



Mountain View
Whisman
School District

Boundary Adjustment for 2019-20



Charge of the SAATF, based on the Criteria

The charge of the task force was to create boundary scenarios and review and narrow the options to two, based on the district's criteria:

- Keep military families together
- Reduce the number of crossings of major thoroughfares
- Reach the ideal student number for each school (450 at most schools)
- Include re-opening of Slater Elementary
- Avoid non-contiguous boundary areas
- Give priority to neighborhood schools

Timeline

Committee Work

Develops 5 boundary proposals

Dec. District holds 7 community meetings at each elementary site

SAATF works with Demographer

5 proposals move to 8 to include 3 from DecisionInsite

Apr. 5th Board of Trustees update and guidance sought

June Board of Trustees Review, discussion and possible vote

Phase 1
Aug – Nov

Dec
2016

Phase 2
Feb - Mar

April

Phase 3
May - June

Nov. 17th
BOT
presentation

Dec.
SAATF
reviews
feedback
from
Community

Feb. - Mar.
SAATF reviews
data and uses
rubric to
evaluate 8
scenarios and
selects 4 to work
from.

Apr. 29th
SAATF
creates 2
proposals

May - June
Community
feedback



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Context

- Several schools are under / over enrolled
- Boundaries have not been adjusted since 2006 (closure of Slater)
- 2nd task force to solve this issue



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Things to consider

- Boundary process impacts all communities
- Not all schools have the same drawing power
 - ✓ History
 - ✓ Reputation
 - ✓ Perception and Performance
- New objectives that differ from charge
- Site utilization
- Expense, time and ability to attract more volunteers



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School District

Community Feedback

Overview - Participation Numbers



708

PEOPLE
PARTICIPATED



1,421

THOUGHTS
CONTRIBUTED



34,799

STARS
ASSIGNED

Community Feedback

What each group starred as important

	Involvement		
	Parent/Guardian	Staff Member	Community Member
Safe routes for walking/transportation	17.7%	15.7%	16.3%
Planning and decision-making	7.0%	6.7%	14.9%
Grandfathering	13.4%	8.5%	5.1%
Unifies neighborhood and communities	7.7%	10.8%	7.0%
Attending neighbourhood school	7.6%	6.9%	10.9%
Impact on students	8.5%	8.6%	3.6%
Northern neighborhood	3.0%	2.3%	14.2%
Diversity and equity	6.6%	4.2%	7.2%
Even enrollment numbers across schools	7.1%	5.9%	2.2%
Population growth and enrollment	3.7%	5.8%	4.4%
Impact on other schools	3.5%	6.2%	3.7%
Option B divides neighborhood	2.7%	2.8%	5.5%
Enrollment at TH and ML	3.2%	6.5%	0.7%
Provide quality education	3.8%	5.2%	0.1%
Enrollment at Middle School	0.6%	0.8%	1.5%
Prefer option A	0.8%	0.0%	1.8%
Less change	0.7%	1.4%	0.5%
Community involvement	0.9%	0.7%	0.4%
Class size	1.3%	0.1%	0.0%
General feedback	0.1%	0.7%	0.0%
Prefer option B	0.2%	0.3%	0.1%

Community feedback

Top thoughts that were starred

	Question				
	Q1 Concerns for A	Q2 Appreciation for A	Q3 Concerns for B	Q4 Appreciation for B	Q5 Other questions
Safe routes for walking/transportation	563	1423	1255	424	148
Grandfathering	1094		579		1071
Impact on students	597	110	413		683
Unifies neighborhood and communities		1245		406	70
Attending neighbourhood school	366	472	331	182	316
Planning and decision-making	175	490	239	164	526
Even enrollment numbers across schools	478	93	139	722	48
Diversity and equity	453		421		534
Population growth and enrollment	476			122	247
Provide quality education	394		146	160	110
Impact on other schools		310	204	186	103
Northern neighborhood	227	190	336		
Enrollment at TH and ML	694			41	
Option B divides neighborhood		85	528		
Class size	70				177
Community involvement					194
Prefer option A	69				103
Less change				166	
Enrollment at Middle School	51	36	56		
Prefer option B				37	
General feedback	29				

Feedback from Community

Heat Map top topics

	Process											
	Ben	Edi	Fra	Gab	Mar	Mon	Ste	The	Cri	Gra	Mou	Mou
Safe routes for walking/transportation	7.3%	18.7%	21.6%	33.4%	30.0%	7.8%	13.0%	20.9%	32.6%	26.0%	15.7%	4.5%
Attending neighbourhood school		17.5%	9.6%	6.1%	19.3%	2.6%	10.1%	8.7%	7.7%	4.3%	15.5%	12.6%
Planning and decision-making	6.6%	4.2%	6.1%	8.4%	8.1%	4.2%	9.1%	8.0%	11.4%	5.2%	16.5%	8.8%
Unifies neighborhood and communities	12.3%	3.9%	2.6%	9.2%		11.8%	4.9%	2.4%	2.2%	9.1%	8.9%	18.7%
Even enrollment numbers across schools	4.3%	16.9%	7.7%	3.0%	16.4%	7.9%	11.6%	3.6%	4.0%	5.7%	0.9%	1.5%
Grandfathering	42.5%	2.1%	21.2%			2.4%			1.3%	7.6%		
Diversity and equity	6.9%	12.8%	5.4%	10.8%	8.1%	1.4%	12.1%		2.7%	3.9%	5.2%	4.8%
Impact on students	16.5%	13.8%	12.0%		3.1%	13.8%	2.5%	1.8%				6.4%
Impact on other schools		2.9%		6.4%		1.5%	5.2%	20.6%	2.2%	12.3%	4.8%	4.7%
Northern neighborhood			1.7%	4.7%		1.6%	1.9%	1.5%	15.1%		19.8%	8.4%
Population growth and enrollment	2.0%	1.9%	4.6%	1.6%	1.2%	2.9%	9.8%	6.0%	5.0%	5.3%	4.8%	4.8%
Enrollment at TH and ML						14.7%	8.5%	14.3%	3.1%	7.2%		1.1%
Provide quality education			3.3%	4.3%	10.3%	26.5%				2.1%		
Option B divides neighborhood	1.5%		1.9%			1.0%	5.4%		8.1%		4.5%	17.0%
Class size				8.8%			1.1%			4.4%		
Prefer option A		2.1%					3.0%	3.4%			3.4%	1.5%
Less change		1.2%		0.6%	2.7%		1.8%	3.2%	0.3%	2.9%		0.3%
Community involvement		1.9%		1.2%				1.1%	3.9%	2.0%		2.3%
Enrollment at Middle School			1.8%	1.2%						1.9%		2.5%
General feedback					0.8%			3.5%				
Prefer option B			0.6%	0.4%				1.0%	0.5%			

Feedback from Community

- Landels – routes and traffic
- Castro - attending neighborhood schools
- Huff and Bubb – grandfathering
- Monta Loma - impact of lower enrollment
- Community members – having a school in North Whisman

