

EQUITY JOURNEY: FINAL RECOMMENDATION

November 14, 2022



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

FINAL RECOMMENDATION 11/14/22

WHY ARE WE HERE?

MISSION: The mission of CCSD59 is to provide the skill, knowledge, and experiences that will prepare students to be successful for life.

EQUITY: Equity in CCSD59 means ensuring all students have equitable access to resources and opportunities to equip them to be successful for life.



BACKGROUND



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

FINAL RECOMMENDATION 11/14/22

CCSD59 PAST ACTIONS

YEAR DEPLOYED	TYPE	ACTIONS	YEAR DEPLOYED	TYPE	ACTIONS
1988-89	Boundary	Adjusted boundaries to shift a set multi-family housing from John Jay to Juliette Low & to begin to provide Multilingual programming at JLow	2006-07	Boundary	Shift 400 Touhy students from Grove Jr. High to Friendship Jr. High starting with 6th graders
1990-91	Boundary	Adjusted boundaries to shift the area bordered on the north by Landmeier; west by Arlington Heights Rd; South by Elk Grove Blvd; & east by Ridge Ave from Clearmont to Salt Creek	2006-07	Programming	Multilingual 2-Way Dual Language Spanish Program Established @ Salt Creek & Early Childhood classrooms established @ Brentwood
1991-92	Programming	Devonshire students living east of Rt. 83 shifted to Brentwood, ALL Frost students to now attend Friendship, and Special Education classes from Holmes were move to Friendship	2007-08	Programming	Multilingual Dual Language Spanish Oasis shared attendance area established between Salt Creek & Rupley (qualified students formerly attended Salt Creek)
1992-93	Programming	Ridge Multilingual (Bilingual Spanish) program closed with students attending boundary school full time	2010-11	Construction	Classroom additions completed @ Juliette Low
1993-94	Boundary	Boundary Changes: John Jay to JLow (Crystal Towers, Forest Cove, Mansard Place Apts. & Lost Creek Townhomes), John Jay to Salt Creek (Willoway), Holmes to Grove (Willoway), John Jay to Brentwood (Colony Apts.)	2011-12	Construction	Room additions completed @ Ridge (classroom & gym) & Rupley (classrooms & multi-purpose)
1995-96	Programming	LTICA (Low Incident Cooperative Agreement) Elementary Hearing Impaired Program Shifted out of Forest View to Brentwood, with the K-5 moving out of D59 the following year	2012-13	Construction	Classroom additions completed @ Frost
1995-96	Construction	Classroom additions completed @ Grove	2013-14	Boundary	Return the 400 Touhy students to Grove Jr. High from Friendship Jr. High beginning with the 6th graders
1998-99	Programming	The Board of Education approved the structure for Ridge Family Center for Learning	2014-15	Programming	Multilingual Return to "Home School" Plan Implemented (DL & ESL) students to attend boundary school (Except DL students from FV & ESL from Byrd)
2000-01	Programming	Site changes for Multilingual student: K-5 Frost ESL students return to Frost, K-5 Bilingual Spanish from Byrd & Clearmont attendance areas attend Byrd, K-5 Bilingual Spanish from Salt Creek & Rupley attend Salt Creek, Grove Cluster K-5 ESL to attend Clearmont	2014-15	Programming	Consolidation of Multilingual Dual Language Polish Program @ Clearmont
2000-01	Construction	Classroom additions completed @ Friendship	2014-15	Construction	Early Learning Center is built
2001-02	Programming	Ridge Family Center for Learning & Early Childhood District Program Open at Ridge	2015-16	Programming	Early Learning Center opens (EC classrooms at Ridge, Forest View, Juliette Low, & John Jay are closed)
2002-03	Programming	Learning Opportunity Program (LOP) Established @ Forest View	2015-16	Programming	Full Day Kindergarten Expanded to ALL Sites
2003-04	Programming	Cross-Categorical Instructional Program (CCIP) Established @ Friendship	2015-16	Programming	LOP Program Consolidated @ Juliette Low
2004-05	Programming	LOP Program Established at Juliette Low for Multilingual Students (Monolingual Students remain @ Forest View)	2016-17	Programming	Multilingual 2-Way DL Spanish expanded to Juliette Low & John Jay
2004-05	Programming	Early Childhood classrooms established @ Forest View	2017-18	Programming	4 year old, District Supported, Early Childhood program established at Ridge (Closed at end of year)
2005-06	Programming	LTICA Jr. High Hearing Impaired Program shifted out of Holmes Jr. High & D59	2022.23	Programming	Multilingual 1-way DL Spanish shifted from Devonshire (K-5) & Brentwood (K) to Frost. 6-8 ELS students shift to Holmes from Grove



