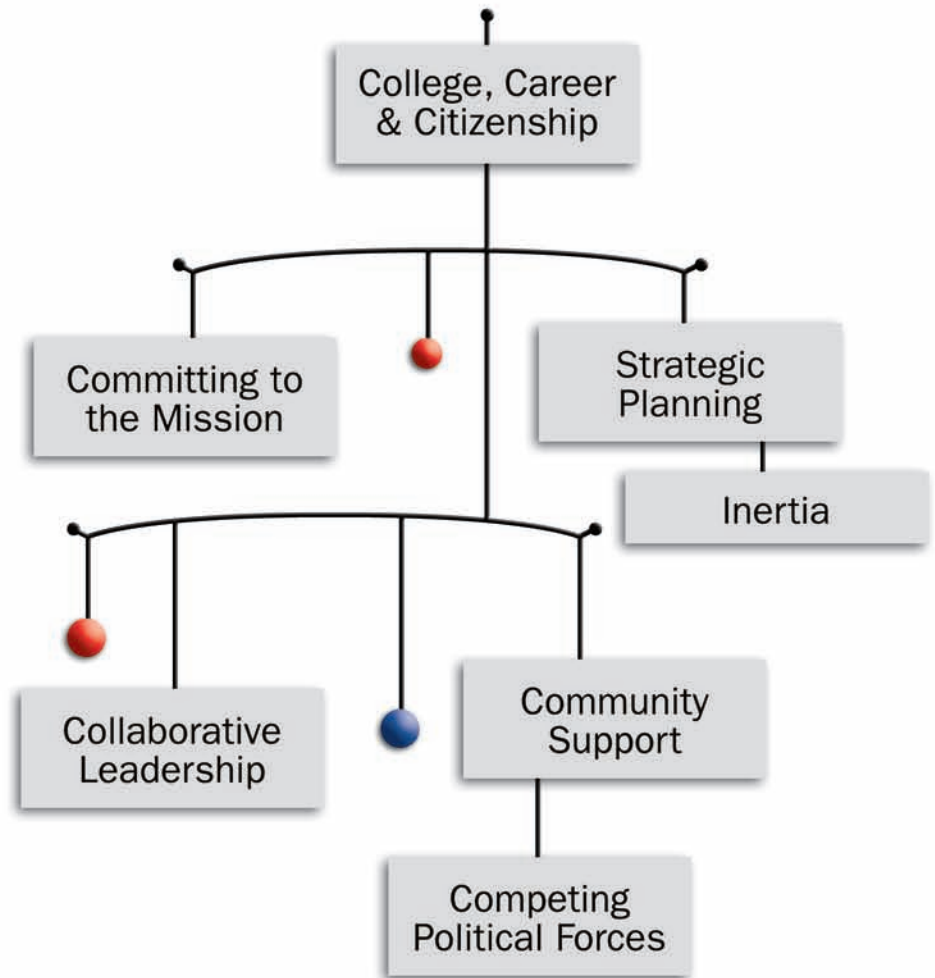


Funding the Vision:



Resource Reallocation in Service of Student Achievement

Fall 2008

By

Brinton S. Ramsey



Case Studies
of Systems Change

Funding the Vision:
Resource Reallocation in Service
of Student Achievement

Case Studies of Systems Change
Second in a Series

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About the Small Schools Project

The Small Schools Project, part of the Coalition of Essential Schools Northwest, was created in 2000 to promote the understanding and development of small schools committed to providing rigorous, relevant learning experiences for all students, based on powerful relationships that support this learning. We provide support and assistance to high schools and districts committed to high school redesign and to graduating all students college- and work-ready.

The Project offers a range of services, including school and district coaching and professional development activities for educators and administrators. We produce a variety of publications about small schools and create hands-on tools to use in the classroom, school, district, and community. For more information see our website (<http://www.smallschoolsproject.org>).

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The author would like to offer special thanks to the research participants in the Eastridge School District who gave generously of their time, opened up their practice to scrutiny, and answered questions with thoughtful consideration. I hope that the work here reflects the spirit of collegial inquiry and commitment to learning that I found so consistently in Eastridge. I would also like to thank the support staff at the district office and in each of the high schools who were unfailingly helpful and resourceful.

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The Series

The Small Schools Project series **Case Studies of Systems Change** is intended to illuminate challenges of district and high school redesign processes and to be used as a learning tool for district and high school personnel, technical assistance providers, and others involved in school redesign efforts. We seek to build knowledge about how a district changes its own policies and practices to drive and support changes at the building, small school, and classroom levels.

The school districts studied in this series all received district change grants from the Bill & Melinda Gates Foundation. These districts have also committed to aligning their school district systems in support of their stated goal of graduating every student college-, work-, and citizenship-ready by creating highly personalized learning environments in their high schools and improving teaching and learning in every classroom.

This Publication

The second case study in our series, **Funding the Vision: Resource Reallocation in Service of Student Achievement**, examines one school district's efforts to align its resources with the district's mission. The overarching research question for this case study was: What happens when a district considers reallocating resources to meet its goal of "graduating every student ready for college, work, and citizenship"?

Data for this study was collected from September 2007 to June 2008. Researchers visited Eastridge School District regularly over the course of the school year, observing and job shadowing administrators and high school principals, and documenting administrative meetings, task force meetings, and strategic planning meetings, as well as professional development activities. We also conducted focus groups with teachers and students in each school and interviewed school and district administrators (often more than once), board members, union representatives, and community members in order to understand the resource allocation decisions made at the district and school levels.

All proper names of participants and locations in this study have been changed, and some identifying characteristics have been modified to protect confidentiality.

A Word About Qualitative Case Studies

Case study research is a type of qualitative research that is particularly suited to developing insights rather than testing hypotheses. Researchers use multiple sources of evidence, and employ ethnographic research methods such as participant observation, holistic and contextualized data collection and interpretation, and detailed depiction and analysis of social relations and culture to develop a case. Case studies examine a phenomenon or issue within its real-life context, uncovering the interactions and relationships that influence or affect the "case."

In education, for example, case study researchers often collect information about such things as expectations (of and by students, teachers, parents, administrators), organizational routines and structures, language used and types of conversations engaged in, daily activities and work, behaviors in different contexts, interactions and relationships between different individuals or groups of people, and the physical environment. This data, when added to information gathered from document analysis and more

formal interviews, allows researchers to develop a complex and “thick” description of the case. For this reason, case studies are particularly suited to situations with complex variables that are difficult to separate, and to examinations of process. Case studies provide a systematic way of looking at a phenomenon to gain an understanding of how and why it is structured the way it is, what meanings people make from how it works, and what further information may be needed to address the issue.

Case studies take an in-depth and contextualized look at a particular phenomenon, but they are not an account of an entire system. They are a “slice,” designed to highlight a particular process and its relation to the whole at a particular point in time.

How to Use This Publication

We intend this case study to be used to examine themes, patterns, and possible gaps in understanding about resource reallocation in service of student achievement. To that end, we have included **self-study questions** at the end of the case study to guide thinking and analysis. We have also included **exhibits** to give readers further detail about the school district and its current resource allocation process. We believe that the richest learning opportunities happen in discussions with colleagues, and we encourage readers to use the process described below and the **group study protocol** at the end of the case study to facilitate group discussion and analysis of the study.

How to Learn From a Case¹

The use of the case method calls for individual preparation as well as group discussion. Although no single method of preparing works for everyone, here are some general guidelines to help you prepare to use a case study:

1. Read through the case study quickly, noting the introductory paragraphs and concluding paragraphs, the internal sections and subheadings, the exhibits at the end of the case, and the self-study questions. Ask yourself, “What is this case about and what kinds of information am I being asked to analyze?”
2. Read through the case (including the exhibits) again, slowly and carefully, noting key facts, questions, disconnects, etc. Ask yourself, “What do I see happening in this district?” Be sure to note evidence from the text.
3. Read through the case again and put yourself in the roles of the district administrator, principal, and teacher. Ask yourself, “Would I make the same decisions? What would I do differently?” Note your observations.
4. Develop recommendations for the district based on your analysis of the issue and supported by evidence from the case. Ask yourself, “If I worked in this district, what would I change? What would I keep? What would my next steps be?”
5. Discuss your findings with others. Listen for other perspectives.

¹ Adapted from Hammond, John S. (1976) *Learning by the Case Method*. Boston, MA: President and Fellows of Harvard College.

The job of the district is to see to it that despite the apparent surface and infrastructure differences that distinguish schools from one another, the “real” resources of schooling – the people connectors and the stuff they use to do their work – are distributed fairly among the schools. Which begs the next question, what is fair? What does being equal or equitable mean in terms of resource deployment in Eastridge? The question calls us back to what we believe and what we need to do to get “each kid prepared for college, career, and citizenship.” [Andrew Carter, Principal, Educational Alternatives High School]

Discussions about resources often lead to discussions about equity and values. In a world of limited and sometimes shrinking funds, how do school systems make decisions about allocating resources? How should they? What values drive resource allocation? What are the implications for school and district redesign efforts under current resource allocation structures? This is the story of one school district that took on these questions as it worked to honor a commitment to graduate each student in the district prepared for college, career, and citizenship. For this district, where half of the high school students attend its two alternative high schools, this commitment meant bringing their alternative schools into conversations not only about resources but also about instruction, professional development, and strategic planning. The district’s move to create a portfolio of options for students has challenged traditional management and resource allocation structures and has created an enormous learning opportunity for administrators, staff, teachers, students, parents, and community members throughout the district.