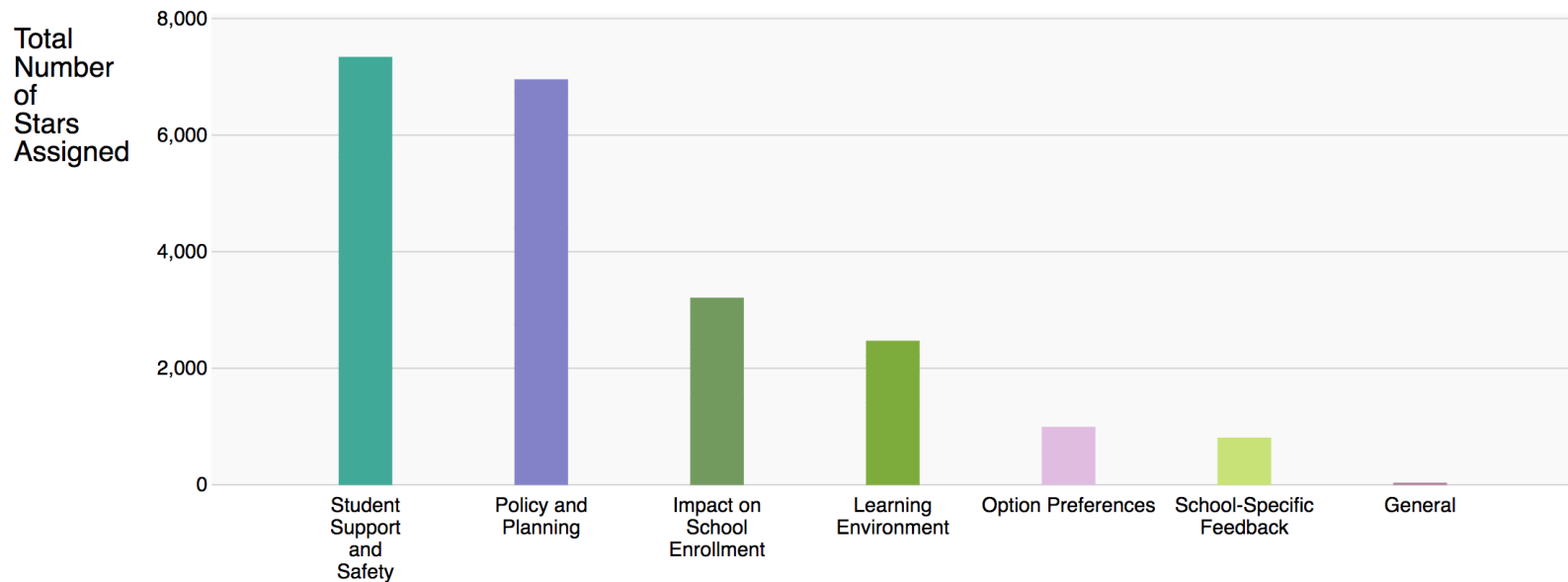
Feedback from Community



All ▾

All Questions

Summary Themes



POWERED BY  thoughtexchange

Community Feedback

Student Support and Safety

[Back to Summary Themes](#)

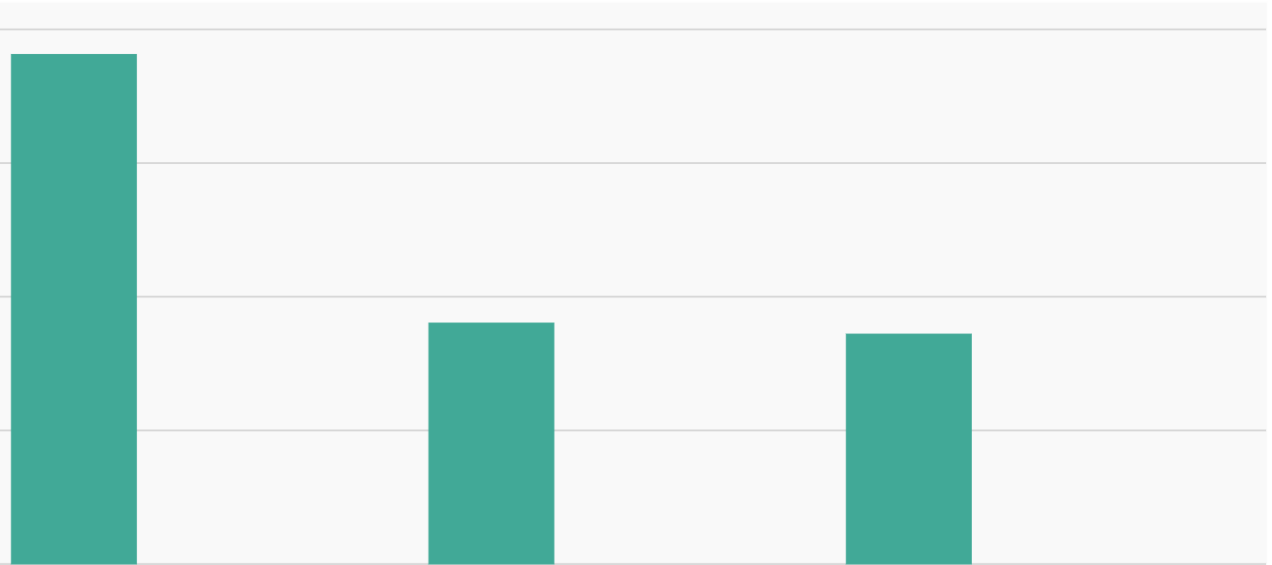
Total Number of Stars Assigned

4,000
3,000
2,000
1,000
0

Safe routes for walking/transportation

Impact on students

Unifies neighborhood and communities

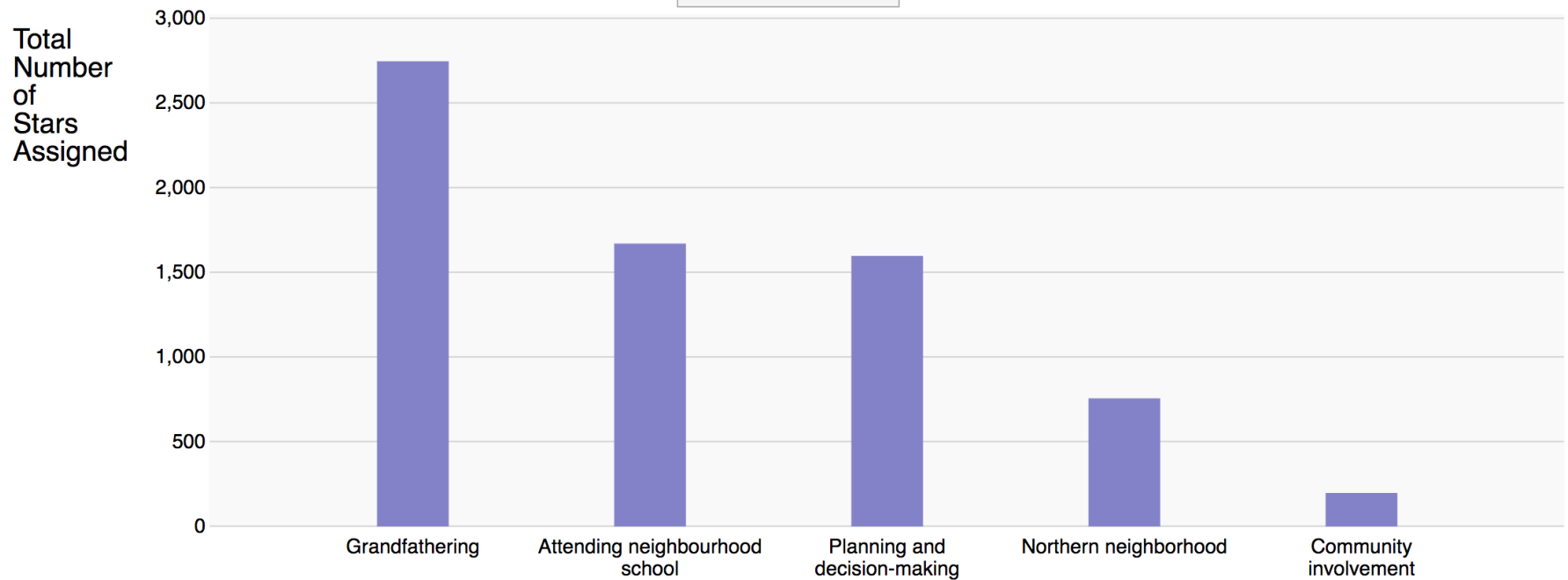


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Community Feedback

Policy and Planning

[Back to Summary Themes](#)



