

Public Comment on the Southeast
Enrollment and Program Boundary Plan
Tuesday, May 24, 2022 5:00 PM

Dr. Matthew Prophet Education Center - Board
Auditorium
501 N. Dixon St
Portland, OR 97227

Agenda

1. Public Comment on the Phase 2 Proposed Changes to Programs, Boundaries and Feeder Patterns in Southeast Portland

RESOLUTION No. 6513

SE Enrollment and Program Balancing-Phase 2

RECITALS

- A. In June 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. In February 2020, the Board adopted Resolution 6059 stating that, 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 launched an enrollment and program balancing process and charged staff with developing short- and long-term recommendations, with input from the community, for enrollment and program balancing based on outcome goals and to support the access of historically underserved students to high-quality learning environments.
- C. The first phase of the charge addressed the goal of improving access to comprehensive middle schools by establishing the attendance area and programs for Kellogg Middle School. A Southeast Guiding Coalition (SEGC) composed of parents, guardians, principals, students, and teachers, reviewed boundary changes and program relocation options, listened to community feedback and provided a recommendation to the Deputy Superintendent. The Board adopted a modified version of her plan through Resolution 6236 in January 2021.
- D. In May 2021, the Board provided a charge for Phase 2 of SE Enrollment and Program Balancing through Resolution 6315. Key directions were to recommend attendance area and special program assignments for Harrison Park Middle School, a plan to relocate K-5 students and programs currently served at Harrison Park, and a plan to increase enrollment at Lane Middle School.
- E. The SEGC met 19 times over the next 11 months, reviewed 15 draft proposals and considered feedback from stakeholders representing more than 20 SE schools. They did not reach a consensus on a final proposal, but in April 2022 forwarded to the Deputy Superintendent a plan that received the most votes among SEGC members. We commend them for their dedication, resilience, and commitment to racial equity and children.
- F. To provide access to robust middle school programs and improve enrollment size at several very small elementary schools, the following boundary changes are recommended by the Deputy Superintendent to begin in Fall 2023:
 - a. The entire Harrison Park K-8 attendance area will be assigned to Clark Elementary School and Harrison Park MS;
 - b. The entire Atkinson attendance area, including the new portion described in subsection k, below, will be assigned to Harrison Park MS for grades 6-8;
 - c. The entire Vestal attendance area, including the new portion described in subsection m, below, will be assigned to Harrison Park MS for grades 6-8;
 - d. The entire Creston attendance area, including the new portion described in subsection f, below, will be assigned to Hosford MS for grades 6-8;
 - e. The entire Woodstock attendance area, including the new portion described in subsection i, below, will be assigned to Lane MS for grades 6-8;
 - f. An area north of SE Holgate Blvd and west of SE 60th Ave/SE Foster Rd. is reassigned from Arleta ES/Kellogg MS to Creston ES/Hosford MS;

- g. An area east of SE 72nd Ave/north of SE Boise St. is reassigned from Arleta ES to Marysville ES;
 - h. An area south of SE Woodstock Blvd. is reassigned from Arleta ES/Kellogg MS to Woodmere ES/Lane MS;
 - i. An area south of SE Holgate Blvd. and west of SE 60th Ave. is reassigned from Arleta ES/Kellogg MS to Woodstock ES/Lane MS;
 - j. An area north of SE Powell Blvd, east of SE 67th Ave, south of SE Woodward St., and west of SE 82nd Ave. is reassigned from Bridger (K-8) to Arleta ES/Kellogg MS;
 - k. An area north of SE Woodward St, east of SE 67th Ave, south of SE Division St, and west of SE 82nd Ave. is reassigned from Bridger (K-8) to Atkinson ES/Harrison Park MS;
 - l. An area west of SE 72nd Ave between SE Holgate Blvd and SE Foster Rd. is reassigned from Marysville ES to Arleta ES;
 - m. An area north of E. Burnside St and east of NE 60th Ave. is reassigned from Glencoe ES/Mt. Tabor MS to Vestal ES/Harrison Park MS;
 - n. An area west of SE 52nd Ave and east of SE 57th Ave. is reassigned from Lewis ES/Sellwood MS to Whitman ES/Lane MS;
 - o. An area east of SE 82nd Ave and south of SE Foster Rd. is reassigned from Marysville ES/Kellogg MS to Woodmere ES/Lane MS;
 - p. An area south of SE Duke St and east of SE 57th Ave. is reassigned from Woodmere ES to Whitman ES; and
 - q. An area south of SE Woodstock Blvd and east of SE 52nd Ave. is reassigned from Woodstock ES/Hosford MS to Woodmere ES/Lane MS.
 - r. The changes described in subsections a-q, above, are recommended to begin with incoming kindergarten and 6th-grade students, along with any other newly enrolled students. Legacy rights for current students and guaranteed transfers for siblings will be in effect, as per PPS policy 4.10.049-P. Students affected by boundary change may request transfer to their new neighborhood schools at any time.
 - s. Transportation will be provided to students over one mile from their new elementary schools and over 1.5 miles from their new middle schools.
- G. In order to improve access to robust dual-language immersion programs, especially for students who are native speakers of the target language, the following program re-locations are recommended by the Deputy Superintendent to begin in Fall 2023:
- a. Grades K-5 of the Chinese immersion program currently located at Harrison Park K-8 will relocate to Clark ES, while grades 6-8 will continue at Harrison Park MS;
 - b. The Chinese immersion program currently located at Hosford MS will relocate to Harrison Park MS;
 - c. The Spanish immersion program currently located at Bridger ES will relocate to Lent ES; and
 - d. The Spanish Immersion program currently located at Mt. Tabor MS will relocate to Kellogg MS.
 - e. Implementation of changes in subsections a-d, above, is recommended for all grades in fall 2023. Current students may request transfer to the new locations for the 2022-23 school year.
- H. To accommodate the reopening of Clark ES as a neighborhood school and maintain a K-8 choice option in the outer southeast, the Creative Science K-8 School is recommended by the Deputy Superintendent to relocate to Bridger ES. Current Creative Science students, along with Bridger English program and future Bridger neighborhood students, are recommended to receive an automatic assignment to the new Bridger-Creative Science K-8 School. Bridger students can also opt-out of regular programs at Clark ES and Harrison Park MS.
- I. The Deputy Superintendent also recommends that to support the conversion of Lent ES to a full-Spanish immersion school, students currently enrolled in the English classrooms at Lent ES,

and future new Lent neighborhood students who opt-out of immersion may enroll in Marysville ES.

- J. In order to ensure a successful transition to the new configurations, the following implementation supports are recommended by the Deputy Superintendent to begin immediately:
 - a. A staffing pool of ten licensed FTE will be equitably allocated as needed over the next five years creating bridges as programs move and boundaries change from one school to another and providing full programming for low enrollment schools that will grow over five years.
 - b. Provide transportation for the Harrison Park Middle School Chinese Immersion program to support students from the Woodstock DLI program. Continue to provide transportation to neighboring communities for Lent Spanish DLI, adding students residing in the Bridger attendance area.
 - c. Additionally, transportation leaders will submit to the Board a supplemental transportation plan to address safety concerns within the SE region to be implemented in Fall 2023. Through the supplemental transportation plan, no K-8 students will be required to cross Interstate 205, and bus transportation will be provided to students living in these areas.
 - d. To support families wishing to transition to their new schools early, requests for transfer into the new boundary or program locations will receive priority for the 2022-23 school year.

RESOLUTION

1. The Board of Education adopts the Deputy Superintendent's recommendations resulting from the SE Enrollment and Program Balancing Phase 2 assignment plan to:
 - a. Initiate the opening of Clark Elementary School and Harrison Park Middle School;
 - b. Implement boundary changes described above for Arleta ES, Atkinson ES, Bridger ES, Creston ES, Glencoe ES, Hosford MS, Kellogg MS, Lane MS, Lewis ES, Marysville ES, Roseway Heights MS, Vestal ES, Whitman ES, Woodmere ES and Woodstock ES;
 - c. Relocate the Creative Science School to Bridger ES, Bridger Spanish Immersion to Lent ES, Mt. Tabor Spanish Immersion to Kellogg MS, Harrison Park K-5 Chinese Immersion to Clark ES, and Hosford Chinese Immersion to Harrison Park MS; and
 - d. Provide neighborhood school options for new and currently enrolled students in Lent and Bridger who do not wish to participate in the program changes.
2. All changes will be implemented at the start of the 2023-24 school year.
 - a. Boundary changes will begin with new students, as described in PPS policy 4.10.045-P(V).
 - b. Program relocations will happen all at once for Harrison Park K-5, Creative Science School and immersion programs.
 - c. The Superintendent or designee is directed to develop a transition plan for the Lent English-language program, taking into consideration the input of current students, families and staff, as well as building capacity and the potential to positively impact student success.
3. The Board directs the Superintendent to initiate staffing and facility changes, transportation routing, transfer priorities and other operational adjustments to support the effective implementation of this resolution.
4. The Board acknowledges and greatly appreciates the thoughtful work and input of the Southeast Guiding Coalition and other community members in this process.



PORTLAND PUBLIC SCHOOLS

Deputy Superintendent of Business & Operations

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3380

Date: May 17, 2022
To: School Board
From: Claire Hertz, Deputy Superintendent for Business and Operations
Subject: Responses to Board Questions: SE Enrollment and Program Balancing Phase 2

On May 10, 2022, the PPS Board of Directors received and discussed the SE Enrollment and Program Balancing Phase 2 recommendation. Below are answers to the questions posed by Directors at the meeting.

Question	Staff Response
<p>Number of students who would be eligible for busing based on mileage from school. Any other places where there has been a commitment to bus students. Want the total number and who is getting bused. By number and location ie: eastern part of Marysville boundary.</p>	<p>Approximately 750 students would be eligible for PPS bus service if the proposal is approved. See this sheet for details. Many areas already receiving transportation to the current schools, so there will be significant re-routing of current routes, in addition to making new routes</p>
<p>What supports are in place for Spanish DLI at Kellogg and what supports will be in place for Mandarin DLI at Harrison Park?</p>	<p>Kellogg was staffed to help Spanish immersion from the beginning. Two out of three building administrators are Latina, two out of three building administrators are bilingual, the front office staff is bilingual, the community agent is bilingual, the school climate specialist is bilingual, and many teachers not teaching DLI classes are bilingual. The Hosford Chinese Immersion program currently has 3 bilingual teachers (reducing to two teachers next year) and does not have any bilingual support staff. Harrison Park K-8 will have a .5 bilingual teacher for 6th grade Chinese Immersion next year, and has two bilingual EAs: a Mandarin speaker assigned to Kindergarten and a Cantonese speaker who supports ESL students and families. School leaders will continue to prioritize recruiting,</p>

	<p>hiring and retaining teachers and support staff who reflect the ethnicity, culture and languages of the students and families they serve.</p>
<p>There are a large number of schools without foundations, interested in FTE to support transitions. How will the staffing pool be allocated?</p>	<p>Staff is committed to using a RESJ lens to analyze what supports are needed for impacted schools and historically underserved communities. Set aside FTE is budgeted to address needs as they arise beginning in the 2022-23 school year. There is a recommendation that a staffing pool of 10 licensed FTE is equitably allocated as needed to help SE schools through the transition on an annual basis for schools with lower enrollment to maintain services to students and families, and to create bridges as students transition over a five year period. The Office of Instruction and School Communities manages the staffing process and will work in consultation with principals to support the needs of SE schools as we implement these enrollment and program balancing decisions.</p>
<p>How are we communicating with families on what to expect during implementation?</p>	<p>OSP leaders will direct the implementation process and ensure regular engagement with community members about the transitions.</p>
<p>Will next year’s Lent neighborhood kindergartners be offered the opportunity to start at Marysville?</p>	<p>Yes. All registered Lent K English Scholar students will be informed of their option to switch to Spanish Immersion or a multi-strand program at Marysville. Marysville and Lent leaders are open to hosting opportunities for families to learn more about their options before the end of the school year as well as in August.</p>
<p>Please provide a brief explanation of how we stayed true to having students at the center of this process..</p>	<p>We held sessions that were open to students of color in the Ideas and Input stage. During this stage the schools most impacted were Harrison Park, Lane, and Creative Science School. Student feedback suggested a value for access to Spanish Dual Language Immersion Programs, as well as improving middle school programs. In addition, schools led sessions with students and student-based groups that helped indicate support for DLI programs and co-located programs, including Lent and Atkinson.</p>
<p>How will students and community be engaged in the Harrison Park capital improvement plan?</p>	<p>Our Facilities team is holding an Open House on May 31 to discuss the proposed changes and get feedback from attendees. The future elementary feeder school students and families will be invited to attend this engagement session.</p>

<p>What school would be closed via school ID reporting? Creative Science or Bridger?</p>	<p>This is an excellent question. After the Board approves the proposal, the District will begin planning for implementation in Fall 2023. The Office of School Performance leaders working alongside school principals will bring the Bridger and Creative Science School communities together to collaborate on combining the two schools. We will need to have a School ID with the state for reporting purposes, and the decision of which school ID will be used, will be made later in the 2022-23 school year.</p>
<p>What is the cost in dollars of the financial impact of the SE Proposal?</p>	<p>The cost of two additional bus routes for 2023-24 would be \$180,000, and reimbursement for transportation at 70% would realize a 30% expense of \$54,000. The 10 licensed FTE pool for staffing would cost approximately \$1.2 million beginning in 2022-23.</p>

ATTACHMENTS

- A. [SEGC Transportation Recommendation Spreadsheet](#)

SEGC Transportation Recommendation Spreadsheet

Proposed School	Current School	Area description	Grade level	Estimated student counts*	Estimated eligibility for bus service**	Estimated number of eligible students	Is area currently eligible for transportation?
Arleta (AR)	Bridger (BR)	Portion of Bridger boundary south of SE Woodward between SE 67th and SE 82nd	K-5	23	100%	23	
Arleta (AR)	Marysville (MV)	Portion of Marysville boundary between SE Holgate and Foster west of SE 72nd	K-5	6	0%	0	
Atkinson (AT)	Bridger (BR)	Portion of Bridger boundary north of SE Woodward between SE 67th and SE 82nd	K-5	52	67%	35	
Bridger (BR)	Harrison Park (HP)	Portion of Bridger boundary south of SE Stark and north of SE Division	K-5	10	0%	0	
Clark (CL)	Harrison Park (HP)	All of current Harrison Park boundary	K-5	243	60%	146	Yes-small portion
Creston (CR)	Arleta (AR)	Portion of Arleta boundary west of SE 62nd and north of SE Holgate	K-5	7	0%	0	
Harrison Park (HP)	Mt Tabor (MT)	Portion of Mt. Tabor boundary east of NE 60th and north of Burnside	6-8	17	100%	17	
Harrison Park (HP)	Mt Tabor (MT)	All of Atkinson	6-8	94	70%	66	Yes-Area south/west of Atkinson students now eligible for transportation to Mt. Tabor
Harrison Park (HP)	Roseway Heights (RH)	All of Vestal	6-8	119	75%	89	Yes-Most of the area
Hosford (HS)	Kellogg (KG)	All of Creston	6-8	98	60%	59	Yes-Some of the area
Hosford (HS)	Kellogg (KG)	Portion of Kellogg boundary north of SE Holgate and along Foster west of 62nd	6-8	0	100%	0	
Lane (LN)	Hosford (HS)	Portion of Hosford boundary east of SE 52nd and south of SE Woodstock	6-8	22	0%	0	
Lane (LN)	Hosford (HS)	All of Woodstock	6-8	60	30%	18	Yes-some of the area
Lane (LN)	Kellogg (KG)	Portion of Kellogg boundary east of SE 82nd and south of SE Foster	6-8	9	100%	9	Yes
Lane (LN)	Kellogg (KG)	Portion of Kellogg south of SE Woodstock	6-8	1	0%	0	Yes
Lane (LN)	Kellogg (KG)	Portion of Kellogg boundary west of SE 60th and south of SE Holgate	6-8	9	0%	0	
Lane (LN)	Sellwood (SW)	Portion of Sellwood east of 52nd	6-8	32	0%	0	Yes-some of area

SEGC Transportation Recommendation Spreadsheet

Proposed School	Current School	Area description	Grade level	Estimated student counts*	Estimated eligibility for bus service**	Estimated number of eligible students	Is area currently eligible for transportation?
Marysville (MV)	Arleta (AR)	Portion of Arleta boundary north of SE Boise and east of SE 70th	K-5	14	0%	0	
Vestal (VS)	Glencoe (GL)	Portion of Glencoe boundary east of SE 60th and north of Burnside	K-5	41	80%	33	
Whitman	Lewis	Portion of Lewis east of SE 52nd	K-5	54	80%	43	
Whitman	Woodmere	Portion of Woodmere boundary west of SE 67th	K-5	51	30%	15	
Woodmere	Arleta	Portion of Arleta boundary south of SE Woodstock	K-5	7	0%	0	
Woodmere	Marysville	Portion of Marysville boundary east of SE 82nd and south of SE Foster	K-5	6	0%	0	
Woodmere	Woodstock	Portion of Woodstock boundary east of SE 52nd and south of SE Woodstock	K-5	40	80%	32	
Woodstock	Arleta	Portion of Arleta boundary west of SE 60th and south of SE Holgate	K-5	23	10%	2	
						587	
Proposed School	Current School	Program service	Grade level	Estimated student counts*	Estimated interest in bus service***	Estimated number of students receiving transportation	Is area currently eligible for transportation?
Hosford	Harrison Park	Chinese DLI students from Woodstock area	6-8	45	67%	30	Yes-some of the area
Lent	Bridger	Spanish DLI students from Bridger area	K-5	105	67%	70	
Marysville	Lent	Lent neighborhood students attending Marysville for English-scholar program	K-5	80	80%	64	Yes-some of the area; transportation to Lent SDLI would continue
						164	
NOTES - All estimates are for planning purposes only							
*Estimated student counts for boundary change areas provided by FLO Analytics based on current enrollment in neighborhood schools; program estimates based on current students							
**Eligibility based on current transportation rules and assume acceptance of supplemental transportation plan for students having to cross I-205 and SE 82nd Ave.							
***Estimated interest in bus service based on current transportation trends for other special programs							



Portland Public Schools

SE Enrollment & Program Balancing Phase 2

Welcome



**PORTLAND
PUBLIC
SCHOOLS**

May 10, 2022



Board Charge

- Convert Harrison Park from a K-8 to a comprehensive Middle School
- Harrison Park K-5 relocates to a new location
- Increase enrollment at Lane Middle School



Proposal Modeling Drivers

Programmatic guidelines to accomplish the Board's Charge:

- Preferred middle school enrollment above 500 students
- Preferred elementary school enrollment above 270 students
- Avoid moving boundaries across major arterial streets where possible
- Eliminate single-strand English-scholar programs on campuses with co-located program
- Consolidate as many DLI programs as possible, prioritizing future locations closest to where native speakers reside



Process Phases

Phase 1 in 2020 (COMPLETE):

A focus on the opening of Kellogg Middle School in 2021



Phase 2 in 2021-22:

Focus on Harrison Park and Lane, as well as small K-5s and single-strand neighborhood programs

Southeast Guiding Coalition contributed to both phases





Racial Impact Focus

School	Program	Black or Indigenous Student Count	Black or Indigenous Student Percent
Harrison Park	Neighborhood Program	190	42%
Kelly	Neighborhood Program	86	36%
Vestal	Neighborhood Program	63	30%
Bridger	Neighborhood Program	37	29%
Lent	Neighborhood Program	41	27%
Woodmere	Neighborhood Program	61	24%
Lane	Neighborhood Program	73	23%
Roseway Hts	All Programs	117	20%
Whitman	Neighborhood Program	30	20%
Marysville	Neighborhood Program	48	19%



Enrollment issues impacting Black and Indigenous students

- **Lack of access to a comprehensive middle school** for Harrison Park and Bridger neighborhood students
- **School enrollment below minimum targets:** Limits opportunity to access a broad range of instructional programs, including electives
 - *Marysville, Whitman, Woodmere, Vestal, Lane, Harrison Park MS*
- **Single-strand K-5 neighborhood program:** Limits opportunities for professional development, mixing up student cohorts from year to year, and may lead to lower outcomes for underserved students
 - *Bridger neighborhood, Lent neighborhood*





SE Guiding Coalition Process

- Parents/Guardians, principals, teachers and community partners from potentially impacted schools - We are grateful for their service!
- 19 virtual meetings
- 15 draft proposals developed by FLO Analytics
- Final proposal had the most votes, but not consensus
 - Concerns about the limited scope of changes, middle school imbalance
 - Extra time allowed to try and resolve concerns, reach consensus





SE Guiding Coalition Process

Co-Chairs Adriel Person and Beth Cavanaugh

SEGC report

- Overview of scope and process
- Explanation of proposal that received the most votes
- Description of key decision points
- Recommendations for implementation
- Supplement letter: Dissent for the exclusion of Inner SE

Implementation feedback

- Input on major transitions
- Transportation
- Targeted boundary changes

Challenges with engagement

- Barriers to community understanding
- Schedule and participation challenges with community meetings
- Lack of specific proposals to respond to

Reflection on the Recommendation

- Strengths
- Challenges
- Opportunities



Community Engagement

Links to Engagement Materials

- [Summary of Community Engagement input](#) through Phase 2
- [Letters and email messages](#)
- [SE Proposal Survey Report](#)





Recent Engagement Highlights

Winter 2022

- The Coalition asked to hear more from Lent and other diverse communities who could see significant changes through the proposal

Feedback on Draft Proposal: April 2022

- SE Proposal Survey [Report](#) on April 26
- On April 27, staff met with about 25 parents and teachers at Lent Elementary School to hear their ideas and concerns about the proposed change to a whole-Spanish DLI school.
- A virtual/in-person meeting on April 28 was attended by about 70 Bridger Elementary School parents and teachers
- An Open House for the greater SE community was held on May 5th from 6-8 pm in the Franklin HS cafeteria with about 50 people in attendance.





Input from Black and Indigenous families

Concerns about ongoing struggles for adequate staffing, resources, and program access. Parents feel the pressure of having to continually advocate for their children to receive the level of education and services they deserve. They want to feel like they are being heard.

Students need stable interpersonal connections to be successful. It takes time to build trust and a sense of community. Current teachers and staff have historical knowledge of the kids, parents, extended families, and even friend networks. Biggest fear is having to completely start over with strangers who don't know their kids.

It's important to keep neighborhoods together, minimize distances, and provide safe and reliable transportation options, particularly for underserved families who often do not drive.





Input from Black and Indigenous families

Would like to see schools do a better job of supporting a range of learning styles. Ensure class sizes remain small enough for teachers to meet students where they are both academically and socially. Provide access to tutoring and academic supports.

“How do these people expect us parents who have never looked at a draft before to understand this?”

Concerns about the limited middle school curriculum and elective options at their K-8. Students need access to more STEAM-focused classes, including science, visual and performing arts, technology, and design.



Input from Black and Indigenous families

- Representation is important – students and families should have access to staff and teachers who look like them and share their language.
- Desire to have both ethnic representation in staff along with access in extension programs like dual language. “I personally have had to choose between language and culture and it is a terrible compromise to have to make.”





Recommendation Overview

Harrison Park Middle School and Clark Elementary School will open in 2023

- All SE students will have access to a comprehensive middle school
- Honors the wishes of the Harrison Park community by keeping their neighborhood intact, including Chinese Immersion
- Combines all middle grades Chinese Immersion into one location in the Jade District
- Requires relocation of Creative Science School–Bridger is the recommended new site





Recommendation Overview

- Strengthens enrollment at Lane MS and small feeder schools through boundary and feeder pattern changes
- Combines the Bridger and Lent Spanish Immersion programs into a best-practice, whole-school model at Lent Elementary School
- Brings together all strands of middle grades Spanish Immersion at Kellogg MS





Recommendation Overview

Single-strand English-scholar programs are eliminated, but some students of color will have to go further to access standard programs

- Lent neighborhood kindergarten students will have guaranteed access to dual language immersion
- Other Lent students will attend a multi-strand English program at Marysville, with transportation provided
- Bridger neighborhood students will have guaranteed access to Creative Science programming, or can opt-out to Clark ES or Harrison Park MS





Recommendation Overview



Harrison Park MS
588 MS students
66% utilization



Woodstock
Chinese DLI (2)

Clark
Chinese DLI (1)

Atkinson

Vestal

Clark

Creative Science K-8 @ Bridger
Includes Bridger N'hood K-5



Lane MS
598 MS students
78% utilization



Kelly
Russian DLI (1)

Whitman

Woodstock

Woodmere

Mt. Tabor MS
456 MS students
67% utilization



Glencoe

Richmond
Japanese DLI (4)
Whole school DLI

Draft Proposal F-3: K-8 Feeder Patterns

Kellogg MS
694 MS students
89% utilization



Atkinson
Spanish DLI (1)

Lent
Spanish DLI (3)
Whole school DLI

Arleta

Marysville
N'hood opt-out for Lent

Hosford MS
480 MS students
69% utilization



Buckman

Abernethy

Grout

Creston

Sellwood MS
536 MS students
79% utilization



Duniway

Llewellyn

Lewis

Roseway Heights MS
470 MS students
59% utilization



Rose City
Vietnamese DLI (2)

Park

Rose City

Lee

Scott
Spanish DLI (2)

- Program Changes/Consolidation**
- Middle school Chinese DLI at Harrison Park MS
 - Middle school Spanish DLI at Kellogg MS
 - Bridger K-5 Spanish DLI moves to Lent, Lent English-only program phased out
 - (#) is number of DLI classrooms per grade

-  K-5 neighborhood school w/ boundary change
-  K-5 neighborhood school w/ MS feeder and boundary change
-  K-5 neighborhood school w/ no change
-  Creative Science K-8 at neighborhood school
-  K-5 immersion (DLI) program w/ MS feeder change
-  K-5 immersion (DLI) program w/ no feeder change

Enrollment estimates and building utilization based on 2025-26 PSU projections



Recommendation Overview



PORTLAND PUBLIC SCHOOLS | Racial Equity Impact Measure

Draft Proposal F-3



All Students



Black and Native American Students



ELL Students





Recommendation Overview

All changes will begin in Fall 2023

- Early transfers will be allowed where space is available
- Boundary changes will be phased-in, following standard policy
- Program moves will occur all at once
 - Harrison Park K-5 >> Clark, Creative Science K-8 >> Bridger, Bridger SDLI>>Lent
 - Hosford CDLI >>Harrison Park, Mt. Tabor SDLI >> Kellogg
- Lent, Bridger and Marysville communities will work together with school and central leaders to plan the best possible pace of transition for English-program students

Planning for transition begins now

- FTE pool to bridge programs through transition and growth
- Planning for staff transitions with labor partners to begin this spring/summer
- Harrison Park facility upgrades targeted for the next two summers
- Transportation improvements
 - Supplemental Plan to address greater route safety
 - Expanded program routes for DLI and opt-out students
- Bring together communities to build collective vision and momentum



Board Questions

- Do you have any clarifying questions?
- Are there elements or features that you appreciate about this proposal?
- What concerns might you have in moving forward?



Engagement

A Summary of Community Engagement input throughout Phase 2 included:

- **Initial Feedback: July-August 2021**
 - One-on-one executive conversations with 335 parents/guardians who have current or soon to be middle school-aged children in and reside within the southeast portion of the Portland Public School District helped provide us with initial insight.
- **Ideas & Input: September-October 2021**
 - To promote authentic engagement, a race-based affinity model supported hearing open thoughts and experiences from students and families in the Southeast impacted by the Phase 2 process throughout September 2021.
- **Action & Accountability: December 2021**
 - Specific and targeted spaces that continue the race-based affinity model were made available for direct input on proposed scenarios, including Black, Indigenous & Students of Color, Spanish-Language, Mandarin-Language, Black, Indigenous, & People of Color, PAT, Russian-Language, Somali-Language, Vietnamese-Language, Cantonese-Language sessions
 - A virtual open house on December 8 was attended by 470 community members.

Recommendation Overview

Implementation Details

- Due to the lengthy process and staffing complexities, implementation of changes will begin in fall 2023.
- Staff recommends that boundary and feeder pattern changes follow the phase-in process described in policy 4.10.045-P. Program relocations should occur all at once, so that staff and resources associated with the programs can be consolidated and strengthened as quickly as possible.
 - Harrison Park K-5 students moving to Clark
 - Creative Science K-8 students moving to Bridger
 - Bridger Spanish DLI students moving to Lent
 - Mt. Tabor Spanish DLI students moving to Kellogg
 - Hosford Chinese DLI students moving to Harrison Park.
 - An option to defer moves for Lent non-DLI students moving to Marysville will be considered after bringing together school communities to prepare for the changes and considering the available facility capacity at Lent.



PORTLAND PUBLIC SCHOOLS
Deputy Superintendent of Business & Operations
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3380

Date: Mar 1, 2022
To: School Board
From: Claire Hertz, Deputy Superintendent for Business and Operations
Subject: SE Enrollment and Program Balancing Phase 2 Recommendation

BACKGROUND

In February 2020, the PPS Board of Education and the Superintendent launched an enrollment and program balancing process through Resolution 6059 to address system issues related to the use of physical facilities that impact student success and further our ambitious goals to improve student outcomes through the implementation of academic strategies and social-emotional support for our students.

The first phase of the process focused on converting K-8 schools in the Southeast as part of re-opening Kellogg Middle School. The Southeast Guiding Coalition (SEGC) delivered recommendations in December 2020, and the Board adopted a plan for Kellogg Middle School in January 2021. Later that Spring, the Board approved Resolution 6315, charging the SEGC to recommend:

- Attendance area and special program assignments for Harrison Park Middle School
- A plan to relocate K-5 students and programs currently served at Harrison Park
- A plan to increase enrollment at Lane Middle School

The SEGC is a volunteer group of parents, community members, and school leaders who came together in May 2021 to achieve the Board's charge. Some were returning members from the Phase 1 process, and some were new volunteers for Phase 2. Their work was supported by FLO Analytics and BRIC Architecture, along with more than a dozen staff across multiple central office departments.

The Coalition met 19 times, all virtually, due to limitations for large group gatherings during a pandemic. The Coalition considered fifteen proposals, potentially impacting attendance zones, program locations, and middle school feeder patterns for twenty SE schools. They received input from hundreds of community members through surveys, written responses, school-organized discussions, and focus groups for Black, Native, and other traditionally marginalized stakeholders and students. The virtual environment limited the coalition's ability to collaborate on complex scenario-building and analysis and slowed the overall process. We commend them for their dedication, resiliency, and commitment to racial equity and children.

The result of their work was a recommendation that received the most votes but not consensus support from the coalition. Many coalition members were concerned that middle school

enrollment would not be well balanced. Additionally, a racial equity issue was called out because the process did not include our more affluent, less diverse, inner SE schools and put the burden of balancing enrollment on our outer SE schools with higher numbers of Black, Native, and students of color.

In the initial charge from the School Board, staff was asked to limit the number of schools and families impacted by the process in response to community concerns raised about making changes during a pandemic. Staff only included schools geographically proximate to Lane Middle School and the future Harrison Park Middle School, which were the focus of the SE Enrollment and Program Balancing charge.

While we acknowledge these concerns, we also see strengths in the plan, particularly for students of color and other historically marginalized groups:

- Harrison Park K-5 students will remain together, including their neighborhood Chinese Immersion program, and move to the closest possible building, maintaining walkability and school continuity, as requested by this diverse community.
- Harrison Park Middle School will welcome new students from Atkinson and Vestal neighborhoods and become the regional home for the Chinese immersion middle school program centered in the Jade District of Portland. Enrollment is expected to exceed the target, and further growth could occur due to increased interest in new CTE programs included in the renovations to the facility to be completed in Summer 2022 and 2023.
- Lane Middle School will add approximately 150 new students through boundary changes with nearby schools, which will improve resources for providing an array of elective and support programs for all students.
- Two of three K-5 Spanish Immersion programs in the region will combine to form a whole-school program at Lent, which will provide more opportunities for students to work with bi-lingual staff, greater opportunities for professional development, and educator collaboration, and more stable student cohorts. Lent neighborhood students will have guaranteed access to the program in the future, expanding bilingual learning in a historically underserved area of the district. Current Lent students who are not in Spanish Immersion will have the opportunity to go to Marysville, where they will be part of a 2-3 strand neighborhood program instead of a small single strand at Lent.
- Three of the smallest neighborhood schools which serve large populations of Black and Native students, Vestal, Woodmere, and Whitman, will see enrollment increases to help ensure greater program opportunities.
- Kellogg Middle School, which just opened this year, would also see changes from the proposal. The blocks closest to Kellogg would now be part of its attendance area, and the Spanish Immersion program at Mt. Tabor MS would relocate to Kellogg, consolidating all Spanish Immersion in the region at a single middle school. Kellogg will become the largest middle school in the region, serving a student population with 30% direct certification, 6% Black and Native students, 12% English language learners, and 55% students of color.

These changes are recommended to begin in Fall 2023. To allow as much student stability as possible, boundary changes would start with incoming kindergartners at elementary schools and 6th graders at middle schools, allowing current students to remain until the highest grades of their current schools. However, changes for language immersion programs, Creative Science, and Harrison Park neighborhood students will occur all at once. An option to defer moves for Lent non-DLI students moving to Marysville will be considered after bringing together school

communities to prepare for the changes and considering the available facility capacity at Lent.

RELATED POLICIES/BEST PRACTICES

4.10.045-P, Student Assignment to Neighborhood Schools

4.10.051-P, Student Enrollment and Transfers

ANALYSIS OF SITUATION

The PPS Board of Education initiated reconfiguration of neighborhood K-8 programs back to K-5 and middle school structures in 2016. Kellogg MS was rebuilt through a voter-funded bond effort and opened eight months ago, becoming the fourth middle school to reopen in five years. Harrison Park is the last neighborhood K-8 school in Southeast, but there are seven others in N, NE, and NW Portland that will be addressed in future phases of enrollment and program balancing.

In addition to reconfiguring K-8 schools, the Board directed additional outcomes when it launched district-wide enrollment and program balancing in 2019, including reducing the number of single-strand neighborhood and Dual Language Immersion (DLI) programs, strengthening enrollment at small elementary and middle schools to support robust programming, addressing split elementary-to-middle and middle-to-high school feeder patterns, reducing overcrowding, and limiting the use of modular classrooms where possible.

As the SEGC 21-22 baseline data shows, numerous Southeast schools experience enrollment challenges that impact their ability to offer a broad range of electives and support programs, while others have such large populations there is limited space for specialists to work with students and common areas are crowded. The Racial Equity Impact Measures (REIM) provide a visual overview of the current state and proposed changes for several key enrollment metrics, disaggregated for Black and Indigenous, English Learning, and Low-Income students. A summary of changes for each impacted school can be found with the attachments.

Special Program Placements

Special program placements played an important role in SEGC Phase 2, particularly Spanish DLI, Chinese DLI, and the Creative Science School, which enroll collectively 1,555 students in grades K-8 across nine SE schools. Students enter primarily through the annual lottery, and most programs serve students from multiple neighborhoods and regions (current Harrison Park neighborhood-only Chinese DLI is an exception).

As part of the Board's charge, PPS staff were asked to provide guidance on preferred locations and configurations of dual language immersion programs, special education services, focus option programs, and pre-K services. PPS instructional leaders encouraged SEGC to consider proposals that consolidated K-5 Spanish and Chinese DLI programs into whole-DLI schools instead of co-locating with neighborhood or English-scholar programs. This was supported by analysis from our Research, Assessment, and Accountability office, showing that, within co-located schools, Direct Certification rates are consistently higher for neighborhood strands and lower for the DLI strands. This can lead to disparities in needs vs. resources when funding is allocated at a school level. Additionally, when controlling for Direct Certification rates, we consistently see lower performance on SBAC testing for students in the neighborhood strand at co-located programs than students in schools with co-located programs (except in our highest SES schools). Spanish and Chinese Limited English Proficient students in immersion programs perform higher on English & Language Arts SBAC tests than their peers in later grades.

While the whole-DLI proposals received some support, many communities and SEGC members raised concerns about segregating students of color to more distant schools and described the strengths of co-located programs. SEGC was open to considering co-location and whole-school DLI proposals for elementary schools. They established a shared goal of consolidating DLI

middle school programs, so that all elementary feeder strands in the same language would come together on a single campus and that no campus would have more than one immersion program.

As a result, the SEGC recommendation consolidates two of three elementary Spanish DLI K-5 programs at Lent Elementary School, leaving one program co-located at Atkinson. The Mt. Tabor and Kellogg Middle School Spanish DLI programs will come together at Kellogg Middle School. Chinese DLI K-5 programs will remain co-located at Woodstock and Clark when it becomes the K-5 location for Harrison Park students. The Hosford and Harrison Park Middle School Chinese DLI programs will come together at Harrison Park MS. These program consolidations will result in more robust and efficient staffing and professional development, positively affecting instruction and student outcomes, particularly for native speakers of the DLI language.

The recommended DLI program placements received more SEGC votes than an alternative model. Some members were concerned that Kellogg Middle School enrollment would remain much larger than Harrison Park's. Students who live closer to Kellogg would have to travel further to attend neighborhood schools. Kellogg would be a more central location for Chinese DLI students. Given that the recommendation will result in significant relocations for Bridger Spanish DLI and Lent neighborhood students, it is also important to note that representatives from those communities support Spanish DLI and Lent neighborhood remaining at Kellogg Middle School.

The SEGC requested and received an extra month to meet and develop alternatives to address these concerns. Despite these efforts, the new proposals did not achieve greater support.

The Creative Science School (CSS) focus option moved from Bridger into the Clark building in 2007 when Clark consolidated with Binnsmead Middle School and became Harrison Park K-8. Early in Phase 2, the SEGC arrived at consensus to bring Harrison Park neighborhood K-5 students back to Clark, leading to several options for CSS to relocate to other schools in the region. Potential moves to Woodstock or Arleta met with strong resistance, but the Bridger neighborhood community was open to rejoining CSS. Combining current CSS and Bridger neighborhood students in 2023 is expected to fill all available space at Bridger, including the modular classrooms. However, as lottery slots are reduced, the neighborhood-based focus option program will fit into the main Bridger building with minimal need for modular classrooms.

SEGC members tentatively explored converting CSS to a K-5 structure, which would match the current Bridger structure and boost enrollment at Harrison Park MS. District leaders advised that the focus option would remain in its current configuration, so a small K-8 option remains available in outer SE. As requested in the Board's Charge, Instructional leaders advised the need for a small middle school experience in the region, which is having success with a best practice co-teaching model with general and special education teachers. Bridger neighborhood students who do not want to join the K-8 constructivist program will have guaranteed placement at Clark K-5 and Harrison Park Middle School.

Feeder school and boundary line changes

The Harrison Park Middle School attendance area will expand to include two new feeder schools: Vestal, which is currently assigned to Roseway Heights Middle School, and Atkinson, which is currently assigned to Mt. Tabor Middle School, as well as the northeast corner of the Mt. Tabor attendance area. Because Harrison Park is on the eastern edge of the PPS district boundary, there were few feasible options for increasing the size of the neighborhood, especially with Bridger joining Creative Science K-8. Both Roseway Heights and Mt. Tabor enrollment could fall below 500 students when the boundary changes are fully implemented. However, both are adjacent to K-8 schools in NE and could see additional changes in the next phase of K-8 enrollment and program balancing.

Lane Middle School has the smallest number of resident students of all the middle schools in the region. After exploring numerous combinations of boundary changes, feeder pattern adjustments, and program moves, SEGC agreed to recommend adding the Woodstock neighborhood as a feeder school and increasing the Lane boundary to include portions of Sellwood and Kellogg. The boundary changes will also help increase enrollment at Whitman and Woodmere elementary schools. Additionally, Creston will shift from Kellogg and become a feeder school to Hosford. All boundary changes and feeder pattern shifts can be seen in the school by school impact analysis and through the online address lookup.

SEGC members continually expressed frustration that schools just to the west were not included in Phase 2, which limited the range of boundary change possibilities. Many felt strongly that including more schools would have resulted in higher enrollment at small elementary schools and safer walk routes across numerous schools. They were also concerned that high school assignments were not addressed in the Phase 2 process.

Transition Planning for Success

The Guiding Coalition also expressed support for steps to ensure a smooth transition to the new configurations, including allowing boundary changes to be phased in over time, increased transportation to new program locations, supplemental staffing to ensure Harrison Park and small elementary schools can build programs while enrollment grows over time, and ensuring that partner programs remain available to support Black, Indigenous, and students of color. Their suggestions helped inform the request for resources and implementation plans described below.

FISCAL IMPACT

Balancing enrollment in SE schools could improve the efficiency of staffing allocations over time as some schools will earn more resources through increased student populations. The impact of the pandemic has lowered enrollment throughout the district, especially in the early elementary grade levels, and has not allowed for as much elementary school balancing in the SE region.

Transportation routing is being analyzed for the latest proposal and will not be complete until spring 2023 due to the implementation timeline of Phase 2. The Transportation Department is evaluating the criteria for an updated Transportation Supplemental Plan for the District, including the changes in the SE region. Staff will submit the Supplemental Plan for the Board's approval after the final proposal is approved. It is recommended by Deputy Superintendent Hertz that no PreK-8 students in the SE region would cross Interstate 205, and bus transportation would be provided to students living in these areas. An estimated two additional routes are needed for elementary and middle students due to boundary changes and new distances to school. Many of the program moves that would require transportation for underserved students already have bus routing in place and will mean a change in routing rather than new routing.

Harrison Park Middle School facility upgrades are funded through the 2020 bond program. Some changes are specific to the middle school curriculum and students, including additional science classrooms, a dance studio, and additional counseling and STEAM spaces. There will be upgrades to the front lobby area with new finishes and lighting, front entrance with landscaping, and hardscape changes. Restroom improvements will update to be ADA compliant, replace fixtures, and finishes, and convert certain restrooms to be single-user, gender-neutral. Security upgrades will include adding security cameras in corridors and other select locations, and the mechanical systems will be improved. New lockers will be installed schoolwide, an outdoor play structure constructed, and athletic improvements will include updating the main and auxiliary gyms, locker rooms, and the athletics lobby.

To facilitate the boundary and program changes over the next five years, Deputy Superintendent Hertz recommends a staffing pool of 10 licensed FTE to be equitably allocated each year to help build programs at Harrison Park and SE schools through the transition.

Additionally, to support families willing to transition to their new schools early, requests for transfer into the new boundary or program locations will receive priority for the 2022-23 school year.

COMMUNITY ENGAGEMENT

A summary of Community Engagement input throughout Phase 2 included:

Initial Feedback: July-August 2021 One-on-one executive conversations with 335 parents/guardians who have current or soon to be middle school-aged children in and reside within the southeast portion of the Portland Public School District helped provide us with initial insight.

Ideas and Input: September-October 2021 To promote authentic engagement, a race-based affinity model supported hearing open thoughts and experiences from students and families in the Southeast impacted by the Phase 2 process throughout September 2021. Recognizing the impact of potential outcomes, we encouraged families from Lane, Creative Science, Harrison Park, Woodstock, and beyond to participate before early decision-making in the process.

Action and Accountability: December 2021 Specific and targeted spaces that continue the race-based affinity model were made available for direct input on proposed scenarios, including Black, Indigenous & Students of Color, Spanish-Language, Mandarin-Language, Black, Indigenous, & People of Color, PAT, Russian-Language, Somali-Language, Vietnamese-Language, Cantonese-Language sessions. A virtual open house on December 8 was attended by 470 community members. The primary concern shared at that event was the absence of inner Southeast schools from the Phase 2 process.

Action and Accountability: Winter 2021 the Coalition asked to hear more from Lent and other diverse communities who could see significant changes through the proposal. Direct outreach to families of color happened through phone, email and text, and students and staff from Lent and Kellogg Spanish Immersion wrote letters to the Coalition. Themes included strong support for Spanish Immersion remaining at Kellogg and concern about distance and accessibility if programs moved to new locations.

Additional written comments continued to be submitted by stakeholders across the Phase 2 region. All letters and email messages can be found with the attachments.

Feedback on Draft Proposal: April 2022 Our Research, Assessment, and Accountability Team created an electronic survey and summarized community feedback in a SE Proposal Survey Report on April 26. The survey remains open and will be summarized a second time on May 13th and published to the Board and Community by May 20th.

Input on the recommendation continues to be sought from individual school communities experiencing the most impact from the proposal.

On April 27, staff met with about 25 parents and teachers at Lent Elementary School to hear their ideas and concerns about the proposed change to a whole-Spanish DLI school. While there is support for the immersion program growing, the Lent community asked that their community not be divided and the school be allowed to remain a co-located English and Spanish Language Immersion program. A second request was to allow current English program students to have the opportunity to remain at Lent instead of having to relocate to Marysville. They also expressed frustration and equity concerns that the Atkinson single-strand Spanish Immersion program, which serves fewer low-income students, is not having to convert to the whole-school DLI transition at this time.

A virtual/in-person meeting on April 28 was attended by about 70 Bridger Elementary School parents and teachers. Bridger families shared the frustration noted by the Lent community about Atkinson Spanish DLI remaining as-is and concerns about the distance to Lent. They also asked questions about proposed boundary changes and how the transition with CSS would work, and they presented ideas for strengthening the neighborhood program during the 2022-23 school year.

An Open House for the greater SE community will be held May 5th from 6-8 pm in the Franklin HS cafeteria. A summary of feedback from that event will be provided to the Board before May 10th.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Due to the lengthy process and staffing complexities, implementation of changes will begin in fall 2023. Staff recommends that boundary and feeder pattern changes follow the phase-in process described in policy 4.10.045-P. Program relocations should occur all at once, so that staff and resources associated with the programs can be consolidated and strengthened as quickly as possible. This includes Harrison Park K-5 students moving to Clark, Creative Science K-8 students moving to Bridger, Bridger Spanish DLI students moving to Lent, Mt. Tabor Spanish DLI students moving to Kellogg, and Hosford Chinese DLI students moving to Harrison Park. An option to defer moves for Lent non-DLI students moving to Marysville will be considered after bringing together school communities to prepare for the changes and considering the available facility capacity at Lent.

Implementation impacts by school, program, and year can be found with the attachments.

To prepare for the changes, school leaders will begin informally bringing together communities as soon as Fall 2022. Families who apply for transfer to their new schools will receive priority for the coming school year. Central departments, including transportation, early education, dual language immersion, special education, human resources, facilities, school modernizations, enrollment and transfer, middle school redesign, and community partnerships, will support school leaders in assuring a smooth transition in fall 2023. In particular, Harrison Park Middle School will receive facility upgrades. Harrison Park and Lane will be pilot schools for the Middle School Redesign initiation. Lent is slated to add a Spanish DLI Pre-Kindergarten program in fall 2022. Additionally, transportation routes will be added to support Chinese DLI students assigned to Harrison Park, Spanish DLI students assigned to Lent, and non-DLI students from the Lent neighborhood assigned to Marysville.

Evaluation of middle school success will be part of the Middle School Redesign. DLI and focus option program evaluations may be conducted in the future.

BOARD OPTIONS WITH ANALYSIS

The Board has the option to accelerate boundary changes by assigning additional grade levels to the new schools in the first years of the change. Accelerating boundary changes would help increase enrollment at small schools like Whitman and Lane. However, given the disruptions and socio-emotional impact of the pandemic over the past three school years, staff supports the standard, a slower rate of implementation so as many students as possible can avoid additional school transitions.

PPS instructional leaders recommend that program changes be implemented all at once to create cohesive staff and student communities as quickly as possible and avoid the ongoing instability of having to add or reduce staff across multiple school years. The board can direct a phase-in approach, which could be preferred by current 6th graders in Hosford Chinese DLI and Mt. Tabor Spanish DLI who would be able to finish at their current middle schools.

Additionally, the Board has the option to designate a specific plan to phase out the Lent English program. Deputy Superintendent Hertz recommends that the pace of transition be determined by school leaders after bringing together school communities to prepare for the changes and considering the available facility capacity at Lent.

CONNECTION TO BOARD GOALS

The Board’s charge for the SE Enrollment and Program Balancing process is to support equitable access to programs and services and to improve the middle school experience, particularly at Harrison Park and Lane middle schools. The charge for the SE process includes a focus on sufficient enrollment to offer full programming for some of our most vulnerable students. The intent is to create robust and stable enrollment to support the implementation of academic strategies and create conditions in our physical spaces that enable student success.

