

5/5/11  
Humboldt

## Alternatives Committee Minutes for May 3, 2011

### May 3rd Meeting Agenda:

- I. Call To Order
- II. Bond Funding Review
- III. Alternative Solution Review
- IV. Review new alternatives identified
- V. Deep Dive review of alternatives
- VI. Alternative Prioritization Discussion
- VII. Next Steps and Action Items Review
- VIII. Adjournment

#### I. Call To Order

Alesha kicked off the meeting and reviewed the agenda and objectives for the day. The main objective out of the current meeting was to review all open options and detail research as well as bring any new options forward to discuss with the committee. Once reviewed then make additional cuts as needed.

Another point addressed is that Alesha Breite, as the committee chair will not be voting in the final decision of which options to bring forward to the board. To ensure fair representation across the schools her role is strictly to facilitate and organize all action items and discussion topics across the committee and prepare updates and final presentations to the board.

Penny was also stepping in for Emerita for the day and Fox did not have any representation for the second meeting in a row.

#### Attendees:

Penny Weaver  
Cathy Wright  
Charles Velschow  
Central /Cori McKenzie  
Cipriani/Maria LangGavidia  
Nesbit/Kathy Kelley  
Sandpiper/Linda McDaniel  
Redwoodshores/Cherie Ho  
Nesbit/Mindy Shelton  
Ralston/Dawn Graves  
Central/Lisa Conley  
Central /Mike Rothstein  
Cipriani/Amy Sue Lombardi  
Cipriani/Jeff Selman  
Nesbit/Alanna ShawFillippi  
Nesbit/ Jason Tolu  
Redwoodshores/Kris Binasiak  
Redwoodshores/Kerri Macha

Alesha Breite

## II. Bond Funding Review

The committee expressed a lot of interest of how much money is available within the bond and how the funds can be applied. As decisions are being made about solutions to bring forward to the board, implementation costs are important to highlight within the proposals. Knowing how bond funds can be applied is crucial to understand i.e. School Expansions.

Cathy was able to bring some information about the bond funds forward including:

Bond Total 35 M  
Sold in two series 30M  
2017 5M

Action Item and tabled topic for next week is to ensure we have an overview:

- General Overview of the Fund allocations and maturity model
- Timeline of when the funds will be available to district for spend
- Bond Utilization and how it will be leveraged across the district
- For the state December matching program how much is available and what is the criteria for receiving funds and how much and when would it be made available

## III. Alternative Solution Review

Attached below is a summary of the solutions currently being evaluated by the committee from last week:

### 1. Language Immersion Program/Special Programs (Long Term)

Committee Voted: Yes

Committee Lead: Courtney/Penny/Kathy

### 2. Purchase Additional Land/Space (i.e. Serendipity or Barrett) (Long Term)

Committee Voted: No on Barrett Option. Move portable classroom option to Option 3. and yes to review expansion options with Cipriani.

Committee Lead: Amy

### 3. Current School Expansion (Short Term and Long Term)

Committee Voted: Yes

Committee Lead: Chuck/Mike

### 4. Elementary School Programs – 4-5 and 5-8 Schools (Long Term)

Committee Voted: Yes

Committee Lead: Jason and Jeff

### 5. Move Administration Building (Short Term)

Committee Voted: Yes

Committee Lead: Alesha

### 6. Priority Enrollment

Committee Voted: Yes

Committee Lead: Lisa/Alanna/Cathy

## IV. New Alternative Solutions

One new solution was introduced to the committee:

### **Specialized Afterschool Program**

Concept included creating a magnet program within the specialized afterschool program at the afterschool program and implement at Nesbit. The idea is that it would be a K-5 program implemented at Nesbit that would have either technology specialization, language, etc built into the afterschool program itself. The afterschool program could leverage open space at the school and draw families to Nesbit. Third party agencies or programs could be leveraged to implement and maintain program.

Some concerns highlighted included:

- Afterschool programs in existing schools such as Central/Barrett and Cipriani already offer language choices within the existing programs today
- Once established at Nesbit what is to prevent the program from expanding at other schools as well.

After discussions the group agreed to keep the solution open for evaluation next week however no one volunteered to look into the option.

## **V. Alternative Solution Deep Dive**

### **1. Language Immersion Program/Special Programs (Long Term)**

**Committee Lead:** Courtney/Penny/Kathy

Penny provided an overview of last year's research and results when an immersion program was reviewed as a viable option for implementation.

Overview:

- o Need state adopted programs (Roughly a 3 Month Implementation)
- o Additional funding to kick start the program is required around 60K (this does not include salary requirements for staff)
- o Initial requirements for K would include
  - 10 English first language students
  - 10 Spanish first language students
- o Current staff includes 3 Spanish speaking teachers (However unknown if they are wanting to take job on)
- o Need to hire a director to run the program
- o Enrollment last year included: 11 First grade, 12 Kindergarten, 2 second graders

Pros:

- o Great program. Wonderful results with proven track record
- o Long term students outscore all other children that do not participate in the long term. Estimated middle school.

Cons:

- o The solution will not draw students fast enough and would they be pulled form the schools where capacity issues exist
- o Could not implement next year based on current timeline
- o Language options already exist in afterschool programs
- o Short term test score impact

GATE programs:

Overview:

- 131 students enrolled in the program
- Used to receive 20K a year for summer programs. Funding no longer available.
- Need to apply for new certification because the program implemented in school would differ from existing summer program one.

Overall teachers felt that creating in just one school would create segregation. The committee felt in general that GATE programs should be implemented within all of the schools instead of just one.

Other Magnet and specialized programs were brought up and the committee was not interested in pursuing.

Final vote was to leave immersion as a long term solution to continue to research and review. If it is not one of the final solutions brought to the board the committee still would like to present as a proposal to eventually implement outside of the current capacity solutions.

## **2. Purchase Additional Land/Space (i.e. Serendipity or Barrett) (Long Term)**

**Committee Lead:** Amy

Amy spoke to several people regarding the land purchase options for Cipriani to support expansion.

She spoke to individuals from:

- Park and Recreation
- Director of Community Development
- City Council

Based on conversations she conducted she received the following opinion and information about the city selling the dog park/field behind Cipriani:

- The city loves dog parks. There are a few of them currently and the city is already planning to make enhancements to the existing one this summer. In general it would not be a popular idea for selling.
- In general there are a few parks and the city does not want to sell based on the current numbers

After reviewing the information from Amy the committee decided to not move forward with this option.

## **3. Current School Expansion (Short Term and Long Term)**

**Committee Lead:** Chuck/Mike

Chuck and Mike presented two options for reviewing for expansion. Both options looked at both spectrums of full build out and minimized build expansion across all schools. They presented the proposals to the committee

with detail building overviews, estimated costs, and associated class enrollment numbers.

Please review the proposals attached.

The committee felt this was a good option to leave on the table. The general concern is how much money outside of the \$9.1M used for required construction will be used on modernization vs. new build. Bond overviews will be required to deep dive more into this option. Chuck and Mike would like to meet with the contractor to review some of the detail information in the master plan.

Current site visits are being conducted by parent groups, classified staff, and admins to help review Priority A items.

Moving forward Alesha is going to review with Emerita that all building questions go through Mike and Chuck moving forward given the general public questions all going to the contractors.

#### **4. Elementary School Programs – 4-5 and 5-8 Schools (Long Term)**

**Committee Lead:** Jason and Jeff

Jason and Jeff presented several proposals around other schools that have implemented middle schools or partner school programs.

