Los Altos School District

SUPERINTENDENT'S ENROLLMENT GROWTH TASK FORCE

FINAL REPORT

May 24, 2013

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COMMITTEE CHARGE

"This task force of stakeholders shall come together to understand the student capacity challenges of the Los Altos School District and the impacts on the current and future education of the Community's children. Additionally, the stakeholders shall discuss the challenges of a long-term plan to house Bullis Charter School students and staff using current and/or future facilities."

MEMBERS OF SEGTF AND EACH MEMBER'S APPOINTING BODY:

Duncan MacVicar	Los Altos City Council	Los Altos
Fred Gallagher	Bullis Charter School Board	Los Altos Hills
Jeff Baier	LASD Superintendent	Los Altos
Jeff Fixler	Mountain View City Council	Mountain View
Jeremy Minshull	Superintendent (District Parent)	Los Altos
John Swan	Los Altos Hills Town Council	Los Altos Hills
Ken Rosenberg	Mountain View Chamber of Commerce	Mountain View
Liz Henry	LASD Board	Los Altos Hills
Nancy Ginsberg Gill	LASD Board	Los Altos
Rachael Michelson	LASD Board (District Parent)	Mountain View
Randy Kenyon	Superintendent (LASD Staff)	Mountain View
Sandra McGonagle	Superintendent (Blach Principal)	San Jose
Steve Fick	Los Altos Chamber of Commerce	Los Altos

EXECUTIVE SUMMARY/RECOMMENDATIONS

As noted in the 'Committee Charge' the Task Force was charged with analyzing the capacity of Los Altos School District schools and school sites in light of a growing enrollment, both within the district and by Bullis Charter School. The committee began meeting in December 2012 and had its final meeting on April 30, 2013. The meetings and the work of the committee was facilitated by a professional facilitator—Geoff Ball of Geoff Ball & Associates. Mr. Ball employed the services of a graphic recorder (Jennifer Hammond Landau) to assist in the process. Since the group consisted of representatives from a variety of constituencies it was important to first build a solid working relationship among its members in order to move forward.

Appendix I is an outline of the process used by the committee. As part of the process the committee reviewed a massive amount of relevant information (built a foundation of knowledge), considered the Challenge Statement from the District (understood the constraints), developed Criteria (for evaluating proposed solutions or approaches), derived Preferences (statements that embody the committee's preferred considerations), and agreed upon Guiding Principles (to be used in formulating its recommendations). In addition to eleven (11) committee meetings, the Task Force held a community input forum on April 2, 2013 to share the work to-date and solicit feedback on possible solutions or recommendations. The committee felt the input from community members who attended the April 2 session was very valuable and integrated that feedback into its final recommendations. This report represents the work, findings, and recommendations of the Task Force. This report is hereby submitted to Superintendent Jeffrey Baier.

RECOMMENDATIONS

In response to enrollment growth both within the district and by Bullis Charter School (BCS), the Superintendent's Enrollment Growth Task Force (SEGTF) recommends that the district pursue two additional school sites—one to house BCS and one to house Los Alto School District (LASD) students. The committee suggests pursuing the two sites along parallel paths but believes finding a site for BCS should be the district's first priority. Ending the conflict over facilities for BCS likely will resolve the discord felt throughout the whole community over this issue and potentially lead to greater community-wide support for public financing of school facilities. It is difficult to imagine any solution for garnering additional school sites/facilities without some level of taxpayer funding.

The committee strongly suggests the district attempt to partner with both BCS and the cities the district serves (Los Altos, Los Altos Hills, and Mountain View) in developing specific solutions. As an example, the District and BCS could agree to work collaboratively on finding a site within Los Altos Hills and approach the Town of Los Altos Hills with the idea of forming a three-way partnership to identify and secure land for a BCS site. Similarly both BCS and the District, as partners, could approach either the City of Los Altos or the City of Mountain View for a site within one of those communities.

Partnering is a key element. A partnership approach reflects the thinking behind several of the committee's guiding principles—and hopefully leads to optimizing the use of public resources. The committee feels strongly that the cities and school district should work together, along with BCS, to develop the best possible outcome for students and for the community as a whole. Everyone should have a stake in this game—if for no other reason than to eliminate spending taxpayer dollars on continuing litigation.

In identifying possible sites for either BCS or LASD students, the district should first look within its own boundaries. Not surprisingly, state law requires that schools serving district students must be located within (or, in some cases, immediately adjacent to) the district's perimeter. While the charter school could be located outside district boundaries (under certain conditions), acquiring an external site limits the district's options on how the site could be used. However, if an identified site outside the district seems to be the preferred option for all affected parties, then the district should certainly pursue it.

A successful partnership approach for the BCS site solution can set the example of how partnering between and among agencies can provide optimal results and efficient use of resources. The committee recommends that the district partner with either the City of Los Altos or the City of Mountain View, or both, in finding a site for a district school. Since enrollment growth is not a significant issue in the Los Altos Hills portion of the school district, seeking a district school in that area is not a desirable outcome. There has been on-going enrollment growth, however, within both the Los Altos and Mountain View sections of the district. Additionally the continued housing growth in Los Altos and Mountain View, particularly along the El Camino corridor, has led to an increasing number of students needing to be served by the district. Thus the committee suggests focusing a search for an LASD school site either in or around the El Camino corridor or somewhere near the center of the district. The committee believes the type of school to be located on an additional site should be a board decision and not in the purview

of the committee. For example, the board may wish to use the site for a choice or magnet school—or it may choose to have it as a neighborhood school.

The committee believes there could be significant enrollment growth in the future—enough to even warrant finding a third new school site. However, until that happens and there becomes a demonstrated need the committee recommends seeking only two additional sites at the present time.

THE COMMITTEE'S FINDINGS

Our schools – both LASD and BCS – have reached a "tipping point". Student enrollment is at its highest level in 40 years. Further growth is likely, driven by multiple factors such as the state-leading API scores of our schools, which make the District attendance area highly desirable for families with children.[1] Continuing the current strategy of incremental expansion at existing school sites will not accommodate a growing student population in a manner consistent with LASD's historical operating model. Our student population will be best served by a bold new strategy.

Investment in our schools to meet the current and future demand will have beneficial impacts beyond the families they serve. The entire community benefits in many ways, including increasing the values of our homes[1] and creating open space in which to play. Our schools function as a cornerstone of the community and are intimately tied to the long-term growth of our cities.

HISTORICAL GROWTH

Enrollment is growing and individual schools are near their capacity. The student population in Los Altos public schools has grown by 23%, from 4,032 to 4,972 students over the past decade[9]. Enrollment is now equal to that in the 1970s, when we had 11 campuses, not 9[10]. LASD K-6 schools and BCS are all near or at their peak enrollments of the past 40 years[11]. Enrollment in our schools has grown each year since 1985[12].

Although growth has occurred throughout the District[13], a disproportionate amount (a quarter of all growth over the last decade) has occurred in the area north of El Camino[5].

PROJECTED GROWTH

We find compelling evidence that enrollment within our schools will continue to grow for the foreseeable future. Desirability of our schools is likely to continue to drive increases in the student population, even in the face of falling birthrates[8]. High property values, resulting in part from high

[1] These footnote citations refer to our supplemental document "Evidence Supporting the Findings." It spells out the evidence supporting these findings and is included as Appendix II.

performing schools, will maintain an incentive for residential development[4]. Current and future housing construction indicates that enrollment growth will be particularly significant North of El Camino[5].

Factors providing upward pressure on enrollment include:

- Desirability of the school District attracts families[1].
- Housing turnover is resulting in more families with school-age children in the District[2,14].
- For 20 years, yields (numbers of students per unit of housing) from existing apartment and condominiums within the District have increased[3].
- The District is experiencing increased growth in the construction of new apartments and condominiums[4], concentrated in the El Camino corridor which is experiencing accelerated growth with respect to the rest of the District[5,15].
- Enrollment in our schools has grown every year since 1985[7].
- Kindergarten enrollment grew substantially in school years 2005-7 -- by fall of 2007, kindergarten enrollment was 24% higher than the previous 10-year average (522 vs. 422). This will affect District enrollment through 2015/16[6].

Birthrate is the only significant factor we have found providing downward pressures on enrollment. Births dropped by 18% from 375 (in 2008) to 309 (in 2011)[8]. A lower birth rate could result in cohorts entering kindergarten that are smaller than the recent past.

LASD'S SUCCESSFUL SCHOOLS

LASD's very successful elementary and junior high schools combine several features that are supported as beneficial by published studies, and that reflect the values of the community. Although some of these features arose organically, they are now deliberately promoted by the LASD Board and Administration as a way to maintain excellence in our schools. Important elements of this model are:

a. Maximum school size targets are for fewer than 560 students[21]. Smaller schools benefit students' emotional and behavioral well-being[16], increase teacher connections with parents,[17] and enhance job satisfaction[18]. Behavior problems that are more common in larger schools are less likely to occur in smaller schools[19,20].
b. Every school is a high-performing school regardless of where one lives in the District[1]. Important factors contributing to this District-wide success include the strong sense of community at each school[27] and socio-economic balance[30] across the schools.

c. Neighborhood Schools[22]. Any new strategy that addresses enrollment growth must consider the topic of neighborhood schools, including the following specifics:
   i. Strong school communities create a sense of identity and social focus for families[27]. In turn, these communities increase parental volunteer involvement, offering vital support to LASD's high-performing schools[28].
   ii. The location and distance of a school site to neighborhoods with a concentration of students is an important factor for parent involvement. Close proximity of students to their schools[23] facilitates alternatives to driving to school[24], which benefits students[25] and the community as a whole[26, 30].
   iii. Continuity of the attendance areas assigned to individual schools is desirable. When families live in proximity with each other and their children attend the same school, they are more likely to feel connected to the school[29] and thus participate in supporting school activities.

FACILITIES NEEDS FOR THE FUTURE

Our findings lead us to conclude that we need a bold new strategy to retain the characteristics of our successful schools while accommodating continued enrollment growth.

Our schools are already serving close to or greater than the numbers of students for which they were intended[11]: we currently have ten public elementary and junior high schools on nine sites, two fewer sites than housed an equivalent student population in 1971[10]. Growing student populations will require increased school capacity.

Blach and Egan Junior High Schools could accommodate 750 students and remain within state guidelines[31]; however, both schools are expected to grow significantly in the next few years. The demographer's forecasts, including the lowest projection, predict increases in junior high school enrollment until at least 2017[32]. Because there are fewer sites than schools, both junior high schools are currently sharing their campuses with Bullis Charter School. Bullis Charter School recently articulated a strategy envisioning growth to 900 students.[33,34] The expected growth of the junior high schools and BCS would place a challenging burden on all three schools.[35]

Reconfiguring existing facilities by closing a school will be unacceptable to the community[36], and would require abandoning the District's successful small neighborhood school model[16-30].

A new site will require financial resources beyond the normal operating budget of the District. Broad community support is needed to pass a bond measure[37]. This is not likely without cooperation between BCS and LASD[38] and a shared long-term facilities plan. Coordination between LASD, the City of Los Altos, the City of Los Altos HIlls, and/ or the City of Mountain View will be required and could also lead to shared use agreements of benefit to the entire community.

THE BASIS FOR DEVELOPING APPROACHES AND FORMING SOLUTIONS

CHALLENGE STATEMENT FROM THE DISTRICT

As part of the facilitation process, the group's facilitator (Geoff Ball) recommended that the District create a "challenge statement" that would provide some context for the committee in developing possible solutions. A challenge statement being the constraints within which the group must analyze the problem and possible solutions. I.e., do proposed solutions meet the challenge statement? The challenge is to uphold the very successful current LASD schools model. Below listed are the five (5) key points in the challenge statement as put forth by the District.

- Our (LASD) goal is to maintain school sizes of less than 600 students as per board policy. Schools should be "neighborhood" schools as much as possible—i.e., be within walking/biking distance for a large proportion of students.
- Our school facilities should act as a resource for the community, including as parks, playing fields, playgrounds, gyms, etc.
- We want to be able to maintain class sizes of no more than 25 students per class (K–3) and 30 students per class (4–8) in the short term and, in the long term, no more than 20 students per class (K–3) and 25 students per class (4–8).
- We need to ensure that we have flexibility with our facilities— that we are able to change with the times and with changing needs.
- We embrace sustainability and wish to continue investing in "high performing" (energy efficient) facilities—a hallmark of Phase 1 of our modernization program.

