



SCHOOL BOARD ACTION REPORT

DATE: ~~September~~ ~~October 16~~ November 15, 2019
FROM: Denise Juneau, Superintendent
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For Introduction: October 16, 2019, November 6, 2019
For Action: November ~~6~~20, 2019

1. TITLE

Approval of Southeast Elementary Attendance Area Boundary Changes in 2020-21 and 2021-22

2. PURPOSE

This Board Action Report outlines elementary school attendance area boundary changes to Maple Elementary, Rising Star (formerly known as Van Asselt) Elementary, and ~~X-Dearborn Park~~ Park Elementary in 2020-21, and to Rising Star ~~(formerly known as Van Asselt)~~ Elementary and Wing Luke Elementary in 2021-22 due to (a) enrollment overcapacity at Maple Elementary School and (b) the re-opening of Wing Luke Elementary School with additional capacity.

3. RECOMMENDED MOTION

I move that the School Board approve Scenario ~~X-G~~ for the Maple, Rising Star, Elementary and ~~X-Dearborn Park Elementary elementary~~ attendance areas, ~~as outlined in Attachment A,~~ beginning in 2020-21; ~~and -I further move that the School Board approve Scenario X~~ for the Rising Star ~~Elementary~~ and Wing Luke ~~E~~ elementary attendance areas, ~~as outlined in Attachment A,~~ beginning in 2021-22 as outlined in Attachment A. I further move that the School Board approve grandfathered assignments, with transportation, for K-4 students enrolled in Maple and Rising Star in 2019-20, through the 2024-25 school year. Additionally, I move the Board direct the Superintendent to take any appropriate action to implement this decision.

4. BACKGROUND INFORMATION

- a. **Background** In February 2013, Seattle voters approved a levy (BEX IV) to replace Wing Luke Elementary School. Wing Luke was selected for replacement due to building condition. The new Wing Luke building has been designed to serve 500 students, and was scheduled to open in the 2020-21 school year.

In November 2013, the School Board approved elementary school boundary changes for Maple, Rising Star, and Wing Luke to balance enrollment and capacity between these communities (Attachment B) in 2020-21. Concurrent attendance area changes were also approved between Mercer and Aki Kurose to align elementary to middle school feeder patterns. Change Area 73 was previously approved to move from Maple to Rising Star,

and Change Area 116 was previously approved to move from Rising Star to Wing Luke (and from Mercer to Aki Kurose).

In April 2018, Phase I of the Wing Luke Replacement Project was publicly bid. On June 6, 2018, the School Board awarded the Phase I construction contract to Rhine Demolition LLC. Wing Luke Elementary School moved to its interim location at Original Van Asselt prior to the start of the 2018-19 school year.

District staff were asked to review the impact of accelerating capacity relief for Maple in 2018. Maple has grown significantly since 2013. In addition to overall enrollment growth, class size reduction has exacerbated the school's capacity challenges. A cross-laminated timber (CLT) building including four new classrooms was added in 2017, but Maple was not designed to have more than three Kindergarten homerooms- as of the 2019-20 school year, Maple requires five Kindergarten homerooms. In 2014-15, Maple had 19 homerooms across all grades; as of 2019-20, it has 25 homerooms. Without reducing one classroom per grade, Maple will continue to be overcapacity. Representatives from the Enrollment Planning and Capital Projects and Planning departments met with impacted school leaders numerous times to collaboratively identify issues and potential solutions.

At a June 14, 2018 community meeting, held at Maple, district staff heard from many families that did not support the boundary change between Maple and Rising Star (Change Area 73 as previously approved by the School Board in November 2013) to occur in either: 2019-20 or 2020-21. Some families commented about the acute capacity challenges for Maple, and the need for a more immediate solution that did not include placing a portable on the playground space. Requests were made to replace or expand Maple, and to investigate alternate boundary scenarios that would impact fewer students of color and students requiring support services.

At an October 2, 2018 community meeting, held at Rising Star, district staff presented an alternate boundary change scenario between Maple and Rising Star that could impact students and families residing in the Georgetown neighborhood. District staff heard from Georgetown families that did not support the alternate boundary change from Maple to Rising Star. Some families commented about the challenges of using King County Metro Transit to and from Rising Star, if students miss their scheduled District-provided bus; and requested that the entire Georgetown neighborhood remain intact.

In February 2019, the Wing Luke Replacement Project Phase II contract was publicly bid. On April 17, 2019, the School Board awarded the Phase II construction contract to Jody Miller Construction and delayed the school's re-opening to November 2020, after the start of the 2020-21 school year.

Between May and September 2019, a work group comprised of district staff, school leaders and parents (appointed by principals) from the Dearborn Park, Kimball, Maple, Rising Star, and Wing Luke Elementary School communities, met to review potential boundary scenarios and demographic data of impacted students. Seven boundary scenarios were reviewed (Attachment B), and questions from the District's Racial Equity Analysis Tool guided the discussion. The work group recommended Scenarios D, F, and

G, be presented to the larger community for feedback, including an additional community meeting ~~scheduled on for~~ October 10, 2019, at Mercer Middle School. The work group also recommended that grandfathering with transportation be provided to current elementary students impacted by boundary changes. After the final public meeting on October 10, 2019, and reviewing community feedback, including submissions through the Let's Talk engagement tool, the District recommended Scenario G be implemented, beginning in the 2020-21 school year.

- b. **Alternatives** Do not approve Scenario ~~X~~G. This is not recommended by district staff. If the School Board does not approve Scenario ~~X~~G, the Board's previous decision from November 2013 (Scenario A) will be implemented in 2020-21, before Phase II construction of Wing Luke is complete, exacerbating capacity challenges at Wing Luke's interim location, Original Van Asselt during the 2020-21 school year. Scenario A was also not recommended by the community work group.

Approve an alternate scenario. This is not recommended by district staff. If the School Board does not approve Scenario ~~X~~G, but approves different attendance area boundaries, unintended consequences may include continued school capacity challenges. In addition, Scenario G impacts the fewest residents, and fewest African American male students. The demographics of the Scenario G change areas are largely representative of all five elementary attendance areas – students of color make up 85% of the total resident population and the change area sub-populations. Scenario G does not disproportionately impact students of color, nor English Language Learner students. More students will also reside within the walk zone of their Scenario G attendance area school.

- c. **Research** District staff reviewed elementary school enrollment, demographics, and projections. District staff conducted extensive community engagement and incorporated community feedback into potential boundary scenario review. Attachment C shows the enrollment and projections for Dearborn Park, Kimball, Maple, Rising Star, and Wing Luke. Attachment D is the demographic analysis of the impacted population. Attachment E is community feedback received since June 2018.

5. FISCAL IMPACT/REVENUE SOURCE

The Wing Luke Elementary School project funding source is from the BEX IV Capital Levy and the School Construction Assistance Program (SCAP).

Fiscal impact to the recommended action, Scenario ~~X~~G, will be \$0168,483.68 for two additional buses in 2020-21. The cost is based on estimated base rate of \$83,741.84 for the 2020-2021 school year. Actual costs may be less than depending on factors that impact the effectiveness of pairing routes together to be more efficient (i.e. 2-tier vs. 3-tier schedule, schools' potential to share routes, balance of tiers, etc.). However, the base cost of a bus route will most likely increase each year. In 2021-22, it is estimated that another 1-2 additional routes would be required, when Wing Luke returns to its permanent site (Wing Luke's interim location at the Original Van Asselt site has a different walk zone). Annual transportation expenditures would continue through the 2024-25 school year.

The revenue source for this motion is ~~N/A~~the general fund.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

~~If the School Board decides to grandfather current students with transportation, the estimated cost, without fuel, is \$XXX,XXX, or XX buses in 2020-21. Annual expenditures would continue through the 2024-25 school year.~~

6. COMMUNITY ENGAGEMENT

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

As noted in the background section, community engagement was a multi-year, iterative process that used feedback to generate new boundary scenarios. Large community meetings were held in 2018 and 2019, which informed the recommended boundary scenario. A small work group of parents (appointed by principals), school leaders, and district staff met during 2019 to review potential scenarios and engagement partnership tactics. [The Let's Talk engagement tool was also utilized between September and November 2019.](#) Feedback has been mixed, with some families prioritizing minimal disruption to Maple's existing boundaries, while other families hope to maximize capacity relief for Maple and better balance enrollment and capacity among multiple elementary schools in southeast Seattle.

7. EQUITY ANALYSIS

District staff (and the aforementioned community work group) reviewed demographic characteristics of students impacted by potential changes as well as the impact of boundary changes on attendance area populations, per the District's Racial Equity Analysis Tool. The work group discussed student benefit, unintended consequences and mitigations for seven boundary scenarios. Attachment D shows the K-5 residents of Dearborn Park, Kimball, Maple, Rising Star, and Wing Luke for the recommended scenario. [The community work group recommended that additional budgetary consideration be given to student needs, particularly those experiencing housing instability and impacted by the shift between Rising Star and Wing Luke.](#)

8. STUDENT BENEFIT

This action will reduce overcrowding at Maple Elementary School.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. 3130, Student Assignment, provides the Board shall approve this item
- Other: _____

10. POLICY IMPLICATION

Board Policy No. 3130, Student Assignment, states that students shall have the opportunity to attend an elementary, middle, or high school in a designated attendance area based upon home address, unless the school designated by a student’s home address does not have the appropriate services for the students’ needs, as determined by the District. Per the Student Assignment Transition Plan for 2019-20, any changes to boundaries, feeder patterns, geographic zones, or assignment rules subsequent to the implementation of the Student Assignment Plan require Board action.

