

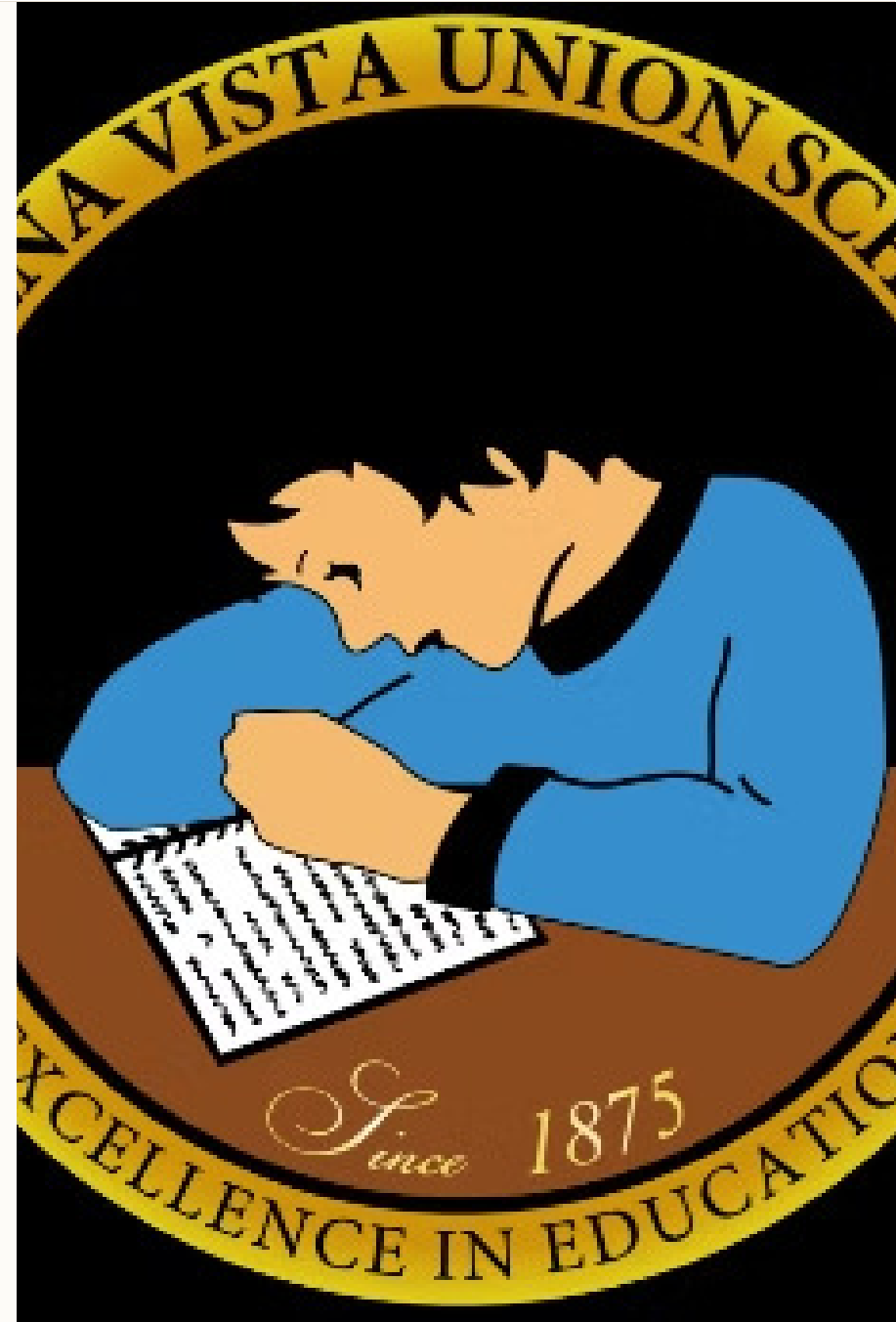
Panama-Buena Vista Union School District Boundary Modification

Presented by:

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Guiding Principles for Boundary Decisions

Our boundary modification process is guided by proven principles established during the Highgate (2020) Mountain View TK-8 (2024) boundary adjustments:



Optimal Capacity

Establish student enrollments appropriate to each school's capacity and program offerings



Balanced Enrollment

Strive for equitable distribution of students across district schools



Future Planning

Anticipate residential development activity and student population shifts



Geographic Logic

Establish neighboring boundaries when possible to support community connections



Accessibility

Consider walking distances and school transportation routes for all families

Adjusted Boundary Modification Timeline:

Our structured approach ensures thorough analysis, meaningful community input, and transparent decision-making throughout this process.



October 14, 2025

Timeline Presentation: Shared proposed timeline and boundary process at the October 14th Board Meeting.



October 15-31, 2025

Task Force Development: Established task force with principal and two parent representatives from each site to develop boundary proposals



November 12-13, 2025

Proposal Development Meetings: Group 1 (Buena Vista, Highgate, Old River, Reagan) met November 12; Group 2 (Hart, Laurelglen, Lum, McAuliffe, Stockdale) met November 13



November 17, 2025, December 8, 2025, December 16, 2025, and January 6, 2026

Collaborative Review: Worked with Principals to create recommendations to bring to the Parent Taskforce

Experience Driving Our Decisions

Our Boundary Modification Task Force comprises seasoned leaders, ensuring that decisions are rooted in extensive administrative experience and deep understanding of our school communities.

9

Principals

111

Years of Administrative Experience

Combined leadership tenure across the district.

Activity

18/20

Schools Represented

Ensuring broad input from our elementary campuses.

Guiding Considerations Emerging from Taskforce Boundary Conversations

The following considerations reflect common insights and perspectives raised by principals as part of ongoing boundary discussions to support equitable and sustainable decision-making.



Contiguous boundaries are challenging in the central portion of the district due to the close proximity of multiple schools, which limits flexibility when attempting to redraw attendance areas.



Family choice and school connection are strong. Parents consistently express a willingness to travel across boundary lines in order to remain within their current school community, underscoring the importance families place on continuity and relationships.



Principals are building strong school communities. Across sites, principals are doing exceptional work fostering identity, engagement, and trust, which is both a strength of the district and an important factor to consider when evaluating the impact of boundary changes.



Principals highlighted that specialized programs, including Gate and special education, play a role in classroom use at some sites. This perspective is helpful as the district considers capacity and equity holistically.

Additional Considerations



Timing and Conditions

Stakeholder feedback raises important questions about whether current district conditions and timing are optimal for boundary modifications, warranting careful Board consideration before proceeding.



Community Partnerships

Ongoing partnerships with Bolthouse and other community organizations require coordination and consideration in boundary planning.



School Capacity Constraints

Current classroom capacity limitations mean overflow will persist regardless of boundary adjustments, requiring alternative solutions.

(Currently 154 students)



Small Community Schools

The close proximity of schools in our district makes it challenging to draw contiguous boundary lines while preserving the identity and character of small neighborhood schools.



Enrollment Impact

Across three proposals, 850-1,400 students would be affected, with 9-19 grid codes impacted by changes.