CRITERIA FOR SOLUTIONS (IN ORDER OF IMPORTANCE)

The committee developed the following criteria against which to evaluate various proposed solutions. The group also ranked the criteria in order of importance.

1. Does the proposed solution meet the community's values on class size, school size, type of facility?
2. Does this solution address the conflict between BCS and LASD?
3. How does the proposed solution meet the ranges and variability of anticipated student populations—in both LASD and BCS?

4. Does the proposed solution solve the projected growth
5. How does the proposed solution affect students, including the social and emotional impacts as well as the academic impact?
6. What is the political feasibility of the proposed solution?
7. Does the proposed solution cause disruption to families, e.g. relocation to different school or redrawing boundaries? Does the proposed solution cause disruption to other groups?
8. How long would the proposed solution last?
9. What problematic issues might the proposed solution create?
10. Will the proposed solution adversely affect the socio-economic balance among the schools in the district? Will there be a healthy mix?
11. What is the financial impact of the proposed solution? Is it within the district's means without passing a bond measure? Is there state funding available?
12. What are the traffic and access implications? Walk-ability? Bike-ability? Length of drive?
13. What time frame does the proposed solution take to implement?
14. Is there a benefit to the broader community? A broader use for general public?

DERIVED PREFERENCES

The committee agreed upon a list of preferences it wished to see addressed in any of its proposed recommendations or solutions. That list is included as follows.

1. Planning and decision making is done in a way that parents see reconfiguration and other changes as necessary to achieve desirable outcomes and they are supportive.
2. Address future enrollment growth
3. Enrollment growth changes should be educationally sound and meet facility needs.
4. Site(s) serving North of El Camino area address five needs:
    a) Meets the educational needs of students in the North of El Camino area
    b) Serves the enrollment growth
    c) Enables parents to participate
    d) Finds out what parents in the north of El Camino area want – explore a variety of educational approaches
    e) Explores different ways that the districts model can work in the north of El Camino area

5. To the extent creatively and financially possible find a permanent solution for BCS with the following characteristics—
    a) Inside the District
    b) A single site of 10 acres or more
    c) Lays the groundwork for ending the litigation
    d) Lays the foundation for BCS and LASD working together to enhance both programs
    e) Frees up space at Egan and Blach for the growth of the junior high's as well as the north of El Camino population
    f) Aids community healing
6. New sites are placed at locations that support the areas of greatest growth within the district
7. Seek sites within the district for both LASD and BCS that provide flexibility on into the future
8. Find approaches that help manage disruption in doing site location, boundaries configuration and designing transitions for students
9. Value the community-building aspects of the LASD model in designing, planning and implementing changes
10. Consider nontraditional options in the use of public land to address the District's enrollment challenge
11. Seek ways to reduce the costs of land, the costs of facility construction and to improve utilization and efficiency
12. Consider both District and community needs so that the public dollars are well used
13. Consider re-purposing existing sites
14. Alleviate traffic congestion
15. Consider the K-5,6-8 option for its advantages knowing that it is a significant change for District parents and students
16. Consider that collaboration has a cost and that mixed use can be tough. Seek opportunities for collaboration where partnering with cities and BCS can provide a more creative utilization of the public land in the District
17. Find ways to increase the likelihood of the acceptance of changes
18. Create multidimensional plans that take into account the need for space, educational performance, and that builds buy-in from the various stakeholders
19. Build a multidimensional approach to securing the resources that will be needed to meet the enrollment challenge – bond measures, financing strategies, donations of land, agreements among jurisdictions, etc.

20. Keep in mind that the district model emphasizes the following:
    a) continuity of existing school communities
    b) preserve existing schools
    c) don't displace a district school
    d) maintain the neighborhood schools
    e) maintain small school sizes
    f) and at the same time this work needs to address the enrollment growth challenges

GUIDING PRINCIPLES

The committee identified the following guiding principles to use as it developed approaches and proposed various solutions. The guiding principles helped the group crystallize its thinking and were instrumental in developing a final set of recommendations.

- Work on approaches in parallel but have multiple options within each.
- Ensure that enrollment growth across the district is addressed.
- A viable solution will only come with collaborative cooperation plus the pooling of resources between BCS, LASD, and the city councils of the cities within the district.
- Collaboration between BCS and LASD boards is essential.
- Attempt to optimize use of community resources.
- Community support is essential.
- Involve BCS and LASD parents in Board decision-making— at least a sampling of constituents.
- School siting decisions benefit the entire community.
- School site is a community focal point.
- Always keep students in mind.

ACKNOWLEDGEMENTS

The Task Force wishes to acknowledge and thank our facilitator, Geoff Ball, and his associate, Jennifer Landau, for keeping us on task and true to the process. We owe thanks to a sub-set of our committee who took on additional tasks, such as critical writing and drafting of elements of this final report and/or gave presentations at the community input workshop. These committee members include Jeff Fixler, Fred Gallagher, Duncan MacVicar, and Jeremy Minshull. We express our gratitude to our loyal followers—members of the public who attended most or all of our meetings and often provided useful feedback. We also wish to thank the City Councils and other organizations for providing representatives to this task force, all of whom approached the process and deliberations with an open mind. Finally we thank the members of the public who attended the Community Input session and are very appreciative of their comments and feedback.

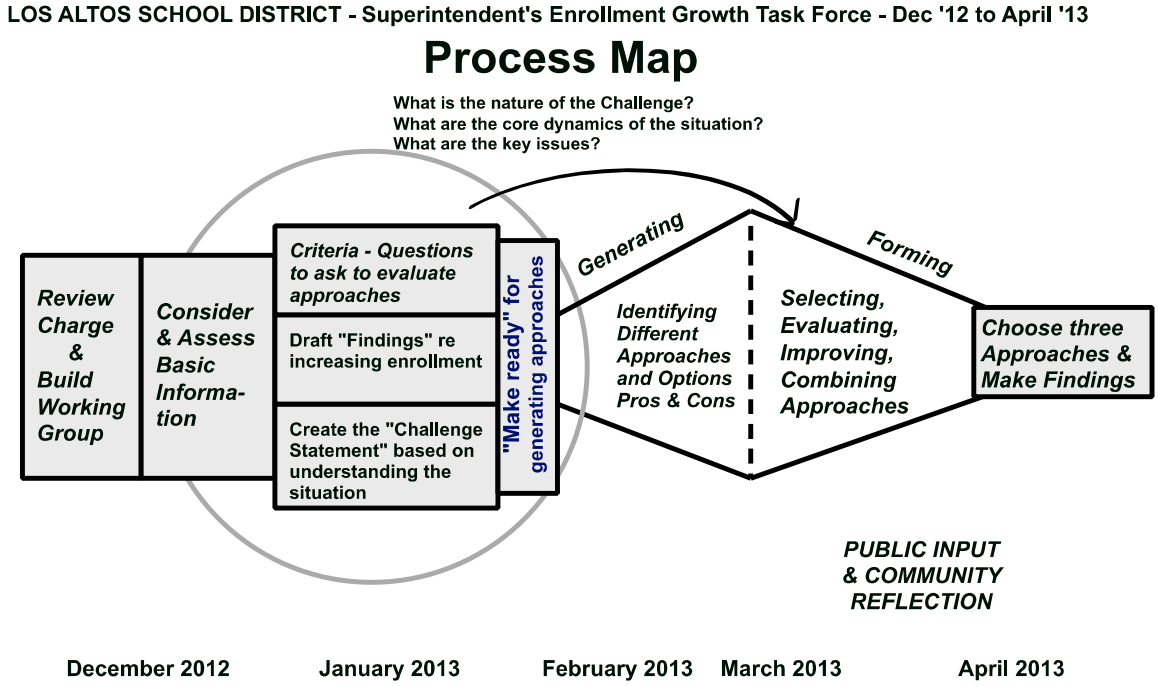
Appendices

I. Outline of Process used by the Task Force
II. Supporting Documentation for the Committee's Findings
III. Community Input Process/Workshop

APPENDIX I: PROCESS USED BY THE TASK FORCE

The Thinking in Back of the Work of SEGTF

The SEGTF work lasted from December 2012 through April 2013. The work done by the Task Force followed the flow shown in this diagram, "Process Map."



The specific steps in this work are as follows:

Build a Foundation of Knowledge within SEGTF

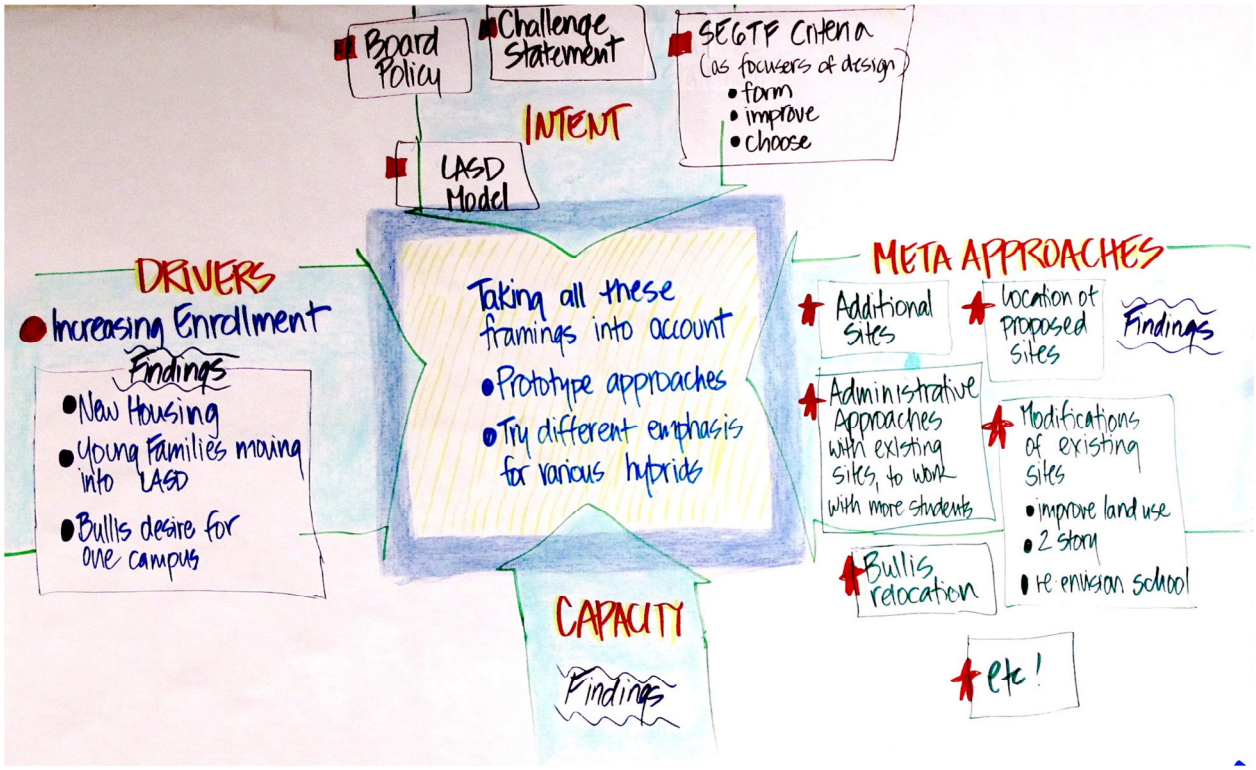
1. Review the **Charge**
2. Consider and Assess Basic Information.
3. Draft "**Findings**" that relate the enrollment challenge (both BCS and LASD), to existing capacity at LASD sites, potential new sites, and to the location of likely development within LASD.

Enhance the ability of the Task Force members to work together

1. Build the **Community Agreements** among the members of the working group in support of effective collaboration – talking about these agrements together led to real commitment to specific agreements in support of collaboration.
2. Develop **Criteria** to guide the work of the Task Force in generating, forming and eventually evaluating alternative approaches to addressing the enrollment growth challenge.
3. LASD leaders create the "**Challenge Statement"** that lays out the key intentions of the District related to the enrollment challenge, and that describes the LASD Successful Model for creating High Performing Schools.
4. Review LASD **School Board Policies** that guide or shape this work

Create a "Design Frame" – a Visual representation of what Members need keep in their minds when forming approaches to address the enrollment challenges.

"DESIGN FRAME" WALL CHART FOR THE MEETING ON FEB 26, 2013



A key relationship is that of the **DRIVERS, increasing enrollment** as compared to the **CAPACITY of LASD Sites**.

The **INTENT**: Board Policies, Challenge Statement, LASD Model and SEGTF Criteria provide direction and constraint in doing the design work.

