

Boundary Review Task Force

Meeting #1



Meeting Agenda

6:00 – 6:05 pm	Welcoming Remarks
6:05 – 6:30 pm	Group Membership, Support, Agreement, Role, Purpose
6:30 – 6:40 pm	Proposal / Concept Overview
6:40 – 6:50 pm	Break
6:50 – 7:50 pm	The Process
7:50 – 8:00 pm	Schedule & Wrap

Group Membership, Support, Agreement, Role and Purpose

Boundary Review Task Force

COMMITTEE STRUCTURE

 **~50**

Local Community Stakeholders

Impacted school representatives,
community members, & local
leaders

 **2**

Board Liaisons

School Board members
serving as liaisons to the
Board:

- ☐ **Mel Fuller**
- ☐ **Jennifer Parker**

 **2**

Appointed Co-Chairs

Erin Oliver

CEO

Boys & Girls Club

Carolyn VanOrden

Executive Director

Salem Child Development Center

 Supported by a team of District staff

Boundary Review Task Force

District Support Team

Paul Odenthal – Chief Operations Officer

Andy Kronser – Elementary Level Director – previously Principal @ Cummings

T.J. Crockett - Director, Transportation & Fleet Services

Joel Smallwood – Director, Facilities

David Hughes – Director, Business Services

Alex Brasch – FLO Analytics – Senior Population Geographer/Data Analyst

Evan Mirolla – Teeter-Crocker – Senior Consultant / Program Manager

Group Agreement



BE PRESENT!

Be present & participate. Try to refrain from checking email and doing other tasks as much as possible.



STEP UP, STEP BACK.

Be mindful of taking too much or too little space.



RECOGNIZE THAT INTENT IS DIFFERENT FROM IMPACT.

The things we say or do may have a negative impact on others, despite our intent. Be accountable for the impact of your actions and words.



CALL EACH OTHER IN AS WE CALL EACH OTHER OUT.

When challenging someone's ideas or behavior, give feedback respectfully. When your own ideas or behavior are challenged, receive feedback respectfully.



SHARE GRATITUDE FOR FEEDBACK.

It is a gift when someone takes the time and risk to give feedback. Thank them for the learning opportunity and recognize you may have work to do.



CENTER LEARNING AND GROWTH.

This work is sometimes uncomfortable and uncertain. We may not always know the answers nor arrive at neat, tidy resolutions. We will make mistakes along the way. Remember we are all here to learn and grow, both individually and collectively. We won't "fix" it all in one meeting, but we will get closer if we are willing to be uncomfortable.



CREATE A SPACE FOR MULTIPLE TRUTHS.

Speak your truth and seek understanding of truths that differ from yours. Celebrate and embrace different perspectives.



NOTICE POWER DYNAMICS.

Power shows up in many different ways—be aware of how you might be unconsciously using your privilege and power.

Boundary Review Task Force

The purpose of the Boundary Review Task Force is to help develop and present to the Superintendent by January 2027 recommended boundary adjustments for implementation the beginning the 2027/28 school year which reflect the proposed closure of 6 elementary schools. Specifically, the Committee will:

Review

Review information related to the District's proof of concept, equity impacts, enrollment forecasts, and outcome objectives.



Recommend

Develop and refine a recommended boundary plan that meets stated objectives and reflects equity monitoring goals and minimizes the impact on students and families for the consideration of the Superintendent.

The Boundary Task Force is an **advisory** committee; it is **not** a decision-making body. *Our purpose is not to debate the idea of school closures itself. Rather, we are charged with making essential and foundational recommendations—via new boundary recommendations guided by our principles—to ensure the closure and consolidation process is as responsive and supportive as possible for staff, families, students, and the community experience, should the Board vote to approve school closures.*

Boundary Review Task Force

ROLES AND RESPONSIBILITIES

Participate

Attend and actively participate in eight (8) Task Force meetings through January 2027.

Advocate

Serve as an advocate for the **process** in the Salem-Keizer community (with colleagues and neighbors).



DELIVERABLE

Provide the Superintendent with a recommendation for a boundary adjustment for the 2027/28 school year aligned with the goals of the district.

Boundary Review Task Force

| The Task Force will operate using a **consensus model**.

Members collaboratively develop and agree to support boundary recommendations that are in the best interest of the District and the broader community.



Consensus is not 100% agreement.

Reaching consensus is a cooperative process where each individual has the opportunity to voice their preferences, thoughts and opinions in the development of recommendations that can be supported, even if an individual may have made a different recommendation.

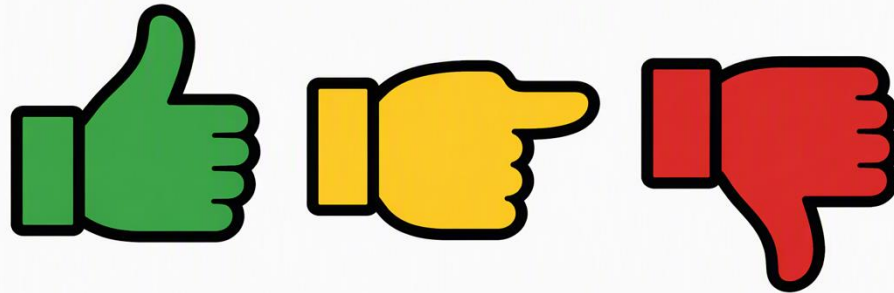
Boundary Review Task Force

| Voting in the **consensus model**.

Thumb up = I agree with this

Thumb sideways = I can live with this

Thumb down = I disagree with this



Boundary Review Task Force: What's in Our Lane? What isn't?

IN THE LANE • Task Force CONSIDERS AND/OR SHAPES

Equitable Proximity

Splits in Feeders

Demographic & Equity Impacts

Community Feedback

Boundary Scenarios

Advantages, Disadvantages, & Trade Off's



Boundary
recommendation

ALONGSIDE THE LANE • BTF CONSIDERS THE IMPACTS; THE DECISION HAPPENS ELSEWHERE

Capacity implications of boundaries

Equity Goals of the Board (EL-10)

Enrollment Forecast

Walk & Transportation Zones

OUT OF THE LANE • OFF THE ROAD: HANDLED BY OTHER DISTRICT PROCESSES

Program placement

Classroom Staff Ratio / Class sizes

Future bond, building design, location, or changes

Transportation Routes & Bus Stops

Placement of District Staff

Which schools close & what happens to them

Guiding Principles

Allow adequate room for required programs and anticipated growth within each school's capacity.

- With a district-wide perspective, consider growth trends and enrollment projections to safeguard the likelihood that 2027/28 to 2035/36 enrollment at affected schools reside in the **green** zone of enrollment projections for the school and the attendance feeder system.

Monitor Equity to align with board goals & current districtwide demographics

- Students of color
- Students with Disabilities
- English Learner
- Experiencing Poverty

Provide continuity in school assignments for students, families, and schools

- Consider feeder system impacts and percent of population in split feeders to minimize the disruption to existing feeder systems. Consider how changes will affect students currently attending a particular school.

Proposal / Concept Overview

Challenges of Under-Enrolled Schools



Less Efficient Operations

Fixed costs (utilities, maintenance, custodial, insurance) are spread across fewer students. Cost-per-pupil for building operations rises significantly as enrollment drops. Operating more buildings than the district needs can spread staffing, programs and resources too thin and requires continued investment in buildings that may not be needed long term.



Funding Challenges

State funding for public schools is on a per-pupil basis. As enrollment declines, so does the amount of money SKPS receives from the State of Oregon each year. Schools require baseline staffing regardless of size: a principal, office staff, counselor(s), librarian, and specialist teachers. As enrollment falls, staff-to-student ratios become less efficient and per-pupil costs increase.



Program Viability

Fewer students at a school can mean fewer programs and/or course options. Multiple elementary schools may have to share a single music teacher or library assistant. At the secondary level, advanced, elective, and specialized programs (CTE, arts, languages, AP/IB) are often the first to be reduced or eliminated, impacting educational quality.



Educational Equity

Disparities in program offerings at under-enrolled schools (compared to schools with strong enrollment) can create inequities, such as a greater likelihood of multi-grade "blend" classes in elementary schools as the school often has smaller grade-based cohorts. This creates placement and scheduling challenges and can affect pacing and learning continuity for students.

Boundary Proposal

Boundaries

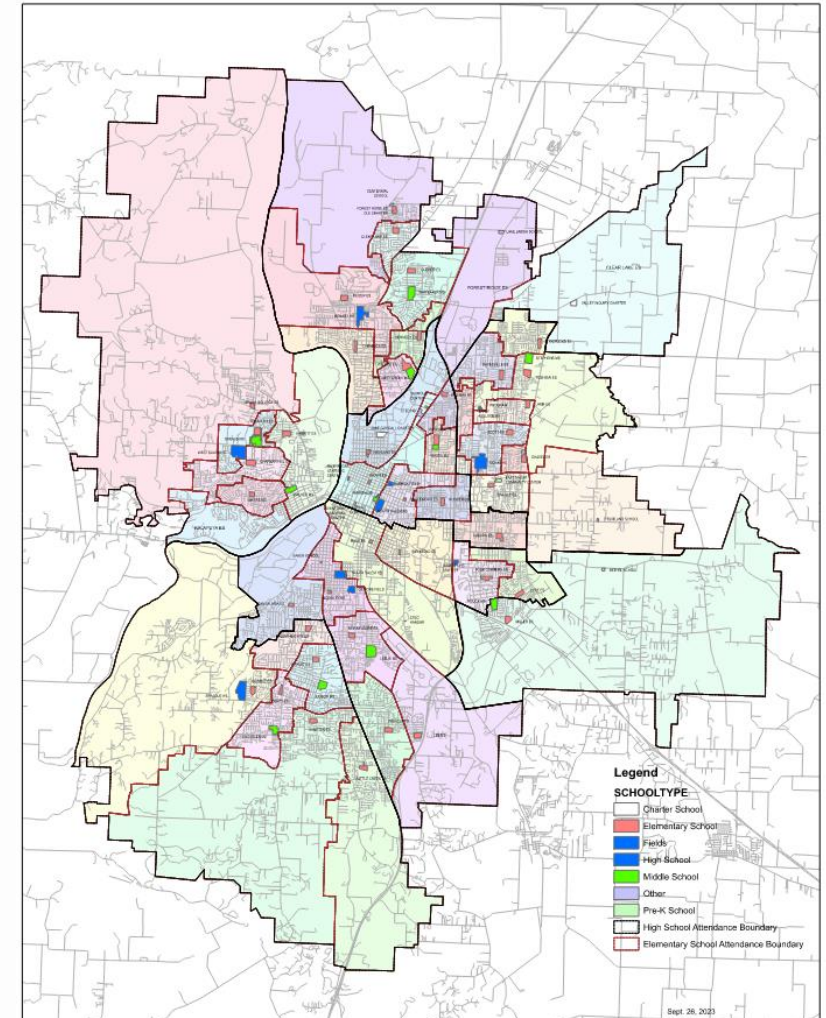
Well-balanced boundaries create sustainable and continuous school communities and learning experiences



The proposal is an initial concept that supports the closure recommendation.

