

Boundary Review Springboard Proposal Review

December 17, 2019



FLO Analytics
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Agenda

Meeting 1 Recap	6:00-6:15
Springboard Summary Statistics Review	6:15-6:30
Springboard Proposal Review	6:30-7:00
Mapping Resources and Scenario Modeling	7:00-7:30
Group Discussion and Scenario Modeling	7:30-7:55
Wrap Up Next Steps	7:55-8:00

Next meeting January 7th, 2020



Meeting Norms

- 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.
- 9) Utilize District Equity Look Fors



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 21st and February 18th, 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.



Guiding Principles



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](#)).

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. Being used for planning purposes during the boundary review.
- 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 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 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 Overview

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)

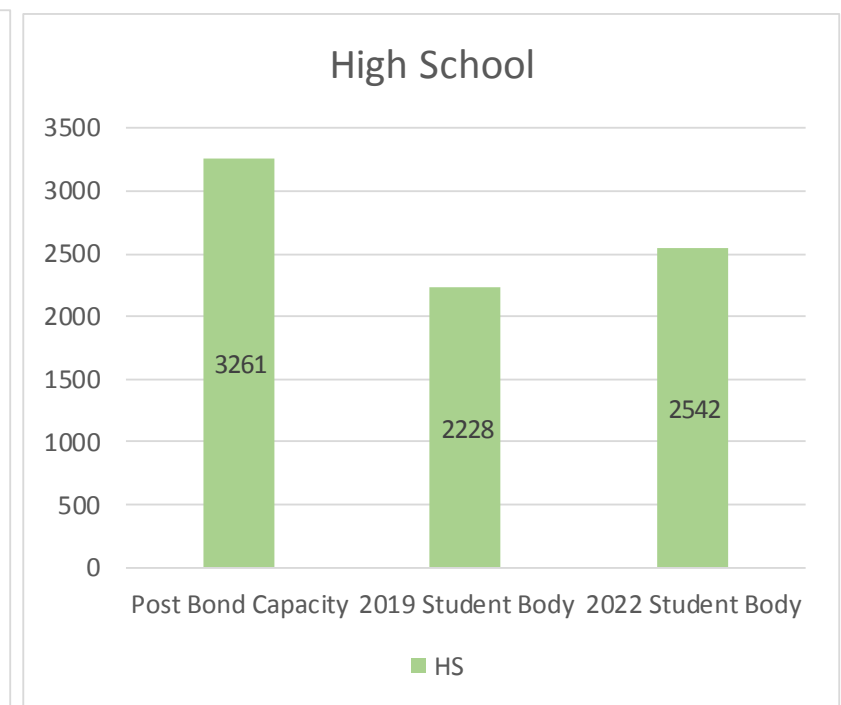
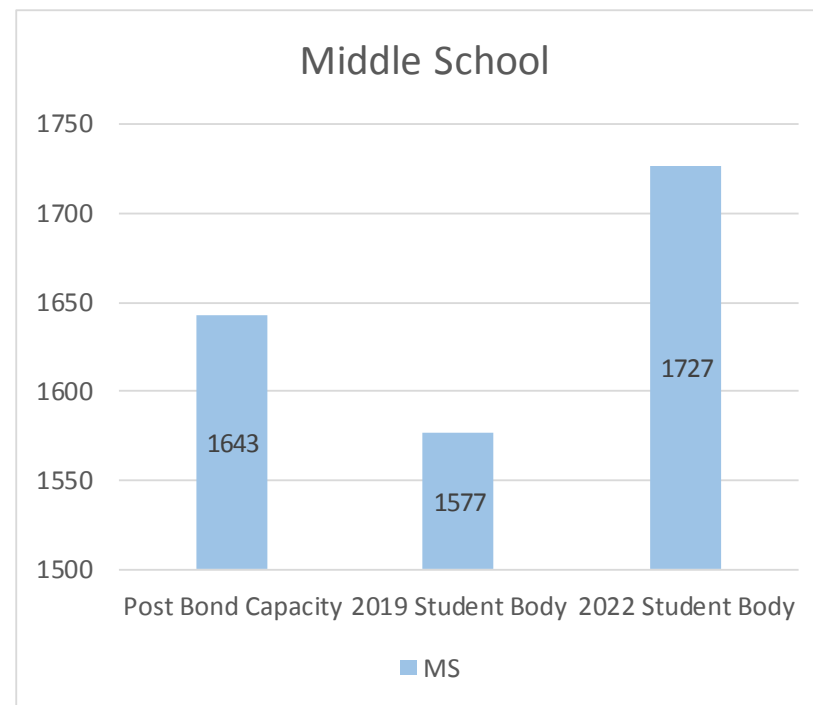
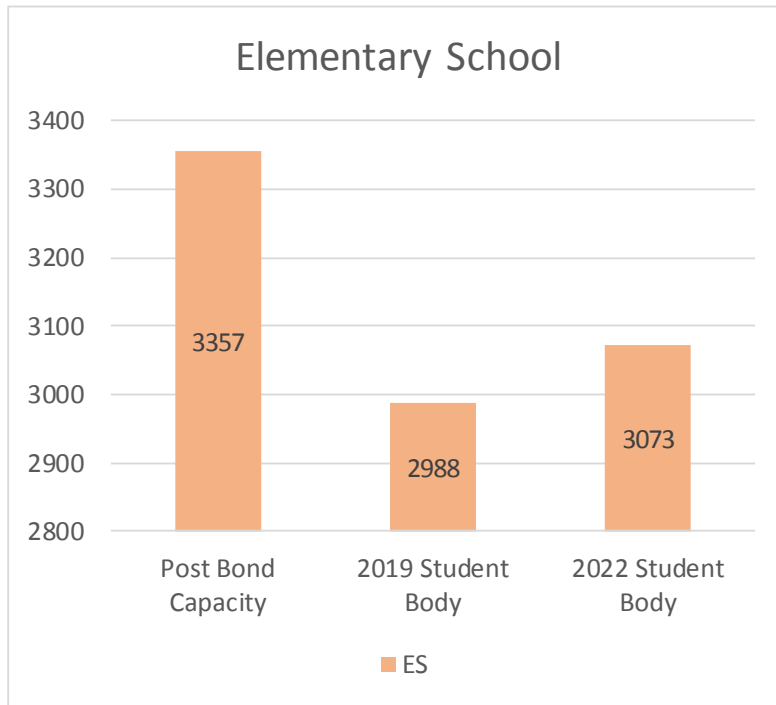
Current Over/Under: number of students over or under current capacity



