

School Capacity & Utilization Task Force

Meeting #10

February 22, 2024, 5-7 p.m.

Kessler Center – 1501 – 39th Ave SW, Puyallup 98373

Welcome/Introduction

- Review / Approve Meeting # 9 Minutes

Dual Language Program

- Presentation by Jamie Lee, Exec. Director of Federal Programs & Student Support and Ceci Tamayo, Asst. Director of Categorical Federal Programs
- Q & A
- Potential Impacts to Dessie Evans Elementary

Break (5 min)

Recap Meeting # 9 S.W.O.T. Activity

Region 2 Prioritization

- S.W.O.T. Activity for Rogers High School

Closing / Survey Question



Next Meeting

Meeting #11:

March 14, 2024

Karshner Center
309 4th St. NE, Puyallup
5 to 7 PM



FOUNDATIONS
FOR OUR **FUTURE**

School Capacity and Utilization Task Force

Meeting #10

February 22, 2024


REVIEW / APPROVE MEETING #9 MINUTES

- Meeting Minutes are emailed with upcoming meeting agenda
- Minutes are available on the MS TEAMS School Capacity and Utilization Task Force page.

Meeting Roadmap




Meeting Norms



Preserve this as a safe space for open, honest discussion.

Give grace and space



If you present a problem, then you should also present a solution.



Keep an infectious sense of possibility of what we can accomplish



Engage fully with honesty and integrity



Respect the rights, differences, and dignity of others

Come with an open mind.



Meeting # 10 – Learning Targets

- Understand the priorities and needs of the Dual Language Program.
- Understand the potential impacts to school enrollment and capacity if a change is made to the current delivery model of the Dual Language Program at Dessie Evans Elementary.
- Complete a S.W.O.T analysis for potential solutions to accommodate a projected enrollment increase at Rogers High School.

Dual Language Program


Presenting:

Jamie Lee

Executive Director of Federal Programs & Student Support

Cecilia Tamayo

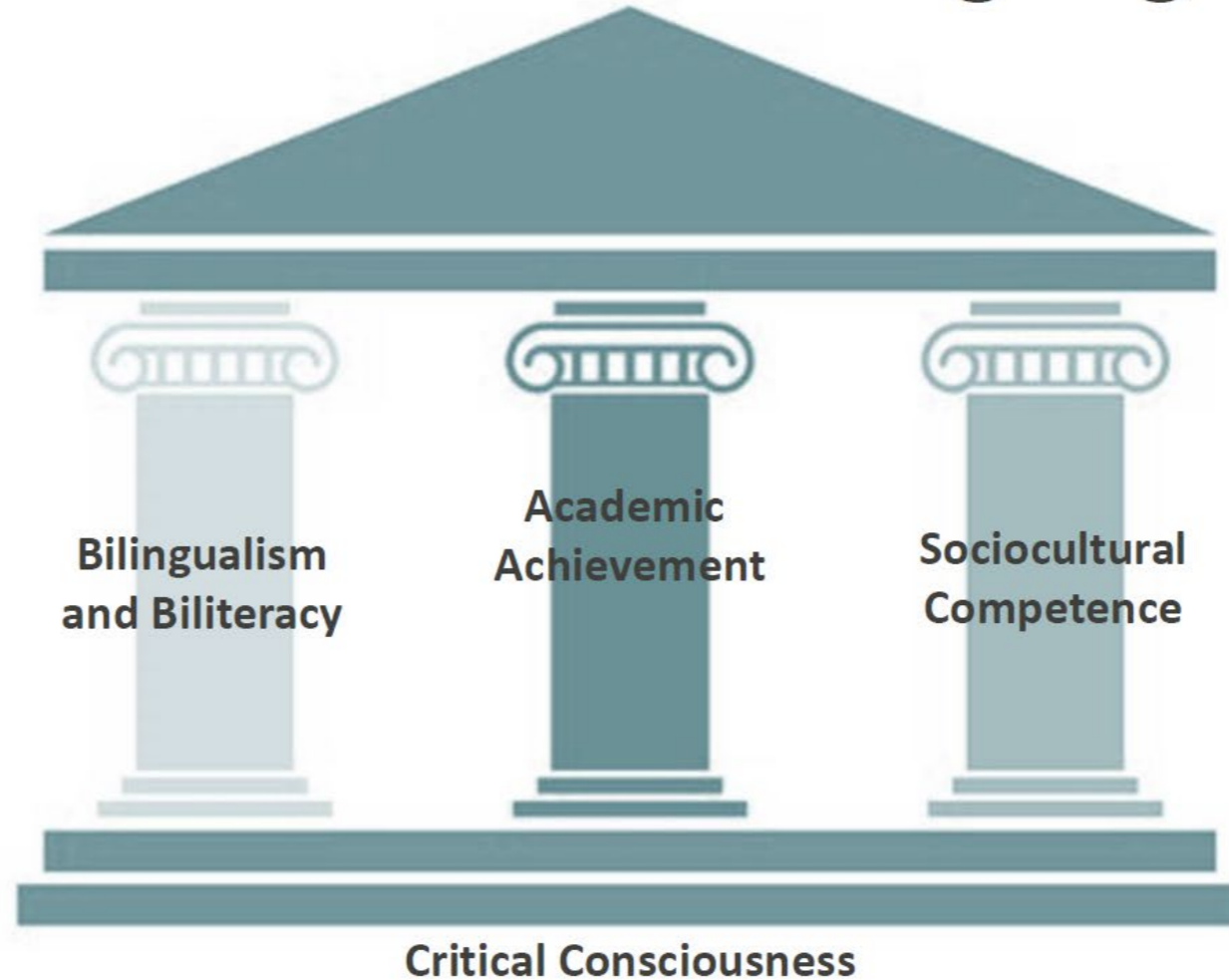
Assistant Director of Categorical Federal Programs



Dual Language Education 7 YEAR PLANNING

2023 - 2024

3 Pillars of Dual Language



Research Outcomes

Promotes Asset-based Education by...

- Building strong home-school connections
- Advancing identity development
- Honoring the language of the family, community, or Tribe

Closes Opportunity & Achievement Gaps for...

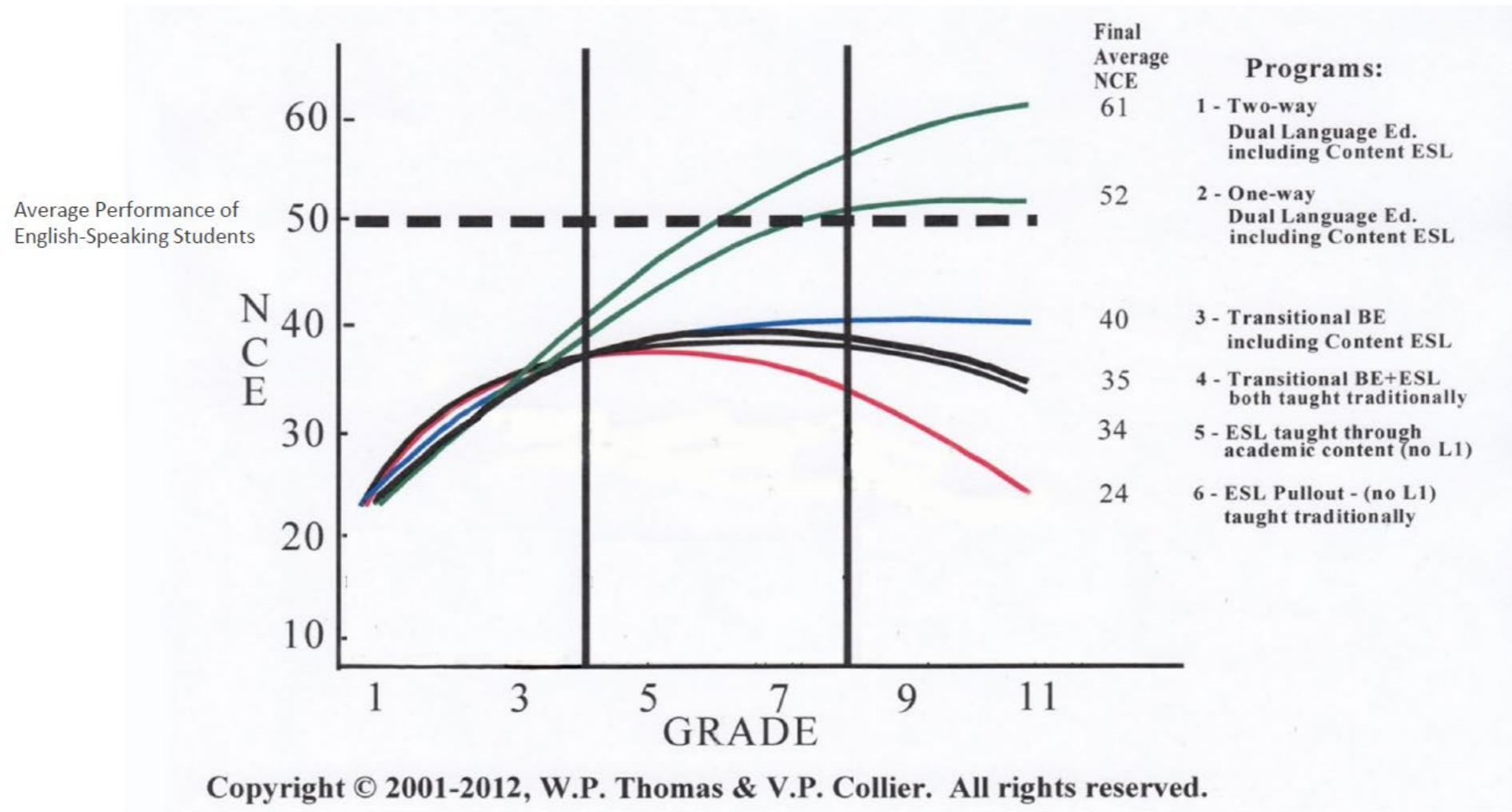
- Multilingual/English Learners
- American Indian/Alaska Native students
- African American & Black students
- Students with special needs
- Historically underserved student groups



Sources: Thomas & Collier (2012, 2017)



English Learners' Long-Term Achievement on Standardized Tests in English Reading Compared Across Seven Program Models



Benefits of Bilingualism

LINGUISTIC:

- Affirm, elevate, advance students' linguistic assets
- More likely to earn the Seal of Biliteracy
- More likely to acquire a 3rd or 4th language
- Increased economic competitiveness, higher salary
- Amplify employment opportunities
- Strengthen national

ACADEMIC:

- Increased cognitive advantages
- More likely to take advanced courses such as AP, IB or College in the High School
- **HIGHER ACADEMIC PERFORMANCE**



SOCIOCULTURAL:

- Affirm, elevate, advance students' cultural assets
- Enhance intercultural skills
- Greater diversity in friendship
- Decreased intergenerational loss
- Improved health diagnosis and prognosis
- Delay in certain brain diseases

Program Models

90/10 (or 80/20)

| | K | 1 | 2 | 3 | 4 | 5 | 6-12 |
|-----------------|-----|-----|-----|-----|-----|-----|------|
| Target Language | 90% | 80% | 70% | 60% | 50% | 50% | 50% |
| English | 10% | 20% | 30% | 40% | 50% | 50% | 50% |

50/50

| | K | 1 | 2 | 3 | 4 | 5 | 6-12 |
|-----------------|-----|-----|-----|-----|-----|-----|------|
| Target Language | 50% | 50% | 50% | 50% | 50% | 50% | 50% |
| English | 50% | 50% | 50% | 50% | 50% | 50% | 50% |



DL teaching is different.

