



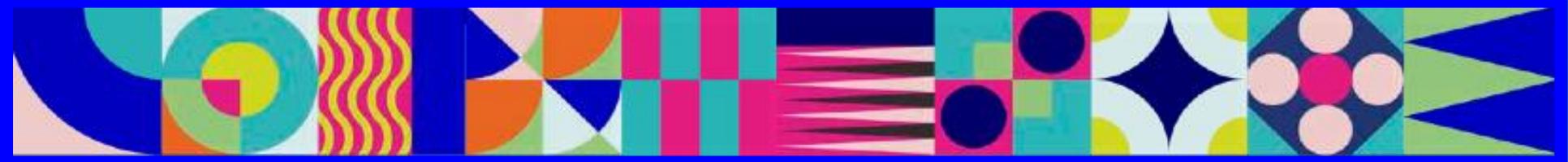
**GLENDALE
ELEMENTARY
SCHOOL DISTRICT**

Proposed Multi-Year Process of Reorganizing Boundaries and Closure/Repurposing of Schools

Community Engagement Forum

**Propuesta de Proceso Multianual de
Reorganización de Límites Residenciales y
Cierre/Reutilización de Escuelas**

Foro de Participación Comunitaria



Historical Discussions Related to Declining Enrollment

Strategic Goals – GESD will ensure financial solvency by providing the community a multi-year process of school closures, reorganizing boundaries and repurposing schools by June 2021. Conversations and presentations on this subject occurred on:

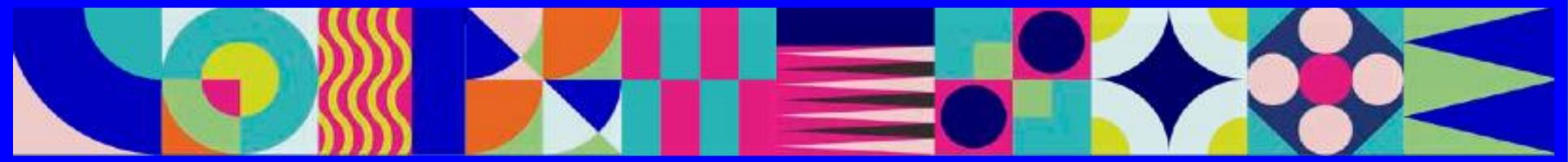
1. February 9, 2019
2. August 29, 2019
3. September 12, 2019
4. May 28, 2020
5. September 24, 2020
6. October 8, 2020
7. November 12, 2020
8. December 10, 2020

Historial de Discusiones relacionadas con la Reducción de las Matrículas

Metas Estratégicas - GESD asegurará la solvencia financiera proporcionando a la comunidad un proceso multi-anual de cierre de escuelas, reorganización de los límites residenciales y reutilización de las escuelas para junio de 2021.

Conversaciones y presentaciones sobre este tema se llevaron a cabo en:

1. 9 de febrero de 2019
2. 29 de agosto de 2019
3. 12 de septiembre de 2019
4. 28 de mayo de 2020
5. 24 de septiembre de 2020
6. 8 de octubre de 2020
7. 12 de noviembre de 2020
8. 10 de diciembre de 2020



Rationale for Phase I & II

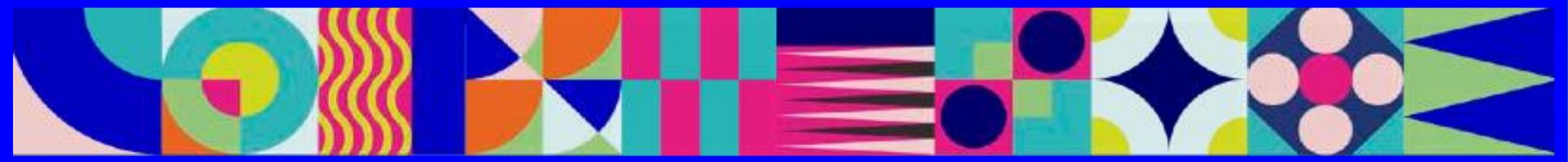
Optimize efficiencies by conducting cost analysis to pursue:

- Analysis of purposed school closures, boundary changes and/or repurposing of schools determined by:
 - Declining enrollment
 - Population density
 - Life of facility
 - Program changes
 - Statutory requirements

Justificación para las Fases I y II

Optimizar las eficiencias mediante la realización de análisis de gastos para seguir:

- **Análisis de cierres de escuelas, cambios de límites residenciales y/o reutilización de escuelas determinados por:**
 - **Reducción de la matrícula**
 - **Densidad de población**
 - **La duración de las instalaciones**
 - **Cambios en el programa**
 - **Cumplimiento de los Estatutos**

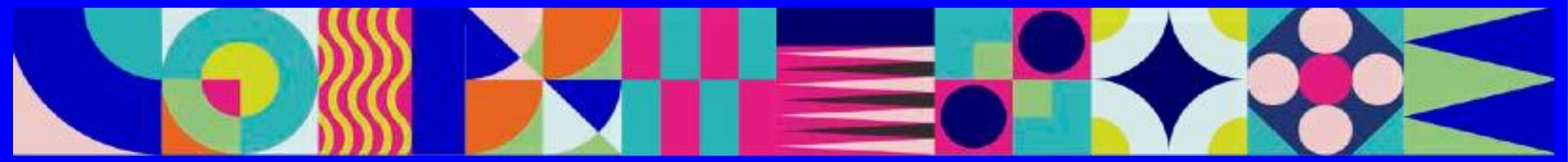


Enrollment Decline

- Enrollment decline was in GESD's forecast prior to the pandemic
- Enrollment decline concerns communicated in December 2016
- The School Facilities Board (SFB) has GESD listed in the "Top 10" school districts that have lost ADM from one year to the next in the following reports:
 - June 15, 2020
 - June 15, 2019
 - June 15, 2018
 - June 15, 2017

Reducción de la Matrícula

- La reducción de la matrícula estaba en los pronósticos de GESD antes de la pandemia
- Las preocupaciones por la reducción de la matrícula se comunicó en diciembre de 2016
- La Junta de Instalaciones Escolares (SFB) tiene a GESD en la lista de los "10 principales" distritos escolares que han perdido ADM de un año a otro en los siguientes informes:
 - 15 de junio de 2020
 - 15 de junio de 2019
 - 15 de junio de 2018
 - 15 de junio de 2017



Enrollment Decline Continued

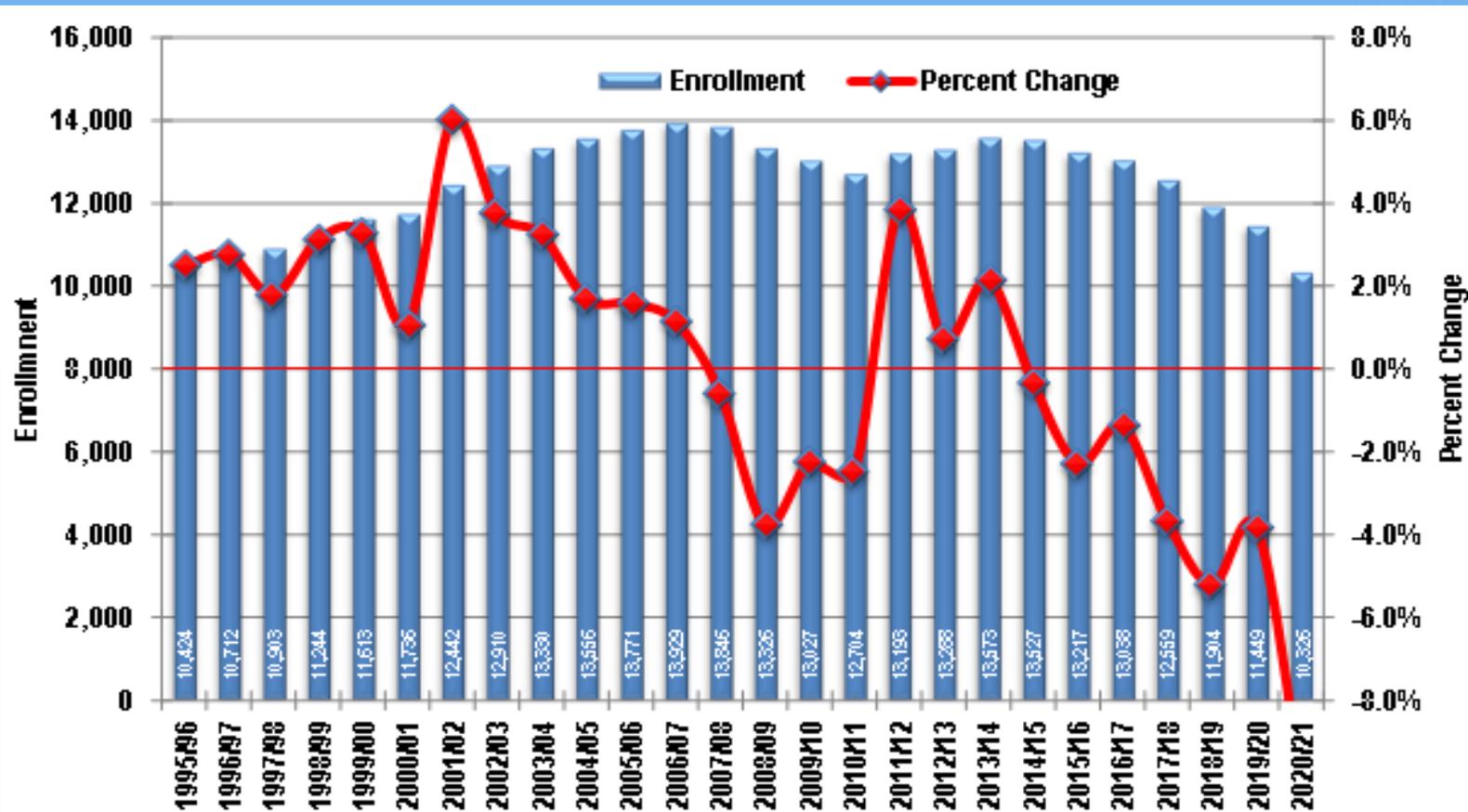
- The Arizona Auditor General has indicated on the Classroom Dollars Report the following:
 - FY 2020 – 16% Decrease
 - FY 2019 – Decrease
 - FY 2018 – Large Decrease
 - FY 2017 – Moderate Decrease
 - <https://frisk.azauditor.gov/Measures?Measure=M4>