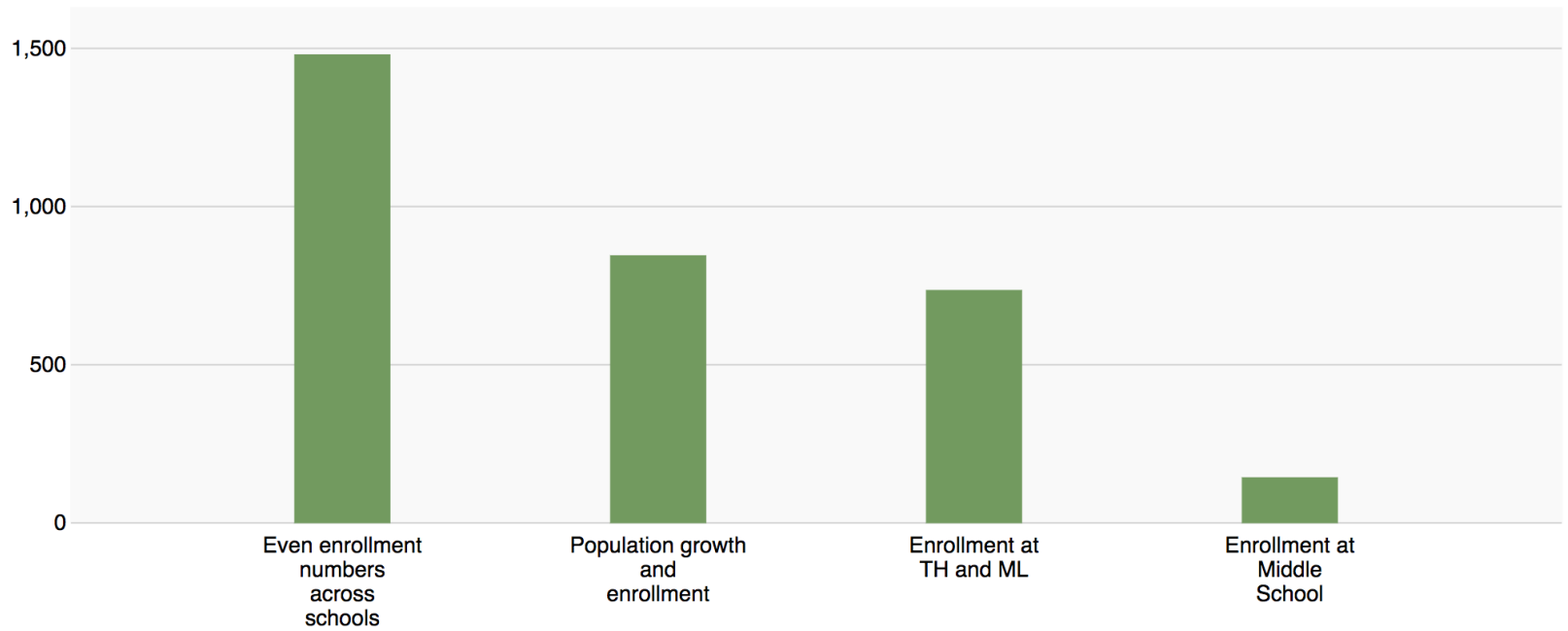
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Community Feedback

Impact on School Enrollment

[Back to Summary Themes](#)

Total Number of Stars Assigned



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Community Feedback



Q2 Appreciation for A ▾

Q4 Appreciation for B ▾

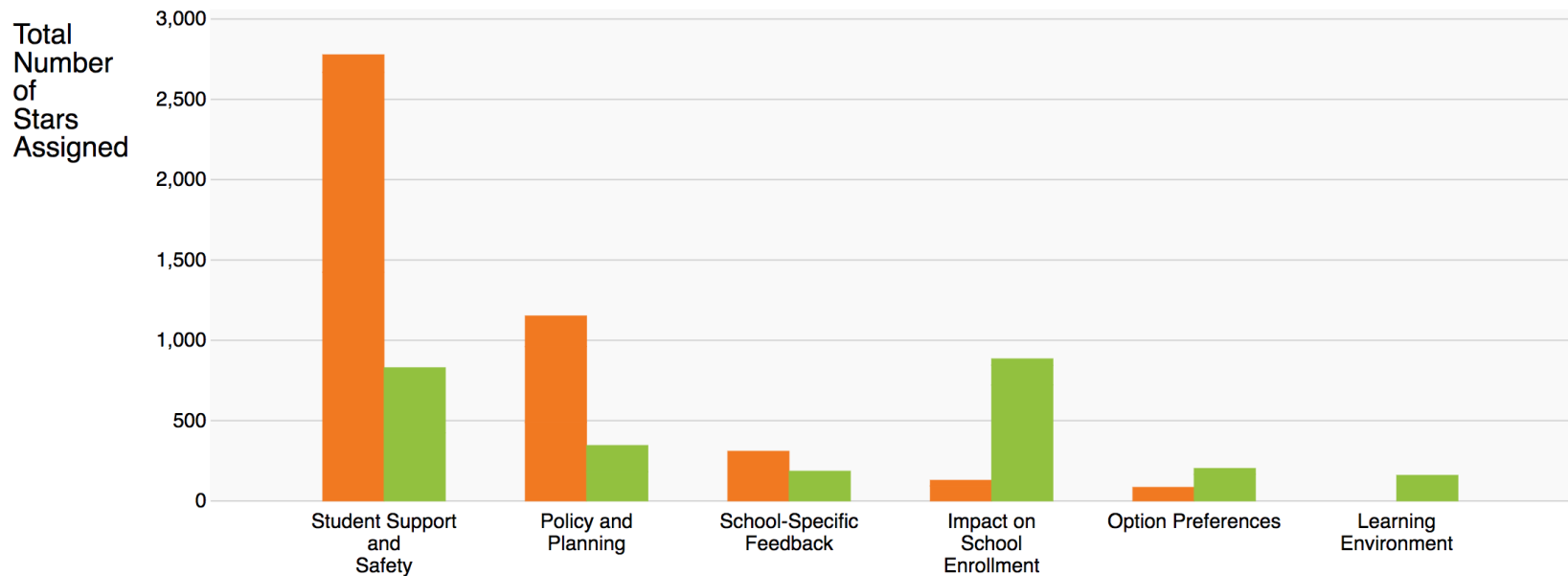


Q2: What do you appreciate about Option A?



Q4: What do you appreciate about Option B?

Summary Themes



POWERED BY  thoughtexchange

SAATF Feedback

Map A

Pros

- Meets Board recommendation to honor neighborhood schools with natural geographic areas
- Meets all criteria from the last Board Study Session feedback
- Best fit within the constraints from Superintendent and feedback of Board
- Does good job relieving overcrowding Bubb and Huff
- Keeps Shoreline West and Slater neighborhoods together

Cons

- Size of Slater Opening enrollment
- Combo classes
- Monta Loma and Theuerkauf small size with ML getting future growth
- Residents of Slater will opt in with higher enrollment instead of attending Mistral & Stevenson
- Walking proximity for some students
- Castro may be negatively impacted due to increasing poverty level with boundary change being the most impoverished school

SAATF feedback

Map B

Pros

- Considers and anticipates overcrowding at Slater
- Minimizes shrinking at Monta Loma
- Grows Theuerkauf
- Better balances the Whisman – schools north of Central
- Leaves Slater for future growth
- Tightens range of school enrollment 366 to 472, as opposed 329 – 472

• Cons

- Shrinks school enrollment at Monta Loma
- Divides Slater neighborhood
- Castro may be negatively impacted due to increasing poverty level with boundary change being the most impoverished school
- Does not honor Board's feedback
- Combo classes and school size

