



ADMINISTRATIVE BOUNDARY ADJUSTMENT #3

POLICY ISSUE / SITUATION:

Staff proposed to review the impact of new development within the Nancy Ryles and the Cooper Mountain elementary school attendance boundaries and determine if an adjustment between these two schools is appropriate through a process defined in School Board Policy JC, School Attendance Areas.

ADMINISTRATIVE BOUNDARY ADJUSTMENT #3 BACKGROUND INFORMATION:

A significant amount of new residential growth is taking place and will continue to increase over the next several years in the southwest portion of the Beaverton School District. All governments having jurisdiction in the area (Washington County, City of Beaverton, and City of Tigard) have approved new development in the past 18 months. District staff have projected that some of the new development, which is on largely vacant land, may have an adverse impact on the capacity for elementary schools to accommodate students in the future.

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

- *Minimize future overcrowding at Nancy Ryles Elementary School.*

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 #3 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.

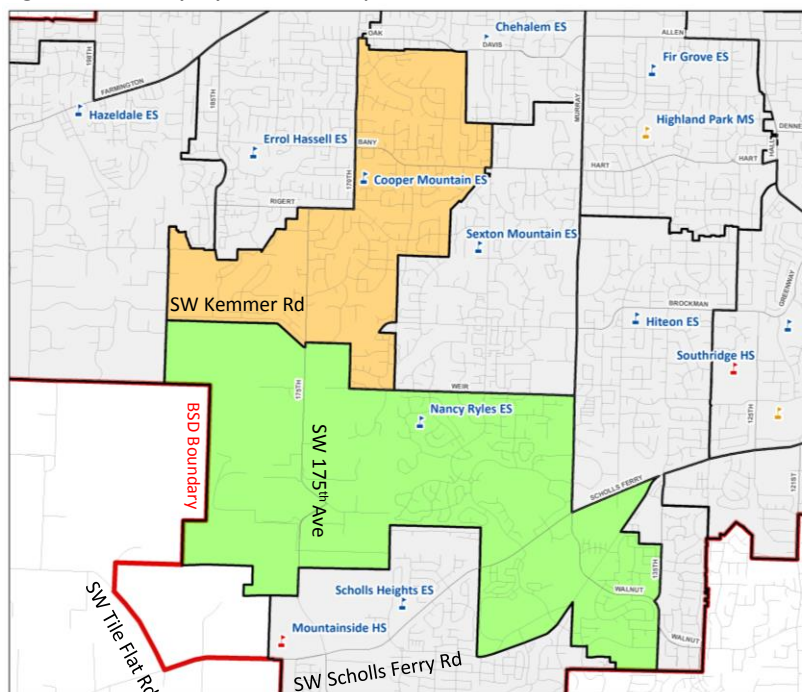
Subject: Elementary Boundary Adjustment Proposal No. 3: Nancy Ryles and Cooper Mountain Development Areas

Overview

A significant amount of new residential growth is taking place and will continue to increase over the next several years in the southwest portion of the Beaverton School District. All governments having jurisdiction in the area (Washington County, City of Beaverton, and City of Tigard) have approved new development in the past 18 months. District staff have projected that some of the new development, which is on largely vacant land, may have an adverse impact on the capacity for elementary schools to accommodate students in the future.

Staff proposed to review the impact of new development within the Nancy Ryles and the Cooper Mountain elementary school attendance boundaries and determine if an adjustment between these two schools is appropriate.

