Reconfiguration Feasibility Study

April 2024

Strategic Planning
Alpine School District

Submitted by:

ROB TANNER

EDUCATION SOLUTIONS GROUP
4320 W. KENNEDY BLVD., SUITE 200
TAMPA, FLORIDA 33609
rtanner@mgtconsulting.com

Table of Contents

1. INTRODUCTION 4
BACKGROUND 5
2. EVOLVING DEMOGRAPHICS 7
OVERALL POPULATION 7
POPULATION BY AGE 8
POPULATION BY RACE AND ETHNICITY 11
POPULATION BY GENDER 13
3. ECONOMIC OVERVIEW 15
LABOR FORCE PARTICIPATION 15
EMPLOYMENT 16
UNDEREMPLOYMENT 17
ECONOMIC DRIVERS 19
4. COMMUNITY INDICATORS 27
MIGRATION TRENDS 29
5. EDUCATIONAL LANDSCAPE 31
ALPINE SCHOOL DISTRICTS 31
TRANSPORTATION 33
ENROLLMENT POLICY 33
SPECIALTY PROGRAMS 34
SCHOOL OVERVIEWS 36
HIGH SCHOOL GRADUATION RATES 38
POSTSECONDARY EDUCATIONAL PIPELINE 39
6. GEOGRAPHICAL CONSIDERATIONS 41
7. FINANCIAL CONSIDERATIONS 44
EXPENSES 44
REVENUE 45
8. SCENARIOS AND OPTIONS 46
OPTION 1 47
OPTION 2 49
OPTION 3 51

OPTION 4 53
OPTION 5 57
OPTION 6 60

9. COMMUNITY & STAKEHOLDER ENGAGEMENT 63
COMBINED IN PERSON AND ONLINE SESSION DATA 63
OVERALL COMMUNITY SESSIONS 73
EMPLOYEES MEETING 1 86
EMPLOYEES MEETING 2 98
COMMUNITY SESSION PTA 1 111
COMMUNITY SESSION PTA 2 124
COMMUNITY SESSION MUNICIPALITY LEADERSHIP 1 136
COMMUNITY SESSION MUNICIPALITY LEADERSHIP 2 148
COMMUNITY SESSION 1 160
COMMUNITY SESSION 2 172
COMMUNITY SESSION 3 184
COMBINED ONLINE SURVEY DATA 196
EMPLOYEES 209
PARENTS 221
AMERICAN FORKS 233
CEDAR VALLEY 245
LEHI 256
LONE PEAK 268
MOUNTAIN VIEW 279
OREM 291
PLEASANT GROVE 303
SKYRIDGE 315
TIMPANOGOS 327
WESTLAKE 339

10. FINDINGS AND RECOMMENDATIONS 351
REMAIN AS ONE CONSOLIDATED DISTIRCT 351
RECONFIGURE INTO MULTIPLE DISTIRCTS 352
FINDINGS 353
RECOMMENDATION 354

APPENDIX A - ADJUSTABLE TAXABLE VALUES 355

APPENDIX B - RESIDES ENROLLMENT DATA 356

APPENDIX C - REVENUE 357

APPENDIX D - FUND 10 EXPENSES 358

APPENDIX E - FUND 23 EXPENSES 364

1. Introduction

Alpine School District ("ASD" or "The District") contracted MGT to provide demographic information and analysis so the district can make informed decisions for a more vibrant future. These strategic consulting services are designed to assist ASD with an informational feasibility study on district reconfiguration.

The project included the following tasks:

- Project initiation
- Analysis of school and community demographics
- Analysis of school capacity
- Stakeholder interviews
- Budget and expenditure analysis
- Community engagement
- Analysis of findings and recommendations
- Preparation and presentation of findings and recommendations

This report consists of ten sections. Sections 1.0 through 7.0 describe the methodology, approach, and the data gathered as part of the study. Section 8.0 identifies the scenarios and options developed for consideration. Section 9.0 outlines the Community and Stakeholder engagement process as well as the results from that process. Section 10.0 describes the results of the analysis, recommendations, and planning priorities. The sections are as follows:

- Section 1.0 – Introduction
- Section 2.0 – Evolving Demographics
- Section 3.0 – Economic Overview
- Section 4.0 – Community Indicators
- Section 5.0 – Educational Landscape
- Section 6.0 – Geographical Considerations
- Section 7.0 – Financial considerations
- Section 8.0 – Scenarios and Options
- Section 9.0 – Community and Stakeholder Engagement
- Section 10.0 – Findings and Recommendations

Background

Utah's Alpine School District is an educational establishment that caters to Utah County communities. The district serves a varied student body in suburban and rural environments, including Lehi, American Fork, Pleasant Grove, and Highland. The 92 schools of the Alpine School District—60 elementary, 14 middle/junior high, and 11 high schools—serve an estimated 85,000 students across various grade levels. Additionally, there are 7 special purpose schools in the region.

In 2018, Orem, Utah, debated Proposition 2 to create a separate school district. This was driven by demographic challenges of the district overall and the differing needs of the western and eastern school communities. While Proposition 2 did not pass, the proposal sparked further discussions about the allocation of financial resources between eastern and western school communities. Simultaneously, a $595 million district-wide bond for improvements failed, reflecting broader spending concerns. These events prompted a reassessment by the Alpine School District of educational needs and community sentiments.

The Orem proposal emerged due to concerns over the growing facility needs of western school communities and the strain it placed on existing educational resources within the Alpine School District. The Orem ballot initiative aimed to break away from the Alpine School District to form an Orem-only school district. Proposition 2 proved to be a contentious issue for the city. Political committees were formed ed in support of and opposition to the proposition.

Much of the discussion centered around concerns that eastern financial resources were being inadequately proportioned to support the facility needs of the western school communities while the needs of the more established, older facilities of the eastern side were not being addressed. Additionally, the demographic shifts and declining student enrollment in many of the Orem schools led to closures and the shifting of several of the dual language programs that are central to the educational identity of many of those same schools. Western advocates pointed out that the larger, growing schools of the west served to increase the amount of student support received from the state (Weighted Pupil Unit). It was noted that this increase in overall financial resources served to support the academic programs of the smaller eastern schools.

Supporters of the new district argued that a smaller, more localized administration would better address the specific needs of Orem's schools and students. They believed that a closer connection between the community and its educational leadership would lead to more responsive policies and improved academic outcomes.

Opponents, however, expressed skepticism about the financial feasibility of establishing a new district. They raised concerns about potential tax increases and the division of resources that could negatively impact schools remaining in the Alpine School District. Additionally, some were concerned that creating a separate district could exacerbate inequalities by favoring more affluent areas.

The debate stirred on for months, with both sides engaging in public forums, town hall meetings, and intense lobbying efforts to sway public opinion. Ultimately, in a vote in November 2018, residents of Orem decided against the creation of a new school district. The Proposition 2 vote to break away from the Alpine School District to form an Orem-only school district was defeated with 71.59% voting against and 28.41% in favor. This is a 43.18 differential.

The outcome reflected the complexity and competing interests of such decisions. While supporters of the new district were disappointed, opponents saw it as a validation of their concerns about the potential drawbacks. Overall, the debate sparked important conversations about the future of education in Orem and Alpine School District as a whole. It also framed the broader challenges of managing growth and resources in rapidly expanding communities with disparate demographic demands.

In addition to the Orem vote regarding the reconfiguration of the district, there was a District-wide vote regarding a $595 million bond. The bond was intended to address various needs within the school district, such as infrastructure improvements, facility upgrades, and other educational enhancements. However, 53.8% of voters opposed the bond, while 46.2% were in favor. The defeated bond vote in the Alpine School District became enmeshed in the broader city elections of Orem that included Proposition 2. This difference of 7.6% presented a notable challenge for the district.

The rejection of the bond was a first for the district. It reflected a divergence in opinions among voters in the various school communities regarding the allocation of funds and the priorities of the school district. It exposed broader concerns among residents about the proposed spending. The defeat of the bond also added to the complexity of the educational landscape in Orem and the broader Alpine School District. In that light school officials chose to reassess how to address the district's pressing infrastructure and educational needs and contracted with MGT to explore the broader community sentiments regarding reconfiguration.

2. Evolving Demographics

MGT utilizes several tools and databases to assess key focus areas such as demographics, educational attainment, workforce, and occupational trends. One such tool is Lightcast, a labor market analytics modeling tool which draws data from sources such as the Bureau of Labor Statistics and U.S. Census Bureau. Further, MGT conducts primary and secondary research accessed via systems such as the Integrated Postsecondary Education Data System (IPEDS) and National Center for Education Statistics as well as peer-reviewed research and policy briefs imparting empirical findings and best practice in the field.

Overall Population

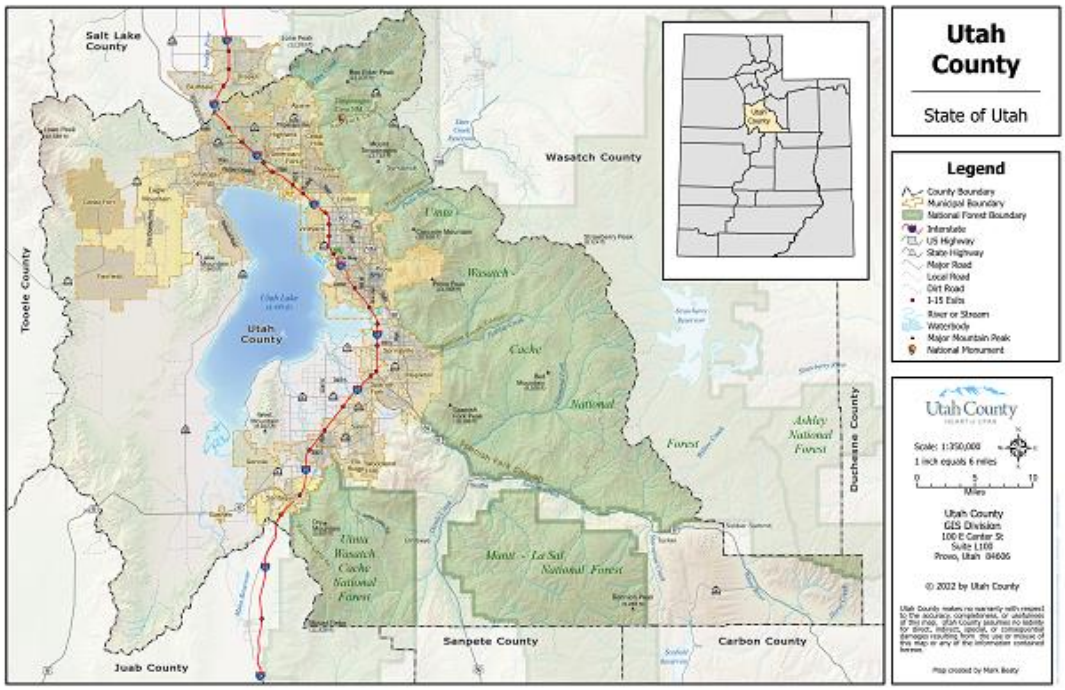
The population in Alpine School District Region increased by 16% over the past five years and is projected to grow by 13% over the next five years and by 26% by 2033. In contrast, the state of Utah is projected to increase by 18% and the nation is expected to experience an increase of 6% by 2033.

Exhibit 2.1. Population of Alpine School District Region, North Carolina, and Nation, 2023-2033.

Area	2018 Population	2023 Population	2033 Population	Change	% Change
Alpine School District Region	474,157	550,433	696,225	145,792	26%
Utah	3,155,153	3,447,429	4,075,585	628,156	18%
Nation	326,838,199	335,528,243	354,259,858	18,731,615	6%

Source: LIGHTCAST, Q3 2023 Data Set.

Exhibit 2.2. Map of Utah County, Utah.



Source: Utah County

Population by Age

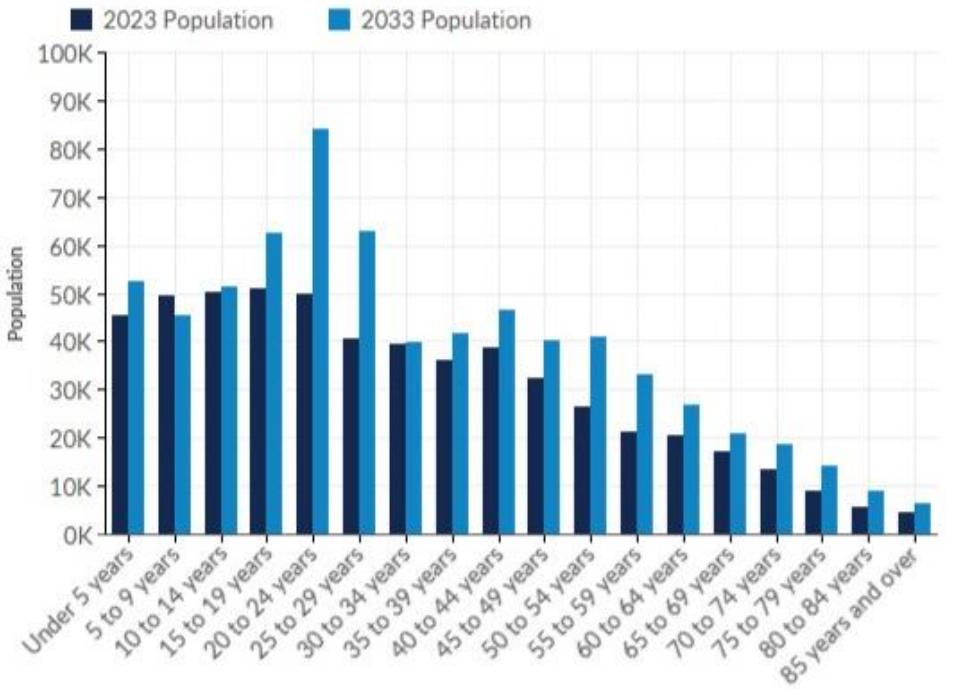
The projection of future data by Lightcast involves applying a cohort model to the data, anticipating the birth, death, and migration rates based on historical data, and adjusting for Census estimates. By advancing the population's age forward by one year and applying birth, death, and migration rates to the population, the cohort model generates demographic data for the projected years. Every year for which projections are made, this process is repeated. Following the cohort model's execution, forecasted years of data are contrasted to national estimates provided by the Census Bureau and are then modified to reflect the population's published growth rate.

Alpine School District Region demographics indicate mostly increasing traditional PK-12 age population (5 to 19 years) at the local level by 2033. The 10 to 14 cohort is projected to increase by 3% (1,319 individuals). The 15-to-19-year group is expected to increase the largest in the school age population by 23% or 11,480 individuals. The 5 to 9 cohort is expected to decrease by 8% (3,923individuals).

Compared to the state of Utah in **Exhibit** 2.4**2.4**, the 2033 PK-12 is estimated to grow by 3% (17,717 individuals). For the population that falls into the 15 to 19 age range, a 6% growth (17,590 people) is expected in the next 10 years. The percentage of the population that falls into the 5 to 9 age range will experience a 4% (10,154 individual) increase in the state. The 10 to 14 cohort in the state will experience a 4% (10,026 person) decrease.

Alpine School District Region Population

Exhibit 2.3.Population in Alpine School District Region by Age Cohort 2023-2033.

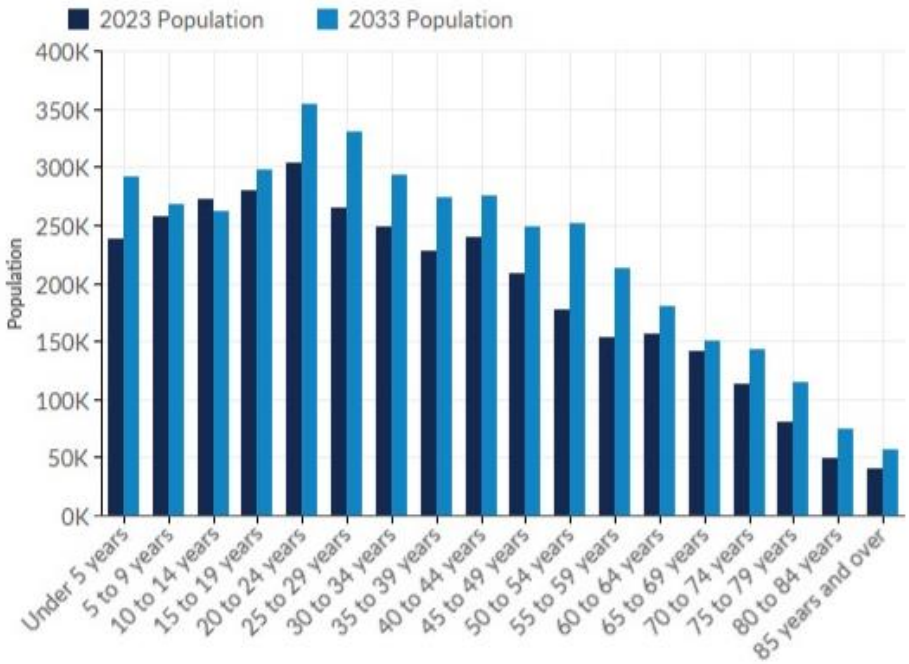


Age Cohort	2023 Population	2033 Population	Change	% Change	2033 % of Cohort
Under 5 years	45,299	52,407	7,108	16%	7.5%
5 to 9 years	49,397	45,473	(3,923)	(8%)	6.5%
10 to 14 years	50,055	51,374	1,319	3%	7.4%
15 to 19 years	51,014	62,494	11,480	23%	9.0%
20 to 24 years	49,751	84,147	34,397	69%	12.1%
25 to 29 years	40,519	62,963	22,444	55%	9.0%
30 to 34 years	39,430	39,788	358	1%	5.7%
35 to 39 years	36,242	41,670	5,428	15%	6.0%
40 to 44 years	38,578	46,295	7,717	20%	6.6%
45 to 49 years	32,517	40,258	7,741	24%	5.8%
50 to 54 years	26,416	40,838	14,422	55%	5.9%
55 to 59 years	21,266	32,935	11,669	55%	4.7%
60 to 64 years	20,488	26,588	6,100	30%	3.8%
65 to 69 years	17,129	20,901	3,772	22%	3.0%
70 to 74 years	13,305	18,724	5,419	41%	2.7%
75 to 79 years	9,052	14,214	5,162	57%	2.0%
80 to 84 years	5,395	8,946	3,551	66%	1.3%
85 years and over	4,580	6,210	1,630	36%	0.9%
Total	550,433	696,225	145,792	26%	100.0%

Source: LIGHTCAST, Q3 2023 Data Set.

Utah Population

Exhibit 2.4. Population in Utah by Age Cohort 2023-2033.



Age Cohort	2023 Population	2033 Population	Change	% Change	2033 % of Cohort
Under 5 years	237,531	291,882	54,351	23%	7.2%
5 to 9 years	257,128	267,282	10,154	4%	6.6%
10 to 14 years	272,108	262,082	(10,026)	(4%)	6.4%
15 to 19 years	279,669	297,259	17,590	6%	7.3%
20 to 24 years	303,898	353,472	49,574	16%	8.7%
25 to 29 years	264,544	330,337	65,793	25%	8.1%
30 to 34 years	248,243	293,518	45,275	18%	7.2%
35 to 39 years	227,579	274,116	46,537	20%	6.7%
40 to 44 years	239,607	274,877	35,271	15%	6.7%
45 to 49 years	207,924	248,907	40,984	20%	6.1%
50 to 54 years	176,974	251,083	74,109	42%	6.2%
55 to 59 years	153,102	212,581	59,479	39%	5.2%
60 to 64 years	156,310	179,961	23,650	15%	4.4%
65 to 69 years	141,490	150,706	9,216	7%	3.7%
70 to 74 years	112,569	142,696	30,127	27%	3.5%
75 to 79 years	79,662	113,973	34,311	43%	2.8%
80 to 84 years	48,788	74,497	25,710	53%	1.8%
85 years and over	40,304	56,357	16,053	40%	1.4%
Total	3,447,429	4,075,585	628,156	18%	100.0%

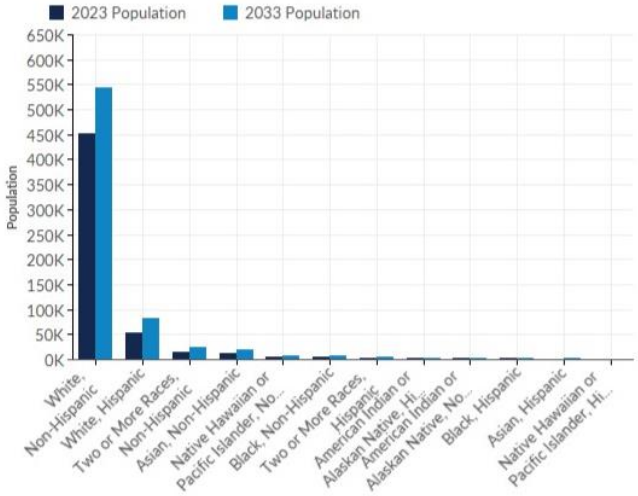
Source: LIGHTCAST, Q3 2023 Data Set.

Population by Race and Ethnicity.

Alpine School District Region Population

Those who identify as White, Non-Hispanic, are still predicted to account for 78.0% of the population in the Alpine School District Region and 72.1% of the state of Utah by 2033. While Utah will experience a 12% increase in this group, the Alpine School District Region residents will experience a 20% rise. The diversity among all other racial populations will grow considerably in the next 10 years. The Asian (Hispanic and Non-Hispanic) population will increase to account for 3.0% in the Alpine School District Region and 3.2% in the state of Utah. Collectively, those who identity as Hispanic will make up a sizable portion of the population in both Alpine School District Region and Utah with a 2033 cohort of 13.5% and 18.2%, respectively. It should be noted that the Black (Hispanic and Non-Hispanic) population will increase to 1.2% in Alpine School District Region and 1.8% in Utah.

Exhibit 2.5. Population in Alpine School District Region by Race/Ethnicity 2023-2033.

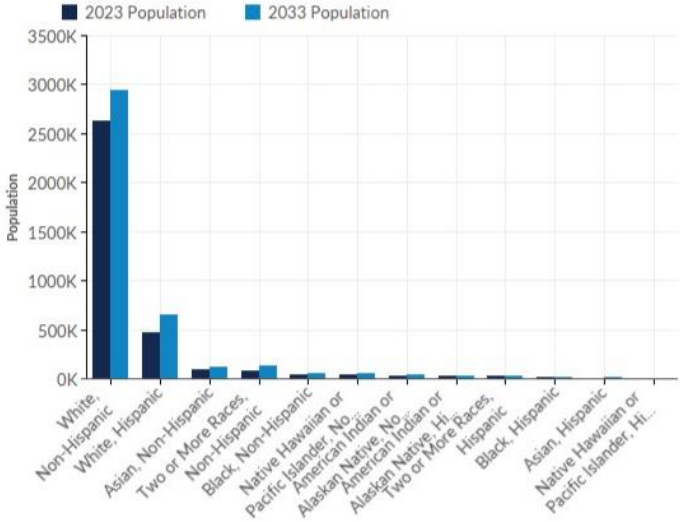


Race/Ethnicity	2023 Population	2033 Population	Change	% Change	2033 % of Cohort
White, non-Hispanic	451,467	542,833	91,366	20%	78.0%
White, Hispanic	53,634	82,281	28,647	53%	11.8%
Two or More Races, Non-Hispanic	13,866	24,039	10,173	73%	3.5%
Asian, non-Hispanic	13,128	19,674	6,546	50%	2.8%
Native Hawaiian or Pacific Islander, Non-Hispanic	4,837	7,116	2,279	47%	1.0%
Black, non-Hispanic	4,149	6,300	2,151	52%	0.9%
Two or More Races, Hispanic	2,740	4,536	1,796	66%	0.7%
American Indian or Alaskan Native, Hispanic	2,207	3,195	988	45%	0.5%
American Indian or Alaskan Native, Non-Hispanic	2,030	2,549	519	26%	0.4%
Black, Hispanic	1,242	1,881	639	51%	0.3%
Asian, Hispanic	746	1,250	504	68%	0.2%
Native Hawaiian or Pacific Islander, Hispanic	387	571	184	48%	0.1%
Total	550,433	696,225	145,792	26%	100.0%

Source: LIGHTCAST, Q3 2023 Data Set.

Utah Population

Exhibit 2.6. Population in Utah by Race/Ethnicity 2023-2033.



Race/Ethnicity	2023 Population	2033 Population	Change	% Change	2033 % of Cohort
White, non-Hispanic	2,629,828	2,939,864	310,036	12%	72.1%
White, Hispanic	468,154	647,888	179,734	38%	15.9%
Asian, non-Hispanic	92,571	122,883	30,312	33%	3.0%
Two or More Races, Non-Hispanic	83,549	132,597	49,048	59%	3.3%
Black, non-Hispanic	42,709	57,613	14,904	35%	1.4%
Native Hawaiian or Pacific Islander, Non-Hispanic	36,532	47,126	10,594	29%	1.2%
American Indian or Alaskan Native, Non-Hispanic	30,527	33,130	2,603	9%	0.8%
American Indian or Alaskan Native, Hispanic	22,461	30,827	8,366	37%	0.8%
Two or More Races, Hispanic	20,013	32,243	12,231	61%	0.8%
Black, Hispanic	12,002	17,101	5,098	42%	0.4%
Asian, Hispanic	5,700	9,271	3,570	63%	0.2%
Native Hawaiian or Pacific Islander, Hispanic	3,384	5,043	1,659	49%	0.1%
Total	3,447,429	4,075,585	628,156	18%	100.0%

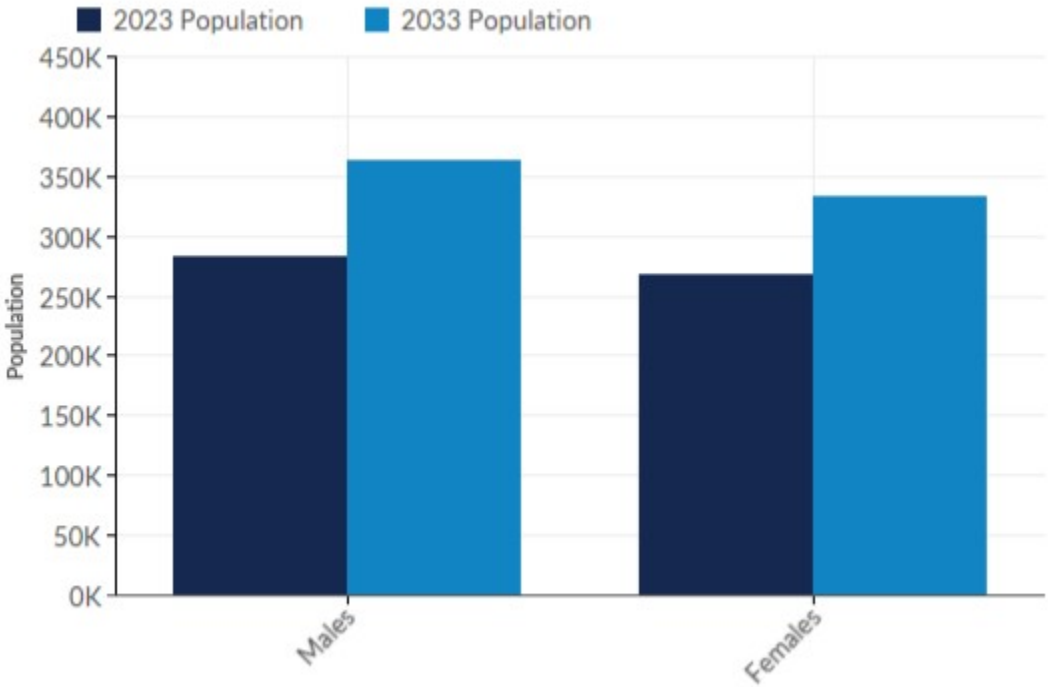
Source: LIGHTCAST, Q3 2023 Data Set.

Population by Gender

Alpine School District Region Population

Similar to the 16% increase in Utah, the female cohort in Alpine School District Region is predicted to increase by 24% by 2033. Despite this gain, females are still expected to make up 4.4% less of the population than men in the county. In Utah, females are predicted to account for 3.5% less of the population by 2033.

Exhibit 2.7. Population in Alpine School District Region by Gender 2023-2033.

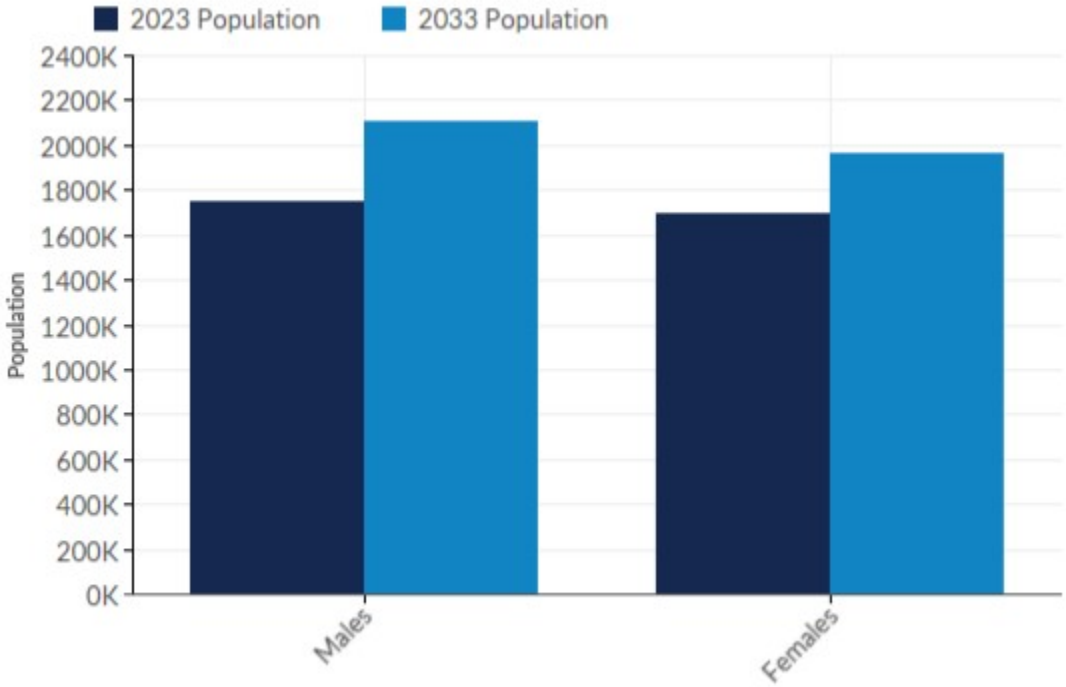


Gender	2023 Population	2033 Population	Change	% Change	2033 % of Cohort
Males	283,037	363,451	80,414	28%	52.2%
Females	267,396	332,775	65,379	24%	47.8%
Total	550,433	696,225	145,792	26%	100.0%

Source: LIGHTCAST, Q3 2023 Data Set.

Utah Population

Exhibit 2.8. Population in Utah by Gender 2023-2033



Gender	2023 Population	2033 Population	Change	% Change	2033 % of Cohort
Males	1,750,844	2,109,892	359,048	21%	51.8%
Females	1,696,585	1,965,693	269,108	16%	48.2%
Total	3,447,429	4,075,585	628,156	18%	100.0%

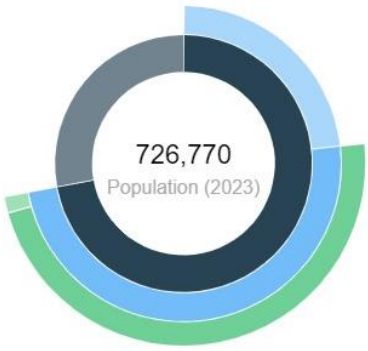
Source: LIGHTCAST, Q3 2023 Data Set.

3. Economic Overview

Labor Force Participation

Labor force participation provides an understanding of whether individuals are working, actively seeking a job, or unemployed and are not seeking work for any reason. The "Not in Labor Force" category refers to those who are not actively seeking work whereas those who are unemployed are actively seeking employment. The following presents the current labor force breakdown in Utah County as of 2022. According to data, out of the 67.8% of residents capable of participating in the labor force, 97.0% are employed whereas 3.0% are unemployed.

Exhibit 3.1. Labor Force Breakdown in Utah County, 2023.

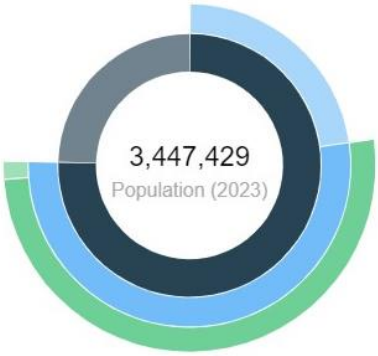


	Population
16+ Civilian Non-Institutionalized Population	523,506
Not in Labor Force (16+)	168,339
Labor Force	355,167
Employed	344,546
Unemployed	10,621
Under 16, Military, and institutionalized Population	203,263

Note: Data for specific region Is unavailable, therefore county data was analyzed.
Source: LIGHTCAST, Q3 2023 Data Set.

Out of the 69.9% of residents in Utah who are in the labor force, 97.0% are employed, and 3.0% are unemployed.

Exhibit 3.2. Labor Force Breakdown in Utah 2023.



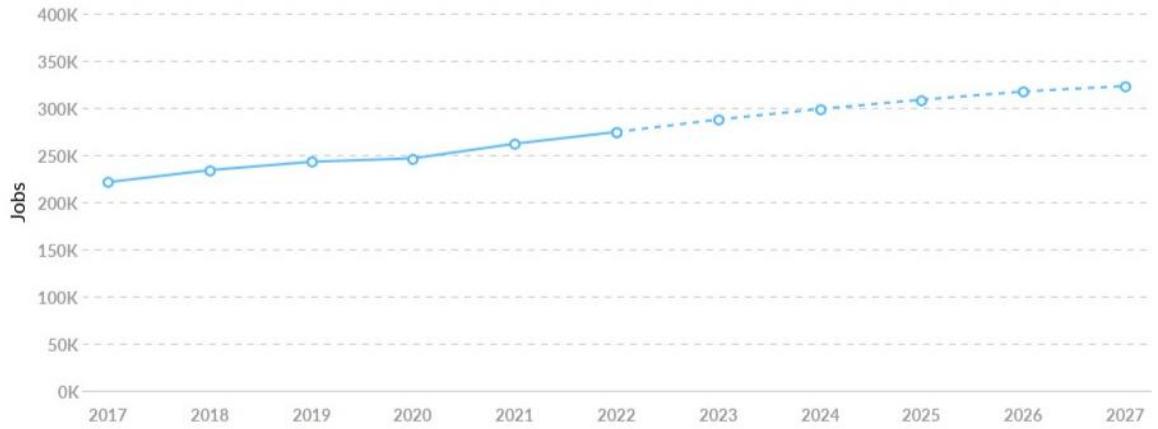
	Population
16+ Civilian Non-Institutionalized Population	2,596,052
Not in Labor Force (16+)	782,104
Labor Force	1,813,948
Employed	1,759,934
Unemployed	54,014
Under 16, Military, and institutionalized Population	851,376

Source: LIGHTCAST, Q3 2023 Data Set.

Employment

Overall job growth in the area from 2017 to 2022 increased by 24.1%, adding 53,263 jobs as of 2022 for a total of 274,472. outpaced the national growth rate of 3.8% by 20.3%. Between 2023 and 2027, projections indicate an additional 35,449 anticipated positions for a total of 323,133 jobs by 2027, a 12.3% increase.

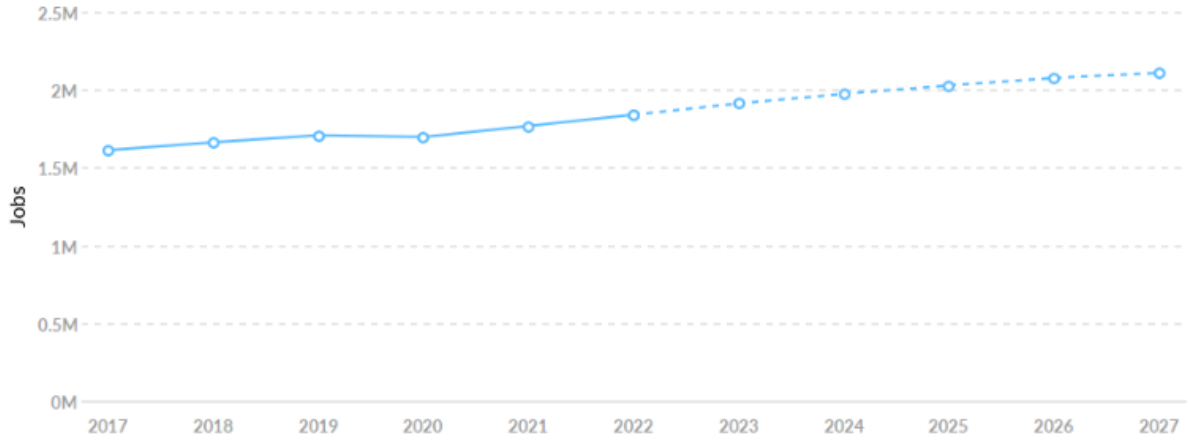
Exhibit 3.3. Job Growth for Alpine School District Region 2017-2027.



Source: LIGHTCAST, Q3 2023 Data Set.

From 2017 to 2022, jobs increased by 14.2% in Utah from 1,612,815 to 1,841,287. This change outpaced the national growth rate of 3.8% by 10.4%. By 2027, predictions indicate an estimate of 2,110,302 jobs, a 10.3% increase from the projected 1,913,481 jobs in 2023.

Exhibit 3.4. Job Growth for Utah 2017-2027.



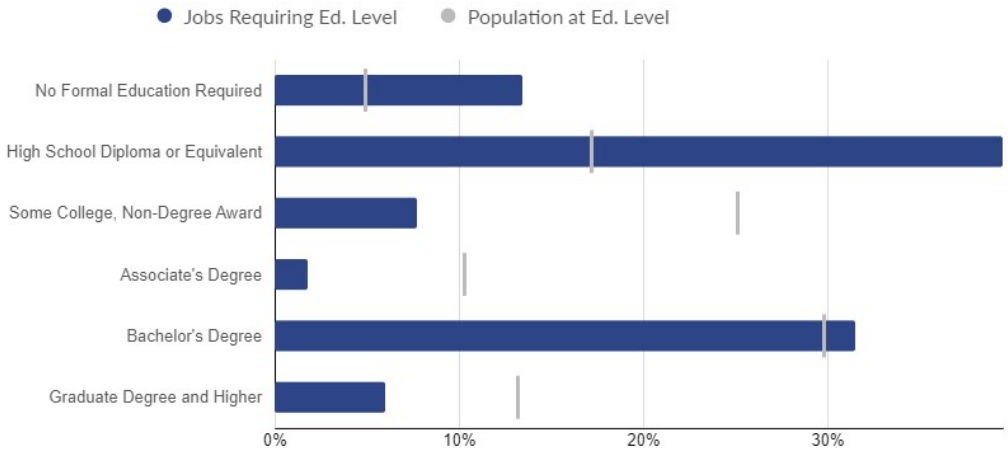
Source: LIGHTCAST, Q3 2023 Data Set.

Underemployment

Nationally, employers are opting to focus on skills and experience allowing them to consider previously overlooked candidates.[1] In 2017, 51% of online job listings required a four-year degree. By 2021, that share has declined to 44%. This is consistent with the national trend of employers adjusting educational requirements for a variety of occupations, eliminating the need for a bachelor's degree for many intermediate and senior positions. In mandating a degree, 64% of nationwide working-age individuals without a degree are automatically excluded from consideration. This shift in how employers are focusing on skills-based hiring has the potential to change the way higher education operates. Projections indicate an additional 1.4 million jobs could open to workers without college degrees over the next five years.[2]

A comparison of the educational attainment of the population in Utah County to jobs that require a specific level of education indicate more jobs that require no formal education, a high school diploma or equivalency, or a bachelor's degree than the number of people who reached the education level in Utah County. This highlights the underemployment of those with certificates (non-degree awards), associate degrees, or master's degrees. Ensuring graduates receive a certificate or associate degree are equipped with skills to guarantee they are competitive in the workforce will be essential. Comparatively, the same holds true for Utah.

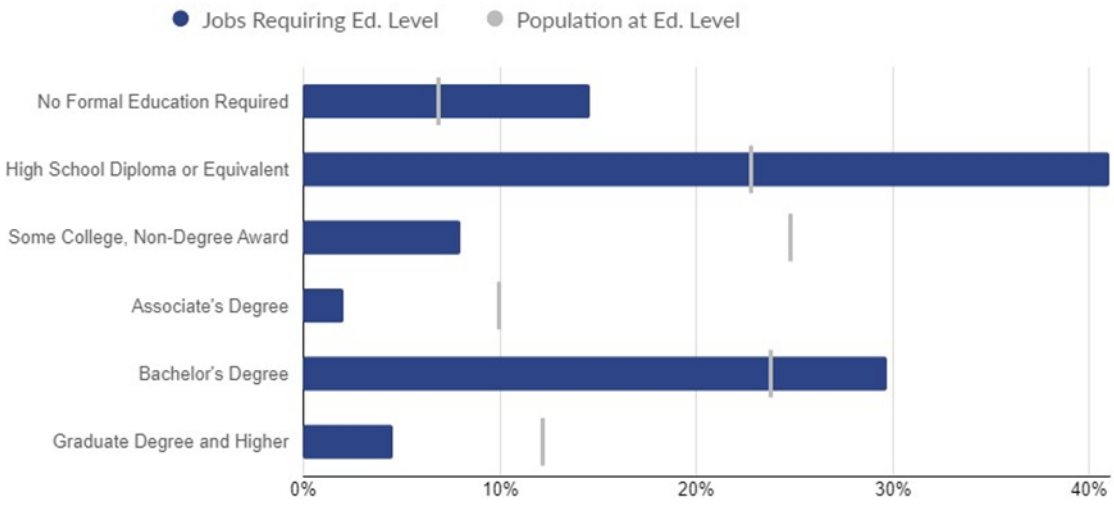
Exhibit 3.5. Underemployment in Utah County, 2022.



Note: Data for specific region Is unavailable, therefore county data was analyzed.
Source: LIGHTCAST, Q3 2023 Data Set.

[1] Lohr. S. (2022, April 8). A 4-year degree isn't quite the job requirement it used to be. The New York Times.
[2] The Burning Glass Institute. The Emerging Degree Reset: How the Shift to Skills-Based Hiring Holds the Keys to Growing the U.S. Workforce at a Time of Talent Shortage.

Exhibit 3.6. Underemployment in Utah, 2022.



Source: LIGHTCAST, Q3 2023 Data Set.

Economic Drivers

Top Industries

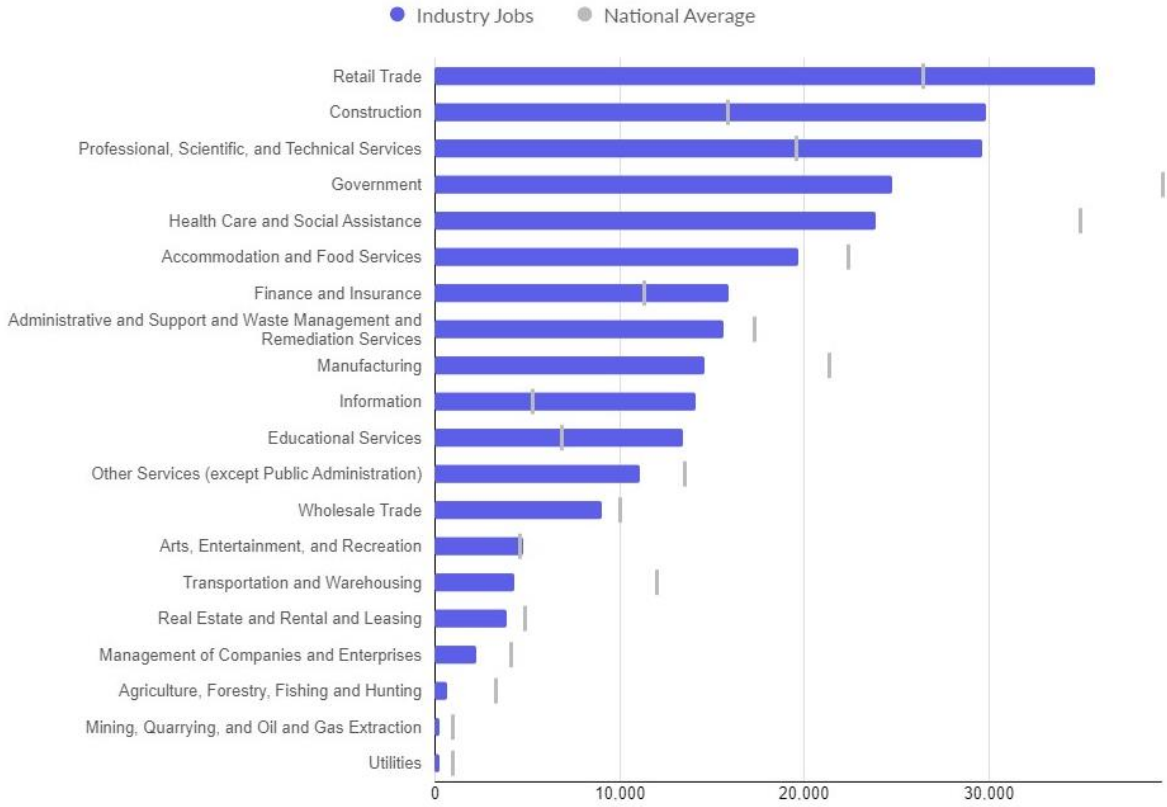
The top industries that drive the economy in Alpine School District Region are Retail Trade, Construction, and Professional, Scientific, and Technical Services. These industries provide insight into majors and partnerships for ASD that may also build enrollment growth.

With 35,792 employees in Alpine School District Region, Retail Trade is the largest industry as of 2022. Since 2017, the number of jobs in the industry has grown by 4,694, or 15%. Employees in this industry earned an average of $50,194 per year.

Construction is the 2nd largest industry with 29,882 jobs in the region as of 2022. Jobs in the sector in Alpine School District Region have increased by 29% (6,797) since 2017. The annual salary on average for employees in this sector was $75,670.

Since the Professional, Scientific, and Technical Services industry has experienced a 41% growth in the MSA since 2017, there were 29,675 jobs in the region by 2022, making this the 3rd largest industry. Employees in the industry can expect an average yearly salary of $112,252.

Exhibit 3.7. Largest Industries Alpine School District Region, 2022.



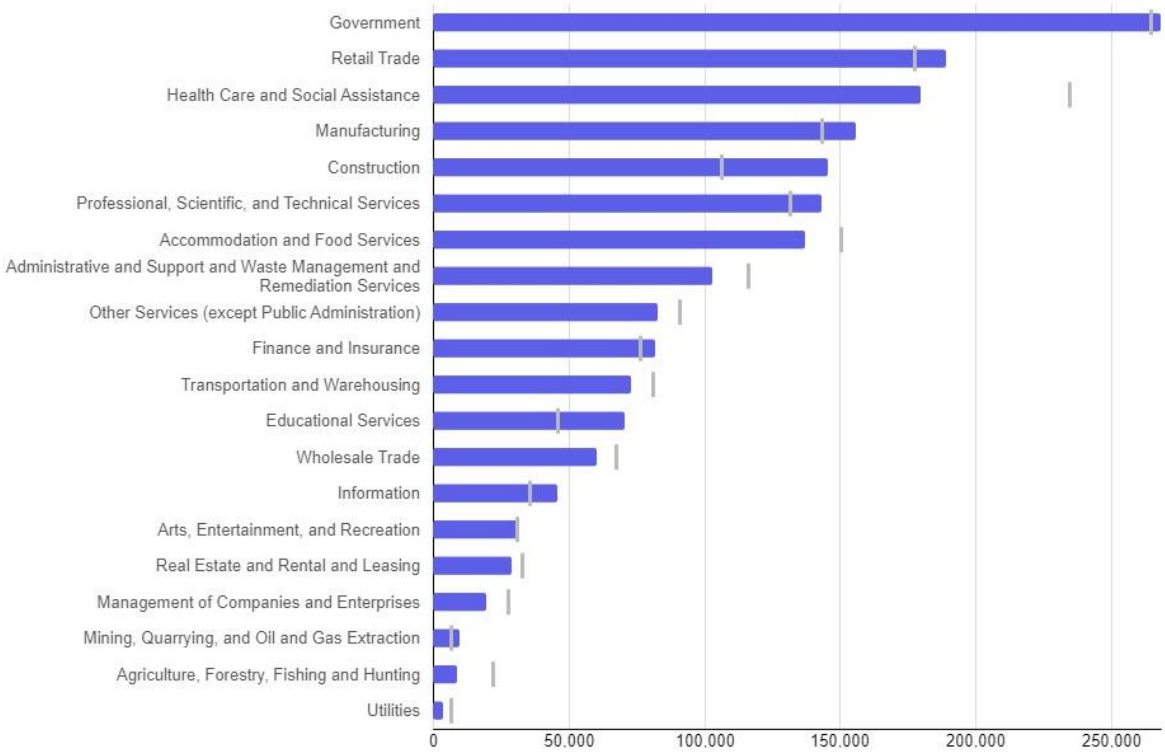
Source: LIGHTCAST, Q3 2023 Data Set.

Exhibit *3.8***3.8** is a breakdown of the largest industries in Utah. With a 4% decrease in jobs since 2017, the Government industry was the largest industry in the state with 268,371 jobs by 2022. Employees in these positions earned an average of $77,209 per year at that time.

Retail Trade was the 2nd largest industry in the state with 189,431 jobs as of 2022. Jobs in the sector have increased by 14,740 (8%) since 2017. The average annual salary for industry workers was $47,720.

Health Care and Social Assistance was the 3rd largest industry in Utah in 2022, with 179,936 employees. A total of 234,391 (15%) more jobs have been added to the sector since 2017. The average annual wage for those working in the industry was $66,071.

Exhibit 3.8. Largest Industries Utah, 2022.

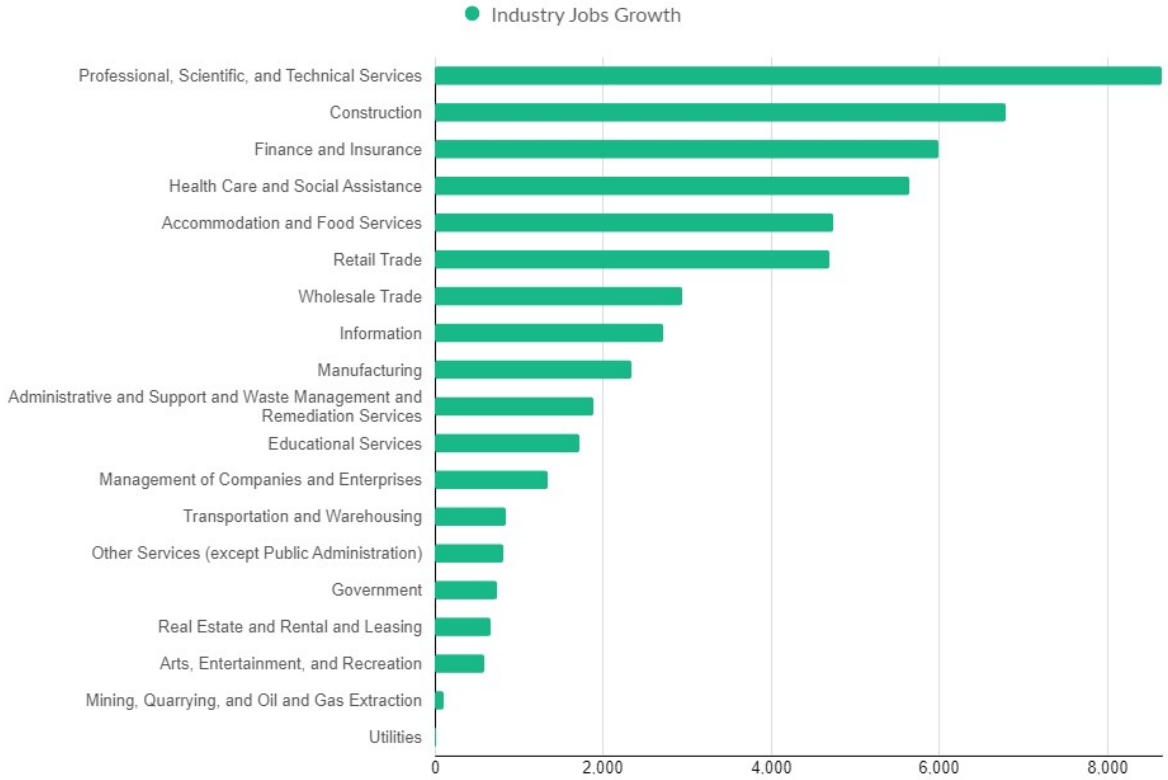


Source: LIGHTCAST, Q3 2023 Data Set.

Top Growth Industries

The largest rise in jobs since 2017 has been in the Professional, Scientific, and Technical Services sector, which employed 29,675 people by 2022 after 8,654 new positions are added. Construction has experienced a 29% increase in jobs to account for 29,882 jobs by 2022. While there was a 60% increase in jobs in the Finance and Insurance industry, the addition of 5,989 jobs led to 15,945 employees in the associated roles.

Exhibit 9. Top Growing Industries in Alpine School District Region, 2022.



Source: LIGHTCAST, Q3 2023 Data Set.

In Utah, Professional, Scientific, and Technical Services experienced the greatest increase in employment, adding 35,882 new positions since 2017 to reach 143,316 workers by 2022. In the same period, there were 145,554 positions in the Construction sector, representing 32% (35,496 jobs) growth. The number of jobs in the Manufacturing sector increased by 18%, and 24,106 additional jobs led to 155,733 jobs in the related roles by 2022.

Exhibit 3.10. Top Growing Industries in Utah, 2022.

Source: LIGHTCAST, Q3 2023 Data Set.

Top Occupations

The Alpine School District Region's top three occupations by number of employees are Management, Sales and Related Roles, and Office and Administrative Support.

As of 2022, Office and Administrative Support was the most prevalent occupation in the Alpine School District Region, employing 255,346 people. The industry's employment count has increased by 16,521, or 7%, since 2017.

With 26,560 positions in the area as of 2022, Sales and Related Roles ranked as the second most common occupation. Since 2017, the number of jobs in the industry in the Alpine School District Region has climbed by 8% (1,909).

Since 2017, the number of positions in management occupations has grown by 60% in the region, with 24,742 jobs in 2022.

Exhibit 3.11. Top Companies by Job Postings in Alpine School District Region.

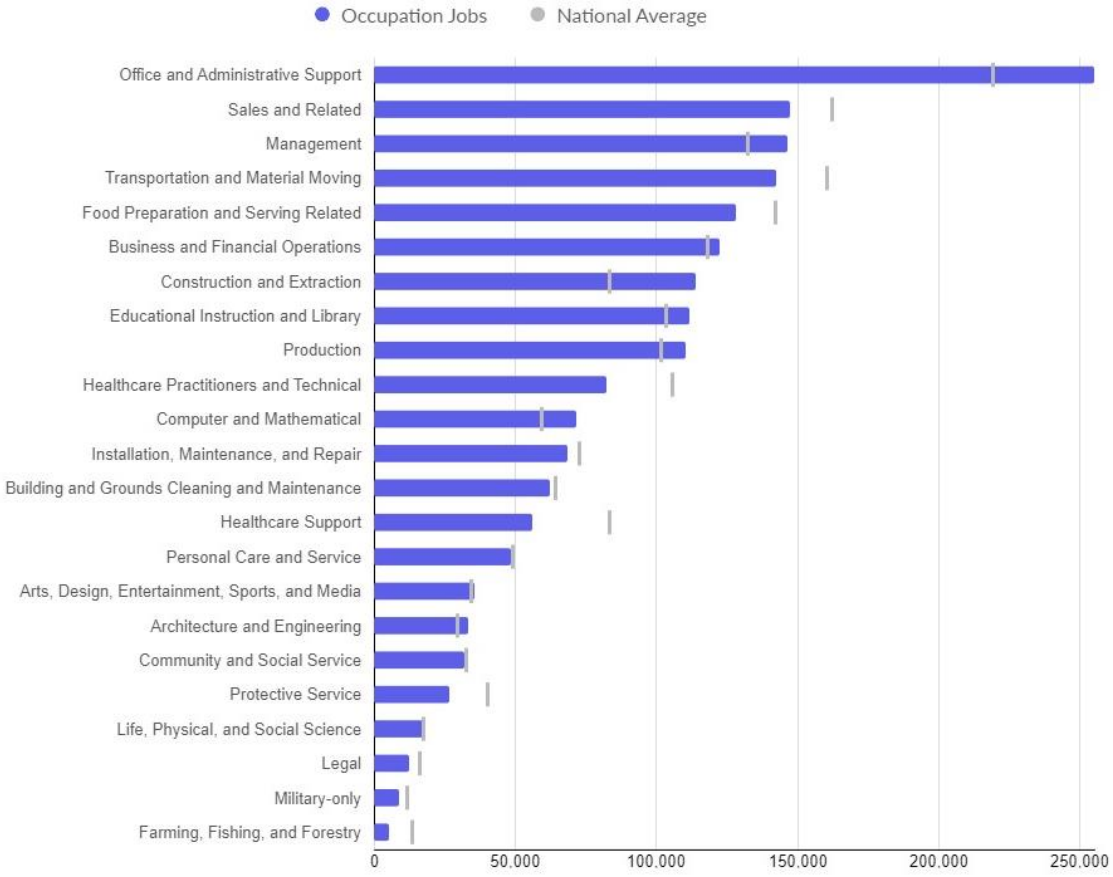
Source: LIGHTCAST, Q3 2023 Data Set.

A similar trend among the top vocations is noted in Utah. Office and Administrative Support grew by 7% between 2017 and 2022 to become the leading occupation in the state with 255,346 jobs.

As of 2022, Sales and Related Roles accounted for 147,714 jobs, making it the 2nd largest occupation in the state. Since 2017, there have been 4,735 (3%) fewer jobs in the industry.

With 146,765 workers, Management ranked as the third most common occupation in Utah in 2022. Since 2017, there have been 38,545 (36%) additional employees introduced to the industry.

Exhibit 3.12. Top Companies by Job Postings in Utah.



Source: LIGHTCAST, Q3 2023 Data Set.

Top Employers

From October 2022 to October 2023, 7,109 companies in Utah County posted advertisements for open roles. Utah Valley University posted 1,730 unique postings accounting for the largest number of advertisements in the county. With 1,495 listings, Intermountain Healthcare was the company with the 2nd highest number of open positions. Brigham Young University published 1,246 job advertisements, ranking them as the 3rd highest company searching for employees.

Exhibit 3.13. Top 10 Companies by Job Postings in Utah County.

Top Companies Posting	Unique Postings
Utah Valley University	1,730
Intermountain Healthcare	1,495
Brigham Young University	1,246
Revere Health	598
Walmart	521
Amazon	436
Vivint	407
HCA Healthcare	391
L3Harris Technologies	285
Fidelity Investments	278

Note: Data for specific region Is unavailable, therefore county data was analyzed.
Source: LIGHTCAST, Q3 2023 Data Set.

During that same period, 23,703 Utah-based businesses advertised job openings. The majority of the county's advertisements were posted by Intermountain Healthcare, with 8,254 unique postings. University of Utah held the 2nd highest number of available opportunities, with 7,280 listings. With 5,635 job ads posted, Northrop Grumman was the 3rd highest employer recruiting personnel.

Exhibit 10. Top 10 Companies by Job Postings in Utah.

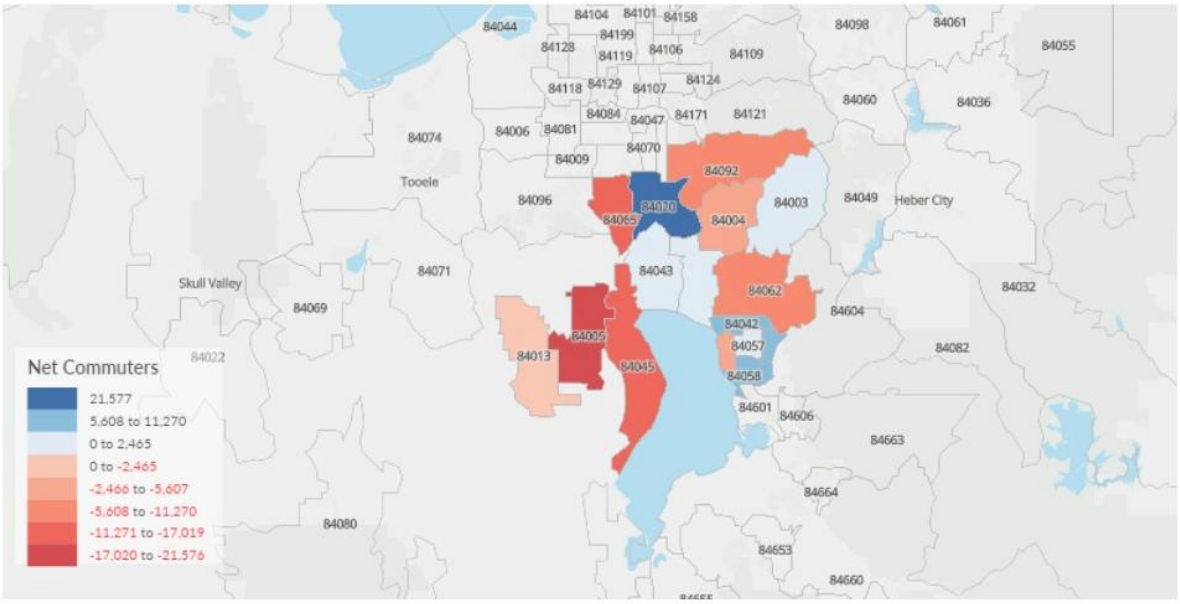
Top Companies Posting	Unique Postings
Intermountain Healthcare	8,254
University of Utah	7,280
Northrop Grumman	5,635
State of Utah	4,445
University of Utah Health	2,902
Walmart	2,296
Granite School District	1,995
Amazon	1,834
Utah Valley University	1,734
Salt Lake Community College	1,723

Source: LIGHTCAST, Q3 2023 Data Set.

4. Community Indicators

In 2022, zip code 84020 (Draper County), which had 51,337 jobs, employed the majority of Alpine School District Region residents. With 43,516 employees, zip code 84043 (Lehi County) was the 2nd most popular site for employment. Given the 42,515 residents of zip code 84043 (Lehi County), this was the preferred location for employees to reside in 2022.

Exhibit 11. Alpine School District Region Employee Residence and Work Trends, 2022.



Where Talent Works

ZIP	Name	2022 Employment
84020	Draper, UT (in Salt Lake county)	51,337
84043	Lehi, UT (in Utah county)	43,516
84003	American Fork, UT (in Utah county	29,067
84058	Orem, UT (in Utah county)	26,496
84057	Orem, UT (in Utah county)	23,336

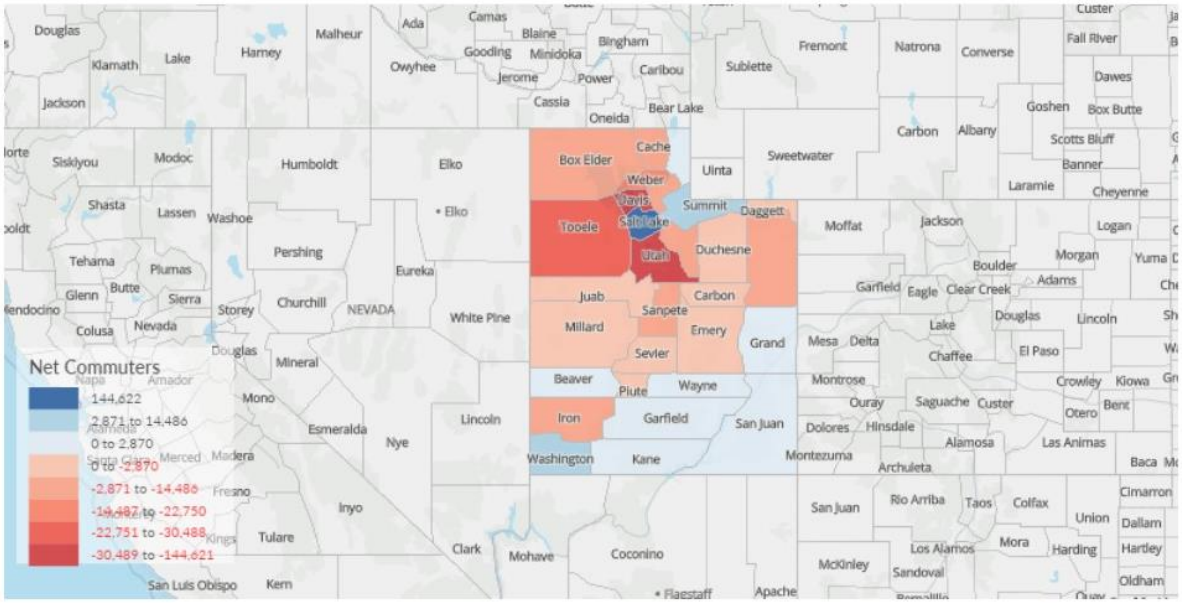
Where Talent Lives

ZIP	Name	2022 Workers
84043	Lehi, UT (in Utah county)	42,515
84065	Riverton, UT (in Salt Lake county)	31,049
84020	Draper, UT (in Salt Lake county)	29,760
84003	American Fork, UT (in Utah county	28,301
84062	Pleasant Grove, UT (in Utah count	25,781

Source: LIGHTCAST, Q3 2023 Data Set

In the top 5 Utah counties in 2022, Salt Lake County (code 49035) had 852,629 workers, which made it the most employed region. The 2nd most prevalent location for employment was Utah County (code 49049), which had 332,429 workers. Given that the most populated code (49035) had a total population of 708,007, Salt Lake County is where most employees opted to live. The 49049 Zip code in Utah County had 362,918 residents, making it the 2nd most populated place for workers to live.

Exhibit 4.2. Utah Employee Residence and Work Trends, 2022.



Where Talent Works

County	Name	2022 Employment
49035	Salt Lake County, UT	852,629
49049	Utah County, UT	332,429
49011	Davis County, UT	156,435
49057	Weber County, UT	125,532
49053	Washington County, UT	88,239

Where Talent Lives

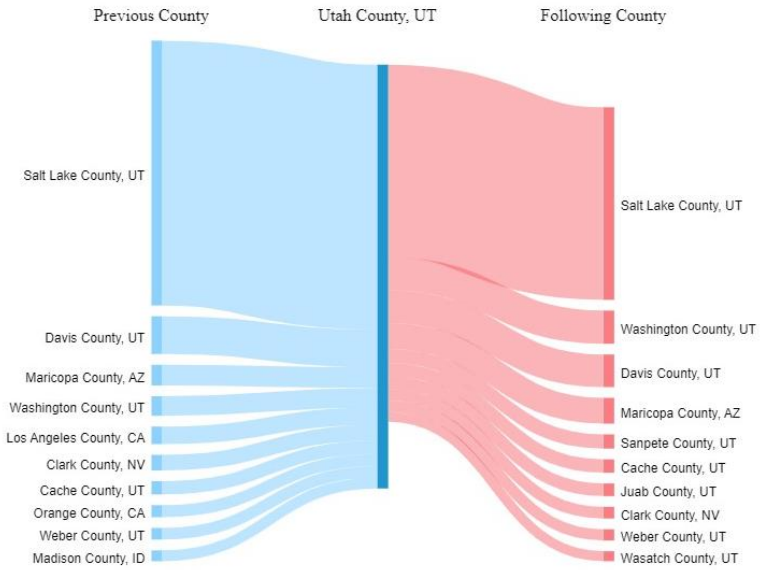
County	Name	2022 Workers
49035	Salt Lake County, UT	708,007
49049	Utah County, UT	362,918
49011	Davis County, UT	189,192
49057	Weber County, UT	140,020
49053	Washington County, UT	84,557

Source: LIGHTCAST, Q3 2023 Data Set.

Migration Trends

By 2020, 10,814 individuals had moved from Salt Lake County to Utah County. In the same year, 7,863 individuals moved from Utah County to Salt Lake County. Although 1,540 residents moved from Davis County to Utah County, Utah County lost 1,331 people to Davis County. A total of 846 Maricopa County, AZ inhabitants relocated to Utah County, while 1,053 Utah County individuals relocated to Maricopa County, AZ. In 2020, the total net migration for Utah County was a gain of 4,511 residents.

Exhibit 4.3. Inbound and Outbound Migration Utah County, 2020.



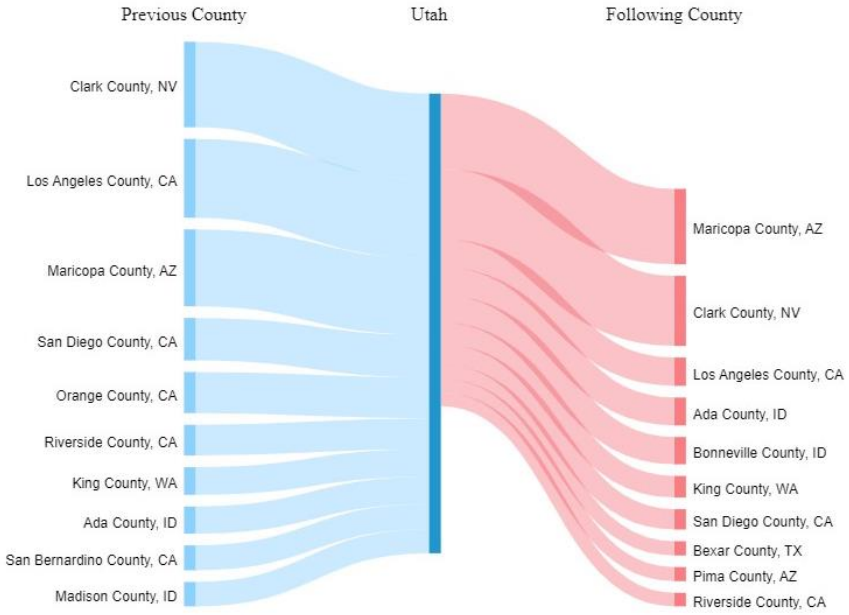
Top Previous Counties	Migrations
Salt Lake County, UT	10,814
Davis County, UT	1,540
Maricopa County, AZ	846
Washington County, UT	798
Los Angeles County, CA	717
Clark County, NV	634
Cache County, UT	544
Orange County, CA	488
Weber County, UT	476
Madison County, ID	442

Top Following Counties	Migrations
Salt Lake County, UT	7,863
Washington County, UT	1,355
Davis County, UT	1,331
Maricopa County, AZ	1,053
Sanpete County, UT	580
Cache County, UT	546
Juab County, UT	515
Clark County, NV	477
Weber County, UT	457
Wasatch County, UT	407

Note: Data for specific region Is unavailable, therefore county data was analyzed.
Source: LIGHTCAST, Q3 2023 Data Set.

By 2020, 3,976 people had relocated from Clark County, NV to Utah. In the same year, 3,256 people moved from Utah to Clark County, NV. Los Angeles County, CA gained 1,315 citizens from Utah, while the same county also lost 3,665 residents to Utah. A total of 3,579 Maricopa County, AZ residents moved to Utah, while 3,507 Utah residents moved to Maricopa County, AZ. The total net migration for Utah in 2020 was 15,442 people relocating to Utah.

Exhibit 4.4. Inbound and Outbound Migration Utah, 2020.



Top Previous Counties	Migrations
Clark County, NV	3,976
Los Angeles County, CA	3,665
Maricopa County, AZ	3,579
San Diego County, CA	1,976
Orange County, CA	1,908
Riverside County, CA	1,430
King County, WA	1,287
Ada County, ID	1,264
San Bernardino County, CA	1,160
Madison County, ID	1,136

Top Following Counties	Migrations
Maricopa County, AZ	3,507
Clark County, NV	3,256
Los Angeles County, CA	1,315
Ada County, ID	1,297
Bonneville County, ID	1,267
King County, WA	1,003
San Diego County, CA	947
Bexar County, TX	663
Pima County, AZ	652
Riverside County, CA	632

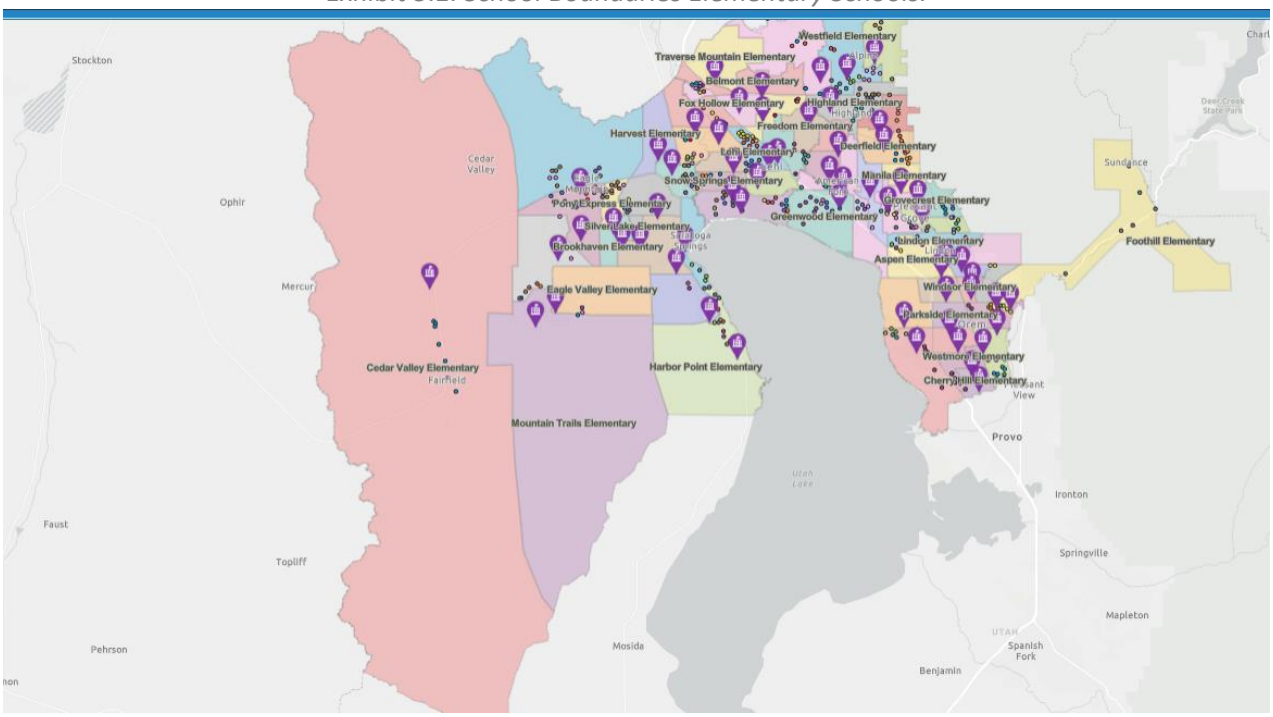
Source: LIGHTCAST, Q3 2023 Data Set.

5. Educational Landscape

The Alpine School Districts consist of 92 schools (60 elementary, 14 middle/junior high, 11 high schools, and 7 special program schools) in various configurations between schools.

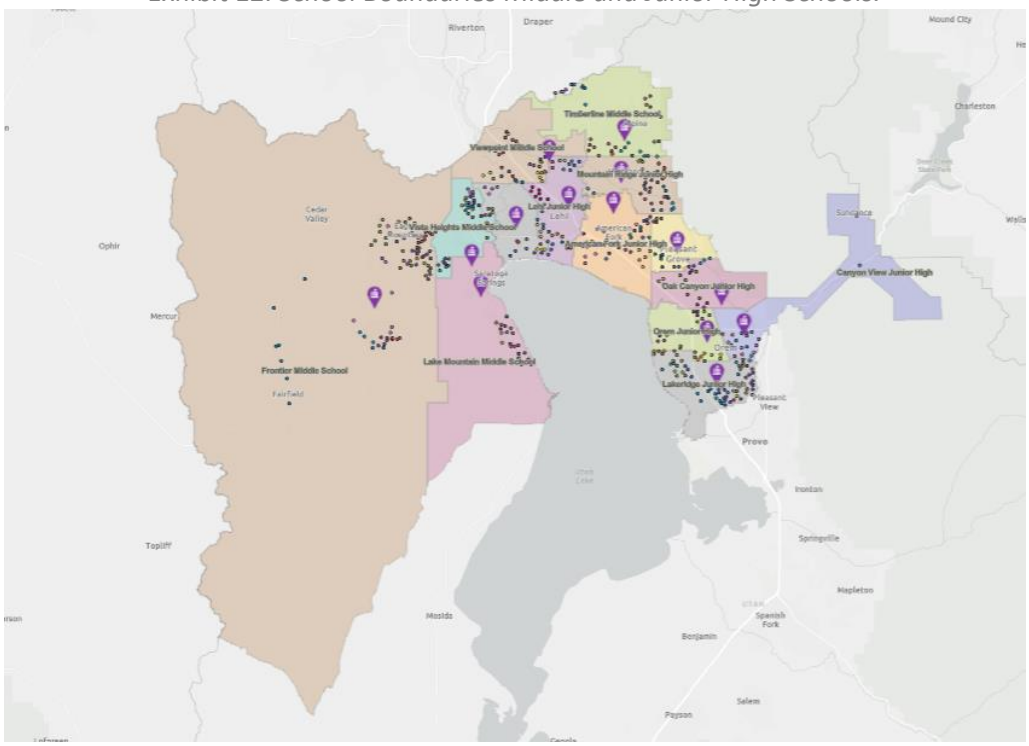
Alpine School Districts

Exhibit 5.1. School Boundaries Elementary Schools.



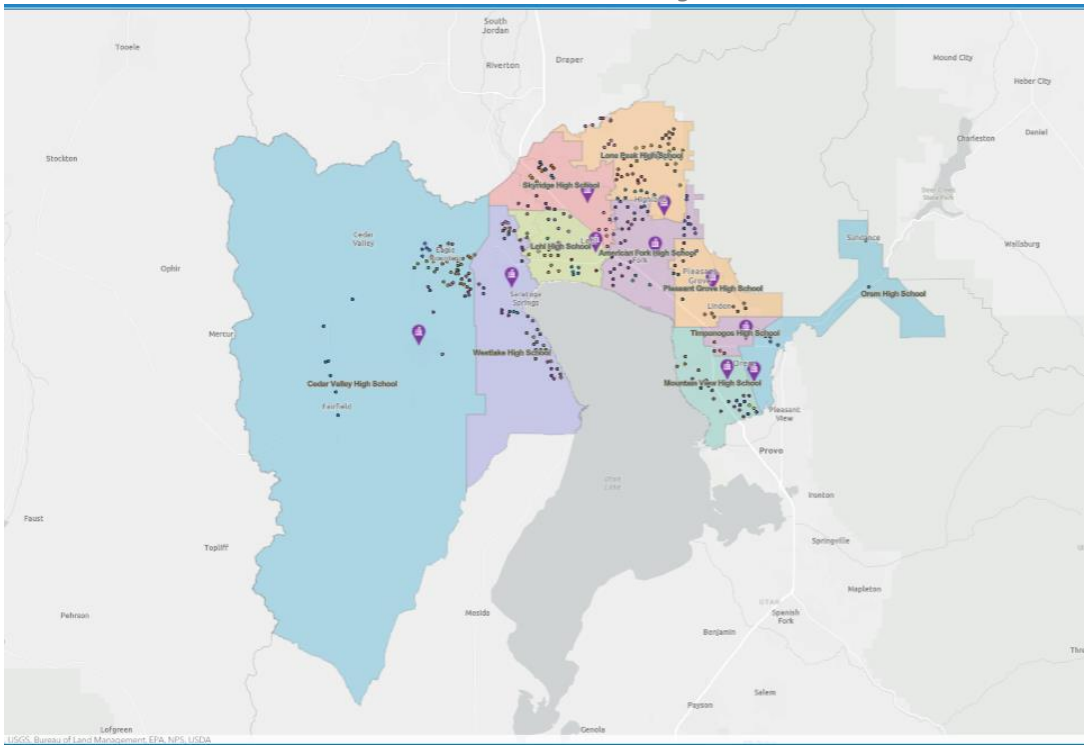
Source: Alpine School Districts 2023-2024 District Maps.

Exhibit 12. School Boundaries Middle and Junior High Schools.



Source: Alpine School Districts 2023-2024 District Maps.

Exhibit 5.3. School Boundaries High School.



Source: Alpine School Districts 2023-2024 District Maps.

Transportation

Transportation is provided for students fitting the following criteria:

- K-6 students live 1 to 1.5 miles from their school.
- 7-12 students living 2 or more miles from their school.
- K-12 students with disabilities regardless of distance from their school

Enrollment Policy

The online application process for returning or transferring students entails creating a Skyward account, adding the children who will be enrolled in the schools, submitting the application, and uploading several types of supporting documentation.[3] Documents required include:

- Certified birth certificate
- Record of immunizations
- A transcript for students in grade 7-12
- Proof of residency in the attendance area of enrolling school.
- Withdrawal form
- Any court documents for guardianship.

[3] Registration & Enrollment – Alpine School District. (2023). Alpineschools.org. https://alpineschools.org/registration-enrollment/#:~:text=Please%20be%20prepared%20to%20upload,any%20court%20documents%20for%20guardianship.

Specialty Programs

Career And Technical Education (CTE)

Career and Technical Education (CTE) offers students the necessary skills and resources they need to succeed in a career after high school and/or continue their postsecondary education at a technical school or a two- or four-year college.[4] This is accomplished through competency-based instruction, practical experiences, and work-based learning opportunities. It is recommended that every student delve into different fields of study and acquire the skills required to confidently enter the competitive job market.

Clear Creek Camp

Teachers and administrators from Alpine School District oversee and supervise the outdoor education camp at Clear Creek Summer Camp.[5] The goal of the camp is to teach children to respect and learn about the environment, including water, wooded areas, and wildlife. Situated near Scofield, UT, Clear Creek Camp has been catering to students in the ASD for more than 50 years.

At the moment, the institution operates on a two-day, no-overnight schedule in order to accommodate influxes of students and maintain their safety. Ropes courses, stream studies, walks among trees and flowers, field book drawing, fossil research, and erosion tables are just a few of the activities that are included in this model.

Dual Language Immersion

Students can study academic content and learn another language simultaneously by participating in Dual Language Immersion.[6] In a target language, students receive coursework in science, math, and other subjects. In order to achieve academic success, the instructional tactics employed aid in the development of literacy proficiency in both English and the target language. Schools that use the Utah Dual Language Immersion approach instruct children in the target language for 50% of the school day while the remaining 50% is spent in English. Native or proficient speakers of the language teach the target language. The curriculum is for students in grades K-12, with university-level coursework available in grades 10-12.

[4] Career and Technical Education. (2023). Alpineschools.org. https://cte.alpineschools.org/?_gl=1%2Aj56iye%2A_ga%2ANDcwNDQzNjc0LjE2OTkwNDQwNjc.%2A_ga_SC93ZJ8VR6%2AMTcwMDIxNDE5OC4xMS4xLjE3MDAyMTU3MjYuMC4wLjA.
[5] Clear Creek Camp – Alpine School District. (2023). Alpineschools.org. https://alpineschools.org/clearcreekcamp/
[6] Dual Immersion – Alpine School District. (2013). Alpineschools.org. https://alpineschools.org/dual-immersion/

Gifted Program

Alpine School District's Gifted Programs encourage effective educational opportunities for a wide variety of advanced children.7 Program objectives include:

- expanding knowledge of the special and impressive academic and social/emotional requirements of high ability children among administrators, educators, parents, and the community
- strengthening the community's, educators', parents', and administrators' ability to influence high-ability children's lives in an advantageous manner.
- fostering the establishment of an ongoing series of high-quality programs for high-ability kids in all Alpine School District schools

ADVANCED LEARNING LAB (A.L.L.)

ELEMENTARY

Elementary children in grades 4 through 6 can participate in the district's Advanced Learning Lab, or A.L.L. For third graders, there are now three programs available. The curriculum is based on the Common Core State Standards, and students read literature at an advanced level, achieve advancements in arithmetic, and study science and social subjects at a more complex and comprehensive level. A commitment to a magnet location is expected of students placed in the A.L.L. class.

SECONDARY

Advanced classes in English and history are available at all district middle school/junior high schools; science courses are available at American Fork, Frontier, Lake Mountain, Lehi, Mountain Ridge, Orem Jr., Pleasant Grove, Timberline, Viewpoint, Vista Heights, and Willowcreek. Additionally, an intensive mathematics curriculum is available at every school. Students in the 7th and 8th grade can enroll in the Advanced Learning Lab (A.L.L.) Secondary curriculum. For placement purposes, students undergo assessments in January and February of their 6th grade year. For sixth graders who desire to participate in the accelerated 7th grade mathematics course, math assessments are offered concurrently.

Christa McAuliffe Space Center

Since 1990, thousands of students and adults in the state have benefited from the knowledge provided by the Space Center.[8] Through the use of curriculum-based tasks, the simulators offer a realistic setting in which students can experience themselves participating in leadership, engineering, scientific, and other position. Education can take many forms, from simple field trips to more extensive training in a setting akin to a camp.

---

[7] Gifted Services – Alpine School District. (2023). Alpineschools.org. https://alpineschools.org/gifted-services/

[8] Christa McAuliffe Space Center – Come visit Utah's greatest space center for a birthday parties, summer camps, business training, and planetarium shows.. (2023). Alpineschools.org. https://spacecenter.alpineschools.org/?_gl=1%2Akl3cv0%2A_ga%2ANDcwNDQzNjc0LjE2OTkwNDQwNjc.%2A_ga_SC93ZJ8VR6%2AMTcwMDIxNDE5OC4xMS4xLjE3MDAyMTU5NDAuMC4wLjA.

School Overviews

In the 2022 school year 84,667 students were enrolled in various institutions. With 6,863 students, grade 9 had the highest number of enrollees. Grade 11 was the 2nd most populated grade with 6,738 students. The lowest enrollment is currently those in grade 12 with only 1,499 students. The 2022 academic year also had the highest enrollment rate in the past 5 years. The lowest rate was a cohort of 79,856 students in 2018.

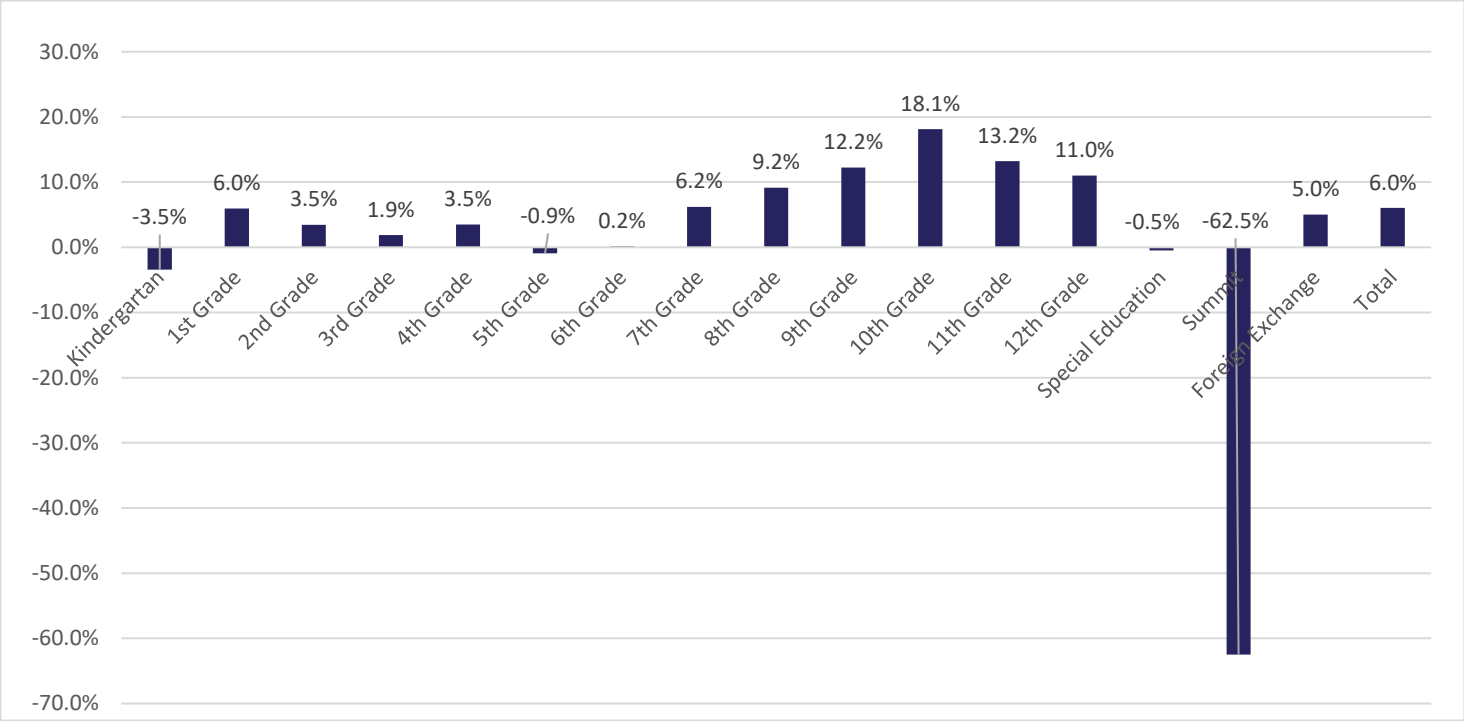
Exhibit 13 Alpine School Districts Enrollment 2018-2022.

Grade	2018	2019	2020	2021	2022
Kindergarten	5,794	5,768	5,493	6,102	5,594
1st Grade	5,853	6,049	5,693	6,035	6,202
2nd Grade	5,926	5,992	5,803	6,009	6,131
3rd Grade	5,938	5,975	5,785	6,148	6,049
4th Grade	6,022	6,042	5,817	6,053	6,232
5th Grade	6,235	6,132	5,903	6,090	6,178
6th Grade	6,221	6,347	6,078	6,191	6,232
7th Grade	6,249	6,572	6,604	6,584	6,637
8th Grade	6,160	6,360	6,638	6,764	6,724
9th Grade	6,115	6,218	6,379	6,806	6,863
10th Grade	6,099	6,379	6,513	6,725	7,205
11th Grade	5,952	6,251	6,476	6,541	6,738
12th Grade	5,678	5,767	6,171	6,261	6,302
Special Education	1,506	1,579	1,568	1,607	1,499
Summit	48	54	29	33	18
Foreign Exchange	60	47	3	50	63
Total	**79,856**	**81,532**	**80,953**	**83,999**	**84,667**

Source: Alpine School Districts Enrollment History and Projection.

Over the period from 2018 to 2022, the educational landscape experienced varying trends in percent changes across different grades. Among the grade levels, the highest change was observed in 10th Grade, which surged by 18.1%. On the other end of the spectrum, the Summit program underwent a significant decline of 62.5%. The lowest percentage change occurred in the 6th Grade, with a modest increase of 0.2%, suggesting relative stability in this grade level over the years. When considering all grades collectively, the average percentage change across the board was 1.4 %, reflecting a moderate upward trend in enrollment across all grade levels.

Exhibit 5.5. Graduation Rates % Change 2020-2022.

