

Board Special Meeting

Work Session: Advanced Learning; Work Session: Student Assignment Transition Plan and Boundaries; Executive Session: Negotiations on publicly bid contract, Current or potential litigation

September 25, 2019, 4:30 - 8:15 p.m.

Work Sessions: Auditorium, John Stanford Center, 2445 3rd Avenue South, Seattle WA 98134

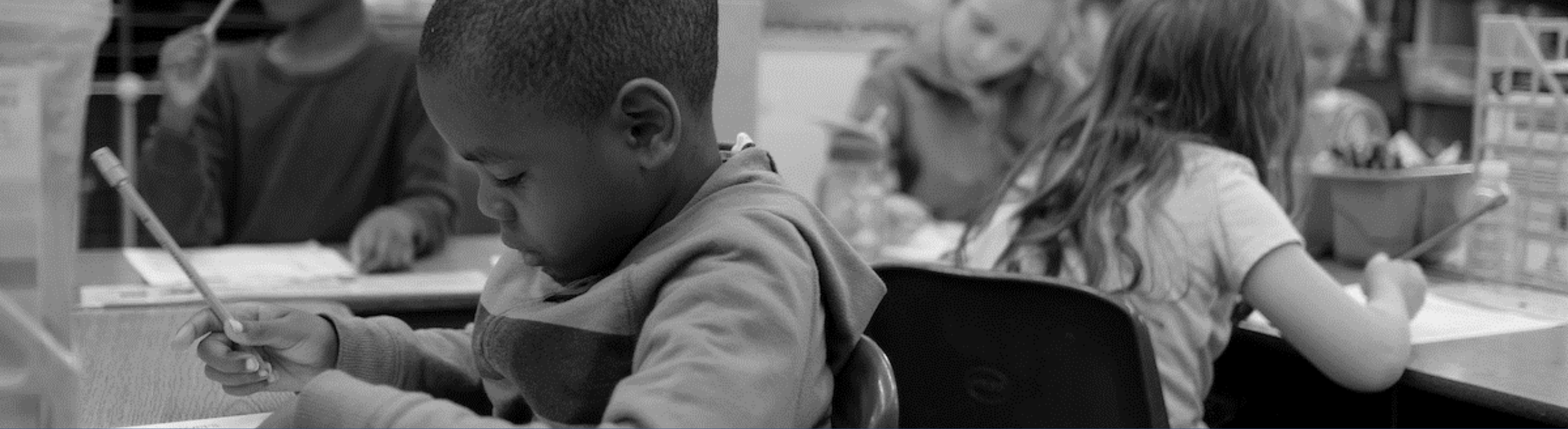
Executive Session: Board Conference Room, John Stanford Center, 2445 3rd Avenue South, Seattle WA 98134



Agenda

<u>Call to Order</u>	4:30pm
<u>Work Session: Advanced Learning</u>	4:30pm
<u>Work Session: Student Assignment Transition Plan and Boundaries</u>	6:00pm
<u>Executive Session:</u> To review negotiations on the performance of publicly bid contracts when public knowledge regarding such consideration would cause a likelihood of increased costs; To discuss litigation or potential litigation to which the agency, the governing body, or a member acting in an official capacity is, or is likely to become, a party, when public knowledge regarding the discussion is likely to result in an adverse legal or financial consequence to the agency.	7:30pm
<u>Adjourn</u>	8:15pm*

*Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda. *Times given are estimated.*



Seattle Public Schools

Advanced Learning Work Session

September 25, 2019

www.seattleschools.org | Division of Student Support Services



Our Story: Seattle Schools 'Design' of Advanced Programs born as a segregated model

- 1980s** | SPS busing children across ship canal to de-segregate schools
District opens Individual Progress Program (IPP)* and Horizon to offer segregated services to 'Extremely Gifted' students in response to white flight
- 1990s** | District discontinues controlled busing and offers families 'school choice'
Segregated Horizon/Spectrum classes continue only for designated 'advanced' students
- 2000s** | District returns to enrollment at neighborhood schools
Schools invited to offer Advanced Learning Opportunities (ALOs)
Segregated Spectrum classrooms and Accelerated Progress Program (APP) available to some through designation and only within some schools
- 2010+** | Schools initiate blending of Spectrum
APP changed to Highly Capable Cohort (HCC)

*Source: <https://eric.ed.gov/?id=ED232347>



Today's approach is significantly disproportionate

Identification and Selection

- Referral initiated and required from family
- Testing occurs outside of school day; disconnected from instruction; 1x/year
- Cognitive and summative achievement data measure
- Voluntary teacher recommendation
- Designation required for access to cohort/accelerated services

Programs and Services

- Advanced Learning Opportunities unsupported, inconsistent and varied across neighborhood elementary schools
- Inconsistent secondary offerings across middle and high schools
- Number of students of color enrolled in Highly Capable is unacceptable:
 - 1% Black
 - <1% Native students
 - 3% Hispanic



Highly Capable Enrollment Data Highlights Inequities

Race/Ethnicity	Highly Capable Identified N=4896	District Enrollment 10/1/2018 N=55335
Black/ African American	1.6% (N=82)	15% (N=8016)
White/Caucasian	67% (N=3288)	47% (N=25898)
Hispanic/Latinx	4.5% (N=221)	12% (N=6825)
American Indian/ Alaska Native	0% (N= less than 10)	0.5% (N=277)
Asian	12% (N=610)	14% (N=7623)
Two or More Races	14% (N=688)	12% (N=6464)
Native Hawaiian/ Pacific Islander	0% (N=less than 10)	0.4% (N=232)



Sources: 2018 OSPI Score Card; 2018.19 HC Cedars Report

We have a decades old problem... Why?



Why are we still so segregated?

Systems of selection and services were born in a segregated model that bred institutional racism – *no generation has interrupted the status quo*

We have trained our community to believe that high quality services can only be delivered in a setting alternative to our neighborhood schools

School have not been required, supported and trained to design and deliver high quality AL/HC services

Previous attempts to correct the current model have been ineffective*





**2020: Turning the page toward
Seattle Excellence**



2019 Strategic Plan Theory of Action

WHEN WE FOCUS on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system by:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction for all students
- Creating healthy, supportive, culturally responsive environments
- Partnering with families and communities who represent students of color
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.



Community Voice

"[SPS] wants to be inclusive but it is not. It is driven by white parents with the loudest voices and political action gathering to benefit their children first with no regards to students and families of color. Address the barriers that keep students of color (especially black students) out of the HCC (gifted) program." Southeast

"HCC needs to be more accessible to students of color - we need culturally relevant testing; families need to be informed; teachers need to believe in their brilliance." Somali Moms

"When will all HCC schools students have Access special ed services? As of right now I have to choose academics or Access. By state law my son shouldn't have to choose." SpEd



The Advanced Learning Task Force

School Board Resolution No. 2017/18 - 10 charge:

Establish an Advanced Learning Task Force to review and make recommendations to the Superintendent and School Board related to the policies, procedures and practices of advanced learning programs and highly capable services supporting the district's work on equitable access to advanced learning.

Review history and make recommendations in four areas:

- *Adopt a mission and vision for advanced learning in Seattle Schools*
- *Define and/or redevelop Advanced Learning and Highly Capable services*
- *Promote equitable identification and access*
- *District-wide implementation*



Charge 1 | Adopt a mission and vision for advanced learning in Seattle Schools

Advanced Learning Department



Vision:

All students receive the academic challenge and whole child support needed to develop their full potential.

Mission:

The Advanced Learning Department actively disrupts the institutional racism and other systemic inequities that limit access to advanced learning opportunities. The Advanced Learning Department ensures that students who need, or show potential to benefit from, enhanced and/or accelerated instruction within, and across, disciplines are served according to their unique strengths and needs, with a focus on those furthest from educational justice.

In the Advanced Learning Department, we will:

- **Eliminate** racial disproportionality in all facets of advanced learning services, from eligibility to participation to outcomes.
- **Design** services and processes to reveal potential and remove barriers to accessing advanced learning offerings.
- **Apply** advanced learning opportunities equitably to establish consistent practices and minimum offerings across all schools.
- **Offer** engaging and challenging curriculum delivered with high-quality, effective instruction.
- **Provide** a variety of accelerated and enhanced instructional models that serve learners with atypical needs.
- **Support** social-emotional needs of students accessing advanced learning offerings.
- **Deliver** high-quality professional development for relevant staff to achieve these commitments.

7.9.19

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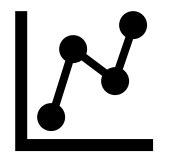


What systemic and instructional practices should we implement to ensure equitable access to advanced learning services for students of color furthest from educational justice?

