

# Boundary Review Process Introduction

December 10, 2019



**FLO Analytics**  
Jenny Axelrod  
Jen Elstrott

# Agenda

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|--|-----------|
| 1. Welcome and introductions                         | 6:00-6:15 |
| 2. Need for the boundary review                      | 6:15-6:25 |
| 3. What to expect during the boundary review process | 6:25-6:45 |
| 4. Breaking the Ice                                  | 6:45-7:00 |
| 5. Community survey results                          | 7:10-7:25 |
| 6. Enrollment assessment                             | 7:25-7:50 |
| 7. Wrap up and next steps                            | 7:50-8:00 |



# Introductions

Schools	Principals	Task Force Members
Adams Elementary	Beth Martin	Ben McLuen
Franklin K – 8	Craig Harlow	Jason Young
Garfield Elementary	Leigh Santy	Seema Bharwani Annalena Hukari
Hoover Elementary	Anna Marie Gosser	Yan Wang
Jefferson Elementary	Jennifer Still	Megan McQueen Whitney Buckley
Lincoln Elementary	Aaron Hale	Denise Hughes-Tafen
Mountain View Elementary	Byron Bethards	
Wilson Elementary	Eric Beasley	Chris Young
Cheldelin Middle School	Darren Bland	
Linus Pauling Middle School	Alicia Ward-Satey	Nina Erlich-Williams
Crescent Valley High School	Aaron McKee	
College Hill High School	Eric Wright	
Corvallis High School	Matt Boring	Greg Hyde Ana Maria Moreno

Boundary Review - District Oversight Team	
Ryan Noss	Superintendent
Melissa Harder	Assistant Superintendent
Olivia Meyers-Buch	Director of Finance and Operations
Kim Patten	Director of Facilities and Transportation
Brenda Downum	Communications Coordinator
Becky Weeks	Transportation Coordinator
Amy Lesan	Teaching and Learning Coordinator Elementary
Nikki McFarland	Teaching and Learning Coordinator Secondary
Marcianne Rivero-Koetje	Teaching and Learning Coordinator Equity and ELL

FLO Analytics Facilitation and Technical Support	
Jennifer Axelrod	Senior Analyst
Jen Elstrott	Analyst
Eric Sack	Senior Analyst



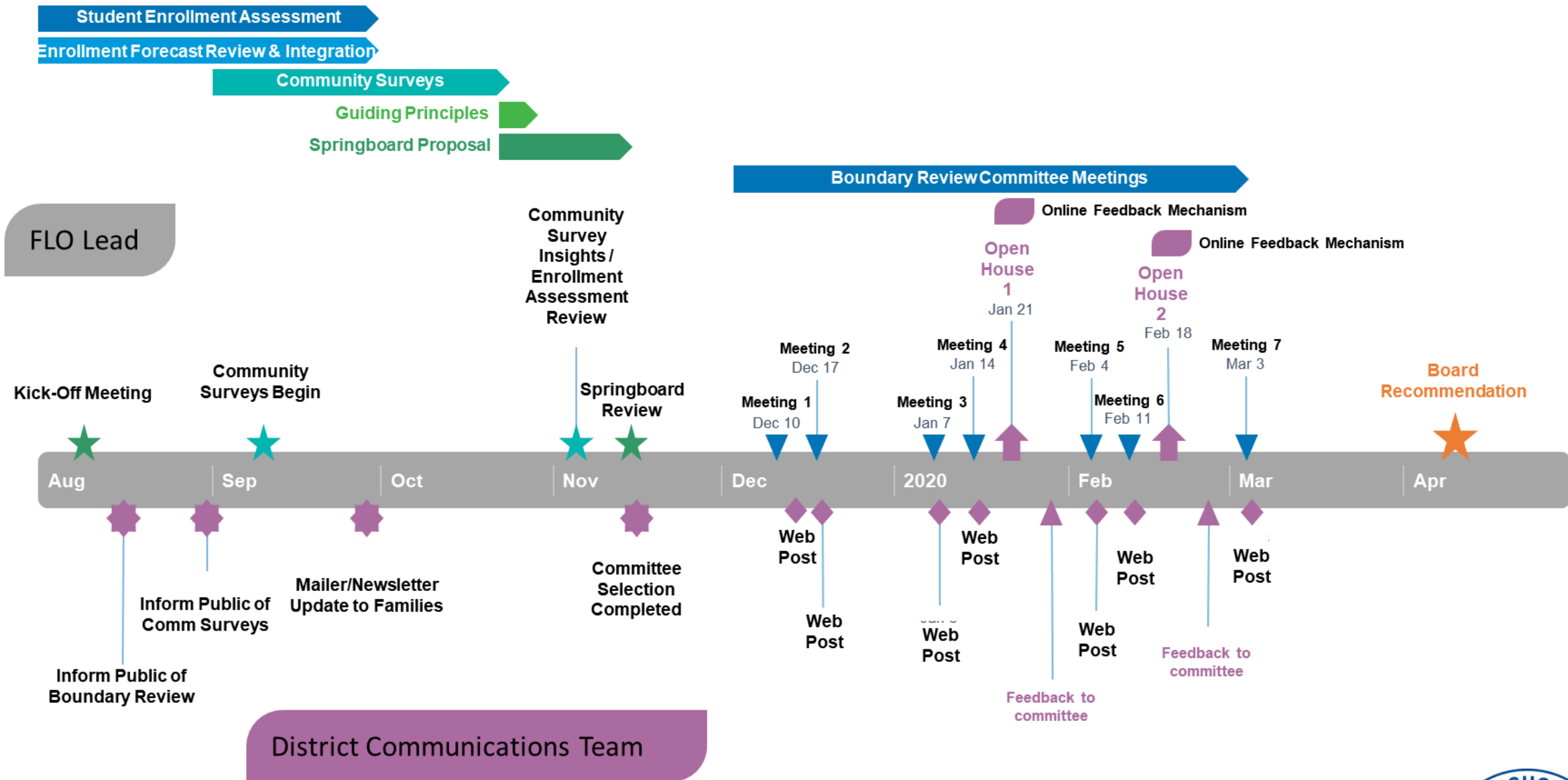
# The Why

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## Message from Superintendent Noss



