



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Ryan Noss, Superintendent  
Meeting Date: March 5, 2020

### **Proposal for Adjustment of School Boundaries**

**NO ACTION REQUIRED**

#### Background

The Boundary Review Task Force (BRTF) met nearly weekly from early December 2019 until its final meeting on March 3, 2020. The Task Force's charge was to submit a recommendation to the Superintendent for adjusted boundaries according to the task force charter, a copy of which is included with this report.

The following principles were used to guide the decision-making process:

- Take a district-wide perspective by considering individual school capacities and student populations to alleviate overcrowding, balance enrollment, and maintain high-quality schools.
- Take a district-wide perspective by considering socioeconomic factors, as well as linguistic and racial diversity within schools.
- Make efforts to create more evenly balanced enrollment at middle schools.
- Make efforts to minimize disruption and impacts to special programs or special populations (e.g., free-and-reduced meal programs, dual language immersion programs).
- Make efforts to maintain/create neighborhood schools and maximize proximity to home/walkability (e.g., not having to cross busy streets, railroad tracks, and consider natural boundaries).

On March 3, 2020, task force volunteers completed their work and delivered a recommendation for a boundary adjustment to be implemented beginning with the 2020-21 school year. The District is deeply appreciative of the time and thoughtful dialogue throughout the process.

#### Involvement

In October, parents and guardians were invited to apply to be on the Boundary Review Task Force; members were selected to ensure representation from all neighborhood boundary areas. The task force included parents and guardians from all neighborhood boundary areas and building principals. Task force meetings were facilitated by FLO Analytics and Assistant Superintendent Melissa Harder.

The Boundary Review Task Force was convened in December. Task force members attended seven meetings and hosted two open houses. Attendance at each open house event was approximately 100 parents, students, and community members and feedback was reviewed and discussed by task force members.

Materials from the Boundary Task Force meetings were regularly published to the District website and are included with the report.

### Boundary Review Task Force Recommendation

The final boundary adjustment recommendation to the superintendent included moving the middle school boundary line through the Jefferson boundary area, resulting in a portion of Jefferson students moving to the Cheldelin and Crescent Valley boundary areas.

The task force provided a number of implementation recommendations:

- Students currently at LPMS (grades 6, 7, and 8) should be able to continue to CHS if the boundary changes.
- Implement boundary changes in 2020-21 for students entering grade 6 for optimal effect.
- Jefferson students impacted by middle school boundary adjustments should be offered a transfer priority to Hoover Elementary.
- Give students in the LPMS boundary area priority in the lottery for Franklin.
- Only allow non-native Spanish speakers to enroll in DLI at kindergarten, not grade one.
- Change the transfer policy so that the DLI path K-12 is not guaranteed to non-resident transfers.
- Offer incentives to encourage students to transfer to Cheldelin Middle School.

### Superintendent's Considerations and Recommendation

I attended the final task force meeting to listen to the group's deliberations, and recognized the challenge the task force faced. One of their primary concerns as they grappled with a map recommendation was to make a meaningful difference in the enrollment imbalance at the middle schools that would continue into future years. My goal is to approximate enrollment to 750 students at Linus Pauling and 700 students at Cheldelin.

Another issue for task force members was the "summary statistics" provided with the map scenarios. The data provided was based on where students live, which is not a true reflection of our current school enrollments due to the number of transfers (programmatic and choice) in our district.

After a detailed analysis of current enrollment, and based on the challenge of using the summary statistics provided by FLO Analytics, I would like to provide a recommendation that incorporates enrollment data reflecting where students attend as opposed to where they live.

School-community feedback indicated a significant concern about dividing the student cohort at Jefferson Elementary.

Using the updated enrollment data and to address the cohort concern, I recommend redrawing the middle school boundary to include Jefferson Elementary as a feeder school to Cheldelin

Middle School and Crescent Valley High School. The enrollment impact and implementation recommendations are included with this report.