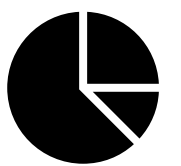


Policy #2190 Recommendation A:

To realize the vision, mission, commitments and recommendations of the Task Force, the District must adhere to state guidelines, Policy 0030 and prioritize equitable access to advanced learning services, including but not limited to:



Using multiple sources of data to identify student needs for advanced learning services



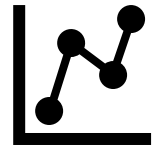
Delivery of an array of equitable services framed within a Multi-Tiered System of Support (MTSS) at every elementary, middle, and high school and alternative placements, as needed to meet the needs of students



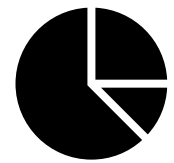
Use of equitable assessment practices that are accessible to and evaluate the needs of all student



Charge 2 & 3 | Define and/or redevelop Advanced Learning and Highly Capable services
Promote equitable identification and access



Alex is an African American 3rd grader who arrives to his elementary school mid-year. He is shy, withdrawn and struggles socializing and making friends. In math class, he brightens and performs at or slightly above standard in class and on assessments. His teacher notices he needs glasses and works with the MTSS Team and nurse to obtain glasses. Alex excels with his newly discovered ability to focus! He soars to consistent above standard performance and finishes his 3rd grade year well above standard on the SBA. He enters 4th grade ready for successful enriched/accelerated math opportunities.



Current

- Missed testing window. Not formally identified formally to access 'cohort' services.
- No accelerated pathway opportunity at 4th grade.
- Alex's mom is unaware of the current process.
- Low advocacy from school.



Future

- Teacher reviews data and offers tiered support immediately at Tier 1.
- Teacher engages parent in HC services discussion and the MTSS team lets Central know Alex is being served.
- Tier 2 services (flexible group) begin.
- Alex enters an integrated model for mathematics at 6th grade.
- Alex is prepared for AP coursework in 11th grade.



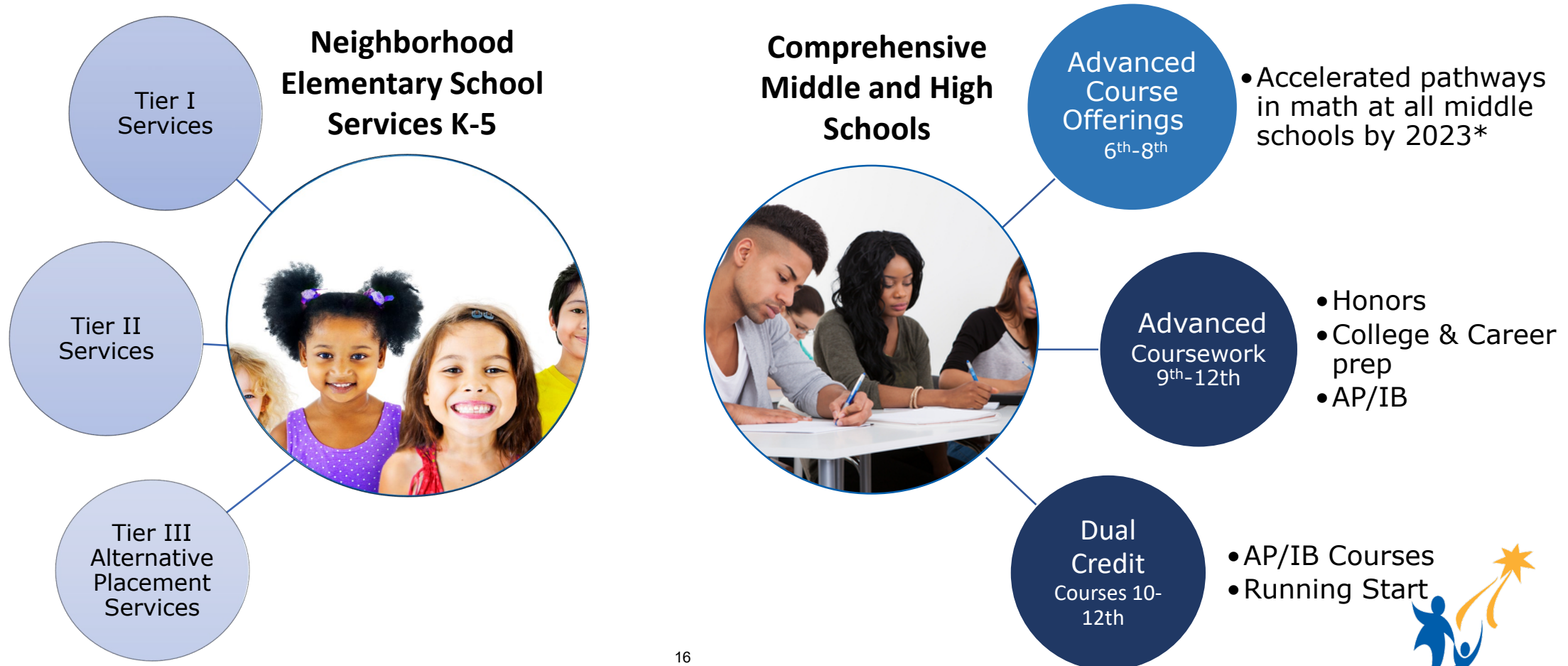
**How will an available array of services
disrupt institutional racism and other
inequities that limited access to AL
opportunities?**



Strategic Plan ● High Quality Instruction for all abilities; Allocating resources strategically through a racial equity framework

Charge 2 & 3 | Define and/or redevelop Advanced Learning and Highly Capable services
Promote equitable identification and access

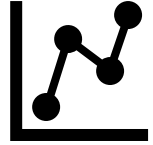
A Newly Designed Continuum of K-12 Services by 2023*



*HC Pathway continues through transition



Define and/or redevelop Advanced Learning and Highly Capable services
Promote equitable identification and access



Kevin is a Caucasian student in 3rd grade. In Kindergarten he was given a special education evaluation due to severe behavioral challenges. Since he was not showing delay of cognitive skills, he was not assessed in this area. He was recommended for a social emotional learning classroom and attended a school outside his neighborhood boundary. From Kindergarten through 2nd grade he was in general education classes most of the day. In 2nd grade, the special education team noticed his high-level problem-solving skills and how quickly he learned the general education content. He tested and became eligible for HC services. The team recommended him for Access level of special education services (instead of SEL) and he moved to another school for 3rd grade. He had difficulty adjusting to the new school setting.

Current

- Student's SPED needs come first.
- AL decisions are made centrally while special education decisions are made at the building. There is no collaboration between the two-identification process.
- He attends a school where Access level of services are available, not an HC pathway or neighborhood school.

Future

- MTSS team looks at academic and SEL needs of all learners in the building based in staff input.
- Identification of both SPED and advanced learning takes place at every school with central staff support.
- Decisions for addressing needs are developed through the IEP process and the school-based selection committee.
- He attends a program designed for children with similar needs. There he receives a higher level of support while also being around like-minded peers.



Strategic Plan ● Delivering High Quality, standards-aligned instruction across all abilities & a continuum of services for learners; Allocating resources strategically through a racial equity framework

ALTF Charge 2 & 3 | Defining and/or redeveloping Advanced Learning and Highly Capable services
Promote equitable identification and access

Comprehensive Middle Schools

Available at all schools:

- Integrated Honors coursework for major content areas by 2023
- Accelerated math pathway courses up to Geometry
- All courses accessible to students based in current and potential performance
- Procedures to guide decision-making for services*

Comprehensive High Schools

Available at all schools:

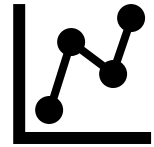
- Standardized advanced course offerings
- Promote active recruitment to advanced courses for HUS and students of color FFEJ
- Active engagement of families and community
- Professional development to mitigate bias and elevate culturally responsive instruction

[*Reference: Iowa MTSS Guide for Advanced Learners](#)





Charge 2 & 3 | Define and/or redevelop Advanced Learning and Highly Capable services
Promote equitable identification and access



Kira is an African American female in 11th grade. Before high school, she did not attend an HC pathway school or take honors classes, yet she always assessed well. Her SBA scores regularly were between level 3 and 4 for ELA and math. As a 11th grader, she enrolls in an AP course. She quickly loses confidence when she realizes that the culture of a college prep course is much different than her prior experiences in her high school and middle school classes. She asks for help from peers in the classroom but feels unwelcome. She feels uncomfortable asking her teacher for help and considers whether to continue with the class and possibly receive a low grade, or whether to drop out.

Current

- She drops out of the AP course and does not enroll in any more advanced courses.
- Her teacher does not embed supports for the needs of students in a college prep course.
- There is no academic or SEL supports available at the school for students who want to take college prep courses but do not have experience in the HC pathway or honors classes.
- School counselors do not reach out to her to see what supports she may need.

Future

- She receives academic support for AP class (e.g. summer program, coaching, mentoring).
- School counselor reaches out to see how she is doing and what supports she may need.
- She receives culturally responsive support in the form of college and career coaching and other SEL supports available to all.
- She stays in the AP course, earns high school credit, and takes the exam.
- The teachers of AP courses receive professional development on how to embed SEL supports and culturally responsive instruction in their AP classes to retain students furthest from educational justice.

What identification practices will systemically promote the elimination of racial disproportionality and prioritize services for our students furthest from educational justice?



