

WELCOME!!!!



FIFE PUBLIC SCHOOLS
& FLO ANALYTICS



Boundary Review Committee Open House

Who's in the Virtual Room?

District Executive Team

Kevin Alfano

(Superintendent)

Kari Harris

(Assistant Superintendent)

Nancy Fitta

(Executive Director of Student Services)

Jeff Nelson

(Assistant Superintendent TLI)

Ben Ramirez

(Deputy Superintendent)

Cat Bowman

(Director of Transportation)

**Guidance &
Resource**

FLO Analytics (Consultant)

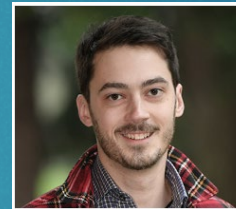
McKay Larrabee

Senior GIS
Analyst



Ethan Poole

GIS
Technician



Tiana Black

Project Administrator



**Data and Map
Geeks**

Committee Members

Parents:

Jessica Cantrell

Jessica Connaway

Becky Crowley

Jamie Haworth

Katie Shaw

Lillie Torres

Principals:

Julie Bartlett (Discovery)

Don Sims (Hedden)

Amy Mittelstaedt (Endeavour)

**Community
Ambassadors**

Agenda

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- ▶ Welcome and Thank You (District – 5 minutes)
- ▶ Review of the Committee Process/Timeline (FLO – 5 minutes)
- ▶ Review the map and summary statistics (FLO – 5 minutes)
- ▶ Breakout or whole group Q&A (Community and Committee – 25 minutes)
- ▶ Adjourn



New Elementary Paradigm

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Will Serve K-5



Fife Elementary School

Will Serve PK-2 (from a PK-1)



DISCOVERY PRIMARY SCHOOL



ALICE V. HEDDEN ELEMENTARY SCHOOL

Will Serve 3-5 (from a 2-5)

Sunsetting from Elementary



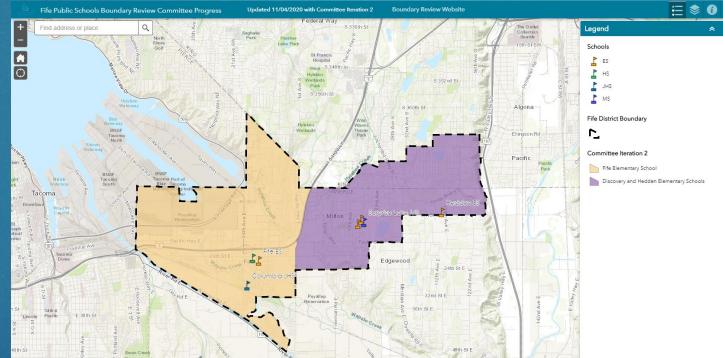
ENDEAVOUR INTERMEDIATE SCHOOL

Resources Available

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Boundary Review Landing page:

- ▶ Background information
 - Timeline
 - Committee charge and guiding principles
 - Community surveys
 - Enrollment Forecast report
 - Existing conditions – map and statistics
- ▶ Meetings
 - Agendas
 - Transcripts
 - Presentations
 - Static maps
 - Summary statistics
- ▶ Interactive web-map
- ▶ Open House Feedback Survey

