

APPENDIX A

Text of Alameda Unified School District's Proposed Policy on Enrollment

Each year during the month of January, a two-week initial enrollment period (Kindergarten Round-Up) will be held. If after the initial two week period there are more students than available spaces, first enrollment priority will be given to siblings of currently enrolled students living in the zone of attendance that have returned a completed application within the two week period. The remaining students will be assigned enrollment priority numbers through a random drawing. These students will then be enrolled until all spaces are filled. The remaining students will also be provisionally enrolled, and given a notice that they may be placed at a different school. Depending on how many students a school is over capacity, the district may open an additional class at the school, or divert these students to neighboring schools. This reassignment may take place at any time between May 1st and the 20th day of the new school year. **Note: Any random drawing would only include residents of the neighborhood school.**

Proposed student enrollment priorities

The district has a policy and practice of promoting neighborhood schools. It plans to use nine priority criteria when making decisions about when students may be enrolled in a particular school:

- (1) Children living within the attendance boundaries of a particular school.*
- (2) Students moved involuntarily from an over-capacity school.*
- (3) Siblings of students already attending a specific school.*
- (4) Fourth priority is given to parents at Title I schools in program improvement who wish to transfer their students to a higher performing school.*
- (5) Students who are victims of violent crimes or whose neighborhood school is designated as "persistently dangerous." (No AUSD schools are designated as "persistently dangerous." Ed. Code requires this statement.)*
- (6) Students approved under the district's open enrollment program (based on space available).*
- (7) Children of district employees living outside of Alameda.*
- (8) Children of people living outside of Alameda who are employed within the City of Alameda.*
- (9) Students requesting transfers into AUSD from other school districts.*

APPENDIX B

Demand Subcommittee Results: The Hillcrest Pre-Kindergarten Survey

The purpose of the survey was to try to assess the extent to which the recent trend of increased numbers of applications to kindergarten at Hillcrest is likely to continue in the near future.

It is noted that another goal we could have added to the survey would have been to collect data on the demand for enrollment into grades other than kindergarten. However, given the limited time frame in which the study was conducted, and the limited amount of resources available for conducting it, the Demand Subcommittee decided to focus exclusively on kindergarten enrollment, which is the primary driver of the overall population size of Hillcrest. Information on older applicants would be a valuable addition.

When considering how such a survey might be conducted, two general scenarios were considered:

1. **Random sampling:** In principle it should be possible to get an accurate estimate of the number of future applicants to kindergarten by taking a random sample of a few hundred homes from the list of approximately 1,660 homes located in the Hillcrest attendance area and extrapolating rates estimated from the sample to the neighborhood as a whole. A challenge in this approach is making every effort possible to get a complete response rate from all the homes identified to be sampled; non-responders can significantly bias the results. Ultimately, this approach was not pursued because of the relatively low precision that would result from even a fairly large (300+) sampling of homes: Under various reasonable assumptions, the resulting confidence interval would be plus-or-minus ten applicants, which is a very large margin of error relative to the likely number of applicants.
2. **Expansive survey to establish a lower bound:** We opted instead for an approach whereby we would attempt to survey as many homes as possible, targeting in particular homes where it was known by personal contacts that young children resided. The disadvantage of such an approach is that the highly nonrandom nature of the sampling makes it impossible to do anything better than guess at estimates from which to extrapolate to the homes not surveyed; however, this approach does allow for the establishment of a relatively firm lower bound. The logic applied was that if it were established that the lower bound was already at a level consistent with concerns about large enrollment, then that would be useful enough information for the current survey.

After deliberation with the full LRPC, it was decided that a traditional survey involving door-to-door polling or some other form of cold calling could be negatively viewed by some members of the community unless conducted with some form of written forewarning and/or other documentation establishing authenticity of purpose. There being insufficient time to get such communications in place, the LRPC agreed instead to employ a more “word-of-mouth” strategy, whereby LRPC members would reach out to members of their caucuses to request help

in gathering information about future pre-K applicants from friends and neighbors that surveyors knew personally and from whom information could be collected without the process seeming invasive or unwelcome.

The Supply Subcommittee made a list of all residential addresses contained within the Hillcrest attendance area by a process of scouring online maps of the area (using www.zillow.com) in conjunction with cross-checking each address against the OUSD online school-finder application (mapstacker.ousd.k12.ca.us/). The resulting list of 1,664 homes worked well. A handful of addresses were subsequently identified as empty lots with no homebuilding underway, but other than that the list proved highly accurate.

At the caucus meetings on June 24, 2007, the LRPC asked parents to volunteer to collect information from their friends and neighbors. The response from the community was excellent, with a total of 41 parents stepping forward. In the subsequent weeks, these volunteers returned information for roughly 600 of the 1664 homes in the Hillcrest area.

To help ensure as high a response rate as possible and to reduce potential concerns about invasion of privacy, a very minimal level of information was sought. The requested data consisted of

- Address of household (required for tracking and resolution of cases of the same data coming in from multiple sources)
- Whether or not the household would be making an application kindergarten at any school in the future.
- Whether or not the household would be making an application for kindergarten at Hillcrest in the future.
- Whether or not the household would have one or more children enrolled in Hillcrest in the 2007-08 school year.
- For each child that would be applying to kindergarten in any school in the future:
 - Month and year of birth (to enable estimation of likely year of application, where year of application was not supplied).
 - In what year would the child apply to kindergarten
 - Would the child apply to Hillcrest.
 - If admitted to Hillcrest, would Hillcrest be the first choice among the various schools to which the child applied.

