COUNTY OF SAN DIEGO

REDISTRICTING DEMOGRAPHER SERVICES

Response to Request for Proposals No. 10673

FLO Analytics

PROPOSAL COVER PAGE (PC-600)

SUBMITTAL INFORMATION

Submit this Completed Form as the Cover Page of Your Proposal

DESCRIPTION

Request for Proposals (RFP) 10673	County of San Diego Independent Redistricting Commission Demographer Services

OFFEROR INFORMATION (TO BE COMPLETED BY OFFEROR)

Please Type or Print Clearly

BUSINESS INFORMATION

FLO Analytics
Company/Organization Name

3140 NE Broadway Street
Portland, Oregon 97232
Address

(888) 847-0299
Telephone Number

www.flo-analytics.com
Website Address

( )
Fax Number (optional)

REPRESENTATIVE AUTHORIZED TO SIGN OFFER

Tyler Vick
Authorized Representative Name

Managing Director
Authorized Representative Title

tvick@flo-analytics.com
Authorized Representative Email Address

(503) 886 9780
Authorized Representative Telephone Number

3140 NE Broadway Street
Portland, Oregon 97232
Mailing Address

AUTHORIZED POINT OF CONTACT (POC)
(if different from Authorized Representative)

POC Name

POC Title

POC Email Address

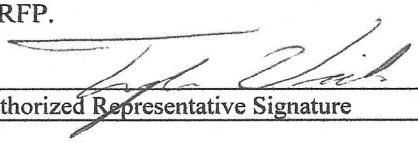
( )
POC Telephone Number

County communications to Offeror regarding this RFP will be sent to the POC. If no POC is provided, such communications will be sent to the Authorized Representative.

POC Mailing Address

SIGNATURE

I certify under penalty of perjury under the laws of the State of California, that I am authorized to execute and submit this proposal on behalf of the Offeror listed above; that all of the RFP instructions and rules, exhibits, addenda, explanations, and any other information provided by the County, including but not limited to, the diligence material, has been reviewed, understood and complied with; and that all information in this submission is true, correct, and in compliance with the terms of the RFP.



Authorized Representative Signature

May 10, 2021
Date

PC 600 Form (PC-600p) Rev. 02-02-2021

Department of Purchasing and Contracting

REPRESENTATIONS AND CERTIFICATIONS

The following representations and certifications are to be completed, signed and returned with the offer (the term "offer" includes bids, proposals, quotes or any other submission to provide goods and/or services).

1. BUSINESS TYPE

☒ For-profit ☐ Non-profit ☐ Government

Attach proof of status for Non-profit.

2. INTERLOCKING DIRECTORATE

In accordance with Board of Supervisors Policy A-79, if Offeror is a non-profit as indicated in paragraph 1 above, Offeror is required to identify any related for-profit subcontractors in which an interlocking directorate, management or ownership relationship exists. If Offeror is a non-profit and will be subcontracting with a related for-profit entity, Offeror must list all such entity(ies) on an attached separate sheet, and authorization must be sought from Board of Supervisors. If Offeror is a non-profit and does not submit such a list, Offeror certifies it has no and will not enter into a subcontract relationship with a related for-profit entity.

3. BUSINESS REPRESENTATION

Offeror represents as a part of this offer the following information regarding the ownership, operation, and control of its business:

3.1. Are you a local business with a physical address within the County of San Diego? ☐ Yes ☒ No

3.2. Are you certified by the State of California as a:

☐ Disabled Veteran Business Enterprise (DVBE)
Certification #: _____

☐ Small Business Enterprise (SBE)
Certification #: _____

3.3. Are you certified by the U.S. Dept Of Veterans' Affairs as:

☐ Veteran Owned Small Business (VOSB)
Certification # _____

☐ Service Disabled Veteran Owned Small Business (SDVOSB)
Certification # _____

3.4. Estimated percentage of work in this offer to be performed or fulfilled locally (within the geographic boundaries of the County of San Diego): 10 %

4. DEBARMENT, SUSPENSION AND RELATED MATTERS

4.1. Offeror hereby certifies to the best of its knowledge that neither it nor any of its officers:

4.1.1. Are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency.

4.1.2 Have within a three (3) year period preceding this agreement been convicted of or had a civil judgment rendered against them for commission of fraud or criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

4.2. Except as allowed for in Section 4.2.4, Offeror hereby certifies to the best of its knowledge that neither it nor any of its officers:

4.2.1 Are presently indicted for or otherwise criminally or civilly charged by a government entity (federal, state, or local) with the commission of any of the offenses enumerated in paragraph 4.1.2 of this certification;

4.2.2 Have within a three (3) year period preceding this agreement had one or more public transactions (federal, state or local) terminated for cause or default;

4.2.3 Are presently the target or subject of any investigation, accusation or charges by any federal, state or local law enforcement, licensing or certification body.

4.2.4 If Offeror is unable to certify any of the facts set forth in Sections 4.2.1, 4.2.2 or 4.2.3, it certifies that is has listed on a separate sheet(s) attached to this Representations and Certifications each fact that it cannot certify and the reason it cannot do so. That information must include the specific relevant facts (date(s), contract(s) and individual(s) involved, status of action(s), and any other relevant information) that prevent it from making the requested certifications. The County reserves the right to disqualify an Offeror based upon information disclosed.

4.3 Offeror has a continuing duty to disclose information until contract award/execution and shall report in writing to the County Department of Purchasing and Contracting within five business days of knowing or have any reason to know any change in status as certified in the preceding paragraphs 4.1 and 4.2.

4.4 If Offeror or any of its subcontractors, agents or consultants, have previously contracted with the County to perform related work on this project (e.g. preparing components of the statement of work or plans and specifications for this project), Offeror shall identify those previous agreement(s) and submit that list along with the proposal. Other than as may be submitted on said list, Offeror certifies to the best of its knowledge that it and its proposed subcontractors, agents and consultants have not previously contracted with the County to perform work on or related to this project.

5. CURRENT COST OR PRICING

Offeror certifies to the best of its knowledge that cost and/or pricing data submitted with this offer, or specifically identified by reference if actual submission of the data is impracticable, are accurate, complete, and current as of the date signed below.

6. INDEPENDENT PRICING

Offeror certifies that in relation to this procurement:

6.1. The prices in this offer have been arrived at independently, without consultation, communication, or agreement, for the purpose of restricting competition, as to any matter relating to such prices with other offerors, with any competitors, or with any County employee(s) or consultant(s) involved in this or related procurements;

6.2. Unless otherwise required by law, the prices that have been quoted in this offer have not been knowingly disclosed by the Offeror and will not knowingly be disclosed by the Offeror prior to opening, in the case of a bid, or prior to award, in the case of a proposal, directly or indirectly to any other Offeror or to any competitor; and

6.3. No attempt has been made or will be made by the Offeror to induce any other person or firm to submit or not to submit an offer for the purpose of restricting competition.

7. TAX INFORMATION

The Offeror understands that prior to receiving a contract award from the County, the Offeror must submit a completed IRS W-9 form to provide a Federal Tax ID number, or if not available, to provide a Social Security Number (SSN).

CERTIFICATION

The information furnished in Paragraphs 1 through 7 and in the accompanying offer is certified to be factual and correct as of the date submitted and this certification is made under penalty of perjury under the laws of the State of California.

Name: Tyler Vick Signature: _____

Title: Managing Director Date: May 10, 2021

Company/Organization: FLO Analytics

SUBMIT THIS FORM AS DIRECTED IN THE REQUEST FOR SOLICITATION DOCUMENTS OR WITH THE OFFER

Table of Contents

Letter of Interest

May 10, 2021

REQUEST FOR PROPOSALS

Project Contact

Jed Roberts

3140 NE Broadway Street
Portland, OR 97232
Desk: 503.501.5225
jroberts@flo-analytics.com

Richard McCarvell, Chief of Procurement Services
5560 Overland Avenue, Suite 270
San Diego, CA 92123-1204

Re: County of San Diego Redistricting Demographer Services RFP

Dear Richard McCarvell:

FLO Analytics (FLO) appreciates the opportunity to submit this proposal to assist the County of San Diego (County) with demographic redistricting services. We understand that the objective of the project is to assist the County's Independent Redistricting Committee (IRC) to draw and adopt new supervisorial district boundaries. We also understand that the delayed release of the P.L. 94-171 redistricting data files and the ongoing COVID-19 pandemic will introduce unique challenges to this project. Our team is well qualified and prepared to perform the services requested to ensure the Independent Redistricting Committee adopts new supervisorial district boundaries prior to December 15th, 2021.

A successful redistricting project requires rigorous analysis, strategic public engagement, and a unique ability to earn the community's trust. It also requires legal expertise as a check against violating local, state, and federal regulations. FLO's success in these areas is a testament to our technical prowess, and dedication to the communities we serve. FLO understands the County is seeking proposals for a complimentary public relations effort. We strongly support this investment, as we know community engagement will be key to the success of this project. We have a track record of successful collaboration with community outreach and engagement firms, and we are ready to collaborate closely with the successful offeror.

Our uniquely qualified team of demographers, GIS analysts, and election law and voting rights experts will ensure a successful and transparent redistricting process that garners public trust and provides the best possible solution. Our team brings:

- A team of skilled demographers with years of experience performing redistricting analyses for counties, cities, and other local public agencies.

- A data-driven process. Unlike other prominent redistricting firms, FLO has never contracted with or represented and political party. Working with us ensures a nonpartisan, data driven, and transparent approach to redistricting.
- Analysts who specialize in building public-facing mapping tools that are easier to use and more reliable than other mapping products.
- Skilled communicators with a history of helping committees make data driven decisions through training and mapping technology.

FLO brings a track record of redistricting success, having assisted public agencies of all sizes with more than 90 redistricting and demographic analysis projects in the past five years. Every redistricting project we have conducted has been approved by the governing council or board. Our portfolio includes some of the most complex, challenging, and fulfilling redistricting projects, including redistricting the school attendance boundaries for Portland Public Schools and The School District of Philadelphia. We are also kicking off a new project to support San Diego School District with planning and enrollment services this year. In the last year, we have tailored our processes to assist clients in virtual environments due to COVID-19 restrictions.

Increasingly seen as a leader in redistricting services, we are frequently selected to participate in redistricting educational events for local governments. In the past year, we were invited to speak to the Washington Public Ports Association, the Washington State Association of Counties, the Association of Washington Cities, the Washington State School Directors Association, the Colorado Municipal League, and the national nonprofit organization, Engaging Local Government Leaders.

FLO is currently assisting local governments and special districts nationwide with redistricting, including the City of Lincoln, Plumas County, and San Joaquin County in California, Snohomish County and Spokane County in Washington State, the City of Brookhaven in Georgia, and several special districts throughout the country.

We believe we are the best team for this project and hope to support the County's redistricting efforts. Thank you for considering this proposal, and please contact us if you have questions or would like to discuss our qualifications.

Sincerely,

FLO Analytics

Tyler Vick

Principal in Charge

Jed Roberts

Project Manager & Lead Analyst

1 Minimum Requirements

Confirmation that all personnel meet the requirements of Elections Code section 21551(d) and 21550(c)(4):

☒ Yes, FLO confirms that all personnel assigned to this project and the personnel of subcontractor RPLG assigned to this project meet the requirements of Elections Code section 21551(d) and 21550(c)(4).

Agreement to the County's terms and conditions (Draft Agreement) and Insurance Requirements:

☒ Yes, FLO confirms that we accept the Draft agreement and insurance requirements as presented in this RFP.

2 Technical Approach

Part 1 Technical Approach—Statement of Work

COMPLIANCE TO "EXHIBIT A—STATEMENT OF WORK (SOW) REQUIREMENTS

☒ Yes, FLO confirms our agreement with the requirements as stated.

2.3.4 DESCRIPTION OF SERVICES/PROJECT PLAN

FLO uses a data driven, community informed, and transparent redistricting process. The tasks described below are designed to ensure the supervisorial district boundaries adopted by the IRC comply with local, state, and federal law, preserve important communities of interest, address concerns raised by the public, and earn the trust of San Diego County residents. We combine first-class demographic expertise with tools and strategies that capture public comment, testimony, and feedback to deliver comprehensive and efficient demographic redistricting services.

2.3.4.1 DEMOGRAPHIC CONSULTING TASKS TO BE PERFORMED

Task 1 Project Coordination & Planning

TASK 1A PROJECT KICKOFF

The project will begin with an initial kickoff meeting between the demographic services consultant, the outreach and engagement services consultant, and county staff. This meeting will lay the groundwork for a successful project by creating project alignment and developing a rapport between the members of the project team. Specific objectives of the kickoff meeting include:

- Identifying key points of contact for each of the consultants
- Establishing a check-in meeting cadence between the demographic services consultant, the outreach and engagement services consultant, and county staff
- Finalizing the project timeline, including identifying specific dates for the public hearings

TASK 1B DATA COLLECTION AND COMPILATION

Under Task 1B, we will collect and compile all data required to perform the demographic services. This includes the 2020 TIGER/Line Shapefiles for Census tract, block group, and block geographies, the 2020 P.L. 94-171 Redistricting Data Shapefiles, the 2020 P.L. 94-171 Redistrict Data Summary Files (in both the legacy format and the standard format) and redistricting and election data from the California Statewide Database. FLO will also collect data related to communities of interest within San Diego County, as reported by members of the IRC and the public through online mapping tools and public testimony.

These data and any others identified during the project will be loaded into FLO's demographic analysis and mapping tools and compiled into a geodatabase and submitted to the County following project completion.

A Note About Legacy Format Redistricting Data Summary Files: Special attention will be afforded to the collection, compilation, and use of the Legacy Format Redistricting Data Summary Files. Prior to the data's release FLO will access, test, and validate our tools and methodology using the Prototype P.L. 94-171 Redistricting Data Summary File (https://www.census.gov/programs-surveys/decennial-census/about/rdo/program-management.html#P3). This ensures that FLO will identify and mitigate any risks, complications, or other challenges associated with using the Legacy Format Redistricting Summary Files before the data are available in mid-August.

TASK 1C ADDITIONAL COORDINATION, PLANNING, AND RESEARCH

We anticipate that coordination with County staff and the IRC beyond what is outlined in Task 1B will be required periodically throughout the project. Our team will be available to answer questions, perform tasks, or otherwise coordinate with county staff and/or the IRC as needed.

DELIVERABLES SUMMARY

(Task 1A) A summary memo describing the content of the project kickoff meeting and a detailed project timeline.

(Task 1B) An ESRI ArcGIS Geodatabase containing all files used in the redistricting analysis

TASK 1 DURATION AND PARTICIPATION SUMMARY

(Estimated June 2021–December 2021)

Principal	Project Manager	Demographer	Analyst/Technician
5%	20%	25%	50%

Task 2 Meeting Attendance

FLO's project managers and demographers will be available to participate in IRC meetings, public hearings, and workshops, as necessary. We anticipate participation to be both virtual and in-person depending on CDC and state and local health guidance and the meeting topic or structure. Routine weekly IRC meetings, where FLO staff are not expected to present the "Springboard," draft, or final district maps, may be attended virtually. Meetings, hearings, and/or workshops where FLO staff will present maps or perform live scenario modeling will be attended in-person, if allowed by local, state, and federal health guidance. If on-site attendance is not feasible, our team can participate in and/or host any public meeting, hearing, or workshop, regardless of the content. Over the past year our staff have hosted and facilitated dozens of virtual public meetings and workshops and are using both Microsoft Teams and Zoom.

TASK 2 DURATION AND PARTICIPATION SUMMARY

(Estimated June 2021–December 2021)

Principal	Project Manager	Demographer	Analyst/Technician
0%	50%	25%	25%

Task 3 Racially Polarized Voting Analysis

At the request of the IRC, FLO will analyze San Diego County election results by precinct to identify polarized voting in racial and language minority communities throughout the county. FLO will utilize Alteryx Software and the R for Statistical Computing programming language to perform a Homogenous Precinct Analysis drawing on the California Statewide Database voter precinct election result data.

Where polarized voting is identified, we will ensure district scenarios do not fragment, submerge, or unnecessarily pack minority populations.

DELIVERABLES SUMMARY

(Task 3) A memo detailing the findings of the racially polarized voting analysis for any precincts, neighborhoods, cities, towns, or other areas requested. The memo will include a description of the methodology and data sources used and the findings of our analysis.

TASK 3 DURATION AND PARTICIPATION SUMMARY

(Estimated June 2021–December 2021)

Principal	Project Manager	Demographer	Analyst/Technician
0%	25%	25%	50%

Task 4 Public Comment and Feedback Process

The ability to incorporate public comment and feedback is foundational to a successful redistricting process. Our approach is designed to capture community sentiment and help the public develop informative testimony about communities of interest. We take pride in our ability to transform local knowledge into data that informs our analysis. To do this, we employ methods that ensure accessibility of our tools and technologies and encourage active participation in public hearings.

Maps submitted by the public

FLO believes that every map submitted by the public has value, even those that do not fully comply with the redistricting requirements. We will evaluate each map submitted during the project, whether created using our District Scenario Modeler application, or hand-drawn on a piece of paper. In addition to submitting maps depicting their preferred district boundary scenario, FLO encourages the public and stakeholders to provide maps of their communities of interest. These community of interest maps can then be vetted through discussion with the community outreach consultant and county staff and included in our analysis.

Community submitted maps that depict supervisorial district boundaries will be evaluated by the project team. The evaluation will test whether the map meets the minimum legal requirements and satisfies concerns raised by the community. FLO will also calculate and assign a compactness score for each district drawn. The maps will be compiled into a single document that includes summary demographic and analytical data for each map.

FLO is experienced in incorporating maps drawn by the public using tools other than our District Scenario Modeler application, including hand drawn paper maps which are digitized by GIS analysts, and included in our redistricting analysis.

Feedback, comments, and testimony

Throughout the project FLO will work closely with the community outreach consultant and the county to ensure all comments and feedback provided are documented. This includes feedback provided during hearings, working sessions, and other public meetings, as well as comments submitted to the County or IRC via email, social media, or handwritten letters. These comments will be reviewed and, where they reveal information about a community of interest or provide an important perspective on the formation of the council district boundaries, FLO will incorporate that information into our analysis.

DELIVERABLES SUMMARY

(Task 4) A document compiling each supervisorial district map submitted for evaluation, summary demographic and analytical data for each map, whether each map meets the minimum legal requirements, and whether the boundary satisfies the concerns raised by the community.

(Task 4) A document containing a record of every public comment, written testimony, or community of interest map submitted during the project.

TASK 4 DURATION AND PARTICIPATION SUMMARY

(Estimated June 2021–December 2021)

Principal	Project Manager	Demographer	Analyst/Technician
0%	25%	25%	50%

Task 5 Prepare "Springboard" District Scenarios

This task is specifically focused on developing initial scenarios for review by the IRC and the public. FLO will incorporate legal requirements and all feedback, community of interest testimony, and district maps submitted by the public to develop no more than five draft "springboard" district scenarios. These scenarios are designed to serve as starting points in the process of developing the new district boundaries. Each springboard scenario will include maps of the districts; demographic tables highlighting the district total population, population by race and ethnicity along with any other attributes requested by the IRC; and a narrative description of the scenario. The narrative description will include how the scenarios address concerns expressed by the IRC and members of the public. It will also detail which communities of interest are preserved or split by the scenario.

FLO will work with the IRC to revise the springboard scenarios, in response to feedback from the public and the IRC and advance a narrower set of boundary scenarios. Our team will use a combination of Esri ArcGIS, our District Scenario Modeler application, and Alteryx, to draw the springboard options.

DELIVERABLES SUMMARY

(Task 5) Maps, accompanying data tables, and the written descriptions of the "Springboard" district scenarios.

TASK 5 DURATION AND PARTICIPATION SUMMARY

(Estimated June 2021–December 2021)

Principal	Project Manager	Demographer	Analyst/Technician
0%	25%	25%	50%

Task 6 Prepare Final District Map

After revising the springboard scenarios to account for feedback from the public and the IRC, FLO will prepare recommendations for the final supervisorial district boundaries. FLO will perform demographic analyses to ensure the final boundaries comply with all local, state, and federal laws and incorporate feedback from the community to the degree feasible.

We will develop a detailed report of the final accepted supervisorial districts. The report will include complete documentation of the process used to draw the final supervisorial district boundaries, a detailed map of the new district boundaries, a detailed map depicting change areas for the current district boundaries, summary statistics for each district that indicate how they comply with all legal requirements, and a narrative section that describes communities of interest considered during the

development of the final map. The final report will also include a reference to the record of proceedings supporting the supervisorial district boundaries as reflected in the final map.

FLO will provide the COSD Registrar of Voters with all requested data and mapping files as well as assistance as necessary to implement the IRC's final redistricting map to be used in drawing the precincts for the 2022 supervisorial district elections.

DELIVERABLES SUMMARY

(Task 1A) A detailed report of the final supervisorial districts

(Task 1B) All data and mapping files related to the project

TASK 6 DURATION AND PARTICIPATION SUMMARY

(Estimated June 2021–December 2021)

Principal	Project Manager	Demographer	Analyst/Technician
5%	20%	25%	50%

Mapping Software

We propose deploying FLO's new District Scenario Modeler (DSM) application the IRC and made available to the public. The DSM is new to the redistricting software landscape; however, the application is built on the trusted software platforms, Tableau and ArcGIS Online. We employ these software on nearly every project and frequently utilize them for information gathering. Recently, FLO successfully used the DSM help the City of Brookhaven, GA with their city council redistricting. Each member of the Council and the City's mayor received a password protected DSM license. The final map adopted by the city was derived from a map initially drawn by the mayor. FLO has also contracted to use the District Scenario Modeler on redistricting projects with Snohomish County, WA, Spokane County, WA, the City of Lincoln, CA and Plumas County, CA.

Benefits of the District Scenario Modeler over other redistricting tools include:

- Intuitive interface designed specifically for the public and non-technical users
- "Community Builder" module to help users identify their community of interest on a map
- Built in form to capture written testimony about the maps submitted by the public
- Maps and data stored directly in the cloud for easy access, version control, and back up
- Easily embedded on any webpage or a dedicated website
- Indicator that tells the user whether communities of interest are preserved
- Translated into nearly any language

The District Scenario Modeler is an interactive web-based mapping tool that we designed to provide your community with an easy way to participate in the redistricting process. The tool harnesses the power of Tableau and ArcGIS Online to allow users to draw their own boundaries and

instantly view demographic information to see if the boundaries are population balanced and support fair representation. It includes an embedded form that helps you collect public feedback and makes it easy to incorporate publicly drawn maps into the redistricting analysis.

The District Scenario Modeler is easily translated into many languages and includes instructional videos that can be tailored to the specific language needs of the County. The application is accessible through all media (phone, tablet, computer) and maps can easily be designed and submitted using any tablet or computer interface. The District Scenario Modeler includes a "Community Builder" module that allows users to draw the borders of communities of interest, provide a written description of the community, and submit the map to our project team. All maps submitted using the District Scenario Modeler are directly incorporated into our analysis. Watch a short demonstration video of the District Scenario Modeler on our website (https://www.flo-analytics.com/redistricting/).

Task 7 Deploy the District Scenario Modeler

The 2020 Census Block Geographies, the PL-174.91 Redistricting Data Summary Files, and other data (e.g., American Community Survey attributes, CA Statewide Database attributes, community of interest boundaries) will be loaded into the DSM application. FLO will then assign a password protected license to each member of the IRC and work with county staff to embed a public use version the District Scenario Modeler into the County's dedicated redistricting website or webpage.

Note that the public use version of the DSM includes the same map drawing functionality as the password protected version provided to members of the IRC.

DELIVERABLES SUMMARY

(Task 7) 14 password protected licenses for the DSM and a public version embedded on a County webpage

TASK 6 DURATION AND PARTICIPATION SUMMARY

(Estimated August 2021–December 2021)

Principal	Project Manager	Demographer	Analyst/Technician
0%	25%	25%	50%

Task 8 Training & Technical Support

FLO Analytics will host a technical training session on the use of the DSM for the IRC during a recorded public meeting. We will also develop a specialized training video that will be accessible to the public and the IRC to view at any time. This video will include written instructions in English, Spanish, and additional languages requested by the County. FLO will also establish a dedicated support email address for the public. The District Scenario Modeler has greater reliability than other redistricting software because it is built upon the industry leading software platforms Alteryx, ArcGIS Online, and Tableau. The County and the IRC can be confident in the stability of our tool,

knowing that the underlying technology is already being used by government offices and major businesses across the globe.

DELIVERABLES SUMMARY

(Task 8) One live technical training session, a specialized training video in multiple languages, and a dedicated technical support email address

(Estimated August 2021–December 2021)

Principal	Project Manager	Demographer	Analyst/Technician
0%	15%	25%	60%

2.3.4.2 TASK/ACTIVITY ASSIGNMENTS

We have addressed who will be assigned to complete each task/activity in the task participation and duration summary tables for each task in the proposed project plan.

2.3.4.3 TASK DURATION AND PERSONNEL UTILIZATION RATE

We have included a task participation and duration summary for each task in our proposed project plan.

2.3.4.4 METHODOLOGIES AND BEST PRACTICES

We have described the methodologies and best practices to be deployed within each task in our proposed project plan.

2.3.4.5 ISSUES/RISKS RELATED TO IMPLEMENTATION

FLO uses a data driven approach to redistricting that is designed to both mitigate associated risks and earn the trust of your community. We only employ established software and tools with a track record of reliability and security. Please see Task 1B for a specific description about explanation of the risks associated with using the 2020 Census Legacy Format data and our approach to mitigating that risk.

2.3.5 SAMPLE REPORT

FLO's ongoing work with Portland Public Schools (PPS) to balance student enrollment across the entire district is a complex, data-driven process that is subject to public scrutiny. To establish a shared understanding of the challenges and potential solutions, the FLO team focused their initial efforts on a baseline assessment of enrollment, programs, and capacity. Released in July 2020, the report identifies the drivers for change—racial equity and social justice, shifting grade levels between schools, construction of new schools, over/under enrollment—and follows with a

comprehensive analysis of the District's previous enrollment and program balancing efforts, current and future enrollment trends, facility utilization, ease of access to programs for BIPOC students, and recommendations for taking a phased and regional approach to balancing enrollment across the district.

This report provides an example of the depth of analysis the FLO team will bring to the complex process of redistricting. Please refer to Appendix A for a copy of the report. Please refer to the Experience and Qualifications section of our proposal for more information about our work for PPS.

2.3.6 PERFORMING WORK REMOTELY VS. IN PERSON

We have the tools and processes in place to perform all tasks in the proposed project plan remotely or in person.

2.3.7 SOFTWARE PRODUCT

Please refer to Task 6 for information about our proposed software product, including its value characteristics, functionality, compatibility with commonly utilized operating systems, how it will support the IRC committee's work, and its user-friendly features.

2.3.8 COMMUNICATIONS STRATEGY

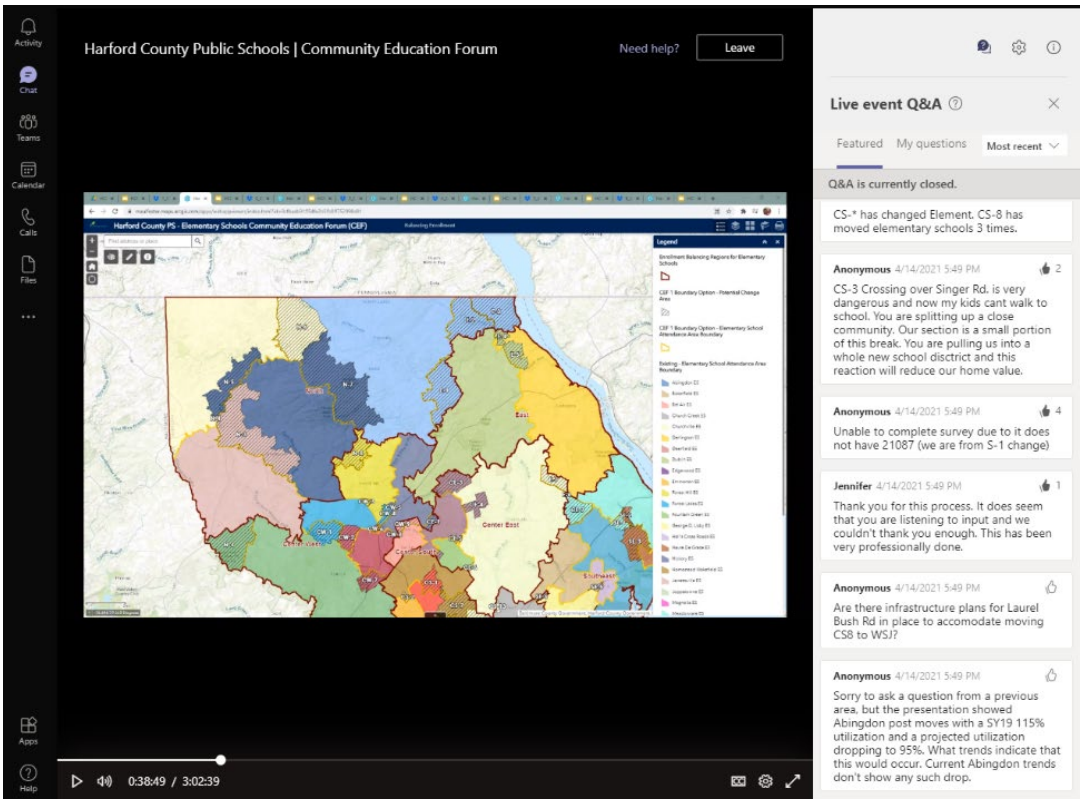
Please refer to Task 4 for information about our communications strategy. In Task 4, we address our proposed approach to the facilitation of public comment and suggestions in the drawing of supervisorial district maps, and our approach to the provision of training for both the IRC and public participants in the use of our mapping software.

Examples of Past Work Demonstrating Effective Communications

HARFORD COUNTY PUBLIC SCHOOLS LIVE COMMUNITY EDUCATION FORUM

https://bit.ly/3vYrARN

This live community education form had 650 attendees. 1,400 comments and questions came in during the event; FLO and District staff fielded many questions live during the event and are in the process of updating the FAQ section on the HCPS website to address other questions asked during the event. Comments about specific changes were compiled and brought back to the Advisory Team to continue their process.



WASHINGTON STATE ASSOCIATION OF COUNTIES REDISTRICTING PRESENTATION

https://bit.ly/3eD6zq1

FLO was asked to present a primer on redistricting for Washington Counties to help them prepare for redistricting in 2021. The webinar, presented by John McKenzie, begins at 32:58.

PORTLAND PUBLIC SCHOOLS ONLINE OPEN HOUSE

https://www.ppsenrollmentbalancing.com/

FLO assisted Portland Public Schools with creating a virtual clearinghouse (called an "online open house" to echo the in-person events that would have been happening if not for the COVID-19 pandemic) for information relevant to district families wanting to learn more about boundary redistricting. The online open house was translated into several languages and featured embedded interactive web maps and surveys.

2.3.9 PROPOSED PERSONNEL

FLO has assembled a team of professionals with the experience and skill sets required to provide the County with innovative and cost-effective redistricting services. FLO has experience delivering projects successfully in collaboration with clients across the United States. FLO utilizes staff with relevant expertise regardless of location. We have made significant investment in the integration of our team through videoconferencing and remote work capabilities. We achieve progress even when unforeseen circumstances arise, such as a global pandemic. Our expertise in virtual project

management, outreach, and project delivery results in increased efficiencies and cost-savings for our clients.

We have structured our team so that two project managers will lead the project assisted by technical experts.

Tyler Vick, Principal in Charge—Tyler Vick will oversee all aspects of the redistricting project, ensuring that work is completed on time and on budget; all deliverables are kept to our high standards for accuracy; and the County's expectations, needs, and goals are matched.

Jed Roberts, Project Manager and Lead Analyst—Jed Roberts will provide oversight for the project team, scope tasks and deliverables, and expertise for data and geographic analysis tasks. He will lead all technical aspects of the redistricting process, ensuring that the County's needs are being met.

Kate Elliott, Project Manager and Lead Technical Communicator—Kate Elliott will be the IRC and County's day-to-day contact and ensure the project runs smoothly. She will also serve as the connector between the FLO technical team and the County's chosen communications and community engagement consultant.

PERSONNEL NAME AND ROLE	LOCATION	TIME ALLOCATION
Tyler Vick, Principal in Charge	Portland, Oregon	5%
Jed Roberts, Project Manager & Lead Analyst	Portland, Oregon	40%
Kate Elliott, Project Manager & Lead Technical Communicator	Seattle, Washington	40%
Alex Brasch, Lead Demographer	Portland, Oregon	25%
Jerry Oelerich, Demographer	Portland, Oregon	25%
Ben Maloney, Demographer	Portland, Oregon	25%
Rachel Roberts, GIS Analyst	Portland, Oregon	25%

FLO's Technical Team—16 skilled full-time GIS analysts and technicians available as needed	Portland, Seattle, Denver, and Boston	Unlimited

Part 2 Technical Approach—Optional Tasks/Activities

Optional Task: Live Scenario Modeling

FLO has developed a suite of public engagement processes and supportive tools to streamline the integration of public input into comprehensive boundary and redistricting reviews, adding efficiency to our focus on a transparent and data-driven process. FLO's tools include real-time scenario modeling applications that allow for on-the-fly modification of scenarios and immediate feedback in the form of maps and summary statistics, providing comparisons between existing boundaries and alternative scenarios on a set of key criteria. Automated reporting is flexible and can take the form of paper, PDF, or interactive web-based dashboards. These tools are managed by FLO's technical staff during redistricting committee meetings and public forums and serve as a compliment to FLO's self-serve District Scenario Modeler.

OPTIONAL TASK DURATION AND PARTICIPATION SUMMARY

(Estimated October 2021 – November 2021)

Principal	Project Manager	Demographer	Analyst/Technician
0%	40%	20%	40%

Optional Task: Baseline Data Assessment

This optional task is designed to give the county an alternative to using the legacy format census data and assuming the added risk and responsibility of using that data. The data generated by this assessment is not intended to be used to draw the new supervisorial districts. However, the analysis will inform the project team, the IRC and the public about changes to boundaries that may occur when the P.L. 94-171 data files are available. The baseline assessment has the added benefit of allowing the project team to begin work immediately and the assessment results can help guide the work performed by the outreach and engagement consultant. FLO Analytics has performed these types of baseline assessments on numerous projects. We recently completed a redistricting project for the City of Brookhaven, GA that used our baseline assessment data to redraw city council districts and we are currently performing baseline assessments for Snohomish County, WA and Spokane County, WA to help set the stage for their upcoming redistricting process.

The baseline assessment will leverage population and demographic estimates from the American Community Survey, ESRI's Updated Demographics, and the California Department of Finance E-1

Population Estimates for Cities, Counties, and the State and the 2020 US Census Block Geographies to create demographic estimates for specific geographies (e.g. census tract, census block group, census block) within San Diego County. FLO will use the Alteryx data modeling software to blend these data sources and perform an Areal Interpolation to allocate population and demographic information to each individual census block in San Diego County.

OPTIONAL TASK DURATION AND PARTICIPATION SUMMARY

(Estimated June 2021 – August 2021)

Principal	Project Manager	Demographer	Analyst/Technician
0%	10%	50%	40%

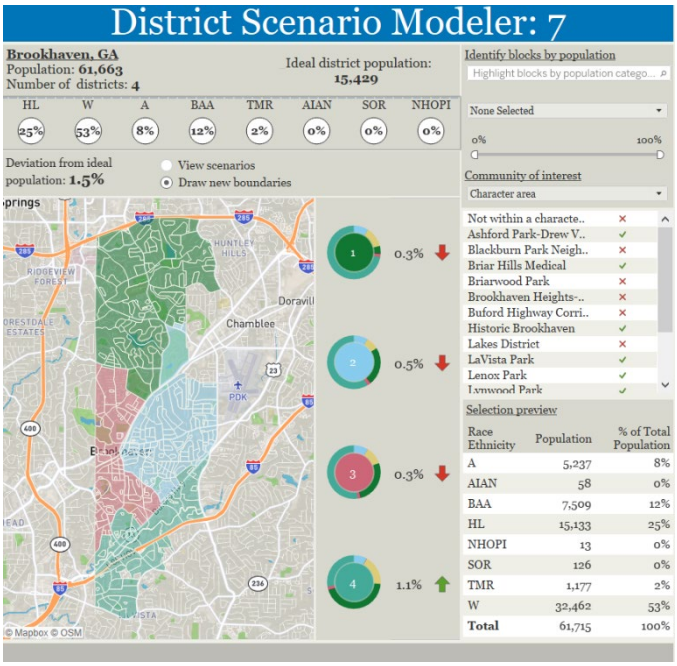
3 Experience and Qualifications

3.1 Highlighted Work Experience

We bring a wealth of demographic analysis, boundary modeling, and community engagement experience to this project. Having worked on previous projects of similar size, scope, and complexity, we have a large toolbox of proven and well-honed best practices that only such experience can provide. We have chosen to highlight projects that demonstrate our experience with redistricting processes in politically sensitive and contentious environments and show how we deliver for our clients in populous, diverse, and urban/rural districts.

RELEVANT SERVICES MATRIX

Project	Boundary Redistricting	Population/ Demographic Forecasting	Facilitated Committee Process	Public Hearings/ Community Forums
City of Brookhaven *City Council Redistricting* Population: 54,000	●	●		●
The School District of Philadelphia *Population Forecasting and Attendance Area Boundary Analysis* Population: 202,500	●	●	●	●
Portland Public Schools *Demographic Analysis and Attendance Area Redistricting* Population: 50,000	●	●	●	●
Tacoma Public Schools *Demographic Analysis and Attendance Area Redistricting* Population: 30,000	●	●	●	●
Hood River County Public Schools *Demographic Analysis and Attendance Area Redistricting* Population: 4,081	●	●	●	●



City Council Redistricting

CITY OF BROOKHAVEN, GEORGIA

February—May 2021

PROJECT SUMMARY

Faced with the dilemma of a significantly constrained timeframe to redistrict their city council boundaries, the City of Brookhaven, GA contracted FLO to help them get a jumpstart on the redistricting process. Brookhaven was incorporated in 2012 and has annexed several neighborhoods in recent years, leaving the existing council districts significantly imbalanced. With primary elections scheduled for August of 2021, the city was greatly concerned that holding the elections using the existing boundaries would result in a legal challenge. FLO was tasked with creating reliable and legally defensible census block population estimates the city could use to redistrict in advanced of the primary election.

DATA SOURCES, MAPPING SOFTWARE, AND METHODOLOGIES

FLO gathered data from the American Community Survey, Esri's demographic program, DeKalb County, GA population projections and the city's building permit and address database to create 2020 population and demographic estimates for the city. Our team then used ArcPRO GIS and Alteryx software to perform an areal interpolation to allocate these estimates to each 2020 census block geography within Brookhaven city limits. These block-level demographic and population estimates were then loaded into our District Scenario Modeler. FLO also collected and imported into the DSM, boundary data for communities of interest identified by city staff, city council, and members of the public. Six password protected DSM licenses were provided to the client to allow them to develop their own district scenarios.

FLO also hosted and participated in and presented at several public hearings and workshops during the project. Our team gave an initial presentation on redistricting legal requirements and guidelines that would inform the map drawing process and subsequently presented "Springboard" district scenario maps and a final district map at a series of public meetings. We also responded to public comments during meetings and via a dedicated public comment email address operated by the city.

The Brookhaven city council unanimously adopted new district boundaries, recommended by FLO in April 2021.

Demographic Analysis and Attendance Area Redistricting

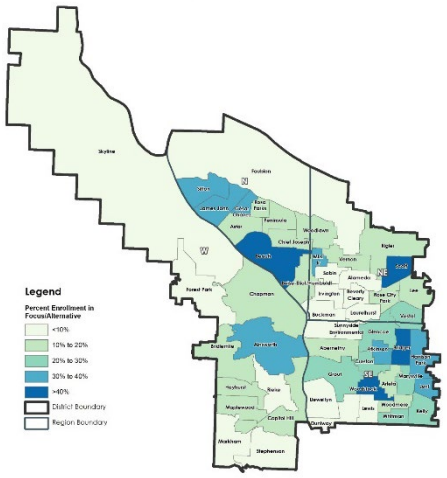
PORTLAND PUBLIC SCHOOLS, OREGON

2019—Ongoing

PROJECT SUMMARY

Portland Public Schools (PPS) is one of the largest school districts in the Pacific Northwest. PPS offers wide array of enrollment options for its 48,000 students across more than 80 schools. To update attendance area boundaries, PPS needed a consultant to make expert recommendations, take on complex and closely scrutinized data analysis, and develop a stakeholder engagement process with racial equity and social justice at its center. All of this while largely confined to our homes during a global pandemic.

FLO's ongoing work for PPS includes balancing student enrollment across the entire district, converting existing grade K-8 schools back to elementary (grade K-5) and middle schools (grade 6-8), balancing high school feeders, relocating and consolidating focus programs, and using data to inform a rethink of PPS's enrollment policies. PPS will begin implementing new school boundaries in fall 2021 with the opening of a new middle school in southeast Portland. Additional phases of enrollment and program balancing will continue over the next three to five years on a region-by-region basis.



In fall 2020, after a delay while PPS focused its efforts on moving to online instruction in response to the COVID-19 pandemic, FLO and PPS convened the Southeast Guiding Coalition (SEGC)—a group of parents, students, and principals—to evaluate options for converting K-8 schools and establishing an attendance area for a newly built middle school in southeast Portland. In a process challenged with a compressed schedule and an inability to hold in-person meetings, FLO supported PPS and SEGC with virtually facilitated technical workshops and "office hours," self-serve web mapping tools, and an online open house forum for gathering community input in six languages. The SEGC provided its recommendation on schedule, and it was presented to the Board of Education in January 2021, where it was adopted with minor amendments.

DATA SOURCES, MAPPING SOFTWARE, AND METHODOLOGIES

District-Wide Baseline Data Assessment

At the outset of the project FLO performed a comprehensive baseline assessment of all data relevant to enrollment, educational programs, and facility capacity. To perform this assessment FLO

acquired numerous spatial and tabular datasets from PPS such as: building locations; building gross and functional capacity; attendance areas; program locations and grades serviced; current and recent enrollment, including location, grade, school, program, race/ethnicity, household language, English learners, and free/reduced lunch eligibility; five- and ten-year forecasted enrollment from the Portland State University Population Research Center, including attendance area of residence, grade, school, and program.

For a report of the full baseline assessment, see sample referenced in section 2.3.5.

Enrollment Modeling

Following our district-wide baseline assessment, FLO incorporated spatial and tabular datasets into our custom enrollment model, built using Alteryx software. Our enrollment model is designed to perform near real-time scenario evaluation by combining revised attendance areas, school/program capacity, and student locations to generate estimates of current enrollment, forecasted enrollment, and school capacity utilization. Attendance area boundaries are revised interactively using ArcGIS Pro software, the revised boundary files are selected using the Alteryx app interface, and the Alteryx workflow is executed to output scenario results to pre-formatted Excel sheets and PDF maps. Additionally, viable options for attendance area revisions are shared with stakeholders by posting interactive web maps via ArcGIS Online.

"FLO Analytics has been a valuable partner during our multi-year enrollment balancing initiative. They have provided tools, experience and perspectives that bring clarity and transparency to complex school boundary and program location challenges."
—Judy Brennan, Director of Enrollment

Population Forecasting and Attendance Area Boundary Analysis

THE SCHOOL DISTRICT OF PHILADELPHIA, PENNSYLVANIA

2019—Ongoing

PROJECT SUMMARY

The School District of Philadelphia (SDP) is the 8th largest in the country and serves the resident school-age children of the City of Philadelphia. The district directly operates 217 schools, including 177 neighborhood schools, 20 special admission schools, 12 citywide admission schools, and eight other schools. The SDP also includes 87 charter schools which are independently operated, with 21 of those being renaissance charter schools. The 177 district-run neighborhood schools and 21 renaissance charter schools each have neighborhood catchments which are geographic areas from which resident students are eligible to attend those schools.

The SDP is experiencing changes in enrollment across the city, creating imbalances in enrollment and inefficiencies around facility capacities. Although the number of students in Philadelphia attending publicly funded schools has remained relatively constant over the last five years, there has been a small, but consistent, shift of students from the SDP schools (district-run and renaissance charter) to charter schools. Additional factors include shifting enrollment throughout the city, with some areas becoming significantly under enrolled, growth in other areas exceeding facility capacities, and a significant number of students choosing to attend a school outside their school attendance area.

The Challenge

To overcome the current uncertainty of future enrollment, the SDP is currently working with FLO and public engagement firm Bloom Planning on a four-year comprehensive school planning review. The goals of the project are to:

- Optimize utilization of buildings to ensure that students have access to a high-quality school close to where they live
- Invest limited capital dollars where they are needed most
- Create thoughtful transitions for students at elementary and middle grades; and
- Maximize use of municipal and SDP assets

DATA SOURCES, MAPPING SOFTWARE, AND METHODOLOGIES

FLO conducted demographic and geographic analyses to assist the SDP in understanding enrollment trends and to prepare forecasts of future student enrollment.

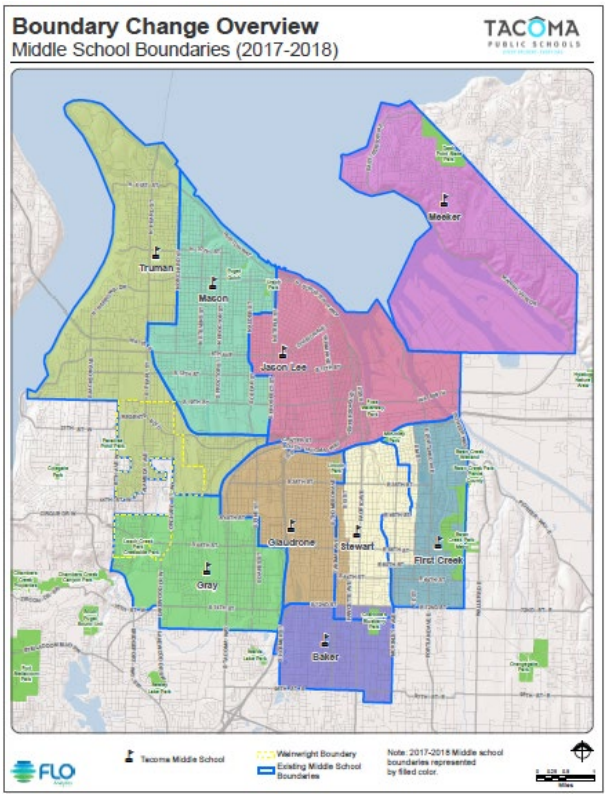
To understand enrollment trends and student choice over time, FLO analyzed historical (2010–15 through 2018–19 school years) and current student enrollment (2019–20) within six regional geographies and for individual district-run and renaissance charter schools. Additionally, we assessed trends over time for where students living in each catchment choose to enroll. Trends in public vs. private school enrollment, as well as charter choice, were also reviewed. Lastly, for the current student body, differences in enrollment based on building attendance vs. residence, and the impacts on facility utilization, were assessed to characterize capture rates of students attending neighborhood schools.

The demographic analysis evaluated past, present, and expected future population trends. We focused on components of population change for school-age children, namely birth rates and net migration rates of families with children into or out of the district. As migration is often tied to levels of new housing development (both construction on vacant land, as well as redevelopment of existing housing, this analysis is performed in conjunction with a land use analysis that aims to identify the geographic distribution of new and redeveloped housing within the district, and resultant new students. Population dynamics in built-out neighborhoods and their expected impact on enrollment are also examined. U.S. Census and American Community Survey data pertaining to population and housing by Census block group were analyzed, in addition to live birth data from the Philadelphia Department of Public Health spanning 2005 through 2016 and from the Pennsylvania Department of Health for 2017 through 2019.

FLO also conducted meetings with planners from the Philadelphia City Planning Commission to discuss historic and recent demographic and housing trends within Philadelphia's 18 planning districts, as well as expected impacts from COVID-19 on Philadelphia's population and housing dynamics. City planners also provided data on residential sales, demolitions, building permits, and certificates of occupancy from 2014 through 2019.

The resulting forecasts are reported within regional geographies, by various school types, and from different perspectives of enrollment. The residence-based and building/program attendance forecasts provide the number of students by individual grade that will be residing within and attending each of the district-run and renaissance charter catchments and schools/programs through the 2029–30 school year forecast horizon. The catchment and building/program forecasts are reported annually for the ten-year period between the 2020–21 and 2029–30 school years. Although forecasts were prepared not for individual charter schools/programs, city-wide charter enrollment trends and choice trends by individual catchment of residence and by regional geography were forecasted through the 2029–30 school year forecast horizon.

Community engagement is an integral piece of this project, as each study area has its own planning committee comprised of stakeholders, such as project team members, parents, school principals, teachers, representatives from each school, local assistant superintendents, representatives from the City of Philadelphia, SDP staff, and elected officials. The FLO team is helping to lead meeting facilitation for all study area planning committees and supporting SDP's overarching community engagement strategy for the project.



Demographic Analysis and Attendance Area Redistricting

TACOMA PUBLIC SCHOOLS, WASHINGTON

2017-Ongoing

PROJECT SUMMARY

Tacoma Public Schools (TPS), a large and primarily urban district, were experiencing an imbalance in student enrollment, requiring an update of elementary and middle school attendance area boundaries. Maintaining the ethnic and socioeconomic diversity among schools while balancing attendance at individual schools was one of TPS' central concerns, in addition to planning for the reopening of a middle school in the 2021-2022 school year.

FLO assisted TPS with boundary review processes for nine west side elementary schools and all middle schools. Both boundary reviews included enrollment forecasting, program placement modeling, and capacity and program analysis. The middle school boundary review also included the facilitation of a ten-week boundary review committee process.

DATA SOURCES, MAPPING SOFTWARE, AND METHODOLOGIES

Student Enrollment Assessment

To ensure diversity was maintained across attendance areas and throughout the school system, FLO retrieved data from TPS' Student Information System (SIS), which included data on race/ethnicity, free/reduced lunch program participation, special education program placement, and other key variables for each student.

We incorporated the SIS information and enrollment forecasts into customized ArcGIS software to allow the TPS interdisciplinary technical team to model different boundary scenarios on the fly. Since FLO maps the location of each student's household, they could easily generate statistics that summarize the breakdown of student attributes at various levels of analysis (e.g., school attendance area, grade group, individual grade level, potential change area, and neighborhood) in order to develop a "Springboard Proposal" for a public engagement boundary review committee process.

Boundary Review Committee

FLO provided technical support and facilitation during the boundary review committee process. Our customizable, web-based decision-support tools empowered committee members and TPS representatives (student services staff, transportation staff, and principals) to ask and then answer their own questions about the effects that a boundary scenario may have on student demographics and school capacities in real time. We were pleased to learn from the committee and TPS that the interactive mapping and analysis tools were considered central to the success of TPS' boundary review process. Elementary school boundaries for 2016-2017 were approved on January 28, 2016. Middle school boundaries for 2017-2018 and 2021-2022, including the reopening of a middle school and novel attendance area, were approved by TPS's board on December 13, 2016.

Continuing Work

FLO continues to support TPS as it plans for the upcoming opening of Hunt Middle School in the 2021-2022 school year. Opening the new school means a new attendance area will go into effects. Families and students residing in revised attendance areas will need to be notified of the change and how the new boundaries will affect students. Using GIS software and the TPS' SIS, FLO is helping to identify these households, as well as update the SIS software to reflect the changes to attendance area boundaries. To help keep the community informed, FLO also developed a public web-based mapping application, allowing parents/guardians and students to enter an address and quickly determine which school a household is assigned to.

Demographic Analysis and Attendance Area Redistricting

HOOD RIVER COUNTY SCHOOL DISTRICT, OREGON

2018-2019

> *"FLO's expertise and professionalism were indispensable throughout our boundary review process. We just couldn't have gotten to such a well-researched outcome without their team. The process was professional, thorough, and of great value."*
>
> *–Dan Goldman, Former Superintendent*

PROJECT SUMMARY

HRCSD serves the rural and semi-rural communities of Cascade Locks, Hood River, Odell, Pine Grove, and Parkdale. Its five elementary schools (grades K-5), two middle schools (grades 6-8), and one high school (grades 9-12) serve about 4,000 students. As HRSCD began the boundary review process, some schools were at or over capacity while others were under-enrolled, a result partially attributed to a previously lenient school transfer policy. Recent construction of an elementary and middle school had alleviated some overcrowding, but a district-wide issue of imbalanced attendance remained. Under the existing school boundaries, students would experience increasingly uneven curricular and extracurricular opportunities, highly variable class sizes, and HRCSD would experience costly operational challenges in transportation and food service over time.

Boundary reviews are challenging for school districts large and small, requiring complex geographic and demographic analysis and enrollment forecasting techniques to balance enrollment throughout school facilities in the near and distant future. In 2018, FLO took the lead on the technical components and facilitation of Hood HRCSD's boundary review process, successfully assisting the HRCSD in creating new school boundaries. The new boundaries were approved without revisions by the HRCSD school board on May 22, 2019.

DATA SOURCES, MAPPING SOFTWARE, AND METHODOLOGIES

Student Enrollment Assessment

To kick off HRCDS's boundary review, the FLO team used spatial planning principles and ArcGIS software to analyze student enrollment trends and projections within the geographic context of student attendance areas. The student enrollment assessment included the evaluation of historical enrollment trends, capacities, demographic and socioeconomic characteristics (e.g., participation in the free and reduced lunch program), and other key variables as defined by HRCSD. The land use analysis evaluated population trends within the district, along with current and future land use trends that may affect the geographic distribution of students. We used these analyses to inform enrollment forecasts and an initial set of boundary modifications we developed in close coordination with HRCDS staff.

Enrollment Forecasting

To ensure HRCSD's new boundaries would accommodate changes within the next ten years, our demographer team developed ten-year student enrollment forecasts for HRCSD. The forecasts, coupled with an evaluation of HRCSD's current student enrollment, provided valuable insight into the growth or decline of student enrollment at any given school and was incorporated into boundary

scenario modeling during the boundary review committee process. The committee used the five-year time horizon to inform their review of boundary scenarios.

Springboard Proposal

We developed "Springboard Proposals"—preliminary drafts of new boundaries—that served as a starting point for the Boundary Review Committee. Each Springboard Proposal employs a data-driven decision framework, via ArcGIS analytical tools and Alteryx workflows, to ensure robust and defensible boundary modification scenarios which are based upon HRCSD's core values and principles, balance enrollment to the extent possible, follow logical attendance area boundaries (e.g., highways, natural barriers), and ensure that transportation needs will not be exacerbated.

Boundary Review Committee Meetings

Key to the success of a boundary review is the participation of the community, and boundary review committee meetings are a core aspect of community participation. HRCSD's Committee, made up of district parents and staff, was tasked with modifying the Springboard Proposal, interacting with the public at open houses, and presenting new boundary recommendations to the school board at the end of the boundary review process. Over a three-month period, FLO staff facilitated six committee meetings. FLO directed the meeting agenda and provided technical support for a digital scenario modeling tool that allowed Committee members to ask geographic questions that pertain to a current or proposed attendance area or to a specific neighborhood. Our boundary modeling software allowed FLO to analyze boundary changes and their effects on facility enrollment and summary demographics during the meetings, helping the Committee test out different boundary scenario options and quickly arrive at the most effective scenario options.

Public Open Houses

Public open houses are crucial to the success of any boundary review. These meetings provide transparency and an opportunity for parents/guardians within affected areas to discuss the boundary scenario with their fellow community members on the Boundary Review Committee. Community members provided feedback on the proposed boundaries both at HRCSD's public open houses and through submitting comments to the HRCSD's website. At the conclusion of each public open house, the community comments were compiled and made available to the Boundary Review Committee for consideration as they continued their work updating boundaries. A team of FLO staff attended each public open house to help answer technical questions about boundary scenarios. We also provided large-format maps to ensure the community had an opportunity to closely examine how boundaries would impact their neighborhood.

3.2 Demographic Analysis and Software Experience

FLO's team of 25 includes experienced demographers, data analysts, application developers, and spatial analysts. Our proven forecasting models and methodologies ensure demographic data provided to our clients can be counted on to provide an accurate picture of future population. While many consultants provide a one-size-fits-all approach, our demography team considers each

forecasting project as a unique case, and we tailor the forecasting methods and data sources to create the most accurate and useful forecasts possible. We excel at integrating data sources and leveraging our understanding of spatial relationships to perform advanced analyses.

Our demographers routinely use national and regional population and socioeconomic data in combination with local information to create highly reliable population estimates and projections. To bolster these efforts, we work with local and regional planners to assess and analyze future land use and residential development based on comprehensive plans, zoning, and housing permits. We commonly employ industry-standard demographic data sources, such as the U.S. Census Bureau's American Community Survey, to incorporate current-year estimates of socioeconomic variables considered during intercensal redistricting efforts.

3.3 Overview of Redistricting Regulatory Requirements

FLO has researched and understands the relevant regulatory requirements for this redistricting process, including the California FAIR MAPS Act, California Election Codes Section 21550-21553, San Diego County Charter Section 400, the California Voting Rights Act, and the Federal Voting Rights Act of 1965. In addition to researching the regulations, FLO has engaged in dialog with several leading experts in the area of redistricting for local governments in California. We highlight the following requirements that will be primary drivers of our approach and timeline:

- Prior to developing any maps, the commission must hold at least seven public hearings with at least one in each of the five districts.
- At least one week prior to the release of any draft maps, the public must have ready access to the same redistricting tools and data being used by the commission. The one-week waiting period is a reduction of the standard three-week waiting period, due to the delayed release of the U.S. Census database (expected September 30, 2021) and the commission adoption deadline (December 15, 2021) being apart by less than 90 days.
- Following the development of a draft map, it must be posted to the County website and two public hearings must be held.
- The final redistricting map must be adopted by the commission no later than December 15, 2021.
- The final redistricting map must be accompanied by a full report that explains how the boundaries comply with redistricting criteria.

We have led countless projects that supported court cases or required strict adherence to complicated regulations. Attorneys; private companies; and local, state, and federal government agencies have all called on FLO to provide rigorous technical analyses that stand up in a court of law.

3.4 References

Contact Information	Summary of Similar Services Provided
Chris Balch, City of Brookhaven *City Attorney* 1270 Caroline St NE D120, Atlanta, GA 30307 404.202.5934, chris@balchlawgroup.com	• Boundary redistricting • Population/Demographic Forecasting • Facilitated Committee Process • Public Hearings/Community Forums
Claire Hertz, Portland Public Schools *Deputy Superintendent* 501 N Dixon St, Portland, OR 97227 503.916.3380, chertz@pps.net	• Boundary redistricting • Population/Demographic Forecasting • Facilitated Committee Process • Public Hearings/Community Forums
Onome Pela-Emore, Camden City Schools *Acting Chief of Staff* 1033 Cambridge Street, Camden, NJ 08105 856.966.2000, opelaemore@camden.k12.nj.us	• Boundary redistricting • Population/Demographic Forecasting • Facilitated Committee Process • Public Hearings/Community Forums
Rosalind Medina, Tacoma Public Schools *Chief Financial Officer* 601 S 8th St, Tacoma, WA 98405 253.571.1000, rmedina@tacoma.k12.wa.us	• Boundary redistricting • Population/Demographic Forecasting • Facilitated Committee Process • Public Hearings/Community Forums
Dan Goldman, Hood River County School District *Former Superintendent (Now Superintendent of NW Regional Educational Service District)* Tacoma Public Schools 601 S 8th St, Tacoma, WA 98405 503.614.1401, dgoldman@nwresd.k12.or.us	• Boundary redistricting • Population/Demographic Forecasting • Facilitated Committee Process • Public Hearings/Community Forums

3.5 Sub-Contractors

FLO is not utilizing any sub-contractors.

3.6 Resumes for Key Personnel

Resumes for key personnel including their project experience relevant to this role, education, certifications, and applicable qualifications follow this page.

tvick@flo-analytics.com
503.501.5232

Key Strengths

- Has led >90 attendance area redistricting and demographic analysis projects
- Leading boards and committees through complex technical processes and public engagement processes
- Communicating technical information to nontechnical audiences in high-stakes public meetings

Qualifications

- MS, Geography: Portland State University
- Graduate Certificate, Geographic Information Systems: Portland State University
- BS, Environmental Studies, with Honors: University of Oregon
- BS, Anthropology, with Honors: University of Oregon

Tyler Vick

PRINCIPAL IN CHARGE/MANAGING DIRECTOR

Mr. Vick is principal and managing director at FLO, where he has managed the firm's planning, GIS, and data analytic services for over 15 years. He has broad experience designing and implementing complex data-driven projects, having successfully managed over 300 projects for school districts; government entities (local, state, and federal); public utilities; ports; businesses; nonprofit organizations; and tribes.

His specialty is providing visioning, strategic planning, and implementation strategies for FLO's most complex projects for both private and municipal clients. He is experienced in leading and working on diverse teams and enjoys the opportunity to collaborate with clients to solve complex technical challenges.

RELEVANT PROJECTS

Attendance Area Redistricting, Portland Public Schools, Portland, OR

Originally the project manager, Mr. Vick now provides principal-level oversight for this project for Portland Public Schools, one of the largest school districts in the Pacific Northwest, through a comprehensive multiyear enrollment and program balancing effort. This is a very complex project and will include balancing student enrollment across the entire district (94 school and special program sites), converting existing K-8 schools back to K-5 elementary schools, opening new middle schools and converting some K-8s back to middle schools, balancing high school feeders, relocating and consolidating special programs district-wide, appropriately matching future enrollment to district-wide bond projects that modify existing building capacities, and siting and sizing new schools or construction projects for future bond consideration.

Population Forecasting and Attendance Area Boundary Analysis, School District of Philadelphia, Philadelphia, PA

As principal in charge, Mr. Vick currently oversees the comprehensive review of the district's portfolio of 198 neighborhood schools. He previously served as the program manager and oversaw the development of the project scope, community engagement planning, baseline data assessments, and preparation of options. He is the point person for all presentations to the board of education and the district leadership, and for displaying and explaining new district boundary scenarios. Mr. Vick ensures that work is completed with a high level of accuracy to meet the district's goals and expectations.

Attendance Area Redistricting, Tacoma Public Schools, Tacoma, WA

Mr. Vick has successfully guided this large Washington school district through two boundary review processes encompassing 48 elementary and middle schools. The first was to address under/over enrollment across the district's

elementary schools. The second process focused on the district's middle schools and incorporated short- and long-term boundary adjustments for the inclusion of a new middle school expected in 2022. A key component of this work was the upfront student enrollment forecasts and land use analysis to support long-term planning. Our team also utilized custom web-based applications that incorporated data from the district's student information system, land use analysis, and enrollment forecasts. These tools empowered district staff and boundary review committee members to investigate the data and model new boundary scenarios in real time during stakeholder meetings.

Attendance Area Redistricting, Central Valley School District, Spokane Valley, WA

Mr. Vick has led the planning and management of two comprehensive boundary review processes for Central Valley School District. The district has seen substantial growth, and the passage of two successful bonds has resulted in a number of new schools across all grade levels. The most recent process for the district's new high school began with the committee process in the fall of 2019. Mr. Vick has successfully scoped work plans for each of the three processes, which have included preparation of five- and ten-year student enrollment forecasts, parent and community surveys, comprehensive land use and development review, and extensive community engagement. Additionally, over the years of completing these processes for the district, Mr. Vick has given dozens of board and staff presentations, facilitated committee meetings, and led open houses.

Attendance Area Redistricting, Salem-Keizer Public Schools, Salem, OR

Mr. Vick provided project visioning and strategy development, principal-level support throughout the project, and project management for a district-wide boundary review that included 59 individual schools in a six-high school feeder system. Pre-boundary-review work included validating the district's long-range facilities plan, using existing elementary school attendance areas and ten-year attendance-based enrollment forecasts. Mr. Vick was instrumental in facilitating district leadership meetings, the district's task force meetings consisting of over 60 district staff and community members, and multiple public open houses. Boundary revisions were adopted by the school board in early 2019.

jroberts@flo-analytics.com
503.501.5225

Key Strengths

- Managing complex boundary redistricting and demographic analysis projects
- Modeling boundary scenarios in public settings
- Communicating technical information to nontechnical audiences

Qualifications

- MS, Geography, Emphasis GIScience and Geomorphology: Oregon State University
- BS, Geography, Emphasis GIScience: Western Michigan University

Certification and Training

- Certificate in Project Management, Center for Executive and Professional Education, Portland State University

Jed Roberts

PROJECT MANAGER/TECHNICAL LEAD

Mr. Roberts has 16 years of experience in the geospatial, local government, and land use planning fields. His background includes a master of science in geographic information science. He is an expert-level analyst, having spent more than a decade evaluating and designing analytical methodologies, authoring technical reports, performing reviews as a subject matter expert, and advising internal staff and clients.

He is also a skilled project manager, with nine years of experience creating budgets and scopes of work, overseeing tasks and schedules, providing performance updates, and managing client relationships. He has significant experience advising federal, state, and local governments on issues of geographic concern, ranging from education about underlying science to identification of practical actions. He enjoys the challenge of breaking down complex problems and is consistent in his ability to provide clients with intuitive analysis that supports their decision making.

RELEVANT PROJECTS

Attendance Area Redistricting, Portland Public School District, Portland, OR

Mr. Roberts is the project manager and lead analyst providing boundary review services for the school district. This project is expansive and supports enrollment balancing districtwide, as well as planning for special program consolidation, grade reconfiguration, and phasing out of portable classrooms. Mr. Roberts leads all technical aspects of the boundary review planning committee meetings and scenario modeling, which has included a comprehensive districtwide study of enrollment, programs, and capacity. Through his ability to communicate technical concepts to nontechnical audiences, he ensures that the district and the parent community are engaged and informed throughout the review process.

Enrollment Forecasting and Capital Facilities Planning, Dieringer School District, Lake Tapps, WA

Mr. Roberts was the project manager overseeing enrollment forecasting and capital facilities planning for the school district. The district, which serves grades K-8, was budgeting for facilities improvements and preparing a feasibility study for adding a high school. Mr. Roberts oversaw a ten-year enrollment forecast of in-district K-8 students and 9-12 students who attend high school in neighboring school districts. The forecast indicated that existing facilities could adequately serve K-8 students for the next decade and that there would be sufficient 9-12 enrollment to warrant the addition of a high school. He also coordinated an update of the district's capital facilities plan with a partner firm, laying out the district's facilities priorities for the next five years.

Attendance Area Redistricting, Coeur d'Alene School District, Coeur d'Alene, ID

Mr. Roberts managed the district's project throughout an elementary, middle, and high school boundary review process to address over-enrollment and the opening of a new elementary school. He worked with the district to co-lead the boundary review committee workgroup facilitation, coordinated with the district's communication team on community engagement efforts, and oversaw all aspects of the technical support team. Mr. Roberts also managed the subcontracting of the project's community surveys, which aid in the development of the committee's guiding principles. He played the primary role in communicating the team's technical work (e.g., residential land use analysis, enrollment forecasting, and scenario development) to the boundary review committee and to the school board through presentations given throughout the duration of the boundary review process. The school board adopted the boundary revisions in 2020.