Please refer to attached document for more information.

In conclusion the committee voted to not to move forward with this option. Even though building a new middle school east of el camino or potentially splitting existing school programs might be attractive, the costs associated to building or splitting schools are too high.

#### **5. Move Administration Building (Short Term)**

**Committee Lead:** Alesha

Currently researching on whether land is proposed as commercial property or not. Difficult to sell in residential area. Need to follow up with realtors on land value. Also required building costs to build out at Nesbit to house district.

The committee decided to not to move forward with this option given the practicality of implementation and the fact that new construction would still be required to build out at Nesbit to house the district.

#### **6. Priority Enrollment**

**Committee Lead:** Lisa/Alanna/Cathy

Lisa and the team reviewed some of the prioritization options for implementation across the district. The goal is eliminate boundary changes by implementing a sister school program to handle overflow.

Overall feedback is that lottery systems are not popular and contain a negative connotation associated to it. Priority enrollment is a better term for the program. It allows flexibility around stability and moving neighborhoods together instead of one of student enrollments.

No costs for implementation and is considered both short term and long term option.

Committee expressed concern in that if this is implemented there needs to be some structure enforced to ensure neighborhoods are moved together to help promote community and carpooling.

Action Item captured to map out a variety of different proposals within this option to discuss in the next meeting to visualize more.

## **VI. Committee Calendar and Meeting Objective Review**

### **Alternative Committee Meeting Schedule:**

May 10<sup>th</sup> 4:30 – 6:30 pm

May 17<sup>th</sup> 4:30 – 6:30 pm

### **Meeting Agenda for May 3<sup>rd</sup>:**

Call To Order

Bond Funding Review

Deep Dive review of four remaining alternatives

Alternative Prioritization Discussion

Finalize Board Options for Proposal

Next Steps and Action Items Review

Adjournment

## **VII. Next Steps and Action Items**

- Post Minutes and Meeting Schedule

## **VIII. Adjournment**

Meeting Schedule:  
4:30 pm

5/15/11  
Handout

## Alternative Committee: Building at Current Sites

### Option One: Aggressive Build for Growth

What follows is a highly aggressive plan to build at three of the four elementary sites in Belmont. The bond money allows for \$29.4 million for ADA, code, modernization, and growth.

Mandatory Measures:

ADA and code compliance - \$9.5 million

Modernization and Growth - ~\$19.9 million is left after mandatory measures have been addressed.

Estimated cost for the following proposed growth - \$9.7 million

Money left over for modernization: \$10.2 million - will this be enough??????????

#### **1) Cipriani:**

Build a new one story on Buena Vista side of school (the empty space adjacent to the sidewalk)

Adds: 4 classrooms

Cost: ~\$3.6 million

Bring in two portables to be placed where the covered lunch area is, relocate the covered lunch area. Option three in the master plan shows this as part of a major rebuild, but the two classrooms are permanent.

Adds: 2 classrooms

Cost: ~\$300,000 (I will use the similar cost estimate given for the portables at Central, while adding some cushion)

Since Cipriani needs three rooms to bring it to parity (science, Kindergarten, and staff workroom), the total net gain will be 3 classrooms.

Capacity at 25:1: ~375 (enrollment for 2011-2012 with grandfathering is 404, but in 2012-2013 it will be 383)

#### **2) Central:**

Build a new one story adjacent to the after school care, near the hill.

Adds: 4 classrooms

Cost: ~\$2.5 million

Bring in two portables to be placed where the playground area is, relocate the playground to the center of the blacktop.

Adds: 2 classrooms

Cost: ~\$500,000 - I am going to raise this cost estimate since there may be increased grading given the location, along with the relocation of the playground.

Since Central must have a teacher work room at ground level (rather than adding an elevator), the addition of 6 classrooms will give us a net gain of 5.

Capacity at 25:1: ~ 500 (enrollment for 2011-2012 with grandfathering is 456, 2012-13 is still 453, when this will be ready, we're in good shape for parity, but the site may be overcrowded.)

#### **3) Fox**

Build a new one story wing near the southeast part of the playground.

Adds: 4 classrooms

Place another portable near the two existing ones.

Adds 1 classroom. It's not clear if Fox needs a teacher workroom to bring it to parity, let's assume it does, so the total net gain is 4 classrooms.

Cost: ~\$2.8 million

Capacity at 25:1: ~ 500 (enrollment is currently 409, projected enrollment for 2013 is 439 - this excess capacity is good for overflow from Cipriani and for 20:1)

#### **4) Nesbit**

There are no proposals for new construction at Nesbit in the master plan, given they have parity and space with their current enrollment. However, with an increase in 20:1, the school will be in position to add classrooms.

Capacity at 25:1: ~420 (enrollment is currently 311, projected to be 331 in 2013)

#### **Total Costs for New Construction Addressing Growth and Parity for Option One:**

\$9.7 million

#### **Notes:**

*While it's clear that capacity can be addressed through building, most of this will not be in place for two years, so it does not address what to do for this upcoming year school year. Also, there is the question of overall site capacity, Central and Cipriani have the smallest amount of space, and they would see the most construction, and the increase in capacity, coupled with the extra traffic, will create logistical problems. In addition, the most pressing problem will be how this amount of growth compromises modernization money at the various sites. For example, new lighting at Cipriani costs nearly \$1 million, a new roof at Nesbit is \$1.5 million, while these may not be mandatory measures, they are good examples of priority one items that are costly and will require the usage of modernization money.*

#### **Option Two: A More Conservative Approach, reliance is primarily upon portables**

##### **1)Cipriani:**

Build a new one story on Buena Vista side of school (the empty space adjacent to the sidewalk)

Adds: 4 classrooms

Cost: ~\$3.6 million

Since Cipriani needs three rooms to bring it to parity (science, Kindergarten, and staff workroom), the total net gain will be 1 classroom.

Capacity at 25:1: ~325 (enrollment for 2011-2012 with grandfathering is 404, but in 2012-2013 it will be 383)

##### **2) Central:**

Bring in two portables to be placed where the playground area is, relocate the playground to the center of the blacktop.

Adds: 2 classrooms

Cost: ~\$600,000, net gain of one classroom

Capacity at 25:1: ~ 445 (enrollment for 2011-2012 with grandfathering is 456, 2012-13 is still 453)

### 3) Fox

Place another portable near the two existing ones, add another two to three portables in lieu of permanent wing, dependent upon enrollment. Fox has space, so more portables can be added as needed.

Adds 1-2 classrooms.

Cost: ~\$500,000-\$750,000 (estimate)

Capacity at 25:1: ~ 450 (enrollment is currently 409, projected enrollment for 2013 is 439 - this excess capacity is good for overflow from Cipriani and for 20:1)

### 4) Nesbit

There are no proposals for new construction at Nesbit in the master plan, given they have parity and space with their current enrollment. However, with an increase in 20:1, the school will be in position to add classrooms.

Capacity at 25:1: ~420 (enrollment is currently 311, projected to be 331 in 2013)

### Total Costs for New Construction Addressing Growth and Parity with 'Option Two':

~\$4.7 million

With reduced costs of the permanent structures and the scale back at Cipriani, this will leave \$15.2 million for modernization. While 'Option Two' does not entirely address the capacity issues at Cipriani or provide excess capacity for 20:1, it does provide for parity within the district, if sites are willing to cap their enrollment.