Information was collected with varying degrees of specificity. Some of the questions had excellent response rates among homes surveyed, some were very poor. For example, we got a yes/no/maybe response to the question about whether or not an application would be made for kindergarten at Hillcrest for the vast majority of respondents, but we got quite poor response rates for the questions related to the year and month of birth. This is related to the important point of the accuracy of the survey: Volunteers were instructed to feel free to fill in information on behalf of their neighbors (to allow for the possibility, for example, that someone could supply information for a neighbor they know well but who was on vacation at the time). Instructions explained that volunteers should take particular care to *omit* information where they were not

confident of the answer, and it is certainly reasonable to question the degree of accuracy that such a method of gathering information will have.

After the first round of the survey was complete we had information from 655 (39%) of the 1664 households in the Hillcrest attendance area. In order to further boost the response level we also conducted a web-based survey and reached out via email distribution lists. This follow-up effort contained a streamlined version of the questionnaire, comprising the subset of questions for which the response rate had already been good enough to make useful inferences. After resolution of duplicate respondents, the final number of household responding totaled 707 (42% of households in the Hillcrest area).

Table B-2: Survey Results. The first three columns present the raw data as collected, the last three columns attempt to apportion a year and likelihood of application to Hillcrest to the 25 respondents who did not specify such information. The rationale for this apportionment is outlined in the text.

Year of entry	Number of applicants to any school	Number of applicants who say they will apply to Hillcrest	Number of applicants who say they might apply to Hillcrest	Number of applicants to any school, adjusted	Number of applicants who say they will apply to Hillcrest , adjusted	Number of applicants who say they might apply to Hillcrest , adjusted
Fall 2008	47	40	6	55	47	7
Fall 2009	36	33	3	42	39	4
Fall 2010	26	23	3	30	27	4
Fall 2011	26	22	4	30	26	5
Fall 2012	9	7	2	11	8	2
Fall 2013	1	1	0	1	1	0
Not specified	25					

The data from the 707 homes responding are presented in table 2. The first 3 columns present the projected number of kindergarten applicants to any school, then breaking it down into applicants who say they **will** or **might** apply to Hillcrest. An immediately apparent trend is that the number of projected applicants drops off sharply the further into the future one looks. This phenomenon may be driven by one or more of the following factors, it is beyond our current scope or capabilities to comment on the relative validity of these hypotheses:

1. Given Hillcrest’s outstanding reputation, homes for sale in the neighborhood are more likely to be sold to families with children that will soon be applying to other kinds of families. Such a factor would mean that pre-K applicants tend to move into the neighborhood shortly before applying, and would explain the apparent future decline in enrollment.

2. The survey was intentionally conducted in a non-random fashion, aiming merely to establish a lower bound on enrollment. Furthermore, families involved in the survey are more likely to know other families with children of a similar age than they are to know families with much younger children. This would lead to an under-representation in the survey of families that will be applying to kindergarten farther in the future.
3. Future enrollment to kindergarten actually will decline (though it does not appear to be reasonable to explain the degree of decline predicted by the numbers in table 2 by this hypothesis alone).
4. Some other factor.

Another salient feature of the survey data is that there are 25 or 15% of the 170 future applicants reporting with no year of application specified. It is possible that this category may have consisted of parents who were not sure of which exact year they would apply - we note that 15% uncertainty does seem reasonable for the proportion of children born at a time of year where it might be uncertain as to which year they might actually end up enrolling.

It is not absolutely clear how best to treat these individuals. What we did for the purpose of this survey was to split up the 25 applicants of unknown year into the categories of 2008-2013 applicants in the already-known proportions for those years. For example, of the 145 respondents who will be applying to kindergarten in the future and who specified the year in which they will apply, 47 stated they would apply for fall 2008. Accordingly, we compute the "adjusted" figure for 2008 applicants by taking $47/145$ or 32% of the 25 future applicants of unknown year and add them to the 47, yielding an estimated 55 applicants for fall 2008. The values for the other years are computed in the same fashion.

In order to break down the number of future kindergarten applicants for each year into those who say they will, might and will not apply to Hillcrest, we used proportions derived from those who responded with indication as to their intentions and applied those proportions to those who did not state their intentions. This is based on an assumption that those who did not state their intentions will behave similarly on the whole to those who did, an assumption that is certainly open to question but one that we nevertheless made in order to attempt to come up with an estimate. So for example among the 47 respondents who stated that they would apply to any kindergarten for entry in fall 2008, 40 or 85% said they would apply to Hillcrest, 6 or 13% said that they might and 1 or 2% said that they would not. We used these proportions to split up the adjusted estimate of 55 kindergarten applicants for 2008, estimating that 47 would apply to Hillcrest and 7 might.