Guiding this change is a superintendent whose collaborative leadership both challenges and empowers her staff, creating time and opportunities for discussion and debate among various stakeholders. With school board support, Superintendent Laura Thompson focused on building relationships with community and business leaders, won a concession from the state to disaggregate district achievement data among the two alternative high schools and the one traditional high school, and worked to improve her own and her administrators’ instructional leadership capacity. In taking on the question of resource reallocation, Thompson found herself facing new questions and old fears from her staff and community as long-standing practices were reexamined. The process of change has been slow and considered, and continues.

This case study will examine the questions Thompson faces as she considers both the technical and adaptive challenges of reallocating resources among the district’s high schools to better align with the district’s mission and goals.²

District Context

Eastridge School District is a small, tightly knit district. Administrators tend to circulate among positions in the district rather than leave, and community ties are highly valued. School board membership has remained consistent for several years, with the last new member coming on six years ago and one member having served on the board for over twenty years. Laura Thompson works closely with her deputy superintendent, Jeff Ries, who oversees finances and operations and sits on several state finance committees, and her assistant superintendent, Tony Cuomo, who oversees instruction, professional development, and the strategic planning process. (See Exhibit A Eastridge School District Organizational Chart.)

² Heifetz & Linsky define technical challenges as those for which people have “the necessary know-how and procedures” to solve them. Adaptive challenges are those that “are not amenable to authoritative expertise or standard operating procedures.” Adaptive challenges “require experiments, new discoveries, and adjustments from numerous places in the organization or community. Without...changing attitudes, values, and behaviors people cannot make the adaptive leap necessary to thrive in the new environment.” (Heifetz, R. & Linsky, M. (2002). *Leadership on the line*. Boston, MA: Harvard Business School Press, p. 13.)

Demographically, the Eastridge School District incorporates areas of relative wealth and poverty, creating a socioeconomically diverse student body. (See Exhibit B Eastridge School District Demographic Data.) In a recent grant application, district administrators described Eastridge School District in this way:

Eastridge students live in industrial and evolving rural areas encompassing approximately 25 square miles. Working class pride and blue collar attitudes of hard work and local loyalties were instilled by mill workers, the men of the railroad, and the farmers who originally developed the area and whose families still reside in the community. Today, however, large pockets of poverty and regular reports of serious crime create challenges. ...Geographically, the district is bisected by a number of man-made and natural barriers... These barriers divide our neighborhoods into those who “have” and [those who] “have not.” A reported 45 percent of students in the district participate in the free and reduced-price lunch program.

Over the years there has been a growing influx of students from neighboring districts. Eastridge prides itself on welcoming these newcomers and willingly provides them and their families with alternative education opportunities. At present, 640 students attend our alternative high schools, comprising 43 percent of our 1,498 total high school enrollment; of the 640 alternative students in 2006-2007, 553 [are] from other districts.³

The district has three high schools, Riverview High School (RHS), Educational Alternatives High School (EAHS), and Valley High School (VHS). RHS is a traditional comprehensive high school divided into two semi-autonomous academies (Owl Academy and Falcon Academy). EAHS and VHS are both alternative high schools offering a variety of educational options. District administrators count the two academies at RHS as two separate schools, which, along with the alternative schools, create four separate options for students.⁴ Each school is described briefly in the next section.

Thompson says, “We try to be responsive to students in our community and therefore we have quite a few options in our district that cater to different students’ needs [including] the alternative schools.” However, huge disparities exist between Riverview High School and the two alternative schools in the success rate of students, in public recognition and support, and in the amount of resources each school receives from the district and other sources. (See Exhibit C – Comparison of School Data.)

High School Snapshots

Riverview High School (RHS)

Between its two academies, Owl and Falcon, RHS has 855 students who take most of their core academic courses within the academy they choose. Teachers are also assigned to academies so that students and teachers get to know each other well, and students may have a particular teacher more than once during their time at RHS. A building principal (Bill Turner) and two assistant principals (Eric Johnson and Kit Stevens), each of whom is responsible for one of the academies, oversee the management of the school and act as instructional leaders. The building principal is responsible for the budget, although he allocates grant funds to the academy principals to be used at their discretion.

³ [Eastridge] School District Proposal to the Bill & Melinda Gates Foundation (BMGF), 2005; data has been updated for the 2006-2007 school year.

⁴ Although they are considered separate options for students in this context, the academies do not have separate state numbers or budgets. The state does not disaggregate data between the two academies, and people in the district tend to refer to Riverview as “the high school” without specific reference to the academies.

RHS has a newly renovated and expanded physical plant, including three gyms, a community resource room, a new state of the art theater, band rooms, and special project rooms in addition to classrooms, at a cost of thirty five million dollars. Construction lasted for about three years and the new building has become an identifying feature of the school and district.

Teachers and students in both academies appreciate the academies for the small school feeling they foster and for the chance to get to know each other well. When asked about what resources they need more of, teachers mentioned needing more time to collaborate, more access to computers and computer labs, and more time to do all the extra administrative tasks they are given. Students' major resource issues centered on the quality of their teachers. They reported that teachers who moved from school to school had less focused lessons and had less time for them. Several students mentioned the uneven quality of instruction and their impatience with teachers who did not explain concepts or help students understand them. When asked what they would do with extra resources at RHS, two students had this to say,

S1: As far as funds go, I don't think that we need materials as much as we need teachers.

S2: Or we need teachers, but more educated teachers.

S1: I think the funds shouldn't go towards new teachers. They should be on improving how teachers teach.

When asked what was most valued at RHS, many teachers and all students in focus groups indicated that sports and athletics topped the list. Their perceptions are that athletics garner the lion's share of resources. Some of this is highly visible, such as paying for the girls' and boys' basketball teams to go to the state tournament in another part of the state. They also see resources going to sports in more subtle ways: athletes constantly pulled out of class with little or no consequences, and disruption of the academic schedule for pep rallies and other sports-related events. This perception is widespread even though the district provides the Associated Student Body (ASB – the student government organization) with \$15,000 each year to support all clubs. If activities call for a club to exceed its ASB allocation, all clubs, including sports teams, must raise funds to supplement that amount. The district also pays travel costs for other groups (e.g., National Honor Society, Robotics club) to attend state and national events.

Educational Alternatives High School (EAHS)

Andrew Carter, a vocal and passionate advocate for his alternative students, has led EAHS for the past three years. Carter inherited a program at EAHS that some called a “dumping ground” for students. Students with nowhere else to go ended up at EAHS, which ran a contract program where students were given packets of work and met with a teacher individually once a week for an hour to go over the work. When Carter took over, the district had committed to graduating all students, even those in alternative schools, ready for college, work and citizenship. All of the alternative students are now required to take the state standardized test and Carter had to shift the school (436 students) to a more academic focus. Carter revamped the schedule so that students were expected to attend school twice a week for two to four hours, taking two to three small group classes. The individualized focus of the school remained, but Carter and

his staff felt that the students also needed to build social skills, and they wanted to create a safe place (small group classes) for students to learn those skills. As Carter put it, “Kids need to have a sense of community, these kids in particular. So a drive-by credit place wasn’t going to work for me.”

Many students at EAHS have turbulent family lives and have jobs to support themselves and their families, which conflict with a regular school schedule. Carter is therefore moving EAHS toward a model of “trauma-sensitive schooling” that includes developing programs that focus on individual students and individual learning plans.

Fridays are designated teacher workdays with no classes. Teachers participate in staff development in the mornings and then use the rest of the day for lesson planning and making contact with community members and parents. Carter and a TOSA (teacher on special assignment) oversee the management of the school and act as instructional leaders.

Space is the primary resource issue for both students and teachers at EAHS. Moving from individual contract work to small group classes has made the office space that EAHS occupies unworkable. Classes meet in areas outside of teacher offices with makeshift dividers delineating the “classrooms.” There is no assembly area and no lunchroom. Physical education classes meet at another facility, students are bused to a community center for drama class, the school must rent space for students to use to take the state standardized test, the building itself is shabby, and the technology is outdated compared to what students have seen in other high schools. As one student said, “It kind of feels like we’re a third world country here compared to the big high schools.” Over the course of the 2007-2008 school year, the district negotiated a new space for EAHS and signed a lease for the space in June. Remodeling is underway, with a December 2008 completion date.

Students also mentioned other resources the school needed such as a library, a theater, newer computers, and food. Teachers in general felt unsupported by the district and felt that they had to fight for every resource they got.

We started developing many new programs to meet the needs of our students and because of the higher visibility of those programs we get all these kudos. But in general we don’t get that hundred percent consistent support. We have to battle for basic things like transportation, we have to battle to hire any new teachers, and [people say] ‘gosh you’re doing a great job.’ But when it comes right down to the needs that we have to have, we don’t feel like we get [support], no. [Teacher, EAHS]

This lack of resources affects the ability of EAHS to meet the district’s goal of each student ready for college, career, and citizenship.