PURPOSE



AREAS OF FOCUS



Access to Programming
LEARN MORE



Class Sizes
LEARN MORE



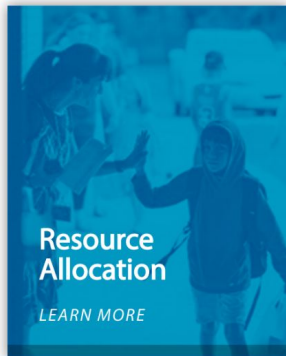
Demographics
LEARN MORE



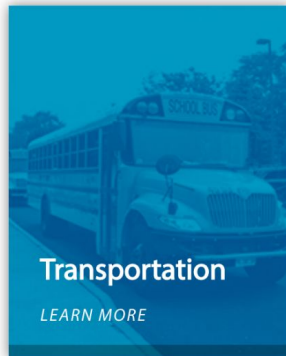
Enrollment
LEARN MORE




Facility and Capacity Usage
LEARN MORE



Resource Allocation
LEARN MORE



Transportation
LEARN MORE



Student Outcomes
LEARN MORE



RACE & ETHNICITY CURRENT STATUS

2022.23 Current Elementary Race/Ethnicity Demographics (Northside)

Elementary School	American Indian / Alaskan Native	Asian	African American / Black	Hispanic	Native Hawaiian or Other Pacific Islander	White	Multi-Racial
Brentwood	0.5%	21.7%	8.3%	33.8%	0.0%	31.2%	4.5%
Devonshire	1.4%	17.6%	4.0%	22.7%	0.0%	50.7%	3.6%
Frost	0.9%	6.0%	8.1%	52.2%	0.3%	29.6%	3.0%
John Jay	1.3%	7.3%	7.0%	65.8%	0.0%	13.0%	5.6%
Forest View	1.7%	29.6%	9.9%	16.0%	0.0%	39.5%	3.4%
Juliette Low	1.1%	11.7%	4.1%	47.4%	0.0%	33.8%	1.9%
District Average	1.4%	10.8%	4.7%	40.8%	0.0%	39.0%	3.2%



RACE & ETHNICITY CURRENT STATUS

2022.23 Current Elementary Race/Ethnicity Demographics (Southside)

Elementary School	American Indian / Alaskan Native	Asian	African American / Black	Hispanic	Native Hawaiian or Other Pacific Islander	White	Multi-Racial
Byrd	1.3%	1.9%	1.6%	75.6%	0.0%	18.8%	0.6%
Clearmont	0.5%	2.1%	2.6%	13.5%	0.0%	77.9%	3.3%
Ridge	0.4%	22.2%	1.3%	13.3%	0.0%	59.6%	3.1%
Rupley	6.3%	3.9%	2.3%	57.9%	0.0%	27.3%	2.3%
Salt Creek	1.5%	2.2%	2.0%	52.0%	0.0%	39.3%	3.0%
District Average	1.4%	10.8%	4.7%	40.8%	0.0%	39.0%	3.2%



DEMOGRAPHICS CURRENT STATUS

2022-23 Current Elementary Demographics (Northside)					
Elementary School	Dual Language %	ESL %	Multilingual Total %	Socioeconomic Status %	Special Education
Brentwood	18.3%	31.7%	50.0%	57.1%	10.0%
Devonshire	0.0%	33.8%	33.8%	51.6%	11.6%
Frost	44.5%	16.1%	60.6%	68.7%	14.3%
John Jay	69.1%	11.3%	80.4%	70.4%	11.4%
Forest View	0.0%	28.2%	28.2%	39.4%	9.6%
Juliette Low	59.0%	12.0%	71.1%	60.8%	14.4%
Average	37.6%	18.1%	55.7%	56.1%	11.5%



DEMOGRAPHICS CURRENT STATUS

2022-23 Current Elementary Demographics (Southside)					
Elementary School	Dual Language %	ESL %	Multilingual Total %	Socioeconomic Status %	Special Education
Byrd	56.2%	0.0%	56.2%	72.6%	12.7%
Clearmont	46.1%	11.6%	57.7%	45.8%	9.1%
Ridge	0.0%	25.3%	25.3%	31.3%	9.7%
Rupley	41.1%	26.3%	67.4%	74.3%	12.3%
Salt Creek	62.9%	6.7%	69.7%	61.9%	11.4%
Average	37.6%	18.1%	55.7%	56.1%	11.5%



PROCESS



DATA REVIEW & EQUITY TASK FORCE

Fall, 2019	2020- 2021	Summer/Fall 2021	2022
Strategic Planning Process with CCSD59 Community	Internal Equity Audit RFP for Equity Audit & Approval to DMGroup Approval of Dual Language Program Review	Equity Coalition Formed & Review Conducted DL Program Review Conducted Enrollment & Facility Usage Analysis Conducted	Presentation and Analysis of Results with Board of Education Equity Task Force Revisions from Feedback Final Recommendation Action