STAFF RECOMMENDATION

Deputy Superintendent Hertz recommends accepting the SEGC recommendation for enrollment and program balancing proposal F-3 amended with modifications below:

Original SEGC Recommendation:	Deputy Superintendent Recommendation:
<p>Create a board mandate that would ensure equitable staffing and programming for all middle schools not meeting enrollment targets. Due to the unpredictability of the phase-in process, opt outs, and the legacy policy some middle schools are at risk of falling below 500 students (the district’s minimum enrollment target), especially in the initial years of implementation. For example, the Board could add funding equivalent to 1 FTE to every school with enrollment under the district’s minimum target (both K-5 and MS).</p>	<p>To facilitate the boundary and program changes over the next five years, Deputy Superintendent Hertz recommends a staffing pool of 10 licensed FTE to be equitably allocated each year to help build programs at Harrison Park and SE schools through the transition.</p>
<p>Require PPS to complete the planned Harrison Park facilities improvements before opening in 2023.</p>	<p>The Office of School Modernization and Facilities staff will oversee the identified Facility Upgrades to be constructed beginning in Summer 2022, continuing in Summer 2023</p>

	for the Fall 2023 opening of Harrison Park Middle School.
<p>To the greatest degree possible, maintain the current legacy policy for boundary changes to ease the burden on students and families.</p>	<p>Follow Policy 4.10.045-P:</p> <ol style="list-style-type: none"> 1. Students living in the neighborhood approved for a boundary change may remain at their current school through the highest grade. 2. Younger siblings living in a neighborhood approved for a boundary change have a guarantee through the transfer process to attend the former neighborhood school if an older brother or sister currently attends and will be attending the former neighborhood school the following school year. 3. Transfer students attending a school subject to a boundary change may remain at their current school through the highest grade.
<p>Prior to finalizing boundary changes, consider targeted changes that include some Inner Southeast schools to balance enrollment more effectively. For example, allowing adjustments to Grout, Abernethy, Llewellyn, and Duniway ES could ease their overcrowding and provide healthier enrollments at Creston, Atkinson, Woodstock neighborhood, Whitman, and Woodmere.</p>	<p>No changes will be made to schools not included in the SE Guiding Coalition process.</p>
<p>In keeping with the goals of centering BIPOC students, PPS should be required to create and implement transportation plans designed to help students attending in their current neighborhood to continue to access the programs in their new locations.</p>	<p>Transportation will be provided to families over 1 mile from an elementary school and over 1.5 miles from a middle school.</p> <p>Transportation leaders will submit to the Board a supplemental transportation plan to address safety concerns within the SE region to be implemented in Fall 2023.</p> <p>No students in the SE region will cross Interstate 205, and bus transportation will be provided to students living in these areas.</p> <p>Provide transportation for the Harrison Park Middle School Chinese Immersion program to support students from the Woodstock DLI program.</p> <p>Continue to provide transportation to neighboring communities for Lent Spanish DLI, adding students residing in the Bridger attendance area.</p>

<p>PPS should work with the Spanish DLI communities from Bridger and Lent to clarify how the transition of Lent to a whole-school Spanish DLI school will be phased in, address transportation and other necessary supports and to build community among the programs that will be merging. Clear, strong and well-planned resources should be provided to neighborhood students who will be leaving Lent ES to neighboring schools.</p>	<p>Program relocations should occur all at once, so that staff and resources associated with the programs can be consolidated and strengthened as quickly as possible. This includes Harrison Park K-5 students moving to Clark, Creative Science K-8 students moving to Bridger, Bridger Spanish DLI students moving to Lent, Mt. Tabor Spanish DLI students moving to Kellogg, and Hosford Chinese DLI students moving to Harrison Park. An option to defer moves for Lent non-DLI students moving to Marysville will be considered after bringing together school communities to prepare for the changes and considering the available facility capacity at Lent.</p>
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As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

___CH___ (Initials)

ATTACHMENTS

- A. SEGC 21-22 baseline data
- B. Racial Equity Impact Measures
- C. Analysis of Co-Located Chinese and Spanish DLI Programs
- D. Harrison Park Facility Upgrades
- E. Community Engagement Summary
- F. School-by-School Impact Analysis
- G. Proposal Map series: Overview map, Elementary boundary changes, Middle school boundary changes
- H. SEGC Phase 2 Final Report
- I. SEGC Supplement (Inner SE School Exclusion)
- J. Racial Equity Impact Analysis 4/5/22
- K. SE Proposal Survey Report
- L. Online address lookup
- M. SE Final Proposal Enrollment Chart
- N. SE Final Proposal Assignment Graphic

School Information			Enrollment Overview		Building Capacity		Utilization Estimates (w/o modulars)		Student Demographics (from 2021-22 Student Database, except Low Income from 2020-21)				
School Name	Grades Serviced	Program	2021 Enrollment	2025 Forecast	Building Capacity (w/o modulars)*	2021 Enrollment	2025 Forecast	SPED	Black & Native Students	ELL	BIPOC	Low Income	
Arleta	K-5	Neighborhood	269	290	696	696	38.6%	41.7%	17.5%	4.8%	9.7%	33.1%	29.5%
		Total	269	290	696	696	38.6%	41.7%	17.5%	4.8%	9.7%	33.1%	29.5%
Atkinson	K-5	Neighborhood	206	228	567	567	36.3%	40.2%	19.4%	1.0%	3.4%	12.1%	14.2%
		Spanish DLI	136	126	567	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	24.3%
		Total	342	354	567	567	60.3%	62.4%	16.4%	1.5%	11.1%	31.3%	17.9%
Bridger *Capacity Calculated with post-2005 modulars	K-5	Neighborhood	126	115	561	510	24.7%	22.5%	12.7%	16.7%	7.1%	42.1%	39.0%
		Spanish DLI	211	223	561	510	41.4%	43.7%	12.3%	1.9%	22.7%	57.8%	15.7%
		Total	337	338	561	510	66.1%	66.3%	12.4%	7.4%	16.9%	51.9%	24.5%
Clark	K-8	Creative Science	419	452	495	495	84.6%	91.3%	21.5%	4.3%	3.6%	26.7%	14.4%
		Total	419	452	495	495	84.6%	91.3%	21.5%	4.3%	3.6%	26.7%	14.4%
Creston	K-5	Neighborhood	250	225	339	339	73.7%	66.4%	22.0%	3.2%	6.4%	27.6%	26.5%
		Total	250	225	339	339	73.7%	66.4%	22.0%	3.2%	6.4%	27.6%	26.5%
Glencoe	K-5	Neighborhood	373	375	600	573	65.1%	65.4%	18.5%	2.9%	3.2%	20.6%	11.4%
		Total	373	375	600	573	65.1%	65.4%	18.5%	2.9%	3.2%	20.6%	11.4%
Harrison Park	K-8	Chinese DLI	72	148	890	890	8.1%	16.6%	8.3%	4.2%	47.2%	75.0%	19.0%
		Neighborhood	457	412	890	890	51.3%	46.3%	17.1%	28.4%	30.4%	77.7%	49.3%
		Total	529	560	890	890	59.4%	62.9%	15.9%	25.1%	32.7%	77.3%	45.1%
Hosford	6-8	Chinese DLI	116	124	696	696	16.7%	17.8%	5.2%	0.0%	4.3%	45.7%	7.2%
		Neighborhood	513	495	696	696	73.7%	71.1%	16.8%	6.0%	5.8%	26.7%	23.8%
		Total	629	619	696	696	90.4%	88.9%	14.7%	4.9%	5.5%	30.2%	20.4%
Kellogg	6-8	Neighborhood	533	572	778	778	68.5%	73.5%	19.7%	6.6%	9.8%	49.2%	32.6%
		Spanish DLI	151	155	778	778	19.4%	19.9%	15.9%	4.6%	20.5%	76.2%	17.9%
		Total	684	727	778	778	87.9%	93.4%	18.9%	6.2%	12.2%	55.2%	29.6%
Kelly	K-5	Neighborhood	238	231	670	670	35.5%	34.5%	22.3%	19.7%	27.7%	71.8%	53.1%
		Russian DLI	134	214	670	670	20.0%	31.9%	6.0%	0.0%	78.4%	9.7%	37.5%
		Total	372	445	670	670	55.5%	66.4%	16.4%	12.6%	46.0%	49.4%	46.5%
Lane	6-8	Neighborhood	322	308	770	770	41.8%	40.0%	22.7%	13.4%	17.7%	68.3%	47.1%
		Russian DLI	41	55	770	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.5%
		Total	363	363	770	770	47.1%	47.1%	21.2%	12.4%	20.1%	61.1%	44.7%
Lent		Neighborhood	151	154	707	632	23.9%	24.4%	11.9%	13.9%	27.2%	64.9%	55.0%

43% BIPOC average
32% Low income average

School Information			Enrollment Overview		Building Capacity		Utilization Estimates (w/o modulars)		Student Demographics (from 2021-22 Student Database, except Low Income from 2020-21)				
School Name	Grades Serviced	Program	Enrollment		Building Capacity (w/o modulars)*	Utilization Estimates (w/o modulars)		SPED	Black & Native Students	ELL	BIPOC	Low Income	
			2021 Enrollment	2025 Forecast		2021 Enrollment	2025 Forecast						
	K-5	Spanish DLI	126	123	707	632	19.9%	19.5%	19.0%	2.4%	54.0%	73.8%	36.7%
		Total	277	277	707	632	43.8%	43.8%	15.1%	8.7%	39.4%	68.9%	46.5%
Lewis	K-5	Neighborhood	337	358	444	444	75.9%	80.6%	18.7%	1.2%	2.1%	19.0%	15.5%
		Total	337	358	444	444	75.9%	80.6%	18.7%	1.2%	2.1%	19.0%	15.5%
Marysville	K-5	Neighborhood	248	246	533	533	46.5%	46.2%	19.8%	5.6%	14.9%	50.0%	47.5%
		Total	248	246	533	533	46.5%	46.2%	19.8%	5.6%	14.9%	50.0%	47.5%
Mt Tabor	6-8	Japanese DLI	249	273	682	682	36.5%	40.0%	8.8%	0.4%	2.4%	14.1%	4.4%
		Neighborhood	327	320	682	682	47.9%	46.9%	21.1%	2.1%	2.8%	22.3%	10.8%
		Spanish DLI	69	67	682	682	10.1%	9.8%	14.5%	0.0%	18.8%	60.9%	21.8%
		Total	645	660	682	682	94.6%	96.8%	15.6%	1.2%	4.4%	23.3%	9.6%
Roseway Heights	6-8	Neighborhood	483	479	803	803	60.1%	59.7%	15.9%	14.5%	8.1%	48.7%	36.0%
		Spanish DLI	106	82	803	803	13.2%	10.2%	18.9%	4.7%	36.8%	81.1%	39.8%
		Total	589	642	803	803	73.3%	80.0%	16.4%	12.7%	13.3%	54.5%	36.5%
Sellwood	6-8	Neighborhood	553	568	683	683	81.0%	83.2%	16.3%	1.6%	0.5%	15.4%	9.3%
		Total	553	568	683	683	81.0%	83.2%	16.3%	1.6%	0.5%	15.4%	9.3%
Sunnyside	K-8	ntal Neighborhood	469	451	546	492	95.3%	91.7%	17.5%	2.1%	1.1%	22.0%	17.0%
		Total	469	451	546	492	95.3%	91.7%	17.5%	2.1%	1.1%	22.0%	17.0%
Vestal	K-5	Neighborhood	207	205	554	481	43.0%	42.6%	20.8%	12.1%	10.6%	52.2%	44.7%
		Total	207	205	554	481	43.0%	42.6%	20.8%	12.1%	10.6%	52.2%	44.7%
Whitman	K-5	Neighborhood	152	189	493	493	30.8%	38.3%	16.4%	9.9%	23.0%	62.5%	45.9%
		Total	152	189	493	493	30.8%	38.3%	16.4%	9.9%	23.0%	62.5%	45.9%
Woodmere	K-5	Neighborhood	253	247	473	381	66.4%	64.8%	23.3%	11.9%	21.7%	58.5%	50.2%
		Total	253	247	473	381	66.4%	64.8%	23.3%	11.9%	21.7%	58.5%	50.2%
Woodstock	K-5	Chinese DLI	255	288	648	648	39.4%	44.4%	7.1%	0.0%	27.5%	46.7%	12.7%
		Neighborhood	224	227	648	648	34.6%	35.0%	13.4%	0.9%	3.6%	14.7%	15.3%
		Total	479	515	648	648	73.9%	79.5%	10.0%	0.4%	16.3%	31.7%	13.9%

Notes: The 2025-26 enrollment forecast was published by the Portland State University Population Research Center (PSU PRC) in March 2021. The 2021-22 enrollment reflects the official October 2021 student counts used for district-wide reporting. Student locations and demographics are not provided in the PSU PRC forecasts, so socioeconomic indicators are based on 2021-22 actual enrollment. Low income demographic category is based on direct certification which is an economic indicator. Direct certification also determines a school's Title 1 status; schools with 33% or more direct certification students is considered Title 1.



Draft Proposal F-3



All Students



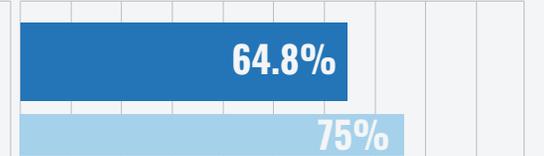
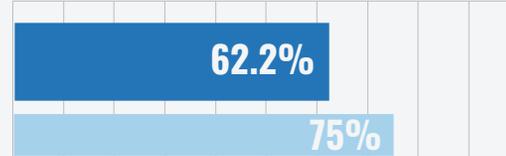
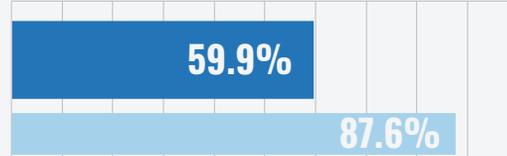
Black and Native American Students



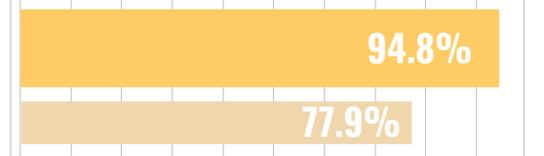
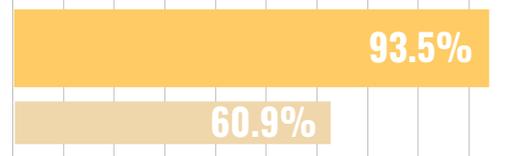
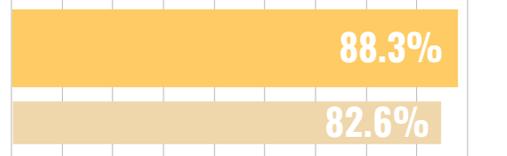
ELL Students



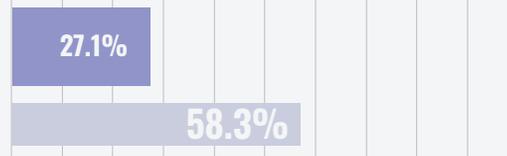
Percentage of middle school (MS) students in schools with > 500 enrollment
2021-22 Baseline



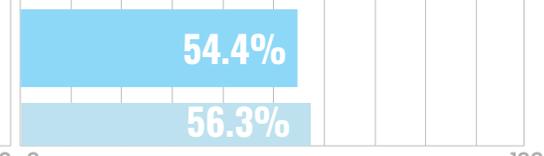
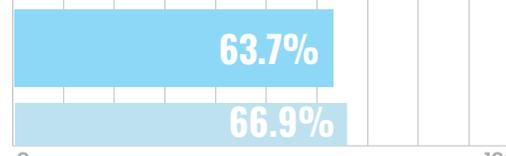
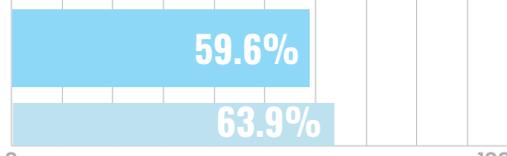
Percentage of elementary school (ES) students in schools with > 270 enrollment
2021-22 Baseline



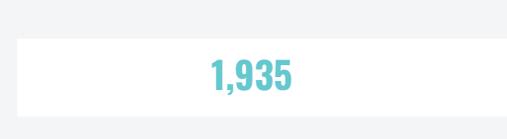
Percentage of students in schools with > 80% utilization
2021-22 Baseline



Percentage of students within 1-mile of their attending school
2021-22 Baseline



Affected students (i.e., attending a different building than before)

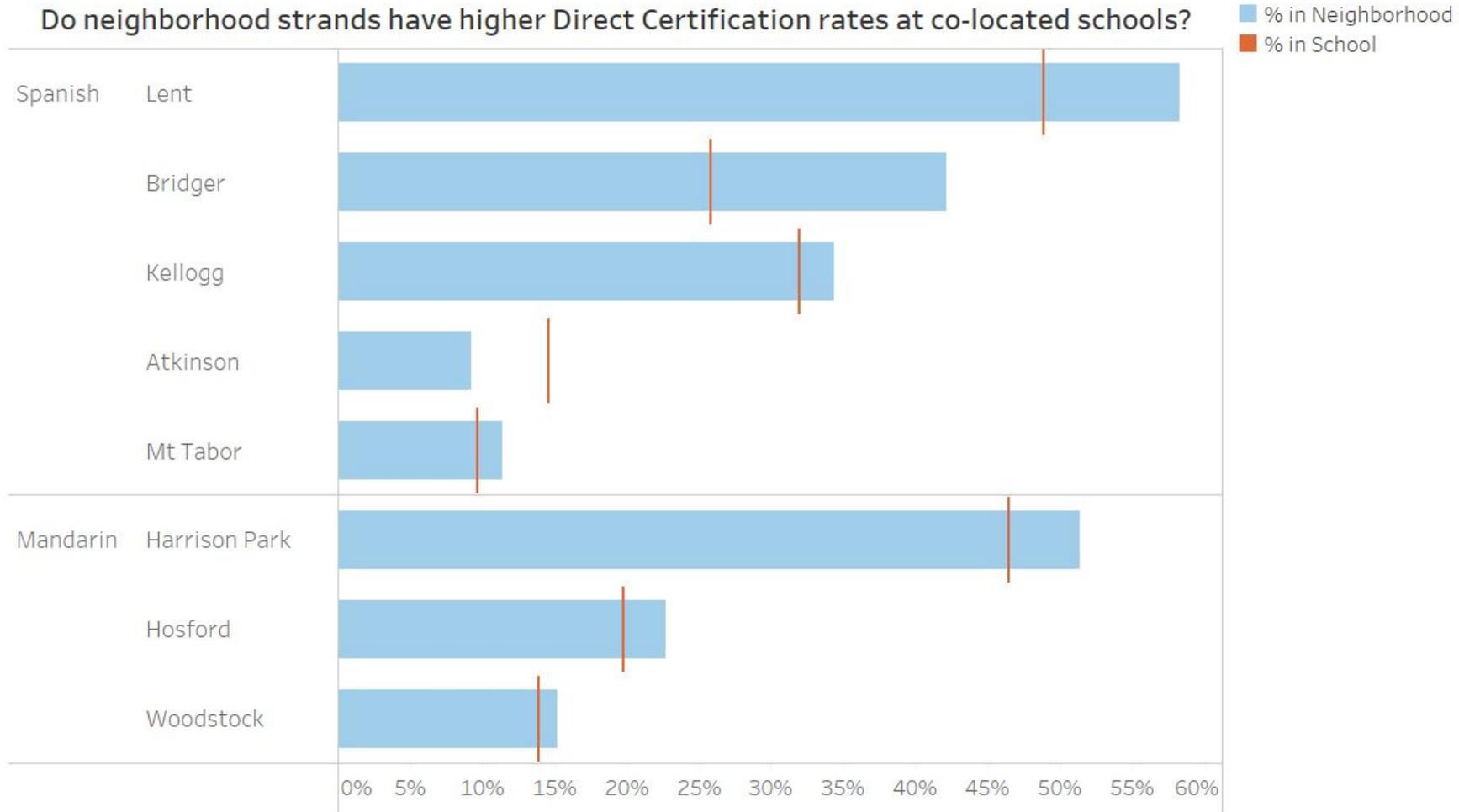


Analysis of Co-Located Chinese and Spanish DLI Programs

SUMMARY

- Within co-located schools, rates of Direct Certification are consistently higher for neighborhood strands, which can lead to disparities in needs vs. resources when funding is allocated at a school level.
- When controlling for Direct Certification rates, we consistently see lower performance on SBAC testing for students in the neighborhood strand at co-located programs compared to neighborhood schools (except in our highest SES schools)
- Spanish and Chinese LEP students in immersion programs, perform higher on English & Language Arts SBAC tests, than their peers in later grades.

DIRECT CERTIFICATION LEVELS



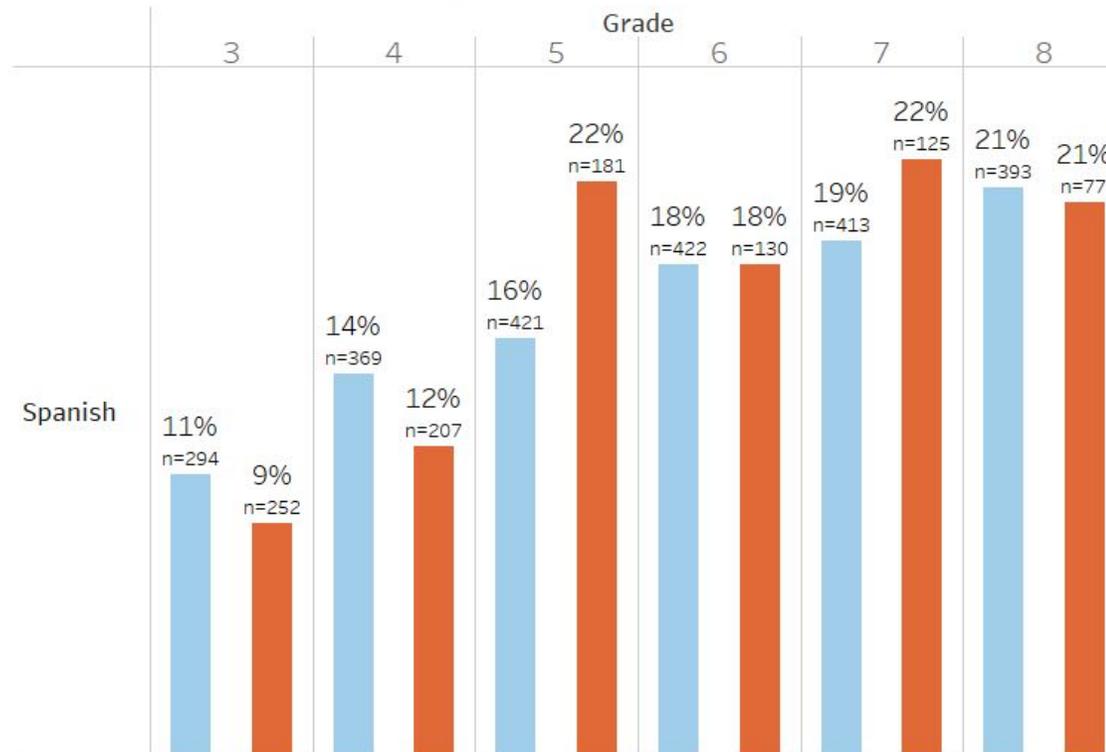
Reflects school years 2020-2021 and 2021-2022.

Direct Certification is a way to qualify for free meals. It is determined by state agencies and shared electronically with the district.

SPANISH LEP SBAC SCORES

Do Spanish LEP students meet ELA standards more frequently if they are in immersion?

Not in Immersion
In Spanish Immersion

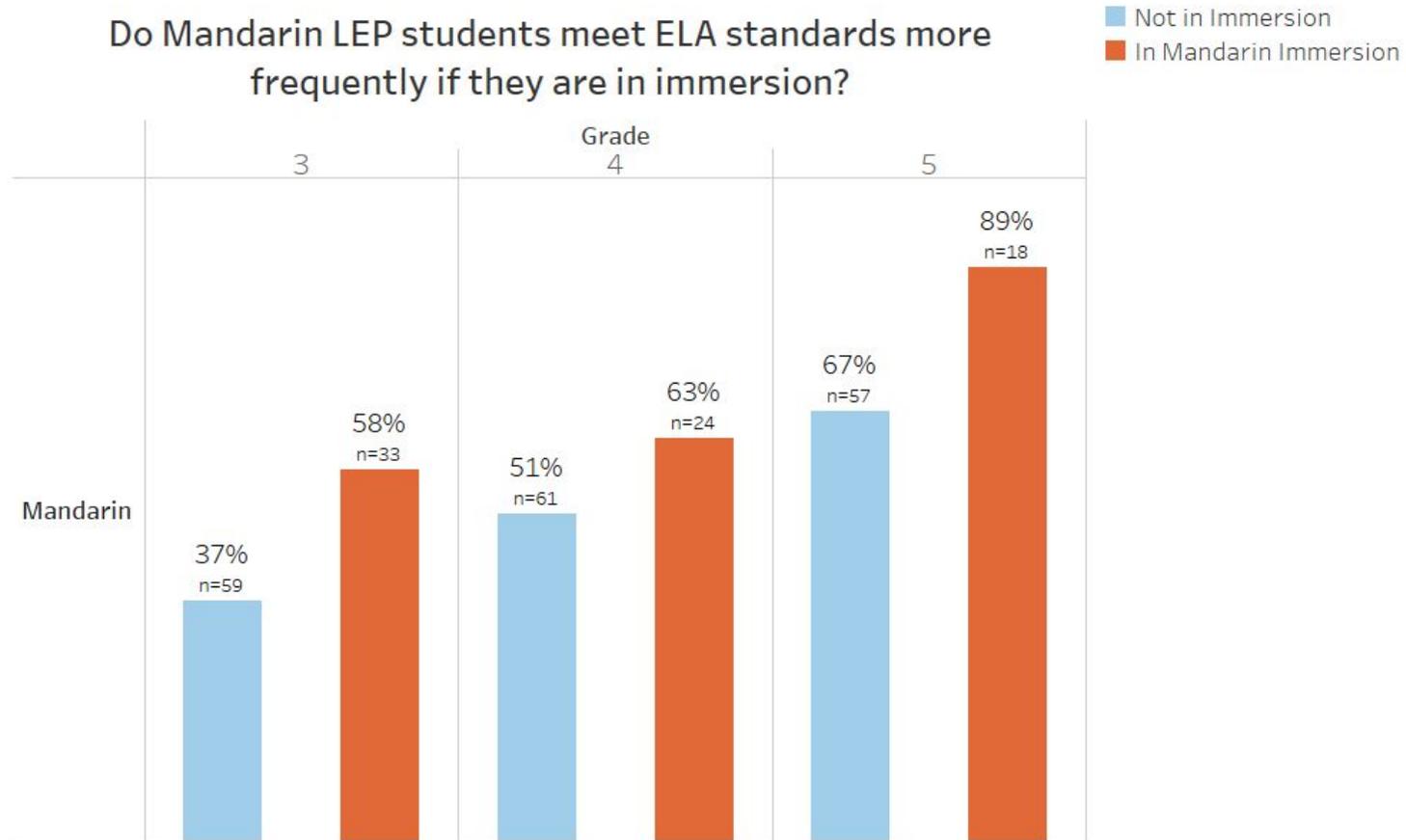


The chart shows the percent of students meeting standard on the ELA SBAC test. Meeting standard is scoring at Level 3 or 4.

Test scores reflect grades 3rd thru 8th for schools years 2016-2017 through 2018-2019

Includes students who report Spanish as their native language and were identified as LEP upon entering in Kindergarten.

CHINESE LEP SBAC SCORES



The chart shows the percent of students meeting standard on the ELA SBAC test. Meeting standard is scoring at Level 3 or 4.

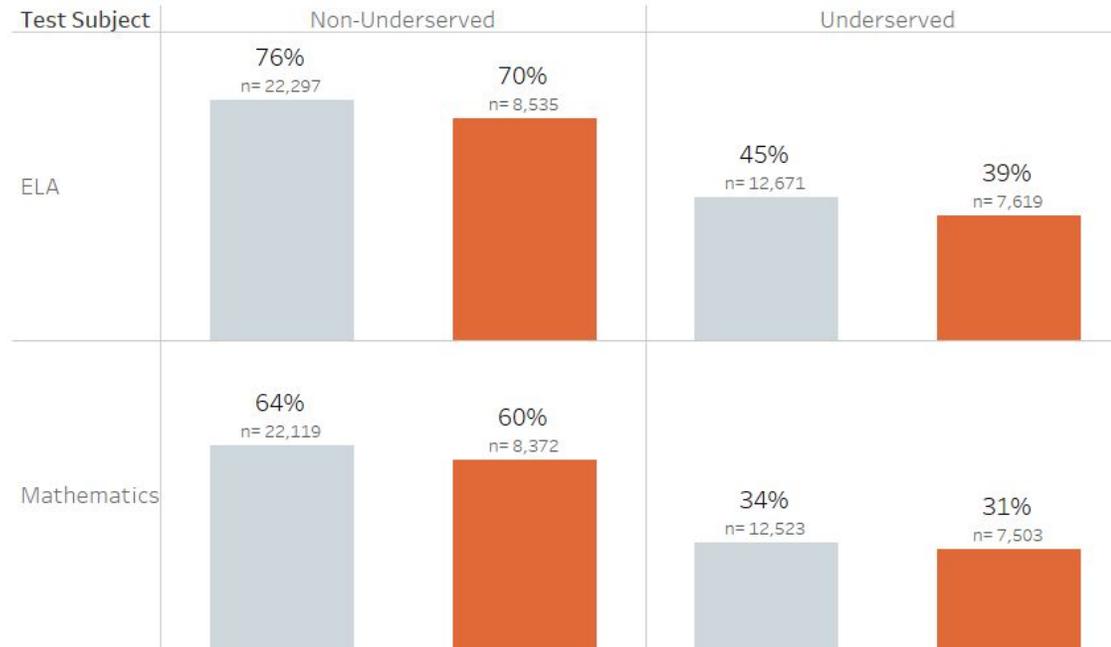
Test scores reflect grades 3rd thru 5th for schools years 2016-2017 through 2018-2019

Includes students who report Mandarin as their native language and were identified as LEP upon entering in Kindergarten.

NEIGHBORHOOD: SBAC SCORES BY STUDENT GROUP

How do under-served groups at co-located neighborhood strands perform on state tests compared to students in neighborhood schools?

■ Neighborhood Schools
■ Co-Located Schools



The chart shows the percent of students meeting standard on the ELA SBAC test. Meeting standard is scoring at Level 3 or 4.

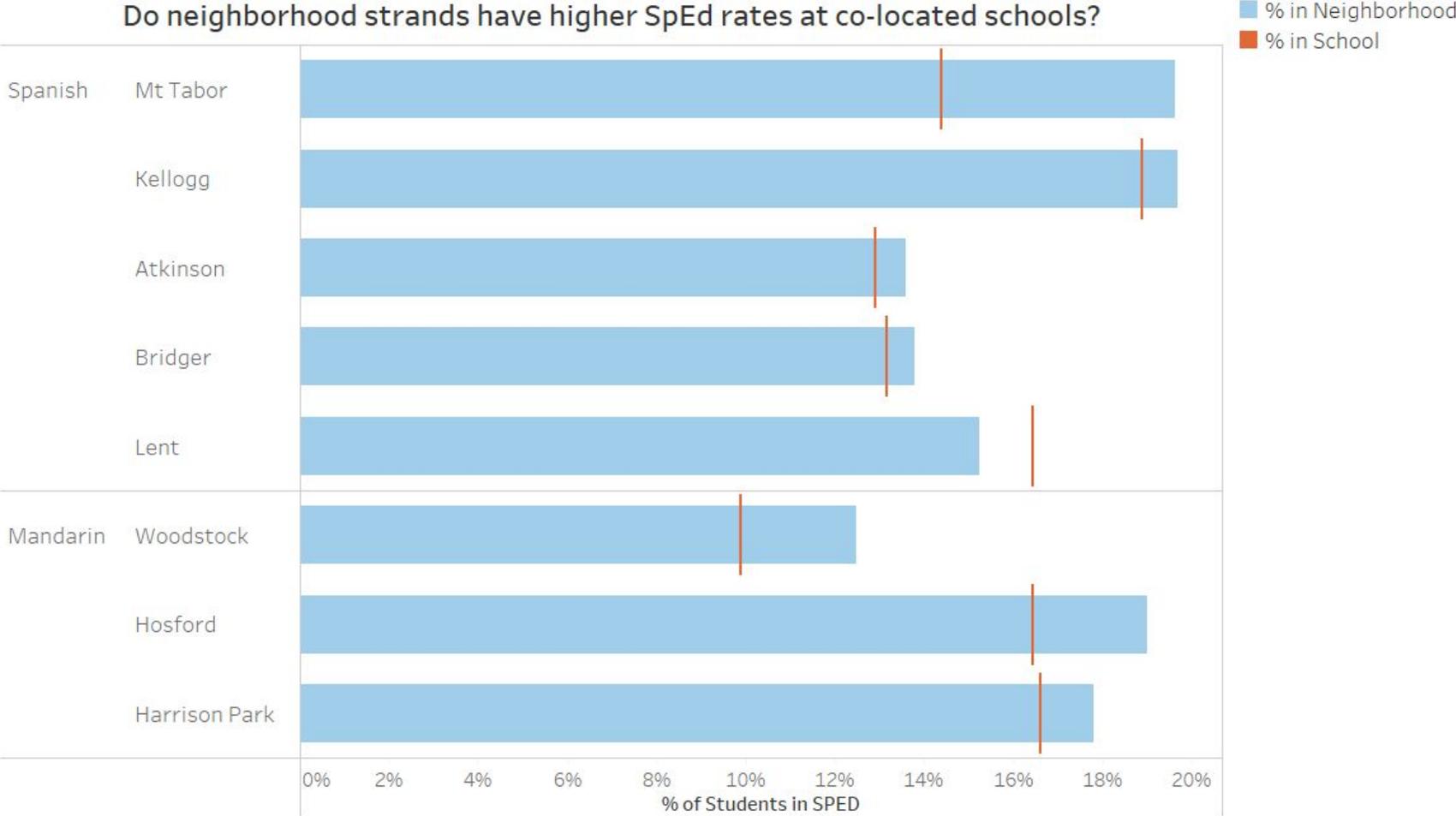
Test scores reflect grades 3rd thru 8th for schools years 2016-2017 through 2018-2019

Co-located schools ONLY includes Spanish or Chinese co-located schools

Under-served include students identifying as one or more of the following race/ethnicities:
Black, Latino, Native American, Pacific Islander

APPENDIX

SPECIAL EDUCATION LEVELS



This data excludes special ed focus classrooms
Reflects school years 2020-2021 and 2021-2022

SCHOOLS & YEAR IN SBAC ANALYSIS

Co-Located Schools

		2016-2017	2017-2018	2018-2019
Mandarin	Harrison Park		1	1
	Hosford	1	1	1
	MLK Jr	1	1	1
	Woodstock	1	1	1
	Spanish	Ainsworth	1	1
	Atkinson	1	1	1
	Beach	1	1	1
	Beaumont	1	1	1
	Bridger	1	1	1
	César Chávez	1	1	1
	James John	1	1	1
	Lent	1	1	1
	Mt Tabor	1	1	1
	Ockley Green	1	1	1
	Rigler	1	1	1
	Roseway Heights			1
	Scott	1	1	1
	Sitton	1	1	1
	West Sylvan	1	1	1

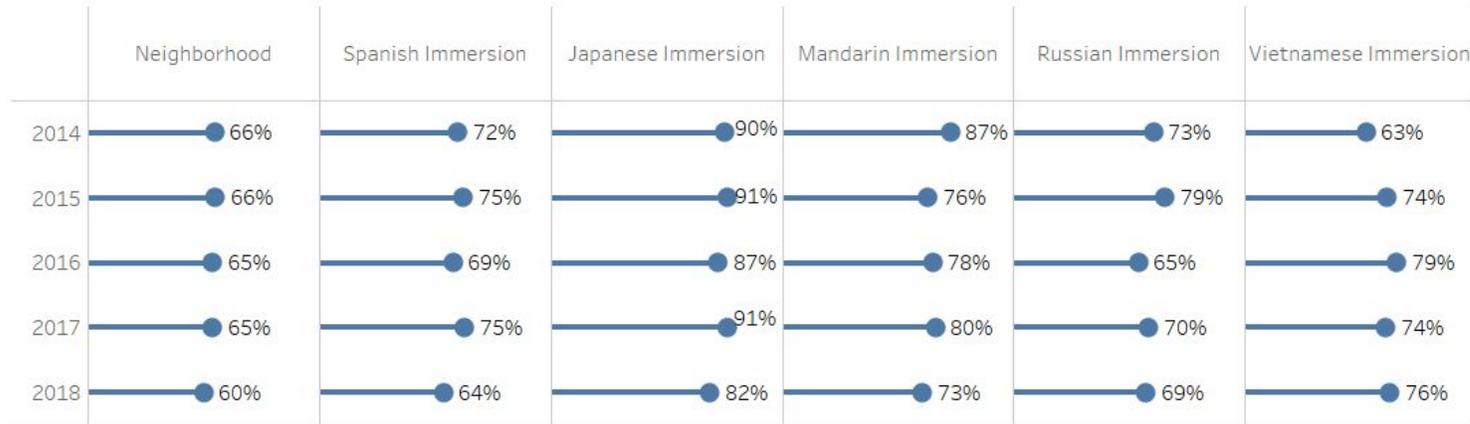
Neighborhood Schools

Abernethy	Faubion	Maplewood
Alameda	Forest Park	Markham
Arleta	George	Marysville
Astor	Glencoe	Peninsula
Beverly Cleary	Gray	Rieke
Boise-Eliot/Humboldt	Grout	Rosa Parks
Bridlemile	Harriet Tubman	Sabin
Buckman	Harrison Park	Sellwood
Capitol Hill	Hayhurst	Skyline
Chapman	Irvington	Stephenson
Chief Joseph	Jackson	Sunnyside Environmental
Creative Science	Laurelhurst	Vernon
Creston	Lee	Vestal
da Vinci	Lewis	Whitman
Duniway	Llewellyn	Winterhaven
		Woodlawn
		Woodmere

RETENTION RATES

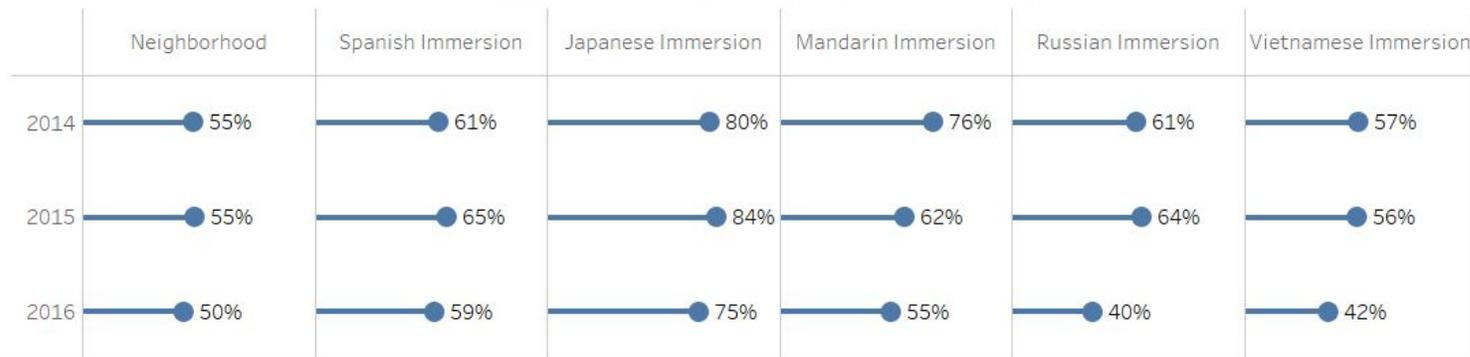
What is 3rd Grade Retention Within Neighborhood and Immersion Strands

Kindergarten Cohorts Starting From SY 2014 to 2018



What is 5th Grade Retention Within Neighborhood and Immersion Strands

Kindergarten Cohorts Starting From SY 2014 to 2016



The schools year reflects the year that cohort entered Kindergarten. A student is considered retained if they remain at the same school and focus option. Adjustments were made to the data for situations like Rigler neighborhood students moving to Scott. Those students would be retained if they moved to Scott.



PORTLAND PUBLIC SCHOOLS

Harrison Park Facility preparation

Here is an update from our Facilities team on the work that is being planned for Harrison Park to become a middle school. We think it's important to acknowledge a specific challenge we face on this project. Unlike the Kellogg project, this site is occupied. The vast majority of the construction work cannot begin until the kids and staff vacate the building. Because of this, and the unprecedented supply chain issues for certain material and equipment, we must be careful about choosing the right and correct amount of work that can be completed during the short construction window in the upcoming summers. There is potential for some of the work described below to be changed as the design progresses.

There are changes that are specific to Middle School curriculum and students, such as additional science classrooms (Phase 1 #5), dance studio (Phase 1 #6), and additional counseling and STEAM spaces (Phase 2 #1 & 2).

Phase 1 - Completion for Fall of 2022

1. Improve the front lobby area with new finishes and lighting.
2. Improve the front entrance with landscaping and possible hardscape changes.
3. Restroom improvements to include updating to be ADA compliant, replace fixtures, finishes, and convert certain restrooms to be single user gender neutral.
4. Convert a classroom to be an administrative space.
5. Convert several General Education classrooms to be Science Classrooms.
6. Convert an existing room into a dance studio by installing a wood floor, sound system, mirrors, and replacing the partition wall with a permanent one.
7. Add a SPED counselors office suite.
8. Security upgrades to include adding approximately ten (10) security camera's in corridors and other select locations. (Note - this site also received security/access control upgrades as part of the bond security project in 2019-2020).
9. Mechanical system improvements to include replacing thermostats with new, pneumatic tubing at various locations, update controls, clean radiators, various other items.
10. Add bike parking and an exterior covered trash enclosure.

Phase 2 & 3 - Completion TBD

1. Dedicated Counseling and SPED Spaces.
2. Create dedicated STEAM Spaces including a new Lab.
3. Extended Learning Spaces by dedicating breakout areas.
4. New Lockers building wide.
5. Add an outdoor covered play structure.
6. Athletic improvements to include updating the Main and Auxillary Gyms, Locker Rooms, and updating the Athletic's Lobby.



South East Guiding Coalition

Updated April 28, 2022

Initial Feedback: July-August 2021

One-on-one executive conversations with 335 parents/guardians who have current or soon to be middle school-aged children in and reside within the southeast portion of the Portland Public School District helped provide us with initial insight.

RACE/ETHNICITY	COMPLETE INTERVIEWS
Asian	39
Black	40
Latino	91
Multiple/Asian/White	24
Multiracial	28
Native	3
Pacific Islander	1
White	109



RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Quality of the school and their teachers	35.9%	50.0%	53.8%	50.0%	39.3%	33.3%	0.0%	54.1%	49.6%
Focus programs/ clubs/ opportunities	25.6%	22.5%	17.6%	29.2%	17.9%	33.3%	0.0%	22.9%	21.8%
Racial and economic diversity of classmates	7.7%	20.0%	6.6%	12.5%	14.3%	0.0%	0.0%	16.5%	12.5%
Safety/ security	15.4%	7.5%	14.3%	4.2%	21.4%	0.0%	100%	8.3%	11.6%
Quality of their education/ curriculum	15.4%	10.0%	11.0%	0.0%	14.3%	0.0%	0.0%	10.1%	10.4%
Proximity to our home/ walkability	10.3%	7.5%	8.8%	8.3%	10.7%	0.0%	0.0%	10.1%	9.3%
Don't know/ Refused	10.3%	10.0%	7.7%	0.0%	3.6%	66.7%	0.0%	5.5%	7.2%
Same school as they have attended. I do not want them to change	10.3%	7.5%	8.8%	4.2%	3.6%	0.0%	0.0%	5.5%	6.9%
Go to the same school as their nearby neighborhood friends	12.8%	5.0%	3.3%	8.3%	0.0%	0.0%	0.0%	7.3%	6.0%

Full Initial Report: <https://drive.google.com/file/d/1qVT9idXnOChYH4tIMzQCaHI94dn9hB1z/view>



Ideas and Input: September-October 2021

To promote authentic engagement, a race-based affinity model supported hearing open thoughts and experiences from students and families in the Southeast impacted by the Phase 2 process throughout September 2021. Recognizing the impact of potential outcomes, we encouraged families from Lane, Creative Science, Harrison Park, Woodstock, and beyond to participate before early decision-making in the process.

- Lane Middle School
 - Black families
 - Asian families
 - Latino/a/x families
 - Staff of color
- General Sessions
 - Families of color one mile from Lane or Harrison Park
 - Spanish Language
 - Chinese Language
- Harrison Park
 - Black families
 - Chinese families
 - Latino/a/x
 - Russian families
 - Somali families
 - Staff of color
- Creative Science School
 - Families of color

Hopes and Aspirations

- Develop thoughtful long-term solutions instead of “quick fix” band aid approaches.
- The goal of increasing demographic diversity at the affected schools (including at the elementary level) should officially be part of the SEGC’s charge.
- Identify strategies for actively recruiting and retaining BIPOC teachers, administrators, and staff at PPS schools.
- Equalize distribution of programs, including providing age-appropriate elective options to middle grade students in
- K-8 facilities and expanding dual language programs across schools.
- Promote culturally centered schools that provide a sense of welcoming and belonging to all students and families, including immigrant communities.
- Invest in effective teaching and learning practices, such as project-based learning, to position all students for a successful transition to high school.
- Support the physical, social and emotional needs of all students by providing fairly distributed resources across schools to meet students’ basic needs and ensure that every student arrives ready to learn.



Doubts and Fears

- BIPOC students/families will feel devalued or excluded.
- Additional burdens will be placed on families that are already marginalized.
- Loud voices will threaten to derail the SEGC's work.

Key Themes from Listening & Learning Sessions:

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/265/21-1007%20SEGC%20Key%20L%20and%20L%20Themes.pdf>

Additional Feedback from Atkinson:

- "The Immersion program at Atkinson is tremendously successful for the students in the Immersion program, as well as those in the neighborhood program. It offers all students the chance to be in a school with a very strong sense of community where they are exposed to different cultures and perspectives. It would be a shame to end these benefits of the co-located program at Atkinson."
- "My family and child have started to build relationships and community at Atkinson after a rough year of isolation. To hear parents discuss making the difficult choice to discontinue participation in the dual language immersion if it moves to another school breaks my heart. I know it will break our children's hearts to lose those relationships. The benefits of keeping this community together, of keeping diversity within this neighborhood and the value it brings MUST outweigh the reasons PPS has given regarding resources. There are other ways we can solve that problem"
- "Our native Spanish speakers are loud and clear in their opposition to a move to a whole-DLI model. Their are concerns about segregation and safety and loss of community. To continue with such a plan leaving our community unheard would be paternalistic and harmful and racist. Please listen to our families."
- "Community is the heart of our program. It's not possible to simply package it up and move it somewhere else. What makes Atkinson successful will not be the same somewhere else. I fear that the District will realize their mistake too late - and our community will be the one that suffers."
- "I appreciate that the district wants to have improved utilization of their resources, but I can't imagine that it outweighs the benefits that exist today in thriving schools with neighborhood+DLI, and the major impact that this has on all of the families, segregating to a single location, away from rest of neighborhood programs."

Action and Accountability: December 2021

Specific and targeted spaces that continue the race-based affinity model were made available for direct input on proposed scenarios.

- Black, Indigenous & Students of Color
- Spanish-Language
- Mandarin-Language
- Black, Indigenous, & People of Color
- PAT General Session



- Russian-Language
- Somali-Language
- Vietnamese-Language
- Cantonese-Language

As a result of this engagement, the Southeast Guiding Coalition split into groups to review the raw data and determine common themes, new information received, and who we are missing from at the December 16, 2021 public meeting.

Group 1 Themes (Clackamas)

- Continuing to hear impact of disruption to school communities, especially now
- Kellogg has faced upheaval and is concerned about further change to Spanish DLI, community feels let down and that change is disrespectful
- People share resistance to change in a clear way
- Hesitation from families who may possibly move to a lower performing school
- Dominant narratives are strong, and there is a hesitancy to voice unpopular opinions
- Communities may struggle from a mismatch in program movement, impacting kids of color and low SES kids significantly

Group 2 Themes (Columbia)

- Middle school consolidation is welcomed but limits access to programs due to location
- Lack of understanding around transportation accessibility, and how they will be affected by feeder patterns
- Creative Science needs clarity from PPS moving forward
- The feeling in the room seemed that most affluent schools are being protected from disruption, and there is a concern on “who isn’t impacted” by the process
- Harrison Park seemed more engaged in Phase 1, but neighborhood families are feeling heard from their advocacy on remaining together
- Lent and Harrison Park voices need more representation

Group 3 Themes (Willamette)

- What is meant by “equity”?
- Presence of frustration and mistrust with the process, with the open house seeming contentious
- Need to hear from Lent and Harrison Park families
- Arleta community is invested in staying together
- Community wants to understand why inner Southeast schools are not being heard
- Voices at Woodstock Chinese DLI prefer program co-location
- Difficult to make judgements without community knowledge of high school implications



- Excitement that Bridger could have multiple neighborhood strands

Phase 2 Additional Engagement

Late January 2022 to Present

The engagement elicited feedback from roughly 60 community members regarding draft proposals to balance enrollment in South East Portland schools, and took place through focus groups, phone calls, and text messages. Phonebanking continues with families in early February.

Languages

Engagement opportunities were offered in Vietnamese and Mandarin.

Summary of Additional Engagement

To incorporate more representation of voices, especially those who are disproportionately impacted by the proposed changes, additional community engagement was conducted with targeted school communities. A focus was on neighborhood program family input, including those who are at schools with a co-located model.

Question 1: How do you define success? What are barriers to success? How does school play a part in that?

Lent, Harrison Park

- Experienced administrators who set learning outcomes set by the school help my child's behavior
- Language is a barrier to success at school. Parents still need a lot of support from school
- Friends and teachers have a big influence on children. Family and kids need attention from staff.
- Access to after school activities like chess club and social activities help support success
- Concern about diverse kids going to Kellogg without the support they need

Bridger, Marysville

- Science, reading, and arts curriculum
- A strong support system and social encouragement of students
- Strong support of Bridger becoming Creative Science School
- Teachers and Marysville principal caring for each student is recognized

Feedback on DLI Impacts in Scenarios

- Whole school model is okay if the diversity of students in co-located models is maintained
- "It would be awesome" (to have a whole school DLI at Lent)
- Strong support of whole school DLI at Lent
- Some disagreement with whole school model from neighborhood Lent families
- A large amount of parents express a preference for DLI programs remaining at Harrison Park



- Neighborhood Families are feeling heard at Harrison Park, and express value in multiple options
- Enrollment forecasts aren't capturing the new construction & open homes waiting to be purchased or rented in the neighborhood--it feels like the projection might be overly conservative especially once the HP facilities have been refreshed.
- Preference to have one DLI program at Harrison Park so school isn't too populated and administrators can build more relationships with students
- Both great support for whole school Spanish DLI, and resistance from other families for this option

April Phonebanking

To honor our commitment to continuous engagement with stakeholders across the system, phone calls were provided to the targeted groups of families at previously identified schools.

Bridger Phonebanking

- Families work hard to transport children to school, and value the immersion program but they just can't have students far away. They think she might learn more only in English, so it is not too bad. Was aware of the convos happening in the community and had wanted to stay in the program, but understands decision are made "at the higher levels" and they will learn to live with it.
- One family expressed dislike of the proposal, but does not see another option. She would prefer to stay in the Spanish immersion.
- We have three generations that have graduated from the Bridger Immersion program. The big concern is the distance. if the school is too big, or the classes are too small.
- Important to remain at Bridger. Bridger is the neighborhood school for many families, and will likely stay there and be part of the new program.
- "Biggest concerns are that teachers and principal would travel with the program. Concerned that rumors are that principals at Lent do not remain more than 2-3 years. Rumors are that the PTA is not that involved as at Bridger. Wants kids to stay in the immersion program so this will be the priority. Wants the district to focus on making the new program a success and she will be involved in Lent. "
- "The district will make the decisions regardless of what I say, I do not want to program to change." She currently works close to Bridger and is concerned because she does not drive so wants to be close to the school. Her daughter is connected to the school because her sisters have been going there. Can't decide between the importance of staying with the immersion program and distance from the school and should not have to decide. Feels connected to the Bridger community, teachers and principal.
- Multiple families also expressed not feeling worried about the changes, said child was older and would not necessarily be affected by the changes
- Would like to stay at Bridger, has established relationships with students and teachers and the comfortability in the school as a whole and in the community.