11. BOARD COMMITTEE RECOMMENDATION

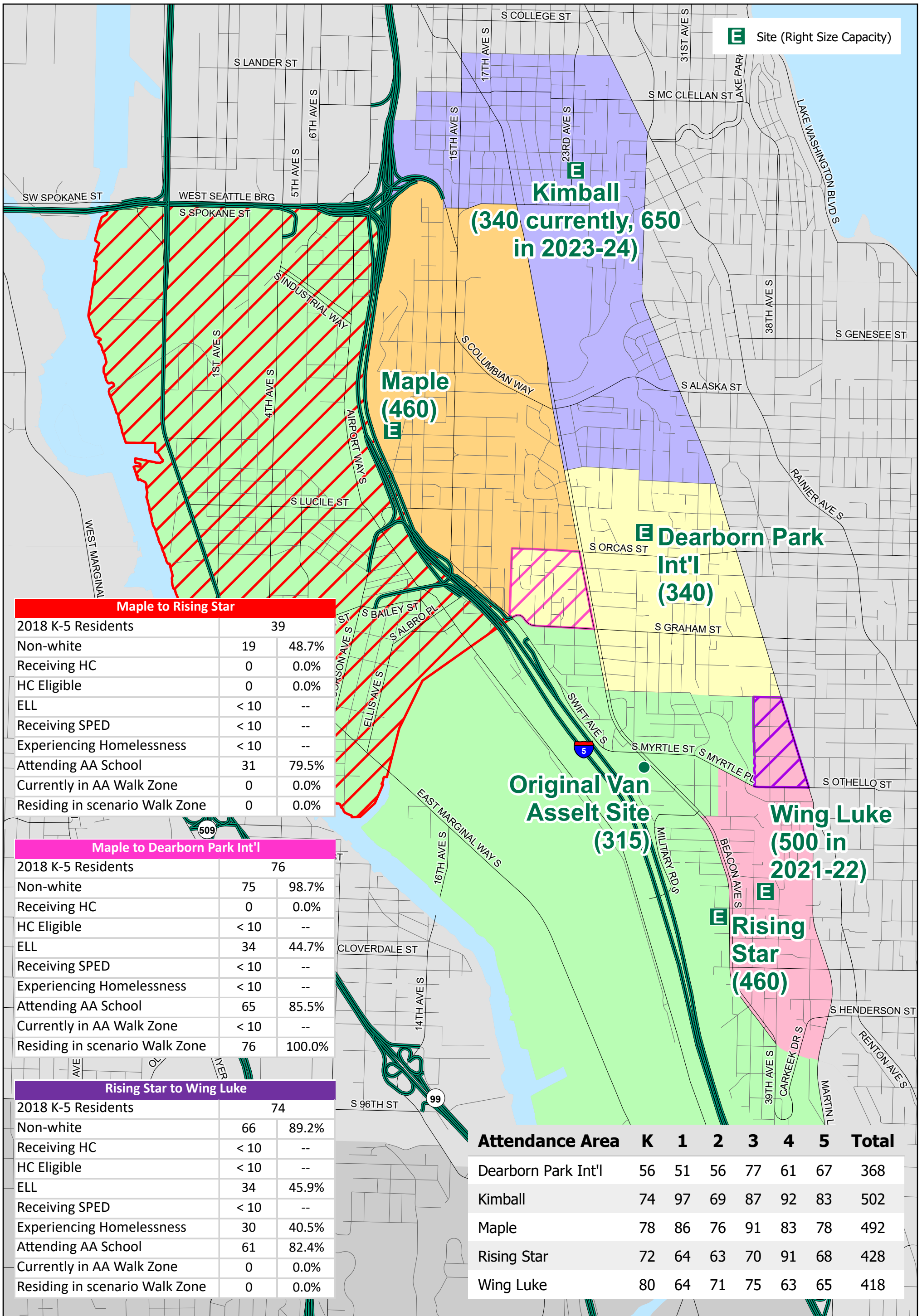
This motion was discussed at the Operations Committee meeting on October 3, 2019. The Committee reviewed the motion and moved the item forward for consideration by the full Board.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the attached elementary attendance area boundaries will be implemented beginning in the 2020-21 school year. The Student Assignment Transition Plan (and Transportation Services Standards) will be updated to reflect these changes.

13. ATTACHMENTS

- Attachment A: Recommended attendance area map- [Scenario G](#) (for approval)
- Attachment B: Alternative boundary scenario maps- [Scenarios A-F](#) (for reference)
- Attachment C: Southeast elementary schools enrollment and projections (for reference)
- Attachment D: Demographic analysis of impacted population (for reference)
- Attachment E: Community feedback (for reference)



Maple to Rising Star

2018 K-5 Residents	39	
Non-white	19	48.7%
Receiving HC	0	0.0%
HC Eligible	0	0.0%
ELL	< 10	--
Receiving SPED	< 10	--
Experiencing Homelessness	< 10	--
Attending AA School	31	79.5%
Currently in AA Walk Zone	0	0.0%
Residing in scenario Walk Zone	0	0.0%

Maple to Dearborn Park Int'l

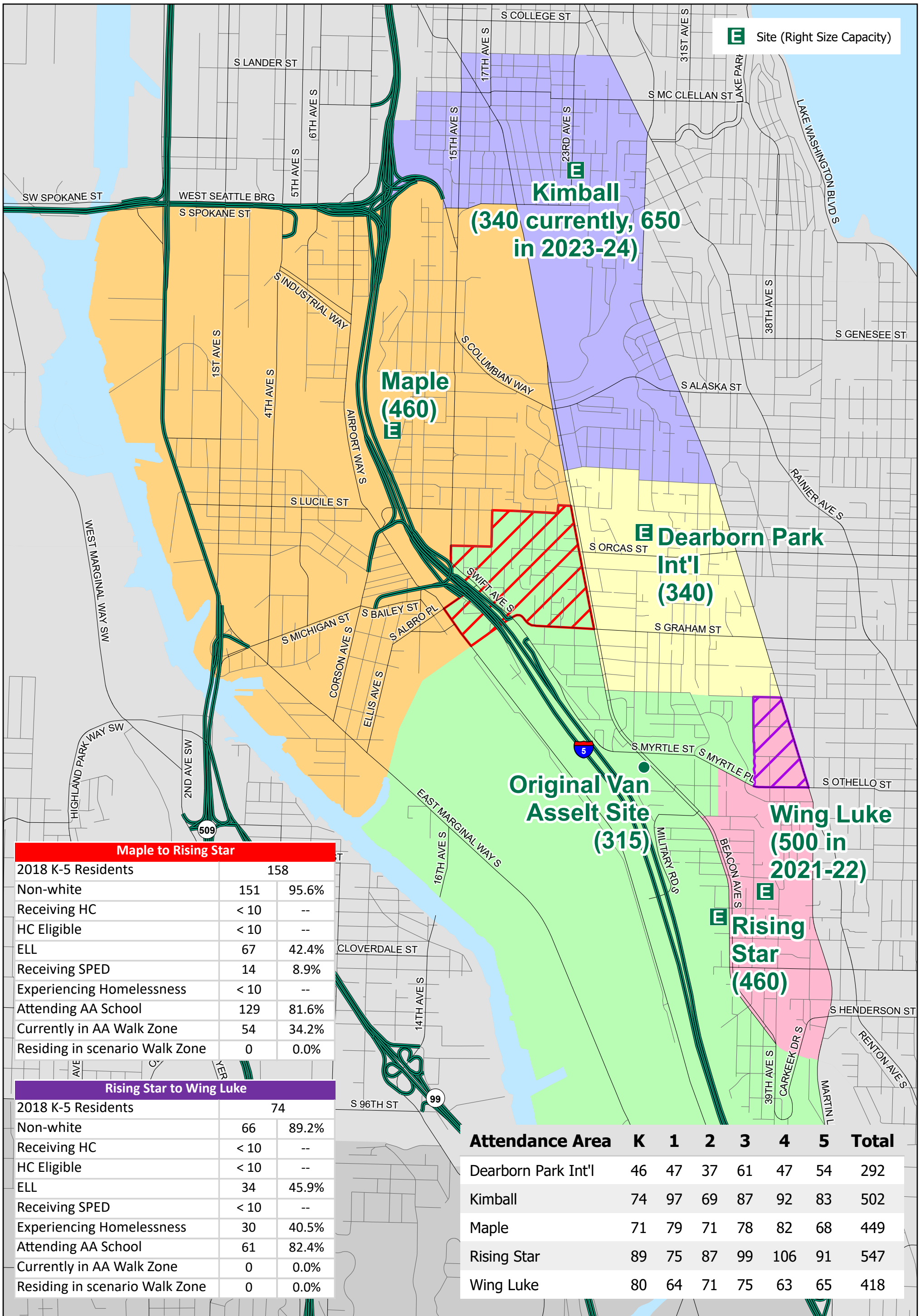
2018 K-5 Residents	76	
Non-white	75	98.7%
Receiving HC	0	0.0%
HC Eligible	< 10	--
ELL	34	44.7%
Receiving SPED	< 10	--
Experiencing Homelessness	< 10	--
Attending AA School	65	85.5%
Currently in AA Walk Zone	< 10	--
Residing in scenario Walk Zone	76	100.0%

