BEAVERTON SCHOOL DISTRICT

BOARD MEETING DATE
October 17, 2016

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HIGH SCHOOL BOUNDARY ADJUSTMENT RECOMMENDATION

POLICY ISSUE / SITUATION:
Pursuant to the scheduled opening of the new high school at South Cooper Mountain in the Fall of 2017, the District has conducted a process to review and revise the existing high school attendance boundaries through a process defined in School Board Policy JC, SCHOOL ATTENDANCE AREAS.

BACKGROUND INFORMATION:

On May 16, 2016, the Board considered Superintendent Rose's High School Attendance Boundary Adjustment decision. At that meeting, the Board directed staff to provide additional consideration in applying the criteria and determining adjustments for the proposed boundary plan on two criteria contained in Board Policy JC, specifically, Proximity and Transportation Cost. Additional analysis has been conducted by our staff and additional public comment has been solicited. Based on this analysis and public comment, I am recommending the May 2016 Boundary Plan be modified in the following two areas:

Aloha-Huber Park K-8 Area. The May 2016 Boundary Plan split the Aloha-Huber Park K-8 attendance area between Aloha HS, Beaverton HS, and the new high school. I have decided to reunite the Aloha-Huber Park K-8 attendance area and assign the area to the Aloha HS attendance area. Findings for this decision are included in the evaluation of Policy JC criteria contained later in this report.

Elmonica K-5 Area. The May 2016 Boundary Plan assigned a portion of the Elmonica K-5 attendance area to Aloha HS. I have decided to return the portion north of Walker Road commonly referred to as Waterhouse to Westview HS. Findings for this decision are included in the evaluation of Policy JC criteria attached to this report.

On May 16, 2016 the Board approved the Transition Plan recommended by Superintendent Rose. Even though I received additional public comment on the transition plan, I am proposing no further modifications at this time.

I believe these two modifications, when combined with the original proposal, effectively balance the criteria outlined in Policy JC and the Board's objectives for this project. I understand that for some this will be seen as a productive and effective proposal, while others will still be challenged to see the value. The Beaverton School District is a large organization that is charged with the education of over 40,000 students. I take this charge seriously and as we move forward into the transition phase and the years beyond we are committed to providing a high quality education to every child that attends our schools.

We live in an economically and socially diverse community and we must continue to strive to eliminate the inequalities as well as the inequities in the district. As Superintendent I will work to ensure that this is the case in Beaverton through continuous improvement to our education system and educational programs. Our high school principals are a dedicated team that is excited about the opportunity that this change presents and I look forward to working with them over the coming year as we implement the transition plan and look beyond 2017.

District Goal: WE empower all students to achieve post-high school success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

RECOMMENDATION:
The Superintendent has completed the review of the High School Boundary Advisory Committee's recommended map and considered additional analysis and public comment on the recommended map. It is recommended the Board review the Superintendent's recommendation to ensure (1) the set of Board objectives are met; and (2) the Superintendent applied the relevant criteria to the Superintendent's recommended High School Boundary Adjustment map. If the objectives are met and the criteria were considered and reasonably applied, the Board shall approve the attendance plan as per School Board Policy JC, SCHOOL ATTENDANCE AREAS.

BEAVERTON SCHOOL DISTRICT

WE

October 7, 2016

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Superintendent's Attendance Boundary Adjustment Criteria Evaluation

This document provides a review of the Board objectives and relevant criteria from Policy JC text regarding the proposed SY 2017-18 high school attendance boundary map. This review has included the High School Boundary Advisory Committee's recommendations (herein referred to as the HSBAC) and report, as well as additional consultation with the District's Technical Team, the committee members, and review of public comments.

My tenure with the Beaverton School District started well after the High School Boundary Adjustment Process started. Since starting my leadership of the District, I have met with a wide range of community members, staff, and the advisory committee. I am impressed with the commitment and dedication that all stakeholders have demonstrated to the well-being of the District's students, families, faculty and staff. My appreciation and thanks are extended to the HSBAC for their efforts in balancing the varied criteria in developing their recommendations.

Attached is a description of each criteria found in Policy JC, along with findings on how the map reflects the committee's recommendations and my decision.

The criteria were applied to achieve board-adopted objectives as follows:

- Relieve current and projected future overcrowding (five years out) targeting capacity rates of 90%;
- Minimize transitions for students

Regarding the relief of current and future overcrowding, the HSBAC carefully balanced projected enrollments to reduce overcrowding in our schools and create an attendance boundary with adequate enrollment for the new high school at South Cooper Mountain. The HSBAC also sought to minimize student transitions through careful consideration of the boundaries, by attempting to keep elementary school areas whole when considering changes to their high school feeder patterns, and by recommending the grandfathering of juniors and seniors in the year the map takes effect. The boundary map recommendations, as developed by the HSBAC and modified by me, **met** these stated objectives.

Index of Primary Criteria for Areas Changing High Schools

Area	Proximity to School	Neighborhood Unity	Availability of Space	Safety
Barnes, south of Walker; east of Murray and south of Butner	Within 2 miles to Beaverton	Split feeder between Sunset & Beaverton	Provides capacity for Beaverton	No longer crossing Hwy 26
Chehalem, west of Murray	Outside of 2.5 miles to new high school	Split feeder between Beaverton & new high school	Provides capacity for new high school	No major arterial crossings
Cooper Mountain	Within or just outside 2.5 miles to new HS	Complete feeder to new high school	Provides capacity for new high school	No major arterial crossings
Elmonica, south of Walker, east of 173th	Within 2-2.5 mile radius of Aloha	Split feeder between Aloha & Westview	Relieves capacity at Westview	No longer crossing Hwy 26
Errol Hassell south of Rigert	Within 2.5 miles to new high school	Split feeder between Aloha and new HS	Provides capacity for new high school	No major arterial crossings
Fir Grove	Within 2 miles of Southridge, 1st or 2nd closest HS	Complete feeder to Southridge	Provides capacity for Southridge	Reduction in students w/in walk zone to HS
Greenway	Within 1.5 miles of Southridge	Complete feeder to Southridge	Provides capacity for Southridge	No major arterial crossings
Jacob Wismer, south of Kaiser Woods park and west of the BPA powerline corridor	Within 2.5 miles to Sunset	Split feeder between Westview & Sunset	Relieves capacity at Westview	No major arterial crossings
McKay	Within 2 miles to Southridge	Complete feeder to Southridge	Provides capacity for Southridge	Students cross Hwy 217
McKinley, south of Baseline	Within 2 miles to Aloha	Split feeder between Westview & Aloha	Relieves capacity at Westview	No longer crossing Hwy 26

Area	Proximity to School	Neighborhood Unity	Availability of Space	Safety
Montclair	Outside 2.5 miles to any high school	Complete feeder to Southridge	Provides capacity for Southridge	Students will cross Hwy 217
Nancy Ryles	Most within 1.5 miles to new high school	Complete feeder to new high school	Provides capacity for new high school	No major arterial crossings
Oak Hills, east of Bethany	Within 1.5 mile radius of Sunset	Split feeder to Sunset & Westview	Relieves capacity at Westview	No major arterial crossings
Ridgewood	Within 2- 2.5 miles to Beaverton	Complete feeder to Beaverton	Provides capacity for Beaverton	Some students cross Hwy 217; no longer crossing 26
Scholls Heights	Closest elementary to new high school	Complete feeder to new high school	Provides capacity for new high school	No major arterial crossings
Sexton Mountain	Within 2-2.5 mile radius of new high school	Complete feeder to new high school	Adds capacity to new high school	No major arterial crossings
Vose, south of Allen	Within 1.5 and 2 miles to Southridge	Split feeder to Beaverton & Southridge	Provides capacity for Southridge	No major arterial crossings
West Tualatin View	Outside 1.5 miles to any HS, Beaverton is 2nd closest	Complete feeder to Beaverton	Provides capacity at Beaverton	Students cross 26
William Walker	Within 2 miles to Beaverton	Complete feeder to Beaverton	Provides capacity for Beaverton	No longer crossing Hwy 26

Student Projection Data

Through the extended public comment period on the May 2016 Boundary Plan and the "areas of consideration", I received frequent public comment that the data used by the District was flawed and thus resulted in flawed student population projections. After further review, I believe the projections the District used were reasonable and that the methodology used to produce them was sound. The projections provided a good metric for evaluating school utilization as we go about balancing enrollment across the Districts' high schools.

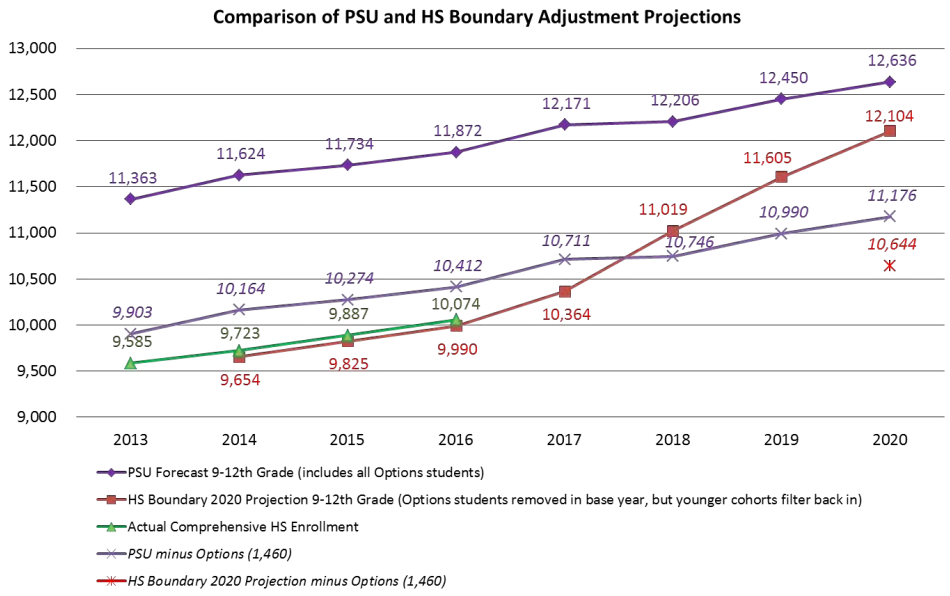
The District calculated the student population projection based on the Board's objectives and on a set of assumptions, including the following:

- The 2014-15 school year was the base year for the projection; this was used because preparation for the boundary adjustment process began before the 2015-16 school year.
- The projection included all student grade levels, to allow for the progression of students from lower grades into high school, but only student counts for grades 9-12 were displayed on the maps and tables for the committee.
- Students in specialized programs, and the classrooms they will occupy, were removed from the student dataset and capacity assumptions prior to the projection being run.