Enrollment Patterns

- 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

Capacity Considerations

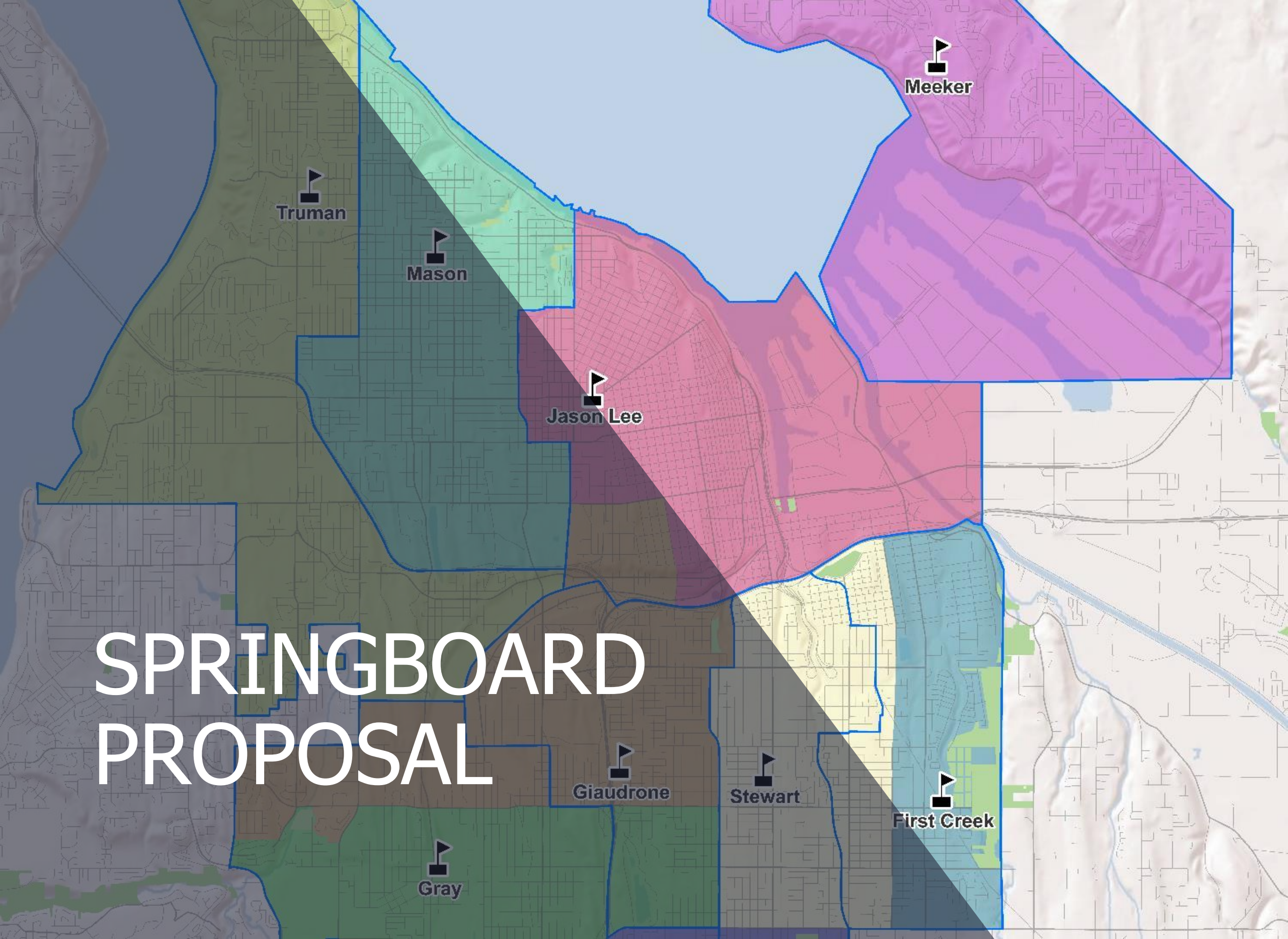


Includes non-boundary schools, charter, and out of district students

Capacity at Elementary and High School Levels considering post-bond construction/remodeling and anticipated future growth.

