Introduction to Attendance Boundary Adjustments and Feeder Progression
Objective is to match students to classrooms available while minimizing disruption to schools, families and learning communities.

Relationship between attendance boundaries and school feeder progression creates complexity.

Modeling and historical data provide basis for projections and recommendations.

Multiple factors must be considered in proposals.
Introduction to Boundary Adjustments/Feeder Progression

**November/December**
- Project enrollment for coming school year, by school and grade, based on October data; identify schools for potential boundary changes if needed.

**January**
- Project staffing (teacher) needs for coming school year based on enrollment projections; communicate to schools and families about boundary adjustment proposals.

**February**
- Identify additional facility (classroom) needs, by school, based on staffing projections; recommendation for proposed boundary adjustments to Board.

**March - August**
- Create/utilize classroom spaces by re-purposing existing classrooms, adding modulars, or shifting student populations with boundary adjustments.

**Data utilized:**
- Current enrollment by school and grade,
- Historical percentage progression of students from one grade level to the next,
- Students’ current residential addresses,
- Classroom inventory,
- Campus layouts.
Boundary Adjustment Principles and Considerations

- Maintain feeder progression
- Ease crowding and balance enrollment
- Maximize facility use by utilizing available classrooms
- Support student program needs
- Maintain learning communities
- Minimize student and staff movement
- Need for transportation and safe walking routes
- Consider cost of implementation
- Plan for communication with schools and families
- Limited opportunities for changes on edges of the district
Conditions Needed for Successful Boundary Adjustments

For a boundary adjustment proposal to be effective and achieve the desired results, need...

- Minimum of 100 students identified to move from one school to another
- Logical borders such as an entire street or a complete apartment complex
- Classroom and core facility (cafeteria, restrooms) space at the receiving school
- Capacity available at the affected middle and high schools
Feeder Progression Impacts

- Feeder progression key aspect of creating/adjusting boundaries
- Elementary school attendance boundaries are building blocks of feeder progression to middle and high school attendance areas
- Clear and consistent feeder progression was a focus of District Master Plan adopted by the Board of Education in 2009
  - Improve alignment of academic, arts and athletic programs in high school regions
  - Promote continuity for students and families in their learning communities
  - Strengthen neighborhood cohesion and sense of community
  - Support student engagement and connection to school
Past Community Questions/Concerns/Feedback

- Transfer opportunities and process for requests
- Specialty program offerings
- Transportation available
- Walking distances
- Proximity of schools to areas within boundaries
- Desire to keep siblings at the same school
- Trustee areas not aligned with high school areas
Current Feeder Progression 2020/21

BULLARD
  |- TENAYA
  |- WAWONA
  |- COMPUTECH
  |   |- FIGARDEN
  |   |- POWERS
  |   |- FORKNER
  |   |- SLATER
  |   |- GIBSON
  |   |- KRAIT
  |   |- LAWLESS
  |   |- MALLOCH
  |   |- STARR
  |- ADDAMS
  |- COLUMBIA
  |- KING
  |- KIRK
  |- LINCOLN
  |- HAWLTON
  |   |- K-8
  |- WILSON

EDISON
  |- GASTON
  |- COOPER
  |- FORT MILLER
  |- AHWAHNEE
  |- TIoga
  |- SCANDINAVIAN
  |- YOSEMITE
  |- SEQUOIA
  |- TEHPIITE

FRESNO
  |- DEL MAR
  |- EATON
  |- CENTENNIAL
  |- BIRNEY
  |- HIDALGO
  |- BALDERAS
  |- ANTHONY
  |- BARMAN
  |- AYER

HOOVER
  |- FREMONT
  |- MCCARDLE
  |- HOLLAND
  |- ERICSON
  |- LEAVENWORTH
  |- CALWA
  |- JACKSON
  |- BURROUGHS
  |- AYNESWORTH

MCLANE
  |- ROBINSON
  |- PYTE
  |- EWING
  |- MAYFAIR
  |- LANE
  |- JEFFERSON
  |- EASTERBY
  |- STOREY

ROOSEVELT
  |- NORMAN
  |- ROWELL
  |- VANG PAO
  |- LOWELL
  |- GREENBERG

SUNNYSIDE
  |- KINGS CANYON
  |- TERRONEZ

NON-BOUNDARIED SCHOOLS
  |- BULLARD TALENT MAGNET K-8
  |- MANCHESTER G.A.T.E. 2-6
  |- PHOENIX ACADEMY 1-6
  |- SUNSET DUAL IMMERSION K-8
  |- WAWONA DUAL IMMERSION K-8

NON-BOUNDARIED ELEMENTARY SCHOOLS
  |- ADDICOTT SPECIAL ED K-8
  |- BAIRED MAGNET 5-8
  |- CAMBRIDGE CONTINUATION
  |- DESIGN SCIENCE MIDDLE COLLEGE
  |- DEWOLF CONTINUATION
  |- DUNCAN POLYTECHICAL
  |- PISTON SPECIAL ED 7-12
  |- J.E. YOUNG ACADEMIC 7-12
  |- FARINO
  |- PHOENIX SECONDARY 7-12
  |- RASA SPECIAL ED 9-12

NON-BOUNDARIED MIDDLE SCHOOLS
  |- MANCHESTER G.A.T.E. 2-6
  |- PHOENIX ACADEMY 1-6
  |- SUNSET DUAL IMMERSION K-8

NON-BOUNDARIED HIGH SCHOOLS
  |- ADDICOTT SPECIAL ED K-8
  |- BAIRED MAGNET 5-8
  |- CAMBRIDGE CONTINUATION
  |- DESIGN SCIENCE MIDDLE COLLEGE
  |- DEWOLF CONTINUATION
  |- DUNCAN POLYTECHICAL
  |- PISTON SPECIAL ED 7-12
  |- J.E. YOUNG ACADEMIC 7-12
  |- FARINO
  |- PHOENIX SECONDARY 7-12
  |- RASA SPECIAL ED 9-12
Introduction to Boundary Adjustments/Feeder Progression 2/18/2021
Future Boundary Adjustments to be Recommended

- Creation of boundary for new Herrera Elementary School, opening August 2022
  - Boundary adjustments impacting Ayer, Aynesworth and Storey attendance boundaries – some students in these areas will shift to new Herrera area
  - All students in these areas will feed to Terronez Middle School and Sunnyside High School
  - Developing a plan for communication with schools and families

- Evaluating other areas of the district
Lessons from Past Implementation

- Change is difficult for school communities
- Importance of timely and clear communication with schools and families
- Families with strong ties to schools/principals find a way to maintain existing enrollment
- Pushing boundaries from south to north results in schools being on edge of attendance area
- Moving classrooms to students, instead of students to classroom, should also be considered