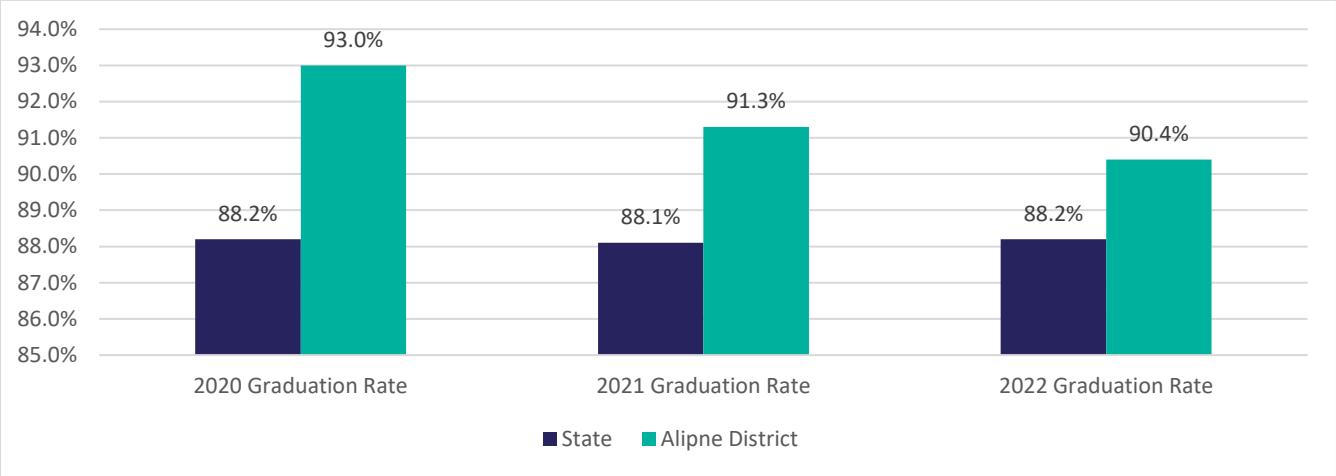


Source: Alpine School Districts Enrollment History and Projection.

High School Graduation Rates

Alpine School Districts had an average 4-year cohort graduation rate of 91.6%, which was only 3.4% higher than the Utah figure of 88.2% from 2020 to 2022. For the district, 2020 had the highest graduation rate at 93.0%. The highest statewide graduation rate occurred in 2020 and 2022 with 88.2% of students graduating. Westlake High had the highest graduation rate of 96.7% in 2022. The lowest rate occurred at Summit High School with a rate of 53.0%.

Exhibit 5.6. Utah and Alpine School Districts Graduation Rates, 2018-20223.



Source: Utah State Board of Education Graduation Rates for Utah Public Schools.

Exhibit 5.7. Alpine School Districts Graduation Rates by School, 2023.

School	2020	2021	2022
State	**88.2%**	**88.1%**	**88.2%**
Alpine District	**93.0%**	**91.3%**	**90.4%**
American Fork High	95.1%	92.0%	89.6%
Cedar Valley High	94.6%	91.9%	90.5%
Lehi High	92.2%	92.1%	92.0%
Lone Peak High	96.4%	95.8%	95.2%
Mountain View High	92.0%	88.4%	82.9%
Orem High	94.7%	91.2%	92.3%
Pleasant Grove High	93.7%	90.6%	89.4%
Polaris High School	58.2%	71.8%	74.1%
Skyridge High	94.3%	92.4%	92.5%
Summit High School	66.7%	52.5%	53.0%
Timpanogos High	91.4%	91.0%	86.8%
Westlake High	95.4%	96.6%	96.7%

Source: Utah Department of Public Instruction2022 Graduation Rates 4-Year Cohort Graduation Report.

Postsecondary Educational Pipeline

Exhibit 14 is ranked based on the largest to smallest completions in 2021. The top institutions in the Alpine School District Region had 18,514 program graduates in 2022. Over the last five years, this pipeline has grown by 117%. The highest share of these graduates come from "General Studies" (Associate's), "General Studies" (Certificate), and "Registered Nursing/Registered Nurse" (Associate's). There were 5,996 certificate completions, 4,917 Associate's completions, 4,072 Bachelor's completions, and 326 Master's or higher completions from Utah Valley University. Mountainland Technical College produced 2,277 certificate completions.

Exhibit 14. Top 7 Graduation Trends for Alpine School District Region Institutions.

School	Total Graduates (2022)	Graduate Trend (2018 - 2022)
Utah Valley University	15,311	
Mountainland Technical College	2,277	
Joyce University of Nursing and Health Sciences	803	
Mandalyn Academy	65	
Careers Unlimited	58	
Stevens-Henager College (not current)	0	
Cortiva Institute-Orem (not current)	0	
Argosy University-Salt Lake City (not current)	0	

Source: LIGHTCAST, Q3 2023 Data Set.

In 2022, there were 117,379 graduates in Utah. This pipeline has grown by 38% over the last 5 years. The highest share of these graduates come from "Registered Nursing/Registered Nurse" (Bachelor's), "General Studies" (Associate's), and "Business Administration and Management, General" (Bachelor's). Western Governors University produced 43,845 graduates. With 15,311 graduates, Utah Valley University produced the second highest number of graduates in the state.

Exhibit 5.9. Top 10 Graduation Trends for Utah Institutions.

School	Total Graduates (2022)	Graduate Trend (2018 - 2022)
Western Governors University	43,845	
Utah Valley University	15,311	
University of Utah	8,701	
Brigham Young University	7,919	
Utah State University	6,556	
Weber State University	6,516	
Salt Lake Community College	5,181	
Southern Utah University	4,473	
Utah Tech University	3,216	
Mountainland Technical College	2,277	

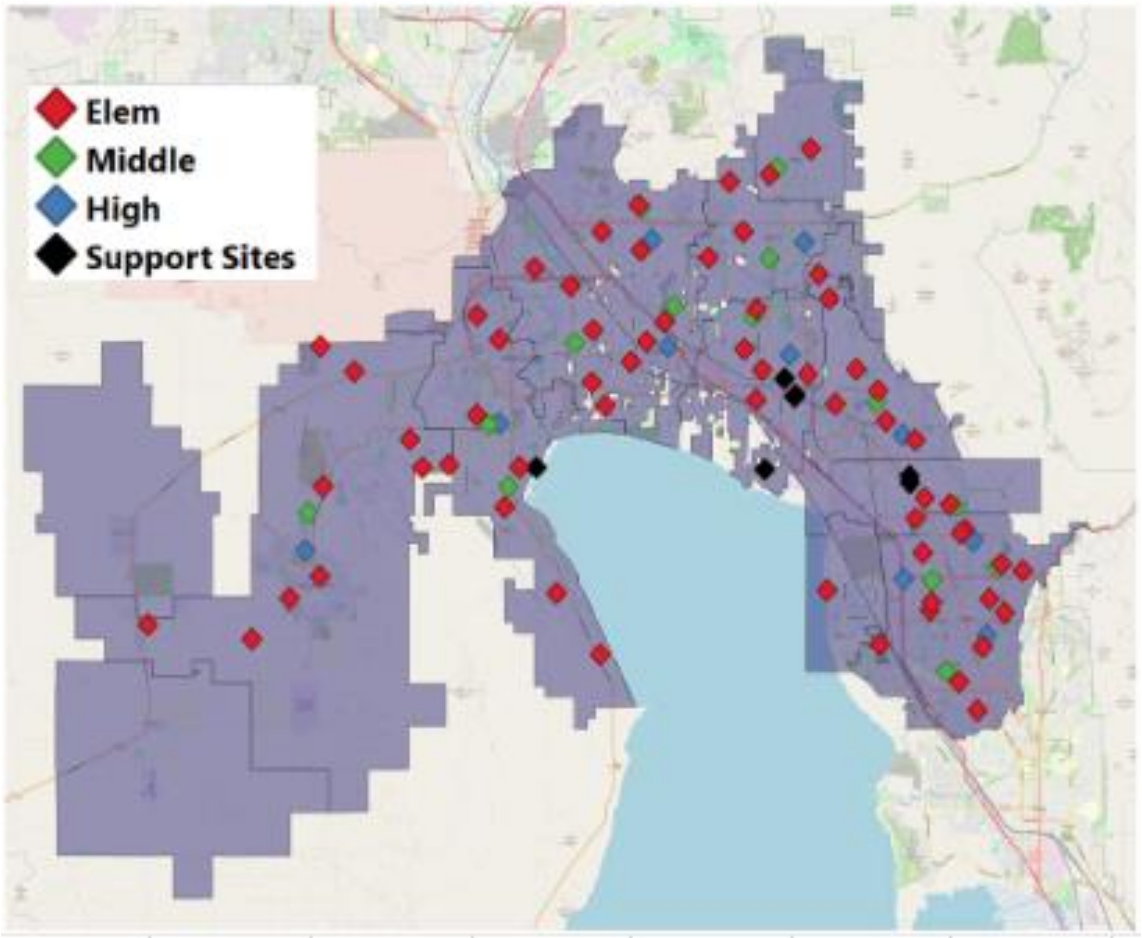
Source: LIGHTCAST, Q3 2023 Data Set

6. Geographical Considerations

Alpine School District has a unique geographical footprint due to the location of Lake Utah in the center of the district. Multiple municipalities reside within the district located around the lake in a semi-circle fashion. **Exhibit 6.1** lists these municipalities and illustrates the district boundaries and facility locations.

Exhibit 6.1. Alpine school district map.

Alpine			
	Orem	Highland	Saratoga Springs
	Vineyard	American Fork	
	Lindon	Lehi	
	Pleasant Grove	Cedar Fort	
	Alpine	Fairfield	
	Cedar Hills	Eagle Mountain	



When analyzing the feasibility of splitting the current Alpine school district into multiple school districts, MGT employed the approach that any resulting school district's boundaries should be contiguous and be made along municipal boundaries so that no municipality would be split into multiple districts.

Additionally, MGT established how many facilities were located within each municipality and what the educational capacity of those facilities are. **Exhibit 6.2** displays the capacity of each municipality by grade band.

Exhibit 6.2. Municipality Capacity Table.

Municipality	Elem Capacity	Middle Capacity	High Capacity
Alpine	1,988	1,551	0
American Fork	4,676	2,013	2,790
Cedar Fort	0	0	0
Cedar Hills	1,988	0	0
Eagle Mountain	10,472	2,178	3,660
Fairfield	0	0	0
Highland	2,996	1,617	2,340
Lehi	12,404	6,204	5,100
Lindon	1,876	1,782	0
Orem	10,696	5,709	5,670
Pleasant Grove	4,088	1,716	2,340
Saratoga Springs	7,728	3,927	2,730
Vineyard	1,988	0	0

Utilizing GIS software, MGT then geocoded student addresses and plotted them on maps to determine how many students reside within the various municipalities. This data was then compared against each municipalities capacity to help determine what scenarios were feasible for school district reconfiguration. **Exhibit 6.3** documents the number of students residing within each of the municipalities by grade band.

Exhibit 6.3. Municipality Student Resides Table.

Municipality	Elem Students	Middle Students	High Students
Alpine	745	541	669
American Fork	3,119	1,599	1,736
Cedar Fort	43	15	14
Cedar Hills	874	488	686
Eagle Mountain	7,260	2,983	2,808
Fairfield	11	8	9
Highland	1,864	1,247	1,507
Lehi	9,646	4,568	4,515
Lindon	858	560	634
Orem	6,895	3,347	3,623
Pleasant Grove	3,098	1,689	1,926
Saratoga Springs	6,183	2,696	2,593
Vineyard	1,414	458	399

Exhibit 6.4 and **6.5** spatially illustrate where students reside within the district.

Exhibit 6.4. Student Resides – Point Map.

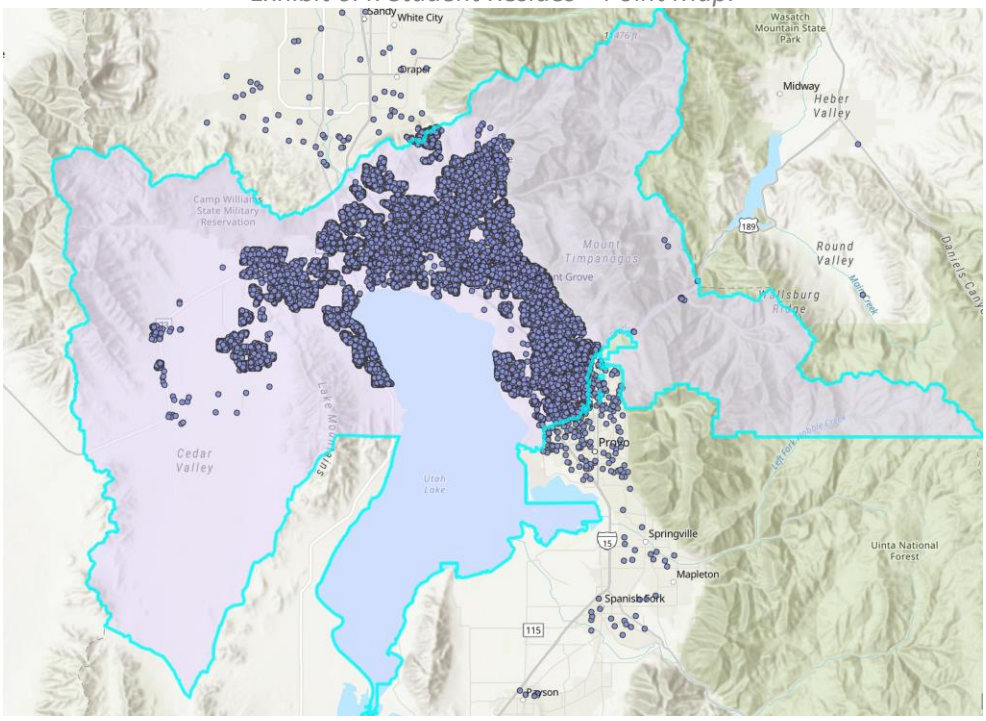
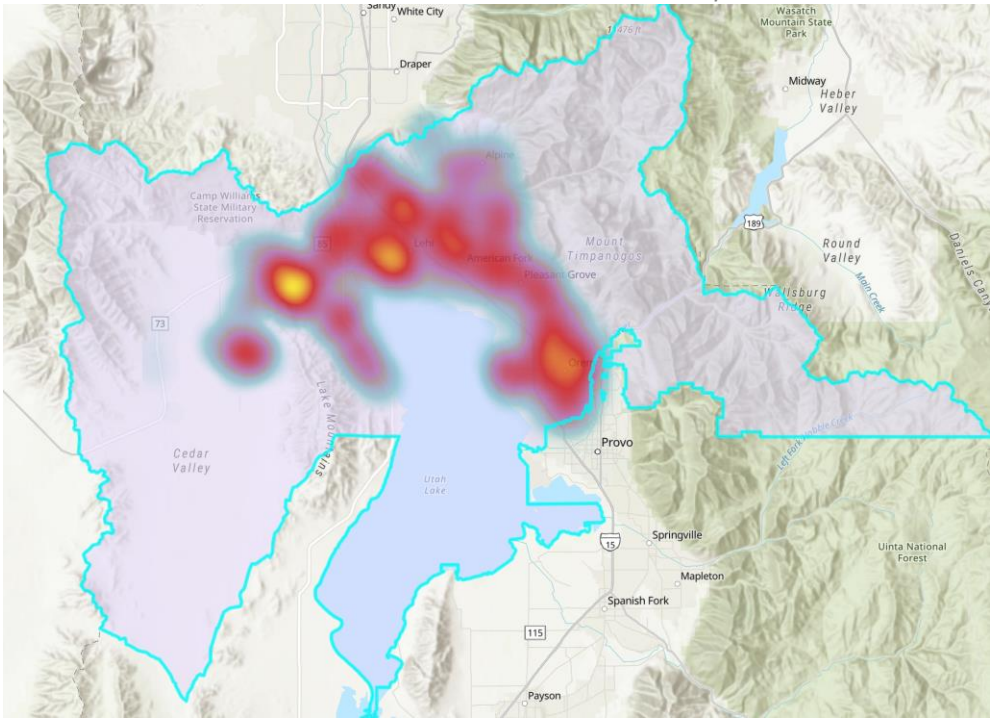


Exhibit 6.4. Student Resides – Heat Map.



7. Financial Considerations

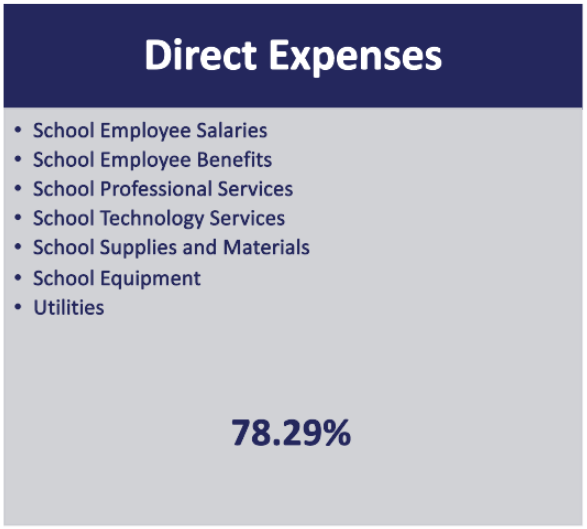
In examining the financial resources of the Alpine School District, MGT adopted a high-level approach in examining the various revenue sources as well as the financial obligations of the various school communities. A 50,000-foot view of the district's finances allowed community members to assess the related costs of the various options in a holistic manner. It is particularly important to note that this analysis is a snapshot of the finances for the fund year 2023 and reflects the revenue and expenses at that moment in time. We did not make any assumptions going forward from that period as to future operational or capital needs. These snapshot numbers are those that were used for analysis and shared in the reconfiguration options that were shared with the various school communities.

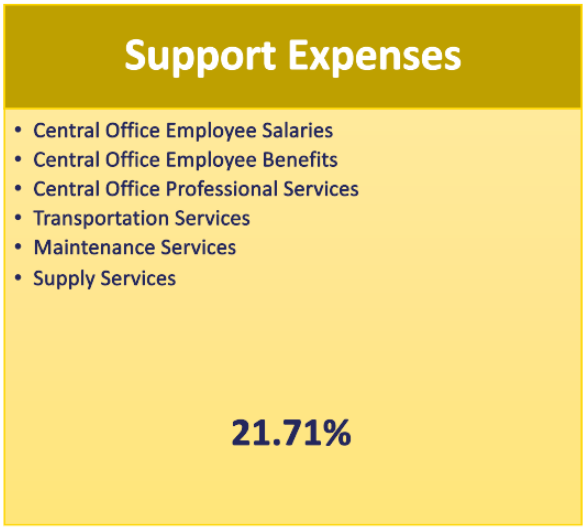
Expenses

In conducting a review of the financial dynamics within the Alpine School District, expenditures were divided into two primary classifications: Direct Expenses and Support Expenses.

Support Expenses encompass those financial obligations that are crucial for the general functionality of the overall district. These include all forms of transportation, central administration, human resources, maintenance staff salaries, central services, utility bills, maintenance, and other essential overhead expenses to cover the needs of the overall operations and infrastructure of the school system.

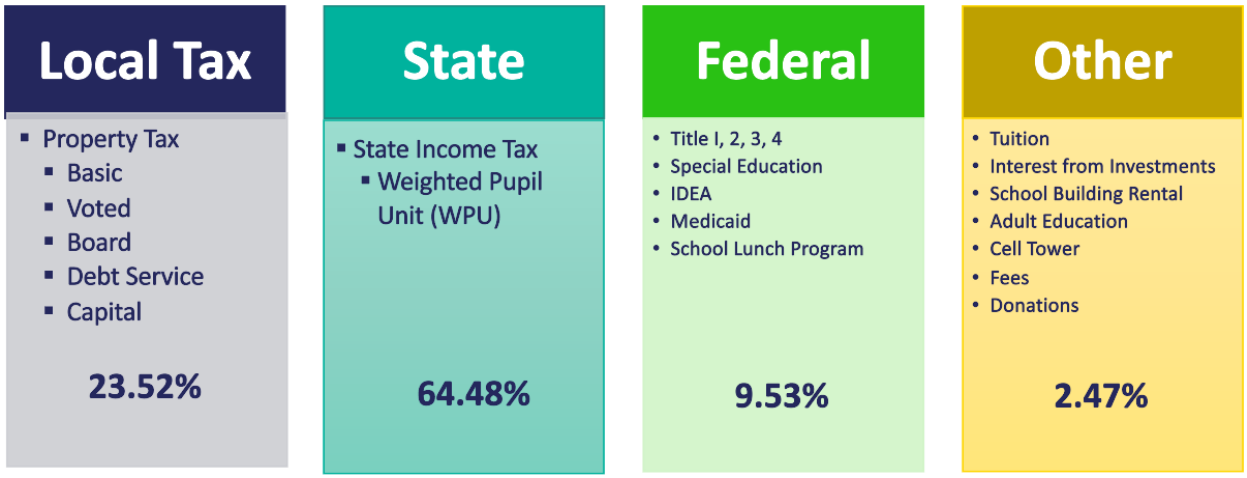
Direct expenses are allocations of resources specifically aimed at maintaining the day-to-day operations of the schools themselves. These are the direct costs associated with educating students in a particular building. These expenses encompass several essential areas. A significant portion is dedicated to compensating teaching staff, including salaries and benefits. Additionally, technology, school supplies, and materials for instructional purposes. Utilities are another key component, covering essential services like electricity, water, and HVAC.





Revenue

ASD Revenue has been separated into four distinct groups: Other, Federal, Local Tax and State. The "Other" category encompasses diverse revenue streams such as tuition investments, building rentals, cell tower fees, and donations. Federal funding comprises programs like Title Programs, Special Education, Medicaid, and the School Lunch Program. Local Taxes, including money for debt service, capital expenditures, and property tax levies. The largest share of revenue derives from State Funding for student enrollment. The Weighted Pupil Unit for students is ASD's largest form of revenue.



8. Scenarios and Options

As discussed in the previous sections of this report, many important factors were considered when analyzing the feasibility of splitting the current Alpine school district into multiple school districts. Some of these factors are listed below:

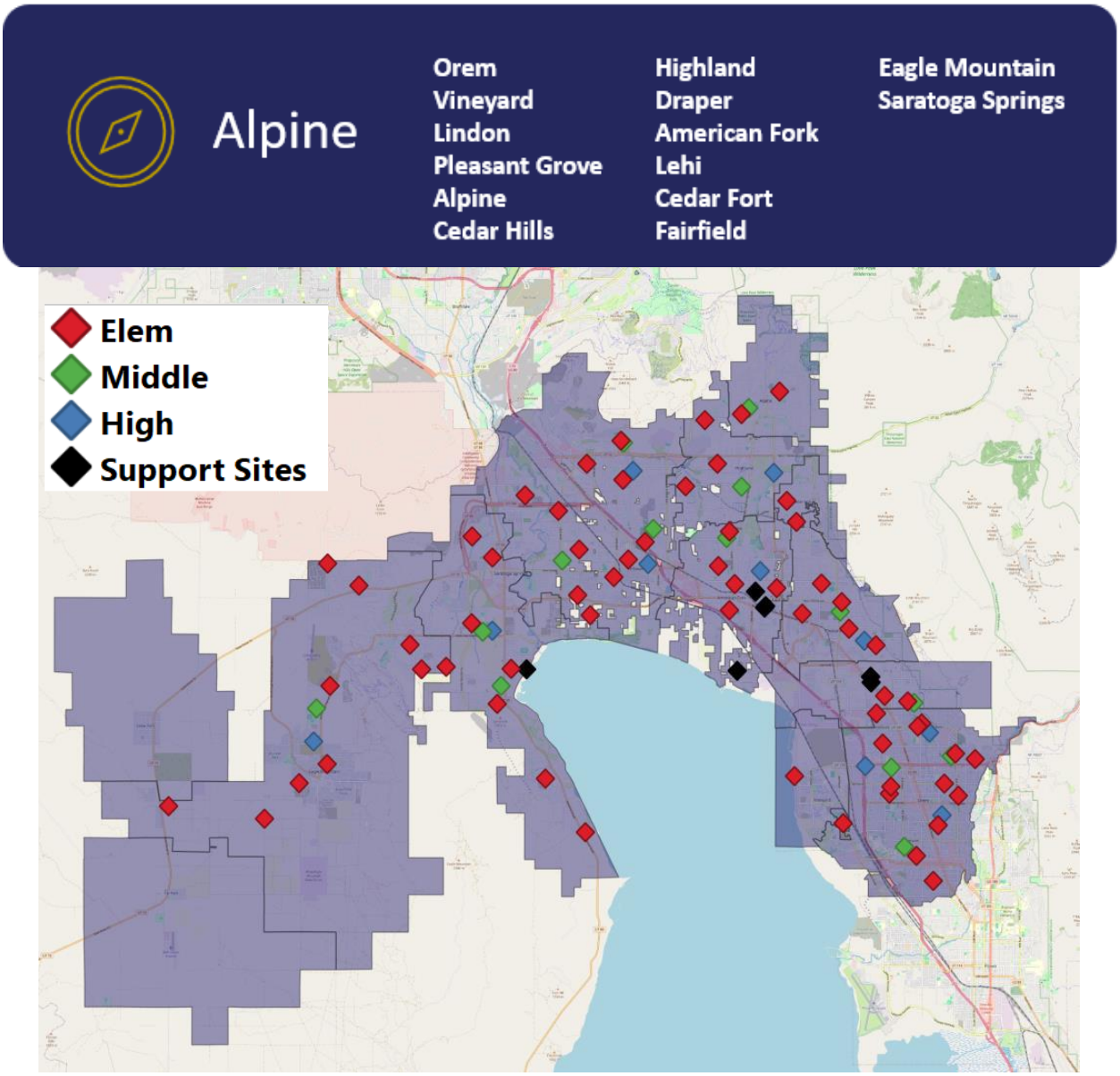
1. Each resulting school district boundaries should be created along municipality boundaries so that no municipality would be split into multiple school districts.
2. Each resulting school district must be contiguous and not geographically isolate any area from its school district.
3. Each resulting school district should have the facility capacity for the enrollment of the students that reside within their boundaries.

Based upon these and other factors outlined in this report, MGT developed six scenarios for school district alignment.

- Option 1: The first option is for ASD to remain one district in its current configuration.
- Option 2: The second option would split ASD into two districts. The east district would be made up of Orem, Vineyard, Lindon, Pleasant Grove, Alpine, Cedar Hills, Highland, and American Fork. The west district would be made up of Cedar Fort, Fairfield, Eagle Mountain, Sarasota Springs, and Lehi.
- Option 3: The third option would split ASD into two districts. The east district would be made up of Orem, Vineyard, Lindon, Pleasant Grove, Alpine, Cedar Hills, Highland, Lehi, and American Fork. The west district would be made up of Cedar Fort, Fairfield, Eagle Mountain, and Sarasota Springs.
- Option 4: The fourth option would split ASD into three districts. The east district would be made up of Orem, Vineyard, Lindon, and Pleasant Grove. The central district would be made up of Alpine, Cedar Hills, Highland, Lehi, and American Fork. The west district would be made up of Cedar Fort, Fairfield, Eagle Mountain, and Sarasota Springs.
- Option 5: The fifth option would split ASD into three districts. The east district would be made up of Orem, Vineyard, and Lindon. The central district would be made up of Alpine, Cedar Hills, Highland, Lehi, Pleasant Grove, and American Fork. The west district would be made up of Cedar Fort, Fairfield, Eagle Mountain, and Sarasota Springs.
- Option 6: The sixth and final option would split ASD into three districts. The east district would be made up of Orem, Vineyard, Lindon, Alpine, Cedar Hills, Highland, Pleasant Grove, and American Fork. The central district would be made up of Lehi alone. The west district would be made up of Cedar Fort, Fairfield, Eagle Mountain, and Sarasota Springs.

The following pages explore each option, listing the municipalities for each proposed district configuration along with some important data for consideration.

Option 1


Alpine
Orem
Vineyard
Lindon
Pleasant Grove
Alpine
Cedar Hills
Highland
Draper
American Fork
Lehi
Cedar Fort
Fairfield
Eagle Mountain
Saratoga Springs
Elem
Middle
High
Support Sites

Enrollment	Adjusted Taxable Value	Revenue	Expenses	Surplus/Deficit
84,414	$49,249,675,861	$767,657,401	$754,733,592	$12,923,809

$200M Bond (New)		
Est Annual Payment (20 Yr.)	Required Increments	Est Annual Cost Per Household
(14,444,444)	2.53	$70.07

Value of 1 Tax Increment	Current Surplus/Deficit	Increments for Deficit	Est Annual Cost Per Household
5,700,000	12,923,809	-	-

* Note: Revenue includes local tax, state, federal and other sources. Expenses include direct school expenses and district-wide support. Estimated annual cost per household is based upon $500K property valuation. All figures are estimates for comparison application based upon ASD FY2023 budget.

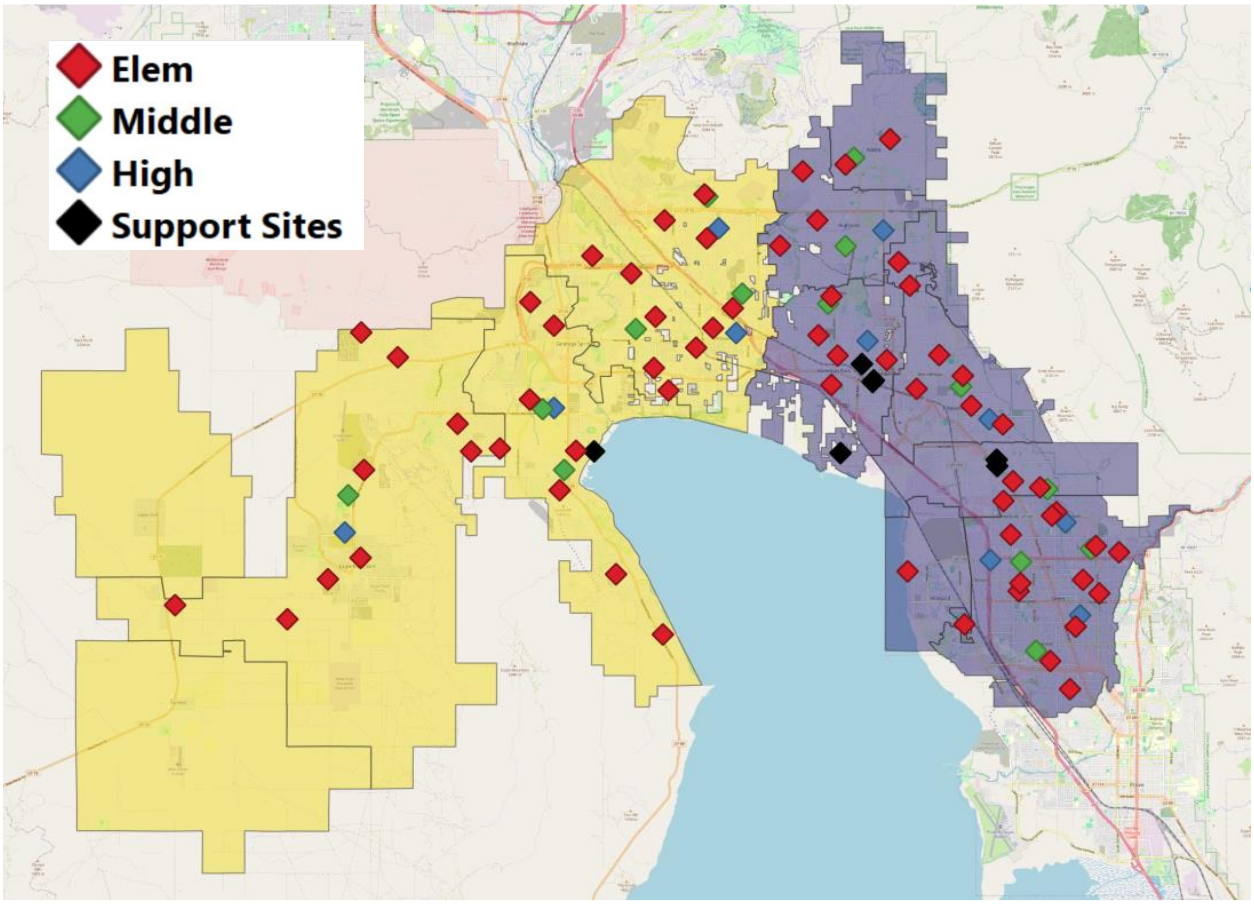
Option 2

East

Orem
Vineyard
Lindon
Pleasant Grove
Alpine
Cedar Hills
Highland
American Fork

West

Cedar Fort
Fairfield
Eagle Mountain
Saratoga Springs
Lehi



East

Orem, Vineyard, Lindon, Pleasant Grove, Alpine, Cedar Hills, Highland, American Fork

Enrollment	Adjusted Taxable Value	Revenue	Expenses	Surplus/Deficit
41,062	$29,234,207,789	$373,416,118	$396,795,677	($23,379,559)

$200M Bond (New)

Est Annual Payment (20 Yr.)	Required Increments	Est Annual Cost Per Household
(14,444,444)	4.27	$118.05

Value of 1 Tax Increment	Current Surplus/Deficit	Increments for Deficit	Est Annual Cost Per Household
3,383,474	(23,379,559)	6.91	$191.07

West

Cedar Fort, Fairfield, Eagle Mountain, Saratoga Springs, Lehi

Enrollment	Adjusted Taxable Value	Revenue	Expenses	Surplus/Deficit
43,352	$20,015,468,072	$394,241,283	$357,937,914	$36,303,368

$200M Bond (New)

Est Annual Payment (20 Yr)	Required Increments	Est Annual Cost Per Household
(14,444,444)	6.24	$172.42

Value of 1 Tax Increment	Current Surplus/Deficit	Increments for Deficit	Est Annual Cost Per Household
2,316,526	36,303,368	-	-

* Note: Revenue includes local tax, state, federal and other sources. Expenses include direct school expenses and district-wide support. Estimated annual cost per household is based upon $500K property valuation. All figures are estimates for comparison application based upon ASD FY2023 budget.

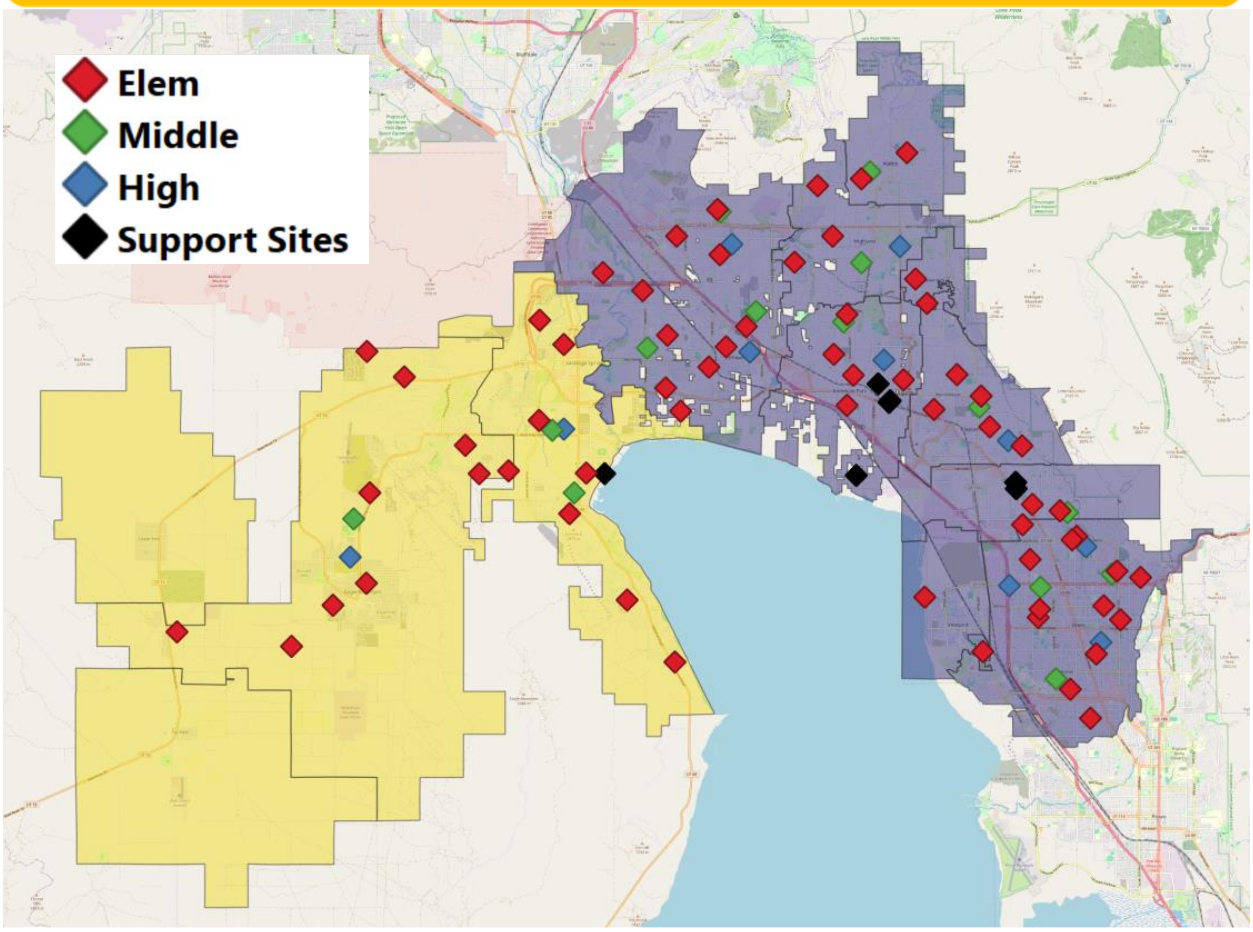
Option 3

East

- Orem
- Vineyard
- Lindon
- Pleasant Grove
- Alpine
- Cedar Hills
- Highland
- American Fork
- Lehi

West

- Cedar Fort
- Fairfield
- Eagle Mountain
- Saratoga Springs



East

Orem
Vineyard
Lindon
Pleasant Grove
Alpine
Cedar Hills
Highland
American Fork
Lehi

Enrollment	Adjusted Taxable Value	Revenue	Expenses	Surplus/Deficit
59,791	$40,105,380,546	$543,736,864	$558,335,796	($14,598,932)

$200M Bond (New)		
Est Annual Payment (20 Yr.)	Required Increments	Est Annual Cost Per Household
(14,444,444)	3.11	$86.05

Value of 1 Tax Increment	Current Surplus/Deficit	Increments for Deficit	Est Annual Cost Per Household
4,641,669	(14,598,932)	3.15	$86.97

West

Cedar Fort
Fairfield
Eagle Mountain
Saratoga Springs

Enrollment	Adjusted Taxable Value	Revenue	Expenses	Surplus/Deficit
24,623	$9,144,295,315	$223,920,537	$196,397,796	$27,522,741

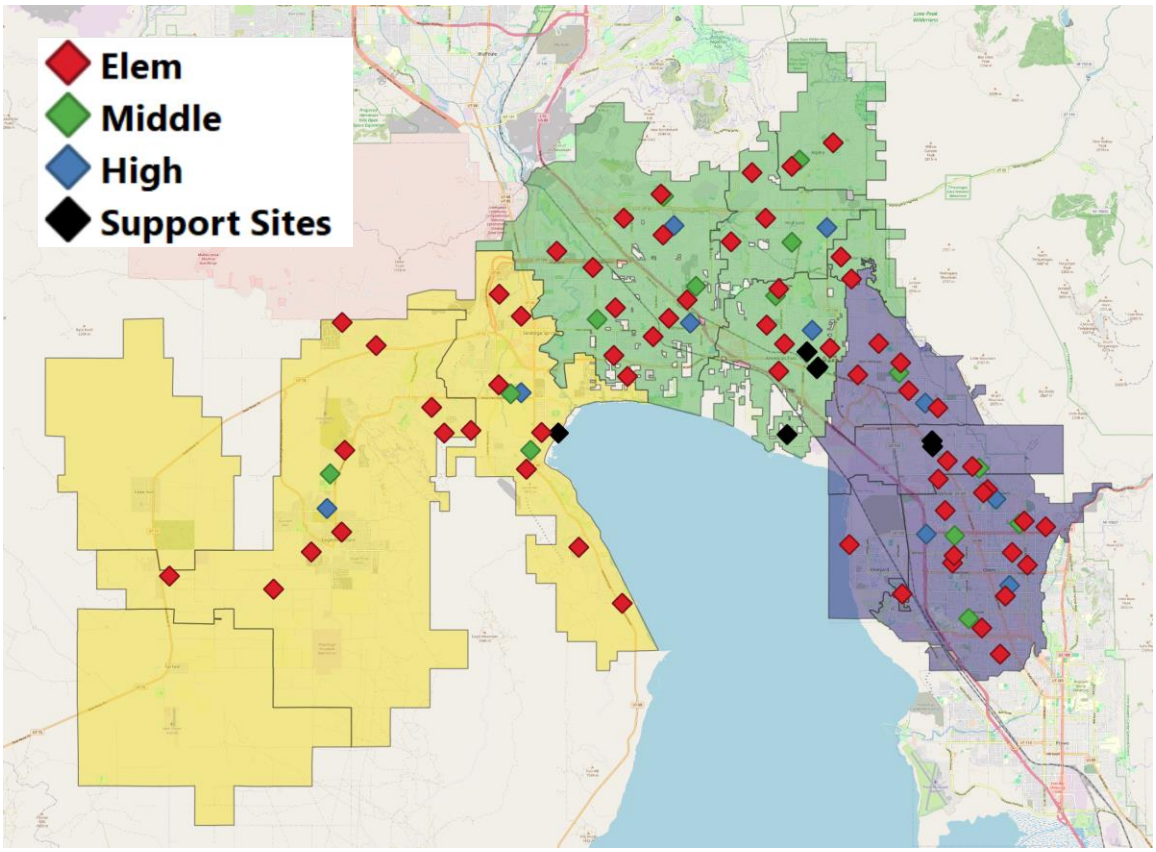
$200M Bond (New)		
Est Annual Payment (20 Yr.)	Required Increments	Est Annual Cost Per Household
(14,444,444)	13.65	$377.41

Value of 1 Tax Increment	Current Surplus/Deficit	Increments for Deficit	Est Annual Cost Per Household
1,058,331	27,522,741	-	-

*Note: Revenue includes local tax, state, federal and other sources. Expenses include direct school expenses and district-wide support. Estimated annual cost per household is based upon $500K property valuation. All figures are estimates for comparison application based upon ASD FY2023 budget.

Option 4

East	Orem Vineyard Lindon Pleasant Grove
West	Cedar Fort Fairfield Eagle Mountain Saratoga Springs
Central	Lehi Alpine Highland American Fork Cedar Hills



East

Orem
Vineyard
Lindon
Pleasant Grove

Enrollment	Adjusted Taxable Value	Revenue	Expenses	Surplus/Deficit
25,175	$17,901,961,144	$228,940,402	$235,326,064	($6,385,662)

$200M Bond (New)

Est Annual Payment (20 Yr.)	Required Increments	Est Annual Cost Per Household
(14,444,444)	6.97	$192.78

Value of 1 Tax Increment	Current Surplus/Deficit	Increments for Deficit	Est Annual Cost Per Household
2,071,916	($6,385,662)	3.18	$85.22

West

Cedar Fort
Fairfield
Eagle Mountain
Saratoga Springs

Enrollment	Adjusted Taxable Value	Revenue	Expenses	Surplus/Deficit
24,623	$9,144,295,315	$223,920,537	$196,397,796	$27,522,741

$200M Bond (New)

Est Annual Payment (20 Yr.)	Required Increments	Est Annual Cost Per Household
(14,444,444)	13.65	$377.41

Value of 1 Tax Increment	Current Surplus/Deficit	Increments for Deficit	Est Annual Cost Per Household
1,058,331	$27,522,741	-	-

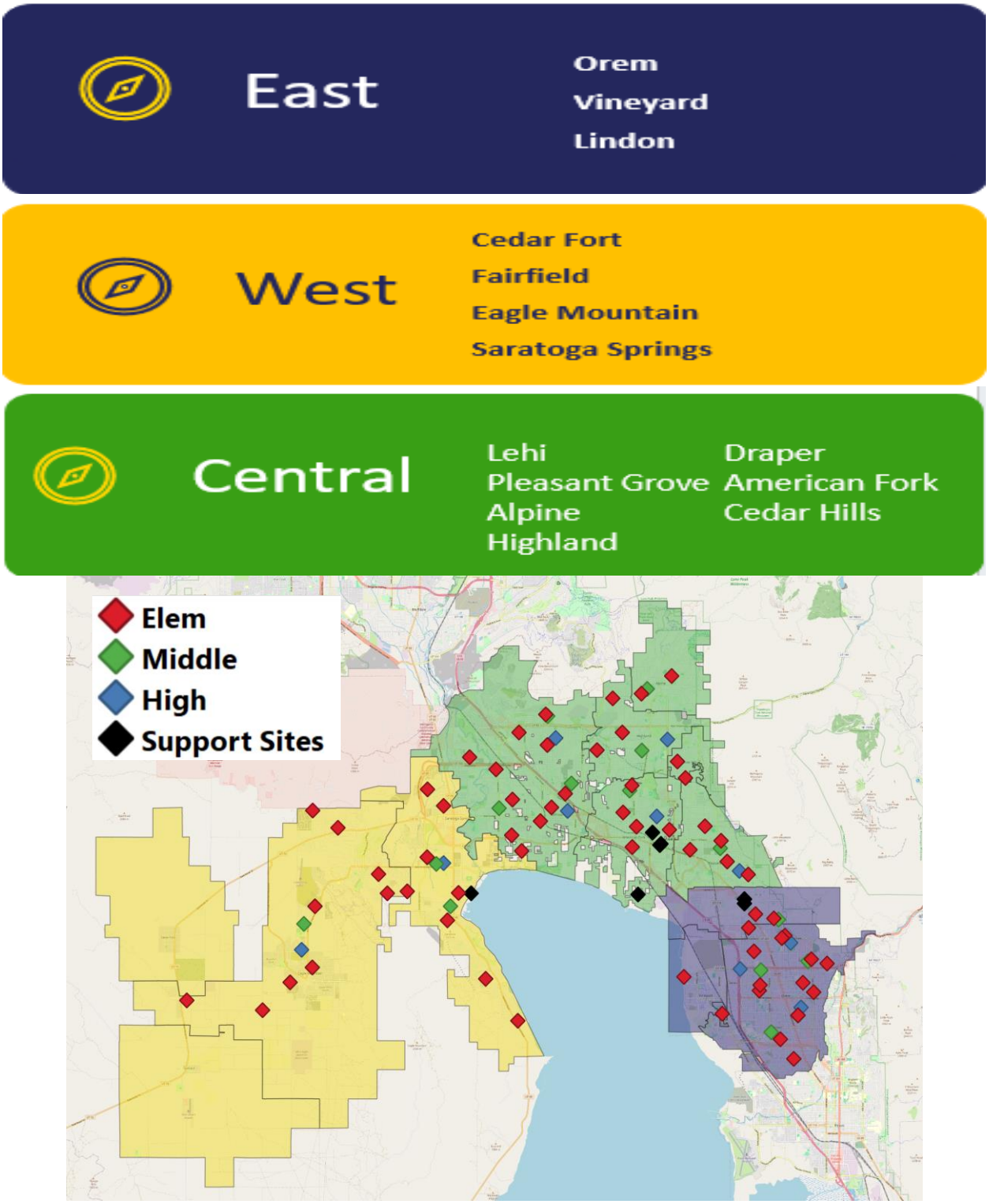
Enrollment	Adjusted Taxable Value	Revenue	Expenses	Surplus/Deficit
34,616	$22,203,419,402	$314,796,463	$323,009,732	($8,213,269)

$200M Bond (New)		
Est Annual Payment (20 Yr.)	**Required Increments**	**Est Annual Cost Per Household**
(14,444,444)	5.62	$155.43

Value of 1 Tax Increment	Current Surplus/Deficit	Increments for Deficit	Est Annual Cost Per Household
2,569,753	($8,213,269)	3.20	$88.38

*Note: Revenue includes local tax, state, federal and other sources. Expenses include direct school expenses and district-wide support. Estimated annual cost per household is based upon $500K property valuation. All figures are estimates for comparison application based upon ASD FY2023 budget.

Option 5


East
Orem
Vineyard
Lindon
West
Cedar Fort
Fairfield
Eagle Mountain
Saratoga Springs
Central
Lehi
Pleasant Grove
Alpine
Highland
Draper
American Fork
Cedar Hills
Elem
Middle
High
Support Sites

Enrollment	Adjusted Taxable Value	Revenue	Expenses	Surplus/Deficit
18,462	$13,792,468,661	$167,892,659	$181,297,235	($13,404,576)

$200M Bond (New)		
Est Annual Payment (20 Yr.)	**Required Increments**	**Est Annual Cost Per Household**
(14,444,444)	9.05	$250.22

Value of 1 Tax Increment	Current Surplus/Deficit	Increments for Deficit	Est Annual Cost Per Household
1,596,296	($13,404,576)	8.40	$232.20

Enrollment	Adjusted Taxable Value	Revenue	Expenses	Surplus/Deficit
24,623	$9,144,295,315	$223,920,537	$196,397,796	$27,522,741

$200M Bond (New)		
Est Annual Payment (20 Yr.)	**Required Increments**	**Est Annual Cost Per Household**
(14,444,444)	13.65	$377.41

Value of 1 Tax Increment	Current Surplus/Deficit	Increments for Deficit	Est Annual Cost Per Household
1,058,331	$27,522,741	-	-

Enrollment	Adjusted Taxable Value	Revenue	Expenses	Surplus/Deficit
41,329	$26,312,911,885	$375,844,205	$377,038,561	($1,194,356)

$200M Bond (New)		
Est Annual Payment (20 Yr.)	**Required Increments**	**Est Annual Cost Per Household**
(14,444,444)	4.74	$131.16

Value of 1 Tax Increment	Current Surplus/Deficit	Increments for Deficit	Est Annual Cost Per Household
3,045,372	($1,194,356)	0.39	$10.84

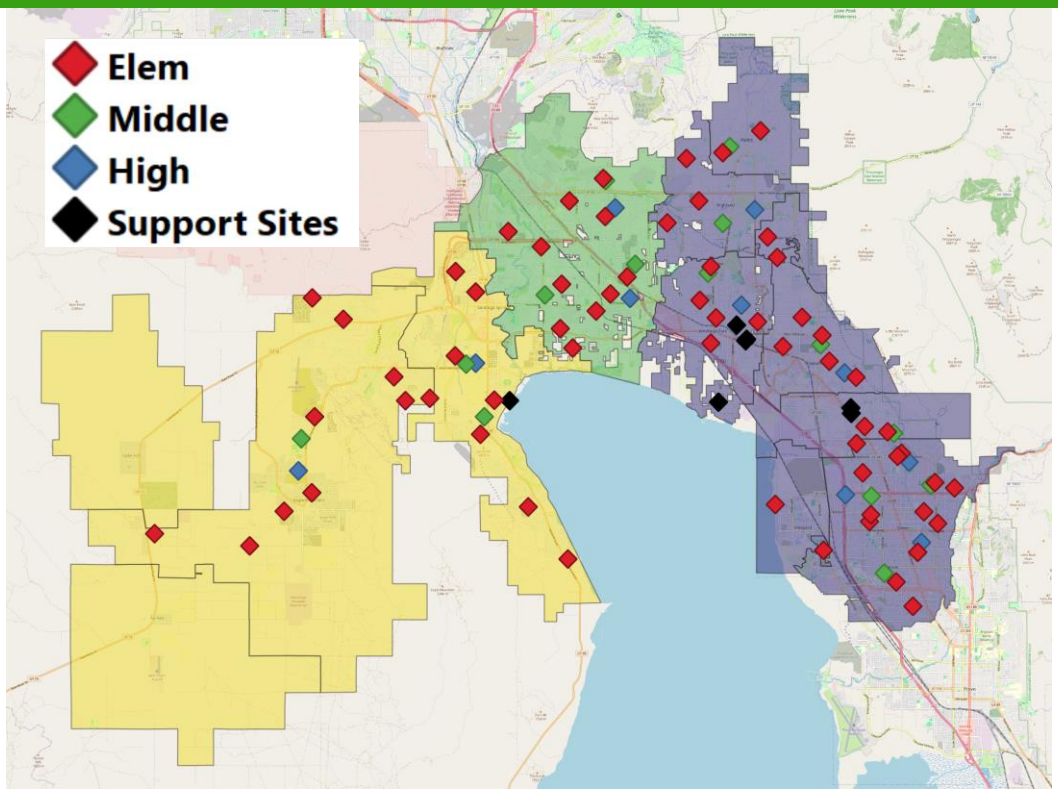
*Note: Revenue includes local tax, state, federal and other sources. Expenses include direct school expenses and district-wide support. Estimated annual cost per household is based upon $500K property valuation. All figures are estimates for comparison application based upon ASD FY2023 budget.

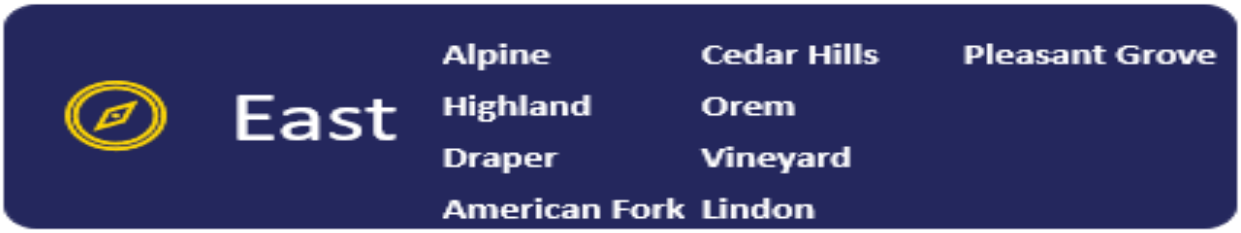
Option 6

East
Alpine
Highland
Draper
American Fork
Cedar Hills
Orem
Vineyard
Lindon
Pleasant Grove

West
Cedar Fort
Fairfield
Eagle Mountain
Saratoga Springs

Central
Lehi





Enrollment	Adjusted Taxable Value	Revenue	Expenses	Surplus/Deficit
41,062	$29,234,207,789	$373,416,118	$396,795,678	($23,379,559)

$200M Bond (New)		
Est Annual Payment (20 Yr.)	**Required Increments**	**Est Annual Cost Per Household**
(14,444,444)	4.27	$118.05

Value of 1 Tax Increment	Current Surplus/Deficit	Increments for Deficit	Est Annual Cost Per Household
3,383,474	($23,379,559)	6.91	$191.07

Enrollment	Adjusted Taxable Value	Revenue	Expenses	Surplus/Deficit
24,623	$9,144,295,315	$223,920,537	$196,397,796	$27,522,741

$200M Bond (New)		
Est Annual Payment (20 Yr.)	**Required Increments**	**Est Annual Cost Per Household**
(14,444,444)	13.65	$377.41

Value of 1 Tax Increment	Current Surplus/Deficit	Increments for Deficit	Est Annual Cost Per Household
1,058,331	$27,522,741	-	-

Central Lehi

Enrollment	Adjusted Taxable Value	Revenue	Expenses	Surplus/Deficit
18,729	$10,871,172,757	$170,320,746	$161,540,119	$8,780,628

$200M Bond (New)		
Est Annual Payment (20 Yr.)	**Required Increments**	**Est Annual Cost Per Household**
(14,444,444)	11.48	$317.46

Value of 1 Tax Increment	Current Surplus/Deficit	Increments for Deficit	Est Annual Cost Per Household
1,258,195	$8,780,628	-	-

*Note: Revenue includes local tax, state, federal and other sources. Expenses include direct school expenses and district-wide support. Estimated annual cost per household is based upon $500K property valuation. All figures are estimates for comparison application based upon ASD FY2023 budget.

9. Community & Stakeholder Engagement

Combined In Person and Online Session Data

In examining a combination of all the community engagement sessions held across the district, the total number of respondents were led by parents/guardians, followed by staff members, then community members. There was broad participation from across the Alpine School District overall.

Considering all of the online and community engagement sessions combined, 51% of respondents agreed, and 33% disagreed with the statement, "The Alpine School District should remain as one consolidated district." Nonetheless, 60% of respondents thought the board ought to propose a vote on reconfiguration. The assertion that "The Alpine School District needs to be reconfigured into two or more separate school districts" was also endorsed by 39% of respondents.

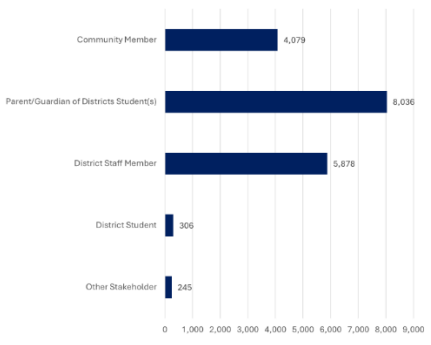
In 46% of the replies, members of the community expressed their belief that reconfiguration would likely render the expected outcomes for students and educational programs worse. Furthermore, according to 44% of respondents, there would be moderate to substantial losses in educational, social, and academic outcomes for the nearby school communities.

In terms of the reconfiguration options' ranking, 49% of voters supported "Stay as single, consolidated district," 34% supported "Split into two districts," and 11% supported "Split into three districts."

Option 2, with Lehi heading west, was deemed the most desirable two-way split by 56% of respondents. With Pleasant Grove heading east, Option 4 had the highest preference (56%), in the three-way split question.

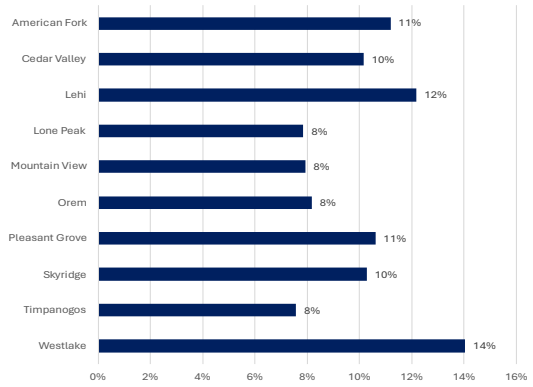
Potential tax changes have an impact on reconfiguration considerations, according to 67% of community meeting attendees. If the district stays one, the concept of an expanded school board was endorsed by 66% of voters.

What describes your relationship to the school district? (check all that apply)



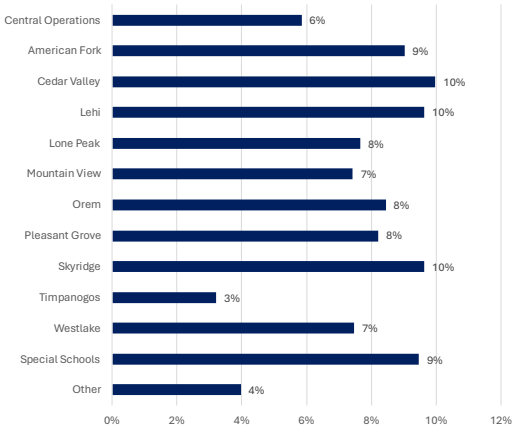
Responses	Count
Community Member	4,079
Parent/Guardian of Districts Student(s)	8,036
District Staff Member	5,878
District Student	306
Other Stakeholder	245
Total (unique participants)	11,527

Which high school serves as the high school for your attendance zone /cluster? (Where you live)



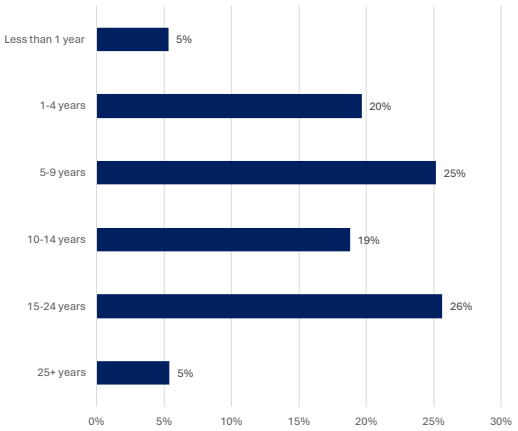
Response	Count	Percent
American Fork	1,211	11%
Cedar Valley	1,100	10%
Lehi	1,318	12%
Lone Peak	850	8%
Mountain View	858	8%
Orem	885	8%
Pleasant Grove	1,149	11%
Skyridge	1,112	10%
Timpanogos	820	8%
Westlake	1,520	14%
Total	10,823	100%

If you are an employee of the district, with which high school cluster are you affiliated? (Where you work)



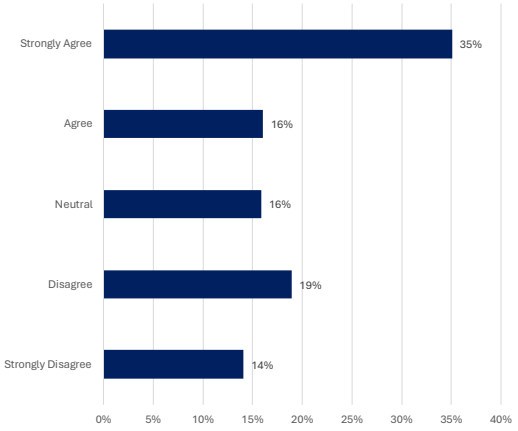
Response	Count	Percent
Central Operations	289	6%
American Fork	446	9%
Cedar Valley	493	10%
Lehi	476	10%
Lone Peak	378	8%
Mountain View	367	7%
Orem	417	8%
Pleasant Grove	406	8%
Skyridge	476	10%
Timpanogos	159	3%
Westlake	369	7%
Special Schools	468	9%
Other	196	4%
Total	4,940	100%

If you are an employee of the district, how long have you been employed within the district?



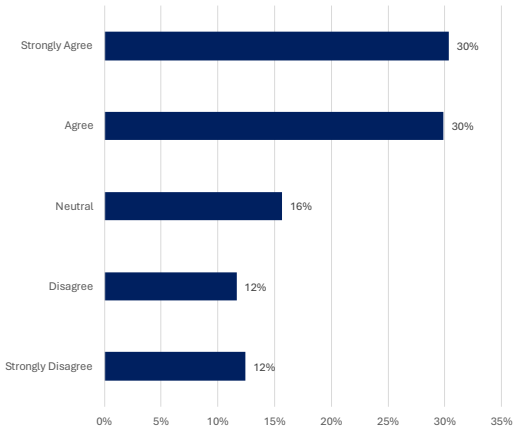
Responses	Count	Percent
Less than 1 year	263	5%
1-4 years	973	20%
5-9 years	1,246	25%
10-14 years	930	19%
15-24 years	1,270	26%
25+ years* (Online option only)	268	5%
Total	4,950	100%

Do you agree or disagree with the following statement? "The Alpine School District should remain as one consolidated school district."



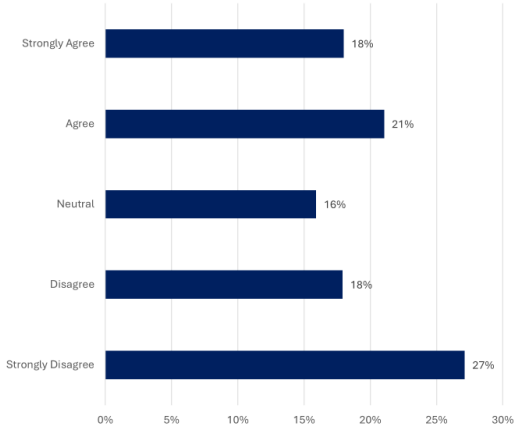
Response	Count	Percent
Strongly Agree	3,965	35%
Agree	1,815	16%
Neutral	1,792	16%
Disagree	2,140	19%
Strongly Disagree	1,591	14%
Total	11,303	100%

Do you agree or disagree with the following statement? "The school board should recommend that a district reconfiguration be brought to a community vote?"



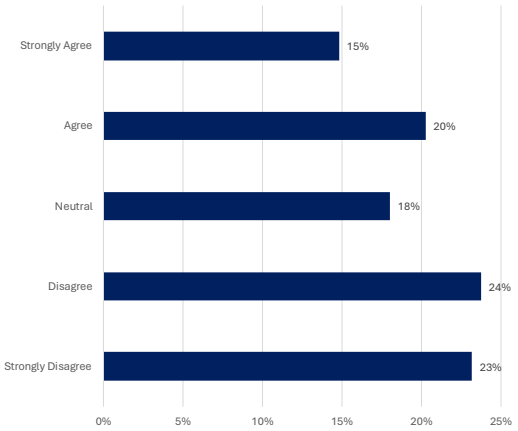
Response	Count	Percent
Strongly Agree	3,423	30%
Agree	3,372	30%
Neutral	1,766	16%
Disagree	1,315	12%
Strongly Disagree	1,403	12%
Total	11,279	100%

Do you agree or disagree with the following statement? "The Alpine School District (ASD) needs to be reconfigured into two or more separate school districts."



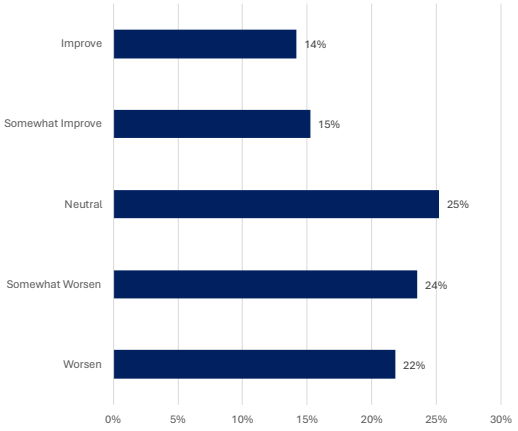
Response	Count	Percent
Strongly Agree	2,032	18%
Agree	2,376	21%
Neutral	1,797	16%
Disagree	2,022	18%
Strongly Disagree	3,062	27%
Total	11,289	100%

Do you agree or disagree with the following statement? "ASD faces too many challenges to continue as it is currently configured."



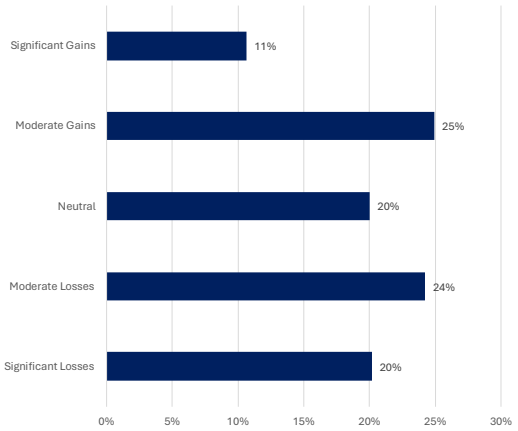
Response	Count	Percent
Strongly Agree	1,672	15%
Agree	2,288	20%
Neutral	2,034	18%
Disagree	2,681	24%
Strongly Disagree	2,616	23%
Total	11,291	100%

If ASD were to reconfigure, do you anticipate learning outcomes and educational programs for students would improve or worsen?



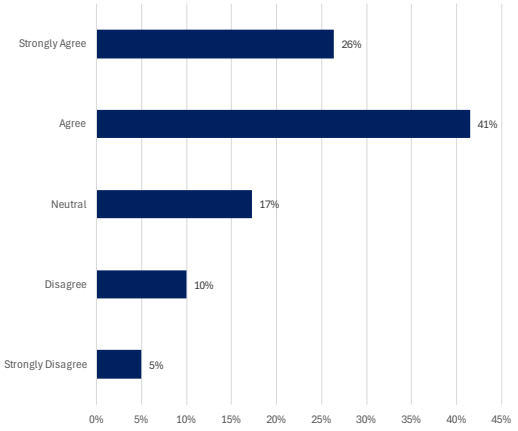
Response	Count	Percent
Improve	1,602	14%
Somewhat Improve	1,722	15%
Neutral	2,848	25%
Somewhat Worsen	2,658	24%
Worsen	2,466	22%
Total	11,296	100%

Regarding long term academic, social, educational gains, or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the district?



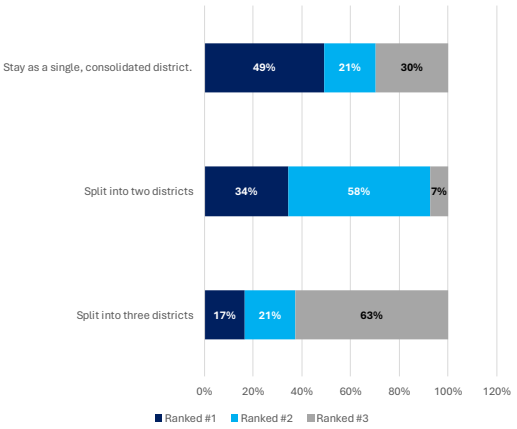
Response	Count	Percent
Significant Gains	1,203	11%
Moderate Gains	2,817	25%
Neutral	2,261	20%
Moderate Losses	2,738	24%
Significant Losses	2,280	20%
Total	11,299	100%

Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that reconfiguration decisions are impacted by potential tax rate changes?



Response	Count	Percent
Strongly Agree	2,973	26%
Agree	4,677	41%
Neutral	1,945	17%
Disagree	1,122	10%
Strongly Disagree	563	5%
Total	11,280	100%

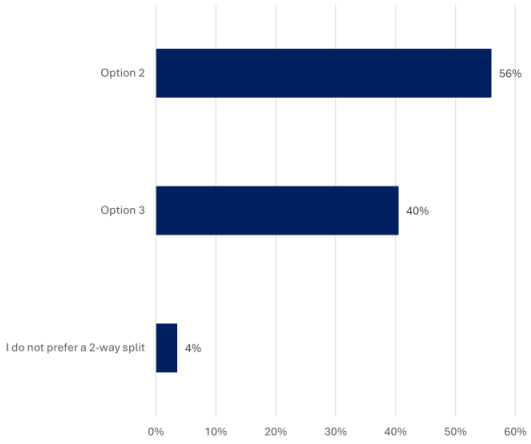
Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)



Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	4,337	3,040	1,469
Ranked #2	1,876	5,144	1,826
Ranked #3	2,633	662	5,551
Total	8,846	8,846	8,846

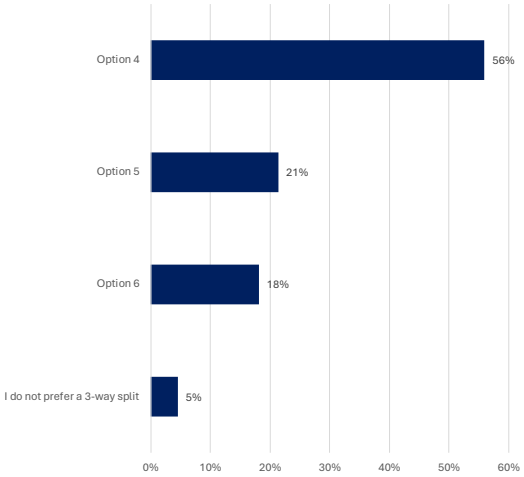
Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	49%	34%	17%
Ranked #2	21%	58%	21%
Ranked #3	30%	7%	63%
Total	100%	100%	100%

IF there was a 2 way split, which option is more preferable?



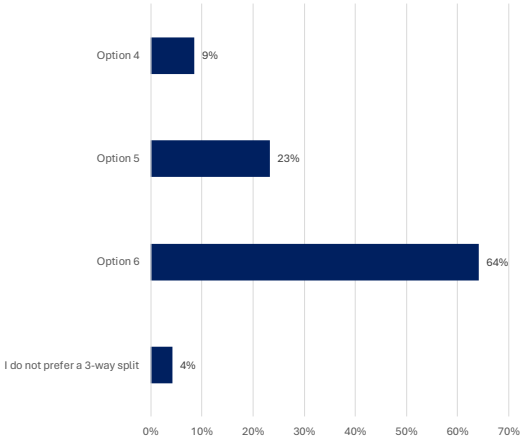
Response options	Count	Percent
Option 2 – Two Districts East: Orem, Vineyard, Lindon, Pleasant Grove, Alpine, Cedar Hills, Highland, Draper, American Fork West: Cedar Fort, Fairfield, Eagle Mountain, Saratoga Springs, Lehi	6,207	56%
Option 3 – Two Districts East: Orem, Vineyard, Lindon, Pleasant Grove, Alpine, Cedar Hills, Highland, Draper, American Fork, Lehi West: Cedar Fort, Fairfield, Eagle Mountain, Saratoga Springs	4,489	40%
I do not prefer a 2-way split	395	4%
Total	11,091	100%

IF there was a 3 way split, which option is MOST preferable?



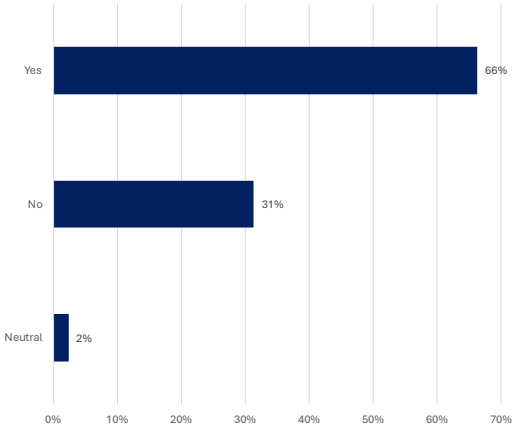
Response	Count	Percent
Option 4 – Three Districts	6,065	56%
Option 5 – Three Districts	2,317	21%
Option 6 – Three Districts	1,966	18%
I do not prefer a 3 -way split	492	5%
Total	10,840	100%

If there was a 3 way split, which option is LEAST preferable?



Response	Count	Percent
Option 4 – Three Districts	921	9%
Option 5 – Three Districts	2,518	23%
Option 6 – Three Districts	6,941	64%
I do not prefer a 3 -way split	449	4%
Total	10,829	100%

Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



Response	Count	Percent
Yes	7,399	66%
No	3,499	31%
Neutral* (Online option only)	262	2%
Total	11,160	100%

Do you have any additional thoughts on this topic or information you want to share?

Unity and Cohesion

- There is a prevailing sentiment among respondents, both in person and online, in favor of maintaining the district as one entity to preserve resources, services, and educational opportunities.
- Concerns are raised about the potential fragmentation of resources and disparities in educational quality if a split were to occur, highlighting the importance of unity for effective collaboration and equitable distribution of resources.

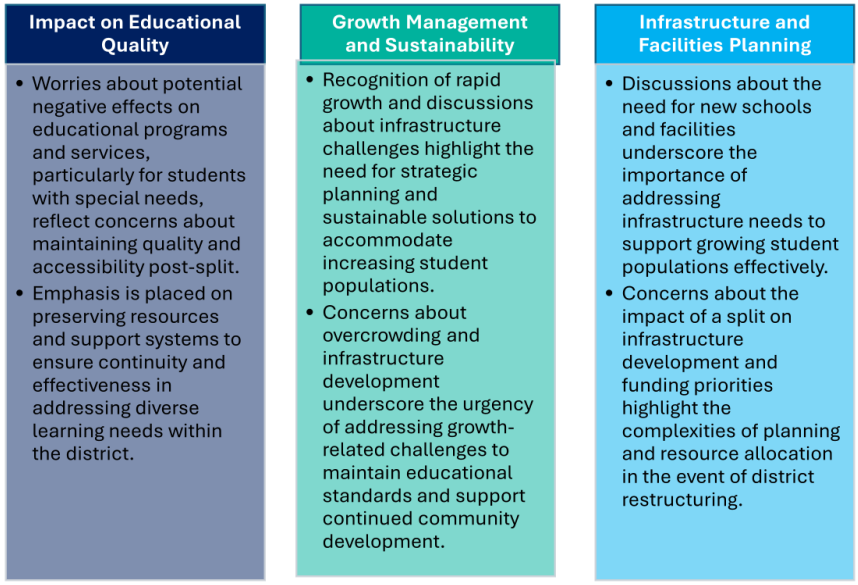
Representation and Equity

- Calls for better representation of all communities within the district, particularly the West side, underscore the need for inclusive decision-making processes that consider diverse perspectives and needs.
- Concerns about unequal distribution of resources and attention among different areas highlight underlying disparities and the importance of equitable governance structures to address community needs fairly.

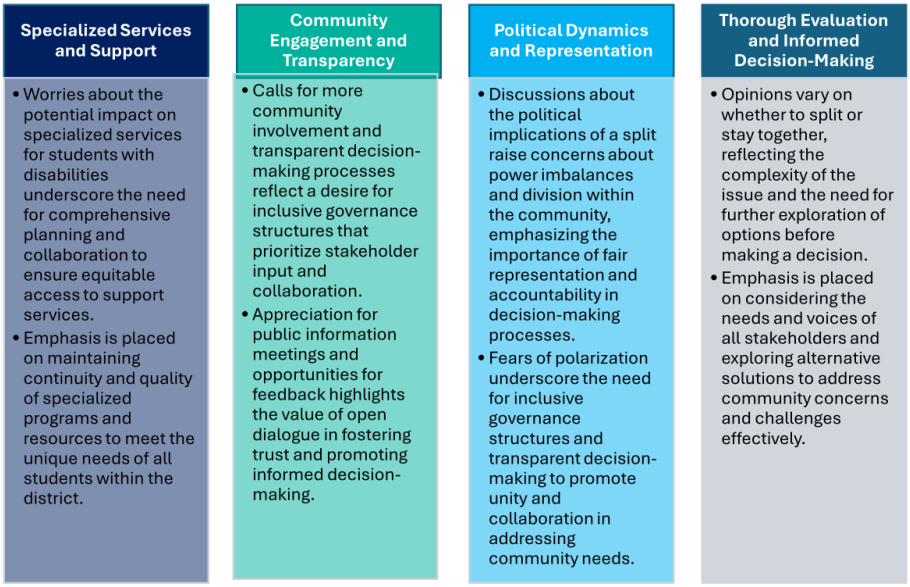
Financial Stability and Planning

- Widespread concerns about the financial implications of a split, including increased administrative costs and tax burdens, underscore the need for careful financial planning and sustainability measures.
- Questions about the distribution of surplus and deficit among potential split districts raise uncertainties about long-term financial viability and resource allocation.

Do you have any additional thoughts on this topic or information you want to share?



Do you have any additional thoughts on this topic or information you want to share?



Overall Community Sessions

In examining a combination of all the community engagement sessions held across the district, the total number of respondents were led district staff members, followed by community members, then parents/guardians. There was broad participation from across the Alpine School District overall.

When asked if "The Alpine School District should remain as one consolidated district," 66% agreed and 21% disagreed. Yet, 61% felt that the board should bring a reconfiguration vote forward. Additionally, 24% agreed with the statement that "The Alpine School District needs to be reconfigured into two or more separate school districts."

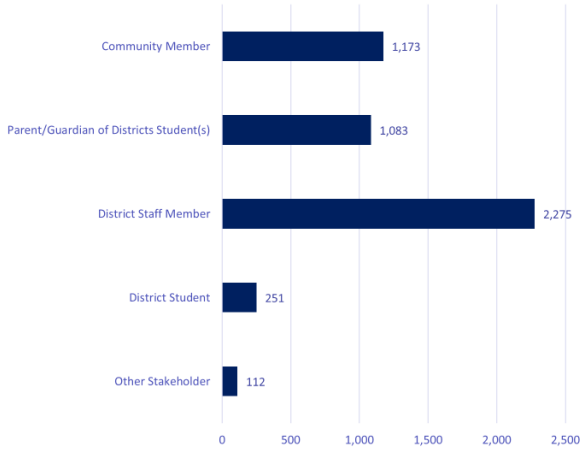
Community participants indicated with 65% of the responses that anticipated student outcomes and educational programs were likely to worsen with reconfiguration. In addition, 59% indicated that local school communities would experience moderate to significant losses in academic, social, and educational outcomes.

As for the rank order for reconfiguration options, "Stay as single, consolidated district" received 71% of the votes, "Split into two districts" received 26%, and "Split into three districts" received 9%.

A solid portion of this group at 46% felt that the most preferable two-way split is Option 2 with Lehi going west. In the three-way split preference question, Option 4 with Pleasant Grove going east was the preferred option at 49%. (Note: In the early community sessions participants could select "I do not prefer" and that choice was selected by 20% in the two-way question and 26% in the three-way question.)

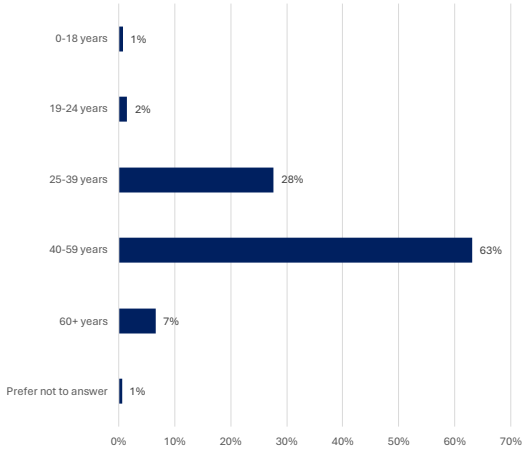
A strong 92% of the community session participants indicated that reconfiguration considerations are impacted by potential tax changes. A strong majority of 73% supported the idea of an expanded school board should the district remain as one.

Q1 - What describes your relationship to the school district? (check all that apply)



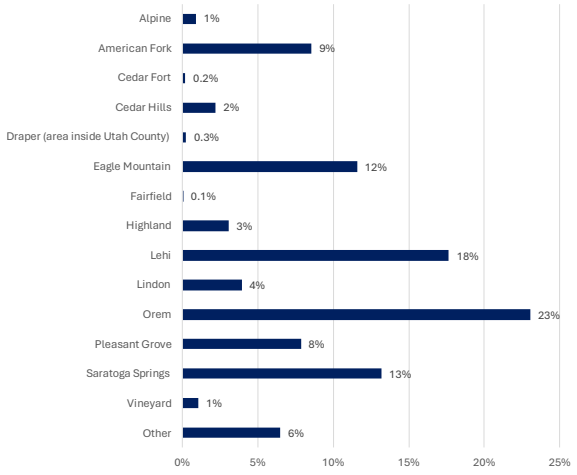
Responses	Count
Community Member	1,173
Parent/Guardian of Districts Student(s)	1,083
District Staff Member	2,275
District Student	251
Other Stakeholder	112
Total (Unique participants)	2,207

Q2 - What age range describes you?



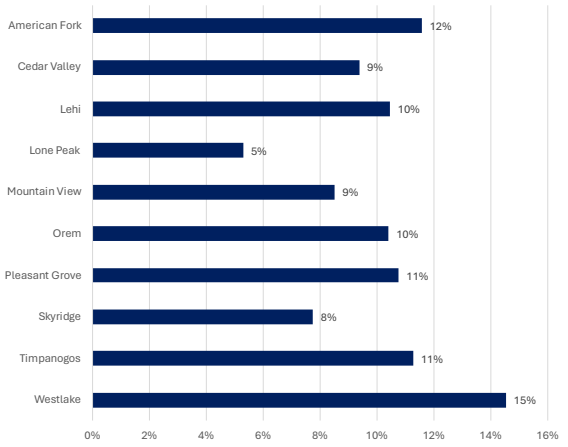
Response	Count	Percent
0-18 years	14	1%
19-24 years	30	2%
25-39 years	550	28%
40-59 years	1,255	63%
60+ years	130	7%
Prefer not to answer	11	1%
Total	1,990	100%

Q3 - Which community are you associated with? (Where you live.)



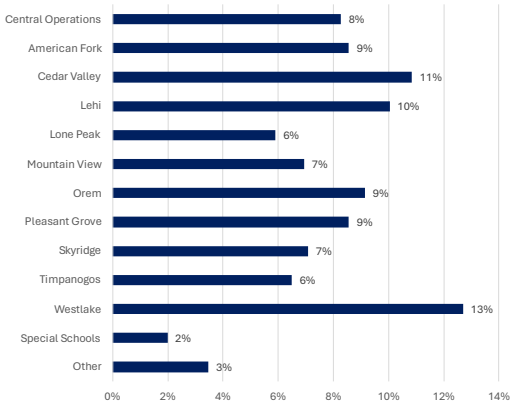
Response	Count	Percent
Alpine	18	1%
American Fork	170	9%
Cedar Fort	4	0.2%
Cedar Hills	44	2%
Draper (area inside Utah County)	5	0.3%
Eagle Mountain	230	12%
Fairfield	1	0.1%
Highland	61	3%
Lehi	351	18%
Lindon	78	4%
Orem	458	23%
Pleasant Grove	156	8%
Saratoga Springs	262	13%
Vineyard	21	1%
Other	129	6%
Total	1,988	100%

Q4 - Which high school serves as the high school for your attendance zone?



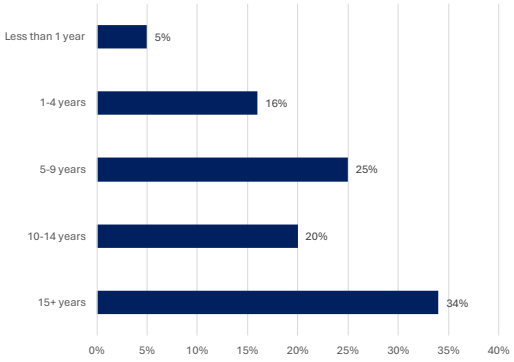
Response	Count	Percent
American Fork	227	12%
Cedar Valley	184	9%
Lehi	205	10%
Lone Peak	104	5%
Mountain View	167	9%
Orem	204	10%
Pleasant Grove	211	11%
Skyridge	152	8%
Timpanogos	221	11%
Westlake	285	15%
Total	1,960	100%

Q5 - If you are an employee of the district, with which high school cluster are you affiliated?



Response	Count	Percent
Central Operations	112	8%
American Fork	116	9%
Cedar Valley	147	11%
Lehi	137	10%
Lone Peak	80	6%
Mountain View	94	7%
Orem	124	9%
Pleasant Grove	116	9%
Skyridge	96	7%
Timpanogos	88	6%
Westlake	172	13%
Special Schools	27	2%
Other	47	3%
Total	1,356	100%

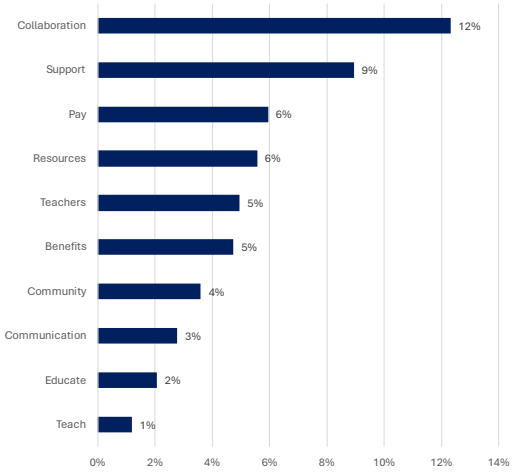
Q6 - If you are an employee of the district, how long have you been employed within the district?



Responses	Count	Percent
Less than 1 year	63	5%
1-4 years	221	16%
5-9 years	333	25%
10-14 years	268	20%
15+ years	465	34%
Total	1,350	100%

Q7- In one word, what is something that ASD does well?

Top 10 Words

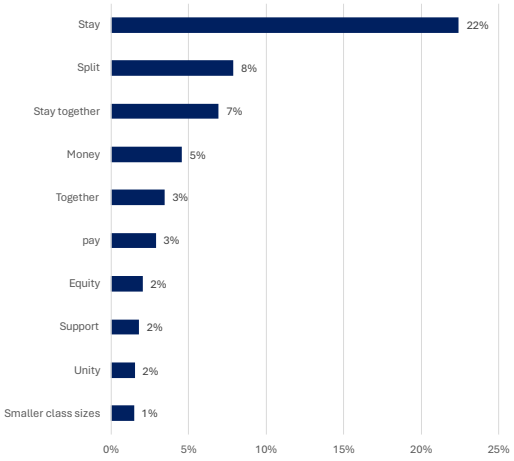


Top 22 Words

Unique Responses	Count of Unique Responses	Percent of Unique Responses
Collaboration	226	12%
Support	164	9%
Pay	109	6%
Resources	102	6%
Teachers	91	5%
Benefits	87	5%
Community	66	4%
Communication	51	3%
Educate	38	2%
Teach	22	1%
Services	19	1%
Compensation	18	1%
Collaborate	16	1%
Programs	15	1%
Care	15	1%
Education	15	1%
Finances	14	1%
Efficiency	14	1%
Sports	13	1%
PLC	13	1%
Students	13	1%
Efficient	13	1%

Q8- If you had one wish for the district, what would it be?

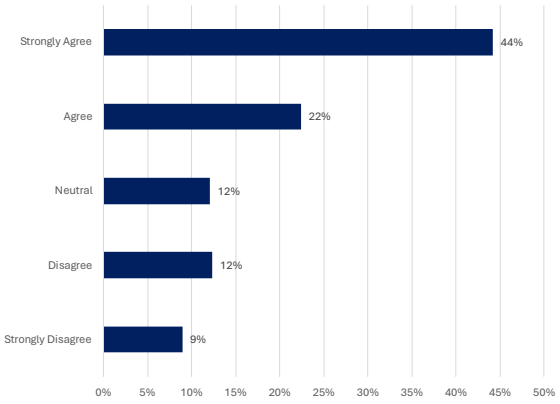
Top 10 Words



Top 20 Words

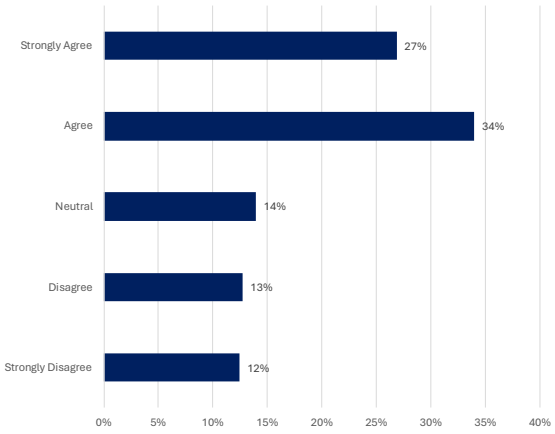
Unique Responses	Count of Unique Responses	Percent of Unique Responses
Stay	398	22%
Split	140	8%
Stay together	123	7%
Money	81	5%
Together	61	3%
pay	51	3%
Equity	36	2%
Support	32	2%
Unity	27	2%
Smaller class sizes	26	1%
Bond	21	1%
Funding	21	1%
Listen	19	1%
Smaller classes	17	1%
Transparency	14	1%
Stability	13	1%
Schools	13	1%
Representation	13	1%
Communication	12	1%
Salary	11	1%

Q9 - Do you agree or disagree with the following statement? "The Alpine School District should remain as one consolidated school district."



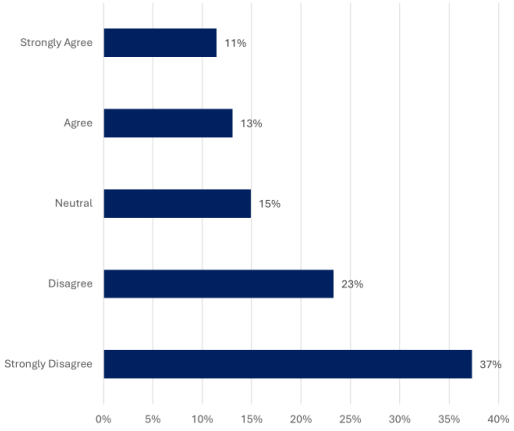
Response	Count	Percent
Strongly Agree	884	44%
Agree	448	22%
Neutral	242	12%
Disagree	247	12%
Strongly Disagree	179	9%
Total	2,000	100%

Q10 - Do you agree or disagree with the following statement "The school board should recommend that a district reconfiguration be brought to a community vote?"



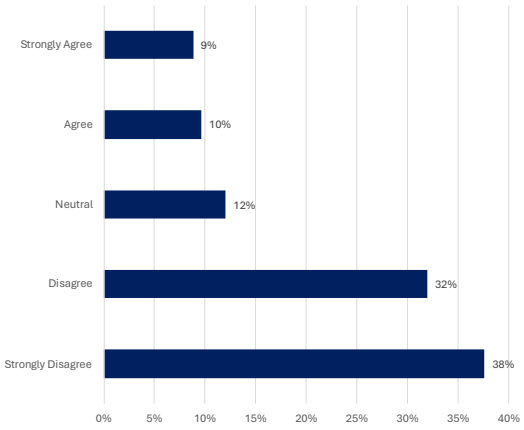
Response	Count	Percent
Strongly Agree	535	27%
Agree	677	34%
Neutral	278	14%
Disagree	254	13%
Strongly Disagree	248	12%
Total	1,992	100%

Q11 - Do you agree or disagree with the following statement? "The Alpine School District (ASD) needs to be reconfigured into two or more separate school districts."



