.

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

MEETING MINUTES

IN ATTENDANCE:

Committee Members: Kristin Ashy, Michael Bocanegra, Leticia Caballero, Cherylann Campbell, Rich DePalma, Gabriel Estrada, Paulette Gibbins, Mark Grayson, Dusty Harshman, Jodi Leach, Scott Marks, Cynthia McCollum, Rick Potter, Tali Wildman

AISD Trustees: Ann Teich, Julie Cowan, Yasmin Wagner

Staff: Paul Cruz, Nicole Conley, Edmund Oropez, Melissa Laursen, Asha Dane'el, Marc Brewster, Lydia Venegas, Julia Maldonado, Reyne Telles, Celso Baez, Chaneel Daniels, Christian Clarke Casarez, Gilbert Hicks, Sandra Creswell, Terrance Eaton, Lisa Goodnow, Chelsea Brass, Dr. David Kauffman, Jean Bahney, Gloria Williams, Thyrun Hurst, Amanda Ortiz, Gordon King, Jacquie Porter

Consultants: Beth Penfield, Greg Smith, Chris Dunlavey, Adam St. Cyr

Visitors: List of visitors is attached.

1. Call to order (5:42PM)

Tri-chair Cherylann Campbell called the meeting to order at 5:42 PM and stated the main goal of the meeting was to discuss feedback received at Community Collaboration Series #3 and any needed refinements to the FABPAC's preliminary recommendations.

Trustees Julie Cowan, Ann Teich and Yasmin Wagner were acknowledged.

Assistant Principal welcomed the FABPAC and gave a brief introduction of Lamar Middle School.

2. Citizens Communication

Tri-Chair Leticia Caballero explained the Citizens' Communication process.

LASA Campus Advisory Council (CAC) Co-Chair – clarified the position statement provided by the LASA CAC; LASA's student body has increased from 800 to more than 1,100 in the last seven (7) years, and it is at capacity at its current location; demand for the program continues to increase, LASA has had to turn away qualified students; approximately 650 students applied for the program

this year with applications from all ten (10) Title 1 schools; LASA volunteers have been providing mentoring to Title 1 middle schools to promote diversity; LASA needs a larger, more centralized campus to allow for more diversity; stand-alone campus is desired.

3. Discussion and Feedback on Community Collaboration Series #3; Potential Revisions to Preliminary Recommendations; Possible Locations for Wrap-Around Centers; Preliminary Budget Estimates

Over the course of two weeks, six community meetings were held throughout the district (Community Collaboration Series #3) to get feedback on the FABPAC's preliminary FMP recommendations. There were over 1,400 participants, with over 200 at each meeting. FABPAC members were represented at all meetings, and engaged with the community. The FABPAC was provided both a summary of the "key takeaways" and the raw feedback for all of the meetings. Based on the feedback received, the FABPAC focused its discussion on the following schools/topics:

- Bowie
- Schools recommended for consolidation (Brooke, Dawson, Joslin, Norman, Ridgetop, and Sanchez)
- LASA
- Alternative Learning Center
- Campbell/Maplewood
- New middle school located at Mueller
- Pre-K Centers
- Baranoff (Kocurek and Cowan)
- Murchison
- FMP sequencing

Bowie High School – Trustee Wagner clarified the proposal for Bowie High School in regards to the 2008 bond monies.

- \$32 M for the purchase of land for a South High School was approved in the 2008 bond
- Land for a new comprehensive high school will be needed for the future build out of approximately 3,500 residential units at Goodnight Ranch in southeast Austin. Once land for a high school in southeast Austin is purchased, the bond will be satisfied.
- The remaining monies after the land purchased can be reallocated to fund a portion of "right sizing" Bowie, through the Community Bond Oversight Committee's process, and with Board approval.
- Modernization of Bowie would include additional capacity, expansion of the core areas, and fine arts improvements.
- Due to the extent of the modernization project and logistical considerations, **FABPAC recommended phasing the project over a 1-12 year timeframe.**

One member stated the need for master plans for all high schools, to prioritize needed projects over multiple bond cycles.

Ridgetop – preliminary recommendation to consolidate Ridgetop into Reilly to expand the dual language program.

- The Ridgetop community did not support the consolidation into Reilly. They stated it was the only “wall to wall” dual language school in the district, and want to ensure that the integrity of the program will be preserved.
- The Executive Director of English Language Learners clarified that the district does not have any “wall to wall” dual language schools; if a student enrolls in Ridgetop and does not want to participate in dual language, the district must offer English only services.
- FABPAC discussed that Ridgetop’s English Language Learners population is decreasing, so combining with Reilly would be beneficial. They also discussed whether an academy structure could work at Reilly.
- One FABPAC member raised the point that Ridgetop does not meet the consolidation criteria. It was stated, that this was an exception due to the site constraints at Ridgetop, and the consolidation would allow for the expansion of the dual language program.
- FABPAC discussed whether Ridgetop could become a 100% transfer school for dual language, and then the Ridgetop boundary could consolidate with Reilly.
- **FABPAC recommended to maintain preliminary recommendation of consolidating Ridgetop into Reilly, and the district Administration should continue conversations with both school campuses regarding the future programming.**

LASA – preliminary recommendation to support program expansion and improve access to LASA by relocating the program to the current site of the Alternative Learning Center in central east Austin from its current location at LBJ High School.

- Preliminary site fit tests indicate that the planned capacity for LASA could fit at the ALC site, however, some athletic fields would need to be accommodated through partnerships.
- FABPAC members discussed feedback received from the Old Anderson HS alumni, and whether ALC would be a good fit for a relocated LASA.
- One FABPAC mentioned that if LASA moves from its current location, then a plan should be developed for LBJ.
- **FABPAC recommended to modify its preliminary recommendation to support program expansion and improve access to LASA by relocating the program to an existing AISD or new centrally located site for 1,500 to 1,600 student capacity.**

Alternative Learning Center (ALC) – preliminary recommendation to support the reinvention of the ALC program by relocating the program from its current site to a repurposed and modernized Sanchez site.

- **FABPAC recommended to table the discussion until additional feedback is received from the Old Anderson HS alumni.**

Campbell/Maplewood – preliminary recommendation to work with community on a split grade level campus to provide relief from overcrowding at Maplewood and increase enrollment at Campbell.

- Some community members discussed concerns on how the split grade level campus would operate, as the schools currently offer different programming. Accountability was also raised as a potential issue.
- FABPAC discussed a split grade level campus approach versus a traditional boundary change to address Maplewood's overcrowding and Campbell's under-enrollment. It was also discussed whether Campbell could serve as a site of a wrap-around center.
- **FABPAC recommended continuing this discussion at its February 7 meeting.**

Items for February 7 meeting include:

- Campbell/Maplewood
- Remaining schools recommended for consolidation (Brooke, Dawson, Joslin, Norman, and Sanchez)
- New middle school located at Mueller
- Pre-K Centers
- Baranoff (Kocurek and Cowan)
- Murchison
- FMP sequencing

4. Discussion of Committee Operations, Future Meeting Dates, Locations and Agenda Items

- February 13 – Board Work Session and Public Hearing
- February 15 – FABPAC Meeting to discuss departmental requests
- February 21 – March 2 – Community Collaboration Series #4

5. Adjourn (9:31 PM)

**FACILITIES AND BOND PLANNING ADVISORY COMMITTEE
CITIZENS' COMMUNICATION SIGN-IN SHEET
TO SPEAK
COMPLETE ATTACHED SPEAKER CARD
GIVE TO COMMITTEE MEMBER
February 6, 2017**

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Ann Phipps	LASA
2.		
3.		
4.		
5.		

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE
VISITOR SIGN-IN SHEET
February 6, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Lori Wallace	Hills/Gorzycki/LASA
2.	Ann Phipps	LASA
3.	Richard Frazee	Anderson
4.	Laura DiCarlo	LASA
5.	LalDonna Massar	Community
6.	Sorden King	AKSD
7.	Melanie Plowman	LASA
8.	Clara Morge	LASA
9.	Kyle Kovilaritch	KXAN
10.		
11.		
12.		
13.		
14.		
15.		



Facilities and Bond Planning Advisory Committee

Tuesday, February 7, 2017

5:30 p.m.

**Bedichek Middle School, Cafeteria
6800 Bill Hughes Road, Austin, TX 78745**

MEETING MINUTES

IN ATTENDANCE:

Committee Members: Kristin Ashy, Michael Bocanegra, Leticia Caballero, Cherylanne Campbell, Rich DePalma, Gabriel Estrada, Paulette Gibbins, Dusty Harshman, Marguerite Jones, Jodi Leach, Scott Marks, Cynthia McCollum, Rick Potter, Tali Wildman

AISD Trustees: Amber Elenz, Paul Saldana

Staff: Paul Cruz, Nicole Conley, Edmund Oropez, Paul Turner, Melissa Laursen, Felipe Romero, Asha Dane'el, Marc Brewster, Lydia Venegas, Julia Maldonado, Reyne Telles, Celso Baez, Gilbert Hicks, Sandra Creswell, Terrance Eaton, Lisa Goodnow, Craig Shapiro, Jean Bahney, Amanda Ortiz, Jacquie Porter

Consultants: Beth Penfield, Chris Dunlavey, Adam St. Cyr, Will Mangrum

Visitors: List of visitors is attached.

1. Call to order (5: 50PM)

Tri-chair Cherylanne Campbell called the meeting to order at 5:50 PM and stated the main goal of the meeting was to continue to discuss feedback received at Community Collaboration Series #3 and any needed refinements to the FABPAC's preliminary recommendations.

Trustees Amber Elenz, and Paul Saldana were acknowledged.

Michael Herbin, Bedichek MS Principal welcomed the FABPAC and gave a brief introduction of Bedichek Middle School, including the use of the campus to film several movies.

2. Citizens Communication

The Citizens' Communication process was explained. There were no speakers.

3. Approval of Minutes (1/11/17, 1/12/17 and 1/17/17)

The January 11 minutes were approved, with one minor typo correction to page 4. The January 12 and January 17 minutes will be reviewed at next FABPAC meeting.