Attendance Area Redistricting, Central Valley School District, Spokane Valley, WA

Mr. Roberts managed the district's project throughout a high school boundary review process to address the opening of a new high school. He worked with the district to co-lead the boundary review committee workgroup facilitation, provided technical support at the district's community open houses, and oversaw the development of boundary revision scenarios. He was the point of contact for district staff and the boundary review committee and presented to the school board on the committee's progress. The school board adopted the boundary revisions in 2020.

kelliott@maulfoster.com
206.450.6726

Key Strengths

- Project management
- Leading public agencies through complex and contentious projects
- Communicating technical information to nontechnical audiences

Qualifications

- BS, Community & Regional Planning, Environmental Studies:
  Iowa State University
- Vice President (2021-2022), Women in Transportation Seminar (WTS) Puget Sound Chapter, 2012-Current

Kate Elliott

PROJECT MANAGER/LEAD TECHNICAL COMMUNICATOR

With a decade of experience managing communications for some of Washington's largest transportation projects, Ms. Elliott's top priority is cultivating collaborative and trusting relationships with her clients and stakeholders. Coordinating with communities and agency representatives is essential to the success of any project, especially projects that are bound to get neighbors excited. Setting realistic expectations about project impacts is key to a successful project, and working with all of the stakeholders is the most efficient and effective way to get there. Ms. Elliott has developed government and stakeholder outreach strategies for some of the largest infrastructure and transportation projects in the Pacific Northwest—including Washington State Department of Transportation's SR 99 Tunnel Tolling Project, the I-405 Express Toll Lanes Project, and the SR 520 Eastside Transit Floating Bridge Replacement and HOV Project. When Ms. Elliott isn't working on major transportation projects, she's assisting cities, ports, and other groups as they advance their efforts through project planning, communications, materials development coordination, and management.

RELEVANT PROJECTS

Communications Strategy Lead, City of Shelton, WA

MFA was hired in early 2019 to review and analyze the City of Shelton's communications program and provide recommendations. Ms. Elliott coordinated and led the effort on behalf of MFA. This program included individual interviews with City of Shelton staff and councilmembers, a comprehensive evaluation and assessment of the city's communications program, a staff workshop, presentations to the City Council at key project milestones, and a final report with recommendations.

Legacy Pesticide Working Group, Department of Ecology, Washington

Between 1900 and 1950, lead arsenate was widely used throughout central Washington to control orchard pests. This resulted in widespread lead and arsenic contamination in former orchard lands in certain counties—mostly Yakima, Chelan, Douglas, Okanogan, and parts of Benton. Ecology hired MFA in 2020 to provide technical assistance to their Legacy Pesticide Working Group as they worked through solutions to manage redevelopment of contaminated properties, as well as to provide notification to parties impacted by the contamination. Ms. Elliott managed the delivery of this multi-faceted, interdisciplinary project and led the Education and Outreach Strategy to guide Ecology's ongoing efforts to address these legacy impacts.

Public Outreach Lead and Project Coordination, Washington State Department of Transportation Toll Division, Washington

Since 2012, Ms. Elliott has worked alongside the WSDOT Toll Division Communications team in an embedded role. Over time this role has expanded, and Ms. Elliott now supports several groups within the WSDOT Toll Division. Ms. Elliott's roles during this time have included:

- *Good To Go!* Back Office System Transition (2019–current). Ms. Elliott serves as project coordinator for the internal WSDOT group that is responsible for transiting the *Good To Go!* tolling system—which

collects tolls on all Washington State toll facilities—to a new vendor. This major IT project involves switching over 1.5 million customer accounts to a new vendor system and includes, at minimum, a week of system downtime in which the website and customer service centers will be unavailable. In the project coordinator role, Ms. Elliott led weekly coordination meetings with the internal team; developed the Go-Live Plan, which provides an overview of the system transition sequence, project team roles and responsibilities, and milestones for executive oversight; and planned and coordinated a workshop with all partner agencies in preparation for this major transition.

- SR 99 Tunnel Tolling Launch (2019). Ms. Elliott serves as project coordinator for the internal WSDOT group that is responsible for rolling out SR 99 tolling. She also manages the interagency coordination efforts with the City of Seattle, the Port of Seattle, King County Metro, Sound Transit, and other partners.
- SR 99 Tunnel Performance Monitoring (2018–2021). Since early 2019, Ms. Elliott has convened, coordinated, and led a group of data scientists and traffic engineers from WSDOT, the City of Seattle Department of Transportation, Sound Transit, the Port of Seattle, and a team of consultants to gather traffic data on SR 99 and the surrounding street grid. The purpose of this group is to understand and communicate the changes to the traffic grid and the traveling public in downtown Seattle during this intense period of change between 2018 and 2020 as WSDOT closed the SR 99 Viaduct, opened the SR 99 Tunnel, and began tolling on SR 99.
- SR 99 Tunnel Tolling Outreach and Education Program (2018–2019). Ms. Elliott planned, coordinated, and led the outreach and education program to prepare the public and stakeholders for the start of tolling on SR 99. Elements of this program include a comprehensive outreach plan and an interagency coordination effort with our partner agencies at the City of Seattle, King County Metro, Sound Transit, and the Port of Seattle.
- I-405 Express Toll Lanes outreach and education program (2013–2017). Ms. Elliott managed a team whose efforts reached more than 10,000 corridor neighbors, community groups, city staff, and organizations—engaging drivers, carpoolers, and transit riders around the I-405 Express Toll Lanes in the period leading up to and after launch in September 2015. Ms. Elliott wrote quarterly reports and presentations to keep jurisdictions and local elected officials up to date on Express Toll Lane pilot program progress.

North Corridor Upstream Team, Snohomish County, WA

In 2017, Granite Construction, Shockey Planning Group, and MFA convened a working group of Snohomish County representatives, city representatives, and Snohomish County-based organizations to coordinate and streamline efforts in preparation for Sound Transit to bring light rail to Everett. The working group meets every month with Sound Transit representatives to learn from city and county staff who had recently completed their planning and design coordination for light rail. The final outcome of this effort is alignment across agencies to expedite the permitting and agreement process, as outlined in Sound Transit's System Expansion Implementation Plan. For this project, Ms. Elliott maintained the meeting roster, scheduled meetings, prepared materials, and took and distributed meeting notes and summaries to track the outcomes of each meeting and keep this multi-agency effort on track.

East Link Final Design, Sound Transit, King County, WA

Between 2013 and 2015, Ms. Elliott supported the East Link Outreach Team in all aspects of final design planning and outreach, including developing outreach materials and conducting direct outreach to residents and business owners adjacent to the East Link alignment. Ms. Elliott led open house planning and coordination at project milestones, developed presentations and tracked goals and metrics, and provided open house summaries.

abrasch@flo-analytics.com
503.501.5231

Key Strengths

- Analyzing statistical, demographic, and geographic data
- Integrating demographic data into boundary scenario modeling software applications
- Communicating technical information to nontechnical audiences

Qualifications

- Graduate Certificate in Applied Social Demography: Portland State University
- BA, Geography and Environmental Studies: University of Wisconsin-Madison

Certifications

- Alteryx Designer Core Certified

Alex Brasch

LEAD DEMOGRAPHER/DATA ANALYST

Mr. Brasch has nine years of experience in the fields of geography, Geographic Information Systems (GIS), and data analytics. Mr. Brasch regularly employs the full spectrum of analytics—from data wrangling to modeling and visualization—in order to achieve a comprehensive understanding of spatial phenomena. Mr. Brasch specializes in the development of workflows and tools using GIS, Alteryx, R, and Tableau for streamlining data preparation, geospatial analysis, process modeling and optimization, and data visualization.

Mr. Brasch works closely with FLO analysts, project managers, and clients, to develop analytical solutions, produce informative data visualizations, and integrate demographic research and analysis into a variety of projects, including land-use analyses, demographic research studies, population projections, student enrollment forecasts, school district enrollment and boundary scenario modeling, and electoral redistricting.

Mr. Brasch plays an integral role in nearly all aspects of school district projects but focuses on the preparation of student enrollment forecasts, synthesis of residential development data, demographic variables, and student enrollment information to inform boundary modeling. Additionally, he creates and maintains custom analytical applications, web maps, and dashboards that provide school districts with the ability to interactively view student information, generate on-the-fly boundary scenarios, and present spatial data to public stakeholders.

RELEVANT PROJECTS

Redistricting Services, City of Brookhaven, Brookhaven, GA

As the lead demographer on the project team, Mr. Brasch is assisting the City of Brookhaven with redistricting services by assessing population composition, distribution, and change since the City's incorporation in 2012. In the absence of the U.S. Census Bureau population enumerations, and to prepare for redistricting upon their release in September 2021, Alex and the FLO project team used industry-standard demographic data sources and geospatial analysis techniques to estimate the 2020 population per census block. Using his coding skills, Alex developed a modeling workflow that performs geospatial and demographic analysis, such as the calculation of compactness measures and population metrics, to facilitate the efficient creation and presentation of City Council District boundary scenarios via static and interactive data visualizations. He is currently assisting with the preparation of boundary options that meet various redistricting criteria and seek to promote fair and balanced voter representation.

Attendance Area Redistricting, Portland Public Schools, Portland, OR

Mr. Brasch supports the enrollment and program balancing of Portland schools with the creation of tailored analytical applications and visualizations that

incorporate data from the district's student information system, land use analysis, and enrollment forecasts, as well as socioeconomic and demographic indicators from the U.S. Census Bureau American Community Survey. These tools empower district staff and boundary review committee members to investigate the data; model new boundary scenarios, transfer policies, and grade configurations; and factor in the geographic distribution of socioeconomic and demographic traits of populations over time.

Population Forecasting and Attendance Area Boundary Analysis, School District of Philadelphia, Philadelphia, PA

By compiling, blending, and analyzing enrollment data, Mr. Brasch currently supports the comprehensive review of the School District of Philadelphia's portfolio of 198 neighborhood schools. He also develops tailored modeling tools to aid in creation of boundary scenario options for the district. This technology empowers the committee stakeholders to evaluate boundary scenarios in coordination with future demographic and enrollment trends.

Comprehensive Long-Term School Planning and Review, Camden City School District, Camden, NJ

Mr. Brasch is currently aiding the Camden City School District's long-term planning and review process by analyzing key demographic indicators in the study area. The U.S. Census Bureau American Community Survey data being analyzed by Mr. Brasch and the FLO team provide valuable insights into the geographic distribution of socioeconomic and demographic traits of populations over time. Results of this analysis will contribute to the development of ten-year student enrollment forecasts for the district.

Attendance Area Redistricting, Tacoma Public Schools, Tacoma, WA

Mr. Brasch supported the Tacoma Public Schools elementary and middle school boundary review processes with the creation of web-based applications and maps that incorporated student enrollment, residential development data, and enrollment forecasts. These tools empowered district staff and boundary review committee members to investigate the data and model new boundary scenarios in real-time during stakeholder meetings. Mr. Brasch currently supports the district's efforts to prepare for the opening of a new middle school in the 2021-22 school year by reviewing the district's student information system and its assignment of student placement at particular schools based on student residence. Uniting this technology with the Pierce County master address file will ensure that the district can accurately and efficiently notify affected students and families of upcoming boundary changes that potentially impact enrollment.

Attendance Area Redistricting, Salem-Keizer Public Schools, Salem, OR

Mr. Brasch provided pre-project planning and technical support for a district-wide boundary review that included over 50 individual schools within a feeder system of six high schools. Pre-boundary review work included validating the district's long-range facilities plan by using existing elementary school attendance areas and ten-year attendance-based enrollment forecasts developed by Portland State University's Population Research Center. Mr. Brasch supported the district's internal executive oversight team meetings by developing springboard proposal boundary scenarios, leading to the starting point for the boundary review committee process. Mr. Brasch provided technical support during the boundary review committee process, developing key spatial information resources by integrating FLO's land use analysis and residence-based enrollment forecasts into customized GIS-based visualization and reporting applications. Other critical decision-making information, such as walk zones, detailed roads, student residence locations, demographics, and program information, was also incorporated in order to model various on-the-fly scenarios with the boundary review committee, which included parents, principals, and members of the community.

joelerich@flo-analytics.com
503.501.5241

Key Strengths

- Design and application of appropriate population and housing forecasting methods for small areas such as cities and special districts
- Detailed forecasting of the geographic allocation of future housing development and population yield within an area
- Developing redistricting boundaries with an eye towards the distribution of future growth

Qualifications

- MS, Chemical Engineering: Washington State University
- BS, Chemical Engineering, with Honors: Washington State University

Jerry Oelerich

DEMOGRAPHER

Mr. Oelerich has over 11 years of experience in the data analytics, demographic analysis, and geospatial fields. He is an expert-level analyst, having spent more than a decade evaluating and designing analytical methodologies, authoring technical reports, and advising internal staff and clients. Mr. Oelerich plays an integral role at FLO in the development and implementation of approaches to custom modeling of human population and market demand, with a focus on population forecasting for public entities.

Mr. Oelerich is an expert in the tailoring of forecasting models to support optimal use of available source data for his clients, which can vary in geographic resolution, reporting frequency, completeness, and publication source. His innovative integration of forecasting models supplies his clients with reliable forecasts with rich granularity in geographic and temporal resolution to support assessment of future sustainability of boundaries and capital facilities planning.

As a project manager, Mr. Oelerich creates budgets and scopes of work, oversees tasks and schedules, provides performance updates, and manages client relationships. He values the opportunity to build relationships and trust with his clients, help them explore and identify their unique needs, and produce collaborative solutions that are on schedule and on budget. He sees early and active stakeholder engagement as critical to project success.

RELEVANT PROJECTS

Population Forecasting and Attendance Area Boundary Analysis, School District of Philadelphia, Philadelphia, PA

Mr. Oelerich is the lead analyst and is providing project management support for boundary review services and student enrollment forecasting for the school district. This project is expansive and supports enrollment balancing districtwide via a comprehensive review of the School District of Philadelphia's portfolio of 198 neighborhood schools. Mr. Oelerich leads technical aspects of the boundary review planning committee meetings and scenario modeling. Mr. Oelerich also oversaw a ten-year enrollment forecast covering each of the district's attendance areas and schools, and successful integration of the forecasts into the data and mapping tools currently being used for scenario modeling. Throughout these efforts, Mr. Oelerich ensures that the needs of the district, committee members, and the parent community are being met.

Attendance Area Redistricting, Lake Washington School District, Redmond, WA

Mr. Oelerich is the project manager and lead analyst providing boundary review services for the school district. This project consists of an elementary and middle school boundary review process to address overcrowding in one of the four geographic regions of the district. Mr. Oelerich is working with the district to co-lead the boundary review committee workgroup facilitation, provide technical

support at the district's community open houses, and oversee the development of boundary revision scenarios. He is the point of contact for district staff and the boundary review committee. Through his ability to communicate technical concepts to nontechnical audiences, he ensures that the district and the parent community are engaged and informed throughout the review process.

Attendance Area Redistricting, Salem-Keizer Public Schools, Salem, WA

Mr. Oelerich provided pre-project planning, technical support, and project management support for a district-wide boundary review that included over 50 individual schools within a feeder system of six high schools. Pre-boundary review work included validating the district's long-range facilities plan by using existing elementary school attendance areas and ten-year attendance-based enrollment forecasts developed by Portland State University's Population Research Center. Mr. Oelerich supported the district's internal executive oversight team meetings through development of springboard proposal boundary scenarios, leading to the starting point for the boundary review committee process.

Mr. Oelerich provided technical support during the boundary review committee process, developing key spatial information resources by integrating FLO's land use analysis and residence-based enrollment forecasts into customized GIS-based visualization and reporting applications. Other critical decision-making information, such as walk zones, detailed roads, student residence locations, demographics, and program information, was also incorporated in order to model various on-the-fly scenarios with the boundary review committee, which included parents, principals, and members of the community. Boundary revisions were adopted by the school board in 2019.

Student Enrollment Forecasting, Lakewood School District, Marysville, WA

Mr. Oelerich was the project manager overseeing enrollment forecasting for the school district. The district sought outside help to perform enrollment forecasting to inform budgeting for staffing and facilities improvements. Working closely with district staff and regional planners, Mr. Oelerich and the FLO team poured over student enrollment trends and program participation in relation to residential development, in-migration, and fertility rates. These efforts allowed FLO to produce detailed enrollment forecasts that helped district staff plan at the district-wide, grade group, and school levels, as well as by individual grade. The forecast indicated that existing facilities could adequately serve K-12 students for the next five years and helped inform staffing allocation for the upcoming school year.

bmaloney@flo-analytics.com
503.501.5231

Key Strengths

- Guides department process improvements to applied demography techniques to use in population, birth, and student enrollment forecasting
- Design and modification of forecasting techniques to account for dynamic and unexpected events that impact population forecasts and student enrollment
- Communicating trends, detailed forecasting processes, and results to technical and nontechnical audiences

Qualifications

- Data Analytics Certification, Google—in Progress
- MS, Economic Geography and GIS: Northern Illinois University
- Graduate Certificate in Geographical Systems Analysis: Northern Illinois University
- Undergraduate Certification in Geographical Information Systems: Northern Illinois University

Benjamin Maloney

DEMOGRAPHER/GIS & DATA ANALYST

Mr. Maloney has eight years of experience in the fields of geography and Geographic Information Systems. His educational background includes a master of science in economic geography and GIS. He has worked in the private, nonprofit, and government sectors, gaining experience in GIS, managing spatial data, performing in-depth spatial analysis, and producing maps and other data visualizations. Before joining FLO Analytics, Mr. Maloney led the demographics department for the Houston Independent School District in Houston, Texas.

Mr. Maloney plays a key role in FLO's forecasting services. He focuses on innovations in forecasting fertility rates, student generation rates per housing type, and grade progression ratios. Beyond providing forecasts, his responsibilities include monitoring patterns in past and present student enrollment, analysis of residential development data, refining the forecast process to ensure high-quality deliverables, and visualizations of school district and census data. He has also provided support for school attendance area boundary review services by providing on-the-fly enrollment estimates based on boundary reconfiguration scenarios proposed during public committee meetings.

RELEVANT PROJECTS

Snohomish School District, Snohomish, Washington

Mr. Maloney served as a demographer providing enrollment forecasts to Snohomish School District. He developed a grade progression ratio forecasting customized to the specifics of this district while taking advantage of efficiencies gained using the age-specific fertility forecasting method. Additionally, this project adapted the missing student method to the GPR process to account for COVID-19 enrollment impacts, while additionally incorporating residential development data gleaned from county/city databases—a source of data not usually directly considered with this forecasting method.

North Kitsap School District, Poulsbo, Washington

Mr. Maloney was the lead forecasting analyst for the North Kitsap School District. The ten-year enrollment forecast incorporated the cohort-component forecasting method, age-specific birth forecasting, and the missing student modeling process. In addition, he provided the district with a two-scenario, staggered approach to forecasting the return of students after the pandemic in the 2021–22 and 2022–23 school years. Additional variations included differing percentages of students newly enrolled in their online academy returning to their 2019–20 school of enrollment. Mr. Maloney also helped create figures as part of the reporting process.

Lake Washington School District, Redmond, Washington

A rapidly growing and dynamic district (4,600+ students from 2014 to 2019) located outside of Seattle, Washington, the Lake Washington School District requested ten-year forecasts that would help them anticipate student enrollment in response to steep enrollment declines caused by COVID-19. To aid in this matter, Mr. Maloney devised a "missing student" allocation process that calculates the potential missing enrollment by grade for each block-group in the district. These calculations were incorporated into the baseline forecast to create potential student return scenarios. The economic impacts of COVID-19 created the expectation that births would undergo an uncharacteristic decline in 2021, likely leading to a decline in 2026–27 kindergarten enrollment. To better anticipate potential birth and enrollment declines, Mr. Maloney created an age-specific fertility forecasting method to work in conjunction with the current total fertility rate methods. This allows the user more options to refine the fertility and birth forecasts, creating a more accurate forecast.

Coquille School District, Coquille, Oregon

Mr. Maloney directed the development and use of the grade progression ratio method for the ten-year building attendance forecasts. While the GPR method is a more simplified method than the cohort-component method that FLO Analytics typically employs for enrollment forecasts, the process still requires a careful examination of past enrollment trends, historical county and district births, and birth forecasting. Additional tasks for this project included forecast report development and presenting final results to the district.

Lakewood School District, Marysville, Washington

As the lead forecasting analyst and project manager, Mr. Maloney directed the forecasting and data-gathering process and workflow for the Lakewood School District. This project required a ten-year forecast at both the residence and building-attendance levels. Activities included discussions with the district and planners, boundary interpretations, birth forecasts, and the incorporation of the cohort-component method of forecasting. Mr. Maloney also incorporated land use analysis (present and future) along with student generation rates for both the single- and multifamily developments to inform the forecast.

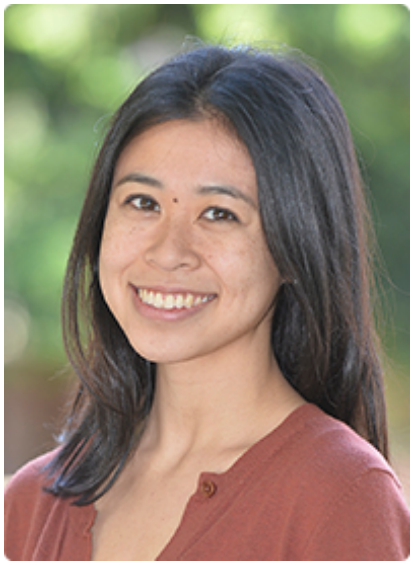
Edmonds School District, Lynwood, Washington

Mr. Maloney supported Edmonds School District as a forecasting analyst. The project required the development of one- to ten-year forecasts by grade group for each attendance area in the district. Supporting data analysis for the forecast included demographic analysis of student data by parcel type, long-range attendance patterns, historical birth records, housing trends, and student generation rates by neighborhood and residential development type.

Demographer, Houston Independent School District, Houston, Texas

Mr. Maloney was the demographer for the Houston Independent School District, the eighth-largest school district in the United States, with 210,000 students. Mr. Maloney was the sole individual responsible for recommending boundary adjustments, student forecasting, monitoring all residential developments, and producing the annual demographic report for all 282 schools in the district. Along with these responsibilities, Mr. Maloney created a GIS-based version of the "Find-A-School" application, which the district employed to allow parents to easily find which school their address was zoned to.

Other responsibilities included custom map generation and printing, demographic data analysis and reporting, demographic website development, and monitoring day-to-day student enrollment patterns at the classroom level. Mr. Maloney also worked closely with other departments to support the expansion of all-day pre-K programming and recommendations regarding schools requiring renovations and/or replacement.



Rachel Roberts

GIS ANALYST

Ms. Roberts joined FLO in 2016 with an academic background in environmental studies and geography, focusing on environmental planning and communication. She has worked on projects using GIS in the private, nonprofit, and government sectors and has experience managing data, performing spatial analyses, and producing cartographic products.

Her GIS capabilities include geospatial data analysis, GIS/Alteryx workflow development, boundary scenario modeling, data modeling, geodatabase design and management, data maintenance, and data visualization. Ms. Roberts has experience creating and maintaining custom Tableau dashboards and ArcGIS Online web map applications for internal district use and as a public outreach tool. While working at FLO, she has enjoyed exploring and solving problems through both qualitative and quantitative data analysis.

rroberts@flo-analytics.com
503.501.5219

Key Qualifications

- Developing geospatial and analytic workflows that support redistricting projects
- Leading data compilation, data blending, and boundary scenario modeling
- Creating easy-to-understand and visually appealing maps that support public engagement initiatives

Qualifications

- BA, Environmental Studies: University of Washington—Seattle

RELEVANT PROJECTS

Redistricting Services, City of Brookhaven, Brookhaven, GA

Ms. Roberts is part of a project team assisting the City of Brookhaven with redistricting services. She assisted with the assessment of the City's population balance for the existing city council district boundaries. The team produced historical, and 2020 population estimates for the districts to demonstrate population shifts that have occurred in the City since annexation. She is currently assisting with boundary modeling to provide various options for better balancing population within the City's four districts.

Attendance Area Redistricting, Portland Public Schools, Portland, OR

Ms. Roberts is part of a team working with Portland Public Schools to provide the district with a comprehensive understanding of their schools and enrollment prior to the boundary review process. She assists with the collection and preparation of data for analysis, exploring and analyzing baseline district data, and creating visuals to communicate findings to the internal team and the public. She is the primary analyst modeling options for the district related to program placement, boundary review, and grade reconfiguration.

Population Forecasting and Attendance Area Boundary Analysis, School District of Philadelphia, Philadelphia, PA

Ms. Roberts has an important role on the project team completing a comprehensive review of 198 neighborhood schools in the district's portfolio. She helps coordinate with the district team to obtain data that inform options development and enrollment forecasting. She is heavily involved in the data modeling to inform potential outcomes from grade reconfiguration, boundary review, and program colocation. She also manages the creation of cartographic and visual products such as web maps and large posters for use in reports, working meetings, and engagement with the public.

Attendance Area Redistricting, Harford County Public Schools, Harford, MD

Ms. Roberts is part of a team assisting Harford County Public Schools with their enrollment balancing efforts at the elementary, middle, and high school grade levels. She acquired, prepared, and synthesized land use, demographic, and

student data for use in enrollment modeling. She assisted with the integration of the District's forecasts into a data model, which analyzes the impacts of boundary changes over the next five years. She provides technical and facilitation support during virtual committee meetings where boundaries are modeled on-the-fly. She has developed various custom dashboards for the internal district team to review data and for boundary modeling during committee meetings.

Comprehensive Long-Term School Planning and Review, Camden City School District, Camden, NJ

Ms. Roberts served as a primary data analyst on the team supporting Camden City School District with an enrollment and demographic study for all Camden schools. She assisted with the standardization and analysis of district baseline data as well as coordinating with external entities to obtain relevant data. She assisted with the land use and demographic analyses, which were key data inputs for the ten-year student enrollment forecasts. She assisted with the development of a data model used to analyze the impacts of school closures and openings, grade reconfiguration, and boundary changes. Ms. Roberts also set up an online web mapping application which the district and public used to track project progress.

Student Enrollment Forecasting, Lake Washington School District, Lake Washington, WA

Ms. Roberts assisted in enrollment forecasting for the Lake Washington School District. She acquired, prepared, and synthesized land use, demographic, and student data for use in enrollment forecasting. She led the land use analysis effort in conjunction with district staff to acquire the appropriate data required from five different municipalities. She ensured the accuracy and applicability of the acquired data for use in enrollment forecasting. Ms. Roberts also developed a land use web mapping application and provided a training for internal district staff to track development in the district. She created cartographic and visual products such as web maps and posters for use in reports, district outreach efforts, and board meetings.

Attendance Area Redistricting, Lake Oswego School District, Lake Oswego, OR

Ms. Roberts provided technical and facilitation support during committee meetings for Lake Oswego's boundary review process. She built the Alteryx workflow used to model various boundary configurations, transfer decisions, and program placement options. She created various cartographic and visual products used in district outreach efforts and committee meetings.

Attendance Area Redistricting, Salem-Keizer Public Schools, Salem, OR

Ms. Roberts assisted in the preparation and analysis of land use, student, and district data (e.g., special programs, facility capacity) for use in enrollment forecasting and boundary scenario modeling. She created various cartographic and visual products such as web maps and posters for use in district outreach efforts and working meetings. She attended and facilitated internal working meetings with district staff as well as working committee meetings with community members. She also assisted the district with public engagements events where she served as a subject expert.

Enrollment Forecasting and Attendance Area Redistricting, Central Valley School District, Spokane, WA

Ms. Roberts assisted in the acquisition, preparation, and synthesis of land use, demographic, and student data for use in boundary scenario modeling and enrollment forecasting. She coordinated with external sources (cities, counties, other municipal entities) to obtain the necessary development data required for land use analyses, and ensured their accuracy and applicability. She created various cartographic and visual products such as web maps and posters for use in reports, district outreach efforts, and working meetings.

Appendix

Sample Report

ENROLLMENT, PROGRAMS, AND CAPACITY ANALYSIS

DISTRICT-WIDE BASELINE ASSESSMENT

Prepared for:
Portland Public Schools
July 17, 2020

Prepared by:
FLO Analytics
3140 NE Broadway Street, Portland, OR 97232

The material and data in this report were prepared under the supervision and direction of the undersigned.

FLO ANALYTICS

Tyler Vick
Managing Director

Jed Roberts
Senior Analyst

CONTENTS

CONTENTS (CONTINUED)

TABLES AND ILLUSTRATIONS

TABLES

FIGURES

TABLES AND ILLUSTRATIONS (CONTINUED)

TABLES AND ILLUSTRATIONS (CONTINUED)

TABLES AND ILLUSTRATIONS (CONTINUED)

ACRONYMS AND ABBREVIATIONS

ACS	American Community Survey
BIPOC	Black, Indigenous, and People of Color
Board	Portland Public Schools Board of Education
Board Resolution	Resolution No. 6059
CHU	combined historically underserved
PSU CPS	Portland State University Center for Public Service
DAZ	dual assignment zone
DBRAC	District-wide Boundary Review Advisory Committee
District	Portland Public Schools
DLI	dual language immersion
FLO	FLO Analytics
Hanover	Hanover Research
HU	historically underserved
KPI	key performance indicator
Pre-K	pre-kindergarten
PSU PRC	Portland State University Population Research Center
RESJ	Racial, Equity and Social Justice
SACET	Superintendent's Advisory Committee for Enrollment and Transfer

1 INTRODUCTION

FLO Analytics (FLO) conducted a baseline assessment of Portland Public Schools' (the District) enrollment, programs, and facilities in order to develop a district-wide framework to guide both short- and long-term decision making, as it relates to enrollment and program balancing.

1.1 Background

In January 2019, FLO was retained by the District to lead the development of a multiyear enrollment and program balancing project. FLO has assisted dozens of school districts with long-range planning needs in the Pacific Northwest and on the East Coast. Key expertise and services provided to districts include long-range strategic planning; student enrollment forecasting; enrollment and program balancing; community engagement planning; facilitating committee processes; and providing technical capacity and support to assess baseline data and modeling options related to school enrollment and program balancing.

In 2019, a number of significant milestones were reached in order to successfully plan and launch the District's enrollment and program balancing effort. Figure 1-1 below provides a summary of the work completed to date. District staff and leadership have been key stakeholders in refining the enrollment and program balancing work plan (see Section 2) and include:

- Board of Education
- Budget Office
- Communications
- Department of Dual Language
- Enrollment and Transfer
- Facilities and Asset Management
- Kindergarten and Early Learning
- Office of School Performance
- Office of Strategic Partnerships and Engagement
- Office of Student Support Services
- Operations
- Racial Equity and Social Justice (RESJ)
- Research, Assessment, and Accountability
- Special Education
- System Planning and Performance

Figure 1-1. FLO Work Completed to Date

1.2 Purpose

The purpose of this report is to develop a common understanding and district-wide framework to guide both short- and long-term decision making throughout the enrollment and program balancing process. In order to achieve this, this report will focus primarily on analyzing district-wide information necessary to understand the complexities around enrollment, programs, facilities, and student demographics—the baseline data required for a system-wide lens. Key observations from the baseline assessment will then be converted to findings and recommendations to guide the development and sequencing of study area design over subsequent years of enrollment and program balancing.

This report provides understanding of the District's data so that recommendations on a phased approach to the enrollment and program balancing work, including recommendations for sub-setting the District into regional study areas, can be done with thoughtful intent. The District's schools, grade configurations, feeder patterns, attendance areas, participation in programs, and rates of transfer between schools and programs result in a complex and interconnected system that makes it challenging to subset the District by individual high school clusters and achieve the goals of the enrollment and program balancing project. Therefore, it's essential to have a comprehensive understanding of the District's baseline data in order to have foresight for cause and effect within and across high school clusters and the District as a whole.

The report is organized as follows:

- A brief review of the District's Resolution No. 6059 passed by the Board of Directors in late February 2020 on the enrollment and program balancing process scope of work (see Section 2).

- A baseline data assessment to evaluate the District's feeder patterns, current enrollment (2019/2020), five-year forecasted enrollment, facility capacities and utilization, program placement and enrollment, and key socioeconomic and demographic indicators of the student body. Key findings for each of these topics have also been provided (see Section 3).

- A discussion on the solutions that best match the issues identified in the baseline data assessment section. For example: a given K-8 school that has a co-located dual language immersion (DLI) program is overcrowded. Grade reconfiguration (i.e., kindergarten through 5th grade [K-5]); relocation of DLI program; and boundary adjustments are all viable solutions that can be matched to help alleviate the identified issue. A discussion on where cross-regional coordination may be required to address issues is also provided (see Section 4).

- A review of the District's past enrollment and program balancing efforts, with a primary focus on the District's prior District-wide Boundary Review Advisory Committee (DBRAC). A summary of lessons learned from that process are provided (see Section 5).

- A findings and recommendations section that highlights our key findings and provides recommendations on how best to approach the District's phased enrollment and program balancing process, including identifying the study area extent and sequencing and the timing of future study areas (see Section 6).

There are limitations to our analysis and reporting. The intent of this report is not to provide "what if" scenarios for solving the District's enrollment and program balancing challenges. That is, the outcome of this report will not include scenarios for kindergarten through 8th grade (K-8) reconfiguration, relocation options for focus/alternative programs, what possible boundary adjustments might look like, or predictions for specific locations for pre-kindergarten (Pre-K) expansion. Additionally, recommendations on changes to District policy or post-enrollment and program balancing transition recommendations are not the focus of this report or FLO's approved work plan.

Another significant limitation and source of uncertainty, the COVID-19 pandemic, is emerging as we write this report. We are entering what is expected to be a prolonged economic recession that could reduce state and local tax revenue the District relies upon. To now be anticipating budget shortfalls represents a dramatic turn of events after the passage of Oregon's Student Success Act in 2019, which would have provided a significant funding boost for the District. It is unclear what the impacts will be specific to the program and enrollment balancing effort. In general terms, we expect that student enrollment forecasts will be impacted. In past recessions we have seen drops in enrollment and increased student mobility in disadvantaged communities, however, the underlying causes here are quite different than those driving earlier recessions. We also expect the timing of efforts to engage the community in guiding rebalancing decisions will be postponed (relative to our recommendations) and, at least in part, moved to virtual venues.

2 RESOLUTION NO. 6059

2.1 Board Resolution

In late February 2020, the District Board of Education (Board) passed Resolution No. 6059 (Board Resolution; see Appendix A), approving the enrollment and program balancing process scope of work. The resolution is in response to the District having several system-wide issues related to the use of its physical facilities that impact student success, as further described in Subsection 2.2 below. As stated in the Board Resolution, "The Enrollment and Program Balancing Scope of Work provides overarching guidance for the project, including district-wide rationale, core values, outcome goals, and approach and sequence of work."

2.2 Drivers

The Board Resolution identifies a number of drivers (i.e., issues or inequalities) that the enrollment and program balancing project aim to address, including:

- Under or over enrollment is prevalent across the District, resulting in schools not having adequate space; having too few strands to provide robust programming; or having programs co-located, which can lead to programmatic inequities.
- High school enrollment is imbalanced across the District and should be adjusted where possible to ensure equitable course offerings and student opportunities.

- Kellogg Middle School is opening in the fall of 2021 and an appropriate feeder pattern needs to be established. As a result of Kellogg Middle School opening, one or more existing K-8 schools located in southeast Portland may need to be reconfigured to K-5. The need for an additional comprehensive middle school (grades 6 through 8) should also be evaluated.
- The ACCESS program is currently split across two school campuses and should be reunited at a new undetermined location in the District.
- Special education services should be adjusted to ensure a continuum of offerings within all high school clusters.

2.3 Core Values

As stated in the Board Resolution No. 6059, the enrollment and program process are grounded in core values and ethical principles articulated in the PPS vision that include (PPS, 2019a):

- Students at the Center
- RESJ
- Honesty and Integrity
- Excellence
- Respect
- Relationships
- Creativity and Innovation
- Partnerships and Collaboration
- Grounded in the Spirit of Portland
- Joyful Learning and Leadership

2.4 Outcome Goals

The scope of work points to the following three primary outcome goals from the enrollment and programming balancing process:

- Optimizing the use of the District's facilities and working to phase out or eliminate portable classrooms.
- Supporting equitable programming through program redesign at the middle grades, including reconfiguring identified K-8 schools to K-5 elementary schools. It's recognized that some regional K-8 schools may need to be maintained in order to provide program pathway continuity.
- Fewer co-located programs across the District and at all grade groups (K-5, K-8, grades 6 through 8) in an effort to reduce isolation (i.e., schools within a school) and program inequities.

2.5 Work Plan Approach and Sequencing

The Board-approved work plan identifies key components of the enrollment and program balancing project that will ultimately result in a thoughtful, transparent, and engaging process. These core concepts include:

- Comprehensive analysis and development of a phased district-wide enrollment balancing plan—The scope of work will be informed by a comprehensive analysis that takes into consideration all the necessary data inputs (e.g., enrollment, facility information, student demographics). Data sources will be transparent, including the analysis and use of the RESJ

lens to inform decision making (PPS, 2019b). The comprehensive analysis will result in the development of a district-wide plan (i.e., this report) for how to approach the subsequent work.

- Phased implementation plan using regional approach/focus—Based upon the findings and recommendations from this report, the work will be addressed through the identification, proper sequencing, and timing of regionally phased work over the next several years.
- Community engagement—A comprehensive community engagement plan has been developed and will ensure that, as reconfiguration options are being considered, the process will be conducted transparently and the broader community will be engaged for awareness and feedback throughout (e.g., open houses and surveys). Regional study area community participation will include the development of advisory groups that are made up of school principals, parents, students, and community members. Targeted engagement will also focus on the District's students and historically underserved parents and community members and will take place within the context of the District's core values, emphasizing racial equity.
- Continuous improvement—The District recognizes that the administration of a phased approach to the scope of work, feedback obtained, and lessons learned along the way will result in opportunities to make key adjustments during and across the multiyear study area processes.

3 BASELINE DATA ASSESSMENT

The baseline data assessment is an analysis of fundamental district-wide information that will explore underlying drivers (i.e., issues) and will inform solutions for achieving the goals and outcomes of the enrollment and program balancing effort. These data include current enrollment and student residence, enrollment and residence forecasts, focus/alternative program locations, facility capacities and grade configurations, and socioeconomic indicators. Combining these datasets, we examine factors such as school capacity utilization, capture and transfer rates, school feeder structures, and focus/alternative program transfer rates. These factors form the basis of our recommendations for future phasing and priority of enrollment and program balancing beyond the initial southeast study area (see Section 6), which is a priority due to the scheduled opening of Kellogg Middle School in 2021.

This analysis is limited to K-12 neighborhood schools and special programs administered directly by the District and housed in District facilities during traditional school hours. While the District offers a wide array of programs and services beyond this definition, this narrowing of scope is necessary to devote adequate attention to factors that have the greatest impact on enrollment and program balancing.

District-Wide Reference Materials

We begin by taking a district-wide view of schools, programs, and catchments. Throughout this assessment, we will reference a district-wide overview map (Appendix B—Figure B-1), a map series of each high school "cluster" (Appendix B—Figures B-2 through B-11), and two tables (Appendix C—Tables C-1 and C-2). A quick reference for the contents of Tables C-1 and C-2 is below, in Table 3-1. Our approach for forecasts, capture rates, transfers, functional capacity, and utilization are described later in this section.

Table 3-1: Key Reference Tables

Appendix C—Table C-1 Inventory of School Programs	Appendix C—Table C-2 Inventory of School Facilities
Program type	Grade Configuration
Grade Configuration	Region
Region	High School Feeder
High School Feeder	2019-2020 Enrollment
2019-2020 Enrollment	2019-2020 Underserved Student Enrollment
2024-2025 Forecasted Enrollment	2024-2025 Forecasted Enrollment
2019-2020 Students by Residence	Functional Capacity
2024-2025 Forecasted Students by Residence	Number of Classrooms
Capture Rates	Modular Functional Capacity and Classrooms
Transfers In and Out	Capacity Utilization
Net Transfers	

3.1 District Overview

In our baseline data assessment, we examine the District's 82 schools that are housed in 85 facilities. Table 3-2 is a complete list of the 82 schools, organized by grade configuration and the high school cluster in which they are located. Figure 3-1 is a schematic of how the subset of 73 schools with neighborhood catchments feed upward to a neighborhood high school. The remaining ten schools are home to programs that do not have a neighborhood catchment and are instead a special education program or enrolled through a lottery or application process. In Table 3-2, these nine schools are listed separately from any high school cluster. Four catchment schools (Lane Middle, Beaumont Middle, Faubion K-8, and Bridlemile Elementary) are split across high school feeder patterns, depicted in Figure 3-1.

Table 3-2. Schools and Grade Configuration by Location within High School Cluster

Cleveland	Grades
Abernethy	K-5
Buckman	K-5
Duniway	K-5
Grout	K-5
Lewis	K-5
Llewellyn	K-5
Whitman	K-5
Woodmere	K-5
Woodstock	K-5
Hosford	6-8
Sellwood	6-8
Cleveland	9-12

Franklin	Grades
Atkinson	K-5
Glencoe	K-5
Kelly	K-5
Arleta	K-8
Bridger	K-8
Creston	K-8
Lent	K-8
Marysville	K-8
Sunnyside	K-8
Lane	6-8
Mt. Tabor	6-8
Franklin	9-12

Grant	Grades
Alameda	K-5
Beverly Cleary	K-8
Laurelhurst	K-8
Beaumont	6-8
Grant	9-12

Jefferson/Grant	Grades
Boise-Eliot/Humboldt	K-5
Irvington	K-5
Martin Luther King Jr.	K-5
Sabin	K-5
Harriet Tubman	6-8
Jefferson	9-12

Jefferson/Madison	Grades
Faubion	K-8
Vernon	K-8

Jefferson/Roosevelt	Grades
Beach	K-5
Chief Joseph	K-5
Peninsula	K-5
Woodlawn	K-5
Ockley Green	6-8

Lincoln	Grades
Ainsworth	K-5
Chapman	K-5
Forest Park	K-5
Skyline	K-8
West Sylvan	6-8
Lincoln	9-12

Madison	Grades
Lee	K-5
Rigler	K-5
Rose City Park	K-5
Scott	K-5
Vestal	K-5
Harrison Park	K-8
Roseway Heights	6-8
Madison	9-12

Roosevelt	Grades
James John	K-5
Rosa Parks	K-5
Sitton	K-5
Astor	K-8
César Chávez	K-8
George	6-8
Roosevelt	9-12

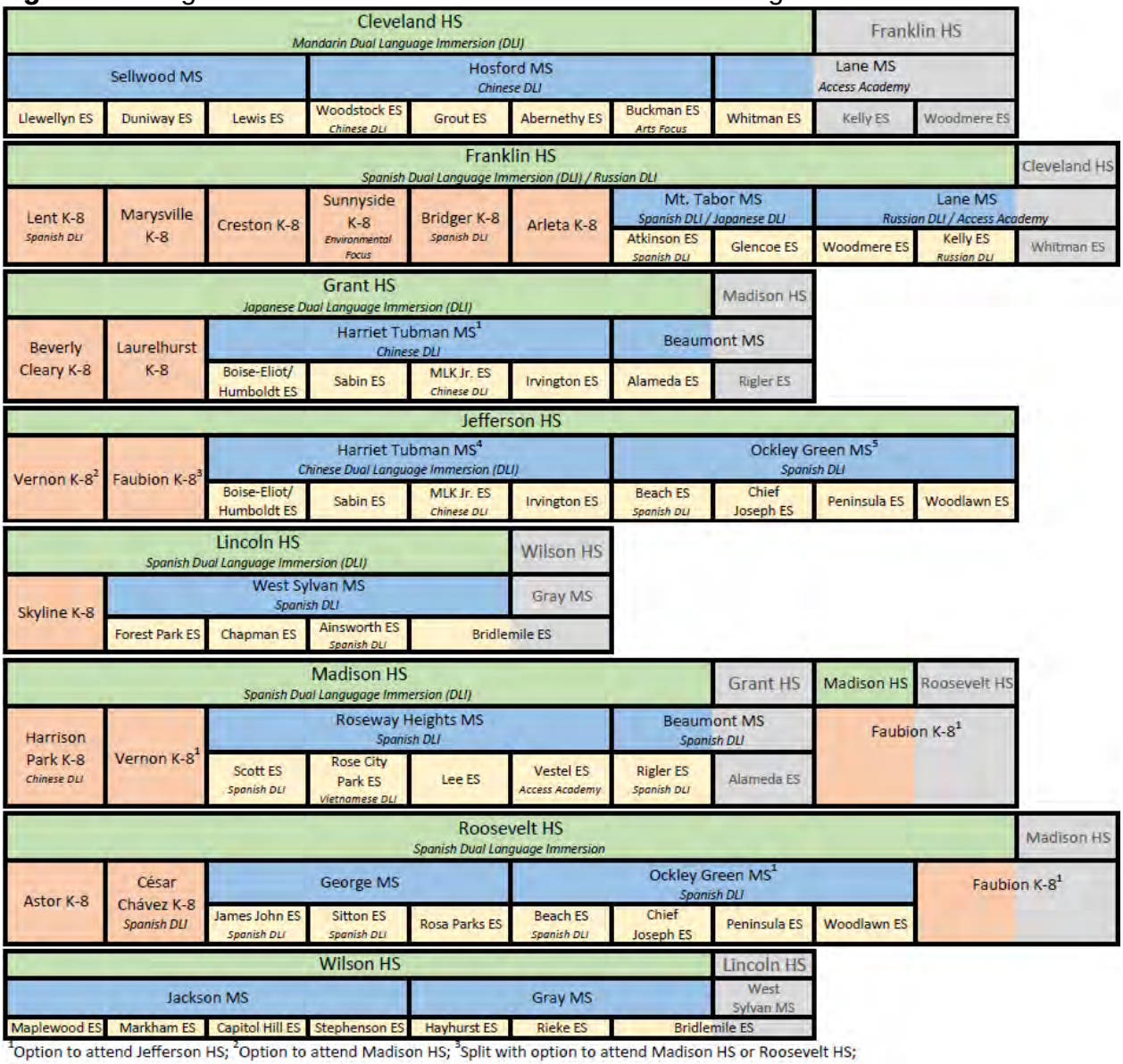
Wilson	Grades
Bridlemile*	K-5
Capitol Hill	K-5
Hayhurst	K-5
Maplewood	K-5
Markham	K-5
Rieke	K-5
Stephenson	K-5
Gray	6-8
Jackson	6-8
Wilson	9-12

No Cluster	Grades
Richmond	K-5
ACCESS Academy	K-8
Creative Science	K-8
Odyssey	K-8
Winterhaven	K-8
da Vinci	6-8
Pioneer	K-12
Benson	9-12
Metro. Learn. Ctr.	K-12
Alliance	9-12

Key
Cluster
Elementary
K-8
Middle
High

NOTES:
*Physically within Wilson cluster, but administratively within Lincoln cluster.

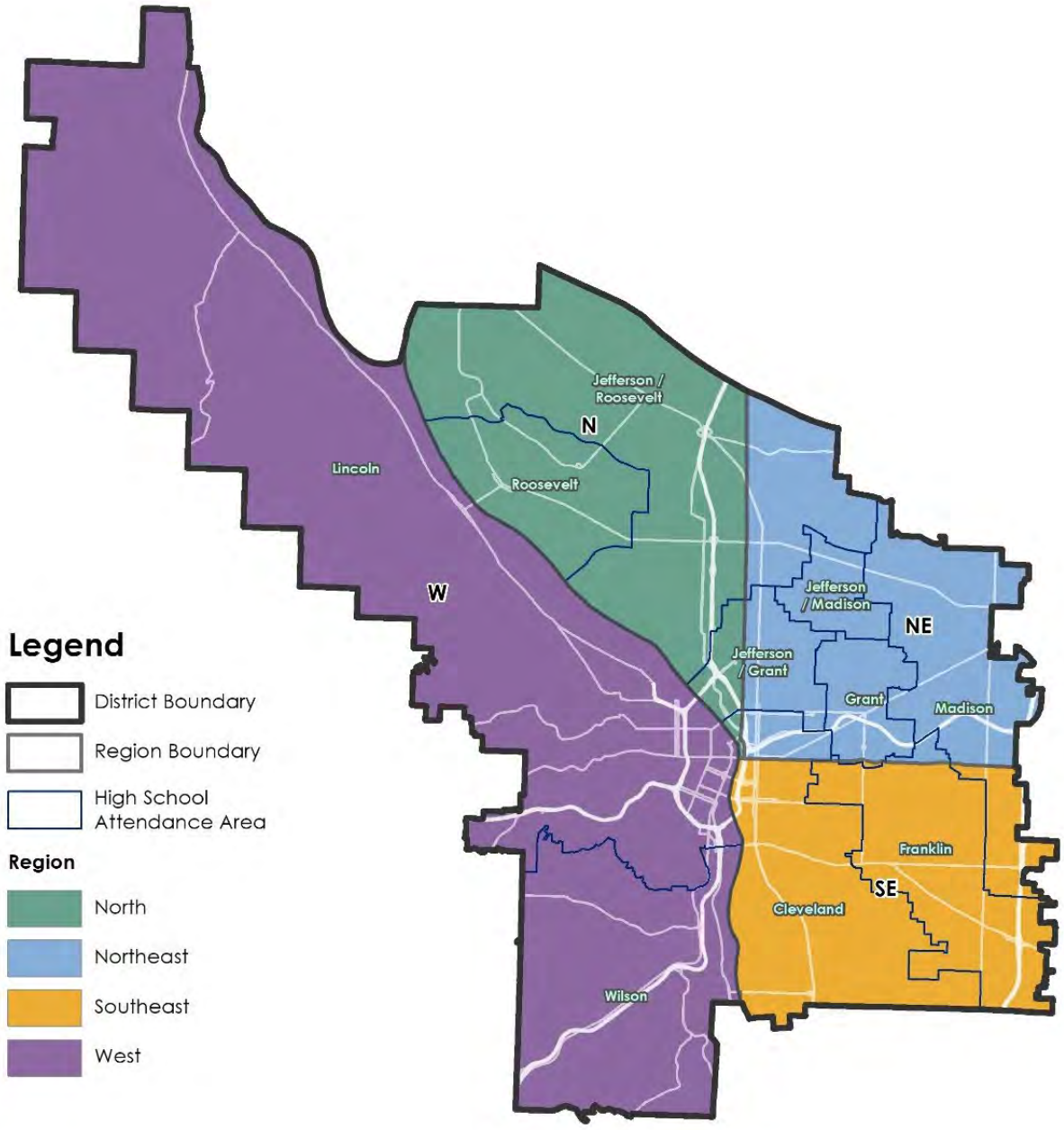
Figure 3-1. High School Feeder Paths Based on 2019 Neighborhood Catchments



[1]Option to attend Jefferson HS; [2]Option to attend Madison HS; [3]Split with option to attend Madison HS or Roosevelt HS; [4]Option to attend Grant HS; [5]Option to attend Roosevelt HS

Before diving into the analysis, a final note on the geographies we use to categorize and summarize results. The District uses a high school cluster concept to broadly group its schools together. However, all schools do not fit neatly into this concept. Within every high school cluster there is an exception, either due to catchments that are split between clusters or the dual assignment zones (DAZs) instituted around Jefferson High School. Additionally, the identified outcome goals for this enrollment and program balancing effort aren't confined to a single high school cluster and will take cross-cluster analysis and coordination to achieve. For this reason, we are grouping schools into four regions defined as north, northeast, southeast, and west, loosely corresponding to Portland city quadrants (Figure 3-2). Although catchment boundaries may cross into multiple regions, a school's region is defined by its physical location.

Figure 3-2. Regions Used in this Baseline Data Assessment



3.2 Student Enrollment

3.2.1 Enrollment for 2019-2020 School Year

Enrollment data is the foundation for calculating a host of important indicators used to compare potential solutions for achieving the goals and outcomes of the enrollment and program balancing effort, including capture rates, transfer rates, and capacity utilization. Here we explore an October 2019 snapshot of district-wide enrollment data (PPS, 2019c).

Kindergarten through grade 12 enrollment is 45,841 students across the 82 schools assessed. This enrollment value is different than the complete count of 48,653 due to the exclusion of some K-12 special programs and pre-K students attending early learning programs. Table 3-3 summarizes 2019-2020 enrollment by grade group and region, where elementary school is K-5, middle school is 6-8, and high school is 9-12. For enrollment by individual program and facility, see Tables C-1 and C-2, Appendix C.

Table 3-3. 2019-2020 Enrollment for 82 Assessed Schools by Grade Group and Region

Region	ES	MS	HS	Total
North	2,990	1,712	1,836	**6,538**
Northeast	5,733	2,576	4,161	**12,470**
Southeast	8,683	4,041	3,496	**16,220**
West	4,852	2,530	3,231	**10,613**
Total	**22,258**	**10,859**	**12,724**	**45,841**

NOTES:
ES = elementary school.
HS = high school.
MS = middle school.

Complete district-wide enrollment (82 schools assessed here, plus the special programs we have excluded) has increased 8.2 percent from the 2008-2009 school year to the 2018-2019 school year, with growth slowing to 3.4 percent in the past five years (Table 3-4). Enrollment at the middle school level increased the most over this ten-year period, at 11.0 percent, followed by elementary at 8.6 percent and high school at 5.4 percent. While the overall trend was upward, each grade group saw annual losses—in the 2017-2018 and 2018-2019 school years for elementary; in the 2009-2010 and 2016-2017 school years for middle school; and in the 2010-2011, 2011-2012, 2012-2013, and 2013-2014 school years for high school (Portland State University Population Research Center, 2019).

Table 3-4. District-Wide Enrollment Trends by Grade Group

School Year	Grades K-5	Grades 6-8	Grades 9-12	Total
2008-2009	22,053	9,880	13,091	45,024
2009-2010	22,630	9,825	13,137	45,592
2010-2011	22,868	9,845	13,028	45,741
2011-2012	23,346	9,936	12,924	46,206
2012-2013	23,751	10,020	12,746	46,517
2013-2014	24,240	10,303	12,584	47,127
2014-2015	24,486	10,371	12,722	47,579
2015-2016	24,607	10,747	12,798	48,152
2016-2017	24,629	10,696	12,984	48,309
2017-2018	24,481	10,780	13,423	48,684
2018-2019	23,953	10,963	13,792	48,708
Percent Change 2008-2019	**8.6%**	**11.0%**	**5.4%**	**8.2%**

Adapted from Portland State University Population Research Center, 2019.

3.2.2 Socioeconomic Indicators for 2019-2020 School Year

As the District considers enrollment and program balancing, the overarching priority is to create and preserve equitable access to programming for students by approaching this work through the lens of RESJ (PPS, 2019b). To provide context for the inequalities that exist in the District, Figure 3-3 through Figure 3-9 map a series of socioeconomic characteristics provided through the U.S. Census American Community Survey (ACS).

Figure 3-3. Percent Population of Black, Indigenous, and People of Color (BIPOC), by U.S. Census Tract (2018 ACS Five-Year Estimates)

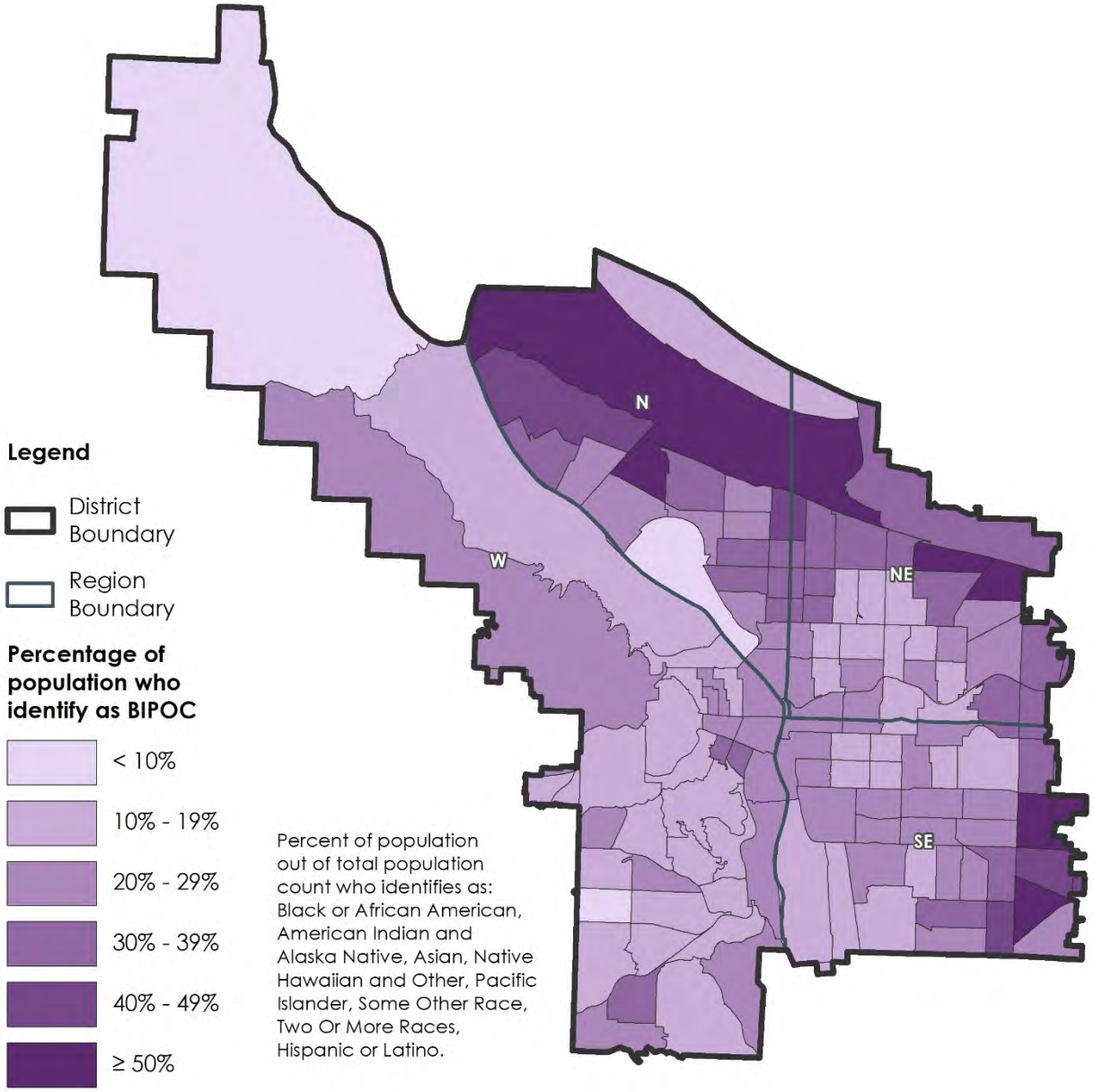


Figure 3-4. Percent of Homeowners Who Are Black, Indigenous, and People of Color (BIPOC), by U.S. Census Tract (2018 ACS Five-Year Estimates)

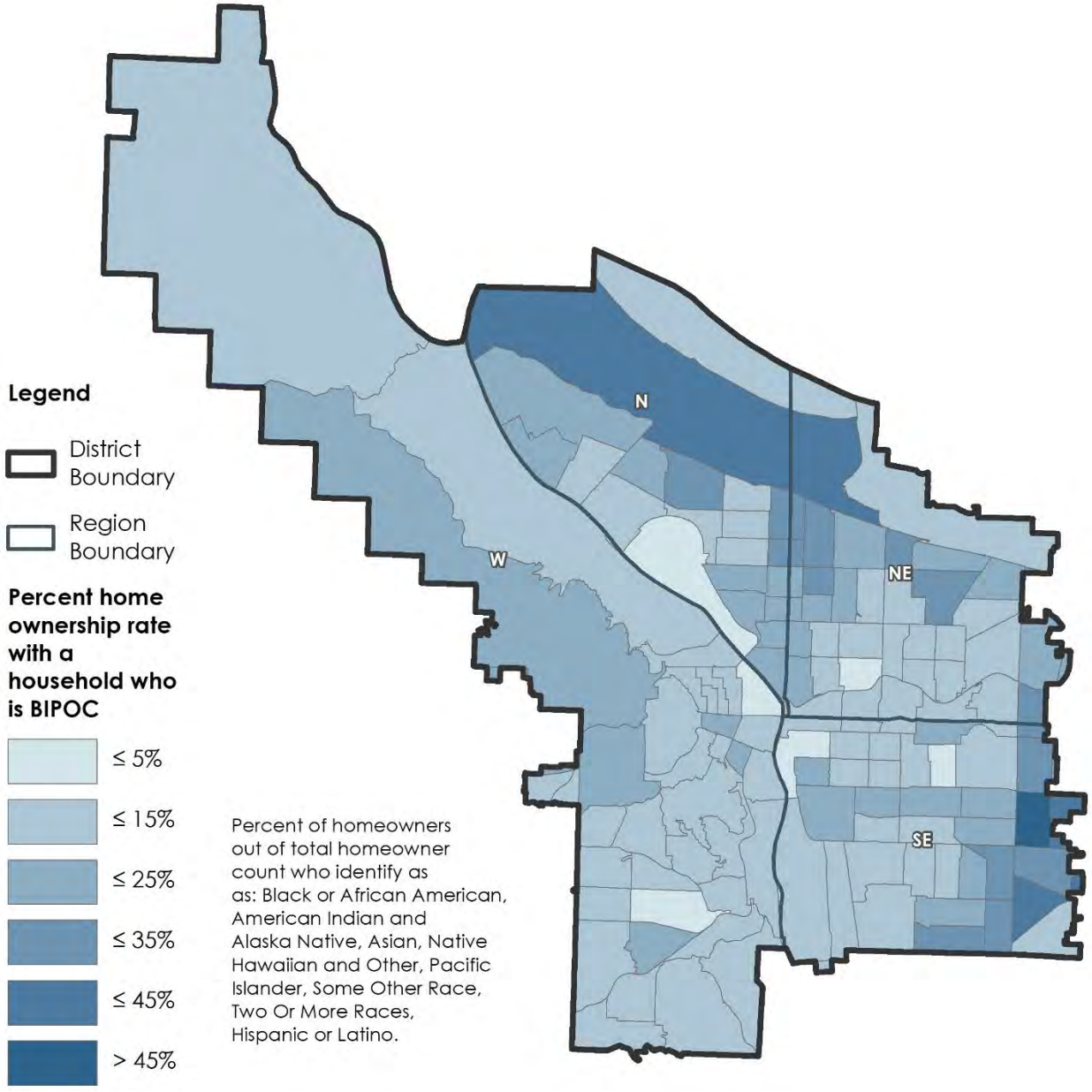


Figure 3-5. Median Household Income, by U.S. Census Tract (2018 ACS Five-Year Estimates)

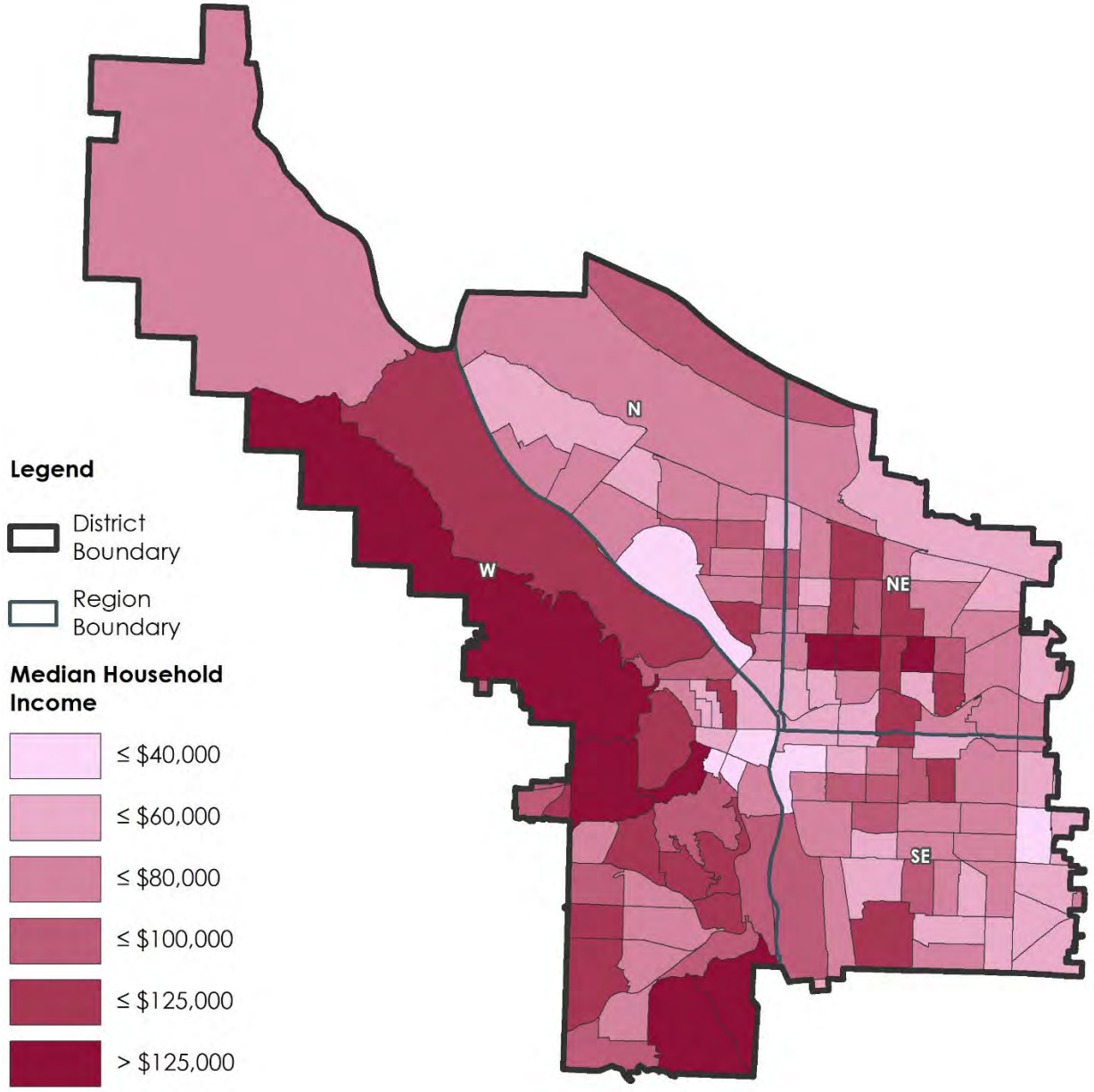


Figure 3-6. Population in Poverty Who Are Younger than 18-Years-Old, by U.S. Census Tract (2018 ACS Five-Year Estimates)

