# SALT LAKE CITY SCHOOL DISTRICT FURTHER STUDY RECOMMENDATIONS

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PRESENTED TO THE BOARD OF EDUCATION
NOVEMBER 20, 2023

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# PART 1: RATIONALE for PROPOSED SCHOOL CONSOLIDATION


## ABSTRACT

Rationale and recommendations for the closure of four elementary schools beginning in the 2024-25 school year

SALT LAKE CITY
SCHOOL DISTRICT

# PART 1: RATIONALE for PROPOSED SCHOOL CONSOLIDATION

## I. BACKGROUND

In February 2023, the Board voted to study all 27 district elementary schools for potential long-term closure. In accordance with that action and the applicable G-5: Administrative Procedures, a Boundary Options Committee ("Committee"), comprised of administrators and employees from various departments throughout the district, was created to individually study all 27 schools. The Committee was charged with creating a list of recommended options for further study and presenting that list to the Board.

In determining which schools to recommend be further studied for potential closure, the Committee looked at each school individually, without regard to placement within the city or a school's proximity to another school that might also be recommended for further study. In July 2023, the Committee recommended, and the Board approved, seven schools to be further studied for potential long-term school closure. The seven schools were Emerson Elementary, Hawthorne Elementary, Mary W. Jackson Elementary, M. Lynn Bennion Elementary, Newman Elementary, Riley Elementary, and Wasatch Elementary. Being identified for further study did not mandate subsequent closure; rather, additional data relative to each school was gathered and reviewed in order to make appropriate long-term decisions.

During the September 5, 2023, board meeting, the district presented its approach to further studying the seven district elementary schools recommended for possible closure (*Approach to Further Study of Schools for Long-Term School Closure Discussion*).

The G-5: Administrative Procedures, District Reconfigurations and Long-Term School Closures, lists 16 factors that need to be considered during the process of further study. The district approached this task by grouping the 16 factors into five broad categories, and then compiling and evaluating data by these categories for each of the seven identified schools (see Table 1 in the *Approach to Further Study* memo).

# CATEGORIES OF CONSIDERATION

The specific data considered in each of the five categories was as follows:

1. Student enrollment and residential population
    - A. Enrollment data
        - i. total number of students enrolled at each school
        - ii. number of students who live within a 1.0-mile radius of each school
        - iii. number of students who live within each school's boundary
        - iv. past enrollment trends—resident and overall
        - v. projected enrollment trends—resident and overall
        - vi. 3-year cohort rate for each grade

2. Proximity and availability of neighborhood schools
    - A. Student safety
        - i. major thoroughfare[1] crossings student might cross when walking to and from school
        - ii. walkable alternatives
        - iii. anticipating possible transportation needs
    - B. Transportation
        - i. district and public transportation services currently available
        - ii. increased student need for district transportation due to any school closure or program movement
    - C. Geographical features
        - i. major thoroughfares
        - ii. natural boundaries such as railroads or rivers
    - D. Environmental factors
        - i. new environmental factors impacting schools (e.g., pipelines or high voltage power lines)
        - ii. changes in zoning laws that may have increased local traffic patterns
    - E. Community and neighborhood identity
        - i. proximity of other elementary schools

3. Building and learning environment quality
    - A. Facility capacity and design
        - i. remaining useful life of buildings (projection)
        - ii. unique features of classrooms
            - a. technological capacity/innovative educational features
            - b. natural lighting
        - iii. the student capacity of the building and site
        - iv. known upcoming repair/replacement needs
        - v. potential ongoing maintenance needs (based on previous work order history)

[1] The City uses the term "State arterial" to describe major thoroughfares. The State arterials (major thoroughfares) near schools are State Street, 700 East, Foothill Drive, 400 South - east of I-15, and Redwood Road.

vi. ability of all students to have reasonable and equitable access to a school's campus
vii. number and square footage of classrooms
viii. amount of sufficient and appropriate off-street parking safety for staff and community visitors
ix. adequacy of existing drop-off/pick-up and bus-loading areas
x. current condition/adequacy of HVAC systems
xi. condition/presence of vestibules to support safety initiatives

B. Financial implications
i. operation costs
ii. maintenance costs
iii. repair costs
iv. eventual building replacement

4. Strategic placement of district-wide programs

A. Special programs
i. facilities
ii. staffing needs
iii. past assurances
iv. impact on students due to relocation of program

B. Special facilities for special programs
i. learning environment and facilities created specifically for special programs
ii. availability of quality learning space for a program at current or alternative school

5. Community input and stakeholder feedback

i. Application of voiced concerns to all schools

The holistic balancing of multiple data points is a recognized method of evaluating data. When studying schools for potential closure, this method looks at the complete set of data instead of focusing solely on individual data points. This approach recognizes that some factors may not be adequately captured by individual criteria or data points; it aims to provide a comprehensive evaluation.

# II. FEASIBILITY OF CLOSURES

While there is no bright-line student enrollment number that all researchers agree creates an optimal learning environment in an elementary school, the district is resolute in its purpose to provide school communities that offer students and families a high-quality educational program[1]

To that end, the district is committed to offering students and families choices in not only the special programs they can access across the district but also in their teachers and classmates. When each school can offer three classes per grade, families will have options for the well-being and success of their student. Educators will have greater opportunities to collaborate with their grade-level colleagues, which can lead to improved teaching and student achievement.[2]

## OPTIMAL NUMBER OF ELEMENTARY SCHOOLS

In considering how to use elementary schools efficiently, the district reviewed the building capacities of its elementary schools. With 27 elementary schools, each built to serve between 550 to 650 students, the district could educate approximately 15,525 elementary students. Because of declining enrollment over the past eight years, the district's current K-6 enrollment is approximately 9,300 students. Using a school size of 550 and our current enrollment, a mathematical calculation would indicate that the district only needs 17 schools (i.e., 9,300 students divided by a building capacity of 550).

However, the district does not believe that closing 10 schools is the right thing to do for the district and our families. This process must consider more than just a mathematical formula when deciding the correct number of schools to close. Therefore, the list for further study contained seven schools, not 10, for further study.

This process must consider more than just a mathematical formula when deciding the correct number of schools to close.

The district recognizes that even closing seven schools in a single phase would be devastating to our communities and would be ethically irresponsible. Moreover, a simple calculation does not present a complete picture of an elementary school's needs. The district's goal is for each elementary school to have space for three classrooms per grade level (21 classrooms), three music/art classes, a resource class, a neighborhood advanced academics and mentoring program (AAMP) class, and room to expand if a school community wanted to add an additional teacher, Early Childhood program, or specialist teacher for a total of at least 28 classrooms. Elementary schools also need room to grow should more students choose to attend a given school through the open enrollment process, a special district program, or as a result of a student population increase within the district. However, it is clear that the district is currently operating too many elementary schools based on the decrease in K-6 enrollment.

The boundaries of the Salt Lake City School District closely align with the boundaries of Salt Lake City proper. As the district illustrated in an earlier presentation to the Board (February 7, 2023), the district can be divided into four areas representing the Northwest, Northeast, Southwest, and Southeast sections of the city.

- The Northwest area currently has seven elementary schools (i.e., Backman, Escalante, Mary W. Jackson, Meadowlark, Newman, North Star, and Rose Park). Based solely on the total enrolled or residential student population and building capacities, that area could be served by five elementary schools.

- The Southwest area currently has five elementary schools (i.e., Edison, Franklin, Mountain View, Parkview, and Riley). Based solely on the total enrolled or residential student population and building capacities, that area could be served by three elementary schools.

- The Northeast area currently has seven elementary schools (i.e., M. Lynn Bennion, Bonneville, Ensign, Liberty, Uintah, Wasatch, and Washington). Based solely on the total enrolled or residential student population and building capacities, that area could be served by five elementary schools.

- The Southeast area currently has eight elementary schools (i.e., Beacon Heights, Dilworth, Emerson, Hawthorne, Highland Park, Indian Hills, Nibley Park (K-8), and Whittier). Based solely on the total enrolled or residential student population and building capacities, that area could be served by six elementary schools.

While the district is cognizant of the need to use its buildings efficiently, this need is counterbalanced by the needs of our students and families and the emotional toll that school closures have on stakeholders. The district is committed to aligning the number of its elementary schools with its elementary student population. However, at this time, the district believes that a phased approach, supported by an ongoing annual review and evaluation of district enrollment numbers, will better serve the district community as a whole.

# III. REVIEW OF FURTHER STUDY DATA AND CLOSURE RECOMMENDATIONS

## REVIEW OF DATA AND IDENTIFICATION OF OUTLIERS

In reviewing the 40 data points for each of the seven schools identified for further study, the district identified when a school had a significant outlier in a given data point. Outliers are areas in which a school over- or under-performs based on a determined benchmark for a particular closure criterion.

There were many data points in which none of the schools had outliers; thus, those data points did not create a distinction between the seven schools and were not used in the following analysis. For instance, using a 1.0-mile radius around a school as a conservative estimate of walkability for students was discussed at length, but it was not a distinguisher between the seven schools. Therefore, it was not considered an outlier.

However, there were 13 data points (out of 40) that had outliers:

- four of those outliers were in the *student enrollment and residential population* category;
- two outliers were in the *proximity and availability of neighborhood schools* category;
- five outliers were in the *building and learning environment quality* category; and
- two outliers were in the *strategic placement of district-wide programs* category.

Outliers are areas in which a school over- or under-performs based on a determined benchmark for a particular closure criterion.

## *Description of data points with outliers*

The specific data points that had outliers were:

1. Student enrollment and residential population
    A. Number of students enrolled (2023-2024). The district determined that if this number was ***200 or fewer***, it qualified as an outlier.
    B. Percentage of students within a school boundary who transferred out (2022-2023)[2]. The district determined that if this number was ***greater than 33%***, it qualified as an outlier.
    C. Number of students who live within the school's boundary (2023-2024). The district determined that if this number was ***250 or fewer***, it qualified as an outlier.
    D. Schools projected residential population for the 2026-2027 school year (projection by Applied Economics). The district determined that if this number was ***250 or fewer***, it qualified as an outlier.
2. Proximity and availability of neighborhood schools
    A. Major thoroughfares. The district determined that if there was a major thoroughfare (designated as a State arterial by the Salt Lake Corporation) ***within the school's current boundary***, it qualified as an outlier.
    B. Number of schools in proximity (i.e., within a 1.5-mile radius and does not require a student to cross a designated major thoroughfare). The district determined that if this number was ***greater than two***, it qualified as an outlier.
3. Building and learning environment quality
    A. Estimated remaining useful life of a building. The district determined that if the estimated remaining useful life was ***less than 25 years***, it qualified as an outlier.
    B. Electrical infrastructure. The district determined that if the score was a ***40 or lower***, it qualified as outlier. This score is based on the current build standard for schools (minimum of 12 outlets/4 circuits per room and a transformer with the capacity to increase electrical service if needed to add outlets or circuits).
    C. Classrooms with no exterior windows. The district determined that if the percentage of classrooms without exterior windows was ***25% or more***, it qualified as an outlier.
    D. Number of classrooms. The district determined that if this number was ***27 or fewer***, it qualified as an outlier.
    E. Accessibility concerns. The district determined that any ***significant accessibility concerns*** would constitute an outlier.
4. Strategic placement of district-wide programs
    A. Past assurances. The district determined that any past assurances made as part of the creation of a specific HUB school would constitute an outlier.

[2] The district analyzed the 2022-2023 school year data for the transfer out rate as the 2023-2024 school year data was not yet available. Accordingly, the 2022-2023 data is what was relied upon in this rationale. The district did, however, review the 2023-2024 data to confirm that it did not impact the analysis or recommendations.

B. Impact on students due to relocation. The district determined that any negative impact on students due to the relocation of a program would constitute an outlier.

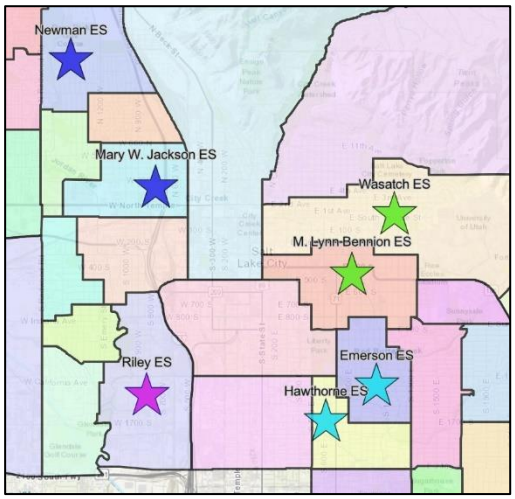
In addition to identifying outliers, the district also considered data points that were contributing factors for a particular recommendation as well as community feedback.

The community has provided critical feedback on issues that directly relate to school closures. For example, community feedback highlighted the desire for communities to have schools with safe walking and biking routes for students and families. Through the feedback process, the community also requested that the district consider how students and families might travel to and from school, whether there would be public transportation available, and if there were major thoroughfares to cross. Feedback from the community also highlighted the need for the district to examine its prior assurances and ensure that if a school closes, students still have access to the same district special programs[3].

## GEOGRAPHIC PROXIMITY OF SIX OF THE SEVEN SCHOOLS

As part of the further study process, the schools were examined individually, as a collective group, and in relation to one another to determine how many and which schools to recommend for closure. In mapping the seven schools, it became apparent that there were six schools that were in close proximity to another school on the list, thus making three easily identifiable "pairs." Given that these school pairs are geographically close to one another, the district questioned whether it would be feasible to close both schools in any given pair. Therefore, the district decided that the following three sets of school pairs needed to be evaluated in relation to each other:

1. Emerson Elementary (Emerson) and Hawthorne Elementary (Hawthorne);
2. M. Lynn Bennion (Bennion) and Wasatch Elementary (Wasatch); and
3. Newman Elementary (Newman) and Mary W. Jackson (MW Jackson).




## STUDY OF EACH SCHOOL PAIR

In looking at the impact of closing both schools in each pair on the specific area and on district as a whole, it was determined that closure of both schools in a given pair would:

1. create an "educational desert" in which students did not have a neighborhood school in close proximity to their home;
2. require nearly all elementary school boundaries within the district to be adjusted in order to appropriately assign all impacted K-6 students to a new school;

3. require the creation of additional school boundaries that cross major thoroughfares in order to assign the impacted students to a school in close proximity; and
4. cause other schools in close proximity to face space/classroom challenges in absorbing the approximately 1,800 students who currently attend the six paired schools.

The district's goal is to educate students in a thriving elementary school that offers ample choices in its neighborhood program. However, further study revealed that closure of all six schools in the three pairs would create too many challenges and would not be in the best interests of students or stakeholders.

Nonetheless, given the current number of elementary students and schools, the district's aim is to close as many schools as practicable from the list of seven identified schools. Accordingly, the district shifted its focus to determine which school in an identified pair to recommend for closure.

…further study revealed that closure of all six schools in the three pairs would create too many challenges and not be in the best interests of students or stakeholders.

# IV. REVIEW OF PAIR SCHOOLS

In the following review, the analysis examines the **outliers** that demonstrate a performance that is outside of the established range. It also includes a discussion of other **factors** that were considered as a part of the holistic review of the school pairs.