Rising Star to Wing Luke

2018 K-5 Residents	74	
Non-white	66	89.2%
Receiving HC	< 10	--
HC Eligible	< 10	--
ELL	34	45.9%
Receiving SPED	< 10	--
Experiencing Homelessness	30	40.5%
Attending AA School	61	82.4%
Currently in AA Walk Zone	0	0.0%
Residing in scenario Walk Zone	0	0.0%

Attendance Area	K	1	2	3	4	5	Total
Dearborn Park Int'l	56	51	56	77	61	67	368
Kimball	74	97	69	87	92	83	502
Maple	78	86	76	91	83	78	492
Rising Star	72	64	63	70	91	68	428
Wing Luke	80	64	71	75	63	65	418

The names on this map are not intended to reflect the official name of any school building. They are instead intended to ensure better public understanding based upon familiar reference, particularly in situations where program and school building names differ. This information has been compiled by SPS staff from a variety of sources and is subject to change without notice. SPS makes no representations or warranties, expressed or implied, as to accuracy, completeness, timeliness, or rights to the use of such information. SPS shall not be liable for any general, special, indirect, incidental, or consequential damages including, but not limited to, lost revenues or lost profits resulting from the use or misuse of the information contained on this map. Any sale of this map or information on this map is prohibited. MapFile: SE_ES_Scenarios_attachments



Maple to Rising Star

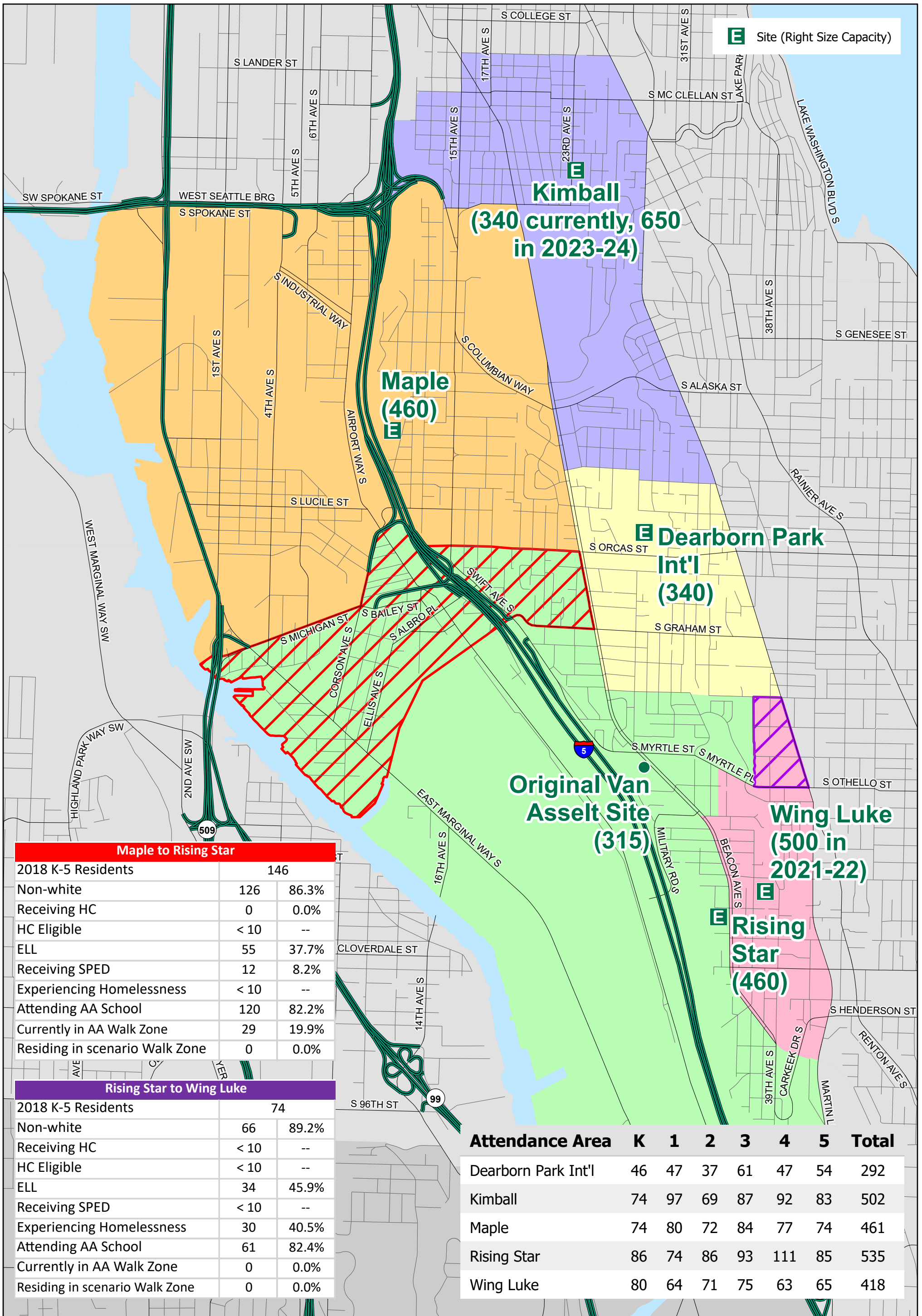
2018 K-5 Residents	158	
Non-white	151	95.6%
Receiving HC	< 10	--
HC Eligible	< 10	--
ELL	67	42.4%
Receiving SPED	14	8.9%
Experiencing Homelessness	< 10	--
Attending AA School	129	81.6%
Currently in AA Walk Zone	54	34.2%
Residing in scenario Walk Zone	0	0.0%

Rising Star to Wing Luke

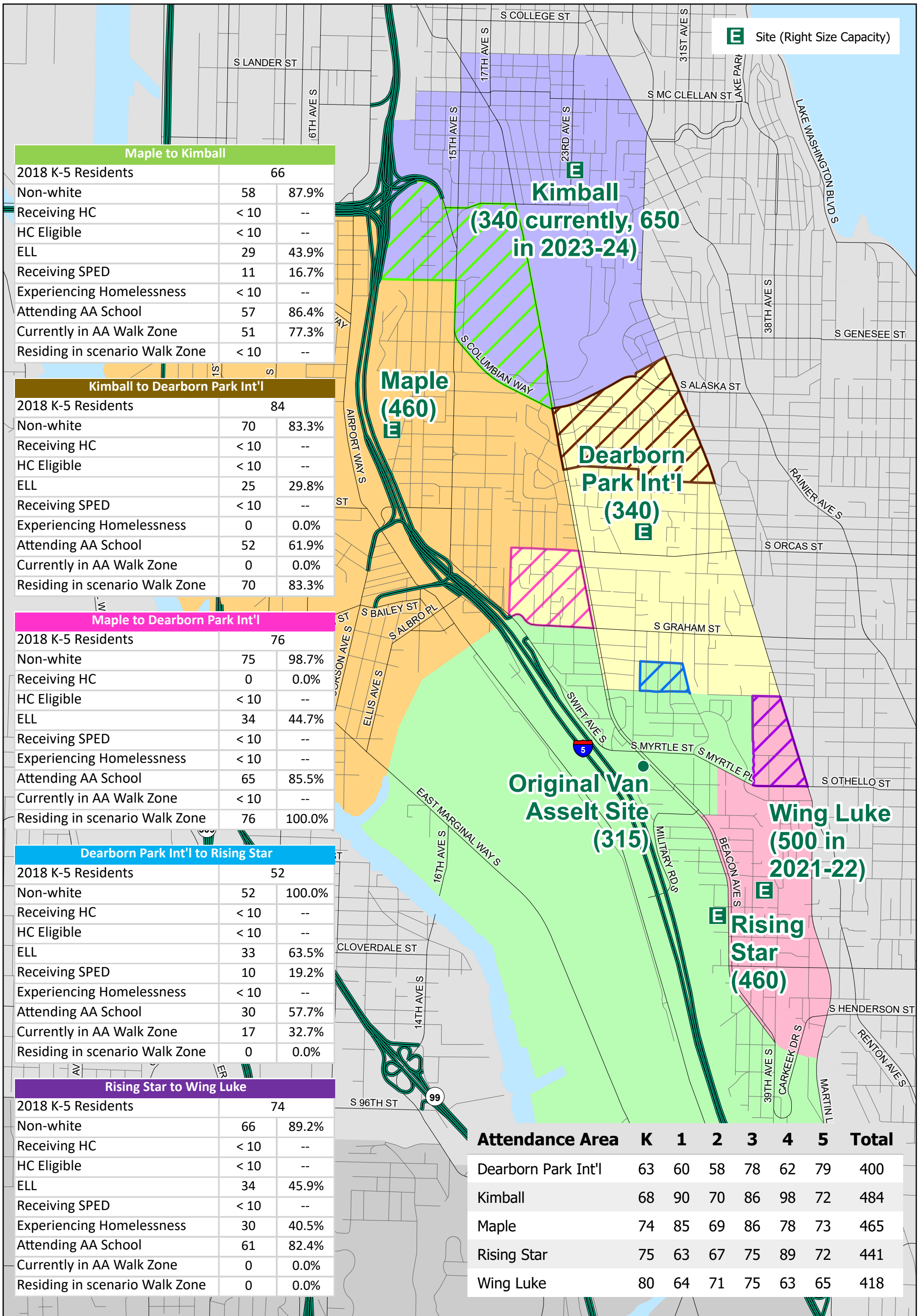
2018 K-5 Residents	74	
Non-white	66	89.2%
Receiving HC	< 10	--
HC Eligible	< 10	--
ELL	34	45.9%
Receiving SPED	< 10	--
Experiencing Homelessness	30	40.5%
Attending AA School	61	82.4%
Currently in AA Walk Zone	0	0.0%
Residing in scenario Walk Zone	0	0.0%