META APPROACHES: Broad statements of elements that might be combined to create one or more approaches to the Enrollment Challenge.

COMMUNITY INPUT: On April 2, 2013 SEGTF held a Community Meeting that asked members of the community to work with SEGTF to move the work forward. There were two purposes: 1) Update interested members of the community on Findings and Possible Approaches up to this date. 2) Ask the community for their ideas and their preferences (stated both as Like About's and Concerns).

FINAL TWO MEETINGS: Working collaboratively, members of SEGTF reviewed and explored possible approaches to addressing the enrollment challenge in the SEGTF Charge from the Superintendent. Input from the Community Workshop and their own experience in the Task Force led members to reach a Level "1" (Enthusiastic) consensus on the SEGTF Recommended Approach going forward.

APPENDIX II: SUPPORTING DOCUMENTATION FOR FINDINGS

Attached is the supporting documentation for the committee's findings.

Evidence Supporting the Findings

This document supplements the Superintendent's Enrollment Growth Task Force Findings. Underlined headings provide cross-references for those numbers from the text of the Findings. The support is divided into the following sections and sub-sections.

1. Growth of Enrollment in Our Schools

1A. Upward pressures on enrollment.

1B. Downward pressures on enrollment.

1C. Historical Growth.

2. LASD Operating Model / Community Values

2A. School size.

2B. Walkability.

2C. Neighborhood communities.

3. Future Facilities Needs

1. GROWTH OF ENROLLMENT IN OUR SCHOOLS

Contrary to the demographer's forecast, we find compelling evidence that LASD enrollment will continue to grow for the foreseeable future, as a result of the following factors.

1A. Upward pressures on enrollment

1. Desirability of the school district attracts families.

EVIDENCE

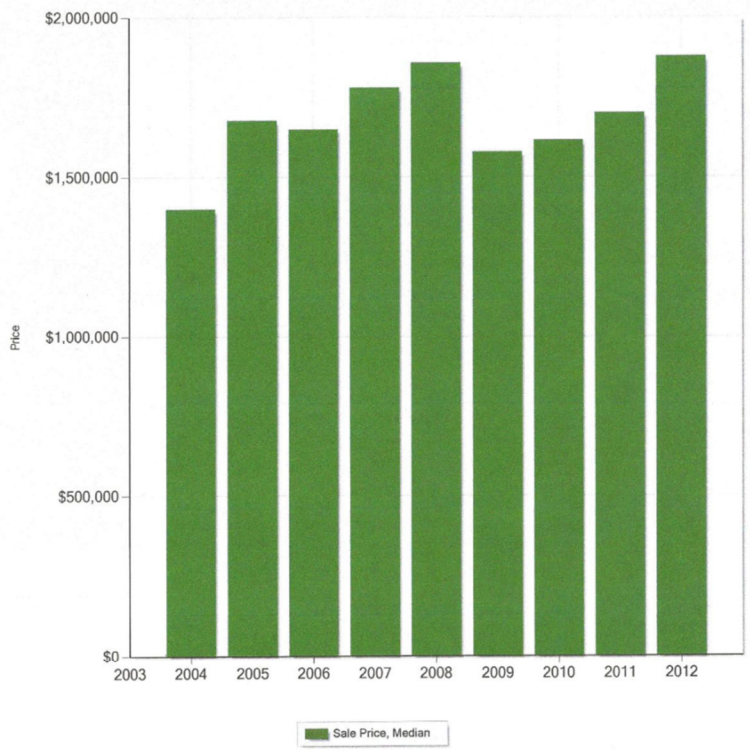
The Los Altos School District is consistently ranked in the top 1% of California school districts in its Academic Performance Index (API), and all 9 schools have been recognized as California Distinguished Schools (LASD website).

The Demographer report cites publication of API test scores as a likely contributing factor to attracting "even more families with young children to the District" (p. 10). It also states "Availability of test scores has no doubt increased awareness of the District's desirability" (p. 41).

Rising housing prices, with only a relatively minor dip in the most recent recession, shows housing within the district to be desirable. It is uncertain how long this effect will last.

Charts on the following pages show median house prices within the District in the cities of Los Altos, Los Altos Hills and Mountain View.

Los Altos LASD Median Price



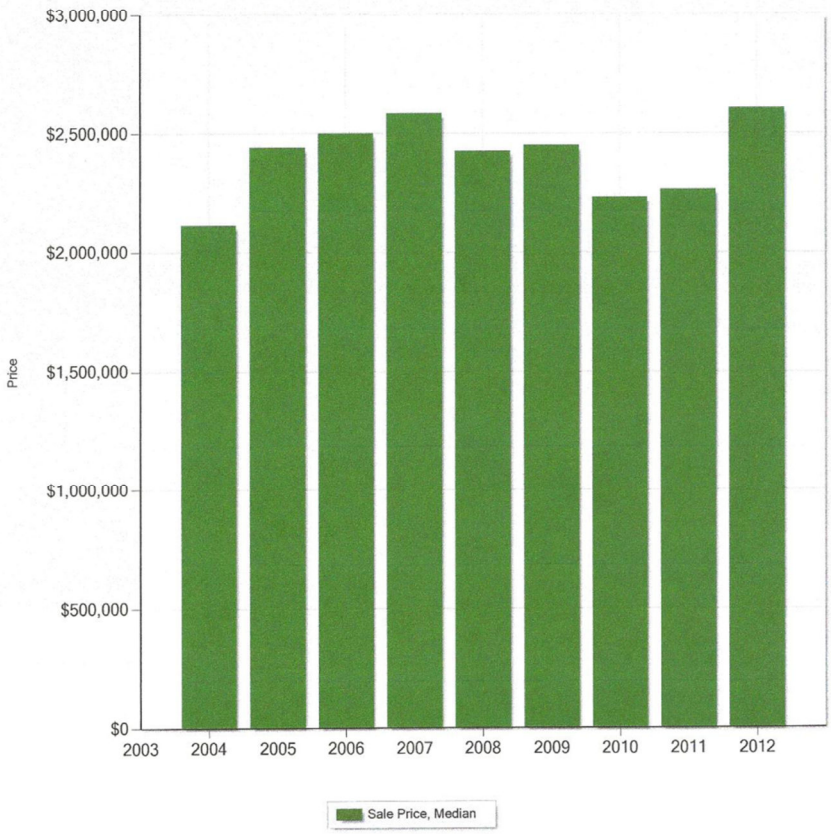
Primary Year	*Sale Price, Median*
2004	$1,400,000
2005	$1,677,500
2006	$1,650,000
2007	$1,779,000
2008	$1,857,500
2009	$1,578,000
2010	$1,613,500
2011	$1,701,000
2012	$1,877,000

Search Criteria

Time frame is from Jan 2004 to Dec 2012
Property Sub Class is 'Single Family Residential'
Area AreaIdName is '211 North Los Altos', '212 Country Club', '213 Highlands', '214 South of El Monte'
Elementary School District Code is 460

http://matrix.mlslistings.com/Matrix/Stats/StatsPrint.aspx?c=AA... 2/20/2013

LAH LASD Median Price



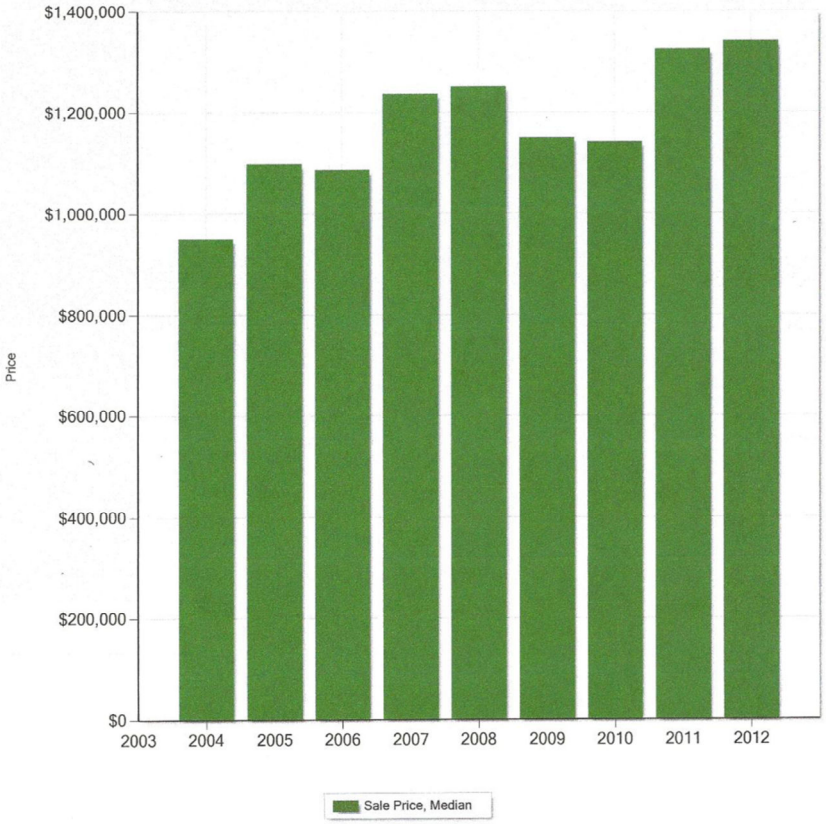
Primary Year	*Sale Price, Median*
2004	$2,112,500
2005	$2,441,250
2006	$2,500,000
2007	$2,582,500
2008	$2,425,000
2009	$2,450,000
2010	$2,235,000
2011	$2,268,334
2012	$2,602,500

Search Criteria

Time frame is from Jan 2004 to Dec 2012
Property Sub Class is 'Single Family Residential'
Area AreaIdName is '221 Los Altos Hills'
Elementary School District Code is 460

http://matrix.mlslistings.com/Matrix/Stats/StatsPrint.aspx?c=AA... 2/20/2013

Mtn. View LASD Median Price



Primary Year	*Sale Price, Median*
2004	$950,000
2005	$1,100,000
2006	$1,087,500
2007	$1,237,500
2008	$1,251,500
2009	$1,150,000
2010	$1,142,000
2011	$1,325,000
2012	$1,340,000

Search Criteria

Time frame is from Jan 2004 to Dec 2012
Property Sub Class is 'Single Family Residential'
Area AreaIdName is '205 Thompson', '206 San Antonio', '207 Downtown', '208 Grant', '209 Miramonte'
Elementary School District Code is 460

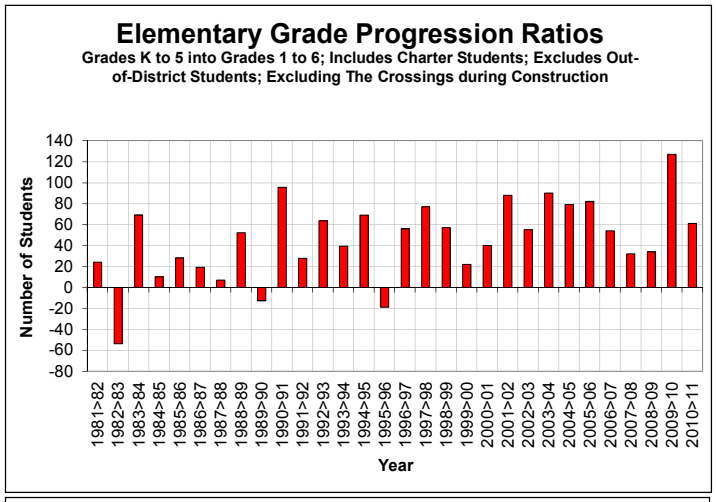
http://matrix.mlslistings.com/Matrix/Stats/StatsPrint.aspx?c=AA... 2/20/2013

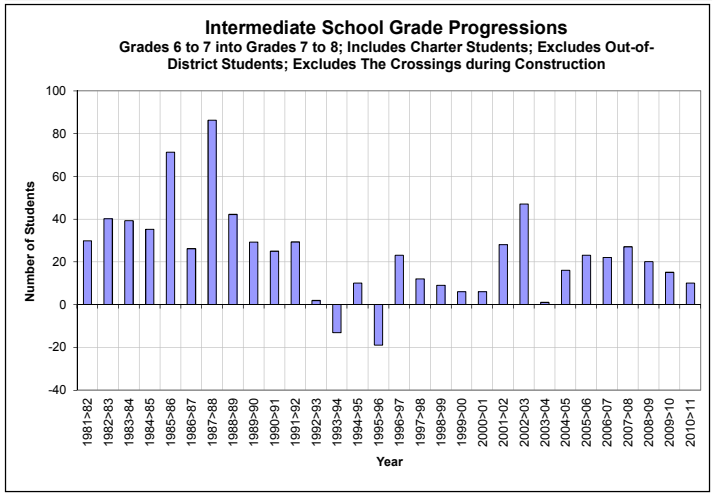
2. Housing turnover is resulting in more families with school-age children in the district.