It is based on reasoning of this kind that we arrive at an estimated lower bound of 47-54 kindergarten applicants for fall 2008 and 39-53 for fall 2009. It is very hard to make any useful statement about how much this estimate would increase if we had information for the 58% of homes for which we have no information. It is highly likely that these 58% of homes tend to be dwellings with a much lower proportion of pre-K children living in them, the reasoning being that families with pre-K children to some degree tend to know each other and we probably have decent coverage among the homes surveyed for such families. So, it seems to be very unlikely that the lower-bound would need increase by more than a factor or two to cover all future applicants. However, it is equally unlikely that the current survey has captured all the future

applicants and that the current lower-bound ends up being the actual number. Where exactly to draw the line in between these two unlikely extremes is beyond our capability to estimate, but given that the lower bound is already in excess of a number that can be accommodated to Hillcrest as currently configured it is clear that there will be a continuation of the recent phenomenon of demand exceeding the currently-available supply.

Geographic Location of Future Applicants

The collected survey data also allows the homes of future applicants to be plotted on an area map. This could be useful information to consider when examining the potential impact of attendance-area boundary adjustments.

- **Figure APP.B-1** presents an overview of the Hillcrest attendance area, indicating Hillcrest's location as well as that of the other nearest elementary schools in the area.
- **Figure APP.B-2** indicates the approximate locations of the applicants for fall 2008 and the applicants for whom no year of application was supplied. This gives a general sense of the distribution of near-term applicants.
- **Figure APP.B-3** indicates the approximate location of all reporting future applicants.

For figures APP.B-2 and APP.B-3, data has been shuffled on the order of a few blocks to respect the anonymity of survey respondents.

Figure APP.B-1

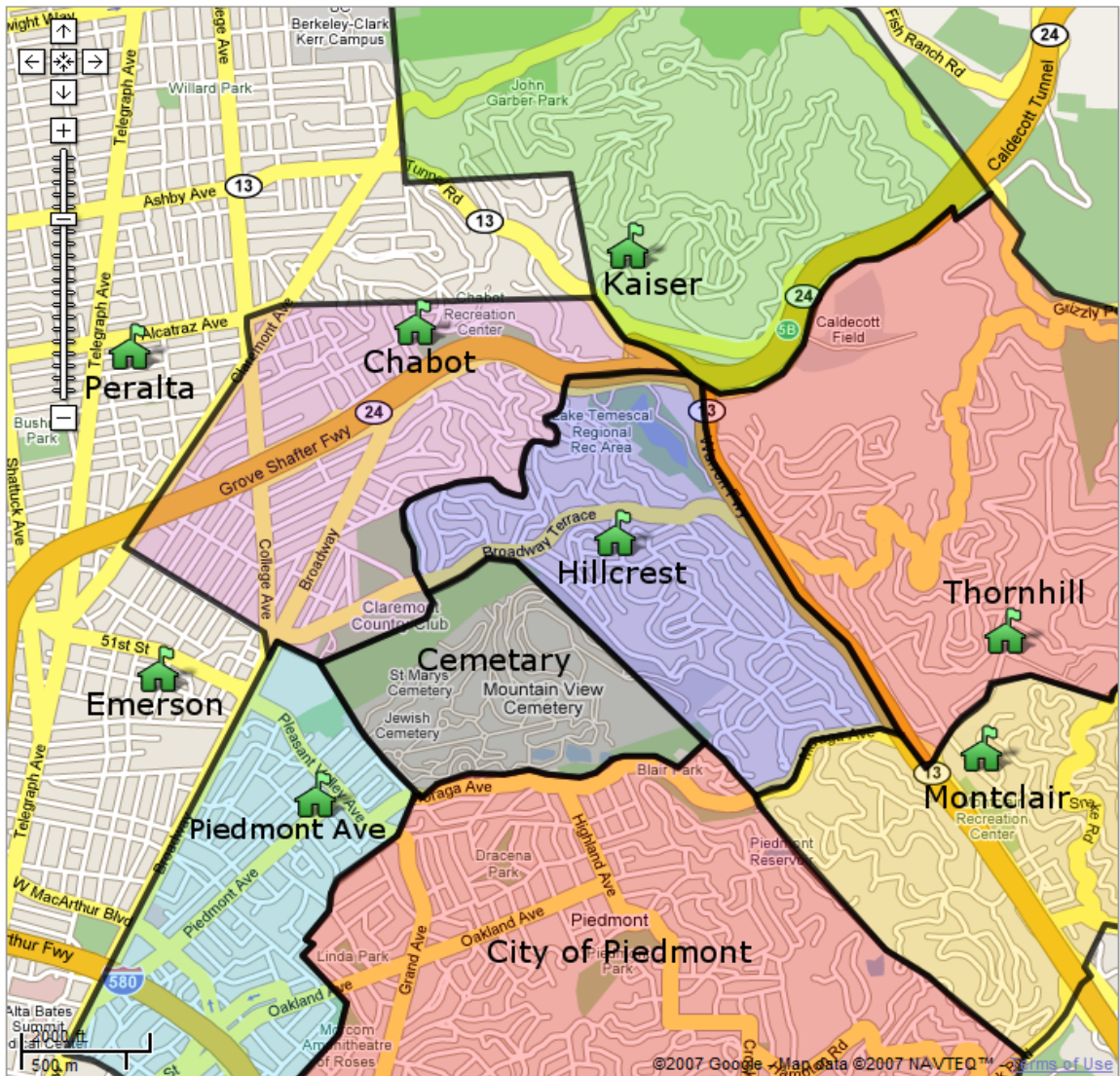


Figure APP.B-1 shows Hillcrest's geographic location and attendance-area boundaries, and the location and boundaries of the nearest neighboring OUSD elementary schools.

