Boundary Process & Criteria
2017
April 3, 2017
Past Practice

- Committee & Superintendent Recommendations
  (Eight major committee’s since 1978)
- Board presented criteria options

Evaluation of Past Processes

- Committee: Broad & Varied Perspectives
- Builds Support for Change
- Led to streamlined committee process
The criteria are set of competing goals which will require compromise in order to achieve a satisfactory consensus proposal.

The Superintendent is requested to develop a proposal which best considers all criteria simultaneously.
Six Criterion
(in no particular order)

- Provide Best Learning Opportunities
- Best Use of Facilities
- Minimize Added Expense
- Minimize Disruptions
- Consider School Proximity
- Achieve Wide Support
Criterion #1
Provide Best Learning Opportunities

- Seek to ensure that schools have comprehensive student bodies to facilitate delivering wide-ranging curriculum
- Minimize isolation of lower socio-economic students
Criterion #2
Best Use of Facilities

- Ensure that all schools will be used to capacity but none become severely overcrowded
- Ensure that each school will have enrollment within the recommended range

(District provides capacity guidance)
Criterion #3
Minimize Added Expenses

- Transportation
- Modification to facilities (i.e. portables)
- Program changes due to lack of balanced enrollment (i.e. closing down programs)
Criterion #4
Minimize Disruption

- Complete boundaries in a timely manner (preferably one year in advance)
- Do not require 10th - 12th grade students to change schools
- Do not require families to send siblings to different schools in a given school year due to a district boundary change
Criterion #4
Minimize Disruption (cont’d)

- Develop boundaries which will last for longest possible time without changes
- Consider likely subsequent boundary changes, future school locations (if any)
- Consider feeder school boundaries
- Consider impact of changes on school programs
Minimize the movement of students from schools in close proximity to their neighborhoods

- Minimizing distance helps increase participation in activities
Some aspect of any boundary change will be controversial to some in the community.

- Schools benefit from the widest possible community support.
- Recommended plans should consider the balance of comment/communication from the public.
- Plans should reflect community concerns and generate minimal opposition.
Board Boundary Decision Options

- Board Direct Process
- Board Reviewed Process through a Boundary Committee: Board directs the Superintendent to bring a plan(s) back for Review, Approval, Alteration, or Rejection
Board Direct Process
(Under Brown Act)

- Board Interactively draws boundaries with staff assistance
- Staff brings maps/plans for review/alterations

Board makes final recommendation
Board Reviewed Process

Board directs the Superintendent to bring a plan(s) for Review, Approval, Alteration, or Rejection

- Superintendent-Directed Boundary Process
- Staff brings maps/plans for review
- Boundary Committee reviews, alters plans
- Board decision on Superintendent’s recommendation
Community members selected from the following areas:

- Frontier = 2
- Centennial = 2
- Shafter = 2
- Liberty = 2
- North = 2
- At Large members = 6 – 10
Superintendent’s Recommendation (through Boundary Committee)

- Use the Board-Reviewed Process
  - per Board Timeline
  - per Board Criteria

- Superintendent Recommended Plan(s)
  - Input from a District Staff
  - Input from a Boundary Committee
Timeline (approximate)

- Board Approval of Criteria & Process – Apr. 2017
- Formation of Boundary Committee – Apr. 2017
- Staff Develops Proposals – Apr. 2017
- Review by Boundary Committee – Apr. - May 2017
- Presentation to Board & Public Comment – June 2017
- Board Action – August 2017
- Implementation (beginning with Freshman only) 2018-19 school year
Board directs staff today ...

1. Board Directed or Committee
2. Accept Criterion (1 – 6)
3. Accept Timeline