Valley High School (VHS)

VHS is run by Robert Moore, an administrator who has worked in the Eastridge School District for his entire career and is a strong advocate for his programs and students. Moore took on the principalship at VHS five years ago and is credited with turning around a school that had a reputation for drugs, violence, and a student population not

interested in academics. Moore created two separate alternative programs at VHS using the same teachers, administrators, and facility. In the all-day program (102 students), students take five periods per day for four days per week. As juniors and seniors, students have a choice of either Pathways or Boulevards. Moore describes these two options: “The Pathways are the classrooms in-house where we have actual businesses. So we’ve got a number of real live businesses that kids run and work at here. Then we’ve got Boulevards, which are the community businesses where our kids can actually do a culminating project out in those businesses.”

The second alternative program at VHS is the contract program (105 students), where ninth and tenth grade students come to school two days per week for at least two hours at a time to do academic work and prepare for the state standardized test. After tenth grade, the students can come in one day a week for one hour. Students contract with a teacher for a certain amount of work and then do that work on their own at home. Students do not come to school on Fridays, which are set aside as teacher professional development and workdays. Moore and his staff contact every parent or guardian at least once a month, and community connections are continually built through the Pathways and Boulevards programs. VHS is housed in an old bank building near the district office and Riverview High School. Moore feels the building is adequate for his needs, but if the school continues to grow, he and the district will need to think about how to provide more space for the programs. Moore and a TOSA (teacher on special assignment) oversee the management of the school and act as instructional leaders.

When asked what resources are needed at VHS, teachers said that they could always use more time for making contact with the community and for collaborating with one another. For the most part though, the teachers felt like they had everything they needed and that, if they needed something else, they could go to Moore and he would get it for them. Students similarly felt that teachers at VHS would find additional resources to meet their new learning needs. However, the students did mention wanting more books, a library and a gym, and more elective options, particularly foreign language classes.

Committing to the Mission: Do We Really Mean “All” Students?

Carter and Moore, both activist principals, redefined what “alternative” meant, creating programs with more rigor and academic focus while maintaining some vocational, project-based elements. These were big changes with major resource implications; previously, the alternative schools were considered “cash cows” that drew in students from outside of the district and were able to be staffed at high teacher-student ratios (as high as one teacher per 80 students at one point) because of the limited seat time required. Then, with changes in state regulations (teacher-student ratio is limited to one to 40), with the district commitment to graduating each student ready for college, career, and citizenship, and with the revamping by the principals, the alternative schools began to draw on district resources rather than add to them. With the alternative school population making up approximately half of the high school population, they became difficult to marginalize.

In her first year as superintendent, Thompson and the school board revisited the district mission, discussing whether or not they were indeed committed to putting the needed resources toward the alternative schools, whose population included struggling students from out of district. Thompson describes the discussion:

That had to be a big discussion with the board. Are we going to be putting way more resources into these alternative schools ... and is it truly our mission to continue to educate these students from other districts who have struggled? Is that a mission that our community can bear? And [we] decided, yeah, we all really believed that nobody else was filling that void, and it would be a void. What would the kids do without these schools? It's just what we believe we should be doing with the kids.

This decision was also entrepreneurial, in that out-of-district students brought additional resources from the state. This action, in conjunction with a board decision to lower the district fund balance from eight to five percent, allowed Eastridge to continue to support existing staff while other nearby districts have started to lay off employees.

Focus on Resources

With this recommitment to the mission of serving all students, the school district moved forward. They received a grant from the Gates Foundation based on a proposal designed to “continue the substantial high school redesign work that is underway, with a particular focus on preparing our underserved and alternative learners, and to align our community, accountability, and support systems around our mission to graduate all students prepared for college, work, and citizenship... Eastridge’s system-wide challenge is to ensure equitable access and outcomes for all students.”⁵ The district focus would include EAHS, VHS, and the two academies in RHS.

As work began, conflicts arose between and among the high schools over allocation of grant funds as well as other resource issues. Thompson asked her two district coaches to facilitate an all-day discussion with school and district administrators about organizational health.⁶ She describes the outcome:

Through the work of the day, I think we understood that trust and communication were issues, but the [underlying] issue was about understanding the equity of the resources. Sort of this feeling that maybe we were making decisions around the distribution of resources that just didn't seem to be as fair and equitable as what [the principals] thought it should be.

The district decided to work with Dr. Marguerite Roza, of the University of Washington, who would conduct a detailed analysis of their spending and whether or not it was aligned with their mission and stated priorities. Thompson asked Roza to look at what they were spending on math and at the fiscal viability of their alternative high schools. District administrators had high hopes for what the data would tell them about the distribution of resources and the possibilities for moving on the equity question.⁷

Using the data she collected from Riverview High School, Roza’s findings (see Exhibit D Fiscal Analysis Findings) argued that the spending pattern on courses across the curriculum show that Riverview High School’s implicit strategy is:

1. To prioritize electives/sports over core subjects; and
2. To prioritize high performers over low performers.

Thompson shared this data early in the year with the secondary administrative team. Later, Roza presented this data to union leaders and board members.

⁵ Eastridge School District Proposal to BMGF, 2005, p. 1

⁶ In this context “coaches” refers to Small Schools Project coaches who work with administrators and teachers to build leadership and instructional capacity.

⁷ No model currently exists to measure the alignment of resources and vision at alternative schools. The learning models are not standardized and it is difficult to assign numerical values to non-traditional learning that happens outside of school. Roza’s data on RHS gave the district a place to start to examine their spending patterns.

The results of the fiscal analysis generated mixed reactions. District administrators were not surprised by the findings from RHS and were glad to have data to show people, although they felt some of the data was limited and did not reflect recent changes they had made in spending on math. Board members were shocked and determined to look into the data and to support changes proposed by the district. The union president was surprised by the findings, feeling that they did not correlate with how much change she saw going on at the high school. She was also concerned about how the data would be used. The RHS principals were not surprised but questioned how the data was collected. Carter and Moore, the alternative school principals, were concerned about the comparability of the measures between the traditional high school and the alternative schools, fearing that if the measures are based on class size and teacher load, the alternative schools would look like they were getting an inordinate amount of the resources, which they felt was not the case at all.

These conversations about resources provoked discussions regarding elements involved in the analysis, such as teacher salaries, teacher load, teacher assignment, class size, schedule, number of electives, non-teaching specialists, and how all of these impacted resource allocation. Thompson and the district leadership did not immediately push for action on the findings of this data in any specific or targeted way in the fall and winter. But Thompson did keep highlighting the resource allocation issue in various administrative meetings and in one-on-one conversations with administrators, board members, and others. As budget conversations began in earnest in April and May, Thompson became much more focused on particular resource issues and more directive about what she wanted to see happen. By then, as a result of earlier conversations Thompson had begun, people were already making some of the difficult resource allocation decisions, particularly with regard to scheduling, staffing, and developing policies.

Reallocating Resources

...Whether public officials recognize it or not, the resource allocation system *is* the very way in which organizations make choices about means and ends.⁸

In her fiscal analyses of school districts across the country, Roza has found that district goals, objectives, and policies often “bear little resemblance to the strategy implied in the allocation of resources.”⁹ In her work with Eastridge School District, Roza’s objective was to see how well the district goal and objectives were aligned with their resource allocation. She described the challenge of resource allocation for district administrators this way:

An organization’s resource allocation system is a manifestation of the organization’s strategies, whether those strategies are the result of a *thoughtful strategic planning process*, of the *inertia of long years of doing approximately the same thing*, or of the *competing political forces* within the organization bargaining for shares of the resources.¹⁰

This perspective frames the resource reallocation discussions, decisions, and actions for Eastridge district and building leaders. Roza’s analysis, combined with the

⁸ Roza, M. (2008) Allocation anatomy: How district policies that deploy resources can support (or undermine) district reform strategies. *A Report from the School Finance Redesign Project*. Seattle, WA: Center on Reinventing Public Education, p.1

⁹ *ibid.*

¹⁰ Lee, R.D., Jr., Johnson, R. & Joyce, P (2004) *Public Budgeting Systems*, 7th ed. Sudbury, MA: Jones & Bartlett, p. 2 (emphasis added).

administrators' own drive to address the questions of equity brought to the forefront by their commitment to their district goal and their inclusion of the alternative schools, spurred most of the discussions and decisions that have been made. Each of the categories identifies some elements of Eastridge resource use that seem to have significant bearing on decision making about resources.

Thoughtful Strategic Planning Process

Five-Year Strategic Plan The current five-year Eastridge strategic plan is due to expire at the end of this school year. To create the next plan, district administrators brought together a group of about forty stakeholders in January to begin a strategic planning process that resulted in a revised district mission statement and set of beliefs, and a set of action plans. The new mission statement, *Each [Eastridge] student will have a rigorous and relevant education achieved through strong relationships to maximize readiness for college, career, and citizenship*, includes updated language about the district's instructional focus and the district goal. Tony Cuomo, the assistant superintendent who took the lead in facilitating the process of revising the strategic plan, sought to create a living document that integrates the work of standing committees in the district (community engagement, technology, security, college/career/citizenship) with the goals and initiatives developed with support of the Gates grant that the district has been involved in for the past eight years. In this way, Cuomo felt that the strategic plan would "bring sustainability and help operationalize what we have been doing [with the Gates grant]."

Of primary importance to the strategic planning committee was the intention that the mission and action plans be integrated into the ongoing work of the district, not treated as an add-on. Throughout the process district leaders stressed the importance of the strategic plan as a driver for the work of the district for the next five years.