Figure APP.B-2

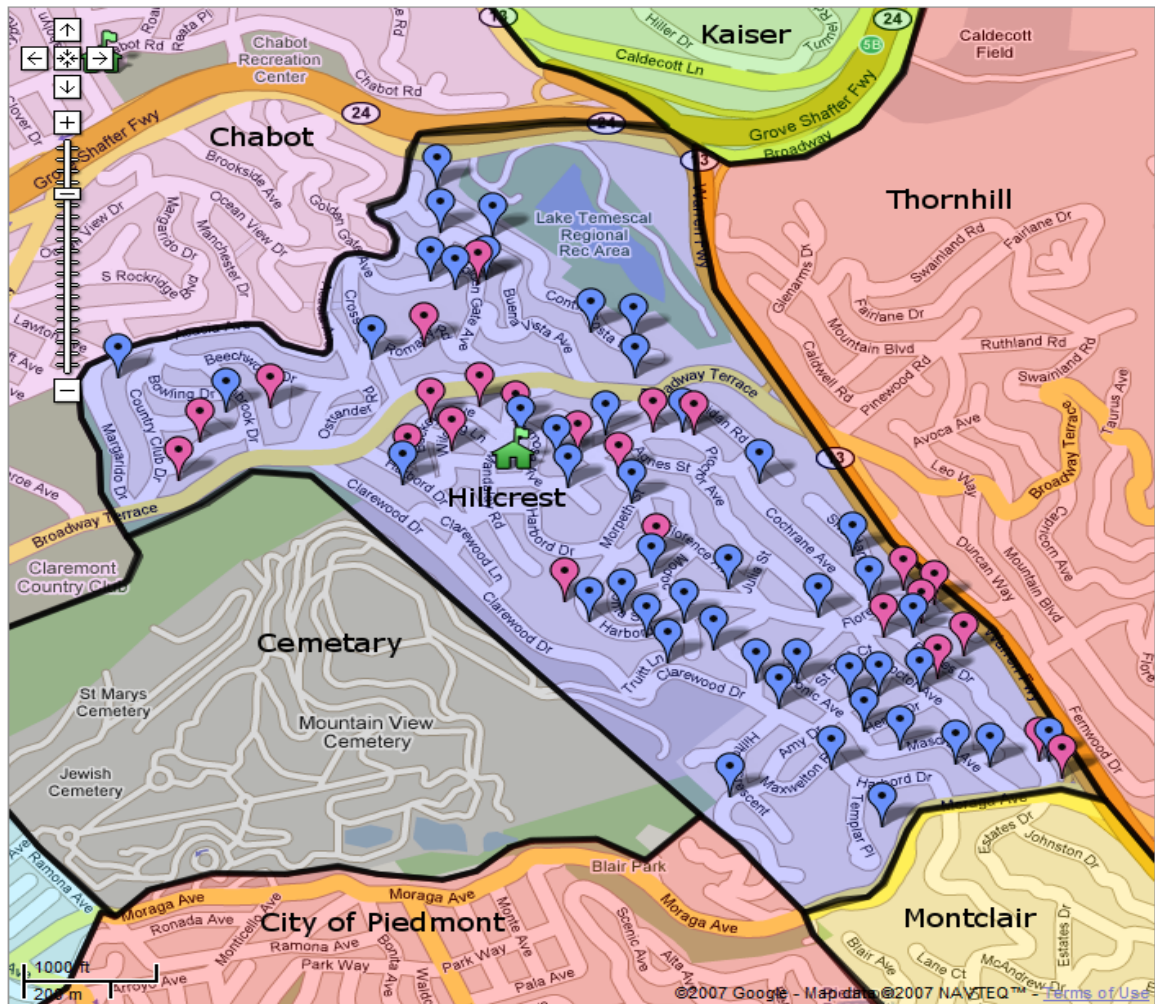


Figure APP.B-2 shows the approximate location of applicants for Fall 2008 (blue) and applicants who did not specify a year of entry (magenta). Location of plotted markers has been randomly shifted from actual locations to respect anonymity of survey respondents.

