

LONG-RANGE FACILITY PLAN

BEAVERTON SCHOOL DISTRICT | BEAVERTON, OREGON

26 MAY 2021



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The planning team would like to thank everyone who gave their time, energy, and ideas to develop this Long-Range Facility Plan.

The contributions of many diverse individuals from across the community, including District leadership, parents, business owners, and other community members, helped create a plan that reflects the needs and aspirations of the Beaverton School District and its community.



SECTION 01

EXECUTIVE SUMMARY

PURPOSE & PROCESS

In July of 2020, the Beaverton School District (the District) undertook an effort to develop an updated Long-Range Facility Plan (LRFP). The combined team of Mahlum and Angelo Planning Group was selected to facilitate this process and assist with preparation of the plan.

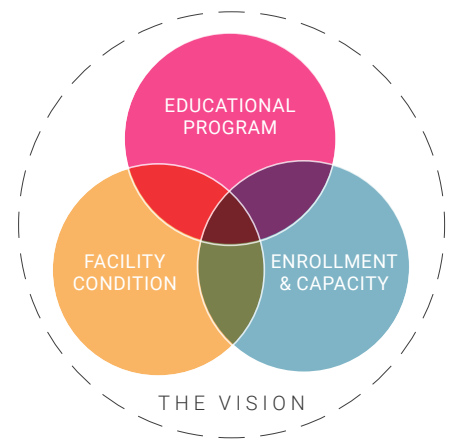
The core planning process included two groups, a District Leadership Team and a community Focus Group. Information developed with these groups was later shared with the broader community through a variety of outreach methods. In addition, periodic updates were presented to the Board of Directors during Board meetings throughout the planning process. This document represents the collaborative effort of the District Leadership Team, Focus Group, Board of Directors, and the planning team.

The primary purpose of the LRFP is to evaluate the adequacy of existing educational facilities within the context of current educational objectives, plan for future capital improvements

for those facilities as needed, and address how student populations will be accommodated over the next 10 years. The Plan provides a strategic framework for management of Beaverton School District's facilities over time, such that they continually support the ongoing success of District students, staff, and community.

The Long-Range Facility Plan results from a synthesis of three primary considerations: educational program (evaluating the adequacy of existing educational facilities within the context of current educational objectives), enrollment and capacity (understanding how student populations will be accommodated over the next 10 years), and facility condition (considering deferred maintenance, modernization, and replacement of existing buildings and sites).

Plan proposals that address these primary considerations are guided by a strategic vision established by the District and informed by input from the broader District community.



REGULATORY CONTEXT

The plan also addresses the requirements of OAR 581-027-0040, Long-Range Facility Plan Requirements, and Section 5 of ORS 195.110, School Facility Plan for Large School Districts. In doing so, bond plan options are proposed for a 10-year capital improvement plan that addresses prioritized need, reflects community values, and targets alignment with community capital support. These requirements and other regulatory information is discussed in Section 03 – Regulatory Context.

VISION & GOALS

The vision for the Long-Range Facility Plan is rooted in the District’s goal of empowering all students to achieve post-high school success and aligns with the District Strategic Plan and Equity Guides.

GUIDING PRINCIPLES

The following guiding principles were developed by the District Leadership Team to establish goals for the planning process and outcome. They are organized around the four pillars of the District’s Strategic Plan.

WE Expect Excellence

- > Strategically plan for the maintenance, modernization and replacement of facilities.
- > Plan for facility needs to meet all state regulatory requirements.
- > Maintain investment in current facilities by addressing unfunded maintenance needs.
- > Where significant investment is required to renovate and upgrade existing facilities (greater than 75% replacement cost) consider the cost / benefits of replacement.
- > Address all addition and expansion needs in existing facilities throughout the District.

WE Innovate

- > Update educational specifications to reflect the evolving needs of pedagogical practices.
- > Provide flexible school facilities that foster creativity in teaching and support the evolution of high-quality education.
- > Incorporate sustainability, energy efficiency and maintenance into the facility planning process.

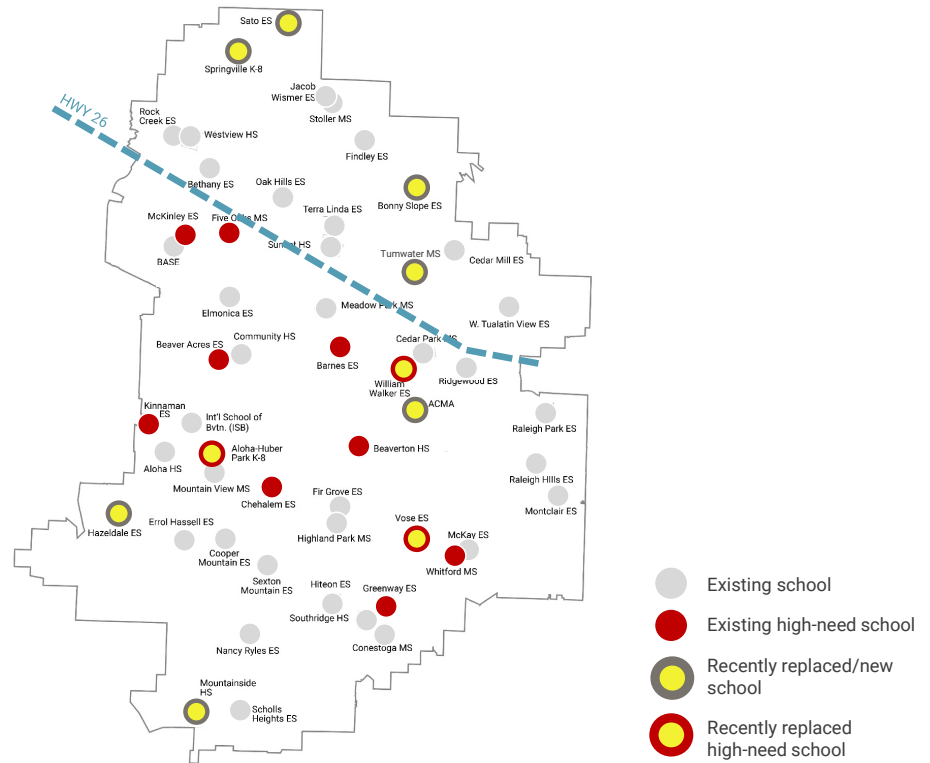
WE Embrace Equity

- > Consider facility planning decisions through an equity lens.
- > Create greater parity across facilities.
- > Plan for upgrades / improvements.

WE Collaborate

- > Collaboratively plan for future facility needs driven by community, demographic and pedagogical change.

DIAGRAM:
Equity Mapping of School Replacement Projects Since 2000



- > Provide community amenities and support partnerships with other local agencies and service providers.

LRFP GOALS & IMPLEMENTATION ACTIONS

Six LRFP goals were developed by the District in alignment with the Strategic Plan and Guiding Principles. Each goal has specific actions for implementation that are described in Section 04 – Vision and Goals.

Goal 1: Utilize the 2020 Facility Condition Assessment (FCA) to prioritize building investments and decrease deferred maintenance.

Goal 2: Invest in seismic improvements such that all schools meet collapse prevention performance on or before December 2032 and as directed by Oregon Revised Statute (ORS) 455.400.

Goal 3: Implement security improvements on or before December 2028. These projects include but are not limited to fencing, camera, key card installations, isolation rooms, and vestibules.

Goal 4: Maintain high standards for design and construction of new and renovated facilities and aligned to the Educational Specifications.

Goal 5: Invest in new energy efficient building system and technology to ensure long-term operational performance and utility savings specifically evaluated on true life-cycle cost analysis versus first-cost of construction.

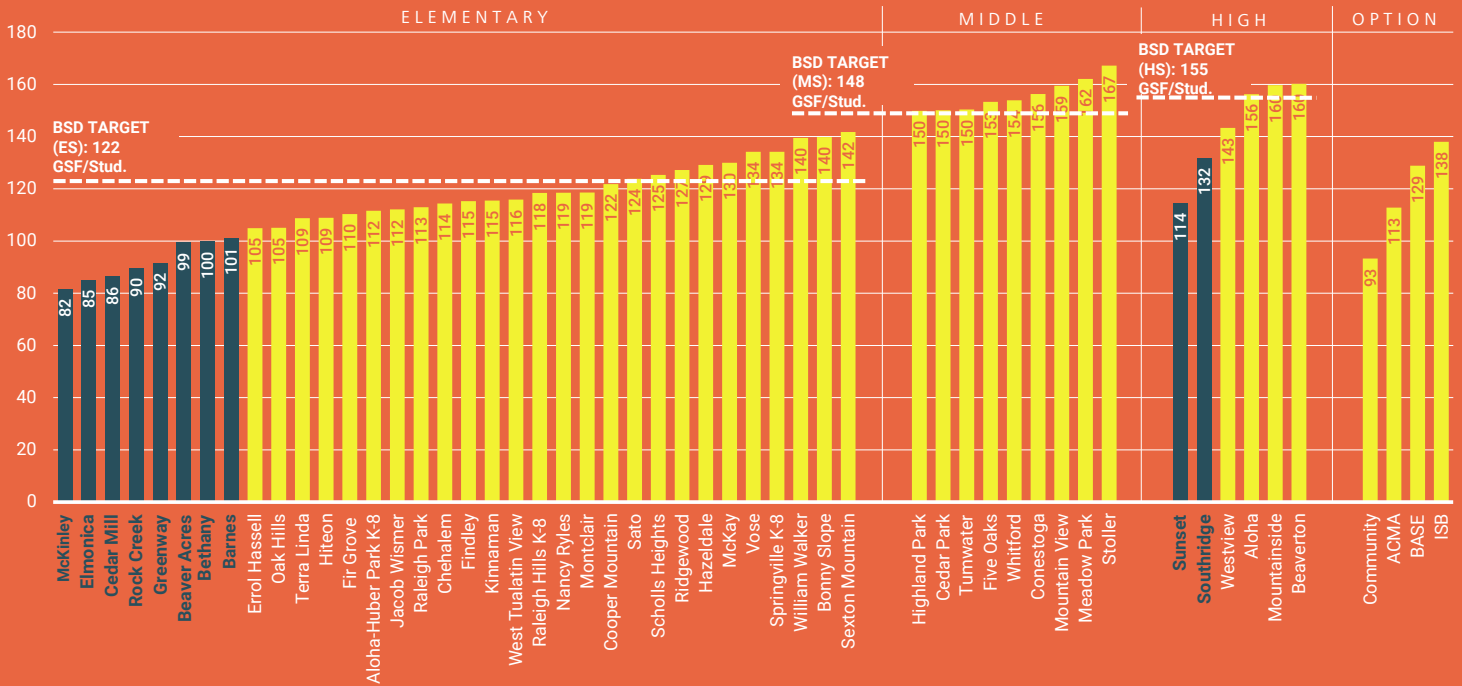
Goal 6: Balance school capacity with current and projected enrollment levels.

EQUITY LENS

In order to break the predictive link between student demographics and student success, the District applies the principle of equity to all aspects of their schools and programs.

The planning team evaluated specific equity metrics to inform the planning process. Using District data for individual schools, the team looked at socio-economic equity, racial equity, and language equity, providing metrics that were used to inform planning decisions throughout the process.

AREA PER STUDENT



Additional information regarding LRFP vision and goals can be found in Section 04 – Vision and Goals.

EDUCATIONAL PROGRAM

Ensuring that the District builds modern, student-centered learning environments to accommodate the variety of ways that students learn is essential to fulfilling the Long-Range Facility Plan’s purpose. The Plan addresses changing needs for educational program delivery and how facilities can support these requirements.

EDUCATIONAL ADEQUACY

Gross square footage per student (GSF/student) is one metric that can be used to compare educational adequacy in school facilities. The District’s area per student targets are 122 GSF/per student for elementary schools, 148 GSF/student for middle schools, and 155 GSF/student for high schools, based on the current Educational Specifications and evaluation of recently completed school facilities.

Of the District’s 34 elementary schools, eight schools fall more than 20 GSF/student below the District target, as shown in the chart above. Ranging from 80 to 101 GSF/student, these schools are typically older facilities that are

not configured for modern learning. These schools are identified as having a potential opportunity to improve the learning environment if replaced or added onto. In addition, two of the District’s six comprehensive high schools are more than 20 GSF/student below the District target.

SPECIFIC PROGRAM NEEDS

The following list summarizes goals for specific District educational programs that could require and/or benefit from modification of existing facilities within the 10-year time frame of the Long-Range Facility Plan. Educational goals and needs for the LRFP have been defined for those programs that have clarity regarding facility support needs.

- > Provide one prekindergarten classroom at every elementary school with Title I status.
- > Provide adequate and equitable special education facilities at all schools (classrooms and support).
- > Provide a new stand-alone special education school to serve approximately 120 to 130 students for whom the District cannot currently accommodate their educational needs.
- > Provide space to meet State PE requirements at all District facilities (elementary and middle schools).

- > Provide adequate administrative support space to accommodate the District’s educational programs and goals.

Additional information regarding educational program need can be found in Section 05 – Educational Program.

FACILITY CONDITION

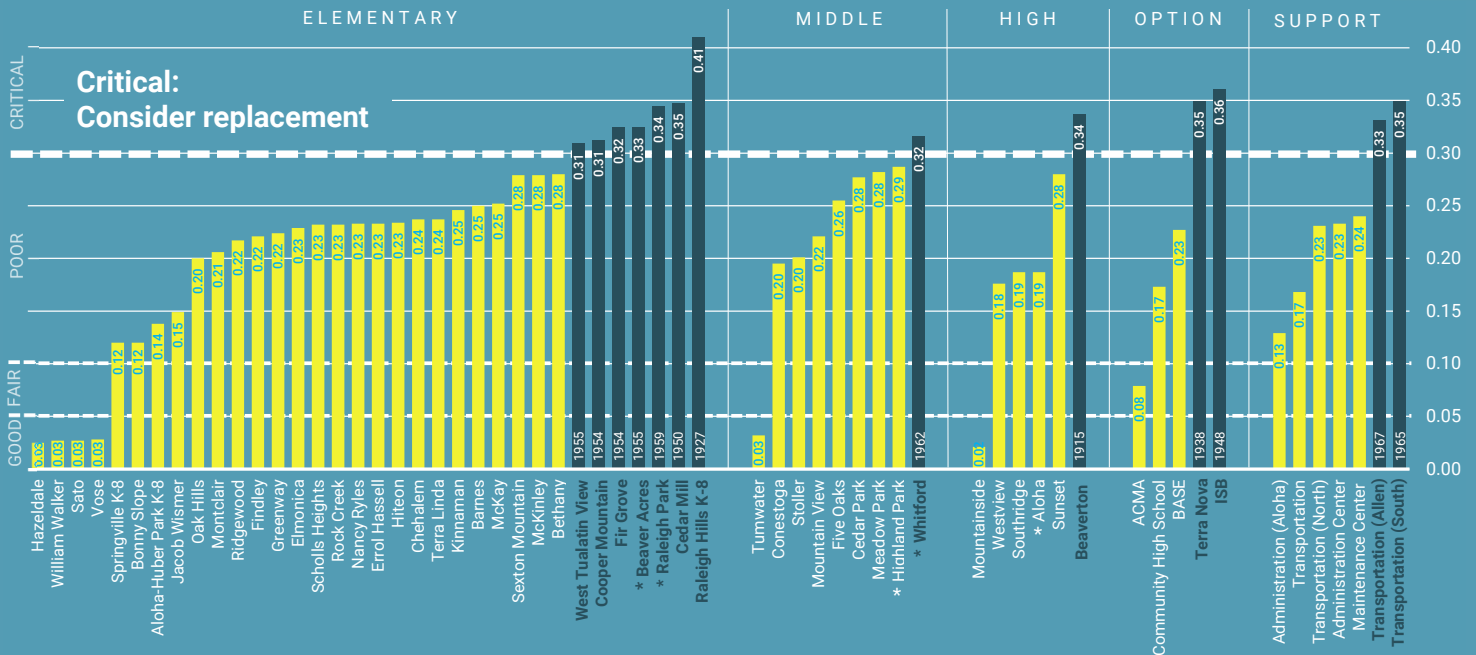
The District owns and operates over 5.7 million square feet of facility space on over 800 acres of land. This includes 34 elementary schools, nine middle schools, six high schools, and five option/alternative schools, as well as several administrative and support facilities.

FACILITY AGE

District educational facilities vary significantly in age, with original construction dates as early as 1915 and as recent as 2021. Although facility age does not solely determine building condition, it is a significant factor that should be considered. The District has five facilities that are more than 75 years old, including:

- > Beaverton High School (105 years old)
- > Raleigh Hills K-8 (93 years old)
- > Barnes Elementary (93 years old)
- > McKay Elementary (91 years old)
- > Terra Nova (82 years old)

FACILITY CONDITION ASSESSMENT (FCI SCORE)



There are also seven additional facilities that will exceed the 75 year life span of facilities during the next 10 years.

FACILITY CONDITION

In 2019, the District hired an outside consultant to complete a facility condition assessment (FCA) of District facilities in alignment with Oregon Department of Education (ODE) assessment requirements. The FCA evaluated the physical condition of exterior and interior building systems and site elements, and resulted in an facility condition index (FCI) score that is used to compare the relative condition of each facility.

As shown in the chart above, 13 District facilities were evaluated as being in critical condition and should be considered for possible replacement.

SEISMIC CONDITION

Although new facilities are built to meet the current seismic codes at the time of construction, many District buildings are more than 30 years old and have had little or no earthquake resistance built into their original designs. Seismic evaluation can be used to prioritize future seismic improvements within the District and work toward meeting the goal of the 2017 Oregon Revised Statute (ORS) 455.400 which notes: "Subject to available funding,

all seismic rehabilitations or other actions to reduce seismic risk must be completed before January 1, 2032." ORS 455.400 is included in Appendix A for reference.

A seismic evaluation of all District facilities was completed in 2019, and provided scores indicating how each facility would likely perform during a seismic event, based on the American Society of Civil Engineers (ASCE) 41-13 performance objectives. The performance level target established by the District is the Damage Control Range, which is between Life Safety and Immediate Occupancy.

The District's 10 newest facilities meet or exceed the District target for seismic condition, while the majority of other District facilities fall into the Collapse Prevention range. However, there are 11 District facilities that were evaluated in the Less than Collapse Prevention range, including five elementary schools, four middle schools, one high school, and one option school. Seismic condition at these schools should be addressed as soon as possible.

DEFERRED MAINTENANCE

Although the District continually addresses maintenance issues, there are still considerable facility and site

improvement needs throughout the District. As is typical for many school districts, there is more need than the District's allotted operations budget can accommodate, as all facilities continuously wear over time and need to be maintained.

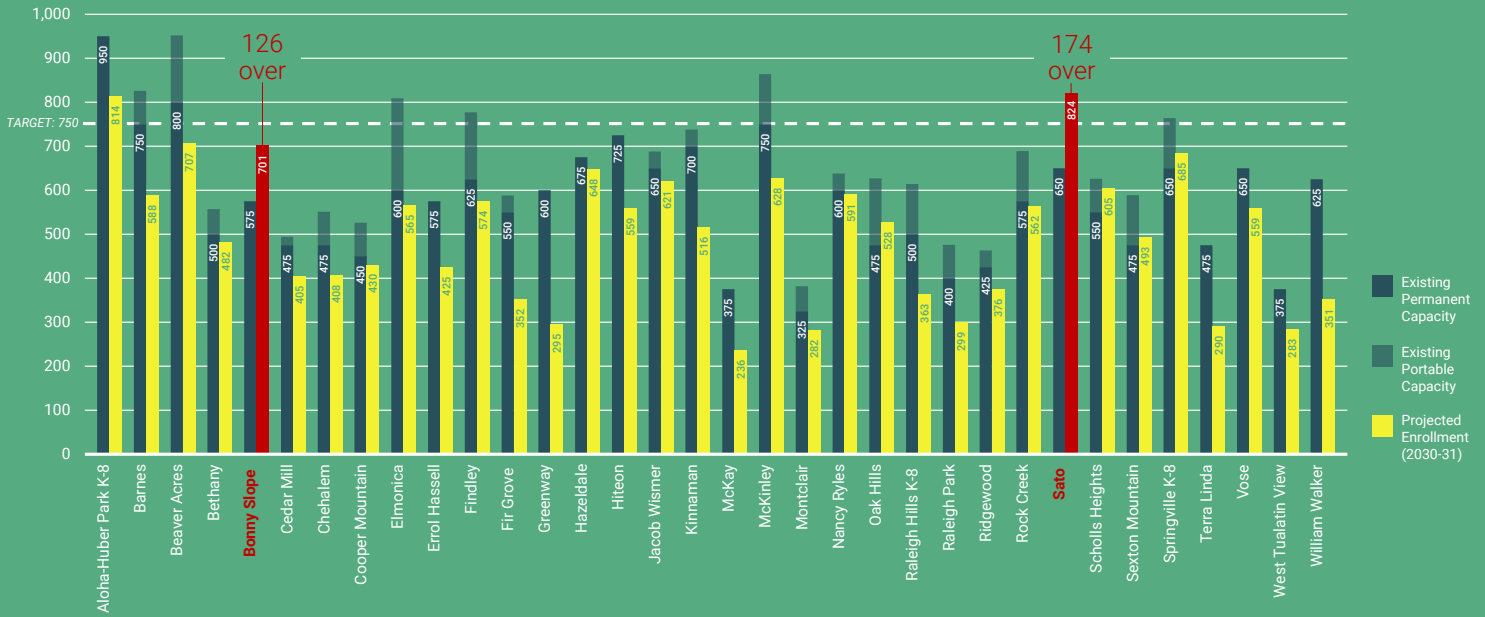
As part of the FCA, deferred maintenance costs were developed for each facility. The District's total 10-year deferred maintenance need was determined to be \$610.1 million and includes improvements at all District facilities. Seismic work identified in the 2019 seismic evaluation was incorporated into the deferred maintenance costs. Costs are escalated and include soft costs.

Additional information regarding facility condition can be found in Section 06 – Facility Condition.

ENROLLMENT & CAPACITY

Beaverton School District currently serves almost 40,000 students in kindergarten through 12th grade. The success of the District's educational programs is fostered in part by the ability of each school to house the students, teachers, and spaces needed for effective teaching and learning.

EXISTING CAPACITY & PROJECTED 2030-31 ENROLLMENT: ELEMENTARY SCHOOLS



EXISTING CAPACITY

Each school facility has an established capacity, based on the number of teaching stations, target number of students per classroom, and a scheduling utilization factor. Methodologies for determining capacity vary between districts and also between grade levels.

The District currently has a total permanent capacity of 41,652 students in grades K-12, including 19,550 at the elementary level (including K-8 schools), 7,660 at the middle school level, 11,852 at the high school level, and 2,590 for option/alternative schools. Facility capacity will be updated by the District as buildings are altered or as uses change.

ENROLLMENT FORECAST

Enrollment forecasts are used, in part, to determine whether the District will need to add or modify facility space to meet school program or configuration needs. The District received student enrollment forecasts in 2019. The 10-year enrollment forecast integrates district enrollment trends with local area population, housing, and economic trends.

District adjustments were made to the PSU Population Research Center’s (PRC) 2028-29 enrollment forecast to accommodate boundary changes, grade configuration changes, and the opening of a new middle school that occurred

after the PRC forecast was completed. In addition, the planning team provided a “straightline” extension to the enrollment forecast, extending the forecast by two years to 2030-31 and providing a 10-year forecast from the date of this LRFP.

The adjusted enrollment forecast indicates an overall decline in districtwide enrollment of 4.9 percent over the 10-year forecast period, a reduction of approximately 1,900 total students in kindergarten through twelfth grade. This includes a six percent decline at the elementary level, a three percent decline at the middle school level, and a 5.9 percent decline at the high school level. Growth rates vary greatly between schools within each level.

The majority of District schools are projected to see enrollment declines, however a few schools are still expected to have enrollment growth. At the elementary level, this includes Hazeldale, with projected enrollment growth of 38.7 percent; Sato, with projected enrollment growth of 26.9 percent; and four other schools with projected growth of less than 10 percent. Whitford is the only middle school that is anticipated to see an enrollment increase over the next 10 years, of approximately five percent. At the high school level, enrollment increases of less than 10 percent are expected at Mountainside and Westview.

FACILITY UTILIZATION

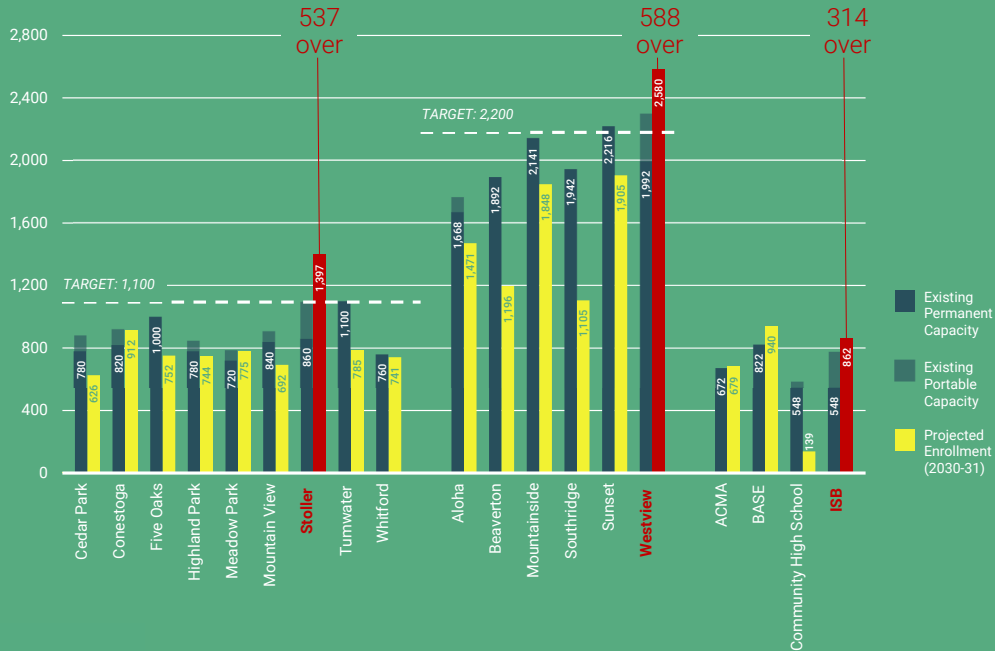
For the purposes of long-range planning, school utilization is defined as the portion of the building assigned to students, or more specifically, the number of students enrolled in a school divided by the student capacity of the school. Analysis of school utilization in this plan uses the adjusted enrollment projections to 2030-31.

Understanding school utilization is necessary to provide effective learning environments for all students. Planning for the effective utilization of schools requires an understanding of space needs for the range of academic programs offered in a school, as well as classroom and common spaces available for current and projected student use. The charts above and on the following page compare existing capacity with existing and projected enrollment by school.

Elementary

The projected elementary enrollment of 17,043 students in 2030-31 leaves more than 2,500 remaining available permanent seats, resulting in an expected utilization of approximately 87 percent districtwide. When looking at total capacity (permanent capacity plus portable capacity), over 4,000 seats remain available (79 percent utilization).

EXISTING CAPACITY & PROJECTED 2030-31 ENROLLMENT: MIDDLE, HIGH & OPTION SCHOOLS



Since enrollment accommodation within individual school boundaries minimizes the need for boundary adjustments, it is important to evaluate individual school utilization as well. Six elementary schools are projected to have enrollment at or above their existing permanent capacity (100% utilization or more) by 2030-31, including two that will be significantly over their existing capacity: Bonny Slope (126 over) and Sato (174 over).

Middle

At the middle school level, the projected districtwide enrollment of 7,423 is lower than both the permanent and total existing capacity. Individually, three middle schools are projected to be over their permanent capacity, including Stoller, which will also be significantly over its total capacity (300 over).

High School

The projected enrollment of 10,106 at the high school level is less than existing permanent capacity by more than 1,700 students, resulting in an expected districtwide utilization of approximately 85 percent. When looking at total existing capacity, over 2,100 seats remain available (82 percent utilization).

Individually, all of the District’s high schools are expected to be well below their permanent capacities through 2030-

31, with the exception of Westview High School. Westview’s projected enrollment is expected to be 588 students (30 percent) over its permanent capacity and 283 students (12 percent) over its total capacity. Looking at individual school capacities at option schools, ACMA, BASE, and the International School of Beaverton (ISB) are all expected to be at or over capacity, with ISB being the most significantly over its permanent capacity (314 over).

Additional information regarding enrollment and capacity, including geographical analysis and capacity accommodation strategies, can be found in Section 07 – Enrollment & Capacity.

SITE OPPORTUNITIES

The Long-Range Facility Plan assesses current school sites to determine if there are adequate sites within the District to meet long-term enrollment needs and whether these sites are adequate in size and distribution to accommodate long-term forecasts.

EFFICIENT USE OF SCHOOL SITES

As land within the District has been developed to accommodate growth in Beaverton and Washington County, it has become more difficult to find suitable

property for new District facilities. In order to accommodate new school facilities, the District has taken steps to use existing school properties more efficiently.

Strategies include the use of modular classrooms, multistory buildings, shared parking, partnerships, and expansion on existing sites. Other possible strategies include limiting space allocated to non-educational uses, co-location with existing district facilities, and replacement of small schools.

ANALYSIS OF LAND REQUIREMENTS

The District currently owns 63 active facility sites covering approximately 825 acres, as well as three undeveloped sites. Based on the adjusted enrollment projections to 2030-31, it appears that no additional school sites will need to be purchased as part of the District’s 10-year Long-Range Facility Plan. The District’s undeveloped sites, combined with opportunities for added capacity at some existing operational sites, appear to offer adequate opportunity to increase capacity to meet enrollment and program demand for the foreseeable future.

Additional site-related information can be found in Section 08 – Site Opportunities.

CAPITAL FINANCING

FINANCING TOOLS FOR CAPITAL PROJECTS

An array of financing tools are available to the District. For Oregon school districts, general obligation (GO) bonds are the primary tool for financing school facility needs. GO bonds are a municipal debt security issued by the District. They are used to finance capital expenditures and are supported by a voter-approved property tax levy.

Historically, Beaverton School District has used this method of financing for most of its capital construction. GO bonds can be issued for land acquisition, construction, new schools, renovation or improvement of school facilities, and equipment intrinsic to the facility.

The District is currently significantly below its maximum allowable level of indebtedness. However, the real maximum level of indebtedness is the one for which the District can get voter approval. There is a legal maximum debt capacity of 7.95% of real market value, and the District has remaining capacity of \$2.38 billion.

The real limitation is the capacity made available by the voting patrons of the District. In 2021, the District's levy rate is estimated to be \$2.05 per \$1,000 of assessed value and will drop to roughly \$1.60 in 2023. Historically, when a tax rate step-down occurs, it is potentially a good time for the District to return to voters with a bond issue. The last two significant bond programs were approved by District voters in 2006 (\$196 million) and 2014 (\$680 million), when a step-down in the tax rate occurred.

2014 SCHOOL BOND SUCCESSES

The most recent successful school bond program occurred when District voters approved the \$680 million capital bond measure in May 2014. Bond funds have been used to address repairs, provide new capacity and relieve overcrowding, modernize and renovate facilities,

improve safety, and replace outdated learning technology, curriculum, and equipment over an eight-year period.

The District, through good financial stewardship and management, has been able to take advantage of favorable interest rates and available bond premiums from bond sales to leverage the \$680 million bond into an \$807 million construction program.

ALTERNATIVES TO NEW CONSTRUCTION

There are a number of ways to accommodate growth in programs and/or enrollment that do not necessitate new construction or renovation. Strategies that address program need, growth, and condition can provide additional capacity and may influence the extent of major modernizations and/or new construction.

Whenever possible, it is important for the District to explore options for increasing the amount of school capacity without having to make major capital investments. These strategies are identified as potential ideas to be considered, and will not necessarily be implemented by the District.

Strategies that address program need:

- > Repurpose existing space for other uses when possible
- > Utilize public / private partnerships
- > Develop online education programs to reduce enrollment demand
- > Locate alternative programs in non-traditional facilities

Strategies that address growth:

- > Increase class sizes
- > Re-activate vacant / repurposed buildings
- > Adjust attendance boundaries to maximize occupancy at underutilized schools
- > Allow or maintain enrollment above target capacities

- > Add capacity with modular classrooms (typically funded through operational dollars rather than capital funds)

Strategies that address condition:

- > Close schools in the poorest condition and consolidate if enrollment / capacity allow
- > Address the most critical issues using annual maintenance dollars when possible

10-YEAR CAPITAL PLAN

BOND PLAN DEVELOPMENT

Over the course of 10 months of meetings with the District Leadership Team, three meetings with the Focus Group, and three community open houses, two preliminary capital bond proposals were developed. The District Leadership Team identified potential projects for the proposals based on the District's Strategic Plan, the LRFP guiding principles, goals, and action items, and a detailed understanding of the identified need in the District.

Project needs were balanced with a recognition of community support levels, resulting in the development of two bond plan options: a smaller plan that would result in little or no tax rate increase and a larger plan that more adequately addresses District need and would result in a small tax rate increase.

Bond plan options received feedback from the Focus Group and the broader community, and were then revised by the District Leadership Team based on that input. The final adjusted plans reflect incorporation of selected input.

CAPITAL BOND PROPOSALS

The two capital bond proposals, summarized in the table on the following page, incorporate community input and intend to strike a balance between community support for funding and current District need. Either proposal can serve as the basis for a potential capital measure, at the discretion of the

Board. The chosen proposal may be adjusted prior to a capital measure, due to changes in District need, economic conditions, and/or additional community input.

The capital bond proposals represent one phase of work in an ongoing process of addressing District need. Projects that were identified during the planning process and have not been prioritized for inclusion in this phase of the Long-Range Facility Plan will continue to be tracked and addressed in later phases of the Plan.

Bond Option 1, estimated at \$325.1 million, is a smaller plan that would allow a refill of the current bond and result in little or no tax rate increase. This plan includes a limited amount of educational program improvements, replacement of Raleigh Hills Elementary School and the Allen Street Transportation facility, and limited amounts of modernization, capacity and enrollment, and other district support funding.

Bond Option 2 is a larger plan, estimated at \$722.6 million. This option is anticipated to result in a refill of the current bond and a tax rate increase of \$0.25 per \$1,000 of assessed property value. Option 2 includes everything that is in Option 1, in addition to the full replacement of Beaverton High School and larger funding amounts for educational program, modernization, capacity and enrollment, and other district support.

Of the two proposals, Bond Option 2 received the most support from Focus Group members and the broader community, based on discussion comments and polling results.

Costs associated with the capital bond proposals were developed by the District Leadership Team. They are rough-order-of-magnitude (ROM) project cost estimates that include soft costs of 12 to 20 percent, depending on project scope. Construction projects

TABLE:
Capital Bond Proposals

Project	BOND OPTION 1: No Tax Rate Increase	BOND OPTION 2: \$0.25 Tax Rate Increase
EDUCATIONAL PROGRAM		
Special Education Improvements	\$2.0M	\$2.0M
Prekindergarten Modifications	\$1.0M	\$1.0M
Outdoor Learning Improvements	-	\$5.0M
Physical Education / Athletics Additions	\$5.6M	\$13.0M
FACILITY CONDITION: REPLACEMENT		
Raleigh Hills Elementary Replacement	\$44.0M ¹	\$44.0M ¹
Beaverton High School Replacement	\$15.0M ²	\$230.0M
Allen St. Transportation Replacement	\$11.0M	\$11.0M
FACILITY CONDITION: MODERNIZATION		
Deferred Maintenance	\$110.0M	\$138.0M
School Modernization	\$12.0M	\$36.0M
Seismic Upgrades	\$20.0M	\$40.0M
Security Upgrades	\$6.0M	\$15.0M
Nutrition Services Upgrades	\$5.0M	\$5.0M
CAPACITY & ENROLLMENT		
Classroom Additions	\$7.5M	\$10.0M
OTHER SUPPORT		
Technology	\$27.0M	\$53.0M
School Office Relocation	\$10.0M	\$10.0M
Bus Replacement	\$8.0M	\$10.0M
Critical Equipment	\$4.0M	\$7.0M
Subtotal	\$288.1M	\$630.0M
Bond Fee / Management Cost (8%)	\$23.0M	\$50.4M
Contingency (10%)	\$13.9M ³	\$42.2M ³
Total	\$325.1M	\$722.6M
¹ Assumes additional \$11.8M from 2014 bond funds		
² Planning and design only		
³ Excludes Deferred Maint., Technology, Bus Repl., and Critical Equip.		

are escalated to the estimated midpoint of construction at three percent per year, with an additional two percent market escalation factor on most projects. Costs may be revisited prior to the bond due to changing market conditions.

Bond options also include a separate bond fee / management cost allocation of eight percent, as well as

a contingency allocation of at least 10 percent on most projects (excluding deferred maintenance, technology, bus replacement, and critical equipment).

Additional bond proposal information, including project descriptions and implementation, are included in Section 10 – 10-Year Capital Plan.

BEYOND 10 YEARS

FUTURES STUDY CONTEXT

In 2016, the Beaverton School District worked with a multidisciplinary consultant team to explore how District services and facilities might evolve over the next 50 years.