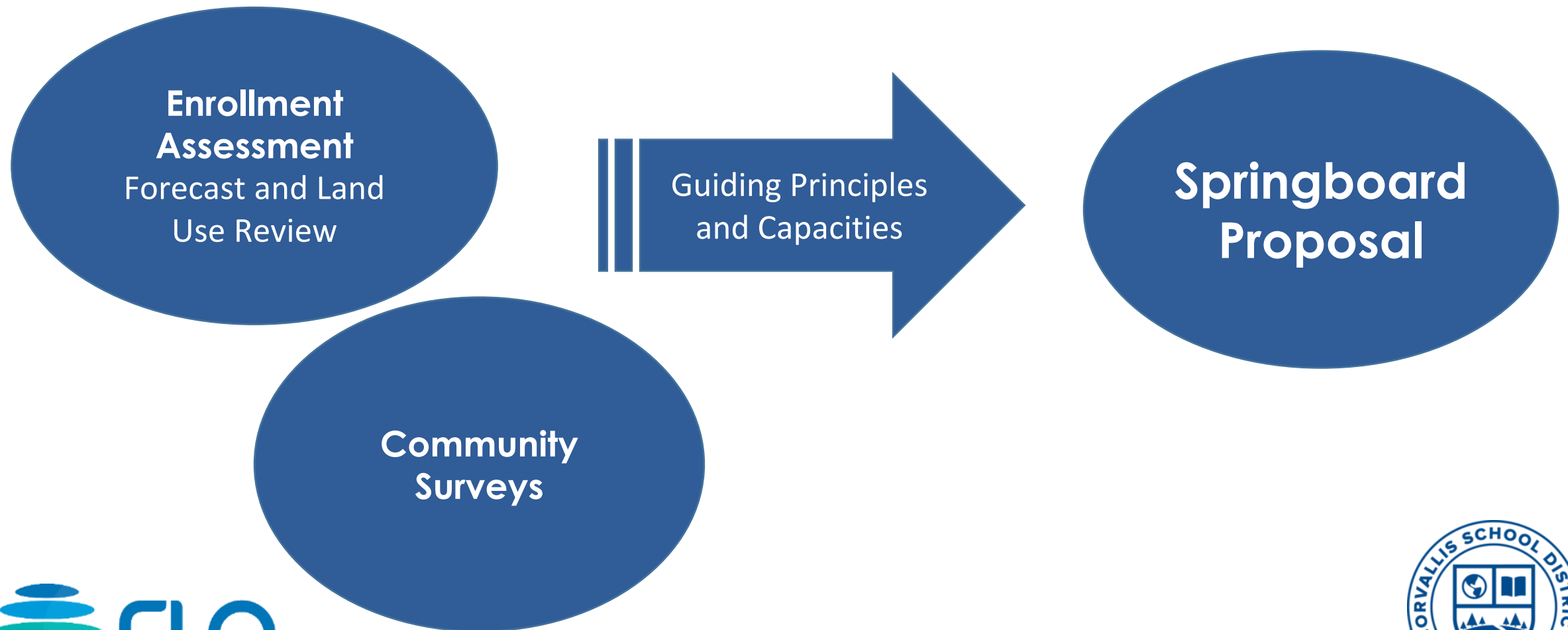
2022 Middle School student body will be lower, assuming same level of K-8 and charter school attendance as in 2019. However, Middle Schools may be nearing post-bond capacity if forecasts hold.

SPRINGBOARD PROPOSAL



Development of a Springboard Proposal

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.



Springboard Summary Statistics

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

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.



Subject to change throughout the boundary review process

Boundary Review Task Force Meeting December 17, 2019



Springboard Summary Statistics

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.