Lent Phonebanking

- Would like extra help--would like an IEP review so she can get extra help.
- Family indicated not be affected



- Family express interest in continuing to go to Kellogg

Lent Recommendation Meeting: Parent and Student Feedback

- Parents express high value for cultural learning and connections in a co-location program. “To me it’s better to have a dual identity at Lent”
- Kids should not have to go on a bus and go further, and we prefer this location
- “We are living in a country where we are so polarized, and our schools are wonderful breeding grounds to teach tolerance”. “Animosity between parents of both programs exists, as DLI parents are more active here”
- We are concerned this community is being left behind
- Does Bridger or Atkinson have 2 strands of each class, have we seen success in similar proposed changes?
- Students Speakers:
 - “I don’t want to switch because i’ve been here since kindergarten”
 - “We shouldn’t remove anyone based off of the language they want to speak”
 - “Teachers moving isn’t helpful, and it would make them unhappy”
 - We love Lent school because Lent is our community
- Parent expressed her child went to a similar co-located model school, and resulted in a high social benefit in their lives
- Stairstepping and phasing out English program was recommended by a parent
- “Its not an equitable solution at all. We care about where teachers would end up. “Why would we segregate and think that is an appropriate solution?” Neighborhood kids should be able to go to their neighborhood schools
- “Teachers and families bought their houses close to the school. I am against segregation, it should be all together.”
- Lack of support for admin leads to parents not wanting to enroll
- Most diverse school community doesn’t deserve to be shuffled around, we choose to be a part of this community, and PPS needs to know what they are doing when they ask people to uproot from a community they are a part of
- Teachers can collaborate regardless of DLI or Neighborhood
- Parents want better teacher retention
- “We have activities here that brings kids together”
- Kids love being in an inclusive environment of language, and encourages Neighborhood program students to learn
- Neighborhood program has majority of black and brown students, and moving them away is a detriment to this community
- Concern for students who are beginning Lent next year, and would have to change the next



SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics



Arleta K-5

MS: Kellogg (beg. 2021) • HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
269	290	696	38.6%	41.7%	17.5%	4.8%	9.7%	33.1%	29.5%

Current enrollment profile: A small K-5 school, recently converted from K-8 and assigned to Kellogg MS and host to a Special Ed focus classroom. The Arleta attendance area is adjacent to other small K-5 schools, including Bridger, Creston and Woodmere.

Recommendation highlights: Four small areas would move from Arleta to Creston, Marysville, Woodstock and Woodmere, and two areas would move into Arleta from Bridger and Marysville. See map for details. The changes are expected to bring a slight increase to Arleta enrollment with little change in school demographics. Arleta remains assigned to Kellogg MS.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
250	277	696	35.9%	39.8%	18.0%	6.8%	7.6%	31.2%	29.4%

Fall 2023 Implementation Plans:

- Kindergartners who live in the boundary change areas will enroll at the new schools shown on the map unless they have older siblings remaining at the former boundary school or receive transfers to other schools. Students who live more than one mile from their new school will have access to bus service.
 - Students in other grades may remain in their current schools through 5th grade, but may also transfer into their new neighborhood schools beginning in the 2022-23 school year.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2 DRAFT PROPOSAL F3 Grade K-5 Change Areas

ARLETA



Programs: Neighborhood

LEGEND

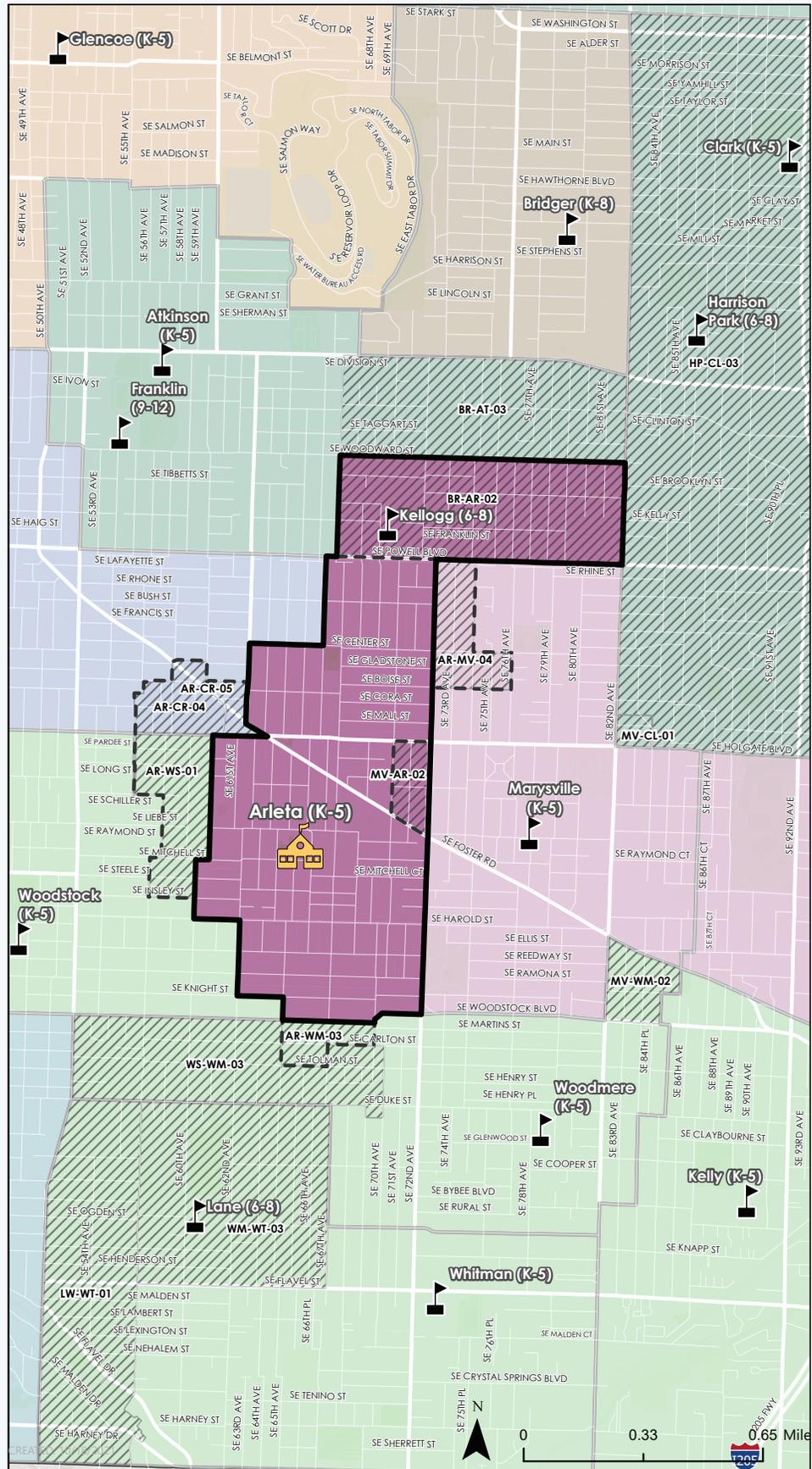
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- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Middle School Attendance Area
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Sellwood
- Not Included in Study Area

Changes from Arleta K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
AR-CR-04	7	1	1
AR-CR-05	2	1	0
AR-MV-04	14	4	0
AR-WM-03	7	0	0
AR-WS-01	23	2	0

Changes into Arleta K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
BR-AR-02	23	0	5
MV-AR-02	6	0	0



Affected students are based on 2021-22 student counts.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics



Atkinson K-5

Neighborhood and Spanish DLI Programs

MS: Mt. Tabor • HS: Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighborhood	206	228	567	36.3%	40.2%	19.4%	1.0%	3.4%	12.1%	14.2%
Spanish DLI	136	126	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	24.3%
Total	342	354	567	60.3%	62.4%	16.4%	1.5%	11.1%	31.3%	17.9%

Current enrollment profile: Co-located structure of a single strand Spanish DLI program and a small two-strand neighborhood program; hosts Special Ed focus classrooms.

Recommendation highlights: A boundary change will add students to the small neighborhood program. Atkinson neighborhood students will go to Harrison Park Middle School while Atkinson Spanish Immersion students will go to Kellogg Middle school.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighborhood	252	270	567	44.4%	47.6%	20.2%	4.4%	4.4%	17.5%	15.6%
Spanish DLI	136	126	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	19.9%
Total	388	396	567	68.4%	69.8%	17.3%	3.6%	10.8%	32.5%	17.1%

Fall 2023 Implementation Plans:

- Kindergartners who live in the Bridger boundary change area will enroll at Atkinson unless they have older siblings at Bridger or receive transfers to other schools. Students who live more than one mile from Atkinson will have access to bus service.
 - Students in other grades may remain at Bridger through 8th grade, but may also transfer into Atkinson or Harrison Park MS beginning in the 2022-23 school year.
- Students who completed 5th grade in the Atkinson Spanish Immersion program will go to Kellogg Middle School, along with students who completed grades 6-7 in the Mt. Tabor Spanish Immersion program.
 - Families of Spanish Immersion students may request early transfer into Kellogg for the 2022-23 school year or opt out of the program by requesting transfers back to their neighborhood schools. Please visit [pps.net/schoolchoice](https://www.pps.net/schoolchoice) for transfer information.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2 DRAFT PROPOSAL F3 Grade K-5 Change Areas

ATKINSON



Programs:

Neighborhood, Spanish DLI

LEGEND

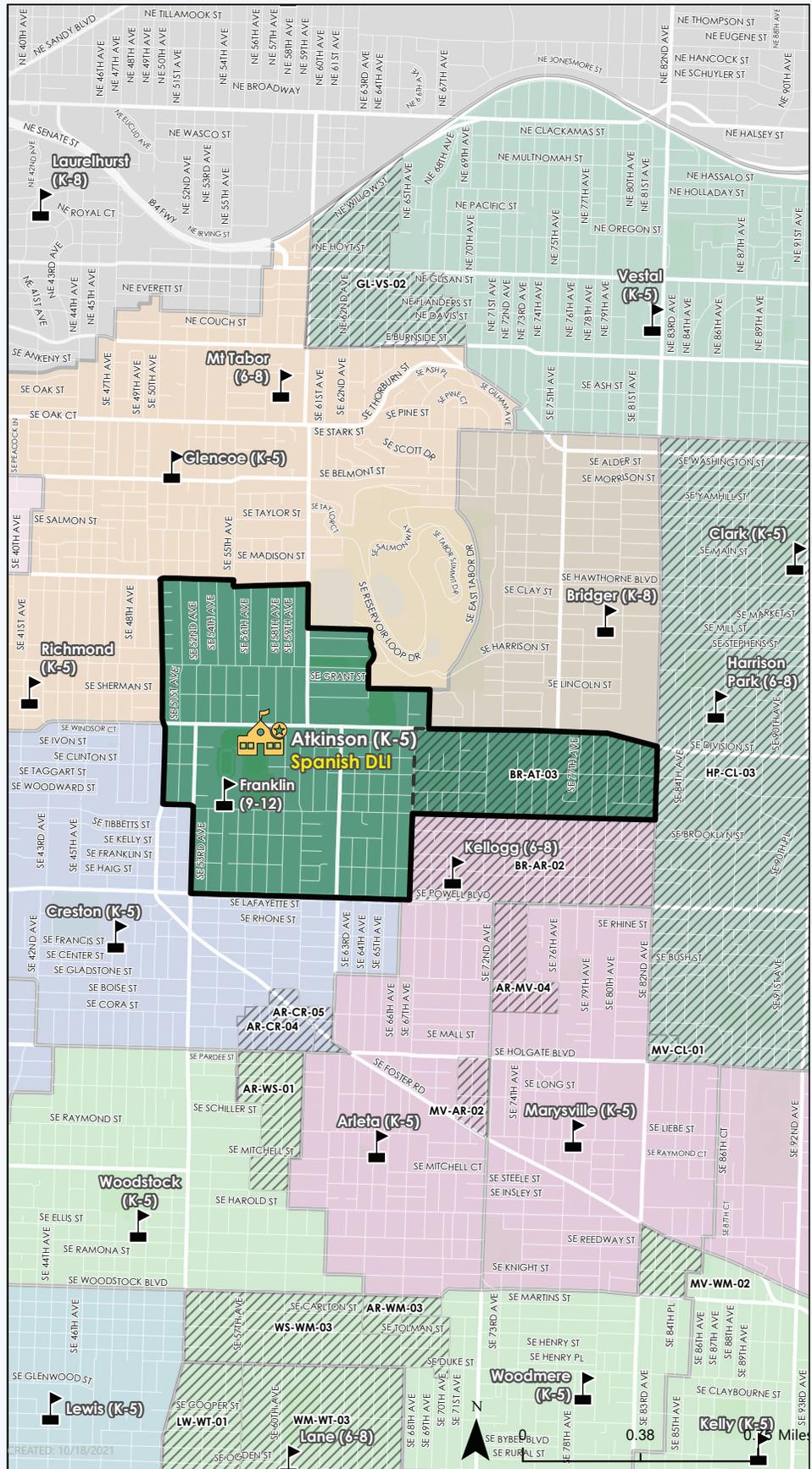
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- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Atkinson K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
BR-AT-03	52	4	9

Changes into Atkinson K-5:

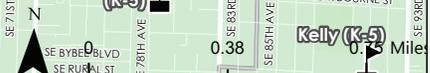
Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
BR-AT-03	52	4	9



Affected students are based on 2021-22 student counts.



CREATED: 10/18/2021





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics

Bridger K-5

Neighborhood and Spanish DLI Programs

MS: Neighborhood: Harrison Park, w/transfers to Kellogg, Spanish DLI: Kellogg • HS: Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighborhood	126	115	510	24.7%	22.5%	12.7%	16.7%	7.1%	42.1%	42.1%
Spanish DLI	211	223	510	41.4%	43.7%	12.3%	1.9%	22.7%	57.8%	57.8%
Total	337	338	510	66.1%	66.3%	12.4%	7.4%	16.9%	51.9%	51.9%

Current enrollment profile: Co-located structure with a small two-strand Spanish DLI program experiencing declining rates of native Spanish-speaking applicants and a single-strand neighborhood program. Bridger converted to a K-5 this year, with a default middle school assignment to Harrison Park and transfer preference to Kellogg, which is located on the southern edge of the Bridger boundary.

Recommendation highlights: Spanish DLI relocates to Lent; Bridger neighborhood program joins with Creative Science K-8. The boundary areas south of Division street are assigned to new middle and high schools.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
312	318	510	61.2%	62.4%	19.4%	7.2%	4.4%	30.3%	20.0%

Fall 2023 Implementation Plans:

- Kindergartners who live in the boundary change area between Division St and Woodward St. will enroll at Atkinson and those who live between Woodward St. and Powell Blvd will enroll at Arleta, unless they have older siblings at Bridger or receive transfers to other schools. Students who live more than one mile from their new school will have access to bus service.
 - Students in other grades may remain at Bridger through 8th grade, but may also transfer into Atkinson or Harrison Park MS beginning in the 2022-23 school year.
- Grades K-5 of the Bridger Spanish Immersion program will relocate to Lent Elementary School. Bus service will be available from Bridger neighborhood to Lent to support the transition.
 - Families of Spanish Immersion students may request early transfer into Lent for the 2022-23 school year or opt out of the program by requesting transfers back to their neighborhood schools. Please visit [pps.net/schoolchoice](https://www.pps.net/schoolchoice) for transfer information.
- Grades K-8 of the Creative Science School will move to Bridger and become the instructional model for the combined Bridger and CSS student body.
 - The program will maintain a 2-section per grade level K-8 structure, with some grades having three sections of combined Bridger and CSS students.
 - New Bridger neighborhood students will be automatically enrolled in the Bridger Creative Science School, or can request transfer to a standard school.
 - Bridger neighborhood students already enrolled in other PPS schools have priority for available seats at CSS
 - Lottery transfers will be reduced to accommodate neighborhood students
- Community building efforts will begin this spring and extend through next year to ensure successful staff, student and family transition



SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2 DRAFT PROPOSAL F3 Grade K-5 Change Areas

BRIDGER



Programs:
Creative Science

LEGEND

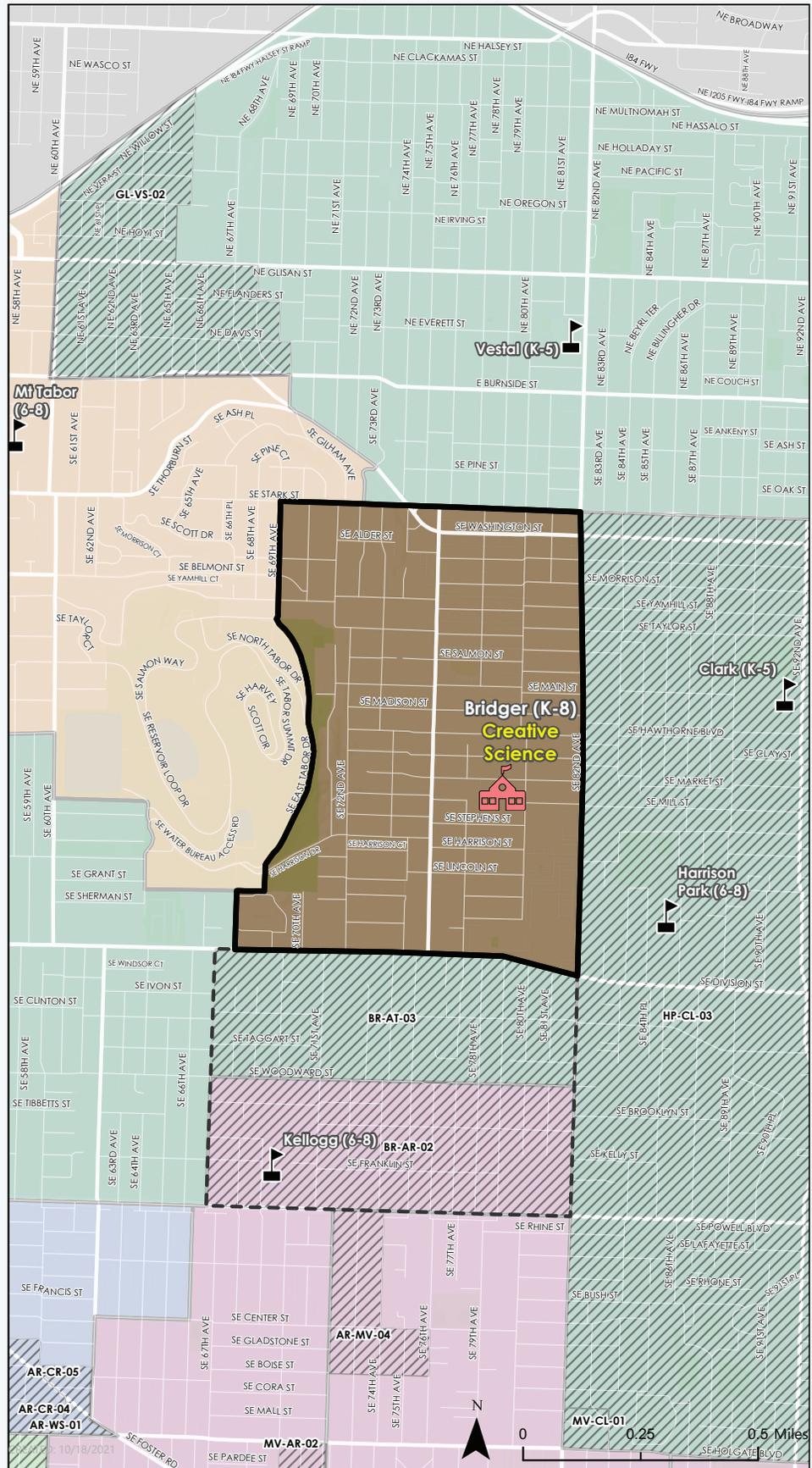
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- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Middle School Attendance Area: Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Not Included in Study Area

Changes from Bridger K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
BR-AR-02	23	0	5
BR-AT-03	52	4	9

Changes into Bridger K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
AR-CR-05			
AR-CR-04			
AR-WS-01			
AR-MV-04			
MV-AR-02			



Affected students are based on 2021-22 student counts.



10/18/2021



SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics



Creative Science K-8 School @Clark

MS: CSS • HS: Based on home address

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
419	452	495	84.6%	91.3%	21.5%	4.3%	3.6%	26.7%	14.4%

Current enrollment profile: A K-8 focus option program that enrolls all students through the annual lottery and hardship petition process. The school has been located at the Clark building since 2008 and attracts and retains fewer BIPOC, English Learner and low income students than surrounding schools.

Recommendation highlights: Program relocates to Bridger and becomes the instructional model for the combined Bridger and Creative Science student body.

Estimated results of recommendation:

See Bridger table

Fall 2023 Implementation Plans:

- Grades K-8 of the Creative Science School will move to Bridger and become the instructional model for the combined Bridger and CSS student body.
- The program will maintain a 2-section per grade level K-8 structure, with some grades having three sections of combined Bridger and CSS students.
 - New Bridger neighborhood students will be automatically enrolled in the Bridger Creative Science School, or can request transfer to a standard school.
 - Bridger neighborhood students already enrolled in other PPS schools have priority for available seats at CSS
 - Lottery transfers will be reduced to accommodate neighborhood students
 - Current CSS students can request transfer to their neighborhood school or another PPS school instead of moving to Bridger.
- Community building efforts will begin this spring and extend through next year to ensure successful staff, student and family transitions.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2 DRAFT PROPOSAL F3 Grade K-5 Change Areas

CLARK



Programs:

Neighborhood, Chinese DLI

LEGEND

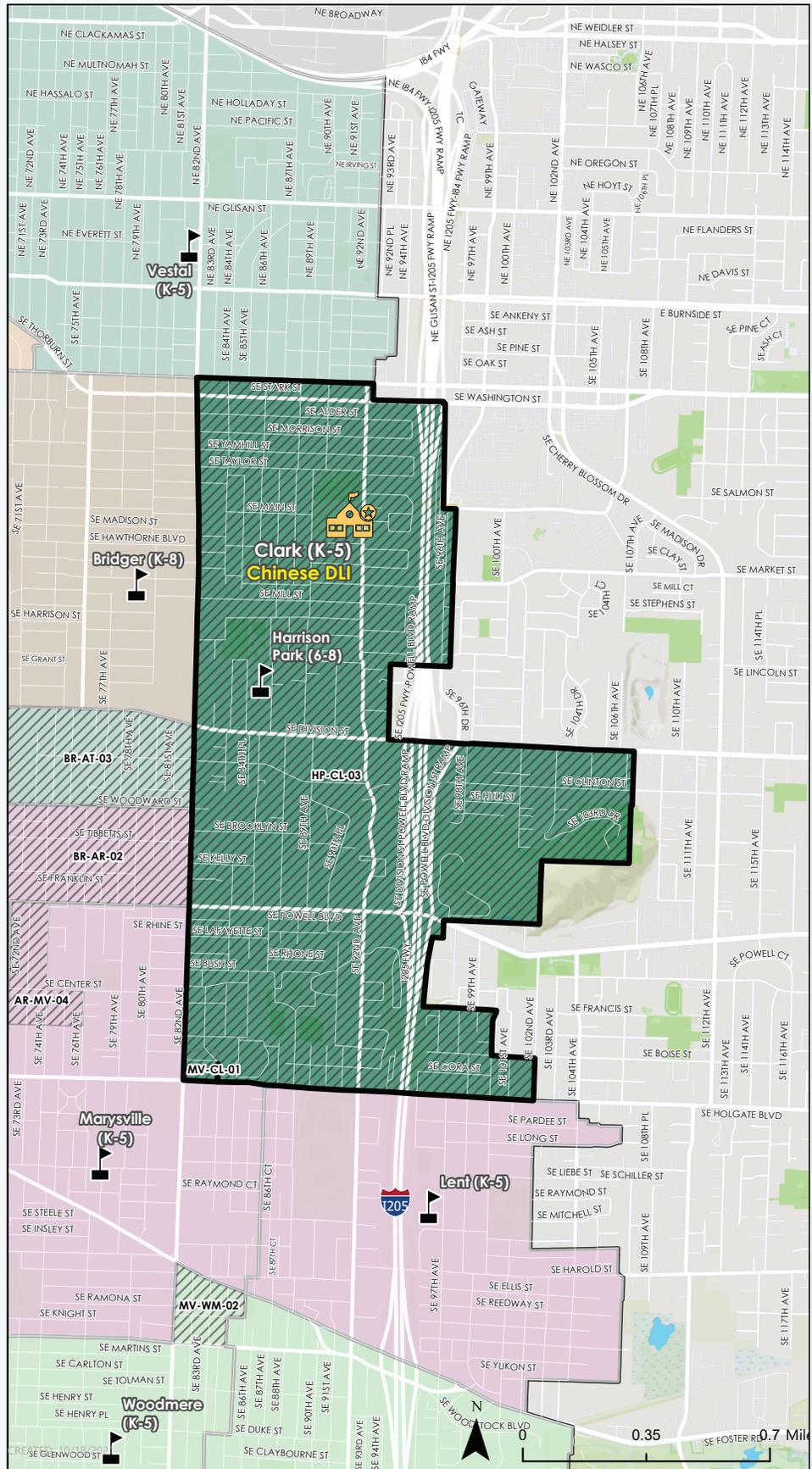
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- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Bridger
- Harrison Park
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Not Included in Study Area

Changes from Clark K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
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Changes into Clark K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
HP-CL-03	243	86	78



Affected students are based on 2021-22 student counts.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics



Creston K-5

MS: Kellogg (beg. 2021) • HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
250	225	339	73.7%	66.4%	22.0%	3.2%	6.4%	27.6%	26.5%

Current enrollment profile: This small K-5 school converted from a K-8 this year, with MS students assigned to Kellogg. Creston hosts a Deaf and Hard of Hearing program and a Head Start program is located at the Creston Annex. Classrooms leased to partner programs have been removed from building capacity and utilization estimates, to reflect that the main Creston building is one of the smallest in the region. Creston is nearly surrounded by focus option and DLI programs, resulting in a low rate of neighborhood students enrolling at the neighborhood school.

Recommendation highlights: The Creston boundary will grow slightly through a boundary change with Arleta. Creston middle school students will go to Hosford MS.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
265	254	339	78.2%	74.9%	22.3%	3.4%	6.4%	27.9%	25.2%

Fall 2023 Implementation Plans:

- Kindergartners who live in the Arleta boundary change area will enroll at Creston, unless they have older siblings at Arleta or receive transfers to other schools. Students who live more than one mile from Creston will have access to bus service.
 - Students in other grades may remain at Arleta through 5th grade, but may also transfer into Creston beginning in the 2022-23 school year.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2 DRAFT PROPOSAL F3 Grade K-5 Change Areas

CRESTON



Programs: Neighborhood

LEGEND

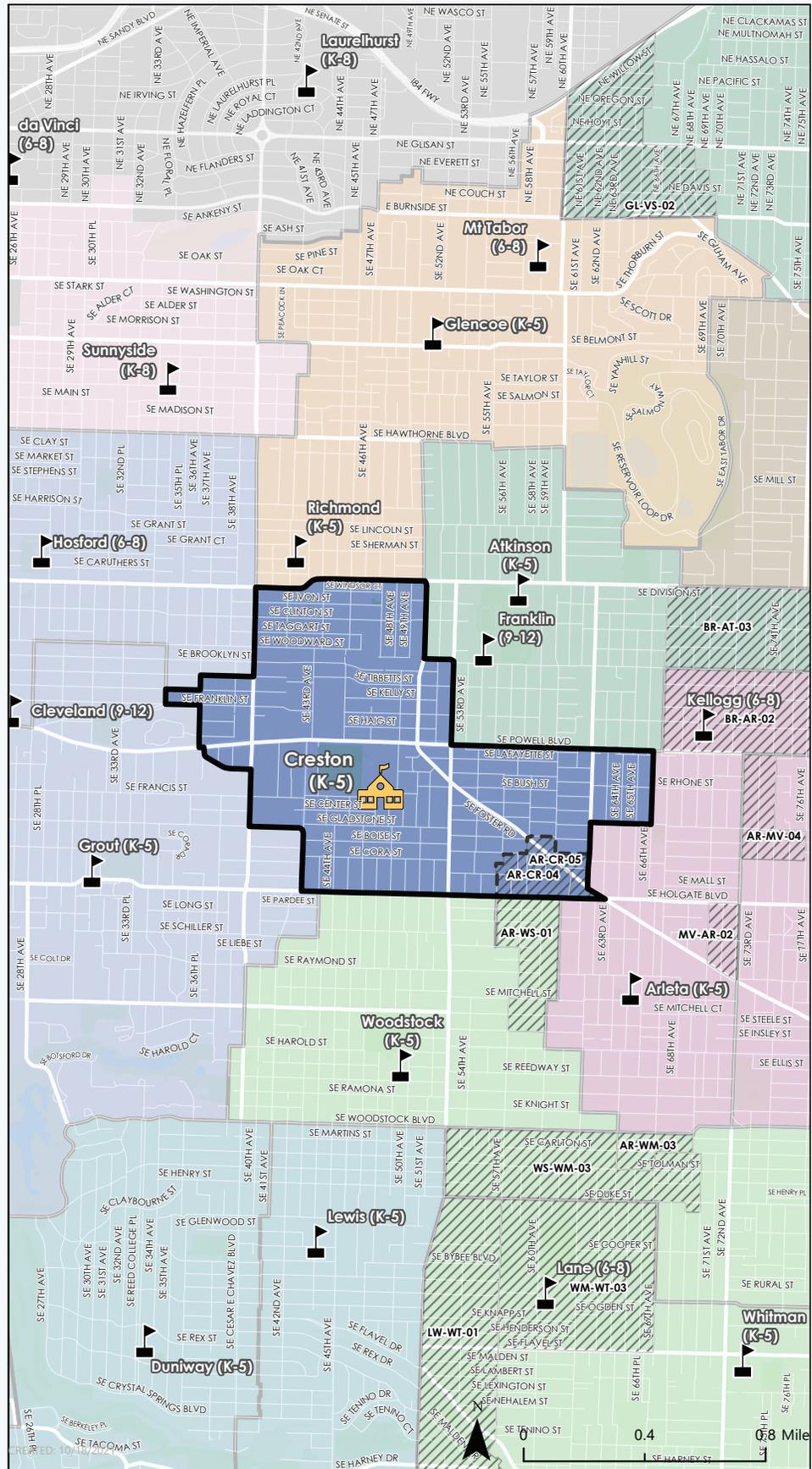
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- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Creston K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-CR-04	7	1	1
AR-CR-05	2	1	0

Changes into Creston K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-CR-04	7	1	1
AR-CR-05	2	1	0



Affected students are based on 2021-22 student counts.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics



Glencoe K-5

MS: Mt. Tabor • HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
373	375	573	65.1%	65.4%	18.5%	2.9%	3.2%	20.6%	11.4%

Current enrollment profile: Glencoe has the largest resident K-5 enrollment in the region, but is located far from some of the smallest K-5 schools. It has had stable enrollment of about 3 strands per grade level.

Recommendation highlights: Part of the Glencoe boundary changes to Vestal Elementary School and Harrison Park Middle School.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
348	364	573	60.7%	63.5%	19.0%	3.2%	2.3%	19.5%	11.0%

Fall 2023 Implementation Plans:

- Kindergartners who live in the Glencoe boundary change area will enroll at Vestal, unless they have older siblings at Glencoe or receive transfers to other schools. Students who live more than one mile from Vestal will have access to bus service.
 - Students in other grades may remain at Glencoe through 5th grade, but may also transfer into Vestal beginning in the 2022-23 school year.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2 DRAFT PROPOSAL F3 Grade K-5 Change Areas

GLENCOE



Programs:
Neighborhood

LEGEND

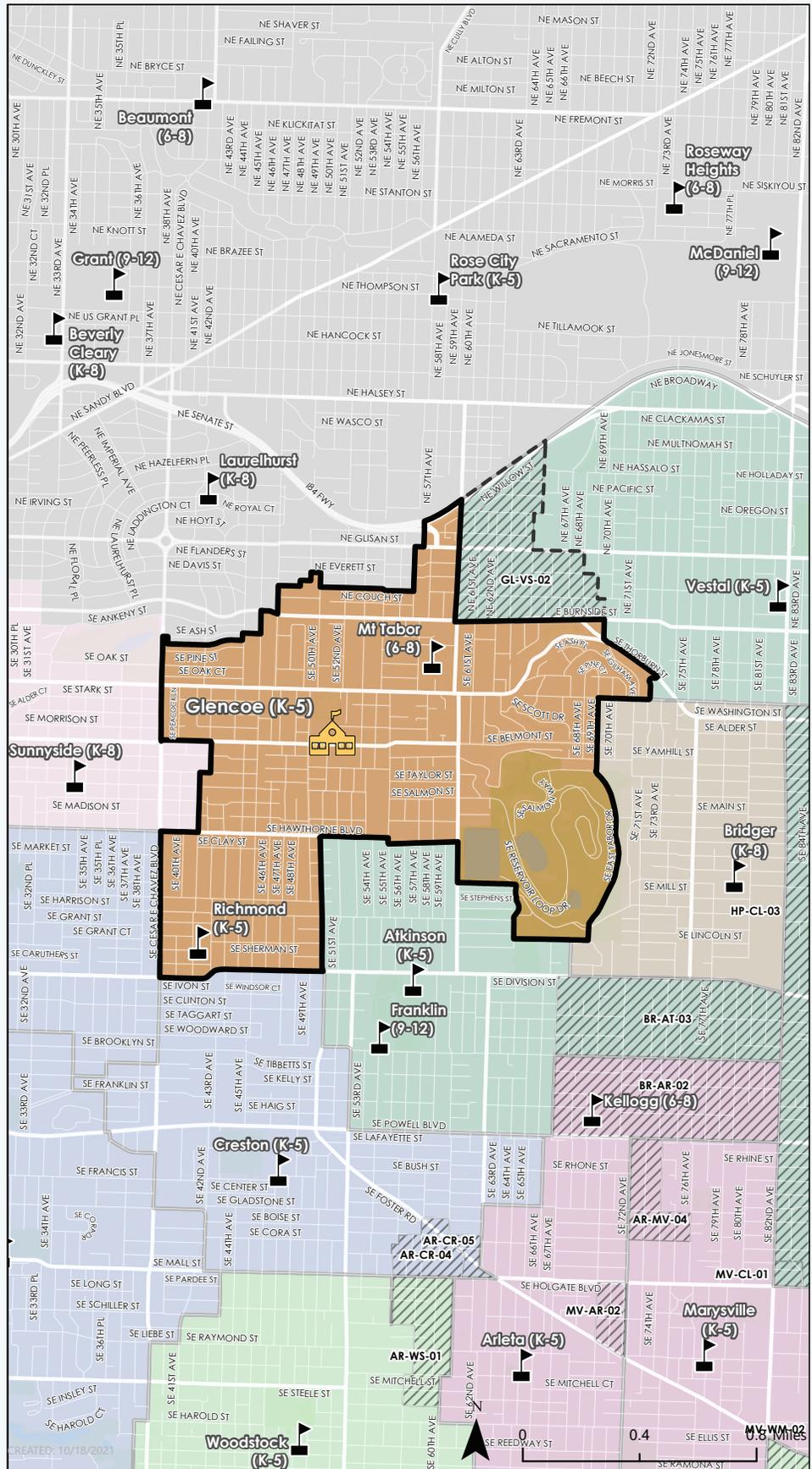
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- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sunnyside
- Not Included in Study Area

Changes from Glencoe K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
GL-VS-02	41	4	0

Changes into Glencoe K-5:

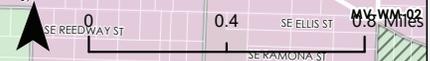
Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students



Affected students are based on 2021-22 student counts.



CREATED: 10/18/2021





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics



Harrison Park K-8

MS: Harrison Park • HS: McDaniel

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Chinese DLI	72	148	890	8.1%	16.6%	8.3%	4.2%	47.2%	75.0%	19.0%
Neighborhood	457	412	890	51.3%	46.3%	17.1%	28.4%	30.4%	77.7%	49.3%
Total	529	560	890	59.4%	62.9%	15.9%	25.1%	32.7%	77.3%	45.1%

Current enrollment profile: Harrison Park is the last neighborhood K-8 program in SE, and the PPS Board has designated it to convert to a middle school. It has the highest rate of BIPOC students of all SE schools, including a growing Chinese DLI program that serves only neighborhood students. The Harrison Park campus has the highest capacity of all schools in the region, not including high schools, and operated as a middle school until 2008 when it consolidated with Clark Elementary School. Bridger grade 6-8 students are currently assigned to Harrison Park for middle school.

Recommendation highlights: Harrison Park K-5 students, including Chinese Immersion, move to Clark. Grade 6-8 students are joined at Harrison Park by students from Atkinson and Vestal neighborhoods and Chinese Immersion students from Woodstock. The Woodstock program currently feeds to Hosford MS. A portion of the Bridger neighborhood stays in Harrison Park, while the southernmost part goes to Kellogg and the northernmost part returns to Bridger as part of the new Bridger Creative Science School.

Estimated results of recommendation:

CLARK K-5

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Chinese DLI	72	104	495	14.5%	21.0%	8.3%	4.2%	47.2%	75.0%	11.1%
Neighborhood	277	268	495	56.0%	54.1%	16.6%	29.2%	31.8%	71.5%	52.4%
Total	349	372	495	70.5%	75.2%	14.9%	24.1%	35.0%	72.2%	44.2%

HARRISON PARK MS

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Chinese DLI	116	168	890	13.0%	18.9%	5.2%	0.0%	4.3%	45.7%	6.9%
Neighborhood	442	420	890	49.7%	47.2%	19.2%	14.5%	12.4%	51.6%	30.6%
Total	558	588	890	62.7%	66.1%	16.3%	11.5%	10.8%	50.4%	25.7%





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics



Harrison Park K-8

MS: Harrison Park • HS: McDaniel

Fall 2023 Implementation Plans:

- Students enrolled in Harrison Park grades K-4 at the end of the 2022-23 school year, including students in Chinese Immersion, will move to Clark, along with new kindergartners from the Clark/Harrison Park neighborhood. Students who live more than one mile from Clark will have access to bus service.
- 6th graders who live in the Mt. Tabor and Roseway Heights boundary change areas will enroll at Harrison Park, unless they have older siblings at the current neighborhood school or receive transfers to other schools. Students who live more than one and a half miles from Harrison Park will have access to bus service.
 - Students in other grades may remain at their current schools through 8th grade, but may also transfer into Harrison Park beginning in the 2022-23 school year.
- Students currently enrolled in Harrison Park from the Bridger neighborhood may remain at Harrison Park through 8th grade or return to their newly designated transfer schools beginning in the 2022-23 school year.
- Students who completed 5th grade in the Woodstock Chinese Immersion program will go to Harrison Park Middle School, along with students who completed grades 6-7 in the Hosford Chinese Immersion program. Bus service will be available from Woodstock neighborhood to Harrison Park to support the transition.
 - Families of Chinese Immersion students may request early transfer into Harrison Park for the 2022-23 school year (6th grade only) or opt out of the program by requesting transfers back to their neighborhood schools. Please visit [pps.net/schoolchoice](https://www.pps.net/schoolchoice) for transfer information.
- Harrison Park will undergo facility renovations in the Summers of 2022 and 2023 to prepare to welcome new middle school students.
- Community building efforts will begin this spring and extend through next year to ensure successful staff, student and family transitions.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics



Hosford MS

Neighborhood and Chinese DLI programs

HS: Cleveland

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Chinese DLI	116	124	696	16.7%	17.8%	5.2%	0.0%	4.3%	45.7%	7.2%
Neighborhood	513	495	696	73.7%	71.1%	16.8%	6.0%	5.8%	26.7%	23.8%
Total	629	619	696	90.4%	88.9%	14.7%	4.9%	5.5%	30.2%	20.4%

Current enrollment profile: Hosford has seen enrollment near or above 100% of capacity in recent years. Neighborhood feeder schools are Abernethy, Buckman, Grout and Woodstock, as well as the Woodstock Chinese DLI program.

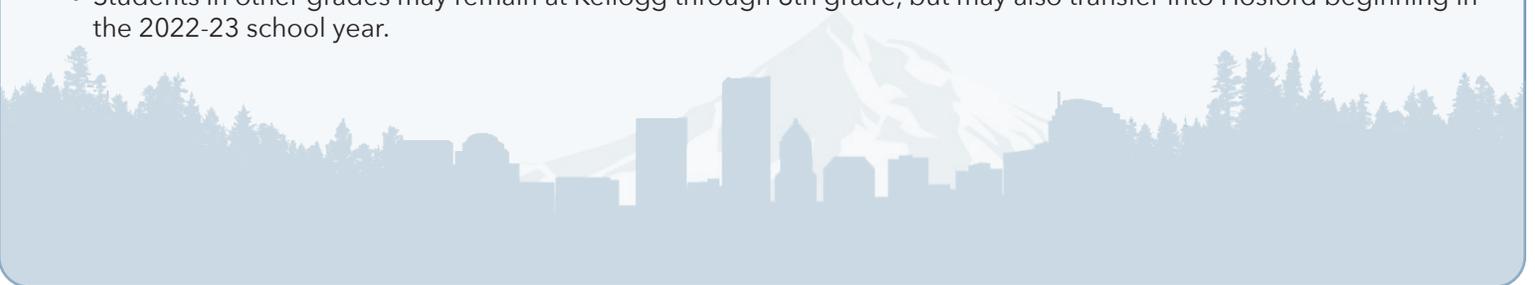
Recommendation highlights: The Woodstock neighborhood program will move to Lane MS and the Woodstock Chinese Immersion program will move to Harrison Park MS. Additionally, there will be a small boundary change from Kellogg MS to Hosford.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighborhood	536	479	696	77.0%	68.8%	17.0%	5.6%	6.7%	28.5%	22.3%

Fall 2023 Implementation Plans:

- Students who completed grades 6-7 in the Hosford Chinese Immersion program will go to Harrison Park MS. Bus service will be available from Woodstock neighborhood to Harrison Park to support the transition.
 - Families of Chinese Immersion students may request early transfer into Harrison Park for the 2022-23 school year (6th grade only) or opt out of the program by requesting transfers back to their neighborhood schools. Please visit [pps.net/schoolchoice](https://www.pps.net/schoolchoice) for transfer information.
- 6th graders who live in the Hosford boundary change areas will enroll at Lane, unless they have older siblings at Hosford or receive transfers to other schools. Students who live more than one and a half miles from Lane will have access to bus service.
 - Students in other grades may remain at Hosford through 8th grade, but may also transfer into Lane beginning in the 2022-23 school year.
- 6th graders who live in the Kellogg boundary change areas will enroll at Hosford, unless they have older siblings at Kellogg or receive transfers to other schools. Students who live more than one and a half miles from Hosford will have access to bus service.
 - Students in other grades may remain at Kellogg through 8th grade, but may also transfer into Hosford beginning in the 2022-23 school year.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics



Kellogg MS

Neighborhood and Spanish DLI programs

HS: Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighborhood	533	572	778	68.5%	73.5%	19.7%	6.6%	9.8%	49.2%	32.6%
Spanish DLI	151	155	778	19.4%	19.9%	15.9%	4.6%	20.5%	76.2%	17.9%
Total	684	727	778	87.9%	93.4%	18.9%	6.2%	12.2%	55.2%	29.6%

Current enrollment profile: Kellogg opened this year, with neighborhood feeder schools Arleta, Creston, Lent and Marysville, along with Spanish DLI from Bridger and Lent. The Kellogg building is not located within its own attendance area, so Bridger (Harrison Park) neighborhood students who live closest to the school were allowed priority transfers. Kellogg enrollment is above the target of 80% utilization.

Recommendation highlights: The Spanish Immersion program at Mt. Tabor will move to Kellogg, so all SE Spanish Immersion programs will be at the same middle school. To offset this increase, the Creston neighborhood along with a small portion of the Arleta neighborhood will move to Hosford. A boundary change with Harrison Park will result in the Kellogg building being within its attendance area.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighborhood	439	472	778	56.4%	60.7%	20.5%	6.8%	10.3%	52.2%	36.2%
Spanish DLI	220	222	778	28.3%	28.5%	15.5%	3.2%	20.0%	71.4%	22.3%
Total	659	694	778	84.7%	89.2%	18.8%	5.6%	13.5%	58.6%	31.6%

Fall 2023 Implementation Plans:

- Students who completed 5th grade in the Atkinson Spanish Immersion program will go to Kellogg Middle School, along with students who completed grades 6-7 in the Mt. Tabor Spanish Immersion program.
 - Families of Spanish Immersion students may request early transfer into Kellogg for the 2022-23 school year or opt out of the program by requesting transfers back to their neighborhood schools. Please visit pps.net/schoolchoice for transfer information.
- 6th graders who live in the boundary change areas will enroll at Hosford, unless they have older siblings at Kellogg or receive transfers to other schools. Students who live more than one and a half miles from Hosford will have access to bus service.
 - Students in other grades may remain at Kellogg through 8th grade, but may also transfer into Hosford beginning in the 2022-23 school year.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics



Kelly K-5

Neighborhood and Russian DLI programs

MS: Lane • HS: Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighborhood	238	231	670	35.5%	34.5%	22.3%	19.7%	27.7%	71.8%	53.1%
Russian DLI	134	214	670	20.0%	31.9%	6.0%	0.0%	78.4%	9.7%	37.5%
Total	372	445	670	55.5%	66.4%	16.4%	12.6%	46.0%	49.4%	46.5%

Current enrollment profile: Kelly neighborhood program has one of the highest concentrations of BIPOC students in the region. The Russian DLI program serves mostly students who live outside PPS, and has been shrinking from two-to-one strand per grade level.

Estimated results of recommendation:

No changes proposed for Kelly.



**SOUTHEAST GUIDING COALITION PHASE 2
DRAFT PROPOSAL F3
Grade K-5 Change Areas**

KELLY



Programs:

Neighborhood, Russian DLI

LEGEND

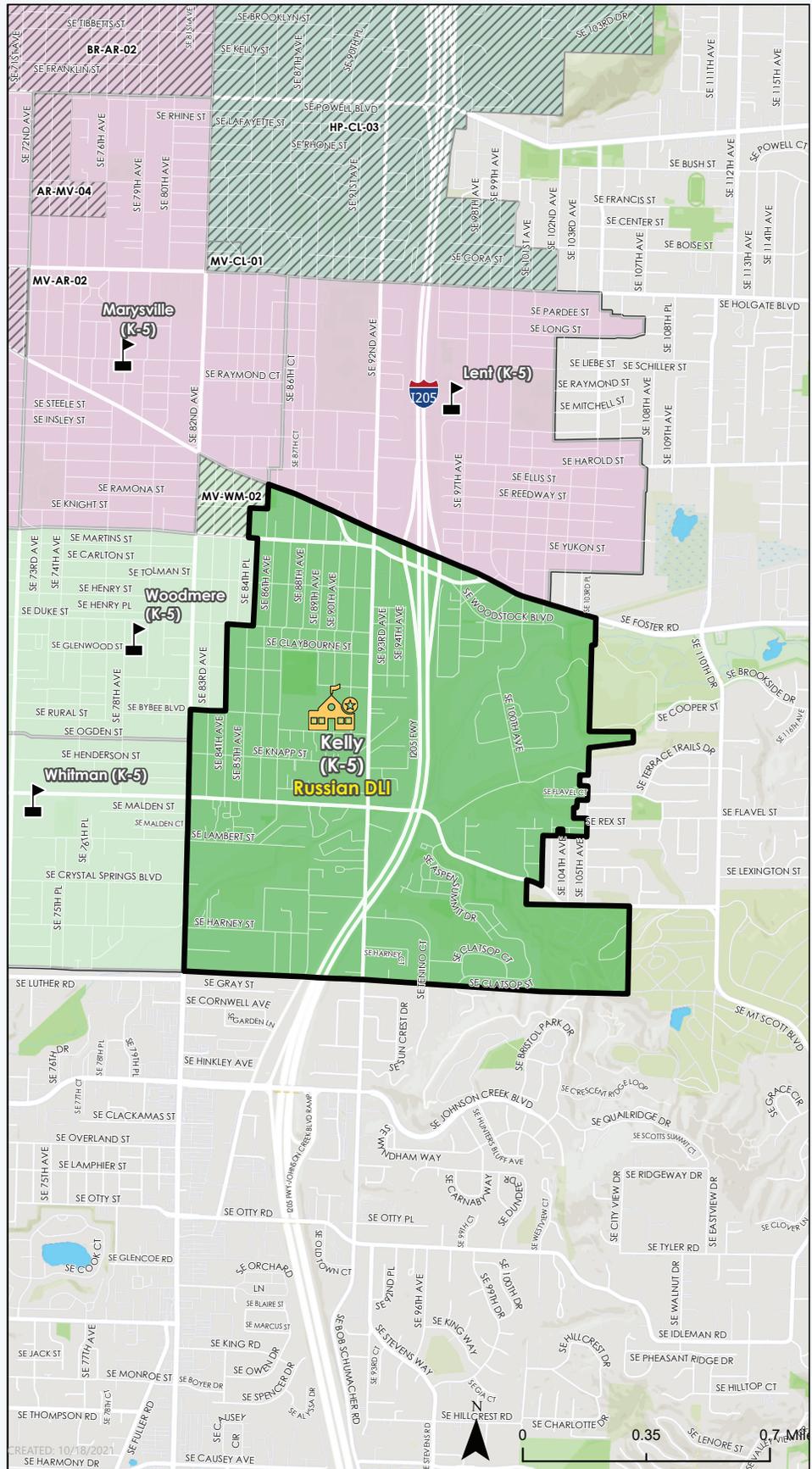
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- Change Area
- Other Elementary School Attendance Area
- Middle School Attendance Area
- Harrison Park
- Kellogg
- Lane
- Not Included in Study Area

Changes from Kelly K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-AR-02			
AR-MV-04			
MV-AR-02			
MV-CL-01			
MV-WM-02			
HP-CL-03			

Changes into Kelly K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
Woodmere (K-5)			
Whitman (K-5)			
Kelly (K-5) Russian DLI			



Affected students are based on 2021-22 student counts.