# Corvallis School District Boundary Adjustment Recommendation

Submitted by Superintendent Ryan Noss  
March 5, 2020

## Boundary Review Task Force Charter

Sponsor	Facilitator	Start Date	Sunset Date
Superintendent Ryan Noss	FLO Analytics staff	December 2019	April 2020

<b>Goals &amp; Objectives</b>	<p>Make a recommendation to the superintendent on the preferred boundary adjustment scenario that:</p> <ul style="list-style-type: none"> <li>Utilizes core values and guiding principles of the district</li> <li>Is informed by public input throughout the process</li> <li>Aligns with Board Policy JBB – Educational Equity. Impact of proposed changes on underserved, diverse and marginalized individuals and groups, as well as the implementation of policies and programs, is considered in light of equitable outcomes</li> </ul>
<b>Scope</b>	<p>Task force assessment and analysis will include:</p> <ul style="list-style-type: none"> <li>Review, question and discuss one or more draft (“Springboard”) boundary adjustment scenarios prepared by District staff and consultants to identify implementation/policy issues, major flaws, unforeseen consequences and implications for the 2018 bond program.</li> <li>Review and consider community input from open house events</li> <li>Reach consensus as a task force on a preferred boundary adjustment scenario</li> </ul>



## Parent/Guardian Phone Survey

- 388 households surveyed in September/October 2019
- Survey was conducted by phone interview (15-20 minutes)
- Proportional representation across attendance areas
- 51% of the calls were to parents/guardians of elementary school students

Assuming that they could be assured that their child is safe, parents and guardians were asked to identify the next most important factor regarding where their child attended school. The top responses were:

- |   |       |
|---|-------|
| • The quality of the school and their teachers              | 54.9% |
| • The overall quality of the education their child receives | 11.6% |
| • Better programs/clubs/opportunities                       | 10.8% |
| • Size of the class   | 10.3% |
| • Proximity/walkability of the school to home               | 9.8%  |



## Boundary Committee Meetings

### December 10, 2019 - Meeting 1

- Boundary Review Task Force (BRTF) members were introduced to FLO Analytics facilitators and the District Oversight Team
- Superintendent Noss explained why we were initiating a boundary review process
- Assistant Superintendent Harder described guiding principles and norms for the work and presented results from the phone interviews
- Facilitators described what to expect in a boundary review process and how to read the data provided by FLO

### December 17, 2019 - Meeting 2

- BRTF members were presented with a "Springboard Proposal" provided by FLO. The original proposal was developed by FLO with feedback from the District Oversight Team
- BRTF members asked questions and provided feedback on the proposal and the accompanying statistics
- BRTF members learned how FLO can redraw lines and get new stats during our meetings



# Boundary Committee Meetings

## January 7, 2020 - Meeting 3

- BRTF members were divided into two workgroups and tasked with generating new ideas, redrawing boundary lines, and analyzing new statistics
- No new maps were completed at this meeting as the BRTF members wrestled with data and began to identify transfer policy concerns

## January 14, 2020 - Meeting 4

- The goal for the evening was to decide on a map proposal to bring to the first Open House scheduled for the following week
- BRTF members went back to work in their workgroups to determine a map that they could present to the full group for consensus
- A decision was made to bring forward Working Map 1 which included movement of multiple elementary boundaries to create balanced middle school enrollment



# Open House #1

## January 21, 2020 at Cheldelin Middle School

- Multiple copies of Working Map 1 were posted at listening posts and two committee members were stationed at each to discuss the map and the process with attendees
- District Oversight Team members were circulated throughout the cafeteria and available to answer questions
- Chromebooks were provided for attendees to submit their feedback on the map presented
- Committee members gathered feedback at their individual map stations

Following the Open House, the Community Feedback Survey was available for six days.



# Boundary Committee Meetings

## February 4, 2020 – Meeting 5

- Committee members participated in an exercise to identify themes and questions from community feedback and to identify the voices not heard in the feedback survey
- Assistant Superintendent Harder shared that based on parent feedback and the work of the committee, the District Oversight Team recommended a pivot away from changing elementary boundaries and focusing on middle school.
- FLO facilitators reviewed middle and high school statistics and presented two maps and summary statistics for each
- Committee members divided into new workgroups and began analyzing the maps and statistics and drawing new maps. These “Map Options” were posted on the district website
- No consensus was reached on any map

## February 11, 2020 – Meeting 6

- The full group reviewed the five map options from the February 4 meeting and decided to focus on two maps
- The committee worked in a large group to review and refine their options
- Additional scenarios were analyzed with FLO’s help
- A unanimous decision was made by the committee to bring Map Option 3 to the next Open House



# Open House #2

## February 18, 2020 at Linus Pauling Middle School

- Multiple copies of Working Map 2 were posted at listening posts and two committee members were stationed at each to discuss the map and the process with attendees
- District Oversight Team members were stationed at the Policy Table to take questions from attendees that were about district policy
- Chromebooks were provided for attendees to submit their feedback on the map presented
- Committee members gathered feedback at their individual map stations

Following the Open House, the Community Feedback Survey was available for six days.