4. Discussion and Feedback on Community Collaboration Series #3; Potential Revisions to Preliminary Recommendations; Possible Locations for Wrap-Around Centers; Preliminary Budget Estimates

Over the course of two weeks, six community meetings were held throughout the district (Community Collaboration Series #3) to get feedback on the FABPAC's preliminary FMP recommendations. There were over 1,400 participants, with over 200 at each meeting. FABPAC members were represented at all meetings, and engaged with the community. The FABPAC was provided both a summary of the "key takeaways" and the raw feedback for all of the meetings. Based on the feedback received, the FABPAC continued its discussion from February 6 on the following schools/topics:

- Campbell/Maplewood
- Remaining schools recommended for consolidation (Brooke, Dawson, Joslin, Norman, and Sanchez)
- Pre-K Centers
- New middle school located at Mueller
- Baranoff (Kocurek and Cowan)
- Murchison
- FMP sequencing

Campbell/Maplewood – preliminary recommendation to work with community on a split grade level campus to provide relief from overcrowding at Maplewood and increase enrollment at Campbell.

- Some community members discussed concerns on how the split grade level campus would operate, as the schools currently offer different programming. Accountability was also raised as a potential issue.
- FABPAC discussed a split grade level campus approach versus a traditional boundary change to address Maplewood's overcrowding and Campbell's under-enrollment. It was also discussed whether Campbell could serve as a site of a wrap-around center.
- **FABPAC recommended to continue discussions between the two school communities by first, the Boundary Advisory Committee should evaluate a boundary change between Campbell and Maplewood; and second, discuss the split grade level as an alternative option. Campbell should also be considered for a possible co-location of another compatible use.**

Consolidations (Brooke, Dawson, Joslin, Norman, and Sanchez) – preliminary recommendation to consolidate these schools into one or more modernized schools within close proximity.

- FABPAC reviewed the community comments received for all five schools.
- Discussion regarding the need to have "milestone" language in the consolidation process, such as giving the schools a certain amount of time to increase their enrollment above 75%.

- Question whether the 1-6 year timeframe for Metz would change if ALC does not relocate to the Sanchez site. The FCA and ESA for Metz falls within the 6-12 year timeframe, if not linked to Sanchez and ALC.
- Discussion whether Joslin should be consolidated into one school versus two schools. It was stated that the Boundary Advisory Committee would evaluate the boundaries at the appropriate time.
- Some FABPAC members expressed the importance of being able to offer the similar academic programming for those students who are consolidated into another school.
- **FABPAC recommended to maintain its preliminary recommendation, and add a statement that the schools would be re-evaluated in each FMP update.**

Pre-K Centers – preliminary recommendation to send the Pre-K students currently attending Read Pre-K Center back to their home campuses once modernized and capacity is available. An interim targeted project would occur at Read to address immediate needs.

- FABPAC requested direction from the Administration on stand-alone Pre-K centers versus providing for early childhood education at the elementary school campuses.
- Discussion on the need for the updated Educational Specifications to include unique specs for early childhood programming.
- **FABPAC recommended to maintain its preliminary recommendation for Read Pre-K center; the Administration will continue to discuss early childhood education, and how to best provide for professional development.**

New middle school located at Mueller – preliminary recommendation for new school construction of a co-ed middle school at the 10-acre Mueller site; the demographics and enrollment trends will need to be analyzed to determine the future need.

- FABPAC questioned whether Catellus (developer for Mueller) would be open to relocating Rosedale to the site.
- One FABPAC member stated that the district needs to improve and market the existing middle schools in the northeast area; rather than building a new middle school that may negatively impact the enrollment of the adjacent middle schools.
- Conversely, other FABPAC members felt that there are not enough co-ed middle school options in the northeast area of the district, and believe that a new co-ed middle school program could attract some of the charter school students back into AISD.
- **FABPAC recommended (through a 8-3 vote) to maintain its preliminary recommendation for new school construction of a co-ed middle school at the 10-acre Mueller site; with the additional recommendation to use the old Pearce and Garcia boundaries as the new attendance area.**
 - In addition, FABPAC requested that district Administration discuss with Catellus the idea of co-locating Rosedale; and
 - Investigate providing transportation for all students attending Sadler-Means and Garcia leadership academies.

Baranoff (Kocurek and Cowan) – preliminary recommendation to maintain current capacity with some interior reconfiguration; relieve current and projected overcrowding through (1) boundary adjustment to send Greyrock Ridge subdivision to new SW elementary school; and (2) boundary adjustment with an expanded Cowan.

- FABPAC discussed whether an addition could be constructed at Baranoff, and the impacts to the core spaces, specifically the cafeteria.
- **FABPAC recommended to modify its preliminary recommendation to investigate the ability to add capacity to the Baranoff site; adjust the timeframe and planned capacity of Cowan to 696 students and years 1-6; and if needed adjust the timeframe and planned capacity of Kocurek to 696 students and years 6-12.**
 - **In addition, the BAC should review a boundary adjustment between Baranoff, Cowan, and Kocurek (and Cowan/Boone).**

Murchison – preliminary recommendation to fully modernize to support a capacity of 1,500 students.

- FABPAC discussed the need to expand the capacity to support the projected overcrowding.
- **FABPAC recommended to modify its preliminary recommendation to increase the capacity to 1,700, and to reassess projections at the time of design.**

FMP Sequencing and Other Considerations

FABPAC recommended the following additional changes:

- Casis – increase capacity to 870 due to demographic projections
- Brentwood – adjust timeframe to years 1-6 to address structural issues
- Menchaca – adjust timeframe to years 1-6 to due to demographic projections
- Highland Park – adjust timeframe to years 1-6 and increase capacity due to demographic projections *[Note: Subsequent to this FABPAC meeting, it was determined that Highland Park was changed to years 1-6 on error; Wooten was determined to be a higher need due to its Poor FCA, and was adjusted to years 1-6]*
- Davis and Summitt – targeted projects added to years 1-6 to increase capacity due to demographic projections
- FMP Sequencing – in support of Planning Strategy #4 “Distribute projects across Planning Clusters using objective data”, consider adjusting the timeframes to those schools with FCA’s between 30 and 40 to years 1-6. This would increase the distribution of comprehensive projects across planning clusters and vertical teams.
- Science Resource Center – need to determine a location; could it be co-located at Martin while maintaining classroom spaces, and the existing community uses?

5. Discussion of Draft Facility Master Plan Outline

The members briefly discussed the draft Facility Master Plan outline. The FMP/FCA subcommittee will be taking a closer look at the outline and the Draft FMP document.

6. Discussion of Committee Operations, Future Meeting Dates, Locations and Agenda Items

- February 13 – Board Work Session and Public Hearing
- February 15 – FABPAC Meeting to discuss departmental requests
- February 21 – March 2 – Community Collaboration Series #4

7. Adjourn (9:34 PM)

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE
VISITOR SIGN-IN SHEET
February 7, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	May Miller	UT
2.	Terry Waddell	Dawson
3.	Cindy Staking	Dawson
4.	Jennifer Pace	Joslin
5.	Courtney Evans	Dawson
6.	Diana Zake	Dawson
7.	Amy Rattanamed	Dawson
8.	Sally Rodriguez	Dawson
9.	Angelique Dennis	Dawson
10.	Burkeley Steltz	Dawson
11.	MEUNDA A. RAMIREZ	Dawson
12.	Matthew Munter	Dawson
13.	Suki Steinhilber	(Cis)
14.	Andy Anderson	HA
15.		

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE
CITIZENS' COMMUNICATION SIGN-IN SHEET
TO SPEAK

COMPLETE ATTACHED SPEAKER CARD
GIVE TO COMMITTEE MEMBER

February 7, 2017

No speakers

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.		
2.		
3.		
4.		
5.		



Facilities and Bond Planning Advisory Committee

Wednesday, February 15, 2017

5:30 p.m.

Carruth Administration Center, Board Auditorium

1111 W 6th Street, Austin, TX 78703

MEETING MINUTES

IN ATTENDANCE:

Committee Members: Kristin Ashy, Michael Bocanegra, Cherylann Campbell, Gabriel Estrada, Roxanne Evans, Paulette Gibbins, Dusty Harshman, Jodi Leach, Jennifer Littlefield, Scott Marks, Cynthia McCollum, Rick Potter, Joe Siedlecki, Tali Wildman

AISD Trustees: Yasmin Wagner

Staff: Paul Cruz, Nicole Conley, Edmund Oropez, Kevin Schwartz, Paul Turner, Beth Wilson, Melissa Laursen, Felipe Romero, Marc Brewster, Lydia Venegas, Julia Maldonado, Celso Baez, Chaneel Daniels, Christian Clarke Casarez, Gilbert Hicks, Sandra Creswell, Terrance Eaton, Dr. Fernando Medina, Lisa Goodnow, Craig Shapiro, Dr. David Kauffman, Jean Bahney, Thyrun Hurst, Louis Zachary, Leal Anderson, Kris Hafezizadeh, Eric Mendez, Chris Evoy, Michael Savercool, Anneliese Tanner, Kimiko Krekel, Gordon King, Amanda Ortiz

Consultants: Greg Smith, Matias Segura, Drew Johnson, Brad Kiehl, Taryn Kinney, Will Mangrum, Chris Allen, Kirby Thomas

Visitors: List of visitors is attached.

1. Call to order (5:46 PM)

Tri-chair Cherylann Campbell called the meeting to order at 5:46 PM and stated the main goals of the meeting as (1) debrief the February 13 Board Work Session, and (2) discuss departmental requests and the subcommittee's recommendations.

Trustee Yasmin Wagner was acknowledged.

2. Citizens Communication

Tri-Chair Roxanne Evans explained the Citizens' Communication process.

Reagan HS Athletic Director – Reagan's athletics program has had a successful turn-around in recent years; community engagement regarding the benefits of athletics needs to occur in District 1 specifically, and also district-wide.

Early Childhood Education stakeholder – presented a map with research that identifies the areas of Austin with significant populations of lower-income young students relative to existing educational services provided to help guide future decisions and investments related to early childhood programs in Austin ISD; early childhood centers are an asset to help retain families in the community.

3. Approval of Minutes (1/12/17 and 1/17/17)

The minutes from January 12 and January 17, 2017 were approved as presented.

