

2019 Middle School Boundary Adjustment Process

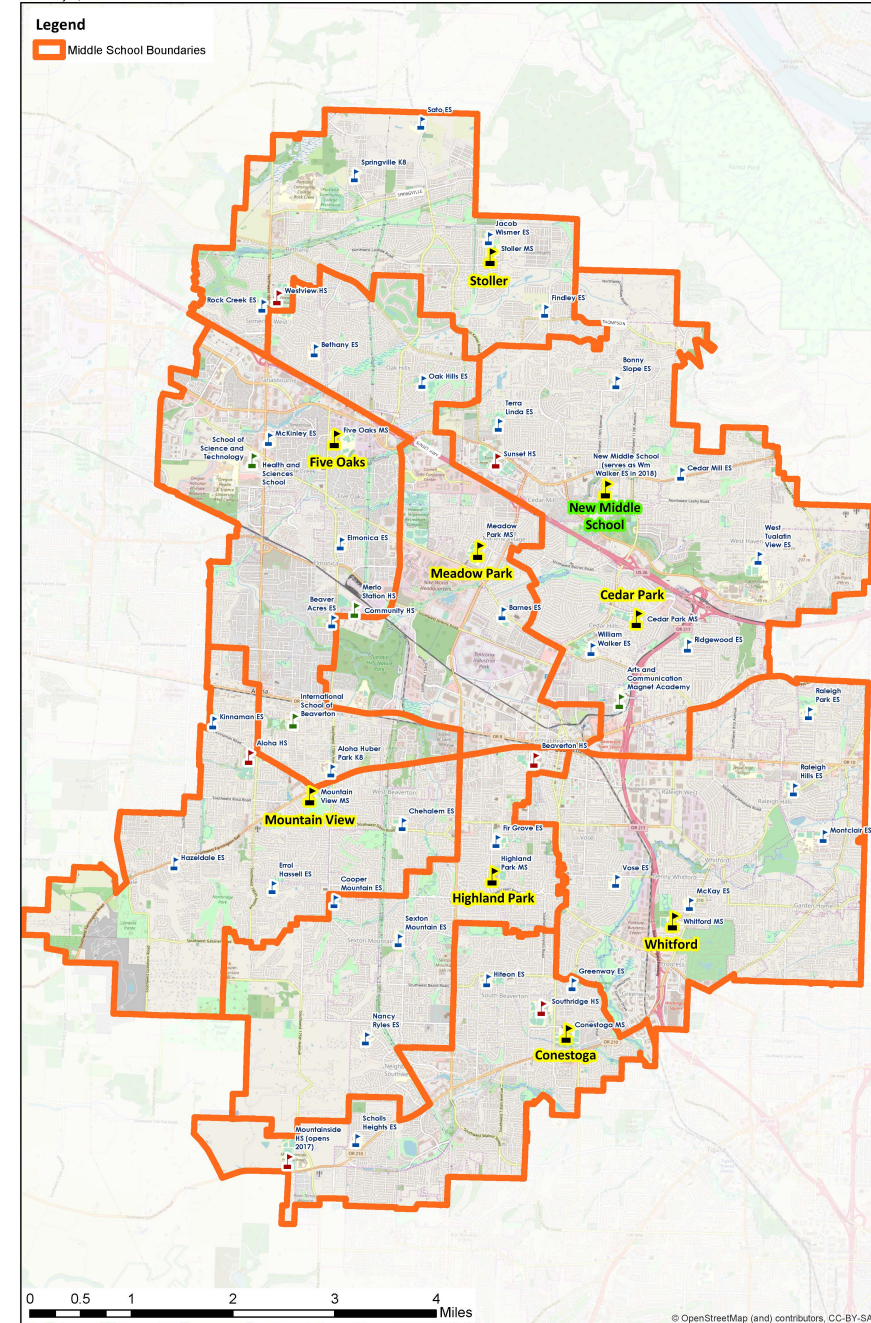
Advisory Committee Mtg #5

Mountain View Middle School

January 9, 2020

February 4, 2019

Middle School Boundaries 2018-19 School Year



Meeting Expectations

- We assume best intentions - we all want the best for all of our students;
- We listen intently to understand better;
- We are open to considering new ideas;
- We remain open to influence and are not judgmental;
- We will consider all options;
- There are no bad questions;
- Our interactions will be done with respect; and
- We will respect opposing viewpoints.