Define and/or redevelop Advanced Learning and Highly Capable services
Promote equitable identification and access

Policy #2190 Recommendation B:

We recommend prioritizing equitable identification of low-income students and students historically underserved (Fed 7, 2E, single domain, outliers) in Seattle’s approach to advanced learning services and eliminating racial disproportionality in all facets of advanced learning services.



Synthesize the research on equitable identification practices that align with state law and expand our practice to include additional whole child data from personnel closest to knowing the story, strength, and need of each child



Design and deliver an array of equitable services framed within a Multi-Tiered System of Support (MTSS) at every elementary, middle, and high school and alternative placements, as needed to meet the needs of students



Design appropriate accountability and oversight of the equitable identification process and outcomes



Student Voice:

"I think the attempt is being made, which is good. **We want to see it more blended throughout the school...** so that students can establish connections with different people.... Create more spaces where people of color and white students can connect."

Garfield Student of Color

"The whole reason there is separation in academic ability, in the first place, is because you have a group of **people who don't have the resources** to get into the HC program."

*Garfield student
designated HC*

"**In my elementary school... it was just insane how segregated it was.** The hallway was literally divided in half... The HC kids had different recesses, so you'd go to school wide assemblies and there were all these kids I've never seen before."

*Garfield student
designated HC*



How will we support the change needed to realize sustainable, equitable and accessible services?



Charge 2 & 3 | Define and/or redevelop Advanced Learning and Highly Capable services
Promote equitable identification and access

Policy #2190 Recommendation C:

We recommend procedures and practices designed to support and hold every school accountable for providing a consistent array of equitable advanced learning services.



Advanced Learning Procedural Guide

School and Central Office practices, PD guidance, expectations and oversight



Oversight and Support Central Office Processes

Central office partners with schools on assessment, identification and services; monitoring of growth and outcomes; oversight of annual reporting and support of high-quality services



Reporting and Accountability

School reporting of students identified for and receiving tiered AL services, Central Office reviews data regarding FRL and HUS representation



Professional Learning for Leaders and Staff

Required, relevant, ongoing, engaging and in²⁴ partnership with schools and central office



Teacher Voice

"I can see where people say that it's a segregated school. In some ways it's startling."

"The higher up you get in 11th and 12th grade, especially in AP courses, it gets progressively more segregated."

"Segregated classrooms lead to further social segregation because when the students aren't in classes together, then they don't develop relationships."



Researcher Voice

“...one common policy that does real harm is tracking—the practice of sorting and separating students based on perceived academic ability. Although tracking may be intended to offer extra support for students who need it, the messages it sends are anything but supportive. In general, even what is not explicitly stated about tracking and similar structures speaks volumes. For students who are struggling to build positive self-identify in the face of traumatizing, dehumanizing systems like racism or poverty, school should be a place where their identify is affirmed, not called into question “When students are labeled ‘not smart,’” ...”we send them a message they are not full human beings¹.”

“Mathematical promise is not a fixed trait; rather it is fluid, dynamic, and can grow and be developed; it also varies by mathematical topic.

Exceptional mathematical promise is evenly distributed across geographic, demographic, and economic boundaries².”

Sources:

- 1 [Teaching Tolerance; Gaffney; When Schools Cause Trauma; Issue 62, Summer 2019](#) [Addendum I]
2. [Providing Opportunities for Students with Exceptional Mathematical Promise: A Position of the National Council of Teachers of Mathematics; Students with Exceptional Mathematical Promise—NCTM position statement; October 2016](#) [Addendum J]



Implementation and Timeline:

Guiding Principles

- Implementation will occur over a 6-year period
- Year one will be spent engaging stakeholders regarding structures and services that reflect new vision, mission, commitments & policy
- Develop a procedural guide to set expectations and accountability
- Current placements and services will be maintained as change occurs over time
- Initiate District Highly Capable Equity and Services Advisory Committee
- Fund and require participation in professional development for staff



The Ask

We request that the SPS School board:

1. Authorize changes to Policy #2190 that reflects the Advanced Learning Taskforce recommendations, Policy #0030 and the School Board Resolution.

2. Authorize the Superintendent to develop procedures that initiate change and provide for a future, non-segregated approach that prioritizes and serves the needs of students.

3. Send a message to our students, staff and community that it is time for change and a commitment to equity by all.



Moving Forward: Next Steps

- Continue to engage stakeholders, communities of students of color furthest from educational justice, and advanced learning families
- Board Action Report and policy revisions to CAI Committee on October 8th and Proposed Board Introduction on October 16th
- Sunset of Advanced Learning Task Force
- Explore racial caucusing with guidance from the Chief of Student Support Services and as the Highly Capable Equity Advisory Team commences work this fall.



Quick Reference Bibliography and Resources

Identification and Access Appendix K

- [Addressing Under-representation of Student Populations in Gifted Programs](#); OSPI; 2009
- [2E Presentation & articles from Fact Pack](#)
- [Characteristics of the Gifted Learner Articles and links from Fact Pack](#)
- [NAGC Common Gifted Characteristics page](#)
- [WA State law: Highly Capable](#); [WAC](#) (printed copy available in Appendix K)
- Highly Capable/Gifted Eligibility Processes: Interviews with District Leaders

Mission and Vision Appendix M

- [School Board Policy #0030](#) (in Fact Pack)
- [Race/Equity Training Articles and Analysis Tool](#) (in Fact Pack, page 27)

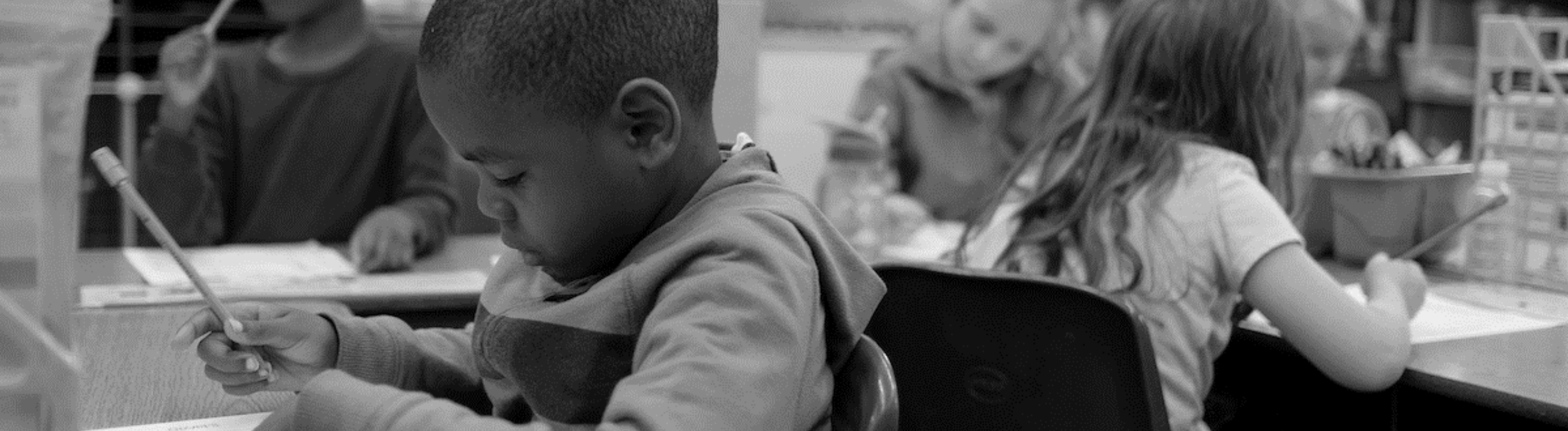
Programs and Services Appendix L

- ALTF State and Nationwide Practices Study Sub Group Report
- [National Council Teachers for Mathematics](#)
- [NAGC Instructional Practices page](#)
- [WAETAG Highly Capable Program Handbook; Programs and Services; pgs. 13, 14](#)
- [Iowa MTSS Guide for Advanced Learners](#)

ALTF Process, Data & Background Appendix N

- ALTF Work Plan Summary – September 2019
- ALTF Group Norms, established August 2018
- [ALTF Fact Pack](#) (data, questions, information)
- School Growth Data Analysis
- [ALTF Agendas and Meeting Minutes](#)





Thank you!



WORK SESSION

Student Assignment
Transition Plan &
School Boundary Changes
for 2020-21

Enrollment Planning September 25, 2019

Agenda

- **Student Assignment Transition Plan (SATP) Changes for 2020-21 School Year**
 - GeoZone Changes
 - Washington Middle School & Technology Access Foundation (TAF)
 - Advanced Learning Updates
 - Southeast Dual Language Immersion Pathway
- **Boundary Changes for the 2020-21 School Year**
 - Southeast Elementary School Boundary Changes

SATP Changes | GeoZone Changes

- Updating 8 GeoZones so they align with the walk zones align beginning in 2020-21.
 - Each option school has a geozone. The geozone tiebreaker is for applicants to an option school who live within a defined area in proximity to the school and is used if there are more applicants than seats.
 - Several walk zones were outside the GeoZone for a school. This change responds to community feedback to align the GeoZones and walk Zones.
 - Impacted Schools: Cleveland HS, Cedar Park ES, South Shore PK-8, Hazel Wolf K-8, Orca K-8, Salmon Bay K-8, Stem K-8, Thornton Creek ES.

