

# STUDY AREA 3 PLANNING COMMITTEE #5

## OPTIONS REVISIONS

Thursday, February 06, 2020

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The Comprehensive School Planning Review (CSPR) is a collaborative process that will assess the District's neighborhood enrollment, school facilities, and educational program offerings, to help us plan for the future in a way that ensures our students have access to a great school close to where they live.

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### MEETING OBJECTIVES

- Study Area Planning Committee members will review second round of options.
- PC members will provide feedback to direct further refinement and options development.
- PC members learn about upcoming Community Input Forum.

### INTRODUCTION AND OVERVIEW

The meeting began with brief reflections on feedback from previous meetings, some reminding and reframing of overview information previously shared about the process as a whole, as well as new information about what would be shared tonight.

### MEETING 4 HIGHLIGHTS

Level of Agreement on a scale of 1-5 (1 is strongly disagree - 5 is strongly agree)				
	This session helped me better understand the CSPR process.	I felt comfortable sharing my input during the meeting	This meeting was a good use of my time	I feel like my presence and input is being valued in the CSPR process
Study Area 3	4.17	4.42	4.08	4.17

**Anecdotal Feedback Included:**

- Be more clear about scenario for Gompers in isolation or a scenario for all four schools
- Closing Overbrook ES is not an option
- Keep Gompers K-8; city-wide specialty school
- What about after-school programs?

**GUIDING PRINCIPLES**

The CSPR team reminded planning committee members of guiding principles and process guidelines.

- Make Pre-K available in as many elementary school locations as possible
- Provide a clear PreK-12 continuum for families in their neighborhoods with preferred grade configurations: PreK-5, PreK-8, 6-8, 6-12, 9-12
- Provide all children access to any needed educational programming (i.e. SPED, ESOL, gifted, PreK)
- Direct resources in an equitable - not equal - way to meet the needs of neighborhoods

**Process Guidelines**

We will also consider, to the extent possible, the following process guidelines.

These are not prioritized or in any particular order.

- Balance utilization to relieve overcrowding and maintain an acceptable utilization level based on facility capacity
- Minimize disruption of future attendance area adjustments and established programming
- Promote safe routes to/from schools by considering student travel times, limiting the number of natural and human-made physical boundaries students must cross to and from school, and considering the availability of sidewalks
- Avoid adversely impacting any specific community
- Impact of enrollment projections
- Financial viability
- IS IT GOOD FOR KIDS?

**KEEP IN MIND:**

- The content shared today is for the purposes of discussion and deliberation.
- The options being discussed today are not intended to be the final or complete options.

- The options being discussed today focus primarily on solving issues related to enrollment and facilities, and are not yet inclusive of all potential solutions.

## FORECAST INDICATORS

A number of data points were shared related to trends around public and private enrollment, where catchment students go to school on both the east and west sides of Broad Street, and residential building permits.

### FORECAST INDICATOR SUMMARY

#### *Assumptions*

- Rates of private school participation in SA3 are significantly higher than in the district as a whole.
- In addition, rates of charter choice are significantly higher in SA3 than in the district as a whole.
- Although the last two years saw declines, the 2019 count of public K-8 students residing in SA3 is higher than in 2014.
- However, SA3 neighborhood schools have not experienced this growth, due to increasing charter choice.
- With almost no new construction, and low rates of real estate activity, continued decline in enrollment at SA3 neighborhood schools is expected.
- If the increasing rate of charter choice over time stabilizes, enrollment at SA3 neighborhood schools will likely either stabilize, or decline at a much slower rate.

## POTENTIAL OPTION STUDY AREA 3

The CSPR team then previewed several options, and provided data for groups to engage in an hour-long discussion. In Study Area 3, the potential solutions that we provided as a basis for discussion were:

STUDY AREA	CHALLENGES	POTENTIAL SOLUTIONS DISCUSSED
Study Area 3: (West)	<ul style="list-style-type: none"> <li>• Low building utilization</li> <li>• High transfer rates out and mobility</li> </ul>	<p style="text-align: center;">Introduced a 1/23 Meeting</p> <ol style="list-style-type: none"> <li>1. Address utilization issues through revised boundaries for SA3 schools</li> <li>2. Reconfigure Cassidy, Gompers, Lamberton to K-5, Overbrook ES students to Cassidy (seek to repurpose building); reassign grade 6-8 students to new MS (location TBD)</li> </ol>

		3. Reconfigure Cassidy, Gompers, Lamberton to K-5, Overbrook ES students to Gompers (seek to repurpose building); reassign grade 6-8 students to new MS (location TBD)
	Introduced at 2/06 Meeting	
	<ul style="list-style-type: none"> <li>• Same as above</li> <li>• Solutions considered are in response to new options put forward by planning committee members.</li> </ul>	4. Overbrook ES reconfigured from K-8 to K-5; 6-8 students to Cassidy; Cassidy reconfigured from K-8 to 6-8; K-5 students to Overbrook ES; Lamberton Arts & Sciences themed neighborhood school; Gompers remains K-8 (maintain & enhance programming)

In addition, input was sought on programming alternatives to enhance student learning opportunities for all students included in this cycle.

Potential solutions discussed were surfaced by both internal and external stakeholders. Feedback has been collected and potential solutions will be revised accordingly and discussed during the next round of meetings.

**Next Steps & Wrap Up**

The CSPR Team and FLO Analytics will use feedback to update a set of options, and come back to the Planning Committees at the next round of meetings.

**Reminder – Updated Study Area Meeting Schedule:**

Timeline	Study Area3
March	3/5 – Public Input Meeting
	3/19
April	4/02
	4/23 – Public Input Meeting
May	5/21
June	Bring Recommendations to Board of Education