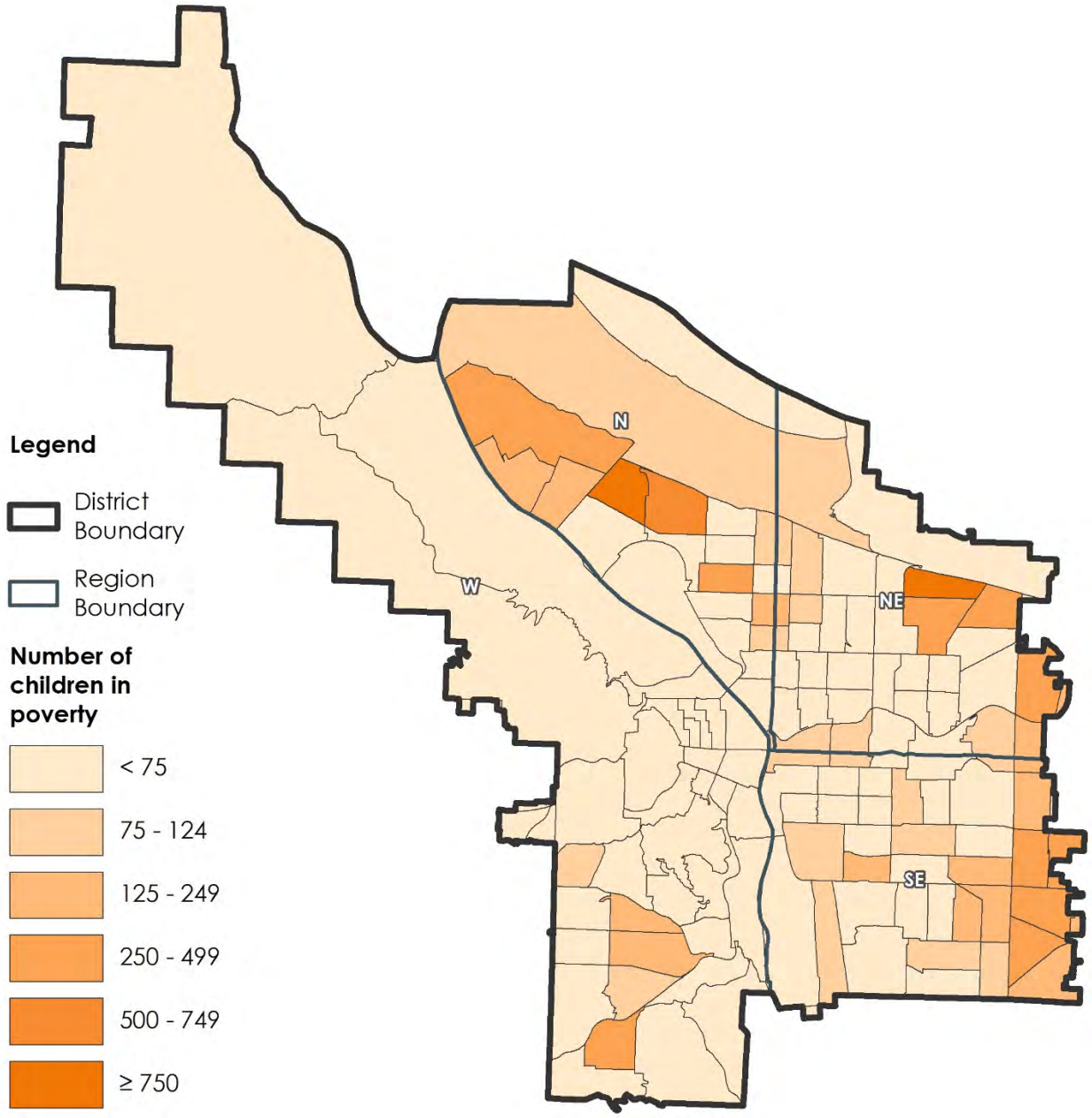


Figure 3-7. Percent of Cost-Burdened Households, by U.S. Census Tract (2018 ACS Five-Year Estimates)

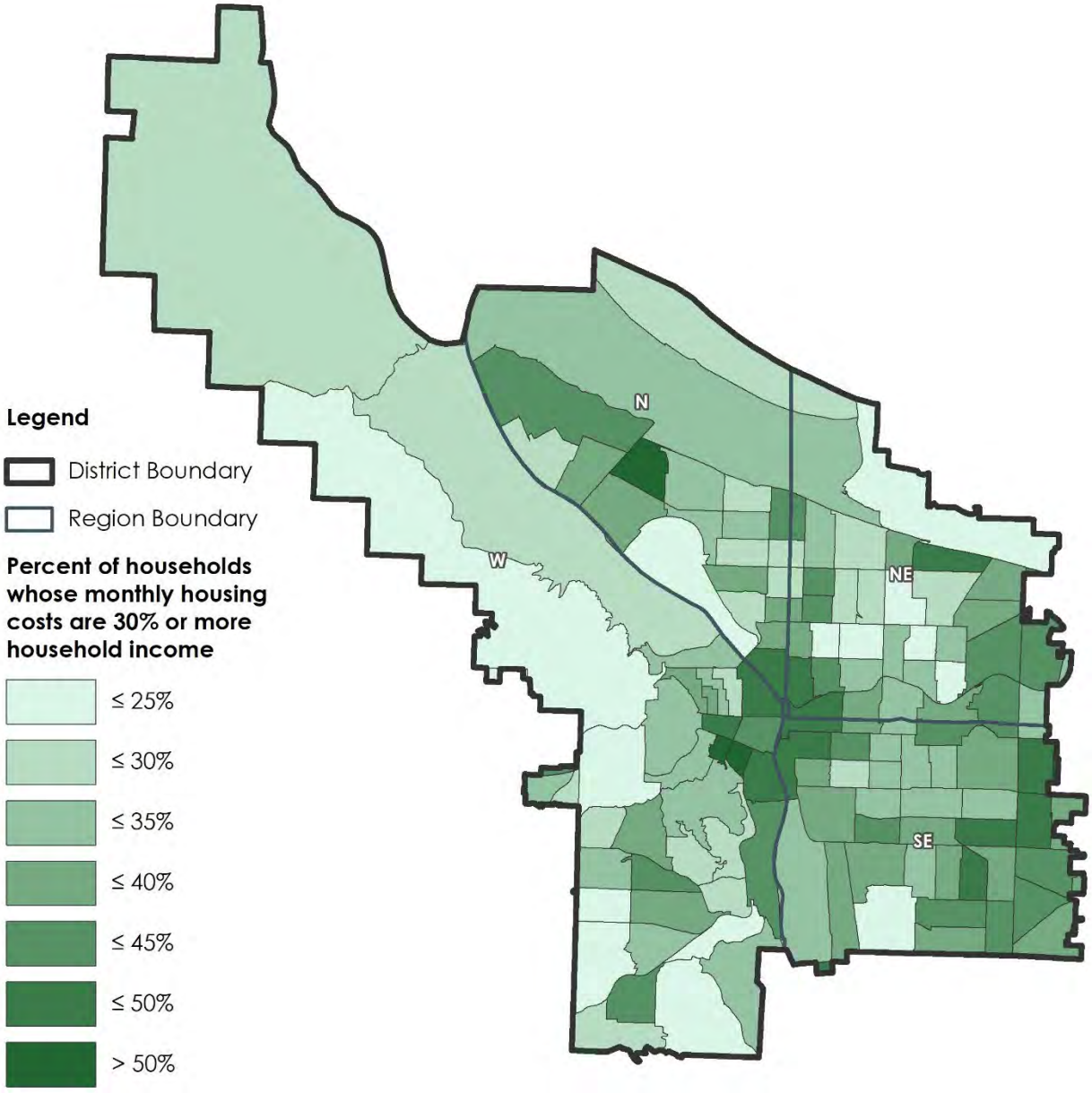


Figure 3-8. Percent of Households with No Internet Access, by U.S. Census Tract (2018 ACS Five-Year Estimates)

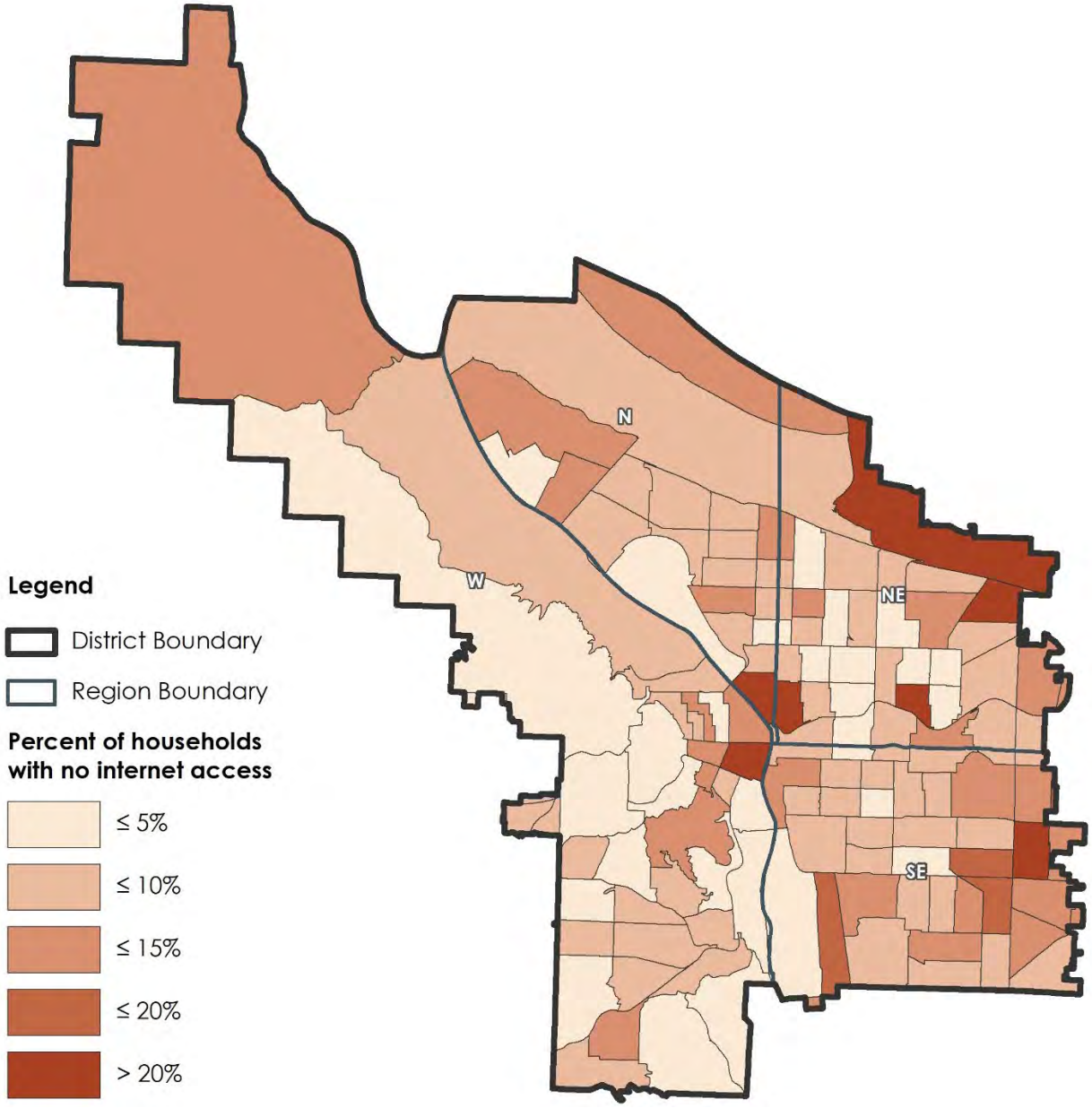
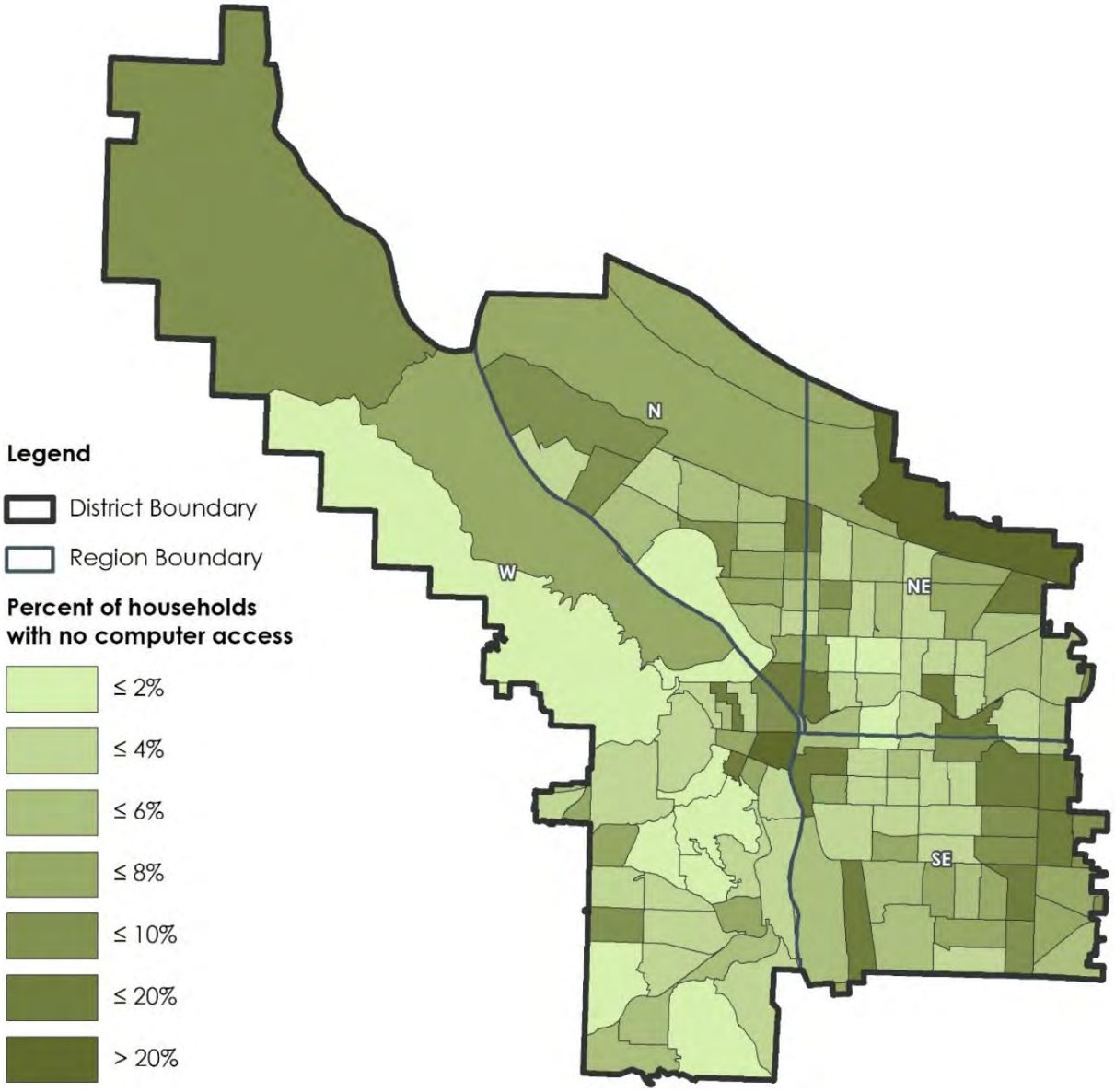


Figure 3-9. Percent of Households with No Computer Access, by U.S. Census Tract (2018 ACS Five-Year Estimates)



Specific to enrollment, the District uses a set of characteristics to identify "combined historically underserved" (CHU) students. Per the District, "these students meet one of the following criteria: special education eligibility; limited English proficiency; free meal eligibility by Direct Certification; or, identification as any of African-American, Latino, Native American, or Pacific Islander," including students self-identifying as multiracial including any of the aforementioned.

Table 3-5 summarizes historically underserved (HU) racial and ethnic groups per region. Figure 3-10 maps the distribution of HU racial and ethnic groups. Figure 3-11 maps the percent enrollment of CHU students by school facility.

Table 3-5. Historically Underserved Groups by Region of Residence

Region	Native American	Pacific Islander	Black	Asian	Latino	Multiple HU	Total Non-HU	Total HU	Percent HU
North	63	94	1,081	187	1,918	549	2,559	3,892	60.3%
Northeast	59	81	1,548	549	2,114	821	7,391	5,172	41.2%
Southeast	79	127	707	1,554	2,251	813	9,924	5,531	35.8%
West	37	36	374	625	930	483	7,888	2,485	24.0%
Total	**238**	**338**	**3,710**	**2,915**	**7,213**	**2,666**	**27,762**	**17,080**	**38.1%**

NOTES:
% = percent.
HU = historically underserved.

Figure 3-10. Race/Ethnicity of Historically Underserved Students

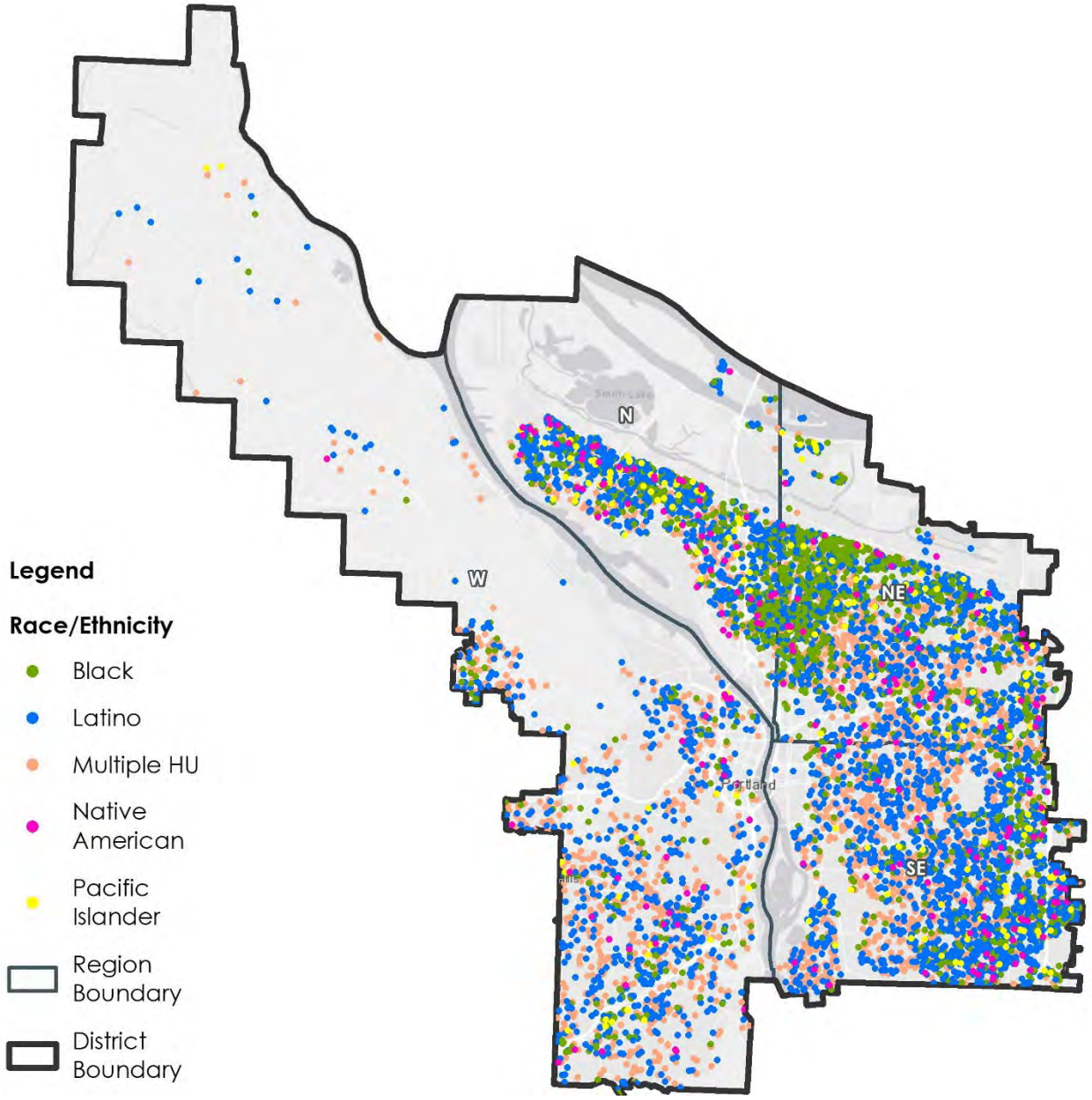
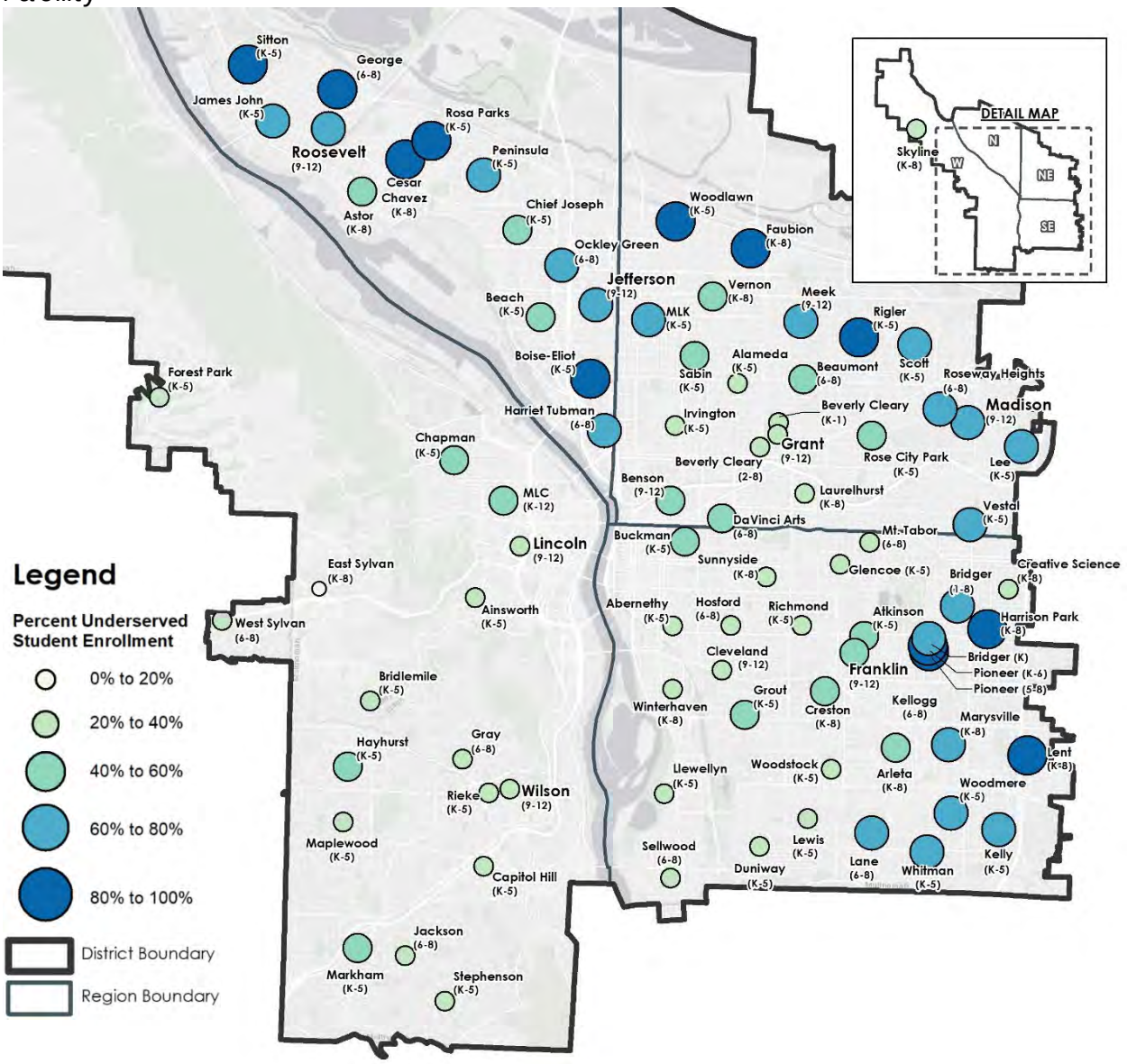
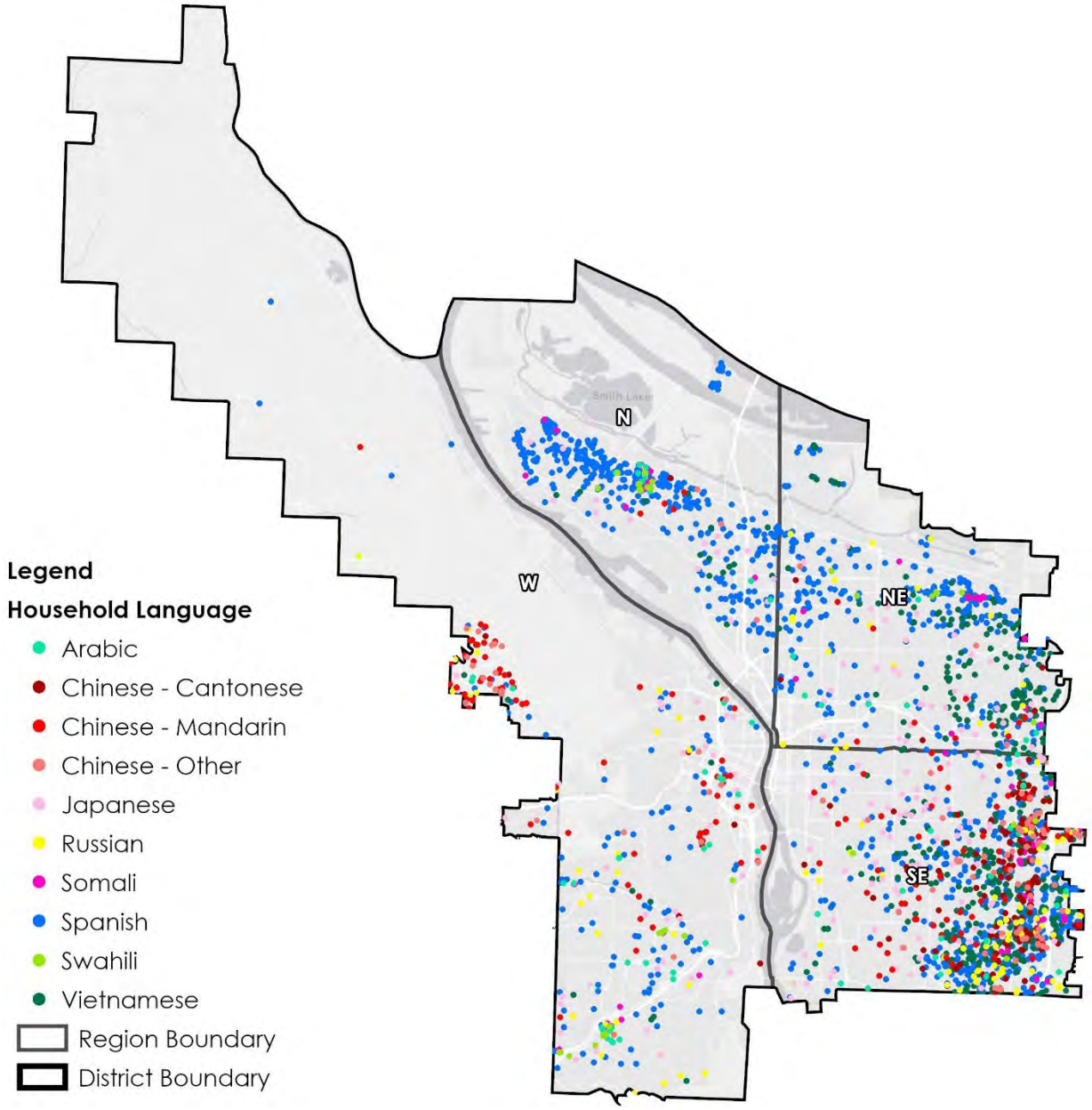


Figure 3-11. Combined Historically Underserved 2019-2020 Enrollment by School Facility



Dual language immersion is the District's largest focus/alternative program (see Section 3.3.2 for more details). As the District considers potential re-location and consolidation of these programs an important factor will be the location of native speakers. Figure 3-12 maps the distribution of students living in households that speak the top ten languages (by student count) other than English.

Figure 3-12. Map of Student Residence for Top Ten Non-English Native Household Languages



3.2.3 Enrollment by Residence for 2019-2020 School Year

Here we analyze where students reside relative to school catchments to determine capture rates. Capture rates are the percentage of students who attend their neighborhood school. District students are considered "captured" when they attend the neighborhood school of the catchment in which they reside. Note that school-age students who attend private schools, public charters, or are home-schooled are not part of this analysis. For example, 549 K-5 students reside within the Abernethy Elementary School attendance area, and of those

students, 470 are enrolled at Abernethy Elementary (as shown in Appendix C—Table C-1). Therefore, dividing 470 by 549 yields a capture rate of 85.6 percent.

Capture rates may be an indication of student mobility, access to focus/alternative programs, or the desirability of a neighborhood program. We summarize capture rates by grade group and regions in Table 3-6.

Table 3-6. Capture Rates for Neighborhood Programs by Grade Group and Region

Region	Total Residence	Reside and Attend	Capture Rate
North			
ES	3,123	2,149	68.8%
MS	2,126	1,332	62.7%
HS	2,212	1,622	73.3%
Total	**7,461**	**5,103**	**68.4%**
Northeast			
ES	6,112	4,556	74.5%
MS	2,337	1,754	75.1%
HS	3,165	2,411	76.2%
Total	**11,614**	**8,721**	**75.1%**
Southeast			
ES	7,744	5,675	73.3%
MS	3,793	2,724	71.8%
HS	3,857	3,179	82.4%
Total	**15,394**	**11,578**	**75.2%**
West			
ES	4,791	3,994	83.4%
MS	2,425	2,100	86.6%
HS	3,157	2,849	90.2%
Total	**10,373**	**8,943**	**86.2%**
Grand Total	**44,842**	**34,345**	**76.59%**

NOTES:
ES = elementary school.
HS = high school.
MS = middle school.

The DAZs for Jefferson High create challenges in clearly comparing residence and attendance and therefore capture rates. We have summarized residence by DAZ (e.g., Jefferson/Roosevelt) and broken out the number of students who choose to attend Jefferson High versus the corresponding DAZ high school (Table 3-7). To facilitate the comparison of residence and enrollment per school (e.g., Jefferson High enrollment vs. Jefferson High residence), a key assumption is made in assigning residence to individual high schools that are part of the DAZs, which is reflected in Appendix C—Table C-1. We assign residence based on enrollment at Jefferson High or the corresponding DAZ high school (Grant, Madison, or Roosevelt) and evenly split the remaining residing students (who attend a high school outside their respective DAZ) between the two schools.

Table 3-7. Capture Rates for Jefferson High Dual Assignment Zones

		Reside & Attend DAZ		Breakdown of Total Residence					
DAZ	Total Residence	To DAZ School	DAZ Capture Rate	To Non-Jefferson DAZ School	Percent to Non-Jefferson DAZ School	To Jefferson	Percent to Jefferson	To Non-DAZ School	Percent to Non-DAZ School
J/G	890	713	80.1%	584	65.6%	129	14.5%	177	19.9%
J/M	274	162	59.1%	78	28.5%	84	30.7%	112	40.9%
J/R	818	571	69.8%	315	38.5%	256	31.3%	247	30.2%

NOTES:
% = percent.
DAZ = dual assignment zones.
G = Grant.
J = Jefferson.
M = Madison.
R = Roosevelt.

3.2.4 Residence vs. Enrollment (Transfers)

Here we analyze enrollment and residence together to determine transfers between neighborhood programs per catchment. In contrast to capture rates, transfers control for the draw of focus/alternative programs, showing movement between neighborhood programs only. Transfers between neighborhood programs reflect transfer petitions, availability of special education focus classrooms, and students who no longer live in the catchment but elect to remain enrolled. These may be indications of student mobility and program desirability. In Figures 3-13 through 3-18, we summarize the number of neighborhood transfers in and out of catchments for each grade group. Transfers in, transfers out, and net transfers are provided for each neighborhood program in Appendix C—Table C-1.

As described in subsection 3.2.2, DAZs pose challenges to comparing residence and enrollment in the same way as other catchments. In Figures 3-17 and 3-18, all three of the DAZs are represented by Jefferson High transfers. For instance, Figure 3-17 transfer-in values are as expected—the number of students transferring into Jefferson's neighborhood program. In Figure 3-18, the values represent the number of neighborhood transfers out of the combined DAZ region to non-DAZ schools.

Figure 3-13. Catchment Transfers-In Between Neighborhood Programs for the Elementary School Grade Group (K-5)

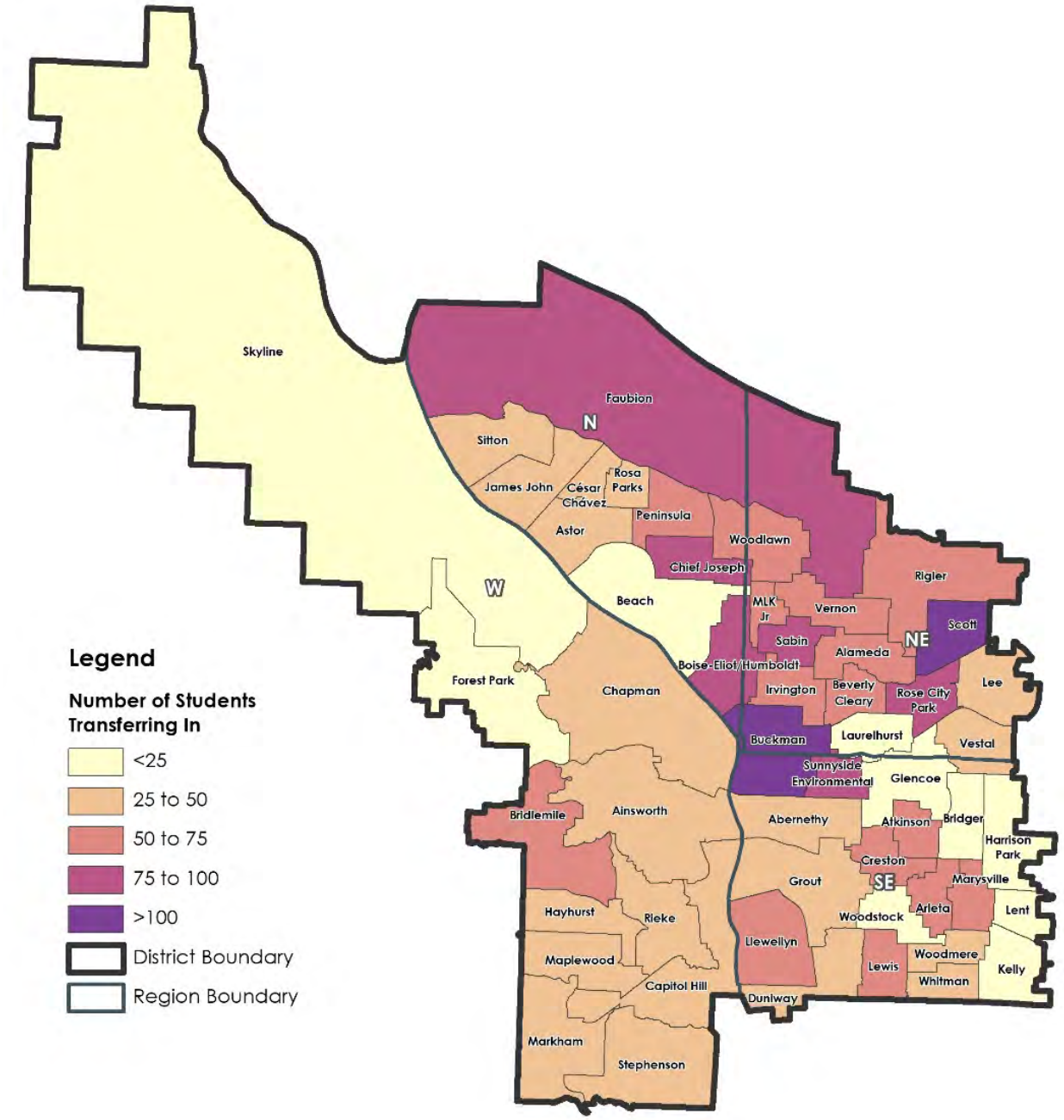


Figure 3-14. Catchment Transfers-Out Between Neighborhood Programs for the Elementary School Grade Group (K-5)

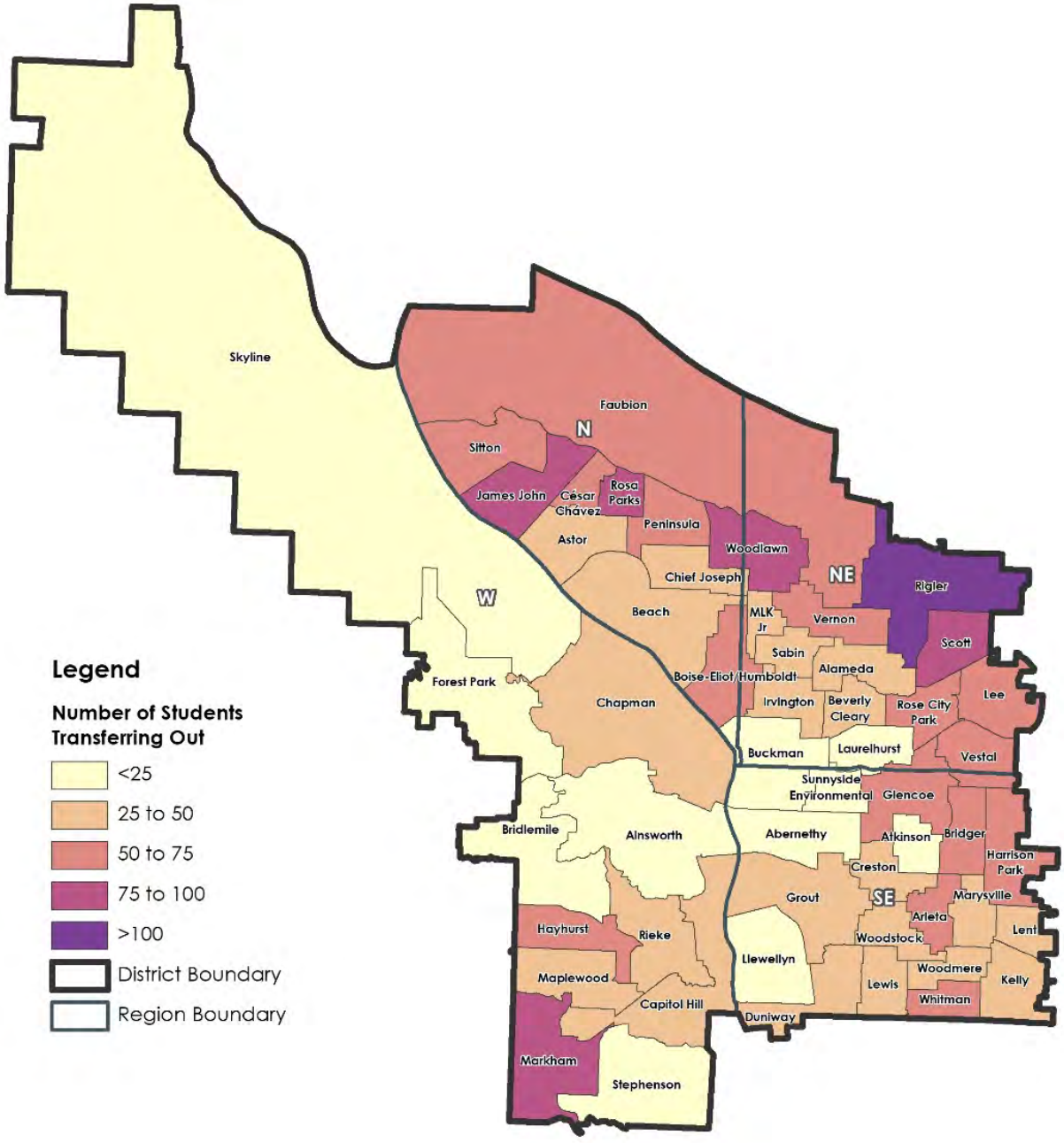


Figure 3-15. Catchment Transfers-In Between Neighborhood Programs for the Middle School Grade Group (6-8)

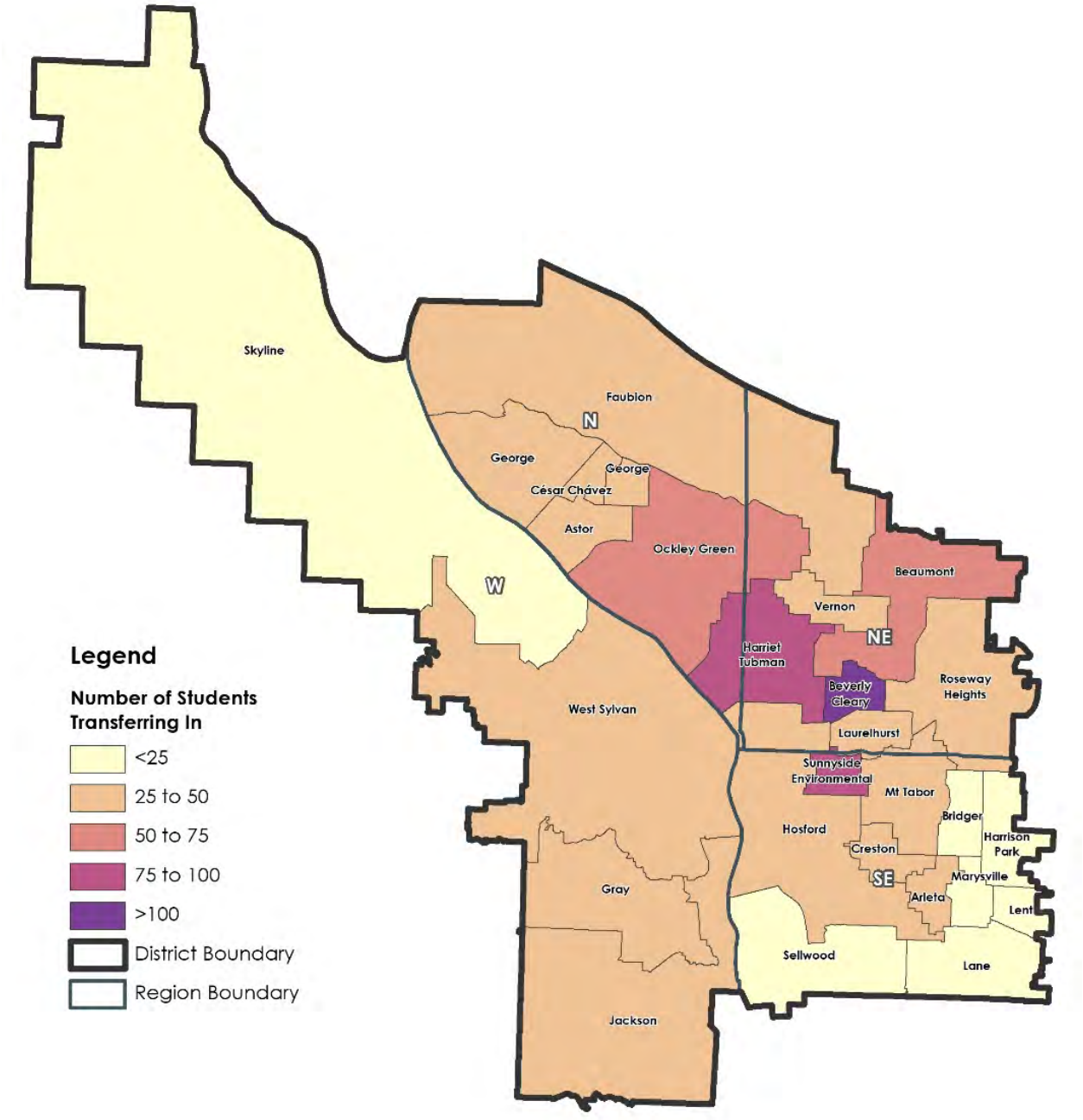


Figure 3-16. Catchment Transfers-Out Between Neighborhood Programs for the Middle School Grade Group (6-8)

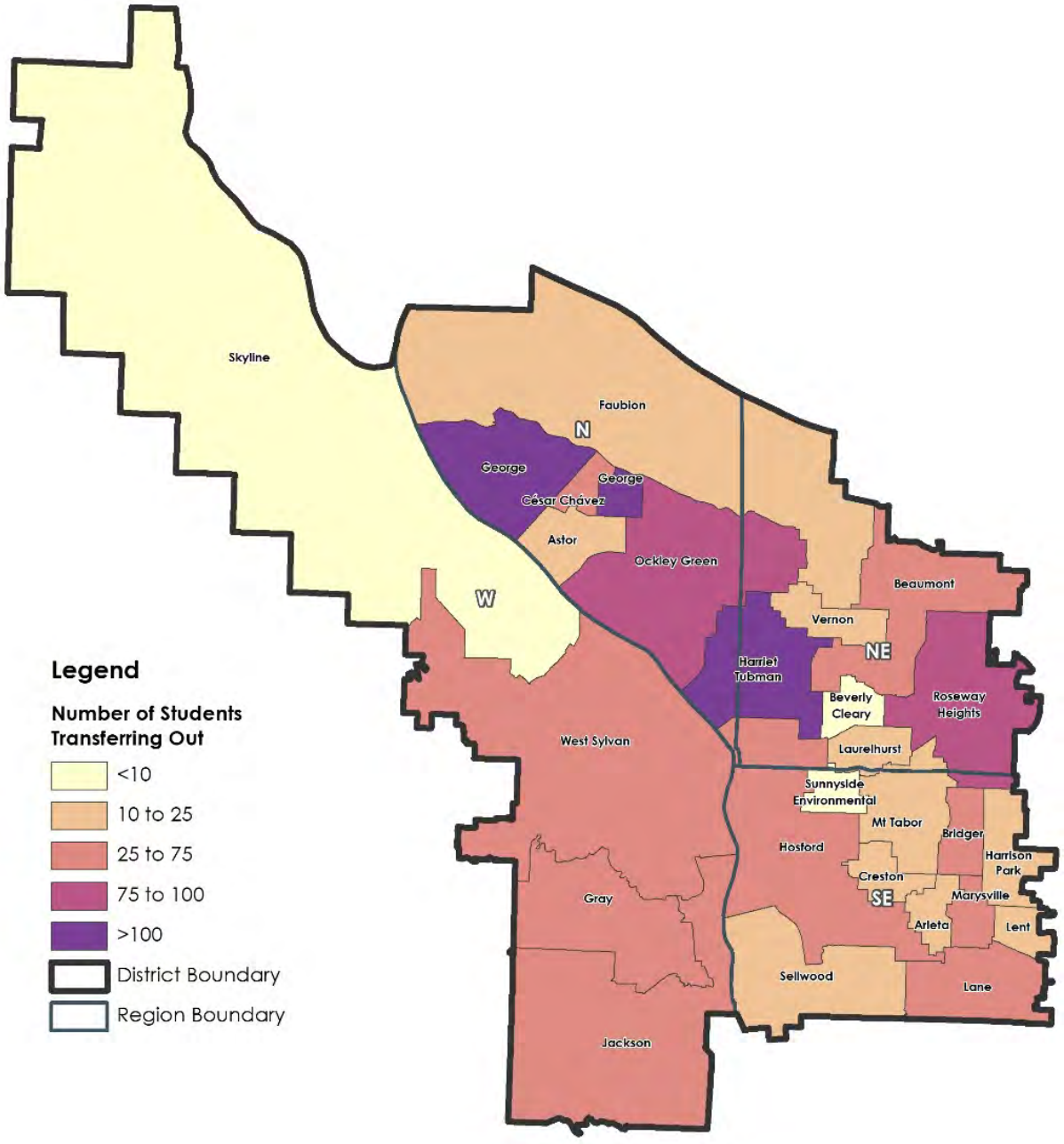


Figure 3-17. Catchment Transfers-In Between Neighborhood Programs for the High School Grade Groups (9-12)

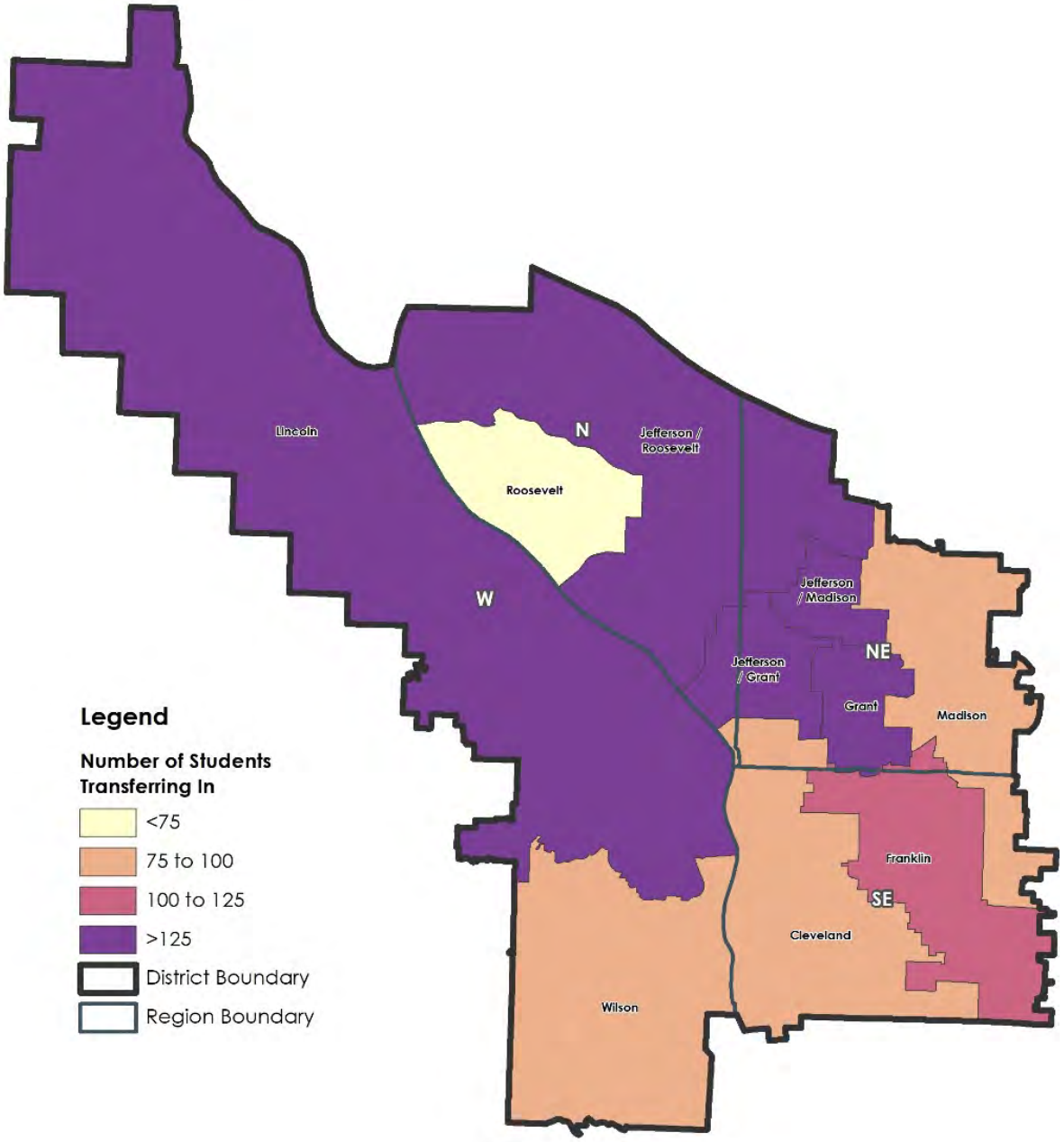
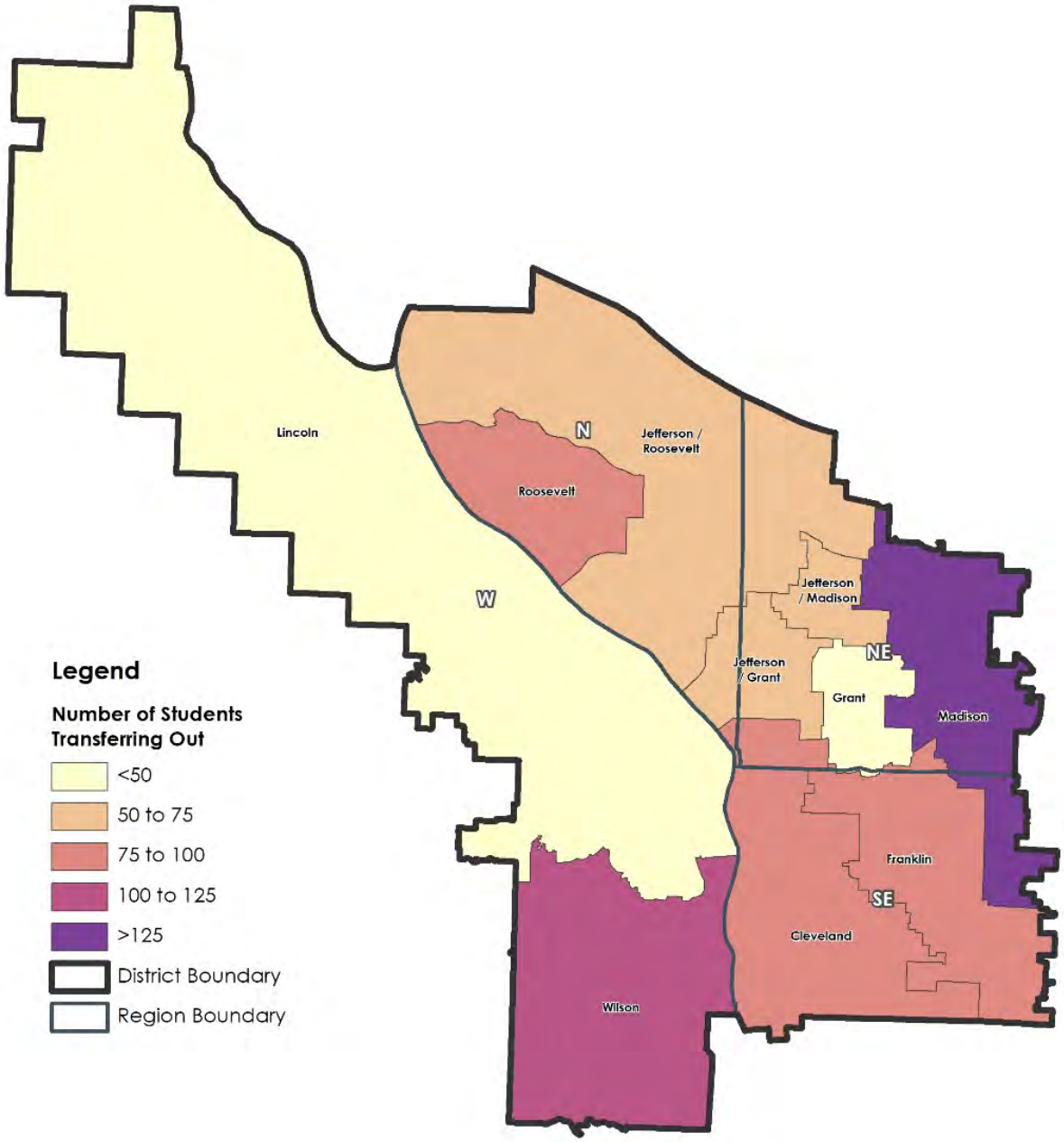


Figure 3-18. Catchment Transfers-Out Between Neighborhood Programs for the High School Grade Group (9-12)



3.3 Programs

The District offers a variety of special programming. In this assessment, we highlight focus/alternative programs, special education, and Pre-K due to their potential impact on utilization of District-owned facilities.

3.3.1 Focus/Alternative

Focus/alternative programs include programs for arts, science, talented and gifted students, and DLI. Appendix C—Table C-1 provides a comprehensive list of the focus/alternative programs considered in the assessment. Table 3-8 breaks down enrollment in neighborhood and focus/alternative programs by region. Table 3-9 provides an overview of focus/alternative programs, showing the number of programs and grade configuration by region. For locations of focus/alternative programs, see Appendix B—Figure B-1.

Table 3-8. Neighborhood Versus Focus/Alternative Program Enrollment by Grade Group and Region

Grade Group	Neighborhood Program	Focus/ Alternative Program	Total Enrollment	Percent Focus/ Alternative Program
North				
ES	2,224	766	2,990	25.6%
MS	1,501	211	1,712	12.3%
HS	1,657	179	1,836	9.7%
Total	**5,382**	**1,156**	**6,538**	**17.7%**
Northeast				
ES	5,160	573	5,733	10.0%
MS	1,920	656	2,576	25.5%
HS	2,600	1,561	4,161	37.6%
Total	**9,680**	**2,790**	**12,470**	**22.4%**
Southeast				
ES	6,239	2,444	8,683	28.1%
MS	2,890	1,151	4,041	28.5%
HS	3,196	300	3,496	8.6%
Total	**12,325**	**3,895**	**16,220**	**24.0%**
West				
ES	4,235	617	4,852	12.7%
MS	2,147	383	2,530	15.1%
HS	2,987	244	3,231	7.6%
Total	**9,369**	**1,244**	**10,613**	**11.7%**
Grand Total	**36,756**	**9,085**	**45,841**	**19.8%**

NOTES:
ES = elementary school.
HS = high school.
MS = middle school.

Table 3-9. Counts of Focus/Alternative Programs by Grade Configuration and Region

Region	Grades K-5	Grades K-8	Grades 6-8	Grades 9-12	Total
North	3	1	2	1	**7**
Northeast	3	--	3	5	**11**
Southeast	5	7	5	3	**20**
West	1	1	1	2	**5**
Total	**12**	**9**	**11**	**11**	

NOTES:
Metropolitan Learning Center K-12 school categorized as 9-12 for the purposes of this table.

Most focus/alternative programs are enrolled through a lottery process instead of catchments. There are three focus/alternative programs that enroll entirely or primarily through a neighborhood catchment. These include Buckman Elementary School (arts focus), Sunnyside K-8 School (environmental focus), and Rigler Elementary School (Spanish DLI). Unless otherwise noted, Buckman, Sunnyside, and Rigler are categorized as neighborhood programs in this assessment.

Another exception to lottery enrollment is a subset of DLI programs where preference is given to native speakers, students living within the catchments, or a combination of these factors. For the purposes of this assessment these DLI programs are categorized as focus/alternative rather than neighborhood programs.

The maps in Figures 3-19 through 3-21 depict patterns of enrollment in focus/alternative programs by residence per catchment. These patterns primarily highlight proximity to focus/alternative programs (especially for the elementary grade group where student mobility is lower) but may also indicate where focus/alternative programs are preferable to the neighborhood program.

Figure 3-19. Catchment Rates of Enrollment in Focus/Alternative Programs for the Elementary School Grade Group (K-5)

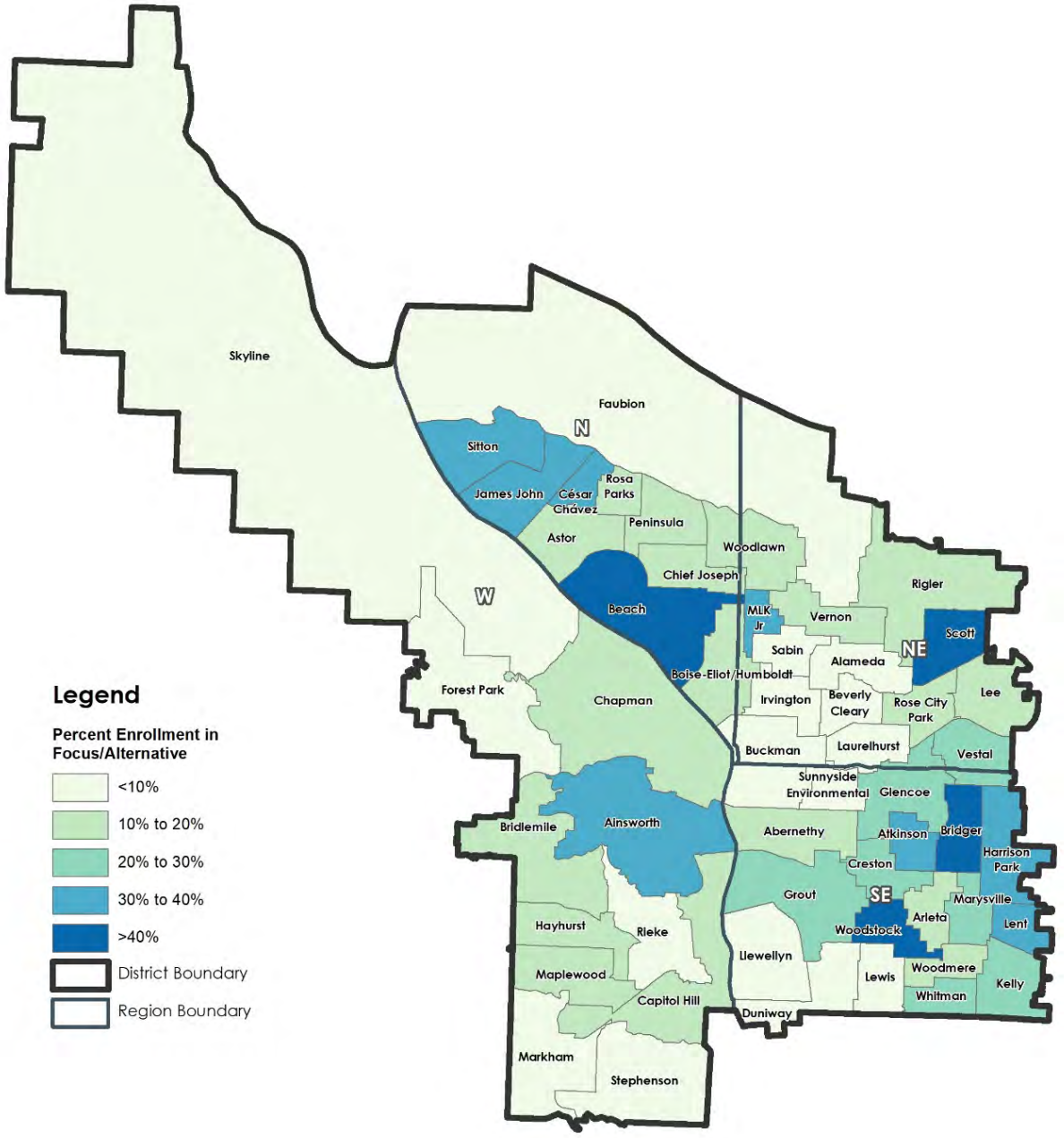


Figure 3-20. Catchment Rates of Enrollment in Focus/Alternative Programs for the Middle School Grade Group (6-8)

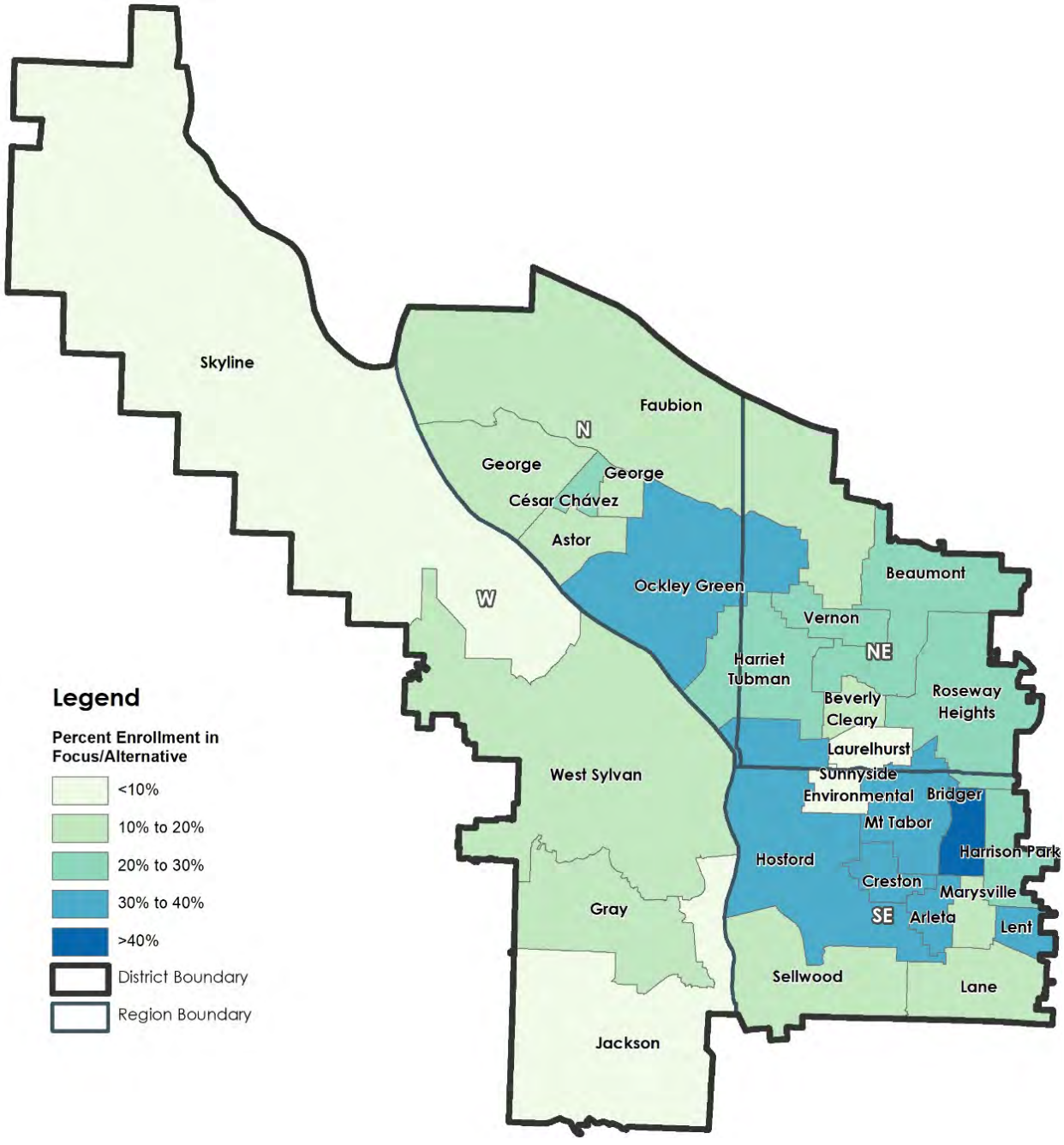
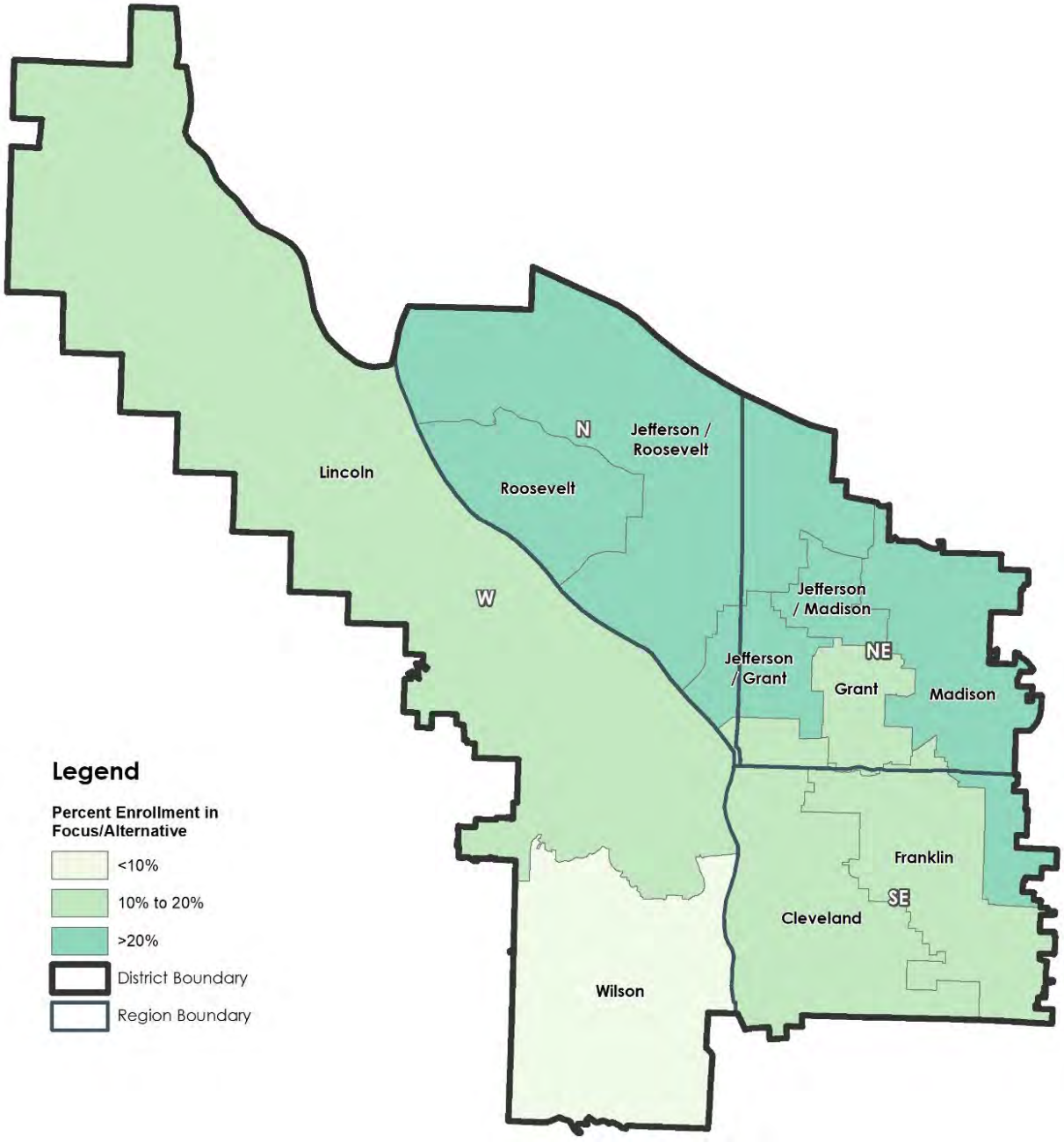
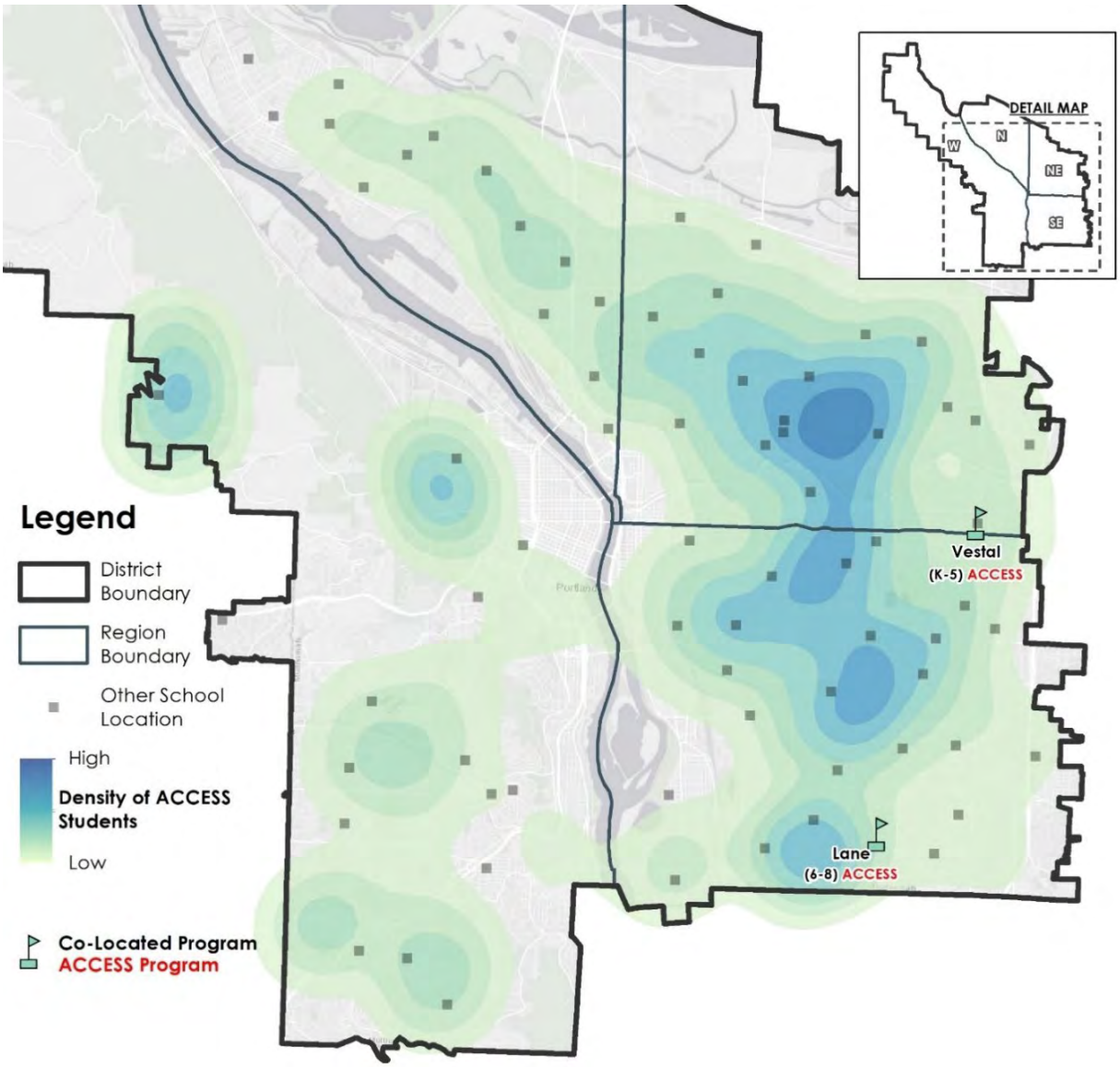


Figure 3-21. Catchment Rates of Enrollment in Focus/Alternative Programs for the High School Grade Group (9-12)



The District is considering moving the ACCESS talented and gifted program from Vestal Elementary and Lane Middle School to better coincide with where enrolled students live. Figure 3-12 shows the distribution of ACCESS students during the 2019-2020 school year, which can inform selection of a new site or sites for the program.