Task Forces Thompson set up task forces this year to discuss resource reallocation for special education, Initiative 728 funds, and class size across the district.¹¹ Both union representatives and district administrators feel these task force meetings are useful because they bring more people into the conversation, they help to define the issues, and they help stakeholders see the complications more clearly. As one union representative put it, "I will tell you that after several meetings with teachers on our task force, and asking questions, people are starting to say, 'well maybe this isn't as simple as it looks.' And the information piece is powerful for them."

Thompson also set up a community engagement task force to help connect the school district more tightly to the Eastridge community. Although the mission of this group is much broader than the resource allocation issue, the forty-plus members of this task force are hearing regularly about work being done in the district and are participating in some of that work. Thompson also convenes a lunch for business leaders at least twice annually to build relationships in that area.

Thompson's strategy overall seems to have been to broaden awareness and understanding and to increase participation of a wide variety of stakeholders around these resource issues.

¹¹ Initiative 728 (I-728) provides additional money to help students reach new state learning standards. Although widely promoted as a measure to reduce class size, I-728 actually has five approved uses according to the state education department: under I-728, school districts are authorized to use funds to reduce class size, provide extended learning opportunities, provide additional professional development for educators, provide early assistance for children who need pre-kindergarten support, and provide building improvements relating to class-size reductions.

Inertia of Long Years Doing Approximately the Same Thing

Some practices and expectations are ingrained in district and school personnel, students, and the community, making change extremely challenging.

RHS Resource Allocation The resource issue at RHS consists primarily of a lack of understanding that resources are available and of how to access them. In general, teachers feel that they get the resources they need to do their job. But they are not clear about where the funds come from or what funds are available. Those teachers who don't know to ask tend to get fewer resources than those who are "in the know."

It's always a mystery where the money is and how to gain access to it. And I don't know if that's by design or if it's just a lack of communication. I know that there's money there. I just don't know how much, where it should be allocated, and how to access it. [Teacher, RHS]

RHS and Athletics Athletics are highly valued at RHS by staff and students. For several years Eastridge belonged to a sports league that included the larger districts in the area, and committed resources to a full-time athletic director and a large coaching staff to be able to compete in this league. Because of its size, Eastridge did not fare well in this league and last year switched to a different league that included more of the smaller districts in the area. One consequence of switching to a smaller league is that RHS sports teams started winning games and going to state tournaments and the cost of sending so many teams, along with a cohort of supporters, began to mount. This year, the district spent \$76,000 from the district's general fund to send their girls' and boys' varsity basketball teams across the state for state championships. Not only did the two teams go, but also the band, cheerleaders, dance team, all of the coaches (including junior varsity coaches), chaperones, and administrators.

Understandably, this particular expenditure highlighted a heretofore unquestioned practice, and district administrators began to look for ways to cut down on these kinds of expenditures. The board discussed the issue at its June retreat. Although clearly directing Thompson and the district administrators to cut down on costs, the board is highly supportive of sending sports teams to games along with band, cheerleaders, and other supporters. They argue that it means a lot to the students in general and, this year in particular, to the girls.

Our biggest issue was the message it would send to the kids, particularly the girls. ... If you say no [you're not going to send everyone] what does that look like to the girls that over the years you've sent [the boys] and now it's not going to happen? What type of message would you send to our girls by doing that? [Board member]

Resource Allocation to the Alternative Schools A major source of conflict and discussion among district administrators and the principals of the alternative schools (and to some extent RHS) has been the district's staffing formula and the way in which state and grant money is allocated among the four high schools.

Under the district staffing formula, which standardized and refined the state staffing formula, full time employees (FTE) are allocated to all of the high schools according to student enrollment and a teacher-student ratio that is based on how much time the students are expected to spend in school. RHS's ratio is one teacher to 25 students,

EAHS's ratio is one to 35 and VHS has two ratios, one to 25 for the first 200 students (whether all-day or contract program) and one to 35 for any additional students. Once the number of teachers has been assigned to the school, administrators then allocate specific staff within their building. Although these ratios represent the formula, there is variation from year to year based upon individual school circumstances that result in reduced or additional staff.

Actual class sizes based on staffing and schedules (2007-2008)

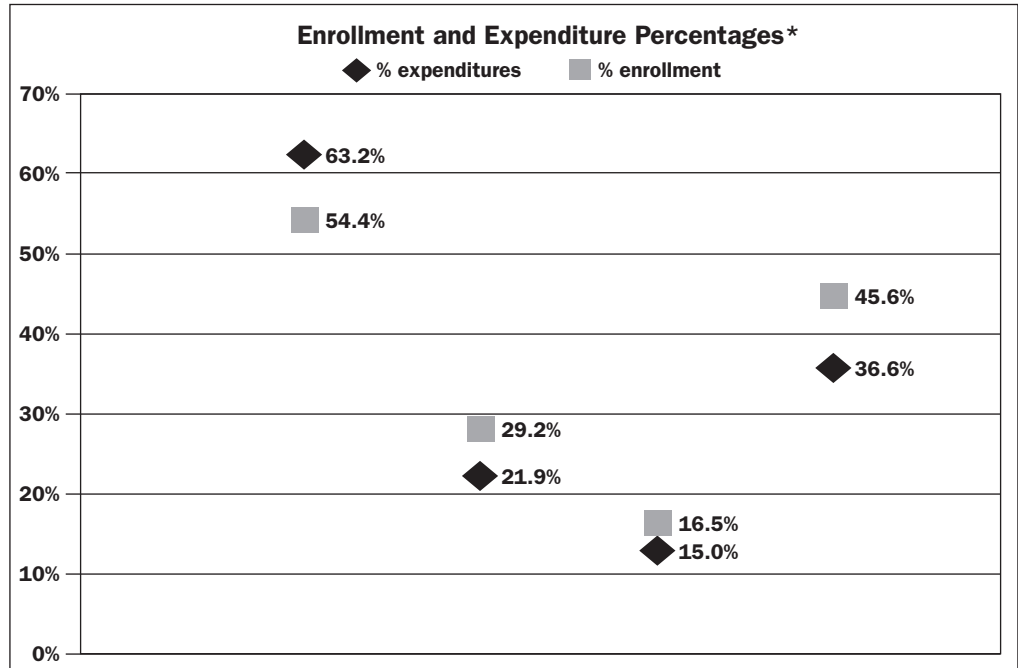
RHS	24.95
EAHS.....	10.83
VHS All-Day.....	10.80
VHS Contract	51.88

Alternative school administrators struggle with this formula. They question why, when they have the toughest, most needy students, they are not getting a bigger share of the resources. They argue that the staffing ratios currently in place do not cover what is needed for rigorous teaching and learning and do not make it possible to graduate students eligible (having taken all the requisite courses and credits) for a four-year college or university. They also argue that alternative schools, by design, have an entirely different model of teaching and learning and of student engagement that is necessary to keep these students in school. For example, teachers at VHS spend a lot of their planning time developing and maintaining the community relationships that make their Pathways and Boulevards programs possible. Teachers at EAHS spend a lot of their planning time tracking down students and their families (not always easy when families are homeless or transient) and making sure students are getting the social services they need so that they can continue to stay in school.

It starts at the very top [with] the formula they use for allocating resources. Okay, our kids are here half-time, therefore that calculates out to this many teachers... It's not taking into consideration the human beings with [different] needs. And you'd have to look at each school individually. Our school doesn't need three or four gymnasiums. ...What we need, because of the nature of our students, is more people...to deal with the [different] needs kids so that we can do smaller classes [and have] more time to deal with the issues that they come to us with. [Teacher, EAHS]

While district administrators appear to understand and sympathize with the greater needs of alternative students, they continue to come back to the issue of how long students are spending in school each day. Since there are no new resources coming in, resources for alternative students most likely would be drawn from RHS, which district administrators fear would raise class sizes there to an unmanageable point. There is a feeling at the district level, based on this staffing model, that the alternative schools are already getting a great deal of support and that financially the district has come a long way in changing how it funds the alternative schools by lowering the ratios to one to 35 from one to 80.

It's a complicated and messy equation. We know [the kids] are still in very small groups with a teacher, one-to-five, one-to-ten. There are no classes of one-to-twenty-five. So we are giving them way more [teacher] attention for the hours that they're there, to be able to personalize and work with [student] needs more individually. So I don't know that if you just overloaded it with more classroom teachers — and now for every kid that's there it's just a teacher and two kids — if that is really going to be more effective in their achievement. [Thompson]



	RHS	EAHS	VHS	EAHS+VHS
Expenditures	63.2%	21.9%	15.0%	36.8%
Enrollment	54.4%	29.2%	16.5%	45.6%

* See Exhibit C for further data

Thompson says they have not considered allocation options other than enrollment for distributing basic education money because she thinks they have to match the way the state allocates funds. The central resource allocation question that the three district administrators are constantly asking is: What is enough staff for struggling learners, and how do we balance that with other resource needs?

Attitudes Toward Alternative Schools Attitudes toward EAHS and VHS in the Eastridge School District are mixed. Many in the community simply don't know about EAHS or VHS at all, while others often view them as "dumping grounds" for "bad" or "troubled" or "dangerous" students. This attitude is exacerbated by reports in local newspapers that blame the alternative schools for dragging down standardized test scores for the district as a whole. Changes in programming and the reputation and strong advocacy of both principals on behalf of their students are beginning to change public attitudes toward the alternative schools. But parents and some students still primarily consider VHS and EAHS schools of last resort – for when students have run out of other options.