The main purpose of this study was to understand how long-range change might influence actions being considered by the District, including programs, policies, and investments. Findings were documented in a Futures Study Report, published in the Fall of 2017.

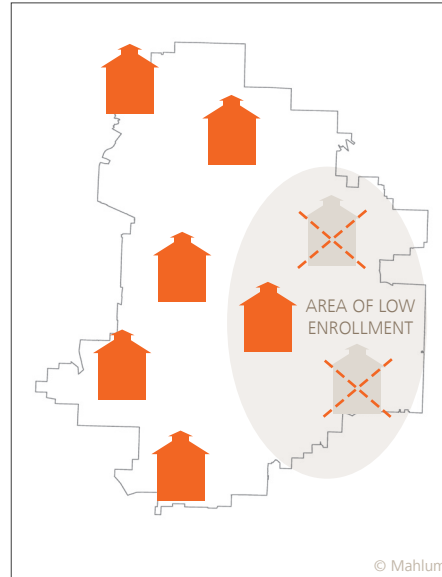
RELATIONSHIP TO THE LONG-RANGE FACILITY PLAN

Key questions and strategic approaches explored by the Futures Study correlate with the three primary areas of facility related need identified in the Long-Range Facility Plan: alignment of capacity and enrollment, support for educational programs, and addressing facility condition. This alignment facilitates the District's ability to track development of the Long-Range Facility Plan against Futures Study scenarios to determine which facility management strategies might be considered in the 10-year plan.

While variation exists between supporting data used for the Futures Study and that used for development of the Long-Range Facility Plan, particularly in the area of enrollment projections, plan proposals incorporate a number of the strategic facility management approaches outlined by the Futures Study. Two example approaches are shown above, and additional strategies are included in Section 11 – Beyond 10 Years.

The application of these strategies is most closely related to the two major replacement projects that have been identified in the capital bond proposals: Raleigh Hills Elementary School and Beaverton High School.

FUTURES STUDY APPROACH A: Replace at Target Size & Consolidate Schools



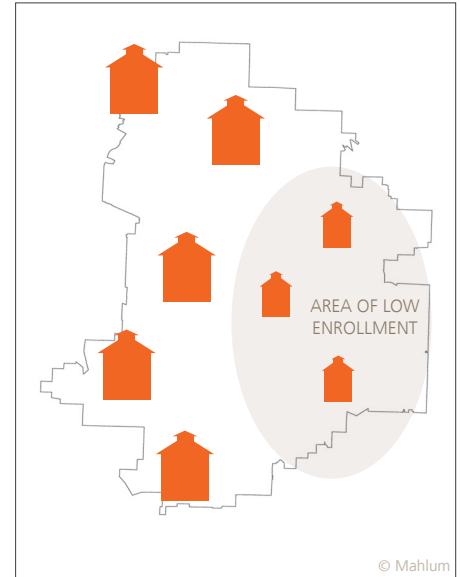
LONG-RANGE FACILITY PLAN UPDATES

Enrollment forecasts associated with the Long-Range Facility Plan suggest that the District will, when viewed districtwide, benefit from the availability of surplus capacity through the next 10 years (2031), and possibly through the next 20 years and beyond. Therefore, it is expected that adding additional capacity will not necessarily be a component of future long-range facility plans.

With this in mind, the District may, however, elect to increase the capacity specific sites (to their target capacity) as part of future replacement projects. The decision to implement this approach would allow higher utilization of school sites, and improve the site's ability to accommodate a wider variety of future conditions. In this scenario, added capacity would likely be paired with other facility management strategies outlined in the Futures Study, such as boundary adjustment or consolidation.

With reference to facility management strategies outlined in the Futures Study, and in view of current enrollment forecasts, future long-range facility plans may focus on other areas of facility need, such as the accommodation of changing education programs and addressing

FUTURES STUDY APPROACH B: Replace at Appropriate Size to Meet Enrollment Need



the deteriorating condition of existing facilities, rather than capacity.

A more detailed description of the Futures Study, its relationship to the 2021 Long-Range Facility Plan, and future plans can be found in Section 11 – Beyond 10 Years.

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SECTION 02

PURPOSE & PROCESS

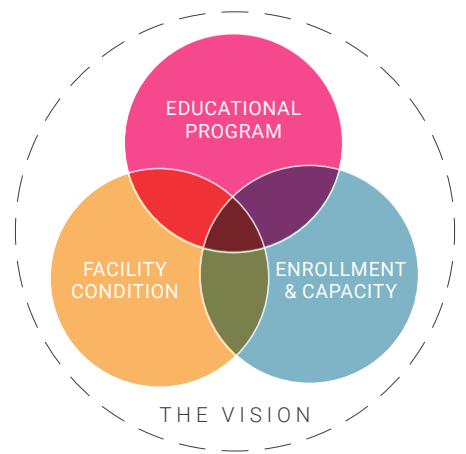
The primary purpose of the Long-Range Facility Plan is to evaluate the adequacy of existing educational facilities within the context of current educational objectives, plan for future capital improvements for those facilities as needed, and address how student populations will be accommodated over the next 10 years.

PURPOSE

The Long-Range Facility Plan (LRFP) provides a strategic framework for the management of Beaverton School District’s (the District) facilities over time, such that they continually support the ongoing success of District students, staff, and community.

The Long-Range Facility Plan results from a synthesis of three primary considerations:

- > Educational Program: evaluating the adequacy of existing educational facilities within the context of current educational objectives
- > Enrollment & Capacity: understanding how student populations will be accommodated over the next 10 years
- > Facility Condition: considering deferred maintenance, modernization, and replacement of existing buildings and sites



Plan proposals that address these primary considerations are guided by a strategic vision established by the District and informed by input from the broader District community.

The District has adopted the following goal for its students:

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

This goal is further defined through the four Pillars of Learning that guide District

decisions, which are described in Section 04 – Vision and Goals.

- > WE Innovate
- > WE Expect Excellence
- > WE Embrace Equity
- > WE Collaborate

Providing the physical space, facilities and environment to support educational programming is a critical step toward achieving Innovation, Excellence, Equity and Collaboration. This LRFP provides an overall understanding of District facilities, conditions, capacity, and improvement needs.

The plan also addresses the requirements of OAR 581-027-0040, Long-Range Facility Plan Requirements, and Section 5 of ORS 195.110, School Facility Plan for Large School Districts. In doing so, options are proposed for a 10-year capital improvement plan that addresses prioritized need, reflects community values, and targets alignment with community capital support. The OAR 581-027-0040 requirements are included in Appendix A – Regulatory Information.

BACKGROUND

The Beaverton School District is the third largest school district in Oregon. It is responsible for the education of almost 40,000 students and has over five million square feet of building space under its ownership and control. Coupled with the 860 acres it owns, the District is one of the largest building and property owners in the Portland region.

District facilities include school buildings, transportation facilities, athletic fields, food services and administrative facilities. The District has a large responsibility to maintain existing facilities and provide new facilities to meet educational needs.

The District is continually monitoring the condition of existing facilities and planning for future facility needs. While most of this effort is under the umbrella

of good stewardship and property management, the State of Oregon has statutory and administrative rule requirements that direct school districts to prepare long-range facility plans.

This document is the Beaverton School District 2021 Long-Range Facility Plan and represents an update of previous LRFPs, the most recent of which was prepared in 2010. The State’s interest in long-range facility planning for school districts is expressed in two legislative actions, listed below.

- > The Oregon Revised Statute (ORS) 195.110 is the state statute that requires school districts to prepare facility plans and prescribes the elements of those plans. Originally enacted in 1993, the law underwent amendments in 2001 and 2007.
- > The State Department of Education enacted Oregon Administrative Rule (OAR) 581-027. This OAR provides guidance for local school districts to receive state matching funds for facility improvements. Included in the OAR 581-027 is the requirement that requests for state matching funds be based on a long-range school facility plan.

LRFP & BOND HISTORY

The District originally adopted an LRFP in June 1994, in compliance with ORS 195.110. The District later updated the plan in June 2002. Following adoption of this LRFP, the District successfully passed a construction bond for \$195 million in 2006, to provide needed school facilities to respond to student enrollment growth.

In 2007, the Legislature amended ORS 195.110. At the same time, the District was completing the renovations to existing school facilities and new school facilities approved in the 2006 bond. Following the amendments to ORS 195.110, the District decided to update its 2002 LRFP to incorporate its recent facility improvements, address new facility and enrollment information, and maintain compliance with the

amended requirements of ORS 195.110. The resulting document was the 2010 LRFP, which was adopted by the District in June 2010. Following adoption of the 2010 LRFP, the District once again successfully passed a construction bond in 2014– this time for \$680 million– to provide a wide range of school renovations and new school facilities.

The significant construction program associated with the renovations and new school facilities approved in the 2014 bond is nearing completion. Following past practices, the District undertook an effort to update the 2010 LRFP, which has led to the recommendations included in this 2021 LRFP. This plan includes two alternative construction bond programs for the School Board to consider, to place before District voters in 2022.

The previous LRFPs were prepared for the District during periods of high student enrollment growth, as new residential development in Washington County and Beaverton filled in vacant areas within the District’s boundary. However, the District is now becoming largely built-out as developable land becomes scarce within its boundary. While population growth will continue, school enrollment is forecasted to grow at a slower pace than historic patterns.

WHY NOW?

Given the current uncertainty created by the COVID 19 pandemic in 2020/21 and the impact on in-school learning, a reasonable question to ask would be – why update the LRFP now? Even in this environment, the District’s facility responsibilities continue. The following points emphasize why this is an appropriate time to update the 2010 LRFP:

- > The District needs to be ready with school facilities when the pandemic is behind us and students return to in-classroom learning.
- > ORS 195.110 requires a 10-year plan for statutory compliance. The last Beaverton School District LRFP was adopted in 2010.

- > OAR 581-027 ties state funding opportunities for capital projects to local school districts having an adopted current LRFP.
- > While student enrollment growth has flattened, there’s an opportunity to review facility needs in light of recently completed capital projects and school capacity/student demands in specific areas of the District.
- > The District needs to add an equity lens to school facility planning.
- > The District needs to plan ahead for new capital programs as current school bonds expire.
- > District facilities continue to age. The LRFP will address schools that are too old to be efficiently maintained.
- > Maintenance and modernization needs continue to grow.
- > Identify opportunities for efficiencies in District facilities.

LONG-RANGE FACILITY PLANNING PROCESS

In July of 2020, the District undertook an effort to develop an updated Long-Range Facility Plan. The combined team of Mahlum and Angelo Planning Group was selected to facilitate this process and assist with preparation of the plan.

The core planning process included two groups, a District Leadership Team (DLT) and a community Focus Group. Information developed with these groups was later shared with the broader community through a variety of outreach methods. In addition, periodic updates were presented to the Board of Directors during Board meetings throughout the planning process.

This document represents the collaborative effort of the District Leadership Team, Focus Group, Board of Directors, and the planning team.

DISTRICT LEADERSHIP TEAM

The District Leadership Team, comprised of key District leadership, was assembled to provide input and develop plan options. Team members included four staff representing planning, enrollment, and facilities, as well as input from staff representing educational programming.

The planning team worked with the DLT consistently throughout the 10-month process, to identify District goals and needs and develop a long-range facility plan to address those goals and needs. Information from the District’s Teaching and Learning Department and other key groups was incorporated into the facility need determination.

FOCUS GROUP

A 12-member Focus Group was formed in Fall 2020 to provide input on the LRFP. The group was comprised of community members, neighborhood association representatives, and local businesses, as well as local jurisdiction representatives from the City of Beaverton and Washington County.

The role and purpose of the Focus Group was established as follows:

- > Consistently attend meetings and actively participate
- > Work with the “big picture”
- > Express point of view and be open to other viewpoints
- > Provide input regarding long-range facility plan options as proposed by the District Steering Committee
- > Provide insight into public support for capital funding, and at what level
- > Offer recommendations to the District and Board
- > Serve as ambassadors for the process and the proposed plan

However, it was not the group’s role to make final decisions regarding capital expenditures and facilities or to establish District policy.

The Focus Group met three times between November 2020 and March 2021. They reviewed information on the various elements of school facility planning prescribed in ORS 195.110 and OAR 581-027, including enrollment trends, facility condition, educational programming, school capital financing, and capital improvement needs.

The Focus Group provided valuable input regarding District need and plan development. The DLT used this input to refine the Long-Range Facility Plan options and then presented revised plans to the Focus Group at the third meeting.

Meeting minutes and presentations from Focus Group meetings were made available on the District website and are included in Appendix C – Focus Group Meetings.

COMMUNITY OUTREACH

Community input is a critical component of a long-range facility plan. It is important to understand the needs of the District’s community, so that they are adequately represented in the plan. Community support is also critical for successful implementation of a long-range facility plan.

Multiple outreach strategies were implemented by the District as a part of the planning process, in order to garner as much input as possible from a wide range of community constituents. In addition to working with a community Focus Group, outreach efforts included presenting at a variety of community group meetings, holding public open houses, and conducting an online survey.

Outreach efforts were limited by the constraints of the Covid-19 pandemic quarantine that was in place during the planning time frame, requiring all outreach to occur virtually via a digital platform rather than in person.

COMMUNITY GROUP PRESENTATIONS

Members of the DLT presented Long-Range Facility Plan information to over 40 community groups during February and March of 2021. Groups included Community Planning Organizations (CPOs), Neighborhood Association Committees (NACs), Parent-Teacher Organizations (PTOs), and other neighborhood groups.

Presentations included a description of District needs and the preliminary proposed capital bond plan options, as well as time for questions and feedback from the community. Community input from these meetings was brought back to the DLT and used to inform plan development.

PUBLIC OPEN HOUSES

As part of the long-range facility plan process, the District held three open house sessions in February 2021 to garner input from the broader community. Sessions were facilitated by the planning team, with participation from a number of District representatives.

The primary goals of the open houses were to:

- > Provide an understanding of the District's facility-related goals and needs
- > Present preliminary capital bond proposal options and rationale
- > Hear community feedback regarding District need and bond plan options

The public open houses were held virtually, with two evening sessions and one afternoon session. Each two-hour meeting included an informational presentation, open discussion time for questions and feedback, and a short real-time poll related to the two proposed capital bond plan options.

Participants' questions and comments, spanning a number of topics and

diverse perspectives, are summarized in the Community Outreach Summary included in Appendix B – Supplemental Information.

ONLINE SURVEY & VIDEOS

The District facilitated an online survey regarding the Long-Range Facility Plan to gather additional input from constituents who may not have been able to have their voice heard through other avenues. The survey was sent to all District families, with links to two informational videos that described District needs and the proposed capital bond options.

Approximately 1,000 responses were submitted in response to the District's survey. Approximately 260 written comments were also submitted from community members, parents, staff, and students in response to the survey.



SECTION 03

REGULATORY CONTEXT

The regulatory context for the Long-Range Facility Plan is primarily established by the Oregon Revised Statutes (ORS) and Oregon Administrative Rules (OAR), in addition to any applicable city and county ordinances.

Changes to the regulatory environment in the State of Oregon since the previous LRFP was completed in 2010 include the recent development of the School Construction Matching Program by the Oregon Department of Education and revisions to the physical education requirements.

ORS 195.110 REQUIREMENTS

Much of the regulatory context addressed in the 2021 LRFP remains unchanged since the 2010 LRFP update. As noted, ORS 195.110: School Facility Plan for Large School Districts is the statute that prescribes what elements the State of Oregon is looking for in a LRFP. Subsection (5)(a) includes the specific topics the LRFP must include:

The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:

- (A) Population projections by school age group.
- (B) Identification by the city or county and by the large school district of desirable school sites.
- (C) Descriptions of physical improvements needed in existing schools to meet the minimum standards of the large school district.

- (D) Financial plans to meet school facility needs, including an analysis of available tools to ensure facility needs are met.
- (E) An analysis of:
 - (i) The alternatives to new school construction and major renovation; and
 - (ii) Measures to increase the efficient use of school sites including, but not limited to, multiple-story buildings and multipurpose use of sites.
- (F) Ten-year capital improvement plans.
- (G) Site acquisition schedules and programs.

The 2021 LRFP has been reviewed and updated as needed to meet the specific requirements of ORS 195.110.

ORS 195.110: School Facility Plan for Large School Districts is included for reference in Appendix A – Regulatory Information.

OAR 581- 027 REQUIREMENTS

The Oregon Administrative Rules are created by most agencies and some boards and commissions to implement and interpret their statutory authority. The OARs are the official compilation of rules and regulations having the force of law in the state of Oregon, and are the regulatory and administrative corollary to the Oregon Revised Statutes. The OARs are published pursuant to ORS 183.360 (3).

Chapter 581 of the OAR encompasses the rules and regulations of the Oregon Department of Education (ODE). Division 27 within this chapter covers the School Construction Matching Program and defines requirements for facility assessment, seismic assessment, and long-range facility plans. Adoption of this LRFP will satisfy the current requirements of the applicable OARs.

OAR 581-027-0040: Long-Range Facility Plan Requirements is included for reference in Appendix A – Regulatory Information.

SCHOOL CONSTRUCTION MATCHING PROGRAM

The State of Oregon provides matching grants to school districts from designated resources in the Oregon School Capital Improvement Matching (OSCIM) account. The State determines and apportions the amount of available resources to districts among the funding cycles in each biennium.

The total amount of State matching grant funds available and awarded varies during each funding cycle. In order to qualify for an OSCIM program matching grant, Districts must submit a long-range facility plan and facility assessment as part of their OSCIM program application. Failure to submit these documents will disqualify the District from participation in the OSCIM program application for that funding cycle.

Section 581-027-0023 (Submission of Long-Range Facility Plans and Facility

Assessment as part of Oregon School Capital Improvement Matching Program Grant Application) prescribes the elements of the LRFP that a district must submit to be eligible for matching funds:

- (8) The Long-Range Facility Plan must meet the following requirements:
 - (a) Comply with the standards set forth in OAR 581-027-0040; and
 - (b) Demonstrate how the new buildings proposed to be built are integrated into the Long-Range Facility Plan.
- (9) The Facility Assessment must meet the following requirements:
 - (a) Comply with the standards set forth in OAR 581-027-0035;
 - (b) Cover buildings that will be included in the OSCIM program grant application. A district may include facility assessments for more buildings than would be improved using OSCIM program funds;
 - (c) Cover a District's current buildings even if the District is applying for the OSCIM program only for the construction of a new building.
- (10) Districts are not required to use a Certified Contractor to complete the Long-Range Facility Plan or the Facility Assessment.
- (11) A District may use the same Facility Assessment and Long-Range Facility Plan as a basis for an OSCIM program application for four years from the year in which the plan was completed.

The 2021 LRFP provides the information needed to comply with the specific elements of OAR 581-027.

PHYSICAL EDUCATION REQUIREMENTS

In 2007, the Oregon Legislature enacted House Bill 3141 (ORS 329.496), which calls for a minimum of 150 minutes of weekly physical activity for students in kindergarten through fifth grade, and 225

minutes of weekly physical activity for students in sixth through eighth grades. Senate Bill 4 (SB4) was enacted in 2017, with new provisions and amendments.

School districts are required to provide students with the specified amount of physical activity starting in the 2017-18 school year, with full compliance required by the 2022-23 school year.

Based on preliminary evaluations completed by the District as part of this planning process, several schools may need additional physical education (PE) teaching stations in order to meet this requirement through the 2030-31 school year (the capital plan horizon). A more detailed analysis will be required to confirm specific space needs. The District will also need to assess the availability of PE instructors and supporting budget, which is not included in a capital plan.

ORS 329.496: Physical Education Participation is included for reference in Appendix A – Regulatory Information.

URBAN AND RURAL RESERVES

Urban and Rural Reserves, including Urban Reserve Areas (URAs), were adopted by Metro and the region in 2010. Development of the URAs in the vicinity of North Bethany and Cooper Mountain has most directly affected Beaverton School District student enrollment. The District participates in the community planning for the Reserve areas and the District's enrollment forecasts include the planned residential densities and committed development in these areas.

NORTH BETHANY

The North Bethany URA was subsequently included in the regional Urban Growth Boundary (UGB) and, following that action, significant residential development has occurred. This development resulted in enrollment increases in the northern portion of the school district boundary and led to attendance boundary adjustments for

certain schools. The District’s enrollment forecasts consider the new and committed developments in this area.

Most of the North Bethany area has either been built-out or is committed to development. The District owns a 10-acre site for a future elementary school in the North Bethany area. However, there are no plans for constructing a new school in this area within the time frame of this Long-Range Facility Plan, as it is not expected to be needed.

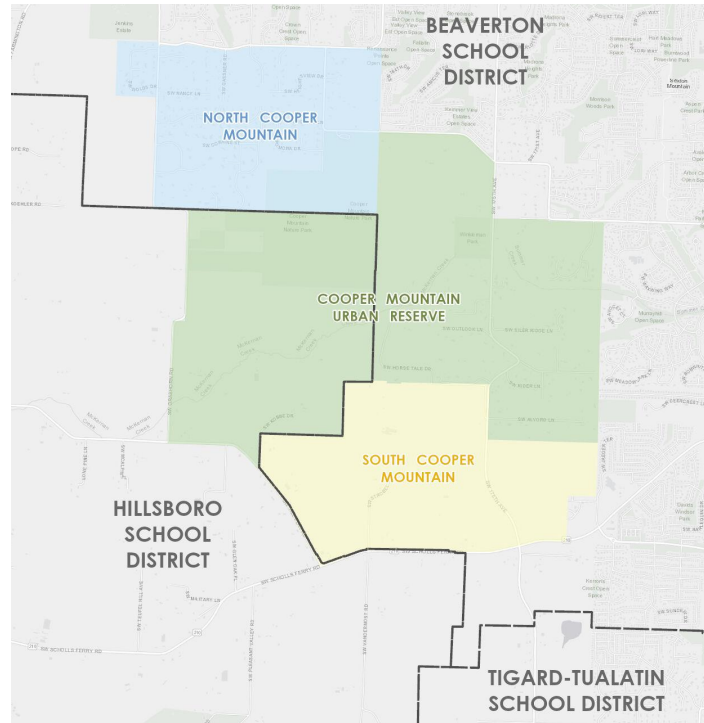
SOUTH COOPER MOUNTAIN

South Cooper Mountain (544 acres located at the southwest edge of Beaverton) was added to the UGB in 2011 and annexed by the City of Beaverton in 2013. The South Cooper Mountain Community Plan was adopted in 2015. Much of this area has been developed or is committed to development. The new Mountainside High School is located with the South Cooper Mountain planning area. In addition, the District owns property for a future elementary school within this planning area.

The Cooper Mountain area is located in the southwest corner of Beaverton inside the Metro UGB and adjacent to the existing city limits. It is bordered by Grabhorn Road to the west, Tile Flat Road to the south, Kemmer Road and Weir Road to the north, and the existing city limits to the east. The area is largely undeveloped but includes existing residences, as well as Cooper Mountain Nature Park, Winkelman Park, and Tualatin Valley Fire & Rescue (TVF&R) Station 69.

The Cooper Mountain Community Plan area is made up of 179 properties totaling 1,232 acres. A concept plan for the Cooper Mountain area is currently being developed by the City of Beaverton in advance of the property annexing to the City. Roughly half of this area is located within the Beaverton School District boundary. The other half of the planning area is located within the Hillsboro School District boundary.

DIAGRAM:
South Cooper Mountain URA



LOCAL COMPREHENSIVE PLANS

Following adoption of the LRFP by the School Board, the Plan will be presented to the City of Beaverton and Washington County for adoption into their respective local comprehensive plans.

In accordance with ORS 195.110 (2)(a):

- (2) A city or county containing a large school district shall:
 - (a) Include as an element of its comprehensive plan a school facility plan prepared by the district in consultation with the affected city or county.

Upon adoption the local jurisdiction may use the LRFP to evaluate whether a plan or land use regulation amendment proposed within the jurisdiction will significantly impact school capacity. If significant impacts are identified, the large school district may request that the city or county implement a coordinated process with the district to identify methods to address the projected impacts.

The cities of Tigard, Hillsboro, and Portland also have area served by the Beaverton School District. However, with limited area, these cities will not need to adopt the LRFP into their comprehensive plans.

HISTORIC CONSERVATION

State statute ORS 358.653 requires school districts that have buildings of historic significance in their facility portfolio to coordinate with the State Historic Preservation Office to protect buildings from inadvertently being transferred, sold, demolished, substantially altered, or allowed to deteriorate by work being performed on the buildings.

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SECTION 04

VISION & GOALS

The vision for the Long-Range Facility Plan is rooted in the District’s goal of empowering all students to achieve post-high school success and aligns with the District Strategic Plan and Equity Guides.

DISTRICT STRATEGIC PLAN

The Beaverton School District Strategic Plan, shown at right, emphasizes excellence, innovation, equity, and collaboration. Developed by the School Board in 2014, these broad goals form the framework for detailed strategic measures and ongoing assessment in a variety of areas. They were also used as the foundation for developing specific facility-related guiding principles for the Long-Range Facility Plan.



WE EXPECT EXCELLENCE

WE teach students knowledge and skills for our evolving world.

WE seek, support, and recognize world-class employees.



WE INNOVATE

WE engage students with a variety of relevant and challenging learning experiences.

WE create learning environments that promote student achievement.



WE EMBRACE EQUITY

WE build honest, safe, and inclusive relationships with our diverse students and their families.

WE provide needed support so that every student succeeds.



WE COLLABORATE

WE work and learn in teams to understand student needs and improve learning outcomes.

WE partner with our community to educate and serve students.

GUIDING PRINCIPLES

The following guiding principles were developed by the District Leadership Team to establish goals for the planning process and outcome. They are organized around the four pillars of the District's Strategic Plan.

WE EXPECT EXCELLENCE

- > Strategically plan for the maintenance, modernization, and replacement of facilities.
- > Plan for facility needs to meet all state regulatory requirements.
- > Maintain investment in current facilities by addressing unfunded maintenance needs.
- > Where significant investment is required to renovate and upgrade existing facilities (greater than 75% replacement cost), consider the cost / benefits of replacement.
- > Address all addition and expansion needs in existing facilities throughout the District.

WE INNOVATE

- > Update the Educational Specifications to reflect the evolving needs of pedagogical practices.
- > Provide flexible school facilities that foster creativity in teaching and support the evolution of high-quality education.
- > Incorporate sustainability, energy efficiency, and maintenance into the facility planning process.

WE EMBRACE EQUITY

- > Consider facility planning decisions through an equity lens.
- > Create greater parity across facilities.
- > Plan for upgrades / improvements.

WE COLLABORATE

- > Collaboratively plan for future facility needs driven by community, demographics, and pedagogical change.
- > Provide community amenities and support partnerships with other local agencies and service providers.

LRFP GOALS & IMPLEMENTATION ACTIONS

The following LRFP goals and actions for implementation were developed by the District as part of the planning process, and in alignment with the Strategic Plan and Guiding Principles.

GOAL 1: UTILIZE THE 2020 FACILITY CONDITION ASSESSMENT (FCA) TO PRIORITIZE BUILDING INVESTMENTS AND DECREASE DEFERRED MAINTENANCE.

1A: Prioritize deferred maintenance work using Facility Condition Assessment (FCA) data.

1B: Update FCA data annually to reflect changes based on completed repairs, completed replacement/construction, or continued deferred maintenance.

1C: Assess current Maintenance Department resources and a gap analysis for needed maintenance productivity.

1D: Provide a yearly report to the School Board on the status of deferred maintenance.

1E: Hire needed positions in the Maintenance Department to provide a preventive and corrective maintenance program.

GOAL 2: INVEST IN SEISMIC IMPROVEMENTS SUCH THAT ALL SCHOOLS MEET COLLAPSE PREVENTION PERFORMANCE ON OR BEFORE DECEMBER 2032 AND AS DIRECTED BY OREGON REVISED STATUTE (ORS) 455.400.

2A: Prioritize seismic rehabilitation work based on buildings with the lowest structural score and availability of funding resources and/or targets of opportunity with scheduled repair work.

2B: Apply every funding cycle for state seismic rehabilitation grants.

GOAL 3: IMPLEMENT SECURITY IMPROVEMENTS ON OR BEFORE DECEMBER 2028. THESE PROJECTS INCLUDE BUT ARE NOT LIMITED TO FENCING, CAMERA, KEY CARD INSTALLATIONS, ISOLATION ROOMS, AND VESTIBULES.

3A: Ensure schools at a minimum have a key card access system and security cameras by December 2023.

GOAL 4: MAINTAIN HIGH STANDARDS FOR DESIGN AND CONSTRUCTION OF NEW AND RENOVATED FACILITIES AND ALIGNED TO THE EDUCATIONAL SPECIFICATIONS.

4A: Establish a level of service standard for lighting, fresh air exchange, heating/cooling, technology, teaching stations, and storage in classrooms and other teaching and learning spaces.

4B: Develop a plan to improve deficient spaces, in coordination with annual facility improvements and maintenance.

4C: Regularly review and update the Educational Specifications to reflect best practices and lessons learned from completed projects.

GOAL 5: INVEST IN NEW ENERGY EFFICIENT BUILDING SYSTEM AND TECHNOLOGY TO ENSURE LONG-TERM OPERATIONAL PERFORMANCE AND UTILITY SAVINGS SPECIFICALLY EVALUATED ON TRUE LIFE-CYCLE COST ANALYSIS VERSUS FIRST- COST OF CONSTRUCTION.

5A: All new construction buildings shall meet all of the following energy efficiency program metrics:

- > Enroll in the Energy Trust of Oregon's (ETO) New Building Program Whole Buildings Offering.
- > Meet Oregon's 1.5 Percent Green Energy Technology (GET) requirement, which stipulates public entities spend

1.5 percent of public building capital construction costs on specified renewable energy systems.

> Meet or exceed Oregon Department of Energy (ODOE) SB1149 EUI (Energy Usage Index) target guidelines:

- Elementary / Middle Schools: 29 kBtu/SF/Yr
- High Schools: 37 kBtu/SF/Yr

> Eligible for EPA ENERGY STAR Certification with a score of 75 or higher. ENERGY STAR certified buildings save energy, save money, and help protect the environment by generating fewer greenhouse gas emissions than typical buildings. To be eligible for ENERGY STAR certification, a building must earn an ENERGY STAR score of 75 or higher on EPA's 1 – 100 scale, indicating that it performs better than at least 75 percent of similar buildings nationwide.

> Require ENERGY STAR appliances throughout.

5B: All existing buildings shall meet the following energy efficiency program metrics by 2040:

> Meet or exceed Oregon Department of Energy (ODOE) SB1149 EUI (Energy Usage Index) Target Guidelines:

- Elementary / Middle Schools: 29 kBtu/SF/Yr
- High Schools: 37 kBtu/SF/Yr, and

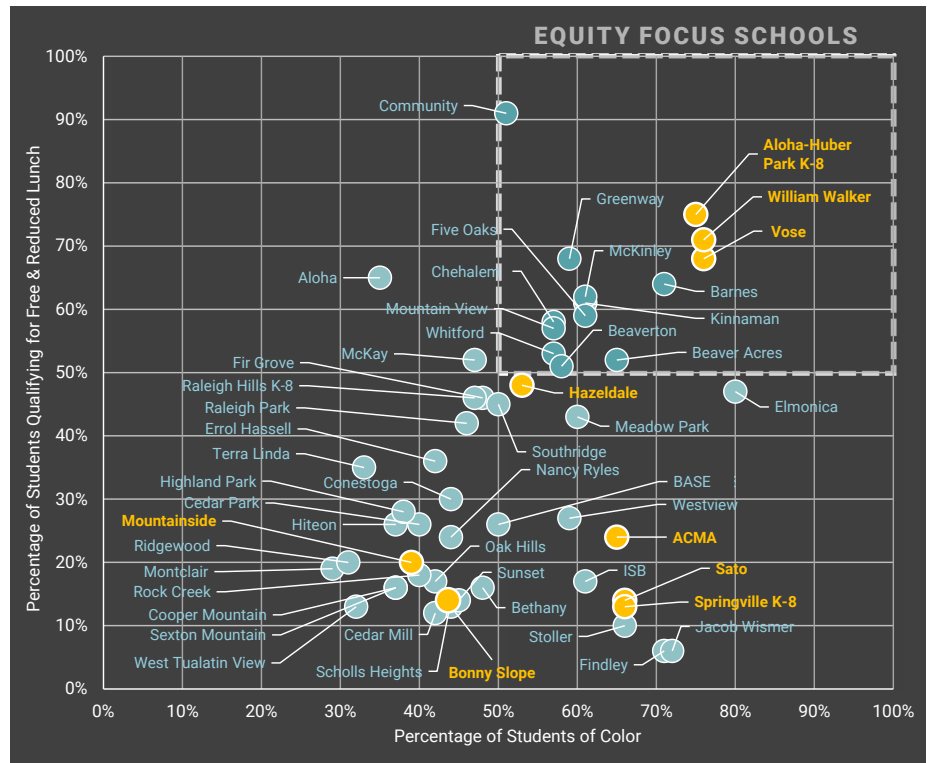
> EPA ENERGY STAR certified with a score of 75 or higher.

**GOAL 6:
BALANCE SCHOOL CAPACITY
WITH CURRENT AND PROJECTED
ENROLLMENT LEVELS.**

6A: Regularly review and adjust attendance boundaries to respond to enrollment growth, decline and the capacity/quality of school buildings.

6B: Maintain transparent and collaborative decision-making practices in attendance boundary adjustments.

**CHART:
Equity Focus Schools**



EQUITY LENS

Beaverton School District is a diverse community of learners. 53.9 percent are students of color, 34.8 percent qualify for free-and-reduced lunch, and 12.5 percent are English language learners, with 94 different languages spoken in student homes.

In order to break the predictive link between student demographics and student success, the District applies the principle of equity to all aspects of their schools and programs and aspires to have the five “P”s listed below:

PARTNERSHIP elevates multiple perspectives from historically underserved communities

PEOPLE reflect the diversity of our student body

PLACE is safe, inclusive, and affirming for historically underserved students and their families

POLICY articulates a vision for equity

PRACTICE eliminates gaps in access, opportunity, and expectation

DISTRICT EQUITY GUIDES

The following list includes the equity guides that the District has adopted. They are questions that the District asks itself when considering any decision.

- > Whose voice is and is not represented in this decision?
- > Who does this decision benefit or burden?
- > Is this decision in alignment with the BSD Equity Policy
- > Does this decision close or widen the access, opportunity, and expectation gaps?

**USING THE EQUITY LENS IN A
PLANNING CONTEXT**

In addition to being mindful of the equity guides throughout the long-range planning effort, the planning team also evaluated specific equity metrics related to historically underserved groups to inform the planning process. Using District data for individual schools, the team looked at socioeconomic, race, and language spoken.

Recognition of which schools have enrolled students with a high level of socio-economic need, a high level of racial diversity, and a high percentage of English-language learners informed planning decisions throughout the process, within the context of many other factors.

Equity Focus Schools

The chart on the previous page shows where schools fall in terms of their percentage of enrolled students qualifying for free and reduced lunch and the percentage of students of color. Schools in the upper right quadrant have more than 50 percent of enrolled students in both of these categories, identifying them for equity focus. Schools in this category include nine elementary schools, three middle schools, one high school, and one option school.

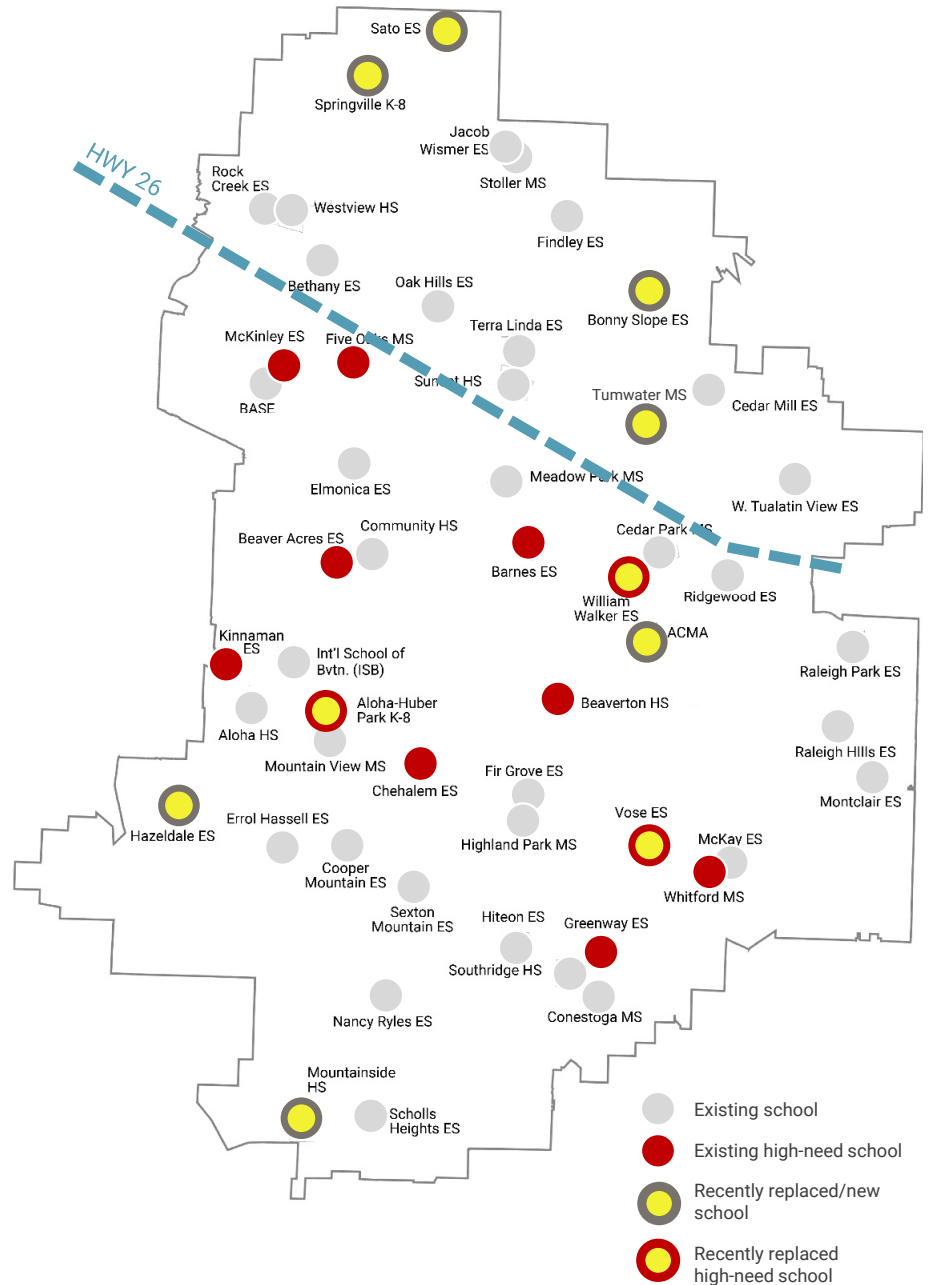
Recently constructed schools (after 2000) are also identified in orange (with the exception of Tumwater Middle School, which is not yet open as a middle school and did not have student data). Almost one-quarter of the schools in the equity focus category have been recently replaced, including Aloha Park K-8 (2005), Vose Elementary School (2017), and William Walker Elementary School (2018). Five Oaks Middle School was not replaced, but received a major modernization and addition as part of the 2014 bond. This work reflects the District’s ongoing commitment to equity.

