

## **Los Altos School District - 2012**

### **Superintendent's Enrollment Growth Task Force**

**"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<sup>1</sup>.**

**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."**

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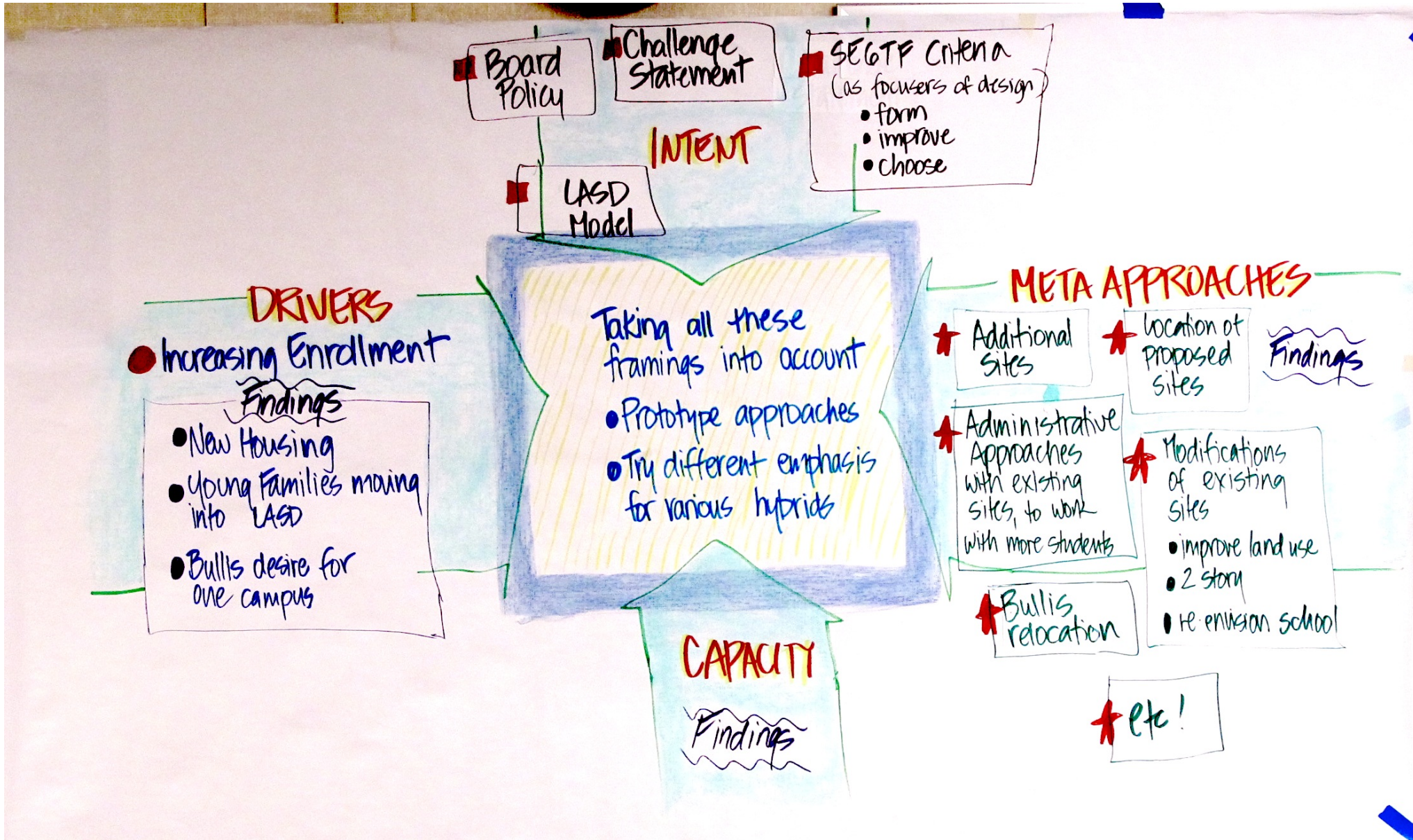
<sup>1</sup> Public School Children attending our schools, including Bullis Charter School.