Attendance Area	K	1	2	3	4	5	Total
Dearborn Park Int'l	46	47	37	61	47	54	292
Kimball	74	97	69	87	92	83	502
Maple	71	79	71	78	82	68	449
Rising Star	89	75	87	99	106	91	547
Wing Luke	80	64	71	75	63	65	418

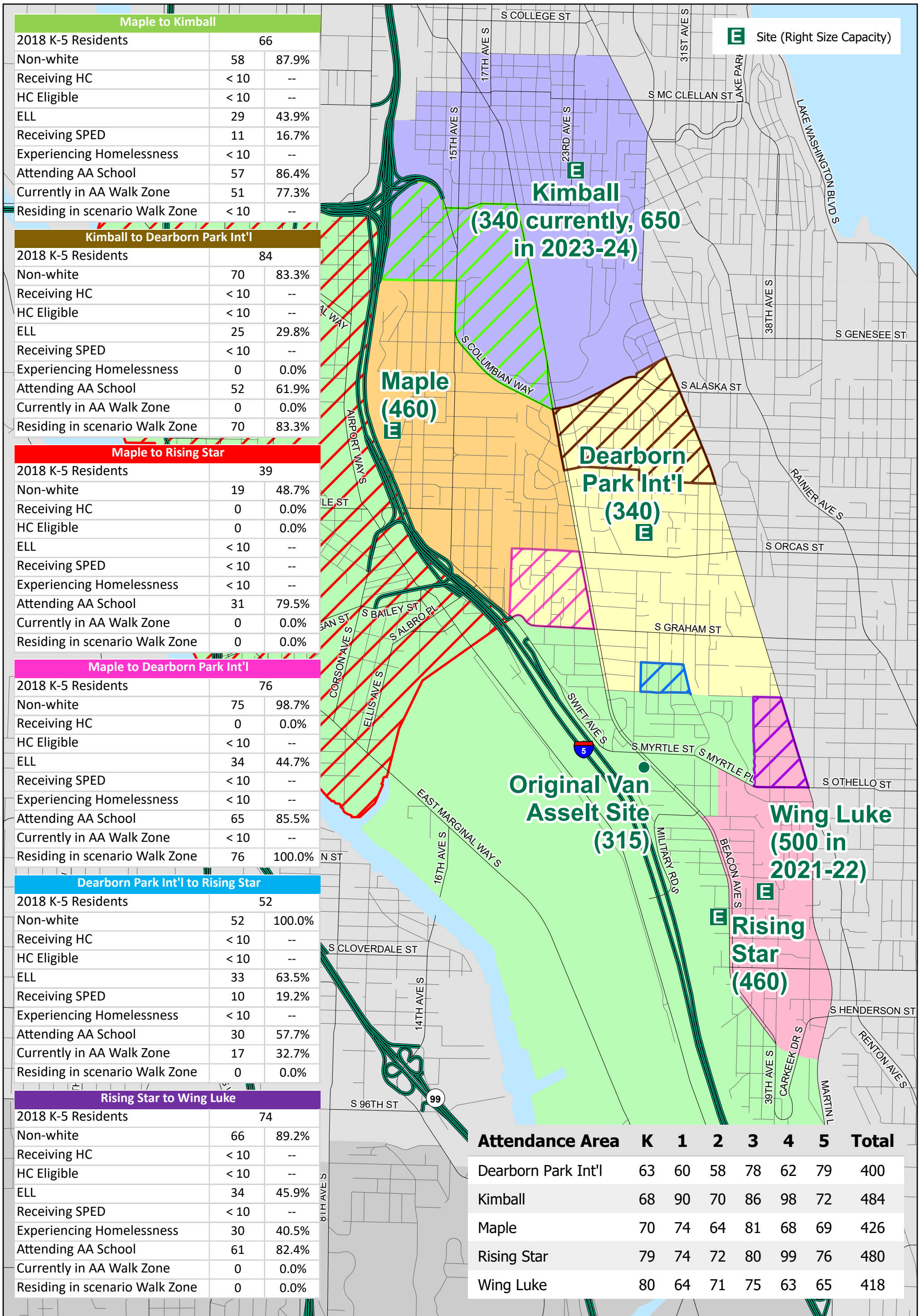
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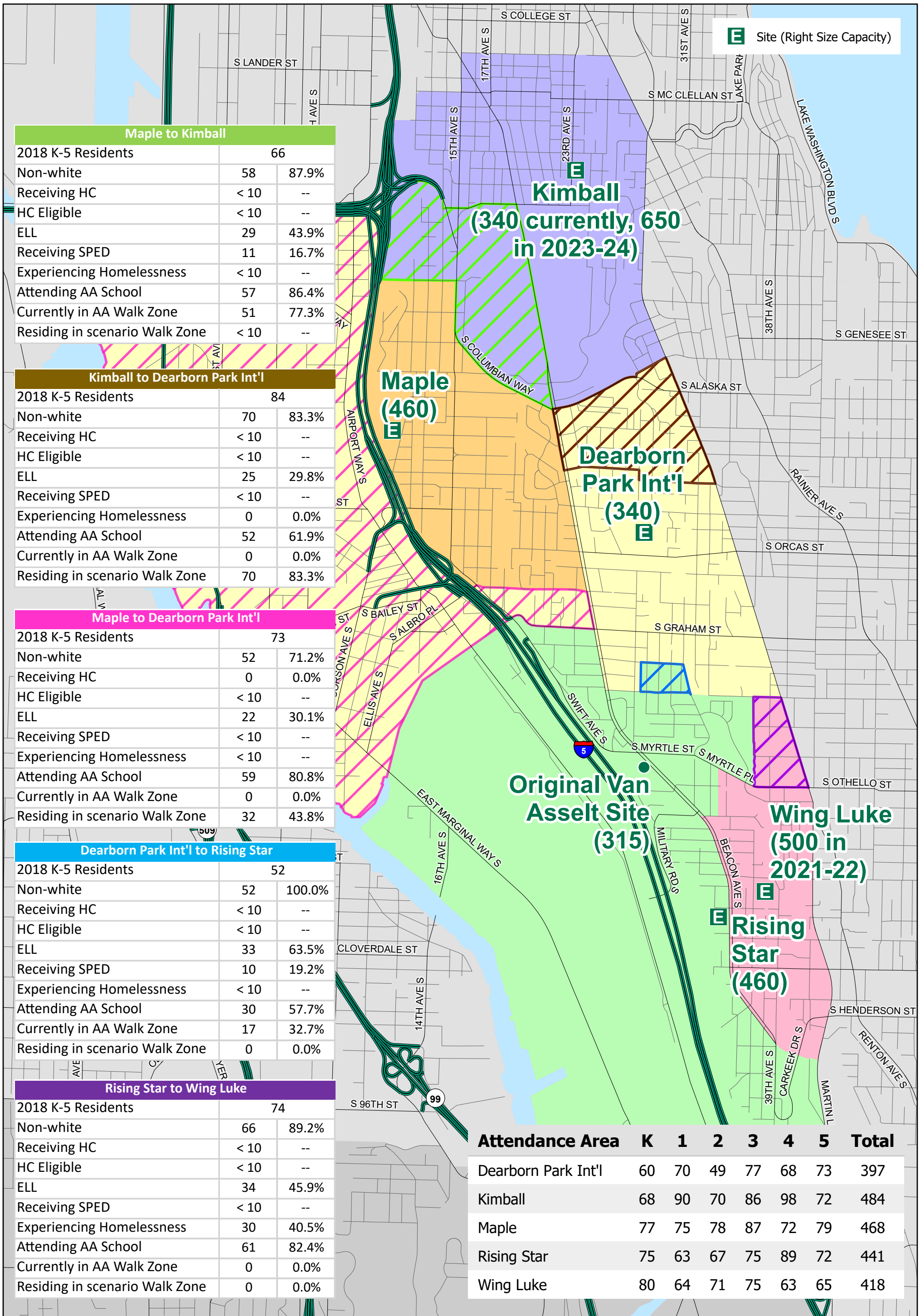
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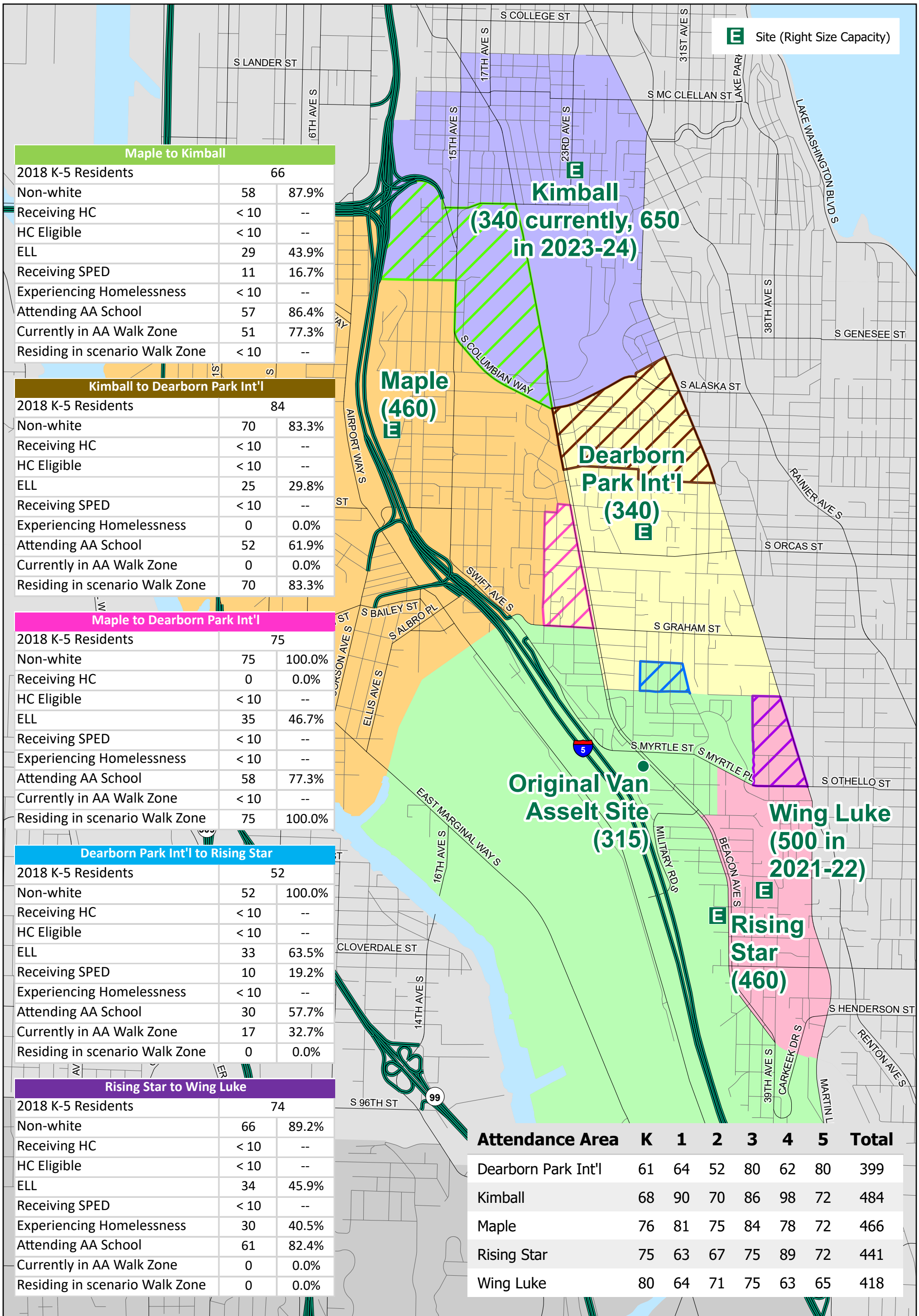
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2018-19 Data: Attendance Area Residents