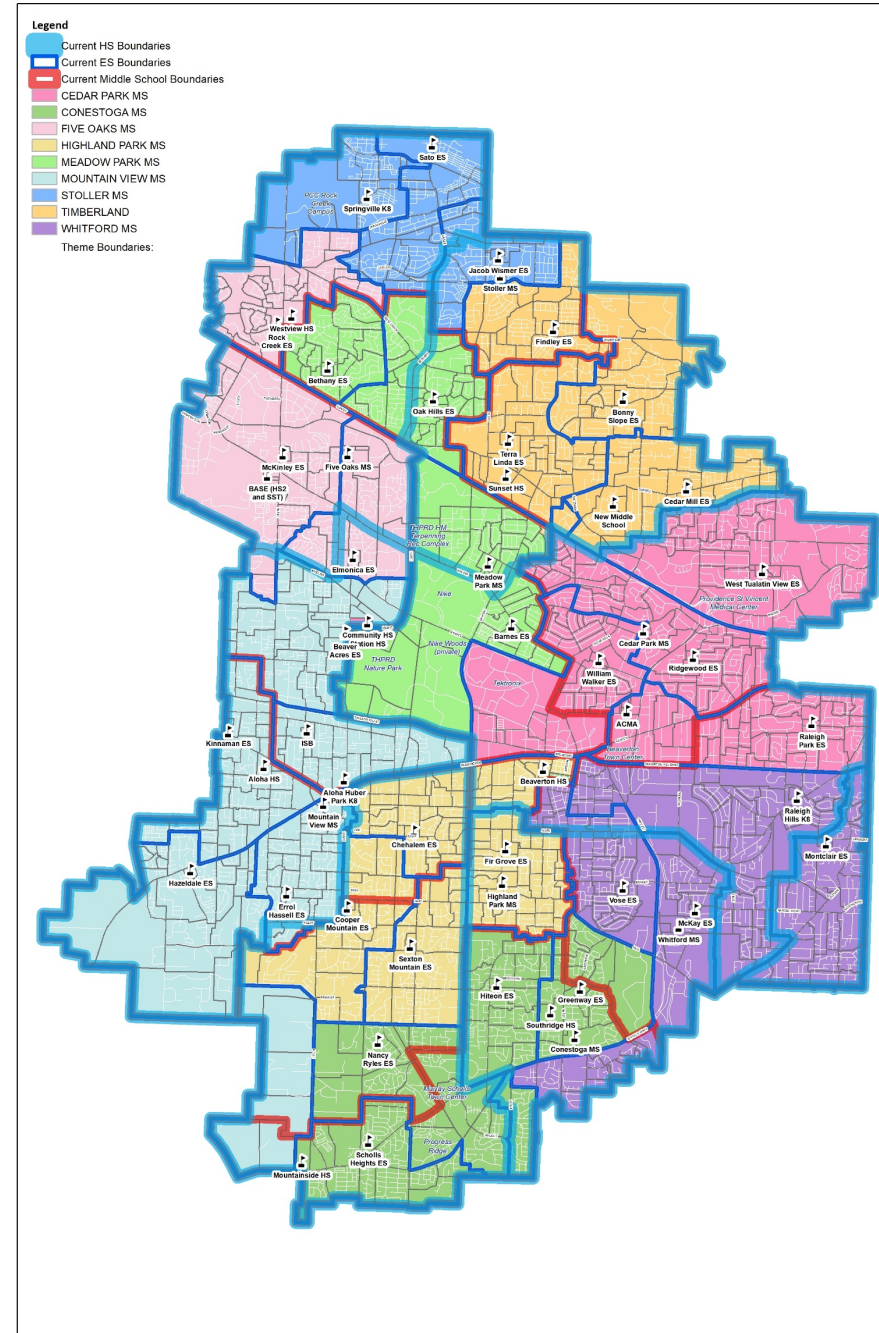
Six Test Maps

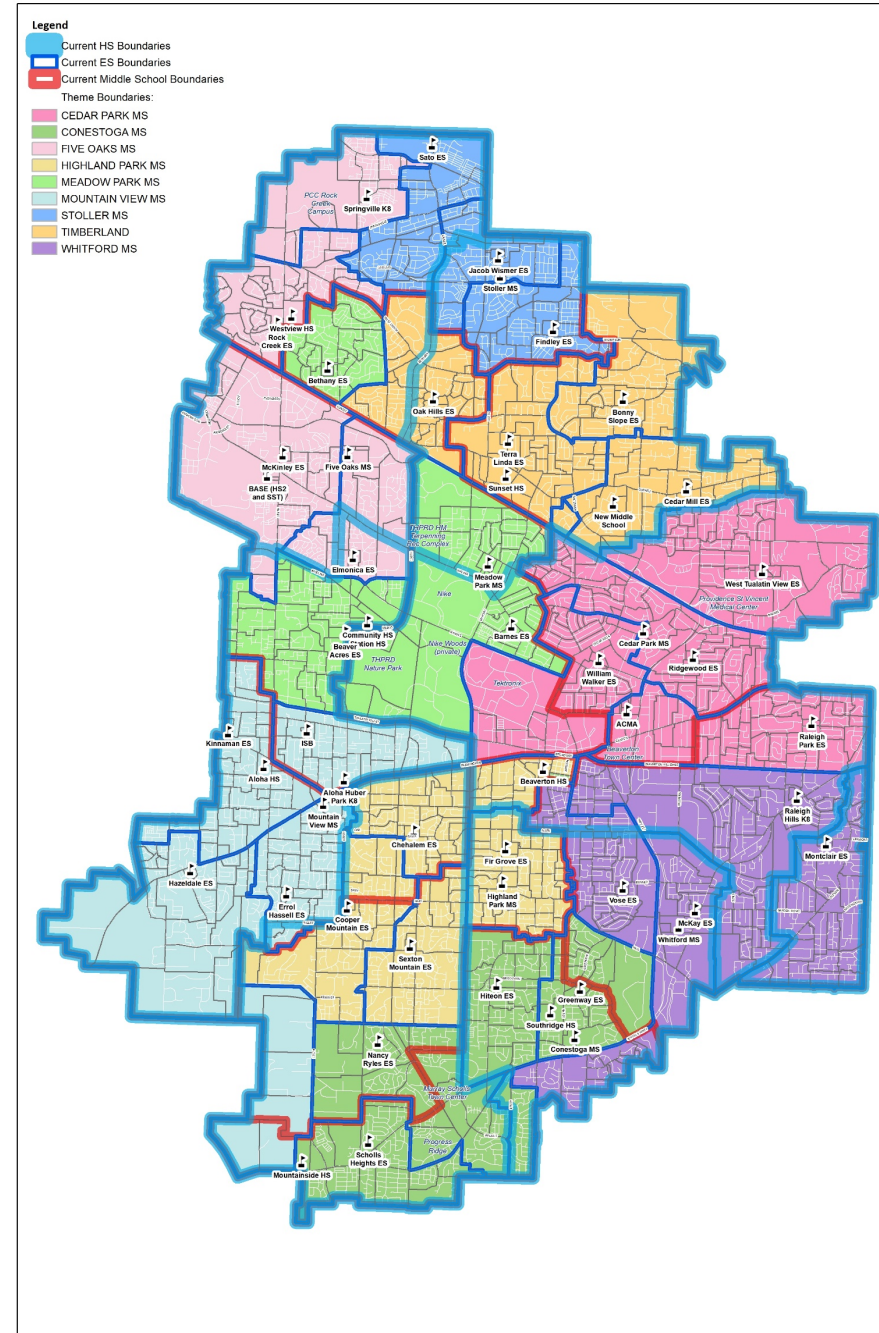
- Created by BSD staff in response to Committee direction;
- The Test Maps are used to:
 - ✓ Focus the Committee's discussion;
 - ✓ Understand potential impacts; and
 - ✓ Direct staff for additional information and review.