POSSIBLE SOLUTIONS



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

FINAL RECOMMENDATION 11/14/22

OPTIONS CONSIDERED

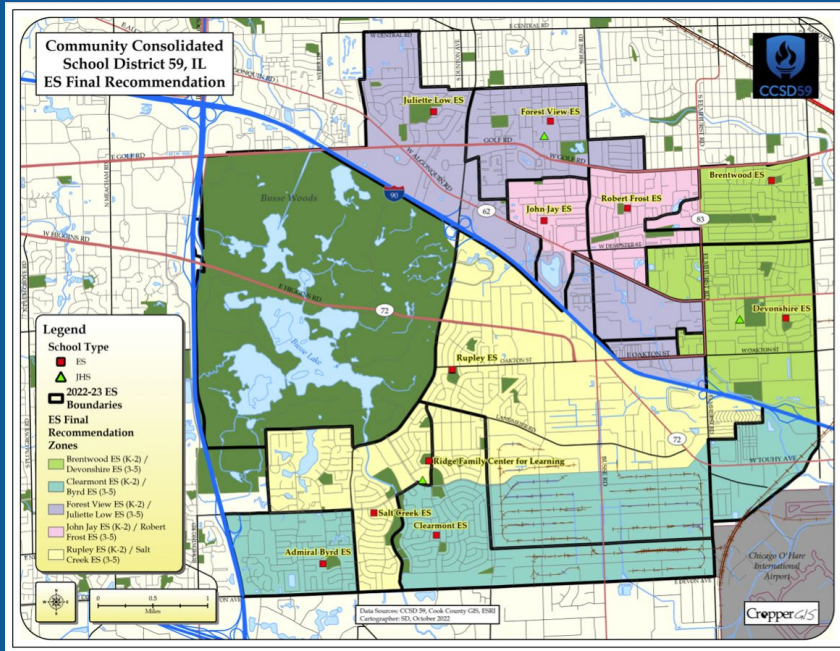
- Redistricting- changing boundaries within neighborhoods
- School Closures
- Program Movement
- School Pairings



RECOMMENDATION



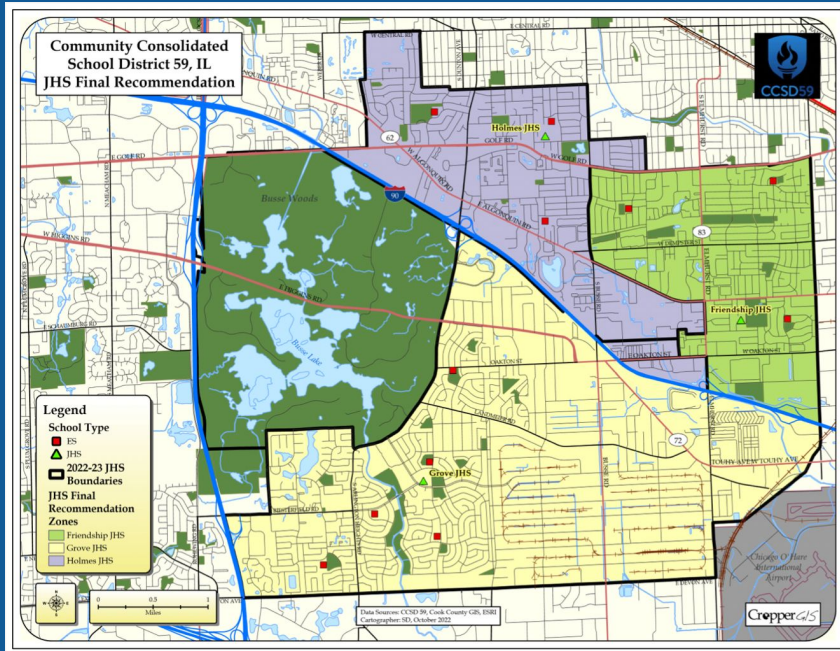
SCHOOL PAIRINGS, REDISTRICTING, & SCHOOL REPURPOSING - ELEMENTARY



- Moves current boundary lines and pairs elementary schools
- Estimates count all CCSD59 students living within each zone per the grade level
- School Pairings:
 - Brentwood (K-2) / Devonshire (3-5)
 - Forest View (K-2) / Low (3-5)
 - John Jay (K-2) / Frost (3-5)
 - Rupley (K-2) / Salt Creek (3-5)
 - Clearmont (K-2) / Byrd (3-5)
- Ridge assumed to be location for an Early Learning Center



SCHOOL PAIRINGS, REDISTRICTING, & SCHOOL REPURPOSING - JUNIOR HIGH



- Updates boundaries to balance enrollment and alleviate overcrowding at Grove Junior High



AVAILABILITY OF PROGRAMS

- Dual Language Spanish at all schools
- Dual Language Polish available at Clearmont (K-2) and Byrd (3-5)
- Dual Language Spanish and Dual Language Polish programs together to increase inclusion opportunities for all students
- English as a Second Language at all schools



SCHOOL START/END TIMES

- The district will not need to stagger start/end times
- Increased supervision at the beginning and end of the day to support drop off and pick up
- Bus stops at school sites to support siblings traveling to school



EXPANSION OF SPECIALS ROTATIONS

- Expand specials enrichment opportunities for K-2 & 3-5
 - An additional specials class will be added (to be determined with stakeholder input)
 - Allows for common collaboration time for grade level teams
 - Allows for common collaboration time for the specials team