EVIDENCE

There is much anecdotal evidence from local real estate agents.

Grade progression ratios have been greater than 100% for all but two years since 1983. "The elementary (K-6) progressions are positive in almost all years, indicating that many families move into the District with school-aged children. Moreover the grade progressions have generally risen over time, probably as a result of increasing migration. The average net elementary grade progression during the 1980s was 16 per year; for the 1990s it was 49; for the 2000s, it was 68." (Demographer's report, p. 25). This is shown graphically in Chart 10 from the Demographer report:





K/B (kindergarten-to-birth) ratio has been over 110% since 2003 and has trended up to its current 134%. This is shown in Table 6 taken from the Demographer report:

Table 6: Kindergarten Forecast based on Birth Data

Relationship between Births and Resident Kindergartners

Year of Enrollment	Total Kindergartners, Accounting for Restricted Eligibility	Total Kindergartners	Crossings Students	Out-of-District Students	Transitional Kindergartners	The Crossings' first six years	Students from Future Housing	Comparison Kindergartners*	Year of Birth	Resident Births	Percent (K/B)	averages	Resident Charter Kindergarners	Resident Non-Charter Kindertners	Percent (K/B)
1995		**422**	**0**	**33**	**20**	**4**		**365**	**1990**	**411**	**89%**	111%	**0**	**365**	**89%**
1996		**417**	**3**	**29**	**20**	**8**		**360**	**1991**	**391**	**92%**	113%	**0**	**360**	**92%**
1997		**417**	**6**	**31**	**20**	**9**		**357**	**1992**	**355**	**101%**	114%	**0**	**357**	**101%**
1998		**446**	**9**	**29**	**15**	**13**		**389**	**1993**	**406**	**96%**	115%	**0**	**389**	**96%**
1999		**441**	**7**	**16**	**17**	**15**		**393**	**1994**	**380**	**103%**	117%	**0**	**393**	**103%**
2000		**420**	**9**	**24**	**15**	**15**		**366**	**1995**	**359**	**102%**	118%	**0**	**366**	**102%**
2001		**414**	**11**	**26**	**0**			**388**	**1996**	**401**	**97%**	119%	**0**	**388**	**97%**
2002		**400**	**7**	**22**	**0**			**378**	**1997**	**383**	**99%**	121%	**0**	**378**	**99%**
2003		**445**	**11**	**1**	**0**			**444**	**1998**	**402**	**110%**	124%	**0**	**444**	**110%**
2004		**402**		**1**	**0**			**401**	**1999**	**365**	**110%**	126%	**18**	**383**	**105%**
2005		**493**		**16**	**0**			**477**	**2000**	**400**	**119%**	128%	**28**	**449**	**112%**
2006		**502**		**17**	**0**			**485**	**2001**	**388**	**125%**	129%	**39**	**446**	**115%**
2007		**564**		**26**	**0**			**538**	**2002**	**411**	**131%**	130%	**53**	**485**	**118%**
2008		**480**		**15**	**0**			**465**	**2003**	**390**	**119%**	130%	**57**	**408**	**105%**
2009		**496**		**14**	**0**			**482**	**2004**	**373**	**129%**	134%	**57**	**425**	**114%**
2010		**541**		**9**	**0**			**532**	**2005**	**385**	**138%**		**60**	**472**	**123%**
2011		**525**		**20**	**0**			**505**	**2006**	**376**	**134%**		**60**	**445**	**118%**
(11/12 of Estimated K for 2012-2014)															
2012	482	*526*		*14*	*0*		*7*	505	**2006**	**377**	*134%*		*60*	*445*	*118%*
2013	469	*511*		*14*	*0*		*7*	490	**2007**	**366**	*134%*		*60*	*430*	*118%*
2014	410	*448*		*14*	*0*		*13*	420	**2008**	**314**	*134%*		*60*	*360*	*115%*
2015	454	*454*		*14*	*0*		*14*	426	**2009**	**318**	*134%*		*60*	*366*	*115%*

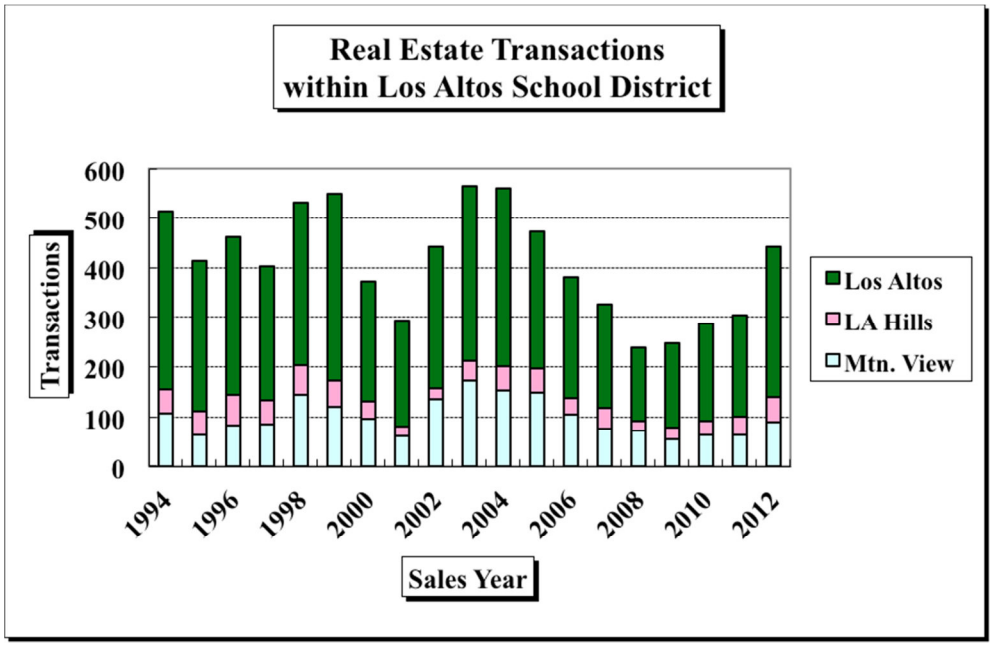
Notes:

*Comparison Kindergatners are the students to be compared with births five years earlier. Comparison Kindergartners exclude Transitional Kindergartners and students living outside the district.

3. There has been a protracted period of a weak real estate market that has apparently not negatively affected continuing enrollment growth within the district. The real estate market appears to have recovered significantly in 2012.

EVIDENCE

Comparison of annual real estate transactions in the Los Altos School District 1994-2012, compiled by Tom Campbell:



UNCERTAINTY

Historically a significant mechanism driving LASD enrollment growth has been the inward migration of families with children. How much of this growth was slowed by the economic downturn of 2008-2011 that seriously deflated the local real estate market? A strong real estate market brings with it the possibility that the rate of migration of families with children will increase as compared to the recent past.

4. Student yields from apartment and condominiums within the district have been steadily increasing for 20 years

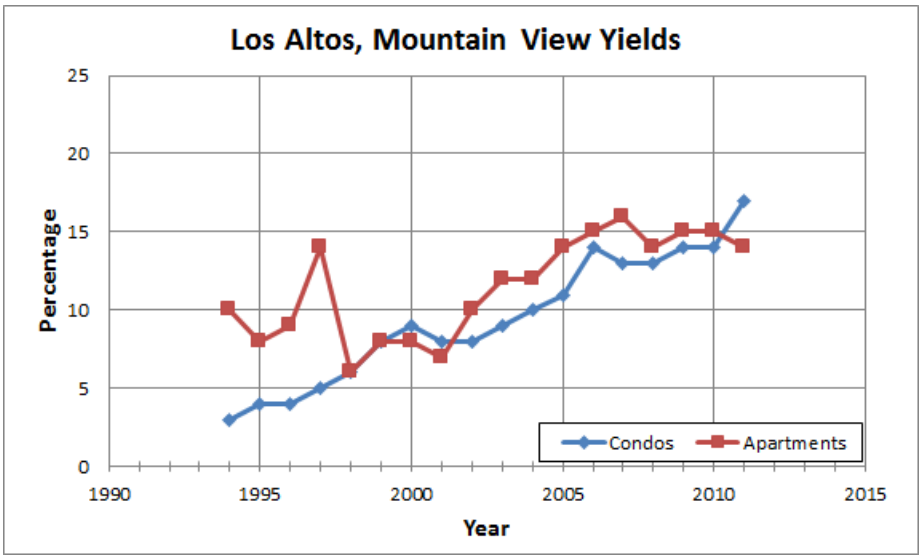
EVIDENCE

Yields are a measure of the number of students "produced" by various types of housing. Here they are expressed as a percentage, which measures the number of students expected from 100 units of housing.

Yields of condos from 7% in 2001 to 16% in 2011

Yields of apartments from 6% in 2001 to 13% in 2011

Yields of Numbers of LASD Students per 100 Units of Housing in a given year



These data are a graphical representation of the numbers from Table 11 of the Demographer Report, which follows.