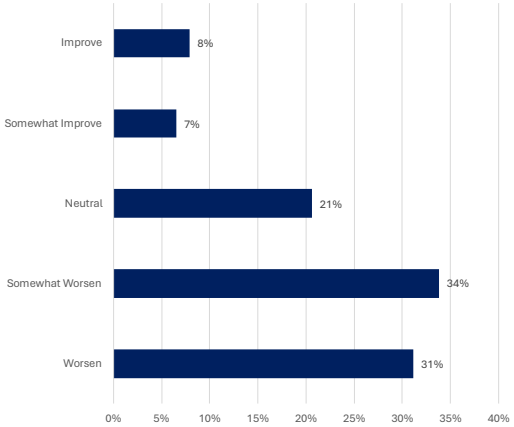
Response	Count	Percent
Strongly Agree	228	11%
Agree	260	13%
Neutral	297	15%
Disagree	464	23%
Strongly Disagree	743	37%
Total	1,992	100%

Q12 - Do you agree or disagree with the following statement? "ASD faces too many challenges to continue as it is currently configured."



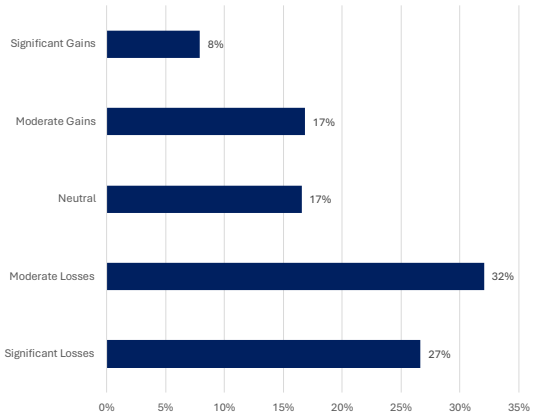
Response	Count	Percent
Strongly Agree	176	9%
Agree	192	10%
Neutral	240	12%
Disagree	637	32%
Strongly Disagree	750	38%
Total	1,995	100%

Q13 - If ASD were to reconfigure, do you anticipate learning outcomes and educational programs for students would improve or worsen?



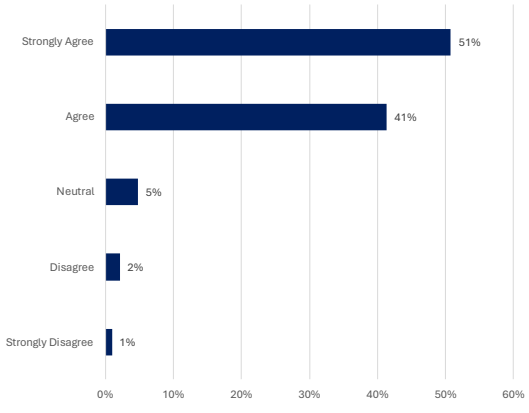
Response	Count	Percent
Improve	158	8%
Somewhat Improve	130	7%
Neutral	412	21%
Somewhat Worsen	675	34%
Worsen	622	31%
Total	1,997	100%

Q14 - Regarding long term academic, social, educational gains, or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the district?



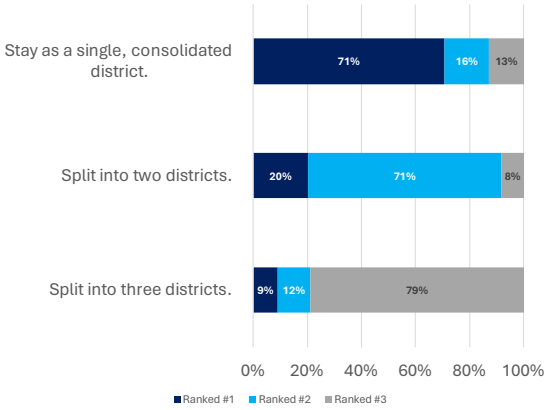
Response	Count	Percent
Significant Gains	159	8%
Moderate Gains	338	17%
Neutral	332	17%
Moderate Losses	643	32%
Significant Losses	535	27%
Total	2,007	100%

Q15 - Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that reconfiguration decisions are impacted by potential tax rate changes?



Response	Count	Percent
Strongly Agree	1,012	51%
Agree	824	41%
Neutral	96	5%
Disagree	42	2%
Strongly Disagree	19	1%
Total	1,993	100%

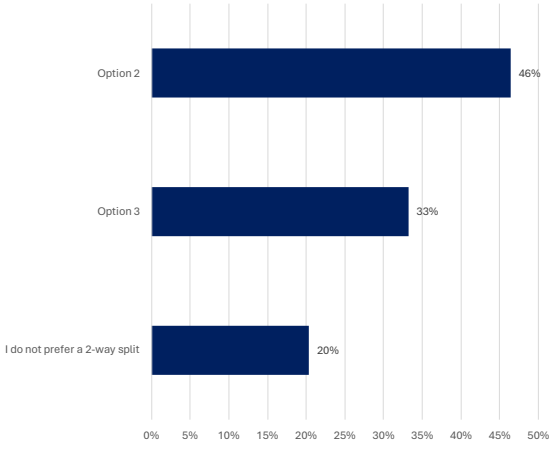
Q16 - Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)

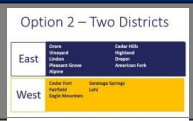
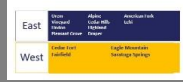


Ranking	Stay as a single, consolidated district.	Split into two districts.	Split into three districts.
1	1,383	397	176
2	322	1,397	237
3	251	162	1,543
Total	1,956	1,956	1,956

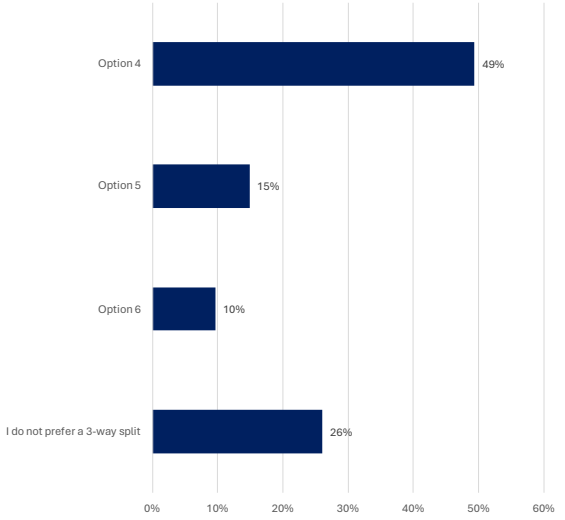
Ranking	Stay as a single, consolidated district.	Split into two districts.	Split into three districts.
Ranked #1	71%	20%	9%
Ranked #2	16%	71%	12%
Ranked #3	13%	8%	79%
Total	100%	100%	100%

Q17- If there was a 2 way split, which option ismore preferable?



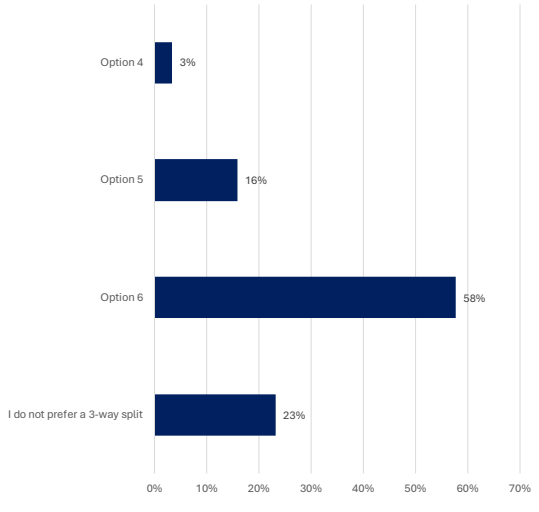
Response	Count	Percent
Option 2 – Two Districts 	900	58%
Option 3 – Two Districts 	644	42%
I do not prefer a 2 -way split	395	20%
Total	1,544	100%

Q18- If there was a 3 way split, which option is MOST preferable?



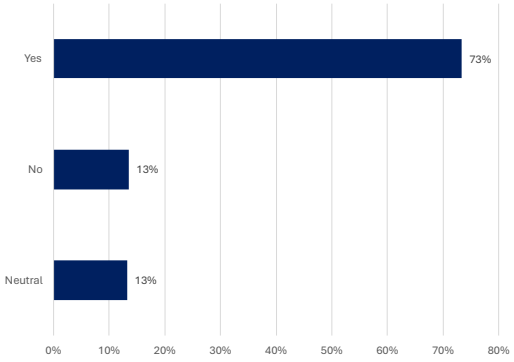
Response options	Count	Percent
	932	49%
	281	15%
	182	10%
I do not prefer a 3 -way split	492	26%
Total	1,887	100%

Q19-If there was a 3 way split, which option is LEAST preferable?



Response	Count	Percent
	65	3%
	307	16%
	1,119	58%
I do not prefer a 3 -way split	449	23%
Total	1,940	100%

Q20 - Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



Response	Count	Percent
Yes	1,450	73%
No	267	13%
Neutral	262	13%
Total	1,979	100%

Q21- Do you have any additional thoughts on this topic or information you want to share?

Preference for Unity

- Majority of respondents express a desire to keep the district as one entity.
- Concerns about loss of resources and services if split occurs.
- Emphasis on the benefits of staying together for students and communities.

Representation and Voice

- Calls for better representation of the West side in decision-making processes.
- Desire for equal consideration of the West side's needs alongside the East side.
- Concerns about unequal distribution of resources and attention among different areas.
- Suggestions for adjusting board member boundaries to reflect student population.

Financial Considerations

- Concerns about the financial implications of a split, including bond requirements.
- Questions about the distribution of surplus and deficit among potential split districts.
- Skepticism about the affordability and feasibility of splitting the district.
- Discussions about taxation and funding sources for future developments.

Q21- Do you have any additional thoughts on this topic or information you want to share?

Impact on Education Quality

- Worries about the potential negative effects on the quality of education post-split.
- Concerns about the availability of specialized services and programs.
- Fears of losing experienced educators and staff in the event of a split.
- Emphasis on maintaining resources and opportunities currently provided by the district.

Growth and Sustainability

- Recognition of the rapid growth, especially in areas like Saratoga Springs and Eagle Mountain.
- Discussion about the need for stability and sustainable solutions for future growth.
- Suggestions for considering Lehi's involvement to stabilize the growth curve.
- Concerns about overcrowding and infrastructure development in rapidly growing areas.

Infrastructure and Facilities

- Discussions about the need for new schools and administrative buildings.
- Concerns about the allocation of resources for building maintenance and expansion.
- Questions about the impact of a split on school facilities and infrastructure growth.
- Suggestions for addressing the capital needs and potential bond failures in split districts.

Q21- Do you have any additional thoughts on this topic or information you want to share?

Special Education and Support Services

- Worries about the potential impact on specialized services for students with disabilities.
- Concerns about the coordination and advocacy for students with specialized needs post-split.
- Discussions about the accessibility of resources like the Utah School for the Deaf and Blind.
- Emphasis on maintaining support for students with special needs within the district.

Community Involvement and Engagement

- Calls for more community involvement in decision-making processes.
- Desires for open dialogue and transparency regarding the potential split.
- Suggestions for conducting polls or surveys to gauge stakeholders' preferences.
- Appreciation for public information meetings and opportunities for feedback.

Political Dynamics

- Discussion about the political implications and power dynamics of a split.
- Concerns about the influence of smaller groups of individuals on decision-making.
- Fears of division and polarization within the community as a result of the split.
- Suggestions for ensuring fair representation and decision-making processes.

Preferences for Future Actions

- Opinions on whether to split or stay together vary among respondents.
- Calls for further exploration of options before making a decision.
- Suggestions for alternative solutions, such as increasing district management and representation.
- Emphasis on considering the needs and voices of all stakeholders in the decision-making process.

Employees Meeting 1

In this grouping, 44% of participants felt the school board should recommend a community vote on reconfiguration. Additionally, 82% of those same participants felt that the district should remain as one consolidated school district.

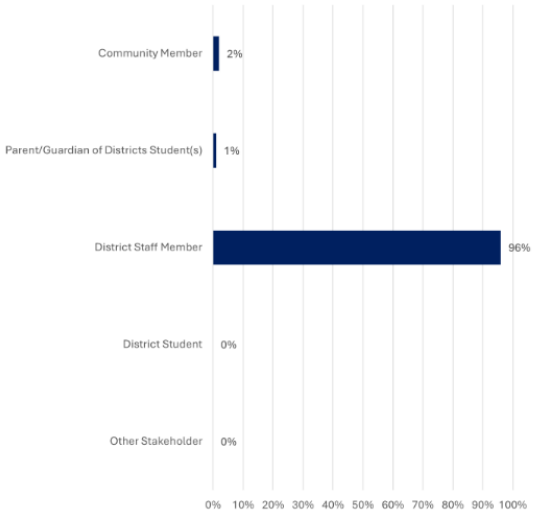
Thoughts differed on the impact a reconfiguration would have on student learning with 3% indicating learning outcomes would improve and 73% indicating there would be academic, social, and educational losses.

In the rank order of reconfiguration options, “Stay as single, consolidated district” received 86% of the votes. “Split into two districts” received 11%, and “Split into three districts” received 2%.

A majority of this group, 22%, felt that the most preferable two-way split is Option 3 with Lehi in the east. In the three-way split preference question, Option 4 with Pleasant Grove going east was the selected option at 5%.

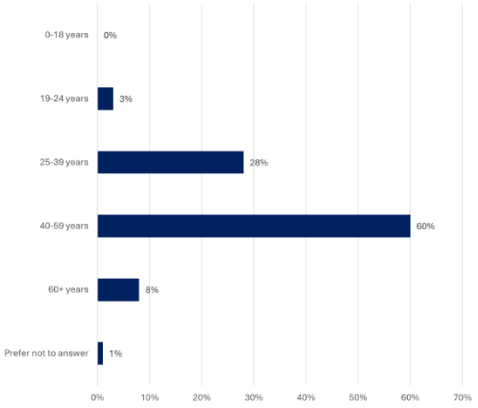
Participants agreed (94%) that potential tax changes should impact reconfiguration considerations. Moreover, 76% supported the idea of an expanded school board should the district remain as one.

Q1 - What describes your relationship to the school district? (check all that apply)



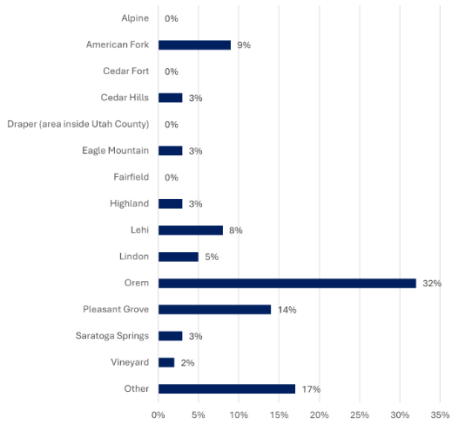
Response	Count	Percent
Community Member	14	2%
Parent/Guardian of Districts Student(s)	6	1%
District Staff Member	567	96%
District Student	1	0%
Other Stakeholder	0	0%
Total	588	100%

Q2 - What age range describes you?



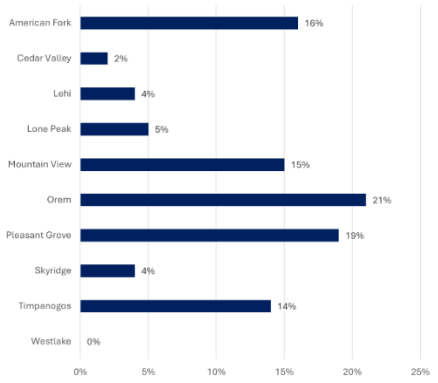
Response	Count	Percent
0-18 years	0	0%
19-24 years	17	3%
25-39 years	157	28%
40-59 years	339	60%
60+ years	45	8%
Prefer not to answer	5	1%
Total	563	100%

Q3 - Which community are you associated with? (Where you live.)



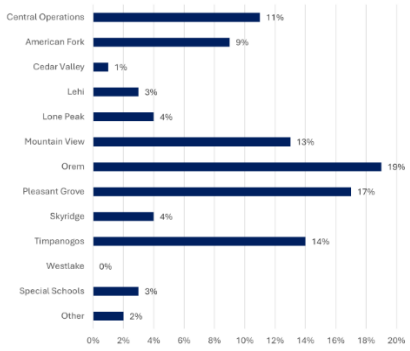
Response	Count	Percent
Alpine	1	0%
American Fork	51	9%
Cedar Fort	0	0%
Cedar Hills	15	3%
Draper (area inside Utah County)	1	0%
Eagle Mountain	19	3%
Fairfield	0	0%
Highland	16	3%
Lehi	47	8%
Lindon	30	5%
Orem	181	32%
Pleasant Grove	78	14%
Saratoga Springs	19	3%
Vineyard	11	2%
Other	94	17%
Total	563	100%

Q4 - Which high school serves as the high school for your attendance zone?



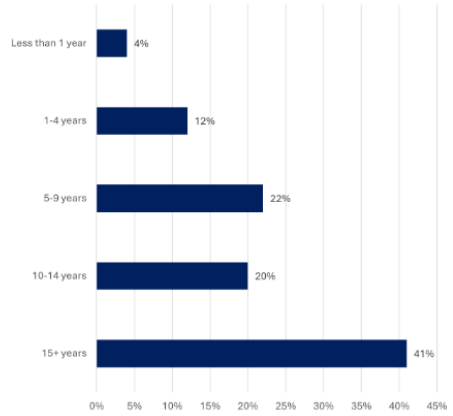
Response	Count	Percent
American Fork	89	16%
Cedar Valley	11	2%
Lehi	22	4%
Lone Peak	27	5%
Mountain View	84	15%
Orem	115	21%
Pleasant Grove	106	19%
Skyridge	22	4%
Timpanogos	79	14%
Westlake	0	0%
Total	555	100%

Q5 - If you are an employee of the district, with which high school cluster are you affiliated?



Response	Count	Percent
Central Operations	64	11%
American Fork	49	9%
Cedar Valley	7	1%
Lehi	19	3%
Lone Peak	20	4%
Mountain View	72	13%
Orem	107	19%
Pleasant Grove	94	17%
Skyridge	20	4%
Timpanogos	76	14%
Westlake	1	0%
Special Schools	19	3%
Other	11	2%
Total	559	100%

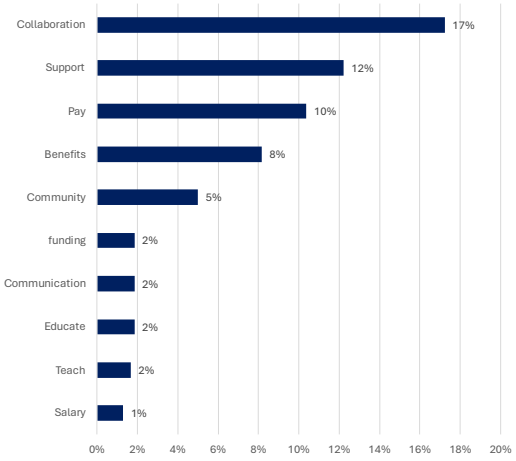
Q6 - If you are an employee of the district, how long have you been employed within the district?



Responses	Count	Percent
Less than 1 year	23	4%
1-4 years	66	12%
5-9 years	126	22%
10-14 years	115	20%
15+ years	233	41%
Total	563	100%

Q7- In one word, what is something that ASD does well?

Top 10 Words

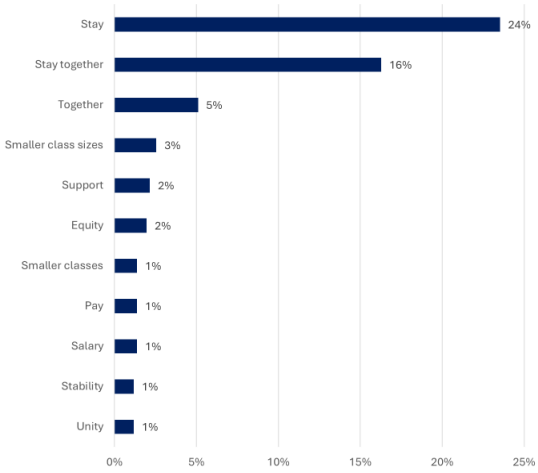


Top 21 Words

Unique Responses	Count of Unique Responses	Percent of Unique Responses
Collaboration	93	17%
Support	66	12%
Pay	56	10%
Benefits	44	8%
Community	27	5%
funding	10	2%
Communication	10	2%
Educate	10	2%
Teach	9	2%
Salary	7	1%
Resources	6	1%
Unity	5	1%
CTE	5	1%
Collaborate	5	1%
Budget	5	1%
Training	4	1%
Insurance	4	1%
Plc	4	1%
Vision	4	1%
Education	4	1%
Leadership	4	1%
Collaboration	93	17%

Q8- If you had one wish for the district, what would it be?

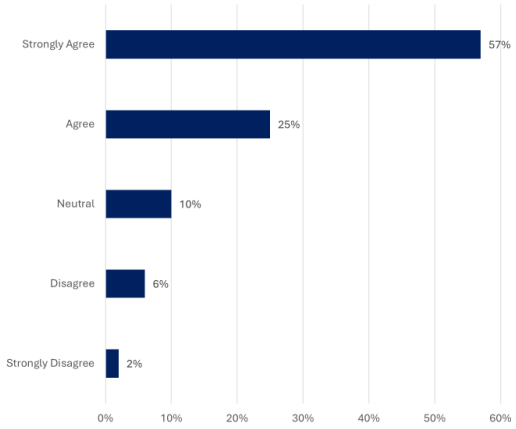
Top 10 Words



Top 21 Words

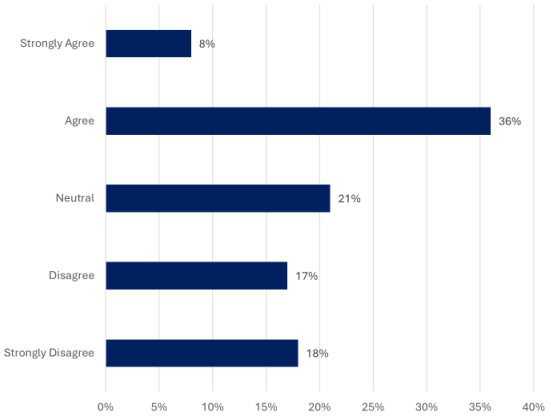
Responses	Count of Responses	Percent of Responses
Stay	120	24%
Stay together	83	16%
Together	26	5%
Smaller class sizes	13	3%
Support	11	2%
Equity	10	2%
Smaller classes	7	1%
Pay	7	1%
Salary	7	1%
Stability	6	1%
Unity	6	1%
Stay the same	5	1%
Higher pay	4	1%
Resources	4	1%
split	4	1%
Classsize	3	1%
Peace_	3	1%
Smaller class size	3	1%
Money_	3	1%
Class size	3	1%
Transparency	3	1%
Pay raise	3	1%

Q9 - Do you agree or disagree with the following statement? "The Alpine School District should remain as one consolidated school district."



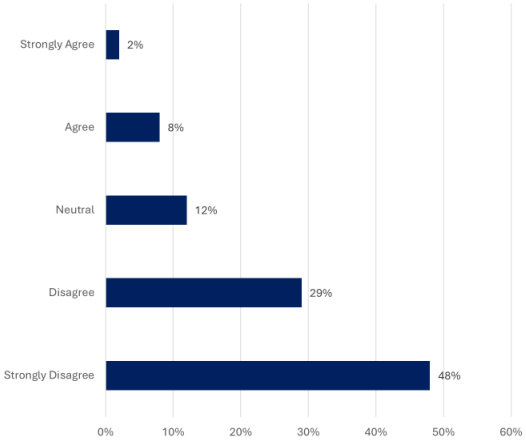
Response	Count	Percent
Strongly Agree	316	57%
Agree	141	25%
Neutral	55	10%
Disagree	35	6%
Strongly Disagree	10	2%
Total	557	100%

Q10 - Do you agree or disagree with the following statement "The school board should recommend that a district reconfiguration be brought to a community vote?"



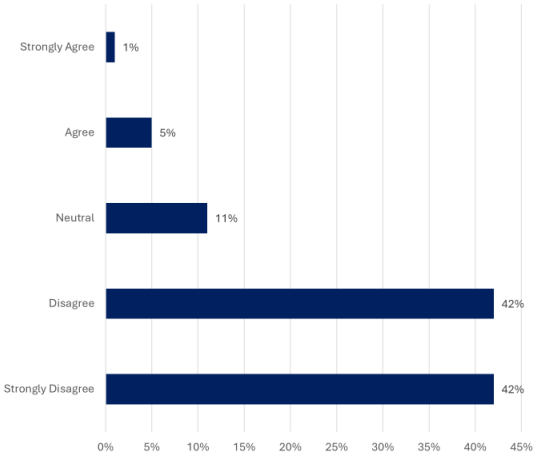
Response options	Count	Percent
Strongly Agree	45	8%
Agree	202	36%
Neutral	120	21%
Disagree	96	17%
Strongly Disagree	100	18%
Total	563	100%

Q11 - Do you agree or disagree with the following statement? "The Alpine School District (ASD) needs to be reconfigured into two or more separate school districts."



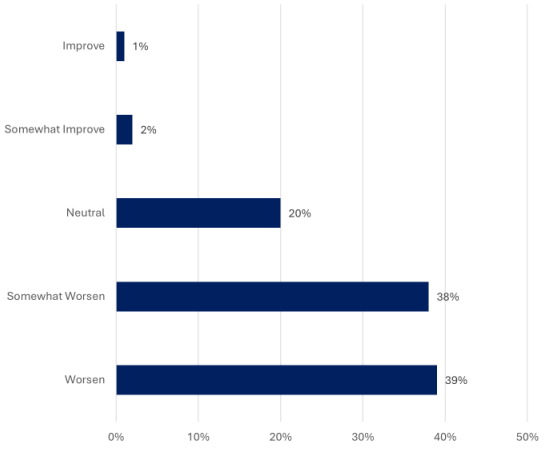
Response	Count	Percent
Strongly Agree	12	2%
Agree	46	8%
Neutral	69	12%
Disagree	160	29%
Strongly Disagree	270	48%
Total	557	100%

Q12 - Do you agree or disagree with the following statement? "ASD faces too many challenges to continue as it is currently configured."



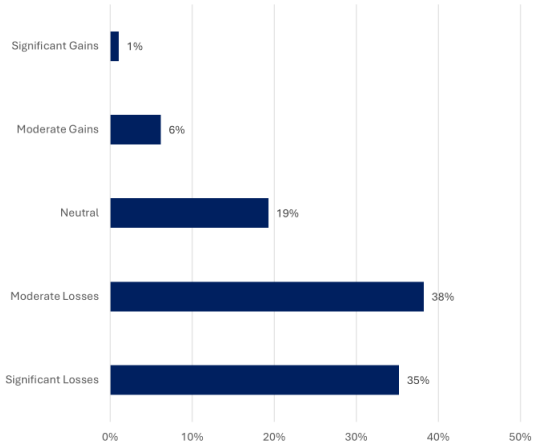
Response	Count	Percent
Strongly Agree	5	1%
Agree	26	5%
Neutral	59	11%
Disagree	233	42%
Strongly Disagree	231	42%
Total	554	100%

Q13 - If ASD were to reconfigure, do you anticipate learning outcomes and educational programs for students would improve or worsen?



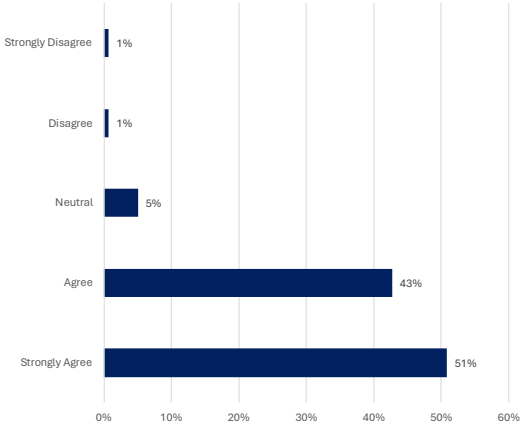
Response	Count	Percent
Improve	5	1%
Somewhat Improve	12	2%
Neutral	111	20%
Somewhat Worsen	214	38%
Worsen	217	39%
Total	559	100%

Q14 - Regarding long term academic, social, educational gains, or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the district?



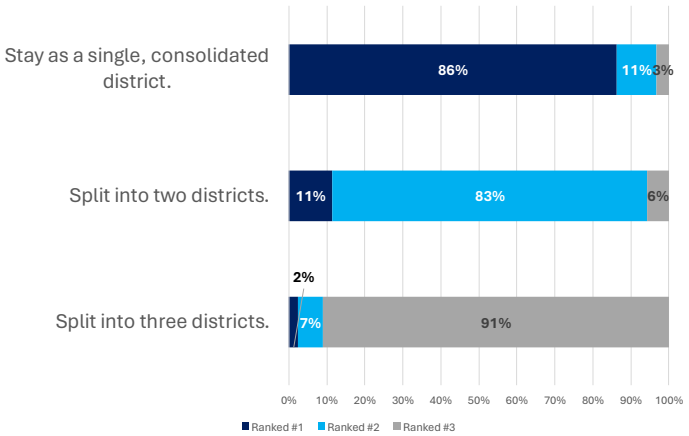
Response	Count	Percent
Significant Gains	6	1%
Moderate Gains	35	6%
Neutral	109	19%
Moderate Losses	216	38%
Significant Losses	199	35%
Total	565	100%

Q15 - Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that reconfiguration decisions are impacted by potential tax rate changes?



Response	Count	Percent
Strongly Agree	282	51%
Agree	237	43%
Neutral	28	5%
Disagree	4	1%
Strongly Disagree	4	1%
Total	555	100%

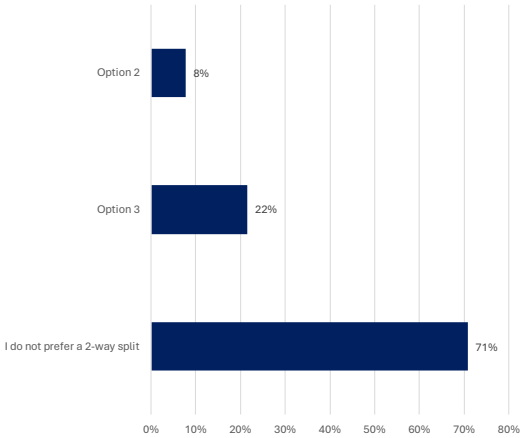
Q16 - Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)

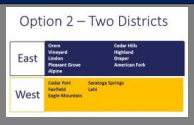


Ranking	Stay as a single, consolidated district.	Split into two districts.	Split into three districts.
1	481	64	13
2	59	462	37
3	18	32	508
Total	558	558	558

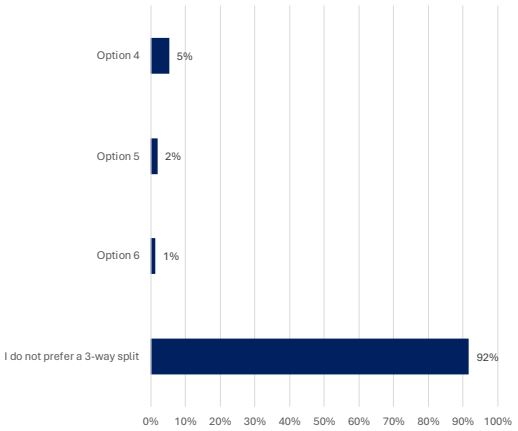
Ranking	Stay as a single, consolidated district.	Split into two districts.	Split into three districts.
Ranked #1	86%	11%	2%
Ranked #2	11%	83%	7%
Ranked #3	3%	6%	91%
Total	100%	100%	100%

Q17- If there was a 2 way split, which option ismore preferable?



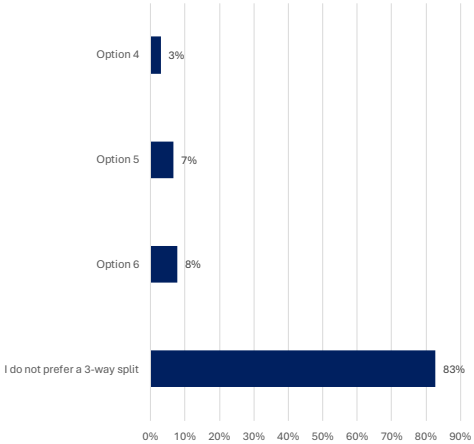
Response	Count	Percent
Option 2 – Two Districts 	43	8%
Option 3 – Two Districts	120	22%
I do not prefer a 2-way split	395	71%
Total	558	100%

Q18- If there was a 3 way split, which option is MOST preferable?



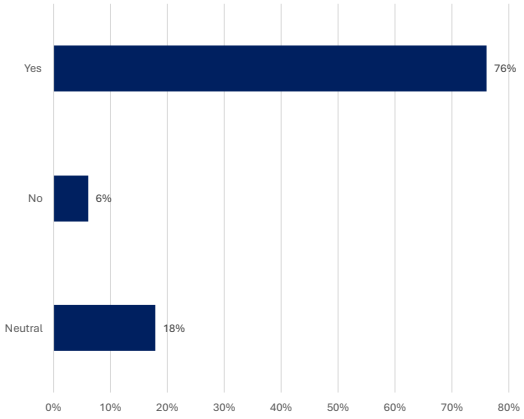
Response	Count	Percent
Option 4 – Three Districts	28	5%
Option 5 – Three Districts	10	2%
Option 6 – Three Districts	7	1%
I do not prefer a 3-way split	492	92%
Total	537	100%

Q19-If there was a 3 way split, which option is LEAST preferable?



Response	Count	Percent
Option 4 – Three Districts	16	3%
Option 5 – Three Districts	36	7%
Option 6 – Three Districts	42	8%
I do not prefer a 3 -way split	449	83%
Total	543	100%

Q20 - Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



Response	Count	Percent
Yes	413	76%
No	33	6%
Neutral	97	18%
Total	543	100%

Q21- Do you have any additional thoughts on this topic or information you want to share?

Preference for District Unity:

- Many participants expressed a strong desire for the district to remain unified, citing benefits such as shared resources, stronger support for students, and collaborative opportunities for teachers.
- Concerns were raised about potential negative consequences of splitting, including loss of services, increased taxes, and decreased teacher benefits.
- Participants emphasized the importance of considering what is best for students when making decisions about district organization.

Employee Concerns:

- Employees, including teachers and staff, raised significant concerns about how a district split would impact their salaries, benefits, and retirement plans.
- There were questions about whether benefits would be maintained in the event of a split, as well as concerns about potential job changes and stability.
- Participants emphasized the need for clear communication and transparency regarding how a split would affect employees.

Data Collection and Survey Design:

- Several participants criticized the survey design and data collection methods, noting that some questions were confusing or did not accurately capture their opinions.
- Concerns were raised about the reliability of the data collected and whether it accurately represented the views of the participants.
- Suggestions were made for improving future surveys, including clearer wording and the inclusion of more detailed questions about specific concerns.

Q21- Do you have any additional thoughts on this topic or information you want to share?

Financial Considerations:

- Many participants expressed concerns about the financial implications of a district split, including potential increases in taxes and the costs associated with creating and maintaining separate districts.
- Questions were raised about how resources would be allocated in the event of a split, particularly in terms of funding for specialty programs and support services.
- Participants stressed the importance of considering the long-term financial sustainability of the district when making decisions about its organization.

Community Engagement and Education:

- Participants highlighted the importance of educating the community about the potential consequences of a district split and ensuring that all stakeholders are fully informed before making any decisions.
- Suggestions were made for increasing community engagement and providing more opportunities for input from parents, teachers, and other community members.
- Concerns were raised about the level of awareness and understanding among community members, particularly regarding the complexities of district organization and funding.

Special Education and Student Services:

- Many participants emphasized the need to prioritize support for special education students and ensure that their needs are met regardless of any changes to district organization.
- Concerns were raised about potential disruptions to student services and programs, particularly for vulnerable populations such as special education and English language learners.
- Participants stressed the importance of maintaining access to specialized programs and services, such as the space center and alternative schools, for all students.

Q21- Do you have any additional thoughts on this topic or information you want to share?

Employee Retention and Recruitment:

- Participants expressed concerns about the potential impact of a district split on employee retention and recruitment, particularly for experienced teachers and staff.
- Questions were raised about whether teachers would be incentivized to stay in the district or whether a split would lead to an exodus of experienced educators.
- Participants emphasized the importance of considering the needs and concerns of employees when making decisions about district organization.

Transparency and Communication:

- Many participants called for greater transparency and communication from district leadership regarding the potential consequences of a district split and the decision-making process.
- Concerns were raised about the perceived lack of information and clarity surrounding the issue, particularly regarding how decisions would be made and what factors would be considered.
- Participants emphasized the need for open dialogue and honest communication between district leadership, employees, and the community.

Student Impact and Educational Quality:

- Participants expressed concerns about the potential impact of a district split on the quality of education and the overall student experience.
- Questions were raised about how a split would affect class sizes, teacher-student ratios, and the availability of resources and programs.
- Participants stressed the importance of prioritizing student needs and ensuring that any decisions made about district organization ultimately benefit the students.

Preference for Maintaining Current Structure:

- Many participants expressed a preference for maintaining the current structure of the district, citing its success and effectiveness in providing education and support for students.
- Concerns were raised about the potential risks and uncertainties associated with a district split, particularly if there are no clear benefits or improvements expected.
- Participants emphasized the value of continuity and stability in the district, particularly during a time of growth and change in the community.

Employees Meeting 2

The school board should suggest a community vote on reconfiguration, according to 54% of participants in this grouping. Furthermore, 76% of the same participants thought the district should continue to function as a single, consolidated school system.

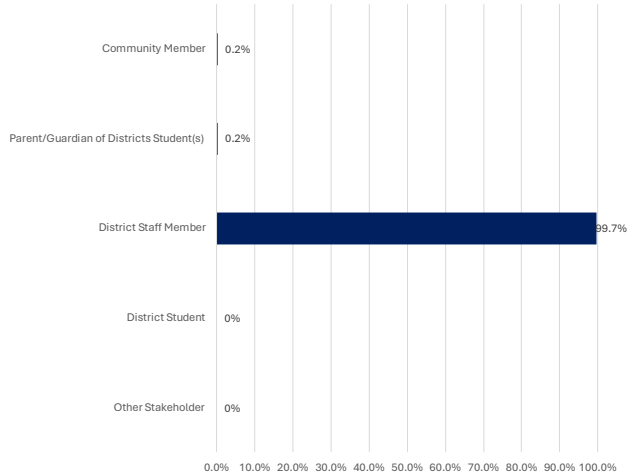
Regarding how a reconfiguration would affect student learning, opinions varied: 66% said there would be losses in academic, social, and educational aspects, while 7% said learning outcomes would improve.

"Stay as single, consolidated district" garnered 80% of the votes in the ranking order of reconfiguration choices. At 16% and 4%, respectively, were "Split into two districts" and "Split into three districts."

Of those surveyed, 75% believed that Option 2, which places Lehi in the east, is the better two-way split. Option 4, which showed Pleasant Grove heading east, was chosen by 72% of respondents in the three-way split preference question.

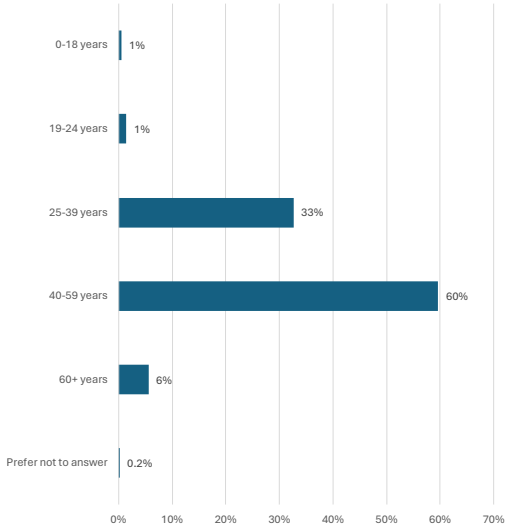
Reconfiguration considerations should be impacted by possible tax changes, as agreed upon by 95% of participants. If the district stays a single entity, 84% of respondents favored the notion of an expanded school board.

Q1 - What describes your relationship to the school district? (check all that apply)



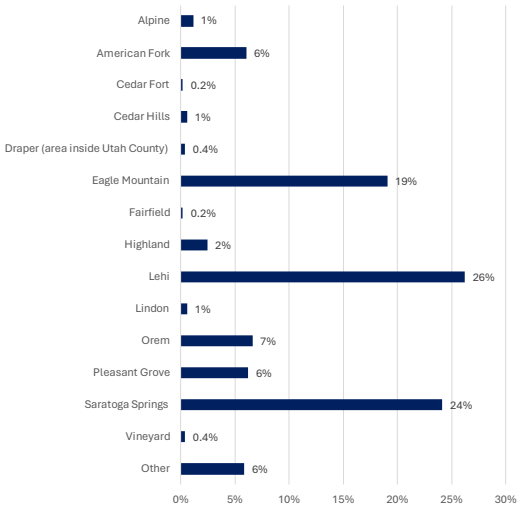
Response	Count	Percent
Community Member	1	0.2%
Parent/Guardian of Districts Student(s)	1	0.2%
District Staff Member	581	99.7%
District Student	0	0%
Other Stakeholder	0	0%
Total	583	100.0%

Q2 - What age range describes you?



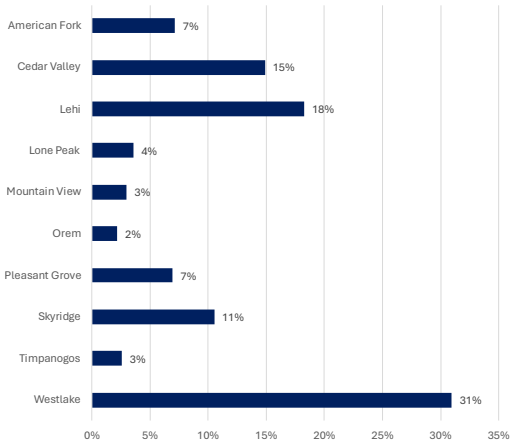
Response	Count	Percent
0-18 years	3	1%
19-24 years	8	1%
25-39 years	181	33%
40-59 years	331	60%
60+ years	31	6%
Prefer not to answer	1	0.2%
Total	555	100%

Q3 - Which community are you associated with? (Where you live.)



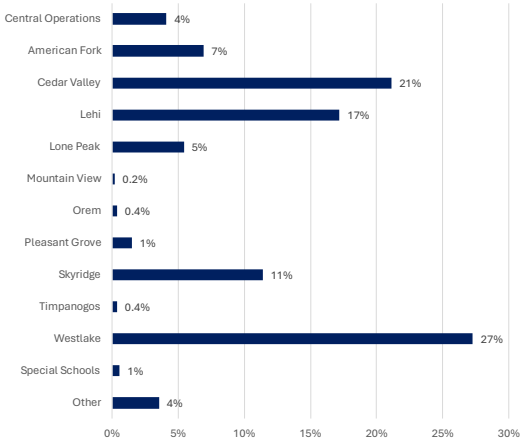
Response	Count	Percent
Alpine	6	1%
American Fork	32	6%
Cedar Fort	1	0.2%
Cedar Hills	3	1%
Draper (area inside Utah County)	2	0.4%
Eagle Mountain	101	19%
Fairfield	1	0.2%
Highland	13	2%
Lehi	139	26%
Lindon	3	1%
Orem	35	7%
Pleasant Grove	33	6%
Saratoga Springs	128	24%
Vineyard	2	0.4%
Other	31	6%
Total	530	100%

Q4 - Which high school serves as the high school for your attendance zone?



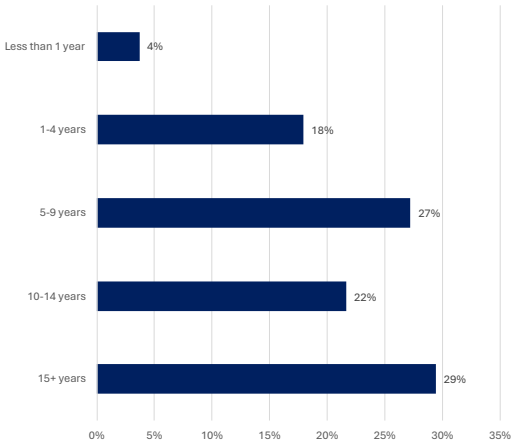
Response	Count	Percent
American Fork	36	7%
Cedar Valley	75	15%
Lehi	92	18%
Lone Peak	18	4%
Mountain View	15	3%
Orem	11	2%
Pleasant Grove	35	7%
Skyridge	53	11%
Timpanogos	13	3%
Westlake	156	31%
Total	504	100%

Q5 - If you are an employee of the district, with which high school cluster are you affiliated?



Response	Count	Percent
Central Operations	22	4%
American Fork	37	7%
Cedar Valley	113	21%
Lehi	92	17%
Lone Peak	29	5%
Mountain View	1	0.2%
Orem	2	0.4%
Pleasant Grove	8	1%
Skyridge	61	11%
Timpanogos	2	0.4%
Westlake	146	27%
Special Schools	3	1%
Other	19	4%
Total	535	100%

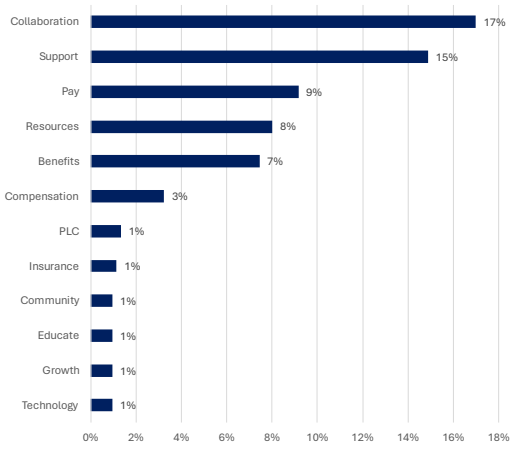
Q6 - If you are an employee of the district, how long have you been employed within the district?



Response	Count	Percent
Less than 1 year	20	4%
1-4 years	97	18%
5-9 years	147	27%
10-14 years	117	22%
15+ years	159	29%
Total	540	100%

Q7- In one word, what is something that ASD does well?

Top 12 Words

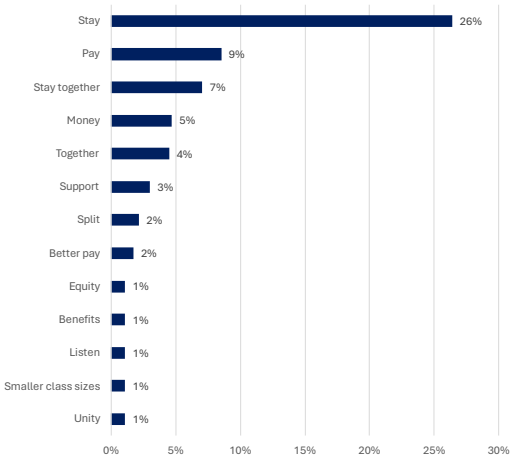


Top 20 Words

Response	Count of Response	Percent of Response
Collaboration	89	17%
Support	78	15%
Pay	48	9%
Resources	42	8%
Benefits	39	7%
Compensation	17	3%
PLC	7	1%
Insurance	6	1%
Community	5	1%
Educate	5	1%
Growth	5	1%
Technology	5	1%
Connection	4	1%
Opportunity	4	1%
Professional development	4	1%
Efficiency	4	1%
Collaborate	4	1%
Finances	4	1%
Communication	4	1%
Autonomy	4	1%

Q8- If you had one wish for the district, what would it be?

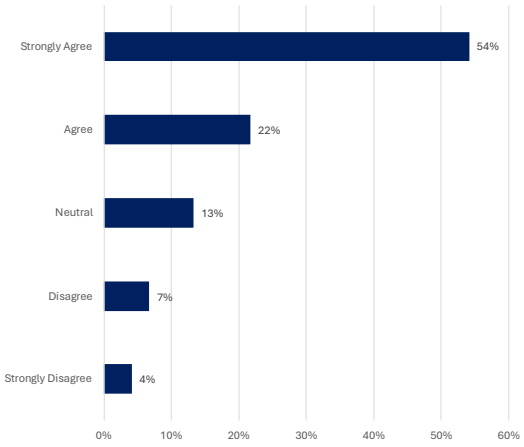
Top 13 Words



Top 19 Words

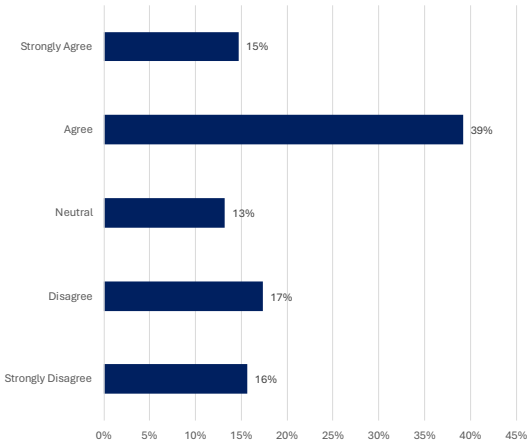
Response	Count of Responses	Percent of Responses
Stay	124	26%
Pay	40	9%
Stay together	33	7%
Money	22	5%
Together	21	4%
Support	14	3%
Split	10	2%
Better pay	8	2%
Equity	5	1%
Benefits	5	1%
Listen	5	1%
Smaller class sizes	5	1%
Unity	5	1%
Class size	4	1%
Smaller classes	4	1%
Communication	3	1%
Stability	3	1%
Security	3	1%
Retention	3	1%

Q9 - Do you agree or disagree with the following statement? "The Alpine School District should remain as one consolidated school district."



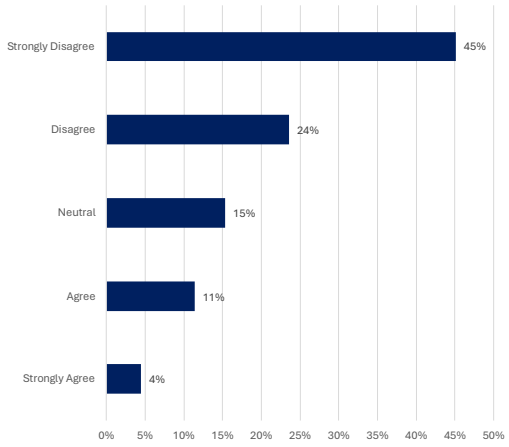
Response	Count	Percent
Strongly Agree	289	54%
Agree	116	22%
Neutral	71	13%
Disagree	36	7%
Strongly Disagree	22	4%
Total	534	100%

Q10 - What facility planning objective is least important to you?



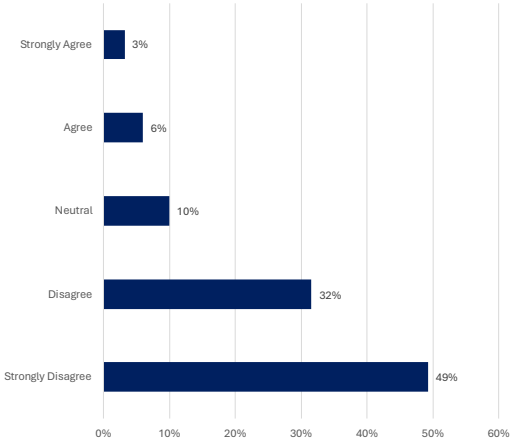
Response	Count	Percent
Strongly Agree	78	15%
Agree	208	39%
Neutral	70	13%
Disagree	92	17%
Strongly Disagree	83	16%
Total	531	100%

Q11 - What is your perception of the overall condition of the school facilities in the District as a whole?



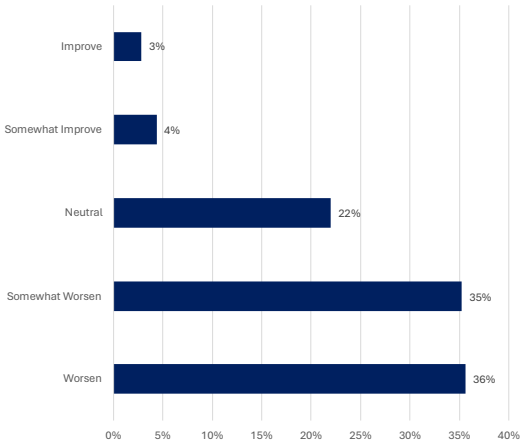
Response	Count	Percent
Strongly Agree	24	4%
Agree	61	11%
Neutral	82	15%
Disagree	126	24%
Strongly Disagree	241	45%
Total	534	100%

Q12 - What is your perception of the overall condition of the school facilities in the school(s) you are associated with?



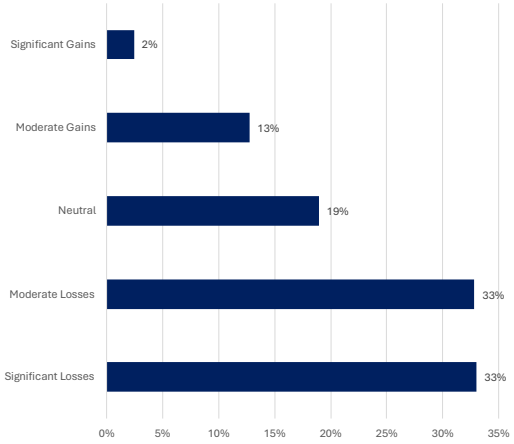
Response	Count	Percent
Strongly Agree	17	3%
Agree	32	6%
Neutral	53	10%
Disagree	168	32%
Strongly Disagree	262	49%
Total	532	100%

Q13 - If ASD were to reconfigure, do you anticipate learning outcomes and educational programs for students would improve or worsen?



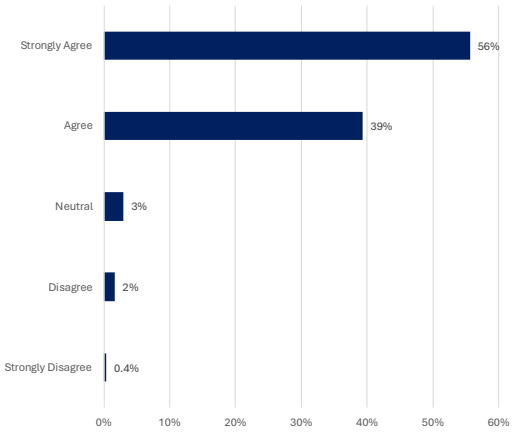
Response	Count	Percent
Improve	15	3%
Somewhat Improve	23	4%
Neutral	116	22%
Somewhat Worsen	186	35%
Worsen	188	36%
Total	528	100%

Q14 - Regarding long term academic, social, educational gains, or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the district?



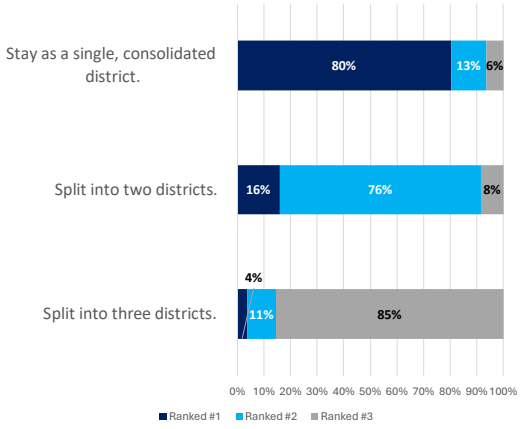
Response	Count	Percent
Significant Gains	13	2%
Moderate Gains	68	13%
Neutral	101	19%
Moderate Losses	175	33%
Significant Losses	176	33%
Total	533	100%

Q15 - Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that reconfiguration decisions are impacted by potential tax rate changes?



Response	Count	Percent
Strongly Agree	297	56%
Agree	210	39%
Neutral	16	3%
Disagree	9	2%
Strongly Disagree	2	0.4%
Total	534	100%

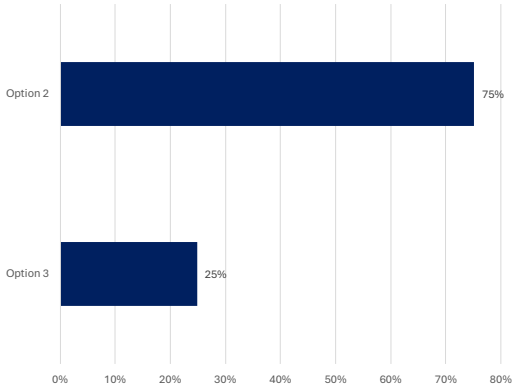
Q16 - Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)

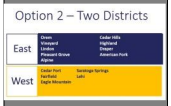


Ranking	Stay as a single, consolidated district.	Split into two districts.	Split into three districts.
1	418	83	19
2	69	394	57
3	33	43	444
Total	520	520	520

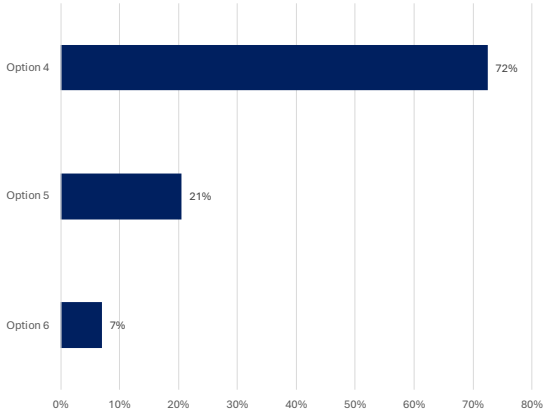
Ranking	Stay as a single, consolidated district.	Split into two districts.	Split into three districts.
Ranked #1	80%	16%	4%
Ranked #2	13%	76%	11%
Ranked #3	6%	8%	85%
Total	100%	100%	100%

Q17- If there was a 2 way split, which option is more preferable?



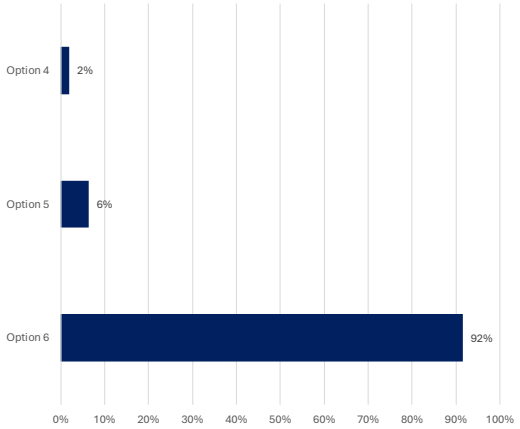
Response	Count	Percent
Option 2 – Two Districts 	369	75%
Option 3 – Two Districts	122	25%
Total	491	100%

Q18- If there was a 3 way split, which option is MOST preferable?



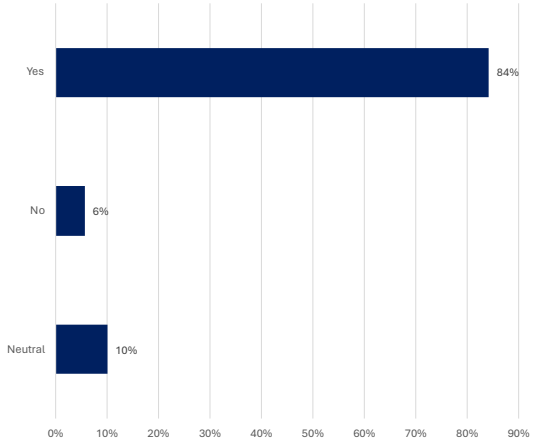
Response	Count	Percent
Option 4 – Three Districts	332	72%
Option 5 – Three Districts	94	21%
Option 6 – Three Districts	32	7%
Total	458	100%

Q19-If there was a 3 way split, which option is LEAST preferable?



Response	Count	Percent
Option 4 – Three Districts	10	2%
Option 5 – Three Districts	32	6%
Option 6 – Three Districts	456	92%
Total	498	100%

Q20 - Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



Response	Count	Percent
Yes	443	84%
No	30	6%
Neutral	53	10%
Total	526	100%

Q21- Do you have any additional thoughts on this topic or information you want to share?

Concerns about Equity and Low-Income Areas:

- Participants express worries about the impact of a split on low-income communities.
- They emphasize the need to ensure that all students have access to resources and opportunities regardless of their socioeconomic status.
- Concerns are raised about potential disparities in funding, support, and program availability between different districts.

Uncertainty about Pay, Benefits, and Work Environment:

- Employees voice concerns about the potential negative effects of a split on their pay, benefits, and work environment quality.
- There's apprehension that a split could lead to decreased compensation, fewer opportunities for growth, and a less supportive work environment.
- Questions arise about whether contracts will be honored and if employees will have the same level of support in a new district structure.

Preference for Unity and Staying as One District:

- Many participants express a desire for the district to remain unified, citing benefits such as shared resources, collaborative learning, and economies of scale.
- They emphasize the importance of maintaining the current district configuration for the well-being of students, educators, and the community.
- Unity is seen as essential for providing consistent support, programs, and opportunities across the entire district.

Q21- Do you have any additional thoughts on this topic or information you want to share?

Concerns about Student Opportunities and Program Availability:

- Participants worry that a split could lead to a reduction in opportunities and programs available to students.
- They express a desire to preserve the wide range of educational offerings and support services currently provided by the district.
- There's a recognition of the importance of maintaining program quality and ensuring equal access to opportunities for all students.

Transparency and Access to Information:

- There's a call for transparent and easily accessible information to help the public make informed decisions about the district's future.
- Participants express a desire for clear, unbiased information to be disseminated to the community, free from social media biases.
- Concerns are raised about the potential for misinformation and the need for objective overviews of complex issues involved in a district split.

Employee Retention and Recruitment:

- Participants express concerns about the potential impact of a split on employee retention and recruitment.
- They worry that a split could lead to talented teachers and administrators leaving the district, which could negatively affect the quality of education.
- Questions are raised about how a split would affect salary, benefits, and opportunities for professional growth, which could influence employees' decisions to stay or leave.

Q21- Do you have any additional thoughts on this topic or information you want to share?

Emphasis on Student Needs and Equity:	Skepticism of the Need for a Split:	Support for Strategic Decision-Making:	Desire for Community Involvement and Engagement:
• There's a strong emphasis on prioritizing student needs and maintaining equity across the district. • Participants stress the importance of ensuring that all students, regardless of their location within the district, have access to high-quality education and support services. • Equity in resources, opportunities, and program availability is seen as essential for providing an equal educational experience for all students.	• Many participants express skepticism about the necessity of a split, particularly if the district is functioning well. • They question the rationale behind a split if there are no significant issues and the district is operating efficiently. • Concerns are raised about the potential stress and disruption that a split could cause without clear benefits or improvements.	• Participants express support for strategic decision-making to address the district's challenges and opportunities. • They emphasize the importance of considering the needs of all communities within the district and making decisions that benefit students and educators. • There's a call for collaboration and unity in finding solutions to the district's challenges, such as addressing overcrowding and ensuring equitable access to resources.	• Participants emphasize the importance of community involvement and engagement in the decision-making process. • They call for opportunities for citizens to participate in discussions, ask questions, and provide feedback on important issues such as a potential district split. • There's a desire for continued communication and dialogue between the district leadership and the community to ensure transparency and accountability in decision-making.

Community Session PTA 1

With a response rate of 76%, participants at the PTA engagement session did think that the school board should recommend a community vote on reconfiguration. Additionally, 50% of those same respondents felt that the district should remain as one consolidated school district while 29% indicated that the district should split.

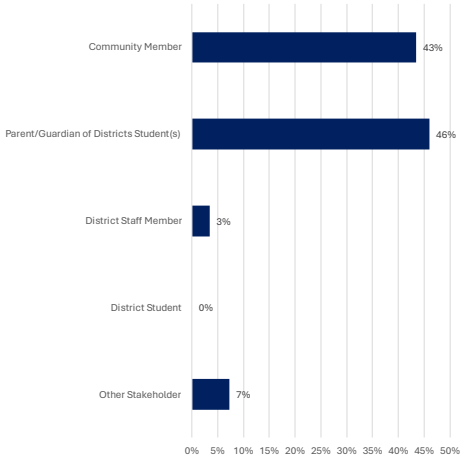
Thoughts differed on the impact a reconfiguration would have on student learning. The selections regarding learning outcomes reflected this separation of thought with 10% believing outcomes and programs would improve and 61% believing they would worsen.

In regard to the rank order reconfiguration options, “Split into two districts” received 34%, “Stay as single, consolidated district” received 56% of the votes, and “Split into three districts” received 10%.

The majority of participants, 64%, felt that the most preferable two-way split is Option 3 with Lehi in the east. Option 4 with Pleasant Grove going east was the chosen three-way split selection at 64%.

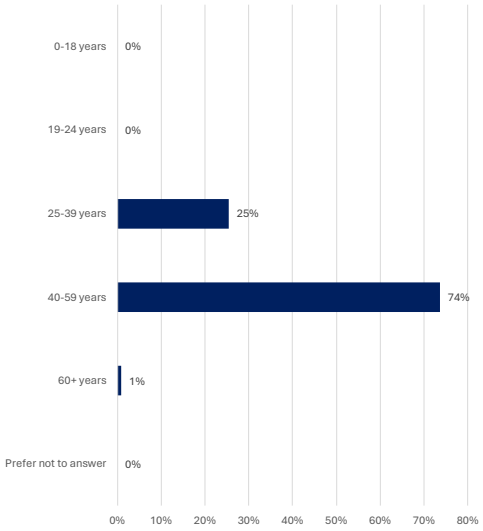
With 92% agreement, participants expressed that potential tax changes should impact reconfiguration considerations, while 73% supported the idea of an expanded school board should the district remain as one.

Q1 - What describes your relationship to the school district? (check all that apply)



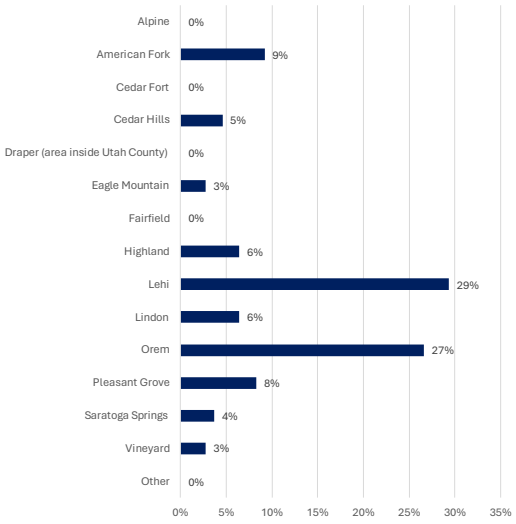
Response	Count	Percent
Community Member	102	43%
Parent/Guardian of Districts Student(s)	108	46%
District Staff Member	8	3%
District Student	0	0%
Other Stakeholder	17	7%
Total	235	100%

Q2 - What age range describes you?



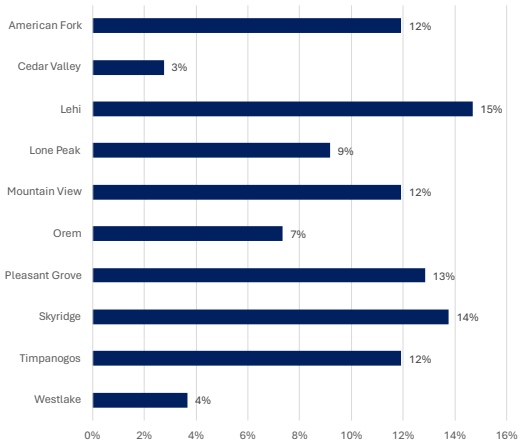
Response	Count	Percent
0-18 years	0	0%
19-24 years	0	0%
25-39 years	28	25%
40-59 years	81	74%
60+ years	1	1%
Prefer not to answer	0	0%
Total	110	100%

Q3 - Which community are you associated with? (Where you live.)



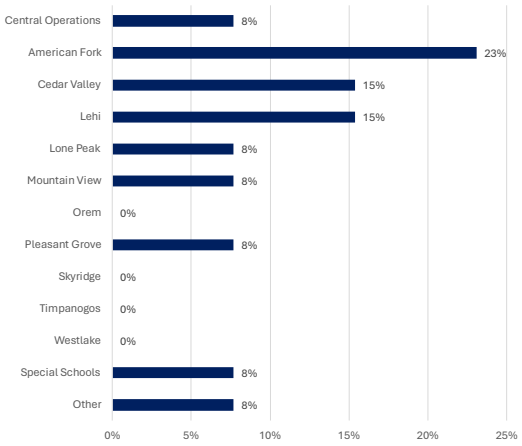
Response	Count	Percent
Alpine	0	0%
American Fork	10	9%
Cedar Fort	0	0%
Cedar Hills	5	5%
Draper (area inside Utah County)	0	0%
Eagle Mountain	3	3%
Fairfield	0	0%
Highland	7	6%
Lehi	32	29%
Lindon	7	6%
Orem	29	27%
Pleasant Grove	9	8%
Saratoga Springs	4	4%
Vineyard	3	3%
Other	0	0%
Total	109	100%

Q4 - Which high school serves as the high school for your attendance zone?



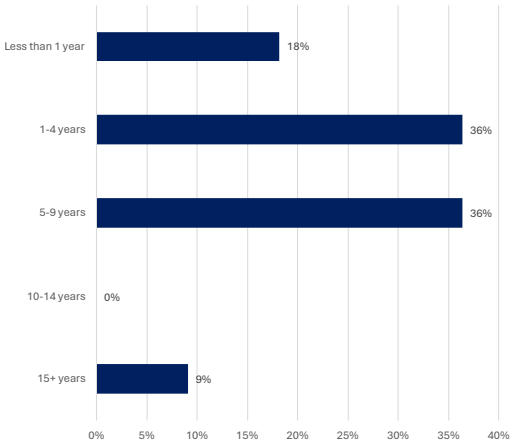
Response	Count	Percent
American Fork	13	12%
Cedar Valley	3	3%
Lehi	16	15%
Lone Peak	10	9%
Mountain View	13	12%
Orem	8	7%
Pleasant Grove	14	13%
Skyridge	15	14%
Timpanogos	13	12%
Westlake	4	4%
Total	109	100%

Q5 - If you are an employee of the district, with which high school cluster are you affiliated?



Response	Count	Percent
Central Operations	1	8%
American Fork	3	23%
Cedar Valley	2	15%
Lehi	2	15%
Lone Peak	1	8%
Mountain View	1	8%
Orem	0	0%
Pleasant Grove	1	8%
Skyridge	0	0%
Timpanogos	0	0%
Westlake	0	0%
Special Schools	1	8%
Other	1	8%
Total	13	100%

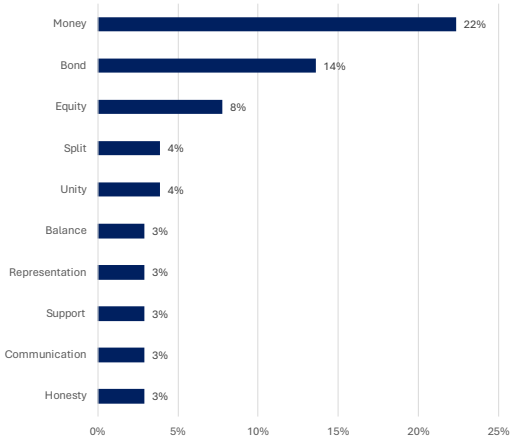
Q6 - If you are an employee of the district, how long have you been employed within the district?



Response	Count	Percent
Less than 1 year	2	18%
1-4 years	4	36%
5-9 years	4	36%
10-14 years	0	0%
15+ years	1	9%
Total	11	100%

Q8- If you had one wish for the district, what would it be?

Top 16 Words

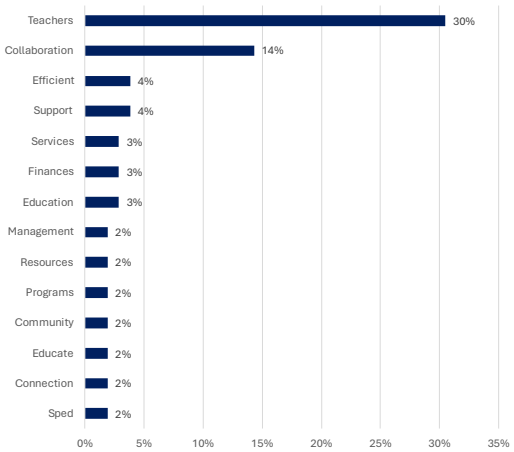


Top 16 Words

Response	Count of Response	Percent of Response
Money	23	22%
Bond	14	14%
Equity	8	8%
Split	4	4%
Unity	4	4%
Balance	3	3%
Representation	3	3%
Support	3	3%
Communication	3	3%
Honesty	3	3%
Transparency	2	2%
Cooperation	2	2%
Community	2	2%
Schools	2	2%
Funding	2	2%
Nurses	2	2%

Q7- In one word, what is something that ASD does well?

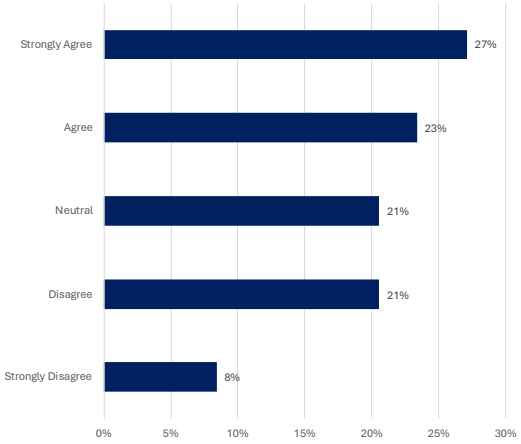
Top 14 Words



Top 14 Words

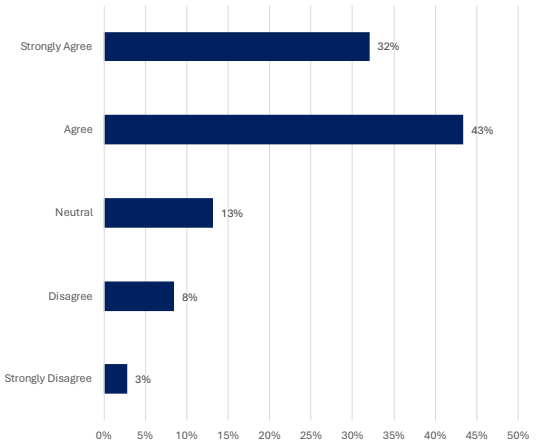
Response	Count of Response	Percent of Response
Teachers	32	30%
Collaboration	15	14%
Efficient	4	4%
Support	4	4%
Services	3	3%
Finances	3	3%
Education	3	3%
Management	2	2%
Resources	2	2%
Programs	2	2%
Community	2	2%
Educate	2	2%
Connection	2	2%
Sped	2	2%

Q9 - Do you agree or disagree with the following statement? "The Alpine School District should remain as one consolidated school district."



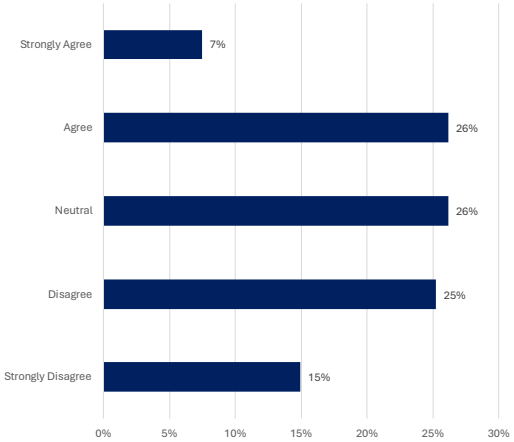
Response	Count	Percent
Strongly Agree	29	27%
Agree	25	23%
Neutral	22	21%
Disagree	22	21%
Strongly Disagree	9	8%
Total	107	100%

Q10 - What facility planning objective is least important to you?



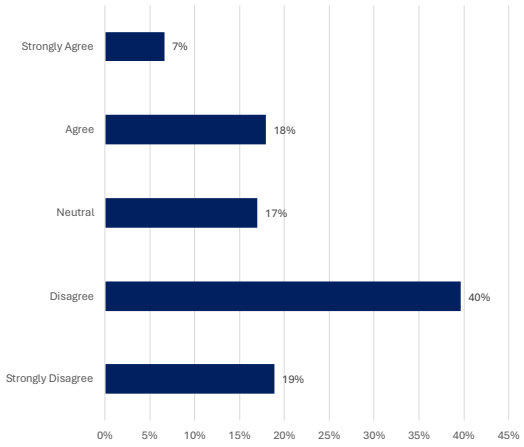
Response	Count	Percent
Strongly Agree	34	32%
Agree	46	43%
Neutral	14	13%
Disagree	9	8%
Strongly Disagree	3	3%
Total	106	100%

Q11 - What is your perception of the overall condition of the school facilities in the District as a whole?



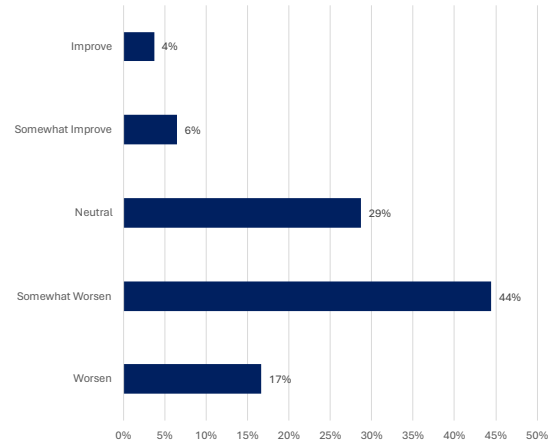
Response	Count	Percent
Strongly Agree	8	7%
Agree	28	26%
Neutral	28	26%
Disagree	27	25%
Strongly Disagree	16	15%
Total	107	100%

Q12 - What is your perception of the overall condition of the school facilities in the school(s) you are associated with?



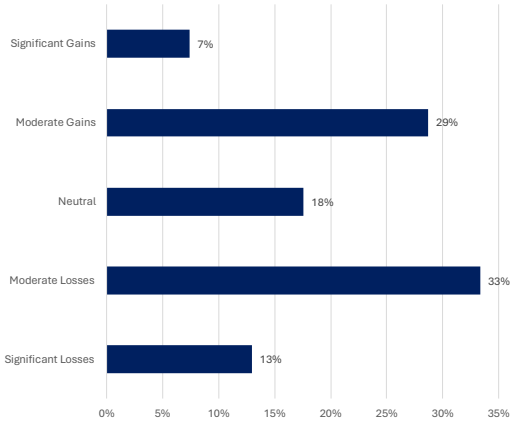
Response	Count	Percent
Strongly Agree	7	7%
Agree	19	18%
Neutral	18	17%
Disagree	42	40%
Strongly Disagree	20	19%
Total	106	100%

Q13 - If ASD were to reconfigure, do you anticipate learning outcomes and educational programs for students would improve or worsen?



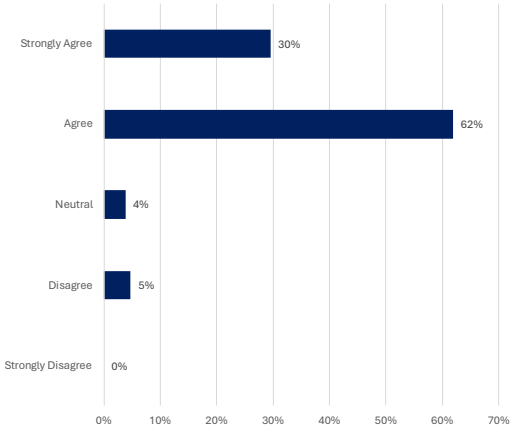
Response	Count	Percent
Improve	4	4%
Somewhat Improve	7	6%
Neutral	31	29%
Somewhat Worsen	48	44%
Worsen	18	17%
Total	108	100%

Q14 - Regarding long term academic, social, educational gains, or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the district?



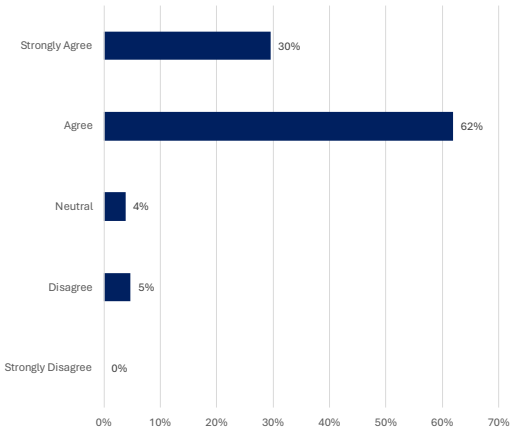
Response	Count	Percent
Significant Gains	8	7%
Moderate Gains	31	29%
Neutral	19	18%
Moderate Losses	36	33%
Significant Losses	14	13%
Total	108	100%

Q15 - Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that reconfiguration decisions are impacted by potential tax rate changes?



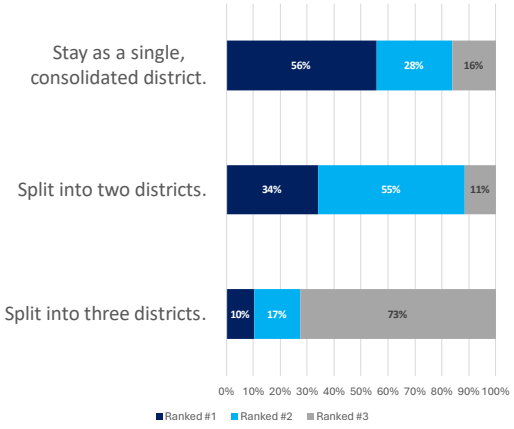
Response	Count	Percent
Strongly Agree	31	30%
Agree	65	62%
Neutral	4	4%
Disagree	5	5%
Strongly Disagree	0	0%
Total	105	100%

Q15 - Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that reconfiguration decisions are impacted by potential tax rate changes?



Response	Count	Percent
Strongly Agree	31	30%
Agree	65	62%
Neutral	4	4%
Disagree	5	5%
Strongly Disagree	0	0%
Total	105	100%

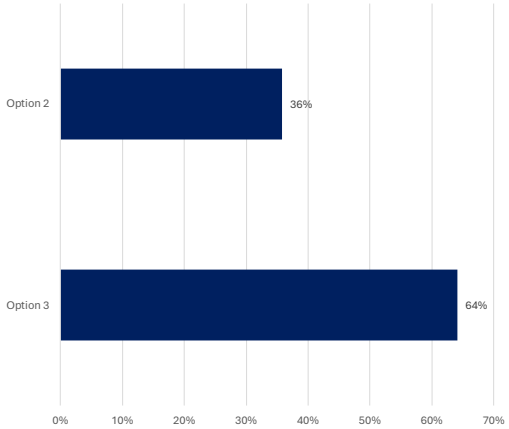
Q16 - Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)



Ranking	Stay as a single, consolidated district.	Split into two districts.	Split into three districts.
1	59	36	11
2	30	58	18
3	17	12	77
Total	106	106	106

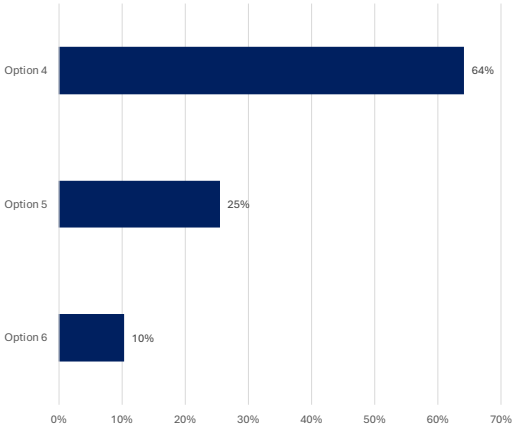
Ranking	Stay as a single, consolidated district.	Split into two districts.	Split into three districts.
Ranked #1	56%	34%	10%
Ranked #2	28%	55%	17%
Ranked #3	16%	11%	73%
Total	100%	100%	100%

Q17- If there was a 2 way split, which option is more preferable?



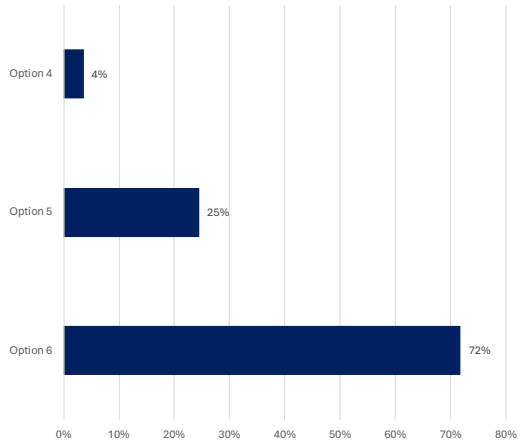
Response	Count	Percent
Option 2 – Two Districts	38	36%
Option 3 – Two Districts	68	64%
Total	106	100%

Q18- If there was a 3 way split, which option is MOST preferable?



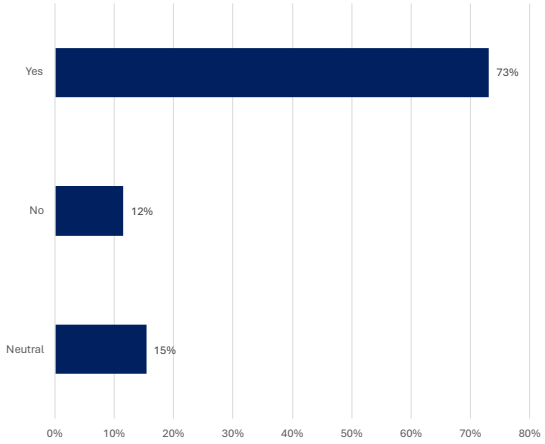
Response	Count	Percent
Option 4 – Three Districts	68	64%
Option 5 – Three Districts	27	25%
Option 6 – Three Districts	11	10%
Total	106	100%

Q19-If there was a 3 way split, which option is LEAST preferable?



Response	Count	Percent
Option 4 – Three Districts	4	4%
Option 5 – Three Districts	27	25%
Option 6 – Three Districts	79	72%
Total	110	100%

Q20 - Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



Response	Count	Percent
Yes	76	73%
No	12	12%
Neutral	16	15%
Total	104	100%

Q21- Do you have any additional thoughts on this topic or information you want to share?

Community Input and Engagement

- Strong desire for community input and involvement in decision-making processes.
- Concerns about transparency and accessibility of information to stakeholders.
- Emphasis on ensuring that decisions reflect the needs and desires of the community.

Unity vs. Split

- Divided opinions on whether the district should remain unified or split into multiple districts.
- Arguments for the benefits of staying together, such as economies of scale and resource sharing.
- Concerns about potential disadvantages of splitting, including loss of resources and services.

Equity and Fairness

- Concerns about equitable distribution of resources and funding, particularly between different regions within the district.
- Emphasis on ensuring that any split or reconfiguration is fair and does not disadvantage any particular area or group.

Q21- Do you have any additional thoughts on this topic or information you want to share?

Student Needs and Programs

- Focus on meeting the diverse needs of students, including those with special needs and those in various educational programs.
- Desire to maintain and enhance educational opportunities and programs for all students, regardless of district configuration.

Financial Considerations

- Concerns about the financial implications of splitting the district, including startup costs and potential impact on taxes.
- Desire for clarity on how assets, debts, and funding will be allocated in the event of a split.

Teacher and Staff Concerns

- Emphasis on ensuring that teachers and staff are supported and that their needs, such as pay and resources, are met.
- Concerns about potential impacts on teacher retention and morale in the event of a split.

Q21- Do you have any additional thoughts on this topic or information you want to share?

Timing and Planning	Communication and Information	Infrastructure and Growth	Optimism and Gratitude
• Questions and uncertainty about the timing of any potential split and whether it is the right decision at this time. • Calls for careful planning and consideration of long-term implications before making any decisions.	• Desire for improved communication and dissemination of information about the district's plans and decisions. • Requests for more accessible and transparent sharing of data, reports, and presentations.	• Concerns about infrastructure needs, such as school facilities and overcrowding, particularly in areas experiencing rapid growth. • Calls for addressing infrastructure challenges regardless of whether the district remains unified or splits.	• Acknowledgment of the district's strengths and achievements, and expressions of gratitude for the efforts of district personnel. • Optimism about the ability of the community to come together and address challenges, whatever the outcome of the decision-making process.

Community Session PTA 2

A majority of respondents (62%) to the PTA engagement session expressed the belief that the school board should recommend a community vote on reconfiguration. Furthermore, 31% of the same respondents indicated the district should split, while 59% of them thought the district should stay as a single, consolidated school system.

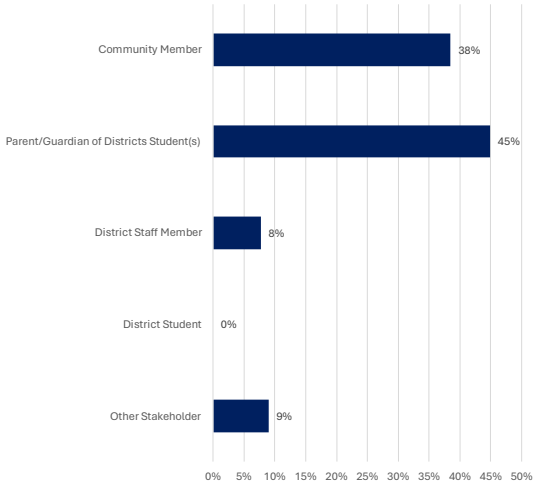
Opinions on how a reconfiguration might affect students' learning varied. This division of opinion was replicated in the choices made about learning outcomes, with 22% of respondents thinking that programs and results would become improved and 61% thinking that they would get worse.

Regarding the possibilities for rank order reconfiguration, 32% of voters chose to "split into two districts," 62% chose to "stay as single, consolidated district," and 6% chose to "split into three districts."

With Lehi in the west, Option 2 was deemed the most desirable two-way split by most participants (79%). At 75%, option 4, which would have Pleasant Grove heading east, was selected for the three-way split.

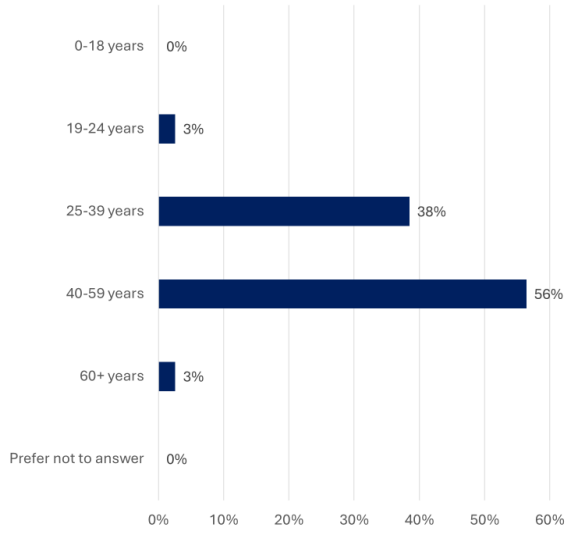
Participants indicated that reconfiguration considerations would be impacted by future tax adjustments 87% of the time, and 89% agreed that if the district stays as is, there should be an increased school board.