Figure APP.B-3

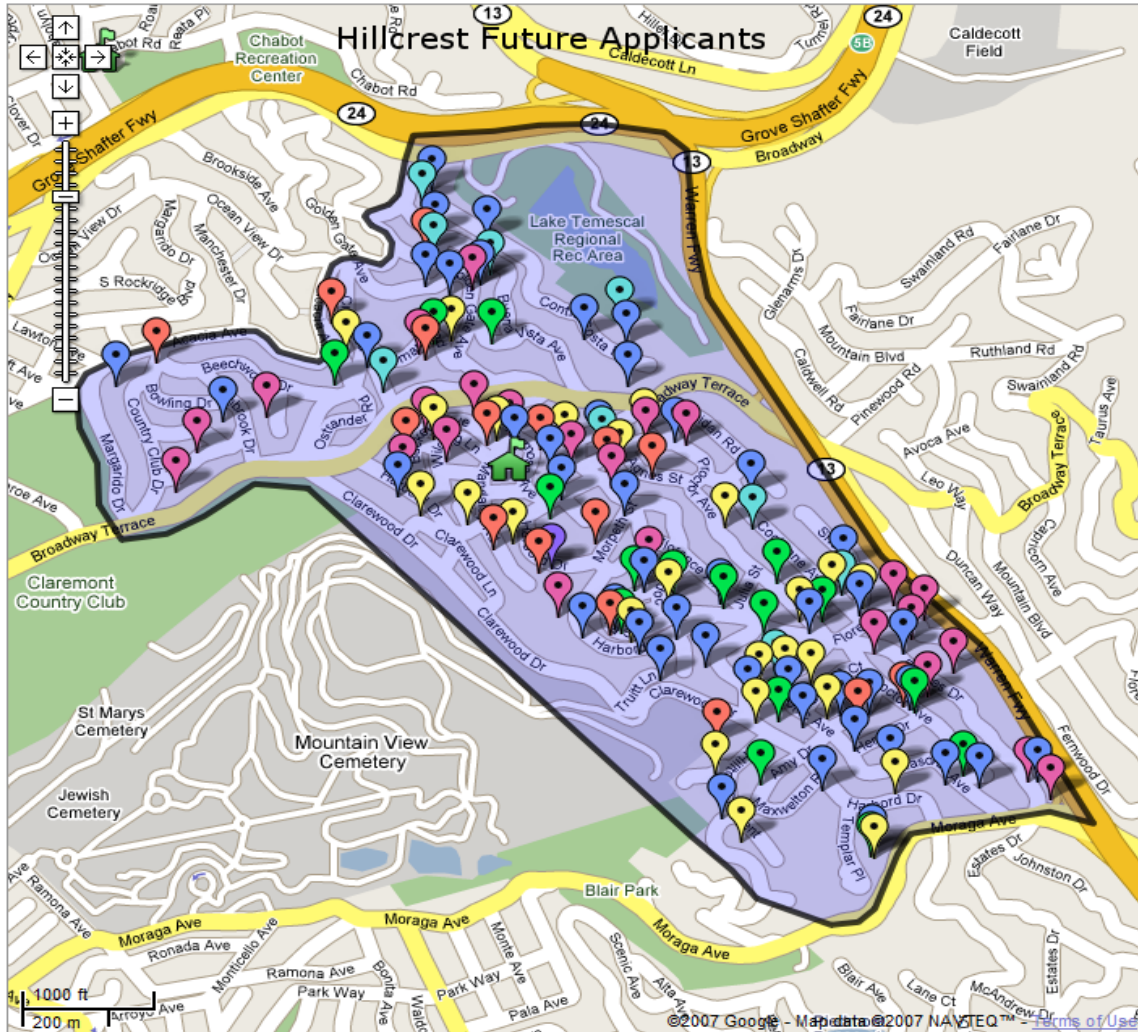


Figure APP.B-3 shows the approximate location of all reported near-term future applicants. The color of each marker denotes the reported year of entry:

- Magenta = unspecified
- Blue = 2008
- Red = 2009
- Green = 2010
- Yellow = 2011
- Cyan = 2012
- Purple = 2013

Location of plotted markers has been randomly shifted from actual locations to respect anonymity of survey respondents.

Number of future applicants with sibling(s) already attending Hillcrest

The survey asked each future applicant about the existence of an older sibling already attending Hillcrest. Estimating the proportion of future applicants who will have a sibling already attending Hillcrest for anything other than 2008 is going to be quite inaccurate because the answer for 2009 is going to depend in part on which children end up attending in 2008. Accordingly we only discuss the estimate for 2008 here.

Table APP.B-4 presents the survey data on Hillcrest sibling status for fall 2008 applicants. Twenty-one respondents who reported that they will be applying already have a sibling at Hillcrest. This is the lower bound, and may be the actual number of sibling applicants; however, there are at least two possible avenues by which this number may end up being larger. Firstly, seven respondents indicated that they will (5) or might (2) apply to Hillcrest in the future but did not comment on whether or not they have a sibling currently attending Hillcrest. Secondly, 25 respondents indicated they would or might apply to Hillcrest in the future without specifying an age or year of entry, of whom we estimate that some eight will apply in 2008 (see discussion following table APP.B-1). Taking the sum of these two groups, we predict a possible additional 15 applicants for 2008 who have a sibling at Hillcrest.

Table APP.B-4

		Older sibling currently attending Hillcrest?			Total
		No Answer	No	Yes	
Will apply to Hillcrest for fall 2008?	Maybe	2	3	1	6
	Yes	5	15	20	40
	Total	7	18	21	46

Table APP.B-4 shows the possible number of fall 2008 applicants with a sibling already at Hillcrest.

One way of addressing the difficulty of fully predicting the number of sibling applicants is to assume that the proportion of individuals among the additional 15 applicants for 2008 who did not report whether they have a sibling at Hillcrest is the same as the proportion among the 39 (18+21) 2008 applicants who did report on sibling status. This would lead to an estimate of an additional eight fall 2008 applicants who already have a sibling attending Hillcrest, for a total of 29 sibling applicants for 2008.