4. Update on February 13, 2017 Board Work Session

Takeaways for FABPAC consideration from the February 13 Board Work Session included:

- Could Ridgetop become a dual language transfer school with no attendance area boundaries?
- When discussing the relocation of LASA; consider the sensitivities of the ALC site.
- What are the impacts to LBJ if LASA were relocated to a new site? What is the academic plan for LBJ if LASA relocates?
- Should several east Austin elementary schools be consolidated into one larger modernized school?
- If a new middle school is constructed at the Mueller site, what are the potential enrollment impacts to the surrounding middle schools?
 - Staff to provide this information for the March meeting.
- Are there other co-locating opportunities at the Mueller site, for example, Rosedale?
 - Administration should reach out to Rosedale school community and Catellus (Mueller developer) regarding co-location opportunities.
- There should be additional community engagement conducted to those schools recommended for consolidation; and to community members who do not have children or whose children do not currently attend an AISD school.
- For consolidations – how should the FABPAC address the “scarlet C” as referenced during the Public Hearing?
- Need clarification for the term “community space” used in the definition of modernization.
- A location for a professional development center should be considered.

5. Discussion of Departmental Requests: Subcommittee Priorities

The FABPAC continued its discussion on departmental requests from its January 17, 2017 meeting. Dusty Harshman (Subcommittee lead) explained that the discussion would be focused on understanding the departmental requests, and identifying which requests should be considered for future bond planning. Additional focus on Athletics, Fine Arts, CTE, and Technology will occur at a future FABPAC meeting.

Drew Johnson (AECOM) explained a new category on the Departmental Fact Sheet identified as **FMP Category**. This category provides one of the following FMP recommendations for each departmental request:

- **Critical – Immediate:** Projects that cannot wait for modernization, and need to happen immediately, with or without modernization in years 1-6.
- **Necessary – Near Future:** Projects that can wait longer for modernization, but if modernization is not in years 1-12, they should be implemented in years 1-12.
- **Necessary – Contingency:** Funds allocated for anticipated projects that must happen as they arise (roof repairs, portable moves, etc.). This allows for saving M&O funds.
- **Include with Modernization:** Projects that can and should wait for modernization.
- **Enhancement:** Projects that are asks or enhancements, and can be included throughout the FMP. FABPAC will need to decide what to include, where, and when.
- **Needs Further Consideration from FABPAC and Staff:** Projects that need more input, often on the long-term vision of the department, before when they might be executed can be determined.

Requests from the following departments/areas were discussed:

- | | |
|--------------------------|--------------------|
| • Technology | • Transportation |
| • Life Safety and Police | • Food Service |
| • Science | • Media Services |
| • Special Education | • Educator Quality |
| • Procurement | • Health |
| • Physical Education | |

Request for Information/Comments:

- A list of the schools that require library expansions (Media Services to provide)
- Can the makerspace use requested by the Technology Department address the request from the Science Department to incorporate science labs in all elementary schools?
- The FMP should identify a location for a professional development center. This is needed to provide teachers with a flexible, modern learning environment to support new academic practices and technology.

6. Accessibility Recommendations

The FABPAC discussed the five accessibility recommendations provided by Archer Hadley at the January 4, 2017 FABPAC meeting.

- At least two sets of automatic doors at the main entrances at every campus.
- Two sets of elevators (with security keys) at every school with multiple levels.
- Classroom furniture should accommodate wheelchairs.
- Cafeteria tables should be accessible for indoor and outdoor dining.
- Every campus should have family restrooms.

Chris Gibbs (DLR) stated that these items are best practices, some are required by code, while others could be included in Educational Specifications or district policy. FABPAC was in agreement on these recommendations. The Ed Specs committee will review the recommended items for incorporation into the revised Ed Specs.

7. Discussion of Committee Operations, Future Meeting Dates, Locations and Agenda Items

- Community Collaboration Series #4 is February 21 – March 2; FABPAC members were asked to indicate which meetings they were be in attendance. During this series, FABPAC will take the role of facilitator.
- March 6 FABPAC meeting.

8. Adjourn (9:17 PM)

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE
CITIZENS' COMMUNICATION SIGN-IN SHEET
TO SPEAK

COMPLETE ATTACHED SPEAKER CARD
GIVE TO COMMITTEE MEMBER

February 15, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Keith Carey	
2.	_____	
3.	Grant Gottesman	N/A
4.	_____	
5.	_____	

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE

VISITOR SIGN-IN SHEET

February 15, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Ann Phipps	LASA
2.	Gary Johnston	Vanir Coast Mgmt
3.	Shannon Pearce	Librany Media
4.	Debra Beathly	Librany Media
5.	Lauren Scheller	Martin
6.	Wilem Finkelm	consultant
7.	Carlos Urrutia	Blackshear
8.	Mayra Lopez	Zavala
9.	Richard Faidley	Adkinson
10.		
11.		
12.		
13.		
14.		
15.		

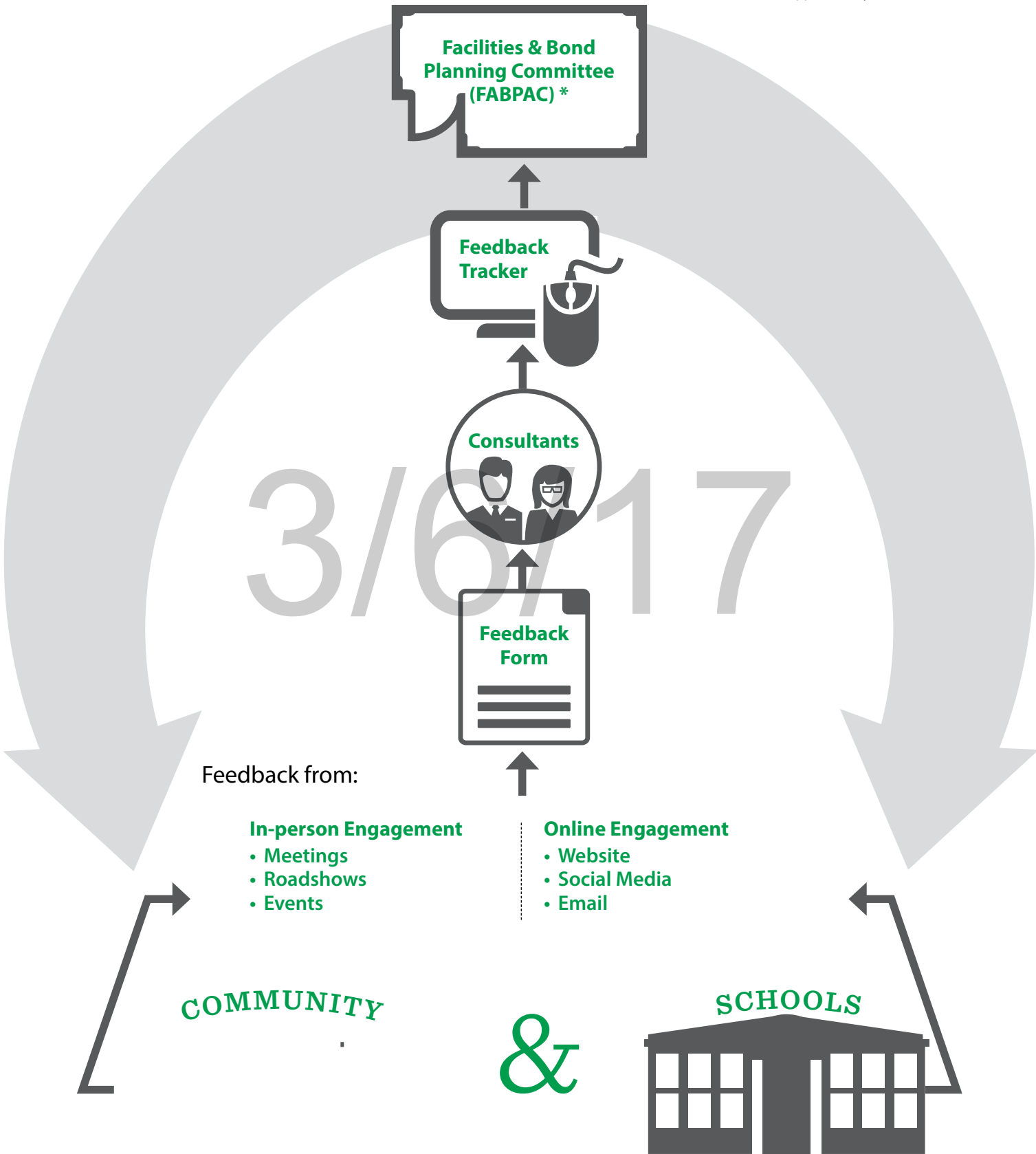
Facility Master Plan

Feedback Flowchart

Community Feedback: Engage, Communicate, Update, Advance



*FABPAC is a citizen based committee appointed by the Board of Trustees



**Austin Independent School District
Facility Master Plan Engagement Update
Community Collaboration Series #4
Updated: March 6, 2017**

The following memo highlights comments, questions, concerns, and issues shared during the seven regional meetings held during Community Collaboration Series #4 (February 21, 2017 – March 2, 2017).

In addition to this report, **every single comment** from Community Collaboration Series #4 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, flip-chart notes, direct notes taken from dedicated note-takers at the small group discussions, and thematic findings shared from consultants, AISD staff, and FABPAC members present at the Community Collaboration Series #4 meetings. This report is specifically arranged by the defined topic areas for the small group discussions at each meeting along with any specific group discussions that were accommodated for based on public attendance. 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.

Tuesday, February 21, 2017 at 6:00pm | LBJ High School

Demographics/Boundary Discussion

- Community sentiment that the focus should be more on providing education/support and services for existing students more than trying to attract new students.
- The perception that some schools are "bad" schools is largely just that, a perception, because all schools have good teachers.
- Why can't more be done with boundary changes to reduce the need for consolidations?
- We want to keep that cultural diversity. With gentrification happening so rapidly, we're trying to come up with a model out there. Have we talked to the city about attracting affordable housing? Is that something our district is doing to promote that? Parents finding pockets. We want to be able to keep our students.

FMP/Modernization Discussion

- There is a need for stronger messaging and clarity around possible interim bond projects outside of FMP roadmap. Some school conditions in most places are so bad they can't even consider prospect of modernization – rats, leaky roofs, exposed wiring were referenced.
- There is frustration and mistrust with the district. Specific examples referenced:
 - Reagan High School community (feel they wrote lots of letters about conditions and they were ignored; worried that targeted project only addresses new P-Tech wing but rest of school will still be neglected).