Continuación sobre Reducción de la Matrícula

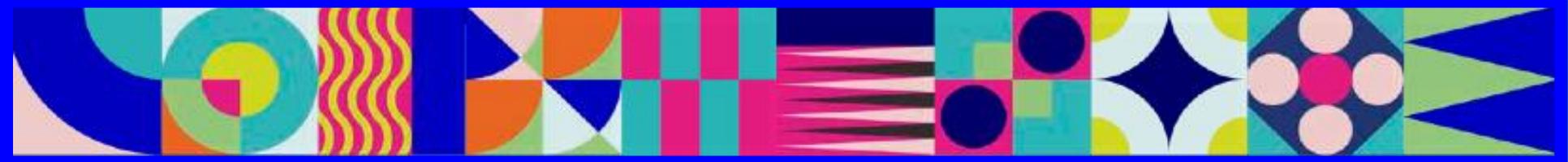
El Auditor General de Arizona ha indicado en el Informe de Dólares de las Aulas lo siguiente:

- Año Fiscal 2020 – Reducción de 16%
- Año Fiscal 2019 - Reducción
- Año Fiscal 2018 - Gran Reducción
- Año Fiscal 2017 - Reducción Moderada
- <https://frisk.azauditor.gov/Measures?Measure=M4>

Enrollment History- Historial de la Matrícula

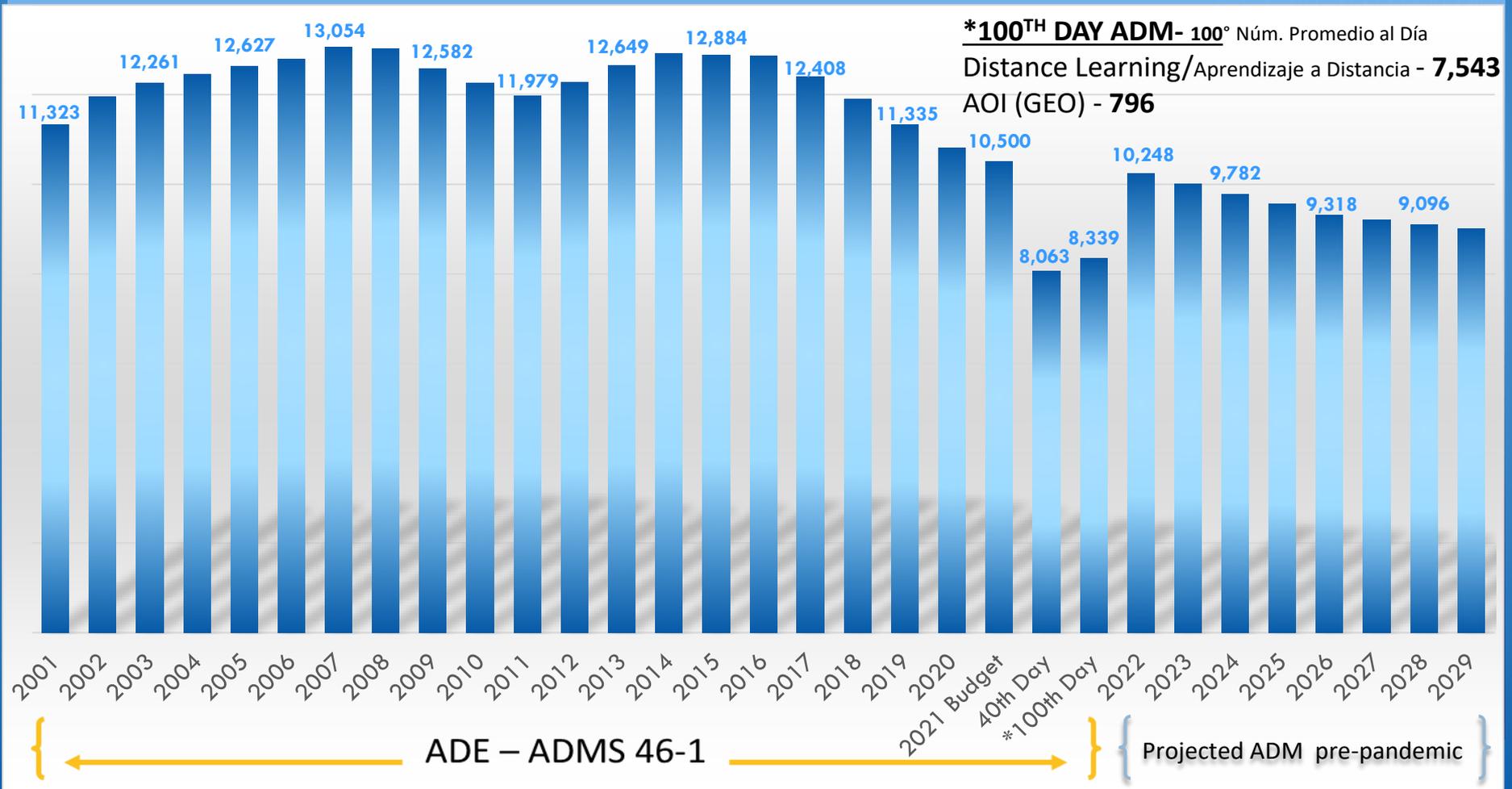


Source: Glendale Elementary School District.



