

PLACE: ROOM A – ADMINISTRATION BUILDING 25 CHURCHILL AVENUE, PALO ALTO, CALIFORNIA	PALO ALTO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
DATE: TUESDAY, MARCH 31, 2009 TIME: 10:00 A.M. – STUDY SESSION	AGENDA SPECIAL MEETING

Board of Education meetings are cablecast live on cable services CHANNEL 28 and webcast live on <http://communitymediacenter.net/watch/schedules> Board materials are available for review on the district web site at <http://www.pausd.org/community/board/agenda.shtml> or at the District Office, 25 Churchill Avenue, Palo Alto, CA 94306.

This meeting will not be televised.

Should you need special accommodations to participate in the meeting, please contact the Superintendent’s Office at 650.329.3737 or kruegsegger@pausd.org Community members wishing to address the Board are allotted *THREE minutes per speaker*. Should more than 20 people wish to address any one topic, the Board may elect to allot *a shorter time per speaker*. Materials presented at the Board meeting will be copied and provided to Board members after the meeting.

Additional instructions are listed on the back page of this agenda.

STRATEGIC PLAN GOALS

- A** **ACADEMIC EXCELLENCE AND LEARNING**
Create an exceptional learning environment that engages, challenges, and supports all students so that they thrive and achieve their academic potential every year, while preparing them to pursue college and other post-secondary opportunities to be global citizens.
- B** **STAFF RECRUITMENT AND DEVELOPMENT**
Create an exceptional teaching environment by recruiting, developing, and retaining the most talented staff.
- C** **BUDGET TRENDS AND INFRASTRUCTURE**
Be prudent stewards of our resources through rigorous planning and budgeting and build further resources by enhancing public and private support for public education.
- D** **GOVERNANCE AND COMMUNICATION**
Create a focused, transparent governance process that is a model of informed communication and decision making.

- I. OPENING
- A. Call to Order
- II. DISCUSSION / ACTION / INFORMATION ITEMS
- A. PAUSD Student Population Growth and Boundary Adjustments Information 1
 Staff will present information regarding elementary level enrollment growth and ask the Board to set direction for next steps in the process of considering boundary adjustments.
- III. ADJOURN

BOARD OF EDUCATION

Attachment: Information 1

PALO ALTO UNIFIED SCHOOL DISTRICT

Date: 03.31.09

TO: Kevin Skelly, Superintendent

FROM: Scott Laurence, Assistant Superintendent – Administrative Services

SUBJECT: PAUSD Student Population Growth and Boundary Adjustments

STRATEGIC PLAN INITIATIVE

Budget Trends and Infrastructure

BACKGROUND

At the December 15, 2008, study session, Board of Education members received a report that outlined enrollment projections by elementary site. Last month the Board gave staff direction in terms of the size and enrollment of Garland Elementary School through the approval of a conceptual design. The Board has also stated its intention to reopen Garland as an elementary site upon completion of the renovation. Given present enrollment projections, it is believed the additional capacity at Garland, combined with the expansion of Ohlone Elementary School, will provide the district with sufficient enrollment capacity through the year 2013.

Staff has begun work on three interrelated issues associated with reopening Garland – facilities, safety, and boundaries. Facility work is underway in earnest. A significant challenge, however, is coordination of traffic safety and boundary determinations in a way that keeps the Board and community informed, while providing staff direction to keep the process moving. Staff work on traffic safety issues is directly connected to the boundaries that will be adopted. In order to successfully facilitate boundary and traffic safety work simultaneously, staff requests Board input, questions, and further direction regarding boundaries at this time.

ENROLLMENT PROJECTIONS FOR ELEMENTARY SCHOOLS

Summary of Elementary Enrollment Forecasts						
	2008	2009	2010	2011	2012	2013
Low	5,156	5,127	5,158	5,168	5,139	5,135
Medium	5,156	5,227	5,358	5,494	5,567	5,627
High	5,156	5,327	5,558	5,825	6,002	6,136

At the January 27, 2009, Board of Education meeting, staff outlined a process (attached) for redrawing boundaries to coincide with the reopening of Garland, inclusive of background, vision, and values.