- Overton ES (Though it is a new school – roofing issues need major attention...come look when it's raining)
- Graham ES (new AC? The heating system still not operating correctly).
- Many community members felt that summer visits by engineers didn't capture true facility conditions they experience.
- Isn't this the same old thing AISD has been doing (not doing) for years; same complaints about recapture; east side schools not getting same attention as west side ones; feel like no bond money has been invested in their schools. One person convinced that AISD is only doing something now in order to compete with charter schools; otherwise they wouldn't be doing this at all.
- The Mueller MS option is leaving people with an impression it is just being done for a certain demographic of Mueller folks and not for all. There was a request to demonstrate how this is not the case (example: one-pager to list possible elementary schools impacted by this).
- Concerns were shared about moving LASA out and what happens to LBJ. The Windsor Park neighborhood is disappointed in that option and wants to see LASA stay with original intent. There is concern about elitism of solo LASA.
- While everyone is vying for more attention to facilities, there is strong recognition of tax implications. Northeast Austin is seeing lots of new housing developments with property value increases, which they know will translate later to increasing property taxes and proposed bonds will make that worse.
- Reagan – HVAC, rats, leaking. Why with this happening, is Reagan slated for 12-year plan? Look into Reagan's high score "structural" (64).
- Concern that classrooms are "enlarged" when there are a lot of students. Community member would like to see additional physical educational spaces. Community member would like to see additional PE space that can be used for students to be active not necessarily a ceiling with raised roofs.
- High possibility that Winn will change to Montessori – will pull children out because of gentrification, no other choice but to move. How do we keep these students?

Departmental Needs Discussion

- Additional concerns around adding students to schools where if the change in facilities without adapting the physical educational spaces to reflect the number of students.
- Design for community access - we don't take physical education seriously as an instructional setting (cited obesity/diabetes)

Specific Discussions (Anderson and LASA/LBJ)

- Historical significance of "Old (Original) Anderson" is huge for this community:
 - Make sure the façade stays intact
 - Hope the (new) program within it honors the children and history
 - Alumni really want a place that they can use for events and community gatherings
 - If a new building is constructed, ensure a wing is named for/honors Old Anderson
- What is being done to maintain the historical significance of the school on Thompson Street? I suggest that the building remain and that consideration be given to housing a

viable and needed education program. Allow the original L.C Anderson Alumni to have use and or dedicated space in the building

- Anderson alumnus found it offensive that LASA was considered for relocation to the old ALC Anderson site as LASA has a majority white population and has not made significant efforts to address the lack of diversity. Additionally, ALC/Anderson has significant history regarding forced integration into a white school on the west side of town.
- Some people suggested utilizing ALC in the area and providing "vocational" programming (Career and Technical Education programs) for students who will not go to college.
- Concern about the separation between LASA and LBJ students. Shared examples about how the students are not allowed to take classes together when the two students could support one another.

3/6/17

Wednesday, February 22, 2017 at 6:00pm | McCallum High School

Demographics/Boundary Discussion

- Central/Eastside schools should be modernized now to attract future neighborhood kids, not be consolidated because of currently low enrollment. Rising costs in gentrified areas would eventually force parents to choose public schools (like in San Francisco). There is time for improvements to be made before kids in these areas are of school age.
- Concerns about consolidations resulting in loss of Title I funding for some schools (e.g., Campbell and Maplewood).
- Question about factoring in demographics with regards to public and private charter schools.
- What are the directional trends? In terms of transfers.
- How are we factoring charter schools into AISD demographic reports?
- Question about redistricting/rezoning boundaries within AISD? When was the last time that was done?
- How do portables figure into the demographics conversation?
- Maplewood/Campbell: The boundary redraws, while a better option than a pk-2/3 -5 school split, is troubling. Afraid the boundary redraw will lead to further transfer out of AISD when the two school models are so different. The placement of portables could be removed for permanent structures.
- Concerns are mostly centered around the demographic projections underlying the plans as well as the treatment of transfer students in the process.
- Are specialized programs and specialized needs taken into account when considering capacity?

FMP/Modernization Discussion

- Charter schools taking off is causing AISD to modernize. Competition of Charters is good for AISD.
- If schools are so under-enrolled, why spend money to modernize/make changes to them when that will cost money? Is that a wise way to spend money?
- There is not clarity in how FABPAC, AISD, and Northeast Austin are collaborating specifically on the Northeast Austin plan.
- Identifying priority projects have to depend on difficulty
- AISD need expert help to determine what needs are. What are the latest innovations/technology? Who will tell stakeholders about options that are available?
- I understand that many bond packages are going to be created– ALC, LASA and magnet schools do not want to be grouped together in a package that may not get passed.
- If schools are so under-enrolled, why spend money to modernize/make changes to them when that will cost money? Is that a wise way to spend money?
- The District has become very specialized, academically, with under enrolled schools, what about modifying for the needs of specialized programs?
- Many east side schools are at 40% capacity, why does the plan call for renovating schools that are under enrolled and fewer and fewer students are projected to enroll in the future?
- Interested in the acoustics of the schools. Some students are hard of hearing and also hard to hear students. Has that been observed and taken into consideration?

- New school building concept is "Hotel-y". Get assigned space based on learning needs. Needs fundamental design and moveable space/desks/walls

Departmental Needs Discussion

- Only one physical end-space per campus (elementary). Should be based on the size, space needed by campus to add additional "gym" spaces - not just expand a single space.
- Focus on physical ed as core instructional subject, not ideal to have multiple phys. Ed classes in same space (out/in) as this does not happen in other subjects
- Separate physical ed spaces are an idea, but if partitioned spaces are only available it's something
- Parents need to understand issues to help when voting for bonds
- Rational and explanation should be provided to justify or back up addressing issues - why this issue and not that one?
- Need middle school CTE spaces and programming that prepares students for the "new programs @ HS (p-tech)
- AISD need expert help to determine what needs are. What are the latest innovations/technology? Who will tell stakeholders about options that are available?

Consolidation Discussion

Ridgetop & Reilly

- Ridgetop should be a model for all district schools. Need more wall-to-wall Dual Language programs.
- The Reilly community members desire a wall-to-wall Dual Language program. The only caveat it seemed was having a designated Mandarin program. Ridgetop members thought this still took away from the "true" wall-to-wall program that has made their program successful.
- Regarding wall-to-wall Dual Language, Reilly's commitment to 2-way DL is not interpreted the same way as wall-to-wall.
- If Ridgetop is closed, then Reilly will not be able to accommodate both Reilly and Ridgetop with future growth. The projections do not include a project called the "Travis County North Campus Plan" – over the 20-year horizon, there will be thousands more residential units.
- The term "consolidation" will turn away potential homebuyers in the Ridgetop neighborhood.
- Both school communities are still willing to talk to district about the possibility of combining the schools into one campus, but they want the "Repurpose/Consolidation" label removed.
- Some Ridgetop community members had done research on the Reilly site, and felt that the site could not be expanded due to a flood plain issue.
- The Ridgetop community was adamant that if the consolidation discussion was on-going and was not going to be formally made until a decision was reached through community engagement, that their school should not be listed as a "repurpose" project, indicating a consolidation. They thought this labeling could hurt property values, community image, and may turn away potential parents and students.

- The Ridgetop community has established partnerships to overcome obstacles such as parking (e.g., church across the street). These are more than partnerships, but community relationships/ecosystem.
- Why can't school be built up? Until they see an ed spec/recommended layout, they feel like land limitations are false.
- They support being boundary-less and being a choice school; however, there is the concern that ELLs may be lost by this.
- Point was also raised that there are now many more SP immersion pre-schools (from infancy), leading to many more bilingual and bicultural kids entering DL at Pre-K and K, which led to follow-up questions/comments:
- How are ELL's determined/tested? That number may go up naturally based on changing primary language.
- Are we following trend/growth in # of immersion pre-schools and planning for rapid growth/interest for DL in the immediate future vs. long term commitment to district-wide DL? Dual Language is where they feel like choice is made most intentionally.
- Ridgetop is one of the district's most successful enrollment turnaround stories and is currently frozen to transfers with a waiting list to enter the school. Dual-Language Programming feeds the school choice. Parents have chosen Ridgetop, and by many indications, chosen AISD, for the well-developed 2-Way Dual Language program there. This choice argument may create an exception for the district to consider.
- Ridgetop parents genuinely fear the loss of the people that make Ridgetop the 'perfect' wall-to-wall 2-Way Dual Language program. This goes deeper than a base 'fear of the other' at Reilly. The small school size is valued, the leadership, the parent's commitment to DL, and everyone's commitment to biculturalism. It's not easy to get all of those ingredients right.
- There was a genuine concern that both campuses will be needed (with likely expansion to one or both) to serve both the continued re-development along Airport Blvd (at Lamar, Highland Mall, Travis County complex, Mueller, etc.). 10,000-12,000 units were suggested (with 1,000+ as affordable housing).
- Would still like to see keeping Ridgetop open in the current FMP and not be listed as repurposed. Concerned with the district limiting a great two-way DL program only at a combined Ridgetop/Reilly campus where they have the opportunity to expand programs at 2 schools. While I appreciate neighborhood schools, I personally value the option of choice into schools.
- The programming is more important than the school itself. While it's great for those that live there to have such a good neighborhood school, the wall to wall commitment to dual language is why parents choose it. The fact that Mandarin Chinese is also at Reilly will take away from that.
- Are they assuming that the 200 (82%) transfer students will just 'go away' to their home schools if Ridgetop merges with Reilly? Or will automatically go to Reilly? Because they'll go to charter schools and leave the district.