In practice it is likely that we have been more successful in reaching and collecting data from current Hillcrest parents, so the actual number is likely to be closer to 21, but we cannot rule out the possibility that it may be as large as 29.

APPENDIX C

California Department of Education Facilities Characteristics

www.cde.ca.gov/ls/cs/k3/recommend.asp

Title 5 Summary for Elementary Schools*

Grade	Required Area	Other Considerations	Title 5 Reference
Kindergarten	1,350 Square Feet Area includes restrooms, storage, and preparation and wet and dry areas.	Designed to allow easy supervision of classroom and play areas Toilets within complex	14030(g)(2)(A) ; 14030(g)(2)(B); and 14030(g)(2)(A)
Grades 1-6.	960 Square Feet.	Some classroom should be easily alterable in size and shape. Conduit/cabling and outlets are available for technology.	14030(g)(1)(A); 14030(g)(1)(3) ; and 14030(g)(1)(4)
Special Education	Equal to a standard classroom at the site and appropriate to serve the needs of the students assigned to the classroom.	Distributed throughout the campus	14030(g)(3)(D); and 14030(g)(3)(F)

K-12 Toilet Requirement Summary,
www.cde.ca.gov/ls/fa/sf/toiletrequire.asp

Prior to 1994: Code Reference UBC Section 805

Grade/Staff	Male	Female
Kindergarten	No reference	No reference
Elementary	1 urinal per 30 1 toilet per 100	1 toilet per 35
Secondary	1 urinal per 30 1 toilet per 100	1 toilet per 45
Staff	No reference	No reference

After 1994: Code Reference Title 5 CCR and CPC Table 4-1

Grade/Staff	Male	Female
Kindergarten (toilets to be within kindergarten complex)	1 toilet serves 1-20 2 toilets serve 21-50 over 50, add 1 toilet for every 50 people	same as for boys
Elementary	1 urinal per 75 1 toilet per 30	1 toilet per 25
Secondary	1 urinal per 35 1 toilet per 40	1 toilet per 30
Staff	1 toilet serves 1-15 2 toilets serve 16-35 3 toilets serve 36-55 over 55, add 1 toilet for every 40 men provide 1 urinal for every 50 men	1 toilet serves 1-15 2 toilets serve 16-35 3 toilets serve 36-55 over 55, add 1 toilet for every 40 women

Please be aware these are minimum requirements; more fixtures or toilet rooms may be

required to adequately serve students and staff in some facility layouts.

Toilets are to be provided based on the population of each gender at each school site. As new facilities (with additional students and staff) are added, including portables, additional toilet facilities should be added to meet building code requirements.

Acreage standards: Small School Site Guidelines, www.cde.ca.gov/ls/fa/sf/smallschoolsite.asp

1. Density maximums of the Small School Site Policy

Master plan capacity shall not exceed the maximum number of students as determined on the worksheet. The maximum number of students per acre based is noted below.

Number of Students Per Acre

School Type	Single Track	Multi-track Year-Round Education (Four-Track)
High School	150	185
Middle School (06-08 or 07-08)	150	185
Elementary School (K-05)	185	230
Span School K-08	175	215
Span School 07-12	150	185
Span School K-12	165	205

APPENDIX D

OUSD Guidelines for Determining School Population and Classroom Population

Text of an email exchange between the LRPC and OUSD, October 2007.

LRPC question: What are the guidelines or factors that are often considered by OUSD and other elementary schools in the state in determining the maximum capacity of a given facility?

OUSD response: We currently use the following formula to determine the optimal number of students for a particular facility:

- First, classrooms not used for instruction are deducted from the total number of rooms on site as follows:
 - Each school received an allocation of SDC (Special Education Special Day Classes) of one classroom for every 12 rooms on site
 - Each school receives an allocation of one parent resource center
 - Each school receives an allocation for “flex” space of one classroom for every 15 rooms on site
- Using the remaining classrooms, students are “loaded” based on the following ratios per classroom:
 - K-3: 20
 - 4-6: 25
 - 7-12: 25.5
- Based on this formula, we determine the optimal number of students to be housed on site.
- HOWEVER, this is only an approximation. Many schools with higher enrollments are able to accommodate more students due to creative solutions.

APPENDIX E

OUSD-Supplied Data on 2007 Enrollment at Hillcrest's Neighboring Schools

Fall 2007 Enrollment in Elementary Schools Bordering the Hillcrest Attendance Area by Grade and By Whether Children Reside Within or Outside of the Respective School's Attendance Area

Grade	Chabot		Kaiser	
	Resides within the area	Resides outside of the area	Resides within the area	Resides outside of the area
K	55	31	6	37
1	42	38	1	41
2	31	48	7	36
3	29	46	2	31
4	26	61	2	37
5	28	55	4	37
Grade	Thornhill		Montclair	
K	60	4	46	14
1	60	3	49	16
2	52	6	31	34
3	37	22	30	19
4	37	24	28	27
5	40	23	18	33

APPENDIX F

Supply Subcommittee Enrollment Prediction Model Based on Retention Survey Results

This version of the Enrollment Projection model uses the following assumptions, which are derived from the Demand Subcommittee’s survey of current Hillcrest families’ retention expectations.