Figure 1: Nancy Ryles and Cooper Mountain Attendance Boundaries



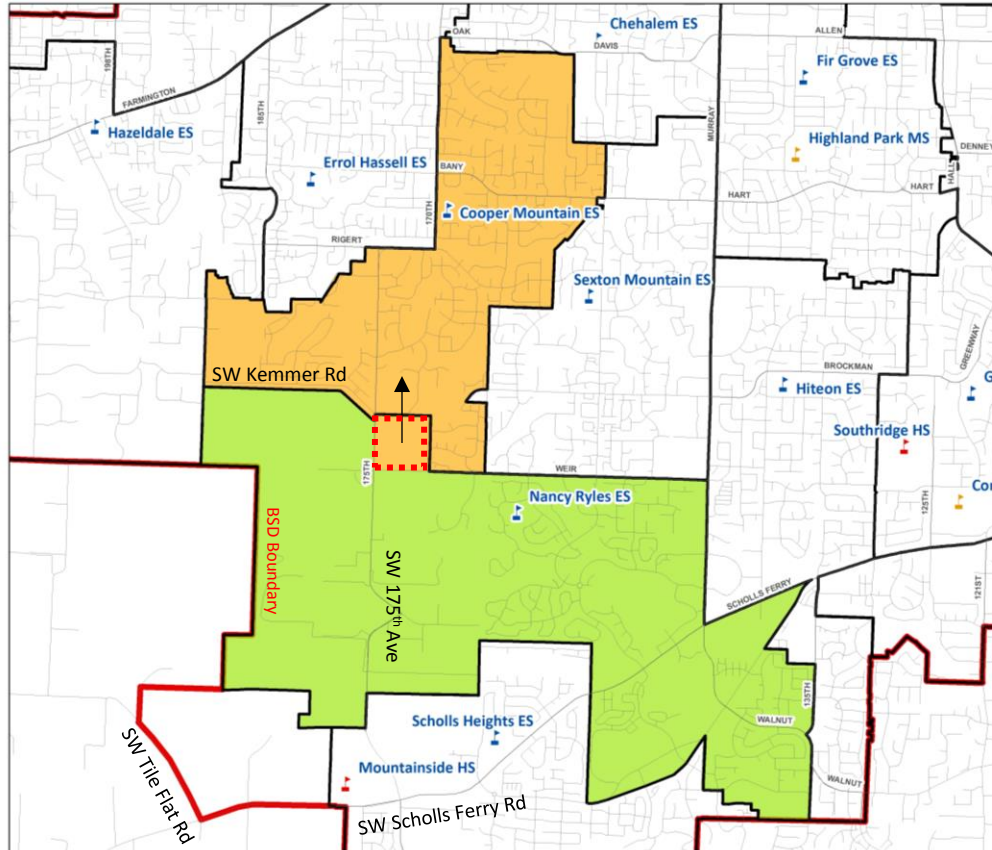
At their May 15th Business Meeting, the School Board of Directors adopted the following boundary adjustment objective:

- Minimize future overcrowding at Nancy Ryles Elementary School.

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 transfer of a portion of the Nancy Ryles attendance boundary, bounded by SW 175th, SW 170th Avenues and SW Kemmer and SW Weir Roads, to the Cooper Mountain attendance boundary.

Figure 2: Recommended Boundary Adjustment Map



This boundary amendment is intended to achieve the Board objective of relieving potential overcrowding at Nancy Ryles, which has and is likely to continue to experience enrollment growth in the future. The area to be transferred is currently the site of four major residential housing projects, with expected completion over the next few years. Additional capacity may exist for future development in the area.

The area currently consists of large lot development and vacant parcels, and is relatively sparsely populated, with a handful of current elementary students currently attending Nancy Ryles elementary. Those students will be offered the opportunity to remain at Nancy Ryles through 5th grade (including bus transportation), or to enroll at Cooper Mountain. Students who move to the area after the date of the boundary adoption will attend Cooper Mountain.

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; and
- Individual letter notification and phone call to each affected family, to inform them of the boundary change and their grandfathering and transportation options.

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 Patterns¹

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, Cooper Mountain and Nancy Ryles are projected for the following enrollment and utilization of capacity.²

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
Cooper Mtn	512	76	4	588	508	510	100%	87%
Nancy Ryles	693	38	2	731	616	625	90%	85%

Nancy Ryles and Cooper Mountain will each experience development in the next few years. Of the two, Nancy Ryles is expected to see a larger quantity of development, and consequently is likely to see more enrollment growth. The map, below, illustrates planned and active development projects in the two attendance boundaries.

Cooper Mountain has three major residential projects on the horizon, the largest of which, Oldham Meadows, is currently in the construction stage. The other two projects, the Hart Road and SW 175th subdivisions are still in the planning and permitting stages. The total number of units expected from these developments is 67 single-family houses.