Salem-Keizer Public Schools

- Students in Salem-Keizer Public Schools typically follow neighborhood school feeder patterns as they advance from elementary to middle to high school.
- Students can request to enroll at another school in the district through an in-district transfer.
- Continuity exemption is a type of IDT and being offered to receiving school students displaced from a closed school



Students and Schools Affected

Students affected	
Attending Closure Sites	1,392
<i>Boundary Adjustments Only</i>	
Living and attending in proposed boundary adjustments	542
Total affected	1,934

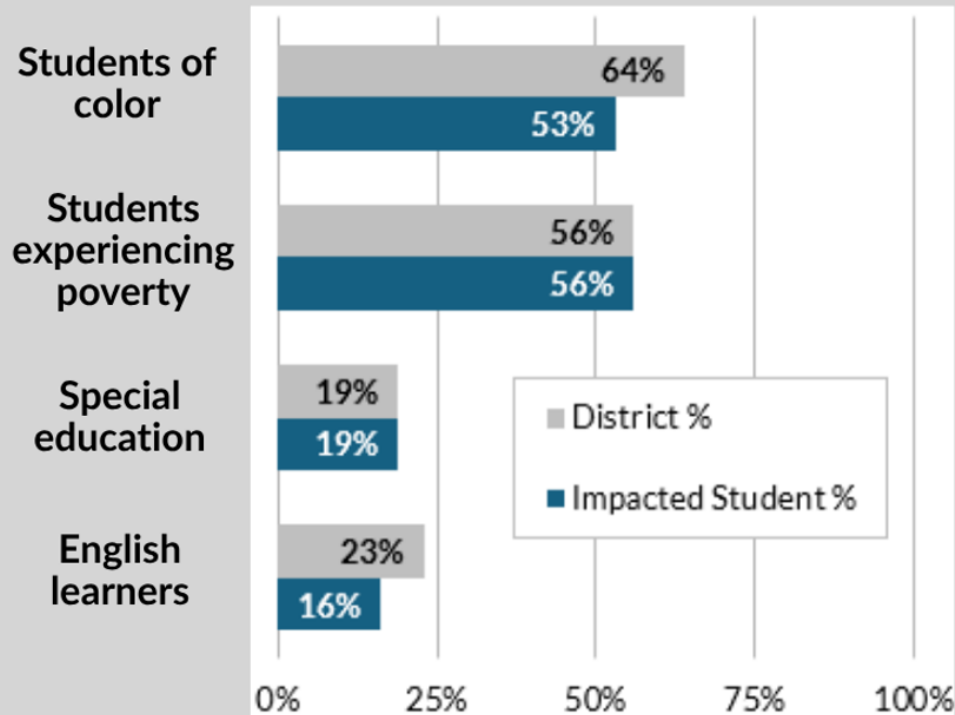
Schools affected	
Closing	6
<i>Boundary Adjustments Only</i>	
Elementary	15
Middle	4
High	2
Total affected	27

Families impacted by boundary changes will be able to apply for a continuity exemption to remain at their current school. Transportation will not be provided.

By the numbers

Equity and Access

Impacts on Key Student Groups



Program Access

100%

Students retaining access to special education classroom model

6

Special education programs moving to schools with an improved continuum of services

100%

Students retaining access to dual-language programming

250+

Increased student access to dual-language programming

BREAK



The Process

Enrollment Distribution, History, Projections, etc.

County, District, and City Population (2000 to 2025) and County and Urban Growth Boundary (UGB) Population Forecasts

KEY TAKEAWAY:
Average Annual Growth percentage has declined compared to previous decades

	2000 Census	2010 Census	2020 Census	2025 Estimate*	Average Annual Growth		
					2000-10	2010-20	2020-25
Marion County	284,834	315,335	345,920	352,162	1.0%	0.9%	0.3%
Polk County	62,380	75,403	87,433	89,616	1.9%	1.5%	0.5%
Salem-Keizer Public Schools	216,700	242,616	270,356	N/A	1.1%	1.1%	N/A
City of Salem	136,924	154,637	175,535	179,977	1.2%	1.3%	0.5%
City of Keizer	32,203	36,478	39,376	39,540	1.3%	0.8%	0.1%
Unincorporated Area	47,573	51,501	55,445	N/A	0.8%	0.7%	N/A

	2020 Census	2030 Forecast	2040 Forecast	Average Annual Growth	
				2020-2030	2030-2040
Marion County	345,920	365,724	389,382	0.6%	0.6%
Polk County	87,433	97,486	110,589	1.1%	1.3%
Keizer UGB	39,386	41,690	45,133	0.6%	0.8%
Salem UGB	217,381	231,382	247,543	0.6%	0.7%

Enrollment Distribution, History, Projections, etc.

KEY TAKEAWAY: The share of population under age 18 has declined over the last two decades.

District Population by Age Group: 2000 to 2020

	2000 Census	2010 Census	2020 Census	Average Annual Growth	
				2000–2010	2010–2020
Total Population	216,700	242,616	270,356	1.1%	1.1%
Age 18 and over	159,790	179,665	206,503	1.2%	1.4%
Age 5 to 17	40,523	45,022	47,575	1.1%	0.6%
Under age 5	16,387	17,929	16,278	0.9%	-1.0%
Under 18 share of total	26.3%	25.9%	23.6%	--	--

Enrollment Distribution, History, Projections, etc.

KEY TAKEAWAY: Enrollment has declined each year since 2017-18. Annual losses were greatest from 2019 to 2020 (COVID) and in the last two years

Historical October Headcount Enrollment by Grade

Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2017-18 to 2026-27
K	3,036	3,031	2,969	2,505	2,663	2,671	2,501	2,390	2,313	2,238	-798
1	3,175	3,128	3,154	2,845	2,738	2,841	2,802	2,642	2,434	2,355	-820
2	3,292	3,187	3,029	3,013	2,864	2,754	2,846	2,815	2,658	2,417	-875
3	3,307	3,312	3,162	2,882	2,967	2,938	2,790	2,889	2,830	2,623	-684
4	3,530	3,337	3,287	3,042	2,919	3,006	2,952	2,818	2,861	2,794	-736
5	3,450	3,519	3,271	3,209	3,006	2,959	3,013	2,966	2,840	2,841	-609
6	3,425	3,439	3,507	3,186	3,139	2,996	2,922	2,947	2,951	2,799	-626
7	3,171	3,408	3,412	3,385	3,109	3,143	2,973	2,932	2,926	2,951	-220
8	3,250	3,159	3,434	3,361	3,377	3,113	3,140	2,984	2,903	2,932	-318
9	3,190	3,284	3,211	3,468	3,441	3,524	3,164	3,196	3,046	2,952	-238
10	3,046	3,178	3,245	3,202	3,388	3,359	3,470	3,115	3,114	2,964	-82
11	3,002	2,966	3,102	3,207	3,126	3,333	3,239	3,349	2,994	3,064	62
12	3,273	3,157	3,105	3,417	3,360	3,195	3,357	3,329	3,338	3,083	-190
District-wide Total	42,147	42,105	41,888	40,722	40,097	39,832	39,169	38,372	37,208	36,013	-6,134
<i>Annual Change</i>	--	-42	-217	-1,166	-625	-265	-663	-797	-1,164	-1,195	--

School Enrollment, Capacity, and Utilization: Baseline

Grade Group	School	Capacity	2017–18			2026–27			2027–28			2030–31			2035–36		
			Enrollment	+/-	Utilization	Enrollment	+/-	Utilization	Enrollment	+/-	Utilization	Enrollment	+/-	Utilization	Enrollment	+/-	Utilization
K–5	Auburn ES	841	679	-162	81%	532	-278	66%	515	-326	61%	491	-350	58%	501	-340	60%
K–5	Battle Creek ES	651	602	-49	92%	396	-208	67%	397	-254	61%	363	-288	56%	388	-263	60%
K–5	Brush College ES	562	275	-287	49%	257	-273	47%	220	-342	39%	202	-360	36%	217	-345	39%
K–5	Bush ES	353	329	-24	93%	227	-79	76%	224	-129	64%	231	-122	65%	244	-109	69%
K–5	Candalaria ES	394	342	-52	87%	225	-148	62%	225	-169	57%	210	-184	53%	224	-170	57%
K–5	Chapman Hill ES	541	406	-135	75%	277	-242	55%	261	-280	48%	255	-286	47%	259	-282	48%
K–5	Chavez ES	618	565	-53	91%	435	-140	76%	419	-199	68%	385	-233	62%	394	-224	64%
K–5	Clear Lake ES	463	397	-66	86%	285	-197	57%	245	-218	53%	220	-243	48%	224	-239	48%
K–5	Cummings ES	494	443	-51	90%	340	-70	85%	349	-145	71%	335	-159	68%	328	-166	66%
K–5	Englewood ES	440	381	-59	87%	274	-130	68%	256	-184	58%	247	-193	56%	237	-203	54%
K–5	Eyre ES	752	551	-201	73%	561	-202	72%	526	-226	70%	527	-225	70%	537	-215	71%
K–5	Forest Ridge ES	424	365	-59	86%	341	-89	79%	315	-109	74%	312	-112	74%	313	-111	74%
K–5	Four Corners ES	587	495	-92	84%	309	-284	53%	294	-293	50%	282	-305	48%	297	-290	51%
K–5	Grant Community School - ES	494	433	-61	88%	407	-14	97%	449	-45	91%	427	-67	86%	432	-62	87%
K–5	Gubser ES	646	591	-55	91%	346	-255	60%	359	-287	56%	336	-310	52%	334	-312	52%
K–5	Hallman ES	483	426	-57	88%	331	-100	78%	355	-128	73%	353	-130	73%	346	-137	72%
K–5	Hammond ES	577	515	-62	89%	447	-143	75%	433	-144	75%	411	-166	71%	398	-179	69%
K–5	Harritt ES	535	508	-27	95%	477	-49	91%	470	-65	88%	453	-82	85%	475	-60	89%
K–5	Hayesville ES	576	452	-124	78%	430	-112	80%	440	-136	76%	414	-162	72%	413	-163	72%
K–5	Highland ES	546	430	-116	79%	251	-199	59%	265	-281	49%	252	-294	46%	252	-294	46%
K–5	Hoover ES	576	438	-138	76%	354	-183	67%	395	-181	69%	382	-194	66%	374	-202	65%
K–5	Kalapuya ES	689	600	-89	87%	413	-231	66%	415	-274	60%	379	-310	55%	403	-286	58%
K–5	Keizer ES	795	740	-55	93%	513	-223	71%	544	-251	68%	514	-281	65%	518	-277	65%
K–5	Kennedy ES	616	435	-181	71%	344	-233	61%	332	-284	54%	317	-299	51%	317	-299	52%
K–5	Lamb ES	509	499	-10	98%	379	-81	83%	374	-135	74%	345	-164	68%	359	-150	70%
K–5	Lee ES	480	303	-177	63%	337	-190	62%	307	-173	64%	274	-206	57%	313	-167	65%
K–5	Liberty ES	588	381	-207	65%	359	-203	65%	357	-231	61%	348	-240	59%	362	-226	61%
K–5	McKinley ES	407	324	-83	80%	249	-137	66%	262	-145	64%	252	-155	62%	256	-151	63%
K–5	Miller ES	574	417	-157	73%	276	-260	54%	285	-289	50%	260	-314	45%	273	-301	48%
K–5	Morningside ES	475	376	-99	79%	286	-183	62%	269	-206	57%	257	-218	54%	276	-199	58%
K–5	Myers ES	564	535	-29	95%	360	-220	62%	365	-199	65%	348	-216	62%	356	-208	63%
K–5	Pringle ES	640	603	-37	94%	525	-98	85%	565	-75	88%	573	-67	90%	554	-86	87%
K–5	Richmond ES	570	357	-213	63%	247	-257	48%	221	-349	39%	225	-345	39%	220	-350	39%
K–5	Salem Heights ES	501	332	-169	66%	229	-284	45%	219	-282	44%	214	-287	43%	223	-278	45%
K–5	Schirle ES	590	463	-127	78%	294	-288	51%	299	-291	51%	297	-293	50%	306	-284	52%
K–5	Scott ES	767	607	-160	79%	405	-290	61%	396	-371	52%	376	-391	49%	378	-389	49%
K–5	Sumpter ES	676	548	-128	81%	409	-243	64%	425	-251	63%	392	-284	58%	405	-271	60%
K–5	Swegle ES	674	522	-152	77%	428	-208	68%	387	-287	57%	374	-300	56%	376	-298	56%
K–5	Washington ES	481	416	-65	86%	318	-143	70%	312	-169	65%	309	-172	64%	312	-169	65%
K–5	Weddle ES	446	431	-15	97%	317	-102	76%	299	-147	67%	292	-154	66%	292	-154	65%
K–5	Wright ES	559	403	-156	72%	306	-178	67%	361	-198	65%	356	-203	64%	364	-195	65%
K–5	Yoshikai ES	715	557	-158	78%	450	-195	72%	470	-245	66%	477	-238	67%	455	-260	64%

KEY TAKEAWAY:
Utilization rates for Elementary Schools have declined across most schools and are projected to do so over the next 10 years. We cannot get everything to be green, but aim for more balance

Enrollment Distribution, History, Projections, etc.