The administration would like to think about "fit not failure" as a way of assigning students to any of the schools in the district. However, some teacher and parent attitudes toward the alternative schools don't reflect that open perspective. One parent spoke of EAHS as "isolation" for his son. Another parent didn't want his son to go to EAHS because it was the "easy way out." Teachers at RHS, used to sending troubled students to the alternative schools when they get to be too much to handle, express some surprise when the alternative schools are selective. "...The old model was if kids didn't make it here, they had other options. Now those schools are changing and VHS isn't taking kids. We're saying, 'wait a minute, it's alternative and what do you mean you don't want

to take a kid?’ They get to interview kids and choose, and we have to take everybody.” [Teacher, RHS] Although the perception is that VHS is not taking kids, in reality they do take in RHS students every year. In 2007-2008, VHS accepted over 30 RHS students. The alternative principals argue, however, that the high school has more resources for those students.

We get the kids that have a bazillion and one issues that we have to deal with on top of trying to do the academic issues. ...These kids are requiring almost double the resources. So when [RHS] says, “we can’t deal with them and we don’t want them here,” they’re sending them down to a building with fewer resources than what they have at that point. Especially with the special ed kids.¹² [Robert Moore, VHS Principal]

As the alternative schools change and as the district moves toward a “fit not failure” approach, historical perceptions of the role of the alternative schools clash with the changing reality. This conflict also shows how changes in the alternative schools begin to highlight unquestioned practices at RHS.

¹² Of the total number of high school special education students in the district (146), RHS has 53%, EAHS has 34%, and VHS has 12% (2006-2007).

Competing Political Forces Within the Organization

A third factor that impacts resource allocation is the competing political forces within the organization that bargain for shares of the resources. Differing ideas about the district’s mission and what it will take to get there create obstacles to aligning resources toward the goal.

Eastridge Educators Association (EEA) The EEA believes that the best bang for the buck in getting students college-ready is to decrease class sizes, especially K-4. Elementary teachers, according to the union representatives, are very vocal about this issue. The union representatives and elementary teachers see district funds, including I-728 money earmarked for class size reduction, being used to help fund the alternative programs and staff development, and they see new programs being added at the secondary level. This creates the impression that the district is spending a lot more money at the secondary level, particularly in the alternative schools, and the union believes this money should be going to reduce class size in the lower grades. The union president continues to push for smaller class sizes in the elementary schools because she feels it is her responsibility to represent those vocal teachers.

As a result of these conversations with the union, district administrators have made some changes. They have adjusted I-728 expenditures for next year (2008-2009) to add a behavioral classroom in one of the elementary schools and a half-time kindergarten teacher in another. District administrators point out that while elementary class sizes may not seem to have gone down, they also had not gone up, no one had been laid off, and teachers got pay increases.

Underlying discussions about class size is the larger issue of trust and communication around resource issues. Budget transparency is an issue not only with the union but also with principals and with members of the alternative co-op (see below). Teachers in the high schools, particularly the alternative schools, are funded from different pots of money disbursed to the district by the state based on enrollment – I-728, Title I, Special Education, Promoting Academic Success Program (PAS), Learning Assistance Program

(LAP), etc. Union leaders have said several times that the way the district pays for things needs to be more transparent.

For the union, the issue is being able to talk with district administrators about the big picture of resource allocation – where is all the money going and how has that been decided? – rather than engaging in limited conversations about certain aspects of the resource allocation such as elementary class sizes. In the union’s perception, union representatives are not privy to the larger conversations where all the money is on the table and they can see the whole picture. This seems to be the kind of transparency the union is asking for. To some extent, the task forces are helping improve communication and transparency.

Alternative Co-op The two alternative schools in the Eastridge School District are part of an alternative co-op arrangement with three other districts in the immediate area. Begun in the 1980s, the co-op was a moneymaker for all of the districts when EAHS was staffed at 1:80. The districts were even getting money back from the co-op each year until about five years ago when state law and the programs at each school began to change.

As resources dwindled and accountability requirements for student achievement grew, the Eastridge School District began to use levy funds to support the alternative schools and make up the revenue shortfall. District administrators are uncomfortable with this because they don’t think they can justify asking the Eastridge community to support out-of-district students and fear this will affect their next levy attempt. Eastridge district administrators also realized that, while basic education money was following co-op students to the alternative schools, special education money was not. As the number of special education students sent to EAHS and VHS from co-op districts rose, special education resources were especially stretched. (See Exhibit E Alternative Co-op Data.) Thompson and Ries opened up a conversation with the co-op superintendents about the possibility of having the special education money allocated by the state for each special education student follow the co-op student to EAHS or VHS.

The co-op superintendents’ position was that Eastridge administrators needed to be more transparent about how the current funding is allocated. The co-op members wanted to know why Eastridge isn’t using all of the I-728 money generated by the alternative students in the alternative schools; wouldn’t that cover the special education shortfall? If Eastridge is not using all of the I-728 money proportional to the number of alternative students to support the alternative schools, the superintendents were having a hard time justifying giving them more money, especially when other co-op districts are having to lay people off and Eastridge is not.

The superintendents were quick to say that they are not opposed to Eastridge making a profit from running the schools, but they wanted to see how much of a profit that was. Thompson and Ries agreed to look at the fiscal benefits Eastridge is getting from the co-op and prepare those numbers for the next co-op meeting. The co-op superintendents have agreed to cap the special education enrollment from each district at between 12 and 13 students and Eastridge is now funding one staff position (1.0 FTE) at EAHS and VHS out of state I-728 funds (this did not result in additional staff to either EAHS or VHS).

Leading for Change

All areas of the district system are coming under scrutiny as Laura Thompson and her staff continue the process of aligning their resource allocations with their district mission and goals. The intentional focus on resources this year has led to some technical changes:

- District administrators introduced a revised overload stipend policy. Elementary teachers are now paid \$300 per student per month for every student they voluntarily take over the contract-specified class size limit. This addresses class size issues without the expense of hiring another FTE and also puts money in the hands of teachers.
- The district maintenance director job was combined with custodial director, eliminating a position at the district level.
- Staffing changes at RHS – the .2 FTE cheerleading course has been removed from the schedule. Cheerleading is now classified as an activity, and the teacher gets an activity stipend and an assistant as specified by the contract.
- Fragmented elementary and middle school music classes will all be combined into zero period at RHS.¹³ This will increase the size of the classes (from sometimes as low as two to three students to 20 to 25) and create a more efficient use of space and of the new building's facilities.
- The district has imposed limits on hotel stays and on the size of the pep band, dance team, and number of coaches going to the state tournament.
- Summer athletic camps that use RHS facilities are now run through the ASB (Associated Student Body) and funds will go back into school programs. Previously, the profit from these camps went to coaches, and they used the facilities free of charge. Coaches will still get a stipend for running the camps, but these stipends will be subject to the salary schedule.
- The district has developed a policy for charging people for the use of the high school facilities. Sports leagues and other programs that involve Eastridge students receive discounted rates.
- Freshmen teams will not travel outside the city. Starting in September 2009, middle school sports leagues will only practice four days a week, bringing Eastridge into line with other districts in the area.
- The superintendent signed a lease for a new building for EAHS and is negotiating renovations. EAHS hopes to take possession in December 2008.
- The Eastridge Education Foundation has been established to raise money to support scholarships and other student needs.
- Lunch prices will go up at all schools to reflect the rise in food costs.
- Bus routes have been consolidated, eliminating two routes and two driver positions.

¹³ Zero period is the first period before school starts in the morning.

At the school level, staffing and scheduling discussions focused on getting the most out of the available resources. Next year at RHS, for example, small upper level art classes will be combined into an “art lab” format to make better use of the teacher’s time and free up room in the schedule for additional advanced placement (AP) courses. VHS and EAHS principals are also working to be frugal with their staffing allocation, even though the staffing formula remains a source of conflict.

One of the biggest challenges facing Laura Thompson and her leadership team is how to bring more than half of the high school students in the district up to a level where they can meet the district’s college-, work-, and citizenship-ready goal. Since many of these students are in alternative schools, meeting this challenge must include providing alternative schools with resources to support student achievement for those who do not fit the traditional mold. How will Thompson and her leadership team address both the technical and adaptive changes required to meet this challenge?

Self-Study Questions

Questions to consider about district resource allocation/reallocation:

1. In one or two sentences or a short phrase, how would you describe resource allocation in the Eastridge School District?
2. What shifts in resource allocation have you noticed in this case study? In what ways will these shifts help the Eastridge School District achieve its goal of getting each student college-, work-, and citizenship-ready?
3. What connections/disconnections do you notice between different stakeholders and levels of the system with regard to the issue of resource allocation?
4. What can we learn from this case study about the kind of leadership needed to move the district toward its mission and goal?
5. What structural changes (if any) need to be made for this system to meet the non-traditional needs of the alternative students?
6. What changes in values, beliefs, and practice (if any) need to be made to support targeting resources toward increasing student achievement in all of the high schools?
7. How does the Eastridge School District balance the need for a coherent K-12 system with the practice of granting decision-making authority and responsibility to individual schools? How does this impact resource allocation?
8. In what other ways might the district allocate its resources to better realize its goal?
9. Given what you know now about the Eastridge School District, what suggestions would you make to the superintendent, district administrators, high school principals, or others about resource allocation in the district?
10. What specific lessons and insights did you gain from this case study and how might they apply to your own work to allocate resources to support your district's mission and goals?