## NEWMAN – MW JACKSON PAIR (NORTHWEST AREA)

### *OUTLIERS*

| Newman | MW Jackson |
|---|---|
| Student enrollment and residential population<br>• Number of students who live within the school's boundary 2023-2024<br>• School's projected residential population for 2026-2027 school year<br>Strategic placement of district-wide programs<br>• Impact on students in programs | Proximity and availability of neighborhood schools<br>• Number of schools in proximity (i.e., within a 1.5-mile radius and does not require a student to cross a designated major thoroughfare)<br>Building and learning environment quality<br>• Estimated remaining useful life of a building<br>• Electrical infrastructure<br>• Classrooms with no exterior windows |

### *NEWMAN*

Newman has two ***outliers*** that support a recommendation for closure, both in the *student enrollment and residential population* category. First, Newman only has 230 students who live within its school boundaries. Second, the projected residential population is not projected to increase over 250 students by 2026-27.

However, there are ***outliers*** and ***factors*** that weighed against the closure of Newman. In the *strategic placement of district-wide programs* category, an outlier is that Newman is the location of a collaborative PreK program (comprised of special education and general education students), which would be difficult to relocate.

Collaborative PreK programs are located strategically throughout the district to provide access for families. A factor in the *building and learning environment quality* category is that Newman has an estimated 38 years of remaining useful life. The district has also invested in the school facility by adding solar panels to the roof, contributing to the positive environmental impact of the school.

## *MARY W. JACKSON (MW Jackson)*

MW Jackson has four ***outliers*** that support a recommendation for closure. In the *proximity and availability of neighborhood schools* category, MW Jackson has five schools within a 1.5-mile radius that would not require students to cross a major thoroughfare. Having this many schools in close proximity means that if MW Jackson were to close, there would be walkable elementary school alternatives for former MW Jackson students. With their available space, these schools could easily welcome MW Jackson students assigned to them. (By way of comparison, Newman only has two such schools in close proximity.)

In the *building and learning environment quality category*, MW Jackson only has an estimated 18 years of remaining useful life in the building, nearly 20 years less than Newman. Additionally, MW Jackson's classrooms scored a 40 on their capacity to meet the anticipated future electrical needs (Newman's classrooms scored an 80). Finally, 40% of classrooms at MW Jackson do not have exterior windows, which limits the amount of natural light in the building.

MW Jackson has one ***factor*** in the *student enrollment and residential population* category that weighed against recommending it for closure. In 2023-24, MW Jackson has a higher enrollment than Newman (337 to 224). However, 218 of MW Jackson's 337 students are part of the district's Dual Language Immersion ("DLI") program, which can be relocated to another school in that area, thus ensuring no student loses the ability to access that program.

## *CONCLUSION*

As stated above, the Northwest area currently has seven elementary schools, but its student population could be served by five schools. Given the recognized difficulties with closing both schools in this pair, the district analyzed the outliers to determine which school should remain open.

While Newman has a smaller overall enrollment, its neighborhood program currently serves more students and offers more choice than MW Jackson, which only has one neighborhood class per grade in every level. (Newman has 224 students in its neighborhood program compared to MW Jackson's 119 neighborhood students. This represents a higher percentage of residential students choosing to remain at Newman than the percentage of residential students who choose to remain at MW Jackson.) If it were to remain open, Newman's neighborhood enrollment would increase through boundary adjustments and/or the placement of a special district program. When weighing the data described above, the district has determined that **Mary W. Jackson Elementary should be recommended for closure**.

# WASATCH – BENNION PAIR (NORTHEAST AREA)

## *OUTLIERS*

| Wasatch | Bennion | *Both* |
|---|---|---|
| Building and learning environment quality<br>• Electrical infrastructure<br>• Accessibility concerns | Student enrollment and residential population<br>• Number of students enrolled 2023-2024<br>• Percentage of students within a school boundary who transferred out 2022-2023<br>• Number of students who live within the school boundary 2023-24<br>• School's projected residential population for 2026-2027 school year<br>Proximity and availability of neighborhood schools<br>• Major thoroughfares<br>Building and learning environment quality<br>• Number of classrooms<br>• Accessibility concerns | Building and learning environment quality<br>• Estimated remaining useful life of a building |

## *WASATCH*

Wasatch has three data points in the *building and learning environment quality* category that were ***outliers*** that supported a recommendation for closure. First, the Wasatch building has an estimated 13 years of remaining useful life. Second, its electrical infrastructure score was a 40 (the electrical infrastructure score for Bennion was an 80). Additionally, there are significant accessibility concerns for stakeholders with certain disabilities or limitations. The tunnel running under South Temple, which connects the main campus to the school's playground, has steep flights of stairs at the tunnel's entrance and exit. These stairs create a barrier for students with physical disabilities or limitations to have equal and timely access to the main playground. There is only one spot designated for handicapped parking, and this spot is located behind the main school building. In addition, all parking is on a steep grade, making access more difficult for those who need to use a handicapped parking spot.

Wasatch also has ***factors*** in the *student enrollment and residential population* category that weighed in favor of keeping the school open. First, Wasatch currently has 333 enrolled students and draws students from outside its boundary. Additionally, only 30% of its residential students choose to attend another school, and the number of residential students within its boundary is projected to slightly increase by 2026-27.

## *M. LYNN BENNION (BENNION)*

Bennion has eight ***outliers*** in the *student enrollment and residential population, proximity and availability of neighborhood schools,* and *building and learning environment quality* categories that supported a recommendation for closure. In the *student enrollment and residential population* category, Bennion only has 156 students enrolled this year, which does not allow for choices at grade levels for students and families or collaboration opportunities for teachers (4 of 7 grades have only one classroom). The number of students who live in the school boundaries is projected to drop to approximately 219 (from 242 in 2023-24) by 2026-27. The last outlier in this category shows that in 2022-23, 48% of Bennion's resident students choose to transfer to another school.

In the *proximity and availability of neighborhood schools* category, Bennion sits within one block of two major thoroughfares (700 East and 400 South), thus increasing safety concerns for students, families, and staff. In the *building and learning environment quality* category, the estimated remaining life of Bennion's building is 17 years (a similar concern with the Wasatch building). Bennion also only has 27 total classrooms, which is fewer than the number identified to support robust academic offerings (Wasatch has 28 classrooms). The final outlier in this category is that there are accessibility concerns with the distance from the back parking lot to the school entrance, which impacts employees.

## *CONCLUSION*

As stated previously, the Northeast area currently has seven elementary schools, but its student population could be served by three schools. Given the recognized difficulties with closing both schools in this pair, the district analyzed the outliers to determine which school should remain open.

In comparing these two schools, the age of the two buildings is not a differentiating outlier, as they both have fewer than 20 years of estimated remaining life. (There is no significant difference when considering that Wasatch has 13 years, or 21.7% of its useful life remaining, and Bennion has 17 years, or 28.3% of its useful life remaining.) And while the accessibility concerns with Wasatch are significant, they are outweighed by Bennion's small number of classrooms, proximity to two major thoroughfares, and significant enrollment challenges - in actual enrollment, in declining residential student population, and in high percentage of resident students transferring to other schools. When weighing the data described above, the district has determined that **M. Lynn Bennion Elementary should be recommended for closure**.

# EMERSON – HAWTHORNE PAIR (SOUTHEAST AREA)

## *OUTLIERS*

| Emerson | Hawthorne | *Both* |
|---|---|---|
| Proximity and availability of neighborhood schools<br>• Number of schools in proximity (i.e., within a 1.5-mile radius and does not require a student to cross a designated major thoroughfare)<br>Building and learning environment quality<br>• Classrooms with no exterior windows<br>• Accessibility concerns<br>Strategic placement of district-wide programs<br>• Past assurances<br>• Impact on students due to relocation | Student enrollment and residential population<br>• Number of students who live within the school's boundary 2023-2024<br>• School's projected residential population for 2026-2027 school year<br>Proximity and availability of neighborhood schools<br>• Major thoroughfares<br>Building and learning environment quality<br>• Electrical infrastructure<br>• Number of classrooms | Building and learning environment quality<br>• Estimated remaining useful life of a building |

## *EMERSON*

Emerson has four data points that were seen as ***outliers*** that supported a recommendation for closure. In the *proximity and availability of neighborhood schools* category, Emerson is located within close proximity to three other elementary schools, and attendance at any one of those three schools would not require students to cross a major thoroughfare. Having three schools in close proximity would allow Emerson students to easily be welcomed into new school communities if Emerson were to close. (By way of comparison, Hawthorne only has two such schools.)

In the *building and learning environment quality* category, Emerson's building only has an estimated 15 years of remaining useful life, and 57% of classrooms (16 rooms) at Emerson do not have exterior windows, which limits the amount of natural light in the building. There are accessibility issues with Emerson's playground, but those issues are currently being addressed through improvements to the campus. A ***factor*** in this category is that solar panels were recently installed on its roof, contributing to the positive environmental impact of the school.

Two counterbalancing ***outliers*** that weigh in favor of keeping Emerson open are in the *strategic placement of district-wide programs* category. Emerson is a district HUB school that serves our students with disabilities whose placement is in an academic support unit (ASU) or behavior support unit (BSU) special class. Emerson utilizes a collaborative classroom instructional model to educate its general education and ASU/BSU students in one classroom with both a special education teacher and general education teacher (and paraprofessional assistance). The purpose of establishing HUB schools was to minimize disruption for students by creating a centralized system of services. When Emerson became a HUB school, ASU/BSU

students were relocated from across the district to Emerson. The district committed to reduce the continuous movement of elementary students in the HUB program. Moreover, it has taken a significant amount of time, effort, and learning for the collaborative teacher teams to fully integrate into effective teaching teams. Relocating this program would create a significant disruption for one of the district's most vulnerable populations and would put at risk the highly effective teaching teams that have been created at Emerson. It is possible to make accessibility improvements to Emerson in furtherance of its designation as a HUB school.

## *HAWTHORNE*

Hawthorne has six data points seen as ***outliers*** that support a recommendation for closure. In the *student enrollment and residential population* category, Hawthorne only has 224 students living within its boundaries (compared to 277 students residing in Emerson's boundaries). Hawthorne's residential enrollment is also projected to decrease to 190 students by 2026-27 (Emerson's residential population is projected to slightly increase to 305).

In the *proximity and availability of neighborhood schools* category, Hawthorne's school property abuts 700 East, which is designated as a major thoroughfare thus causing safety concerns for students and stakeholders. Because of Hawthorne's boundaries, an estimated 90 neighborhood students have to cross 700 East to get to school.

In the *building and learning environment quality* category, Hawthorne's building only has 23 years of estimated remaining life and its electrical infrastructure score was 40 (Emerson's electrical infrastructure score was a 60). Hawthorne also only has 27 classrooms, which limits its ability to offer the spectrum of programming and grade-level classes that the district is seeking (Emerson has 28 classrooms).

## *CONCLUSION*

As stated in Section III, the Southeast area currently has eight elementary schools, but its student population could be served by six schools. Given the recognized difficulties with closing both schools in this pair, the district analyzed the outliers to determine which school should remain open.

In comparing the two schools, both had elements that - had their boundaries not been contiguous – might have warranted the closure of both schools. However, after analyzing the data above and given the purpose of the HUB program located at Emerson, the district has determined that **Hawthorne Elementary should be recommended for closure**.

## RILEY ELEMENTARY (SOUTHWEST AREA)

### *OUTLIERS*

| | Riley |
|---|---|
| Student enrollment and residential population<br>• Number of students enrolled 2023-2024<br>• Percentage of students within a school boundary who transferred out 2022-23 | |

### *RILEY*

As Riley is the only school in the Southwest area of Salt Lake City proposed for closure, there is no companion school against which to make a comparison. Nonetheless, the district closely studied all data points in relation to Riley, and two are ***outliers*** that support a recommendation for closure.

Both outliers are in the *student enrollment and residential population* category: Riley's current enrollment is 193 students; in 2022-23, 41% of its in-boundary residential students transfer to another school. While Riley's building is estimated to have 37 years of remaining useful life, the two other schools in close proximity to Riley, i.e., Mountain View Elementary and Parkview Elementary are actually newer than Riley; thus, any school closure in this area would impact a fairly new school. Accordingly, the age of the building is not really a distinguishing consideration in this particular area. Moreover, the two schools within 1.5 miles of Riley could easily welcome the Riley student population into their school communities.

### *CONCLUSION*

The student population in this area clearly warrants closing one school at a minimum. Given Riley's current enrollment of fewer than 200 students and high rate of students transferring away from Riley, the district has determined that **Riley Elementary should be recommended for closure**.

# V. NEXT STEPS

Dependent on the Board's approval of any school(s) closure, the district will immediately begin to implement a transition plan to support students, families, and staff during the move. This includes ensuring that all parents know their options for schools and programs and can make informed decisions for their families.

The district will engage in an annual review of enrollment numbers and assess the need to study additional elementary schools for potential long-term school closure. While aligning with state law and board policy, the district's evaluation process will always assess the potential impact of any proposed closure on students and stakeholders, especially those in marginalized communities. The district will continue to prioritize the best interests of the students while making decisions that are both fiscally responsible and educationally sound.

The district is prepared to begin implementing a comprehensive transition plan that addresses enrollment options for families, community-building events, social-

emotional supports available for students, property usage, and procedures related to employee reassignments in order to provide a smooth transition for our students, families, and employees in the event of any school closure.

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[1] Zoda, P., Combs, J. P., & Slate, J. R. (2011). Elementary School Size and Student Performance: A Conceptual Analysis. *International Journal of Educational Leadership Preparation*, *6*(4), n4. EJ974350.pdf (ed.gov)

[2] Schleifer, D., Rinehart, C., & Yanisch, T. (2017). Teacher Collaboration in Perspective: A Guide to Research. *Public Agenda*. ED591332.pdf

[3] Community feedback was also considered when determining any recommended boundary adjustments and in transition planning.

# PART 2: RATIONALE for PROPOSED BOUNDARY ADJUSTMENTS


## ABSTRACT

Rationale and recommendations for boundary adjustments beginning in the 2024-25 school year

SALT LAKE CITY
SCHOOL DISTRICT

# PART 2: RATIONALE for PROPOSED BOUNDARY ADJUSTMENTS

## I. BACKGROUND

In February 2023, the Board of Education of Salt Lake City School District (the Board) voted to study all 27 district elementary schools for potential boundary adjustments, including closure. In July 2023, after naming the seven schools to be further studied for potential long-term school closure, the Board voted to approve the further study of all district elementary schools for potential boundary adjustment. The comprehensive nature of the boundary study was predicated in part on the understanding that if the district recommended, and the Board approved, the closure of all seven schools, the ripple effect might be felt on all the remaining elementary school boundaries.

During the September 5, 2023, Board meeting, the district presented its approach for further studying elementary school boundaries (*Approach to Further Study of Schools for Long-Term School Closure Discussion*). In accordance with the G-5: Administrative Procedures, District Reconfigurations and Long-Term School Closures, the approach included a review of the 16 factors that may impact how a boundary is adjusted. (see Table 2 in the Approach to Further Study memo). As with the further study of schools for potential closure, the district grouped these factors into five broad categories and then compiled and evaluated the data related to each of the categories.