Q1 - What describes your relationship to the school district? (check all that apply)



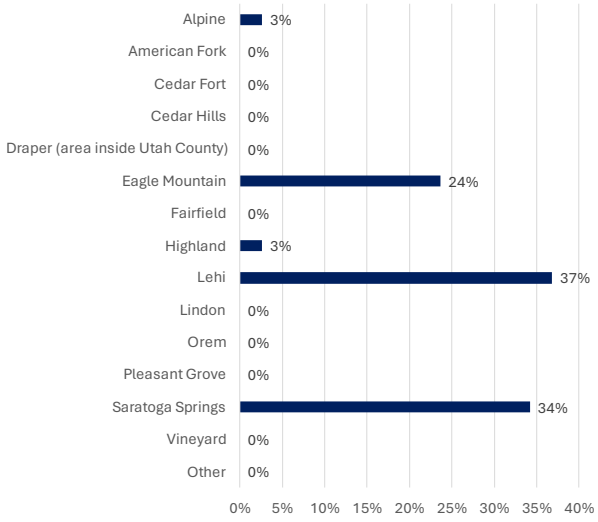
Response	Count	Percent
Community Member	30	38%
Parent/Guardian of Districts Student(s)	35	45%
District Staff Member	6	8%
District Student	0	0%
Other Stakeholder	7	9%
Total	78	100%

Q2 - What age range describes you?



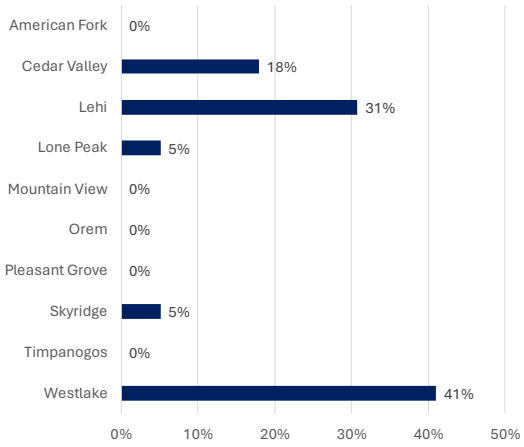
Response	Count	Percent
0-18 years	0	0%
19-24 years	1	3%
25-39 years	15	38%
40-59 years	22	56%
60+ years	1	3%
Prefer not to answer	0	0%
Total	39	100%

Q3 - Which community are you associated with? (Where you live.)



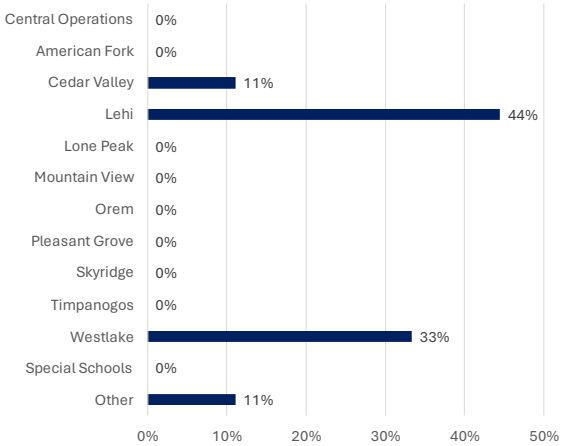
Response	Count	Percent
Alpine	1	3%
American Fork	0	0%
Cedar Fort	0	0%
Cedar Hills	0	0%
Draper (area inside Utah County)	0	0%
Eagle Mountain	9	24%
Fairfield	0	0%
Highland	1	3%
Lehi	14	37%
Lindon	0	0%
Orem	0	0%
Pleasant Grove	0	0%
Saratoga Springs	13	34%
Vineyard	0	0%
Other	0	0%
Total	38	100%

Q4 - Which high school serves as the high school for your attendance zone?



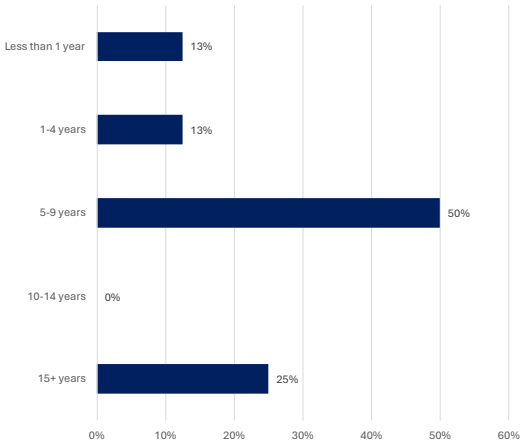
Response	Count	Percent
American Fork	0	0%
Cedar Valley	7	18%
Lehi	12	31%
Lone Peak	2	5%
Mountain View	0	0%
Orem	0	0%
Pleasant Grove	0	0%
Skyridge	2	5%
Timpanogos	0	0%
Westlake	16	41%
Total	39	100%

Q5 - If you are an employee of the district, with which high school cluster are you affiliated?



Response	Count	Percent
Central Operations	0	0%
American Fork	0	0%
Cedar Valley	1	11%
Lehi	4	44%
Lone Peak	0	0%
Mountain View	0	0%
Orem	0	0%
Pleasant Grove	0	0%
Skyridge	0	0%
Timpanogos	0	0%
Westlake	3	33%
Special Schools	0	0%
Other	1	11%
Total	9	100%

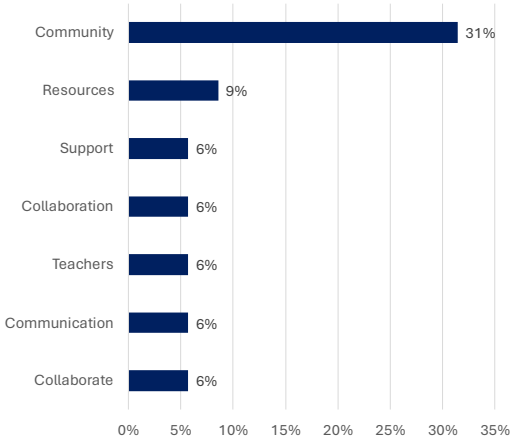
Q6 - If you are an employee of the district, how long have you been employed within the district?



Response	Count	Percent
Less than 1 year	1	13%
1-4 years	1	13%
5-9 years	4	50%
10-14 years	0	0%
15+ years	2	25%
Total	8	100%

Q7- In one word, what is something that ASD does well?

Top 7 Words

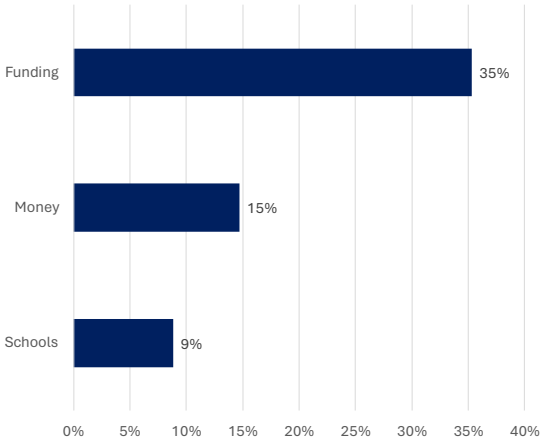


Top 18 Words

Response	Count of Response	Percent of Response
Community	11	31%
Resources	3	9%
Support	2	6%
Collaboration	2	6%
Teachers	2	6%
Communication	2	6%
Collaborate	2	6%
access	1	3%
Care	1	3%
Communicate	1	3%
Educators	1	3%
Everything	1	3%
Management	1	3%
Passionate educators	1	3%
Serve	1	3%
Students	1	3%
Supports students	1	3%
Unity	1	3%
Grand Total	35	100%

Q8- If you had one wish for the district, what would it be?

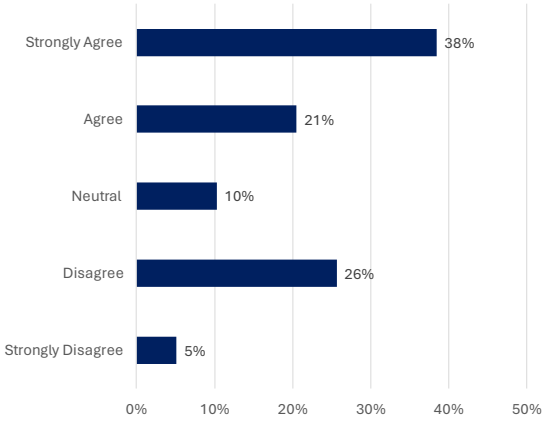
Top 3 Words



Top 17 Words

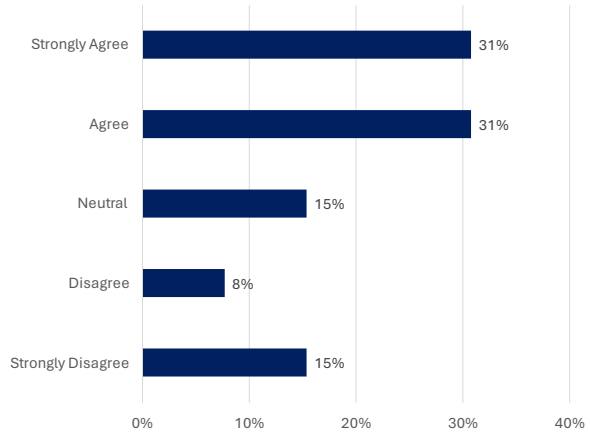
Response	Count of Response	Percent of Response
Funding	12	35%
Money	5	15%
Schools	3	9%
Bond	1	3%
Bond passed	1	3%
Classrooms	1	3%
Honesty	1	3%
maintain	1	3%
More schools	1	3%
Personalization	1	3%
Representation	1	3%
Smaller class sizes	1	3%
Special	1	3%
Stay together	1	3%
Together	1	3%
Understanding	1	3%
United	1	3%
Grand Total	34	100%

Q9 - Do you agree or disagree with the following statement? "The Alpine School District should remain as one consolidated school district."



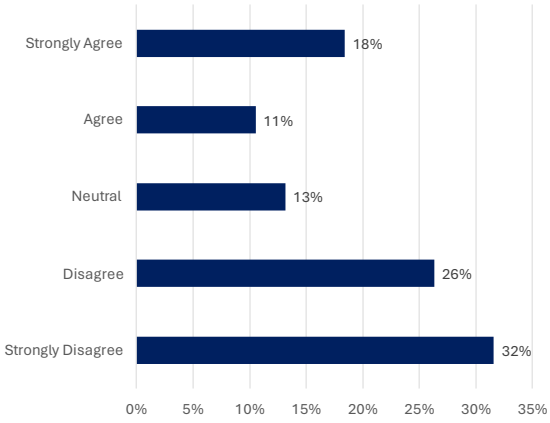
Response	Count	Percent
Strongly Agree	15	38%
Agree	8	21%
Neutral	4	10%
Disagree	10	26%
Strongly Disagree	2	5%
Total	39	100%

Q10 - What facility planning objective is least important to you?



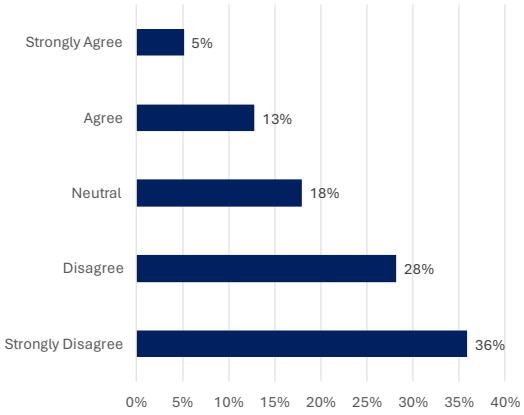
Response	Count	Percent
Strongly Agree	12	31%
Agree	12	31%
Neutral	6	15%
Disagree	3	8%
Strongly Disagree	6	15%
Total	39	100%

Q11 - What is your perception of the overall condition of the school facilities in the District as a whole?



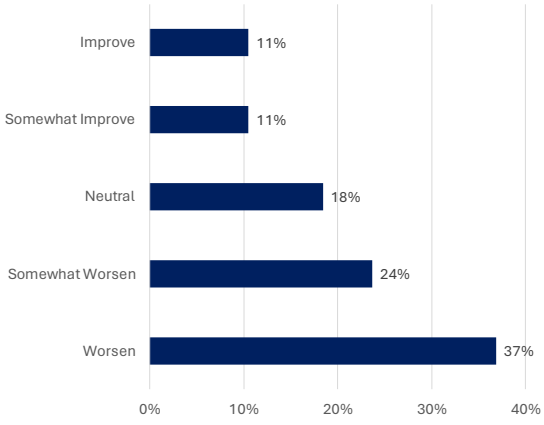
Response	Count	Percent
Strongly Agree	7	18%
Agree	4	11%
Neutral	5	13%
Disagree	10	26%
Strongly Disagree	12	32%
Total	38	100%

Q12 - What is your perception of the overall condition of the school facilities in the school(s) you are associated with?



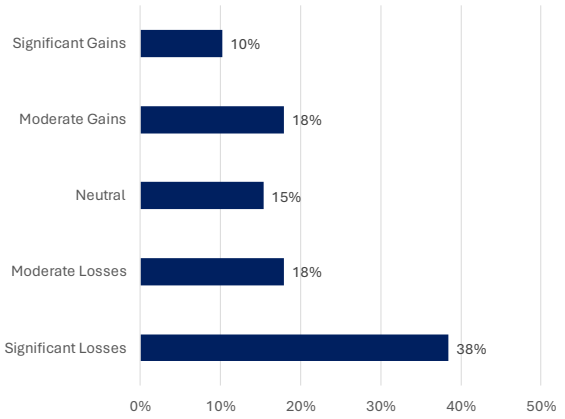
Response	Count	Percent
Strongly Agree	2	5%
Agree	5	13%
Neutral	7	18%
Disagree	11	28%
Strongly Disagree	14	36%
Total	39	100%

Q13 - If ASD were to reconfigure, do you anticipate learning outcomes and educational programs for students would improve or worsen?



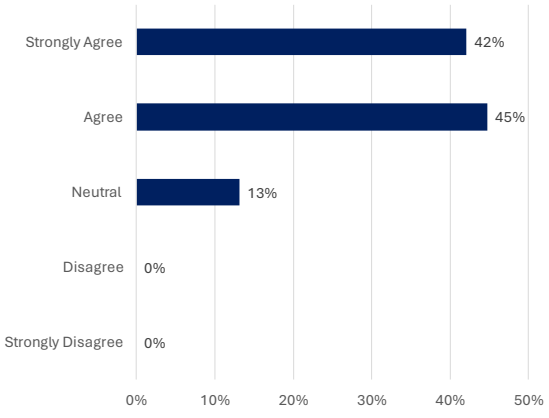
Response	Count	Percent
Improve	4	11%
Somewhat Improve	4	11%
Neutral	7	18%
Somewhat Worsen	9	24%
Worsen	14	37%
Total	38	100%

Q14 - Regarding long term academic, social, educational gains, or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the district?



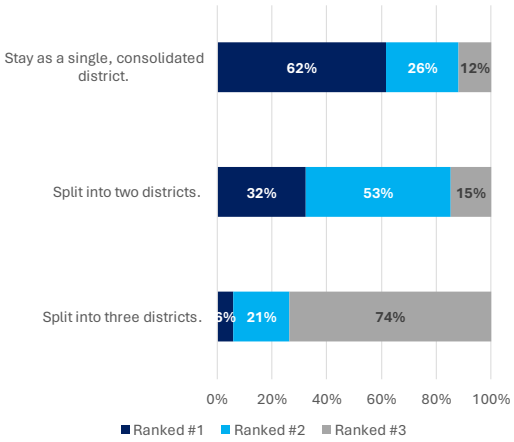
Response	Count	Percent
Significant Gains	4	10%
Moderate Gains	7	18%
Neutral	6	15%
Moderate Losses	7	18%
Significant Losses	15	38%
Total	39	100%

Q15 - Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that reconfiguration decisions are impacted by potential tax rate changes?



Response	Count	Percent
Strongly Agree	16	42%
Agree	17	45%
Neutral	5	13%
Disagree	0	0%
Strongly Disagree	0	0%
Total	38	100%

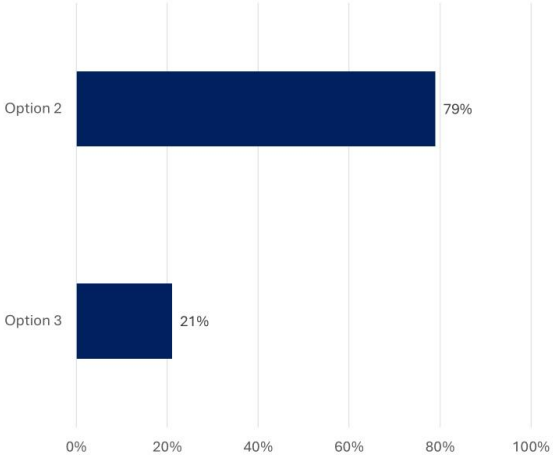
Q16 - Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)



Ranking	Stay as a single, consolidated district.	Split into two districts.	Split into three districts.
1	21	11	2
2	9	18	7
3	4	5	25
Total	34	34	34

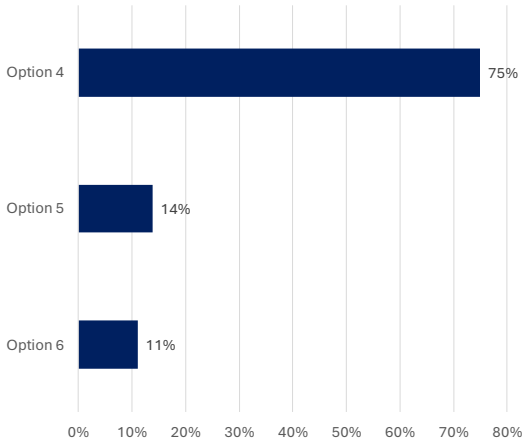
Ranking	Stay as a single, consolidated district.	Split into two districts.	Split into three districts.
Ranked #1	62%	32%	6%
Ranked #2	26%	53%	21%
Ranked #3	12%	15%	74%
Total	100%	100%	100%

Q17- If there was a 2 way split, which option is more preferable?



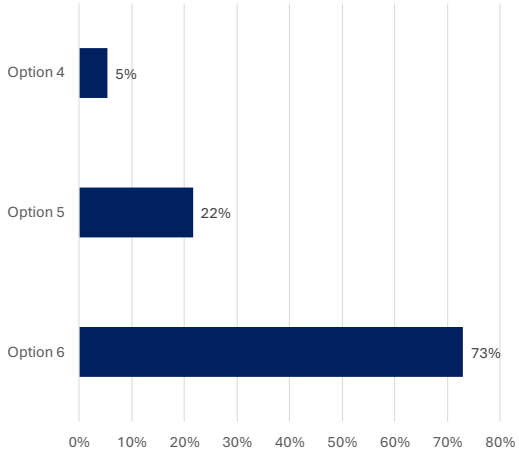
Response	Count	Percent
Option 2 – Two Districts	30	79%
Option 3 – Two Districts	8	21%
Total	38	100%

Q18- If there was a 3 way split, which option is MOST preferable?



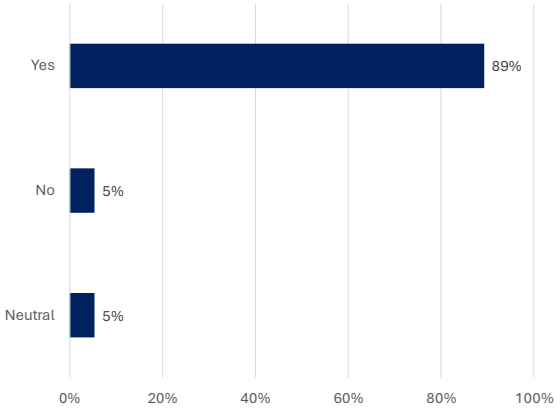
Response	Count	Percent
Option 4 – Three Districts	27	75%
Option 5 – Three Districts	5	14%
Option 6 – Three Districts	4	11%
Total	36	100%

Q19-If there was a 3 way split, which option is LEAST preferable?



Response	Count	Percent
Option 4 – Three Districts	2	5%
Option 5 – Three Districts	8	22%
Option 6 – Three Districts	27	73%
Total	37	100%

Q20 - Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



Response	Count	Percent
Yes	33	89%
No	2	5%
Neutral	2	5%
Total	37	100%

Q21- Do you have any additional thoughts on this topic or information you want to share?

Financial Concerns and Stability

- Worries about the financial implications of a split, including bond ratings, interest rates, and negotiating power.
- Preference for the current district's financial management and resources.

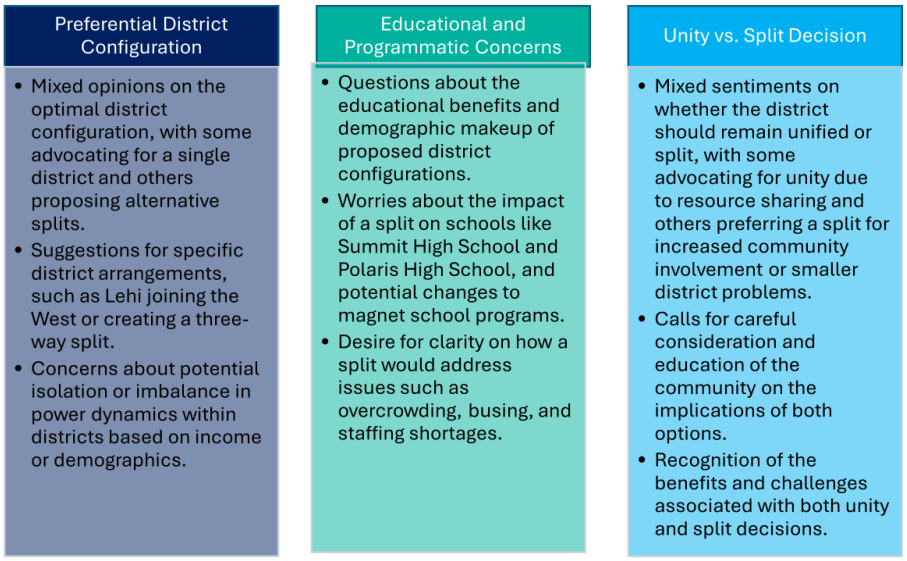
Community Engagement and Representation

- Calls for better representation of different areas and demographics on the school board.
- Interest in understanding community sentiment and preferences through voting and feedback.

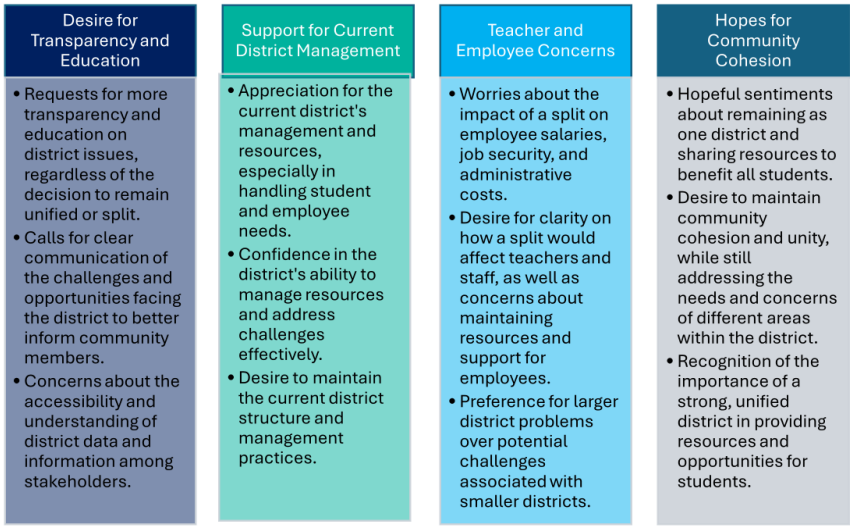
Impact on Vulnerable Populations

- Concerns about the potential negative impact of a split on vulnerable groups, such as special education students, English language learners, and lower-income areas.
- Desire for clarity on how a split would affect services and support for these populations.
- Strong opposition to a split based on perceived harm to vulnerable groups.

Q21- Do you have any additional thoughts on this topic or information you want to share?



Q21- Do you have any additional thoughts on this topic or information you want to share?



Community Session Municipality Leadership 1

During the Community Municipality Leadership engagement session, most participants (77%) stated that they thought the school board ought to suggest a community vote on reconfiguration. The same respondents divided on the issue of the district's division, with 61% believing it should split into two separate school systems and 33% saying it should remain one.

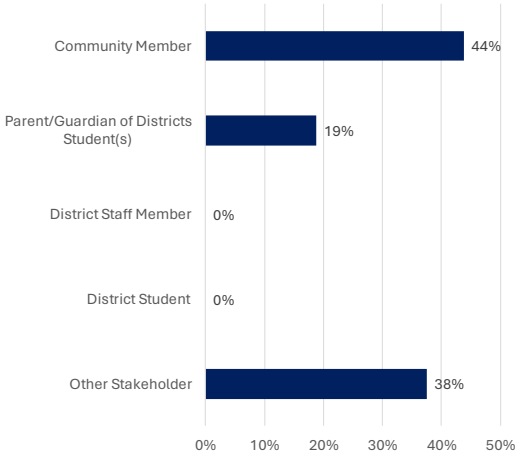
Views on the potential impact of a reconfiguration on student success were divided. When it came to the decisions made about learning outcomes, respondents' opinions were split, with 23% believing that programs and results would improve and 33% believing that they would worsen.

With respect to the reconstruction of the rank order, 29% of voters selected "splitting into two districts," 14% selected "staying as single, consolidated district," and 57% selected "splitting into three districts."

Most participants (63%) said that Option 2 was the best two-way split with Lehi in the west. Option 4, which calls for Pleasant Grove to head east, was chosen for the three-way split at 50%.

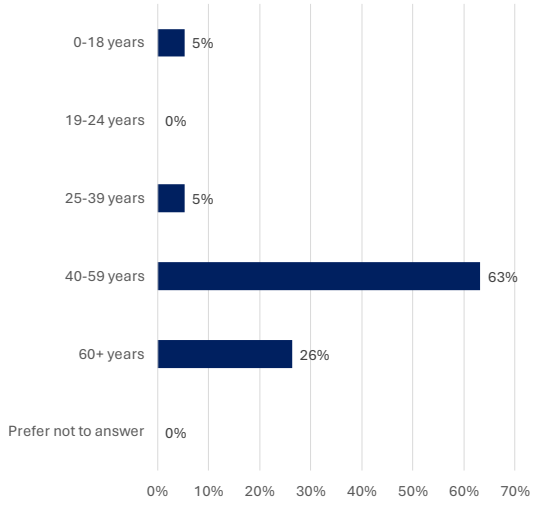
Of the respondents, 94% of participants said that future tax changes would have an impact on reconfiguration considerations, and 39% said that if the district remains the same, there should be an expanded school board.

Q1 - What describes your relationship to the school district? (check all that apply)



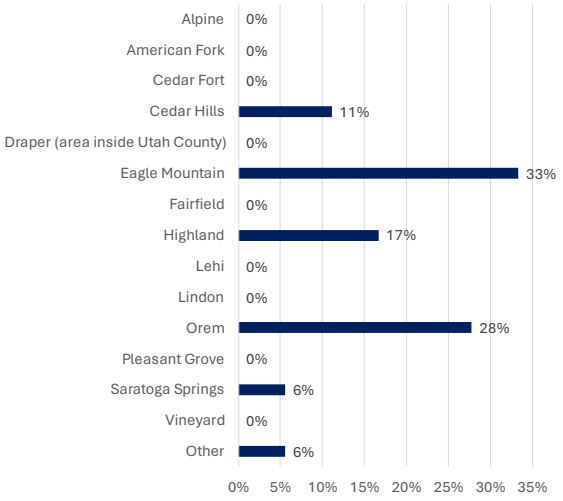
Response	Count	Percent
Community Member	14	44%
Parent/Guardian of Districts Student(s)	6	19%
District Staff Member	0	0%
District Student	0	0%
Other Stakeholder	12	38%
Total	32	100%

Q2 - What age range describes you?



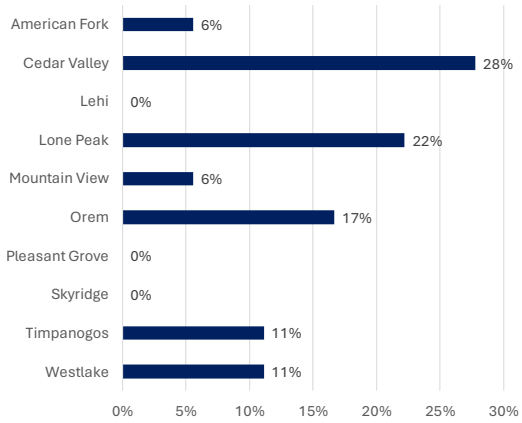
Response	Count	Percent
0-18 years	1	5%
19-24 years	0	0%
25-39 years	1	5%
40-59 years	12	63%
60+ years	5	26%
Prefer not to answer	0	0%
Total	19	100%

Q3 - Which community are you associated with? (Where you live.)



Response	Count	Percent
Alpine	0	0%
American Fork	0	0%
Cedar Fort	0	0%
Cedar Hills	2	11%
Draper (area inside Utah County)	0	0%
Eagle Mountain	6	33%
Fairfield	0	0%
Highland	3	17%
Lehi	0	0%
Lindon	0	0%
Orem	5	28%
Pleasant Grove	0	0%
Saratoga Springs	1	6%
Vineyard	0	0%
Other	1	6%
Total	18	100%

Q4 - Which high school serves as the high school for your attendance zone?



Response	Count	Percent
American Fork	1	6%
Cedar Valley	5	28%
Lehi	0	0%
Lone Peak	4	22%
Mountain View	1	6%
Orem	3	17%
Pleasant Grove	0	0%
Skyridge	0	0%
Timpanogos	2	11%
Westlake	2	11%
Total	18	100%

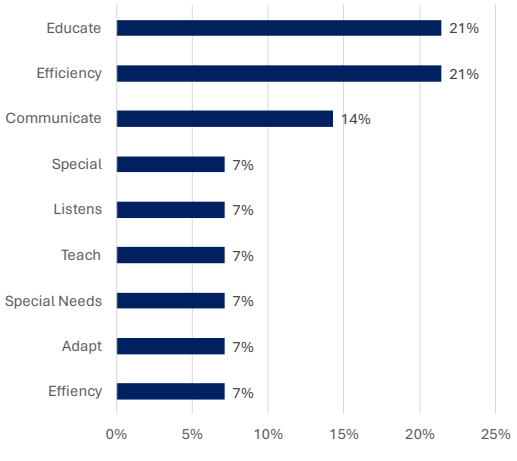
Q5 - If you are an employee of the district, with which high school cluster are you affiliated?

- N/A

Q6 - If you are an employee of the district, how long have you been employed within the district?

- N/A

Q7- In one word, what is something that ASD does well?

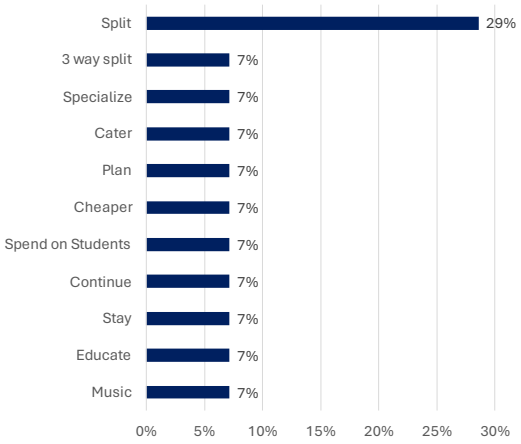


Top 9 Words

Responses	Count of Responses	Percent of Responses
Educate	3	21%
Efficiency	3	21%
Communicate	2	14%
Special	1	7%
Listens	1	7%
Teach	1	7%
Special Needs	1	7%
Adapt	1	7%
Effiency	1	7%
Grand Total	14	100%

Q8- If you had one wish for the district, what would it be?

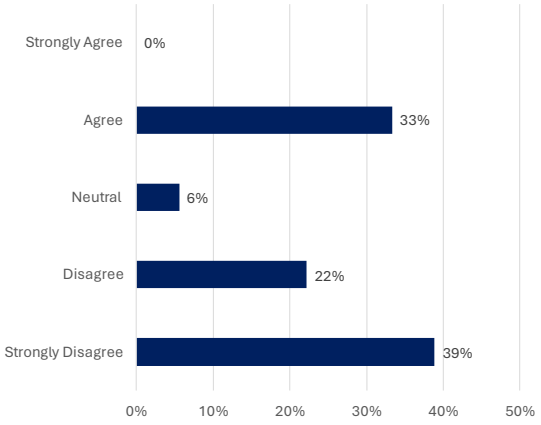
Top 11 Words



Top 11 Words

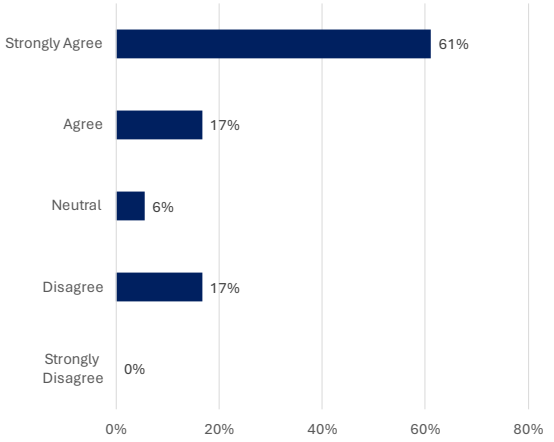
Responses	Count of Responses	Percent of Responses
Split	4	29%
3 way split	1	7%
Specialize	1	7%
Cater	1	7%
Plan	1	7%
Cheaper	1	7%
Spend on Students	1	7%
Continue	1	7%
Stay	1	7%
Educate	1	7%
Music	1	7%
Grand Total	14	100%

Q9 - Do you agree or disagree with the following statement? "The Alpine School District should remain as one consolidated school district."



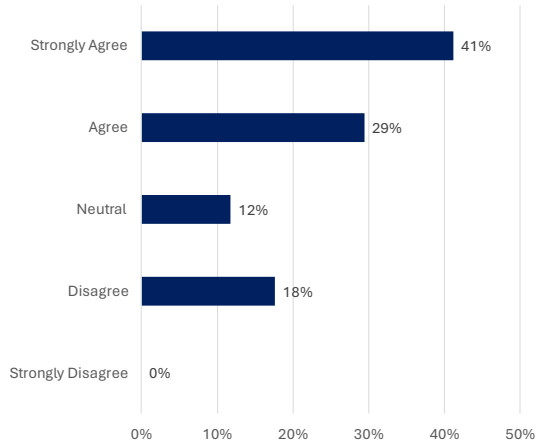
Response	Count	Percent
Strongly Agree	0	0%
Agree	6	33%
Neutral	1	6%
Disagree	4	22%
Strongly Disagree	7	39%
Total	18	100%

Q10 - What facility planning objective is least important to you?



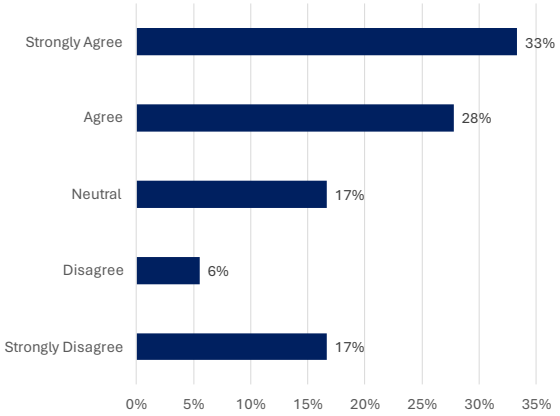
Response	Count	Percent
Strongly Agree	11	61%
Agree	3	17%
Neutral	1	6%
Disagree	3	17%
Strongly Disagree	0	0%
Total	18	100%

Q11 - What is your perception of the overall condition of the school facilities in the District as a whole?



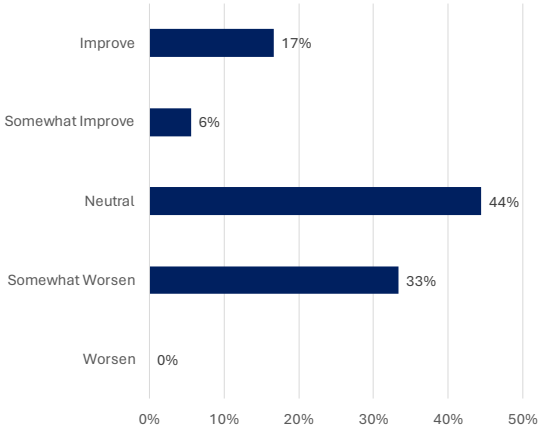
Response	Count	Percent
Strongly Agree	7	41%
Agree	5	29%
Neutral	2	12%
Disagree	3	18%
Strongly Disagree	0	0%
Total	17	100%

Q12 - What is your perception of the overall condition of the school facilities in the school(s) you are associated with?



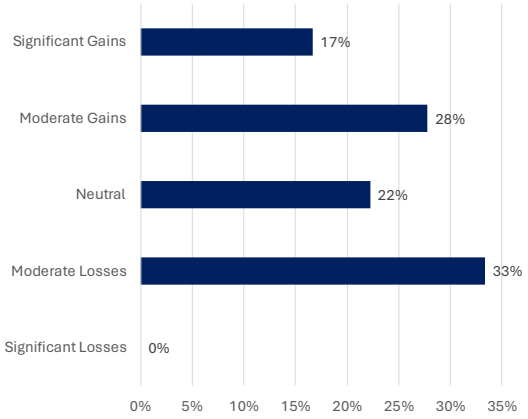
Response	Count	Percent
Strongly Agree	6	33%
Agree	5	28%
Neutral	3	17%
Disagree	1	6%
Strongly Disagree	3	17%
Total	18	100%

Q13 - If ASD were to reconfigure, do you anticipate learning outcomes and educational programs for students would improve or worsen?



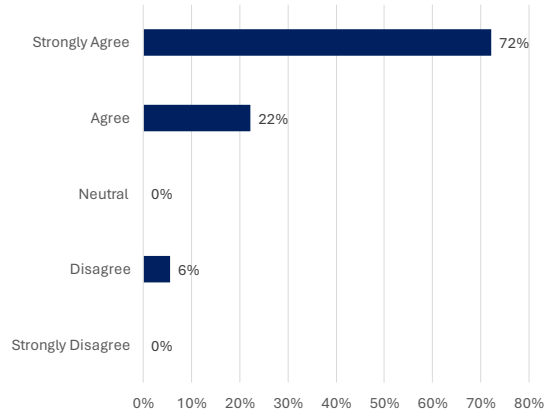
Response	Count	Percent
Improve	3	17%
Somewhat Improve	1	6%
Neutral	8	44%
Somewhat Worsen	6	33%
Worsen	0	0%
Total	18	100%

Q14 - Regarding long term academic, social, educational gains, or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the district?



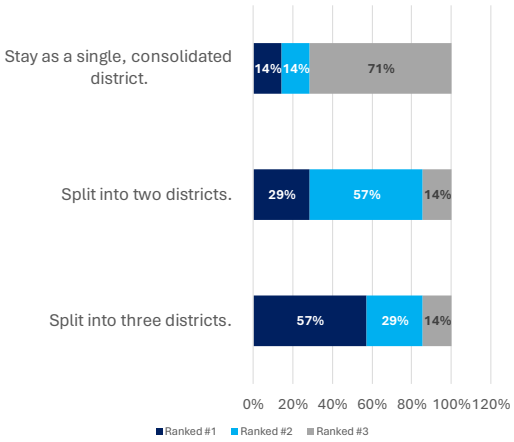
Response	Count	Percent
Significant Gains	3	17%
Moderate Gains	5	28%
Neutral	4	22%
Moderate Losses	6	33%
Significant Losses	0	0%
Total	18	100%

Q15 - Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that reconfiguration decisions are impacted by potential tax rate changes?



Response	Count	Percent
Strongly Agree	13	72%
Agree	4	22%
Neutral	0	0%
Disagree	1	6%
Strongly Disagree	0	0%
Total	18	100%

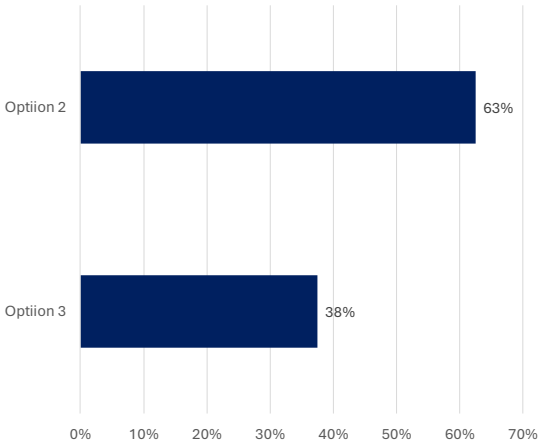
Q16 - Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)

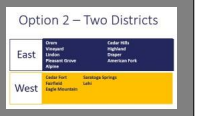
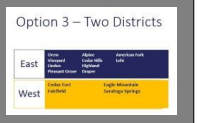


Ranking	Stay as a single, consolidated district.	Split into two districts.	Split into three districts.
1	2	4	8
2	2	8	4
3	10	2	2
Total	14	14	14

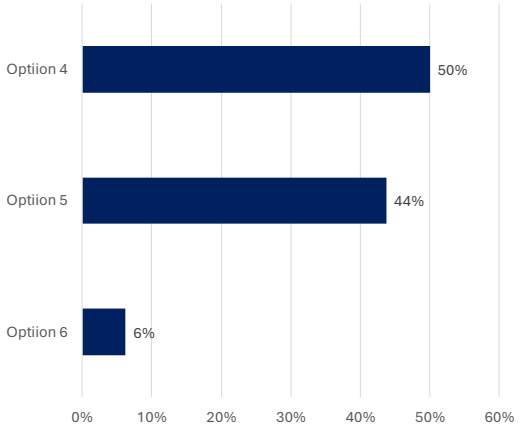
Ranking	Stay as a single, consolidated district.	Split into two districts.	Split into three districts.
Ranked #1	14%	29%	57%
Ranked #2	14%	57%	29%
Ranked #3	71%	14%	14%
Total	100%	100%	100%

Q17- If there was a 2 way split, which option ismore preferable?



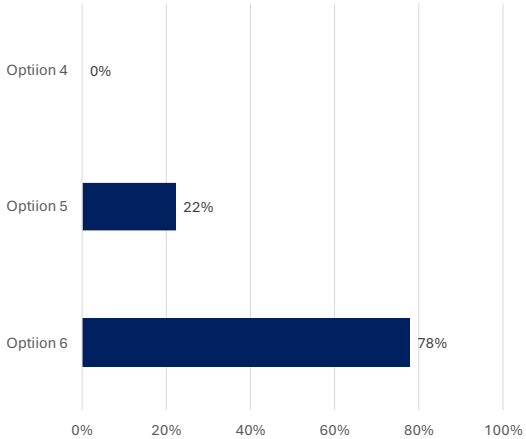
Response	Count	Percent
	10	63%
	6	38%
Total	16	100%

Q18- If there was a 3 way split, which option is MOST preferable?



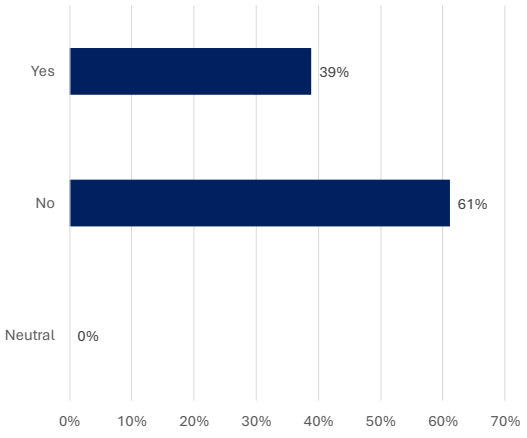
Response	Count	Percent
Option 4 – Three Districts	8	50%
Option 5 – Three Districts	7	44%
Option 6 – Three Districts	1	6%
Total	16	100%

Q19-If there was a 3 way split, which option is LEAST preferable?



Response	Count	Percent
Option 4 – Three Districts	0	0%
Option 5 – Three Districts	4	22%
Option 6 – Three Districts	14	78%
Total	18	100%

Q20 - Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



Response	Count	Percent
Yes	7	39%
No	11	61%
Neutral	0	0%
Total	18	100%

Q21- Do you have any additional thoughts on this topic or information you want to share?

Anticipation of Change and Splitting

- Participants acknowledge the current strengths of the Alpine School District but recognize the inevitability of change due to growth projections.
- Concerns about losing specialty programs in the event of a split are balanced with the recognition that addressing growth challenges may require district restructuring.
- Calls for a well-planned and equitable split if it becomes necessary, emphasizing the importance of making informed decisions for stakeholders, students, and staff.

Representation and Equity

- Issues of representation and equity within the district are highlighted, particularly regarding decision-making and resource allocation.
- Concerns about underrepresentation of certain areas, leading to decisions that may favor one side of the district over the other.
- Suggestions for fair representation on the school board based on population or student population to ensure balanced decision-making.

Data Transparency and Decision-Making

- Requests for comprehensive data, including capital needs, bond effects, and busing expenses, to inform discussions and decision-making processes.
- Emphasis on the importance of transparency in providing information to citizens, enabling them to understand the pros and cons of potential changes.
- Calls for inclusive decision-making processes, involving input from stakeholders and the wider community.

Q21- Do you have any additional thoughts on this topic or information you want to share?

Addressing Specific City Concerns

- Specific concerns from residents of cities like Eagle Mountain, Saratoga Springs, and Lehi regarding the impact of growth on their schools.
- Recognition of the urgent need for a split to address overcrowding and infrastructure challenges in certain areas.
- Suggestions for city-based splits to ensure equitable distribution of resources and support growth management effectively.

Preparation for Future Needs

- Recognition of the importance of understanding future capital needs and startup costs associated with potential district splits.
- Concerns about significant gaps in the discussion related to capital costs and the implications for new school needs and startup expenses.
- Emphasis on proactive planning to address future challenges and ensure the sustainability of educational resources and infrastructure.

Community Session Municipality Leadership 2

Participants in the Community Municipality Leadership session (72%) said they believed the school board should recommend a community vote on reconfiguration. Regarding the district's division, the same respondents were split, with 75% saying it should become two distinct districts and 17% saying it should stay as one.

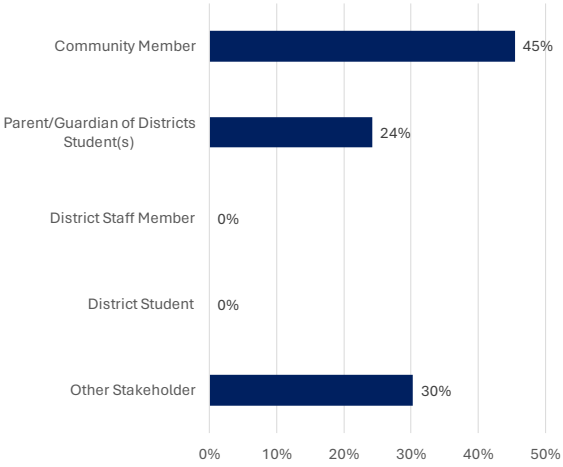
Divergent opinions existed over how a reconfiguration might affect students' achievement. Respondents' views on decisions about learning outcomes were divided; 40% thought that programs and outcomes would improve, while 27% thought they would get worse.

Regarding the reconfiguration of the rank order, the choices made by voters were as follows: 29% chose "splitting into two districts," 14% chose "staying as single, consolidated district," and 57% chose "splitting into three districts."

Option 3, according to the majority of participants (57%) was the best two-way split with Lehi in the east. At 57%, Option 5, which directs Pleasant Grove to head central, was selected for the three-way split.

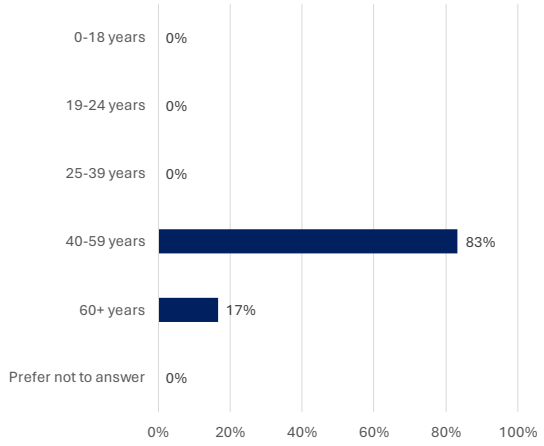
Of those surveyed, 36% believed that an enlarged school board was necessary if the district stayed the same, and 85% agreed that future tax adjustments would affect reconfiguration considerations.

Q1 - What describes your relationship to the school district? (check all that apply)



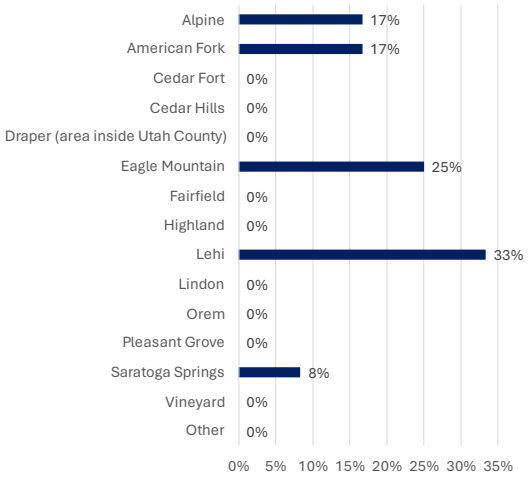
Response	Count	Percent
Community Member	15	45%
Parent/Guardian of Districts Student(s)	8	24%
District Staff Member	0	0%
District Student	0	0%
Other Stakeholder	10	30%
Total	33	100%

Q2 - What age range describes you?



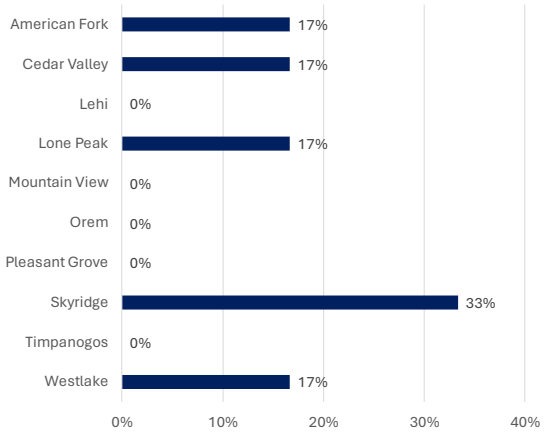
Response	Count	Percent
0-18 years	0	0%
19-24 years	0	0%
25-39 years	0	0%
40-59 years	10	83%
60+ years	2	17%
Prefer not to answer	0	0%
Total	12	100%

Q3 - Which community are you associated with? (Where you live.)



Response	Count	Percent
Alpine	2	17%
American Fork	2	17%
Cedar Fort	0	0%
Cedar Hills	0	0%
Draper (area inside Utah County)	0	0%
Eagle Mountain	3	25%
Fairfield	0	0%
Highland	0	0%
Lehi	4	33%
Lindon	0	0%
Orem	0	0%
Pleasant Grove	0	0%
Saratoga Springs	1	8%
Vineyard	0	0%
Other	0	0%
Total	12	100%

Q4 - Which high school serves as the high school for your attendance zone?



Response	Count	Percent
American Fork	2	17%
Cedar Valley	2	17%
Lehi	0	0%
Lone Peak	2	17%
Mountain View	0	0%
Orem	0	0%
Pleasant Grove	0	0%
Skyridge	4	33%
Timpanogos	0	0%
Westlake	2	17%
Total	12	100%

Q5 - If you are an employee of the district, with which high school cluster are you affiliated?

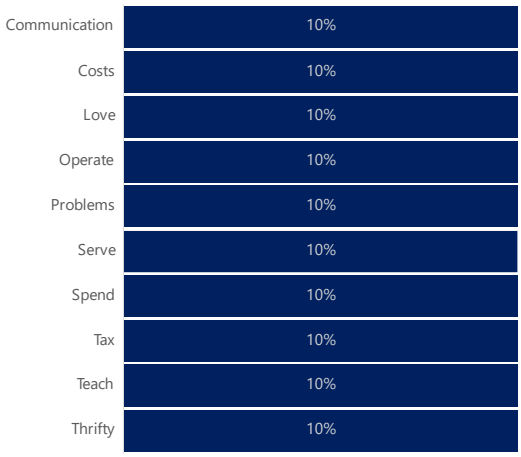
- N/A

Q6 - If you are an employee of the district, how long have you been employed within the district?

- N/A

Q7- In one word, what is something that ASD does well?

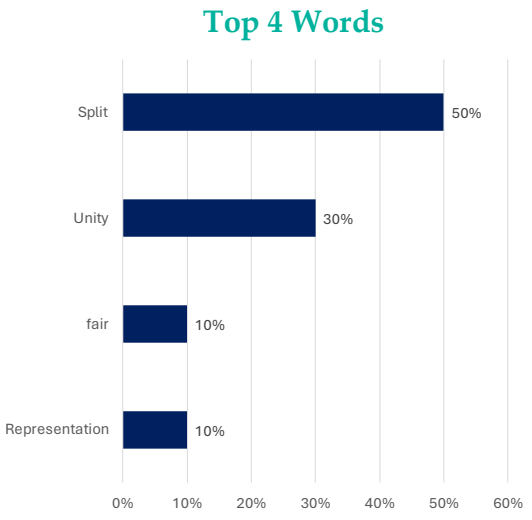
Top 10 Words



Top 10 Words

Responses	Count of Response	Percent of Response
Communication	1	10%
Costs	1	10%
Love	1	10%
Operate	1	10%
Problems	1	10%
Serve	1	10%
Spend	1	10%
Tax	1	10%
Teach	1	10%
Thrifty	1	10%
Total	10	100%

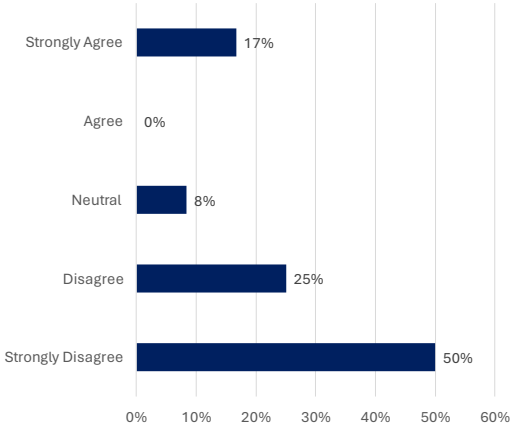
Q8- If you had one wish for the district, what would it be?



Top 4 Words

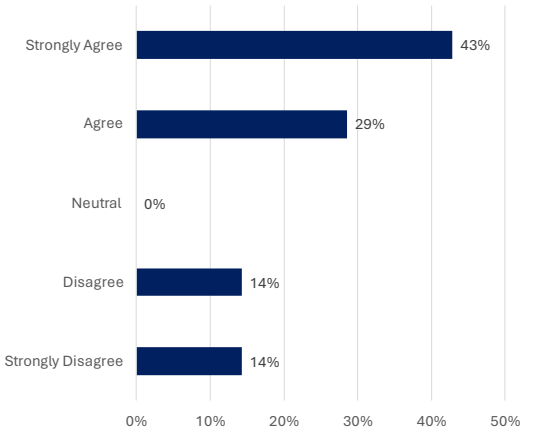
Responses	Count of Response	Percent of Response
Split	5	50%
Unity	3	30%
fair	1	10%
Representation	1	10%
Total	10	100%

Q9 - Do you agree or disagree with the following statement? "The Alpine School District should remain as one consolidated school district."



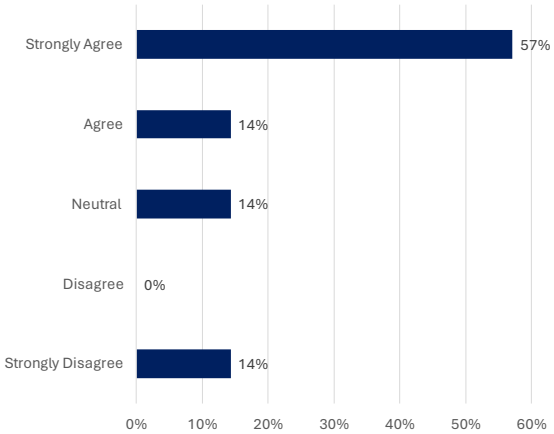
Response	Count	16.67
Strongly Agree	2	17%
Agree	0	0%
Neutral	1	8%
Disagree	3	25%
Strongly Disagree	6	50%
Total	12	100%

Q10 - What facility planning objective is least important to you?



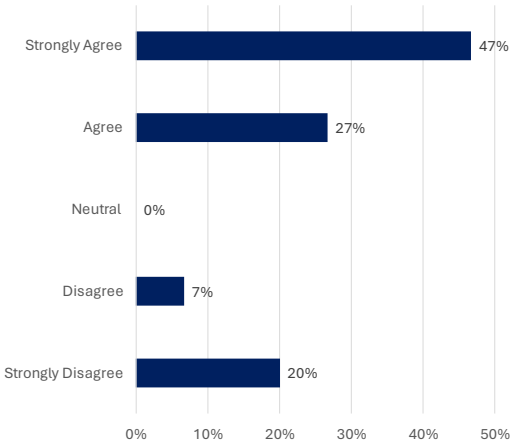
Response	Count	Percent
Strongly Agree	6	43%
Agree	4	29%
Neutral	0	0%
Disagree	2	14%
Strongly Disagree	2	14%
Total	14	100%

Q11 - What is your perception of the overall condition of the school facilities in the District as a whole?



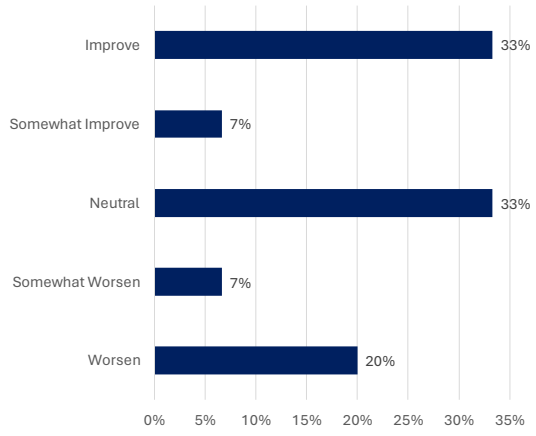
Response	Count	Percent
Strongly Agree	8	57%
Agree	2	14%
Neutral	2	14%
Disagree	0	0%
Strongly Disagree	2	14%
Total	14	100%

Q12 - What is your perception of the overall condition of the school facilities in the school(s) you are associated with?



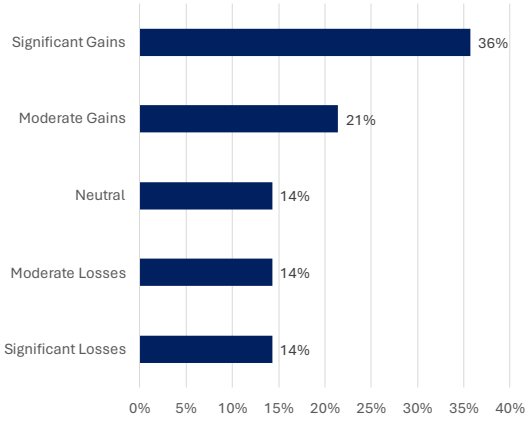
Response	Count	Percent
Strongly Agree	7	47%
Agree	4	27%
Neutral	0	0%
Disagree	1	7%
Strongly Disagree	3	20%
Total	15	100%

Q13 - If ASD were to reconfigure, do you anticipate learning outcomes and educational programs for students would improve or worsen?



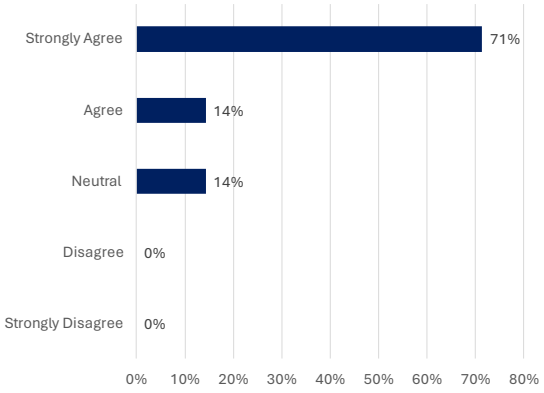
Response	Count	Percent
Improve	5	33%
Somewhat Improve	1	7%
Neutral	5	33%
Somewhat Worsen	1	7%
Worsen	3	20%
Total	15	100%

Q14 - Regarding long term academic, social, educational gains, or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the district?



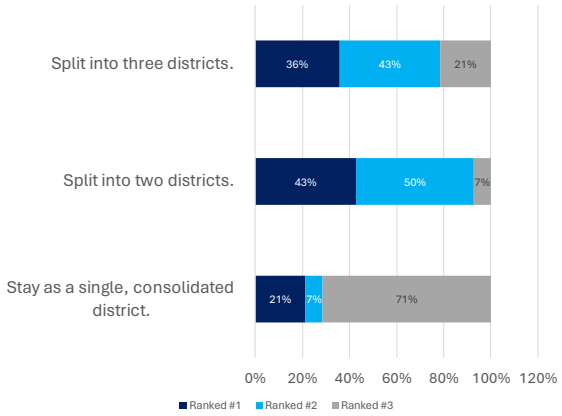
Response	Count	Percent
Significant Gains	5	36%
Moderate Gains	3	21%
Neutral	2	14%
Moderate Losses	2	14%
Significant Losses	2	14%
Total	14	100%

Q15 - Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that reconfiguration decisions are impacted by potential tax rate changes?



Response	Count	Percent
Strongly Agree	10	71%
Agree	2	14%
Neutral	2	14%
Disagree	0	0%
Strongly Disagree	0	0%
Total	14	100%

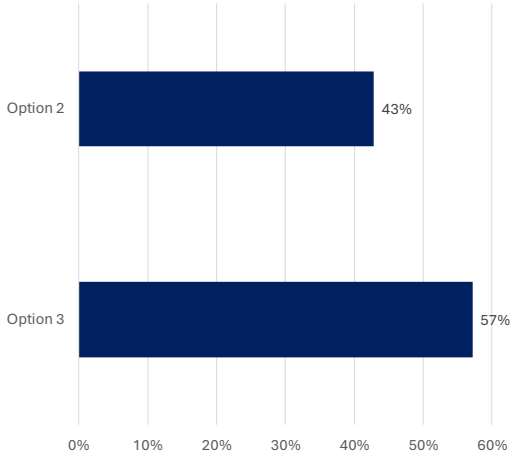
Q16 - Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)

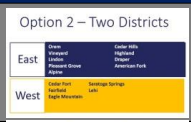


Ranking	Stay as a single, consolidated district.	Split into two districts.	Split into three districts.
1	3	6	5
2	1	7	6
3	10	1	3
Total	14	14	14

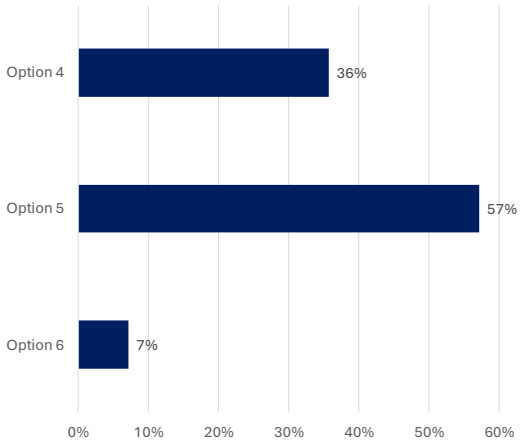
Ranking	Stay as a single, consolidated district.	Split into two districts.	Split into three districts.
Ranked #1	21%	43%	36%
Ranked #2	7%	50%	43%
Ranked #3	71%	7%	21%
Total	100%	100%	100%

Q17- If there was a 2 way split, which option is more preferable?



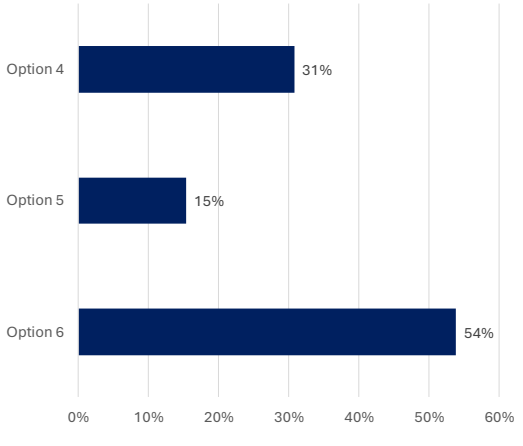
Response	Count	Percent
	6	43%
	8	57%
Total	14	100%

Q18- If there was a 3 way split, which option is MOST preferable?



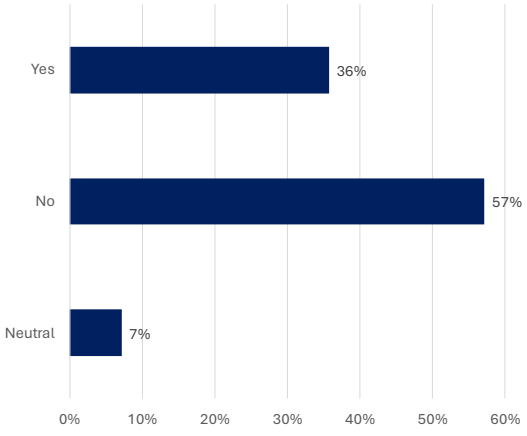
Response	Count	Percent
Option 4 – Three Districts	5	36%
Option 5 – Three Districts	8	57%
Option 6 – Three Districts	1	7%
Total	14	100%

Q19-If there was a 3 way split, which option is LEAST preferable?



Response	Count	Percent
Option 4 – Three Districts	4	31%
Option 5 – Three Districts	2	15%
Option 6 – Three Districts	7	54%
Total	13	100%

Q20 - Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



Response	Count	Percent
Yes	5	36%
No	8	57%
Neutral	1	7%
Total	14	100%

Q21- Do you have any additional thoughts on this topic or information you want to share?

Equity and Representation Concerns

- Some participants question the equity of remaining unified, citing disparities between cities.
- Lack of representation and perceived inequities drive the discussion about a potential split.
- Calls for greater representation on the school board to address concerns about equity and decision-making.

Financial Viability and Efficiency

- Recognition of the financial challenges facing the district, particularly after the failure of a school bond.
- Concerns about the viability of the district as a single entity, especially regarding small schools and financial decisions.
- Emphasis on the importance of efficiency and economy of scale in managing taxpayer funds effectively.

Support for Change

- Some participants express readiness for change, advocating for proactive decision-making.
- Calls to address issues head-on rather than prolonging the process, suggesting a willingness to embrace change.
- Sentiments favoring a split to address perceived issues of representation and equity.

Q21- Do you have any additional thoughts on this topic or information you want to share?

Population-based Representation

- Observations about the influence of population size on representation within the district.
- Suggestions to expand the school board based on population size to ensure fair representation.
- Recognition of the impact of population demographics on decision-making processes within the district.

Transparency and Access to Information

- Requests for comprehensive financial data and information on capital needs to inform decision-making.
- Desire for transparency in sharing financial information and understanding the implications of potential changes.
- Emphasis on the importance of access to detailed financials and capital needs information for informed decision-making.

Community Session 1

In the community meetings, 76% of participants felt the school board should recommend a community vote on reconfiguration. Additionally, 50% of those same participants felt that the district should remain as one consolidated school district.

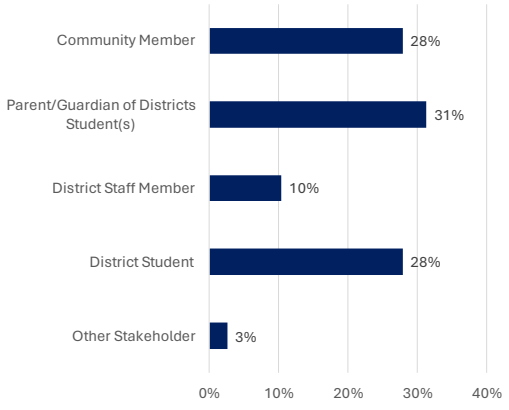
Thoughts differed on the impact a reconfiguration would have on student learning with 27% indicating learning outcomes would improve and 48% indicating there would be academic, social, and educational losses.

In the rank order of reconfiguration options, "Stay as single, consolidated district" received 52% of the votes. "Split into two districts" received 31%, and "Split into three districts" received 16%.

A majority of this group, 57%, felt that the most preferable two-way split is Option 2 with Lehi in the west. In the three-way split preference question, Option 4 with Pleasant Grove going east was the selected option at 65%.

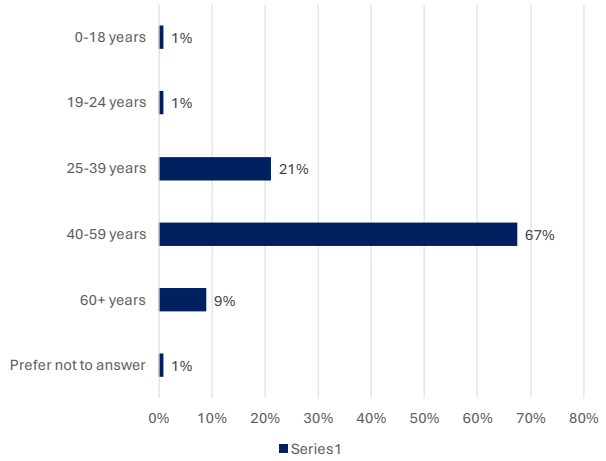
Participants agreed (90%) that potential tax changes would impact reconfiguration considerations. Moreover, 65% supported the idea of an expanded school board should the district remain as one.

Q1 - What describes your relationship to the school district? (check all that apply)



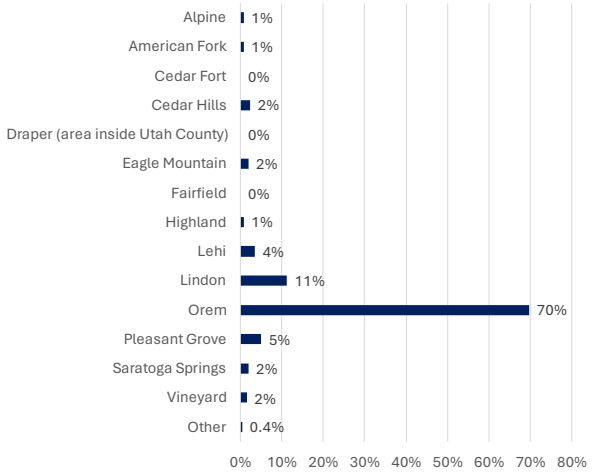
Response	Count	Percent
Community Member	236	28%
Parent/Guardian of Districts Student(s)	265	31%
District Staff Member	88	10%
District Student	236	28%
Other Stakeholder	22	3%
Total	847	100%

Q2 - What age range describes you?



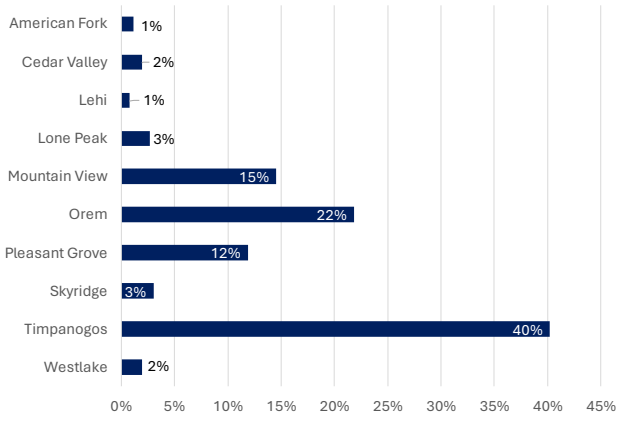
Response	Count	Percent
0-18 years	2	1%
19-24 years	2	1%
25-39 years	52	21%
40-59 years	166	67%
60+ years	22	9%
Prefer not to answer	2	1%
Total	246	100%

Q3 - Which community are you associated with? (Where you live.)



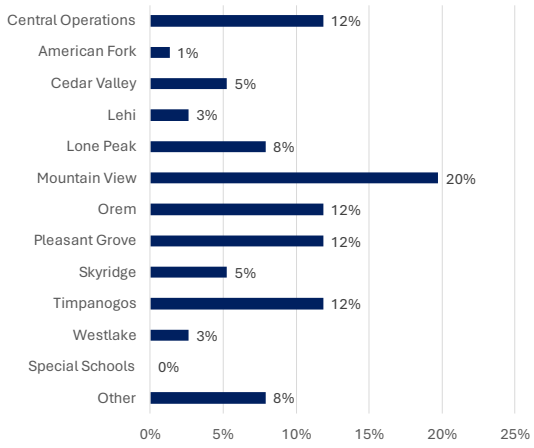
Response	Count	Percent
Alpine	2	1%
American Fork	2	1%
Cedar Fort	0	0%
Cedar Hills	6	2%
Draper (area inside Utah County)	0	0%
Eagle Mountain	5	2%
Fairfield	0	0%
Highland	2	1%
Lehi	9	4%
Lindon	29	11%
Orem	179	70%
Pleasant Grove	13	5%
Saratoga Springs	5	2%
Vineyard	4	2%
Other	1	0.4%
Total	257	100%

Q4 - Which high school serves as the high school for your attendance zone?



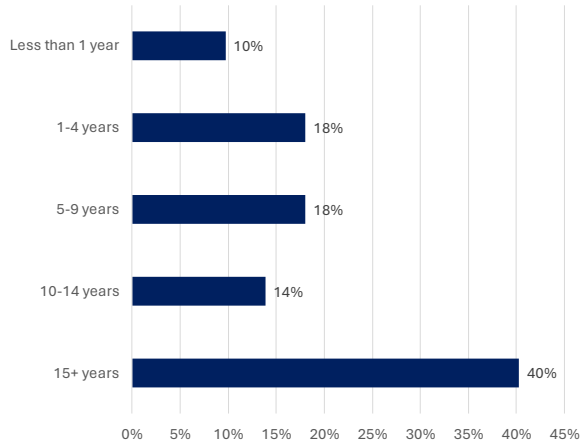
Response	Count	Percent
American Fork	3	1%
Cedar Valley	5	2%
Lehi	2	1%
Lone Peak	7	3%
Mountain View	38	15%
Orem	57	22%
Pleasant Grove	31	12%
Skyridge	8	3%
Timpanogos	105	40%
Westlake	5	2%
Total	261	100%

Q5 - If you are an employee of the district, with which high school cluster are you affiliated?



Response	Count	Percent
Central Operations	9	12%
American Fork	1	1%
Cedar Valley	4	5%
Lehi	2	3%
Lone Peak	6	8%
Mountain View	15	20%
Orem	9	12%
Pleasant Grove	9	12%
Skyridge	4	5%
Timpanogos	9	12%
Westlake	2	3%
Special Schools	0	0%
Other	6	8%
Total	76	100%

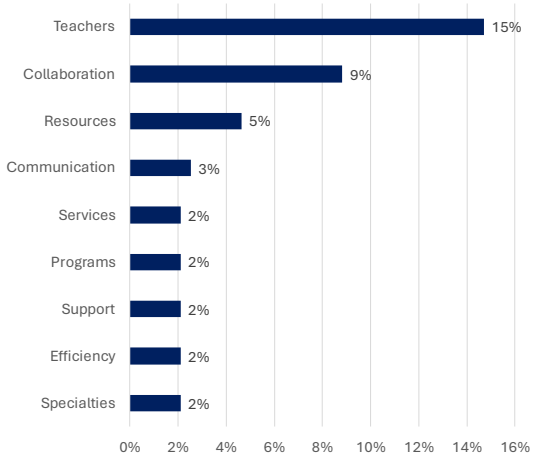
Q6 - If you are an employee of the district, how long have you been employed within the district?



Response	Count	Percent
Less than 1 year	7	10%
1-4 years	13	18%
5-9 years	13	18%
10-14 years	10	14%
15+ years	29	40%
Total	72	100%

Q7- In one word, what is something that ASD does well?

Top 9 Words

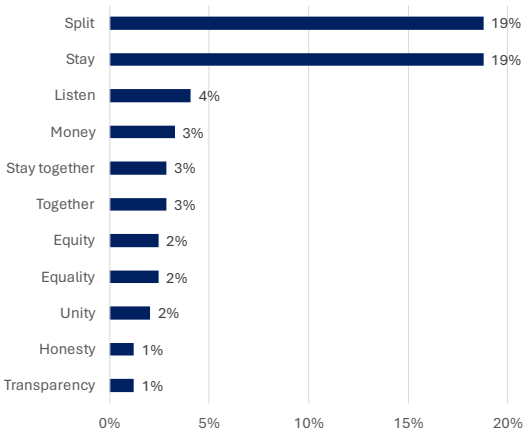


Top 18 Words

Responses	Count of Responses	Percent of Responses
Teachers	35	15%
Collaboration	21	9%
Resources	11	5%
Communication	6	3%
Services	5	2%
Programs	5	2%
Support	5	2%
Efficiency	5	2%
Specialties	5	2%
Special Needs	4	2%
Benefits	4	2%
Nothing	4	2%
Teach	4	2%
Options	3	1%
Care	3	1%
Budget	3	1%
Lies	3	1%
Educate	3	1%

Q8- If you had one wish for the district, what would it be?

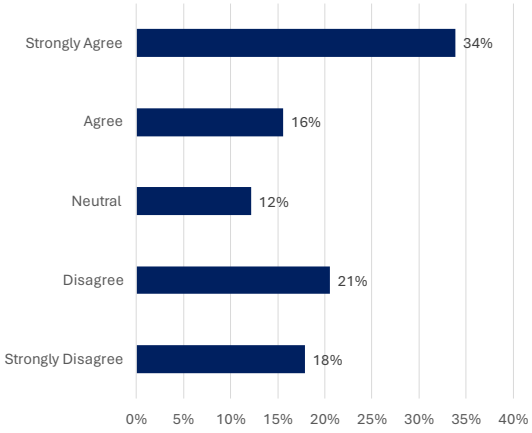
Top 11 Words



Top 19 Words

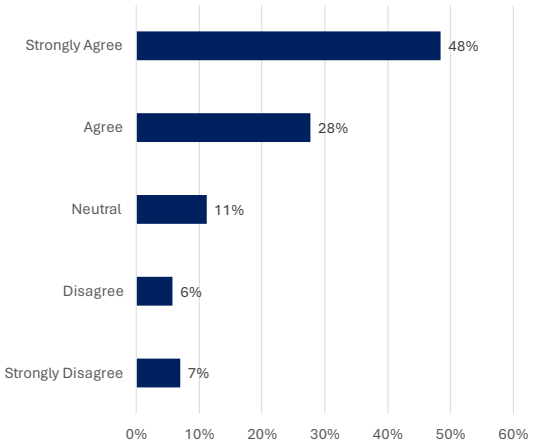
Responses	Count of Responses	Percent of Responses
Split	46	19%
Stay	46	19%
Listen	10	4%
Money	8	3%
Stay together	7	3%
Together	7	3%
Equity	6	2%
Equality	6	2%
Unity	5	2%
Honesty	3	1%
Transparency	3	1%
salary	2	1%
Remain	2	1%
Local	2	1%
Communication	2	1%
Respect	2	1%
Consistency	2	1%
Funding	2	1%
Transparent	2	1%

Q9 - Do you agree or disagree with the following statement? "The Alpine School District should remain as one consolidated school district."



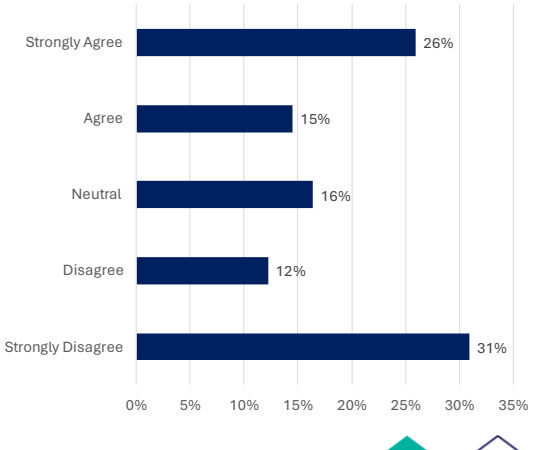
Response	Count	Percent
Strongly Agree	89	34%
Agree	41	16%
Neutral	32	12%
Disagree	54	21%
Strongly Disagree	47	18%
Total	263	100%

Q10 - What facility planning objective is least important to you?



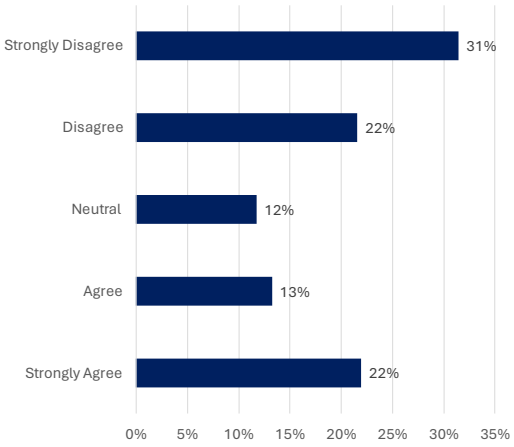
Response	Count	Percent
Strongly Agree	126	48%
Agree	72	28%
Neutral	29	11%
Disagree	15	6%
Strongly Disagree	18	7%
Total	260	100%

Q11 - What is your perception of the overall condition of the school facilities in the District as a whole?



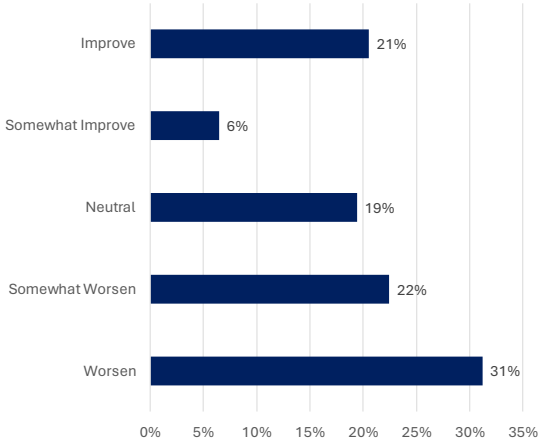
Response	Count	Percent
Strongly Agree	68	26%
Agree	38	15%
Neutral	43	16%
Disagree	32	12%
Strongly Disagree	81	31%
Total	262	100%

Q12 - What is your perception of the overall condition of the school facilities in the school(s) you are associated with?



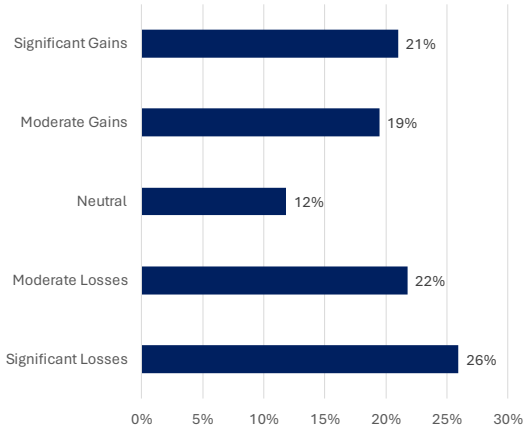
Response	Count	Percent
Strongly Agree	58	22%
Agree	35	13%
Neutral	31	12%
Disagree	57	22%
Strongly Disagree	83	31%
Total	264	100%

Q13 - If ASD were to reconfigure, do you anticipate learning outcomes and educational programs for students would improve or worsen?



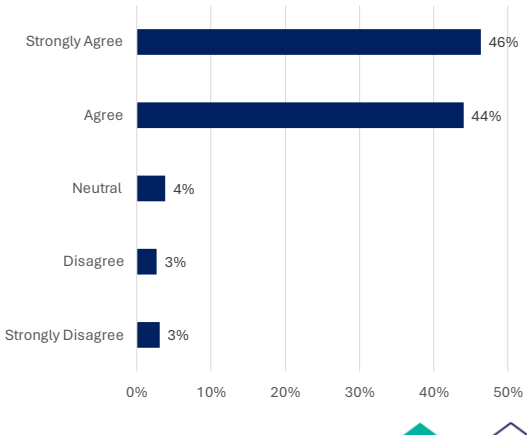
Response	Count	Percent
Improve	54	21%
Somewhat Improve	17	6%
Neutral	51	19%
Somewhat Worsen	59	22%
Worsen	82	31%
Total	263	100%

Q14 - Regarding long term academic, social, educational gains, or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the district?



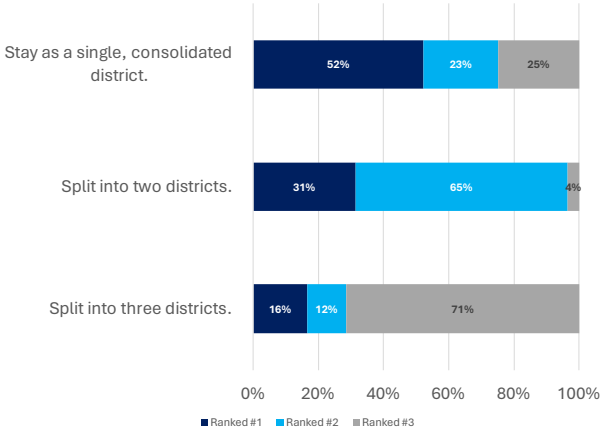
Response	Count	Percent
Significant Gains	55	21%
Moderate Gains	51	19%
Neutral	31	12%
Moderate Losses	57	22%
Significant Losses	68	26%
Total	262	100%

Q15 - Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that reconfiguration decisions are impacted by potential tax rate changes?



Response	Count	Percent
Strongly Agree	120	46%
Agree	114	44%
Neutral	10	4%
Disagree	7	3%
Strongly Disagree	8	3%
Total	259	100%

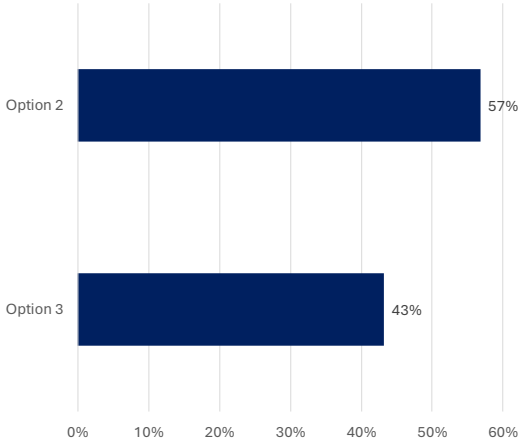
Q16 - Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)

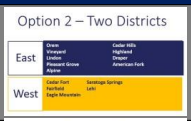


Ranking	Stay as a single, consolidated district.	Split into two districts.	Split into three districts.
1	130	78	41
2	57	162	30
3	62	9	178
Total	249	249	249

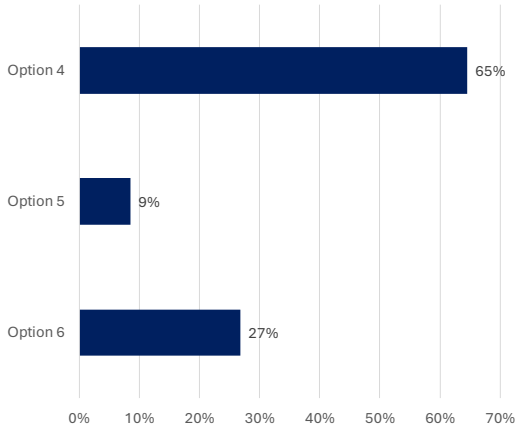
Ranking	Stay as a single, consolidated district.	Split into two districts.	Split into three districts.
Ranked #1	52%	31%	16%
Ranked #2	23%	65%	12%
Ranked #3	25%	4%	71%
Total	100%	100%	100%

Q17- If there was a 2 way split, which option is more preferable?



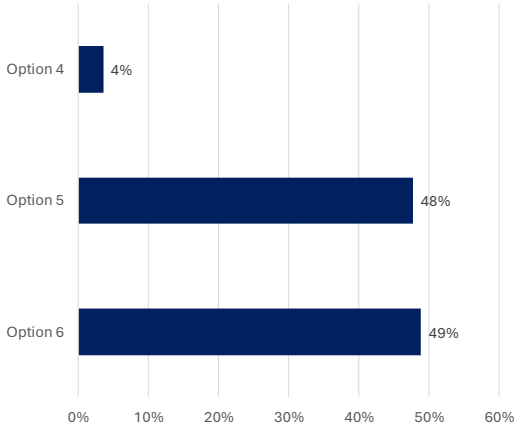
Response	Count	Percent
Option 2 – Two Districts 	142	57%
Option 3 – Two Districts	108	43%
Total	250	100%

Q18- If there was a 3 way split, which option is MOST preferable?



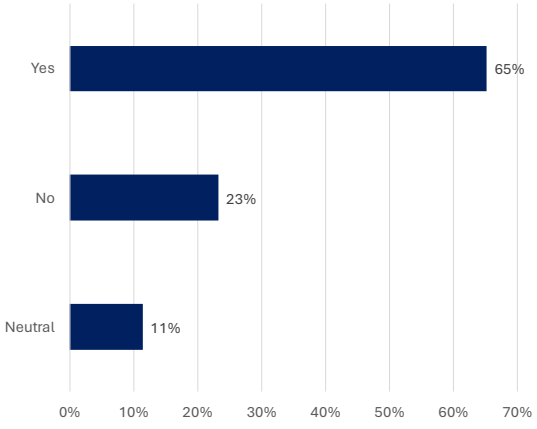
Response	Count	Percent
Option 4 – Three Districts	166	65%
Option 5 – Three Districts	22	9%
Option 6 – Three Districts	69	27%
Total	257	100%

Q19-If there was a 3 way split, which option is LEAST preferable?



Response	Count	Percent
Option 4 – Three Districts	9	4%
Option 5 – Three Districts	122	48%
Option 6 – Three Districts	125	49%
Total	256	100%

Q20 - Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



Response	Count	Percent
Yes	171	65%
No	61	23%
Neutral	30	11%
Total	262	100%

Q21- Do you have any additional thoughts on this topic or information you want to share?

District Split vs. Unity

- Diverse opinions on whether the district should split or remain unified
- Concerns about the potential benefits and drawbacks of splitting, including impacts on services, representation, and resources
- Desire for a transparent and fair decision-making process that considers the best interests of students and communities

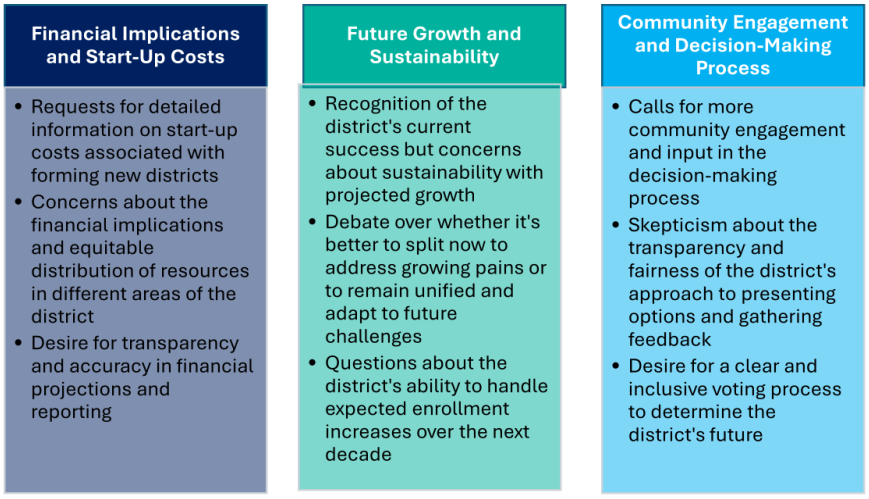
Local School Representation and Neglect

- Frustration with perceived neglect of local schools as the district grows
- Calls for increased representation and decision-making power at the local level
- Concerns about closures of neighborhood schools and underrepresentation in district decisions

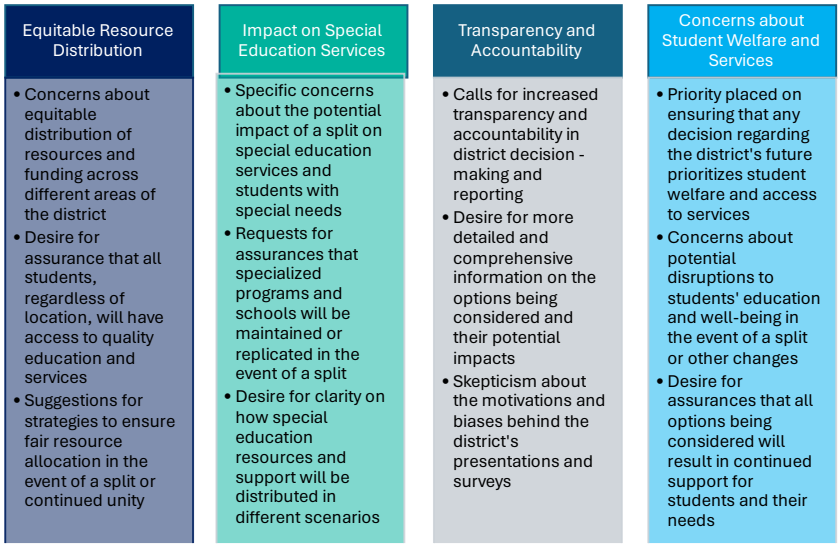
Employee Concerns and Benefits

- Deep concerns among employees about potential impacts on salaries, benefits, and job security in the event of a split
- Specific worries from special education teachers about the needs of their students and access to specialized services
- Desire for more clarity and assurance regarding the future of employment conditions and benefits

Q21- Do you have any additional thoughts on this topic or information you want to share?