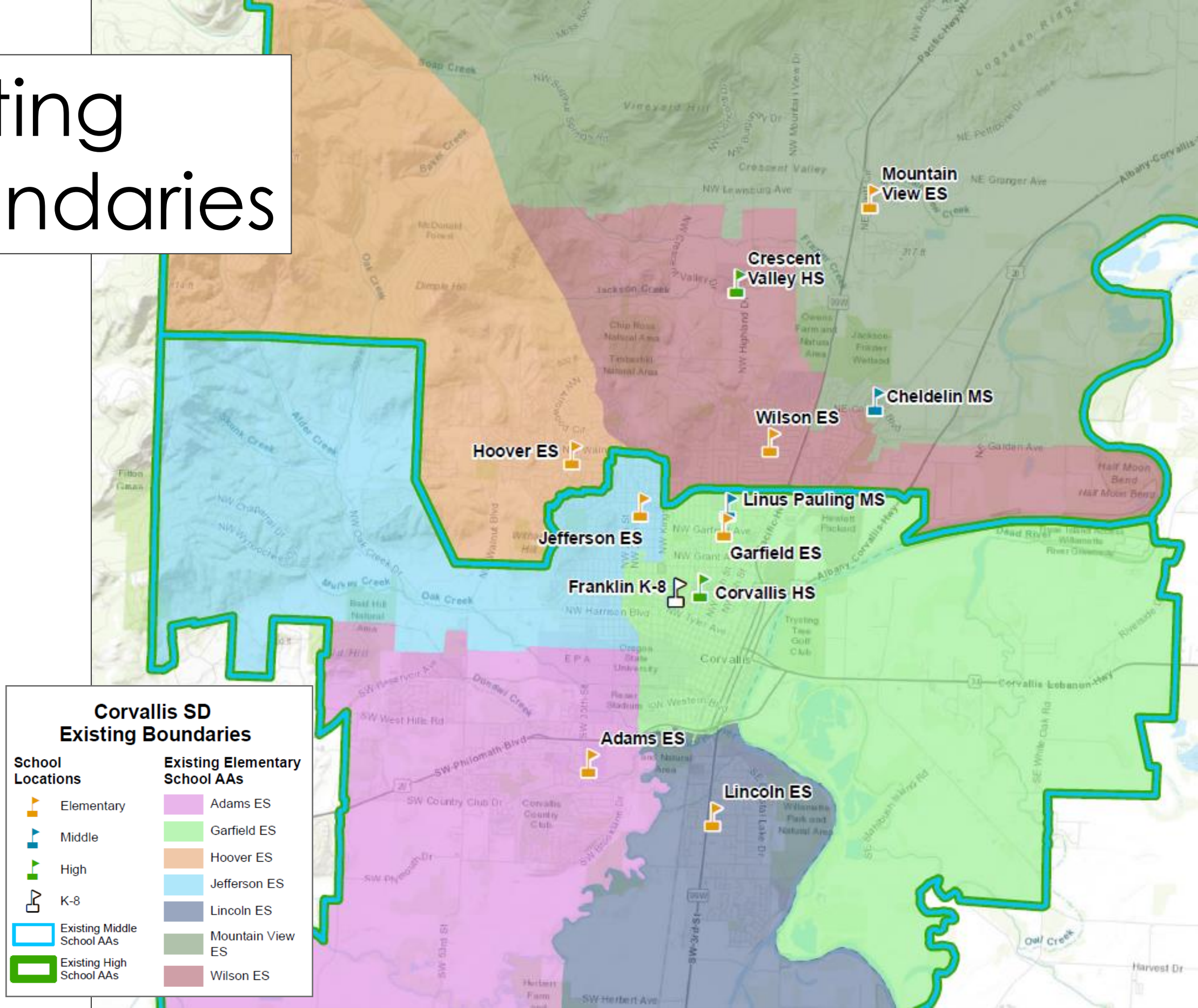


Subject to change throughout the boundary review process

Boundary Review Task Force Meeting December 17, 2019



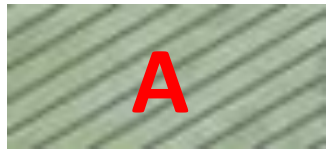
Existing Boundaries



Corvallis SD Existing Boundaries

School Locations	Existing Elementary School AAs
Elementary	Adams ES
Middle	Garfield ES
High	Hoover ES
K-8	Jefferson ES
Existing Middle School AAs	Lincoln ES
Existing High School AAs	Mountain View ES
	Wilson ES

