



ADMINISTRATIVE BOUNDARY ADJUSTMENT #1

POLICY ISSUE / SITUATION:

Pursuant to the incorporation of land in the South Cooper Mountain into the District in July 2017, the District has conducted a review of residential development activities, projected enrollment and school capacity to assign attendance boundaries through a process defined in School Board Policy JC, School Attendance Areas.

ADMINISTRATIVE BOUNDARY ADJUSTMENT #1 BACKGROUND INFORMATION:

Following a several months inter-district process with representatives of the Hillsboro School District (HSD), the School Board adopted a resolution on December 17, 2015 approving the transfer of 240 acres of land in the South Cooper Mountain annexation area from HSD to BSD. The area will be transferred to BSD effective July 1, 2017. Staff proposed to study and recommend attendance boundary assignments for the newly added territory for elementary and middle schools. This area has already been assigned to the Mountainside High School boundary.

At the May 15, 2017 meeting the School Board initiated the boundary adjustment process by adopting the following objective:

- *Assign the Hillsboro School District land swap area to appropriate Beaverton School District attendance boundaries.*

The superintendent has conducted an analysis, proposed a revised attendance boundary map and is delivering his decision to the Board for approval (report attached).

RECOMMENDATION:

BE IT RESOLVED that the Board approves the Superintendent's recommendation based on (1) meeting the objective approved by the Board at the outset; and (2) application of relevant criteria. The Board approves Administrative Boundary Adjustment #1 as per School Board Policy JC, SCHOOL ATTENDANCE AREAS.

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

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

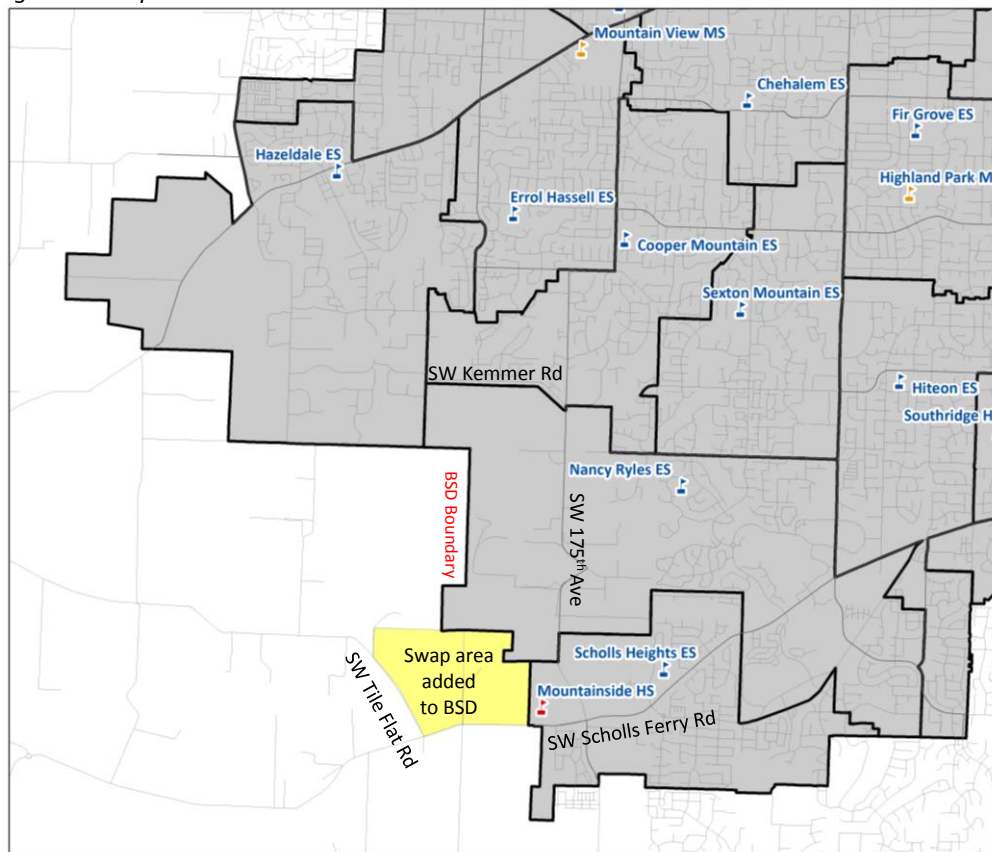


Subject: Boundary Adjustment Proposal #1: Hillsboro Swap Assignment of Elementary and Middle School

Overview

Following an inter-district process with representatives of the Hillsboro School District (HSD), the School Board adopted a resolution on December 17, 2016 approving the transfer of 240 acres of land in the South Cooper Mountain annexation area from HSD to BSD.

Figure 1: Swap Area Location



The area transferred to BSD represents a portion of the City of Beaverton's South Cooper Mountain Community Planning area, which is slated for residential development. Mountainside High School is located directly east of the area, and is scheduled to open in SY 2017-18. The District's Long Range Facilities Plan calls for the addition of an elementary school to serve the area, and the 2014 Bond Program has funds allocated for the purchase of property.