S.S.-11  
Handouts

## Partner School/K-2, 3 or 4 schools:

### Local District Overview:

#### San Carlos:

##### K-4 Schools:

- 4 Schools
- Enrollment between 350-400
- 20:1 class size in K-3 and 25-1 in 4th grade

##### 5-8 Schools:

- 2 Schools
- Enrollment between 600-700

#### Los Lomas:

##### K- Schools:

- 1 School
- Enrollment around 600
- 20:1 class size in K-3 and 25-1 in 4th grade

##### 4-8 Schools:

- 1 School
- Enrollment between 600-700

### Possible Alternatives for Belmont-Redwood Shores:

#### 1. Create 4 K-3 Schools in the district and convert the other 2 schools into 4-5 Schools

- Positives:
  - 800 4-5 graders in the district next year would fill up 2 schools and alleviate crowding in the other 2 schools
  - A study on an Alaska school district suggests that splitting out elementary school into 2 separate grade levels (K-2 or K-3 and a separate school for older kids) results in older kids (4th and 5th graders) doing better than if they had attended a more traditional K-5 or K-6 schools
- Concerns/Negatives:
  - 4 schools instead of 3 by the time kids are out of HS
  - Multiple school drop offs for parents with kids in different age groups
  - Could be 3 if you have a younger kid, a fifth grader and a 7th grader
  - Could be traffic issues with parents going to multiple schools
  - Would probably be a great deal of resistance to plan as it would affect the entire district (although the effect would be equal for everyone) and not just the areas currently affected by the proposed boundary change

2. Create three K-2 Schools and three 3-5 schools in the district and partner up schools (Cipriani and Fox, Nesbit and Central and Sandpiper and Redwood Shores Elementary)

- Positives:
  - Would solve short term crowding issue by partnering schools with crowding issues with schools that have space
  - A study on an Alaska school district suggest that splitting out elementary school into 2 separate grade levels (K-2 or K-3 and a separate school for older kids) results in older kids (4th and 5th graders) doing better than if they had attended a more traditional K-5 or K-6 schools
- Concerns/Negatives:
  - 4 schools instead of 3 by the time kids are out of HS
  - Multiple school drop offs for parents with kids in different age groups
  - Could be 3 if you have a younger kid, a fifth grader and a 7th grader
  - Could be traffic issues with parents going to multiple schools
  - Would probably be a great deal of resistance to plan as it would affect the entire district (although the effect would be equal for everyone) and not just the areas currently affected by the proposed boundary change

3. Convert all the elementary schools into K-4 and convert Ralston to 5-8

- Positives:
  - Studies have found that 5th graders do well in such an environment if done properly -- split up 5th and 6th graders and teach team in a more hybrid elementary/middle school setting (single core teacher similar to elementary school with a few outside classes) and teach the 7th and 8th graders in a more traditional middle school setting
  - Would alleviate crowding at all elementary schools
- Concerns/Negatives:
  - Would severely lead to overcrowding at Ralston -- not sure if Ralston can accommodate an additional 400 kids -- Can some of the money for Ralston from the bonds be used for this purpose?
  - Would also require a curriculum adjustment at Ralston for both 5th and 6th grade to do it right
  - Would probably be a great deal of resistance to plan as it would affect the entire district. Although resistance might not be as much since it would only impact parents of 5th graders

4. Convert all the elementary schools into K-4, convert Ralston to 5-8 and open a new 5-8 school east of El Camino for kids currently attending Nesbit, Sandpiper and Redwood Shores Elementary

- Positives:
  - Probably the best long term solution to overcrowding and kids education/performance
  - Would alleviate crowding at all elementary schools and Ralston
- Concerns/Negatives:
  - Very costly and a non-starter for the short term -- estimated land and construction cost probably 30 million plus

## Summary of Research on this Topic:

A review of the literature and research on grade configuration suggest some key points for consideration. Following this summary of key points are links to various full studies on the topic of grade configuration.

- Rural schools are most likely to have unusual grade configurations.
- Very little research attempts to determine cause and effect on grade configuration.
- Some of the studies focus on the impact of transition on learning when students move from one school to another. These studies suggest that transitions may have a negative impact on students and should be minimized.
- No particular sequence of grade spans is perfect or guarantees student achievement and social adjustment.
- The largest percentage and most common forms of school grade span configurations include Pre K or K to grade 5, Pre K or K to grade 6, and grades 4, 5, or 6 to grade 7 or 8.
- There is no clear indication that any grade configuration is more successful than any other.
- Cluster schools are gaining in popularity. Cluster schools include grade groupings such as K-1, K-2, 2-3, 3-5, 4-5 in a single school or a single grade level in one school.

Factors that school districts may want to consider when making grade configuration decisions include:

- The cost and length of student travel
- A possible increase or decrease in parent involvement
- The number of students at each grade level in a school
- The impact of school setting on student learning and achievement
- The impact on neighborhood schools
- The number of school transitions (moving to a new school) for each student
- The opportunities for interaction among age groups
- The influence of older students on younger students
- The design of the school building

Again, research has provided no definitive answer on the most effective grade configuration. What is strongly implied by broader educational research is that the classroom teacher and the teaching and learning processes used in the classroom on a daily basis have the greatest impact on student learning and achievement.

Here is a chart prepared in a study for a Texas school district discussing the advantages of K-5 schools versus a K-2 and 3-5 split:

<b>Advantages of K-5</b>	<b>Advantages of K-2 and 3-5 (or similar split)</b>
<ul style="list-style-type: none"> <li>• More convenient for families for parental involvement, transportation, PTA participation, and parent volunteers</li> <li>• Grade level communication of curriculum alignment is easier to facilitate</li> <li>• Consistent communication with families since all children are at one campus</li> <li>• Less duplication of efforts by PTA in preparation of newsletters, officers, and activities</li> <li>• No transition between grade 2 and 3</li> <li>• Reduces turnover in student population frequency</li> <li>• Staff/student/ parent relationships have more longevity due to the same students being at a campus for more years</li> <li>• More opportunities for cross-age activities such as older students helping out younger students and tutoring activities</li> <li>• Can increase the number of positive older role models for younger students</li> <li>• May be able to sustain more parent involvement</li> <li>• Avoid scheduling overlaps in family involvement activities from campus to campus</li> <li>• Increased opportunities for vertical alignment from grade to grade</li> </ul>	<ul style="list-style-type: none"> <li>• More sections/classrooms per grade which may decrease personnel costs</li> <li>• More classrooms per grade means more opportunities to match students to teachers according to learning and teaching styles</li> <li>• Opportunities for teacher collaboration or mentoring at a specific grade level are increased with more teachers per grade level</li> <li>• Easier to maintain focus on improvements relevant to a particular grade level (such as grade 3 Reading, grade 4 Writing, and grade 5 Science) because less number of grade levels</li> <li>• Increase in the racial and socioeconomic diversity at schools</li> <li>• Increase in the flexibility of scheduling with more grade levels (With more sections per grade level, teachers could decrease the number of subjects taught by pairing classes and increase their knowledge of specific subjects to teach)</li> <li>• Decrease potential for negative role models and bullying of younger students by older students</li> </ul>

The following are links to several full reports and studies on grade configuration:

- <http://nces.ed.gov/pubs99/digest98/d98t099.html>
- <http://www.nwrel.org/request/july97/article3.html>
- <http://peterli.com/archive/spm/1094.shtml>
- <http://ceep.crc.uiuc.edu/poptopics/gradeconfig.html>
- <http://www.nwrel.org/request/july97/textonly.html>
- <http://www.aasa.org/publications/saarticledetail.cfm?ItemNumber=2672>
- <http://www.ericdigests.org/2003-2/rural.html>
- <http://edfacilities.org>
- <http://www.newobserver.com/146/v-print/story/547649.html>

5/5/11  
Hamilton

## Alternatives Committee Minutes for April 27, 2011

### May 3<sup>rd</sup> Meeting Agenda:

- I. Call to Order
- II. Introductions
- III. Alternative Committee Charter and Objectives
- IV. Alternative Solution Discussion
- V. Committee Calendar and Meeting Objective Review
- VI. Next Steps and Action Items
- VII. Adjournment

#### I. Call To Order

Emerita kicked off the meeting providing an overview of the purpose of the alternative committee as well as provided a summary of the boundary committee meeting.