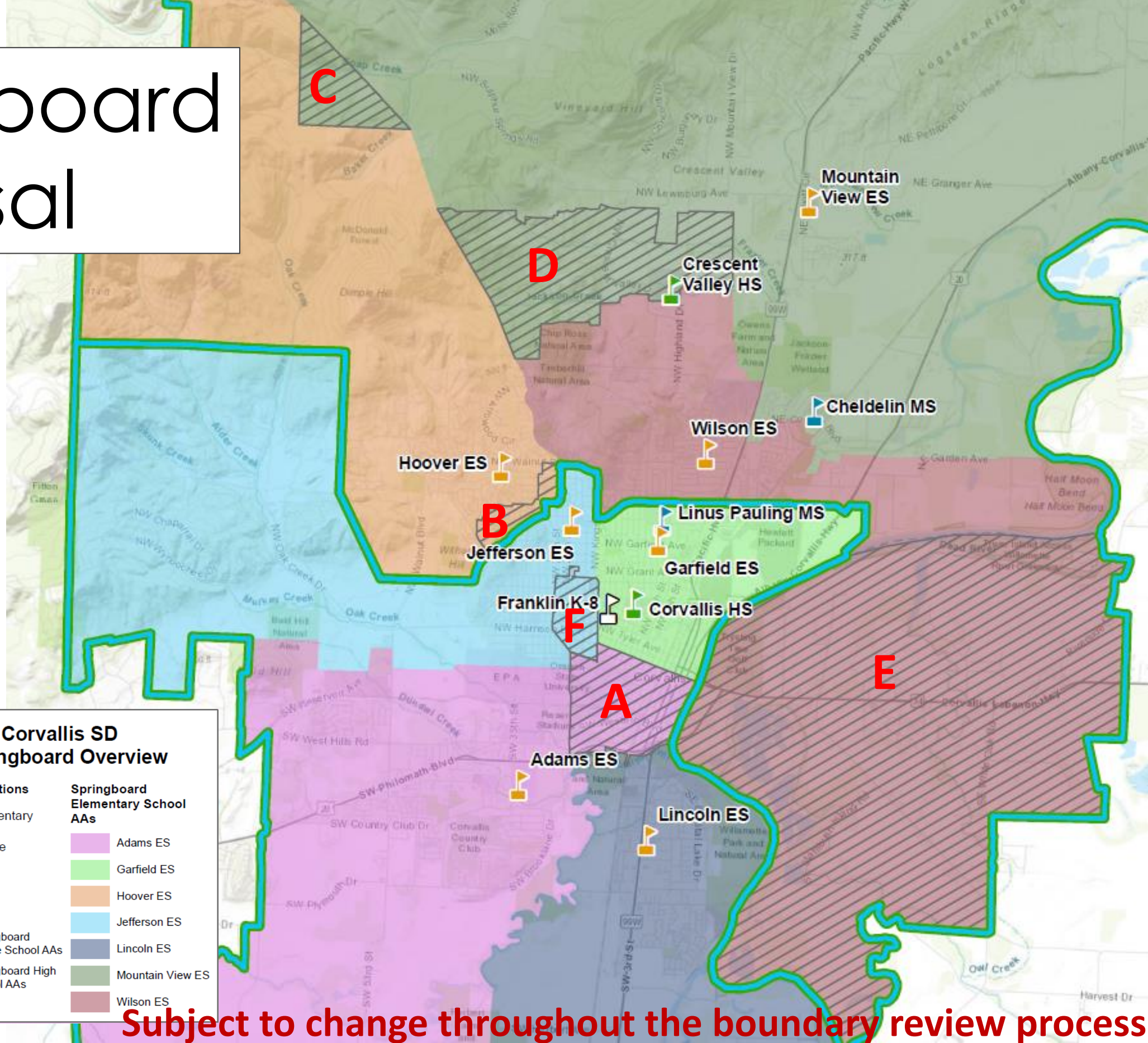
Springboard Proposal



Hashed areas illustrate areas that have changed

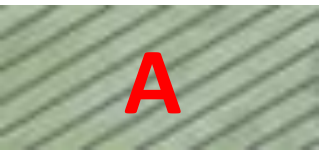
**Corvallis SD
Springboard Overview**

School Locations	Springboard Elementary School AAs
Elementary	Adams ES
Middle	Garfield ES
High	Hoover ES
K-8	Jefferson ES
Springboard Middle School AAs	Lincoln ES
Springboard High School AAs	Mountain View ES
	Wilson ES



