



ELK GROVE UNIFIED SCHOOL DISTRICT
David W. Gordon Elementary School
Attendance Boundary Community Meeting

Frequently Asked Questions (FAQ)

Elk Grove Unified School District hosted a virtual community meeting on Wednesday, September 16, 2026, to discuss the proposed attendance area for the new David W. Gordon Elementary School, scheduled to open in Fall 2027. More than 120 people attended the meeting to learn about the proposed attendance area and ask questions about the boundary proposal.

This Frequently Asked Questions (FAQ) document provides responses to questions submitted by community members following the meeting. The questions cover a range of topics, including student assignments, traffic, pedestrian and bicycling safety, and access to school facilities. The District is reviewing these considerations as part of the planning process. The responses reflect information currently available and are intended to provide the community with a better understanding of the proposal and the factors being considered. To reduce repetition, similar questions have been combined into a single question, while preserving the substance of the concerns raised by community members.

A. Boundary Transition and Grandfathering

1. When should students in the proposed Carroll Elementary boundary begin attending Carroll: in the 2027–28 school year, later, or through a phased transition?

Currently enrolled TK–5 students who reside within the proposed Carroll Elementary School attendance area will be grandfathered into David W. Gordon Elementary School and may attend David W. Gordon when it opens in July 2027.

New students enrolling after the new attendance boundaries take effect will attend Carroll Elementary School if they reside within the Carroll attendance area.

2. Will students currently attending Miwok Elementary be grandfathered so they can remain at Miwok rather than being required to move to Carroll?

Students eligible for grandfathering will be determined by the Board of Education, which may grant options to remain at their current site to minimize disruption.

3. Will parents and students be given the option to remain at their current school or move to their newly assigned school?

Students eligible for grandfathering will be determined by the Board of Education, which may grant options to remain at their current site to minimize disruption.

4. If grandfathering is considered, what criteria would the District use to determine which students are eligible to remain at their current school?

Students eligible for grandfathering will be determined by the Board of Education, which may grant options to remain at their current site to minimize disruption.

5. Would students who are currently enrolled at Miwok receive priority to remain at Miwok based on how long they have attended the school or when their family moved into the area?

Assigned school attendance areas are based on official boundary lines rather than proximity alone. Under the proposal, Carroll would become the assigned neighborhood school based on the residential address. However, currently enrolled Miwok Village students may have the option to remain at Miwok through a "grandfathering" provision. Students eligible for grandfathering will be determined by the Board of Education.

6. Could the District establish a cutoff date so that families who move into the area after a certain point are assigned to Carroll, while current Miwok families are allowed to remain?

Currently enrolled Miwok families living within the boundaries for David W. Gordon may transition to the new campus at the start of the 2027-28 school year. Students eligible for grandfathering will be determined by the Board of Education, which may grant options to remain at their current site to minimize disruption. New students enrolling after the new attendance boundaries take effect will attend Carroll Elementary School if they reside within the Carroll attendance area.

7. How will the District address families who moved into the area based on previous expectations about where their children would attend elementary school?

EGUSD explicitly notes in its registration documentation and Notice of Understanding that purchasing or renting a home in a specific area does not guarantee permanent placement at a specific school. Boundaries are subject to periodic adjustment as growth and facility capacities require.

8. If a student is moved to a new school, will there be opportunities to transition back to their previous school or to another school later?

Assigned school attendance areas are based on boundaries established by the Board of Education. An Intra-District Transfer request may be submitted, which is subject to space availability and District approval.

9. How will the District minimize the number of school transitions a student may experience during elementary school?

Per BP 5116.1, the Board allows parents/guardians of any student who resides within district boundaries to request an Intradistrict Transfer/Open Enrollment permit to enroll their child in any district school with available space, regardless of the parents' location of residence within the district.

Students eligible for grandfathering will be determined by the Board of Education, which may grant options to remain at their current site to minimize disruption.

B. Siblings and Individual Student Circumstances

10. How will the District ensure that siblings remain together when a boundary change affects students in different grades?

Students eligible for grandfathering will be determined by the Board of Education, however, younger siblings not eligible for grandfathering may not be permitted to remain at the same school alongside older grandfathered siblings.

