Boundary Review
Process Overview
Roles and Responsibilities

Process is a partnership/collaboration between FLO, the District, committee and the public

- **FLO:**
  - Technical expertise
  - Visualization resources
  - Facilitation
Roles and Responsibilities (cont.)

- **District**: Resource for the committee and community on policy, transportation, curriculum – local experts

- **Committee**: Provides the Superintendent with a proposal to bring to the Board

- **Public**: Provide feedback online and at open houses, participate through transparency

- **Board**: Members encouraged to join committee and District team meetings as observers
The Boundary Review Process

1. Framework Recommendations
2. Enrollment Assessment, Land Use, Forecast Review
3. Springboard Proposal
4. Boundary Review Committee Process
BOUNDARY REVIEW PROCESS

Timeline

- Student Enrollment Assessment
- Enrollment Forecast Review & Land Use Analysis
- Community Surveys
- Guiding Principles
- Springboard Proposal

Boundary Review Committee Meetings

- Open House 1: Feb 5
- Meeting 1: Jan 9
- Meeting 2: Jan 15
- Meeting 3: Jan 22
- Meeting 4: Jan 29
- Meeting 5: Feb 19
- Meeting 6: Feb 26
- Meeting 7: Mar 11
- Meeting 8: Mar 4

Inform Public of Boundary Review
- Sep 27
- Oct 4

Inform Public of Comm Surveys
- Oct 3 Kick-Off Meeting

Springboard Review
- Dec 2

Prep for Boundary Review
- Nov 14

Committee Selection Completed
- Nov 22

Board Touchpoint
- Oct 7

Board Touchpoint
- Dec 2

Board | Public Testimony
- Apr 13

Board | Recommendation
- Mar 30

Board | Vote
- Apr 27

Board Touchpoint
- Mar 30

Board Touchpoint
- Apr 13

Feedback to committee
- Feb 17
- Mar 9

Spring Break
BOUNDARY REVIEW PROCESS

Enrollment Assessment - Student Density

Map showing student density per square mile with a 1/2-mile radius analysis area. The density levels are categorized as follows:
- 0 - 175
- 176 - 300
- 301 - 525
- 526 - 700
- 701 - 875
- 876 - 1,050
- 1,051 - 1,225
- 1,226 - 1,400
- > 1,400

Legend:
- District Boundary
- Municipality
- Student Household
### Enrollment Assessment - Enrollment Patterns

