

Boundary Review Task Force Work Session Notes

December 17, 2019; 6:00-8:00 pm

Western View Center

1435 SW 35th Street; Corvallis, OR 97333

X	Seema Bharwani, Garfield Elementary		Ryan Noss, Superintendent
X	Whitney Buckley, Jefferson Elementary	x	Melissa Harder, Assistant Superintendent, Task Force Staff Liaison
X	Nina Erlich-Williams, Linus Pauling/CHS		Olivia Meyers-Buch, Director of Finance and Operations
X	Annalena Hukari, Garfield Elementary/CHS		Erika Cook, Assistant to Assistant Superintendent
X	Denise Hughes-Tafen, Lincoln/Linus Pauling	x	Brenda Downum, Communications Coordinator
X	Greg Hyde, Linus Pauling/CHS (parent & LPMS assistant principal)	x	Sarah Finger McDonald, School Board Liaison
X	Megan McQueen, Jefferson Elementary/Linus Pauling	x	Amy Lesan, Elementary Teaching & Learning Coordinator
	Ben McLuen, Adams Elementary	x	Marcianne Koetje Rivera, Equity Coordinator
	Ana Maria Moreno, CHS/CVHS	x	Cheryl Churchek, Interpreter (Spanish)
X	Yan Wang, Hoover Elementary	x	Jennifer Axelrod, FLO Analytics
X	Chris Young, Wilson Elementary	x	Jen Elstrott, FLO Analytics
X	Jason Young, Franklin K-8/CHS		
	Schools not yet represented (no applications received) Mountain View, Cheldelin, Crescent Valley		Principals in attendance: Eric Beasley, Wilson; Aaron Hale, Lincoln, Lisa Krause, Linus Pauling, Aaron McKee, Crescent Valley, Nikki McFarland, HS Teaching & Learning Coordinator

A powerpoint presentation will accompany these notes on the CSD Boundary Review web page.

I. Meeting Recap

Facilitators reviewed the meeting norms, practices of inclusiveness using an equity lens, and the charge of the task force. Guiding principles will be referenced throughout the process.

II. Springboard Summary Statistics Review

Current capacity, post-bond project capacity, and current enrollment were reviewed in the slide presentation.

- a. A target percentage of capacity has been developed by district leadership as a guideline for the task force.
- b. Capacities are based on the number of classrooms multiplied by the number of students planned per classroom (25 for elementary and 28 middle/high) multiplied by 85% to account for specialized instruction and prep periods as defined in the Long Range Facilities Plan. Current planning capacity includes modular classrooms. Current counts include out-of-district students and exclude students attending Franklin K-8 and Muddy Creek Charter. Dual Language Immersion (DLI), WINGS, and LifeSkills students are accounted for in their attending schools rather than where they reside. ELL is "English Language Learner." Racial Diversity is calculated as the percent of non-white students, based on the Race/Ethnicity attribute in the student information system.

- c. Removed Franklin K-8 and Muddy Creek Charter students from 2019 counts as they are non-boundary schools.
- d. Enrollment patterns are impacted by Dual Language Immersion programs, this impacts the southern schools based on the current programs. Our district has a somewhat higher number of transfers between schools, some are not for a specific program. This is a policy issue. The task force is not being asked to review policy but this does have an impact.
- e. There is capacity at the elementary schools and high schools. Middle schools may be nearing capacity if forecasts hold. Forecasts are two years out.

III. Springboard Proposal Review

This is a starting point for the task force. It takes into account: land use data, enrollment assessment, guiding principles and capacities. The target capacity percentage was set by district leadership and is based on current capacity. This process is making the assumption that “program” placements will remain the same. For example, if a student lives in the Jefferson boundary and they are in the DLI program, they will be accounted for in the Garfield count numbers.

A map of the Springboard Proposal (Starting Map) was shared that illustrated areas of possible change. The Starting Map includes the following shifts for elementary attendance:

1. (A) Shift students from southern OSU campus area from Garfield to Adams
2. (B) Shift students from Witham Hill area from Jefferson to Hoover
3. (C) Shift students from Sulphur Springs Road area from Hoover to Mountain View
4. (D) Shift students from Crescent Valley area from Wilson to Mountain View
5. (E) Shift students from the east side of the river from Garfield to Wilson
6. (F) Shift students from Grant/29th from Garfield to Jefferson

The Task Force Committee Starting Map is included in the powerpoint presentation.

IV. Mapping Resources and Scenario Modeling

Task Force members had an opportunity to provide a thumbs up/thumbs down to the segments presented on the Starting Map. Committee members will have an opportunity at their next meeting to participate in scenario modeling and come to a consensus on a **Draft Working Map** version 1.