Table 11: Enrollments from Older Condominiums and Apartments, 1994-2009

				Number of LASD K-8 Students (excluding BCS)																	
Address	**City**	**Built**	**Units**	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2011 yield
101 2nd St	Los Altos	1973	14	0	0	2	2	3	2	0	0	0	0	0	0	0	0	3	3	0	1	0.07
1070 Mercedes Ave	Los Altos	1972	28	1	1	1	1	2	1	1	1	1	4	2	1	1	1	3	4	2	7	0.25
150 W Edith Ave	Los Altos	1968/1974	41	5	3	2	3	2	3	3	3	2	1	2	0	1	2	6	8	6	5	0.12
181 and 183 Del Medio Ave	Mountain View	1962/1970	96 or 97	0	1	0	0	2	8	6	5	3	4	6	6	11	11	9	13	12	10	0.10
226 W Edith Ave	Los Altos	1975	29 or 30	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0.00
26 4th St	Los Altos	1976	15	1	1					0	0	0	0	0	0	0	0	0	1	2	0	0.00
278 Monroe Dr	Mountain View	1962/1972	41	2	4	2	3	2	1	1	3	3	3	5	4	8	9	8	6	9	8	0.20
400 Del Medio Ave	Mountain View	1981	6	2						1	0	0	0	0	0	0	0	0	0	1	1	0.17
400 Ortega Ave	Mountain View	1975	76	4	1	2	3	3	3	12	9	7	8	10	9	13	12	12	14	11	18	0.24
49 Showers Dr	Mountain View	1974	279 or 282	11	17	22	23	28	34	34	30	32	41	41	50	55	49	47	43	51	62	0.22
550 Ortega Ave	Mountain View	1992	132 or 133	1	2	3	3	6	8	14	8	10	10	13	16	19	16	20	19	19	16	0.12
73 3rd St	Los Altos	1974	21	3	1	1				1	1	1	1	0	0	1	1	0	0	2	3	0.14
Los Altos Square	Los Altos	1964	75	1	2	2	1	2	6	5	5	5	6	4	9	7	7	7	7	8	10	0.13
Total Condominiums				**31**	**33**	**37**	**39**	**50**	**67**	**78**	**65**	**64**	**78**	**83**	**95**	**117**	**109**	**115**	**118**	**123**	**141**	**0.26**
140 Del Medio Ave	Mountain View	1967	86	0	0	0	0	1	4	2	2	2	1	2	1	0	0	1	1	2	3	0.03
141 Del Medio Ave	Mountain View	1973	104																			0.00
150 Giffin Rd	Los Altos	1974	13	2	2	2	1					4	4	9	11	15	14	11	4	7	8	0.62
201 Cuesta Dr	Los Altos	1965	18			1	2	3	3	3	1	2	1	5	8	10	12	10	10	6	10	0.56
240 Monroe Dr	Mountain View	1963	73	5	2	4	3	3	3	2	0	0	1	1	0	0	1	0	0	0	2	0.03
2650 California St	Mountain View	1963	96	7	8	5	8	5	7	12	11	11	16	16	13	11	14	18	21	17	15	0.16
2660 Fayette Dr	Mountain View	1967	119																	0		0.00
2679 California St	Mountain View	1968	60																	0		0.00
2747 Del Medio Ct	Mountain View	1965	40	27	20	15	12	12	11	13	6	13	17	18	15	14	14	10	13	21	16	0.40
380 Del Medio Ave	Mountain View	1962	5	2	2	1	1	1		1	2	5	3	3	6	4	2	1	1	1	0	0.00
521 Del Medio Ave	Mountain View	1964	83	2		1	2	1	2	5	4	2	4	8	12	16	16	12	8	8	7	0.08
2685 California St	Mountain View	1980	unknown	4	2	2	5	5	6	2	4	2	6	5	2	2	5	7	8	6	9	n.a.
2645 California St	Mountain View	unknown	unknown	3	2	2	1		1	3	4	2	4	3	4	6	4	5	3	6	5	n.a.
250 Del Medio Ave	Mountain View	unknown	85		3	1	1	4	3	3	3	11	7	4	6	12	8	7	2	5	5	0.06
2700 Del Medio Ct	Mountain View	unknown	unknown	15	20	20	15	11	9	9	9	18	20	21	24	24	26	27	24	22	16	n.a.
666 S El Monte Ave	Los Altos	unknown	unknown	1	1	2	3	3	1	1	3	7	9	9	14	14	17	13	11	8	6	n.a.
2680 Fayette Dr	Mountain View	unknown	119	3	3	3	4	2	5	4	13	15	25	21	29	27	28	24	32	25	27	0.23
2675 Fayette Dr	Mountain View	unknown	unknown	5	5	6	4	7	6	5	6	5	8	11	15	20	13	13	18	19	17	n.a.
439 Del Medio Ave	Mountain View	unknown	unknown	2	3	1	1	4	10	9	8	15	11	6	9	9	9	15	16	19	21	n.a.
950 N San Antonio Rd	Los Altos	1950s (?)	21(?)	4	3	4	4	2	4	4	2	4	7	6	5	6	4	3	4	7	8	n.a.
541 Del Medio Ave	Mountain View	1964	125	3	7	7	6	2	2	1	1	4	4	2	2	4	7	5	7	4	4	0.03
2326-30 California St	Mountain View	1963	160	23	20	31	25	19	26	22	20	18	21	17	22	21	24	28	31	32	27	0.17
Total Rental Apartments				**108**	**103**	**108**	**98**	**85**	**103**	**101**	**99**	**140**	**169**	**167**	**198**	**215**	**218**	**210**	**214**	**215**	**206**	**n.a.**
2310 California St	Mountain View	1962		7	4	1						1	1	4	5	6	5	4	4	4	4	
2342 California St	Mountain View	1964	16	4	6	6	6	9	6	8	12	11	9	4	3	2	0	0	1	2	2	0.13
240 Ortega Ave	Mountain View	1960	30	3	4	7	14	16	14	14	13	14	18	7	9	15	11	10	12	18	32	1.07
2637 Fayette Dr	Mountain View	unknown		2	6	3	6	10	13	13	10	3	0	0	0	0	0	0	0	0	0	
850-856 Jordan Ave	Los Altos	1962		1	2	3	3	2	1	1	0	0	2	1	4	1	1	3	1	2	2	
858 University Ave & 915 Madonna	Los Altos	unknown								0	0	0	0	1	1	1	1	1	1	1	0	
Total Unknown Type				**17**	**22**	**20**	**29**	**37**	**34**	**36**	**35**	**29**	**30**	**17**	**22**	**25**	**18**	**18**	**19**	**27**	**40**	
TOTAL-all units				156	158	165	166	172	204	215	199	233	277	267	315	357	345	343	351	365	387	

5. The district is experiencing accelerating growth in the construction of new apartments and condominiums. Recent and future construction is concentrated in the El Camino corridor, especially the San Antonio Visioning Area

EVIDENCE

Demographer report Table 5 (p. 17).

Information from the planning departments of the cities of Los Altos and Mountain View.

The following table and bar chart show the combined information from these sources.

New Housing Development within the Los Altos School District

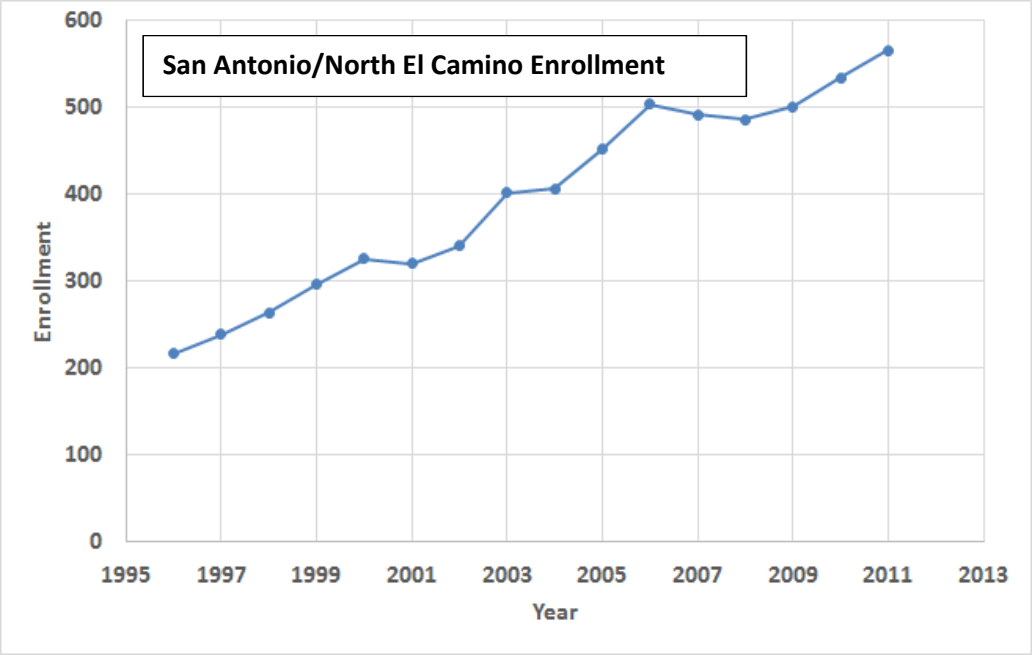
Year	City	Address	Type	Units	Comments
Included in the demographer report as New					
2013	LA	396 First St	condo	20	Adobe Animal Hospital
2013	LA	950 N. San Antonio	condo	50	Los Altos Gardens
2014?	LA	4730 El Camino Real	apt/TH	205	Los Altos Garden Supply
2013	MV	55 San Antonio	apt	330	San Antonio Center
2014	MV	2650 El Camino	apt	193	Motel/ex-mobile home park
2014?	PA	4239 El Camino	SFU/TH	26	Palo Alto Bowl
				824	
Additional development completed or underway					
2011	LA	4400 El Camino	condo	78	
2015?	LA	100 First St	condo	48	Post Office
2017?	MV	2580 California	apt	306	Safeway
2017?	MV	500 San Antonio	apt	277	
				709	
Possible future development					
2017?	LA	86 Third St	condo	22	
2021?	LA	4546 El Camino			Village Court
2018?	MV	2680 Fayette Drive			
2018?	MV	El Camino	apt?	150?	Other sites
2019?	MV	Miramonte Ave	condo?	80?	Blossom Valley Center
2019?	MV	439 Del Medio Ave			
2020?	MV	555 Showers Drive	apt?	440?	Target
2020?	MV	San Antonio Precise Plan	condo?	500?	Other sites
				> 1,000	

6. The North of El Camino area is experiencing faster growth than the rest of the district

Enrollment in the San Antonio Visioning Area grew 166% from 1996/97 to 2011/12 (216 to 574).

EVIDENCE

The following chart represents the growth in the North El Camino area over the last two decades. Data is from a special report done by demographer in October 2012.

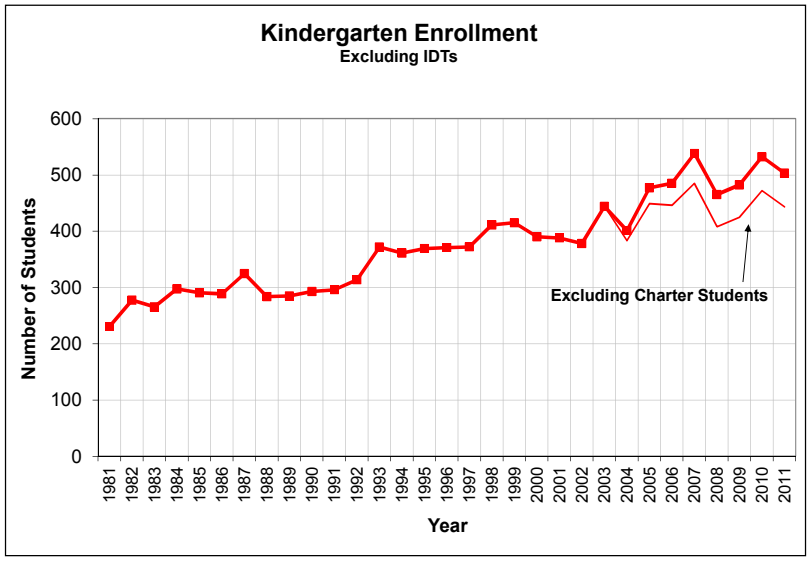


7. Kindergarten enrollment grew substantially in school years beginning 2005, 2006, and 2007, which will affect district enrollment through 2015/16.

By fall of 2007, kindergarten enrollment was 24% higher than the previous 10-year average (522 vs. 422).

EVIDENCE

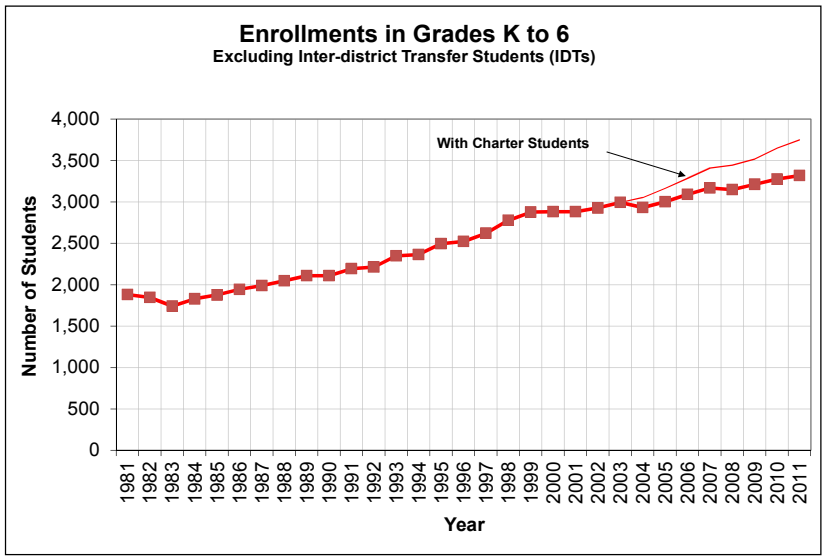
Chart 13 from the Demographer report (p31)

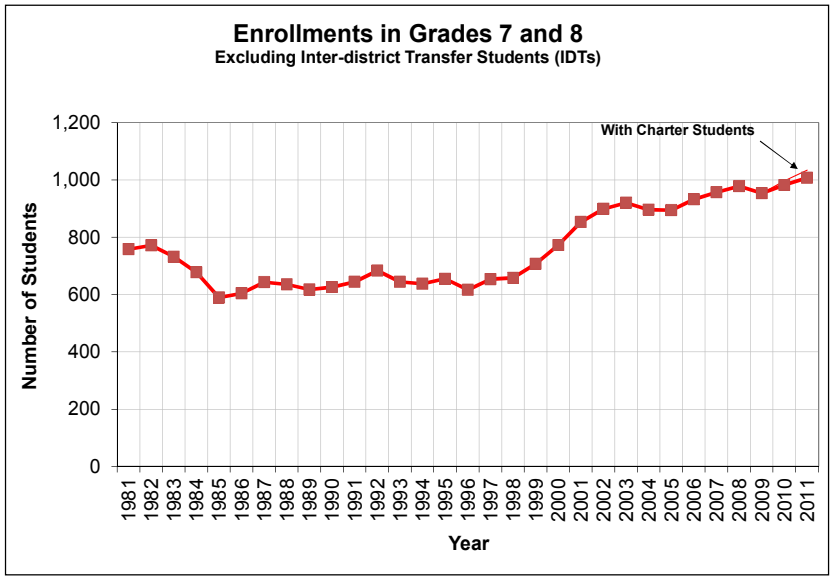


8. Enrollment of LASD (including BCS) has grown every year since 1985.

EVIDENCE

Chart 1 from the Demographer report (p. 8)