School Board Objectives for the Boundary Adjustment

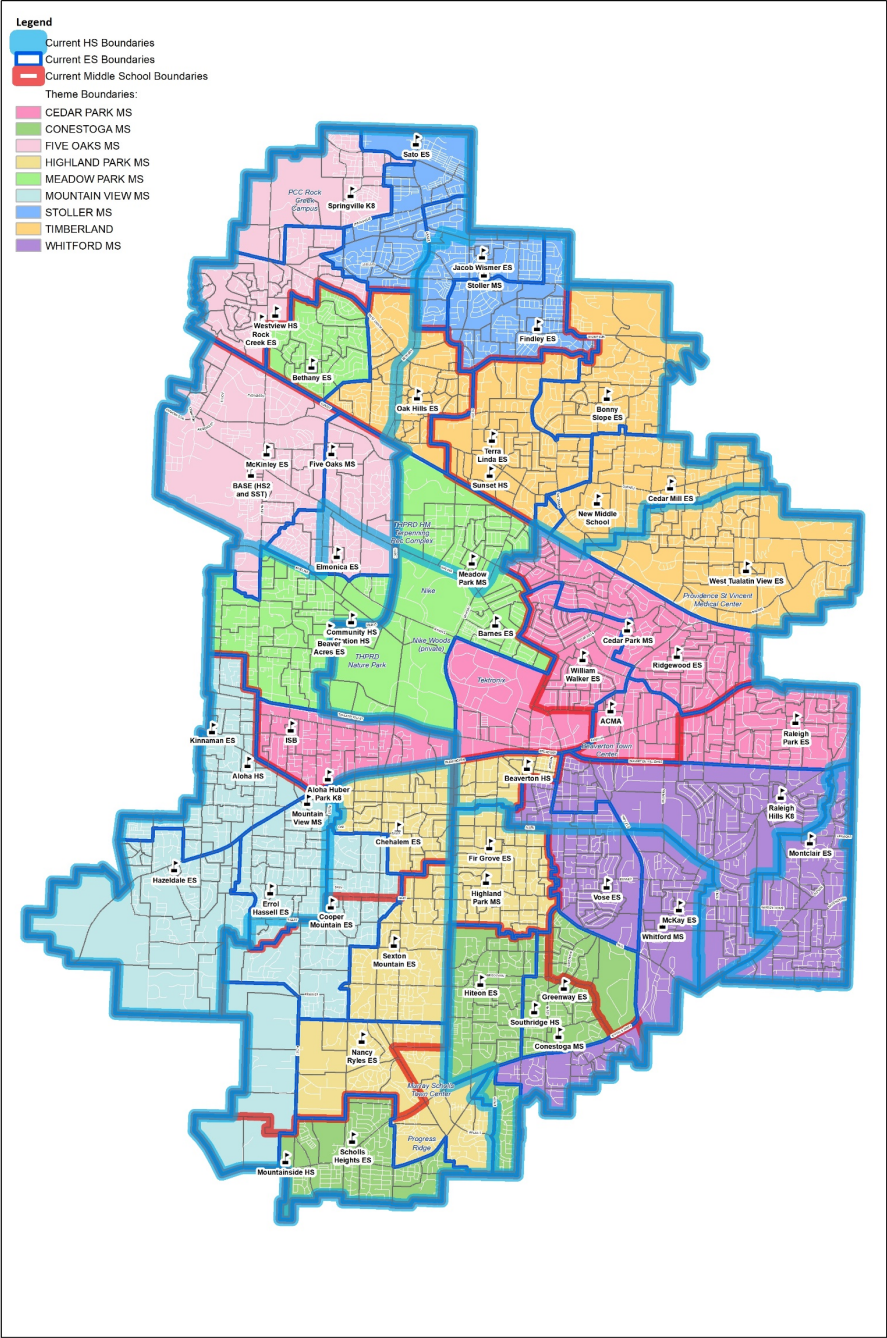
1. Create an attendance boundary for the Timberland-area middle school that provides a projected student population sufficient for comprehensive middle school programming.
2. Adjust the attendance boundary for Stoller MS to provide a projected student population of approximately 90% of the permanent capacity of Stoller MS.
3. Review and adjust the attendance boundaries of other middle schools, as needed, to accommodate the new Timberland-area middle school boundary.
4. If warranted, study and recommend minor adjustments to elementary and/or high school attendance boundaries in order to reconcile split feeder patterns or otherwise improve the alignment of attendance boundaries between all school levels.