Specific Discussions

LASA/LBJ

- Generally attendees do not want LASA to relocate and displace another school.
- Some attendees are concerned the Allan space will not fit a comprehensive campus (which some of them communicated they will not support a bond program if the school is not comprehensive/does not offer comprehensive elements)
- Attendees want the information printed on all documents to reflect that a centralized option is being considered for LASA (remove ALC mentions if that is off the table/only one of the options)
- LASA, more central. Do you have a sense of the process of find a place like land swaps? Has anything been addressed? What are the AISD pieces of land? When and where is the decision making processes?
- Appreciate efforts in meeting LASA's needs for a comprehensive high school in a centralized location. That will give access to more students and increased diversity. Take ALC off documents as an option, since its one of many being considered and will help with the community. The Old Anderson community has felt oppressed and lack of sensitivity feels worse than some would expect. I also support that the community participate in deciding how to honor that facility.
- Please make sure LASA finds a home that is big enough for all extracurricular sports. LASA is like a college campus and needs an outdoor green for lunch and hanging out. LASA is AISD's gem - please keep this magnet high school intact to give it room to grow
- Support ALC as a standalone, take ALC out of conversation and supports community deciding how to honor ALC facility
- Why is ALC still in the recommendation description for LASA? I have been to many meetings including at Gus Garcia and LBJ. This recommendation for LASA to go to ALC needs to be removed now!
- Students (at LASA and LBJ) have said they don't want separate bell schedules and it seems to have finally gotten ear of adults.
- In the reports the LBJ does not have as much growth. K-8 Montessori has gone in the area and the community is growing. In a few years those kids will be LBJ students. But we need room to grow, and do not think the demographic studies have observed this.

Thursday, February 23, 2017 at 12:30pm | Millennium Youth Entertainment Complex

Community Comments*

*Comments from this midday regional meeting have been grouped together as the discussions held during the engagement opportunity had similar themes.

- Remove ALC from recommendations. There was support for the district doing something to help repair relationship with ALC community, at Old Anderson, to honor the history of that school. Thank you for supporting moving LASA to a centralized location and recognizing the need for it to grow. A central facility w/ room for 1600 student comprehensive high school is essential to increase access and diversity. LBJ also needs room to grow.
- The Joslin community believes there is no current proposal available to neighborhood residents that is fair, which could impact requests to have zoning changes for nearby properties.
- Request to have an explanation about Sanchez that is a bit easier to understand.
- If Sanchez had more transfer students, would they not close it?
- What can we (Joslin community) do now to help change the school so that it will continue to be a strong school? Irrelevant of the fact that it has few students, it's a strong school. We would like to help parents with students that will come here to keep the school going.
- Thank you to the principal, outside of what's happened at AISD, within two blocks there is a change. I think that Sanchez has worked hard, has good programs, and has a good relationship with East Side Memorial. The teachers, the principal, have a good relationship with all. Also at Martin.
- If they were to close Sanchez ES. Would our HS be Eastside? People speak about Austin HS better than Eastside.
- Get assigned space based on learning needs (movable space/design walls

Thursday, February 23, 2017 at 6:00pm | Anderson High School

Demographics/Boundary Discussion

- When you look at boundary changes do you focus more on enrollment or attendance (live-in population) – and district transfer process makes this even more challenging.
- For rezoning of the school (Doss) what is the process for that?
- New Northwest Elementary? Coming from Doss ES and Hill ES. First year 500 maybe 360 corridor? Lakewood Drive to pull students?

FMP/Modernization Discussion

- Do transfers get cut off for the future in schools that are full like Murchison MS? Yes, but we don't cut them off for students already there on transfers. If school is frozen to general transfers is it frozen to priority transfers?
- How big is too big for a Middle School and should it be two schools?
- How are the school board/FABPAC prioritizing projects?
- Murchison MS is overcrowded and coming to Anderson: so why isn't Anderson in the Plan?
- Lanier: what does the "the P Tech" have to do with Lanier? P Tech-aligns to college-to job interviews.
- Murchison MS only large middle school in area. It's hard on students sitting on bus too long especially going south (for sports, band, and events). IB program comes into play also smaller schools lose programs. Murchison MS does not have enough land to expand.
- The FMP needs to talk to parents about what they plan to do before Murchison MS turns into over 1700 students (10-year change).
- Anderson: Don't feel like the rating's right. Does not match needs (gym, science building, theater seats). No way to serve all students in same grade level at the same time. What is it going to be like in 15 years?
- Is there a way to move project up if "supplemental" by parents, grants, companies, schools raise money? Not sure if it can be done: Austin High trying to move toward this.
- Once everything is done and discussed, what happens next when FABPAC presents its bond proposal? One bond? Two bonds?

Departmental Needs Discussion

- AISD's athletic facilities are sub-par.
- Parents are not trusting the process including bond and past bond timelines; too much jargon and feeling uninformed.
- At the Clifton Career Development – all means all – need industry standard facilities and more space to accommodate more students. Already maximizing all space.
- When will the separate departments be a part of the larger FABPAC/modernization conversation?
- Be sure that the non-educational projects are included into campus bond projects.
- Bond Package Targeted plan: it is being talked about but not shown in target plan.
- Private funding should not move project to the top – it does not look equal for other schools.

Consolidation Discussion

- What needs to be done to ensure Sanchez ES does not close? You can speak numbers all day. This school is culturally relevant to the neighborhood. UT holds class on campus and Sanchez ES hosts many student teachers.
- Community impact of Sanchez ES – the fact that it is close to IH35 should not deny the neighborhood a school.
- Do not think it is a good decision for Sanchez community. The students really look forward to school. Sanchez addresses each student as a whole child--his or her academic, social, and emotional needs. The campus is amazing: accepting and welcoming. Sanchez ES is special.
- How much does Sanchez ES need to grow in enrollment, and will the 2-way dual language model be taken into consideration for consolidation?
- AISD FABPAC should also take historical snapshots and consider supporting its dual and minority populations with the importance they deserve.
- Consider all the options--look at the ages of school, community involvement, bus routes/creating new ones.
- Consolidating Sanchez ES with another school is a financial decision more than it is a decision meant to help children.
- In reference to #5 (consolidation criteria), there is belief that the FMP is important and there is support the renovation of our schools, but some community members cannot support the consolidation of Sanchez ES.

3/6/17

Tuesday, February 28, 2017 at 6:00pm | Austin High School

Demographics/Boundary Discussion

- Vertical team alignment should be part of the master plan. In Southwest and Southeast Austin kids from the same elementary school split to different middle schools. In general, middle schools need to be aligned better with elementary schools, and parents need better middle school options (e.g., Bowie Vertical Team).
- In central North Austin, near Bryker Woods ES and Gullett ES, there could be a similar surge of kids as in NW Austin at Hill ES and Doss ES. Many homes are flipping to young couples with kids. There were questions raised about the validity of the data shared by the demographer for those schools.

FMP/Modernization Discussion

- Lots of concern about how technology will be implemented in schools. Will there be sufficient infrastructure? Will there be sufficient tech support for students and teachers? The community doesn't want to see teachers losing class time trying to get technology to work for them.
- There is a request for CAC, parents, and community to be included in the design process of schools. Specific concern about maintaining some historic elements of buildings even if buildings are not designated "historic."
- Schools in years 1-6 want to know how quick the process can take place and how they can be ready to go when the bond passes. Menchaca was especially concerned given their mold issues. They also wanted to make sure that "modernization" fixes issues such as, what is causing the mold.
- Menchaca Community shared concerns about some very basic needs that need to be addressed immediately, but want to be sure their school will still be modernized during that process.
- Technology – there was a concern that while we are equipping the classrooms and students with technology, AISD might not do the proper training to ensure the teachers know how to effectively use it.
- Casis ES and all of Austin HS Vertical Team elementary schools want to be sure that all of the schools will be brought up to the same standards with the same programs/equipment available to the students so they enter middle/high schools equally prepared.
- Why is Zilker ES a "renovation" rather than a "full modernization?"
- When do the discussions about "planning" for the FMP recommendations occur?
- Basic needs need to be balanced with modernization.
- Modernization should include better physical surroundings/sustainability, which equal better learning spaces.
- Too many kids in classrooms does not allow for flexibility (e.g., Bowie High Schools' student/teacher ratio).
- Austin HS: People wanted to know that being modernized years down the road does not mean no changes/funding in the interim. Desire to know that there will be projects to meet individual campus needs more immediately and that plans will be reevaluated every two years.

- People wanted to know that “modernization” includes the most basic/structural needs and rightsizing, not just fancy additions (e.g., mold and collapsing walls will be taken care of simultaneously with adding new computers).
- People wanted to know difference between “renovation” and “modernization” and what equity in modernization looks like (helpful way it was said—two schools are going to end up looking the same, but one school may need more work/resources to reach that point, which is where campus-specific projects are decided).
- Campuses need more IT support to make sure tech is working properly and teachers are confident and competent in using it (not wasting class time figuring it out).
- No portables please.

Departmental Needs Discussion

- The district needs to be able to articulate the difference between equity and equality.
- There were concerns shared about how the money (bonds) would be allocated.
- Parents stressed that convincing the Austin community to “pass” the bonds is paramount for the success of the FMP. It is the “cheapest” money available, and it’ll stay within the community.
- How will environmental concerns factor into the FMP? Specifically regarding cafeteria, adopting AISD students, Styrofoam trays need to be washable/composted.
- Extra-curricular programs are vital for AISD’s viability.
- How does technology apply to infrastructure?
- How is it decided where the “money” from the bonds goes? How specific will the bond financing be done/planned? How large of a role does equity play in those decisions?
- What are the next steps for the bond process?

Consolidation Discussion

Sanchez ES

- The community is perplexed about why/how the decisions were made to consolidate four elementary schools spread across East Austin's neighborhoods into two schools just 3.5 blocks apart (Metz ES and Zavala ES).
- Like many other schools targeted for consolidation, the Sanchez ES community foresees a future of increased enrollment. They will begin offering a dual language program next year that will expand in time. They would also like to increase enrollment by being considered the “twin” to Pease elementary, the “boundary-less” school west of downtown. The “we-see-baby-strollers-all-over-our-neighborhood” phenomenon is in evidence here as well, so the demographics shared were deemed untrustworthy.
- There is a deep emotional history here (Sanchez ES community)—respondents cited everything from the 1928 Austin City Council master plan that deliberately segregated the city by removing minority communities to the east side of town, the closure of Palm School in 1980, and the fact that, at its inception in 1976, George Sanchez Elementary was intended as a shining new school symbolizing the district's commitment to the Hispanic neighborhood it serves.
- There was a concern raised about the proximity of the schools that would remain in East Austin after consolidations, and concerns around geographical distribution. With the

consolidation of Sanchez ES into Metz ES, and Brooke ES into Linder ES / Zavala ES, two remaining schools in that vicinity are Zavala and Metz (.3 miles apart from one another). Community members were concerned that the two remaining schools could be looked at in the future for a potential consolidation if the criteria were to stay the same (because these schools would be so approximate to one another). Most felt it made more sense for Metz ES to consolidate into Sanchez ES for this reason.