KEY TAKEAWAY: Variance and declines in utilization for middle and high schools are projected to continue over the next decade.

School Enrollment, Capacity, and Utilization: **Baseline**

Grade Group	School	Capacity	2017-18			2026-27			2027-28			2030-31			2035-36		
			Enrollment	+/-	Utilization	Enrollment	+/-	Utilization	Enrollment	+/-	Utilization	Enrollment	+/-	Utilization	Enrollment	+/-	Utilization
6-8	Claggett Creek MS	1,003	960	-43	96%	787	-178	82%	809	-194	81%	702	-301	70%	640	-363	64%
6-8	Crossler MS	958	842	-116	88%	776	-156	84%	762	-196	80%	684	-274	71%	643	-315	67%
6-8	Houck MS	998	1,064	66	107%	824	-163	84%	798	-200	80%	779	-219	78%	709	-289	71%
6-8	Judson MS	1,164	959	-205	82%	844	-321	72%	819	-345	70%	855	-309	73%	824	-340	71%
6-8	Leslie MS	905	806	-99	89%	659	-231	74%	656	-249	73%	557	-348	61%	548	-357	61%
6-8	Parrish MS	890	716	-174	80%	698	-240	73%	667	-223	75%	674	-216	76%	611	-279	69%
6-8	Stephens MS	1,268	1,109	-159	87%	972	-258	80%	995	-273	78%	1,016	-252	80%	903	-365	71%
6-8	Straub MS	656	629	-27	96%	532	-95	86%	501	-155	76%	418	-238	64%	390	-266	59%
6-8	Waldo MS	1,318	1,032	-286	78%	1,008	-351	73%	981	-337	74%	806	-512	61%	746	-572	57%
6-8	Walker MS	963	672	-291	70%	514	-415	57%	527	-436	55%	521	-442	54%	490	-473	51%
6-8	Whiteaker MS	958	785	-173	82%	643	-286	70%	664	-294	69%	574	-384	60%	500	-458	52%
9-12	McKay HS	2,271	2,419	148	107%	2,171	-23	99%	2,137	-134	94%	2,048	-223	90%	1,743	-528	77%
9-12	McNary HS	2,244	2,027	-217	90%	1,865	-181	92%	1,868	-376	83%	1,838	-406	82%	1,467	-777	65%
9-12	North Salem HS	2,291	1,783	-508	78%	1,934	-167	92%	1,815	-476	79%	1,771	-520	77%	1,556	-735	68%
9-12	South Salem HS	2,203	1,948	-255	88%	2,170	36	102%	2,127	-76	97%	2,028	-175	92%	1,825	-378	83%
9-12	Sprague HS	2,224	1,724	-500	78%	1,611	-524	76%	1,591	-633	72%	1,539	-685	69%	1,384	-840	62%
9-12	West Salem HS	1,897	1,812	-85	96%	1,519	-374	81%	1,520	-377	80%	1,419	-478	75%	1,198	-699	63%
K-5	Grade Group Totals for Attendance Area Schools	23,869	19,472	-4,397	82%	14,946	-8,923	63%	14,876	-8,993	62%	14,273	-9,596	60%	14,503	-9,366	61%
6-8		11,081	9,574	-1,507	86%	8,257	-2,824	75%	8,180	-2,901	74%	7,584	-3,497	68%	7,004	-4,077	63%
9-12		13,130	11,713	-1,417	89%	11,270	-1,860	86%	11,059	-2,071	84%	10,642	-2,488	81%	9,173	-3,957	70%
K-12		48,080	40,759	-7,321	85%	34,473	-13,607	72%	34,115	-13,965	71%	32,499	-15,581	68%	30,680	-17,400	64%

Notes

Capacity values omit PreK and SpEd classrooms. Enrollment forecasts include SpEd students.
Forest Ridge ES capacity and enrollment values include OLE.

Sources

Salem-Keizer Public Schools school capacities and October 2017-18 and 2026-27 headcount enrollment. FLO October 2027-28, 2030-31, and 2035-36 headcount enrollment forecasts (2025-26 base-year middle scenario).

School Utilization

0%

1.0% to 60.0%

60.1% to 70.0%

> 70.0%

Enrollment Distribution, History, Projections, etc.

District-wide Transfer Rates

KEY TAKEAWAY: Transfer rates are a consideration in analyzing district enrollment over time.

Grade Group	Enrollment Total	Enrollment from Within District	Enrollment from Out-of-District	Transfers Intra-district	Transfers Total	Transfer Rate from Out-of-District	Transfer Rate Intra-district	Transfer Rate Total
K-5	15,268	15,195	73	2,633	2,706	0.5%	17.3%	17.7%
6-8	8,682	8,626	56	1,071	1,127	0.6%	12.4%	13.0%
9-12	12,063	11,966	97	1,445	1,542	0.8%	12.1%	12.8%
District-wide	36,013	35,787	226	5,149	5,375	0.6%	14.4%	14.9%

Notes

Students enrolled in pre-kindergarten and special placement are excluded from analysis.

(a) "Enrollment from In-District" is the number of students who reside within the district boundary.

(b) "Enrollment from Out-of-District" is the number of students who reside outside the district boundary.

(c) "Transfers Intra-district" is the number of students who enroll in a school other than their neighborhood school based on the attendance area that they reside in.

(d) "Transfers Total" is the sum of Enrollment Out-of-District and Transfers Intra-district.



Key Takeaway: The table below shows the rate of attendance area students attending their assigned school (“Capture Rate”)

[illegible]



Enrollment Distribution, History, Projections, etc.

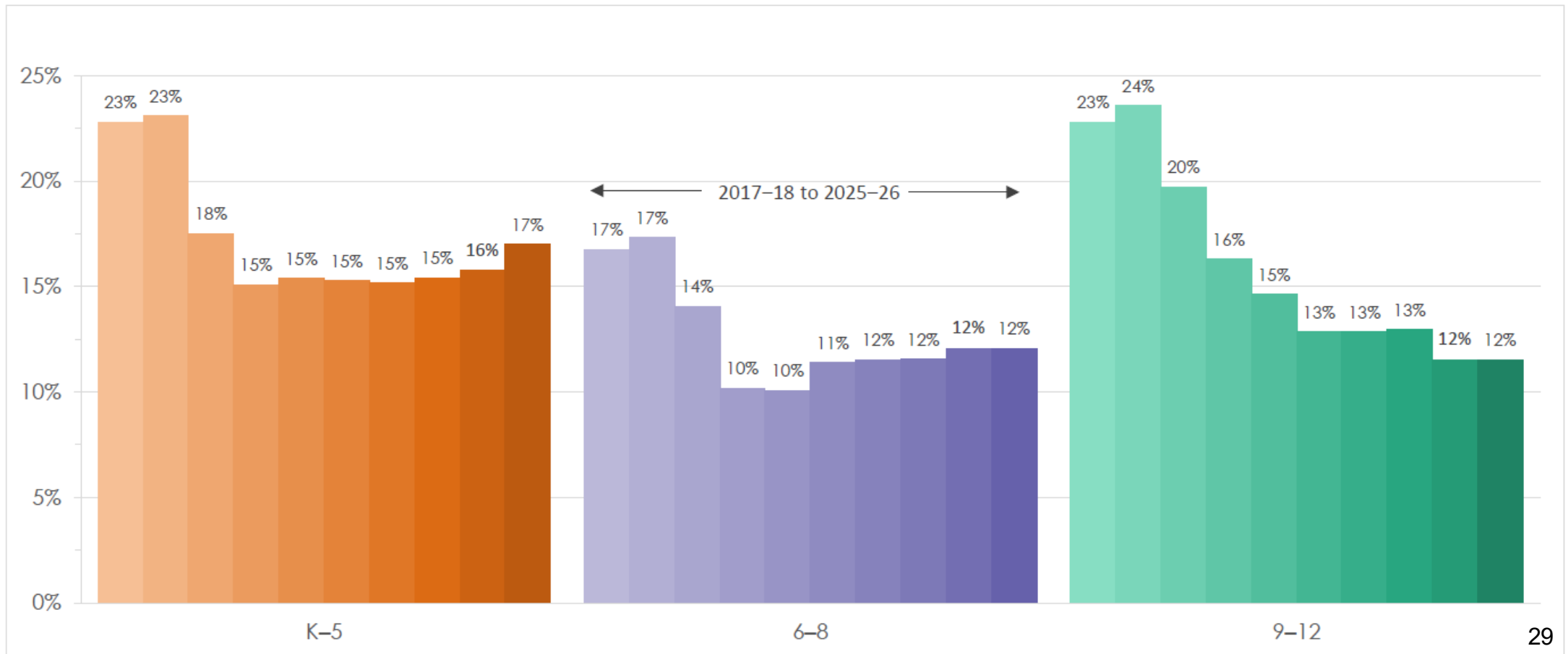
Key Takeaway: This same data is available for all SKSD Elementary Schools