Geographic Equity

Looking at school equity from a geographic perspective, as shown in the graphic at right, provides another metric for consideration. When viewed through a lens of greater than 50 percent free-and-reduced lunch, greater than 50 percent students of color, and greater than 15 percent English-language learners, the following schools emerge (shown in red):

- > Aloha Park K-8
- > Barnes Elementary School

DIAGRAM:
Equity Mapping of School Replacement Projects Since 2000



- > Beaver Acres Elementary School
- > Chehalem Elementary School
- > Greenway Elementary School
- > Kinnaman Elementary School
- > McKinley Elementary School
- > Vose Elementary School
- > William Walker Elementary School

- > Five Oaks Middle School
- > Whitford Middle School
- > Beaverton High School

All of these schools are located to the south of Highway 26, primarily in the central, older parts of the District. As illustrated in the diagram, three of these schools have been replaced.



SECTION 05

EDUCATIONAL PROGRAM

The purpose of a long-range facility plan is to develop a “road map” outlining strategic management of district facilities that offer high-quality, effective, and adaptable learning environments for students. Over the last few decades, education has changed dramatically to incorporate a new understanding of how individuals learn.

MODERN LEARNING ENVIRONMENTS

Ensuring that the District builds modern, student-centered learning environments to accommodate the variety of ways that students learn is essential to fulfilling the Long-Range Facility Plan’s purpose. The LRFP addresses changing needs for educational program delivery and how facilities can support these requirements.

Many of the District’s existing facilities are dated and may not support these aspirations or reflect the cultural norms of the community. Education facilities have historically been designed in a “one-size-fits-all” manner. Older building configurations were designed to support one teacher with a group of 30 students, limiting flexibility for team-teaching, variety in student group sizes, and typically with no space outside the classroom for instruction.

BACKGROUND

There have been enormous strides in our understanding of how the brain functions

and how children learn. We know that individuals learn in a variety of ways, requiring information to be provided in a variety of formats.

This knowledge has given rise to new approaches towards more effective teaching and learning, such as project-based learning, student-managed learning, small group work, independent research, and presentation. While the realities of our modern world continue to change and evolve, many older school buildings are still configured as they were 80 years ago (designed as factories for learning—with repetitive classrooms, sized for 30 students in a double-loaded corridor configuration).

Today’s learners are citizens of the world. They are connected through media and technology to a greater network of information than ever before. They need to be able to sift through vast quantities of information and evaluate it rather than memorize it. They must be more creative, innovative, and work in a more collaborative way. As global community members, students need to understand



and relate to different cultures and languages. They live in a rapidly changing world, which requires flexibility to meet the needs of the future.

In order to meet the nation’s needs for the twenty-first century, the U.S. Department of Education offers the following guidelines regarding the design of learning environments:

- > Enhance teaching and learning and accommodate the needs of all learners
- > Serve as centers of the community
- > Result from a planning and design process involving all stakeholders
- > Provide for health, safety, and security
- > Effectively use adaptable resources
- > Allow for flexibility and adaptability to changing needs

FACILITY PLANNING IMPLICATIONS

Increasingly, insightful teams of administrators, educators, and parents are collaborating with architects to re-imagine the schoolhouse. The goal is to create buildings that will engage students, welcome the community, and adapt to shifts in population and pedagogy.

Modern learning environments are student-centered and integrate innovative teaching methods, such as hands-on

learning and collaborative project-based work, with effective learning environments that are flexible, adaptable and technology-rich. Modern learning environments accommodate and encourage different students, of varying ages, abilities, and interests, to learn different things from different people in different places, in different ways, and at different times.

Modern learning environments engage students, welcome the community and adapt to shifts in student population. They are flexible, connected, collaborative, culturally relevant, multisensory, and multipurpose; with provisions for small study spaces and shared group space.

Learning Everywhere

Learning can take place anywhere. Spaces that support multiple uses are places that provide space for a wide range of learning styles. Additionally, they are spaces that can take a variety of forms depending on the school’s social and cultural context, students’ ages and abilities, educational philosophies, curriculum and pedagogies. Multipurpose learning spaces must be flexible. They should be able to serve a variety of learning communities within the school, as well as the community surrounding the school.

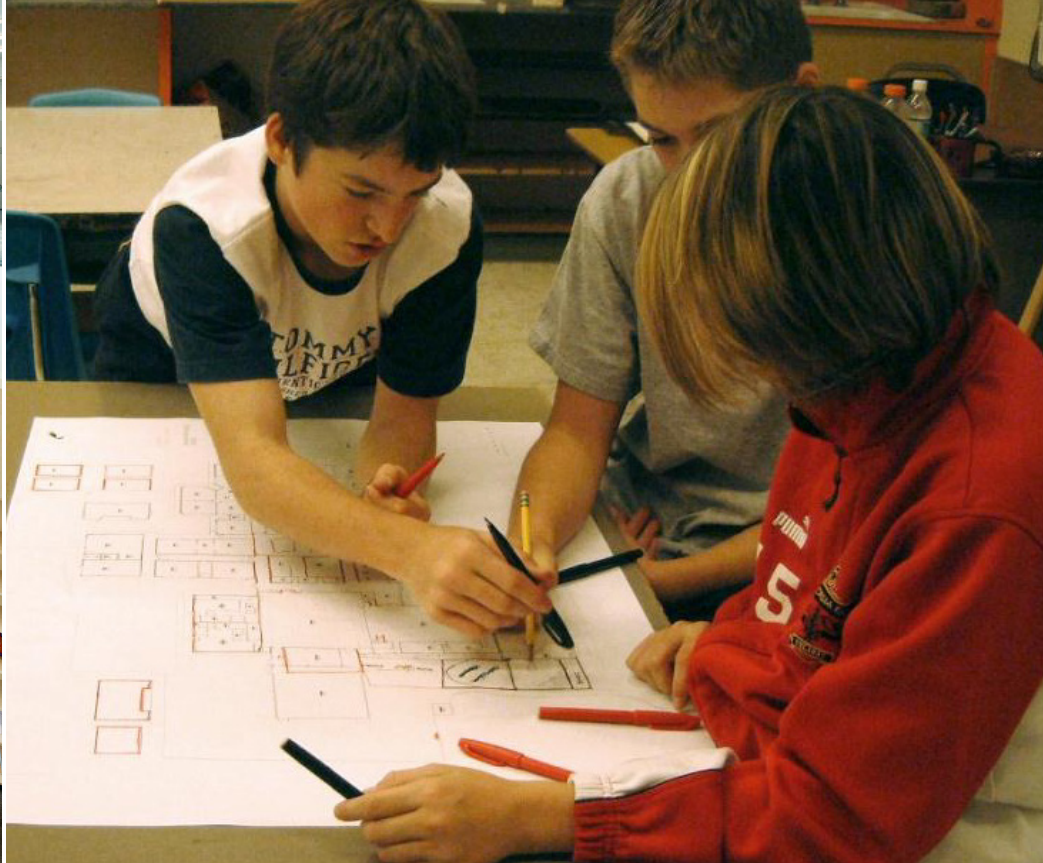
Design Patterns

School facility design contributes to creating successful learning environments. Types of teaching and learning, such as independent study, peer tutoring, project-based learning, student-managed learning, mentoring, and distance learning, create the need for different types of space.

Environmental Responsibility

Teachers and students perform best in facilities that meet their needs. Facilities must be well-ventilated, comfortable environments that are free of hazards and irritants, while also minimizing energy and resource use. Access to daylight and good acoustics are also key elements of a healthy environment.

School buildings can be designed to go beyond sustainability, in terms of energy use, and employ the building as a teacher of environmental stewardship and a laboratory for learning about natural processes and building technologies. There is increasing national concern about the buildings and spaces in which students learn, and how these might affect both health and achievement.



EDUCATIONAL ADEQUACY

Educational adequacy addresses the following question:

How well does the facility create a successful environment for learning, inspiring, and building community?

Although educational adequacy can be difficult to quantify, facilities can be evaluated in a number of different ways, including area per student comparison and elements of successful learning environments.

AREA PER STUDENT

Gross square footage per student (GSF/student) is one metric that can be used to compare educational adequacy in school facilities. GSF/student is determined by taking the total gross square footage of a facility and dividing it by the permanent student capacity of the building. It is important to note that this metric is not necessarily a reflection of classroom size, as it takes into account all spaces within the building and provides the average amount of total space per student.

Beaverton School District's area per student targets are 122 GSF/student for

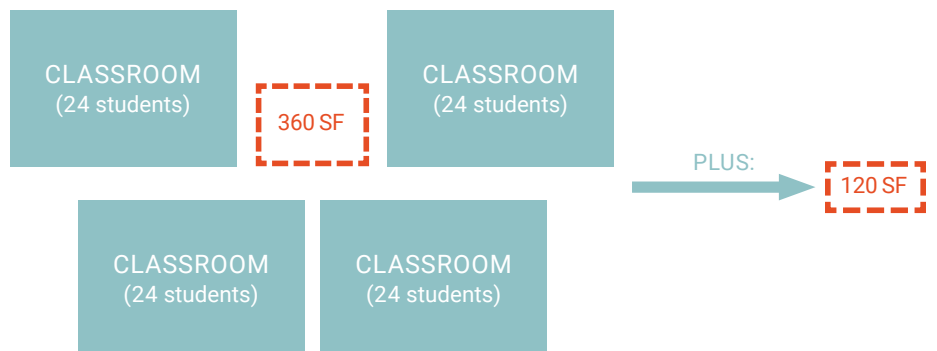
elementary schools, 148 GSF/student for middle schools, and 155 GSF/student for high schools. These targets are based on the District's Educational Specifications and evaluation of recently completed school facilities. The District is typical of most school districts, in that its school facilities vary widely in terms of area per student.

A small amount of difference in area per student can have a big impact on the amount of space in a facility and how it is used. For example, the difference between Montclair Elementary (119

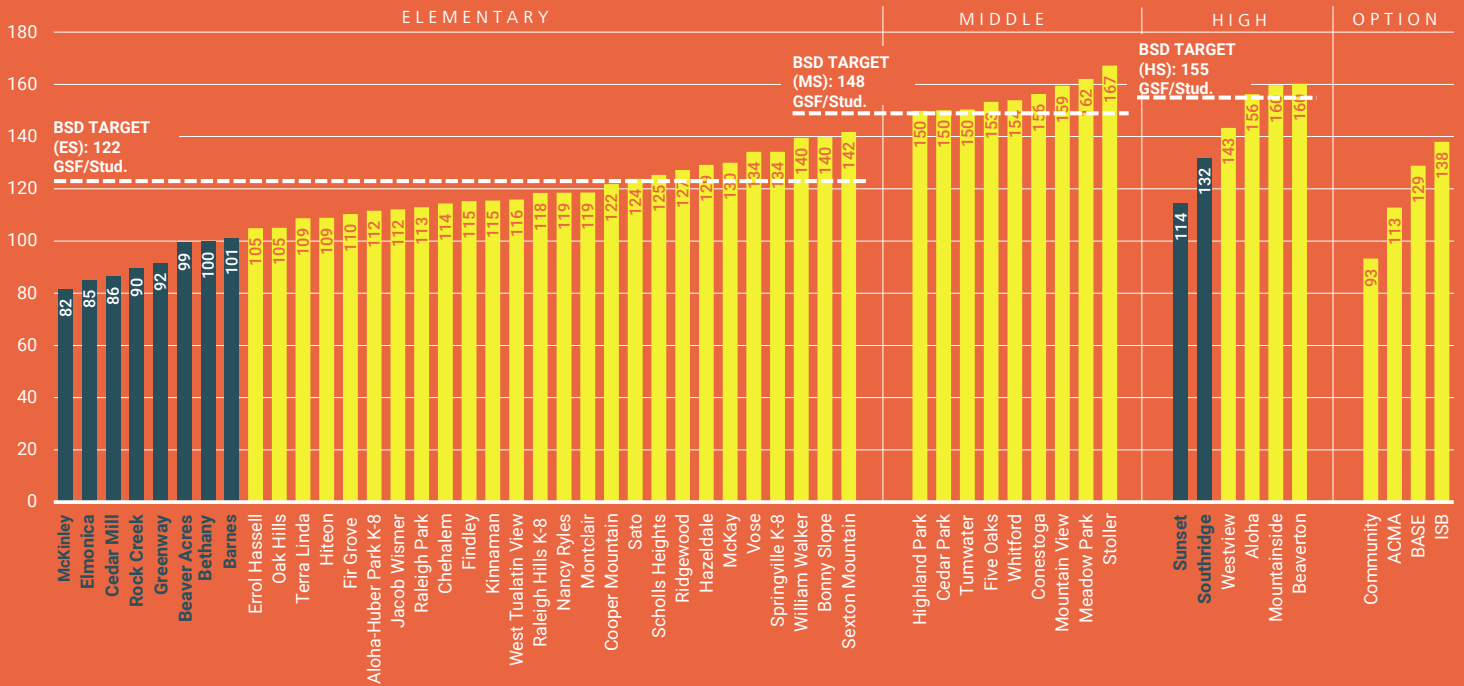
GSF/student) and Sato Elementary (124 GSF/student) is only five square feet per student. However, when this is multiplied by the number of students per classroom (25), it equates to an additional 125 square feet per classroom, or an additional 500 square feet of space for a cluster of four classrooms.

This additional space is enough to provide break-out areas and/or other types of teaching and support space for the classrooms that a school with a lower area per student would not be able to have, as shown in the diagram below.

Impact of Five Square Feet Per Student:



AREA PER STUDENT



Distribution and configuration of space is also important to consider. Adding onto an existing school can increase the area per student, but does not always provide the desired types and relationships of spaces, such as break-out spaces adjacent to classrooms.

A comparison of area per student in the District's school facilities is shown in the chart above.

Elementary School Level

Of the District's 34 elementary schools, eight schools fall more than 20 GSF/student below the District target. Ranging from 80 to 101 GSF/student, these schools are typically older facilities that are not configured for modern learning. These schools are identified as having a potential opportunity to improve the learning environment if replaced or added onto.

At the other end of the spectrum, 11 elementary schools are at or above the target area per student, including all of the District's most recently constructed schools.

Middle & High School Level

All of the District's nine middle schools are at or above the District's target area per student.

Two of the District's six comprehensive high schools, Sunset and Southridge, are more than 20 GSF/student below the District target, while three are above the target.

The District's four alternative school facilities, which house middle school and/or high school students, all fall below the middle school and high school targets. This is typical for non-traditional programs that may not include all of the facility components of a comprehensive neighborhood school facility. The District does not have a target area per student for alternative programs, as the programs and facilities vary greatly.

ELEMENTS OF SUCCESSFUL LEARNING ENVIRONMENTS

- > Facilitate learning everywhere
- > Support multiple modes of delivery
- > Offer opportunities for social learning
- > Integrate technology throughout
- > Maximize connections to community
- > Seek educational partnerships and joint use
- > Embrace sustainable design
- > Inspire!

Shared Learning

Modern learning environments tend to offer several options that support large group, small group, and individual learning needs. Currently, two options exist in many of the District's older schools, including the general classroom environment and the hallway.

Existing facility considerations related to shared learning include:

- > Limited or no shared learning areas in older schools
- > Limited or no space for one-on-one, group projects, etc.
- > Limited ability for outside of classroom supervision
- > Disruption caused by use of learning space as a thoroughfare

Classrooms

Existing facility considerations related to classroom suitability include:

- > Classrooms do not allow for flexible learning
- > Limited or no connection to other learning areas
- > Functionally limiting



Natural Light

Access to daylight is a key element of a healthy learning environment. Research over the last two decades has shown that lighting impacts physical health, psychological well-being, and academic performance. Characteristics related to the level and quality of natural light and educational suitability include:

- > Little or no opportunity for visual relief
- > Spaces that are dark and uninviting

Wayfinding / Character / Community

Supervision and wayfinding are important considerations in modern learning environments. Characteristics that can impact the educational suitability of a facility include:

- > Spatially constrictive
- > Difficult wayfinding
- > Restricted observation of students
- > Unwelcoming environment
- > Limited or poorly configured spaces for community use

MODULAR CLASSROOMS

Modular classrooms, or portables, are located at many District schools to meet capacity needs. Although these classrooms provide the basic facilities for learning, they are not ideal learning environments due to a number of factors.

Issues include their remote location and disconnectedness, as well as related supervision and security concerns. Modular classrooms also may not have materials, systems, and amenities that are commensurate with permanent building space, resulting in limited display and storage areas, limited natural light, and/or suboptimal heating ventilation systems.

The District recognizes the limitations of modular classrooms and has set a goal to remove and/or limit the use of portables wherever possible. However, it is recognized that there are situations where their use is necessary due to budget, site, or other constraints.

AREAS OF EDUCATIONAL PROGRAM NEED

The following information summarizes specific District educational programs that could require and/or benefit from modification of existing facilities within the 10-year time frame of the Long-Range Facility Plan.

Educational goals and needs for the LRFP have been defined for those programs that have clarity regarding facility support needs. Not all of the

District's educational programs are included. Of those shown, it is yet to be determined what, if any, changes may be made. Some programs were determined to not require action as part of the Long-Range Facility Plan, and are included for informational purposes only.

EARLY CHILDHOOD EDUCATION EXPAND PRESCHOOL PROGRAM

Goal

Provide one prekindergarten classroom at every elementary school with Title I status.

Existing Condition

15 Title I elementary schools are identified within the District for the 2020-21 school year and six Title I schools currently have prekindergarten programs.

Need

Implement a preschool program in the remaining nine Title I elementary schools by adding a prekindergarten classroom and associated support, including a required outdoor play area. (Although the specific plan approach, either new construction or modernization, will be determined on a school-by-school basis, new construction is assumed for the purposes of the Long-Range Facility Plan.)

Elementary schools that need to add a preschool program include:

- > Beaver Acres
- > Chehalem
- > Elmonica
- > Flr Grove
- > Hazeldale
- > Kinnaman
- > McKinley
- > Raleigh Hills
- > Raleigh Park

SPECIAL EDUCATION

NEIGHBORHOOD SCHOOL IMPROVEMENTS

Goal

Provide adequate and equitable special education facilities at all schools (classrooms and support), so the majority of students needing special education can be served in their home attendance area.

Existing Condition

21 elementary, two middle, and three high schools currently have adequate special education facilities.

Need

Provide additional space and/or improvements to existing space at the remaining 13 elementary, seven middle, and three high schools that have inadequate special education facilities.

Special education program space requirements vary between grade levels and are determined by the District’s educational specifications. A revised version of the education specification for special education was developed by the District during the planning process and was used in planning the size requirements at each grade level.

SPECIALIZED PROGRAM FACILITY

Goal

Provide a new stand-alone special education school to serve approximately 120 to 130 students for whom the

District cannot currently accommodate their educational needs.

Existing Condition

Students are currently transported to non-District facilities, resulting in long transportation times and additional expense.

Need

Provide a stand-alone special education school for these students, either in a new or modernized facility. The estimated size for this facility is approximately 36,000 gross square feet and includes 15 classrooms, four safe rooms, offices, and support space.

PHYSICAL EDUCATION

MEET STATE PHYSICAL EDUCATION REQUIREMENTS

Goal

Provide space to accommodate State physical education (PE) requirements at all District facilities (elementary schools and middle schools).

Existing Condition

The number of PE spaces in existing District elementary and middle school facilities may not be adequate to meet State requirements at all schools.

Need

Additional gymnasiums or other PE teaching stations may be needed at some elementary and middle schools (to be determined). An analysis of existing PE spaces was completed as part of this planning process and indicated a need for additional PE teaching stations as many schools (14 elementary, two middle, and one option school).

However, as this analysis was based on a number of assumed factors and because there are also programmatic strategies to address this need, such as adjusting class sizes, scheduling, and utilization rates, the District determined not to include specific PE facility need as part of the LRFP.

One exception to this is Stoller Middle School. Due to its large enrollment and limited PE facilities, it is unlikely that programmatic changes will be enough to fulfill State requirements.

Other schools that may have a significant need for additional PE teaching stations include: Bonny Slope Elementary, Jacob Wismer Elementary, McKinley Elementary, and Conestoga Middle School. Further evaluation will be needed to determine PE facility need at these and all other District elementary and middle schools.

EDUCATIONAL SUPPORT

ADMINISTRATION & SUPPORT FACILITY IMPROVEMENTS

Goal

Provide adequate administration and support space to accommodate the District’s educational programs and goals.

Existing Condition

There is a need for additional administrative support space in the District. The current Central Office building was built in 1970 when the enrollment size of the District was half of its current enrollment and there were fewer districtwide administrative services provided. Since then, districtwide administrative services have grown substantially and the current structure is inadequate for current operations.

Due to space limitations at the Central Office facility, some districtwide services are currently housed in locations separate from the Central Office, such as the Multilingual Department, Nutrition Services, and Special Education. Ideally, all districtwide administrative services would be in one location to improve community access.

Need

Expand the District’s Central Office facility to accommodate all districtwide administration programs in one location.



SECTION 06

FACILITY CONDITION

Beaverton School District is the third largest school district in Oregon, educating almost 40,000 students each year. The District is located to the west of Portland and encompasses an area of approximately 57 square miles in Washington County.

EXISTING DISTRICT FACILITIES

Beaverton School District owns and operates over 5.7 million square feet of facility space on over 800 acres of land throughout the District. This includes 34 elementary schools, nine middle schools, six high schools, and five option schools, as well as several administrative and support facilities. The two area charter schools are not owned or operated by the District and are not included as part of this LRFP.

Three additional school facilities that were funded in the 2014 bond have recently been constructed, adding to the District's facility inventory. Recent projects include a new elementary school, a new middle school, and a new high school.

Many District schools have one or more modular classrooms, or "portables," on site to provide additional student capacity. The square footage and capacity of portables is calculated separately from permanent facility space.

ELEMENTARY SCHOOLS

The majority of the District's elementary schools house students in kindergarten through fifth grade, with the exception of three K-8 schools: Aloha-Huber Park, Raleigh Hills, and Springville. Both Raleigh Hills and Springville are in the process of transitioning to K-5 schools by 2022-23, and are considered as such for the purposes of this LRFP. Aloha-Huber is anticipated to remain a K-8 facility through the time frame of this Plan.

The 31 K-5 elementary schools range in size from approximately 41,100 square feet to as much as 87,200 square feet at the newest elementary schools in the District. The K-8 facilities are larger, ranging from approximately 59,200 square feet to 106,000 square feet. Currently, 22 elementary schools have modular classrooms on site.

MIDDLE SCHOOLS

The District's nine middle schools house students in sixth through eighth grades. They range in size from approximately 116,700 square feet up to 165,500 square feet.

feet at Tumwater, the newest middle school. Currently, six middle schools have modular classrooms on site.

HIGH SCHOOLS

The six high schools in the District range in size from approximately 254,000 square feet to 342,000 square feet at Mountainside, the District’s newest high school. Two existing high schools have modular classrooms on site.

OPTION SCHOOLS

The District’s five option school facilities vary in program, grade levels and size. All option schools accommodate high school students, with several schools accommodating middle school students as well. The District has a total of approximately 320,000 square feet of facility space allocated for option schools. Facility sizes range from 51,125 square feet to over 105,000 square feet. Two options schools have modular classrooms on site.

Most option school facilities are housed on their own sites. Exceptions include the International School of Beaverton (ISB), which is co-located with the District’s branch administrative facility, and BASE, which is co-located with other District support offices at the Capital Center.

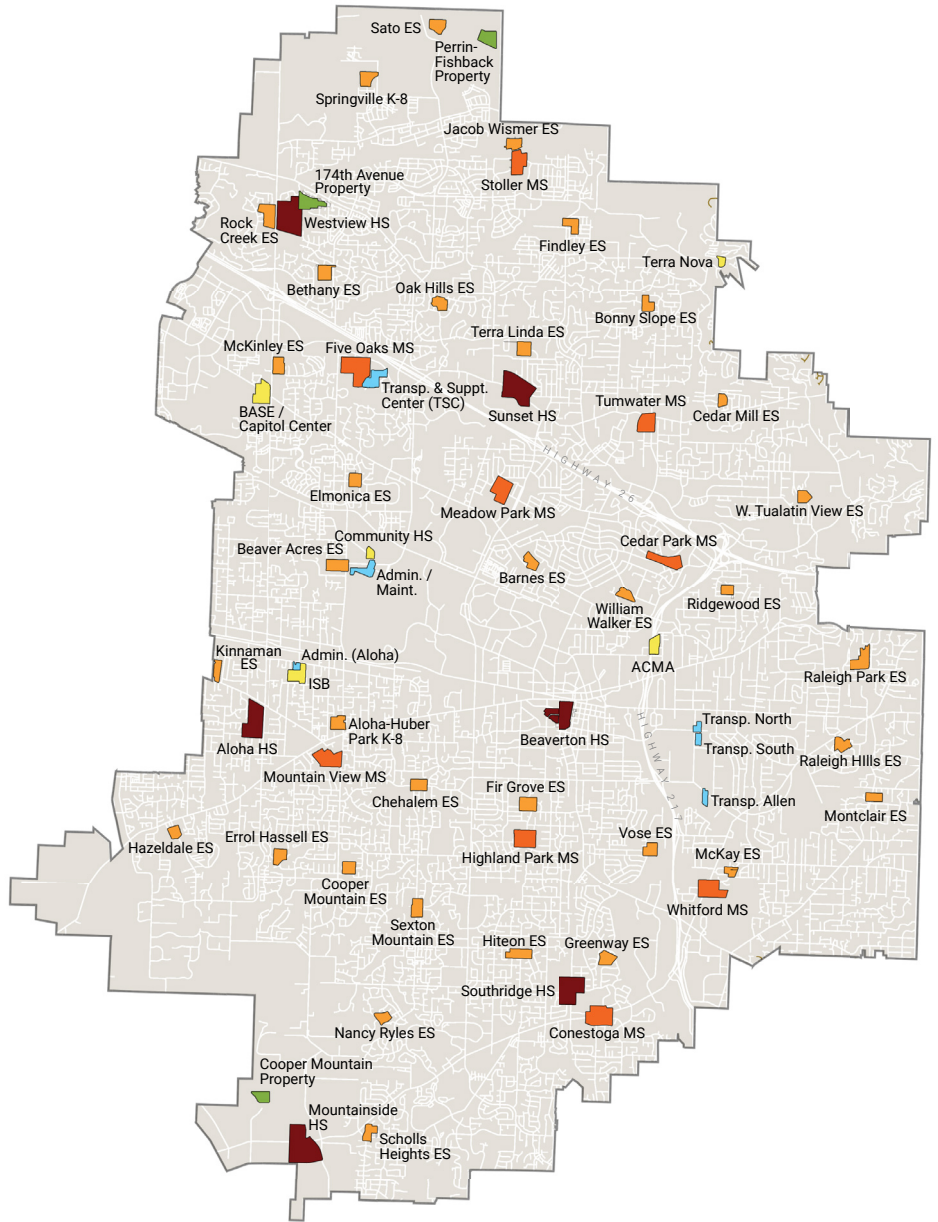
SUPPORT FACILITIES

The majority of the District’s support facilities are housed on one main campus, which has an administration building, several portables, and five maintenance buildings. There is also a small administrative branch facility, as well as four transportation and support facilities located throughout the District. There are approximately 253,000 square feet of support facilities in the District.

UNDEVELOPED PROPERTY

The District currently owns three parcels of undeveloped property. Two properties are located in the northern part of the District. The 174th Avenue property is located directly east of Westview High School and includes four tax lots. It is

DIAGRAM:
Existing District Facilities



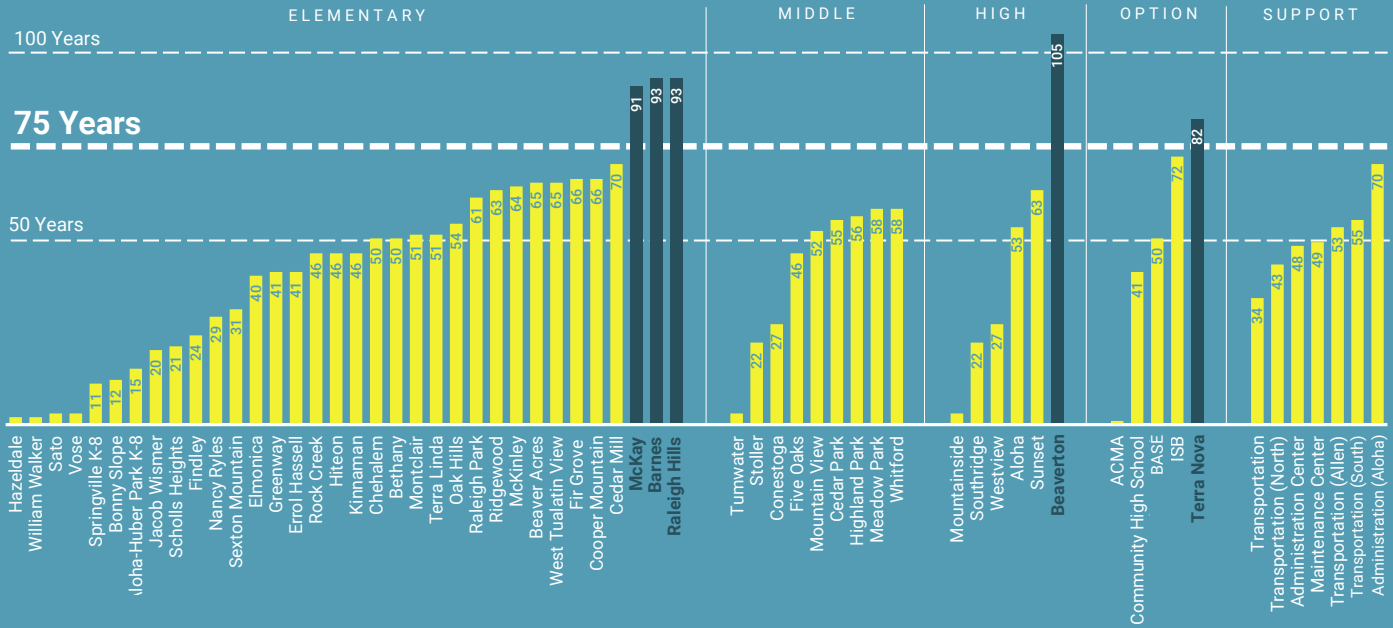
14.8 acres in size, with about 11.6 acres of developable land, due to the presence of wetlands in the northern portion of the site. The Perrin-Fishback property is located at the northern edge of the District, near Sato Elementary School, and is approximately 10.0 acres in size.

The most recently acquired South Cooper Mountain property is located on the southern edge of the District, near Mountainside High School. It is approximately 11.0 acres in size.

FACILITY TYPE

- Elementary School
- Middle School
- High School
- Option School
- District Support
- Undeveloped Property

FACILITY AGE



FACILITY AGE

District educational facilities vary significantly in age, with original construction dates as early as 1915 and as recent as 2021. Although facility age does not solely determine building condition, it is a significant factor that should be considered. The chart above illustrates the age of all District facilities.

Original construction dates were used for all buildings, although many District facilities have received modernizations and additions since their initial construction. This is because major building systems and components, such as foundations, structure and exterior materials, continue to degrade over time and eventually require replacement, regardless of subsequent work that has been done in the building.

Facilities built 75 or more years ago (before 1946), shown in blue above, are identified as candidates for potential replacement, due to both physical condition and program accommodation issues.

In addition to age-related degradation, older school facilities were generally not designed to accommodate current models of teaching and learning. Building configurations were typically designed to support one teacher with a group of 20-30 students, providing limited flexibility

for team-teaching or convening a variety of student group sizes. Older schools commonly have no space outside of the traditional classroom for private conversations, individualized instruction, or group project work. Shared facilities, such as cafeterias, gymnasiums, restrooms, and administration areas are also often undersized for current functions and needs.

ELEMENTARY SCHOOLS

The majority of the District's elementary schools (31 schools) are less than 75 years old, including four schools that have been constructed within the last five years.

Three of the District's elementary school facilities are over 75 years old, including McKay, Barnes, and Raleigh Hills. The age of these facilities may be a contributing factor in their consideration for replacement, along with other factors such as condition, capacity, and educational adequacy. There are also five elementary schools that will exceed the 75 year life span of facilities during the next 10 years, including Beaver Acres, West Tualatin View, Fir Grove, Cooper Mountain, and Cedar Mill.

MIDDLE SCHOOLS

All of the District's middle schools are less than 75 years old, however five of

the District's middle schools were built in the 1960's and are now over 50 years old. Although they will not be in need of replacement due to age within the time frame of this LRFP, it should be noted that they will likely be reaching the end of their useful life around the same time. The newest middle school, Tumwater, was completed in 2017.

HIGH SCHOOLS

The oldest comprehensive high school, and oldest facility in the District, is Beaverton High School, with the majority of the facility being constructed in 1915. At 105 years old, it should be considered as a candidate for replacement based on its age. Newer portions of the facility, such as the cafeteria, do not need to be replaced due to age.

Two other high schools, Sunset and Aloha, are over 50 years old, with the Sunset facility exceeding 75 years within the next 10 years. Mountainside High School, the newest high school in the District, was completed in 2017.

OPTION SCHOOLS

The facilities that house the District's option schools are all over 40 years old. The Terra Nova facility is currently over 75 years old, and the ISB facility will exceed a 75-year life span within the next 10 years.

SUPPORT FACILITIES

All of the District's support facilities are less than 75 years old, although the Administration - Aloha facility is nearing that age and will exceed a 75-year life span within the next 10 years.

STRATEGIC REPLACEMENT

Due to the number of facilities with similar dates of original construction, these facilities can be expected to reach the end of their useful life around the same period of time. While immediate replacement may not be warranted, incremental replacement implemented over the course of several decades should be considered. This proactive approach may be used to ensure that the District is not faced with the burden of replacing a large number of facilities within a short period of time.

HISTORIC BUILDINGS

The Merle Davies building, which is part of the Beaverton High School campus, is identified as part of the City of Beaverton Inventory of Historic Resources and is classified as a significant landmark.

FACILITY CONDITION

FACILITY ASSESSMENT PROCESS

In 2019, the District hired an outside consultant to complete a facility condition assessment (FCA) of District facilities in alignment with Oregon Department of Education (ODE) assessment requirements. The assessment covered 63 District facilities including schools, administration, and support buildings. The FCA report is included in Appendix D.

The FCA evaluates the physical condition of site elements, exterior and interior building systems, and incorporates the recommendations from the 2019 Seismic Assessment, described on pages 30-31 and included in Appendix E.

The assessment team reviewed available information such as previous reports, energy use, drawings, operations and maintenance reports, capital project history, and maintenance practices

provided by the District. In addition, interviews were conducted with District maintenance staff and others to gather critical information on historic performance and known deficiencies. On-site information was gathered by visual inspection only; no tools were used and no destructive testing was performed.