CREATED: 10/18/2021
SE HARMONY DR





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics

Lane MS

Neighborhood and Russian DLI programs

HS: Cleveland, Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighborhood	322	308	770	41.8%	40.0%	22.7%	13.4%	17.7%	68.3%	47.1%
Russian DLI	41	55	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.5%
Total	363	363	770	47.1%	47.1%	21.2%	12.4%	20.1%	61.1%	44.7%

Current enrollment profile: Lane has the smallest resident student population of all the SE middle schools. The majority of students from Kelly Russian DLI return to their home districts for middle school. Lane hosts the district's ACCESS Academy, grade 6-8, which will be moving to a new location next year. Lane students feed to two high schools: students from the smallest of its neighborhood feeders, Whitman, go to Cleveland, while Kelly, Woodmere and Russian DLI students go to Franklin.

Recommendation highlights: The Lane boundary grows by adding Woodstock as a feeder school from Hosford, a portion of the Lewis area from Sellwood, and parts of the Arleta and Marysville areas from Kellogg.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighborhood	472	543	770	61.3%	70.5%	22.0%	11.2%	12.3%	55.5%	36.4%
Russian DLI	41	55	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.8%
Total	513	598	770	66.6%	77.7%	21.1%	10.7%	14.4%	51.5%	35.7%

Fall 2023 Implementation Plans:

- 6th graders who live in the boundary change areas will enroll at Lane unless they have older siblings remaining at the former boundary schools or receive transfers to other schools. Students who live more than one and a half miles from Lane will have access to bus service.
 - Students in other grades may remain in their current schools through 8th grade, but may also transfer into Lane beginning in the 2022-23 school year.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3 Grade 6-8 Change Areas

LANE



Programs:

Neighborhood, Russian DLI

Legend

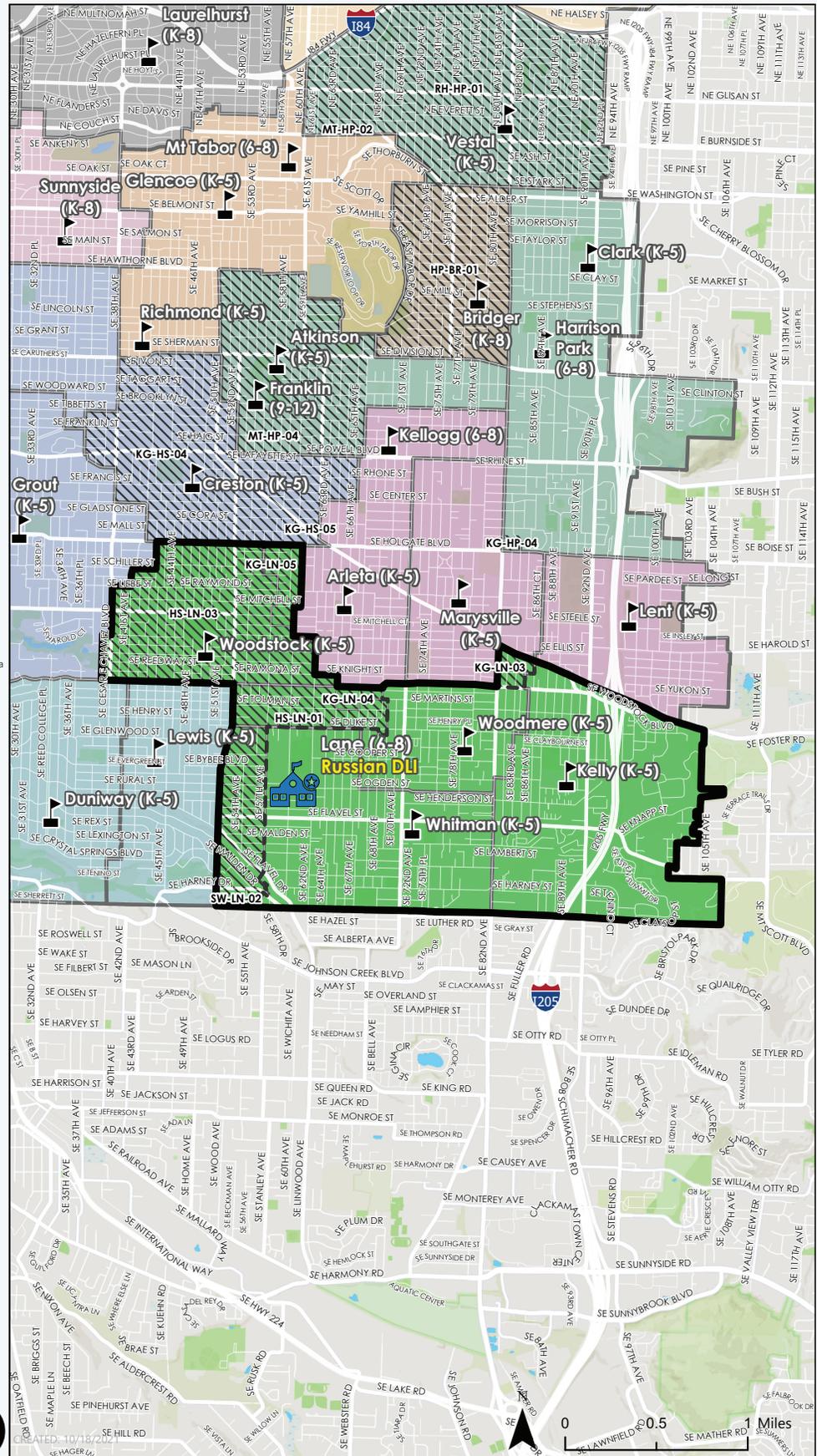
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- Change Area
- Elementary School Attendance Area
- Middle School Attendance Area
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Lane 6-8:

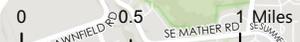
Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Lane 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HS-LN-01	22	0	4
HS-LN-03	60	0	1
KG-LN-03	9	1	1
KG-LN-04	1	0	0
KG-LN-05	9	0	0
SW-LN-02	32	0	3



Affected students are based on 2021-22 student counts.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics



Lent K-5

Neighborhood and Spanish DLI Programs

MS: Kellogg • HS: Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighborhood	151	154	632	23.9%	24.4%	11.9%	13.9%	27.2%	64.9%	55.0%
Spanish DLI	126	123	632	19.9%	19.5%	19.0%	2.4%	54.0%	73.8%	36.7%
Total	277	277	632	43.8%	43.8%	15.1%	8.7%	39.4%	68.9%	46.5%

Current enrollment profile: Co-located structure with a single-strand neighborhood program and a single strand Spanish DLI program. One of the most racially and ethnically diverse schools in the southeast. Enrollment has declined over the past several years.

Recommendation highlights: Lent will convert to a whole-Spanish school with the addition of two strands of Spanish Immersion from Bridger. Lent neighborhood kindergarten students will have the choice of enrolling in Spanish Immersion at Lent or at Marysville. Current Lent students who are not in Spanish DLI will move to Marysville. Both Spanish Immersion and students from Lent who go to Marysville remain assigned to Kellogg.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighborhood	157	181	632	24.8%	28.6%	11.5%	14.0%	27.4%	68.2%	58.6%
Spanish DLI	396	346	632	62.7%	54.7%	14.6%	1.8%	30.8%	60.4%	24.0%
Total	553	527	632	87.5%	83.4%	13.7%	5.2%	29.8%	62.6%	35.3%

Fall 2023 Implementation Plans:

- Grades K-5 of the Bridger Spanish Immersion program will relocate to Lent Elementary School. Bus service will be available from Bridger neighborhood to Lent to support the transition.
 - Families of Bridger Spanish Immersion students may request early transfer into Lent for the 2022-23 school year or opt out of the program by requesting transfers back to their neighborhood schools. Please visit [pps.net/schoolchoice](https://www.pps.net/schoolchoice) for transfer information.
- Students enrolled in the Lent English program grades K-4 at the end of the 2022-23 school year will move to Marysville, Students who live more than one mile from Marysville will have access to bus service.
- Lent neighborhood kindergarteners and other new students who speak Spanish at home may automatically enroll in Lent Spanish Immersion, and will be eligible for bus service if they live more than one mile from Lent.
 - Future new students who move into the Lent neighborhood will be assigned to Marysville, or may request transfer to another school.
- Community building efforts will begin this spring and extend through next year to ensure successful staff, student and family transitions.



SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2 DRAFT PROPOSAL F3 Grade K-5 Change Areas

LENT



Programs:
Spanish DLI

LEGEND

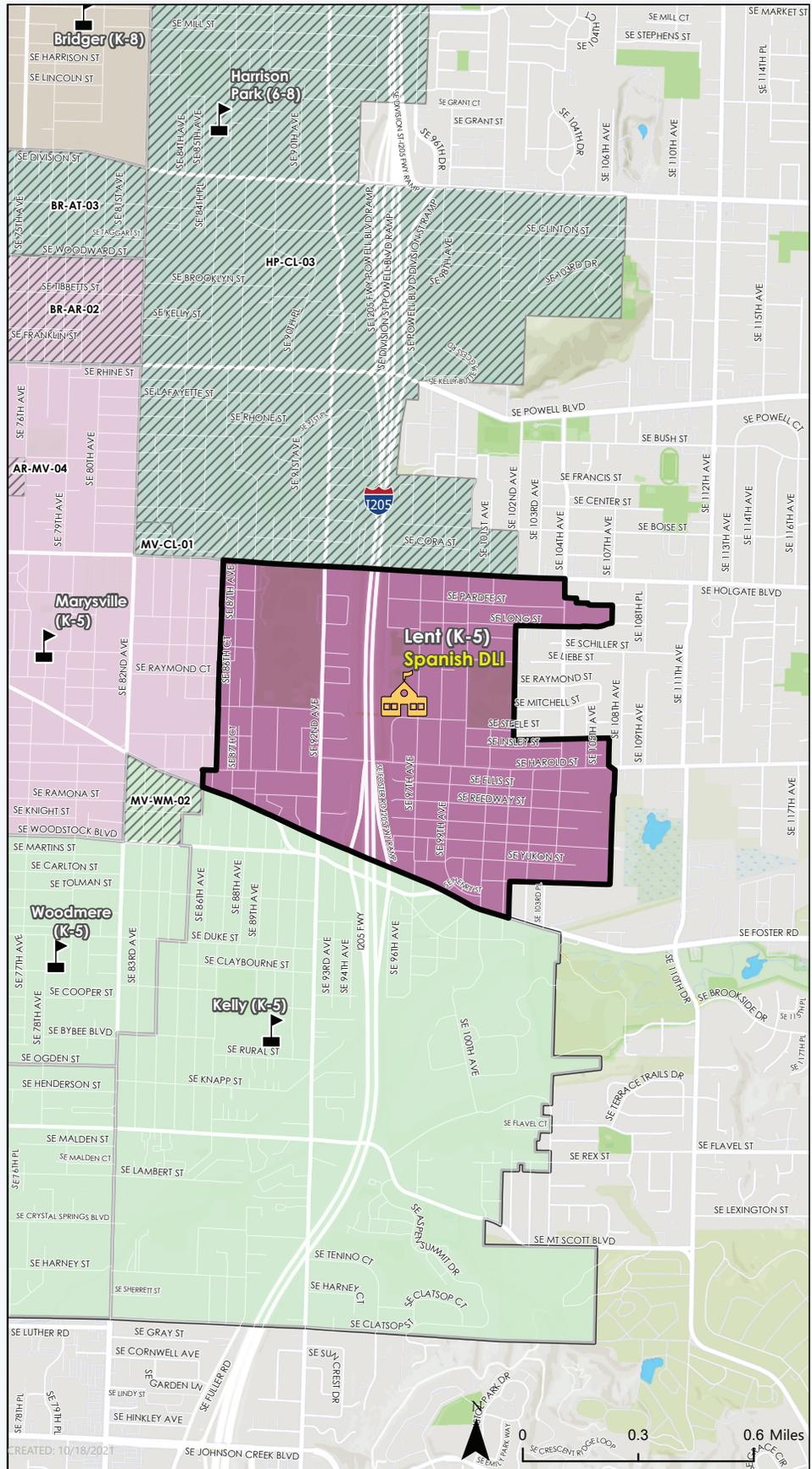
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- Change Area
- Other Elementary School Attendance Area
- Middle School Attendance Area
- Bridger
- Harrison Park
- Kellogg
- Lane
- Not Included in Study Area

Changes from Lent K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
AR-MV-04			
MV-WM-02			

Changes into Lent K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
HP-CL-03			
BR-AT-03			
BR-AR-02			



Affected students are based on 2021-22 student counts.



CREATED: 10/18/2021



SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics



Lewis K-5

MS: Sellwood • HS: Cleveland

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
337	358	444	75.9%	80.6%	18.7%	1.2%	2.1%	19.0%	15.5%

Current enrollment profile: Lewis enrollment has exceeded target utilization of 80% in recent years. The school hosts two Special Ed focus classrooms.

Recommendation highlights: The eastern portion of the Lewis neighborhood will move to Whitman.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
286	281	444	64.4%	63.3%	18.2%	0.7%	2.4%	19.9%	12.6%

Fall 2023 Implementation Plans:

- Kindergartners who live in the Lewis boundary change area will enroll at Whitman, unless they have older siblings at Lewis or receive transfers to other schools. Students who live more than one mile from Whitman will have access to bus service.
 - Students in other grades may remain at Lewis through 5th grade, but may also transfer into Whitman beginning in the 2022-23 school year.



**SOUTHEAST GUIDING COALITION PHASE 2
DRAFT PROPOSAL F3
Grade K-5 Change Areas**

LEWIS



**Programs:
Neighborhood**

LEGEND

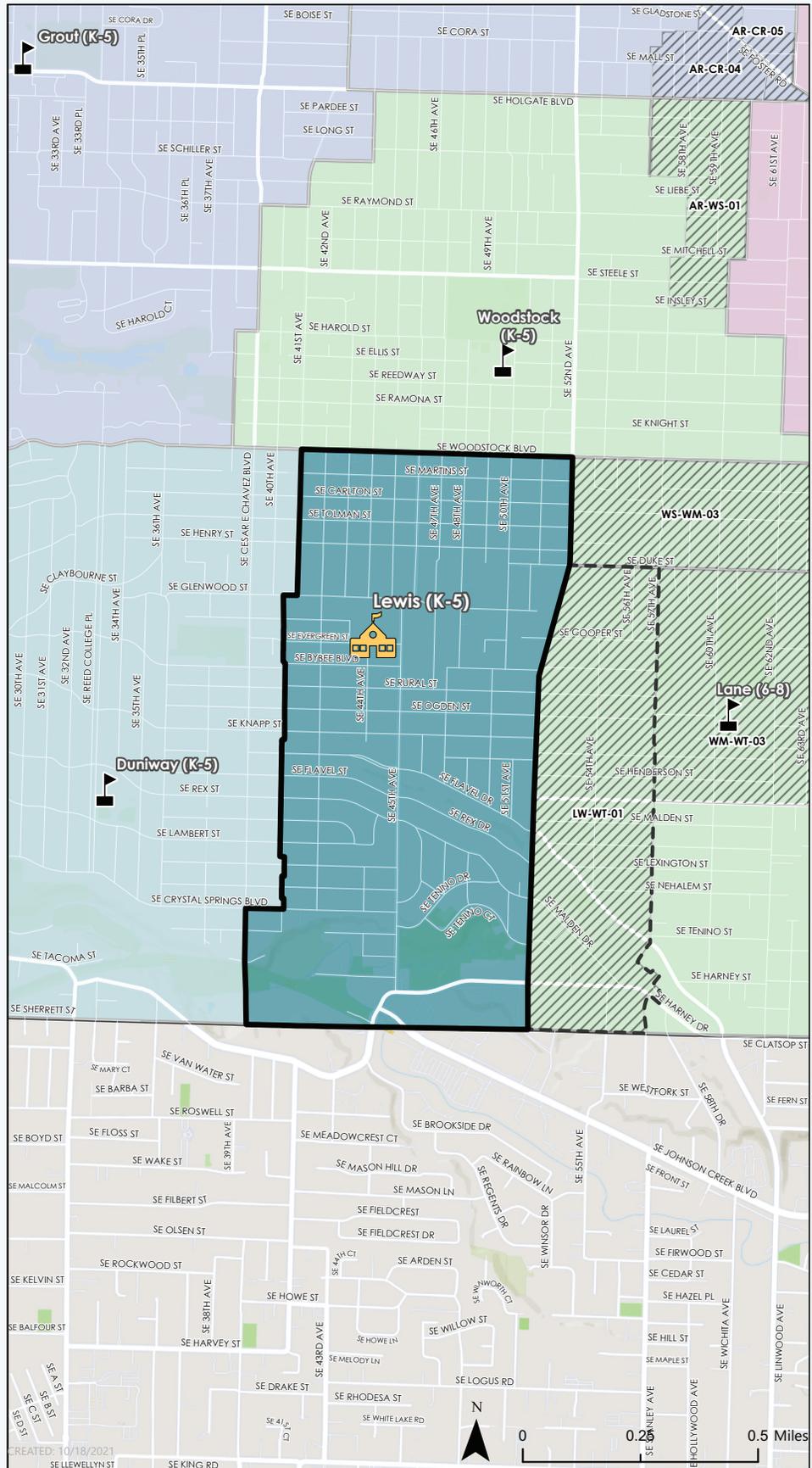
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- Middle School Attendance Area
- Hosford
- Kellogg
- Lane
- Sellwood
- Not Included in Study Area

Changes from Lewis K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
LW-WT-01	54	2	2

Changes into Lewis K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students



Affected students are based on 2021-22 student counts.



CREATED: 10/18/2021





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics



Marysville K-5

MS: Kellogg (beg. 2021) • HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
248	246	533	46.5%	46.2%	19.8%	5.6%	14.9%	50.0%	47.5%

Current enrollment profile: Marysville converted to a K-5 this year, with MS students assigned to Kellogg. It is a small K-5 school and hosts a Special Ed focus classroom and PK program.

Recommendation highlights: Boundary changes with Arleta and Woodmere will result in a small net enrollment increase. Beginning in 2023, Marysville will receive students from the Lent neighborhood as that school converts to an all-Immersion structure. The estimated results below do not include Lent students.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
260	281	533	48.8%	52.7%	20.8%	5.4%	16.2%	50.4%	46.7%

Fall 2023 Implementation Plans:

- Kindergartners who live in the boundary change areas will enroll at the new schools shown on the map unless they have older siblings remaining at the former boundary school or receive transfers to other schools. Students who live more than one mile from their new school will have access to bus service.
 - Students in other grades may remain in their current schools through 5th grade, but may also transfer into their new neighborhood schools beginning in the 2022-23 school year.
- Community building efforts will begin this spring and extend through next year to ensure successful staff, student and family transitions.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2 DRAFT PROPOSAL F3 Grade K-5 Change Areas MARYSVILLE



Programs: Neighborhood

LEGEND

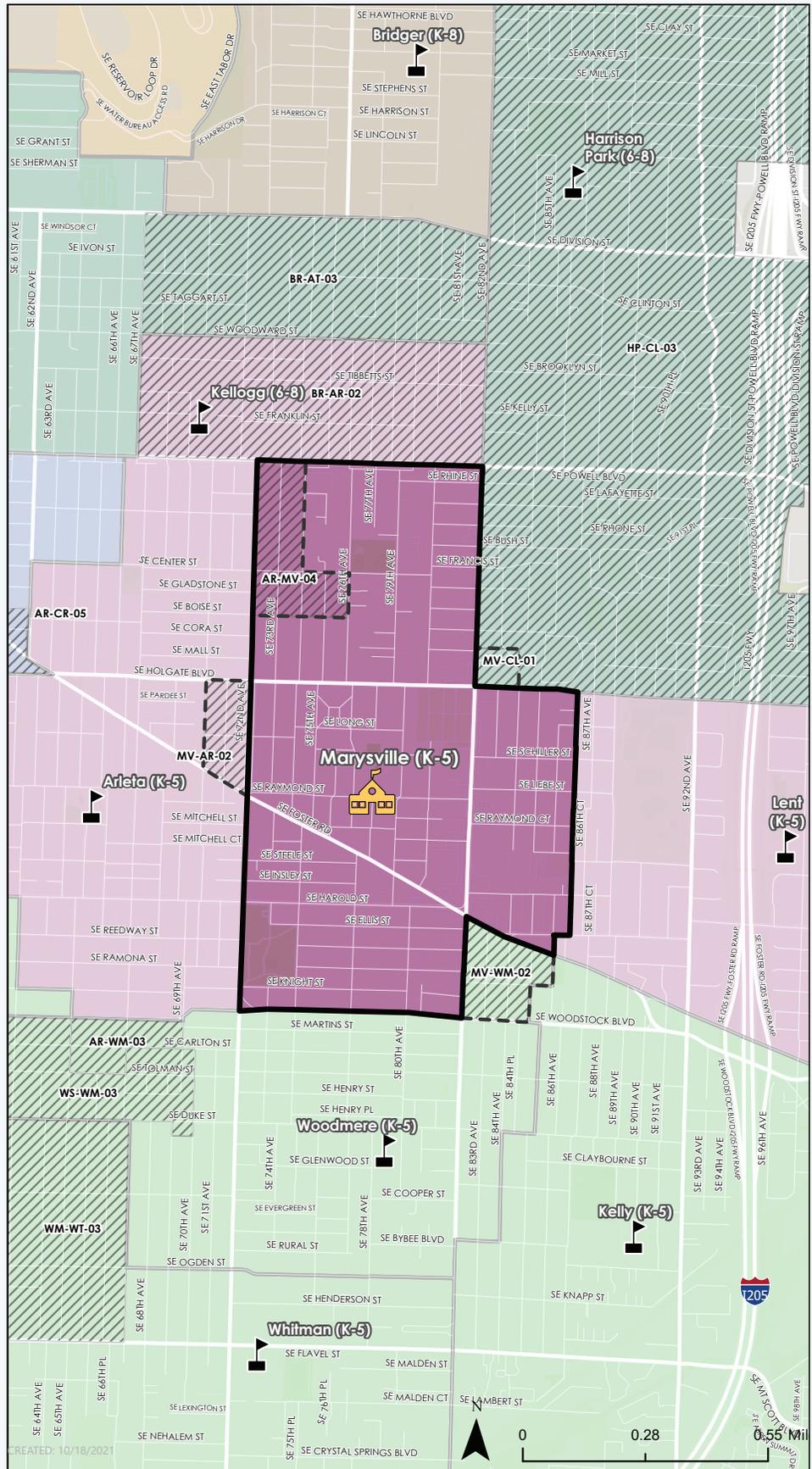
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- Change Area
- Other Elementary School Attendance Area
- Middle School Attendance Area
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Not Included in Study Area

Changes from Marysville K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
MV-AR-02	6	0	0
MV-WM-02	6	0	1

Changes into Marysville K-5:

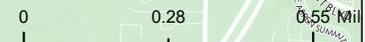
Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
AR-MV-04	14	4	0



Affected students are based on 2021-22 student counts.



CREATED: 10/18/2021





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics



Mt. Tabor MS

Neighborhood, Japanese and Spanish DLI programs

HS: Franklin and Grant

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Japanese DLI	249	273	682	36.5%	40.0%	8.8%	0.4%	2.4%	14.1%	4.4%
Neighborhood	327	320	682	47.9%	46.9%	21.1%	2.1%	2.8%	22.3%	10.8%
Spanish DLI	69	67	682	10.1%	9.8%	14.5%	0.0%	18.8%	60.9%	21.8%
Total	645	660	682	94.6%	96.8%	15.6%	1.2%	4.4%	23.3%	9.6%

Current enrollment profile: The school has operated at or above 100% utilization for several years. It houses several programs that feed to two different high schools: Atkinson and Glencoe neighborhood programs and Atkinson Spanish DLI articulate to Franklin HS, while Richmond Japanese DLI and the Creston Deaf and Hard of Hearing program articulate to Grant. It is adjacent to K-8 schools in NE, so will be part of the next phase of enrollment balancing.

Recommendation highlights: The Atkinson neighborhood program will move to Harrison Park MS and the Atkinson Spanish Immersion program will move to Kellogg MS. Additionally, there will be a boundary change from Mt. Tabor to Harrison Park.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Japanese DLI	252	273	682	37.0%	40.0%	8.7%	0.4%	2.4%	13.9%	3.6%
Neighborhood	227	183	682	33.3%	26.8%	22.5%	2.6%	3.5%	25.1%	11.5%
Total	479	456	682	70.2%	66.9%	15.2%	1.5%	2.9%	19.2%	7.4%

Fall 2023 Implementation Plans:

- Students who completed grades 6-7 in the Mt. Tabor Spanish Immersion program will go to Kellogg MS.
 - Families of Spanish Immersion students may request early transfer into Kellogg for the 2022-23 school year or opt out of the program by requesting transfers back to their neighborhood schools. Please visit [pps.net/schoolchoice](https://www.pps.net/schoolchoice) for transfer information.
- 6th graders who live in the Mt. Tabor boundary change areas will enroll at Harrison Park, unless they have older siblings at Mt. Tabor or receive transfers to other schools. Students who live more than one and a half miles from Harrison Park will have access to bus service.
 - Students in other grades may remain at Mt. Tabor through 8th grade, but may also transfer into Harrison Park beginning in the 2022-23 school year.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2 DRAFT PROPOSAL F3 Grade 6-8 Change Areas

MT TABOR



Programs:

Neighborhood, Japanese DLI

Legend

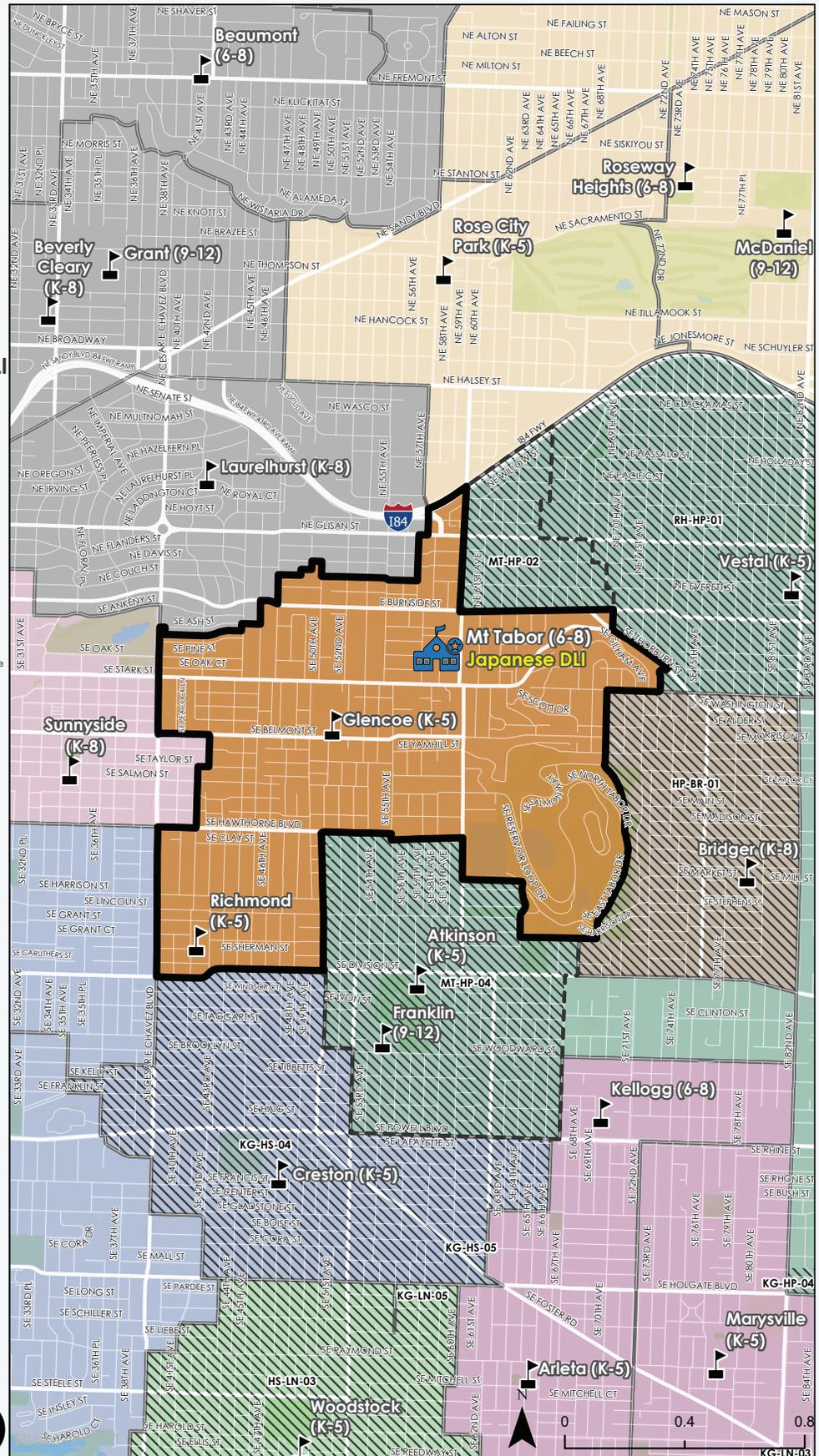
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- Change Area
- Elementary School Attendance Area
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Mt Tabor 6-8:

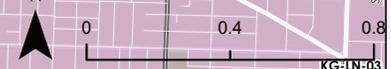
Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
MT-HP-02	17	0	0
MT-HP-04	94	1	1

Changes into Mt Tabor 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
MT-HP-02	17	0	0
MT-HP-04	94	1	1



Affected students are based on 2021-22 student counts.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics



Roseway Heights

Neighborhood, Spanish and Vietnamese DLI programs

HS: McDaniel

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighborhood	483	479	803	60.1%	59.7%	15.9%	14.5%	8.1%	48.7%	36.0%
Spanish DLI	106	82	803	13.2%	10.2%	18.9%	4.7%	36.8%	81.1%	39.8%
Vietnamese DLI	15	81	803	1.9%	10.1%	13.3%	0.0%	20.0%	93.3%	33.3%
Total	604	642	803	75.2%	80.0%	16.4%	12.4%	13.4%	55.5%	36.6%

Current enrollment profile: Roseway Heights opened in 2018 with Lee, Scott, Rose City Park and Vestal feeder schools, along with the Spanish Immersion program (from Scott) and the Vietnamese Immersion program (from Rose City Park). It is adjacent to K-8 schools in NE, so will be part of the next phase of enrollment balancing.

Recommendation highlights: The Vestal neighborhood will move to Harrison Park MS.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighborhood	402	388	803	50.1%	48.3%	15.7%	14.2%	8.5%	49.0%	31.8%
Spanish DLI	107	82	803	13.3%	10.2%	19.6%	4.7%	37.4%	81.3%	39.6%
Vietnamese DLI	15	81	803	1.9%	10.1%	13.3%	0.0%	20.0%	93.3%	33.3%
Total	524	551	803	65.3%	68.6%	16.4%	11.8%	14.7%	56.9%	33.5%

Fall 2023 Implementation Plans:

- 6th graders who live in the Roseway Heights boundary change areas will enroll at Harrison Park, unless they have older siblings at the current neighborhood school or receive transfers to other schools. Students who live more than one and a half miles from Harrison Park will have access to bus service.
 - Students in other grades may remain at Roseway Heights through 8th grade, but may also transfer into Harrison Park beginning in the 2022-23 school year.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3 Grade 6-8 Change Areas

ROSEWAY HEIGHTS



Programs:

Neighborhood, Spanish DLI, Vietnamese DLI

Legend

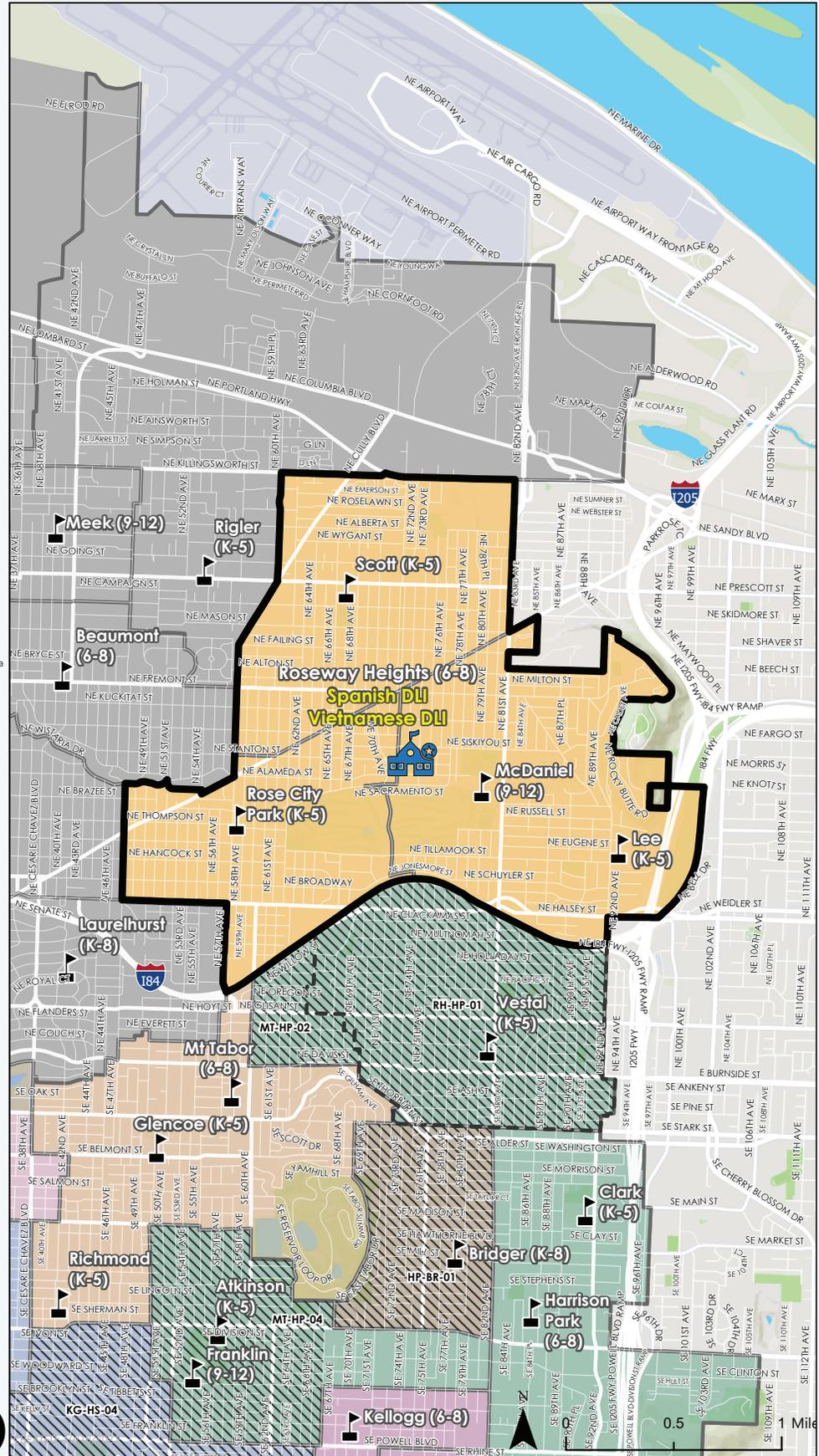
- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area
- Middle School Attendance Area
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Roseway Heights 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
RH-HP-01	119	5	14

Changes into Roseway Heights 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
MT-HP-02			
HP-BR-01			
MT-HP-04			
KG-HS-04			



Affected students are based on 2021-22 student counts.



0.5 1 Mile



SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics



Vestal K-5

MS: Roseway Heights • HS: McDaniel

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
207	205	481	43.0%	42.6%	20.8%	12.1%	10.6%	52.2%	44.7%

Current enrollment profile: Vestal is one of the smallest K-5 schools in the region. It hosts both a Special Ed focus classroom and the district's ACCESS Academy grades 1-5, which will be moving to a new location next year.

Recommendation highlights: The Vestal neighborhood will grow through a boundary change with Glencoe. Both the current and new parts of the Vestal neighborhood will go to Harrison Park MS.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
271	274	554	56.3%	57.0%	20.3%	11.1%	10.0%	46.9%	34.7%

Fall 2023 Implementation Plans:

- Kindergartners who live in the Glencoe boundary change area will enroll at Vestal, unless they have older siblings at Glencoe or receive transfers to other schools. Students who live more than one mile from Vestal will have access to bus service.
 - Students in other grades may remain at Glencoe through 5th grade, but may also transfer into Vestal beginning in the 2022-23 school year.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2 DRAFT PROPOSAL F3 Grade K-5 Change Areas

VESTAL



Programs: Neighborhood

LEGEND

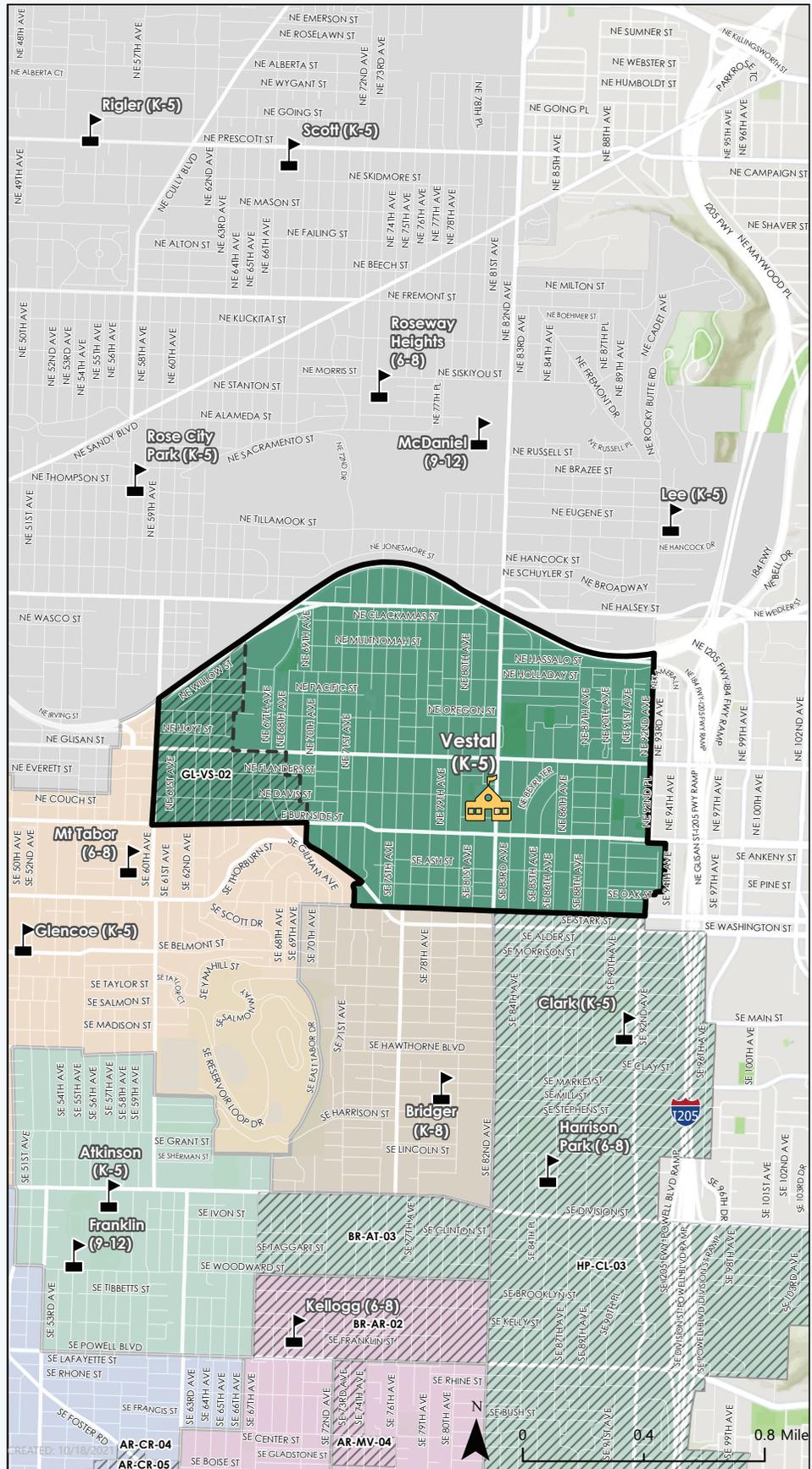
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- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Middle School Attendance Area
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Mt Tabor
- Roseway Heights
- Not Included in Study Area

Changes from Vestal K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
GL-VS-02	41	4	0

Changes into Vestal K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
GL-VS-02	41	4	0



Affected students are based on 2021-22 student counts.



CREATED: 10/18/2022

AR-CR-04
AR-CR-05

AR-MV-04

SE BOISE ST

SE CENTER ST

SE GLADSTONE ST

SE 2ND AVE

SE 3RD AVE

SE 4TH AVE

SE 5TH AVE

SE 6TH AVE

SE 7TH AVE

SE 8TH AVE

SE 9TH AVE

SE 10TH AVE

SE 11TH AVE

SE 12TH AVE

SE 13TH AVE

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SE 191ST AVE

SE 192ND AVE

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SE 195TH AVE

SE 196TH AVE

SE 197TH AVE

SE 198TH AVE

SE 199TH AVE

SE 200TH AVE



SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics



Whitman K-5

MS: Lane • HS: Cleveland

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
152	189	493	30.8%	38.3%	16.4%	9.9%	23.0%	62.5%	45.9%

Current enrollment profile: Whitman has the smallest resident K-5 population in the region.

Recommendation highlights: The Whitman neighborhood will grow through boundary changes from Lewis and Woodmere.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
261	303	493	52.9%	61.5%	18.8%	7.7%	18.8%	51.7%	36.8%

Fall 2023 Implementation Plans:

- Kindergartners who live in the Lewis and Woodmere boundary change area will enroll at Whitman, unless they have older siblings at their current boundary school or receive transfers to other schools. Students who live more than one mile from Whitman will have access to bus service.
 - Students in other grades may remain at their current schools through 5th grade, but may also transfer into Whitman beginning in the 2022-23 school year.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2 DRAFT PROPOSAL F3 Grade K-5 Change Areas **WHITMAN**



Programs: Neighborhood

LEGEND

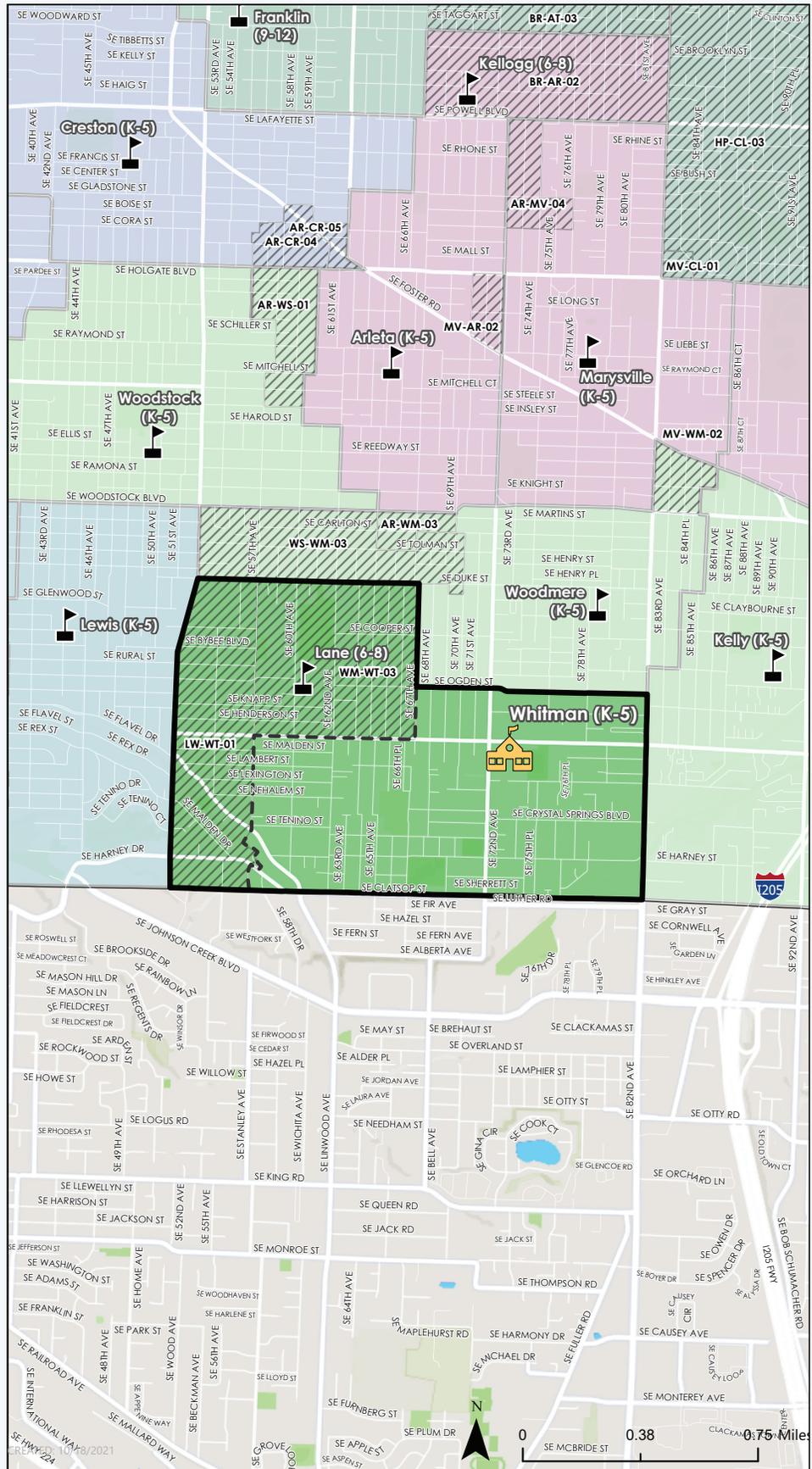
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- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Middle School Attendance Area: Harrison Park
- Middle School Attendance Area: Hosford
- Middle School Attendance Area: Kellogg
- Middle School Attendance Area: Lane
- Middle School Attendance Area: Sellwood
- Middle School Attendance Area: Not Included in Study Area

Changes from Whitman K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
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Changes into Whitman K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
LW-WT-01	54	2	2
WM-WT-03	51	12	3



Affected students are based on 2021-22 student counts.



0 0.38 0.75 Miles



SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics



Woodmere K-5

MS: Lane • HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
253	247	381	66.4%	64.8%	23.3%	11.9%	21.7%	58.5%	50.2%

Current enrollment profile: Woodmere is a small school which hosts a Special Ed focus classroom and a PK program.

Recommendation highlights: Woodmere will grow through boundary changes with Arleta, Marysville and Woodstock, but the southern part of the boundary will move into Whitman. See map for details. The changes are expected to bring a moderate increase to Woodmere enrollment.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
263	298	381	69.0%	78.2%	20.5%	10.6%	17.5%	54.0%	42.5%

Fall 2023 Implementation Plans:

- Kindergartners who live in the boundary change areas will enroll at their new schools, unless they have older siblings at their current boundary school or receive transfers to other schools. Students who live more than one mile from their new schools will have access to bus service.
 - Students in other grades may remain at their current schools through 5th grade, but may also transfer into their new schools beginning in the 2022-23 school year.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2 DRAFT PROPOSAL F3 Grade K-5 Change Areas

WOODMERE



Programs: Neighborhood

LEGEND

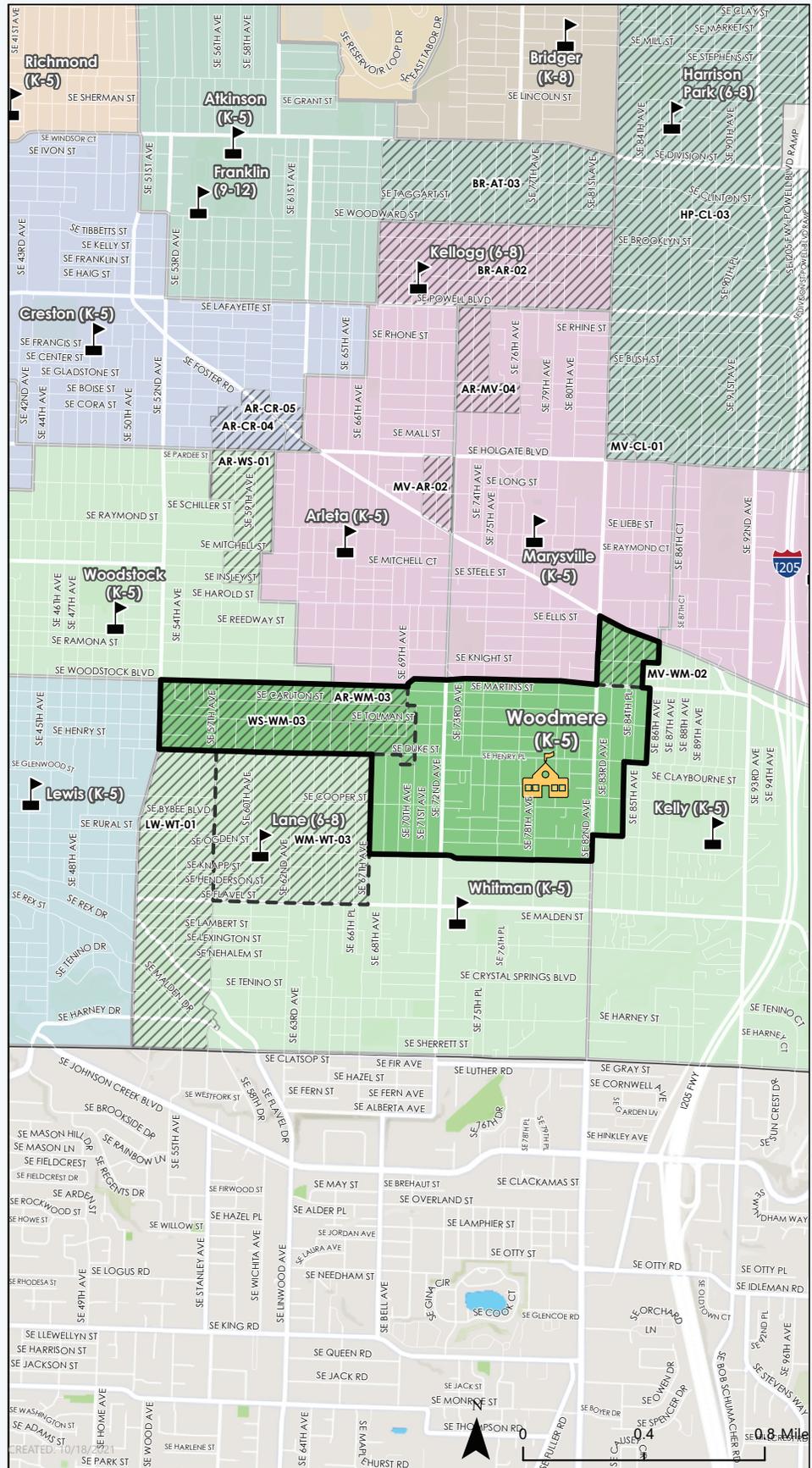
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- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Sellwood
- Not Included in Study Area

Changes from Woodmere K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
WM-WT-03	51	12	3

Changes into Woodmere K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/Native Students
AR-WM-03	7	0	0
MV-WM-02	6	0	1
WS-WM-03	40	3	0



Affected students are based on 2021-22 student counts.