CLASS SECTION OVERVIEW

- Goal of eliminating singleton sections or classes
- Goal of multiple classes per grade level for all programs
 - Enhances staff collaboration and professional learning opportunities
 - Increases options for instructional grouping to support differentiated student needs
 - Increases flexibility in student placement options
 - Increases stability in staffing and assignments



CALENDARS

- Development of one calendar for all K-8 schools
- Continued alignment with District 214 calendar
- Continued practice of utilizing input from staff and DEA leadership as outlined in the certified CBA
- Recommendation shared typically in January
- BOE approval typically occurs in March



DUAL LANGUAGE

- DL Spanish currently housed either one-way (7 elementary schools) and two-way (3 elementary schools)
- In the recommendation, DL Spanish blended model would be available at each school pairing which would be consolidated by grade level
- DL Polish currently housed only at Clearmont, but is proposed to be housed at Clearmont (K-2) and Byrd (3-5)



TALENT DEVELOPMENT PROGRAM

- Talent Development Program would be available at all 3-5 schools
 - This would allow for a full time TDP teacher at each school
 - More targeted support for students
 - Increased flexibility in professional learning for staff
 - An articulation process would be created to support early and equitable identification



SPECIAL EDUCATION PROGRAMMING

- IEP services continue at all buildings
- Educational Life Skills (ELS) elementary program located at Rupley (K-2) and Salt Creek (3-5) with opportunities for case-by-case decisions
- ELS junior high program continues at Holmes JH
- Cross-Categorical Instructional Program (CCIP) continues at Friendship JH



EARLY LEARNING

- Focus on researching our community needs and barriers to attendance
- Based on need, repurpose Ridge facility for expanded early learning programming

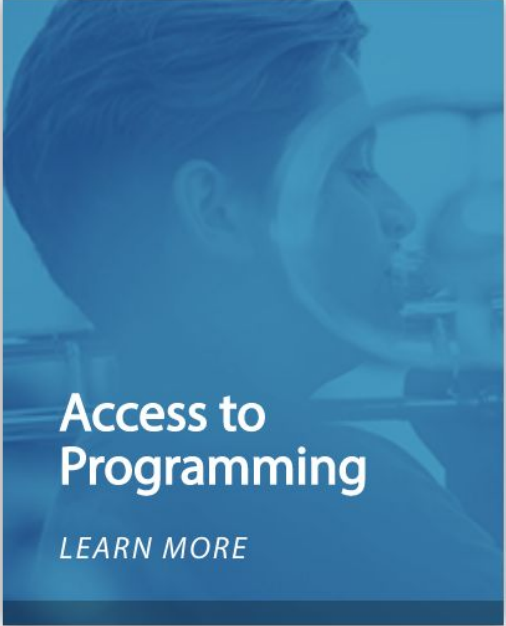




PLAN OBJECTIVES & ACCOUNTABILITY



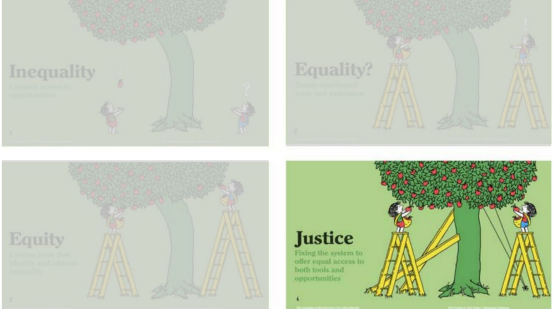
- As the plan is implemented, the district will construct a reporting process that focuses on the eight areas for improvement and the district's strategic plan.



INITIAL SCORECARD DATA

EQUITY GOAL AREA	STATUS QUO	PAIRING STRUCTURE
 <p>Access to Programming LEARN MORE</p>	<ul style="list-style-type: none"> ✓ Continue to offer DL programming ✗ Singleton classes in Monolingual ✗ Singleton classes in DL-Spanish ✗ DL-Spanish offered at 7 schools ✗ DL-Polish offered at 1 location ✗ Families declining programs due to program location  <p>The illustrations show a progression from 'Inequality' (one person on a ladder) to 'Equality?' (two people on ladders) to 'Equity' (two people on ladders, one's ladder is removed) to 'Justice' (two people on ladders, one's ladder is removed and the other's is adjusted).</p>	<ul style="list-style-type: none"> ✓ DL-Spanish offered at all schools ✓ DL-Polish offered at both Clearmont (K-2) and Byrd (3-5) ✓ Program expansion opportunities (community partnerships, ELC, etc.) ✓ Expand elementary specials ✓ Greatly reduce or eliminate singletons  <p>The illustrations show a progression from 'Inequality' (one person on a ladder) to 'Equality?' (two people on ladders) to 'Equity' (two people on ladders, one's ladder is removed) to 'Justice' (two people on ladders, one's ladder is removed and the other's is adjusted).</p>