SATP Changes | GeoZone Maps

See PDF of GeoZones, walk zones, and data

SATP Changes | GeoZone Changes

- Updating the GeoZone for McDonald and John Stanford International School (JSIS) to give all students in the Green Lake Elementary attendance area a tiebreaker to attend either JSIS or McDonald beginning in 2020-21.
 - Helps to relieve overcapacity at Green Lake.
 - Community meeting held on September 17, 2019 to share this idea and begin discussion on future options for capacity relief.
- Updating the GeoZone for Licton Springs and moving Licton Springs K-8 to the Webster School Building in the 2020-21 school year.
 - Addresses overcrowding at the Robert Eagle Staff Campus and Licton Springs K-8 desire to have their own space to grow and maintain their K-8 programming.

SATP Changes | GeoZone Maps

See PDF of GeoZones, walk zones, and data

SATP Changes | Washington & TAF

- It is anticipated that TAF will start at Washington Middle School in the 2020-21 school year.
- TAF will begin programming for new 6th graders in 2020-21. There will be no impact on current students.
- Washington would continue as the HC pathway middle school for South and Central Seattle.
- Washington will no longer serve students in a “cohort” model. The SATP will need to be updated.

SATP Changes | Advanced Learning Updates

- SATP updated to indicate that Washington Middle School will no longer serve students in a pathway.
 - “Students entering 6th grade from a K-5 school will generally receive an initial assignment to their attendance area middle school, except: Highly Capable Cohort (HCC): Students enrolled as HCC receive an initial assignment to their HCC pathway middle school based on where they live. If they apply for their attendance area middle school during Open Enrollment through May 31, they will be assigned to that school (unless they apply for and are assigned to a higher ranked choice). “ –page 4
- Removal of references to Spectrum which aligns to current practice – this includes Spectrum tiebreakers.

SATP Changes | Southeast DLI Pathway

- Rainier Beach High School named the southeast DLI high school in the 2019-20 Student Assignment Transition Plan.
- Current Pathway: Beacon Hill & Dearborn Park > Mercer > Rainier Beach
- Concerns around low continuation in the DLI pathway at high school.

Southeast Boundary Changes

- Maple Elementary School is significantly overcrowded.
- Enrollment Planning held two community meetings, one at Maple and one at Van Asselt, nearly two years ago and last spring to discuss the approved boundary changes and answer questions.
- Community and School Board suggested exploring other options including scenarios that involved Dearborn Park and Kimball given the proximity to Maple and available capacity.
- Small working group of principals, parent representatives, and staff collaborated over the course of four meetings to review and discuss potential boundary options.
- Group reviewed various scenarios and decided on three scenarios to present to larger community for feedback.
- A community meeting will be held for all five school communities at Mercer Middle School on October 10, 2019 from 6:30pm-8:30pm. Translated communication are being created for families as well as a Let's Talk feedback form.

Next Steps

- **September 25, 2019:** Board Work Session
- **October 3, 2019:** Operations Committee
- **October 10, 2019:** Southeast Elementary Boundary Meeting at Mercer at 6:30pm
- **October 16, 2019:** Board Introduction of Changes
- **November 6 or 20:** Final Board approval on changes for the 2020-21 school year.
- **Sept 2020:** SATP and Boundary changes implemented.



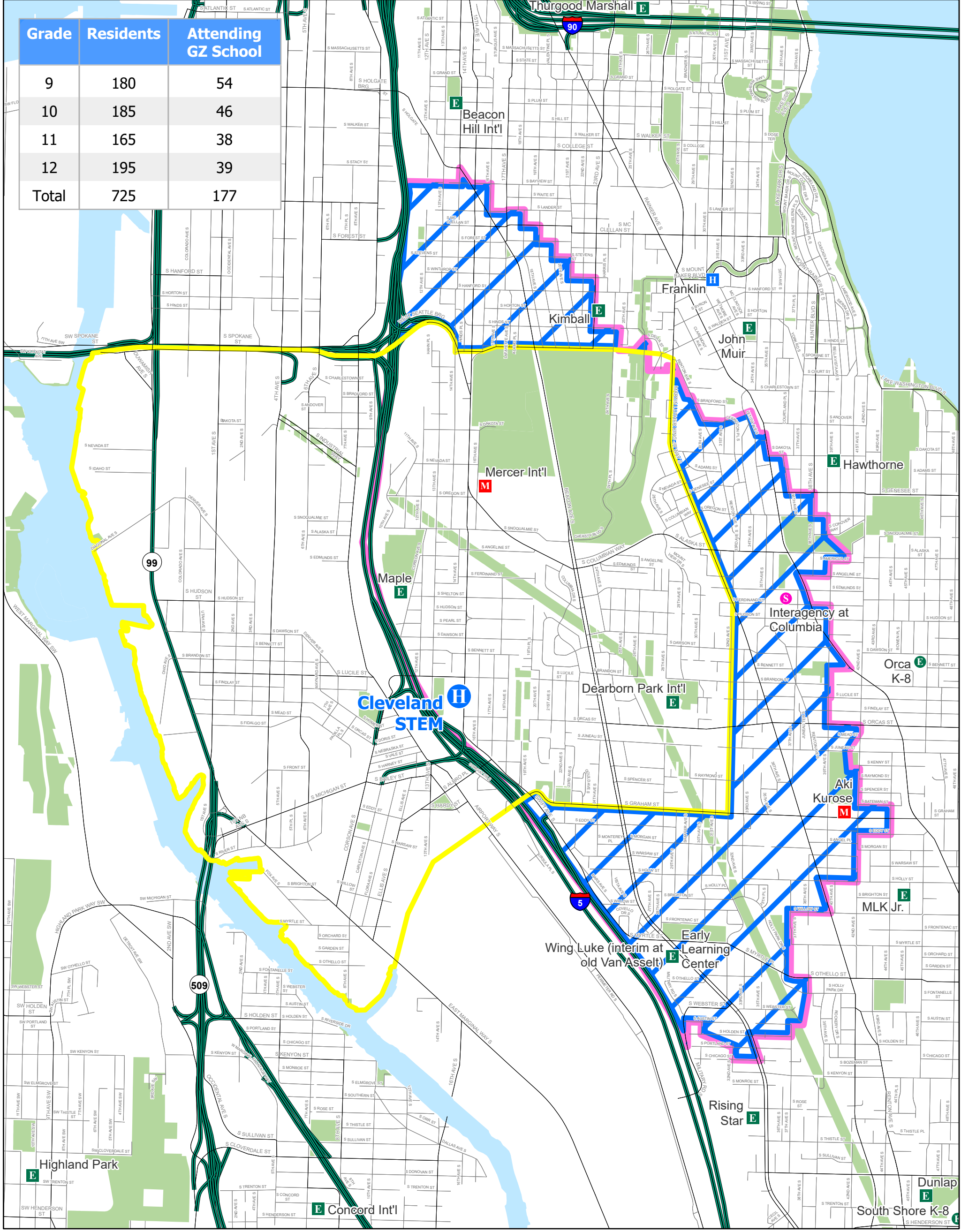
Thank you!