Attendance Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park	292	74	135	29	<10	29	0	24
Maple	607	44	289	97	<10	73	0	100
Rising Star	463	188	125	40	<10	66	<10	36
Wing Luke	344	199	75	19	0	22	<10	25
Kimball	502	115	112	67	0	71	0	137

Attendance Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park	292	25.3%	46.2%	9.9%	---	9.9%	0.0%	8.2%
Maple	607	7.2%	47.6%	16.0%	---	12.0%	0.0%	16.5%
Rising Star	463	40.6%	27.0%	8.6%	---	14.3%	---	7.8%
Wing Luke	344	57.8%	21.8%	5.5%	0.0%	6.4%	---	7.3%
Kimball	502	22.9%	22.3%	13.3%	0.0%	14.1%	0.0%	27.3%

Attendance Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness	Free/ Reduced Price Meals
Dearborn Park	116	44	23	21	13	<10	<10	182
Maple	214	59	31	28	50	18	18	300
Rising Star	191	47	18	29	14	<10	46	341
Wing Luke	143	44	28	16	<10	<10	14	251
Kimball	125	47	27	20	41	11	20	212

Attendance Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness	Free/ Reduced Price Meals
Dearborn Park	39.7%	15.1%	7.9%	7.2%	4.5%	---	---	62.3%
Maple	35.3%	9.7%	5.1%	4.6%	8.2%	3.0%	3.0%	49.4%
Rising Star	41.3%	10.2%	3.9%	6.3%	3.0%	---	9.9%	73.7%
Wing Luke	41.6%	12.8%	8.1%	4.7%	---	---	4.1%	73.0%
Kimball	24.9%	9.4%	5.4%	4.0%	8.2%	2.2%	4.0%	42.2%

2018-19 Data: School Enrollment

School Race & Ethnicity	Students	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park	322	96	124	29	0	41	0	32
Maple	546	34	279	94	<10	55	0	80
Rising Star	402	162	128	42	<10	45	<10	20
Wing Luke	333	184	88	14	0	22	<10	21
Kimball	440	100	107	57	0	58	<10	117

School Race & Ethnicity	Students	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park	322	29.8%	38.5%	9.0%	0.0%	12.7%	0.0%	9.9%
Maple	546	6.2%	51.1%	17.2%	---	10.1%	0.0%	14.7%
Rising Star	402	40.3%	31.8%	10.4%	---	11.2%	---	5.0%
Wing Luke	333	55.3%	26.4%	4.2%	0.0%	6.6%	---	6.3%
Kimball	440	22.7%	24.3%	13.0%	0.0%	13.2%	---	26.6%

School Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness	Free/ Reduced Price Meals
Dearborn Park	102	33	23	10	19	<10	<10	201
Maple	207	56	25	31	41	14	17	289
Rising Star	186	59	20	39	<10	0	40	318
Wing Luke	139	53	27	26	25	0	14	252
Kimball	124	48	24	24	33	<10	16	189

School Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness	Free/ Reduced Price Meals
Dearborn Park	31.7%	10.2%	7.1%	3.1%	5.9%	---	---	62.4%
Maple	37.9%	10.3%	4.6%	5.7%	7.5%	2.6%	3.1%	52.9%
Rising Star	46.3%	14.7%	5.0%	9.7%	---	0.0%	10.0%	79.1%
Wing Luke	41.7%	15.9%	8.1%	7.8%	7.5%	0.0%	4.2%	75.7%
Kimball	28.2%	10.9%	5.5%	5.5%	7.5%	---	3.6%	43.0%

2019-20 Enrollment Projection

School	Students
Dearborn Park	321
Maple	542
Rising Star	379
Wing Luke	310
Kimball	444

2018-19 Right Size Capacity

School	Students
Dearborn Park	340
Maple	460
Rising Star	460
Wing Luke	315
Kimball	360

Future Right Size Capacity

School	Students
Dearborn Park	---
Maple	---
Rising Star	---
Wing Luke	500 (in 2021)
Kimball	650 (in 2023)

2018-19 Data: Scenario A

Change Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Maple to Rising Star	158	15	99	24	0	13	0	<10
Rising Star to Wing Luke	74	38	10	<10	<10	11	<10	<10

Change Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Maple to Rising Star	158	9.5%	62.7%	15.2%	0.0%	8.2%	0.0%	---
Rising Star to Wing Luke	74	51.4%	13.5%	---	---	14.9%	---	---

Change Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness	In Walk Zone
Maple to Rising Star	67	14	<10	<10	14	<10	<10	54
Rising Star to Wing Luke	34	<10	<10	<10	0	<10	30	0

Change Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Maple to Rising Star	42.4%	8.9%	---	---	8.9%	---	---
Rising Star to Wing Luke	45.9%	---	---	---	0.0%	---	40.5%

Resulting Attendance Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park	292	74	135	29	<10	29	0	24
Maple	449	29	190	73	<10	60	0	93
Rising Star	547	165	214	61	<10	68	<10	35
Wing Luke	418	237	85	22	<10	33	<10	33
Kimball	502	115	112	67	0	71	0	137

Resulting Attendance Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park	292	25.3%	46.2%	9.9%	---	9.9%	0.0%	8.2%
Maple	449	6.5%	42.3%	16.3%	0.9%	13.4%	0.0%	20.7%
Rising Star	547	30.2%	39.1%	11.2%	---	12.4%	---	6.4%
Wing Luke	418	56.7%	20.3%	5.3%	0.5%	7.9%	---	7.9%
Kimball	502	22.9%	22.3%	13.3%	0.0%	14.1%	0.0%	27.3%