Building systems were evaluated in the following categories:

- > Fire and Life Safety– alarm panels, emergency generators, security systems, and fire suppression systems
- > Heating System– boilers, furnaces, unit ventilators, terminal units, and other major equipment
- > Ventilation System
- > Air Conditioning System– cooling towers, chillers, and major labeled equipment
- > Roofing System– roof type, reported age, drainage, or any unusual roofing conditions
- > Electrical System– electrical service provided and distribution system, including switchgear, transformers, emergency generators, and main distribution panels
- > Plumbing– domestic water supply, domestic water heaters, sanitary sewer, and any special or unusual plumbing systems (such as fuel systems and gas systems)
- > Vertical Transportation
- > Building Envelope– walls, doors, windows, and fire escapes, including curtain-wall systems, glazing, exterior sealant, exterior balconies, and stairways
- > Structural Components– footings, foundations, slabs, columns, floor framing system, and roof framing system (no structural testing)
- > Furnishings– fixed furnishings (cabinets, casework, etc.)
- > Site Paving– site paving and/or site components including pavement, curbs, drains, and sidewalks

- > Kitchen Equipment– walk-in freezers and refrigerators, dishwashers, ovens, stoves, broilers, grills, fryers, and ice makers
- > Site and Other– playgrounds, synthetic turf fields, sports and ground facilities, natural fields, auditoriums, tracks, outbuildings, and stadiums

FACILITY CONDITION INDEX

Building condition evaluations yielded Facility Condition Index (FCI) scores for each District facility. An FCI score is generally intended to reflect the amount of capital required to address deferred maintenance items. It represents the cost to repair deficiencies as a percentage of the cost to fully replace the existing facility "as-is." It does not necessarily bring the facility up to current code and is not intended to represent improvements required to make the building equivalent to a new facility (a building with an approximate 75-year lifespan and modern learning environments).

The State facility assessment is a tool used to help the ODE understand the relative condition of various districts' facilities across Oregon. It can also be used as a tool to help school districts and their communities understand the relative condition of facilities within their district, and make decisions regarding the modernization and replacement of aging facilities. However, the FCI score does not represent total facility need, and the comparison of cost to repair deficiencies relative to replacement cost does not represent the same finished product as a fully modernized or new building.

FCI scores are defined with the following "rules of thumb" in the FCA report:

0.05 or Below: Good Condition

Continue predictive and preventive maintenance

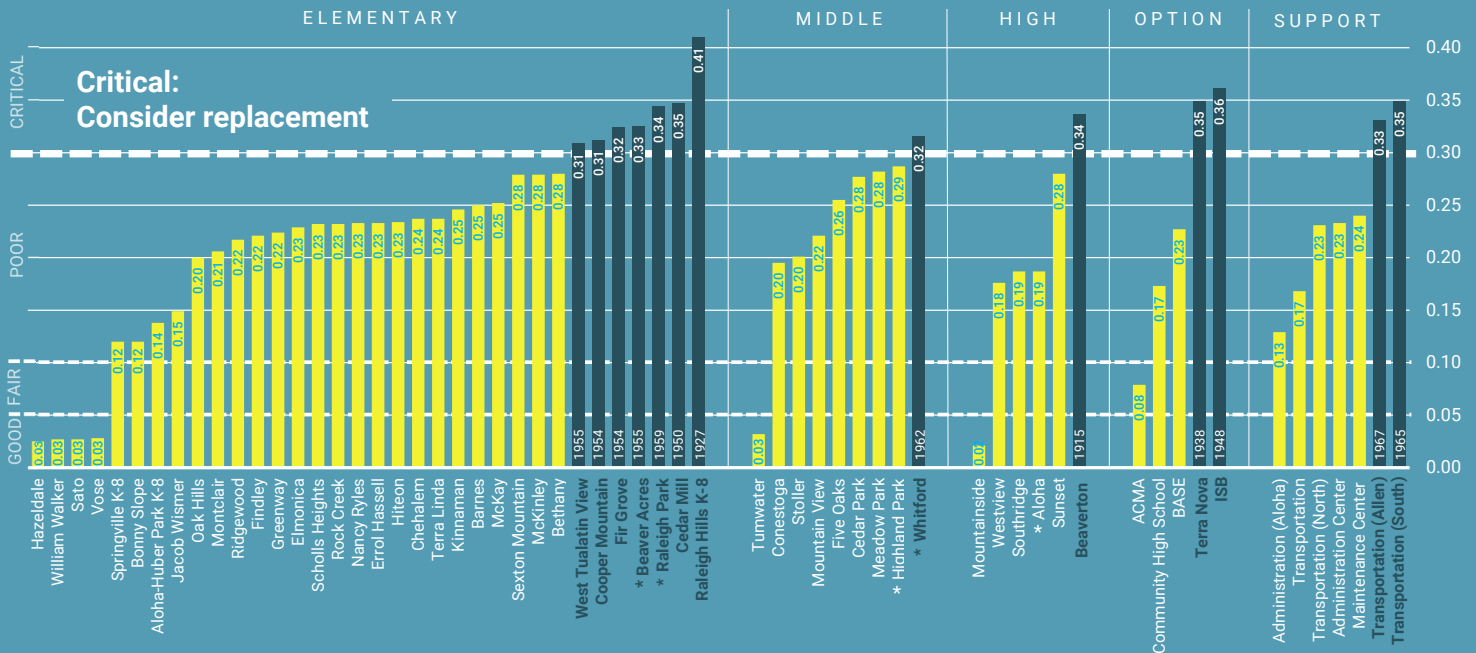
0.05 – 0.10: Fair Condition

Continue maintenance with capital renewal

0.10 or Above: Poor Condition

Consider whole building replacement or renovation versus repair

FACILITY CONDITION ASSESSMENT (FCI SCORE)



The FCA report recommends that the District should target having a majority of their buildings below the 0.10 score if planning to continue to operate in the building.

FCI scores for all District facilities are shown in the chart above, and in the table at the end of this section. As illustrated, all but seven District buildings were assessed as being in the Poor Condition category (0.10 or above). Therefore, a fourth category, Critical Condition, was defined for the purposes of this planning effort.

The Critical Condition category identifies buildings with FCI scores of 0.30 or more. It serves as a mechanism to allow the District Leadership Team and Focus Group to easily identify the worst-case building conditions for discussion and planning prioritization. 13 District facilities fall into the Critical Condition category.

ELEMENTARY SCHOOLS

Seven of the District’s elementary schools have an FCI score above 0.30, indicating they were evaluated as being in critical condition. Two schools, Beaver Acres and Raleigh Park, received significant facility improvements after the assessment was completed, and therefore have effectively lower (better) FCI scores than shown.

Of the remaining five schools in critical condition, Raleigh Hills is in the worst condition, with a score of 0.41, followed by Cedar Mill, Fir Grove, Cooper Mountain, and West Tualatin View.

The District’s four newest elementary schools have FCI scores in the “good condition” range. All other elementary schools fall into the “poor condition” range, with FCI scores between 0.22 and 0.28.

MIDDLE SCHOOLS

One District middle school, Whitford, was evaluated to be in critical condition, however this facility received significant facility improvements after the assessment was completed, and therefore has an effectively lower (better) FCI score than shown.

All other District middle schools scored in the “poor condition” category with scores between 0.20 and 0.29, with the exception of the recently completed Tumwater Middle School, which is in good condition.

HIGH SCHOOLS

Beaverton High School is the District’s only high school that was evaluated to be in critical condition. With an FCI score of 0.34, it has one of the worst scores in the District.

Other District high schools fall into the “poor condition” category, with the exception of the recently completed Mountainside High School, which is in good condition.

OPTIONS SCHOOLS

Of the District’s five option school facilities, two have been evaluated to be in critical condition, including the ISB and Terra Nova facilities, with scores of 0.36 and 0.35 respectively.

Other option schools range from fair to poor condition. The “fair” score for ACMA reflects that the facility includes a portion of the original building.

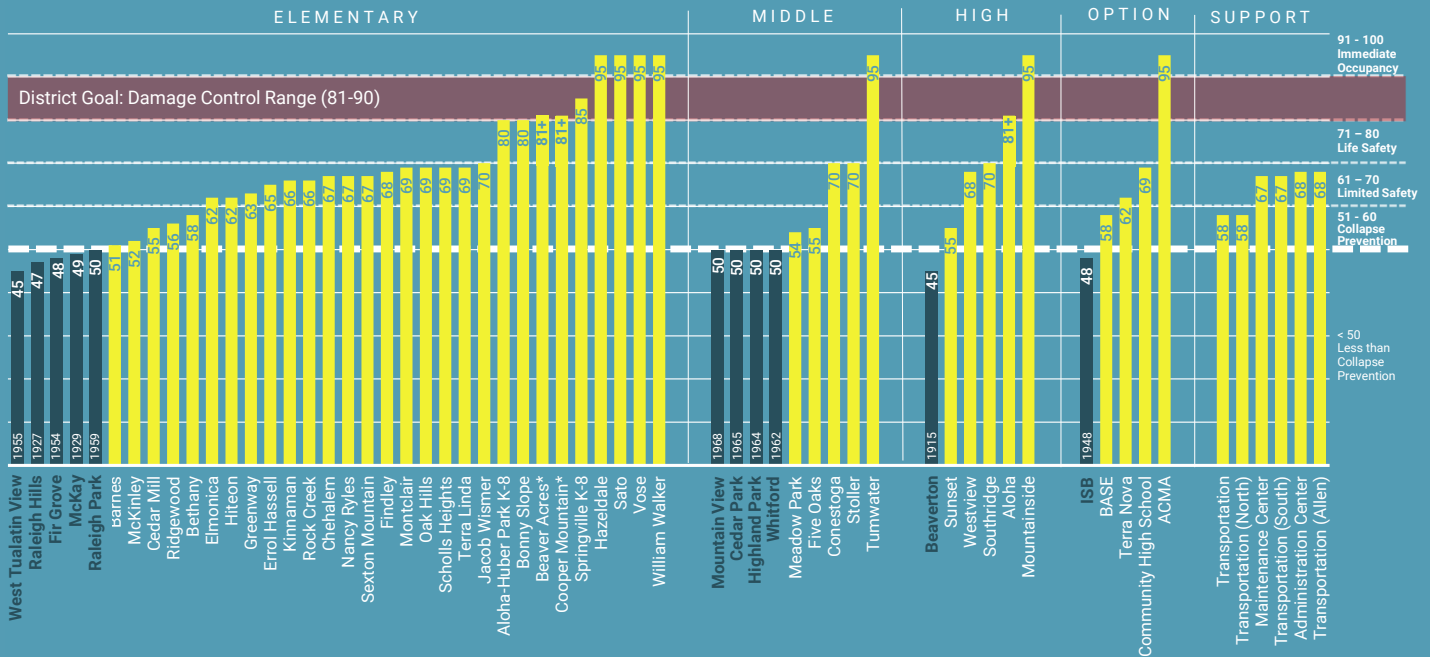
SUPPORT FACILITIES

Two District support facilities, the Allen and South transportation facilities, have FCI scores in the critical condition range. All other support facilities were evaluated to be in poor condition, with scores between 0.13 and 0.24.

SEISMIC CONDITION

Although new facilities are built to meet the current seismic codes at the time of construction, many District buildings are more than 30 years old and have had little or no earthquake resistance built into their original designs.

SEISMIC CONDITION



Seismic condition should be considered in the context of “rolling compliance.” New codes are typically issued every few years and adjustments related to seismic requirements occur each time. The first seismic code was developed in 1976 and it has evolved over time with each new code, changing zones from low to moderate to high.

SEISMIC EVALUATION

Seismic evaluation can be used to prioritize future seismic improvements within the District and work toward meeting the goal of the 2017 Oregon Revised Statute (ORS) 455.400 which notes:

“Subject to available funding, all seismic rehabilitations or other actions to reduce seismic risk must be completed before January 1, 2032.”

In 2019, the District hired a structural engineering firm to evaluate all District facilities (except the Aloha Administration facility). The resulting report provides an updated summary of how each campus is expected to perform during a seismic event, according to American Society of Civil Engineers (ASCE) 41-13. (Although ASCE 41-17 has since been released, it is not expected to significantly change the findings.) The full seismic report is included in Appendix E.

ASSESSMENT PROCESS

Seismic assessments included a review of available structural drawings, building walk-throughs, and preliminary seismic evaluations to determine likely seismic deficiencies.

The Tier 1 checklists from ASCE 41-13 were used as a guide for all seismic assessments. These checklists assist in identifying seismic deficiencies of a structure. A full Tier 1 evaluation was not completed for each school, as this was a higher-level review.

SCORING

Each campus was given a score based on its seismic vulnerabilities. This score indicates how it would likely perform during a seismic event based on the ASCE 41-13 performance objectives. The scoring ranges are:

- > **Immediate Occupancy (91-100)**
Very limited structural damage and continued use of the building will not be limited by its structural condition.
- > **Damage Control Range (81-90)**
Halfway between Immediate Occupancy and Life Safety.
- > **Life Safety (71-80)**
Significant damage to the structure will occur but with margin against partial or total collapse. Although damaged

structure may not be an imminent collapse risk, it would be prudent to implement structural repairs or install temporary bracing before re-occupancy.

- > **Limited Safety Range (61-70)**
Halfway between Life Safety and Collapse Prevention.
- > **Collapse Prevention (51-60)**
Little to no lateral strength or stiffness to resist lateral loads. Structural collapse possible in aftershock events, thus not safe to occupy after an event.
- > **Less than Collapse Prevention (41-50)**
Possible partial or full collapse of structure.

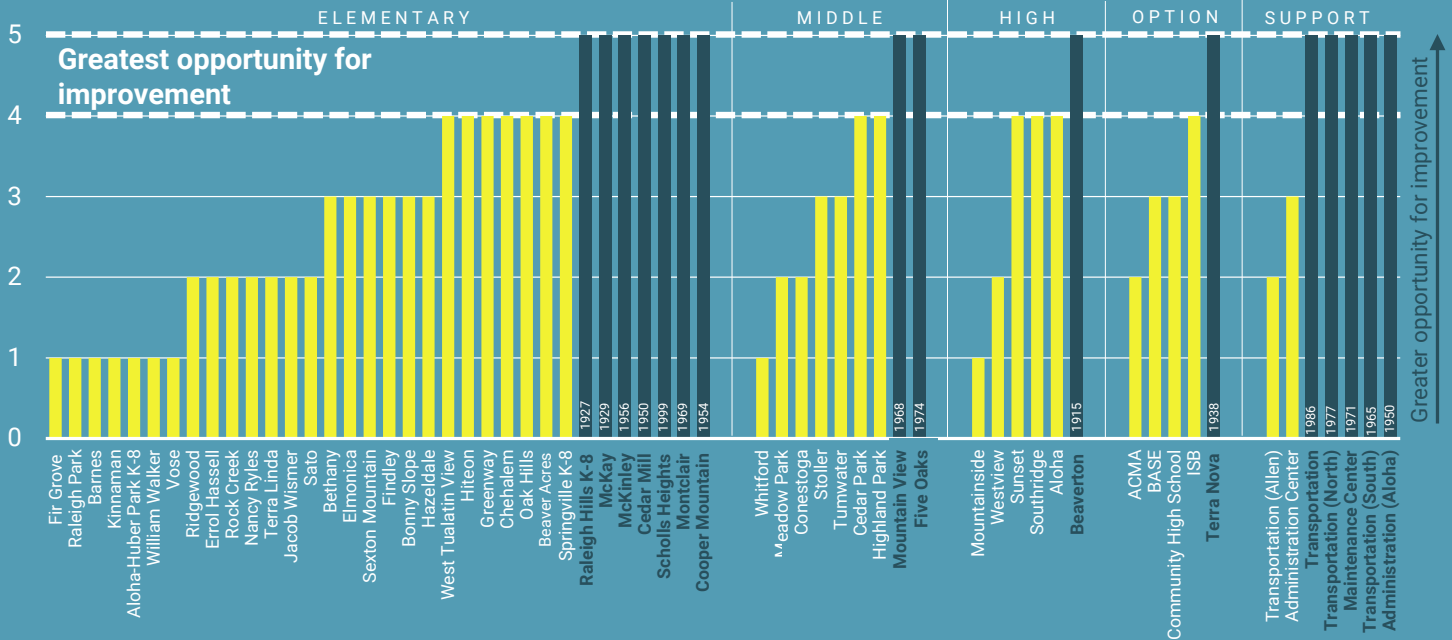
DISTRICT TARGET

The Damage Control Range, between Life Safety and Immediate Occupancy, is the performance level target for Beaverton School District. The intent of the Damage Control performance level is to limit damage to the building beyond what would be expected for the Life Safety performance level. Damage Control is the recommended performance level for Risk Category III buildings, the code required risk category for new school buildings.

EXISTING CONDITIONS

The District’s 10 newest facilities meet or exceed the District target for seismic condition. In addition, seismic

ENERGY USE INTENSITY (EUI)



improvements were completed at three schools after the seismic evaluation was done, including Beaver Acres Elementary School, Cooper Mountain Elementary School, and Aloha High School. Seismic scores have been adjusted at these schools to reflect that they are now assumed to be within the targeted Damage Control Range, although their exact score has not been recalculated.

The majority of other District facilities fall into the Collapse Prevention range. However, there are 11 District facilities that were evaluated to be in the Less than Collapse Prevention range, including:

- > Fir Grove Elementary School
- > McKay Elementary School
- > Raleigh Hills Elementary School
- > Raleigh Park Elementary School
- > West Tualatin View Elementary School
- > Cedar Park Middle School
- > Highland Park Middle School
- > Mountain View Middle School
- > Whitford Middle School
- > Beaverton Middle School
- > ISB

Seismic condition at these schools should be addressed as soon as possible. This

can be accomplished through seismic improvements or facility replacement, depending on a variety of other factors.

IMPROVEMENT COSTS

The seismic evaluation included rough-order of magnitude estimates of probably cost for completing seismic improvements at each District facility. These estimates were based on previous seismic rehabilitation studies of similar building construction types and ages. They include an allotment for repairing architectural finishes, but do not include other mechanical/electrical/plumbing or architectural upgrades that might occur during a seismic rehabilitation project. Costs do not include soft costs or escalation and are therefore not equivalent with other costs shown in this LRFP. They are included for reference only.

The probable construction cost to bring all schools in the District up to the target seismic range is estimated in the report at \$139.9 million, in 2019 dollars.

Upgrades to the schools in each scoring range break out as follows:

- > Less Than Collapse Prevention: \$48.7M
- > Limited Safety & Collapse Prevention: \$89.8M
- > Life Safety: \$1.4M

ENERGY USE

Energy Use Intensity (EUI) is a metric that evaluates which facilities will provide the most return on investment in terms of energy improvement. Modernizations at the most poorly performing schools will yield the highest return.

EUI evaluation and scoring was completed by an outside consultant as part of the 2019-20 facility condition assessment. Facilities are scored on a scale of one to five, with higher scores indicating greater opportunity for improvement.

- > Score of 1: Energy performance in top 20% of buildings
- > Score of 2: Energy performance in top 20-40% of buildings
- > Score of 3: Energy performance in middle 40-60% of buildings
- > Score of 4: Energy performance in bottom 20-40% of buildings
- > Score of 5: Energy performance in bottom 20% of buildings

As shown in the chart above, many District facilities fall into the highest category, including seven elementary schools, two middle schools, one high school, one option school, and five of the District's seven support facilities.

DEFERRED MAINTENANCE

The initial construction cost of a school accounts for only 10 percent of its lifetime cost, according to School Construction News. Districts often struggle to fund the ongoing facility maintenance, and general operating funds are typically not budgeted to handle major repairs such as roof or mechanical system replacements. A building's life cycle may be 75 years or more, but many building components, including roofs, typically only last 20 years or less.

Although the District continually addresses maintenance issues, there are still considerable facility and site improvement needs throughout the District. As is typical for many school districts, there is more need than the District's allotted operations budget can accommodate, as all facilities continuously wear over time and need to be maintained.

Deferred maintenance needs include:

- > Upgrades and/or replacements to structural, mechanical, and electrical systems
- > Exterior enclosure improvements
- > Interior finishes improvements
- > Upgrades and/or replacements to commercial equipment and conveyance systems
- > Fire and life safety improvements
- > Site work

As part of the FCA, deferred maintenance costs were developed for each facility. The District's total 10-year deferred maintenance need was determined to be \$610.1 million and includes improvements at all District facilities. The chart on the following page illustrates the total estimated deferred maintenance need for each facility, including seismic work identified in the 2019 seismic evaluation. Costs shown are escalated project costs.

ELEMENTARY

The total deferred maintenance need at the elementary level is approximately \$233 million. Four facilities have been assessed as having over \$10 million each in deferred maintenance needs. These schools include Beaver Acres, Fir Grove, Kinnaman, and Raleigh Hills K-8.

Major repair or replacement items at these facilities include roof and window replacements, significant mechanical, electrical and plumbing work, lighting, fire protection, interior finishes, and fixed furnishings. Maintenance items vary between individual facilities.

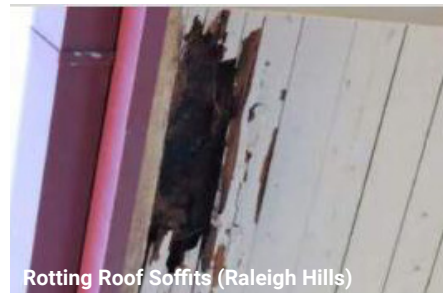
Examples of documented conditions at District elementary schools are shown below. More information regarding deferred maintenance needs for all District facilities can be found in the Facility Assessment Report, included in Appendix D.



Aged Electrical Panels (West Tualatin View)



Leaking Drain Damage (Findley)



Rotting Roof Soffits (Raleigh Hills)



Roof Drainage Issues (Hiteon)



Corroded Plumbing (Chehalem)

MIDDLE SCHOOLS

The total deferred maintenance need at the middle school level is approximately \$139 million. All District middle schools, except the newest Tumwater facility, have been assessed with between \$13 and \$20 million each in deferred maintenance need over the next 10 years.

Five Oaks and Whitford have the greatest need, at \$19.5 million and \$19.7 million respectively. The major cost at Five Oaks is for a roof replacement, which was outside of the scope and timeline of the recent bond project work completed at this facility. Examples of documented conditions at District middle schools are shown below.

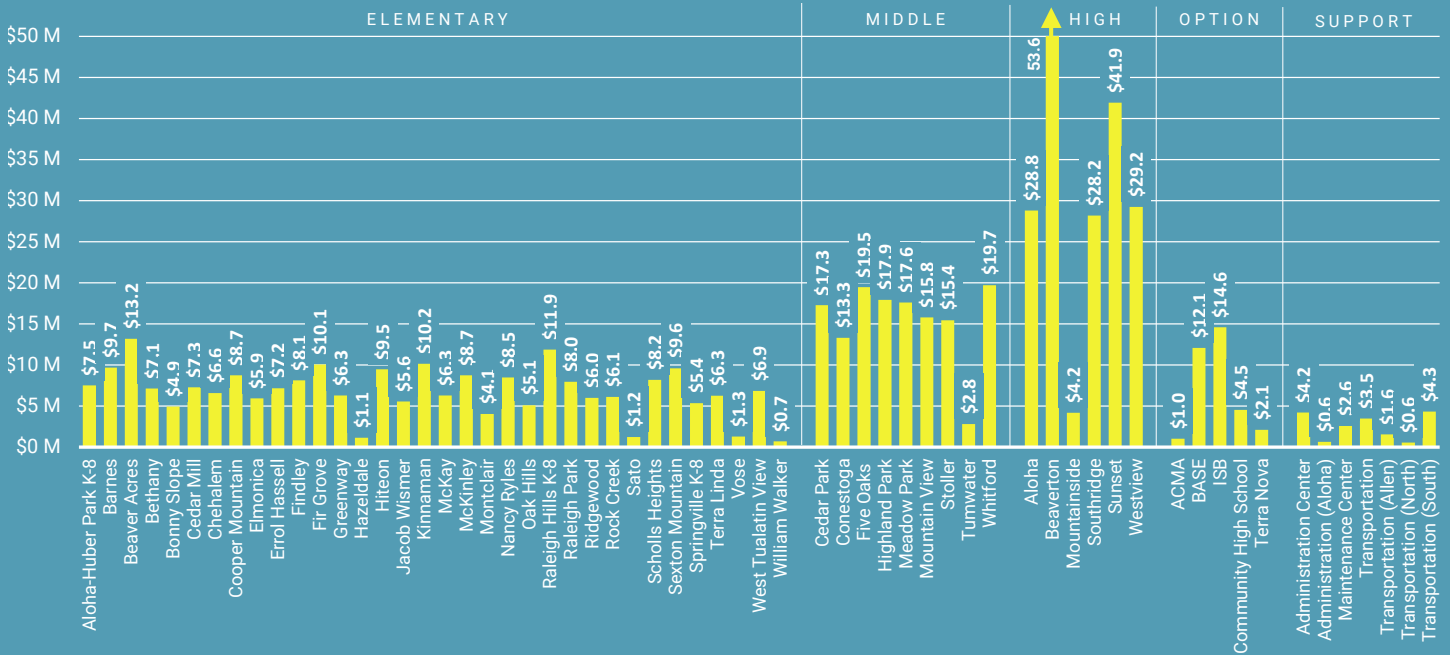


Water Damaged Ceiling (Highland Park)



Damaged Paving (Meadow Park)

10-YEAR DEFERRED MAINTENANCE



HIGH SCHOOLS

At the high school level, the total deferred maintenance need is approximately \$186 million. All of the District’s high schools, with the exception of Mountainside, have significant deferred maintenance needs of over \$20 million each. High school facilities are much larger and therefore typically have significantly higher maintenance costs.

Beaverton High School, assessed with \$56.3 million of deferred maintenance, has the greatest amount of need of any facility in the District and is also the oldest facility. Sunset High School, with \$41.9 million of deferred maintenance, has the second greatest need in the District. Examples of documented conditions at District high schools are shown below.



Exterior Brick Damage (Sunset)



Corroded Pump (Aloha)

the largest facilities, ISB and BASE, also have the greatest need, at \$14.6 million and \$11.4 million respectively.



Roof Moss & Bubbling (ISB)

SUPPORT FACILITIES

District support facilities have all been assessed as having relatively low deferred maintenance needs, with a combined total of approximately \$17 million. Need at each facility ranges between \$0.6 million and \$4.3 million.



Old Pneumatic Controls (Beaverton)



Aged Rooftop Units (Southridge)

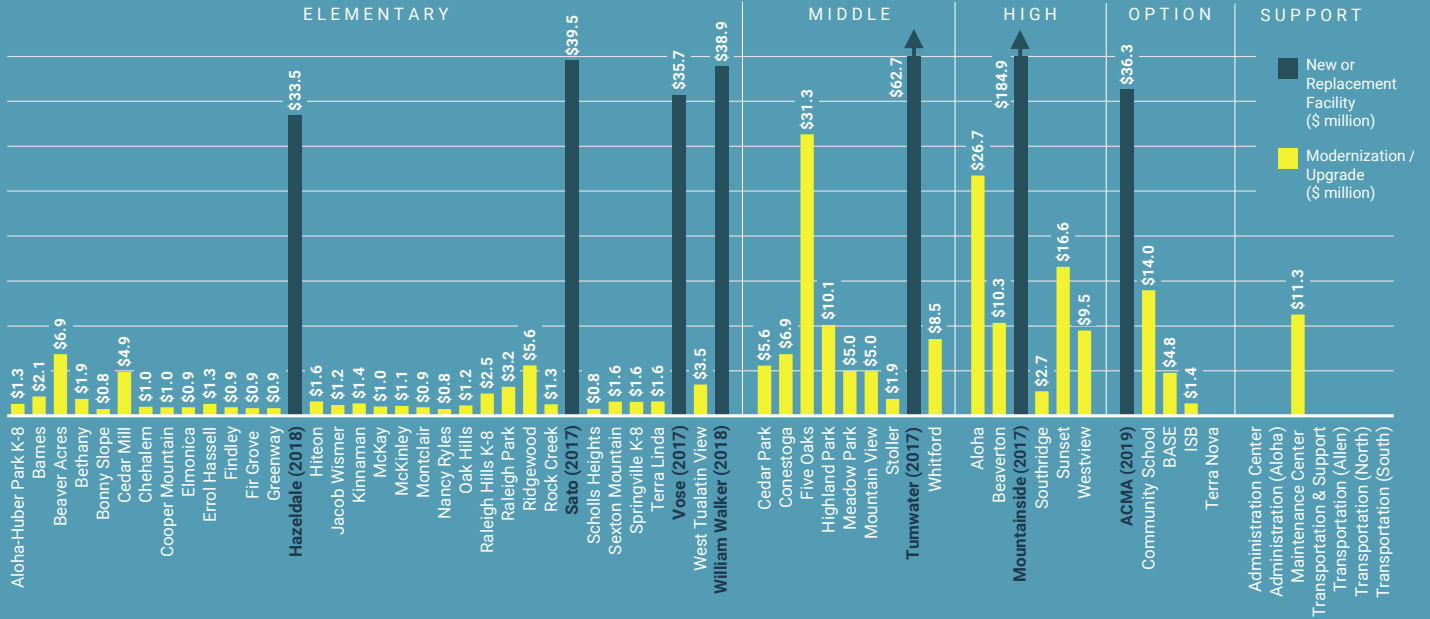
OPTION SCHOOLS

Option school facilities have a combined deferred maintenance need of approximately \$34 million, with varying degrees of need at each facility. Two of



Moisture in Windows (Maintenance Center)

RECENT CAPITAL EXPENDITURES (2014 BOND)



RECENT CAPITAL EXPENDITURES

Understanding the relative amount of recent investment in District facilities can help in determining and prioritizing planning approaches for a long-range facility plan. Beaverton School District has completed a number of improvements to existing facilities over the last 10 years, in addition to constructing several new and replacement schools.

The District’s capital expenditures at each facility from the most recent bond, in 2014, are illustrated in the chart above. New or replacement facilities are shown in blue, and facilities that received modernizations or upgrades are shown in yellow. (Note: The two largest expenditures, for Tumwater and Mountainside, are greater than the amount included the chart above and are therefore not shown proportionally.)

Facilities that have received significant recent capital investment may be less likely to be considered for replacement in the near term.

SUMMARY TABLE

The table on the following pages summarizes basic building condition information for all District facilities, including the facility condition data discussed in this section.

TABLE:
Facility Condition Summary

Facility	FACILITY SIZE		FACILITY CONDITION				RECENT EXP.	DEF. MAINT.
	Building Area (Perm. GSF)	Site Area (Acres)	Constr. Date	FCI Score	Seismic Score	EUI Score	2014 Bond	10-Year Need
ELEMENTARY SCHOOLS								
Aloha-Huber Park K-8	106,046	9.95	2005	0.14	80	1	\$1.33 M	\$7.50 M
Barnes	75,900	8.20	1927	0.25	51	1	\$2.15 M	\$9.69 M
Beaver Acres	79,507	13.60	1955	0.33	71+	4	\$6.85 M	\$13.19 M
Bethany	49,913	10.69	1970	0.28	58	3	\$1.89 M	\$7.15 M
Bonny Slope	80,405	8.34	2008	0.12	80	3	\$0.75 M	\$4.93 M
Cedar Mill	41,055	5.62	1950	0.35	55	5	\$4.89 M	\$7.28 M
Chehalem	54,316	10.00	1970	0.24	67	4	\$1.00 M	\$6.59 M
Cooper Mountain	54,821	8.07	1954	0.31	71+	5	\$0.95 M	\$8.74 M
Elmonica	51,063	8.76	1980	0.23	62	3	\$0.95 M	\$5.94 M
Errol Hassell	60,345	9.20	1979	0.23	65	2	\$1.34 M	\$7.18 M
Findley	72,052	9.96	1996	0.22	68	3	\$0.95 M	\$8.14 M
Fir Grove	60,666	12.00	1954	0.32	48	1	\$0.86 M	\$10.06 M
Greenway	54,991	9.45	1979	0.22	63	4	\$0.86 M	\$6.29 M
Hazeldale	87,200	7.20	2018	0.03	95	3	\$33.46 M	\$1.14 M
Hiteon	78,972	12.00	1974	0.23	62	4	\$1.62 M	\$9.46 M
Jacob Wismer	72,863	8.39	2000	0.15	70	2	\$1.22 M	\$5.56 M
Kinnaman	80,837	7.86	1974	0.25	66	1	\$1.38 M	\$10.15 M
McKay	48,736	5.44	1929	0.25	49	5	\$1.02 M	\$6.29 M
McKinley	61,265	10.02	1956	0.28	52	5	\$1.10 M	\$8.74 M
Montclair	38,526	7.20	1969	0.21	69	5	\$0.94 M	\$4.05 M
Nancy Ryles	71,119	7.00	1991	0.23	67	2	\$0.76 M	\$8.47 M
Oak Hills	49,890	9.02	1966	0.20	69	4	\$1.16 M	\$5.10 M
Raleigh Hills K-8	59,197	10.00	1927	0.41	47	5	\$2.48 M	\$11.88 M
Raleigh Park	45,166	15.50	1959	0.34	50	1	\$3.24 M	\$7.95 M
Ridgewood	54,059	7.00	1957	0.22	56	2	\$5.62 M	\$5.99 M
Rock Creek	51,505	17.37	1974	0.23	66	2	\$1.29 M	\$6.10 M
Sato	80,500	9.87	2017	0.03	95	2	\$39.53 M	\$1.24 M
Scholls Heights	68,941	8.50	1999	0.23	69	5	\$0.78 M	\$8.18 M
Sexton Mountain	67,318	10.83	1989	0.28	67	3	\$1.59 M	\$9.60 M
Springville K-8	87,206	10.02	2009	0.12	85	4	\$1.56 M	\$5.36 M
Terra Linda	51,636	10.44	1969	0.24	69	2	\$1.61 M	\$6.26 M
Vose	87,200	8.80	2017	0.03	95	1	\$35.71 M	\$1.28 M
West Tualatin View	43,447	7.05	1955	0.31	45	4	\$3.49 M	\$6.86 M
William Walker	87,200	9.20	2018	0.03	95	1	\$38.86 M	\$0.69 M
Subtotal: Elementary Schools	2,213,863	322.55					\$203.17 M	\$233.05 M

Notes:

Building areas, site areas, construction dates, and 2014 bond expenditures were provided by Beaverton School District.

FCI scores, EUI scores, and deferred maintenance 10-year needs are taken from the 2020 Facility Condition Assessment (McKinstry).

Seismic scores are taken from the 2019 Seismic Assessment Report (KPFf).

TABLE:
Facility Condition Summary, Continued

Facility	FACILITY SIZE		FACILITY CONDITION				RECENT EXP.	DEF. MAINT.
	Building Area (Perm. GSF)	Site Area (Acres)	Constr. Date	FCI Score	Seismic Score	EUI Score	2014 Bond	10-Year Need
MIDDLE SCHOOLS								
Cedar Park	117,054	16.80	1965	0.28	50	4	\$5.58 M	\$17.28 M
Conestoga	128,179	25.01	1993	0.20	70	2	\$6.85 M	\$13.32 M
Five Oaks	153,277	32.23	1974	0.26	55	5	\$31.31 M	\$19.47 M
Highland Park	116,892	19.00	1964	0.29	50	4	\$10.11 M	\$17.94 M
Meadow Park	116,682	19.39	1962	0.28	54	2	\$4.99 M	\$17.60 M
Mountain View	133,942	23.81	1968	0.22	50	5	\$4.95 M	\$15.79 M
Stoller	143,788	16.89	1998	0.20	70	3	\$1.88 M	\$15.45 M
Tumwater	165,455	16.30	2017	0.03	95	3	\$62.72 M	\$2.82 M
Whitford	116,962	23.41	1962	0.32	50	1	\$8.54 M	\$19.72 M
Subtotal: Middle Schools	1,192,231	192.84					\$136.95 M	\$139.39 M
HIGH SCHOOLS								
Aloha	260,677	31.31	1967	0.19	71+	4	\$26.74 M	\$28.81 M
Beaverton	303,158	26.23	1915	0.34	45	5	\$10.35 M	\$53.63 M
Mountainside	342,000	46.15	2017	0.02	95	1	\$184.85 M	\$4.20 M
Southridge	256,070	32.39	1998	0.19	70	4	\$2.74 M	\$28.17 M
Sunset	253,727	38.06	1957	0.28	55	4	\$16.58 M	\$41.91 M
Westview	281,183	44.65	1993	0.18	68	2	\$9.49 M	\$29.25 M
Subtotal: High Schools	1,696,815	218.79					\$250.74 M	\$185.97 M
OPTION SCHOOLS								
ACMA	75,856	8.94	2021	0.08	95	2	\$36.31 M	\$1.03 M
BASE	105,883	18.55	1970	0.23	58	3	\$13.97 M	\$12.09 M
Community	51,125	4.20	1979	0.17	69	3	\$4.78 M	\$4.53 M
ISB	75,585	15.45	1948	0.36	48	4	\$1.38 M	\$14.58 M
Terra Nova	11,800	3.83	1938	0.35	62	5	-	\$2.10 M
Subtotal: Option Schools	320,249	50.97					\$56.44 M	\$34.34 M
SUPPORT FACILITIES								
Administration Center	35,995	3.27	1972	0.23	68	5	-	\$4.22 M
Administration (Aloha)	4,929	2.86	1950	0.13	-	3	-	\$0.65 M
Maintenance Center	34,428	7.93	1971	0.24	67	5	\$11.26 M	\$2.59 M
Transportation & Support	53,390	13.70	1986	0.17	67	5	-	\$3.50 M
Transportation (Allen)	9,779	5.40	1967	0.33	58	5	-	\$1.55 M
Transportation (North)	5,139	3.40	1977	0.23	68	2	-	\$0.57 M
Transportation (South)	25,800	2.90	1965	0.35	58	5	-	\$4.32 M
Capital Center	83,358	<i>incl. above</i>	1970	0.23	58	3	-	<i>incl. w/ BASE</i>
Subtotal: Support Facilities	252,818	39.46					\$11.26 M	\$17.39 M

Notes:
 See notes on previous page.