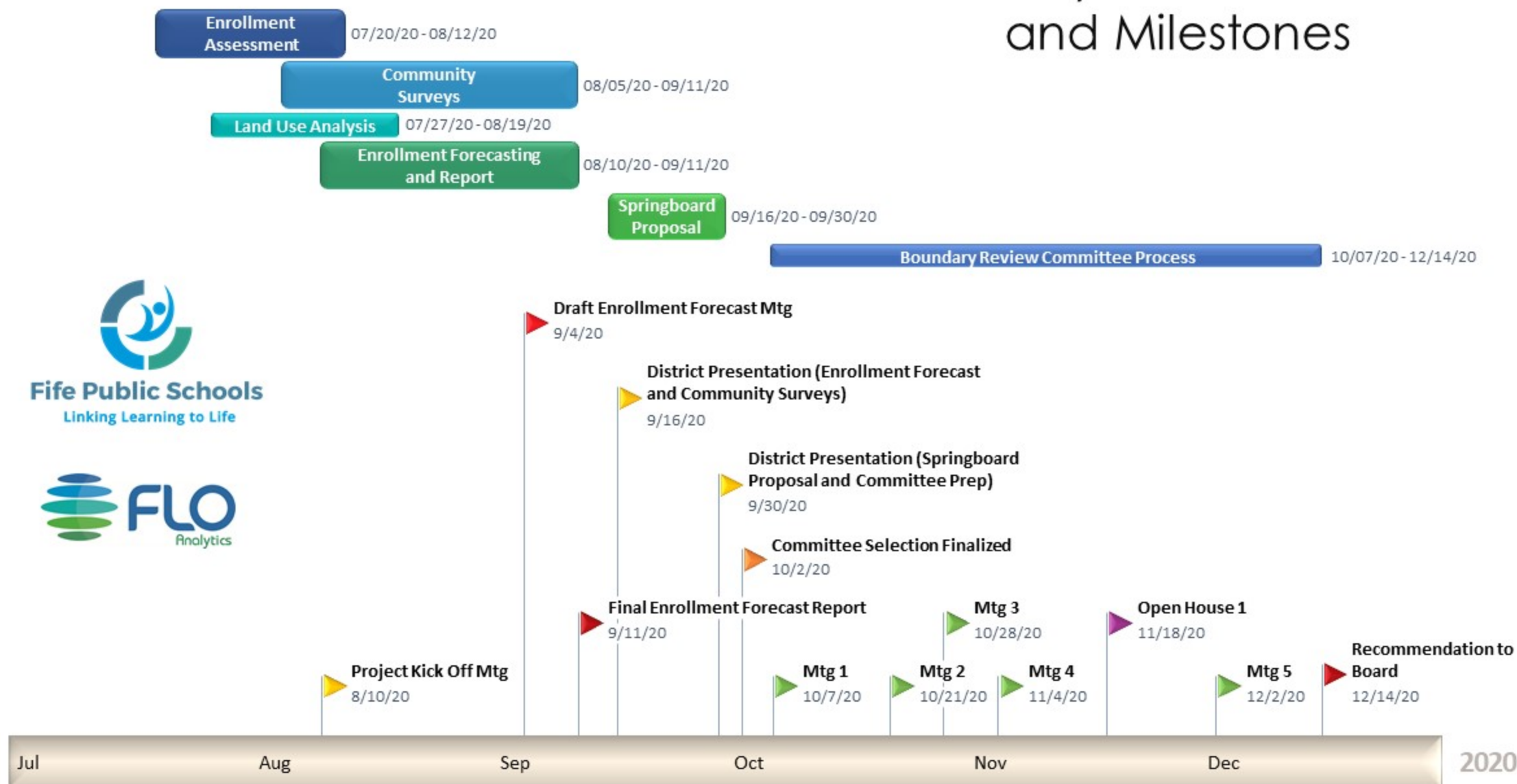


The committee would also value your feedback
via this survey
which will be open for submission November 16-22!



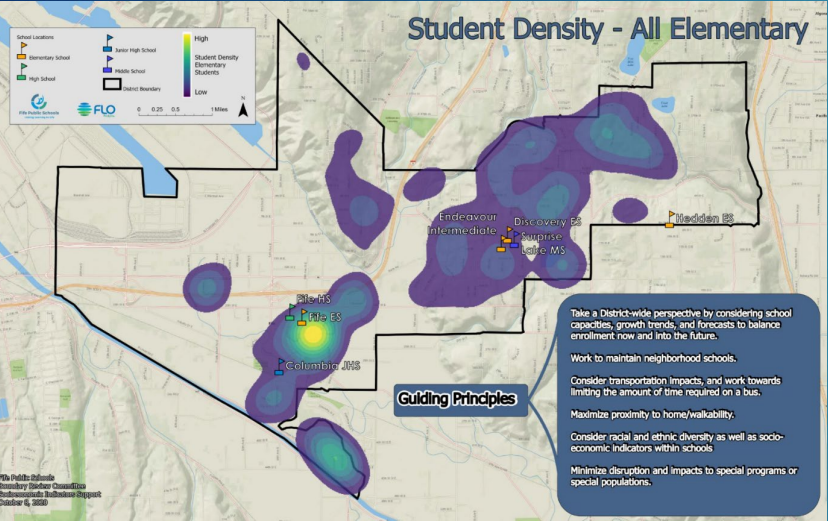
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Boundary Review Timeline and Milestones