- Average annual attrition in grades K-4 1.3%
- Average annual attrition in grade 5 5.4%
- Average annual attrition in grades 6-7 0.0%
- Avg. kindergarten class size from 2008 on 40

Based on this scenario, the total school population--which currently exceeds by eight the maximum of 310 students as predicated by square-footage per child guidelines -- will continue to rise annually through 2013, peaking at a total population of 374. This number is an impossible population for the current facility under Class Size Reduction (CSR) guidelines.

Under this model, the school population begins to decrease in 2014, as the over-enrolled 2007-2008 K class reaches seventh grade; although by 2021, the last year included in this model, the total school population is still substantially in excess of 310 (it stabilizes at 340 beginning in 2019).

Grade	Fall 2007			Fall 2008			Fall 2009		
	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size
K	52	2.50	21	40	2.00	20	40	2.00	20
1	49	2.50	20	52	2.60	20	40	2.00	20
2	47	2.00	24	49	2.45	20	52	2.60	20
3	32	1.50	21	47	1.57	30	49	1.63	30
4	36	1.50	24	32	1.07	30	47	1.57	30
5	34	1.00	34	36	1.20	30	32	1.07	30
MS	68	2.00	34	78	2.52	31	96	3.10	31
6	28			33			35		
7	17			28			33		
8	23			17			28		
Total	318	13.00		334	13.40		356	13.96	

Grade	Fall 2010			Fall 2011			Fall 2012		
	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size
K	40	2.00	20	40	2.00	20	40	2.00	20
1	39	1.97	20	40	2.00	20	40	2.00	20
2	39	1.97	20	39	1.95	20	40	2.00	20
3	51	1.71	30	39	1.30	30	39	1.30	30
4	48	1.61	30	51	1.70	30	39	1.30	30
5	46	1.55	30	48	1.60	30	51	1.70	30
MS	99	3.19	31	110	3.55	31	121	3.90	31
6	31			44			46		
7	35			31			44		
8	33			35			31		
Total	364	14.01		367	14.10		370	14.20	

Grade	Fall 2013			Fall 2014			Fall 2015		
	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size
K	40	2.00	20	40	2.00	20	40	2.00	20
1	39	1.97	20	39	1.97	20	39	1.97	20
2	39	1.97	20	39	1.95	20	39	1.95	20
3	39	1.32	30	39	1.30	30	38	1.28	30
4	38	1.28	30	39	1.30	30	38	1.28	30
5	38	1.28	30	38	1.27	30	38	1.28	30
MS	139	4.48	31	132	4.26	31	122	3.94	31
6	49			37			36		
7	46			49			37		
8	44			46			49		
Total	374	14.31		366	14.04		356	13.70	

Grade	Fall 2016			Fall 2017			Fall 2018		
	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size
K	40	2.00	20	40	2.00	20	40	2.00	20
1	39	1.97	20	39	1.97	20	39	1.97	20
2	39	1.95	20	39	1.95	20	39	1.95	20
3	38	1.28	30	38	1.28	30	38	1.28	30
4	38	1.27	30	38	1.27	30	38	1.27	30
5	38	1.27	30	37	1.25	30	37	1.25	30
MS	110	3.55	31	109	3.52	31	109	3.52	31
6	37			36			36		
7	36			37			36		
8	37			36			37		
Total	343	13.28		341	13.23		341	13.23	

Grade	Fall 2019			Fall 2020			Fall 2021		
	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size
K	40	2.00	20	40	2.00	20	40	2.00	20
1	39	1.97	20	39	1.97	20	39	1.97	20
2	39	1.95	20	39	1.95	20	39	1.95	20
3	38	1.28	30	38	1.28	30	38	1.28	30
4	38	1.27	30	38	1.27	30	38	1.27	30
5	37	1.25	30	37	1.25	30	37	1.25	30
MS	108	3.48	31	108	3.48	31	108	3.48	31
6	36			36			36		
7	36			36			36		
8	36			36			36		
Total	340	13.20		340	13.20		340	13.20	

Enrollment Prediction Model based on achieving steady optimal total enrollment by limiting K enrollment

The next version of the model works backwards: It proposes one answer to the question, "If Hillcrest is to ultimately arrive at a steady-state school population that does not exceed a maximum of 310 students, how might we have to limit future kindergarten enrollment?"

This version uses the following assumptions:

- Average annual attrition in grades K-4 2.0%
- Average annual attrition in grade 5 5.4%
- Average annual attrition in grades 6-7 0.0%

To arrive at fairly steady school population that hovers in the vicinity of 310 students with these rates of attrition, kindergarten enrollment must be limited as follows:

- Avg. Kindergarten Size 2008-2010 30
- Avg. Kindergarten Size 2011-2015 36
- Avg. Kindergarten Size 2016 and on 38

Grade	Fall 2007			Fall 2008			Fall 2009		
	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size
K	52	2.50	21	30	1.50	20	30	1.50	20
1	49	2.50	20	51	2.55	20	30	1.50	20
2	47	2.00	24	49	2.45	20	50	2.50	20
3	32	1.50	21	47	1.57	30	49	1.63	30
4	36	1.50	24	32	1.07	30	47	1.57	30
5	34	1.00	34	36	1.20	30	32	1.07	30
MS	68	2.00	34	78	2.52	31	96	3.10	31
6	28			33			35		
7	17			28			33		
8	23			17			28		
Total	318	13.00		323	12.85		334	12.86	