INITIAL SCORECARD DATA

EQUITY GOAL AREA	STATUS QUO	PAIRING STRUCTURE
 <p>Class Sizes LEARN MORE</p>	<ul style="list-style-type: none"> ✓ Elementary average class size = 18 ✗ Elementary class size ranges = 10-30 ✗ ISBE Dual Language class size compliance not being met at all schools ✗ Inability to adequately accommodate enrollment changes and grouping needs ✗ Increase in involuntarily staff transfers to support class size  <p>The four panels show the progression of equity: 1. Inequality: One person on a ladder reaches the fruit. 2. Equality?: Two people on ladders reach the fruit. 3. Equity: One person stands on the shoulders of another to reach the fruit. 4. Justice: The system is changed so everyone can reach the fruit without ladders.</p>	<ul style="list-style-type: none"> ✓ Elementary average class size = 18 ✓ Elementary class range est. = 13-23 ✓ Greater ability to reach ISBE compliance for DL class size ✓ Increased long-term stability & capacity to support enrollment changes ✓ Increased student grouping choices ✓ Staffing assignment stability  <p>The four panels show the progression of equity: 1. Inequality: One person on a ladder reaches the fruit. 2. Equality?: Two people on ladders reach the fruit. 3. Equity: One person stands on the shoulders of another to reach the fruit. 4. Justice: The system is changed so everyone can reach the fruit without ladders.</p>

INITIAL SCORECARD DATA

EQUITY GOAL AREA

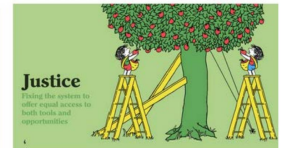
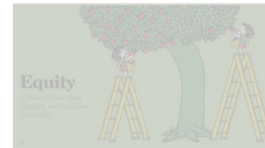
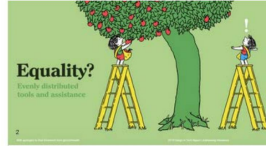
STATUS QUO

PAIRING STRUCTURE

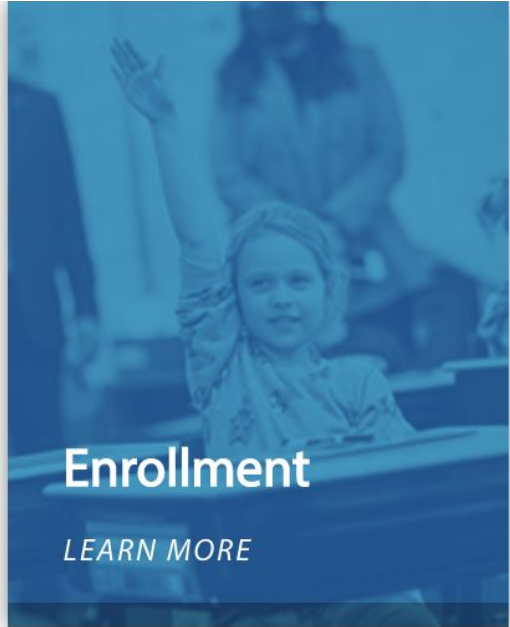




- ✗ Maintains current imbalances across demographic groups within our schools: range from 14%-71% for Hispanic students & 11%-78% for White students
- ✗ Limited opportunities for students to apply learned social awareness skills in diverse settings




- ✓ Greater balance & diversity of students across race/ethnicity, socioeconomic status, and languages
- ✓ Earlier opportunities for regular application of social awareness skills in diverse settings



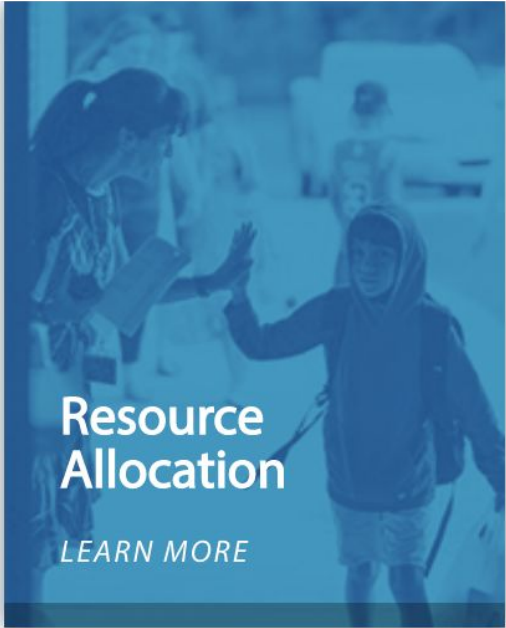


INITIAL SCORECARD DATA

EQUITY GOAL AREA	STATUS QUO	PAIRING STRUCTURE
 <p>Enrollment LEARN MORE</p>	<ul style="list-style-type: none"> ✓ No change for schools not currently impacted by inequities ✗ Low student enrollment prevents high levels of programming implementation ✗ Low student enrollment prevents extracurricular offerings ✗ High enrollment creates overcrowding 	<ul style="list-style-type: none"> ✓ Achieve enrollment goal of at least 300 students per elementary school & better balances in JH enrollments ✓ Creates consistent conditions for extracurricular opportunities ✓ Expands geographic neighborhoods ✗ Additional building transition between 2nd & 3rd grade for students
		