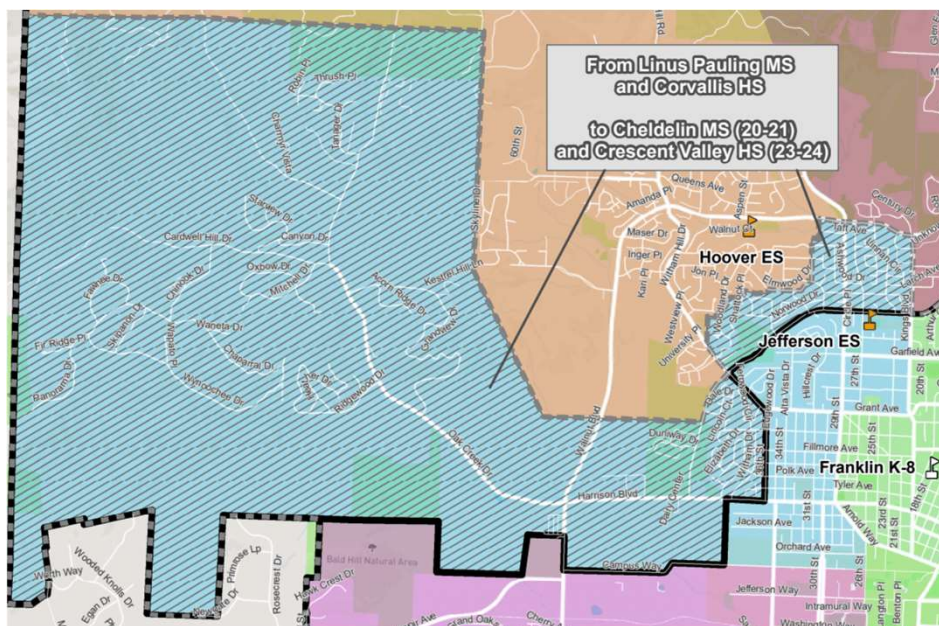
# Boundary Committee Meetings

March 3, 2020 – Meeting 7

- Committee members participated in an exercise to identify themes and questions from the Open House feedback
- Assistant Superintendent Harder shared data about student enrollment at Linus Pauling
- Transfer policy revisions and change in policy were discussed
- The committee agreed to bring one map recommendation forward, based on consensus
- The final map recommendation to the superintendent included a slightly larger impact, moving Jefferson students to Cheldelin and Crescent Valley boundary areas



## Task Force Recommendation Map





## Enrollment Impact Based on Task Force Recommendation

School Year	Linus Pauling (No Change)	Linus Pauling (Change)	Cheldelin (No Change)	Cheldelin (Change)
	804		616	
2020-21	834	813	596	617
2021-22	841	794	548	595
2022-23	861	782	562	641
2023-24	882	804	566	644
2024-25	850	792	573	631
2025-26	819	764	532	587

Scenario is based on current students living in the affected attendance area. The scenario does not include students enrolling at Franklin for middle school.



## Task Force Implementation Recommendations

- Students currently at LPMS (grades 6, 7, and 8) should be able to continue to CHS if the boundary changes.
- Implement boundary changes in 2020-21 for students entering grade 6 for optimal effect.
- Jefferson students impacted by middle school boundary adjustments should be offered a transfer priority to Hoover Elementary.
- Give students in the LPMS boundary area priority in the lottery for Franklin.
- Only allow non-native Spanish speakers to enroll in DLI at kindergarten, not grade one.
- Change the transfer policy so that the DLI path K-12 is not guaranteed to non-resident transfers.
- Offer incentives to encourage students to transfer to Cheldelin Middle School.