- Many were concerned with the representation of a minority school in the Austin Vertical Team. It was explained that boundary changes could occur and students still could potentially attend Austin High School, but the concern was more that Austin Vertical Team would no longer have a minority school in its track, and how that impacts the goal to increase diversity among AISD schools.
- The cultural relevance and history at Sanchez ES was mentioned throughout the discussion. The community highly valued having a community asset that preserved so much of their culture. Related to this point, Sanchez ES is in the process of implementing a two-way dual language program that they feel will bolster enrollment into their school through transfers.

Specific Discussion

LASA/LBJ

- A majority of participants were interested in a comprehensive school for LASA.
- One individual was interested in maintaining the current concept of LASA co-locating on LBJ campus.
- A student suggested FABPAC visit LBJ and LASA to speak to students about their experience and solicit ideas (there are some student concerns about leaving LBJ)
- Would there be an ability for LBJ to access federal grants if LASA leaves?
- There should be real efforts made to recruit students of color to LASA (regardless of location).
- Are there partnerships that could exist to provide field space for LASA?
- If there is a North and South LASA, then the South LASA would need to grow, need students for electives; interested in LASA band (maybe the student body could be separated by proximity)?
- If this is a long-term planning process (15-20 years) then there should be consideration to increase LASA's capacity beyond 1,600.

Wednesday, March 1, 2017 at 6:00pm | Akins High School

Demographics/Boundary Discussion

- How is Akins projected not to grow?
- Housing in the area (nearby Akins HS) is new stock housing
- New families replace old families at an even rate (for example: Goodnight Ranch)
- Concern about boundaries regarding Blazier ES
- There is a struggle to add new programs at Palm ES
- What is currently attracting families to high transfer schools?
- FMP does not address programming (can the bond not fund programming)
- Is the FMP an all or nothing approval process?

FMP/Modernization Discussion

- Some of the Menchaca ES community shared a desire to potentially relocate sites because of their proximity to a highway being built. They expressed it was important that they are able to weigh in on that process.
- There were a number of questions regarding the process to modernize, and what small, targeted projects were. There is a desire to get their most imminent needs taken care of (leaks, heat issues) etc. prior to modernization if possible, if the project was listed as a ways out. Regarding modernization, people were happy to hear that there would be a process during design where the community would have input into some of the specific needs of their community.
- Some had trouble understanding the concept of modernization – they relayed it back to open floor plans of the 70's. They were pleased to hear that it was about having the flexibility for teachers and learner to teach / learn in a variety of ways and having a building and layout that responds to different needs rather than just being open.
- Menchaca ES: A question was raised whether the school location should move. The Principal stated that the building location is not as important as getting a new modernized school.
- LASA: Some attendees believe that LASA/LBJ should stay together, and that LASA should be expanded on site. In the past, the school programs worked together.
- Covington MS principal is concerned of the possibility that the recommendation may change, and that the school would be combined with Crockett HS.
- Williams ES: Needed an understanding of how specialty spaces (504, SCORES, etc.) would be incorporated into a modernized facility

Departmental Needs Discussion

- This is a 30-year plan based on past-present-and future needs?
- Lots of students are coming in near Akins HS and the community wants to be assured that the school remains safe.
- Akins HS: could there be boundary adjustments or construction to address the influx of students?
- Palm ES wants to increase enrollment to keep the necessary employees for education.
- Akins HS: Needs additional spaces for Athletics/PE prior to 12-25 years.

Consolidation Discussion

Joslin ES

- Concerns about demographic reports and neighborhoods changing
- Desire for walkable and bike-able small community schools per recent neighborhood planning with city (mentioned lack of coed middle school for area following Ann Richards YWLA now occupying former middle school).
- Some of the community is requesting a small boundary adjustment with Sunset Valley ES as a means to increase student population (Western Trails neighborhood).
- Raised questions on nearby St. Elmo ES and Galindo ES boundary adjustment and why St. Elmo ES was not a consolidation (versus Joslin ES).
- Potential solution shared from the community: slightly change boundaries by pulling a couple blocks (and about 20 kids) out of Sunset Valley ES, which is enough to put Joslin ES at an acceptable capacity to be removed from consolidation list.
- Joslin ES has a history of having its boundaries altered (or shrunk) and that's why the under enrollment exists, plus the school is desirable and has many transfer-in students.
- Joslin ES is only 1% underenrolled. Have great ESA and FCA scores. Projected growth of 10% (cited a demographer source). Does not make sense to consolidate.
- West Hills Neighborhood Association: Joslin has been in a disadvantage with lack of walkable MS, and boundary changes. Given all we are hearing there are only approx. 3 students to put us into the consolidation category. Is there any way to give this community the benefit of the doubt?

Thursday, March 2, 2017 at 6:00pm | Travis High School

Demographics/Boundary Discussion

- What happens if the demographer is wrong and the younger people who are moving into Austin currently decide to stay and start having kids in the future?
- Dawson ES representatives shared a concern that the FABPAC hasn't taken into account the newborns and toddlers that are in the Dawson region and would feed into the school. It was specifically stated that the birth rate data was based on zip codes from 1990-2010, where these people saw a shift from older, single family homes to younger families. They think the birth rates are based on old data with an older population.
- Dawson parents shared concern that the school is pretty full, though the enrollment data says 75-100%. Concerned that putting the school at capacity would be "like sardines."
- When does the talk about boundaries occur and what is the timeframe?
- What were the options FABPAC members had at their disposal for school solutions when a school community didn't want a boundary change? What were the options?
- Where is AISD with the South HS 2008 bond money?
- What will happen with the facilities if consolidation occurs?
- Is there a way for the district to fix recapture?
- How does the district plan for the open enrollment?
- Is there a timeline for when consolidations would occur?
- Does FABPAC include considerations with academics?

FMP/Modernization Discussion

- The last bond failed. What is AISD doing to make sure this bond passes?
- How are schools being prioritized for modernization? Fulmore MS community recognizes that they are currently on 12-20 year plan but still feel their need is great. How does the community know that their feedback is really going to be integrated into the decision making process?
- Fulmore MS experiences multiple roof leaks – can't understand how it can be deemed acceptable. Doesn't feel like feedback is being heard or acted on because nothing has changed.
- Uphaus ECC – scheduled to go back to Blazier ES. Would like more information about how and when students at Uphaus will go back to (their) home schools. Doesn't seem to be any kind of plan. Uphaus doesn't have an attendance zone and there doesn't seem to be a plan for making sure that the facilities students will go back to will be suitable for their needs.
- The Uphaus facility really needs to be retained as an early childhood center. The building was purpose built to accommodate this age of student.
- LASA – why was the recommendation made not to build on LBJ campus? Some attendees questioned why moving LASA was proposed when they want to offer it to more and a more diverse range of students?
- If LASA moves some of the student body will be forced to travel a long time/distance. The two schools (LBJ and LASA) need to work more closely together and become united again. It's important for heritage reasons to keep LBJ and LASA together and integrate them more like they used to be.

- LASA – if the location changes then it needs to be more equitable. A lot of students at LASA come from SW Austin and it's prohibitively far from homes.
- Some attendees believed that co-location (of schools) doesn't work. Even if Crockett HS has space to accept 600 new students they may not want a new advanced magnet co-located there.
- Some participants felt that the population of LASA doesn't reflect the population of Austin ISD. Often, students aren't eligible for LASA because their middle school doesn't offer the courses other middle schools do that give other applicants an edge when applying.
- There are fears in the community that LBJ will be closed if LASA move out.
- It was shared that LASA students generally don't have a position on staying or leaving, but that if the students stay together it can be made to work. LASA shouldn't be combined or recombined with any school though. LASA needs more space to accept more students. Siblings of current LASA students are being turned away even though they are definitely more than qualified. The huge demand should inform decisions to expand LASA.
- It seems that the majority of the Austin community is NOT opposed to having multiple advanced academic magnets in Austin. They just want to make sure that another magnet program doesn't mean that LASA can't grow.
- LASA/LBJ alumni have gotten together to support keeping LASA and LBJ together.
- How much consideration has been given to the increased traffic around a consolidated school? Parents will be nervous about kids leaving school in high traffic. Smaller schools with fewer people arriving and leaving are safer.

Departmental Needs Discussion

- It would be helpful to see how departmental needs tie into FMP
- AISD Special Education teacher concerned about accessibility
- Special education – like the idea of multiuse spaces to accommodate changes in needs
- Concern shared about special education students who can get over stimulated, concerned about appropriate spaces. The spacing at Gus Garcia was shared as an example of a space that could work for special education students.
- Multi-use space had a good response from community members.
- Concern about technology needs (schools not built for current needs)

Consolidation Discussion

- The communities will not be satisfied with anything until all the details are inked in concrete about many details that the FABPAC aren't in charge of—which principal becomes principal of the proposed consolidated campus, which special ed teachers are kept, how traffic will be managed nearby, etc.
- All communities believe that they have great potential to grow out of the underenrolled status, but want assurances from district administration that their efforts to do so will be supported.
- There is frustration that schools west of town (that are fully enrolled but with similar FCA scores) are not considered for consolidation. As a consequence, the communities

have the perception that these discussions are driven solely by an effort disenfranchise either a minority community (Sanchez ES) or the special ed community (Dawson ES).

- There was also concern about how a school such as Dawson ES can market themselves while it's already been publicized that they are on the list for possible consolidation.
- There is concern about how the (consolidation) transitions will go in general when/if they do occur; it might benefit the FABPAC to continue to get the information about how a school's capacity is determined.

Dawson ES

- Virtually impossible to market when Statesman says there's a possible closure. Will the district help with marketing?
- Desire to continue dual-language, but what the community hasn't heard about as much as desired is the special education programs.
- Teachers aren't here just to be shuffled like a stack of cards. Where are Dawson's ES special ed students going to go?
- Proposed consolidation has affected Dawson ES. Consolidating the school would be the worst thing the FABPAC could do. Because there are fewer students, teachers can give more individual attention.
- One thing that has been frustrating to the community is the discussion of "it's not about the bricks," but the location does matter. It's not in that bad of shape and its location nearby downtown attracts families.
- What does a potential consolidation of Dawson ES do to Fulmore MS and Travis HS? What size is Austin ISD considering for the elementary schools and is the district planning on packing classrooms with 30 students?