School of Attendance Attendance Area	Residence Count	Auburn ES	Battle Creek ES	Brush College ES	Bush ES	Candalaria ES	Chapman Hill ES	Chavez ES	Clear Lake ES	Cummings ES	Englewood ES	Eyre ES	Forest Ridge ES	Four Corners ES	Grant Community School	Gubser ES	Hallman ES	Hammond ES	Harritt ES	Hayesville ES	Highland ES	Hoover ES	Kalapuya ES	Keizer ES	Kennedy ES	Lamb ES	Lee ES	Liberty ES	McKinley ES	Miller ES	Morningside ES	Myers ES	Pringle ES	Richmond ES	Salem Heights ES	Schirle ES	Scott ES	Sumpter ES	Swegle ES	Washington ES	Weddle ES	Wright ES	Yoshikai ES	CDEC	Eagle Charter School	OLE Charter School	Valley Inquiry Charter School	Capture Rate	Transfer Out Student Total	Transfer Out Rate
Auburn Elementary	550	487	1	0	2	0	0	5	1	0	6	3	0	1	5	0	3	0	1	1	0	2	1	2	0	1	0	0	2	1	0	0	0	0	0	2	1	5	4	3	1	2	0	2	0	5	88.5%	63	11.5%	
Battle Creek Elementary	407	0	367	0	0	0	0	3	0	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	15	4	0	0	0	0	0	0	0	6	2	0	0	0	0	0	1	0	0	2	90.2%	40	9.8%		
Brush College Elementary	284	0	0	231	0	0	5	0	0	0	0	0	0	0	0	0	0	0	22	0	0	0	17	0	0	0	0	0	0	0	1	7	1	0	0	0	0	0	0	0	0	0	0	0	0	81.3%	53	18.7%		
Bush Elementary	193	4	1	0	156	2	0	0	0	0	1	1	0	0	1	0	0	0	0	0	1	0	0	0	0	2	1	4	0	0	1	8	1	0	1	0	1	0	1	0	1	0	2	0	3	80.8%	37	19.2%		
Candalaria Elementary	239	0	0	0	2	209	0	0	0	0	0	0	0	0	3	0	0	0	2	0	0	0	0	0	0	1	2	2	0	0	0	1	2	3	1	0	1	0	0	0	3	0	2	0	5	87.4%	30	12.6%		
Chapman Hill Elementary	275	0	0	5	0	0	226	0	0	0	0	0	0	0	1	0	0	0	13	0	0	0	14	0	0	0	0	2	0	0	12	0	0	0	0	0	0	0	0	0	1	0	1	0	1	82.2%	49	17.8%		
Chavez Elementary	411	0	0	0	0	0	371	0	0	0	0	0	0	0	3	0	1	0	2	6	0	1	0	0	0	3	0	0	0	0	0	0	1	3	0	1	0	6	0	0	9	0	1	0	3	90.3%	40	9.7%		
Clear Lake Elementary	285	0	0	0	0	0	1	221	1	1	0	4	0	1	3	0	1	0	0	0	0	0	27	8	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	2	9	5	77.5%	64	22.5%		
Cummings Elementary	421	0	0	0	0	0	1	0	1	319	0	0	5	0	2	1	0	0	1	1	1	1	1	0	2	4	0	0	0	0	1	0	0	0	0	0	0	0	0	0	58	0	0	0	7	10	6	75.8%	102	24.2%
Englewood Elementary	309	1	0	1	30	0	0	1	0	0	210	0	1	1	29	2	3	1	2	1	1	3	0	0	0	1	0	0	3	0	0	0	3	0	0	1	0	3	0	0	0	8	1	2	68.0%	99	32.0%			
Eyre Elementary	504	4	2	0	3	0	0	0	0	0	1	437	0	6	8	0	0	1	0	0	1	0	0	0	0	1	9	0	2	0	0	1	4	6	2	0	1	0	2	0	0	0	5	1	7	86.7%	67	13.3%		
Forest Ridge Elementary	337	0	0	0	0	1	0	0	9	2	2	0	171	0	2	0	1	0	0	1	0	0	0	59	2	0	0	0	1	0	0	0	0	0	0	1	0	0	0	5	0	0	1	73	6	50.7%	166	49.3%		
Four Corners Elementary	334	3	0	0	3	0	0	1	0	0	3	2	0	290	6	1	2	1	1	0	0	3	0	0	0	1	1	0	1	0	2	0	2	3	0	1	0	0	1	0	1	0	0	1	0	4	86.8%	44	13.2%	
Grant Community School	224	3	0	0	0	0	0	0	0	0	2	0	0	0	190	0	3	0	0	0	1	2	0	1	0	0	0	3	4	0	1	0	0	0	0	0	1	6	0	0	1	0	3	0	3	84.8%	34	15.2%		
Gubser Elementary	416	0	0	0	0	0	0	16	5	0	0	5	0	0	321	0	1	0	0	0	0	0	5	32	2	0	0	0	0	0	0	1	0	0	0	1	0	0	0	4	0	2	1	4	11	5	77.2%	95	22.8%	
Hallman Elementary	354	4	0	0	0	0	0	1	0	1	1	0	0	0	13	0	303	2	0	1	6	3	1	0	0	1	0	0	0	2	0	0	2	0	0	0	1	0	1	1	2	0	2	0	6	0	0	85.6%	51	14.4%
Hammond Elementary	503	3	1	0	0	0	2	4	0	0	0	0	0	0	3	1	0	422	0	9	0	0	0	3	3	3	0	0	0	0	0	0	0	0	2	0	1	0	0	1	2	0	10	0	9	4	20	83.9%	81	16.1%
Harritt Elementary	427	1	0	7	0	0	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	1	0	0	0	0	0	0	0	9	0	0	1	0	0	0	0	2	0	0	1	0	3	89.7%	44	10.3%		
Hayesville Elementary	442	2	0	0	0	0	0	7	3	0	0	5	1	0	0	0	1	3	0	366	0	0	0	2	0	4	1	0	1	0	0	0	1	1	1	0	2	0	6	1	0	1	15	0	8	0	10	82.8%	76	17.2%
Highland Elementary	334	1	0	0	1	0	0	0	2	1	0	1	0	0	58	1	5	0	1	1	228	1	0	0	1	0	0	1	0	0	1	0	0	1	2	0	0	1	3	2	0	0	1	12	1	7	68.3%	106	31.7%	
Hoover Elementary	421	6	0	0	4	0	0	5	0	0	35	3	0	0	9	0	3	0	3	0	3	321	0	3	0	1	0	0	2	0	0	1	0	2	0	0	1	0	2	3	0	1	3	0	3	1	6	76.2%	100	23.8%
Kalapuya Elementary	441	0	0	5	0	0	15	0	0	0	0	0	0	0	0	0	0	0	24	0	0	0	359	0	0	1	0	1	0	0	0	0	30	0	0	0	0	1	0	0	0	0	1	1	3	0	0	81.4%	82	18.6%
Keizer Elementary	483	0	0	0	2	0	1	0	6	1	2	0	6	0	7	5	0	2	0	0	0	0	2	405	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	0	0	1	7	6	4	83.9%	78	16.1%
Kennedy Elementary	318	0	0	0	0	0	0	4	2	0	0	0	7	0	1	4	0	0	1	1	0	0	0	0	272	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16	0	0	1	4	4	85.5%	46	14.5%	
Lamb Elementary	399	0	0	0	0	0	0	7	2	0	0	1	2	2	1	0	1	0	0	19	0	0	1	0	0	337	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	10	0	5	0	9	84.5%	62	15.5%
Lee Elementary	178	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	169	0	0	0	0	2	0	1	1	1	1	0	0	0	0	0	0	1	0	0	94.9%	9	5.1%		
Liberty Elementary	403	0	1	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	2	0	0	1	0	0	0	23	327	0	0	1	0	2	1	10	14	0	8	2	2	0	2	0	0	3	0	1	61.1%	76	18.9%	
McKinley Elementary	262	0	0	0	3	3	1	1	0	0	0	1	0	1	4	0	0	0	0	0	0	0	0	0	0	10	1	221	0	2	3	1	2	2	0	0	0	0	0	0	0	0	2	0	4	84.4%	41	15.6%		
Miller Elementary	420	5	0	0	4	1	1	2	0	0	0	95	1	1	9	2	3	0	1	2	1	3	1	0	0	1	1	1	2	262	2	0	2	0	2	1	3	0	0	2	1	1	0	0	2	2	3	62.4%	158	37.6%
Morningside Elementary	324	1	2	0	3	0	1	0	0	0	0	1	0	0	5	0	0	4	3	0	0	1	0	0	0	14	1	1	0	0	268	0	5	4	1	0	0	3	1	0	0	0	3	1	1	82.7%	56	17.3%		
Myers Elementary	311	0	0	2	0	1	9	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	3	0	0	0	0	0	0	0	0	290	0	0	0	0	0	0	0	0	0	0	2	0	0	93.2%	21	6.8%		
Pringle Elementary	569	0	5	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	45	5	3	0	0	0	0	487	4	3	2	1	2	0	0	0	6	0	1	2	0	1	85.6%	82	14.4%
Richmond Elementary	254	2	1	0	11	0	0	1	0	5	0	1	0	9	0	0	0	0	2	0	0	0	0	0	0	3	0	1	1	1	0	3	198	0	0	0	0	0	0	0	0	0	8	2	5	78.0%	56	22.0%		
Salem Heights Elementary	223	0	1	0	0	5	0	0	0	0	0	0	0	0	2	0	0	0	0	0	1	0	2	0	5	1	0	0	1	0	0	0	182	11	0	8	0	0	0	2	0	0	2	0	0	81.6%	41	18.4%		
Schirle Elementary	271	0	2	0	0	0	0	0	1	0	0	0	0	0	2	0	0	0	2	0	0	0	0	0	0	4	0	0	0	0	1	1	2	251	0	2	0	0	0	0	0	0	2	0	0	92.6%	20	7.4%		
Scott Elementary	456	2	0	2	0	0	1	9	3	1	0	0	1	0	5	0	0	0	0	10	1	4	0	2	8	0	0	0	0	0	0	1	0	3	0	0	376	0	2	4	2	0	4	0	6	1	8	82.5%	80	17.5%
Sumpter Elementary	424	0	8	0	0	1	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	20	6	0	0	0	0	0	6	0	0	2	0	377	0	0	0	0	0	1	0	0	88.9%	47	11.1%		
Swegle Elementary	465	1	0	0	0	0	0	12	0	0																																								

Enrollment Distribution, History, Projections, etc.

Intra-District Transfer Rates by Grade Group

Key Takeaway: Intra-District Rates by Grade Group stabilized after boundary changes prior to COVID. Elementary School rates are slightly higher than Middle and High School rates.



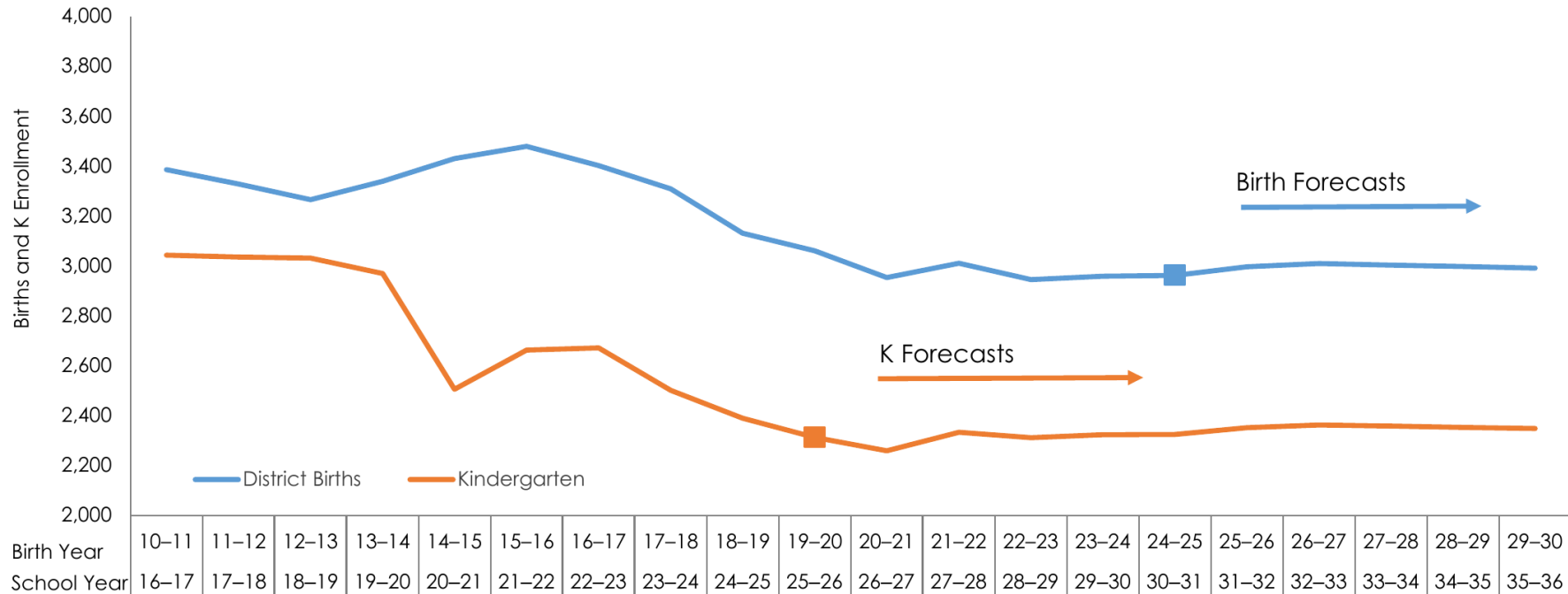
Enrollment Distribution, History, Projections, etc.