Figure 3-22. Residence Location Density of Students Enrolled in the ACCESS Program During the 2019-2020 School Year



3.3.2 Dual Language Immersion

DLI accounts for 56.8 percent of focus/alternative program enrollment and in most instances is co-located with neighborhood programs (see Figure B-1 and Table C-1 for co-location of programs). Movement and consolidation of DLI is one of the District's outcome goals in the Board-approved enrollment and program balancing scope of work. Locating DLI programs in areas of the District where there are concentrations of native speakers is a District priority, as well as minimizing co-location, in an effort to reduce isolation (i.e., schools within a school), improve instructional focus and collaboration, and reduce program inequities. Table 3-10 summarizes native household speakers for DLI languages by region. Figures 3-23 through 3-27 explore the distribution of native household speakers and DLI program locations.

Table 3-10. Number of Students Whose Native Household Language is Offered as a DLI Program, per Region of Residence

Region	Spanish	Chinese	Vietnamese	Russian	Japanese	Total
North	1,274	10	32	8	15	**1,339**
Northeast	1,127	53	294	31	48	**1,553**
Southeast	996	419	551	122	94	**2,182**
West	217	135	19	48	51	**470**
Total	**3,614**	**617**	**896**	**209**	**208**	**5,544**

Figure 3-23. Spanish Dual Language Immersion Programs and Concentrations of Native Household Speakers

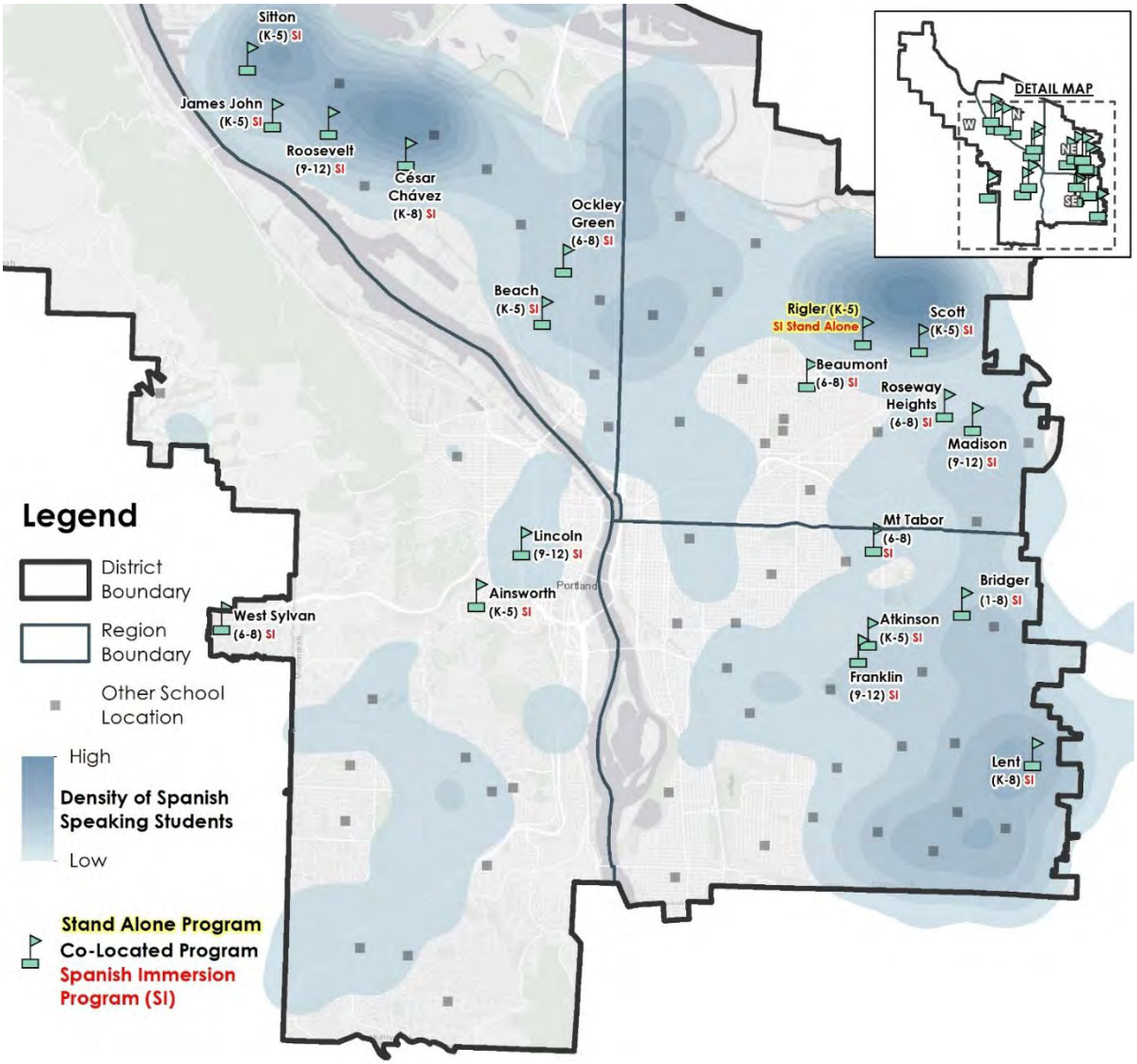


Figure 3-24. Chinese Dual Language Immersion Programs and Concentrations of Native House Speakers

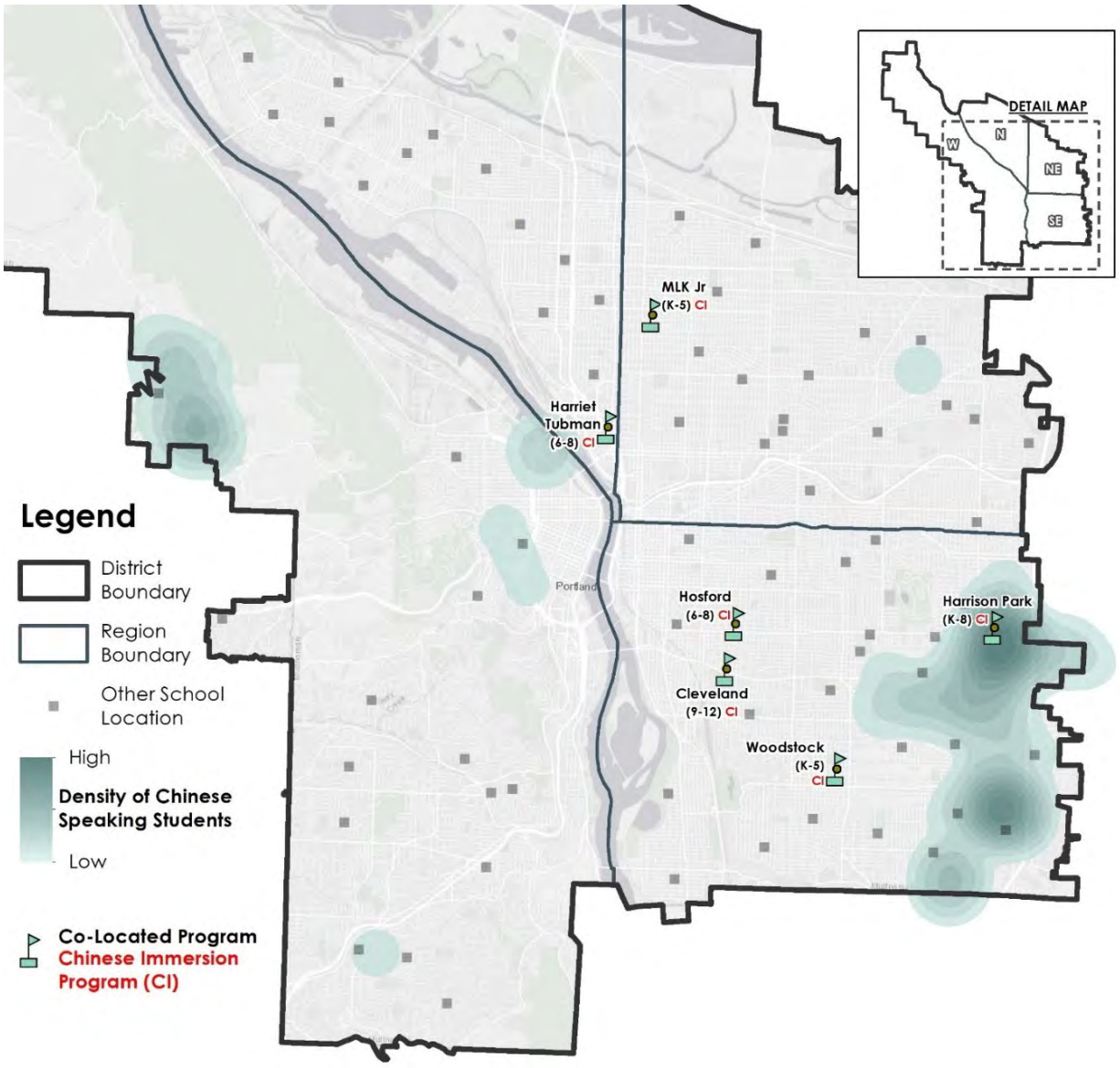


Figure 3-25. Vietnamese Dual Language Immersion Program and Concentrations of Native House Speakers

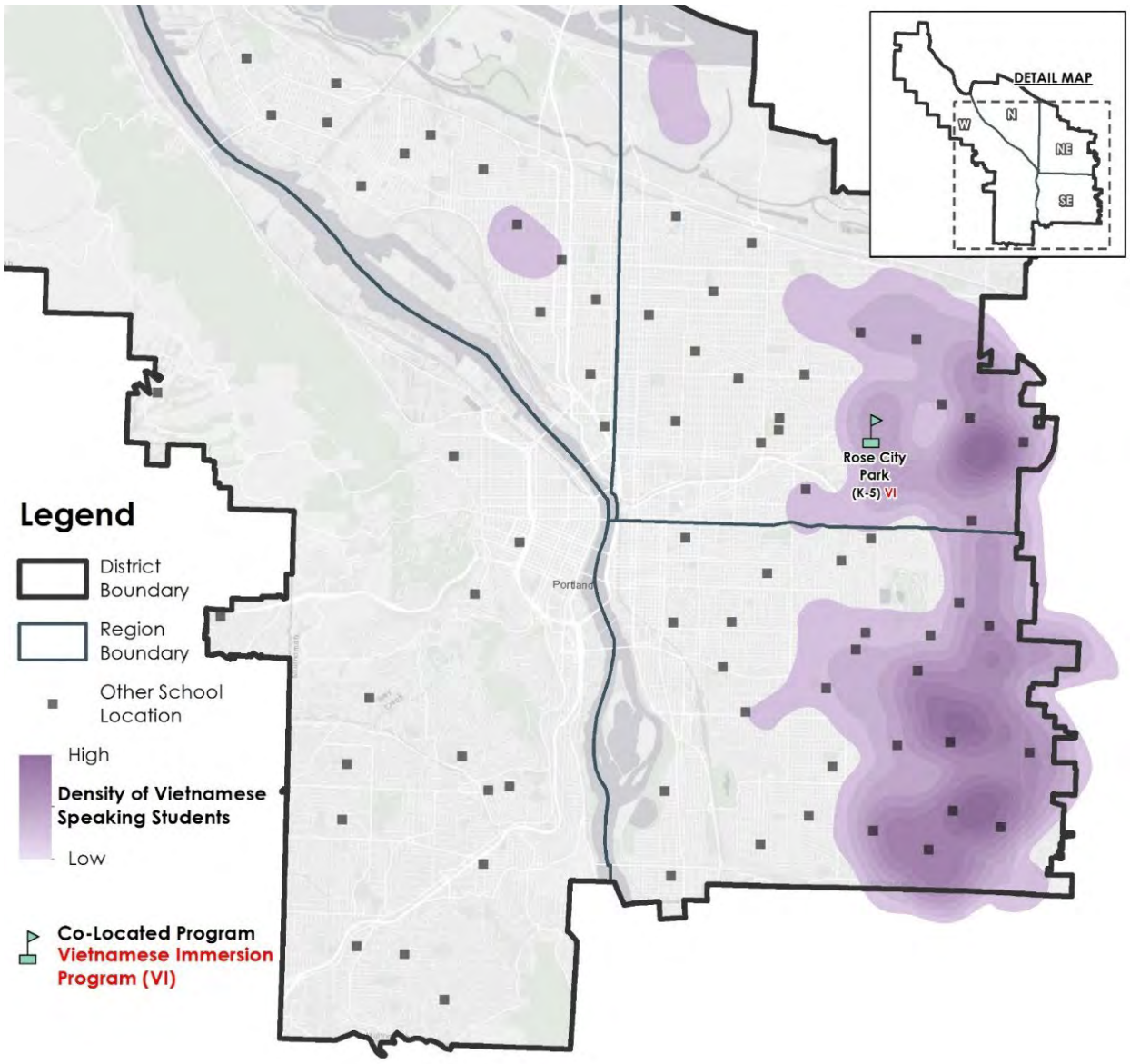


Figure 3-26. Russian Dual Language Immersion Programs and Concentrations of Native House Speakers

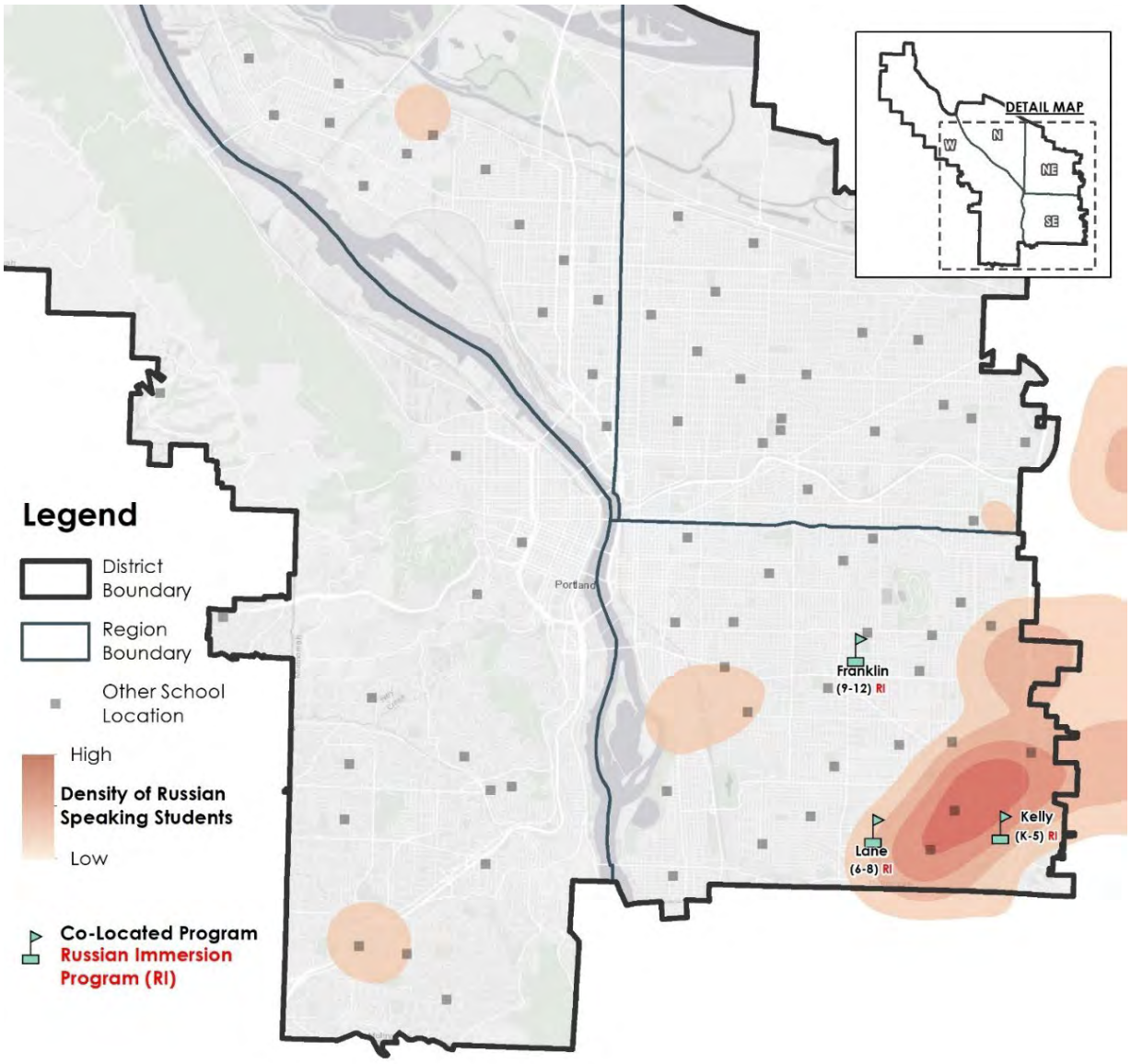
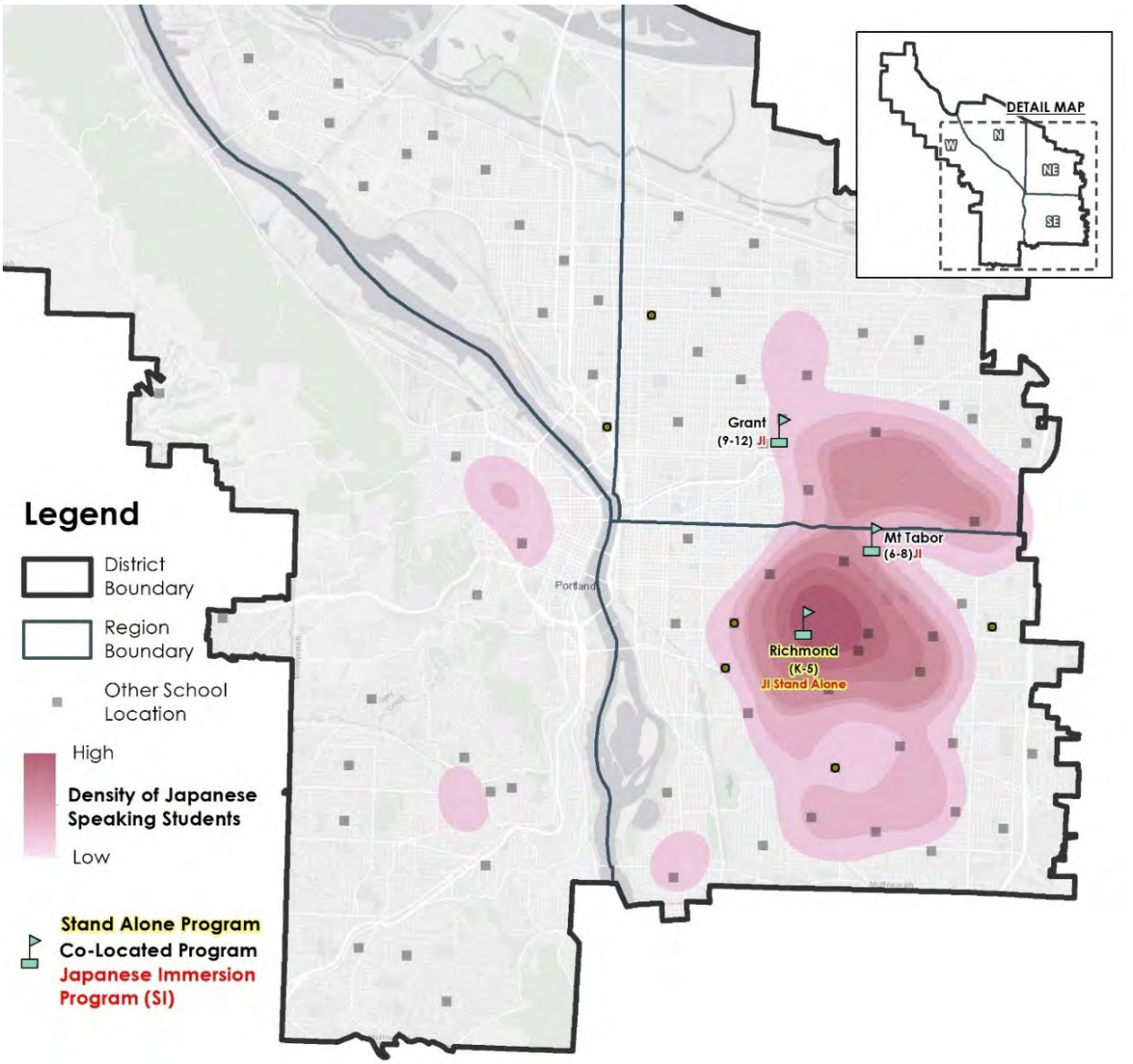


Figure 3-27. Japanese Dual Language Immersion Programs and Concentrations of Native House Speakers



3.3.3 Special Education

Special education services are offered at all District schools. In addition to general special education, the District offers focus classrooms for more intensive services, including communication behavior, social emotional, and intensive skills. Figure 3-28 shows the location of schools with focus classrooms. Table 3-11 is a summary of enrollment in special education per region by focus area. The Board-approved enrollment and program balancing scope of work identifies special education programming as a driver to indicate that the relocation or replication of special education programs should be adjusted to ensure a continuum of offerings within all high school clusters.

Figure 3-28. Special Education Focus Classroom Locations

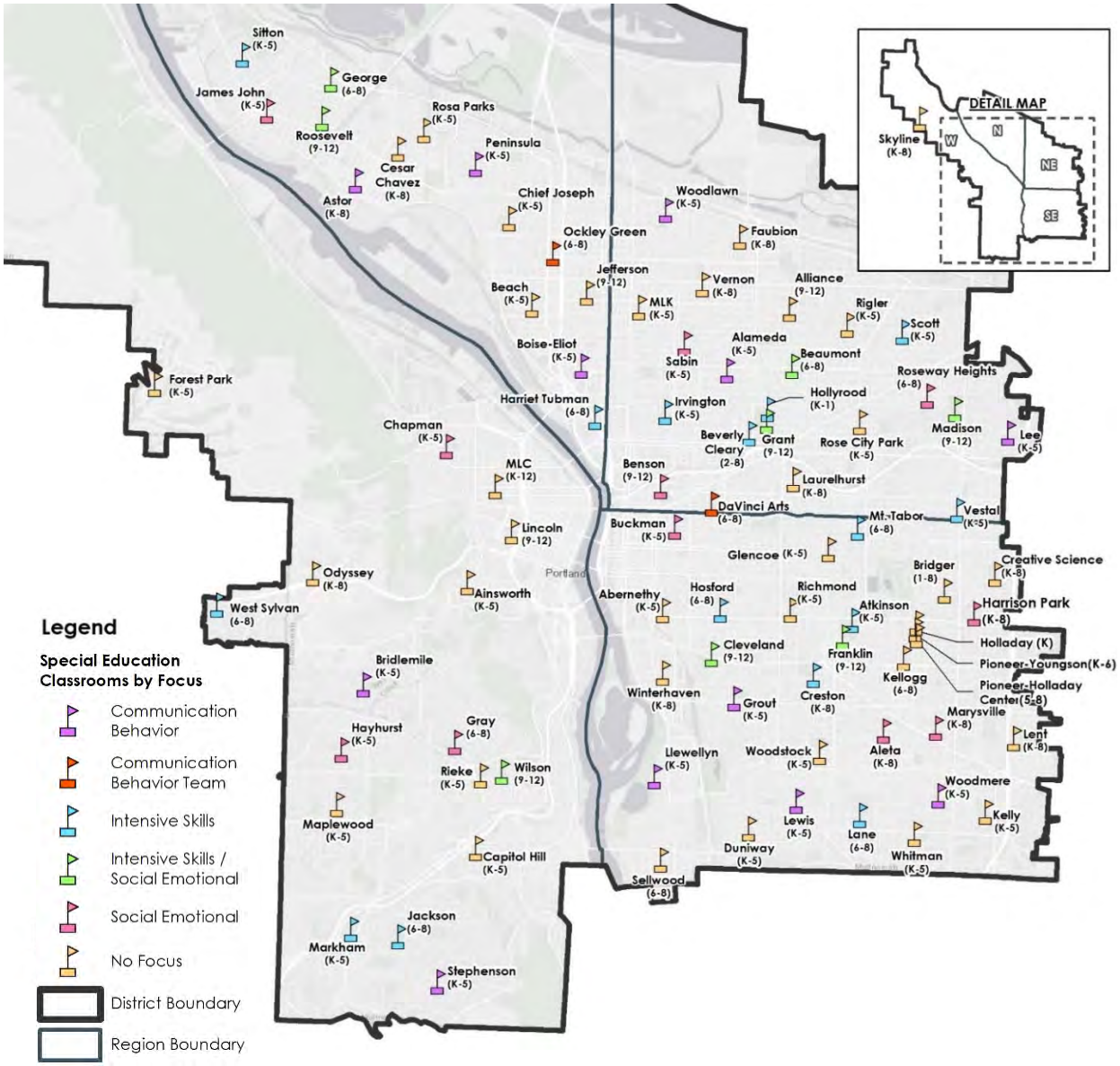


Table 3-11. Special Education Enrollment by Region and Focus Classroom

Region	General	Communication Behavior (Classroom)	Communication Behavior (Team)	Intensive Skills	Social Emotional	Total
North	941	55	10	81	24	**1,111**
Northeast	1,520	58	15	120	60	**1,773**
Southeast	2,296	74	--	128	88	**2,586**
West	1,070	27	--	68	44	**1,209**
Total	**5,827**	**214**	**25**	**397**	**216**	**6,679**

3.3.4 Early Learning Programs

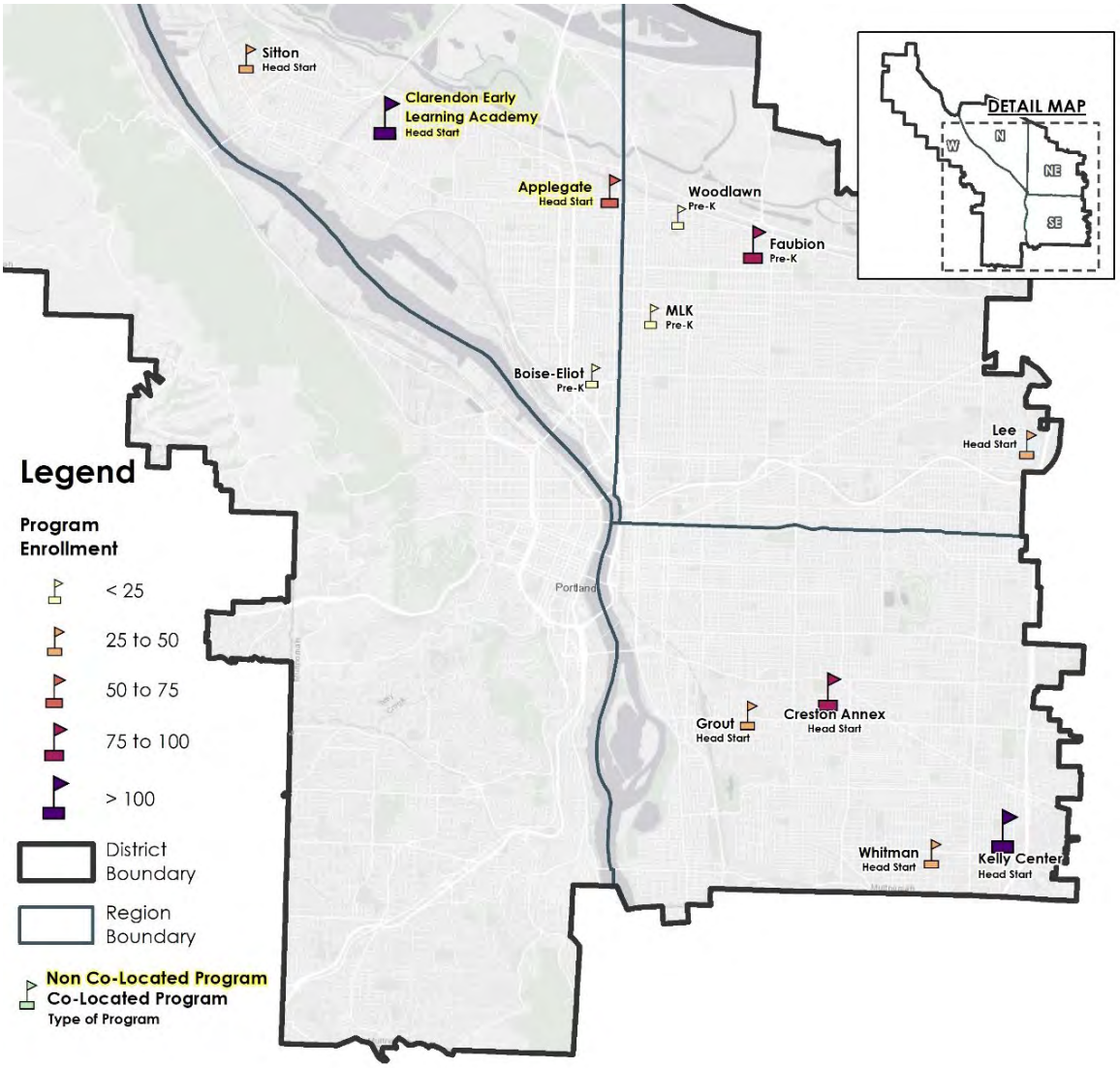
The District offers several early learning programs for 3- and 4-year-olds. There were 800 students enrolled in District-run early learning programs in October 2019. Table 3-12 summarizes enrollment in early learning programs by location and program type. Figure 3-29 shows early learning program locations and enrollment.

Table 3-12. Early Learning Programs by Location and Type

Location	Program	2019-2020 Enrollment	Region	Co-located w/ K-5 or K-8
Boise-Eliot/Humboldt K-5	Pre-K	18	North	Yes
Faubion K-8	Pre-K	85	Northeast	Yes
MLK Jr. K-5	Pre-K	20	Northeast	Yes
Woodlawn K-5	Pre-K	19	Northeast	Yes
Applegate	Head Start	65	North	No
Clarendon Early Learning Academy	Head Start	118	North	No
Creston Annex	Head Start	80	Southeast	Yes
Grout K-5	Head Start	35	Southeast	Yes
Lee K-5	Head Start	35	Northeast	Yes
Kelly Center	Head Start	136	Southeast	Yes
Sitton K-5	Head Start	37	North	Yes
Whitman K-5	Head Start	39	Southeast	Yes
Total	**--**	**800**	**--**	**--**

NOTES:
MLK = Martin Luther King.
w/ = with.

Figure 3-29. Early Learning Program Locations and Enrollment



New funding from Oregon's 2019 Student Success Act is expected to support expanded enrollment in early learning programs in the District. Additionally, Multnomah County is considering putting forward a ballot measure to support "Preschool for All" in late 2020. In preparation for a potential ballot measure, in 2018, Multnomah County convened a task force to create recommendations for expanding access to early learning programs (Multnomah County, 2019). Recommendations of the task force include strengthening service to low income families, students of color, and students who speak languages other than English. These factors combined may provide an opportunity to expand early learning classrooms in the outer east side of the District.

The District is planning to open two early learning classrooms at Lent K-8 in the 2020-2021 school year, decreasing its functional capacity for K-8 programming. This is expected to be offset by the opening of Kellogg Middle School in 2021, when enrollment for grades 6 through 8 will be shifted from nearby K-8s to the new middle school. The opening of Kellogg Middle may result in additional capacity at several current K-8s,

coinciding with expected funding for early learning programs and high concentrations of families with free-access eligibility.

Priority for free access to head start programs is given to families living below 100% of the federal poverty level. Pre-K programs use the 200% federal poverty level threshold to determine priority free access. Figures 3-30 and 3-31 are maps of the number of families below the 100% and 200% thresholds, respectively, by U.S. Census tract.

Figure 3-30. Number of Families Living Below 100% of the Federal Poverty Level by U.S. Census Tract

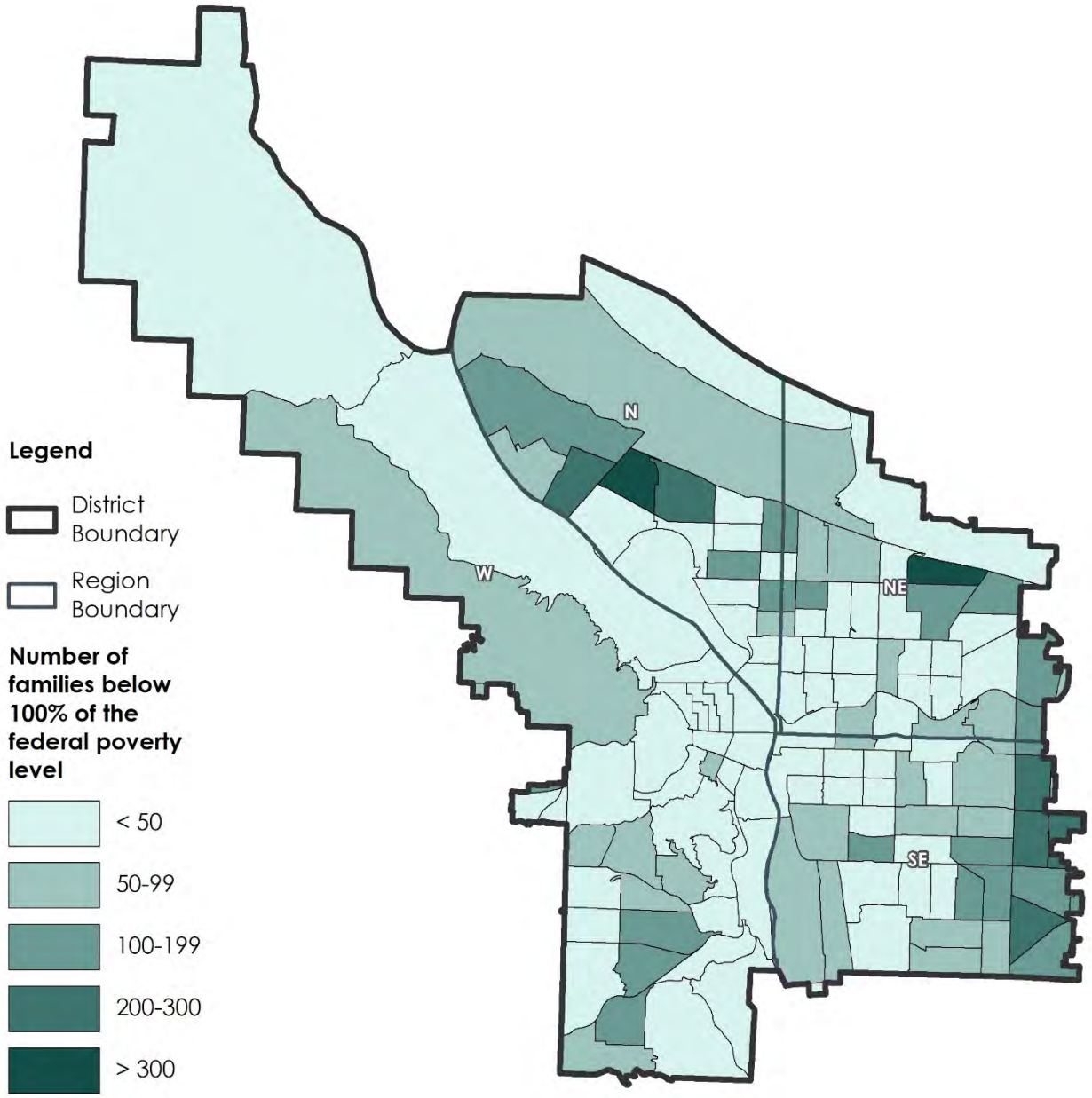
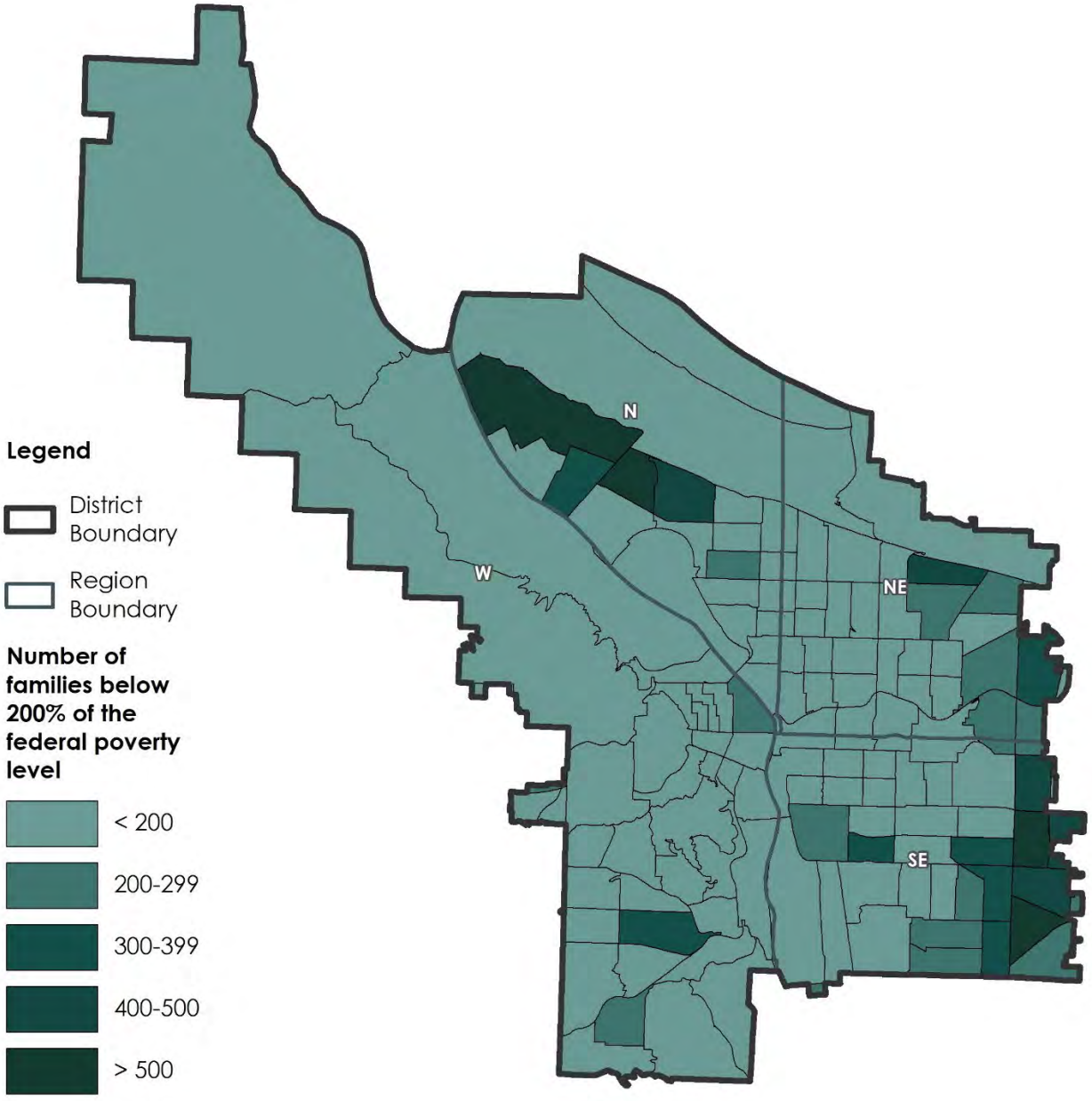


Figure 3-31. Number of Families Living Below 200% of the Federal Poverty Level by U.S. Census Tract



As of the writing of this report, the COVID-19 pandemic is unfolding and there is great uncertainty about the availability of funding for expansion of early learning classrooms.

3.4 Enrollment and Residence Forecasting

The District receives annual enrollment and residence forecasts from the Portland State University Population Research Center (PSU PRC). Forecasts for all neighborhood programs and some focus/alternative programs

are provided for each school year through 2024-2025 by grade group and catchment. A summary of forecasts by school and program, as prepared by PSU PRC, is available in Appendix C—Tables C-1 and C-2. PSU PRC has published a report that describes its forecasting methodology in detail (Rynerson, 2020). For the purposes of this report, we use the PSU PRC forecasts for the 82 schools described in subsection 3.1, District Overview. PSU PRC residence forecasts were modified to account for the removal of students in schools/programs that are not included in this report.

An important note regarding forecasts is that the COVID-19 pandemic is unfolding as we write this report. are entering what is expected to be a prolonged economic recession. In past recessions we have seen drops in enrollment and increased student mobility in disadvantaged communities, however, the underlying causes here are quite different than those driving earlier recessions.

3.4.1.1 Residence Forecasts

Residence forecasts provide the basis for enrollment forecasts and are driven by population and housing trends, primarily births, deaths, in-migration, and out-migration. Where students reside does not translate directly to enrollment, because some families elect to enroll students outside of their neighborhood catchments to attend a focus/alternative program, another neighborhood program, or a non-District option. Residence forecasts are not applicable to focus/alternative programs because they lack catchments.

We illustrate residence forecasts through the 2024-2025 school year by grade group in Figures 3-32 through 3-35. The residence trend for elementary school (Figure 3-32) and middle school (Figure 3-33) grade groups is generally down through 2024-2025, due mostly to a downward trend in births and housing growth being dominated by multifamily units, which generate fewer students than single-family homes. The residence trend for the high school grade group (Figure 3-34) is generally upward through 2024-2025 (the exception being Lincoln High), the result of a spike in pre-recession births between 2006 and 2008.

Figure 3-32. Forecasted 2019-2020 to 2024-2025 School Year Residence Change for the Elementary School Grade Group

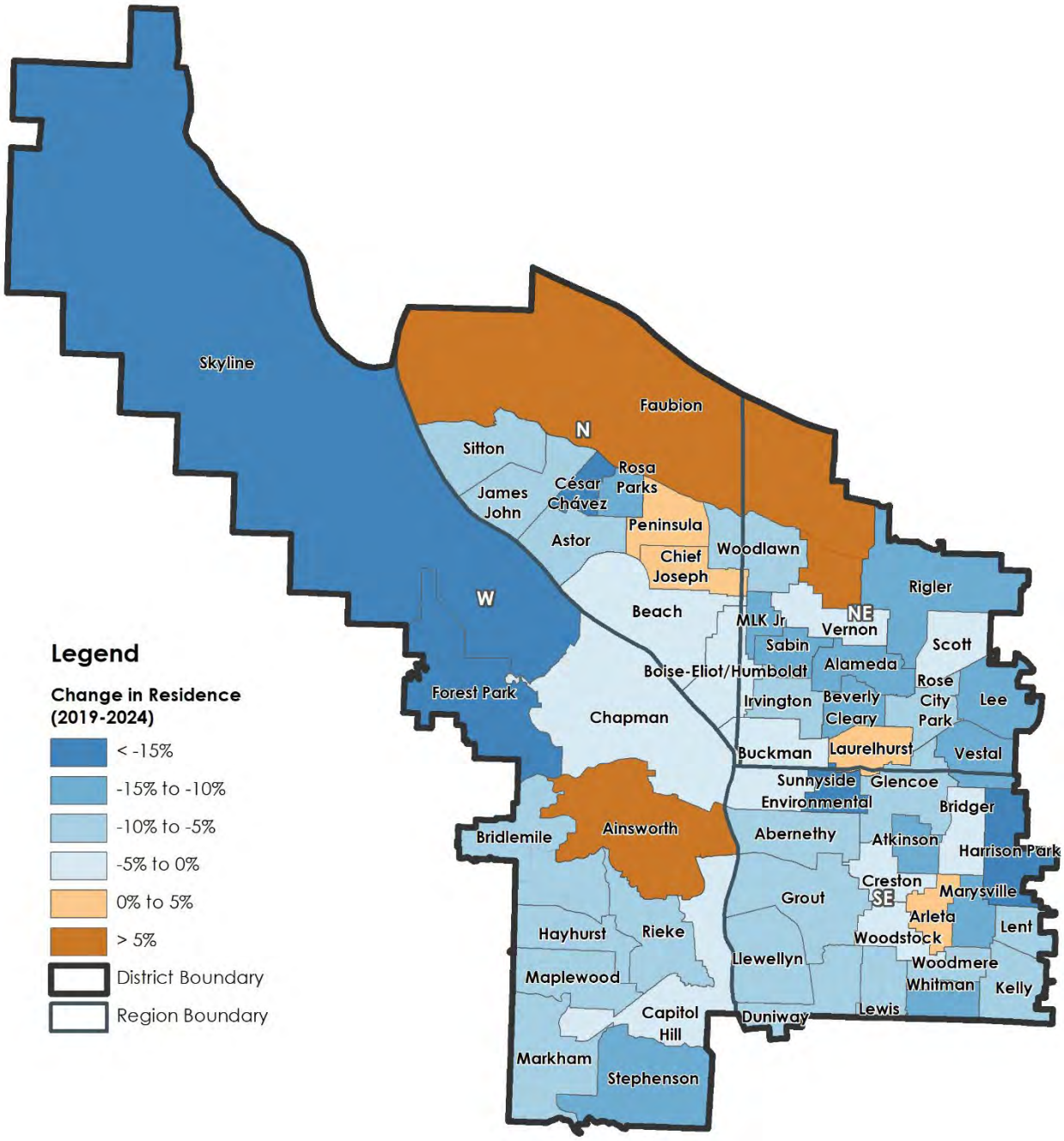


Figure 3-33. Forecasted 2019-2020 to 2024-2025 School Year Residence Change for the Middle School Grade Group

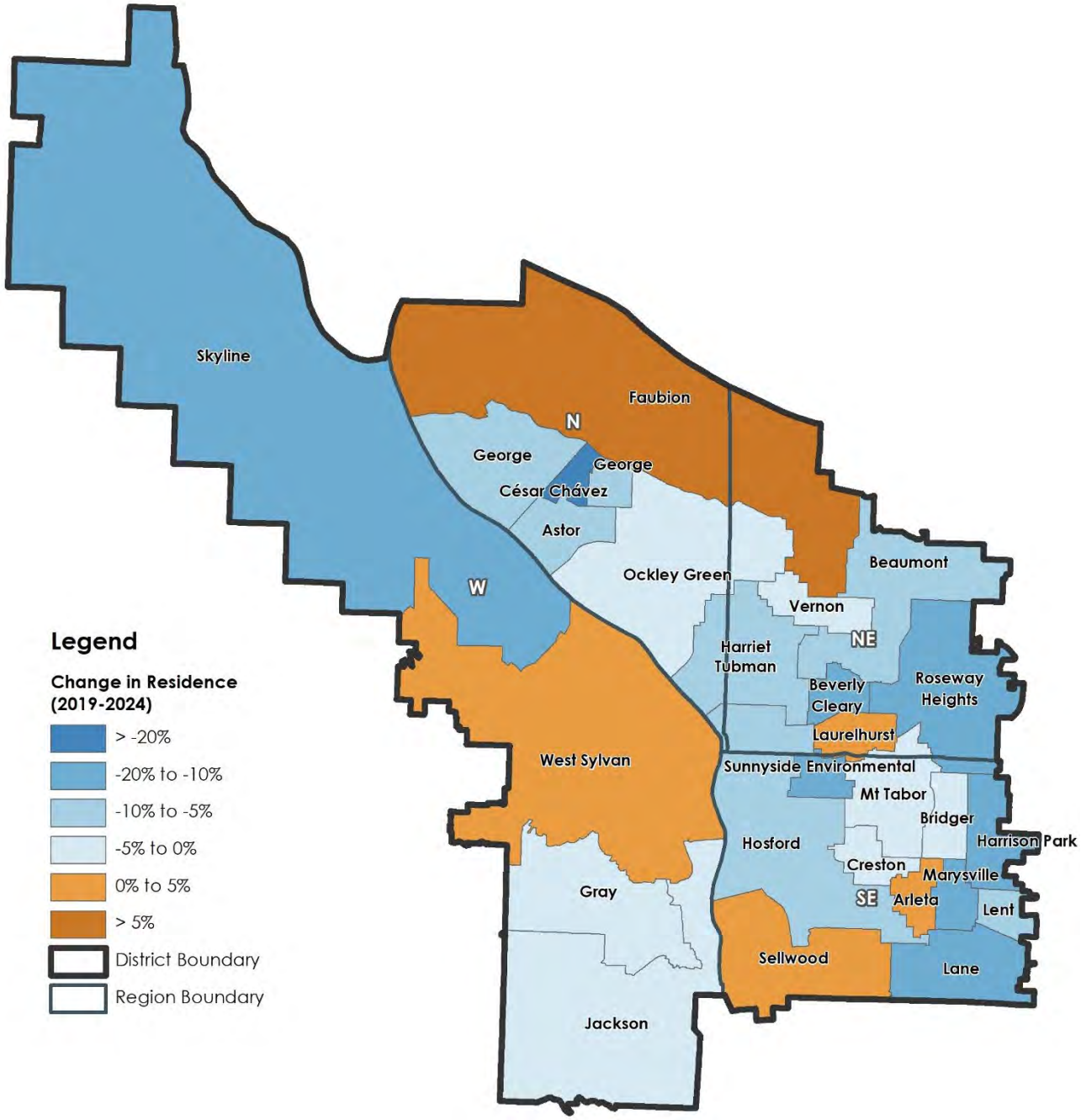
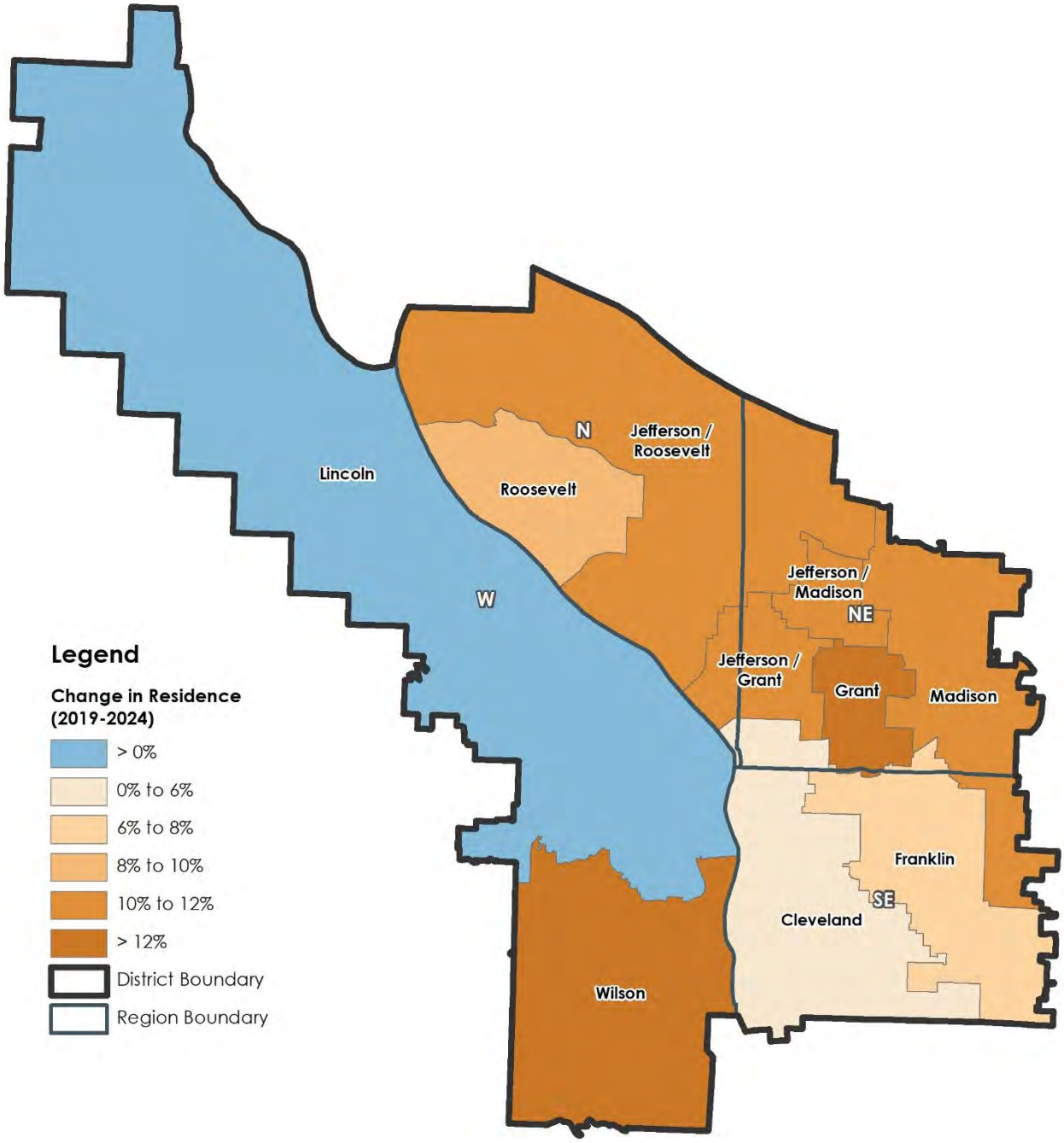


Figure 3-34. Forecasted 2019-2020 to 2024-2025 School Year Residence Change for the High School Grade Group



3.4.1.2 Enrollment Forecasts

Using residence forecasts as a starting point, enrollment forecasts are developed assuming stable capture rates for neighborhood programs and consistent lottery policies. The same assumptions make it possible to also develop enrollment forecasts for focus/alternative programs. Note that while the District has control of its lottery policies, it is extremely difficult to predict choice (i.e., transfers across neighborhood programs or

to non-District options). For this reason, historical enrollment trends are relied upon heavily to inform enrollment forecasts.

We illustrate enrollment forecasts through the 2024-2025 school year by grade group in Figures 3-35 through 3-37. Like residence, the enrollment trend for elementary school (Figure 3-35) and middle school (Figure 3-36) grade groups is generally down through 2024-2025. Also, like residence, the enrollment trend for the high school grade group (Figure 3-37) is generally upward through 2024-2025, again with the exception of Lincoln High.

Figure 3-35. Forecasted 2019-2020 to 2024-2025 School Year Enrollment Change for the Elementary School Grade Group (Neighborhood Programs Only)

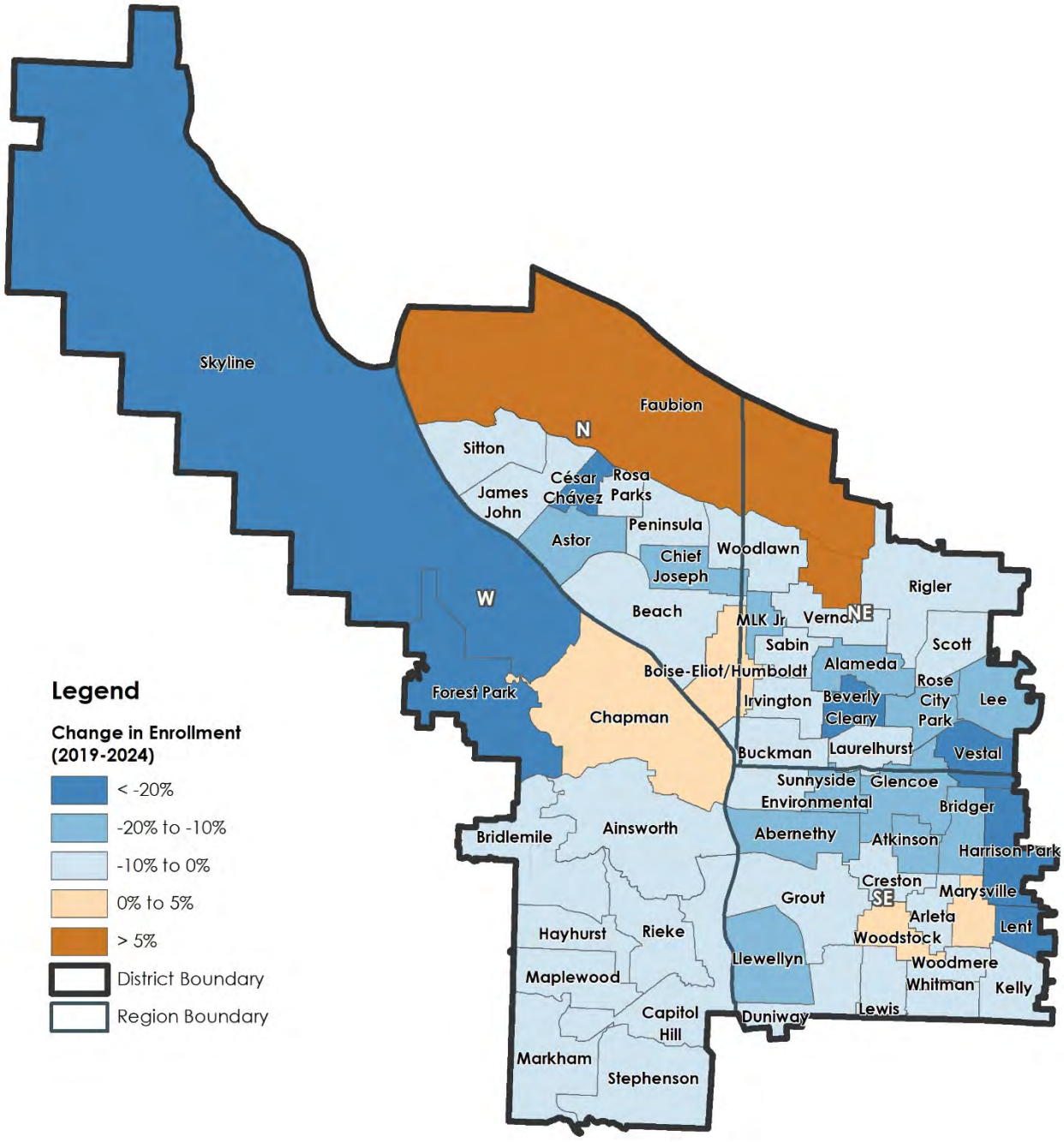


Figure 3-36. Forecasted 2019-2020 to 2024-2025 School Year Enrollment Change for the Middle School Grade Group (Neighborhood Programs Only)

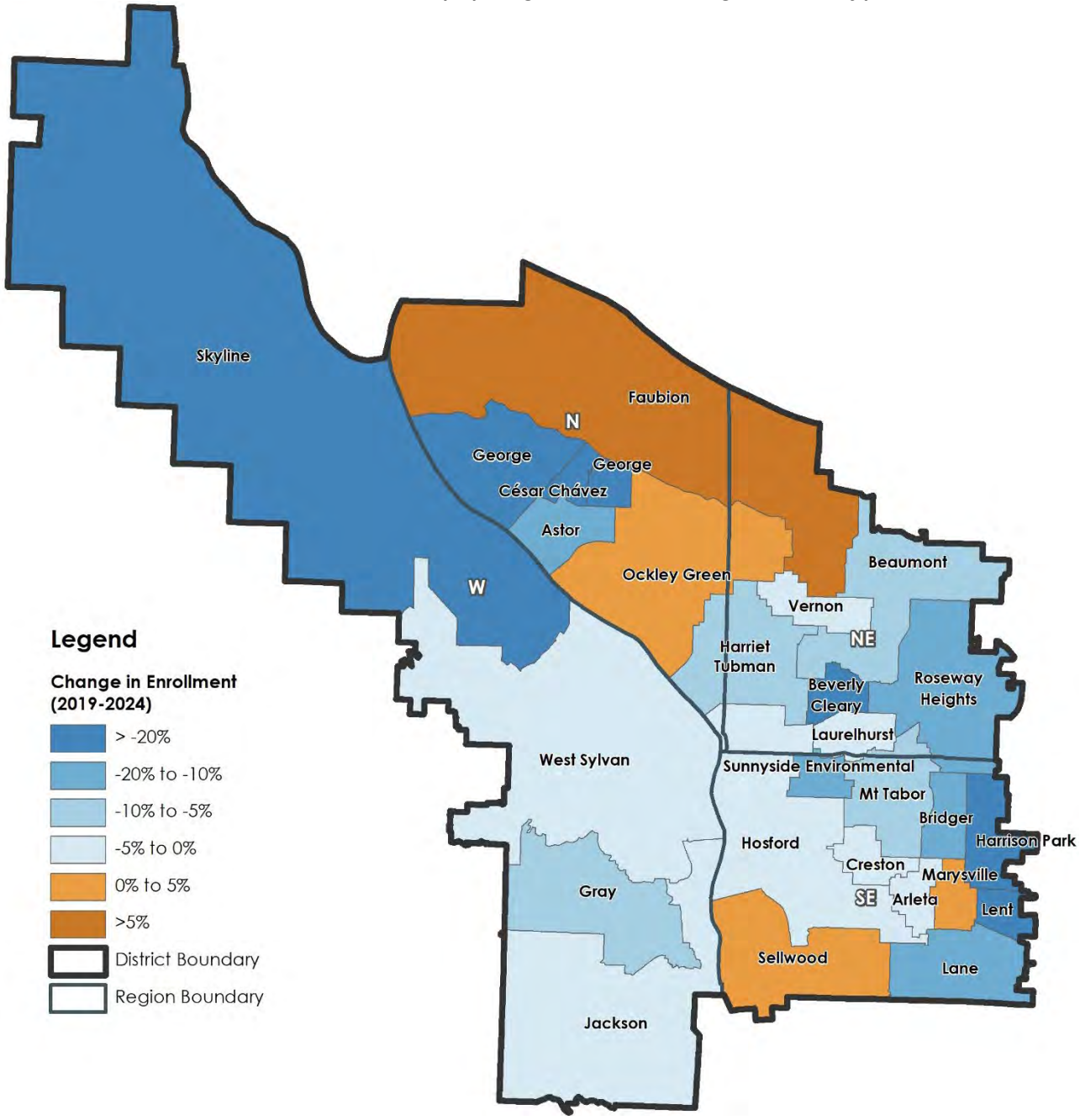
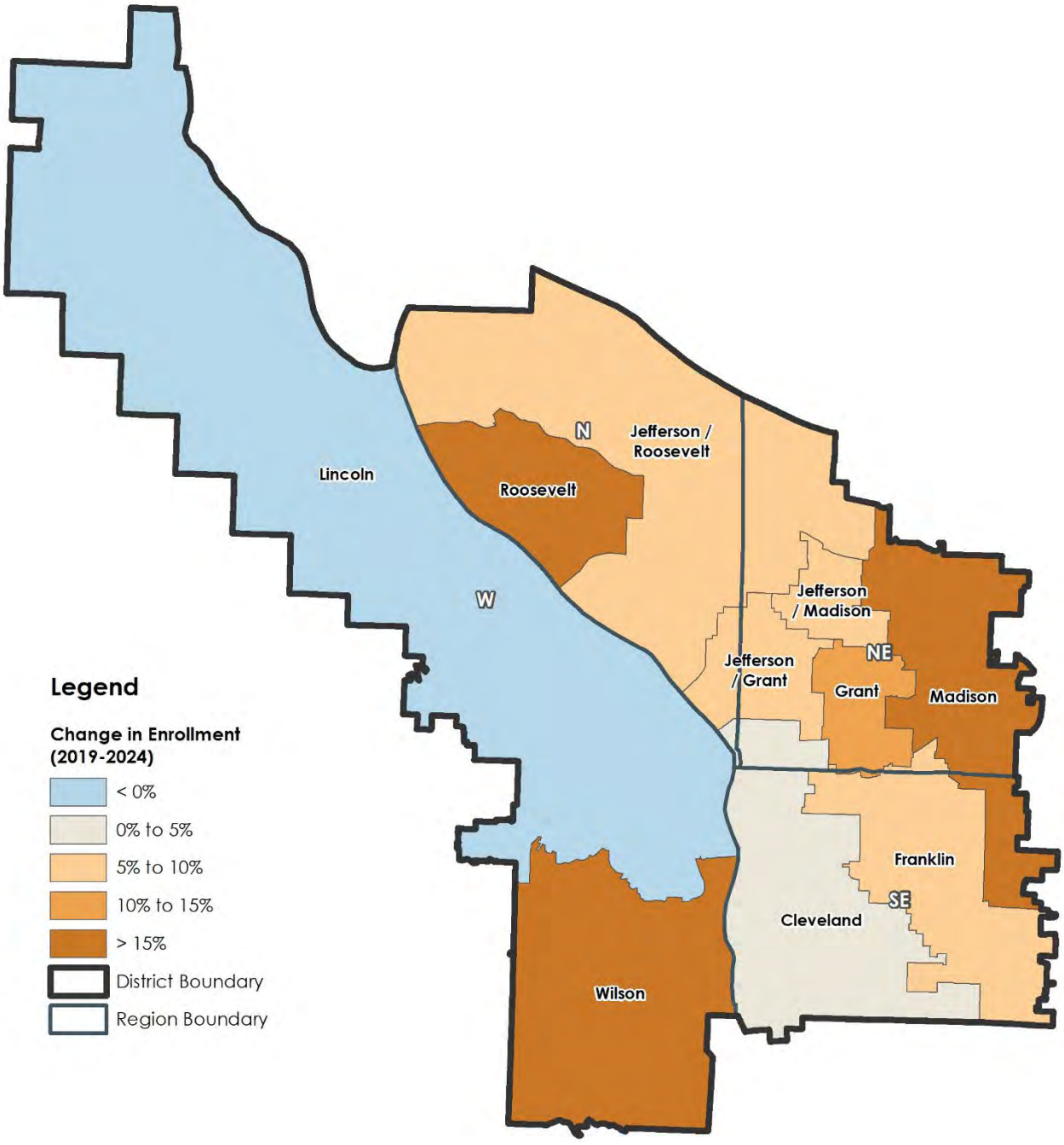


Figure 3-37. Forecasted 2019-2020 To 2024-2025 School Year Enrollment Change for the High School Grade Group (Neighborhood Programs Only)



3.4.1.3 Enrollment vs. Residence Forecasts

Through the enrollment and program balancing effort, changes will be made that invalidate the assumptions used to develop enrollment forecasts (i.e., program movement, grade reconfiguration, capacity changes). Take the example of moving a DLI program. Program movement will affect the capture rate of nearby neighborhood programs when families make different decisions about enrolling in or leaving the DLI program.