The projection used a uniform grade progression ratio to advance each student cohort from year-to-year; these rates were based on prior progression trends in the District. The software model the District used to develop the projection, created by Davis Demographics & Planning, is capable of calculating progression rates at a smaller geography; however, at the time the HS projection was created, there was an insufficient record of geocoded student data to make use of this feature. Furthermore, differences between how Options students were coded from year-to-year made it impossible to align the student datasets. As an alternative, as per guidance from Davis Demographics, the projection was calculated using progression rates from prior year records for the District as a whole. District staff reviewed these high school projection assumptions and results with staff from Davis Demographics, who confirmed that this was a reasonable approach, given the data that was available at the time.

Another feature of the projection that warrants additional explanation is the treatment of Options school programs. Students in Options programs, including those in middle school options programs (not including SUMMA), were also removed from the dataset prior to the projection being run. This was done so the projection would begin with a 9-12 student population comparable to the actual comprehensive high school population, thus allowing for more accurate estimation of student cohorts in 2017, when the new map will go into effect. However, it was not feasible to identify which students in lower grades may choose to pursue an Options program in the future. As a result, a number of students who may indeed choose an Options program will "filter" back into the student population used in the projection.

The following chart illustrates the effect of potential Options students filtering back into the projection. For comparison purposes, the projection used for the high school boundary process (TT 2020 forecast, red line) is compared with Portland State University's forecast (blue line) for the same period. The green line presents the actual comprehensive high school enrollment up through 2016. It may be noted that the projection used for the High School boundary adjustment process is still somewhat lower than the 2012 PSU forecast but tracking almost exactly with actual student enrollment.



While Options schools can be, and have been, helpful in alleviating overcrowding at the high school level, the District does not consider Options schools to be a capacity relief system. Options admissions are often highly competitive, and are tailored to serve specific student interests and programs. Not every student in the District will gain admission to an Options school, but every student in the District is entitled to attend their home school. This should be a valid consideration when adjusting boundaries to relieve capacity issues, as well as opening a new high school. It is not possible to predict which students in lower grades will attend Options programs as they progress through their educational career.

As an illustration of the effect of accounting for the Options students in the projection, the following is one scenario; others are, of course, possible. At the macro scale, assume the current enrollment of the Options programs of about 1,460 students, which is generally capped by capacity/program constraints.

Proposed attendance boundary	Total School Capacity (students)	2016 Comprehensive HS Enrollment*	2020 Projected resident students within proposed attendance boundary	% of Total Capacity Used	If Options evenly Distributed	After Options Deduction	% of Total Capacity Used (Options deducted)
Aloha HS	2,176	1,899	2,218	102%	243	1,975	91%
Beaverton HS	2,122	1,773	1,838	87%	243	1,595	75%
South Cooper Mtn HS	2,176	n/a	1,746	80%	243	1,503	69%
Southridge HS	1,850	1,598	1,692	91%	243	1,449	78%
Sunset HS	2,203	2,228	2,172	99%	243	1,929	88%
Westview HS	2,421	2,576	2,439	101%	243	2,196	91%
District Total	**12,948**	**10,074**	**12,106**	**93%**	**1,460**	**10,646**	**82%**

** The total high school population, including Options and comprehensive students in 2016 was 11,529*

When deducted evenly from the 2020 student population within each of the six high school attendance boundaries in the final Recommended map, the following results: Sunset and Westview are at about 90%, and the remaining schools are at or just below 80% of capacity. This provides a small "buffer" of space at Sunset and Westview for future residential growth.

The following table identifies the ***actual*** Options enrollment from each of the comprehensive high schools, as observed over time. As one can see, the impact to capacity is different, although not significantly, at each high school. Aloha HS has the highest Options enrollment with 354 students from the Aloha attendance area attending an options program.

Proposed attendance boundary	Total School Capacity (students)	2016 Comprehensive HS Enrollment*	2020 Projected resident students within proposed attendance boundary	% of Total Capacity Used	If Options distributed based on historic average	After Options Deduction	% of Total Capacity Used (Options deducted)
Aloha HS	2,176	1,899	2,218	102%	354	1,864	86%
Beaverton HS	2,122	1,773	1,838	87%	268	1,570	74%
South Cooper Mtn HS*[1]	2,176	n/a	1,746	80%	243	1,503	69%
Southridge HS	1,850	1,598	1,692	91%	146	1,546	84%
Sunset HS	2,203	2,228	2,172	99%	221	1,951	89%
Westview HS	2,421	2,576	2,439	101%	226	2,213	91%
District Total	**12,948**	**10,074**	**12,106**	**93%**	**1,460**	**10,646**	**82%**

** The total high school population, including Options and comprehensive students in 2016 was 11,529*

***Assumes the district average of approximately 17%*

Regardless of the enrollment rates in the Options Schools from the various high school attendance areas, there is a reduction in the enrollment in the comprehensive high schools as a result. As previously noted, it is not possible to predict which future students will attend Options programs nor is it possible to predict what the Options programs will consist of in 2020. Nevertheless, the impact of Options enrollment on the comprehensive high schools will be the lowering of student population at the comprehensive high schools. This reduction will assist in satisfying the Board objective of having the high schools at a 90% capacity.

It should also be noted that members of the HSBAC and the public have asked whether the projection used was sufficiently *large* enough to account for future residential development in the District. Some HSBAC members asked why the time frame was only five years, and not ten, which reflected a desire to draw high school boundaries that would be durable for a long period of time.

For these reasons, and because the projection incorporated only those known major residential development projects (not additional zoned capacity, which is substantial), it was reasoned that the Options students filtering back into the projection would provide an additional capacity "buffer" in the boundary adjustment process.

Board Policy JC Criteria: Availability of Space & Economical Use of Buildings[1]

These criteria stem from the District's commitment to providing a safe and enriching learning environment for all students.

This boundary adjustment process was initiated to create an attendance boundary for the new high school at South Cooper Mountain, which is part of the District's long-range facility plan to both serve new growth areas and alleviate overcrowding. The factors for consideration related to availability of space include the following:

- Projected capacity of school given current permanent and portable capacity;
- "Core capacity" for projected enrollment; gymnasium and/or other multipurpose or activity space; library and other multimedia space; cafeteria space; other common areas;
- Projected enrollment generated from current and projected residential development of neighborhoods proposed for inclusion within schools' attendance boundaries.

It is important to note that this first criteria set directly aligns with the board adopted goal for the process of targeting capacity rates for the high schools at 90%. During the public comment phases of this process we heard from some in the community that would be "satisfied" with capacity rates in excess of this, even in excess of 100% utilization. In adopting a 90% utilization rate the board has recognized, and I agree, that a full capacity, or even over-capacity, school building does not create the best learning environment for students. This level of utilization creates a logistical challenge for staff and students during passing and lunch times and greatly diminishes the flexibility for building leaders to be able to meet the individualized needs of students through additional targeted programming and services. I am confident that our approach to the projections, capacity measurement, and options enrollment will give our high schools that exceed the adopted goal, a buffer from over-utilization.

Approach

The District reviewed and revised capacity estimates for each of the five existing high schools, and the new high school at South Cooper Mountain. The review included an inventory of classroom space, including those in portable units.[2] Initially, the District hoped to be able to assume the removal of some or all of the portable classrooms at Westview HS and Aloha HS. However, when capacity was compared with the projected high school population in 2020, it was clear that for the purposes of the boundary adjustment process, the portable classrooms should remain in the capacity assumptions. Table 1, below, shows the permanent and portable capacity, and estimated student population in 2020, under the proposed boundary map.

[1] A separate District criterion, economical use of buildings, is related to this criterion, and is addressed in this section.

[2] Classroom space for English Language Learners and Specialized Programs were deducted from the high school capacity figures for purposes of the boundary adjustment process.

Table 1: High School Capacity and Estimated Student Population

Proposed attendance boundary	Total School Capacity (students)	Capacity Provided by Portables	Permanent + Portable Capacity	Portable Capacity as % of Total	Projected Resident Students 2020	2020 Utilization with Portables	2020 Utilization without Portables
Aloha HS	2,040	136	2,176	6%	2,218	102%	109%
Beaverton HS	2,122	-	2,122	0%	1,838	87%	*no change*
South Cooper Mtn HS	2,176	-	2,176	0%	1,746	80%	*no change*
Southridge HS	1,850	-	1,850	0%	1,692	91%	*no change*
Sunset HS	2,203	-	2,203	0%	2,172	99%	*no change*
Westview HS	1,986	435	2,421	18%	2,439	101%	123%
District Total	**12,377**	**571**	**12,948**	**4%**	**12,106**	**93%**	**98%**

The District has experienced significant population and student growth, most notably, in the northern portion of the District. This has led to overcrowding at Westview and Sunset High Schools. The District will experience similar growth in the southern area, where urban growth boundary expansion areas are beginning to see significant development applications and construction.

The proposed boundary map was drawn to create a new attendance boundary for the new high school at South Cooper Mountain, and to adjust future enrollment patterns at the remaining five high schools to alleviate projected overcrowding. At the same time, the proposal attempts to balance other criteria, including proximity to school, neighborhood unity and transportation impacts.

The proposed boundary map balances projected enrollment across all six high schools, such that none are significantly over capacity, or significantly under capacity by 2020. However, it must be noted that the proposal does not result in a perfectly even balancing of capacity utilization. The Boundary Advisory Committee recommended improving some of the effects of the increased share of economically disadvantaged students at Aloha, Beaverton and Southridge high schools under the new map by targeting a lower projected enrollment at those schools. However, due to additional analysis on proximity and transpiration costs I have modified the HSBAC's recommended plan, which will increase the projected enrollment while not greatly increasing the share of economically disadvantaged students at Aloha HS. The ability to eliminate the split of the Aloha-Huber Park student body and keep them together for their academic career offsets other potential impacts. Sunset and Westview High Schools retained some additional students and will be approaching the utilization of total capacity in 2020. The new high school at South Cooper Mountain is projected to be close to a 80% utilization of capacity in 2020, thus providing capacity for additional growth in the urban growth boundary expansion areas.

Conclusion

It is my conclusion that the Boundary Advisory Committee's approach and my modifications result in a map that **satisfies** the Availability of Space and Economical Use of Buildings criteria.

Board Policy JC Criteria: Neighborhood Unity & Feeder School Alignment[3]

These criteria stem from the District's commitment to supporting neighborhood schools, which serve as an important part of community identity.

Defining neighborhoods is not a straightforward exercise, so the District uses some general guidelines for neighborhood unity when adjusting attendance boundaries. The factors for consideration include the following:

- Residential areas that are contained within major arterial and collector roads/streets or within major natural features (wetlands, streams, green spaces, topographic variations, etc.);
- Major access points to neighborhoods;
- Neighborhoods with commonly shared facilities: swimming pool, playgrounds, parks, etc.;
- Using backyard property line divisions, rather than opposite sides of small neighborhood streets; and
- Avoiding the division of neighborhoods with strong historical identities.

Approach

Elementary school boundaries were considered a primary unit of defining a neighborhood or set of neighborhoods. The proposed high school boundaries represent the intent of keeping elementary school boundaries whole, even if they have been shifted to a different high school attendance area. However, due to various criteria, such as the availability of space or proximity to school, some elementary school boundaries were divided. In these cases, the divisions were primarily along major arterials or highways, or natural features.