### CATEGORIES OF CONSIDERATION

The specific data considered in each of the five categories was as follows:

1. Enrollment and Demographic data
    - A. Enrollment
        - i. Aim for a range of neighborhood enrollment between 400 and 550 students.
    - B. Demographics
        - i. Determine impact on a school's Title I funding and Community Eligibility Provision (CEP) status

2. Proximity and availability of neighborhood schools
    - A. Student safety

i. Decrease major thoroughfare[3] crossings for student walking to and from school
ii. Create safe walking routes

B. Transportation
i. Assess students' need for district transportation due to any school closure, boundary adjustment, or program movement

C. Geographical features
iii. Identify major thoroughfares and natural boundaries that may impact student safety or boundary adjustments

D. Environmental factors
iii. Identify and assess any environmental factors that impact students safely traveling to and from school

E. Community and neighborhood identity
ii. Consider proximity of other elementary schools
iii. Aim to provide walkable alternatives for students and families to the extent possible

3. Building and learning environment quality
A. Facility capacity and design
i. Assess increased or decreased reliance on portables for any schools

B. Financial implications
i. Assess the impact of boundary changes on transportation needs and costs

4. Strategic placement of district-wide programs
A. Special programs
i. Consider placement of special programs at schools that have the capacity to house the maximum of one special program along with a robust neighborhood population

B. Special facilities for special programs
i. Identify learning environment and facilities created specifically for special programs
ii. Determine availability of quality learning space for a program at an alternative school

5. Community input and stakeholder feedback
A. Application of voiced concerns to all schools

As with the further study of schools for potential long-term school closure, in making the boundary adjustment recommendations, the district took a holistic approach to evaluating these data. In doing so, the district looked at the complete set of data rather than focusing solely on individual data points.

[3] The City uses the term "State arterial" to describe major thoroughfares. The State arterials (major thoroughfares) near schools are State Street, 700 East, Foothill Drive, 400 South - east of I-15, and Redwood Road.

# II. FOUNDATIONAL DECISIONS

In further studying the need for boundary adjustments, the district identified four foundational decisions. First, based on four elementary schools being recommended for long-term closure at this time, not all elementary school boundaries needed to be adjusted. With approximately 1,000 students directly impacted by the school closure recommendation, the schools in close proximity to Bennion, Hawthorne, Mary W. Jackson, and Riley can welcome these students into their schools without nearing the capacity limits of their facilities. The district's second foundational decision was to strive to balance neighborhood enrollment populations across the district through proposed boundary adjustments in order to support sustainable neighborhood schools.

Third, after reviewing the community concerns related to student safety, the district determined to adjust elementary school boundaries to avoid students and families having to cross major thoroughfares to attend their neighborhood school. And finally, the district recognized the need to ensure, to the greatest extent possible, that students had a walkable neighborhood school.

# III. REVIEW OF BOUNDARY ADJUSTMENT RECOMMENTATIONS

The five categories for consideration detailed in Section I were examined in accordance with foundational decisions outlined above. Within the overarching categories, 12 key areas were examined to determine the data points that were relevant and applicable to the boundary changes at schools affected by the recommended closures. This resulted in the identification of 15 data points. While district leadership analyzed all required data points, not all of the data points were relevant to making recommendations on school boundary changes.

## REVIEW OF DATA

Just like the further study of schools for potential long-term school closure, the district found that some of the data points did not provide useful information in determining where a school boundary should be drawn.

For example, the *facilities capacity and design* data point involved assessing whether boundary adjustments would increase or decrease a school's reliance on portables. A review of the data showed that, should the Board choose to approve the district's recommendation to close four schools, the portable usage at neighboring schools would not be impacted. The neighboring schools all have adequate space and facilities to welcome new students into their buildings without increasing their portable usage. Schools' use of portables varies, but in many cases, they are used for "specials," such as arts or music instruction, and schools may choose to continue that practice.

Additionally, there were no *environmental factors* that impacted student safety either at school or in walking to and from school. Likewise, given the district's

Student safety was one of the district's primary foci in proposing boundary adjustments.

recommendation to keep both Newman and Emerson open given their special education programs, there is no need to recommend boundary adjustments based on the *special facilities for special programs* data points.

With regard to the *enrollment* data point, the district's initial stated plan was to draw each school's boundaries to create a neighborhood enrollment population of approximately 400-550 students. With only four schools currently recommended for closure, the average enrollment at the remaining 23 elementary schools will be approximately 400 students (i.e., 9,304 elementary school students enrolled for the 2023-24 school year divided by 23 elementary schools).

Using the lens of our foundational decisions to review all the data points, the district focused on two areas identified through public comment as being of significant concern:

- Ensuring student safety
- Providing students with walkable neighborhood schools.

## *Focus on Student Safety*

Student safety was one of the district's primary foci in proposing boundary adjustments. Indeed, five data points (out of 15) pertain directly to student safety:

- identify major thoroughfares and natural boundaries that may impact student safety or boundary adjustments,
- decrease major thoroughfare crossings for students walking to and from school,
- create safe walking routes,
- environmental factors, and
- community input.

As the school closure rationale explained, Salt Lake City has designated various roads as major thoroughfares within the district, specifically 400 South, 700 East, Foothill Drive, State Street, and Redwood Road. In proposing boundary adjustments, the district was able to ensure that no students would be required to cross a major thoroughfare to attend their proposed neighborhood boundary school, as a result of school closure. With no new school boundaries crossing major thoroughfares, the district is striving to increase the safety of our students and families who walk to and from school.

The district also concluded that given the limited opportunities to traverse Interstate 15 (I-15) in an East <-> West direction, school boundaries that crossed I-15 should be avoided. Given that conclusion, the district is proposing boundary adjustments that negate the need for elementary school families to navigate I-15 to attend their neighborhood school.

Pursuant to state law, all schools are required to create and distribute a Safe Routes Plan (formerly a SNAP Plan), which shows the safest routes for walking and biking to school. In proposing boundaries that do not require the crossing of major thoroughfares, the district believes that it can create walking and biking routes that are even safer for our students.

There were no environmental factors that necessitated a particular boundary adjustment.

Finally, the proposed boundary adjustments align with community feedback recommending that the district focus on student safety when proposing any boundary adjustments.

By taking into account the factors identified above, the district believes it has addressed the student safety concerns that are critical to not only the district, but all our stakeholders.

## *Focus on Providing a Walkable Neighborhood School*

Providing as many students and families as possible with a walkable neighborhood school was another primary consideration in proposing boundary adjustments. To that end, the district thoroughly considered *community and neighborhood identity* by evaluating its two data points, the *proximity of other elementary schools* and the *goal of providing walkable alternatives for students and families to the extent possible.*

The district recognizes that walkable neighborhood schools can foster a greater sense of community and improve the health and well-being of our students by promoting physical activity.

The district recognizes that walkable neighborhood schools can foster a greater sense of community and improve the health and well-being of our students by promoting physical activity. Generally speaking, living within 1.5 miles of a school means that a student has a walkable neighborhood school. In recommending only four schools for closure, the district is able to propose boundary adjustments that provide the vast majority of impacted students with a walkable school. Indeed, given the prior discussion about student safety, the district believes that the proposed boundary adjustments will not only provide these students with walkable schools, but the walking routes will be safer, because no student will be required to cross a major thoroughfare.

As the school closure rationale pointed out, Newman, Riley, and Mary W. Jackson all have at least two schools within a 1.5-mile radius that do not require a student to cross a major thoroughfare; indeed, Mary W. Jackson has five such schools. Thus, providing walkable neighborhood schools for these students was a fairly straightforward task. However, given the parameters listed above, Bennion only has one school that is within a 1.5-mile radius that does not require the crossing of a major thoroughfare. That is due in large part to the fact that Bennion sits one block from two major thoroughfares, 400 South (to the North) and 700 East (to the West). Thus, in proposing new boundaries for Bennion students, special emphasis was placed on ensuring the safety of these students, either by providing them with a walkable neighborhood school or district transportation to their new neighborhood school.

## *Other Considerations*

In proposing boundary adjustments, the district also considered the four remaining data points:

- Enrollment data
- Demographics
- Transportation
- Financial implications

In looking at *enrollment data*, the district determined that projected neighborhood enrollment data should be used to ensure that no school was being overburdened or under-utilized due to proposed boundary adjustments. In recommending boundary adjustments, the district strove to ensure that schools without district special programs had a robust neighborhood enrollment population, and that schools with a district special program had a neighborhood enrollment population that complemented the enrollment projections of the special program.

The *demographics* data point required the district to assess the impact on a school's Title I funding and Community Eligibility Provision (CEP) status. The district carefully reviewed the applicable socio-economic data and structured boundaries so that no school's status would be impacted. Thus, if a school was a Title I school previously, it would not lose its Title I status due to a boundary adjustment. Similarly, CEP schools that were not recommended for closure would remain CEP schools after any necessary boundary adjustment.

Finally, the district considered the *transportation* and *financial implications* data points when discussing potential boundary adjustments. However, the district was adamant that no increased transportation costs or financial implications would outweigh the district's decision to focus on student safety and the provision of walkable schools when proposing new school boundaries. Moreover, as discussed in the next rationale related to special district program placement, the district is committed to providing students with equitable access to special district programs, especially those students whose program may be displaced due to school closure. While the financial implications of any new transportation needs have not been finalized, these considerations were not controlling on any boundary adjustment proposal.

# IV. REVIEW OF PROPOSED BOUNDARY ADJUSTMENTS

After careful consideration and a thorough evaluation of all the data points listed above, the district is recommending adjusting 14 elementary school boundaries. In alphabetical order, the impacted elementary schools are:

Backman Elementary School

Edison Elementary School

Emerson Elementary School

Ensign Elementary School

Franklin Elementary School

Liberty Elementary School

Mountain View Elementary School

Newman Elementary School

Parkview Elementary School

Rose Park Elementary School

Uintah Elementary School

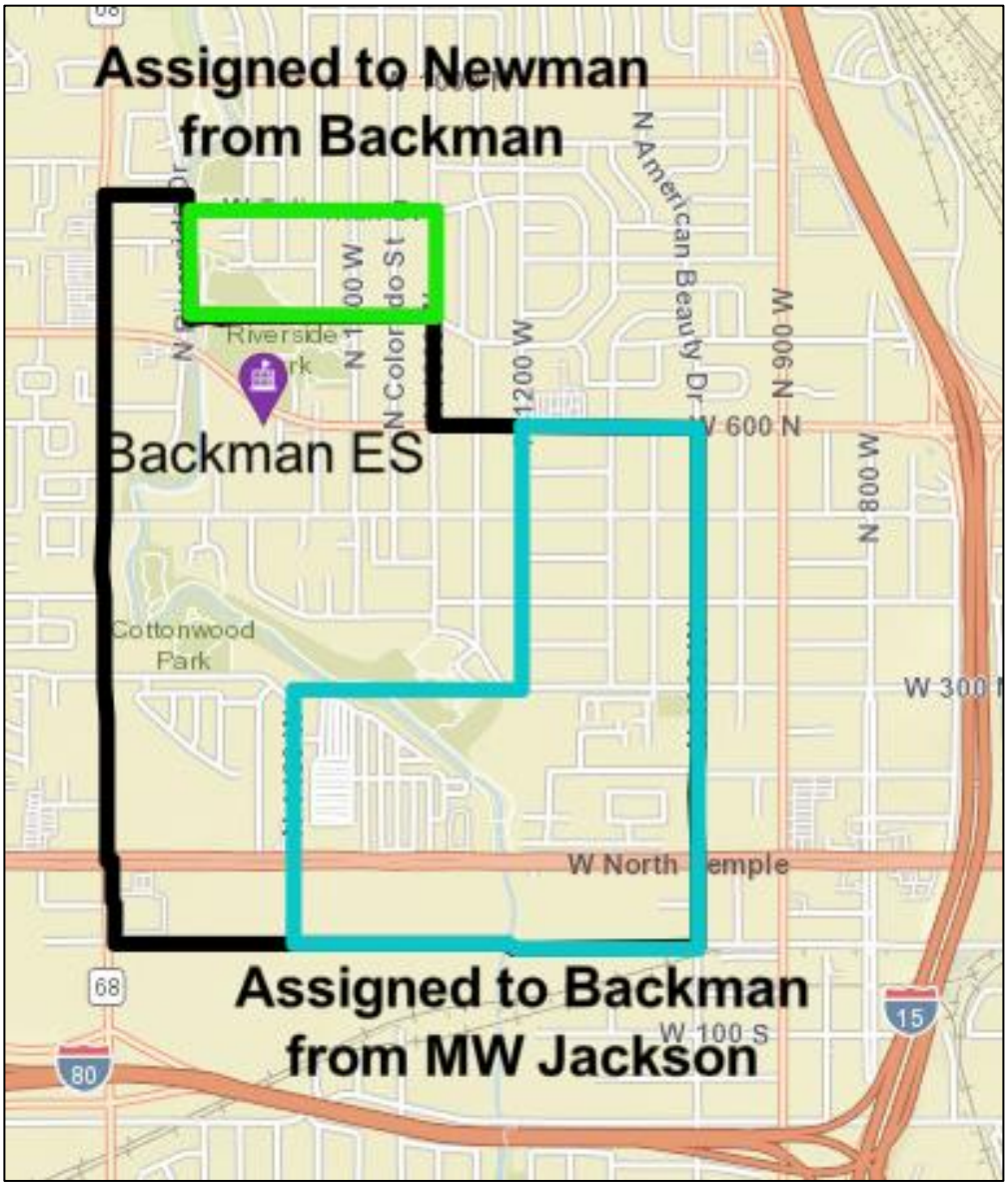
Wasatch Elementary School

Washington Elementary School

Whittier Elementary School

The following pages contain maps showing each school's current boundary, the proposed new boundary, and a written description of the sections of each school's boundary that have been adjusted.

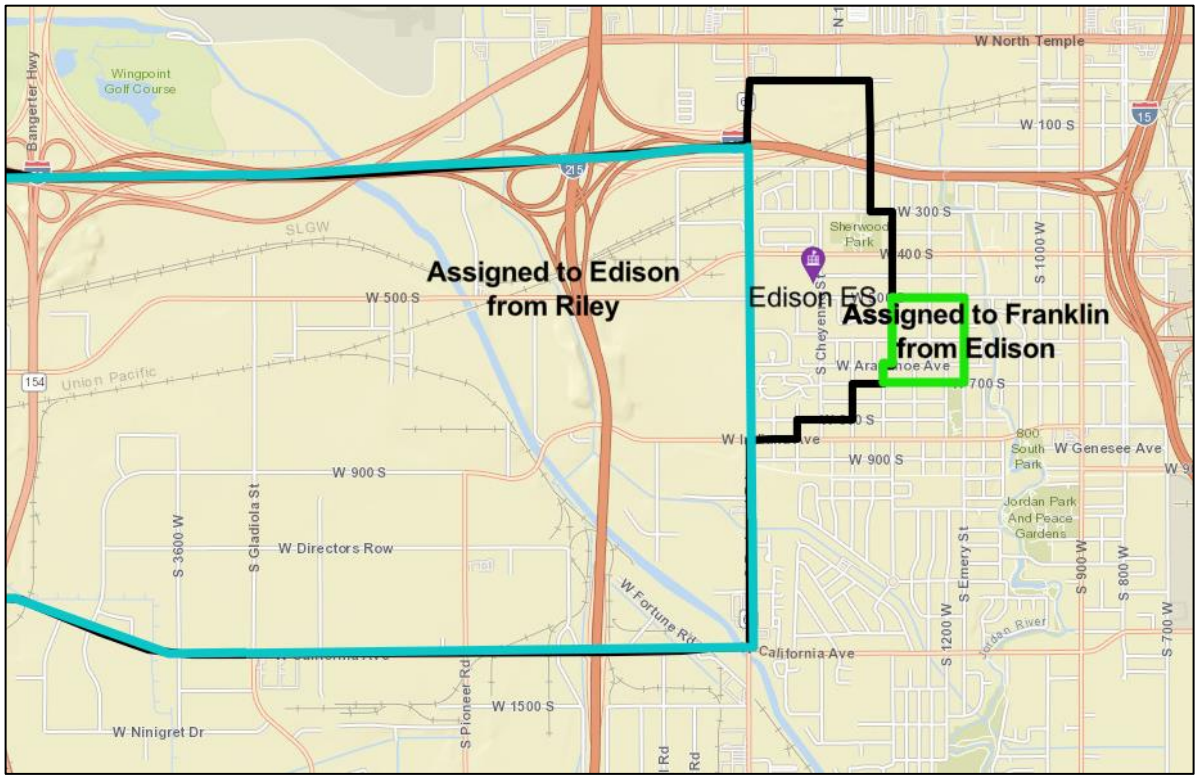
## BACKMAN ELEMENTARY SCHOOL




Area assigned **to Backman** from MW Jackson: From Backman's existing eastern boundaries to 1000 West (on the east), between 600 North (on the north) and S. Temple (on the south).