In a case like this, because consistent capture rates are the basis for enrollment forecasts, we lose confidence in their reliability. For this reason, we look to residence forecasts as a more dependable source of information for enrollment and program balancing. Residence forecasts do not rely on capture rate factors like enrollment policies (i.e., lottery) or individual student choice, providing an apples-to-apples comparison across catchments.

In Table 3-13, we provide a district-wide summary of enrollment and residence forecast for neighborhood programs by region.

Table 3-13. Enrollment Forecasts and Residence Forecasts for Neighborhood Programs by Region and Grade Group

Grade Group	2019-2020 Enrollment	2034-2024 Enrollment	Percent Change Enrollment	2019-2020 Residence	2024-2025 Residence	Percent Change Residence
North						
K-5	1,836	1,766	-3.8%	2,600	2,490	-4.2%
6-8	1,243	1,071	-13.8%	1,833	1,730	-5.6%
K-8	646	513	-20.6%	816	697	-14.6%
9-12	1,657	1,878	13.3%	2,212	2,419	9.4%
Total	**5,382**	**5,228**	**-2.9%**	**7,461**	**7,336**	**-1.7%**
Northeast						
K-5	3,351	2,996	-10.6%	4,194	3,759	-10.4%
6-8	981	851	-13.3%	1,442	1,281	-11.2%
K-8	2,748	2,615	-4.8%	2,813	2,789	-0.9%
9-12	2,600	2,978	14.5%	3,165	3,530	11.5%
Total	**9,680**	**9,440**	**-2.5%**	**11,614**	**11,359**	**-2.2%**
Southeast						
K-5	4,398	4,041	-8.1%	5,107	4,717	-7.6%
6-8	1,874	1,783	-4.9%	2,525	2,408	-4.6%
K-8	2,857	2,504	-12.4%	3,905	3,592	-8.0%
9-12	3,196	3,301	3.3%	3,857	4,118	6.8%
Total	**12,325**	**11,629**	**-5.6%**	**15,394**	**14,835**	**-3.6%**
West						
K-5	4,087	3,755	-8.1%	4,640	4,354	-6.2%
6-8	2,047	1,996	-2.5%	2,334	2,308	-1.1%
K-8	248	195	-21.4%	242	197	-18.6%
9-12	2,987	3,230	8.1%	3,157	3,437	8.9%
Total	**9,369**	**9,176**	**-2.1%**	**10,373**	**10,296**	**-0.7%**
Grand Total	**36,756**	**35,473**	**-3.5%**	**44,842**	**43,826**	**-2.3%**

3.5 Facilities

Efficient use of space is the primary goal of the enrollment and program balancing effort. So far, we have identified 82 schools (Appendix C—Tables C-1 and C-2) and examined patterns in student enrollment and

residence for those schools. We now take a closer look at their facilities to explore demand on these resources.

The key characteristic of each school building is functional capacity, which is calculated based on design capacity and programmatic utilization goals (PPS, 2020).

Design capacity classifies classrooms into three categories based on square footage and assigns a corresponding student capacity:

- < 800 square feet = 24 students
- > 800 and <1,000 square feet = 27 students
- > 1,000 square feet = 30 students

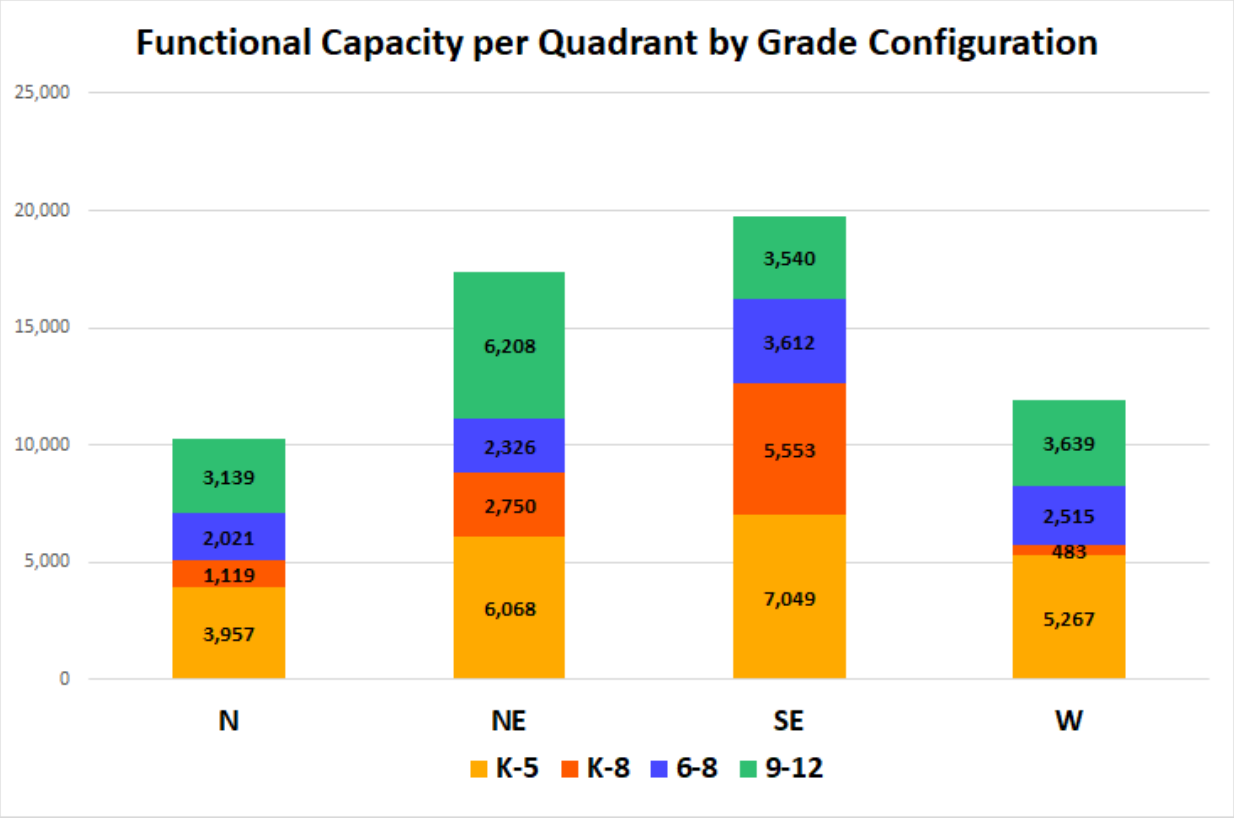
Design capacity includes only instructional space as identified in the District's facilities inventory. Instructional space is designated based on the design intent of the space. Spaces excluded from the design capacity calculation have been identified to have full-time uses that are not available for full school program utilization. Examples of excluded spaces include gyms, computer labs, art/music rooms, learning centers, and rooms being leased to other entities. Additional exclusions have been made to account for special programs such as special education and focus/alternative programs.

A base programmatic utilization rate is a factor applied to a school facility based on its configuration (K-5, K-8, grades 6 through 8, grades 9 through 12). It approximates the percentage of a school day that classrooms are used. The base programmatic utilization rate is lowered by an additional 5 percent for Title I schools and for schools identified for Comprehensive Supports for Improvement or for Targeted Supports for Improvement. Base programmatic utilization rates are applied to school configurations as follows:

- K-5 = 100 percent utilization rate
- K-8 = 100 percent utilization rate
- Middle school = 85 percent utilization rate
- High school = 80 percent utilization rate
- Modernized high school = 85 percent utilization rate

Functional capacity is the design capacity multiplied by the programmatic utilization rate. The District has defined functional capacity as the optimal number of student occupants per the intended program use of a school site. It is not the maximum occupancy per building code requirements, nor is it meant to be used as a staffing determinant. Figure 3-38 is a chart of functional capacity for the facilities included in our baseline data assessment. For a complete list of functional capacity and classrooms by facility, see Appendix C—Table C-2.

Figure 3-38. Functional Capacity (Without Modular Classrooms) per Region by Grade Configuration



3.5.1 Modular classrooms

Modular classrooms have been used to expand functional capacity for schools throughout the District. Where feasible, the District would prefer to phase out or eliminate modular classrooms. Figure 3-39 shows modular functional capacity per region by grade configuration. Figure 3-40 shows the location of modular classrooms, leased-out facilities, unused facilities, and future additions to capacity. For a complete list of modular capacity and classrooms by facility, see Appendix C—Table C-2.

Figure 3-39. Modular Capacity per Region by Grade Configuration

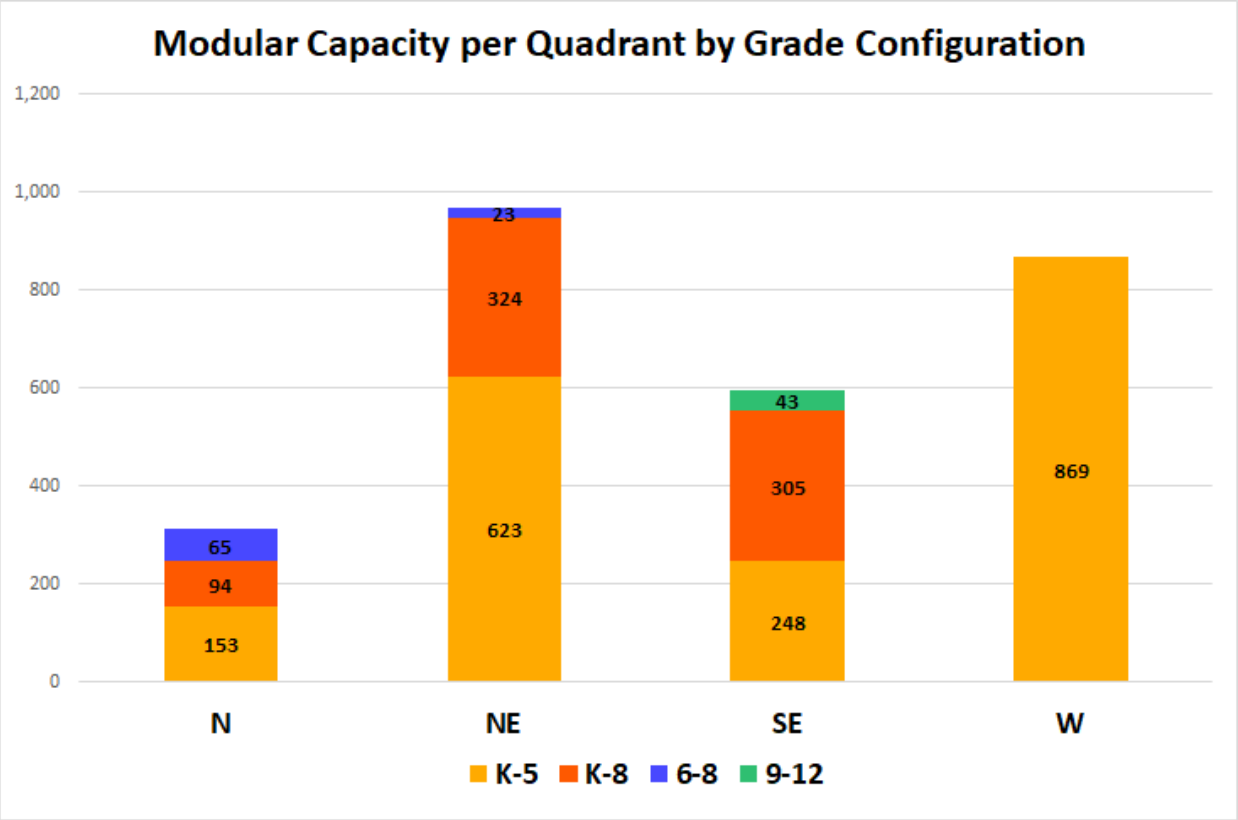
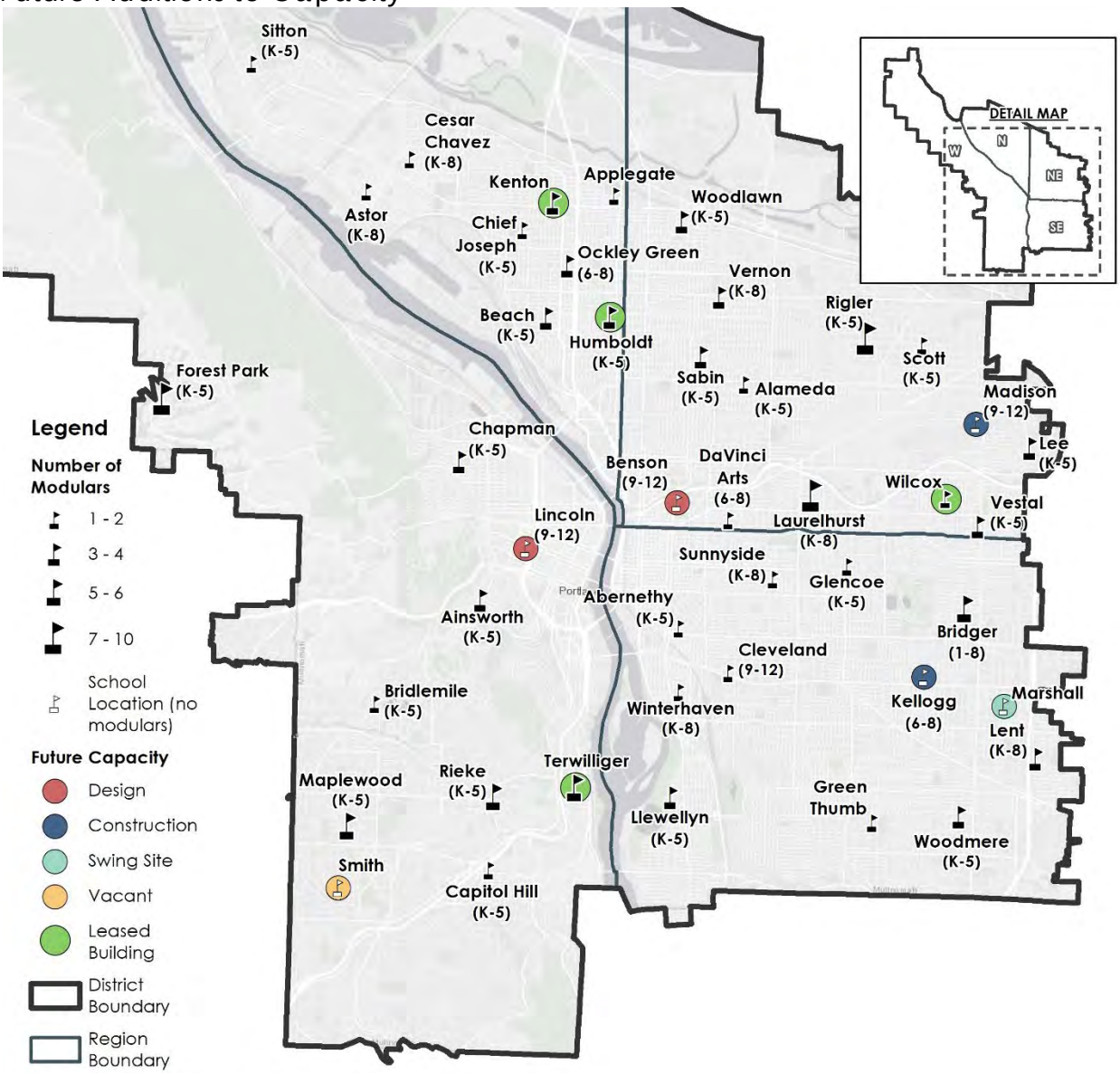


Figure 3-40. Modular Classrooms, Leased-Out Facilities, Unused Facilities, and Future Additions to Capacity



3.5.2 Leased and Unused Facilities

The District has leased out several of its buildings for temporary use by other entities. As leases approach renewal or expiration, these facilities could be used again by the District. Figure 3-40 shows the locations of currently leased facilities.

Smith Elementary, located in the west region in the Wilson High feeder path, was closed in 2006 and is currently not occupiable but could be prioritized for modernization and re-use. Its location is shown in Figure 3-40.

3.5.3 Construction and Modernization

There are several schools currently undergoing modernization or being constructed. They include Benson High (design phase), Kellogg Middle (construction phase), Lincoln High (design phase), and Madison High (construction phase). Marshall High was closed in 2011 and is currently serving as a construction swing site for Madison High. Design capacities for these schools were determined from architectural drawings. In our assessment, we use the planned functional capacity for Madison High and existing functional capacity for Benson and Lincoln high schools (PPS, 2020). Figure 3-40 shows the locations of buildings in design or under construction.

Jefferson High is scheduled for modernization starting in 2023 with estimated completion in 2027. Since completion is slated for a date beyond the five-year forecast, design capacity is based on its current configuration.

3.5.4 Capacity Utilization

Capacity utilization is the ratio of enrollment to functional capacity. It is a high-level indicator of a school's ability to take on additional enrollment or a need to reduce enrollment to deliver programs more effectively. Table 3-14 shows capacity utilization by region. Figure 3-41 is a map of capacity utilization by school. A complete list of capacity utilization, both with and without modulars, is shown in Appendix C—Table C-2.

Table 3-14. 2019 Capacity Utilization by Region

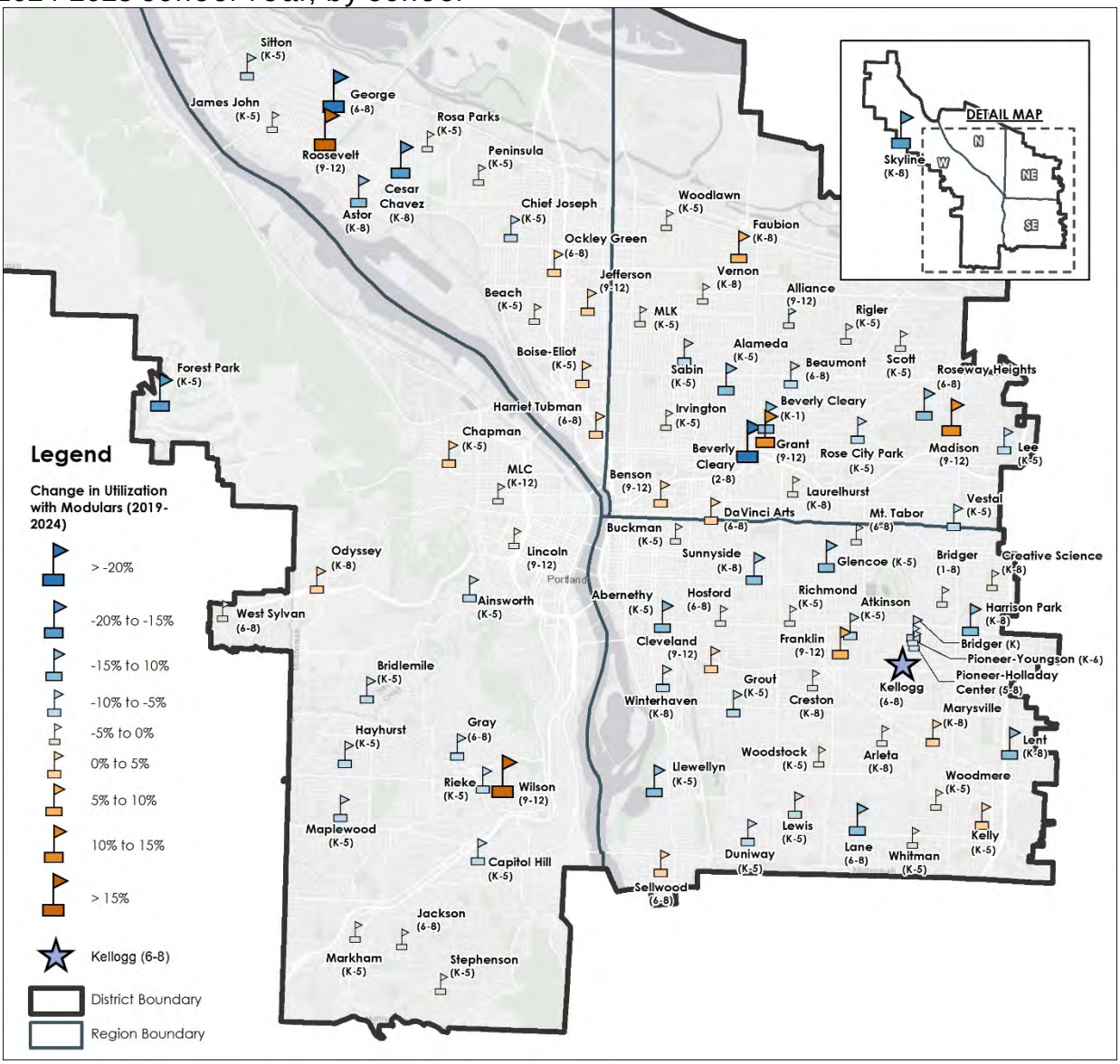
Region	Functional Capacity	Functional Capacity w/o Modulars	2019-2020 Enrollment	Capacity Utilization	Capacity Utilization w/o Modulars
North	10,236	9,924	6,538	63.9%	65.9%
Northeast	17,352	16,383	12,470	71.9%	76.1%
Southeast	18,951	18,355	16,220	85.6%	88.4%
West	12,368	11,499	10,613	85.8%	92.3%
Total	**58,907**	**56,161**	**45,841**	**77.8%**	**81.6%**

NOTES:
% = percent.
w/o = without.

There are limitations to using capacity utilization as an indicator. The District has guidelines for maximum classroom sizes at each grade level. These guidelines dictate the number of classrooms needed for a given program's enrollment. As an example, kindergarten enrollment in a neighborhood program may be 40 and the maximum classroom size is 27. This would result in approximately two 20-student kindergarten sections split across two classrooms that have a total functional capacity of 54. In this example, the school is unable to take full advantage of its functional capacity.

As the District considers options to move or consolidate specific focus/alternative programs, classroom utilization at the program level will be an important factor. However, due to the unique circumstances of each program (e.g., variable maximum classroom sizes, ability to blend grades, staffing needs), we do not explore classroom utilization in this assessment.

Figure 3-41. Change in Capacity Utilization from Current Year to Forecasted 2024-2025 School Year, by School



3.6 Key Observations

Based on the themes and trends explored in this section, we offer the following observations.

3.6.1 District-wide

Total enrollment in District schools included in this assessment is 45,841 as of October 2019. The following is a brief summary of key district-wide observations:

- While there is an overall slight downward trend in enrollment expected over the next five years (-3.5 percent), there is a considerable upward trend in high schools, ranging from 3.3 to 14.5

percent by region. This trend in the high schools' largely offsets downward trends in the younger grade groups throughout the District.

- There is a clear geographic pattern in the socioeconomic status of students. All schools with greater than 60 percent enrollment of students identified as CHU are located in the north region or the outer fringe of the northeast and southeast regions.
- Of the 5,544 students who come from households where the native language is one of the DLI offerings, 3,060 students (55.2 percent) reside within 1 mile of a DLI program location that matches their household language.
- Jefferson High is one of the most under-utilized schools in the District, due in large part to the DAZs that allow students to enroll in other high schools. Its available capacity will be needed to balance increases in the high school grade group, given that there is limited capacity at other high schools.
- Overall capacity utilization is 78.1 percent. Removing modular capacity puts overall utilization at 81.6 percent. Broadly speaking, the District has the overall capacity to address its enrollment and program balancing goals and outcomes.

3.6.2 North Region

The north region has a total enrollment of 6,538 as of October 2019, split between seven K-5, two K-8, three grades 6 through 8, and two grades 9 through 12 schools. The following are notable trends and key observations:

- This region has the highest rate of enrolled students identified as CHU, at 72.9 percent, which is markedly higher than the next highest region (northeast) at 50.5 percent.
- This region has the highest rate of students belonging to HU races/ethnicities, at 60.3 percent, markedly higher than the next highest region (northeast) at 41.2 percent.
- This region has the highest rate of students enrolled in special education (17.0 percent).
- This region has the highest rate (17.9 percent) of students who live in households speaking a DLI native language, the vast majority of which are Spanish speakers. This region also has highest rate of students living within 1 mile of a DLI program that matches their household language (86.5 percent).
- This region has the lowest capture rate at all grade group levels, with a total capture rate of 68.4 percent.
- This region is the only one with a total net transfer-out of students from neighborhood programs (minus 91).
- This region has the lowest capacity utilization in the District (65.9 percent), with several schools having enrollment significantly below functional capacity, such as Jefferson High (36.3 percent), Peninsula Elementary (41.5 percent), Rosa Parks Elementary (49.2 percent), Boise/Eliot-Humboldt Elementary (50.0 percent), Harriet Tubman Middle (58.8 percent), and Beach Elementary (60.3 percent). Related to this is a high rate of schools with enrollment for single grade groups below 50 students.

- Several schools with modular classrooms have enrollment well below functional capacity, even when excluding modular capacity, including Beach Elementary, Ockley Green Middle, Astor K-8, and Chief Joseph Elementary.
- César Chávez K-8 is the only school in the region that is approaching its functional capacity (97.9 percent utilization). Without modular classrooms it is over capacity (106.0 percent utilization).
- Like all other regions, enrollment and residence in this region are forecasted to decline slightly over the next five years. Only three schools have forecasted increases in residence over the next five years: Chief Joseph Elementary (1.7 percent), Peninsula Elementary (4.6 percent), Jefferson High (10.4 percent), and Roosevelt High (8.9 percent).
- This region has two of five schools in the District where a single section of neighborhood program students is co-located with a dual immersion program: Beach Elementary and César Chávez K-8.
- This region has a large share of Spanish DLI programs. The southeast region has an equal number of programs (six) with more than double the enrollment.
- This region has no district-wide stand-alone focus/alternative programs.

3.6.3 Northeast Region

The northeast region has a total enrollment of 12,470 as of October 2019, split between ten K-5, four K-8, three grades 6 through 8, and four grades 9 through 12 schools. The following are notable trends and key observations:

- This region has a large share of the District's students who live in households speaking a native language other than English (28.0 percent), the vast majority of which are Spanish speakers. Of the students who come from households where the native language is one of the DLI offerings, 65.0 percent reside within 1 mile of a DLI program location that matches their household language.
- This region has the second lowest capacity utilization in the District (76.1 percent), with several schools having enrollment significantly below functional capacity, such as Alliance High (Meek campus) (24.0 percent), Martin Luther King Jr. Elementary (46.2 percent), Woodlawn Elementary (49.8 percent), Rigler Elementary (50.2 percent), Benson High (52.8 percent), Lee Elementary (54.8 percent), Irvington Elementary (56.8 percent), Madison High (58.5 percent), Beverly-Cleary—Hollyrood (61.2 percent), and da Vinci Middle (62.0 percent). Related to this are three schools (Woodlawn, Lee, Martin Luther King Jr.) with enrollment for single grade groups below 50 students.
- Several schools with modular classrooms have enrollment well below functional capacity, even when excluding modular capacity, including Woodlawn Elementary, Lee Elementary, da Vinci Middle, and Rigler Elementary.
- Four schools in the region are exceeding their functional capacity: Beverly Cleary—Fernwood (111.5 percent), Laurelhurst Elementary (106.2 percent), Grant High (105.3 percent), and Vernon K-8 (104.8 percent). Laurelhurst Elementary, Vernon K-8, and Grant High are forecasted to remain over capacity for the next five years.

- Like all other regions, enrollment and residence in this region are forecasted to decline slightly over the next five years. Only four schools have forecasted increases in residence over the next five years: Grant High (12.8 percent), Madison High (10.2 percent), Faubion K-8 (8.9 percent), and Laurelhurst K-8 (0.3 percent).
- Martin Luther King Jr. Elementary is one of five schools in the District where a single section of neighborhood program students is co-located with a dual immersion program.
- The K-5 ACCESS focus/alternative programs are at Vestal Elementary in the outer east portion of the region, while the highest concentration of enrolled students is located further west in the central northeast and southeast regions.
- The high number of students transferring out of the Rigler Elementary catchment and into the Scott Elementary catchment are related. Rigler Elementary is a DLI program enrolled primarily through its catchment. Families who live in the Rigler catchment and wish to enroll in a neighborhood program are sent to Scott.
- The high number of students transferring into the Beverly Cleary K-8 catchment is the result of a legacy boundary rule.

3.6.4 Southeast Region

The southeast region has a total enrollment of 16,220 as of October 2019, split between 13 K-5, ten K-8, four grades 6 through 8, and two grades 9 through 12 schools. The following are notable trends and key observations:

- This region has the largest share of students who live in households speaking a native language other than English (39.4 percent of the District). Of these, most speak Spanish (45.6 percent) and Vietnamese (25.3 percent). Additionally, of the students who come from households where the native language is one of the DLI offerings, 40.5 percent reside within 1 mile of a DLI program location that matches their household language.
- This region has several schools with enrollment considerably below functional capacity, such as Pioneer K-6 (Youngson campus) (15.6 percent), Pioneer 5-8 (Holladay Center campus) (19.9 percent), Whitman Elementary (47.1 percent), Woodmere Elementary (62.9 percent), and Buckman Elementary (68.1 percent).
- This region has the highest count (nine) of K-5 and K-8 schools with enrollment for single grade groups below 50 students: Atkinson Elementary, Bridger K-8, Creston K-8, Harrison Park K-8, Kelly Elementary, Marysville K-8, Whitman Elementary, Woodmere Elementary, and Woodstock Elementary.
- Several schools with modular classrooms have enrollment well below functional capacity, even when excluding modular capacity, including Woodmere Elementary, Lent K-8, and Glencoe Elementary.
- Seven schools in the region are exceeding their functional capacity: Sunnyside K-8 (100.5 percent), Llewellyn Elementary (101.6 percent), Lewis Elementary (102.0 percent), Winterhaven K-8 (103.8 percent), Abernethy Elementary (105.6 percent), Mt. Tabor Middle (106.3 percent), and Franklin High (108.8 percent). All except Mt. Tabor Middle and Franklin High are forecasted to remain over capacity through the next five years.

- Like all other regions, enrollment and residence in this region are forecasted to decline slightly over the next five years. Only five schools have forecasted increases in residence over the next five years: Franklin High (7.9 percent), Cleveland High (5.3 percent), Sellwood Middle (4.8 percent), Bridger K-8 (1.1 percent), and Arleta K-8 (0.3 percent).
- This region has two of five schools in the District where a single section of neighborhood program students is co-located with a DLI program: Bridger K-8 and Lent K-8.
- This region has the largest share of DLI programs (15) and overall focus/alternative programs (21).
- The grades 6 through 8 ACCESS focus/alternative program location is at Lane Middle in the outer southeast portion of the region, while the highest concentration of enrolled students is located further north and west in the central northeast and southeast regions.
- The high number of students transferring into the Sunnyside K-8 and Buckman Elementary catchments is related to their environmental and arts focus, respectively.

3.6.5 West Region

The west region has a total enrollment of 10,613 as of October 2019, split between one K-12, ten K-5, one K-8, two grades 6 through 8, and two grades 9 through 12 schools. The following are notable trends and key observations:

- This region has the lowest rate of students belonging to HU races/ethnicities, at 24.0 percent, markedly lower than the southeast region at 35.8 percent.
- This quadrant has the highest overall capture rate of 86.2 percent.
- This region has the lowest rate of students enrolled in special education (11.4 percent).
- This region has the lowest rate (4.5 percent) of students who live in households speaking a DLI native language. Of the students, 9.1 percent reside within 1 mile of a DLI program location that matches their household language.
- Two schools with modular classrooms have enrollment below functional capacity, even when excluding modular capacity: Bridlemile Elementary and Chapman Elementary.
- Skyline K-8 is one of five schools in the District where a single section of neighborhood program students is co-located with a dual immersion program.
- Forest Park Elementary has a modular capacity of 300 (or ten classrooms), the highest in the District.
- Two schools in the region exceed their functional capacity: Odyssey K-8 (121.4 percent) and Ainsworth Elementary (105.2 percent). Odyssey K-8 is forecasted to remain over capacity in five years. Additionally, Wilson High is forecasted to exceed its capacity by then (105.4 percent).
- Like all other regions, enrollment and residence in this region are forecasted to decline slightly over the next five years. Only three schools have forecasted increases in residence over the next five years: Wilson High (16.6 percent), Ainsworth Elementary (7.9 percent), and West Sylvan Middle (0.6 percent).

- This region has the smallest share of DLI programs (three) and overall focus/alternative programs (five).

4 IDENTIFYING REGIONAL OPPORTUNITIES AND CONSTRAINTS

The intent of this section is to solidify issues observed in the baseline data assessment and identify opportunities and constraints, within and across regions. This assessment will be done through the lens of the Board Resolution, focusing on district-wide inequalities and the desired outcome goals of the enrollment and program balancing project.

4.1 North Region

The north region, which includes the Roosevelt cluster and portions of the Roosevelt/Jefferson and Grant/Jefferson DAZs, has a total enrollment of 6,538 as of October 2019, split between seven K-5, two K-8, three grade 6 through 8, and two grade 9 through 12 schools. For a map of north region school locations and catchments, see the district-wide overview map and cluster-specific maps in Appendix B. Neighborhood program enrollment and residence in this region is projected to decrease by 2.9 and 1.7 percent, respectively, with declines in all schools except high school, which has projected increases of 6.8 and 7.4 percent for enrollment and residence, respectively. The primary drivers (i.e., issues) in this region include:

- Over-/underutilization
- Reconfiguration of K-8 schools
- Co-location of neighborhood and focus/alternative programs
- Phasing out modular classrooms
- Special education focus classroom continuum

4.1.1 Optimizing Use of Facilities

The north region has the lowest capacity utilization in the District, providing an opportunity to relieve overutilization for specific schools in this region and neighboring regions. Table 4-1 is a summary of functional capacity, current and forecasted enrollment, and utilization, with and without modular classrooms.

Table 4-1: Capacity Utilization for Schools in the North Region.

School	Functional Capacity	Functional Capacity w/o Modulars	2019-2020 Enrollment (Co-Located Programs)	2019-2020 Capacity Utilization	2019-2020 Capacity Utilization w/o Modulars	2024-2025 Forecasted Enrollment (Co-Located Programs)
Grades K-5						
Beach	723	639	436 (283)	60.3%	68.2%	408 (265)
Boise-Eliot/Humboldt	650	--	325	50.0%	--	329
Chief Joseph	447	421	351	78.5%	83.4%	312
James John	488	--	351 (127)	71.9%	--	330 (107)
Peninsula	638	--	265	41.5%	--	262
Rosa Parks	569	--	280	49.2%	--	261
Sitton	442	399	374 (136)	84.6%	93.7%	351 (115)
Subtotal	**3,957**	**3,804**	**2,382 (546)**	**60.2%**	**62.6%**	**2,253 (487)**
Grades K-8						
Astor	558	507	416	74.6%	82.1%	358
César Chávez	561	518	549 (319)	97.9%	106.0%	462 (307)
Subtotal	**1,119**	**1,025**	**965 (319)**	**86.2%**	**94.0%**	**820 (307)**
Grades 6-8						
George	616	--	438	71.1%	--	296
Harriet Tubman	731	--	430 (13)	58.8%	--	441 (61)
Ockley Green	674	609	487 (99)	72.3%	80.0%	496 (101)
Subtotal	**2,021**	**1,956**	**1,355 (112)**	**67.0%**	**69.3%**	**1,233 (162)**
Grades 9-12						
Jefferson	1,764	--	641	36.3%	--	688
Roosevelt	1,375	--	1,195 (179)	86.9%	--	1,409 (219)
Subtotal	**3,139**	**--**	**1,836 (179)**	**58.5%**	**--**	**2,097 (219)**
Grand Total	**10,236**	**9,924**	**6,538**	**63.8%**	**65.9%**	**6,403 (1,175)**

NOTES:
% = percent.
w/o = without.

César Chávez K-8 is the only school in the region closely approaching overutilization and is the only school demonstrating a need for modular capacity. Boundary adjustments to ease enrollment is one solution, given available capacity in neighboring schools; however, other District outcome goals (i.e., reconfiguring K-8 schools and minimizing focus/alternative program co-location) should be examined first.

Based on functional capacity alone, there is no need for modular classrooms at any school in the north region besides César Chávez K-8, providing an immediate opportunity for the District to phase out 11 modular classrooms.

Underutilization at the high school level will provide ample room for the increase of 221 students forecasted to enroll in neighborhood programs. With the current DAZ approach to enrollment, most of the increased in enrollment is expected at Roosevelt High and would push the school over capacity. However, boundary adjustments and/or dissolving the DAZ could utilize the available capacity at Jefferson High to avoid pushing

Roosevelt High to unsustainable utilization. In fact, Jefferson High has so much available capacity it can help take on forecasted enrollment increases from other parts of the District through a process of cross-regional boundary adjustments.

4.1.1.1 Leased Buildings

There are two leased school buildings in the north region: Kenton School (501 gross capacity) and Humboldt Elementary School (510 gross capacity). These buildings are not immediately needed for utilization relief in this region but are notable assets for cross-regional options.

4.1.1.2 Special Education Services

Underutilization also offers an opportunity to address a regional imbalance in special education focus classrooms at the elementary and middle school levels. In the north region, there are currently three intensive skills classrooms (George Middle, Harriet Tubman Middle, and Sitton Elementary); two social emotional classrooms (George Middle and James John Elementary); and three communication behavior classrooms (Boise-Eliot/Humboldt Elementary, Peninsula Elementary, Astor [K-2]).

The existing feeder paths support a kindergarten through grade 12 (K-12) continuum for intensive skills and social emotional classrooms. However, there is not a path from the communication behavior classroom at Boise-Eliot/Humboldt Elementary to the middle school level. A feeder path of the Boise-Eliot/Humboldt communication behavior classroom should be considered during the enrollment and program balancing effort.

4.1.2 Reconfiguring K-8 School

There are two K-8 schools in this region (Astor and César Chávez). Combined enrollment is 357 students for the middle school grade group. Between the two nearest middle schools (George and Ockley Green), there is available functional capacity of 300 (without modular classrooms), nearly enough to take on the middle school students from the two K-8 schools. The Spanish DLI program at César Chávez K-8 has an enrollment of 99 students that, if moved to a location separate from neighborhood programs, would allow George Middle and Ockley Green Middle to take on all middle school students from the two K-8 schools.

Relocating middle school students reduces utilization (without modular classrooms) for Astor K-8 and César Chávez K-8 to 52.4 and 66.0 percent, respectively. This would leave an elementary grade group enrollment of 2,972 (which is forecasted to decline) across nine schools with a combined functional capacity of 4,829. These schools have an average functional capacity of 537 students, providing an opportunity to consolidate and free up three entire schools for other purposes.

4.1.3 Minimizing Program Co-Location

All seven DLI programs in the north region are co-located with neighborhood programs. Total enrollment in DLI programs is 1,156 students. By grade group, DLI enrollment is 766 students for elementary school, 211 students for middle school, and 179 students for high school. Six of the seven programs are Spanish DLI, accounting for the vast majority of enrollment; only 13 students are enrolled in the Chinese DLI program at Harriet Tubman Middle.

There is potential for a comprehensive Spanish DLI elementary school in this region. However, the elementary grade group in Spanish DLI exceeds the capacity of any elementary schools in the region. Three options to address this are to: (1) leave some portion of the Spanish DLI co-located with a neighborhood program, (2) shift part of the program to a neighboring region, or (3) take on Spanish DLI students from a neighboring region to fill two elementary schools. These options must be considered with the District's priority of locating DLI programs near concentrations of native speakers. The middle school and high school grade groups would need to combine with programs in one or multiple neighboring regions to fill a school.

4.2 Northeast Region

The northeast region, which includes the Madison/Jefferson DAZ and portions of the Roosevelt/Jefferson and Grant/Jefferson DAZs and the Grant and Madison clusters, has a total enrollment of 12,612 as of October 2019, split between ten K-5, four K-8, three grades 6 through 8, and four grades 9 through 12 schools. For a map of northeast region school locations and catchments, see the district-wide overview map and cluster-specific maps in Appendix B. Neighborhood program enrollment and residence in this region is projected to decrease by 2.5 and 2.2 percent, respectively, with declines in all grade groups except high school, which has projected increases in enrollment and residence at 14.5 and 11.5 percent, respectively. The primary drivers (i.e., issues) in this region include:

- Over-/underutilization
- Reconfiguration of K-8 schools
- Co-location of neighborhood and focus/alternative programs
- Phasing out modular classrooms
- Relocation of the ACCESS talented and gifted program
- Special education focus classroom continuum

4.2.1 Optimizing Use of Facilities

The northeast region has the second lowest capacity utilization in the District, providing an opportunity to relieve overutilization for specific schools in this region and neighboring regions. Table 4-2 is a summary of functional capacity, current and forecasted enrollment, and utilization, with and without modular classrooms.

Table 4-2: Capacity Utilization for Schools in the Northeast Region.

School	Functional Capacity	Functional Capacity w/o Modulars	2019-2020 Enrollment (Co-Located Programs)	2019-2020 Capacity Utilization	2019-2020 Capacity Utilization w/o Modulars	2024-2025 Forecasted Enrollment (Co-Located Programs)
Grades K-5						
Alameda	765	738	704	92.0%	95.4%	612
Irvington	572	--	325	56.8%	--	305
Lee	491	394	269	54.8%	68.3%	242
MLK Jr.	695	--	321 (166)	46.2%	--	319 (181)
Rigler	612	418	307	50.2%	73.4%	280
Rose City Park	609	--	538 (178)	88.3%	--	498 (206)
Sabin	584	478	418	71.6%	87.4%	384
Scott	618	569	485 (229)	78.5%	85.2%	467 (226)
Vestal[1]	505	432	391 (142)	77.4%	90.5%	351 (153)
Woodlawn	618	541	308	49.8%	56.9%	304
Subtotal	**6,069**	**5,446**	**4,066 (715)**	**66.9%**	**74.7%**	**3,762 (766)**
Grades K-8						
Beverly-Cleary (Hollyrood)	201	--	123	61.2%	--	99
Beverly-Cleary (Fernwood)	555	--	619	111.5%	--	486
Faubion	758	--	701	92.5%	--	766
Laurelhurst	657	441	698	106.2%	158.3%	675
Vernon	579	471	607	104.8%	128.9%	589
Subtotal	**2,750**	**2,426**	**2,748**	**99.9%**	**113.3%**	**2,615**
Grades 6-8						
Beaumont	744	--	573 (137)	77.0%	--	530 (122)
da Vinci	726	703	450	62.0%	64.0%	451
Roseway Heights	856	--	614 (69)	71.7%	--	519 (76)
Subtotal	**2,326**	**2,303**	**1,637 (206)**	**70.4%**	**71.1%**	**1,500 (198)**
Grades 9-12						
Alliance (Meek)	441	--	106	24.0%		106
Benson	2,203	--	1,163 (108)	52.8%	--	1,176 (108)
Grant	1,721	--	1,813 (224)	105.3%	--	2,057 (262)
Madison	1,843	--	1,079 (68)	58.5%	--	1,283 (100)
Subtotal	**6,208**	**--**	**4,161 (400)**	**67.0%**	**--**	**4,622 (470)**
Grand Total	**17,353**	**16,383**	**12,612 (1,321)**	**72.7%**	**77.0%**	**12,499 (1,434)**

NOTES:
% = percent.
MLK = Martin Luther King.
w/o = without.
[1]Includes ACCESS as co-located enrollment.

Beverly-Cleary (Fernwood campus) K-8, Laurelhurst K-8, Vernon K-8, and Grant High are currently over-utilized. Enrollment for Grant High could be eased through a combination of boundary adjustments, relocation of its Japanese DLI program, or changes to the Grant/Jefferson DAZ policy. Enrollment for the K-8 schools could also be balanced through boundary adjustments, taking advantage of available capacity in neighboring elementary schools.

Based on functional capacity alone, there are many opportunities for phasing out modular classrooms for elementary schools. Laurelhurst K-8 and Vernon K-8 would be significantly over-utilized without their modular

classroom capacity. Boundary adjustments would be needed to reduce enrollment enough for modular classroom removal to be feasible.

After accounting for the phasing out of modular classrooms, considerable available capacity remains at elementary schools, with the backdrop of decreases in forecasted enrollment. As mentioned, this could address overutilization at the K-8 level (reconfiguration notwithstanding). It could also help balance enrollment in neighboring regions

4.2.1.1 Stand-Alone Focus/Alternative Programs

This region has four stand-alone focus/alternative programs: Alliance at Meek campus (alternative school), Benson High (technical focus), da Vinci Middle (arts/science focus), and Rigler Elementary (Spanish DLI). All four schools are under-utilized, with Benson High and Alliance High (Meek campus) both below 55 percent. Rigler Elementary is enrolled primarily from its catchment, while the other schools are enrolled through lottery or application. Note that Benson High will soon undergo modernization (scheduled for completion in 2024/2025) and its functional capacity here is based on construction design.

4.2.1.2 Leased Buildings

There is one leased school building in the northeast region: Wilcox Elementary School (243 gross capacity). This building is not immediately needed for utilization relief in this region but is a notable asset for cross-regional options.

4.2.1.3 Special Education Services

Underutilization also offers an opportunity to address a regional imbalance in special education focus classrooms at the elementary and middle school levels. There are four communication behavior classrooms (Alameda Elementary, da Vinci Middle, Lee Elementary, and Woodlawn Elementary); five intensive skills classrooms (Beaumont Middle, Beverly-Cleary K-8, Irvington Elementary, Scott Elementary, and Vestal Elementary); and three social emotional classrooms (Beaumont Middle, Roseway Heights Middle, and Sabin Elementary).

A K-12 continuum for focus classrooms is not supported by existing feeder paths in this region. None of the elementary school classrooms can follow a feeder path to the middle school level. Feeder paths for these classrooms should be considered during the enrollment and program balancing effort.

4.2.2 Reconfiguring K-8 Schools

There are four K-8 schools in this region (Beverly-Cleary, Faubion, Laurelhurst, and Vernon). Combined enrollment is 939 students for the middle school grade group. Between the two nearest middle schools in this region (Beaumont and Roseway Heights), there is available functional capacity of 413, less than half of the capacity needed to take on the middle school students from the four K-8 schools. Removing the co-located DLI programs from Beaumont Middle and Roseway Heights Middle increases available capacity to 619, although still not enough to take on all K-8 middle school students.

Relocating middle school students reduces utilization (without modular classrooms) for Beverly-Cleary (Fernwood campus) K-8, Faubion K-8, Laurelhurst K-8, and Vernon K-8 to 54.4, 66.4, 106.6, and 87.3

percent, respectively. This would leave an elementary grade group enrollment of 5,875, which is forecasted to decline, across 15 schools with the combined functional capacity of 7,701. These schools have an average functional capacity of 513 students, providing an opportunity to consolidate and free up three entire schools for other purposes.

4.2.3 Minimizing Program Co-Location

Eight of 11 focus/alternative programs in the northeast region are co-located with neighborhood programs. Seven of the eight co-located programs are DLI. Total enrollment in co-located focus/alternative programs is 1,213 students. By grade group, co-located enrollment is 715 students for elementary school, 206 students for middle school, and 292 students for high school.

There is potential for a comprehensive DLI elementary school in this region. The elementary grade group in co-located DLI programs is 573 students, which falls below the functional capacity of some current elementary and K-8 schools. The middle school and high school grade groups would need to combine with programs in one or multiple neighboring regions to fill a school. There is also potential for co-locating DLI programs with stand-alone focus/alternative programs in the region.

The ACCESS talented and gifted program at Vestal Elementary is the only non-DLI focus/alternative program co-located with a neighborhood program. The middle school cohort of ACCESS is located at Lane Middle in the southeast region. The combined elementary and middle school program enrollment for the 2019-2020 school year is 300 students (forecasted to slightly increase to 308 students by the 2024-2025 school year). Available elementary and middle school capacity in this region or a neighboring region could be used to unite the program in a single location.

4.3 Southeast Region

The southeast region, which includes the Cleveland and Franklin clusters and a portion of the Madison cluster, has a total enrollment of 16,078 as of October 2019, split between 13 K-5, ten K-8, four grades 6 through 8, and two grades 9 through 12 schools. For a map of southeast region school locations and catchments, see the district-wide overview map and cluster-specific maps in Appendix B. Neighborhood program enrollment and residence in this region are projected to decrease by 5.6 and 3.6 percent, respectively, with declines in all schools except high school, which has projected increases of 3.3 and 6.8 percent for enrollment and residence, respectively. The primary drivers (i.e., issues) in this region include:

- Opening of Kellogg Middle School in 2021/2022
- Over-/underutilization
- Reconfiguration of K-8 schools
- Co-location of neighborhood and focus/alternative programs
- Phasing out modular classrooms
- Relocation of the ACCESS talented and gifted program
- Special education focus classroom continuum

4.3.1 Optimizing Use of Facilities

The southeast region has the highest capacity utilization in the District, providing less opportunity for overutilization relief than other regions; yet some opportunities exist. Table 4-3 is a summary of functional capacity, current and forecasted enrollment, and utilization, with and without modular classrooms.

Table 4-3: Capacity Utilization for Schools in the Southeast Region.

School	Functional Capacity	Functional Capacity w/o Modulars	2019-2020 Enrollment (Co-Located Programs)	2019-2020 Capacity Utilization	2019-2020 Capacity Utilization w/o Modulars	2024-2025 Forecasted Enrollment (Co-Located Programs)
Grades K-5						
Abernethy	480	426	507	105.6%	119.0%	449
Atkinson	540	--	391 (153)	72.4%	--	343 (142)
Buckman	627	--	427	68.1%	--	413
Duniway	552	--	512	92.8%	--	467
Glencoe	573	546	449	78.4%	82.2%	391
Grout	484	--	370	76.4%	--	338
Kelly	645	--	476 (224)	73.8%	--	479 (235)
Lewis	402	--	410	102.0%	--	386
Llewellyn	426	--	509	101.6%	119.5%	455
Richmond	723	--	627	86.7%	--	599
Whitman	467	--	220	47.1%	--	205
Woodmere	434	342	273	62.9%	79.8%	257
Woodstock	621	--	543 (312)	87.4%	--	528 (293)
Subtotal	**7,049**	**6,801**	**5,714 (689)**	**81.1%**	**84.1%**	**5,310 (670)**
Grades K-8						
Arleta	642	--	526	81.9%	--	516
Bridger 1-8	510	361	177 (276)	88.8%	125.5%	428 (286)
Bridger (Holladay Annex) K	75	--	17 (46)	84.0%	--	58 (42)
Creative Science	522	--	468	89.7%	--	464
Creston	504	--	375	74.4%	--	361
Harrison Park	826	--	637 (80)	77.1%	--	528 (143)
Lent	658	583	475 (202)	72.2%	81.5%	384 (170)
Marysville	481	--	383	79.6%	--	386
Pioneer (Holladay Center) K-6	206	--	41	19.9%	--	41
Pioneer (Youngson) 5-8	295	--	46	15.6%	--	46
Sunnyside	546	492	549	100.5%	111.6%	484
Winterhaven	288	261	299	103.8%	114.6%	278
Subtotal	**5,553**	**5,248**	**4,315 (604)**	**77.7%**	**72.2%**	**3,974 (641)**
Grades 6-8						
Hosford	696	--	651 (128)	93.5%	--	636 (127)
Kellogg[1]	803	--	--	0.0%	--	--
Lane[2]	749	--	590 (205)	78.8%	--	512 (195)
Mt. Tabor	681	--	724 (346)	106.3%	--	696 (344)
Sellwood	683	--	588	86.1%	--	605
Subtotal	**3,612**	**3,612**	**2,553 (679)**	**70.7%**	**70.7%**	**2,449 (666)**
Grades 9-12						

School	Functional Capacity	Functional Capacity w/o Modulars	2019-2020 Enrollment (Co-Located Programs)	2019-2020 Capacity Utilization	2019-2020 Capacity Utilization w/o Modulars	2024-2025 Forecasted Enrollment (Co-Located Programs)
Cleveland	1,761	1,718	1,560 (133)	88.6%	90.8%	1,585 (143)
Franklin	1,779	--	1,936 (167)	108.8%	--	2,065 (206)
Subtotal	**3,540**	**3,497**	**3,496 (300)**	**98.8%**	**100.0%**	**3,650 (349)**
Grand Total	**19,754**	**19,158**	**16,078 (2,272)**	**81.2%**	**83.9%**	**15,383 (2,326)**

NOTES:
% = percent.
w/o = without.
(1)Opening in 2021-2022 school year.
(2)Includes ACCESS as co-located enrollment.

The southeast region has the most over-utilized schools in the District. They are Abernethy Elementary, Lewis Elementary, Llewellyn Elementary, Sunnyside K-8, Winterhaven K-8, Mt. Tabor Middle, and Franklin High. Enrollment for Franklin High could be eased through a combination of boundary adjustments or relocation of its DLI programs. However, Franklin High must rely primarily on the northeast region for enrollment balancing, considering Cleveland High has little available capacity and is forecasted to have slightly increased enrollment in the 2024-2025 school year.

There is modest available capacity at the middle school level that could be rebalanced through boundary adjustments to bring all schools below 100 percent utilization. The addition of Kellogg Middle School in 2021-20 will add significant middle school capacity.

Elementary and K-8 schools have less available capacity than middle school but enough that boundary adjustments and program relocation could bring all schools below 100 percent utilization. Available capacity in the northeast region provides additional flexibility for elementary and K-8 schools. This does not factor in the opening of Kellogg Middle School in the 2021-2022 school year or reconfiguration of K-8 schools. Sunnyside K-8 and Winterhaven K-8 are enrolled wholly or partially via lottery, and changes to their quotas are needed to bring utilization below 100 percent.

Based on functional capacity alone, there are several opportunities for phasing out modular classrooms, including at Glencoe Elementary, Woodmere Elementary, and Lent K-8. However, most modular classrooms in the region are needed to keep utilization at or near 100 percent (in fact, several schools are still over-utilized with modular classrooms). Boundary adjustments and reconfiguration of K-8 schools will be needed to provide more opportunities to phase out modular classrooms.

4.3.1.1 Stand-Alone Focus/Alternative Programs

This region has six stand-alone focus/alternative programs: Buckman Elementary (arts focus), Creative Science K-8 (science focus), Pioneer K-8 at Holladay Center and Youngson campuses (special education focus), Richmond Elementary (Japanese DLI), Sunnyside K-8 (environmental focus), and Winterhaven (Science, Technology, Engineering, and Math [i.e., STEM] focus). The Pioneer K-8 campuses at Holladay Center and Youngson are very under-utilized at 19.9 and 15.6 percent, respectively. Buckman Elementary is under-utilized at 68.1 percent. The other schools are near or above 100 percent utilization. Buckman

Elementary and Sunnyside K-8 are unique in that they are enrolled primarily from their catchments, while the other schools are enrolled through lottery or application.

4.3.1.2 Leased Buildings

There is one leased school building in the southeast region: Edwards Elementary School (273 gross capacity). This building is not immediately needed for utilization relief in this region but is a notable asset for cross-regional options.

4.3.1.3 Special Education Services

The southeast region is well balanced in its special education focus classrooms at the elementary and middle school levels. There are four communication behavior classrooms (Grout Elementary, Lewis Elementary, Llewellyn Elementary, and Woodmere Elementary); five intensive skills classrooms (Atkinson Elementary, Creston K-8, Hosford Middle, Lane Middle, and Mt. Tabor Middle); and four social emotional classrooms (Arleta K-8, Buckman Elementary, Harrison Park K-8, and Marysville K-8).

A K-12 continuum for focus classrooms is not supported by existing feeder paths in this region. None of the elementary school classrooms can follow a feeder path to the middle school level. Feeder paths for these classrooms should be considered during the enrollment and program balancing effort.

4.3.2 Reconfiguring K-8 Schools

There are seven neighborhood K-8 schools in this region (Arleta, Bridger, Creston, Harrison Park, Lent, Marysville, and Sunnyside). Combined enrollment is 1,131 students for the middle school grade group. Between the three nearest middle schools (Hosford, Lane, and Mt. Tabor) and the new Kellogg Middle School, there is available functional capacity of 964—the vast majority from Kellogg Middle, which is not sufficient to take on all middle school students from the seven K-8 schools. Removing the co-located focus/alternative programs from Hosford Middle, Lane Middle, and Mt. Tabor increases available capacity to 1,490, enough to take on all K-8 middle school students.

Relocating middle school students reduces utilization (including co-located focus/alternative enrollment but without modular classrooms) for Arleta K-8 (56.5 percent), Bridger K-8 (64.3 percent), Creston K-8 (51.0 percent), Harrison Park K-8 (49.0 percent), Lent K-8 (52.7 percent), Marysville K-8 (55.1 percent), and Sunnyside K-8 (69.5 percent). This would leave an elementary grade group enrollment of 8,044 across 19 neighborhood schools with a combined functional capacity of 9,967. These schools have an average functional capacity of 525 students, providing an opportunity to consolidate and free up three entire schools for other purposes (e.g., expanding early learning).

4.3.3 Minimizing Program Co-Location

Fifteen of 20 focus/alternative programs in the southeast region are co-located with neighborhood programs. Fourteen of the 15 co-located programs are DLI. Total enrollment in co-located focus/alternative programs is 2,272 students. By grade group, co-located enrollment is 1,178 students for elementary school, 794 students for middle school, and 300 students for high school.

There is potential for two comprehensive DLI elementary schools in this region. The elementary grade group in co-located DLI programs is 1,178 students, which could be accommodated between two current elementary or K-8 schools. The DLI middle school grade group (636 students) and high school grade group (300 students) could each be accommodated in current elementary or K-8 schools, assuming K-8 reconfiguration. However, if all three grade groups were to occupy their own schools, one leased school (i.e., Edwards Elementary) or one school from a neighboring region would be needed to accommodate all DLI enrollment.

The ACCESS talented and gifted program at Lane Middle is the only non-DLI focus/alternative program co-located with a neighborhood program. The elementary school cohort of ACCESS is located at Vestal Elementary in the northeast region. The combined elementary and middle school program enrollment for the 2019-2020 school year is 300 students (forecasted to slightly increase to 308 students by the 2024-2025 school year). Available elementary school capacity in this region or a neighboring region could be used to unite the program in a single location.

4.4 West Region

The west region, which includes the Lincoln and Wilson clusters, has a total enrollment of 10,613 as of October 2019, split between one K-12, ten K-5, two K-8, three grades 6 through 8, and two grades 9 through 12 schools. For a map of west region school locations and catchments, see the district-wide overview map and cluster-specific maps in Appendix B. Neighborhood program enrollment and residence in this region is projected to increase by 3.6 and 3.4 percent, respectively. Forecasts in neighborhood program enrollment are mixed among grade configurations. Neighborhood program enrollment and residence in this region are projected to decrease by 2.1 and 0.7 percent, respectively, with declines in all schools except high school, which has projected increases of 8.1 and 8.9 percent for enrollment and residence, respectively. The primary drivers (i.e., issues) in this region include:

- Over-/underutilization
- Reconfiguration of K-8 schools
- Co-location of neighborhood and focus/alternative programs
- Phasing out modular classrooms
- Special education focus classroom continuum

4.4.1 Optimizing Use of Facilities

The west region has the second highest capacity utilization in the District, close behind the southeast region and similarly providing less opportunity for overutilization relief than in the north and northeast regions; yet some opportunities exist. The west region is geographically isolated from the rest of the District by the Willamette River. Rebalancing efforts involving shifts of catchment boundaries into other regions would introduce reliance on bridges that will create transportation challenges for the District. In consideration of this, we focus on intra-regional options that achieve the outcome goals. Table 4-4 is a summary of functional capacity, current and forecasted enrollment, and utilization, with and without modular classrooms.

Table 4-4: Capacity Utilization for Schools in the West Region.

School	Functional Capacity	Functional Capacity w/o Modulars	2019-2020 Enrollment (Co-Located Programs)	2019-2020 Capacity Utilization	2019-2020 Capacity Utilization w/o Modulars	2024-2025 Forecasted Enrollment (Co-Located Programs)
Grades K-5						
Ainsworth	612	504	644 (306)	105.2%	127.8%	606 (293)
Bridlemile	603	576	508	84.2%	88.2%	462
Capitol Hill	429	399	416	97.0%	104.3%	389
Chapman	592	515	484	81.8%	94.0%	487
Forest Park	519	219	402	77.5%	183.6%	313
Hayhurst	519	--	396	76.3%	--	361
Maplewood	418	253	374	89.5%	147.8%	337
Markham	600	--	430	71.7%	--	404
Rieke	465	303	368	79.1%	121.5%	342
Stephenson	510	--	371	72.7%	--	347
Grades K-8						
Odyssey	201	--	244	121.4%	--	254
Skyline	282	--	248	87.9%	--	195
Subtotal	**483**	**--**	**492**	**101.9%**	**--**	**449**
Grades 6-8						
Gray	622	--	566	91.0%	--	530
Jackson	907	--	793	87.4%	--	784
West Sylvan	986	--	833 (145)	84.5%	--	821 (139)
Subtotal	**2,515**	**--**	**2,192 (145)**	**87.2%**	**--**	**2,135 (139)**
Grades 9-12						
Lincoln	1,866	--	1,588 (159)	85.1%	--	1,524 (163)
Wilson	1,773	--	1,558	87.9%	--	1,869
Subtotal	**3,639**	**--**	**3,146 (159)**	**86.5%**	**--**	**3,393 (163)**
Grades K-12						
Metro. Learning Center	464	--	390	84.1%	--	389
Subtotal	**464**	**--**	**390**	**84.1%**	**--**	**389**
Grand Total	**12,368**	**11,499**	**10,613 (610)**	**85.8%**	**92.3%**	**10,414 (595)**

NOTES:
% = percent.
w/o = without.

Ainsworth Elementary and Odyssey K-8 are the only schools currently over-utilized. Enrollment at Ainsworth Elementary could be eased through boundary adjustments or relocation of its DLI program. Odyssey K-8 is enrolled via lottery, and changes to its quota would be needed to bring utilization below 100 percent.

Enrollment for the high school grade group in the west region is forecasted to increase, due entirely to projected increases Wilson High, which is expected to be overutilized by the 2024-2025 school year. Boundary adjustments between the Wilson and Lincoln high schools could keep Wilson below 100 percent utilization. Relocation of the Spanish DLI program at Lincoln High to another region could further reduce utilization. However, it's important and makes geographic sense to continue providing opportunities for a K-12 Spanish DLI program that's accessible in the west region.

There is modest available capacity at the middle school level, although all three schools have very similar utilization rates. The 2024-2025 enrollment forecast shows slight enrollment decline, and functional capacity is not exceeded at any of these schools.

Like middle school, there is modest available capacity for elementary schools and Skyline K-8. Boundary adjustments could help shift enrollment to the five elementary schools in the 70- to 80-percent utilization range (Forest Park, Hayhurst, Markham, Rieke, and Stephenson).