On balance, the Superintendent's revised proposal, when compared with the current high school boundaries results in a decrease in the number of split elementary school-to-high school feeder patterns, from nine to eight. The map labeled Attached is a map that shows feeder patterns for elementary and middle schools under the proposed map. As shown in Figure 1, a number of previously split elementary schools will be wholly within one high school attendance boundary, but some previously unsplit elementary schools will now feed into more than one high school.

Figure 1: Split Elementary School Feeders under current and proposed high school boundaries

Elementary School	Current ES to HS Feeder pattern	Aloha	Beaverton	South Cooper Mtn.	Southridge	Sunset	Westview	Total
Barnes	70% Sunset / 30% Westview		63%			37%		**100%**
Chehalem	36% Beaverton / 64% Aloha		42%	58%				**100%**
Elmonica	100% Westview	43%					57%	**100%**
Errol Hassell	100% Aloha	92%		8%				**100%**
Jacob Wismer	34% Sunset / 66% Westview					75%	25%	**100%**
McKinley	100% Westview	10%					90%	**100%**
Oak Hills	100% Westview					40%	60%	**100%**
Vose	100% Beaverton		38%		62%			**100%**

[3] A separate District criterion, feeder school alignment, is related to this criterion, and is addressed in this section.

The following elementary schools, which currently have split feeder patterns to high school, will feed to one high school: Findley ES, Greenway ES, McKay ES, Raleigh Park ES, and Sexton Mountain ES.

During the period of additional public comment on the May 2016 Boundary Plan, I received testimony from several neighborhoods not wanting to be split from their self-identified neighborhood or community. This concern was especially important to the Aloha-Huber Park, Elmonica, Oak Hills, and West TV attendance areas. I have decided to return the Aloha-Huber Park area to Aloha HS and a portion of Elmonica to Westview HS. The reasons for these changes are based on proximity and transportation cost considerations. The remainder of the Elmonica area, Oak Hills, and West TV areas were not modified in their designated attendance boundaries. While the testimony I received was compelling about neighborhood unity and identity, a more compelling factor in my decision was the existing and projected capacity concerns for Sunset and Westview high schools as well as the cascading loss of enrollment at the southern high schools.

It should be noted that the middle school boundaries, as they currently exist, proved a very difficult challenge for the Boundary Advisory Committee in drawing this map. The proposed map will result in a higher number of split feeder patterns from middle to high school than currently exist. With the scheduled opening of a new middle school in the Timberland area in the fall of 2020, the District will also adjust middle school boundaries closer to the time it opens. That process will represent an opportunity to better align middle school feeder patterns.

Conclusion

It is my conclusion that the Boundary Advisory Committee's approach and my modifications result in a map that **satisfies** the Neighborhood Unity and Feeder School Alignment criteria.

Board Policy JC Criterion: Proximity to School

This criterion recognizes the role of a school as a gathering place in a neighborhood and the desirability of enabling students to walk to school. The factors for consideration include the following:

- Proximity to school, with priority to children who can access safe walk routes;
- Attendance boundary perimeters of relative equal distance from a school;
- Neighborhood school concept.

Approach

Due to the extent of the high school boundary geographies, only a small proportion of the area around each school can serve as a Non-Transportation Zone (NTZ). Attachment C, shows the proposed high school boundaries, with a 1.5 mile as-the-crow-flies buffer, and the proposed NTZ areas (i.e. areas from which students can walk to school). The number of students residing in walk zones will increase to 38% under the proposed map. Southridge and Sunset will see an increased number of students residing in the walk zone; the number at Aloha and Beaverton remains approximately the same. The addition of a 6th high school also adds another walk zone; students living near the new high school at South Cooper Mountain who would have otherwise been bused to Southridge will be able to walk to school.

The need to accommodate the new high school at South Cooper Mountain, which is at the extreme southwestern edge of the district (so that it must draw, generally, from the northeasterly direction), did result in some elongated attendance boundary segments. These segments are generally defined by arterials that make for natural barriers and transportation corridors. One elongated boundary segment involves the Elmonica attendance area. The Waterhouse neighborhood north of Walker Road is closer to Sunset HS and Westview HS than Aloha HS due to its elongated configuration. Given the proximity of this neighborhood to Westview HS and that the area is currently located within the Westview HS attendance area, I have adjusted the map to include the Waterhouse neighborhood north of Walker Road in the Westview HS attendance boundary.

I have also found that the Aloha-Huber Park area located between Farmington Road and Tualatin Valley Highway should return to the Aloha HS attendance area rather than being split between Beaverton HS and the South Cooper Mountain HS. In the case of the Aloha-Huber Park area being designated to attend the new South Cooper Mountain HS, this would have resulted in students travelling to the fifth or sixth closest school.

In many cases, using major arterial roads as boundary edges creates transportation corridors that improve route efficiencies. These efficiencies help minimize the number of buses required to service an area and take advantage of divisions in population centers. These boundaries also improve student safety by eliminating the need to cross major arterial roads. .

As with the Neighborhood Unity criterion, the proposed map does reflect some trade-offs with other criteria. For example, in some instances it was necessary to address the availability of space criterion. In those cases, major arterials or streets were used as dividing lines, so as to minimize the disruption to existing communities.

Conclusion

It is my conclusion that the Boundary Advisory Committee's approach and my modifications result in a map that **satisfies** the Proximity to School criterion.

Board Policy JC Criterion: Safety

This criterion addresses the need to create safe conditions for students traveling to and from, and at school. The factors for consideration include the following:

- The availability of safe walk routes: availability of sidewalks; width of road and shoulders; volume of traffic; posted and/or measured vehicle speed; other speed mitigation devices (traffic signals, speed bump, etc.); pedestrian crosswalks; posted crossing guards;
- Avoid crossing main arterial roads and streets, and other potential safety hazards; and
- Ensuring safe learning environments by relieving overcrowding.

Approach

This criterion is related in many ways to Proximity to School, especially in regard to the safe transportation of students to and from school. However, it also relates to the safe operation of a school facility itself, including student overcrowding.

Regarding the transportation aspect of safety, as noted in other sections, the proposed map uses arterials and major streets as boundary edges. Walking distances are determined by Oregon statute. However, a Traffic Safety Team represented by members from BSD Transportation, Public Safety, Risk Management, Safe Routes to School, and city & county transportation officials collaborate on an ongoing basis to evaluate existing and future infrastructure looking for paths which minimize pedestrian hazards. When standards for pedestrian safety are not met, the District provides transportation services.

The number of motorists transporting students to school using city and county roads relative to existing traffic is very small. Changes in traffic patterns due to high school boundary adjustments would have minimal effect on these traffic patterns. The District continues to recommend school bus use as the safest method of transportation. Studies confirm students are at least 8 times safer in a school bus than when riding in a personal vehicle. Over 25 million students ride school buses each day in the U.S. without any serious accident. Oregon school bus drivers are highly trained and subject to the strictest standards and regulations of any driver in the state.

The proposed map achieves the objective of alleviating overcrowding at the District's high schools, which will also contribute to a safe and harmonious environment for learning.

Conclusion

It is my conclusion that the Boundary Advisory Committee's approach and my modifications result in a map that **satisfies** the Safety criterion.

Board Policy JC Criterion: Transportation Cost

This criterion addresses the need to maximize the efficient use of limited transportation funds. The factors for consideration include the following:

- Consider relative financial cost to the District when determining which school a "bused community" will be assigned;
- Consider rider time when determining which school a "bused community" will be assigned;
- Consider neighborhood proximity to common bus routes;
- Avoid non-contiguous attendance boundaries.

Approach

District Transportation staff provided information to the committee during the boundary process related to the effects of various boundary proposals on transportation. As a result of the proposed map, the overall number of bus routes will rise due to the addition of the new high school. Routes serving Westview and Beaverton are expected to remain constant while Sunset and Southridge should decline. Aloha routes will increase slightly, with the bulk of the new routes added at the new high school at South Cooper Mountain.

The maximum ride time goal for students is 45 minutes. Ride times incorporating the boundary adjustments are expected to remain within this timeframe. Boundary adjustments are not expected to affect the role of neighborhood continuity as a parameter during the design phase of bus routes. Actual route design for the 17/18 year will begin during the spring of 2017.

Public comment was provided concerning the length of time students will be on buses and the cost associated with busing students. The public comment received on this topic was predominantly from Elmonica and West TV community members. Transportation staff has conducted an analysis of the proposed transportation costs and length of commute for many neighborhoods, including Waterhouse and West TV. The analysis used 2015/2016 transportation data and included total route travel time, mileage, and ridership counts. Data specific to each of these areas and several others is contained in the attachments.

Another unique bus route will be for the Southridge HS area and involve the Montclair neighborhood. The HSBAC recommended creating one non-contiguous boundary, by including the Montclair elementary school boundary within the Southridge boundary area. The committee stated that the transportation impacts were outweighed by the community's desire to maintain, where possible, whole elementary school boundaries.

The data shows that while bus travel times and mileages will fluctuate versus historical levels, the overall effects of future route changes on time and distance are minimal when compared to all routes servicing the affected schools. I understand that some students may now have a longer bus or travel route to school than previous and the district transportation staff will continuously look to find effective solutions to help off-set the impact of this increase.

Conclusion

It is my conclusion that the Boundary Advisory Committee's approach and my modifications result in a map that **satisfies** the Transportation Cost criterion.

Board Policy JC Criterion: Student Body Composition

This criterion addresses our responsibility for developing well-rounded students who are cognizant of the diversity of experiences and backgrounds in the Beaverton community and beyond.
The factors for consideration include the following:

- Consider balance between schools of ethnic, socioeconomic, and language differences and other elements of diversity;
- Attempt to provide for capacity of special program siting.

Approach
The proposed map seeks to create socio-economic equity between the six high schools, to limited success due to geographic and demographic imbalances in the District as a whole. Figure 2, below shows the distribution of students eligible for free and reduced lunch today (top graph) and under the proposed boundary map. The figures presented include the K-12 student population, based on preliminary enrollment figures for the 2016-17 school year. The K-12 population is used, rather than the current 9-12 population, to better represent the present and future composition of the new attendance boundary population.