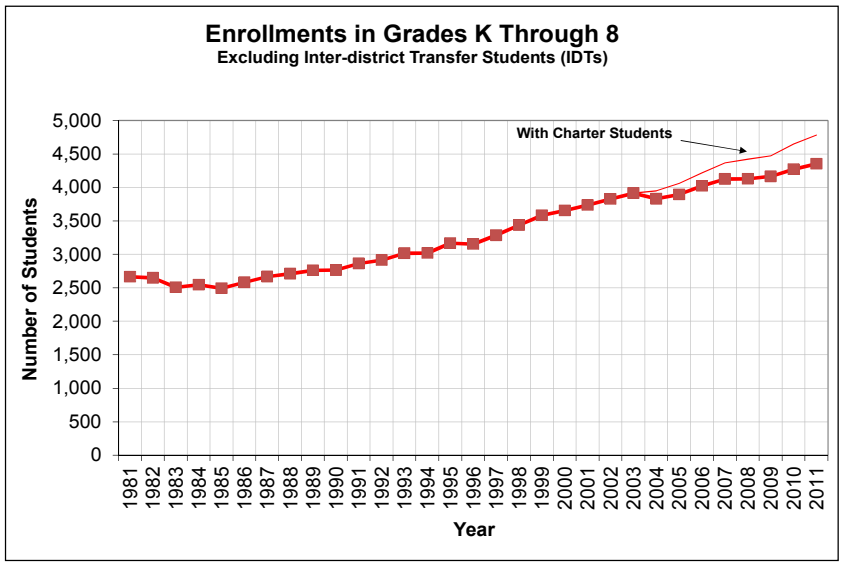
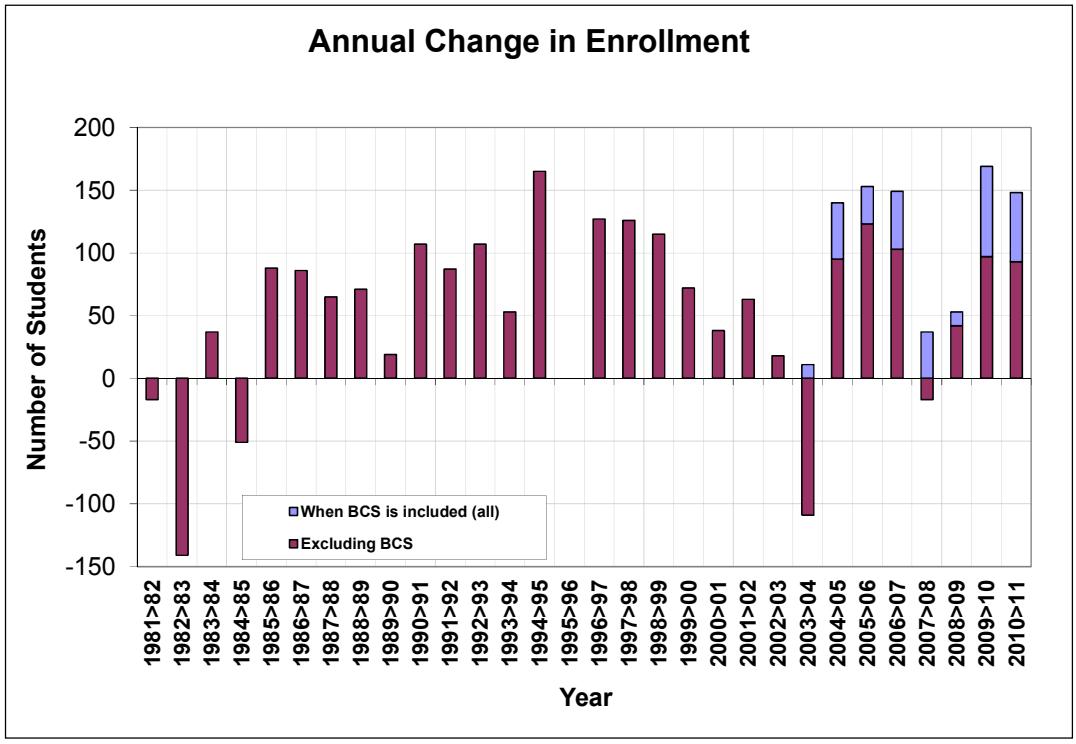


Chart 2 from the Demographer report (p. 9)



1B. Downward pressures on enrollment

9. The birth rate within LASD was substantially lower in 2009 thru 2011, which will impact kindergarten enrollment starting in 2014.

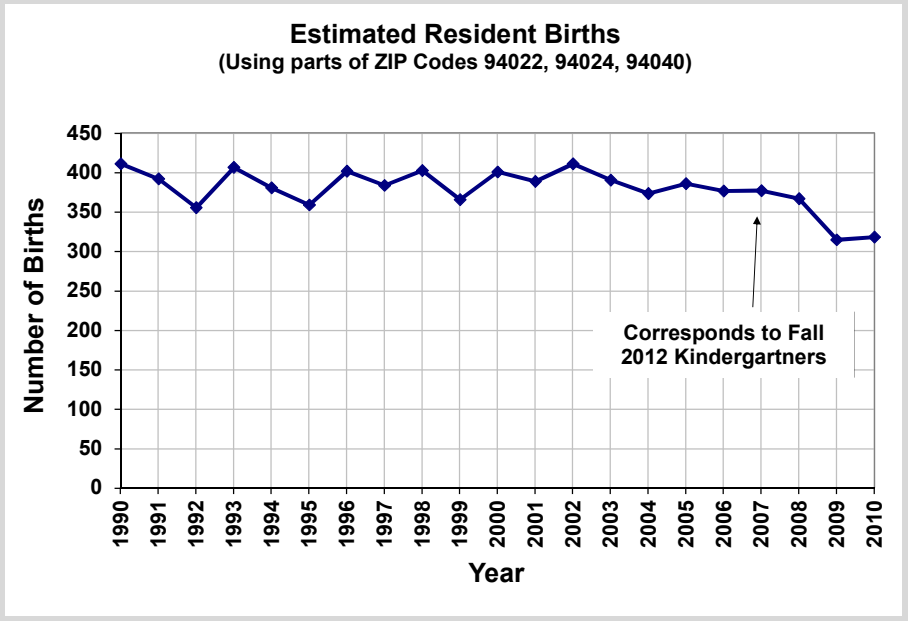
Rate dropped from about 375 in 2008 to 309 in 2011- a decrease of 18%.

A lower rate will result in smaller cohorts entering kindergarten in 2014 thru 2016, since birth rate is the single most important factor determining kindergarten enrollment.

This is the only downward pressure that we can identify.

EVIDENCE

Chart 15 from the Demographer report (p. 33)



- www.CDPH.ca.gov California Department of Public Health Website

UNCERTAINTY with this piece of evidence

Is this related to the recent recession? (It is correlated with the recession.)

Will birth rates bounce back? If so, when and by how much?

1C. Historical Growth

10. The student population in Los Altos public schools has grown from 4,032 to 4,972 students from 2002 to 2012.

EVIDENCE

Table C-1 from the Demographer report (p. 66)

Table C-1: Comparison of Medium Enrollment Forecasts to Actual Enrollments
Total Enrollments (Includes IDTs, Includes BCS)

		Medium Forecasts													
Year of Enrollment (Fall CBEDS)	Actual Enrollments	2010 Forecast	2009 Forecast	2008 Forecast	2007 Forecast	2006 Forecast	2005 Forecast	2004 Forecast	2003 Forecast	2002 Forecast	2001 Forecast	2000 Forecast	1999 Forecast	1998 Forecast	1997 Forecast
1998	3,744														3,800
1999	3,859													3,895	3,964
2000	3,931												3,988	3,987	4,090
2001	3,969											3,982	4,061	4,058	4,197
2002	4,032										4,029	4,014	4,118	4,102	4,278
2003	4,050									4,054	4,049	4,036	4,160	4,110	4,313
2004	4,061								4,014	4,043	4,049	4,023	4,166	4,154	4,389
2005	4,201							4,052	3,995	4,058	4,062	4,006	n.a.	4,166	4,429
2006	4,354						4,165	4,100	4,033	4,099	4,100	4,015		4,203	4,480
2007	4,503					4,486	4,262	4,144	4,070	4,133	4,125	4,007		4,192	4,443
2008	4,540				4,603	4,598	4,336	4,142	4,115	4,184	4,120	3,985		4,177	4,421
2009	4,593			4,610	4,642	4,628	4,383	4,173	4,154	4,201	4,130	3,992			
2010	4,762		4,655	4,690	4,728	4,695	4,446	4,197	4,202	4,236	4,142	3,980			
2011	4,910	4,916	4,727	4,831	4,805	4,781	4,529	4,232	4,252	4,290					
2012		4,921	4,749	4,843	4,780	4,760	4,528	4,179	4,241	4,293					
2013		4,954	4,808	4,941	4,831	4,821	4,574	4,201	4,307						
2014		4,900	4,854	4,977	4,832	4,826									
2015		4,894	4,876	5,000	4,815	4,827									
2016		4,836	4,828	4,977	4,723	4,790									
2017		4,794	4,827	5,047	4,698	4,781									
2018		4,738	4,820	5,051											
2019		4,644	4,746												
2020		4,605	4,745												
2021		4,613	4,744												
2022		4,638	4,759												

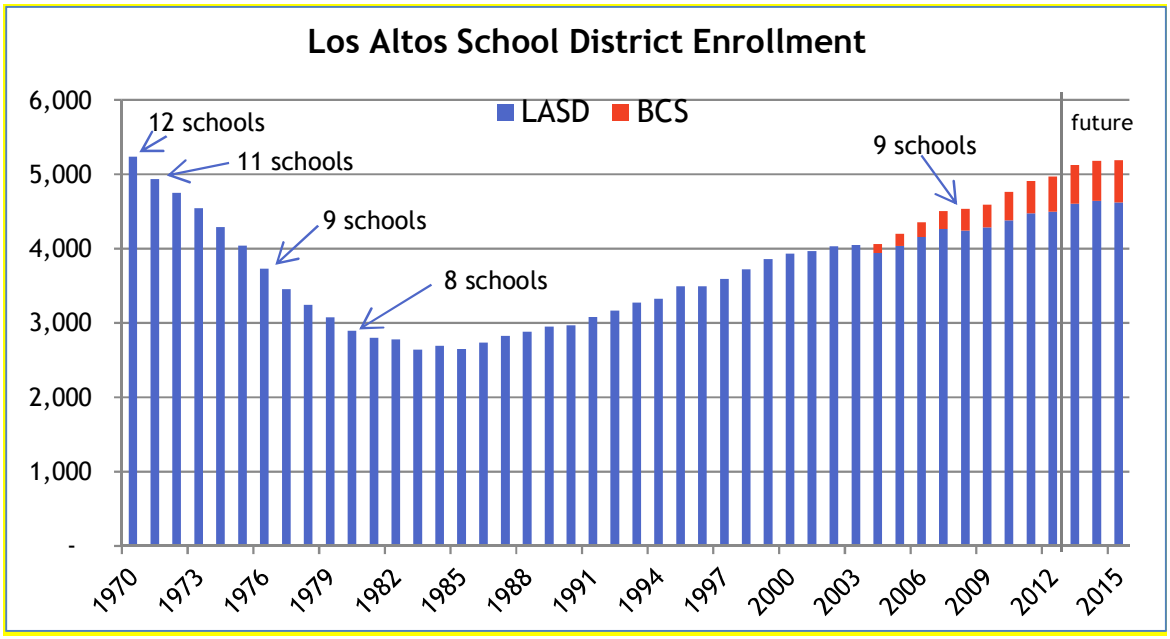
Difference between Actuals and Forecast **(positive number means forecast was higher than actuals)**

		Medium Forecasts													
Year of Enrollment (Fall CBEDS)		2010 Forecast	2009 Forecast	2008 Forecast	2007 Forecast	2006 Forecast	2005 Forecast	2004 Forecast	2003 Forecast	2002 Forecast	2001 Forecast	2000 Forecast	1999 Forecast	1998 Forecast	1997 Forecast
1998															56
1999														36	105
2000													57	56	159
2001												13	92	89	228
2002											(3)	(18)	86	70	246
2003										4	(1)	(14)	110	60	263
2004									(47)	(18)	(12)	(38)	105	93	328
2005								(149)	(206)	(143)	(139)	(195)	n.a.	(35)	228
2006							(189)	(254)	(321)	(255)	(254)	(339)	n.a.	(151)	126
2007						(17)	(241)	(359)	(433)	(370)	(378)	(496)	n.a.	(311)	(60)
2008					63	58	(204)	(398)	(425)	(356)	(420)	(555)	n.a.	(363)	(119)
2009				17	49	35	(210)	(420)	(439)	(392)	(463)	(601)	n.a.	n.a.	n.a.
2010			(107)	(72)	(34)	(67)	(316)	(565)	(560)	(526)	(620)	(782)	n.a.	n.a.	n.a.
2011		6	(183)	(79)	(105)	(129)	(381)	(678)	(658)	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

11. In 2012, 4972 students were distributed between 10 schools at 9 separate sites (BCS sharing parts of Egan and Blach). In 1971, just under 5,000 students were served by 11 schools.