Elementary schools in the west region have the highest concentration and utilization of modular classrooms in the District. Of the seven elementary schools with modular classrooms, based on functional capacity alone, Bridlemile and Chapman are the only two where phasing out all modular classrooms is feasible. Forest Park, Maplewood, and Rieke could phase out some of their modular classrooms but not all. Boundary adjustments to better balance enrollment across elementary schools may present more opportunities.

4.4.1.1 Stand-Alone Focus/Alternative Programs

This region has two stand-alone focus/alternative programs: Metropolitan Learning Center K-12 (alternative school) and Odyssey K-8 (experiential learning focus). Neither offer opportunities for co-location, as they are near 100 percent utilization or over-utilized.

4.4.1.2 Leased & Vacant Buildings

There is one leased school building in the west region, Terwilliger School (168 gross capacity), and one vacant school building, Smith Elementary School (384 functional capacity). These buildings are not immediately needed for utilization relief but could be assets toward phasing out all modular classrooms in this region. For the five elementary schools that need modular classrooms to stay below 100 percent utilization (or in the case of Ainsworth, to be only slightly over-utilized), there is a combined enrollment of 226 students above functional capacity without modular classrooms.

4.4.1.3 Special Education Services

The west region has good balance in its special education focus classrooms at the elementary and middle school levels. There are two communication behavior classrooms (Bridlemile Elementary and Stephenson Elementary); three intensive skills classrooms (Jackson Middle, Markham Elementary, and West Sylvan Middle); and three social emotional classrooms (Chapman Elementary, Gray Middle, and Hayhurst Elementary).

A K-12 continuum for focus classrooms is partially supported by existing feeder paths in this region. The focus classrooms at Hayhurst Elementary and Markham Elementary can follow a feeder path to the middle school level. However, focus classrooms at Bridlemile Elementary, Chapman Elementary, and Stephenson Elementary cannot follow the feeder path. Feeder paths of these classrooms should be considered during the enrollment and program balancing effort.

4.4.2 Reconfiguring K-8 Schools

Skyline is the only neighborhood K-8 school in this region. Enrollment is 100 students for its middle school grade group. The nearest middle school is West Sylvan, where there is available functional capacity of 153, which is enough to take on all middle school students from Skyline K-8.

Relocating middle school students reduces utilization for Skyline K-8 to 52.3 percent. Reconfiguration to elementary grades would provide additional capacity to help the effort to phase out modular classrooms at the elementary level.

4.4.3 Minimizing Program Co-Location

Three of five focus/alternative programs in the west region are co-located with neighborhood programs, all of which are Spanish DLI programs. Total enrollment in co-located focus/alternative programs is 610 students. By grade group, co-located enrollment is 306 students for elementary school, 145 students for middle school, and 159 students for high school.

There is potential for a comprehensive Spanish DLI elementary school in this region, but it would require use of leased/vacant buildings or significant boundary adjustments to shift enrollment out of an existing neighborhood elementary. The middle school and high school grade groups are too small to efficiently utilize an entire building on their own but could be combined with the elementary grade group to occupy a K-12 Spanish DLI school. There is little opportunity to co-locate with a stand-alone focus/alternative program in this region.

4.5 Cross-Regional Coordination Opportunities

The greatest opportunity for cross-regional coordination is in the north, northeast, and southeast regions. The overarching strategy in these regions is to achieve balance by shifting enrollment from the southeast region and inner/central northeast region, with their relatively high utilization rates, to the north region and outer northeast region, with their lower utilization rates.

On its own, reconfiguring K-8 schools can be largely achieved without cross-regional coordination. However, given the proximity of some K-8 schools to the regional divides used in this assessment, which do not follow catchment boundaries, coordination is needed. In the broader goal of district-wide enrollment balancing, K-8 reconfiguration is an important tool to achieve the shifting of enrollment to the northeast and north regions.

Like K-8 reconfiguration, program co-location can be solved region-by-region but should be considered another tool in shifting enrollment from over-utilized schools to those with capacity.

The following are cross-regional opportunities and constraints at each grade level.

4.5.1 High School

With high school enrollment forecasted to increase and many high schools near or over capacity, available capacity at Jefferson High is a major asset. Shifting enrollment from the southeast region (Cleveland High and Franklin High) and inner/central northeast region (Grant High) to the high schools in the outer northeast region (Madison High) and north region (Jefferson High and Roosevelt High) should be a priority. This can

be achieved through discontinuation of the DAZs (to increase Jefferson High's capture rate in the current DAZs) and through boundary adjustments that work in tandem with K-8 reconfiguration and program relocation. The following is a summary of issues and opportunities for each high school in the District:

- Cleveland High
  - Constraint: Near capacity in 2019-2020 school year and forecasted to remain so in the 2024-2025 school year.
  - Constraint: Two modular classrooms (82 functional capacity).
  - Constraint: Bounded by Willamette River to the west, I-84 to the north, and an over-utilized Franklin High to the east.
  - Opportunity: Relocation of Chinese DLI program to provide enrollment relief (133 students).
  - Opportunity: K-12 boundary adjustment into Franklin cluster for enrollment relief, provided Franklin High can push enrollment to Madison cluster.
- Franklin High
  - Constraint: Over-utilized in 2019-2020 school year and forecasted for more enrollment by 2024-2025 school year.
  - Constraint: Bounded by Cleveland High (at capacity) to the west and by Grant High (over-utilized) to the north.
  - Opportunity: K-12 boundary adjustment into Madison cluster, which has available capacity.
  - Opportunity: Relocation of Russian and Spanish DLI programs to provide enrollment relief (167 students).
- Madison High
  - Constraint: Bounded in the northwest by Jefferson/Madison DAZ (at capacity), in the south by Franklin High (over-utilized), and to the east by Grant High (over-utilized).
  - Constraint: Capacity in this cluster greatly needed to take on enrollment to relieve Franklin High and Grant High.
  - Opportunity: School has available capacity.
  - Opportunity: Boundary adjustment into Jefferson cluster which has available capacity.
  - Opportunity: Relocation of Spanish DLI program to provide enrollment relief (68 students).
- Grant High
  - Constraint: Over-utilized in 2019-2020 school year and forecasted for more enrollment by 2024-2025 school year.
  - Constraint: Bounded in the south by Cleveland High (at capacity) and Franklin High (over-utilized).
  - Opportunity: Boundary adjustment into Madison and/or Jefferson cluster, which both have available capacity.
  - Opportunity: Relocation of Japanese DLI program to provide enrollment relief (224 students).
- Jefferson High

  - Constraint: DAZs allow students to opt into other neighborhood programs, creating very low utilizations at Jefferson High.
  - Constraint: Bounded to the east by Grant High (over-utilized) and to the northwest by Roosevelt (near capacity).
  - Constraint: Has capacity greatly needed to take on enrollment to relieve Grant High and Franklin High (by way of Madison High).
  - Opportunity: School has most available capacity.
- Roosevelt High
  - Constraint: Bounded to the west by the Willamette River.
  - Opportunity: Boundary adjustment into Jefferson cluster, which has available capacity.
  - Opportunity: Relocation of Spanish DLI program to provide enrollment relief (179 students).
- Wilson High
  - Constraint: Near capacity in 2019-2020 school year and forecasted to be over-utilized by 2024-2025 school year.
  - Constraint: Bounded to the east by the Willamette River
  - Opportunity: Boundary adjustment into Lincoln cluster can offer some enrollment relief.
- Lincoln High
  - Constraint: Bounded to the east by the Willamette River.
  - Constraint: Capacity in this cluster needed to take on enrollment to relieve Wilson High.
  - Opportunity: Near capacity in 2019-2020 school year but forecasted to decline by the 2024-2025 school year
  - Opportunity: Relocation of Spanish DLI program to provide enrollment relief (159 students).

In the longer term, Benson High may also figure into the enrollment relief at the high school level. Scheduled to open in the 2024-2025 school year with a functional capacity of 2,203, it has the potential to take on approximately 1,000 additional students through program co-location or expansion of its lottery enrollment.

4.5.2 Middle School

The 2019-2020 middle school grade group enrollment across the north, northeast, and southeast regions is 8,329 students (Table 4-5). The functional capacity across the 11 middle schools in these regions (without modular classrooms, including Kellogg Middle) is 7,871. The 458-capacity deficit initially suggests an additional comprehensive middle school is needed somewhere east of the Willamette River to accommodate reconfiguration of all K-8 schools to elementary schools. This enrollment figure includes middle school students who attend stand-alone K-8 and middle school focus/alternative schools (da Vinci Middle, Creative Science K-8, Pioneer K-8, Sunnyside K-8, and Winterhaven K-8) and the ACCESS program at Lane Middle. Considering these focus/alternative schools may remain as is and ACCESS may move into a stand-alone school, middle school grade group enrollment would drop to 7,157 and the functional capacity of ten schools (now excluding da Vinci Middle) would drop to 7,168, resulting in a capacity surplus of 11. Considering also that enrollment drops further to 6,315 if co-located DLI programs are consolidated and moved out of middle

schools, the result would be a capacity surplus of 853. A final consideration is the 7.3 percent decrease in enrollment forecasted by the 2024-2025 school year for the middle school grade group.

Table 4-5: Middle School Functional Capacity, Enrollment, Utilization, and Forecasted Enrollment for North, Northeast, and Southeast Regions.

Region	MS Functional Capacity w/o Modulars	MS Grade Group 2019-2020 Enrollment (Co-Located Programs)	MS Grade Group 2019-2020 Capacity Utilization (excl. Co-Located Programs)	MS Grade Group 2024-2025 Forecasted Enrollment
North	1,956	1,712 (211)	87.5% (76.7%)	1,515
Northeast	2,303	2,576 (206)	111.9% (102.9%)	2,427
Southeast	3,612	4,041 (794)	111.9% (89.9%)	3,777
Total	**7,871**	**8,329 (1,211)**	**105.8% (90.4%)**	**7,719**

NOTES:
% = percent.
excl. = excluding.
MS = middle school.
w/o = without.

As demonstrated by this analysis of enrollment and capacity, establishing the need for an additional comprehensive middle school east of the Willamette River depends on decisions about preserving stand-alone focus/alternative schools and consolidating co-located programs. Another factor for consideration in establishing an additional middle school is that, unlike at the high school level, available capacity at the middle school level is distributed throughout the north, northeast, and southeast regions. With the need to shift enrollment away from over-utilized high schools, the challenge for middle schools is maintaining existing feeder paths and avoiding major boundary adjustments. If significant boundary adjustments or widespread program relocation/consolidation are not feasible, an additional middle school may be necessary.

4.5.3 Elementary School

The 2019-2020 school year enrollment for the elementary grade group across the north, northeast, and southeast regions is 17,406 students (Table 4-6). Assuming the reconfiguration of all K-8 schools to elementary schools, the functional capacity across the 48 elementary schools in these regions (without modular classrooms, excluding Holladay Annex) is 24,675. The 7,269-capacity surplus equates to approximately 14 schools (at an average capacity of 514) that could be used for overutilization relief and focus/alternative program consolidation. As discussed with the middle school grade group, stand-alone elementary focus/alternative schools (Buckman Elementary, Creative Science K-8, Rigler Elementary, Richmond Elementary, Pioneer K-8, Sunnyside K-8, and Winterhaven K-8) may remain as is, dropping enrollment to 15,206 and the functional capacity of 40 schools to 21,131, resulting in a capacity surplus of 5,925 (or approximately 11 schools at an average capacity of 528). This surplus provides ample flexibility for accommodating the current co-located focus/alternative program enrollment for elementary (2,659); middle school (1,053); and high school grade groups (771) and for expanding early childhood and special education classrooms. Note that movement of co-located elementary enrollment does not change the capacity surplus, as those students will leave space in the neighborhood schools.

Table 4-6: Elementary and K-8 School Functional Capacity and Elementary Grade Group Enrollment, Utilization, and Forecasted Enrollment for North, Northeast, and Southeast Regions.

Region	ES and K-8 School Functional Capacity w/o Modulars[1]	ES Grade Group 2019-2020 Enrollment (Co-Located Programs)	ES Grade Group 2019-2020 Capacity Utilization (excl. Co-Located Programs)	ES Grade Group 2024-2025 Forecasted Enrollment
North	4,829	2,990 (766)	61.9% (46.1%)	2,745
Northeast	7,872	5,875 (715)	74.6% (65.5%)	5,498
Southeast	11,974	8,541 (1,178)	71.3% (61.5%)	7,907
Total	**24,675**	**17,406 (2,659)**	**70.5% (59.8%)**	**16,150**

NOTES:
% = percent.
ES = elementary school.
excl. = excluding.
[1]Excludes Holladay Annex.

After K-8 reconfiguration, like the middle schools, available capacity at the elementary school level is distributed throughout the north, northeast, and southeast regions. Also like the middle school level, the challenge will be maintaining existing feeder paths while shifting enrollment away from over-utilized high schools.

5 HISTORICAL ENROLLMENT BALANCING PROCESSES—THE DISTRICT-WIDE BOUNDARY REVIEW ADVISORY COMMITTEE

In an effort to contextualize the review of district-wide systems and baseline data relative to the District's upcoming enrollment and program balancing project, FLO conducted a comprehensive review of previous boundary adjustment initiatives completed by the District. Specifically, FLO has reviewed the most recent DBRAC work. The goal of this review is to understand the organization and outcome of DBRAC's work and to identify lessons learned that can help improve the upcoming enrollment and program balancing process. DBRAC's work, in part, had similar objectives to the District's upcoming enrollment, and program balancing work and many of the same district-wide issues identified in Section 4 of this report persist.

The evaluation of the DBRAC process included the review of over 160 memos, reports, presentations, meeting packets, and videos related to DBRAC meetings, Board meetings, and community engagement efforts. While FLO went to great lengths to review as much documentation as possible in order to understand the work completed by DBRAC, there were limitations to what was reasonably ascertainable. Limitations include:

- FLO acquired all relevant documentation via online sources to reconstruct the DBRAC timeline. Requests to District staff for additional materials where relevant gaps in the timeline or important work products were identified were also made.

- FLO reviewed the reconstructed timeline of the DBRAC process. While in most cases the event timeline was clear, in some instances, it was unclear when certain DBRAC materials were posted to the District's webpage relative to an upcoming or past meeting or event.
- An exhaustive effort was not made (e.g., no public records requests) to review all the District's communication (e.g., emails) relative to the DBRAC work.

Nevertheless, FLO feels confident that the review completed provides sufficient detail from which to draw conclusions.

A comprehensive outline, in chronological order, of the DBRAC review is provided as Appendix D. Please note that due to the large number and type of references cited (162 total), references are shown in underlined text throughout the document. Cited sources can be provided upon request.

5.1 Leading up to the District-wide Boundary Review Advisory Committee

As previously noted, this review is focused on the most recent work by DBRAC. However, there are a few notable details that are worth summarizing to help provide context for how DBRAC was formed.

Prior to DBRAC, the Superintendent's Advisory Committee for Enrollment and Transfer (SACET) was active and advised former Superintendent Carole Smith on enrollment and transfer issues. SACET was formed in 2008, and between 2012 and 2014 alone, the committee met over 40 times. This advisory committee explored the policies and practices around school choice, enrollment, and transfer, and evaluated topics such as priority and preferences in school choice lottery and guarantees in student assignment.

In early 2013, the Board approved Resolution 4718, which directed Superintendent Smith to: "develop and recommend a process for a comprehensive review of the school boundaries district-wide and policies related to student assignment and transfer to better align with the Racial Educational Equity Policy and promote strong capture rates and academic programs at every grade level."

In order to meet these directives, Superintendent Smith took two actions:

1. She engaged SACET to review student assignment and transfer policies to align with the Racial Educational Equity Policy.

2. She partnered with the PSU Center for Public Service (CPS) to independently assess the District's readiness to take on a district-wide boundary review process; assist the District with setting clear values, goals, and issues; and recommend a process for a district-wide review of school boundaries.

Pursuant to the resolution, the District retained PSU's CPS in 2014 to provide guidance on managing enrollment growth in alignment with the District's equity goals. The Intergovernmental Agreement was designed so that PSU could assist the District with eventually achieving two important tasks:

1. Devise and implement a process to engage a wide range of current and future district parents, students, staff, community organizations, and other key stakeholders to conduct a comprehensive district-wide boundary review and recommend new school boundaries for adoption by the Board.

2. Create a flexible and dynamic "Boundary Review Framework" on which the current and future boundary-setting processes will be based.

In May of 2014, PSU's CPS released the first report: Complex Challenges and New Opportunities: Building the Framework for Boundary Review—An Assessment of PPS's Organizational Readiness and Options for Citizen Engagement (PSU, 2014a). The report identified a number of key findings, including:

- The District lacked internal clarity and alignment on the purpose and goals of the proposed district-wide boundary review.
- The District had well-developed policy tools to address enrollment, but they were not explicitly tied to policy priorities.
- Policy ambiguity and inconsistent practice created confusion and mistrust.
- The District has great data capabilities, but key boundary review information was not easily accessible.
- Stakeholders had mixed perceptions and understanding of the district-wide boundary review.
- Stakeholders were skeptical that boundary review can address inequity.
- Capacity to engage the public was not uniform across the district.
- Willingness to engage was high, but mistrust was a challenge.

To address these findings, PSU's CPS recommended that prior to moving to immediately launch its district-wide boundary review process, and before embarking on any community engagement, the District should first address issues that CPS found in the initial assessment by:

- Establishing a shared understanding of the district-wide boundary review with District leadership, management, the Board, and school building staff, including the goals, scope, and key components and how it fits in with the District's other strategies.
- Establishing and normalizing policy principles and processes that are non-negotiable components of the process and determine where the district has flexibility, where it does not, and how to articulate that internally and externally.
- Ensuring that participants—staff and stakeholders—understand their role in the process. Carefully and precisely clarifying roles at the onset of the process will support and further carry the "shared understanding" of this process.
- Preparing, in advance, a package of useful data and analysis that will help inform parents and stakeholders and support the district-wide boundary review conversations. The District should also put in place at the outset a "Community Organizing Infrastructure" strategy so that a community engagement effort can begin as soon as Phase II is launched.

In September of 2014, PSU's CPS released a second report: A Values, Growth, and Equity Strategy for District-wide Boundary Review: Aligning PPS's Policies and Practices to Address Short- and Long-Term Educational Priorities (2014b). The report recommended that the District prepare for and launch a comprehensive community engagement effort focused on "Values, Growth, and Equity" that will define and inform policy decisions and practices around program equity, boundaries, school configurations, and enrollment and transfer. The report also recommended the following:

- The District should establish a DBRAC that will report to the Superintendent and will be charged with recommending new boundaries to be implemented for the 2015-2016 school year and in setting new boundaries district-wide, based on community values, as soon as is feasible.
- To assist the community with reviewing district data and meaningfully engaging with the boundary review process, the District should develop comprehensive school profiles for all schools that allow for comparisons with other schools in the district. The District should consider creating a web-based tool that enables users to display and compare available district data.
- Throughout this process, the District should ensure that baseline program offerings are available at every school and to every student.
- The District should develop and implement a "Community Organizing Infrastructure" that includes a set of nested, segmented activities designed to authentically engage communities, particularly communities of color and other historically underrepresented groups.

The following month, on October 28, 2014, SACET members presented their final recommendations to Superintendent Smith to align the enrollment and transfer system and the racial educational equity policy for the District. There recommendations included:

- Ending neighborhood-to-neighborhood lottery transfers
- Strengthening the hardship petition transfer process
- Implementing a quality review process for focus option schools
- Continuing the District's support for dual-language immersion programs
- Modifying the focus option lottery system
- Providing greater enrollment stability for children receiving special education services

In January 2015, the PPS Board formally adopted changes to the Enrollment & Transfer policy based on recommendations developed after approximately 18 months of work by the SACET.

In November 2014, preceding the Board's adopted policy changes, Superintendent Smith, based on recommendations made by PSU's CPS, appointed a Superintendent's DBRAC. Specific deliverables for DBRAC included:

- Recommending boundary changes to the Superintendent to relieve acute enrollment issues at the schools identified by the District with the most critical enrolment problems (completed in January 2015)
- Recommending a boundary change values framework and necessary policy revisions (the subject of this report)
- Providing an assessment to the superintendent on the application of the Board-approved framework to staff-generated boundary change options

5.2 The DBRAC Process

DBRAC consisted of 25 voting members appointed by Superintendent Smith and were selected from a variety of sectors, including Portland citizens, parents, administrators, teachers, student representatives, Board

members, community-based organizations, and representation from local government. As not to provide an exhaustive recap of each of the DBRAC meetings, community meetings, and Board engagement, a brief summary timeline has been provided below. Please note that any gaps in reported months are the result of no reasonably ascertainable information being available to FLO.

November 2014 through May 2015: The first five months of the DBRAC process were spent orienting the committee by asking questions such as, "What does a successful boundary review process look like?" During this time, the DBRAC meetings also consisted of the committee getting a deep understanding of the current state of the District's enrollment system, learning about how different systems impact student enrollment, and reviewing baseline data and school profiles by cluster.

In May and June of 2015, DBRAC hosted two community meetings. On July 6, 2015, DBRAC provided a report to the Board on the progress to date. By this point, DBRAC had met 20 times and major accomplishments listed include:

- Developing an understanding of the current system through review of enrollment data, policies, and population projections
- Reviewing boundary change criteria and processes from other districts
- Developing guiding values and proposing policy language changes to align the enrollment balancing process

DBRAC also listed a set of next steps in their July 2015 Board report, including:

- Review results from analysis on grade configuration, facility utilization, and enrollment targets
- Review information on current baseline program offerings and potential program expansion efforts
- Provide guidance to the District on community engagement efforts for when boundary change scenarios become available

August through September 2015: DBRAC continued working to understand and determine the preferred enrollment ranges by grade group for the District. They also discussed their community input plan for late August through December 2015. The plan included the following elements:

- Attend community feedback meetings
- Draft feedback survey
- Participate in online town halls
- Review and synthesize feedback as it is received
- Collaborate with District staff to develop up to two final boundary and grade configuration change proposals to forward to Superintendent Smith for consideration

DBRAC discussed the upcoming timeline for the options development and review. It was noted by members that the timeline felt very optimistic, and committee members wanted to be sure members felt strongly about the scenarios they would be putting out there. There were also questions by committee members as to what their role was regarding recommendations.

During this time period, key performance indicators (KPIs) were also discussed. The goal was for these to be comparable across all scenarios, relevant to the current context, repeatable and accurate, few in number, and accessible by the general public. Example KPIs include the reduction in the number of schools that are over capacity; awareness of racial, ethnic, and socioeconomic distributions at every school; awareness of special education needs when relocated; safe routes to schools; and more alignment of school boundaries with neighborhood boundaries.

October 2015: In early October, DBRAC presented to the Board the District-wide Enrollment Balancing Values and Framework Resolution, which was approved as Board Resolution 5149.

Committee members presented on understanding enrollment balancing scenarios, including modeling specifics such as the use of neighborhood capture rates and transfer in/out of school catchment areas. A new timeframe for DBRAC was also rolled out at this meeting and was specified as follows:

- October 9 through 28, 2015: Drafting proposals.
- October 29, 2015: Committee review of proposals begin.
- November 2015: Committee continues to review proposals and the public is provided a preview.
- December 2015: Committee makes recommendation to Superintendent Smith.
- January 2016: Superintendent Smith makes recommendation to the Board.
- January through February 2016: The Board votes on proposal.

In addition to the above, the October 8 committee meeting included a presentation for considerations on incorporating the Soft Neighborhood Model designed by Brooke Cowan and Matt Marjanović. The Soft Neighborhood Model is a proximity-based assignment system for students at their point of entry and utilizes school capacity and sibling status to determine which school a student will have the right to attend. It was noted that due to the modelers not having disaggregated student data, it was unclear how to measure diversity or how mid-year school assignments would be addressed. The model team also had insufficient data to test racial impact of the Soft Neighborhood Model. District staff indicated at the DBRAC meeting that the soft boundary scenario could not be delivered on the same timeline as other scenarios and would require significant changes to the boundary development and implementation timeline. DBRAC advised that District staff should generate a scenario applying the Soft Neighborhood Model.

In general, District staff noted that the Soft Neighborhood Model would be a paradigm shift for the entire District system and would include:

- Significant changes to existing technical and operational infrastructure, both in the short- and long-term
- Redefining transportation, staffing, and enrollment and transfer systems
- Board policy change

At the October 20 Board meeting, the Board approved Resolution 5155, which directed staff to produce a Soft Neighborhood Model scenario when presenting recommendations for the district-wide enrollment balancing process. They asked DBRAC to generate pros and cons of the Soft Neighborhood Model without

actually incorporating soft model scenarios as part of the final recommendations. Note that it was not clear from FLO's review of documentation if a Soft Neighborhood Model was ever produced.

The final DBRAC meeting in October was the first meeting at which the first two proposals for district-wide changes were presented by District staff. The scenarios included grade reconfiguration, new neighborhood schools, changes to focus options and DLI programing, high school boundary adjustments, and adjustments to split feeder patterns. The presentation also included an overview of global KPIs for each scenario, as well as initial implementation timelines and additional programmatic changes that could be incorporated into either scenario.

It should be noted that at prior DBRAC meetings, where public comment was allowed at the beginning of each meeting, there had been at most three public comments to date (based upon past meeting notes). At this final meeting in October, there were ten verbal and 15 written comments. Public comments included concerns about the District's scenario KPIs, grade reconfiguration, boundary adjustments, and potential travel across the river.

November 2015: In early November, two scenarios developed by District staff were provided to DBRAC, and rationale was provided on how the two models were designed, including tradeoffs between grade reconfigurations, attempts to address dual concerns of overcrowding and under-enrollment at District facilities, and attempts to balance a variety of other considerations into the scenario planning.

During the November timeframe (November 5 through December 2), the District held 18 community listening sessions throughout the district. These meetings were intended to provide the public with a viewing of the draft scenarios and receive feedback. They all started with a brief overview of DBRAC's charge, timeline, and general process. They then went on to explain the two draft scenarios developed and solicited feedback and comments.

At the second DBRAC meeting in November, District staff presented new materials and resources that were available to the public through the District's website, including key technical data, an interactive web map, school reports, planning area maps, high school enrollment reports, implementation plans by school, best practices in district rezoning, and technical facts. There was also discussion about numerous data requests by committee members, including a data refresh using 2015 student enrollment data. Committee members asked for additional data at this meeting.

The meeting also included feedback received to date at the community listening sessions and an overview for further events planned in subsequent weeks. It was noted that over 2,000 community members had attended these sessions to date and that an online survey had collected over 1,000 responses. Finally, DBRAC was led through an exercise of evaluating the two standing scenarios through the District's RESJ lens.

During the November timeframe, Hanover Research (Hanover) released a guidance document on "Best Practices in District Rezoning" (Hanover, 2015) that summarized approaches that school districts around the country have used to determine school boundaries and school assignment processes. Earlier in the year, the District had sought the assistance of Hanover to help identify best practices for adjusting school boundaries within an urban school district. Hanover's key findings included:

- School assignment processes should be feasible, transparent, efficient, and equitable.

- Many urban school districts have turned to redistricting to address under-enrollment or overcrowding issues, but neither educators nor researchers have agreed upon best practices for redistricting.
- Districts must be aware of how student assignment mechanisms and redistricting may have a disproportionate effect on disadvantaged students.
- Districts have used a variety of strategies to engage the community in revising school boundaries and assignment systems, such as interactive websites, focus groups, surveys, community meetings and workgroups, and participatory advisory committees.
- Accurate enrollment projections are vital for effective long-term planning and enrollment management.

December 2015: On December 12, DBRAC presented an update on their progress to the Board, including an overview of the two draft working scenarios and feedback received from the community listening sessions.

DBRAC met four times in December, including an all-day work session on December 5. It was clear during the December meetings that DBRAC would not likely be on schedule with providing the Superintendent a recommendation by the self-imposed December deadline.

The first DBRAC meeting in December consisted of reviewing criteria and reporting on the current scenarios, as well as soliciting input for new modeling scenarios. The conversation seemed to focus on grade reconfiguration and whether the decision around grade reconfiguration should be the District's responsibility or DBRAC's.

At the second DBRAC meeting, an update to an existing model was presented by District staff, where 24 K-8 schools would be converted; 50 schools would be impacted; and Clark, Kellogg, and Rose City Park would open as neighborhood schools. DBRAC unanimously supported continuing to develop this model, with DBRAC member amendments, into a full scenario that would include boundary and program locations.

At the third DBRAC meeting in December, committee members were joined by Superintendent Smith who thanked and congratulated DBRAC for their hard work and guidance over the boundary review process. She asked the committee to provide recommendations to her in January regarding the degree of reconfiguration and rationale for keeping schools as K-8s. She stated that their response would be helpful even if it were not a detailed level and that she could begin the budget and planning process. An updated timeline for providing a recommendation to Superintendent Smith by January 22, 2016, was also discussed.

January 2016: DBRAC met six times in January, including one all-day work session on January 9. During the four working DBRAC meetings, District staff continued to present new analysis on K-8 reconfiguration, addressed the committee members' data requests, and reviewed scenario updates for the west and east side changes.

At the January 14 DBRAC meeting, it was announced that a planned community listening session at Wilson High School would take place on January 19. This community meeting would include a presentation of the draft scenarios and focused specifically on the west side proposed changes to address overcrowding and under-enrollment concerns. It was also noted that the forthcoming District Bond Measure could provide an opportunity to build additional capacity at Lincoln High School.

At the final four working DBRAC meetings in January, feedback received from the west side community listening session was provided, and DRBAC members expressed concern on a variety of fronts due to the feedback received (e.g., impacts on transportation patterns, walkability, DLI program movement, equitable programming). DBRAC continued to work through and refine its scenarios, and on January 28, committee members voted to approve final recommendations for Superintendent Smith.

February through March 2016: In early February 2016, DBRAC presented its final report to Superintendent Smith: Recommendations on Balancing Enrollment in Portland Public Schools. This report includes final recommendations voted on by DBRAC for reconfiguring K-8 schools, siting middle schools throughout the district, and realigning west side boundaries. The report includes rationale for each recommendation, implementation guidance, and verbatim opinions from concurring/dissenting committee members.

In March 2016, Superintendent Smith presented a draft of proposed changes to DBRACs first set of recommendations. On March 29, 2016, Superintendent Smith provided her recommendation to the Board. Based on available documentation to FLO, the exact progression of events leading up to the Board meeting is unclear.

On March 31, DBRAC reconvened in a work session to talk through lessons learned from their last 15+ months of work. The DBRAC debrief provides valuable insight into what committee members thought worked well and what did not. The following are direct comments (verbatim) from DBRAC members that FLO feels highlight the discussions in this review:

- "Loved the contracts with culturally specific partners. We were really culturally responsive; we hired organizers to help us reach communities we would not have heard from."
- "The partner meetings with table talk across schools and communities, where people had to talk across issues and needs; and also allowed for it to be accessible for not just people comfortable coming to meetings. Also made it like it was not run by PPS [the District] or DBRAC; it was more grassroots."
- "When we did small group work, we made strides rather than moving it as a whole committee. Very effective in small groups. But needed more time for the report-outs for the small groups because I wanted to better understand WHY a group made a certain call on something."
- "Some meetings, too much on the agenda including public comment. Need to hit fewer key agenda items when we need to have deep discussion. The extended work session was really effective at PSU. Maybe do fewer longer meetings."
- "I needed time to absorb issues so that I could be ready with my A-game for a meeting. Needing to get info to committee members in time to absorb."
- "Public needed to understand that there would be iterations; that the engagement was to inform what we would do next and that the scenarios would change."
- "What is within the purview of the community? I just don't know; to be honest there are communities out there in anticipation of our next round are forging alternative plans right now and that's good, but I also know there is limited context. And they don't know what they control. They don't know what their choices are or how much leverage they actually can have. Everyone wants the world for their children. Need the parameters within which the community can operate."

- "There was a lot of stuff we needed. The middle school program doesn't exist. We didn't have a clear study of the number of sections needed for the middle school program because we didn't have Office of Teaching and Learning. We had District staff who made an educated guess and we had principals who had experience."
- "This was a very diligent group. It affects your ability to give input if you are counting on folks to be experts. I felt the tension that I was not going to become an expert in this; so, you do a committee a disservice when you bury them in data/paper. Our group was very cognizant of that and interested in the data, but it was hard to track where we were in a discussion at any given time, or the arc of the process. Needed to be able to see the arc better. Writing the Values Framework took forever because I guess we were norming. Hard to know from one meeting to the next, what progress we made. Because we got behind and then we felt the timeline was unreasonable."
- "Need to consolidate what we did so people can clearly follow the process and help keep on track. The KPIs were a great moment but at the end we all found the four to five things we were really tracking—could not do so many KPIs. I'm in the middle of a process now where we are doing 3-hour meetings; I think the 3-hour meeting where lots on the agenda, prefer 3-hour where you have time to reflect and resolve."
- "All the storming and norming at the beginning was really hard and lengthy; then we went long at the end and we had to rush; didn't have time to hear each other's voices; it takes time to hear voices. We needed to move to small groups sooner."
- "It felt more like report outs and NOT conversation. Agreement."
- "I found the meeting process challenging. I think we were inundated by the data which is good, and I know I asked for more too. I think the staff did a good job of helping us with that. Even so, it was still really hard. Wanted a way to see the through line. I liked the small group process better; we got to dive deeper. But it felt really rushed and hard and at the same time what do you do with a huge group of this size and you have deadlines."
- "When people ask me, 'what did you do on DBRAC?' the thing I say is we made a decision to go away from K-8s to middle schools/K-5s. Observation is that for the first six months that was off the table and not part of our charter. Then we ended up going there."
- "If we had been clear that configuration was what we were going to do, then we would not have been the group to do that."
- "Parts that were challenging to integrate—community and racial history; the individual school program history tied to that but not always. Tied to that was also about community resiliency; our communities were resilient; they made the most of bad situations in our schools and had pride and ownership in that. The community engagement and translation/interpretation have to be built in. In the end it hurt us and hurt PPS [the District] because families didn't feel engaged. White lower-class families didn't feel engaged either. Part of that is not the result of our process but human nature; people lead their lives and then they become engaged when it's real for them. The absenteeism on the committee; I hoped we would reach out to the people who were more absent to find out why."

- "We lost members of communities of color in that process too. When we translated from Spanish to English, I realized how much people are excluded from the process. Getting translation/interpretation right is huge."

April through May 2016: On April 12, Resolution 5253 outlining attendance area changes for Lincoln and Wilson High School clusters was presented to the Board and Superintendent Smith for recommended adoption. Board members in turn voted unanimously for additional information and modifications to the recommendations. On April 19, the Board adopted Resolution 5256 with amendments, which modified the initial recommendation presented to the Board on April 12 (i.e., Resolution 5232).

In late April, DBRAC reconvened for their next round of enrollment balancing work. Superintendent Smith opened the meeting by sharing DBRAC's new charge: developing a detailed enrollment balancing scenario for 2017 implementation. With the start of the new DBRAC process, new committee members were introduced, and District staff provided an overview of recent enrollment balancing decisions and new information about planning for middle schools was provided.

At the May 19 committee meeting, the work plan for desired outcomes for DBRAC meetings through June 16 was shared. An updated approach to community meetings was also discussed. The committee then broke out into small groups and discussed priorities for three zones, including the Ockley Green Middle feeder schools, Tubman Middle feeder schools, and the Roseway Heights and Beaumont middle feeder schools.

June 2016: DBRAC met three times in June and continued to work through scenarios with focused presentation and discussion regarding two- versus three-section K-5 and K-8 schools; information about DLI expansion and guidance on configurations; and potential impacts on immersion schools, neighboring schools, and students with the existing scenarios.

The final two meetings in June focused on drafting the guidance document to Superintendent Smith and on a status update on progress towards recommending school boundaries and feeder patterns associated with Ockley Green, Tubman, Beaumont, and Roseway Heights middle schools.

September through December 2016: In September, with the resignation of Superintendent Smith, meeting documentation focused on formal Board updates. These included a September 15 memo on DBRAC's fall balancing work. At the October 10 Board meeting, Interim Superintendent Bob McKean provided a memo to the Board titled, Implementation Options for Enrollment Balancing and Middle Grade Program Improvement 2017-18 School Year. Recommendations provided in the memo include completion of the Ockley Green implementation, support for small middle grades programs, and continuation of the proposed ACCESS move.

On December 13, an "Update on DBRAC" by District staff was given to the Board. The report noted DBRAC's continued work, including seven working DBRAC meetings in the fall, eight community listening sessions, and review of nearly 100 survey and email responses. The memo noted that in addition to continuing its work on Ockley Green and its four feeder elementary schools, the committee conveyed strong support for continuing their work on other reconfiguration and boundary changes across the east side.

February through April 2017: On February 6, 2017, a memo was provided to the Board by Interim Superintendent McKean on boundary change recommendations for Chief Joseph and Peninsula Elementary Schools. The memo notes that in DBRAC's January 13 memo, they describe a dilemma for their work and for the District: the desire to make one sweeping, holistic set of changes across the east side of the District

versus addressing immediate issues to complete the changes begun at Ockley Green and feeder schools last year. It was noted that the committee chose to defer a number of major enrollment changes to the next round of enrollment balancing, including the possible relocation of the Beach Elementary Spanish Immersion program and conversion from a boundary system to an individual student assignment system. Interim Superintendent McKean noted that DBRAC would like to begin working on the next major round of enrollment balancing and middle school implementation in Spring 2017.

On February 13, the Board adopted Resolution 5389 for "Boundary Change Between Chief Joseph and Peninsula Elementary Schools."

At the April 19 Board meeting, the Board adopted Resolution 5451, for the "Middle Grades Framework." The resolution specifically directed the Superintendent to further develop an implementation plan for Roseway Heights and Harriet Tubman Middle schools, with the intention of opening both for the 2018-2019 school year.

June 2017: On June 19, 2017, DBRAC provided a "Response to Informational Summary." The memo stated that DBRAC strongly supported the District's commitment to open both Harriet Tubman and Roseway Heights Middle schools for the 2018-2019 school year. Additional concerns held by DBRAC for the implementation of both middle schools were also provided. This memo was the last documentation of DBRAC's activities that were available to FLO.

5.3 Lessons Learned

As previously discussed, the intent of this review is to evaluate the DBRAC process, committee structure, timeline, and pace of covering pertinent materials that were in service of bringing forth recommendations to the Superintendent. The review was not intended to evaluate the appropriateness, logic, or eventual outcomes of the final scenarios brought forth and approved by the Board.

FLO also recognizes how challenging these processes can be, regardless of how carefully planned, facilitated, and agile a District is to the ever-changing requests made by committee members and the general public. To that end, it's clear District staff assigned to work on the DBRAC process were doing so with the absolute best intent in mind and in a genuine effort to make positive improvements to the district-wide enrollment balancing process.

The following summary represents FLO's takeaways from the DBRAC and related processes and are provided in an effort to learn from the past and to improve upcoming processes related to the District's Enrollment and Program Balancing project. These lessons learned represent our understanding of DBRAC's intent, documented processes, and related outcomes:

- The initial design and rollout of DBRAC was done with thoughtful intent. The work completed by PSU's CPR provided a logical roadmap for the District and identified the District's internal organizational strengths and areas where there was a lack of internal clarity, policy ambiguity, and data gaps.

- That said, at the onset of the process, final deliverables and deadlines were not clear, the work plan for January 2015 through May 2015 did not address community input and the Board approval process, questions around DBRAC's fundamental charge, and whether the committee

would be performing the technical work of drawing boundary lines. Committee meetings and member feedback made it feel like the committee charge was a moving target as their scope changed throughout the course of the DBRAC process.

- The District appointed the appropriate internal staff to lead the DBRAC process. Staff chosen to shepherd the DBRAC process along from 2014 to 2016 had deep institutional knowledge and appropriate expertise for the work.

- It's clear that the enrollment balancing process DBRAC was charged with providing recommendations for was about more than boundaries. Committee members continued to express frustration throughout the process, including whether the charge was in fact district-wide, what the specific guidance was on grade reconfiguration, and why high school boundaries were not included in the enrollment balancing process. There were also arguments made by committee members that the level of review and resolution for boundary changes and issues at a school-by-school level should have been resolved through a regional lens. In our opinion, regional study areas should have been developed prior to DBRAC convening.

- The DBRAC meetings were well organized and professionally facilitated and materials presented were well prepared and relevant. That said, after a careful review of the DBRAC meeting recordings and presentations, the meeting format was typically weighted towards informing and presenting to DBRAC and not enough on allowing the committee to actively work through scenarios. DBRAC member feedback supports this, and their recommendations included a desire to get material ahead of meetings for review and wanting fewer report-outs by District staff, more time for conversation, and less time on the agendas for public comment, which thereby shortened their work session time.

- The approximately 25-person DBRAC represented the entire district. The benefit of such an approach is that the committee can move around the district and address enrollment balancing issues with consistency and committee member continuity. Unfortunately, as efficient as it may be, it doesn't provide for adequate representation from those schools being affected in any given area, including school administrators and parents. As a result, DBRAC's charge eliminated the opportunity for concentrated community participation in more regional committee processes.

- Our experience has shown that more regionally appointed committees allow for a higher concentration of parents, principals, and relevant community-based organizations to represent the set of schools within a region, including their best interest, and naturally relate more directly to the neighborhoods and communities being affected. DBRAC's final report supported this notion and noted that the Superintendent should increase the number of parent representatives on DBRAC commensurate with the relative number of schools involved.

- The timeframe for DBRAC's first full year of work was heavily skewed during the first ten months toward philosophical discussions on what the intent of DBRAC was, background information about the District and individual schools, and how they would approach the work of enrollment balancing. This was in part due to DBRAC's schedule continually slipping. As a result, DBRAC met for ten months before seeing its first set of scenarios in late October 2015. This resulted in a rushed process to actively review, improve, and engage the community on draft and iterative scenarios.

- To confuse things further, in the midst of scenario development and review, DBRAC chose to entertain the Soft Neighborhood Model as an alternative to the more traditional catchment area assignment. While application and legitimacy of the Soft Neighborhood Model was never fully vetted by DBRAC, its fundamental differences to existing Board policy and the treatment of school assignment was yet another distraction to DBRAC. The collective end result was that DBRAC members felt they did not have adequate time to exhaust their options or that they were putting forth the best recommendations possible to Superintendent Smith.

- The timing of the Hanover report, provided in November 2015, is confusing given DBRAC had already begun working on scenarios and the District was actively engaged in community listening sessions. It's unclear what the intent of engaging Hanover was from the onset and how or when the District intended to integrate the recommendations provided by Hanover into the DBRAC process. In general, the recommendations provided to DBRAC appeared to be unhelpful and, in general, were likely another distraction to DBRAC's work.

- In general, a solid communications plan was rolled out in August 2015 for the fall work, resulting in great turnout and feedback at the community listening sessions and District administered surveys. DBRAC members stated that they were impressed with the contracted organizers the District hired to assist with running the culturally specific events and similarly found the partner meetings with table talk across schools and communities to be accessible and comfortable for the public. FLO's only recommendation on the community engagement, for what little was available to review, is regarding the open hearing style community listening sessions. The sessions were formatted in a question and answer format, with up to 120 minutes of public comment. It's our experience that an open house style format with an accompanied gallery walk, in which committee members have the opportunity to directly engage and listen with community members, is a much more productive format.

- The District did not have sufficient internal capacity to support the work. This became evident later in the DBRAC process, given the time it took to develop scenarios, create online content for public consumption, and respond to both committee members' request for supporting datasets and the public's requests for more information. Prior to the start of DBRAC, the District should have allocated sufficient staff resources with appropriate technical experience to properly support the work or engaged with an outside consultant with applicable experience to assist with the work.

- Ultimately, scenarios brought forward to Superintendent Smith for consideration were logical and data driven and supported the District's goal of improving enrollment balancing in certain areas of the district.

6 FINDINGS AND RECOMMENDATIONS

The following section provides a summary of FLO's key findings and recommendations. Key findings are informed by observations outlined in Section 3 (baseline data assessment) and Section 4 (identified regional

opportunities and constraints). FLO's key findings are followed by a set of recommendations for the District's upcoming enrollment and program balancing project.

6.1 Findings

Our key findings are organized by the outcome goals identified in Section 2. We have also included findings that do not connect directly to the Board's outcome goals but remain important considerations in addressing drivers for improving equitable programming throughout the district.

6.1.1 Optimizing School Facilities

The following are FLO's key findings related to the outcome goal of optimizing school facilities:

- There is a surplus of functional capacity in the district that can accommodate 2019-2020 school year enrollment and 2024-2025 school year forecasted enrollment for elementary, middle, and high school grade groups, without overutilizing any schools. The north region has the greatest surplus of functional capacity at the elementary and middle school levels, with 2024-2025 school year enrollment forecasted to decrease. The outer northeast region has the greatest surplus of functional capacity at the high school level (i.e., modernized Madison High), even when considering increases in enrollment forecasted by the 2024-2025 school year.
- Cleveland High, Franklin High, Grant High, and Wilson High are near or over capacity, with enrollment forecasted to increase by the 2024-2025 school year. Surplus capacity at Jefferson High and Madison High can be used to help alleviate overutilization of those schools.
- Dual assignment zones (DAZ) allow students to opt out of less desirable high school neighborhood programs. This has contributed to underutilization of Jefferson High and overutilization of Grant High.
- Modernization of Benson High (reopening in the 2024-2025 school year) adds needed high school capacity that can be accessed district-wide through lottery enrollment.
- Throughout the district, there are immediate opportunities to phase out modular classrooms, without the need for boundary adjustments, focus/alternative program consolidation, or K-8 reconfiguration.
- While some schools have available conventional capacity to phase out modular classrooms, others rely heavily on their modular classroom capacity in order to maintain manageable utilization rates. Reliance on modular classrooms is most acute in the west region, where additional conventional capacity may be needed to phase out modular classrooms.
- The Willamette River is a practical barrier to relieving enrollment pressures. Reliance on bridges presents challenges under normal circumstances (e.g., traffic bottlenecks, lifts, maintenance) and potentially dangerous conditions in extraordinary circumstances (e.g., natural disasters).

6.1.2 K-8 School Reconfiguration

The following are FLO's key findings related to the outcome goal of K-8 school reconfiguration:

- The opening of Kellogg Middle School in the 2021-2022 school year provides functional capacity needed in the southeast region for converting its many K-8 schools to elementary schools.
- An additional comprehensive middle school is not needed to accommodate current and forecasted enrollment if co-located programs are consolidated and stand-alone K-8 focus/alternative schools (e.g., Creative Science, Sunnyside, and Winterhaven) remain as is.
- Reconfiguring K-8 schools, without also minimizing co-location of focus/alternative programs, will result in widespread underutilization of newly converted elementary schools in the north, northeast, and southeast regions.

6.1.3 Minimizing Co-Located Programs

The following are FLO's key findings related to the outcome goal of minimizing co-located programs:

- Surplus capacity in current elementary and K-8 schools, especially in the north and northeast regions, can be used for some focus/alternative program consolidation.
- Co-located focus/alternative programs (i.e., DLI, ACCESS) could be consolidated away from neighborhood programs through the process of reconfiguring K-8 schools to elementary schools. The resulting surplus capacity at elementary schools will provide great flexibility in the approach to minimizing co-location (i.e., consolidating by grade group or program type).
- The District's priority to improve DLI program access for students who speak those languages at home means programs should generally be consolidated to locations in the north region and outer portions of the northeast and southeast regions.
- As a consideration for consolidating the ACCESS program, residence of students currently enrolled in the program is focused in the central northeast region and northern southeast region.

6.1.4 Other Considerations

The following are other key findings FLO recommends considering during the enrollment and program balancing process:

- New funding under Oregon's 2019 Student Success Act along with Multnomah County's "Preschool for All" initiative may provide additional resources for early childhood learning programs.
- There are few instances in the district where special education focus classrooms follow the current high school feeder patterns. Otherwise, given the expected surplus of capacity with K-8 reconfiguration, there should be ample opportunity to ensure a continuum of special education within each high school cluster.
- Similar to special education, the surplus capacity in current elementary and K-8 schools, as well as additional capacity created with the reconfiguration of K-8 schools, can accommodate expansion of the district's early childhood learning classrooms.
- The methodology used to develop functional capacities for schools is robust and considered many programmatic factors that reduce instructional space. However, use of school facilities is

extremely dynamic and there may be site-specific circumstances that have changed functional capacities to some degree.

- The COVID-19 pandemic is unfolding as we write this report. We are entering what is expected to be a prolonged economic recession that could reduce state and local tax revenue the District relies upon. To now be anticipating budget shortfalls represents a dramatic turn of events after the passage of Oregon's Student Success Act in 2019, which would have provided a significant funding boost for the District. It is unclear what the impacts will be specific to the program and enrollment balancing effort. In general terms, we expect that student enrollment forecasts will be impacted. In past recessions we have seen drops in enrollment and increased student mobility in disadvantaged communities, however, the underlying causes here are quite different than those driving earlier recessions. We also expect the timing of efforts to engage the community in guiding rebalancing decisions will be postponed (relative to our recommendations) and, at least in part, moved to virtual venues.

6.2 Enrollment and Program Balancing Recommendations

The District has four primary solutions to use during the enrollment and program balancing effort: (1) grade reconfiguration of schools; (2) relocation, consolidation, replication, and discontinuation of focus/alternative programs; (3) adjustment of school capacities (i.e., removing modulars, new construction/renovation, reclaiming leased properties); and (4) adjustment of catchment boundaries. As informed by the analyses in Sections 3 and 4 of this report, FLO recommends application of the following solutions in support of the District's outcome goals.

6.2.1 Optimizing School Facilities

There are three primary considerations with respect to optimizing school facilities during the enrollment and program balancing effort: (1) ongoing and upcoming modernization, (2) phasing out modular classrooms, and (3) adding capacity through currently vacant or leased facilities.

Timing of phase-outs should generally be coordinated with K-8 reconfiguration, program consolidation, and boundary adjustments. However, there are immediate opportunities to begin phasing out modular classrooms, which could occur independent of other enrollment and program balancing efforts. There are 14 schools with modular classrooms where current and forecasted enrollment accounts for less than 90 percent of facility utilization when excluding their modular capacity. Beyond these 14 schools, phasing out modular classrooms should be coordinated with the timing of K-8 reconfiguration and focus/alternative program consolidation.

FLO recommends the following actions to address the outcome goal of optimizing school facilities:

- The District take advantage of available capacity in the north, northeast, and southeast regions and work to phase out all modular classrooms in coordination with K-8 reconfiguration, program consolidation, and boundary adjustments.
- Along with boundary adjustments, the District considers adding capacity (i.e., currently vacant/leased facilities) in the west region to allow for future phasing out of most modular classrooms.

6.2.2 K-8 School Reconfiguration

The ability to reconfigure K-8 schools is dependent on the availability of space for middle school students at existing schools, Kellogg Middle, and newly consolidated focus/alternative schools. There is ample capacity in the north, northeast, and southeast regions to accommodate middle school students. However, the District will need to establish an additional comprehensive middle school in either the northeast or southeast region if focus/alternative programs remain co-located at existing middle schools, and if stand-alone K-8 focus/alternative schools (e.g., Creative Science, Sunnyside, and Winterhaven) are reconfigured to elementary schools.

In the west region, the middle school students at Skyline K-8 can be accommodated at West Sylvan Middle. The other K-8 school in the west region is Odyssey, a stand-alone focus/alternative school.

FLO recommends that the District take advantage of the enrollment and program balancing process to reconfigure as many K-8 schools as is feasible, in coordination with program consolidation, boundary adjustments, and phasing out of modular classrooms.

6.2.3 Minimizing Co-Located Programs

District-wide, there are 29 neighborhood schools that are co-located with one or more focus/alternative program(s). As shown in our analysis in Section 4, there is ample capacity in the north, northeast, and southeast regions of the district to consolidate focus/alternative programs. Given this capacity, there is flexibility in how focus/alternative programs are consolidated. Consolidation can be based on grade group, program type, or a combination of the two.

The west region has the fewest programs (a Spanish DLI program at one elementary, one middle, and one high school) but also the least available capacity. Consolidation may not be possible due to the need to displace an existing neighborhood school or bring a vacant/leased school online.

FLO recommends that focus/alternative programs are consolidated away from neighborhood schools wherever feasible, in coordination with K-8 reconfiguration, boundary adjustments, and phasing out of modular classrooms.

6.3 Enrollment and Program Balancing Work Plan Recommendations

The design and sequencing of the enrollment and program balancing work plan should be in service of the desired outcome goals. The following are FLO's recommendations for breaking this effort into manageable pieces, sequencing the work, and handling cross-regional coordination.

6.3.1 Study Area Design

The Board resolution summarized in Section 2 states the need for continuous improvement through a phased, regional, and multi-year work plan. While acknowledging the desire for and the benefits of robust coordination across the district, FLO concurs with a regional approach, recognizing the District's limited internal capacity and external support to adequately manage a concurrent, district-wide process.

A successful enrollment and program balancing effort will apply a combination of the primary solutions (i.e., grade configuration, program consolidation, and adjustment of capacities and boundaries) to groups of schools/catchments sharing the same drivers for change. Accordingly, FLO recommends breaking the project phases (i.e., planning committee processes) into study areas that encompass geographic areas no smaller than the regions used in this report.

6.3.2 Cross-Regional Coordination and Sequencing

There are immediate drivers for this work that we use to inform the sequencing of study areas. The opening of Kellogg Middle School in the fall of 2021 is a time-bound driver, directing attention first and foremost to the southeast region. The southeast region also contends with high school overutilization (i.e., Franklin High) and is home to the most K-8 schools and co-located focus/alternative programs. Overall, the southeast region is most immediately impacted by more drivers than other regions and provides the most opportunity for addressing outcome goals. For these reasons, FLO recommends that the work plan designate the southeast region study area as Phase 1, with work taking place in 2020.

The north and northeast study areas are the most interconnected in the district, largely due to the Jefferson DAZs. FLO recommends that, while each region comprises its own study area, the north and northeast study areas be run concurrently as Phase 2, with work taking place in 2021.

FLO recommends that the west region study area, with its relative disconnection from the north and eastern regions, less impact from drivers, and fewer opportunities to address outcome goals, comprise Phase 3. From a sequencing standpoint, Phase 3 could operate somewhat independently from the other two phases. However, FLO recommends it not overlap other phases, so as not to miss the benefit of valuable lessons learned coming from Phase 1 or overload District capacity by running concurrent with the large Phase 2 effort. Therefore, this work will be best suited for 2022.

A phased approach must be conducted with foresight to ensure coordination across regions. To that end, FLO recommends that, to the extent required by circumstances at each regional boundary, there be representation from neighboring regions during options development and deliberation of proposals. Diligent coordination will likely provide the most benefit in the north and northeast regions, given the magnitude of their interconnectedness.

LIMITATIONS

The services undertaken in completing this report were performed consistent with generally accepted professional consulting principles and practices. No other warranty, express or implied, is made. These services were performed consistent with our agreement with our client. This report is solely for the use and information of our client unless otherwise noted. Any reliance on this report by a third party is at such party's sole risk.

Opinions and recommendations contained in this report apply to conditions existing when services were performed and are intended only for the client, purposes, locations, time frames, and project parameters indicated. We do not warrant the accuracy of information supplied by others, or the use of segregated portions of this report.

REFERENCES

Hanover. 2015. Best practices in district rezoning. Prepared for Portland Public Schools, Portland, Oregon, by Hanover Research, Arlington, Virginia. November.

Multnomah County. 2019. Preschool for All report. Multnomah County Preschool for All Task Force. https://multco.us/file/82324/download (accessed March 2020).

PPS. 2019a. Portland Public Schools reimagined, preparing our students to lead change and improve the world. Portland Public Schools, Portland, Oregon. https://www.pps.net/visioning (accessed March 2020).

PPS. 2019b. PPS racial equity and social justice lens. Portland Public Schools, Portland, Oregon. https://www.pps.net/Page/2305 (accessed March 2020). Updated October 2019.

PPS. 2019c. Portland Public Schools student information system. Portland Public Schools System Planning and Performance Department. October 2019.

PPS. 2020. Facility utilization model. Portland Public Schools System Planning and Performance Department. February.

PSU. 2014a. Complex challenges and new opportunities: building the framework for boundary review. An assessment of PPS's organizational readiness and options for citizen engagement. Mark O. Hatfield School of Government, Portland State University, Portland, Oregon. May 2.

PSU. 2014b. A values, growth, and equity strategy for district-wide boundary review. Aligning PPS's policies and practices to address short and long term educational priorities. Mark O. Hatfield School of Government, Portland State University, Portland, Oregon. September 30.

Rynerson, C., J. Ollinger, and J. Jurjevich. 2019. Portland Public Schools enrollment forecasts, 2019-20 to 2033-34: based on October 2018 enrollments. Portland State University, Population Research Center. https://pdxscholar.library.pdx.edu/enrollmentforecasts/135 (accessed March 2019).

Rynerson, C. and J. Ollinger. 2020. Portland Public Schools enrollment forecasts, 2020-21 to 2034-35: based on October 2019 enrollments. Portland State University, Population Research Center. https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/207/PSU-PPS_Report_1920.pdf (accessed April 2020).

APPENDIX A

BOARD RESOLUTION NO. 6059

RESOLUTION No. 6059

Enrollment and Program Balancing Process Scope of Work

RECITALS

A. In June of 2019, the Portland Public Schools (PPS) Board of Education adopted an ambitious vision, *PPS reImagined*, co-constructed by a broad coalition of students, staff and community stakeholders, that provides an aspirational North Star and direction to guide the transformation of our school system.
B. While PPS engages in multi-pronged efforts to improve student outcomes through the implementation of academic strategies and social-emotional support for our students, the district also has several system issues related to the use of its physical facilities that impact student success. To address these issues, the Board of Education and the Superintendent will launch an enrollment and program balancing process.
C. The Enrollment and Program Balancing Scope of Work provides overarching guidance for the project, including district-wide rationale, core values, outcome goals, and approach and sequence of work.
D. The PPS Board of Directors reviewed and suggested revisions to scope of work drafts during work sessions on February 4 and February 18.

RESOLUTION

The Board of Directors accepts the Enrollment and Program Balancing Process Scope of Work, and directs the Superintendent to begin the first phase of the process.

Enrollment and Program Balancing Process
Proposed Scope of Work
February 25, 2020

Introduction

In June of 2019, the Portland Public Schools (PPS) Board of Education adopted an ambitious vision, *PPS reImagined*, co-constructed by a broad coalition of students, staff and community stakeholders, that provides an aspirational North Star and direction to guide the transformation of our school system. While PPS engages in multi-pronged efforts to improve student outcomes through the implementation of academic strategies and social-emotional support for our students, the district also has several system issues related to the use of its physical facilities that impact student success. To address these issues, the Board of Education and the Superintendent will launch an enrollment and program balancing process.

Staff will develop short and long-term recommendations, with input from the community, for enrollment and program balancing in Portland Public Schools based on identified outcome goals (see below) and to support the access of historically underserved students to high quality learning environments. Enrollment and program balancing work will commence in spring 2020, beginning with southeast schools. The process will continue to the north/northeast areas to address over- and under-enrolled schools in the second year. In the third year, the process will continue in the west/southwest to address over enrollment of several schools. As defined in Board policy, proposals and recommendations will be considered by the Board on an annual basis with the intention that all changes be approved no later than January of the calendar year for the following school year.

Why are we doing this?

Enrollment and program imbalances across the district create inequities that impact student learning:

- Some of our school sites are either over- or under-enrolled:
    - Over-enrolled schools often don't have enough classroom space for optimal class sizes, PE, or multiple electives
    - Under-enrolled schools often have difficulty providing a robust array of programming; students and educators in single-strand program pathways are isolated from their peers

    - Having programs co-located in a building often leads to isolation and programmatic inequities
- The ACCESS program was relocated and divided into two separate campuses and needs to be reunited and resituated.
- A new middle school is opening in 2021; we need to identify its feeder pattern and engage the school communities that may be potentially reconfigured from K-8's to K-5's, as well as prepare for the opening of an additional middle school in Southeast. Grade reconfigurations may also be needed in other areas.
- Some high school student enrollment counts are unbalanced, and could affect equitable course offerings and student opportunities
- A continuum of special education services does not currently exist within all regional clusters based on the specific needs of students on IEPs for special focus classrooms, and related supports.

Because we are inefficiently using facilities, we are addressing these problems by using scarce resources that would otherwise be available for direct student services.

Why now?

Enrollment imbalances have been recognized as problematic in PPS for many years, with multiple community processes over the last decade. While some adjustments were accomplished, problem areas still exist. The immediate impetus for re-starting this work is the opening of Kellogg Middle School in August 2021. In order to have a smooth transition for students, families, and educators, we will need to determine Kellogg's feeder pattern by January 2021. More broadly, we are committed to addressing the problems identified above to better serve our students.

Core Values

This process is grounded in our core values--ethical principles established in the development of our community-informed vision for the future of PPS:

- Students at the Center
- Racial Equity and Social Justice
- Honesty and Integrity
- Excellence
- Respect
- Relationships
- Creativity and Innovation
- Partnerships and Collaboration
- Grounded in the Spirit of Portland
- Joyful Learning and Leadership

Outcome Goals

The District's enrollment and program balancing goals to optimize student learning are:

- **Optimize the Use of Facilities** to enhance PK-12 learning environments for all students. PPS wants to be a good steward of public assets and phase out portable classrooms when possible to create connected, safer schools.
- **Support Equitable Programming** to improve the student experience across all grade levels, and particularly in middle grades. This process will support continued educational program redesign at the middle grade levels, to include reconfiguration of identified K-8 neighborhood schools to K-5 elementary schools and creating new comprehensive middle schools while maintaining regional K-8 school options to support program pathway continuity (for example, Dual Language Immersion pathways).
- **Minimize Program Co-Locations** to reduce isolation and program inequities by creating fewer shared facilities and co-located programs at K-5, K-8, and 6-8 schools.

Approach and Sequence of Work

1. **Comprehensive Analysis & Development of a Phased District-Wide Enrollment Balancing Plan -** In order to maintain equitable and fiscally sustainable schools, school districts should have a process in place that allows timely adjustments to population shifts on a regular basis. Since PPS has not had such a mechanism for many years, numerous imbalances have accumulated across the district. Data show that students' ability to thrive is challenged when there are schools across the district experiencing enrollment and program imbalances. Strategies that emerge to address these imbalances in PPS will be informed by a robust data analysis inclusive of multiple data sources. PPS will be transparent about the sources of data, as well as our analysis and utilization of the Restorative Equity and Social Justice (RESJ) lens to inform decision making. The analysis will consider student demographics race/ethnicity, social economic status, special education, and English language learners. PPS also aspires to provide opportunities to enhance data literacy within our community in order to build our collective capacity and develop a shared analysis.

2. **Phased Implementation Plan Using Regional Approach/Focus** - While the master plan will use a district-wide perspective, its implementation will occur in phases over the next several years. PPS recognizes the unique neighborhood and geographic contexts in which our students live and our schools and

programs are located. Since understanding and responding to local conditions requires some intensive work, our phased approach will address identified problem areas, while being mindful of the larger district context. Staff will begin with resolving multiple issues in the Southeast region. The most immediate task is identifying the schools that will feed into the new Kellogg Middle School that will be opening in August 2021. At the same time, we will need to prepare for opening a second middle school in the region within the next few years and resolving severe overcrowding at Bridger. As the district-wide plan identifies other regions experiencing imbalances, additional phased work will be added.

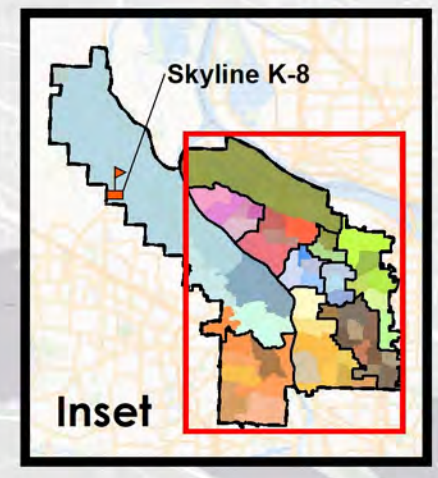
3. **Community Engagement** – As PPS staff generate recommendations for changes to bring to the School Board, we will engage the broader community in structured ways to both inform the community of the reasons why we are doing enrollment balancing, and to take advantage of the knowledge and experience of students, parents, and other community members in developing equitable solutions. Staff will seek input through advisory groups of school principals, parents, students and community, through broad outreach using open houses and surveys, as well as targeted engagement with students and historically underserved parents and community members. Community engagement will take place within the context of PPS Core Values, with an emphasis on racial equity. We are committed to sharing enrollment and related data with the public, and asking for input on scenarios generated by staff and for help in developing alternative scenarios that may lead to better, more equitable schools for our students. Final recommendations should recognize the multiple perspectives held by community members and clearly explain why some ideas were incorporated and some were not. The PPS Board will make the final decisions in the enrollment balancing process.

4. **Continuous Improvement -** As a learning organization, PPS is committed to processes that reinforce learning cycles. We intend to use a phased approach, learning from initial findings and strategies and making adjustments as the work progresses. This approach allows us to resolve problems as quickly as possible for maximum positive student impact.

APPENDIX B

DISTRICT OVERVIEW MAP & HIGH SCHOOL CLUSTER MAPS

Appendix B - Figure B-1
District Overview



Sitton K-5 SI
George 6-8
James John K-5 SI
Roosevelt 9-12 SI
Cesar Chavez K-8 SI
Rosa Parks K-5
Astor K-8
Peninsula K-5
Kenton
Woodlawn K-5
Chief Joseph K-5
Ockley Green 6-8 SI
Jefferson 9-12
Faubion K-8
Vernon K-8
Alliance 9-12 Alternative Stand Alone
Beach K-5 SI
MLK K-5 CI
Humboldt
Boise-Eliot K-5
Sabin K-5
Rigler K-5 SI Stand Alone
Scott K-5 SI
Forest Park K-5
Alameda K-5
Beaumont 6-8 SI
Roseway Heights 6-8 SI
Irvington K-5
Beverly Cleary K-1
Harriet Tubman 6-8 CI
Beverly Cleary 2-8
Grant 9-12 JI
Rose City Park K-5 VI
Madison 9-12 SI
Lee K-5
Chapman K-5
Benson 9-12 Technical, Alliance
Laurelhurst K-8
Wilcox
Vestal K-5 ACCESS
MLC K-12 Alternative
da Vinci Arts 6-8 Arts/Science
Mt. Tabor 6-8 JI and SI
Buckman K-5 Arts
Sunnyside K-8 Enviro
Glencoe K-5
Creative Science K-8 Science
Lincoln 9-12 SI
Edwards
Bridger 1-8 SI
Odyssey K-8 Experiential
Hosford 6-8 CI
Richmond K-5 JI Stand-Alone
Atkinson K-5 SI
Harrison Park K-8 CI
West Sylvan 6-8 SI
Ainsworth K-5 SI
Abernethy K-5
Bridger K-8 SI
Pioneer K-6 SPED
Cleveland 9-12 CI
Franklin 9-12 RI and SI
Pioneer 5-8 SPED
Bridlemile K-5
Winterhaven K-8 STEM
Kellogg 6-8
Creston K-8
Marshall
Grout K-5
Marysville K-8
Lent K-8 SI
Gray 6-8
Woodstock K-5 CI
Hayhurst K-5
Arleta K-8
Rieke K-5
Wilson 9-12
Terwilliger
Llewellyn K-5
Woodmere K-5
Maplewood K-5
Lewis K-5
Kelly K-5 RI
Capitol Hill K-5
Lane 6-8 ACCESS
Whitman K-5
Sellwood 6-8
Duniway K-5
Smith
Markham K-5
Jackson 6-8
Stephenson K-5

All programs labeled in red. ACCESS, Alliance and immersion programs are colocated unless otherwise stated. All other focus programs are stand-alone.