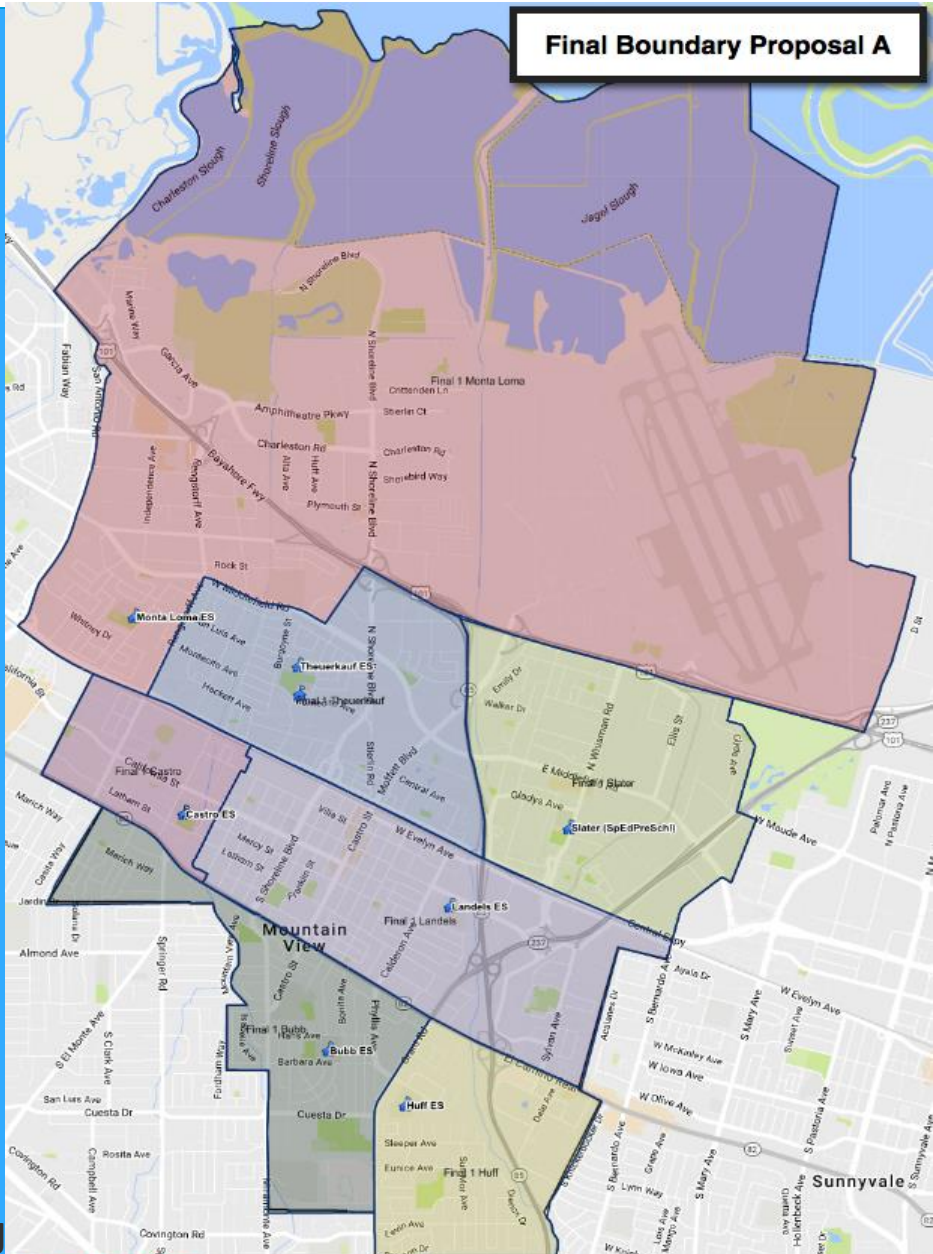
Recommendation

- ThoughtExchange – Map A
- District Advisory Committee – Map A
- SAATF – Map A (7-6)*
- Senior Leadership Team – Map A