- Dual Language Education thrives in an immersive environment
- Curriculum pacing
- Yearly stipend
- Monthly release days
- 1 DL floating teacher per building
- Parent and guardian volunteers to provide meaningful assistance, fostering the culture and community of dual language education.



| Beautiful attributes present: | Opportunity for necessary improvements: |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students learning a level of another language | Depth of language learning in both or either language to proficiently reach biliteracy and bilingualism as evidenced by test scores and street data. |
| A sense of community in most classrooms. | A school-wide sense of community fostering involvement and collaboration by all stakeholders to grow the dual language world and culture. |
| Diverse cultural experiences in the classrooms. | A collective community and immersive environment instead of being exclusive to the classrooms. |
| Students of varied heritages learning together and growing in empathy and curiosity. | Dual language education prioritizes the language and academic advancement of heritage speakers and offers the opportunity to monolingual students to learn a second language. In PSD, the majority of the DLE population are English heritage speakers instead of Spanish speakers, who the program intentionally began for. |

| Beautiful attributes present: | Opportunity for necessary improvements: |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dedicated and passionate teachers. | Teaching DLE naturally requires additional time and planning. This work is best done in collaboration and community across grade levels and cross curricular. Presently, DL teachers at Karshner and 4 th grade at Dessie, work alone as the rest of their grade level teams are English only teachers and the work cannot fully be grasped or shared. |
| Administrators that love the program and Dual Language students and families. | Administrators that specialize in DLE and lead all stakeholders to achieve the 3 pillars of DLE – bilingualism/biliteracy, high academic achievement in both languages, sociocultural competence. |
| Varied levels of family engagement opportunities mostly depending on classroom teachers to foster the 3 pillars of DLE. | Building wide family and community engagement in a larger more collaborative capacity, creating a truly immersive environment, honoring and celebrating multilingual life and culture. |
| DLE at Dessie Evans: Dessie Evans is a new, beautiful school with wonderful outdoor space and many other resources. | Space constraints at Dessie Evans in 2025-26 no room for 6 th grade DL |

DL Student Count by Cohort Projection 2024-25

| Karshner | Grad Year | Student Count | Dessie | Grad Year | Student Count | Student total per cohort |
|----------|-----------|--------------------------|--------|-----------|--------------------------|--------------------------|
| DL K | 2036 - 37 | (2 classes) Aprox. 44 | DL K | 2036 - 37 | (2 classes) Aprox. 44 | 88 |
| DL 1 | 2035 - 36 | 22 | DL 1 | 2035 - 36 | 19 + 20 = 39 | 61 |
| DL 2 | 2034-2035 | 21 | DL 2 | 2034-2035 | 22 + 21 = 43 | 64 |
| DL 3 | 2033 – 34 | 16 | DL 3 | 2033 – 34 | 18 + 17 = 35 | 51 |
| DL 4 | 2032 – 33 | 14 | DL 4 | 2032 – 33 | 34 | 48 |
| DL 5 | 2031 – 32 | 16 | DL 5 | 2031 – 32 | 33 | 49 |
| DL 6 | 2030 – 31 | 11 | | | | 11 |

Kargher Spanish Speaking Students

- 401 total students
- 67 students marked Spanish on Home Language Survey
 - 41 in DL
 - 26 not in DL (10 in 6th grade)
- 16 in Kinder
 - 11 in Kinder DL
 - 5 in monolingual kinder

Dessie Spanish Speaking Students

951 total students

- 100 students marked Spanish on Home Language Survey
 - 52 in DL
 - 48 non-DL (13 in 6th Grade)
- 16 in Kinder
 - 12 in Kinder DL
 - 4 in monolingual Kinder

DLE grades 4+

2024 - 25

Dessie:

4th grade: 34 students

5th grade: 33 students

Karshner:

4th grade: 14 students

5th grade: 16 students

6th Grade: (11 students)

PDL: First year at PDL

2025 – 26 (Year 1 Kinder Only at Karshner)

Dessie:

4th grade: 35 students

5th grade: 34 students

6th grade: 33 students (Aylen)

Karshner:

4th grade: 16 students

5th grade: 14 students

6th grade: 16 students (Aylen)

PDL: ?

Dessie: DL grades 3 - 6

Grade 3: two DL classes per grade

Grades 4 – 6: one DL class per grade

Karshner: DL grades K – 6

Grade K - 2: possibly 4 DL classes

Grades 3– 6: one DL class per grade

JH: DL Grade 7: approx. 49 students

DL grade 8: approx. 11 students

Dessie: DL grades 4 - 6

Grades 4 – 6: one DL class per grade

Karshner: DL grades K – 6

Grade K - 3: possibly 4 DL classes

Grades 4 – 6: one DL class per grade

JH/HS: DL Grade 7: approx. 48 students

DL grade 8: approx. 49 students

DL Grade 9: approx. 11 students

DL Cohort Timeline – if moved to Karshner

2024 - 25

Dessie: DL grades K - 5

Grades K -3: two DL classes per grade

Grades 4 – 5: one DL class per grade

Karshner: DL grades K – 6

Grade K: 2 DL classes

Grades 1 – 6: one DL class per grade

*****PDL: Kindergarten**

2025 – 26: **Year 1 kinder only at Karshner – boundary considerations**

Dessie: DL grades 1 - 6

Grades 1 -3: two DL classes per grade

Grades 4 – 6: one DL class per grade – space constraint

Karshner: DL grades K – 6

Grade K : possibly 3 or 4 DL classes

Grades 1 : two DL classes

Grades 2 – 6: one DL class per grade

PDL: Grades K - 1

JH: DL Grade 7: approx. 11 students

Dessie: DL grades 2 - 6

Grades 2-3: two DL classes per grade

Grades 4 – 6: one DL class per grade

Karshner: DL grades K – 6

Grade K – 1: possibly 3 or 4 DL classes

Grades 2– 6: one DL class per grade

PDL: Grades K - 2

JH: DL grade 7: approx. 49 students

DL grade 8: approx. 11 students

Dessie: DL grades 3 - 6

Grades 4 – 6: one DL class per grade

Karshner: DL grades K – 6

Grade K - 2: possibly 3 or 4 DL classes

Grades 3 – 6: one DL class per grade

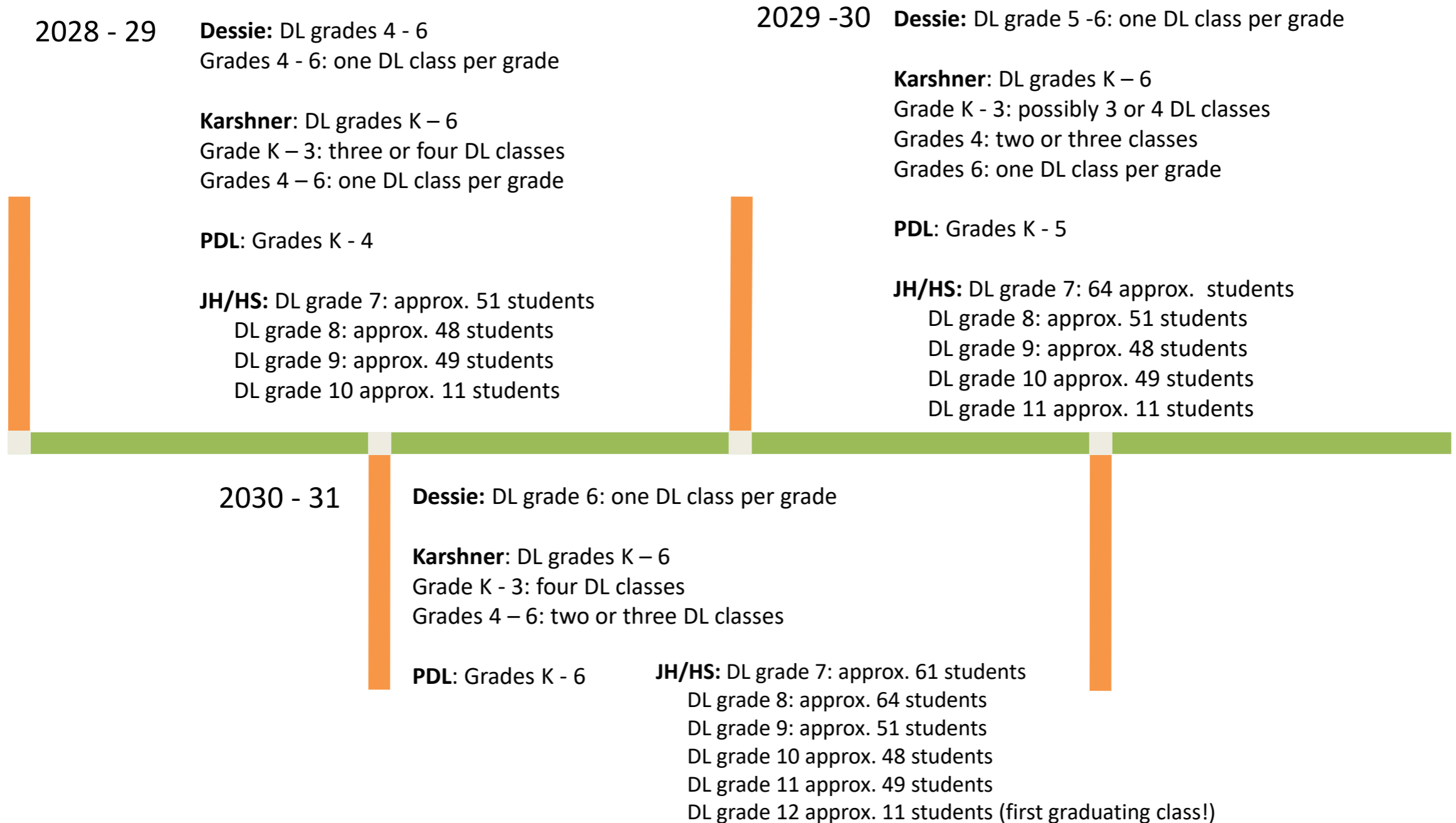
PDL: Grades K - 3

JH/HS: DL grade 7: approx. 48 students

DL grade 8: approx. 49 students

DL grade 9: approx. 11 students

DL Cohort Timeline – if moved to Karshner



Engagement Plan



- Feb. 7: DL Staff PD (in person feedback)
- Feb. 13: DL Family Advisory Meeting (in person feedback)
- Feb. 16: Cafecito Viernes (virtual meeting feedback)
- Feb. 28: Email survey to DL families (survey feedback)
- Feb. 28: Email survey to DL staff (survey feedback)
- Week of March 4 meet with Karshner staff
- March 8: Newsletter/website post for Karshner Staff/Families (survey feedback)
- March: District team studies feedback collected from stakeholders and SCUT feedback. Decide on a collective recommendation for next steps
- April 19th: SCUT presenting at Board study session updates for region 2 and 3. Need confirmation that a DL recommendation will be part of this presentation to the Board

What do DL students have to say?