SECTION 07

ENROLLMENT & CAPACITY

One of the tasks of the Long-Range Facility Plan is to ensure adequate space and capacity for the expected number of students in the District's desired programs, so that every student has access to a high-quality education regardless of race, class, gender, or ability.

PLANNING PARAMETERS

SPACE FOR ALL STUDENTS

School utilization planning is necessary to provide effective learning environments for all students. Well-utilized schools have ample learning spaces for all students in attendance, as well as sufficient common spaces to support educational programs and enrollment.

School facility plans include forecasts of future facility capacity requirements. For large districts such as Beaverton School District, this analysis may translate into future new construction needs – either through expansion of existing facilities or construction of new facilities.

One of the necessary inputs to this work is an estimate of the student capacity of existing school buildings. This same factor is important in the scoping of future new capacity construction projects.

REGULATORY REQUIREMENTS

State law (ORS 195.110) requires large school districts with K-12 enrollment of more than 2,500 students to develop long-range facility plans. School facility plans must contain "objective criteria to be used by an affected city or county to determine whether adequate capacity exists to accommodate projected development." Once a large school district's long-range facility plan is adopted into a local jurisdiction's comprehensive plan, the local jurisdiction has the ability to limit or deny application for new residential development, if the school district identifies the lack of student capacity based on a student capacity formula and the local jurisdiction has considered options to address school capacity.

The determination of school capacity is important for both short-term and long-term school facility planning. In the short term, the District works closely with the cities of Beaverton, Hillsboro, Portland, and Tigard, as well as Washington and Multnomah Counties, to monitor residential development that may impact school facilities.

DISTRICT CAPACITY

DETERMINING EXISTING CAPACITY

Facility capacity is a planning metric that reflects the number of students that can be accommodated in a particular building. It does not take into account specific variations in classroom sizes and configurations, and also does not signify the maximum number of students that can be accommodated in a school. The number of students actually enrolled at a school may be higher or lower than its capacity.

Facility capacity can be determined in a variety of ways. The previous District model for capacity calculation, adopted with the 2002 LRFP, determined available school capacity based on square footage per student factors for each school level. However, this method did not accommodate for variations in the size and amount of support spaces in a building. For example, two schools with the same number of classrooms could have very different capacities, if one had a very large gymnasium and cafeteria or wider hallways. Newer schools were particularly out of alignment, due to the increased amount of space required to accommodate modern learning environments.

Therefore, it was recommended that the District consider switching to a classroom count method, which calculates capacity based on the actual number of classrooms or teaching stations in a school, multiplied by the target number of students per classroom and a target classroom utilization factor.

This provides a capacity calculation that is in closer alignment with the actual building capacity, and is more consistent across schools of different ages, configurations, and program components. Similar to the previous capacity calculation, special program areas, including dedicated special education spaces, are not included in the calculation.

Changing the way capacity is calculated in the District results in capacity adjustments at many schools, with some having higher capacities and some having lower capacities. Changing the capacity calculation model resulted in a districtwide capacity reduction of approximately 2,200 seats, which more accurately reflects actual District capacity.

CAPACITY FORMULA

For purposes of the Long-Range Facility Plan, capacity is determined as follows:

Number of general classrooms (elementary schools)
or
Number of teaching stations (middle and high schools)
X
Target number of students per classroom
X
Classroom utilization factor

Classrooms / Teaching Stations

General classrooms at the elementary level include grade-level classrooms, but do not include specialized teaching spaces such as music rooms, gymnasiums, and special education classrooms. At the middle and high school levels, all scheduled teaching stations are included when determining capacity, with the exception of dedicated special education classrooms.

Target Students per Classroom

The target number of students per classroom is a planning parameter that reflects an “ideal” class size target for a given grade level. Actual class sizes vary, and may be larger or smaller than the targets, depending on many operational factors.

For Beaverton School District, permanent facility capacities are based on the following class size targets, in alignment with the District’s most recent Education Specifications:

- > Elementary: 25 students per classroom
- > Middle: 25 students per classroom
- > High: 30 students per classroom
- > Option / Alternative: 30 students per classroom

Target classroom capacities will continue to be evaluated, and may be revised in the future, based on the findings of this Long-Range Facility Plan or other developments in the District. They do not represent District policy, actual student count, or an absolute cap.

For portable, or modular, classrooms, capacities are based on reduced class size targets, as follows:

- > Elementary: 19 students per classroom
- > Middle: 21 students per classroom
- > High: 23 students per classroom
- > Option / Alternative: 23 students per classroom

Classroom Utilization Factor

A classroom utilization factor is applied, to reflect for the amount of time classrooms can be used for teaching each day. Target classroom utilization factors vary between districts and grade levels, depending a number of factors, including the number of periods in the school day and whether teachers use their classrooms for planning. It is not possible to achieve 100% utilization at the middle and high school levels, due to a variety of factors, including scheduling conflicts, the need for specialized rooms for some programs, and the need for teachers to have space to work during planning periods.

Lower utilization factors indicate that classrooms are unused for one or more periods of the day, due to teacher planning time and/or scheduling requirements, which is typical for most middle and high schools. For example, 80 percent classroom utilization reflects classroom

usage for four out of five periods a day.

For Beaverton School District, the classroom utilization factors used in determining capacity are as follows:

- > Elementary: 100 percent utilization
- > Middle: 80 percent utilization
- > High: 83 percent utilization
- > Option / Alternative: 83 percent utilization

These utilization factors are intended to reflect an average “snapshot” of classroom utilization at each level, and will continue to be evaluated. The District’s classroom utilization factors are all within typical planning ranges for each grade level.

EXISTING FACILITY CAPACITY

Permanent Capacity

The District has a total permanent capacity of 41,652 students in grades K-12, including all elementary, middle, high school, and option/alternative facilities.

The existing permanent capacity at the elementary level, which includes 31 K-5 and three K-8 neighborhood schools, is 19,550 students. Two K-8 schools, Raleigh Hills and Springville, are in the process of transitioning to K-5 schools by 2022-23, and are considered as such for the purposes of this Long-Range Facility Plan. Capacities vary greatly between elementary schools, ranging from 325 students at Montclair Elementary to 950 students at Aloha-Huber K-8, but have an average capacity of 575 students.

The existing permanent capacity at the middle school level, which includes nine neighborhood schools housing grades 6-8, is 7,660 students. District middle schools range in capacity from 760 at Whitford Middle School to 1,100 students at the new Tumwater Middle School, with an average capacity of 851 students.

The existing permanent capacity at the high school level (grades 9-12) is 11,852 students, including the District’s six comprehensive high schools. They range in capacity from 1,743 to 2,291 students,

with an average of 1,975 students.

The District’s four option / alternative schools have a combined capacity of 2,590 students. These programs vary in capacity, from 548 to 822 students, and may include grades 6-12 or 9-12. Capacity is not included for the Terra Nova facility, as it is a partial day program with no dedicated enrollment, or the Rachel Carson School of Environmental Science, as it is housed at a neighborhood middle school.

Portable Capacity

Many District schools have modular classrooms on site. They have been added over time to provide additional capacity at existing schools and accommodate the significant enrollment growth that has occurred in recent years.

The District has a total portable capacity of 3,245 students, including 1,938 at the elementary level, 638 at the middle school level, 401 at the high school level, and 267 at option / alternative schools.

Because of the temporary nature of modular facilities, portable capacity is typically not considered when determining future capacity need in a long-range facility plan.

Capacity Updates

The District will continue to update facility capacity as buildings are altered or as uses change. It is important to check with District facilities staff for the most current capacity figures.

TARGET CAPACITY

DETERMINING TARGET CAPACITY

While actual school building capacities are often a reflection of the educational models in place at the time a school was constructed, school capacity targets are based on current thinking regarding the number of students needed to meet a district’s program goals and provide an optimal learning environment.

Facility capacity targets are intended to provide guidelines for planning purposes.

They may vary through the years, as educational program models and funding levels change.

The District has established the following target capacities for educational facilities, as described in the District’s education specifications:

- > Elementary (K-5): 750 students
- > Middle (6-8): 1,100 students
- > High (9-12): 2,200 students

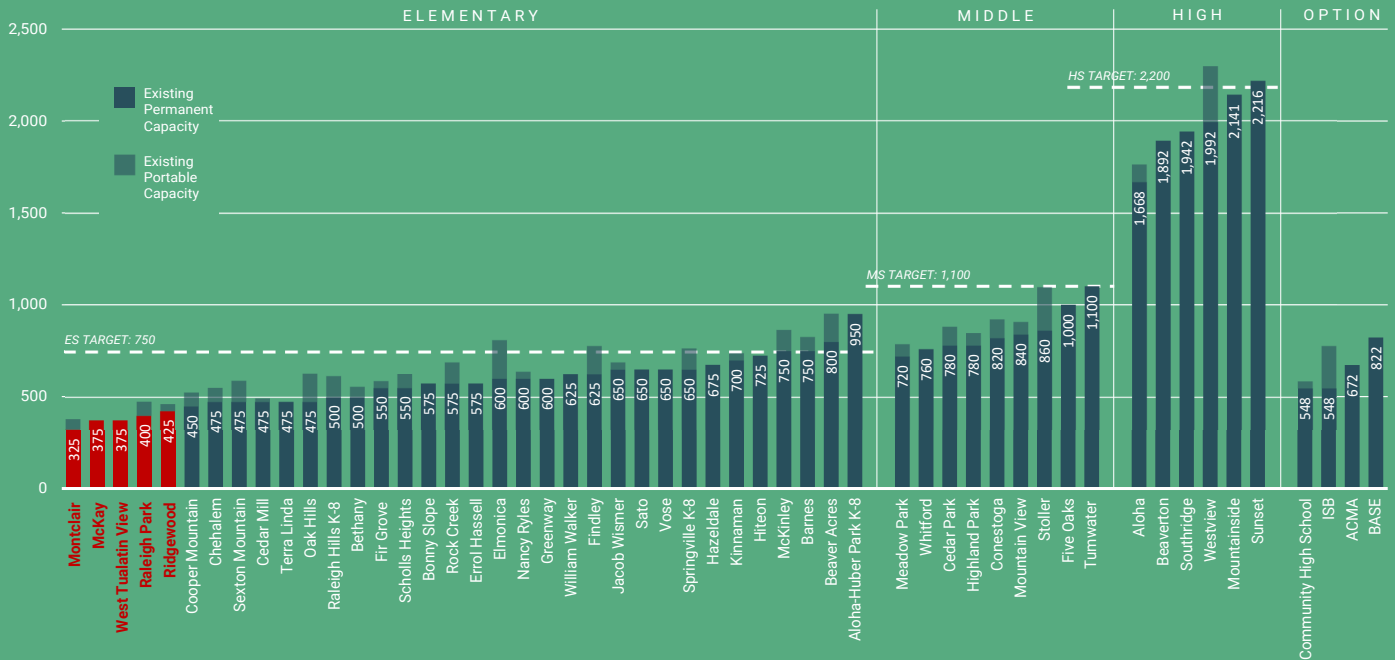
The District’s school size targets for elementary and middle school are higher than many other school districts in the region. The Portland, Hillsboro, David Douglas, and Gresham school districts have an elementary school size target size of 600 students, while North Clackamas, Forest Grove, and Newberg are between 500 and 550. Middle school targets typically range from 675 to 900.

School size targets at other regional districts vary widely at the high school level. North Clackamas and Hillsboro have a target capacity of 1,800 students, while Forest Grove’s is 2,500 students. Smaller districts may have much higher (effectively unlimited) targets because they only have one high school.

Districts may also establish target ‘floor’ and ‘ceiling’ sizes for different types of facilities. A target floor represents the minimum capacity a facility can have and still provide an appropriate learning environment and efficient operations. A target ceiling is the maximum facility capacity that can still allow for an appropriate learning environment.

It is typical for districts to have a wide variety of existing school capacities, as building stock is constructed over a long period of time and reflects the educational models and capital constraints of the time. It is generally assumed that schools that are near the target capacity are able to provide a full academic program. Schools with capacity that is significantly below the target may not be able to offer a full program without supplemental funding.

EXISTING & TARGET SCHOOL CAPACITY



EXISTING CONDITIONS

As illustrated in the comparative chart above, more than half of the District's schools have facility capacities that are below the established target capacities. This indicates a potential opportunity to increase capacity in the District in the future on sites currently owned by the District.

Elementary Schools

At the elementary level, five schools (shown in red above) have permanent capacities that are less than 60 percent of the target capacity of 750, or less than 450 students, indicating that there is a potential opportunity to increase the capacity and efficiency of these sites in the future. These schools include Montclair, McKay, West Tualatin View, Raleigh Park, and Ridgewood. Many of these schools are older facilities, built at a time when school sizes were typically smaller.

Two elementary schools have permanent capacities greater than the District target. However, the only school that is more than 50 students above the target is Aloha Huber, a K-8 school. Although specific targets have not been defined by the District for K-8 schools, it is expected that these facilities will be larger than traditional K-5 elementary schools, due to the additional grade levels that must be accommodated.

Middle Schools

With the exception of recently-constructed Tumwater, all District middle schools are below the target capacity of 1,100 students. None of the middle schools are below 60 percent of target capacity, however five schools fall below 75 percent of target capacity. These sites may provide opportunities to add capacity in the future as needed. No middle schools in the District are above the target capacity.

High Schools

The District's smallest high school, Aloha, has a permanent capacity of 1,668, approximately 75 percent of the target capacity of 2,200 students. None of the high schools are significantly above target capacity, with only Sunset High School being slightly above capacity at 2,216 students. When including portable capacity, Westview is also above target capacity, at 2,297 students.

Option/Alternative Schools

Because of the diverse nature of these facilities, in terms of program, grade levels, and enrollment, capacity targets have not been set for option/alternative schools. All of the option/alternative schools in the District have capacities well below the District targets for traditional facilities at the same grade levels, which is typical for this type of facility.

OTHER PROGRAM CONSIDERATIONS

Like many school districts, Beaverton offers programs and special services beyond K-12 general education instruction, to support students whose needs are not met in traditional school settings. The District currently provides alternative education options, as well as special services including special education, early learning programs, and English language programs.

These programs typically have space and facility requirements that were not anticipated during the design and construction era of most district facilities. It is clear that the success and increased demand for these programs fosters space needs that must be designed and integrated districtwide into the overall program delivery for each school.

SPECIAL EDUCATION

In 2019, approximately 12.3 percent of District students were eligible for special education services districtwide. Of these students, approximately 20 percent received their special education services and a portion of their core instruction in a specialized classroom, two percent received special education services and all core instruction in separate special schools operated by other agencies,

and 78 percent received their special education services with in the resource room setting and core instruction in the general education classroom.

Every school in the District has a resource room. At the elementary level, this includes one to two designated rooms where students receive special education services. At the middle school and high school levels, the special education teachers require a classroom space similar to their general education colleagues.

Some schools have specialized classrooms that are designed for the specific needs of students with disabilities. These classrooms are District supported and include students from across the District. In 2019, there were 1,081 District students who were placed in a specialized program. Elementary schools may have one to three specialized classrooms, middle schools may have two to three specialized classrooms, and high schools may have two to four specialized classrooms. Resource rooms and dedicated specialized classrooms are not counted as a part of a school's total available capacity.

The District also has two specialized programs that are separate from the District's comprehensive schools. These facilities have relatively small enrollments and are not included in capacity calculations. The District also contracts with outside agencies for approximately 100 students to attend separate special schools that support students with significant behavioral, social emotional, and life skills supports and training.

OPTION / ALTERNATIVE EDUCATION

The District has four stand-alone Option schools: Arts and Communication Magnet Academy (ACMA), International School of Beaverton (ISB), Community High School, and the newly combined Health & Science School / School of Science & Technology, now known as BASE.

Currently, the space available in District Options schools and programs does not accommodate student demand. In 2019, over 1,800 students applied for the 1,063 available Option program slots. The demand for Option schools and programs is expected to continue to increase over the next ten years. Because option / alternative program enrollments are set by the District, enrollment projections for these facilities may not necessarily reflect the actual need or demand.

ONLINE LEARNING

The District opened a new online school in Fall 2020, called BSD FLEX. This program offers online courses for District students at all grade levels who need a flexible learning option due to special circumstances. For the 2020-21 school year, the program has approximately 1,000 students in grades K-12, due to the increased need for remote learning due to the Covid-19 pandemic. However, in the long term, the anticipated enrollment is 500 students.

As BSD FLEX students may also be taking in-person classes at various other District schools, online enrollment is not assumed to result in a decreased enrollment elsewhere.

ENGLISH LANGUAGE LEARNERS / ENGLISH LANGUAGE DEVELOPMENT

Although the District has historically had dedicated pull-out classrooms for English Language Learners (ELL) and English Language Development (ELD) programs, it is moving toward a pull-in/ inclusion model where ELL programming will be taught in existing classrooms. Therefore, school capacities include ELL classrooms as general classrooms.

KINDERGARTEN

All District schools currently provide full-day kindergarten and will continue to do so. Full-day kindergarten was implemented districtwide in 2015-16. Kindergarten classrooms are included in school capacities as general classrooms.

PREKINDERGARTEN

While not government-mandated, prekindergarten programs are currently offered at seven elementary schools in the District, including Aloha Huber Park, Barnes, Bonny Slope, Greenway, McKay, Vose, and William Walker. Most of these facilities are Title 1 schools that fund prekindergarten programs as needed with General Fund allocations.

The District anticipates providing prekindergarten programs at all Title 1 schools by 2030-31. Based on current Title 1 status, this would include adding a prekindergarten program at nine additional elementary schools. Existing prekindergarten classrooms are not counted as part of a school's available capacity.

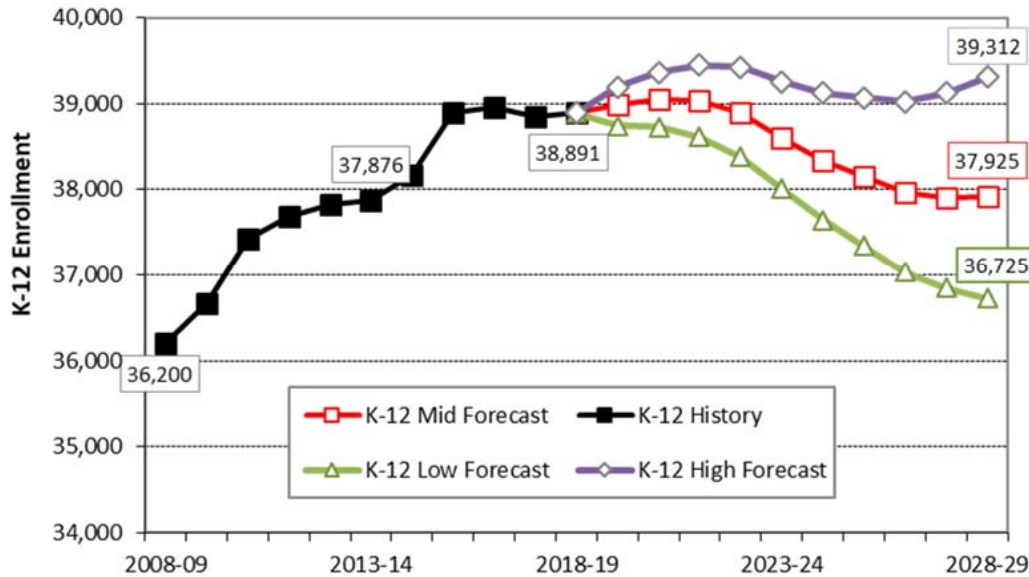
EARLY INTERVENTION (EARLY CHILDHOOD SPECIAL EDUCATION)

The Early Intervention (EI) program offers special education and support services for children from birth to school age. The program is operated by the Northwest Regional Education Service District (NWRESA), however the District is responsible for providing transport services for all preschool aged children with disabilities living within its attendance boundaries. As such, the District provides instruction space to NWRESA programs when possible to reduce transportation expenses. EI program needs are not specifically accommodated in the Long-Range Facility Plan, as the District is not mandated to provide capacity for these services.

PARTNER PROGRAMS

Head Start, before- and after-school care, school-based health clinics, and other partner programs are not specifically accommodated in the Long-Range Facility Plan, in terms of capacity. The District will look at adding additional programs as opportunities present themselves, and as partners and facility space are available.

CHART:
K-12 Enrollment History & Forecast, PSU PRC Enrollment Forecast Report



ENROLLMENT FORECAST

Enrollment forecasts are used, in part, to determine whether a school district will need to add or modify facility space to meet school program or configuration needs. Student enrollment forecasts, combined with a methodology for determining student capacity in each school, provide a framework for facility needs to better serve student achievement. As such, student enrollment forecasts comprise an important component of the Long-Range Facility Plan.

PRC FORECAST

The District received student enrollment forecasts from the Population Research Center (PRC) at Portland State University (PSU) in May 2019. The 10-year enrollment forecast, using historic enrollment through the 2018-19 school year, integrates District enrollment trends with local area population, housing, and economic trends. Information sources that inform the forecast include the US Census Bureau, birth data from the Oregon Center for Health Statistics, city and county population estimates produced by PRC, and housing development data from relevant cities and counties.

Key takeaways from the study include the following.

Population, Housing & Employment Trends

- > There were 3,103 births to District residents in 2017, the smallest annual total since 1996, and 19 percent fewer than the peak in 2007.
- > From 2014 to 2018, permits were issued in the District for over 3,300 single family homes and nearly 2,400 apartment units, not including senior housing and accessory dwelling units.
- > The Portland Metropolitan area’s seasonally adjusted unemployment rate was 3.8 percent in March 2019, matching the national rate.
- > Employment in the Portland tri-county area (Multnomah, Washington and Clackamas counties) is projected to grow by 12.7 percent from 2017 to 2027.

Districtwide Enrollment Trends

- > The District enrolled 38,891 student in Fall 2018, an increase of 38 students (0.1 percent) from Fall 2017.
- > K-12 enrollment grew by 2,694 students (seven percent) over the seven years from 2008-09 to 2015-16. However, small increases in 2016-17 and 2018-19 and a one year decline in 2017-18 amounted to a K-12 loss of three students in the most recent three years.

- > Elementary (K-5) enrollment reached a peak of 18,350 students in 2015-16. Annual losses in the subsequent three years resulted in a decline of 678 students (3.7 percent), with districtwide K-5 enrollment in 2018-19 falling to the lowest total since 2009-10.

Forecast Range

The PRC study presents three forecasts (“Middle,” “Low,” and “High”) for a 10-year horizon from 2019-20 to 2028-29, as shown in the chart above. PRC considers the middle forecast as most likely to occur. The low forecast considers the effect of less robust local area population growth than anticipated during the forecast period, and the high forecast assumes stronger than anticipated growth.

For the purposes of the Long-Range Facility Plan, the middle series forecast is used.

Enrollment forecasts are typically updated annually to incorporate new enrollment data, as well as newly released birth and housing data. For reference, the 2019 PRC enrollment forecast report can be found in Appendix F of this report.

FORECAST ADJUSTMENTS

District Adjustments

District adjustments were made to the PRC forecast to accommodate boundary changes, grade configuration changes, and the opening of a new middle school that will occur after the PRC forecast was completed.

- > Enrollment adjustments to accommodate boundary shifts were made at Elmonica, McKinley, and Beaver Acres elementary schools, and at all middle schools.
- > Enrollment adjustments to accommodate a planned shift from K-8 to K-5 grade levels were made at Springville and Raleigh Hills.
- > Middle school enrollments were redistributed to incorporate Tumwater Middle School, which has been used as a swing school for several years and is planned to open as a middle school in Fall 2021.
- > Actual 2019-20 enrollment numbers were used instead of PSU forecast numbers for that year at all grade levels.

Time Frame Extension

In order to meet the requirements of OAR 581-027-0040 and ORS 195.110, the enrollment forecast was extended by two years out to 2030-31, to provide a 10-year forecast from the date of this LRFP.

This was accomplished using a “straight-line” methodology, extrapolating growth at each facility for two additional years based on the growth rates established in the PRC forecast. This is an estimate used for planning purposes only, and does not take into the account any possible changes in population, housing, and employment that may occur beyond the PRC forecast horizon.

PROJECTED DISTRICT ENROLLMENT

The adjusted enrollment forecast indicates an overall decline in districtwide enrollment of 4.9 percent

over the 10-year forecast period, a reduction of approximately 1,900 total students in kindergarten through twelfth grade.

Elementary School Enrollment

Districtwide, a six percent decline is projected at the elementary level, a reduction of 1,086 students. Growth rates vary greatly between schools. The majority of the District’s elementary schools are projected to see enrollment declines, with eight schools expected to have greater than 10 percent enrollment declines.

Two schools are expected to have significant growth in the next 10 years, including Hazeldale with projected enrollment growth of 38.7 percent, and Sato, with projected enrollment growth of 26.9 percent. Four other elementary schools, located at the north and south ends of the District, are expected to have a lower level of growth, with enrollment increases of less than 10 percent.

Middle School Enrollment

Middle school enrollment is projected to decline by three percent (233 students) across the District as a whole. Enrollments at individual middle schools are declining more than their original PRC forecast rates, due to enrollment shifting into the new Tumwater Middle School. This is particularly true for two adjacent middle schools, Cedar Park and Five Oaks, which are both projected to have enrollment reductions of over 25 percent.

Whitford is the only middle school that is anticipated to see an enrollment increase over the next 10 years, of approximately five percent.

High School Enrollment

At the high school level, enrollment is projected to decline by 5.9 percent (634 students) districtwide. This includes enrollment declines at four high schools (Aloha, Beaverton, Southridge, and Sunset) and increases at two high schools (Mountainside and Westview).

Option / Alternative School Enrollment

Three of the District’s four option schools (BASE, Community High School, and ISB) are projected to have enrollment increases of less than 10 percent. The exception is ACMA, which is projected to have an enrollment decline of 3.9 percent. This is considered a forecasting anomaly, as this program is always oversubscribed. ACMA is expected to be utilized at full capacity.

The Rachel Carson, Summa, and Terra Nova option school programs do not have dedicated enrollment. These students are included in the enrollment at their neighborhood schools.

GEOGRAPHIC ANALYSIS

The map diagrams on the following pages illustrate projected enrollment growth rate through 2030-31 at each school facility.

DIAGRAM:
Projected Enrollment Growth Rate 2019-20 to 2030-31: Elementary School Level

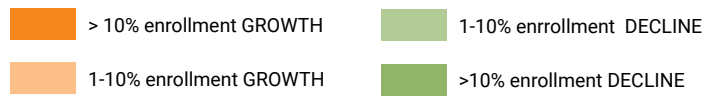
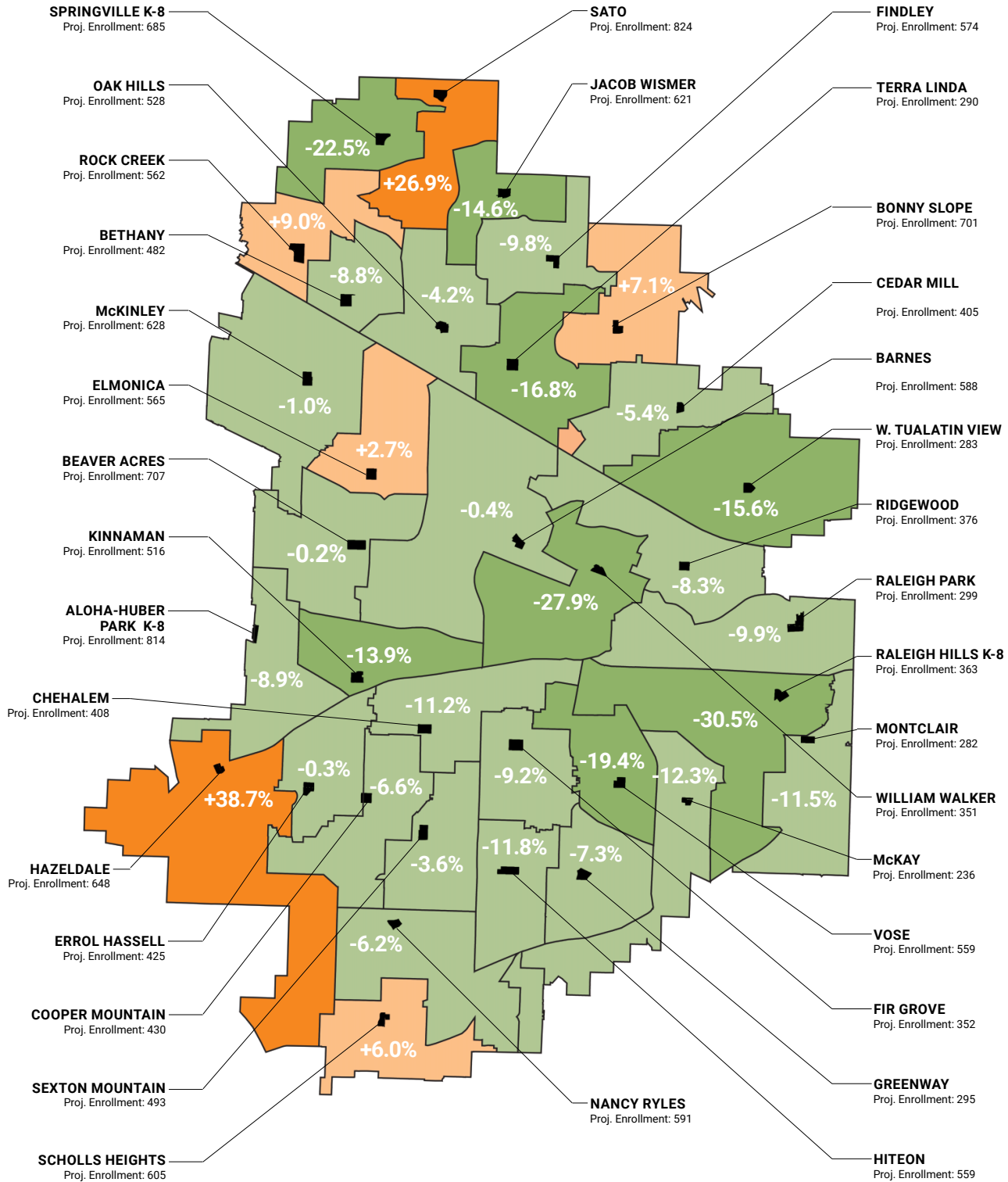
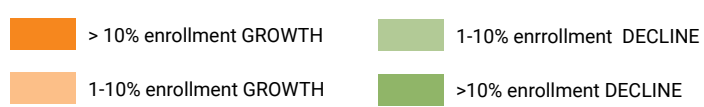
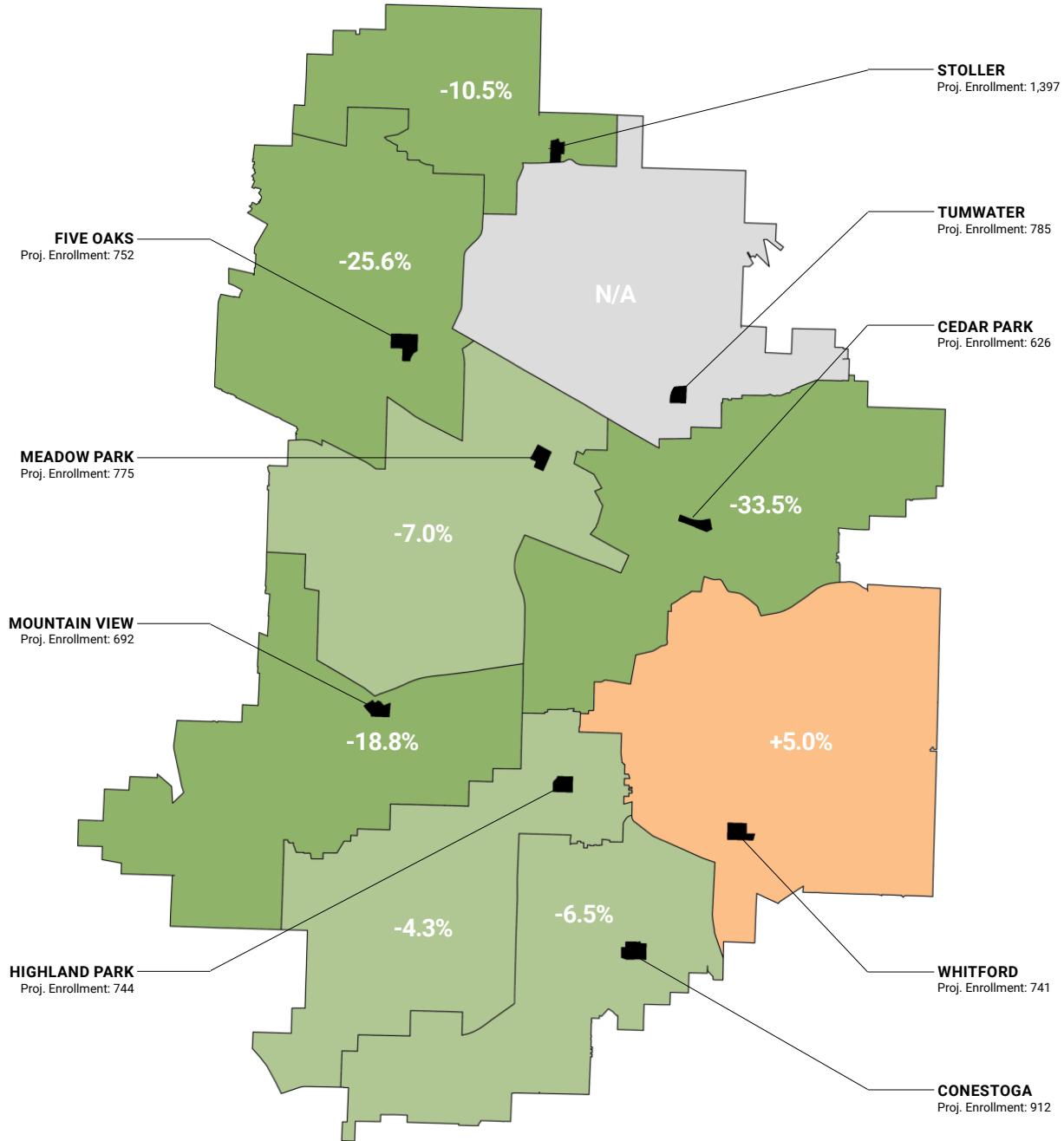
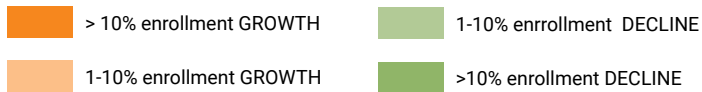
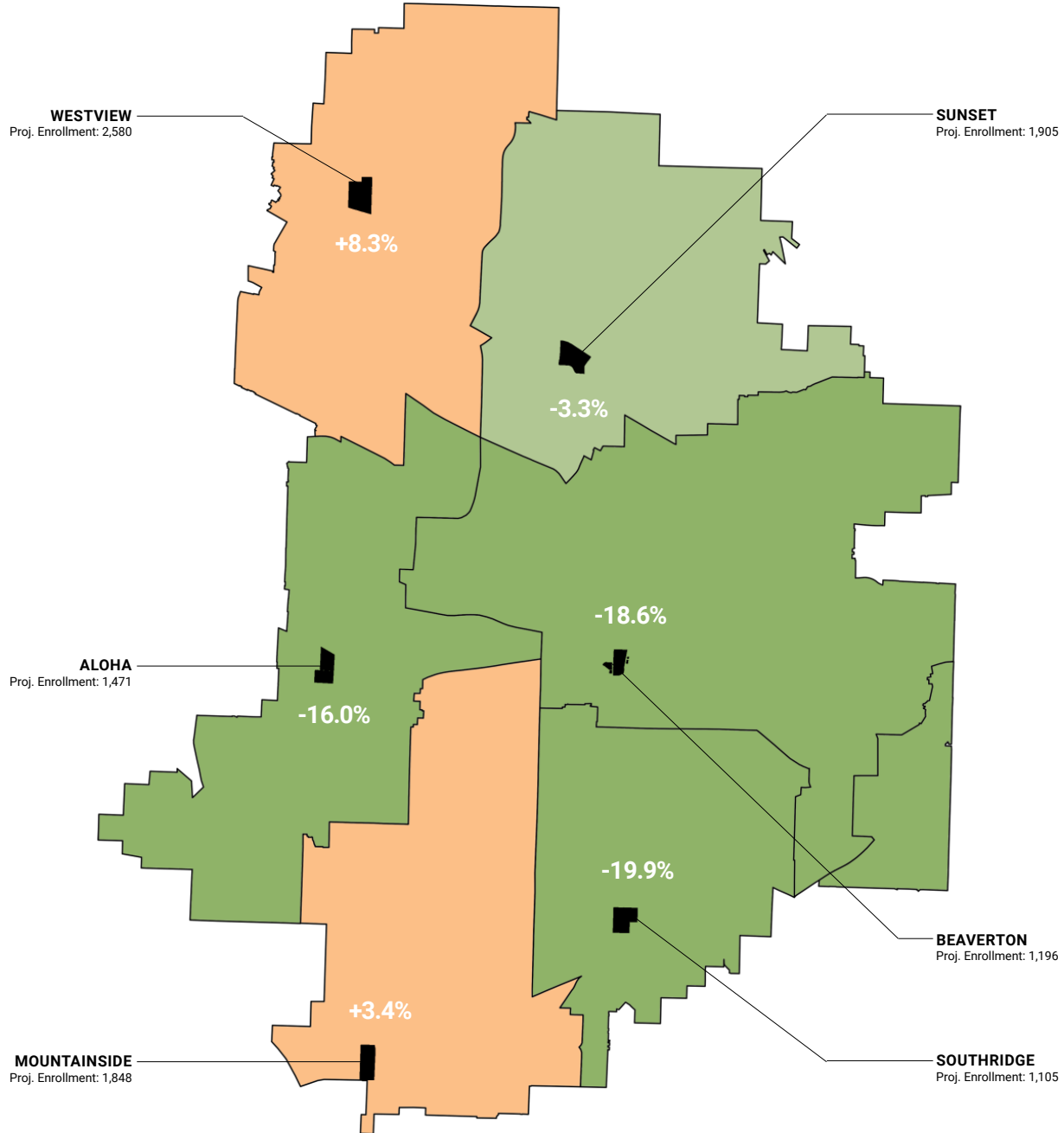


DIAGRAM:
Projected Enrollment Growth Rate 2019-20 to 2030-31: Middle School Level

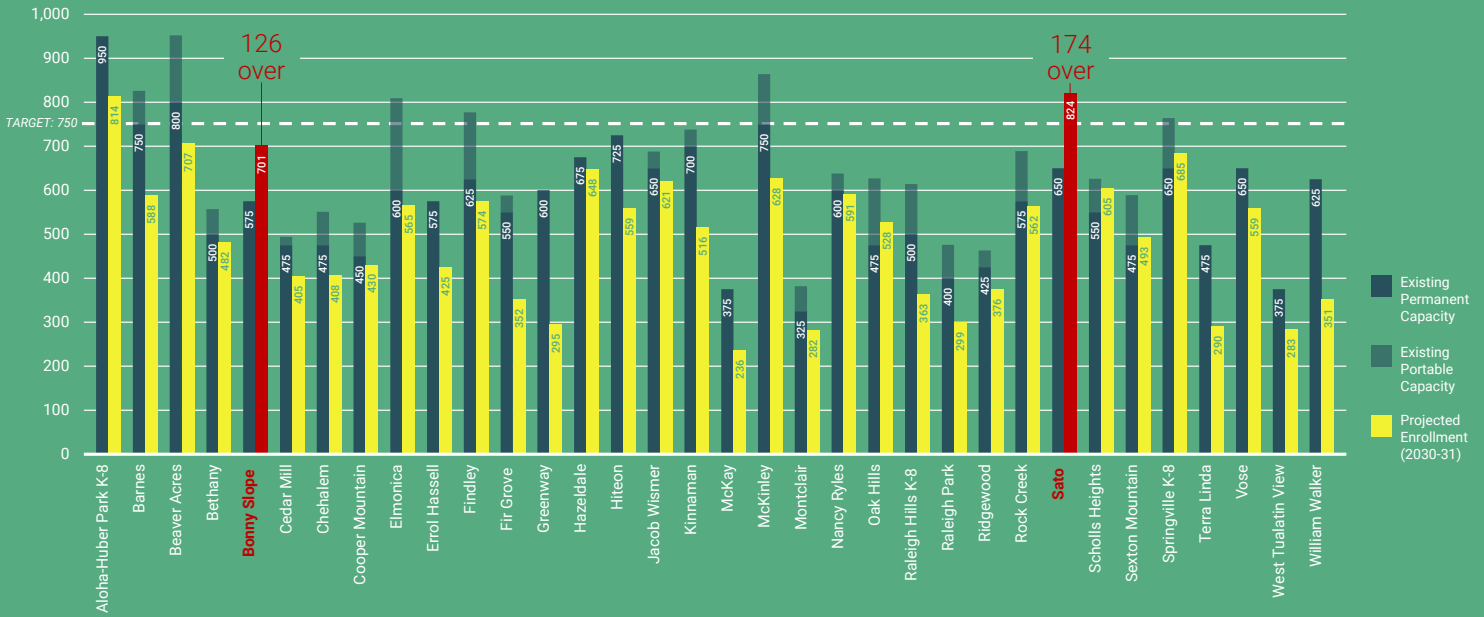


* Middle school boundaries shown reflect proposed boundary adjustments from the 2020 adjustment process and may differ slightly from final boundaries.
 ** Tumwater does not show a growth rate because it will not have any middle school enrollment until Fall 2021.