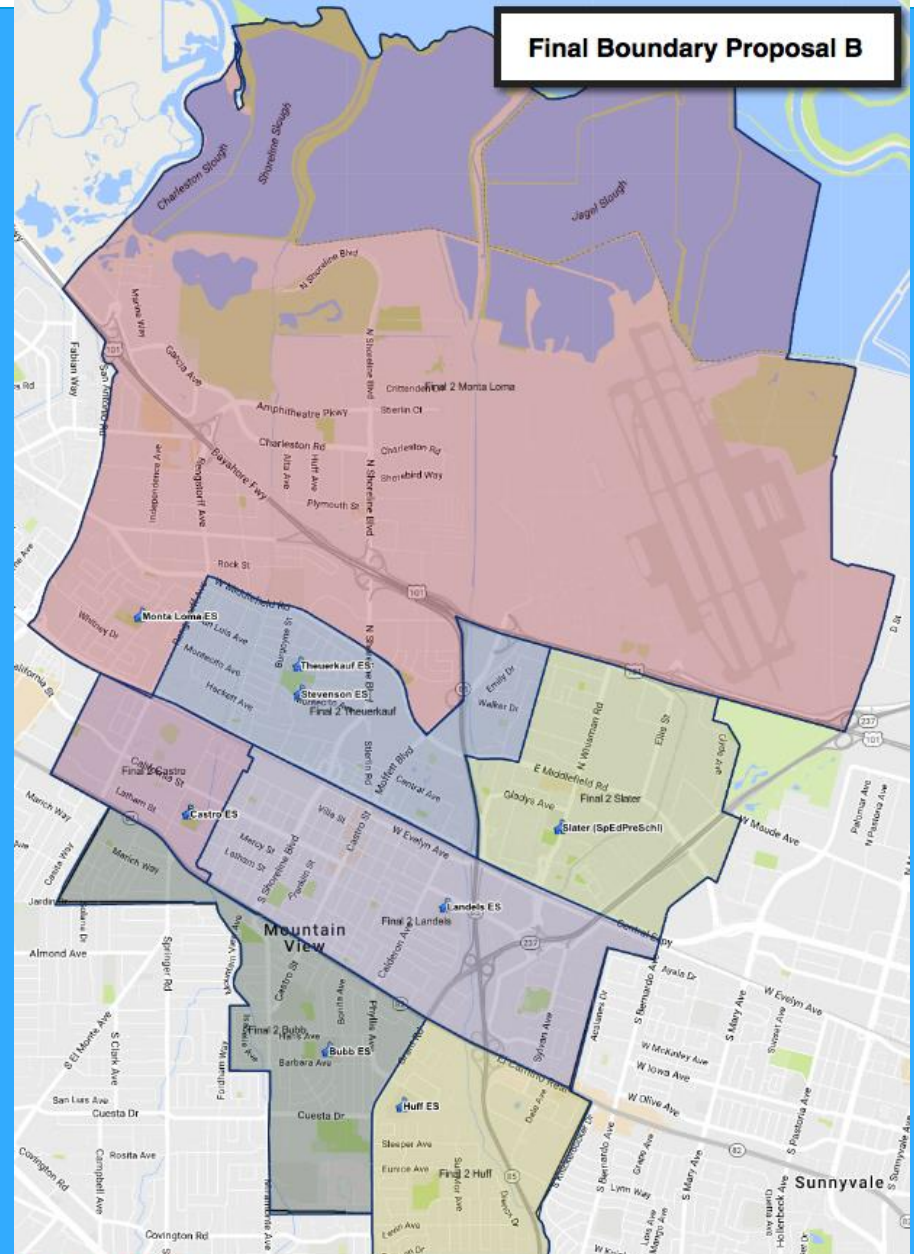
Recommendation – Map A

Mountain View Whisman School District Proposals

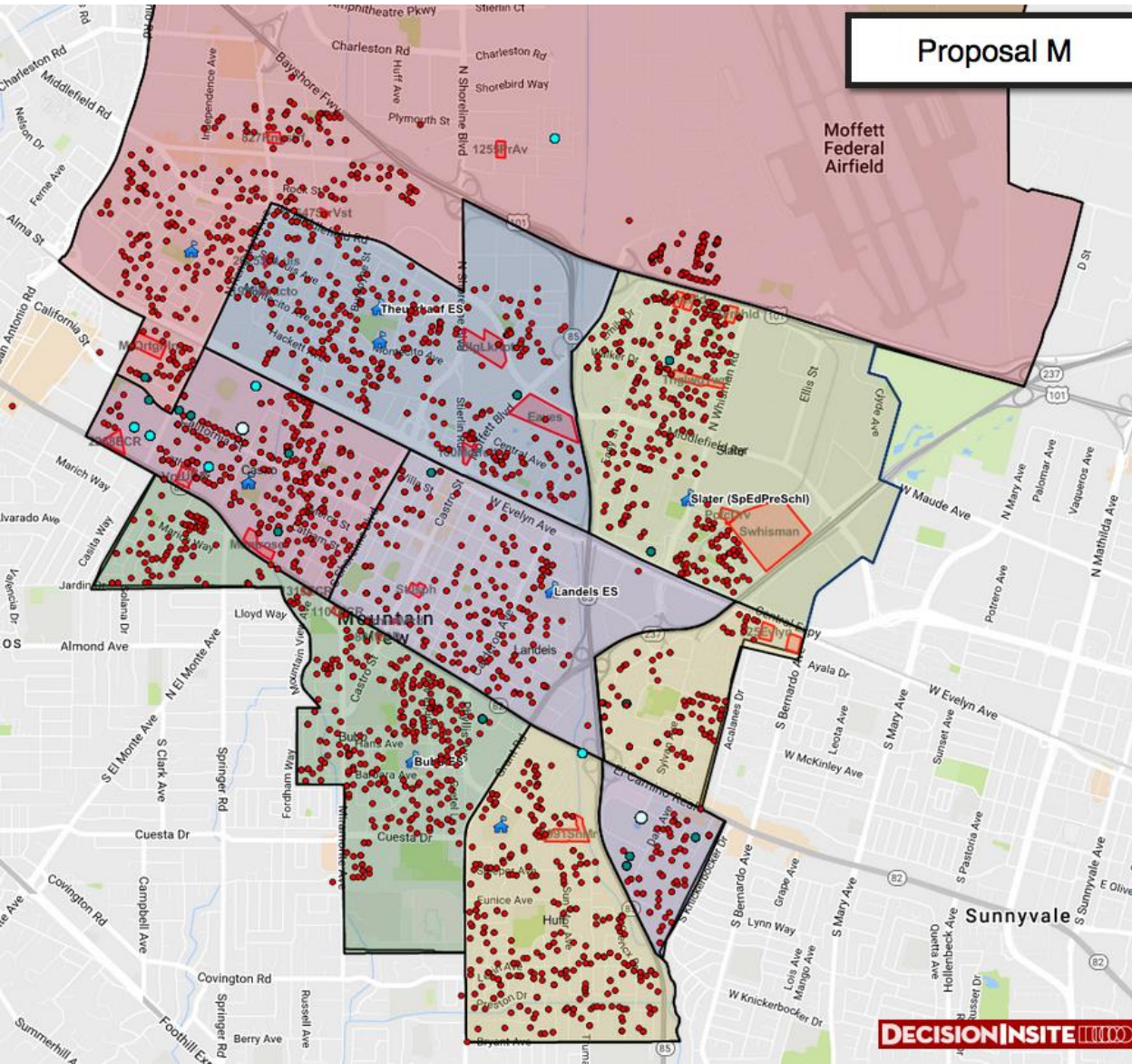
Final Boundary Proposal A



Final Boundary Proposal B



Proposal M



Proposal M

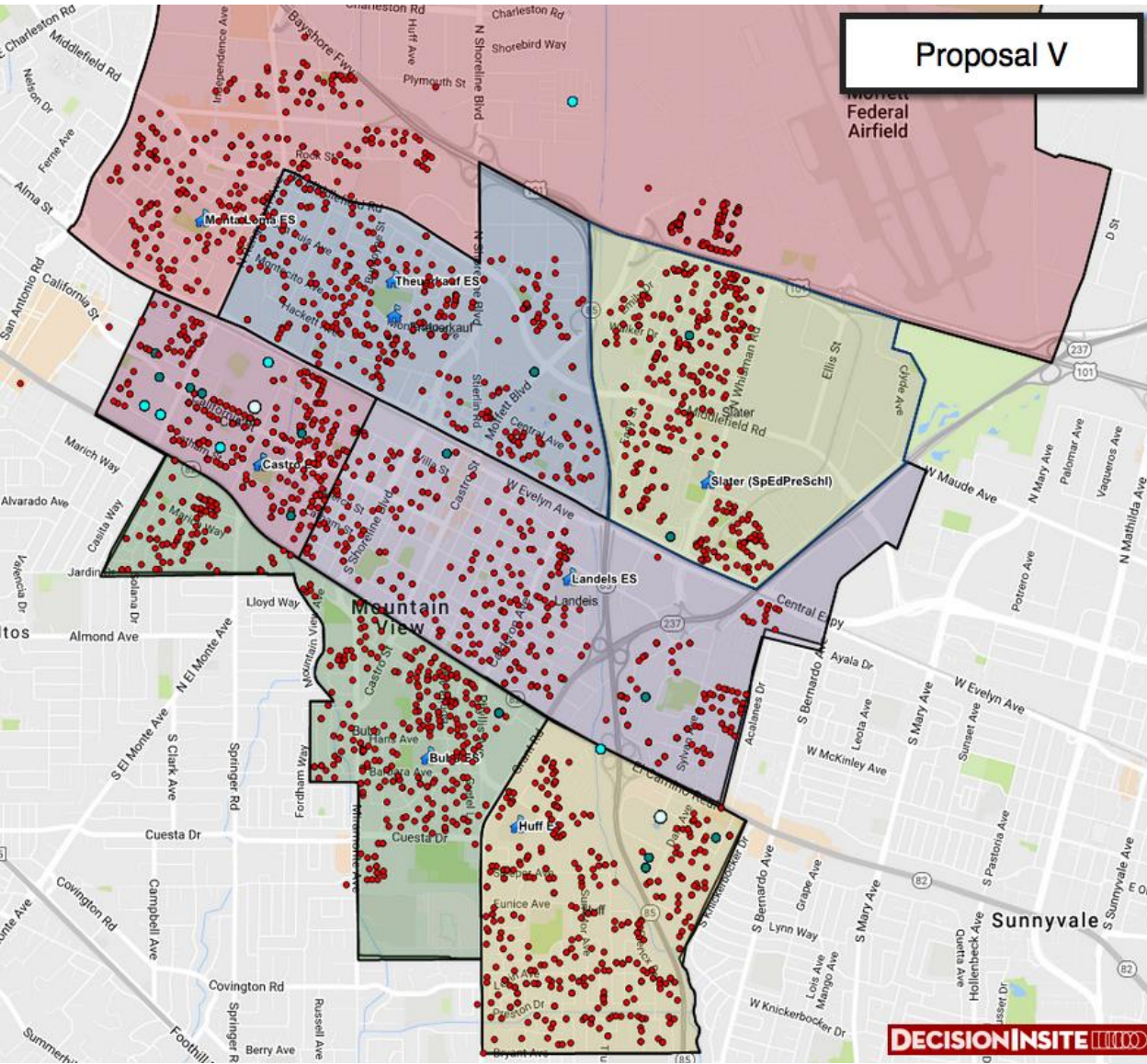
Schools	M	M
Bubb	425	471
Castro	481	691
Huff	437	474
Landels	316	454
Monta Loma	415	542
Slater	459	570
Theuerkauf	295	490
Mistral/Steve nson	865	w/o
Totals:	3692	3692



Mountain View Whisman School District

DECISIONINSITE

Proposal V

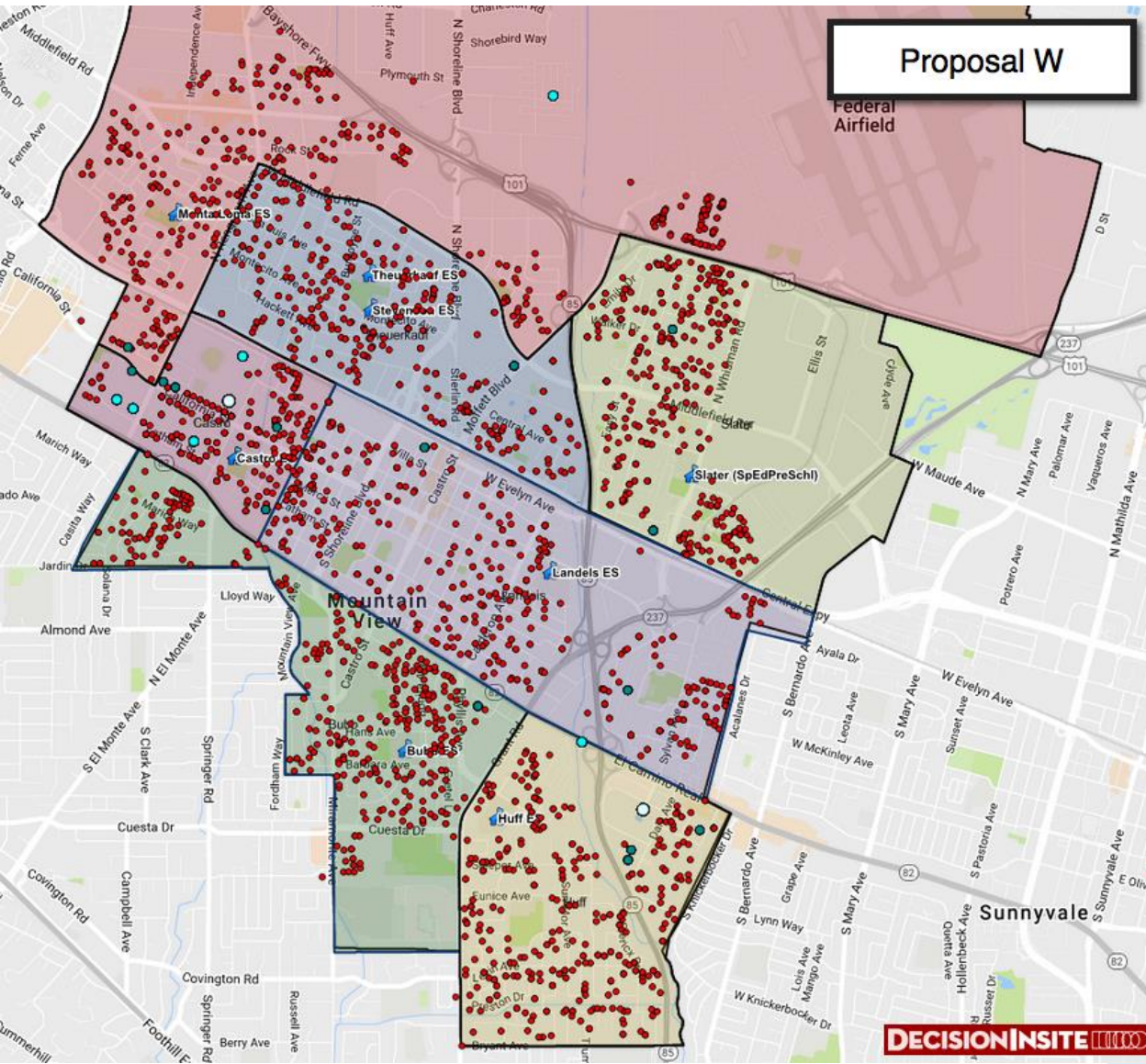


Schools	V	V
Bubb	425	471
Castro	498	708
Huff	465	502
Landels	348	486
Monta Loma	340	467
Slater	459	570
Theuerkauf	295	490
Mistral/Steve nson	865	w/o
Totals:	3694	3694