Key Takeaway: As the number of births have declined over time, Kindergarten class sizes have also gotten smaller. Birth and Kinder forecasts are expected to remain near current levels rather than increase to pre-COVID levels.

District Births and Kindergarten Enrollment (October Headcount)

Birth Year	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	Forecasts				
Births	3,386	3,328	3,265	3,339	3,430	3,479	3,402	3,309	3,131	3,060	2,953	3,011	2,945	2,959	2,962	2,996	3,009	3,003	2,997	2,991

School Year	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	Forecasts									
Kindergarten	3,043	3,036	3,031	2,969	2,505	2,663	2,671	2,501	2,390	2,313	2,259	2,333	2,312	2,323	2,325	2,352	2,362	2,358	2,353	2,348
Ratio to Births	0.90	0.91	0.93	0.89	0.73	0.77	0.79	0.76	0.76	0.76	0.76	0.77	0.79	0.79	0.78	0.78	0.78	0.79	0.79	0.79



Enrollment Distribution, History, Projections, etc.

Key Takeaway: Historical Grade Progression Ratios (GPRs) help forecast grades 1-12. Values over 1.00 mean a cohort added students from one grade to the next, and vice versa.

Grade Progression Ratios of October Headcount Enrollment

Grade Progression Ratios	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23	2022-23 to 2023-24	2023-24 to 2024-25	2024-25 to 2025-26	2025-26 to 2026-27	2026-27 to 2027-28	2027-28 to 2035-36
K-1	1.03	1.04	0.96	1.09	1.07	1.05	1.06	1.02	1.05	1.05	1.05
1-2	1.00	0.97	0.96	1.01	1.01	1.00	1.00	1.01	1.01	1.01	1.01
2-3	1.01	0.99	0.95	0.98	1.03	1.01	1.02	1.01	1.01	1.01	1.01
3-4	1.01	0.99	0.96	1.01	1.01	1.00	1.01	0.99	1.01	1.01	1.01
4-5	1.00	0.98	0.98	0.99	1.01	1.00	1.00	1.01	1.01	1.01	1.01
5-6	1.00	1.00	0.97	0.98	1.00	0.99	0.98	0.99	0.99	0.99	0.99
6-7	1.00	0.99	0.97	0.98	1.00	0.99	1.00	0.99	1.00	1.00	1.00
7-8	1.00	1.01	0.99	1.00	1.00	1.00	1.00	0.99	1.00	1.00	1.00
8-9	1.01	1.02	1.01	1.02	1.04	1.02	1.02	1.02	1.02	1.02	1.02
9-10	1.00	0.99	1.00	0.98	0.98	0.98	0.98	0.97	0.98	0.98	0.98
10-11	0.97	0.98	0.99	0.98	0.98	0.96	0.97	0.96	0.97	0.97	0.97
11-12	1.05	1.05	1.10	1.05	1.02	1.01	1.03	1.00	1.01	1.01	1.01

Enrollment Distribution, History, Projections, etc.

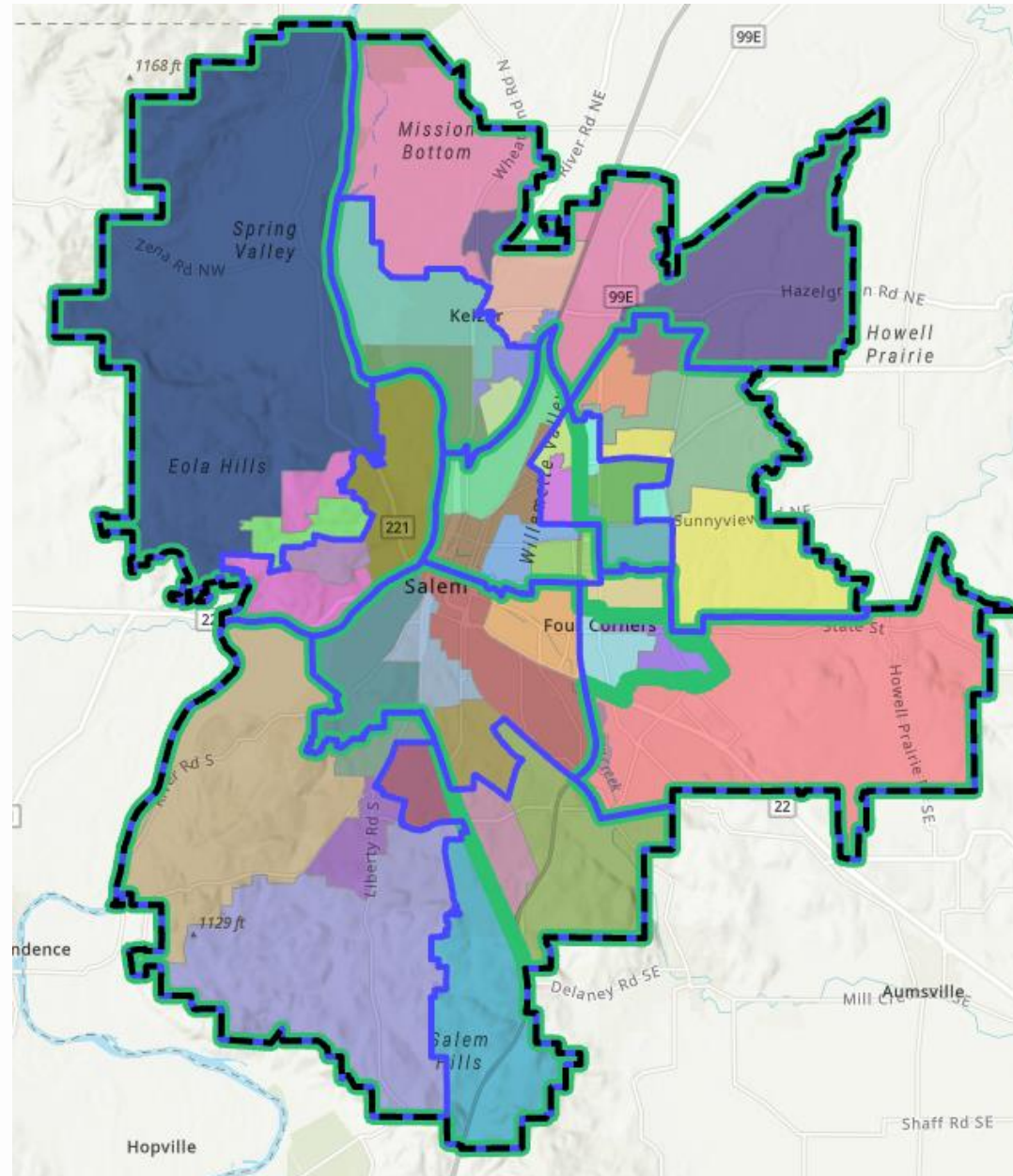
Key Takeaway: Annual enrollment decline is expected in the 10-year forecasts, but losses are less in the five to ten year range. Large outgoing 12th grade classes are being replaced by considerably smaller Kinder cohorts.

October Headcount Enrollment Forecasts

Grade	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36
K	2,313	2,259	2,333	2,312	2,323	2,325	2,352	2,362	2,358	2,353	2,348
1	2,434	2,432	2,363	2,441	2,419	2,430	2,432	2,461	2,471	2,467	2,462
2	2,658	2,455	2,453	2,384	2,462	2,440	2,451	2,453	2,483	2,493	2,489
3	2,830	2,688	2,472	2,470	2,400	2,479	2,456	2,468	2,470	2,500	2,510
4	2,861	2,849	2,706	2,488	2,486	2,416	2,495	2,472	2,484	2,486	2,517
5	2,840	2,876	2,864	2,721	2,502	2,500	2,429	2,509	2,486	2,498	2,500
6	2,951	2,816	2,854	2,842	2,699	2,481	2,479	2,409	2,488	2,465	2,477
7	2,926	2,942	2,807	2,845	2,833	2,691	2,474	2,472	2,402	2,481	2,458
8	2,903	2,919	2,935	2,800	2,838	2,826	2,685	2,468	2,466	2,396	2,475
9	3,046	2,958	2,973	2,987	2,851	2,889	2,877	2,734	2,513	2,511	2,440
10	3,114	2,997	2,913	2,928	2,939	2,807	2,844	2,832	2,693	2,475	2,473
11	2,994	3,007	2,896	2,815	2,830	2,839	2,713	2,748	2,737	2,603	2,392
12	3,338	3,028	3,042	2,930	2,849	2,865	2,871	2,746	2,781	2,769	2,635
K-5	15,936	15,559	15,191	14,816	14,592	14,590	14,615	14,725	14,752	14,797	14,826
6-8	8,780	8,677	8,596	8,487	8,370	7,998	7,638	7,349	7,356	7,342	7,410
9-12	<u>12,492</u>	<u>11,990</u>	<u>11,824</u>	<u>11,660</u>	<u>11,469</u>	<u>11,400</u>	<u>11,305</u>	<u>11,060</u>	<u>10,724</u>	<u>10,358</u>	<u>9,940</u>
Total	37,208	36,226	35,611	34,963	34,431	33,988	33,558	33,134	32,832	32,497	32,176