#### II. Introductions

##### Board Members & District:

- \* Dr. Emerita Orta-Camilleri [EOrta-Camilleri@brssd.org](mailto:EOrta-Camilleri@brssd.org)
- \* Ms. Penny Weaver [pweaver@brssd.org](mailto:pweaver@brssd.org)
- \* Cathy Wright [cwright@brssd.org](mailto:cwright@brssd.org)
- \* Charles Velschow [cvelschow@brssd.org](mailto:cvelschow@brssd.org)

##### School Principals:

- \* Central /Cori McKenzie [cmckenzie@brssd.org](mailto:cmckenzie@brssd.org)
- \* Cipriani/Maria LangGavidia [mgavidia@brssd.org](mailto:mgavidia@brssd.org)
- \* Fox/Chris Marchetti [cmarchetti@brssd.org](mailto:cmarchetti@brssd.org)
- \* Nesbit/Kathy Kelley [kkelley@brssd.org](mailto:kkelley@brssd.org)
- \* Sandpiper/Linda McDaniel [lmcdaniel@brssd.org](mailto:lmcdaniel@brssd.org)
- \* Redwoodshores/Cherie Ho [cho@brssd.org](mailto:cho@brssd.org)
- \* Nesbit/Mindy Shelton [mshelton@brssd.org](mailto:mshelton@brssd.org)

##### School Reps:

- \* Central/Lisa Conley [lbonder@stanfordalumni.org](mailto:lbonder@stanfordalumni.org)
- \* Central /Mike Rothstein [mikerothstein@me.com](mailto:mikerothstein@me.com)
- \* Cipriani/Amy Sue Lombardi [amysuel@comcast.net](mailto:amysuel@comcast.net)
- \* Sandpiper/Andy Eliopoulos [andy.eliopoulos@comcast.net](mailto:andy.eliopoulos@comcast.net)
- \* Cipriani/Jeff Selman [cherylandjeff@comcast.net](mailto:cherylandjeff@comcast.net)
- \* Nesbit/Alanna ShawFillippi [ashawMFT@gmail.com](mailto:ashawMFT@gmail.com)
- \* Nesbit/ Jason Tolu [hjt396@yahoo.com](mailto:hjt396@yahoo.com)
- \* Redwoodshores/Kris Binasik [binasik@comcast.net](mailto:binasik@comcast.net)
- \* Redwoodshores/Kerri Macha [kerri.macha@gmail.com](mailto:kerri.macha@gmail.com)

##### Committee Chair/Other:

- \* Alesha Breite [breite@comcast.net](mailto:breite@comcast.net)
- \* Mitch Rhodes/Construction [www.blach.com](http://www.blach.com)

\* Eugene/Lottery

\* Attended

### III. Alternative Committee Charter and Objectives

Look at alternative options to changing school boundaries to address the following for 2013 and beyond and minimize impact to children and communities:

1. Over capacity within current schools including Cipriani and Central and future growth projections
2. Allocation of bond funds to modernize school and support school growth
3. Revisit Nesbit boundaries to address need for growth
4. Ensure manageable class size in the future and look at even potentially moving back to a 20:1 ratio

### IV. Alternative Solution Discussion

Committee reviewed both previous and new options to explore to address the current capacity and for both short and long term perspective.

#### 1. Language Immersion Program (Long Term)

- Program previously explored for Fall 2010 school year
- Looked into Dual Language program
- Program would be initiated in Kindergarten and followed through 5<sup>th</sup> grade
- Program was proposed at Nesbit
- Penny Weaver is a good source of detail information and research collected last year

Previous Challenges:

- After district wide poll only 12 people enrolled for k and 11 for first grade
- Funding Source
- Basic Aid program prevents children from outside of the district to enroll and we receive funding for them
- Need a 50/50 split of enrollment of children where English is first language and Spanish is first language.

**Committee Voted:** Yes Viable Option and combined with Option 10

#### 2. Purchase Additional Land/Space (i.e. Serendipity or Barrett) (Long Term)

- Blach Construction provided and reviewed three main options within this space. They included:
  - Purchasing and updating Serendipity
    - Preliminary estimates to update the school not including acquisition = \$2.5 M
    - The expansion would add 6 additional classrooms within the 6400 square feet

- City park/dog park between the two. Safety concerns with dog park.
- After contacting Serendipity the school may not be on the market
- Need to determine how to connect to the main campus with large hill between the two. Those costs not included.
- Questions brought up by the committee to look into the potential expansion of purchasing the field owned by the city, currently used as a dog park, for the school.
- Purchase and update of Barrett
  - The site is extremely deteriorated.
  - Building owned by City
  - After reviews cost estimate include \$17 M to update or \$23M to rebuild.
- Portable Classrooms for current school expansion
  - Estimates - \$272K

**Committee Voted:** No on Barrett Option. Move portable classroom option to Option 3. and yes to review expansion options with Cipriani.

**Committee Lead:** Amy

### 3. Current School Expansion (Short Term and Long Term)

- 3.4M to build out 4 modular classrooms at Cipriani. Area identified on existing property and listed in master plan.
- Current details in build master plan and need to review school by school to understanding capacity growth and costs
- Portable lifespan is about 20 years. Portables were not researched originally just modulars.

Question arose about recommended ratio of building space to blacktop. Determined there is no state requirement for ratio but need to look into recommendations.

**Committee Voted:** Yes

**Committee Lead:** Chuck/Mike

### 4. Program Moves (Short Term)

Several programs have already been moved around to address initial space capacity issues. They include:

- 1 County class moved to Nesbit – 2 Rooms
- 2 Preschool Classrooms moved to Nesbit
- 1 SDC moved to Nesbit
- Kindergarten moved to Nesbit at one time and moved back to Redwood shores
- Currently Fox has two special ed preschools and 1 SDC program. Legal requirements 2 classrooms.

- Already moved several classes from class to cart
- Preliminary Concerns:
- Stability at Nesbit and constant moves and changes
  - Programs have already moved to Nesbit
  - Some concerns about ease of use to travel from school to school based on the programs and if they are all concentrated in one area

**Committee Voted:** No  
**Committee Lead:** N/A

**5. Year Round School (Long Term)**

- Last year the school board looked at implementing a year round/multi track school program to potentially address the capacity issues within the district
- Pre reviews were initiated only by the board
- Potential solution could gain 30% more space

Preliminary Concerns:

Teachers with lack of classroom ownership

Without additional investment would required school administrators and staff to work year round with no breaks.