# Timeline

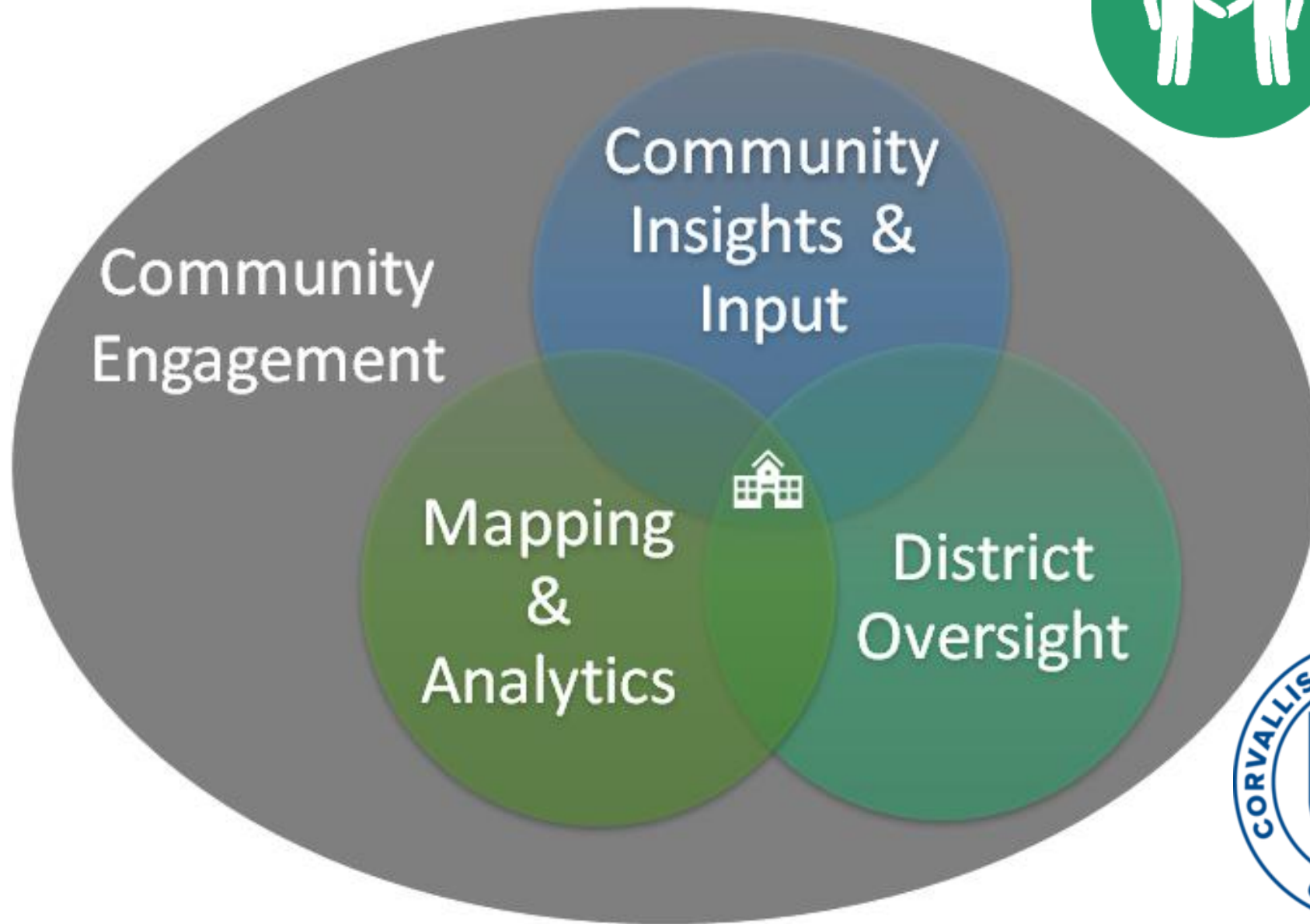




# BOUNDARY REVIEW COMMITTEE PROCESS



# Roles and Responsibilities



# Meeting Norms

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- 1) Be present.
- 2) Keep the needs of all of the students at the center of 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 each other's thinking.
- 6) Respect our agenda, our 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.





# Task Force Charge

## **THE BOUNDARY REVIEW TASK FORCE IS CHARGED WITH:**

- Working to **identify, refine and review proposed updates** to elementary, middle, and high school attendance area boundaries to support long-term balanced enrollment and facility capacity for the 2020-2021 school year and beyond.
- The task force will **engage with the public** during two open houses (January 21<sup>st</sup> and February 18<sup>th</sup>, 2020) to receive feedback on their proposed updates.
- The task force will **provide a recommendation** to the Superintendent on the preferred boundary adjustment on, or before, the last committee meeting (March 3rd, 2020). The Superintendent will be responsible for evaluating the Task Force recommendations and bringing a proposal forward to the Corvallis School District Board of Directors.





# Path to a Recommendation

## Task Force Engagement



DEC 10: **ORIENTATION**

DEC 17: **SPRINGBOARD PROPOSAL REVIEW**

JAN 7: **WORK SESSION**

JAN 14: **PRELIMINARY PROPOSAL**

FEB 4: **REFINE PROPOSAL**

FEB 11: **REFINE PROPOSAL**



MAR 3: **FINAL RECOMMENDATION**

APR: **RECOMMENDATION TO BOARD**

## OPEN HOUSES

JAN 21: **OPEN HOUSE 1**

FEB 18: **OPEN HOUSE 2**

# Guiding Principles

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**When considering boundary revisions, the task force will consider, to the extent possible, the following guiding principles. They are not prioritized.**

- Take a District-wide perspective by considering individual school capacities student populations to alleviate overcrowding, balance enrollment, and maintain high quality schools.
- Take a District-wide perspective by considering socio-economic factors, 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 lunch programs, dual language immersion).
- 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).

Core values serve as guiding principles for the task force throughout the boundary review process. These are developed from [District Policies](#) and insights gained from community surveys. Students living at least 50 percent of the school year within attendance boundaries of individual schools have priority for attendance at that school ([JC-AR](#)). Exceptions to this policy are also listed in JC-AR and [JCA-AR](#). Educational Equity is based on the principles of justice in allocating resources, opportunity, treatment and creating success for each student ([JBB](#)).

# Equity Look Fors

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Message from  
Marcianne Koetje,  
Equity and ELL Coordinator



# What to Expect

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## Task Force Meetings

- Meeting minutes
- Break out groups
- District support to answer policy, transportation, program implications
- Scenario modeling
- Proposals
- Consensus
- Information dissemination

\*Focus is Data Driven





# What to Expect

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## Open Houses

- Share the task forces' work
- Solicit community input
- Review feedback
- Continue revisions

**\*Committee Members  
are at the Forefront**






# Boundary Review Webpage

The image is a screenshot of a web browser displaying the 'Boundary Review' page for Corvallis School District. The browser's address bar shows the URL 'csd509j.net/boundary-review/'. The page features a dark blue header with the school district's logo and name on the left, and navigation links for 'GRADEBOOK', 'STAFF LOGINS', 'EMPLOYMENT', and 'CONTACT' on the right. Below the header is a light blue navigation bar with links for 'About Us', 'Bond Program', 'Schools & Programs', 'Departments', 'Parents & Students', and 'News & Announcements'. The main content area has a blue background with the title 'Boundary Review' and a paragraph of text. At the bottom, there is a link to the webpage and a 'Latest News' section.

Boundary Review - Corvallis Scho x +

csd509j.net/boundary-review/

Dashboard - Wrike ArcGIS - Sign In Office 365 Home Login | Tableau Onli... Outlook Web App PRO Climate Toolbox Other bookmarks

 **Corvallis**  
SCHOOL DISTRICT

GRADEBOOK STAFF LOGINS EMPLOYMENT CONTACT

TRANSLATE

About Us Bond Program Schools & Programs Departments Parents & Students News & Announcements

## Boundary Review

In May 2018, Corvallis voters approved a \$199,916,925 capital construction bond, enabling us to transform our aging infrastructure and provide more innovative and equitable opportunities for all. We are committed to engaging the community in the upcoming phases of our construction projects and welcome your participation.