Average Daily Membership

Número Promedio de Alumnos al Diario



Actual and Projected Enrollment by School

Matrícula Actual y Proyectada por Escuela

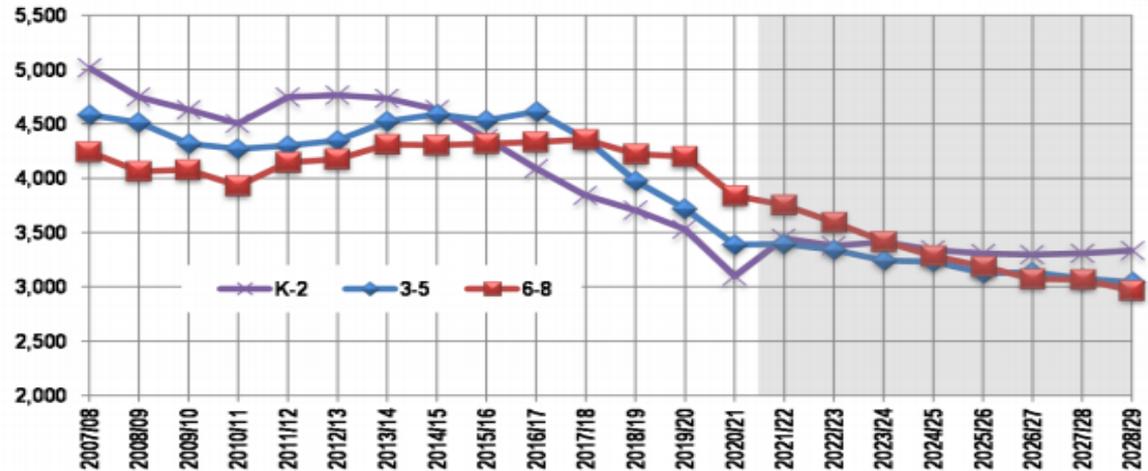
| School | Actual | | | | | | | Projected | | | | | | | | | Change | | |
|--------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|--------------|--------------|--------------|---------------|---------------|-------------|
| | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 | 2026/27 | 2027/28 | 2028/29 | '13-'19 | '19-'24 | '24-'28 |
| American | 786 | 776 | 779 | 712 | 699 | 672 | 602 | 578 | 633 | 618 | 596 | 589 | 580 | 586 | 603 | 598 | -184 | -13 | 9 |
| Bicentennial South | 613 | 653 | 586 | 569 | 518 | 466 | 482 | 474 | 492 | 485 | 486 | 480 | 478 | 484 | 489 | 499 | -131 | -2 | 19 |
| Bicentennial North | 819 | 820 | 797 | 792 | 789 | 695 | 666 | 646 | 613 | 595 | 588 | 589 | 564 | 570 | 558 | 551 | -153 | -77 | -38 |
| Burton | 786 | 794 | 767 | 732 | 673 | 649 | 591 | 553 | 543 | 528 | 529 | 516 | 502 | 490 | 481 | 473 | -195 | -75 | -43 |
| Coyote Ridge | 918 | 872 | 807 | 818 | 753 | 732 | 726 | 718 | 713 | 721 | 700 | 700 | 690 | 688 | 680 | 680 | -192 | -26 | -20 |
| Desert Garden | 730 | 698 | 706 | 729 | 656 | 615 | 557 | 539 | 531 | 518 | 501 | 491 | 481 | 479 | 479 | 479 | -173 | -66 | -12 |
| Challenger | 673 | 666 | 633 | 677 | 734 | 682 | 694 | 695 | 660 | 647 | 628 | 610 | 581 | 559 | 536 | 515 | 21 | -84 | -95 |
| Desert Spirit | 901 | 912 | 910 | 907 | 896 | 802 | 738 | 721 | 681 | 636 | 620 | 607 | 595 | 600 | 600 | 587 | -163 | -131 | -20 |
| Discovery | 754 | 738 | 766 | 742 | 730 | 674 | 647 | 630 | 594 | 588 | 552 | 532 | 511 | 497 | 482 | 481 | -107 | -115 | -51 |
| Horizon | 836 | 861 | 864 | 845 | 854 | 809 | 836 | 754 | 721 | 710 | 704 | 695 | 678 | 675 | 655 | 651 | 0 | -141 | -44 |
| Imes | 542 | 538 | 506 | 503 | 516 | 557 | 498 | 474 | 464 | 456 | 440 | 424 | 412 | 402 | 394 | 388 | -44 | -74 | -36 |
| Landmark | 750 | 810 | 805 | 733 | 768 | 699 | 723 | 676 | 641 | 616 | 604 | 577 | 560 | 552 | 551 | 548 | -27 | -146 | -29 |
| Jack | 917 | 813 | 776 | 760 | 692 | 618 | 624 | 621 | 609 | 606 | 589 | 577 | 567 | 563 | 563 | 564 | -293 | -47 | -13 |
| Mensendick | 999 | 994 | 977 | 934 | 917 | 871 | 824 | 793 | 779 | 744 | 739 | 718 | 701 | 672 | 658 | 636 | -175 | -106 | -82 |
| Sine | 673 | 669 | 674 | 750 | 626 | 602 | 510 | 442 | 429 | 411 | 408 | 406 | 405 | 399 | 393 | 388 | -163 | -104 | -18 |
| Smith | 924 | 924 | 861 | 916 | 811 | 838 | 761 | 835 | 806 | 778 | 751 | 743 | 712 | 684 | 674 | 673 | -163 | -18 | -70 |
| Sunset Vista | 899 | 940 | 944 | 867 | 866 | 857 | 897 | 918 | 888 | 886 | 872 | 829 | 800 | 789 | 782 | 771 | -2 | -68 | -58 |
| Other | 53 | 49 | 59 | 52 | 61 | 66 | 73 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 20 | -13 | 0 |
| TOTAL | 13,573 | 13,527 | 13,217 | 13,038 | 12,559 | 11,904 | 11,449 | 11,127 | 10,857 | 10,603 | 10,367 | 10,143 | 9,877 | 9,749 | 9,638 | 9,542 | -2,124 | -1,306 | -601 |

Enrollment by Grade- Matrícula por Grado

| Year | Enrollment by Grade | | | | | | | | | | K-8 Total | Percent Change | Total Enrollment |
|---------|---------------------|--------------|--------------|--------------|-------|-------|-------|-------|-------|-------|-----------|----------------|------------------|
| | PS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | |
| 2010/11 | 273 | 1,551 | 1,512 | 1,441 | 1,435 | 1,411 | 1,424 | 1,343 | 1,315 | 1,272 | 12,704 | -2.5% | 12,977 |
| 2011/12 | 277 | 1,616 | 1,599 | 1,532 | 1,460 | 1,445 | 1,395 | 1,424 | 1,398 | 1,324 | 13,193 | 3.8% | 13,470 |
| 2012/13 | 350 | 1,574 | 1,586 | 1,606 | 1,521 | 1,406 | 1,420 | 1,402 | 1,412 | 1,361 | 13,288 | 0.7% | 13,638 |
| 2013/14 | 312 | 1,589 | 1,564 | 1,584 | 1,589 | 1,501 | 1,434 | 1,447 | 1,417 | 1,448 | 13,573 | 2.1% | 13,885 |
| 2014/15 | 305 | 1,469 | 1,600 | 1,564 | 1,571 | 1,554 | 1,464 | 1,466 | 1,446 | 1,393 | 13,527 | -0.3% | 13,832 |
| 2015/16 | 382 | 1,315 | 1,479 | 1,571 | 1,548 | 1,503 | 1,483 | 1,451 | 1,448 | 1,419 | 13,217 | -2.3% | 13,599 |
| 2016/17 | 356 | 1,304 | 1,303 | 1,484 | 1,605 | 1,505 | 1,503 | 1,468 | 1,450 | 1,416 | 13,038 | -1.4% | 13,394 |
| 2017/18 | 458 | 1,243 | 1,328 | 1,270 | 1,418 | 1,511 | 1,432 | 1,478 | 1,442 | 1,437 | 12,559 | -3.7% | 13,017 |
| 2018/19 | 381 | 1,192 | 1,222 | 1,291 | 1,229 | 1,355 | 1,391 | 1,425 | 1,395 | 1,404 | 11,904 | -5.2% | 12,285 |
| 2019/20 | 369 | 1,173 | 1,194 | 1,164 | 1,254 | 1,151 | 1,313 | 1,357 | 1,434 | 1,409 | 11,449 | -3.8% | 11,818 |
| 2020/21 | 188 | 910 | 1,100 | 1,090 | 1,122 | 1,159 | 1,106 | 1,221 | 1,298 | 1,320 | 10,326 | -9.8% | 10,514 |
| 2021/22 | 343 | 1,161 | 1,094 | 1,192 | 1,109 | 1,112 | 1,173 | 1,135 | 1,267 | 1,352 | 10,595 | 2.6% | 10,938 |
| 2022/23 | 334 | 1,129 | 1,170 | 1,079 | 1,178 | 1,068 | 1,093 | 1,169 | 1,144 | 1,282 | 10,312 | -2.7% | 10,646 |
| 2023/24 | 326 | 1,128 | 1,134 | 1,151 | 1,063 | 1,132 | 1,047 | 1,086 | 1,176 | 1,154 | 10,071 | -2.3% | 10,397 |
| 2024/25 | 319 | 1,115 | 1,122 | 1,104 | 1,122 | 1,010 | 1,098 | 1,030 | 1,081 | 1,174 | 9,856 | -2.1% | 10,175 |
| 2025/26 | 311 | 1,103 | 1,110 | 1,094 | 1,078 | 1,068 | 981 | 1,081 | 1,026 | 1,080 | 9,621 | -2.4% | 9,932 |
| 2026/27 | 307 | 1,114 | 1,099 | 1,083 | 1,069 | 1,027 | 1,038 | 967 | 1,078 | 1,026 | 9,501 | -1.2% | 9,808 |
| 2027/28 | 305 | 1,125 | 1,110 | 1,073 | 1,059 | 1,019 | 999 | 1,023 | 965 | 1,079 | 9,452 | -0.5% | 9,757 |
| 2028/29 | 301 | 1,134 | 1,119 | 1,081 | 1,047 | 1,007 | 989 | 983 | 1,018 | 964 | 9,342 | -1.2% | 9,643 |

Source: Applied Economics, 2020.

Bolding Indicates Actuals.



Source: Glendale Elementary School District; Applied Economics, 2020.

Developers pushing farther west

By Paul Maryniak, Glendale Star Staff Writer Feb 25, 2021



Homes and lots in some master-planned West Valley communities will be sold out by the end of this year as developers and homebuilders are now buying up land farther to the west and northwest.

During a recent presentation to developers and homebuilders by Land Advisors Organization, two experts also saw no end to the homebuying frenzy or the accelerating upward trend in prices.

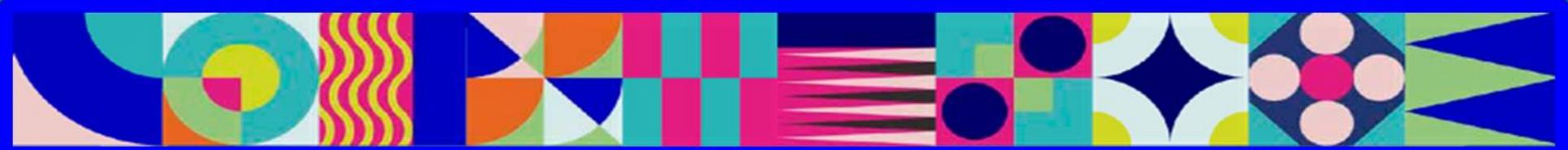
Jeff Palacios Jr., director of research for John Burns Real Estate Consulting, and Land Advisors CEO Greg Vogel, predicted that frustrated homebuyers will have to look as far away as Casa Grande, the Lake Pleasant area and Florence as the inventory of affordable homes closer to the center of the Valley shrinks to unprecedented levels.