**Committee Voted:** No  
**Committee Lead:** N/A

**6. AM/PM Kindergarten (Short Term)**

- AM/PM Kindergartens have been used in several elementary schools within the district.
- Looked at as a short term solution because the need to revisit classroom capacity with 1-5 becomes a challenge.
- Currently Cipriani has this program this year.

**Committee Voted:** No  
**Committee Lead:** N/A

**7. Elementary School Programs – 4-5 and 5-8 Schools (Long Term)**

- Look into implementing 4-5 or 5-8 programs within existing elementary campuses such as redwood shores or Nesbit
- Middle school program could address some of the capacity issues we are going to see with Ralston soon
- Look into implementing partner school programs across the elementary schools. Build stringer relationships across schools.
- Look into other areas that have implemented similar programs such as San Carols.

**Committee Voted:** Yes  
**Committee Lead:** Jason and Jeff

### **8. Move Administration Building (Short Term)**

Look into selling existing administration building and move to Nesbit.  
Use funds to sponsor additional programs and growth in existing schools

**Committee Voted:** Yes

**Committee Lead:** Alesha

### **9. Priority Enrollment**

- General lottery looked at in the past by school board and community feedback was unanimously negative
- Alternative programs such as priority enrollment provides an alternative options to enrollment. Other cities have implemented across their districts including: San Carlos, San Francisco , etc.
  - Siblings
  - Boundary/Geographic
  - Availability

**Committee Voted:** Yes

**Committee Lead:** Lisa/Alanna/Cathy

### **10. Special Programs/Magnet Program Introductions**

- Look at implementing specialized programs at Nesbit to naturally draw students outside of the boundaries to the school.
- Look into the GATE program. Originally written by Penny and Cori. Need to look into what updates would be required to implement a GATE program at Nesbit and blend into the existing curriculum.
- Look at existing programs at schools such as Northstar to determine enrollment plans, costs, programs start ups..etc.
- Decided to combine with option 1 to look at board programs across the board to attract the larger mass.
- Discussions around special interest programs as well including tech, science, etc.

**Committee Voted:** Yes and to combine with Option 1

**Committee Lead:** Courtney/Penny/Kathy

#### Notes:

- Average class sizes recommendations 400 – 500 Children a school
- 20 to 1 long term classroom size goal
- Current classroom capacity at Nesbit
- Cipriani currently has science classroom on a cart. Only one with out dedicated classroom.
- Expected to see enrollment for 2 to 21/2 Ks next year at Nesbit
- Ensure that the impact analysis and alternative options are looked across all schools and the district

### **V. Committee Calendar and Meeting Objective Review**

**Alternative Committee Meeting Schedule:**

May 3<sup>rd</sup> 4:30 - 6:30 pm  
May 10<sup>th</sup> 4:30 - 6:30 pm  
May 17<sup>th</sup> 4:30 - 6:30 pm

**Meeting Agenda for May 3<sup>rd</sup>:**

Call To Order  
Bond Funding Review  
Alternative Solution Review  
Review new alternatives identified  
Deep Dive review of alternatives  
Alternative Prioritization Discussion  
Next Steps and Action Items Review  
Adjournment

**VI. Next Steps and Action Items**

- Post Minutes and Meeting Schedule
- Reach out to communities to review options and deep dive into assigned areas
- Identify potential new solutions to discuss in the next meeting

**VII. Adjournment**



CIPRIANI SCHOOL 5-YEAR PROJECTION 2011-2016

CIPRIANI

Room #:	K	2011-2012					Learning Center SDC
		1	2	3	4	5	
1.) KN am	25						
2.) KN am	25						
3.) KN pm	23						
4.) 1st	25						
5.) 1st	25						
6.) 1st/2nd	12	4					
7.) 2nd		25					
8.) 2nd		25					
9.) 2nd		25					
10.) 3rd			25				
11.) 3rd			25				
12.) 3rd/4th			14	4			
13.) 4th				30			
14.) 4th				30			
15.) 5th					29		
16.) 5th					30		
17.) LC						3	
<b>TOTALS:</b>	73	62	79	64	64	59	3
						<b>Enrollment</b>	404

CIPRIANI

Room #:	K	2012-2013					Learning Center SDC
		1	2	3	4	5	
1.) KN	25						
2.) KN	25						
3.) 1st	25						
4.) 1st	25						
5.) 1st	23						
6.) 2nd		25					
7.) 2nd		25					
8.) 2nd/3rd			12	4			
9.) 3rd			25				
10.) 3rd			25				
11.) 3rd			25				
12.) 4th				30 (+4)			
13.) 4th				30			
14.) 5th					30 (+4)		
15.) 5th					30		
16.) LC							
17.)							
<b>TOTALS:</b>	50	73	62	79	64	64	0
						<b>Enrollment</b>	392

CIPRIANI

Room #:	K	2013-2014					Learning Center SDC
		1	2	3	4	5	
1.) KN	25						
2.) KN	25						
3.) 1st	25						
4.) 1st	25						
5.) 2nd		23					
6.) 2nd		25					
7.) 2nd		25					
8.) 3rd			25				
9.) 3rd			25				
10.) 3rd/4th			12	13 (+6)			
11.) 4th				30			
12.) 4th				30			
13.) 5th					30 (+4)		
14.) 5th					30		
15.) LEARNING CENTER							
16.) GAIN BACK SCIENCE/MUSIC ROOM or STAFF ROOM							
17.)							
<b>TOTALS:</b>	50	50	73	62	79	64	0
						<b>Enrollment</b>	378

CIPRIANI

Room #:	K	2014-2015					Learning Center SDC
		1	2	3	4	5	
1.) KN	25						
2.) KN	25						
3.) 1st	25						
4.) 1st	25						
5.) 2nd		25					
6.) 2nd		25					
7.) 3rd			25				
8.) 3rd			23				
9.) 3rd			25				
10.) 4th				31			
11.) 4th				31			
12.) 5th					27		
13.) 5th					25		
14.) 5th					27		
15.) LEARNING CENTER							
16.) GAIN BACK SCIENCE/MUSIC ROOM or STAFF ROOM							
17.)							
<b>TOTALS:</b>	50	50	73	62	79	79	0
						<b>Enrollment</b>	364

CIPRIANI

Room #:	K	2015-2016					Learning Center SDC
		1	2	3	4	5	
1.) KN	25						
2.) KN	25						
3.) 1st	25						
4.) 1st	25						
5.) 2nd		25					
6.) 2nd		25					
7.) 3rd			25				
8.) 3rd			25				
9.) 4th				30			
10.) 4th				30			
11.) 4th/5th					13	12	
12.) 5th						25	
13.) 5th						25	
14.) LEARNING CENTER							
15.) LIBRARY							
16.) SCIENCE/MUSIC ROOM							
17.) GAIN BACK STAFF ROOM							
<b>TOTALS:</b>	50	50	73	64	73	62	0
						<b>Enrollment</b>	335

CIPRIANI 5-YEAR PROJECTION  
rev. 5/3/11 jb

2011-12

Table of Projected **October 1, 2011**, Resident Students and Potential Attending Enrollments in Grades K-5  
**Alternative D with Grandfathering of All Currently Enrolled Students and Registrants for Pending K plus Siblings**