CREATED: 10/18/2021



0.8 Mile



SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics



Woodstock K-5

Neighborhood and Chinese DLI Programs

MS: Hosford • HS: Cleveland

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Chinese DLI	255	288	648	39.4%	44.4%	7.1%	0.0%	27.5%	46.7%	12.7%
Neighborhood	224	227	648	34.6%	35.0%	13.4%	0.9%	3.6%	14.7%	15.3%
Total	479	515	648	73.9%	79.5%	10.0%	0.4%	16.3%	31.7%	13.9%

Current enrollment profile: Woodstock is the most balanced of co-located neighborhood/DLI schools in the region, with two strands of neighborhood and two strands of Chinese DLI.

Recommendation highlights: Boundary changes from Woodstock to Woodmere and from Arleta to Woodstock will result in slightly lower neighborhood enrollment. Woodstock neighborhood students will go to Lane Middle School while Woodstock Chinese Immersion students will go to Harrison Park Middle school.

Estimated results of recommendation:

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Chinese DLI	256	288	648	39.5%	44.4%	7.0%	0.0%	27.3%	46.5%	12.5%
Neighborhood	214	204	648	33.0%	31.5%	14.0%	0.9%	3.7%	15.0%	13.1%
Total	482	502	648	74.4%	77.5%	10.2%	0.4%	16.6%	32.2%	12.8%

2023 Implementation Plans:

- Kindergartners who live in the boundary change areas will enroll at their new schools, unless they have older siblings at their current boundary school or receive transfers to other schools. Students who live more than one mile from their new schools will have access to bus service.
 - Students in other grades may remain at their current schools through 5th grade, but may also transfer into their new schools beginning in the 2022-23 school year.





SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2 DRAFT PROPOSAL F3 Grade K-5 Change Areas **WOODSTOCK**



Programs:

Neighborhood, Chinese DLI

LEGEND

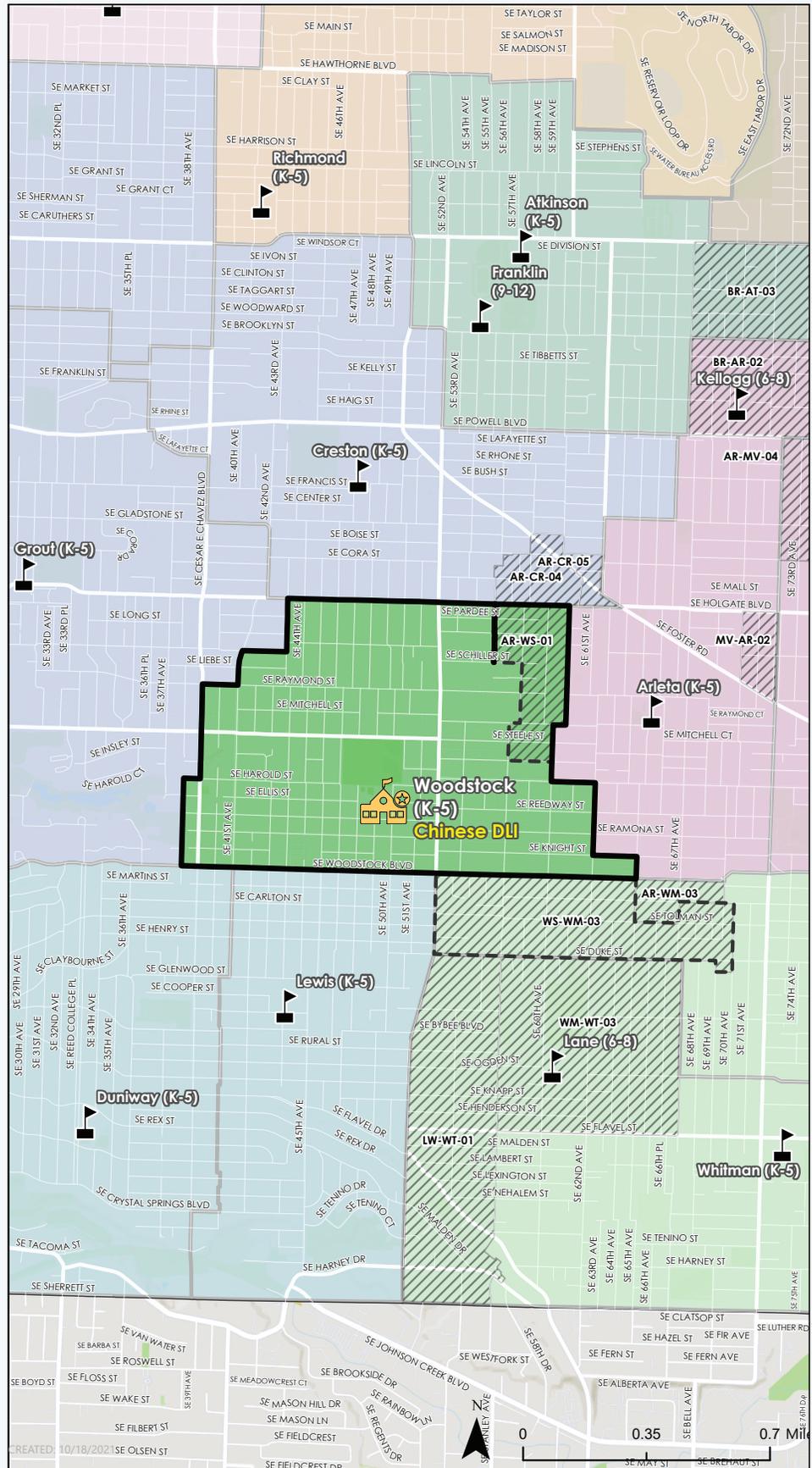
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- Change Area
- Other Elementary School Attendance Area
- Middle School Attendance Area
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Woodstock K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
WS-WM-03	40	3	0

Changes into Woodstock K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-WS-01	23	2	0



Affected students are based on 2021-22 student counts.



SOUTHEAST GUIDING COALITION PHASE 2
DRAFT PROPOSAL F3
 Grade K-5 Change Areas

ARLETA



Programs:
Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Sellwood
- Not Included in Study Area

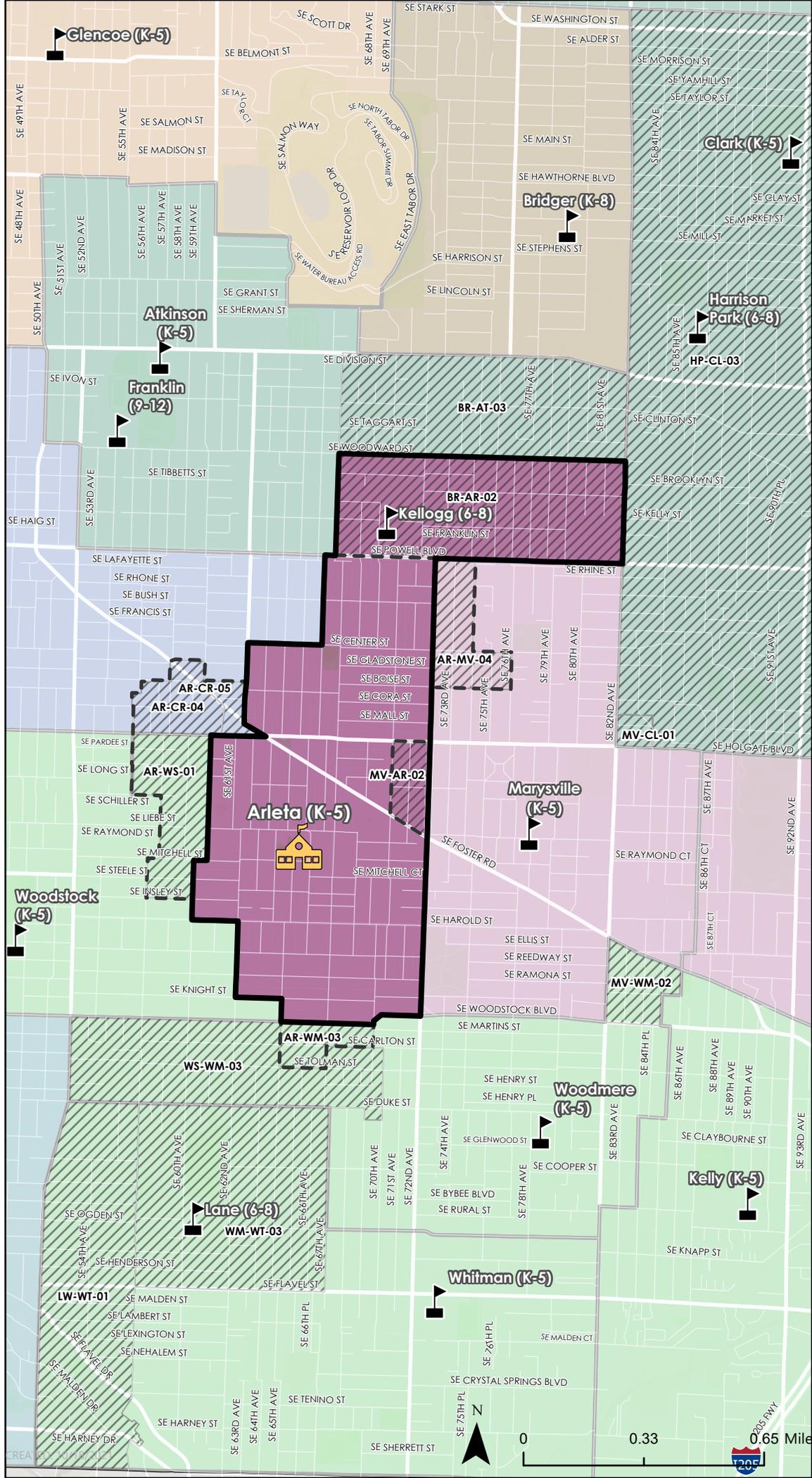
Middle School Attendance Area

Changes from Arleta K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-CR-04	7	1	1
AR-CR-05	2	1	0
AR-MV-04	14	4	0
AR-WM-03	7	0	0
AR-WS-01	23	2	0

Changes into Arleta K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
BR-AR-02	23	0	5
MV-AR-02	6	0	0



Affected students are based on 2021-22 student counts.



SOUTHEAST GUIDING COALITION PHASE 2
DRAFT PROPOSAL F3
 Grade K-5 Change Areas

ATKINSON



Programs:
 Neighborhood, Spanish DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
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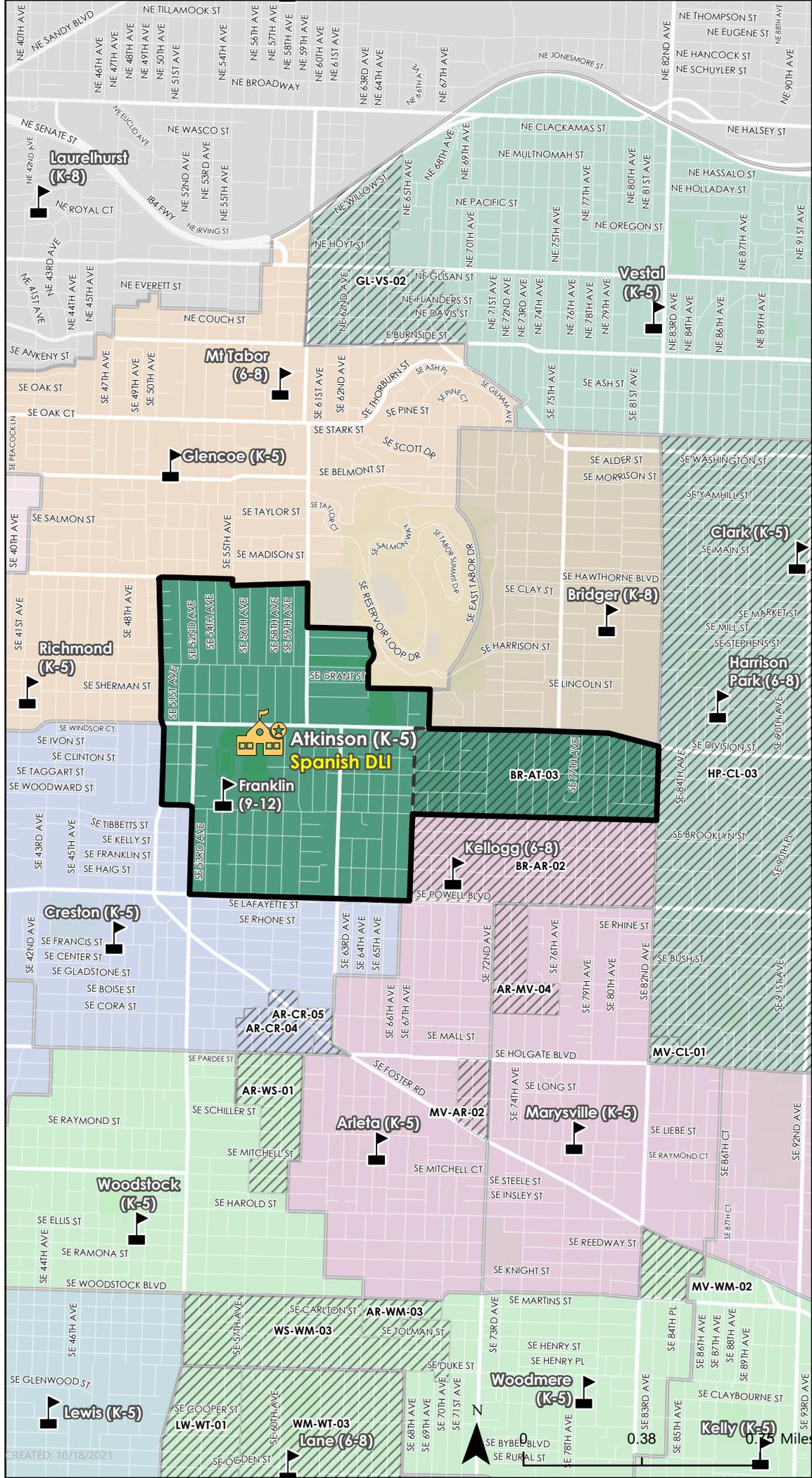
Changes from Atkinson K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
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Changes into Atkinson K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
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BR-AT-03	52	4	9
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Affected students are based on 2021-22 student counts.



SOUTHEAST GUIDING COALITION PHASE 2
DRAFT PROPOSAL F3
 Grade K-5 Change Areas

BRIDGER



Programs:
Creative Science

LEGEND

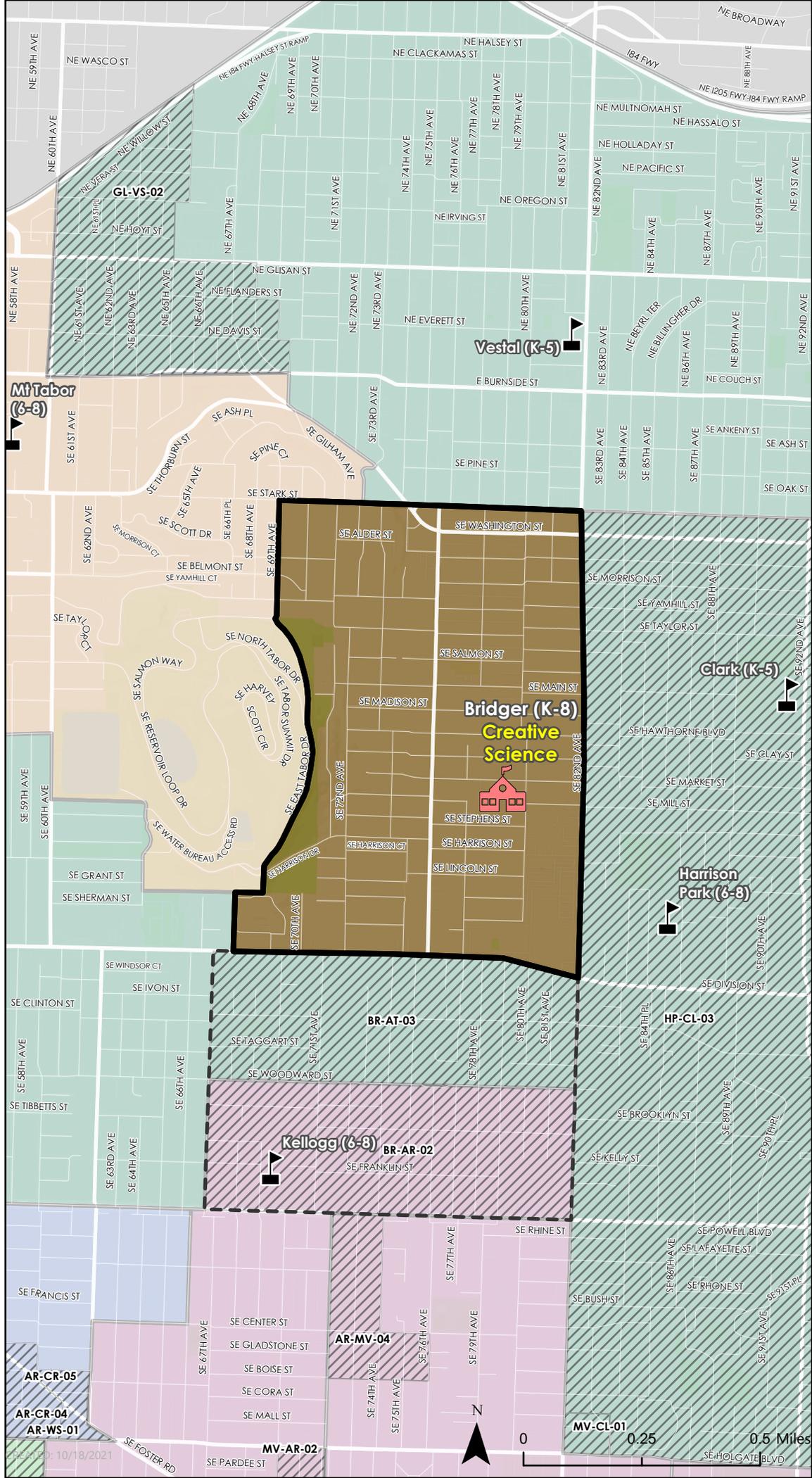
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- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Not Included in Study Area

Changes from Bridger K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
BR-AR-02	23	0	5
BR-AT-03	52	4	9

Changes into Bridger K-5:

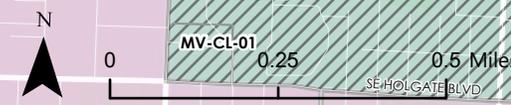
Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
BR-AR-02			
BR-AT-03			



Affected students are based on 2021-22 student counts.



10/18/2021



SOUTHEAST GUIDING COALITION PHASE 2
DRAFT PROPOSAL F3
 Grade K-5 Change Areas

CLARK



Programs:
 Neighborhood, Chinese DLI

LEGEND

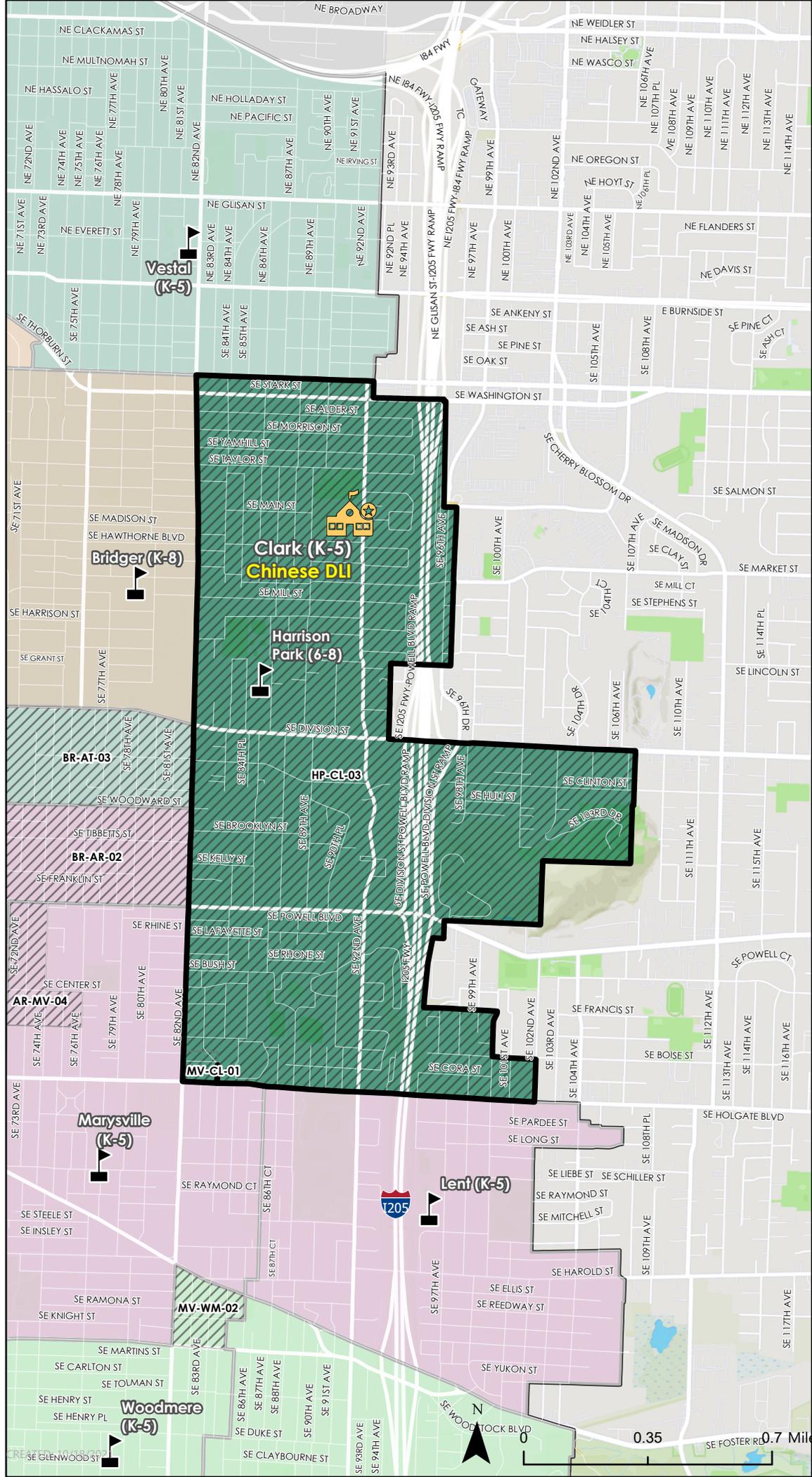
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- Change Area
- Other Elementary School Attendance Area
- Bridger
- Harrison Park
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Not Included in Study Area

Changes from Clark K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
BR-AT-03			
BR-AR-02			
AR-MV-04			

Changes into Clark K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HP-CL-03	243	86	78



Affected students are based on 2021-22 student counts.



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SOUTHEAST GUIDING COALITION PHASE 2
DRAFT PROPOSAL F3
 Grade K-5 Change Areas

CRESTON



**Programs:
 Neighborhood**

LEGEND

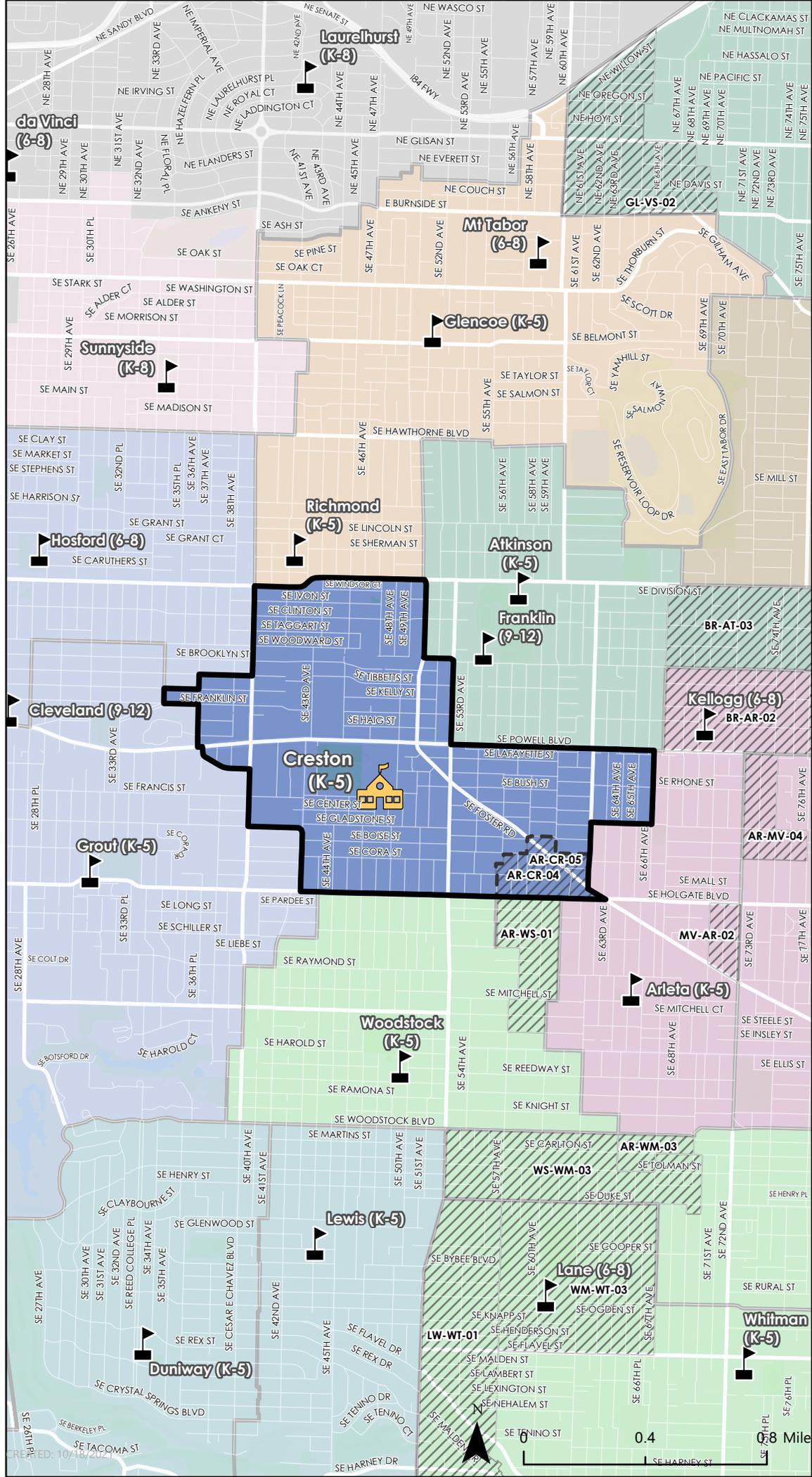
- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Creston K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-CR-04	7	1	1
AR-CR-05	2	1	0

Changes into Creston K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-CR-04	7	1	1
AR-CR-05	2	1	0



Affected students are based on 2021-22 student counts.



SOUTHEAST GUIDING COALITION PHASE 2
DRAFT PROPOSAL F3
 Grade K-5 Change Areas

GLENCOE



**Programs:
Neighborhood**

LEGEND

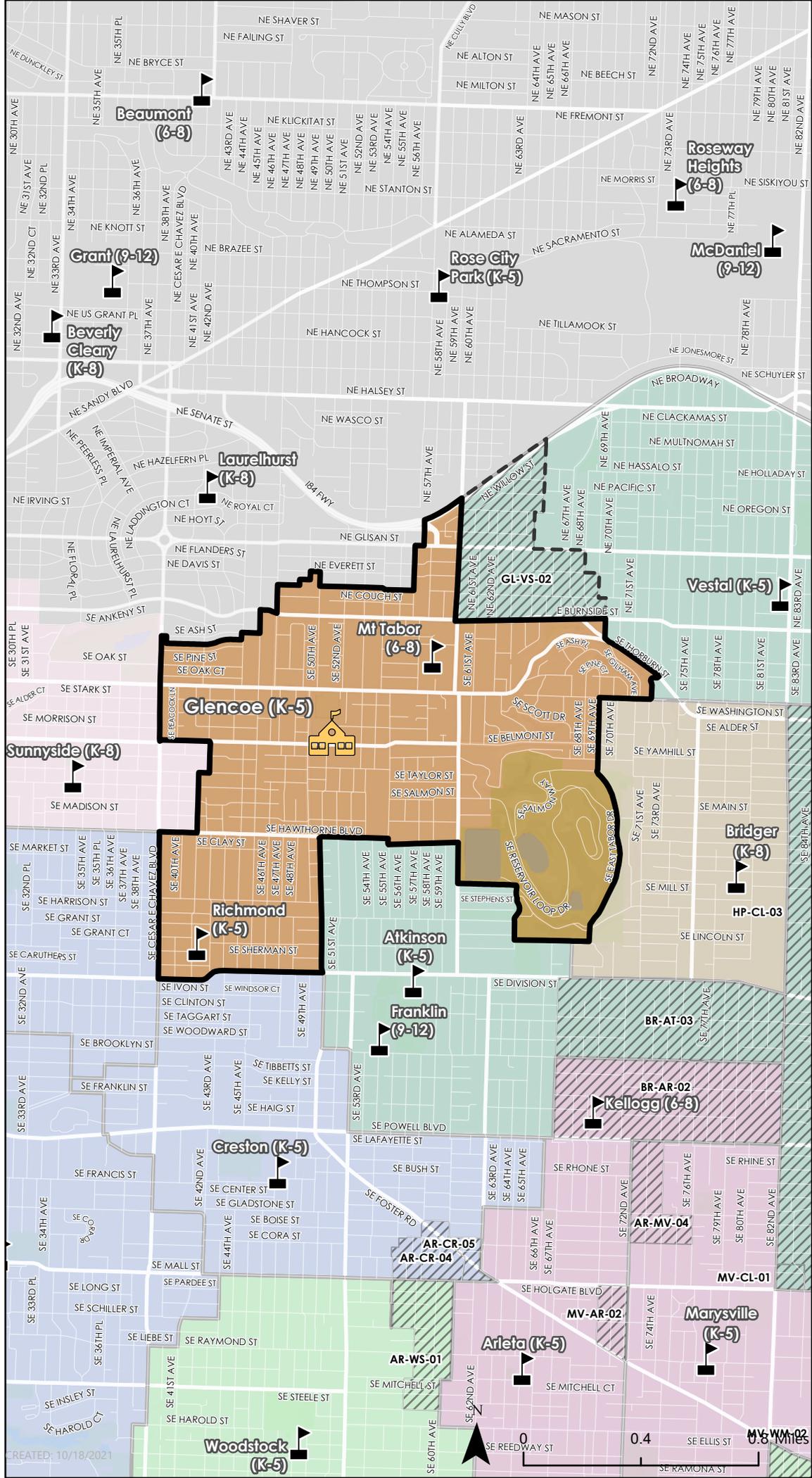
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- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sunnyside
- Not Included in Study Area

Changes from Glencoe K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
GL-VS-02	41	4	0

Changes into Glencoe K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students



Affected students are based on 2021-22 student counts.



SOUTHEAST GUIDING COALITION PHASE 2
DRAFT PROPOSAL F3
 Grade K-5 Change Areas

KELLY



Programs:
 Neighborhood, Russian DLI

LEGEND

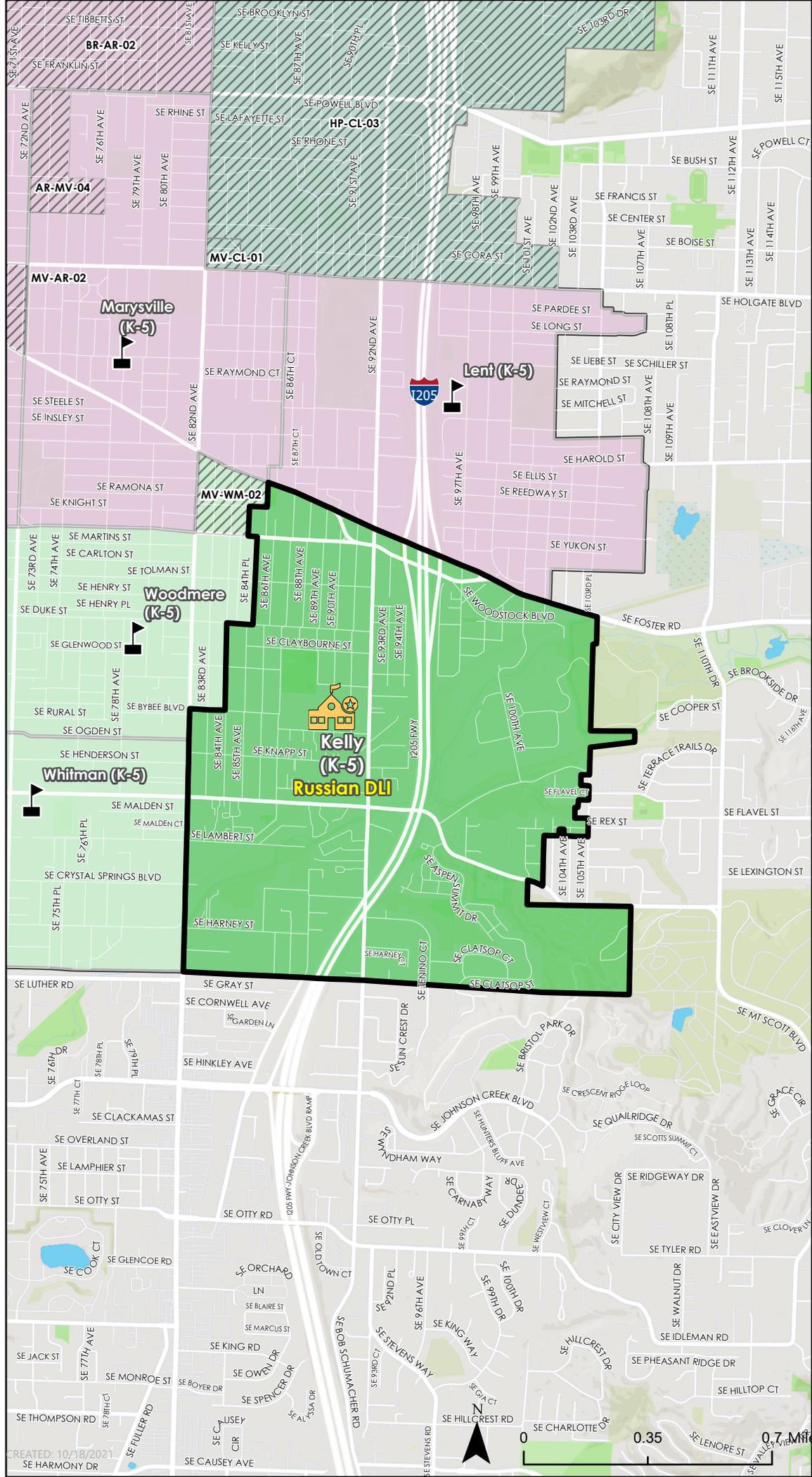
- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Middle School Attendance Area
- Harrison Park
- Kellogg
- Lane
- Not Included in Study Area

Changes from Kelly K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Kelly K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students



Affected students are based on 2021-22 student counts.



SOUTHEAST GUIDING COALITION PHASE 2
DRAFT PROPOSAL F3
 Grade K-5 Change Areas

LENT



Programs:
Spanish DLI

LEGEND

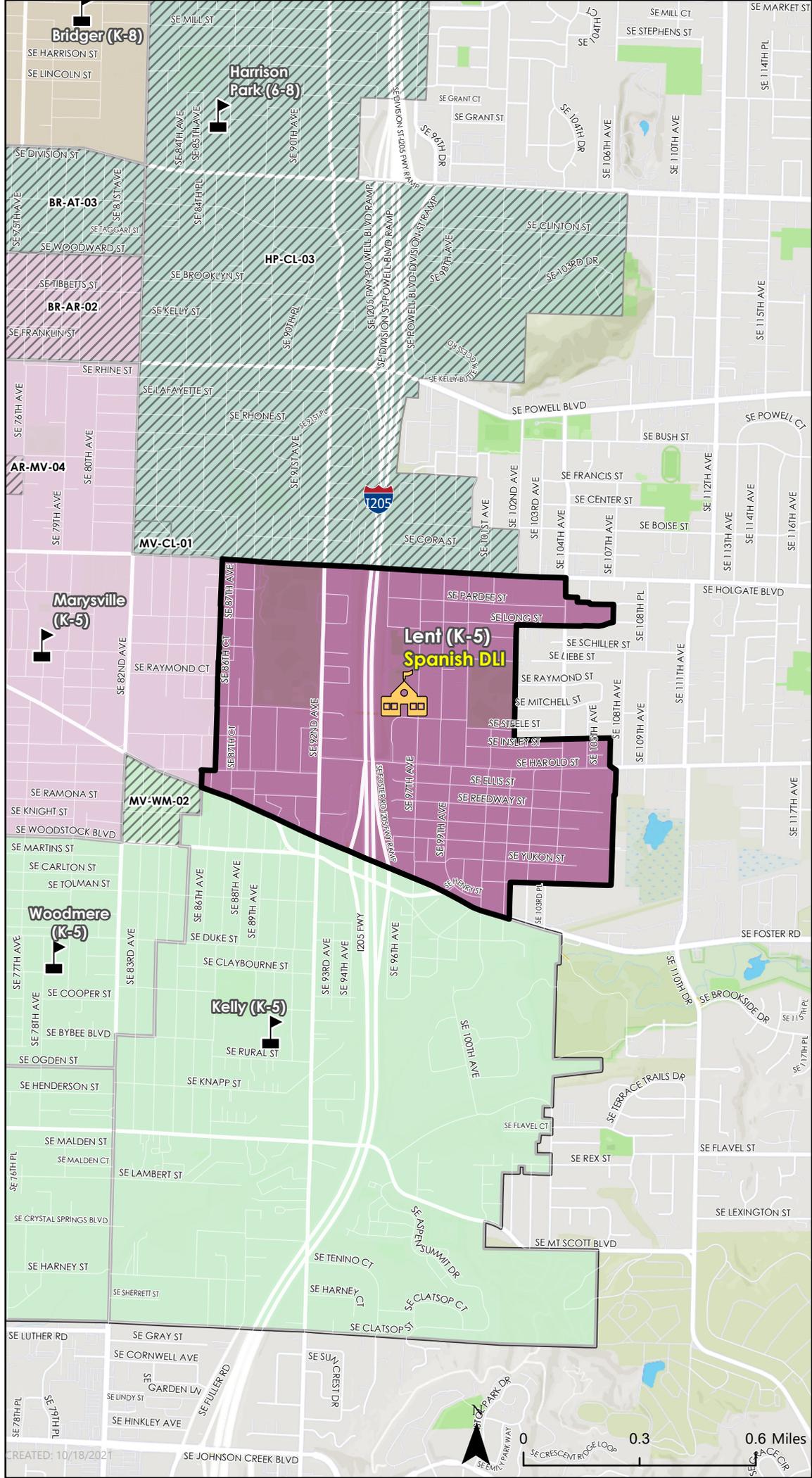
- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Middle School Attendance Area
- Bridger
- Harrison Park
- Kellogg
- Lane
- Not Included in Study Area

Changes from Lent K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-MV-04			
MV-CL-01			
MV-WM-02			

Changes into Lent K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
BR-AT-03			
BR-AR-02			
HP-CL-03			



SOUTHEAST GUIDING COALITION PHASE 2
DRAFT PROPOSAL F3
 Grade K-5 Change Areas

LEWIS



Programs:
Neighborhood

LEGEND

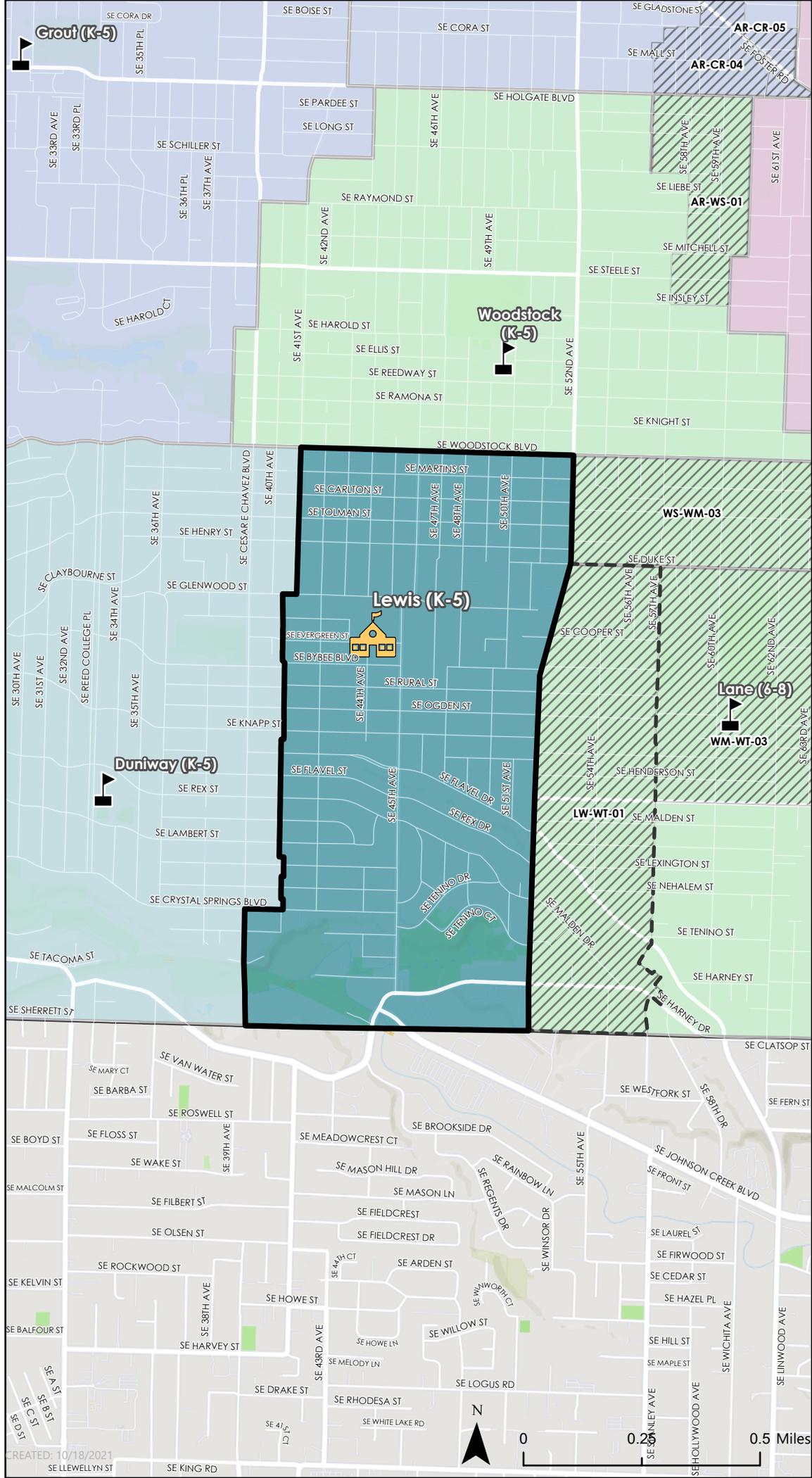
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-  Other School Location
-  This School's Attendance Area
-  This School's Existing Attendance Area
-  Change Area
-  Other Elementary School Attendance Area
-  Middle School Attendance Area
-  Hosford
-  Kellogg
-  Lane
-  Sellwood
-  Not Included in Study Area

Changes from Lewis K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
LW-WT-01	54	2	2

Changes into Lewis K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students



Affected students are based on 2021-22 student counts.



SOUTHEAST GUIDING COALITION PHASE 2
DRAFT PROPOSAL F3
 Grade K-5 Change Areas

MARYSVILLE



Programs:
Neighborhood

LEGEND

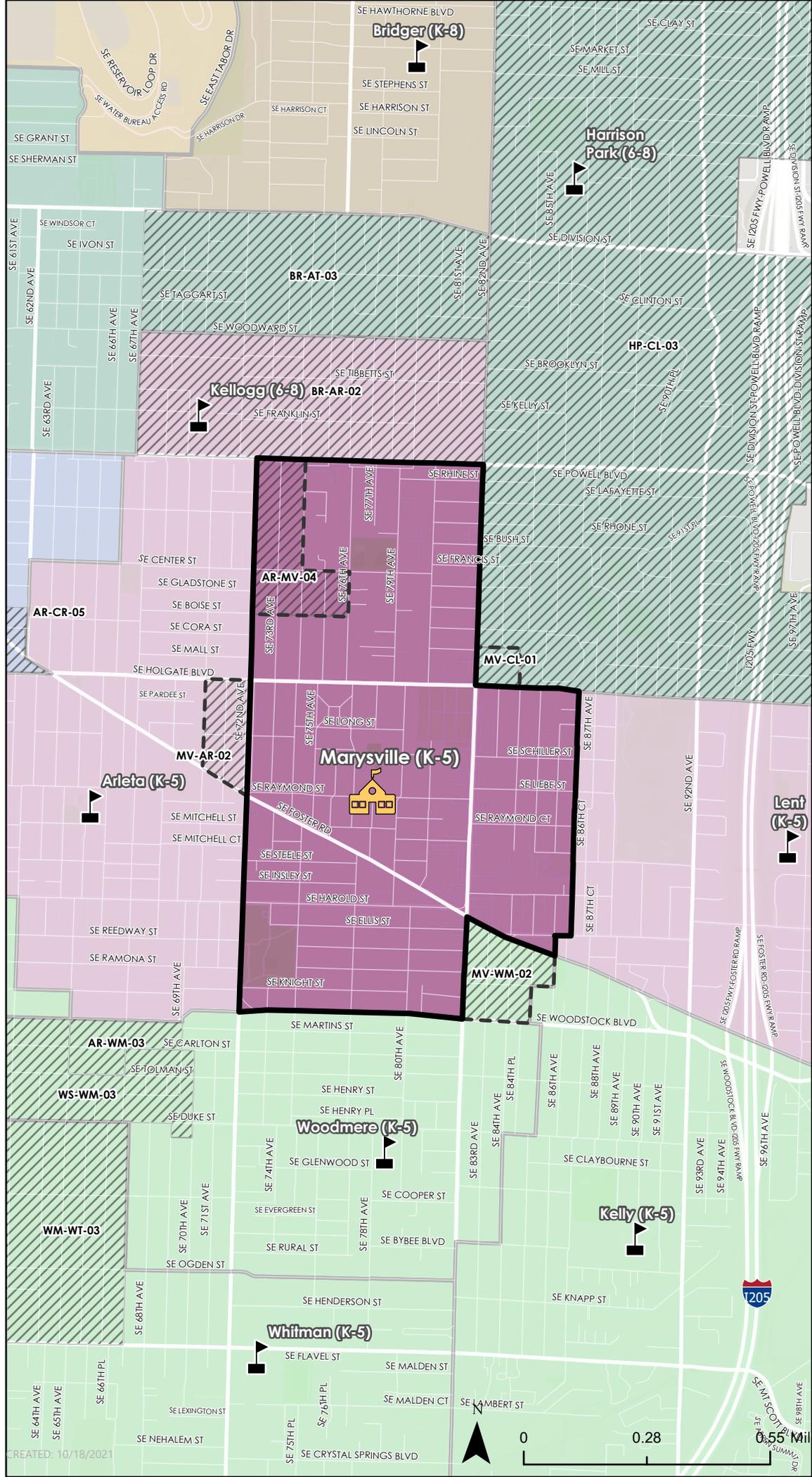
- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Middle School Attendance Area: Bridger
- Middle School Attendance Area: Harrison Park
- Middle School Attendance Area: Hosford
- Middle School Attendance Area: Kellogg
- Middle School Attendance Area: Lane
- Middle School Attendance Area: Mt Tabor
- Middle School Attendance Area: Not Included in Study Area

Changes from Marysville K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
MV-AR-02	6	0	0
MV-WM-02	6	0	1

Changes into Marysville K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-MV-04	14	4	0



Affected students are based on 2021-22 student counts.