Mountain View Whisman School District

Proposal W

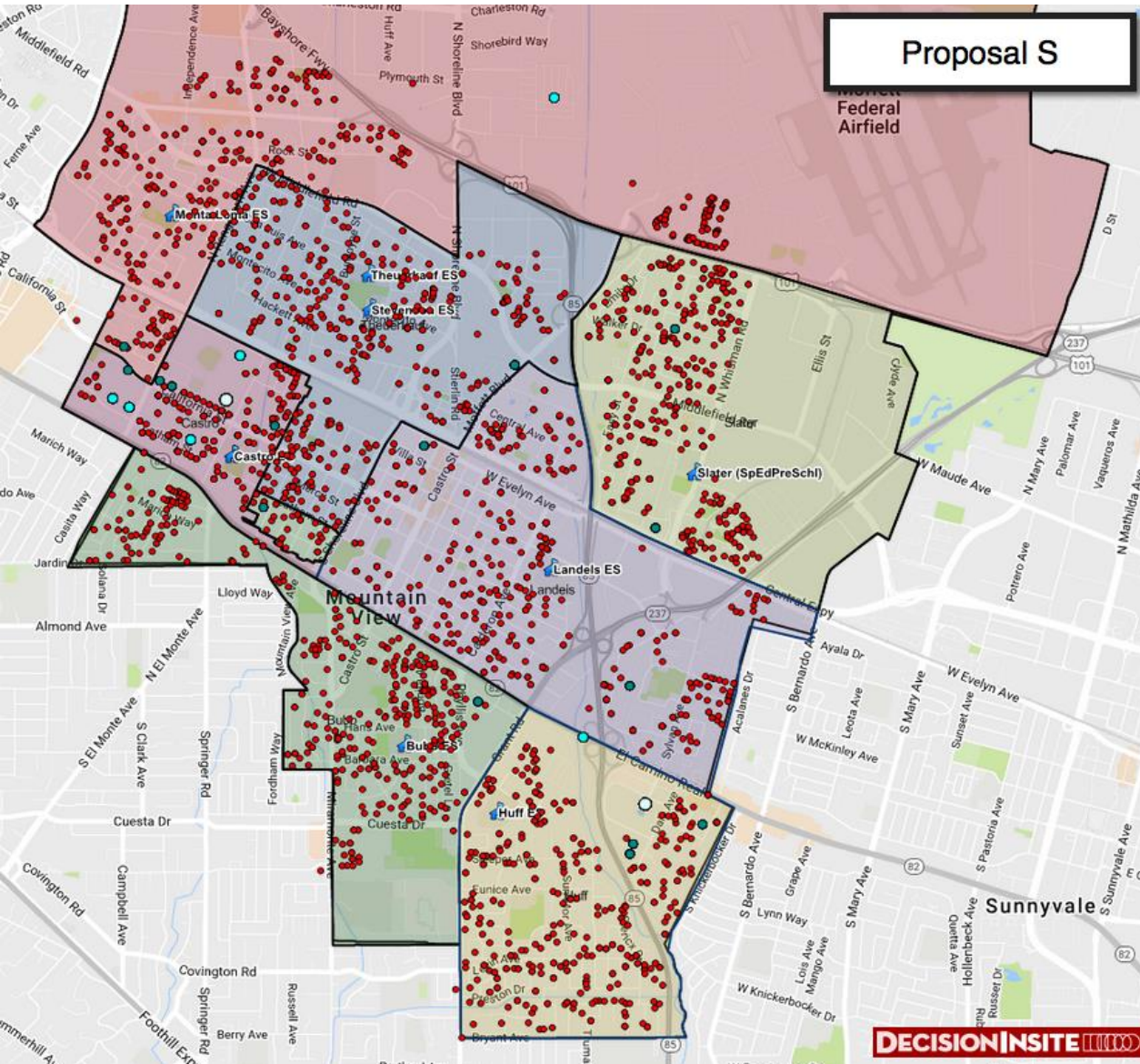


Schools	W	W
Bubb	425	471
Castro	367	577
Huff	465	502
Landels	401	539
Monta Loma	467	594
Slater	459	570
Theuerkauf	242	437
Mistral/Steve nson	865	w/o
Totals:	3690	3690

High
 Low



Proposal S



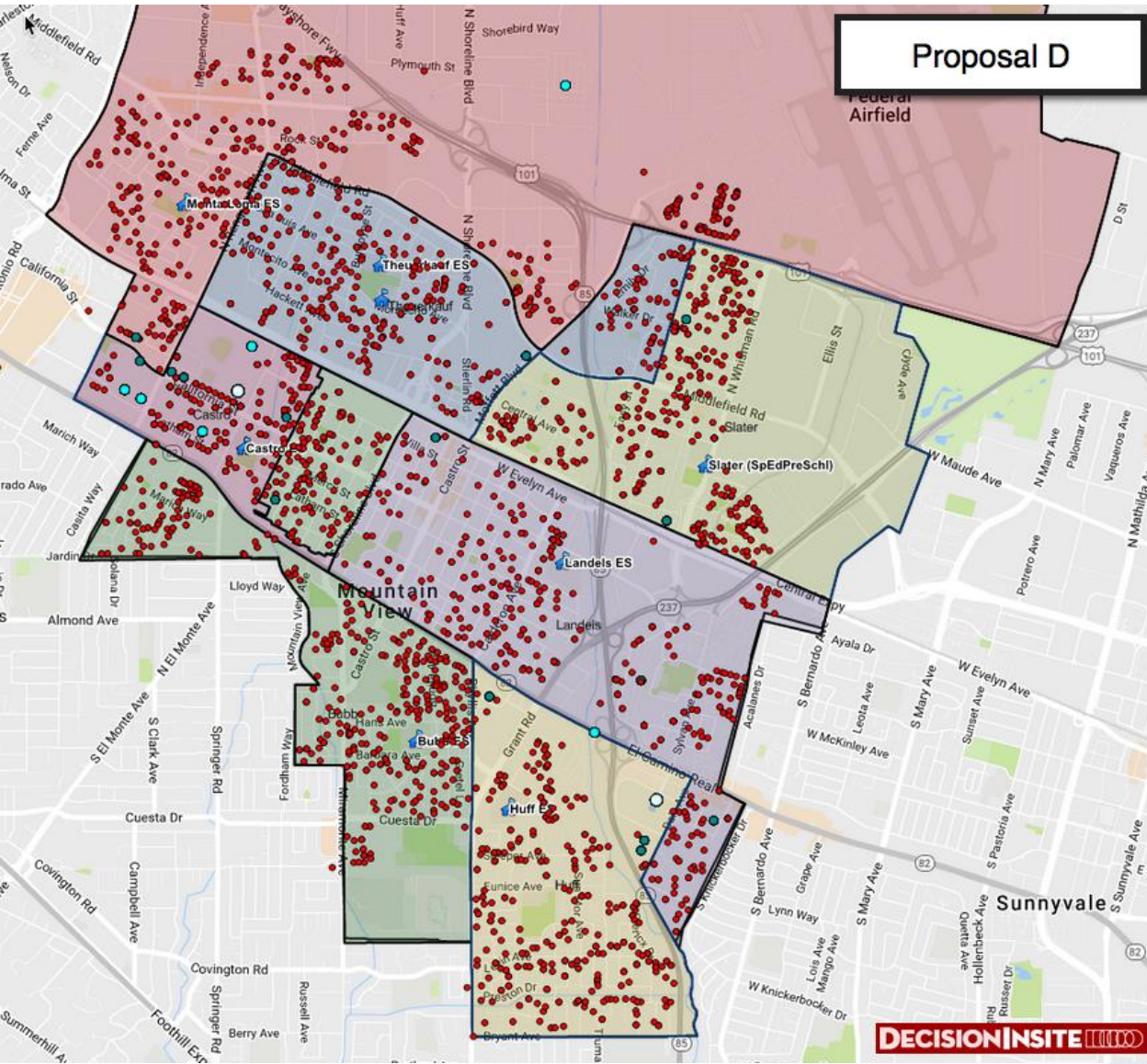
Proposal S

Schools	S	S
Bubb	484	530
Castro	289	499
Huff	465	502
Landels	352	490
Monta Loma	415	542
Slater	459	570
Theuerkauf	362	557
Mistral/Steve nson	865	w/o
Totals:	3690	3690