<https://www.csd509j.net/boundary-review/>

Latest News

# Breaking the Ice

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In your table groups, please take two minutes to **SILENTLY** think about your answers to the following questions. When cued, please share your answers among your group. One person please record and report back.

1. In a few words, explain what **SUCCESS** looks like to you at the end of this process.
2. What is one **CONCERN** you have regarding the process?
3. What is one **CONTRIBUTION** we can count on you for during this work together?







# Community Surveys

# Boundary Review Community Surveys

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- September- October 2019
- 388 households surveyed
- Proportional representation across attendance areas
- 51% parents of elementary school students
- 23% parents of middle school students
- 26% parents of middle school students
- Executive-style phone interviews ~15-20 minutes



# Boundary Review Community Surveys



- Critical Data completed one-on-one executive style telephone interviews with **388** parents and guardians who have children in and reside within the Corvallis School District. Of those interviews, **101** were completed with parents and guardians of high school students, **90** were completed with parents and guardians of middle/K-8 school students, and **197** were conducted with parents and guardians of elementary school students. The interviews were broken out as follows:

CATEGORIES	SCHOOL	COMPLETED INTERVIEWS	PERCENTAGES
<b>ELEMENTARY SCHOOLS</b>	Adams	35	9.0%
	Garfield	25	6.4%
	Hoover	25	6.4%
	Jefferson	35	9.0%
	Lincoln	25	6.4%
	Mountain View	27	7.0%
	Wilson	25	6.4%
<b>MIDDLE / K-8 SCHOOLS</b>	Cheldelin	35	9.0%
	Franklin	20	5.2%
	Linus Pauling	35	9.0%
<b>HIGH SCHOOLS</b>	Corvallis	50	12.9%
	Crescent Valley	51	13.1%
<b>TOTAL</b>		<b>388</b>	<b>100%</b>

# Community Survey Responses

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## Most important things to parents/guardians and students?

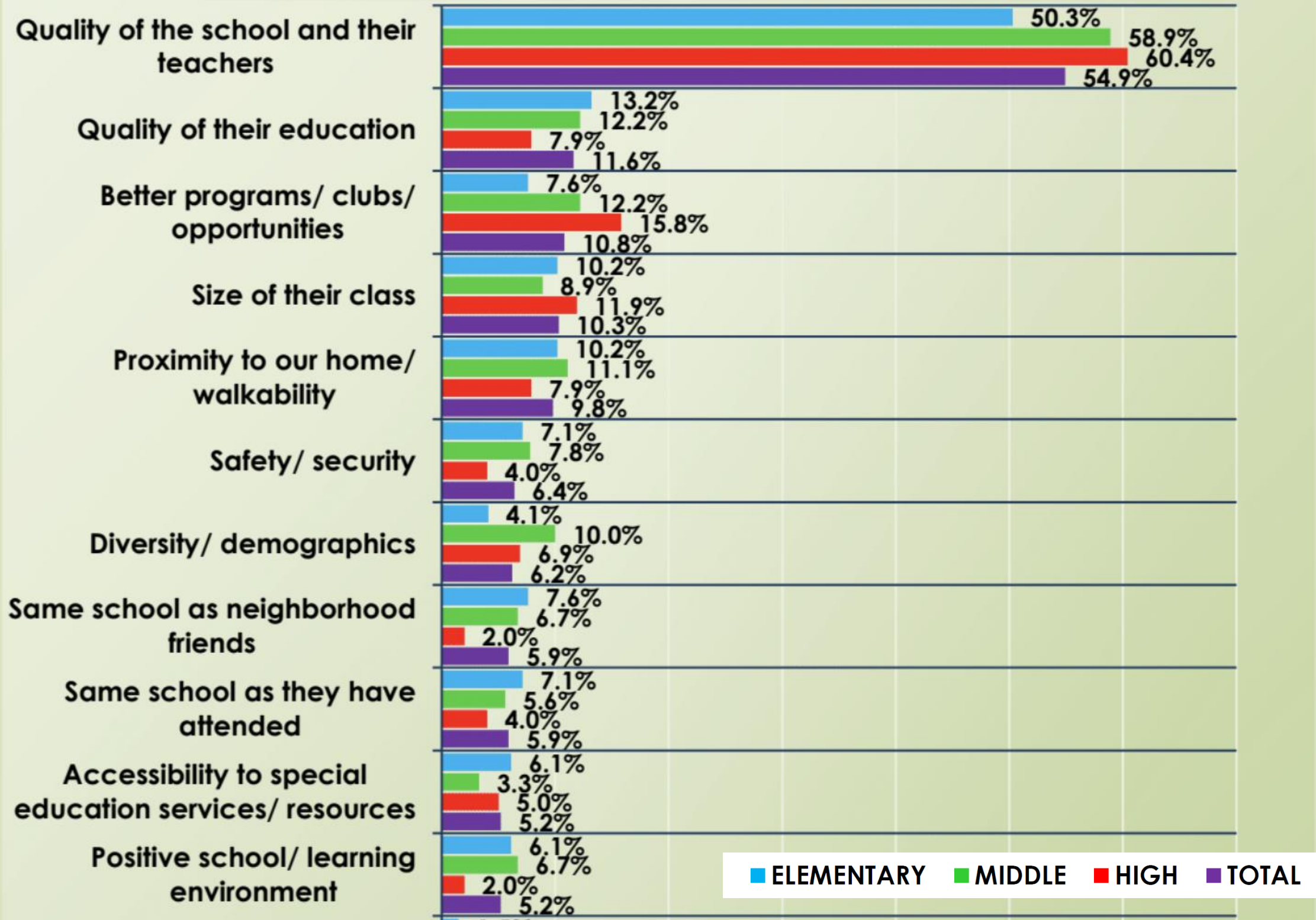
Assuming that they could be assured that their child is safe, parents and guardians were asked to identify the next most important factor regarding where their child attended school. This was asked as an open-ended question without a list of pre-chosen provided responses. The top responses are:

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



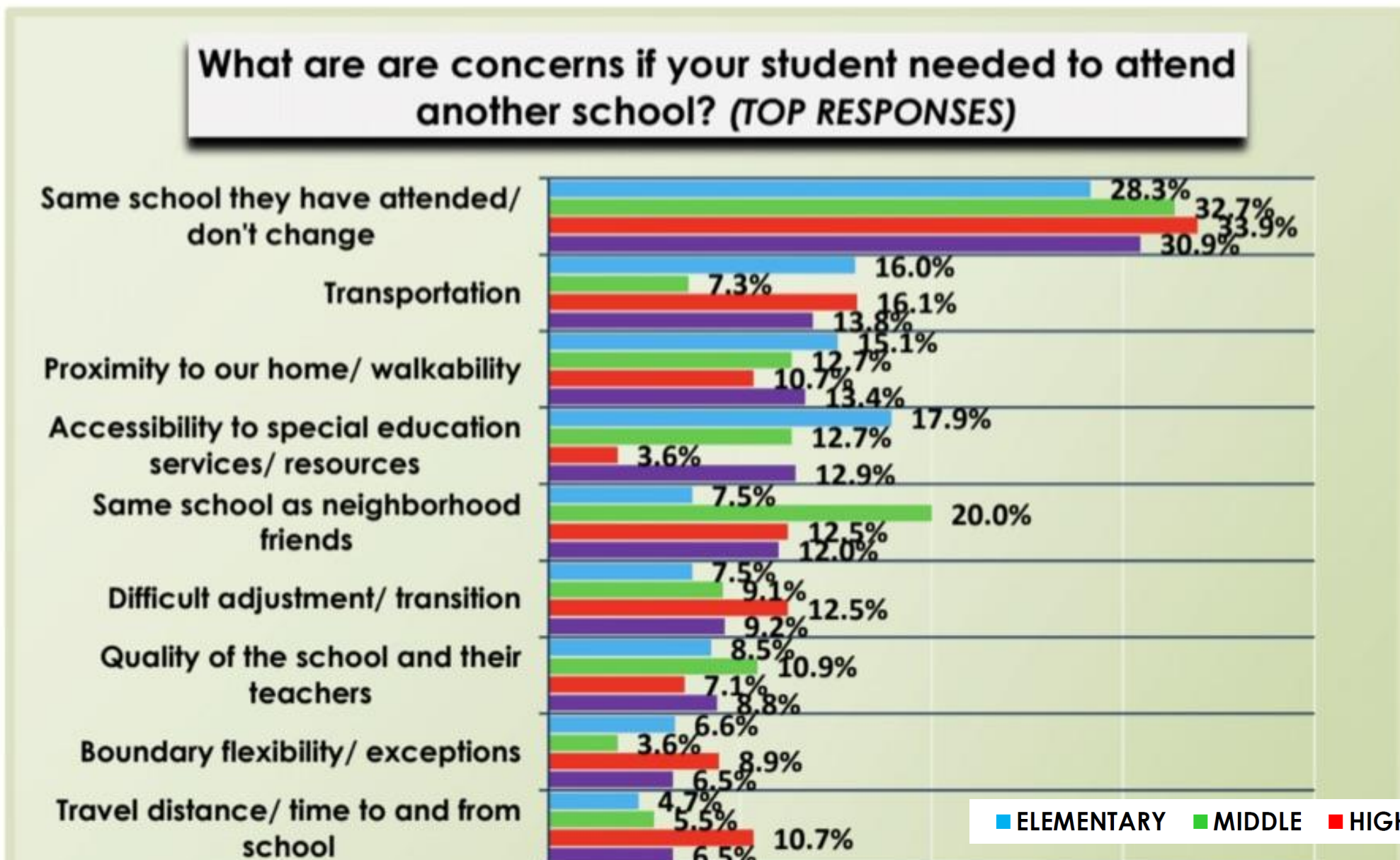
Community Responses

What else is most important to you regarding where they attend school? (TOP RESPONSES)



Parents and guardians were asked if they had other concerns in the event that their child would need to attend another school. More than half – 55.9% of the respondents - replied that they did have other concerns. While a number of concerns were mentioned, the top five concerns mentioned are:

- "I do not want them to change schools" **30.9%**
- Transportation 13.8%
- Proximity/walkability of the school to home 13.4%
- Access to special/additional education services and resources 12.9%
- Go to the same school as neighborhood friends 12.0%





# Community Responses

Parents and guardians were asked what the most important thing for Corvallis School District to consider when embarking upon and implementing this boundary revision process. While a number of responses were offered, the most important were:

- Smaller class size 15.2%
- Diversity/demographics 14.4%
- Equal educational and opportunities at all schools 13.9%
- Proximity to our home/walkability to school 11.3%

■ ELEMENTARY ■ MIDDLE ■ HIGH ■ TOTAL

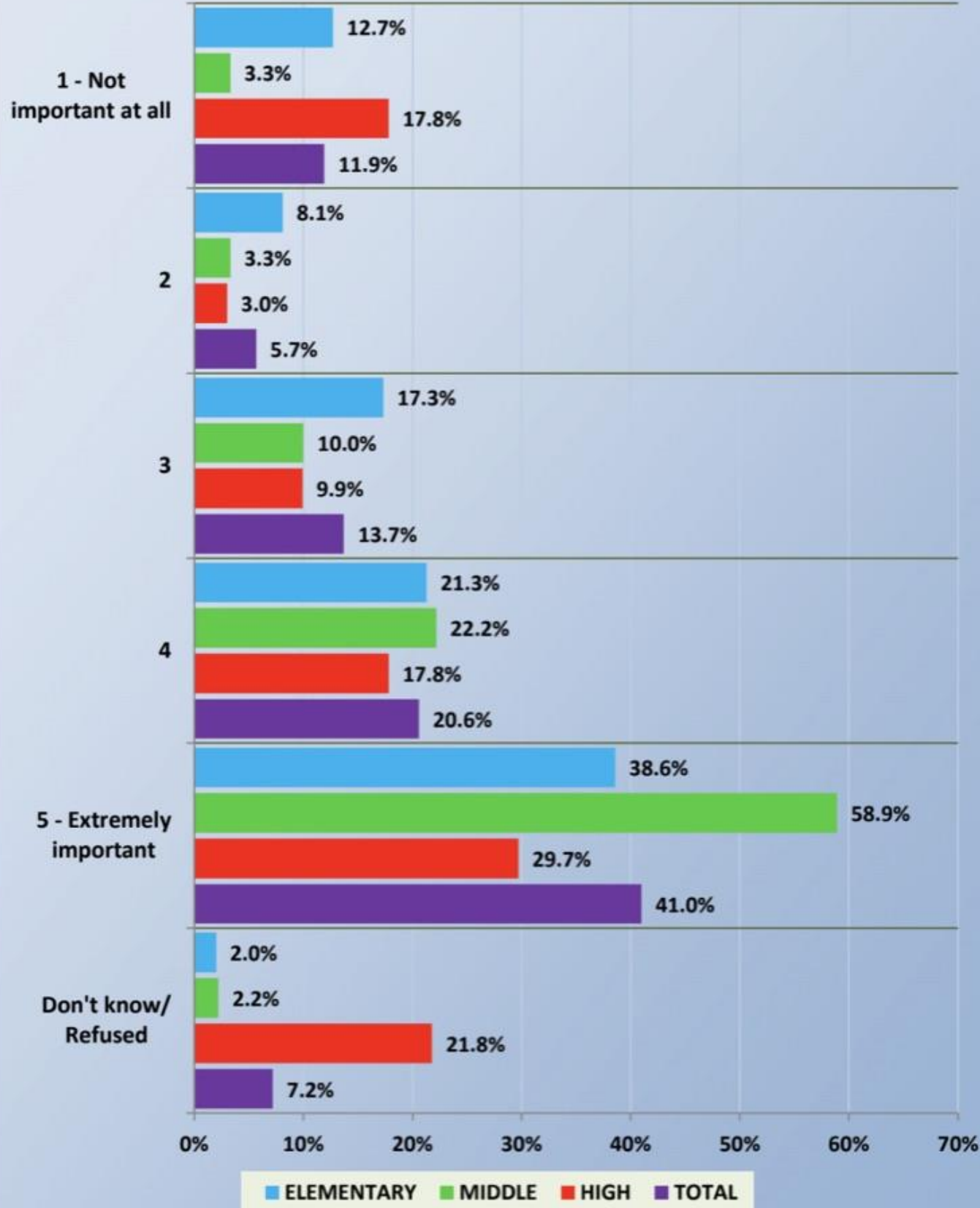
**What is the most important thing for things for Corvallis School District to consider? (TOP RESPONSES)**