Area assigned to Newman **from Backman**: East of the Jordan River to 1300 West (on the east), between Talisman Drive (on the north) and Leadville Avenue (on the south).

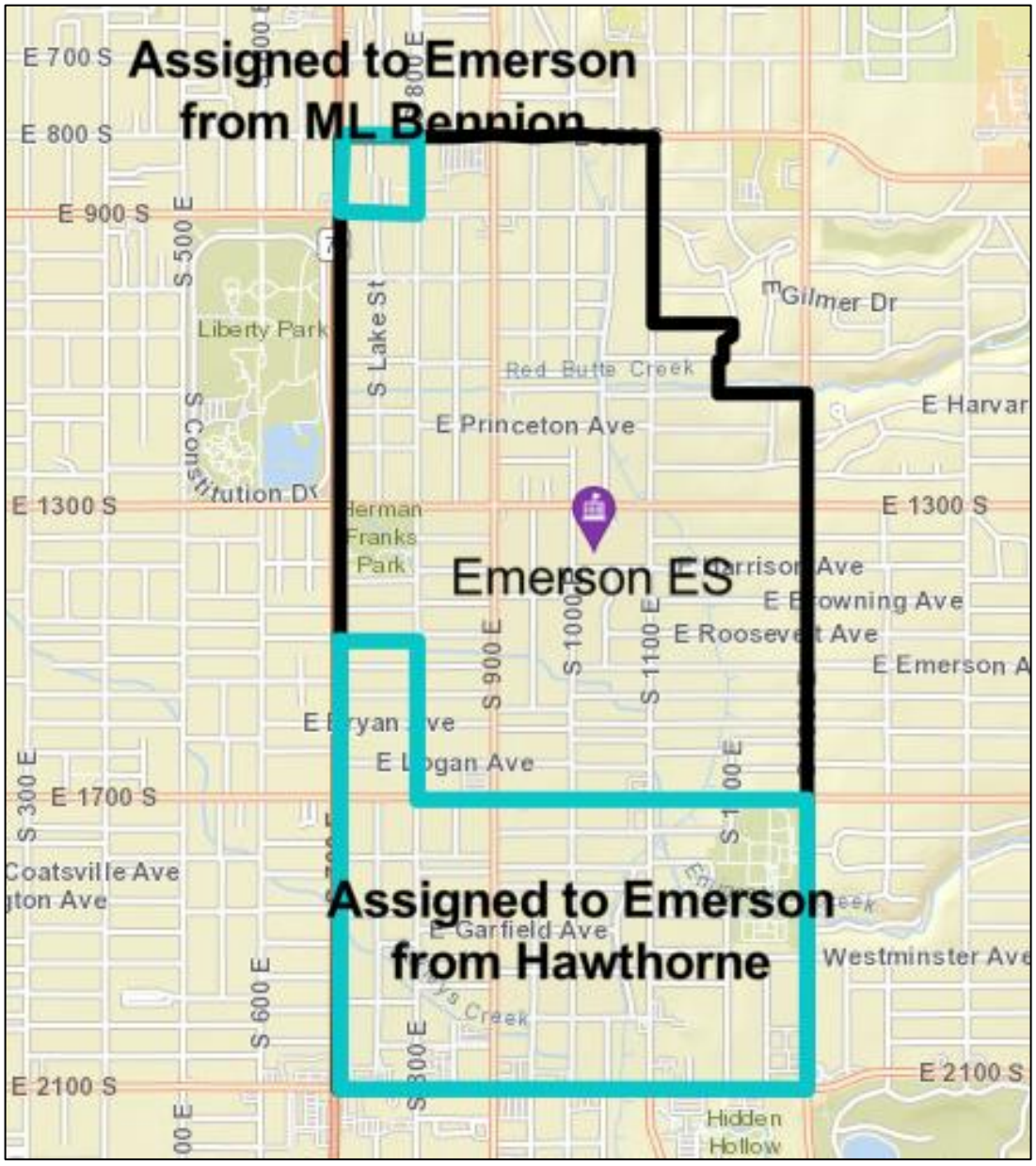
# EDISON ELEMENTARY SCHOOL




Area assigned **to Edison** from Riley: From I-80 (on the north) and California Avenue (on the south), and from Redwood Road (on the east) to the western SLCSD boundary.

Area assigned to Franklin **from Edison**: Between 500 South (on the north) and 700 South (on the south), from Emery Street (on the east) to Navajo Street (on the west).

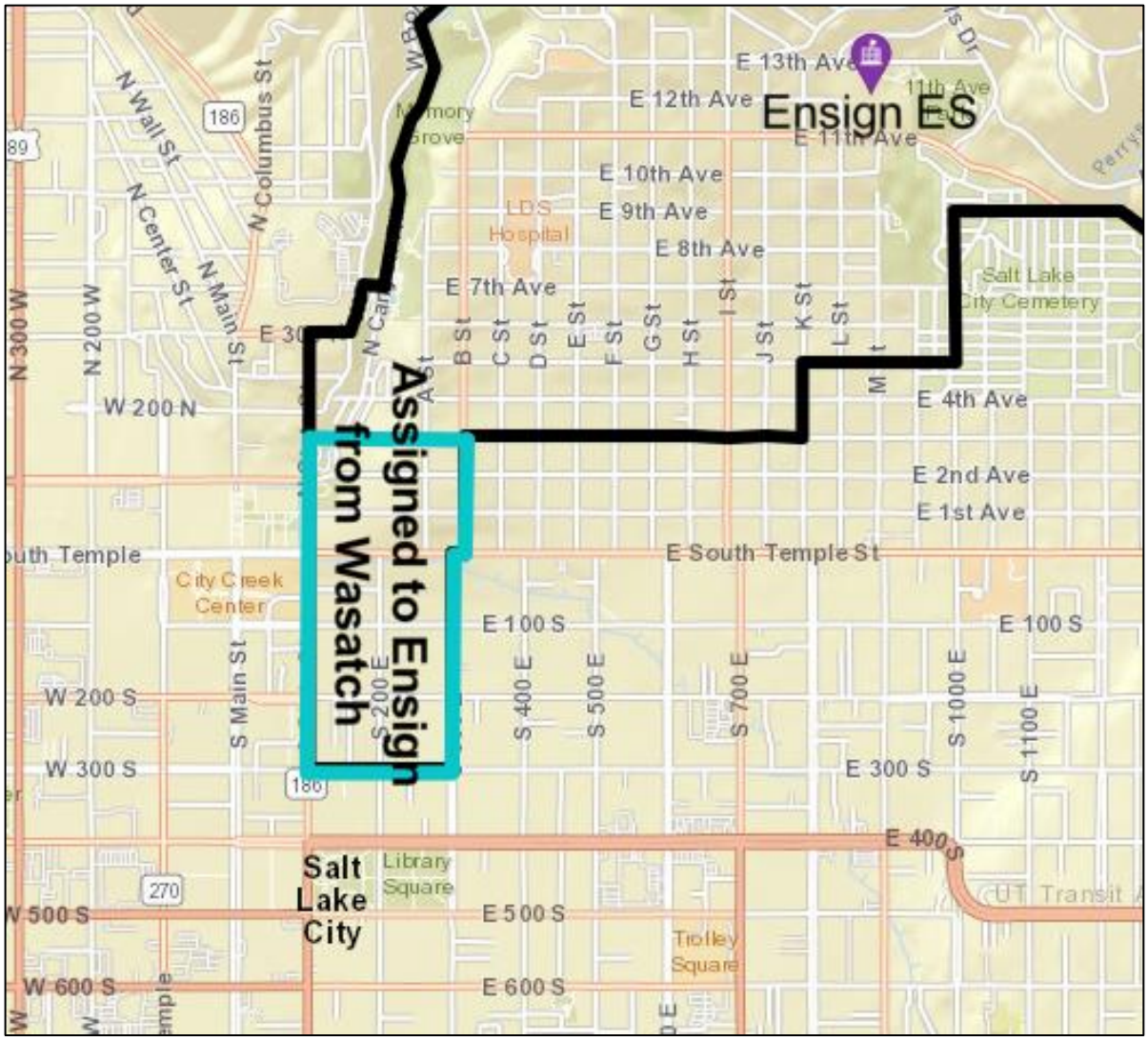
## EMERSON ELEMENTARY SCHOOL




Area assigned **to Emerson** from Bennion: From 800 South (on the north) to 900 South (on the south), between 800 East (on the east) and 700 East (on the west).

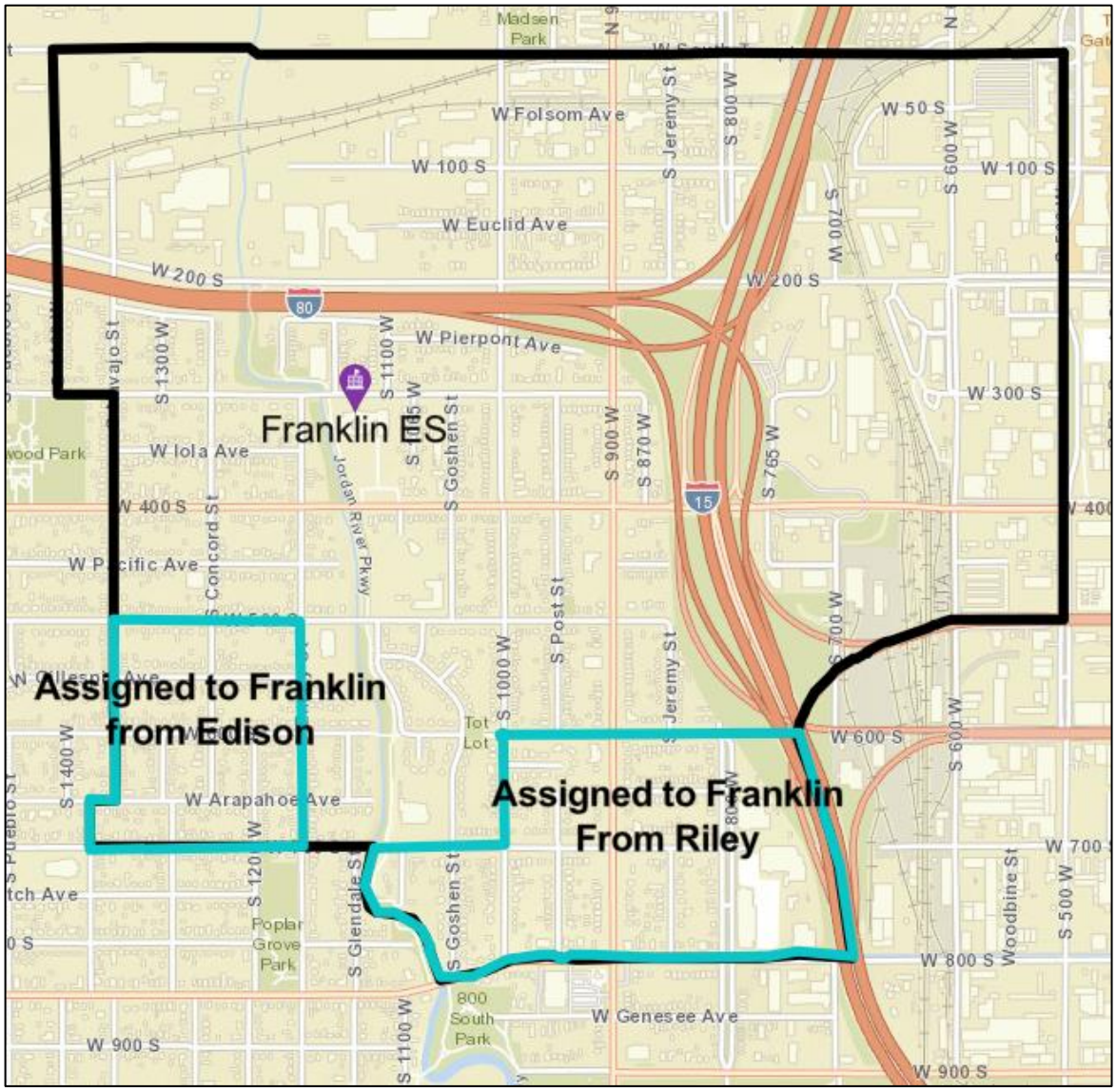
Area assigned **to Emerson** from Hawthorne: From 700 East (on the west) to 1300 East (on the east), and south to 2100 South.

## ENSIGN ELEMENTARY SCHOOL




Assigned **to Ensign** from Wasatch: From 3rd Avenue (on the north) to 300 South (on the south), between 300 East/D Street (on the east) and State Street (on the west).

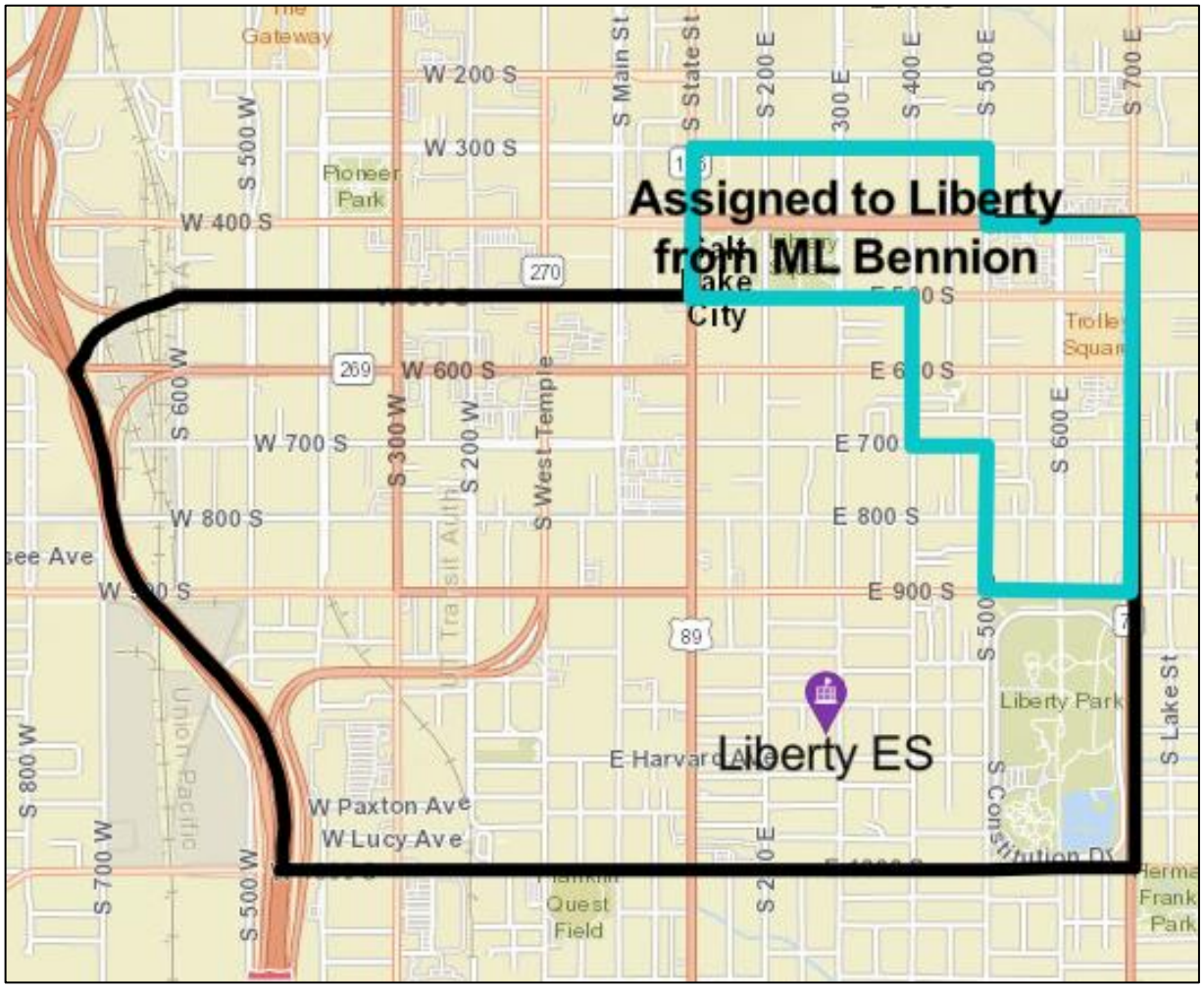
# FRANKLIN ELEMENTARY SCHOOL




Area assigned **to Franklin** from Edison: Between 500 South (on the north) and 700 South (on the south), and from Emery Street (on the east) to Navajo Street (on the west).

