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- * What programs in which gradespan are located where? vs. Where pop
- * Basic demographics by neighborhood
- * walkers?
- * Transfer data
- * under/over enrollment
- * access to programs, including extra-curricular
- * transportation access

wait list for AAP or some indication of students who want/need services but there is no space

distance to student bus stop

proportion of students within 1 mile of elementary school

proportion of students taking bus routes

distance of bus routes (by school)

capacity? enrollment? capacity excluding temporary? modular bldgs.

student: teacher ratios

population growth trends in each area

[literature review]

proportion of students in special education? AAP

of elementary schools feeding middle schools

of middle schools feeding highschools

students per classroom

house vacancies

where in the county is the school age population growing?

which schools have pre-k services

new housing starts, new build permits

commute for students out of their home pyramids for AAP

of

→ Potential or likely future high-growth / development areas

split feeder data - how many kids go to which schools

- School Population.
- Capacities, = Facilities, Teachers
- % Enrollment/Capacity
- Special Education Centers, Capacity, Population
- Forecast Development in the County
- Arterial Roads vs. Neighborhood Roads
- Census blocks, demographics w/in
- Disparity of school demos vs. surrounding areas
- Bus times & distance
- Costs of bussing
- ~~Age~~ Age of Residents (Forecasting)
- How many kids are in split feeder both elementary & high school
- ESC & Special Needs in Catchment areas/house
 - ↳ representative % in population

⌘ - What is the most efficient transportation network
 ↳ perfect world

- Community drivers of cost = what do various changes cost, what is the tolerance for budget change.

⌘ - What would it look like for capacity if every student went to the closest elementary ~~school~~ ^{OCES}

⌘ - what if there were no pyramid splits (e.g. 100% of ~~OCES~~ students went to Frost & 100% of Frost went to Woodson)

- Demographic makeup of each boundary, elem, mid, high.
 - ↳ Include ~~not notice size split~~ english proficiency
 - ↳ ~~to~~ include income levels
- Test Scores
- Est property value effects of a school zone v. changing that.
- Distance to major thoroughfares
- Distance of feeder schools to pyramid schools
- ~~Areas~~ Where all various programs are (AAP/IB/etc...)
- ~~Distance~~ of various advanced programs & availability to underserved pops.
- # of out-of-boundary students per school
- Effect of immersion programs & which pyramid HS have immersion feeder schools.
- Location of alternative HSs
- Time since latest renovation / planned renovation
- Physical amenities of each school
- Population growth projections for each boundary
- Capacity ~~at~~ levels at each school
- Split feeder elem/mid schools & where does split occur
- Location of split neighborhoods
- Location & capacity of special ed resources
- Walk-^{score}~~shed~~ data / distances to school
- Percentage of drivers vs. walkers vs busses
- Bus stops per school
- Future planned builds
- Projections for student capacity for school
- Equity impacts
- PTA budgets
- PTA involvement (i.e. # of parent volunteers, annual events)
- Impact analysis from principals

- ① 6-7-8 - middle scenarios
 - cost
 - instructional services
 - curriculum
- ② Brief recap of Boundary changes in 1984.
 - priorities - main - what were they?
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- ③ How do other districts make decisions about boundaries?
- ④ Middle School Programs (Speciality programs)
 - my IB program / Primary IB
 - Immersion
 - Arts & Science schools
 - How many students are going to those schools that are not their base school?
- ⑤ Population projections
 - Where is the data from?
 - Zoning, developments
- ⑥ What pyramids are represented in speciality Arts/ Science programs? AAP as well.
- ⑦ Are there students traveling out of pyramid for AAP centers? Who are they?
- ⑧ Are there any Local AAP program students who are being bused to a center? How many? Demographics?

- ⑨ How/what is the plan for PAC program additions to ES?
- ⑩ Will/How will the boundary renew impact the number of PAC sites?
- ⑪ Is the inclusion /start time study aligning with this boundary study timeline?
- ⑫ What pyramids are students learning to go to speciality programs.
- ⑬ Military population- how will that impact the study?

Notes:

Data

How many students are attending schools out of boundary

- disaggregated by: elementary/middle/high

also disaggregated by why

- is it an attendance island/split feeder?

- programming access

- AAP

- Special Education

- ID/IDS (- DHOH

- Enhanced Aut - VI

- CSS

- Public Day

- Preschool ECCB

- Preschool PAC

- AP/IB

- SACC

- immersion programs

- magnet programs

- Academies

- what is average distance they are sent?

Access to Programming

- where are special programs located?

• Title I Schools

- who has AP/IB

- who has AAP access

• AP/IB, magnets, immersion

• AAP Centers

- how many AAP centers lack

special education self-contained programs

To Do:

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DATA :

- HOW MANY / LOCATION OF SPLIT FEEDERS
- PROXIMITY OF HOMES TO SCHOOL(S)
- AVERAGE TIME, NOT JUST PHYSICAL DISTANCE
- MAJOR ROADS / HIGHWAYS ~~AND STREETS~~
- BUS ~~UTILIZATION~~ UTILIZATION % FOR EACH ROUTE ~~(HOW MANY KIDS ARE ON A BUS FOR EACH ROUTE)~~ (HOW MANY KIDS ARE ON A BUS FOR EACH ROUTE)
- NUMBER OF STUDENTS THAT ARE WITHIN A "WALK ZONE" BUT NOT ^{ACTUALLY} WALKING / BIKING
- CAPACITY OF FACILITIES & UTILIZATION
- LIST OF PROGRAMS PER SCHOOL,
- PROJECTED GROWTH
- ~~WALKING / BIKING~~

Data to collect

AAP Centers & Level IV

Location of Immersion Centers

Transportation Routes

Island Attendance

% of walkers/riders / kiss & ride & the safety

Future Development & type of housing

Cost of transportation / pyramid

Location of Special Education centers

Socio-economic / racial data /

Staffing #'s from each school

Bldg capacities

HOA map for county

of transfer students

Military

FAM data

Academy programs

Data Sources

- ⇒ Neighborhoods dividing lines -
 - Subdivided dividing lines
 - where are the lines & do they split neighborhoods
- ⇒ distance travelled in each pyramid
 - ⇒ how far are they travelling - distance by miles
 - ⇒ how many buses in each pyramid
 - ⇒ walkers #'s by pyramids
 - ⇒ how long are students walking to a bus stop.
- ⇒ Historical Data - how were "islands" created & why.
- ⇒ budget cost data
- ⇒ School Programming - offerings by schools
- ⇒ Transfer of students
 - academic profile of students who ~~transfer~~ transfer what schools leaving, entering, reason
 - what ~~of~~ the demographic effect on the school that students have when transferring.
 - enrollment of private schools by neighborhood
- ⇒ projected new building of neighborhood
- ⇒ Census data, American Community Survey
- ⇒ School capacity, new trailers, modules

General Recommendations -

1. Committee panel at ~~representative~~ community events.
 - ↳ i.e. at all community events discussing boundary, have committee members there to understand community concerns & answer questions.
2. Conduct a ~~short~~ discussion/panel btw the reps for each pyramid and the principals at the representative schools.
 - ↳ i.e. I feel somewhat inappropriate representing a pyramid w/o fully understanding the needs/thoughts or desires of the school leaders in my community. I can do this individually, but it may be useful across the board for all to do.

Capacity \rightarrow index
 \rightarrow trailers

Development Pace / plans

Bus times \neq or $=$ \$

Service Need in catchment (ESL, etc)

Community drivers of Cost