# Community Responses

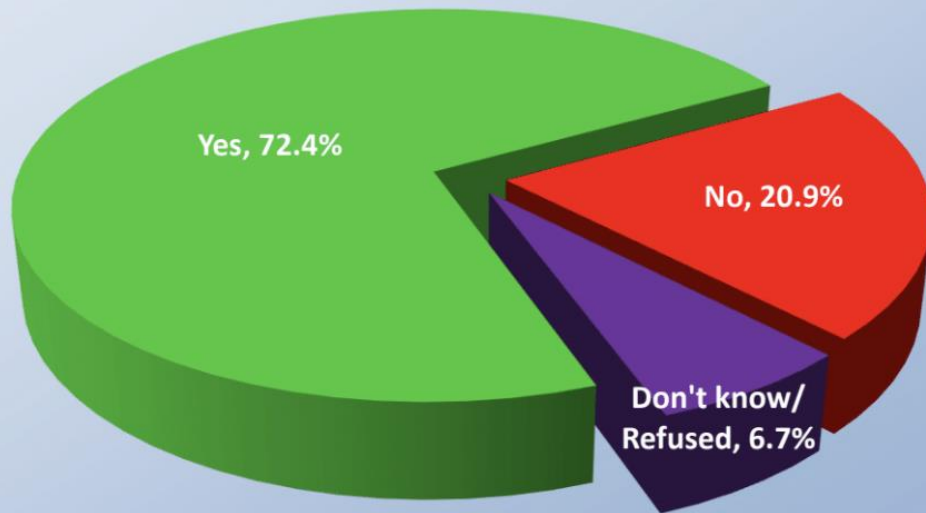


## Remain on Same Middle School Path

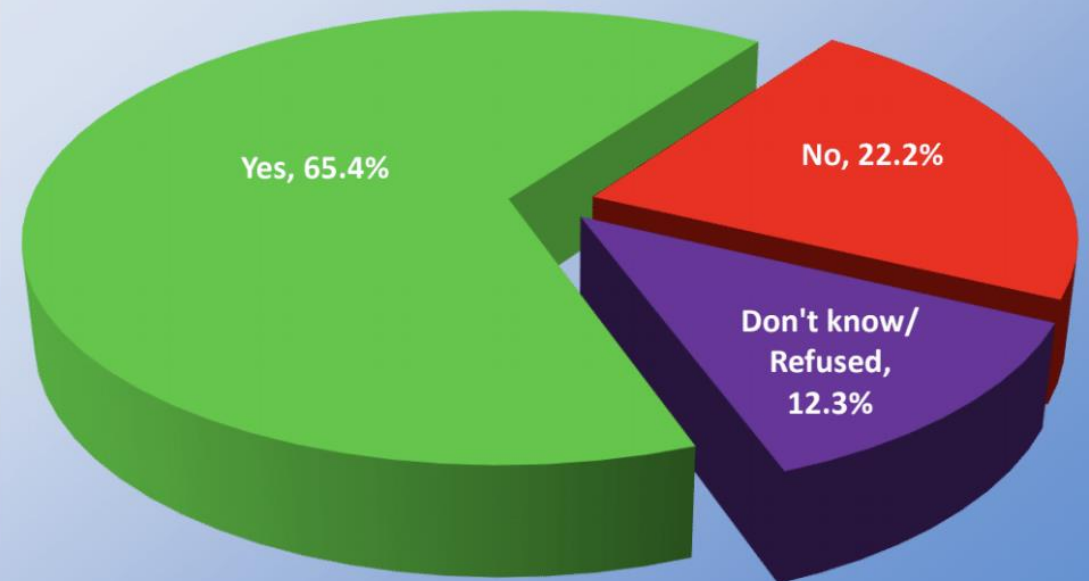


# Community Survey Responses

Looking ahead 3 or 4 years from today, do you think you will reside in your current home?



Will you most likely remain within the Corvallis School District?