*Figure 2a: Free & Reduced Student Population Profile of **Current** High School Boundaries (2016-17, K-12 population)*

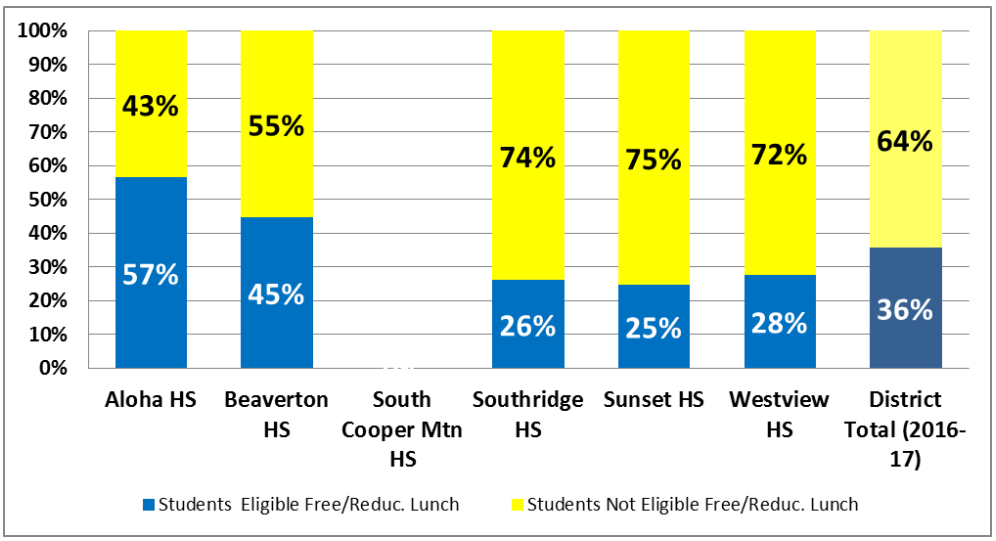
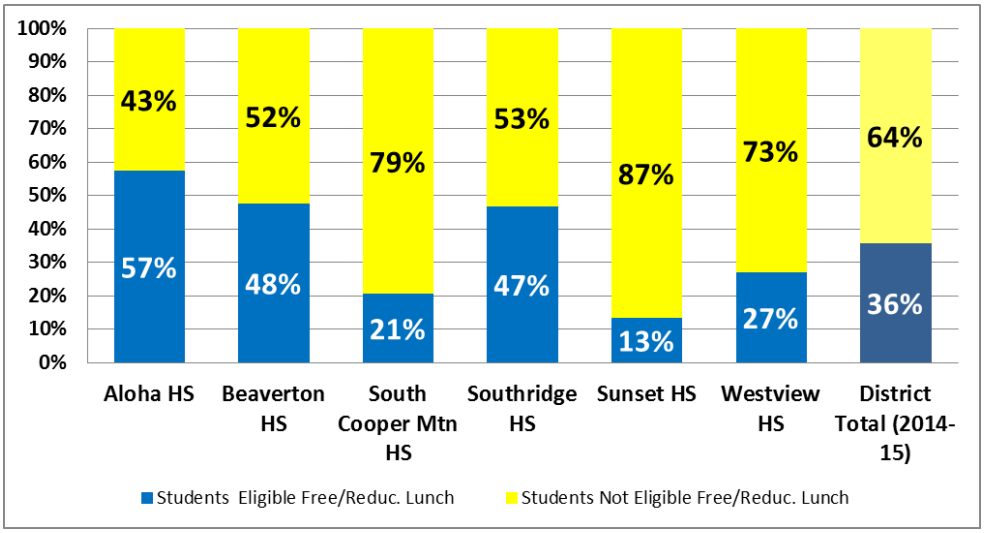


*Figure 2b: Free & Reduced Student Population Profile of **Proposed** High School Boundaries (2016-17, K-12 population)*



The Boundary Advisory Committee recommended that schools with higher shares of economically disadvantaged students be targeted for a lower enrollment rate relative to capacity and that the District consider additional resources. The proposed map has no effect on the provision of specialized program siting.

Conclusion

It is my conclusion that the Boundary Advisory Committee's approach and my modifications result in a map that **satisfies** the Student Body Composition criterion.

Attachments

A. High School Boundary Advisory Committee's report dated March 2016.
B. High School Feeder Pattern Map for Recommended High School Boundaries.
C. Walk Zones Map for Recommended High School Boundaries.
D. Transportation Impact Evaluation of the Recommended High School Boundary Map

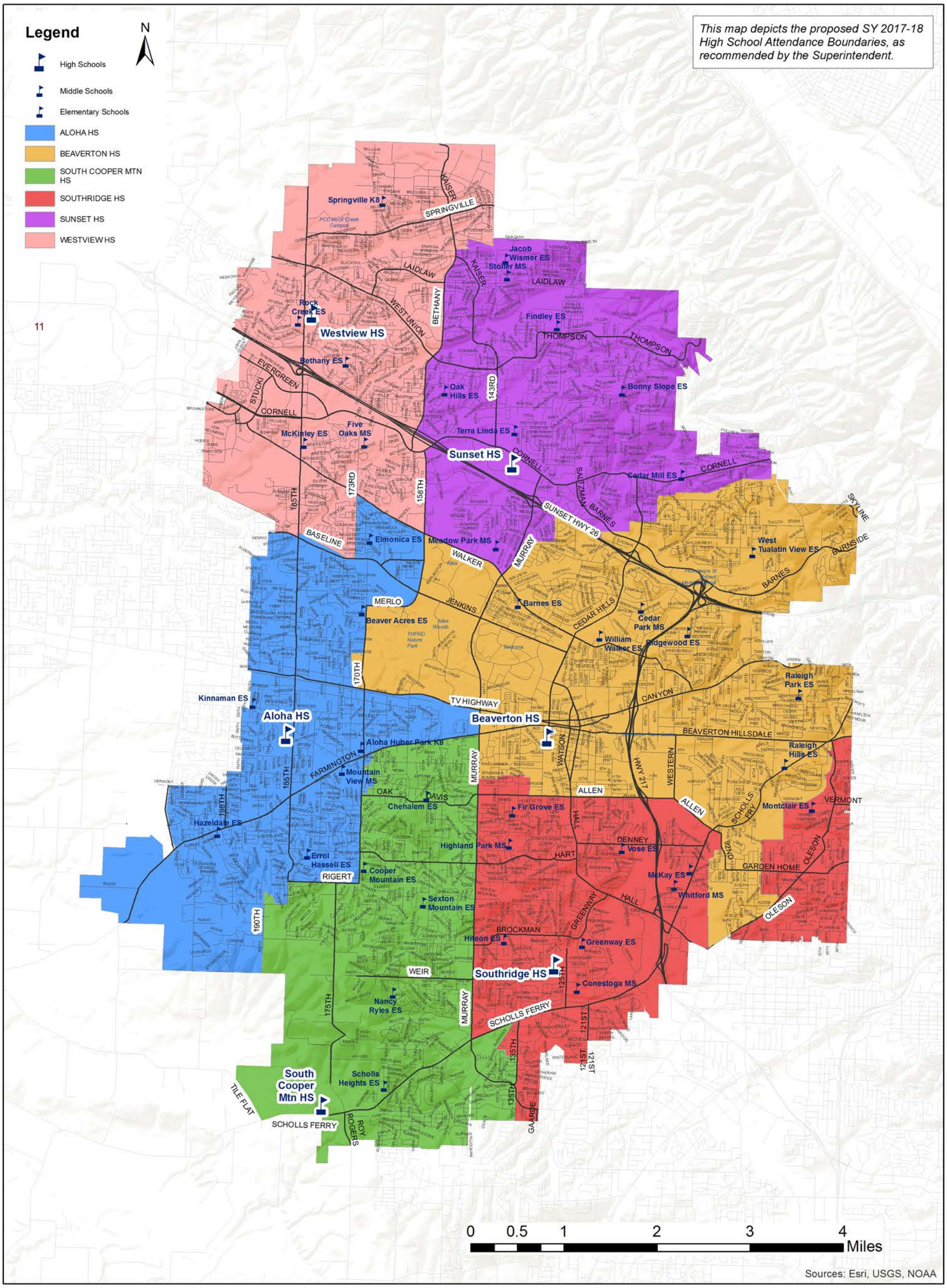
Not an official District map
For information and analysis purposes only

October 5, 2016

Beaverton School District

Superintendent's Recommended SY 2017-18 High School Attendance Boundary Map

BEAVERTON SCHOOL DISTRICT



Superintendent's Boundary Adjustment Criteria Evaluation
Attachment A

BEAVERTON SCHOOL DISTRICT

HIGH SCHOOL BOUNDARY ADJUSTMENT ADVISORY COMMITTEE

REPORT TO THE SUPERINTENDENT

March 2016

Withycombe Scotten & Associates | Portland, Oregon

High School Boundary Adjustment Advisory Process

Committee Members

Gary Plasker

Courtney Severson

Ken Yarnell/Vicki Lukich

Joth Ricci

Felita Singleton

Anne Erwin

Joanna Wilbur

Tori Pontrelli

Todd Corsetti

Stuart Hall

Kevin O'Donnell

John Huelskamp

Kathi Kister

Giselle Escobar

Jon Franco

Technical Team Members

Ron Porterfield

Carl Mead

Dick Steinbrugge

Mike Chamberlain

Maureen Wheeler

Robert McCracken

Craig Beaver

Debby Wohlmut

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Transition Recommendations 7

Meeting minutes may be found at:
https://www.beaverton.k12.or.us/depts/facilities/boundary/Pages/HIGHSCHOOLADJUSTMENTBOUNDARYADVISORYCOMMITTEE.aspx

Boundary Adjustment Committee Process

Committee Charge

The High School Boundary Adjustment Advisory Committee was formed in October 2015, charged with recommending new high school boundaries to take effect in September 2017, when the Beaverton School District's sixth high school will open. In his welcome to committee members, Superintendent Jeff Rose expressed appreciation for their service and emphasized the importance of collaboration and of considering the interests of the district as a whole.

> Thank you for your willingness to take on this vital task, which is so important to our community. We are fortunate that our community supported the bond that will enable us to create additional school capacity, but that opportunity presents a challenge. And that is the need to make boundary decisions that support all Beaverton schools. We are guided by doing what's best for students, and creating adequate capacity is doing the right thing… We have asked ourselves: are we a school district or a district of schools? Our commitment is to being a school district. Each of our schools is unique of course, and we are committed to supporting that; but we are committed to being a team — the Beaverton School District team.

In addition to recommending adjusted high school attendance areas, the committee was charged with recommending ways to ease the transition for students and families affected by boundary changes.

Committee Membership and Support

The 15 committee members included the principal and two parents from each of the district's five existing high schools: Aloha High School, Beaverton High School, Southridge High School, Sunset High School, and Westview High School.

They were supported in their work by facilitator Dick Withycombe and by a district technical team whose members brought together the array of information and expertise needed to complete a successful boundary adjustment process. They included: Deputy Superintendent for Operations and Support Services Ron Porterfield, Deputy Superintendent for Teaching and Learning Carl Mead, Executive Administrator for Facilities Dick Steinbrugge, Executive Administrator for High Schools and Option Schools Mike Chamberlain, Public Communications Officer Maureen Wheeler, Facilities Planning Coordinator Robert McCracken, Administrator for Transportation Craig Beaver, and Administrative Assistant Debby Wohlmut. The technical team presented foundational data and responded to the committee requests for additional information, provided technical support, managed communications, and handled logistical tasks.

