

MEMORANDUM

DATE: January 29, 2019

FROM: Steven A. Sparks, Executive Administrator for Long Range Planning
Robert McCracken, Facilities Planning Coordinator

TO: Elmonica Elementary Boundary Adjustment Advisory Committee

SUBJ: Committee Brief on Objectives and Process

Thank you, for agreeing to serve on the Elmonica Elementary Boundary Adjustment Advisory Committee and dedicating your valuable time to this effort. This memorandum provides an overview of Elmonica's enrollment and student overcrowding situation, and the process by which the committee will study and recommend a boundary solution to the Superintendent.

Elmonica Elementary School has experienced a steady increase in enrollment, which has exceeded its permanent school building and portable classroom capacity. Since 2012, enrollment has grown from 584 students to 757 (+29%). Because of this recent growth and a decline in enrollment is not projected by the District, Elmonica needs an attendance boundary adjustment to relieve overcrowding.

Elmonica's growth in enrollment is linked to the increase in the general population within its current attendance boundary. The increase is attributable, in part, to new residential development. In response to the increased enrollment over the years, the District has installed 13 portable classrooms on site, two of which were added in 2018. Elmonica has a total building capacity of 713 students (466 seats in the permanent building, supplemented by 247 additional seats in portables). The school serves only general education students and does not house a Self-Contained Specialized Program or Pre-Kindergarten program.

During the same period, Beaver Acres and McKinley Elementary Schools, which are adjacent to Elmonica, have experience a decline in enrollment. As of this school year, both schools are below 75% of their total capacity (please see Table 1)

In consultation with Teaching & Learning administrators and the principals of Elmonica, McKinley, and Beaver Acres, Facilities staff has concluded that a boundary adjustment is necessary to relieve overcrowding at Elmonica. The result will be reducing Elmonica's

attendance boundary and potentially enlarging the attendance boundaries of Beaver Acres and McKinley.

Elmonica Boundary Adjustment Timeline & Process

The boundary adjustment process will take approximately 4-5 months, with the Advisory Committee meeting twice, with a third meeting if needed. The District intends for the revised attendance boundaries to go into effect at the beginning of the 2019-20 school year (next year).

December 17, 2018: School Board approves Superintendent's objectives

January 11, 2019: Boundary Advisory Committee members selected

February 2, 2019: Boundary Advisory Committee Meeting #1

- Overview & study, initial concept

February 27, 2019: Boundary Advisory Committee Meeting #2

- Review results of Meeting #1 & issue recommendation to Superintendent

March 13, 2019: Boundary Advisory Committee Meeting #3 (if needed)

- Review & issue recommendation to Superintendent

April, 2019: Superintendent issues recommendation to School Board

May, 2019: School Board consideration and vote to approve or reject

Summer 2019: Transition planning

Start of 2019-20 School Year: New boundaries go into effect

The Elmonica Boundary adjustment process will be conducted according to the requirements of School Board Policy JC (attached). The process outlined by Policy JC is as follows:

1. The Superintendent identifies a need to study and adjust attendance boundaries. In this case, overcrowding at Elmonica Elementary is the primary issue to be addressed.
2. The School Board considers and adopts a set of objectives for the boundary adjustment. The objectives for the Elmonica Boundary Adjustment are as follows:
 - Objective 1: Create an attendance boundary amendment that will provide overcrowding relief for Elmonica Elementary School for the SY 2019-20 school year.
 - Objective 2: To the degree feasible, balance future enrollment with each affected school's capacity.
3. The Superintendent appoints an Advisory Committee, made up of parents and/or stakeholders from the affected schools. The Principals for each affected school serve as non-voting members of the Advisory Committee. Advisory Committee meetings are open to the community and include opportunities for public input.

4. The Advisory Committee, with the assistance of District staff, studies alternatives for a boundary adjustment that meet the Board-adopted objectives. In their evaluation of the alternatives, the Advisory Committee considers several factors:
 - a. student body composition;
 - b. current and future availability of space;
 - c. feeder patterns to elementary, middle and high schools; and
 - d. neighborhood proximity and accessibility.

To the degree possible, the Advisory Committee should balance these factors, but some may outweigh others, depending on the circumstances. To aid the committee, District staff will provide background information and metrics. These materials will include maps showing small subareas of each attendance boundary, with current and projected number of students. This will allow the Advisory Committee to consider various boundary scenarios and their impact to each school. Staff will also provide information about transportation costs and potential changes to school composition.