CREATED: 10/18/2021



0 0.28

0.55 Mile

SOUTHEAST GUIDING COALITION PHASE 2
DRAFT PROPOSAL F3
 Grade K-5 Change Areas

VESTAL



Programs:
Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Mt Tabor
- Roseway Heights
- Not Included in Study Area

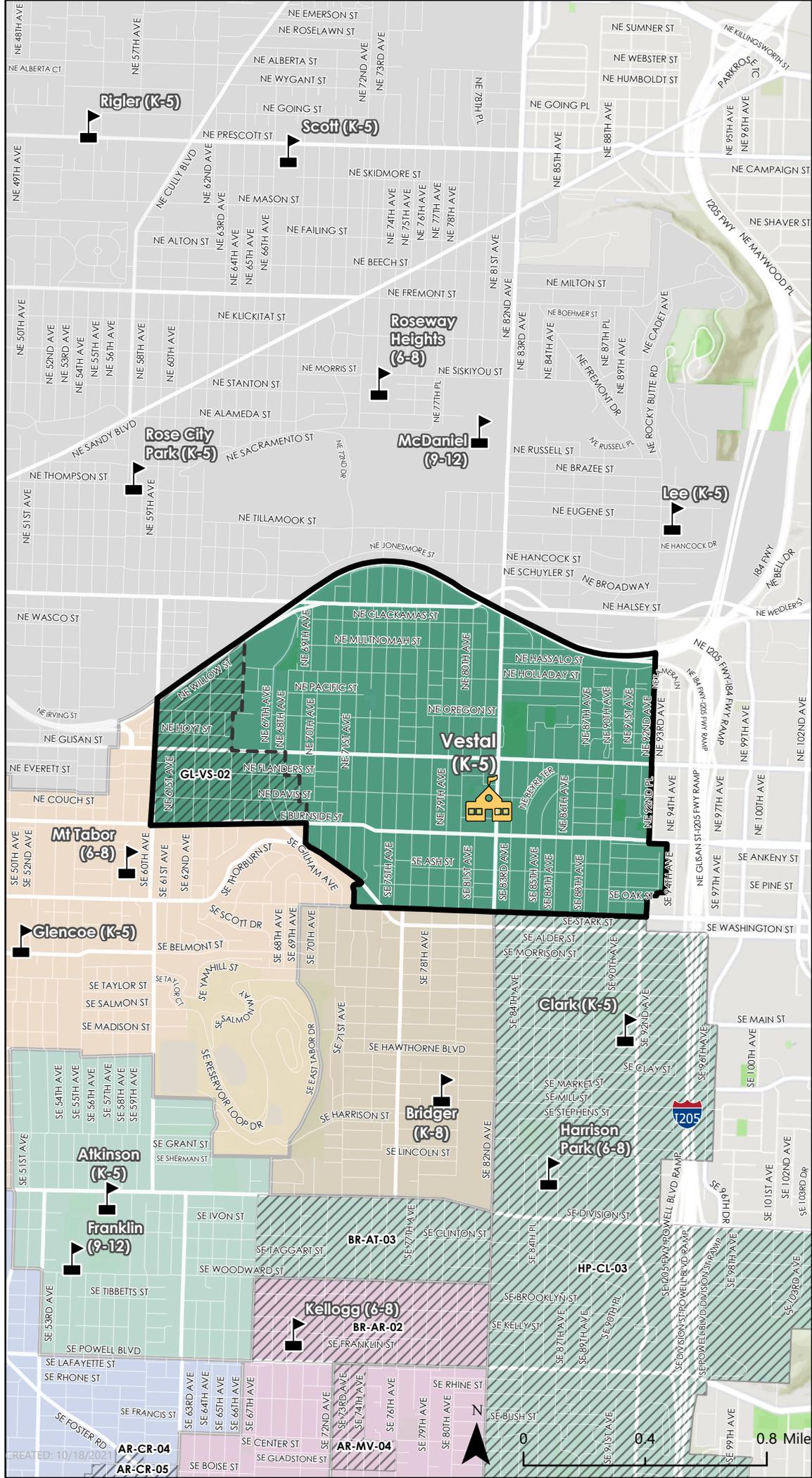
Changes from Vestal K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
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Changes into Vestal K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
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GL-VS-02	41	4	0
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Affected students are based on 2021-22 student counts.



CREATED: 10/18/2022



SOUTHEAST GUIDING COALITION PHASE 2
DRAFT PROPOSAL F3
 Grade K-5 Change Areas

WHITMAN



Programs:
Neighborhood

LEGEND

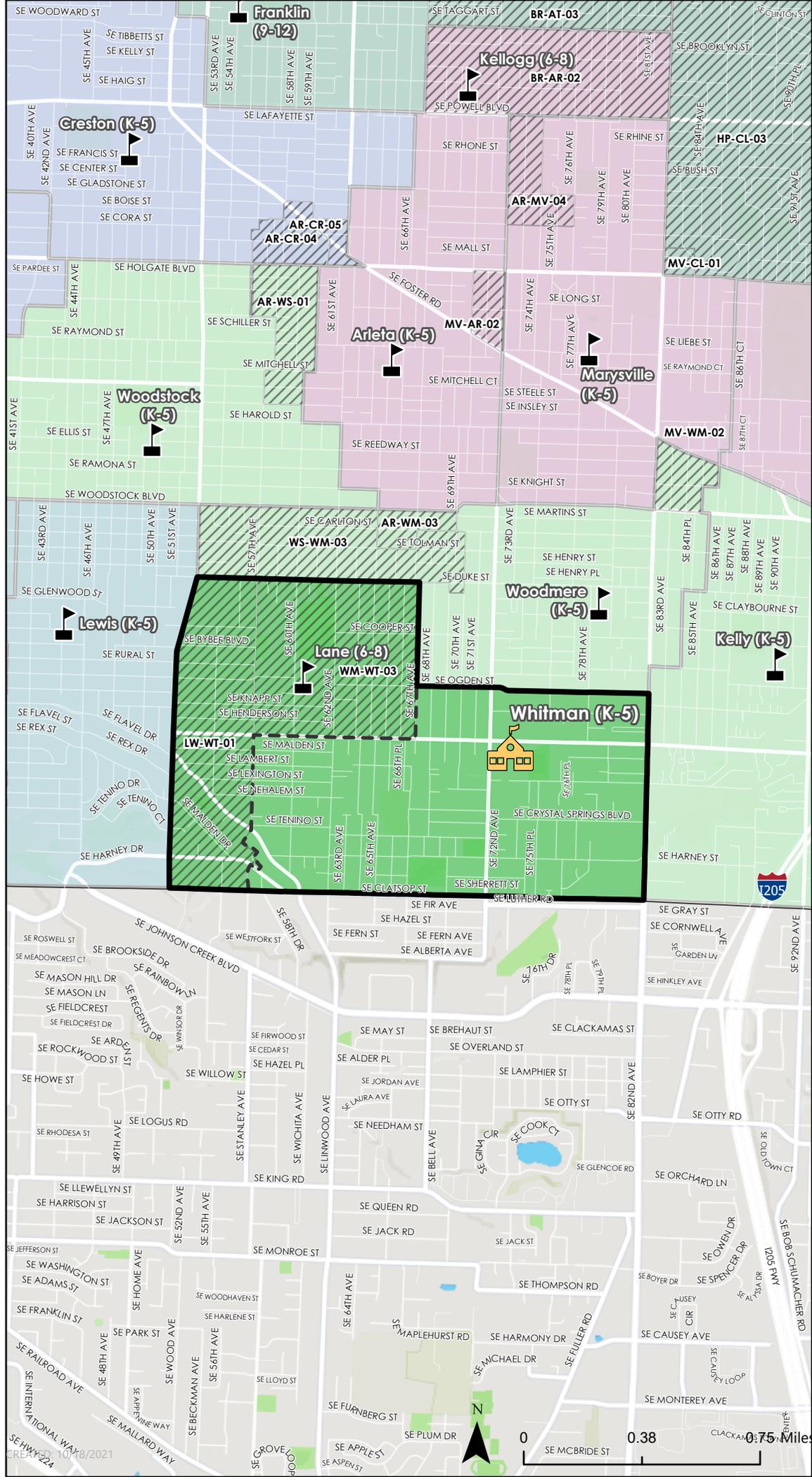
- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Harrison Park
- Hosford
- Kellogg
- Lane
- Sellwood
- Not Included in Study Area

Changes from Whitman K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
-------------	-------------------------------	-----------------------------	---------------------------------------

Changes into Whitman K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
LW-WT-01	54	2	2
WM-WT-03	51	12	3



Affected students are based on 2021-22 student counts.



SOUTHEAST GUIDING COALITION PHASE 2
DRAFT PROPOSAL F3
 Grade K-5 Change Areas

WOODMERE



Programs:
Neighborhood

LEGEND

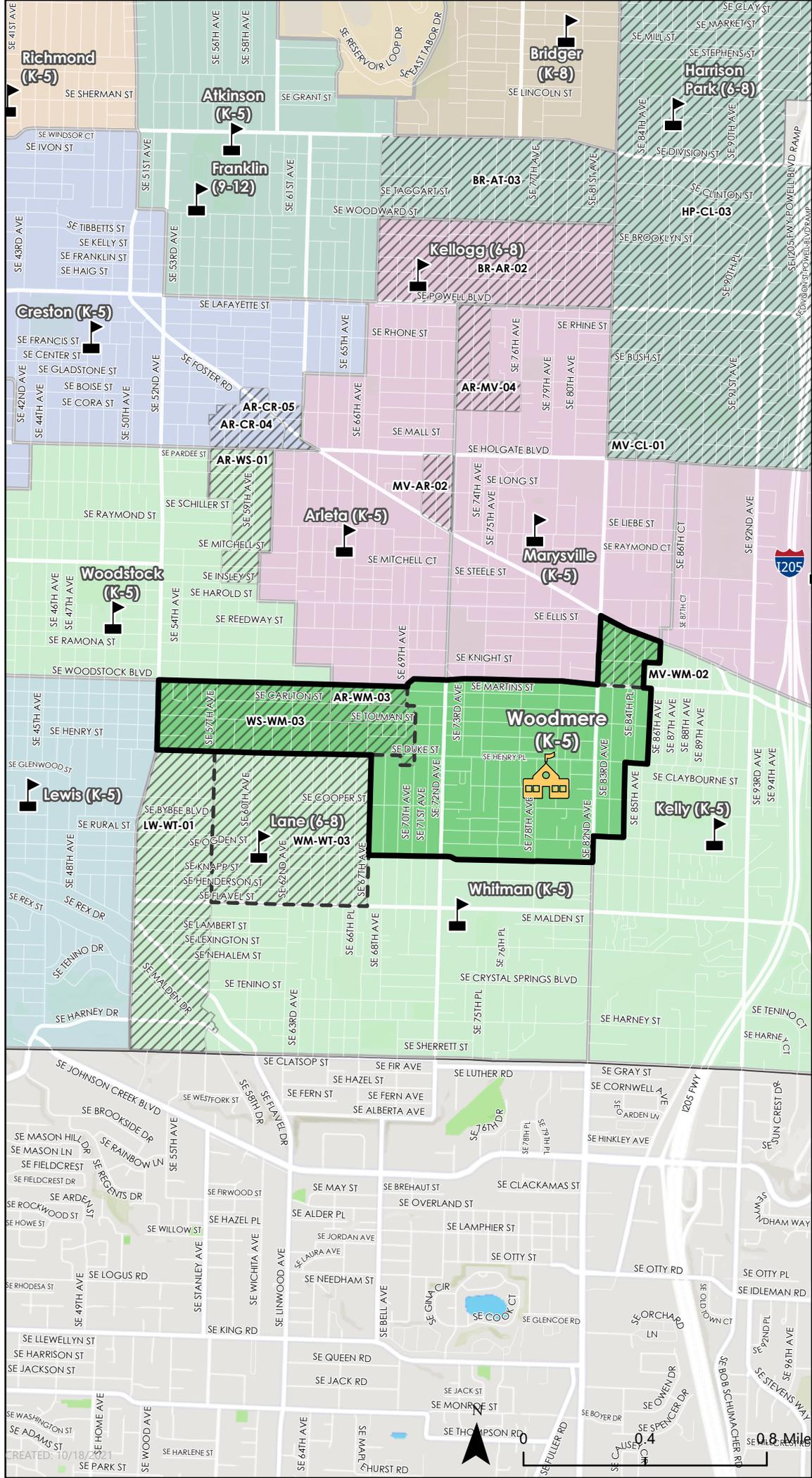
- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Sellwood
- Not Included in Study Area
- Middle School Attendance Area

Changes from Woodmere K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
WM-WT-03	51	12	3

Changes into Woodmere K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-WM-03	7	0	0
MV-WM-02	6	0	1
WS-WM-03	40	3	0



Affected students are based on 2021-22 student counts.



0.8 Mile

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

WOODSTOCK



Programs:

Neighborhood, Chinese DLI

LEGEND

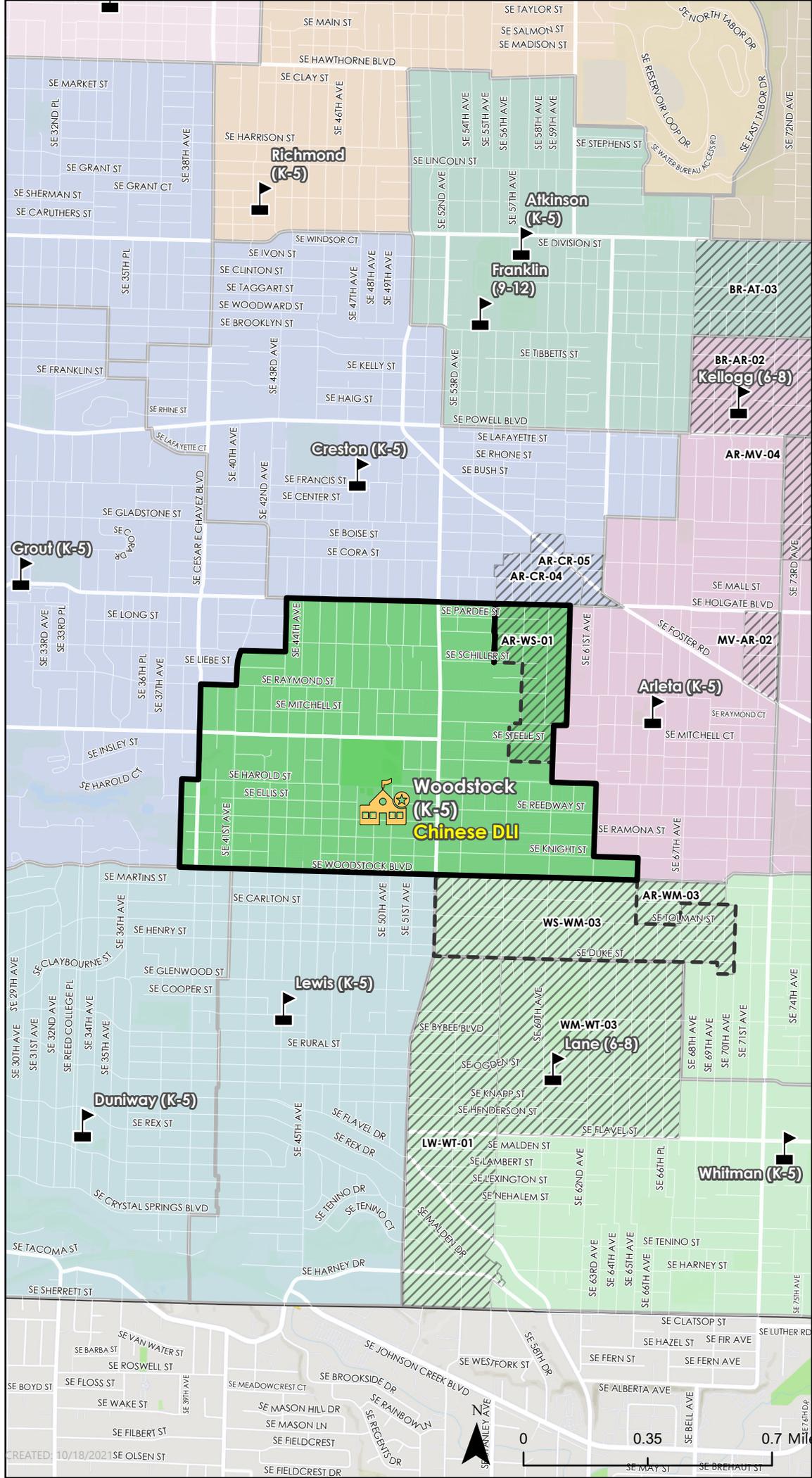
- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Woodstock K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
WS-WM-03	40	3	0

Changes into Woodstock K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-WS-01	23	2	0



Affected students are based on 2021-22 student counts.



CREATED: 10/18/2021



SOUTHEAST GUIDING COALITION PHASE 2
DRAFT PROPOSAL F3
 Grade 6-8 Change Areas

BRIDGER



Programs:
Creative Science

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

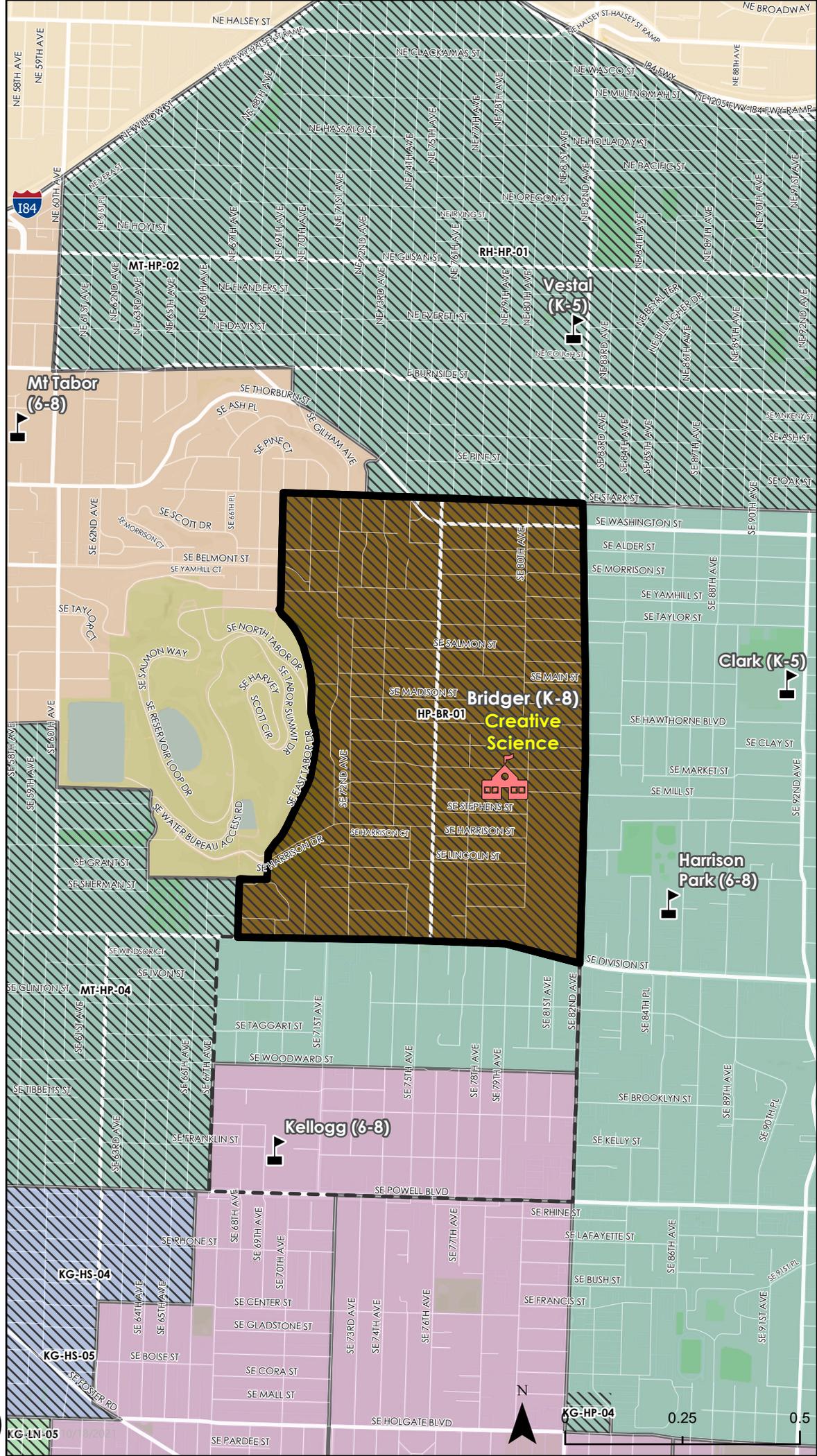
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Bridger 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HP-BR-01	10	2	3

Changes into Bridger 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HP-BR-01	10	2	3



Affected students are based on 2021-22 student counts.



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3
Grade 6-8 Change Areas

HARRISON PARK



Programs:

Neighborhood, Chinese DLI

Legend

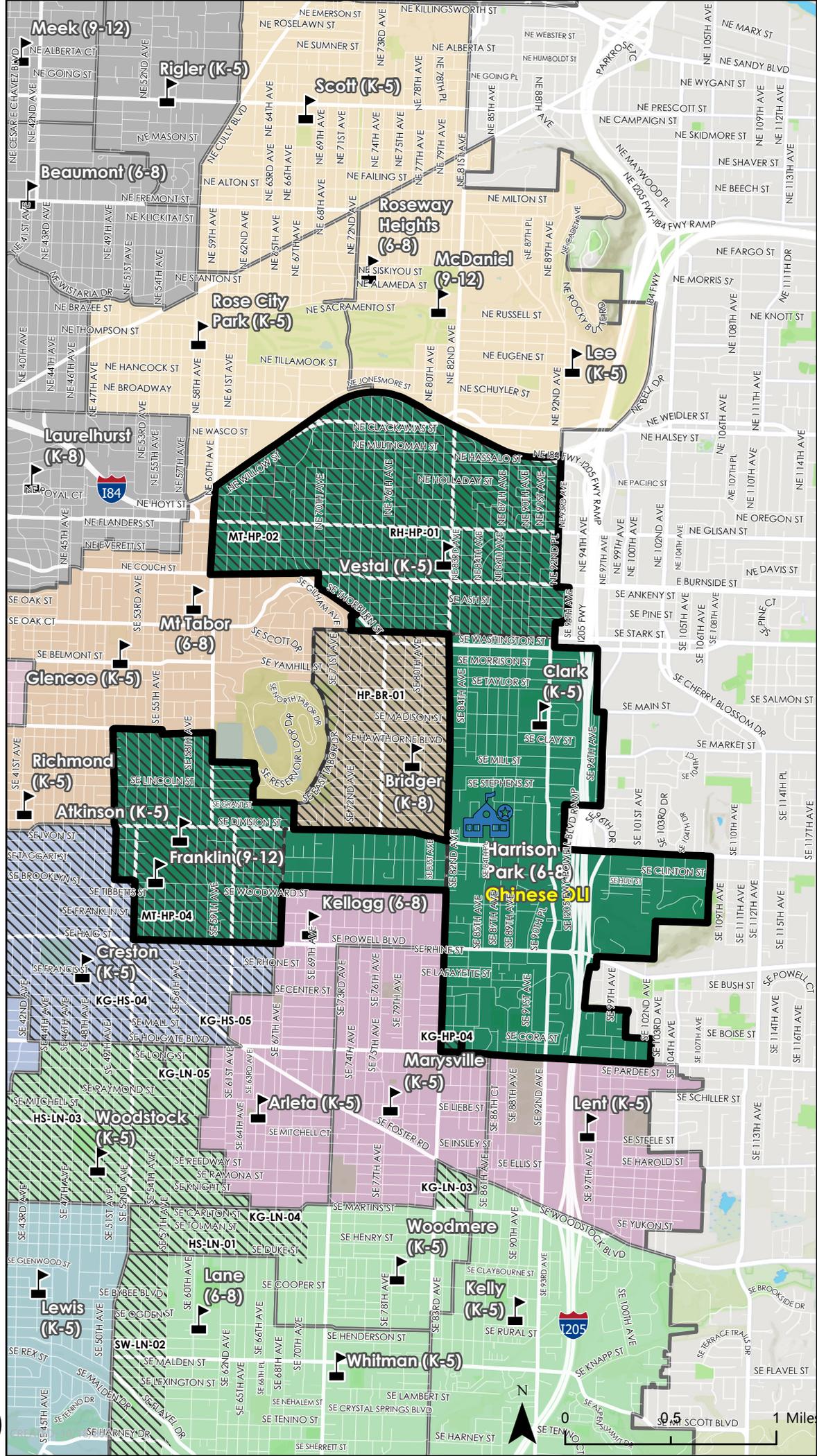
- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Harrison Park 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HP-BR-01	10	2	3

Changes into Harrison Park 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
MT-HP-02	17	0	0
MT-HP-04	94	1	1
RH-HP-01	119	5	14



Affected students are based on 2021-22 student counts.



SOUTHEAST GUIDING COALITION PHASE 2
DRAFT PROPOSAL F3
 Grade 6-8 Change Areas

KELLOGG



Programs:
 Neighborhood, Spanish DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

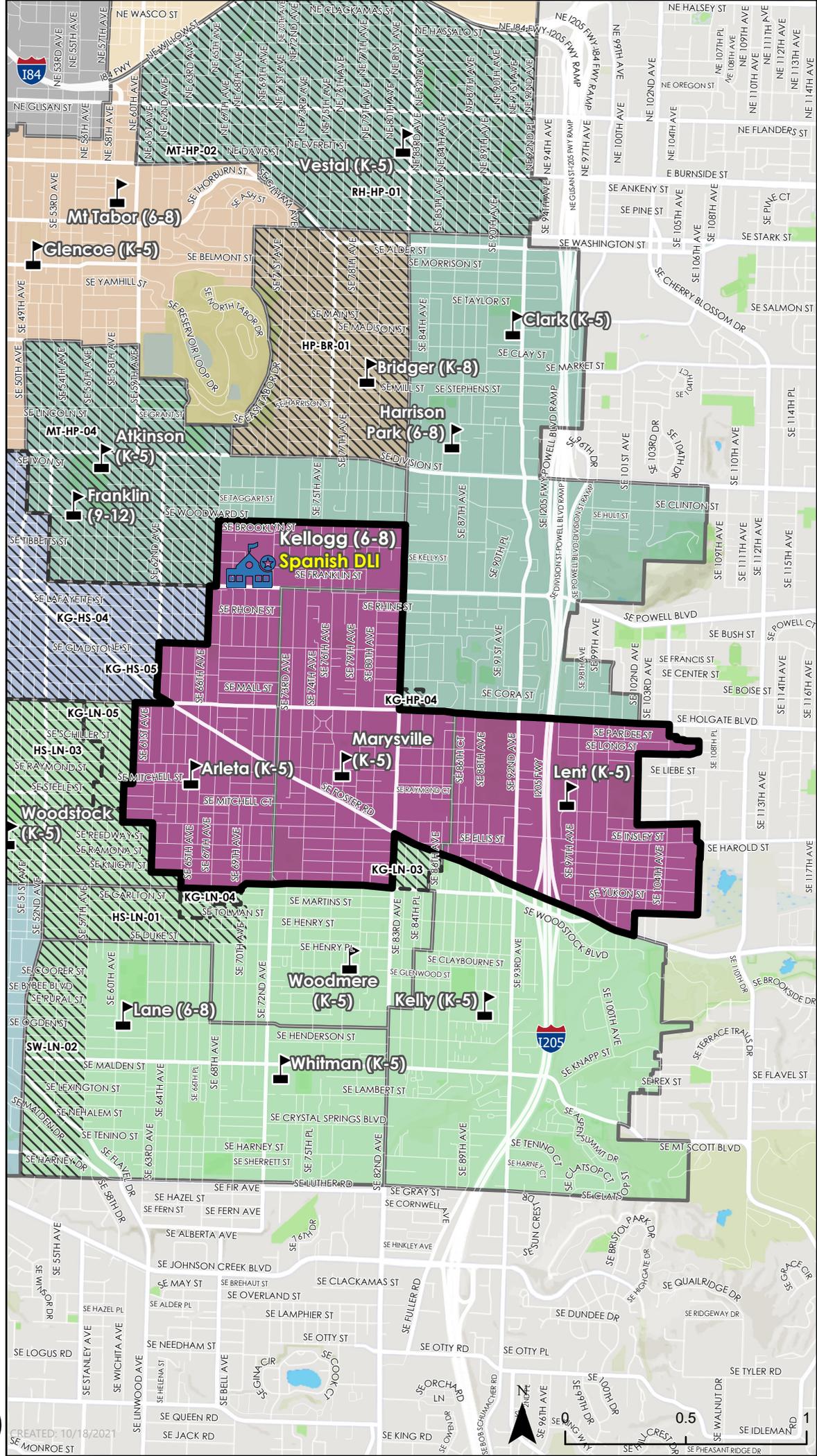
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Kellogg 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
KG-HS-04	98	6	4
KG-LN-03	9	1	1
KG-LN-04	1	0	0
KG-LN-05	9	0	0

Changes into Kellogg 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HS-LN-03	9	1	1
HS-LN-04	1	0	0
HS-LN-05	9	0	0



Affected students are based on 2021-22 student counts.



CREATED: 10/18/2021



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3
Grade 6-8 Change Areas

LANE



Programs:
Neighborhood, Russian DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

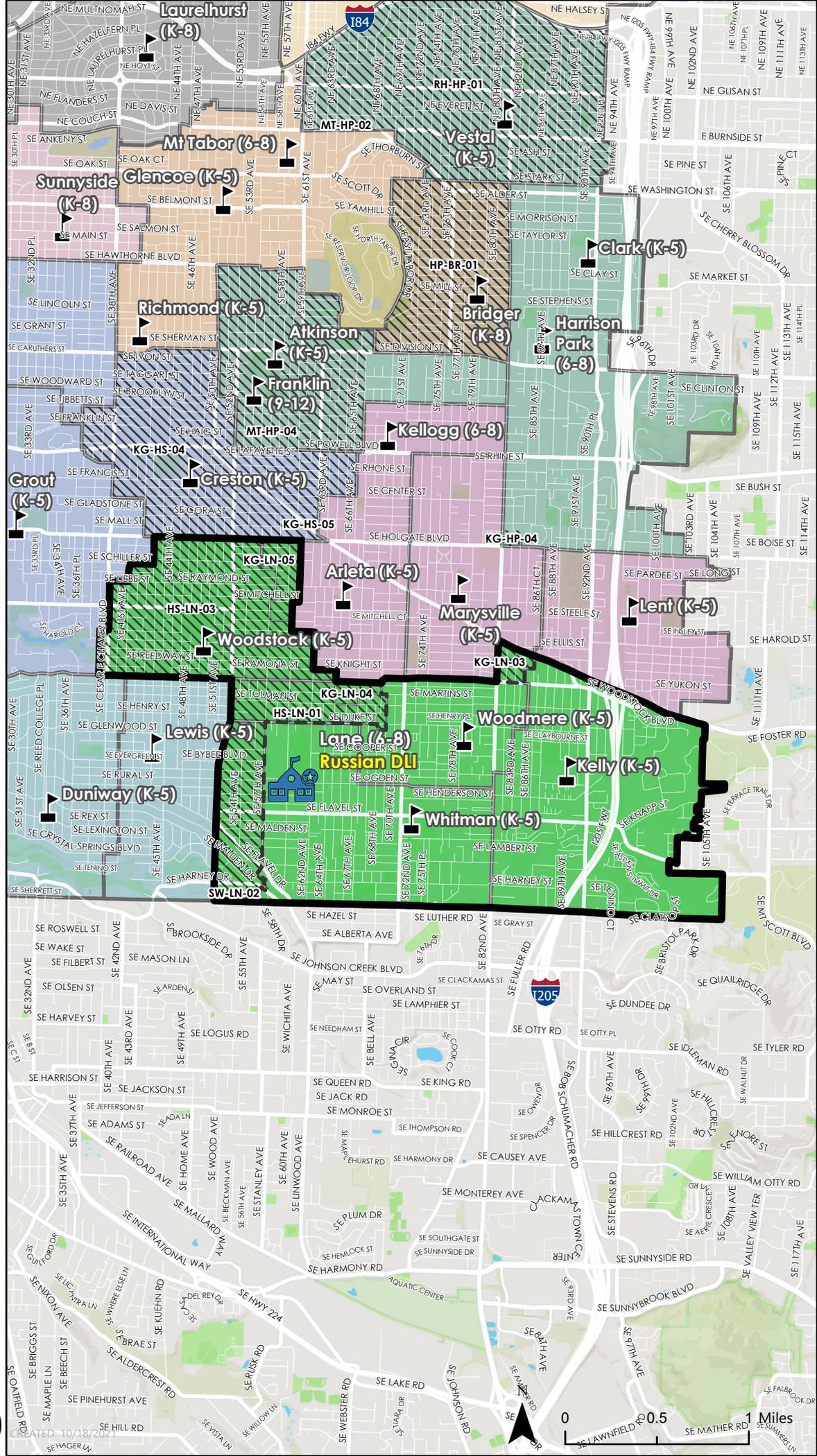
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Lane 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HS-LN-01	22	0	4
HS-LN-03	60	0	1
KG-LN-03	9	1	1
KG-LN-04	1	0	0
KG-LN-05	9	0	0
SW-LN-02	32	0	3

Changes into Lane 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HS-LN-01	22	0	4
HS-LN-03	60	0	1
KG-LN-03	9	1	1
KG-LN-04	1	0	0
KG-LN-05	9	0	0
SW-LN-02	32	0	3



Affected students are based on 2021-22 student counts.



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3
Grade 6-8 Change Areas

MT TABOR



Programs:

Neighborhood, Japanese DLI

- Legend**
- This School's Location
 - Other School Location
 - This School's Attendance Area
 - This School's Existing Attendance Area
 - Change Area
 - Elementary School Attendance Area

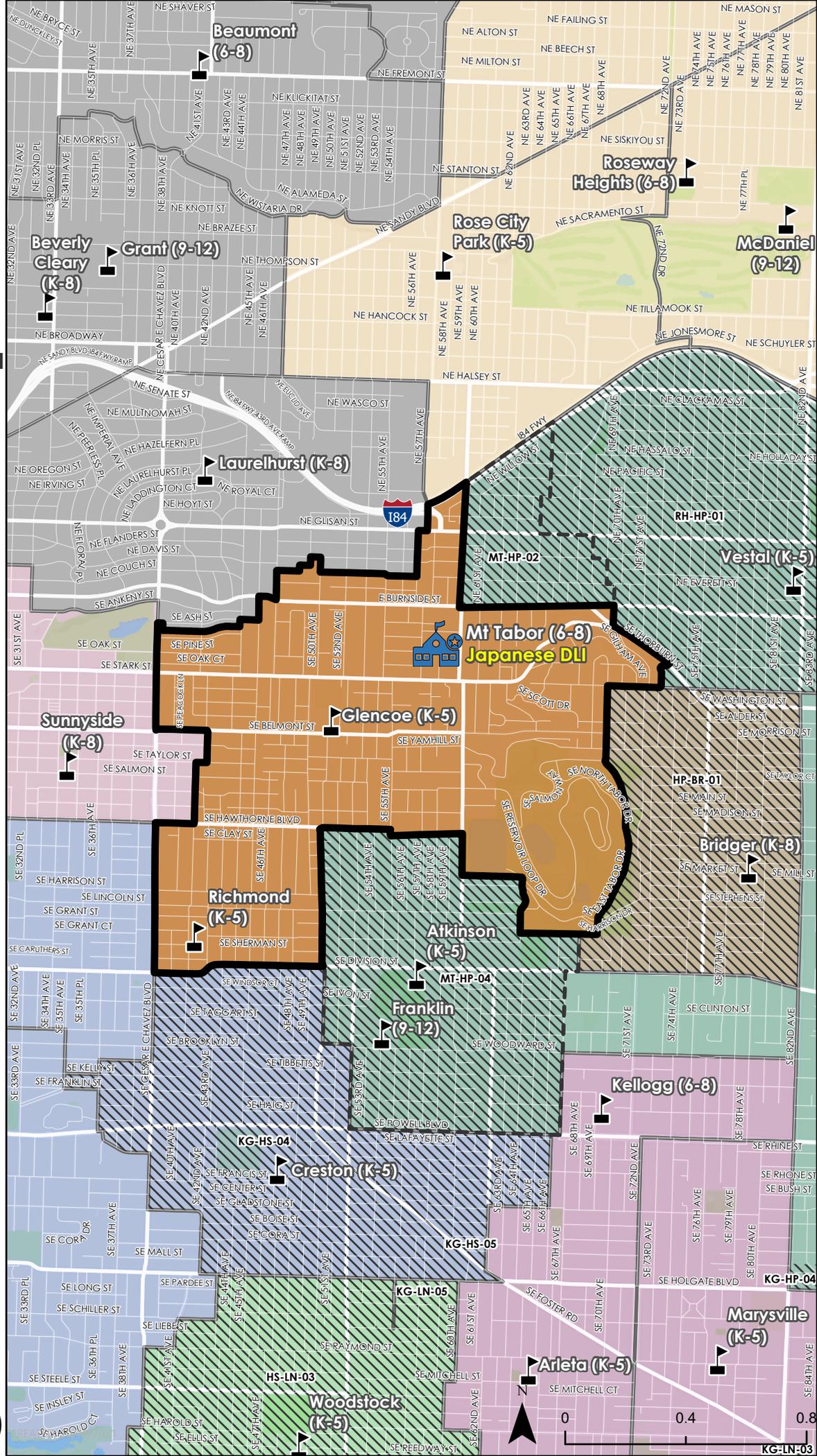
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Mt Tabor 6-8:

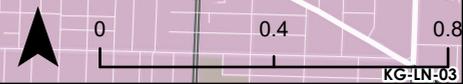
Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
MT-HP-02	17	0	0
MT-HP-04	94	1	1

Changes into Mt Tabor 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
MT-HP-02	17	0	0
MT-HP-04	94	1	1



Affected students are based on 2021-22 student counts.



ROSEWAY HEIGHTS



Programs:

Neighborhood, Spanish DLI, Vietnamese DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

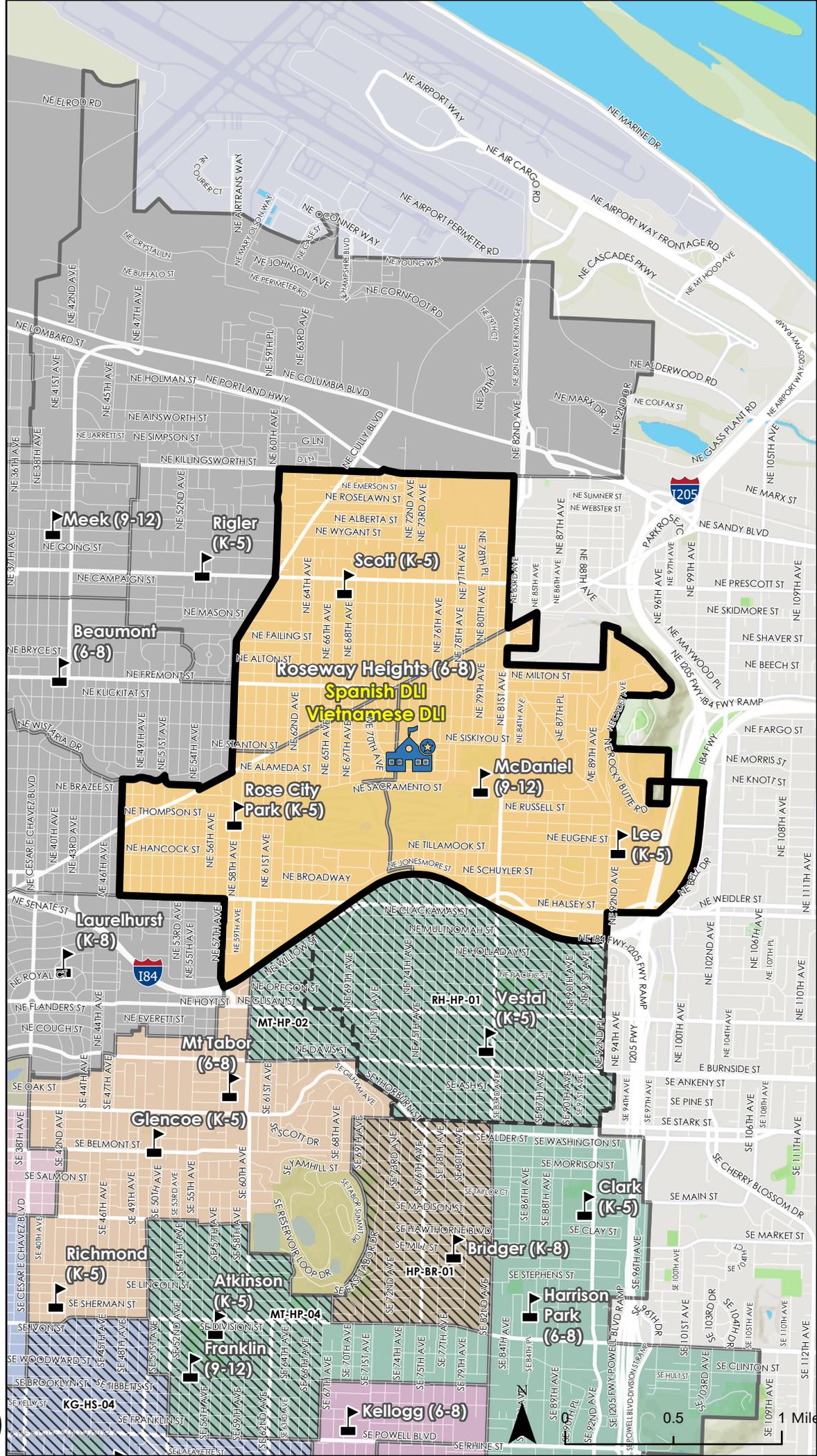
Changes from Roseway Heights 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
RH-HP-01	119	5	14

Changes into Roseway Heights 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
RH-HP-01			
MT-HP-02			
HP-BR-01			
MT-HP-04			
KG-HS-04			

Affected students are based on 2021-22 student counts.



0.5 1 Mile

SOUTHEAST GUIDING COALITION PHASE 2
DRAFT PROPOSAL F3
Grade 6-8 Change Areas

SELLWOOD



**Programs:
Neighborhood**

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

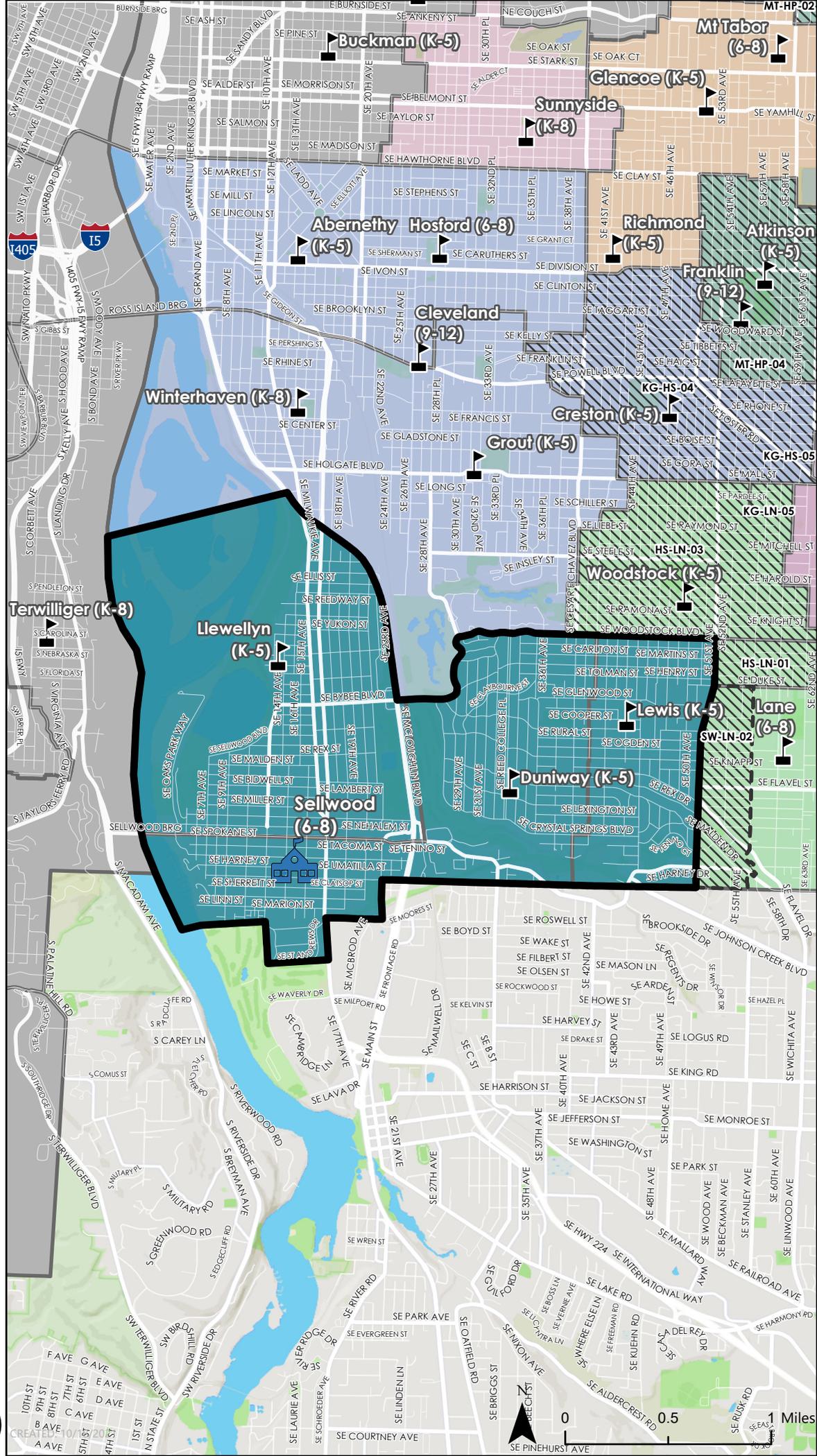
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Sellwood 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
SW-LN-02	32	0	3

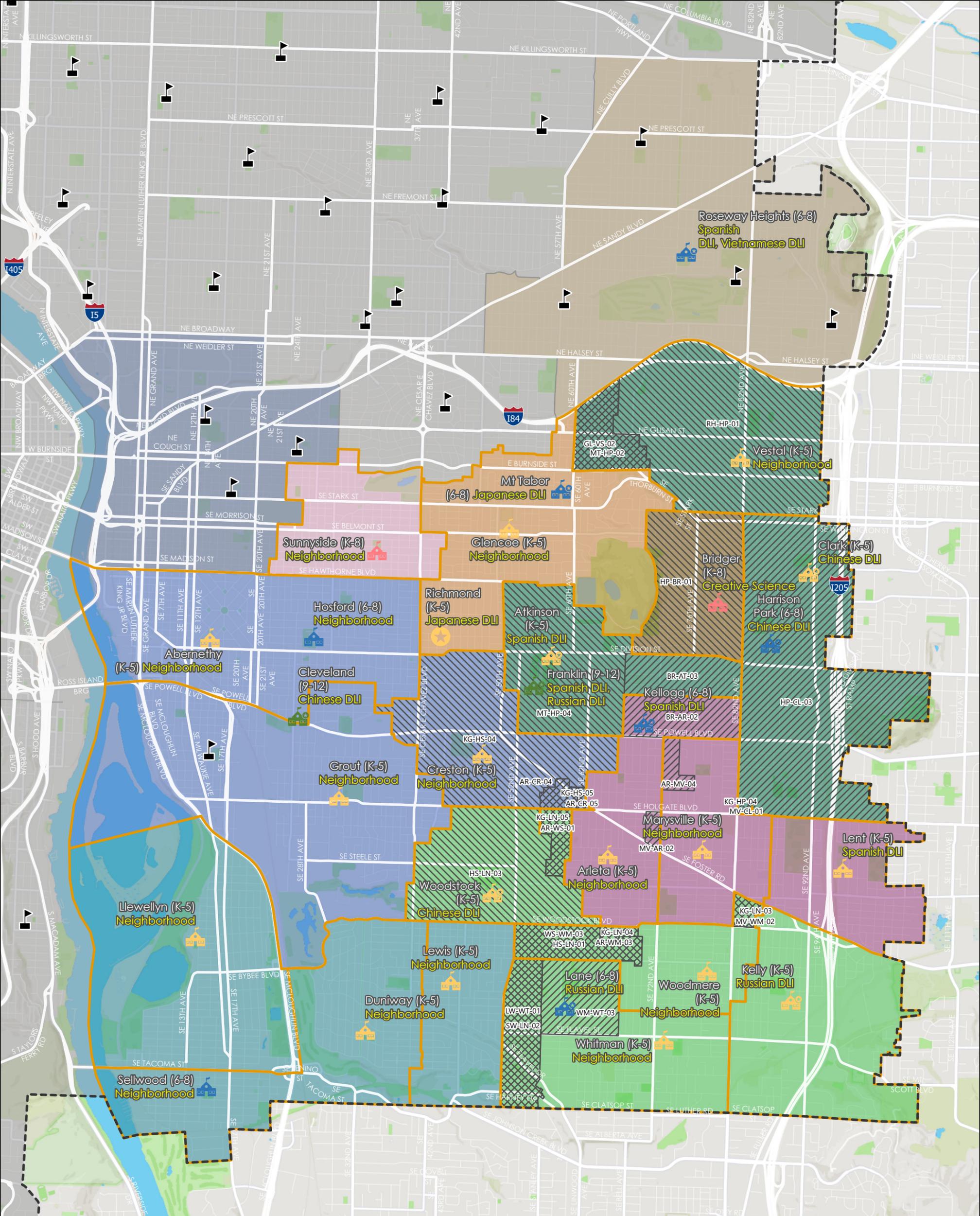
Changes into Sellwood 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students



Affected students are based on 2021-22 student counts.





SOUTHEAST GUIDING COALITION PHASE 2 STUDY AREA DRAFT PROPOSAL F3



- School Locations Inside Study Area**
- Neighborhood Program Only
 - Focus Option/DLI Lottery School
 - Co-located Neighborhood/DLI Program

- School Grade Configuration**
- 6-8
 - 9-12
 - K-5
 - K-8

- School Locations Outside Study Area**
- District Boundary
 - Elementary School Change Area
 - Middle School Change Area

- Elementary School Attendance Area**
- Bridger
 - Harrison Park
- Middle School Attendance Area**
- Kellogg
 - Lane
 - Mt Tabor
 - Roseway Heights

- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area



NOTE: DLI = DUAL LANGUAGE IMMERSION

CREATED: 2/2/2022



Table of Contents

Executive Summary	1
Scope of Work	3
Challenges and Lack of Consensus	4
Key Decision Points	6
Implementation Recommendations	10
Additional Comments	12

Executive Summary

The Southeast Guiding Coalition (SEGC)—a group of 36 parent and community member volunteers and 21 Portland Public School (PPS) principals commissioned by the PPS Board of Education—met 19 times between May 2021 and April 2022 to develop the second phase of a plan for enrollment and program balancing in Southeast Portland. Building on its work in 2020-21 to set an initial feeder pattern for Kellogg Middle School, the SEGC focused on balancing enrollment, optimizing use of facilities, and supporting equitable access to programs and services, while accomplishing three specific goals set by the Board:

- Establishing an attendance area and special program assignments for Harrison Park Middle School
- Developing a plan to relocate K-5 students and programs currently served at Harrison Park
- Developing a plan to increase enrollment at Lane Middle School

During the course of its work, the SEGC weighed extensive feedback from community members, advice from PPS academic and enrollment experts, and data on the projected impact of different solutions. In all, coalition members considered 15 scenarios and evaluated each through the district’s [Racial Equity and Social Justice Lens](#).

The SEGC achieved consensus on several elements of a rebalancing plan, including a new location for Harrison Park’s elementary school and for Creative Science School, the location for K-5 Dual Language Immersion (DLI) programs, and boundary changes to bolster enrollment at Lane MS and many K-5 schools. But the group could not find a full solution that earned consensus or even majority support among coalition members.