# SEGTF MEETING MARCH 19, 2013

## TASK FORCE AGREEMENTS RE HOW WE WORK TOGETHER – Finalized 1/15/13

### AGREED WITH BY CONSENSUS

1. **Being open-minded:** Not preconceived notions / agendas / long standing assumptions
2. **Ensuring all TF voices heard**
3. **Voicing the perspective(s) of group(s)** you represent, who selected you, who you belong to – so that these perspectives are included in our conversation; AND at the same time maintain your own open mindedness. Some possible phrasings to let SEGTF know what ‘hat you are wearing:’
  - a. “Speaking from the perspective of ...”
  - b. “Speaking on behalf of ....”
  - c. “I think my group would say ...”
4. **Collaborating** based on: respect, openness and honesty in communication
5. **Clarifying ideas** using different methods of expression:
  - a. Paint a picture – using words or graphics so all see the same picture and can say “I see what you mean.”
  - b. Give examples for clarification
6. **Distinguishing fact and opinion** – as best we can
7. **Supporting the work of the Task Force** outside the TF (while we continue our work) and after the TF meetings are completed: (Some of the things this implies are:
  - • Trust the process
  - • Trust the wisdom of the group
  - • Write it down – when we reach consensus
  - • Develop talking points to put out to the media and the public; Supt. Jeff Baier as spokesperson.
8. **Keeping students in mind** as we are doing our work



# SEGTF MEETING MARCH 19, 2013

## SEGTF - Smooth Draft Agenda for 3/19/13 Meetings – **timing is approximate**

Topic	Topic	Outcomes for this topic in <u>this</u> meeting	Time	Clock Time
1	<b>Opening:</b> Agenda Review & Detailed Process Map Read <b>agreements</b> for working together	Everyone back in the room Fuller understanding of our process going forward.	5	6:30
2	<b>Extending work of SEGTF by 1-2 meetings</b> Continue meeting every other Tuesday 4/30, 5/14	<b>Enough time allotted to do the work to a high standard</b>	5	
3	<b>Develop Approaches:</b> use Criteria and the approach template? Use information from the Findings as it helps Why continue developing approaches? Geoff's Take Briefly Review current set of approaches <b>Work in threes; Improving Approaches using Criteria</b> <ol style="list-style-type: none"> <li>1. Use Criteria to assess draft approaches.</li> <li>2. To what extent are criteria met;</li> <li>3. What is missing?</li> <li>4. How might this approach be improved and still stay with its essence?</li> <li>5. Any additional approaches come to mind that are significantly different from our current set? Jot them down onto the Approaches Template</li> </ol> <b>Present back to the full group</b>	Improved and consolidated varied set of approaches	70	6:40
4	<b>Community Input:</b> Review proposed process and timing of a 4/2/13 workshop (tentative date)	Agreement on when, specific content focus and general outline of process, and how will be advertised	25	7:50
5	<b>Findings</b> – Quick Review of Draft of Finding Summary; OK its use in the Community Meeting not as a final draft but as a working draft Writing process for the next few weeks	Complete rough draft on summary of findings (smooth draft to be created between meetings) Next steps to getting a smoother draft of the findings / summary and supporting document by Community Meeting on April 2 <sup>nd</sup> .	30	8:15
6	<b>Work between Meetings</b> – meetings next week?	<b>Further developed draft of Findings – both Brief Summary and Supporting document – a ‘good enough’ version for 4/2.</b>	10	8:45

## **Challenge Statement SEGTF, LASD**

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Our 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.



## Comment

### A long-term solution for schools' conflict

By Rob Fagen

I'm a parent of two Bullis Charter School students this year and will have a third starting in the fall. This is our seventh year being a part of the Los Altos School District community. My family is very happy with the choice we made regarding the education of our children. I've attended several meetings over the past few months regarding how to move forward as a community on the issue of a long-term solution for the charter school.

I'm very happy that I took the time to engage with the district board of trustees, charter school representatives and the rest of the district parent community (whether they are parents of children attending Bullis Charter School or other district schools). I've learned a lot about the concerns of my peers, the other district parents, whose children attend district schools.

The most common pleas I've heard are:

1. Don't close another neighborhood elementary school.
2. Don't bring a commuter school into our neighborhood.
3. Don't break up a community that's been together for seven years.

Through the discussion of these concerns, face to face with other parents, I can very clearly see why moving Bullis Charter School to a district elementary campus and reallocating the students to other elementary schools would be very disruptive on these three dimensions.

After reflecting on this for a while, I believe I have a solution that could create a long-term solution for a Bullis Charter School facility without being disruptive on these three important dimensions. Specifically:

1. Move Bullis Charter School from the Egan Junior High School campus to the Blach Intermediate School campus.
2. Consolidate district middle school attendance at the Egan campus, taking advantage of the campus.