Resulting Attendance Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Dearborn Park	116	44	23	21	13	<10	<10
Maple	147	45	25	20	36	13	14
Rising Star	224	55	21	34	28	12	20
Wing Luke	177	50	31	19	<10	<10	44
Kimball	125	47	27	20	41	11	20

Resulting Attendance Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Dearborn Park	39.7%	15.1%	7.9%	7.2%	4.5%	---	---
Maple	32.7%	10.0%	5.6%	4.5%	8.0%	2.9%	3.1%
Rising Star	41.0%	10.1%	3.8%	6.2%	5.1%	2.2%	3.7%
Wing Luke	42.3%	12.0%	7.4%	4.5%	---	---	10.5%
Kimball	24.9%	9.4%	5.4%	4.0%	8.2%	2.2%	4.0%

2018-19 Data: Scenario B

Change Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Maple to Rising Star	146	11	82	22	0	11	0	20
Rising Star to Wing Luke	74	38	10	<10	<10	11	<10	<10

Change Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Maple to Rising Star	146	7.5%	56.2%	15.1%	0.0%	7.5%	0.0%	13.7%
Rising Star to Wing Luke	74	51.4%	13.5%	---	---	14.9%	---	---

Change Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness	In Walk Zone
Maple to Rising Star	55	12	<10	<10	14	<10	<10	29
Rising Star to Wing Luke	34	<10	<10	<10	0	<10	30	0

Change Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Maple to Rising Star	37.7%	8.2%	---	---	9.6%	---	---
Rising Star to Wing Luke	45.9%	---	---	---	0.0%	---	40.5%

Resulting Attendance Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park	292	74	135	29	<10	29	0	24
Maple	461	33	207	75	<10	62	0	80
Rising Star	535	161	197	59	<10	66	<10	48
Wing Luke	418	237	85	22	<10	33	<10	33
Kimball	502	115	112	67	0	71	0	137

Resulting Attendance Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park	292	25.3%	46.2%	9.9%	---	9.9%	0.0%	8.2%
Maple	461	7.2%	44.9%	16.3%	---	13.4%	0.0%	17.4%
Rising Star	535	30.1%	36.8%	11.0%	---	12.3%	---	9.0%
Wing Luke	418	56.7%	20.3%	5.3%	---	7.9%	---	7.9%
Kimball	502	22.9%	22.3%	13.3%	0.0%	14.1%	0.0%	27.3%

Resulting Attendance Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Dearborn Park	116	44	23	21	13	<10	<10
Maple	159	47	24	23	36	15	12
Rising Star	212	53	22	31	28	10	22
Wing Luke	177	50	31	19	<10	<10	44
Kimball	125	47	27	20	41	11	20

Resulting Attendance Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Dearborn Park	39.7%	15.1%	7.9%	7.2%	4.5%	---	---
Maple	34.5%	10.2%	5.2%	5.0%	7.8%	3.3%	2.6%
Rising Star	39.6%	9.9%	4.1%	5.8%	5.2%	1.9%	4.1%
Wing Luke	42.3%	12.0%	7.4%	4.5%	---	---	10.5%
Kimball	24.9%	9.4%	5.4%	4.0%	8.2%	2.2%	4.0%

2018-19 Data: Scenario C

Change Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park to Rising Star	52	35	15	0	0	<10	0	0
Kimball to Dearborn Park	84	16	26	<10	0	20	0	14
Maple to Kimball	66	<10	19	25	<10	<10	0	<10
Maple to Dearborn Park	76	<10	59	<10	0	<10	0	<10
Rising Star to Wing Luke	74	38	10	<10	<10	11	<10	<10

Change Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park to Rising Star	52	67.3%	28.8%	0.0%	0.0%	---	0.0%	0.0%
Kimball to Dearborn Park	84	19.0%	31.0%	---	0.0%	23.8%	0.0%	16.7%
Maple to Kimball	66	---	28.8%	37.9%	---	---	0.0%	---
Maple to Dearborn Park	76	---	77.6%	---	0.0%	---	0.0%	---
Rising Star to Wing Luke	74	51.4%	13.5%	---	---	14.9%	---	---

Change Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness	In Walk Zone
Dearborn Park to Rising Star	33	10	<10	<10	<10	<10	<10	17
Kimball to Dearborn Park	25	<10	<10	<10	<10	<10	0	0
Maple to Kimball	29	11	<10	<10	<10	<10	<10	51
Maple to Dearborn Park	34	<10	<10	<10	11	<10	<10	<10
Rising Star to Wing Luke	34	<10	<10	<10	0	<10	30	0

Change Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Dearborn Park to Rising Star	63.5%	19.2%	---	---	---	---	---
Kimball to Dearborn Park	29.8%	---	---	---	---	---	0.0%
Maple to Kimball	43.9%	16.7%	---	---	---	---	---
Maple to Dearborn Park	44.7%	---	---	---	14.5%	---	---
Rising Star to Wing Luke	45.9%	---	---	---	0.0%	---	40.5%

2018-19 Data: Scenario C (continued)

Resulting Attendance Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park	400	61	205	43	<10	51	0	39
Maple	465	31	211	66	<10	64	0	91
Rising Star	441	185	130	37	<10	57	<10	28
Wing Luke	418	237	85	22	<10	33	<10	33
Kimball	484	106	105	84	<10	56	0	131

Resulting Attendance Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park	400	15.3%	51.3%	10.8%	---	12.8%	0.0%	9.8%
Maple	465	6.7%	45.4%	14.2%	---	13.8%	0.0%	19.6%
Rising Star	441	42.0%	29.5%	8.4%	---	12.9%	---	6.3%
Wing Luke	418	56.7%	20.3%	5.3%	---	7.9%	---	7.9%
Kimball	484	21.9%	21.7%	17.4%	---	11.6%	0.0%	27.1%

Resulting Attendance Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Dearborn Park	142	47	25	22	29	<10	<10
Maple	151	44	26	18	34	14	13
Rising Star	190	51	20	31	15	<10	18
Wing Luke	177	50	31	19	<10	<10	44
Kimball	129	49	25	24	40	10	22

Resulting Attendance Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Dearborn Park	35.5%	11.8%	6.3%	5.5%	7.3%	---	---
Maple	32.5%	9.5%	5.6%	3.9%	7.3%	3.0%	2.8%
Rising Star	43.1%	11.6%	4.5%	7.0%	3.4%	---	4.1%
Wing Luke	42.3%	12.0%	7.4%	4.5%	---	---	10.5%
Kimball	26.7%	10.1%	5.2%	5.0%	8.3%	2.1%	4.5%

2018-19 Data: Scenario D

Change Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park to Rising Star	52	35	15	0	0	<10	0	0
Kimball to Dearborn Park	84	16	26	<10	0	20	0	14
Maple to Kimball	66	<10	19	25	<10	<10	0	<10
Maple to Dearborn Park	76	<10	59	<10	0	<10	0	<10
Maple to Rising Star	39	<10	<10	<10	<10	<10	0	20
Rising Star to Wing Luke	74	38	10	<10	<10	11	<10	<10

Change Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park to Rising Star	52	67.3%	28.8%	0.0%	0.0%	---	0.0%	0.0%
Kimball to Dearborn Park	84	19.0%	31.0%	---	0.0%	23.8%	0.0%	16.7%
Maple to Kimball	66	---	28.8%	37.9%	---	---	0.0%	---
Maple to Dearborn Park	76	---	77.6%	---	0.0%	---	0.0%	---
Maple to Rising Star	39	---	---	---	---	---	0.0%	51.3%
Rising Star to Wing Luke	74	51.4%	13.5%	---	---	14.9%	---	---

Change Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness	In Walk Zone
Dearborn Park to Rising Star	33	10	<10	<10	<10	<10	<10	17
Kimball to Dearborn Park	25	<10	<10	<10	<10	<10	0	0
Maple to Kimball	29	11	<10	<10	<10	<10	<10	51
Maple to Dearborn Park	34	<10	<10	<10	11	<10	<10	<10
Maple to Rising Star	<10	<10	<10	0	<10	0	<10	0
Rising Star to Wing Luke	34	<10	<10	<10	0	<10	30	0

Change Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Dearborn Park to Rising Star	63.5%	19.2%	---	---	---	---	---
Kimball to Dearborn Park	29.8%	---	---	---	---	---	0.0%
Maple to Kimball	43.9%	16.7%	---	---	---	---	---
Maple to Dearborn Park	44.7%	---	---	---	14.5%	---	---
Maple to Rising Star	---	---	---	0.0%	---	0.0%	---
Rising Star to Wing Luke	45.9%	---	---	---	0.0%	---	40.5%

2018-19 Data: Scenario D (continued)

Resulting Attendance Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park	400	61	205	43	<10	51	0	39
Maple	426	30	202	61	<10	61	0	71
Rising Star	480	186	139	42	<10	60	<10	48
Wing Luke	418	237	85	22	<10	33	<10	33
Kimball	484	106	105	84	<10	56	0	131

Resulting Attendance Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park	400	15.3%	51.3%	10.8%	---	12.8%	0.0%	9.8%
Maple	426	7.0%	47.4%	14.3%	---	14.3%	0.0%	16.7%
Rising Star	480	38.8%	29.0%	8.8%	---	12.5%	---	10.0%
Wing Luke	418	56.7%	20.3%	5.3%	---	7.9%	---	7.9%
Kimball	484	21.9%	21.7%	17.4%	---	11.6%	0.0%	27.1%