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Seattle, WA



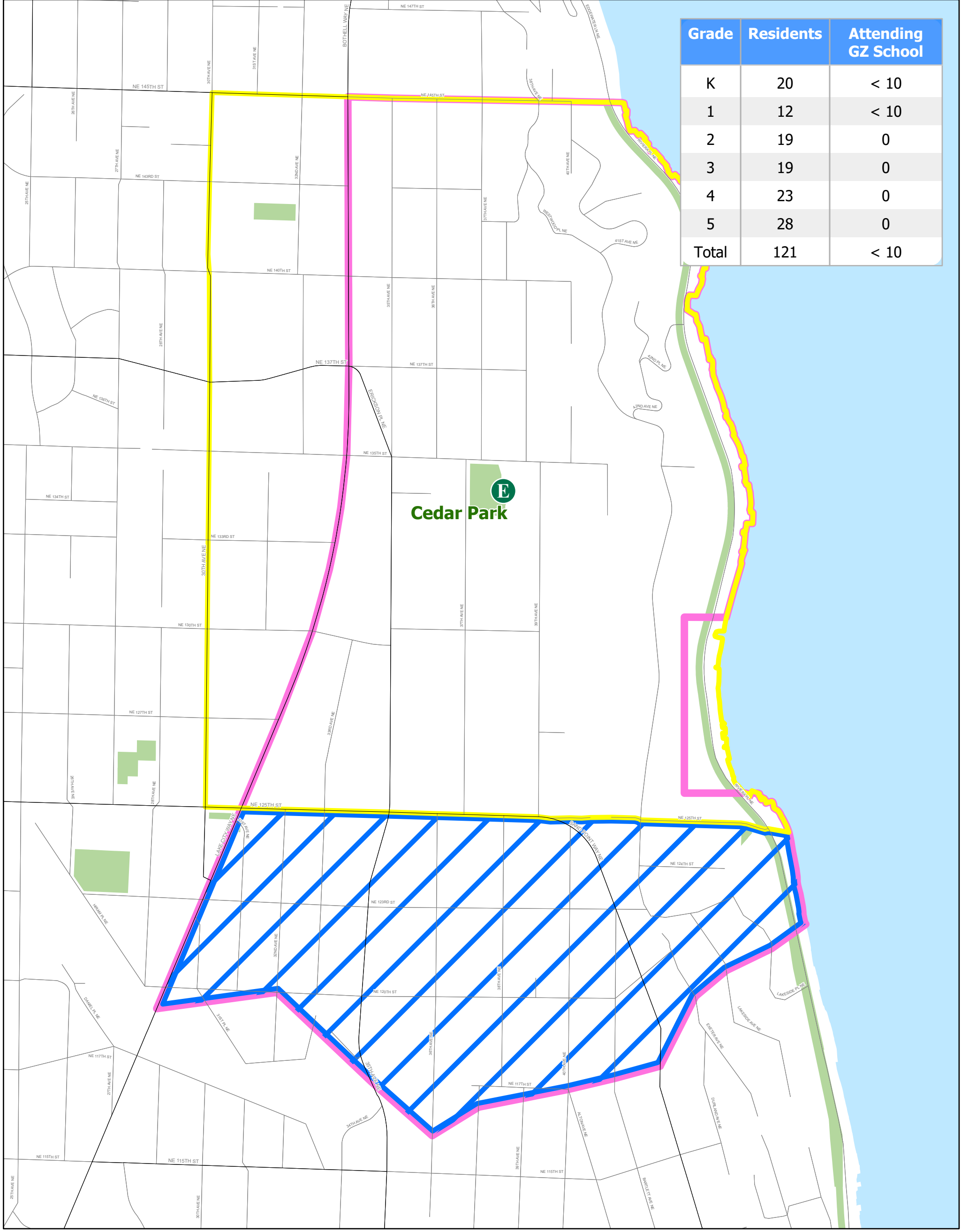
Grade	Residents	Attending GZ School
9	180	54
10	185	46
11	165	38
12	195	39
Total	725	177



E Elementary	H High	Geo Zone
E Option Elem.	H Option High	Walk Zone
M Middle	S Service School	Analysis Area

October 2018 resident counts are for students who live within an option school's walk zone but are outside of the geo-zone.

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: GZ_WZ_analysis_20190917

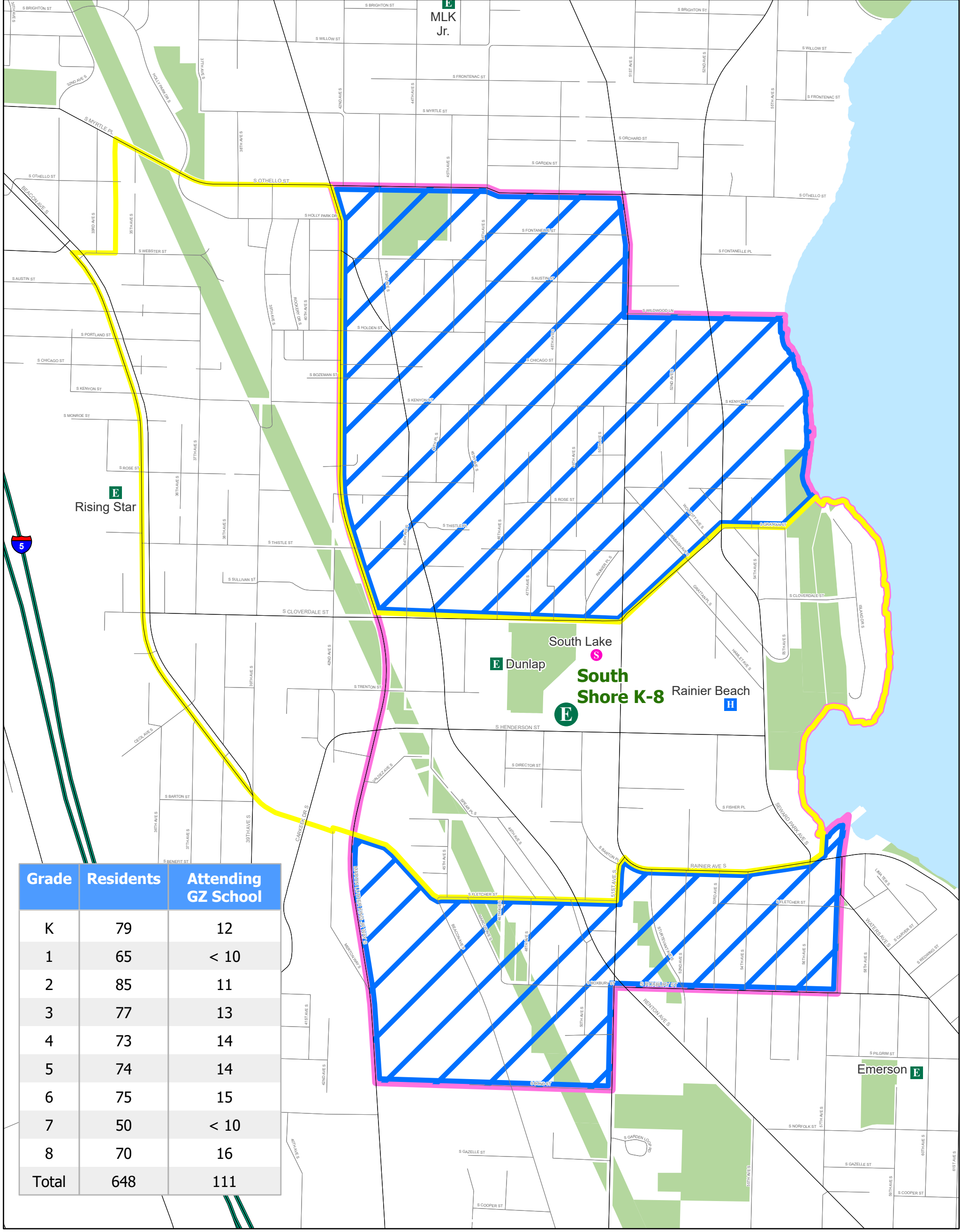


Grade	Residents	Attending GZ School
K	20	< 10
1	12	< 10
2	19	0
3	19	0
4	23	0
5	28	0
Total	121	< 10

Elementary	High	Geo Zone
Option Elem.	Option High	Walk Zone
Middle	Service School	Analysis Area

October 2018 resident counts are for students who live within an option school's walk zone but are outside of the geo-zone.

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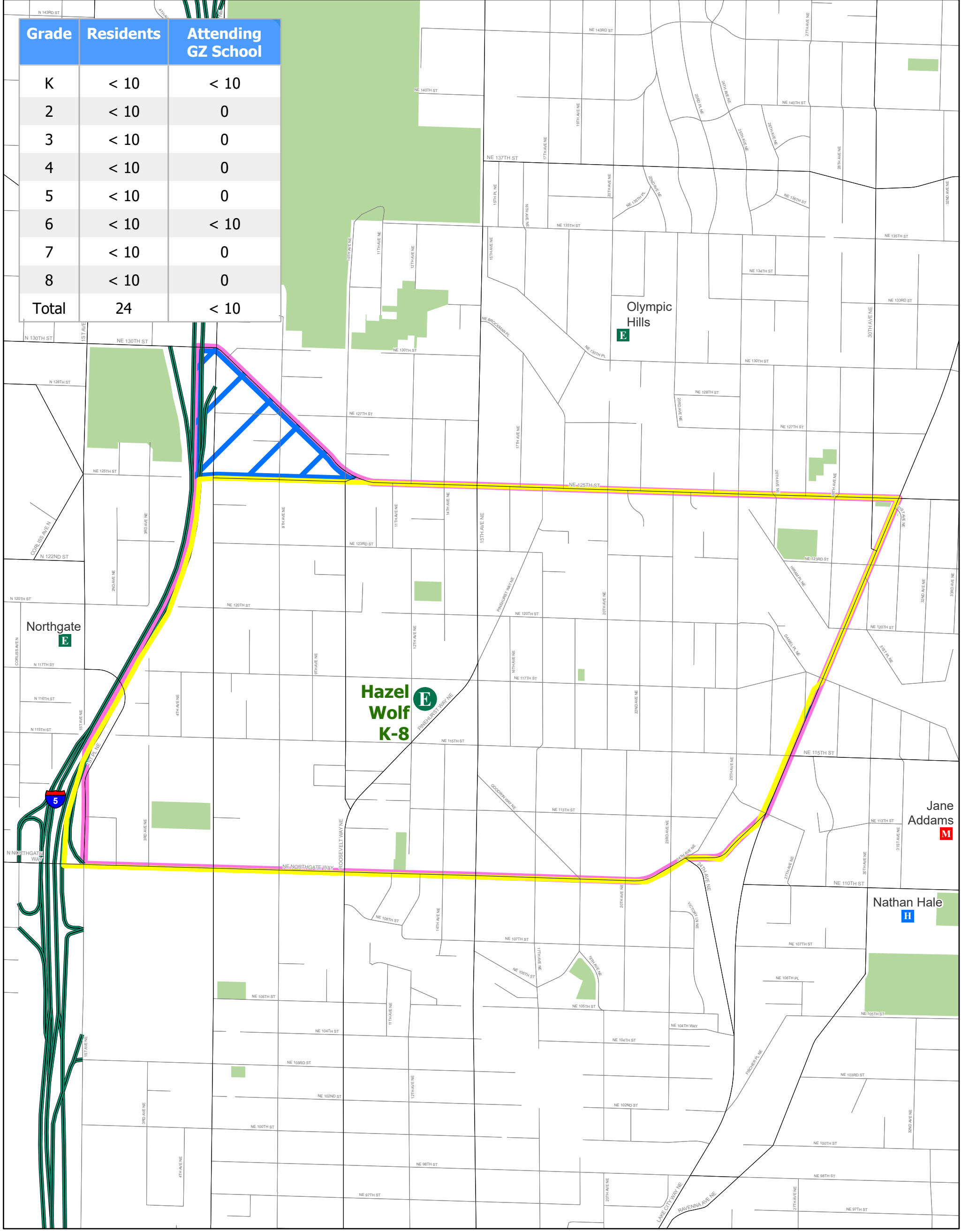
Grade	Residents	Attending GZ School
K	79	12
1	65	< 10
2	85	11
3	77	13
4	73	14
5	74	14
6	75	15
7	50	< 10
8	70	16
Total	648	111