3. Extend an invitation to current Blach seventh-graders to attend Bullis Charter School for eighth grade.

I see a number of benefits:

1. Blach is a commuter school, as it draws from half of the Los Altos School District, so there's no net detriment to the surrounding community, and Bullis Charter School's current practice of staggered class starts may actually help traffic.

2. The Egan campus is already set up with two parking/drop-off locations to help mitigate traffic congestion.

3. Blach seventh-graders could complete their middle school experience in the same facility they started in.

4. The district could realize efficiencies in merging the two middle school programs on one campus.

5. The lawsuits would go away.

6. Bullis Charter School could plan for reasonable growth within a stable and known capacity.

Granted, there are some downsides:

1. There would be a longer commute for middle school students from the southern and eastern parts of the district. (Note: That's where we commute from to the charter school, and it's not horrifying).

2. Egan would be a large school, but no larger than it already is, hosting both Egan and Bullis Charter School.

3. There would be disruption for the Blach teaching team during the transition year if the eighth-grade teachers stay behind.

4. There would be a very challenging human resources problem to solve when dealing with Blach/Egan redundancies.

The benefits far outweigh the challenges of this proposal. I understand time is short, but with a clear vision toward a long-term solution, we could make a very positive change with minimum disruption.

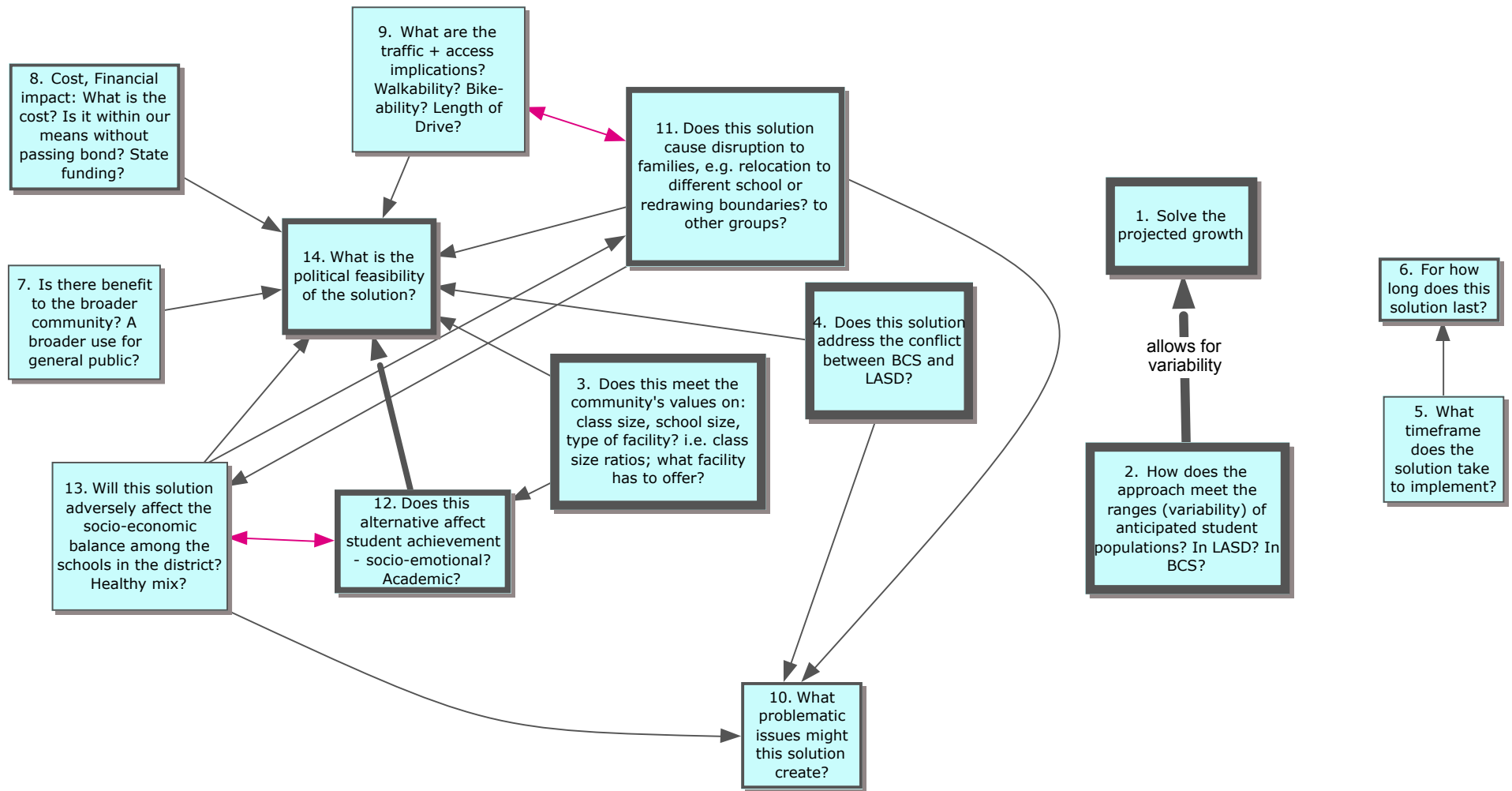
*Rob Fagen is a Los Altos resident.*

## Other Voices

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CRITERIA	METRICS	AVERAGE VALUE
3. Does this meet the community's values on: class size, school size, type of facility? i.e. class size ratios; what facility has to offer?	Re school size: flexibility for future expansion / contraction (C)	<b>2.64</b>
4. Does this solution address the conflict between BCS and LASD?	Long term solutionst hat will eliminate lawsuits and uncertainty among all populations (A)	<b>2.55</b>
2. How Does the approach meet the ranges (variability) of anticipated student populations? In LASD? In BCS?		<b>2.50</b>
1. Solve the projected growth	Distance of sites for growth is reasonable distance from students served. (A)	<b>2.45</b>
12. Does this alternative affect student achievement – socio-emotional? Academic?	... evidence from other communities (B)	<b>2.36</b>
14. What is the political feasibility of the solution?	Survey, polls (B)	<b>2.18</b>
11. Does this solution cause disruption to families, e.g. relocation to different school or redrawing boundaries? to other groups?	Number of families impacted – time & distance to school (B) (C)	<b>2.09</b>