DIAGRAM:
Projected Enrollment Growth Rate 2019-20 to 2030-31: High School Level



EXISTING CAPACITY & PROJECTED 2030-31 ENROLLMENT: ELEMENTARY SCHOOLS



FACILITY UTILIZATION

Understanding school utilization is necessary to provide effective learning environments for all students. Planning for the effective utilization of schools requires an understanding of space needs for the range of academic programs offered in a school, as well as classroom and common spaces available for current and projected student use.

UTILIZATION

For the purposes of long-range planning, school utilization is defined as the portion of the building assigned to students, or more specifically, the number of students enrolled in a school divided by the student capacity of the school. For example, a school with 500 students and 500 classroom seats would be operating at 100% utilization, while the same building with only 400 students would be operating at 80% utilization. Analysis of school utilization in this plan uses the adjusted enrollment projections to 2030-31, described previously on pages 44-45.

The charts above and on the following page compare existing capacity and projected enrollment for each school in the District. Strategies to improve utilization are described on page 53 and are also discussed in Section 09, beginning on page 65, as alternatives to new construction.

Elementary Schools

Existing districtwide permanent capacity at the elementary level is 19,500 students, including K-8 facilities. This is greater than the projected 2030-31 enrollment of 17,043 by over 2,500 students, resulting in an expected utilization of approximately 87 percent.

Existing districtwide total capacity (permanent capacity plus portable capacity) at the elementary level is 21,488 students, providing over 4,000 seats more than the projected enrollment (79 percent utilization).

Since enrollment accommodation within their individual school boundaries minimizes the need for boundary adjustments, it is important to evaluate individual school utilization as well. Several elementary schools are projected to have enrollment at or above their existing permanent capacity (100% utilization or more) by 2030-31. These facilities include:

- > Bonny Slope Elementary
- > Oak Hills Elementary
- > Sato Elementary
- > Scholls Heights Elementary
- > Sexton Mountain Elementary
- > Springville K-8

Two of these schools, shown in red above, are projected to be significantly over their existing capacity: Bonny Slope (126 over) and Sato (174 over).

When portable capacity is considered, Bonny Slope and Sato remain over capacity, as they do not have any modular classrooms. The remaining schools can accommodate projected enrollments when including their portable capacity.

In contrast, many of the District's elementary schools have projected enrollments that are well below their permanent capacities. Schools that are expected to have lower than 70 percent utilization by 2030-31 include: Greenway Elementary, McKay Elementary, Terra Linda Elementary, and William Walker Elementary.

Low utilization can be an indicator of inefficient facility operation, as well as potentially limiting delivery of a robust education program due to low student population. The District may want to consider approaches which improve the utilization of existing facilities in the future. Potential strategies to address low utilization could include school consolidation, co-location with other programs, and/or grade reconfiguration, as discussed on pages 53 and 65-66.

EXISTING CAPACITY & PROJECTED 2030-31 ENROLLMENT: MIDDLE, HIGH & OPTION SCHOOLS



Middle Schools

At the middle school level, both the existing permanent capacity of 7,660 and the existing total capacity of 8,298 exceed the projected districtwide enrollment of 7,423. (Existing middle school capacity includes Tumwater, which is slated to house middle schoolers beginning Fall 2021.)

Looking at individual school facilities, there are three middle schools that are projected to exceed their permanent capacity:

- > Conestoga Middle School
- > Meadow Park Middle School
- > Stoller Middle School

Of these, Stoller has the highest overage, with a projected enrollment that exceeds capacity by over 500 students (over 300 students when including portables). Capacity accommodation strategies are discussed on pages 53 and 65-66.

Conestoga and Meadow Park can both accommodate their projected enrollments with their existing portables. None of the District’s middle schools are projected to have significantly low utilization.

High Schools

Existing districtwide permanent capacity at the high school level is 11,852 seats, not including option / alternative schools. This is greater than the projected 2030-31 enrollment of 10,106 by more than 1,700 students, resulting in an expected districtwide utilization of approximately 85 percent.

Total capacity (permanent capacity plus portable capacity) at the high school level is 12,253 seats, providing about 2,100 seats more than the projected enrollment (82 percent utilization).

As shown above, all of the District’s high schools are expected to be well below their permanent capacities through 2030-31, with the exception of Westview High School. Westview’s projected enrollment is expected to be 588 students (30 percent) over permanent capacity and 283 students (12 percent) over total capacity.

Both Beaverton and Southridge high schools are projected to have very low utilization by 2030-31. Beaverton is projected to be 696 students (37 percent) below capacity, while Southridge is projected to be 837 students (43 percent) below capacity.

Capacity accommodation and utilization improvement strategies are discussed on pages 53 and 65-66.

Option / Alternative Schools

The District’s option / alternative school facilities have a combined permanent capacity of 2,590 and total capacity of 2,857. The projected enrollment of 2,619 students is just over the permanent capacity and 200 students below the total capacity. (Note: Summa and Rachel Carson enrollments are included with the neighborhood schools they are housed in, and Terra Nova’s capacity is not included because the facility is used for a partial-day program for students who are enrolled at other District high schools).

Looking at individual school capacities, ACMA, BASE, and ISB are all expected to be at or over capacity. Community High School, with a projected enrollment of 139, is anticipated to be at only 25 percent of its full capacity.

GEOGRAPHIC ANALYSIS

The map diagrams on the following pages illustrate projected 2030-31 utilization rates at each school facility.

DIAGRAM:

Projected Utilization: Elementary Schools (2030-31 Enrollment & Existing Capacity)

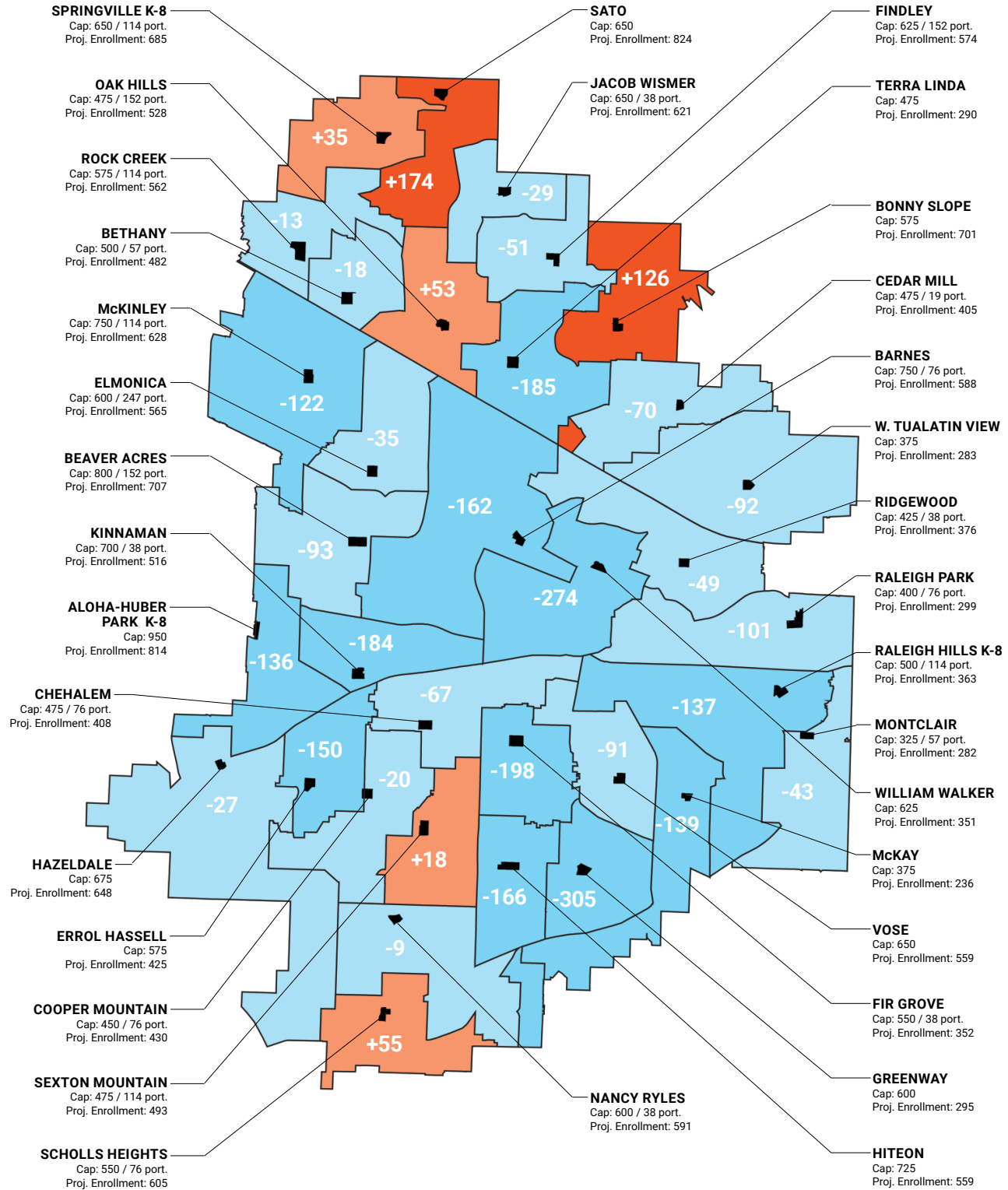
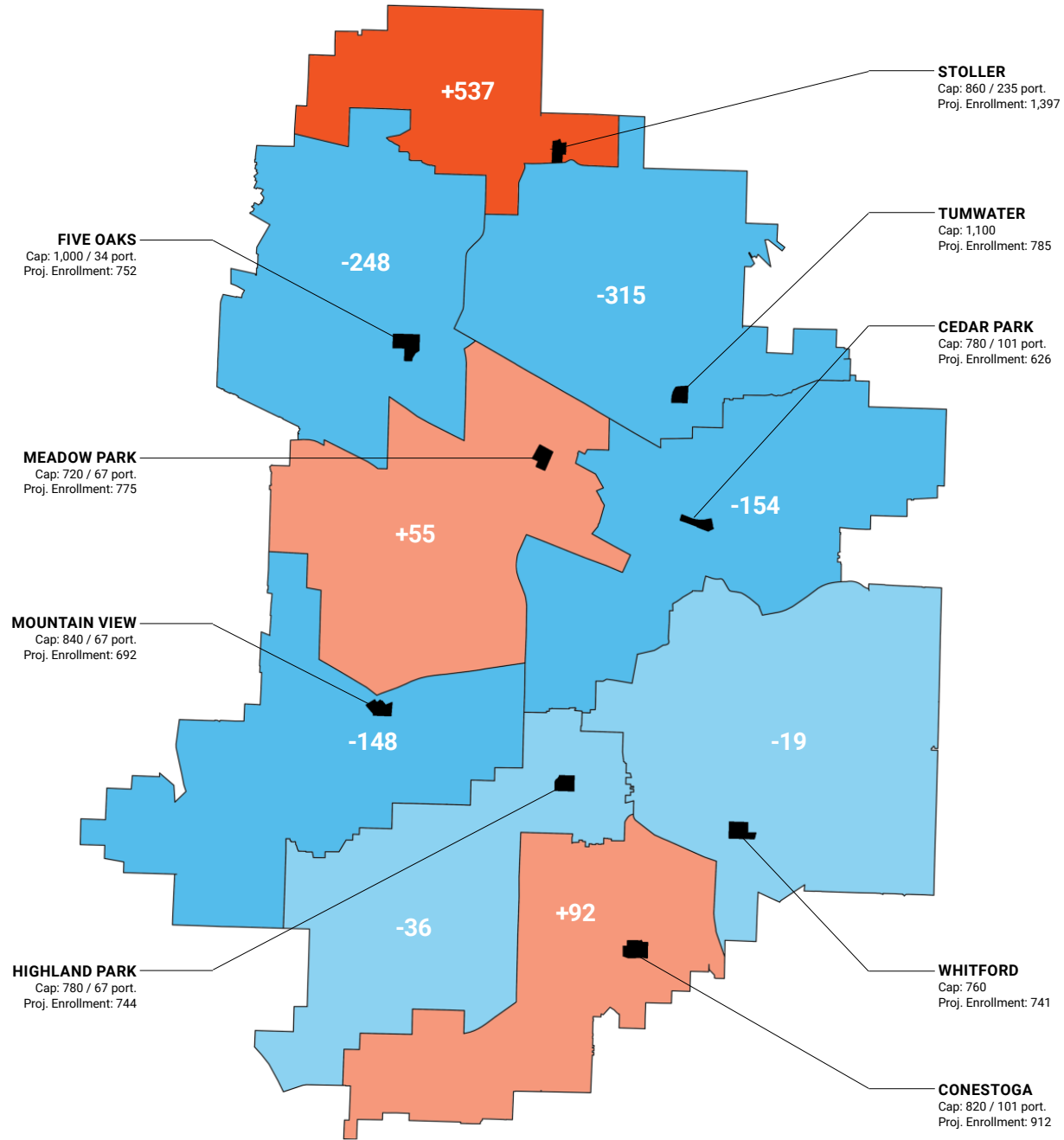
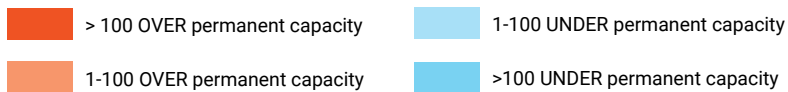
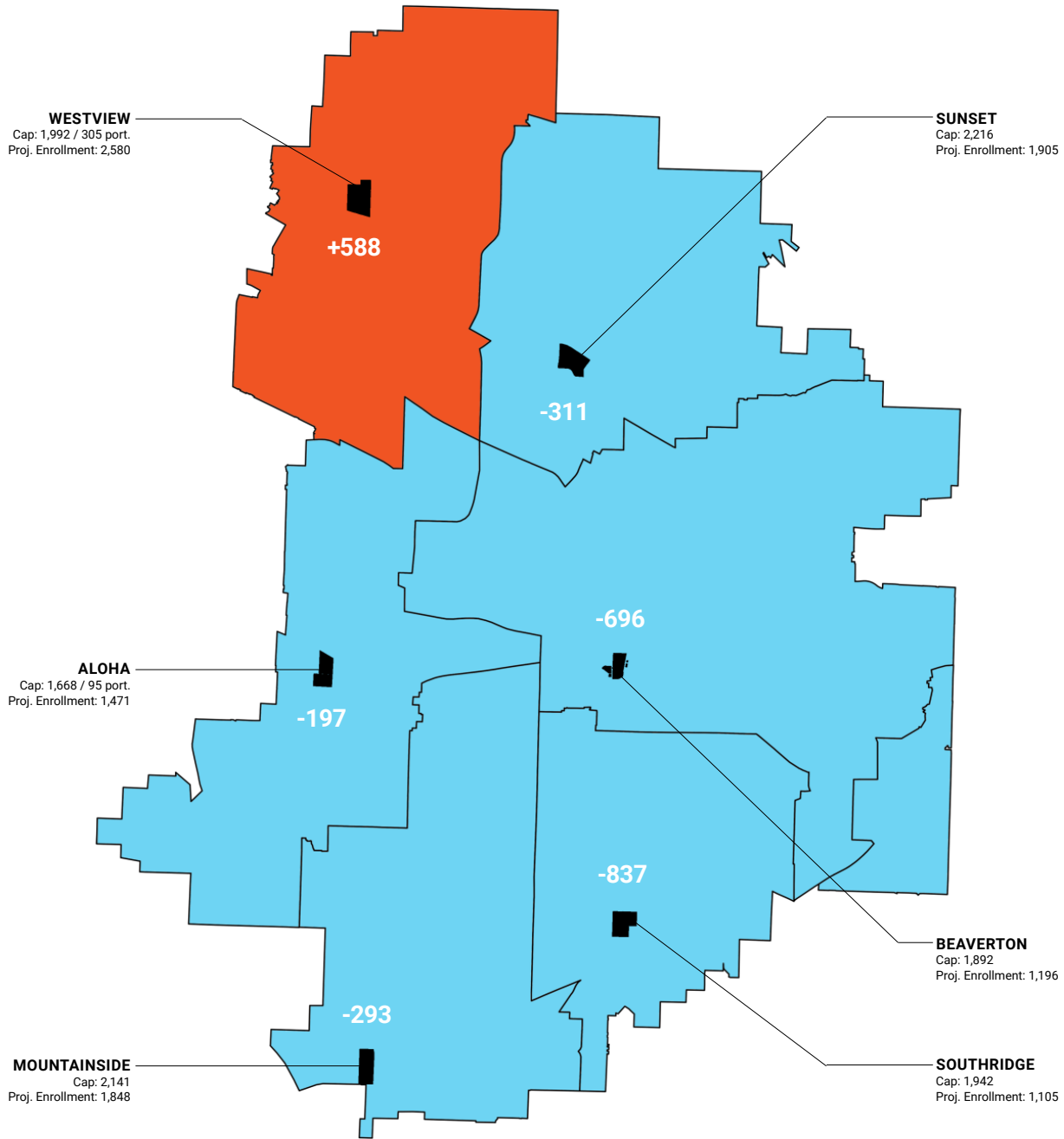


DIAGRAM:
 Projected Utilization: Middle Schools (2030-31 Enrollment & Existing Capacity)



* Middle school boundaries shown reflect proposed boundary adjustments from the 2020 adjustment process and may differ slightly from final boundaries.

DIAGRAM:
Projected Utilization: High Schools (2030-31 Enrollment & Existing Capacity)



CAPACITY ACCOMMODATION STRATEGIES

Space utilization percentages can be treated as the beginning of a conversation about capacity. These numbers act as a flag, indicating the location and severity of utilization issues. However, significantly high or low percentages of space utilization at one or more schools do not automatically indicate a need for construction of new school facilities or school closures.

The District has a number of possible strategies that can be considered to address schools that are over capacity. However, it cannot request local jurisdictions to halt residential growth through a development moratorium.

While the District can participate and comment on new residential developments that may impact school capacity, the District is obligated to consider other measures to address capacity and utilization needs, including the measures that follow. Additionally, the strategies and other alternatives to new construction that are discussed in greater detail in Section 09: Capital Financing, would be considered.

The following strategies can address the need for additional capacity and/or improve utilization.

OPEN ENROLLMENT

Open enrollment allows students to transfer to a school with available capacity outside of their attendance area. The District provides a list of schools offering open enrollment each winter, for enrollment the following fall. A student attending a school on open enrollment is guaranteed enrollment at that school for the duration of his or her time at that school level.

If a school that has been offering open enrollment were to reach a significant level of space utilization, the District would likely terminate open enrollment at that school to relieve overcrowding.

ADMINISTRATIVE TRANSFER

Administrative transfer allows a student to transfer to a school outside of their attendance area at any time during a school year. Transfer requests are reviewed by building administrators and approved or denied on a case-by-case basis, for one year only. An excessive number of administrative transfers to one building could result in space utilization issues for that building.

MODULAR CLASSROOMS

The use of modular classrooms (portables) can provide additional capacity at existing school sites. Where there are no site conditions prohibiting their use (e.g. site size, environmental constraints, or local zoning and development standards), they are a flexible means of responding to capacity needs.

BOUNDARY ADJUSTMENTS

Adjustments of attendance boundaries can be very emotionally charged, contentious, and complex. However, they do not require capital investment. Boundary adjustments can shift students from crowded schools to others with more capacity. These efforts typically require extensive work with the community, and must be planned a significant amount of time prior to the implementation date.

ADDITION / EXPANSION OF EXISTING SCHOOLS

Expanding existing building space to provide additional capacity is an option when capital construction monies are available. Permanent construction costs more than providing portables and requires confidence that the growth and enrollment levels at schools in that area will be increased or sustained in the long term.

NEW SCHOOL CONSTRUCTION

Construction of new schools is the most costly of these options, as it typically requires the purchase of land. However, when demand is high and sustained,

and enrollment projections support the investment, a new school offers a high quality teaching and learning environment, and can address significant space utilization issues.

A determination that a school is reaching a significant level of space utilization based on the school capacity formula can serve as the beginning of a conversation with local jurisdictions regarding a proposed residential application. The District can discuss potential solutions to the issue with the jurisdictions and evaluate options such as those described above.

SCHOOL CONSOLIDATION

Consolidating smaller schools that have very low utilization (enrollment well below the existing capacity) can improve utilization and increase operational efficiency, as well as helping to align schools with the District's target capacity. However, school closure has a significant impact on the surrounding community, and many other issues should be considered, such as the potential for increased transportation times, available space in nearby schools, continuation of site-specific programs and activities, and the impact of neighborhood schools in a community.

SUMMARY TABLE

The table on the following pages summarizes permanent and portable capacity, historic and projected enrollment, and utilization rates for all District school facilities, as described in this section.

TABLE:
Capacity, Enrollment & Utilization Summary: Elementary Schools

Facility	CAPACITY			ENROLLMENT			UTILIZATION			
	Permanent Capacity (2020-21)	Portable Capacity (2020-21)	Total Capacity	Historic Enrollmnt (2019-20)	Projected Enrollmnt (2030-31)	Percent Change	Over/Under Perm. Capacity	Facility Util. (Perm.)	Over/Under Total Capacity	Facility Util. (Total)
ELEMENTARY SCHOOLS										
Aloha-Huber Park K-8	950	0	950	893	814	-8.9%	-136	86%	-136	86%
Barnes	750	76	826	590	588	-0.4%	-162	78%	-238	71%
Beaver Acres	800	152	952	708	707	-0.2%	-93	88%	-245	74%
Bethany	500	57	557	528	482	-8.8%	-18	96%	-75	86%
Bonny Slope	575	0	575	655	701	7.1%	126	122%	126	122%
Cedar Mill	475	19	494	428	405	-5.4%	-70	85%	-89	82%
Chehalem	475	76	551	459	408	-11.2%	-67	86%	-143	74%
Cooper Mountain	450	76	526	461	430	-6.6%	-20	96%	-96	82%
Elmonica	600	209	809	550	565	2.7%	-35	94%	-244	70%
Errol Hassell	575	0	575	426	425	-0.3%	-150	74%	-150	74%
Findley	625	152	777	636	574	-9.8%	-51	92%	-203	74%
Fir Grove	550	38	588	387	352	-9.2%	-198	64%	-236	60%
Greenway	600	0	600	318	295	-7.3%	-305	49%	-305	49%
Hazeldale	675	0	675	467	648	38.7%	-27	96%	-27	96%
Hiteon	725	0	725	634	559	-11.8%	-166	77%	-166	77%
Jacob Wismer	650	38	688	727	621	-14.6%	-29	95%	-67	90%
Kinnaman	700	38	738	599	516	-13.9%	-184	74%	-222	70%
McKay	375	0	375	269	236	-12.3%	-139	63%	-139	63%
McKinley	750	114	864	634	628	-1.0%	-122	84%	-236	73%
Montclair	325	57	382	319	282	-11.5%	-43	87%	-100	74%
Nancy Ryles	600	38	638	630	591	-6.2%	-9	98%	-47	93%
Oak Hills	475	152	627	551	528	-4.2%	53	111%	-99	84%
Raleigh Hills K-8	500	114	614	522	363 ¹	-30.5%	-137	73%	-251	59%
Raleigh Park	400	76	476	332	299	-9.9%	-101	75%	-177	63%
Ridgewood	425	38	463	410	376	-8.3%	-49	88%	-87	81%
Rock Creek	575	114	689	516	562	9.0%	-13	98%	-127	82%
Sato	650	0	650	649	824	26.9%	174	127%	174	127%
Scholls Heights	550	76	626	571	605	6.0%	55	110%	-21	97%
Sexton Mountain	475	114	589	511	493	-3.6%	18	104%	-96	84%
Springville K-8	650	114	764	884	685 ¹	-22.5%	35	105%	-79	90%
Terra Linda	475	0	475	349	290	-16.8%	-185	61%	-185	61%
Vose	650	0	650	693	559	-19.4%	-91	86%	-91	86%
West Tualatin View	375	0	375	336	283	-15.6%	-92	76%	-92	76%
William Walker	625	0	625	487	351	-27.9%	-274	56%	-274	56%
Subtotal: Elementary Schools	19,550	1,938	21,488	18,129	17,043	-6.0%	-2,507	87.2%	-4,445	79.3%

Notes:

Capacities listed are effective as of March 1, 2021. The District will continue to update facility capacity as buildings are altered or as uses change. It is important to check with District facilities staff for the most current capacity figures.

Capacity is based on District planning targets and classroom count and does not include self-contained specialized programs, such as special education, prekindergarten, or ELL (MS and HS level only).

Enrollment projections are based on the BSD Enrollment Forecast (PSU PRC, 2019) with District adjustments and a straight-line extension to 2030-31.

¹ Reflects shift to K-5 enrollment by 2022-23.

² Includes Summa program enrollment.

³ Tumwater will not be used as a middle school until Fall 2021.

⁴ Includes Rachel Carson School of Environmental Science enrollment.

TABLE:
Capacity, Enrollment & Utilization Summary: Middle, High & Option Schools

Facility	CAPACITY			ENROLLMENT			UTILIZATION			
	Permanent Capacity (2020-21)	Portable Capacity (2020-21)	Total Capacity	Historic Enrollmnt (2019-20)	Projected Enrollmnt (2030-31)	Percent Change	Over/Under Perm. Capacity	Facility Util. (Perm.)	Over/Under Total Capacity	Facility Util. (Total)
MIDDLE SCHOOLS										
Cedar Park	780	101	881	941 ²	626 ⁴	-33.5%	-154	80%	-255	71%
Conestoga	820	101	921	975	912	-6.5%	92	111%	-9	99%
Five Oaks	1,000	0	1,000	1,010 ⁴	752	-25.6%	-248	75%	-248	75%
Highland Park	780	67	847	777 ²	744	-4.3%	-36	95%	-103	88%
Meadow Park	720	67	787	834 ²	775 ²	-7.0%	55	108%	-12	99%
Mountain View	840	67	907	853	692	-18.8%	-148	82%	-215	76%
Stoller	860	235	1,095	1,560 ²	1,397 ²	-10.5%	537	162%	301	128%
Tumwater	1,100	0	1,100	- ³	785	n/a	-315	71%	-315	71%
Whitford	760	0	760	706 ²	741 ²	5.0%	-19	98%	-19	98%
Subtotal: Middle Schools	7,660	638	8,298	7,656	7,423	-3.0%	-237	96.9%	-875	89.5%
HIGH SCHOOLS										
Aloha	1,668	95	1,764	1,751	1,471	-16.0%	-197	88%	-293	83%
Beaverton	1,892	0	1,892	1,469	1,196	-18.6%	-696	63%	-696	63%
Mountainside	2,141	0	2,141	1,787	1,848	3.4%	-293	86%	-293	86%
Southridge	1,942	0	1,942	1,380	1,105	-19.9%	-837	57%	-837	57%
Sunset	2,216	0	2,216	1,971	1,905	-3.3%	-311	86%	-311	86%
Westview	1,992	305	2,297	2,382	2,580	8.3%	588	130%	283	112%
Subtotal: High Schools	11,852	401	12,253	10,740	10,106	-5.9%	-1,747	85.3%	-2,148	82.5%
OPTION SCHOOLS										
ACMA	672	0	672	706	679	-3.8%	7	101%	7	101%
BASE	822	0	822	881	940	6.7%	118	114%	118	114%
Community	548	38	586	128	139	8.6%	-409	25%	-447	24%
ISB	548	229	777	847	862	1.7%	314	157%	85	111%
Terra Nova	N/A (Partial day program)			N/A (Partial day program)			N/A (Partial day program)			
Subtotal: Option Schools	2,590	267	2,857	2,562	2,619	2.2%	30	101.2%	-237	91.7%

Notes:

Capacities listed are effective as of March 1, 2021. The District will continue to update facility capacity as buildings are altered or as uses change. It is important to check with District facilities staff for the most current capacity figures.

Capacity is based on District planning targets and classroom count and does not include self-contained specialized programs, such as special education, prekindergarten, or ELL (MS and HS level only).

Enrollment projections are based on the BSD Enrollment Forecast (PSU PRC, 2019) with District adjustments and a straight-line extension to 2030-31.

¹ Reflects shift to K-5 enrollment by 2022-23.

² Includes Summa program enrollment.

³ Tumwater will not be used as a middle school until Fall 2021.

⁴ Includes Rachel Carson School of Environmental Science enrollment.



SECTION 08

SITE OPPORTUNITIES

In addition to estimating the student capacity of each school, a long-range facility plan assesses current school sites to determine if there are adequate sites within the district to meet long-term enrollment needs and whether these sites are adequate in size and distribution to meet long-term forecasts.

This evaluation provides assurance that there is a sufficient inventory of properties relative to enrollment demands, and that they are being used effectively to address school needs.

EFFICIENT USE OF SCHOOL SITES

As land within the District has developed to accommodate growth in Beaverton and Washington County, it has become more difficult to find suitable property for new District facilities. In order to accommodate new school facilities, the District has taken steps to use existing school properties more efficiently.

The best example of this is how new and rebuilt schools approved in the 2014 Capital Bond Program were constructed. Four out of the seven “new” schools were provided by first, removing the existing school and second, rebuilding a new, more modern school on the same site. The four schools where this efficient approach occurred were ACMA, Hazeldale Elementary School, Vose Elementary School, and William Walker Elementary School.

The other three new schools (Mountainside High School, Tumwater Middle School, and Sato Elementary School) were built on vacant sites that the District owns. From a sequencing

perspective, Tumwater was the first new school constructed and, once finished, it operated as the “swing school” where students from the four schools attended during the school year their home school was being reconstructed.

There are several ways in which the District makes efficient use of its school sites, including using modular (portable) classrooms, building multistory schools, sharing use of school sites for other District uses and with other public agencies, locating schools on smaller sites, and alternative parking arrangements.

However, the District must consider specific site conditions and the values and demands of the families in the District when evaluating these options. Site conditions, such as environmental features like steep slopes and wetlands and development code regulations that establish use standards for school buildings and portable classrooms and setback requirements. Community values may include providing enough parking for volunteers, connected and safe walking, biking, and transit access,

providing fields for sports, extracurricular activities and shared uses with Tualatin Hills Parks and Recreation (THPRD) and other community service providers, and making facilities and educational quality equitable between schools.

ORS 195.110 includes the requirement for school districts to consider “Measures to increase the efficient use of school sites including, but not limited to, multiple-story buildings and multipurpose use of sites.” The statute requires consideration of measures to efficiently use school sites and provides examples of such measures – multistory buildings and multiple uses of school sites – but does not more precisely define them. This leaves the District discretion in determining what efficiency measures to consider. This section describes some of the measures the District has used and can consider in arranging more efficient future use of its school facility sites.

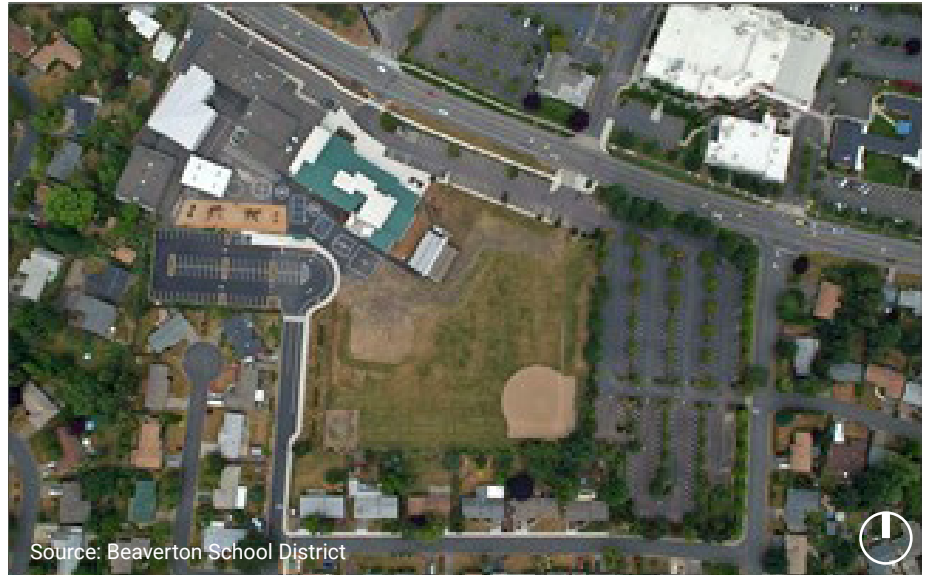
MODULAR CLASSROOMS

Modular, or portable, classrooms are an affordable and flexible method for responding to fluctuations in school enrollment and increasing efficient use of a school site. The modular classrooms used by the District typically consist of two classrooms, each about 900 square feet. Portables often make the difference between a school being below or over capacity. The portables used in the District range between being temporary to semi-permanent.