<table>
<thead>
<tr>
<th>Attendance Area</th>
<th>Residence Count</th>
<th>Buel ES</th>
<th>Columbus ES</th>
<th>Grandhaven ES</th>
<th>Memorial ES</th>
<th>Newby ES</th>
<th>Wascher ES</th>
<th>Tranfer Out Student Total</th>
<th>Tranfer Out Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buel ES</td>
<td>469</td>
<td>398</td>
<td>8</td>
<td>17</td>
<td>18</td>
<td>17</td>
<td>11</td>
<td>71</td>
<td>15.1%</td>
</tr>
<tr>
<td>Columbus ES</td>
<td>516</td>
<td>16</td>
<td>406</td>
<td>9</td>
<td>26</td>
<td>52</td>
<td>7</td>
<td>110</td>
<td>21.3%</td>
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<tr>
<td>Grandhaven ES</td>
<td>472</td>
<td>9</td>
<td>6</td>
<td>419</td>
<td>17</td>
<td>14</td>
<td>7</td>
<td>53</td>
<td>11.2%</td>
</tr>
<tr>
<td>Memorial ES</td>
<td>575</td>
<td>9</td>
<td>11</td>
<td>20</td>
<td>504</td>
<td>25</td>
<td>6</td>
<td>71</td>
<td>12.3%</td>
</tr>
<tr>
<td>Newby ES</td>
<td>462</td>
<td>15</td>
<td>23</td>
<td>14</td>
<td>25</td>
<td>383</td>
<td>2</td>
<td>79</td>
<td>17.1%</td>
</tr>
<tr>
<td>Wascher ES</td>
<td>395</td>
<td>10</td>
<td>0</td>
<td>13</td>
<td>2</td>
<td>4</td>
<td>366</td>
<td>29</td>
<td>7.3%</td>
</tr>
<tr>
<td><strong>K-5 Subtotals</strong></td>
<td><strong>2,889</strong></td>
<td><strong>457</strong></td>
<td><strong>454</strong></td>
<td><strong>492</strong></td>
<td><strong>592</strong></td>
<td><strong>495</strong></td>
<td><strong>399</strong></td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Out of District</strong></td>
<td><strong>63</strong></td>
<td><strong>5</strong></td>
<td><strong>8</strong></td>
<td><strong>20</strong></td>
<td><strong>9</strong></td>
<td><strong>11</strong></td>
<td><strong>10</strong></td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>K-5 Totals</strong></td>
<td><strong>2,952</strong></td>
<td><strong>462</strong></td>
<td><strong>462</strong></td>
<td><strong>512</strong></td>
<td><strong>601</strong></td>
<td><strong>506</strong></td>
<td><strong>409</strong></td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Tranfer In Student Total</strong></td>
<td><strong>476</strong></td>
<td><strong>64</strong></td>
<td><strong>56</strong></td>
<td><strong>93</strong></td>
<td><strong>97</strong></td>
<td><strong>123</strong></td>
<td><strong>43</strong></td>
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<td>--</td>
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<tr>
<td><strong>Tranfer In Rates</strong></td>
<td><strong>16.5%</strong></td>
<td><strong>14.0%</strong></td>
<td><strong>12.3%</strong></td>
<td><strong>18.9%</strong></td>
<td><strong>16.4%</strong></td>
<td><strong>24.8%</strong></td>
<td><strong>10.8%</strong></td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

All values based on the 100912018 Student Information System.
Residence counts are based on current attendance area boundaries, as of the 2018-19 school year.
BOUNDARY REVIEW PROCESS

Land Use

- Interviews with planners
- City Limits
- Urban Growth Boundary (UGB)
- Parcels and Zoning
- Building Permits / Plats
- Comprehensive Plan
- Buildable Lands Inventory (in-progress)
- Housing Needs Analysis (planned)
- Third-party
- Census Data
- Construction Permits
BOUNDARY REVIEW PROCESS
PSU Forecast Review

![Chart 2: Annual Births, 2000 to 2017, Lake Oswego S.D.](image1)

![Chart 3: Lake Oswego SD Birth Cohorts and Kindergarten Enrollment History and Forecast](image2)

<table>
<thead>
<tr>
<th>Enrollment Forecasts for Individual Schools*, 2019-20 to 2028-29</th>
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</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Forest Hills Elementary</td>
</tr>
<tr>
<td>Lake Grove Elementary</td>
</tr>
<tr>
<td>Oak Creek Elementary</td>
</tr>
<tr>
<td>Hallinan Elementary</td>
</tr>
<tr>
<td>River Grove Elementary</td>
</tr>
<tr>
<td>Westridge Elementary</td>
</tr>
<tr>
<td>Elementary Totals</td>
</tr>
</tbody>
</table>

**Change 2018-19 to 2018-29**

- Forest Hills Elementary: 5
- Lake Grove Elementary: 21
- Oak Creek Elementary: -16
- Hallinan Elementary: -1
- River Grove Elementary: -7
- Westridge Elementary: 7
- Elementary Totals: 9

![Net Migration, 2000 to 2010, Lake Oswego S. D. History and Forecast](image3)
Core values provide guidance for the committee as they review various boundary options. For example: balancing capacity, maintaining the feeder system, considering socio-economic impacts, etc.

They are based on existing board policies, past practices, and/or District values regarding boundary changes, and community input gathered during the community surveys.