11. Will siblings be grandfathered together even if they are in different grade levels?

Students eligible for grandfathering will be determined by the Board of Education, however, younger siblings not eligible for grandfathering may not be permitted to remain at the same school alongside older grandfathered siblings.

12. How will Individualized Education Program (IEP) considerations be addressed when students are reassigned to a different school?

Per BP/AR 6159, students with disabilities will receive a Free Appropriate Public Education and be placed in the Least Restrictive Environment which meets their needs to the extent provided by law. Reassignment to a new school site constitutes a change in location/educational setting. The student's IEP team (including parents, teacher, special education staff, and site administrator) will review the IEP and develop a transition plan to ensure all accommodations, modifications, and related services are seamlessly transferred to the new site without disruption.

13. How will the District handle a situation in which one sibling receives a notification regarding a school assignment but another sibling in the same household does not?

All student assignments can be verified directly through ParentVUE. To prevent duplicate emails from being sent to the same inbox, Synergy notifications are limited to one student per household. To confirm the assignment for a sibling who was not listed in an email, please check your ParentVUE account or contact the current school of attendance for assistance.

14. Will the District consider the individual circumstances of families who have already experienced previous school changes when determining how students' transition?

Per BP 5116.1, the Board allows parents/guardians of any student who resides within district boundaries to request an Intradistrict Transfer/Open Enrollment permit to enroll their child in any district school with available space, regardless of the parents' location of residence within the district.

Students eligible for grandfathering will be determined by the Board of Education, which may grant options to remain at their current site to minimize disruption.

C. Neighborhood Schools, Distance and School Assignment

15. How will the District consider the distance between a student's home and the assigned school when developing the proposed boundaries?

When developing boundary proposals, the District evaluates several key factors to reach the best possible decisions for our students and families. While distance to school is an important consideration, we analyze it alongside existing school capacities, current and projected enrollment, new housing development, safe travel routes, and keeping neighborhoods together wherever possible.

16. If a family lives closer to Miwok but falls within the proposed Carroll boundary, can the student remain at Miwok because it is closer to their home?

Assigned school attendance areas are based on official boundary lines rather than proximity alone. Under the proposal, Carroll would become the assigned neighborhood school based on the residential address. However, currently enrolled Miwok Village students may have the option to remain at Miwok through a "grandfathering" provision. For families who do not qualify for grandfathering but wish to attend Miwok, an Intra-District Transfer request may be submitted, which is subject to space availability and District approval.

17. If a family lives in the proposed Carroll area but lives closer to Gordon, can the student attend Gordon instead?

Assigned school attendance areas are based on official boundary lines rather than proximity alone. Under the proposal, David W. Gordon would become the assigned neighborhood school based on the residential address. However, families residing in another school's boundary but wish to attend Gordon may submit an Intra-District Transfer request, which is subject to space availability and District approval.

New students enrolling after the new attendance boundaries take effect will attend Carroll Elementary School if they reside within the Carroll attendance area.

18. Will the District consider whether students can walk to their neighborhood school when evaluating the proposed boundaries?

Yes. Walkability and proximity to schools are factors the District considers when evaluating proposed attendance boundaries. The District also considers several other factors, including school capacity, current and projected enrollment, neighborhood development, geographic considerations, and the long-term balance of enrollment among schools.

19. Will families have an opportunity to provide input when the proposed boundary would require their children to travel significantly farther to school?

Yes. Families and community members have opportunities to provide input on the proposed attendance boundaries before a final decision is made. The District welcomes feedback regarding travel distance, neighborhood access, and other factors that may affect students and families.

Community feedback will be considered along with other planning factors, including school capacity, current and projected enrollment, neighborhood development, and the overall balance of enrollment among schools.

D. Transportation, Traffic and Infrastructure

20. How will the District evaluate transportation and walking routes associated with the proposed boundary changes?

The Transportation department evaluates routes based on Board Policy (BP) 5116.1.

21. How will the District evaluate the safety of students walking to their assigned schools?

The District's Safe Routes to School Coordinator will work with individual school sites to conduct Walk Audits, which are coordinated evaluations of the physical infrastructure, walkability, and overall safety of walking routes to school. These evaluations will consider student residential population patterns to help identify routes commonly used by students and areas where safety or infrastructure improvements may be beneficial.