School	Subject	K for 2012-13*		Projected October 1, 2011, Students (revised resident K**)						
		Total	Sibling	K	1	2	3	4	5	K-5
Fox	Resident Pop. New Region	78		94	78	83	76	70	70	471
	Grandfathering Adjust		-9	-7	-5	-9	-8	-6	-4	-39
	Other Net Adjustment	6		8	9	5	-5	-1	-3	13
	<b>Potential Attendance</b>	<b>75</b>		<b>95</b>	<b>82</b>	<b>79</b>	<b>63</b>	<b>63</b>	<b>63</b>	<b>445</b>
Cipriani	Resident Pop. New Region	48		55	45	55	45	48	44	292
	Grandfathering Adjust		21	16	10	23	17	13	10	89
	Other Net Adjustment	-9		3	3	0	2	-1	7	14
	<b>Potential Attendance</b>	<b>60</b>		<b>74</b>	<b>58</b>	<b>78</b>	<b>64</b>	<b>60</b>	<b>61</b>	<b>395</b>
Central	Resident Pop. New Region	64		71	62	79	72	55	42	381
	Grandfathering Adjust (+)		9	13	17	21	18	12	17	98
	Grandfathering Adjust (-)		-12	-9	-5	-14	-9	-7	-6	-50
	Other Net Adjustment	-1		-2	-2	-2	6	12	8	20
<b>Potential Attendance</b>	<b>60</b>		<b>73</b>	<b>72</b>	<b>84</b>	<b>87</b>	<b>72</b>	<b>61</b>	<b>449</b>	
Nesbit	Resident Pop. New Region	70		56	76	79	70	49	63	393
	Grandfathering Adjust		-9	-13	-17	-21	-18	-12	-17	-98
	Other Net Adjustment	12		4	2	8	8	-5	-5	12
	<b>Potential Attendance</b>	<b>73</b>		<b>47</b>	<b>61</b>	<b>66</b>	<b>60</b>	<b>32</b>	<b>41</b>	<b>307</b>
Sandpiper	Resident Population	69		80	89	79	69	69	61	447
	Net Adjustment	2		0	2	-3	7	5	2	13
	<b>Potential Attendance</b>	<b>71</b>		<b>80</b>	<b>91</b>	<b>76</b>	<b>76</b>	<b>74</b>	<b>63</b>	<b>460</b>
Redwood Shores	Resident Population	59		60	74	63	59	61	49	366
	Net Adjustment	0		-4	-4	0	-6	-9	-6	-29
	<b>Potential Attendance</b>	<b>59</b>		<b>56</b>	<b>70</b>	<b>63</b>	<b>53</b>	<b>52</b>	<b>43</b>	<b>337</b>
Total K-5	Resident Population	388		416	424	438	391	352	329	2,350
	All Other Net Adjustment***	10		9	10	8	12	1	3	43
	<b>Projected Enrollment</b>	<b>398</b>		<b>425</b>	<b>434</b>	<b>446</b>	<b>403</b>	<b>353</b>	<b>332</b>	<b>2,393</b>

\* BRSSD-identified siblings in April 2011 for 2012-13 kindergarten (Jill Bauer est.) and prior EPC projected total amounts.  
 \*\* Resident Oct. 2011 K forecasts in each region and overall have been updated based on April 2011 registration counts.  
 \*\*\* "All Other Net Adjustment" is students qualifying as "Tinsley" or incoming inter-district (outgoing not calculated).

**Notes:** (1) The projected amounts contain hidden fractions, so totals shown above may not sum exactly to those in other tables. (2) Potential attendance figures are if all current net adjustments continue next year, but advanced by one grade (and fine-tuning as needed to match the overall forecast) **with grandfathering adjustments included where applicable**. These are simply theoretical numbers that have been provided to help the District in determining what changes to these net adjustment levels may be warranted. **The actual levels that will be permitted next year will be driven by capacity constraints, especially for CSR, and other factors and will almost certainly differ from these numbers accordingly. Central and Cipriani, based on their latest figures, are expecting 459 and 404 enrolled students, respectively.**

Source: EPC 5/5/11

12/11  
HANDOUTS  
2010-11

Table of Actual October 29, 2010, Resident Students versus Attending Enrollments in Grades K-5  
With Resident Figures Divided into Subsections being Discussed under Alternative D

School	Subject	K Reg. 2011-12*		Actual October 29, 2010, Students in Curent Attend. Area**						
		Total	Sibling	K	1	2	3	4	5	K-5
Fox	School Attendance	89		84	79	62	63	61	61	410
	Resident Population			73	74	67	64	64	59	401
	Net Difference (A-R)			11	5	-5	-1	-3	2	9
Cipriani	School Attendance	72		60	80	63	60	62	56	381
	Res. Pop. NE (20, 23-24)	9	1	5	14	9	7	6	10	51
	Res. Pop. SE (25-26)	7	3	5	10	8	6	5	12	46
	Res. Pop. All Other Parts	56		47	56	44	48	44	33	272
Net Difference (A-R)			3	0	2	-1	7	1	12	
Central	School Attendance	75		73	86	86	71	60	62	438
	Res. Pop. SE (41-43)	13	8	17	21	18	12	17	12	97
	Res. Pop. All Other Parts	62		58	67	62	46	35	47	315
Net Difference (A-R)			-2	-2	6	13	8	3	26	
Nesbit	School Attendance	26		62	66	60	33	41	50	312
	Resident Population			60	58	52	38	46	49	303
	Net Difference (A-R)			2	8	8	-5	-5	1	9
Sandpiper	School Attendance	78		89	74	75	75	63	118	494
	Resident Population			87	77	68	70	61	69	432
	Net Difference (A-R)			2	-3	7	5	2	49	62
Redwood Shores	School Attendance	53		64	59	50	52	41	0	266
	Resident Population			68	59	56	61	47	51	342
	Net Difference (A-R)			-4	0	-6	-9	-6	-51	-76
Total K-5	Attendance	393		432	444	396	354	328	347	2,301
	Resident Population			420	436	384	352	325	342	2,259
	Net Difference (A-R)***			12	8	12	2	3	5	42

\* Kindergarten registrations in April 2011 for 2011-12 with more to be added in next six months.

\*\* This is according to the student database records provided to EPC by the BRSSD. Pre-K students are excluded.

\*\*\* Total K-5 difference is 42 students qualifying as "Tinsley" or incoming inter-district (outgoing amount not calculated).

Source: EPC 5/5/11

Table of Projected **October 1, 2011**, Resident Students and Potential Attending Enrollments in Grades K-5  
**Alternative D with Grandfathering of All Currently Enrolled Students and Registrants for Pending K plus Siblings**

School	Subject	K for 2012-13*		Projected October 1, 2011, Students (revised resident K**)						
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Cipriani	Resident Pop. New Region	48		55	45	55	45	48	44	292
	Grandfathering Adjust		21	16	10	23	17	13	10	89
	Other Net Adjustment	-9		3	3	0	2	-1	7	14
	<b>Potential Attendance</b>	60		74	58	78	64	60	61	395
Central	Resident Pop. New Region	64		71	62	79	72	55	42	381
	Grandfathering Adjust (+)		9	13	17	21	18	12	17	98
	Grandfathering Adjust (-)		-12	-9	-5	-14	-9	-7	-6	-50
	Other Net Adjustment	-1		-2	-2	-2	6	12	8	20
<b>Potential Attendance</b>	60		73	72	84	87	72	61	449	
Nesbit	Resident Pop. New Region	70		56	76	79	70	49	63	393
	Grandfathering Adjust		-9	-13	-17	-21	-18	-12	-17	-98
	Other Net Adjustment	12		4	2	8	8	-5	-5	12
	<b>Potential Attendance</b>	73		47	61	66	60	32	41	307
Sandpiper	Resident Population	69		80	89	79	69	69	61	447
	Net Adjustment	2		0	2	-3	7	5	2	13
	<b>Potential Attendance</b>	71		80	91	76	76	74	63	460
Redwood Shores	Resident Population	59		60	74	63	59	61	49	366
	Net Adjustment	0		-4	-4	0	-6	-9	-6	-29
	<b>Potential Attendance</b>	59		56	70	63	53	52	43	337
Total K-5	Resident Population	388		416	424	438	391	352	329	2,350
	All Other Net Adjustment***	10		9	10	8	12	1	3	43
	<b>Projected Enrollment</b>	398		425	434	446	403	353	332	2,393

\* BRSSD-identified siblings in April 2011 for 2012-13 kindergarten (Jill Bauer est.) and prior EPC projected total amounts.