Resulting Attendance Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Dearborn Park	142	47	25	22	29	<10	<10
Maple	144	40	22	18	32	14	<10
Rising Star	197	55	24	31	17	<10	22
Wing Luke	177	50	31	19	<10	<10	44
Kimball	129	49	25	24	40	10	22

Resulting Attendance Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Dearborn Park	35.5%	11.8%	6.3%	5.5%	7.3%	---	---
Maple	33.8%	9.4%	5.2%	4.2%	7.5%	3.3%	---
Rising Star	41.0%	11.5%	5.0%	6.5%	3.5%	---	4.6%
Wing Luke	42.3%	12.0%	7.4%	4.5%	---	---	10.5%
Kimball	26.7%	10.1%	5.2%	5.0%	8.3%	2.1%	4.5%

2018-19 Data: Scenario E

Change Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park to Rising Star	52	35	15	0	0	<10	0	0
Kimball to Dearborn Park	84	16	26	<10	0	20	0	14
Maple to Kimball	66	<10	19	25	<10	<10	0	<10
Maple to Dearborn Park	73	<10	37	<10	<10	<10	0	21
Rising Star to Wing Luke	74	38	10	<10	<10	11	<10	<10

Change Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park to Rising Star	52	67.3%	28.8%	0.0%	0.0%	---	0.0%	0.0%
Kimball to Dearborn Park	84	19.0%	31.0%	---	0.0%	23.8%	0.0%	16.7%
Maple to Kimball	66	---	28.8%	37.9%	---	---	0.0%	---
Maple to Dearborn Park	73	---	50.7%	---	---	---	0.0%	28.8%
Rising Star to Wing Luke	74	51.4%	13.5%	---	---	14.9%	---	---

Change Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness	In Walk Zone
Dearborn Park to Rising Star	33	10	<10	<10	<10	<10	<10	17
Kimball to Dearborn Park	25	<10	<10	<10	<10	<10	0	0
Maple to Kimball	29	11	<10	<10	<10	<10	<10	51
Maple to Dearborn Park	22	<10	<10	<10	<10	<10	<10	0
Rising Star to Wing Luke	34	<10	<10	<10	0	<10	30	0

Change Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Dearborn Park to Rising Star	63.5%	19.2%	---	---	---	---	---
Kimball to Dearborn Park	29.8%	---	---	---	---	---	0.0%
Maple to Kimball	43.9%	16.7%	---	---	---	---	---
Maple to Dearborn Park	30.1%	---	---	---	---	---	---
Rising Star to Wing Luke	45.9%	---	---	---	0.0%	---	40.5%

2018-19 Data: Scenario E (continued)

Resulting Attendance Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park	397	56	183	44	<10	53	0	59
Maple	468	36	233	65	<10	62	0	71
Rising Star	441	185	130	37	<10	57	<10	28
Wing Luke	418	237	85	22	<10	33	<10	33
Kimball	484	106	105	84	<10	56	0	131

Resulting Attendance Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park	397	14.1%	46.1%	11.1%	---	13.4%	0.0%	14.9%
Maple	468	7.7%	49.8%	13.9%	---	13.2%	0.0%	15.2%
Rising Star	441	42.0%	29.5%	8.4%	---	12.9%	---	6.3%
Wing Luke	418	56.7%	20.3%	5.3%	---	7.9%	---	7.9%
Kimball	484	21.9%	21.7%	17.4%	---	11.6%	0.0%	27.1%

Resulting Attendance Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Dearborn Park	130	49	28	21	26	<10	10
Maple	163	42	23	19	37	14	11
Rising Star	190	51	20	31	15	<10	18
Wing Luke	177	50	31	19	<10	<10	44
Kimball	129	49	25	24	40	10	22

Resulting Attendance Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Dearborn Park	32.7%	12.3%	7.1%	5.3%	6.5%	---	2.5%
Maple	34.8%	9.0%	4.9%	4.1%	7.9%	3.0%	2.4%
Rising Star	43.1%	11.6%	4.5%	7.0%	3.4%	---	4.1%
Wing Luke	42.3%	12.0%	7.4%	4.5%	---	---	10.5%
Kimball	26.7%	10.1%	5.2%	5.0%	8.3%	2.1%	4.5%

2018-19 Data: Scenario F

Change Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park to Rising Star	52	35	15	0	0	<10	0	0
Kimball to Dearborn Park	84	16	26	<10	0	20	0	14
Maple to Kimball	66	<10	19	25	<10	<10	0	<10
Maple to Dearborn Park	75	<10	54	10	0	<10	0	0
Rising Star to Wing Luke	74	38	10	<10	<10	11	<10	<10

Change Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park to Rising Star	52	67.3%	28.8%	0.0%	0.0%	---	0.0%	0.0%
Kimball to Dearborn Park	84	19.0%	31.0%	---	0.0%	23.8%	0.0%	16.7%
Maple to Kimball	66	---	28.8%	37.9%	---	---	0.0%	---
Maple to Dearborn Park	75	---	72.0%	13.3%	0.0%	---	0.0%	0.0%
Rising Star to Wing Luke	74	51.4%	13.5%	---	---	14.9%	---	---

Change Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness	In Walk Zone
Dearborn Park to Rising Star	33	10	<10	<10	<10	<10	<10	17
Kimball to Dearborn Park	25	<10	<10	<10	<10	<10	0	0
Maple to Kimball	29	11	<10	<10	<10	<10	<10	51
Maple to Dearborn Park	35	<10	<10	<10	<10	<10	<10	1
Rising Star to Wing Luke	34	<10	<10	<10	0	<10	30	0

Change Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Dearborn Park to Rising Star	63.5%	19.2%	---	---	---	---	---
Kimball to Dearborn Park	29.8%	---	---	---	---	---	0.0%
Maple to Kimball	43.9%	16.7%	---	---	---	---	---
Maple to Dearborn Park	46.7%	---	---	---	---	---	---
Rising Star to Wing Luke	45.9%	---	---	---	0.0%	---	40.5%

2018-19 Data: Scenario F (continued)

Resulting Attendance Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park	399	62	200	47	<10	51	0	38
Maple	466	30	216	62	<10	64	0	92
Rising Star	441	185	130	37	<10	57	<10	28
Wing Luke	418	237	85	22	<10	33	<10	33
Kimball	484	106	105	84	<10	56	0	131

Resulting Attendance Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park	399	15.5%	50.1%	11.8%	---	12.8%	0.0%	9.5%
Maple	466	6.4%	46.4%	13.3%	---	13.7%	0.0%	19.7%
Rising Star	441	42.0%	29.5%	8.4%	---	12.9%	---	6.3%
Wing Luke	418	56.7%	20.3%	5.3%	---	7.9%	---	7.9%
Kimball	484	21.9%	21.7%	17.4%	---	11.6%	0.0%	27.1%

Resulting Attendance Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Dearborn Park	143	50	27	23	27	<10	<10
Maple	150	41	24	17	36	14	15
Rising Star	190	51	20	31	15	<10	18
Wing Luke	177	50	31	19	<10	<10	44
Kimball	129	49	25	24	40	10	22

Resulting Attendance Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Dearborn Park	35.8%	12.5%	6.8%	5.8%	6.8%	---	---
Maple	32.2%	8.8%	5.2%	3.6%	7.7%	3.0%	3.2%
Rising Star	43.1%	11.6%	4.5%	7.0%	3.4%	---	4.1%
Wing Luke	42.3%	12.0%	7.4%	4.5%	---	---	10.5%
Kimball	26.7%	10.1%	5.2%	5.0%	8.3%	2.1%	4.5%

2018-19 Data: Scenario G

Change Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Maple to Dearborn Park	76	<10	59	<10	0	<10	0	<10
Maple to Rising Star	39	<10	<10	<10	<10	<10	0	20
Rising Star to Wing Luke	74	38	10	<10	<10	11	<10	<10

Change Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Maple to Dearborn Park	76	---	77.6%	---	0.0%	---	0.0%	---
Maple to Rising Star	39	---	---	---	---	---	0.0%	51.3%
Rising Star to Wing Luke	74	51.4%	13.5%	---	---	14.9%	---	---

Change Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness	In Walk Zone
Maple to Dearborn Park	34	<10	<10	<10	11	<10	<10	2
Maple to Rising Star	<10	<10	<10	0	<10	0	<10	0
Rising Star to Wing Luke	34	<10	<10	<10	0	<10	30	0

Change Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Maple to Dearborn Park	44.7%	---	---	---	14.5%	---	---
Maple to Rising Star	---	---	---	0.0%	---	0.0%	---
Rising Star to Wing Luke	45.9%	---	---	---	0.0%	---	40.5%

2018-19 Data: Scenario G (continued)

Resulting Attendance Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park	368	80	194	35	<10	33	0	25
Maple	492	37	221	86	<10	66	0	79
Rising Star	428	151	124	42	<10	58	<10	48
Wing Luke	418	237	85	22	<10	33	<10	33
Kimball	502	115	112	67	0	71	0	137