Enrollment Data

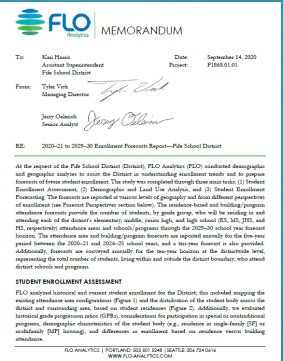
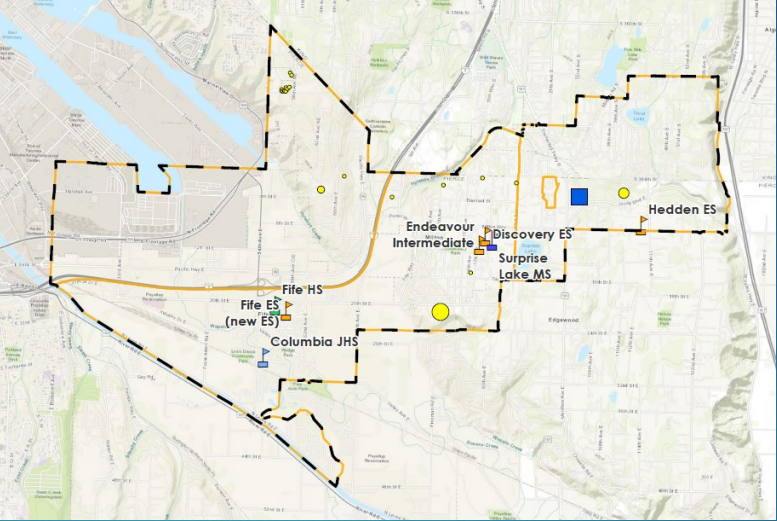
School of Attendance Attendance Area	Residence Count	Discovery ES	Endeavour Intermediate	Hedden ES	Capture Rate	Transfer-Out Student Total	Transfer-Out Rate
Discovery ES	571	571	0	0	100.0%	0	0.0%
Endeavour Intermediate	646	2	576	68	89.2%	70	10.8%
Hedden ES	446	0	22	424	95.1%	22	4.9%
K-5 Subtotals	1,663	573	598	492	--	--	--
Out of District	153	50	47	56	--	--	--
K-5 Totals	1,816	623	645	548	--	--	--
Transfer-In Student Total	245	52	69	124	--	--	--
Transfer-In Rate	13.5%	8.3%	10.7%	22.6%	--	--	--



Forecast and Capacity Data

Student Enrollment and Forecasted Enrollment											
Attendance Area Name	Grade Group	Total Capacity	2019 Count	2019 +/-	2019 % Capacity	2024 Forecast Count	2024 +/-	2024 % Capacity	2029 Forecast Count	2029 +/-	2029 % Capacity
Discovery ES (K-1)	ES	409	513	104	125.4%	572	163	139.8%	581	172	142.0%
Endeavour Intermediate (2-5)	ES	520	598	78	115.0%	677	157	130.1%	684	164	131.6%
Hedden ES (2-5)	ES	475	492	17	103.6%	496	21	104.4%	509	34	107.1%
Pre-Kindergarten	PK	--	62	--	--	70	--	--	73	--	--

Residential Development Data



Enrollment Forecast Report

Community Surveys (200 Phone Surveys)

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Proximity

Concerned about proximity to their home/walkability 20.7%
Ranked highest for the boundary review process.

Transportation

Concerned about bussing/transportation 21.7%

Concerned about Change

33.7% of families were concerned about going to the same school as they currently attend.