Grade	Fall 2010			Fall 2011			Fall 2012		
	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size
K	30	1.50	20	36	1.80	20	36	1.80	20
1	29	1.47	20	30	1.50	20	36	1.80	20
2	29	1.47	20	29	1.45	20	30	1.50	20
3	49	1.63	30	29	0.97	30	29	0.97	30
4	48	1.60	30	49	1.63	30	29	0.97	30
5	46	1.54	30	48	1.60	30	49	1.63	30
MS	99	3.19	31	110	3.55	31	121	3.90	31
6	31			44			46		
7	35			31			44		
8	33			35			31		
Total	331	12.40		331	12.50		330	12.57	

Grade	Fall 2013			Fall 2014			Fall 2015		
	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size
K	36	1.80	20	36	1.80	20	36	1.80	20
1	35	1.76	20	35	1.76	20	35	1.76	20
2	35	1.76	20	35	1.73	20	35	1.73	20
3	29	0.98	30	35	1.15	30	34	1.13	30
4	28	0.95	30	29	0.96	30	34	1.13	30
5	28	0.95	30	28	0.93	30	28	0.94	30
MS	137	4.42	31	120	3.87	31	101	3.26	31
6	47			27			27		
7	46			47			27		
8	44			46			47		
Total	330	12.62		317	12.20		303	11.75	

Grade	Fall 2016			Fall 2017			Fall 2018		
	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size
K	38	1.90	20	38	1.90	20	38	1.90	20
1	35	1.76	20	37	1.86	20	37	1.86	20
2	35	1.73	20	35	1.73	20	36	1.82	20
3	34	1.13	30	34	1.13	30	34	1.13	30
4	33	1.11	30	33	1.11	30	33	1.11	30
5	33	1.11	30	33	1.08	30	33	1.08	30
MS	81	2.61	31	86	2.77	31	90	2.90	31
6	27			32			31		
7	27			27			32		
8	27			27			27		
Total	289	11.35		295	11.59		301	11.81	

Grade	Fall 2019			Fall 2020			Fall 2021		
	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size	Total Enrollment	No. of Class-rooms @ Hillcrest	Avg. Class Size
K	38	1.90	20	38	1.90	20	38	1.90	20
1	37	1.86	20	37	1.86	20	37	1.86	20
2	36	1.82	20	36	1.82	20	36	1.82	20
3	36	1.19	30	36	1.19	30	36	1.19	30
4	33	1.11	30	35	1.17	30	35	1.17	30
5	33	1.08	30	33	1.08	30	34	1.14	30
MS	94	3.03	31	93	3.00	31	93	3.00	31
6	31			31			31		
7	31			31			31		
8	32			31			31		
Total	307	12.00		308	12.03		310	12.09	

APPENDIX G

Text of LRPC Questions to OUSD on Enrollment Policies Under Attendance-Area Boundary Adjustments

LRPC emailed the following questions to OUSD staff in October 2007. OUSD subsequently reported that they were working on new guidelines to address enrollment issues, but were not yet prepared to answer the questions below.

In the event that attendance areas are redrawn in a manner that shrinks the current Hillcrest attendance area,

- Is there a current or proposed OUSD policy concerning what happens to current Hillcrest students whose addresses are reallocated to alternative attendance areas?
- Is there a current or proposed OUSD policy concerning what happens to the siblings of existing Hillcrest students? Would they be grandfathered into the school, or would they be assigned to their new attendance-area school?
- If younger siblings of existing Hillcrest students are grandfathered into the school despite their home addresses falling into a new alternative attendance area, does current or proposed policy dictate that they be given the same (or less) priority than the siblings of existing Hillcrest students residing in the attendance area when it comes to allocating kindergarten slots?
- If younger siblings of existing Hillcrest students are grandfathered into the school despite their home address falling into a new alternative attendance area, does current or proposed policy dictate that they be given the same (or less) priority than new prospective Hillcrest students residing in the attendance area (who do not have siblings already at the school) when it comes to allocating kindergarten slots?
- If you can't provide answers to the preceding questions, would you please tell us how the issues of existing reassigned children and their siblings have been handled in the past when OUSD has redrawn boundaries?
- If there's current policy, but no proposed policy to any of these questions, it would be helpful to know how they apply to any of the questions above.

If there's proposed policy, but no current policy that answers any of these questions, it would be helpful to know how the proposed policy applies to any of the questions above.

APPENDIX H

Caucus Attendance Documentation

Caucus meetings were held in July: approximately 350 people attended in caucus groups.

Caucus meetings were held on September 24 to discuss the publicly-published draft version of this report, which had been made available electronically through the Hillcrest PTA website the previous week following an extensive email preparation campaign.

- Some 40 parents attended the pre-K caucus.
- Twelve parents attended the K caucus. Of these, four had pre-K children at home.
- Fourteen parents attended the grades 4-5 caucus.

APPENDIX I

Bibliography

K-8 Schools

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