"I've been in it since Kinder, and I have been learning Spanish and my writing is very good. My mom was born in Mexico, but I was born in Georgia. My neighbors are from Argentina and speak Spanish so by being in the DL program I am able to talk to my family and other people."

"Me gusta que puedo hablar dos idiomas."

"Me gusta que aprendamos ambas lenguas y la maestra da muchas ganas y por eso estoy muy agradecida."

"I get to learn all sorts of things like a new language. Like the only language I've ever known is English and I want to know more. I'm also learning Korean at martial arts."

DL Families Share...



"I'd like to see field trips, native speakers-assemblies, bilingual author visits."

"Todo me ha parecido muy bien."

"We'd like to see the students learning more Hispanic songs, fables, and art. Maybe learning more about Hispanic foods too. These are all big parts of culture."

"Get the teacher a Para when there are 30+ kids, let parents volunteer..."

"In the future like high school level future, having an option to study abroad in a Spanish speaking country during the summer would be cool."

"She loves her teacher/class. Eager to learn and looks forward to school."

"I would like to see more of the culture of Spanish speaking cultures incorporated into the school, but I am happy with what has been taught and the way it has been handled."



¡Gracias!

A photograph of several young students sitting at a desk, focused on writing in their notebooks. The image is dimmed with a dark blue overlay. The text 'Potential Impacts to Dessie Evans Elementary' is superimposed in white, bold, sans-serif font across the center of the image. At the bottom of the image, there are three horizontal bars: a light blue bar on the left, a dark blue bar in the middle, and a yellow bar on the right.

Potential Impacts to Dessie Evans Elementary

Dessie Evans Elementary Dual Language Students

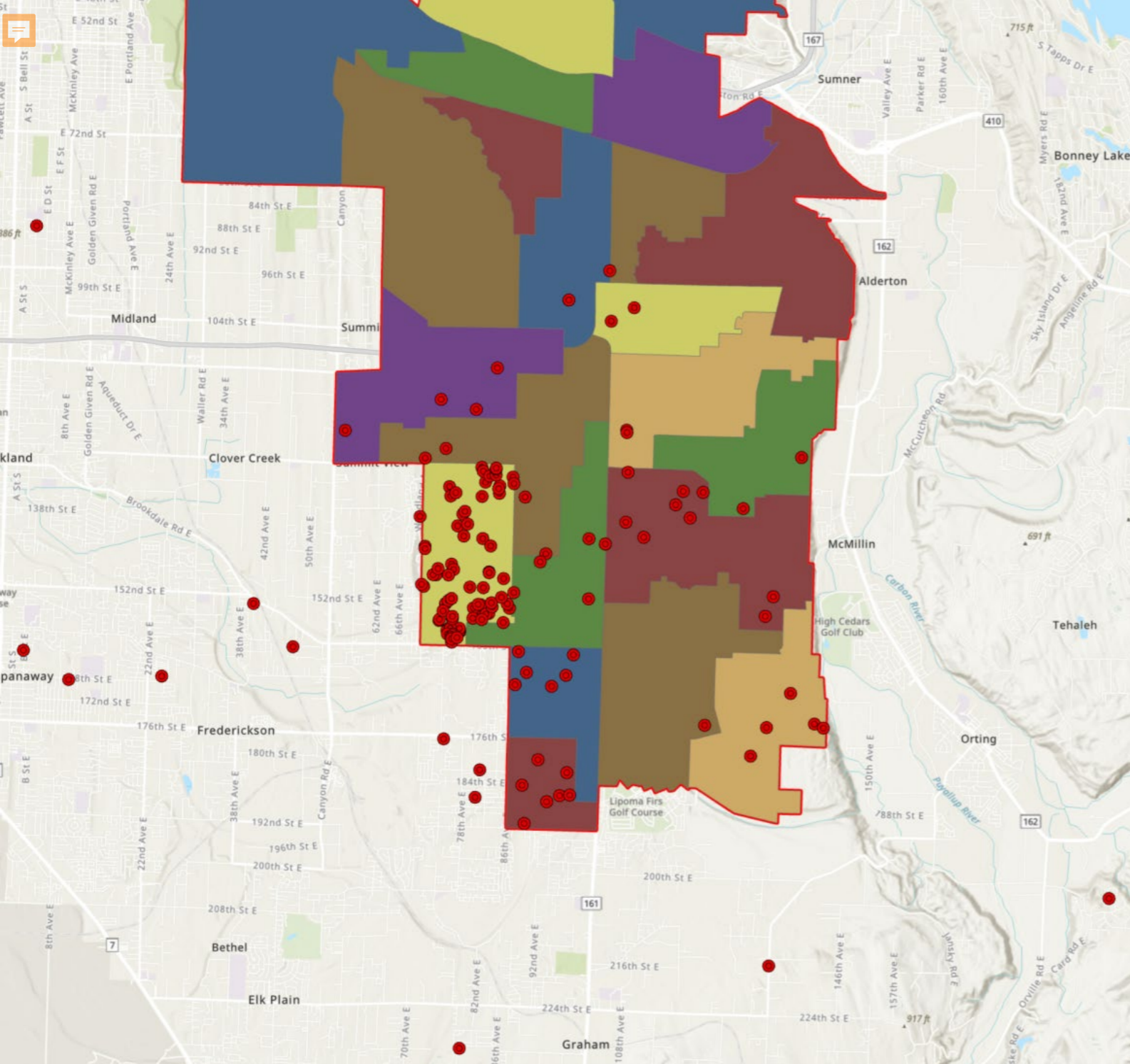
184 students K-4th grade

- 99 students (54%) reside in the Dessie Evans attendance area.
- 66 students (36%) reside in the Puyallup SD but outside of the Dessie Evans attendance area.

- Brouillet Attendance Area – 9 students
- Carson Attendance Area – 10 students
- Edgerton Attendance Area – 8 students
- Firgrove Attendance Area – 7 students
- Hunt Attendance Area – 10 students
- Meeker Attendance Area – 4 students
- Pope Attendance Area – 1 student
- Ridgcrest Attendance Area – 4 students
- Sunrise Attendance Area – 2 students
- Wildwood Attendance Area – 2 students
- Woodland Attendance Area – 4 students
- Zeiger Attendance Area – 5 students

- 19 students (10%) reside outside the Puyallup SD boundary (Non-resident).

**Data from October 1, 2023 Facilities Cognos Report*



SCHOOL OF RESIDENCE
(BASED ON CURRENT ATTENDANCE AREAS)