EVIDENCE

Data from LASD and Demographer report Chart 1 (p. 8). Graphical representation follows.



12. K-6 Enrollment (By School) at 18-Year Peak for 7 of 8 Schools including Bullis Charter – TODAY!!

Statement of Finding

- Three of seven LASD K-6 Schools are at 98% to 100% of peak enrollment since 1995.
- Three of seven LASD K-6 Schools are close to 90% or more of peak enrollment since 1995 (Springer is close)
- Bullis Charter School at Egan Camp Site is at 100% or at peak enrollment. BCS has only been around since 2004/05.
- Gardner Bullis is at 79% of peak for Bullis Purissima

Evidence

Data from historical reports on LASD web site.

School Building Information

	Year Built	Year Renovated	Fiscal Year 2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Almond Elementary	1957	2003										
Square Feet			34,294	32,427	32,427	32,427	32,427	32,427	32,427	32,427	32,427	32,427
Capacity			450	350	350	350	350	350	350	350	350	350
Enrollment			579	564	581	571	574	586	554	538	531	526
Gardner Bullis Elementary[1]	1961	2008										
Square Feet			16,843	16,843	16,843	16,843	16,843	16,843	16,588	16,588	16,588	16,588
Capacity			200	200	200	200	200	200	200	200	200	200
Enrollment			341	(closed)		93	89	94	202	246	291	298
Covington Elementary	1950	2003										
Square Feet			53,378	48,824	48,824	48,824	48,824	48,824	48,824	48,824	48,824	48,824
Capacity			650	600	600	600	600	600	600	600	600	600
Enrollment			(closed)	553	477	488	542	542	488	455	455	498
Loyola Elementary	1949	2004										
Square Feet			34,648	34,648	30,851	30,851	30,851	30,851	30,851	30,851	30,851	30,851
Capacity			500	500	475	475	475	475	475	475	475	475
Enrollment			560	547	530	527	516	535	538	571	590	588
Oak Elementary	1957	2005										
Square Feet			23,606	23,606	23,606	21,264	21,264	21,264	21,264	21,264	21,264	21,264
Capacity			325	325	325	350	350	350	350	350	350	350
Enrollment			458	433	419	404	416	450	445	450	446	463
Santa Rita Elementary	1957	2004										
Square Feet			24,547	24,547	25,578	25,578	25,578	25,578	25,578	25,578	25,578	25,578
Capacity			325	325	400	400	400	400	400	400	400	400
Enrollment			519	541	536	552	577	575	514	523	542	537
Springer Elementary	1955	2003										
Square Feet			34,366	29,603	29,603	29,603	29,603	29,603	29,603	29,603	29,603	29,603
Capacity			500	500	500	500	500	500	500	500	500	500
Enrollment			619	438	450	445	463	490	490	521	516	535
Blach Intermediate	1957	2002										
Square Feet			64,784	64,784	64,784	64,784	64,784	64,784	64,784	64,784	64,784	64,784
Capacity			600	600	600	600	600	600	600	600	600	600
Enrollment			448	448	433	446	468	462	475	449	476	476
Egan Intermediate	1959	2002										
Square Feet			59,488	59,488	59,488	59,488	59,488	59,488	59,488	59,488	59,488	59,488
Capacity			600	600	600	600	600	600	600	600	600	600
Enrollment			508	526	515	510	513	531	539	534	537	556
District Administration	1950	2003	(previously housed at Covington School)									
Square Feet				12,593	12,593	12,593	12,593	12,593	12,593	12,593	12,593	12,593
Maintenance	2003	n/a										
Square Feet				5,440	5,440	5,440	5,440	5,440	5,440	5,440	5,440	5,440

[1] *Gardner Bullis School housed only pilot full day kindergarten classes in FY2006 through FY2008.*

Square Footage reflects permanent buildings only.

Capacity based on average of 25 students per classroom and excludes portable buildings.

Source: District records.

13. There were fewer than 2800 students in 1985. In 2012 there were just under 5,000. The number enrolled has increased every year for the last 27 years.

EVIDENCE

Chart K "Los Altos School District Enrollment" (see item 10).

2. LASD OPERATING MODEL / COMMUNITY VALUES

Continuing the current strategy of incremental expansion at existing school sites will not accommodate a growing student population in a manner consistent with LASD's historical operating model

Our schools function as a cornerstone of the community, and are intimately tied to the long-term growth of our cities.

2A. School size.

14. Small schools have big impact

Small schools positively impact students–social emotional and behavioral well-being

EVIDENCE

- Small schools report/data/document
- Anecdotal evidence

15. Small Schools – connection

Small schools show greater teacher connection with parents.

EVIDENCE

Small Schools White Paper

16. Small Schools – satisfaction

Small schools see elevated teacher satisfaction.

EVIDENCE

(Data or opinion)

NEA Research Talking Points on Small Schools

17. Small schools – attendance

Small schools have higher attendance rates.

EVIDENCE

ERIC Digest (23106.pdf)Affective and Social Benefits of Small-scale Schooling

18. Small Schools – behavior

Small schools have far fewer behavior problems than large schools, including truancy, classroom disorders, aggressive behavior, theft, substance abuse, and gang participation.

EVIDENCE

ERIC Digest (23106.pdf) Affective and Social Benefits of Small-°©-scale Schooling"

19. School size & buffer capacity

The LASD Board of Trustees has adopted a district policy around school size. They specifically identified 600 students as an upper bound to elementary school size, but they also identified 300 students as a nominal size for a "small" elementary school. See past board transcripts. School size seems to be one of the core values held by LASD board members, LASD staff, and LASD parents.

School size is also tightly connected to the state policy that existed in 2003 regarding class size reduction funding. There was a significant financial advantage, about $1,000 per student, to keeping class sizes in grades K-3 at or below 20 students. Thus the calculus arose that 280 students (or a few more) would be optimum for a small K-6 school with 40 students per grade. Likewise, 420 (or more) students for a medium sized school would have 60 students per grade; this configuration would permit 20 per class in grades K-3 and 30 per class in grades 4-6. The large school size, 560 students nominally, similarly had 80 students per grade, with 20 students per class in grades K-3 and 26 or 27 students per class in grades 4-6. The 600 student maximum for school size merely allows for cohort growth with this model.

LASD has a legal obligation to provide education services for students who reside within the district boundaries regardless of when their parents present them to the district. This requirement means that LASD cannot populate its classrooms (or schools) at the maximum theoretical capacity; excess capacity is required in all grades and all schools to be able to serve students as they appear. If LASD did try to populate its classrooms at the maximum theoretical capacity, then students arriving in the middle of a school year might have to be placed at a school not near their residence.

In elementary schools the students are (mostly) constrained to one teacher and one classroom all day. Each classroom has a finite capacity, and while that capacity may not be constrained by the physical size of the space, that capacity may be constrained by the rules imposed externally regarding how students are funded (or not funded). The LASD Board cannot unilaterally decree that all classes in grades K-3 will change from their present values to some other number. These changes need to be negotiated with employees (teachers).

The district's ability to meet past enrollment growth has been made possible by the incremental addition of portable classrooms to campuses. Portable classrooms represent a "flexible capacity" in each of the district's schools. While the permanent infrastructure of a school campus is very expensive (see the reports on redevelopment of the district), the ongoing cost of a rented portable classroom is $7,000 per year.

2B. Walkability

20. The historical Los Altos School District School Plan

As the Los Altos School District expanded in the 1940's, 1950's, and 1960's, school sites were selected based on a "Hub and Spoke" plan. The San Antonio School was the center (located near the present Hillview Community Center), and the elementary school sites were scattered across the district close to district boundaries. Schools were located at:

Almond School	**550 Almond Avenue, Los Altos**
Carmel School (closed)	**1175 Altamead Lane, Los Altos**
Covington School (closed, reopened 2003)	**201 Covington Road, Los Altos**
Loyola School	**770 Berry Avenue, Los Altos**
Eastbrook School (closed)	**11311 Mora Drive, Los Altos**
Purissima Hills School (closed)	**(now Green Hills Court, Los Altos Hills)**
Gardner Bullis School (reopened 2008)	**25890 Fremont Road, Los Altos Hills**
Hillview School (closed)	**97 Hillview Avenue, Los Altos**
Oak Avenue School	**1501 Oak Avenue, Los Altos**
Portola School (closed)	**(now Delphi Circle, Los Altos)**
Santa Rita School	**700 Los Altos Avenue, Los Altos**
Springer School	**1120 Rose Avenue, Mountain View**
Blach Middle School	**1120 Covington Road, Los Altos**
Egan Junior High	**100 West Portola Avenue, Los Altos**

21. School Walkability in Los Altos

The closing of elementary schools in the 1970's and 1980's was done to preserve some sense of walkability to the remaining campuses. The locations of the closed sites are outside each of the walking distances for each of the remaining schools. The closures of Eastbrook School and Purissima Hills School forced many families to become commuters to their new neighborhood schools. Eastbrook School is located about 2.0 miles from Loyola School, which now serves the Eastbrook neighborhood (and all of the Country Club area and that portion of Los Altos Hills that is east of Magdalena Avenue). Likewise, Purissima Hills School was located south of Foothill College, several miles from the Gardner Bullis campus; its students were incorporated into the Bullis-Purissima (now Gardner Bullis) attendance area.

When the LASD Board adjusted school attendance boundaries in 2007 in anticipation of the reopening of Gardner Bullis School, the student asymmetries with respect to school sites were great enough that two "unusual" decisions had to be taken:

1) The Crossings area (adjacent to the San Antonio Caltrain Station) was assigned to Covington. Assigning this area to either Santa Rita School or to Almond School (it had been part of both of these school's areas in the past) would have resulted in the affected school being physically located outside the attendance area for the school.

2) The H2G area in Mountain View (Gilmore, Lloyd, Ernestine, Hollingsworth, etc) just east of El Monte was moved from Almond School to Springer School. Almond School is the closer of the two schools to this neighborhood.