Group Study Protocol

To assist in examining and drawing conclusions from this case, we provide here a protocol that can be used to help you and your colleagues sharpen your observation and analytical skills, hone your problem-solving abilities, and apply your insights to your own situation.

Facilitation: This protocol can be used with groups of different sizes. Adjust whole group and small group participation to fit the size of the group. The protocol can take from one to three hours, and is here presented in the one-hour format. If more time is available, we suggest spending more time on the Analysis section first, and then on the Applying Insights section.

Participants are seated in one group at a large table to begin.

Roles: Whole group facilitator, recorder

Process:

1. Introductions/Setting Norms (5 minutes)

Participants introduce themselves and their role in the school system.

Facilitator discusses norms for the group/groups:

- Listen for understanding
- Ensure your perspective is shared (all perspectives are important)
- Allow for disagreement (the goal is to understand different perspectives, NOT to reach consensus)
- Stay in the case (cite evidence from the case rather than from personal experience)

2. Observations (10 minutes)

Participants take a minute to look at their notes in preparation for sharing what they observed in the case study.

Facilitator asks:

What did you observe in the case study? Use direct evidence from the case (try not to draw conclusions yet, just state evidence, e.g., "I observed that the district has a new strategic plan").

Participants share their observations with the whole group.

3. Analysis (15 minutes)

Facilitator asks participants to divide into groups of three.

Facilitator asks:

What seem to be the key issues at play in the Eastridge School District?

Participant triads discuss the key issues. Each group should come up with two to three issues. Triads report their issues to the whole group. Recorder notes responses on chart paper.

4. Support (15 minutes)

Facilitator asks participants to imagine that they are part of a three-person consulting team invited to examine the question of resource allocation in Eastridge School District.

Facilitator asks:

What would you say to the Eastridge leadership team to help move their work forward?

Still in their triad groups, participants discuss and write a list of recommendations on chart paper for the Eastridge leadership team. Triads post their recommendations. Participants examine all of the recommendations and discuss.

5. Applying Insights (15 minutes)

Facilitator asks participants to step out of their role-play and think about what they have read and discussed.

Facilitator asks:

*Did you read, hear, or discuss anything in this process that leads you to think differently about resource issues in your own district or school?
What did you see in the recommendations that might help you?*

Participants write individual reflections in response to this question.

Participants discuss their individual reflections and debrief the process.

EXHIBIT A - EASTRIDGE SCHOOL DISTRICT ORGANIZATIONAL CHART

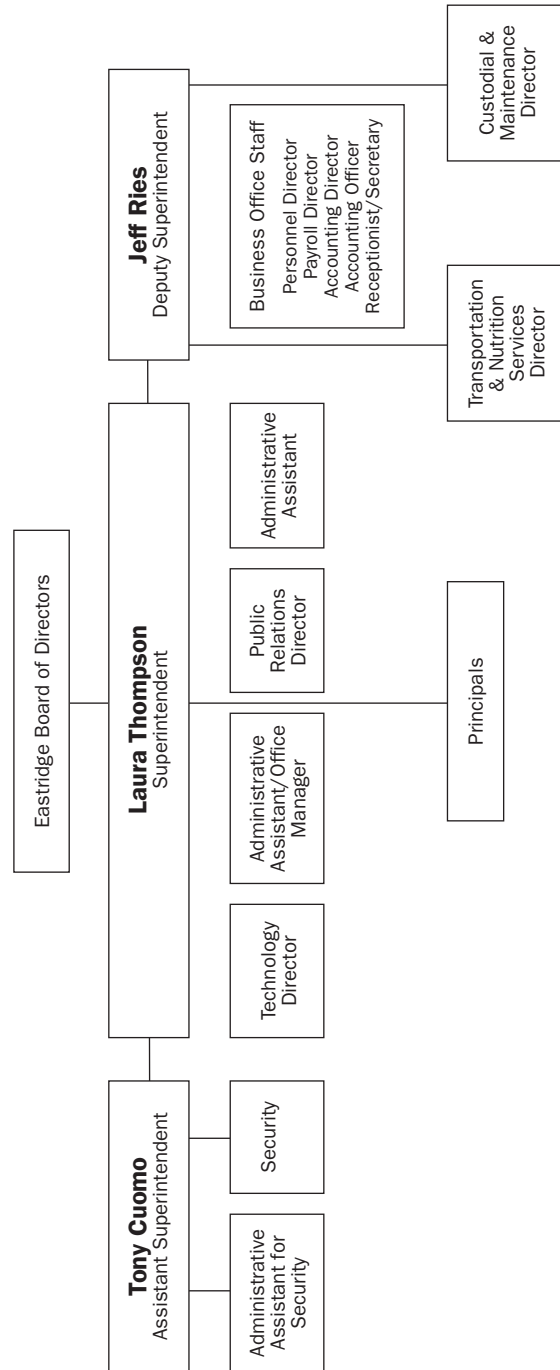


EXHIBIT B - EASTRIDGE SCHOOL DISTRICT DEMOGRAPHIC DATA

2006-2007 State Standardized Test Results (percent of students meeting standard):				
Grade Level	Reading	Math	Writing	Science
3rd grade	69%	78%		
4th grade	85%	62%	59%	
5th grade	77%	68%		49%
6th grade	79%	59%		
7th grade	77%	59%	72%	
8th grade	70%	44%		44%
10th grade	82%	47%	86%	25%

Student Demographics	
Total enrollment	3022
Ethnicity	
American Indian/Alaskan Native	2%
Asian	2%
Black	3%
Hispanic	5%
White	87%
Special Programs (May 2007)	
Free or reduced-price meals	45%
Special education	12%
Transitional bilingual	2%
Other Information	
Annual dropout rate (2006 - 2007)	0.6%
On-time graduation rate (2005 - 2006)	90%
Extended graduation rate (2005 - 2006)	93%

Teacher Information (2006-2007)	
Classroom teachers	206
Average years of teacher experience	14
Percent of teachers with at least a Master's degree	61
Total number of teachers who teach core academic classes	197
Total number of core academic classes	477

*data from state Office of Superintendent of Public Instruction (OSPI)

**EXHIBIT C - COMPARISON OF SCHOOL DATA
2006 - 2007 SCHOOL YEAR¹**

	RHS		EAHS		VHS	
	Owl	Falcon	EAHS	All-Day Program	Contract Program	
Enrollment (October 2006)	472	384	436	102	105	
State Standardized Test (2006-2007)						
10th grade reading	80%	81%	64%	100%	43%	
10th grade math	47%	47%	10%	44%	22%	
10th grade writing	74%	75%	62%	71%	58%	
10th grade science	42%	43%	4%	30%	8%	
Ethnicity						
American Indian/Alaskan Native	2%	2%	2%	1%	5%	
Asian	1%	3%	0.5%	1%	2%	
Black	1%	1%	2%	0%	2%	
Hispanic	3%	3%	3%	4%	3%	
White	88%	87%	93%	93%	89%	
Special Programs						
Free/reduced-price meals	44%	42%	45%	54%	46%	
Special education	10% ²		12%	9%	7%	
Transitional bilingual	0.4% ²		0.5%	0%	0.7%	
Other Information						
Annual dropout rate	0.6% ²		30%	2%	18%	
On-time graduation rate	90% ²		14%	48%	27%	
Extended graduation rate	93% ²		24%	48%	35%	
Teacher Information						
Classroom teachers	55 ²		15	9.9 ²		
Average years of teacher experience	11 ²		18	12	unknown	
Teachers with at least a Master's degree	49% ²		80%	60%	unknown	
Total number of teachers who teach core academic classes	43 ²		11	8	2	
Total number of core academic classes	161 ²		53	34	10	
Met AYP? (Adequate Yearly Progress)	Yes	Yes	No	No	No	

¹ All data from OSPI except for Owl/Falcon breakdowns provided by RHS, number of classroom teachers at VHS provided by VHS.

² Data not disaggregated by academy or program. This number applies to the entire school.