The use of modular classrooms must be balanced with site considerations and issues of educational quality and equity between schools. The following site conditions must be considered:

- > Environmental constraints/conditions – steep or changing slopes; streams, wetlands, or other sensitive lands
- > School features – parking, play areas and fields
- > Development code – how portables are classified and regulated according to zoning code; building setbacks from lot lines required by the code

IMAGE:
Barnes Elementary School



- > Fire safety – access roads and proximity to hydrants
- > Core facilities – including the lack of restroom facilities in portables

Other issues to consider when making decisions about using portables include educational quality and equity. There is a growing body of research indicating a positive relationship between the quality of a school facility and student achievement.

It cannot necessarily be assumed that permanent classrooms are always better quality than portable classrooms, but because portables are designed to be temporary and uniform, they lack some of the architectural quality and special features or amenities that permanent classrooms have. These differences may impact student achievement. When some schools have more portables than others, there is the potential to foster inequity between schools, possibly resulting in lower performance and achievement.

MULTISTORY BUILDINGS

Multistory buildings are typically more expensive to construct than single-story buildings. Local building codes used to prohibit younger students from being taught on floors above or below the main

floor. However, these codes have been revised to remove this restriction. At the same time, multistory buildings provide significantly more student capacity using the same footprint as a single-story building. As land costs increase, multistory buildings become more cost-effective to build and operate.

Land costs in Beaverton School District have risen significantly in the last 30 years. The District has made it a practice to construct multistory buildings when new schools are built. Recent examples of this include:

- > Aloha Huber Park K-8 (2005)
- > Bonny Slope Elementary School (2008)
- > Springville K-8 (2009)
- > Sato Elementary School (2017)
- > Vose Elementary School (2017)
- > Tumwater Middle School (2017)
- > Mountainside High School (2017)
- > Hazeldale Elementary School (2018)
- > William Walker Elementary School (2018)
- > ACMA (2021)

SHARED USE & PARTNERSHIPS

Another effective way of maximizing the use of a site is to share the use with other organizations. It was found during

IMAGE:
Hiteon Elementary School



the school facility design workshops held during previous facility planning efforts that community members in particular support the partnership between the District and THPRD, for the use of outdoor and indoor space. This shares not only the use of a site, but the costs associated with fields and outdoor recreation space and operating the facility's indoor recreational and instructional space.

There are other shared use partnerships that the District can enter into and develop. Some natural pairings include those with other educational and community service providers, such as Portland Community College.

SHARED PARKING

Required vehicle parking standards are a local zoning code issue that can add to the need for larger school sites. For example, given the number of full-time employees at the Hiteon Elementary School, 80 minimum and 120 maximum parking spaces are required pursuant to City of Beaverton code. The school site, which was recently expanded, now has 114 parking spaces that occupy approximate 34,000 square feet or about 0.8 acres. The school sits on a 12.2-acre site, so parking accounts for about 6.5 percent of the total site area.

Shared parking arrangements most directly affect the amount of the school site being dedicated to parking. Shared parking arrangements require nearby organizations with ample parking and compatible use schedules (i.e. not conflicting), which may not be available at all school sites.

Barnes Elementary School has a parking agreement with the Foursquare Church adjacent to its site. The image on the previous page shows the location of the shared parking area (immediately to the east of the ball fields). Church parking spaces are available during the week for school activities. Conversely, the parking spaces at Barnes Elementary School are available for church parking on Sundays and during activities which may require additional parking. Additional agreements like these could be pursued in the future where opportunities exist to reduce land needs (and costs).

EXPANSION ON EXISTING SITES

Expanding school facilities on existing sites is another way of using existing sites more efficiently. There are several school sites where the District has done this. Hiteon Elementary School, shown above, offers a good example of how the District has worked to maximize its school sites.

IMAGE:
Rock Creek Elementary School



The District expanded buildings, parking, and fields on Hiteon's 12.2-acre site in 2008/2009. The building area was expanded by 42 percent for a total of 78,972 square feet. This means that building area makes up almost 20 percent of the lot area. As for the rest of the site, 61 percent of the lot is landscaped or associated with recreational uses, about a quarter of which is Hiteon Park, almost three acres managed by THPRD.

Conversely, Rock Creek Elementary School, shown above, offers an example of a land-rich school site. Its building area comprises only about six percent of the 17.6-acre lot area. The site, therefore, offers possibilities of redevelopment and co-location of schools in the future.

The site could potentially accommodate both an elementary school and middle school, or the site could be converted to a middle school site if there were a need for additional middle school capacity in this portion of the District. While neither option has been proposed or evaluated, the large Rock Creek school site does appear to provide the District with options for future expansion.

LIMIT SPACE FOR NON-EDUCATIONAL USES

There are several options to reduce the space on a school site dedicated to

non-educational uses, such as athletic facilities or parking. However, the following factors should be considered:

- > Good walking, biking, and transit access should be available to reduce the demand for vehicle parking.
- > Sufficient parking is an issue for parents and others who volunteer at schools during the daytime. As schools have come to rely more on volunteers in times of operating budget shortfalls, this is an important consideration.
- > School sports and extracurricular activities have consistently been highly regarded by District families. Unless there are convenient alternatives to providing space for these activities, very careful consideration should be taken when evaluating whether to reduce this space on a school site.

CO-LOCATION WITH EXISTING DISTRICT FACILITIES

In some cases, a district’s existing facilities may be located on sites that are large enough to accommodate co-location with another facility in the future, if the need arises. This option may be considered in particular for smaller non-neighborhood facilities, such as an alternative program or special education facility. However, it will be important to assess program compatibility before considering co-location, as well as other factors outside the scope of this study, such as setbacks, easements, site access, and the presence of wetlands.

Based on a high-level analysis that included comparison with District site size targets, general topography, site configuration, and location in the District, a few of the District’s school sites appear to offer opportunities for co-location with another future facility in their existing configuration, beyond the shared use that is already occurring with adjacent District sites.

As District facilities continue to age and require replacement, it is recommended

that the District consider the possibility of co-location in the future, and plan replacement facilities on larger sites with this potential strategy in mind.

REPLACE SMALL SCHOOLS TO MAXIMIZE SITE UTILIZATION

School facilities vary in size and capacity for many reasons, including the educational goals and budget parameters at the time of constructions. Districts can maximize the utilization of their existing sites by replacing or adding onto schools that are well below their target capacities. This can significantly increase district capacity without the need for additional sites.

The District has implemented this strategy with the recent replacements of three elementary schools: Hazeldale, Vose, and William Walker. The original facilities for all three schools had capacities of under 500 students each, and were replaced on the same site with larger capacity schools.

INTERIM LOCATION

Because of the extensive work often required to upgrade schools to achieve modern learning environments, entire schools may need to temporarily relocate into different facilities while construction is completed. These facilities that will temporarily house displaced students are called “interim relocation sites.” In some instances, vacant school buildings might serve this purpose.

Any school recommended for replacement or major alteration that might require student displacement will require an analysis of the site and its relationship to the neighborhood in order to determine the feasibility to work on-site around the existing buildings.

Some of the District’s existing facilities appear to have sites that will likely accommodate replacement on site while maintaining operations in the current facility, but will have to be verified on a site-by-site basis.

Currently the District does not have any vacant facilities that can be used as “swing” sites for temporary relocation. Tumwater was used as a swing site for many of the replacement projects completed as part of the 2014 bond, but will become a neighborhood middle school in the upcoming school year.

ANALYSIS OF LAND REQUIREMENTS

Based on the adjusted enrollment projections to 2030-31, it appears that no additional school sites will need to be purchased as part of the District’s 10-year Long-Range Facility Plan.

The District’s three undeveloped sites, combined with opportunities for added capacity at some existing operational sites, appear to offer adequate opportunity to increase capacity to meet enrollment and program demand for the foreseeable future.

DISTRICT-OWNED ACTIVE FACILITY SITES

The District currently owns 63 active facility sites and serves an 55.8-square-mile area in Washington County that primarily includes the city of Beaverton. The District’s active facility sites total over 800 acres and include 55 school sites in operation and eight administrative and support sites.

The following chart summarizes the combined area of each site type and the percentage of total District site area.

Type of Site	Area (Acres)	%
Elementary School	323.6	39%
Middle School	192.8	23%
High School	218.8	27%
Option School	51.0	6%
District Support	39.5	5%
Total Site Area	824.6 acres	

DIAGRAM:
District-Owned Reserve Sites

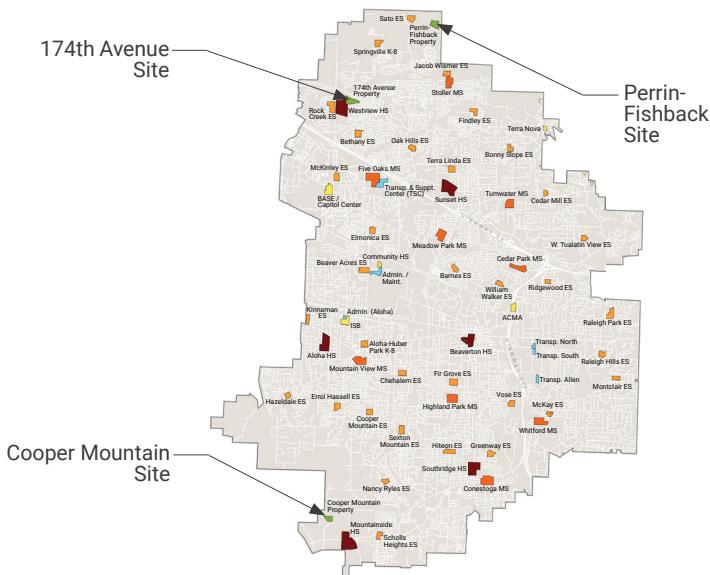


IMAGE:
174th Avenue Site



Currently, the District’s active school sites fall into the following size ranges:

- > Elementary school site range in size from approximately five to 17 acres, however the majority are within the seven to 10 acre target range
- > Middle school sites range from approximately 16 to 32 acres in size
- > High school sites range from approximately 26 to 46 acres in size

DISTRICT-OWNED RESERVE SITES

The District currently owns three vacant properties that could be used for the construction of new school facilities, shown above and on the following page.

Two of the sites are located north of Sunset Highway:

- > 174th Avenue site (east of Westview High School)
- > Perrin-Fishback site

The third site is located in the Cooper Mountain planning area in the southern area of the District:

- > Cooper Mountain site

All three sites are suitable from a size perspective for an elementary school. The 174th Avenue site, also known as the Westview property, is 14.8 acres in

size, with an estimated 11.6 acres of developable land. The Perrin-Fishback site is approximately 10 acres in size. The Cooper Mountain site, also known as the Horse Barn site, is 11.0 acres.

Both the Perrin-Fishback and Cooper Mountain sites are located in areas where the District can expect new residential growth (and, therefore, enrollment growth) to occur.

Location-wise, the 174th Avenue site is less desirable because of access constraints. None of these sites currently have capital construction funds available to provide new school facilities.

IDENTIFYING FUTURE SCHOOL SITES

One component of a long-range facility plan is to identify desirable sites that may be needed for future use as District enrollment increases over time. Although the District does not have an immediate need to purchase more land and the availability of vacant sites within the District is very limited, it is still important to understand the criteria for site selection that may be used for future land acquisition.

CRITERIA FOR SITE SELECTION

Each parcel of land identified as a potential school site should be thoroughly examined to determine its suitability in terms of educational plan, accessibility, cost, size and environmental impact. Each site and the surrounding property should be evaluated on both its present and possible future uses. The following are general site criteria for all educational facilities.

Site Size

Minimum site sizes have been established by the District for each educational level. These basic guidelines are based on the District’s education specification criteria (such as number and type of play fields, number of building floors, and parking and bus requirements).

- > Elementary site size target of 7-10 acres
- > Middle schools site size target of 15-20 acres
- > High school site size target of 35-40 acres

These parameters are target sizes that are used for guidance and comparison. Existing school sites vary in size due to a number of factors.

IMAGE:

Perrin-Fishback Site

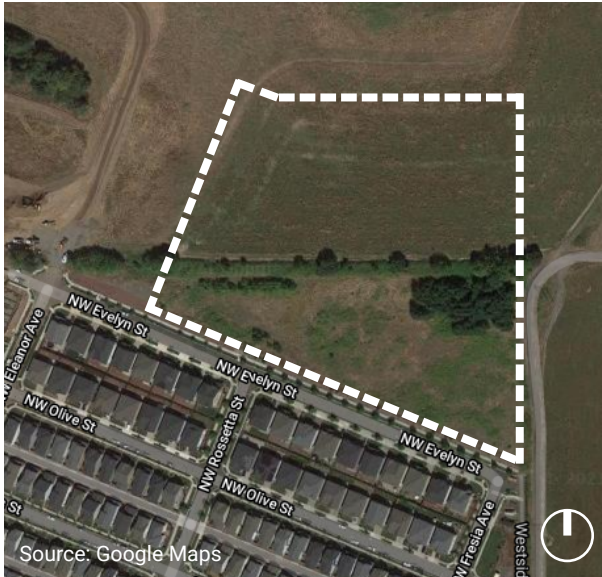


IMAGE:

Cooper Mountain Site



Site Characteristics

- > Usable size and shape
- > Ability to support the educational program
- > Ability to support future expansion
- > Usable topography and soil conditions
- > Presence of trees and other vegetation

Infrastructure

- > Availability of water, sewer and energy sources (electricity, natural gas)
- > Potential for alternative energy use and/or shared use
- > Availability of telecommunications

Legal Requirements

- > Appropriate zoning (will variance or re-zone be required)
- > Ability to comply with state rules and regulations (disabled access, etc.)
- > Not a hazardous area (flood plain, etc.)
- > Available and free of encumbrances

Location

- > Convenient location for majority of students
- > Relationship to existing educational facilities
- > Proximity to other community services (library, parks, museums)

- > Zoning potential development of surrounding land
- > Potential for shared use (parks, etc.)
- > Appropriate location for open space in the community
- > Aesthetically pleasing environment

Vehicular Access

- > Accessible for service vehicles
- > Suitable surrounding roads and traffic patterns
- > Multiple points of access to the site

Health and Safety

- > Safe environment
- > Healthy air quality
- > Free of industrial and traffic noise
- > Served by public agencies (police, fire, public transit, etc.)

Pedestrian & Bicycle Access

In accordance with ORS 195.115, city and county governing bodies shall work with school district personnel to identify barriers and hazards to children walking or bicycling to and from school. The cities, counties and districts may develop a plan for the funding of improvements designed to reduce the barriers and hazards identified.



SECTION 09

CAPITAL FINANCING

ORS 195.110(5)(a)(D) requires that school districts include in their Long-Range Facility Plan:

“Financial plans to meet school facility needs, including an analysis of available tools to ensure facility needs are met.”

FINANCING TOOLS FOR CAPITAL PROJECTS

This section provides a discussion of the financing tools available to the Beaverton School District and its capacity for generating capital resources. The following represents the array of financing tools that are at the District’s disposal.

CONSTRUCTION EXCISE TAX (CET)

The 2007 State Legislature passed Senate Bill 1036, allowing school districts to impose a CET on improvements to real property that result in a new structure or additional square footage in an existing structure.

The District is collecting \$1.00 per square foot of new residential construction and \$0.50 per square foot of new nonresidential construction. These funds can be used for land acquisition, construction, renovation or improvement of school facilities, costs to purchase and install equipment and

furnishings or other tangible property that has a useful life of more than one year, and architectural, engineering, legal or similar costs related to capital improvements. The District continues to renew the agreement every year to collect these funds.

STATE FACILITIES GRANT

The 1997 Legislature established the facility grant program (OAR 581-027), but delayed implementation until 1999/2000. The grant is for costs to equip and furnish a facility and cannot be used for construction costs. This was partly in response to the 1996 Measure 47 (included in Measure 50), which limited construction costs that could be bonded to those that are intrinsic to the structure.

The District could receive up to eight percent of the construction cost of a new school, excluding land. The actual revenue limitations have shown this grant to be more in the three to four percent range of project cost.

GENERAL OBLIGATION (GO) BONDS

GO Bonds are a municipal debt security issued by the District and backed by the full faith and credit of the Beaverton School District. They are used to finance capital expenditures and are supported by a voter-approved property tax levy.

For Oregon school districts, bonds are the primary tool for financing school facility needs. Historically, Beaverton School District has used this method of financing for most of its capital construction. GO bonds can be issued for land acquisition, construction, new schools, renovation or improvement of school facilities, and equipment intrinsic to the facility.

The District is currently significantly below its maximum allowable level of indebtedness. However, the real maximum level of indebtedness is the one for which the District can get voter approval. There is a legal maximum debt capacity of 7.95 percent of real market value, and the District has remaining capacity of \$2.38 billion.

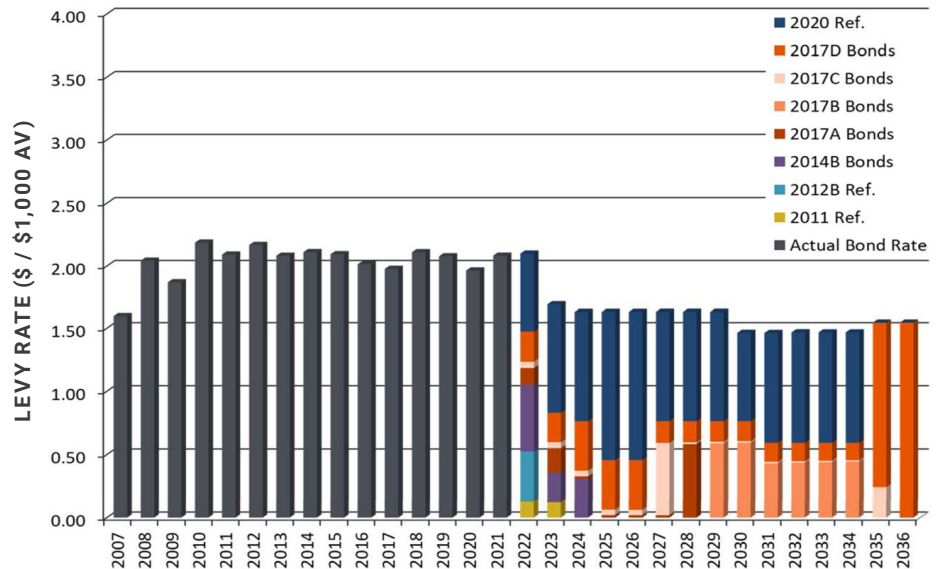
The real limitation is the capacity made available by the voting patrons of the District. In 2021, the District’s levy rate is estimated to be \$2.05 per \$1,000 of assessed value and will drop to roughly \$1.60 in 2023. As shown in the chart above, a step-down in the tax rate occurs in 2023.

Historically, when a tax rate step-down occurs, it is potentially a good time for the District to return to voters with a bond issue. The last two significant bond programs were approved by District voters in 2006 (\$196 million) and 2014 (\$680 million), when a step-down in the tax rate occurred.

FULL FAITH AND CREDIT OBLIGATION BOND (FFCO)

Similar to a GO Bond, the District can issue a municipal debt security by authorization from the School Board. The debt is repaid using resources other than a tax levy.

CHART:
Outstanding General Obligation Bonds - Actual and Projected Rates, Piper Sandler



CERTIFICATE OF PARTICIPATION BOND (COP)

COP’s are a financial obligation the District can use to finance essential capital improvements. Like a GO bond, a COP is a loan from investors to the District. Unlike GO bonds, however, COP’s are not backed by the full faith and credit of the District, rather, the repayment of the debt service on the COP’s is subject to annual appropriation by the District.

QUALIFIED ZONE ACADEMY BONDS (QZABS)

QZABs are noninterest-bearing bonds, and the borrowing school district pays the principal back in 15 years. QZABs are part of an annual \$400 million federal program, appropriated by Congress and is administered by the Oregon Department of Education. The money can only be used for qualifying schools where 35 percent or more of students are eligible for free or reduced-price school meals.

A 10 percent match is required from a business or nonprofit partner which can be in cash or in-kind donations. The funds can be used for renovation and repairs, energy efficiency and renewable energy, equipment and technology.

LOCAL OPTION LEVY (LOL)

The Measure 50 property tax limit (1997) is usually less than the Measure 5 tax limit (1990), and the difference is generally referred to as the tax “gap.” The 1997 Legislature approved school use of the gap for a voter approved local option property tax. Districts may use a LOL for operating and capital expenditures.

GENERAL FUND

The General Fund is the primary fund of the District that provides resources necessary to operate day-to-day activities of the District.

DONATIONS & GRANTS

The District receives donations given by a person or foundation for charitable purposes to benefit the education of Beaverton students. An example would be the Nike School Innovation Fund, which has donated to the District.

The District pursues federal and state grant opportunities as they are available. Having a currently-adopted LRFP is a typical criterion for grant applications.

IMAGES:

Examples of 2014 Bond Projects



Tumwater Middle School



Mountainside High School



Hazeldale Elementary School



Sato Elementary School



ACMA

2014 SCHOOL BOND SUCCESSES

The most recent successful school bond program occurred when District voters approved the \$680 million capital bond measure in May 2014. Bond funds have been used to address repairs, provide new capacity and relieve overcrowding, modernize and renovate facilities, improve safety, and replace outdated learning technology, curriculum, and equipment over an eight-year period.

The District, through good financial stewardship and management, has been able to take advantage of favorable interest rates and available bond premiums from bond sales to leverage the \$680 million bond into an \$807 million construction program (per the July 2020 Bond Accountability Committee Project Summary).

The following is a list of projects constructed through the 2014 bond program:

- > ACMA Replacement
- > Aloha High School Title IX Compliance
- > Capital Center Improvements & Data Center
- > Districtwide ADA Compliance
- > Districtwide Communication System
- > Districtwide Facility Repairs
- > Districtwide HVAC Controls
- > Domestic / Fire Line Separation
- > Five Oaks Middle School Renovation & Expansion
- > Green Energy Technology
- > Hazeldale K-5 Replacement
- > IT Data Center at Capital Center
- > Kitchen Improvements
- > Land for a new K-5 school in South Cooper Mountain
- > Maintenance Facility Improvements
- > McKay Elementary School ADA Improvements
- > New High School: Mountainside
- > New Elementary School: Sato
- > New Middle School: Tumwater
- > Security Upgrades
- > Seismic Upgrades
- > Sunset High School Title IX Compliance
- > Springville K-8 Improvements
- > Vose K-5 Replacement
- > William Walker K-5 Replacement

ALTERNATIVES TO NEW CONSTRUCTION

There are a number of ways to accommodate growth in programs and/or enrollment that do not necessitate new construction or renovation. Strategies that address program need, growth, and facility condition can provide additional capacity and may influence the extent of major modernizations and/or new construction.

Whenever possible, it is important for the District to explore options for increasing the amount of school capacity without having to make major capital investments. These strategies, some of which are also discussed on page 53, are identified as potential ideas to be considered and will not necessarily be implemented by the District.

Strategies that address program:

- > Repurpose existing space for other uses when possible
- > Utilize public / private partnerships
- > Develop online education programs to reduce enrollment demand
- > Locate alternative programs in nontraditional facilities

Strategies that address growth:

- > Increase class sizes
- > Reactivate vacant / repurposed buildings
- > Adjust attendance boundaries to maximize occupancy at underutilized schools
- > Allow or maintain enrollment above target capacities
- > Add capacity with modular classrooms (typically funded through operational dollars rather than capital funds)

Strategies that address condition:

- > Close schools in the poorest condition and consolidate if enrollment / capacity allow
- > Address the most critical issues using annual maintenance dollars when possible

STRATEGIES THAT ADDRESS PROGRAM

Repurpose Existing Space

The District has historically reviewed program alternatives and considered a variety of changes that schools could institute to potentially increase the capacity of existing school facilities to serve projected enrollment.

Implement Public / Private Partnerships

There may be opportunities for public / private partnerships to support District programs, in lieu of new construction or major renovations. In general, lease arrangements are made on a case-by-case basis to support educational program objectives.

In particular, there is opportunity for career and technical education programs to have robust partnerships with industry, both within school facilities and with internships at industry partner sites.

Develop Online Education Programs

Providing a robust online school program can help districts manage enrollment to a limited extent, as well as fill a need for students with particular learning styles and needs. However, this option is typically only used by a small percentage of students.

The District currently has an online education program, the FLEX Online School. It is a tuition-free option school within the District that provides curriculum and support services for grades K–12 in an fully online format.

Although the current year is an exception due to distance learning requirements that resulted from the Covid-19 pandemic, the District anticipates the that fully online learning will not be used by a large number of students in the future. Therefore, it is not expected to provide a significant reduction in enrollment at traditional school facilities.

Locate Alternative Programs in Nontraditional Facilities

Small, specifically tailored educational programs can be located in facilities other than traditional school buildings, allowing districts to utilize other types of building stock they may own, or lease commercial or retail space.

The ability to house some students outside of traditional school facilities can reduce enrollment demand. This strategy is most appropriate for high school students and potentially middle school students as well.

STRATEGIES THAT ADDRESS GROWTH

Increase Class Size

The District could choose to increase the target class size to accommodate growth, however, this approach is impractical to meet long-term needs. All districts have natural fluctuations in class size, both between grade levels and within a given year, however there is a limit to the number of students that can be accommodated within a given space, determined by the size of existing classrooms. Large class sizes may also compromise instruction.

In addition, existing facilities have support spaces, such as a cafeterias and restrooms, that are sized to accommodate a certain number of students. Increasing class sizes beyond what the building was designed for may impact the viability of these support functions.

Reactivate Vacant and Leased buildings

The District fully utilizes its existing building stock and does not currently own any vacant or leased facilities. However, this strategy should be kept in mind when replacing facilities in the future. If the District has the opportunity to take buildings offline rather than demolish them, it can provide flexibility for future use, as well as potential swing space during construction periods.

Offline facilities may provide an opportunity to address growth in the future. However, their location in relation to areas of capacity need must be considered, as well as the significant capital costs associated with maintenance and improvement. Leasing facilities may offset some costs.

Adjust Attendance Boundaries

Adjusting attendance boundaries within the District can help compensate for enrollment growth in individual schools, particularly if growth is concentrated in specific areas. However, this process is complex and can cause significant disruption for schools and families. This approach can also lead to increased busing requirements and associated costs.

Allow Enrollment over Targeted Capacities

Allowing enrollment over targeted capacities is another way to compensate for enrollment growth in concentrated areas.

The District has two elementary schools with projected 2030-31 enrollments over the stated targeted capacity of 750, including Sato and Bonny Slope. At the middle school level, Stoller is the only school projected to have enrollment over the District target of 1,100 students, and at the high school level, Westview is projected to have enrollment over the target of 2,500. Two schools also have existing permanent capacities that are greater than the target capacity, including Aloha Huber K-8 and Beaver Acres Elementary School.

It was determined by the District that increasing enrollment above the target capacity as a planning strategy does not align with the District's vision and goals, and will not provide the best educational environment for students. However, it is understood that enrollments fluctuate over time due to a number of factors and cannot always be managed to stay under established targets.

Add Capacity with Modular Classrooms

Modular classroom buildings offer solutions both for making more efficient use of a school site and providing a substitute to constructing new permanent buildings. Modular buildings offer flexibility in responding to changes in enrollment and cost less than permanent buildings to purchase and operate.

Modular classroom buildings lack some of the architectural quality and special features or amenities that permanent classrooms have. It is these differences that may make a difference in student achievement. Further, while adding to a school's enrollment, they do not expand the existing shared common areas such as cafeterias, gymnasiums, media centers and restrooms. Finally, as discussed in the previous chapter, it is important to note that the addition of modular classrooms may create security concerns and place additional stress on already underfunded operational budgets.

The District currently has many school facilities that have portable classrooms on site. Some are used as regularly scheduled classrooms and others are used only on an intermittent, as-needed basis, or for storage.

There is a desire to eliminate modular buildings whenever possible, therefore the Long-Range Facility Plan is primarily based on permanent capacity only.

STRATEGIES THAT ADDRESS CONDITION

Close Schools and Consolidate

Closing or repurposing schools that are in the poorest condition can alleviate the need for modernization, if these students can be accommodated at neighboring schools.

The District's projected excess capacity of more than 2,500 seats at the elementary level and 1,700 seats at the high school level by 2030-31 could allow for the closure of one or more

small schools in the District, with these students being absorbed into nearby existing or replacement schools.

Several elementary schools are well below the District's target size of 750, including, but not limited to, McKay Elementary (375), Montclair Elementary (325), and West Tualatin View Elementary (375). In addition to being small, these schools are also some of the oldest schools in the District and have significant maintenance and operational needs, making them possible candidates for closure.

Older schools at the secondary level are also subject to review for potential consolidation and closure. Enrollment forecasts will factor into such reviews at all school levels.

However, school closure has a significant impact on the surrounding community, and many other issues should be considered, such as the potential for increased transportation times, available space in nearby schools, continuation of site-specific programs and activities, and the impact of neighborhood schools in a community.

Therefore, closing or repurposing school facilities, or declaring such facilities as surplus, should be carefully considered by the District in the future. Ideal candidates would be facilities that are in very poor condition, have capacity significantly below District targets, have low enrollment forecasts, and/or do not adequately accommodate educational programs.

Use Maintenance Funding for Critical Issues

It may be possible to allocate some operational funds to fix immediate needs in some facilities. As noted previously, this is not a viable long-term strategy and may impact the District's ability to meet operational needs. Currently, the District's maintenance budget does not have capacity for additional projects beyond basic maintenance needs.

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SECTION 10

10-YEAR CAPITAL PLAN

The 10-year capital plan identifies funding strategies for addressing the facility needs of the District that have been identified in Sections 01 through 09 of the Long-Range Facility Plan.

SUMMARY OF NEED

The 10-year capital plan addresses identified need in alignment with District goals and programs. The total District need is estimated at \$1.3 billion (escalated project cost), in the areas of educational program, facility condition, enrollment and capacity, and District support. As plan proposals were considered, the total identified District need in these areas included the following components:

EDUCATIONAL PROGRAM NEED: \$523.9 M

Estimated need includes the following categories, as described in Section 05 - Educational Program:

- > Early Childhood Education
- > Special Education
- > Physical Education
- > Remove Portable Classrooms
- > Districtwide Educational Adequacy

FACILITY CONDITION NEED: \$666.1 M

Estimated need includes 10-year deferred maintenance costs established by the FCA and includes estimated costs

associated with building condition, site condition, and seismic improvements districtwide. It also incorporates lump sum amounts determined by the District for specific projects, including school modernization, security upgrades, and nutrition services upgrades.

ENROLLMENT AND CAPACITY NEED: \$60.2 M

Districtwide, there is currently adequate existing capacity to address enrollment projections over the next 10 years, if strategies such as boundary adjustments are implemented to accomplish this. However, some individual school boundaries have significant identified need which, if left unaddressed through other means, would result in capacity-related need at these facilities. Estimated costs assume enrollment is met through permanent capacity.

These schools include:

- > Bonny Slope Elementary School
- > Sato Elementary School
- > Stoller Middle School
- > Westview High School

DISTRICT SUPPORT: \$80.0 M

In addition to the three primary areas of need described above, the District also identified several support projects that will be needed in the next 10 years. Categories include:

- > Technology
- > School Office Relocation
- > Bus Replacement
- > Critical Equipment

PLAN DEVELOPMENT

Over the course of 10 months of meetings with the District Leadership Team, three meetings with the Focus Group, and three community open houses, two preliminary capital bond proposals were developed. The District Leadership Team identified potential projects for the proposals based on the District Strategic Plan, the LRFP guiding principles, goals, and action items, and a detailed understanding of the identified need in the District.

Project needs were balanced with a recognition of community support levels, resulting in the development of two bond plan options: a smaller plan that would result in little or no tax rate increase and a larger plan that more adequately addresses District need and would result in a small tax rate increase.

Bond plan options received feedback from the Focus Group and the broader community, and were then revised by the District Leadership Team based on that input. The final adjusted plans reflect incorporation of selected input.

FOCUS GROUP INPUT

The Focus Group provided feedback on the two capital bond proposals, which was a critical outcome of the LRFP process. Focus Group input is summarized below. More detailed information regarding this input can be found in Appendix C – Focus Group Meetings.

Prioritization

- > Prioritize educational program needs, particularly early childhood education and a special needs facility.
- > Prioritize seismic upgrades, including a strategy to meet State seismic requirements.
- > Prioritize critical security and facility maintenance items.

Utilization

- > School consolidation may potentially be controversial, creates many logistical questions, and may negatively impact the bond measure. Should it be done? If so, where?
- > Boundary adjustments should be considered as an alternative to increasing capacity through building replacements or classroom additions.

Distribution

- > Equity is a priority, including a focus on improving Title 1 schools.
- > Projects should be distributed throughout the District to the greatest extent possible.

Focus Group members prioritized the proposed projects in the following order:

1. Beaverton High School Replacement
2. Deferred Maintenance & Modernization
3. Raleigh Hills Elementary School Replacement
4. Seismic & Security Upgrades
5. Educational Program Improvements

BROADER COMMUNITY INPUT

Community input from the open house sessions regarding the two capital bond proposals is summarized below. A more detailed Community Outreach Summary is included in Appendix B – Supplemental Information.

Prioritization

- > Prioritize safety and seismic upgrades.
- > Provide more learning options for general students, not just special communities.

Utilization

- > Adjust attendance boundaries to resolve capacity issues.
- > Overcapacity at Stoller Middle School is an issue.

Distribution

- > Prioritize equity for disadvantaged schools.
- > Provide clearer descriptions of how a bond would touch each community.

Survey respondents prioritized the proposed projects in the following order:

1. Beaverton High School Replacement
2. Raleigh Hills Elementary School Replacement
3. Seismic & Security Upgrades
4. Deferred Maintenance & Modernization
5. Educational Program Improvements

CAPITAL BOND PROPOSALS

The two capital bond proposals developed by the District and are summarized on the following page. The bond proposals incorporate community input and intend to strike a balance between community support for funding and current District need.

Either of the proposals shown can serve as the basis for a potential capital measure, at the discretion of the Board. The chosen proposal may be adjusted prior to a capital measure, due to changes in District need, economic conditions, and/or additional community input.

The proposed bond plans represent one phase of work in an ongoing process of addressing District need. Projects that were identified during the planning process and have not been prioritized for inclusion in this phase of the Long-Range Facility Plan will continue to be tracked and addressed in later phases of the Plan. This is discussed further in Section 11 – Beyond 10 Years.

TABLE:
Capital Bond Proposals

BOND OPTION 1

Bond Option 1, estimated at \$325.1 million, is a smaller plan that would allow a refill of the current bond and result in little or no tax rate increase.

This plan includes a limited amount of educational program improvements, replacement of Raleigh Hills Elementary School and the Allen Street Transportation facility, and limited amounts of facility maintenance and modernization, capacity and enrollment accommodations, and other District support funding.

BOND OPTION 2

Bond Option 2 is a larger plan, estimated at \$722.6 million. This option is anticipated to result in a refill of the current bond and a tax rate increase of \$0.25 per \$1,000 of assessed property value.

Bond Option 2 includes everything that is in Bond Option 1, in addition to the replacement of Beaverton High School and larger funding amounts for educational program improvements, facility maintenance and modernization, capacity and enrollment accommodations, and other District support.

PREFERRED OPTION

Of the two proposals, Bond Option 2 received the most support from Focus Group members and the broader community, based on discussion comments and polling results.

Focus Group members' reasons cited for this support included:

- > Voters in the region understand that school districts need significant investments in capital infrastructure.
- > Option 1 is too small for the challenges that the District is facing, and defers investments into the future.
- > The District can make a compelling case for a large investment around priorities that are broadly supported by the community.

Project	BOND OPTION 1: No Tax Rate Increase	BOND OPTION 2: \$0.25 Tax Rate Increase
EDUCATIONAL PROGRAM		
Special Education Improvements	\$2.0M	\$2.0M
Prekindergarten Modifications	\$1.0M	\$1.0M
Outdoor Learning Improvements	-	\$5.0M
Physical Education / Athletics Additions	\$5.6M	\$13.0M
FACILITY CONDITION: REPLACEMENT		
Raleigh Hills Elementary Replacement	\$44.0M ¹	\$44.0M ¹
Beaverton High School Replacement	\$15.0M ²	\$230.0M
Allen St. Transportation Replacement	\$11.0M	\$11.0M
FACILITY CONDITION: MODERNIZATION		
Deferred Maintenance	\$110.0M	\$138.0M
School Modernization	\$12.0M	\$36.0M
Seismic Upgrades	\$20.0M	\$40.0M
Security Upgrades	\$6.0M	\$15.0M
Nutrition Services Upgrades	\$5.0M	\$5.0M
CAPACITY & ENROLLMENT		
Classroom Additions	\$7.5M	\$10.0M
OTHER SUPPORT		
Technology	\$27.0M	\$53.0M
School Office Relocation	\$10.0M	\$10.0M
Bus Replacement	\$8.0M	\$10.0M
Critical Equipment	\$4.0M	\$7.0M
Subtotal	\$288.1M	\$630.0M
Bond Fee / Management Cost (8%)	\$23.0M	\$50.4M
Contingency (10%)	\$13.9M ³	\$42.2M ³
Total	\$325.1M	\$722.6M

¹ Assumes additional \$11.8M from 2014 bond funds

² Planning and design only

³ Excludes Deferred Maint., Technology, Bus Repl., and Critical Equip.