The transfer process is nearly complete; since the School Board's approval in December 2015, it further required a non-discretionary approval by the Boards of Washington, Yamhill and

Multnomah Counties, and a filing with the State Department of Revenue and Secretary of State. It is anticipated these steps will be complete by June 30, 2017, thus officially transferring the new territory to BSD on July 1.

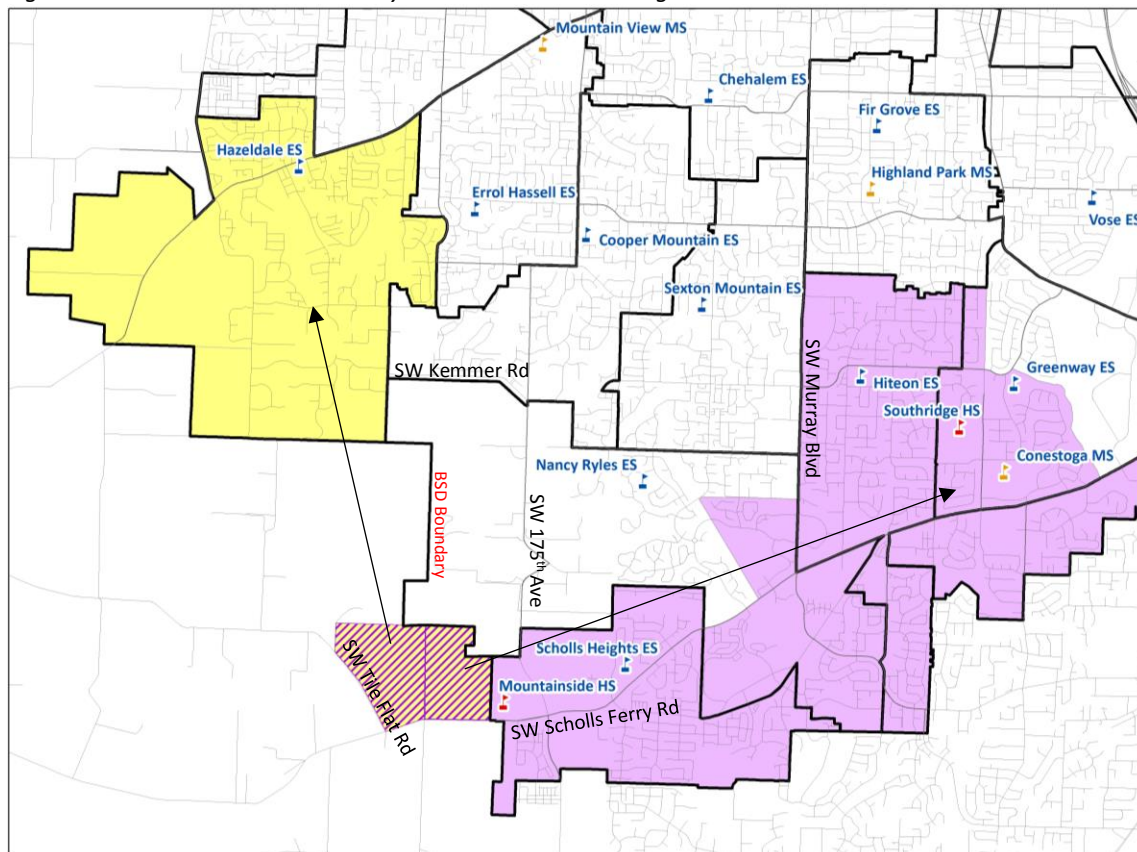
At their May 15th Business Meeting, the School Board of Directors adopted the following boundary adjustment objective:

- *Assign the Hillsboro School District land swap area to appropriate Beaverton School District attendance boundaries.*

Superintendent's Recommendation

Following my review of the boundary issue related to future residential development, the Board-adopted objectives and the Criteria set forth in Board Policy JC, I recommend the assignment of the new lands added to BSD to Hazeldale Elementary school, and Conestoga Middle school.¹

Figure 2: Recommended Elementary and Middle School Assignment



The proposed boundary assignment achieves the Board's objective of incorporating the swap area into the Beaverton School District, while managing the potential impact of enrollment growth from that area among existing facilities.

¹ The area is already assigned to Mountainside High School.

The swap area currently consists primarily of agricultural land and some large-lot residential development, and is sparsely populated. Students who move to the area after the date of the boundary adoption will attend Hazeldale ES and Conestoga MS.

This recommendation was reached through the careful collaboration between Facilities, Transportation and Teaching & Learning staff, including the principals of both elementary schools. The following outreach has been conducted:

- Creation of a section on the District's webpage where this report and accompanying map are posted;
- Notification to the broader District community through a BSD Briefs article.

This boundary amendment will not affect any current students, as lands being incorporated are outside the District.

Upon Board approval, this boundary adjustment will be made effective for the 2017-18 school year, and official District boundary maps will be amended accordingly.

The following report provides the Superintendent's analysis and consideration of the criteria established by Board Policy JC for boundary adjustments.

