

Option: Neighborhood School	Notes
<p>*Group number in brackets *Red text are points advocated for or raised as high concern during discussion</p> <p>1. What are the financial implication (capital costs, operating costs, etc.) of each option? No significant difference from other options [3] Extra capital costs [1] How much direct funding from school population goes to that school? (ie PTA direct funding) [1] OpEx may be higher depending on demographics and need for additional resources [2]</p>	<p>*Answered, report given</p>
<p>2. What is the impact of each option on existing school communities? Will attendance boundaries need to be redrawn? Requires internal boundary changes (Covington, Santa Rita, Almond especially affected) [1, 2] Difficulty and time required for boundary changes [2] Redoing boundaries would affect all [3]</p>	
<p>3. What is the impact on educational and school equity with each option? Need to ensure equal funding across district. Would additional resources be needed? [1] Demographics of neighborhood school would differ from other schools, leading to equity issues and possible "cultural island" [2] PTA resources and parent volunteer hours may differ [2] About 50% of students in need of language support means extra programming needs [3] Additional resources (like PTA) could be affected [3] Programs (extracurriculars, field trips, etc) can be based on population's wants and extra resources. This could be a risk. [3]</p>	
<p>4. What is the resulting demographic makeup of the student population (ethnic, socioeconomic, English language ability) for each option? Will this be a significant consideration given teh demographic trend going forward? [1] Is Special Education demographic information available? [1] There are educational benefits of inclusive grouping in school - both academic and socioemotional [2] Could also influence parent volunteer hours and extra resources available to school [2] If pull all NEC students, how would that affect diversity at other schools?</p>	<p>*Report distributed</p>

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<p>*Group number in brackets *Red text are points advocated for or raised as high concern during discussion</p> <p>5. What are the current neighborhood locations of BCS students? Less/no need to consider BCS enrollment [1] Could reduce the students from NEC going to BCS [1]</p>	
<p>6. What is the percentage of students in LASD from the NEC area of Mountain View? A "walkable school." Covington community could be disrupted/lost [1] Neighborhood adn distances do not equte to "community" [1] "Walkable school" does not necessarily lead to more walking (2 job families likely drive) [3]</p>	
<p>7. What is the implementation timing of each option? Redistricting complication means more time required [3] Redistricting could be started while construction happens [2] Timing of recruiting staff should be considered [1]</p>	
<p>8. What is the impact of each option on the long-term needs (educational program, teacher housing, etc) of LASD? Affect of new staff needs on current staff (including potentially increasing the housing need) [1] Good to have a presences in high development/density area [1] May have a teacher housing opportunity in the area [1] Teacher housing is not an issue that needs to be discussed now [2] Would not solve the BCS permanent site obligation [2] Need to make sure LASD maintains similar results across schools (all campuses should be equally appealing) [3]</p>	
<p>9. What are the traffic and safety implications of each option? More information is needed [3] Would driving/traffic actually decrease? [3] Would the busy street mean a fence is needed for safety? Then the school would look different from other LASD schools [3] Traffic benefit is suspected [2] Increased safety - dont have to cross a busy street [2] Could amplify the "scooter bus" movement and reduce traffic [1] A smaller school will have a lower impact on traffic than a larger school [1] If it doesn't become a school site, it would be apartment buildings, which increases traffic [1]</p>	

Option: Bullis Charter School

Notes

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1. What are the financial implication (capital costs, operating costs, etc.) of each option?

More CapEx, less OpEx (due to increased efficiencies) [3]

900 students may be a low estimate, so K-8 may not be a good assumption. K-8 has extra costs [2]

10th site is unlikely to accomodate long term growth plans - true for any option [2]

would reduce expenses at other sites [2]

900 student size would raise issues of density and height (of school) - \$75M is not enough [2]

would this mean no operating costs to LASD? [1]

cheaper to upkeep given it'd have brand new facilities [1]

no more need to pay for temporary facilities [1]

2. What is the impact of each option on existing school communities? Will attendance boundaries need to be redrawn?

*Assuming Prop 39 compliance

No internal redistricting of LASD [1]

Frees up space if BCS moves in [1]

Commutes for BCS families would change [2]

LASD move to 6-8 middle school model could be facilitated by this [2]

Less disruption to wider community [3]

Positive for BCS to integrate whole grades at one site (example: all 3rd grades are together) [3]

3. What is the impact on educational and school equity with each option?

If all the K-8 facilities (gym, track, etc) fit in this one space, then it's a positive impact [3]

K-8 school means more facilities for community use, leading to greater value for Mountain View residents and community. [3]

redundancies exist with BCS at 2 sites. Economies of scale if all are on 1 campus [3]

current ethnic and socioeconomic biases at BCS might be reduced with BCS at this new site [2]

NEC would be closer proximity to a different demographic of students [2]

a school site of this size would result in inequities for a student population of 900 [During discussion]

*Advocated as a big positive.
*What would the impact be if LASD moved to the 6-8 middle school