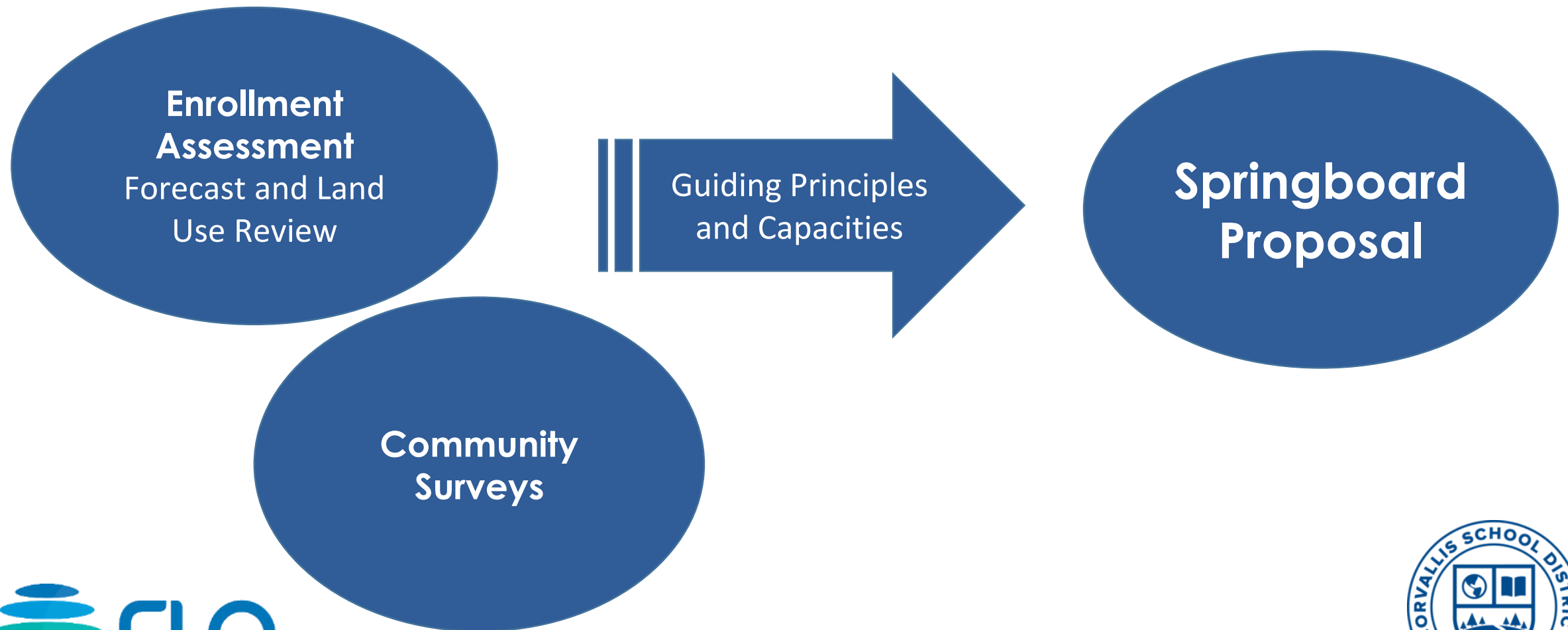
# ENROLLMENT ASSESSMENT



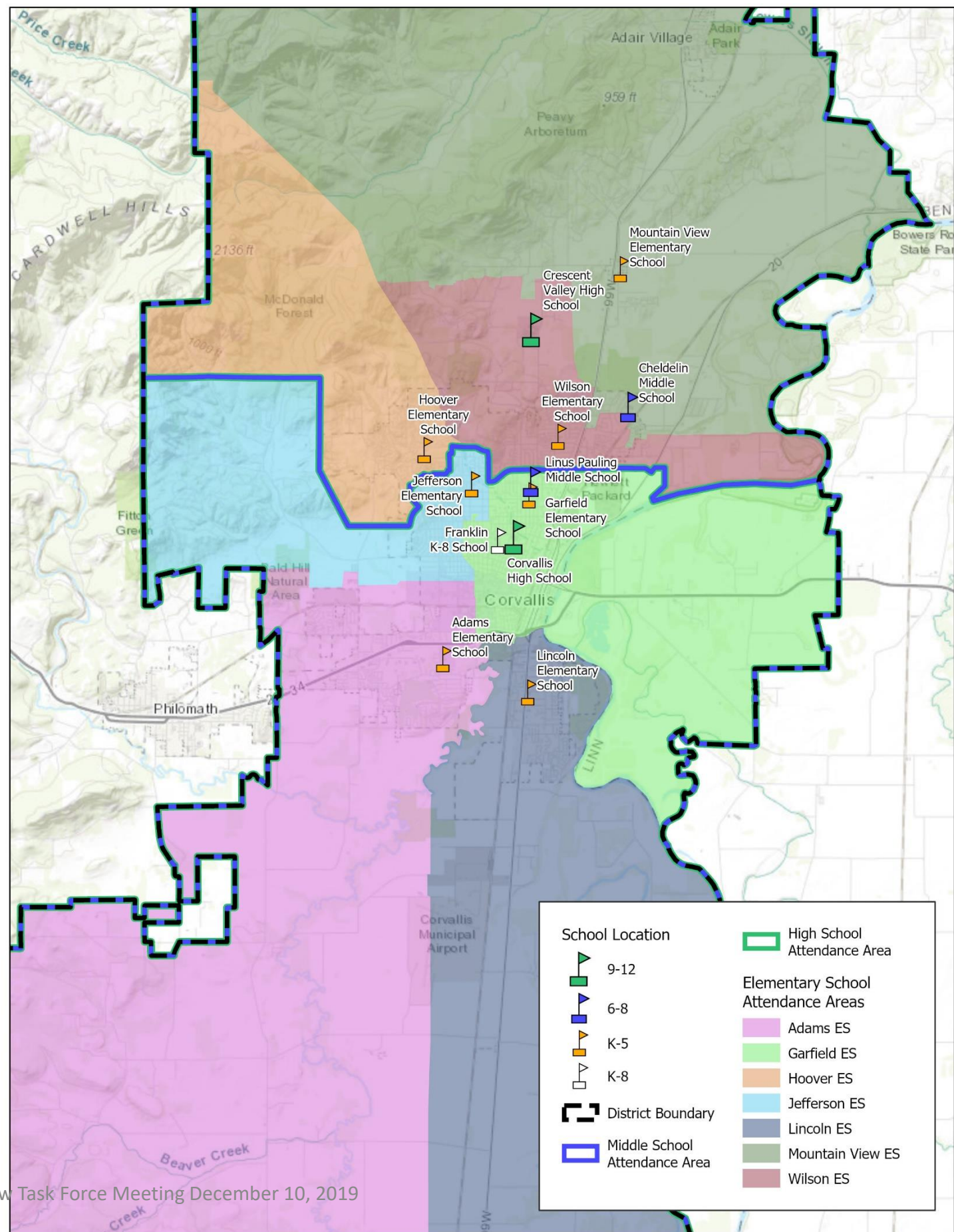
# Development of a Springboard Proposal

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*A starting point of revised boundaries which attempt to meet District set target facility capacities and consider guiding principles for the task force to begin their revisions from.*