The findings will help guide recommendations for infrastructure improvements and program changes that support safer walking routes for students and improve access to school sites. Examples of school observations and recommendations are available on the District's [Safe Routes to School – School Support webpage](#).

22. Will the District consider the need for crossing guards at intersections affected by the proposed boundary changes?

The District will evaluate intersections along primary walking and bicycling routes to determine whether additional paid crossing guard services may be needed at strategic locations. This evaluation will be conducted in coordination with the District's crossing guard vendor and Risk department, with consideration given to student pedestrian safety and traffic conditions near affected school sites. The District's Safe Routes

to School program may also support this process through traffic and pedestrian observations and Walk Audits to help identify locations where additional safety measures may be beneficial.

23. How will traffic signals, four-way stops and other intersection conditions be considered?

Traffic signals, four-way stops, crosswalks, and other intersection conditions will be considered as part of evaluating safe access to school sites. Through the District's Safe Routes to School program, the Coordinator will work with individual school sites to conduct Walk Audits that assess walking routes based on student residential population patterns. These evaluations help identify intersections and other areas where traffic conditions or infrastructure may present safety concerns for students walking to school. Findings can inform recommendations for potential infrastructure improvements or program changes, in coordination with the City of Elk Grove and other appropriate agencies.

24. How will the District address drop-off and pick-up traffic at the affected schools?

The District's Safe Routes to School program will help address traffic and pedestrian safety concerns at the affected schools. The program conducts traffic and pedestrian observations and provides recommendations for infrastructure improvements and program changes to enhance pedestrian safety and improve traffic flow in school parking lots during drop-off and pick-up times. These observations and recommendations will help inform planning and identify opportunities to improve safety and access for students, families, and the surrounding community.

25. How will narrow streets and existing road conditions be considered when evaluating the proposed boundaries?

The District will consider how students may travel to and from school, including the availability and safety of walking routes and potential traffic concerns on surrounding streets. Through its Safe Routes to School program and coordination with the City of Elk Grove, the District can evaluate identified concerns and develop recommendations for potential infrastructure or program improvements. These considerations will help inform the planning process and support safe access to school sites for students and families.

26. How will the proposed assignment of students south of Bilby to Carroll affect traffic on Bilby?

The impact of the proposed student assignment south of Bilby to Carroll Elementary on traffic along Bilby is unknown currently. The District's Safe Routes to School program works in coordination with the City of Elk Grove Public Works Traffic Engineering Unit to evaluate changes in vehicle traffic on streets surrounding EGUSD school sites. This ongoing collaboration allows the District and City to monitor traffic patterns and identify potential concerns as conditions change.

27. Will the District consider road capacity, parking and other infrastructure needs when establishing the boundaries?

Yes. Road capacity, parking availability, and surrounding infrastructure are key components evaluated during the boundary planning process. The District analyzes vehicle circulation, drop-off and pick-up queue capacity, street parking constraints, and neighborhood entry/exit points for each school site. The goal is to ensure that assigned enrollment aligns with the physical capabilities of local roads and school facilities, preventing excessive traffic congestion and maintaining safe access for families, school buses, and emergency vehicles.

E. Future Development and School Capacity

28. How is population growth from upcoming and future residential developments, including higher-density communities and apartments, being considered in the proposed boundaries?

Future residential development, including single family homes and higher density apartment complexes are factored into our boundary projections. The District works directly with local city and county planning departments and builders to track housing approvals, construction timelines, and student generation rates for each housing unit type. Proposed boundaries are created with both current and future capacity in mind, ensuring schools can absorb student growth from incoming residential communities without causing immediate overcrowding or mid-year boundary shifts.

29. How will future residential development affect elementary school capacity?

Future residential development impacts capacity by increasing the number of school aged children living within an attendance area. To manage this growth, the District uses student generation rates to project enrollment which helps set boundaries that leave initial capacity buffers at our campuses. Because student generation rates are projections, actual enrollment numbers can vary depending on home sales, and construction phasing. District staff closely monitors many factors continuously, ensuring our schools can absorb new families smoothly without overcrowding classrooms or impacting educational programs.