High
Low

Mountain View Whisman School District

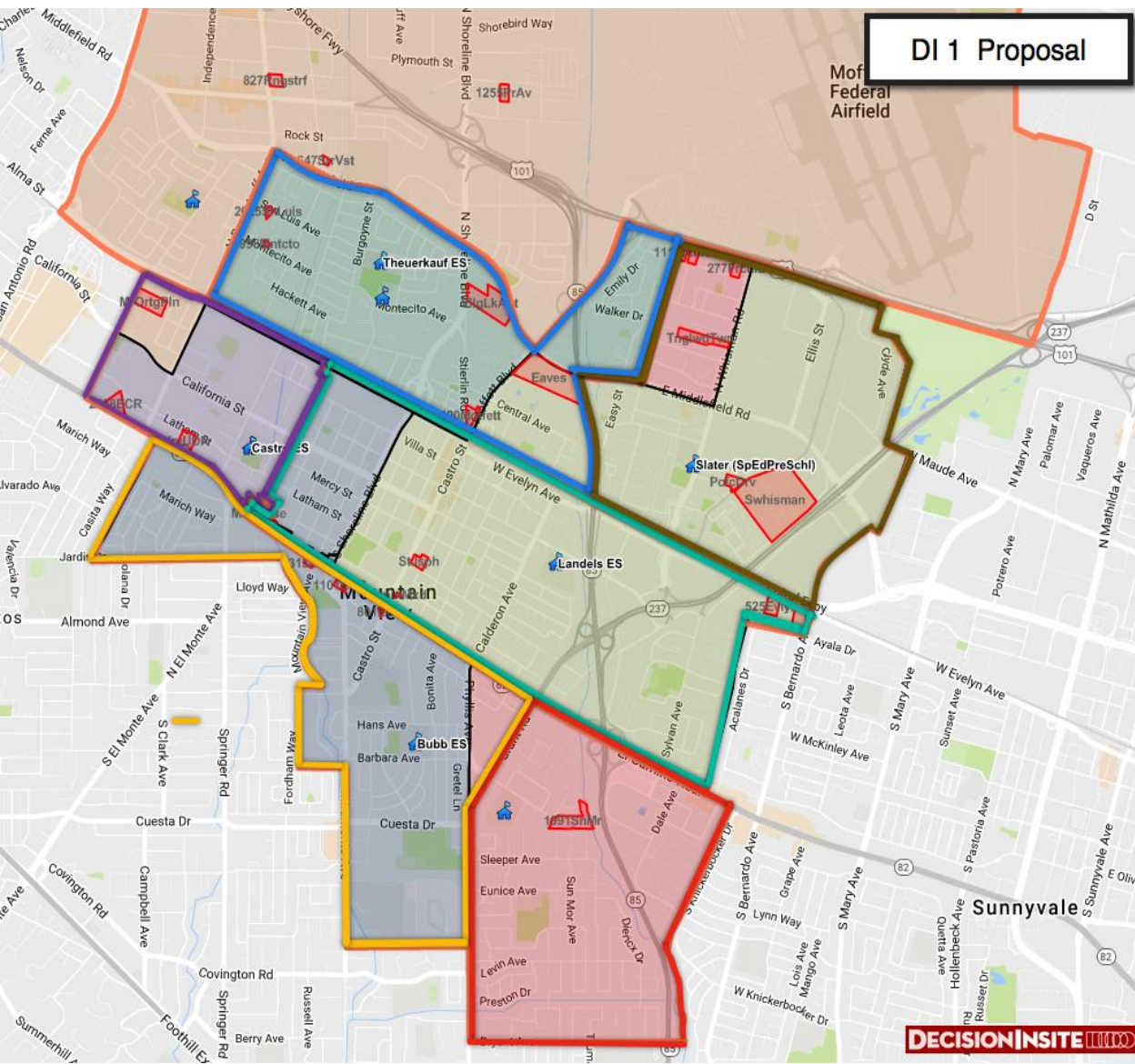
Proposal D



Schools	D	D
Bubb	599	645
Castro	289	499
Huff	411	448
Landels	364	502
Monta Loma	467	594
Slater	424	535
Theuerkauf	274	469
Mistral/Steve nson	865	w/o
Totals:	3692	3692



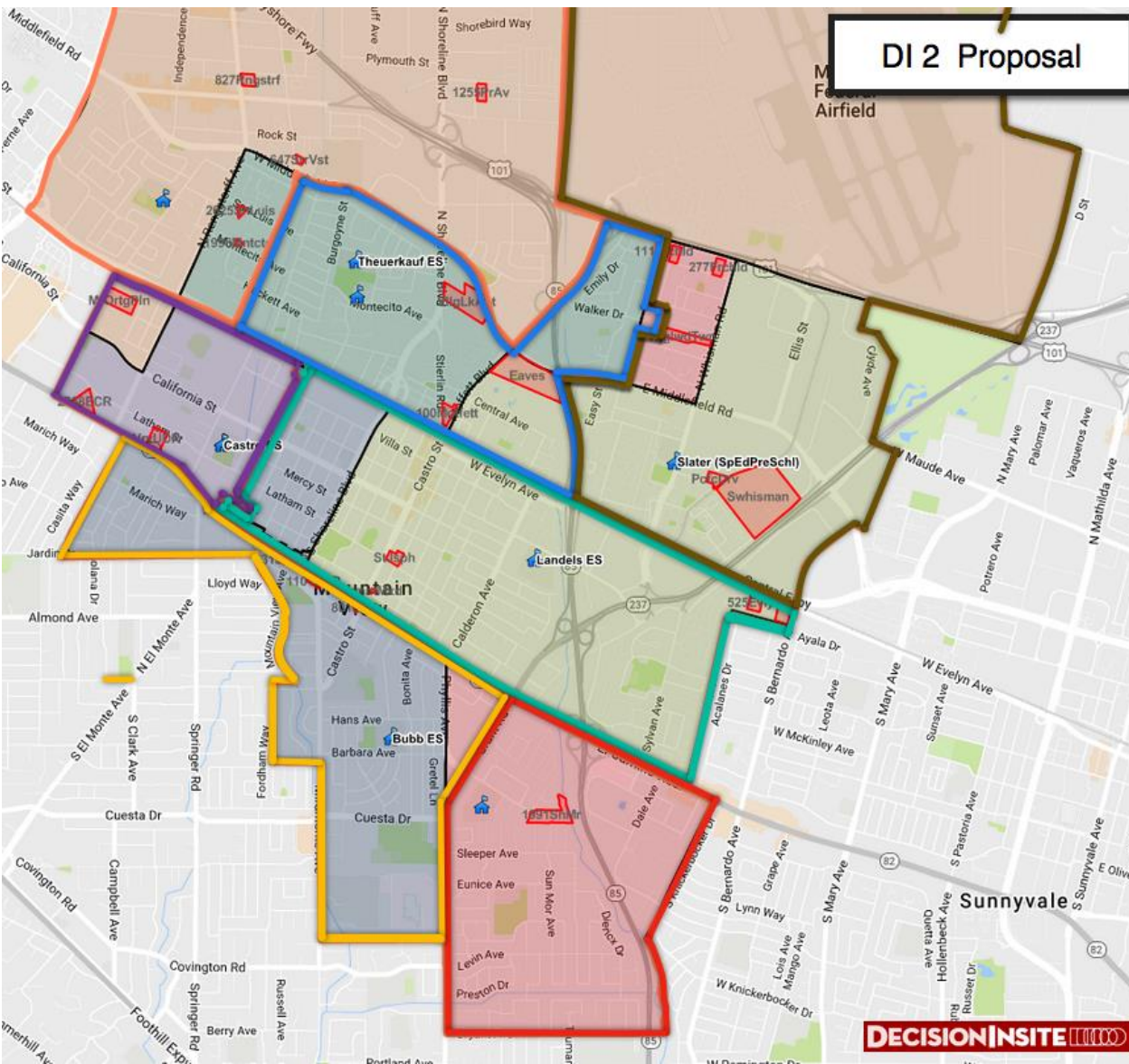
DI 1 Proposal over current boundaries



Schools	DI 1	DI 1
Bubb	471	425
Castro	557	347
Huff	502	465
Landels	636	498
Monta Loma	518	391
Slater	475	364
Theuerkauf	533	338
Mistral/Steve nson	w/o	865
Totals:	3692	3692