Charge & Guiding Principles

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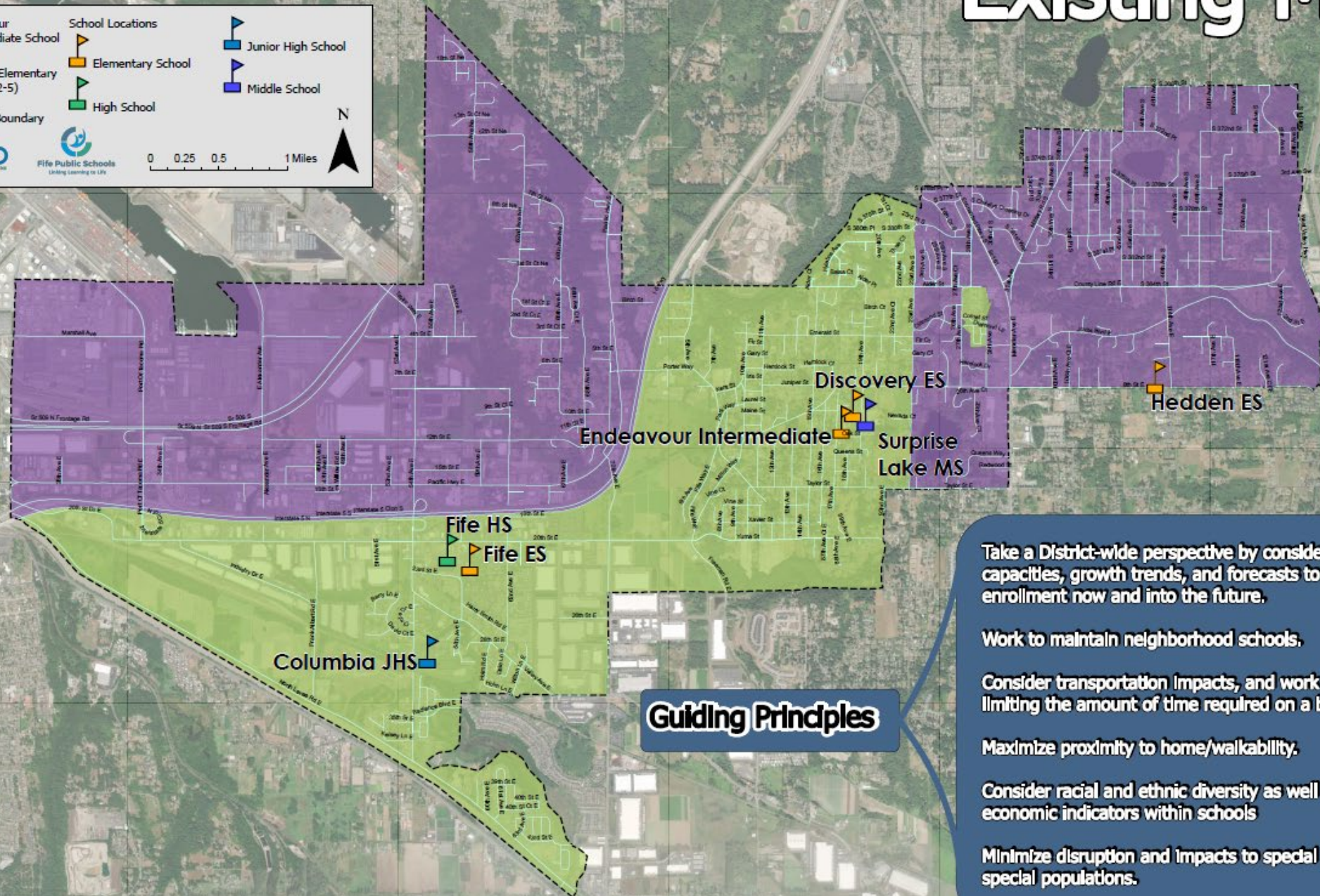
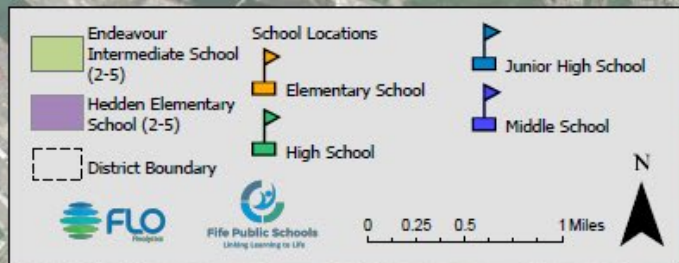
When considering boundary revisions, the committee will consider, to the extent possible, the following **guiding principles**. They are not prioritized.

- Take a **District-wide perspective** by considering school capacities, growth trends, and forecasts to balance enrollment now and into the future.
- Work to maintain **neighborhood schools**.
- Consider **transportation impacts**, and work towards limiting the amount of time required on a bus.
- Maximize **proximity to home**/walkability (e.g., not having to cross busy streets, railroad tracks, and consider natural boundaries).
- Consider **racial and ethnic diversity** as well as socio-economic indicators within schools
- Minimize disruption and impacts to **special programs or special populations** (e.g., free-and-reduced lunch programs, special education).