30. Is the District planning to build another elementary school south of Bilby in the next few years?

While there is no immediate construction planned for the next few years, a future elementary school site south of Kammerer Road is included in our long-term master planning. As development in south Elk Grove progresses over the next decade, the District will monitor housing build-out and enrollment trends to determine when to construct and open the new school to serve growing neighborhoods.

31. Were there previously plans to build an elementary school on the vacant property on Angsley Drive?

No. There were no previous District plans to build an elementary school on the vacant property on Angsley Drive.

A tentative subdivision map for the Mendes development identified a vacant site as a potential school site reservation. School site reservations may be identified during the subdivision planning process to address requirements of the Subdivision Map Act, similar to the way land may be identified for other potential public uses, such as parks.

A school site reservation on a subdivision map does not mean the property is owned by the School District, nor does it guarantee that a school will ultimately be built at that location. It simply identifies land that may be considered for potential school purposes as development is planned.

Whether a new school is ultimately needed and developed depends on several factors, including projected student enrollment, residential development, available school capacity, site feasibility, funding, and the District's long-range facilities needs.

32. Have the plans for an elementary school on Angsley Drive changed?

No. The District did not have plans to construct an elementary school on the vacant property on Angsley Drive, so there has not been a change in District plans for that location.

33. If an elementary school is no longer planned for the Angsley Drive site, what is now planned for that property?

The Angsley Drive property was never owned by the School District. The property is privately owned by a developer who plans to continue the residential development of the vacant land. Any future development of the property is subject to the applicable City planning and approval process.

F. Middle School and High School Feeder Patterns

34. Will the proposed elementary boundary changes affect students' middle school and high school assignments?

Yes. The proposed elementary school attendance boundary changes may impact students' future middle school and high school feeder assignments.

Under the proposed boundaries, students residing within the Carroll Elementary School attendance area will feed into Toby Johnson Middle School and Franklin High School.

Students residing within the Miwok Village Elementary School and David W. Gordon Elementary School attendance areas will feed into Elizabeth Pinkerton Middle School and Cosumnes Oaks High School.

35. How will the proposed elementary boundaries affect existing middle school and high school feeder patterns?

Under the proposed boundaries, students residing within the Carroll Elementary School attendance area will feed into Toby Johnson Middle School and Franklin High School.

Students residing within the Miwok Village Elementary School and David W. Gordon Elementary School attendance areas will feed into Elizabeth Pinkerton Middle School and Cosumnes Oaks High School.

Students who are provided a transition option to attend a different elementary school should be aware that their future middle school and high school assignments will continue to be based on the attendance boundary associated with their residence, rather than the elementary school they attend.

36. If Carroll Elementary feeds into a particular middle school, will students assigned to Carroll automatically feed into that middle school?

Yes. Under the proposed attendance boundaries, students who reside within the Carroll Elementary School attendance area will feed into Toby Johnson Middle School and Franklin High School.

37. How will the District address students who attend Carroll but are assigned to a different middle school than most of their Carroll classmates?

Students who reside within the Carroll Elementary School attendance area follow the same middle school feeder pattern and are assigned to Toby Johnson Middle School.

In some cases, a student may attend Carroll Elementary because they were offloaded from another school or transferred to Carroll by choice. Because middle school assignments are based on a student's residential attendance boundary, these students may be assigned to a different middle school.

Families who would like their children to continue with their Carroll classmates may submit an intra-district transfer request to attend Toby Johnson Middle School. Transfer requests are reviewed through the District's established transfer process and are subject to applicable requirements and space availability.

38. Will families have to use open enrollment to try to have their children attend the same middle school as their elementary school friends?

Open Enrollment may be an option if space is available at the requested middle school. Families may also submit an intra-district transfer request if they would like their student to attend the same middle school as their elementary school classmates.

Both Open Enrollment and intra-district transfer requests are subject to the District's established processes, requirements, and space availability. Approval is not guaranteed.

39. Will the District consider future middle school and high school capacity and feeder patterns as new neighborhoods continue to develop?

Yes. The District continually monitors housing development, student enrollment and enrollment projections, school capacity, and feeder patterns as part of its long-range facilities planning.