DI 2 Proposal over current boundaries

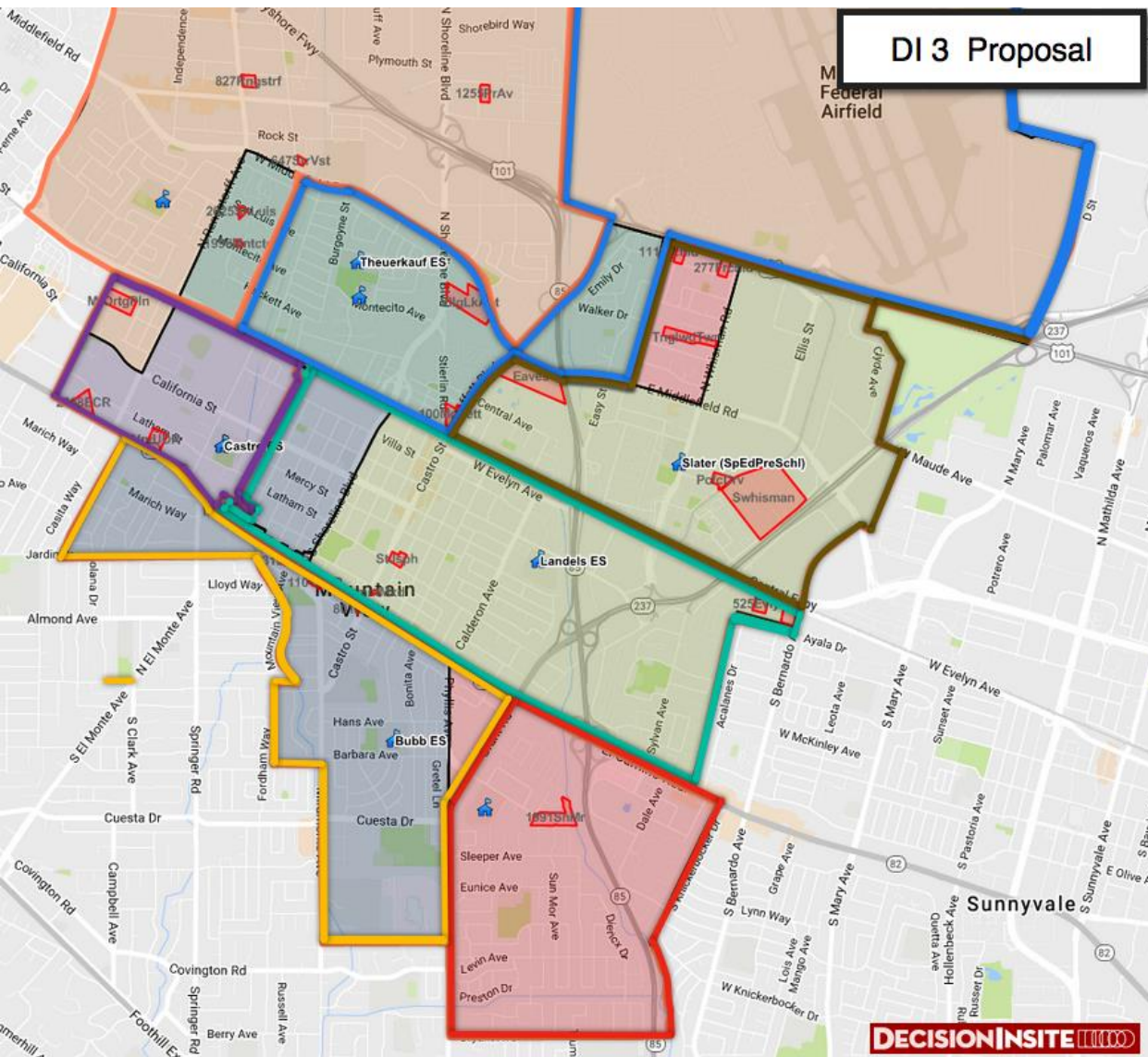


Schools	DI 2	DI 2
Bubb	471	425
Castro	557	347
Huff	502	465
Landels	636	498
Monta Loma	493	366
Slater	551	440
Theuerkauf	482	287
Mistral/Steve nson	w/o	865
Totals:	3692	3692



Mountain View Whisman School District

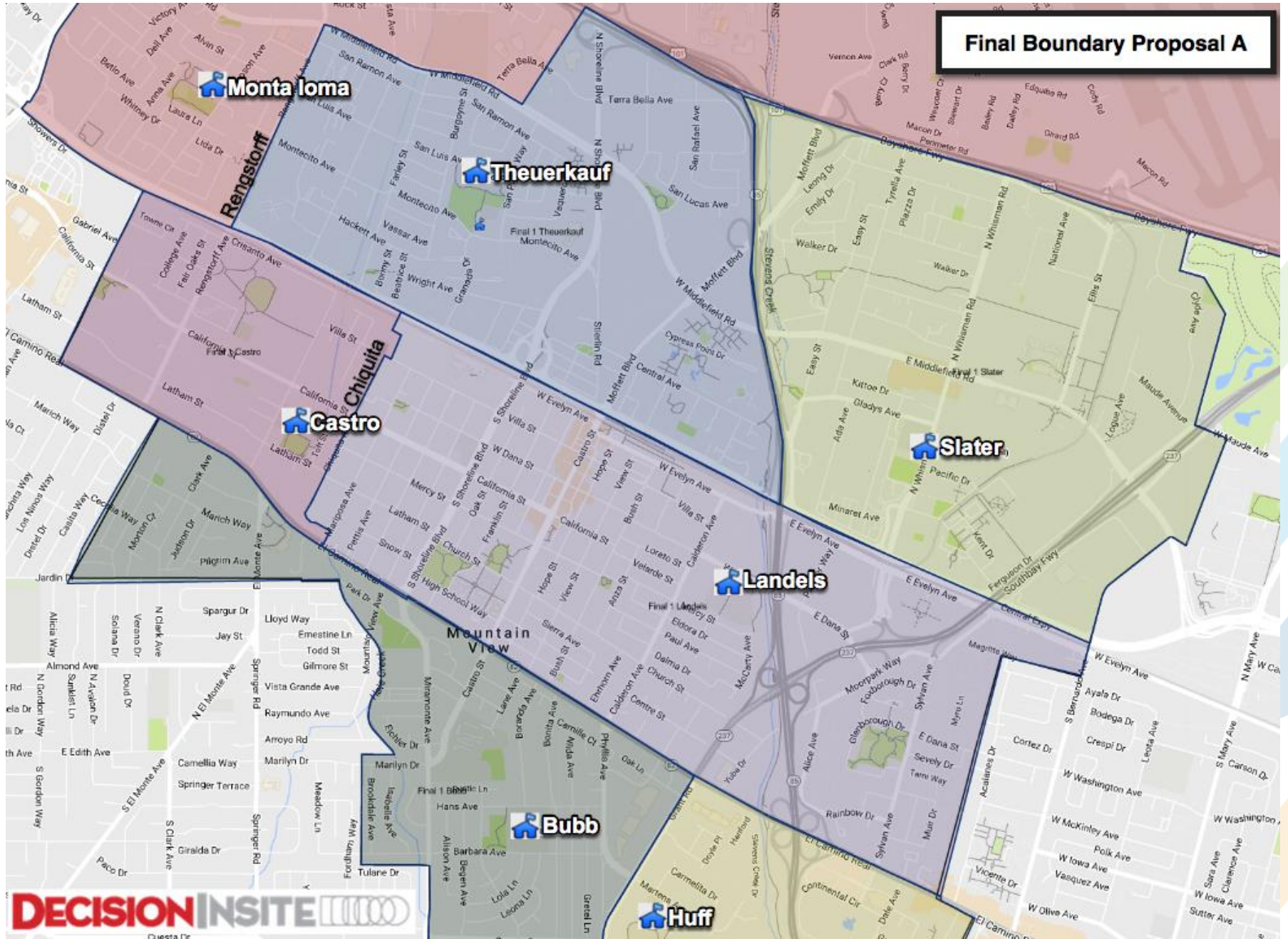
DI 3 Proposal over current boundaries



Schools	DI 3	DI 3
Bubb	471	425
Castro	557	347
Huff	502	465
Landels	636	498
Monta Loma	493	366
Slater	538	427
Theuerkauf	497	302
Mistral/Steve nson	w/o	865
Totals:	3694	3694



Proposal A



Proposal B

Final Boundary Proposal B

