Boundary Review
Springboard Proposal Review
December 17, 2019
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
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

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.

<table>
<thead>
<tr>
<th>Attendance Area</th>
<th>Post-Bond Capacity</th>
<th>Current Capacity</th>
<th>Current Enrollment</th>
<th>Target Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1</td>
<td>550</td>
<td>480</td>
<td>425</td>
<td>85%</td>
</tr>
<tr>
<td>School 2</td>
<td>520</td>
<td>470</td>
<td>448</td>
<td>85%</td>
</tr>
<tr>
<td>School 3</td>
<td>450</td>
<td>400</td>
<td>383</td>
<td>90%</td>
</tr>
</tbody>
</table>
Summary Statistics Overview

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<td>448</td>
<td>85%</td>
</tr>
<tr>
<td>School 3</td>
<td>450</td>
<td>400</td>
<td>383</td>
<td>90%</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Attendance Area</th>
<th>2019 Count</th>
<th>Current % Capacity</th>
<th>Current Over / Under</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1</td>
<td>318</td>
<td>69.0%</td>
<td>-162</td>
</tr>
<tr>
<td>School 2</td>
<td>510</td>
<td>109.0%</td>
<td>40</td>
</tr>
<tr>
<td>School 3</td>
<td>352</td>
<td>87.7%</td>
<td>-48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendance Area</th>
<th>2019 Count</th>
<th>Current % Capacity</th>
<th>Current Over / Under</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1</td>
<td>340</td>
<td>71.5%</td>
<td>-140</td>
</tr>
<tr>
<td>School 2</td>
<td>438</td>
<td>93.6%</td>
<td>-32</td>
</tr>
<tr>
<td>School 3</td>
<td>379</td>
<td>94.8%</td>
<td>-21</td>
</tr>
</tbody>
</table>

**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.

- Enrollment Assessment
- Forecast and Land Use Review
- Community Surveys
- Guiding Principles and Capacities

Springboard Proposal
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
### Springboard Summary Statistics

#### Attendance Area

<table>
<thead>
<tr>
<th>Attendance Area (AA)</th>
<th>Current Capacity</th>
<th>Percent Free / Reduced Lunch</th>
<th>Percent Special Education</th>
<th>Percent Racial Diversity</th>
<th>Percent Free / Reduced Lunch</th>
<th>Percent Special Education</th>
<th>Percent Racial Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams ES</td>
<td>489</td>
<td>15.7%</td>
<td>6.8%</td>
<td>25.8%</td>
<td>16.2%</td>
<td>7.8%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Garfield ES</td>
<td>468</td>
<td>52.2%</td>
<td>10.4%</td>
<td>49.8%</td>
<td>54.1%</td>
<td>10.3%</td>
<td>52.3%</td>
</tr>
<tr>
<td>Hoover ES</td>
<td>404</td>
<td>14.3%</td>
<td>6.4%</td>
<td>30.5%</td>
<td>15.3%</td>
<td>6.9%</td>
<td>38.3%</td>
</tr>
<tr>
<td>Jefferson ES</td>
<td>383</td>
<td>22.4%</td>
<td>10.6%</td>
<td>23.4%</td>
<td>26.4%</td>
<td>17.4%</td>
<td>24.0%</td>
</tr>
<tr>
<td>Lincoln ES</td>
<td>499</td>
<td>41.9%</td>
<td>9.1%</td>
<td>41.5%</td>
<td>41.4%</td>
<td>9.1%</td>
<td>41.7%</td>
</tr>
<tr>
<td>Mountain View ES</td>
<td>468</td>
<td>36.5%</td>
<td>9.4%</td>
<td>22.4%</td>
<td>35.6%</td>
<td>9.5%</td>
<td>22.3%</td>
</tr>
<tr>
<td>Wilson ES</td>
<td>425</td>
<td>42.2%</td>
<td>8.7%</td>
<td>35.8%</td>
<td>42.5%</td>
<td>7.9%</td>
<td>35.9%</td>
</tr>
<tr>
<td>Cheldelin MS</td>
<td>762</td>
<td>25.6%</td>
<td>8.6%</td>
<td>28.3%</td>
<td>25.3%</td>
<td>9.0%</td>
<td>27.7%</td>
</tr>
<tr>
<td>Linus Pauling MS</td>
<td>881</td>
<td>36.5%</td>
<td>13.1%</td>
<td>34.9%</td>
<td>37.3%</td>
<td>13.0%</td>
<td>35.7%</td>
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<tr>
<td>Corvallis HS</td>
<td>1,714</td>
<td>28.1%</td>
<td>9.2%</td>
<td>34.4%</td>
<td>28.4%</td>
<td>9.8%</td>
<td>36.2%</td>
</tr>
<tr>
<td>Crescent Valley HS</td>
<td>1,547</td>
<td>19.1%</td>
<td>10.5%</td>
<td>30.0%</td>
<td>19.4%</td>
<td>9.9%</td>
<td>29.5%</td>
</tr>
</tbody>
</table>

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
Existing Boundaries
Springboard Proposal

Hashed areas illustrate areas that have changed

Subject to change throughout the boundary review process
Interactive Springboard Review & Scenario Modeling

Hashed areas illustrate areas that have changed.

Corvallis SD Springboard Overview

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!