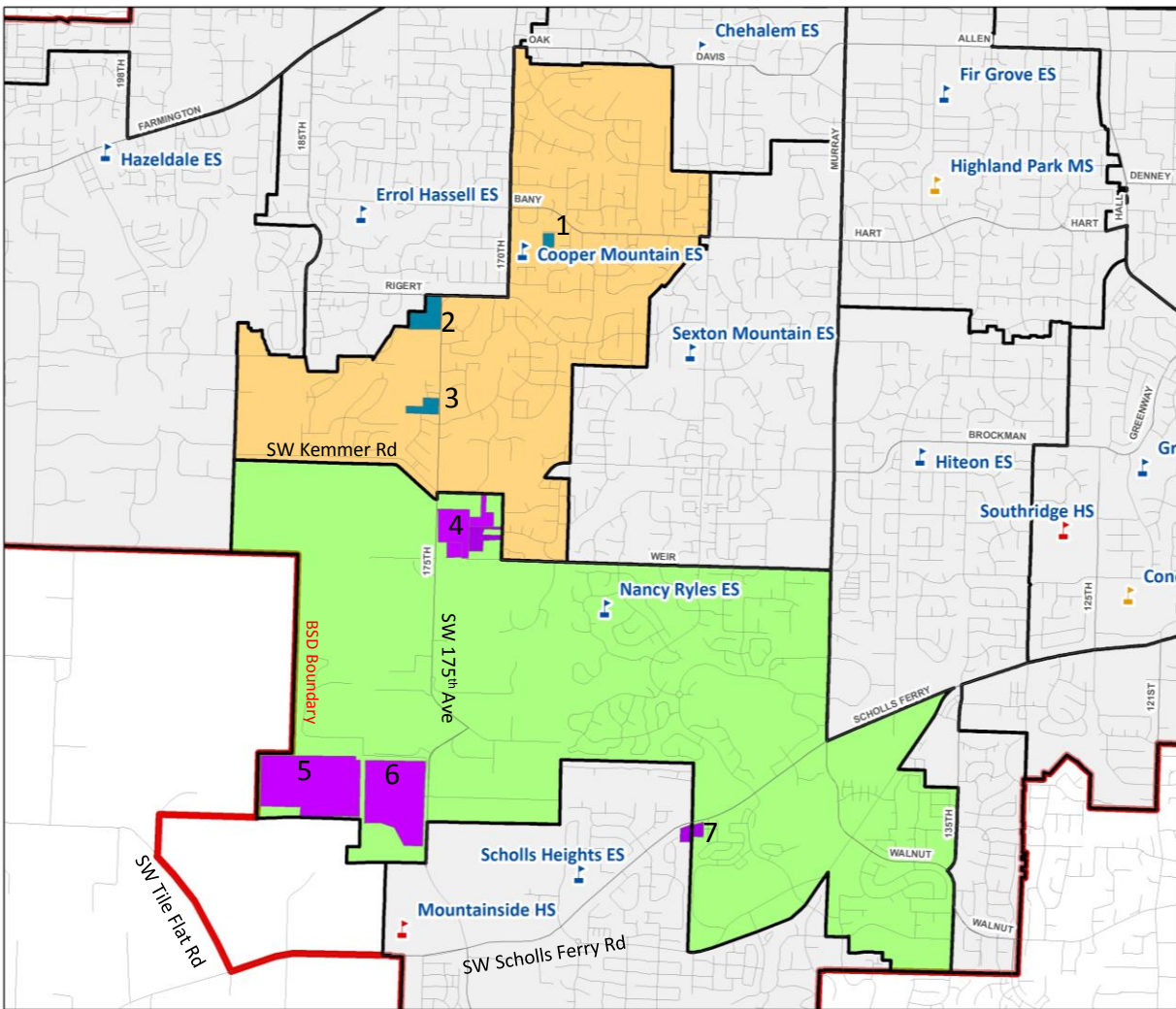
Nancy Ryles has a total of seven major development projects, four of which, in the Kemmer Road/SW 175th area have been grouped as one. Some portions of this project are currently under construction, with more to follow. The Fox Hollow and Horse Tale subdivisions, which are in the pre-application stage (i.e. have not yet been submitted for land use), are likely several years from breaking ground, as they depend on transportation infrastructure and utilities to be extended from adjacent sites. The Trillium

¹ Where appropriate, related criteria have been combined and addressed together.

² 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.

Woods apartment complex, is being considered under a separate boundary adjustment recommendation.