Committee Meetings and Community Engagement

The High School Boundary Adjustment Advisory Committee met nine times between October 15 and March 17. In addition, they conducted two public meetings for the purpose of sharing their emerging recommendations and gathering community input.

All committee meetings were held at the district office and open to the public. Informational materials and comment forms were provided for the audience. Once adopted by the committee, meeting minutes were posted on the district website.

On January 21, the committee conducted a public preview at Five Oaks Middle School; 525 people participated in an informal event that allowed them to view maps of the committee's current thinking about boundary changes and to talk directly with committee members about their emerging recommendations. Committee members shared these conversations at their next meeting, as they resumed their deliberations.

Two meetings later, the committee conducted a formal public hearing to present their preliminary boundary recommendations and to invite community comment. Approximately 700 people attended this event at Southridge High School on February 16; and 76 of them offered oral comments. Again, committee members brought back what they had heard and applied it to their evolving boundary map.

Throughout the boundary process, the district received written comments in the form of comment forms at meetings and public events and, in greater volume, emails submitted to a dedicated email address on the district website. Over the course of the six-month process, the committee received more than 2,000 emails, which were compiled and emailed to all committee members each week.

The district established a boundary adjustment webpage, which included FAQs, the meeting schedule, meeting minutes, and meeting materials as well as the comment option. Public inquiries and media requests were directed to the public communications office, which used all existing communications channels to provide information about the process and to make it as transparent as possible (e.g., district and school newsletters, school board updates, internal staff updates).

Boundary Adjustment Criteria

The High School Boundary Adjustment Advisory Committee applied criteria provided by the Board of Education as they identified and evaluated potential boundary changes. The first level of criteria was established by the board specifically for this process. In June 2015, the board adopted two objectives for the high school boundary adjustment process: to relieve current and projected future overcrowding and to minimize transition for students.

In addition, Board Policy JC identifies two sets of criteria for consideration in making boundary changes. The "primary criteria" include: availability of space, proximity to school, safety, and neighborhood unity. The "additional criteria" are transportation costs, student-body composition, staffing patterns, feeder-school alignment, and efficient and economical utilization of buildings. The technical team provided examples of ways of applying these criteria to help committee members operationalize these concepts.

The board-policy criteria were not ranked, and conflicts between them were unavoidable in the context of specific boundary changes. The committee necessarily resolved these conflicts on a case-by-case basis, seeking the best solution for the students who would be affected.

At their last meeting, committee members reflected on the experience of applying these criteria in their work and submitted written feedback that will inform future boundary adjustment processes.

Working Agreements and Decision Making

At their first meeting, committee members discussed how they felt they should work together. On October 29, they adopted a set of working agreements, committing themselves to:

- operate in dialog mode, which means listening with an open mind;
- maintain a polite, respectful dialog in which everyone feels safe to contribute;
- listen, consider what we heard — and then speak;
- act with good intentions and assume good intentions in others;
- resist taking things personally, understanding we will sometimes disagree;
- contribute knowledge of our own school communities to a collective search for a solution that treats all students and all school communities fairly;
- respect that this is a process and give it time to work through;
- keep the work here, and keep it collaborative — no meetings outside the committee room, no development of independent proposals;
- avoid extending assurances, knowing our work will evolve until the very end; and
- check with schools that may be impacted before offering a proposal for the consideration of the committee as a whole.

Only the 15 school-based committee members were empowered to make decisions. Technical team members did not sit at the committee table and did not participate in decision making. On December 17, the committee agreed their decisions would require the support of two-thirds plus one of the members voting (11, if all were present); that decisions would be reconsidered only at the request of someone who had been on the prevailing side; and that, to avoid the possibility of a whole school team being outvoted, they would test to make sure at least one member of every school team could support the pending decision.

Foundational Information

Technical team members presented the data essential to a boundary adjustment process at the first meeting. Mike Chamberlain provided information about enrollment capacity at the five existing high schools and the one that will open in 2017. He described the "instructional space capacity method" he used to calculate building capacities, which involved reviewing floorplans with principals and walking through their schools with them to identify all classroom spaces large enough for 30 or more students. Mike explained how this method adjusted for unusual instructional spaces (e.g., gyms) and shared instructional spaces (e.g., computer labs) and reserved space for special programs (10 classrooms per school).

Using an average of 34 students per classroom, he calculated permanent capacity, portable capacity, and total capacity by school. He told them how this approach corrected for unusual class sizes (e.g., band) and explained "functional capacity," which reflects how specialized spaces and scheduling complexities affect the use of high school space.

Robert McCracken described the student database the committee would use in their work. The base year for enrollment projections was 2014-2015, specifically the enrollment on September 30, 2014. He described this as "a robust database" the technical team had worked with over the summer; in contrast, the September 30, 2015, enrollment data had been received only two weeks before the first committee meeting.

The boundary adjustment process was based on enrollments projected to the year 2020. The school projections assumed that enrollment in the district's option high schools would stay at 18 percent. These enrollments have been stable over time and will remain so because these programs are fully enrolled and the district does not plan to expand them.

Robert demonstrated the geographic information system (GIS) platform he used to support the committee's work, the SchoolSite Redistricting suite. It allowed him to aggregate predefined "grid codes" (small geographic areas of approximately 100 resident students) to create attendance areas. He used this system during meetings to test "what if scenarios" for the committee.

Springboard Proposal

The committee began its work with a springboard proposal, on October 29. Dick Withycombe explained that the springboard proposal had been developed by the technical team only to provide a starting point for the committee's work — an alternative to a blank map or the current boundaries. The springboard was developed using the same data and criteria the committee would use in formulating their recommendations. Like all subsequent maps, it contained information about the enrollment implications of proposed boundaries.

"It's not the best solution," Dick said of the springboard proposal. "The committee's task is to assess its strengths and weaknesses and make improvements. You will put the springboard in the rearview mirror as you begin to develop your own recommendations."

At that second meeting, the committee assessed the strengths and weaknesses of the springboard proposal, based primarily on their own knowledge of school communities. At the next meeting, they began to incorporate what they were learning from community emails as they developed the first "learning map" that moved them away from the springboard proposal and toward their eventual boundary recommendations.

Committee Recommendations

The High School Boundary Adjustment Advisory Committee adopted its final boundary adjustment recommendations at the conclusion of its March 17 meeting, by a vote of 13 to one, with one member absent. That package comprises a map of the recommended 2017-2018 high school attendance areas and also four recommendations intended to ease the transition for students and families affected by boundary adjustments.

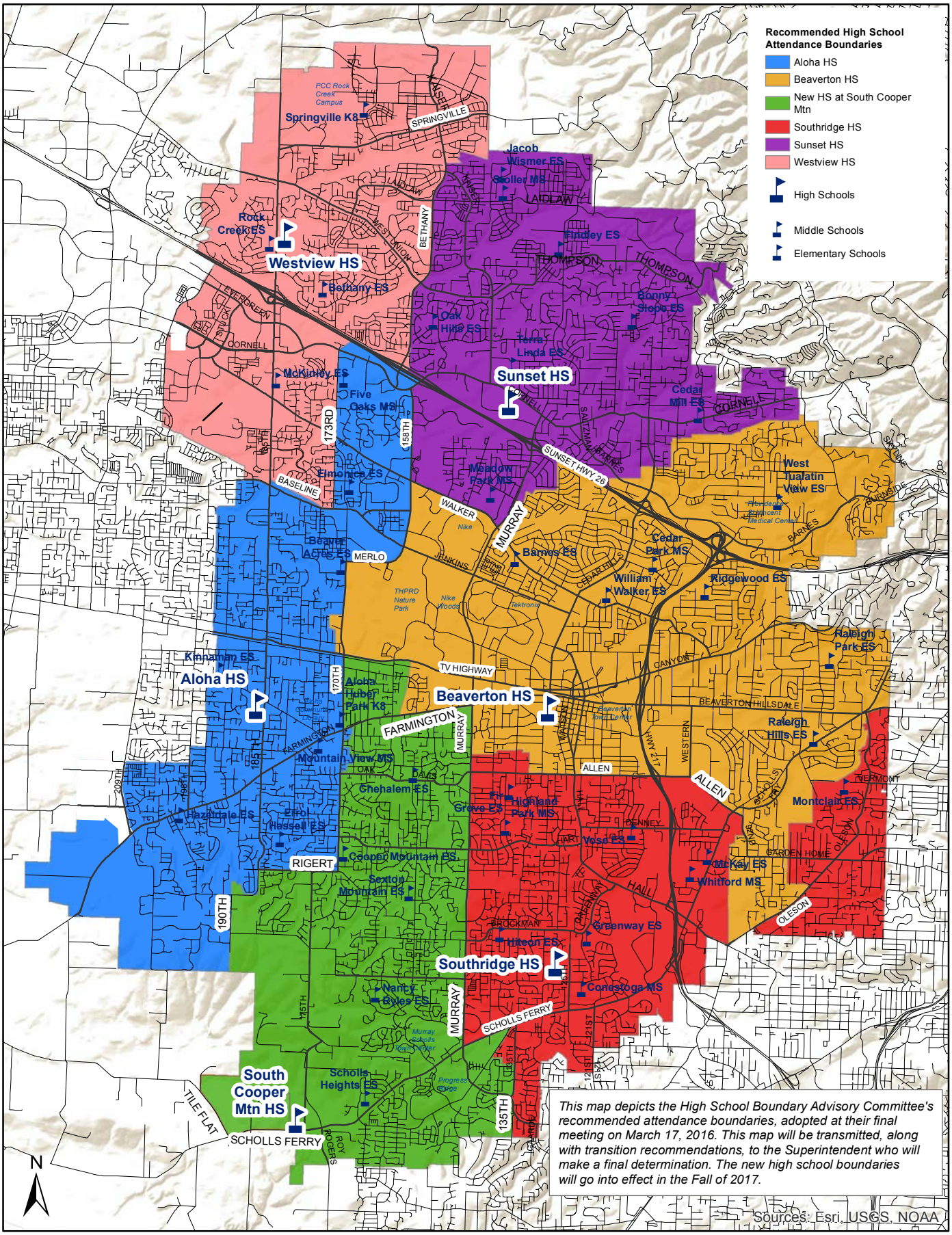
Boundary Adjustment Recommendations

The High School Boundary Adjustment Advisory Committee created many generations of boundary maps as they learned their way through the complexities of local geography and enrollment data — and sought to respond to the very high level of community input. They arrived at the Revised Preliminary Recommendation Map on March 3 and gave the community two additional weeks to comment before final review and adoption on March 17. The committee's Final Boundary Recommendation Map appears on the following page.

BEAVERTON SCHOOL DISTRICT

High School Boundary Advisory Committee
Recommended SY 2017-18 Attendance Boundary Map

March 17, 2016



This map depicts the High School Boundary Advisory Committee's recommended attendance boundaries, adopted at their final meeting on March 17, 2016. This map will be transmitted, along with transition recommendations, to the Superintendent who will make a final determination. The new high school boundaries will go into effect in the Fall of 2017.