## Superintendent's Comments on the Task Force Recommendation

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- I attended the final task force meeting to listen to the group's deliberation and recognized the challenge the task force faced. One of their primary concerns as they grappled with a map recommendation was to make a meaningful difference in the enrollment imbalance at the middle schools that would continue into future years. My goal is to approximate enrollment to 750 students at Linus Pauling and 700 students at Cheldelin.
- Another issue for the task force members was the "summary statistics" provided with the map scenarios. The data provided was based on where students live, which is not a true reflection of our current school enrollments due to the number of transfers (programmatic and choice) in our district.
- After a detailed analysis of current enrollment, and based on the challenge of using the summary statistics provided by FLO Analytics, I would like to provide a recommendation that incorporates enrollment data reflecting where students attend as opposed to where they live.



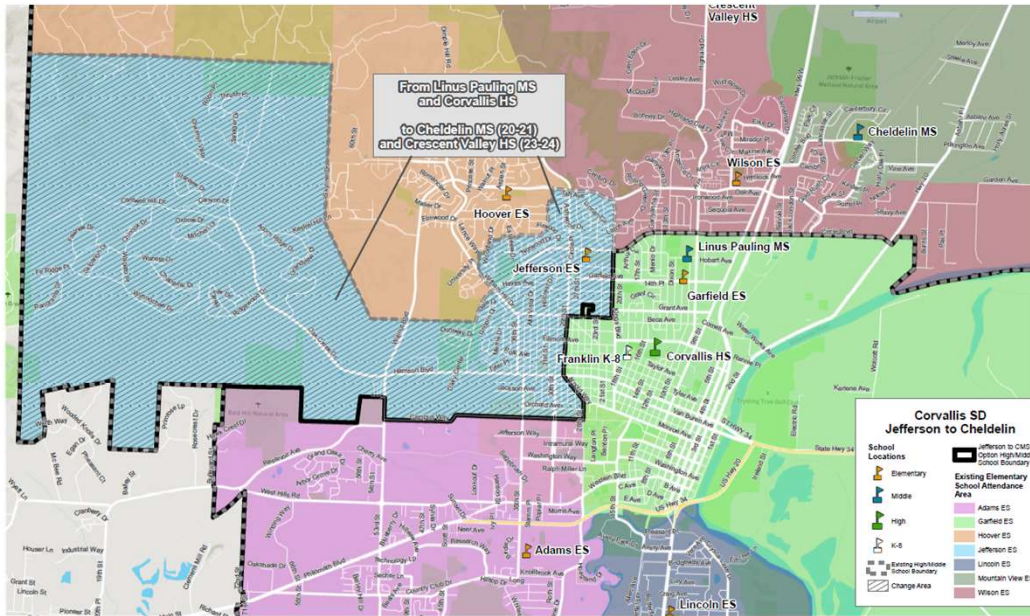
## Superintendent's Recommendation

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- School-community feedback indicated a significant concern about dividing the student cohort at Jefferson Elementary.
- Using the updated enrollment data and to address the cohort concern, I recommend redrawing the middle school boundary to include Jefferson Elementary as a feeder school to Cheldelin Middle School and Crescent Valley High School.



## Superintendent's Recommendation Map



## Enrollment Impact Based on Superintendent's Recommendation

School Year	Linus Pauling (No Change)	Linus Pauling (Change)	Cheldelin (No Change)	Cheldelin (Change)
	804		616	
2020-21	834	780	596	650
2021-22	841	715	548	674
2022-23	861	674	562	749
2023-24	882	696	566	752
2024-25	850	679	573	744
2025-26	819	661	532	690

Scenario is based on current students living in the affected attendance area. The scenario does not include students enrolling at Franklin for middle school.



## Superintendent's Implementation Recommendations

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The boundary adjustment will go into effect for the 2020-21 school year.  
Current and future Jefferson 5th graders will attend Cheldelin Middle School.

- Transfer policy JCA allows for transfers as space is available and includes priority for siblings if spaces are limited.
- Students in the Life Skills program will continue to attend Linus Pauling Middle School and Corvallis High School with placement determination by an IEP team.
- Bus routes will be developed for the new Cheldelin Middle School boundary area.
- Current Linus Pauling students in grades 6, 7, and 8 will continue to Corvallis High School unless a transfer request is made to attend Crescent Valley HS.