INITIAL SCORECARD DATA

Equity Goal Area	Status Quo	Pairing Structure
 <p>Facility and Capacity Usage</p> <p><i>LEARN MORE</i></p>	<ul style="list-style-type: none"> ✓ No change for schools not currently impacted by inequities ✗ 8 of 14 schools are underutilized or do not have enough facility space ✗ Cost of mobiles & building additions ✗ 2-3 school buildings considered for closure or repurposing 	<ul style="list-style-type: none"> ✓ Approaching target goal of all school utilization within range of 60%-80% ✓ District runs and operates all current facilities ✓ Program expansion opportunities (community partnerships, ELC, etc.) ✗ Cost to repurpose current spaces 

INITIAL SCORECARD DATA

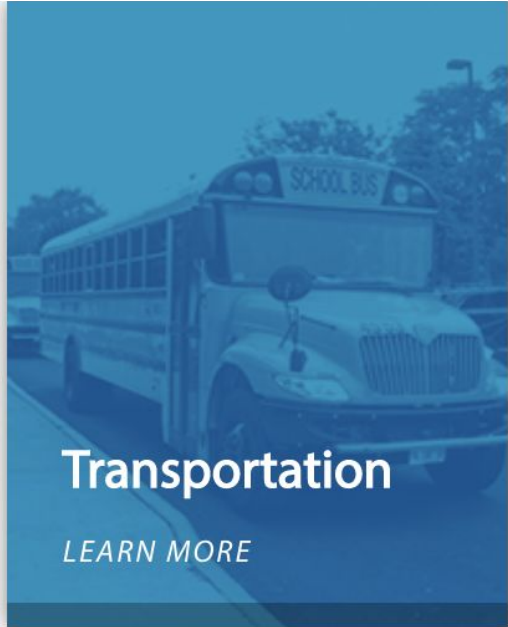
EQUITY GOAL AREA	STATUS QUO	PAIRING STRUCTURE
	<ul style="list-style-type: none"> ✗ Not all students have the same access to the staff resources they need ✗ Staff involuntary transfer increases ✗ Staff recruitment & retention issues 	<ul style="list-style-type: none"> ✓ Greater balance of student needs allows for balanced distribution of resource and support staff ✓ Greater consistency and stability of staffing assignments year-to-year ✓ Allows for more targeted curriculum planning & professional learning options ✗ One-time staff transitions
		

INITIAL SCORECARD DATA

EQUITY GOAL AREA

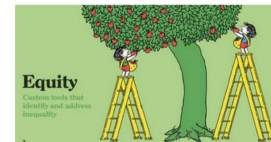
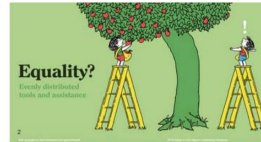
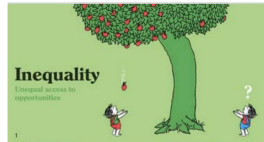
STATUS QUO

PAIRING STRUCTURE

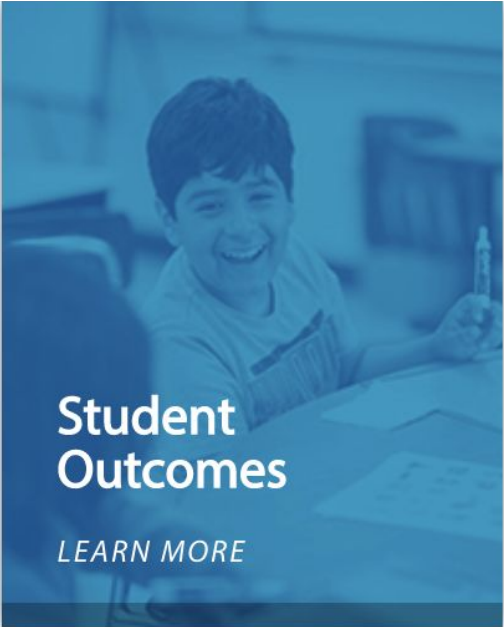
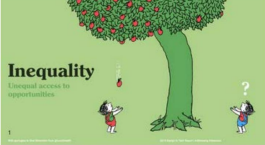
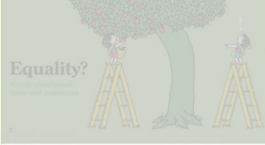








- ✓ No change for families not impacted by current inequities
- ✗ Route times range: 22-59 minutes

- ✓ Reduced average route times & ranges across the district while reducing overall time on busses
- ✓ Reduced overall number of buses needed for routes
- ✓ Program locations result in more students overall attending school closer to home
- ✗ Increase in number of students eligible for bussing



INITIAL SCORECARD DATA

EQUITY GOAL AREA	STATUS QUO	PAIRING STRUCTURE
 <p>Student Outcomes LEARN MORE</p>	<ul style="list-style-type: none"> ✓ Curriculum cycle review process ✓ District assessment plan ✗ Limited instructional grouping options ✗ Inequitable access to interventions ✗ Limited collaboration for singletons ✗ Staffing and instructional resources must serve across 6 grade levels <div style="display: flex; justify-content: space-around; margin-top: 20px;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;">   </div>	<p>Increased best-practice access:</p> <ul style="list-style-type: none"> ✓ Curriculum cycle review process ✓ District assessment plan ✓ Greater instructional grouping options ✓ Access to interventions ✓ Grade-level collaboration opportunities ✓ Developmentally focused resources (interventionists, library materials, etc.) <div style="display: flex; justify-content: space-around; margin-top: 20px;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;">   </div>