Figure 3: Nancy Ryles and Cooper Mountain Development Activity (current boundaries)



Label	Major Projects in Cooper Mountain ES Boundary	Units	Status
1	Hart Road Subdivision	13 Single Family Detached Units (SFD)	Has received land use approval, but requires annexation to City of Beaverton
2	Oldham Meadows	38 SFD	Currently grading/site development, units for sale August 2017, expected completion in about 1 year
3	SW 175th Subdivision	16 SFD	Has not yet received land use approval from Washington County
	Total	67 Single-family Units	

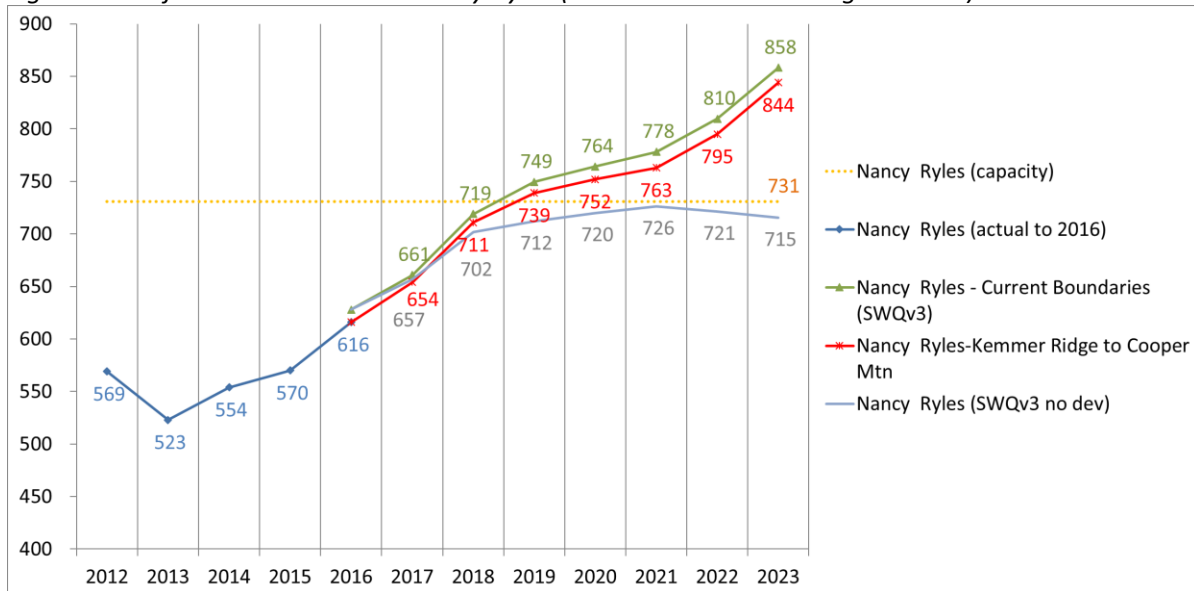
Label	Major Projects in Nancy Ryles ES Boundary	Units	Status
4	Kemmer Ridge No. 1	55 Single Family Detached Units (SFD)	Under construction, units expected over the course of 2017-18
	Kemmer Ridge No. 2	21 SFD	Construction Summer 2018
	Kemmer Ridge No. 3	11 SFD	Permits pulled, will follow No. 1
	Kemmer Summit	20 SFD	In site development review with City of Beaverton, will follow No. 1,2,3
5	Fox Hollow Subdivision	501 SFD	Pre-app proposal, not yet submitted for land use. Not anticipated to break ground for several years.
6	Horse Tale Subdivision	178 SFD	Pre-app proposal, not yet submitted for land use. Not anticipated to break ground for several years.
	Total	786 Single-family Units	
7	Trillium Woods Apartments	50-100 Multi-family units	Currently grading/site work. Project split between Scholls Heights and Nancy Ryles; District proposing transfer to Nancy Ryles under separate action

This boundary adjustment proposal is focused on the Kemmer Ridge development area (#4 on the map), as it represents an opportunity to shift a small portion of potential enrollment growth from Nancy Ryles to Cooper Mountain. As discussed in the following criteria discussions, this boundary shift will have a minimal impact to existing students and families.

The following chart displays the historic (blue) and three projected enrollment scenarios at Nancy Ryles. The green line represents the projected enrollment resulting from the known development in the attendance boundary – new students from those houses would greatly increase the enrollment above the school’s total capacity (731, which includes portables). The grey line represents the resulting enrollment if none of the development were to occur, as in illustration of the impact new development is expected to play at Nancy Ryles.