Lapkoff & Gobalet have done preliminary work on potential boundaries and offered thoughts on peer streaming through middle school and high school. Enrollment forecasts will inform Board decisions on values pertaining to boundaries.

VALUES PERTAINING TO BOUNDARIES

Major district and community values pertaining to enrollment and boundaries are listed below. These topics have been historically and consistently addressed in previous boundary discussions.

Safety/Traffic – Maximize safe school ingress/egress options; e.g., bike lanes, crossing guards, parking, traffic circulation, etc.

School Size Policy (BP 6011) (attached)

Neighborhood Schools – The community places a premium upon neighborhood schools.

Play and Field Space – Provide adequate play and field space in proportion to enrollment.

Special Education – Ensure compliance with district, state, and federal regulations.

Ethnicity – Value, enhance, and maintain diversity wherever possible in any future boundary adjustment processes or decisions.

Transition Period – To the extent possible, allow students to continue at a school where they begin Kindergarten, if they wish, and allow siblings of those students to attend the same school in order to keep families together.

Minimize Overflow Transfers – Families residing within the boundaries of a neighborhood school shall receive priority consideration for admission to that school. When there is inadequate space at a neighborhood school, every effort should be made to keep siblings together and to overflow

Financial Resources – Consideration needs to be given to the one time and ongoing costs of proposed solutions to address enrollment growth.

Peer Streaming – When feasible, assign students from an elementary school attendance area to the same middle school and then to the same high school.

In the beginning stages of this work, it has become clear that direction from the Board is necessary regarding the possibility of the boundaries extending across Oregon Expressway. Present enrollment growth is roughly balanced between schools north and south of Oregon Expressway.

It should be reiterated that staff are only planning through the year 2013. Enrollment projections for elementary students beyond 2013 are problematic, because the students involved are not yet born. However, if present trends continue, it may be necessary to add future capacity south of Oregon Expressway.

STAFF WORK TO DATE

- In-depth Data Analysis – The superintendent, cabinet, principals, staff, and consultants will review current boundaries, enrollment patterns, school capacities, birthrates, and the impact current and potential new housing may have on school enrollments (February/March 2009). Ongoing activities are inclusive of establishment of: a contract with Lapkoff & Gobalet Demographic Research, Inc.; a location on the PAUSD Website for posting information on the boundary process; and dissemination of information via *eNews*. A staff working committee is

meeting on a regular basis. Members are: Shelley Lapkoff and Jeanne Gobalet, Lapkoff & Gobalet Demographic Research, Inc.; Virginia Davis, Scott Laurence, and Judy Nishiyama, District Office; Sharon Keplinger, Preschool Family and Young Fives; Christina Regalia, Jordan; John Lents, Addison; and Charles Merritt, El Carmelo.

- Community Information Meetings – Staff is actively participating in community input meetings in response to *draft* boundary options (March/April 2009). Activities are inclusive of meetings with individual site PTA members and/or Site Council members; Preschool and Young Five families; Midtown Neighborhood Association; and Gayle Likens of the City of Palo Alto's Traffic Safety Department.

COMMUNITY COMMENTS

The following comments and questions have been shared in community meetings held to date. Comments are representative, but not all inclusive.

- How many students would need to cross Oregon Expressway?
- How much work has been done with the City and County on traffic issues?
- Could Mandarin Immersion be housed at Garland?
- How would traffic be impacted if Mandarin Immersion were housed at Garland?
- Could Garland seats from south of Oregon Expressway be filled with overflows or intra-district transfer requests?
- Have traffic safety issues been discussed in all areas that might be impacted by reopening Garland?
- What are the traffic patterns in the Garland area in relationship to Jordan?
- Are there other options, i.e., use of Greendell, Pinewood, Ventura, or Cubberley?
- If growth continues, what are future plans for addressing a need for additional capacity?