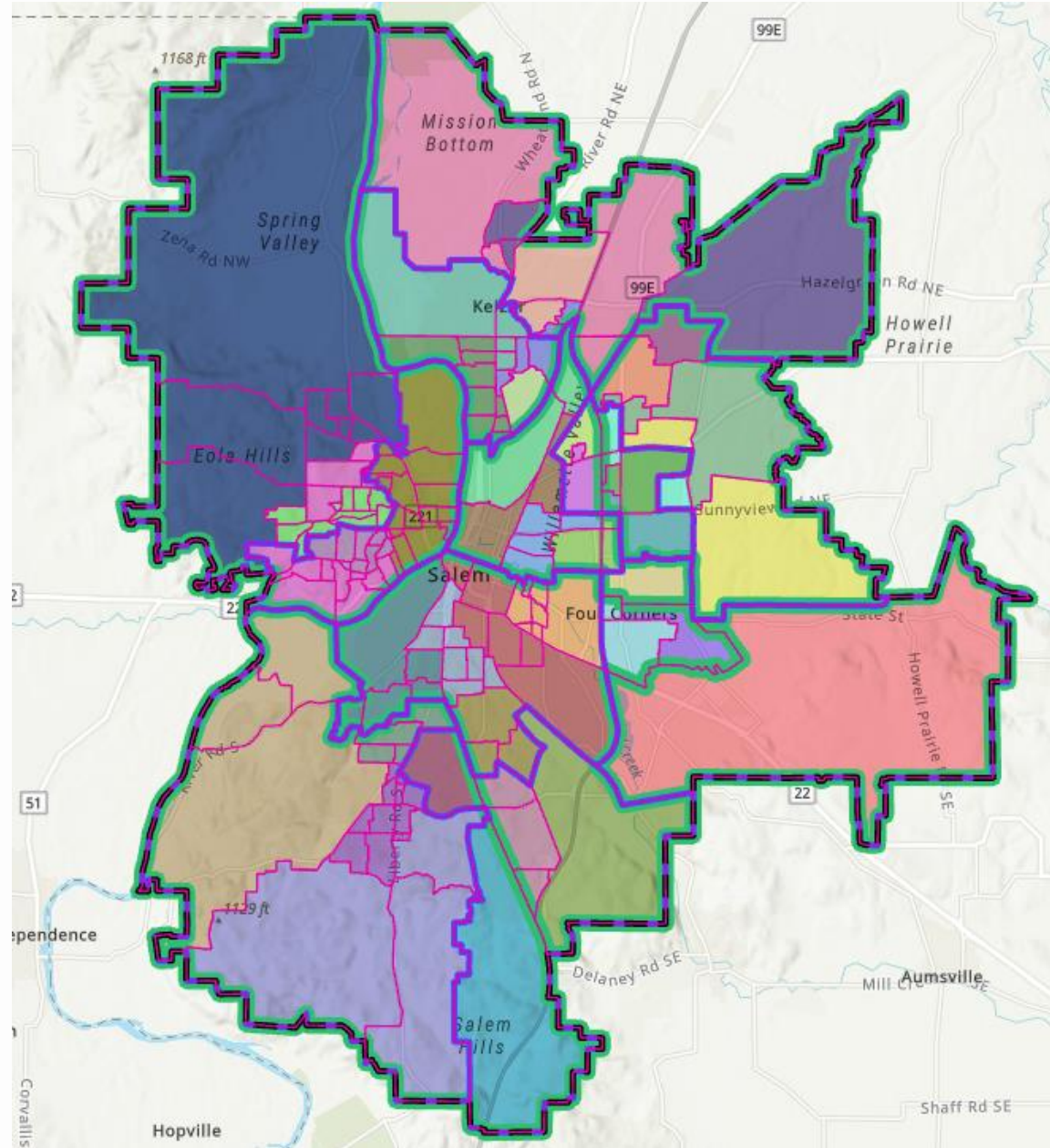
Boundary Modeling

-  District Boundary
 -  2026-27 Middle School Attendance Area
 -  2026-27 High School Attendance Area
 - 2026-27 Elementary School Attendance Area
- 



Boundary Modeling

-  District Boundary
-  2026-27 Middle School Attendance Area
-  2026-27 High School Attendance Area
-  2026-27 Elementary School Attendance Area
-  Planning Area





District Boundary



2026-27 Middle School Attendance Area

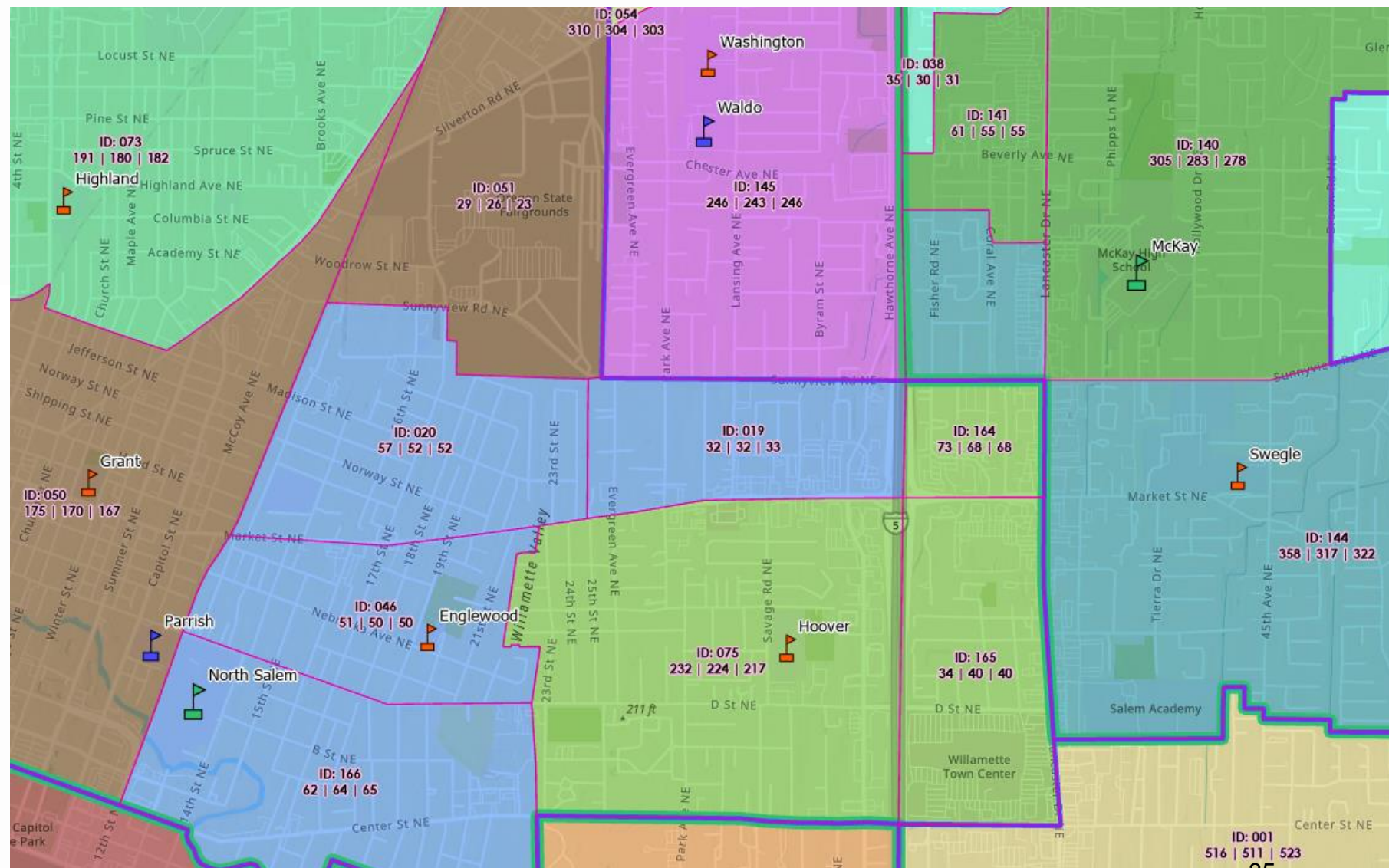
2026-27 High School
Attendance Area

2026-27 Elementary School Attendance Area



Planning Area

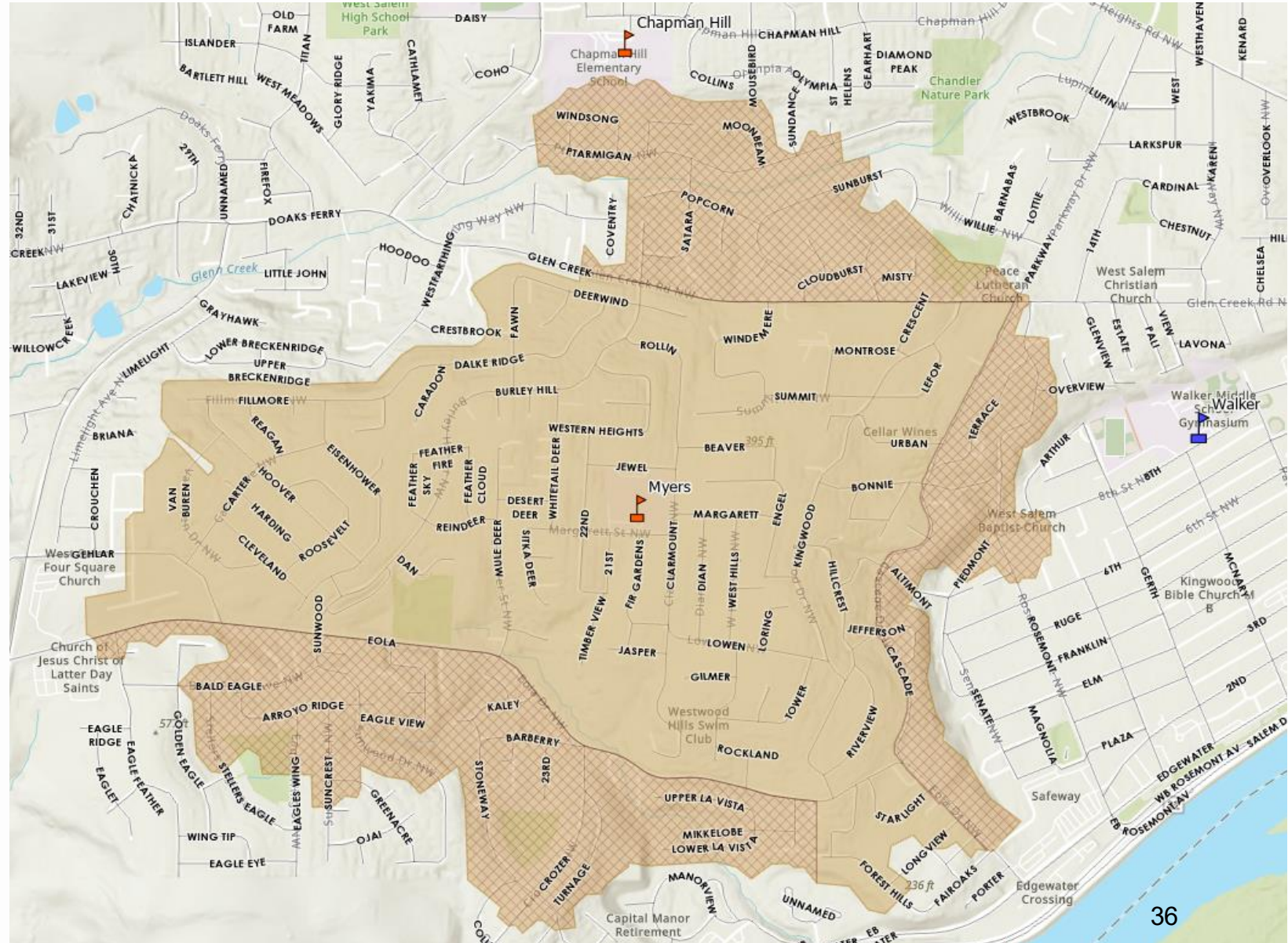
Planning Area ID #
2027 | 2030 | 2035
(Enrollment Forecasts)



Boundary Modeling

Walk Zone (No Transport Zone)

- Elementary students are more than 1 mile from school
- Secondary students are more than 1.5 miles from school
- Students who live closer on a plan approved by both district and state boards for safety reasons.



Boundary Modeling

School Capacity

Capacity Types

- ❑ Total Capacity – Capacity including portables on campus
- ❑ Planning Capacity: Total Capacity with program space deducted for Pre-K and SpEd

Factors in Determining Capacities

- # of teaching stations (classrooms)
- Class size of 28
- Gym, Multi-Purpose, Library, & Cafeterias are not counted for capacity

Capacity for Boundary Modeling

- ❑ Planning Capacity is the guide
- ❑ Enrollment is compared to planning capacity = utilization %
- ❑ Future capacity planning assumes programs remain where they currently are

Boundary Modeling

School Enrollment is a combination of:

1) Resident-attendants (aka neighborhood students)

- Students that reside within an area and attend their neighborhood school.
- These are the students in the planning areas.

2) Transfers: number of students expected to attend a school

- Students that attend a school other than their neighborhood school (e.g., out-of-district students, IDT's, specials programs).
- These values are handled in the back-end of the model and are not impacted by boundary changes, unless they attend a school that is slated for closure.