La construcción avanza hacia el oeste

Las viviendas y parcelas de algunas de las comunidades del oeste del Valle se agotarán a finales de este año, ya que los promotores y constructores se están desplazando hacia el oeste y el noroeste.

Durante la reciente presentación a los desarrolladores y constructores de viviendas por parte de la organización Land Advisors, dos expertos tampoco vieron el fin del frenesí de compra de viviendas ni la aceleración de la tendencia al alza de los precios.

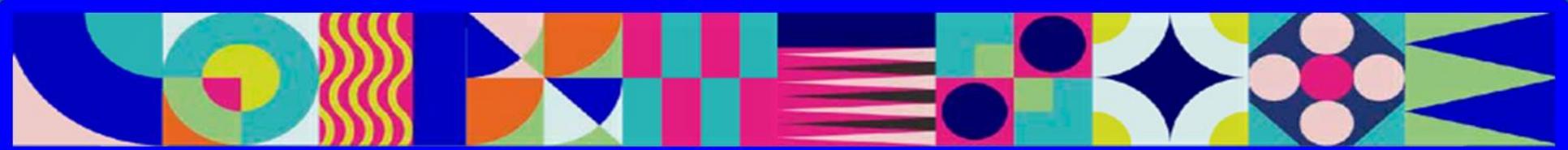
Jeff Palacios Jr., director de investigación de John Burns Estate Consulting, y el director general de Land Advisors, Greg Vogel, predijeron que los compradores de vivienda frustrados tendrán que buscar tan lejos como Casa Grande, la zona de Lake Pleasant y Florence, ya que el inventario de viviendas accesibles más cerca del centro del Valle se reduce a niveles sin precedentes



FY21 BUDGET PROJECTION

PROYECCIÓN DEL PRESUPUESTO PARA EL AÑO FISCAL 21

| | - | | | |
|---|--|---------------------|--|--------------------|
| | ADE Calculated- Calculado por Dept. Ed. AZ | Adopted Adoptado | Difference Diferencia | % Change Cambio |
| Decrease in Average Daily Membership (ADM)- Reducción del Número Promedio de Alumnos al Diario | 8,339 | 10,500 | (2,161) | (20.58)% |
| Decrease in Revenue Control Limit (RCL) – Reducción al Control Limite de Ingresos | \$48,123,132 | \$62,401,449 | \$(14,278,317) | (22.88)% |
| Elementary and Secondary School Emergency Relief (ESSER) Asistencia de Emergencia para Escuelas Primarias y Secundarias | | | \$1,932,691 | |
| Enrollment Stabilization Grant (ESG) - Subsidio de Estabilización de la Matrícula | | | \$3,275,493 | |
| Elementary and Secondary School Emergency Relief II (ESSER II) Asistencia II de Emergencia para Escuelas Primarias y Secundarias | | | \$9,070,133 | |
| TOTAL | | | <u>Avoid Over-expenditure</u> <u>Evitar el Exceso de</u> <u>Gastos</u> | |



Arizona Department of Education

Budget Report

SAIS BUDG25

Arizona Department of Education
 Expenditure Budget Report for Fiscal Year 2021
 Glendale Elementary District

CTDS 07-04-40-000

| Description | ADE Calculated | District Amount | Applied Capacity | Difference |
|--|----------------|-----------------|------------------|--------------|
| Budget Version (Most Recently Processed): Adopted | | | | |
| Budget Date: 7/9/2020 | | | | |
| RCL & DAA Allocation - Details | | | | |
| Base Support Level: | 60,470,281 | 61,172,920 | | |
| Transportation Revenue Control Limit | 1,228,528 | 1,228,528 | | |
| Type 03 Tuition | 0 | 0 | | |
| ADE value from APOR55-1 Report, page 4. District value from Budget APOR Tab page 4 | | | | |
| Revenue Control Limit (RCL): | 48,467,086 | 62,401,449 | 48,467,086 | (13,934,363) |
| Applied Capacity for RCL equals the lesser of the ADE value or the District's value as reported on page 7. | | | | |
| RCL in Maintenance and Operations (M&O) | 48,467,086 | 60,234,399 | 48,467,086 | (11,767,313) |
| RCL in Unrestricted Capital (UNR) | 0 | 2,167,050 | 0 | (2,167,050) |
| Total DAA Allocation (after reduction): | 4,089,771 | 4,094,283 | 4,089,771 | (4,512) |
| ADE Calculated Reduction, refer to APOR55-1 Report, page 5. | | | | |
| DAA (M&O) | 707,482 | 707,482 | 707,482 | 0 |
| DAA (UNR) | 3,382,289 | 3,386,801 | | (4,512) |

Departamento de Educación de Arizona

Informe Presupuestal

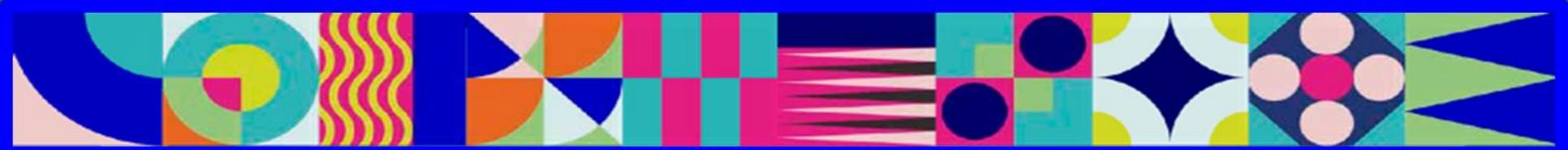
SAIS BUDGET25

CTD S07-04-40-000

Departamento de Educación de Arizona Informe Presupuestal de del Año Fiscal 2021

Distrito Elemental Escolar de Glendale

| Descripción | Calculado Dept. Ed. Az | Cantidad del Distrito | Capacidad Aplicada | Diferencia | |
|--|---------------------------|--------------------------|-----------------------|---------------|--------------|
| Versión Presupuestal (Más Recientemente Procesado) | | | | | |
| Fecha de Presupuesto | 7/9/2020 | | | | |
| Asignación de RCL y DDA - Detalles | | | | | |
| Apoyo de Nivel Básico | 60,470,281 | 61,172,920 | | | |
| Control Limitado de Ingresos de Transporte | 1,228,528 | 1,228,528 | | | |
| Tipo 03 Tarifa | | 0 | 0 | | |
| Dept. ed. AZ Reporte pg 4 | | | | | |
| Límite de Control Ingresos | 48,467,086 | 62,401,449 | 48,467,086 | *(13,934,363) | |
| La Capacidad aplicada para el RCL al valor del estado o el valor del Distrito, el menor de los dos, según la página 7 | | | | | |
| Mantenimiento y Operaciones de RCL (M&O) | 48,467,086) | 60,234,399 | 48,467,086 | *(11,767,313) | |
| Capital sin Restricciones de RCL (UNR) | | 0 | 2,167,050 | 0 | *(2,167,050) |
| Total Asignación de DAA (después de reducción) | 4,089,771 | 4,094,283 | 4,089,771 | *(4,512) | |
| Reducción calculada por Dept. Ed. AZ- reporte pg. 5 | | | | | |
| DAA (M&O) | 707,482 | 707,482 | 707,482 | 0 | |
| DAA (UNR) | 3,382,289 | 3,386,801 | | *(4512) | |



FY22 BUDGET PROJECTION

PROYECCIÓN DEL PRESUPUESTO PARA EL AÑO FISCAL 22

| | Budget Deficit Estimate — Estimación de Déficit del Presupuesto |
|---|--|
| Revenue Control Limit (RCL) Límite de Control de Ingresos | \$(14,278,317) |
| Reduction in M&O Override Reducción de la Anulación de M y O (Mantenimiento y Operación) | \$(2,141,748) |
| Reduction in Classroom Site Fund Reducción en los Fondos de Aulas | \$(1,195,496) |
| Reduction in District Additional Assistance Reducción de la Ayuda Adicional al Distrito | \$(366,445) |
| Reduction in Instructional Improvement Fund –Reducción en los Fondos de Mejoras a la Enseñanza | \$(98,553) |
| TOTAL | <u>\$(18,080,559)</u> |