| | | SCHOOL OF ATTENDANCE - October 2023 | | | | | | | | | | | | | | | | | | | | | | | Transfer Out Rate | Transfer Out Count | |
|-------------------------------|-----------------|-------------------------------------|------------|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------------------------------------|----------------------|--------------------------|--|
| Elementary Attendance Area | K-6 Students | BROUILLET | CARSON | DESSIE EVANS | EDGERTON | FIRGROVE | FRUITLAND | HUNT | KARSHNER | MAPLEWOOD | MEEKER | MT VIEW | NORTHWOOD | POPE | RIDGECREST | SHAW RD | SPINNING | STEWART | SUNRISE | WALLER RD | WILDWOOD | WOODLAND | ZEIGER | EDGEMONT <small>6th grade only</small> | | | |
| BROUILLET | 398 | 352 | 9 | 15 | 3 | 0 | 4 | 3 | 0 | 2 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 4 | 0 | 11.6% | 46 | |
| CARSON | 592 | 7 | 551 | 15 | 4 | 0 | 0 | 2 | 0 | 3 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 3 | 0 | 0 | 3 | 1 | 0 | 6.9% | 41 | |
| DESSIE EVANS | 710 | 0 | 3 | 676 | 3 | 5 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 8 | 7 | 0 | 4.8% | 34 | |
| EDGERTON | 679 | 4 | 8 | 10 | 613 | 5 | 1 | 6 | 2 | 1 | 0 | 0 | 1 | 13 | 6 | 3 | 2 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 9.7% | 66 | |
| FIRGROVE | 590 | 12 | 4 | 17 | 5 | 490 | 2 | 7 | 1 | 4 | 4 | 0 | 0 | 1 | 6 | 4 | 0 | 0 | 4 | 0 | 1 | 8 | 20 | 0 | 16.9% | 100 | |
| FRUITLAND | 438 | 0 | 1 | 1 | 0 | 1 | 415 | 0 | 3 | 8 | 1 | 0 | 1 | 0 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | 3 | 0 | 0 | 5.3% | 23 | |
| HUNT | 722 | 0 | 0 | 17 | 7 | 9 | 1 | 615 | 5 | 4 | 3 | 0 | 0 | 9 | 19 | 5 | 0 | 2 | 14 | 0 | 2 | 2 | 8 | 0 | 14.8% | 107 | |
| KARSHNER | 415 | 0 | 1 | 1 | 0 | 0 | 22 | 0 | 340 | 29 | 5 | 1 | 3 | 0 | 1 | 6 | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 18.1% | 75 | |
| MAPLEWOOD | 187 | 0 | 0 | 1 | 0 | 1 | 5 | 0 | 6 | 164 | 5 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 12.3% | 23 | |
| MEEKER | 338 | 0 | 1 | 6 | 0 | 6 | 3 | 2 | 3 | 13 | 278 | 0 | 0 | 0 | 4 | 2 | 5 | 2 | 2 | 0 | 3 | 8 | 0 | 0 | 17.8% | 60 | |
| MT VIEW | 322 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 3 | 237 | 13 | 0 | 1 | 2 | 3 | 16 | 0 | 0 | 2 | 0 | 0 | 41 | 13.7% | 44 | |
| NORTHWOOD | 694 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 0 | 8 | 574 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 102 | 2.6% | 18 | |
| POPE | 581 | 1 | 2 | 2 | 19 | 3 | 0 | 7 | 1 | 1 | 0 | 0 | 0 | 529 | 4 | 1 | 0 | 0 | 3 | 0 | 0 | 6 | 2 | 0 | 9.0% | 52 | |
| RIDGECREST | 372 | 0 | 0 | 5 | 3 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 342 | 1 | 0 | 2 | 8 | 0 | 2 | 2 | 1 | 0 | 8.1% | 30 | |
| SHAWROAD | 452 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 9 | 2 | 0 | 0 | 0 | 1 | 4 | 409 | 8 | 7 | 3 | 1 | 4 | 1 | 2 | 0 | 9.5% | 43 | |
| SPINNING | 247 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 6 | 7 | 10 | 0 | 1 | 0 | 2 | 11 | 192 | 6 | 4 | 1 | 3 | 0 | 0 | 0 | 22.3% | 55 | |
| STEWART | 259 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 3 | 2 | 11 | 4 | 5 | 0 | 0 | 6 | 7 | 215 | 0 | 2 | 0 | 0 | 1 | 0 | 17.0% | 44 | |
| SUNRISE | 573 | 3 | 8 | 4 | 2 | 4 | 3 | 4 | 2 | 5 | 2 | 0 | 0 | 1 | 11 | 8 | 0 | 0 | 502 | 0 | 5 | 3 | 6 | 0 | 12.4% | 71 | |
| WALLER RD | 305 | 0 | 0 | 0 | 0 | 0 | 33 | 0 | 6 | 23 | 5 | 0 | 0 | 2 | 0 | 0 | 4 | 2 | 1 | 223 | 2 | 4 | 0 | 0 | 26.9% | 82 | |
| WILDWOOD | 334 | 1 | 0 | 2 | 0 | 1 | 0 | 2 | 1 | 5 | 3 | 0 | 0 | 1 | 5 | 18 | 0 | 3 | 10 | 1 | 277 | 2 | 2 | 0 | 17.1% | 57 | |
| WOODLAND | 426 | 2 | 0 | 6 | 0 | 2 | 18 | 0 | 1 | 6 | 3 | 0 | 0 | 1 | 1 | 2 | 0 | 1 | 0 | 0 | 1 | 376 | 6 | 0 | 11.7% | 50 | |
| ZEIGER | 437 | 0 | 0 | 16 | 2 | 4 | 5 | 4 | 1 | 2 | 2 | 3 | 2 | 1 | 0 | 0 | 1 | 1 | 3 | 0 | 2 | 34 | 354 | 0 | 19.0% | 83 | |
| K-6 Sub-totals | 10071 | 382 | 588 | 795 | 663 | 532 | 519 | 659 | 395 | 288 | 335 | 253 | 602 | 561 | 412 | 480 | 224 | 263 | 565 | 229 | 307 | 462 | 414 | 143 | 12.0% | 1204 | |
| Quest | 514 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 | 97 | 0 | 96 | 57 | 0 | 62 | 0 | 0 | 42 | 0 | 0 | | | |
| *Special Ed w/PreK | 666 | 31 | 23 | 51 | 55 | 67 | 26 | 32 | 0 | 45 | 21 | 1 | 20 | 54 | 30 | 26 | 0 | 34 | 51 | 0 | 48 | 15 | 36 | 0 | | | |
| **Out of District | 702 | 37 | 84 | 65 | 37 | 35 | 32 | 11 | 18 | 27 | 6 | 5 | 23 | 23 | 23 | 19 | 18 | 26 | 28 | 64 | 18 | 73 | 28 | 2 | | | |
| ***Unmatched | 29 | 0 | 2 | 4 | 2 | 3 | 1 | 0 | 0 | 3 | 1 | 2 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 2 | 2 | 0 | 2 | 1 | | | |
| PK-6 Totals: | 11982 | 550 | 697 | 915 | 757 | 637 | 578 | 702 | 413 | 363 | 363 | 261 | 706 | 735 | 466 | 621 | 299 | 324 | 707 | 295 | 375 | 592 | 480 | 146 | | | |
| ****Transfer In Count | 1904 | 67 | 121 | 184 | 87 | 77 | 136 | 55 | 73 | 151 | 63 | 21 | 51 | 55 | 93 | 90 | 50 | 74 | 91 | 70 | 48 | 159 | 88 | 2 | | | |
| Transfer In Rate | 15.9% | 12.2% | 17.4% | 20.1% | 11.5% | 12.1% | 23.5% | 7.8% | 17.7% | 41.6% | 17.4% | 8.0% | 7.2% | 7.5% | 20.0% | 14.5% | 16.7% | 22.8% | 12.9% | 23.7% | 12.8% | 26.9% | 18.3% | 1.4% | | | |
| | District-wide | | | | | | | | | | | | | | | | | | | | | | | | | | |

NOTE: The numbers above are based upon an export of student data from eSchoolPLUS via the Facilities Cognos Report on October 1, 2023.

XX = student transfer counts 20 or greater

NOTE: The list of schools includes only those with an attendance area. Schools with no associated attendance area pull students throughout the District.

NOTE: The table does not include 104 K-6 students coded to Puyallup Parent Partnership, 5 K-6 EXCEL students at Stahl JH and 3 Homeschool students (2-Edgemont JH, 1-Shaw Rd Elem. PK-6 Total with these students = 12,094

* "Special Education" counts are based upon data provided by Special Services dated 10/1/2023 and exclude students designated under the following Programs: OT/PT Only, "Resource, Speech-OT only, Speech Only. Query is STUTYPE = 'SE' AND GRD < 7 OR STUTYPE = 'PK'. Matrix does not include 5 K-6 EXCEL students at Stahl JH. Does not represent all Sped or PreK students based on order of designation with STUTYPE field.

** "Out of District" counts includes students that reside outside of the Puyallup SD boundary based upon the location of the Physical Address record. Query is STUTYPE = 'OD' AND GRD < 7. Does NOT represent all Out of District students.

*** "Unmatched" includes students with a Physical Address record that could not be successfully mapped (geocoded). Query is STUTYPE = 'UM' AND GRD < 7. Does NOT represent all Unmatched students.

**** Includes 65 Dual Language RS students at Dessie Evans Elementary residing outside the Dessie Evans boundary. Includes 43 Dual Language RS students at Karshner Elementary residing outside the Karshner boundary.



Dessie Evans Elementary Building Utilization

Programs

- Dual Language
- Kindergarten Academy
- WRAP (2)
- SPED Preschool (2)
- Resource
- Music (2)

Adopted K-6th Grade Class Size Average (CSA):

- 22 students/classroom

Actual CSA

- K-6th grade enrollment (excluding WRAP)
865 / 42 classrooms = 20.6 student CSA

CSA Delta: Adopted vs Actual

- $22 - 20.6 = 1.4 \times 42 \text{ classrooms} = 59 \text{ student capacity.}$

Dessie Evans Elem Enrollment - CFP Projection

Proj K basis

130

| GRADE | | Oct P223 HC | Projected | | | |
|-------|-----------------|-------------|------------|------------|------------|------------|
| | | 2023 | 2024 | 2025 | 2026 | 2027 |
| | K | 118 | 129 | 127 | 126 | 126 |
| | 1 | 146 | 122 | 132 | 130 | 130 |
| | 2 | 132 | 149 | 123 | 134 | 132 |
| | 3 | 123 | 129 | 145 | 119 | 131 |
| | 4 | 144 | 124 | 129 | 145 | 120 |
| | 5 | 100 | 146 | 125 | 130 | 147 |
| | 6 | 121 | 103 | 149 | 126 | 133 |
| | subtotal | 884 | 903 | 930 | 911 | 921 |
| | PreK | 32 | 32 | 32 | 32 | 32 |
| | KA (TK) | 17 | 18 | 18 | 18 | 18 |
| | Total | 933 | 953 | 980 | 961 | 971 |

Dessie Evans
Elementary
Four-Year
CFP Projection

Note: 4 QUEST students subtracted from projected 3rd grade cohorts. Current preschool student count is carried forward unadjusted in projection.

DL Questions and Considerations

If Dual Language is consolidated away from Dessie Evans Elementary:

- How many current DL Dessie Evans students would remain in the program and travel to a magnet school in a different location? How many would choose to stay at Dessie Evans or return to their resident school?

A photograph of three students sitting at a table, focused on writing on papers. The image is dimmed with a blue overlay. The student in the center is a young woman with dark hair, wearing a dark jacket. The student on the right is a young man with dark hair, wearing a white shirt. The student on the left is wearing a dark baseball cap and a dark jacket. They are all holding pens and writing intently. The background is slightly blurred, showing other people and a blue wall.

Break - 5 minutes

A photograph of several students sitting at a table, focused on writing or reading documents. The image is dimmed with a blue overlay. The text 'Recap Meeting #9' is centered over the image in a white, sans-serif font. At the bottom of the image, there are three horizontal bars: a blue one on the left, a dark blue one in the middle, and a yellow one on the right.

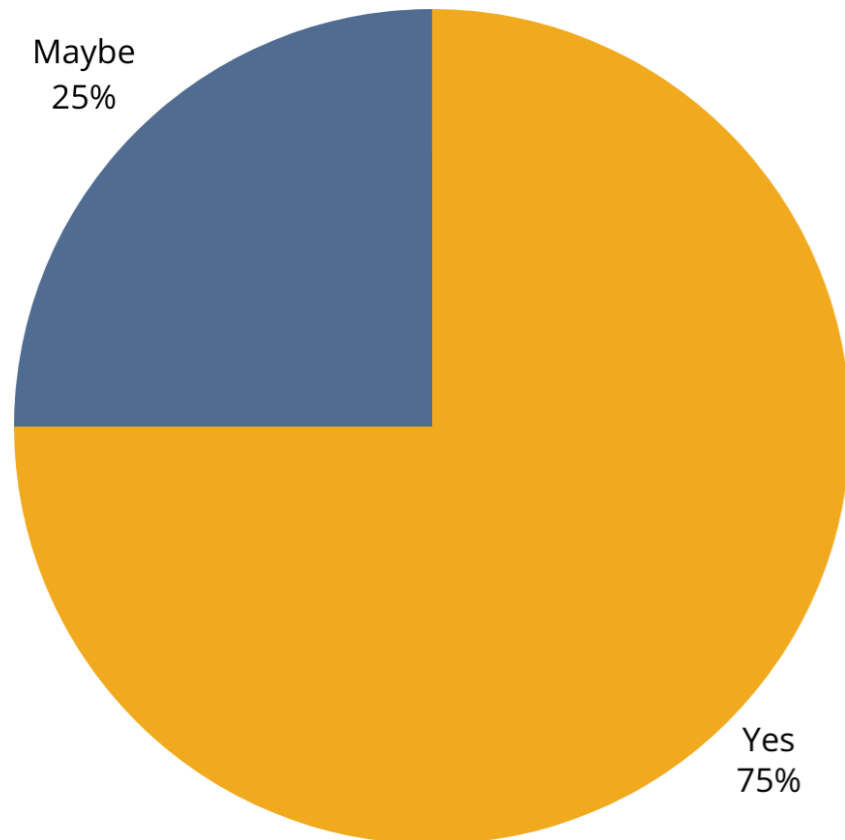
Recap Meeting #9

Meeting #9 – Learning Targets

- ✓ Understand the boundary change process and timeline.
- ✓ Using the Tools provided, complete a S.W.O.T analysis to inform your decision with the understanding of impacts.
- ✓ Create a prioritized list of potential recommendations for specific Region 1 schools that will be impacted looking at the 4-year projections.