\*\* Resident Oct. 2011 K forecasts in each region and overall have been updated based on April 2011 registration counts.

\*\*\* "All Other Net Adjustment" is students qualifying as "Tinsley" or incoming inter-district (outgoing not calculated).

**Notes:** (1) The projected amounts contain hidden fractions, so totals shown above may not sum exactly to those in other tables. (2) Potential attendance figures are if all current net adjustments continue next year, but advanced by one grade (and fine-tuning as needed to match the overall forecast) **with grandfathering adjustments included where applicable.** These are simply theoretical numbers that have been provided to help the District in determining what changes to these net adjustment levels may be warranted. **The actual levels that will be permitted next year will be driven by capacity constraints, especially for CSR, and other factors and will almost certainly differ from these numbers accordingly. Central and Cipriani, based on their latest figures, are expecting 459 and 404 enrolled students, respectively.**

Source: EPC 5/5/11

CIPRIANI SCHOOL 5-YEAR PROJECTION 2011-2016

CIPRIANI

Room #:	K	2011-2012					Learning Center SDC
		1	2	3	4	5	
1.) KN am	25						
2.) KN am	25						
3.) KN pm	23						
4.) 1st	25						
5.) 1st	25						
6.) 1st/2nd	12	4					
7.) 2nd		25					
8.) 2nd		25					
9.) 2nd		25					
10.) 3rd			25				
11.) 3rd			25				
12.) 3rd/4th			14	4			
13.) 4th				30			
14.) 4th				30			
15.) 5th					29		
16.) 5th						30	
17.) LC							3
<b>TOTALS:</b>	73	62	79	64	64	59	3
<b>Enrollment</b>							<b>404</b>

CIPRIANI

Room #:	K	2012-2013					Learning Center SDC
		1	2	3	4	5	
1.) KN	25						
2.) KN	25						
3.) 1st	25						
4.) 1st	25						
5.) 1st	23						
6.) 2nd		25					
7.) 2nd		25					
8.) 2nd/3rd		12	4				
9.) 3rd			25				
10.) 3rd			25				
11.) 3rd			25				
12.) 4th				30 (+4)			
13.) 4th				30			
14.) 5th					30 (+4)		
15.) 5th						30	
16.) LC							
17.)							
<b>TOTALS:</b>	50	73	62	79	64	64	0
<b>Enrollment</b>							<b>392</b>

CIPRIANI

Room #:	K	2013-2014					Learning Center SDC
		1	2	3	4	5	
1.) KN	25						
2.) KN	25						
3.) 1st	25						
4.) 1st	25						
5.) 2nd		23					
6.) 2nd		25					
7.) 2nd		25					
8.) 3rd			25				
9.) 3rd			25				
10.) 3rd/4th			12	13 (+6)			
11.) 4th				30			
12.) 4th				30			
13.) 5th					30 (+4)		
14.) 5th					30		
15.) LEARNING CENTER							
16.) GAIN BACK SCIENCE/MUSIC ROOM or STAFF ROOM							
17.)							
<b>TOTALS:</b>	50	50	73	62	79	64	0
<b>Enrollment</b>							<b>378</b>

CIPRIANI

Room #:	K	2014-2015					Learning Center SDC
		1	2	3	4	5	
1.) KN	25						
2.) KN	25						
3.) 1st	25						
4.) 1st	25						
5.) 2nd		25					
6.) 2nd		25					
7.) 3rd			25				
8.) 3rd			23				
9.) 3rd			25				
10.) 4th				31			
11.) 4th				31			
12.) 5th					27		
13.) 5th					25		
14.) 5th						27	
15.) LEARNING CENTER							
16.) GAIN BACK SCIENCE/MUSIC ROOM or STAFF ROOM							
17.)							
<b>TOTALS:</b>	50	50	73	62	79	79	0
<b>Enrollment</b>							<b>364</b>

CIPRIANI

Room #:	K	2015-2016					Learning Center SDC
		1	2	3	4	5	
1.) KN	25						
2.) KN	25						
3.) 1st	25						
4.) 1st	25						
5.) 2nd		25					
6.) 2nd		25					
7.) 3rd			25				
8.) 3rd			25				
9.) 4th				30			
10.) 4th				30			
11.) 4th/5th					13	12	
12.) 5th						25	
13.) 5th						25	
14.) LEARNING CENTER							
15.) LIBRARY							
16.) SCIENCE/MUSIC ROOM							
17.) GAIN BACK STAFF ROOM							
<b>TOTALS:</b>	50	50	50	73	62	62	0
<b>Enrollment</b>							<b>335</b>

CIPRIANI 5-YEAR PROJECTION  
rev. 5/3/11 jb

Handouts

CENTRAL SCHOOL 5-YEAR PROJECTION 2011-2016

**CENTRAL**

K-3 = 25:1		2011-2012					2012-2013					2013-2014					Enrollment			
Room #:	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	Learning Center SDC	
1.)	KN	25					24						25							
2.)	KN	25					24						25							
3.)	KN	25					15	10					12	13						
4.)	1st		25					25					1st	25						
5.)	1st		24					25					1st	25						
6.)	1st		24					15	10				2nd	25						
7.)	2nd			25				25					2nd	25						
8.)	2nd			25				25					2nd	25						
9.)	2nd			25				10	15				3rd		24					
10.)	2nd/3rd			15					25				3rd		24					
11.)	3rd			25					25				3rd		25					
12.)	3rd			25					25				4th			30				
13.)	3rd			25					25				4th			30				
14.)	4th				28					25			4th				30			
15.)	4th				28					25			5th					30		
16.)	4th/5th				16	14				10	12		5th					27		
17.)	5th				24						30		5th							
18.)	5th				24						30		5th							
<b>TOTALS:</b>		75	73	90	87	72	62	63	75	70	90	87	72	63	75	73	90	87	0	
																			<b>Enrollment</b>	<b>459</b>

**CENTRAL**

K-3 = 25:1		2011-2012					2012-2013					2013-2014					Enrollment			
Room #:	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	Learning Center SDC	
1.)	KN	25					24						25							
2.)	KN	25					24						25							
3.)	KN/1st						15	10					12	13						
4.)	1st		25					25					1st	25						
5.)	1st		24					25					1st	25						
6.)	1st/2nd			25				15	10				2nd	25						
7.)	2nd			25				25					2nd	25						
8.)	2nd			25				25					2nd	25						
9.)	2nd/3rd			15				10	15				3rd		24					
10.)	3rd			25					25				3rd		24					
11.)	3rd			25					25				3rd		25					
12.)	3rd			25					25				4th			30				
13.)	4th				25					25			4th				30			
14.)	4th				28					25			4th					30		
15.)	4th				28					25			5th					30		
16.)	4th/5th				16	14				10	12		5th					27		
17.)	5th				24						30		5th							
18.)	5th				24						30		5th							
<b>TOTALS:</b>		75	73	90	87	72	62	63	75	70	90	87	72	63	75	73	90	87	0	
																			<b>Enrollment</b>	<b>457</b>