Boundary Review Task Force Work Session Notes  
December 10, 2019; 6:00-8:00 pm  
Western View Center  
1435 SW 35<sup>th</sup> Street; Corvallis, OR 97333

	Seema Bharwani, Garfield Elementary	x	Ryan Noss, Superintendent
x	Whitney Buckley, Jefferson Elementary	x	Melissa Harder, Assistant Superintendent, Task Force Staff Liaison
x	Nina Erlich-Williams, Linus Pauling/CHS	x	Olivia Meyers-Buch, Director of Finance and Operations
x	Annalena Hukari, Garfield Elementary/CHS	x	Erika Cook, Assistant to Assistant Superintendent
	Denise Hughes-Tafen, Lincoln/Linus Pauling		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
x	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) Adams, Mountain View, Cheldelin	x	Principals in attendance: Jennifer Still, Jefferson; Eric Wright, College Hill, Alicia Ward-Satey, Linus Pauling

*Background materials were presented in a presentation that will be published to accompany these notes on the district web page.*

## I. Welcome and Introductions

Task force members were welcomed, followed by a discussion of roles and responsibilities throughout the Boundary Review Process.

- FLO Analytics - Mapping, analytics and support of process
- District - Oversight and support for questions
- Task Force Members - Community insights and input
- Community – Engagement

### Meeting Norms:

1. Be present.
2. Keep the needs of all of the students at the center of the discussion and stay in a solution mindset.
3. Speak your truth and speak for yourself, not others, both inside and outside of our work sessions.
4. Listen to learn and understand, not to win.
5. Assume positive intent and respect the thinking of others.
6. Respect the agenda, time frames, our shared air space, and our process.
7. Remember that this is an iterative process, designed to evolve over time, given input from all participants.
8. Seek consensus.

## **II. Need for Boundary Review**

Superintendent Noss provided an overview of the need for a boundary review. The charge of the task force, timeline and guiding documents for the task force was discussed.

### **1. Charge of the Task Force and timeline**

- Identify, refine and review proposed updates to boundary areas for balances enrollment beginning in the 2020-21 school year
- Engagement with public at open houses
- Provide recommendation to the Superintendent

### **2. Guiding Principles**

- Consider individual school capacities
- Consider socio-economic factors, linguistic, and racial diversity within schools
- Create evenly balanced enrollment at middle schools
- Minimize disruption and impacts to special programs or special populations
- Make efforts to maximize and maintain proximity

### **3. Equity Look Fors**

The purpose of the District's Equity Look Fors is to create authentic participation by creating a space where parents can be themselves. Creating a safe space means designing a meeting structure that welcomes and empowers all voices and perspectives.

## **III. What to Expect During the Boundary Review Process**

The Boundary Review webpage was previewed. Community input and feedback will be gathered via an online form, synthesized by district staff, and presented to the task force during work sessions. The task force will assist in identifying which questions seem most relevant for the Frequently Asked Questions page on the Boundary Review web page.

## **IV. Breaking the Ice**

Attendees were invited to share their vision of success and concerns about the process in small group discussions. Themes of those discussions included the following:

1. Vision of Success
  - a. Creation of balanced and equitable school zones.
  - b. Creation of balance to the system while keeping disruption to a minimum.
  - c. Participation in a community process.
  - d. Ensuring that schools are places for students to feel safe, known and heard.
2. Concerns about Process:

- a. Will balanced and equitable school zones be possible with unbalanced neighborhoods?
  - b. Ensuring that equitable opportunities are created at all schools.
  - c. Concerns about over-crowding at LPMS and CHS.
  - d. Definition of “success” is subjective.
  - e. Concern about widening demographic gaps unintentionally.
  - f. Geographic impacts on families.
  - g. Disruption to students.
  - h. Creation of buy-in from the community, how to engage the community.
3. What is a contribution that we can count on from task force member contributions?
    - a. Voice for diversity and bridging gaps in the process.
    - b. Experience with student in DLI programs.

## **V. Enrollment Assessments Review**

Enrollment forecasting, attendance patterns, and City of Corvallis Planning and Development data were presented as background information for the work ahead.

## **VI. Key Messages from Meeting #1**

The Boundary Review Task Force came together as a group to learn more about each other, talk about guiding principles for this work, and the learn about the charge of the task force. The BRTF looked at some of the data that will help to guide decisions including community engagement survey data and enrollment patterns and forecasting.

The next meeting will take place on December 17, 2019 from 6:00 – 8:00 pm at the Western View Center.