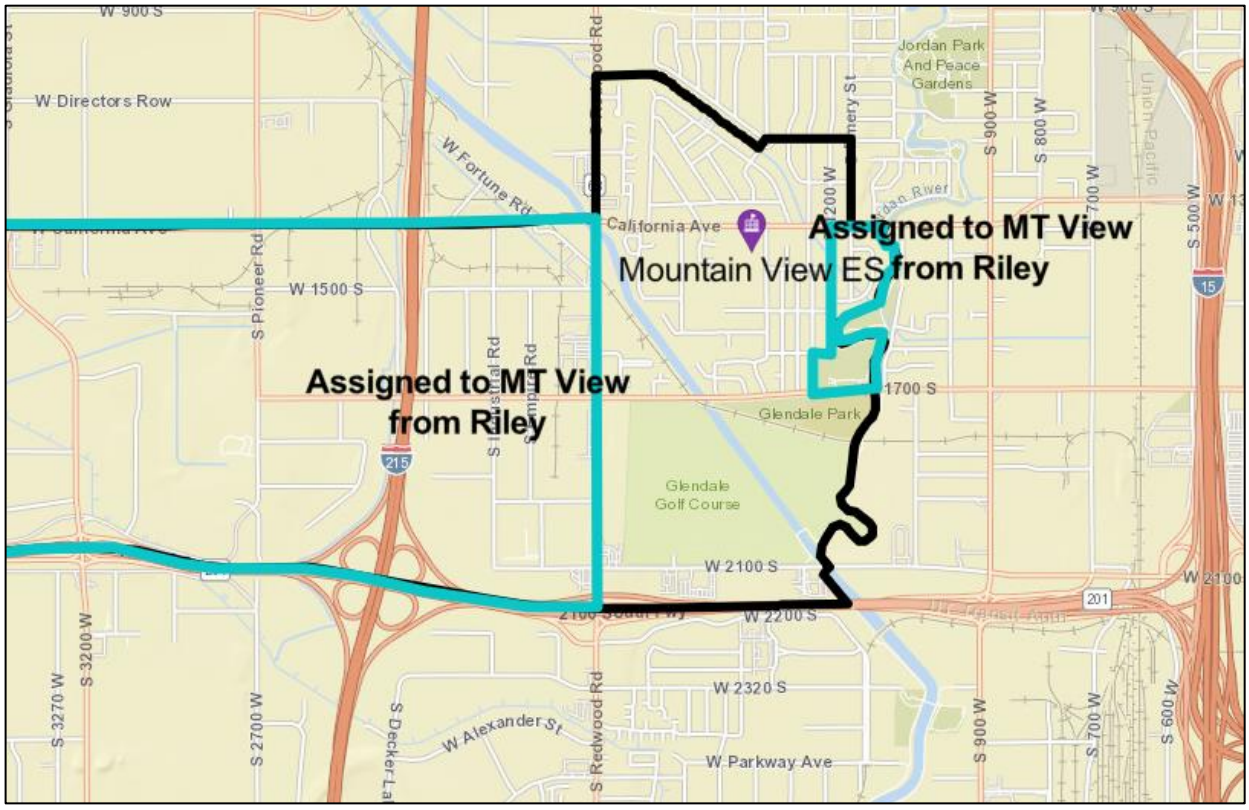
Area assigned **to Franklin** from Riley: Between 600 South (on the north) and 800 South (on the south), from I-15 (on the east) to the Jordan River (on the west).

# LIBERTY ELEMENTARY SCHOOL




Area assigned **to Liberty** from Bennion: From Bennion's boundary on 700 East (on the east) to State Street (on the west), between 300 South (on the north) and 900 South (on the south) – excluding the area between 500 East (on the west) and 700 East (on the east), between 300 South (on the north) and 400 South (on the south).

# MOUNTAIN VIEW ELEMENTARY SCHOOL

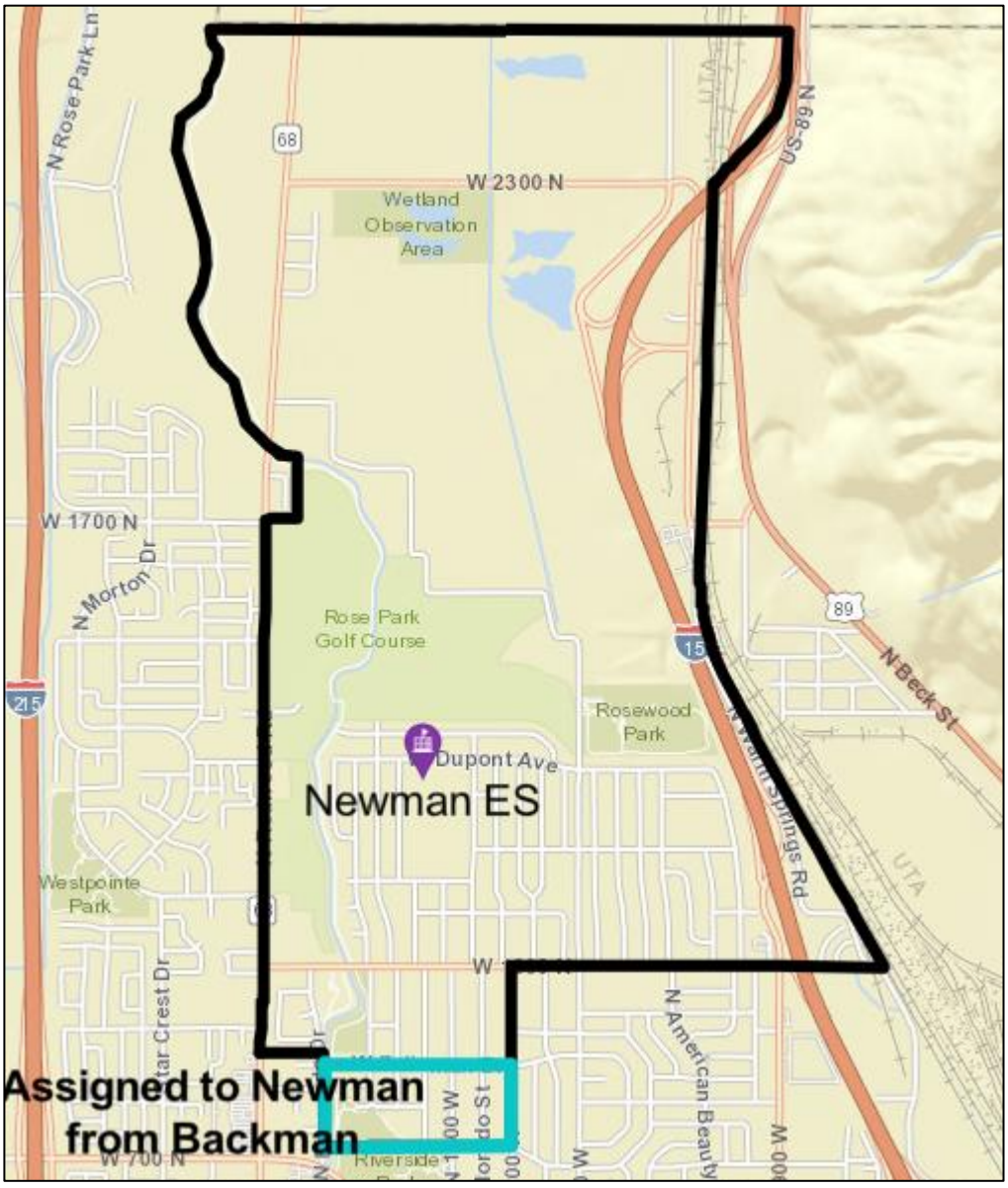



Areas assigned **to Mountain View** from Riley:

1. Between California Avenue (on the north) and 1700 South (on the south), from the Jordan River (on the east) to 1200 West/Concord Street (on the west).

2. Between California Avenue (on the north) and 2100 South (on the south), from Redwood Road (on the east) to the western SLCSD boundary.

# NEWMAN ELEMENTARY SCHOOL




Area assigned **to Newman** from Backman: East of the Jordan River (on the west) to 1300 West (on the east), between Talisman Drive (on the north) and Leadville Avenue (on the south).

## PARKVIEW ELEMENTARY SCHOOL


Area assigned **to Parkview** from Riley: From Riley's boundary on 800 South (on the north) to 2100 South (on the south), between I-15 (on the east) and the Jordan River (on the west), including the area from 1300 South (on the south) to Illinois Avenue (on the north), between the Jordan River (on the east) and Emery Street (on the west).

## ROSE PARK ELEMENTARY SCHOOL

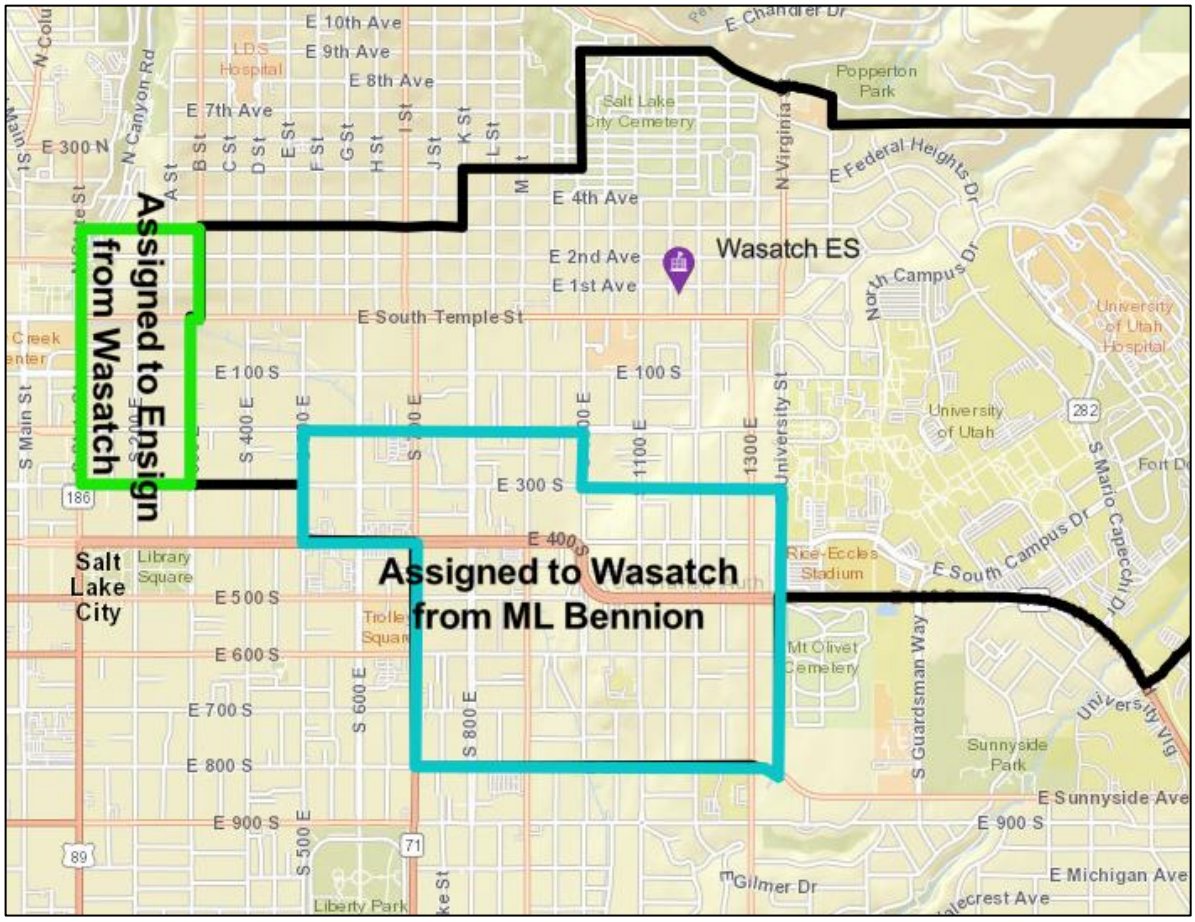

Area assigned **to Rose Park** from MW Jackson: From 600 North (on the north) to S. Temple (on the south), between I-15 (on the east) and 1000 West (on the west).

Area assigned to Washington **from Rose Park**: Between I-15 (on the west) and the train tracks (on the east), from Warm Springs Road/approximately 1000 North (on the north) to 600 North (on the south).

# UINTAH ELEMENTARY SCHOOL


Area assigned **to Uintah** from Bennion: From 800 South (on the north) to 900 South (on the south), between 1300 East (on the east) and 1100 East (on the west).

