



## **Facilities and Growth Committee**

*Focus on Short-Term Boundary Solutions*

February 12, 2019

Meeting Notes

### **Background**

At our last Facility and Growth Committee Meeting in December, we reviewed capacity at our schools if every space was utilized for classroom space without consideration for our standard for providing science labs, computer labs, rooms for reading intervention, counseling, etc. Additionally, the capacity for each school assumed that all children enrolled with growth that was precisely evenly distributed amongst all grades and schools. It is unlikely that growth in enrollment will occur in a way that perfectly and evenly fills each available classroom without overfilling some schools. This initial study of facility capacity demonstrates what LESD could possibly consider in the worst case if there was not an additional school built and no boundary changes occurred. LESD would have to eliminate any program specific spaces on campuses and replace them with general education homeroom classrooms. Essentially, this capacity overview provides us with our worst case scenario.

At the January Governing Board meeting, Mr. Nuttall presented another facility capacity scenario based on the 80% standard for evaluating facility capacity. This standard reserves 20% capacity at each school for additional education programming space and allows for uneven enrollment among schools or within grade levels at a school. Since the January Board meeting, Applied Economics has provided the district with updated projections for enrollment. Our work today will be based on the 80% capacity and the updated Applied Economics growth projections.

Dr. Shough introduced Dr. Edward Sloat to facilitate the discussion about the demographic information, facility capacity, and approach to developing boundary scenarios.

### **Updated Enrollment Projection Information:**

Applied Economics provided data on housing units and made no change from their 2017 projections. The 10-year projections will increase from current at 12,719 to 22,504 in 2027-2028, an increase of 9,785 housing units in that time span.

The 2019 updated report projects a little less student enrollment growth than projected but still an overall increase in enrollment. When tracking the projected growth year over year, the district can expect approximately 4.2% growth per year, with an average of 139 new students each year.



Liberty Elementary School stands out with regard to the enrollment changes with the most significant changes and is anticipated to reach capacity in 2023-24 at 1,327 students. Las Brisas is impacted in that same time frame (22-23) to exceed capacity.

Numbers are essentially inexact due to open enrollment and 8th graders exiting and new unknown numbers of Kinder students entering. Futurecasting doesn't take into account open enrollment changes from year to year.

- Liberty +756 by 23-24 (net new enrollment) - 111% over-capacity
- LBA +163 by 23-24 (net new enrollment) 103% over-capacity
- +103 @ EMES (net new enrollment)
- +67 @ WES (net new enrollment)
- -92 @ RVES (net new enrollment)
- -161 @ FES (net new enrollment)

The service area for Liberty compared to the net contrast grid squares is where the district will generate most of the new students. These new students are highly isolated to a few grid squares. The forecast allows the district to estimate the source of regional growth: 8A, 8B, 8C, 9A, 9D 10A, 15A, 8D, and 8E.

Freedom is the logical extension for short-term relief from the projected growth in 8A, 8B, 8C, 9A, 9D 10A, 15A, 8D, and 8E.

The district has land to build another school in the Blue Horizons neighborhood, adjacent to the grid areas noted.

Committee members identified subdivisions under construction that are not indicated for immediate build out in the Applied Economics report. The recommendation is for building principals, bus drivers, and district staff to drive streets in these grid squares and document specifics (moving dirt, paving roads, framing - match it to associated color coded grid squares) to further inform growth analysis.

### **Guiding Principles**

The committee identified and prioritized what should be considered in generating options for boundary changes to alleviate facility capacity issues related to growth. The following categories were shared for consideration by the committee.



- Policy- decisions that will impact kids and family's lives. Must have some context around looking at these boundary.
- Characteristics of a school in Liberty
- Proximity Priorities - impact on transportation and how long should a student ride a bus to and from school?
- Subdivision Allocations - how do we deal with self-contained subdivisions with different sections and build out schedules (divide the subdivisions - split them?)
- Frequency of re-aligning boundaries - short term vs long term considerations and disruption/impact on families
- Open enrollment students - weighing the current vs. short/long-term capacities

The committee discussed each category and brainstormed ideas within each category. Those marked with an asterisk \* were later prioritized as the most important to guide decision making.

- *Community School*
  - Small school - 500-700\*
  - 2-4 sections/grade level
  - ½ the students attending a school - walk (neighborhood schools)
  - Signature Programs - neighborhoods that have always attended a particular campus
  - Hub of community
  - High School Boundaries (consideration)\*
- *Proximity and Transportation*
  - Time on bus - 25 max\*
  - Distance < 15 miles\*
  - Convenience - reasonable radius around the campus 15 minutes for drive OR directionality on commute to work.
  - Start/Stop times
- *Subdivision*
  - Follow natural divisions
    - Canal
    - Major streets
  - Try not to split communities\*
- *Boundaries*
  - Consideration of the new schools - minimize impact on existing boundaries
  - Minimize number of boundary changes
  - Don't change boundaries to solve short-term problems (circle back to this one)\*
- *Open Enrollment*
  - Don't fill schools with 100% of children within boundaries - leave room for open enrollment school choice based on signature programs\*



- Review process of each case for open enrollment - Attendance, discipline history, grades as criteria
- Open enrollment students should not receive district transportation
- Differentiation / prioritization of outside the district vs. in the district (already in the policy)

### **Next Steps**

Dr. Edward Sloat will use the geocoding analytics to present boundary scenarios to the committee based on committee recommendations of geographic areas and employment of the guiding principles established by the committee. The next meeting will entail a discussion of the various boundary options and the pros and cons of each. Therefore, it will be critical that we have significant representation from the affected communities to ensure we are listening to all perspectives.

The district will identify on the maps where any potential school sites are expected to be donated by developers.

District Transportation Department will preview boundary scenarios and provide analysis of impact on budget, rider time on buses, and impact on school start/end times.

*Next Meeting Date:* February 26th (if committee finalizes recommendation, then March 5th will be utilized for the community meeting, and March 7th will be cancelled.)

*Tentative Meeting Date:* March 5th

*Tentative Community Meeting Date:* March 7th (conflicts with Liberty Elementary School Event)