6. For how long does this solution last?	Number of years until the solution no longer meets enrollment needs. (B)	<b>2.09</b>
10. What problematic issues might this solution create?	Flexibility for future expansion or contraction (B)	<b>2.00</b>
13. Will this solution adversely affect the socio-economic balance among the schools in the district? Healthy mix?	Socio-economic / education levels of parents (A)	<b>2.00</b>
8. Cost, Financial impact: What is the cost? Is it within our means without passing bond? State funding?	Total cost of the solution (B)	<b>1.91</b>
9. What are the traffic + access implications? Walkability? Bike-ability? Length of Drive?	How many residences are farther than the threshold distance for walking or biking – including (B)	<b>1.82</b>
5. What timeframe does the solution take to implement?	Number of years from LASD Boad vote to implementation (ready for occupancy & operation (B)	<b>1.64</b>
7. Is there benefit to the broader community? A broader use for general public?	Enumeration of the number of facilities available to the broader community (B)	<b>1.45</b>

## SEGTF MEETING MARCH 19, 2013





**Approaches Rework of 3-5-13 presentations - reordering and grouping- the text is more complete than the flip chart text.**

*Note: I went back to my recording and these approach descriptions are nearly verbatim. Remember – the way the task was stated allowed members to suggest as an approach ways they might not support or might consider less beneficial than other approaches. I also added two more at the end. One being the approach suggested in the newspaper article that*

**Aggregation of approaches with new site for North of El Camino Real N-ECR, and new site for BCS -**

- #1 – two sites
  - requires 2 additional school sites
  - one that's up to around 10 acres for the charter school within the school district or in close proximity to the school district
  - smaller size in the district in the north of El Camino Area. would serve a smaller population than normal schools do
  - could be a magnet school could be a K-3 school,
- #2 - two sites
  - purchase or lease parcels of land that are geographically desirable
  - 2 campuses / sites
    - 10 acre site from noting that the charter school has projected 900 students
    - smaller side could be lease or purchase to accommodate the north of El Camino corridor
- #3 – two sites
  - driving findings –
    - considering total population size, class size and size of school
    - location of school re neighborhood
    - potential to handle future growth
  - 
  - **one for north of ECR, near there**
    - N-ECR NOW split among three schools - Covington, santa rita, almond – pressure of school growth in Santa