CAPITAL PLAN NEEDS

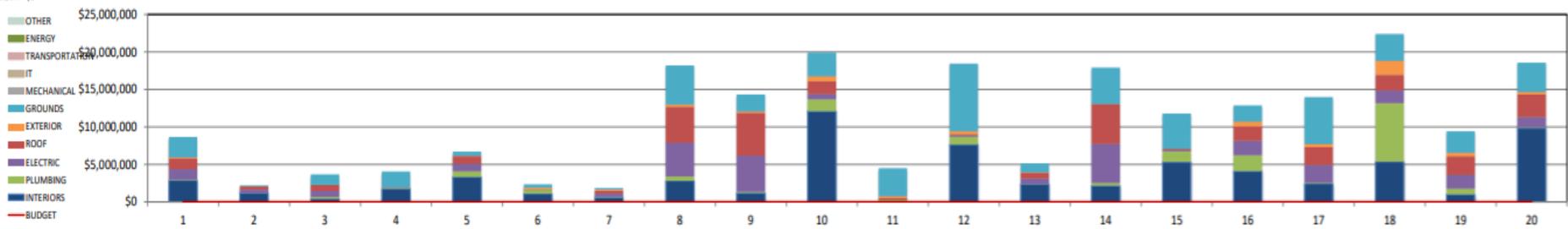
NECESIDADES PARA EL PLAN DE CAPITAL

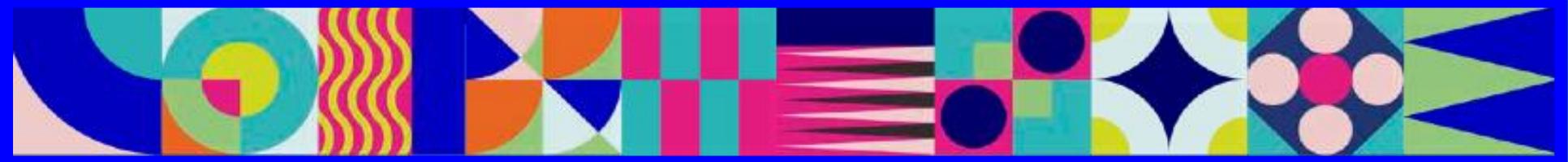
Years/Años 1-5 \$25.3M
Years/Años 6-10 \$56.7M
Years/Años 11-15 \$57.8M
Years/Años 16-20 \$77.2M

S
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| YEAR | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|---------------------|-----------------------|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|------------------------|------------------------|-----------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|-----------------------|------------------------|
| INTERIORS | \$2,885,030.00 | \$1,167,486.00 | \$431,269.00 | \$1,743,553.00 | \$3,352,399.00 | \$1,118,830.00 | \$637,757.00 | \$2,849,667.00 | \$1,220,857.00 | \$12,099,468.00 | \$9,063.00 | \$7,657,486.00 | \$2,374,741.00 | \$2,183,284.00 | \$5,345,298.00 | \$4,128,371.00 | \$2,447,243.00 | \$5,378,079.00 | \$1,008,827.00 | \$9,859,678.00 |
| PLUMBING | \$90,768.00 | \$6,336.00 | \$237,422.00 | \$83,999.00 | \$742,004.00 | \$524,756.00 | \$76,512.00 | \$545,045.00 | \$142,182.00 | \$1,577,144.00 | \$275,317.00 | \$1,036,338.00 | \$234.00 | \$369,227.00 | \$1,428,344.00 | \$2,107,232.00 | \$109,450.00 | \$7,803,725.00 | \$771,060.00 | \$71,114.00 |
| ELECTRIC | \$1,389,826.00 | \$453,636.00 | \$796,169.00 | \$53,415.00 | \$999,662.00 | \$108.00 | \$389,634.00 | \$4,493,825.00 | \$4,779,346.00 | \$702,069.00 | \$24,631.00 | \$154,318.00 | \$716,166.00 | \$5,179,998.00 | \$146,240.00 | \$1,915,355.00 | \$2,354,535.00 | \$1,684,957.00 | \$1,836,972.00 | \$1,381,834.00 |
| ROOF | \$1,456,826.00 | \$453,636.00 | \$807,194.00 | \$53,415.00 | \$1,011,818.00 | \$10,954.00 | \$452,618.00 | \$4,792,729.00 | \$5,739,206.00 | \$1,712,062.00 | \$197,319.00 | \$154,318.00 | \$800,572.00 | \$5,330,850.00 | \$166,040.00 | \$1,915,355.00 | \$2,394,913.00 | \$2,089,017.00 | \$2,461,310.00 | \$2,998,250.00 |
| EXTERIOR | \$136,757.00 | \$42,713.00 | \$54.00 | \$72.00 | \$40,113.00 | \$236,518.00 | \$119,010.00 | \$315,734.00 | \$206,867.00 | \$671,257.00 | \$257,648.00 | \$420,344.00 | \$73,226.00 | \$252.00 | \$270.00 | \$654,167.00 | \$404,649.00 | \$1,864,045.00 | \$497,753.00 | \$353,896.00 |
| GROUNDS | \$2,704,103.00 | \$120,816.00 | \$1,403,859.00 | \$2,119,185.00 | \$565,424.00 | \$458,343.00 | \$188,239.00 | \$5,196,848.00 | \$2,235,652.00 | \$3,161,286.00 | \$3,748,110.00 | \$9,017,441.00 | \$1,159,161.00 | \$4,850,799.00 | \$4,715,012.00 | \$2,141,586.00 | \$6,273,161.00 | \$3,568,752.00 | \$2,844,677.00 | \$3,913,265.00 |
| MECHANICAL | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| IT | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| TRANSPORTATION | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| ENERGY | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| OTHER | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| TOTAL | \$8,663,310.00 | \$2,244,623.00 | \$3,675,967.00 | \$4,053,639.00 | \$6,711,420.00 | \$2,349,509.00 | \$1,863,770.00 | \$18,193,848.00 | \$14,324,110.00 | \$19,923,286.00 | \$4,512,088.00 | \$18,440,245.00 | \$5,124,100.00 | \$17,914,410.00 | \$11,801,204.00 | \$12,862,066.00 | \$13,983,951.00 | \$22,388,575.00 | \$9,420,599.00 | \$18,578,037.00 |
| 5 YEAR TOTAL | | | \$25,348,959.00 | | | | | \$56,654,523.00 | | | | | \$57,792,047.00 | | | | | \$77,233,228.00 | | |

BUDGET: \$0





Phase I 2021-2022

Proposed Closure – Imes and Sine

- Imes students are reassigned to Burton, Landmark and Smith
- Sine students are reassigned to Burton and Horizon

Proposed Boundary Changes

- American, Landmark, Horizon and Burton students are reassigned based on the proposed boundary grid
- Desert Spirit will assume additional students
- Smith will assume additional students
- Sunset Vista will no longer have students east of Grand Avenue

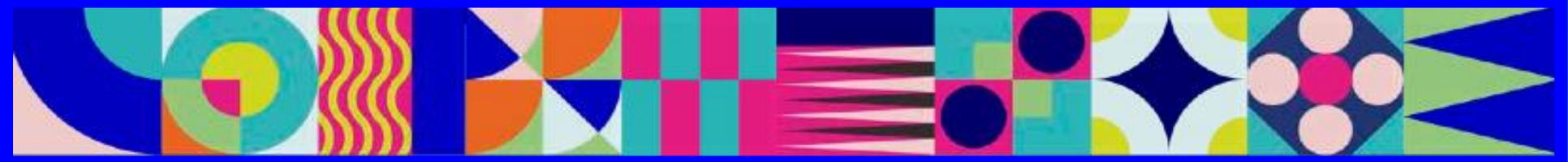
Fase I

Propuesta de Cierres – Imes y Sine

- Los estudiantes de Imes son reasignados a Burton, Landmark y Smith
- Los estudiantes son reasignados a Burton y Horizon

Cambios de límites Residenciales Propuestos

- Los estudiantes de American, Landmark, Horizon y Burton son reasignados en base a la cuadrícula de límites residenciales propuesta
- Desert Spirit asumirá estudiantes adicionales
- Smith asumirá estudiantes adicionales
- Sunset Vista ya no tendrá estudiantes al este de Grand Avenue



Phase II 2022-2023

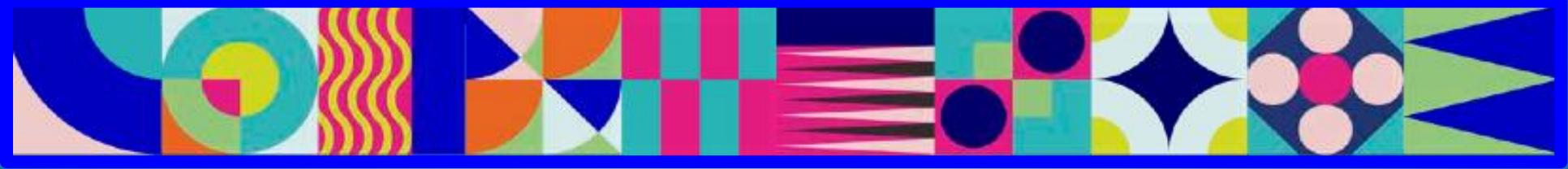
Proposed Closure – Coyote Ridge, Desert Garden and Bicentennial North