Q21- Do you have any additional thoughts on this topic or information you want to share?



Community Session 2

The school board should suggest a community vote on reconfiguration, according to 77% of attendees at the community meetings. Furthermore, according to 57% of the same participants, the district should continue operating as a single, consolidated school system.

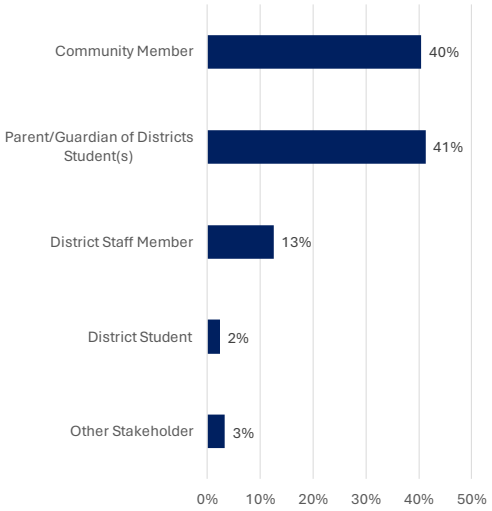
Reconfiguration's potential effects on student learning were viewed differently, with 30% believing it would increase learning outcomes and 48% believing it would result in losses in the areas of academics and education.

"Stay as single, consolidated district" garnered 60% of the votes in the reconfiguration choices ranking. "Split into two districts" received 27%, while "split into three districts" received 14%.

With Lehi in the west, Option 2 is deemed the most desirable two-way split by the majority in this group (77%). When asked a three-way split preference question, 69% of respondents chose Option 4, which showed Pleasant Grove heading east.

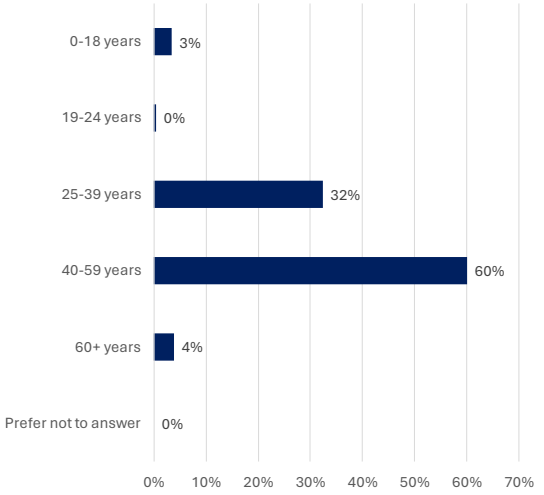
Reconfiguration considerations would be impacted by possible tax changes, as agreed upon by 87% of participants. Furthermore, 73% agreed that if the district stayed unified, there should be an expanded school board.

Q1 - What describes your relationship to the school district? (check all that apply)



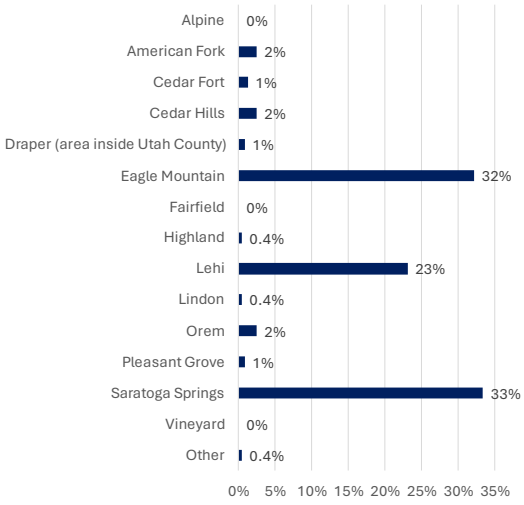
Response	Count	Percent
Community Member	206	40%
Parent/Guardian of Districts Student(s)	210	41%
District Staff Member	64	13%
District Student	12	2%
Other Stakeholder	17	3%
Total	509	100%

Q2 - What age range describes you?



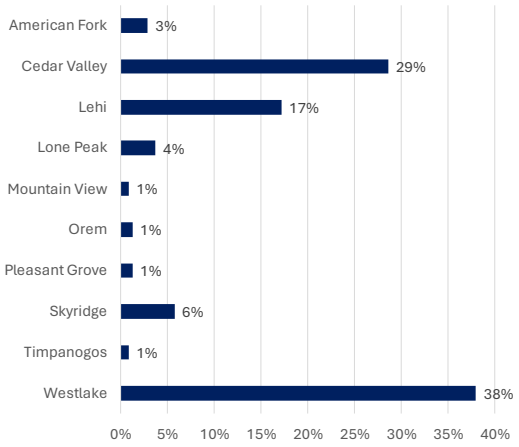
Response	Count	Percent
0-18 years	8	3%
19-24 years	1	0%
25-39 years	76	32%
40-59 years	141	60%
60+ years	9	4%
Prefer not to answer	0	0%
Total	235	100%

Q3 - Which community are you associated with? (Where you live.)



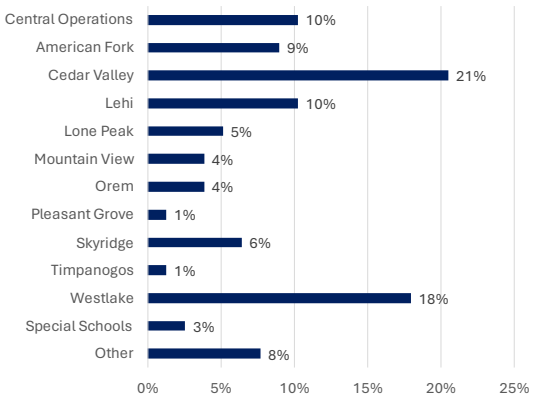
Response	Count	Percent
Alpine	0	0%
American Fork	6	2%
Cedar Fort	3	1%
Cedar Hills	6	2%
Draper (area inside Utah County)	2	1%
Eagle Mountain	78	32%
Fairfield	0	0%
Highland	1	0.4%
Lehi	56	23%
Lindon	1	0.4%
Orem	6	2%
Pleasant Grove	2	1%
Saratoga Springs	81	33%
Vineyard	0	0%
Other	1	0.4%
Total	243	100%

Q4 - Which high school serves as the high school for your attendance zone?



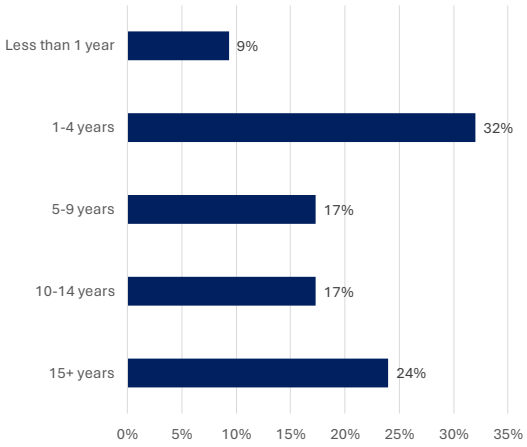
Response	Count	Percent
American Fork	7	3%
Cedar Valley	70	29%
Lehi	42	17%
Lone Peak	9	4%
Mountain View	2	1%
Orem	3	1%
Pleasant Grove	3	1%
Skyridge	14	6%
Timpanogos	2	1%
Westlake	93	38%
Total	245	100%

Q5 - If you are an employee of the district, with which high school cluster are you affiliated?



Response	Count	Percent
Central Operations	8	10%
American Fork	7	9%
Cedar Valley	16	21%
Lehi	8	10%
Lone Peak	4	5%
Mountain View	3	4%
Orem	3	4%
Pleasant Grove	1	1%
Skyridge	5	6%
Timpanogos	1	1%
Westlake	14	18%
Special Schools	2	3%
Other	6	8%
Total	78	100%

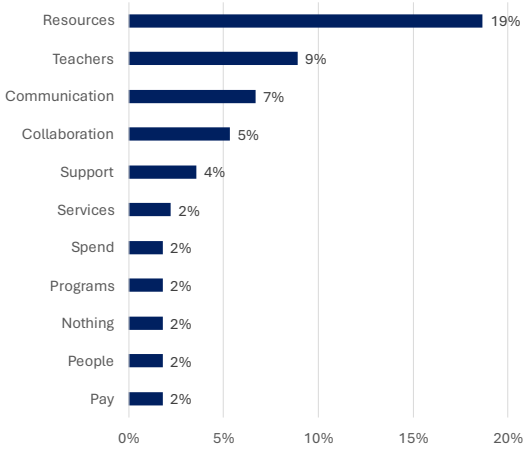
Q6 - If you are an employee of the district, how long have you been employed within the district?



Response	Count	Percent
Less than 1 year	7	9%
1-4 years	24	32%
5-9 years	13	17%
10-14 years	13	17%
15+ years	18	24%
Total	75	100%

Q7- In one word, what is something that ASD does well?

Top 11 Words

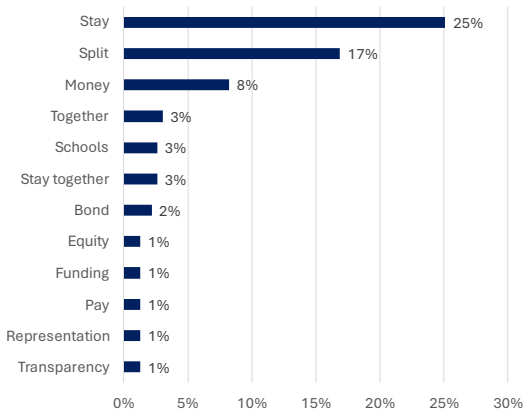


Top 15 Words

Response	Count of Response	Percent of Response
Resources	42	19%
Teachers	20	9%
Communication	15	7%
Collaboration	12	5%
Support	8	4%
Services	5	2%
Spend	4	2%
Programs	4	2%
Nothing	4	2%
People	4	2%
Pay	4	2%
Special education	3	1%
Community	3	1%
Education	3	1%
Finances	3	1%

Q8- If you had one wish for the district, what would it be?

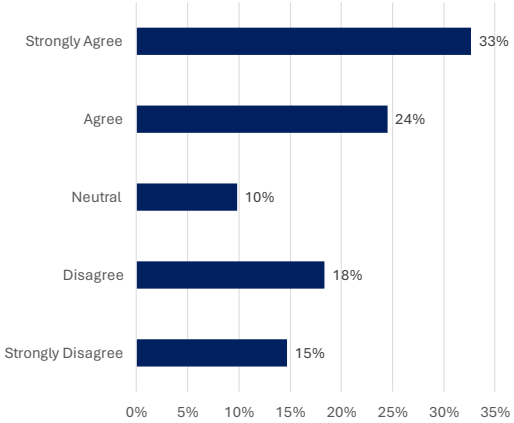
Top 12 Words



Top 18 Words

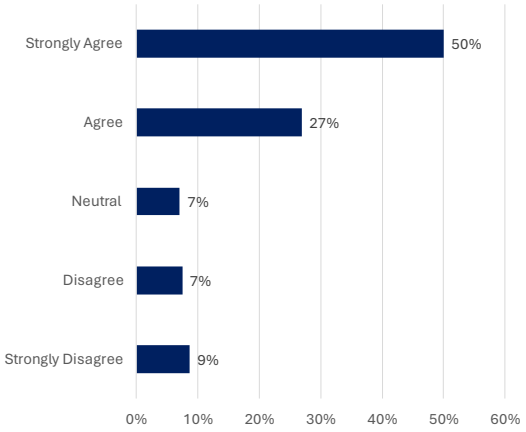
Response	Count of Response	Percent of Response
Stay	58	25%
Split	39	17%
Money	19	8%
Together	7	3%
Schools	6	3%
Stay together	6	3%
Bond	5	2%
Equity	3	1%
Funding	3	1%
Pay	3	1%
Representation	3	1%
Transparency	3	1%
Unity	2	1%
Smaller class sizes	2	1%
Quality	2	1%
Class-size	2	1%
Community	2	1%
Overcrowding	2	1%

Q9 - Do you agree or disagree with the following statement? "The Alpine School District should remain as one consolidated school district."



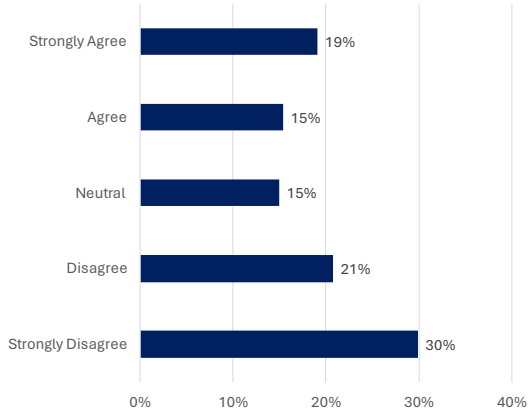
Response	Count	Percent
Strongly Agree	80	33%
Agree	60	24%
Neutral	24	10%
Disagree	45	18%
Strongly Disagree	36	15%
Total	245	100%

Q10 - What facility planning objective is least important to you?



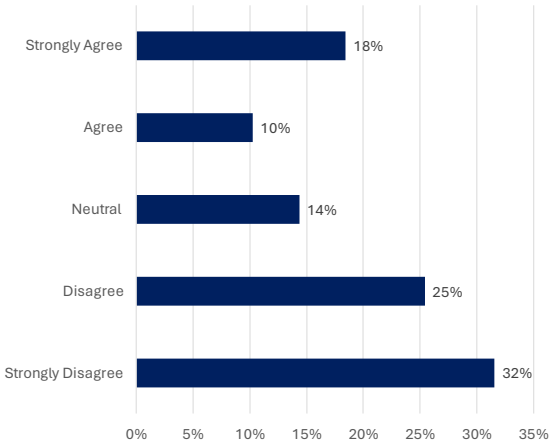
Response	Count	Percent
Strongly Agree	121	50%
Agree	65	27%
Neutral	17	7%
Disagree	18	7%
Strongly Disagree	21	9%
Total	242	100%

Q11 - What is your perception of the overall condition of the school facilities in the District as a whole?



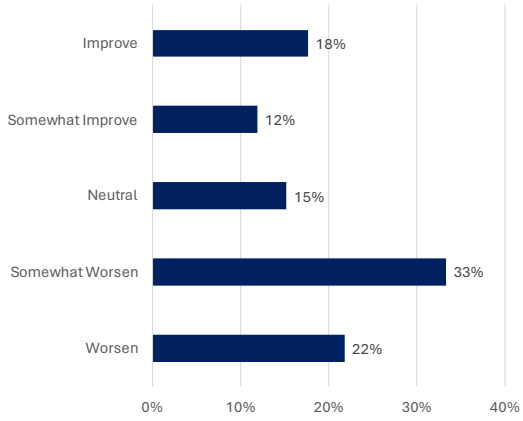
Response	Count	Percent
Strongly Agree	46	19%
Agree	37	15%
Neutral	36	15%
Disagree	50	21%
Strongly Disagree	72	30%
Total	241	100%

Q12 - What is your perception of the overall condition of the school facilities in the school(s) you are associated with?



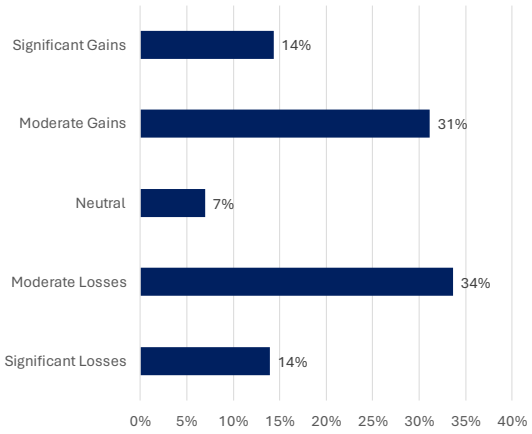
Response	Count	Percent
Strongly Agree	45	18%
Agree	25	10%
Neutral	35	14%
Disagree	62	25%
Strongly Disagree	77	32%
Total	244	100%

Q13 - If ASD were to reconfigure, do you anticipate learning outcomes and educational programs for students would improve or worsen?



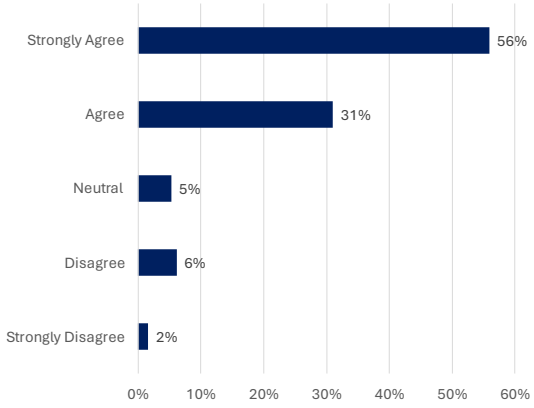
Response	Count	Percent
Improve	43	18%
Somewhat Improve	29	12%
Neutral	37	15%
Somewhat Worsen	81	33%
Worsen	53	22%
Total	243	100%

Q14 - Regarding long term academic, social, educational gains, or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the district?



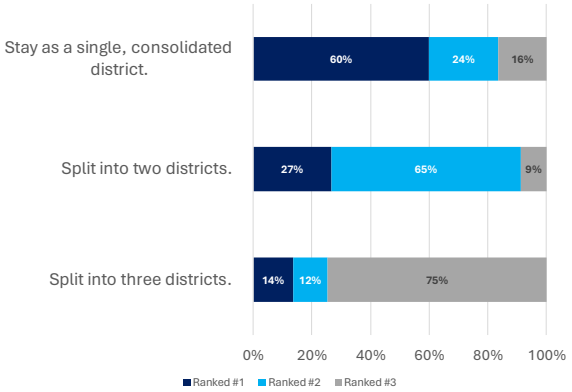
Response	Count	Percent
Significant Gains	35	14%
Moderate Gains	76	31%
Neutral	17	7%
Moderate Losses	82	34%
Significant Losses	34	14%
Total	244	100%

Q15 - Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that reconfiguration decisions are impacted by potential tax rate changes?



Response	Count	Percent
Strongly Agree	137	56%
Agree	76	31%
Neutral	13	5%
Disagree	15	6%
Strongly Disagree	4	2%
Total	245	100%

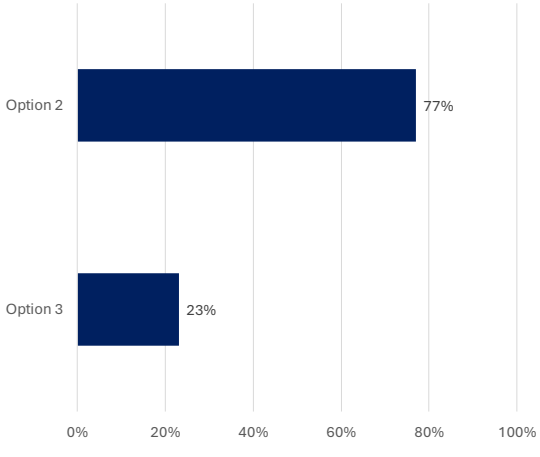
Q16 - Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)



Ranking	Stay as a single, consolidated district.	Split into two districts.	Split into three districts.
1	142	63	32
2	56	153	28
3	39	21	177
Total	237	237	237

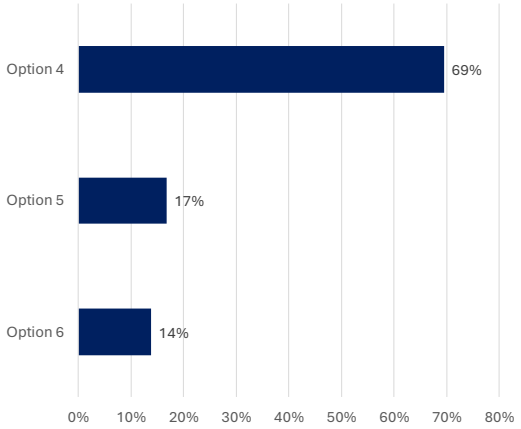
Ranking	Stay as a single, consolidated district.	Split into two districts.	Split into three districts.
Ranked #1	60%	27%	14%
Ranked #2	24%	65%	12%
Ranked #3	16%	9%	75%
Total	100%	100%	100%

Q17- If there was a 2 way split, which option is more preferable?



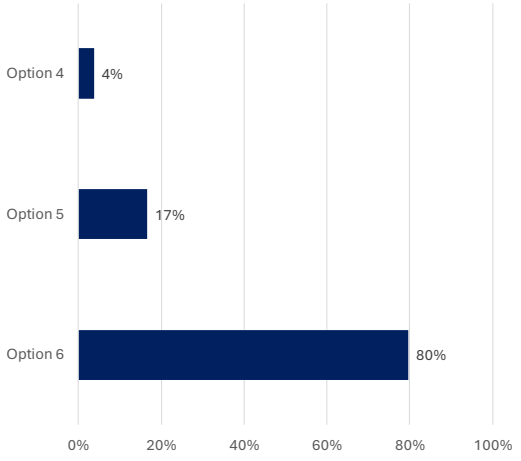
Response	Count	Percent
	184	77%
	55	23%
Total	239	100%

Q18- If there was a 3 way split, which option is MOST preferable?



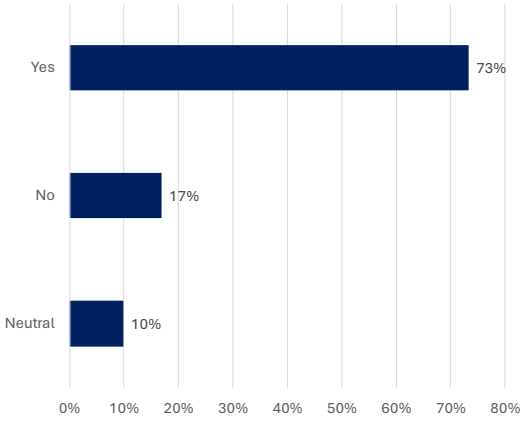
Response	Count	Percent
Option 4 – Three Districts	166	69%
Option 5 – Three Districts	40	17%
Option 6 – Three Districts	33	14%
Total	239	100%

Q19-If there was a 3 way split, which option is LEAST preferable?



Response	Count	Percent
Option 4 – Three Districts	9	4%
Option 5 – Three Districts	40	17%
Option 6 – Three Districts	192	80%
Total	241	100%

Q20 - Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



Response	Count	Percent
Yes	178	73%
No	41	17%
Neutral	24	10%
Total	243	100%

Q21- Do you have any additional thoughts on this topic or information you want to share?

Preference for Unity vs. Split

- Some participants advocated for maintaining the district's unity, citing benefits such as shared resources, strong community relations, and consistent quality across schools.
- Others supported a split, emphasizing the need for local control, tailored solutions to unique community needs, and more manageable district sizes for effective governance.
- Concerns were raised about potential division and discord among communities in a split scenario, while others saw it as an opportunity for increased autonomy and responsiveness to local needs.

Impact on Education Quality

- Participants expressed concerns about how a split or staying together would affect education quality, including class sizes, teacher recruitment, specialized programs, and student outcomes.
- Some believed that staying together would ensure continuity and stability in educational standards and services, while others argued that smaller districts could offer more personalized attention and targeted support.
- Questions were raised about the potential disruption to academic programs, extracurricular activities, and student well-being in either scenario.

Financial Considerations

- Discussions centered around the financial implications of a split or staying together, including property taxes, funding allocations, bond measures, and administrative costs.
- Some participants expressed concerns about the financial feasibility of maintaining a large district, especially in the face of rapid growth and increasing demands for resources.
- Others questioned whether a split would lead to more equitable funding distribution, greater efficiency in resource allocation, or increased financial burdens for taxpayers in certain areas.

Q21- Do you have any additional thoughts on this topic or information you want to share?

Community Representation and Decision-making:

- Participants discussed the importance of community representation and decision-making processes in shaping the district's future, particularly in areas such as governance structure, school boundaries, and resource allocation.
- Some advocated for increased local control and grassroots involvement in decision-making, while others expressed concerns about potential disparities or conflicts between different communities' interests.
- Questions were raised about how decisions would be made in a split scenario, the role of local stakeholders in shaping policies, and the balance between centralized and decentralized governance.

Concerns about Special Education and Student Support Services:

- Participants expressed concerns about the potential impact of a split on special education services, counseling, and other student support programs.
- Discussions focused on ensuring equitable access to resources and services for students with disabilities or special needs, regardless of the district's configuration.
- Some participants emphasized the importance of maintaining continuity and consistency in student support services, while others saw potential benefits in more localized and responsive approaches.

Employee Concerns and Job Security:

- Participants raised questions and concerns about how a district split or staying together would impact district employees, including teachers, staff, and administrators.
- Discussions centered around potential changes in employment conditions, salary, benefits, and retirement plans in either scenario.
- Some expressed worries about job security and the stability of employment opportunities, especially for those nearing retirement or planning to return to work in the future.

Q21- Do you have any additional thoughts on this topic or information you want to share?

Perceived Bias in Decision-Making Process:

- Some participants expressed concerns about perceived bias or lack of transparency in the decision-making process regarding the district's future.
- Questions were raised about the influence of district stakeholders, such as employees and teachers, on the decision-making process, and whether community input was adequately considered.
- Participants called for greater transparency, unbiased information dissemination, and opportunities for diverse perspectives to be heard in future discussions.

Infrastructure and Facility Needs:

- Participants discussed the infrastructure and facility needs of the district, including school buildings, classrooms, and transportation.
- Concerns were raised about overcrowding in schools, particularly in high-growth areas, and the need for additional facilities to accommodate growing student populations.
- Some advocated for investing in modernizing existing facilities, while others saw a split as an opportunity to prioritize infrastructure projects based on local needs and priorities.

Future Growth and Population Projections:

- Participants considered the implications of future population growth and demographic changes on the district's capacity, resources, and infrastructure needs.
- Discussions focused on projected growth rates, urban development, and the potential impact on school enrollment patterns and demand for educational services.
- Some participants advocated for proactive planning and infrastructure investment to accommodate future growth, while others expressed concerns about the sustainability of the district's current size and structure.

Communication and Information Accessibility:

- Discussions revolved around the accessibility and clarity of information provided to stakeholders about the district's future and potential options.
- Some participants expressed frustration with the complexity of the issues discussed and the difficulty in understanding the implications of different scenarios.
- Questions were raised about the effectiveness of communication channels, the availability of resources for community education and engagement, and opportunities for meaningful input.

Community Session 3

In the community meetings, 77% of participants thought the school board should recommend putting the reconfiguration up for a vote. Additionally, the district should keep running as a single, unified school system, according to 51% of the participants.

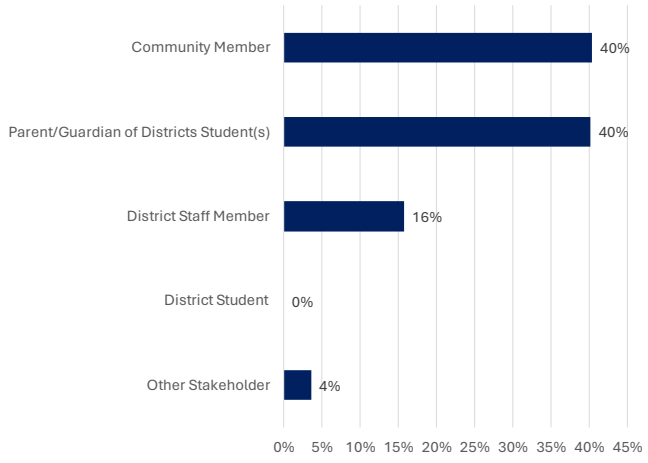
The possible impacts of reconfiguration on student learning were seen differently, with 40% predicting losses in academics and education and 27% predicting an increase in learning outcomes.

In the ranking of reconfiguration options, "Stay as single, consolidated district" received 57% of the votes. The responses to the question "split into two districts" and "split into three districts" were 24% and 19% respectively.

Most members of this group (77%) believe that Option 3 is the best two-way split, with Lehi in the east. Option 4, which depicted Pleasant Grove going east, was selected by 59% of respondents in a three-way split preference survey.

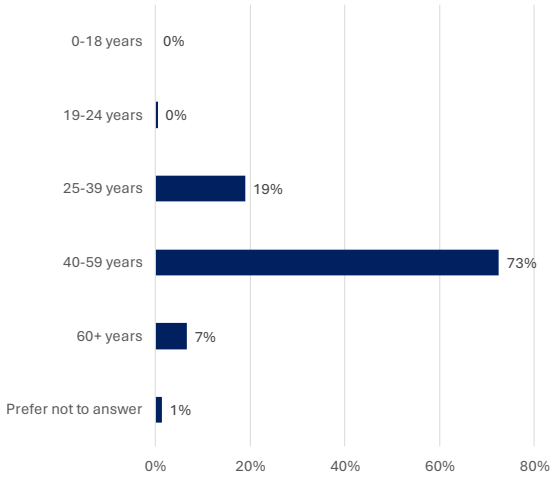
91% of participants agreed, reconfiguration considerations could be affected by potential tax changes. Moreover, 54% concurred that a larger school board was necessary if the district remained united.

Q1 - What describes your relationship to the school district? (check all that apply)



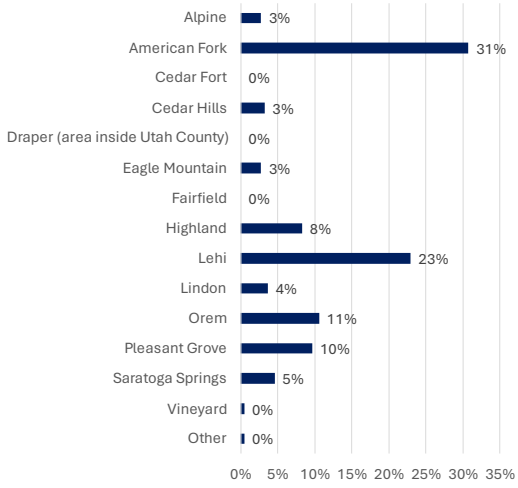
Response	Count	Percent
Community Member	225	40%
Parent/Guardian of Districts Student(s)	224	40%
District Staff Member	88	16%
District Student	0	0%
Other Stakeholder	20	4%
Total	557	100%

Q2 - What age range describes you?



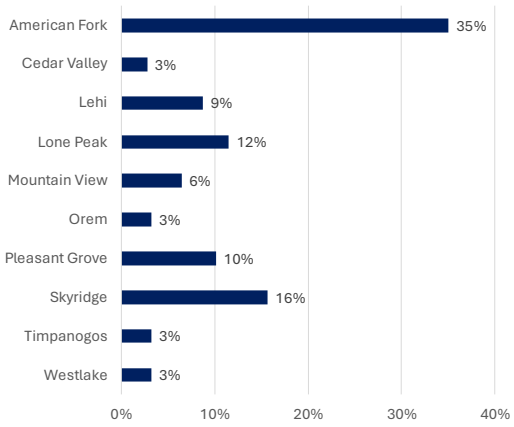
Response	Count	Percent
0-18 years	0	0%
19-24 years	1	0%
25-39 years	40	19%
40-59 years	153	73%
60+ years	14	7%
Prefer not to answer	3	1%
Total	211	100%

Q3 - Which community are you associated with? (Where you live.)



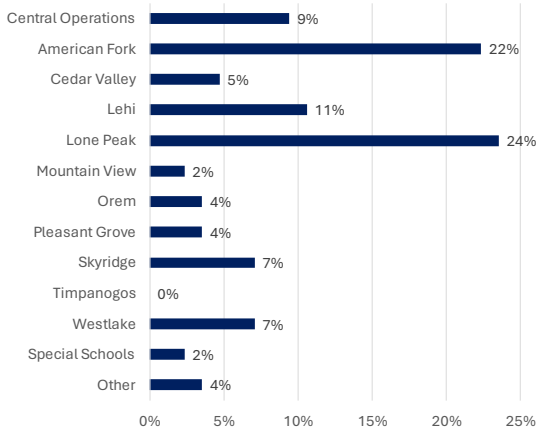
Response	Count	Percent
Alpine	6	3%
American Fork	67	31%
Cedar Fort	0	0%
Cedar Hills	7	3%
Draper (area inside Utah County)	0	0%
Eagle Mountain	6	3%
Fairfield	0	0%
Highland	18	8%
Lehi	50	23%
Lindon	8	4%
Orem	23	11%
Pleasant Grove	21	10%
Saratoga Springs	10	5%
Vineyard	1	0%
Other	1	0%
Total	218	100%

Q4 - Which high school serves as the high school for your attendance zone?



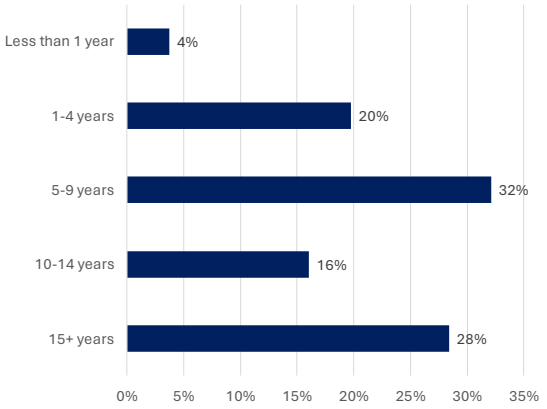
Response	Count	Percent
American Fork	76	35%
Cedar Valley	6	3%
Lehi	19	9%
Lone Peak	25	12%
Mountain View	14	6%
Orem	7	3%
Pleasant Grove	22	10%
Skyridge	34	16%
Timpanogos	7	3%
Westlake	7	3%
Total	217	100%

Q5 - If you are an employee of the district, with which high school cluster are you affiliated?



Response	Count	Percent
Central Operations	8	9%
American Fork	19	22%
Cedar Valley	4	5%
Lehi	9	11%
Lone Peak	20	24%
Mountain View	2	2%
Orem	3	4%
Pleasant Grove	3	4%
Skyridge	6	7%
Timpanogos	0	0%
Westlake	6	7%
Special Schools	2	2%
Other	3	4%
Total	85	100%

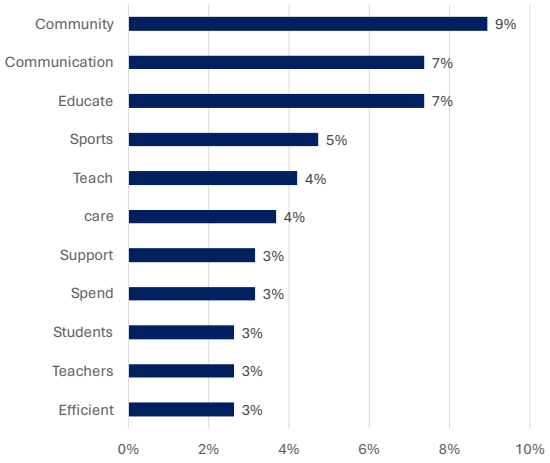
Q6 - If you are an employee of the district, how long have you been employed within the district?



Response	Count	Percent
Less than 1 year	3	4%
1-4 years	16	20%
5-9 years	26	32%
10-14 years	13	16%
15+ years	23	28%
Total	81	100%

Q7- In one word, what is something that ASD does well?

Top 11 Words

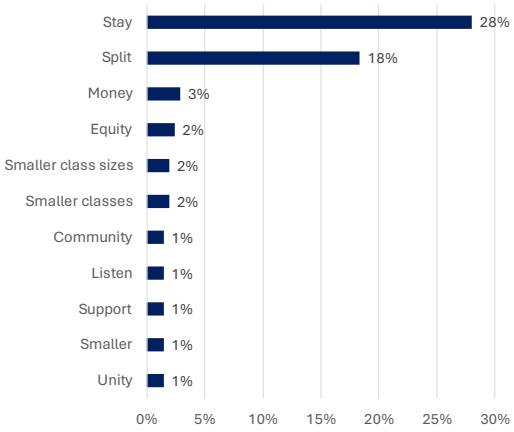


Top 18 Words

Response	Count of Response	Percent of Response
Community	17	9%
Communication	14	7%
Educate	14	7%
Sports	9	5%
Teach	8	4%
care	7	4%
Support	6	3%
Spend	6	3%
Students	5	3%
Teachers	5	3%
Efficient	5	3%
Special education	4	2%
Cares	4	2%
Programs	4	2%
Collaborate	3	2%
Communicate	3	2%
Manage	3	2%
Language	2	1%
Tax	2	1%
Lie	2	1%
Education	2	1%
Services	2	1%
Finances	2	1%
Academics	2	1%

Q8- If you had one wish for the district, what would it be?

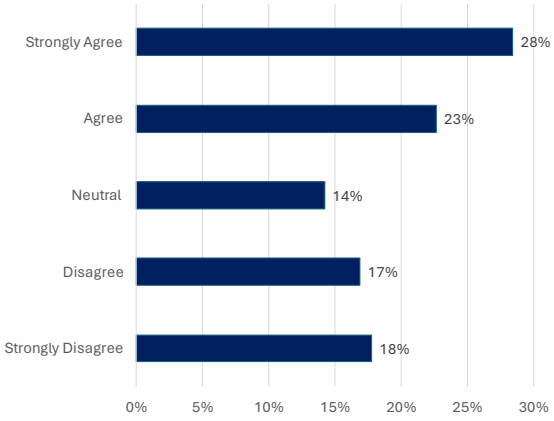
Top 11 Words



Top 19 Words

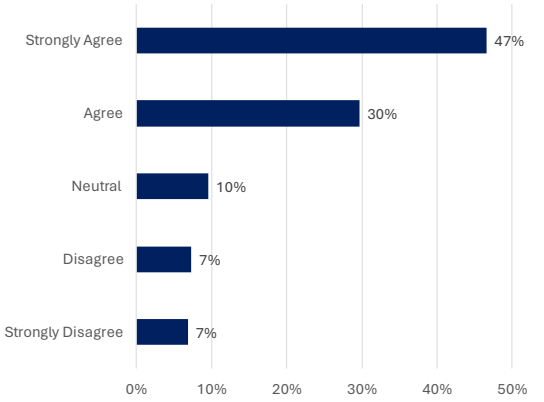
Response	Count of Response	Percent of Response
Stay	58	28%
Split	38	18%
Money	6	3%
Equity	5	2%
Smaller class sizes	4	2%
Smaller classes	4	2%
Community	3	1%
Listen	3	1%
Support	3	1%
Smaller	3	1%
Unity	3	1%
Stability	2	1%
Stay together	2	1%
Smaller class size	2	1%
Educate	2	1%
Quality	2	1%
NOT Split	2	1%
Representation	2	1%
More money	2	1%

Q9 - Do you agree or disagree with the following statement? "The Alpine School District should remain as one consolidated school district."



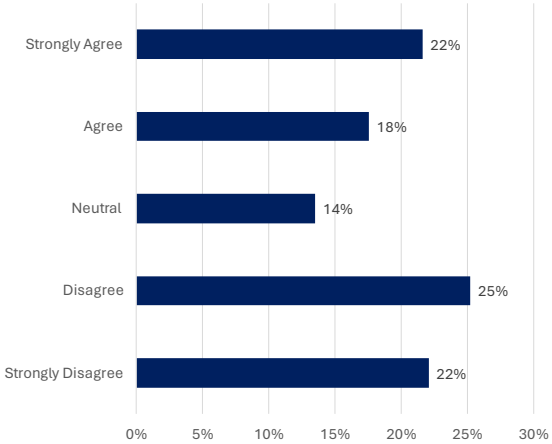
Response	Count	Percent
Strongly Agree	64	28%
Agree	51	23%
Neutral	32	14%
Disagree	38	17%
Strongly Disagree	40	18%
Total	225	100%

Q10 - What facility planning objective is least important to you?



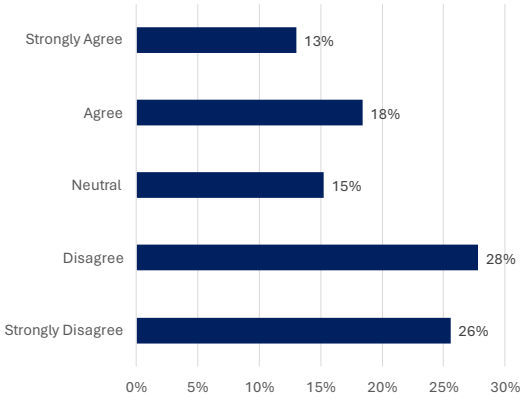
Response	Count	Percent
Strongly Agree	102	47%
Agree	65	30%
Neutral	21	10%
Disagree	16	7%
Strongly Disagree	15	7%
Total	219	100%

Q11 - What is your perception of the overall condition of the school facilities in the District as a whole?



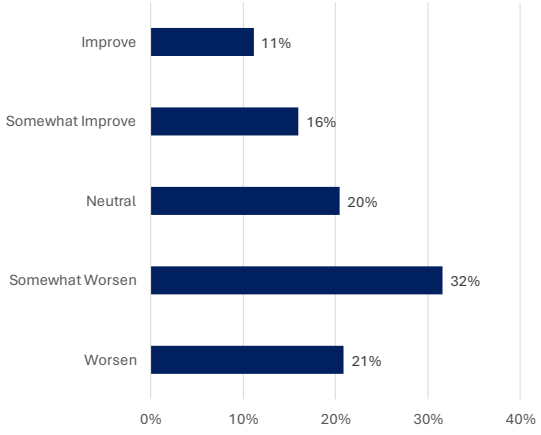
Response	Count	Percent
Strongly Agree	48	22%
Agree	39	18%
Neutral	30	14%
Disagree	56	25%
Strongly Disagree	49	22%
Total	222	100%

Q12 - What is your perception of the overall condition of the school facilities in the school(s) you are associated with?



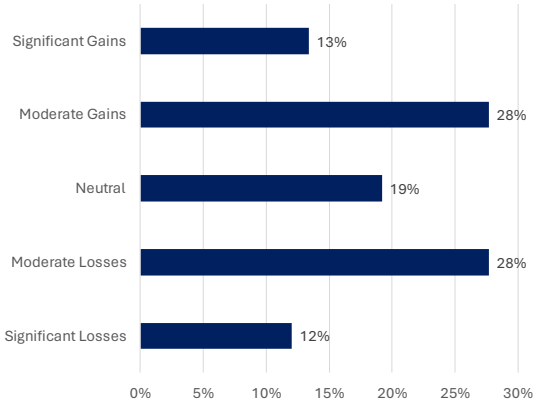
Response	Count	Percent
Strongly Agree	29	13%
Agree	41	18%
Neutral	34	15%
Disagree	62	28%
Strongly Disagree	57	26%
Total	223	100%

Q13 - If ASD were to reconfigure, do you anticipate learning outcomes and educational programs for students would improve or worsen?



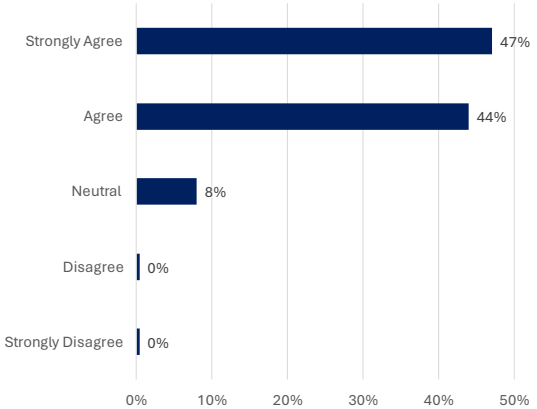
Response	Count	Percent
Improve	25	11%
Somewhat Improve	36	16%
Neutral	46	20%
Somewhat Worsen	71	32%
Worsen	47	21%
Total	225	100%

Q14 - Regarding long term academic, social, educational gains, or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the district?



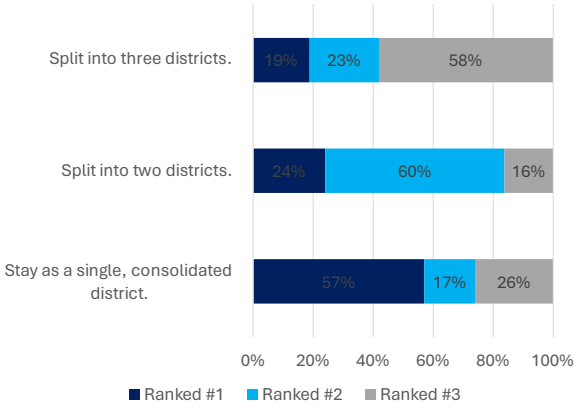
Response	Count	Percent
Significant Gains	30	13%
Moderate Gains	62	28%
Neutral	43	19%
Moderate Losses	62	28%
Significant Losses	27	12%
Total	224	100%

Q15 - Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that reconfiguration decisions are impacted by potential tax rate changes?



Response	Count	Percent
Strongly Agree	106	47%
Agree	99	44%
Neutral	18	8%
Disagree	1	0.004%
Strongly Disagree	1	0.004%
Total	225	100%

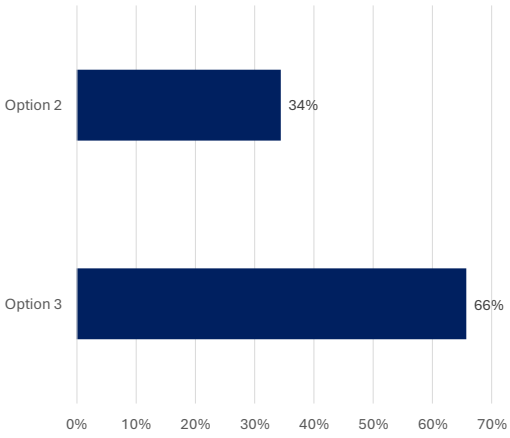
Q16 - Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)



Ranking	Stay as a single, consolidated district.	Split into two districts.	Split into three districts.
1	128	54	42
2	38	134	52
3	58	36	130
Total	224	224	224

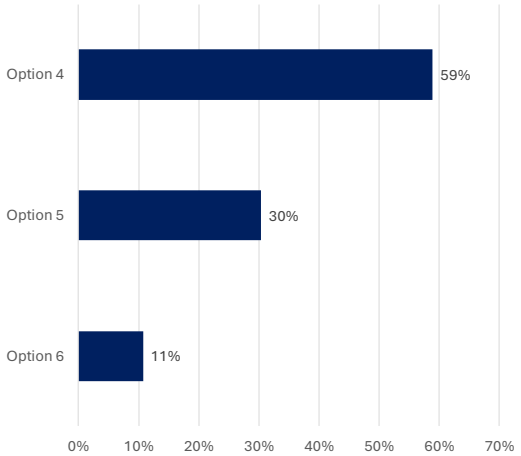
Ranking	Stay as a single, consolidated district.	Split into two districts.	Split into three districts.
Ranked #1	57%	24%	19%
Ranked #2	17%	60%	23%
Ranked #3	26%	16%	58%
Total	100%	100%	100%

Q17- If there was a 2 way split, which option is more preferable?



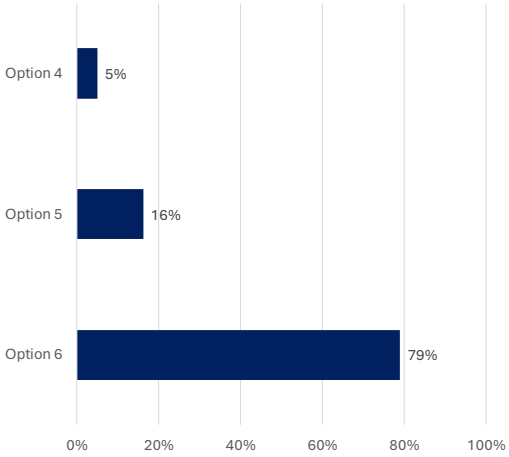
Response	Count	Percent
	78	34%
	149	66%
Total	227	100%

Q18- If there was a 3 way split, which option is MOST preferable?



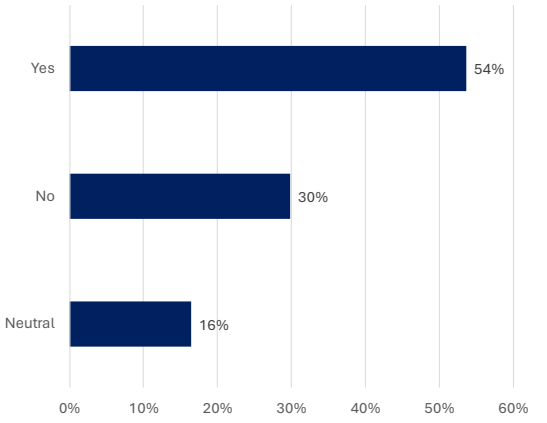
Response	Count	Percent
Option 4 – Three Districts	132	59%
Option 5 – Three Districts	68	30%
Option 6 – Three Districts	24	11%
Total	224	100%

Q19-If there was a 3 way split, which option is LEAST preferable?



Response	Count	Percent
Option 4 – Three Districts	11	5%
Option 5 – Three Districts	36	16%
Option 6 – Three Districts	176	79%
Total	223	100%

Q20 - Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



Response	Count	Percent
Yes	124	54%
No	69	30%
Neutral	38	16%
Total	231	100%

Q21- Do you have any additional thoughts on this topic or information you want to share?

Desire for Unity and Cohesion:

- Many participants expressed a strong preference for keeping the district together, citing benefits such as shared resources, community cohesion, and administrative efficiency.
- Unity was seen as crucial for maintaining consistent educational standards, preserving established relationships between schools and communities, and fostering a sense of belonging.
- Concerns were raised about potential fragmentation, loss of identity, and logistical challenges associated with a split.

Equity and Fairness Concerns:

- Participants highlighted the importance of equitable distribution of resources and opportunities across all schools within the district.
- There were concerns about potential disparities in funding, educational quality, and support services between different areas if the district were to split.
- Maintaining fairness and equal access to educational opportunities for all students, regardless of geographic location, was emphasized.

Financial Considerations and Tax Burden:

- Financial implications were a significant factor in participants' considerations, with concerns about the potential impact on taxes, property values, and household budgets.
- Questions were raised about how a split would affect school budgets, teacher salaries, employee benefits, and retirement plans.
- Some participants expressed skepticism about the affordability of maintaining educational standards and services in the event of a split.

Q21- Do you have any additional thoughts on this topic or information you want to share?

Diverse Community Needs and Priorities:

- Participants noted the diverse needs and priorities of different communities within the district, suggesting that a one-size-fits-all approach may not be suitable.
- Discussions revolved around accommodating growth, addressing infrastructure needs, and tailoring educational programs to meet the specific requirements of each area.
- A split was seen as potentially allowing for more localized decision-making and better alignment with the unique characteristics of individual communities.

Transparency and Communication:

- There were calls for greater transparency and communication from district officials regarding the potential implications of splitting or staying together.
- Participants expressed a desire for more information, clarity, and open dialogue about the decision-making process and the data used to inform it.
- Building trust through transparent communication and engaging stakeholders in meaningful discussions was seen as essential for reaching consensus on the best path forward.

Impact on Student Learning and Well-being:

- Concerns were raised about how a split or staying together would affect student learning outcomes, class sizes, and access to resources and support services.
- Participants emphasized the importance of prioritizing student well-being, academic success, and continuity of education in any decision made.
- Questions were raised about how potential disruptions, such as reconfiguration or changes in leadership, could impact student achievement and overall educational experiences.

Q21- Do you have any additional thoughts on this topic or information you want to share?

Employee Perspectives and Job Security:

- Participants, including current and former employees, expressed concerns about how a split would affect job security, salaries, retirement benefits, and working conditions for district staff.
- Discussions centered around the potential impact on teacher recruitment and retention, morale, and professional development opportunities.
- Some participants questioned whether a split would create more opportunities for career advancement and local decision-making within their respective areas.

Community Representation and Governance:

- Discussions revolved around the representation of different communities within the district and the governance structures that would best serve their interests.
- Participants considered options for increasing local control, such as expanding the number of board members or establishing separate governing bodies for each area.
- Questions were raised about how decision-making processes would change and whether communities would have adequate representation and influence in a split scenario.

Infrastructure and Facilities Planning:

- Concerns were raised about the capacity of existing facilities to accommodate growth and whether a split or staying together would better address infrastructure needs.
- Discussions focused on the allocation of resources for building new schools, renovating existing facilities, and addressing maintenance backlogs.
- Participants highlighted the importance of long-term planning and strategic investments in infrastructure to ensure that all students have access to safe and modern learning environments.

Long-term Sustainability and Future Planning:

- Participants considered the potential long-term implications of a split or staying together on the district's ability to adapt to changing demographics, economic conditions, and educational trends.
- Discussions centered around the sustainability of current approaches to funding, governance, and service delivery in light of projected growth and budgetary constraints.
- Questions were raised about whether a split would position the district(s) better for future challenges or if staying together would provide greater stability and resilience in the face of uncertainty.

Combined Online Survey Data

In examining the results of the online survey distributed across the district, when asked if "The Alpine School District should remain as one consolidated district," 48% agreed and 35% disagreed. Yet, 60% felt that the board should bring a reconfiguration vote forward. Additionally, 42% agreed with the statement that "The Alpine School District needs to be reconfigured into two or more separate school districts."

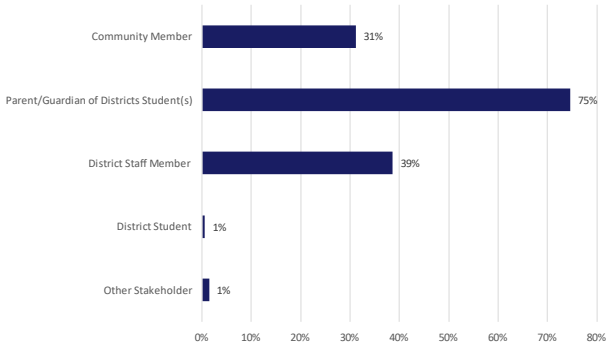
Community participants indicated with 33% of the responses that anticipated student outcomes and educational programs were likely to worsen with reconfiguration. In addition, 42% indicated that local school communities would experience moderate to significant losses in academic, social, and educational outcomes.

As for the rank order for reconfiguration options, "Stay as single, consolidated district" received 43% of the votes, "Split into two districts" received 38%, and "Split into three districts" received 19%.

A solid portion of this group at 58% felt that the most preferable two-way split is Option 2 with Lehi going west. In the three-way split preference question, Option 4 with Pleasant Grove going east was the preferred option at 57%.

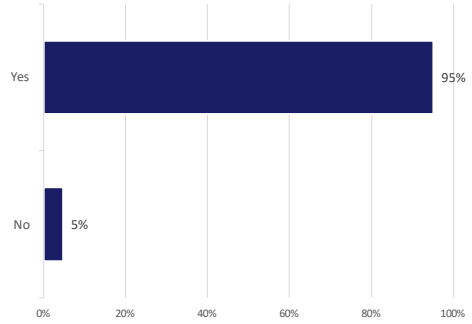
A strong 62% of the community session participants indicated that reconfiguration considerations are impacted by potential tax changes. A strong majority of 65% supported the idea of an expanded school board should the district remain as one.

What describes your relationship to the Alpine School District? (Check all that apply)



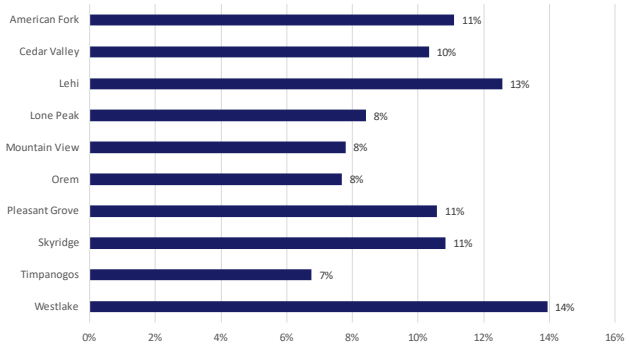
Responses	Count	Percent
Community Member	2,906	31%
Parent/Guardian of Districts Student(s)	6,953	75%
District Staff Member	3,603	39%
District Student	55	1%
Other Stakeholder	133	1%
Total	**9,320**	**100%**

Do you currently live in the Alpine School District?



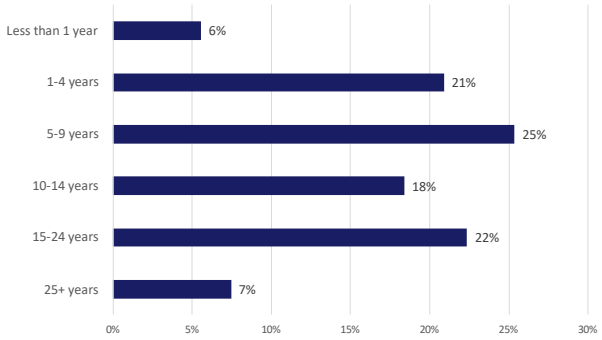
Responses	Count	Percent
Yes	8,869	95%
No	454	5%
Total	**9,323**	**100%**

Which high school serves as the high school for your attendance zone/cluster (where you live)?



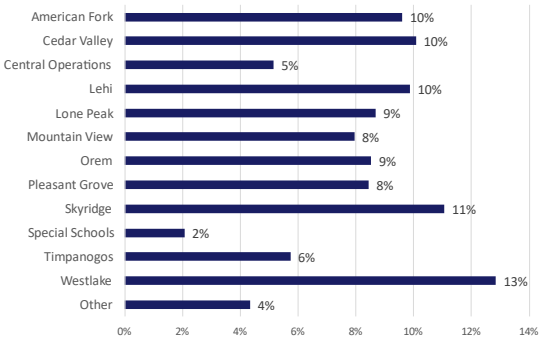
Response	Count	Percent
American Fork	984	11%
Cedar Valley	916	10%
Lehi	1,113	13%
Lone Peak	746	8%
Mountain View	691	8%
Orem	681	8%
Pleasant Grove	938	11%
Skyridge	960	11%
Timpanogos	599	7%
Westlake	1,235	14%
Total	**8,863**	**100%**

How long have you been employed by the district? (Asked of District employees only)



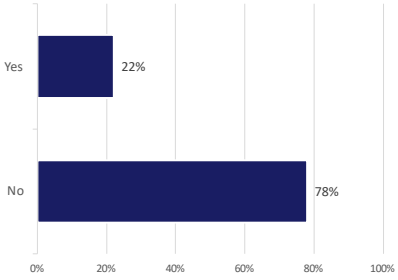
Responses	Count	Percent
Less than 1 year	200	6%
1-4 years	752	21%
5-9 years	913	25%
10-14 years	662	18%
15-24 years	805	22%
25+ years	268	7%
Total	3,600	100%

Which high school cluster are you affiliated with (Where you work)? (Asked of District employees only)



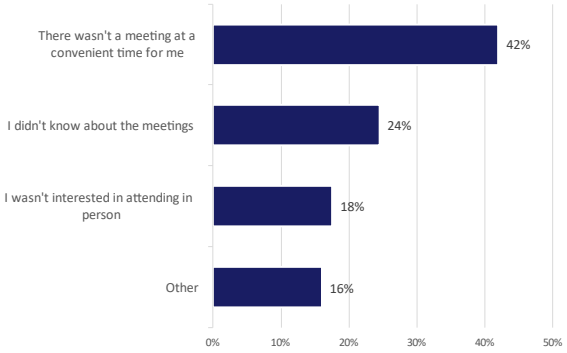
Response	Count	Percent
Central Operations	177	5%
American Fork	330	10%
Cedar Valley	346	10%
Lehi	339	10%
Lone Peak	298	9%
Mountain View	273	8%
Orem	293	9%
Pleasant Grove	290	8%
Skyridge	380	11%
Timpanogos	71	2%
Westlake	197	6%
Special Schools	441	13%
Other	149	4%
Total	3,584	100%

Did you attend one of the MGT community meetings held March 12-14?



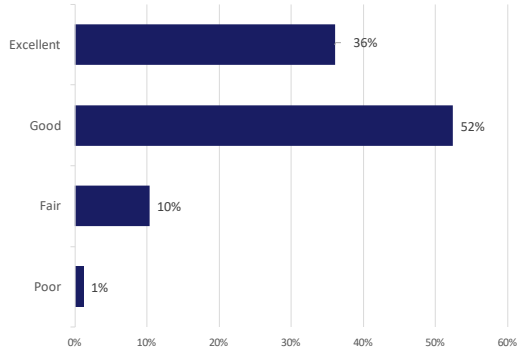
Response	Count	Percent
Yes	2,055	22%
No	7,247	78%
Total	9,298	100%

Why did you not attend one of the MGT community meetings?



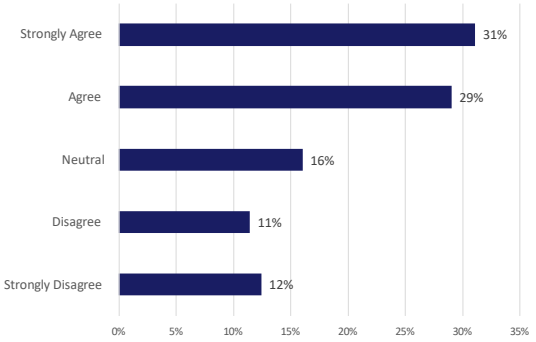
Responses	Count	Percent
There wasn't a meeting at a convenient time for me	3,035	42%
I didn't know about the meetings	1,771	24%
I wasn't interested in attending in person	1,269	18%
Other	1,157	16%
Total	**7,232**	**100%**

Would you say the overall education students receive from schools in the Alpine School District is:



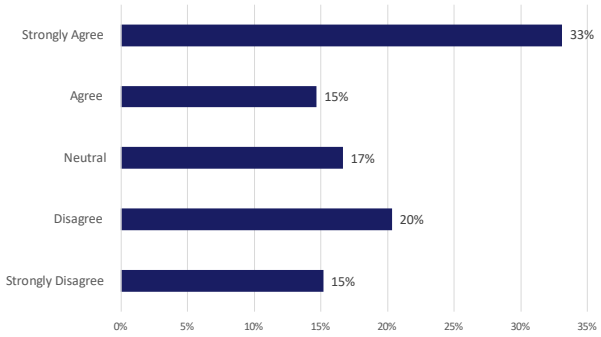
Responses	Count	Percent
Excellent	3,357	36%
Good	4,877	52%
Fair	962	10%
Poor	111	1%
Total	**9,307**	**100%**

Do you agree or disagree with the following statement "The school board should recommend that a district reconfiguration be brought to a community vote."?



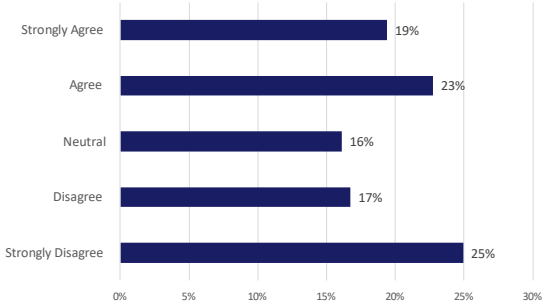
Response	Count	Percent
Strongly Agree	2,888	31%
Agree	2,695	29%
Neutral	1,488	16%
Disagree	1,061	11%
Strongly Disagree	1,155	12%
Total	**9,287**	**100%**

Do you agree or disagree with the following statement? "The Alpine School District (ASD) should remain as one consolidated school district."?



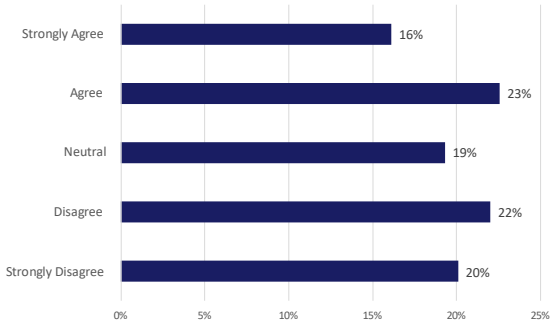
Response	Count	Percent
Strongly Agree	3,081	33%
Agree	1,367	15%
Neutral	1,550	17%
Disagree	1,893	20%
Strongly Disagree	1,412	15%
Total	**9,303**	**100%**

Do you agree or disagree with the following statement: "ASD needs to be reconfigured into two or more separate school districts."?



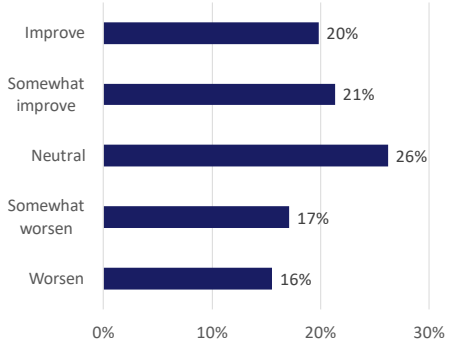
Response	Count	Percent
Strongly Agree	1,804	19%
Agree	2,116	23%
Neutral	1,500	16%
Disagree	1,558	17%
Strongly Disagree	2,319	25%
Total	**9,297**	**100%**

Do you agree or disagree with the following statement: "ASD faces too many challenges to continue as it is currently configured."?



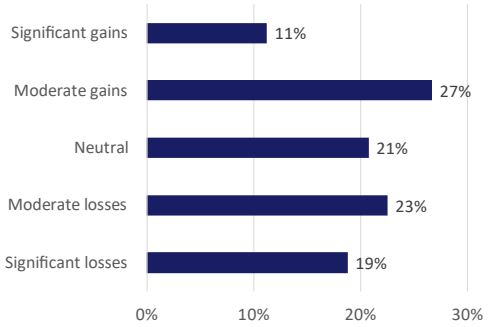
Response	Count	Percent
Strongly Agree	1,496	16%
Agree	2,096	23%
Neutral	1,794	19%
Disagree	2,044	22%
Strongly Disagree	1,866	20%
Total	**9,296**	**100%**

If ASD were to reconfigure, do you anticipate learning outcomes and student educational programs would improve or worsen?



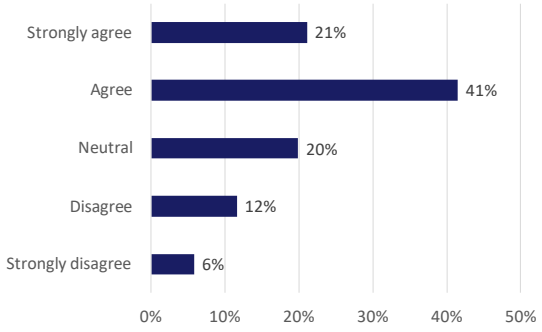
Response	Count	Percent
Improve	1,444	20%
Somewhat Improve	1,592	21%
Neutral	2,436	26%
Somewhat Worsen	1,983	17%
Worsen	1,844	16%
Total	**9,299**	100%

Regarding long term academic, social, or educational gains or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the District?



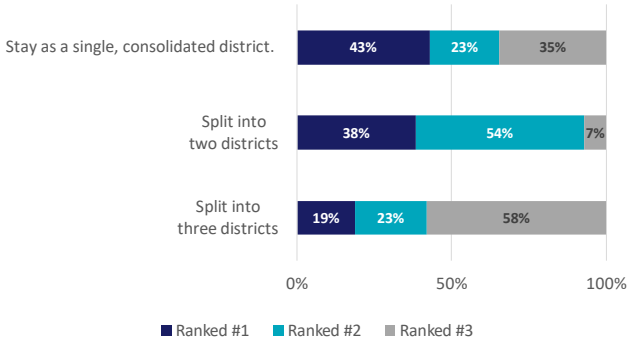
Response	Count	Percent
Significant Gains	10,44	11%
Moderate Gains	2,479	27%
Neutral	1,929	21%
Moderate Losses	2,095	23%
Significant Losses	1,745	19%
Total	**9,292**	**100%**

Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that potential tax changes should impact reconfiguration decisions?



Response	Count	Percent
Significant Gains	1,961	21%
Moderate Gains	3,853	41%
Neutral	1,849	20%
Moderate Losses	1,080	12%
Significant Losses	544	6%
Total	**9,287**	**100%**

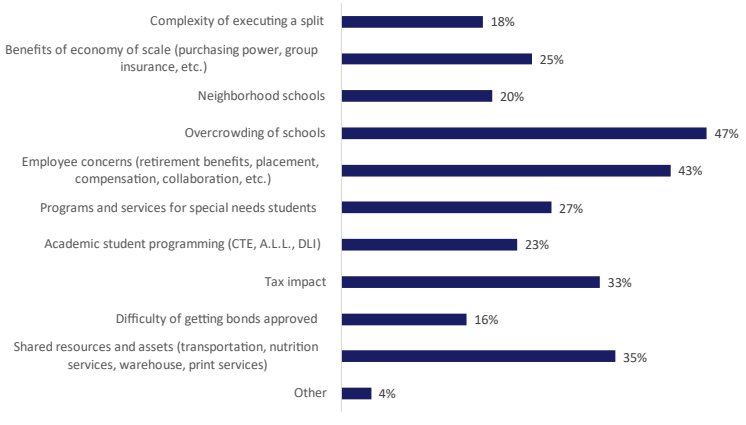
Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)



Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	2,954	2,643	1,293
Ranked #2	1,554	3,747	1,589
Ranked #3	2,382	500	4,008
Total	6,890	6,890	6,890

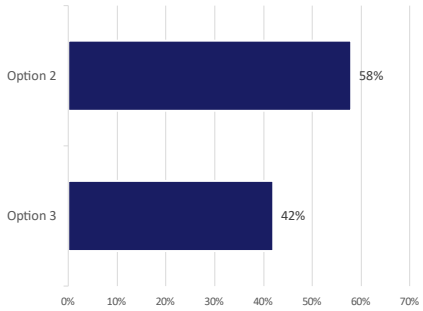
Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	43%	38%	19%
Ranked #2	23%	54%	23%
Ranked #3	35%	7%	58%
Total	100%	100%	100%

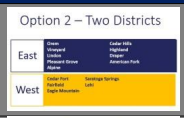
In your opinion, what are the most important factors when considering reconfiguration? (Select three)



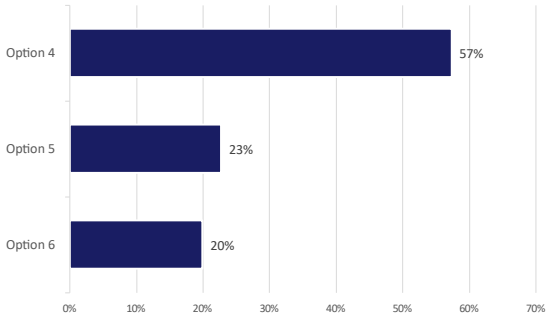
Responses	Count	Percent
Complexity of executing a split	1,692	18%
Benefits of economy of scale (purchasing power, group insurance, etc.)	2,277	25%
Neighborhood schools	1,806	20%
Overcrowding of schools	4,369	47%
Employee concerns (retirement benefits, placement, compensation, collaboration, etc.)	3,934	43%
Programs and services for special needs students	2,510	27%
Academic student programming (CTE, A.L.L., DLI)	2,104	23%
Tax impact	3,093	33%
Difficulty of getting bonds approved	1,496	16%
Shared resources and assets (transportation, nutrition services, warehouse, print services)	3,275	35%
Other	358	4%
Total	9,254	100%

If the Alpine School District were split into two districts, which option is MOST preferable?



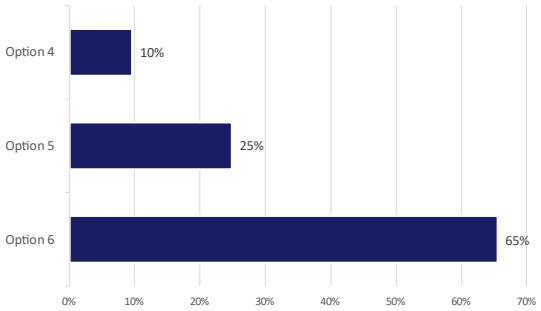
Response	Count	Percent
Option 2 – Two Districts 	5,307	58%
Option 3 – Two Districts	3,845	42%
Total	**9,152**	**100%**

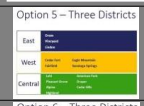
If the Alpine School District were to split into three districts, which option is MOST preferable?



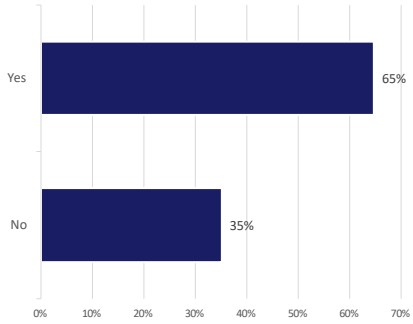
Response	Count	Percent
Option 4 – Three Districts	5,133	57%
Option 5 – Three Districts	2,036	23%
Option 6 – Three Districts	1,784	20%
Total	**8,953**	**100%**

If the Alpine School District were to split into three districts, which option is LEAST preferable?



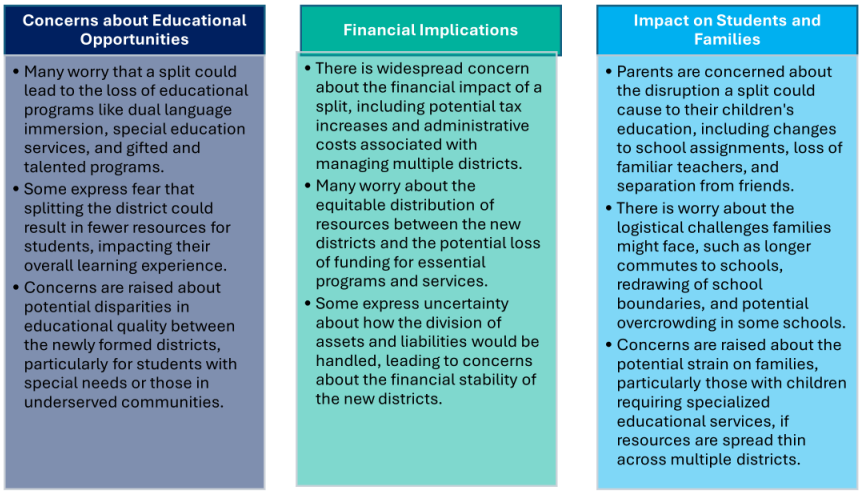
Response	Count	Percent
Option 4 – Three Districts	856	10%
Option 5 – Three Districts 	2,211	25%
Option 6 – Three Districts	5,822	65%
Total	**8,889**	**100%**

Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?

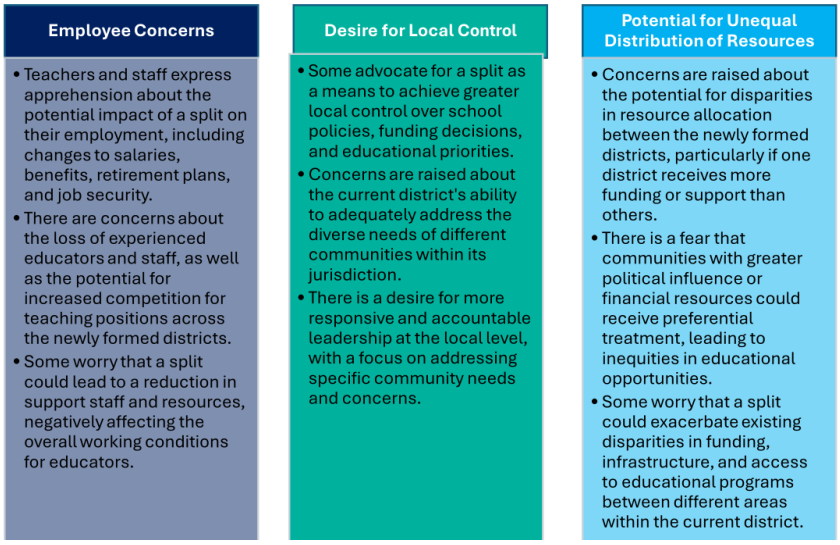


Response	Count	Percent
Yes	5,949	65%
No	3,232	35%
Total	**9,181**	**100%**

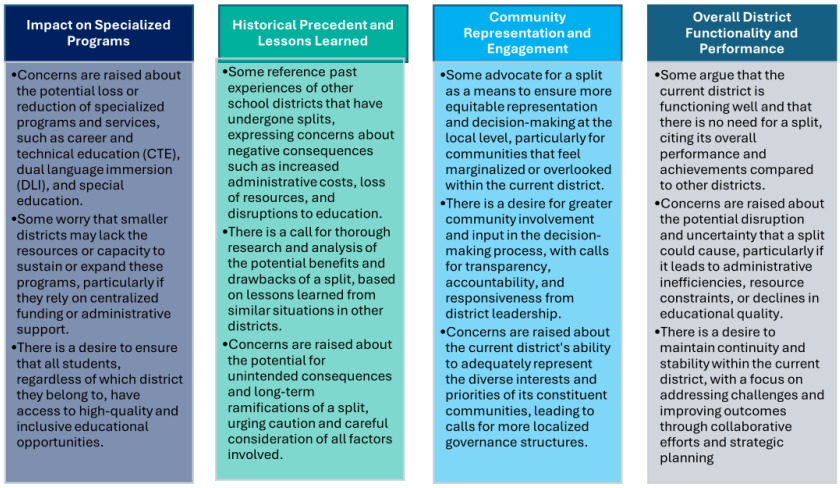
Do you have any additional thoughts on this topic or information you want to share?



Do you have any additional thoughts on this topic or information you want to share?



Do you have any additional thoughts on this topic or information you want to share?



Employees

There is a strong belief among employees in the overall quality of education that ASD provides with 96% selecting good or excellent.

In this grouping, 46% of participants felt the school board should recommend a community vote on reconfiguration. Additionally, 69% of those same participants felt that the district should remain as one consolidated school district.

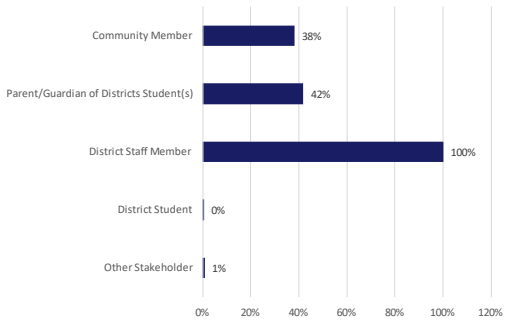
Thoughts differed on the impact a reconfiguration would have on student learning with 59% indicating learning outcomes would improve and 60% indicating there would be academic, social, and educational losses.

In the rank order of reconfiguration options, “Stay as single, consolidated district” received 63% of the votes. “Split into two districts” received 28%, and “Split into three districts” received 9%.

A majority of this group, 54%, felt that the most preferable two-way split is Option 2 with Lehi in the west. In the three-way split preference question, Option 4 with Pleasant Grove going east was the selected option at 52%.

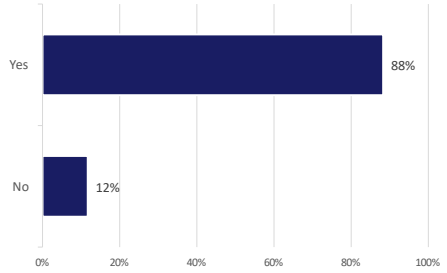
Participants agreed (67%) that potential tax changes should impact reconfiguration considerations. Moreover, 81% supported the idea of an expanded school board should the district remain as one.

What describes your relationship to the Alpine School District? (Check all that apply)



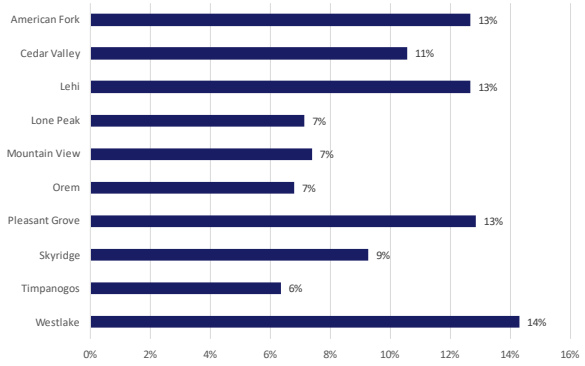
Responses	Count	Percent
Community Member	1,372	38%
Parent/Guardian of Districts Student(s)	1,511	42%
District Staff Member	3,603	100%
District Student	17	0%
Other Stakeholder	29	1%
Total	**3,603**	**100%**

Do you currently live in the Alpine School District?



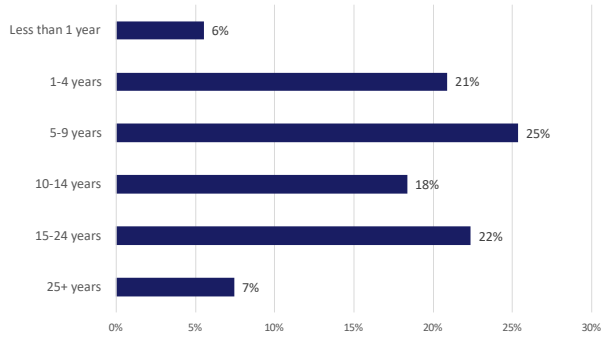
Responses	Count	Percent
Yes	3,181	88%
No	422	12%
Total	**3,603**	**100%**

Which high school serves as the high school for your attendance zone/cluster (where you live)?



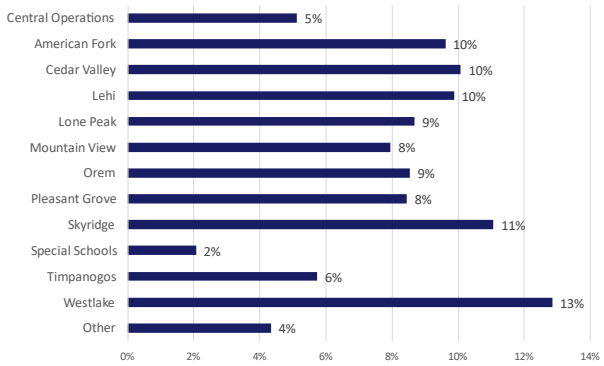
Response	Count	Percent
American Fork	403	13%
Cedar Valley	336	11%
Lehi	403	13%
Lone Peak	227	7%
Mountain View	235	7%
Orem	216	7%
Pleasant Grove	409	13%
Skyridge	295	9%
Timpanogos	202	6%
Westlake	455	14%
Total	**3,181**	**100%**

How long have you been employed by the district? (Asked of District employees only)



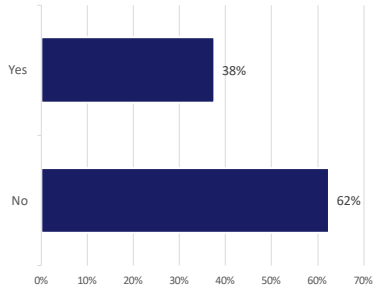
Responses	Count	Percent
Less than 1 year	200	6%
1-4 years	752	21%
5-9 years	913	25%
10-14 years	662	18%
15-24 years	805	22%
25+ years	268	7%
Total	3,600	100%

Which high school cluster are you affiliated with (Where you work)? (Asked of District employees only)



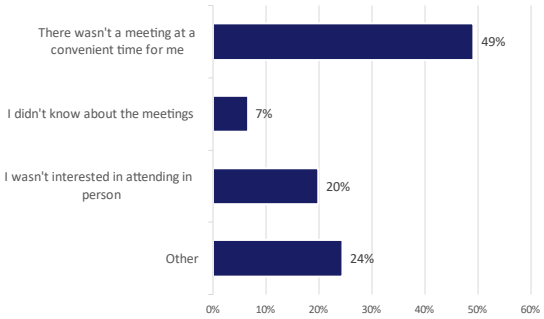
Response	Count	Percent
Central Operations	176	5%
American Fork	330	10%
Cedar Valley	346	10%
Lehi	339	10%
Lone Peak	298	9%
Mountain View	273	8%
Orem	293	9%
Pleasant Grove	290	8%
Skyridge	380	11%
Timpanogos	71	2%
Westlake	197	6%
Special Schools	441	13%
Other	149	4%
Total	3,583	100%

Did you attend one of the MGT community meetings held March 12-14?



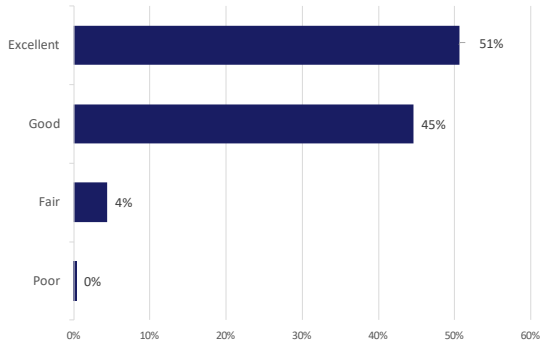
Response	Count	Percent
Yes	1,350	38%
No	2,248	62%
Total	**3,598**	**100%**

Why did you not attend one of the MGT community meetings?



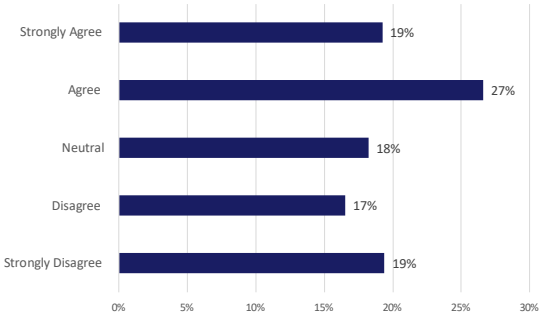
Responses	Count	Percent
There wasn't a meeting at a convenient time for me	1,103	49%
I didn't know about the meetings	147	7%
I wasn't interested in attending in person	446	20%
Other	547	24%
Total	**2,243**	**100%**

Would you say the overall education students receive from schools in the Alpine School District is:



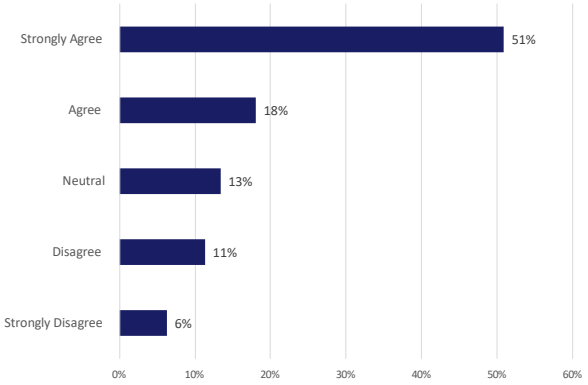
Responses	Count	Percent
Excellent	1,821	51%
Good	1,605	45%
Fair	159	4%
Poor	12	0%
Total	**3,597**	**100%**

Do you agree or disagree with the following statement "The school board should recommend that a district reconfiguration be brought to a community vote."?



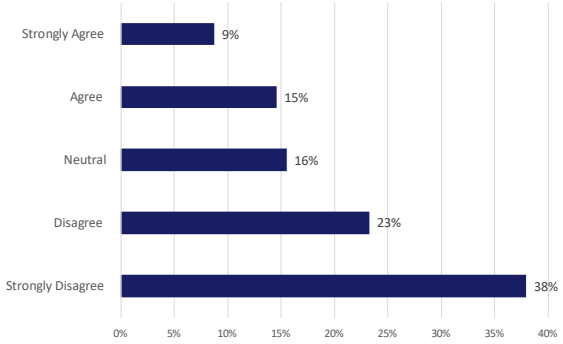
Response	Count	Percent
Strongly Agree	691	19%
Agree	956	27%
Neutral	655	18%
Disagree	594	17%
Strongly Disagree	697	19%
Total	**3,593**	**100%**

Do you agree or disagree with the following statement? "The Alpine School District (ASD) should remain as one consolidated school district."?



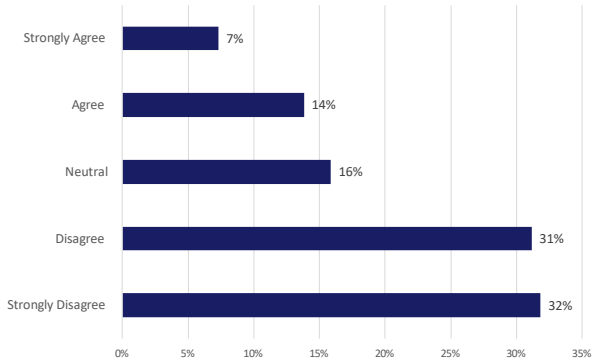
Response	Count	Percent
Strongly Agree	1,831	51%
Agree	651	18%
Neutral	482	13%
Disagree	408	11%
Strongly Disagree	227	6%
Total	3,599	100%

Do you agree or disagree with the following statement: "ASD needs to be reconfigured into two or more separate school districts."?



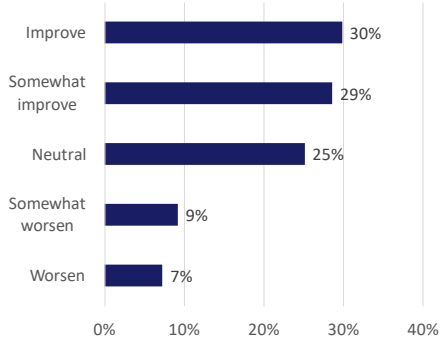
Response	Count	Percent
Strongly Agree	314	9%
Agree	524	15%
Neutral	558	16%
Disagree	836	23%
Strongly Disagree	1,364	38%
Total	3,596	100%

Do you agree or disagree with the following statement: "ASD faces too many challenges to continue as it is currently configured."?



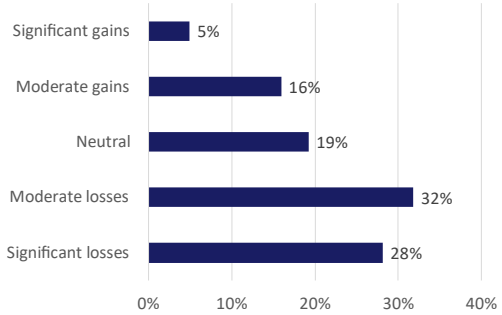
Response	Count	Percent
Strongly Agree	264	7%
Agree	497	14%
Neutral	571	16%
Disagree	1,121	31%
Strongly Disagree	1,145	32%
Total	3,598	100%

If ASD were to reconfigure, do you anticipate learning outcomes and student educational programs would improve or worsen?



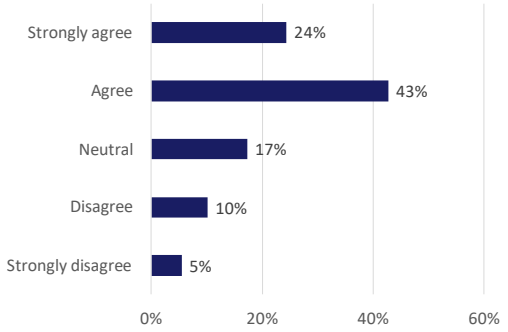
Response	Count	Percent
Improve	1,073	30%
Somewhat Improve	1,029	29%
Neutral	904	25%
Somewhat Worsen	331	9%
Worsen	262	7%
Total	3,599	100%

Regarding long term academic, social, or educational gains or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the District?