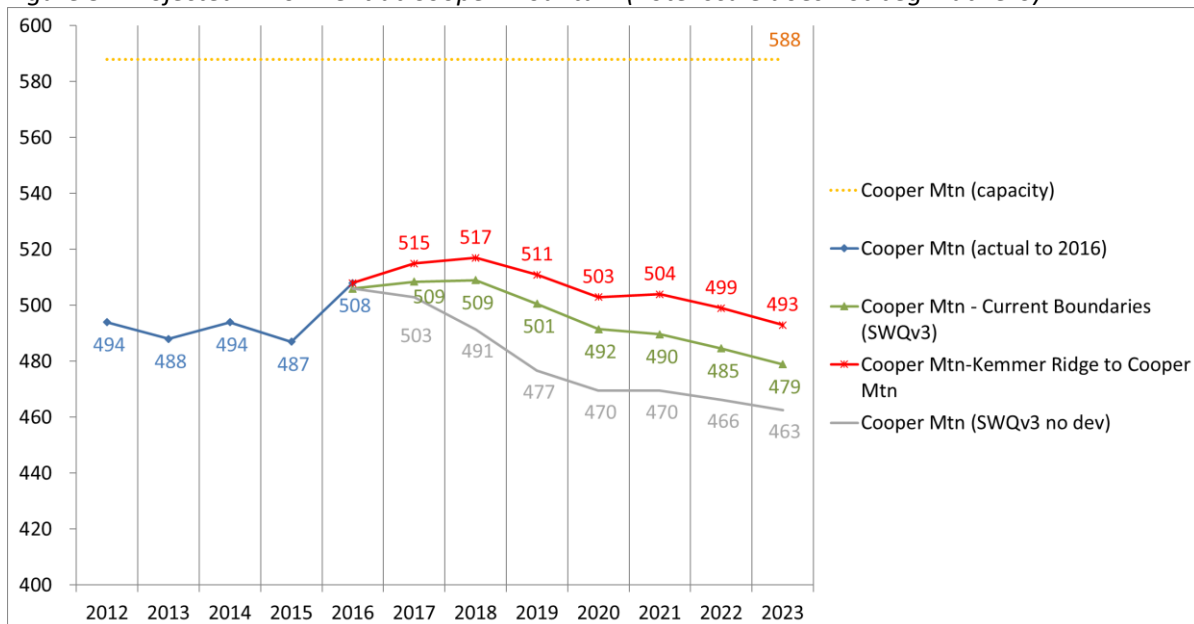
The red line represents the projected enrollment resulting from the shift of the Kemmer Ridge development area to Cooper Mountain. While the bulk of enrollment growth is still expected to come from the Fox Hollow and Horse Tale subdivisions, the minor reduction will provide some overcrowding relief.

Figure 4: Projected Enrollment at Nancy Ryles (note: scale does not begin at zero)



Below is a similar chart prepared for Cooper Mountain elementary. The green line represents projected enrollment, including Cooper Mountain's three major residential projects. The red line represents the addition of the Kemmer Ridge development area, from Nancy Ryles. The grey line shows the projected enrollment, assuming no development in the boundary at all. Cooper Mountain's enrollment has been relatively steady for several years, with a slight bump from 2015 to 2016. Even with the addition of the Kemmer Ridge development area, Cooper Mountain is likely to remain below its total capacity of 588 students.

Figure 5: Projected Enrollment at Cooper Mountain (note: scale does not begin at zero)



The projected addition of elementary students to Cooper Mountain ES may result in the need for additional staffing at the school, but the allocation of teachers and classified staff also

depend on other factors. In the immediate term, the handful of students living in the affected area will be offered the option to attend either Cooper Mountain or Nancy Ryles.