THE BOUNDARY REVIEW **COMMITTEE IS CHARGED WITH:**

Working to **identify, refine and review proposed updates** to elementary school attendance area boundaries to support **long-term balanced enrollment and facility capacity** for the 2021-2022 school year and beyond. The committee will engage with the public during an open house on November 18th, 2020 to receive feedback on their boundary options. The committee will provide a **recommendation to the Superintendent** during the last committee meeting (**December 2nd, 2020**). The Superintendent will evaluate the Committee's recommendation and bring a **proposal forward to the Fife School District Board of Directors**. Committee members may be asked to participate in the Board Meeting.

Existing Map



Guiding Principles

Take a District-wide perspective by considering school capacities, growth trends, and forecasts to balance enrollment now and into the future.

Work to maintain neighborhood schools.

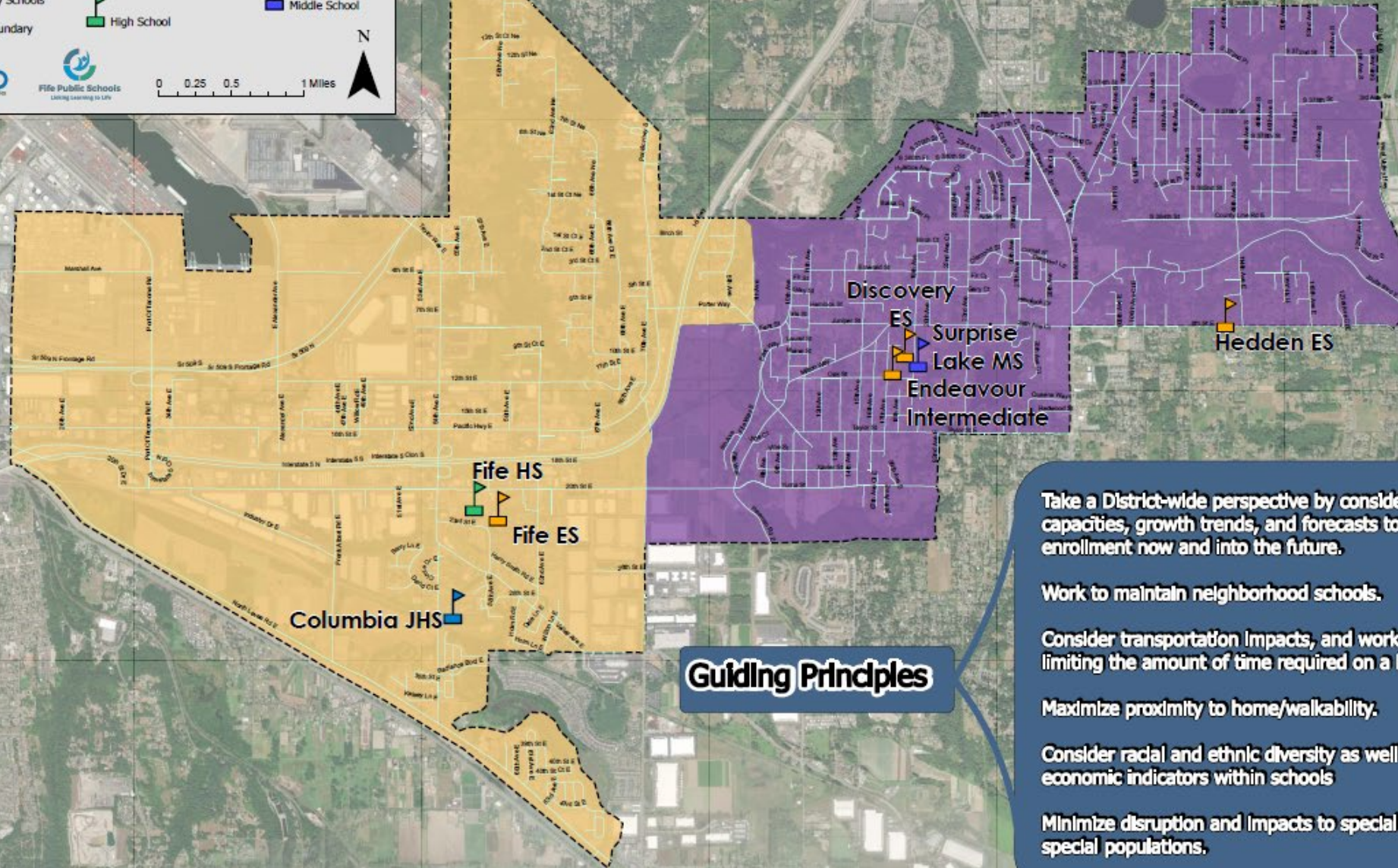
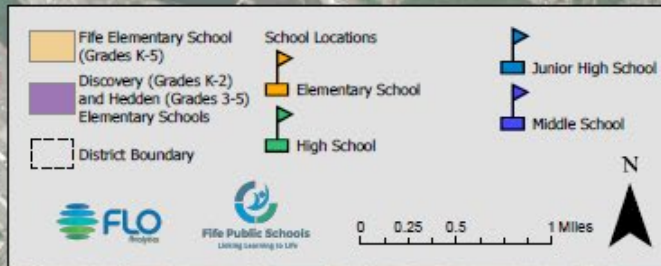
Consider transportation impacts, and work towards limiting the amount of time required on a bus.