RECOMMENDATION

This item is for discussion purposes and no action is required. Staff would, however, request that the Board review the scope of the original process, ask clarifying questions, and direct staff on desired next steps.

BOARD OF EDUCATION

Attachment: Information 11

PALO ALTO UNIFIED SCHOOL DISTRICT

Date: 01.27.09

TO: Kevin Skelly, Superintendent

FROM: Scott Laurence, Assistant Superintendent – Administrative Services

SUBJECT: PAUSD Student Population Growth and Boundary Adjustments

STRATEGIC PLAN INITIATIVE

Academic Excellence and Learning

BACKGROUND

The previous agenda item (Item 10) reviewed the report by Lapkoff and Gobalet regarding enrollment projections at the middle and high school levels. At the December 15, 2008, Board Study Session, Board Members received a similar report that outlined enrollment projections by elementary site.

It is the Board's intention to reopen Garland Elementary School upon completion of the renovation and expansion of the campus. The present lease to a private school is slated to end in November 2010. The district intends to complete construction and renovation in time to reopen the school in the fall of 2011.

Given the enrollment growth projected for the north and southeast sections of the district, and the Board's emphasis on neighborhood schools, staff recommends that Garland be a neighborhood elementary school. If the Board accepts this recommendation, boundaries must be established for Garland. Further, staff believes that reopening Garland represents the right opportunity to address some enrollment imbalances throughout the district in school capacities, student yields, and projected yields.

As indicated in the previous report, school enrollment and enrollment projections at the middle and high schools are aligned. Additionally, future capacities and envisioned capacities of the secondary schools appear to be balanced. This means that we will be able to focus considerations and decisions regarding boundary adjustments on issues surrounding elementary enrollment.

It may be prudent to also use this time to consider some changes to the boundary between Jordan and JLS in order to support as many students as possible moving from their elementary school to their middle school in a cohort group.

This proposal offers a boundary adjustment process in response to the increasing number of overflowed elementary students caused by the imbalance between elementary school enrollments and capacity, and the impact future housing development will have upon elementary school attendance areas.

Over the past five years, districtwide enrollment has increased from a total of 10,230 (2003-04) to 11,329 (2008-09).

11 TH DAY ENROLLMENT SUMMARY			
	2003 - 2004	2007 - 200	2008 - 2009
Elementary K - 5	4,592	4,978	5,175
Middle 6 - 8	2,299	2,521	2,545
High 9 - 12	3,339	3,649	3,735

Currently, even with the addition of relocatable classrooms and maximum use of all instructional space, PAUSD is virtually out of classroom space for new elementary students.

VALUES PERTAINING TO BOUNDARIES

Below are the major district and community values pertaining to enrollment and boundaries. These topics have been historically and consistently addressed in previous boundary discussions.

Safety/Traffic – Maximize safe school ingress/egress options; e.g., bike lanes, crossing guards, parking, traffic circulation, etc.

School Size Policy (BP 6011)

Neighborhood Schools – The community places a premium upon neighborhood schools.

Play and Field Space – Provide adequate play and field space in proportion to enrollment.

Special Education – Ensure compliance with district, state, and federal regulations.

Ethnicity – Value, enhance, and maintain diversity wherever possible in any future boundary adjustment processes or decisions.

Transition Period – To the extent possible, allow students to continue at a school where they begin Kindergarten, if they wish, and allow siblings of those students to attend the same school in order to keep families together.

Minimize Overflow Transfers – Families residing within the boundaries of a neighborhood school shall receive priority consideration for admission to that school (with the exception of lottery programs). When there is inadequate space at a neighborhood school, every effort should be made to keep siblings together and to overflow students to other nearby schools (schools in the same cluster). As soon as openings develop at neighborhood schools, overflowed students are given the opportunity to return to their neighborhood school, in the order of the date of overflow.

Financial Resources – Consideration needs to be given to the one time and ongoing costs of proposed solutions to address enrollment growth.