- Coyote Ridge students are reassigned to Discovery
- Coyote Ridge is re-purposed
- Desert Garden students are reassigned to Challenger or Mensendick and are reconfigured to K-8 models
- Desert Garden is re-purposed
- Bicentennial North students are reassigned to Bicentennial South or Mensendick
- Bicentennial South is reconfigured to a K-8 model

Fase II 2022-2023

Propuesta de Cierres – Coyote Ridge, Desert Garden, y Bicentennial North

- Los estudiantes de Coyote Ridge son reasignados a Discovery
- Coyote Ridge es reutilizada
- Los estudiantes de Desert Garden son reasignados a Challenger o Mensendick y son reconfiguradas a modelos K-8
- Desert Garden es reutilizada
- Los estudiantes de Bicentennial North son reasignados a Bicentennial South o Mensendick
- Bicentennial South es reconfigurada a un modelo K-8



Phase II 2022-2023

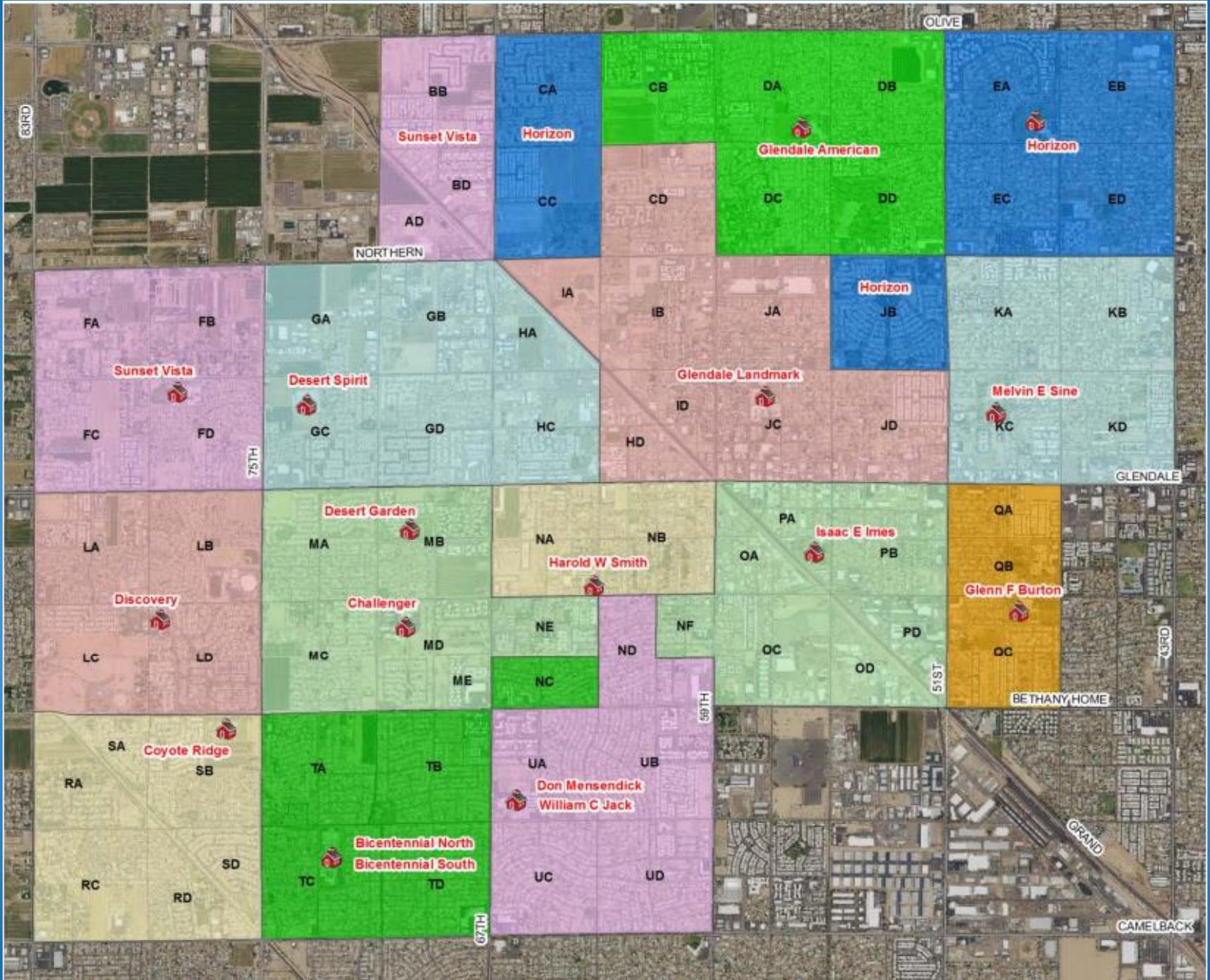
Proposed Boundary Changes

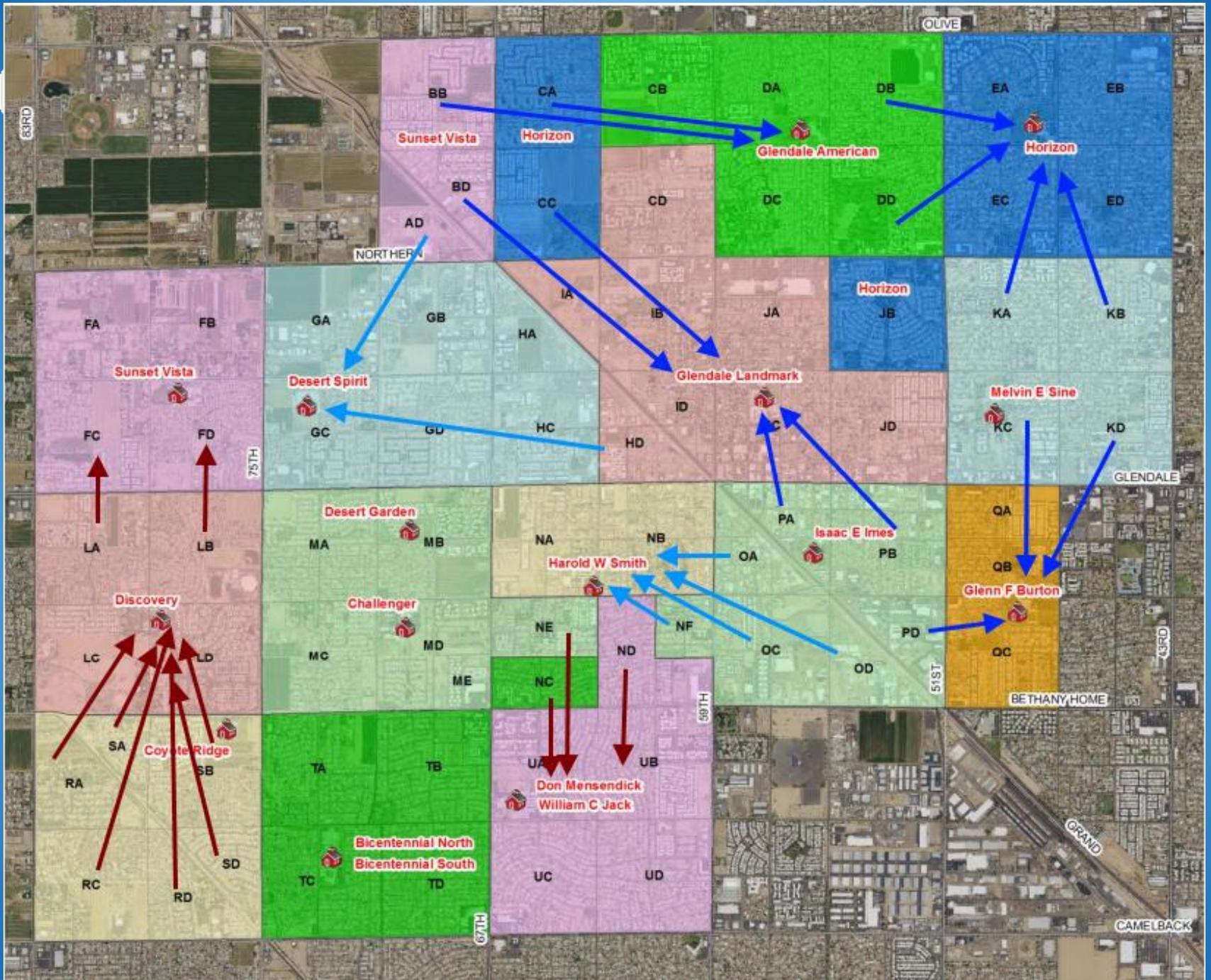
- Students are reassigned based on the proposed boundary grid
- Jack is reconfigured to a K-8 model
- Mensendick is reconfigured to a K-8 model