Sources: Esri, USGS, NOAA

Transition Recommendations

The committee was instructed to listen and read for transition issues and ideas from the beginning of the process. On February 4, they provisionally adopted three transition recommendations; and on March 17, they finalized these recommendations and adopted an additional one.

Students Who Are Juniors and Seniors in September 2017

The High School Boundary Adjustment Advisory Committee recommends that students who will be in grades 11 or 12 in September 2017 remain at the high schools they attended in 2016-2017.

By expanding the board's expectation that seniors be grandfathered, the committee intends to enable students who have already completed half their high school careers to remain in their current schools. This is also a response to many comments from students and parents.

By grandfathering all juniors, rather than offering an option, the committee intends to provide enrollment predictability for all six high schools. With respect to the new school, the committee intends to facilitate the development of its International Baccalaureate® program by providing an opportunity to create a foundation in grades 9 and 10 and to build a program based on student interests, before offering courses in grade 11 the second year. The committee also believes that the new school may be better positioned to develop a unique and positive school culture through the engagement of students who will be enrolled there for at least three years.

This transition recommendation was provisionally adopted unanimously and included in the final boundary adjustment recommendation package.

Students Who Enter High School in September 2017

The High School Boundary Adjustment Advisory Committee recommends that students who enter high school as freshmen in September 2017 attend their neighborhood school, as defined by the new boundaries.

This transition recommendation was provisionally adopted unanimously and included in the final boundary adjustment recommendation package.

Students Who Are Sophomores in September 2017

The High School Boundary Adjustment Advisory Committee recommends that the new high school open with grades 9 and 10. However they also recommend that the district explore

possible ways of allowing some students who will be sophomores in 2017-2018 the option of remaining in their 2016-2017 high school.

The intent of this recommendation is to encourage the school district to explore ways to offer sophomores the option of staying in their 2016-2017 high school. This recommendation reflects the committee's respect for the many student and parent comments urging an option that would allow students to stay in the high school they started. It also reflects the committee's recognition that recommending a specific option that is both equitable and feasible, given the complex implications for school staffing and programming, is beyond their capability.

This transition recommendation was provisionally adopted by a vote of 12 to 2 and included in the final boundary adjustment recommendation package.

Students Who Have Older Siblings in High School in September 2017

The High School Boundary Adjustment Advisory Committee recommends that students entering high school by Fall 2019 who have a concurrent older sibling may attend that school.

The intent of this recommendation is to help families avoid disruption and to give families more choice. Avoiding the enrollment of siblings in multiple comprehensive high schools is already a basis for administrative transfer; but that process is limited by the necessity of balancing transfers between schools and does not offer parents as much certainty as the committee wished them to have.

This transition recommendation was provisionally adopted unanimously and included in the final boundary adjustment recommendation package.

Not an official District map
For information and analysis purposes only

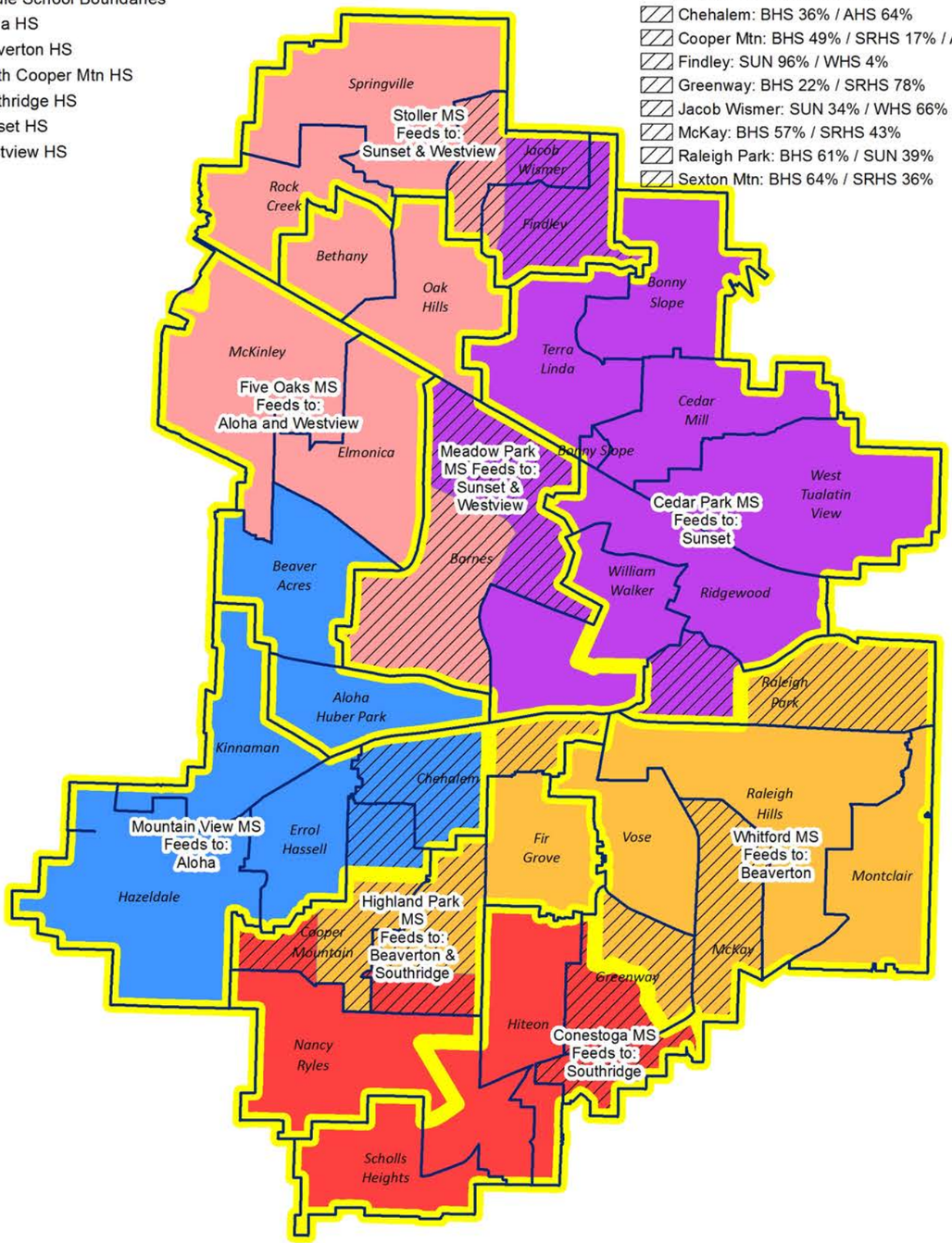
October 10, 2016

Current High School Boundaries with Elementary & Middle School Feeder Patterns

- Elementary School Boundaries
- Middle School Boundaries
- Aloha HS
- Beaverton HS
- South Cooper Mtn HS
- Southridge HS
- Sunset HS
- Westview HS

Current Split Feeders ES to HS

- Barnes: SUN 70% / WHS 30%
- Chehalem: BHS 36% / AHS 64%
- Cooper Mtn: BHS 49% / SRHS 17% / AHS 34%
- Findley: SUN 96% / WHS 4%
- Greenway: BHS 22% / SRHS 78%
- Jacob Wismer: SUN 34% / WHS 66%
- McKay: BHS 57% / SRHS 43%
- Raleigh Park: BHS 61% / SUN 39%
- Sexton Mtn: BHS 64% / SRHS 36%

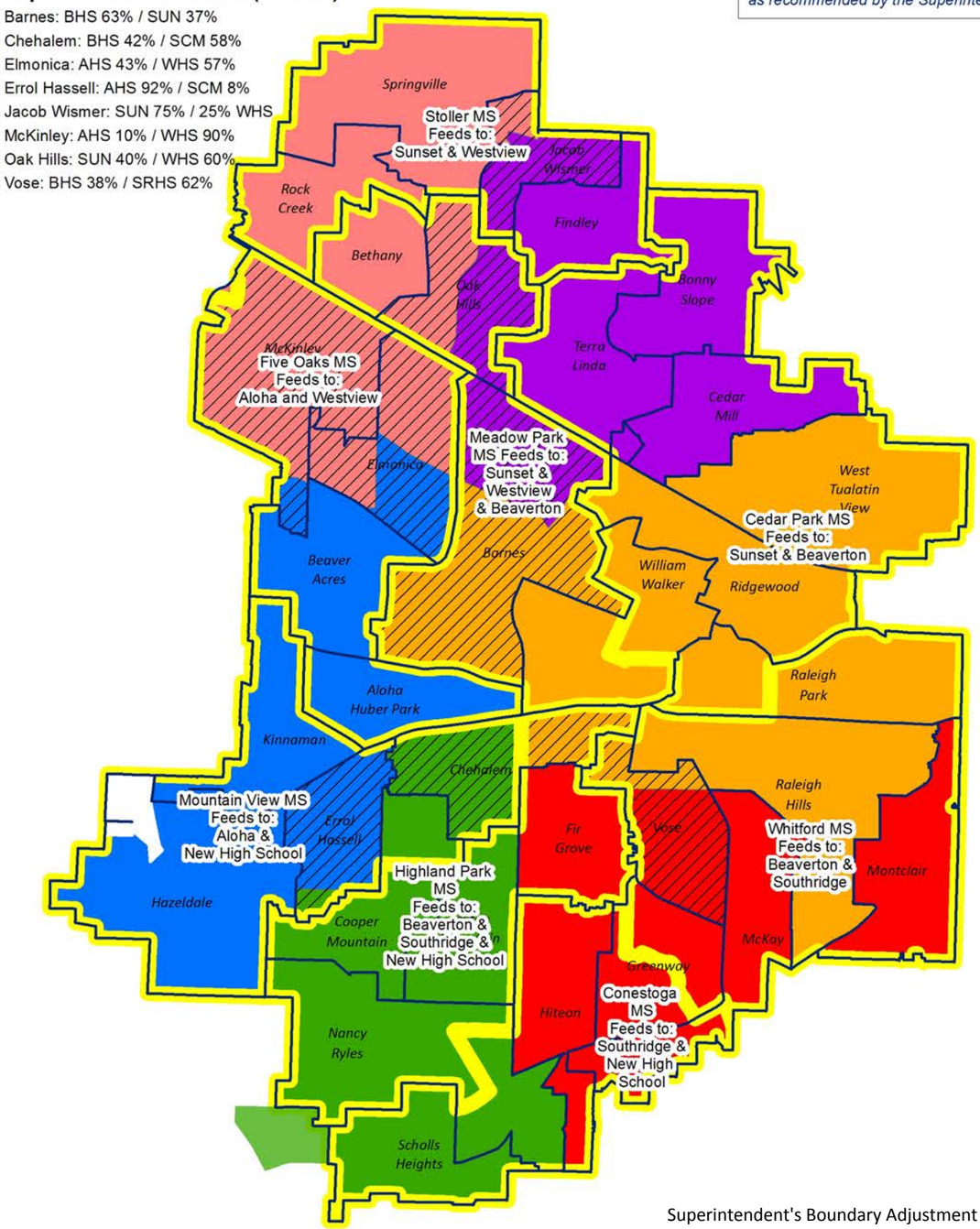


Superintendent's Recommended High School Boundaries with Elementary & Middle School Feeder Patterns

This map depicts the SY 2017 High School Attendance Boundaries, as recommended by the Superintendent.