Sanchez ES

- Sanchez ES is trying to market as a dual-language school, but feel parents won't come in with the possible consolidation. The recommendation started as 0-20 years, now the school is listed as 1-6 years.

Zavala ES/Metz ES

- Looking to consolidate. What hope do the communities have that they will still be there for a changing area? Are the teachers going to travel with those schools?

Brooke ES

- For Brooke, have you thought about the construction they are doing there? If consolidation occurs, is there any consideration in rebranding the new school?
- How come St. Elmo is currently proposed to receive some of students from Dawson ES? Why don't these students go to Brooke ES instead? What will happen to the consolidated school properties?

Specific Discussion

Travis HS

- Confusion as to how Travis is under-enrolled when all spaces are utilized, including closets for classrooms. The community argued that data on capacity is not considering

spaces used to house programs and services specific to Travis. For instance, Travis has family resource center, CTE programs (need extra kitchen for culinary), ACC classes offered that require teachers to share classrooms with professors.

- Issue with transfer policy, open enrollment, and student sharing. Results in enrollment declines in schools like Travis, costs millions in transportation for kids not attending home school.
- Want on-site daycare for teachers. Can draw more teachers in and serve as place for students in Child Development program to do practicum hours.
- Why does Travis HS need a full modernization? Why can't the school just continue to do the small things?
- The fact that the school has portables should knock Travis HS down on ESA right? Why is Travis above average still?
- No covered hallway between hallways and this means that students are forced to enter weather conditions and security are forced to stand in the weather.
- Can Travis HS look at capacity as the number of classrooms needed and stop trying to make the school bigger with empty spaces. The community wants classes with 20 kids rather than 30.

Travis Heights ES

- Student council and PTA funds equipment needs – the district should meet these needs instead.
- Concerned about the academic, instructional needs and how it is tied to facilities
- Wants to know how to explain the connection between facilities and academics to staff
- Travis Heights not ADA complaint
- Programs are being put into schools that are not ready to handle that program

Eastside Memorial HS

- Eastside Memorial HS – athletic department – need new weight room equipment, some safety devices are broken.
- Money out of the students' pockets is being used to pay for meals when athletes travel for sports games. The school needs more money. Some students are forced to sit and watch other students eat because they don't have the money.
- Eastside Memorial HS needs a bigger gym to share with International High School.
- Many issues about the facility were shared by the community (e.g., improved bathrooms, cafeteria, gym space, etc.) that should be addressed during the modernization of the school in the future.
- Recapture is affecting the needs of all departments, such as feeding students for away games.

LBJ HS

- Alumni of LBJ mid-1980's loved, learned from the diversity at LBJ / Science Academy. Concerned about LASA removal.
- Wants to know the history and reasoning behind the decision to move LASA

- Moving LASA to old Anderson is not going to improve transportation
- The community believes that there is plenty of space to build extra buildings on LBJ
- Would like to see the two high schools integrated even more
- Attendees shared that the idea to move LASA comes from a small, but vocal segment of the city.
- Concern for removal of LASA and LBJ “Destroying a family” (said by LBJ Alum)

3/6/17

AISD FMP Recommendations - 25 Year Roadmap & Goals for Future Bond Planning

	Group 1: 1-6 Years		Group 2: 6 – 12 Years		Group 3: 12 – 25 Years	Group 4: 17 – 25 Years
	Very Poor FCA, Very Unsatisfactory ESA, Overcrowded, or Academic Reinvention		Poor FCA, Unsatisfactory ESA, Projected Overcrowding		Average FCA or Average ESA	Good to Excellent FCA or ESA
Vertical Team	Comprehensive Projects	Targeted Projects	Comprehensive Projects	Targeted Projects	Comprehensive Projects	Comprehensive Projects
Akins	New Blazier Relief School (3 - 6) Future SE ES School – Land Only Menchaca ES	TBD during bond planning	Casey ES* Kocurek ES Palm ES		Paredes MS Blazier ES Future SE ES Langford ES Perez ES	Akins HS
Anderson	Murchison MS – Part 1 Classroom addition Doss ES New NW Doss & Hill Relief School	Summitt ES (Classroom addition) Davis ES (Flooring & classroom addition) Others TBD during bond planning	Murchison MS – Part 2 Full Modernization Hill ES Pillow ES		Summitt ES	Anderson HS Davis ES
Austin	Casis ES Sanchez ES (if receive students from ALC)	TBD during bond planning	O. Henry MS Bryker Woods ES Mathews ES Oak Hill ES Patton ES Pease ES Zilker ES		Austin HS Small MS Barton Hills ES	
Bowie	Cowan ES (to receive students from Baranoff) New SW Kiker & Baranoff Relief School	Bowie HS – Part 1 Classroom addition TBD during bond planning	Bowie HS- Part 2 Full Modernization		Bailey MS Gorzycki MS Baranoff ES Kiker ES Mills ES	Baldwin ES Clayton ES
Crockett		Covington MS (Fine Arts) Others TBD during bond planning	Bedichek MS Cunningham ES Galindo ES Joslin ES Odom ES* Pleasant Hill ES* St Elmo ES Sunset Valley ES Williams ES		Crockett HS Covington MS Boone ES	
Eastside	Metz ES (to receive students from Sanchez)	TBD during bond planning	Eastside HS Martin MS* Allison ES Brooke ES Govalle ES Zavala ES		Ortega ES	

* School should be considered the first priority for 6 - 12 years depending on bond planning and funding availability.

Note: All projects are subject to future bond planning and timeframes should be viewed as goals according to current conditions and needs.

AISD FMP Recommendations - 25 Year Roadmap & Goals for Future Bond Planning

	Group 1: 1-6 Years		Group 2: 6 – 12 Years		Group 3: 12 – 25 Years	Group 4: 17 – 25 Years
	<i>Very Poor FCA, Very Unsatisfactory ESA, Overcrowded, or Academic Reinvention</i>		<i>Poor FCA, Unsatisfactory ESA, Projected Overcrowding</i>		<i>Average FCA or Average ESA</i>	<i>Good to Excellent FCA or ESA</i>
Lanier	Wooten ES	Lanier HS (P-Tech) Read Pre-K (Systems upgrade) Others TBD during bond planning	Cook ES* Read Pre-K (Repurposing) Wooldridge ES	McBee ES (Pre-K Spaces Only)	Lanier HS Burnet MS McBee ES	Guerrero Thompson ES Padron ES
LBJ		LBJ HS (H-Tech) Garcia YMLA (Structural repairs) Others TBD during bond planning	LBJ HS New Mueller Co-ed MS* (TBD an analysis of student capacity needs and impact to regional middle schools) Sadler Means YWLA Blanton ES Pecan Springs ES*		Andrews ES Harris ES Jordan ES Norman ES Sims ES	Garcia YMLA Overton ES
McCallum	Brentwood ES (structural issues)	McCallum HS (Fine Arts) Lamar MS (Fine Arts) Blackshear ES (Fine Arts) Oak Springs ES (Pre-K to Pre-Med) Others TBD during bond planning	McCallum HS Gullett ES Highland Park ES Maplewood ES Oak Springs ES Reilly ES Ridgetop ES		Blackshear ES Campbell ES Lee ES	Kealing MS Lamar MS
Reagan	Brown ES Webb Primary (relocation to Brown ES once constructed)	Reagan HS (P-Tech) Others TBD during bond planning	Dobie MS Webb MS Barrington ES Dobie PK (relocate to Graham and Hart) Graham ES Walnut Creek ES Winn ES	Hart ES (Pre-K Spaces Only)	Reagan HS Hart ES Pickle ES	
Travis		TBD during bond planning	Travis HS Becker ES Dawson ES Houston ES Linder ES*	Uphaus ECC	Fulmore MS Mendez MS Rodriguez ES Travis Heights ES Widen ES	
Special Campuses	Ann Richards ALC (TBD) LASA (TBD) Rosedale School	TBD during bond planning			Garza Independence HS	Clifton Career Development

* School should be considered the first priority for 6 - 12 years depending on bond planning and funding availability.

Note: All projects are subject to future bond planning and timeframes should be viewed as goals according to current conditions and needs.

Consolidation Criteria

Draft for FABPAC Discussion: March 7, 2017

Round 1: Preliminary Identification as Candidate for Consolidation

1. **Enrollment & Utilization:** does the school have a current rate and/or a historic trend of enrollment to permanent capacity below 75 percent?
2. **Population & School Size:** does a school(s) have consistent (3 or more years) projected declining attendance area population within its current boundary?
3. **Viable Boundary Adjustment:** are there schools in the immediate vicinity that are above 115% of permanent capacity when compared to enrollment that could offer a boundary adjustment solution?
4. **Geographic Proximity:** is there another school program(s) within geographic proximity and thus present an opportunity for combining the programs?

Round 2: Opportunities & Needs Review

1. **Facility Conditions:** what are the significant physical and functional conditions of the building(s) (FCI and ESA) and has the facility been identified for a comprehensive project based on its conditions?
2. **Capital & Operating Cost Benefits:** is there an opportunity to maximize capital investments and ongoing M&O costs by efficiently combining programs to one site while providing Ed Spec standards? (e.g. site amenities such as playgrounds and fields, space program elements)
3. **Excess Space:** are there limited opportunities to improve the utilization rate of the existing facility to above 75%? Such as: incorporating a new use such as community wrap around services or other partnership; grade level reconfiguration; new program or district leadership initiative
4. **Program Continuity:** would the consolidation disrupt the continued opportunities for unique similar curricular programs and school performance? (i.e. Fine Arts consolidating into STEM)
5. **Transportation Impacts:** would the consolidation significantly impact travel time and/or transportation costs?
6. **Facility Repurpose Options:** Is there an opportunity to repurpose the 'sending' facility to allow it to continue to serve the community?

Round 3: Detailed Review of Other Factors & Engagement

More detailed analysis per consolidation scenario for a more detailed review of Environmental Impacts unable to be fully studied in the FMP planning time frame such as transportation and traffic studies, parking analysis, and other environmental considerations.

Future Steps: Schools that meet the criteria would have continued annual review and discussion and individual consolidation decisions would be made by a future Board action.

Consolidation Review Timeline (DRAFT AS OF 02/21/2017)

No consolidations are recommended to occur during the first six years of the FMP plan (with one possible exception). Indeed, it is recommended that the FMP not be treated as the definitive action for consolidation of a school facility, but rather that it be the start of a process of collaboration between the District and that school, with continuous monitoring and ongoing review, over the next several years. The goal will be to develop strategies and track the school's progress relative to the Tier 1 Consolidation Criteria.