**EXHIBIT C - COMPARISON OF SCHOOL DATA
STUDENT ACHIEVEMENT OVER THE LAST FOUR YEARS (PERCENT OF STUDENTS MEETING STANDARD)**

RHS	2003-2004	2004-2005	2005-2006	2006-2007
Enrollment	819	852	863	855
State test reading	71%	79%	83%	82%
State test math	52%	52%	44%	47%
State test writing	61%	73%	78%	86%
State test science	31%	40%	30%	25%
On-time graduation rate	88%	97%	90%	Not available
Extended graduation rate	90%	101%	93%	Not available
Annual dropout rate	0.8%	0.5%	0.6%	Not available

EAHS	2003-2004	2004-2005	2005-2006	2006-2007
Enrollment	528	477	470	436
State test reading	50%	13%	44%	64%
State test math	15%	4%	13%	10%
State test writing	20%	9%	44%	62%
State test science	0	3%	1%	4%
On-time graduation rate	2%	19%	14%	Not available
Extended graduation rate	4%	33%	24%	Not available
Annual dropout rate	37%	34%	30%	Not available

VHS – All Day	2003-2004	2004-2005	2005-2006	2006-2007
Enrollment	97	114	104	102
State test reading	54%	24%	77%	100%
State test math	16%	8%	21%	44%
State test writing	22%	8%	68%	71%
State test science	16%	0	0	30%
On-time graduation rate	16%	66%	48%	Not available
Extended graduation rate	29%	93%	48%	Not available
Annual dropout rate	26%	4%	2%	Not available

VHS - Contract	2003-2004	2004-2005	2005-2006	2006-2007
Enrollment	66	85	125	105
State test reading	Unknown	31%	37%	43%
State test math	Unknown	8%	11%	22%
State test writing	Unknown	15%	48%	58%
State test science	Unknown	4%	0	8%
On-time graduation rate	Unknown	57%	27%	Unknown
Extended graduation rate	Unknown	75%	35%	Unknown
Annual dropout rate	Unknown	10%	18%	Unknown

*data from state Office of Superintendent of Public Instruction (OSPI)

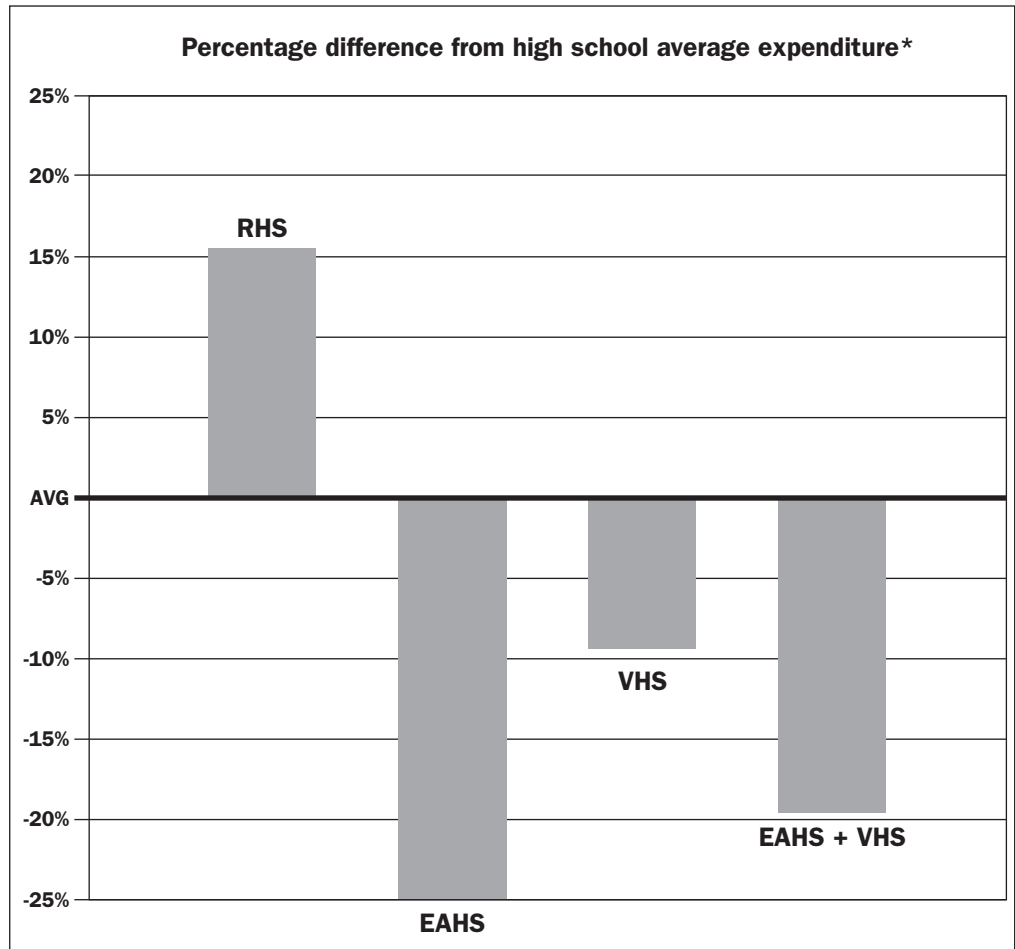
EXHIBIT C - COMPARISON OF SCHOOL DATA

Comparison of specific expenditures across schools (as of August 2007)

	RHS	EAHS	VHS
Basic Education	\$3,645,761	\$1,283,357	\$831,908
Special Education	172,128	211,115	106,065
Vocational Education	550,006	196,189	248,731
Title 1/LAP	136,837	88,522	29,900
PAS Program	25,452	31,341	8,442
Direct Charges*	728,534	42,829	178,633
Indirect Costs**	529,588	156,014	122,880
Total	\$5,788,306	\$2,009,367	\$1,526,559

*includes cost of building and grounds maintenance, utilities, security, insurance

**non-specific charges not directly attributable to programs such as overhead, administrative expenses, portions of administrative salary



* Average is computed from Eastridge high schools' expenditure data on following page.

**EXHIBIT C - COMPARISON OF SCHOOL DATA
EXPENDITURES PER STUDENT AS OF AUGUST 2007**

RHS

Total expenditure ^A	\$5,685,362
Total enrollment ^B	763
[Special ed students: 78] ^C	
Total spent per student	\$7,451

EAHS

Total expenditure ^A	\$1,966,538
Total enrollment ^B	409
[Eastridge students: 228] ^D	
[Special ed students: 50/18 co-op] ^E	
Total spent per student	\$4,808

VHS

Total expenditure ^A	\$1,347,925
Total enrollment ^B	231
[Eastridge students: 124] ^D	
[Special ed students: 18/8 co-op] ^E	
Total spent per student	\$5,835

Combined alternative schools:

Total expenditure ^A	\$3,314,463
Total enrollment ^B	640
[Eastridge students: 352] ^D	
[Special ed students: 68/26 co-op] ^E	
Total spent per student	\$5,178

^A This amount includes all expenditures for instruction and student support but does not include direct charges for facilities, maintenance, security, insurance, indirect costs, and food service.

^B This is a weighted average year-to-date number that accounts for prep time and pull-outs such as special education, Running Start, etc.

^C Number of special education students enrolled (also included in total enrollment number).

^D Number of in-district students (also included in total enrollment number).

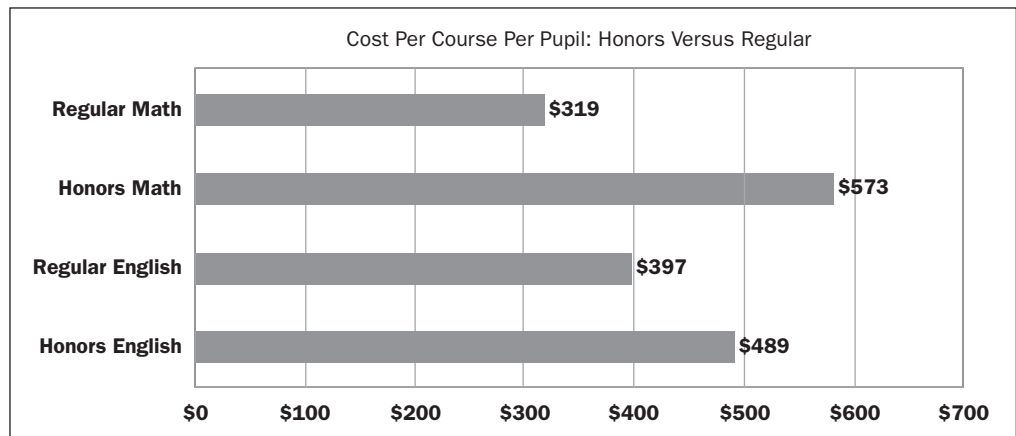
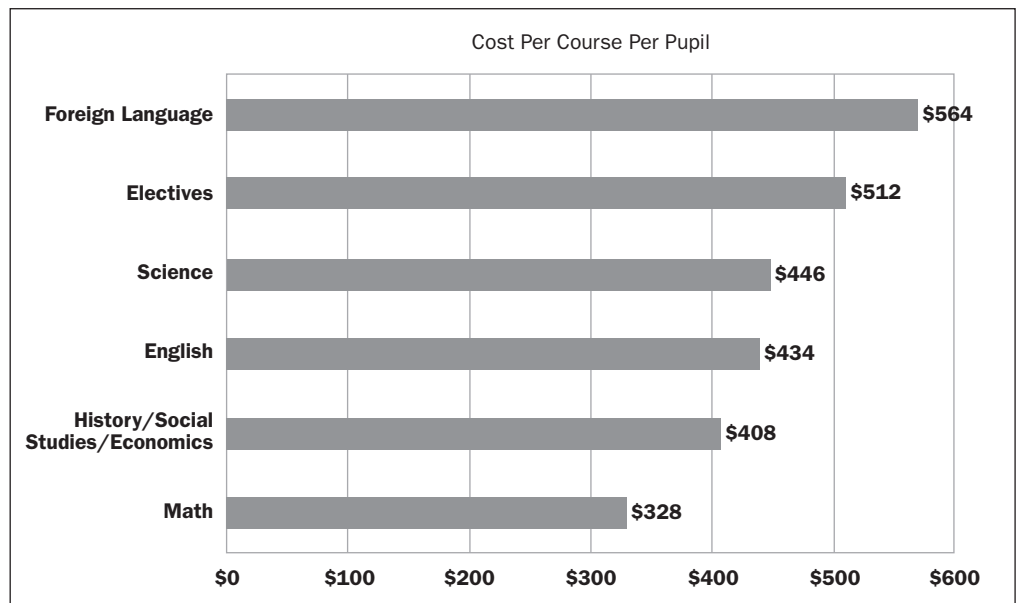
^E Total number of special education students enrolled/number of special education students who are from co-op districts (also included in total enrollment number).