This report shares details of the proposal that earned the most support: 13 of 32 voting SEGC members (41%) supported it in a final vote, while 5 supported an alternate proposal and 14 chose not to support either. Highlights of this proposal, which is planned to take effect in Fall 2023, include:

- Harrison Park K-8 will convert to a middle school, and its current K-5 students will attend a new elementary school at the Clark building (the current home of Creative Science School)



Enrollment & Program Balancing Southeast Guiding Coalition *Phase 2 Final Report - 4/22/2022*

- Creative Science School (CSS) will relocate to Bridger K-5 and become a focus option school with priority for the Bridger neighborhood.
- The two-strand K-5 Spanish Dual Language Immersion (DLI) program at Bridger will relocate to Lent K-5 to create a whole-school K-5 Spanish DLI program with guaranteed admission for the current Lent neighborhood. Students in the Lent neighborhood who opt out of the Spanish DLI program will attend Marysville K-5.
- At the middle school level: Mandarin DLI will consolidate at Harrison Park, with the Mandarin DLI program currently at Hosford MS joining the program already at Harrison Park. Spanish DLI at the middle school level will consolidate at Kellogg MS, with the program currently at Mt. Tabor joining the one already at Kellogg.
- Several neighborhood middle school feeder patterns will shift to help balance enrollment: Atkinson and Vestal will shift to Harrison Park (from Mt. Tabor and Roseway Heights, respectively), Creston will shift to Hosford (from Kellogg), and Woodstock will shift to Lane (from Hosford).
- Attendance boundaries will change at many K-5 schools to help meet minimum enrollment targets. Virtually all schools that were part of the SEGC process will experience boundary changes, including Arleta, Atkinson, Bridger, Creston, Glencoe, Lent, Lewis, Marysville, Vestal, Whitman, Woodmere and Woodstock.

If adopted, this proposal would make progress toward several important goals, including:

- Converting Harrison Park to a middle school and allowing its current K-5 students—which make up one of the most diverse communities in PPS—to relocate to a single new school.
- Ensuring projected enrollment (based on benchmarks set by district staff) at Harrison Park MS, Lane MS, and many K-5 schools will be sufficient to offer equitable programming for students. Notably, the increase in enrollment at Lane would result entirely from attendance boundary changes—an approach the Lane community supports and the coalition believes will be more sustainable over time than increasing enrollment through program relocations.
- Relocating Creative Science School to a community that is open to receiving it.
- Maintaining and growing the Spanish DLI program that started at Kellogg MS this school year—a priority cited by community members and principals.
- Implementing PPS staff’s recommendation to move away from single-strand neighborhood programs at Bridger and Lent, which data show may not serve students—particularly students of color—effectively.
- Creating more consolidated DLI programs at the middle school level and creating a new whole-school K-5 DLI option—both strongly recommended by principals and PPS staff.

Coalition members noted that the proposal also has significant shortcomings. Concerns cited among members not supporting it included:

- Middle school enrollment will likely remain imbalanced, leaving Kellogg MS well over 80% utilization (the district’s definition of “overcrowded”) and several schools—most notably Harrison Park MS—below or at risk of dropping below the district’s minimum enrollment threshold over the long run.



Enrollment & Program Balancing Southeast Guiding Coalition *Phase 2 Final Report - 4/22/2022*

- The process excluded inner Southeast schools, which are relatively overcrowded and more affluent compared to outer Southeast schools. This decision by the Board concentrated disruption in the highest-need communities while limiting the coalition's ability to balance enrollment.
- District staff denied requests to analyze whether reconfiguring Creative Science School as a K-5 would help address the remaining imbalances in middle school enrollment.
- Some Lent community members strongly oppose relocation of the school's neighborhood program.
- Lack of consistency and clarity in the process itself eroded confidence in the work and contributed to the coalition's inability to reach consensus.

In light of these challenges, the coalition recommends that PPS and the Board take the following actions in implementing any plan that is adopted:

- Provide capital improvements and additional budget support as necessary to sustain equitable programming, particularly at Harrison Park.
- Provide clear implementation details and timelines to all school communities experiencing program or boundary changes.
- Facilitate community building among programs that will be relocating or receiving relocated programs, most notably Creative Science School/Bridger and Marysville/Lent.
- To the greatest degree possible, maintain the current legacy policy for boundary changes to ease the burden on students and families. Community members have shared that this would ease the hardships of the transition period, especially for those with siblings and students in different grade levels.
- Plan with PBOT and Safe Routes to School for the transportation needs and challenges that the new boundaries and feeder paths will create.
- Set a goal to minimize the impact of any future enrollment balancing process on students who will be required to move as a result of the current process.
- Study the impact of maintaining K-8 focus options on enrollment at comprehensive middle schools, for consideration during any future enrollment balancing efforts.
- Conduct a review of the SEGC process in partnership with any interested coalition members before moving forward with any future enrollment balancing efforts.

Scope of Work

The SEGC was tasked with balancing enrollment to help increase access to equitable programming across 21 schools in Southeast Portland. Phase 2 of the work began in May 2021 and concluded in April 2022. The coalition is made up of 57 parents, community members, school principals, and stakeholders who attended regular evening meetings totalling over 50 hours, along with additional “homework,” work sessions, and office hours.

The Board's [charge](#) to the SEGC for Phase 2 cited three goals:



Enrollment & Program Balancing Southeast Guiding Coalition *Phase 2 Final Report - 4/22/2022*

- Balance enrollment across Southeast middle schools, ensuring Harrison Park and Lane middle schools have sufficient enrollment to offer full programming. This may be accomplished through boundary adjustments, whole-school feeder pattern changes, and specialized program movement.
- Realign middle school boundaries so that the Kellogg building is located within its own attendance area.
- Determine the future location for Harrison Park K-5 students, and related boundary changes and specialized program moves.

In meeting these goals, the Board asked the coalition to submit a recommendation that created the following:

- Attendance area and special program assignments for Harrison Park Middle School
- A plan to relocate K-5 students and programs currently served at Harrison Park
- A plan to increase enrollment at Lane Middle School

In addition to the charge set by the PPS School Board, the SEGC also held in consideration the following key objectives under the guidance of PPS and FLO Analytics:

- Listen to community members, particularly People of Color, and follow their input as often as possible
- Increase racial equity for all students with a particular focus on Black and Native students
- Where possible, create whole-school K-5 programming—all DLI or all neighborhood—instead of co-located structures
- Eliminate single-strand neighborhood programs
- Consolidate DLI programs of the same target language at the middle school level, with only one DLI program per middle school
- Maintain CSS as a K-8 school in Southeast
- Keep Harrison Park K-5 students together (including Mandarin DLI students)
- Ensure that enrollment is above 270 students at each K-5 school and above 500 students at each comprehensive middle school
- Keep classroom utilization at or below 80% of building capacity (the district's definition of "overcrowded")
- Avoid split feeder patterns (sending students from a single K-5 neighborhood program to different middle schools).
- Do not increase—and decrease if possible—students who must cross major roads to access their neighborhood schools (i.e. Cesar Chavez, 82nd, Division, and Powell).

Challenges and Lack of Consensus

Over the course of nearly a year, the SEGC attempted to balance program locations, the wishes of 21 school communities, and the overarching goal of increasing equitable access to programs and services. The coalition considered seven possible solutions (including many variations of each), encountering many challenges along the way.



Enrollment & Program Balancing Southeast Guiding Coalition *Phase 2 Final Report - 4/22/2022*

One significant hurdle was the Board's decision to limit potential changes to only 21 schools, all in Outer Southeast, instead of also considering schools in Inner Southeast (many of which are overcrowded). This made it almost impossible to balance enrollment across the entire region. It also ensured any changes would mainly disrupt the relatively more diverse, lower-income schools in Outer Southeast, while more affluent communities in Inner Southeast would experience no changes.

Options for relocating Creative Science School were limited by the district's decision to maintain it as a K-8 school and the difficulty in finding a school community willing to convert back to a K-8 to receive it. The decision to place Creative Science at Bridger, which is adjacent to Harrison Park MS, impeded the coalition's ability to increase neighborhood enrollment at Harrison Park.

An additional limitation was the low engagement of Black and Native families in the process. While PPS and the coalition made many efforts to reach Black and Native families, we struggled to obtain enough input, which limited the voice of these communities in the decision making process.

The coalition could not find a solution that met racial equity and social justice goals for all students. In particular, every scenario failed to adequately address equity goals for Black and Native communities by ensuring their race and culture would be reflected and honored in the curriculum, instructional practices, and social-emotional supports offered across Southeast schools.

Many coalition members also cited concerns with the process itself. Guidelines for decision-making were applied inconsistently, and guardrails were added and removed at various stages of the work. A debrief of the SEGC process could help future PPS efforts create a more positive and productive outcome. This process could consider the process for selecting committee members, ideas for improved decision-making, the need for neutral facilitation, additional support for community engagement, and clarity around required outcomes and preferences.

Partly as a result of the factors above, the coalition could not reach a consensus or even majority support for a full proposal. After an initial vote on the final proposal (known as "F3"), a majority of SEGC members submitted a request to develop another option to address specific shortcomings in that proposal. In response, PPS allowed members to work with FLO Analytics to develop a set of "G" scenarios and extended the process to include two additional meetings. On March 31, 2022, the SEGC held a final vote to decide which scenario to recommend to the Deputy Superintendent. The vote breakdown was as follows:

- Proposal F3: 13 (41%)
- Proposal G2: 5 (16%)
- No Preference: 6 (19%)
- Abstention: 8 (25%)

During this meeting, time was given for each SEGC member to give a statement on their experience, the proposals, and how they felt about the process going into the final vote. Those statements can be seen [here](#).



Key Decision Points

It became clear early on in the Phase 2 work that the large program placement decisions (where to relocate Creative Science School, and where to locate Spanish and Mandarin DLI at the K-5 and middle school levels) would guide many other decisions. The chart below offers a look at the ripple effect of these decisions, based on the “F3” proposal that received the most support among coalition members. Decisions that had consensus or majority support from the coalition are indicated in bold in the “Action” column; other decisions received support from less than a majority of coalition members.

Goal	Action	Impact	Next Steps
Designate a new location for Harrison Park K-5 students when it converts to a middle school.	Consensus decision: The Clark building (current Creative Science location) will be converted back to a neighborhood K-5; all Harrison Park K-5 students will relocate there	Harrison Park K-5 students can all attend the same elementary school and be close to their assigned MS Creative Science is displaced and needs a new location	Find a new location in SE for Creative Science
Find a new location in Southeast for Creative Science	Consensus decision: Move Creative Science to Bridger and convert from a full lottery program to a neighborhood based focus option	Creative Science relocates to a location with support from both CSS and the receiving community Current Bridger neighborhood will still have a neighborhood program in the area Bridger’s neighborhood program is no longer a single strand (as recommended by PPS and available data).	Find a new location for Bridger Spanish DLI strands



Enrollment & Program Balancing
 Southeast Guiding Coalition
 Phase 2 Final Report - 4/22/2022

		Bridger's Spanish DLI classes need a new location (not enough space for CSS/Bridger neighborhood and the DLI classes)	
Find a new location for Bridger's Spanish DLI program	Majority decision, with notable objections: Convert Lent to a whole-school Spanish DLI program, with Bridger's program joining the existing one; students in Lent neighborhood who aren't in the DLI program attend Marysville	Lent's neighborhood program is no longer a single strand (as recommended by PPS and available data). Marysville receives a needed enrollment boost Bridger's two DLI classes can move together to the same location. Creates a robust Spanish DLI program in a neighborhood with one of the highest concentrations of native Spanish speakers in Southeast	Lent neighborhood students who wish to opt out of the Spanish DLI move to Marysville.
Consolidate middle school Spanish DLI programs at one school	Relocate Spanish DLI program at Mt. Tabor MS to join existing Spanish DLI program at Kellogg MS	Retains and grows the program at Kellogg that started this year—a priority of community members and principals. Implements PPS staff recommendation to consolidate all middle school Spanish DLI at one location	Ensure adequate enrollment for Harrison Park MS; consolidate middle school Mandarin DLI programs at one school



Enrollment & Program Balancing
 Southeast Guiding Coalition
 Phase 2 Final Report - 4/22/2022

		<p>Creston must be reassigned from Kellogg to Hosford to make space for additional Spanish DLI enrollment.</p> <p>Even with the change to Creston’s middle school assignment, Kellogg MS still has a high building utilization near 90%—well past the threshold for “overcrowded.”</p> <p>Retaining the large Spanish DLI program at Kellogg limits options for boosting enrollment at Harrison Park MS.</p>	
<p>Ensure adequate enrollment for Harrison Park MS; consolidate Mandarin DLI at one middle school</p>	<p>Relocate Mandarin DLI program at Hosford to join the existing one at Harrison Park MS</p> <p>Reassign Atkinson’s neighborhood program from Mt Tabor MS to Harrison Park MS; reassign Vestal’s neighborhood program from Roseway Heights MS to Harrison Park MS.</p>	<p>Fulfills the desire of the Harrison Park community to keep their neighborhood and Mandarin DLI programs together.</p> <p>Implements PPS staff recommendation to consolidate middle school Mandarin DLI at one school.</p> <p>Harrison Park MS will open with lower enrollment (550-575), and building utilization (65%) than Kellogg; overall enrollment will be highly dependent on robust</p>	<p>Improve enrollment at Lane MS</p>



Enrollment & Program Balancing
 Southeast Guiding Coalition
 Phase 2 Final Report - 4/22/2022

		<p>enrollment in the Mandarin DLI program.</p> <p>Harrison Park's percentage of low-income families will drop to 25%, which could cause it to lose Title I funding.</p>	
<p>Improve enrollment at Lane MS</p>	<p>Consensus decision: Reassign Woodstock neighborhood program from Hosford MS to Lane MS.</p>	<p>Increases Lane MS enrollment to just above the minimum goal—but entirely with boundary changes, which is likely sustainable and in line with the Lane community's preference.</p> <p>Lane's percentage of low-income families will drop and could cause it to lose Title I funding.</p> <p>Assigns Woodstock to a more proximate neighborhood location and eliminates the current transportation burden to Hosford.</p>	<p>Address remaining K-5 enrollment imbalances</p>
<p>Address remaining K-5 enrollment imbalances (to get as many schools as possible above 270 students)</p>	<p>Consensus decision: Multiple K-5 boundary changes affecting Arleta, Atkinson, Bridger, Creston, Glencoe, Lent, Lewis, Marysville, Vestal, Whitman, Woodmere and Woodstock.</p>	<p>More K-5 schools will have enrollment above 270 compared to the 2021-22 baseline.</p> <p>Many schools will still be very close to (or even slightly under) the minimum enrollment target.</p>	



		Large enrollment imbalances remain between Outer Southeast schools and Inner Southeast schools that were excluded from this process.	
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Implementation Recommendations

The coalition recommends that the Board take action on the following to successfully implement the “F3” proposal, should it be adopted. Items listed under “Short Term Implementation Recommendations” can be implemented now, without any extension of the SEGC process. Those listed under “Long Term Implementation Recommendations” may require an extension of the process, further community outreach, or extended work with PPS.

Short Term Implementation Recommendations

- Create a board mandate that would ensure equitable staffing and programming for all middle schools not meeting enrollment targets. Due to the unpredictability of the phase-in process, opt outs, and the legacy policy some middle schools are at risk of falling below 500 students (the district’s minimum enrollment target), especially in the initial years of implementation. For example, the Board could add funding equivalent to 1 FTE to every school with enrollment under the district’s minimum target (both K-5 and MS).
- Require PPS to complete the planned Harrison Park facilities improvements before opening in 2023.
- Support Harrison Park in intentionally hiring new staff to support the diverse students at Harrison Park, including a priority on bilingual and BIPOC support staff and teachers.
- Communicate effectively with all families and community members affected by changes, including an implementation timeline and options for families to potentially access new assignments before Fall 2023.
- To the greatest degree possible, maintain the current legacy policy for boundary changes to ease the burden on students and families. Community members have shared that this would ease the hardships of the transition period, especially for those with siblings and students in different grade levels.
- Maintain the integrity of RESJ support for underrepresented students of color who are being disproportionately affected and vulnerable to loss of services during implementation of these changes. Work with RESJ partners in the affected schools to ensure that families are well supported, for example:



Enrollment & Program Balancing Southeast Guiding Coalition *Phase 2 Final Report - 4/22/2022*

- The transition of Bridger to CSS will result in a significantly less diverse population and will leave remaining Bridger students of color, particularly Black and Native students, with significantly less representation and resources.
- The addition of the southern portion of the current Bridger boundary to Atkinson and Marysville may result in a loss of culturally sensitive supports that need to be re-established quickly and intentionally in these students' new communities.
- Prior to finalizing boundary changes, consider targeted changes that include some Inner Southeast schools to balance enrollment more effectively. For example, allowing adjustments to Grout, Abernethy, Llewellyn, and Duniway ES could ease their overcrowding and provide healthier enrollments at Creston, Atkinson, Woodstock neighborhood, Whitman, and Woodmere. These changes will also further boost Lane MS's enrollment, which was one of the charges of the SEGEC.

Long Term Implementation Recommendations

- There are several K-8 schools in Southeast and Northeast (Creative Science School, Winterhaven, Sunnyside Environmental, Laurelhurst) that create challenges in properly planning for stable enrollment in surrounding middle schools. The Board should review the goals and policies around K-8 schools with a holistic, districtwide, and equity-based/RESJ lens with the goal of creating clear and consistent guidelines to inform future enrollment balancing work.
- The changes being proposed in the report have the potential to create significant disruption and erosion to the programs and communities being moved. In keeping with the goals of centering BIPOC students, PPS should be required to create and implement transportation plans designed to help students attending in their current neighborhood to continue to access the programs in their new locations.
 - For example, neighborhood students currently in the Mandarin DLI program at Hosford and the Spanish DLI program at Bridger should be provided transportation for the remainder of their time in those programs to their new locations.
 - The district should consider a permanent transportation solution for the Mandarin DLI middle school students from the Woodstock neighborhood as the new middle school assignment at Harrison Park is different from the proposed neighborhood middle school (Lane).
 - Transportation into Harrison Park Mandarin DLI should be open to all students, to promote diversity and enrollment stability.
- PPS should work with the Spanish DLI communities from Bridger and Lent to clarify how the transition of Lent to a whole-school Spanish DLI school will be phased in, address transportation and other necessary supports and to build community among the programs that will be merging. Clear, strong and well-planned resources should be provided to neighborhood students who will be leaving Lent ES to neighboring schools.
- PPS should work with culturally responsive partners to identify needs, barriers, challenges and burdens these



changes have on historically underserved communities.

- PPS should intensify recruitment efforts to increase teachers and administration representation of historically underrepresented communities of color.
- The Board should set a goal to minimize the impact of any future enrollment balancing process on students who will be required to move as a result of the current process.
- PPS should conduct a review of the SEGC process in partnership with any interested coalition members before moving forward with any future enrollment balancing efforts.

Additional Comments

SEGC members would like to share an addendum that was originally submitted on Feb. 24, 2022 with the dissenting opinion statement. This supplement expands on the challenges and limitations caused by excluding overcrowded and affluent inner SE schools from the rebalancing process. The document will be submitted with this SEGC report, and can also be viewed here: [SEGC Supplement \(Inner SE School Exclusion\)](#).

4/22/2022: This supplemental document was originally written and submitted to Claire Hertz by the SEGC on Feb. 24, 2022 as an addendum to the dissenting opinion statement. While the work of the SEGC volunteers has come to a close, we feel this document still provides important context and additional information regarding one of the biggest obstacles in the overall process.

SEGC Supplement (Inner SE School Exclusion)

The undersigned SEGC members are sharing this dissenting opinion statement to highlight what we believe has been a major roadblock to creating equity in the process of balancing enrollment across SE Portland. Namely, the limited scope the Board set which did not allow the SEGC to include all SE schools in our program location and boundary work. This has created a limited framework for the entire process which prioritized protecting the most affluent, predominantly white schools in SE Portland, and placed the burden of disruption and change on those the process purports to be in support of.

PPS's [RESJ Framework and Plan](#) states:

"We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression."

The refusal by PPS and the Board to allow the SEGC to consider changes to inner SE schools fails to live up to the promise to intentionally disrupt the district's existing systems of oppression and is in direct opposition to their own stated RESJ goals. The geographic limitations placed on the SEGC's work only serve to sustain and entrench the institutional inequities already in place, and create a future of educational inequities for BIPOC students.

Not including all schools in SE has negatively impacted the work of the SEGC in multiple ways, as shifting boundaries eastward to distribute students from overcrowded inner SE schools to under enrolled outer SE schools is an obvious and vital step toward balancing and stabilizing enrollment across the entirety of SE.

Throughout this process, SEGC members have relied on guidance from PPS to work toward ideal enrollment numbers to better balance schools. However, it became clear that the numbers we were given to structure our work around were applied arbitrarily by the district. Per PPS and FLO, ideal building utilization is roughly 80%. To ensure robust programming and staffing, middle school enrollment should be a minimum of 500 students, and K-5 enrollment should be a minimum of 270. Pre-pandemic, Abernethy, a K-5 we were told was not included in our scope, consistently had over 500 students and over 100% utilization (including modulars). At the same time, and even in the SEGC proposal that is currently being presented to the Board, neighborhood K-5s like Marysville, Creston, and Arleta will all be at or below 50% utilization, and barely reach the 270 minimum enrollment target.

FLO and PPS models consistently demonstrate that outer SE elementary and middle schools are projected to decrease in enrollment over the coming years, and until broader boundary changes are implemented across the region, under-enrollment will continue to be an issue in outer SE. Though closing any of the K-5s in outer SE is not currently on the table according to PPS, the possibility looms large as projected enrollment drops and attendance continues to shrink. This will become an issue that has to be faced, all while overcrowded and affluent inner SE schools continue on untouched and bursting at the seams with students and educational opportunity. In order to create robustly enrolled schools for all students, the process should begin with the overcrowded inner SE schools. The alternative, waiting to change boundaries for inner SE until after the conclusion of the SEGC Phase 2 process, creates the potential for re-impacting outer SE students that are currently facing sweeping change and multiple transitions. In order to create robustly enrolled schools for all students, the process should begin with the overcrowded inner SE schools and spread outward towards enrollment-challenged outer SE schools.

While Hosford MS was included in our scenarios, its feeder schools (Abernethy, Buckman, and Grout) were left out, placing limitations on the SEGC's ability to fully balance enrollment across all SE middle schools. Sunnyside, another overcrowded school adjacent to both Mt. Tabor and Hosford Middle Schools, was also excluded. Two of Sellwood MS's three feeders, Duniway and Llewellyn, were left out of the Phase 2 process entirely, while the SEGC was barely allowed to consider changes to one side of Lewis's boundary. These restrictions greatly impacted the coalition's options to increase enrollment at Lane MS, in direct opposition to the charge given to us by the Board.

The SEGC was given an incomplete toolkit to do the job set before us, leaving us to create a proposal that forces more upheaval on the most vulnerable students, and upholds precisely the inequities in our educational system we have been tasked with repairing. The rationale behind excluding inner SE schools from the SEGC process was stated as limiting the scope so as to reduce the negative impacts of change during the pandemic. But as members of the SEGC and the broader community have repeatedly pointed out, that decision only limits change for a select group of SE Portland students, while increasing the likelihood that those involved in the current process will also face further changes down the road. How does limiting change for the highest SES students in the best performing schools while placing the burden of balance on the lowest SES students in poorer performing schools meet the equity goals set forth both in the SEGC charge and the district's RESJ policy? We have yet to hear a rationale for this prioritization.

We request that PPS and the Board either extend the SEGC process and include inner SE schools in our work, or have educational leaders give a full rationale that illustrates how the decision to exclude the most privileged students from this enrollment balancing process aligns with their own RESJ policy.

Signers

Note: While school affiliations are provided for reference, individuals are signing in their capacity as SEGC members, not on behalf of their school communities.

Alissa McMaken Roberts, Woodstock

Andrea Emerson, Whitman

Andy Jacob, Bridger

Beth Brett, Creston

Beth Cavanaugh, Hosford Middle School

Dee Reddy, Kellogg Middle School- Spanish DLI

Eddie Wang, Woodstock

Elizabeth Kennedy-Wong, Mt. Tabor Middle School, Franklin High School

Ellie Russell, Marysville

Harmony Quiroz, Atkinson

Josh Cody, Creative Science School

Martha Almendarez-Langland, Atkinson

Maya Mori, Mt. Tabor Middle School

Micah Chu, Sellwood MS/Lewis Elementary

Michelle Harada, Harrison Park

Sarah Kincaid, Kellogg Middle School- Neighborhood Program

Sondra Blair, Arleta



SE Enrollment and Program Balancing Racial Equity Impact Analysis

Spotlight on Black and
Native American Students



**PORTLAND
PUBLIC
SCHOOLS**

April 5, 2022



Theory of Action

IF...

We braid Racial Equity and Social Justice strategies into our instructional core, work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student

...THEN

We will reimagine Portland Public Schools to ensure every student, especially our Black and Native American students, realizes the vision of the Graduate Portrait.





PPS Strategic Plan: Racial Equity and Social Justice

As a community, we have an urgency to intentionally disrupt systems of oppression, because they are closely tied to disparities of access and educational outcomes, especially among our Black and Native American students.

Goal #1: Disrupt racial inequities by applying the PPS RESJ Lens to analyze and interrogate high-leverage system change opportunities, including policies, processes, and resource allocation.



Context: Pervasive Housing Barriers

[History of Racist Planning in Portland](#), Portland Bureau of Planning and Sustainability, 2019

“Take a group of people who have been systematically denied wealth-building opportunities for generations, add low, stagnating incomes, throw in a subprime mortgage disaster, spiraling housing costs and wholesale community displacement, and you have a recipe for a severe economic backslide...There is no African American community in Portland at this point. It’s a scattered community.”

-Cheryl Chandler-Roberts, executive director of Portland’s African American Alliance for Homeownership, 2017. Source: nccr.org/gentrification-portland/ March 2019

The [N/NE Neighborhood Housing Strategy](#) is an initiative by the Portland Housing Bureau to address a legacy of displacement in North and Northeast Portland through investments in new affordable rental housing, opportunities for first-time homebuyers, and home retention programs for longtime residents.



Context: Pervasive Housing Barriers

“The 2018 State of Housing in Portland report from the Portland Housing Bureau found that there are no neighborhoods anywhere in Portland that have affordable one- or two-bedroom apartments for the average Native American household, which has an annual income of \$29,859 and can afford about \$746 in monthly housing payments.”

-Housing in Portland is Unaffordable for Many Native American Families,
www.underscore.news, March 2020



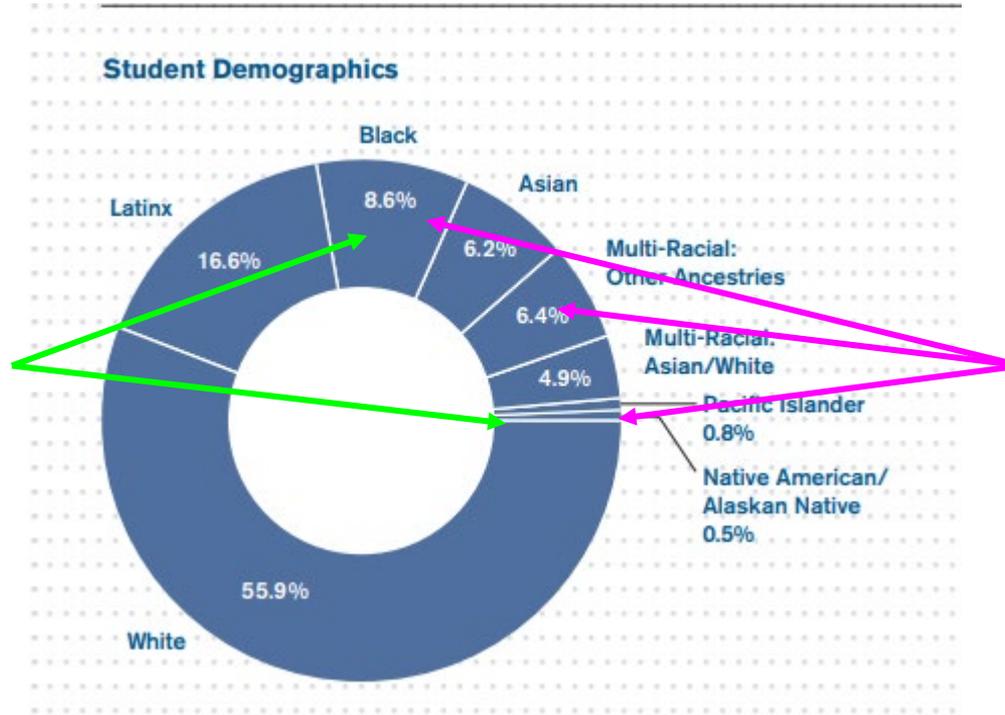
Housing Projects
completed/underway
The **Generations Project**
Nesika Illahee
Mamook Tokatee
Hayu Tilixam



42 multi-generational apartments in Marysville boundary

Black and Native American student enrollment

When measured by single-race only, Black and Native American students make up **about 9%** of PPS enrollment



When students with multiple racial and ethnic identities are included, **about 16%** of PPS students identify as Black and/or Native American

Impact analysis focus

Ten SEGC Phase 2 schools have concentrations of Black and Native American students above the district average-see next slide for details

Black and Native American enrollment, including multi-racial students, in all SEGC Phase 2 *programs* ranges from 1-42%. Click here for a [list of all SEGC Phase 2 programs](#)

Across all schools, Native students have fewer racial peers and are more isolated than most other racial and ethnic groups, including Black students





Impact analysis focus

School	Program	Black (Single Race)	Native (Single Race)	Latinx with Black or Native	Multiple with Black or Native	Total Black or Native	Total Black or Native Percent
Harrison Park	Neighborhood Program	125	5	8	52	190	42%
Kelly	Neighborhood Program	40	7	11	28	86	36%
Vestal	Neighborhood Program	24	1	11	27	63	30%
Bridger	Neighborhood Program	18	3	4	12	37	29%
Lent	Neighborhood Program	21	0	12	8	41	27%
Woodmere	Neighborhood Program	29	1	8	23	61	24%
Lane	Neighborhood Program	41	2	10	20	73	23%
Roseway Heights	All Programs	71	4	12	30	117	20%
Whitman	Neighborhood Program	14	1	5	10	30	20%
Marysville	Neighborhood Program	10	4	11	23	48	19%



Enrollment factors impacting SE schools with concentrations of Black and Native students

School enrollment below minimum targets: Limits opportunity to access a broad range of instructional programs, including electives

Marysville, Whitman, Woodmere, Vestal, Lane, Harrison Park MS

Single-strand K-5 neighborhood program: Limits opportunities for professional development, mixing up cohorts from year to year, and may lead to lower outcomes for underserved students

Bridger neighborhood, Lent neighborhood

Overcrowding is a concern at *Bridger*, impacting space for small group work and other student supports

Input from Black and Native American families

- Concerns about ongoing struggles for adequate staffing, resources, and program access. Parents feel the pressure of having to continually advocate for their children to receive the level of education and services they deserve. They want to feel like they are being heard.
- Students need stable interpersonal connections to be successful. It takes time to build trust and a sense of community. Current teachers and staff have historical knowledge of the kids, parents, extended families, and even friend networks. Biggest fear is having to completely start over with strangers who don't know their kids.
- It's important to keep neighborhoods together, minimize distances, and provide safe and reliable transportation options, particularly for underserved families who often do not drive.

Input from Black and Native American families

- Concerns about the limited middle school curriculum and elective options at their K-8. Students need access to more STEAM-focused classes, including science, visual and performing arts, technology, and design.
- Would like to see schools to do a better job with supporting of a range of learning styles. Ensure class sizes remain small enough for teachers to meet students where they are both academically and socially. Provide access to tutoring and academic supports.
- The process has been confusing, and many families are not able to participate in a meaningful way: “How do these people expect us parents who have never looked at a draft before to understand this?”

Input from Black and Native American families

- Representation is important – students and families should have access to staff and teachers who look like them and share their language.
- Desire to have both ethnic representation in staff along with access in extension programs like dual language. I personally have had to choose between language and culture and it is a terrible compromise to have to make.



Potential impacts of recommendation

- **Marysville, Whitman, Woodmere, Vestal, Lane and Harrison Park** would all see enrollment climb above minimum guidelines, which could positively impact opportunities
 - Enrollment drops below the recommended minimum at Roseway Heights when Vestal becomes part of the Harrison Park MS boundary. Roseway Heights could add another feeder school in the next phase of enrollment and program balancing to offset the loss.
- **Bridger and Lent** would no longer have single-strand neighborhood programs
 - Students in the **Lent** neighborhood program would have guaranteed access to Spanish DLI in the future—a program proven to lead to increased achievement for Black and Native students. However, current neighborhood program students would have to move to **Marysville** beginning in 2023, which is further away and requires transportation.
 - Students in the **Bridger** neighborhood program would join with **Creative Science**, which has fewer Black and Native students.

Potential impacts of recommendation

- Harrison Park neighborhood grades 6-8 and Bridger neighborhood programs would have significantly smaller cohorts of Black and Native students in both proposals

School	Program	2021-22 Actual	If F3a were fully implemented this year
Harrison Park	Neighborhood Program	K-8: 28.4%	6-8: 14.5%
Bridger	Neighborhood Program	K-5: 16.7%	K-8: 7.2%

- The overall rate of students who qualify for free meals may go down at some schools, but the impact on Title I resources cannot be predicted at this time
- Culturally specific resources, including partner programs, will continue and follow students to new schools
- There will be space to expand early learning opportunities: Lent and Marysville in 2022, and potentially more schools in additional years





Racial Equity Impact Measures for Phase 2 Schools





Enrollment & Program Balancing: Final SE Proposal Survey

April 26, 2022

This memorandum summarizes 86 responses to the Final Enrollment and Program Balancing survey for the South East Guiding Coalition. The survey elicited feedback from community members regarding the final proposals to balance enrollment in South East Portland schools. This narrative report is a companion to the data presented in the supplemental workbook.

Languages

This survey was translated in all five languages supported by PPS (Spanish, Russian, Vietnamese, Chinese, and Somali). There were 86 responses to the English language version of the survey and no responses to the surveys in the supported languages.

Racial and Ethnic Identity

Survey participants were asked to provide their racial and ethnic identity. The majority of respondents were white (58%), followed by Latinx (15%).

Table 1 displays participant and PPS Student race/ethnicity.

Table 1. Race/ethnicity

Race/ethnicity	Survey Participants		PPS Students
	<i>n</i>	%	%
Black	1	1.4	8.6
Asian	6	8.1	6.0
Hispanic – Latin/x/a/o	11	14.9	16.6
Native American or Alaska Native	1	1.4	0.5
Native Hawaiian or other Pacific Islander	1	1.4	0.8
Multi-Racial	9	12.2	11.8
White, non-Hispanic – Latin/x/a/o	43	58.1	55.8
Other	2	2.7	NA
Overall	74	100.0	100.0

Note: some participants did not report race/ethnicity

Schools

More participants indicated they were associated with Glencoe (15 responses) than any other school, followed by Hosford (9), Bridger (9), and Atkinson (9).

Table 2 displays schools.

Table 2: Schools

Schools	Count
Glencoe	15
Hosford	9
Bridger	9
Atkinson	9
Mt. Tabor	7
Woodstock	6
Kellogg	6
Lewis	4
Lent	4
Sellwood	3
Creston	3
Community member- No-Specific school affiliation	2
Vestal	1
Lane	1
Creative Science	1
Total	80

Respondents were asked which programs they were associated with. The majority of respondents were associated with Mt Tabor Neighborhood (13), followed by Bridger Spanish (9), and Atkinson Neighborhood (8).

Table 3 displays programs.

Table 3: Programs

Programs	Count
Mt. Tabor Neighborhood	13

Table 3: Programs

Programs	Count
Bridger Spanish	9
Atkinson Neighborhood	8
Hosford Chinese	7
Woodstock Neighborhood	6
Woodstock Chinese	3
Lent Neighborhood	3
Kellogg Spanish	3
Mt. Tabor Spanish	2
Kellogg Neighborhood	2
Lent Spanish	1
Bridger Neighborhood	1
Total	58

Reactions to Proposals

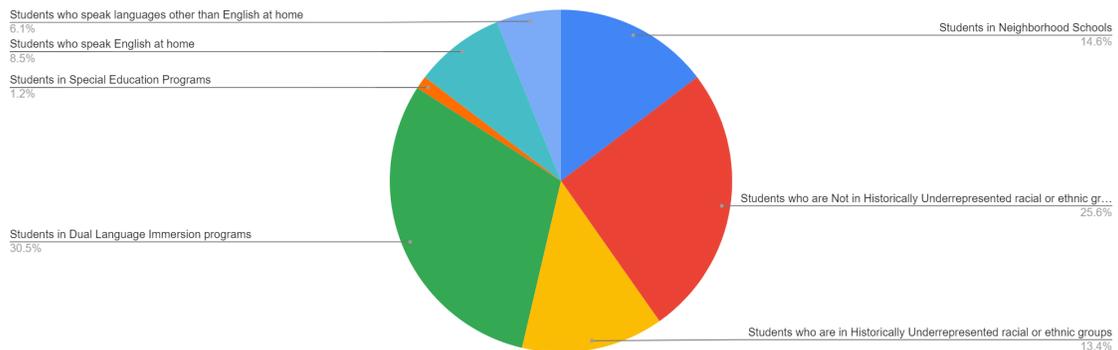
Students Most Benefited

The survey asked participants, “Who might benefit MOST from the proposed changes? Please consider other school communities as well as your own school in your response.” This was a closed-choice item, respondents were asked to choose just one option. “Students in Dual Language Immersion Programs” was the most frequently selected option with 31% of respondents so reporting, followed by Students who are Not in Historically Underrepresented racial or ethnic groups (26%), and “Students in Neighborhood Schools” (15%).

Figure 1 presents the results from this item.

Figure 1: Who might benefit most from the proposed changes?

Who might benefit MOST from the proposed changes? Please consider other school communities as well as your own school in your response.



As a follow up to this question, community members were asked why they felt this group benefited the most from the final proposal. The most commonly reported theme was that white, higher income, or more privileged kids will benefit most with 16 community members so commenting. Twelve respondents commented that students in Dual Language Immersion programs would benefit, with seven comments indicating that students in neighborhood programs would benefit most.

Table 4 presents the themes around why those students benefit most.

Table 4: Why will these students benefit most?

Theme	Count
No one benefits	4
White, higher income, more privileged kids benefit	16
Students in DLI programs benefit	12
Students in neighborhood programs benefit	7

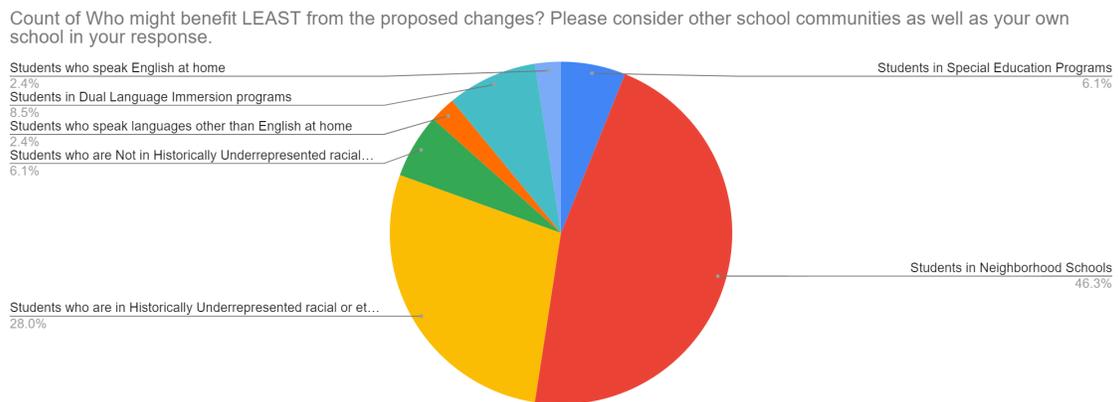
Students Least Benefited

The survey asked, “Who might benefit LEAST from the proposed changes? Please consider other school communities as well as your own school in your response.”

This was a closed-choice item, community members were asked to choose just one option, the most frequently selected option was “Students in Neighborhood Schools” with 46% of respondents so reporting. The next most frequently selected options were “Students who are in Historically Underrepresented racial or ethnic groups” (28%), followed by “Students in Dual Language Immersion programs” (8.5%).

Figure 2 presents the results from this item.

Figure 2: Who Might Benefit LEAST from the proposed changes?



As a follow up to this question, community members were asked why they felt this group benefited the least from the final proposal. Community members most frequently commented that students in neighborhood schools would benefit least (29 comments). The next most frequently reported theme was students that must change schools would benefit the least (24 comments).

Table 5 presents the themes around which students benefit least.

Table 5: Why will these students benefit least?

Theme	Count
Historically Underserved students benefit least	15
Students in neighborhood schools benefit least	29
Students in DLI programs benefit least	10
Students that must change schools	24

Improved Student Outcomes

Community members were asked: “In your opinion, will these changes lead to improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?” The majority of respondents reported No (60%), followed by Maybe (33%), with just 7% of respondents reporting yes.

As a follow up to this item, community members were asked: “How will we know if these changes have improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?” The most frequent theme was around data (12 comments), followed by other suggestions around how to monitor progress.

Table 6 presents the themes from this open-ended item.

Table 6: Improved Outcomes

Theme	Count
Ask the community	5
Data (attendance, discipline, test scores, etc)	12
Improved equity (racial, economic)	4
Other	11
We won't or can't or it won't	10

Eased Transition

Community members were asked, “When a plan moves forward, how could we ease the transition for students, families, and staff?” The most common theme from this open-ended item was to allow legacies, “grandfathering”, or other slow transition planning (36 comments). Many community member expressed that they felt PPS should not make any changes (13 comments). Table 6 presents the themes from this open-ended item.

Table 6: How to Ease the Transition

Theme	Count
Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	36
Transportation	9
Don't make any changes	13
More support to schools	5
More support for students	5
More communication/ clarity/ information about the impacts of the changes	9
More support for families	3

Additional Feedback

As a last item on the survey, community members were asked, “Do you have additional feedback for PPS about this proposal or the process?” The majority of responses (31) expressed frustration about the process or the decisions made. There were many comments about equity concerns (23) or income inequality (12). Many community members commented that they desired better communication from PPS about the process and more input in the decision.

Table 7 presents themes from this open-ended item

Table 7: Additional Feedback for PPS

Theme	Count
Redistricting creates greater income inequality	12
Better outreach to families, community, more transparency	21
Slow transition	1
Please reconsider, frustration	31
Breaking up neighborhoods, longer commute to school	18
Equity concerns	23
Other	10

PPS Enrollment & Program Balancing i

Search Address 🔍

Proposed Future Boundaries would take effect at the start of the 2023-34 school year. ×

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Current boundaries will remain in place through the end of the 2022-23 school year.

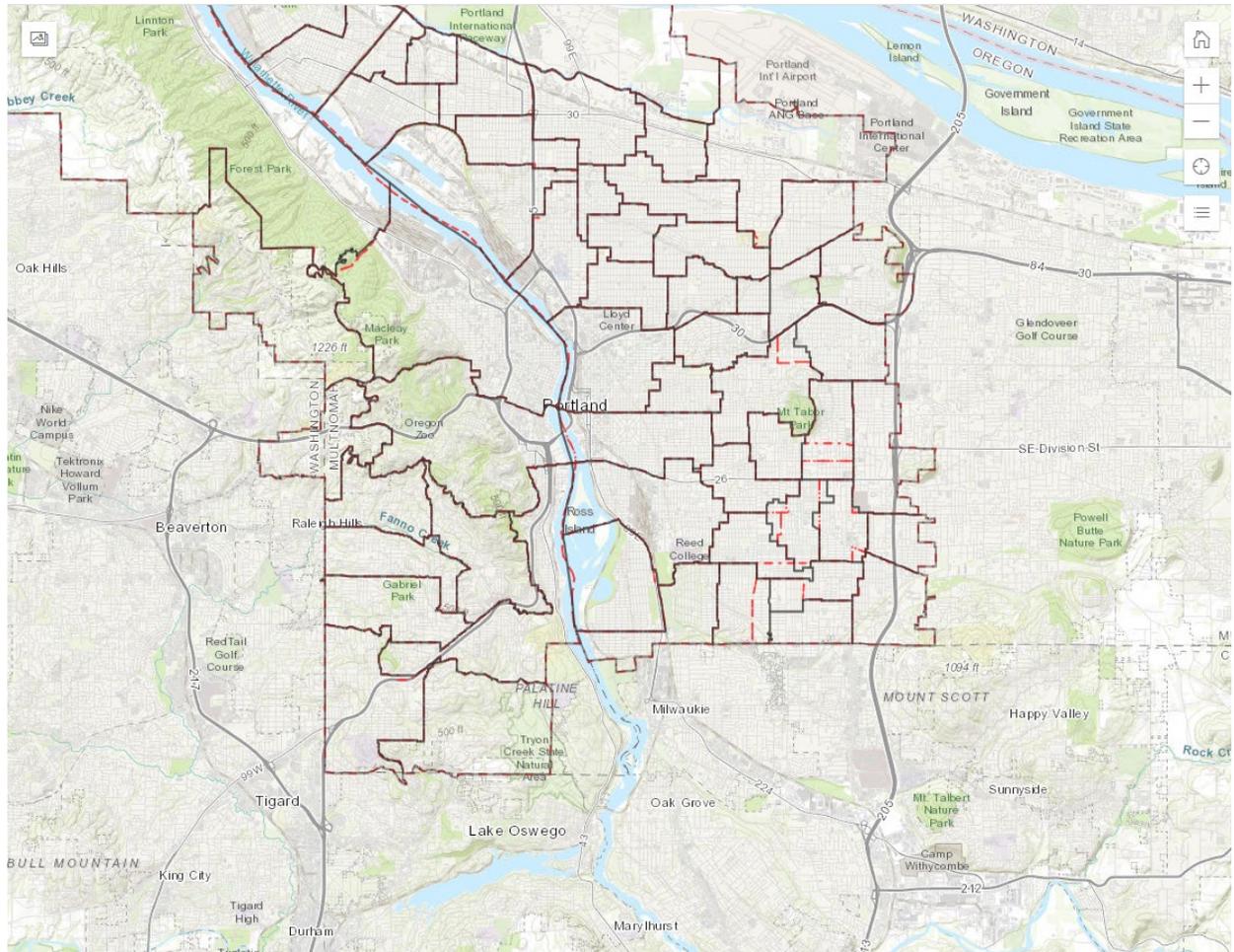
Search for an address to learn which Portland Public School your child will attend in the 2023-24 school year.
If you don't know the address, use one of these search methods:

- Click the search box and type in an address or choose **Use current location**
- Click a point within the map

The PPS Board of Education will vote May 24, 2022 on school boundary and program changes impacting 20 elementary, middle and K-8 schools in Southeast Portland.