5. The Advisory Committee, following its study of the alternatives and consideration of input from the public, will issue a recommendation on a new attendance boundary map to the School District Superintendent. In addition to the recommended map, the Advisory Committee may also include any other recommendations for the Superintendent to consider, such as for student transitions, grandfathering, etc.
6. At this point, the Advisory Committee's service is concluded, and the Superintendent will study their recommendation and compose a final recommendation to the School Board for approval.

Background Information

The following pages include background information for the Advisory Committee members to familiarize themselves with the geographic area, enrollment trends and building capacity for each of the three schools. More information will be provided by District staff at the first Advisory Committee meeting.

Figure 1: Elmonica, McKinley and Beaver Acres Location

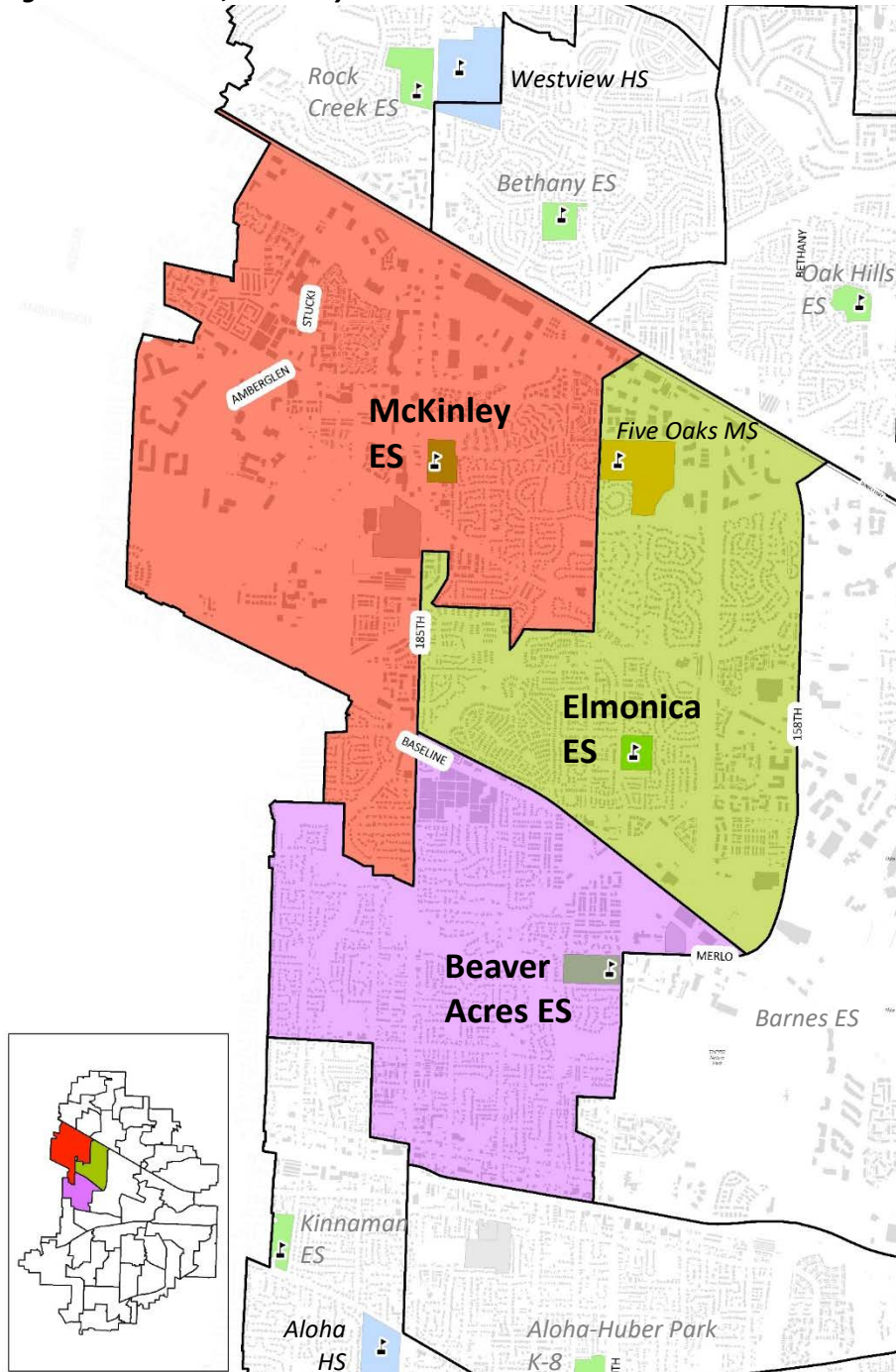
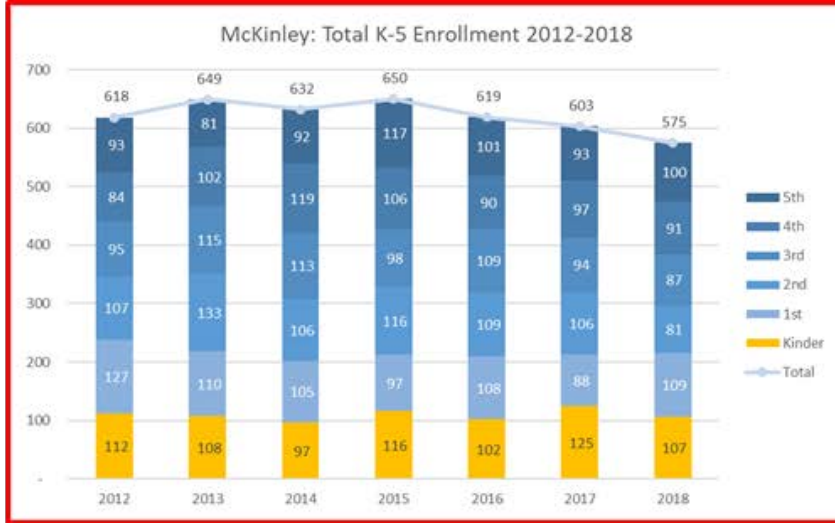
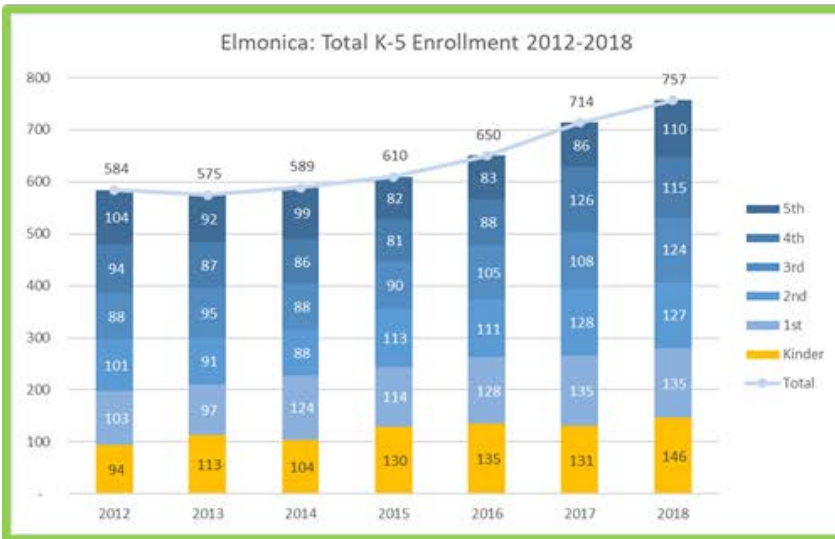