As new neighborhoods develop and student enrollment changes, the District will continue to evaluate the capacity of its elementary, middle, and high schools and determine whether future adjustments may be necessary.

Attendance boundaries and feeder patterns may be reviewed over time to help balance enrollment among schools and accommodate future growth. The proposed elementary boundary adjustment reflects the information and enrollment projections currently available to the District.

G. Student Tracks, Programs and Existing Arrangements

40. Will students remain on the same track if they move from one elementary school to another?

The goal is to maintain the same tracks, when possible. Track preference forms will be provided. Though consideration will be given to current/request track priorities, registration priority dates will be used to make final track determinations.

41. How will a boundary change affect students participating in existing programs such as EXL or Catalyst?

Expanded learning opportunities will be available at David W. Gordon Elementary, in the same manner they are available at all District elementary schools. Once a childcare program has been named, enrollment processes will be made available.

42. Will students who currently participate in EXL or Catalyst be able to continue participating in those programs if they are assigned to a different school?

Expanded learning opportunities will be available at David W. Gordon Elementary, in the same manner they are available at all District elementary schools. Once a childcare program has been named, enrollment processes will be made available.

43. How will a boundary change affect existing school-care arrangements?

Expanded learning opportunities and childcare programs will be available for students enrolled at David W. Gordon Elementary.

44. How will the District consider existing carpool arrangements and family schedules when students are reassigned?

While the District understands that boundary changes disrupt daily routines, new school assignments must be based strictly on geographic boundaries. Because boundary adjustments are designed to balance enrollment and optimize school capacity, the District cannot make individual exceptions for carpools, or other individual logistics like childcare or family work schedules.

To help families transition, the District provides transportation to all students who qualify based on our standard mileage and safety criteria. We encourage families to look into standard busing options or use the upcoming school transition events to connect with other local families and establish new neighborhood carpools.

H. Student Transition and Social Considerations

45. Can students remain with their existing cohort of classmates when possible?

The goal is to maintain the same tracks, when possible. Though consideration will be given to current/request track priorities, registration priority dates will be used to make final track determinations.

46. How will the District consider the impact of changing schools on students' friendships and established social relationships?

Under AR 5030, EGUSD explicitly embeds Social and Emotional Learning into its overall wellness structure. When students switch environments or schools, sites use its SEL framework to focus on developing relationship skills by fostering skills that help students cultivate positive peer connections, work cooperatively, and navigate new social settings and by building inclusive classroom environments.

47. How will the District consider the developmental impact of moving students, particularly students in fourth and fifth grades?

Per BP 5116.1, the Board allows parents/guardians of any student who resides within district boundaries to request an Intradistrict Transfer/Open Enrollment permit to enroll their child in any district school with available space, regardless of the parents' location of residence within the district.

Additionally, EGUSD explicitly embeds Social and Emotional Learning into its overall wellness structure as outlined in Administrative Regulation (AR) 5030. When students switch environments or schools, sites use its SEL framework to focus on developing relationship skills by fostering skills that help students cultivate positive peer connections, work cooperatively, and navigate new social settings and by building inclusive classroom environments.

48. How will the District minimize unnecessary transitions for students who have already changed schools?

Per BP 5116.1, the Board allows parents/guardians of any student who resides within district boundaries to request an Intradistrict Transfer/Open Enrollment permit to enroll their child in any district school with available space, regardless of the parents' location of residence within the district.

Students eligible for grandfathering will be determined by the Board of Education, which may grant options to remain at their current site to minimize disruption.

I. Gordon Elementary

49. Is David W. Gordon Elementary still on schedule to open as planned?

Yes, David W. Gordon Elementary is on target to open in July 2027.

50. Will teachers for Gordon Elementary be transferred from existing schools, or is the District hiring and training teachers specifically for the new school?

Hiring for teachers and other staff positions will be made through a combination of transfer and new hire processes.

51. If students living in the proposed Carroll area are not all assigned to Carroll when it opens, will they eventually have an opportunity to attend Carroll?

Assigned school attendance areas are based on official boundary lines rather than proximity alone. Under the proposal, Carroll would become the assigned neighborhood school based on the residential address. However, families residing in the proposed Carroll attendance will remain at Carroll, unless requesting a change of schools through the intra-district transfer process.