New Split Feeders ES to HS (in 2020)

- Barnes: BHS 63% / SUN 37%
- Chehalem: BHS 42% / SCM 58%
- Elmonica: AHS 43% / WHS 57%
- Errol Hassell: AHS 92% / SCM 8%
- Jacob Wismer: SUN 75% / 25% WHS
- McKinley: AHS 10% / WHS 90%
- Oak Hills: SUN 40% / WHS 60%
- Vose: BHS 38% / SRHS 62%



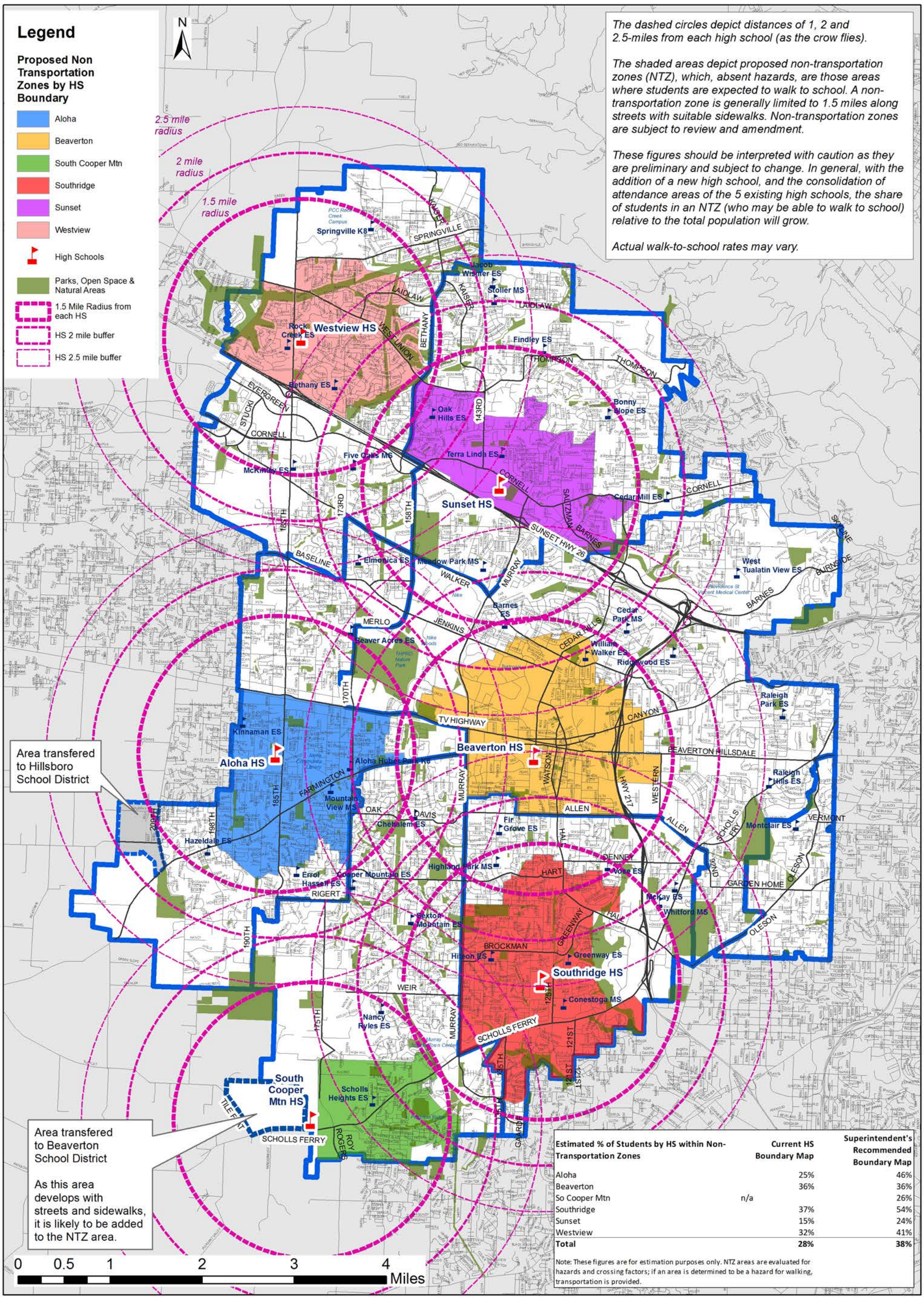
Superintendent's Boundary Adjustment Criteria
Evaluation Attachment C

Beaverton School District

Not an official District map
For information and analysis purposes only

October 5, 2016

Superintendent's Recommended SY 2017-18 High School Attendance Boundary Map with Proposed Non-Transportation Zones



Estimated % of Students by HS within Non-Transportation Zones	Current HS Boundary Map	Superintendent's Recommended Boundary Map
Aloha	25%	46%
Beaverton	36%	36%
So Cooper Mtn	n/a	26%
Southridge	37%	54%
Sunset	15%	24%
Westview	32%	41%
Total	**28%**	**38%**

Note: These figures are for estimation purposes only. NTZ areas are evaluated for hazards and crossing factors; if an area is determined to be a hazard for walking, transportation is provided.

October 10, 2016

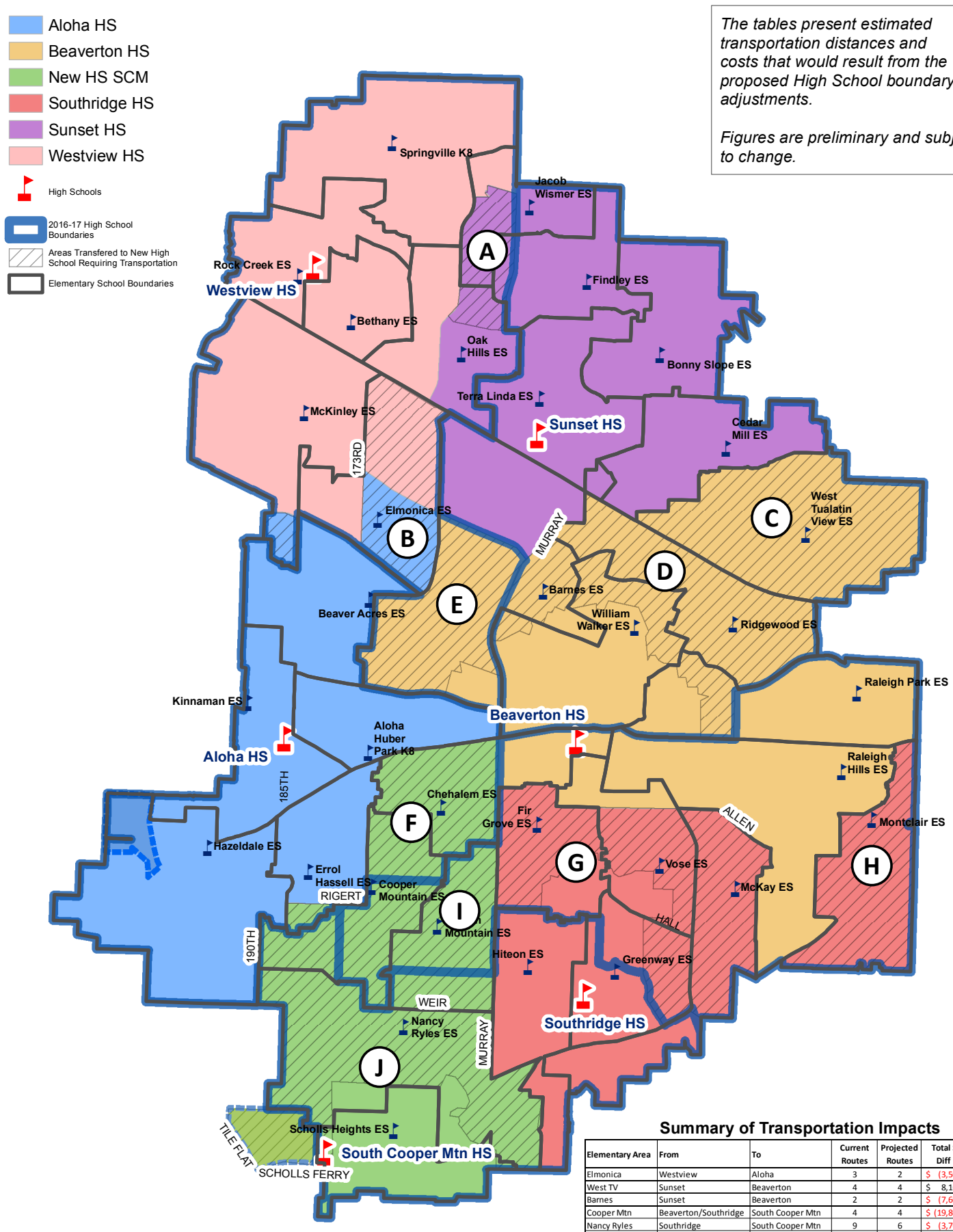
Beaverton School District

BEAVERTON SCHOOL DISTRICT

Transportation Impact Evaluation of the Superintendent's Recommended SY 2017-18 High School Boundary Map

The tables present estimated transportation distances and costs that would result from the proposed High School boundary adjustments.

Figures are preliminary and subject to change.