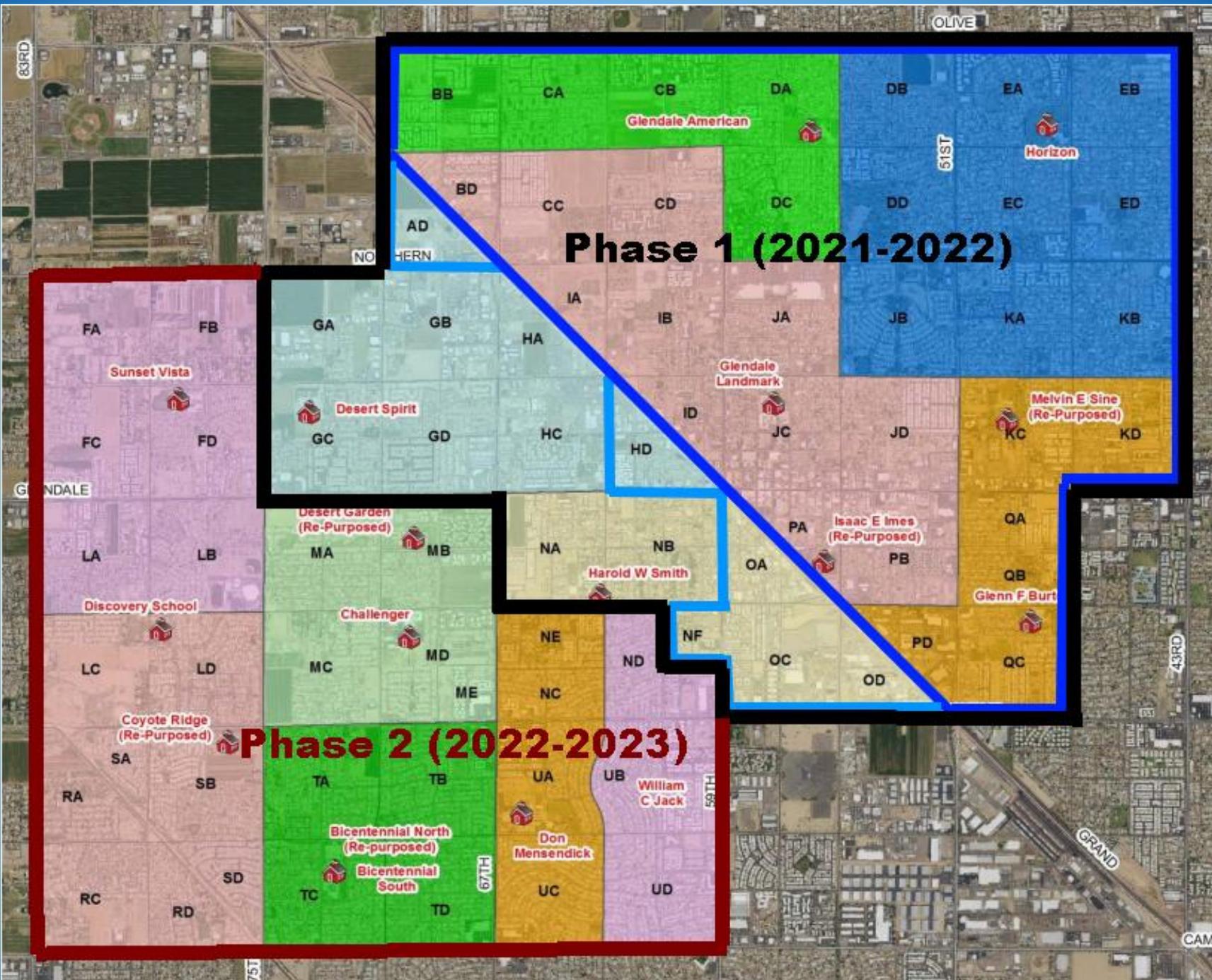
Fase II 2022-23

Cambios Propuestos a los Limites Residenciales

- Los estudiantes son reasignados a la cuadrícula propuesta de límites residenciales
- Jack es reconfigurada a un modelo K-8
- Mensendick es reconfigurada a un modelo K-8







Phase 1 (2021-2022)

Phase 2 (2022-2023)

Glendale American

Horizon

Glendale Landmark

Melvin E. Sine (Re-Purposed)

Sunset Vista

Desert Spirit

Desert Garden (Re-Purposed)

Isaac E. Imes (Re-Purposed)

Discovery School

Challenger

Harold W. Smith

Glenn F. Burt

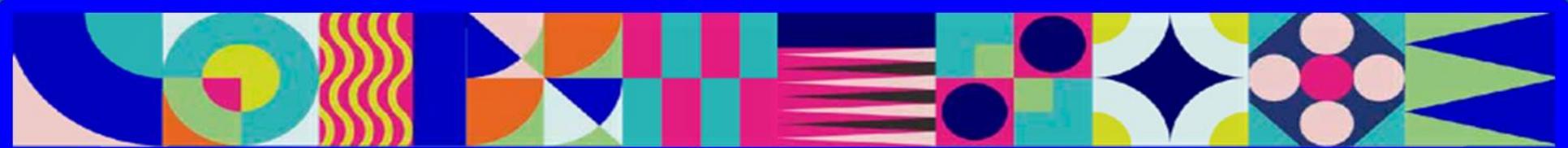
Coyote Ridge (Re-Purposed)

Bicentennial North (Re-purposed)

Bicentennial South

William C. Jack

Don Mensendick



Projected Attendance Area Based on Proposal Rollover Methodology

Área de Asistencia Proyectada Basada en la Metodología de Transferencia de la Propuesta

| School/Escuela | Capacity w/out Portables- Cupo sin Aulas Portátiles | Phase 1 2021-2022 Fase 1 | Phase 2 2022-2023 Fase 2 |
|---|---|--------------------------|--------------------------|
| 101 - Glendale Landmark | 1260 | 885 | 859 |
| 103 - Harold W. Smith | 1380 | 820 | 811 |
| 105 - William C. Jack | 1140 | 449 | 751 |
| 106 - Don Mensendick | 1290 | 722 | 695 |
| 107 - Glenn F. Burton | 1020 | 635 | 600 |
| 108 - Glendale American | 1080 | 703 | 666 |
| 109 - Bicentennial North | 1020 | 547 | 0 |
| 110 - Horizon | 1170 | 808 | 753 |
| 111 - Challenger | 1410 | 698 | 982 |
| 112 - Bicentennial South | 870 | 409 | 851 |
| 113 - Discovery | 900 | 481 | 592 |
| 114 - Desert Garden | 990 | 546 | 0 |
| 115 - Coyote Ridge | 1380 | 464 | 0 |
| 116 - Desert Spirit | 1230 | 602 | 543 |
| 117 - Sunset Vista | 1230 | 323 | 621 |
| External Open Enrollment- Inscripción Abierta Externa | | 579 | 570 |
| Grand Total – Gran Total | | 9671 | 9294 |

2020-21 Class Size Number
2020-21 Número de Tamaño de Clases

Students =Estudiantes

Classrooms = Aulas

Kindergarten

(standard classroom size/

Tamaño estándar del aula = 24)

| # of Students | # of Classrooms |
|---------------|-----------------|
| 13 – 18 | 20 |
| 19 – 24 | 15 |
| 25+ | 4 |
| TOTAL | 39 |

First Grade - 1° Grado

(standard classroom size/

tamaño estándar del aula = 25)

| # of Students | # of Classrooms |
|---------------|-----------------|
| 10 - 15 | 5 |
| 16 - 21 | 25 |
| 22 - 25 | 6 |
| 26+ | 5 |
| TOTAL | 41 |

Second Grade - 2° Grado

(standard classroom size/

tamaño estándar del aula = 26)

| # of Students | # of Classrooms |
|---------------|-----------------|
| 11 – 16 | 4 |
| 17 – 22 | 30 |
| 23 - 25 | 8 |
| TOTAL | 42 |

Third Grade - 3° Grado

(standard classroom size/

tamaño estándar del aula = 27)

| # of Students | # of Classrooms |
|---------------|-----------------|
| 14 – 19 | 16 |
| 20 – 25 | 19 |
| 26 – 27 | 2 |
| 28+ | 2 |
| TOTAL | 39 |

Fourth Grade - 4° Grado

(standard classroom size/

tamaño estándar del aula = 31)

| # of Students | # of Classrooms |
|---------------|-----------------|
| 15 – 20 | 12 |
| 21 – 26 | 22 |
| 27 – 28 | 4 |
| TOTAL | 38 |

Fifth Grade - 5°- Grado

(standard classroom size/ tamaño

estándard del aula = 31)

| # of Students | # of Classrooms |
|---------------|-----------------|
| 19 – 24 | 27 |
| 25 – 29 | 8 |
| TOTAL | 35 |

Sixth Grade - 6° Grado

(standard classroom size/

tamaño estándar del aula = 31)

| # of Students | # of Classrooms |
|---------------|-----------------|
| 17 – 22 | 24 |
| 23 – 28 | 13 |
| 29 – 31 | 4 |
| 32+ | 1 |
| TOTAL | 42 |

Seventh Grade - 7°- Grado

(standard classroom size/

tamaño estándar del aula = 32)

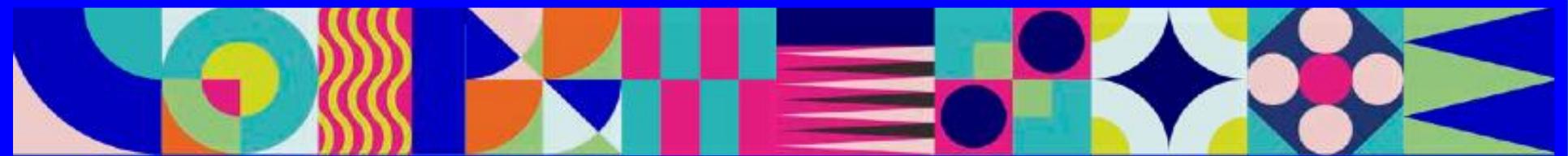
| # of Students | # of Classrooms |
|---------------|-----------------|
| 19 – 24 | 11 |
| 25 – 30 | 23 |
| 31 – 32 | 3 |
| 33+ | 2 |
| TOTAL | 39 |

Eighth Grade - 8° Grado

(standard classroom size/ tamaño

estándard del aula = 32)

| # of Students | # of Classrooms |
|---------------|-----------------|
| 19 – 24 | 25 |
| 25 – 30 | 10 |
| 31 – 32 | 2 |
| 33+ | 2 |
| TOTAL | 39 |



Preschool Facility

2022-2023 School Year

Currently, tuition-based Preschool occurs throughout GESD, but a centralized location will allow for efficiencies in physical and staff resources.