Rita and Almond in addition to the N-ECR; need new school north of el camino

- Alleviate Pressure of growth in santa rita, almond
- smaller, 2 story, not ten acres, smaller; creative use of the land
- Need cooperation LASD with MV CC and developers there
- 
- **second site for charter school**
  - handle k-8, one site
  - handle BCS growth, not just up to 900, what they see in the long run
  - able to be configured to their needs
  - Find possibilities for site
    - work with city councils within LASD
    - work with BCS and with county, to find possibilities not just in district but immediately near, such as within Mountain View
- #4 – two new sites
  - id new site near N-ECR.
  - Second site to locate the charter school
  -
- #5 – two sites
  - two sites
    - san Antonio area where most growth will be occurring
    - near my home (Springer) people will want to be in district but are priced out by home costs, will seek apartments in order to be in district
    - buy a building
    -
- #6 - two new sites
  - Principles to follow
    - continue our model,
    - do not close an existing schools
    - leave the junior hs alone – accommodate the growth
    - find a site for bcs
    - new elementary site

○

### **#7- two new sites**

- two new sites
- if not the land or money
- partnership with public entity
  - senior center & school combo
  - park & school = two story
- offer an alternative program - language immersion; parents who value specific curriculum
- 

### **#8 – two new sites**

- bcs deserves own campus
  - central location – hillview?
- N-ECR
  - Build north
  - Community school of arts
  - Look and feel of school unique
  - Two story school
  - Magnet school for unique programs - motivate parents
  - Existing teachers ported over there
  - State of art equipment
  - Showcase
  -
- Failing those
  - Build school up for higher density – shifting density

### **#9 – Two new sites**

- additional new school site = bcs
- create a new lasd – as junior hi; three 6-8 and reconfigure the boundaries [redistribute students]

### **#10 one site solution:**

- N-ECR – buy this site
- two schools on the Covington site -- divide up on this site {now has Covington, LASD offices, pre-school +
  - BCS on 12 acres of the Covington site
  - Build a two story elementary on Covington site

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- School district move
- Traffic model will work
- Or use Covington as the N-ECR neighborhood school

### **#11 – three new sites**

- three new sites
  - jt ventures
    - bcs –
    - lasd - hillview site , be creative in use of site, help revitalize downtown
    - mv – n ecr
- new design like apple – be very creative in way use

### **#12 – one site**

- look for a new site away from ECR for charter school; to accomplish this will have to show that LASD and BCS can work together closely - otherwise too way to raise the money; significant community hurdle
  - This would be a significant common goal for both (and could create the opportunity build working relationships between BCS and LASD.)
- Re-develop current site of charter school so can serve the N-ECR area - Egan (two story permanent) and possibly Bloch. Not build school across El Camino
- 

### **#13 – one new site plus shared use for BCS**

- new site north of ECR – neighborhood school for there and relieve pressure on Almond, Santa Rita and Covington
- BCS negotiate lease/purchase with city for shared use on hillview site – feasible?
- 

### **#14 No new site and restructuring classes; BCS on one of the 6-8 sites**

- create two 6-8 schools with seven K-5 schools – including charter school as one of the K-5 schools; (close a school - able to give a site to bcs by shifting students to other schools –[now that the 6<sup>th</sup> grade is at a 6-8 school], move sixth graders to junior highs

**#15 – increase density / no additional land purchase / capital to improve existing sites**

- no additional land purchase
- increase the density
- 2 k-6 schools are below 560 – improve those sites
- additional capital to improve density on blach and egan
  - two story buildings, improve utilization
- 

**#16 – from newspaper article**

- #17 – continue with current approach [Null alternative]
  - Same number of sites
  - BCS split on the two 7-8 sites

**#17 – Current Approach – the no changes in current approach. What happens if we only do what we've been doing.**



**ESSENCE OF APPROACH**

**FINDINGS EMPHASIZED**

**NUMBER OF ADDITIONAL  
SITES TO BE OBTAINED**

**LOCATION OF NEW SITE: LASD**

**MODIFICATION OF EXISTING  
SITE**

**LOCATION OF NEW SITE: BCS**

**ADMINISTRATIVE SYSTEM  
CHANGES**

**ADDITIONAL COMMENTS AND  
CHARACTERISTICS**

**ASPECTS NEEDING IMPROVEMENT**

### **LASD Superintendent's Enrollment Growth Task Force Findings: Summary [Version for 3-19, some jm edits] for Community Meeting??**

#### **Introduction to our 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<sup>1</sup>. 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<sup>C</sup>. 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<sup>1</sup> and creating open space to play. Our schools function as a cornerstone of the community<sup>C</sup>, 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<sup>9</sup>. Enrollment is now equal to that in the 1970s, when we had 11 campuses, not 9<sup>10</sup>. LASD K-6 schools and BCS are all near or at their peak enrollments of the past 40 years<sup>11</sup>.