FAMILY CONSIDERATIONS



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

FINAL RECOMMENDATION 11/14/22

TRANSPORTATION

- Increase students eligible for transportation services from 63.2% to 74.4.% (609 more students)
- Decrease in overall average route time from 31 to 26 minutes
- Reduction in total busses allocated from 88 to 78
- Route Time Ranges (Low / High) remain consistent
 - Current: Actual = 9 (low) to 59 (high) / Average = 21 (low) to 42 (high)
 - Proposed: Actual = 10 (low) to 56 (high) / Average = 14 (low) to 38 (high)



OTHER FAMILY CONSIDERATIONS

- **Childcare**
 - Partnerships with Park Districts
- **School Pairing Community**
 - SEL Supports, Transition Events, PTO Opportunities
- **Scheduling & Logistics**
 - PT Conferences & Family Events
- **Registration Process**
 - Begins in February
 - Open Transfer Request process



STAFF CONSIDERATIONS



PLACEMENT, MOVING, & OPPORTUNITIES

- **Staffing Placement**
 - Staff input opportunity
 - Decision made prior to spring break
- **Moving Logistics**
 - Partner with a moving company
- **Supervision Opportunities**
 - Before/after school supervision for K-2, 3-5
- **Specials Opportunities with Additional Rotation**
 - New position for K-2, 3-5



FACILITIES CONSIDERATIONS



RENOVATIONS & COSTS

- Renovations
 - Additional Elementary Gym Spaces
 - Repurposing Ridge Facility
- Additional Costs
 - Learning Resource Center Upgrades
 - Moving Company
 - Additional supervision stipends



IMPLEMENTATION TIMELINE



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

FINAL RECOMMENDATION 11/14/22

RECOMMENDED IMPLEMENTATION

- Fully implement the plan in 2023-2024 school year
 - Staff feedback
 - Greatest negative impact on Kindergarten if there is a delayed implementation



NEXT STEPS

- Pending Board approval of this plan, the District will conduct the following during the remainder of the current school year:
 - Family Transportation Survey
 - Staff Survey for Placement
 - Transition Activities
 - Informational Meetings for Families



ADDITIONAL RESOURCES



RACE & ETHNICITY CURRENT & PROJECTED STATUS

2022.23 Current Elementary Race/Ethnicity Demographics (Northside)

Elementary School	American Indian / Alaskan Native	Asian	African American / Black	Hispanic	Native Hawaiian or Other Pacific Islander	White	Multi-Racial
Brentwood	0.5%	21.7%	8.3%	33.8%	0.0%	31.2%	4.5%
Devonshire	1.4%	17.6%	4.0%	22.7%	0.0%	50.7%	3.6%
Frost	0.9%	6.0%	8.1%	52.2%	0.3%	29.6%	3.0%
John Jay	1.3%	7.3%	7.0%	65.8%	0.0%	13.0%	5.6%
Forest View	1.7%	29.6%	9.9%	16.0%	0.0%	39.5%	3.4%
Juliette Low	1.1%	11.7%	4.1%	47.4%	0.0%	33.8%	1.9%
District Average	1.4%	10.8%	4.7%	40.8%	0.0%	39.0%	3.2%

Northside Pairings (Final Recommendation)

Brentwood (K-2) / Devonshire (3-5)	0.8%	17.2%	5.2%	36.2%	0.0%	36.2%	4.4%
John Jay (K-2) / Frost (3-5)	0.6%	13.2%	8.4%	46.9%	0.2%	25.9%	4.8%
Forest View (K-2) / Juliette Low (3-5)	1.7%	17.8%	6.0%	38.8%	0.0%	33.4%	2.3%

RACE & ETHNICITY CURRENT & PROJECTED STATUS

2022.23 Current Elementary Race/Ethnicity Demographics (Southside)

Elementary School	American Indian / Alaskan Native	Asian	African American / Black	Hispanic	Native Hawaiian or Other Pacific Islander	White	Multi-Racial
Byrd	1.3%	1.9%	1.6%	75.6%	0.0%	18.8%	0.6%
Clearmont	0.5%	2.1%	2.6%	13.5%	0.0%	77.9%	3.3%
Ridge	0.4%	22.2%	1.3%	13.3%	0.0%	59.6%	3.1%
Rupley	6.3%	3.9%	2.3%	57.9%	0.0%	27.3%	2.3%
Salt Creek	1.5%	2.2%	2.0%	52.0%	0.0%	39.3%	3.0%
District Average	1.4%	10.8%	4.7%	40.8%	0.0%	39.0%	3.2%

