



PASO ROBLES

JOINT UNIFIED SCHOOL DISTRICT
THE DISTRICT OF EXCELLENCE

Elementary Attendance Boundaries Update

PASO ROBLES JOINT UNIFIED SCHOOL DISTRICT

JANUARY 11, 2022

Purpose:

- District has faced historical financial challenges:
 - 2018-19 the district reserve dropped to 0.97%
- This drove a multi-year action plan requiring reductions:
 - February 2019 = \$2,150,000
 - December 2019 = \$1,083,191
 - March 2020 = \$1,030,105
- Enrollment:
 - 2018-19 = 6,844 (27)
 - 2019-20 = 6,882 +38
 - 2020-21 = 6,661 (221)
 - 2021-22 = 6,532* (129)
 - 2022-23 = 6,408** (124)
 - 2023-24 = 6,386** (22)
 - 2024-25 = 6,313** (73)

*** Not Certified**

**** Projected**

7-11 Committee

- July 30, 2020
- August 27, 2020
- September 24, 2020
- October 9, 2020
- October 15, 2020
- October 24, 2020 - Site visits
- December 7, 2020
- January 20, 2021

Grade Span Configuration

- April 22, 2021
- April 29, 2021
- May 6, 2021
- May 13, 2021
- June 2, 2021
- July 13, 2021 (Board Report)

Boundary Committee

- October 14, 2021
- November 10, 2021 (Public Forum)

Measure M:

- \$95 Million budget
 - Approximately \$30 M remaining
- Costs to modernize sites are increasing
- Georgia Brown budget of \$13 M is not enough to modernize site with >600 student population. (Funding was never sufficient for that magnitude of work.)

Staff seeks direction

- Review various options
- Discuss changes that have impacted the district since the start of this process
- Narrow focus to one option

VARIOUS OPTIONS

NO DECISIONS HAVE BEEN MADE

OPTION 1

Description

- Close the Georgia Brown ES facility, redraw the area to Speck
- Move the immersion program to Pifer, redraw the existing Pifer boundary among the other schools.

Benefits

- Increases overall utilization to 82% decreasing overall operational costs by up \$750,000 annually.
- Creates a dedicated facility for the immersion program without an attendance boundary.
- Pifer is a more centralized location than Georgia Brown ES

Challenges

- Eliminates a neighborhood school
- Extensive amount of change
- Middle school feeder pattern implications associated with eliminating the attendance boundary for Pifer

School	Classrooms	Capacity	Current Enrollment	Proposed Enrollment	Proposed Utilization
Georgia Brown	30	750	667	0	0%
Speck	25	625	434	492	79%
Kermit King	28	700	469	544	78%
Pat Butler	26	650	469	583	90%
Winifred Pifer D.I.	35	875	431	667	76%
Virginia Peterson	28	700	446	630	90%
Total / Average	144	3,550	2,916	2,916	82%

Assumptions:

- Half of the students residing in the current students not attending Georgia Brown would go to Speck
- All Pifer students would go to their newly assigned boundary.

OPTION 2

Description

- Move the immersion program from Georgia Brown to Speck.
- Redraw the existing Speck attendance boundary to Georgia Brown.
- Minor changes east of US-101 to align feeder patterns

Benefits

- Creates a dedicated facility for the immersion program without an attendance boundary.
- Keeps all existing facilities open
- Reduces the enrollment at Georgia Brown which would require less extensive renovations than status quo.

Challenges

- Does not balance utilization among all schools
- Does not reduce operational costs

School	Classrooms	Capacity	Current Enrollment	Proposed Enrollment	Proposed Utilization
Georgia Brown	30	750	667	428	57%
Speck* D.I.	25	625	434	667	107%
Kermit King	28	700	469	472	67%
Pat Butler	26	650	469	470	72%
Winifred Pifer	35	875	431	434	50%
Virginia Peterson	28	700	446	445	64%
Total / Average	144	3,550	2,916	2,916	82%

Assumptions:

- Speck and Georgia Brown swap sites
- Half of the students that in the current Georgia Brown boundary but attend somewhere else will attend the “New” Georgia Brown, the other half will go back to their zoned school.
- Half of the students attend Speck from out of zoned will go to the “New Georgia Brown”, the other half will go back to their zoned school.

OPTION 3

Description

- Move the immersion program from Georgia Brown to Flamson and create a K-8 program.
- Speck would remain neighborhood school and boundaries would be redrawn.

Benefits

- Creates a dedicated facility for the immersion program without an attendance boundary.
- Creates more potential for an articulated DI program on one campus.

Challenges

- Requires additional construction at Flamson to accommodate lower grades.
- K-2 grades cannot use second floor.
- Eliminates a neighborhood school
- Creates a single middle school, with additional construction needed at Lewis

RECOMMENDATION AND NEXT STEPS

- District has recorded an increase in students that are English learners, foster/homeless, or socio-economically disadvantaged. (Unduplicated percentage has increased from 53% to 64%)
- Increased unduplicated percentage results with increased funding.
- Recommendation
 - **Option 2**
 - Keeps all schools open
 - Change attendance boundaries to eliminate magnet boundary only
 - Smaller modernization at Georgia Brown campus