



Murrieta Valley Unified School District | Redistricting

August 27, 2024



MVUSD School Attendance Boundaries: BP 5116 (a)

The Governing Board shall establish school attendance boundaries in order to maximize the efficient use of District facilities and effective administration of District schools. The Superintendent or designee shall periodically review school attendance boundaries and, as necessary, make recommendations to the Board for boundary adjustments.

When reviewing school attendance boundaries, the Superintendent or designee shall consider the following factors:

1. School enrollment data, including shifting enrollment patterns
2. Facility capacity and design
3. School feeder patterns, including maintaining, to the extent practicable, continuity of student attendance
4. Federal, state, or court mandates
5. Community input
6. Student safety
7. Transportation capacity
8. Community and neighborhood identity
9. Geographic features of the District, including traffic patterns
10. Educational programs, such as magnet schools and charter schools
11. Consistency between municipal boundaries and high school boundaries
12. Other factors

Students residing in a community facilities district shall have priority, to the extent provided by law, for attendance at schools financed in whole or in part by the community facilities district. The degree of priority must reflect the proportion of each school's financing provided through the community facilities district.

In order to alleviate overcrowding, the Superintendent or designee may place some students in a school outside of their attendance area. Parents/guardians of students who are attending schools outside of their attendance area shall be notified of the school their child will be attending as soon as possible. If available, transportation shall be provided for such students.

Communications Roadmap

ENGAGE EARLY

Survey stakeholders to better understand their position on attendance boundaries.

PROVIDE DATA

Allow stakeholders to review and analyze the data that goes into the process.

ENGAGE OFTEN

Provide multiple chances for stakeholder feedback on boundary options, concepts, and changes.

TARGET ENGAGEMENT

Reach out directly to impacted communities that are not responding to surveys or attending meetings.

PROJECT WEBSITE

Keep an up-to-date project website with all materials related to the process.

Communications Milestones

Boundary Criteria Survey

FAQ on Project Website
(updated weekly)

Initial Options:
Community Meetings & Survey

Final Options Survey

Focus Group(s) for Underrepresented Communities

Board of Education Updates

Tentative Dates and Activity Schedule

Week	Tentative Dates	Activity
1	August 27- September 4	Boundary Realignment Kickoff Board Agenda Item <ul style="list-style-type: none"> ○ Priorities ○ Redistricting Criteria Survey ○ Redistricting Committee Application ○ Project Website Deployment
1-7	August 27 – October 6	Establish, Distribute, and Collect School Boundary Criteria Survey
4-5	September 16 – 23	Redistricting Committee Development via Application
7	October 7	Redistricting Committee, Provide Introduction, Criteria and Receive Input (In Person)
9	October 21	Redistricting Committee, Review Draft Boundary Options, Receive Input (Virtual)
11-12	November 2 – November 11	Scenario Refinement Work Session with Admin. Team <ul style="list-style-type: none"> ○ BOE Engagement Opportunity
15-17	December 2 - December 20	Community Meetings & Options Survey (Virtual) <ul style="list-style-type: none"> ○ Open House Meeting ○ Map Stations for Public Review ○ Community Engagement Input Survey
20-21	January 6 - January 17	Redistricting Committee Recommendation (In Person)
21	January 13 - January 17	Finalize Recommendations - Work-Session with Admin Team
22	January 20	Post Complete Draft Report to Board Agenda
22	January 23 - BOE Meeting	Board First Reading and Discussion
24	February 3	Post Final Report to Board Agenda
25	February 13 - BOE Meeting	Final Report to Board Agenda for Board Action