*advocated as a big positive

*advocated that these are perceived biases

*Density, acreage and student population size are a concern

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<p>4. What is the resulting demographic makeup of the student population (ethnic, socioeconomic, English language ability) for each option? No big impact - BCS makeup would remain [3] Enrollment preferences could result in an impact. Would these be adjusted for a preference for NEC? Los Altos Hills preference is to be phased out. What about LASD preference? [1] potential to balance demographics [1] Mountain View may want an NEC preference for their residents [2] Moving to NEC may shape and balance demographics: proximity, program options (such as after school) [2]</p>	<p>*A preference for NEC is of high interest</p>
<p>5. What are the current neighborhood locations of BCS students? BCS is a choice program, so this will naturally change [2] NEC is not a centrally located site for BCS. Where is a central location? [2] Can this site actually meet BCS growth prospects and vision? No single site would accomplish this. This applies to any school option. [1]</p>	<p>*a central location for BCS is Covington and current sites</p>
<p>6. What is the percentage of students in LASD from the NEC area of Mountain View? Less disruption on the percentage of LASD NEC students [1] More choice for NEC community [3] Potential to reduce site loading of LASD schools [2]</p>	<p>*Advocated as a strong positive</p>
<p>7. What is the implementation timing of each option? fastest implementation option (no boundary changes) [1,2,3]</p>	
<p>8. What is the impact of each option on the long-term needs (educational program, teacher housing, etc) of LASD? may accelerate 6-8 middle school model for LASD and free up space for Elementary schools [2] fulfills facility obligations to BCS, which enables more certainty to LASD in long term planning [1] it will be important to meet the community needs to access the field (and other facilities) [1] may not increase need for more teacher housing [3] district will still have a "hole" in NEC - no presence [3]</p>	

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9. What are the traffic and safety implications of each option?

BCS families that drive now will likely drive to the new site. Advantage for Crossings' "shuttle" or "scooter bus" [3]

will produce more traffic than a neighborhood school because it draws from a wider area [1]

because it's a growth center, roads and infrastructure are likely being expanded [1]

less traffic in some areas, increased traffic in others [1]

unknown, but traffic patterns are likely to be different 5 years from now [2]

current safety issues at current sites may be alleviated [2]

full BCS population at one site of this size could result in safety issues with the playground, etc

Option: Magnet/Choice School

*Group number in brackets

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1. What are the financial implication (capital costs, operating costs, etc.) of each option?

Same as Neighborhood school option IF it will be the same size (K-6, 600 students). If it's K-8 may be different [1]

There might a be premium for the magnet specialty [1]

May have a different OpEx [2]

May have extra "start up" costs [2]

Assuming K-6, there would be additional costs for special programs [3]

Assuming K-6, there could be additional OpEx due to staffing requirements (certain specialties?) [3]

2. What is the impact of each option on existing school communities? Will attendance boundaries need to be redrawn?

Depends on the enrollment process and where the demand will come from. If it's a lottery, no impact. If preferences are established, could impact [1,2,3]

Does not solve the BCS site problem [2]

May increase LASD enrollment as it could draw in students who might otherwise be at private or charter schools [2]

Does not address the high growth in NEC [3]

3. What is the impact on educational and school equity with each option?

Depends on how enrollment will be managed. Will there be equitable access? [1]

Larger draw on resources, affecting equity across district [1]

Themed program could increase inequity [1]

If it takes a "Test Lab" model could mean successful programs could be rolled out across the district and reduce inequities [2]

School community would be stronger because families will be there by choice [2]

Enrollment must be handled well [3]

If most of the bond money goes here, could some be used to enhance/add to other school sites? [3]

4. What is the resulting demographic makeup of the student population (ethnic, socioeconomic, English language ability) for each option?

Take account of this being in NEC, a parent-involvement school would fit well as it is a high density and growth area. This could be an opportunity to integrate families with low English language

Depends on demand and enrollment [2]

Goal should be that it should have a similar demographic as other LASD schools [3]

Option: Magnet/Choice School

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5. What are the current neighborhood locations of BCS students?

Location may shape demand for BCS [2]

BCS families in NEC may choose magnet instead of BCS [2]

Similar impact on BCS as the neighborhood option [2]

6. What is the percentage of students in LASD from the NEC area of Mountain View?

If it draws from the whole district, there will be minimal impact [1]

Depends on lottery, enrollment, and if geographic preference would be given [2]

7. What is the implementation timing of each option?

No significant difference: Introducing the idea of a magnet school to the community would require time, but this could run parallel to other work. [2]

Longest of the three options because we would still need to design and plan what kind of magnet/choice school it would be [1,3]

If boundaries must change, this would increase the time needed [3]

8. What is the impact of each option on the long-term needs (educational program, teacher housing, etc) of LASD?

it would impact long-term needs. Staff specialties (which may also influence needs at other school sites - it is an opportunity for the district to develop excellence in an area) [1,2,3]

Does not address the BCS issue or NEC growth [1,3]

9. What are the traffic and safety implications of each option?

implications would fall between Neighborhood School and BCS options [1]

depends on enrollment (size, areas it draws from) [2,3]

Option: Other/Combination School

*Group number in brackets

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1. What are the financial implication (capital costs, operating costs, etc.) of each option?

2. What is the impact of each option on existing school communities? Will attendance boundaries need to be redrawn?

3. What is the impact on educational and school equity with each option?

4. What is the resulting demographic makeup of the student population (ethnic, socioeconomic, English language ability) for each option?

5. What are the current neighborhood locations of BCS students?

6. What is the percentage of students in LASD from the NEC area of Mountain View?

7. What is the implementation timing of each option?

8. What is the impact of each option on the long-term needs (educational program, teacher housing, etc) of LASD?

9. What are the traffic and safety implications of each option?

Remaining Information Task Force Requested	Notes
<p>Test scores and resources by NEC and other neighborhoods</p> <p>Enrollment data (exact numbers) for BCS and LASD students from NEC</p> <p>Implications of adding 6th grade to middle school (population data)</p> <p>Details of plot intended site, including how Mountain View would use/share it as "park" land</p> <p>Mountain View traffic analysis</p> <p>Program, facility, and density standards for school sites</p> <p>*Recommend the district surveys NEC community for their opinion</p>	<p>figures to match the "dot" map</p> <p>Discussed verbally</p>