52. If a student is initially assigned to another school instead of Carroll, would the student eventually be able to transfer to Carroll?

Families may request an intra-district transfer to Carroll Elementary School. Transfer requests are considered through the District's established transfer process and are based on factors such as available space and school capacity at the time of the request.

J. Boundary Development and Community Input

53. What data is the District using to develop the proposed boundaries for Miwok, Carroll and David W. Gordon Elementary Schools?

District staff continuously track and analyze a variety of data and planning information when developing and evaluating attendance boundaries. This includes residential development information received from City planning departments, builders, and land developers; tentative subdivision maps; planned housing development; and anticipated housing construction.

The District also continuously monitors geographic areas and neighborhood development, existing school capacities, current student enrollment, and short- and long-term student enrollment projections.

These factors are evaluated together and updated as new information becomes available to help the District plan for both current students and future enrollment growth.

54. What factors and criteria do the District consider when developing or changing school boundaries?

The District considers a variety of factors when developing or adjusting school attendance boundaries. These include current and projected student enrollment, existing and future school capacity, residential development and housing projections, geographic areas and neighborhood locations.

District staff also consider long term enrollment growth, planned development, the potential impact on surrounding schools.

55. Has the District consulted with families and community members who may be affected by the proposed boundary changes?

Yes. The District is actively engaging with families and community members who may be affected by the proposed attendance boundary changes. The District is sharing information about the proposed boundaries, gathering questions and feedback, and providing opportunities for families to express concerns and identify issues for consideration.

Community input is an important part of the boundary review process and will be considered along with enrollment projections, school capacity, residential development, geographic considerations, and other planning factors before the proposed boundaries are finalized.

56. How will community feedback from the September 16 meeting be incorporated into the District's recommendation?

District staff are reviewing the questions, comments, and concerns received from families and community members at the September 16 meeting. The feedback is being used to help identify areas that may require additional review, clarification, or consideration as the proposed attendance boundaries are evaluated. Responses to questions from the September 16 meeting will be shared with the community through a Frequently Asked Questions (FAQ) document.

57. Will additional data be collected or analyzed before a recommendation is presented to the Board?

District staff will continue to collect, monitor, and analyze available data and community feedback as the proposed attendance boundaries are evaluated and before a recommendation is presented to the Board.

K. Meeting Materials and Future Communication

58. Will the September 16 community meeting be recorded and made available for families who were unable to attend?

Yes. The September 16 community meeting was recorded and is available on the District's [Facilities and Planning webpage](#) for families and community members who were unable to attend.

Visit the District's Facilities and Planning webpage to view the meeting recording and related information.

59. Will the meeting chat and questions submitted during the meeting be retained for District staff to review?

Yes. Questions and comments submitted during the community meeting have been retained and are being reviewed by District staff. The feedback received is being used to identify common questions and concerns, provide additional clarification, and help inform the ongoing review of the proposed attendance boundaries.

This FAQ has also been developed, in part, to respond to questions and topics raised by families and community members during the meeting.

60. Were the proposed boundary maps shared during the meeting, and where can they be viewed?

Yes. The proposed attendance boundary maps were shared during the September 16 community meeting. Families and community members can view the proposed maps, meeting presentations, and other related information on the District's [Facilities and Planning webpage](#).

61. Where will the PowerPoint presentation be posted?

You can view the recorded presentation and other information on the District's [Facilities and Planning webpage](#).

62. Will the FAQ be posted on the District website?

Yes. Visit the District's [Facilities and Planning webpage](#) to view the FAQs, recorded meeting and related information.

63. Will the FAQ link and future updates be sent directly to families who participated in the meeting?

FAQs will be emailed to those who attended the community meeting and provided their e-mail. Information will also be available on our website for future reference: [Facilities and Planning webpage](#).

64. Will the District hold another community meeting to provide an update on the proposed boundary changes and any revisions?

The District will determine whether an additional community meeting is needed based on the feedback received and any new information that may arise during the review process.

As the boundary review moves forward, the District will continue to keep families and the community informed. Updates and other related information will be posted on the District's [Facilities and Planning webpage](#) as they become available.