Survey Recap

Did the S.W.O.T. exercise help you clearly identify an option to move forward?



How can we improve deeper investigation of solutions for region 2?

- Just not enough time
- Same process as tonight - I think we'll go quicker since we understand the process.
- Instead of SWOT exercise, have two groups present proposals for two different schools so we do a deeper dive and comparison

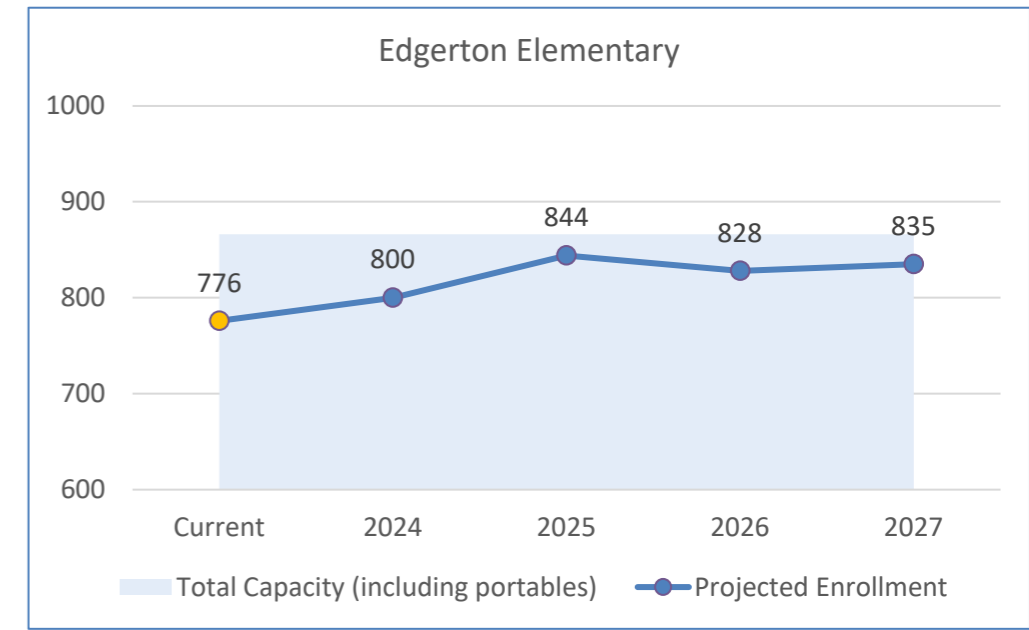
Is there a topic you'd appreciate additional clarity on?

- No
- Nope
- Not yet
- Not now
- It seems like utilization rate increases could help if teacher planning spaces could be created. Have cubicles been utilized for this type of space before? Waivers, what kind of numbers would we be looking at if families already in the district are grandfathered in?
- Data specific to the options mentioned
- No
- Might be worth coming back to all 3 regions (after doing 2 and then 3) to recap what we talked about/discussed to see if there is anything more, or different to add.

REGION 1 | Edgerton Elementary School

Proposed Solutions:

- Program Management 1 1 1
- Waiver Management 1 2
- Building Utilization 2
- Boundary Change 3



PROGRAM MANAGEMENT

Positives

- Frees Up Classroom Space
- Kinder Academy - could go to Hunt or Pope which opens 2 classrooms
- WRAP - frees up classroom space for larger classes

Opportunities for Students

- Consistency in Building: Similar programs in the same building provide more resources for students
- Kinder Academy could serve Sunrise / eastside of District
- A new beginning/fresh start good for area

Challenges

- Physical Limitations of Space
- Transportation
- Programs are not compatible
- WRAP cannot be moved
- Moving a whole program could cause difficulties with culture and staffing.
- District and/or state regulations on program requirements (SPED for example)

Impacts to Students

- Moving Schools disruptive to families
- Kinder Academy moving would not impact [incoming] students
- Becoming the "new kid" or "new staff" and impacts to the Sense of Belonging
- Potentially moving older students (6th graders)
- Equity and balance of programs in schools

REGION 1 | Edgerton Elementary School

WAIVER MANAGEMENT

| Positives | Opportunities for Students | Challenges | Impacts to Students |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Open Up Space• Future Impact to Lower Counts Out-of-District | <ul style="list-style-type: none">• Travel Further | | <ul style="list-style-type: none">• Disrupts previous students• Start out in home district |

BUILDING UTILIZATION BOUNDARY CHANGE

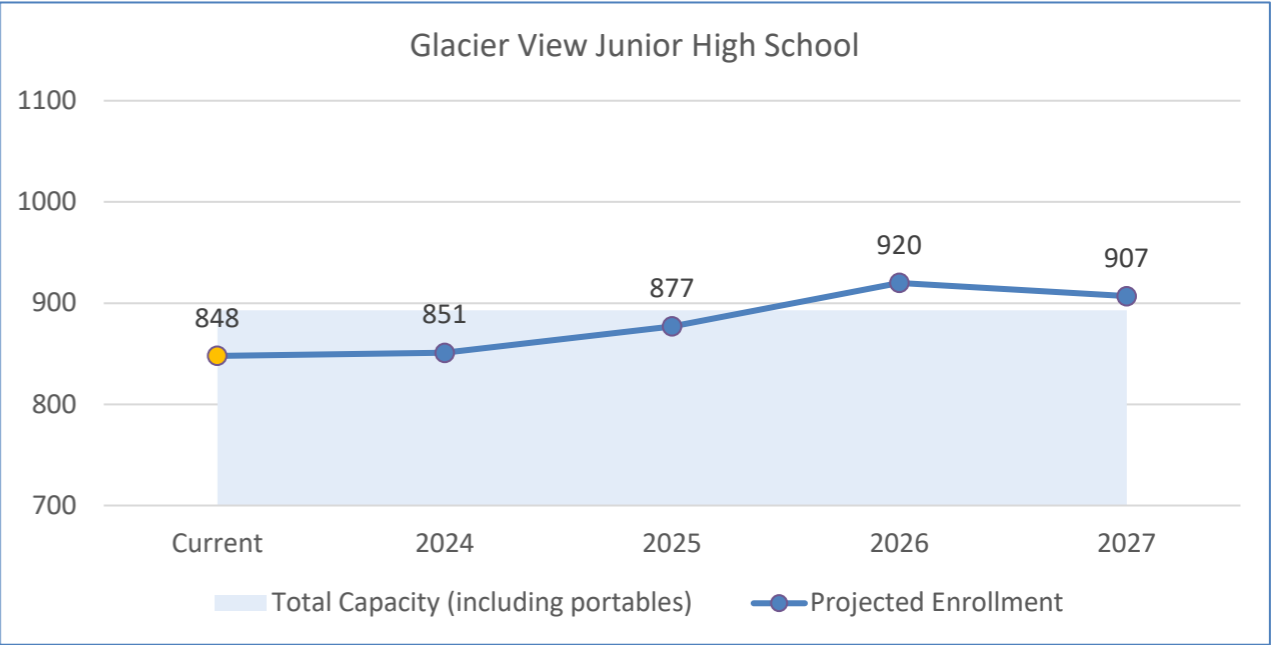
- Building Utilization and Boundary Changes were both Identified as Solutions for Edgerton but a full analysis was not completed.

REGION 1 | Glacier View Junior High

Proposed Solutions:

- Waiver Management 1 2 2
- Building Utilization 1 2
- Boundary Change 1
- Program Management 3

WAIVER MANAGEMENT



Positives

- Opens up space
- Prioritize PSD students
- Future impact to lower counts out-of-district
- If PSD stops waivers, then 57 St. will go elsewhere

Opportunities for Students

- More opportunities for students. (Ex: Sports teams have out-of-district kids, then will have more in-district participants.)

Challenges

- Upgrades to teacher common areas for planning (if floating teachers)

Impacts to Students

- Disrupts previous students.
- Start out in home district
- Detrimental to students already enrolled (Glacier View)

REGION 1 | Glacier View Junior High

BUILDING UTILIZATION RATE* (Space at ERHS for GVJH students)

| Positives | Opportunities for Students | Challenges | Impacts to Students |
|--------------------------------------------------------------------------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <ul style="list-style-type: none">• New classrooms created | | <ul style="list-style-type: none">• Traveling teachers• Impacts in teacher common area for planning• General common areas (library, hallways) impacts | |

BOUNDARY CHANGE* (Hunt ES students to Ferrucci JH)

| Positives | Opportunities for Students | Challenges | Impacts to Students |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Minimal neighborhoods affected. | <ul style="list-style-type: none">• More space. | <ul style="list-style-type: none">• Transportation | <ul style="list-style-type: none">• All go to Junior High together |

PROGRAM MANAGEMENT

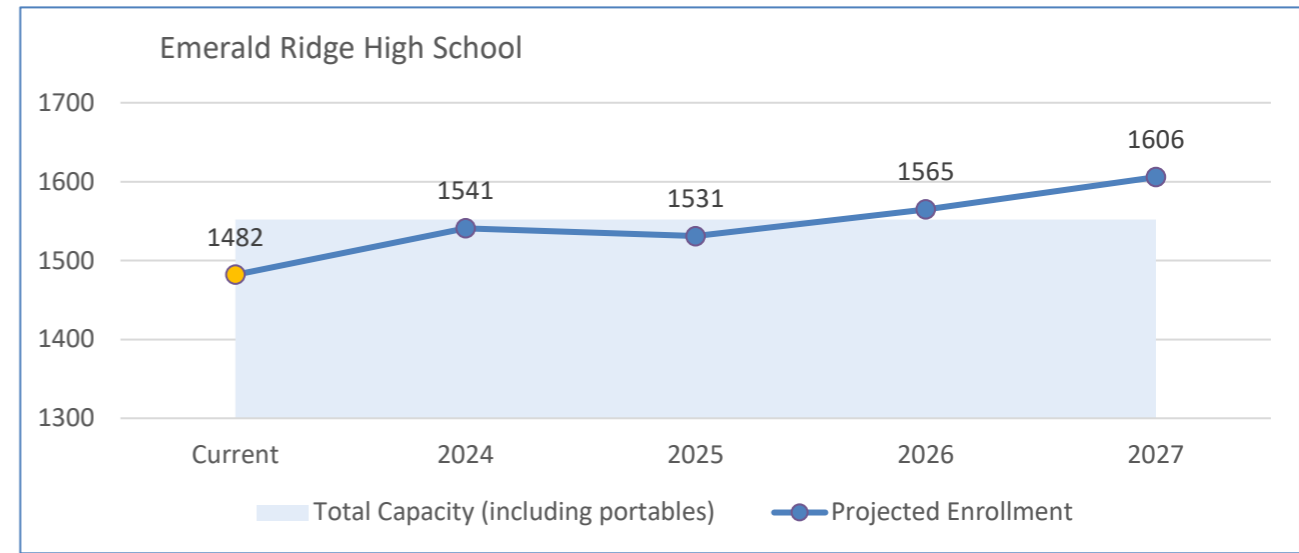
• Program Management was Identified as a Solution for Glacier View. Discussion on classroom size being big enough for full classroom. Teachers may appreciate shared space or having ability to partner with another teacher (ex: World language GV students to ER).