Boundary Adjustment Criteria Evaluation

The following sections describe each criterion found in Policy JC, along with findings on how the proposed boundary adjustment reflects my determination that the Board's Objectives have been met.

Criteria: Availability of Space, Economical Use of Buildings and Staffing Patterns²

These criteria derive from the District's commitment to providing a safe and enriching learning environment for all students. The factors for consideration related to availability of space include the following:

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

Findings

For the 2017-18 school year, Hazeldale is projected for the following enrollment and utilization of capacity.³ It should be noted that Hazeldale's student population will be located at the Timberland middle school site for the 2017-18 school year while that school is replaced. The new Hazeldale building will have a capacity of approximately 750 students (after accounting for space set aside for ELL and special education).

School	Capacity				Enrollment		Utilization of Capacity	
	Permanent Building Capacity	Capacity Provided by Portables	Portable Classrooms Onsite	Total Available Capacity (Permanent + Portable)	Actual 9/30/2016	Final Proj 9/30/2017	Util. of Permanent Capacity (w/out portables) 9/30/2017	Util. of Total Capacity (w/portables) 9/30/2017
Hazeldale	750	0	0	750	495	480	64%	64%

Below is the projected enrollment and utilization of capacity at Conestoga MS for the 2017-18 school year.

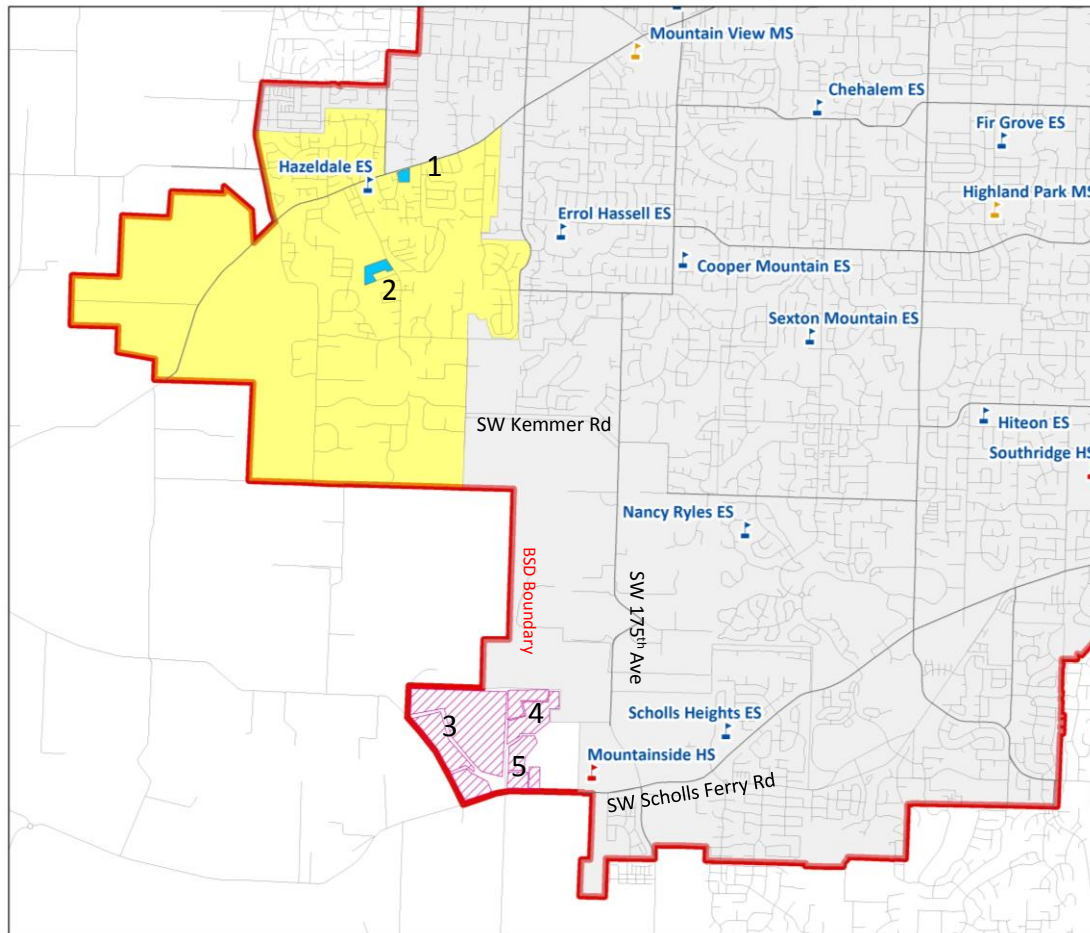
School	Capacity				Enrollment		Utilization of Capacity	
	Permanent Building Capacity	Capacity Provided by Portables	Portable Classrooms Onsite	Total Available Capacity (Permanent + Portable)	Actual 9/30/2016	Final Proj 9/30/2017	Util. of Permanent Capacity (w/out portables) 9/30/2017	Util. of Total Capacity (w/portables) 9/30/2017
Conestoga	959	126	6	1,085	893	925	96%	85%

Hazeldale has two major development projects in the planning or permitting stage. Approximately 156 acres of the City of Hillsboro's South Hillsboro community plan area will be transferred from the Hazeldale attendance boundary to Hillsboro School District in July, 2017, in exchange for 240 acres in the South Cooper Mountain area.