Maximize proximity to home/walkability.

Consider racial and ethnic diversity as well as socio-economic indicators within schools

Minimize disruption and impacts to special programs or special populations.

Springboard Map



Guiding Principles

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Minimize disruption and impacts to special programs or special populations.

Resources Available

Boundary Review Landing page:

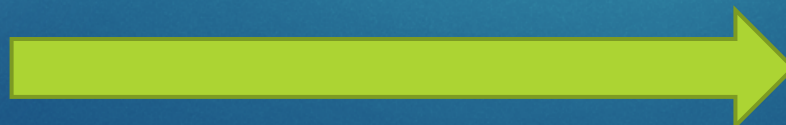
- ▶ Background information
- ▶ Meeting information
- ▶ Interactive web-map

Landing Page



https://www.fifeschools.com/district/district_information/elementary_boundary_review

Open House
Feedback Survey



<https://docs.google.com/forms/d/e/1FAIpQLSdcXdghOtTY1zqk0HnNlnnrCOyQvU4NRKfRctAAcotFI91KbA/viewform>



Committee Iterations and Scenarios

Scenario = An exploratory boundary modification

Iteration = Committee consensus on a scenario



00_Springboard_Overview_small.jpg



01_MiltonWay_15th.jpg



02_Yuma_I5.jpg



03_Yuma_7th.jpg



04_20th_Railway.jpg



05_Yuma_PacHwy.jpg



06_Yuma_FifeWay.jpg



07_Taylor_PacHwy.jpg



08_Committee Iteration 1.jpg



09_Taylor_15_Yuma.jpg

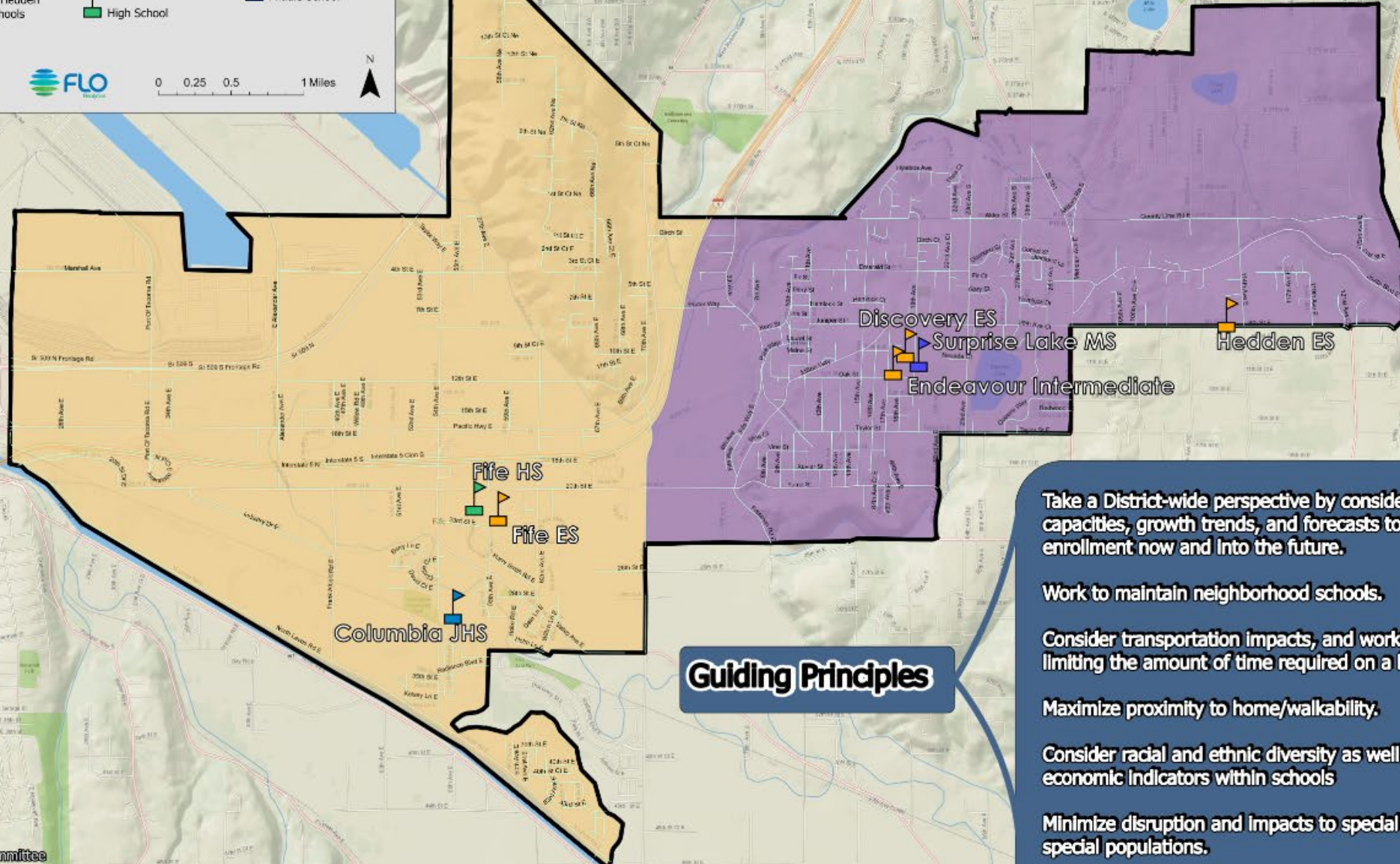
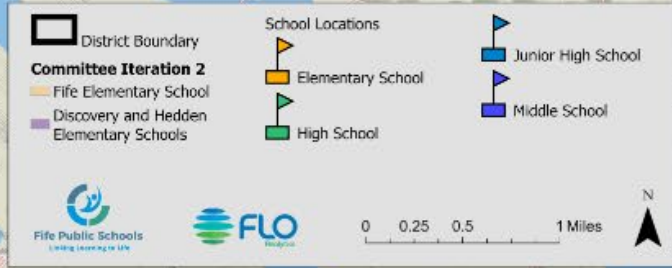


10_Xavier.jpg



11_Committee Iteration 2.jpg

Committee Iteration 2



Guiding Principles

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Committee Iteration 2

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Attendance Area

Committee Iteration 2

Attendance Area Name	Total Capacity	2019 Count	2019 + / -	2019 % Capacity	2024 Forecast	2024 + / -	2024 % Capacity	2029 Forecast	2029 + / -	2029 % Capacity
Discovery ES (K-2)	409	401	-8	98%	470	61	115%	468	59	114%
Hedden ES (3-5)	475	441	-34	93%	455	-20	96%	490	15	103%
Fife ES (K-5)	825	761	-64	92%	820	-5	99%	816	-9	99%