A

OAK HILLS ES	Routes to WHS	Routes to SHS	Difference
Annual Operational Cost	$ 10,888	$ 12,480	$ 1,592
Annual Wage & Benefit Cost	$ 10,683	$ 11,809	$ 1,126
Total Annual Route Cost	**$ 21,571**	**$ 24,289**	**$ 2,718**
Total Number of Routes	4	3	-1
Avg Route Time	14:30	21:25	6:55
Avg Route Mileage	3.40	5.24	1.84
Average Miles from Center Point	2.7	1.5	-1.2

JACOB WISMER ES	Routes to WHS	Routes to SHS	Difference
Annual Operational Cost	$ 13,507	$ 11,711	$ (1,796)
Annual Wage & Benefit Cost	$ 13,007	$ 12,180	$ (827)
Total Annual Route Cost	**$ 26,514**	**$ 23,891**	**$ (2,622)**
Total Number of Routes	5	4	-1
Avg Route Time	14:09	16:34	2:25
Avg Route Mileage	3.40	3.69	0.29
Average Miles from Center Point	2.9	2.5	-0.4

B

ELMONICA ES	Routes to WHS	Routes to AHS	Difference
Annual Operational Cost	$ 9,218	$ 7,053	$ (2,165)
Annual Wage & Benefit Cost	$ 10,476	$ 9,134	$ (1,342)
Total Annual Route Cost	**$ 19,694**	**$ 16,187**	**$ (3,507)**
Total Number of Routes	3	2	-1
Avg Route Time	18:59	24:50	5:51
Avg Route Mileage	3.90	5.99	2.09
Average Miles from Center Point	2.9	3.0	0.1

C

WEST TUALATIN VIEW ES	Routes to SHS	Routes to BHS	Difference
Annual Operational Cost	$ 13,403	$ 19,470	$ 6,068
Annual Wage & Benefit Cost	$ 14,582	$ 16,674	$ 2,092
Total Annual Route Cost	**$ 27,984**	**$ 36,144**	**$ 8,160**
Total Number of Routes	4	4	0
Avg Route Time	19:50	22:40	2:50
Avg Route Mileage	4.22	6.14	1.92
Average Miles from Center Point	3.33	4.20	0.88

D

BARNES, RIDGEWOOD & WILLIAM WALKER ES	Routes to SHS	Routes to BHS	Difference
Annual Operational Cost	$ 36,403	$ 21,827	$ (14,576)
Annual Wage & Benefit Cost	$ 42,885	$ 24,887	$ 17,998
Total Annual Route Cost	**$ 79,288**	**$ 46,714**	**$ (32,574)**
Total Number of Routes	16	10	-6
Avg Route Time	14:34	13:32	1:02
Avg Route Mileage	3.70	2.80	-0.90
Barnes Avg. Route Mileage	3.24	3.00	-0.24
Ridgewood Avg. Route Mileage	5.37	3.11	-2.26
Wil. Walker Avg. Route Mileage	2.38	1.48	-0.90

E

BARNES ES (West)	Routes to WHS	Routes to BHS	Difference
Annual Operational Cost	$ 9,458	$ 5,237	$ (4,221)
Annual Wage & Benefit Cost	$ 8,650	$ 5,271	$ (3,379)
Total Annual Route Cost	**$ 18,108**	**$ 10,508**	**$ (7,600)**
Total Number of Routes	2	2	0
Avg Route Time	23:32	14:20	-9:12
Avg Route Mileage	5.96	3.30	-2.66
Average Miles from Center Point	4.4	2.2	-2.3

F

CHEHALEM ES	Routes to AHS	Routes to SCMHS	Difference
Annual Operational Cost	$ 14,857	$ 15,186	$ 329
Annual Wage & Benefit Cost	$ 16,244	$ 12,386	$ (3,857)
Total Annual Route Cost	**$ 31,100**	**$ 27,572**	**$ (3,528)**
Total Number of Routes	3	3	0
Avg Route Time	29:30	22:28	-7:02
Avg Route Mileage	6.20	6.38	0.18
Average Miles from Center Point	2.1	4.4	2.3

COOPER MOUNTAIN ES	Routes to BHS	Routes to SCMHS	Difference
Annual Operational Cost	$ 10,913	$ 7,530	$ (3,384)
Annual Wage & Benefit Cost	$ 10,232	$ 6,242	$ (3,991)
Total Annual Route Cost	**$ 21,146**	**$ 13,771**	**$ (7,374)**
Total Number of Routes	2	2	0
Avg Route Time	27:48	16:34	-11:14
Avg Route Mileage	6.90	4.75	-2.15
Average Miles from Center Point	3.6	3.0	-0.6

COOPER MOUNTAIN ES	Routes to SRHS	Routes to SCMHS	Difference
Annual Operational Cost	$ 4,593	$ 3,229	$ (1,363)
Annual Wage & Benefit Cost	$ 3,740	$ 2,633	$ (1,107)
Total Annual Route Cost	**$ 8,333**	**$ 5,862**	**$ (2,471)**
Total Number of Routes	1	1	0
Avg Route Time	20:18	14:19	-5:59
Avg Route Mileage	5.80	4.07	-1.73
Average Miles from Center Point	3.8	2.5	-1.3

COOPER MOUNTAIN ES	Routes to AHS	Routes to SCMHS	Difference
Annual Operational Cost	$ 8,075	$ 3,785	$ (4,290)
Annual Wage & Benefit Cost	$ 8,870	$ 3,199	$ (5,671)
Total Annual Route Cost	**$ 16,945**	**$ 6,984**	**$ (9,962)**
Total Number of Routes	1	1	0
Avg Route Time	48:12	17:24	-30:48
Avg Route Mileage	10.20	4.77	-5.43
Average Miles from Center Point	2.0	2.6	0.6

G

FIR GROVE ES	Routes to BHS	Routes to SRHS	Difference
Annual Operational Cost	$ 8,547	$ 8,886	$ 340
Annual Wage & Benefit Cost	$ 8,237	$ 10,136	$ 1,899
Total Annual Route Cost	**$ 16,783**	**$ 19,022**	**$ 2,239**
Total Number of Routes	3	3	0
Avg Route Time	14:56	18:23	3:27
Avg Route Mileage	3.59	3.73	0.14
Average Miles from Center Point	1.74	1.71	-0.03

VOSE ES	Routes to BHS	Routes to SRHS	Difference
Annual Operational Cost	$ 4,903	$ 3,674	$ (1,230)
Annual Wage & Benefit Cost	$ 4,824	$ 4,390	$ (433)
Total Annual Route Cost	**$ 9,727**	**$ 8,064**	**$ (1,663)**
Total Number of Routes	2	2	0
Avg Route Time	13:06	11:56	-1:10
Avg Route Mileage	3.10	2.32	-0.78
Average Miles from Center Point	1.5	2.0	0.5

GREENWAY ES	Routes to BHS	Routes to SRHS	Difference
Annual Operational Cost	$ 2,875	$ 2,555	$ (321)
Annual Wage & Benefit Cost	$ 3,195	$ 2,942	$ (253)
Total Annual Route Cost	**$ 6,070**	**$ 5,496**	**$ (574)**
Total Number of Routes	1	1	0
Avg Route Time	17:24	16:00	-1:24
Avg Route Mileage	3.60	3.22	-0.38
Average Miles from Center Point	2.8	1.3	-1.5

MCKAY ES	Routes to BHS	Routes to SRHS	Difference
Annual Operational Cost	$ 5,883	$ 7,474	$ 1,591
Annual Wage & Benefit Cost	$ 5,421	$ 7,336	$ 1,915
Total Annual Route Cost	**$ 11,304**	**$ 14,810**	**$ 3,506**
Total Number of Routes	3	2	-1
Avg Route Time	9:48	19:57	10:09
Avg Route Mileage	2.50	4.71	2.21
Average Miles from Center Point	3.1	2.3	-0.8

H

MONTCLAIR ES	Routes to BHS	Routes to SRHS	Difference
Annual Operational Cost	$ 14,760	$ 15,305	$ 545
Annual Wage & Benefit Cost	$ 13,400	$ 14,548	$ 1,148
Total Annual Route Cost	**$ 28,160**	**$ 29,853**	**$ 1,693**
Total Number of Routes	4	3	-1
Avg Route Time	18:13	26:23	8:10
Avg Route Mileage	4.65	6.43	1.78
Average Miles from Center Point	4.0	4.1	0.1

I

SEXTON MOUNTAIN ES	Routes to BHS	Routes to SCMHS	Difference
Annual Operational Cost	$ 15,246	$ 13,409	$ (1,837)
Annual Wage & Benefit Cost	$ 15,270	$ 10,562	$ (4,707)
Total Annual Route Cost	**$ 30,515**	**$ 23,971**	**$ (6,544)**
Total Number of Routes	4	4	0
Avg Route Time	20:48	14:22	-6:26
Avg Route Mileage	4.80	4.23	-0.57
Average Miles from Center Point	2.7	3.6	0.95

SEXTON MOUNTAIN ES	Routes to SRHS	Routes to SCMHS	Difference
Annual Operational Cost	$ 4,734	$ 6,300	$ 1,566
Annual Wage & Benefit Cost	$ 6,466	$ 5,253	$ (1,213)
Total Annual Route Cost	**$ 11,200**	**$ 11,552**	**$ 352**
Total Number of Routes	2	2	0
Avg Route Time	17:36	14:17	-3:19
Avg Route Mileage	4.80	3.97	-0.83
Average Miles from Center Point	2.3	2.8	0.5

J

NANCY RYLES ES	Routes to SRHS	Routes to SCMHS	Difference
Annual Operational Cost	$ 16,197	$ 15,733	$ (463)
Annual Wage & Benefit Cost	$ 17,434	$ 14,135	$ (3,299)
Total Annual Route Cost	**$ 33,630**	**$ 29,868**	**$ (3,762)**
Total Number of Routes	9	6	-3
Avg Route Time	10:48	12:49	2:01
Avg Route Mileage	2.30	3.31	1.01
Average Miles from Center Point	2.8	2.2	-0.63

SCHOLLS HEIGHTS ES	Routes to SRHS	Routes to SCMHS	Difference
Annual Operational Cost	$ 14,430	$ 5,110	$ (9,320)
Annual Wage & Benefit Cost	$ 15,736	$ 4,799	$ (10,938)
Total Annual Route Cost	**$ 30,166**	**$ 9,908**	**$ (20,258)**
Total Number of Routes	6	2	-4
Avg Route Time	14:18	13:03	-1:15
Avg Route Mileage	3.00	3.22	0.22
Average Miles from Center Point	3.0	1.1	-1.9

Summary of Transportation Impacts

Elementary Area	From	To	Current Routes	Projected Routes	Total $ Diff	Total by HS School
Elmonica	Westview	Aloha	3	2	$ (3,507)	$ (3,507)
West TV	Sunset	Beaverton	4	4	$ 8,160	$ 560
Barnes	Sunset	Beaverton	2	2	$ (7,600)	
Cooper Mtn	Beaverton/Southridge	South Cooper Mtn	4	4	$ (19,807)	
Nancy Ryles	Southridge	South Cooper Mtn	9	6	$ (3,762)	
Scholls Hts	Southridge	South Cooper Mtn	6	2	$ (20,258)	$ (53,547)
Sexton Mtn	Beaverton/Southridge	South Cooper Mtn	6	6	$ (6,192)	
Chehalem	Aloha	South Cooper Mtn	3	3	$ (3,528)	
Montclair	Beaverton	Southridge	4	3	$ 1,693	
Vose	Beaverton	Southridge	2	2	$ (1,663)	
Greenway	Beaverton	Southridge	1	1	$ (574)	$ 5,201
Mckay	Beaverton	Southridge	3	2	$ 3,506	
Fir Grove	Beaverton	Southridge	3	3	$ 2,239	
Oak Hills	Westview	Sunset	4	3	$ 2,718	$ 96
Jacob Wismer	Westview	Sunset	5	4	$ (2,622)	
Grand Total			**59**	**47**	**$ (51,197)**	

Not an official District boundary map For information and analysis purposes only