REGION 1 | Emerald Ridge High School

Proposed Solutions:

Waiver Management
Building Utilization

1 1 2
1 2 2



WAIVER MANAGEMENT

Positives

- 100 student difference
- Long term impact
- If stop waivers, then fewer students

Opportunities for Students

Challenges

Impacts to Students

- Prioritizing athletes / athletics
- If no waivers, then students already at ERHS will be impacted

BUILDING UTILIZATION RATE

Positives

- Adding classroom space by changing project rooms to classroom spaces.

Opportunities for Students

- Starting culture earlier at GVJH to ERHS classes

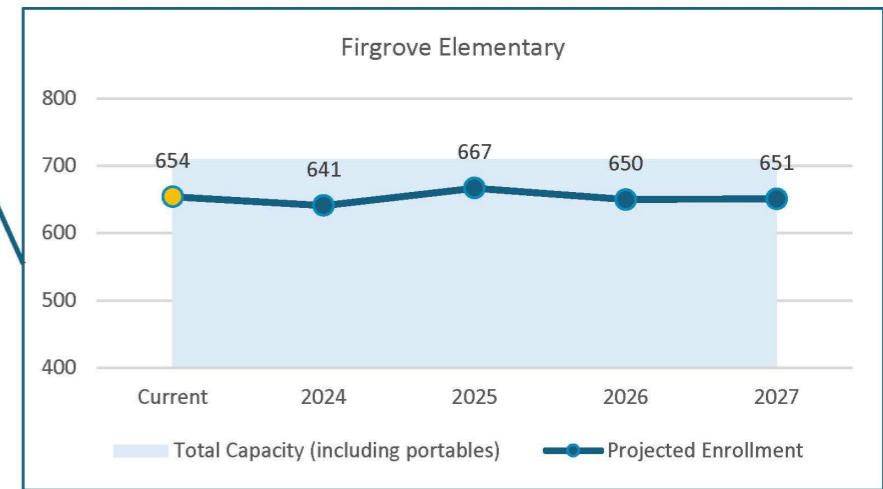
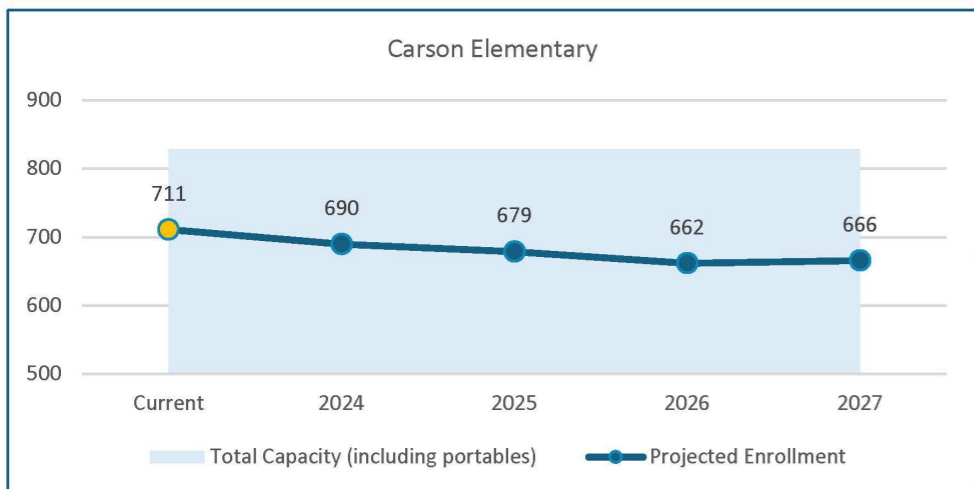
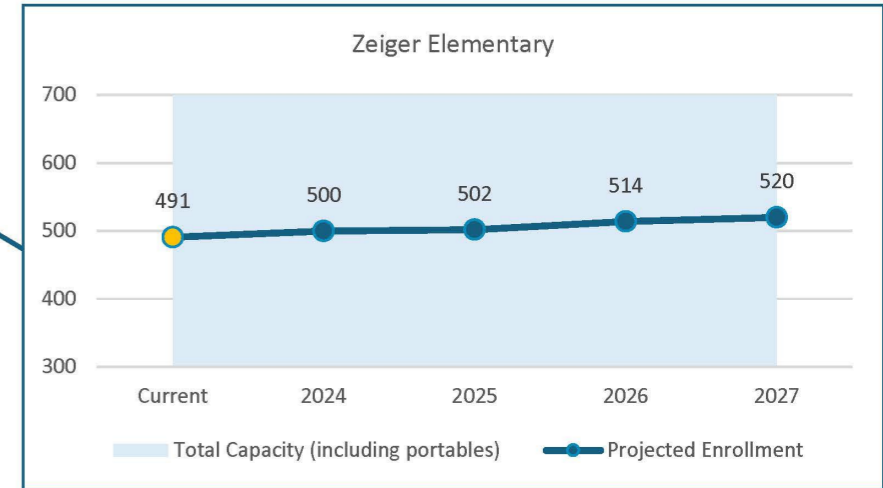
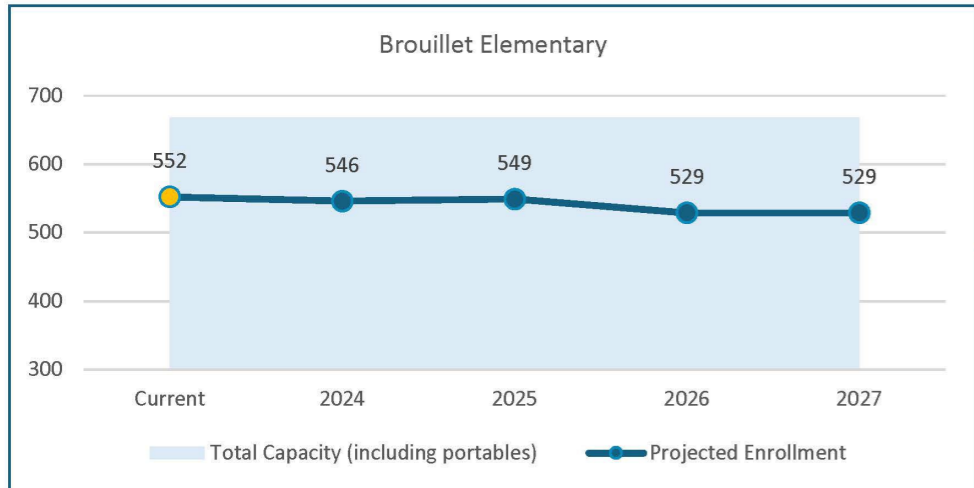
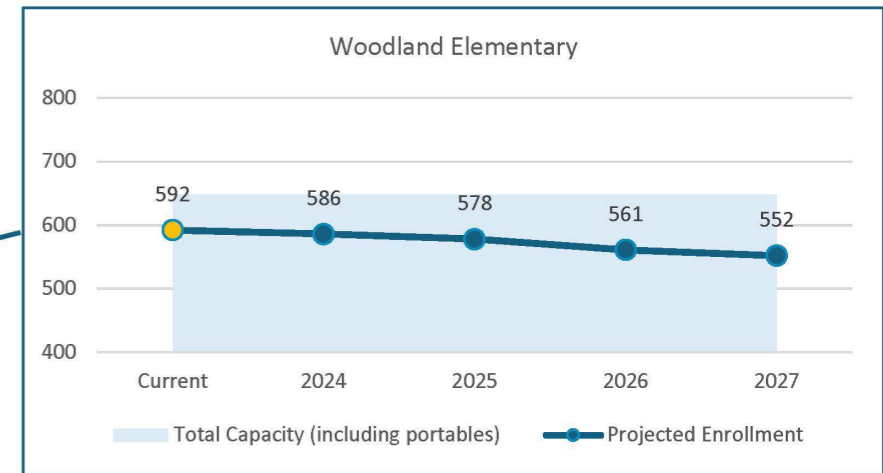
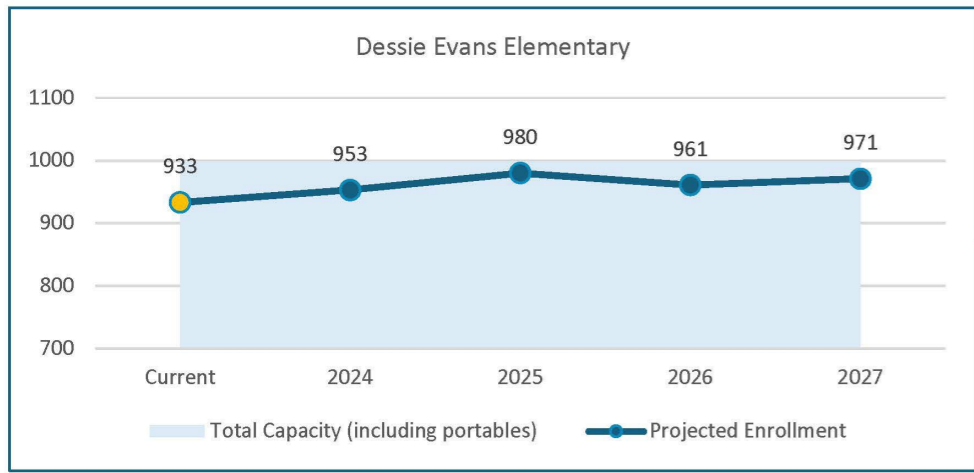
Challenges