² Where appropriate, related criteria have been combined and addressed together.

³ The calculation of capacity does not include specialized education space, which is accounted for separately. All student projections discussed in this document are for general education students.

Figure 3: Hazeldale and Swap Area Development Activity (current boundaries)

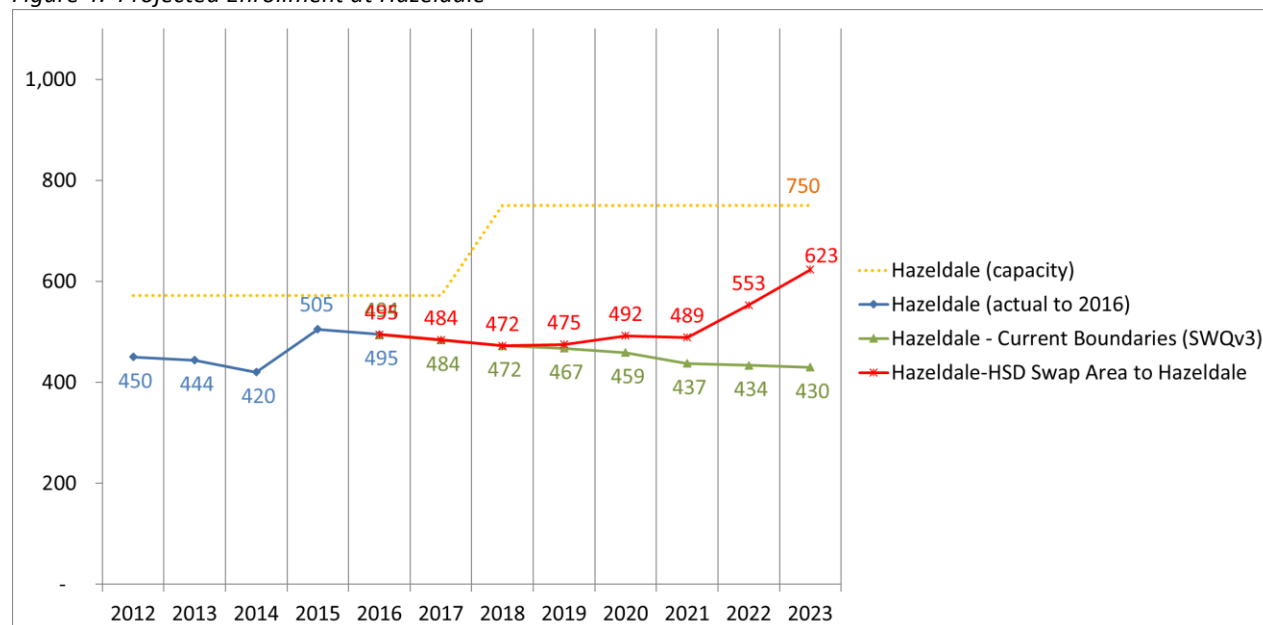


Label	Major Projects in Hazeldale Boundary	Units	Status
1	Miller Hill Subdivision	22	Land use not yet submitted, earliest occupancy not until late 2018
2	Marlin Glen	10	Land use application approved, occupancy likely 2018
	Total	32 Single-family Units	

Label	Major Projects in Swap Area	Units	Status
3	Scholls Heights a South Cooper Mountain	220 Multi-family 150 Single-family attached 550 Single-family detached	This project has not been submitted for land use approval to the City of Beaverton
4	Scholls Valley Heights	337 Single-family detached	This project has not been submitted for land use approval to the City of Beaverton
5	Ridge at South Cooper Mountain	200 Multi-family 29 Single-family attached 81 Single-family detached	This project is currently in the land use submittal stage, but has not yet been approved.
	Total	420 Multi-family 179 Single-family attached 968 Single-family detached	

The following chart displays the historic (blue) and three projected enrollment scenarios at Hazeldale. The green line represents the projected enrollment resulting from the known development in the attendance boundary. The green line represents the resulting enrollment if Hazeldale's boundary were not to be changed. The red line represents the projected enrollment resulting from assigning the swap area to Hazeldale. Because the Scholls Heights, Scholls Valley and Ridge subdivisions are not anticipated to begin construction until 2021-22, enrollment growth from these projects is several years away.⁴ However, if these projects were to begin construction earlier, those communities would be served by an elementary school with sufficient capacity to accommodate them.