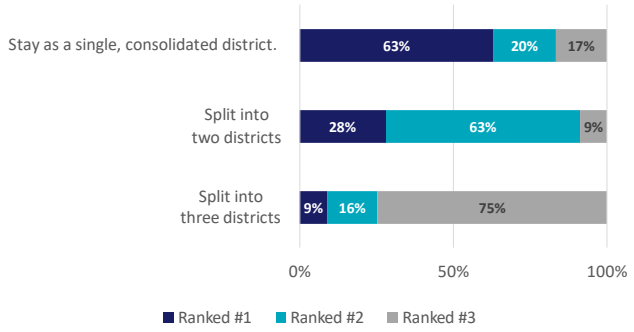
Response	Count	Percent
Significant Gains	177	5%
Moderate Gains	573	16%
Neutral	692	19%
Moderate Losses	1,145	32%
Significant Losses	1,013	28%
Total	3,600	100%

Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that potential tax changes should impact reconfiguration decisions?



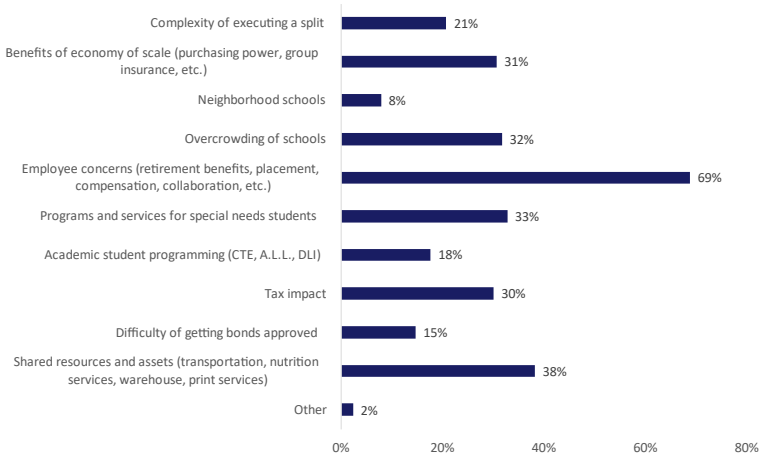
Response	Count	Percent
Strongly Agree	876	24%
Agree	1,537	43%
Neutral	622	17%
Disagree	365	10%
Strongly Disagree	196	5%
Total	3,596	100%

Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)



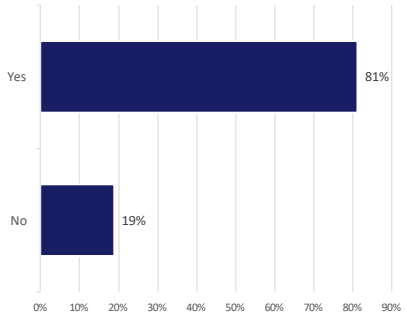
Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	1,501	665	213
Ranked #2	480	1,508	391
Ranked #3	398	206	1,775
Total	**2,379**	**2,379**	**2,379**
Ranking	**Stay as a single, consolidated district.**	**Split into two districts**	**Split into three districts**
Ranked #1	63%	28%	9%
Ranked #2	20%	63%	16%
Ranked #3	17%	9%	75%
Total	**100%**	**100%**	**100%**

In your opinion, what are the most important factors when considering reconfiguration? (Select three)



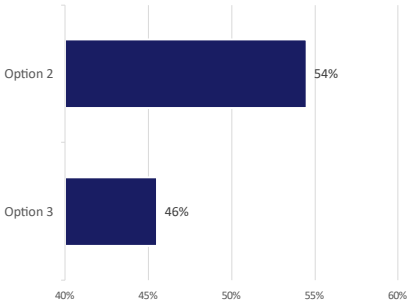
Responses	Count	Percent
Complexity of executing a split	742	21%
Benefits of economy of scale (purchasing power, group insurance, etc.)	1,098	31%
Neighborhood schools	280	8%
Overcrowding of schools	1,134	32%
Employee concerns (retirement benefits, placement, compensation, collaboration, etc.)	2,463	69%
Programs and services for special needs students	1,173	33%
Academic student programming (CTE, A.L.L., DLI)	632	18%
Tax impact	1,077	30%
Difficulty of getting bonds approved	525	15%
Shared resources and assets (transportation, nutrition services, warehouse, print services)	1,367	38%
Other	82	2%
Total	**3,585**	**100%**

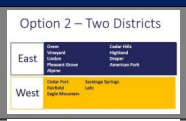
Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



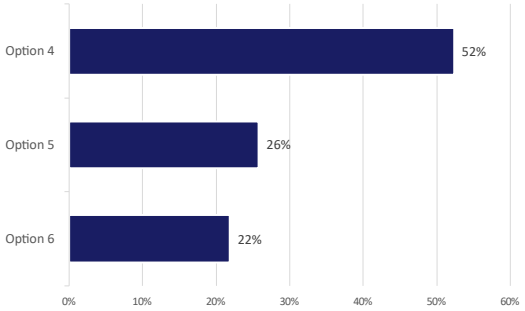
Response	Count	Percent
Yes	2,903	81%
No	674	19%
Total	**3,577**	**100%**

If the Alpine School District were split into two districts, which option is MOST preferable?



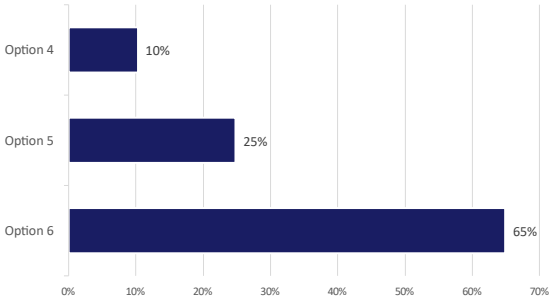
Response	Count	Percent
	1,940	54%
	1,620	46%
Total	**3,560**	**100%**

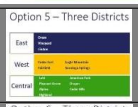
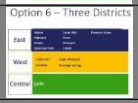
If the Alpine School District were to split into three districts, which option is MOST preferable?



Response	Count	Percent
Option 4 – Three Districts	1,811	52%
Option 5 – Three Districts	892	26%
Option 6 – Three Districts	756	22%
Total	**3,459**	**100%**

If the Alpine School District were to split into three districts, which option is LEAST preferable?



Response	Count	Percent
Option 4 – Three Districts	355	10%
Option 5 – Three Districts 	857	25%
Option 6 – Three Districts 	2,239	65%
Total	**3,451**	**100%**

Do you have any additional thoughts on this topic or information you want to share?

Concerns about Impact on Special Education Programs

- Stakeholders are worried about how a district split could affect specialized programs like ASL interpretation, special education services, and access to resources for students with disabilities.
- There's apprehension that splitting the district may lead to disparities in services, resources, and support for students with special needs across the new districts.
- Suggestions include providing special considerations for schools like Dan Peterson, ensuring adequate training for special education programs in all districts, and taking the necessary time to plan for maintaining quality services.

Employee Benefits and Job Security

- Employees, including teachers and related service providers, express concerns about potential cuts to benefits, changes in health insurance coverage, and the impact on retirement plans.
- Many are worried about losing access to current benefits and retirement options, especially if a new district is formed.
- There's a desire for clarity on compensation, contracts, and benefits for all employees, including paras, aides, and related service providers, to ensure job security and fair treatment.

Impact on Schools and Communities

- Concerns revolve around overcrowded schools, lack of resources, and disparities in infrastructure across different areas within the district.
- Many feel that a split could exacerbate existing issues, especially in areas experiencing rapid growth like Saratoga Springs and Eagle Mountain.
- There's a need for better planning and allocation of resources to address overcrowding and infrastructure needs, especially in rapidly growing communities.

Do you have any additional thoughts on this topic or information you want to share?

Financial Implications and Taxation

- Stakeholders are worried about potential tax increases, financial burdens, and the cost of establishing and maintaining new districts.
- Concerns also include the financial viability of smaller districts, the impact on bond ratings, and the ability to fund programs and services.
- There's a desire for transparency regarding the financial implications of a split, including how tax dollars will be allocated and the potential costs associated with establishing new districts.

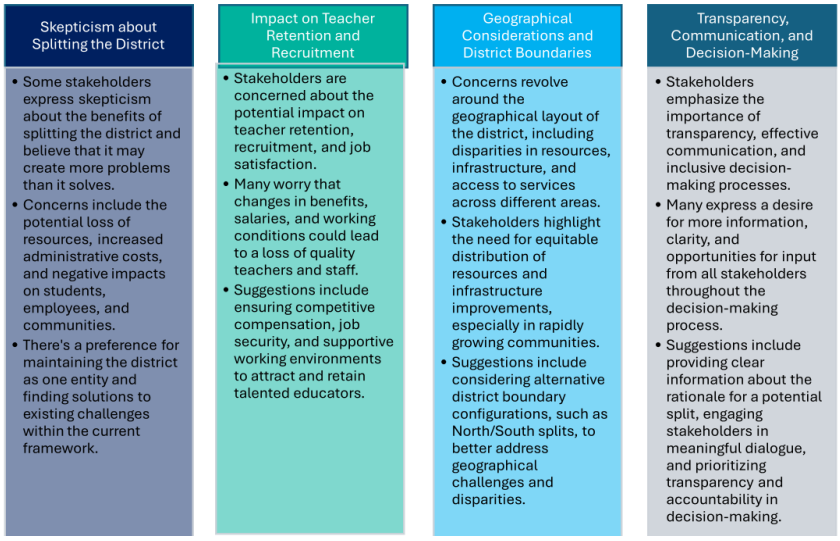
Desire for Local Control and Representation

- Many stakeholders emphasize the importance of local representation, community voice, and decision-making in education.
- There's a desire for more engagement with the community and transparency from the school board to ensure that stakeholders feel heard and represented.
- Suggestions include electing representatives from each high school cluster, increasing community engagement efforts, and involving stakeholders in decision-making processes.

Concerns about Student Education and Programs

- Stakeholders express concerns about the potential impact on student education, access to programs, and the quality of instruction.
- Many worry that a split could lead to disparities in resources, class sizes, and access to specialized programs like DLI and CTE.
- There's a desire to maintain or improve the quality of education for all students, regardless of where they live or which district they belong to.

Do you have any additional thoughts on this topic or information you want to share?



Parents

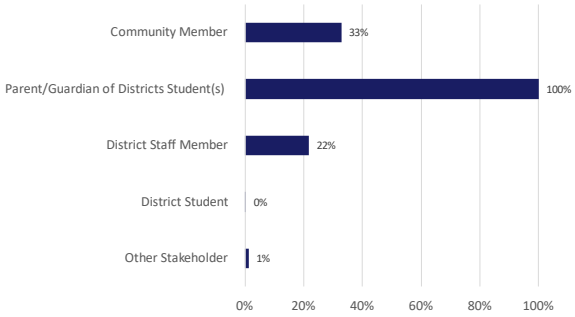
The Parent grouping represents a clear example of the community's varied perspectives. Survey data highlights significant support, exceeding 60%, for allowing the community to vote on potential reconfiguration initiatives.

However, opinions diverge on the issue of district unity, with approximately 40% advocating for maintaining consolidation and 42% favoring a split. Despite this divide, there is a shared belief among parents that students receive a quality education within ASD.

In the rank order of reconfiguration options, “Split into two districts” received 42%, “Stay as single, consolidated district” received 37% of the votes, and “Split into three districts” received 21%.

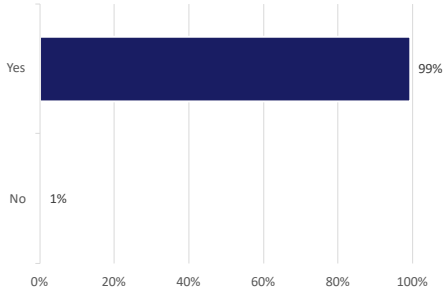
On the question of should there be a reconfiguration, 49% of respondents concurred. Among the options for a two-way split, 59% favored Option 2, which involves Lehi heading west. Regarding the three-way split preference, Option 4, entailing Pleasant Grove moving east, emerged as the preferred choice with 59% support.

What describes your relationship to the Alpine School District? (Check all that apply)



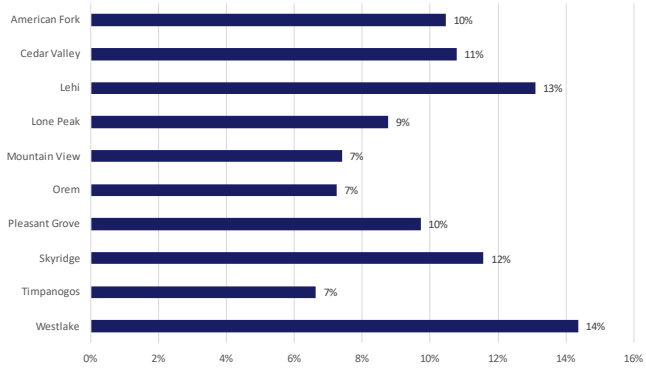
Responses	Count	Percent
Community Member	2,277	33%
Parent/Guardian of Districts Student(s)	6,953	100%
District Staff Member	1,511	22%
District Student	20	0%
Other Stakeholder	85	1%
Total	**6,953**	**100%**

Do you currently live in the Alpine School District?



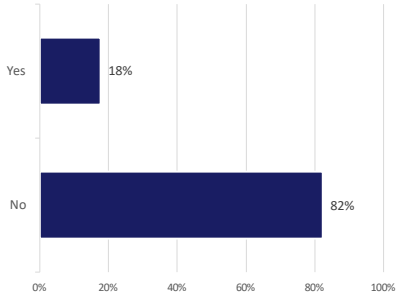
Responses	Count	Percent
Yes	6,911	99%
No	42	1%
Total	**6,953**	**100%**

Which high school serves as the high school for your attendance zone/cluster (where you live)?



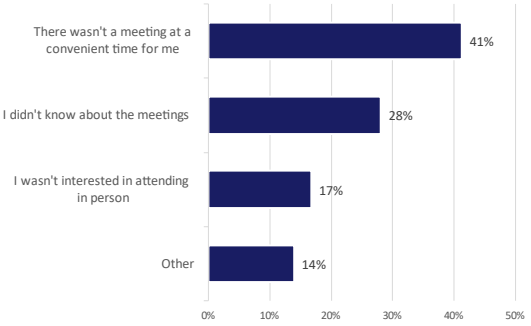
Response	Count	Percent
American Fork	722	10%
Cedar Valley	744	11%
Lehi	904	13%
Lone Peak	605	9%
Mountain View	511	7%
Orem	500	7%
Pleasant Grove	671	10%
Skyridge	799	12%
Timpanogos	458	7%
Westlake	991	14%
Total	**6,905**	**100%**

Did you attend one of the MGT community meetings held March 12-14?



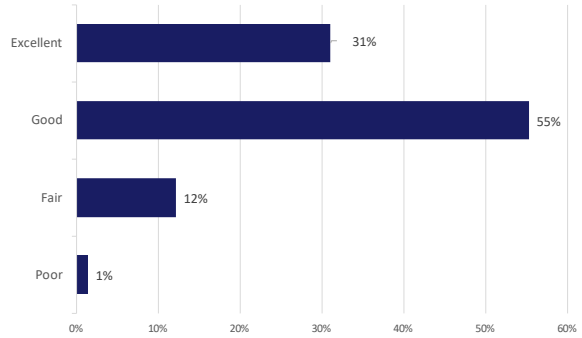
Response	Count	Percent
Yes	1,230	18%
No	5,707	82%
Total	**6,937**	**100%**

Why did you not attend one of the MGT community meetings?



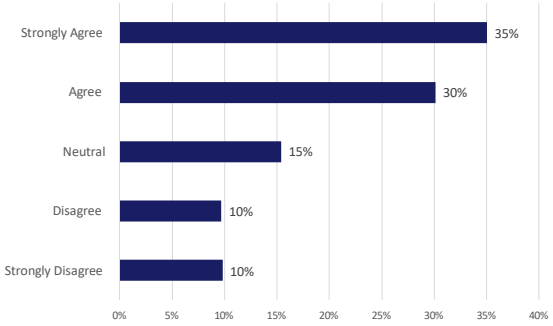
Responses	Count	Percent
There wasn't a meeting at a convenient time for me	2,350	41%
I didn't know about the meetings	1,599	28%
I wasn't interested in attending in person	954	17%
Other	795	14%
Total	**5,698**	**100%**

Would you say the overall education students receive from schools in the Alpine School District is:



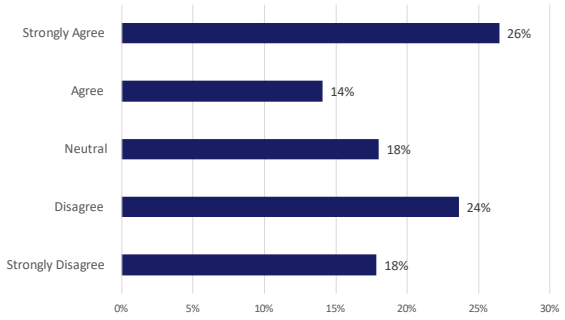
Responses	Count	Percent
Excellent	2,158	31%
Good	3,842	55%
Fair	847	12%
Poor	100	1%
Total	**6,947**	**100%**

Do you agree or disagree with the following statement "The school board should recommend that a district reconfiguration be brought to a community vote."?



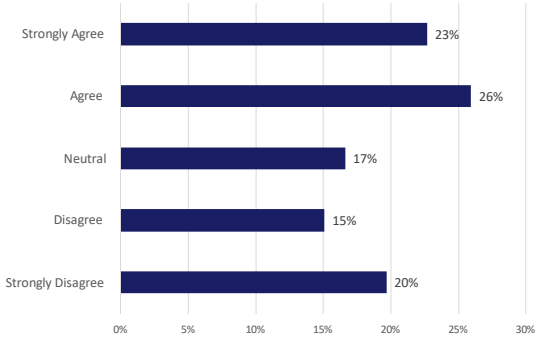
Response	Count	Percent
Strongly Agree	2,426	35%
Agree	2,085	30%
Neutral	1,065	15%
Disagree	671	10%
Strongly Disagree	679	10%
Total	**6926**	**100%**

Do you agree or disagree with the following statement? "The Alpine School District (ASD) should remain as one consolidated school district."?



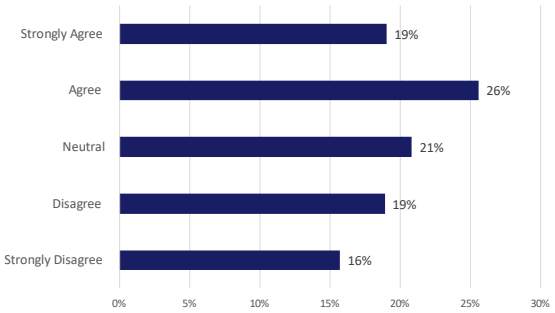
Response	Count	Percent
Strongly Agree	1,835	26%
Agree	977	14%
Neutral	1,250	18%
Disagree	1,639	24%
Strongly Disagree	1,238	18%
Total	6,939	100%

Do you agree or disagree with the following statement: "ASD needs to be reconfigured into two or more separate school districts."?



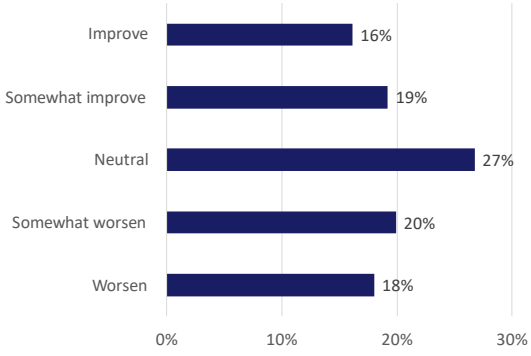
Response	Count	Percent
Strongly Agree	1,574	23%
Agree	1,799	26%
Neutral	1,152	17%
Disagree	1,047	15%
Strongly Disagree	1,364	20%
Total	6,936	100%

Do you agree or disagree with the following statement: "ASD faces too many challenges to continue as it is currently configured."?



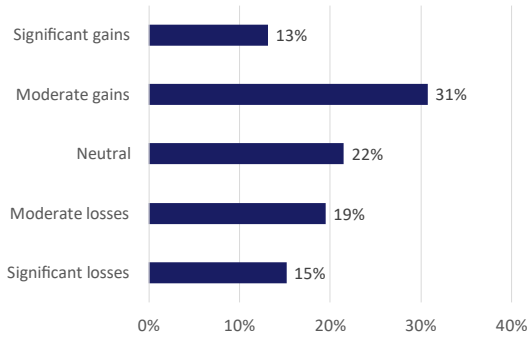
Response	Count	Percent
Strongly Agree	1318,	19%
Agree	1,773	26%
Neutral	1,444	21%
Disagree	1,310	19%
Strongly Disagree	1,089	16%
Total	6,934	100%

If ASD were to reconfigure, do you anticipate learning outcomes and student educational programs would improve or worsen?



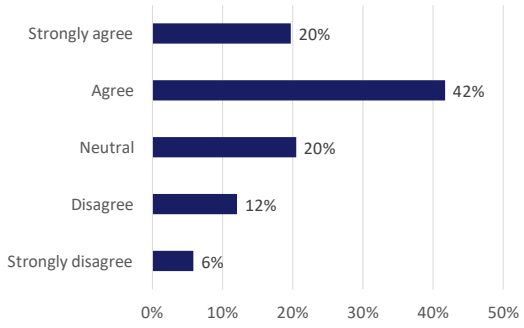
Response	Count	Percent
Improve	1,119	16%
Somewhat Improve	1,332	19%
Neutral	1,855	27%
Somewhat Worsen	1,380	20%
Worsen	1,249	18%
Total	6,935	100%

Regarding long term academic, social, or educational gains or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the District?



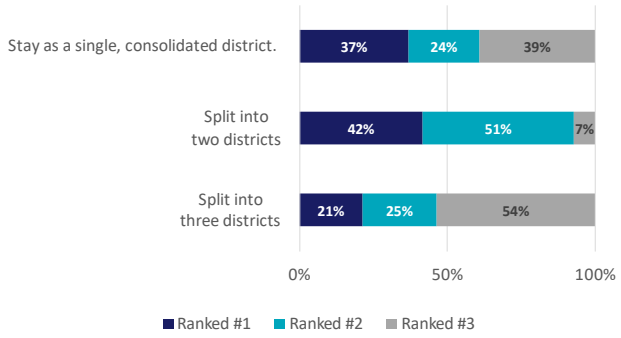
Response	Count	Percent
Significant Gains	909	13%
Moderate Gains	2,129	31%
Neutral	1,490	22%
Moderate Losses	1,350	19%
Significant Losses	1,050	15%
Total	6,928	100%

Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that potential tax changes should impact reconfiguration decisions?



Response	Count	Percent
Strongly Agree	1,369	20%
Agree	2,890	42%
Neutral	1,420	20%
Disagree	840	12%
Strongly Disagree	409	6%
Total	69,28	100%

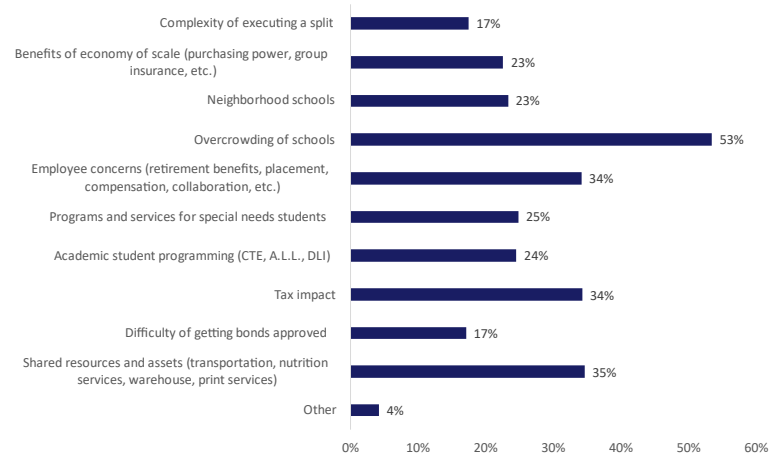
Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)



Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	1,981	2,234	1,144
Ranked #2	1,279	2,739	1,341
Ranked #3	2,099	386	2,874
Total	5,359	5,359	5,359

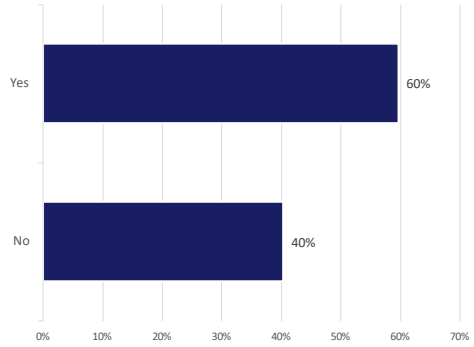
Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	37%	42%	21%
Ranked #2	24%	51%	25%
Ranked #3	39%	7%	54%
Total	100%	100%	100%

In your opinion, what are the most important factors when considering reconfiguration? (Select three)



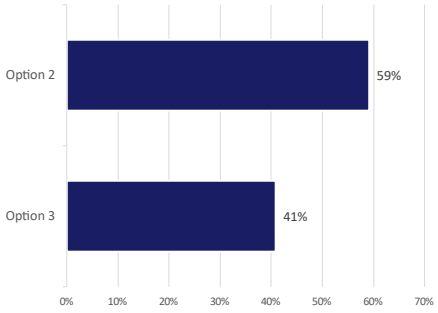
Responses	Count	Percent
Complexity of executing a split	1,205	17%
Benefits of economy of scale (purchasing power, group insurance, etc.)	1,557	23%
Neighborhood schools	1,606	23%
Overcrowding of schools	3,686	53%
Employee concerns (retirement benefits, placement, compensation, collaboration, etc.)	2,354	34%
Programs and services for special needs students	1,709	25%
Academic student programming (CTE, A.L.L., DLI)	1,691	24%
Tax impact	2,363	34%
Difficulty of getting bonds approved	1,176	17%
Shared resources and assets (transportation, nutrition services, warehouse, print services)	2,388	35%
Other	289	4%
Total	6,905	100%

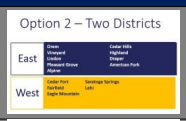
Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



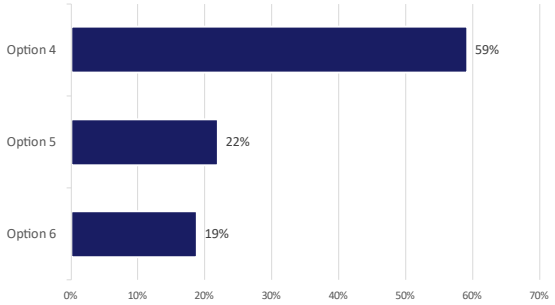
Response	Count	Percent
Yes	4,078	60%
No	2,758	40%
Total	**6,836**	**100%**

If the Alpine School District were split into two districts, which option is MOST preferable?



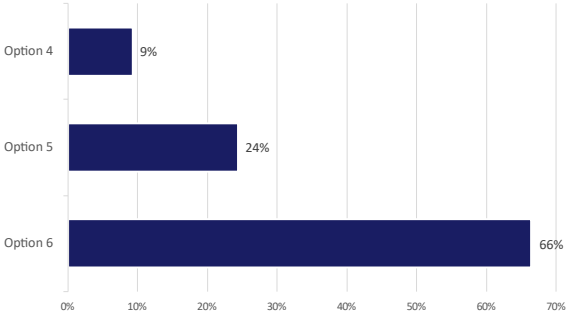
Response	Count	Percent
	4,038	59%
	2,791	41%
Total	**6,829**	**100%**

If the Alpine School District were to split into three districts, which option is MOST preferable?



Response	Count	Percent
Option 4 – Three Districts	3,968	59%
Option 5 – Three Districts	1,472	22%
Option 6 – Three Districts	1,262	19%
Total	**6,702**	**100%**

If the Alpine School District were to split into three districts, which option is LEAST preferable?



Response	Count	Percent
Option 4 – Three Districts	615	9%
Option 5 – Three Districts	1,616	24%
Option 6 – Three Districts	4,414	66%
Total	**6,645**	**100%**

Do you have any additional thoughts on this topic or information you want to share?

Concerns about Resource Allocation

- Many express concerns about the fair allocation of resources in the district, including funding, facilities, and programs.
- Some worry that certain areas, particularly the west side, are being overlooked or underserved in terms of infrastructure and educational opportunities.
- Suggestions include implementing impact fees for new builds, ensuring equitable representation on the school board, and exploring options for sharing resources between districts.

Impact on Teachers and Employees

- Many teachers and employees are worried about the potential negative consequences of a split, including loss of benefits, uncertainty about employment, and disruption to school schedules.
- There are concerns about how a split could affect retirement plans, insurance coverage, and overall job stability for educators.
- Some emphasize the importance of considering the needs and concerns of teachers and staff members in any decision-making process.

Overcrowding and Infrastructure

- Overcrowding in schools, particularly on the west side, is a significant concern for many respondents, who fear it may impact student learning and well-being.
- There is a consensus that additional infrastructure, such as new schools and classrooms, is urgently needed to address overcrowding and accommodate growing student populations.
- Suggestions include prioritizing the construction of new schools, implementing more efficient use of existing facilities, and exploring innovative solutions to alleviate overcrowding.

Do you have any additional thoughts on this topic or information you want to share?

Transparency and Communication

- Many respondents express frustration with what they perceive as a lack of transparency and biased communication from district officials regarding the potential split.
- There are calls for more open and honest dialogue, as well as greater efforts to involve community members in the decision-making process.
- Suggestions include providing clear and accurate information about the implications of a split, conducting more inclusive public meetings, and actively soliciting feedback from stakeholders.

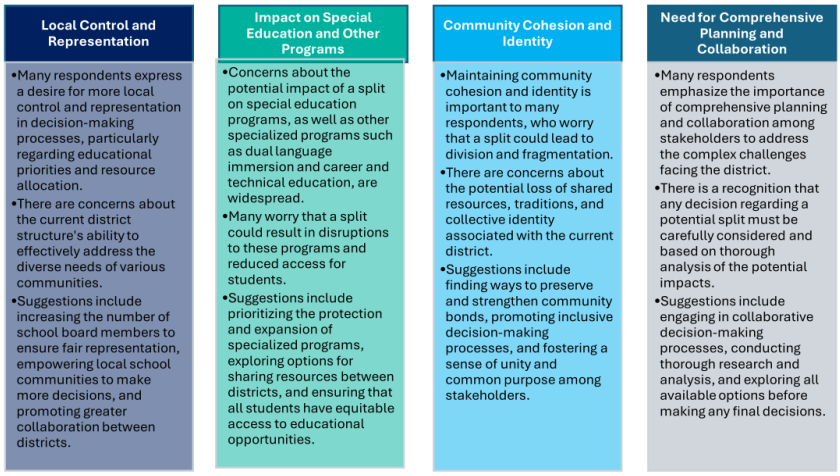
Concerns about Student Well-being

- Ensuring the well-being and educational success of students is a top priority for many respondents, who worry about how a split could impact access to resources and support services.
- There are concerns about potential disruptions to students' academic progress, social connections, and extracurricular opportunities.
- Some emphasize the importance of putting students' needs first and considering the long-term implications of any decision on their overall well-being.

Financial Considerations

- Financial implications, including potential tax increases and changes to funding allocations, are a major concern for many respondents.
- Some worry about the affordability of a split, particularly for residents on fixed incomes or in lower-income communities.
- Suggestions include exploring alternative funding sources, conducting cost-benefit analyses, and ensuring that any financial burdens are equitably distributed.

Do you have any additional thoughts on this topic or information you want to share?



American Forks

At the American Fork engagement session 92% of community members revealed that ASD is providing a good or excellent education. The AF participants felt the school board should recommend a community vote on reconfiguration with 56% in the affirmative. Yet, 51% of those same participants felt that the district should remain as one consolidated school district while 30% indicated that the district should split.

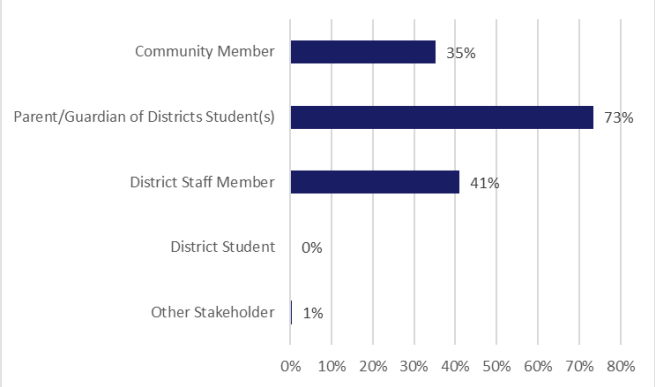
Thoughts differed on the impact a reconfiguration would have on student learning.

In the rank order of reconfiguration options, “Stay as single, consolidated district” received 49% of the votes. “Split into two districts” received 32%, and “Split into three districts” received 19%.

There was little separation as related to the two-way split preference with 49% selecting Option 2 and 51% choosing Option 3. Option 4 with Pleasant Grove going east was the chosen three-way split selection at 50%.

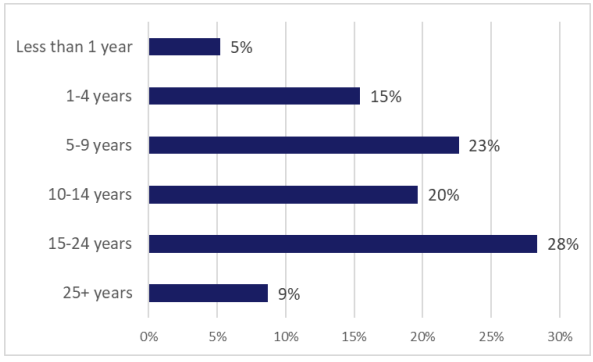
Participants agreed (64%) that potential tax changes should impact reconfiguration considerations, while 70% supported the idea of an expanded school board should the district remain as one.

What describes your relationship to the Alpine School District? (Check all that apply)



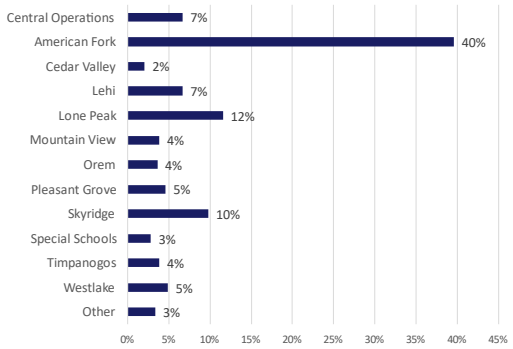
Responses	Count	Percent
Community Member	346	35%
Parent/Guardian of Districts Student(s)	722	73%
District Staff Member	403	41%
District Student	1	0%
Other Stakeholder	5	1%
Total	984	100%

How long have you been employed by the district? (Asked of District employees only)



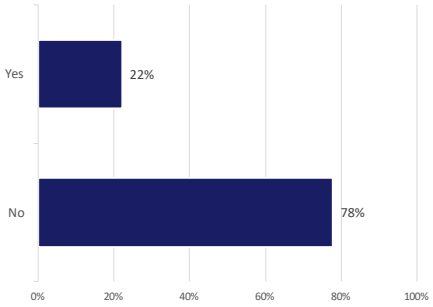
Responses	Count	Percent
Less than 1 year	21	5%
1-4 years	62	15%
5-9 years	91	23%
10-14 years	79	20%
15-24 years	114	28%
25+ years	35	9%
Total	402	100%

Which high school cluster are you affiliated with (Where you work)? (Asked of District employees only)



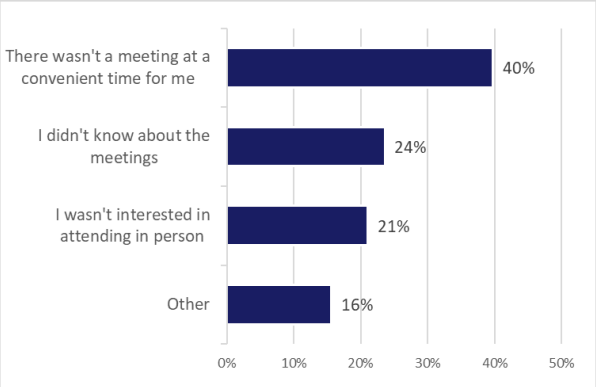
Response	Count	Percent
Central Operations	26	7%
American Fork	154	40%
Cedar Valley	8	2%
Lehi	26	7%
Lone Peak	45	12%
Mountain View	15	4%
Orem	14	4%
Pleasant Grove	18	5%
Skyridge	38	10%
Timpanogos	11	3%
Westlake	15	4%
Special Schools	19	5%
Other	13	3%
Total	**402**	**100%**

Did you attend one of the MGT community meetings held March 12-14?



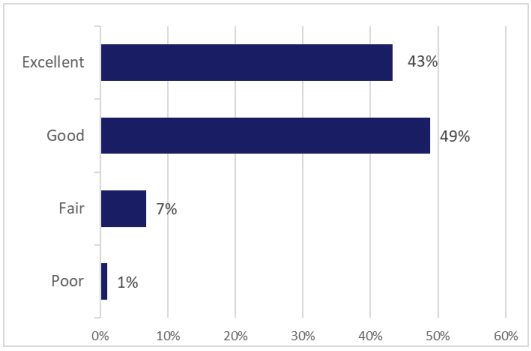
Response	Count	Percent
Yes	218	22%
No	765	78%
Total	**983**	**100%**

Why did you not attend one of the MGT community meetings?



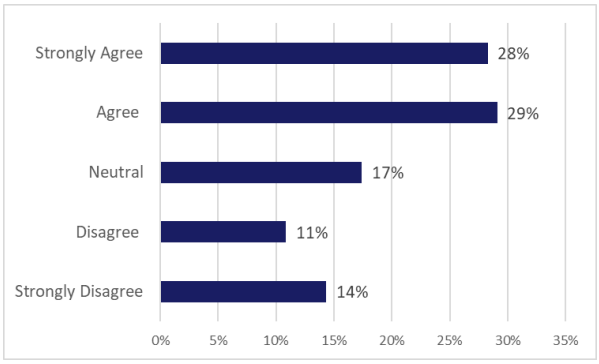
Responses	Count	Percent
There wasn't a meeting at a convenient time for me	303	40%
I didn't know about the meetings	180	24%
I wasn't interested in attending in person	161	21%
Other	119	16%
Total	**763**	**100%**

Would you say the overall education students receive from schools in the Alpine School District is:



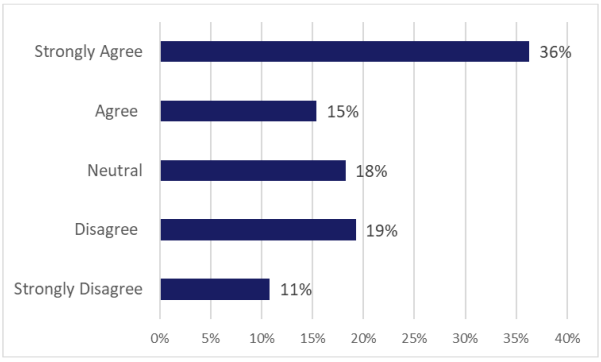
Responses	Count	Percent
Excellent	425	43%
Good	479	49%
Fair	67	7%
Poor	10	1%
Total	**981**	**100%**

Do you agree or disagree with the following statement "The school board should recommend that a district reconfiguration be brought to a community vote."?



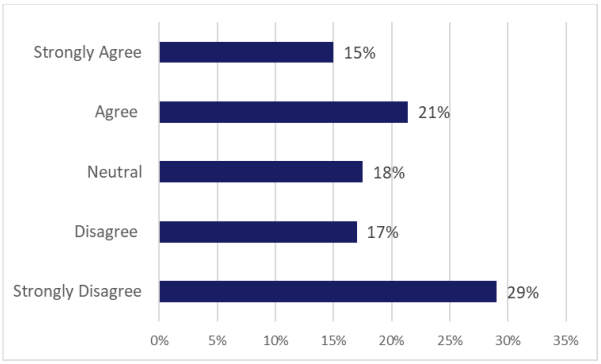
Response	Count	Percent
Strongly Agree	276	28%
Agree	284	29%
Neutral	170	17%
Disagree	106	11%
Strongly Disagree	140	14%
Total	976	100%

Do you agree or disagree with the following statement? "The Alpine School District (ASD) should remain as one consolidated school district."?



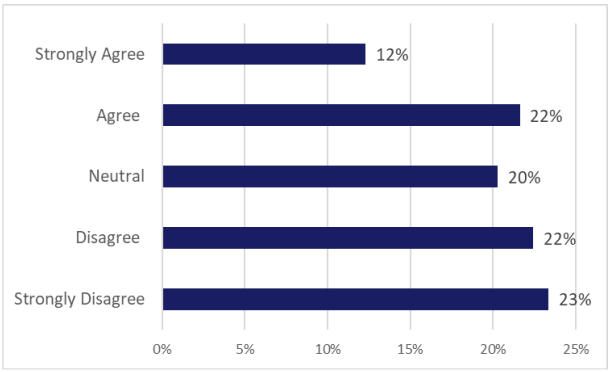
Response	Count	Percent
Strongly Agree	356	36%
Agree	151	15%
Neutral	179	18%
Disagree	189	19%
Strongly Disagree	106	11%
Total	981	100%

Do you agree or disagree with the following statement: "ASD needs to be reconfigured into two or more separate school districts."?



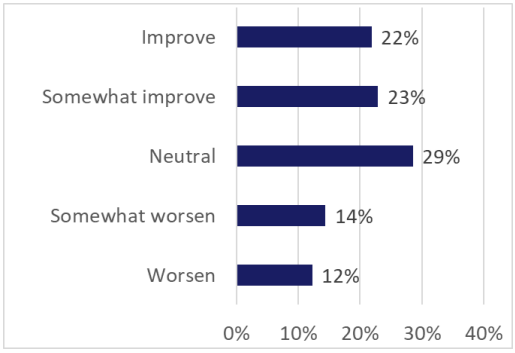
Response	Count	Percent
Strongly Agree	147	15%
Agree	210	21%
Neutral	172	18%
Disagree	167	17%
Strongly Disagree	285	29%
Total	981	100%

Do you agree or disagree with the following statement: "ASD faces too many challenges to continue as it is currently configured."?



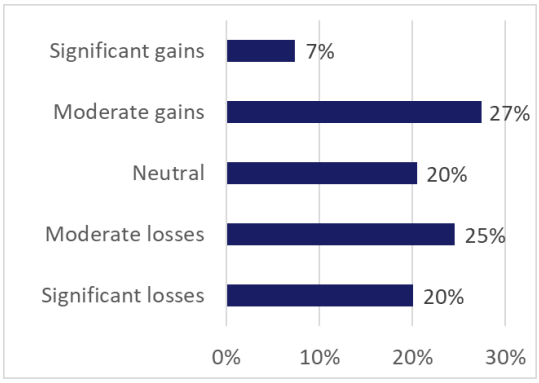
Response	Count	Percent
Strongly Agree	120	12%
Agree	211	22%
Neutral	198	20%
Disagree	219	22%
Strongly Disagree	228	23%
Total	976	100%

If ASD were to reconfigure, do you anticipate learning outcomes and student educational programs would improve or worsen?



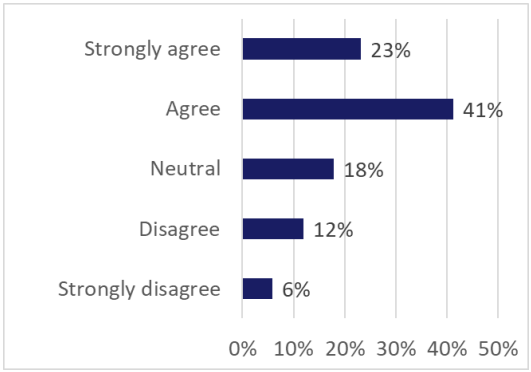
Response	Count	Percent
Improve	214	22%
Somewhat Improve	224	23%
Neutral	279	29%
Somewhat Worsen	141	14%
Worsen	120	12%
Total	978	100%

Regarding long term academic, social, or educational gains or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the District?



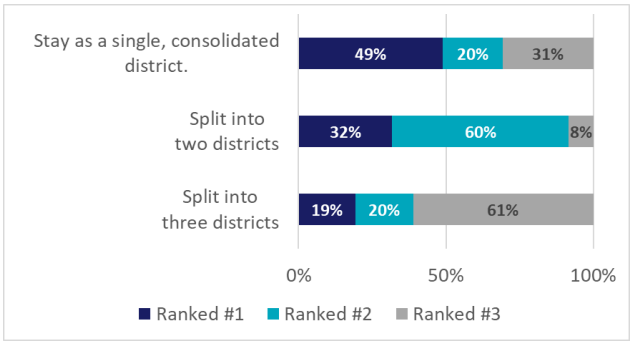
Response	Count	Percent
Significant Gains	72	7%
Moderate Gains	268	27%
Neutral	200	20%
Moderate Losses	240	25%
Significant Losses	196	20%
Total	976	100%

Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that potential tax changes should impact reconfiguration decisions?



Response	Count	Percent
Strongly Agree	226	23%
Agree	402	41%
Neutral	174	18%
Disagree	117	12%
Strongly Disagree	58	6%
Total	977	100%

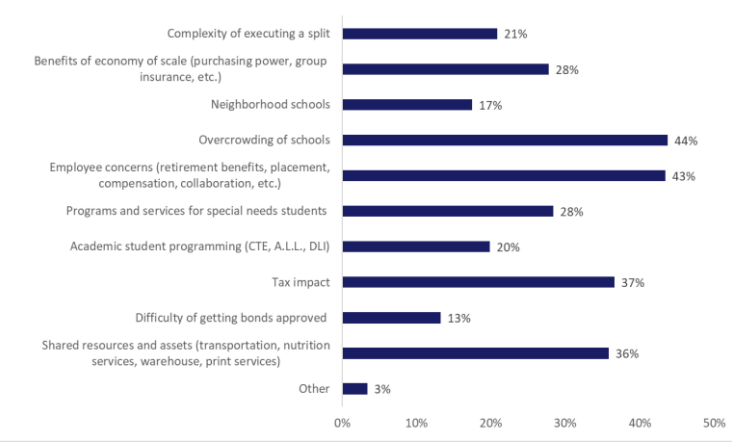
Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)



Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	342	222	135
Ranked #2	143	419	137
Ranked #3	214	58	427
Total	699	699	699

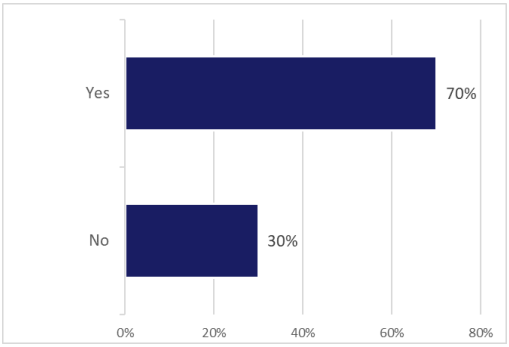
Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	49%	32%	19%
Ranked #2	20%	60%	20%
Ranked #3	31%	8%	61%
Total	100%	100%	100%

In your opinion, what are the most important factors when considering reconfiguration? (Select three)



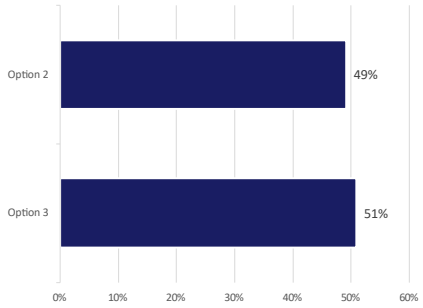
Responses	Count	Percent
Complexity of executing a split	203	21%
Benefits of economy of scale (purchasing power, group insurance, etc.)	270	28%
Neighborhood schools	170	17%
Overcrowding of schools	426	44%
Employee concerns (retirement benefits, placement, compensation, collaboration, etc.)	423	43%
Programs and services for special needs students	276	28%
Academic student programming (CTE, A.L.L., DLI)	193	20%
Tax impact	356	37%
Difficulty of getting bonds approved	129	13%
Shared resources and assets (transportation, nutrition services, warehouse, print services)	349	36%
Other	33	3%
Total	**974**	**100%**

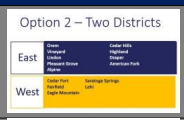
Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



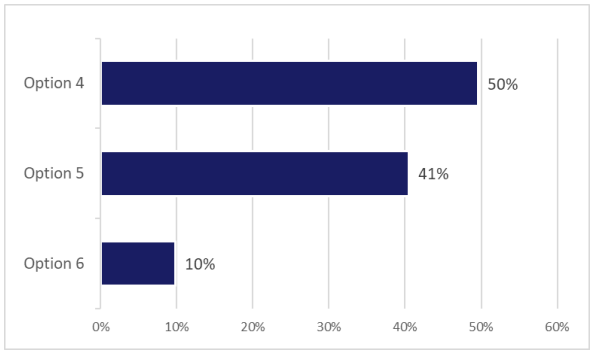
Response	Count	Percent
Yes	681	70%
No	291	30%
Total	**972**	**100%**

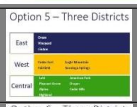
If the Alpine School District were split into two districts, which option is MOST preferable?



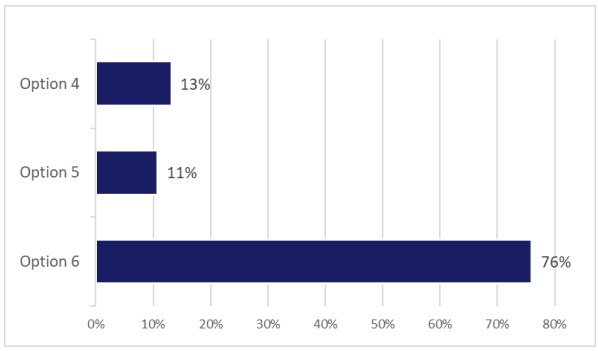
Response	Count	Percent
Option 2 – Two Districts 	471	49%
Option 3 – Two Districts	488	51%
Total	**959**	**100%**

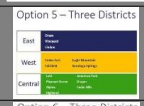
If the Alpine School District were to split into three districts, which option is MOST preferable?



Response	Count	Percent
Option 4 – Three Districts	468	50%
Option 5 – Three Districts 	382	41%
Option 6 – Three Districts	93	10%
Total	**943**	**100%**

If the Alpine School District were to split into three districts, which option is LEAST preferable?



Response	Count	Percent
Option 4 – Three Districts	122	13%
Option 5 – Three Districts 	100	11%
Option 6 – Three Districts	702	76%
Total	**924**	**100%**

Do you have any additional thoughts on this topic or information you want to share?

Preference for Unity

- The majority of respondents express a desire for the Alpine School District to remain unified, citing the efficiency of current operations and resource management under the existing structure.
- Concerns are raised about potential negative impacts on students, employees, and communities if the district were to split, including increased taxes, administrative complexities, and decreased bargaining power.

Concerns about Resource Allocation

- Many respondents highlight concerns about equitable resource allocation across the district, suggesting that a unified approach may result in more consistent distribution of resources.
- Some express worries that a split could lead to disparities in funding and support for schools, particularly in rapidly growing areas, potentially affecting the quality of education.

Impact on Special Education

- Several respondents express concerns about the potential impact of a district split on special education programs and services, including disruptions to students' learning environments and difficulties in accessing necessary resources.
- There are calls for maintaining inclusive environments where special education students can attend their neighborhood schools alongside their peers, emphasizing the importance of social support and community integration.

Do you have any additional thoughts on this topic or information you want to share?

Financial Considerations

- Financial implications, including tax increases, budget deficits, and concerns about pension plans and healthcare benefits for employees, are major points of discussion among respondents.
- There's a desire for transparency and accountability in financial management, with some suggesting that reallocating funds from administrative positions to direct educational resources could be beneficial.

Impact on Employees

- Respondents express concerns about the potential impact of a district split on employee benefits, job security, and seniority, with worries about pension plans and healthcare coverage.
- Some worry about the potential for increased competition for jobs and the retention of qualified staff, particularly if benefit packages are affected by the split.

Concerns about Educational Quality

- Many respondents emphasize the importance of maintaining educational quality and opportunities for students, expressing worries that a split could lead to disruptions in programs and services.
- There are concerns about the ability of smaller districts to provide the same level of academic and extracurricular opportunities as the current unified district.

Do you have any additional thoughts on this topic or information you want to share?

Community Representation

- Several respondents advocate for increased community representation and input in decision-making processes, suggesting that a larger school board or more localized governance structures could better serve diverse community needs.
- There's a desire for more direct involvement in shaping policies and initiatives that affect local schools and neighborhoods.

Impact on School Choice

- Concerns are raised about the potential impact of a district split on school choice and access to preferred educational options, particularly for families with children attending specialized programs or schools outside their immediate neighborhoods.
- Some worry that a split could limit options for students and families, leading to overcrowding or disruptions in enrollment patterns.

Infrastructure and Facilities

- Many respondents highlight concerns about the condition of school infrastructure and facilities, expressing a desire for increased investment in maintenance and renovations.
- There are calls for more efficient use of funds to address infrastructure needs, including upgrades to school facilities such as bathrooms and classrooms.

Need for Comprehensive Analysis

- Several respondents emphasize the importance of conducting a thorough analysis of the potential impacts of a district split, including financial, educational, and community considerations.
- There's a call for transparency in decision-making processes and for all stakeholders to be included in discussions and planning for the future of the district.

Cedar Valley

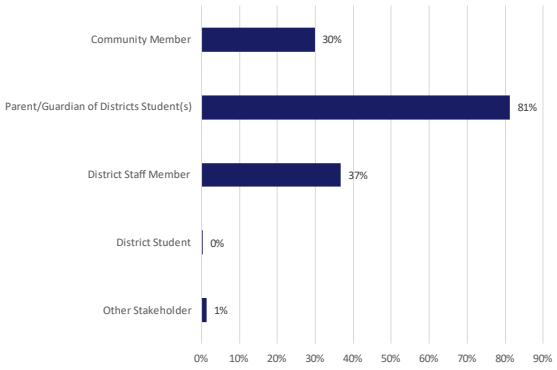
At the Cedar Valley community engagement, respondents 83% indicated that ASD students receive a good or excellent education. Two/thirds (66%) felt that the board should bring a reconfiguration vote forward. When asked if ASD should remain as one consolidated district, 37% agreed and 44% disagreed. Just over half (51%) agreed that ASD needs to be reconfigured.

Respondents differed on the impact a reconfiguration would have on student learning and their respective school communities.

As for the rank order for reconfiguration options, "Split into two districts" received 51%, "Stay as single, consolidated district" received 34% of the votes, and "Split into three districts" received 16%.

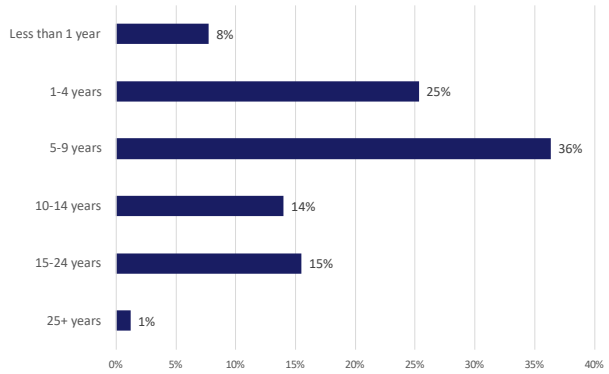
A solid majority of this group at 86% felt that the most preferable two-way split is Option 2 with Lehi going west. In the three-way split preference question, Option 4 with Pleasant Grove going east was the preferred option at 72%.

What describes your relationship to the Alpine School District? (Check all that apply)



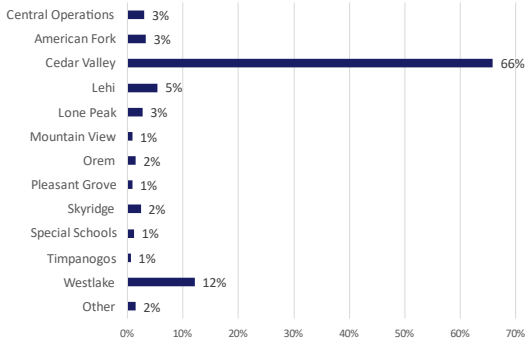
Responses	Count	Percent
Community Member	273	30%
Parent/Guardian of Districts Student(s)	744	81%
District Staff Member	336	37%
District Student	3	0%
Other Stakeholder	12	1%
Total	916	100%

How long have you been employed by the district? (Asked of District employees only)



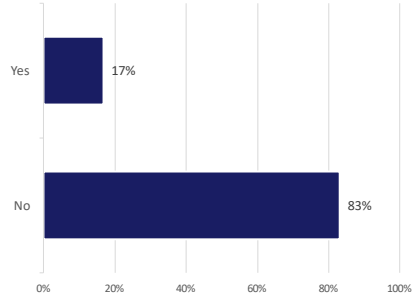
Responses	Count	Percent
Less than 1 year	26	8%
1-4 years	85	25%
5-9 years	122	36%
10-14 years	47	14%
15-24 years	52	15%
25+ years	4	1%
Total	336	100%

Which high school cluster are you affiliated with (Where you work)? (Asked of District employees only)



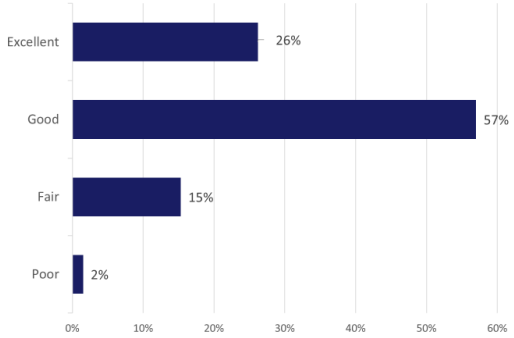
Response	Count	Percent
Central Operations	10	3%
American Fork	11	3%
Cedar Valley	218	66%
Lehi	18	5%
Lone Peak	9	3%
Mountain View	3	1%
Orem	5	2%
Pleasant Grove	3	1%
Skyridge	8	2%
Special Schools	4	1%
Timpanogos	2	1%
Westlake	40	12%
Other	5	2%
Total	336	100%

Did you attend one of the MGT community meetings held March 12-14?



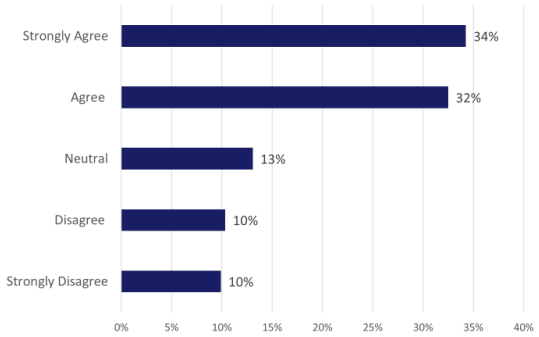
Response	Count	Percent
Yes	154	17%
No	759	83%
Total	913	100%

Would you say the overall education students receive from schools in the Alpine School District is:



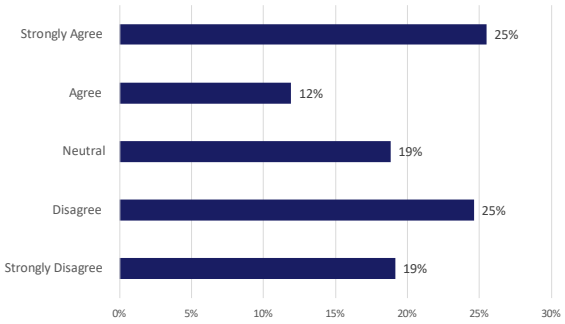
Responses	Count	Percent
Excellent	240	26%
Good	522	57%
Fair	140	15%
Poor	14	2%
Total	916	100%

Do you agree or disagree with the following statement "The school board should recommend that a district reconfiguration be brought to a community vote."?



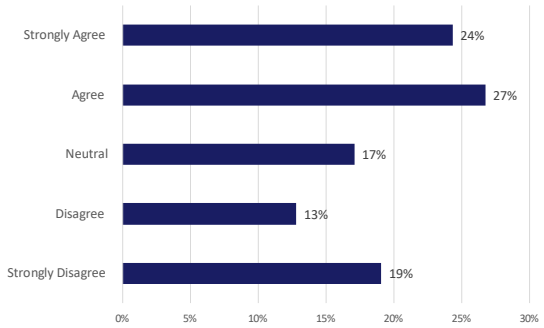
Response	Count	Percent
Strongly Agree	312	34%
Agree	296	32%
Neutral	119	13%
Disagree	94	10%
Strongly Disagree	90	10%
Total	**911**	**100%**

Do you agree or disagree with the following statement? "The Alpine School District (ASD) should remain as one consolidated school district."?



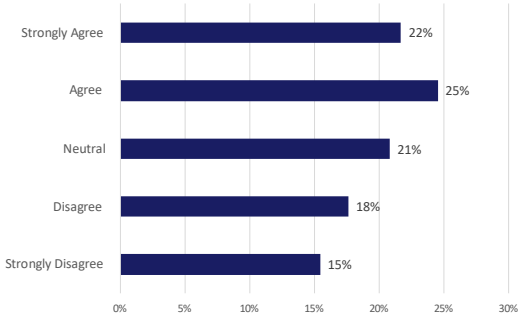
Response	Count	Percent
Strongly Agree	233	25%
Agree	109	12%
Neutral	172	19%
Disagree	225	25%
Strongly Disagree	175	19%
Total	**914**	**100%**

Do you agree or disagree with the following statement: "ASD needs to be reconfigured into two or more separate school districts."?



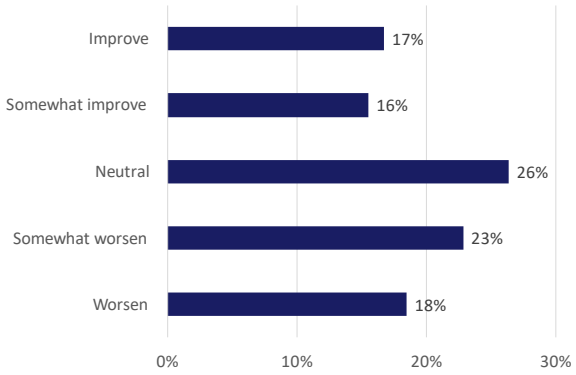
Response	Count	Percent
Strongly Agree	222	24%
Agree	244	27%
Neutral	156	17%
Disagree	117	13%
Strongly Disagree	174	19%
Total	**913**	**100%**

Do you agree or disagree with the following statement: "ASD faces too many challenges to continue as it is currently configured."?



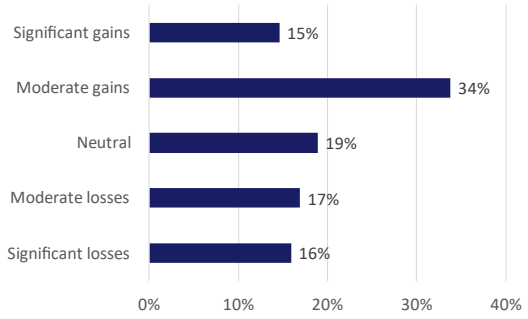
Response	Count	Percent
Strongly Agree	198	22%
Agree	224	25%
Neutral	190	21%
Disagree	161	18%
Strongly Disagree	141	15%
Total	**914**	**100%**

If ASD were to reconfigure, do you anticipate learning outcomes and student educational programs would improve or worsen?



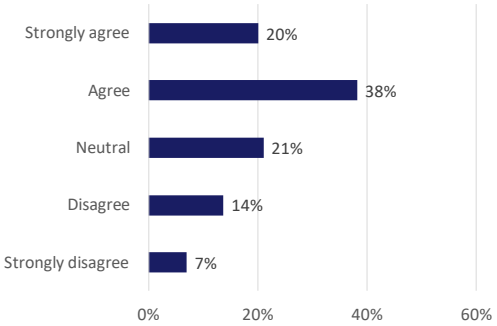
Response	Count	Percent
Improve	153	17%
Somewhat Improve	142	16%
Neutral	241	26%
Somewhat Worsen	209	23%
Worsen	169	18%
Total	914	100%

Regarding long term academic, social, or educational gains or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the District?



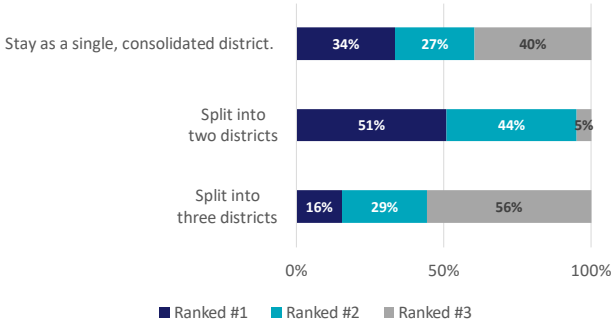
Response	Count	Percent
Significant Gains	133	15%
Moderate Gains	308	34%
Neutral	172	19%
Moderate Losses	154	17%
Significant Losses	145	16%
Total	912	100%

Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that potential tax changes should impact reconfiguration decisions?



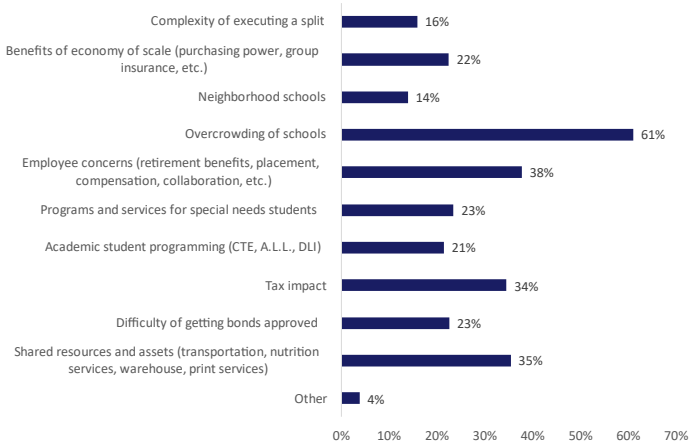
Response	Count	Percent
Strongly Agree	183	20%
Agree	348	38%
Neutral	192	21%
Disagree	125	14%
Strongly Disagree	64	7%
Total	912	100%

Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)



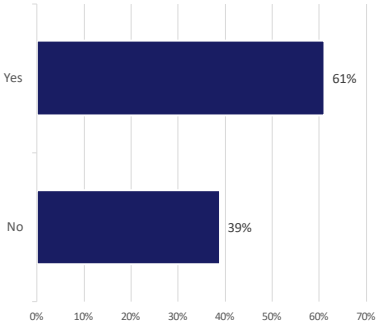
Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	229	348	106
Ranked #2	184	302	197
Ranked #3	270	33	380
Total	683	683	683
Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	34%	51%	16%
Ranked #2	27%	44%	29%
Ranked #3	40%	5%	56%
Total	100%	100%	100%

In your opinion, what are the most important factors when considering reconfiguration? (Select three)



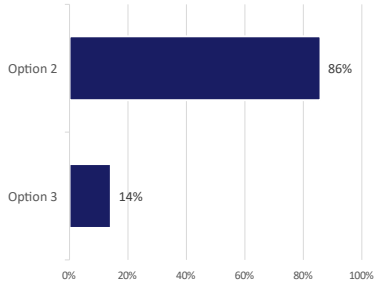
Responses	Count	Percent
Complexity of executing a split	144	16%
Benefits of economy of scale (purchasing power, group insurance, etc.)	204	22%
Neighborhood schools	126	14%
Overcrowding of schools	555	61%
Employee concerns (retirement benefits, placement, compensation, collaboration, etc.)	343	38%
Programs and services for special needs students	213	23%
Academic student programming (CTE, A.L.L., DLI)	195	21%
Tax impact	314	34%
Difficulty of getting bonds approved	205	23%
Shared resources and assets (transportation, nutrition services, warehouse, print services)	322	35%
Other	34	4%
Total	**911**	**100%**

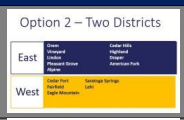
Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



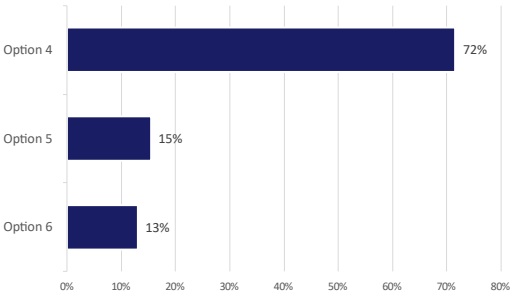
Response	Count	Percent
Yes	553	61%
No	352	39%
Total	**905**	**100%**

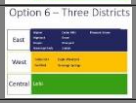
If the Alpine School District were split into two districts, which option is MOST preferable?



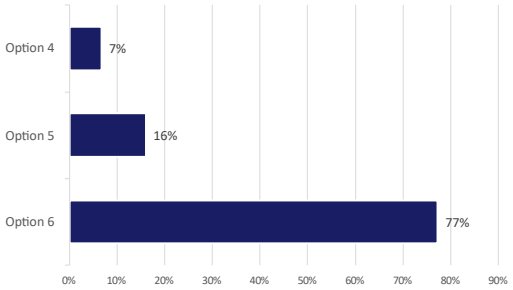
Response	Count	Percent
Option 2 – Two Districts 	776	86%
Option 3 – Two Districts	129	14%
Total	**905**	**100%**

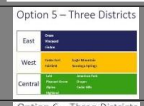
If the Alpine School District were to split into three districts, which option is MOST preferable?



Response	Count	Percent
Option 4 – Three Districts	622	72%
Option 5 – Three Districts	134	15%
Option 6 – Three Districts 	113	13%
Total	**869**	**100%**

If the Alpine School District were to split into three districts, which option is LEAST preferable?



Response	Count	Percent
Option 4 – Three Districts	58	7%
Option 5 – Three Districts 	138	16%
Option 6 – Three Districts	665	77%
Total	**861**	**100%**

Do you have any additional thoughts on this topic or information you want to share?

Concerns about Overcrowding and Teacher Pay

- Many expressed worry about overcrowded schools and emphasized the importance of adequately compensating teachers.
- There's a consensus that addressing overcrowding and improving teacher pay are crucial for providing quality education to children.
- The need for increased funding and support for teachers is seen as essential to address the challenges of overcrowding.

Communication and Transparency

- Respondents highlighted the importance of clear communication and transparency from the school board, particularly regarding bond proposals and district decisions.
- Lack of awareness about past bond proposals was cited as a reason for their failure, emphasizing the need for better advertising and education about future bond initiatives.
- Transparency in decision-making processes, especially regarding the potential district split, was requested to ensure community understanding and involvement.

Concerns about District Splitting

- There's widespread concern and skepticism about the potential split of the district, with many expressing doubts about the benefits and feasibility of such a move.
- Some respondents voiced a preference for maintaining the district as a single entity, citing concerns about the impact on resources, funding, and educational opportunities if split.
- Questions were raised about the motives behind the proposed split, with a desire for more clarity and transparency from decision-makers.

Do you have any additional thoughts on this topic or information you want to share?

Representation and Governance

- Many expressed a desire for better representation on the school board, particularly from the West side of the district, to ensure that the needs of all communities are adequately addressed.
- Concerns were raised about the current administration and governance structure, with calls for more efficient decision-making and greater responsiveness to community needs.
- Suggestions were made for restructuring the board or increasing representation from areas experiencing rapid growth and demographic changes.

Economic and Resource Equity

- Respondents highlighted disparities in resources and facilities between different areas within the district, particularly between the East and West sides.
- Concerns were raised about the equitable distribution of funding and resources, with calls for more investment in schools experiencing rapid growth and overcrowding.
- Suggestions were made for ensuring that economic and resource disparities are addressed, either through better allocation of existing resources or through increased funding.

Community Support and Unity

- Many emphasized the importance of community support and unity in addressing challenges facing the district, such as overcrowding and resource allocation.
- Calls were made for greater collaboration and cooperation between different communities within the district, rather than pursuing divisive measures like splitting.
- The need for a unified approach to address common challenges and goals was emphasized as essential for the district's success and prosperity.

Do you have any additional thoughts on this topic or information you want to share?

Local Control and Decision-Making

- Respondents expressed a desire for more local control and decision-making authority, particularly in areas experiencing rapid growth and demographic changes.
- Calls were made for more autonomy and flexibility at the local level to address unique community needs and challenges.
- Concerns were raised about centralization and bureaucracy within the district, with a desire for more responsive and accountable decision-making processes.

Impact on Special Education and Unique Programs

- Concerns were raised about the potential impact of district splitting on special education programs and services, particularly for students with unique needs.
- Calls were made for ensuring continuity and access to specialized programs and services, regardless of any changes to the district's structure.
- Suggestions were made for prioritizing the needs of vulnerable student populations, such as those in special education, in any decision-making processes related to district splitting.

Historical Context and Lessons Learned

- Some respondents referenced past experiences with district splitting, such as the Jordan District split, and expressed caution about repeating past mistakes.
- Lessons learned from previous district splitting experiences were cited as valuable insights for informing current decision-making processes.
- Historical context and experiences were referenced to underscore the importance of careful planning, community engagement, and consideration of long-term consequences in any decision regarding district restructuring.

Desire for Better Educational Opportunities and Support

- Many expressed a desire for improved educational opportunities and support for students, teachers, and communities within the district.
- Calls were made for investment in facilities, programs, and resources to address current challenges and meet the diverse needs of students.
- Suggestions were made for prioritizing student success and well-being in any decision-making processes related to district restructuring or resource allocation.

Lehi

At the Lehi community session 89% of participants shared that ASD is providing a good or excellent education. The Lehi participants felt the school board should recommend a community vote on reconfiguration with 63% agreeing. In addition, 49% felt that the district should remain as one consolidated school district while 33% indicated that the district should split.

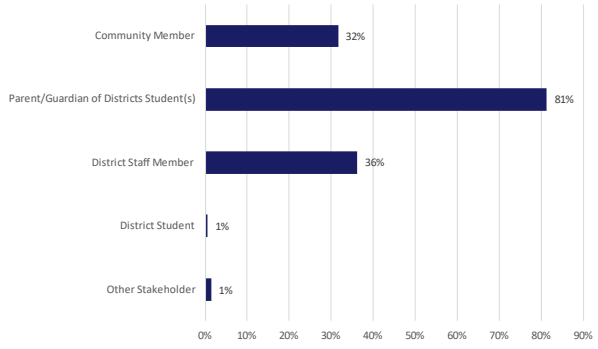
Thoughts were mixed on the impact a reconfiguration would have on student outcomes.

In the rank order of reconfiguration options, "Stay as single, consolidated district" received 44% of the votes. "Split into two districts" received 35%, and "Split into three districts" received 21%.

There was little separation as related to the two-way split preference with 49% selecting Option 2 and 51% choosing Option 3. Option 4 with Pleasant Grove going east was the chosen three-way split selection at 56%.

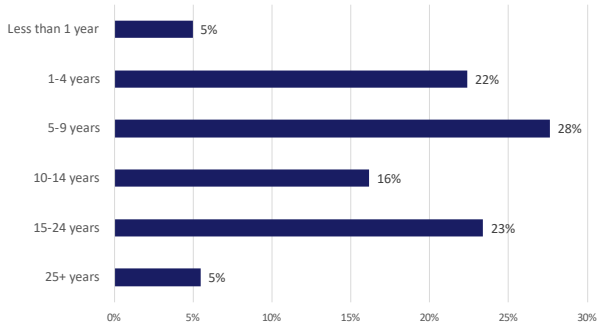
Participants agreed (60%) that potential tax changes should impact reconfiguration considerations, while 66% supported the idea of an expanded school board should the district remain as one.

What describes your relationship to the Alpine School District? (Check all that apply)



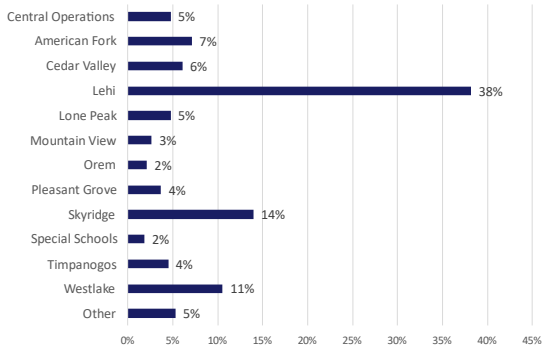
Responses	Count	Percent
Community Member	352	32%
Parent/Guardian of Districts Student(s)	904	81%
District Staff Member	403	36%
District Student	7	1%
Other Stakeholder	16	1%
Total	1,113	100%

How long have you been employed by the district? (Asked of District employees only)



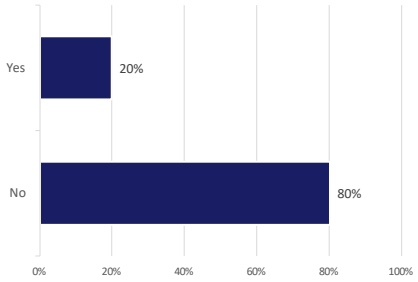
Responses	Count	Percent
Less than 1 year	20	5%
1-4 years	90	22%
5-9 years	111	28%
10-14 years	65	16%
15-24 years	94	23%
25+ years	22	5%
Total	402	100%

Which high school cluster are you affiliated with (Where you work)? (Asked of District employees only)



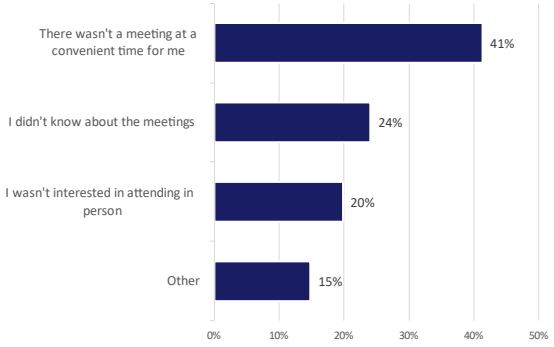
Response	Count	Percent
Central Operations	18	5%
American Fork	27	7%
Cedar Valley	23	6%
Lehi	145	38%
Lone Peak	18	5%
Mountain View	10	3%
Orem	8	2%
Pleasant Grove	14	4%
Skyridge	53	14%
Timpanogos	7	2%
Westlake	17	4%
Special Schools	40	11%
Other	20	5%
Total	400	100%

Did you attend one of the MGT community meetings held March 12-14?



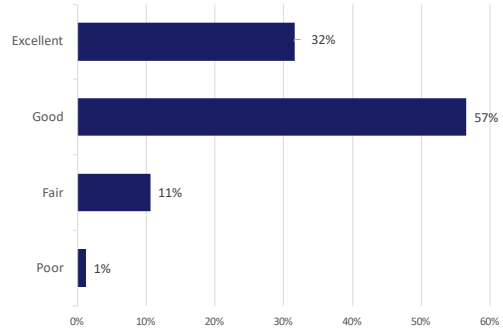
Response	Count	Percent
Yes	221	20%
No	890	80%
Total	**1,111**	**100%**

Why did you not attend one of the MGT community meetings?



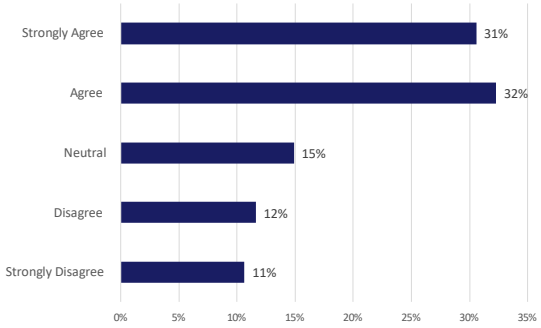
Responses	Count	Percent
There wasn't a meeting at a convenient time for me	367	41%
I didn't know about the meetings	214	24%
I wasn't interested in attending in person	176	20%
Other	132	15%
Total	**889**	**100%**

Would you say the overall education students receive from schools in the Alpine School District is:



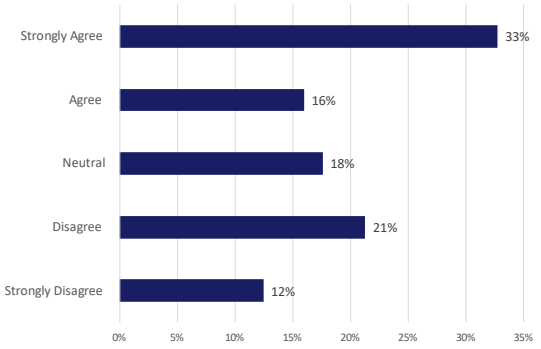
Responses	Count	Percent
Excellent	351	32%
Good	629	57%
Fair	118	11%
Poor	14	1%
Total	**1,112**	**100%**

Do you agree or disagree with the following statement "The school board should recommend that a district reconfiguration be brought to a community vote."?



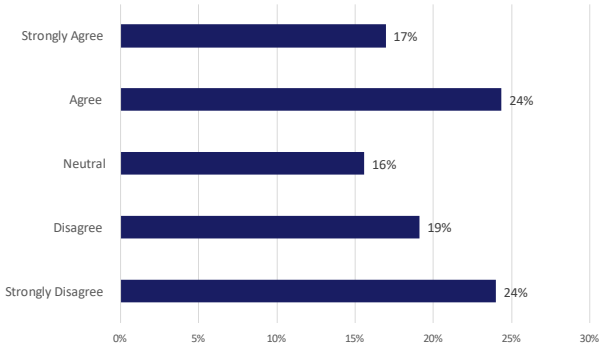
Response	Count	Percent
Strongly Agree	339	31%
Agree	358	32%
Neutral	165	15%
Disagree	129	12%
Strongly Disagree	118	11%
Total	**1,109**	**100%**

Do you agree or disagree with the following statement? "The Alpine School District (ASD) should remain as one consolidated school district."?



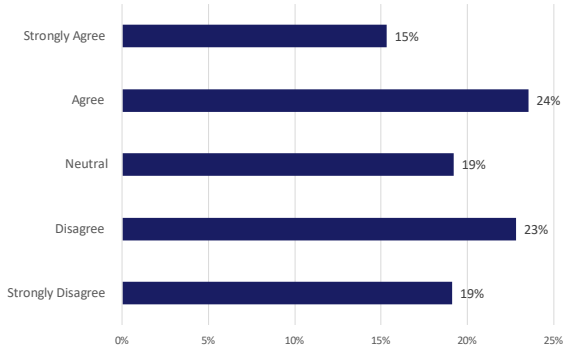
Response	Count	Percent
Strongly Agree	363	33%
Agree	177	16%
Neutral	195	18%
Disagree	236	21%
Strongly Disagree	138	12%
Total	1,109	100%

Do you agree or disagree with the following statement: "ASD needs to be reconfigured into two or more separate school districts."?



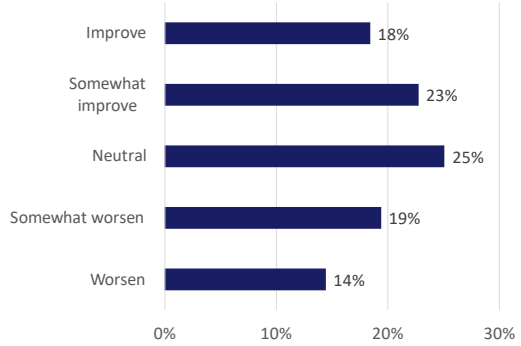
Response	Count	Percent
Strongly Agree	188	17%
Agree	270	24%
Neutral	173	16%
Disagree	212	19%
Strongly Disagree	266	24%
Total	1,109	100%

Do you agree or disagree with the following statement: "ASD faces too many challenges to continue as it is currently configured."?



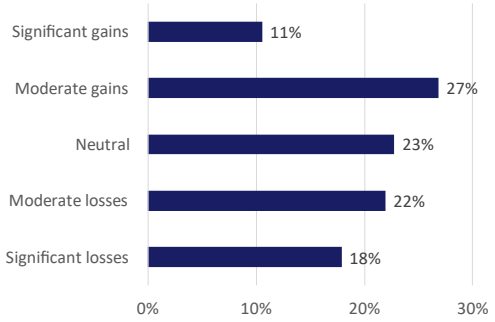
Response	Count	Percent
Strongly Agree	170	15%
Agree	261	24%
Neutral	213	19%
Disagree	253	23%
Strongly Disagree	212	19%
Total	1,109	100%

If ASD were to reconfigure, do you anticipate learning outcomes and student educational programs would improve or worsen?



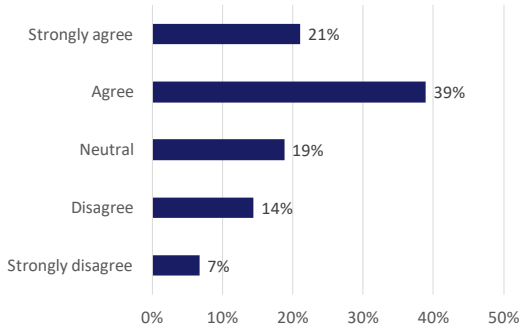
Response	Count	Percent
Improve	204	18%
Somewhat Improve	252	23%
Neutral	278	25%
Somewhat Worsen	215	19%
Worsen	160	14%
Total	1,109	100%

Regarding long term academic, social, or educational gains or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the District?



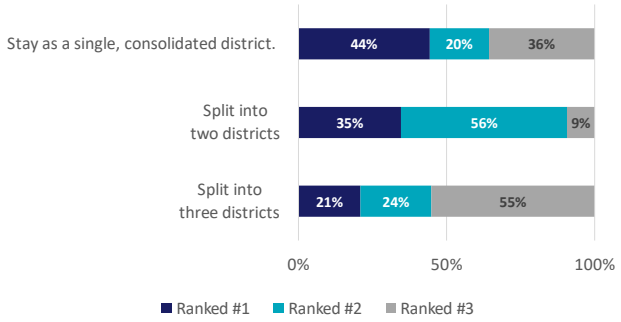
Response	Count	Percent
Significant Gains	117	11%
Moderate Gains	297	27%
Neutral	252	23%
Moderate Losses	243	22%
Significant Losses	198	18%
Total	1,107	100%

Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that potential tax changes should impact reconfiguration decisions?



Response	Count	Percent
Strongly Agree	233	21%
Agree	431	39%
Neutral	208	19%
Disagree	160	14%
Strongly Disagree	75	7%
Total	1,107	100%

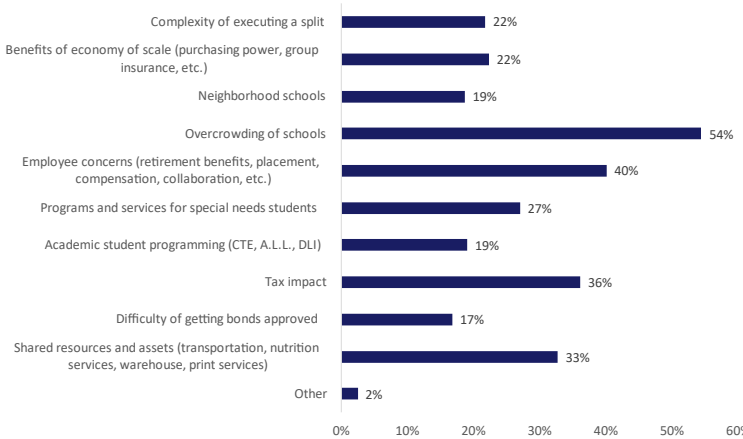
Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)



Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	377	295	178
Ranked #2	169	477	204
Ranked #3	304	78	468
Total	**850**	**850**	**850**

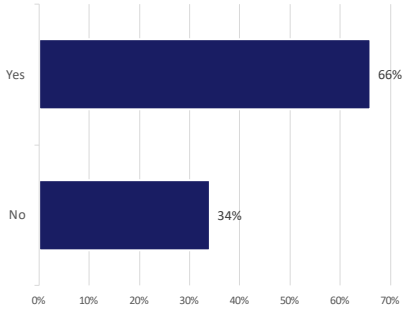
Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	44%	35%	21%
Ranked #2	20%	56%	24%
Ranked #3	36%	9%	55%
Total	**100%**	**100%**	**100%**

In your opinion, what are the most important factors when considering reconfiguration? (Select three)



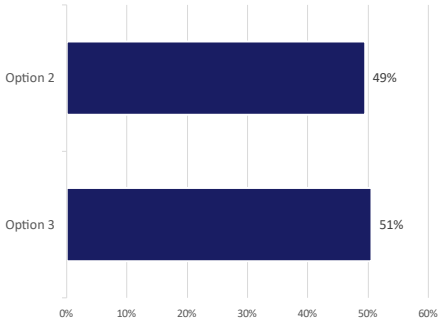
Responses	Count	Percent
Complexity of executing a split	239	22%
Benefits of economy of scale (purchasing power, group insurance, etc.)	245	22%
Neighborhood schools	205	19%
Overcrowding of schools	599	54%
Employee concerns (retirement benefits, placement, compensation, collaboration, etc.)	441	40%
Programs and services for special needs students	297	27%
Academic student programming (CTE, A.L.L., DLI)	209	19%
Tax impact	397	36%
Difficulty of getting bonds approved	184	17%
Shared resources and assets (transportation, nutrition services, warehouse, print services)	360	33%
Other	27	2%
Total	**1,101**	**100%**

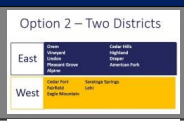
Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



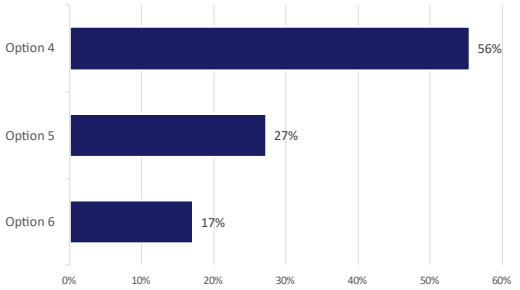
Response	Count	Percent
Yes	722	66%
No	372	34%
Total	1,094	100%

If the Alpine School District were split into two districts, which option is MOST preferable?



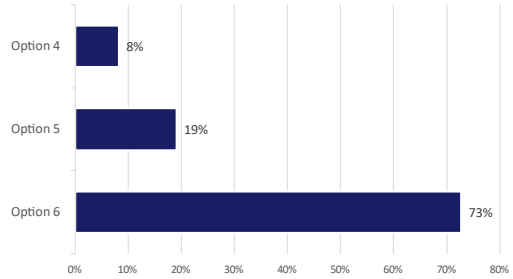
Response	Count	Percent
Option 2 – Two Districts 	538	49%
Option 3 – Two Districts	550	51%
Total	1,088	100%

If the Alpine School District were to split into three districts, which option is MOST preferable?



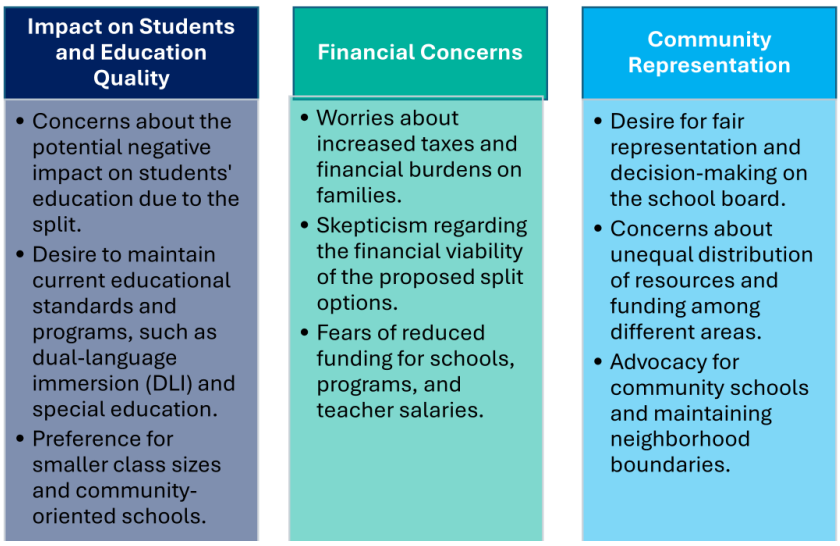
Response	Count	Percent
Option 4 – Three Districts	592	56%
Option 5 – Three Districts	291	27%
Option 6 – Three Districts	183	17%
Total	**1,066**	**100%**

If the Alpine School District were to split into three districts, which option is LEAST preferable?