22. School Walkability

Greentown conducted surveys across our schools in 2012 and 2013 asking how children came to school. The results are:

2013 survey

By School	WALK	BIKE	CAR	CARPOOL	OTHER	ABSENT	BUS	Total
Almond	106	65	290	128	17	25	0	611
Blach	42	148	160	57	15	22	0	426
Bullis Charter	no data							
Covington	58	20	276	62	4	25	0	422
Egan	45	155	230	74	4	25	0	508
Gardner Bullis	23	14	231	40	0	11	0	309
Loyola	95	16	288	68	4	51	0	465
Oak	65	52	162	118	5	17	0	406
Santa Rita	72	44	285	70	15	24	0	490
Springer	61	21	116	58	14	12	0	276
Top 3	232	138	568	304	36	54	0	1293
Total	**621**	**553**	**2240**	**694**	**83**	**219**	**21**	**4239**

By School	WALK	BIKE	CAR	CARPOOL	OTHER	ABSENT	BUS
Almond	17%	11%	48%	21%	3%	4%	0%
Blach	10%	35%	38%	14%	4%	5%	0%
Bullis Charter							
Covington	14%	5%	66%	15%	1%	6%	0%
Egan	9%	31%	45%	15%	1%	5%	0%
Gardner Bullis	7%	5%	75%	13%	0%	4%	0%
Loyola	20%	3%	61%	14%	1%	11%	0%
Oak	16%	13%	40%	29%	1%	4%	0%
Santa Rita	15%	9%	59%	14%	3%	5%	0%
Springer	23%	8%	43%	21%	5%	4%	0%
Top 3	*18%*	*11%*	*44%*	*24%*	*3%*	*4%*	0%
Total	**15%**	**13%**	**53%**	**16%**	**2%**	**5%**	0%

2012 survey

By School	WALK	BIKE	CAR	CARPOOL	OTHER	ABSENT	BUS	Total
Almond	95	80	265	70	18	8	0	534
Blach	51	306	75	30	15	40	0	337
Bullis Charter	7	13	142	20	1	1	0	183
Covington	37	21	167	31	5	30	0	263
Egan	47	202	196	53	10	10	0	512
Gardner Bullis	32	22	205	50	1	9	0	314
Loyola	117	50	264	89	10	16	0	535
Oak	90	80	178	79	17	8	0	453
Santa Rita	no data							
Springer	135	57	166	82	20	5	0	444
Top 3	320	217	609	231	55	21	0	1431
Total	**684**	**888**	**1850**	**531**	**103**	**135**	**0**	**3964**

By School	WALK	BIKE	CAR	CARPOOL	OTHER	ABSENT	BUS
Almond	18%	15%	50%	13%	3%	2%	0%
Blach	11%	64%	16%	6%	3%	8%	0%
Bullis Charter	4%	7%	78%	11%	1%	1%	0%
Covington	14%	8%	64%	12%	2%	11%	0%
Egan	9%	40%	39%	10%	2%	2%	0%
Gardner Bullis	10%	7%	66%	16%	0%	3%	0%
Loyola	22%	9%	50%	17%	2%	3%	0%
Oak	20%	18%	40%	18%	4%	2%	0%
Santa Rita	no data						
Springer	29%	12%	36%	18%	4%	1%	0%
Top 3	*22%*	*15%*	*43%*	*16%*	*4%*	*1%*	0%
Total	**17%**	**22%**	**45%**	**13%**	**3%**	**3%**	0%

23. Benefits to students of not driving to school

On their website, Greentown Los Altos lists the following benefits to students of walking or biking to school:

- 90% of the traffic at a school is from parents dropping off students. If more students were walking or biking to school rather than being driven, traffic around schools would dramatically drop and make it safer.
- Studies show students with a half hour of exercise before school are more attentive during school and are able to focus better than students who do not. If a child has to be driven, perhaps finding a place to be dropped off and walking a few blocks would be better than being dropped off at the front of school (less traffic around too!)
- The US Dept. of Health recommends children have 60 minutes of exercise a day. A good portion of that amount can likely be covered when a child walks or bikes to school and back home.
- Students who have been walking or biking to school from grade K-10 are better drivers when they get their automobile license than those who have not. The walking/biking students have

been learning the ways of the road for many years and understand street patterns when they finally learn to drive.

- Middle school students start becoming more independent from their parents and want more social time with their peers. Walking/Biking in groups to and from school helps foster their emotional development. Reduces vehicle miles, pollution and carbon emissions

24. Benefits to community of students not driving to school

Reduced traffic.

2C. Neighborhood communities.

25. Our schools are an important social focus.

Community driven events held at the school, i.e. Walkathons, Walk/Bike to School days, Carnivals, etc… instill a sense of community & belonging for all who attend the school regardless of the proximity of their residence.

26. Data about volunteering and PTA/ Foundation fundraising, and the importance for school function.

The community aspect of our schools leads to increased volunteerism and PTA and Foundation fund-raising. Both the volunteer hours and the influx of funding are critical to the smooth functioning of LASD schools. Principals and PTA leaders have attested to this time and again.

27. Core, but localized, communities that are not adjacent a school site are important participants in their designated school.

The Crossings community parents, for example, identify with the Covington Elementary community and consider it their neighborhood school.

In public hearings on the potential closing of Covington School, people from the Crossings spoke passionately against the closing of Covington, their neighborhood school.

28. There is a potential conflict between socioeconomic balance of a school community, and physical proximity of a community to their neighborhood school.

At the SEGTF public meeting, at least one person from the Crossings spoke in strong support of the benefits of mixing within LASD outweighing the benefits of walkability if the two were incompatible.

3. FUTURE FACILITIES NEEDS

29. Capacity at Blach and Egan

Blach and Egan could each have over 750 students and still be within state guidelines.

EVIDENCE

State guideline document

Superintendent Jeff Baier commented re site sizes at 1/8/13 meeting

UNCERTAINTIES

But do we want to go over the 600-student maximum policy?

30. Middle School Population Growing!

We should see continued growth in middle school through 2017 as the larger classes at 5th grade and below move to the middle school. Cohort moving thru elementary shows high enrollment growth in middle schools. There is physical capacity in both Egan and Blach and at the same time the two schools are supporting BCS need for facilities. There will be future need for more students at both middle schools.

We have some of the top middle schools in the state; not mess with the model.

EVIDENCE

Demographers Low Forecast still has Growth in Middle School through 2017 (Table 13 on page 54)

Surge in kindergartners starting in 2007 are only in 5th grade – making it very likely that we will have continued middle school growth.

31. The Los Altos School District is required to provide facilities for in-district students attending the Bullis Charter School

32. BCS Growth strategy.

BCS recently articulated a growth strategy that proposed growing to 900 students. See board transcripts, eg Peter Evans' presentation on November 5, 2012.

33. The Egan School Site has either attained its maximum capacity, or soon it will do so with additional growth, because of limitations on access to the site.

The Los Altos City Council and the Los Altos School District Board of Trustees have had ongoing meetings of subcommittees. In addition, these two boards met in a joint session on May 29, 2012. Dominating the subcommittee agendas and the joint meeting agenda has been the issue of traffic on Portola Avenue at the Egan Junior High School site.

EVIDENCE

See meeting transcripts for details. The intensity of these discussions as well as the elusiveness of obvious solutions are each a strong indicator that the traffic capacity of Portola Avenue has been exceeded or soon will be exceeded. While space may exist (or not) for housing additional students on the Egan site, access to the site, particularly by more automobiles, may be problematical. 1,000 students on the Egan site may be larger than Portola Avenue can safely manage.

UNCERTAINTIES

The roads in Los Altos have finite capacities. Complicating the ability of parents to access schools by car is the reality that two offramps from I-280 provide access to the city's streets for commuters attempting to reach job destinations in Mountain View, north Sunnyvale, and other points east.

Enrollments of children far from existing elementary school campuses have created marginal traffic conditions around several elementary schools (Loyola, Santa Rita, Covington are prime examples). If elementary school enrollments continue to grow, these traffic conditions will become more dangerous. Furthermore, the proposed division of Bullis Charter School between Egan and Blach middle schools may rapidly demonstrate that the Blach campus cannot support two commuter populations (note: the occupants of the camp school at Blach ten years ago were students from Springer, Oak, and Loyola, which included many walkers).

34. Unacceptability of school closure as part of a facilities reconfiguration

Closing a school would create a community uproar, especially in a period of long term enrollment growth. In the current state, a school closure would lead to high enrollment numbers beyond capacity and a breakup of the local community for some or a majority of the schools.

Closing a school and placing Bullis Charter School at that site might destroy the Los Altos and Los Altos Hills communities. The consequences to such an action would probably include:

- Outrage at repeating the decision of 2003, which worked out poorly for the community.
- The creation of six new elementary school communities, each of which work less effectively because of their larger size.
- The creation of new, less attractive, traffic patterns around school sites with the attendant diminishment of the safety of school children.

EVIDENCE

Experience closing Bullis Purissima,

Public comments at board attendance area meetings in 2006

Public comments at recent board meetings regarding facilities allocations,

Spontaneous and organized opposition to "facilities framework" proposed in spring of 2012, which would have risked school closure (petition and formation of Huttlinger Alliance)

35. Passage of a bond to finance a new school site requires 55% voter support.

36. Cooperation will be necessary to finance additional facilities.

The state's school impact fee of $2/square foot is woefully inadequate to fund construction of new schools.

In 2012 a majority of District residents supported a bond for a 10th site, but only a minority supported a bond to provide a 10th site for BCS.

EVIDENCE

Results from the public survey (2012 bond poll). Available on LASD website.

APPENDIX III: COMMUNITY INPUT WORKSHOP (APRIL 16, 2013)

As part of the committee's process we held a special community input workshop on April 16, 2013. The intent was to share with the public our results to date and to solicit feedback on possible solutions. The results of the community input workshop helped frame our final set of recommendations.

Below are listed the possible choices/solutions we vetted at the workshop. Following this list is feedback we received from community members who attended the workshop, arranged by category.

CHOICES OFFERED FOR CONSIDERATION IN SEGTF MEETING 4-16-13

LASD Sites

Specific solution for North of El Camino area

1. One "standard" site in NEC area
2. Choice school in NEC – special curriculum, K-3 School
3. Outside NEC: Covington & Rosita Park
   - Partner with City to combine land
   - Designate some area for an "NEC" school
   - Designate other area for current Covington

Not Specific to NEC

1. One new school site - K-6
2. Two new school sites – K-6
3. One new site for a junior high school
4. No new sites – reconfigure existing sites to accommodate growth
5. Acquire two smaller sites for LASD—North (near El Camino), Central (Hillview), or South (e.g., L. A. Hills)

Split Covington site into two schools

- Arrangement with city to use Rosita Park as playground during school hours, to get more space
- Option: Bus students there from North of El Camino
- Option: Make two-school campus a magnet school (Multiculturalism)

Partner with the city of Los Altos to develop a site within the district and related to a park -- Hillview, McKenzie/MSC, Rosita,

BCS Sites

1. New site within district
   - Same site choices as for LASD elementary
   - Looking for 10+ acres
   - Raise private funds? Special bonds?

2. New site outside the district
   - Probably only if no site found within LASD
   - Consider all surrounding cities plus Stanford

3. On an existing LASD school site
   - Would require displacing students from that school

4. Two smaller new sites
   - Prefer a single site, but…
   - Within or outside LASD
   - Either both K-8 or split grades
   - One could be located close to an LASD middle school, to share special facilities

LASD & BCS

1. Make room for BCS by re-configuring Jr High schools to 6-7-8 and elementary to K-5

COMMUNITY INPUT FROM 4-16-13 WORKSHOP

After sharing the Task Force's preliminary results and possible solutions, the community members attending the April 16 workshop were divided into smaller groups to brainstorm, discuss, and share thoughts on issues, approaches, and solutions. The results of those small group discussions were shared with the whole committee and are summarized below by category.

NORTH OF EL CAMINO

- Do K–3 specialty on Covington to keep 2nd school small, give them choice to stay at Covington

BCS

- Partnering with BCS for the solution
- Geographic proximity makes big difference in appeal for the scenario.
- Within 5 min. of district is more appealing than Sunnyvale
- Keep BCS as close as possible to LASD boundaries. Keep BCS in–district or site they like.
- BCS close proximity to district alleviates traffic concern, within 1 mile
- BCS should still be within 1 mile
- Put moved BCS site in LASD – would enable LASD to make use of site if that became desirable at some time in the future

LASD - NEW SITE

- Providing dollars to improve existing capabilities for example putting Egan at Covington and turning Egan into 2 elementary schools might be cheaper than acquiring new land
- Do K–3 specialty on Covington to keep 2nd school small, give them choice to stay at Covington
- Consider magnet schools like PAUSD, or adding dual programs: magnet plus neighborhood at one school site with shared administration (e.g., Palo Alto has Ohlone and Escondido)
- Two-story buildings

LOCATION

- Could Egan be split to provide a 2nd site for either north of El Camino or magnet or both?
- Do not disperse a community, prefer 2nd site (Hillview) for new neighborhood school (Hillview or other site)

COLLABORATION

- Change the approach from splitting to 2 schools to 1 school plus community center. Share the space because schools are 8 - 3 and community can maximize after hours and weekend–great opportunity for mixed-use an broader constituent appeal for bond measures
- Frees up space to further partner with city

LASD CURRENT SITES

- Improvement needed re the crowding for elementary schools once you have new growth accommodated

WAYS OF INCREASING LIKELIHOOD OF ACCEPTANCE IF DISPLACE LASD SCHOOL FOR BCS

- Could give preference to LASD the site that is taken over to become the new BCS site
- Identify positive aspects of change for parents of students in existing school that is turned over to BCS. Build 1st.
- If the charter school could give preference to the immediate neighborhood kids, a re-boundary could be more tolerable to the community

TRANSPORTATION

- Have buses from north of El Camino
- Include “shuttle” in budget, include crossing guards in budget

SITE ACQUISTION

- Rent space instead of purchase
- Clear lines of ownership, use, determined ahead of time