- Funds to modify project space

Impacts to Students

Region 2 – Prioritization

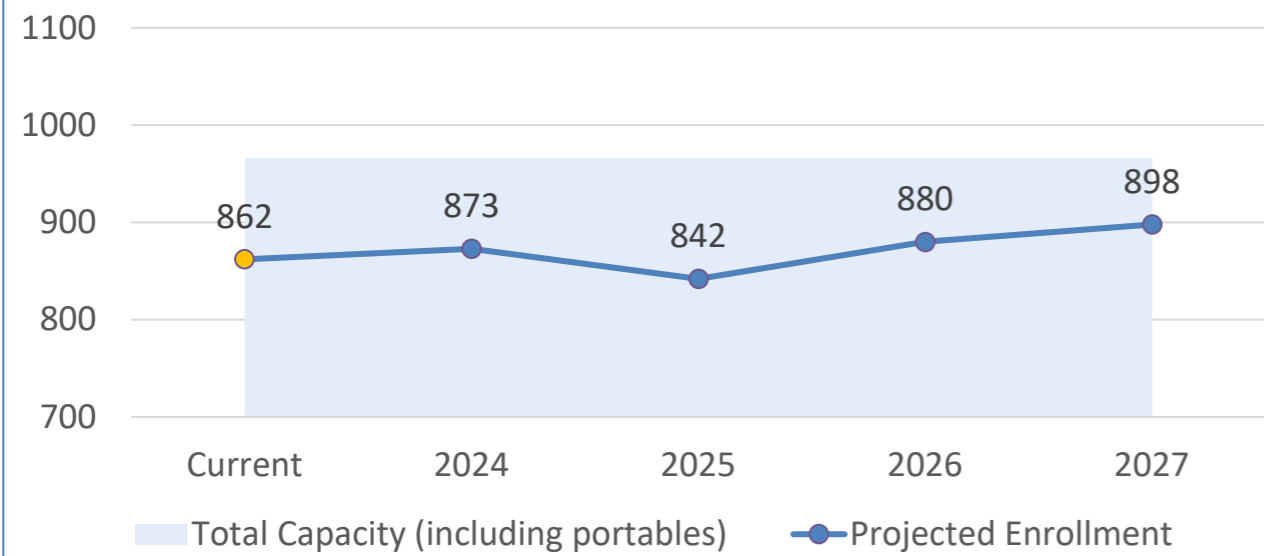
Rogers High School S.W.O.T. Exercise



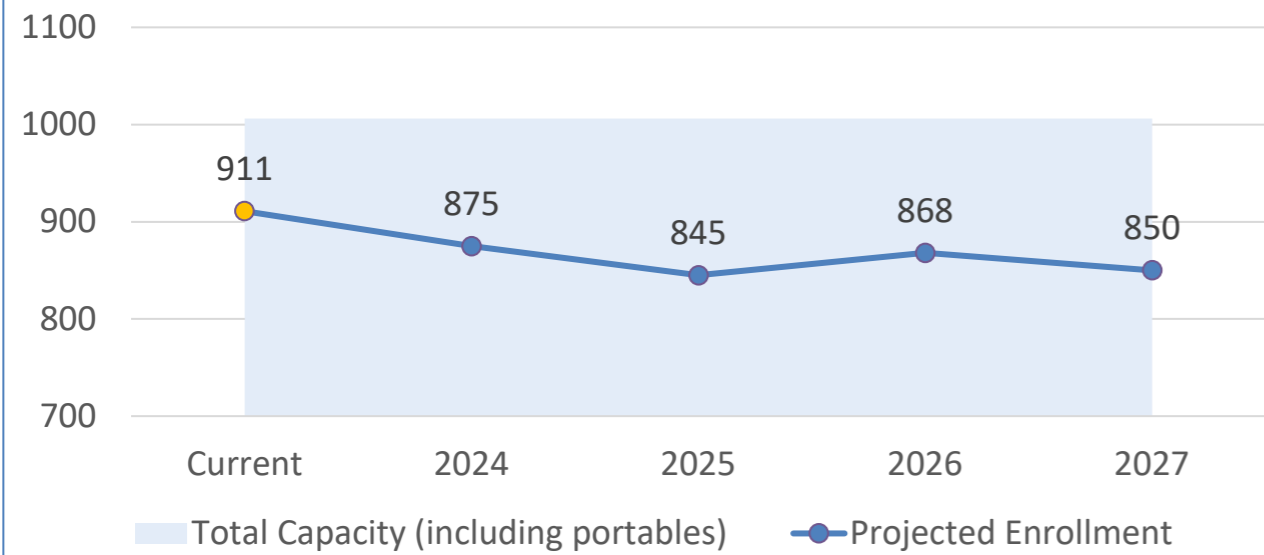
K-6 Elementary Model

*Total enrollment includes Pre-Kindergarten and Kindergarten Academy

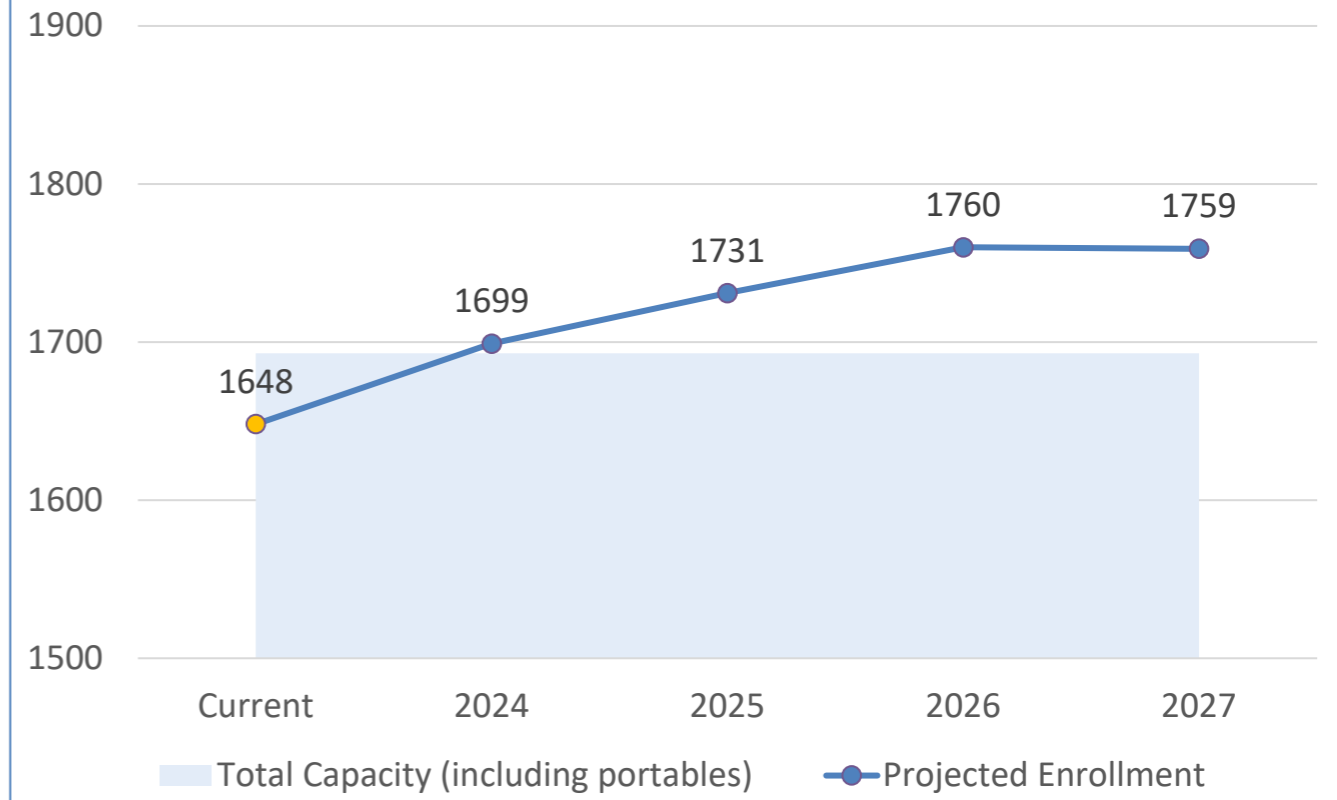
Ballou Junior High School



Stahl Junior High School



Rogers High School Enrollment Capital Facilities
Projection (CAP)



Rogers HS Enrollment - CFP Projection

| GRADE | | Oct P223 HC | Projected | | | |
|-------|--------------|-------------|-------------|-------------|-------------|-------------|
| | | 2023 | 2024 | 2025 | 2026 | 2027 |
| 10 | | 594 | 623 | 615 | 622 | 617 |
| 11 | | 550 | 563 | 591 | 585 | 593 |
| 12 | | 504 | 513 | 525 | 553 | 549 |
| | Total | 1648 | 1699 | 1731 | 1760 | 1759 |

Rogers High
 School
 Four-Year
 CFP Projection

Note: Utilizes a .936 cohort survival for 11th grade & .921 for 12th grade based on latest 4-year average, reflecting headcount loss of Full-time Running Start students and other factors.



Toolbox

- **Dessie Evans** – WRAP (2), SPED Preschool (2), KA, Dual Language (K-4th)
 - **Rogers HS** – KITE, Support Center (2), DHH, WRAP (2)
- (All schools have at least one classroom for the Resource Program)*

Building Utilization Rate (>83% Secondary)

Waiver Management

Hybrid Learning

Boundary Change

Program Management (Elementary)

Grade Reconfiguration

Add Portables (unfunded)

Alternative Schedules (Double Shifting)

Increase Class size (4th-12th Grade)

Alternative Housing Locations

Programs

Dessie Evans

- WRAP (2)
- SPED Preschool (2)
- Kinder Academy
- Dual Language (K-4)

Rogers High School

- Kite
- Support Center (2)
- DHH
- WRAP (2)

Considerations

Funding Impacts

- Staffing
- Transportation
- Food & Nutrition

Student & Community Impacts

- Equity and Access
- Available Transportation
- Available Services at the School
- Burden to Family

Configuration of Available Space

- Size of space
- Toilet, sink, washer, dryer
- Accessibility (ADA)
- Technology
- Furniture

District Strategic Goals

- Academic Achievement
- Family and Community Engagement
- Social-Emotional Supports
- Staff Development, Culture, and Satisfaction
- Facilities, Safety, and Security