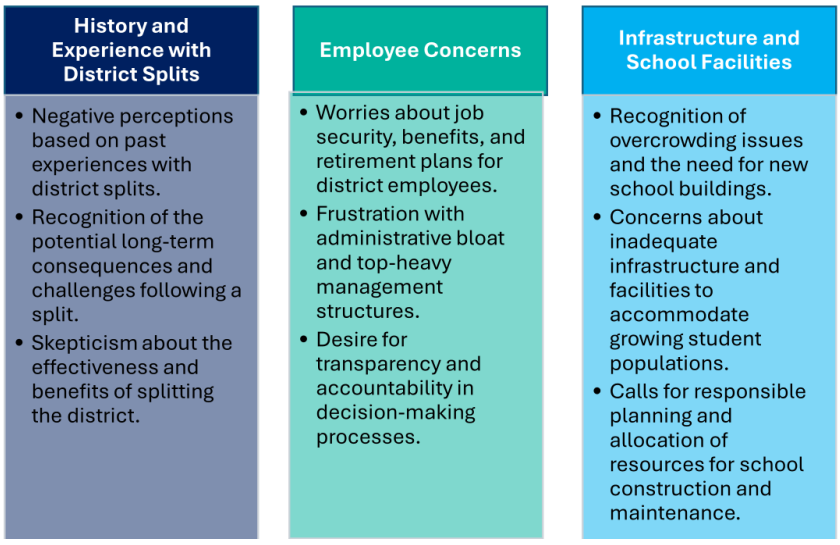


Response	Count	Percent
Option 4 – Three Districts	87	8%
Option 5 – Three Districts	202	19%
Option 6 – Three Districts	769	73%
Total	**1,058**	**100%**

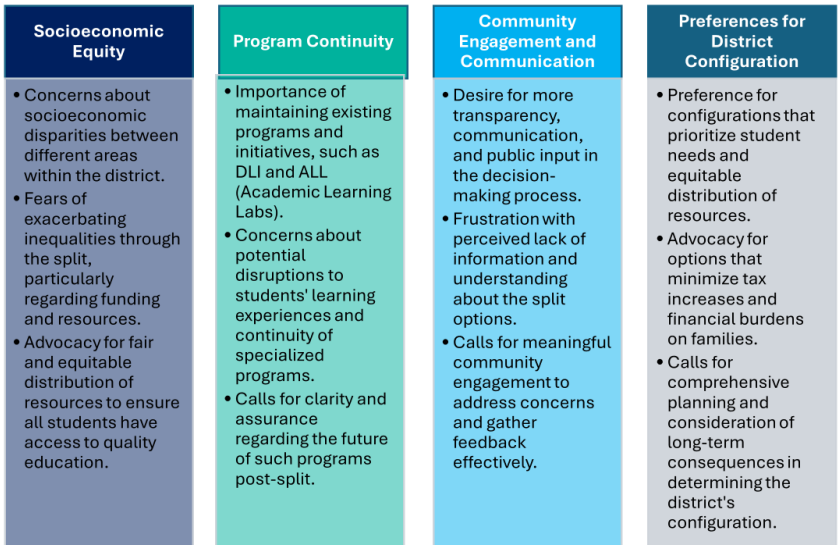
Do you have any additional thoughts on this topic or information you want to share?



Do you have any additional thoughts on this topic or information you want to share?



Do you have any additional thoughts on this topic or information you want to share?



Lone Peak

At the Lone Peak community engagement, respondents 91% indicated that ASD students receive a good or excellent education. In regard to a reconfiguration vote, 65% felt that the board should bring the question forward. When asked if ASD should remain as one consolidated district, 40% agreed and 43% disagreed. Additionally, 47% agreed that ASD needs to be reconfigured.

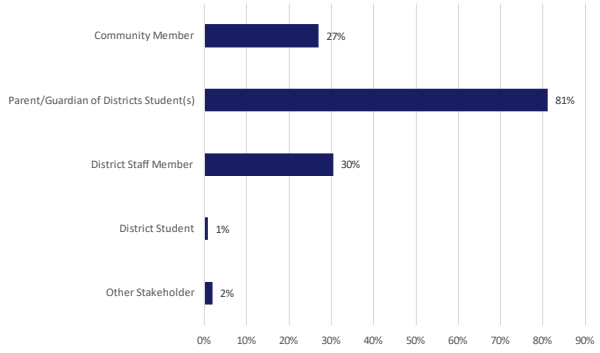
Respondent attitudes on the impact that a reconfiguration would have on student learning and their respective school communities were mixed.

As for the rank order for reconfiguration options, “Split into two districts” received 38%, “Stay as single, consolidated district” received 35% of the votes, and “Split into three districts” received 27%.

There was no separation on the two-way split preference with 50% selecting Option 2 and 50% choosing Option 3. Option 4 with Pleasant Grove going east was the chosen three-way split selection at 58%.

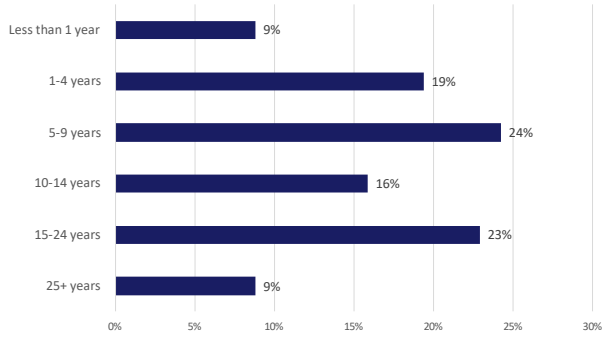
With 65% agreement, participants expressed that potential tax changes should impact reconfiguration considerations, while 59% supported the idea of an expanded school board should the district remain as one.

What describes your relationship to the Alpine School District? (Check all that apply)



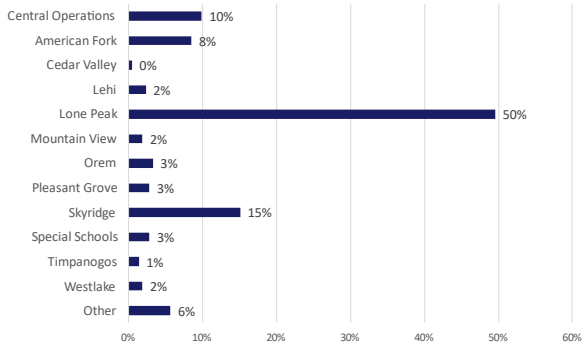
Responses	Count	Percent
Community Member	201	27%
Parent/Guardian of Districts Student(s)	605	81%
District Staff Member	227	30%
District Student	6	1%
Other Stakeholder	14	2%
Total	746	100%

How long have you been employed by the district? (Asked of District employees only)



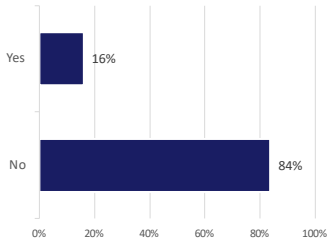
Responses	Count	Percent
Less than 1 year	20	9%
1-4 years	44	19%
5-9 years	55	24%
10-14 years	36	16%
15-24 years	52	23%
25+ years	20	9%
Total	227	100%

Which high school cluster are you affiliated with (Where you work)? (Asked of District employees only)



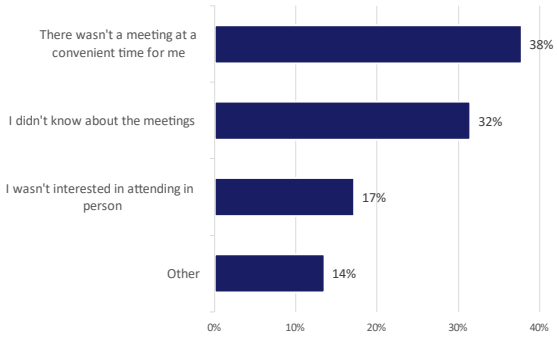
Response	Count	Percent
Central Operations	21	10%
American Fork	18	8%
Cedar Valley	1	0%
Lehi	5	2%
Lone Peak	105	50%
Mountain View	4	2%
Orem	7	3%
Pleasant Grove	6	3%
Skyridge	32	15%
Timpanogos	6	3%
Westlake	3	1%
Special Schools	4	2%
Other	12	6%
Total	224	100%

Did you attend one of the MGT community meetings held March 12-14?



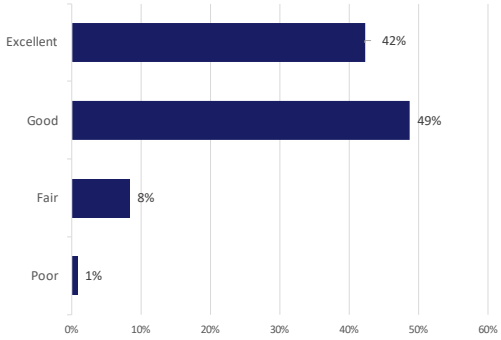
Response	Count	Percent
Yes	121	16%
No	624	84%
Total	**745**	**100%**

Why did you not attend one of the MGT community meetings?



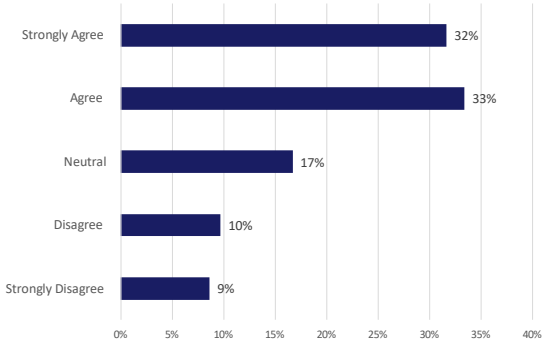
Responses	Count	Percent
There wasn't a meeting at a convenient time for me	235	38%
I didn't know about the meetings	196	32%
I wasn't interested in attending in person	107	17%
Other	84	14%
Total	**622**	**100%**

Would you say the overall education students receive from schools in the Alpine School District is:



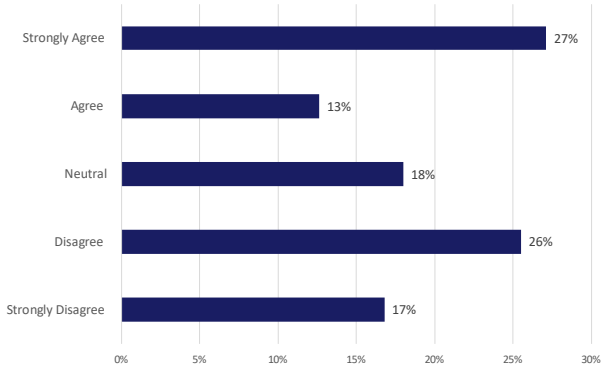
Responses	Count	Percent
Excellent	314	42%
Good	362	49%
Fair	62	8%
Poor	6	1%
Total	**744**	**100%**

Do you agree or disagree with the following statement "The school board should recommend that a district reconfiguration be brought to a community vote."?



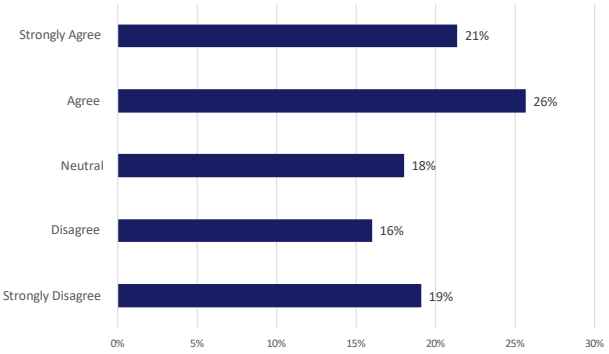
Response	Count	Percent
Strongly Agree	235	32%
Agree	248	33%
Neutral	124	17%
Disagree	72	10%
Strongly Disagree	64	9%
Total	**743**	**100%**

Do you agree or disagree with the following statement? "The Alpine School District (ASD) should remain as one consolidated school district."?



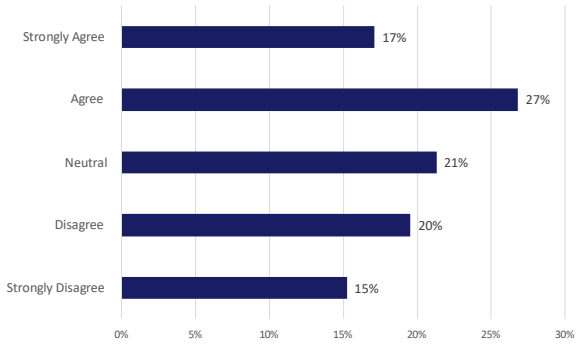
Response	Count	Percent
Strongly Agree	202	27%
Agree	94	13%
Neutral	134	18%
Disagree	190	26%
Strongly Disagree	125	17%
Total	**745**	**100%**

Do you agree or disagree with the following statement: "ASD needs to be reconfigured into two or more separate school districts."?



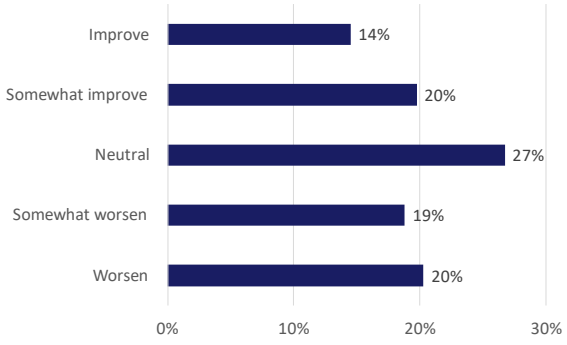
Response	Count	Percent
Strongly Agree	159	21%
Agree	191	26%
Neutral	134	18%
Disagree	119	16%
Strongly Disagree	142	19%
Total	**745**	**100%**

Do you agree or disagree with the following statement: "ASD faces too many challenges to continue as it is currently configured."?



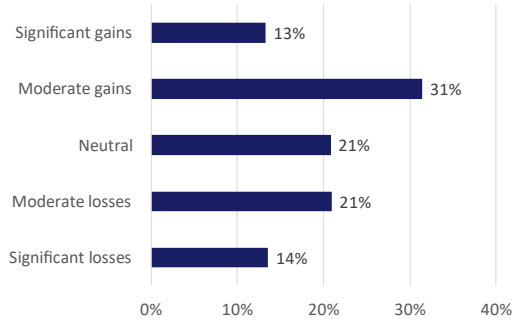
Response	Count	Percent
Strongly Agree	127	17%
Agree	199	27%
Neutral	158	21%
Disagree	145	20%
Strongly Disagree	113	15%
Total	742	100%

If ASD were to reconfigure, do you anticipate learning outcomes and student educational programs would improve or worsen?



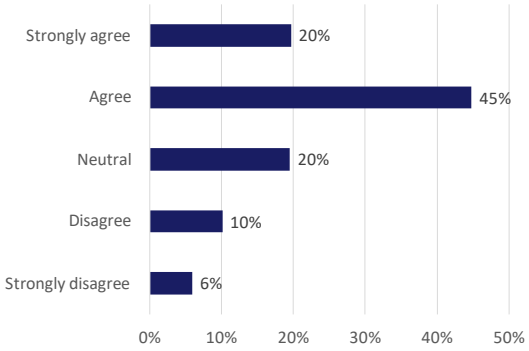
Response	Count	Percent
Improve	108	14%
Somewhat Improve	147	20%
Neutral	199	27%
Somewhat Worsen	140	19%
Worsen	151	20%
Total	745	100%

Regarding long term academic, social, or educational gains or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the District?



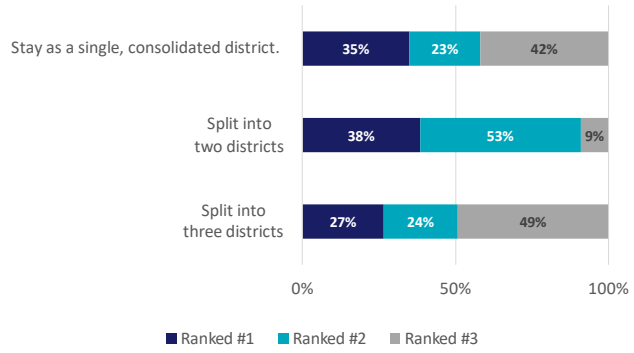
Response	Count	Percent
Significant Gains	99	13%
Moderate Gains	234	31%
Neutral	155	21%
Moderate Losses	156	21%
Significant Losses	101	14%
Total	745	100%

Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that potential tax changes should impact reconfiguration decisions?



Response	Count	Percent
Strongly Agree	146	20%
Agree	333	45%
Neutral	145	20%
Disagree	75	10%
Strongly Disagree	44	6%
Total	743	100%

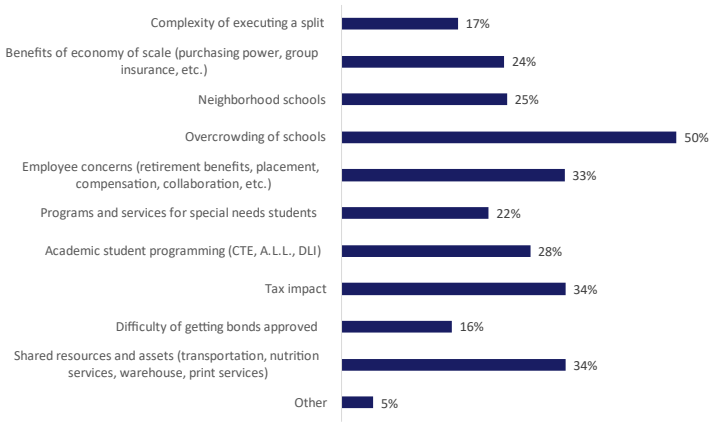
Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)



Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
1	195	214	148
2	129	293	135
3	233	50	274
Total	557	557	557

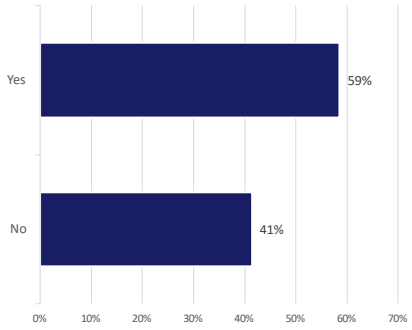
Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	35%	38%	27%
Ranked #2	23%	53%	24%
Ranked #3	42%	9%	49%
Total	100%	100%	100%

In your opinion, what are the most important factors when considering reconfiguration? (Select three)



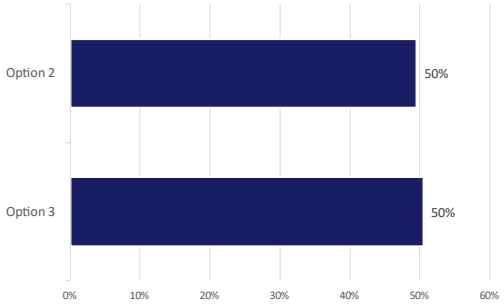
Responses	Count	Percent
Complexity of executing a split	129	17%
Benefits of economy of scale (purchasing power, group insurance, etc.)	180	24%
Neighborhood schools	183	25%
Overcrowding of schools	371	50%
Employee concerns (retirement benefits, placement, compensation, collaboration, etc.)	247	33%
Programs and services for special needs students	163	22%
Academic student programming (CTE, A.L.L., DLI)	209	28%
Tax impact	248	34%
Difficulty of getting bonds approved	122	16%
Shared resources and assets (transportation, nutrition services, warehouse, print services)	248	34%
Other	35	5%
Total	740	100%

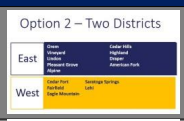
Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



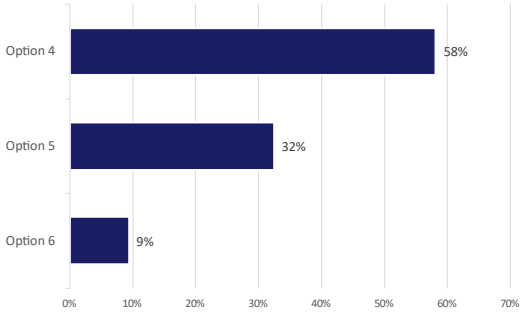
Response	Count	Percent
Yes	427	59%
No	302	41%
Total	**729**	**100%**

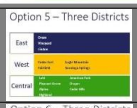
If the Alpine School District were split into two districts, which option is MOST preferable?



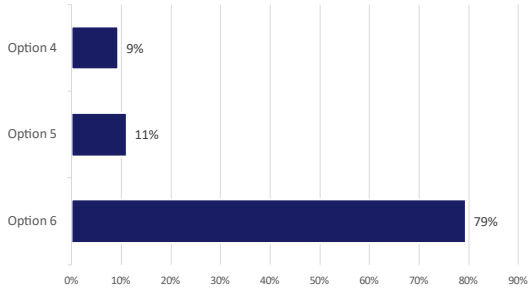
Response	Count	Percent
Option 2 – Two Districts 	363	50%
Option 3 – Two Districts	370	50%
Total	**733**	**100%**

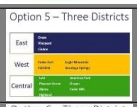
If the Alpine School District were to split into three districts, which option is MOST preferable?



Response	Count	Percent
Option 4 – Three Districts	421	58%
Option 5 – Three Districts 	235	32%
Option 6 – Three Districts	68	9%
Total	**724**	**100%**

If the Alpine School District were to split into three districts, which option is LEAST preferable?



Response	Count	Percent
Option 4 – Three Districts	67	9%
Option 5 – Three Districts 	79	11%
Option 6 – Three Districts	564	79%
Total	**710**	**100%**

Do you have any additional thoughts on this topic or information you want to share?

Concerns about Administrative Costs

- Many respondents expressed concerns about the potential increase in administrative costs associated with splitting the district.
- They worry that splitting the district could lead to financial inefficiencies and a reduction in resources for students.
- Some believe that maintaining a single, centralized district is more financially responsible and efficient.

Desire for Local Control

- Several respondents expressed a desire for more localized decision-making and control over their schools.
- They feel that smaller, more localized districts would better address the unique needs of their communities.
- Localized control could lead to more responsive and personalized educational experiences for students.

Impact on Special Needs Students

- Many comments highlighted the importance of prioritizing support for special needs students, expressing concerns about how a district split might affect them.
- They emphasize the need for continuity of specialized services and resources for these students.
- Maintaining a unified district could ensure consistent support and resources for special needs students across the entire area.

Do you have any additional thoughts on this topic or information you want to share?

Views on District Size

- There is a range of opinions regarding the optimal size of the district, with some advocating for a split into smaller districts and others preferring to maintain the current size.
- Some believe that a smaller district would be more manageable and responsive to community needs.
- Others argue that a larger district provides economies of scale and better resource allocation.

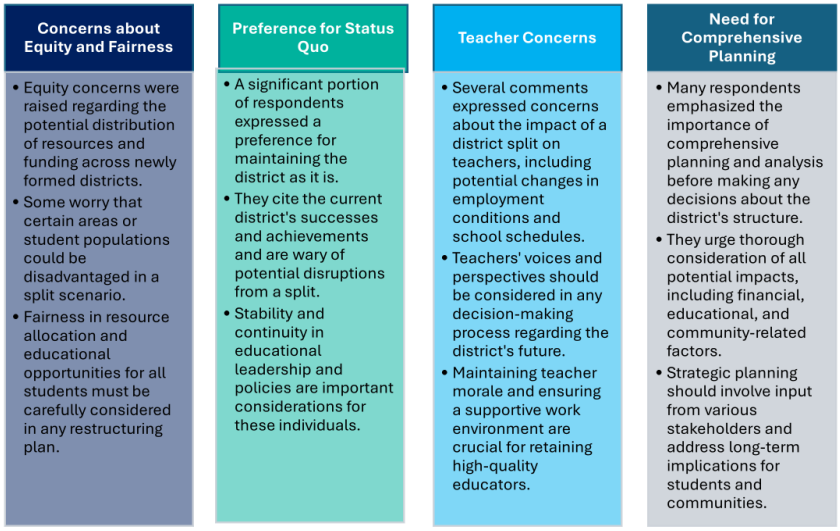
Concerns about Educational Quality

- Several respondents expressed concerns about maintaining educational quality amidst a potential district split.
- They worry that splitting the district could lead to disparities in resources and educational opportunities among different areas.
- Educational outcomes, including class sizes and learning experiences, need to be carefully considered in any restructuring plan.

Transparency and Information Sharing

- Many respondents called for greater transparency and information sharing regarding the potential impacts of a district split.
- They feel that the public needs more detailed information about tax implications, funding for new districts, and other relevant factors.
- Transparent communication is essential for ensuring that stakeholders are well-informed and able to make informed decisions.

Do you have any additional thoughts on this topic or information you want to share?



Mountain View

Mountain View respondents were decisive in their opinion on the overall quality of education that ASD provides with 88% selecting good or excellent.

In this grouping, 67% of participants felt the school board should recommend a community vote on reconfiguration. Nonetheless, 55% of those same participants felt that the district should remain as one consolidated school district.

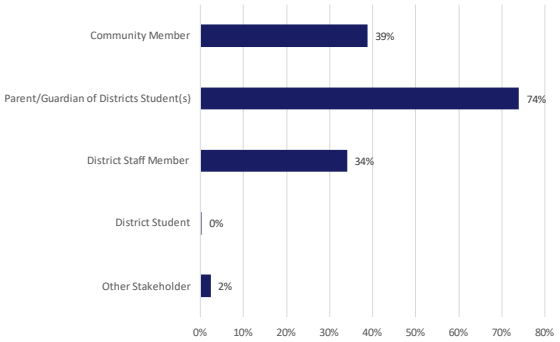
Thoughts differed on the impact a reconfiguration would have on student learning with 50% indicating learning outcomes would improve and 48% indicating there would be academic, social, and educational losses.

In the rank order of reconfiguration options, “Stay as single, consolidated district” received 52% of the votes. “Split into two districts” received 32%, and “Split into three districts” received 17%.

There was no preference expressed on the question of the two-way split with 50% selecting Option 2 and 50% choosing Option 3. Option 4 with Pleasant Grove going east was the chosen three-way split selection at 57%.

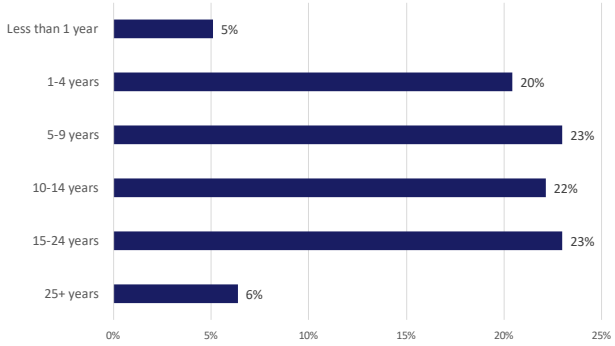
Participants agreed (69%) that potential tax changes should impact reconfiguration considerations. Moreover, 68% supported the idea of an expanded school board should the district remain as one.

What describes your relationship to the Alpine School District? (Check all that apply)



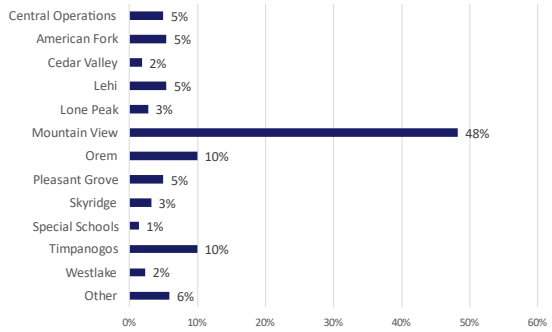
Responses	Count	Percent
Community Member	268	39%
Parent/Guardian of Districts Student(s)	511	74%
District Staff Member	235	34%
District Student	2	0%
Other Stakeholder	16	2%
Total	691	100%

How long have you been employed by the district? (Asked of District employees only)



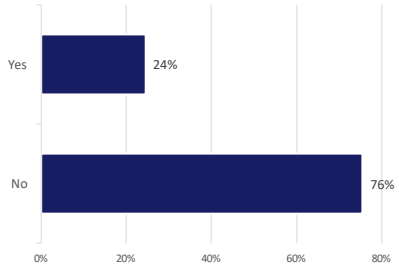
Responses	Count	Percent
Less than 1 year	12	5%
1-4 years	48	20%
5-9 years	54	23%
10-14 years	52	22%
15-24 years	54	23%
25+ years	15	6%
Total	235	100%

Which high school cluster are you affiliated with (Where you work)? (Asked of District employees only)



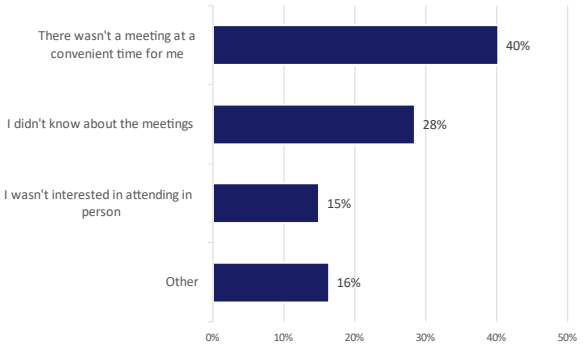
Response	Count	Percent
Central Operations	11	5%
American Fork	12	5%
Cedar Valley	4	2%
Lehi	12	5%
Lone Peak	6	3%
Mountain View	107	48%
Orem	22	10%
Pleasant Grove	11	5%
Skyridge	7	3%
Timpanogos	3	1%
Westlake	22	10%
Special Schools	5	2%
Other	13	6%
Total	235	100%

Did you attend one of the MGT community meetings held March 12-14?



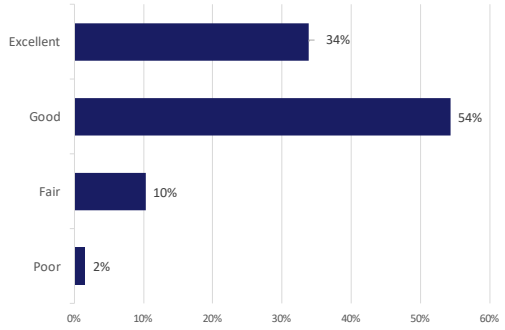
Response	Count	Percent
Yes	169	24%
No	521	76%
Total	**690**	**100%**

Why did you not attend one of the MGT community meetings?



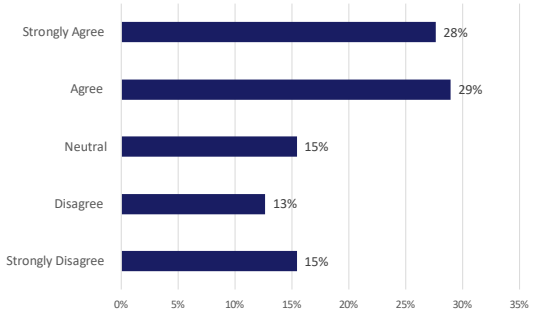
Responses	Count	Percent
There wasn't a meeting at a convenient time for me	209	40%
I didn't know about the meetings	148	28%
I wasn't interested in attending in person	78	15%
Other	85	16%
Total	**520**	**100%**

Would you say the overall education students receive from schools in the Alpine School District is:



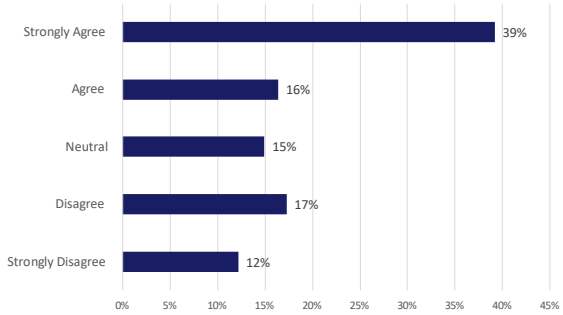
Responses	Count	Percent
Excellent	234	34%
Good	375	54%
Fair	71	10%
Poor	11	2%
Total	**691**	**100%**

Do you agree or disagree with the following statement "The school board should recommend that a district reconfiguration be brought to a community vote."?



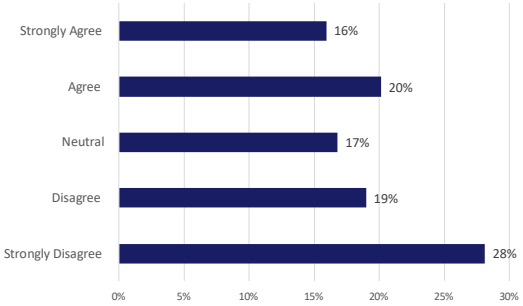
Response	Count	Percent
Strongly Agree	190	28%
Agree	199	29%
Neutral	106	15%
Disagree	87	13%
Strongly Disagree	106	15%
Total	**688**	**100%**

Do you agree or disagree with the following statement? "The Alpine School District (ASD) should remain as one consolidated school district."?



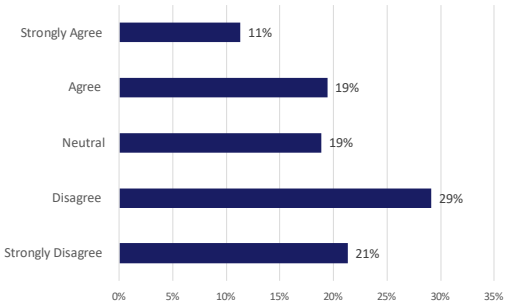
Response	Count	Percent
Strongly Agree	270	39%
Agree	113	16%
Neutral	103	15%
Disagree	119	17%
Strongly Disagree	84	12%
Total	689	100%

Do you agree or disagree with the following statement: "ASD needs to be reconfigured into two or more separate school districts."?



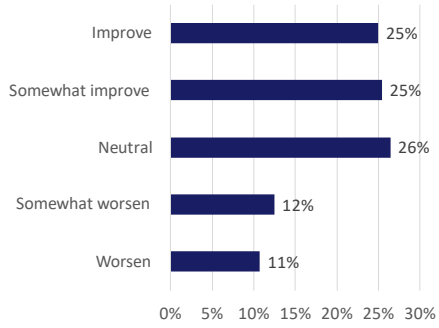
Response	Count	Percent
Strongly Agree	110	16%
Agree	139	20%
Neutral	116	17%
Disagree	131	19%
Strongly Disagree	194	28%
Total	690	100%

Do you agree or disagree with the following statement: "ASD faces too many challenges to continue as it is currently configured."?



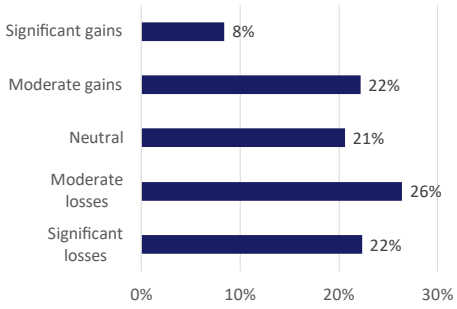
Response	Count	Percent
Strongly Agree	78	11%
Agree	134	19%
Neutral	130	19%
Disagree	201	29%
Strongly Disagree	147	21%
Total	690	100%

If ASD were to reconfigure, do you anticipate learning outcomes and student educational programs would improve or worsen?



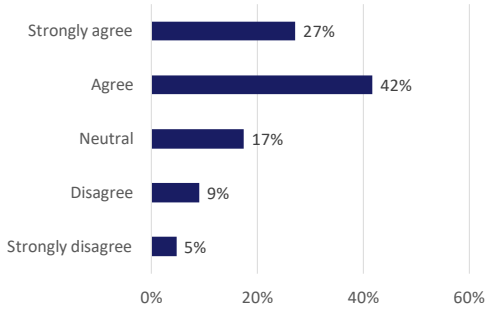
Response	Count	Percent
Improve	172	25%
Somewhat Improve	175	25%
Neutral	182	26%
Somewhat Worsen	86	12%
Worsen	74	11%
Total	689	100%

Regarding long term academic, social, or educational gains or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the District?



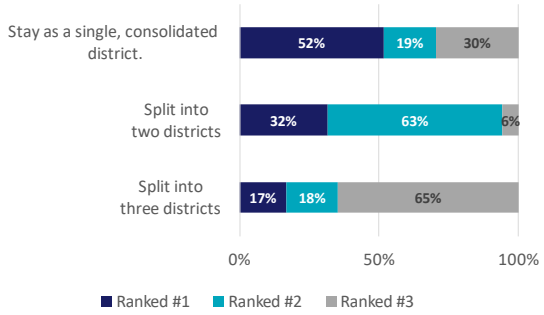
Response	Count	Percent
Significant Gains	58	8%
Moderate Gains	153	22%
Neutral	142	21%
Moderate Losses	182	26%
Significant Losses	154	22%
Total	689	100%

Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that potential tax changes should impact reconfiguration decisions?



Response	Count	Percent
Strongly Agree	187	27%
Agree	287	42%
Neutral	120	17%
Disagree	62	9%
Strongly Disagree	32	5%
Total	688	100%

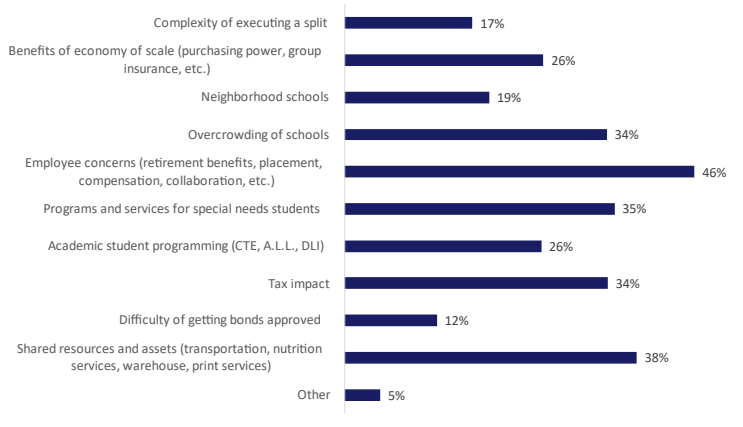
Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)



Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	264	161	86
Ranked #2	96	321	94
Ranked #3	151	29	331
Total	511	511	511

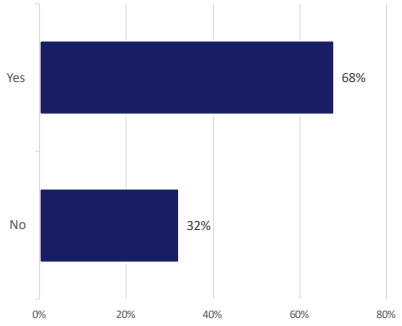
Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	52%	32%	17%
Ranked #2	19%	63%	18%
Ranked #3	30%	6%	65%
Total	100%	100%	100%

In your opinion, what are the most important factors when considering reconfiguration? (Select three)



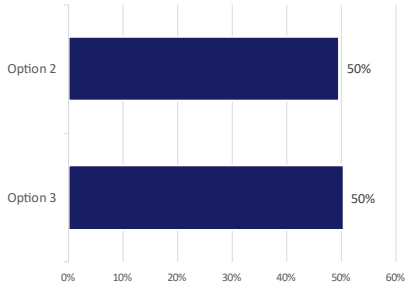
Responses	Count	Percent
Complexity of executing a split	115	17%
Benefits of economy of scale (purchasing power, group insurance, etc.)	179	26%
Neighborhood schools	130	19%
Overcrowding of schools	236	34%
Employee concerns (retirement benefits, placement, compensation, collaboration, etc.)	315	46%
Programs and services for special needs students	243	35%
Academic student programming (CTE, A.L.L., DLI)	177	26%
Tax impact	237	34%
Difficulty of getting bonds approved	83	12%
Shared resources and assets (transportation, nutrition services, warehouse, print services)	263	38%
Other	32	5%
Total	689	100%

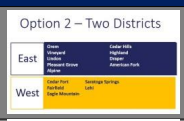
Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



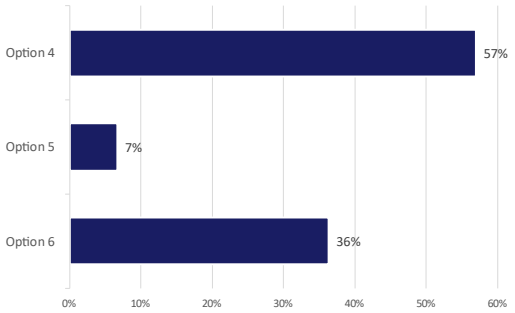
Response	Count	Percent
Yes	465	68%
No	220	32%
Total	**685**	**100%**

If the Alpine School District were split into two districts, which option is MOST preferable?



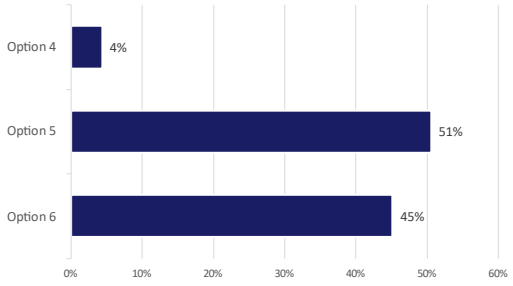
Response	Count	Percent
	339	50%
	344	50%
Total	**683**	**100%**

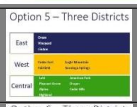
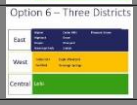
If the Alpine School District were to split into three districts, which option is MOST preferable?



Response	Count	Percent
Option 4 – Three Districts	381	57%
Option 5 – Three Districts	45	7%
Option 6 – Three Districts	243	36%
Total	**669**	**100%**

If the Alpine School District were to split into three districts, which option is LEAST preferable?



Response	Count	Percent
Option 4 – Three Districts	29	4%
Option 5 – Three Districts 	337	51%
Option 6 – Three Districts 	301	45%
Total	**667**	**100%**

Do you have any additional thoughts on this topic or information you want to share?

Unified District Support

- The Alpine School District is performing well and should remain unified.
- Concerns about potential negative impacts on students, educators, and communities.
- Emphasis on the district's current success and effective resource management.

Equitable Resource Allocation

- Calls for equitable distribution of resources, particularly for Title 1 schools and special education programs.
- Concerns about the potential loss of resources for marginalized communities in the event of a split.
- Recognition of the importance of maintaining support for students with special needs.

Localized Attention and Manageability

- Advocacy for a split to allow for more localized attention and better management of resources.
- Belief that smaller districts would be more manageable and responsive to the needs of individual communities.
- Concerns about the district's ability to keep up with demands due to its size.

Do you have any additional thoughts on this topic or information you want to share?

Impact on Special Programs

- Worries about the potential negative impact of a split on special education programs and services.
- Emphasis on the need to preserve and maintain programs for students with special needs.
- Recognition of the importance of considering the impact on programs like SPED and ELL.

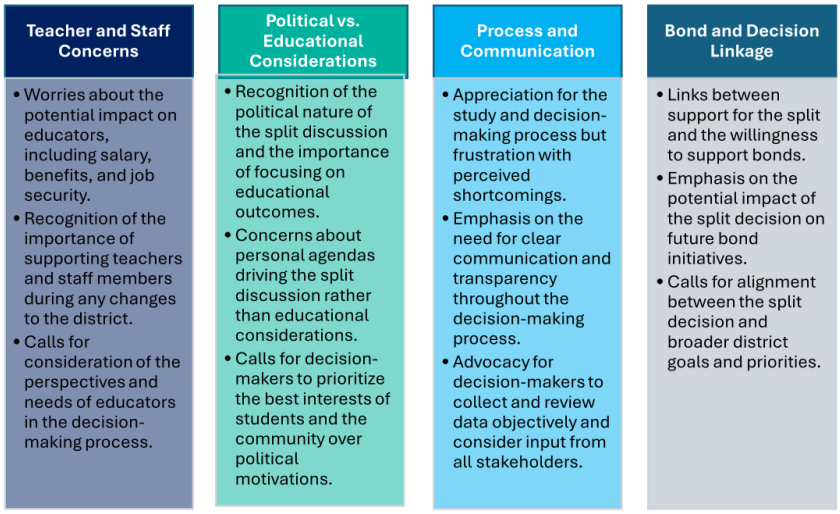
Financial Considerations

- Concerns about the financial implications of a split and the allocation of tax income to support schools.
- Emphasis on ensuring that funding is sufficient to support schools with lower income-based surrounding areas.
- Calls for transparency regarding the financial aspects of a potential split.

Community Preferences

- Differing opinions on which cities should be grouped together in the event of a split.
- Advocacy for keeping certain cities together based on demographic shifts and geographical considerations.
- Emphasis on community input and preferences in the decision-making process.

Do you have any additional thoughts on this topic or information you want to share?



Orem

At the Orem community session, 86% of participants affirmed that ASD is providing a good or excellent education. The Orem participants felt the school board should recommend a community vote on reconfiguration with 61% agreeing. Moreover, 48% felt that the district should remain as one consolidated school district while 39% indicated that the district should split.

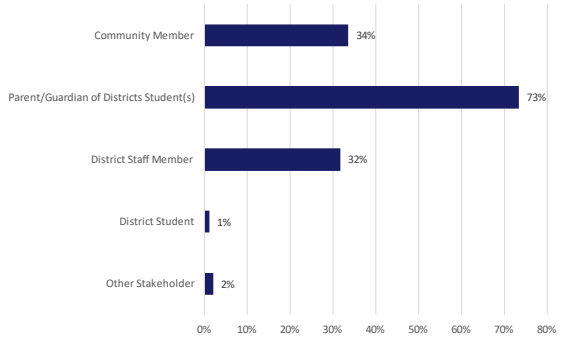
Diverse opinions were expressed regarding the impact a reconfiguration would have on student outcomes and programs. The selections were 40% and 42% on the question of educational gains or losses.

In the rank order of reconfiguration options, “Stay as single, consolidated district” received 40% of the votes. “Split into two districts” received 34%, and “Split into three districts” received 26%.

Most participants, 62%, felt that the most preferable two-way split is Option 2 with Lehi in the west. In the three-way split preference question, Option 4 with Pleasant Grove going east was the selected option at 52%.

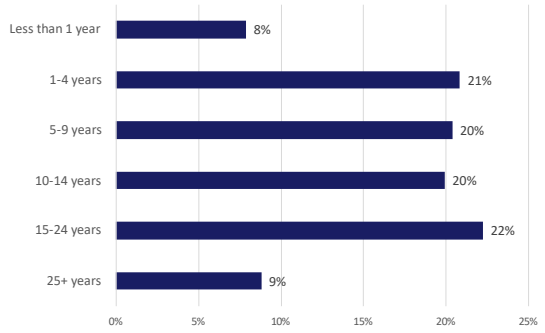
Session participants agreed (57%) that potential tax changes should impact reconfiguration considerations, while 60% supported the idea of an expanded school board should the district remain as one.

What describes your relationship to the Alpine School District? (Check all that apply)



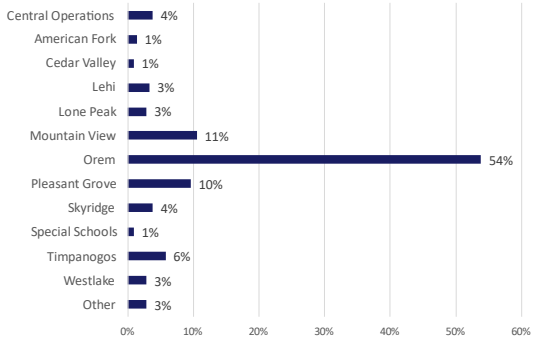
Responses	Count	Percent
Community Member	229	34%
Parent/Guardian of Districts Student(s)	500	73%
District Staff Member	216	32%
District Student	8	1%
Other Stakeholder	14	2%
229	34%	**100%**

How long have you been employed by the district? (Asked of District employees only)



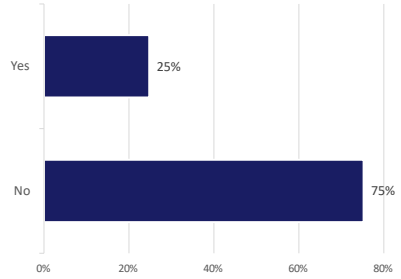
Responses	Count	Percent
Less than 1 year	17	8%
1-4 years	45	21%
5-9 years	44	20%
10-14 years	43	20%
15-24 years	48	22%
25+ years	19	9%
Total	216	100%

Which high school cluster are you affiliated with (Where you work)? (Asked of District employees only)



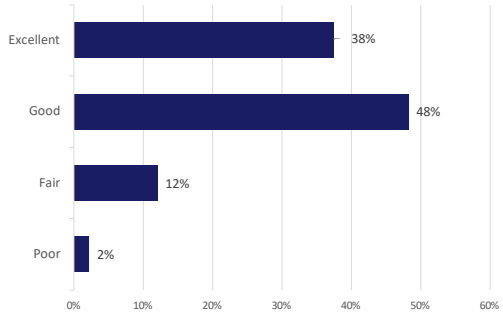
Response	Count	Percent
Central Operations	8	4%
American Fork	3	1%
Cedar Valley	2	1%
Lehi	7	3%
Lone Peak	6	3%
Mountain View	22	11%
Orem	112	54%
Pleasant Grove	20	10%
Skyridge	8	4%
Timpanogos	2	1%
Westlake	12	6%
Special Schools	6	3%
Other	6	3%
Total	214	100%

Did you attend one of the MGT community meetings held March 12-14?



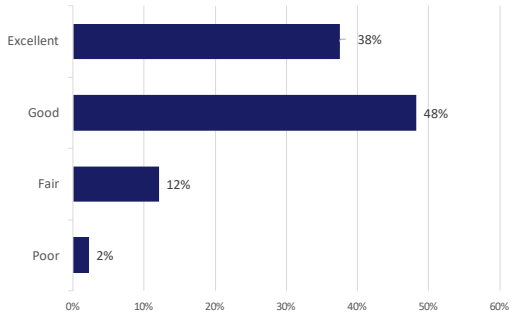
Response	Count	Percent
Yes	168	25%
No	510	75%
Total	**678**	**100%**

Why did you not attend one of the MGT community meetings?



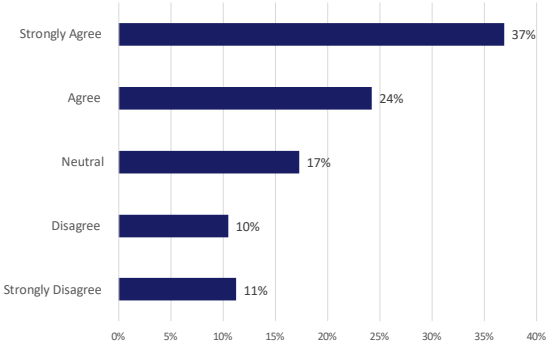
Responses	Count	Percent
There wasn't a meeting at a convenient time for me	255	38%
I didn't know about the meetings	328	48%
I wasn't interested in attending in person	82	12%
Other	15	2%
Total	**680**	**100%**

Would you say the overall education students receive from schools in the Alpine School District is:



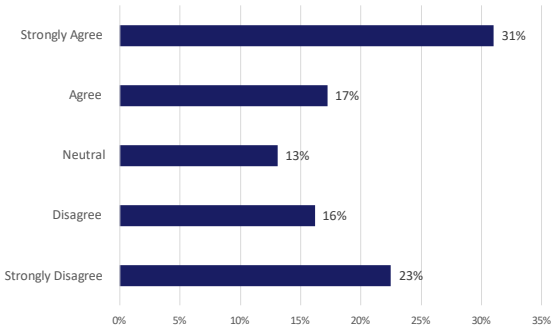
Responses	Count	Percent
Excellent	255	38%
Good	328	48%
Fair	82	12%
Poor	15	2%
Total	**680**	**100%**

Do you agree or disagree with the following statement "The school board should recommend that a district reconfiguration be brought to a community vote."?



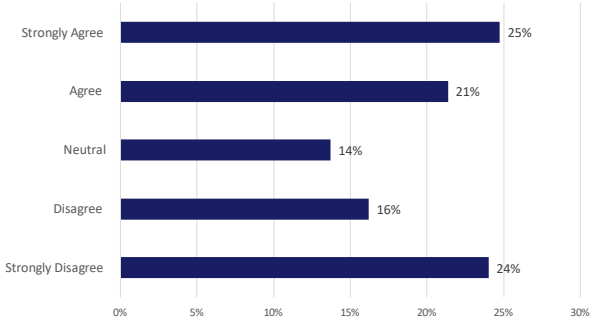
Response	Count	Percent
Strongly Agree	250	37%
Agree	164	24%
Neutral	117	17%
Disagree	71	10%
Strongly Disagree	76	11%
Total	**678**	**100%**

Do you agree or disagree with the following statement? "The Alpine School District (ASD) should remain as one consolidated school district."?



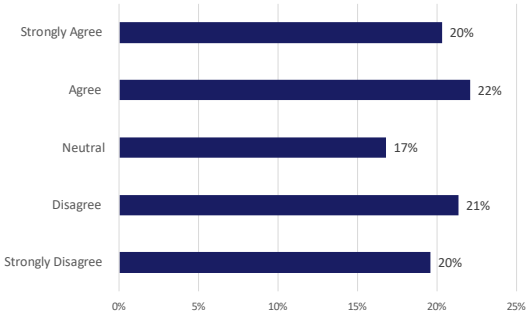
Response	Count	Percent
Strongly Agree	211	31%
Agree	117	17%
Neutral	89	13%
Disagree	110	16%
Strongly Disagree	153	23%
Total	680	100%

Do you agree or disagree with the following statement: "ASD needs to be reconfigured into two or more separate school districts."?



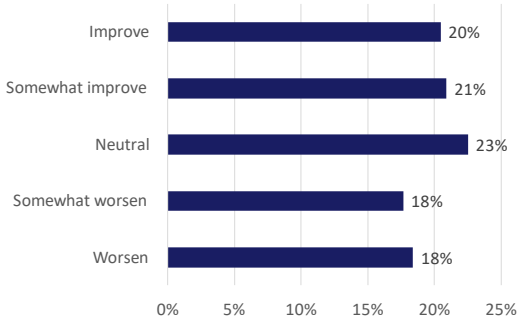
Response	Count	Percent
Strongly Agree	168	25%
Agree	145	21%
Neutral	93	14%
Disagree	110	16%
Strongly Disagree	163	24%
Total	679	100%

Do you agree or disagree with the following statement: "ASD faces too many challenges to continue as it is currently configured."?



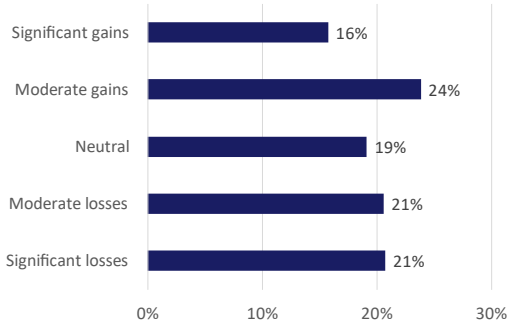
Response	Count	Percent
Strongly Agree	138	20%
Agree	150	22%
Neutral	114	17%
Disagree	145	21%
Strongly Disagree	133	20%
Total	680	100%

If ASD were to reconfigure, do you anticipate learning outcomes and student educational programs would improve or worsen?



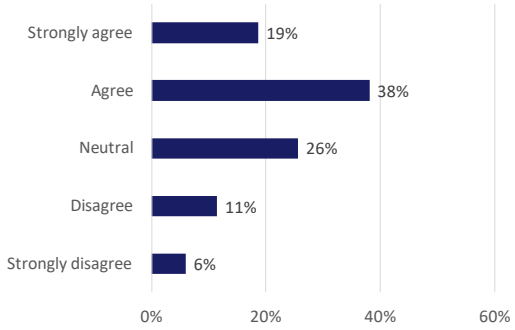
Response	Count	Percent
Improve	139	20%
Somewhat Improve	142	21%
Neutral	153	23%
Somewhat Worsen	120	18%
Worsen	125	18%
Total	679	100%

Regarding long term academic, social, or educational gains or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the District?



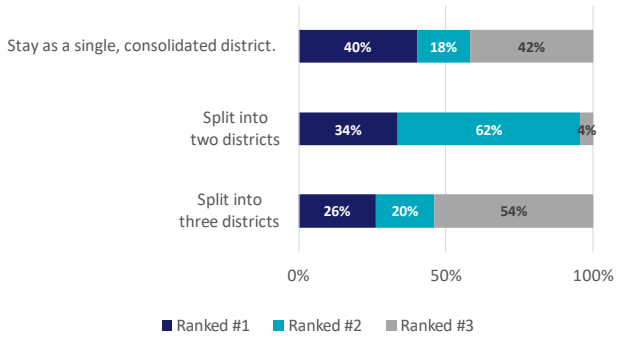
Response	Count	Percent
Significant Gains	107	16%
Moderate Gains	162	24%
Neutral	130	19%
Moderate Losses	140	21%
Significant Losses	141	21%
Total	680	100%

Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that potential tax changes should impact reconfiguration decisions?



Response	Count	Percent
Strongly Agree	127	19%
Agree	259	38%
Neutral	174	26%
Disagree	78	11%
Strongly Disagree	41	6%
Total	679	100%

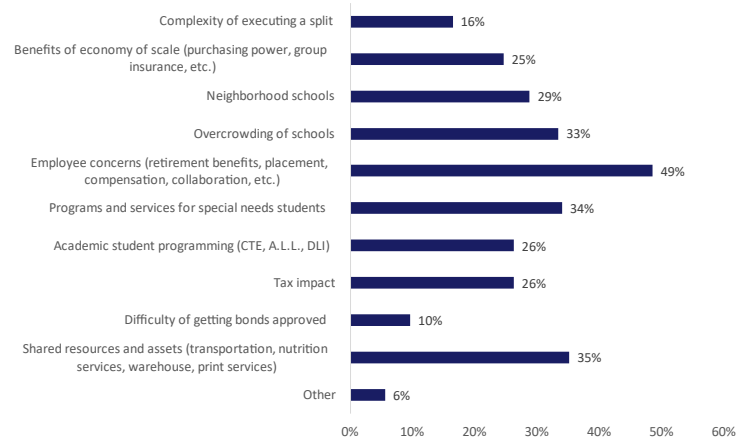
Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)



Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	203	170	132
Ranked #2	91	313	101
Ranked #3	211	22	272
Total	**505**	**505**	**505**

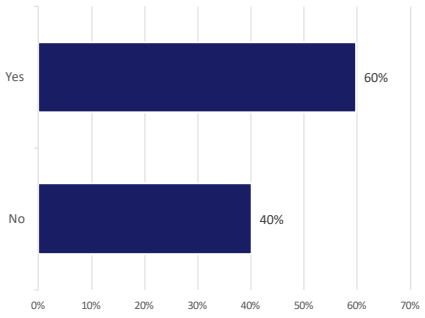
Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	40%	34%	26%
Ranked #2	18%	62%	20%
Ranked #3	42%	4%	54%
Total	**100%**	**100%**	**100%**

In your opinion, what are the most important factors when considering reconfiguration? (Select three)



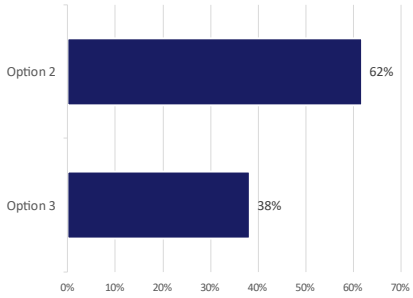
Responses	Count	Percent
Complexity of executing a split	111	16%
Benefits of economy of scale (purchasing power, group insurance, etc.)	166	25%
Neighborhood schools	194	29%
Overcrowding of schools	225	33%
Employee concerns (retirement benefits, placement, compensation, collaboration, etc.)	327	49%
Programs and services for special needs students	229	34%
Academic student programming (CTE, A.L.L., DLI)	177	26%
Tax impact	177	26%
Difficulty of getting bonds approved	65	10%
Shared resources and assets (transportation, nutrition services, warehouse, print services)	237	35%
Other	38	6%
Total	**673**	**100%**

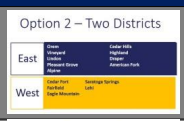
Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



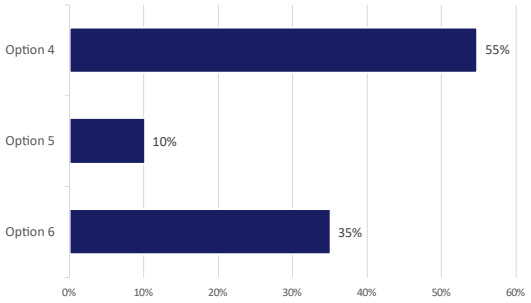
Response	Count	Percent
Yes	402	60%
No	270	40%
Total	**672**	**100%**

If the Alpine School District were split into two districts, which option is MOST preferable?



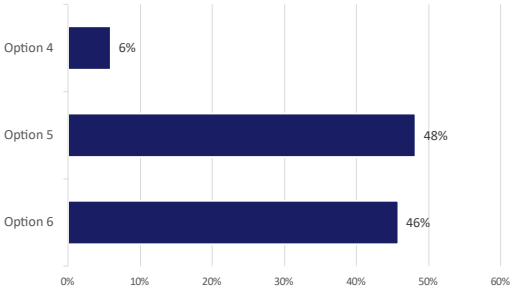
Response	Count	Percent
Option 2 – Two Districts 	409	62%
Option 3 – Two Districts	253	38%
Total	**662**	**100%**

If the Alpine School District were to split into three districts, which option is MOST preferable?



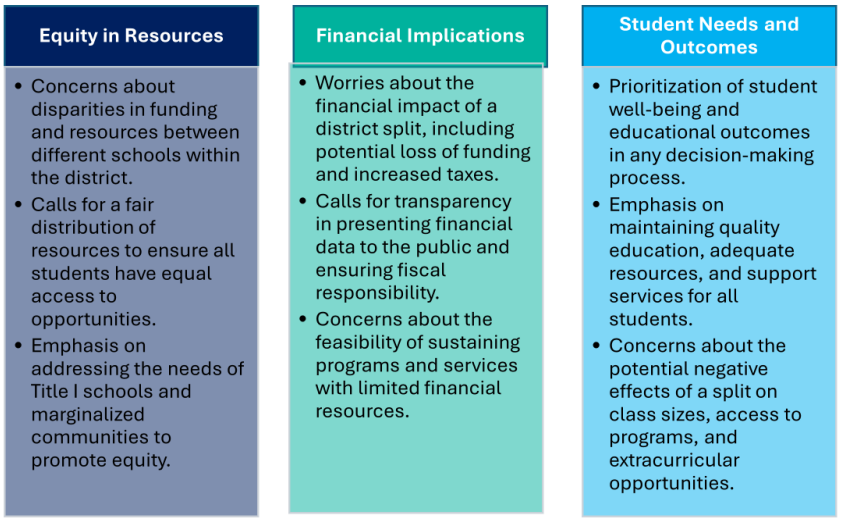
Response	Count	Percent
Option 4 – Three Districts	363	55%
Option 5 – Three Districts	67	10%
Option 6 – Three Districts	232	35%
Total	**662**	**100%**

If the Alpine School District were to split into three districts, which option is LEAST preferable?

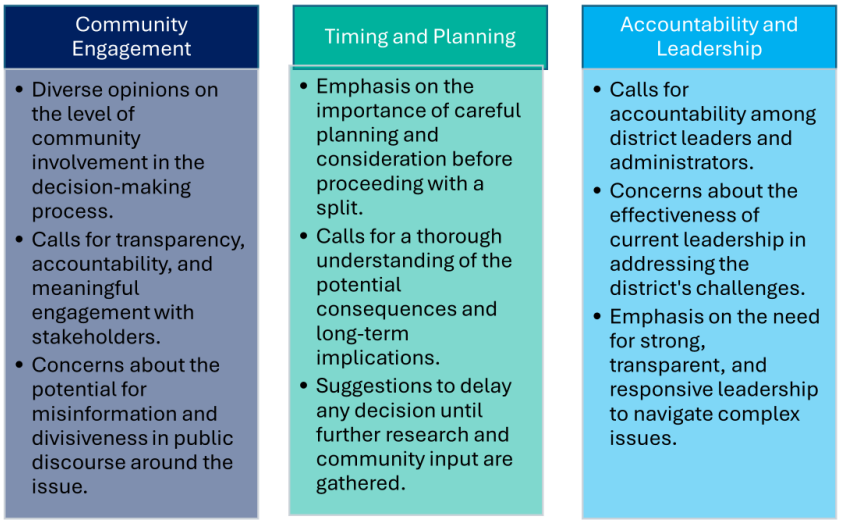


Response	Count	Percent
Option 4 – Three Districts	39	6%
Option 5 – Three Districts	317	48%
Option 6 – Three Districts	301	46%
Total	**657**	**100%**

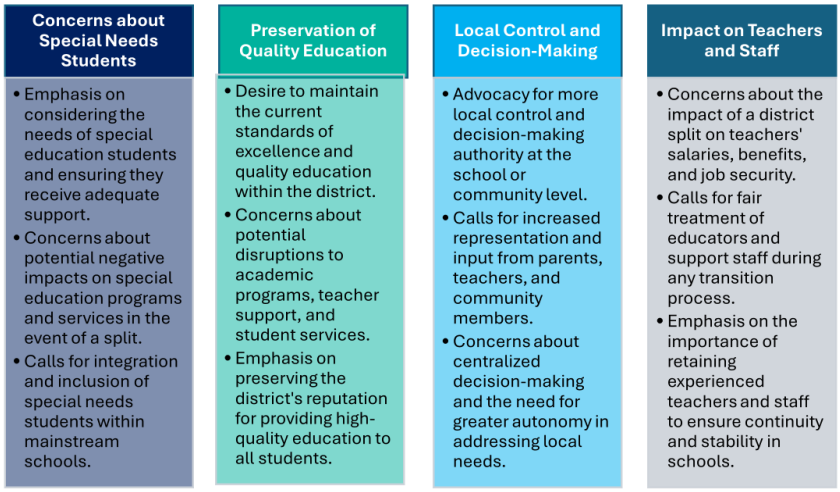
Do you have any additional thoughts on this topic or information you want to share?



Do you have any additional thoughts on this topic or information you want to share?



Do you have any additional thoughts on this topic or information you want to share?



Pleasant Grove

Pleasant Grove respondents were positive about the quality of education in the Alpine School District with 88% selecting good or excellent.

In this clustering, 58% of participants felt the school board should recommend a community vote on reconfiguration. Furthermore, 51% of those same participants agreed that the district should remain as one consolidated school district while 34% disagreed.

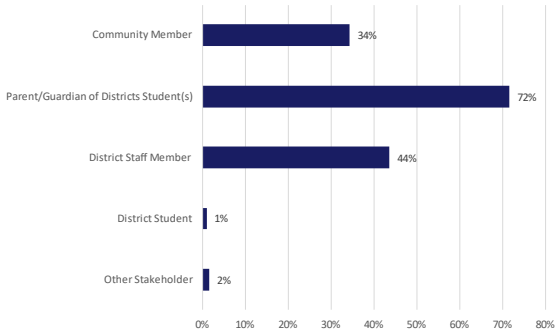
Opinions diverged on the impact a reconfiguration would have on student learning with 46% indicating learning outcomes would improve and 43% indicating there would be academic, social, and educational losses.

In the rank order of reconfiguration options, “Stay as single, consolidated district” received 46% of the votes. “Split into two districts” received 40%, and “Split into three districts” received 15%.

Close opinions were expressed on the question of the two-way split with 53% selecting Option 2 and 47% choosing Option 3. Option 4 with Pleasant Grove going east was the chosen three-way split selection at 39%. Option 5 with Pleasant Grove placed in the central received 34%.

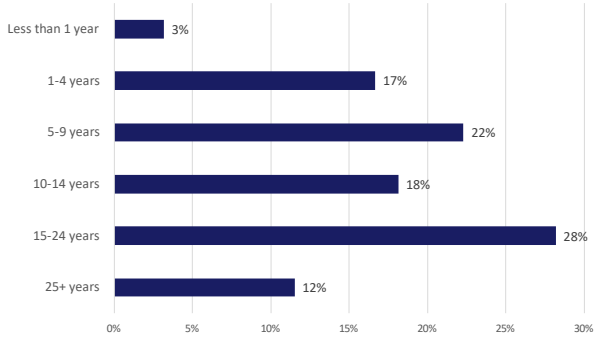
Participants agreed (55%) that potential tax changes should impact reconfiguration considerations. Moreover, % supported the idea of an expanded school board should the district remain as one.

What describes your relationship to the Alpine School District? (Check all that apply)



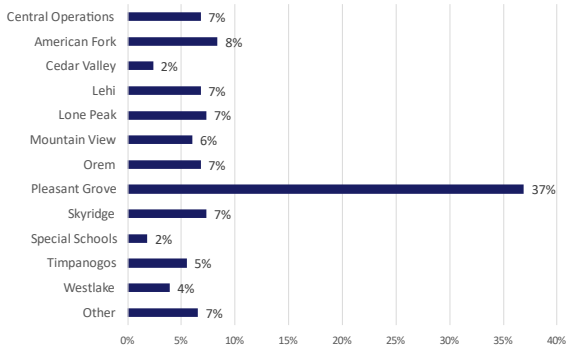
Responses	Count	Percent
Community Member	322	34%
Parent/Guardian of Districts Student(s)	671	72%
District Staff Member	409	44%
District Student	9	1%
Other Stakeholder	15	2%
Total	938	100%

How long have you been employed by the district? (Asked of District employees only)



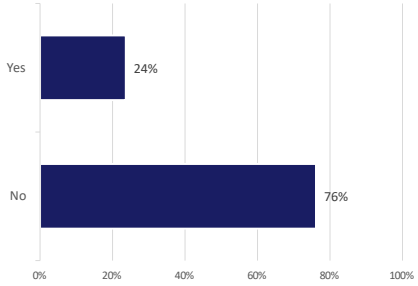
Responses	Count	Percent
Less than 1 year	13	3%
1-4 years	68	17%
5-9 years	91	22%
10-14 years	74	18%
15-24 years	115	28%
25+ years	47	12%
Total	408	100%

Which high school cluster are you affiliated with (Where you work)? (Asked of District employees only)



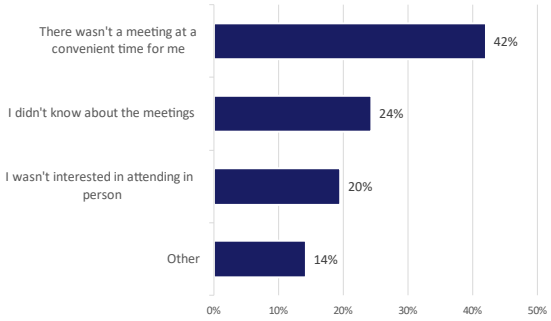
Response	Count	Percent
Central Operations	26	7%
American Fork	26	7%
Cedar Valley	28	7%
Lehi	23	6%
Lone Peak	26	7%
Mountain View	141	37%
Orem	28	7%
Pleasant Grove	7	2%
Skyridge	21	5%
Timpanogos	15	4%
Westlake	25	7%
Special Schools	26	7%
Other	28	7%
Total	407	100%

Did you attend one of the MGT community meetings held March 12-14?



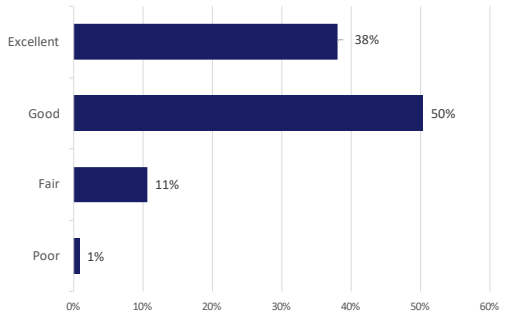
Response	Count	Percent
Yes	222	24%
No	713	76%
Total	**935**	**100%**

Why did you not attend one of the MGT community meetings?



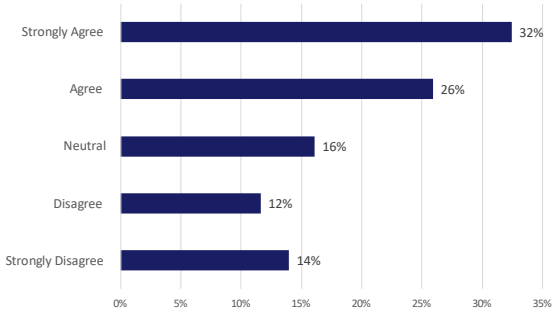
Responses	Count	Percent
There wasn't a meeting at a convenient time for me	299	42%
I didn't know about the meetings	173	24%
I wasn't interested in attending in person	139	20%
Other	101	14%
Total	**712**	**100%**

Would you say the overall education students receive from schools in the Alpine School District is:



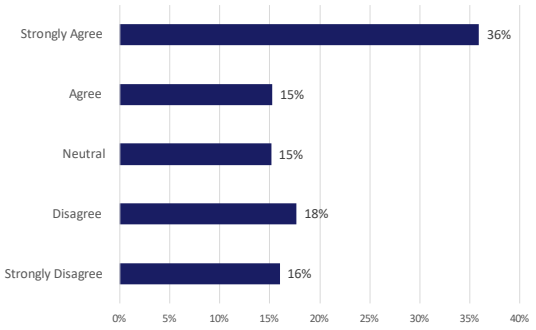
Responses	Count	Percent
Excellent	357	38%
Good	473	50%
Fair	100	11%
Poor	8	1%
Total	**938**	**100%**

Do you agree or disagree with the following statement "The school board should recommend that a district reconfiguration be brought to a community vote."?



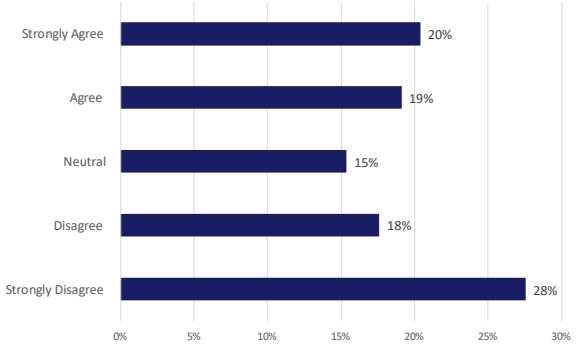
Response	Count	Percent
Strongly Agree	304	32%
Agree	243	26%
Neutral	151	16%
Disagree	109	12%
Strongly Disagree	131	14%
Total	**938**	**100%**

Do you agree or disagree with the following statement? "The Alpine School District (ASD) should remain as one consolidated school district."?



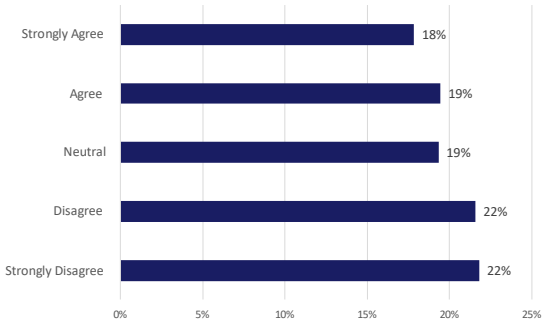
Response	Count	Percent
Strongly Agree	337	36%
Agree	143	15%
Neutral	142	15%
Disagree	166	18%
Strongly Disagree	150	16%
Total	**938**	**100%**

Do you agree or disagree with the following statement: "ASD needs to be reconfigured into two or more separate school districts."?



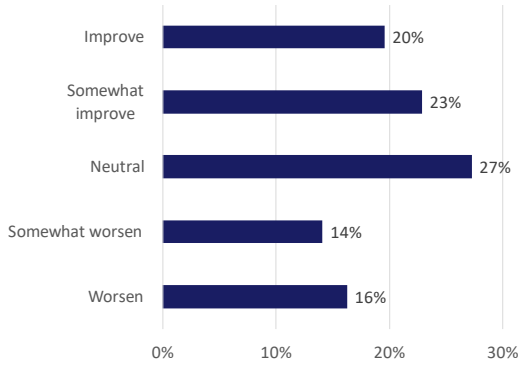
Response	Count	Percent
Strongly Agree	191	20%
Agree	179	19%
Neutral	144	15%
Disagree	165	18%
Strongly Disagree	258	28%
Total	**937**	**100%**

Do you agree or disagree with the following statement: "ASD faces too many challenges to continue as it is currently configured."?



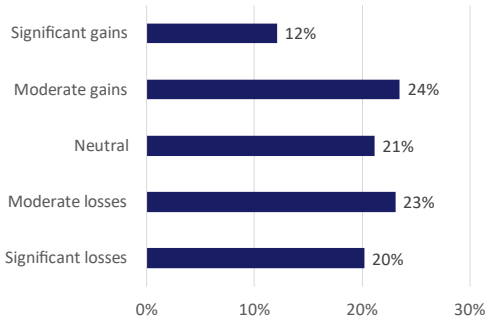
Response	Count	Percent
Strongly Agree	167	18%
Agree	182	19%
Neutral	181	19%
Disagree	202	22%
Strongly Disagree	204	22%
Total	936	100%

If ASD were to reconfigure, do you anticipate learning outcomes and student educational programs would improve or worsen?



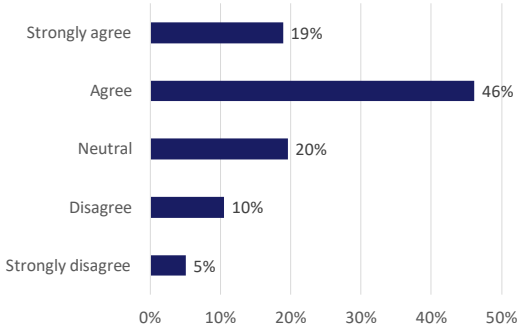
Response	Count	Percent
Improve	183	20%
Somewhat Improve	214	23%
Neutral	255	27%
Somewhat Worsen	132	14%
Worsen	152	16%
Total	936	100%

Regarding long term academic, social, or educational gains or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the District?



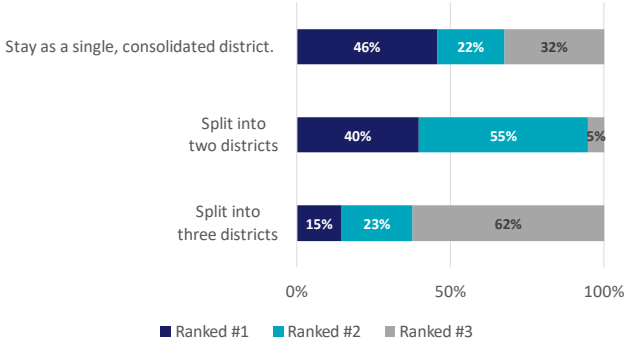
Response	Count	Percent
Significant Gains	113	12%
Moderate Gains	220	24%
Neutral	198	21%
Moderate Losses	216	23%
Significant Losses	189	20%
Total	936	100%

Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that potential tax changes should impact reconfiguration decisions?



Response	Count	Percent
Strongly Agree	177	19%
Agree	432	46%
Neutral	183	20%
Disagree	98	10%
Strongly Disagree	47	5%
Total	937	100%

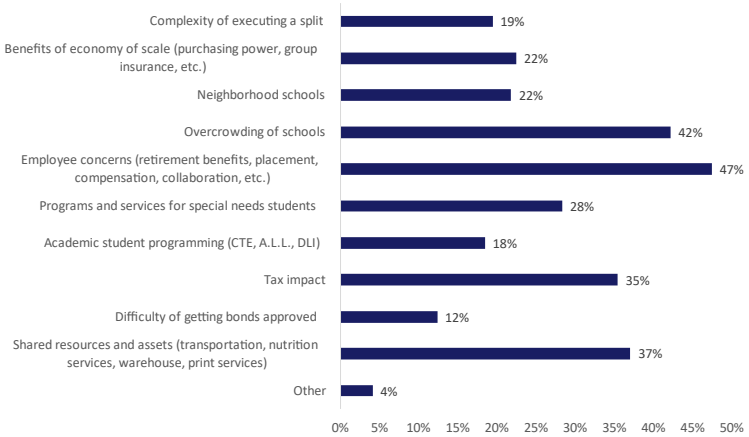
Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)



Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	308	268	98
Ranked #2	147	371	156
Ranked #3	219	35	420
Total	**674**	**674**	**674**

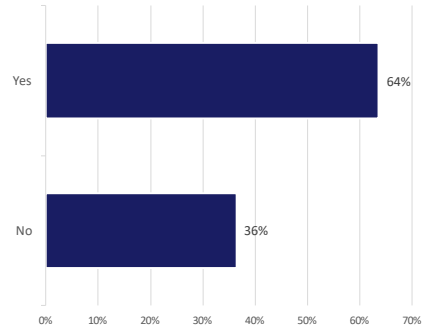
Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	46%	40%	15%
Ranked #2	22%	55%	23%
Ranked #3	32%	5%	62%
Total	**100%**	**100%**	**100%**

In your opinion, what are the most important factors when considering reconfiguration? (Select three)



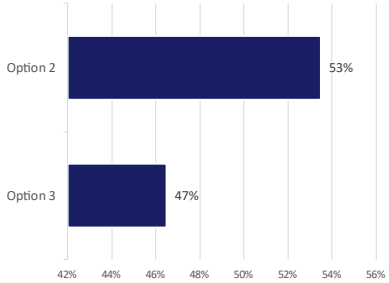
Responses	Count	Percent
Complexity of executing a split	181	19%
Benefits of economy of scale (purchasing power, group insurance, etc.)	209	22%
Neighborhood schools	203	22%
Overcrowding of schools	393	42%
Employee concerns (retirement benefits, placement, compensation, collaboration, etc.)	442	47%
Programs and services for special needs students	264	28%
Academic student programming (CTE, A.L.L., DLI)	172	18%
Tax impact	330	35%
Difficulty of getting bonds approved	115	12%
Shared resources and assets (transportation, nutrition services, warehouse, print services)	345	37%
Other	38	4%
Total	**932**	**100%**

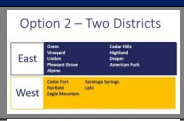
Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



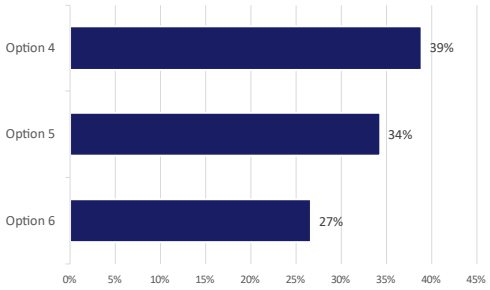
Response	Count	Percent
Yes	587	64%
No	336	36%
Total	**923**	**100%**

If the Alpine School District were split into two districts, which option is MOST preferable?



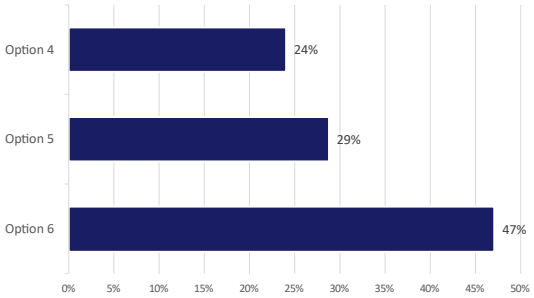
Response	Count	Percent
	497	53%
	432	47%
Total	**929**	**100%**

If the Alpine School District were to split into three districts, which option is MOST preferable?



Response	Count	Percent
Option 4 – Three Districts	356	39%
Option 5 – Three Districts	314	34%
Option 6 – Three Districts	244	27%
Total	**914**	**100%**

If the Alpine School District were to split into three districts, which option is LEAST preferable?



Response	Count	Percent
Option 4 – Three Districts	218	24%
Option 5 – Three Districts	261	29%
Option 6 – Three Districts	427	47%
Total	**906**	**100%**

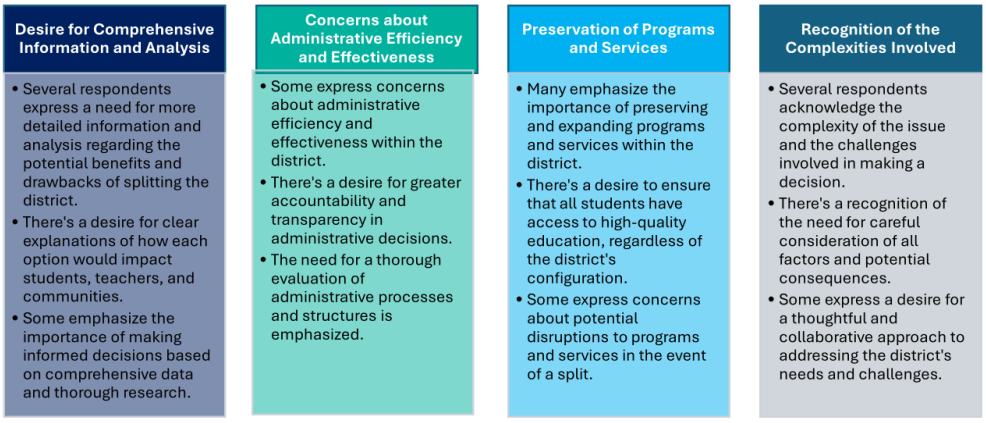
Do you have any additional thoughts on this topic or information you want to share?

Concerns about Financial Implications	Importance of Community Input	Impact on Special Education and Diverse Learners
• Many express worries about the cost of bonds and tax increases associated with a potential split. • There is a desire for transparency regarding how funds are allocated within the district. • Some are hesitant about the financial viability of smaller districts and potential impacts on teacher salaries and school programs.	• Several respondents stress the importance of community voices in decision-making processes. • There's a desire for thorough community engagement and representation in any potential split. • Some express concerns about the level of trust and communication between the district and the community.	• Concerns are raised about the potential impact of a split on special education programs and resources. • Some worry about equity and access to resources for diverse learners, including those in Title I schools. • The importance of ensuring that all students' needs are met, regardless of the district's configuration, is emphasized.

Do you have any additional thoughts on this topic or information you want to share?

Advocacy for or against Splitting the District	Concerns about Overcrowding and School Boundaries	Importance of Teacher Retention and Support
• There's a divide in opinions regarding whether the district should remain unified or split into smaller entities. • Some argue for the benefits of a split, citing potential improvements in local control and resource allocation. • Others advocate for maintaining the district's current structure, highlighting concerns about the potential negative consequences of a split.	• Several respondents express concerns about overcrowding in certain schools and neighborhoods. • There's a desire for fair and equitable distribution of resources, including consideration of school boundaries. • The need for effective planning to address population growth and school capacity issues is emphasized.	• Many express concerns about the potential impact of a split on teacher retention and job satisfaction. • There's a desire to ensure that teachers are adequately supported and compensated, regardless of the district's configuration. • The importance of considering the perspectives and needs of teachers in any decision-making process is highlighted.

Do you have any additional thoughts on this topic or information you want to share?



Skyridge

At the Skyridge community engagement, respondents 89% indicated that ASD students receive a good or excellent education. Regarding a reconfiguration vote, 63% felt that the board should bring the question forward. When asked if ASD should remain as one consolidated district, 44% agreed and 38% disagreed. Additionally, 44% agreed that ASD needs to be reconfigured.

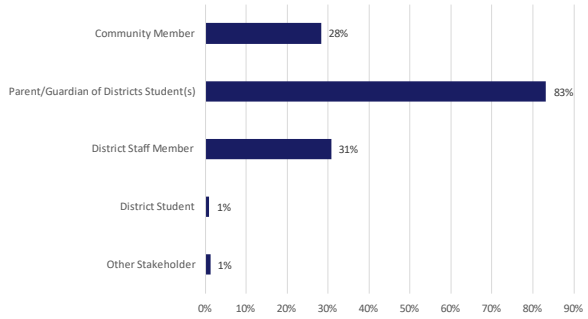
Respondent attitudes on the impact that a reconfiguration would have on student learning and their respective school communities were mixed. The outcome question was evenly split with 37% anticipating outcomes would improve and anticipating outcomes would 37% worsen.

As for the rank order for reconfiguration options, “Stay as single, consolidated district” received 42% of the votes. “Split into two districts” received 31%, and “Split into three districts” received 27%.

Interestingly the majority of Skyridge participants, 72%, felt that the most preferable two-way split is Option 3 with Lehi in the east. In the three-way split preference, Option 4 with Pleasant Grove going east was the selected option at 60%.

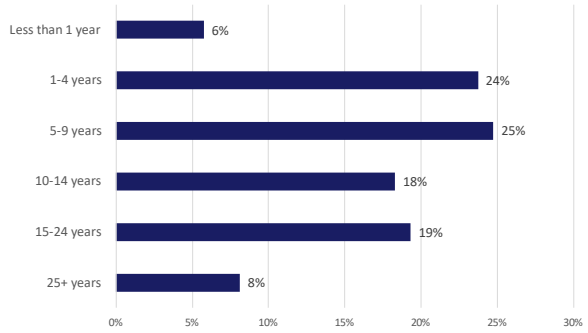
With 66% agreement, participants indicated that potential tax changes should impact reconfiguration considerations, while 63% supported the idea of an expanded school board should the district remain as one.

What describes your relationship to the Alpine School District? (Check all that apply)



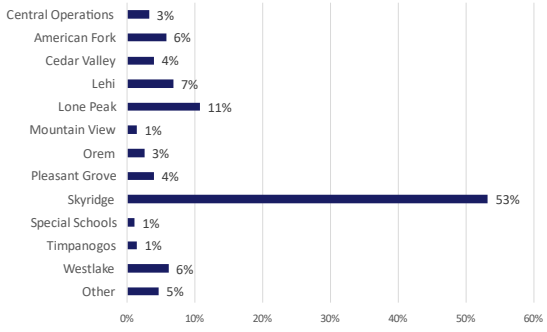
Responses	Count	Percent
Community Member	272	28%
Parent/Guardian of Districts Student(s)	799	83%
District Staff Member	295	31%
District Student	10	1%
Other Stakeholder	12	1%
Total	960	100%

How long have you been employed by the district? (Asked of District employees only)



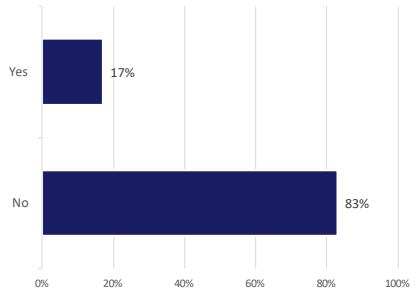
Responses	Count	Percent
Less than 1 year	17	6%
1-4 years	70	24%
5-9 years	73	25%
10-14 years	54	18%
15-24 years	57	19%
25+ years	24	8%
Total	295	100%

Which high school cluster are you affiliated with (Where you work)? (Asked of District employees only)



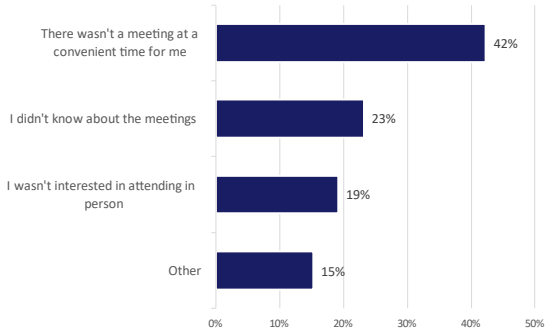
Response	Count	Percent
Central Operations	9	3%
American Fork	16	6%
Cedar Valley	11	4%
Lehi	19	7%
Lone Peak	30	11%
Mountain View	4	1%
Orem	7	3%
Pleasant Grove	11	4%
Skyridge	149	53%
Timpanogos	3	1%
Westlake	4	1%
Special Schools	17	6%
Other	13	5%
Total	293	100%

Did you attend one of the MGT community meetings held March 12-14?