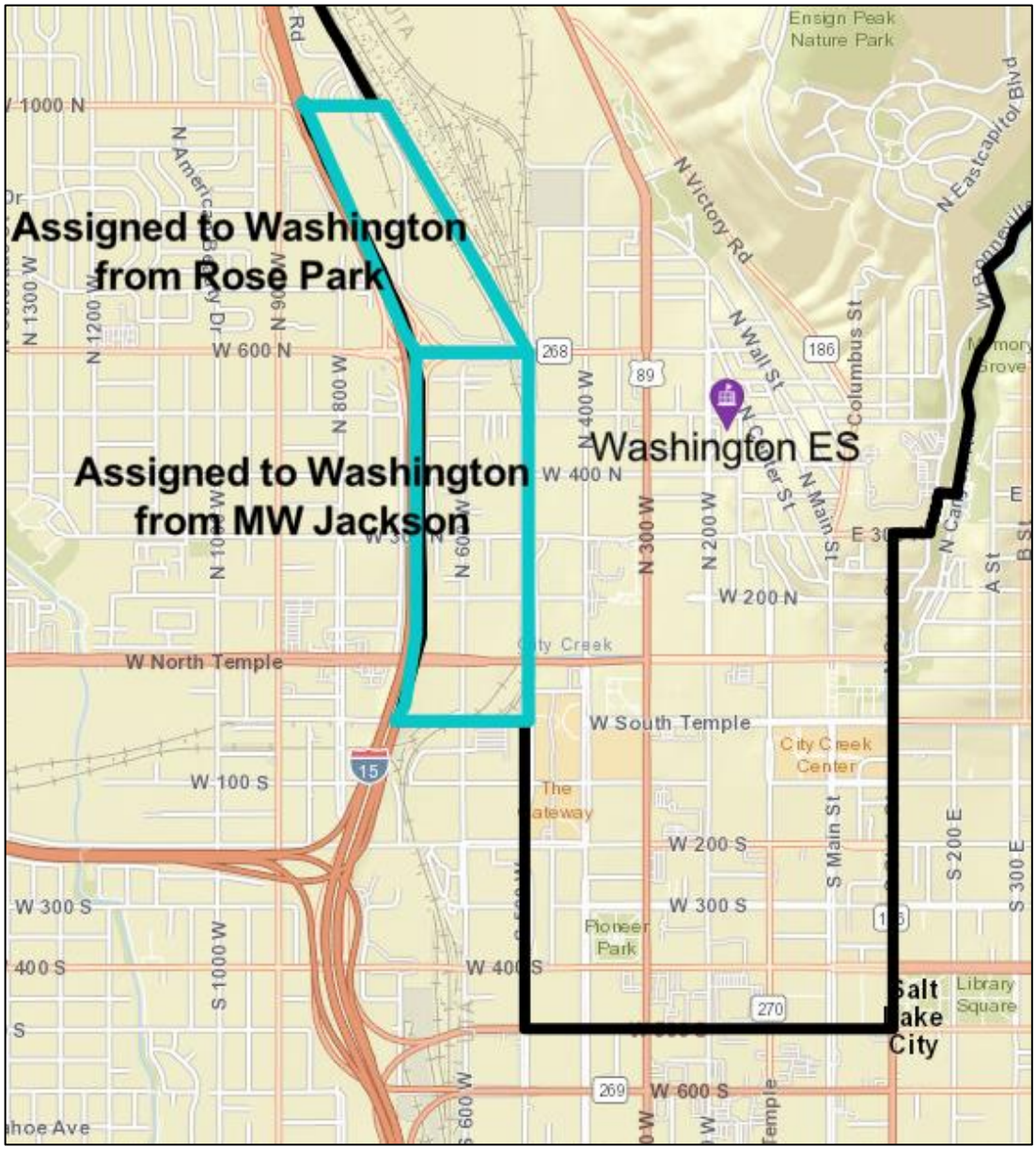
# WASATCH ELEMENTARY SCHOOL




Area assigned **to Wasatch** from Bennion: Travelling east from 500 East on 200 South to 1000 East, turning south on 1000 East to 300 South, turning east on 300 South to University Street. South on University Street to 800 South, headed west on 800 South to 700 East, headed north to 400 South, headed west on 400 South to 500 East, then north to 200 South.

Assigned to Ensign **from Wasatch**: From 3rd Avenue (on the north) to 300 South (on the south), between 300 East/D Street (on the east) and State Street (on the west).

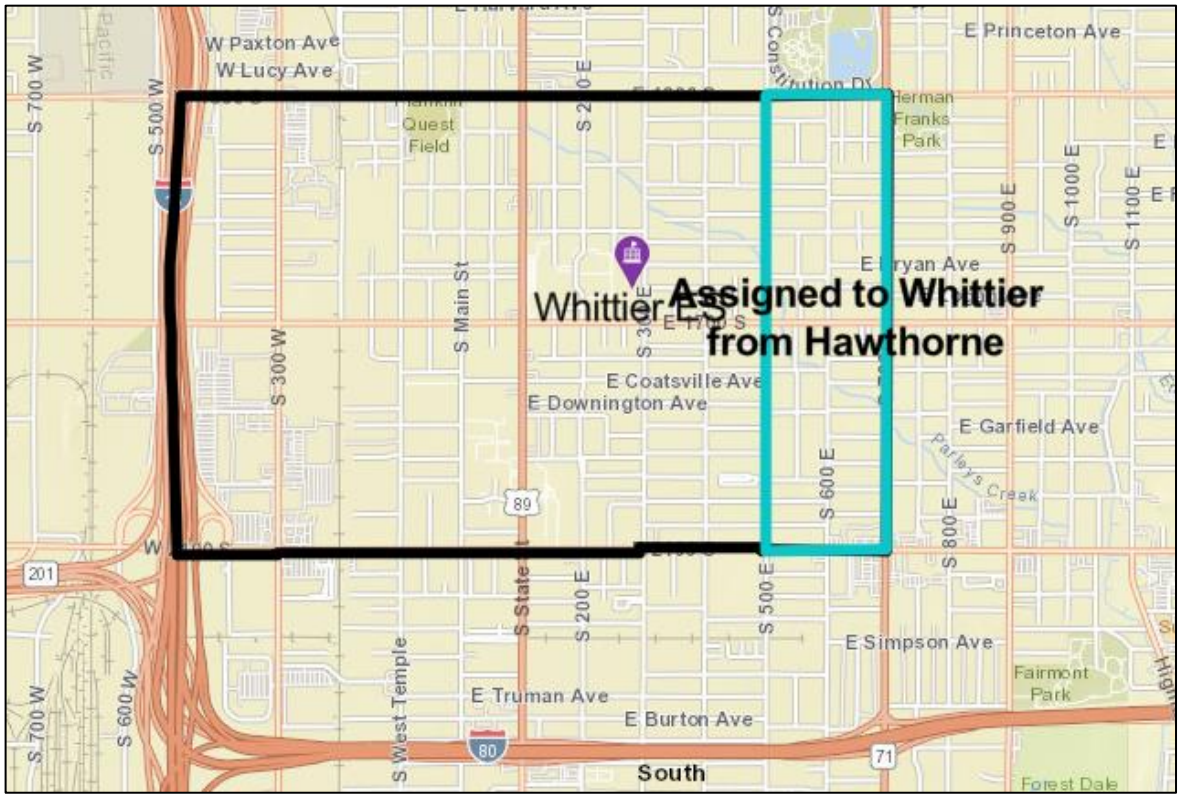
# WASHINGTON ELEMENTARY SCHOOL




Area assigned **to Washington** from Rose Park: From I-15 (on the west) to the train tracks on the (east), between Warm Springs Road/approximately 1000 North (on the north) and 600 North (on the south).

Area assigned **to Washington** from MW Jackson: From I-15 (on the west) to 500 West (on the east), between 600 North (on the north) and S. Temple (on the south).

# WHITTIER ELEMENTARY SCHOOL




Area assigned **to Whittier** from Hawthorne: From 1300 South (on the north) to 2100 South (on the south), between 700 East (on the east) and 500 East (on the west).

# V. NEXT STEPS

Dependent on the Board's approval of the proposed boundary adjustments, the district will immediately begin to implement a transition plan to support students, families, and staff over the coming months. This includes ensuring that all parents know their options for schools and programs and can make informed decisions for their families.

While the district's intent in transition is to create new school communities that are welcoming and inclusive, we understand that some families may feel an understandable attachment to their prior school. The district will implement a comprehensive communications plan to ensure families understand not only their options, but also their rights.

If their student was previously attending their neighborhood boundary school, and a boundary adjustment now has them within a different school's boundary, their student has the right to continue to attend their prior neighborhood school so long as that school is still open.

# PART 3: SPECIAL DISTRICT PROGRAM LOCATIONS


## ABSTRACT

Description of new Magnet Gifted/Talented Program and Dual Language Immersion locations contingent on closures and boundary changes beginning in the 2024-25 school year

SALT LAKE CITY
SCHOOL DISTRICT

# PART 3: SPECIAL DISTRICT PROGRAM LOCATIONS

## I. BACKGROUND

In February 2023, the Board voted to study all 27 district elementary schools for potential long-term closure. In July 2023, the Committee recommended, and the Board approved, seven schools to be further studied for potential long-term school closure. After further study, four schools were recommended for closure, including two schools with special district programs:

- Hawthorne Elementary (Magnet Gifted/Talented Program)
- Mary W. Jackson Elementary (Dual Language Immersion program)

In addition, boundary adjustments of adjacent schools were recommended to balance student enrollment at the remaining 23 elementary schools.

### PROGRAM DESCRIPTIONS

**Magnet gifted/talented programs** ("Magnet") provide academic programming for students who have been identified as gifted and talented using established criteria. Currently, the district has three elementary Magnet programs located within walking distance of each other in the mid-city area (Emerson, Hawthorne, and Whittier Elementaries). Currently, these programs are served by six bus routes, and some students' bus rides are longer than 40-45 minutes. Washington Elementary also hosts a pilot Magnet program for grades 4-6.

**Dual language immersion** ("DLI") integrates language learning into the curriculum from an early age. Students in DLI programs have the opportunity to become proficient in a second language while simultaneously engaging with standard academic subjects. The model begins in the early elementary grades with a 50:50 learning day design; the instructional day is divided equally between two high-quality classrooms, one in which instruction occurs in English and the other in Spanish. By immersing students in a second language during their formative years, DLI builds bilingualism and fosters cognitive skills, cross-cultural understanding, and global competence.

This learning continues through middle school with courses in language and culture. Students can then continue in high school with Advanced Placement (AP) Spanish and Concurrent Enrollment courses that earn both high school and college credit.

Currently, the district has three DLI programs: Emerson, Mary W. Jackson, and Mountain View Elementaries. Emerson developed a program that integrated a Magnet program with the DLI program, which limits the access to the program to students who qualified for magnet services. The Utah DLI model is a choice program, open for all students.

## CONSIDERATIONS

Ensuring ***equitable access*** to special programs across all areas of a school district is paramount for fostering a learning environment that nurtures the diverse talents and potentials of every student. Providing access to special district programs in schools across the district can bridge socioeconomic and geographical disparities, enabling students from all backgrounds to participate in enriching educational experiences in schools closer to their homes. This inclusivity not only promotes fairness but also contributes to a more robust and dynamic learning community. A commitment to equitable access supports the principle that every student should have the opportunity to explore and develop their interests, talents, and passions. This approach not only enhances educational outcomes but also fosters a sense of belonging and empowerment among students, ultimately preparing them for success in an increasingly diverse and competitive world.

Strategically placing special district programs in ***schools with sufficient numbers of classrooms*** is a crucial step in optimizing the effectiveness and impact of these programs. Adequate space ensures that students attending the school in the neighborhood program as well as those enrolled in a special district program have a robust learning environment. By limiting a school to hosting only one special district program, district and site administrators can streamline resources, concentrate expertise, and cultivate a focused and supportive community around that program. This approach avoids the dilution of resources and attention, fostering a dedicated and thriving learning space. It also encourages collaboration among students and educators within the program and the school, creating a cohesive and supportive educational community that maximizes the benefits of a specialized program while maintaining a balance with the broader school environment.

Therefore, in determining where to place a special district program, the district only considered schools that could support at least two neighborhood school classrooms per grade in addition to the special district program.

# II. FOUNDATIONAL DECISIONS

Special district programs are defined as programs that are placed by the district in specific locations to meet the learning needs of identified groups of students. This includes DLI, Magnet, and special education self-contained programs. In review of the recommendations for closure and boundary change, the following foundational decisions were made about the placement of special district programs.

1. Special district programs will be ***placed throughout the district*** to create greater accessibility for students and families in all areas.
2. Each school will house ***only one special district program***.
3. Special district programs will be placed ***at schools with a sufficient number of classrooms*** and space to house both a special program and a neighborhood program with at least two classrooms per grade.
4. Special district programs ***will be assigned to an area*** and schools will be assigned to that program.
5. The district will ***provide busing to special district programs*** for students who live more than 1.5 miles from the program schools. This change extends busing to students attending DLI programs as well as Magnet.
6. All special programs will demonstrate ***evidence-based practices*** and be compliant with state requirements.

## RELATED ACTIONS BASED ON THESE DECISIONS

### *Students enrolling in a special district program*

As discussed in previous sections, the district geography necessitates examination of a variety of considerations when recommending a location for a district special program, including roads, freeways, train tracks, and traffic. All of these were considered when determining the location of three Magnet and three DLI programs.

In considering the transportation needs of families with students of special district programs to areas, the district recommends providing busing to all students in a special district program who live more than 1.5 miles from the school where the program is housed. Groups of schools adjacent to the school hosting the district special program will be assigned to an area. Students will attend the special district program based on their neighborhood school's assignment. If a family would prefer their student attend a special district program at a different school, they can make a request through the Extended Learning department for Magnet programs or the open enrollment process for DLI programs. However, they will not be provided with busing to the school outside of their area.

The district is committed to providing access for families whose students participate in special district programs.

### *Students currently in a special district program*

Students currently in a district special program that remains open may continue to attend that program even if it is out of their area. If a student attends a program that is relocated or at a school that is closed, that cohort will move to the location where the program has been assigned. If a student lives more than 1.5 miles from the new location of the program, busing will be provided for three years.

## DESIGN OF EMERSON MAGNET/DLI

Emerson houses two special programs, a special education self-contained program, and a Magnet/DLI program. Emerson was designated as a special education HUB site and, as stated previously, relocation of the special education programs would have a significant impact on the students attending those programs. Thus, given our foundational decision that a school should only house one special district program, the Magnet/DLI program currently housed at Emerson will be relocated. This move is also necessary given Emerson's projected increased neighborhood enrollment through the proposed boundary adjustment.

The Emerson Magnet/DLI program currently does not align with the state assurances[4] for DLI programs, as students can only attend if they also qualify for the G/T program. DLI enrollment policies should provide open access for students of all ability levels without any prerequisites for program entrance (R277-488-4-B(2)).

Emerson's Magnet/DLI program also has a history of declining enrollment in grades 5 and 6.The limited enrollment in the Magnet/DLI program at Emerson has resulted in the model not having two teachers at every grade level. State-level expectations are that students should have two teachers—and therefore, two cohorts of students—to provide a clear distinction between the English and Spanish instructional time.