Adopted June 24, 2019, as per Board Policy JC

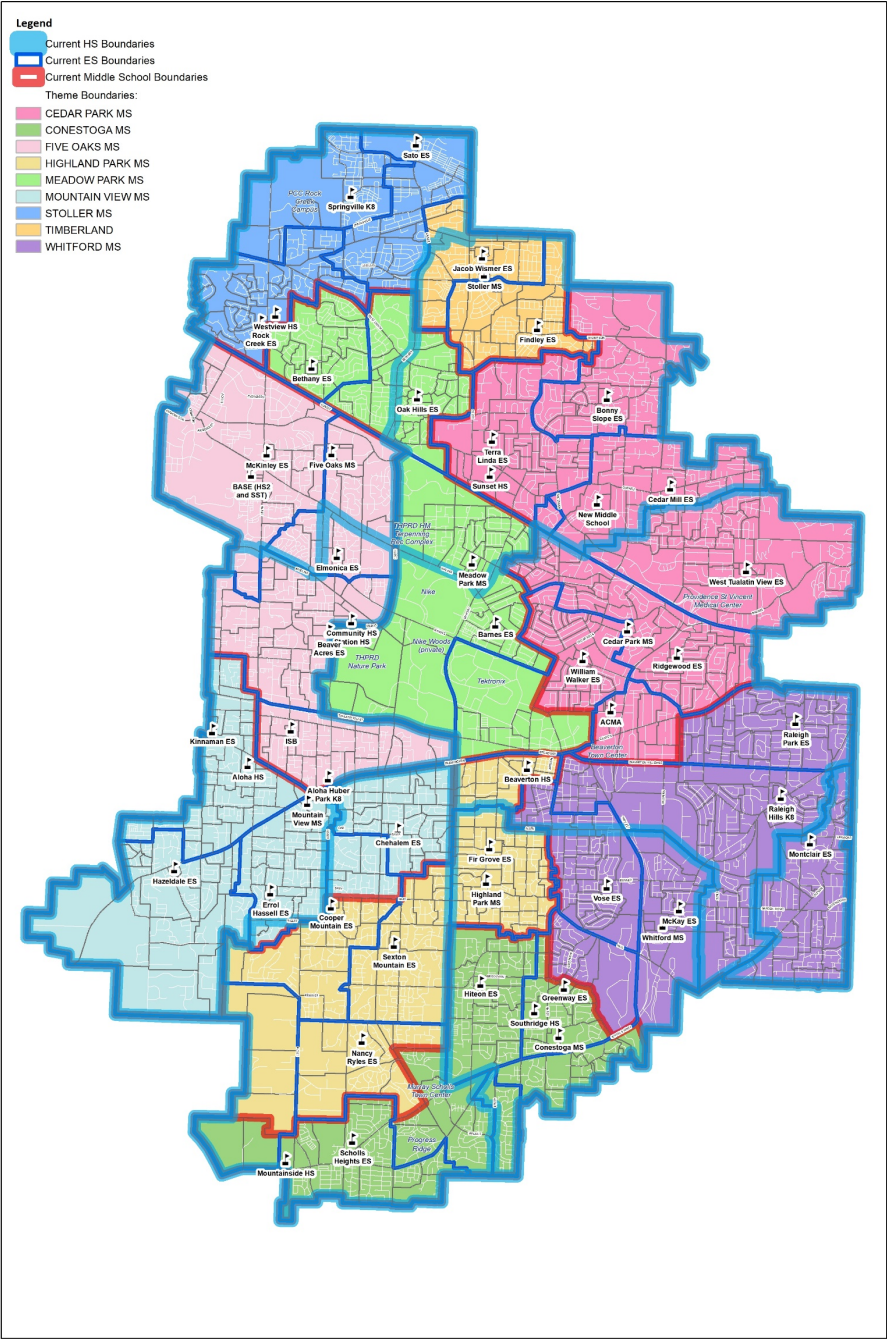




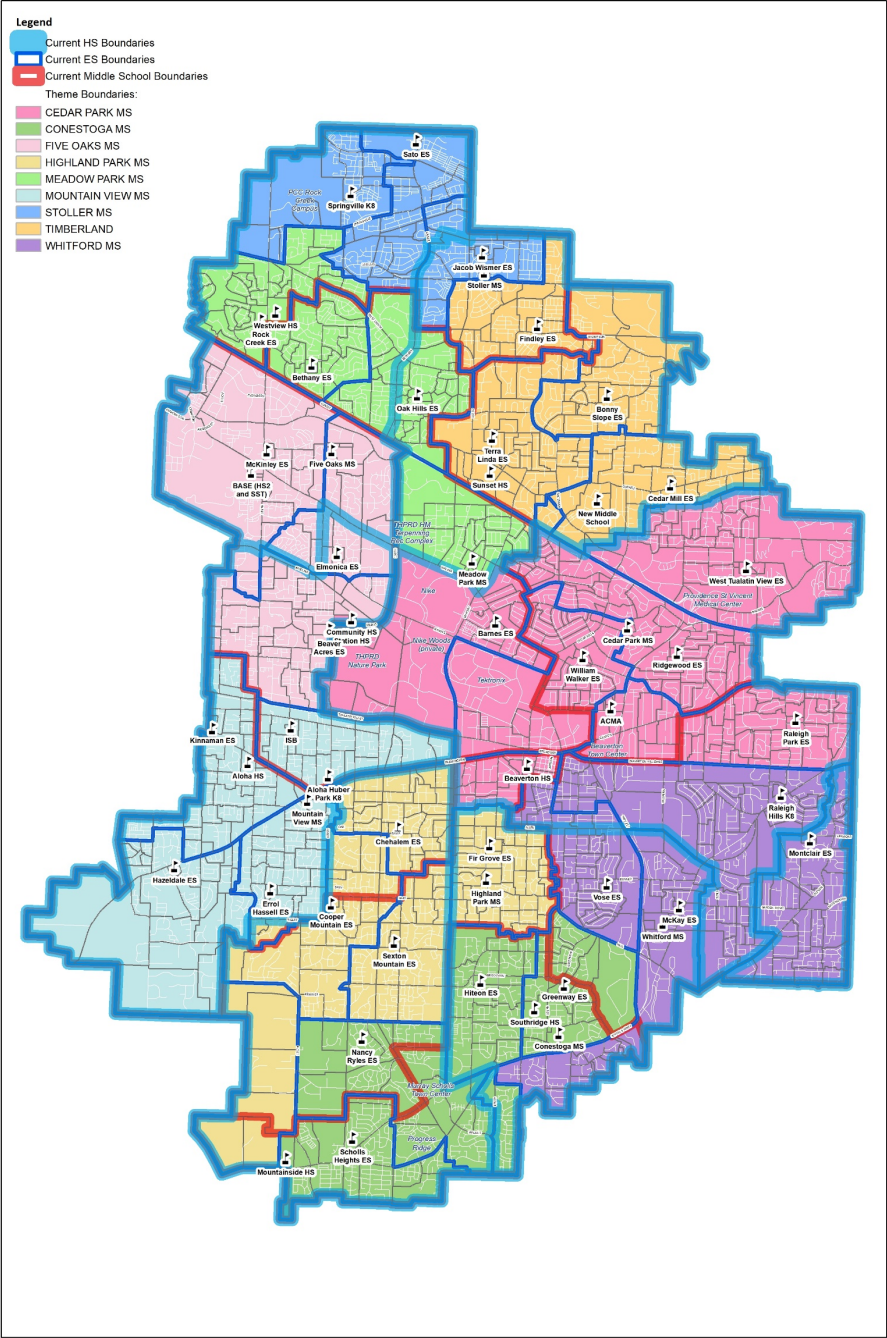
Test
Map
3



Test
Map
4

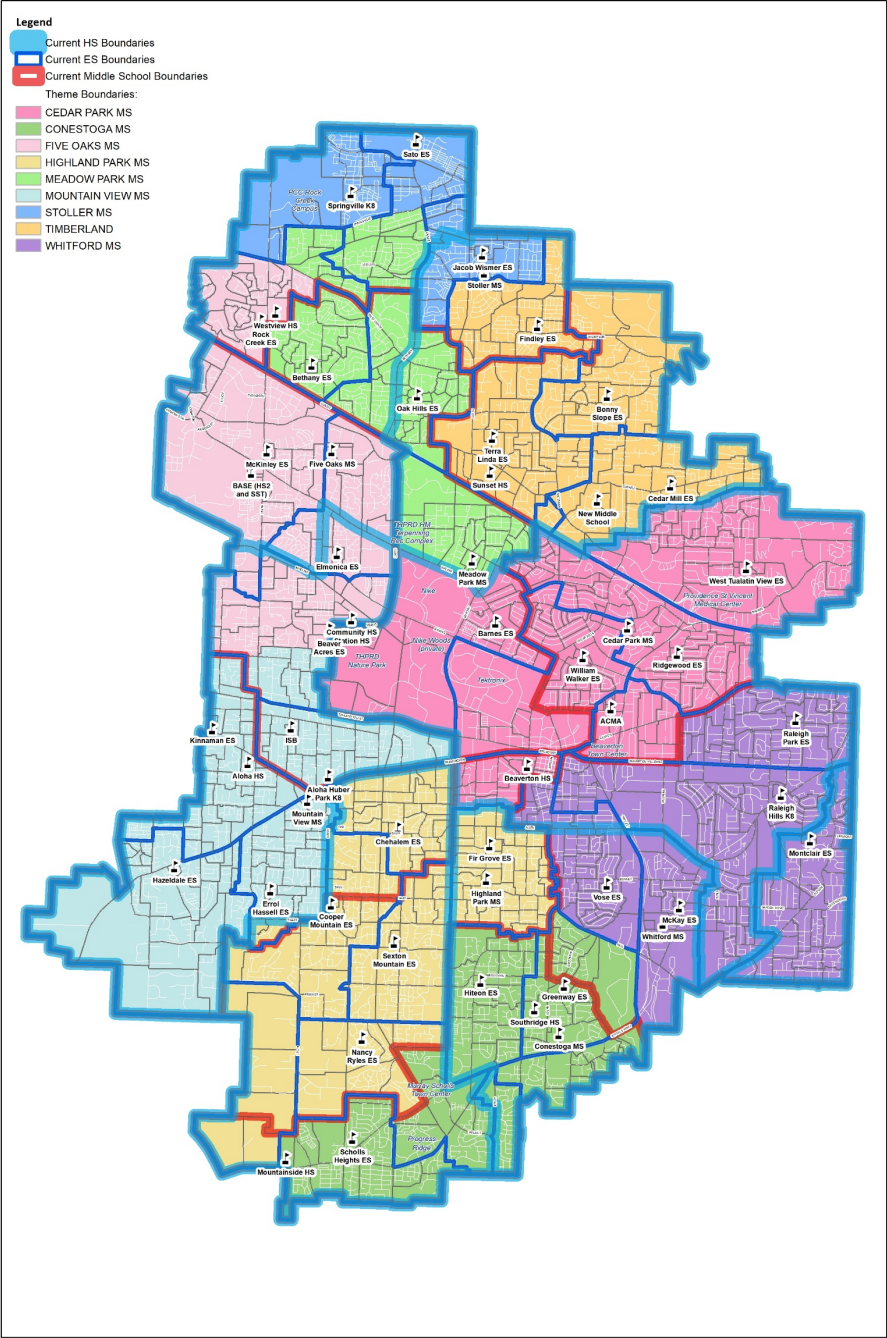


Test Map - Feeder



Test Map - Capacity

MS Boundaries: Staff Test Map Utilization of Capacity



Overview of Test Map Results: Capacity & Feeders

<i>Grand Total Attending: Utilization of Perm. Capacity</i>	Committee Test 1 Map			Committee Test 2 Map			Committee Test 3 Map			Committee Test 4 Map**			Feeder Test Map			Utilization of Cap. Test Map	
	2021	2025		2021	2025		2021	2025		2021	2025		2021	2025		2021	2025
Cedar Park	70%	65%		70%	65%		76%	65%		114%	113%		93%	87%		83%	78%