Wraparound Services

- One location for GESD Preschool
- Partnership with Head Start
- Pre-K workshops
- Child Find screenings
- First Things First classes for parents and children
- Preschool-Kindergarten transition meetings occur in a centralized location
- Centralized location for district wide Kindergarten registration

Instalación Pre-Escolar

Actualmente, la enseñanza pre-escolar lleva una cuota y se lleva a cabo en todo GESD, pero una localida centralizada permitirá mejorar la eficacia de los recursos:

*Un lugar para el preescolar GESD

*Asociación con Head Start

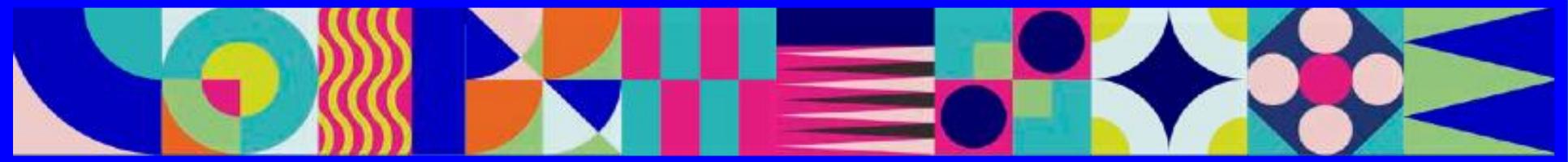
*Talleres Preescolares

*Evaluaciones de Detección Infantiles

* Clases de First Things First para Padres y Niños

*Las reuniones de Transición Pre-escolar a Kindergarten se realizan en un lugar centralizado

*Una Ubicación centralizada para la inscripción para el Kindergarten en todo el distrito



Preschool Facility and Rationale 2022-2023 School Year

Facility

- Desert Garden

Rationale

- Location
- Space
- Campus layout and organization
- Physical aspects of campus for primary years

Justificación para Instalación Pre-escolar

Instalación

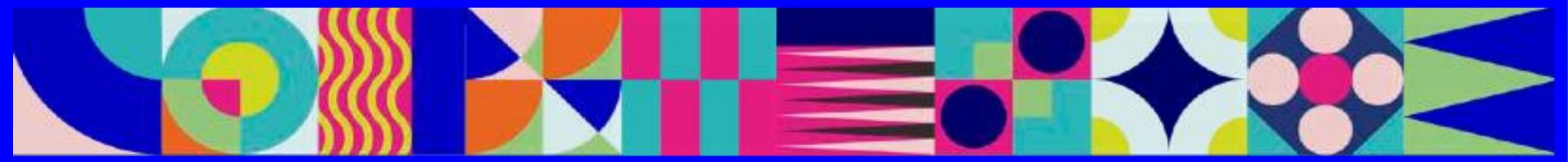
Desert Garden

*Localidad

*Espacio

*Diseño del Plantel y Organización

*Aspecto físico del plantel para grados de primaria (temprana)



GESD System of Care Center Framework

A system of care is: A spectrum of effective, community-based services and supports for children and youth with or at risk for mental health or other challenges and their families, that is organized into a coordinated network, builds meaningful partnerships with families and youth, and addresses their cultural and linguistic needs, in order to help them to function better at home, in school, in the community, and throughout life. (Beth A. Stroul, M.Ed. Robert M. Friedman, Ph.D.)

VISION

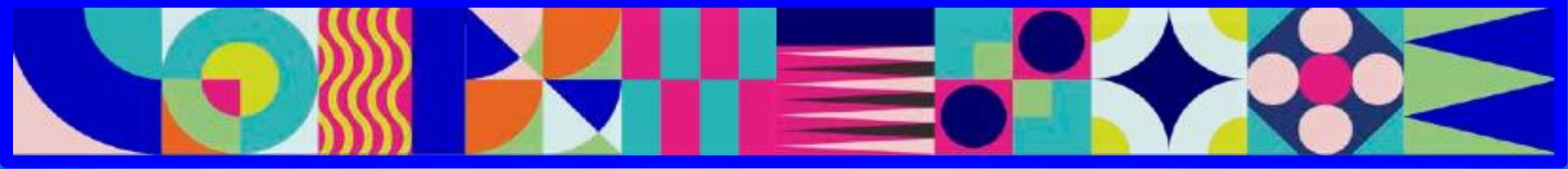
Series of services and supports focused around a Medical Clinic

Estructura del Centro del Sistema de Cuidados GESD

Un sistema de cuidados es: Un espectro de servicios y apoyos efectivos, basados en la comunidad, para niños y jóvenes con o en riesgo de salud mental u otros desafíos y sus familias, que está organizado en una red coordinada, construye asociaciones significativas con las familias y los jóvenes, y aborda sus necesidades culturales y lingüísticas, con el fin de ayudarlos a funcionar mejor en el hogar, en la escuela, en la comunidad y a lo largo de la vida. (Beth A. Stroul, M.Ed. Robert M. Friedman, Ph.D.)

VISIÓN

Serie de servicios y apoyos centrados en relación de una Clínica Médica



GESD System of Care Center

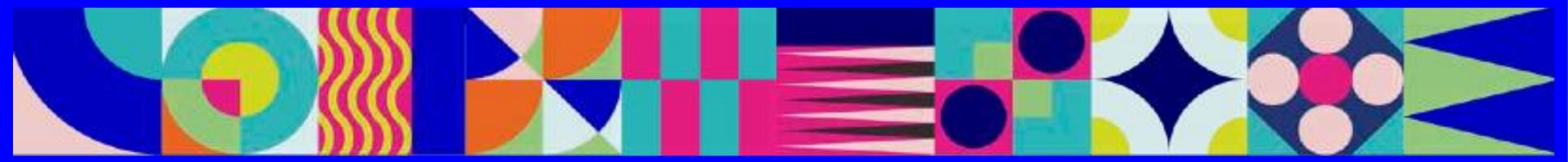
NEED

- Expanded implementation of a continuum of support and services for students and families
- Increase health awareness and literacy of students, families and staff to improve the quality of outcomes
- Develop health programs staffed by health specialists to screen for, provide early intervention for and to address any ongoing health needs of students and families
- Connect families, schools, and communities to increase engagement and support

Centro del Sistema de Cuidados GESD

NECESIDAD

- Expansión de la implementación de un continuo de apoyo y servicios para los estudiantes y las familias
- Aumentar la los conocimientos sobre la materia de salud de los estudiantes, las familias y el personal para mejorar la calidad de los resultados
- Desarrollar programas de salud atendidos por especialistas en salud para detectar, intervenir tempranamente y atender las continuas necesidades de salud de los estudiantes y las familias.
- Conectar a las familias, las escuelas y las comunidades para aumentar la participación y el apoyo.



GESD System of Care Center

Facility

- Coyote Ridge

Rationale

- Location
- Space
- Campus layout
- Access

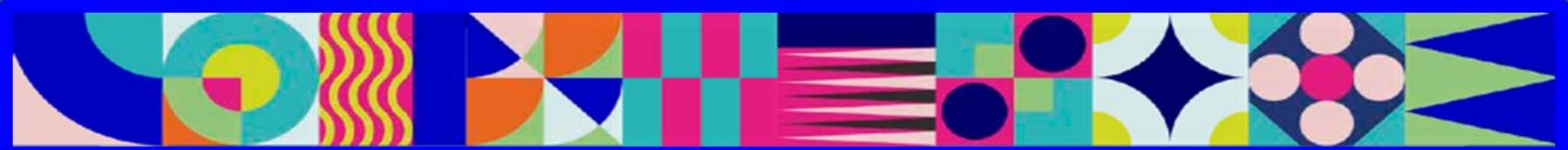
Centro del Sistema de Cuidados GESD

Instalación

- Coyote Ridge

Justificación

- Localidad
- Espacio
- Diseño de Planteo
- Accesibilidad



Questions / Preguntas