PROPOSED TIMELINE

- In-depth Data Analysis – The Superintendent, Cabinet, principals, staff, and consultants will review current boundaries, enrollment patterns, school capacities, birthrates, and the impact current and potential new housing may have on school enrollments. (February/March 2009)
- Community Information Meetings – Community input in response to *draft* boundary options identified by staff. (March/April 2009)
- Summary minutes to be published and/or posted on District and school websites. (March/April 2009)
- School Board Study Session to review recommended boundary adjustments and give suggestions to staff work. (April 2009)
- Approval of new boundaries, to be effective Fall 2011. (May 2009)

SUMMARY COMMENTS

Staff members believe, if the District can establish boundaries for Garland before the end of the 2008-09 school year, families who live in the Garland attendance area and register for Kindergarten for Fall 2009 could transfer to Garland, as second-graders, when the school is opened for the 2011-12 school year. Similarly, Kindergarteners registering for Fall 2010, who live within the Garland boundaries, would transfer to Garland in Fall 2011, as first-graders. Staff also believes that a partial opening of Garland could possibly take place in Fall 2010. This option could be implemented if construction timelines and enrollment growth coincide.

Current staff opinion is that the enrollment boundary changes would only affect the elementary schools in the North (Addison, Duveneck and Walter Hays) and South (El Carmelo, Fairmeadow and Palo Verde) Clusters. Additionally, there may be a need for slight adjustments in the boundary between JLS and Jordan.

Until Garland's enrollment reaches capacity, the additional campus space could be used for "swing space" by schools that need to temporarily reduce enrollment during various stages of renovation. Clearly, this would depend upon enrollment and particular site design and renovations, as well as construction timelines. An outline of this timeline was discussed at the January 13, 2009, Board meeting.

RECOMMENDATION

This item is for information only and no action is required.

PALO ALTO UNIFIED SCHOOL DISTRICT
BOARD POLICY

INSTRUCTION

BP 6011

SCHOOL SIZE AND ENROLLMENT

The Board places a high priority on having students attend their neighborhood schools. School boundaries should be established so that, to the extent possible, student enrollment within a boundary area and the size of the school are the same. The Board recognizes there often will be more or fewer students in a particular grade level than there is classroom space at a neighborhood school. When there is no classroom space at their neighborhood school, students would be assigned to schools located in their cluster or geographic area if there is space in those schools.

The Board encourages the Superintendent and school principals to develop methods to promote student connections within the larger school context. (These methods should strengthen adult-student contacts and build a sense of community and individual belonging in the schools.)

School size should be determined by multiple criteria, some of which include play space, school acreage, and school boundaries not easily adjusted because of natural neighborhood divisions. To the extent possible, the Board encourages school capacity to include space for adjunct staff (e.g. school psychologists, etc.), enrichment programs, and "flex space" that can be used for additional student capacity or the creation of specific curriculum and instructional practices. The Board is committed to providing adequate and comparable facilities, educational experiences, opportunities, and staffing ratios in all schools and values comparable enrollments at Paly and Gunn.

It is the desire of the Board to work with the City of Palo Alto to address common safety objectives including safe access to schools by foot, parking, bike routes, and traffic flow.

Annually, the Board will receive enrollment projections and have the opportunity to discuss staff plans to address short- and long-term enrollment capacity issues. This plan will be informed by information from the City of Palo Alto regarding demographic data/housing additions and the influence these will have on planning. In addition, the Board will receive information regarding how schools will maintain strong adult-student contacts as enrollment and staffing change.

Special Day Classes shall continue to be placed at sites based on the needs of the students and the overall Special Education Program.

Related Policies:

PAUSD Policy and Procedure Manual

Chapter III - Instruction

B. District Educational Plan,

1. Grade Distribution by Buildings

3. Class Size

C. Organizational Plan

D. Alternative Elementary Schools

E. Alternative Programs

Chapter IV- Students and Student Services

B. Enrollment

Palo Alto Educators Association Collective Bargaining Agreement with Palo Alto Unified School District

Article IX – Class Size