Resulting Attendance Area Race & Ethnicity	Residents	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi-Racial	Native Hawaiian/ Pacific Islander	White
Dearborn Park	368	21.7%	52.7%	9.5%	---	9.0%	0.0%	6.8%
Maple	492	7.5%	44.9%	17.5%	---	13.4%	0.0%	16.1%
Rising Star	428	35.3%	29.0%	9.8%	---	13.6%	---	11.2%
Wing Luke	418	56.7%	20.3%	5.3%	---	7.9%	---	7.9%
Kimball	502	22.9%	22.3%	13.3%	0.0%	14.1%	0.0%	27.3%

Resulting Attendance Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Dearborn Park	150	48	24	24	24	<10	10
Maple	173	51	26	25	37	16	11
Rising Star	164	45	19	26	16	<10	20
Wing Luke	177	50	31	19	<10	<10	44
Kimball	125	47	27	20	41	11	20

Resulting Attendance Area Student Supports	English Language Learners	Special Education	SpEd Resource	SpEd Self-Contained	Advanced Learner	Highly Capable	Experiencing Homelessness
Dearborn Park	40.8%	13.0%	6.5%	6.5%	6.5%	---	2.7%
Maple	35.2%	10.4%	5.3%	5.1%	7.5%	3.3%	2.2%
Rising Star	38.3%	10.5%	4.4%	6.1%	3.7%	---	4.7%
Wing Luke	42.3%	12.0%	7.4%	4.5%	---	---	10.5%
Kimball	24.9%	9.4%	5.4%	4.0%	8.2%	2.2%	4.0%

Approval of Southeast Elementary Attendance Area Boundary Changes in 2020-21 and 2021-22: Attachment E

SE Elementary Boundary Changes: Community Feedback

These comments represent the feedback SPS received from community members, they are not data from Seattle Public Schools. Data on students of color, ELL students and walk zone residents in proposed change areas is available on each [scenario map](#).

Let's Talk Online Feedback

Sept. 27–Oct. 30, 2019

About Scenario D

Comments and concerns raised about Scenario D included:

- Moves some students to more walkable schools (students moving from Kimball to Dearborn and Maple to Dearborn are closer)
- Provides slow capacity relief for Maple.
- Moves highest number of students of color.
- Moves high number of low-income families.
- Concerns about the total number of families disrupted (391 K-5 residents).
- Puts Rising Star over capacity (480 residents in attendance area with building capacity at 460).
- Moves students from neighborhood schools/out of walk zones (some students moving from Maple to Kimball and Dearborn to Rising Star will no longer be in the walk zone for their neighborhood school).
- Difficult for current Maple families on the west side of I-5 (Georgetown neighborhood) to access activities, after-school care, and community involvement based on the distance to Rising Star and safety of/lack of/length of public transportation.
- Lack of walkability to Rising Star for students living in Georgetown who miss the bus.
- Lack of walkability for those students moved from Maple to Kimball.
- No need to move students out of Kimball when it is scheduled for a larger replacement building.
- Requests to not move Georgetown from Maple attendance area.

About Scenario F

Comments and concerns raised about Scenario F included:

- Appears to have highest number of students going to closest school.
- Keeps students at closest school/doesn't send past closest school.
- Honors 2013 decision to keep Georgetown at Maple/preferred by Georgetown families.
- Provides relief for Maple and prepares for additional Kimball capacity.
- Shares impacts more equally.
- Less complicated than scenario D/Fewer change areas than scenario D.
- Allows students/families to use public transportation or walk to school/activities.
- Displaces some students in Maple walk zone.
- Slow capacity relief for Maple (some changes take place in the 2020-21 school year while other changes don't take place until 2023-24 when Kimball is rebuilt).
- Moves greatest number of students of color after Scenario D.
- Could impact Maple Title 1 status.

- Puts Dearborn Park over capacity (399 residents in attendance area with building capacity at 340).
- Anticipates increase in capacity at Kimball.
- Requests to select Scenario F.

About Scenario G

Comments and concerns raised about Scenario G included:

- Impacts least number of students/minimizes disruption.
- Impacts fewest students of color.
- Impacts fewest ELL students.
- Keeps students in walk zones / does not displace students in walk zones.
- Doesn't impact Kimball, which is likely to have future changes.
- Isolates Georgetown by moving from Maple.
- Does not put Rising Star or Dearborn Park over capacity.
- Requests to select Scenario G.
- Requests to keep Georgetown at Maple.
- Does not provide enough relief for Maple.
- Disproportionally moves non-white and ELL students, and students experiencing homelessness.
- Doesn't consider that Georgetown will not have an increase in housing like other areas.
- Loss of after school engagement/enrichment for Georgetown students/parent participation due to lack of feasible public transportation options.
- Doesn't provide access to equitable education for Georgetown families.

Other Feedback

The fourth category of feedback through Let's Talk was "other feedback." A summary is provided below.

- Please provide grandfathering.
- Requests to consider moving families in the Georgetown neighborhood to Concord instead of Rising Star.
- Request to put Scenario A (originally approved changes) back on the table.
- Suggestion to hold off on any changes until new schools are completed and opened (Wing Luke and Kimball).
- None provide enough relief to Maple.
- Middle schools are likely to change and that will likely impact some of the same students.
- No matter what scenario, majority of students changing schools are non-white.
- Appreciation for not splitting up Georgetown even if moving.
- Not all voices in Georgetown are being heard/organized opposition doesn't speak for all Georgetown families.
- Equity is important/changes should be made to address equity concerns.
- Question as to why moving Georgetown to Dearborn Park is not still being considered.

Oct. 10 Community Meeting Feedback

About Scenario D

Summary of feedback on Scenario D

Benefits:

- Provides capacity relief for Maple by about one Kindergarten class.
- Moves students closer to schools and moves more students into walk zones.

Concerns:

- High number of students of color impacted.
- Slow capacity relief for Maple (some changes take place in the 2020-21 school year while other changes don't take place until 2023-24 when Kimball is rebuilt).
- Highest displacement of students currently in walk zones, greatest number of students impacted overall, and small impact of moving families in the mostly industrial Georgetown neighborhood.
- Concerns about limited engagement with impacted Somali families in New Holly and how families would manage the change.
- Boundary change breaks up Rainier Vista community (S. Alaska N to Columbia).
- Safety concerns and distance concerns to new schools as many students would cross busy roads, be a lot further from school, need more transportation, and not able to participate in after-school programming.
- Concerns about moving upper grade students to Dearborn Park's DLI program if there is no grandfathering.
- Concerns about moving Kimball students given that Kimball is getting a larger building and the current expectation is that Kimball families would attend Kimball in the new building.

About Scenario F

Summary of feedback on Scenario F

Benefits:

- Impacts the least number of homeless students.
- Keeps neighborhoods together and closer to home with more walkability.
- Brings more students to Dearborn Park and Rising Star, making it less likely that they will have cuts to resources like librarians and counselors.
- Provides more longer-term relief for Maple than scenario G while sharing the impact among many schools.
- Keeps Georgetown at Maple, which addresses the comments that there are few students in the large Georgetown area, providing minimal relief for Maple if the area was moved.

Concerns:

- Concerns that the scenario provides the least amount of capacity relief for Maple in fall of 2020-21.
- Concerns about number of students of color impacted and the total number of students affected.
- Concerns about Maple losing Title 1 funding as a result of lower enrollment.

- Concerns about engagement with impacted Somali families in New Holly and how they would manage the change.
- Concerns about displacement of students in walk zones and walkable areas, and the related ability to participate in after-school programming.
- Concerns about the change in distance to school in moving students from Maple to Rising Star.
- Concerns about the number of changes included over time, and changes to Kimball when there will be room for all current students in new school.

About Scenario G

Summary of feedback on Scenario G

Benefits:

- Equitable percentage of students of color having to move making it the least impact on students of color.
- Moves fewest students in walk zones, maximizes walkability, and keeps neighborhoods and geographic communities together.
- Keeps Kimball community together for new building.
- Confines changes to capacity relief of Maple and impacts fewer students.
- Provides more native speakers for Dearborn Park, and Dearborn Park doesn't lose students
- Provides about one classroom of relief for Maple.

Concerns:

- Concerns about the low amount of capacity relief for Maple.
- Concerns about the number of nonwhite, ELL, and homeless students moved between Maple and Dearborn Park, and between Rising Star and Wing Luke
- Concerns about moving area from Maple to Kimball and losing walkability (no safe path to Kimball), and moving Georgetown neighborhood from Maple to Rising Star, which is much farther away.
- Concerns that scenario may impact FRL percentage/Title 1 status at Maple
- Concerns about the lack of engagement with non-white families in Georgetown
- Concerns that other negative impacts on the Georgetown neighborhood are not being considered.
- Statement that this breaks 2013 understanding that Georgetown would stay at Maple

General

Summary of general comments and concerns

- Requests to provide grandfathering with transportation and grandfathering for siblings of current students.
- Appreciation for considering walk zones and that all scenarios move students to safe walk zones.

- Questions/comments about future growth; decision-making process for changes beyond the 2020-21 school year; concerns over accuracy of projections; preference for making least changes now with future adjustments as needed
- Concerns about specific schools: need of support for Rising Star; question on 650 as the size for an elementary school; need for more native speakers at Dearborn Park, changes to FRL/Title 1 status in some scenarios.
- Concerns about families not engaged, especially nonwhite and non-English-speaking families.