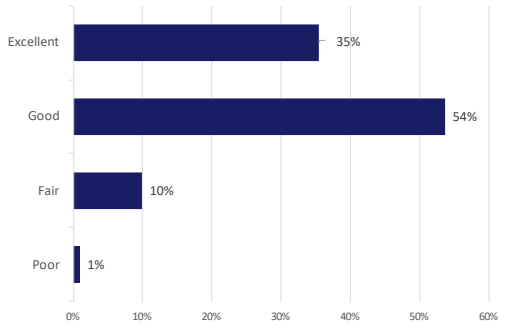
Response	Count	Percent
Yes	163	17%
No	794	83%
Total	**957**	**100%**

Why did you not attend one of the MGT community meetings?



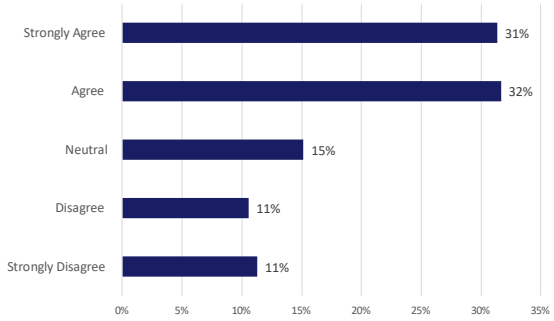
Responses	Count	Percent
There wasn't a meeting at a convenient time for me	335	42%
I didn't know about the meetings	184	23%
I wasn't interested in attending in person	152	19%
Other	121	15%
Total	**792**	**100%**

Would you say the overall education students receive from schools in the Alpine School District is:



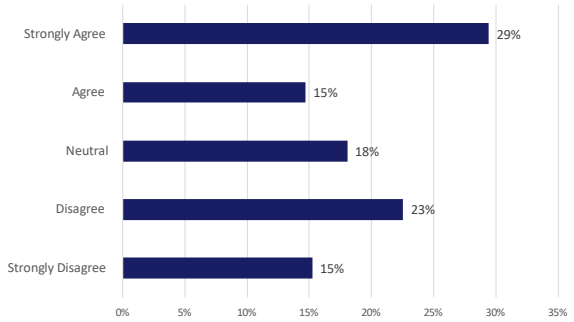
Responses	Count	Percent
Excellent	340	35%
Good	514	54%
Fair	95	10%
Poor	9	1%
Total	**958**	**100%**

Do you agree or disagree with the following statement "The school board should recommend that a district reconfiguration be brought to a community vote."?



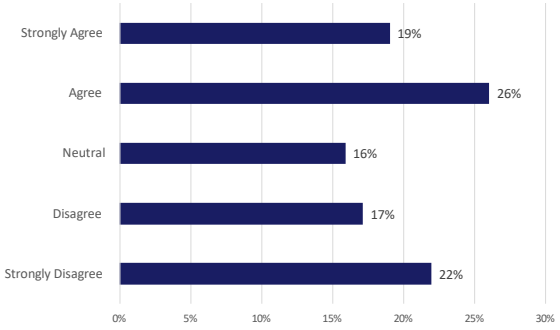
Response	Count	Percent
Strongly Agree	300	31%
Agree	303	32%
Neutral	145	15%
Disagree	101	11%
Strongly Disagree	108	11%
Total	**957**	**100%**

Do you agree or disagree with the following statement? "The Alpine School District (ASD) should remain as one consolidated school district."?



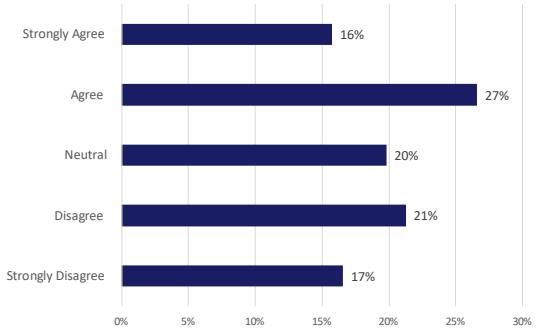
Response	Count	Percent
Strongly Agree	282	29%
Agree	141	15%
Neutral	173	18%
Disagree	216	23%
Strongly Disagree	146	15%
Total	958	100%

Do you agree or disagree with the following statement: "ASD needs to be reconfigured into two or more separate school districts."?



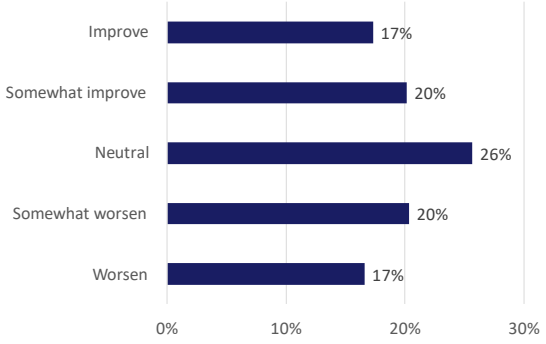
Response	Count	Percent
Strongly Agree	182	19%
Agree	249	26%
Neutral	152	16%
Disagree	164	17%
Strongly Disagree	210	22%
Total	957	100%

Do you agree or disagree with the following statement: "ASD faces too many challenges to continue as it is currently configured."?



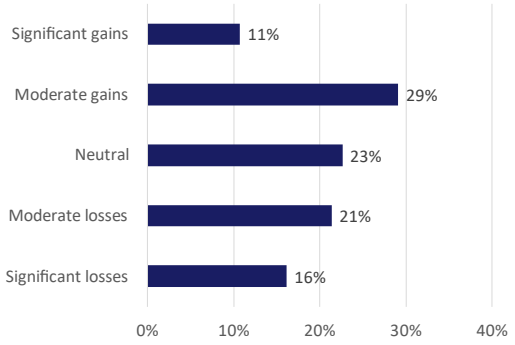
Response	Count	Percent
Strongly Agree	151	16%
Agree	255	27%
Neutral	190	20%
Disagree	204	21%
Strongly Disagree	159	17%
Total	959	100%

If ASD were to reconfigure, do you anticipate learning outcomes and student educational programs would improve or worsen?



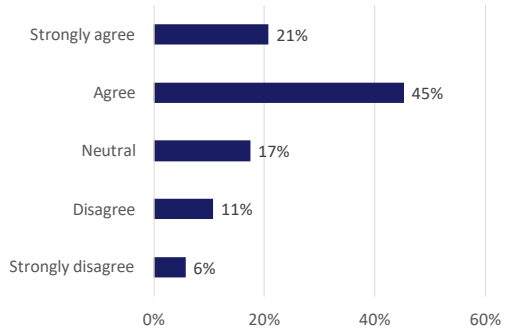
Response	Count	Percent
Improve	166	17%
Somewhat Improve	193	20%
Neutral	246	26%
Somewhat Worsen	195	20%
Worsen	159	17%
Total	959	100%

Regarding long term academic, social, or educational gains or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the District?



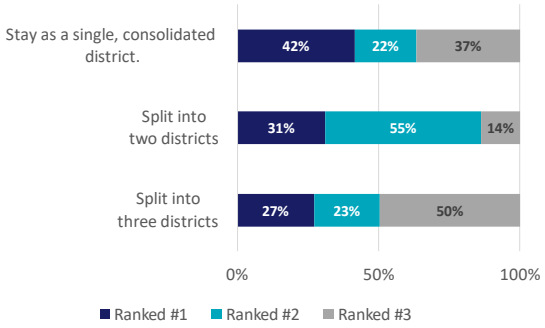
Response	Count	Percent
Significant Gains	103	11%
Moderate Gains	279	29%
Neutral	217	23%
Moderate Losses	205	21%
Significant Losses	155	16%
Total	959	100%

Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that potential tax changes should impact reconfiguration decisions?



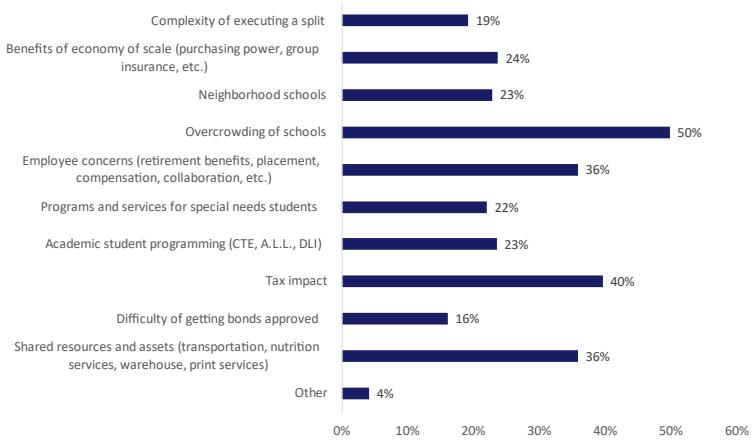
Response	Count	Percent
Strongly Agree	199	21%
Agree	433	45%
Neutral	167	17%
Disagree	103	11%
Strongly Disagree	55	6%
Total	957	100%

Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)



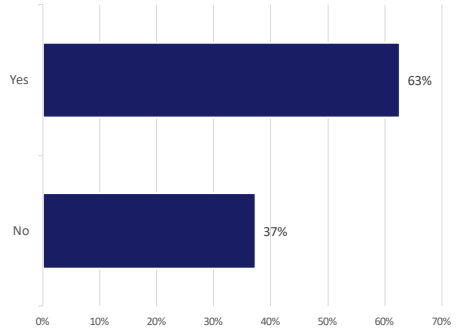
Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	311	233	203
Ranked #2	162	411	174
Ranked #3	274	103	370
Total	747	747	747
Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	42%	31%	27%
Ranked #2	22%	55%	23%
Ranked #3	37%	14%	50%
Total	100%	100%	100%

In your opinion, what are the most important factors when considering reconfiguration? (Select three)



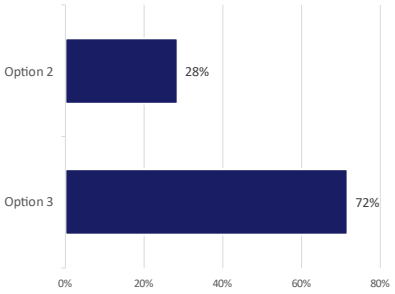
Responses	Count	Percent
Complexity of executing a split	183	19%
Benefits of economy of scale (purchasing power, group insurance, etc.)	226	24%
Neighborhood schools	218	23%
Overcrowding of schools	475	50%
Employee concerns (retirement benefits, placement, compensation, collaboration, etc.)	342	36%
Programs and services for special needs students	210	22%
Academic student programming (CTE, A.L.L., DLI)	224	23%
Tax impact	378	40%
Difficulty of getting bonds approved	153	16%
Shared resources and assets (transportation, nutrition services, warehouse, print services)	342	36%
Other	39	4%
Total	955	100%

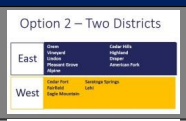
Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



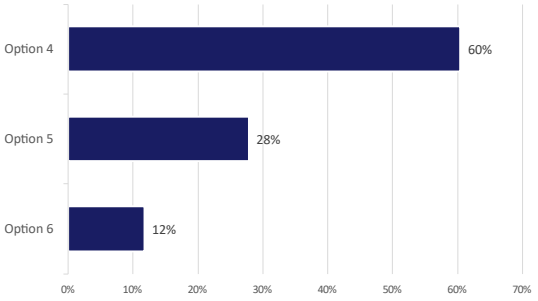
Response	Count	Percent
Yes	593	63%
No	353	37%
Total	**946**	**100%**

If the Alpine School District were split into two districts, which option is MOST preferable?



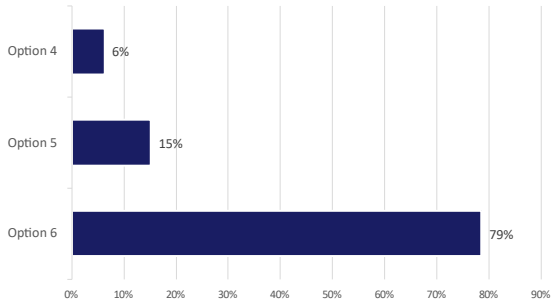
Response	Count	Percent
	268	28%
	675	72%
Total	**943**	**100%**

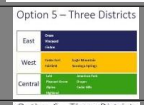
If the Alpine School District were to split into three districts, which option is MOST preferable?



Response	Count	Percent
Option 4 – Three Districts	565	60%
Option 5 – Three Districts	260	28%
Option 6 – Three Districts	110	12%
Total	**935**	**100%**

If the Alpine School District were to split into three districts, which option is LEAST preferable?



Response	Count	Percent
Option 4 – Three Districts	58	6%
Option 5 – Three Districts 	141	15%
Option 6 – Three Districts	729	79%
Total	**928**	**100%**

Do you have any additional thoughts on this topic or information you want to share?

Concerns About Splitting the District

- Many respondents express apprehension about the potential split, citing worries about loss of resources, impacts on teacher salaries and employment, and disruptions to students.
- Some fear that a split may exacerbate inequalities between districts, particularly in terms of funding, resources, and opportunities for students.
- There's a general sentiment that if the district is functioning well as a whole, there may be little need for a split.

Geographical Considerations

- Several respondents suggest considering a North/South split rather than an East/West split, citing concerns about weather disparities and geographical differences affecting school operations.
- There's a recognition that different areas within the district have unique needs and challenges, which may warrant tailored solutions.
- Some emphasize the importance of ensuring that boundaries are drawn in a way that makes logistical sense and minimizes disruptions for students and families.

Financial Implications

- Many express concerns about the financial implications of a split, including potential increases in taxes, administrative costs, and the overall burden on taxpayers.
- Some suggest exploring alternative solutions to address financial challenges within the district, such as lobbying to repeal laws that limit impact fees on new builds.
- There's a desire for transparency and accountability in how financial decisions are made, particularly regarding budget allocations and resource distribution.

Do you have any additional thoughts on this topic or information you want to share?

Future Planning and Proactivity

- While some oppose the idea of a split, others acknowledge that it may eventually become necessary and appreciate the district's proactive approach in considering potential changes.
- There's a call for long-term planning and strategic decision-making that takes into account projected growth, demographic shifts, and evolving educational needs.
- Some emphasize the importance of flexibility and adaptability in responding to future challenges, whether through a split or other means.

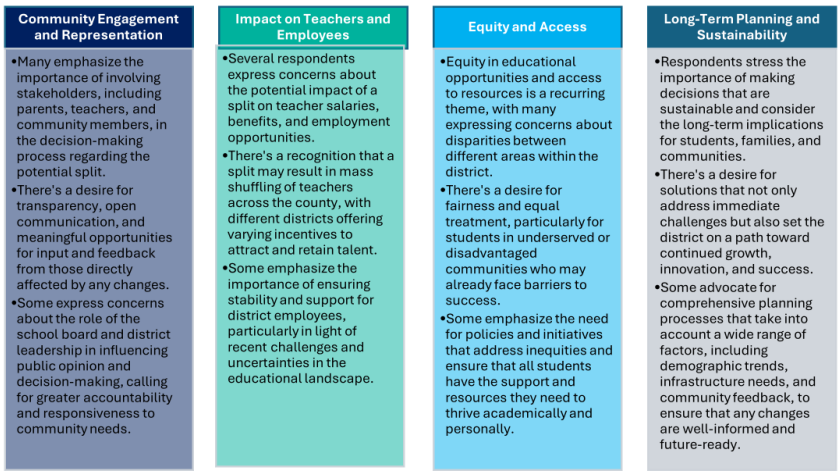
Resource Sharing and Collaboration

- Several respondents advocate for exploring options for sharing resources between districts, particularly for special education, technical programs, and software contracts.
- There's recognition that collaboration and cooperation between districts could help mitigate costs, expand opportunities for students, and improve overall efficiency.
- Some suggest forming partnerships with neighboring districts or municipalities to leverage resources and expertise in addressing common challenges.

Student Success and Academic Quality

- The primary focus for many respondents is on ensuring the best possible education and opportunities for students, regardless of whether the district remains unified or splits.
- There's a desire for smaller class sizes, adequate resources, and high-quality instruction that meets the diverse needs of students across the district.
- Some express concerns about maintaining academic standards and program excellence in the event of a split, particularly if resources are spread too thin or inequalities are exacerbated.

Do you have any additional thoughts on this topic or information you want to share?



Timpanogos

At the Timpanogos community session, 87% of participants shared that ASD is providing a good or excellent education. Respondents felt the school board should recommend a community vote on reconfiguration with 60% agreeing. Moreover, 49% felt that the district should remain as one consolidated school district while 38% indicated that the district should split.

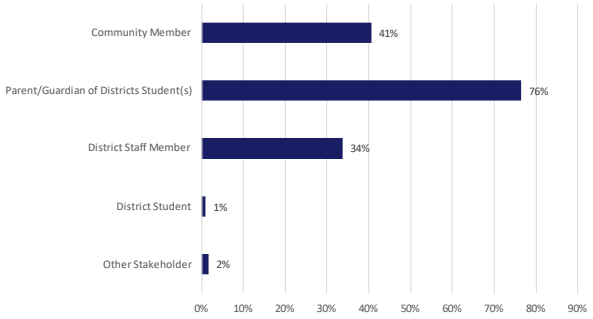
Opinions were divided on the potential effects of the reconfiguration on student learning. While 47% believed that learning outcomes would improve, an almost equal 45% anticipated academic, social, and educational losses.

In the rank order of reconfiguration options, “Stay as single, consolidated district” received 43% of the votes. “Split into two districts” received 39%, and “Split into three districts” received 19%.

Most participants, 62%, felt that the most preferable two-way split is Option 2 with Lehi in the west. In the three-way split preference question, Option 4 with Pleasant Grove going east was the selected option at 52%.

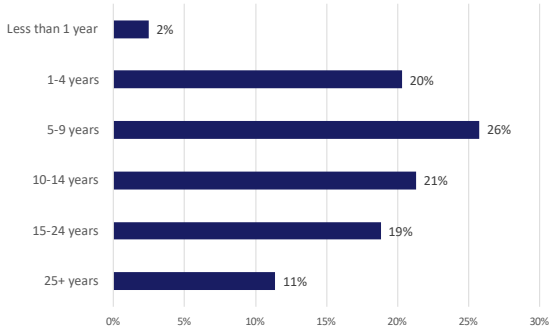
Session participants agreed (63%) that potential tax changes should impact reconfiguration considerations, while 61% supported the idea of an expanded school board should the district remain as one.

What describes your relationship to the Alpine School District? (Check all that apply)



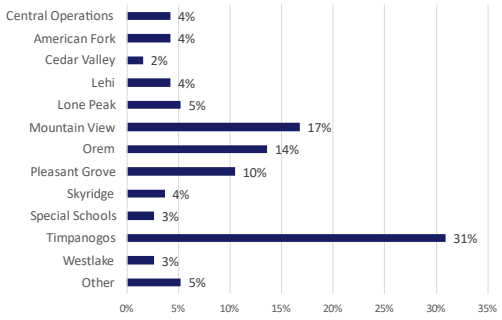
Responses	Count	Percent
Community Member	243	41%
Parent/Guardian of Districts Student(s)	458	76%
District Staff Member	202	34%
District Student	6	1%
Other Stakeholder	10	2%
Total	599	100%

How long have you been employed by the district? (Asked of District employees only)



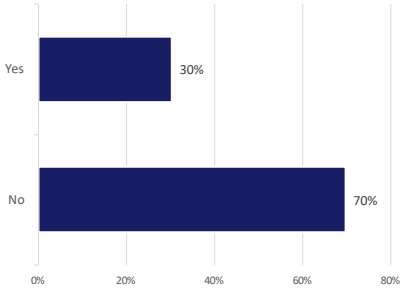
Responses	Count	Percent
Less than 1 year	5	2%
1-4 years	41	20%
5-9 years	52	26%
10-14 years	43	21%
15-24 years	38	19%
25+ years	23	11%
Total	202	100%

Which high school cluster are you affiliated with (Where you work)? (Asked of District employees only)



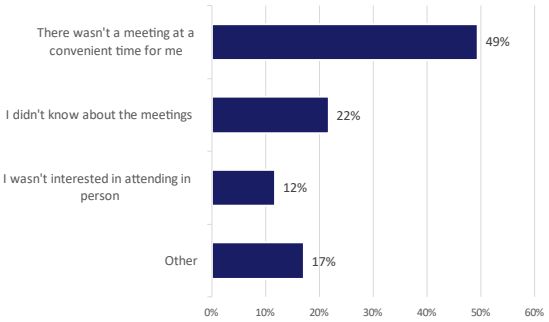
Response	Count	Percent
Central Operations	8	4%
American Fork	8	4%
Cedar Valley	3	2%
Lehi	8	4%
Lone Peak	10	5%
Mountain View	32	17%
Orem	26	14%
Pleasant Grove	20	10%
Skyridge	7	4%
Timpanogos	5	3%
Westlake	59	31%
Special Schools	5	3%
Other	10	5%
Total	**201**	**100%**

Did you attend one of the MGT community meetings held March 12-14?



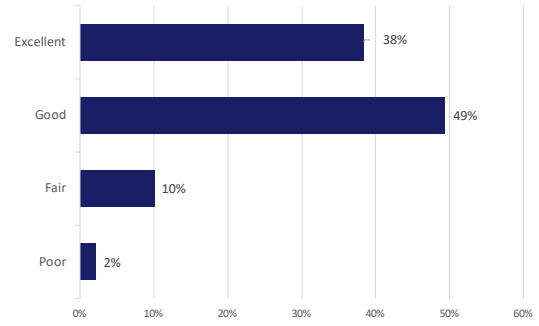
Response	Count	Percent
Yes	181	30%
No	416	70%
Total	**597**	**100%**

Why did you not attend one of the MGT community meetings?



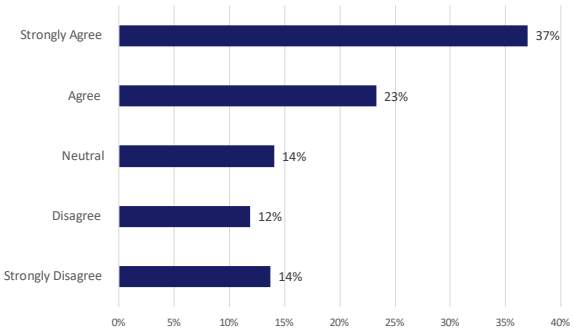
Responses	Count	Percent
There wasn't a meeting at a convenient time for me	205	49%
I didn't know about the meetings	90	22%
I wasn't interested in attending in person	49	12%
Other	71	17%
Total	**415**	**100%**

Would you say the overall education students receive from schools in the Alpine School District is:



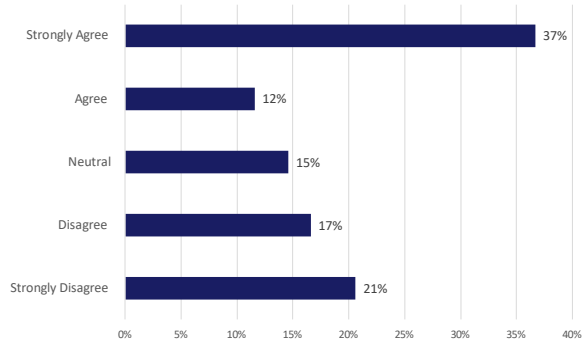
Responses	Count	Percent
Excellent	230	38%
Good	296	49%
Fair	60	10%
Poor	13	2%
Total	**599**	**100%**

Do you agree or disagree with the following statement "The school board should recommend that a district reconfiguration be brought to a community vote."?



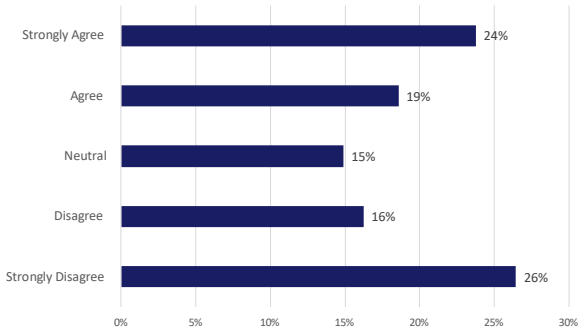
Response	Count	Percent
Strongly Agree	221	37%
Agree	139	23%
Neutral	84	14%
Disagree	71	12%
Strongly Disagree	82	14%
Total	**597**	**100%**

Do you agree or disagree with the following statement? "The Alpine School District (ASD) should remain as one consolidated school district."?



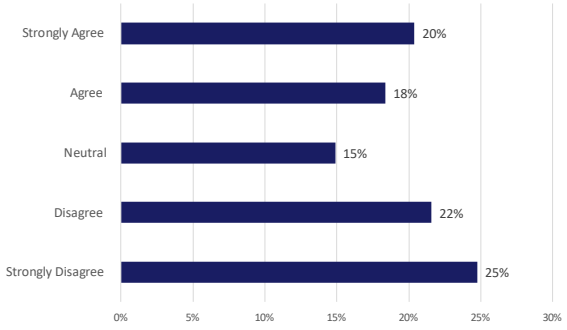
Response	Count	Percent
Strongly Agree	219	37%
Agree	69	12%
Neutral	87	15%
Disagree	99	17%
Strongly Disagree	123	21%
Total	**597**	**100%**

Do you agree or disagree with the following statement: "ASD needs to be reconfigured into two or more separate school districts."?



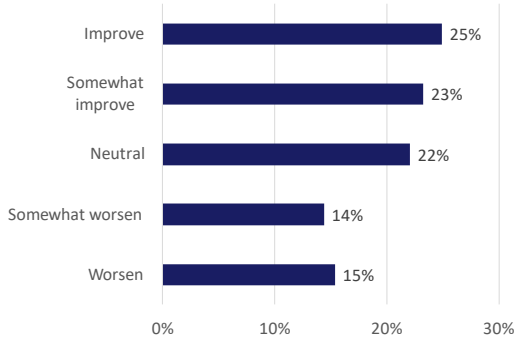
Response	Count	Percent
Strongly Agree	142	24%
Agree	111	19%
Neutral	89	15%
Disagree	97	16%
Strongly Disagree	158	26%
Total	597	100%

Do you agree or disagree with the following statement: "ASD faces too many challenges to continue as it is currently configured."?



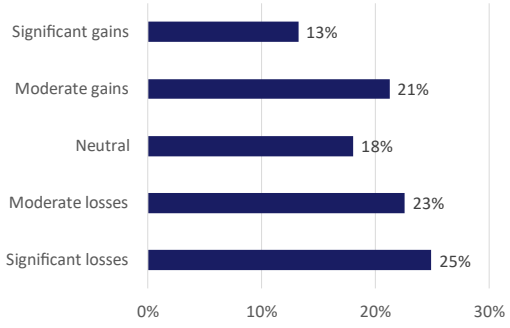
Response	Count	Percent
Strongly Agree	122	20%
Agree	110	18%
Neutral	89	15%
Disagree	129	22%
Strongly Disagree	148	25%
Total	598	100%

If ASD were to reconfigure, do you anticipate learning outcomes and student educational programs would improve or worsen?



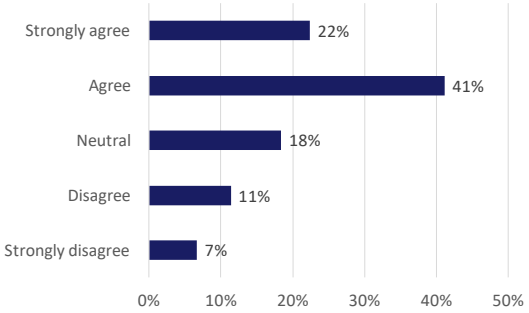
Response	Count	Percent
Improve	149	25%
Somewhat Improve	139	23%
Neutral	132	22%
Somewhat Worsen	86	14%
Worsen	92	15%
Total	598	100%

Regarding long term academic, social, or educational gains or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the District?



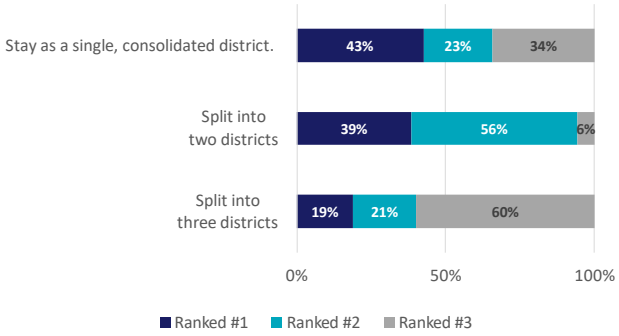
Response	Count	Percent
Significant Gains	79	13%
Moderate Gains	127	21%
Neutral	108	18%
Moderate Losses	135	23%
Significant Losses	149	25%
Total	598	100%

Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that potential tax changes should impact reconfiguration decisions?



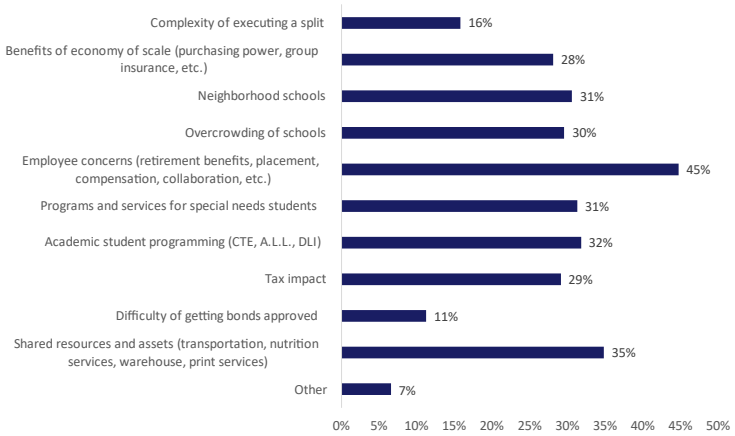
Response	Count	Percent
Strongly Agree	134	22%
Agree	246	41%
Neutral	110	18%
Disagree	68	11%
Strongly Disagree	40	7%
Total	598	100%

Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)



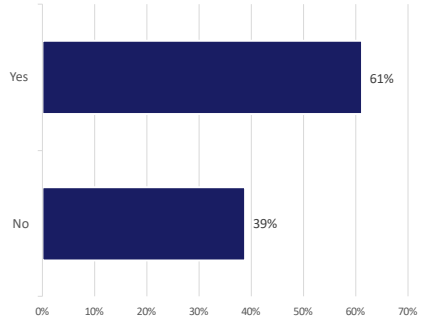
Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	189	171	84
Ranked #2	103	247	94
Ranked #3	152	26	266
Total	444	444	444
Ranking	**Stay as a single, consolidated district.**	**Split into two districts**	**Split into three districts**
Ranked #1	43%	39%	19%
Ranked #2	23%	56%	21%
Ranked #3	34%	6%	60%
Total	100%	100%	100%

In your opinion, what are the most important factors when considering reconfiguration? (Select three)



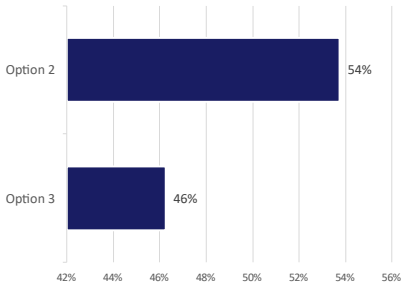
Responses	Count	Percent
Complexity of executing a split	94	16%
Benefits of economy of scale (purchasing power, group insurance, etc.)	167	28%
Neighborhood schools	182	31%
Overcrowding of schools	176	30%
Employee concerns (retirement benefits, placement, compensation, collaboration, etc.)	266	45%
Programs and services for special needs students	186	31%
Academic student programming (CTE, A.L.L., DLI)	189	32%
Tax impact	173	29%
Difficulty of getting bonds approved	67	11%
Shared resources and assets (transportation, nutrition services, warehouse, print services)	207	35%
Other	39	7%
Total	595	100%

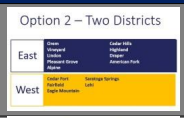
Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



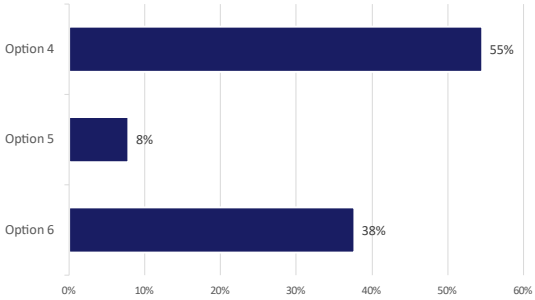
Response	Count	Percent
Yes	356	61%
No	226	39%
Total	582	100%

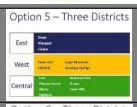
If the Alpine School District were split into two districts, which option is MOST preferable?



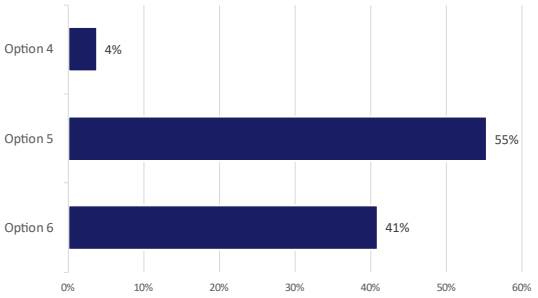
Response	Count	Percent
Option 2 – Two Districts 	315	54%
Option 3 – Two Districts	271	46%
Total	**586**	**100%**

If the Alpine School District were to split into three districts, which option is MOST preferable?



Response	Count	Percent
Option 4 – Three Districts	313	55%
Option 5 – Three Districts 	45	8%
Option 6 – Three Districts	216	38%
Total	**574**	**100%**

If the Alpine School District were to split into three districts, which option is LEAST preferable?



Response	Count	Percent
Option 4 – Three Districts	22	4%
Option 5 – Three Districts	318	55%
Option 6 – Three Districts	235	41%
Total	**575**	**100%**

Do you have any additional thoughts on this topic or information you want to share?

Advantages of Remaining as One District

- Staying as one district provides more resources for special programs and negotiating power for insurance companies and legislators.
- It took ASD many years to develop infrastructure and logistics necessary to serve students and the community well.
- A large district offers unique programs and opportunities for diverse student needs.

Concerns About Splitting the District

- Splitting would require duplicating existing infrastructure, such as board members, district offices, and special education schools, which could increase taxes for everyone.
- Many teachers and administrators may leave in search of more stability.
- Some worry that smaller communities with fewer students and lower income would be disadvantaged by a split.

Doubts About the Process

- The MGT public meetings were perceived as one-sided, slanted towards the district not splitting, and not providing a fair representation of options.
- Concerns were raised about the assumptions used in the bonding presentations and the need for the public to be made aware of them.
- There is skepticism about the involvement of an out-of-state company in creating plans without a deep understanding of Utah's context.

Do you have any additional thoughts on this topic or information you want to share?

Preference for Staff and Faculty Input

- There is a strong desire for board members to consider staff and faculty input when making decisions about putting the split on the ballot.
- Concerns were raised about board members representing their constituents' opinions rather than their personal feelings about the issue.
- Input from employees is seen as essential for making informed decisions about the potential split.

Impact on Local Communities

- Some feel that staying together benefits their local community, while others express concern about how a split might affect their area.
- There are worries about how a split could impact school closures, services, and opportunities for students in specific neighborhoods.
- The potential effects on property taxes and the ability to maintain services for students in smaller communities are significant concerns.

Complexities of a Split

- Splitting the district would involve significant complexities, including creating new board members, district offices, and schools.
- Concerns were raised about the financial implications of a split and the need to share resources effectively between the new districts.
- The process of splitting would require careful planning and consideration of various factors to ensure a smooth transition.

Do you have any additional thoughts on this topic or information you want to share?

Desire for Transparency and Information

- There is a call for greater transparency in the decision-making process, with concerns about biased presentations and the need for more information.
- Some express the need for more clarity on the potential benefits and drawbacks of splitting the district.
- Transparency and access to accurate information are seen as essential for gaining public trust and support.

Impact on Employees

- Concerns about the impact on employees, including potential loss of benefits, retirement packages, and career stability.
- Questions about whether employees would be grandfathered into existing benefits and how a split would affect their job security.
- Recognition of the importance of retaining quality teachers and staff in maintaining the district's educational standards.

Community Engagement and Support

- Some feel that community engagement and support are crucial for making decisions about the district's future.
- There is a desire for voters to educate themselves before voting and for board members to represent their constituents' interests.
- Concerns were raised about potential unrest and confusion among voters, emphasizing the need for clear communication and understanding.

Preference for Maintaining Current Structure

- Many express a preference for maintaining the current structure of the district, citing its strengths and the benefits of a large district.
- Concerns about losing the advantages of a large district, such as shared resources and collaborative communities.
- Calls for exploring alternatives to splitting, such as adding more board members or raising taxes, to address concerns while maintaining the district's unity.

Westlake

At the Westlake engagement session 88% of community members revealed that ASD is providing a good or excellent education. Participants did believe with a response of 62% that the school board should recommend a community vote on reconfiguration. Additionally, 43% of those same respondents felt that the district should remain as one consolidated school district while 40% indicated that the district should split.

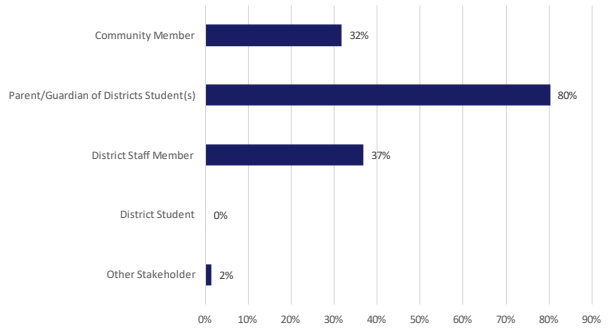
Thoughts differed on the impact a reconfiguration would have on student learning. The selections regarding learning outcomes reflected this separation of thought with 34% believing outcomes and programs would improve and 36% believing they would worsen.

Regarding the rank order reconfiguration options, “Split into two districts” received 53%, “Stay as single, consolidated district” received 37% of the votes, and “Split into three districts” received 10%.

Most participants, 91%, felt that the most preferable two-way split is Option 2 with Lehi in the west. Option 4 with Pleasant Grove going east was the chosen three-way split selection at 72%.

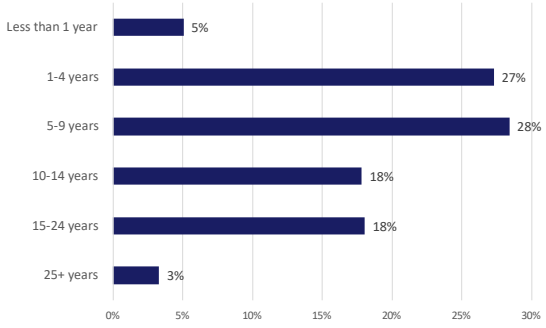
With 60% agreement, participants expressed that potential tax changes should impact reconfiguration considerations, while 64% supported the idea of an expanded school board should the district remain as one.

What describes your relationship to the Alpine School District? (Check all that apply)



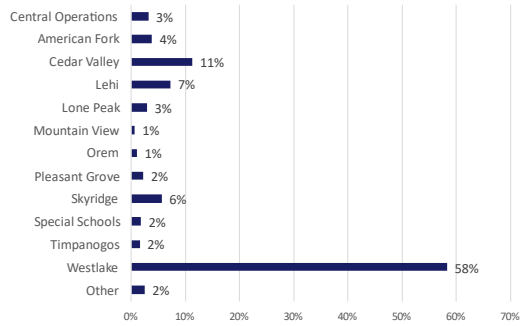
Responses	Count	Percent
Community Member	393	32%
Parent/Guardian of Districts Student(s)	991	80%
District Staff Member	455	37%
District Student	3	0%
Other Stakeholder	19	2%
Total	1,235	100%

How long have you been employed by the district? (Asked of District employees only)



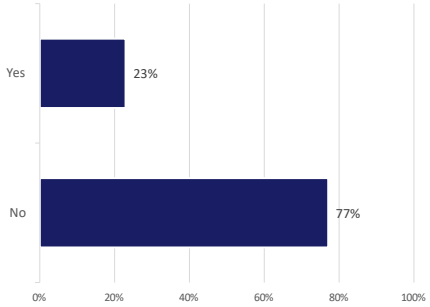
Responses	Count	Percent
Less than 1 year	23	5%
1-4 years	124	27%
5-9 years	129	28%
10-14 years	81	18%
15-24 years	82	18%
25+ years	15	3%
Total	454	100%

Which high school cluster are you affiliated with (Where you work)? (Asked of District employees only)



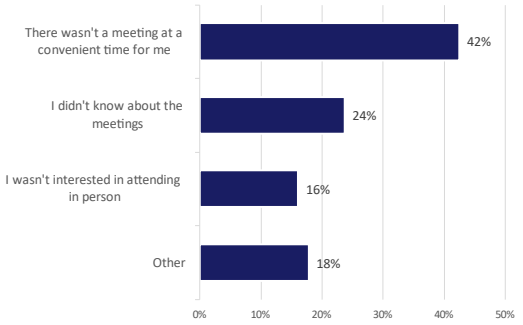
Response	Count	Percent
Central Operations	14	3%
American Fork	17	4%
Cedar Valley	50	11%
Lehi	32	7%
Lone Peak	13	3%
Mountain View	3	1%
Orem	5	1%
Pleasant Grove	10	2%
Skyridge	25	6%
Timpanogos	8	2%
Westlake	7	2%
Special Schools	257	58%
Other	11	2%
Total	**452**	**100%**

Did you attend one of the MGT community meetings held March 12-14?



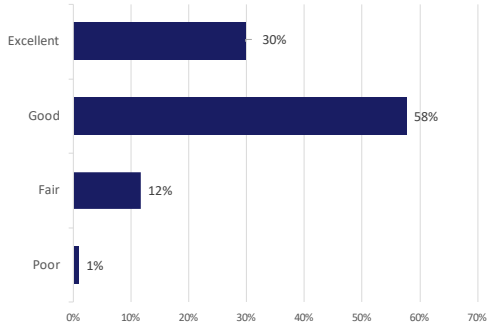
Response	Count	Percent
Yes	284	23%
No	951	77%
Total	**1,235**	**100%**

Why did you not attend one of the MGT community meetings?



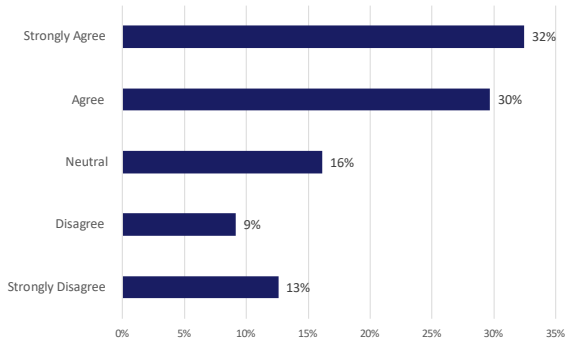
Responses	Count	Percent
There wasn't a meeting at a convenient time for me	403	42%
I didn't know about the meetings	225	24%
I wasn't interested in attending in person	153	16%
Other	169	18%
Total	**950**	**100%**

Would you say the overall education students receive from schools in the Alpine School District is:



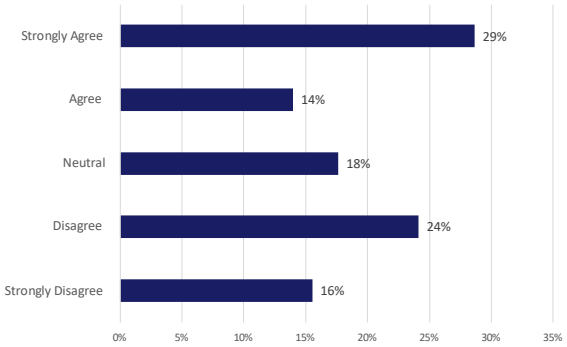
Responses	Count	Percent
Excellent	368	30%
Good	711	58%
Fair	143	12%
Poor	11	1%
Total	**1,233**	**100%**

Do you agree or disagree with the following statement "The school board should recommend that a district reconfiguration be brought to a community vote."?



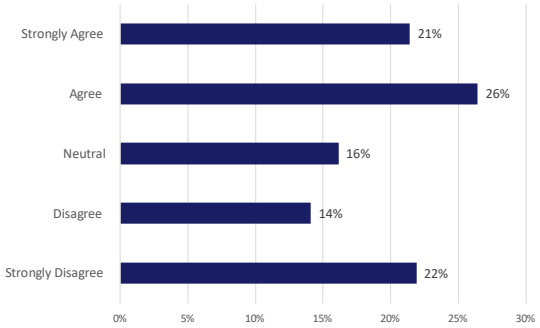
Response	Count	Percent
Strongly Agree	400	32%
Agree	366	30%
Neutral	199	16%
Disagree	113	9%
Strongly Disagree	155	13%
Total	1,233	100%

Do you agree or disagree with the following statement? "The Alpine School District (ASD) should remain as one consolidated school district."?



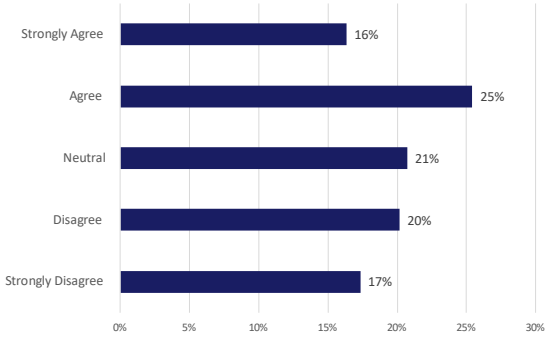
Response	Count	Percent
Strongly Agree	354	29%
Agree	173	14%
Neutral	218	18%
Disagree	298	24%
Strongly Disagree	192	16%
Total	1,235	100%

Do you agree or disagree with the following statement: "ASD needs to be reconfigured into two or more separate school districts."?



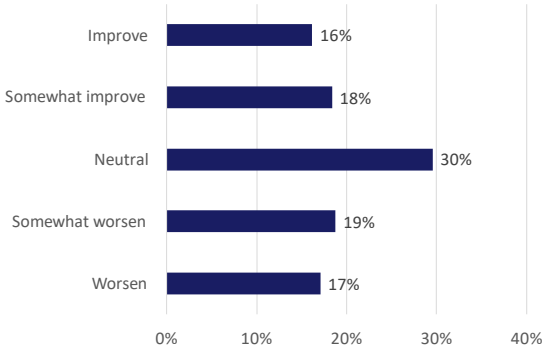
Response	Count	Percent
Strongly Agree	264	21%
Agree	326	26%
Neutral	199	16%
Disagree	174	14%
Strongly Disagree	270	22%
Total	1,233	100%

Do you agree or disagree with the following statement: "ASD faces too many challenges to continue as it is currently configured."?



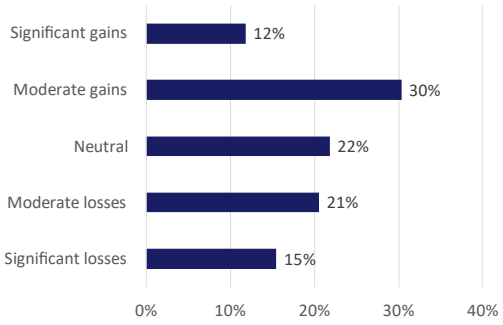
Response	Count	Percent
Strongly Agree	202	16%
Agree	314	25%
Neutral	256	21%
Disagree	249	20%
Strongly Disagree	214	17%
Total	1,235	100%

If ASD were to reconfigure, do you anticipate learning outcomes and student educational programs would improve or worsen?



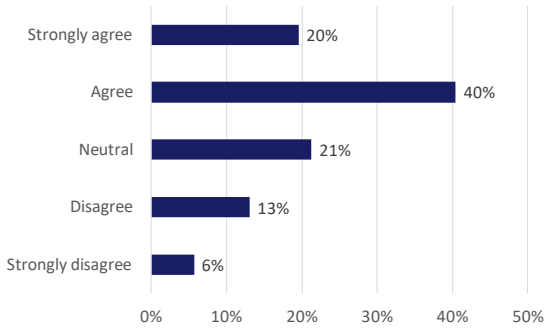
Response	Count	Percent
Improve	200	16%
Somewhat Improve	227	18%
Neutral	365	30%
Somewhat Worsen	232	19%
Worsen	211	17%
Total	1,235	100%

Regarding long term academic, social, or educational gains or losses, do you believe local school communities will experience an overall gain or loss as a result of a reconfiguration of the District?



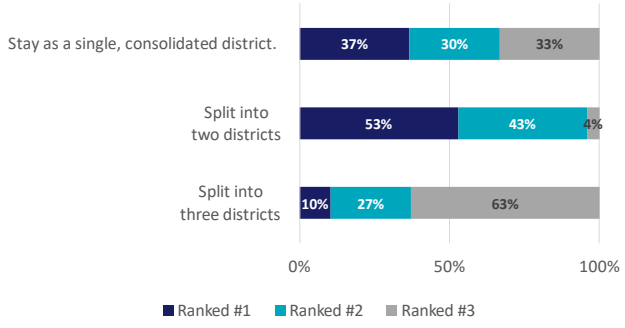
Response	Count	Percent
Significant Gains	146	12%
Moderate Gains	374	30%
Neutral	269	22%
Moderate Losses	253	21%
Significant Losses	191	15%
Total	1,233	100%

Property taxes are likely to change if the district were to reconfigure. Do you agree or disagree that potential tax changes should impact reconfiguration decisions?



Response	Count	Percent
Strongly Agree	241	20%
Agree	498	40%
Neutral	262	21%
Disagree	161	13%
Strongly Disagree	70	6%
Total	1,232	100%

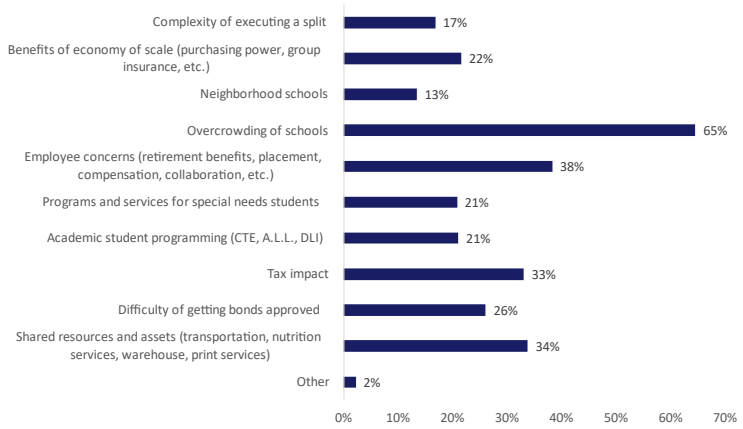
Rank the reconfiguration options based on your preference. (Rank order: 1= most favored 3=least favored)



Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	348	501	98
Ranked #2	285	407	255
Ranked #3	314	39	594
Total	947	947	947

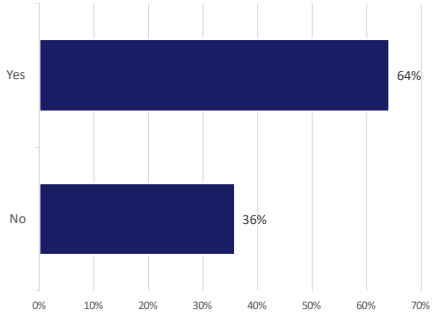
Ranking	Stay as a single, consolidated district.	Split into two districts	Split into three districts
Ranked #1	37%	53%	10%
Ranked #2	30%	43%	27%
Ranked #3	33%	4%	63%
Total	100%	100%	100%

In your opinion, what are the most important factors when considering reconfiguration? (Select three)



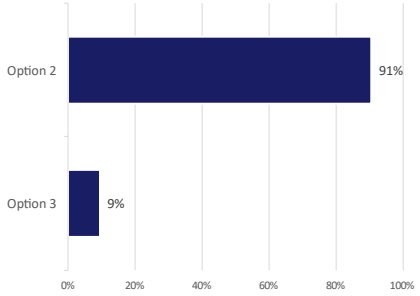
Responses	Count	Percent
Complexity of executing a split	207	17%
Benefits of economy of scale (purchasing power, group insurance, etc.)	266	22%
Neighborhood schools	165	13%
Overcrowding of schools	795	65%
Employee concerns (retirement benefits, placement, compensation, collaboration, etc.)	471	38%
Programs and services for special needs students	256	21%
Academic student programming (CTE, A.L.L., DLI)	259	21%
Tax impact	407	33%
Difficulty of getting bonds approved	321	26%
Shared resources and assets (transportation, nutrition services, warehouse, print services)	416	34%
Other	27	2%
Total	1,232	100%

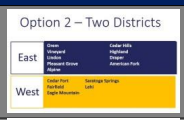
Would you support the district remaining as one unit with an expansion of the board from 7 to 9 members?



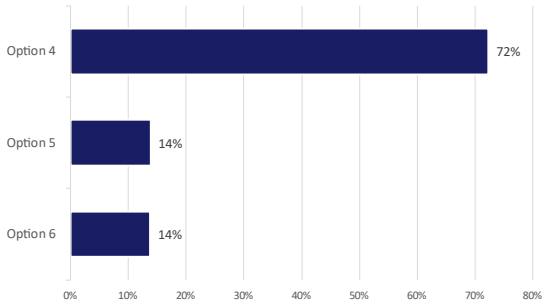
Response	Count	Percent
Yes	783	64%
No	437	36%
Total	1,220	100%

If the Alpine School District were split into two districts, which option is MOST preferable?



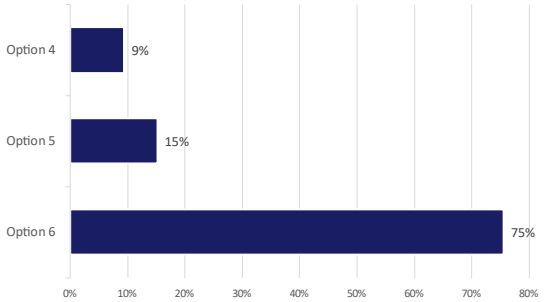
Response	Count	Percent
Option 2 – Two Districts 	1101	91%
Option 3 – Two Districts	115	9%
Total	**1,216**	**100%**

If the Alpine School District were to split into three districts, which option is MOST preferable?



Response	Count	Percent
Option 4 – Three Districts	834	72%
Option 5 – Three Districts	160	14%
Option 6 – Three Districts	159	14%
Total	**1,153**	**100%**

If the Alpine School District were to split into three districts, which option is LEAST preferable?



Response	Count	Percent
Option 4 – Three Districts	109	9%
Option 5 – Three Districts	176	15%
Option 6 – Three Districts	878	75%
Total	**1,163**	**100%**

Do you have any additional thoughts on this topic or information you want to share?

Preference for Unity:

- Many stakeholders express a strong preference for maintaining the Alpine School District as one unified entity.
- They believe that a unified district allows for shared resources, cost efficiency, and better opportunities for all students.
- Concerns are raised about potential financial disparities and the impact on educational quality if the district were to split.

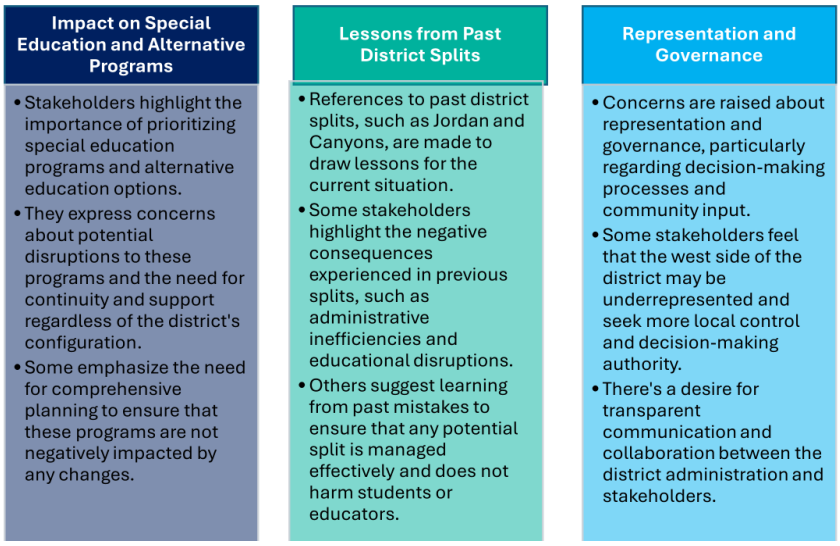
Financial Concerns:

- Stakeholders express apprehension about potential tax increases and financial implications associated with splitting the district.
- There are worries about the unequal distribution of resources and funding between the east and west sides of the district.
- Some fear that a split could lead to higher costs for taxpayers and negatively affect employee compensation and benefits.

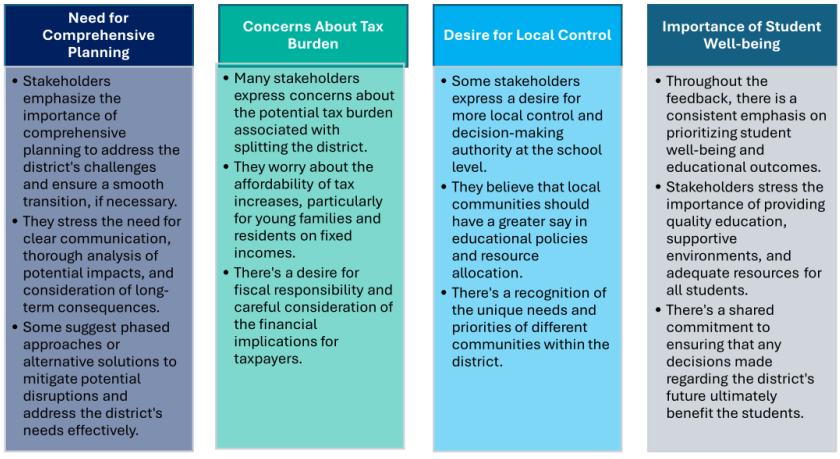
Educational Quality and Resources:

- Concerns are raised about overcrowded schools, large class sizes, and the need for additional facilities, particularly in rapidly growing areas like Saratoga Springs.
- Stakeholders emphasize the importance of maintaining high-quality education and ensuring access to special programs and services for all students.
- There's a desire to address disparities in resources and opportunities between different areas within the district.

Do you have any additional thoughts on this topic or information you want to share?



Do you have any additional thoughts on this topic or information you want to share?



10. Findings and Recommendations

Determining whether the Alpine school district should remain as an individual district or split into multiple districts is a matter of many key considerations. The decision is based on assessing the potential benefits and drawbacks of all options.

- **Population and Size:** Consideration of the current population and geographic size of the district. If it is too large to effectively manage or if population growth is unevenly distributed, splitting could help in improving resource allocation and management.
- **Educational Needs**: Evaluation of whether the educational needs of students are being adequately met within the current district structure. If there are disparities in resources, academic performance, or access to programs, splitting may provide an opportunity to address these issues more effectively.
- **Community Insight**: Gather insights from stakeholders including parents, teachers, administrators, and community members. Understanding their perspectives on the potential benefits and drawbacks of splitting the district will help in making an informed decision.
- **Financial Implications**: Analysis of the financial impact of splitting the district. Consideration of the cost of establishing and maintaining separate administrative structures, the potential changes in funding allocation, and the overall budgetary implications for new potential districts.
- **Logistical Challenges**: Assessment of the logistical challenges associated with splitting the district, such as redrawing boundaries, reassigning staff, and managing transitions for students and families. Ensure that any potential disruptions for students are carefully considered and mitigated.
- **Educational Quality**: Consideration of whether splitting the district could enhance educational quality and outcomes for students. This could include factors such as class sizes, teacher-student ratios, curriculum development, and potential impacts on specialized programs.
- **Long-Term Vision for School Community**: Consideration of how splitting or maintaining the district structure would impact future growth, development, and the overall educational experience for students. Would this decision align with the long-term vision for education in the community?

Remain as One Consolidated Distirct

The argument for maintaining the Alpine School District as a single entity is not just a matter of tradition; it is a strategic decision. This approach is rooted in three key principles: inclusivity, efficiency, and collaboration.

ASD students from different neighborhoods and socioeconomic backgrounds learn together, fostering empathy and understanding – crucial skills for a globalized world. Fragmentation risks segregation,

perpetuating inequalities, and hindering a sense of belonging for all students across all school communities.

Maintaining a unified district allows for better resource allocation and equal opportunities. Consolidated buying power lowers costs for essential goods and services. These savings can then be directly reinvested in district-wide programs that benefit all students, not just those in a few smaller districts.
Alpine School District's size fosters collaboration and innovation. Educators across the district can share best practices and pilot new initiatives on a larger scale than smaller districts could manage. This cross-pollination fuels continuous improvement, ensuring the district adapts to meet the evolving needs of students and prepares them for the 21st-century economy.

Some may worry that unification sacrifices local control. However, Alpine School District utilizes a distributed leadership model. Schools and communities have a voice within the broader district framework. Through elected school boards, parent-teacher associations, and community councils, stakeholders influence decision-making and address local needs within the shared vision of ASD. This fosters ownership and engagement, ensuring all communities feel invested in the district's success.
Alpine School District has had a history of collective purpose. By choosing unity, stakeholders reaffirm their commitment to the district's core values – excellence, equity, and community engagement. This ensures Alpine School District remains a beacon of hope and opportunity for generations to come.

Reconfigure Into Multiple Distircts

There are potential benefits of dividing the district into two distinct entities. A split could lead to enhanced educational outcomes, improved resource allocation, and a more responsive learning environment for all students in their specific school communities.

A divided district allows individual communities to develop curriculums that cater to their specific needs. Communities could choose to prioritize career and technical training programs they believe are crucial for their future workforce, while others might focus and expand advanced placement courses. This localized approach ensures students are equipped with the skills most relevant to their futures.

A smaller district fosters a sense of ownership and engagement among parents, educators, and community leaders. Decision-making becomes more responsive to local needs, allowing stakeholders to have a greater say in shaping the educational experience for their children. Imagine Oakley residents directly influencing resource allocation for vocational training programs.

Dividing the district eliminates the dilution of resources. Communities would not have to compete for expansions, renovations, or upgrades with other schools. Each district could allocate local tax resources directly to their facilities, programs, and initiatives. This could potentially provide the greatest impact on their student populations.

Smaller districts can streamline approval processes for innovative programs. A proposal could be implemented more swiftly within a more focused structure, allowing students to benefit from a unique learning opportunity sooner.

Collaboration can still flourish on a regional level. Districts could share best practices and partner on larger initiatives, fostering a spirit of innovation within each entity. Dividing the district will undoubtedly require careful planning to ensure a smooth transition for students, staff, and families. Resource allocation and potential disruptions must be thoroughly addressed. Inter-district collaboration can ensure student populations remain diverse, promoting a well-rounded educational experience for all.

The decision to split the Alpine School District is not to be taken lightly. A case can be made that a strategic division could lead to a more responsive, efficient, and ultimately, more effective educational system for all students. Local communities could potentially tailor programs and allocate resources, foster innovation, and ensure a smooth transition.

Findings

After analysis and examination of the demographic, enrollment, geographical, and financial data, MGT developed six viable options for the district and stakeholders to consider. The first option is to stay as currently configured. Option 2 and 3 split the district into two new districts. Option 4, 5, and 6 split the option into three new districts.

After careful consideration and multiple stakeholder engagement opportunities, here are the key findings:

- Respondents from the community engagement believe that students are getting a good education. Every subgroup indicates that students in the Alpine School District are receiving a good or excellent education by large margins.
- As a group, respondents from community engagement endorse a potential vote on reconfiguration. All but one of the subgroups polled, employees, indicated their support for initiating the voting process. The employees, as a group, would prefer the question not to be brought forward.
- Overall, respondents from the community engagement indicated they would like to remain as one district. Despite this desire for a vote, a significant portion of the same polling participants also indicated their preference for the district to remain as one consolidated district. This dual sentiment points to the complexity of the community's perspectives. Respondents from the attendance zones of Cedar Valley, Westlake, and Lone Peak indicated a preference for a two-way split. Parents and Guardians were a designated subgroup for our analysis, and they chose a two-way split with 42% with one-district receiving 37%.
- If the district decides to put reconfiguration on the ballot, a reconfiguration resulting in two districts is preferred by respondents from the community engagement. While indicating that the district should remain as one, respondents preferred a two-district reconfiguration over a three-district reconfiguration. No subgroup expressed a strong desire for a three-district reconfiguration.

- The two-district reconfiguration options are not complex, conversely the decision of which option to put forward is more difficult. Both two-district options divide ASD into an eastern district and a western district, the difference between the options is determined by which district Lehi resides in. Most of the overall respondents from the community engagement supported Option 2 with Lehi going west. However, it should be noted that respondents from the high school attendance zones that currently make up Lehi favor Option 3 with Lehi going East. Skyridge attendance zone expressed support for Option 3 with 72%, Lehi and American Fork selected Option 3 with 51%, and Lone Peak and Mountain View were 50/50 on this question.

Recommendation

It is evident from the community engagement respondents there is strong sentiment to put the reconfiguration question to a community-wide vote, even though most of those respondents indicated they preferred to remain as one consolidated district.

Respondents also expressed a strong preference for a two-district configuration versus the three-district configuration options if a reconfiguration were to occur.

Therefore, based upon all the data gathered and the community response, MGT is comfortable recommending ASD bring forth a ballot question that addresses a potential two-district configuration.

By adding a question to the ballot, voters can decide whether to stay with the current consolidated school community or create separate districts. This allows the two potential school communities to evaluate the pros and cons of their new districts.

This approach promotes transparency, enabling residents to make well-informed decisions based on their school community preferences and priorities. In the end, the community vote serves as the most democratic process to determine the best direction for the district's future.

Appendix A - Adjustable Taxable Values

Municipality	2022 Adjustable Taxable Values	10-year change in Taxable Values	2032 Projected Adjustable Taxable Values*
Cedar Fort/Fairfield	$94,498,672	441.66%	$417,362,834.76
Eagle Mountain	$4,300,697,920	550.38%	$23,670,181,212.10
Saratoga Springs	$4,749,098,723	522.34%	$24,806,442,269.72
Lehi	$10,871,172,757	356.84%	$38,792,692,866.08
Orem	$9,922,921,241	147.33%	$14,619,439,864.37
Vineyard	$1,106,402,861	516.13%	$5,710,477,086.48
Lindon	$2,763,144,559	217.80%	$6,018,128,849.50
Pleasant Grove	$4,109,492,483	226.82%	$9,321,150,849.94
Alpine	$2,161,995,717	252.94%	$5,468,551,966.58
Cedar Hills	$990,405,786	188.00%	$1,861,962,877.68
Highland	$2,955,933,964	245.08%	$7,244,402,958.97
American Fork	$4,696,512,109	242.91%	$11,408,297,563.97
Draper	$527,399,069	268.97%	$1,418,545,275.89
Total	**$49,249,675,861**	**306.11%**	**$150,757,636,476**

*2032 Projected Adjustable Taxable Values are calculated by multiplying the 2022 Adjustable Taxable Values by the 10-year change in Taxable Values.

Appendix B - Resides Enrollment Data

Municipality	2023 Enrollment	Percentage of Total Enrollment	2033 Projected Enrollment	Percentage of Total Projected Enrollment
Cedar Fort/Fairfield	24,623	29.17%	30,042	32.49%
Eagle Mountain				
Saratoga Springs				
Lehi	18,729	22.19%	21,724	23.50%
Orem	18,462	21.87%	20,612	22.29%
Vineyard				
Lindon				
Pleasant Grove	6,713	7.95%	7,530	8.15%
Alpine	1,955	2.32%	1,364	1.47%
Cedar Hills	13,120	15.54%	10,504	11.36%
Highland				
American Fork				
Draper	812	0.96%	682	0.74%
Total	**84,414**	**100.00%**	**92,459**	**100%**

*Note: some municipalities combined for enrollment projection purposes due to overlapping census tract data

Appendix C - Revenue

Municipality	Percentage of Enrollment	State and Local Revenue	Federal Title 1 Revenue	Federal non-Title 1 Revenue	Other Income	Total Revenue
Cedar Fort/Fairfield	0.12%	$800,263.71	$9,329.02	$77,376.87	$22,426.23	$909,395.84
Eagle Mountain	15.46%	$ 104,442,417.08	$1,217,530.56	$10,098,454.99	$2,926,847.93	$118,685,250.56
Saratoga Springs	13.59%	$ 91,806,253.06	$1,070,225.32	$8,876,674.25	$2,572,737.68	$104,325,890.31
Lehi	22.19%	$ 149,881,390.65	$1,747,232.39	$14,491,913.53	$4,200,209.55	$170,320,746.12
Orem	16.43%	$ 110,956,563.69	$1,293,468.80	$10,728,302.69	$3,109,397.48	$126,087,732.66
Vineyard	2.69%	$ 18,173,988.90	$211,862.07	$1,757,228.66	$509,299.80	$20,652,379.44
Lindon	2.43%	$ 16,421,411.37	$191,431.52	$1,587,773.32	$460,186.34	$18,660,802.55
Pleasant Grove	7.95%	$ 53,721,703.00	$626,257.20	$5,194,309.12	$1,505,473.15	$61,047,742.47
Alpine	0.32%	$ 2,192,722.57	$25,561.52	$212,012.62	$61,447.88	$2,491,744.59
Cedar Hills	2.32%	$ 15,645,155.57	$182,382.37	$1,512,717.76	$438,432.89	$17,778,688.59
Highland	2.43%	$ 16,389,400.83	$191,058.36	$1,584,678.25	$459,289.29	$18,624,426.72
American Fork	5.47%	$ 36,956,178.23	$430,814.20	$3,573,263.74	$1,035,643.53	$41,995,899.71
Draper	7.65%	$ 51,649,019.98	$602,095.03	$4,993,903.03	$1,447,389.21	$58,692,407.26
Total	**100.00%**	**$ 675,534,610.00**	**$7,875,000.00**	**$65,316,909.00**	**$18,930,882.00**	**$767,657,401.00**

Appendix D - Fund 10 Expenses

Locations	Salaries	Benefits	Purchased Prof/Tech Services	Purchased Property Services	Other Purchased Services	Supplies & Materials	Equipment	Debt Service/Misc.	Total Expenses
000	2,444,859	(1,228,037)	2,158,531	81,579	50,110	(4,345)	28,375	219,341	3,750,412
002	155,126	102,424							257,550
003	768,354	389,535							1,157,888
004	219,814	70,592							290,406
006	-								-
008	-						-		-
009	-								-
010						-	-		-
080	5,958,134	1,777,815	101,284	2,913,052	3,741,378	14,992,319	82,163	23,850	29,589,996
081	157,718	112,082	-		5,425	22,554	-		297,779
083	6,559,664	3,505,910	-	4,757	81,090	717,263	2,049	10,050	10,880,782
085	12,528,978	4,769,092	755	330,122	27,473	3,420,566	986	26,766	21,104,739
086			705	228		2,920	-		3,853
089	744,502	400,808	-	3,332	40,207	23,162	-	900	1,212,911
090	218,241	87,531	744	131,472		183,763	-		621,751
091	21,600	6,369	-	-		593			28,562
092						-			-
093	8,402,361	3,303,136	1,426,262	228	150,270	445,789	6,754	1,380	13,736,180
095	-	-			-	-			-
098	3,500	1,074				168,934			173,508
099	41,115,057	20,755,617	4,763,181	37,276	1,116,115	4,666,163	1,262,419	333,548	74,049,377
944	185,578	102,571	1,492			774			290,414
101 - Harbor Point Elem	2,568,034	1,344,410	40,207	228	2,439	143,486	3,179		4,101,984
103 - Alpine Elem	2,535,175	1,344,245	53,354	3,718	6,354	137,155	19,474		4,099,475
107 - Aspen Elem	2,036,752	925,386	47,914	965	3,210	73,774	25,479		3,113,479
110 - Desert Sky Elem	60,921	31,398	-	-	121	7,426	-		99,866
112 - Barratt Elem	2,407,654	1,137,884	26,066	228	2,556	71,579	18,479		3,664,446
113 - Liberty Hills	2,804,358	1,413,636	57,351	4,748	5,358	131,006	6,116		4,422,573
114 - Belmont Elem	3,855,546	1,861,832	79,359	2,693	6,979	165,404	-		5,971,812

Locations	Salaries	Benefits	Purchased Prof/Tech Services	Purchased Property Services	Other Purchased Services	Supplies & Materials	Equipment	Debt Service/Misc.	Total Expenses
115 - Black Ridge Elem	3,991,872	1,967,198	121,956	1,806	8,084	233,741	7,229		6,331,885
117 - Bonneville Elem	2,468,924	1,152,130	38,270	275	4,626	133,842	23,921		3,821,990
121 - Cascade Elem	3,207,551	1,565,546	59,323	4,545	3,819	100,521	2,284		4,943,588
123 - Cedar Ridge	2,937,683	1,487,468	81,566	1,247	10,651	108,066	480		4,627,162
125 - Cedar Valley	1,034,614	527,249	6,844	286	3,324	42,215	1,530		1,616,062
129 - Central Elem	2,150,821	1,103,542	40,478	228	3,908	83,189	-		3,382,165
134 - Cherry Hill Elem	3,430,857	1,550,563	70,706	313	13,484	148,658	9,799		5,224,380
138 - Deerfield Elem	2,136,367	1,077,870	56,313	228	3,301	95,291	2,181		3,371,550
139 - Dry Creek Elem	3,655,089	1,752,404	63,976	2,024	7,607	171,745	36,126		5,688,972
140 - Eaglecrest Elem	3,193,031	1,603,359	49,292	2,785	3,713	128,842	30,000		5,011,022
141 - Eagle Valley Elem	3,759,638	1,838,697	52,151	7,711	3,813	150,674	93,662		5,906,347
144 - Foothill Elem	2,814,842	1,367,782	54,148	228	14,601	116,365	18,895		4,386,862
145 - Forbes Elem	2,083,464	1,022,623	12,978	228	1,345	105,181	3,580		3,229,400
147 - Fox Hollow Elem	2,980,375	1,421,658	60,757	930	5,312	102,078	70,398		4,641,508
148 - Freedom Elem	3,154,570	1,556,632	69,412	2,523	7,202	103,954	9,180		4,903,473
152 - Silver Lake	2,796,596	1,366,231	55,165	347	2,647	147,551	12,840		4,381,377
156 - Geneva Elem	-	-	-	-		535			535
161 - Greenwood Elem	3,700,010	1,755,053	59,339	267	22,556	193,694	-		5,730,918
166 - Grovecrest Elem	2,670,663	1,362,258	28,546	3,224	16,209	75,169	608		4,156,677
170 - Harvest Elem	3,943,296	2,009,421	58,039	228	4,565	185,755	-		6,201,304
171 - Hidden Hollow Elm	3,964,303	2,136,999	74,966	6,383	9,595	202,686	74,859		6,469,790

Locations	Salaries	Benefits	Purchased Prof/Tech Services	Purchased Property Services	Other Purchased Services	Supplies & Materials	Equipment	Debt Service/Misc.	Total Expenses
172 - Highland Elem	2,843,600	1,340,634	40,634	1,045	12,352	111,270	9,607		4,359,143
175 - Hillcrest Elem	-	-	-	-	-	-	-		-
183 - Legacy Elem	2,919,857	1,474,313	65,182	228	3,027	103,531	67,766		4,633,904
187 - Lehi Elem	3,075,850	1,530,508	37,797	2,168	2,067	63,923	13,516		4,725,828
191 - Lindon Elem	2,667,380	1,373,561	38,137	1,964	4,304	88,748	5,506		4,179,601
196 - Manila Elem	2,360,539	1,178,961	60,181	648	36,836	111,548	3,500		3,752,213
200 - Meadow Elem	2,791,093	1,287,369	71,076	5,954	6,424	103,781	12,842		4,278,539
201 - River Rock Elem	3,966,059	2,004,906	88,231	228	2,856	194,988	-		6,257,268
202 - Springside Elem	2,960,622	1,569,992	46,013	4,402	9,297	135,566	-		4,725,892
203 - Brookhaven Elem	3,576,981	1,713,482	66,095	3,121	11,670	249,488	125		5,620,963
204 - Mt. Mahogany Elem	3,144,782	1,520,844	68,018	228	16,789	180,506	-		4,931,166
205 - Mountain Trails Elem	4,451,443	2,268,282	73,556	940	8,842	242,763	16,061		7,061,888
206 - Trailside Elem	3,185,994	1,521,908	53,955	228	1,241	179,634	313		4,943,273
207 - North Point Elem	3,518,871	1,764,048	77,107	404	8,799	195,933	20,049		5,585,210
209 - Northridge Elem	2,127,692	1,063,458	44,223	1,796	12,009	107,890	23,987		3,381,055
212 - Orchard Elem	2,843,792	1,367,485	55,698	316	7,807	75,938	78,559		4,429,595
215 - Orem Elem	3,090,575	1,495,658	55,364	4,509	7,713	103,182	14,098		4,771,097
216 - Parkside Elem	2,998,420	1,404,604	49,324	1,121	44,501	157,640	12,070		4,667,680
217 - Pony Express Elem	4,081,679	2,050,881	65,176	228	5,447	239,443	23,563		6,466,416

Locations	Salaries	Benefits	Purchased Prof/Tech Services	Purchased Property Services	Other Purchased Services	Supplies & Materials	Equipment	Debt Service/Misc.	Total Expenses
218 - Ridgeline Elem	3,130,740	1,521,886	68,026	706	9,158	131,888	22,454		4,884,858
219 - Riverview Elem	3,591,783	1,686,503	39,356	928	11,360	154,664	28,861		5,513,454
220 - Rocky Mountain Elem	2,687,532	1,335,532	42,119	613	6,762	119,194	32,599		4,224,350
222 - Sage Hills Elem	3,363,434	1,639,292	62,726	792	16,452	192,145	984		5,275,826
223 - Saratoga Shores Elem	3,111,306	1,542,205	43,535	1,831	18,809	107,515	13,604		4,838,805
226 - Centennial Elem	3,337,627	1,740,026	48,779	934	3,016	94,618	-		5,224,999
232 - Sego Lily Elem	2,782,929	1,405,040	47,101	1,564	1,791	105,239	1,340		4,345,004
237 - Sharon Elem	2,262,541	1,051,058	54,862	228	20,893	78,525	43,053		3,511,160
242 - Shelley Elem	3,186,411	1,566,878	54,338	228	2,882	142,611	-		4,953,348
247 - Snow Springs Elem	3,423,098	1,697,840	71,879	228	5,263	97,567	-		5,295,876
253 - Suncrest Elem	-	-							-
256 - Thunder Ridge Elem	3,522,594	1,706,123	67,957	8,639	16,965	186,902	74,587		5,583,768
258 - Traverse Mountain Elem	2,687,681	1,284,492	73,072	228	5,974	141,334	1,071		4,193,853
264 - Valley View Elem	1,880,314	956,819	34,166	228	6,578	99,923	14,416		2,992,443
271 - Vineyard Elem	2,940,661	1,426,354	48,151	228	5,529	129,898	-		4,550,821
275 - Westfield Elem	2,880,551	1,514,011	51,983	962	7,164	83,268	5,000		4,542,938
277 - Westmore Elem	2,498,168	1,086,958	41,209	228	5,446	175,872	2,190		3,810,072
286 - Windsor Elem	2,755,311	1,283,355	53,497	228	8,636	140,160	1,809		4,242,995

Locations	Salaries	Benefits	Purchased Prof/Tech Services	Purchased Property Services	Other Purchased Services	Supplies & Materials	Equipment	Debt Service/Misc.	Total Expenses
299 - Alpine Online	644,102	304,500	136,808		6,954	19,988	-		1,112,351
405 - American Fork Jr	7,706,806	3,959,846	154,224	231	43,634	472,238	90,370		12,427,350
411 - Canyon View Jr	5,175,433	2,634,612	103,979	308	63,188	216,417	120,611		8,314,548
417 - Frontier Middle	6,277,055	3,236,983	92,226	720	28,302	204,179	60,285		9,899,751
423 - Lakeridge Jr	5,708,431	2,952,501	104,845	228	48,319	311,643	136,263		9,262,230
435 - Viewpoint Middle	6,417,279	3,225,023	86,395	7,064	47,625	313,951	77,327		10,174,665
441 - Lehi Jr	5,043,434	2,590,683	77,695	17,561	77,807	226,651	67,321		8,101,153
450 - Lake Mountain Middle	5,443,581	2,804,163	92,437	358	6,166	321,149	34,782		8,702,637
459 - Orem Jr	5,023,602	2,460,817	80,657	263	33,439	407,171	147,103		8,153,051
478 - Pleasant Grove Jr	5,683,819	2,947,697	75,331	228	26,417	301,176	77,430		9,112,097
485 - Oak Canyon Jr	5,937,381	2,931,468	92,009	273	13,816	271,238	27,856		9,274,041
488 - Timberline Middle	5,920,107	3,033,898	88,309	343	16,930	270,651	41,658		9,371,895
490 - Vista Heights Middle	6,363,010	3,276,000	94,726	228	28,482	390,365	63,973		10,216,785
494 - Mountain Ridge Jr	4,816,592	2,414,899	73,427	3,168	15,413	286,198	71,108		7,680,804
496 - Willowcreek Middle	7,194,694	3,641,105	124,675	228	61,667	311,283	92,125		11,425,777
704 - American Fork HS	9,905,419	5,087,225	274,468	228	80,539	819,497	104,379		16,271,756
721 - Cedar Valley HS	10,672,642	5,228,379	157,524	228	165,924	921,845	167,000		17,313,543
735 - Lehi HS	8,060,246	3,976,197	122,099	456	64,713	535,117	45,241		12,804,069
737 - Lone Peak HS	9,997,801	4,910,711	140,202	1,353	49,642	679,905	310,786		16,090,399
739 - Mountain View HS	7,367,525	3,629,187	155,845	228	36,857	735,785	67,354		11,992,780

Locations	Salaries	Benefits	Purchased Prof/Tech Services	Purchased Property Services	Other Purchased Services	Supplies & Materials	Equipment	Debt Service/Misc.	Total Expenses
754 - Orem HS	6,293,046	3,101,168	115,456	262	60,927	498,057	68,946		10,137,863
779 - Pleasant Grove HS	9,504,995	4,857,474	148,171	3,311	33,538	479,112	48,318		15,074,919
782 - Polaris HS	3,095,002	1,558,387	121,271	158,164	27,587	109,213	5,366	764,441	5,839,431
785 - Skyridge HS	9,668,089	4,892,736	183,219	16,297	62,365	820,684	80,086		15,723,475
786 - Timpanogos HS	6,723,298	3,341,911	130,511	2,327	95,040	541,182	69,247		10,903,515
789 - Westlake HS	10,790,957	5,444,606	194,556	239	63,017	583,196	327,457		17,404,028
790 - East Shore Online	1,528,937	446,600	18,850	-	5,803	131,781	938		2,132,907
792 - Summit HS	1,943,863	831,785	-		17,207	268,889	-		3,061,745
806 - Clear Creek	53,860	38,455	(400)	14,168		22,278	-		128,361
808 - Horizon	1,656,480	525,342	11,742	550	5,150	102,777	20,610	-	2,322,650
810 - Dan Peterson	1,905,098	710,459	1,232,469	228	6,347	96,744	21,706	-	3,973,051
815 - ATEC	908,285	291,175	1,378	422	7,194	51,851	6,503	-	1,266,808
820 - CTE FARM						-	-		-
School Total	**363,869,780**	**180,537,104**	**7,842,277**	**311,780**	**1,818,928**	**19,695,017**	**3,458,533**	**764,441**	**578,297,860**
District Total	**445,905,271**	**215,501,248**	**16,315,059**	**3,828,416**	**7,044,114**	**44,549,342**	**4,848,718**	**1,380,277**	**739,372,445**

Appendix E - Fund 23 Expenses

Locations	Salaries	Benefits	Purchased Prof/Tech Services	Purchased Property Services	Other Purchased Services	Supplies & Materials	Equipment	Debt Service/Misc.	Total Expenses
000	37,079	17,631	32,549		-	-	-		87,259
002									-
003									-
004	(219,814)	(70,592)							(290,406)
006									-
008									-
009									-
010									-
080	3,006	1,134	21,235		3,120	-	-		28,495
081									
083									-
085	89,186	14,608							103,794
086									-
089									-
090									-
091									-
092									-
093	855,163	418,078	23,655		-	65,525	2,800		1,365,221
095									-
098									-
099	314,708	171,165	-		2,791	164,132			652,795
944									-
101 - Harbor Point Elem	58,100	4,882	-			1,579			64,561
103 - Alpine Elem	59,472	18,006	846			1,400			79,724
107 - Aspen Elem			-						-
110 - Desert Sky Elem	-	-	-			-			-
112 - Barratt Elem	54,870	4,609	1,713			1,392			62,584
113 - Liberty Hills	162,311	46,294	3,269			3,669			215,543
114 - Belmont Elem	51,810	10,807	4,683			1,577			68,878

Locations	Salaries	Benefits	Purchased Prof/Tech Services	Purchased Property Services	Other Purchased Services	Supplies & Materials	Equipment	Debt Service/Misc.	Total Expenses
115 - Black Ridge Elem			-						-
117 - Bonneville Elem	162,267	63,359	303			1,365			227,294
121 - Cascade Elem	136,887	53,288	-			1,801			191,976
123 - Cedar Ridge	10,083	847	-						10,930
125 - Cedar Valley			-						-
129 - Central Elem	43,196	3,628	517			1,580			48,922
134 - Cherry Hill Elem	37,980	7,956	-			474			46,410
138 - Deerfield Elem	225,969	63,364	2,493			2,514			294,340
139 - Dry Creek Elem	50,126	4,211	746			1,580			56,663
140 - Eaglecrest Elem	122,102	32,417	252			1,403			156,173
141 - Eagle Valley Elem	145,483	47,831	953			2,995			197,263
144 - Foothill Elem	-	-	-						-
145 - Forbes Elem			-						-
147 - Fox Hollow Elem	42,079	3,535	2,987			1,518			50,119
148 - Freedom Elem	55,343	4,649	1,028			1,574			62,594
152 - Silver Lake	41,561	3,491	1,597			1,603			48,252
156 - Geneva Elem									-
161 - Greenwood Elem	125,333	44,870	204			1,197			171,604
166 - Grovecrest Elem	39,856	27,381	-						67,237
170 - Harvest Elem	156,998	37,807	1,277			2,087			198,169
171 - Hidden Hollow Elm	56,297	9,806	-			1,578			67,680

Locations	Salaries	Benefits	Purchased Prof/Tech Services	Purchased Property Services	Other Purchased Services	Supplies & Materials	Equipment	Debt Service/Misc.	Total Expenses
172 - Highland Elem			-						-
175 - Hillcrest Elem			-			-			-
183 - Legacy Elem	355,401	154,381	216			4,174	-		514,171
187 - Lehi Elem	82,864	18,197	-			354			101,416
191 - Lindon Elem	82,981	25,131	147		-	840	-		109,100
196 - Manila Elem	26,034	16,158	-			64			42,257
200 - Meadow Elem	49,198	5,796	1,013			1,569			57,575
201 - River Rock Elem	54,320	4,563	1,253			1,780			61,916
202 - Springside Elem	87,643	48,779	-			135			136,557
203 - Brookhaven Elem	49,723	4,177	959			1,580			56,438
204 - Mt. Mahogany Elem	34,881	14,023	-			472			49,377
205 - Mountain Trails Elem	57,048	4,792	-			1,649			63,489
206 - Trailside Elem	98,952	26,150	845			1,049			126,996
207 - North Point Elem	665,930	345,853	1,117			2,866			1,015,766
209 - Northridge Elem	62,352	38,764	-			281			101,396
212 - Orchard Elem	84,459	26,917	295			1,538			113,210
215 - Orem Elem	262,770	93,299	492			3,052			359,613
216 - Parkside Elem	72,432	28,663	57			426			101,578
217 - Pony Express Elem	164,219	55,744	337			1,735			222,036

Locations	Salaries	Benefits	Purchased Prof/Tech Services	Purchased Property Services	Other Purchased Services	Supplies & Materials	Equipment	Debt Service/Misc.	Total Expenses
218 - Ridgeline Elem	52,915	4,445	485			1,311			59,156
219 - Riverview Elem			-						-
220 - Rocky Mountain Elem	82,979	20,956	1,328			1,569			106,832
222 - Sage Hills Elem	91,892	30,927	-			1,324			124,142
223 - Saratoga Shores Elem	157,455	41,800	8,018			2,241			209,514
226 - Centennial Elem	52,033	4,371	1,812			1,553			59,769
232 - Sego Lily Elem	199,691	78,536	1,325			2,374			281,926
237 - Sharon Elem	99,904	52,552	-			93	-		152,549
242 - Shelley Elem	-	-	-			-			-
247 - Snow Springs Elem	98,490	29,466	2,850			1,580			132,385
253 - Suncrest Elem									-
256 - Thunder Ridge Elem	53,251	4,473	546			1,580			59,850
258 - Traverse Mountain Elem	151,149	40,851	4,758			1,701			198,458
264 - Valley View Elem	54,105	4,545	987			1,585			61,222
271 - Vineyard Elem	62,092	5,216	-		-	1,550	-		68,857
275 - Westfield Elem	60,523	5,084	51			1,550			67,208
277 - Westmore Elem	208,658	64,054	124			-			272,836
286 - Windsor Elem	122,967	33,364	-			1,305			157,636

Locations	Salaries	Benefits	Purchased Prof/Tech Services	Purchased Property Services	Other Purchased Services	Supplies & Materials	Equipment	Debt Service/Misc.	Total Expenses
299 - Alpine Online									-
405 - American Fork Jr	46,519	14,182	4,356						65,057
411 - Canyon View Jr	34,118	7,906	2,037						44,061
417 - Frontier Middle	29,981	9,276	3,426						42,683
423 - Lakeridge Jr	39,381	11,972	643						51,996
435 - Viewpoint Middle	47,477	14,480	1,199						63,156
441 - Lehi Jr	34,462	8,201	549						43,213
450 - Lake Mountain Middle	33,485	9,642	4,045						47,172
459 - Orem Jr	37,842	10,517	2,293						50,652
478 - Pleasant Grove Jr	37,988	11,606	3,504						53,098
485 - Oak Canyon Jr	38,510	10,413	2,534						51,457
488 - Timberline Middle	44,439	13,558	2,275						60,272
490 - Vista Heights Middle	35,672	10,776	4,217						50,665
494 - Mountain Ridge Jr	37,096	10,344	3,509						50,949
496 - Willowcreek Middle	41,550	13,138	1,018						55,706
704 - American Fork HS	361,097	72,171	27,159						460,428
721 - Cedar Valley HS	353,329	82,369	25,930						461,627
735 - Lehi HS	370,322	71,376	12,833						454,530
737 - Lone Peak HS	307,747	50,198	15,520						373,465
739 - Mountain View HS	276,707	51,977	13,159						341,844

Locations	Salaries	Benefits	Purchased Prof/Tech Services	Purchased Property Services	Other Purchased Services	Supplies & Materials	Equipment	Debt Service/Misc.	Total Expenses
754 - Orem HS	281,752	47,929	15,404						345,085
779 - Pleasant Grove HS	346,885	74,566	25,752						447,203
782 - Polaris HS			766						766
785 - Skyridge HS	331,610	72,121	15,691						419,422
786 - Timpanogos HS	319,446	60,578	23,441						403,465
789 - Westlake HS	285,677	62,042	22,645						370,364
790 - East Shore Online	474,500	124,703	-		1,292	30,733			631,227
792 - Summit HS									-
806 - Clear Creek	107,127	28,447	-		5,250	45,988	-		186,812
808 - Horizon	28,878	13,669				-			42,547
810 - Dan Peterson	71,896	47,749				474			120,119
815 - ATEC									-
820 - CTE FARM									-
School Total	**9,551,300**	**2,687,822**	**285,790**	**-**	**-**	**78,240**	**-**	**-**	**12,603,152**
District Total	**11,212,255**	**3,392,997**	**363,229**	**-**	**12,452**	**384,619**	**2,800**	**-**	**15,368,351**