Elementary	High	Geo Zone
Option Elem.	Option High	Walk Zone
Middle	Service School	Analysis Area

October 2018 resident counts are for students who live within an option school's walk zone but are outside of the geo-zone.

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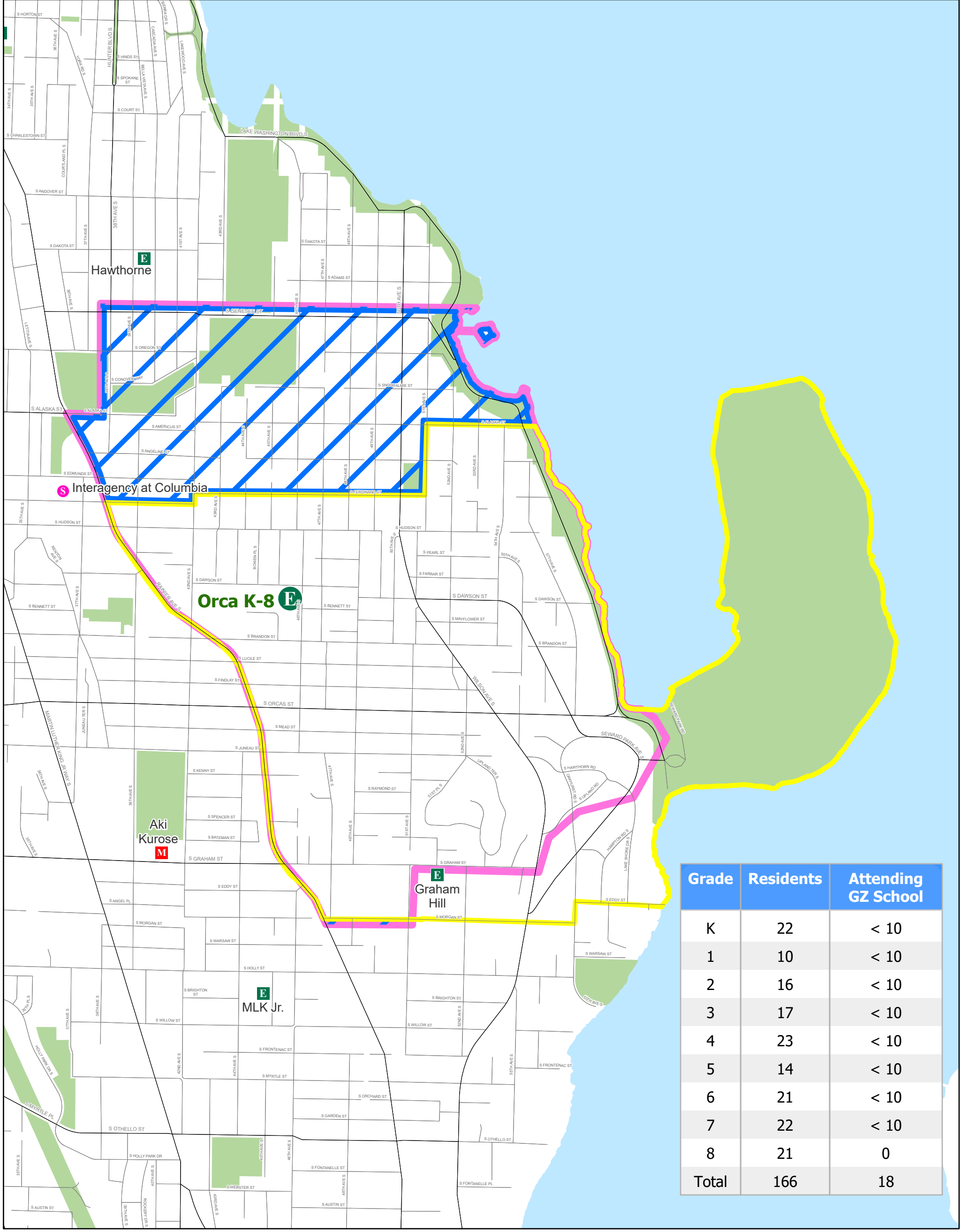
Grade	Residents	Attending GZ School
K	< 10	< 10
2	< 10	0
3	< 10	0
4	< 10	0
5	< 10	0
6	< 10	< 10
7	< 10	0
8	< 10	0
Total	24	< 10



Elementary	High	Geo Zone
Option Elem.	Option High	Walk Zone
Middle	Service School	Analysis Area

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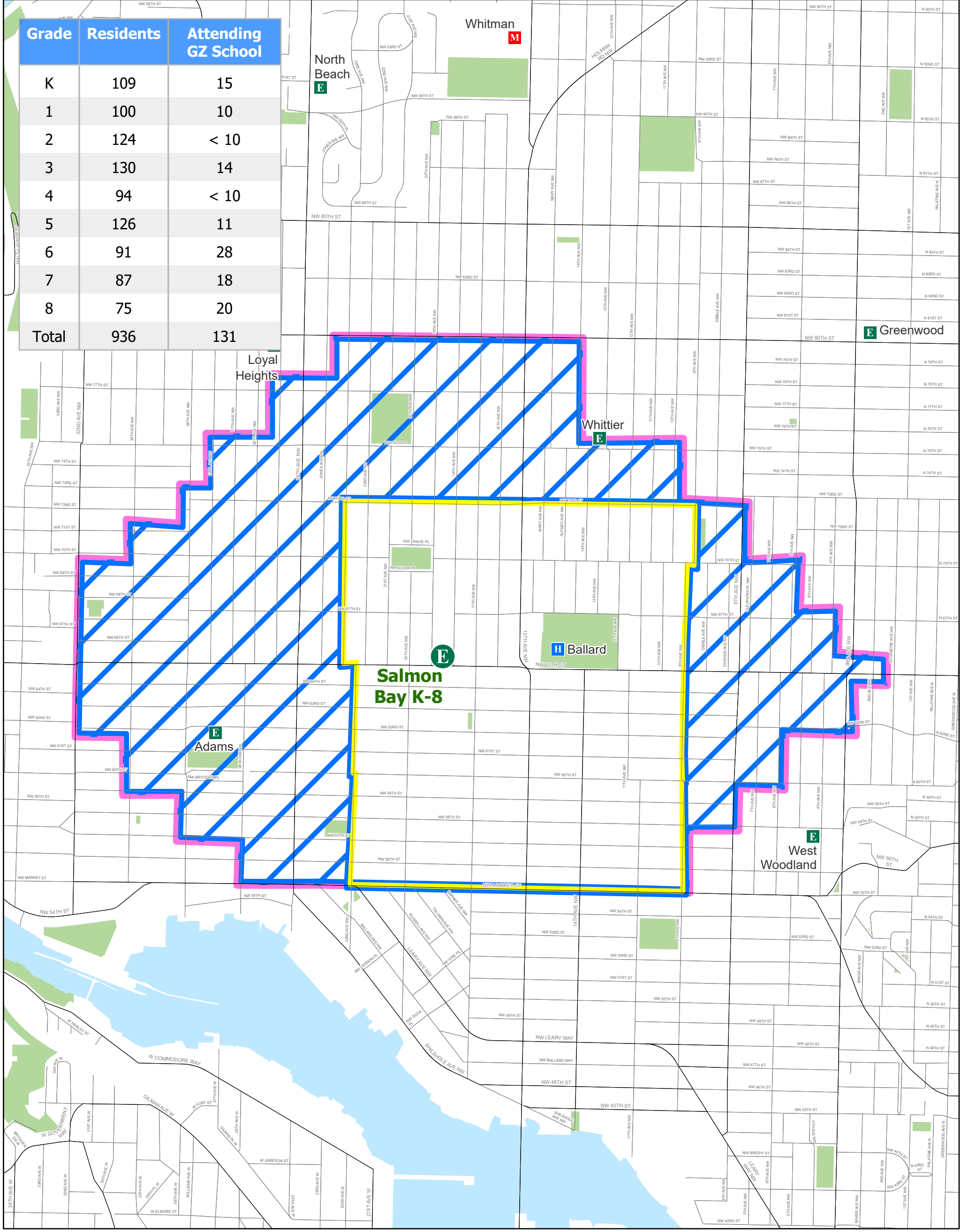
Grade	Residents	Attending GZ School
K	22	< 10
1	10	< 10
2	16	< 10
3	17	< 10
4	23	< 10
5	14	< 10
6	21	< 10
7	22	< 10
8	21	0
Total	166	18