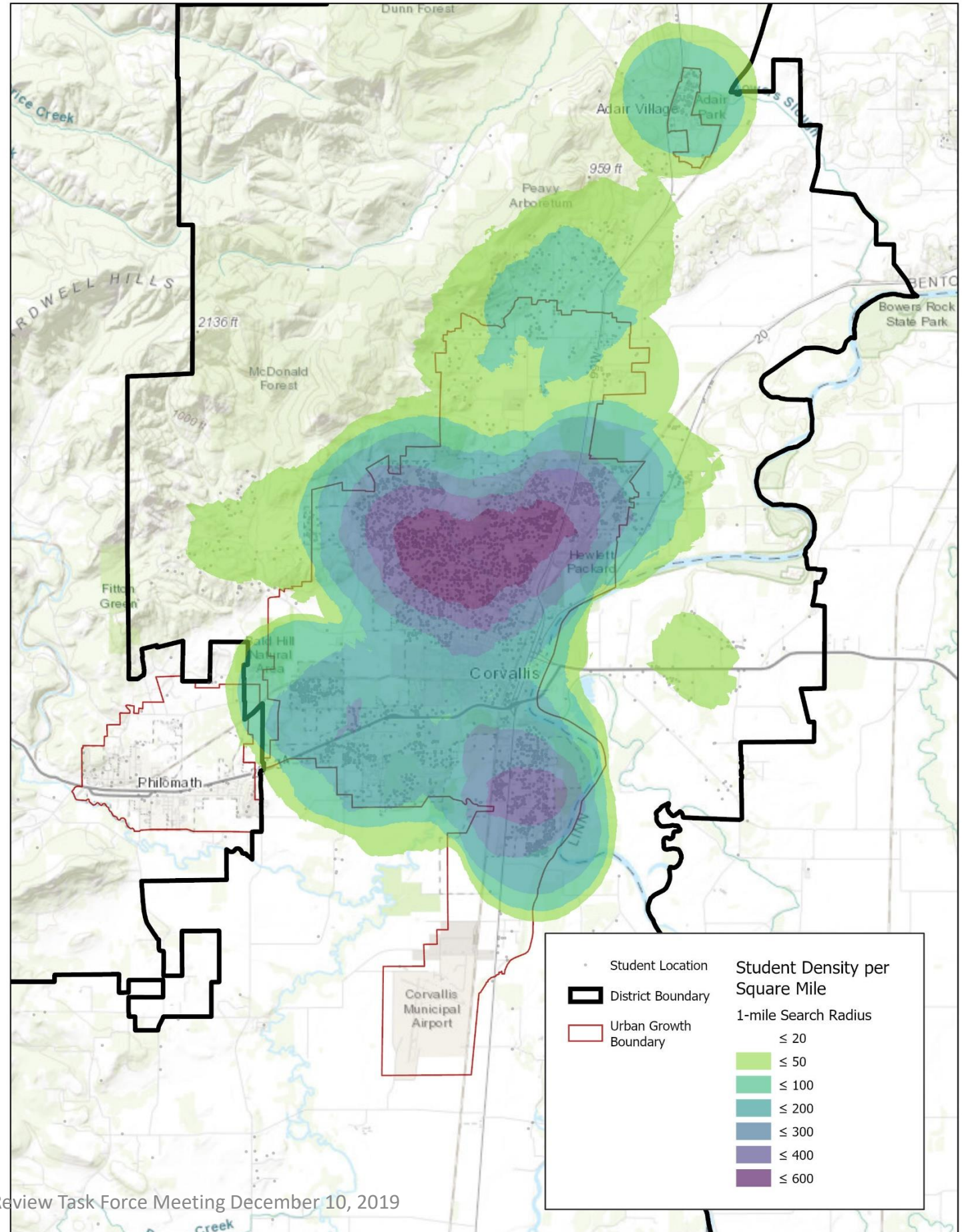


# District Overview





# Student Density



# Enrollment Patterns

## Residence-Attendance Matrix High School 2019-2020

Attendance Area \ School of Attendance	Residence Count	Corvallis HS	Crescent Valley HS	YES HOUSE	Transfer Out Student Total	Transfer Out Rate
Corvallis HS	1,147	1,024	113	10	123	10.7%
Crescent Valley HS	914	174	740	0	174	19.0%
<b>9-12 Subtotals</b>	2,061	1,198	853	10	--	--
<b>Out of District</b>	167	40	114	13	--	--
<b>9-12 Totals</b>	2,228	1,238	967	23	--	--
<b>Transfer In Student Total</b>	464	214	227	23	--	--
<b>Transfer In Rate</b>	20.8%	17.3%	23.5%	100.0%	--	--

# Enrollment Patterns

## Residence-Attendance Matrix Middle School 2019-2020

Attendance Area \ School of Attendance	Residence Count	Cheldelin MS	Linus Pauling MS	Franklin K 8 School	YES House	Transfer Out Student Total	Transfer Out Rate
Cheldelin MS	676	528	95	53	0	148	21.9%
Linus Pauling MS	830	47	687	96	0	143	17.2%
<b>6-8 Subtotals</b>	1,506	575	782	149	0	--	--
<b>Out of District</b>	71	43	21	6	1	--	--
<b>6-8 Totals</b>	1,577	618	803	155	1	--	--
<b>Transfer In Student Total</b>	362	90	116	155	1	--	--
<b>Transfer In Rate</b>	23.0%	14.6%	14.4%	100.0%	100.0%	--	--

# Enrollment Patterns

## Residence-Attendance Matrix Elementary School 2019-2020

Attendance Area \ School of Attendance	Residence Count	Adams ES	Garfield ES	Hoover ES	Jefferson ES	Lincoln ES	Mountain View ES	Wilson ES	Franklin K 8 School	Muddy Creek Charter School	Transfer Out Student Total	Transfer Out Rate
Adams ES	385	288	12	3	3	17	2	2	30	28	97	25.2%
Garfield ES	385	18	216	7	21	7	7	63	37	9	169	43.9%
Hoover ES	360	3	15	305	14	1	1	7	12	2	55	15.3%
Jefferson ES	343	6	30	16	250	3	1	10	18	9	93	27.1%
Lincoln ES	497	90	26	3	15	309	3	11	20	20	188	37.8%
Mountain View ES	390	6	32	17	8	11	242	45	20	9	148	37.9%
Wilson ES	457	3	96	21	23	1	11	269	24	9	188	41.1%
<b>K-5 Subtotals</b>	2,817	414	427	372	334	349	267	407	161	86	--	--
<b>Out of District</b>	171	17	23	11	9	29	33	10	4	35	--	--
<b>K-5 Totals</b>	2,988	431	450	383	343	378	300	417	165	121	--	--
<b>Transfer In Student Total</b>	1,109	143	234	78	93	69	58	148	165	121	--	--
<b>Transfer In Rate</b>	37.1%	33.2%	52.0%	20.4%	27.1%	18.3%	19.3%	35.5%	100.0%	100.0%	--	--



# Enrollment Patterns

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- Lincoln and Garfield ES have Dual Language Immersion (DLI) programs, so DLI students that live in other attendance areas transfer to these schools.
- Linus Pauling MS and Corvallis HS have DLI program, so DLI students stay in southern feeder system.
- Franklin K-8 School and Muddy Creek Charter School pull students from all attendance areas.
- Relative to some districts, high number of transfers currently between schools, additionally some transfers are not for a specific program
  - For example, 90 students transfer from Lincoln to Adams, 63 from Garfield to Wilson
- Relative to some districts, high number of out of district students
  - 171 Elementary , 71 Middle, 167 High school students



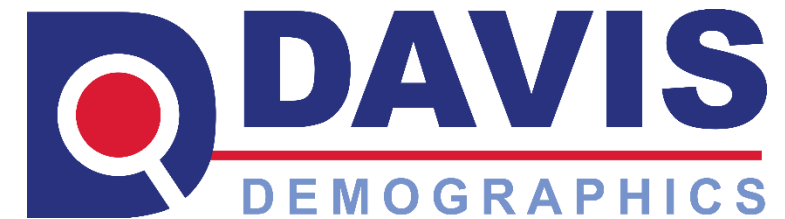


Enrollment  
Forecast  
and Land  
Use Review



# Planning & Development Data

## 2022 Enrollment Forecasts



## Statewide Information

- City Limits
- Urban Growth Boundary (UGB)

## City of Corvallis Planning Departments

- Interviews with planners
- Single Family and Multi Family Development
- Recent Annexations



## Planning Consultants

- Development insights



WILLAMETTE VALLEY PLANNING

# Forecast Review

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- Reviewed the 5-year enrollment forecasts prepared by **Davis Demographics** in 2017 to inform our boundary review strategy
- Forecast assumptions:
  - Primarily residence based
  - Does not consider program placement influences
  - Includes charter school students in residence counts
  - Two-year time horizon from now (2022)

We:

- Integrated forecast information into mapping platform to inform areas of potential student growth
- Met with Planners to discuss any future development that may not have been incorporated into the forecasts