EXHIBIT D - FISCAL ANALYSIS FINDINGS

These four graphs highlight Dr. Marguerite Roza’s findings based on her fiscal analysis of Riverview High School. To produce these findings, Dr. Roza looked at salaries, course enrollments, teacher load, school-day schedule, coaching assignments, non-teaching duties, stipends, and participation in sports. These key costs were disaggregated across the pupils served with each course or activity to determine a cost per pupil per course or per sports team. Costs were compared across individual courses, types of courses, grade level, academic subject, and level of difficulty (regular versus honors).

Dr. Roza developed this model for use with traditional high schools. No metric or model currently exists to measure alternative schools because non-traditional learning does not happen in a way that is easily converted to numbers.

How do investments in courses/activities align with our objectives?



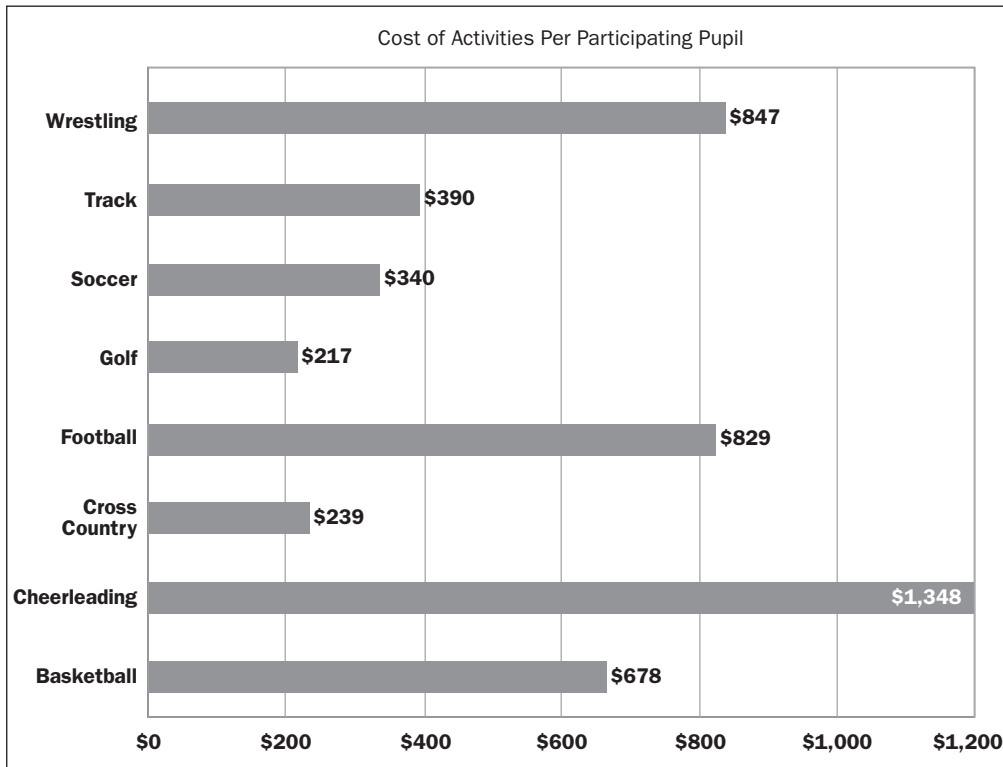
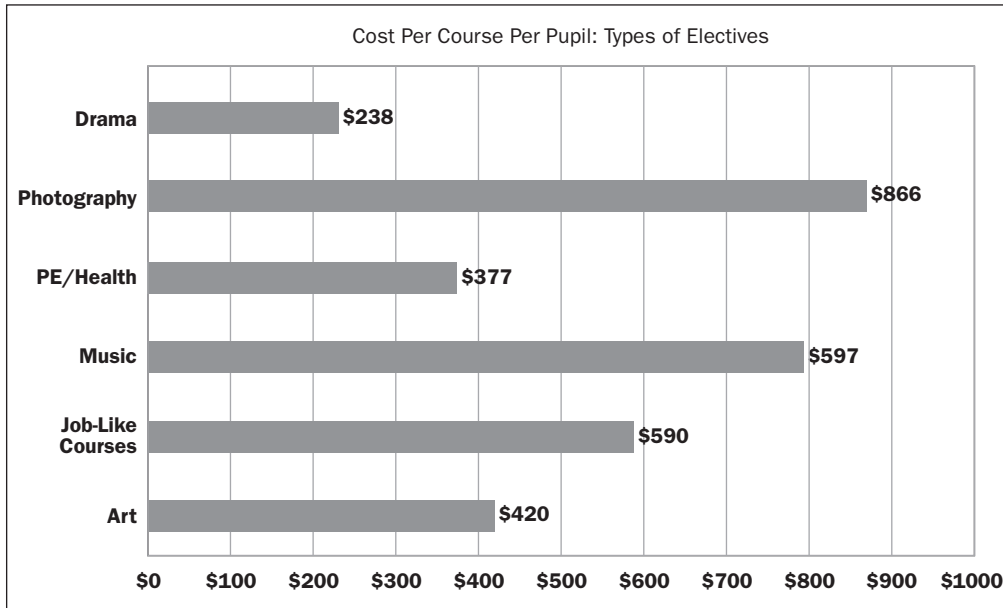


EXHIBIT E - ALTERNATIVE CO-OP DATA

Summary of Co-op Activity for Fiscal years Ending 2003, 2005, 2007

	2003	2005	2007
Revenues:			
Basic Education	\$3,083,221	\$2,862,392	\$2,927,233
Special Education (SpEd)			
Eastridge	206,736	138,141	188,250
Other Co-op Districts	28,197	78,619	112,319
	<u>234,933</u>	<u>216,760</u>	<u>300,569</u>
Total Revenues:	\$3,318,154	\$3,079,152	\$3,227,801
Expenditures:			
Basic Education	\$2,170,115	\$2,024,267	\$2,115,264
Special Education	244,263	292,018	317,179
Vocational Education	362,310	416,871	444,921
Direct Charges	204,947	185,897	221,462
Indirect Costs	268,347	262,715	278,894
	<u>Total Expenditures:</u>	<u>\$3,181,768</u>	<u>\$3,377,720</u>
Net:	\$68,172	(\$102,616)	(\$149,919)

Amount paid/not paid into Co-op by participating districts							
	2003		2005		2007		
	Co-op	SpEd	Co-op	SpEd	Co-op	SpEd	
Eastridge	\$37,791		(\$59,039)		(\$82,603)		
Other Co-op Districts	30,382	(28,197)	(43,577)	(78,619)	(67,316)	(112,319)	
	<u>68,173</u>	<u>(28,197)</u>	<u>(102,616)</u>	<u>(78,619)</u>	<u>(149,919)</u>	<u>(112,319)</u>	
Total*	\$39,976		(\$181,235)		(\$262,238)		
*In 2005 and 2007, the other Co-op districts did not pay anything into the Alternative Co-op. Eastridge School District is footing the entire bill.							

Enrollment Summary			
	2003	2005	2007
Eastridge*	372	388	352
Other Co-op Districts	299	287	288
	<u>671</u>	<u>675</u>	<u>640</u>
*This number includes non-co-op out-of-district students who choose to attend school in the Eastridge School District. All basic education and special education money follows these students.			

Summary of Eastridge Alternative School Revenues/Expenditures for Fiscal Year Ending August 31, 2007

	EAHS	VHS	TOTALS
Revenues:			
Basic Education	\$1,878,290	\$1,048,943	\$2,927,233
Title 1/LAP	88,522	29,900	118,422
PAS Program	31,341	,442	39,783
Special Education (Eastridge)	104,628	83,622	188,250
Special Education (co-op districts)	71,991	40,328	112,319
Total Revenues:	\$2,174,772	\$1,211,235	\$3,386,007
Expenditures:			
Basic Education	\$1,283,357	\$831,908	\$2,115,265
Special Education	211,115	106,065	317,180
Vocational Education	196,189	248,731	444,920
Title 1/LAP	88,522	29,900	118,422
PAS	31,341	8,442	39,783
Direct Charges	42,829	178,633	221,462
Indirect Costs	156,014	122,880	278,894
Total Expenditures:	\$2,009,367	\$1,526,559	\$3,535,926
Net:	\$165,405	(\$315,324)	(\$149,919)

Enrollment Summary for Fiscal Year Ending August 31, 2007			
	EAHS	VHS	TOTAL
Eastridge*	228	124	352
Other Co-op Districts	181	107	288
	<u>409</u>	<u>231</u>	<u>640</u>

*This number includes non-co-op out-of-district students who choose to attend school in the Eastridge School District. All basic education and special education money follows these students.



Small Schools Project

7900 E. Green Lake Dr. N.

Suite 212

Seattle, WA 98103

Tel: 206-812-3160

Fax: 206-812-3190

info@smallschoolsproject.org

www.smallschoolsproject.org