Figure 2: Elmonica, McKinley and Beaver Acres Enrollment & Capacity (2012-2018)

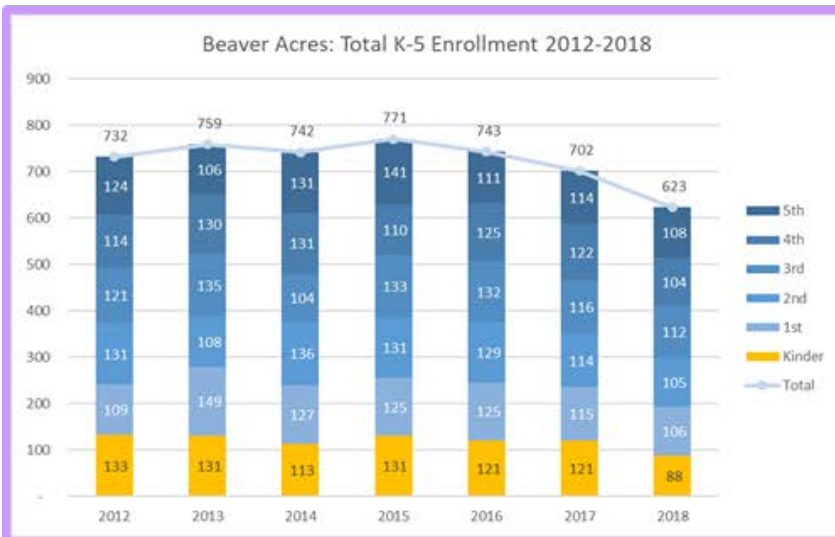


McKinley Building Capacity*
 568 (permanent building)
114 (6 portable classrooms)
682 total