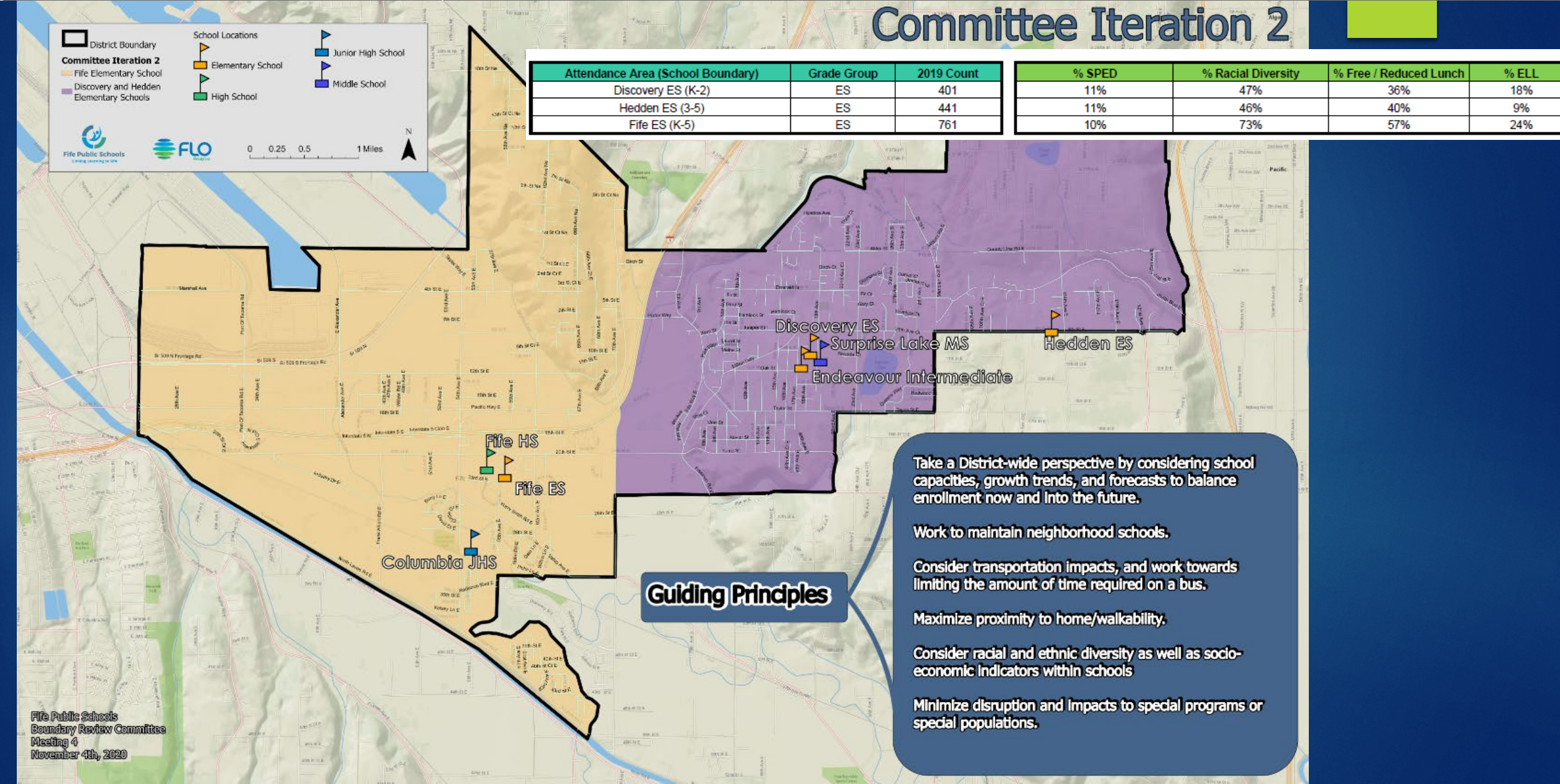
SES

Committee Iteration 2

Attendance Area (School Boundary)	Grade Group	2019 Count	% SPED	% Racial Diversity	% Free / Reduced Lunch	% ELL
Discovery ES (K-2)	ES	401	11%	47%	36%	18%
Hedden ES (3-5)	ES	441	11%	46%	40%	9%
Fife ES (K-5)	ES	761	10%	73%	57%	24%

Forecast based on Student Information System (SIS) from 10/01/2019 and the 2019-20 to 2029-30 Enrollment Forecasts Report. School capacities exclude portables and are calculated based on ideal class size. Residence-based counts omit out-of-district students. Socioeconomic status indicators (SES) include % Special Education (SPED) based on the "sped" attribute in the SIS, % Racial Diversity (calculated as the percent of non-white or Hispanic students) based on the "race" attribute in the SIS, % Free/Reduced Lunch based on the "free_reduced" attribute in the SIS, and % English Language Learners (ELL) based on the "ell" attribute in the SIS. SPED students assumed to be served in their home school.

Attendance Area Name	Total Capacity	2019 Count	2019 + / -	2019 % Capacity	2024 Forecast	2024 + / -	2024 % Capacity	2029 Forecast	2029 + / -	2029 % Capacity
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What do you like about the progress on the boundary adjustments so far?

What comments or concerns do you have about the proposed boundaries?

Do you have any questions about the boundary review process in general or your child's school in particular?



Thank you for your time - your feedback is essential!!!
Please take the survey here (Open until Sun. Nov 22nd):

<https://docs.google.com/forms/d/e/1FAIpQLSdcXdghOtTY1zqk0HnNIInnrCOyQvU4NRKfRctAAcotFI91KbA/viewform>