Therefore, the combined Magnet/DLI program will be phased out and the district will expand DLI programming, adding an open enrollment DLI program beginning with grades 1 and 2 in 2024-25. The DLI program will add an additional grade of open enrollment in each succeeding year as the combined Magnet/DLI program is phased out (see example in Table 1).

| 2024-25 | | |
|---|---|---|
| Grade 1 | Magnet | Open |
| Grade 2 | Magnet | Open |
| Grade 3 | Magnet | |
| Grade 4 | Magnet | |
| Grade 5 | Magnet | |
| Grade 6 | Magnet | |

| 2025-26 | | |
|---|---|---|
| Grade 1 | Open | Open |
| Grade 2 | Magnet | Open |
| Grade 3 | Magnet | Open |
| Grade 4 | Magnet | |
| Grade 5 | Magnet | |
| Grade 6 | Magnet | |

| 2026-27 | | |
|---|---|---|
| Grade 1 | Open | Open |
| Grade 2 | Open | Open |
| Grade 3 | Magnet | Open |
| Grade 4 | Magnet | Open |
| Grade 5 | Magnet | |
| Grade 6 | Magnet | |

| 2027-28 | | |
|---|---|---|
| Grade 1 | Open | Open |
| Grade 2 | Open | Open |
| Grade 3 | Open | Open |
| Grade 4 | Magnet | Open |
| Grade 5 | Magnet | Open |
| Grade 6 | Magnet | |

| 2028-29 | | |
|---|---|---|
| Grade 1 | Open | Open |
| Grade 2 | Open | Open |
| Grade 3 | Open | Open |
| Grade 4 | Open | Open |
| Grade 5 | Magnet | Open |
| Grade 6 | Magnet | Open |

| 2029-30 | | |
|---|---|---|
| Grade 1 | Open | Open |
| Grade 2 | Open | Open |
| Grade 3 | Open | Open |
| Grade 4 | Open | Open |
| Grade 5 | Open | Open |
| Grade 6 | Magnet | Open |

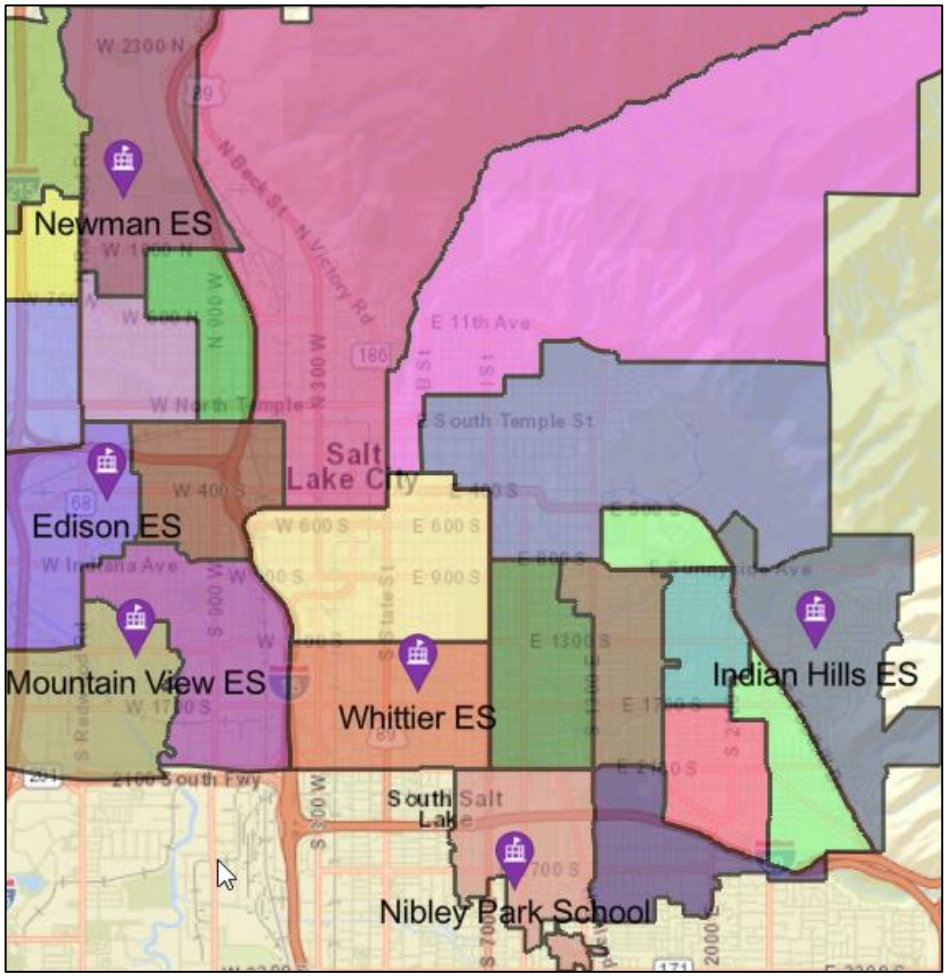
*Table 1: Sample development of open enrollment DLI program.*

Students in the Emerson Magnet/DLI program, including students who delayed their entry after identification in 2022-23, will continue to participate in a Magnet/DLI program. The open-entry DLI program will begin with first and second grade students in 2024-25 and add one grade per year until the program has completely transitioned to the state DLI model.

[4] Utah Dual Language Immersion Assurances (Elementary)

# III. PROGRAM PLACEMENTS

Establishing special district programs across various locations is a complex undertaking, and achieving perfection in their placement is an impossible endeavor. The goal is to improve equitable access and support while navigating challenges such as geographic features that effect transportation, the size of schools, and resource constraints. The map below shows the new configuration of district special programs, which includes three programs on both the east and west sides of the district.




## MAGNET G/T PROGRAMS

### *Magnet G/T at Edison Elementary*

The district will establish a new G/T program at Edison Elementary beginning in the fall of 2024. This program will provide services in grades 1-6, requiring six classrooms. Edison has sufficient classroom space for this program.

### *Magnet G/T at Indian Hills Elementary*

The program currently located at Hawthorne will be moved to Indian Hills Elementary. This program will provide services in grades 1-6, requiring six classrooms. Indian Hills has sufficient classroom space to house this program.

### *Magnet G/T-DLI at Nibley Park Elementary*

The program located at Emerson will be moved to Nibley Park for the current cohort of students. At Nibley Park, the program will continue to provide Magnet/DLI services to students who are currently in the G/T-DLI program. Nibley Park has room to accommodate the 12 classrooms needed when a DLI program is enrolled at capacity in grades 1-6.

### *Magnet G/T at Whittier Elementary*

This program will continue to be hosted at Whittier and provide services in grades 1-6. Whittier has sufficient classrooms to house this program even with the recommended boundary adjustments, as it is one of the largest elementary school buildings in the district.

### *Magnet G/T at Washington Elementary*

The program for grades 4-6 at Washington was established as a pilot in 2021-2022. The district identifies students for the G/T program in grade 3, and an additional location was needed to support the additional number of upper elementary identifications. It will be reviewed this school year; if established as a program, it will continue to be hosted at Washington.

## DLI PROGRAMS

### *DLI at Newman Elementary*

The DLI program at Mary W. Jackson will be placed at Newman. Newman can host the DLI program at its full capacity in addition to two neighborhood general education classrooms.

### *DLI at Mountain View*

This program will continue to be hosted at Mountain View.

### *DLI at Nibley Park*

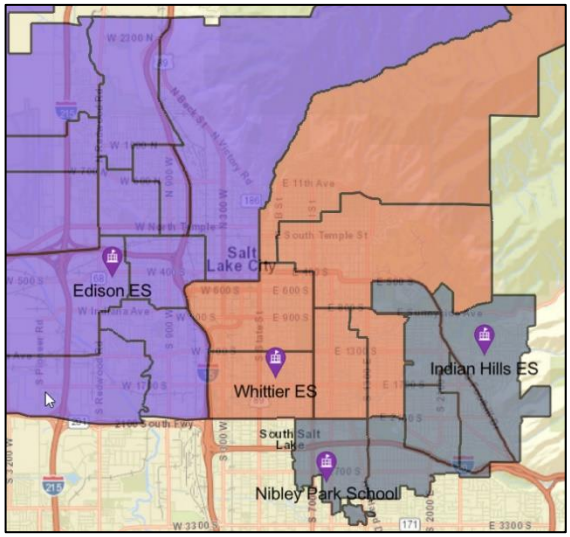
An open enrollment DLI program will begin in grades 1 and 2; as the current cohort of students from the Magnet/DLI program formerly located at Emerson progress through each grade, an additional class per grade of open enrollment DLI will be added (see Table 1 in Section II.) Nibley Park has room to accommodate the 12 classrooms needed when a DLI program is enrolled at capacity in grades 1-6.

# IV. PROGRAM AREAS

Beginning in 2023-24, students who enroll in a Magnet or DLI program will attend a program school that is determined by their neighborhood school. One goal of program area assignments is to reduce the amount of time students are traveling on a bus. It will also improve the efficiency and sustainability of the bus route.

Students who would like to attend a program that is not in their area may do so through the traditional open enrollment process; however, busing would not be provided to the school outside of the assigned area.

## MAGNET AREAS




### *Schools assigned to Indian Hills Magnet Area*

- Beacon Heights
- Bonneville
- Dilworth
- Highland Park
- Indian Hills
- Nibley Park

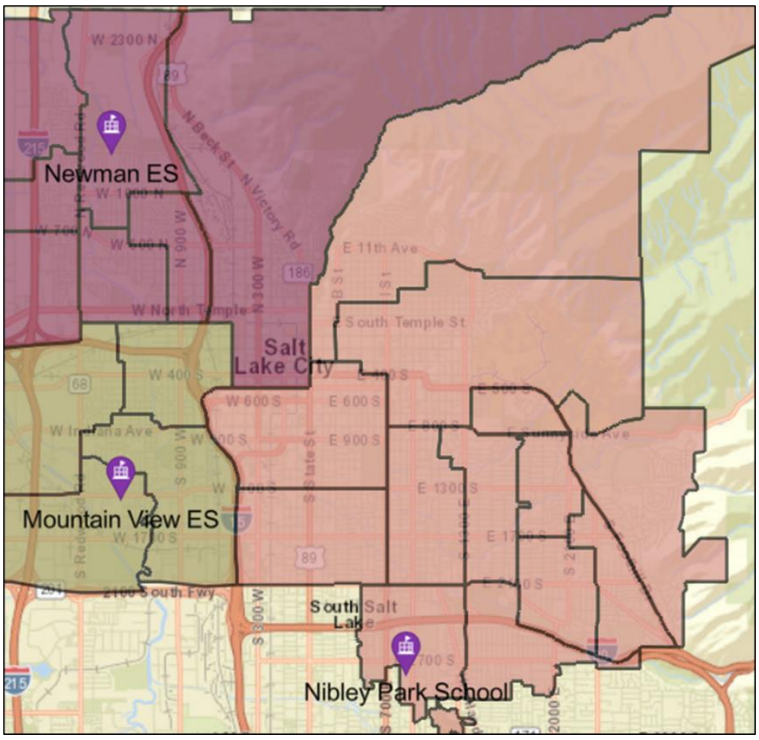
### *Schools assigned to Whittier Magnet Area*

- Emerson
- Ensign
- Liberty
- Uintah
- Wasatch
- Whittier

### *Schools assigned to Edison Magnet Area*

- Backman
- Edison
- Escalante
- Franklin
- Meadowlark
- Mountain View
- Newman
- North Star
- Parkview
- Rose Park
- Washington

## DLI AREAS




### *Schools assigned to the Mountain View DLI Area*

- Edison
- Franklin
- Mountain View
- Parkview

### *Schools assigned to the Newman DLI Area*

- Backman
- Escalante
- Meadowlark
- Newman
- North Star
- Rose Park
- Washington

### *Schools assigned to the Nibley Park DLI Area*

- Beacon Heights
- Bonneville
- Dilworth
- Ensign
- Highland Park
- Indian Hills
- Emerson
- Liberty
- Nibley Park
- Uintah
- Wasatch
- Whittier

# V. NEXT STEPS

Dependent on the Board's approval of any school(s) closure and boundary changes, the district will immediately begin to implement a transition plan to support students, families, and staff as they prepare for the shift to new locations. This includes ensuring that all parents know the enrollment and transportation options for special district programs available to them so they can make informed decisions for their families.

# Part 4: Population and Boundary Study Data Sheet

## ABSTRACT

Data referenced in the Rationale

# Salt Lake City School District Population and Boundary Data Sheet

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1. Student enrollment and residential population | | | | | | | | | | | | | | |
| **Summary Explanation** | School enrollment is the number of students attending the school.<br><br>While school enrollment varies throughout the year, these numbers are the official count recorded on October 1 each year and reported to the state. | | A 1-mile radius provides an approximation of the number of students who live within walking distance of a school regardless of the current boundary configuration. | District programs (Magnet Gifted/Talented Program, Dual Language Immersion, Special Education HUB school) are located at specific schools.<br><br>Students in these programs do not reside exclusively in the neighborhood boundaries of the school. | | These numbers include students who enrolled in the Salt Lake City School District during the school years listed below. Please note that students who live in the district boundaries but who attend a private school, home school, or a non-district charter school are not included in these counts.<br><br>This section presents data on the number of students who live in the boundary of the school and who enrolled in that school, who enrolled in a district school that is not their neighborhood school (transferred out), and who do not live in the boundary but enrolled in this school (transferred in) during the 2022-23 or 2023-24 school years.<br><br>Additional data are available on the district website. | | | | | | | | | |
| | **School enrollment** | | | **Number of students enrolled in district programs (Magnet, DLI)** | | **Past and projected enrollment trends**<br>**Students who (1) live in boundary; (2) live in boundary and enrolled in the school; (3) transferred out; (4) transferred in** | | | | | | | | | |
| | Number of students **enrolled** 2022-23 | Number of students **enrolled** 2023-24 | Number of students who live within **one mile radius** of the building 2022-23 | Number of students enrolled and **registered in a district program** 2023-24 | Number of students enrolled and registered in a district program **who also reside within the school boundary** 2023-24 | Number of SLCSD students who **live** within the school boundary 2022-23 | Number of students **enrolled** who live in the school boundary 2022-23 | Number of students who live in the school boundary who **transferred out** 2022-23 | **Percentage** of students who live in the school boundary who **transferred out** 2022-23 | Number of students who **transferred in** from another school 2022-23 | Number of SLCSD students who **live** within the school boundary 2023-24 | Number of students **enrolled** who live in the school boundary 2023-24 | Number of students who live in the school boundary who **transferred out** 2023-24 | Percentage of students who live in the school boundary who **transferred out** 2023-24 | Number of students who **transferred in** from another school 2023-24 |
| **Range of outlier** | | **200 or fewer** | | | | | | | **above 33%** | | **250 or fewer** | | | | |
| **Newman Elementary** | **251** | **224** | **1,086** | | | **240** | **171** | **69** | **29%** | **80** | **230** | **162** | **68** | **30%** | **62** |
| **Mary W. Jackson Elementary** | **377** | **337** | **774** | | | **380** | **258** | **122** | **32%** | **119** | **363** | **231** | **132** | **36%** | **106** |
| DLI | 223 | 218 | | 218 | 127 | | 122 | | | 101 | | 127 | | | 91 |
| School enrollment | 154 | 119 | | | | | 136 | | | 18 | | 104 | | | 15 |
| **Wasatch Elementary** | **338** | **333** | **373** | | | **288** | **202** | **86** | **30%** | **136** | **299** | **217** | **82** | **27%** | **116** |
| **M. Lynn Bennion Elementary** | **157** | **156** | **628** | | | **253** | **132** | **121** | **48%** | **25** | **242** | **128** | **114** | **47%** | **28** |
| **Emerson Elementary** | **468** | **462** | **854** | | | **294** | **217** | **77** | **26%** | **251** | **277** | **211** | **66** | **24%** | **251** |
| Magnet/DLI | 113 | 100 | | 100 | 24 | | 31 | | | 82 | | 24 | | | 76 |
| School enrollment (w/ HUB*) | 355 | 362 | | | | | 186 | | | 169 | | 187 | | | 175 |
| **Hawthorne Elementary** | **363** | **318** | **784** | | | **212** | **151** | **61** | **29%** | **212** | **224** | **159** | **65** | **29%** | **159** |
| Magnet G/T | 159 | 139 | | 139 | 20 | | 20 | | | 139 | | 20 | | | 119 |
| School enrollment | 204 | 179 | | | | | 131 | | | 73 | | 139 | | | 40 |
| **Riley Elementary** | **212** | **193** | **715** | | | **277** | **163** | **114** | **41%** | **49** | **253** | **148** | **105** | **42%** | **45** |

*The Special Education HUB school model is an inclusion model providing appropriate supports for students

Yellow indicates data is an outlier.