Enrollment in our schools has grown each year since 1985<sup>12</sup>.

Although growth has occurred throughout the district<sup>13</sup>, a disproportionate amount (a quarter of all growth over the last decade) has occurred in the area north of El Camino<sup>5</sup>.

#### **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<sup>8</sup>. High property values, resulting in part from high performing schools, will maintain an incentive for residential development<sup>4</sup>. Current and future housing construction indicate that enrollment growth will

## SEGTF MEETING MARCH 19, 2013

### SEGTF FINDINGS

be particularly significant North of El Camino<sup>5</sup>.

Factors providing upward pressure on enrollment include:

Desirability of the school district attracts families<sup>1</sup>.

Housing turnover is resulting in more families with school-age children in the district<sup>2,14</sup>.

For 20 years yields (numbers of students per unit of housing) from existing apartment and condominiums within the district have increased<sup>3</sup>.

The district is experiencing increased growth in the construction of new apartments and condominiums<sup>4</sup>, concentrated in the El Camino corridor which is experiencing accelerated growth with respect to the rest of the district<sup>5</sup>.

Enrollment in our schools has grown every year since 1985<sup>7</sup>.

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<sup>6</sup>.

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)<sup>8</sup>. A lower birth rate could result in cohorts entering kindergarten that are smaller than the recent past.

### **LASD's Successful School [Characteristics]**

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. Smaller schools benefit students' emotional and behavioral well-being<sup>9</sup>, increase teacher connections with parents<sup>30</sup> and enhanced job satisfaction<sup>29</sup>.

Behavior problems that are more common in larger schools are less likely to occur in smaller schools<sup>27,28,33</sup>.

c) Every school is a high-performing school regardless of where one lives [in the District](#). Important factors contributing to this include the strong sense of community at each school and socio-economic balance across the schools.

[Into supporting document: Measurements of performance include API

## SEGTF MEETING MARCH 19, 2013

### SEGTF FINDINGS

scores, PTA/LAEF fundraising, parent volunteerism,

c) Neighborhood Schools: Any new strategy that addresses enrollment growth **must** consider the topic of neighborhood schools, including the following specifics:

Strong school communities serve the purpose of creating a sense of identity and social focus for families. In turn, these communities increase parental volunteer involvement, offering vital support to LASD's high-performing schools

The location and distance of a school site to neighborhoods with a concentration of students is an important factor. "Walk or Wheels" Program at each school affirms community support for walking or biking to school. Even when driving to these sites, people said that distance to schools influences parental participation in the life of the school. [Question for Survey]

**Core, but localized, communities that are not adjacent a school site are still important participants in their designated school<sup>3</sup>. The Crossings community, for example, highly consider Covington Elementary as their neighborhood school.**

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 and thus participate in supporting school activities.

Continuity of the attendance areas assigned to individual schools is desirable as it

#### **Bullis Charter School**

Bullis Charter School continues to grow and requires a long-term facilities plan. The Los Altos School District is required to provide facilities for in-district students attending the Bullis Charter School<sup>11</sup>. Poor communication between the Charter School and the District makes planning challenging. A recently articulated strategy envisioned growth to 900 students,<sup>12,13</sup> would place a challenging burden on all three schools.

#### **Facilities Needs for the Future**

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

## SEGTF MEETING MARCH 19, 2013

### SEGTF FINDINGS

enrollment growth. Closing a school will be unacceptable to the community<sup>36</sup>, and would require abandoning the district's successful small neighborhood school model<sup>9,10,27,28,29,30,33,37</sup>.

Blach and Egan Junior High Schools could accommodate 750 students and remain within state guidelines<sup>21</sup>; however, both schools are forecast to grow significantly in the next few years. Locating sixth graders or BCS students on these campuses might adversely affect the two schools and their students. Existing high student density at the Egan Campus has led to student safety issues.[Ref. Student safety issues related to sharing of Egan School campus.]

Los Altos schools are already serving close to or greater than the numbers of students for which they were intended<sup>15,16</sup>. Growing student populations will require increased school capacity<sup>6</sup>. The demographer's forecasts, including the lowest projection, predict increases in junior high school enrollment until at least 2017<sup>53</sup>. Bullis Charter School also anticipates further growth<sup>11</sup>.