Enrollment for Boundary Modeling

- ☐ October 2026 actual enrollment
- ☐ October 2027 (implementation year), 2030, and 2035 forecasts

Boundary Modeling

School Enrollment / Capacity = Utilization

0%

1.0% to 60.0%

60.1% to 70.0%

> 70.0%



Boundary Modeling

Key Takeaway: This is. Sample table of compiled data to support taskforce work in exploring and testing certain boundary adjustments

Existing 2026-27 Attendance Areas

Grade Group	School	Planning Capacity	Current Attendance Areas			Future Capacity	Proposed Attendance Areas								
			2026–27				2027–28			2030–31			2035–36		
			Enrollment	+/-	Utilization		Enrollment	+/-	Utilization	Enrollment	+/-	Utilization	Enrollment	+/-	Utilization
K–5	Englewood ES	440	274	-166	62%	440	256	-184	58%	247	-193	56%	237	-203	54%
K–5	Hoover ES	576	354	-222	61%	587	395	-192	67%	382	-205	65%	374	-213	64%
K–5	Swegle ES	674	428	-246	64%	674	387	-287	57%	374	-300	56%	376	-298	56%
6–8	Parrish MS	890	698	-192	78%	890	667	-223	75%	674	-216	76%	611	-279	69%
6–8	Waldo MS	1,318	1,008	-310	76%	1,318	981	-337	74%	806	-512	61%	746	-572	57%
9–12	McKay HS	2,271	2,171	-100	96%	2,271	2,137	-134	94%	2,048	-223	90%	1,743	-528	77%
9–12	North Salem HS	2,291	1,934	-357	84%	2,291	1,815	-476	79%	1,771	-520	77%	1,556	-735	68%

Notes

These columns will not change

0%

1.0% to 60.0%

60.1% to 70.0%

> 70.0%

Capacity values omit PreK and SpEd classrooms. Enrollment forecasts include SpEd students.

Forest Ridge ES capacity and enrollment forecasts include OLE.

Current Attendance Areas columns represent October 2026 headcount enrollment and the 2026-27 attendance areas.

Proposed Attendance Areas columns represent forecasted October headcount enrollment and the scenario attendance areas for future years.

Boundary Modeling

Meeting Mechanics:

1. Review existing conditions (e.g., utilizations, geographies)
2. Determine goal of boundary change
3. Use maps on tables with planning area enrollment to suggest changes
4. Provide change scenario information with explanation to FLO on provided card
5. FLO makes boundary adjustments in spatial software as requested by group
6. Responsive calculations produce revised school enrollment, utilization, & equity monitoring
7. Assess results
8. Repeat



Boundary Modeling



Scenario Development

Initial Proposal >>> Scenario Iterations >>> Consensus >>> Community Input >>> Incorporate Feedback >>> Repeat



Initial Proposal



Consensus Scenario #2, etc.



Consensus Scenario #1



Final
Recommendation

Boundary Modeling

Key Takeaway: This is a sample table of compiled data to support taskforce work in exploring and testing certain boundary adjustments

Proposed 2027-28 Attendance Areas

Grade Group	School	Planning Capacity	Current Attendance Areas			Future Capacity	Proposed Attendance Areas								
			2026–27				2027–28			2030–31			2035–36		
			Enrollment	+/-	Utilization		Enrollment	+/-	Utilization	Enrollment	+/-	Utilization	Enrollment	+/-	Utilization
K–5	Englewood ES	440	274	-166	62%	0	--	--	--	--	--	--	--	--	--
K–5	Hoover ES	576	354	-222	61%	587	508	-79	87%	490	-97	83%	478	-109	81%
K–5	Swegle ES	674	428	-246	64%	674	497	-177	74%	485	-189	72%	487	-187	72%
6–8	Parrish MS	890	698	-192	78%	890	622	-268	70%	626	-264	70%	561	-329	63%
6–8	Waldo MS	1,318	1,008	-310	76%	1,318	1,026	-292	78%	853	-465	65%	796	-522	60%
9–12	McKay HS	2,271	2,171	-100	96%	2,271	2,200	-71	97%	2,108	-163	93%	1,809	-462	80%
9–12	North Salem HS	2,291	1,934	-357	84%	2,291	1,753	-538	77%	1,711	-580	75%	1,490	-801	65%

Notes

Capacity values omit PreK and SpEd classrooms. Enrollment forecasts include SpEd students.

Forest Ridge ES capacity and enrollment forecasts include OLE.

Current Attendance Areas columns represent October 2026 headcount enrollment and the 2026-27 attendance areas.

Proposed Attendance Areas columns represent forecasted October headcount enrollment and the scenario attendance areas for future years.

0%

1.0% to 60.0%

60.1% to 70.0%

> 70.0%

Boundary Modeling

Key Takeaway: This is a sample table of compiled data to support taskforce work in seeing a level of equity impact while exploring and testing certain boundary adjustments

Student Demographics per School

Grade Group	School	Students of Color		Students with Disabilities		English Learner		Experiencing Poverty	
		Existing	Scenario	Existing	Scenario	Existing	Scenario	Existing	Scenario
K-5	Englewood ES	52%	0%	22%	0%	15%	0%	54%	0%
K-5	Hoover ES	86%	68%	17%	20%	51%	31%	80%	68%
K-5	Swegle ES	84%	86%	15%	14%	46%	50%	72%	75%
K-5	Parrish MS	72%	70%	25%	25%	29%	27%	70%	69%
K-5	Waldo MS	87%	87%	20%	20%	38%	39%	74%	74%
K-5	McKay HS	86%	86%	15%	15%	32%	33%	65%	65%
K-5	North Salem HS	80%	80%	19%	19%	28%	28%	67%	67%
K-5 District Average		65%		20%		28%		60%	
6-8 District Average		63%		20%		20%		57%	
9-12 District Average		62%		17%		17%		50%	
K-12 District Average		64%		19%		23%		56%	

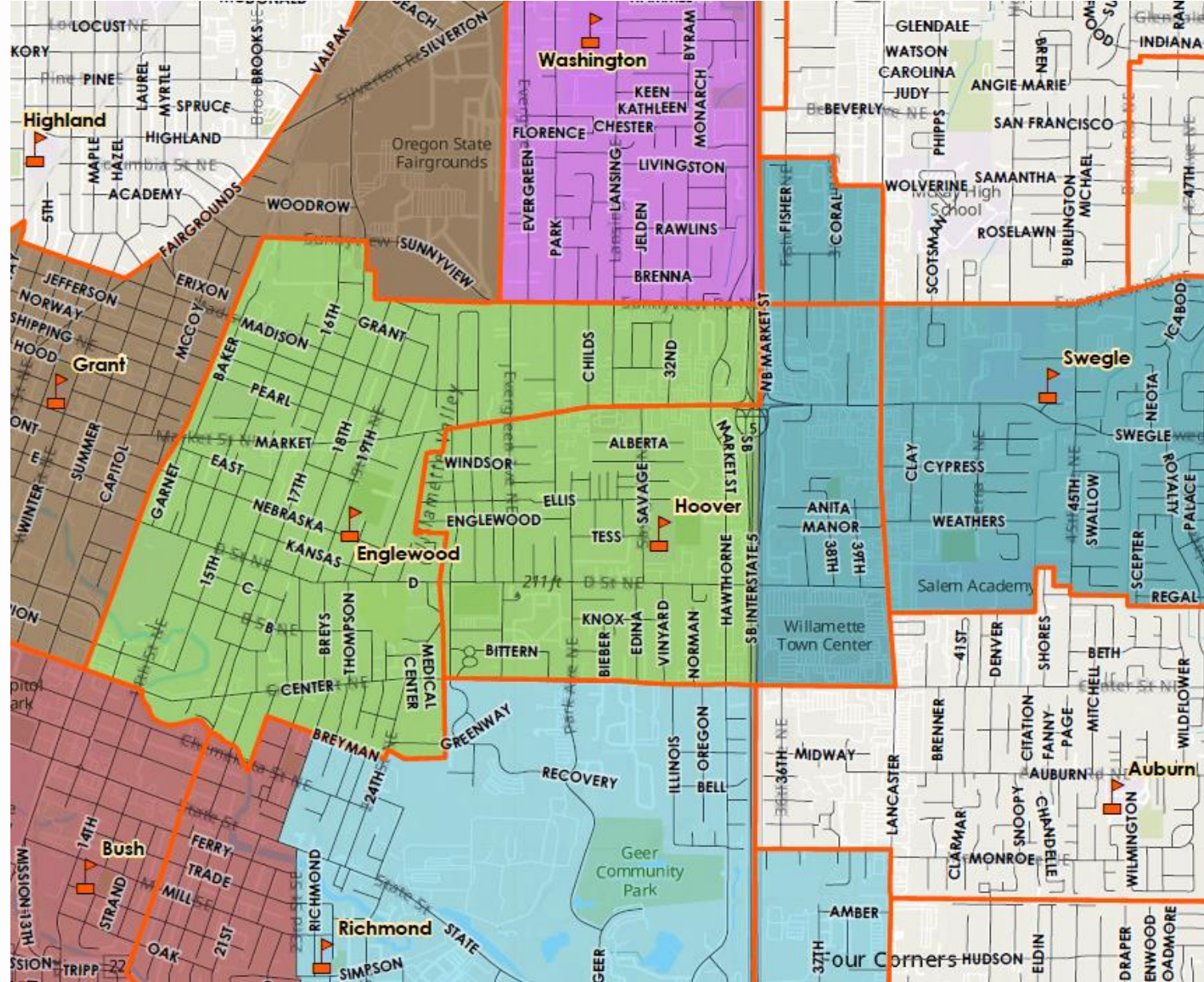
Boundary Modeling

K-5 Existing vs. Scenario

-  Elementary School
-  District Boundary
-  Elementary School Attendance Area (2026-27)

Proposed Elementary School Attendance Area

-  Bush ES
-  Four Corners ES
-  Grant Community School - ES
-  Hoover ES
-  Morningside ES
-  Swegle ES
-  Washington ES



Boundary Modeling

-  Elementary School
-  District Boundary
-  Elementary School Attendance Area (2026-27)

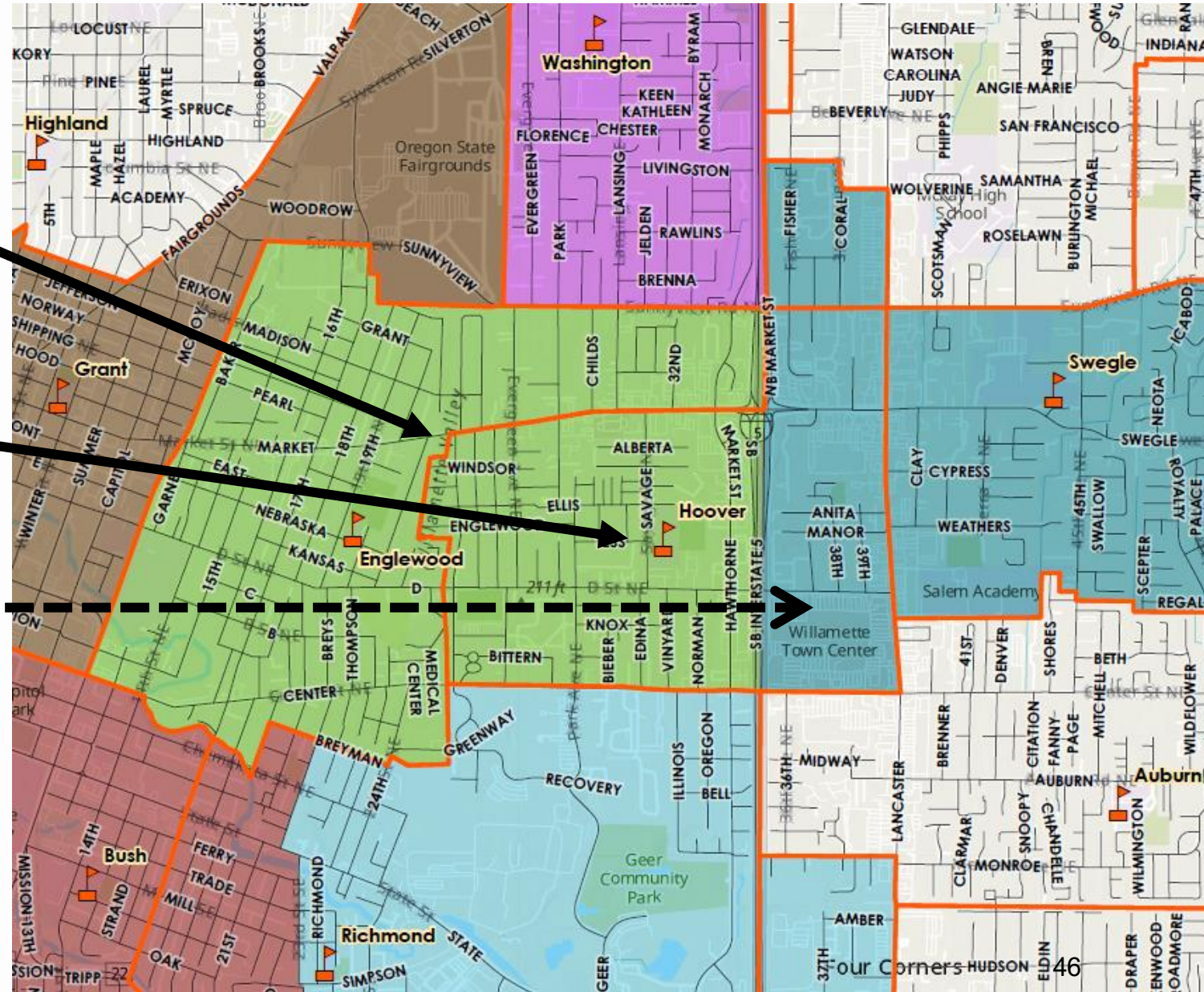
Proposed Elementary School Attendance Area