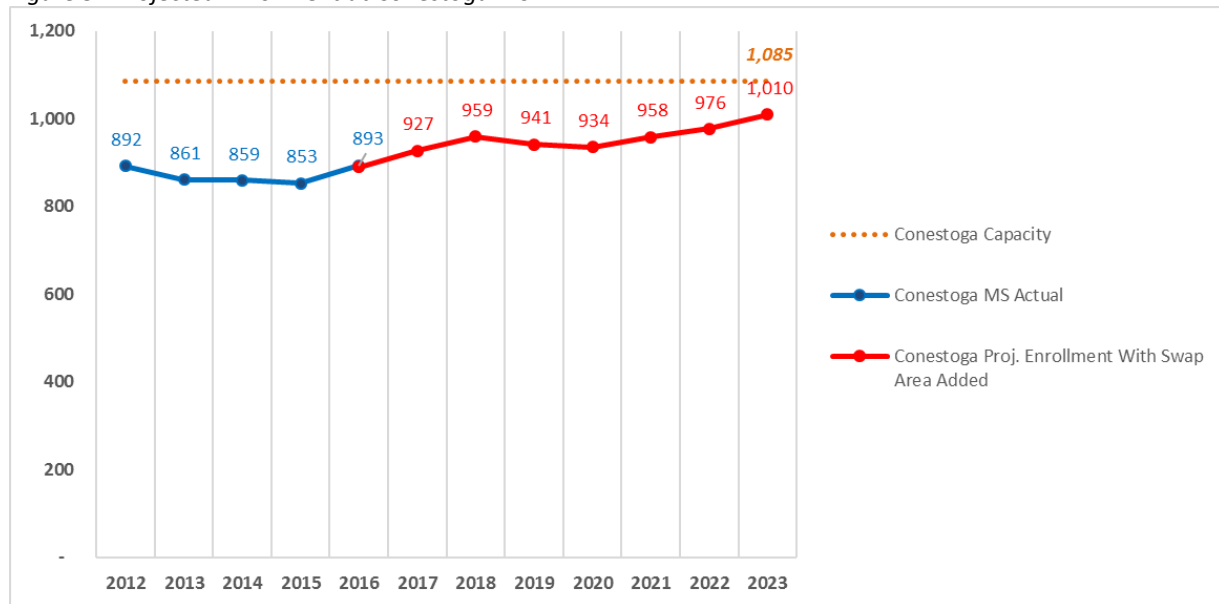
Figure 4: Projected Enrollment at Hazeldale



A similar chart, below, shows the projected enrollment for Conestoga MS, with the incorporation of the swap area and other known development projects in its attendance boundary. Conestoga is projected to see a more modest increase in enrollment than at the elementary school level. It should be noted that middle school boundary adjustments may affect Conestoga prior to the 2020 school year.

⁴ These projects are in the preliminary stages, and have not yet been submitted for land use review to the City of Beaverton. The unit counts are based on information provided by the developers in pre-application conference with City staff. The actual number of units and when they are constructed may vary from these estimates.

Figure 5: Projected Enrollment at Conestoga MS



The projected addition of elementary students to Hazeldale may result in the need for additional staffing at the school, but the allocation of teachers and classified staff also depend on other factors.

*Based on these findings, it is my conclusion that the boundary adjustment recommendation results in a map that **satisfies** the Availability of Space and Economical Use of Buildings and Staffing Patterns criteria.*

Criteria: Neighborhood Unity & Feeder School Alignment⁵

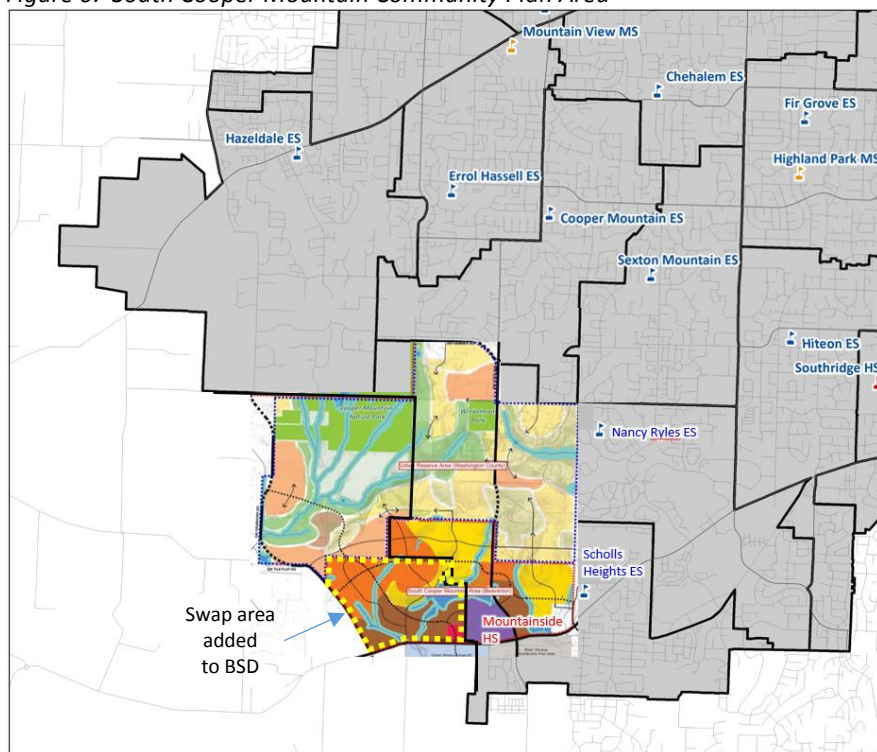
These criteria derive from the District's commitment to supporting neighborhood schools, which serve as an important part of community identity. The factors for consideration include the following:

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

Findings

The swap area proposed for assignment to Hazeldale is currently sparsely populated, consisting primarily of agricultural lands and large-lot developments. This area comprises the bulk of territory recently annexed to the City of Beaverton. It is part of the South Cooper Mountain Community Plan area, which expected to accommodate approximately 3,500 new dwellings in the entire planning area over the next 10-20 years. The intent of the proposed boundary adjustment is to allow the new neighborhoods to grow and affiliate with one elementary school.