Los Altos currently has ten public elementary and junior high schools on nine sites, two fewer sites than housed an equivalent student population in 1971<sup>5</sup>. Because there are fewer sites than schools, both junior high schools are now sharing their campuses with Bullis Charter School.

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. This is not likely without cooperation between BCS and LASD. Coordination between LASD, the City of Los Altos and/ or the City of Mountain View will be required and could also lead to shared use agreements of benefit to the entire community.



SEGTF

tonight

3/19/13

6<sup>30</sup> OPENING

Agenda  
Extension of Mtgs

6<sup>40</sup> APPROACHES

Improve  
Consolidate

8<sup>10</sup> COMMUNITY INPUT

8<sup>30</sup> FINDINGS

8<sup>45</sup> WORK BETWEEN MTGS

9<sup>00</sup> CLOSE

# COMMENTS re: Additional Mtg

What is the possibility of mtg with the site selection committee?

Best timing?

\* a passing of the baton

\* Forms of sites

SEGTF Recommendation



Upcoming process

# CURATED CHALLENGE STATEMENT



\* Well done

\* "fewer"

\* In thinking about bringing this to the community — nothing in it about resolving the conflict re: School District + Charter School

\* This may be more Criteria statement — Challenges we need to overcome

\* More affirmative — "We win" in language



\* 7-8 grade = may be some flexibility on this

\* Purpose of statement?  
 - Depending on use, how to include aspect re

\* For public - what is the "elevator" statement — is this the statement

\* Useful in after the public mtg

## ADDITIONAL SITES



Privately-owned property

- range 5-10 acres

- a way to get to an approach

LAH

Los  
Angeles

Sunnyvale



Privately owned property - ~~Palo~~

Palo  
Alto





● Land bank a 3<sup>rd</sup> school for  
15-25 years out

- partnership w/ City - open space,  
recreation



- Lease property for BCS
  - won't need to go to voters

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Context: Concern re: NEC school w/ different socio-economic profile

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- K-2 English immersion program
  - attract funding
  - specialized program
  - blend kids into neighborhood schools after 3rd grade

opt 1

# POSSIBLE 2 SITE OPTION



Site N El Camino

New site los Altos Hills BCS

repurpose facilities maximize  
usage!



Site N El Camino desired  
BUT fallback Rosita/Coalington

- Arrange w/ City for Rosita PK as playground area
- Site new LASD on Coalington/Rosita site

Site BCS Los Altos Hills

Options within Rosita/Coalington site <sup>opt 2</sup>

- School bus for N El Camino kids
- mag. Campus = multiculturalism theme / focus





Size - 10 acres approx  
both LASD + BCS

Option  
2 site - 3

joint development on  
LASD site

Collaborate w/ BCS on BCS  
site - perhaps private \$\$ as  
well

Location - BCS - 5 within  
mile  
radius

LASD - within district



## 2 SITES

option  
2 site  
4



New BCS site - Los Altos Hills

K-3 N El Camino w/ focus  
on ELD

---

flexible use for adult ed,  
recreation

---

provide summer facility as well

---

integrate after 3rd grade

# THOUGHTS to add to 2 SITE OPTIONS

- \* repurpose other public prop.s
  - Hillview
  - Rosita Park
  - Grant Park
  - McK/MSC

- \* LASD on private prop in Los Altos w/ BCS on leased prop from Stanford (out of district but nearby)

- \* Repurpose Egan/Bullis Site for a small north El Camino population

- \* ~~Combination~~ Combination of McKenzie Park Utility/LASD

\*

# NOTE!

\* Observation: with 2 sites will be a sequence issue as to which school happens first

\* For public mtg:

No Site	1 site	2 site	3 site
A B C	A B C	A B C	A B C

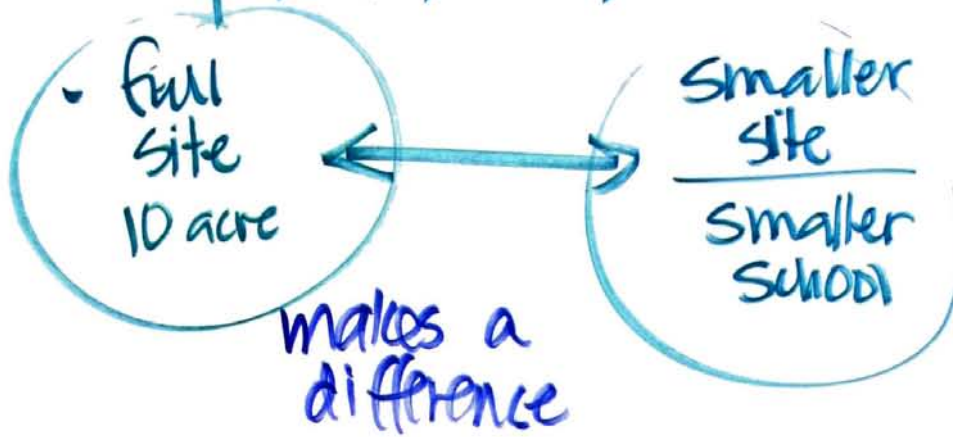
## Meeting Agenda

- Findings
- Range of Approaches
- Small group/table input

Need to make the point that a no-site option is the result of lack of coop with BCS, MtView etc. (call players)



\* Difficulty n of el Cam is that only 1 site is possible



\* Can we provide the same program on a smaller (< 10 acre) site?

# 1 SITE OPTION

Option  
1 Site - 1



Find site for BCS

Reconfigure LASD schools to  
accommodate growth in  
LASD schools

- many ways to accomplish  
this

# 1 SITE OPTION

Option  
1 site-2



Split Covington / Rosita into  
2 schools

- repurpose existing land

---

Find site for BCS

# 1 SITE OPTION

option  
1 site-3



New site for LASD

Place BCS on existing LASD

Site(s)

# 1 SITE

option  
~~one~~  
1 site - 4



New ~~LASD~~ site for  
LASD site - 3rd jr high

---

Make room for BES by  
moving/reconfiguring jr high  
~~middle~~ schools to 6-7-8



# 3 SITE

Opt 3site  
|

➡ identify 3 sites for future  
(10-25 yr) growth

- sell as open space use
- joint venture w/ BCS + LASD
- " " w/ MtView
- " " w/ Los Altos City
- ~~repurpose~~ could repurpose  
land ie obsolete shopping center

# 3 SITE

opt 3 site  
2



1 large site for BCS

2 smaller sites start  
near term

El Camino

Central (Hillview)

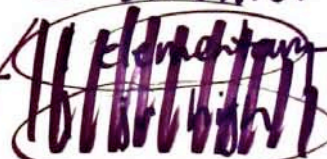
or S Los Altos Hills

Small = 400 or less



Address El Cam w/ <sup>small</sup> ~~large~~ site

Work w/ BCS on 2 smaller sites - <sup>both</sup> K-8



Variation:

BCS use existing jr high facilities < <sup>1 element</sup> <sub>1 jr high</sub>  
(shared use) due to close proximity

new site LASD elementary

NO NEW SITE

options  
no site  
1 (of 1)

Reconfigure LASD schools to  
accommodate growth in LASD, / BCS

# PUBLIC MTG

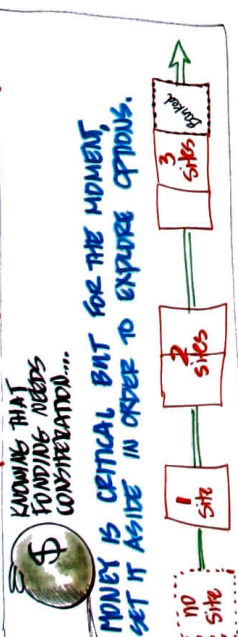
TF members PRESENT FINDINGS

Jeremy  
Fred  
Duncan

Context Setting - Overview of process  
Geoff Ball



# DEVELOPING APPROACHES:



## THEMES ACROSS OPTIONS

- \* Partnership w/ city of Los Angeles
  - site
  - streets + traffic
- \* Collaboration LASD + BCS - need to put this message out to the community
- \* Siting of BCS + new LASD are independent of each other
- \* Problem North of El Camino that we must address - yet it may not be best addressed by locating a school there
- \* Cooperation w/ Mt View needed re: N. El Camino
- \* Buck up plan needed for N. El Camino (near to N. El Camino)

# 2 SITES... additional or multiple sites!



## CONSIDERATIONS THAT MAY DIFFER SIZE

THEME-BASED PROGRAM  
eg English immersion  
Performing Arts  
K-6 magnet