-  Bush ES
-  Four Corners ES
-  Grant Community School - ES
-  Hoover ES
-  Morningside ES
-  Swegle ES
-  Washington ES

Orange boundaries are the existing K-5 attendance areas

Color areas are the scenario K-5 attendance areas

Change areas where the boundaries are not aligned



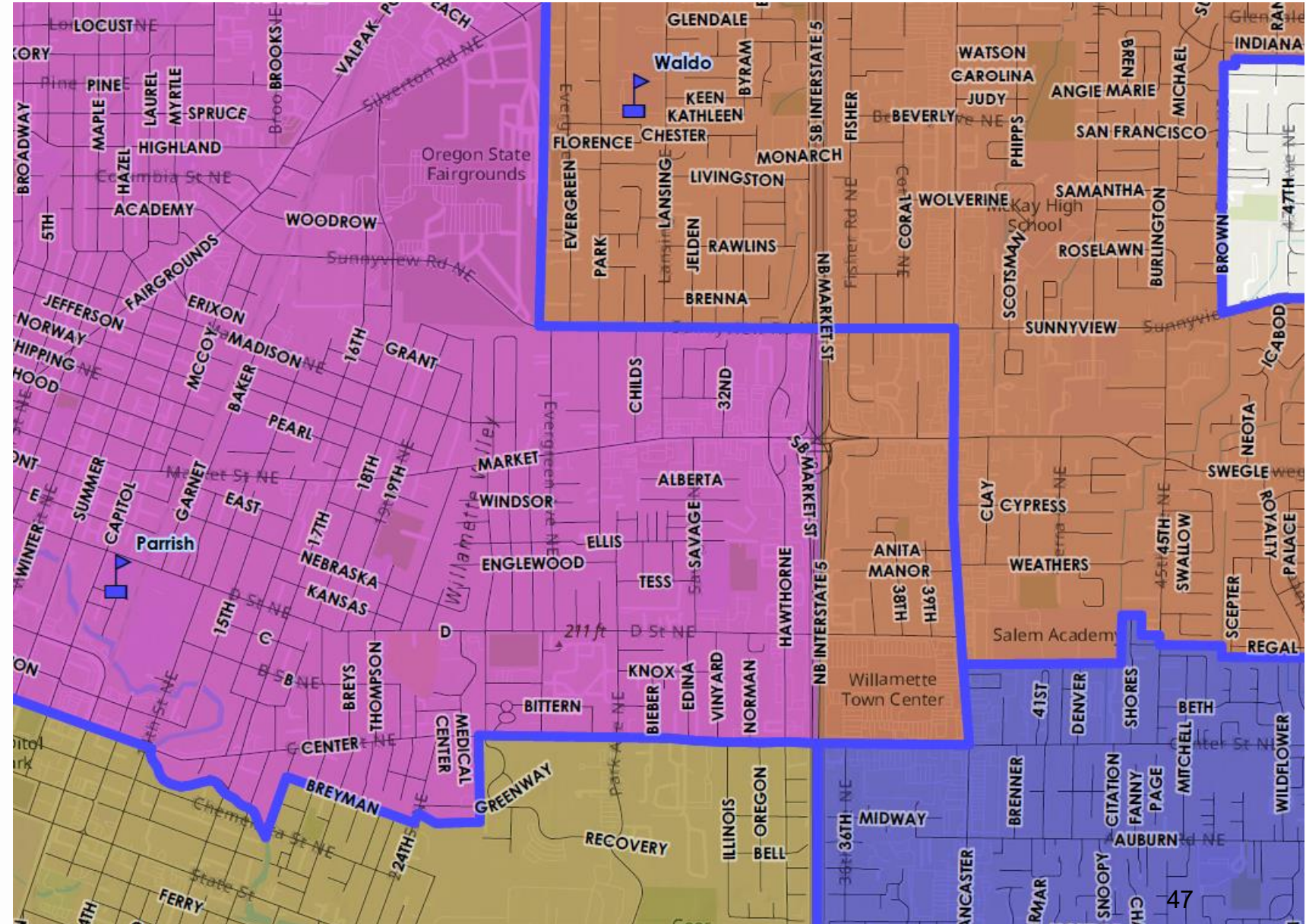
Boundary Modeling

6-8 Existing vs. Scenario

-  Middle School
-  District Boundary
-  Middle School Attendance Area (2026-7)

Proposed 2027-28 Middle School Attendance Area

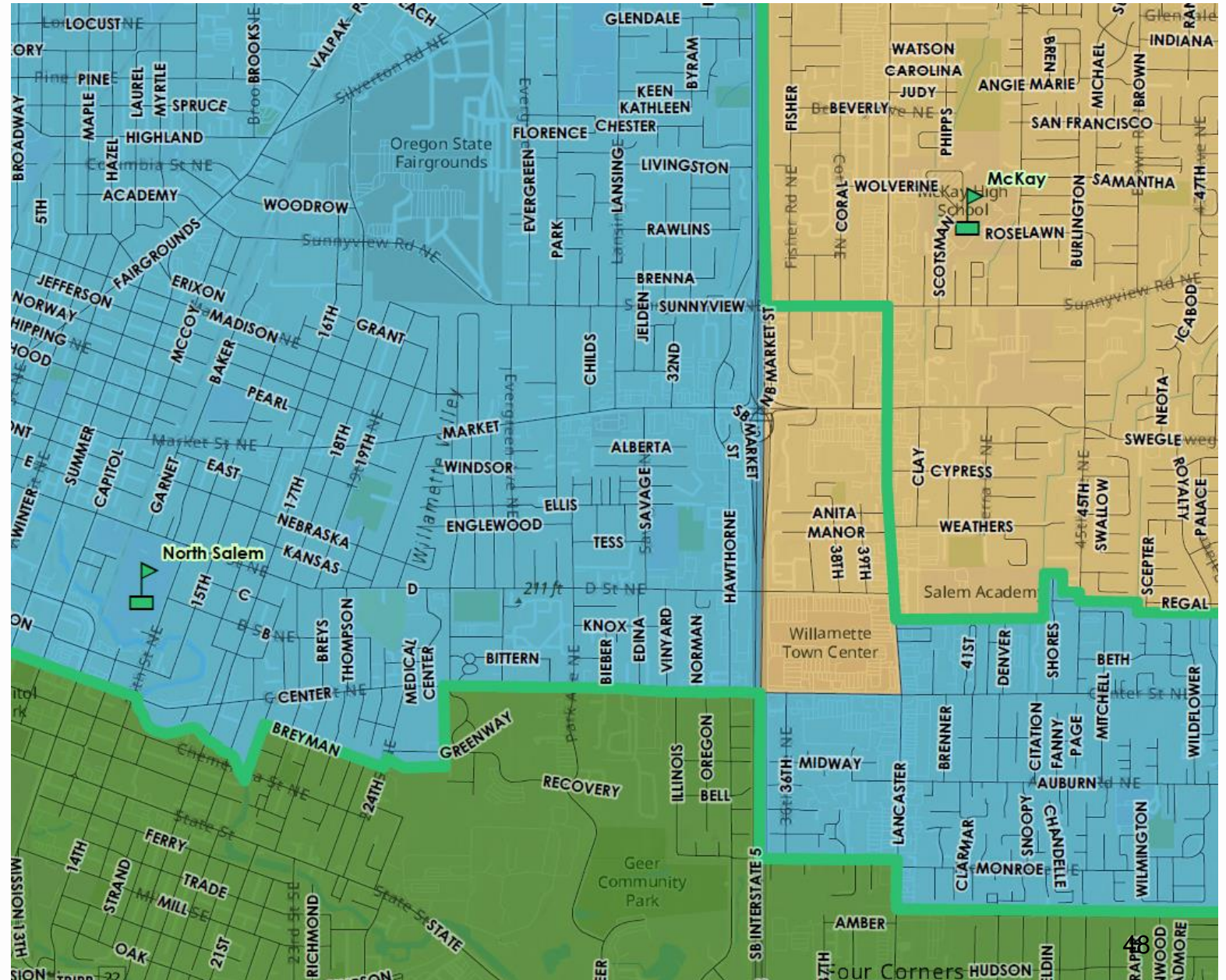
-  Houck MS
-  Leslie MS
-  Parrish MS
-  Waldo MS



Boundary Modeling

9-12 Existing vs. Scenario

-  High School
 -  District Boundary
 -  High School Attendance Area (2026-27)
- Proposed High School Attendance Area
-  McKay HS
 -  North Salem HS
 -  South Salem HS



Boundary Modeling

Existing vs. Scenario Statistics

Feeder Systems

Existing

School	Number of Splits	Proportion of Splits
Chavez	2	46% 54%
Kalapuya	2	31% 69%
Kennedy	2	27% 73%
K-5 Schools with Splits	3	--
Houck	2	10% 90%
Judson	2	48% 52%
Waldo	2	31% 69%
6-8 Schools with Splits	3	--

Scenario

School	Number of Splits	Proportion of Splits
Chapman Hill ES	2	47% 53%
Chavez ES	2	46% 54%
Four Corners ES	2	42% 58%
Salem Heights ES	2	17% 83%
K-5 Schools with Splits	4	--
Houck MS	2	10% 90%
Judson MS	2	47% 53%
Waldo MS	2	32% 68%
6-8 Schools with Splits	3	--

Equity Impact Analysis

Indicator	Overall	Impacted
Students of Color	64%	53%
Students with Disabilities	19%	19%
English Learner	23%	16%
Experiencing Poverty	56%	56%

Impacted Students (2027-28)

Type	K-4	6-7	9-11	Total
Consolidation	1,392	0	0	1,392
Boundary Change	414	82	46	542
Total	1,806	82	46	1,934

Meeting Schedule

Boundary Review Task Force Calendar



🕒 All meetings: 6:00 to 8:00 pm

Closing – Questions & Comments