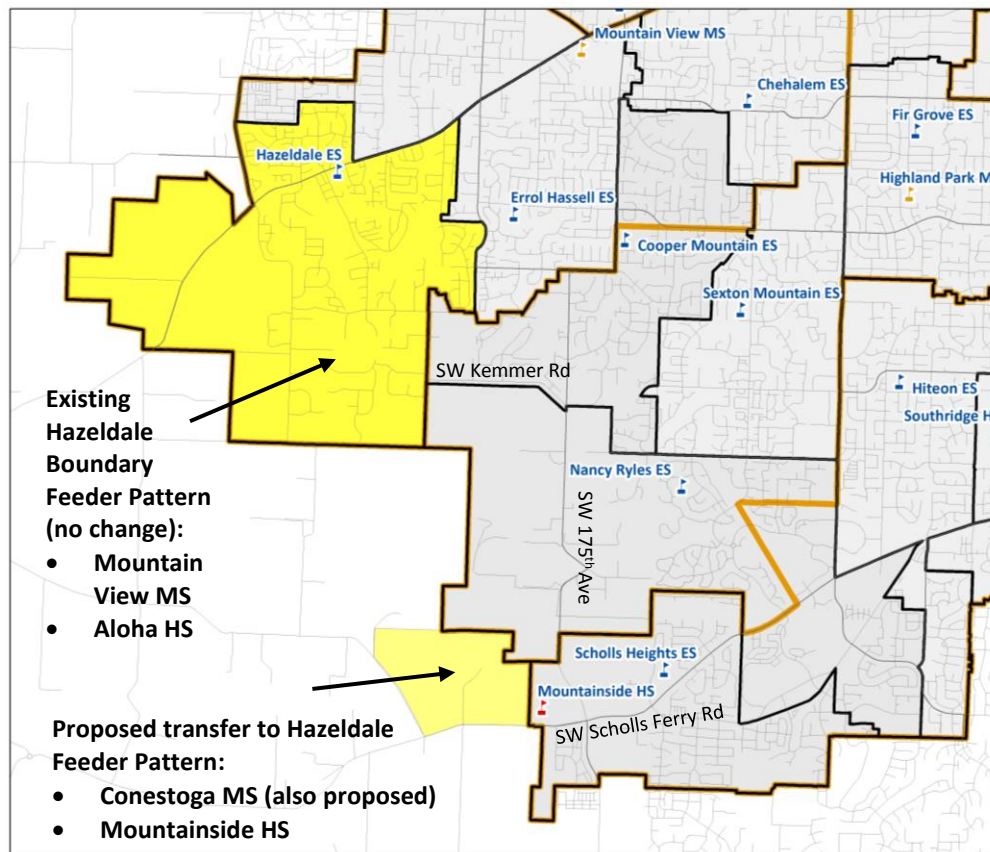
Figure 6: South Cooper Mountain Community Plan Area



⁵ A separate District criterion, feeder school alignment, is related to this criterion, and is addressed in this section.

The proposed boundary change will result in a split feeder pattern. The portion of the swap area proposed for assignment to Hazeldale is proposed to feed to Conestoga MS and Mountainside HS. The rest of Hazeldale feeds to Mountain View MS and Aloha HS. The feeder pattern for Hazeldale's current attendance boundary will not be affected.

Figure 7: Proposed Boundary Adjustment and Feeder Patterns



It should be noted that middle school attendance boundaries will be adjusted prior to the 2020 school year.

*Based on these findings, it is my conclusion that the boundary adjustment recommendation results in a map that **satisfies** the Neighborhood Unity and Feeder School Alignment criteria.*

Criteria: Proximity to School & Safety⁶

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

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

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

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

Findings

Hazeldale Elementary is approximately 4.5 to 4.9 miles from the southern portion of the swap area (18407 SW Scholls Ferry Rd), depending on the driving route. Conestoga is approximately 3.6 miles (via Scholls Ferry Road) from the same address.

The swap area will be outside the Non-Transportation Zone (students will be bused) of both Hazeldale and Conestoga, therefore students will receive bus transportation.

In the case of Hazeldale, the proposed boundary assignment would necessitate longer travel distances for this community. In this case, this criterion has been determined to be less critical than that of providing adequate capacity for projected future growth.