*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 Alignment³

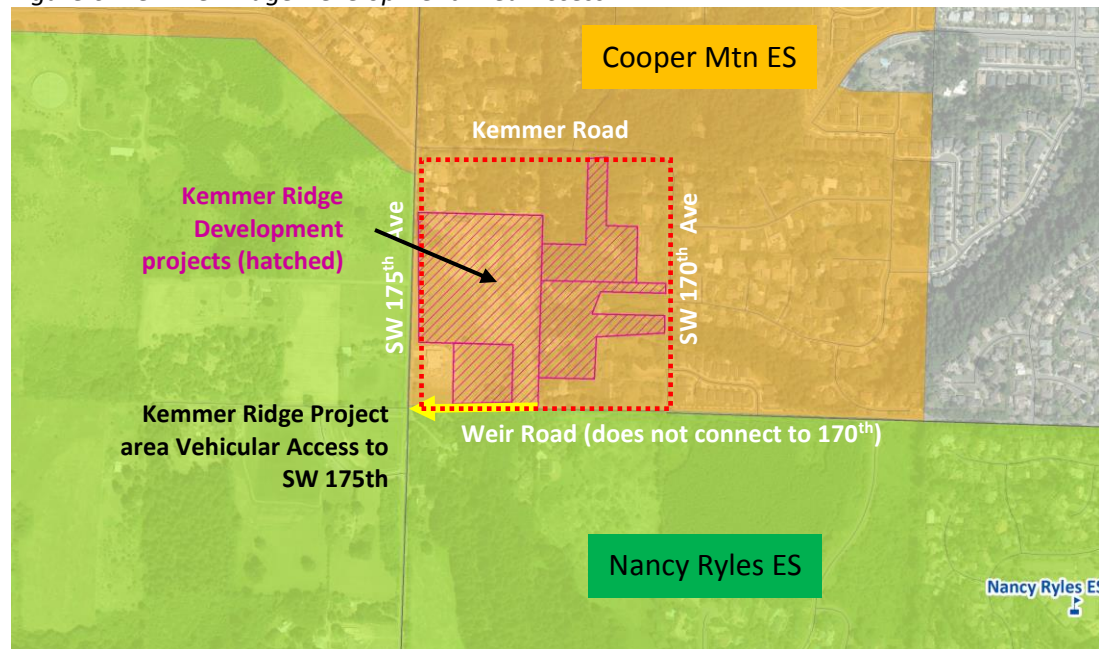
These criteria derive from the District's commitment to supporting neighborhood schools, which serve as an important part of community identity. The factors for consideration include the following:

- 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

Kemmer projects surrounded on two sides by Cooper Mtn boundary; students living across the street to the north and east of the Kemmer projects board buses to Cooper Mountain. Nancy Ryles attendance boundary to the west and south are both sparsely populated and are located outside the Urban Growth Boundary. Vehicular access to the Kemmer projects will be provided on SW 175th, but eventually, with future development, the neighborhood will be connected to SW 170th to the west.

Figure 6: Kemmer Ridge Development Area Access



The assignment of the Kemmer Ridge development area will have no impact on middle school and high school feeder patterns – the area in question feeds to Highland Park MS and

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

Mountainside HS. 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 & Safety⁴

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

The distance from the Kemmer Ridge project area, as measured from TVF&R Station 69 (9940 SW 175th Ave, main access point to Kemmer projects), is comparable:

- Distance to Cooper Mountain ES: ~1.4 miles
- Distance to Nancy Ryles ES: ~1.3 miles

The Kemmer Ridge development area would be outside both Cooper Mountain and Nancy Ryles' Non-Transportation Zones, necessitating bus transportation for students, regardless of their school of attendance. Eventually, with future development and the improvement of the western portion of Weir Road, students will be able to access bus stops on SW 170th, thus reducing bus travel distances.

*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.*

⁴ 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 transferring the Kemmer Ridge development area to Cooper Mountain. There is an increase in costs, primarily a result of adding an additional bus route.

Figure 7: Estimated Transportation Cost Impact

COOPER MOUNTAIN			
	Current	Proposed	Difference
Annual Operational Cost	\$ 7,625	\$ 11,338	\$ 3,713
Annual Wage & Benefit Cost	\$ 9,228	\$ 11,859	\$ 2,631
Total Annual Route Cost	\$ 16,852	\$ 23,197	\$ 6,344
Total Number of Routes	2	3	1
Total Route Time	0:50	1:05	0:15
Total Route Mileage	9.61	14.29	4.68

Current students in the boundary adjustment area who elect to remain at Nancy Ryles will be provided bus transportation to Nancy Ryles. This does not impact the cost or time estimate provided above.

*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.