N

0 0.5 1 Miles

Elementary School
K-8 School
Middle School
High School
District Facility
Non-Neighborhood School
District Boundary
Middle School Attendance Area
High School Attendance Area

Language Immersion Program Key

CI = Chinese Immersion
JI = Japanese Immersion
RI = Russian Immersion
SI = Spanish Immersion
VI = Vietnamese Immersion

Appendix B - Figure B-2
High School Cluster: Cleveland

Chapman (K-5)
Capacity: 592
Utilization: 81.8%

Metro. Learning Center (K-12) Alternative
Capacity: 464
Utilization: 86.6%

Lincoln (9-12) SI
Capacity: 1866
Utilization: 91.8%

Ainsworth (K-5) SI
Capacity: 612
Utilization: 105.2%

Benson (9-12) Technical, Alliance
Capacity: 2203
Utilization: 47.9%

Buckman (K-5) Arts
Capacity: 627
Utilization: 74.3%

Beverly Cleary-Fernwood (2-8)
Capacity: 555
Utilization: 92.3%

Laurelhurst (K-8)
Capacity: 657
Utilization: 106.2%

da Vinci (6-8) Arts/Science
Capacity: 726
Utilization: 62.0%

Sunnyside (K-8) Environmental
Capacity: 546
Utilization: 100.5%

Edwards

Abernethy (K-5)
Capacity: 480
Utilization: 105.6%

Hosford (6-8) CI
Capacity: 696
Utilization: 89.9%

Richmond (K-5) JI - Stand Alone
Capacity: 723
Utilization: 86.7%

Cleveland (9-12) CI
Capacity: 1761
Utilization: 88.6%

Winterhaven (K-8) STEM
Capacity: 288
Utilization: 103.8%

Grout (K-5)
Capacity: 484
Utilization: 77.9%

Creston (K-8)
Capacity: 504
Utilization: 67.5%

Gray (6-8)
Capacity: 622
Utilization: 88.7%

Rieke (K-5)
Capacity: 465
Utilization: 79.1%

Wilson (9-12)
Capacity: 1773
Utilization: 107.1%

Terwilliger

Capitol Hill (K-5)
Capacity: 429
Utilization: 97.0%

Llewellyn (K-5)
Capacity: 501
Utilization: 101.6%

Sellwood (6-8)
Capacity: 683
Utilization: 87.3%

Duniway (K-5)
Capacity: 552
Utilization: 84.4%

Lewis (K-5)
Capacity: 402
Utilization: 91.0%

Woodstock (K-5) CI
Capacity: 621
Utilization: 89.4%

Arleta (K-8)
Capacity: 642
Utilization: 74.3%

Lane (6-8) ACCESS
Capacity: 749
Utilization: 78.8%

Whitman (K-5)
Capacity: 467
Utilization: 47.5%

Woodmere (K-5)
Capacity: 434
Utilization: 62.9%

Kelly (K-5) RI
Capacity: 645
Utilization: 74.1%

Marysville (K-8)
Capacity: 481
Utilization: 80.7%

Lent (K-8) SI
Capacity: 658
Utilization: 72.2%

Marshall

Lee (K-5)
Capacity: 491
Utilization: 54.8%

Wilcox

Vestal (K-5) ACCESS / RI
Capacity: 505
Utilization: 77.4%

Mt Tabor (6-8) JI / SI
Capacity: 681
Utilization: 108.4%

Glencoe (K-5)
Capacity: 573
Utilization: 78.4%

Creative Science (K-8) Science
Capacity: 522
Utilization: 86.2%

Bridger (1-8) SI
Capacity: 510
Utilization: 88.8%

Atkinson (K-5) SI
Capacity: 540
Utilization: 74.6%

Bridger-Holladay Annex (K) SI
Capacity: 75
Utilization: 124.0%

Harrison Park (K-8) CI
Capacity: 826
Utilization: 76.4%

Pioneer-Youngson (K-6) SPED
Capacity: 295
Utilization: 15.6%

Franklin (9-12) RI / SI
Capacity: 1779
Utilization: 117.5%

Pioneer-Holladay Center (5-8) SPED
Capacity: 206
Utilization: 19.9%

Kellogg (6-8)

JI = Japanese Immersion
CI = Chinese Immersion
RI = Russian Immersion
SI = Spanish Immersion
VI = Vietnamese Immersion

Legend

School Location
- Elementary School
- K-8 School
- Middle School
- High School
- Non-Neighborhood School
- District Facility
- District Boundary
- High School Attendance Area
- Middle School Attendance Area

Elementary School Attendance Area
- Abernethy
- Buckman
- Duniway
- Grout
- Lewis
- Llewellyn
- Whitman
- Woodstock

Overview Map

N
0 0.2 0.4
Miles

FLO Analytics

Appendix B - Figure B-3
High School Cluster: Franklin

Legend

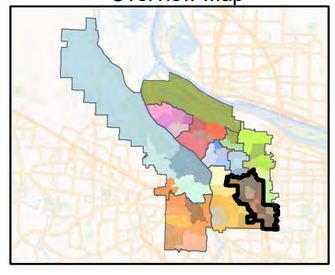
School Location

- District Facility
- Elementary School
- K-8 School
- Middle School
- High School
- Non-Neighborhood School
- District Boundary
- High School Attendance Area
- Middle School Attendance Area

Elementary School Attendance Area

- Arleta
- Atkinson
- Bridger
- Creston
- Glencoe
- Kelly
- Lent
- Marysville
- Sunnyside
- Woodmere

Overview Map



N

0 0.175 0.35

Miles

FLO Analytics

Benson (9-12) Technical, Alliance
Capacity: 2203
Utilization: 47.9%

Laurelhurst (K-8)
Capacity: 657
Utilization: 106.2%

Wilcox

da Vinci (6-8) Arts/Science
Capacity: 726
Utilization: 62.0%

Vestal (K-5) ACCESS / RI
Capacity: 505
Utilization: 77.4%

Buckman (K-5) Arts
Capacity: 627
Utilization: 74.3%

Mt Tabor (6-8) JI / SI
Capacity: 681
Utilization: 108.4%

Sunnyside (K-8) Environmental
Capacity: 546
Utilization: 100.5%

Glencoe (K-5)
Capacity: 573
Utilization: 78.4%

Creative Science (K-8) Science
Capacity: 522
Utilization: 86.2%

Edwards

Richmond (K-5) JI - Stand Alone
Capacity: 723
Utilization: 86.7%

Bridger (1-8) SI
Capacity: 510
Utilization: 88.8%

Abernethy (K-5)
Capacity: 480
Utilization: 105.6%

Bridger-Holladay Annex (K) SI
Capacity: 75
Utilization: 124.0%

Harrison Park (K-8) CI
Capacity: 826
Utilization: 76.4%

Hosford (6-8) CI
Capacity: 696
Utilization: 89.9%

Atkinson (K-5) SI
Capacity: 540
Utilization: 74.6%

Pioneer-Youngson (K-6) SPED
Capacity: 295
Utilization: 15.6%

Pioneer-Holladay Center (5-8) SPED
Capacity: 206
Utilization: 19.9%

Franklin (9-12) RI / SI
Capacity: 1779
Utilization: 117.5%

Cleveland (9-12) CI
Capacity: 1761
Utilization: 88.6%

Creston (K-8)
Capacity: 504
Utilization: 67.5%

Kellogg (6-8)

Winterhaven (K-8) STEM
Capacity: 288
Utilization: 103.8%

Grout (K-5)
Capacity: 484
Utilization: 77.9%

Marshall

Arleta (K-8)
Capacity: 642
Utilization: 74.3%

Marysville (K-8)
Capacity: 481
Utilization: 80.7%

Lent (K-8) SI
Capacity: 658
Utilization: 72.2%

Woodstock (K-5) CI
Capacity: 621
Utilization: 89.4%

Llewellyn (K-5)
Capacity: 501
Utilization: 101.6%

Woodmere (K-5)
Capacity: 434
Utilization: 62.9%

Lewis (K-5)
Capacity: 402
Utilization: 91.0%

Lane (6-8) ACCESS
Capacity: 749
Utilization: 78.8%

Kelly (K-5) RI
Capacity: 645
Utilization: 74.1%

Duniway (K-5)
Capacity: 552
Utilization: 84.4%

Whitman (K-5)
Capacity: 467
Utilization: 47.5%

JI = Japanese Immersion
CI = Chinese Immersion
RI = Russian Immersion
SI = Spanish Immersion
VI = Vietnamese Immersion

Appendix B - Figure B-4
High School Cluster: Grant

Rigler (K-5) SI - Stand Alone
Capacity: 612
Utilization: 50.2%

Scott (K-5) SI
Capacity: 618
Utilization: 78.5%

Sabin (K-5)
Capacity: 584
Utilization: 71.6%

Beaumont (6-8) SI
Capacity: 744
Utilization: 74.9%

Alameda (K-5)
Capacity: 765
Utilization: 92.0%

Beverly Cleary-Hollyrood (K-1)
Capacity: 201
Utilization: 53.2%

Irvington (K-5)
Capacity: 572
Utilization: 56.6%

Grant (9-12) JI
Capacity: 1721
Utilization: 106.8%

Rose City Park (K-5) VI
Capacity: 609
Utilization: 90.3%

Beverly Cleary-Fernwood (2-8)
Capacity: 555
Utilization: 92.3%

Laurelhurst (K-8)
Capacity: 657
Utilization: 106.2%

Benson (9-12) Technical, Alliance
Capacity: 2203
Utilization: 47.9%

da Vinci (6-8) Arts/Science
Capacity: 726
Utilization: 62.0%

(K-5) Arts
Capacity: 627
Utilization: 74.3%

Mt Tabor (6-8) JI / SI
Capacity: 681
Utilization: 108.4%

JI = Japanese Immersion
CI = Chinese Immersion
RI = Russian Immersion
SI = Spanish Immersion
VI = Vietnamese Immersion

Legend

School Location

- Elementary School
- K-8 School
- Middle School
- High School
- Non-Neighborhood School
- District Facility
- District Boundary
- High School Attendance Area
- Middle School Attendance Area

Elementary School Attendance Area

- Alameda
- Beverly Cleary
- Laurelhurst

Overview Map

N

0 0.0750.15
Miles

FLO Analytics

Appendix B - Figure B-5
High School Cluster: Jefferson / Grant

Ockley Green (6-8) SI
Capacity: 674
Utilization: 72.3%

Jefferson (9-12)
Capacity: 1764
Utilization: 43.0%

Beach (K-5) >SI
Capacity: 723
Utilization: 60.3%

Humboldt (NA)

MLK Jr (K-5) CI
Capacity: 695
Utilization: 43.2%

Vernon (K-8)
Capacity: 579
Utilization: 104.8%

Sabin (K-5)
Capacity: 584
Utilization: 71.6%

Boise-Eliot (K-5)
Capacity: 650
Utilization: 49.4%

Alameda (K-5)
Capacity: 765
Utilization: 92.0%

Irvington (K-5)
Capacity: 572
Utilization: 56.6%

Harriet Tubman (6-8) CI
Capacity: 731
Utilization: 67.0%

Beverly Cleary
-Hollyrood (K-1)
Capacity: 201
Utilization: 53.2%

Grant (9-12) JI
Capacity: 1721
Utilization: 106.8%

Beverly Cleary-
Fernwood (2-8)
Capacity: 555
Utilization: 92.3%

JI = Japanese Immersion
CI = Chinese Immersion
RI = Russian Immersion
SI = Spanish Immersion
VI = Vietnamese Immersion

Legend

School Location
- Elementary School
- K-8 School
- Middle School
- High School
- Non-Neighborhood School
- District Facility

- District Boundary
- High School Attendance Area
- Middle School Attendance Area

Elementary School Attendance Area
- Boise-Eliot
- Irvington
- MLK
- Sabin

Overview Map

N
0 0.1 0.2
Miles

FLO Analytics

Appendix B - Figure B-6
High School Cluster: Jefferson / Madison

Woodlawn (K-5)
Capacity: 618
Utilization: 49.8%

Faubion (K-8)
Capacity: 758
Utilization: 98.2%

Vernon (K-8)
Capacity: 579
Utilization: 104.8%

MLK Jr (K-5) CI
Capacity: 695
Utilization: 43.2%

Alliance-Meek (9-12)
Alternative

Rigler (K-5) SI - Stand Alone
Capacity: 612
Utilization: 50.2%

Sabin (K-5)
Capacity: 584
Utilization: 71.6%

JI = Japanese Immersion
CI = Chinese Immersion
RI = Russian Immersion
SI = Spanish Immersion
VI = Vietnamese Immersion

Legend

School Location
- Elementary School
- K-8 School
- Middle School
- High School
- Non-Neighborhood School
- District Facility
- District Boundary
- High School Attendance Area
- Middle School Attendance Area

Elementary School Attendance Area
- Faubion
- Vernon

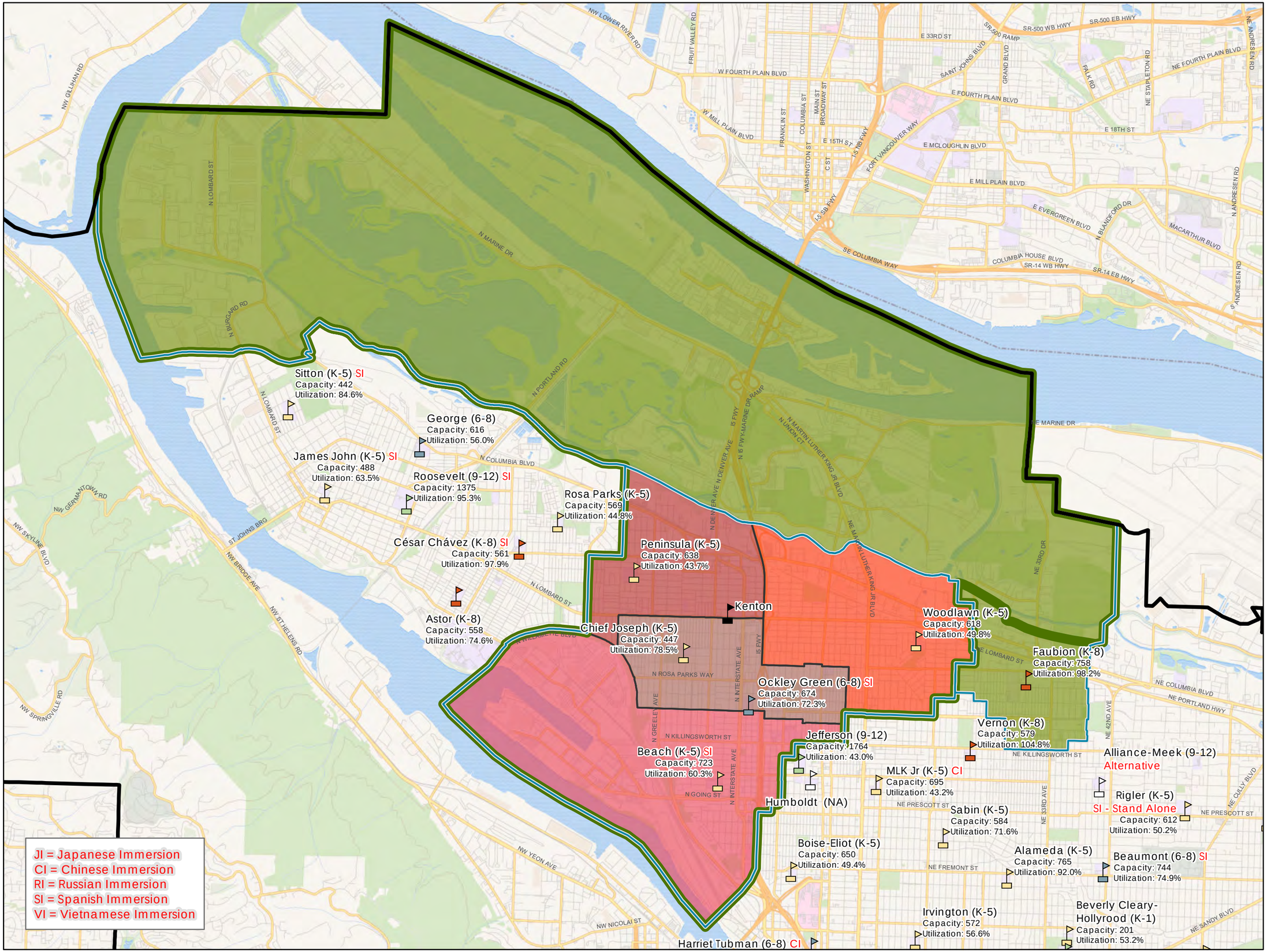
Overview Map

N

0 0.075 0.15
Miles

FLO Analytics

Appendix B - Figure B-7
High School Cluster: Jefferson / Roosevelt



JI = Japanese Immersion
CI = Chinese Immersion
RI = Russian Immersion
SI = Spanish Immersion
VI = Vietnamese Immersion

Legend

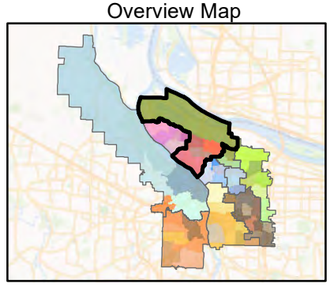
School Location

- Elementary School
- K-8 School
- Middle School
- High School
- Non-Neighborhood School
- District Facility
- District Boundary
- High School Attendance Area
- Middle School Attendance Area

Elementary School Attendance Area

- Faubion
- Beach
- Chief Joseph
- Peninsula
- Woodlawn

Overview Map



N

0 0.275 0.55

Miles

FLO Analytics

Appendix B - Figure B-8
High School Cluster: Lincoln

Skyline (K-8)
Capacity: 282
Utilization: 84.8%

Forest Park (K-5)
Capacity: 519
Utilization: 77.5%

Chapman (K-5)
Capacity: 592
Utilization: 81.8%

Metro Learning Center (K-12) Alternative
Capacity: 464
Utilization: 86.6%

Odyssey (K-8) Experiential
Capacity: 201
Utilization: 127.4%

Lincoln (9-12) SI
Capacity: 1866
Utilization: 91.8%

West Sylvan (6-8) SI
Capacity: 986
Utilization: 83.1%

Ainsworth (K-5) SI
Capacity: 612
Utilization: 105.2%

Bridlemile (K-5)
Capacity: 603
Utilization: 84.2%

JI = Japanese Immersion
CI = Chinese Immersion
RI = Russian Immersion
SI = Spanish Immersion
VI = Vietnamese Immersion

Legend

School Location
- Elementary School
- K-8 School
- Middle School
- High School
- Non-Neighborhood School
- District Facility
- District Boundary
- High School Attendance Area
- Middle School Attendance Area

Elementary School Attendance Area
- Ainsworth
- Chapman
- Forest Park
- Skyline
- Bridlemile

Overview Map

N
0 0.4 0.8
Miles

FLO Analytics

Appendix B - Figure B-9
High School Cluster: Madison

Kenton
N LOMBARD ST

Chief Joseph (K-5)
Capacity: 447
Utilization: 78.5%

Woodlawn (K-5)
Capacity: 618
Utilization: 49.8%

Faubion (K-8)
Capacity: 758
Utilization: 98.2%

Ockley Green (6-8) SI
Capacity: 674
Utilization: 72.3%

Vernon (K-8)
Capacity: 579
Utilization: 104.8%

Jefferson (9-12)
Capacity: 1764
Utilization: 43.0%

Beach (K-5) SI
Capacity: 723
Utilization: 60.3%

MLK Jr (K-5) CI
Capacity: 695
Utilization: 43.2%

Alliance (9-12)
Alternative

Rigler (K-5)
SI - Stand Alone
Capacity: 612
Utilization: 50.2%

Humboldt (NA)

Sabin (K-5)
Capacity: 584
Utilization: 71.6%

Scott (K-5) SI
Capacity: 618
Utilization: 78.5%

Boise-Eliot (K-5)
Capacity: 650
Utilization: 49.4%

Beaumont (6-8) SI
Capacity: 744
Utilization: 74.9%

Alameda (K-5)
Capacity: 765
Utilization: 92.0%

Roseway Heights (6-8) SI
Capacity: 856
Utilization: 67.8%

Beverly Cleary-Hollyrood (K-1)
Capacity: 201
Utilization: 53.2%

Madison (9-12) SI
Capacity: 1843
Utilization: 70.1%

Harriet Tubman (6-8) CI
Capacity: 731
Utilization: 67.0%

Grant (9-12) JI
Capacity: 1721
Utilization: 106.8%

Rose City Park (K-5) VI
Capacity: 609
Utilization: 90.3%

Lee (K-5)
Capacity: 491
Utilization: 54.8%

Irvington (K-5)
Capacity: 572
Utilization: 56.6%

Beverly Cleary-Fernwood (2-8)
Capacity: 555
Utilization: 92.3%

Laurelhurst (K-8)
Capacity: 657
Utilization: 106.2%

Wilcox

Benson (9-12) Technical, Alliance
Capacity: 2203
Utilization: 47.9%

Vestal (K-5) ACCESS / RI
Capacity: 505
Utilization: 77.4%

da Vinci (6-8) Arts/Science
Capacity: 726
Utilization: 62.0%

Mt Tabor (6-8) JI / SI
Capacity: 681
Utilization: 108.4%

Lincoln (9-12) SI
Capacity: 1866
Utilization: 91.8%

Buckman (K-5) Arts
Capacity: 627
Utilization: 74.3%

Sunnyside (K-8) Environmental
Capacity: 546
Utilization: 100.5%

Glencoe (K-5)
Capacity: 573
Utilization: 78.4%

Creative Science (K-8) Science
Capacity: 522
Utilization: 86.2%

Bridger (1-8) SI
Capacity: 510
Utilization: 88.8%

Abernethy (K-5)
Capacity: 480
Utilization: 105.6%

Edwards

Richmond (K-5) JI - Stand Alone
Capacity: 723
Utilization: 86.7%

Atkinson (K-5) SI
Capacity: 540
Utilization: 74.6%

Bridger-Holladay Annex (K) SI
Capacity: 75
Utilization: 124.0%

Harrison Park (K-8) CI
Capacity: 826
Utilization: 76.4%

Pioneer-Youngson (K-6) SPED
Capacity: 295
Utilization: 15.6%

Hosford (6-8) CI
Capacity: 696
Utilization: 89.9%

Franklin (9-12) RI / SI
Capacity: 1779
Utilization: 117.5%

Pioneer-Holladay Center (5-8) SPED
Capacity: 206
Utilization: 19.9%

Winterhaven (K-8) STEM
Capacity: 288
Utilization: 103.8%

Cleveland (9-12) CI
Capacity: 1761
Utilization: 88.6%

Kellogg (6-8)

Marshall

Creston (K-8)
Capacity: 504
Utilization: 67.5%

Grout (K-5)
Capacity: 484
Utilization: 77.9%

Arleta (K-8)
Capacity: 642
Utilization: 74.3%

Marysville (K-8)
Capacity: 481
Utilization: 80.7%

JI = Japanese Immersion
CI = Chinese Immersion
RI = Russian Immersion
SI = Spanish Immersion
VI = Vietnamese Immersion

Legend

School Location
- Elementary School
- K-8 School
- Middle School
- High School
- Non-Neighborhood School
- District Facility
- District Boundary
- High School Attendance Area
- Middle School Attendance Area

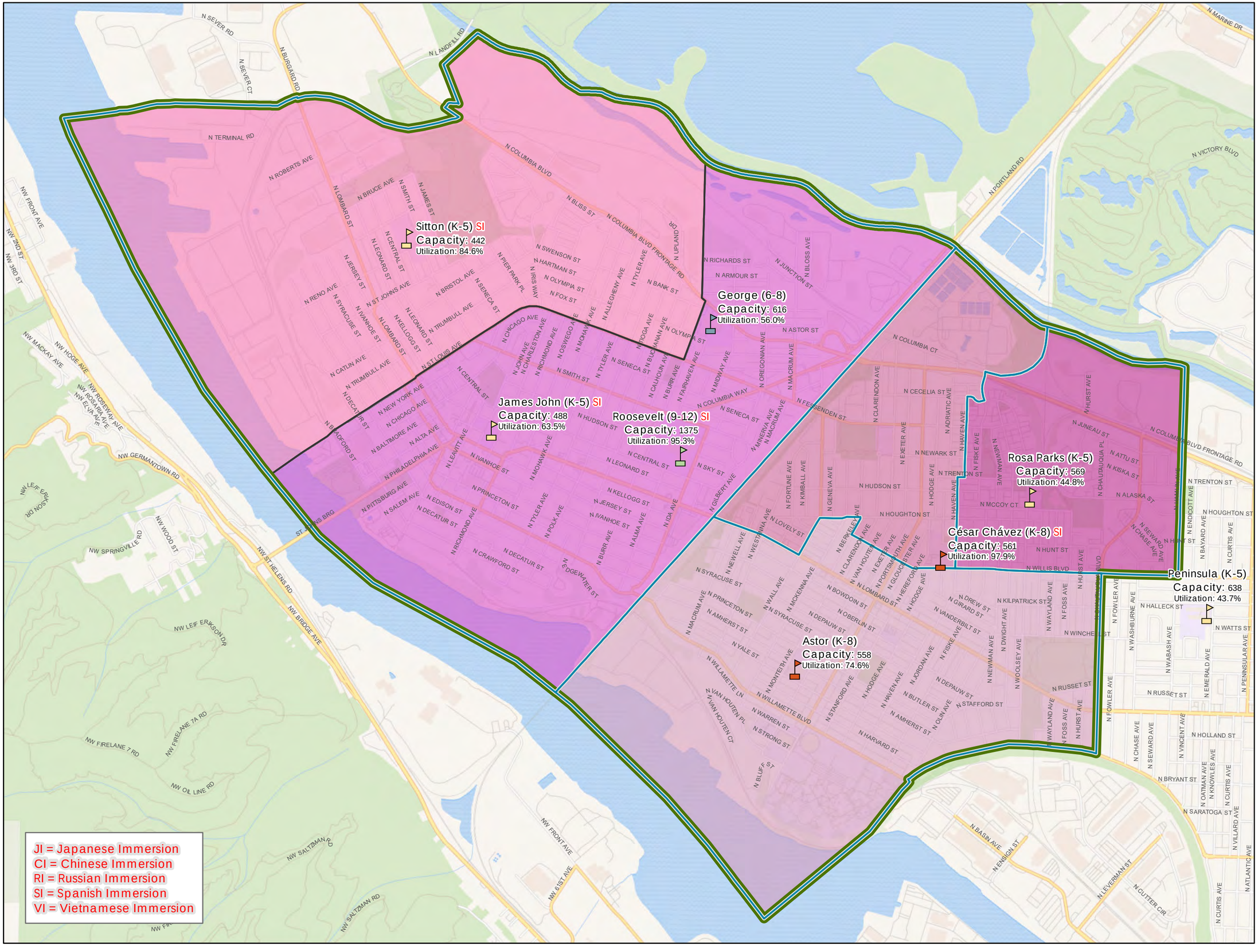
Elementary School Attendance Area
- Harrison Park
- Lee
- Rigler
- Rose City Park
- Scott
- Vestal

Overview Map

N
0 0.275 0.55
Miles

FLO Analytics

Appendix B - Figure B-10
High School Cluster: Roosevelt



Legend

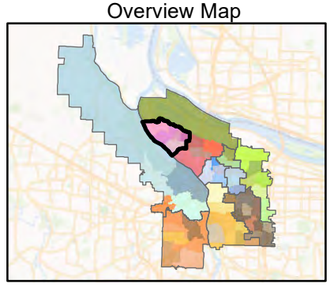
School Location

- Elementary School
- K-8 School
- Middle School
- High School
- Non-Neighborhood School
- District Facility
- District Boundary
- High School Attendance Area
- Middle School Attendance Area

Elementary School Attendance Area

- Astor
- César Chávez
- James John
- Rosa Parks
- Sitton

Overview Map



N

0 0.125 0.25

Miles

FLO Analytics

Appendix B - Figure B-11
High School Cluster: Wilson

Odyssey (K-8) Experiential
Capacity: 201
Utilization: 127.4%

West Sylvan (6-8) SI
Capacity: 986
Utilization: 83.1%

Lincoln (9-12) SI
Capacity: 1866
Utilization: 91.8%

Ainsworth (K-5) SI
Capacity: 612
Utilization: 105.2%

Buckman (K-5) Arts
Capacity: 627
Utilization: 74.3%

da Vinci (6-8) Arts/Science
Capacity: 726
Utilization: 62.0%

Sunnyside (K-8) Environmental
Capacity: 546
Utilization: 100.5%

Edwards

Abernethy (K-5)
Capacity: 480
Utilization: 105.6%

Hosford (6-8) CI
Capacity: 696
Utilization: 89.9%

Cleveland (9-12) CI
Capacity: 1761
Utilization: 88.6%

Winterhaven (K-8) STEM
Capacity: 288
Utilization: 103.8%

Grout (K-5)
Capacity: 484
Utilization: 77.9%

Bridlemile (K-5)
Capacity: 603
Utilization: 84.2%

Gray (6-8)
Capacity: 622
Utilization: 88.7%

Hayhurst (K-5)
Capacity: 519
Utilization: 77.6%

Rieke (K-5)
Capacity: 465
Utilization: 79.1%

Wilson (9-12)
Capacity: 1773
Utilization: 107.1%

Terwilliger

Llewellyn (K-5)
Capacity: 501
Utilization: 101.6%

Maplewood (K-5)
Capacity: 418
Utilization: 89.5%

Duniway (K-5)
Capacity: 552
Utilization: 84.4%

Capitol Hill (K-5)
Capacity: 429
Utilization: 97.0%

Sellwood (6-8)
Capacity: 683
Utilization: 87.3%

Smith

Markham (K-5)
Capacity: 600
Utilization: 72.5%

Jackson (6-8)
Capacity: 907
Utilization: 95.0%

Stephenson (K-5)
Capacity: 510
Utilization: 68.4%

JI = Japanese Immersion
CI = Chinese Immersion
RI = Russian Immersion
SI = Spanish Immersion
VI = Vietnamese Immersion

Legend

School Location
- Elementary School
- K-8 School
- Middle School
- High School
- Non-Neighborhood School
- District Facility
- District Boundary
- High School Attendance Area
- Middle School Attendance Area

Elementary School Attendance Area
- Bridlemile
- Capitol Hill
- Hayhurst
- Maplewood
- Markham
- Rieke
- Stephenson

Overview Map

N

0 0.25 0.5
Miles

FLO Analytics

APPENDIX C

INVENTORY OF SCHOOL PROGRAMS & INVENTORY OF SCHOOL FACILITIES TABLES

Table C-1
Inventory of School Programs
Enrollment, Programs, and Capacity Analysis Report
Portland Public Schools

School Campus Name	School Type	Grade Configu-ration	Region	High School Feeder Path	Focus/Alternative Program Type	Focus/ Alternative Program Colocation	Focus/ Alternative Program Colocated w/ Neighborhood Single Section	K-5 w/ <50 Students In Neighbor-hood Program, Any Grade	2019-20 Enroll-ment	2023-24 Forecast Enroll-ment	% Forecast Enroll-ment Change	2019-20 Resi-dence	2023-24 Forecast Resi-dence	% Forecast Resi-dence Change	2019-20 Reside and Enrolled	2019-20 Capture Rate	2019-20 Transfers In	2019-20 Transfers Out	2019-20 Net Transfers
Abernethy	Neighborhood	K-5	SE	Cleveland	-	-	-	No	507	511	0.8%	549	526	-4.2%	470	85.6%	37	20	17
Ainsworth	Focus/Alternative	K-5	W	Lincoln	Spanish Immersion	Yes	No	-	306	289	-5.6%	-	-	-	-	-	-	-	-
Ainsworth	Neighborhood	K-5	W	Lincoln	-	-	-	No	338	301	-10.9%	494	481	-2.6%	456	92.3%	43	23	20
Alameda	Neighborhood	K-5	NE	Grant	-	-	-	No	704	667	-5.3%	711	664	-6.6%	653	91.8%	51	26	25
Alliance-Meek	Focus/Alternative	9-12	NE	-	Alternative	-	-	-	106	106	0.0%	-	-	-	-	-	-	-	-
Arleta	Neighborhood	K-8	SE	Franklin	-	-	-	No	526	477	-9.3%	636	661	4.0%	423	**66.5%**	103	74	29
Astor	Neighborhood	K-8	N	Roosevelt	-	-	-	Yes	416	392	-5.8%	428	414	-3.2%	324	75.7%	92	41	51
Atkinson	Focus/Alternative	K-5	SE	Franklin	Spanish Immersion	Yes	No	-	153	158	3.3%	-	-	-	-	-	-	-	-
Atkinson	Neighborhood	K-5	SE	Franklin	-	-	-	Yes	238	245	2.9%	285	300	5.3%	229	80.4%	62	19	43
Beach	Neighborhood	K-5	N	Jefferson/Roosevelt	-	-	-	Yes	153	136	-11.1%	341	339	-0.5%	270	79.2%	19	46	(27)
Beach	Focus/Alternative	K-5	N	Jefferson/Roosevelt	Spanish Immersion	Yes	Yes	-	283	294	3.9%	-	-	-	-	-	-	-	-
Beaumont	Focus/Alternative	6-8	NE	Grant/Madison	Spanish Immersion	Yes	No	-	137	136	-0.7%	-	-	-	-	-	-	-	-
Beaumont	Neighborhood	6-8	NE	Grant/Madison	-	-	-	-	436	421	-3.4%	620	606	-2.2%	482	77.7%	56	55	1
Benson	Focus/Alternative	9-12	NE	-	Alternative	-	-	-	108	108	0.0%	-	-	-	-	-	-	-	-
Benson	Focus/Alternative	9-12	NE	-	Technical Focus	No	-	-	1,055	1,055	0.0%	-	-	-	-	-	-	-	-
Beverly Cleary-Fernwood	Neighborhood	2-8	NE	Grant	-	-	-	No	619	512	-17.3%	520	494	-5.1%	454	87.3%	165	30	135
Beverly Cleary-Hollyrood	Neighborhood	K-1	NE	Grant	-	-	-	No	123	107	-13.0%	128	109	-15.2%	118	92.2%	5	7	(2)
Boise-Eliot/ Humboldt	Neighborhood	K-5	N	Jefferson/Grant	-	-	-	Yes	325	321	-1.2%	350	342	-2.2%	229	**65.4%**	96	71	25
Bridger	Neighborhood	1-8	SE	Franklin	-	-	-	Yes	177	147	-16.9%	470	498	5.9%	261	**55.5%**	30	87	(57)
Bridger	Focus/Alternative	1-8	SE	Franklin	Spanish Immersion	Yes	Yes	-	276	282	2.2%	-	-	-	-	-	-	-	-
Bridger-Holladay Annex	Neighborhood	K	SE	Franklin	-	-	-	No	17	21	23.5%	62	57	-8.8%	42	**67.7%**	-	10	(10)
Bridger-Holladay Annex	Focus/Alternative	K	SE	Franklin	Spanish Immersion	Yes	No	-	46	36	-21.7%	-	-	-	-	-	-	-	-
Bridlemile	Neighborhood	K-5	W	Lincoln/Wilson	-	-	-	No	508	490	-3.5%	527	494	-6.3%	451	85.6%	57	22	35
Buckman	Neighborhood/ Focus	K-5	SE	Cleveland	Arts Focus	No	-	No	427	466	9.1%	217	255	17.4%	177	81.6%	250	22	228
Capitol Hill	Neighborhood	K-5	W	Wilson	-	-	-	No	416	413	-0.7%	455	483	6.2%	366	80.4%	50	42	8
César Chávez	Neighborhood	K-8	N	Roosevelt	-	-	-	Yes	230	225	-2.2%	388	329	-15.2%	258	**66.5%**	75	111	(36)
César Chávez	Focus/Alternative	K-8	N	Roosevelt	Spanish Immersion	Yes	Yes	-	319	306	-4.1%	-	-	-	-	-	-	-	-
Chapman	Neighborhood	K-5	W	Lincoln	-	-	-	No	484	445	-8.1%	542	540	-0.3%	443	81.7%	41	44	(3)
Chief Joseph	Neighborhood	K-5	N	Jefferson/Roosevelt	-	-	-	No	351	331	-5.7%	354	330	-6.7%	260	73.4%	91	33	58
Cleveland	Focus/Alternative	9-12	SE	Cleveland	Mandarin Immersion	Yes	No	-	133	135	1.5%	-	-	-	-	-	-	-	-
Cleveland	Neighborhood	9-12	SE	Cleveland	-	-	-	-	1,427	1,582	10.9%	1,715	1,853	8.1%	1,415	82.5%	85	84	1
Creative Science	Focus/Alternative	K-8	SE	-	Science Focus	No	-	-	468	450	-3.8%	-	-	-	-	-	-	-	-
Creston	Neighborhood	K-8	SE	Franklin	-	-	-	Yes	375	340	-9.3%	476	447	-6.1%	278	**58.4%**	97	62	35

Table C-1
Inventory of School Programs
Enrollment, Programs, and Capacity Analysis Report
Portland Public Schools

School Campus Name	School Type	Grade Configu-ration	Region	High School Feeder Path	Focus/Alternative Program Type	Focus/ Alternative Program Colocation	Focus/ Alternative Program Colocated w/ Neighborhood Single Section	K-5 w/ <50 Students In Neighbor-hood Program, Any Grade	2019-20 Enroll-ment	2023-24 Forecast Enroll-ment	% Forecast Enroll-ment Change	2019-20 Resi-dence	2023-24 Forecast Resi-dence	% Forecast Resi-dence Change	2019-20 Reside and Enrolled	2019-20 Capture Rate	2019-20 Transfers In	2019-20 Transfers Out	2019-20 Net Transfers
da Vinci	Focus/Alternative	6-8	NE	-	Arts/Science Focus	No	-	-	450	454	0.9%	-	-	-	-	-	-	-	-
Duniway	Neighborhood	K-5	SE	Cleveland	-	-	-	No	512	466	-9.0%	548	496	-9.5%	469	85.6%	43	39	4
Faubion	Neighborhood	K-8	NE	Jefferson/Madison/ Roosevelt	-	-	-	No	701	744	6.1%	741	716	-3.4%	584	78.8%	117	79	38
Forest Park	Neighborhood	K-5	W	Lincoln	-	-	-	No	402	369	-8.2%	427	378	-11.5%	395	92.5%	7	10	(3)
Franklin	Focus/Alternative	9-12	SE	Franklin	Russian Immersion	Yes	No	-	35	46	31.4%	-	-	-	-	-	-	-	-
Franklin	Focus/Alternative	9-12	SE	Franklin	Spanish Immersion	Yes	No	-	132	154	16.7%	-	-	-	-	-	-	-	-
Franklin	Neighborhood	9-12	SE	Franklin	-	-	-	-	1,769	1,890	6.8%	2,142	2,323	8.4%	1,764	82.4%	123	93	30
George	Neighborhood	6-8	N	Roosevelt	-	-	-	-	438	345	-21.2%	602	479	-20.5%	392	**65.1%**	46	106	(60)
Glencoe	Neighborhood	K-5	SE	Franklin	-	-	-	No	449	425	-5.3%	664	627	-5.6%	425	**64.0%**	24	69	(45)
Grant	Neighborhood	9-12	NE	Grant	-	-	-	-	1,589	1,614	1.6%	1,631	1,726	5.8%	1,443	88.5%	173	35	138
Grant	Focus/Alternative	9-12	NE	Grant	Japanese Immersion	Yes	No	-	224	224	0.0%	-	-	-	-	-	-	-	-
Gray	Neighborhood	6-8	W	Wilson	-	-	-	-	566	552	-2.5%	626	629	0.5%	521	83.2%	45	33	12
Grout	Neighborhood	K-5	SE	Cleveland	-	-	-	No	370	377	1.9%	465	459	-1.2%	321	**69.0%**	49	49	-
Harriet Tubman	Neighborhood	6-8	N	Jefferson/Grant	-	-	-	-	417	490	17.5%	610	596	-2.2%	332	**54.4%**	89	124	(35)
Harriet Tubman	Focus/Alternative	6-8	N	Jefferson/Grant	Mandarin Immersion	Yes	No	-	13	13	0.0%	-	-	-	-	-	-	-	-
Harrison Park	Focus/Alternative	K-8	SE	Madison	Mandarin Immersion	Yes	No	-	80	151	88.8%	-	-	-	-	-	-	-	-
Harrison Park	Neighborhood	K-8	SE	Madison	-	-	-	Yes	557	480	-13.8%	882	797	-9.6%	584	**66.2%**	37	87	(50)
Hayhurst	Neighborhood	K-5	W	Wilson	-	-	-	No	396	403	1.8%	478	460	-3.7%	351	73.4%	45	63	(18)
Hosford	Focus/Alternative	6-8	SE	Cleveland	Mandarin Immersion	Yes	No	-	128	124	-3.1%	-	-	-	-	-	-	-	-
Hosford	Neighborhood	6-8	SE	Cleveland	-	-	-	-	523	502	-4.0%	798	791	-0.9%	541	**67.8%**	35	68	(33)
Irvington	Neighborhood	K-5	NE	Jefferson/Grant	-	-	-	No	325	324	-0.3%	328	326	-0.6%	255	77.7%	70	49	21
Jackson	Neighborhood	6-8	W	Wilson	-	-	-	-	793	862	8.7%	855	926	8.3%	746	87.3%	47	30	17
James John	Neighborhood	K-5	N	Roosevelt	-	-	-	Yes	224	192	-14.3%	411	384	-6.7%	280	**68.1%**	50	77	(27)
James John	Focus/Alternative	K-5	N	Roosevelt	Spanish Immersion	Yes	No	-	127	118	-7.1%	-	-	-	-	-	-	-	-
Jefferson	Neighborhood	9-12	N	Jefferson	-	-	-	-	641	759	18.4%	734	801	9.1%	469	**63.9%**	172	57	115
Kelly	Focus/Alternative	K-5	SE	Franklin	Russian Immersion	Yes	No	-	224	211	-5.8%	-	-	-	-	-	-	-	-
Kelly	Neighborhood	K-5	SE	Franklin	-	-	-	Yes	252	267	6.0%	383	385	0.5%	255	**66.6%**	23	47	(24)
Lane	Focus/Alternative	6-8	SE	Cleveland/Franklin	Russian Immersion	Yes	No	-	47	45	-4.3%	-	-	-	-	-	-	-	-
Lane	Focus/Alternative	6-8	SE	Cleveland/Franklin	ACCESS Talented and Gifted	Yes	No	-	158	182	15.2%	-	-	-	-	-	-	-	-
Lane	Neighborhood	6-8	SE	Cleveland/Franklin	-	-	-	-	385	343	-10.9%	522	458	-12.2%	376	72.0%	19	55	(36)
Laurelhurst	Neighborhood	K-8	NE	Grant	-	-	-	No	698	665	-4.7%	722	690	-4.5%	641	88.8%	57	19	38
Lee	Neighborhood	K-5	NE	Madison	-	-	-	Yes	269	248	-7.8%	360	319	-11.4%	224	**62.2%**	45	70	(25)
Lent	Focus/Alternative	K-8	SE	Franklin	Spanish Immersion	Yes	Yes	-	202	211	4.5%	-	-	-	-	-	-	-	-
Lent	Neighborhood	K-8	SE	Franklin	-	-	-	No	273	276	1.1%	472	495	4.9%	338	71.6%	30	59	(29)

Table C-1
Inventory of School Programs
Enrollment, Programs, and Capacity Analysis Report
Portland Public Schools

School Campus Name	School Type	Grade Configu-ration	Region	High School Feeder Path	Focus/Alternative Program Type	Focus/ Alternative Program Colocation	Focus/ Alternative Program Colocated w/ Neighborhood Single Section	K-5 w/ <50 Students In Neighbor-hood Program, Any Grade	2019-20 Enroll-ment	2023-24 Forecast Enroll-ment	% Forecast Enroll-ment Change	2019-20 Resi-dence	2023-24 Forecast Resi-dence	% Forecast Resi-dence Change	2019-20 Reside and Enrolled	2019-20 Capture Rate	2019-20 Transfers In	2019-20 Transfers Out	2019-20 Net Transfers
Lewis	Neighborhood	K-5	SE	Cleveland	-	-	-	No	410	366	-10.7%	409	402	-1.7%	338	82.6%	72	37	35
Lincoln	Focus/Alternative	9-12	W	Lincoln	Spanish Immersion	Yes	No	-	159	181	13.8%	-	-	-	-	-	-	-	-
Lincoln	Neighborhood	9-12	W	Lincoln	-	-	-	-	1,429	1,532	7.2%	1,467	1,578	7.6%	1,371	93.5%	171	35	136
Llewellyn	Neighborhood	K-5	SE	Cleveland	-	-	-	No	509	475	-6.7%	500	437	-12.6%	446	89.2%	63	21	42
Madison	Neighborhood	9-12	NE	Madison	-	-	-	-	1,011	1,182	16.9%	1,534	1,731	12.8%	968	**63.1%**	94	217	(123)
Madison	Focus/Alternative	9-12	NE	Madison	Spanish Immersion	Yes	No	-	68	110	61.8%	-	-	-	-	-	-	-	-
Maplewood	Neighborhood	K-5	W	Wilson	-	-	-	No	374	387	3.5%	439	440	0.2%	344	78.4%	30	36	(6)
Markham	Neighborhood	K-5	W	Wilson	-	-	-	No	430	435	1.2%	521	554	6.3%	397	76.2%	33	82	(49)
Marysville	Neighborhood	K-8	SE	Franklin	-	-	-	Yes	383	388	1.3%	468	485	3.7%	302	**64.5%**	81	71	10
Metro. Learning Center	Focus/Alternative	K-12	W	-	Alternative	No	-	-	390	402	3.1%	-	-	-	-	-	-	-	-
MLK Jr	Focus/Alternative	K-5	NE	Jefferson/Grant	Mandarin Immersion	Yes	Yes	-	166	191	15.1%	-	-	-	-	-	-	-	-
MLK Jr	Neighborhood	K-5	NE	Jefferson/Grant	-	-	-	Yes	155	109	-29.7%	227	210	-7.5%	147	**64.8%**	57	49	8
Mt Tabor	Focus/Alternative	6-8	SE	Franklin	Spanish Immersion	Yes	No	-	69	79	14.5%	-	-	-	-	-	-	-	-
Mt Tabor	Focus/Alternative	6-8	SE	Franklin	Japanese Immersion	Yes	No	-	277	274	-1.1%	-	-	-	-	-	-	-	-
Mt Tabor	Neighborhood	6-8	SE	Franklin	-	-	-	-	378	385	1.9%	519	534	2.9%	420	80.9%	38	23	15
Ockley Green	Neighborhood	6-8	N	Jefferson/Roosevelt	-	-	-	-	388	365	-5.9%	621	595	-4.1%	398	**64.1%**	66	99	(33)
Ockley Green	Focus/Alternative	6-8	N	Jefferson/Roosevelt	Spanish Immersion	Yes	No	-	99	100	1.0%	-	-	-	-	-	-	-	-
Odyssey	Focus/Alternative	K-8	W	-	Experiential Learning Focus	No	No	-	244	256	4.9%	-	-	-	-	-	-	-	-
Peninsula	Neighborhood	K-5	N	Jefferson/Roosevelt	-	-	-	Yes	265	279	5.3%	323	357	10.6%	191	**59.1%**	74	74	-
Pioneer-Holladay Center	Focus/Alternative	5-8	SE	-	Special Education Focus	-	-	-	41	41	0.0%	-	-	-	-	-	-	-	-
Pioneer-Youngson	Focus/Alternative	K-6	SE	-	Special Education Focus	-	-	-	46	46	0.0%	-	-	-	-	-	-	-	-
Richmond	Focus/Alternative	K-5	SE	-	Japanese Immersion	No	-	-	627	627	0.0%	-	-	-	-	-	-	-	-
Rieke	Neighborhood	K-5	W	Wilson	-	-	-	No	368	361	-1.9%	392	361	-7.9%	333	84.9%	35	26	9
Rigler	Neighborhood/ Focus	K-5	NE	Madison	Spanish Immersion	No	-	-	307	300	-2.3%	467	444	-5.0%	241	**51.6%**	66	179	(113)
Roosevelt	Focus/Alternative	9-12	N	Roosevelt	Spanish Immersion	Yes	No	-	179	174	-2.8%	-	-	-	-	-	-	-	-
Roosevelt	Neighborhood	9-12	N	Roosevelt	-	-	-	-	1,016	1,010	-0.6%	1,478	1,574	6.5%	1,153	78.0%	36	97	(61)
Rosa Parks	Neighborhood	K-5	N	Roosevelt	-	-	-	Yes	280	255	-8.9%	387	375	-3.1%	233	**60.2%**	47	77	(30)
Rose City Park	Neighborhood	K-5	NE	Madison	-	-	-	No	360	322	-10.6%	421	437	3.9%	309	73.4%	81	68	13
Rose City Park	Focus/Alternative	K-5	NE	Madison	Vietnamese Immersion	Yes	No	-	178	228	28.1%	-	-	-	-	-	-	-	-
Roseway Heights	Focus/Alternative	6-8	NE	Madison	Spanish Immersion	Yes	No	-	69	91	31.9%	-	-	-	-	-	-	-	-
Roseway Heights	Neighborhood	6-8	NE	Madison	-	-	-	-	545	489	-10.3%	822	756	-8.0%	558	**67.9%**	43	95	(52)
Sabin	Neighborhood	K-5	NE	Jefferson/Grant	-	-	-	No	418	439	5.0%	420	433	3.1%	340	81.0%	78	49	29

Table C-1
Inventory of School Programs
Enrollment, Programs, and Capacity Analysis Report
Portland Public Schools

School Campus Name	School Type	Grade Configu-ration	Region	High School Feeder Path	Focus/Alternative Program Type	Focus/ Alternative Program Colocation	Focus/ Alternative Program Colocated w/ Neighborhood Single Section	K-5 w/ <50 Students In Neighbor-hood Program, Any Grade	2019-20 Enroll-ment	2023-24 Forecast Enroll-ment	% Forecast Enroll-ment Change	2019-20 Resi-dence	2023-24 Forecast Resi-dence	% Forecast Resi-dence Change	2019-20 Reside and Enrolled	2019-20 Capture Rate	2019-20 Transfers In	2019-20 Transfers Out	2019-20 Net Transfers
Scott	Focus/Alternative	K-5	NE	Madison	Spanish Immersion	Yes	No	-	229	239	4.4%	-	-	-	-	-	-	-	-
Scott	Neighborhood	K-5	NE	Madison	-	-	-	Yes	256	172	-32.8%	476	448	-5.9%	326	**68.5%**	132	98	34
Sellwood	Neighborhood	6-8	SE	Cleveland	-	-	-	-	588	596	1.4%	686	704	2.6%	568	82.8%	20	23	(3)
Sitton	Neighborhood	K-5	N	Roosevelt	-	-	-	Yes	238	239	0.4%	434	411	-5.2%	314	72.4%	43	74	(31)
Sitton	Focus/Alternative	K-5	N	Roosevelt	Spanish Immersion	Yes	No	-	136	106	-22.1%	-	-	-	-	-	-	-	-
Skyline	Neighborhood	K-8	W	Lincoln	-	-	-	Yes	248	239	-3.6%	242	220	-9.2%	217	89.7%	31	12	19
Stephenson	Neighborhood	K-5	W	Wilson	-	-	-	No	371	349	-5.9%	365	346	-5.2%	321	87.9%	50	25	25
Sunnyside	Neighborhood/ Focus	K-8	SE	Franklin	Environmental Focus	No	-	No	549	542	-1.3%	439	433	-1.4%	372	84.7%	177	31	146
Vernon	Neighborhood	K-8	NE	Jefferson/Madison	-	-	-	No	607	539	-11.2%	702	679	-3.3%	501	71.4%	106	88	18
Vestal	Focus/Alternative	K-5	NE	Madison	ACCESS Talented and Gifted	Yes	No	-	142	214	50.7%	-	-	-	-	-	-	-	-
Vestal	Neighborhood	K-5	NE	Madison	-	-	-	Yes	249	253	1.6%	374	329	-12.1%	220	**58.8%**	29	54	(25)
West Sylvan	Focus/Alternative	6-8	W	Lincoln	Spanish Immersion	Yes	No	-	145	152	4.8%	-	-	-	-	-	-	-	-
West Sylvan	Neighborhood	6-8	W	Lincoln	-	-	-	-	688	667	-3.1%	853	872	2.2%	753	88.3%	29	27	2
Whitman	Neighborhood	K-5	SE	Cleveland	-	-	-	Yes	220	222	0.9%	302	278	-7.8%	183	**60.6%**	37	54	(17)
Wilson	Neighborhood	9-12	W	Wilson	-	-	-	-	1,558	1,898	21.8%	1,690	1,967	16.4%	1,478	87.5%	80	115	(35)
Winterhaven	Focus/Alternative	K-8	SE	-	STEAM Focus	No	-	-	299	315	5.4%	-	-	-	-	-	-	-	-
Woodlawn	Neighborhood	K-5	NE	Jefferson/Roosevelt	-	-	-	Yes	308	341	10.7%	410	420	2.4%	257	**62.7%**	51	82	(31)
Woodmere	Neighborhood	K-5	SE	Franklin	-	-	-	Yes	273	285	4.4%	349	377	7.9%	236	**67.6%**	37	46	(9)
Woodstock	Neighborhood	K-5	SE	Cleveland	-	-	-	Yes	231	260	12.6%	436	407	-6.7%	345	79.1%	19	46	(27)
Woodstock	Focus/Alternative	K-5	SE	Cleveland	Mandarin Immersion	Yes	No	-	312	295	-5.4%	-	-	-	-	-	-	-	-

Table C-2
Inventory of School Facilities
Enrollment, Programs, and Capacity Analysis Report
Portland Public Schools

Facility Name	Grade Configu-ration	Region	High School Feeder Path	2019-20 Enroll-ment	2019-20 Under-served Enrollment	% 2019-20 Under-served Enrollment	2023-24 Forecast Enrollment	Functional Capacity (w/o Modulars)	Functional Classrooms (w/o Modulars)	Modular Function-al Capacity	Modular Functional Class-rooms	Functional Capacity (w/ Modulars)	Functional Class-rooms (w/ Modulars)	2019-20 Utilization (w/o Modulars)	2019-20 Utilization (w/ Modulars)	2023-24 Forecast Utilization (w/o Modulars)	2023-24 Forecast Utilization (w/ Modulars)	2019-20/ 2023-24 Utilization Change (w/o Modulars)	2019-20/ 2023-24 Utilization Change (w/ Modulars)
Abernethy	K-5	SE	Cleveland	507	124	24.5%	511	426	17	54	2	480	19	119.0%	105.6%	120.0%	106.5%	0.9%	0.8%
Ainsworth	K-5	W	Lincoln	644	222	34.5%	590	504	18	108	4	612	22	127.8%	105.2%	117.1%	96.4%	-10.7%	-8.8%
Alameda	K-5	NE	Grant	704	154	21.9%	667	738	26	27	1	765	27	95.4%	92.0%	90.4%	87.2%	-5.0%	-4.8%
Alliance-Meek	9-12	NE	-	106	76	71.7%	106	441	15	-	-	441	15	24.0%	24.0%	24.0%	24.0%	0.0%	0.0%
Arleta	K-8	SE	Franklin	526	275	52.3%	477	642	24	-	-	642	24	81.9%	81.9%	74.3%	74.3%	-7.6%	-7.6%
Astor	K-8	N	Roosevelt	416	214	51.4%	392	507	19	51	2	558	21	82.1%	74.6%	77.3%	70.3%	-4.7%	-4.3%
Atkinson	K-5	SE	Franklin	391	191	48.8%	403	540	19	-	-	540	19	72.4%	72.4%	74.6%	74.6%	2.2%	2.2%
Beach	K-5	N	Jefferson/Roosevelt	436	238	54.6%	430	639	25	84	3	723	28	68.2%	60.3%	67.3%	59.5%	-0.9%	-0.8%
Beaumont	6-8	NE	Grant/Madison	573	287	50.1%	557	744	35	-	-	744	35	77.0%	77.0%	74.9%	74.9%	-2.2%	-2.2%
Benson	9-12	NE	-	1,163	634	54.5%	1,163	2,203	93	-	-	2,203	93	52.8%	52.8%	52.8%	52.8%	0.0%	0.0%
Beverly Cleary-Fernwood	2-8	NE	Grant	619	153	24.7%	512	555	21	-	-	555	21	111.5%	111.5%	92.3%	92.3%	-19.3%	-19.3%
Beverly Cleary-Hollyrood	K-1	NE	Grant	123	31	25.2%	107	201	7	-	-	201	7	61.2%	61.2%	53.2%	53.2%	-8.0%	-8.0%
Boise-Eliot/ Humboldt	K-5	N	Jefferson/Grant	325	294	90.5%	321	650	29	-	-	650	29	50.0%	50.0%	49.4%	49.4%	-0.6%	-0.6%
Bridger	1-8	SE	Franklin	453	298	65.8%	429	361	14	149	6	510	20	125.5%	88.8%	118.8%	84.1%	-6.6%	-4.7%
Bridger-Holladay Annex	K	SE	Franklin	63	41	65.1%	57	75	3	-	-	75	3	84.0%	84.0%	76.0%	76.0%	-8.0%	-8.0%
Bridlemile	K-5	W	Lincoln/Wilson	508	142	28.0%	490	576	20	27	1	603	21	88.2%	84.2%	85.1%	81.3%	-3.1%	-3.0%
Buckman	K-5	SE	Cleveland	427	195	45.7%	466	627	24	-	-	627	24	68.1%	68.1%	74.3%	74.3%	6.2%	6.2%
Capitol Hill	K-5	W	Wilson	416	132	31.7%	413	399	15	30	1	429	16	104.3%	97.0%	103.5%	96.3%	-0.8%	-0.7%
César Chávez	K-8	N	Roosevelt	549	464	84.5%	531	518	23	43	2	561	25	106.0%	97.9%	102.5%	94.7%	-3.5%	-3.2%
Chapman	K-5	W	Lincoln	484	220	45.5%	445	515	22	77	3	592	25	94.0%	81.8%	86.4%	75.2%	-7.6%	-6.6%
Chief Joseph	K-5	N	Jefferson/Roosevelt	351	165	47.0%	331	421	15	26	1	447	16	83.4%	78.5%	78.6%	74.0%	-4.8%	-4.5%
Cleveland	9-12	SE	Cleveland	1,560	461	29.6%	1,717	1,718	80	43	2	1,761	82	90.8%	88.6%	99.9%	97.5%	9.1%	8.9%
Creative Science	K-8	SE	-	468	175	37.4%	450	522	19	-	-	522	19	89.7%	89.7%	86.2%	86.2%	-3.4%	-3.4%
Creston	K-8	SE	Franklin	375	194	51.7%	340	504	16	-	-	504	16	74.4%	74.4%	67.5%	67.5%	-6.9%	-6.9%
da Vinci	6-8	NE	-	450	196	43.6%	454	703	32	23	1	726	33	64.0%	62.0%	64.6%	62.5%	0.6%	0.6%
Duniway	K-5	SE	Cleveland	512	149	29.1%	466	552	21	-	-	552	21	92.8%	92.8%	84.4%	84.4%	-8.3%	-8.3%
Faubion	K-8	NE	Jefferson/Madison/ Roosevelt	701	654	93.3%	744	758	31	-	-	758	31	92.5%	92.5%	98.2%	98.2%	5.7%	5.7%
Forest Park	K-5	W	Lincoln	402	98	24.4%	369	219	8	300	10	519	18	183.6%	77.5%	168.5%	71.1%	-15.1%	-6.4%
Franklin	9-12	SE	Franklin	1,936	896	46.3%	2,090	1,779	78	-	-	1,779	78	108.8%	108.8%	117.5%	117.5%	8.7%	8.7%
George	6-8	N	Roosevelt	438	383	87.4%	345	616	30	-	-	616	30	71.1%	71.1%	56.0%	56.0%	-15.1%	-15.1%
Glencoe	K-5	SE	Franklin	449	166	37.0%	425	546	22	27	1	573	23	82.2%	78.4%	77.8%	74.2%	-4.4%	-4.2%
Grant	9-12	NE	Grant	1,813	471	26.0%	1,838	1,721	76	-	-	1,721	76	105.3%	105.3%	106.8%	106.8%	1.5%	1.5%
Gray	6-8	W	Wilson	566	183	32.3%	552	622	27	-	-	622	27	91.0%	91.0%	88.7%	88.7%	-2.3%	-2.3%
Grout	K-5	SE	Cleveland	370	210	56.8%	377	484	20	-	-	484	20	76.4%	76.4%	77.9%	77.9%	1.4%	1.4%
Harriet Tubman	6-8	N	Jefferson/Grant	430	312	72.6%	503	731	35	-	-	731	35	58.8%	58.8%	68.8%	68.8%	10.0%	10.0%
Harrison Park	K-8	SE	Madison	637	512	80.4%	631	826	31	-	-	826	31	77.1%	77.1%	76.4%	76.4%	-0.7%	-0.7%

Table C-2
Inventory of School Facilities
Enrollment, Programs, and Capacity Analysis Report
Portland Public Schools

Facility Name	Grade Configu-ration	Region	High School Feeder Path	2019-20 Enroll-ment	2019-20 Under-served Enrollment	% 2019-20 Under-served Enrollment	2023-24 Forecast Enrollment	Functional Capacity (w/o Modulars)	Functional Classrooms (w/o Modulars)	Modular Function-al Capacity	Modular Functional Class-rooms	Functional Capacity (w/ Modulars)	Functional Class-rooms (w/ Modulars)	2019-20 Utilization (w/o Modulars)	2019-20 Utilization (w/ Modulars)	2023-24 Forecast Utilization (w/o Modulars)	2023-24 Forecast Utilization (w/ Modulars)	2019-20/ 2023-24 Utilization Change (w/o Modulars)	2019-20/ 2023-24 Utilization Change (w/ Modulars)
Hayhurst	K-5	W	Wilson	396	193	48.7%	403	519	18	-	-	519	18	76.3%	76.3%	77.6%	77.6%	1.3%	1.3%
Hosford	6-8	SE	Cleveland	651	234	35.9%	626	696	32	-	-	696	32	93.5%	93.5%	89.9%	89.9%	-3.6%	-3.6%
Irvington	K-5	NE	Jefferson/Grant	325	129	39.7%	324	572	24	-	-	572	24	**56.8%**	56.8%	**56.6%**	56.6%	-0.2%	-0.2%
Jackson	6-8	W	Wilson	793	297	37.5%	862	907	41	-	-	907	41	87.4%	87.4%	95.0%	95.0%	7.6%	7.6%
James John	K-5	N	Roosevelt	351	237	67.5%	310	488	21	-	-	488	21	71.9%	71.9%	**63.5%**	63.5%	-8.4%	-8.4%
Jefferson	9-12	N	Jefferson	641	458	71.5%	759	1,764	88	-	-	1,764	88	**36.3%**	36.3%	**43.0%**	43.0%	6.7%	6.7%
Kelly	K-5	SE	Franklin	476	374	78.6%	478	645	27	-	-	645	27	73.8%	73.8%	74.1%	74.1%	0.3%	0.3%
Lane	6-8	SE	Cleveland/Franklin	590	361	61.2%	570	749	39	-	-	749	39	78.8%	78.8%	76.1%	76.1%	-2.7%	-2.7%
Laurelhurst	K-8	NE	Grant	698	158	22.6%	665	441	18	216	8	657	26	**158.3%**	**106.2%**	**150.8%**	**101.2%**	-7.5%	-5.0%
Lee	K-5	NE	Madison	269	196	72.9%	248	394	15	97	4	491	19	**68.3%**	**54.8%**	**62.9%**	**50.5%**	-5.3%	-4.3%
Lent	K-8	SE	Franklin	475	400	84.2%	487	583	23	75	3	658	26	81.5%	72.2%	83.5%	74.0%	2.1%	1.8%
Lewis	K-5	SE	Cleveland	410	158	38.5%	366	402	14	-	-	402	14	**102.0%**	102.0%	91.0%	91.0%	-10.9%	-10.9%
Lincoln	9-12	W	Lincoln	1,588	335	21.1%	1,713	1,866	82	-	-	1,866	82	85.1%	85.1%	91.8%	91.8%	6.7%	6.7%
Llewellyn	K-5	SE	Cleveland	509	169	33.2%	475	426	16	75	3	501	19	**119.5%**	**101.6%**	**111.5%**	94.8%	-8.0%	-6.8%
Madison	9-12	NE	Madison	1,079	704	65.2%	1,292	1,843	79	-	-	1,843	79	**58.5%**	58.5%	70.1%	70.1%	11.6%	11.6%
Maplewood	K-5	W	Wilson	374	105	28.1%	387	253	10	165	6	418	16	**147.8%**	89.5%	**153.0%**	92.6%	5.1%	3.1%
Markham	K-5	W	Wilson	430	240	55.8%	435	600	21	-	-	600	21	71.7%	71.7%	72.5%	72.5%	0.8%	0.8%
Marysville	K-8	SE	Franklin	383	263	68.7%	388	481	19	-	-	481	19	79.6%	79.6%	80.7%	80.7%	1.0%	1.0%
Metro. Learning Center	K-12	W	-	390	162	41.5%	402	464	20	-	-	464	20	84.1%	84.1%	86.6%	86.6%	2.6%	2.6%
MLK Jr	K-5	NE	Jefferson/Grant	321	255	79.4%	300	695	29	-	-	695	29	**46.2%**	46.2%	**43.2%**	43.2%	-3.0%	-3.0%
Mt Tabor	6-8	SE	Franklin	724	215	29.7%	738	681	32	-	-	681	32	**106.3%**	106.3%	**108.4%**	108.4%	2.1%	2.1%
Ockley Green	6-8	N	Jefferson/Roosevelt	487	340	69.8%	465	609	31	65	3	674	34	80.0%	72.3%	76.4%	**69.0%**	-3.6%	-3.3%
Odyssey	K-8	W	-	244	-	-	256	201	8	-	-	201	8	**121.4%**	121.4%	**127.4%**	127.4%	6.0%	6.0%
Peninsula	K-5	N	Jefferson/Roosevelt	265	173	65.3%	279	638	24	-	-	638	24	**41.5%**	41.5%	**43.7%**	43.7%	2.2%	2.2%
Pioneer-Holladay Center	5-8	SE	-	41	40	97.6%	41	206	9	-	-	206	9	**19.9%**	19.9%	**19.9%**	19.9%	0.0%	0.0%
Pioneer-Youngson	K-6	SE	-	46	45	97.8%	46	295	12	-	-	295	12	**15.6%**	15.6%	**15.6%**	15.6%	0.0%	0.0%
Richmond	K-5	SE	-	627	156	24.9%	627	723	25	-	-	723	25	86.7%	86.7%	86.7%	86.7%	0.0%	0.0%
Rieke	K-5	W	Wilson	368	120	32.6%	361	303	11	162	6	465	17	**121.5%**	79.1%	**119.1%**	77.6%	-2.3%	-1.5%
Rigler	K-5	NE	Madison	307	263	85.7%	300	418	18	194	8	612	26	73.4%	**50.2%**	71.8%	**49.0%**	-1.7%	-1.1%
Roosevelt	9-12	N	Roosevelt	1,195	907	75.9%	1,184	1,375	64	-	-	1,375	64	86.9%	86.9%	86.1%	86.1%	-0.8%	-0.8%
Rosa Parks	K-5	N	Roosevelt	280	268	95.7%	255	569	23	-	-	569	23	**49.2%**	49.2%	**44.8%**	44.8%	-4.4%	-4.4%
Rose City Park	K-5	NE	Madison	538	249	46.3%	550	609	23	-	-	609	23	88.3%	88.3%	90.3%	90.3%	2.0%	2.0%
Roseway Heights	6-8	NE	Madison	614	386	62.9%	580	856	42	-	-	856	42	71.7%	71.7%	**67.8%**	67.8%	-4.0%	-4.0%
Sabin	K-5	NE	Jefferson/Grant	418	176	42.1%	439	478	19	106	4	584	23	87.4%	71.6%	91.8%	75.2%	4.4%	3.6%
Scott	K-5	NE	Madison	485	367	75.7%	411	569	23	49	2	618	25	85.2%	78.5%	72.2%	**66.5%**	-13.0%	-12.0%
Sellwood	6-8	SE	Cleveland	588	184	31.3%	596	683	32	-	-	683	32	86.1%	86.1%	87.3%	87.3%	1.2%	1.2%
Sitton	K-5	N	Roosevelt	374	311	83.2%	345	399	15	43	2	442	17	93.7%	84.6%	86.5%	78.1%	-7.3%	-6.6%
Skyline	K-8	W	Lincoln	248	77	31.0%	239	282	11	-	-	282	11	87.9%	87.9%	84.8%	84.8%	-3.2%	-3.2%
Stephenson	K-5	W	Wilson	371	112	30.2%	349	510	17	-	-	510	17	72.7%	72.7%	**68.4%**	68.4%	-4.3%	-4.3%

Table C-2
Inventory of School Facilities
Enrollment, Programs, and Capacity Analysis Report
Portland Public Schools

Facility Name	Grade Configu-ration	Region	High School Feeder Path	2019-20 Enroll-ment	2019-20 Under-served Enrollment	% 2019-20 Under-served Enrollment	2023-24 Forecast Enrollment	Functional Capacity (w/o Modulars)	Functional Classrooms (w/o Modulars)	Modular Function-al Capacity	Modular Functional Class-rooms	Functional Capacity (w/ Modulars)	Functional Class-rooms (w/ Modulars)	2019-20 Utilization (w/o Modulars)	2019-20 Utilization (w/ Modulars)	2023-24 Forecast Utilization (w/o Modulars)	2023-24 Forecast Utilization (w/ Modulars)	2019-20/ 2023-24 Utilization Change (w/o Modulars)	2019-20/ 2023-24 Utilization Change (w/ Modulars)
Sunnyside	K-8	SE	Franklin	549	217	39.5%	542	492	20	54	2	546	22	**111.6%**	**100.5%**	**110.2%**	99.3%	-1.4%	-1.3%
Vernon	K-8	NE	Jefferson/Madison	607	311	51.2%	539	471	19	108	4	579	23	**128.9%**	**104.8%**	**114.4%**	93.1%	-14.4%	-11.7%
Vestal	K-5	NE	Madison	391	271	69.3%	467	432	18	73	3	505	21	90.5%	77.4%	**108.1%**	92.5%	17.6%	15.0%
West Sylvan	6-8	W	Lincoln	833	207	24.8%	819	986	44	-	-	986	44	84.5%	84.5%	83.1%	83.1%	-1.4%	-1.4%
Whitman	K-5	SE	Cleveland	220	175	79.5%	222	467	18	-	-	467	18	**47.1%**	47.1%	**47.5%**	47.5%	0.4%	0.4%
Wilson	9-12	W	Wilson	1,558	459	29.5%	1,898	1,773	79	-	-	1,773	79	87.9%	87.9%	**107.1%**	107.1%	19.2%	19.2%
Winterhaven	K-8	SE	-	299	79	26.4%	315	261	10	27	1	288	11	**114.6%**	**103.8%**	**120.7%**	**109.4%**	6.1%	5.6%
Woodlawn	K-5	NE	Jefferson/Roosevelt	308	247	80.2%	341	541	22	77	3	618	25	**56.9%**	**49.8%**	**63.0%**	**55.2%**	6.1%	5.3%
Woodmere	K-5	SE	Franklin	273	197	72.2%	285	342	13	92	4	434	17	79.8%	**62.9%**	83.3%	**65.7%**	3.5%	2.8%
Woodstock	K-5	SE	Cleveland	543	191	35.2%	555	621	24	-	-	621	24	87.4%	87.4%	89.4%	89.4%	1.9%	1.9%

APPENDIX D

DISTRICT-WIDE BOUNDARY REVIEW ADVISORY COMMITTEE – HISTORICAL TIMELINE

April 7, 2020

PPS DBRAC | HISTORICAL TIMELINE

Due to the large number and type of references cited (162 total), references are shown in underlined text throughout the document. Cited sources can provided upon request.