Elementary	High	Geo Zone
Option Elem.	Option High	Walk Zone
Middle	Service School	Analysis Area

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Grade	Residents	Attending GZ School
K	109	15
1	100	10
2	124	< 10
3	130	14
4	94	< 10
5	126	11
6	91	28
7	87	18
8	75	20
Total	936	131

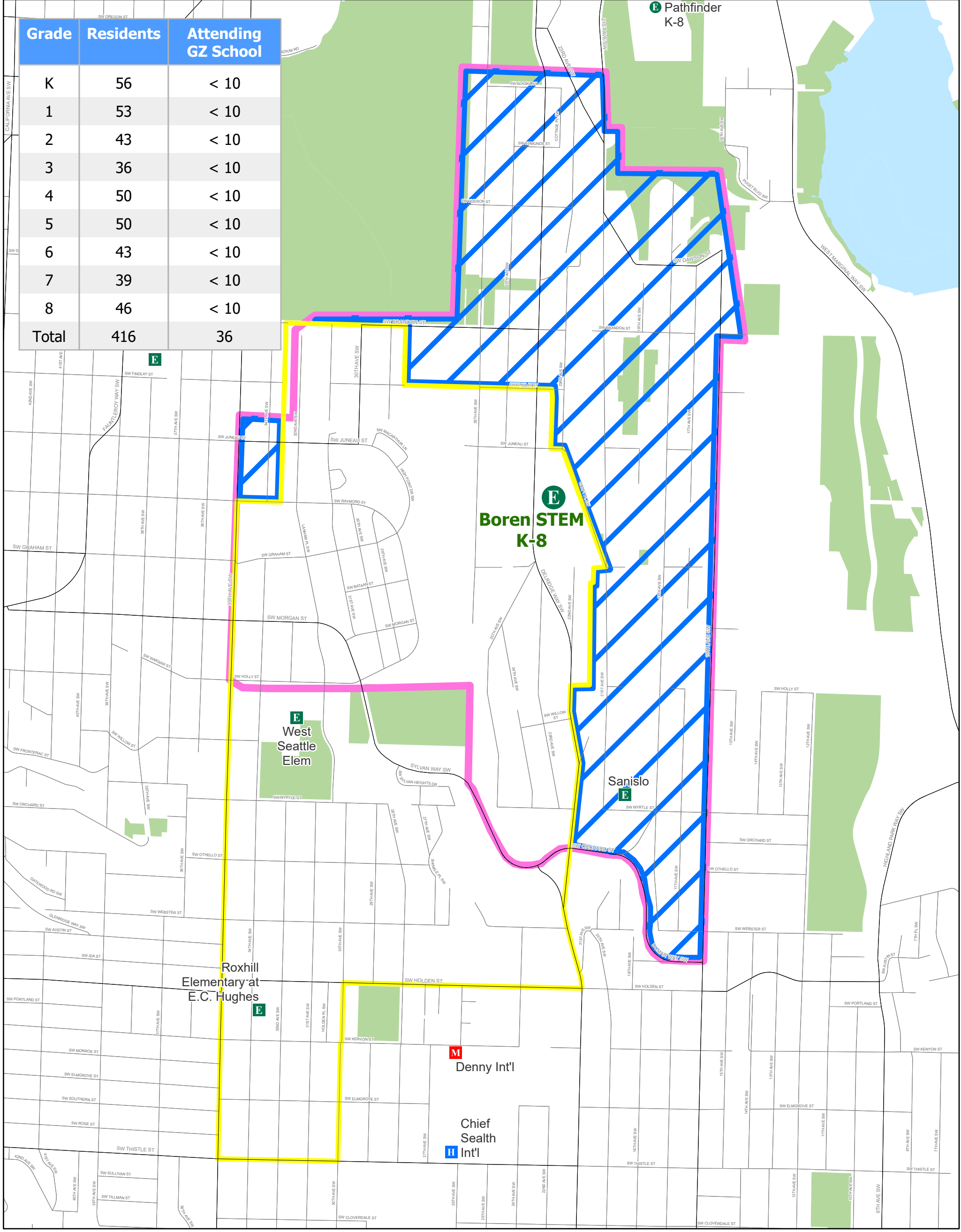


E Elementary	H High	Geo Zone
E Option Elem.	H Option High	Walk Zone
M Middle	S Service School	Analysis Area

October 2018 resident counts are for students who live within an option school's walk zone but are outside of the geo-zone.

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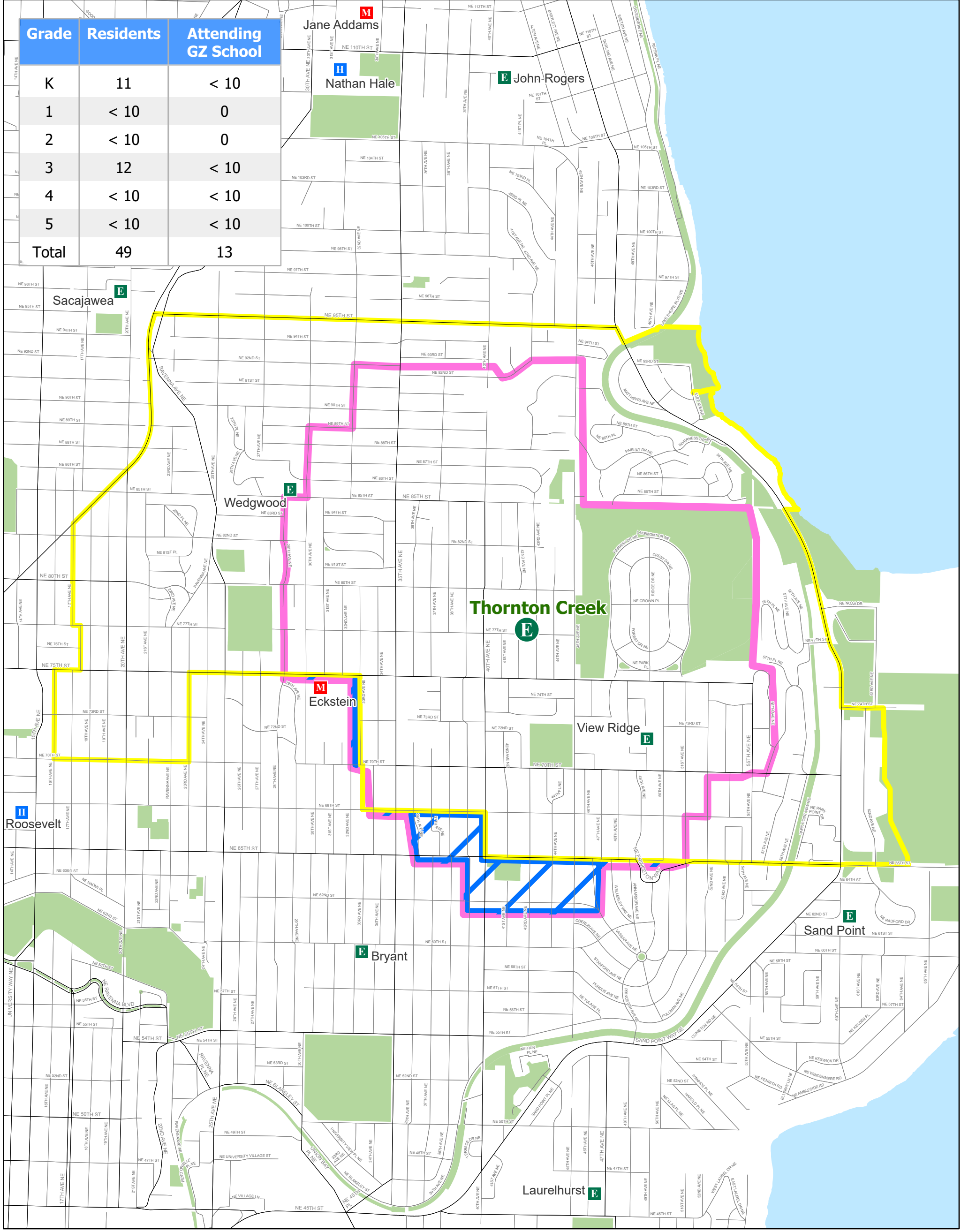
Grade	Residents	Attending GZ School
K	56	< 10
1	53	< 10
2	43	< 10
3	36	< 10
4	50	< 10
5	50	< 10
6	43	< 10
7	39	< 10
8	46	< 10
Total	416	36



E Elementary	H High	Geo Zone
E Option Elem.	H Option High	Walk Zone
M Middle	S Service School	Analysis Area

October 2018 resident counts are for students who live within an option school's walk zone but are outside of the geo-zone.