# Salt Lake City School District Population and Boundary Data Sheet

| | Q | R | S | T | U | V | W | X | Y | Z | AA | AB | AC | AD | AE | AF |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1. Student enrollment and residential population, con't. | | | | | 2. Proximity and availability of neighborhood schools | | | | | | | | | | |
| | District enrollment projections are based on the district enrollment at the school over the last 10 and 5 years. The projected school enrollment is based on the enrollment change since the 2018-2019 school year.<br><br>Applied Economics was hired in 2021-22 to provide additional information and projections to the district on residential trends in district boundaries. This number references the projected number of students living within the school boundary. The full Applied Economics report is available on the district website. | | | | Cohort survival methodology relies on data from the recent past in order to predict the near future. The district uses an average of the last three years to predict cohort survival. A cohort refers to the same group of students progressing through the grades. A 1.0 means the number of students in a given grade remains consistent to the next year. <1.0 means class size is dropping each subsequent year; >1.0 means class size is growing. For instance, if there were 100 students in grade 2 and the grade 3 cohort survival rate is 0.8, there would be 80 students in grade 3 the next year. | Salt Lake City uses the term "state arterial" to describe major thoroughfares. The State arterials (major thoroughfares) near schools are State Street, 700 East, Foothill Drive, 400 South - east of I-15, and Redwood Road. Major thoroughfares may impact students' safety as they travel to school. | | State law requires each school to have a safe walking route. Routes must be designed and approved each year. | Students are provided bussing if they live more than 1.5 miles from the front door of their home to the school property. This is based on a driving route, not a straight line as the crow flies.<br><br>Students, one parent/guardian per family, and faculty/staff are provided a free UTA bus pass, so using public transportation is a choice that some families may make. | | | Community and neighborhood identity can be affected geographical features (including man-made or natural boundaries), environmental factors, and zoning laws affecting school sites. | | |
| | Past and projected enrollment trends, con't. | | | | Cohort survival rate | Student safety | | | | Transportation: access to a neighborhood school using a district or UTA bus | | | | Geographical features | | Environmental factors |
| | Percentage of school enrollment change over the previous **10 years** | Percentage of school enrollment change over the previous **5 years** | Projected **school enrollment for 2026-27** based on enrollment change over the previous 5 years | Applied Economics **projected residential population** by school boundary area **2026-27** | School 3-year cohort survival rate by grade | Approximate number of students living in boundary who would cross a major thoroughfare to attend the school | Potential impact on the number of students crossing a major thoroughfare if closed | Number of major thoroughfare crossings on possible walking routes within school boundary | Does the school have a **safe walking route** for students? | Approximate number of students riding a school bus | Number of buses serving the school population | Estimated impact on the number of buses used if closed | Availability of UTA bus routes | Major thoroughfares on possible walking routes to and from school | Geographical features / natural boundaries (not including major thoroughfares) | Environmental factors such as pipelines, high voltage power lines, etc. |
| | | | | **250 or fewer** | | | | **One or more within one block** | | | | | | | | |
| **Newman** | **-44%** | **-35%** | **163**<br>*(current enrollment is 224)* | **244** | Grade 1: 0.86235<br>Grade 2: 0.9683<br>Grade 3: 0.83305<br>Grade 4: 0.9174<br>Grade 5: 0.9795<br>Grade 6: 0.93835 | **0** | **0** | **0** | **Yes** | **0** | **0** | **Increase** | Route 1 comes within 0.6 miles of the school | **No** | None | No known environmental hazards as per SLC city planner (September 2023) |
| **MW Jackson** | **-18%** | **-15%** | **319**<br>*(current enrollment is 337)* | **382** | Grade 1: 0.9851<br>Grade 2: 0.9516<br>Grade 3: 0.92485<br>Grade 4: 0.90745<br>Grade 5: 0.88415<br>Grade 6: 0.98195 | **0** | **Potential increase** | **0** | **Yes** | **0** | **0** | **Increase** | Route 1 stops within 0.2 miles of the school | **No** | None | No known environmental hazards as per SLC city planner (September 2023) |
| | | | | | | | | | | **0** | **0** | | | | | |
| | | | | | | | | | | **0** | **0** | | | | | |
| **Wasatch** | **-33%** | **-24%** | **256**<br>*(current enrollment is 333)* | **312** | Grade 1: 0.936<br>Grade 2: 0.8934<br>Grade 3: 0.95535<br>Grade 4: 0.9081<br>Grade 5: 0.75575<br>Grade 6: 0.9816 | **0** | **0** | **0** | **Yes** | **40** | **2** | **Increase** | Route 1 goes on S Temple, Route 223 does down 3rd Ave | **No** | None | No known environmental hazards as per SLC city planner (September 2023) |
| **Bennion** | **-44%** | **-26%** | **116**<br>*(current enrollment is 156)* | **219** | Grade 1: 1.16585<br>Grade 2: 0.78725<br>Grade 3: 0.8912<br>Grade 4: 0.83305<br>Grade 5: 0.97055<br>Grade 6: 1.0078 | **70** | **Potential decrease** | **2** | **Yes** | **20** | **2** | **Neutral** | Trax and busses run along 400 S | **700 East, 400 South** | None | No known environmental hazards as per SLC city planner (September 2023) |
| **Emerson** | **-17%** | **-15%** | **400**<br>*(current enrollment is 462)* | **305** | Grade 1: 0.86555<br>Grade 2: 0.86155<br>Grade 3: 0.8593<br>Grade 4: 0.8723<br>Grade 5: 0.7146<br>Grade 6: 0.9877 | **0** | **Potential increase** | **0** | **Yes** | **104** | **12** | **Neutral** | Route 220 stops within 0.1 miles of the school | **No** | None | No known environmental hazards as per SLC city planner (September 2023) |
| | | | | | | | | | | **52** | **5** | | | | | |
| | | | | | | | | | | **40** | **7 (SpEd)** | | | | | |
| **Hawthorne** | **-22%** | **-18%** | **298**<br>*(current enrollment is 318)* | **190** | Grade 1: 0.969<br>Grade 2: 1.16845<br>Grade 3: 0.8505<br>Grade 4: 1.08595<br>Grade 5: 0.9717<br>Grade 6: 0.9541 | **90** | **Potential decrease** | **1** | **Yes** | **96** | **5** | **Neutral** | Route 17 travels 1700 South | **700 East** | None | No known environmental hazards as per SLC city planner (September 2023) |
| | | | | | | | | | | **96** | **5** | | | | | |
| | | | | | | | | | | **0** | **0** | | | | | |
| **Riley** | **-48%** | **-32%** | **144**<br>*(current enrollment is 193)* | **275** | Grade 1: 0.92295<br>Grade 2: 0.98105<br>Grade 3: 0.87485<br>Grade 4: 0.9386<br>Grade 5: 0.85845 | **0** | **0** | | **Yes** | **0** | **0** | **Increase** | Route 509 stops within 0.1 miles of the school | **No** | None | No known environmental hazards as per SLC city planner (September 2023) |

# Salt Lake City School District Population and Boundary Data Sheet

| | AG | AH | AI | AJ | AK | AL | AM | AN | AO | AP | AQ | AR | AS | AT | AU | AV |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2. Proximity, con't. | | 3. Building and learning environment quality | | | | | | | | | | | | | |
| | | State law requires bus transportation for students who live more 1.5 miles from the school in elementary as determined by state formula. | SLCSD has benchmarked the estimated useful life of a building at 60 years as a point of comparison. | | Use of technology has increased in all learning spaces. The capacity of the school to meet the power needs of the school is a critical issue. The electrical infrastructure score is based on the build standard for schools: a minimum of 12 outlets/4 circuits per room and a transformer with the capacity to increase electrical service if needed to add outlets or circuits to ensure appropriate capacity for classrooms and the school. A score of 100 would indicate that the school meets the minimum build standard in all classrooms. If a school has 16-20+ classrooms meeting the minimum build standard, it would receive a score of 80; 12-14 classrooms=a score of 60; 11 or fewer=40. | | | Each building has a unique configuration of classrooms and learning spaces that contribute to the overall capacity. An optimal number of classrooms needed at a school would include at least three classrooms per grade (7 grades x 3 classrooms = 21 classrooms) plus room for music (3 classrooms), advanced academics and mentoring program (AAMP), Resource, art, and perhaps an additional teacher, special-use room (e.g., science or computer lab), or an Early Childhood program. This configuration would necessitate **28 classrooms or more**. | | | | Accessibility concerns address issues identified in response to the Americans with Disabilities Act (ADA). | | | An entrance that directs visitors into the office rather than into the school as an additional security measure. |
| | **Zoning** | **Walkable proximity of other elementary schools** | **Useful life** | | **Unique features** | | | **Capacity of building and site** | | | | | **Accessibility of the campus** | **Off-street parking** | **HVAC systems** | **Vestibules** |
| | Zoning laws that have changed traffic patterns around school | Number of schools accessible to this school in a 1.5 mile radius without requiring students to cross a designated major thoroughfare | Year built | Estimated remaining useful life of the building (projection) | Electrical infrastructure (see description above) | Classrooms with no exterior windows | Percentage of classrooms with no exterior windows | Site size (acres) | Building size (square foot) | Student capacity of the building | Total number of spaces designated as classrooms (not including portables)** | Average classroom size (square foot) | Ability of all students to have reasonable and equitable access to a school's campus | Number of off-street parking spots | HVAC condition / expected maintenance over next 5 years | Main school entrance through vestibule directing visitors through the office |
| | | **Greater than two** | | **Less than 25 years** | **40 or lower** | | **25% or more** | | | | **27 or fewer** | | **Significant concerns** | | | |
| **Newman** | No | **2** | **2001** | **38** | **80** | **0** | **0%** | **7.50** | **67,870** | **600** | **29** | **950** | **None** | **49** | **32% remaining life $1,042,507** | **No** |
| **MW Jackson** | No | **5** | **1981** | **18** | **40** | **12** | **40%** | **5.80** | **83,776** | **600** | **30** | **887** | **None** | **79** | **26% remaining life $1,197,755** | **No** |
| **Wasatch** | No | **1** | **1976** | **13** | **40** | **2** | **7%** | **4.10** | **64,715** | **600** | **28** | **950** | Significant concerns with the tunnel access to main playground, a barrier preventing students with physical disabilities from equal and timely access to the main playground. Only one spot designated for handicap parking located behind building. All parking is on a steep grade making access difficult. | **25** | **27% remaining life $1,275,927** | **No** |
| **Bennion** | No | **1** | **1980** | **17** | **80** | **1** | **4%** | **4.28** | **64,181** | **600** | **27** | **900** | Concerns shared with access from parking lot to school entrance (distance). | **49** | **30% remaining life $1,140,140** | **No** |
| **Emerson** | No | **3** | **1978** | **15** | **60** | **16** | **57%** | **5.13** | **66,010** | **550** | **28** | **900** | There are some playground accessibility issues that are currently being addressed. | **67** | **34% remaining life $1,068,101** | **No** |
| **Hawthorne** | No | **2** | **1986** | **23** | **40** | **0** | **0%** | **5.55** | **63,117** | **550** | **27** | **950** | **None** | **47** | **25% remaining life $1,042,385** | **No** |
| **Riley** | No | **2** | **2000** | **37** | **80** | **0** | **0%** | **8.82** | **70,464** | **600** | **29** | **900** | **None** | **92** | **27% remaining life $1,912,257** | **No** |

**In a second round of review, rooms were counted based the size of an average classroom. Some numbers may have changed from the "Ranking" sheet.

# Salt Lake City School District Population and Boundary Data Sheet

| | AW | AX | AY | AZ | BA | BB | BC | BD |
|---|---|---|---|---|---|---|---|---|
| | 3. Building and learning environment quality, con't. | | | | | 4. Strategic placement of district-wide programs | | |
| | | | The district Auxiliary Services department estimates the life of equipment based on typical usage. The department projects maintenance requirements and costs in 5- and 10-year increments for each school. The projections are subject to change if emergency work is needed at a site. | | | The data below relate to the following district programs: Special Education HUB; extended learning program (ELP); and dual language program (DLI). | | |
| | **District bus and car access** | | **Financial implications**<br>**Building condition / scheduled projects / completed upgrades** | | | **Special programs** | | |
| | Bus loading / unloading information | Car drop off/pick up information | Estimated building maintenance and repair costs over next 5 years | Total estimated building maintenance and repair costs over next 10 years | Significant building improvements since 2000 | Past assurances | Quality learning space for the program could be found at an alternative school | Impact on students in the Special Education HUB, DLI, or Magnet programs |
| | | | | | | **Significant concerns** | | **Significant concerns** |
| **Newman** | There is not a designated bus loading/unloading zone. Students are loading and unloading on Colorado street by driveway to school. | No concerns with procedure. | **$1,218,406** | **$3,341,999** | Added solar panels (2022-23) | None | Yes | The PreK program has collaborative Special Education classrooms for PreK3 and PreK4 students. |
| **MW Jackson** | There is not a designated bus loading/unloading zone. Students load and unload at the Guadalupe Church on the corner of 300 North and 700 West. | New drop-off procedure in west parking area occurs daily with very few or no concerns. | **$1,698,377** | **$2,247,394** | Facility expansion (2000) | None | Yes | None |
| **Wasatch** | There is not a designated bus loading/unloading zone. Students load and unload on the side of First Avenue on the north side of school. | Students are dropped off and picked up in various locations around the school and in the surrounding neighborhood. | **$1,718,453** | **$2,990,832** | None | None | Yes | None |
| **Bennion** | There is not a designated bus loading / unloading zone. Students load and unload at the corner of 500 South and 800 East. | New drop-off procedure in west parking area occurs daily with very few or no concerns. | **$1,760,640** | **$2,368,818** | Remodel of some areas (2003) | None | Yes | None |
| **Emerson** | Students load and unload on 1000 East (west side). Park strip between busses and sidewalk creates issues in the winter and when un/loading wheelchairs. Currently buses must use the driveway entrance of the parking lot for wheelchair access. Buses occasionally are backed up in traffic. | Harrison is a part-time one-way street (east to west) during the school day; car drop-offs occur daily with very few or no concerns. | **$1,359,273** | **$1,736,123** | Accessibility improvements (2018-19 / ongoing)<br><br>Added solar panels (2022-23) | Yes, related to the designation of school as a Special Education program HUB site. | Yes | Special education programs at a HUB school are challenging to move because of the collaborative teaching model in place and past assurances related to the designation of these sites. Busing students in special education programs to different sites could require more routes. |
| **Hawthorne** | Students are loading/unloading on the side of Morton Avenue in a spot that allows two buses at a time to park while loading/unloading. Students then walk along sidewalk onto school property and into school. | One pull-in exists on the south side (for about 4-5 cars). Most car drop-offs occur on the west side and the northwest side (through parking lot). East side of school property is not considered a safe car drop-off area. | **$1,742,605** | **$2,066,309** | Mechanical controls system upgrade completed (2003) | None | Yes | None |
| **Riley** | The load/unload location is entering the front of school and driving through parking lot, driving down the side alley on south side of school and unloading along south side of school/playground area. | Parking lot has two perpendicular sections; students need supervision. Traffic east of the Sorenson Center is typically stop-and-go because of traffic and street parking. | **$2,063,616** | **$3,235,517** | None | None | | None |