*Based on these findings, it is my conclusion that the boundary adjustment recommendation results in a map that **satisfies** the Proximity to School and Safety criteria.*

⁶ For the sake of clarity and parsimony, the Safety and Proximity to School criteria are considered together.

Criterion: Transportation Cost

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

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

Findings

Transportation staff provided the following analysis of bus transportation cost and the time impact of assigning the swap area to Hazeldale and Conestoga. There is an increase in costs, primarily a result of adding an additional bus route for each school.

HAZELDALE				CONESTOGA MS			
	Current	Proposed	Difference		Current	Proposed	Difference
Annual Operational Cost	\$ 18,836	\$ 22,351	\$ 3,515	Annual Operational Cost	\$ 33,022	\$ 39,480	\$ 6,458
Annual Wage & Benefit Cost	\$ 18,931	\$ 21,052	\$ 2,120	Annual Wage & Benefit Cost	\$ 35,603	\$ 39,547	\$ 3,944
Total Annual Route Cost	\$ 37,767	\$ 43,402	\$ 5,635	Total Annual Route Cost	\$ 68,625	\$ 79,027	\$ 10,402
Total Number of Routes	4	5	1	Total Number of Routes	10	11	1
Total Route Time	1:43	1:54	0:11	Total Route Time	3:12	3:35	0:23
Total Route Mileage	23.74	28.17	4.43	Total Route Mileage	41.6	49.8	8.2

In the case of Hazeldale, the proposed boundary assignment would create a non-contiguous boundary (island). In this case, this criterion has been determined to be less critical than that of providing adequate capacity for projected future growth.

*Based on these findings, it is my conclusion that the boundary adjustment recommendation results in a map that **satisfies** the Transportation Cost criterion.*

Criterion: Student Body Composition

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

The factors for consideration include the following:

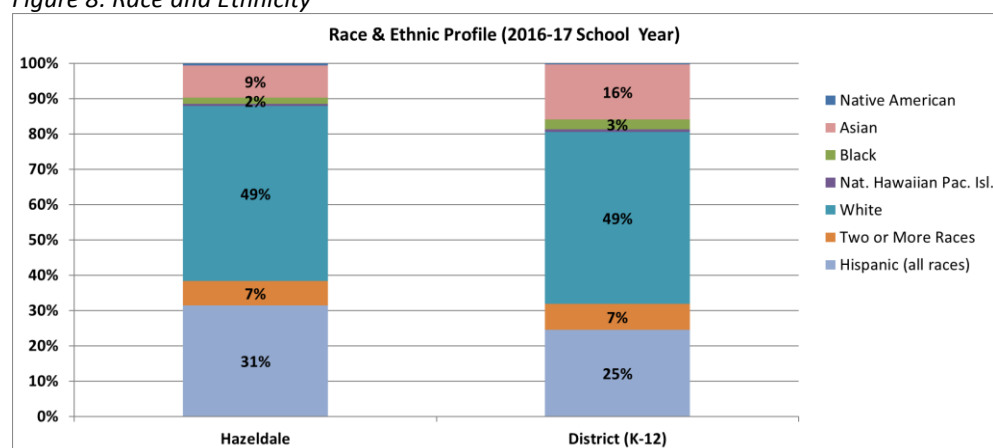
- Consider balance between schools of ethnic, socioeconomic, and language differences and other elements of diversity;
- Attempt to provide for capacity of special program siting.

Findings

The following charts display the demographic characteristics of Hazeldale and District in 2016-17. Hazeldale, in general, is comparable to the District overall in most racial and ethnic

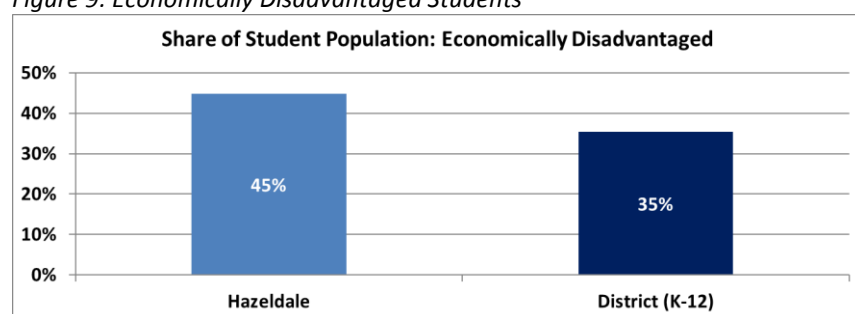
proportions, with a somewhat larger share of Hispanic students and a smaller share of Asian students.

Figure 8: Race and Ethnicity



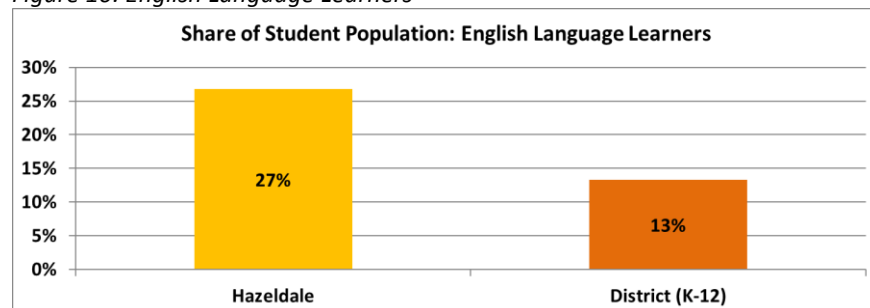
Hazeldale's proportion of economically disadvantaged students exceeds the District's.