Pre-DBRAC:

- PPS Policy 4.10.045-P (Neighborhood Schools) calls for an annual assessment of enrollment issues, and lays out boundary change
- 2012 Long-Range Facility Plan: When enrollment exceeds or falls below optimal student capacity or program size, Portland Public Schools will engage in an enrollment balancing process including but not limited to transfer limitation, attendance boundary changes and grade reconfiguration before implementing school consolidation and facility changes.
- Resolution 4718 – approved January 2013 – (Jefferson Enrollment Balancing) called for district-wide boundary, enrollment and transfer review
    - 2012 enrollment balancing process for eight schools with feeder guarantee to Jefferson HS
    - Followed the abrupt closure of Young Women's Academy and consolidation of Boise/Eliot and Humboldt schools
    - Options to resolve enrollment challenges included grade reconfiguration, boundary changes and closure/consolidation
    - Community voiced strong dissent to proposals, called for stop to cluster-based changes and for a district-wide focus, instead
    - Resolution 4718, January 2013: "develop and recommend a process for a comprehensive review of the schools boundaries district-wide and policies related to student assignment and transfer to better align with the Racial Educational Equity Policy and promote strong capture rates and academic programs at every grade level"
- Superintendent's Advisory Committee for Enrollment & Transfer (SACET)
    - Oldest meeting on PPS was 10/9/12 – average of two meetings a month through 11/4/14
    - This advisory committee explores the policies and practice around school choice, enrollment and transfer, topics such as priority and preferences in the school choice lottery, guarantees in student assignment and other issues.
    - While the committee will not be asked to decide the issues, its members will shape the superintendent's actions and recommendations to the Portland School Board.
    - In February 2013, the School Board requested a review of enrollment and transfer policies and district-wide boundaries. Superintendent Smith defined roles for SACET in both these efforts:
        - Recommend revisions to enrollment and transfer policies to improve alignment with PPS strategic framework and Racial Educational Equity policy
        - Participate in district-wide boundary review process
    - June 2, 2014 SACET members presented their preliminary recommendations
    - Oct 28, 2014 SACET members presented their recommendations to Supt. Carole Smith
    - Board meeting 11/10/14 SACET recommendations were reviewed – feedback from mtg notes
    - Nov 24, 2014 Memo from Superintendent Carole Smith to Board: Proposal for Improving and Aligning Enrollment & Transfer Policy with Racial Educational Equity Policy
- May 2, 2014: PSU report "Complex Challenges and New Opportunities: Building the Framework for Boundary Review - An Assessment of PPS's Organizational Readiness and Options for Citizen Engagement"
- July 6, 2014: Memo to Members of the Board of Education from Jon Isaacs and Judy Brennan, "Update on District Wide Boundary Review Process"
- August 28, 2014: Memo to Portland Council PTA, PPS PTA Leaders & Parent Advocates from Jon Isaacs and Judy Brennan, "Current status of Enrollment & Transfer policy & school boundary review process"
- Fall 2013 CPS/NPCC Partnership: District partnered with PSU Center for Public Service and National Policy Consensus Center to plan a District-wide Boundary Review (DBR) to:

- (1) Assess PPS and community readiness and (2) Provide multiple scenarios for conducting DBR
- Key findings from initial report in June and final report in September:
  - Significant internal alignment on need for DBR, but not as a high leveraged strategy to increase student achievement/close achievement gaps
  - Widespread mistrust in broader community of PPS intent/ability to conduct an equitable process
  - Boundary changes are inextricably linked to other PPS issues, such as transfers and grade configuration
- September 30, 2014 Final report "A Values, Growth, and Equity Strategy for District-wide Boundary Review: Aligning PPS's Policies and Practices to Address Short and Long Term Educational Priorities"

November 12, 2014: First DBRAC meeting

- Committee members:
  - As listed in February 9, 2016 report
  - Currently listed on PPS website
  - Two lists are very different – here is a comparison
- DBRAC tasks:
  1. During the 2014-15 school year, D-BRAC is charged with recommending boundary changes to the Superintendent to relieve acute enrollment issues at the schools identified by PPS with the most critical enrollment problems.
  2. Upon resolving acute enrollment issues, D-BRAC should remain intact to begin District-wide Boundary Review and continue to monitor and review boundaries in the future.
- Enrollment growth overview:
  - After more than a decade of decline, this is now the 6th straight year of overall enrollment increase. Estimate: +500 students from October 2013
  - Enrollment growth is forecast to continue for the foreseeable future. Forecast: +6,276 students by 2028
  - 15th straight year that PSU Population Research Center has provided enrollment forecasts. Since 2009, district-wide forecast accuracy has been within .1% of actual enrollment
  - New report based on 2013 enrollment. Considers known population, housing and enrollment changes. Assumes the same school boundaries and enrollment patterns occur in the future.

November 18, 2014: School Board Meeting

- Memo from Superintendent Carole Smith to the Board, "Timeline and flow chart for Enrollment & Transfer Recommendations & Board Action"
  - Notes from meeting regarding above

November 20, 2014: DBRAC meeting

- Several members agreed to form a sub-committee to draft a committee decision-making process and a process for public engagement. Sub-committee members Max Tuttle, Michelle Arntz, Kim Wilson, Jason Trombley and Tony Magliano will meet prior to the next D-BRAC meeting and report back to the whole committee.
- Judy Brennan provided an overview of PPS enrollment and boundaries. She introduced 15 "hot spot" schools with chronic over-enrollment challenges. All of these schools are under consideration for some type of enrollment or space relief in 2015-16. Two schools, Beverly Cleary and Chapman, could also be considered for boundary change that would take effect next year.
- Stated concerns and requests included:
  - Lack of time to come up to speed in order to make a boundary change recommendation in January
  - An interest in knowing more about what success looks like before launching into boundary changes
  - Lack of confidence in the utilization and prioritization order presented
  - A desire to "do it right" and not to cause future trauma for communities already experiencing trauma

November 25, 2014: School Board Meeting

- Conversation about Superintendent Smith's recommendations on the Enrollment and Transfer Policy

December 2, 2014: School Board Meeting

- Materials for discussion about enrollment and transfer
    - Notes from meeting regarding above

December 9, 2014: School Board Meeting

- Materials for discussion about enrollment and transfer
    - Notes from meeting regarding above

December 11, 2014: DBRAC meeting

- Neighborhood population & school targets
- Expectations and concerns following previous meeting:
    - Shared desire for districtwide boundary review to be done the right way, being certain to apply the racial and equity lens
    - Be given the opportunity to understand the information being presented
    - Desire for DBRAC meetings to be a safe place, a place where they can tackle uncomfortable work
- Discussion as to the committee's recommendations on short-term boundary changes at Beverly Cleary and Chapman schools - Members shared a range of viewpoints:
    - Consensus that the committee should not give advice on boundary changes for these two schools, but should concentrate their efforts on preparing for the district-wide process
    - Agreement that staff should focus on other options to resolve acute enrollment issues next year
    - DBRAC should explain their concerns about short-term boundary change to the Superintendent
- Overview of growth, values and equity survey:
    - To be conducted next spring, following the district climate survey
    - Will discuss DBRAC involvement in survey development next meeting

December 16, 2014: School Board Meeting

- Materials for discussion about enrollment and transfer (First Reading: Enrollment & Transfer Policy)
    - Notes from meeting regarding above

January 8, 2015: DBRAC meeting

- What Does a Successful Boundary System Look Like? Presented by DBRAC
- DRAFT D-BRAC Work Plan for January – May 2015
    - Committee members expressed concern that the plan did not include information about the final deliverable and deadline and did not address community input and the school board approval process
    - Suggestion was made to compress the time allotted for cluster-based information sessions
    - Questions were raised regarding DBRAC's fundamental charge, and whether the committee would be performing the technical work of drawing boundary lines
- Upcoming Values, Growth and Equity survey:
    - Jon Isaacs and Wendy Willis from the National Policy Consensus Center presented information about the purpose and development plan
    - Survey will be available across the community in March-April
    - Responses to the survey will be available in May for use in developing the values to be applied to school b oundary maps
    - DBRAC members will participate in survey development. Three members (Neisha Saxena, Scott Bailey and Michelle Arntz) volunteered to serve as a sub-committee who will report back to full committee.
- Memo from DBRAC to Superintendent: Recommendations regarding acute enrollment issues
    - DBRAC is NOT in a position at this time to advice on boundary changes for Beverly Cleary and Chapman schools

January 20, 2015: School Board Meeting

- Materials for discussion about enrollment and transfer (Second Reading: Amended Enrollment & Transfer Policy)

- Notes from meeting regarding above

January 22, 2015: DBRAC meeting

- Jon Isaacs presented the committee with updated deliverables and timeline PPT (date on PPT is 1/22/14 – typo, it has to be 2015)
- Jim Jacks provided a revised draft of committee protocols for feedback
- Sheila Martin introduced Charles Rynerson, demographer from the Portland State University Population Research Center – he provided an overview of student forecasting, including how factors such as birth rates and housing impact student enrollment across the district
- Dave Porter provided a handout regarding demand for immersion programs. He supports expanding access to immersion programs.

February 5, 2015: DBRAC meeting

- Introduction of new member, Pamela Kislak (parent of students at ACCESS Academy and Richmond Japanese Immersion) – recommended by Portland Council of PTA
- Hector Roche led the committee through a discussion of a model called the "Zone of Disequilibrium" and the four agreements from the Courageous Conversations protocol. Members shared ideas for a "creating community" document, which will serve as guidelines for how they will work together.
- Tony Magliano led a presentation of information about PPS school facilities and capacity.
- Teri Brady gave a presentation on basic rules for student transportation.

February 17, 2015: School Board Meeting

- Materials for discussion about enrollment and transfer (Second Reading: Amended Enrollment & Transfer Policy)
- No notes from meeting

February 19, 2015: DBRAC meeting

- Members of the Values, Growth and Equity survey subcommittee gave update on survey development
- Hector Roche led a discussion regarding the Creating Community agreements (minute 32:33 – 1:01:00 of video)
- Members gave unanimous approval for the draft of DBRAC operating protocols that included revisions suggested at last meeting – in the video, this is a handout in their packet but nothing online within meeting notes
- Judy Brennan and Neisha Saxena provided an overview of PPS enrollment and transfer conditions and the recent policy changes that resulted from the work of the Superintendent's Advisory Committee on Enrollment and Transfer (SACET) – discussed lessons learned from the SACET experience and the overlap with DBRAC's work. (minute 1:05:50 – end of video)
- Judy Brennan shared a proposal for a cluster-based learning project and samples of data that staff would provide to support the project – members expressed concern and the additional work required of them and suggested the activity be voluntary
- DBRAC Deliverables and Timeline Update

March 5, 2015: DBRAC meeting

- Hector Roche led a discussion regarding the Creating Community agreements, focusing on confidentiality. What is said and decided in the DBRAC meetings will be part of the committee's public record. The purpose of the discussion was to identify agreements on how committee members would share information about DBRAC in other settings. He will incorporate the input provided into the final version of the Creating Community agreements and distribute to members.
- Jon Isaacs and Wendy Willis gave an update on development of the Values, Growth and Equity community survey – expected to launch March 30th
- Sascha Perrins presented information about the relationship between academic programs, school staffing, use of building space and boundaries. He provided a handout with academic program definitions.
- Judy Brennan reviewed a map showing school configurations, program locations, and schools that are considered under- or over-enrolled – PPT

March 19, 2015: DBRAC meeting

- Hector Roche and Judy Brennan described a bus tour planned for April 2nd highlighting historic housing discrimination (3:50 – 7:50 of video)
- General Counsel Jollee Patterson provided clarification of guidance on public meeting and record request laws. She noted that everything put in writing by staff or committee members about the committee's work is subject to public record requests, including texts and other information stored on personal electronic equipment.
- Sascha Perrins led an activity to further committee learning on the connection between academic programs and school size (23:22 – 1:11:00 of video)
- Jon Isaacs updated the committee on the status of the PPS 2025 survey, which will launch April 6th
- An online survey will be set up to allow members to respond to three questions regarding community engagement activities in April and May

April 2, 2015: bus tour of historic housing discrimination – no notes, videos, or other anything can be found

April 9, 2015: DBRAC meeting (no video of this meeting)

- Jon Isaacs informed the committee that the district will co-sponsor two community workshops in May with DBRAC to gather boundary review input from key stakeholder groups
    - Saturday, May 9: will draw principals, teachers, PTA and Site Council leaders as well as the community at large
    - Second session will occur during the following week and will draw members of the Coalition of Communities of Color
- A sub-committee of members led the full committee through an exercise, examining enrollment and program data at all K-5, K-8 and middle schools:
    - 2015 K8 Clusters
    - K-8 Cluster Maps & Data: Glossary of terms and thresholds

April 30, 2015: DBRAC meeting (No notes online, but based on agenda...)

- Update on Survey and Community Outreach
- Discussion: Developing Preliminary Values for Boundary Review Framework

May 7, 2015: DBRAC meeting

- Jon Isaacs shared a draft agenda for the community workshop at Grant High School on May 16 (in library with breakout classrooms)
    - 3 goals:
        - Educate those that participate and the reasons we're doing the boundary review
        - Inform all of you
        - Activate folks and allow them to leave with information they can go back to their communities with
    - Offering childcare, a light breakfast and translation services
    - Formal welcome from Superintendent Smith
    - Jason will say a few things and introduce the DBRAC members
    - Judy gave some background
    - Heart of the program: attendees break out into discussion groups (expected to be groups of 10-15) based on the number they received when they arrived – broader exposure to issues as a whole
    - DBRAC members in attendance will just facilitate and take notes – not give opinions
    - Finish with report backs and next steps
    - **Still no date confirmed for the second session with Coalition of Communities of Color
- Members of the framework subcommittee (Pamela Kislak, Sascha Perrins, Hector Roche, Jason Trombley and Joe Zehnder) led discussion of the progress underway on developing components of the framework

May 21, 2015: DBRAC meeting

- Jon Isaacs led a committee de-brief from the May 16 community workshop. The next community workshop will be June 3 at 6:30 pm at Madison High School. The Coalition of Communities of Color is co-sponsoring the event.
    - 9:00 – 44:27 of video
- Committee members asked for clarification regarding the role of D-BRAC in grade configuration decisions. The topic generated significant conversation at the May 16 session, and committee members expressed frustration that they had not yet received guidance on the relationship between district-wide boundary review and grade configuration. Staff committed to bringing grade configuration to the committee as soon as possible. (44:27 – 1:07:45 of video – Judy summaries what was said at 1:07:00)
- 4,100 total survey responses – 22% were paper, rest online
- Members of the framework subcommittee led members through a review of draft values statements to be incorporated in the district-wide boundary review framework

May 28, 2015: DBRAC meeting

- Wendy Willis of Oregon's Kitchen Table provided an update on responses submitted to the PPS 2025 survey. A full report will be provided to the committee in June.
- Superintendent Smith addressed the committee to provide more information about incorporating grade configuration into the district-wide boundary review. She noted that some school buildings are not large enough to house K-8 programs that offer three sections per grade level, and that the district will look to fix this problem and migrate back toward a mostly K-5/Middle School configuration.

June 4, 2015: DBRAC meeting

- According to the video, there was a PPT in their meeting materials folder but nothing available online
- Reflections from community listening session held June 3rd at Madison High School
    - 7:00 – 27:00 of video
- Discussion regarding framework document – use June 9th meeting to improve it, present to Superintendent at later date
- Values Framework sub-committee led the full group through a discussion of the draft document
- Concern was raised that high school boundaries would not be included in district-wide boundary review (2:21:00 of video)

June 9, 2015: DBRAC meeting

- Wendy Willis from Portland State University offered an overview of results from the PPS 2025 survey, and fielded questions from members
- Values framework sub-committee led an exercise for reviewing and commenting on current boundary change policy and administrative directive language
- Jon Isaacs announced July 7 as a tentative date for D-BRAC to present information to the School Board

June 18, 2015: DBRAC meeting (No notes online but based on agenda…)

- Group Work session: Aligning Values with Current Policies - Develop preliminary policy language to align with DBRAC values
- Memo to DBRAC from Judy Brennan, Enrollment and Transfer Director: Background information on policy issues
    - When considering potential policy language changes, keep in mind that policy change requires School Board approval voted on after two public readings at least 21 days apart. If substantive change is made after the first reading, another first reading is required, and the second reading is scheduled for at least 21 days after. Changes to the administrative directive are made at the Superintendent level and do not require Board approval.
    - Information about probability-based assignment, also referred to a "controlled choice", vs current PPS policy (students are assigned to neighborhood schools based on their address) and the impact if PPS changed approach

- District-wide boundary review has been described frequently as a K-8 focused initiative but DBRAC may choose to recommend specific policy or administrative directive language to direct that all future boundary reviews cover grade levels K-12
- Current policy includes six factors for consideration during boundary change. The current set of factors is non-prioritized. Adding a ranking would require change to policy language. As there will be multiple scenarios that provide opportunities to compare and contrast each factor across all schools, it is not necessary to rank boundary change factors before scenarios are drafted.
- DBRAC members have raised a concern that the level of review and resolution of boundary change issues is at a school-by-school level, which may be too small to take in to consideration all the issues that need to be addressed in order to meet the committee's guiding values. In our current practice, enrollment issues are discovered at the school level and resolved at a regional level. Current policy does not specify how many or what type of schools to include in boundary change options. This allows maximum flexibility, but it does not provide any predictable area of study to identify the best possible response to enrollment issues.

June 25, 2015: DBRAC meeting

- Overview of the draft framework document to Superintendent Smith. Committee members noted two areas still in development: The pace of boundary change implementation and whether or not to address concentrations of students by race and poverty.
- The committee discussed their upcoming presentation to the School Board, scheduled for July 7, and the timeline for finalizing the values framework.

July 6, 2015: School Board meeting

- DBRAC Status Report to PPS School Board PPT
- Materials provided for meeting:
  - July 6, 2014 Memo from Jon Isaacs and Judy Brennan to Board, "Update on District Wide Boundary Review Process" (link above, see date)
  - DBRAC deliverables and timeframe – timeline updated as of 6/29 (vs one provided on 2/19 – link above, see date)
  - PPT District Wide Boundary Review Committee – Deliverables & Timeline (see Jan 22, 2015 for PPT link)
  - DBRAC Member bios
  - Current charge and FAQ
  - DHM Research report prepared for Oregon's Kitchen Table PPS 2025 Survey (see June 9 for link to report)
- No notes or video or anything to understand how the presentation went/was received

July 21, 2015: DBRAC meeting

- Jim Jacks led the recording of the final vote on the DBRAC values and policy framework document – to be sent to the Superintendent by July 23 (Superintendent expected to inform school board of her recommendation in early September)
- Boundary change modeling information was discussed – including more details about right-sized school calculations (including high schools), program articulation across all school levels (i.e., elementary through high school), and status of the public-facing school information tool
- Public comment: Margaret Connolly is a resident of the King neighborhood association, but her school boundary is Boise Eliot/Humboldt. King is a closer school and children have to cross MLK to get to Boise-Eliot/Humboldt. She asked the committee to consider boundaries that let kids go to their neighborhood schools.

August 20, 2015: DBRAC meeting

- Scott Bailey explained his reasons for voting against the values framework. He was concerned that the committee had not prioritized the set of boundary change factors listed in policy and administrative directive and had not discussed balancing socio-economic status of schools through boundary change.

- Jon Isaacs presented a draft community engagement plan for public input on enrollment balancing proposals that DBRAC will be collaborating on through November - introduced Kimm Fox-Middleton and Erin Barnett, from the Communications office who will be working on this project
- DBRAC Meeting presentation – 49 slides!

September 1, 2015: School Board Meeting
- Discussion: Enrollment Balancing Values Framework – materials provided:
  - Aug, 27, 2015 Memo from Jon Isaacs and Judy Brennan to Board, "Enrollment Balancing Values Framework"
  - DBRAC Value and Policy Framework report (see July 21, 2015, for document)
  - DHM Research report prepared for Oregon's Kitchen Table PPS 2025 Survey (see June 9 for link to report)
- No notes or video or anything to understand how the presentation went/was received

September 10, 2015: DBRAC meeting
- Jon Isaacs shared information to clarify roles and timelines for enrollment balancing community engagement.
- Committee members shared ideas and concerns about DBRACs role in developing and responding to enrollment balancing scenarios.
  - 13:00 – 50:00 of video
    - Yes, opening up to public, we want to hear you, but we need to adhere to "our values"
    - Drop in the term "multi-lingual" at some point
    - Conversion from K-5 was done poorly before – concerned about not having enough time before implementation
    - Involve teachers
    - Want scenarios to be presented against values
    - Strongly ask that there is an implementation timeline included, how the rollout will happen
    - Question about "our role" – what are "our recommendations"?
    - Need to make sure the committee feels strongly about the scenarios they are putting out there – that they all agree with them/be on board with them
    - Need to understand a week by week timeline for the committee
    - Think the timeline is very optimistic
    - How is grade configuration going to be addressed?
- Sarah Singer led the committee through a presentation regarding preferred enrollment ranges and school capacity.
- Classroom to Optimal Size Analysis

September 16, 2015: School Board Meeting
- Discussion: Enrollment Balancing Values Framework – same materials provided as Sept 1st meeting PLUS:
  - Packet:
    - Memo from Jon Isaacs, Sarah Singer and Judy Brennan to the Board, "Report on School Building Capacity and Enrollment Ranges"
    - Facility report
    - PPT "District-wide Enrollment Balancing: Context, Timeline and Values Framework" (70 slides)
- No notes or video or anything to understand how the presentation went/was received

September 17, 2015: DBRAC meeting
- Judy Brennan shared that the PPS School Board expressed appreciation and support at the September 16, 2015 school board meeting for DBRAC's development of the enrollment balancing values framework.
- Ms. Brennan provided an overview on Key Performance Indicators (KPI), explaining how they are connected to administrative directive and the values framework. KPIs will be disaggregated by historically underserved populations.
- John Isaac shared an update on enrollment balancing outreach materials. The committee watched the Growing Great Schools in Every Neighborhood video

    - Growing Great Schools, Fall 2015 – ENROLLMENT BALANCING: Why we need it and how we're doing it
- Jason Trombley presented information on incorporating grade configuration into DBRAC timeline and deliverable to the superintendent
    - Transition from K-8 to K5/Middle School will be incorporated into Boundary Review Process
    - PPS will develop a plan for changes over 1-3 years
    - How should D-BRAC Provide Advise on District-generated Enrollment Balancing Scenarios? Option C won (D-BRAC will provide an assessment of all elements of public enrollment balancing scenarios and recommend a sub-set to the Superintendent)
- Public comment: Amanda Cagle expressed opposition to bussing kids across the river, stated the experience of other cities shows it harms schools and that the cost of such programs is excessive. She also expressed concern about the soft boundary model.
- Special Programs presentation

September 30, 2015: Twitter Town Hall #AskPPS
https://twitter.com/hashtag/AskPPS?src=hash

October 5, 2015: School Board Meeting
- September 30, 2015, Memo from Jon Isaacs, Sarah Singer and Judy Brennan to the Board, "District wide Enrollment Balancing Values & Framework Resolution"
- Public Comment on Enrollment Balancing Values Framework
- The Board approved "Enrollment Balancing Values Framework" Resolution No 5149
    - During the Committee of the Whole, Director Knowles moved, and Director Esparza Brown seconded the motion to adopt Resolution 5149. The motion was put to a voice vote and passed by a vote of 6-1 (yes-6, no-1 [Rosen]), with Student Representative Davidson voting yes, unofficial.

October 8, 2015: DBRAC meeting (No notes online but based on agenda…)
- Understanding Enrollment Balancing Scenarios presentation
    - This doc is the first to outline DBRAC's KPIs
    - Scenario modeling specifics, including the use of neighborhood capture rates and transfer in/out of school catchment areas, are discussed
    - Sample Scenario Summary (Includes KPIs and racial equity impact summary)
- Guidance on Soft Neighborhood Model Presentation

October 20, 2015: School Board Meeting
- Board approved Resolution No. 5155 "Resolution to Produce a Soft Neighborhood Model Scenario when Presenting Recommendations for the District-wide Enrollment Balancing Process."
    - Director Knowles moved and Director Kohnstamm seconded
    - The motion was put to a voice vote and passed unanimously (yes-7, no-0), with Student Representative Davidson voting yes, unofficial

October 29, 2015: DBRAC Meeting
- Jon Isaacs, Sarah Singer and Judy Brennan presented a recap of enrollment balancing goals and analysis to date, along with a description of two enrollment balancing scenarios. Each scenario includes numerous changes to grade structures, school boundaries, and middle and high school feeder patterns. The presentation also included an overview of global key performance indicators for each scenario as well as initial implementation timelines and additional programmatic changes that could be incorporated into either scenario.
- At MOST there were three public comments to date in past meeting notes – there is a combination of 10 verbal and 15 written in these notes

November 2015: Best Practices in District Rezoning – prepared for PPS by Hanover Research

Community Meetings: 18 meetings held from Nov 5 – Dec 2 (plus one on Jan 19)

- Convened for parties to provide feedback on scenarios before DBRAC forwarded guidance to the Superintendent.
- They all started with a brief summary of DBRAC, what they were doing and their current stage in the process. Explained they had developed two Scenarios, "written not as definitive plans for change but rather starting points for discussion, that adjust enrollment to accomplish goals by changing the configuration of schools from K-8s to K-5s and 6-8s, moving boundaries, opening schools, and relocating programs." Then explained the two scenarios and got feedback/comments.
- Notes from these meetings: https://www.pps.net/Page/2578
- Collaboration between PPS and the following:
    - Asian Pacific American Network of Oregon
    - Black Parent Initiative
    - Center for Intercultural Organizing
    - Community & Parents for Public Schools
    - Latino Network
    - NAYA Family Center
    - Neighborhood House
    - Portland Council PTA

November 5, 2015: DBRAC Meeting

- Growing Great Schools: Enrollment Balancing Presentation:
    - Deeper understanding of enrollment balancing proposals and impacts
- Sarah Singer, PPS Senior Director of Planning and Performance, presented next; she explained to the committee the similarities and differences between Scenario 1 and Scenario 2. Ms. Singer detailed how these models were designed, the tradeoffs between K-8 and Middle School programs, the ways PPS staff attempted to address dual concerns of overcrowding and under-enrollment at PPS facilities, how PPS attempted to balance a variety of considerations into the Scenario Planning, and the current stage in the process.
    - Enrollment Balancing Scenarios DRAFT
    - Two scenarios for balancing enrollment among schools
- Public comment: 9 verbal and 10 written

November 19, 2015: DBRAC Meeting

- Sara Singer presented information about new materials and resources available through the district website. She also explained progress on responding to numerous committee member data requests. She stated that a data refresh using 2015 enrollment counts would be complete by early December. Several data glitches would be resolved as part of that data refresh.
    - DBRAC Meeting Presentation-Data Requests
- Committee members shared additional requests for data and scenario modeling.
- Jon Isaacs briefed DBRAC on the community listening sessions so far and the events planned for the following week. He noted that over 2000 individuals had attended so far, and more meeting are scheduled, including with the Portland Association of Teachers and the Superintendent's Student Advisory Council. He also highlighted the numerous forums and community spaces PPS staff have tabled to solicit more feedback on these Scenarios and noted the online survey had collected 1000 responses.
    - DBRAC Meeting Presentation-Community Involvement
- Hector Roche led the committee through an exercise to evaluate the enrollment balancing scenarios and community engagement process through PPS' Racial Equity Lens. After providing DBRAC members an opportunity to evaluate the process individually, Mr. Roche brought the group together to provide commentary as a full committee. Notes
- Public comment

December 1, 2015: School Board Meeting

- Nov 24, 2015 Memo from Jon Isaacs, Sarah Singer and Judy Brennan to the Board, "District Wide Enrollment Balancing Process Report"
- Update to School Board presentation

December 3, 2015: DBRAC Meeting

- Jon Isaacs briefed DBRAC on recent community listening sessions and an update provided to the PPS Board of Directors on December 1, 2015.
- Sarah Singer presented an overview of new materials and resources regarding middle grade student achievement and satisfaction. She also explained progress on responding to numerous committee member data requests.
- Judy Brennan shared information and responded to questions regarding enrollment balancing scenario key performance indicators, now updated to reflect 2015 student enrollment.
- Jason Trombley and Scott Bailey led the committee in an extended discussion about how best for DBRAC to prepare for the upcoming DBRAC work session this upcoming Saturday, December 5th. Chair Trombley proposed these four decision points as a starting point for the discussion about the enrollment balancing process and the upcoming workshop.
    - DBRAC Meeting Presentation
    - Notes
- Public Comment

December 5, 2015: DBRAC Meeting (work session – scheduled from 10am – 3pm)

- DBRAC Work Session Presentation
- Mr. Trombley asked members to share their hopes for today's work session.
- Judy Brennan provided an overview of the key criteria staff used to generate to enrollment balancing scenarios.
- Sarah Singer gave a brief summary of new information just-released to the committee, including foundation and "nonformula" FTE allocation.
- Ms. Brennan walked the committee through a set of documents showing enrollment and scenario impacts for each school.
- Members discussed their role in determining school grade configurations. Some members express that the district should make this decision while others stated that the committee had agreed in September to include grade configuration options as part of the recommendations they make to the superintendent.
- The committee broke into small groups to address grade configuration questions in each region of the district.
    - Small Group Breakouts and Feedback
- Members requested that staff model:
    - The impact of having all neighborhood schools be K-5 and middle schools with the exception of Faubion and Sunnyside.
    - Analysis of having two middle schools in North Portland (Roosevelt cluster) and having Skyline middle grade students assigned to a North Portland middle school.
    - A plan for Sabin or King to serve as a middle school instead of Tubman, as well as an analysis of the impact on Scott and Lee if Roseway Heights becomes a middle school and Rose City Park opens as a K5 school.
    - Different boundaries for schools in Southeast Portland aligned along east – west corridors.
    - More relief for Chapman elementary school, including opening MLC as a neighborhood school, and a different plan for West Sylvan middle school and Lincoln high school but does not include a split feeder pattern.
- To illustrate the technical process staff goes through to create scenarios, Ms. Singer and staff shared initial modeling of a middle school on the King campus, as well as the start of a plan for realigning Southeast boundaries
- Public Comment

December 10, 2015: DBRAC Meeting

- Sarah Singer provided an overview of a proof of concept model for K-8 and middle school reconfigurations based on suggestions made at the 12/5 work session. The latest model would convert 24 K-8s, impact 50 schools, and open Clark, Kellogg and Rose City Park as neighborhood schools.
    - Middle School/K-5 Modeling Exercise Presentation
        - Supplement to presentation
    - Notes from presentation (unofficial)
- After an extended discussion evaluating the opportunities and challenges provided by this third model, facilitator Jim Jacks provided a five minute break for DBRAC members to split into small groups and discuss whether they wanted to ask PPS to continue to develop the new model into a full scenario that would include boundary and program locations.
- Upon returning from small group discussion, DBRAC members unanimously stated support for continuing to develop this model with specific amendments.
- Each request for a modeling amendment was made verbally and members were asked to show interest by holding up a green (high interest), yellow (moderate interest) or red (low interest) card.
    - Request for staff to model the Vietnamese Dual Language Immersion program matriculating through Clark/Harrison Park/Madison, while Vestal non-DLI students matriculate to Tabor: 8 green, 4 yellow, 0 red
    - Request for staff to model moving Woodstock students to Sellwood MS: 1 green, 10 yellow, 0 red
    - Request for staff to model Cesar Chavez staying a K-8 configured school: 5 green, 10 yellow, 0 red
    - Request for staff to model Vernon students matriculating to Beaumont: 6 green,7 yellow, 1 red
    - Request for staff to model an additional scenario that retains K-8 configurations at Beverly Cleary, Irvington, Laurelhurst, Marysville, Arleta, Creston and Cesar Chavez in addition to Faubion and Skyline: 5 green, 5 yellow, 1 red
    - Request for staff to model Tubman as a Middle School that drew its feeder elementary programs from nearby neighborhoods as opposed to Scenario I, which drew Tubman's feeder schools from schools farther north and east: 9 green, 3 yellow, 0 red
    - Request for staff to model a proposal that would support two Middle Schools in North Portland. We would need to subsidize temporarily until growth kicks in given that currently George has 369 students: 9 green, 6 yellow, 0 red
    - Request for staff to pay explicit attention to proposed new Middle Schools (such as Lane and George) and any opportunities to ensure greater socioeconomic and racial diversity: 10 green, 0 yellow, 1 red
    - Establishing the CSS program as a neighborhood school. Discussion continued about the roles DBRAC and PPS play in placing and prioritizing locations of Focus Options program: 2 green, 2 yellow, 11 red
    - DBRAC members also asked for further clarity on the time frame necessary for these necessary changes to be enacted.
- Public comment

December 17, 2015: DBRAC Meeting

- Chair Trombley welcomed Carole Smith, PPS Superintendent, who thanked and congratulated DBRAC for their hard work providing guidance over the Boundary Review process. She has been following their work closely and acknowledged that the breadth and significance of changing a large number of schools from K-8s to K-5s and Middle Schools would require significant budgeting for the physical and programmatic reconfiguration of these facilities. She asked the committee to provide recommendations to her in January regarding the degree of reconfiguration and rationale for keeping schools as K8s. She stated that their response would be helpful even if it was not at a detailed level, so that she could begin the budget and planning process. She acknowledged the importance of implementation and said that changes wouldn't take place until 2017 at the earliest to ensure PPS dedicated the proper funding and thoughtful, deliberate planning necessary. However, if DBRAC identified specific, actionable changes as high urgency to make at the beginning of the 2016-2017 school year, those changes could still be implemented.
- Chair Trombley thanked Superintendent Smith and outlined a proposed schedule for developing and delivering a recommendation to the superintendent by January 22nd. DBRAC members discussed Chair Trombley's presentation and brought up ideas and concerns regarding cost impact of reconfiguration, location of focus option programs,

urgency of addressing needs at struggling schools, results of the recent on-line survey and the state of the districts middle grades program now. Regarding equity, DBRAC members concluded that while these rebalancing processes won't inherently provide an equitable education to every PPS student, these changes are ultimately necessary to ensure that every student attends a well-staffed, well-run school and that this excellence of programming needs students in full, viable facilities.

- PPS staff shared the results of the December 10 modeling requests with the committee and asked the group to engage in an activity to help better understand their collective priorities regarding maintaining some schools as K8s and converting some buildings to middle schools. Staff will send the survey to DBRAC members not in attendance and will provide the full results from the activity in January.
- DBRAC members made and unanimously passed a motion to extend the meeting for an additional ten minutes.
- Chair Trombley summarized the committee's discussion by noting general agreement that K-8s could remain viable option for PPS facilities if they have three sections per grade, and that some K-8s with two sections per grade could be viable under specific conditions that meet DBRAC- and PPS-identified goals about preserving neighborhood schools and supporting equity. He stated that the committee should work hard to avoid arbitrarily picking which schools are allowed to stay as K-8 and which will switch. Members agreed to develop personal statements about the criteria they would use to determine which schools would remain as small K8s.
- More detailed notes
- Public comment

January 9, 2016: DBRAC Meeting (work session – scheduled from 11am – 5pm)

- PowerPoint
- Chair Trombley provided an overview for the meeting, noting that DBRAC will spend the six hour work session discussing how to move forward with school configuration and boundaries on the Westside, how to determine which schools should be candidates to remain K-8s, and what criteria would be used to gauge the siting, boundaries and programming of K-5/6-8 configured schools. Committee members divided into three sub-committees aligned with each of the recommendation topics.
- WESTSIDE SCENARIO: Chair Trombley introduced Ms. Sarah Singer, PPS' Director of Planning and Performance. She first addressed the concerns of the assembled audience that neither the original scenarios nor the newly proposed models include plans to move, closer, or alter the Metropolitan Learning Center (MLC) facility or programming. She noted that staff had been instructed by DBRAC to consider models in which the MLC program would alleviate crowding at nearby Westside schools like Chapman and Bridlemile, but that the results suggested other options for addressing overenrolled schools were more effective.
    - West Side Boundary Scenario (revised on 1/28)
    - West Side Boundary Key Performance Indicators
- Ms. Singer continued with her presentation on PPS' staff response to DBRAC's December data requests. She explained the PPS staff proposals to shift boundaries with Chapman, Lincoln and Hayhurst to address overcrowding, and introduced Ms. Judy Brennan, PPS Director of Enrollment and Transfers, who provided maps with the proposed new boundaries for Westside schools. Pertinent details about the new models introduced by PPS staff include Bridlemile no longer being a split feeder program, overcrowding alleviated at many of the Westside schools, and Skyline students potentially moved to George MS in North Portland if reconfigured into a K-5.
- PPS Staff asked DBRAC to comment on if these proposals meet the values adopted by DBRAC for the enrollment balancing process better than the original Scenarios I and II, and if they would recommend gathering community input on this scenario or making additional modifications to this proposal before taking it to a public hearing. Responses from DBRAC members are summarized and attached to these minutes.
- K-8 RECONFIGURATION: Ms. Singer provided DBRAC materials and a presentation which explained the limitations of PPS facilities in their ability to hold successful K-8 configured schools, noting that PPS didn't own a single building with enough capacity to host a three-section K-8 configured school with a high poverty population, and that Skyline, Creston, Bridger, Astor, Marysville, Sunnyside and Vestal did not have sufficient space to house a high poverty demographic with two sections per grade. A summary of committee member discussion on K-8 reconfiguration is attached to these minutes

  - Model B: K-5s + Middle Schools
  - K-8 Right Sizing Analysis MAP
  - K-8 Right Sizing Analysis
  - K-8 Priorities Worksheet Results
- EASTSIDE MIDDLE SCHOOL MODELLING: Ms. Judy Brennan continued the presentation by providing a new analysis of potential middle school sites and a comparison of four analyses conducted to date. She noted that PPS attempted to model each Middle School to have a minimum of 450 students, but provided models with schools below that threshold upon the request of DBRAC to at least consider ways to configure schools that could grow into the proper size over time and to encourage the existence of more middle schools. See discussion summary attached to these minutes.
- SUBCOMMITTEE DELIBERATION: Subcommittees adjourned to separate room to draft recommendation language based on input received from the full committee. The committee reconvened to share results of their work. Summaries are attached to these minutes. Testimony was allowed for a representative of Skyline School, as no one from that school was called on for public comment at the start of the meeting.
- More detailed notes
- Issue Paper: Focus Options and Under enrollment at Neighborhood Schools
- Public Comment
- Quadrant Key Performance Indicators. For each quadrant and every school, a summary of the current state of enrollment/school programs as well as a side by side comparison of key performance indicators by scenario. Updated with 2015-16 enrollment data and updated preliminary forecasts based on 2015 enrollment.

January 14, 2016: DBRAC Meeting

- Jon Isaacs provided details about a newly announced community engagement meeting at Wilson High School on January 19, and the continued plans for the Superintendent making a recommendation to PPS Board by end of February.
- Chair Trombley led DBRAC members through a discussion of draft recommendation document. Subcommittees held small group discussions for each section of the document, and then reported back to the whole group.
  - Summary of member comments and results of subcommittee discussions
- Ms. Sarah Singer Executive Director for System Planning and Performance provided updated enrollment forecast data for high schools. Emphasis was given to Lincoln and Wilson high schools which would be impacted by proposed Westside changes. Committee members expressed concern that the most recent proposal does not provide adequate relief for Lincoln HS and asked for more information about the potential modernization of that campus.
- Public comment
- West side enrollment balancing, additional options

January 19, 2016: DBRAC meeting at Wilson High School

- Jon Isaacs welcomed the large audience to the high school and introduced Wilson HS Principal Brian Chatard, Hayhurst Principal Deanne Froehlich, DBRAC members in attendance, PPS Board Members, and PPS Superintendent Carole Smith.
- PPS Staff showed the "Growing Greater Schools" video that explained why PPS was conducting this enrollment balancing process.
- Mr. Isaacs explained the current stage of the District's redistricting process, noting that proposed changes to the Westside schools stemmed from PPS' attempts to address overcrowding at Chapman, Hayhurst/Odyssey, and Lincoln.
- He introduced PPS staffer Ms. Sarah Singer, who explained how the district used the feedback received from the community at 17 public hearings in regard to Scenarios I and II this past fall to draw these new boundaries to better reflect the needs and desires of the PPS community. She also noted that in December, PPS received new data that included 2015 enrollment numbers, which forecast even more crowding at Westside schools, including Chapman and Capitol Hill.

- Judy Brennan acknowledged that community feedback in opposition to the split-feeder pattern proposed at Bridlemile helped inform PPS' current proposal. The proposal involves shifting boundaries to Chapman, Ainsworth, Rieke, Hayhurst, Maplewood, Jackson, Capitol Hill and Stevenson to address overcrowding and under enrollment concerns. She noted that while these changes don't fully address all of the problems, the forthcoming PPS Bond Measure represents an opportunity to build additional capacity at Lincoln. She continued that DBRAC asked to study ways to implement their adopted values into these new proposals, which included moving the Spanish Immersion program at Atkinson to East Sylvan and shifting Bridlemile to feed into Gray and Wilson, as well as potentially relocated MLC. She concluded by acknowledging that PPS Policy states that boundary changes would be implemented to incoming students only and that existing students would be "grandfathered" into continuing into their existing feeder patterns, although the PPS School Board has the legal authority to change that policy if it deems it necessary to expedite the balancing process.
- Ms. Brennan noted that information about the DBRAC process and documents provided at meetings are available on PPS' website (http://www.pps.k12.or.us/departments/enrollmenttransfer/9522.htm).
- Public comment (15 pages)

January 20, 2106: DBRAC Meeting

- WESTSIDE COMMUNUITY FORUM: DBRAC members provided a summary of the Westside Community forum on proposed changes to schools in Southwest and Northwest Portland. Members in attendance acknowledged concerns voiced by community members about the impact these changes would have on transportation patterns, walkable communities, and the "domino" effect that changes to Chapman would have on Bridlemile, Ainsworth, Rieke and Capitol Hill. DBRAC members also acknowledged the tensions from the Ainsworth community as some parents expressed a desire to move the Spanish Immersion program to East Sylvan, while many others urged the district to keep the program for its importance to Ainsworth's low-income communities, the difficulties of transporting children to East Sylvan, and the duration of the program. DBRAC members discussed the importance of ensuring whatever factors weigh into the committee's decision to make a recommendation regarding the Immersion Program be applied equally to other Immersion Programs across the district. Finally, DBRAC members reaffirmed the strong encouragement from community members that PPS continue the "grandfathering" practice.
- DATA PRESENTATION: Ms. Sarah Singer gave a PowerPoint presentation that highlighted the recent data studies that PPS staff had undertaken in response to committee requests to address Chapman's overcrowding while impacting fewer students in SW Portland. She noted that PPS staff studied moving Ainsworth's Spanish Immersion program to East Sylvan, moving high schools' students in the Bridlemile attendance area to Wilson HS, and addressing Hayhurst's overcrowding by moving Odyssey to either Jackson or Smith. She invited Tony Magliano, D-BRAC member and PPS Chief Operating Officer, to explain the facilities constraints related to potential program relocations.
- DRAFT RECOMMENDATIONS DISCUSSION: DBRAC members discussed at length their desired modifications to the latest draft of recommendations to PPS Superintendent Carole Smith.
    - Summary of DBRAC draft recommendation member comments
- Public comment

Jan. 25 & 26: Work sessions. Media permitted in the room. No public comment. Live simulcast in Windows Cafeteria, 2nd floor. Videotaped version online (no notes or materials presented available online)

January 28, 2016: DBRAC Meeting

- West Side Boundary Proposal: 2b
- Vote tallies: Each DBRAC member voted on each of three statements in the three areas (K-8, Middle Schools and West Side) on which it is making recommendations

Feb. 9, 2016: DBRAC presents report to Superintendent Carole Smith: Recommendations on Balancing Enrollment in Portland Public Schools

March 9, 2016: Superintendent presented a draft of proposed changes to current recommendations to DBRAC – no notes, materials or video, but according to agenda:

- Formal presentation of Superintendent Draft Enrollment Balancing Scenario #1
- DBRAC questions: inquiry and further clarification for committee where needed
- DBRAC small groups of 4-5, apply values framework and equity lens to Superintendent Scenario #1
- Small group report out

March 29, 2016: School Board Meeting

- March 3, 2016 Memo from Judy to Board, "Update on impact of 2015 enrollment and transfer policy revisions"
- June 10, 2015 Memo from Judy to Board, "Preliminary impact of 2015 enrollment and transfer policy revisions" (not previously provided)
- Superintendent Recommendations presentation

March 31, 2016: DBRAC Debrief, Work Session, no public comment

- Committee de-brief of DBRAC process to date (includes "next steps" which starts roughly at 1:07:00 of video)
- Review and respond to first draft of 2017 enrollment balancing decisions (this was on the agenda, but no materials given – it might be after "next steps" in video but didn't watch the entire video to know when they might have transitioned)

April 12, 2016: School Board Meeting (not specifically related to DBRAC but thought it relevant)

- RESOLUTION No. 5253 Attendance Area Changes for Lincoln and Wilson Cluster Schools
    - Public Comment
    - The Superintendent RECOMMENDED adoption
    - Director Knowles moved and Director Anthony seconded the motion to adopt
        - Director Kohnstamm moved and Director Anthony seconded the motion to **postpone Resolution 5253 until the Board's April 19, 2016 meeting**. Director Kohnstamm requested the following information prior to the April 19th Board meeting:
            1. would like to keep the geographic boundaries for Bridlemile the same as they are currently described in the proposal with the possible exception of a small area to the west of Scholls Ferry Road that is to the south of Scholls Ferry Court, to look at what it would mean to include all students that are west of Scholls Ferry Road
            2. staff return to the Board with a proposal to keep geographic boundaries intact and current directive to send all the rest of the students to Gray and Wilson
            3. shift the Maplewood students from Gray to Jackson as was recommended in the first iteration of the boundary plans
            4. staff to return to the Board with information regarding the perspective impact on Lincoln if the small group of West Sylvan sixth and seventh graders from Bridlemile who are north of Patton or west of Scholls Ferry Road area were allowed to stay in West Sylvan and articulate to Lincoln
            5. staff provide an analysis of dual assignment, knowing this could cause transportation issues.
        - The motion was put to a voice vote and passed unanimously (yes-7, no-0), with Student Representative Davidson voting yes, unofficial.

April 19: School Board Meeting (not specifically related to DBRAC but thought it relevant)

- PPT "Enrollment Balancing Scenario Requests: PPS Board of Directors"
- Director Kohnstamm's Scenario: Custer Park Modification
- Public Comment
- RESOLUTION No. 5256 REVISED Attendance Area Changes for Lincoln and Wilson Cluster Schools
    - The Superintendent RECOMMENDED adoption

  - Director Kohnstamm moved and Director Knowles seconded the motion to adopt Resolution 5256. The motion was put to a voice vote and passed by a vote of 5-2 (yes-5, no-2 [Rosen, Buel]), with Student Representative Davidson voting yes, unofficial.
    - Director Kohnstamm moved and Director Anthony seconded the motion to amend Resolution 5256 by adding language "a, b, c, d, and e" under Recital 10; adding a new Recital 11; adding an additional sentence to recital 12.b.iii and a new 12.b.iv. The motion was put to a voice vote and passed by a vote of 5-2 (yes-5, no-2 [Rosen, Buel]), with Student Representative Davidson voting yes, unofficial.
    - Director Rosen moved and Director Buel seconded the motion to amend resolution 5256 by adding language and details to amended Resolution 5256 Recital 9a: "This relocation will only occur for the 2016-17 school year. If the District is unable to relieve overpopulation enough to restore the kindergarten class within Chapman, the District will provide adequate additional infrastructure to the campus that will provide space for the kindergarten class and additional needed common space, such as an additional, temporary, external gym, or other structures deemed necessary." The motion as put to a voice vote and failed by a vote of 2-5 (yes-2, no-5 [Anthony, Esparza Brown, Knowles, Koehler, Kohnstamm]), with Student Representative Davidson voting yes, unofficial.
    - Director Buel moved to amend Director Rosen's amendment by striking language up to "Chapman" and at the beginning of the last sentence, add that "the District will provide kindergarten classes at Chapman beginning with the coming school year." Receiving no second, the motion failed
- Amended Resolution No 5256 (posted in Meeting Materials for 5/17 Board Meeting) once changes were made, changed No to 5266

April 26, 2016: "New DBRAC" Meeting – Orientation and discussion of scope of work

- Presentation used throughout meeting
- Superintendent Smith opened the meeting by sharing a new charge with the committee as well as staff and committee member updates. The committee's charge is to:
  - Work with staff and community members to develop a detailed enrollment balancing scenario for 2017 implementation.
    - Use the guidelines provided in March 2016 as the starting point for a detailed scenario
    - Assess the scenario based on the enrollment balancing values framework
  - Provide an initial report to the Superintendent in June 2016, and a final report in November 2016
- New committee:
  - Tony Magliano, PPS Chief Operating Officer, is now the executive sponsor for DBRAC work
  - Hector Roche will be the committee's facilitator through June
  - Erin Barnett, Kimm Fox-Middleton, Courtney Westling = Community Involvement and Special Affairs (CIPA) Team
  - Pamela Kislak has agreed to serve as co-chair with Jason Trombley
  - Two new student representatives (Aliemah Bradley, Katie Davidson) have joined the committee
  - While other seats remain vacant
- How we got here, what's happening now:
  - Sarah Singer, Senior Director for System Planning and Performance, gave an overview of the recent enrollment balancing process and decisions, as well as the ongoing educational options review.
  - Mr. Magliano provided an update on enrollment balancing implementation decisions to date
  - Assistant Superintendent Antonio Lopez shared information about planning for middle schools that will be coming on line between 2016 and 2019
- Direction we're heading and work it will take to get where we are charged with:
  - Enrollment Director Judy Brennan briefing the committee on starting points for the next set of enrollment balancing scenarios to support middle schools opening in 2016 and 2017
  - Kimm Fox-Middleton and Erin Barnett from CIPA described plans for community workshops to collect feedback and other forms of communication support for D-BRAC

- Committee members broke into small groups to discuss the information shared with them. Committee members provided feedback to staff on materials for upcoming community workshops.
- 2017 Enrollment Balancing: Starting Point
    - MAP
    - Charts

May 19, 2016: DBRAC Meeting

- Co-Chair Jason Trombley shared a workplan showing desired outcomes of DBRAC meetings through June 16th. He stated that the first step in this phase of work is to listen to communities in order to understand the complexities at schools, what works and what doesn't. DBRAC will use that feedback to guide staff and review new scenarios before working on the June deliverable.
- Ms. Kislak provided a summary of the "Common Themes" document compiled from community workshops held to date. Additional feedback was offered by members who attended the May 18th meeting hosted by Latino Network:
    - Rigler families have endured repeated disruption
    - Families said programs in school were more important than street-level concerns. They would take responsibility for getting students safely to school but wanted schools to have what their children would need when they arrived.
    - Concern that Beaumont would be overcrowded in the future which would require more change.
- Committee members broke into small group discussion by zones, which led to the following priorities for further modeling:
    - Zone A (Ockley Green feeder schools)
        - Can we make all K-5s have 450 students, and keep Ockley Green at 600?
        - Move or grow immersion to help stabilize enrollment at other schools Could ACCESS move to Applegate (Staff response: No, Applegate does not have enough classrooms)
        - Use lines for new boundaries drawn at Jefferson community meeting
    - Zone B (Tubman MS & feeder schools)
        - Concerned about under enrollment at Irvington.
        - Mosel Irvington as a K-8 or ad boundary area from Buckman, Beverly Cleary and/or Chapman
    - Zone C (Roseway Heights and Beaumont middle schools and feeder schools)
        - Adjust boundaries south to improve socio-economic diversity Vernon capture rate is low, may result in undercounting impact of boundary change.
        - Increase capture rate if Vernon goes to Beaumont.
- Sarah Singer and Judy Brennan shared suggested themes for new scenarios for DBRAC input. One theme was modeling more K-5 schools with enrollment above two-sections per grade level. An aggressive scenario would have all K-5 schools with enrollment at or above three-sections per grade level. Committee members clarified that no current neighborhood schools should be closed in this scenario, and that any co-located neighborhood/immersion schools had to have at least two-sections per grade level in each program. Staff explained that such a scenario would likely produce more split feeder patterns and that more students would have to travel to further schools.
- An alternative, or moderate, scenario would have some K-5 schools with two sections per grade level instead of three. DBRAC members indicated equal interest in both versions, so staff agreed to model both ways of addressing potential under enrollment at K-5 schools.
    - Staff provided two additional modeling themes:
        - One focused on changing all Dual Language Immersion (DLI) programs to either balanced co-located models, with at least two-sections of each program at every grade level, or standalone programs separate from neighborhood schools.
        - The other would be focused on boundary and program changes designed to bring poverty rates at schools closer together.
    - After discussion, committee members showed preference for a DLI focused scenario. Socio-economic status and proportions of historically underserved students will continue to be key performance indicators for these scenarios.

- Staff will work to model the committee's requests in time for the next DBRAC meeting, June 2, 2016.

June 4, 2016: DBRAC Meeting

- Pamela Kislak shared a draft outline of the committee's deliverable for comment
- Committee members discussed feedback from community workshops
    - Common Themes from Community Workshops
- Sarah Singer and Zach Worthen gave presentations on the program differences between two-section and three-section K-5 & K-8 schools and an initial analysis regarding the feasibility of all K-5 schools having three-sections-per-grade-level enrollment, followed by a clarifying question and answer period. The analysis showed that there are not enough students who currently reside in North and Northeast Portland to achieve the goal of 450 students in each K-5 school without change in PPS policies and proposed building usage (Rose City Park and Tubman would not open, for example). Additionally, some buildings are too small to hold 450 K-5 students. Committee members' comments included the following:
    - Appreciation for the clear information that showed two-section K-5 schools offer the same core program as three-section schools but noted that three-section schools may provide more enrichment options.
    - Concerns that two-section schools do not have as much program stability or flexibility to respond to enrollment or budgetary fluctuations as three-section schools.
    - A discussion of capture rates and whether increased capture rates would achieve the goal of 450 students across all K-5 schools. Mr. Worthen noted that capture rates would have to increase on average by more than 20 percentage points to achieve the necessary enrollment level. It was also noted DBRAC wrote in the values framework that PPS should suspend the
    - Questioned whether the goal of 450 students would be achievable with enrollment growth. Staff responded that the rate of growth at lower grades is not significant across this region, so it would be years before growth would generate sufficient enrollment.
- Michael Bacon, Assistant Director of Dual Language Immersion programs, provided information about DLI expansion and guidance on configurations. Judy Brennan and Melissa Niiya shared several options for reconfiguring dual language programs to meet the DBRAC goal of all programs being either balanced with neighborhood programs or stand-alone programs.
    - Home language by attendance area
    - Population Density for Students Speaking Chinese, Spanish, Vietnamese
- After clarifying questions were answered, the committee broke into small groups for discussion of the information received and the potential impact on students. Groups were organized around three immersion school issues and were asked to consider impact on other K-5 schools in the area, as well. Copies of the racial equity lens were provided for committee use.
    - The first group, focused on potential locations for Vietnamese Immersion, reported that they felt an ideal arrangement would be to shift Russian Immersion to a different district, since most enrolled students are not PPS residents, to move Spanish Immersion from Lent to Kelly and to place Vietnamese Immersion at Lent. The group felt the best option that keeps Vietnamese Immersion in Madison cluster is to co-locate the program at Lee. Modular classrooms may be needed in the future. One committee member asked that Harrison Park be considered as a site for Vietnamese Immersion as well.
    - The group focused on Spanish Immersion at Rigler and Scott schools stated that they had looked at all the options presented, but felt that a new option should be considered: Both schools should convert to stand-alone Spanish Immersion schools, and students from the neighborhood who are seeking English only programs would be assigned to other nearby schools, which could boost enrollment at Faubion, Vernon or Rose City Park. The group acknowledged that the families who would experience change have endured many other changes in recent years.
    - The third group focused on Spanish Immersion DLI at Beach. This group felt that the option to move Spanish Immersion to Chief Joseph held an advantage because more nearby neighborhood schools could grow to three sections per grade level and there would be less likelihood of overcrowding at Chief Joseph.

The group also stated an understanding that the Chief Josep/Ockley Green community has experienced significant change in past years.

- This group also supported the idea of the King neighborhood growing to have two neighborhood sections which would balance with two Chinese Immersion sections at each grade level. They suggested that PPS move toward having more three-section K-5 schools by starting where there are high concentrations of historically underserved students and move out to other schools next.

June 9, 2016: DBRAC Meeting

- "Working session on draft guidance for Superintendent"
  - Draft outline provided at June 4th meeting (first bullet)
  - Video

June 16, 2016: Last Meeting/Notes in the DBRAC archive

- No notes online (just video) but only thing on agenda was "Working session on draft report to Superintendent:
  - Main issues to be included in report to the Superintendent
  - Directions to staff for additional modeling
  - Suggestions for fall process and timeline"
- 17-page DBRAC memo to Superintendent – this is the one listed in meeting notes on website (v2 – 6/16/16)
- DBRAC memo to Superintendent v4 – newer version of the above memo (v4 – 6/24/16)

September 6, 2016: Introduction of Interim Superintendent Bob McKean at Board meeting

September 6, 2016: School Board Meeting

- Sept 15 Memo "Update on Fall Balancing"

October 10, 2016: School Board Meeting

- Agenda item: "Work Session: DISTRICT-WIDE BOUNDARY REVIEW 2016-17" – no materials or notes provided
- Oct 7 Memo from Interim Superintendent Bob McKean to Board, "Implementation Options for Enrollment Balancing and Middle Grade Program Improvement 2017-18 School Year"

December 13, 2016: School Board Meeting

- Dec 9, 2016 Memo from Judy to Board, "Update on DBRAC"
- Update on DBRAC Process to PPS School Board presentation

Feb 6, 2017: School Board Meeting

- Jan 31, 2017 Memo to Board, "Boundary change recommendation for Chief Joseph and Peninsula Elementary Schools"
- Chief Joseph-Peninsula Boundary Change Recommendation presentation

Feb 13, 2017: School Board Meeting

- RESOLUTION No. 5389, "Boundary Change between Chief Joseph and Peninsula Elementary Schools"
  - The Interim Superintendent RECOMMENDED adoption
  - Director Knowles moved and Director Kohnstamm seconded the motion to adopt Resolution 5389. The motion was put to a voice vote and passed unanimously (7-yes, 0-no), with Student Representative Bradley abstaining.

April 19, 2017: School Board Meeting – information about Middle School Implementation (conversation started due to DBRAC recommending a system-wide shift to a mostly K-5 and middle school structure)

- Memo from Interim Superintendent Bob McKean to Board re: Middle School Plan
- PPS Middle Grades Framework DRAFT
- Middle School Planning & Implementation PPT

- Resolution No. 5451: Resolution to Adopt the Middle Grades Framework
    - Director Anthony moved and Director Knowles seconded the motion to adopt Resolution 5451. The motion was put to a voice vote and passed by a vote of 4-1 (4-yes, 1-no [Rosen]), with Directors Esparza Brown and Koehler absent, and Student Representative Bradley voting yes, unofficial.
        - Director Knowles moved and Director Buel seconded the motion to amend Resolution 5451 by adding the following language to Resolution 3: "…. working draft of the Middle Grades Framework and following completion of that Framework, to open Roseway Heights and ……". The motion was put to a voice vote and passed unanimously (5-0).
        - Revised version is what the link is above
- Public comment regarding Middle School Implementation:
    - Chris Riser: urged the Board to vote no on the Middle School Framework as it was a rotten process. If the Board votes yes, they would be approving the systemic process of the District. The community has not been heard. Tubman and Roseway Heights will be no different than what currently exists. PPS has a problem with process.
    - Bryan Chu: the absence of transparency creates a hostile atmosphere. A white woman who has done harm to communities of color has been selected to produce a middle school framework. The plan is a catch-all of acronyms. The framework should not be approved.
    - Gabrielle Mercedes Bolivar: the process has not been transparent, there is no accountability, and the framework contains no stakeholder input. Every day we continue to fail our students and every day we lose kids out of PPS. She had asked all year to include the community. The proposed framework was nothing, just a group of buzz words. She asked the Board to not approve the resolution.

June 19, 2017: DBRAC Response to Informational Summary (pulled from report prepared by Jason Trombley January 8, 2019, for Portland Public Schools)

Portland OR Seattle WA Denver CO Boston MA

EXHIBIT C – PRICING/PAYMENT SCHEDULE

FIXED PRICE PROPOSAL

1. Based on the services expressly required and reasonably inferred from the SOW, and your proposed technical approach outlined in your responses to Section 2, Part 1 Technical Approach – Exhibit A Statement of Work, of the submittal items, provide your proposed fixed price which is inclusive of associated travel and per diem expenses on the assumption that in-person activities are permitted. Fixed prices shall be communicated in the format represented by the below table and include narrative explaining how each total amount is determined. The anticipated budget for this effort is $200,000.

PERSONNEL	**Hourly Rate**	**Total**
Managerial and/or administrative support	$154.00	$16,350.00
Consulting Services	$140.00	$28,120.00
Training Services	$138.00	$12,720.00
Database development	$140.00	$15,160.00
Demography/line drawing	$162.00	$90,910.00
Clerical Staff Support	NA	NA
Other: (Optional: Live Scenario Modeling)	$154.00	$18,480.00
NON-PERSONNEL		**Total**
Software licensure	NA	$7,500.00
Supplies	NA	NA
Equipment	NA	NA
Reproduction	NA	NA
Travel	NA	$10,000.00
Other:		
SUBCONTRACTS	NA	**Total** NA

Contract Total Fixed Price $ $199,240.00

☐ Offeror qualifies as a Preferred Vendor* (if checked, complete information below)

*By selecting Yes and submitting a Preferred Vendor Adjusted Price, Offeror represents that it qualifies as a Preferred Vendor as described in Section 405 of the San Diego Code of Administrative Ordinances and Section 3.7 of the RFP Instructions and Rules. To qualify as a Preferred Vendor, Offeror must be a Local Business that is also a Veteran Owned Business, Disabled Veteran Owned Business or Small Business. Offeror must document eligibility by satisfying both 1. and 2. below. Offeror must provide supporting documentation upon request of the County.

1. Local Business: Offeror maintains a headquarters or provides the same or similar services to those proposed from the following address(es) located within the geographic boundaries of San Diego County.

   ☐ Headquarters ☐ Other location providing the same or similar services
   Address _____
   City_____ State_____ Zip _____