SY 2018-19 Utilization of capacity: 84%



Elmonica Building Capacity
 466 (permanent building)
247 (13 portable classrooms)
713 total



Beaver Acres Building Capacity
 741 (permanent building)
152 (8 portable classrooms)
893 total

**Building capacity refers to the general education population; it does not include space for students in Self Contained Specialized Programs (SCSP). Those spaces and programs are accounted for separately and are not affected by the boundary adjustment process.*

Figure 3: Elmonica, McKinley and Beaver Acres Middle School Feeder Pattern

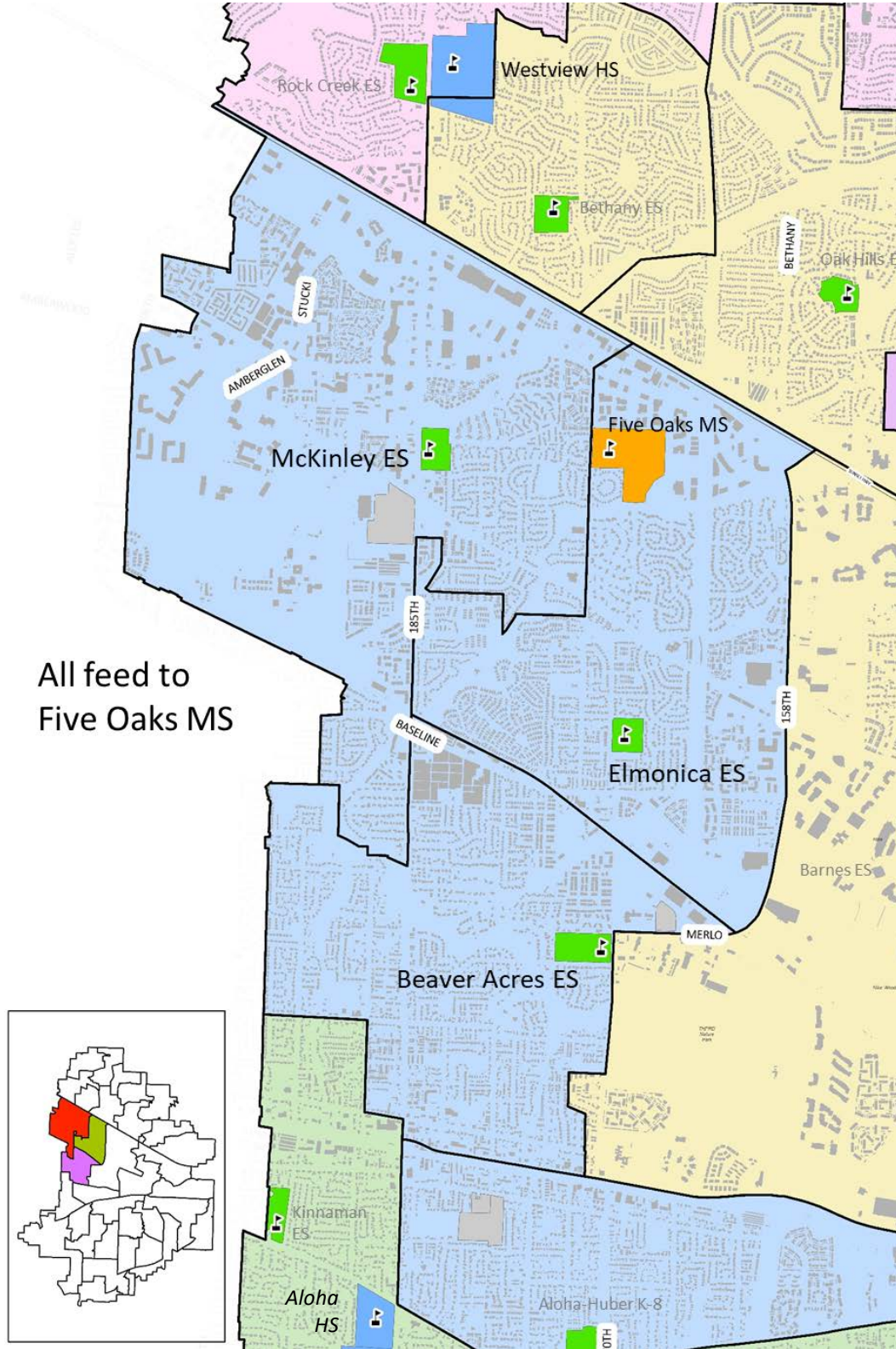


Figure 4: Elmonica, McKinley and Beaver Acres High School Feeder Pattern