Figure 9: Economically Disadvantaged Students



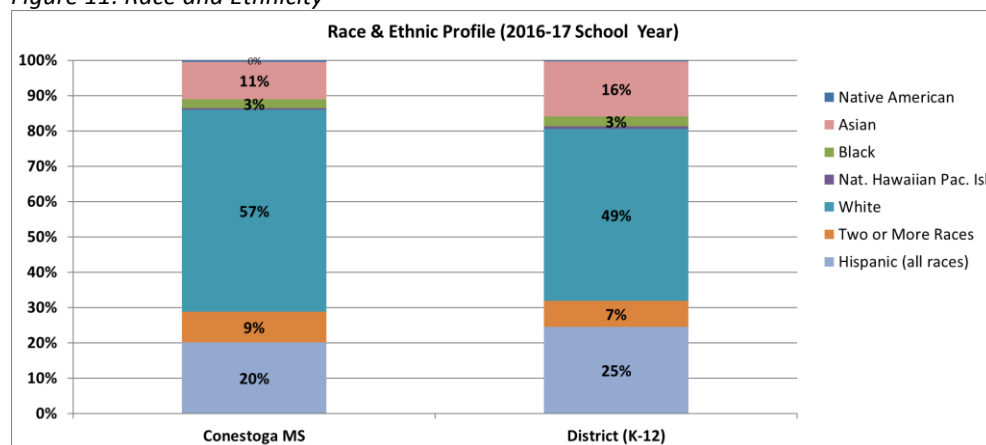
Hazeldale's proportion of English language learners is roughly double that of the District.

Figure 10: English Language Learners



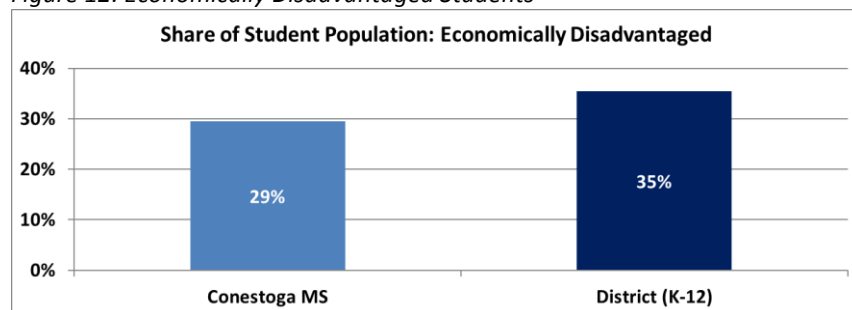
The following charts display the demographic characteristics of Conestoga MS and District in 2016-17. Conestoga has a slightly lower proportion of Asian and Hispanic students, and a larger proportion of white students than the District overall.

Figure 11: Race and Ethnicity



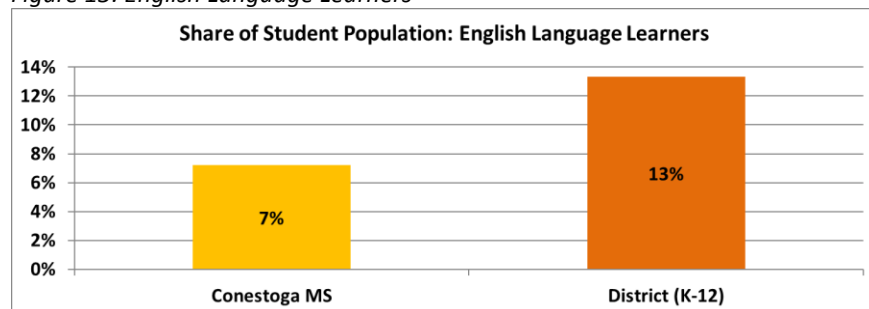
Conestoga's proportion of economically disadvantaged students is lower than the District overall.

Figure 12: Economically Disadvantaged Students



Conestoga's proportion of English language learners is about half that of the District overall.

Figure 13: English Language Learners



It should be noted that the proposed boundary adjustment is unlikely to affect these proportions in the near term. Boundary adjustments for the middle schools in prior to the 2020 school year may also change Conestoga's demographic composition.

Conclusion

*Based on these findings, it is my conclusion that the boundary adjustment recommendation results in a map that **satisfies** the Student Body Composition criterion.*

Superintendent's Transition Recommendations

The swap area to be incorporated has no current BSD students, as it is being transferred from the Hillsboro School District. Any elementary school student residing in this area who enrolls for the 2017-18 school year will attend Hazeldale. Bus transportation will be provided by the District.

Administrative Boundary Adjustment #1

Hillsboro Swap Assignment of Elementary and Middle School

June 1, 2017