- > It makes sense to address the significant needs in the District comprehensively, and Option 1 does not go far enough.
- > The replacement of Beaverton High School is important. With the redevelopment happening in downtown Beaverton, it has the added benefit of supporting housing in the downtown.

- > Option 2 will have greater benefit in the long run.
- > The majority of voters in this area prioritize investments in projects that address equity issues in facilities and programming.

Although there was limited public participation in the community open houses, likely due to pandemic

constraints, polling results illustrated clear support for the larger of the two bond options (75 percent). Reasons for this support cited by members of the broader community included:

- > The safety of students, teachers and staff is most important, and make school replacement necessary.
- > Bringing schools up to current seismic code is critical.
- > The projects are essential and must be dealt with. Continuing to defer these projects will only exacerbate the problem and be more costly in the long run.
- > Beaverton High School has significant facilities and educational needs.

PROJECT COSTS

Costs associated with the capital bond proposals were developed by the District Leadership Team. They are rough-order-of-magnitude (ROM) project cost estimates that include soft costs of 12 to 20 percent, depending on project scope. Construction projects are escalated to the estimated midpoint of construction at three percent per year, with an additional two percent market escalation factor on most projects. Costs may be revisited prior to the bond due to changing market conditions.

Bond options also include a separate bond fee / management cost allocation of eight percent, as well as a contingency allocation of at least 10 percent on most projects (excluding deferred maintenance, technology, bus replacement, and critical equipment).

PROJECT DESCRIPTIONS

Preliminary project scope was defined for projects included in the Long-Range Facility Plan options in order to establish estimated costs, with the understanding that adjustments may be made as projects continue to evolve.

Projects are categorized in the three primary areas of District need: educational program, facility condition, and enrollment and capacity. A fourth

category was added to accommodate District support projects. Budget amounts listed for each project are for both plan options (one cost listed) or separate (Option 1 cost / Option 2 cost).

EDUCATIONAL PROGRAM PROJECTS

Special Education Improvements: \$2.0 M

Adapt existing special education spaces to be more suitable for their current use and support student needs, such as creating larger/additional classroom spaces and adding adaptive equipment, kitchen facilities, office space, built-in cabinets, accessible restrooms, accessible playground equipment, and other modifications.

Prekindergarten Modifications: \$1.0 M

In alignment with the District’s prioritization of early childhood education, upgrade existing prekindergarten spaces to meet the unique needs of young learners, including redesign to be more inclusive of current learning practices and purchasing appropriate materials and furniture.

Outdoor Learning Improvements: \$5.0 M

Expand outdoor covered play areas at elementary schools across the District.

- > Currently, several schools do not have covered play areas, and many more do not have ones that are adequately sized.
- > These are highly flexible areas that allow for an outdoor extension of learning and play, and provide gathering and queuing areas that protect children from the rain.

Physical Education / Athletics Additions: \$5.6 M / \$13.0 M

Build a new gymnasium at Stoller Middle School and Barnes ES (Option 2 only), and provide some improvements to other District athletic facilities (Option 2 only), including an outdoor restroom/storage facility at Westview High School.

- > The current space at Stoller is not adequate to support current or future enrollment.

- > The current gymnasium and cafeteria at Barnes are inadequate to support the school and need to be replaced.

FACILITY CONDITION: REPLACEMENT PROJECTS

Raleigh Hills K-8 Replacement: \$44.0 M*

Replace existing Raleigh Hills K-8 with new K-5 elementary school for 750 students.

Addresses facility condition need:

- > Worst FCI score in the District (0.41 – Critical Condition)
- > One of the oldest facilities in the District (93 years old)
- > One of four elementary schools with a seismic rating below Collapse Prevention

Addresses educational program need:

- > Provides state-of-the-art modern learning environments for up to 1,500 District high school students
- > Provides special education and other specialized spaces in alignment with current District standards

Improves equity:

- > More than 45 percent of students are eligible for free/reduced lunch
- > Previously identified as the next priority in the 2014 bond plan

Adds capacity:

- > Existing school capacity is 250 below the District target of 750 (new school will add 250 seats)

Operational and capital efficiency:

- > EUI score of 5, indicating the greatest opportunity to improve energy efficiency
- > Eliminates approximately \$12M of deferred maintenance need at the existing facility

*The total replacement cost for Raleigh Hills Elementary is estimated at \$55.8 million, however \$11.8 million remaining from the previous 2014 bond is also allocated for this project.

Beaverton High School Replacement: \$230.0 M*

Replace existing Beaverton High School with a new high school for 1,500 students on the current site (Option 2 only).

- Addresses facility condition need:
- > One of the worst FCI scores in the District (0.34 – Critical Condition)
 - > Oldest facility in the District (the majority of the existing building is 105 years old)
 - > Only high school with a seismic rating below Collapse Prevention

- Addresses educational program need:
- > Provides state-of-the-art modern learning environments for up to 1,500 District high school students
 - > Provides special education and other specialized spaces in alignment with current District standards

- Improves equity:
- > 51 percent of students are eligible for free/reduced lunch

- Operational and capital efficiency:
- > EUI score of 5, indicating the greatest opportunity to improve energy efficiency
 - > Eliminates approximately \$53M of deferred maintenance need at the existing facility

The planned replacement capacity for Beaverton High School is lower than the District’s target capacity of 2,200 students and the existing facility capacity, because enrollment is projected to drop significantly at this school as well as across the District at the high school level. The planned capacity of 1,500 students accommodates the projected enrollment with a buffer for additional students or programs, and is large enough to provide the amenities of a full comprehensive high school.

The design of a new Beaverton High School facility will include design options for enlarging the facility to meet the District’s target capacity of 2,200 students.

The District is very conscious of investments that have already been made at the Beaverton High School campus, such as the 2002 cafeteria and the recent concessions / restroom building. The District has a goal of maintaining these areas if at all possible and the preliminary plan ideas that have been explored so far intend to keep them.

*Bond Option 1 includes design and planning only for \$15.0 M.

Allen Street Transportation Facility Replacement: \$11.0 M

Replace existing Allen Street Transportation facility.

- Addresses facility condition need:
- > One of the worst FCI scores in the District (0.33 – Critical Condition)
 - > Existing facility is more than 50 years old
 - > Repair bays are cramped and lack space to utilize modern technical repair aids
 - > One-third of the hydraulic floor lifts are unusable due to leaks, failed parts, and excessive age (more than 50 years old)

- Addresses safety concerns:
- > Two-thirds of the vehicle lifts lack safety stops to prevent unplanned retraction
 - > Technicians must use jack stands to prevent buses from lowering below safe working heights
 - > Yard has numerous areas of sinkage, as well as broken and cracked asphalt, which impairs vehicle travel and ingress / egress from repair bays

FACILITY CONDITION: MODERNIZATION PROJECTS

Deferred Maintenance: \$110.0 M / \$138.0 M

Repair and upgrade projects at all District facilities (except new ones), based on the recently completed facility condition assessment findings.

Components include roofing, HVAC systems, electrical and plumbing systems, equipment, electrical systems, building envelope, interior finishes, fire/life safety, conveyance, and site improvements.

Although improvements will vary based on the specific facility condition needs of each school, every school facility will have some improvements.

The allocated project amounts in the bond options represent between 18 percent (Option 1) and 23 percent (Option 2) of the total 10-year deferred maintenance need (which also includes seismic improvements). This will allow the District to address the most pressing needs at each facility. School districts commonly only fund a portion of the total maintenance need, due to budget constraints.

School Modernization: \$12.0 M / \$36.0 M

Modernize schools to improve the learning environment, enhance student engagement, and improve health and behavior. Modernization includes improving aesthetics/condition of building materials (walls, hard floors, carpet), upgrading television and audio/visual equipment, ensuring sufficient lighting, improving natural lighting, and increasing square footage of classrooms and support spaces.

- > Currently, there is disparity in the quality of facilities in new/newer construction when compared to classrooms in older schools. Some students are learning in old and outdated classrooms and facilities inequities exist throughout the District.
- > District general funds are limited and not available to pay for needed school modernization.
- > Research shows that students respond with positive results to a modern leaning environment: better grades, better attendance, and improved creativity.

Seismic Upgrades \$20.0 M / \$40.0 M*

Seismic upgrades to District target level (Damage Control Range) for the District's worst performing buildings that are not anticipated to be replaced, based on the 2019 seismic evaluation findings.

In alignment with the District's seismic strategy, seismic upgrades will be performed incrementally and will address the worst performing buildings first. Specific facilities to be upgraded are to be determined, however the following middle schools have been identified as priorities: Whitford, Highland Park, Cedar Park, and Mountain View. All have seismic scores of 50, placing them within the 'Less than Collapse Prevention' range.

- > Seismic improvements help the District work toward meeting the goal of the 2017 Oregon Revised Statute (ORS) 455.400 which states: "Subject to available funding, all seismic rehabilitations or other actions to reduce seismic risk must be completed before January 1, 2032."

*Additional funding for seismic improvements, such as Seismic Rehabilitation Grant Program (SRGP) grants, may be available. Grants will be pursued and used to supplement the allocated funding.

Security Upgrades: \$6.0 M / \$15.0 M

Cameras, fencing, and access control upgrades at various schools.

- > The current bond has been able to provide basic interior camera coverage to all schools. This upgrade will provide the opportunity to ensure potential interior areas of risk are covered, as well as high-traffic exterior areas.
- > Secondary-level access control improvements will focus on exterior ingress and egress and interior security.
- > Repair and/or replacement of fencing will address security risks and areas of vulnerability within sites and at property borders

Nutrition Services Upgrades: \$5.0 M

Various projects throughout the District, including electrical and equipment upgrades at 11 sites, water fountain installation at 25 sites, freezer capacity additions, service line remodels at Westview High School and Community High School, a full kitchen remodel at Beaver Acres Elementary School, and a cafeteria expansion at Barnes Elementary School.

- > Addresses safety concerns at Beaver Acres Elementary School
- > Increases food storage capacity and delivery efficiency at Conestoga Middle School
- > Streamlines service and reduces staffing at Westview and Community high schools
- > Increases cafeteria seating capacity and reduces the number of lunches at Barnes Elementary School

ENROLLMENT & CAPACITY PROJECTS**Classroom Additions: \$7.5 M / \$10.0 M**

Additional classrooms at Sato Elementary School and Stoller Middle School (Options 1 and 2), and Oak Hills Elementary School (Option 2) to address capacity needs.

Stoller Middle School is currently over capacity, and both Stoller and Sato Elementary School are projected to have enrollments that are significantly over their total capacity (including portable capacity) within the time frame of the LRFP.

Oak Hills Elementary School's current and projected enrollments exceed its permanent capacity and is forecasted to remain stable over the long term. This circumstance is unique for an established neighborhood, in comparison to other established neighborhoods in the District. Adding more capacity to the school was deemed necessary by the District, in order to accommodate the enrollment

and eliminate the need for portable classrooms as a long-term capacity solution for the school.

The capital bond plans do not propose to add new capacity to Bonny Slope Elementary School or Westview High School, the two other schools expected to have the most significant over-enrollment within the next 10 years. At Bonny Slope, this is due to the availability of capacity at other elementary schools in proximity to the school. As enrollment increases and capacity is utilized, it may be necessary to consider a boundary adjustment with one or more neighboring elementary schools.

At Westview High School, over-enrollment may be addressed over the next 10 years with a variety of strategies, such as adding portables, boundary adjustments, or other solutions outside of the capital bond plan.

DISTRICT SUPPORT PROJECTS**Technology: \$27.0 M / \$53.0 M**

Provide student devices and districtwide infrastructure.

School Office Relocation: \$10.0 M

Office relocations to improve security at Aloha High School, Westview High School, and Cooper Mountain Elementary School.

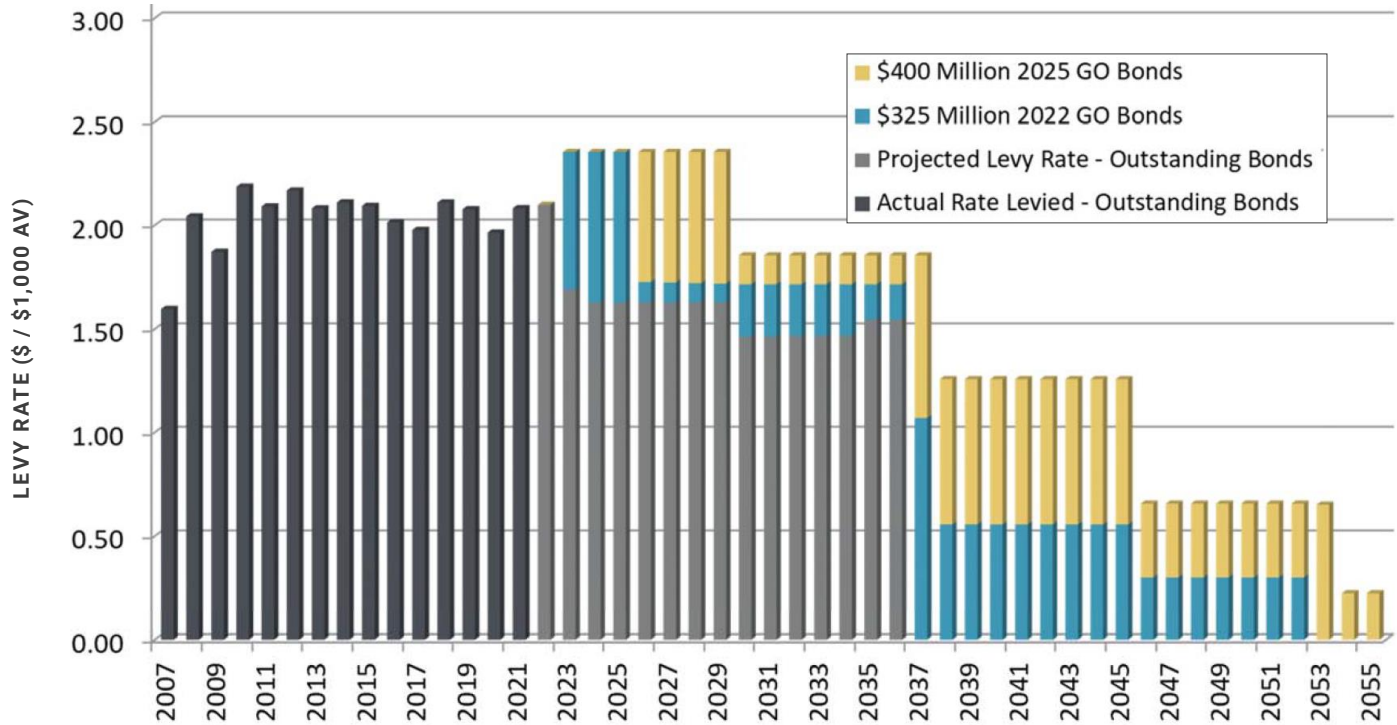
Bus Replacement: \$8.0 M / \$10.0 M

Continue the existing bus replacement cycle.

Critical Equipment: \$4.0 M / \$7.0 M

Provide maintenance equipment, athletic equipment, and copiers throughout the District.

CHART:
Projected Levy Rates for Bond Option 2 (\$722.6 M), Piper Sandler



IMPLEMENTATION

FUNDING

Funding is assumed to be provided through a general obligation bond with an approximate 30-year term. The District and School Board have not yet determined the best time to bring a capital measure to the community to address current and projected needs.

The proposed bond amortization structure, shown in the chart above, provides an incremental rate “step-down” after every seven or eight years, to allow the potential for the District to go out for another bond at that time. Bond and levy rate analysis was provided to the District by Piper Sandler, including estimated tax rate increases per \$1,000 of assessed property value.

Bond amounts and levy rates are estimated based on a number of factors, including growth in the community, changes to assessed property values, and interest rates. It is important to note that bond amounts included in this Long-Range Facility Plan are estimates only, and will need to be reassessed and

adjusted prior to proposing a capital measure.

CAPITAL MEASURE SUPPORT

Focus Group Support

Several Focus Group members voiced concern about proposing a capital measure this year, due to the impacts of the Covid-19 pandemic. However, the majority of Focus Group members were in support of the District considering implementation of the next phase of the Long-Range Facility Plan by proposing a capital measure in near future.

Reasons cited included:

- > These investments are essential in ensuring that the District is able to provide a high quality, equitable education experience to all students.
- > The community prioritizes these types of investments and has shown it repeatedly.
- > Schools will keep depreciating over time, so the District must be proactive about having the funds to keep up with necessary maintenance.

> It is a good idea to implement a capital measure when it is replacing expiring bonds.

> It makes sense to address the significant needs in the District comprehensively.

Broader Community Support

Survey respondents in the community open houses showed clear support for a capital measure in the near future (83 percent). Reasons cited included:

- > A capital measure is necessary to address the pressing facility needs.
- > The safety, equity, and cost savings benefits need to be addressed as soon as possible for our students.
- > The needs summarized in the Long-Range Facility Plan more than justify a capital measure.
- > District needs are great and escalation is costly.
- > Our schools should all be up to current seismic codes as soon as possible.

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SECTION 11

BEYOND 10 YEARS

In 2016, the Beaverton School District worked with a multidisciplinary consultant team to explore how District services and facilities might evolve over the next 50 years.

FUTURES STUDY CONTEXT

PURPOSE OF THE STUDY

In 2016, the Beaverton School District worked with a multidisciplinary consultant team, including ECONorthwest, Mahlum Architects, Getting Smart, and Sapient Solutions, to conduct a “Futures Study.”

The main purpose of this study was to understand how long-range change might influence actions being considered by the District, including programs, policies, and investments.

The Futures Study explored how District facilities and services might evolve over the next 20-50 years. This 50-year look at potential change, and its impact on how education is defined and delivered, make the Futures Study different from the 10-year long-range facility plan studies required by state law.

Findings of the study were documented in a Futures Study Report, published in the Fall of 2017 and included in Appendix G. This report is not considered to be

a policy document; it is a planning study that provides data and analysis to inform future discussion among the District Board, its staff, partner agencies, parents, and the general public about how to deliver quality education to District students.

FUTURES STUDY DRIVING QUESTIONS

The Futures Study provided an opportunity for the District to address key questions within the context of a 50-year timeline. A summary of questions explored included:

1. Growth of Enrolled Students

The demand and need for facilities is a function of the number of students the District must serve and their characteristics. How many students are likely to live in the District in the future? Where will they locate, and how will their numbers and locations affect decisions about facility investment?

2. Education Models

An education model refers to the curriculum, teaching methods,

DIAGRAM:
Planning Scenarios, 2017 Futures Study

Future Conditions	Scenario 1: Business as Usual	Scenario 2: High Growth	Scenario 3: Increased Innovation	Scenario 4: Constrained Funding
Enrollment Growth	Expected	High	Expected	Expected
Funding per Student	Expected	Expected	Expected	Low
External Competition	Expected	Expected	High	Expected
Flexibility of Education and Facility Models	Expected	Expected	High	High

supporting technology, and student schedule (when they are in the classroom by time of day, day of the week, and season). What educational models and trends should the District pay attention to?

Technology, classroom techniques, and staff and facility management techniques are changing rapidly and likely to change even faster in the future. A longer-run view considers how these factors might change and, in doing so, impact the number, type, and location of facility space required.

3. Facility Needs

The ultimate output of the Futures Study is a thoughtful description of new facilities that might be needed: What types, where, and when? How might those needs change given different assumptions about development and operations (e.g., new methods for delivering educational services, new forms of school facilities, or new partnerships for sharing facilities)?

FUTURES STUDY PARAMETERS & SCENARIOS

The Futures Study developed four scenarios to explore the long-term future of educational need and facility delivery in the District.

Each scenario examines the question: If all the students that are expected to be in the District 50 years from now were here tomorrow—and given assumptions about funding, District education models, and certain external forces—what facilities would the District need to provide in order to accommodate those students?

Parameters

The Futures Study defined each scenario using assumptions regarding “expected,” “low,” or “high” conditions associated with four parameters that may influence the District and its facilities. “Expected” reflects a continuation of conditions present at the time of the Study. “Low” or “high” are relative to “expected” conditions. Parameters used to define the four scenarios were:

1. Student enrollment: What is the enrollment of the District at each grade level? How many students will attend a District school?
2. District funding: How much funding will the District have from both its operating levy and capital bonds?
3. Competition for students: How stiff is the competition for school-aged children in the District from other public and private schools?

4. Education Models and Programs: Will the District implement new teaching models? How will programs change? Will the District adopt education or facility policies that differ from those in place today?

Scenarios

Based on a specific mix of “expected,” “high,” and “low” conditions associated with each of the four parameters, the following scenarios were developed:

Scenario 1: Business As Usual

This scenario assumed all parameters will be a continuation of present conditions (at the time of study).

Scenario 2: High Growth

This scenario assumed that student enrollment exceeds current conditions.

Scenario 3: Increased Innovation

This scenario assumed that the District will need to respond to increased external competition by innovating either educationally, or through some other means.

Scenario 4: Constrained Funding

This scenario assumed that historic levels of funding, whether operationally, or for capital investment, will be lower than current conditions.

Approaches and Strategies

The Futures Study explored a number of management strategies that could be implemented in response to the shifting demands associated with each scenario. These strategies looked at a wide range of approaches, including adjustment of both operational and capital (site / facility) related variables.

The strategic approaches associated with the 2021 Long-Range Facility Plan are specifically related to facility needs that have been identified for the next ten years. These approaches only represent a small portion of those strategies outlined in the Futures Study.

RELATIONSHIP TO THE LONG-RANGE FACILITY PLAN

The key questions explored by the Futures Study generally align with the three primary areas of need identified in the Long-Range Facility Plan: capacity and enrollment, educational programs, and facility condition.

This alignment facilitates the District's ability to track the Long-Range Facility Plan against Futures Study scenarios to determine which facility management strategies might be considered in the 10-year plan.

CAPACITY AND ENROLLMENT

Forecasts associated with the Futures Study suggested that two-thirds of District-wide enrollment increases, for the 50-year period being studied, would occur within the first 20 years. This would equate to approximately 10,000 more K-12 students by the year 2035.

Forecasts also suggested that particular areas within the District would experience enrollment increases at a much higher rate. Between 2015 and 2035, Bethany, Cooper Mountain / Sexton Mountain, and Sunset / Cedar Mill were expected to see the highest rates of enrollment growth.

Forecasts associated with the Long-Range Facility Plan, covering the period between 2019 and 2031, indicate that several attendance boundaries will be over-enrolled, these areas largely correspond with those previously identified for high growth in the Futures Study.

However, when viewed districtwide, there is a predicted decrease in enrollment at elementary schools, middle schools, and option programs. High school enrollment is predicted to remain essentially unchanged. This represents a departure from all enrollment assumptions made in the Futures Study.

As a result, the Long-Range Facility Plan does not need to propose adding capacity to address districtwide deficits. It does, however, propose adding capacity at specific over-enrolled school sites rather than re-balance enrollment through boundary adjustments.

Based on forecasts tied to the Long-Range Facility Plan, decreased enrollment results in a districtwide capacity surplus at all grade levels, and impacts utilization rates at many school sites. Consequently, several facility management strategies discussed in the Futures Study, and specifically related to utilization, may find applicability.

EDUCATIONAL PROGRAMS

Discussions with District staff associated with teaching and learning suggest that no significant program changes, or related facility modifications, are anticipated over the 10-year period covered by the Long-Range Facility Plan. Consequently, the LRFP proposes modest education program-related facility modifications. These proposals are directly related to early childhood learning and physical education on a limited number of existing school sites.

FACILITY CONDITION

While the Futures Study did not specifically reference and integrate

the deteriorating physical condition of facilities over the 50-year timeline, facility management strategies discussed in the document do explore actions that are related to, or necessitated by, age and system deficiency.

With regard to this, the major projects identified in the Long-Range Facility Plan, replacement of Raleigh Hills Elementary and the replacement of Beaverton High School, have been proposed largely due to the age and deteriorated condition of those facilities.

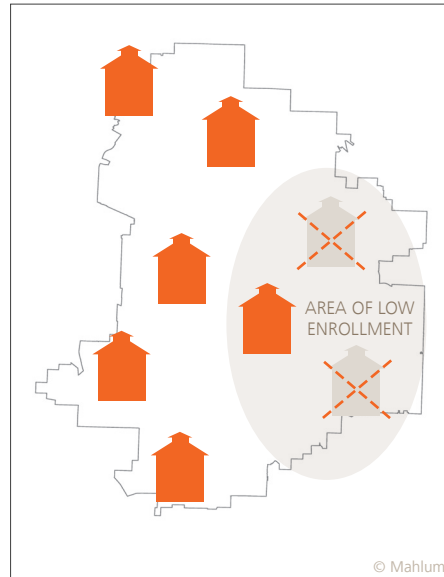
MAJOR PROJECTS

The Long-Range Facility Plan proposes that Raleigh Hills Elementary be replaced at the District target capacity. This approach maximizes the utilization of the Raleigh Hills site and offers flexibility with regard to the accommodation of future long-term enrollment increases, should they occur over the next 20 to 50 years.

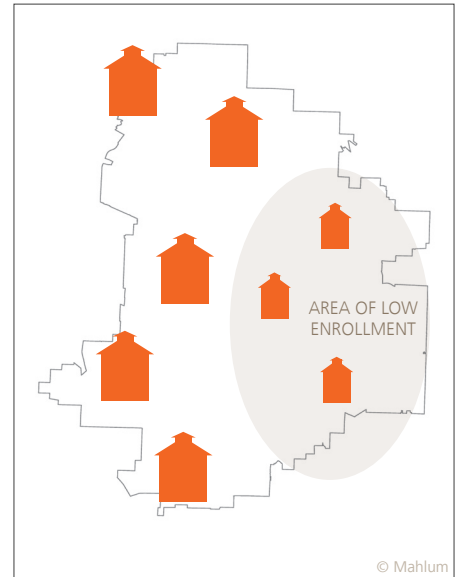
This approach also provides an opportunity for implementation of other utilization-related strategies over the next 10 to 20 years. These strategies could include boundary adjustment or consolidation of schools (shown in Approaches A and C on the following pages).

The Long-Range Facility Plan proposes that the Beaverton High School replacement be sized to align with projected enrollment need, rather than the District high school target size of 2,200 students. This approach accommodates the replacement, due to deteriorating condition, of the District's oldest school facility while not unnecessarily increasing capacity. Shared support areas could be sized to accommodate the District's target capacity, thereby providing future flexibility to accommodate classroom additions, should long-term enrollment increases occur over the next 50+ years.

REPLACE AT TARGET SIZE & CONSOLIDATE SCHOOLS



REPLACE AT APPROPRIATE SIZE TO MEET ENROLLMENT NEED



The adjacent Futures Study diagrams (Approaches A through E) illustrate facility management strategies related to the utilization of school sites and a description of the opportunities offered by each approach.

APPROACH A

There are several approaches to school replacement in areas of lower enrollment need. One strategy, which is used in Scenarios 1-3, involves replacing school facilities at the target size of 750. Only the number of facilities required to meet projected enrollment would be replaced, and other schools in lower enrollment areas would be closed.

These facilities and sites could be repurposed for other District functions as needed.

Potential Opportunities

Although this strategy makes sense from an operational standpoint, it reduces the number of neighborhood schools and has the potential to increase travel distances for many District students. In addition, school closure is usually not a desirable option for families in the affected area, and can lead to a complex and contentious process.

APPROACH B

Another potential strategy for addressing areas of lower enrollment is to replace all school facilities, but at a reduced size and capacity that aligns with projected enrollment.

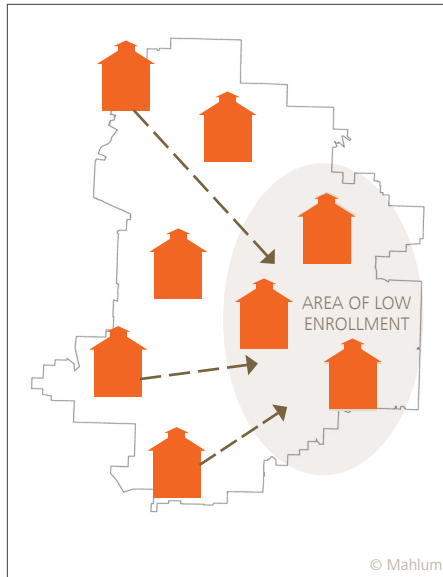
Facilities would be designed to expand to the District target capacity of 750 students in the future, if needed. Site configuration and access would be planned to accommodate a future addition and core instructional and support areas in each facility, such as the gymnasium, cafeteria, library, and administration, would be sized to accommodate the full target capacity.

This strategy allows all of the District's neighborhood schools to be retained, without building unnecessary space.

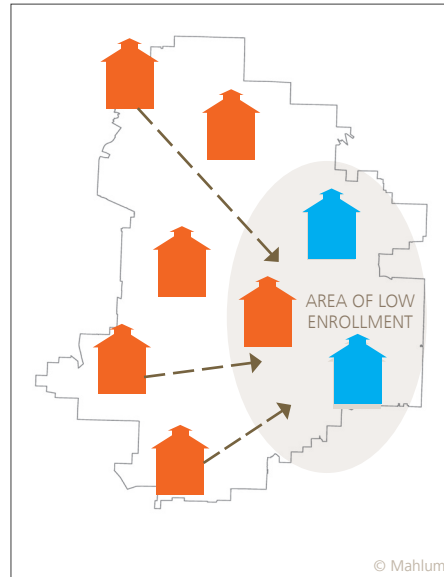
Potential Opportunities

Replacement schools should be built within a capacity range that is large enough to provide an appropriate learning environment and operational efficiency. Typically, schools below 300 to 350 students are considered not able to meet this criteria, but this range should be established by the District.

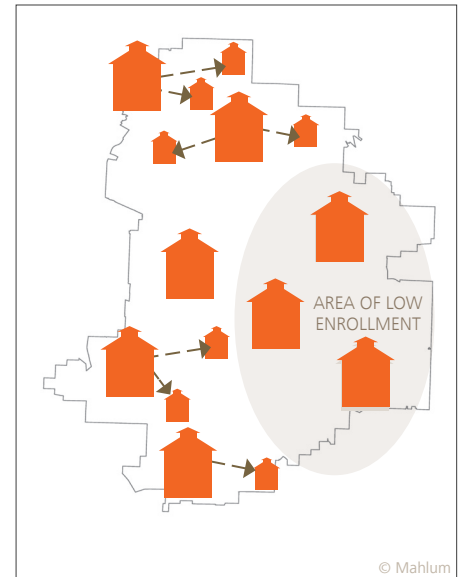
REPLACE AT TARGET SIZE & SHIFT ENROLLMENT (BOUNDARIES & BUSING)



REPLACE AT TARGET SIZE & CREATE MAGNET PROGRAMS



CREATE ADDITIONAL SMALL SCHOOLS



APPROACH C

A third strategy for addressing areas of lower enrollment is to replace all school facilities throughout the District at target capacity. The resulting excess facility capacity in areas of lower enrollment can be used to accommodate unhoused students from areas of higher enrollment.

Potential Opportunities

This strategy allows all of the District’s neighborhood schools to be retained, and all new facilities to meet the District’s target capacity. However, it would likely require significant shifting of school catchment areas, as well as increased busing of students.

Two approaches are to shift students incrementally to the next closest school and then shift displaced students from that school to the next closest school, until capacity is reached throughout the District. This minimizes travel distances, but affects more students.

Another approach is to shift students from over-enrolled schools to under-enrolled schools. This affects a smaller number of students, but would require longer travel distances, including the potential to pass another school on the way to school. Both approaches would likely involve some students crossing major arterials, such as Highway 26 and 217.

APPROACH D

Replace all school facilities throughout the District at target capacity, but create magnet programs at facilities in areas of lower enrollment, particularly at the elementary level. The District already has several successful magnet programs at the middle and high school levels, such as ACMA, BASE, and ISB.

These programs attract students from all over the District and can reduce capacity need in higher enrollment areas, potentially without requiring busing.

Potential Opportunities

This strategy would also require some boundary adjustments. Providing facilities with both magnet programs and neighborhood programs would minimize busing requirements, by accommodating students living in lower enrollment areas, while also providing some capacity relief in higher enrollment areas.

APPROACH E

Creating smaller schools throughout the District, particularly in areas with high levels of projected enrollment and limited site acquisition options, can be used in conjunction with other strategies to provide additional capacity in high-need areas. This strategy would be particularly useful in areas with limited existing facilities and site acquisition options.

Potential Opportunities

These small schools could vary in size, depending on capacity need, program goals and available sites and facilities. They could be independent programs, connected to nearby neighborhood school programs, or connected to each other.

Potential examples include:

- > Distributed micro-schools, with capacities of 25 to 100 students per school and a centralized program run by the District; located on new residential-sized sites that could be easier for the District to acquire
- > Additional options programs, including elementary-level options programs, with capacities of 100 to 300 students per school; co-located facilities on existing school sites with available space

LONG-RANGE FACILITY PLAN UPDATES

FUTURE PLAN EMPHASIS

Enrollment forecasts associated with the Long-Range Facility Plan suggest that the District will, when viewed districtwide, benefit from the availability of surplus capacity through the next 10 years (through 2031). This condition may extend through the next 20 years and possibly beyond.

Therefore, it is expected that adding additional capacity, beyond current districtwide totals per grade level, will not necessarily be a component of future long-range facility plans.

With this in mind, the District may, however, elect to increase the capacity specific sites (to their target capacity) as part of future replacement projects.

The decision to implement this approach would allow higher utilization of school sites, and also improve the site's ability to accommodate a wider variety of future conditions. In this scenario, added capacity would likely be paired with other facility management strategies outlined in the Futures Study, such as attendance boundary adjustment or consolidation.

With reference to facility management strategies outlined in the Futures Study, and in view of current enrollment forecasts, future long-range facility plans may focus on other areas of facility need, such as the accommodation of changing education programs and addressing the deteriorating condition of existing facilities, rather than capacity.

MAJOR PROJECTS BEYOND THE 2021 PLAN

Addressing Facility Condition

Based on current facility condition information, and with specific regard to seismic safety, the District has identified a prioritized list of major projects that may be associated with

subsequent long-range facility planning efforts. Major projects include, but are not limited to, the partial replacement of ISB, replacement of Fir Grove Elementary, replacement of either Ridgewood Elementary or Raleigh Park Elementary, replacement of either Cedar Mill Elementary or West Tualatin View Elementary, and replacement of Barnes Elementary.

Addressing Enrollment & Educational Program

With respect to current enrollment forecasts and facility management strategies outlined in the Futures Study, the District also anticipates the possible consolidation of underutilized sites, which could include one of the elementary schools identified as an "either/or" scenario in the replacement list above.

The District may also want to repurpose the underutilized sites with other District programs. For example, the District has identified as an educational programming need a stand-alone special education school to serve the approximately 120 to 130 students for whom the District cannot current accommodate their educational needs in the District.

The District started a new on-line school, FLEX Online, in school year 2020-21. As this program matures and grows, a permanent facility will be needed. As enrollment declines and school consolidation becomes an issue for discussion and decision, opportunities will likely exist to house District programs in more permanent situations.

Educational programs evolve over time, and the resulting facility needs will continue to be evaluated by the District. For example, additional space may be required in the future for new Career and Technology Education (CTE) programs, new or expanded Option/Alternative Education programs, or an expanded preschool program. These programs may also be housed at underutilized sites.

Addressing District Support

The current Central Office building was built in 1970, when student enrollment was half of its current enrollment level and there were fewer districtwide administrative services provided. Since then, districtwide administrative services have grown substantially and the current structure is inadequate for current operations. Due to space limitations at the Central Office facility, some districtwide services are currently housed in locations separate from the Central Office, such as the Multilingual Department, Nutrition Services, and Special Education. Ideally, all districtwide administrative services would be in one location to improve community access.

The Plan does not propose to include a specific strategy to address the current need for a properly-sized Central Office. However, the District should consider options for enlarging or relocating the Central Office if opportunities are presented. For example, consolidation of existing schools may present an opportunity to review programming choices which may include relocating the Central Office to the facility that has become redundant.

Special Covid-19 Considerations

The District should also study the impacts of the Covid-19 Pandemic on the District's facilities. Subjects that could be studied include, but are not limited to, building ventilation systems, infrastructure support for technology, remote learning and work, energy use, and room size/configuration.

Maintaining Safe & Equitable Buildings

The District is committed to good stewardship of its facilities and being able to operate its facilities to an average life span of 75 years. To do so will require a continual commitment to funding deferred maintenance of its facilities and assets. A significant number of facilities will be reaching the 75-year life span by 2040. It will be essential to maintain facilities, since replacement of structures is challenging for any community.

Regardless of building replacement and maintenance, the District is committed to ensuring all of its facilities are safe, which will require additional investment in student and staff safety and seismic improvements.

The future will also bring innovations and programming that cannot be predicted in 2021. The District will need to be nimble enough to provide adequate facilities to accommodate potential innovations. For example, the technology needs of the District will be ever evolving and will need to be accommodated to support our students, staff, and community.

A critical consideration for all current and future facility needs is the equity of investment in and improvement of facilities across the District. The District has practiced fair and equitable facility investments through prior Long-Range Facility Plans and implementation strategies. It is essential that future plans, investments, and strategies are based in ensuring all segments of the Beaverton School District community are served equitably.

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