Materials: Committee charge and guiding principles
A starting point of revised boundaries which meet District set target facility capacities and consider guiding principles for the committee to begin their revisions from.
Committee Meetings

- Meeting minutes
- Break out groups of parents and principals
- Scenario modeling
- Proposals
- Consensus
- Vote

Open Houses

- Share the committee's work
- Solicit community input
- Review feedback
- Continue revisions
- Committee members are at the Forefront

*Focus is Data Driven
## Summary Statistics - Overview

### Summary Statistics Overview Table & Charts

05/16/2018

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Attendance Area</th>
<th>Facility Capacity</th>
<th>Target Capacity</th>
<th>Target Percentage</th>
<th>Students by Residence</th>
<th>Percent of Facility Capacity</th>
<th>Magnitude Over/Under Target</th>
<th>Committee Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES</td>
<td>Beatrice Cannaday</td>
<td>550</td>
<td>413</td>
<td>75%</td>
<td>0</td>
<td>0.0%</td>
<td>-413</td>
<td>393</td>
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<tr>
<td>ES</td>
<td>Happy Valley ES</td>
<td>598</td>
<td>470</td>
<td>80%</td>
<td>402</td>
<td>68.4%</td>
<td>-69</td>
<td>469</td>
</tr>
<tr>
<td>ES</td>
<td>Mount Scott</td>
<td>532</td>
<td>399</td>
<td>75%</td>
<td>381</td>
<td>71.6%</td>
<td>-18</td>
<td>381</td>
</tr>
<tr>
<td>ES</td>
<td>Oregon Trail</td>
<td>560</td>
<td>476</td>
<td>85%</td>
<td>490</td>
<td>87.5%</td>
<td>14</td>
<td>451</td>
</tr>
<tr>
<td>ES</td>
<td>Scoters Mountain</td>
<td>560</td>
<td>356</td>
<td>65%</td>
<td>567</td>
<td>93.5%</td>
<td>221</td>
<td>366</td>
</tr>
<tr>
<td>ES</td>
<td>Spring Mountain</td>
<td>616</td>
<td>564</td>
<td>90%</td>
<td>649</td>
<td>89.1%</td>
<td>-5</td>
<td>537</td>
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<tr>
<td>ES</td>
<td>Sunnyside</td>
<td>644</td>
<td>547</td>
<td>85%</td>
<td>622</td>
<td>97.7%</td>
<td>82</td>
<td>562</td>
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<tr>
<td>ES</td>
<td>Verne Duncan</td>
<td>568</td>
<td>470</td>
<td>80%</td>
<td>626</td>
<td>106.5%</td>
<td>156</td>
<td>476</td>
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<tr>
<td>MS</td>
<td>Happy Valley MS</td>
<td>1,376</td>
<td>1,032</td>
<td>75%</td>
<td>1,112</td>
<td>80.8%</td>
<td>80</td>
<td>981</td>
</tr>
<tr>
<td>MS</td>
<td>New Middle School</td>
<td>1,344</td>
<td>1,008</td>
<td>75%</td>
<td>889</td>
<td>65.9%</td>
<td>-109</td>
<td>1,030</td>
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<tr>
<td>HS</td>
<td>Clackamas</td>
<td>2,045</td>
<td>1,434</td>
<td>70%</td>
<td>2,622</td>
<td>123.0%</td>
<td>1,188</td>
<td>1,410</td>
</tr>
<tr>
<td>HS</td>
<td>New High School</td>
<td>1,800</td>
<td>1,260</td>
<td>70%</td>
<td>0</td>
<td>0.0%</td>
<td>-1,260</td>
<td>1,212</td>
</tr>
</tbody>
</table>
BOUNDARY REVIEW PROCESS

Final Recommendation

2019-2020 Attendance Areas Map - Adopted 5-22-2019

Enter your address into our school locator tool.

Or view a PDF map of our attendance areas:
2019-2020 Attendance Areas Map (PDF)

School board approves boundary changes in district schools

At last night's board meeting, the McMinnville School Board voted to implement new boundaries in district elementary and middle schools, effective in the 2019-20 school year.

Click to see interactive and downloadable maps as well as a list of changes by school. The changes will also affect current bus routes. Updated routes will be available by fall.
Questions?