Conestoga	100%	101%		100%	101%		68%	71%		91%	101%		99%	101%		93%	97%
Five Oaks	86%	76%		121%	122%		121%	122%		106%	88%		90%	78%		93%	81%
Highland Park	97%	85%		97%	85%		105%	97%		90%	82%		91%	89%		105%	99%
Meadow Park	79%	76%		94%	82%		93%	81%		95%	92%		93%	83%		98%	92%
Mountain View	110%	97%		80%	76%		86%	83%		82%	70%		79%	66%		88%	73%
Stoller	104%	130%		99%	105%		99%	105%		88%	108%		104%	130%		88%	114%
Timberland*	89%	84%		76%	79%		88%	89%		73%	64%		89%	84%		88%	83%
Whitford	95%	88%		94%	87%		94%	87%		100%	92%		94%	87%		97%	90%
*For display purposes, SUMMA students in Timberland boundary are assigned to Timberland									**All Stoller SUMMA students assigned to Timberland								

MSBA Advisory Committee Schedule

Meeting Date & Location	Potential meeting subjects
Thursday, January 16, 2020 Highland Park MS Cafeteria	<ul style="list-style-type: none">Continue refining potential boundaries
If District Closed 1-16-20 Thursday, January 23, 2020 Highland Park MS Cafeteria	<ul style="list-style-type: none">Continue refining potential boundaries
Thursday, January 30, 2020 Meadow Park MS Cafeteria	<ul style="list-style-type: none">Continue refining potential boundaries
Thursday, February 13, 2020 Five Oaks MS Cafeteria	<ul style="list-style-type: none">Develop consensus on boundaries for all areas of the District
Tuesday, February 25, 2020 Whitford MS Cafeteria	<ul style="list-style-type: none">Preliminary boundary recommendation
Thursday, March 12, 2020 District Central Office	<ul style="list-style-type: none">Finalize boundary recommendation

Questions and Committee Direction

Policy JC Factors

“The Board recognizes that there are multiple factors to consider in satisfying the objectives of a boundary adjustment. Those factors may include, in no particular priority:

- Student body composition;
- Current and future availability of space at a school;
- Feeder patterns from elementary, middle to high school; and
- Neighborhood proximity and accessibility.”

Enrollment at Middle Schools