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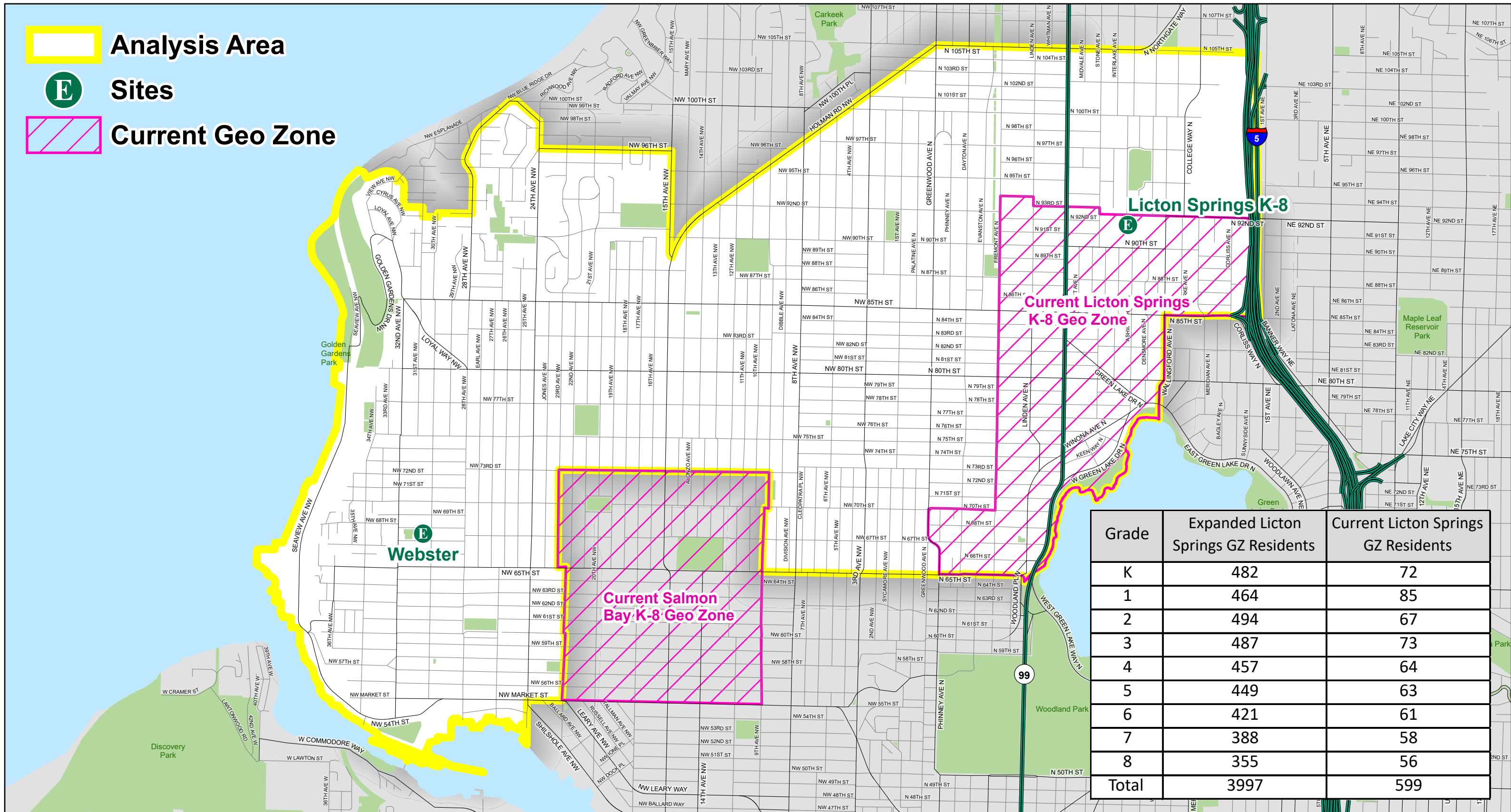


Grade	Residents	Attending GZ School
K	11	< 10
1	< 10	0
2	< 10	0
3	12	< 10
4	< 10	< 10
5	< 10	< 10
Total	49	13

E Elementary	H High	Geo Zone
E Option Elem.	H Option High	Walk Zone
M Middle	S Service School	Analysis Area

October 2018 resident counts are for students who live within an option school's walk zone but are outside of the geo-zone.

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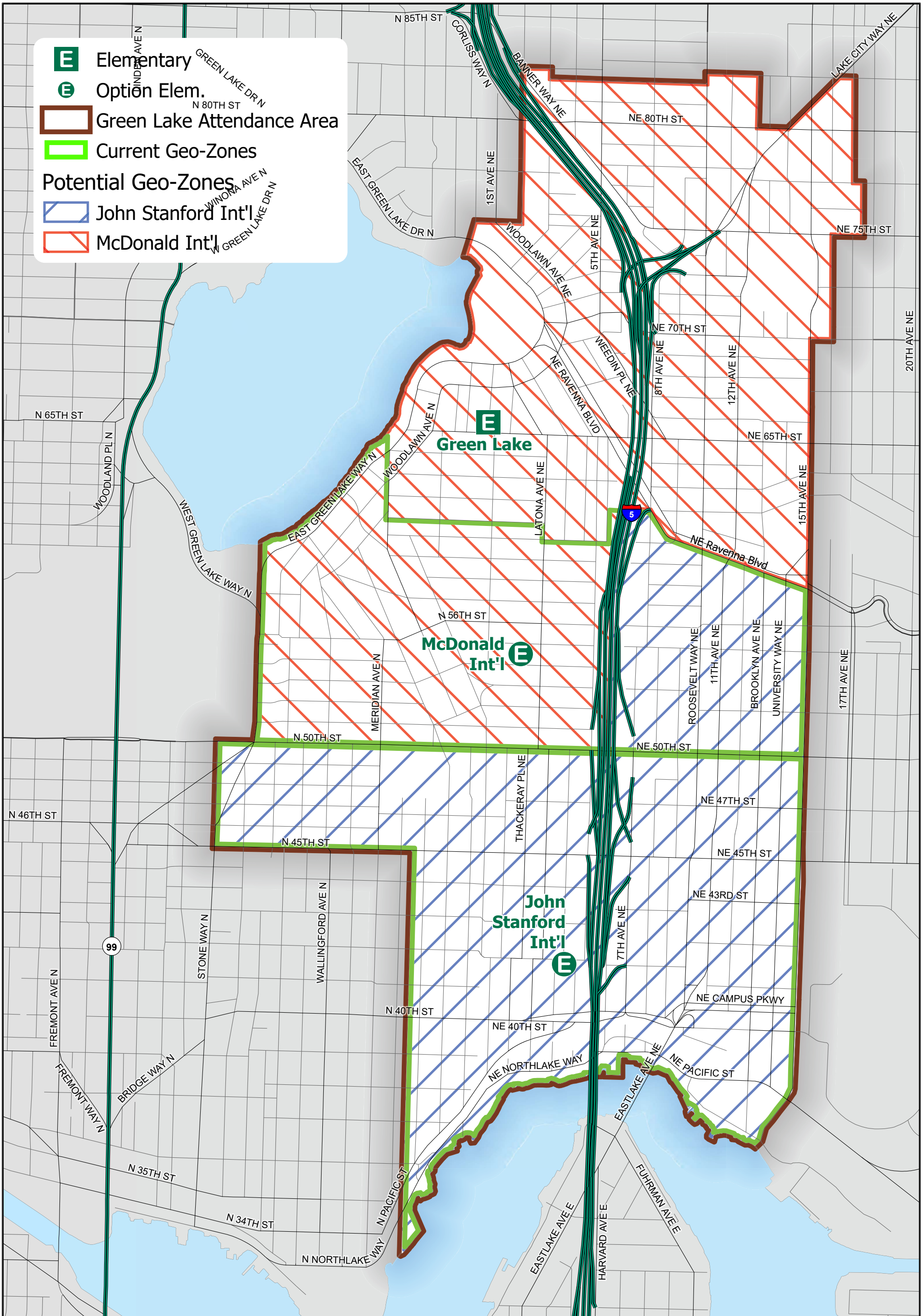
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2019



McDonald and John Stanford Int'l Geo-Zone Expansion Analysis

Map Data:
2019-20
Last updated:
9/10/2019



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