June 2017: FMP Update Publication:

Identify schools currently meeting Consolidation Criteria

July – December 2017: Collaboration and Strategy Development between AISD and School administration, CAC's of schools recommended for consolidation

January – May 2018: Review and analysis of updated data:
Utilization and population, program changes underway

June 2018: Annual Review of progress vs Consolidation Criteria:

Review progress of school:

- Utilization still below 75%?
- In-boundary population still projected to decline:
- Still another school with geographic proximity for consolidation?

July – December 2018: Continued collaboration and Strategy Development

January – May 2019: Development of 2019 FMP Update, to include review and analysis of updated data

June 2019: FMP Update Publication

Those schools still meeting Consolidation Criteria continue to be recommended for consolidation:

- Utilization below 75%?
- In-boundary population still projected to decline:
- Still another school with geographic proximity for consolidation?

In this FMP update, or any of the further 2-year updates up until the consolidation start itself (at least six years out), those schools experiencing improved utilization or population projections above the criteria may have consolidation recommendation removed.

2016-17 Middle school students in the "old" Garcia and Pearce Attendance Areas

1,146

Enrolled at Single-Sex Schools 734

Garcia YMLA	374
Sadler Means YWLA	360

Enrolled at Assignment Middle Schools 269

Dobie Middle School	46
Lamar Middle School	114
Martin Middle School	47
Webb Middle School	62

Enrolled at Other Middle Schools 23

Alternative Learning Center	2
Covington Middle School	1
Mendez Middle School	1
Murchison Middle School	8
O Henry Middle School	10
Small Middle School	1

Enrolled at Magnet Program 109

Ann Richards Leadership Academy	36
Fulmore Middle School	26
Kealing Middle School	47

Enrolled at Elementary School (6th Grade) 11

Bryker Woods Elementary	1
Maplewood Elementary	6
Pease Elementary	4

1,146

2016-17 Middle school students in the "old" Garcia and Pearce Attendance Areas

6th 7th 8th

Enrolled at Single-Sex Schools

Garcia YMLA	127	122	125
Sadler Means YWLA	138	122	100

Enrolled at Alternate Assignment Schools

Dobie Middle School	14	21	11
Lamar Middle School	44	38	32
Martin Middle School	14	12	21
Webb Middle School	17	20	25

Enrolled at Other Middle Schools

Alternative Learning Center	0	1	1
Covington Middle School	0	1	0
Mendez Middle School	0	1	0
Murchison Middle School	2	2	4
O Henry Middle School	1	5	4
Small Middle School	1	0	0

Enrolled at Magnet Program

Ann Richards Leadership Academy	16	10	10
Fulmore Middle School	9	10	7
Kealing Middle School	9	22	16

Enrolled at Elementary School (6th Grade)

Bryker Woods Elementary	1	0	0
Maplewood Elementary	6	0	0
Pease Elementary	4	0	0

403

387

356

2015-16 5th Grade students in the "old" Garcia and
Pearce Attendance Areas

491

Enrolled at Attendance Area School

Andrews Elementary	21
Blanton Elementary	41
Harris Elementary	70
Jordan Elementary	77
Norman Elementary	28
Overton Elementary	72
Pecan Springs Elementary	53
Sims Elementary	32
Winn Elementary	27

421

Enrolled at Other School

Allison Elementary	1
Blackshear Elementary	3
Brentwood Elementary	6
Brown Elementary	1
Bryker Woods Elementary	1
Campbell Elementary	2
Casis Elementary	1
Cunningham Elementary	1
Doss Elementary	1
Govalle Elementary	1
Guerrero Thompson Elementary	3
Gullett Elementary	9
Highland Park Elementary	1
Lee Elementary	3
Maplewood Elementary	6
Mathews Elementary	1
Metz Elementary	1
Ortega Elementary	2
Pease Elementary	7
Pickle Elementary	1
Pillow Elementary	1
Reilly Elementary	3
Ridgetop Elementary	7
Rodriguez Elementary	1
Walnut Creek Elementary	1
Wooldridge Elementary	1
Wooten Elementary	2
Zavala Elementary	1
Zilker Elementary	1

70

2015-16 5th grade students minus	491
2016-17 6th grade students	403
from "Old" attendance area in AISD elementary, but not in AISD middle school following year	88

2016-17 Proposal 1	
Assume 50% "recapture" x 3 grade levels	132
Assume 50% of those enrolled at Single-Sex Schools	327
Assume 100% of those enrolled at Assignment MS: (Dobie, Lamar, Martin and Webb)	269
Assume 100% of those enrolled at other MS	23
Assume 50% of those enrolled at Magnet Program	55
Assume 100% of those enrolled at ES (6th Grade)	11
	817

2016-17 Proposal 2	
Assume 25% "recapture" x 3 grade levels	66
Assume 25% of those enrolled at Single-Sex Schools	184
Assume 100% of those enrolled at Assignment MS: (Dobie, Lamar, Martin and Webb)	269
Assume 50% of those enrolled at other MS	12
Assume 25% of those enrolled at Magnet Program	27
Assume 50% of those enrolled at ES (6th Grade)	6
	564

2016-17 Existing	Perm Cap.	2016 Enroll	
Garcia YMLA	1,215	430	35%
Sadler Means YWLA	1,078	392	36%
Dobie Middle School	902	598	66%
Lamar Middle School	1,008	1,015	101%
Martin Middle School	804	440	55%
Webb Middle School	804	681	85%
	5,811	3,556	61%

2016-17 Proposal 1	Perm Cap.	Revised Enroll	
Garcia YMLA (less 187)	1,215	187	15%
Sadler Means YWLA (less 180)	1,078	180	17%
Dobie Middle School (less 46)	902	552	61%
Lamar Middle School (less 114)	1,008	901	89%
Martin Middle School (less 47)	804	393	49%
Webb Middle School (less 62)	804	619	77%
New Mueller Middle School	900	817	91%
	6,711	3,649	54%

2016-17 Proposal 2	Perm Cap.	Revised Enroll	
Garcia YMLA (less 94)	1,215	336	28%
Sadler Means YWLA (less 90)	1,078	302	28%
Dobie Middle School (less 46)	902	552	61%
Lamar Middle School (less 114)	1,008	901	89%
Martin Middle School (less 47)	804	393	49%
Webb Middle School (less 62)	804	619	77%
New Mueller Middle School	900	564	63%
	6,711	3,667	55%



OLCAAAA

ORIGINAL L.C. ANDERSON ALUMNI NATIONAL EXECUTIVE COMMITTEE

To: The Facilities and Bond Planning Advisory Committee (FABPAC)

From: The Original L. C. Anderson High School Alumni Association

Date: February 27, 2017

Subject: Utilization of the Old Anderson High School Building

Purpose of this Communication: As former students and graduates of the Original L. C. Anderson High School, we submit this communication to share our two options (proposals) for the utilization of the old Anderson High School building located at 900 Thompson Street.

Commentary on the Purpose:

Since the closing of this facility in 1971, we continue to have a vested interest in and deep loyalty to the future use of this building in the East Austin community. This centralized location situated in close proximity to Austin Community College's (ACC) Eastview campus, offers a unique opportunity for enhancement to current and future collaborative endeavors between AISD and ACC for the development of new educational programs for the surrounding community and the Austin school district. Also, our city is experiencing a major change in demographics, and we must be prepared to provide educational services to accommodate these changes.

Educational Proposal #1:

Utilize the old Anderson facility to create a **centralized** location to house Career and Technical Education (CTE) programs, i.e., Health Science, Information Technology, Science, Technology, Engineering, and Mathematics (STEM), Hospitality and Tourism.

Commentary on Educational Proposal #1

Since AISD currently collaborates with ACC to manage its College and Career Preparatory Program (CCPP) and the ACC Eastview campus has a Health Science Department, the creation of this CTE **hub** would allow AISD to have a central site where this collaboration could be expanded. Multiple state-of-the-art CTE programs could be offered, based on student need/requests from across the District, rather than replicating various programs at individual campuses.

or

Educational Proposal #2:

Utilize the old Anderson facility to create a Fine Arts program with offerings, such as Costume and Fashion Design, Music and Dance, Visual Arts, Digital Art; and Media and Animation.

Commentary on Educational Proposal #2

If a Fine Arts focus is chosen for the old Anderson site, the District's position as a Lead Partner of the Creative Learning Initiative (CLI) could be enhanced via continuing collaboration with the City of Austin and businesses, as well as through its community partnerships. This centralized site aids AISD in creating the "arts-rich" learning environment desired and gives AISD a space to offer unique courses (Fashion Design, Animation, etc.) that students from several individual campuses may desire.

Note: We understand that these educational programs may need to be developed in phases to accommodate the District's Facility Master Plan (FMP).

Community Component for Both Proposals:

We concur totally with the District’s emphasis in the FMP under “modernization” of a building to include the provision of a dedicated space to support surrounding community needs. In alignment with this concept, we propose that this modernized site supports the community by offering Afterschool Centers on Education (ACE) programs, i.e. mentoring and tutoring programs, college testing classes and civil service testing for the City of Austin’s Austin Fire Department (AFD), Austin Police Department (APD) and Emergency Medical Services (EMS).

Of course, we are dedicated to preserving the historical significance of this building and to this end, we desire to have a dedicated space within this facility, that would include a Yellow Jacket Conference Center (for meetings and/or cultural events) and a space to house our old Anderson High School memorabilia.

Special Note: As the Original L. C. Anderson High School Alumni Association, we also respectfully request: 1) that AISD support us in seeking a historical landmark designation for the old Anderson High School building; 2) that the Alternative Learning Center (ALC) be relocated away from the old Anderson site and 3) that our organization is included in any decision to rename old Anderson High School.

Contact Persons for the Proposals:

<u>Names</u>	<u>Email Addresses</u>	<u>Telephone Numbers</u>
1. Estelle Brooks	_____	(512)
2. Jo Ann Lewis	_____	(512)
3. Nancy Thompson	_____	(512)

Thank you for reviewing and considering our proposed options and the suggestions for use by the community of the old Anderson High School site. Please feel free to contact us if you have questions or need additional information.