Rogers High School Classroom Utilization Analysis

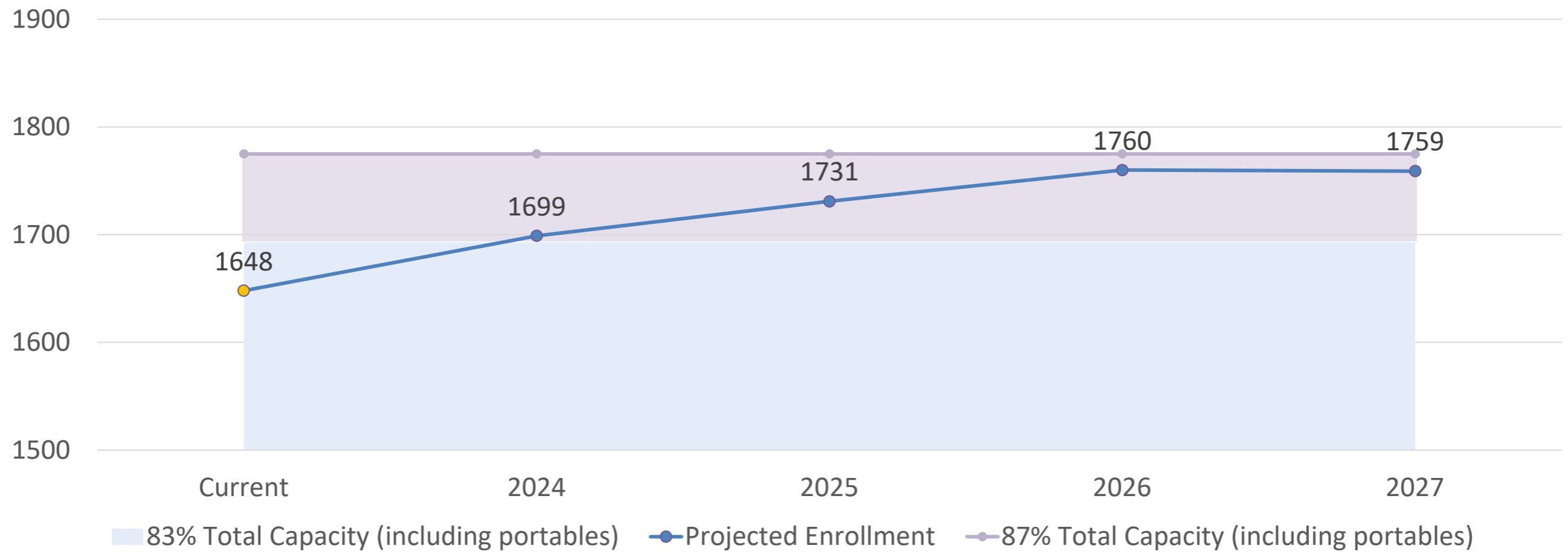
- 83% classroom utilization projected to serve enrollment through 2024-25.
- 2025-26 enrollment projected to be 37 students over capacity.
85% classroom utilization would meet the projected enrollment.
- 2026-27 enrollment projected to be 66 students over capacity.
86% - 87% classroom utilization would meet the projected enrollment.





Rogers High School had an enrollment of 2,200 in 1999-2000, before the opening of Emerald Ridge HS.

In 2010-11, enrollment was 1,844.

Rogers High School Enrollment Capital Facilities Projection (CAP)



Classroom Utilization Rates

 In Use
 Standby

1648 Enrollment
60 Teaching Stations, 83% Utilization

2024 2025 2026 2027 2028 2029 2030 2031 2032 2033 2034

83%



1648 Enrollment
60 Teaching Stations, 85% Utilization

2024 2025 2026 2027 2028 2029 2030 2031 2032 2033 2034

85%



1648 Enrollment
60 Teaching Stations, 87% Utilization

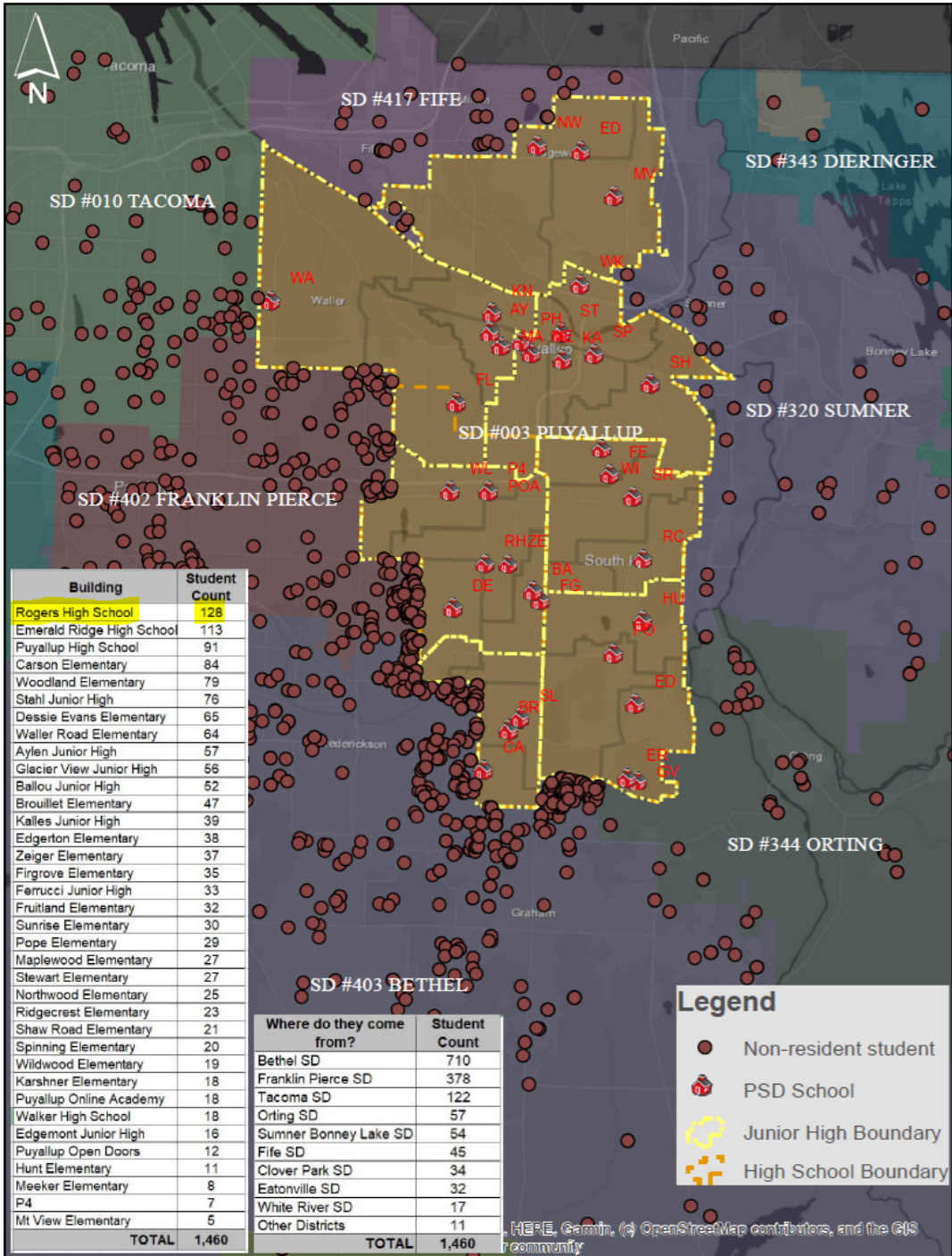
2024 2025 2026 2027 2028 2029 2030 2031 2032 2033 2034

87%



Non-Resident Waivers

128 students are attending Rogers High School in the 2023-24 school year reside outside of the Puyallup SD boundary.





High School Attendance Matrix

| | | SCHOOL OF ATTENDANCE - October 2023 | | | Transfer Out Rate | Transfer Out Count | | |
|-------------------------|-----------------------------|-------------------------------------|-------------|-------------|-------------------|--------------------|-----|--|
| | | EMERALD RIDGE | PUYALLUP | ROGERS | | | | |
| SCHOOL OF RESIDENCE | High School Attendance Area | 10th - 12th Grade Students | | | | | | |
| | EMERALD RIDGE | 1419 | 1279 | 69 | 71 | 9.9% | 140 | |
| | PUYALLUP | 1311 | 11 | 1270 | 30 | 3.1% | 41 | |
| | ROGERS | 1547 | 49 | 136 | 1362 | 12.0% | 185 | |
| 10-12 Sub-totals | | 4277 | 1339 | 1475 | 1463 | 8.6% | 366 | |
| *Special Ed | | 170 | 44 | 47 | 79 | | | |
| **Out of District | | 296 | 105 | 81 | 110 | | | |
| ***Unmatched | | 15 | 2 | 11 | 2 | | | |
| ****Other | | 17 | 6 | 9 | 2 | | | |
| 10-12 Totals: | | 4775 | 1496 | 1623 | 1656 | | | |
| Transfer In Count | | 662 | 165 | 286 | 211 | | | |
| Transfer In Rate | | 13.9% | 11.0% | 17.6% | 12.7% | | | |
| | | District-wide | | | | | | |

NOTE: The numbers above are based upon an export of student data from eSchoolPLUS via the Facilities Cognos Report on October 1, 2023.

NOTE: The list of schools includes only those with an attendance area. Schools with no associated attendance area pull students throughout the District. Excludes 346 10th-12th grade students STUTYPE="AE" (119 POA, 71 POD, 156 Walker HS). Also excludes 298 Full-time Running Start students STUTYPE = "IS" (93 ERHS, 97 PHS, 108 RHS)

* "Special Ed" counts based upon data provided by Special Services dated 10/1/2023. Excludes students designated under the following Programs: OT/PT Only, Resource, Speech-OT only, Speech Only. Query is STUTYPE = SE AND GRD >= 10. Does not represent all Sped students based on order of designation of STUTYPE field. Excludes 12 10th grade 'SE' students housed at Junior High: AJH-2, BJH-1, FJH-3, GVJH-4, KJH-2.

** "Out of District" counts represents students that reside outside of the Puyallup SD boundary based upon the location of the Physical Address record. Query is STUTYPE = OD AND GRD >= 10. Does not represent all OD students based on order of designation with STUTYPE field.

*** "Unmatched" represents a student with a Physical Address record that could not be successfully mapped (geocoded). Query is STUTYPE = UM. Does not represent all UM students based on order of designation with STUTYPE field.

**** "Other" represents students GRD 10-12 with a STUTYPE = HH or STUTYPE=NP. These numbers exclude students assigned to the following Buildings: Puyallup Online Academy, P4, and Walker High School. Total with all students = 5,438.

THANK
YOU
Voters



Thank you,
Voters! Prop. 1
Capital Levy
passed with a
51.29% Yes vote.

Questions?

Brian Devereux

Facilities Planning Director

DevereBJ@puyallup.k12.wa.us

(253) 841-8772

Brady Martin

Director of Capital Projects

martibl@puyallup.k12.wa.us

Meeting #11:

March 14, 2024

Karshner Center
309 4th St. NE, Puyallup
5 to 7 PM

[Http://www.puyallupsd.org/scut](http://www.puyallupsd.org/scut)

February 22, 2024