If approved, the changes will go into effect at *the start of the 2023-24 school year for incoming Kindergarten and 6th grade students, only*, per PPS Policy. ([See Student Assignment for Neighborhood Schools](#))





Oregon Metro, Bureau of Land Management, State of Oregon, State of Oregon DOT, State of Oregon GEO, Esri Canada, Esri, HERE, Garmin, USGS, NGA, EPA, USDA, NPS Powered by Esri

2021-2022 Summary Stats for Comparison

School Information			Enrollment Overview		Building Capacity		Utilization Estimates (w/o modulars)		Student Demographics (from 2021-22 Student Database, except Low Income from 2020-21)				
School Name	Grades Serviced	Program	2021 Enrollment	2025 Forecast	Building Capacity (w/o modulars)*	2021 Enrollment	2025 Forecast	SPED	Black & Native Students	ELL	BIPOC	Low Income	
Arleta	K-5	Neighborhood	269	290	696	696	38.6%	41.7%	17.5%	4.8%	9.7%	33.1%	29.5%
		Total	269	290	696	696	38.6%	41.7%	17.5%	4.8%	9.7%	33.1%	29.5%
Atkinson	K-5	Neighborhood	206	228	567	567	36.3%	40.2%	19.4%	1.0%	3.4%	12.1%	14.2%
		Spanish DLI	136	126	567	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	24.3%
		Total	342	354	567	567	60.3%	62.4%	16.4%	1.5%	11.1%	31.3%	17.9%
Bridger *Capacity Calculated with post-2005 modulars	K-5	Neighborhood	126	115	561	510	24.7%	22.5%	12.7%	16.7%	7.1%	42.1%	39.0%
		Spanish DLI	211	223	561	510	41.4%	43.7%	12.3%	1.9%	22.7%	57.8%	15.7%
		Total	337	338	561	510	66.1%	66.3%	12.4%	7.4%	16.9%	51.9%	24.5%
Clark	K-8	Creative Science	419	452	495	495	84.6%	91.3%	21.5%	4.3%	3.6%	26.7%	14.4%
		Total	419	452	495	495	84.6%	91.3%	21.5%	4.3%	3.6%	26.7%	14.4%
Creston	K-5	Neighborhood	250	225	558	558	44.8%	40.3%	22.0%	3.2%	6.4%	27.6%	26.5%
		Total	250	225	558	558	44.8%	40.3%	22.0%	3.2%	6.4%	27.6%	26.5%
Glencoe	K-5	Neighborhood	373	375	600	573	65.1%	65.4%	18.5%	2.9%	3.2%	20.6%	11.4%
		Total	373	375	600	573	65.1%	65.4%	18.5%	2.9%	3.2%	20.6%	11.4%
Harrison Park	K-8	Chinese DLI	72	148	890	890	8.1%	16.6%	8.3%	4.2%	47.2%	75.0%	19.0%
		Neighborhood	457	412	890	890	51.3%	46.3%	17.1%	28.4%	30.4%	77.7%	49.3%
		Total	529	560	890	890	59.4%	62.9%	15.9%	25.1%	32.7%	77.3%	45.1%
Hosford	6-8	Chinese DLI	116	124	696	696	16.7%	17.8%	5.2%	0.0%	4.3%	45.7%	7.2%
		Neighborhood	513	495	696	696	73.7%	71.1%	16.8%	6.0%	5.8%	26.7%	23.8%
		Total	629	619	696	696	90.4%	88.9%	14.7%	4.9%	5.5%	30.2%	20.4%
Kellogg	6-8	Neighborhood	533	572	778	778	68.5%	73.5%	19.7%	6.6%	9.8%	49.2%	32.6%
		Spanish DLI	151	155	778	778	19.4%	19.9%	15.9%	4.6%	20.5%	76.2%	17.9%
		Total	684	727	778	778	87.9%	93.4%	18.9%	6.2%	12.2%	55.2%	29.6%
Kelly	K-5	Neighborhood	238	231	670	670	35.5%	34.5%	22.3%	19.7%	27.7%	71.8%	53.1%
		Russian DLI	134	214	670	670	20.0%	31.9%	6.0%	0.0%	78.4%	9.7%	37.5%
		Total	372	445	670	670	55.5%	66.4%	16.4%	12.6%	46.0%	49.4%	46.5%
Lane	6-8	Neighborhood	322	308	770	770	41.8%	40.0%	22.7%	13.4%	17.7%	68.3%	47.1%
		Russian DLI	41	55	770	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.5%
		Total	363	363	770	770	47.1%	47.1%	21.2%	12.4%	20.1%	61.1%	44.7%
Lent	K-5	Neighborhood	151	154	707	632	23.9%	24.4%	11.9%	13.9%	27.2%	64.9%	55.0%
		Spanish DLI	126	123	707	632	19.9%	19.5%	19.0%	2.4%	54.0%	73.8%	36.7%

2021-2022 Summary Stats for Comparison

School Information			Enrollment Overview		Building Capacity		Utilization Estimates (w/o modulars)		Student Demographics (from 2021-22 Student Database, except Low Income from 2020-21)					
School Name	Grades Serviced	Program	2021 Enrollment	2025 Forecast	Building Capacity (w/o modulars)*	2021 Enrollment		2025 Forecast		SPED	Black & Native Students	ELL	BIPOC	Low Income
		Total	277	277	707	632	43.8%	43.8%	15.1%	8.7%	39.4%	68.9%	46.5%	
Lewis	K-5	Neighborhood	337	358	444	444	75.9%	80.6%	18.7%	1.2%	2.1%	19.0%	15.5%	
		Total	337	358	444	444	75.9%	80.6%	18.7%	1.2%	2.1%	19.0%	15.5%	
Marysville	K-5	Neighborhood	248	246	533	533	46.5%	46.2%	19.8%	5.6%	14.9%	50.0%	47.5%	
		Total	248	246	533	533	46.5%	46.2%	19.8%	5.6%	14.9%	50.0%	47.5%	
Mt Tabor	6-8	Japanese DLI	249	273	682	682	36.5%	40.0%	8.8%	0.4%	2.4%	14.1%	4.4%	
		Neighborhood	327	320	682	682	47.9%	46.9%	21.1%	2.1%	2.8%	22.3%	10.8%	
		Spanish DLI	69	67	682	682	10.1%	9.8%	14.5%	0.0%	18.8%	60.9%	21.8%	
		Total	645	660	682	682	94.6%	96.8%	15.6%	1.2%	4.4%	23.3%	9.6%	
Roseway Heights	6-8	Neighborhood	483	479	803	803	60.1%	59.7%	15.9%	14.5%	8.1%	48.7%	36.0%	
		Spanish DLI	106	82	803	803	13.2%	10.2%	18.9%	4.7%	36.8%	81.1%	39.8%	
		Vietnamese	15	81	803	803	1.9%	10.1%	13.3%	0.0%	20.0%	93.3%	33.3%	
		Total	604	642	803	803	75.2%	80.0%	16.4%	12.4%	13.4%	55.5%	36.6%	
Sellwood	6-8	Neighborhood	553	568	683	683	81.0%	83.2%	16.3%	1.6%	0.5%	15.4%	9.3%	
		Total	553	568	683	683	81.0%	83.2%	16.3%	1.6%	0.5%	15.4%	9.3%	
Sunnyside	K-8	mental Neighborhood	469	451	546	492	95.3%	91.7%	17.5%	2.1%	1.1%	22.0%	17.0%	
		Total	469	451	546	492	95.3%	91.7%	17.5%	2.1%	1.1%	22.0%	17.0%	
Vestal	K-5	Neighborhood	207	205	554	481	43.0%	42.6%	20.8%	12.1%	10.6%	52.2%	44.7%	
		Total	207	205	554	481	43.0%	42.6%	20.8%	12.1%	10.6%	52.2%	44.7%	
Whitman	K-5	Neighborhood	152	189	493	493	30.8%	38.3%	16.4%	9.9%	23.0%	62.5%	45.9%	
		Total	152	189	493	493	30.8%	38.3%	16.4%	9.9%	23.0%	62.5%	45.9%	
Woodmere	K-5	Neighborhood	253	247	473	381	66.4%	64.8%	23.3%	11.9%	21.7%	58.5%	50.2%	
		Total	253	247	473	381	66.4%	64.8%	23.3%	11.9%	21.7%	58.5%	50.2%	
Woodstock	K-5	Chinese DLI	255	288	648	648	39.4%	44.4%	7.1%	0.0%	27.5%	46.7%	12.7%	
		Neighborhood	224	227	648	648	34.6%	35.0%	13.4%	0.9%	3.6%	14.7%	15.3%	
		Total	479	515	648	648	73.9%	79.5%	10.0%	0.4%	16.3%	31.7%	13.9%	

Notes: The 2025-26 enrollment forecast was published by the Portland State University Population Research Center (PSU PRC) in March 2021. The 2021-22 enrollment reflects the official October 2021 student counts used for district-wide reporting. Student locations and demographics are not provided in the PSU PRC forecasts, so socioeconomic indicators are based on 2021-22 actual enrollment. Low income demographic category is based on direct certification which is an economic indicator. Direct certification also determines a school's Title 1 status; schools with 33% or more direct certification students is considered Title 1.

Recommendation Summary Stats

School Information			Enrollment Overview		Building Capacity	Building Capacity (w/o modulars)*	Utilization Estimates (w/o modulars*)		Student Demographics (from 2021-22 Student Database)				
School Name	Grades Serviced	Program	2021 Enrollment	2025 Forecast			2021 Enrollment	2025 Forecast	SPED	Black & Native Students	ELL	BIPOC	Low Income
Arleta	K-5	Neighborhood	260	310	696	696	37.4%	44.5%	18.1%	6.5%	6.9%	30.8%	29.1%
		Total	260	310	696	696	37.4%	44.5%	18.1%	6.5%	6.9%	30.8%	29.1%
Atkinson	K-5	Neighborhood	252	270	567	567	44.4%	47.6%	20.2%	4.4%	4.4%	17.5%	15.6%
		Spanish DLI	136	126	567	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	19.9%
		Total	388	396	567	567	68.4%	69.8%	17.3%	3.6%	10.8%	32.5%	17.1%
Bridger* Capacity Calculated with post-2005 modulars	K-8	Creative Science	312	318	561	510	61.2%	62.4%	19.4%	7.2%	4.4%	30.3%	20.0%
		Total	312	318	561	510	61.2%	62.4%	19.4%	7.2%	4.4%	30.3%	20.0%
Clark	K-5	Chinese DLI	72	104	495	495	14.5%	21.0%	8.3%	4.2%	47.2%	75.0%	11.1%
		Neighborhood	277	268	495	495	56.0%	54.1%	16.6%	29.2%	31.8%	71.5%	52.4%
		Total	349	372	495	495	70.5%	75.2%	14.9%	24.1%	35.0%	72.2%	44.2%
Creston	K-5	Neighborhood	267	256	558	558	47.8%	45.9%	22.1%	3.4%	6.7%	28.1%	25.2%
		Total	267	256	558	558	47.8%	45.9%	22.1%	3.4%	6.7%	28.1%	25.2%
Glencoe	K-5	Neighborhood	345	364	600	573	60.2%	63.5%	19.1%	3.2%	2.3%	19.7%	11.0%
		Total	345	364	600	573	60.2%	63.5%	19.1%	3.2%	2.3%	19.7%	11.0%
Harrison Park	6-8	Chinese DLI	116	168	890	890	13.0%	18.9%	5.2%	0.0%	4.3%	45.7%	6.9%
		Neighborhood	442	420	890	890	49.7%	47.2%	19.2%	14.5%	12.4%	51.6%	30.6%
		Total	558	588	890	890	62.7%	66.1%	16.3%	11.5%	10.8%	50.4%	25.7%
Hosford		Neighborhood	533	480	696	696	76.6%	69.0%	17.1%	5.6%	6.8%	28.7%	22.3%
		Total	533	480	696	696	76.6%	69.0%	17.1%	5.6%	6.8%	28.7%	22.3%
Kellogg	6-8	Neighborhood	439	472	778	778	56.4%	60.7%	20.5%	6.8%	10.3%	52.2%	36.2%
		Spanish DLI	220	222	778	778	28.3%	28.5%	15.5%	3.2%	20.0%	71.4%	22.3%
		Total	659	694	778	778	84.7%	89.2%	18.8%	5.6%	13.5%	58.6%	31.6%
Kelly	K-5	Neighborhood	241	230	670	670	36.0%	34.3%	22.8%	19.9%	28.6%	72.6%	51.6%
		Russian DLI	134	214	670	670	20.0%	31.9%	6.0%	0.0%	78.4%	9.7%	33.6%
		Total	375	444	670	670	56.0%	66.3%	16.8%	12.8%	46.4%	50.1%	45.3%
Lane	6-8	Neighborhood	472	543	770	770	61.3%	70.5%	22.0%	11.2%	12.3%	55.5%	35.9%
		Russian DLI	41	55	770	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.8%
		Total	513	598	770	770	66.6%	77.7%	21.1%	10.7%	14.4%	51.5%	35.2%
Lent	K-5	Neighborhood	157	181	707	632	24.8%	28.6%	11.5%	14.0%	27.4%	68.2%	58.6%
		Spanish DLI	337	346	707	632	53.3%	54.7%	14.8%	2.1%	34.4%	63.8%	24.0%
		Total	494	527	707	632	78.2%	83.4%	13.8%	5.9%	32.2%	65.2%	35.3%

Recommendation Summary Stats

School Information			Enrollment Overview		Building Capacity		Utilization Estimates (w/o modulars*)		Student Demographics (from 2021-22 Student Database)				
School Name	Grades Serviced	Program	2021 Enrollment	2025 Forecast	Building Capacity	Building Capacity (w/o modulars)*	2021 Enrollment	2025 Forecast	SPED	Black & Native Students	ELL	BIPOC	Low Income
Lewis	K-5	Neighborhood	286	281	444	444	64.4%	63.3%	18.2%	0.7%	2.4%	19.9%	13.1%
		Total	286	281	444	444	64.4%	63.3%	18.2%	0.7%	2.4%	19.9%	13.1%
Marysville	K-5	Neighborhood	248	247	533	533	46.5%	46.3%	21.0%	5.6%	16.9%	51.6%	47.7%
		Total	248	247	533	533	46.5%	46.3%	21.0%	5.6%	16.9%	51.6%	47.7%
Mt Tabor	6-8	Japanese DLI	249	273	682	682	36.5%	40.0%	8.8%	0.4%	2.4%	14.1%	3.6%
		Neighborhood	226	183	682	682	33.1%	26.8%	22.6%	2.7%	3.5%	25.2%	11.5%
		Total	475	456	682	682	69.6%	66.9%	15.4%	1.5%	2.9%	19.4%	7.4%
Roseway Heights	6-8	Neighborhood	402	388	803	803	50.1%	48.3%	15.7%	14.2%	8.5%	49.0%	31.8%
		Spanish DLI	107	82	803	803	13.3%	10.2%	19.6%	4.7%	37.4%	81.3%	39.6%
		Vietnamese DLI	15	81	803	803	1.9%	10.1%	13.3%	0.0%	20.0%	93.3%	33.3%
		Total	524	551	803	803	65.3%	68.6%	16.4%	11.8%	14.7%	56.9%	33.5%
Sellwood	6-8	Neighborhood	522	536	683	683	76.4%	78.5%	15.5%	1.1%	0.6%	14.4%	6.4%
		Total	522	536	683	683	76.4%	78.5%	15.5%	1.1%	0.6%	14.4%	6.4%
Sunnyside Environmental	K-8	Neighborhood	469	483	546	492	95.3%	98.2%	17.5%	2.1%	1.1%	22.0%	14.1%
		Total	469	483	546	492	95.3%	98.2%	17.5%	2.1%	1.1%	22.0%	14.1%
Vestal	K-5	Neighborhood	268	274	554	481	55.7%	57.0%	20.5%	10.1%	10.1%	46.3%	34.7%
		Total	268	274	554	481	55.7%	57.0%	20.5%	10.1%	10.1%	46.3%	34.7%
Whitman	K-5	Neighborhood	261	302	493	493	52.9%	61.3%	18.8%	7.7%	18.8%	51.7%	36.8%
		Total	261	302	493	493	52.9%	61.3%	18.8%	7.7%	18.8%	51.7%	36.8%
Woodmere	K-5	Neighborhood	263	298	473	381	69.0%	78.2%	20.5%	10.6%	17.5%	54.0%	42.5%
		Total	263	298	473	381	69.0%	78.2%	20.5%	10.6%	17.5%	54.0%	42.5%
Woodstock	K-5	Chinese DLI	255	288	648	648	39.4%	44.4%	7.1%	0.0%	27.5%	46.7%	12.5%
		Neighborhood	214	205	648	648	33.0%	31.6%	14.0%	0.9%	3.7%	15.0%	12.5%
		Total	469	493	648	648	72.4%	76.1%	10.2%	0.4%	16.6%	32.2%	12.4%

Notes: The 2025-26 enrollment forecast was published by the Portland State University Population Research Center (PSU PRC) in March 2021. The 2021-22 enrollment reflects the official October 2021 student counts used for district-wide reporting. Student locations and demographics are not provided in the PSU PRC forecasts, so socioeconomic indicators are based on 2021-22 actual enrollment. Low income demographic category is based on direct certification which is an economic indicator. Direct certification also determines a school's Title 1 status; schools with 33% or more direct certification students is considered Title 1.



588 MS students
66% utilization

Harrison Park MS



Woodstock
Chinese DLI (2)



Clark
Chinese DLI (1)



Atkinson



Vestal



Clark



Creative Science K-8
@ Bridger
Includes Bridger N'hood K-5



Lane MS

598 MS students
78% utilization



Kelly
Russian DLI (1)



Kelly



Whitman



Woodmere



Woodstock



Mt. Tabor MS
456 MS students
67% utilization



Glencoe



Richmond
Japanese DLI (4)
Whole school DLI

Draft Proposal F-3: K-8 Feeder Patterns



694 MS students
89% utilization

Kellogg MS



Atkinson
Spanish DLI (1)



Lent
Spanish DLI (3)
Whole school DLI



Arleta



Marysville
N'hood opt-out for Lent



Hosford MS

480 MS students
69% utilization



Buckman



Abernethy



Grout



Creston



Sellwood MS

536 MS students
79% utilization



Duniway



Llewellyn



Lewis



Roseway Heights MS

470 MS students
59% utilization



Rose City
Park
Vietnamese DLI (2)



Rose City
Park



Lee



Scott
Spanish DLI (2)



Scott

Program Changes/Consolidation

- Middle school Chinese DLI at Harrison Park MS
- Middle school Spanish DLI at Kellogg MS
- Bridger K-5 Spanish DLI moves to Lent, Lent English-only program phased out
- (#) is number of DLI classrooms per grade



K-5 neighborhood school w/
boundary change



K-5 neighborhood school w/ MS
feeder and boundary change



K-5 neighborhood school w/
no change



Creative Science K-8 at
neighborhood school



K-5 immersion (DLI) program
w/ MS feeder change



K-5 immersion (DLI) program
w/ no feeder change

Enrollment estimates and
building utilization based on
2025-26 PSU projections

SE Enrollment and Program Balancing Recommendation School-by-School Impact Analysis

Arleta K-5 MS	2
Atkinson K-5 Neighborhood and Spanish DLI Programs	3
Bridger K-5 Neighborhood and Spanish DLI Programs	4
Creative Science K-8 School @Clark	5
Creston K-5	6
Glencoe K-5	7
Harrison Park K-8	8
Hosford MS neighborhood and Chinese DLI programs HS: Cleveland	10
Kellogg MS neighborhood and Spanish DLI programs HS: Franklin	11
Kelly K-5 neighborhood and Russian DLI programs	12
Lane MS neighborhood and Russian DLI programs	13
Lent K-5 Neighborhood and Spanish DLI Programs	14
Lewis K-5	15
Marysville K-5	16
Mt. Tabor MS neighborhood, Japanese and Spanish DLI programs	17
Roseway Heights neighborhood, Spanish and Vietnamese DLI programs	18
Vestal K-5	19
Whitman K-5	20
Woodmere K-5	21
Woodstock K-5 Neighborhood and Chinese DLI Programs	22

Sources:
 Enrollment data and demographic data: PPS School Profiles,
<https://www.pps.net/Page/942>, as reported by FLO Analytics 23

Arleta K-5 MS: Kellogg (beg.2021) HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
269	290	696	38.6%	41.7%	17.5%	4.8%	9.7%	33.1%	29.5%

Enrollment highlights: A small K-5 school, recently converted from K-8 and assigned to Kellogg MS and host to a Special Ed focus classroom. The Arleta attendance area is adjacent to other small K-5 schools, including Bridger, Creston and Woodmere.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
250	277	696	35.9%	39.8%	18.0%	6.8%	7.6%	31.2%	29.4%

Boundary change to Creston (AR-CR-03), area is north of SE Holgate Blvd, west of SE 60th Ave/SE Foster Rd. and has 7 students currently enrolled in PPS neighborhood schools.

Boundary change to Marysville (AR-MV-04), area is east of SE 72nd Ave/north of SE Boise St. and has 14 students currently enrolled in PPS neighborhood schools.

Boundary change to Woodmere (AR-WM-03), area is south of SE Woodstock Blvd. and has 7 students currently enrolled in PPS neighborhood programs.

Boundary change to Woodstock (AR-WS-01), area is south of SE Holgate Blvd, west of SE 60th Ave and has 23 students currently enrolled in their neighborhood school.

Boundary change from Bridger (BR-AR-01), area is north of SE Powell Blvd, east of SE 67th Ave, south of SE Woodward St., west of SE 82nd Ave. This area includes Kellogg MS and the blocks closest to it, and has 11 students currently enrolled in their neighborhood school.

Boundary change from Marysville (MV-AR-04), area is east of 72nd Ave and has 6 students currently enrolled in their neighborhood school.

Summary of options considered: Location for Creative Science K-8 (Proposal B), Location for co-located Spanish DLI (Proposals D1-D4), Boundary changes to adjacent schools (All proposals), split MS feeder pattern (Proposal F-2).

Community feedback highlights: Strong opposition to converting back to a K-8 structure and hosting Creative Science; interest in hosting Spanish DLI, but concerns about impact for non-DLI partner program students; strong support for remaining assigned to a single MS; concern about degree of boundary changes and small school size.

**Atkinson K-5 Neighborhood and Spanish DLI Programs MS: Mt. Tabor
HS: Franklin**

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	206	228	567	36.3%	40.2%	19.4%	1.0%	3.4%	12.1%	14.2%
Spanish DLI	136	126	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	24.3%
Total	342	354	567	60.3%	62.4%	16.4%	1.5%	11.1%	31.3%	17.9%

Enrollment highlights: Single strand Spanish DLI program; small two-strand neighborhood program; hosts Special Ed focus classrooms.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity *	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income	
Neighborhood	252	270	567	44.4%	47.6%	20.2%	4.4%	4.4%	17.5%	15.6%
Spanish DLI	136	126	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	19.9%
Total	388	396	567	68.4%	69.8%	17.3%	3.6%	10.8%	32.5%	17.1%

Boundary change from Bridger (BR-AT-03), the area is north of SE Woodward St, east of SE 67th Ave, south of SE Division St, west of SE 82nd Ave and has 52 students currently enrolled in their neighborhood school.

MS feeder pattern change for neighborhood program to Harrison Park MS with 94 students currently enrolled in their neighborhood school..

Program change for Spanish DLI to Kellogg MS with 69 enrolled students.

Summary of options considered: Spanish DLI moves to Lent (Proposals A, D1-4), to Bridger (Proposal B), to Arleta (Proposals D 1-4), and expands at Atkinson (Proposals C1-2); MS feeder change proposed to Hosford (Proposal A), to Harrison Park (Proposals D1-2, E1, F1-3), to Kellogg (Proposals B, C 1-2); boundary changes with adjacent schools (all proposals)

Community feedback highlights: Strong opposition to moving to a whole-DLI configuration, particularly at Lent; strong support for remaining co-located and increasing neighborhood size; support from Spanish DLI families for program consolidation at Kellogg; opposition to middle school change to Harrison Park for neighborhood students, due to distance and preference for E-2 option (neighborhood remains at Mt. Tabor, Spanish DLI at Harrison Park).

Bridger K-5 Neighborhood and Spanish DLI Programs

MS: Neighborhood: Harrison Park, w/transfers to Kellogg, Spanish DLI: Kellogg **HS:** Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	126	115	510	24.7%	22.5%	12.7%	16.7%	7.1%	42.1%	39.0%
Spanish DLI	211	223	510	41.4%	43.7%	12.3%	1.9%	22.7%	57.8%	15.7%
Total	337	338	510	66.1%	66.3%	12.4%	7.4%	16.9%	51.9%	24.5%

Enrollment highlights: Two-strand Spanish DLI program with declining rates of native Spanish-speaking applicants; single-strand neighborhood program; converted to a K-5 this year, with a default middle school assignment to Harrison Park and transfer preference to Kellogg, which is located on the southern edge of the Bridger boundary.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
312	318	510	61.2%	62.4%	19.4%	7.2%	4.4%	30.3%	20.0%

Program changes: Spanish DLI relocates to Lent; Creative Science K-8 moves to Bridger and becomes the default program for neighborhood students.

Boundary change to Arleta (BR-AR-01), area is north of SE Powell Blvd, east of SE 67th Ave, south of SE Woodward St., west of SE 82nd Ave. This area includes Kellogg MS and the blocks closest to it, and has 11 students currently enrolled in their neighborhood school..

Boundary change to Atkinson (BR-AT-03), area is north of SE Woodward St, east of SE 67th Ave, south of SE Division St, west of SE 82nd Ave and has 52 students enrolled in PPS.

MS Feeder pattern changes: Students in the Arleta boundary change area will be assigned to Kellogg MS; students in the Atkinson boundary change areas will remain assigned to Harrison Park; students in the rest of the Bridger neighborhood will have to option to enroll in Harrison Park instead of remaining at Creative Science for grades 6-8.

Summary of options considered: Convert to whole-DLI Chinese Immersion school with Spanish DLI moving to Lent (Proposal A), Convert to whole-DLI Spanish Immersion school (Proposal B), Convert to Creative Science K-8 school with Spanish DLI moving to Lent (Proposals C1-2, D1-4, E1-2, F1-3); MS feeder pattern changes for Spanish DLI to Harrison Park (Proposal E-2), boundary changes to adjacent schools (all proposals).

Community feedback highlights: Initial support for remaining co-located; strong support for having one program, either neighborhood or DLI, remain at Bridger, and allowing all DLI to move together to a new location and continuing at Kellogg MS; concern about dividing South Tabor portion of boundary and students who live close to Kellogg having to go further to Harrison Park.

Creative Science K-8 School @Clark MS: CSS HS: Based on home address

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
419	452	495	84.6%	91.3%	21.5%	4.3%	3.6%	26.7%	14.4%

Enrollment highlights: A focus option program that enrolls all students through the annual lottery and hardship petition process. The school has been located at the Clark building since 2008 and attracts and retains fewer BIPOC, English Learner and low income students than surrounding schools.

Changes proposed in F-3 amended:

See Bridger table

Relocate to Bridger building; Bridger neighborhood students will have guaranteed access to the program and can opt-out to nearby Clark ES or Harrison Park MS; future transfer slots will be set to maintain 2 sections per grade level.

Summary of options considered: Relocate to Woodstock ES (Proposal A), Relocate to Arleta ES (Proposal B), Relocate to Bridger ES (Proposals C-1, D1-4, E1-2, F1-3, G1-2), Relocate to Bridger and convert to a K-5 structure with middle school students assigned to Harrison Park (Proposal C2)

Community feedback highlights: Strong support from CSS families for remaining a K-8 school; preference for remaining at Clark or moving to Bridger vs relocating to Woodstock or Arleta; continued concern that PPS stance to allow CSS to remain at K-8 would negatively impact Harrison Park MS.

Creston K-5**MS: Kellogg (beg 2021)****HS: Franklin**

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
250	225	339	73.7%	66.4%	22.0%	3.2%	6.4%	27.6%	26.5%

Enrollment highlights: A small K-5 school converted from a K-8 this year and assigned to Kellogg MS. Hosts Deaf and Hard of Hearing program. A Head Start program is located at the Creston Annex. Classrooms leased to partner programs have been removed from building capacity and utilization estimates, to reflect that the main Creston building is one of the smallest in the region. Creston is nearly surrounded by focus option and DLI programs, resulting in a low rate of neighborhood students enrolling at the neighborhood school.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
265	254	339	78.2%	74.9%	22.3%	3.4%	6.4%	27.9%	25.2%

Boundary change from Arleta (AR-CR-03), area is north of SE Holgate Blvd, west of SE 60th Ave/SE Foster Rd. and has 7 students currently enrolled in PPS neighborhood schools.

MS Feeder pattern change to Hosford with 98 students currently enrolled in PPS neighborhood schools.

Summary of options considered: MS Feeder pattern change to Hosford (Proposals B, E-1, F1-3), boundary changes to adjacent schools (all proposals).

Community feedback highlights: Strong support for remaining assigned to Kellogg and opposition to shift to Hosford; concern about small program and lack of options to increase enrollment by changes with schools to the west of Creston.

Glencoe K-5

MS: Mt. Tabor

HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
373	375	573	65.1%	65.4%	18.5%	2.9%	3.2%	20.6%	11.4%

Enrollment highlights: Glencoe has the largest resident K-5 enrollment in the region, but is located far from some of the smallest K-5 schools. It has had stable enrollment of about 3 strands per grade level.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
348	364	573	60.7%	63.5%	19.0%	3.2%	2.3%	19.5%	11.0%

Boundary change to Vestal (GL-VS-02), area is north of E. Burnside St and east of NE 60th Ave. and has 41 students currently enrolled in their neighborhood school.

MS feeder pattern change to Harrison Park for the students assigned to Vestal, representing 17 students currently enrolled in PPS neighborhood programs.

Summary of options considered: Boundary changes to adjacent schools (all proposals).

Community feedback highlights: Opposition to proposed boundary change to more distant elementary and middle schools.

Harrison Park K-8
McDaniel

MS: Harrison Park

HS:

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Chinese DLI	72	148	890	8.1%	16.6%	8.3%	4.2%	47.2%	75.0%	19.0%
Neighborhood	457	412	890	51.3%	46.3%	17.1%	28.4%	30.4%	77.7%	49.3%
Total	529	560	890	59.4%	62.9%	15.9%	25.1%	32.7%	77.3%	45.1%

Enrollment highlights: Harrison Park is the last neighborhood K-8 program in SE, and the PPS Board has designated it to convert to a middle school. It has the highest rate of BIPOC students of all SE schools, including a growing Chinese DLI program that serves only neighborhood students. The Harrison Park campus has the highest capacity of all schools in the region, not including high schools, and operated as a middle school until 2008 when it consolidated with Clark Elementary School. Bridger MS students are currently assigned to Harrison Park MS.

Changes proposed in F-3 amended:

CLARK K-5

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Chinese DLI	72	104	495	14.5%	21.0%	8.3%	4.2%	47.2%	75.0%	11.1%
Neighborhood	277	268	495	56.0%	54.1%	16.6%	29.2%	31.8%	71.5%	52.4%
Total	349	372	495	70.5%	75.2%	14.9%	24.1%	35.0%	72.2%	44.2%

HARRISON PARK MS

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Chinese DLI	116	168	890	13.0%	18.9%	5.2%	0.0%	4.3%	45.7%	6.9%
Neighborhood	442	420	890	49.7%	47.2%	19.2%	14.5%	12.4%	51.6%	30.6%
Total	558	588	890	62.7%	66.1%	16.3%	11.5%	10.8%	50.4%	25.7%

Grade reconfiguration: Separate into two new schools, Clark K-5, made up of students from the current Harrison Park boundary and Chinese DLI program, and Harrison Park Middle School.

Boundary change to Kellogg (HP-BR-01), area is south of SE Woodward St, east of SE 67th Ave, north of SE Powell Blvd, west of SE 82nd Ave and has 10 MS students currently enrolled in their neighborhood school..

Boundary change from Mt. Tabor MS (MT-HP-02), area is south of E. Burnside St and east of NE 60th Ave and has 17 MS students currently enrolled in their neighborhood school.

MS feeder change from Mt. Tabor MS, made up of the current Atkinson neighborhood, with 94 MS students currently enrolled in their neighborhood school.

MS feeder change from Roseway Heights MS, made up of the Vestal neighborhood, with 119 MS students currently enrolled in their neighborhood school.

Program change from Hosford MS, the Woodstock Chinese DLI program with 116 currently enrolled MS students.

Summary of options considered:

Neighborhood feeder schools: Clark as the new K-5 location for Harrison Park students and feeder to Harrison Park MS (all proposals); K-5 and MS boundary changes with adjacent schools (all proposals except F1-3); Atkinson as a feeder school (D1-2); Lent as a feeder school (Proposals C1-2, D2-3); Bridger to Creative Science School K-8 (Proposals C1, D1-4, E1-3), Bridger/CSS as a feeder school (Proposal C2); Vestal as a feeder school (Proposals B, C1-2, D1-4, E1-2, F1-3).

Immersion feeder schools: Chinese DLI from Clark (Proposals A, C1-2, D1, E1, F1-3); Chinese DLI from Hosford (Proposals A, D1, E1, F1-3), Chinese DLI to Kellogg (Proposals D3, E2), Chinese DLI to Lane (Proposals B, D2); a portion of Spanish DLI from Kellogg/Mt. Tabor (Proposals C1-2); all of Spanish DLI from Kellogg/Mt. Tabor (Proposals A, B, D3-4, E2); Russian DLI from Lane (Proposal D2)

Community feedback highlights: Strong support for K-5 students moving to Clark K-5, including Chinese DLI, and continuing at Harrison Park MS; concern about changing demographics with new neighborhood and program students coming to the school and potential impact on Title I resources.

Hosford MS
Cleveland

neighborhood and Chinese DLI programs

HS:

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Chinese DLI	116	124	696	16.7%	17.8%	5.2%	0.0%	4.3%	45.7%	7.2%
Neighborhood	513	495	696	73.7%	71.1%	16.8%	6.0%	5.8%	26.7%	23.8%
Total	629	619	696	90.4%	88.9%	14.7%	4.9%	5.5%	30.2%	20.4%

Enrollment highlights: Hosford has seen enrollment near or above 100% of capacity in recent years. Neighborhood feeder schools are Abernethy, Buckman, Grout and Woodstock, as well as the Woodstock Chinese DLI program.

Changes proposed in F-3 amended:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	536	479	696	77.0%	68.8%	17.0%	5.6%	6.7%	28.5%	22.3%

Boundary change to Lane, made up of Woodstock neighborhood, with 82 current MS students currently enrolled in their neighborhood school.

Boundary change from Kellogg, made up of Creston neighborhood, with 98 current MS students currently enrolled in their neighborhood school..

Program change to Harrison Park, the Woodstock Chinese DLI program with 116 currently enrolled students.

Summary of options considered:

Neighborhood feeder changes: Atkinson as a feeder to Hosford (Proposal A), Creston as a feeder to Hosford (Proposals B, E-1, F1-3), Woodstock as a feeder to Lane (D2, F3), Woodstock to Creative Science School K-8 (Proposal A).

Immersion feeder changes: Clark Chinese DLI as a feeder to Hosford (Proposal D4); Chinese DLI to Harrison Park (Proposals A, D1, E1, F1-3); Chinese DLI to Kellogg (D3, E2), Chinese DLI to Lane (Proposals B, D2).

Community feedback highlights: Strong support for Chinese DLI remaining in Woodstock, and strong concern that other Hosford feeder schools were not included in the process, limiting the possible enrollment solutions. If Chinese DLI moves to Harrison Park, community members have asked to have transportation, since it will be a more distant school for many students. Lane is a closer school for some community members, which could help alleviate some of the transportation challenges that occurred this year.

Kellogg MS neighborhood and Spanish DLI programs **HS: Franklin**

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	533	572	778	68.5%	73.5%	19.7%	6.6%	9.8%	49.2%	32.6%
Spanish DLI	151	155	778	19.4%	19.9%	15.9%	4.6%	20.5%	76.2%	17.9%
Total	684	727	778	87.9%	93.4%	18.9%	6.2%	12.2%	55.2%	29.6%

Enrollment highlights: Kellogg opened this year, with neighborhood feeder schools Arleta, Creston, Lent and Marysville and Spanish DLI from Bridger and Lent. The Kellogg building is within its own attendance area, so Bridger neighborhood students who live closest to the school were allowed priority transfers. Kellogg enrollment is above the target of 80% utilization.

Changes proposed in F-3 amended:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	439	472	778	56.4%	60.7%	20.5%	6.8%	10.3%	52.2%	36.2%
Spanish DLI	220	222	778	28.3%	28.5%	15.5%	3.2%	20.0%	71.4%	22.3%
Total	659	694	778	84.7%	89.2%	18.8%	5.6%	13.5%	58.6%	31.6%

Boundary change to Hosford, made up of Creston neighborhood, with 98 current MS students currently enrolled in their neighborhood school.

Boundary changes to Lane (KG-LN-03, KG-LN-04), areas on the southern edge of Kellogg's boundary with 10 current MS students currently enrolled in their neighborhood school.

Program change from Mt. Tabor, Spanish DLI that feeds from Atkinson with 69 current MS students.

Summary of options considered:

Neighborhood feeder changes: Atkinson to Kellogg (Proposals B, C 1-2), Arleta to Creative Science K-8 (Proposal B), Creston to Hosford (Proposals B, E1, F1-3)

Immersion feeder changes: Chinese DLI to Kellogg (Proposals D3, E2); Atkinson Spanish DLI as a feeder to Kellogg (C1-2, D1-2, E1, F1-3); Lent Spanish DLI to Harrison Park (Proposals A, C1-2, D1-2, E1, F1-3), Bridger Spanish DLI to Harrison Park (Proposal B, D1-2, E2)

Community feedback highlights: Strong support from all current feeder communities to remain in Kellogg, particularly Spanish DLI and Creston.

Kelly K-5 neighborhood and Russian DLI programs
Franklin

MS: Lane HS:

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	238	231	670	35.5%	34.5%	22.3%	19.7%	27.7%	71.8%	53.1%
Russian DLI	134	214	670	20.0%	31.9%	6.0%	0.0%	78.4%	9.7%	37.5%
Total	372	445	670	55.5%	66.4%	16.4%	12.6%	46.0%	49.4%	46.5%

Enrollment highlights: Kelly neighborhood program has one of the highest concentrations of BIPOC students in the region. The Russian DLI program serves mostly students who live outside PPS, and has been shrinking from two-to-one strand per grade level.

Changes proposed in F-3 amended: None

Summary of options considered: Feeder pattern change for Russian DLI from Lane to Harrison Park MS (Proposal D3).

Community feedback highlights: Limited input received.

Lane MS neighborhood and Russian DLI programs HS: Cleveland, Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	322	308	770	41.8%	40.0%	22.7%	13.4%	17.7%	68.3%	47.1%
Russian DLI	41	55	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.5%
Total	363	363	770	47.1%	47.1%	21.2%	12.4%	20.1%	61.1%	44.7%

Enrollment highlights: Lane has the smallest resident student population of all the SE middle schools. The majority of students from Kelly Russian DLI return to their home districts for middle school. Lane hosts the district’s ACCESS Academy, grade 6-8, which will be moving to a new location next year. Lane students feed to two high schools: students from the smallest of its neighborhood feeders, Whitman, go to Cleveland, while Kelly, Woodmere and Russian DLI students go to Franklin.

Changes proposed in F-3 amended:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	472	543	770	61.3%	70.5%	22.0%	11.2%	12.3%	55.5%	36.4%
Russian DLI	41	55	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.8%
Total	513	598	770	66.6%	77.7%	21.1%	10.7%	14.4%	51.5%	35.7%

Boundary change from Hosford, made up of Woodstock neighborhood, with 82 current MS students currently enrolled in their neighborhood school.

Boundary changes from Kellogg (KG-LN-03, KG-LN-04), areas on the northern edge of Lane’s boundary with 10 MS students currently enrolled in their neighborhood school.

Boundary change from Sellwood (SW-LN-02), area on the eastern edge of Lane’s boundary with 32 MS students currently enrolled in their neighborhood school.

Summary of options considered:

Neighborhood feeder changes: All of Lewis to Lane (Proposals C1-2, D1, D3, E1-2), portion of Lewis to Lane-not including K-8 boundary change area (Proposal F1), portion of Arleta to Lane (Proposal F2), Woodstock to Lane (D2, F3, G1-2)

Immersion feeder changes: Chinese DLI to Lane (Proposals B, D2), Russian DLI from Lane to Harrison Park (Proposal D2)

Community feedback highlights: Support for increasing neighborhood vs expanding through adding another DLI program; support for changes that increase the cohorts in Whitman and Woodmere feeder schools.

Lent K-5 Neighborhood and Spanish DLI Programs MS: Kellogg HS: Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	151	154	632	23.9%	24.4%	11.9%	13.9%	27.2%	64.9%	55.0%
Spanish DLI	126	123	632	19.9%	19.5%	19.0%	2.4%	54.0%	73.8%	36.7%
Total	277	277	632	43.8%	43.8%	15.1%	8.7%	39.4%	68.9%	46.5%

Enrollment highlights: Lent has a small neighborhood program and a single strand Spanish DLI program. Enrollment has declined over the past several years.

Changes proposed in F-3 amended:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	157	181	632	24.8%	28.6%	11.5%	14.0%	27.4%	68.2%	58.6%
Spanish DLI	396	346	632	62.7%	54.7%	14.6%	1.8%	30.8%	60.4%	24.0%
Total	553	527	632	87.5%	83.4%	13.7%	5.2%	29.8%	62.6%	35.3%

NOTE: Neighborhood students who do enroll in Spanish DLI will be assigned to Marysville.

Reconfiguration: Convert to a whole-DLI model by adding two strands of Spanish DLI from Bridger and combining the Lent neighborhood program with Marysville. Future Lent students will have guaranteed placement in Spanish DLI, or can opt-in to Marysville, where bus service will be provided. Kellogg will remain the middle school for Lent neighborhood students, whether they are enrolled in whole- DLI at Lent or whole-neighborhood at Marysville.

Summary of options considered: Boundary changes with nearby schools (all proposals except F1-3); Whole-DLI expansion with non-DLI students at Marysville (Proposals A, B, E1-2, F1-3); Neighborhood MS feeder pattern change to Harrison Park (Proposals C1-2, D2, E2); Spanish DLI feeder pattern change to Harrison Park (Proposals Proposals A, C1-2, E2)

Community feedback highlights: Both opposition and support for whole-school DLI; concern about neighborhood families being displaced to a further school; strong support for remaining assigned to Lent.

Lewis K-5

MS: Sellwood

HS: Cleveland

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
337	358	444	75.9%	80.6%	18.7%	1.2%	2.1%	19.0%	15.5%

Enrollment highlights: Lewis enrollment has exceeded target utilization of 80% in recent years. The school hosts two Special Ed focus classrooms

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
286	281	444	64.4%	63.3%	18.2%	0.7%	2.4%	19.9%	12.6%

Boundary change to Whitman (LW-WT-01), the area west of SE 52nd Ave and east of SE 57th avenue with 54 students currently enrolled in their neighborhood school.

Summary of options considered: Boundary changes with Woodstock, Whitman and/or Woodmere (all proposals); MS feeder changes: all of Lewis to Lane (Proposals C1-2, D1, D3, E1-2), portion of Lewis to Lane-not including K-8 boundary change area (Proposal F1).

Community feedback highlights: Strong opposition to schools west of Lewis being left out of the process; strong opposition to split feeder between Sellwood and Lane, and for boundary changes with Woodstock; mixed responses to boundary change to Whitman/Lane, which are closer schools for some students.

Marysville K-5**MS: Kellogg (beg. 2021)****HS: Franklin**

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
248	246	533	46.5%	46.2%	19.8%	5.6%	14.9%	50.0%	47.5%

Enrollment highlights: Marysville converted to a K-5 this year, with MS students assigned to Kellogg. It is a small K-5 school with few options to increase enrollment from adjacent schools, which are also small. It hosts a Special Ed focus classroom and PK program.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
260	281	533	48.8%	52.7%	20.8%	5.4%	16.2%	50.4%	46.7%

Note: Does not include Lent neighborhood students who do not enroll in Spanish DLI.

Boundary change from Arleta (AR-MV-04), the area is east of SE 72nd Ave/north of SE Boise St. with 14 students currently enrolled in their neighborhood school.

Boundary change to Arleta (MV-AR-04), the area is east of 72nd Ave with 6 students currently enrolled in their neighborhood school.

Boundary change to Woodmere: (MV-WM-02), the area is east of 82nd Ave and south of SE Foster Rd with 6 students currently enrolled in their neighborhood school.

Receive future Lent students who do not enroll in DLI: Enrollment impact to be determined.

Summary of options considered: Boundary changes with adjacent schools (All proposals); receive future Lent students who do not enroll in DLI (Proposals A, B, E1, F1-3, G1-2).

Community feedback highlights: Concerns about walkability factor for some proposed boundary changes, request to keep Native American multi-generational housing east of 82nd assigned to Marysville and maintain Kellogg as the feeder middle school.

Mt. Tabor MS neighborhood, Japanese and Spanish DLI programs

HS: Franklin and Grant

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Japanese DLI	249	273	682	36.5%	40.0%	8.8%	0.4%	2.4%	14.1%	4.4%
Neighborhood	327	320	682	47.9%	46.9%	21.1%	2.1%	2.8%	22.3%	10.8%
Spanish DLI	69	67	682	10.1%	9.8%	14.5%	0.0%	18.8%	60.9%	21.8%
Total	645	660	682	94.6%	96.8%	15.6%	1.2%	4.4%	23.3%	9.6%

Enrollment highlights: The school has operated at or above 100% utilization for several years. It houses several programs that feed to two different high schools: Atkinson and Glencoe neighborhood programs and Atkinson Spanish DLI articulate to Franklin HS, while Richmond Japanese DLI and the Creston Deaf and Hard of Hearing program articulate to Grant.

Changes proposed in F-3 amended:

Program	If in place 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Japanese DLI	252	273	682	37.0%	40.0%	8.7%	0.4%	2.4%	13.9%	3.6%
Neighborhood	227	183	682	33.3%	26.8%	22.5%	2.6%	3.5%	25.1%	11.5%
Total	479	456	682	70.2%	66.9%	15.2%	1.5%	2.9%	19.2%	7.4%

Boundary change to Harrison Park: (MT-HP-02), area is south of E. Burnside St and east of NE 60th Ave and has 17 MS students currently enrolled in their neighborhood school.

MS feeder change to Harrison Park, , made up of the current Atkinson neighborhood, with 94 MS students currently enrolled in their neighborhood school.

Program change to Kellogg, Spanish DLI that feeds from Atkinson with 69 current MS students.

Summary of options considered:

Neighborhood feeder changes: Atkinson to Harrison Park (Proposals D1-2, E1, F1-3), to Hosford (Proposal A), to Kellogg (Proposals B, C 1-2); Vestal from Roseway Heights.

Immersion feeder changes: Spanish DLI to Harrison Park (Proposals A, B, D3-4, E2), to Kellogg (C1-2, D1-2, E1, F1-3).

Community feedback highlights: Opposition to boundary change to Harrison Park; support for Spanish DLI move to Kellogg vs Harrison Park.

Roseway Heights neighborhood, Spanish and Vietnamese DLI programs

HS: McDaniel

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	483	479	803	60.1%	59.7%	15.9%	14.5%	8.1%	48.7%	36.0%
Spanish DLI	106	82	803	13.2%	10.2%	18.9%	4.7%	36.8%	81.1%	39.8%
Vietnamese DLI	15	81	803	1.9%	10.1%	13.3%	0.0%	20.0%	93.3%	33.3%
Total	604	642	803	75.2%	80.0%	16.4%	12.4%	13.4%	55.5%	36.6%

Enrollment highlights: Roseway Heights is adjacent to K-8 schools in NE, so will be part of the next phase of enrollment balancing.

Changes proposed in F-3 amended:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	402	388	803	50.1%	48.3%	15.7%	14.2%	8.5%	49.0%	31.8%
Spanish DLI	107	82	803	13.3%	10.2%	19.6%	4.7%	37.4%	81.3%	39.6%
Vietnamese DLI	15	81	803	1.9%	10.1%	13.3%	0.0%	20.0%	93.3%	33.3%
Total	524	551	803	65.3%	68.6%	16.4%	11.8%	14.7%	56.9%	33.5%

Neighborhood MS feeder change to Harrison Park, made up of the Vestal neighbor with 199 MS students currently enrolled in their neighborhood school.

Summary of options considered: MS feeder change to Harrison Park (All proposals except A); MS feeder change to Mt. Tabor MS (Proposal A)

Community feedback highlights: Limited input received; no known objections to proposal.

Vestal K-5

MS: Roseway Heights

HS: McDaniel

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
207	205	481	43.0%	42.6%	20.8%	12.1%	10.6%	52.2%	44.7%

Enrollment highlights: Vestal is one of the smallest K-5 schools in the region. It hosts both a Special Ed focus classroom and the district’s ACCESS Academy grades 1-5, which will be moving to a new location next year.

Changes proposed in F-3 amended: .

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
271	274	554	56.3%	57.0%	20.3%	11.1%	10.0%	46.9%	34.7%

Boundary change from Glencoe (GL-VS-02), area is north of E. Burnside St and east of NE 60th Ave. and has 41 students currently enrolled in their neighborhood school.

MS feeder change to Harrison Park, made up of the Vestal neighborhood, with 119 MS students currently enrolled in their neighborhood school.

Summary of options considered: MS feeder change to Harrison Park (All proposals except A); MS feeder change to Mt. Tabor MS (Proposal A)

Community feedback highlights: Limited input received; no known objections to proposal.

Whitman K-5**MS: Lane****HS: Cleveland**

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
152	189	493	30.8%	38.3%	16.4%	9.9%	23.0%	62.5%	45.9%

Enrollment highlights: Whitman has the smallest resident K-5 population in the region.

Changes proposed in F-3 amended:

If in place in 2021†	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
261	303	493	52.9%	61.5%	18.8%	7.7%	18.8%	51.7%	36.8%

Boundary change from Lewis (LW-WT-01), the area west of SE 52nd Ave and east of SE 57th avenue with 54 students currently enrolled in their neighborhood school.

Boundary change from Woodmere: (WM-WT-03), the area south of SE Duke St and east of SE 57th Ave with 51 students currently enrolled in their neighborhood school.

Summary of options considered: Boundary changes with nearby schools (all proposals).

Community feedback highlights: Support for changes that increase enrollment.

Woodmere K-5

MS: Lane

HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
253	247	381	66.4%	64.8%	23.3%	11.9%	21.7%	58.5%	50.2%

Enrollment highlights: Woodmere is a small school which hosts a Special Ed focus classroom and PK program.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
263	298	381	69.0%	78.2%	20.5%	10.6%	17.5%	54.0%	42.5%

Boundary change from Arleta (AR-WM-03), the area is south of SE Woodstock Blvd with 7 students currently enrolled in PPS neighborhood programs.

Boundary change from Marysville (MV-WM-02), the area is east of 82nd Ave and south of SE Foster Rd with 6 students currently enrolled in their neighborhood school.

Boundary change from Woodstock: (WS-WM-03), the area south of SE Woodstock Blvd and east of SE 52nd Ave with 40 students currently enrolled in their neighborhood school.

Boundary change to Whitman: (WM-WT-03), the area south of SE Duke St and east of SE 57th Ave with 51 students currently enrolled in their neighborhood school.

Summary of options considered: Boundary changes with nearby schools (all proposals).

Community feedback highlights: Support for changes that increase enrollment.

Woodstock K-5 Neighborhood and Chinese DLI Programs MS: Hosford HS: Cleveland

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Chinese DLI	255	288	648	39.4%	44.4%	7.1%	0.0%	27.5%	46.7%	12.7%
Neighborhood	224	227	648	34.6%	35.0%	13.4%	0.9%	3.6%	14.7%	15.3%
Total	479	515	648	73.9%	79.5%	10.0%	0.4%	16.3%	31.7%	13.9%

Enrollment highlights: Woodstock is the most balanced of co-located neighborhood/DLI schools in the region, with two strands of neighborhood and two strands of Chinese DLI.

Changes proposed in F-3 amended:

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Chinese DLI	256	288	648	39.5%	44.4%	7.0%	0.0%	27.3%	46.5%	12.5%
Neighborhood	214	204	648	33.0%	31.5%	14.0%	0.9%	3.7%	15.0%	13.1%
Total	482	502	648	74.4%	77.5%	10.2%	0.4%	16.6%	32.2%	12.8%

Boundary change from Arleta (AR-WS-01), the area is south of SE Holgate Blvd, west of SE 60th Ave and has 23 students currently enrolled in their neighborhood school.

Boundary change to Woodmere (WS-WM-03), the area south of SE Woodstock Blvd and east of SE 52nd Ave with 40 students currently enrolled in their neighborhood school.

Neighborhood MS feeder change to Lane, with 69 MS students currently enrolled in their neighborhood school.

Immersion MS feeder change to Harrison Park, with 116 currently enrolled MS students.

Summary of options considered: Boundary changes with nearby schools (All proposals); Location for Creative Science K-8 (Proposal A); Whole-school Chinese DLI at Woodstock (Proposal B); Woodstock neighborhood as a feeder to Lane (D2, F3); Chinese DLI as a feeder to Harrison Park (Proposals A, D1, E1, F1-3); Chinese DLI as a feeder to Kellogg (Proposals D3, E2); Chinese DLI as a feeder to Lane (Proposals B, D2)

Community feedback highlights: Strong support for keeping co-located programming; mixed feedback to moving Chinese DLI to Harrison Park, Kellogg or Lane, with Kellogg receiving the most support; request for transportation to Harrison Park, as it is further than Hosford for many students.

Sources

Enrollment data and demographic data: PPS School Profiles, <https://www.pps.net/Page/942>, as reported by FLO Analytics

Enrollment forecasts: [PSU Population Research Center, March 2021](#)

School capacity and utilization: [PPS School Utilization Model](#)

Note: Modular classrooms more than 12 years old are omitted from SEGC proposal statistics

Proposal F-3 amended summary statistics: [School-by-school scenario and baseline summary statistics](#), [Racial equity impact measures](#)

Proposal F-3 Map series: [Overview map](#), [Elementary boundary changes](#), [Middle school boundary changes](#)

Community feedback summaries and archives: Archive of all SEGC draft proposals: <https://www.pps.net/Page/13615>