Subject to change throughout the boundary review process

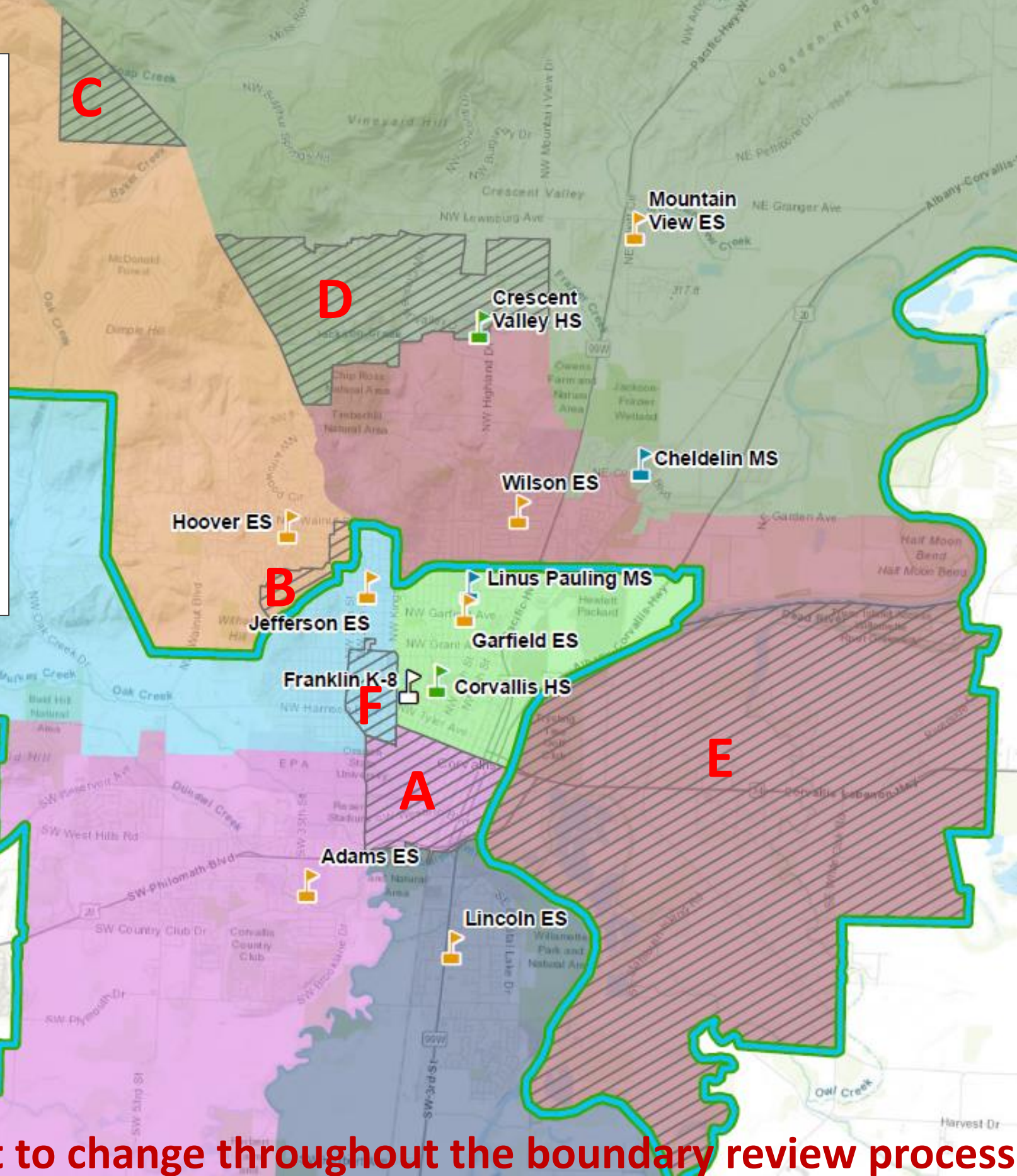
Interactive Springboard Review & Scenario Modeling



Hashed areas illustrate areas that have changed

Corvallis SD Springboard Overview

School Locations	Springboard Elementary School AAs
Elementary	Adams ES
Middle	Garfield ES
High	Hoover ES
K-8	Jefferson ES
Springboard Middle School AAs	Lincoln ES
Springboard High School AAs	Mountain View ES
	Wilson ES



Subject to change throughout the boundary review process

Coming Up... January 7th and 14th

Review of Task Force Suggested Changes	6:00-6:15
Workgroups and Scenario Modeling	6:15-7:30
Group Discussion and Consensus	7:30-7:50
Wrap Up and Next Steps	7:50-8:00



Thank you for your participation!