The facilitators anticipate that this group will work through multiple versions of Draft Working Maps before making a final recommendation.

A Task Force Boundary Review Web Map has been developed for the community to track the iterations of the Draft Working Map. The current web map features the Starting Map scenario presented at the December 17 meeting.

- [View Task Force Progress Web Map](#)

V. Group Discussion and Scenario Modeling

Discussion and questions included home to school bus transportation, the impacts on the Dual Language Immersion Program, and the number of students residing in current boundary areas.

The task force members requested that percent of post-bond capacity be added to the summary statistic information for the next meeting. Summary stats will have that information provided in subsequent summary information to help with long-term planning considerations.

The committee wanted to emphasize in the meeting notes that the consultants and district leadership created the Staring Map and it is a starting point for discussion. There was a great deal of discussion about area B (Jefferson area) and the committee will begin developing a new scenario for this area, as well as an exploration of options for other changes, at the January 7 meeting.

Next Meeting January 7, 2020, 6:00 – 8:00 pm, Western View Center

Attendance Area					Existing			Springboard			
Attendance Area	Post-Bond Capacity	Current Capacity	Target Percentage	Current Enrollment	2019 Count	Current % Capacity	Current Over / Under	2019 Count	Current % Capacity	Current Over / Under	Affected 5th / 8th
Adams ES	531	489	85%	431	318	65.0%	-171	340	69.5%	-149	6
Garfield ES	531	468	85%	450	510	109.0%	42	438	93.6%	-30	7
Hoover ES	446	404	90%	383	342	84.7%	-62	379	93.8%	-25	9
Jefferson ES	468	383	85%	343	308	80.4%	-75	288	75.2%	-95	2
Lincoln ES	446	489	90%	378	504	103.1%	15	515	105.3%	26	2
Mountain View ES	446	468	90%	300	362	77.4%	-106	377	80.6%	-91	2
Wilson ES	489	425	85%	417	358	84.2%	-67	365	85.9%	-60	4
Cheldelin MS	762	762	92%	618	618	81.1%	-144	657	86.2%	-105	11
Linus Pauling MS	881	881	89%	803	803	91.1%	-78	764	86.7%	-117	4
Corvallis HS	1,714	1,714	85%	1,238	1,211	70.7%	-503	1,129	65.9%	-585	0
Crescent Valley HS	1,547	1,547	90%	967	994	64.3%	-553	1,076	69.6%	-471	0

Attendance Area		Existing			Springboard		
Attendance Area (AA)	Current Capacity	Percent Free / Reduced Lunch	Percent Special Education	Percent Racial Diversity	Percent Free / Reduced Lunch	Percent Special Education	Percent Racial Diversity
Adams ES	489	15.7%	6.9%	25.8%	16.2%	7.6%	25.9%
Garfield ES	468	52.2%	10.4%	49.8%	54.1%	10.3%	52.3%
Hoover ES	404	14.3%	6.4%	39.5%	15.3%	6.9%	38.3%
Jefferson ES	383	22.4%	16.6%	23.4%	26.4%	17.4%	24.0%
Lincoln ES	489	41.9%	9.1%	41.5%	41.4%	9.1%	41.7%
Mountain View ES	468	36.5%	9.4%	22.4%	35.5%	9.5%	22.3%
Wilson ES	425	42.2%	8.7%	35.8%	42.5%	7.9%	35.9%
Cheldelin MS	762	25.6%	8.6%	28.3%	25.3%	9.0%	27.7%
Linus Pauling MS	881	36.5%	13.1%	34.9%	37.3%	13.0%	35.7%
Corvallis HS	1,714	28.1%	9.2%	34.4%	28.4%	9.6%	35.2%
Crescent Valley HS	1,547	19.1%	10.5%	30.0%	19.4%	9.9%	29.5%

Student Information System from October 2019. Capacities based on number of classrooms multiplied by the number of students planned per classroom (25 for elementary and 28 middle/high) multiplied by 85% to account for specialized instruction and prep periods as defined in the Long Range Facilities Plan. Current planning capacity includes modular classrooms. Current counts include out-of-district students and exclude students attending Franklin K-8 and Muddy Creek Charter. Dual Language Immersion (DLI) and WINGS/LifeSkills students are accounted for in their attending schools rather than where they reside. ELL is "English Language Learner." Racial Diversity is calculated as the percent of non-white students, based on the Race/Ethnicity attribute in the SIS.