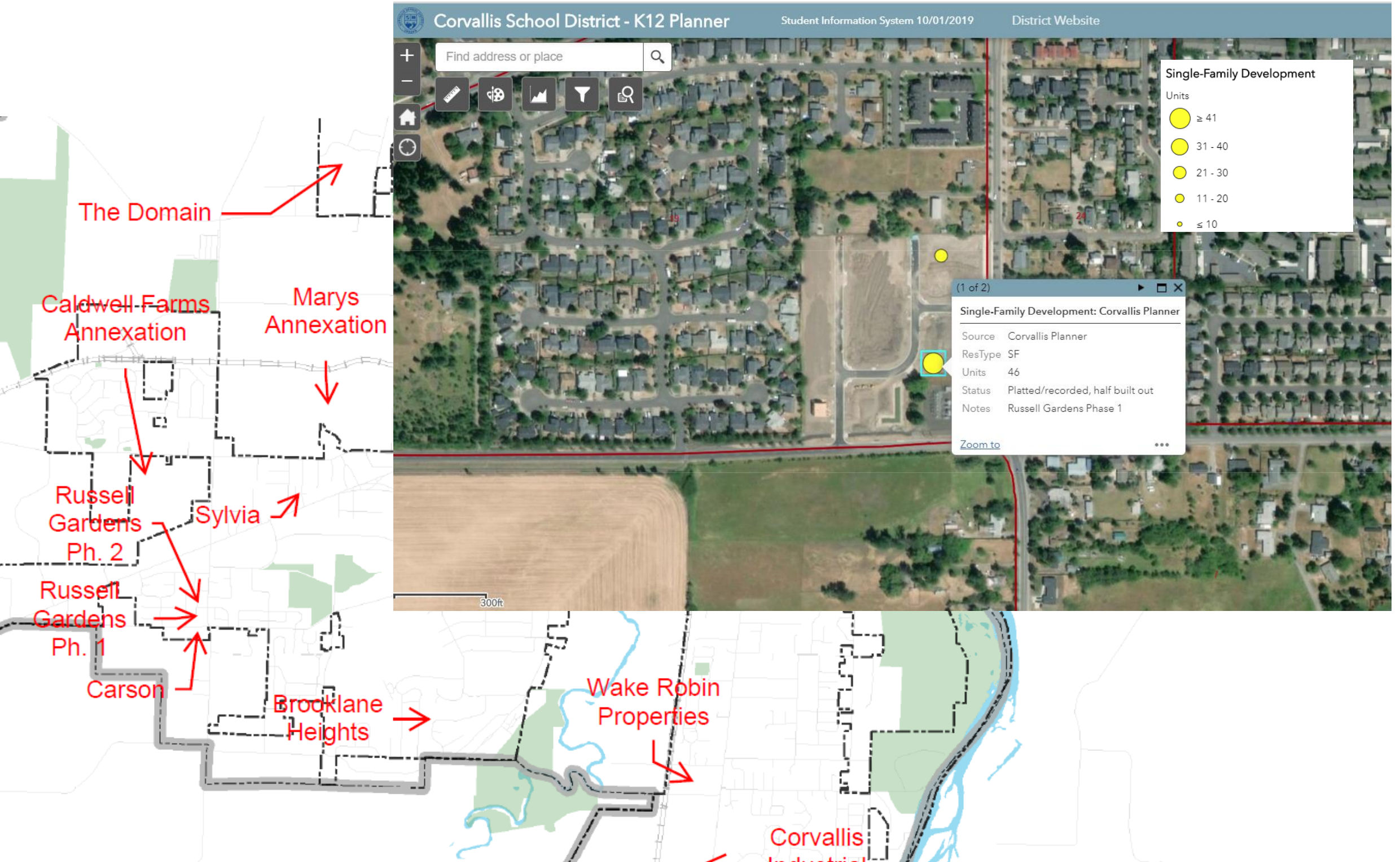
# Development Summary

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- Majority of residential development going in near city limits boundaries
- Multiple small single-family (SF) developments near Corvallis Country Club
- Student housing near OSU has many multi-family (MF) units, but not likely to house K-12 students
  - The Domain, Washington Yard
- Multiple large developments in permitting or planning phase
  - Mary's Annexation (~135 units, north of West Hills Road)
  - Carson (~110 units, off Country Club Drive)
  - Timberhill Meadows (~126 units, north end of Kings Blvd)
- Some in progress
  - Ponderosa Ridge (274 SF units) , Russell Gardens (68 SF units)
- Zoning changes signaling development intentions for Wake Robins property near Lincoln ES, and McFadden property near HP



# Visual Resources





# Summary Statistics 101





# Summary Statistics Overview

Attendance Area	Post-Bond Capacity	Current Capacity	Current Enrollment	Target Percentage
School 1	550	480	425	85%
School 2	520	470	448	85%
School 3	450	400	383	90%

## Current Capacity vs. Post-Bond Capacity

- Current Capacity: The number of students the school building can physically accommodate for the 2019-2020 school year. This is 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.
- Post-Bond Capacity : The number of students the school building can physically accommodate following construction and/or remodeling of the school building. This does not include modular buildings as they will all be removed during construction and/or remodeling.



# Summary Statistics

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Attendance Area	Post-Bond Capacity	Current Capacity	Current Enrollment	Target Percentage
School 1	550	480	425	85%
School 2	520	470	448	85%
School 3	450	400	383	90%

**Current Enrollment:** The number of students currently enrolled at a school, including all transfers, special program participation, and out-of-district students. Based on October 2019 Student Information System (SIS).

**Target Percentage:** Desired percent capacity for a school factoring in future program considerations, residential land use, and other needs



# Summary Statistics

Attendance Area	Existing			Scenario		
	2019 Count	Current % Capacity	Current Over / Under	2019 Count	Current % Capacity	Current Over / Under
School 1	318	69.0%	-162	340	71.5%	-140
School 2	510	109.0%	40	438	93.6%	-32
School 3	352	87.7%	-48	379	94.8%	-21

**Existing** = Current boundaries; **Scenario** = proposed boundaries (will change)

**2019 Count:** Number of students residing in an attendance area, plus out-of-district students and special program students that attend that school. Excludes students attending schools that don't have attendance area (Franklin K-8, Muddy Creek Charter) who live within that attendance area.

**Current % Capacity:** % of current capacity based on 2019 count (red = over target percentage, green = under target percentage)

**Current Over/Under:** number of students over or under current capacity



# Summary Statistics

## Attendance Area

Attendance Area	Post-Bond Capacity	Current Capacity	Current Enrollment	Target Percentage
School 1	550	480	425	85%
School 2	520	470	448	85%
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## Existing

## Scenario

Attendance Area	2019 Count	Current % Capacity	Current Over / Under	2019 Count	Current % Capacity	Current Over / Under
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School 2	510	109.0%	40	438	93.6%	-32
School 3	352	87.7%	-48	379	94.8%	-21

Socioeconomic and Demographic impacts will also be evaluated when considering scenarios

## Existing

## Scenario

Percent Free / Reduced Lunch	Percent Special Education	Percent Racial Diversity	Percent ELL	Percent Free / Reduced Lunch	Percent Special Education	Percent Racial Diversity	Percent ELL



# Coming Up... Dec 17th

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- Summary Statistics for Each School
- Springboard Proposal Review
- Mapping Resources
- Exploration of development and areas of anticipated growth/decline
- Scenario Modeling



Thank you for your participation!