Southside Pairings (Final Recommendation) 11.7.22 Update

Clearmont (K-2) / Byrd (3-5) +DL Polish	0.8%	2.2%	1.4%	40.0%	0.0%	53.0%	2.5%
Rupley (K-2) / Salt Creek (3-5)	3.3%	4.4%	3.1%	43.0%	0.0%	43.9%	2.2%



RACE & ETHNICITY CURRENT & PROJECTED STATUS

2022.23 Current Junior High Race/Ethnicity Demographics

Junior High School	American Indian / Alaskan Native	Asian	African American / Black	Hispanic	Native Hawaiian or Other Pacific Islander	White	Multi-Racial
Friendship	1.8%	17.2%	5.3%	33.7%	0.5%	39.1%	2.4%
Grove	1.7%	3.8%	1.7%	49.5%	0.0%	41.2%	2.1%
Holmes	3.7%	10.7%	6.7%	46.5%	0.7%	29.1%	2.6%
Average	2.1%	10.0%	4.2%	43.0%	0.3%	38.1%	2.3%

Jr. High Final Recommendation

Friendship	1.4%	17.8%	5.4%	32.2%	0.5%	40.3%	2.4%
Grove	1.7%	3.9%	1.8%	46.8%	0.0%	43.6%	2.2%
Holmes	3.6%	9.5%	6.1%	50.3%	0.6%	27.5%	2.4%



DEMOGRAPHICS CURRENT & PROJECTED STATUS

2022-23 Current Elementary Demographics (Northside)					
Elementary School	Dual Language %	ESL %	Multilingual Total %	Socioeconomic Status %	Special Education
Brentwood	18.3%	31.7%	50.0%	57.1%	10.0%
Devonshire	0.0%	33.8%	33.8%	51.6%	11.6%
Frost	44.5%	16.1%	60.6%	68.7%	14.3%
John Jay	69.1%	11.3%	80.4%	70.4%	11.4%
Forest View	0.0%	28.2%	28.2%	39.4%	9.6%
Juliette Low	59.0%	12.0%	71.1%	60.8%	14.4%
Average	37.6%	18.1%	55.7%	56.1%	11.5%
Northside Pairings (Final Recommendation)					
Brentwood (K-2) / Devonshire (3-5)	22.1%	26.4%	48.5%	55.6%	12.4%
John Jay (K-2) / Frost (3-5)	40.7%	21.9%	62.7%	62.7%	12.1%
Forest View (K-2) / Juliette Low (3-5)	36.3%	19.2%	55.5%	53.1%	11.1%

DEMOGRAPHICS CURRENT & PROJECTED STATUS

2022-23 Current Elementary Demographics (Southside)

Elementary School	Dual Language %	ESL %	Multilingual Total %	Socioeconomic Status %	Special Education
Byrd	56.2%	0.0%	56.2%	72.6%	12.7%
Clearmont	46.1%	11.6%	57.7%	45.8%	9.1%
Ridge	0.0%	25.3%	25.3%	31.3%	9.7%
Rupley	41.1%	26.3%	67.4%	74.3%	12.3%
Salt Creek	62.9%	6.7%	69.7%	61.9%	11.4%
Average	37.6%	18.1%	55.7%	56.1%	11.5%

Southside Pairings (Final Recommendation) - 11.7.22 Update

Clearmont (K-2) / Byrd (3-5) +DL Polish	51.4%	6.7%	58.1%	52.9%	10.4%
Rupley (K-2) / Salt Creek (3-5)	40.8%	11.8%	52.7%	57.0%	11.8%



DEMOGRAPHICS CURRENT & PROJECTED STATUS

2022-23 Current Jr. High Demographics					
Jr. High School	Dual Language %	ESL %	Multilingual Total %	Socioeconomic Status %	Special Education
Friendship	20.3%	19.5%	39.8%	55.6%	8.0%
Grove	37.7%	6.9%	44.6%	58.1%	8.2%
Holmes	32.6%	15.0%	47.6%	64.3%	8.5%
Average	30.6%	13.1%	43.7%	57.3%	8.2%
Jr. High (Final Recommendation)					
Friendship	21.2%	16.8%	38.0%	52.9%	8.1%
Grove	35.0%	6.8%	41.8%	55.3%	7.8%
Holmes	38.2%	12.3%	50.5%	65.7%	9.1%



SCHOOL UTILIZATION: CURRENT & PROJECTED STATUS

2022-23 Enrollment & Utilization Information - 11.7.22 Update

School	Capacity	2022.23 Total Enrolled	Enrolled Utilization	Final Recommendation Total Enrolled	Final Recommendation Total Utilization
Brentwood	492	422	86%	352	72%
Devonshire	467	275	59%	382	82%
John Jay	423	301	71%	322	76%
Frost	497	335	67%	300	60%
Forest View	516	292	57%	358	69%
Juliette Low	688	265	39%	328	48%
Clearmont	497	419	84%	371	75%
Byrd	438	307	70%	391	89%
Rupley	540	301	56%	321	59%
Salt Creek	673	403	60%	355	53%
Ridge	422	227	54%		
Friendship	813	622	77%	590	73%
Grove	930	770	83%	718	77%
Holmes	692	459	66%	495	72%