**CENTRAL**

K-3 = 25:1		2014-2015					2015-2016					Enrollment		
Room #:	K	1	2	3	4	5	K	1	2	3	4	5	Learning Center SDC	
1.)	KN	25					25							
2.)	KN	25					25							
3.)	KN	25					25							
4.)	1st		25					25						
5.)	1st		25					25						
6.)	1st/2nd			12	13			25						
7.)	2nd			25				25						
8.)	2nd			25				25						
9.)	3rd				25				12	13				
10.)	3rd				25				25					
11.)	3rd				25				25					
12.)	4th					29						30		
13.)	4th					29						30		
14.)	4th/5th					15	15					15	15	
15.)	5th					25						29		
16.)	5th					25						29		
17.)	5th					25								
18.)	5th					25								
<b>TOTALS:</b>		75	62	63	75	73	90	75	62	63	75	73	0	
													<b>Enrollment</b>	<b>438</b>

**CENTRAL**

K-3 = 25:1		2014-2015					2015-2016					Enrollment		
Room #:	K	1	2	3	4	5	K	1	2	3	4	5	Learning Center SDC	
1.)	KN	25					25							
2.)	KN	25					25							
3.)	KN	25					25							
4.)	1st		25					25						
5.)	1st		25					25						
6.)	1st		25					25						
7.)	2nd			25				25						
8.)	2nd			25				25						
9.)	2nd/3rd				12	13			12	13				
10.)	3rd				25				25					
11.)	3rd				25				25					
12.)	4th					30						30		
13.)	4th					30						30		
14.)	4th/5th					15	15					15	15	
15.)	5th					29						29		
16.)	5th					29						29		
17.)	5th													
18.)	5th													
<b>TOTALS:</b>		75	75	75	62	63	75	73	62	63	75	73	0	
													<b>Enrollment</b>	<b>423</b>

**CENTRAL**

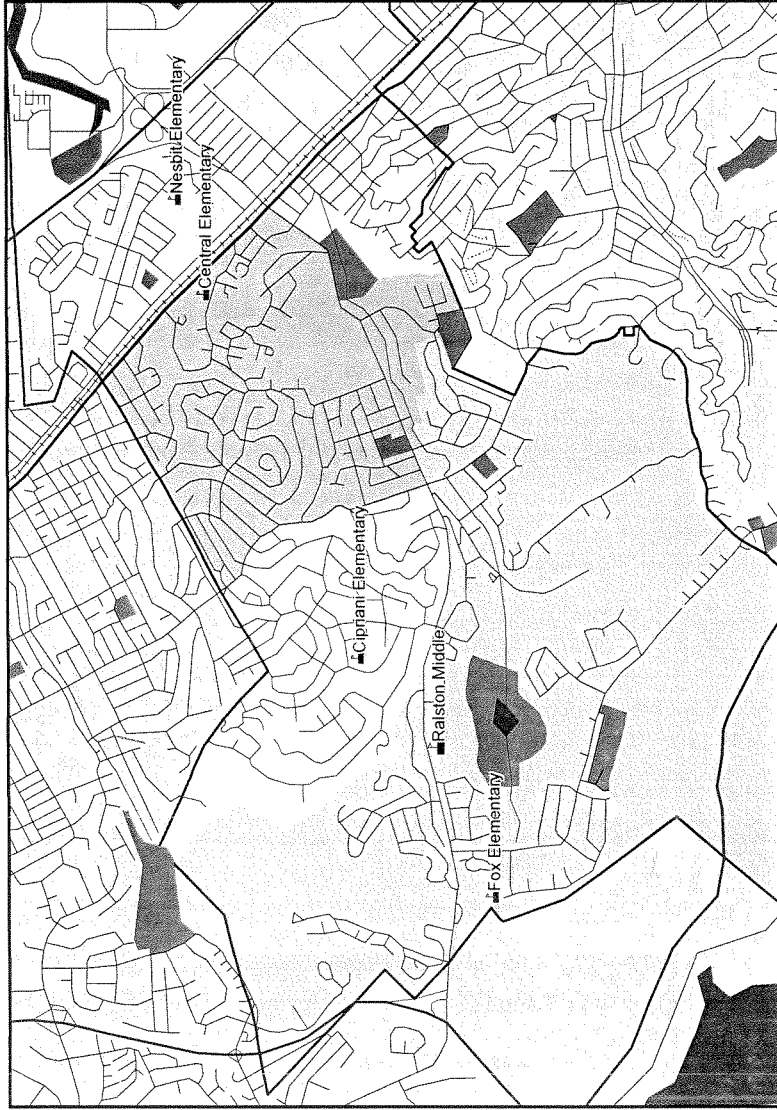
K-3 = 25:1		2013-2014					Enrollment	
Room #:	K	1	2	3	4	5	Learning Center SDC	
1.)	KN	25						
2.)	KN	25						
3.)	KN/1st	12	13					
4.)	1st	25						
5.)	1st	25						
6.)	2nd		25					
7.)	2nd		25					
8.)	2nd		25					
9.)	3rd			24				
10.)	3rd			24				
11.)	3rd			25				
12.)	4th				30			
13.)	4th				30			
14.)	4th				30			
15.)	5th					30		
16.)	5th					30		
17.)	5th					27		
18.)	5th					27		
<b>TOTALS:</b>		62	63	75	73	90	87	
							<b>Enrollment</b>	<b>450</b>

**CENTRAL**

K-3 = 25:1		2013-2014					Enrollment	
Room #:	K	1	2	3	4	5	Learning Center SDC	
1.)	KN	25						
2.)	KN	25						
3.)	KN/1st	12	13					
4.)	1st	25						
5.)	1st	25						
6.)	2nd		25					
7.)	2nd		25					
8.)	2nd		25					
9.)	3rd			24				
10.)	3rd			24				
11.)	3rd			25				
12.)	4th				30			
13.)	4th				30			
14.)	4th				30			
15.)	5th					30		
16.)	5th					30		
17.)	5th					27		
18.)	5th					27		
<b>TOTALS:</b>		62	63	75	73	90	87	
							<b>Enrollment</b>	<b>450</b>

5/5/11  
Handout

Alternative "D" for Potential Revised Attendance Areas



Actual and Projected October BRSSD-Enrolled Resident K-5 Students (plus evenly pro-rated "other"):

**Fox: Actual 2010 = 454; Projected 2013 = 484**

Cipriani (same as Alternative C): Actual 2010 = 279; Projected 2013 = 298

Central (same as Alternative B): Actual 2010 = 373; Projected 2013 = 419

Nesbit (same as Alternatives A, B and C): Actual 2010 = 407; Projected 2013 = 437

*(Potential for percentage deviation is greater by attendance area than district-wide; there is a 2013 possibility of + or - 8% by individual school.)*  
(Numbers shown by school region may not exactly add up to the same totals between alternatives due to hidden fractional projected amounts.)