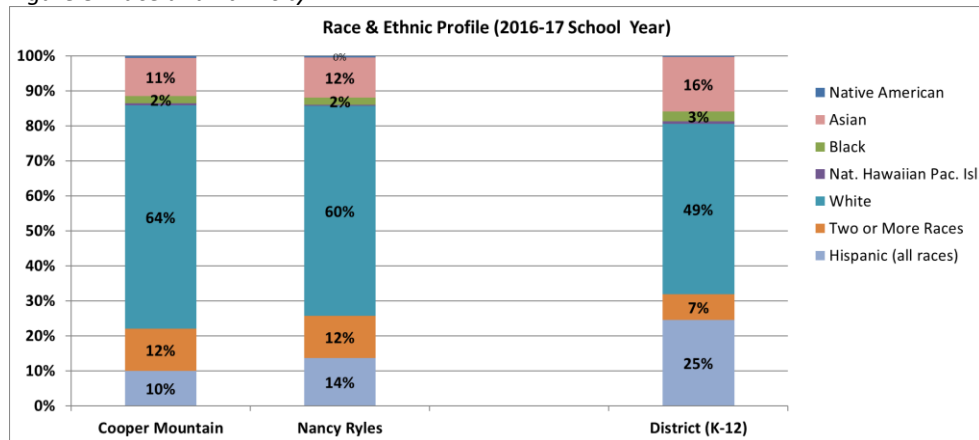
The factors for consideration include the following:

- 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

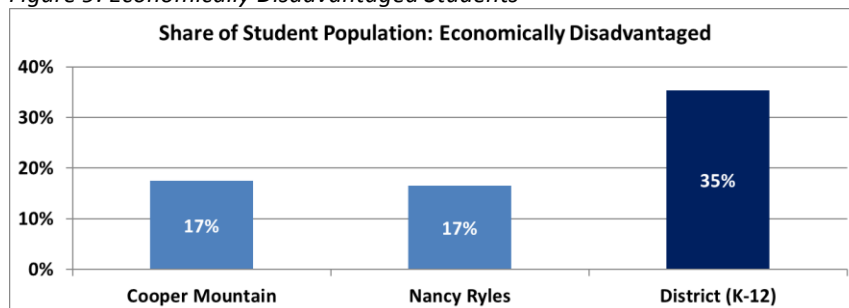
The following charts display the demographic characteristics of Nancy Ryles, Cooper Mountain and the District in 2016-17. Nancy Ryles and Cooper Mountain are comparable to one another in terms of race and ethnicity.

Figure 8: Race and Ethnicity



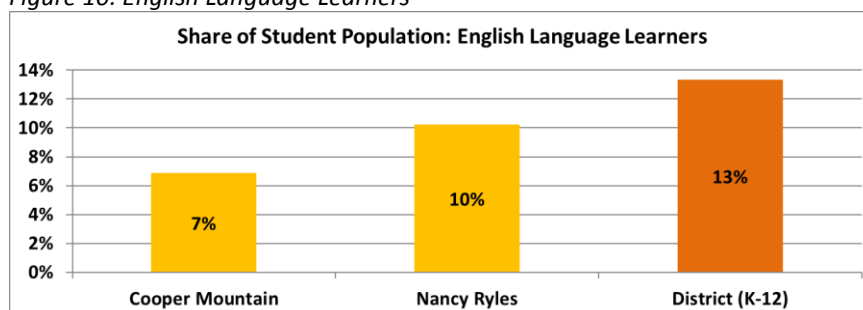
Both schools have a lower proportion of economically disadvantaged students than the District as a whole.

Figure 9: Economically Disadvantaged Students



Nancy Ryles' share of students who are English language learners is slightly below the District, and Cooper Mountain's share is lower still.

Figure 10: English Language Learners



It should be noted that the proposed boundary adjustment is unlikely to affect these proportions in the near term. The small number of students in the Kemmer Ridge development area who attend Nancy Ryles will have the option to remain at that school.

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 following are my recommendations to help our students and families transition through the boundary adjustment:

- The boundary adjustment will be in effect for the 2017-18 school year.
- Families with students residing within the proposed boundary adjustment area who currently attend Nancy Ryles may elect to do one of the following:
 1. Under the grandfathering option, remain at Nancy Ryles through 5th grade (bus transportation will be provided)
 2. Enroll at Cooper Mountain, the new home boundary school (bus transportation would be provided, beginning with the 2017-18 school year.
- The District will notify affected families and provide them with information on how to indicate their grandfathering preference.

Administrative Boundary Adjustment #3

Nancy Ryles and Cooper Mountain Elementary Development Areas

June 1, 2017

