



APPENDIX B
SUPPLEMENTAL INFORMATION

**APPENDIX B:
SUPPLEMENTAL
INFORMATION**

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BEAVERTON SCHOOL DISTRICT | LONG-RANGE FACILITY PLAN

COMMUNITY OPEN HOUSE
SUMMARY

As part of the long-range facility plan (LRFP) process, the Beaverton School District held three open house sessions in February 2021 to garner input from the broader community.

Sessions were facilitated by the planning team of Mahlum Architects and Angelo Planning Group and attended by 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 long-range plan options and rationale
- > Hear community feedback regarding District need and plan options

The public outreach sessions were held virtually due to the constraints of the pandemic, with two evening and one afternoon sessions. Each two-hour open house included an informational

presentation, open discussion time for questions and feedback, and a short poll related to the two planning options.

The introductory portion of the presentation included a description of the LRFP process, recent bond history, District strategic goals, and guiding principles of the LRFP. This was followed by a summary of the three primary areas of District facility need: educational program, facility condition, and enrollment and capacity. The final section of the presentation explained the two proposed long-range facility plan options, with descriptions and District rationale for each of the major projects. Presentation slides are included at the end of this document and recordings of each open house can be found on the District website.

Participants' questions and comments, spanning a number of topics and diverse perspectives, are summarized in the following section. A summary of the community polling results begins on page 4. Although the sample size was relatively small, polling results illustrated clear support for a capital measure in 2021 (83%) and for the larger \$722M plan option (82%).

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

A total of 27 community members attended one or more of the three open house sessions, and 14 attendees responded to the real-time poll. Participants represented many different schools and neighborhoods, and included parents with current and former students in the district and other community members. A list of all participants and the schools they are affiliated with is included on page 5.

COMMUNITY QUESTIONS & INPUT

The following questions were asked by participants during the open houses, and were answered by either a member of the planning team or a District representative. In some cases, information has been paraphrased for clarity and brevity.

PROCESS

When was the last public strategic discussion held, and will it be made public? Are the recommendations from the last round being incorporated in this plan?

- > The previous long-range facility plan (LRFP) for the district was completed in 2010 and is a public document that is on the District website. (<https://resources.finalsite.net/images/v1557510252/beavertonk12orus/jnkvsupy2xozxa1etfn/LongRangeFacilitiesPlan2010.pdf>)
- > It was completed by Angelo Planning Group, who is also involved in developing the current plan, and included significant community involvement through an advisory group and open houses. The LRFP was followed by a capital measure that was successfully passed in 2014.
- > Yes, the information and recommendations from the previous plan have been considered as part of this plan, including evaluating which previously identified projects have been addressed.

What is the timeline for putting a capital measure to the voters?

- > Many things need to happen before a capital measure can be referred to the voters, and it is important to recognize that we cannot make commitments today about things that require the action of our Board in the future.
- > If a May 2022 bond was approved by voters, the District would then need to sell bonds to get funding, and for example, construction of Raleigh Hills is expected to take approximately 1.5 years after that. The District will be able to use remaining funds from the 2014 bond to do the planning, design, and permitting of Raleigh Hills prior to this, which can save months or years.

Thank you for sharing and taking our questions. Though we may not agree with every decision you make, it's clear you're considering a lot of data in an attempt to make the most informed and equitable decisions. You've got a tough job and we appreciate the transparency, diligence, and rigor.

EDUCATIONAL PROGRAM

What about creating more option schools and learning choices? As of today, the chance of getting into an option school is very low.

- > Option School programs are considered and developed by the District's Teaching & Learning department.
- > There are currently no proposals for new option programs, which is why we have not identified any facility need in the educational program need section of the plan.
- > The District has recently put a lot of focus on adding options programs within the comprehensive high schools, such as CTE. Options programs are also funded with Measure 98 funds, so they are not a part of the long-range plan for that reason.

The current Education Specifications regarding target school sizes are broken, and don't allow for a clean feeder system.

- > The District's education specifications were approved prior to the 2014 bond, and require a broad effort to determine if they are not working.
- > As part of this process, the planning team has been working with the Teaching & Learning department, and has not heard from them that the Education Specifications are not working.

I would support a bond issue that addresses the needs of special education, an underfunded demographic.

The District should increase flexibility in school design layouts and have social distancing requirements. It would be useful to have demountable partitions so that classroom sizes could be increased or decreased as needed.

ENROLLMENT & CAPACITY

School capacity appears to be different in some cases, compared to what has been shown in previous documents. Why is this?

- > The District has changed the way school capacity is calculated, which has led to adjustments in the total existing capacity at some schools. The new method of calculation is based on actual classroom count and is a more accurate reflection of the space available in school facilities.

Does the projected enrollment used in the long-range facility plan incorporate the new middle school boundaries? Stoller MS appears to have very high enrollment after the reboundary effort.

- > Yes, new middle school boundaries were incorporated, although since they were not yet finalized, there were some minor adjustments that are not included, in particular with the Meadow Park MS boundary.

Detailed enrollment projections for all schools were not shown as part of the presentation. Will these be posted on the District website?

- > Yes, enrollment projects will be posted, most likely in April.

Has the District looked at whether the projected enrollment at the elementary and middle school levels could be accommodated by adjusting boundaries instead of adding capacity?

- > Yes, there is excess capacity districtwide at all levels, so students could be accommodated in existing facilities with boundary adjustments.
- > However, it is important to note that this is a complex process that can impact a significant number of District families, and is not the right answer in every case.

Is additional capacity needed at Raleigh Hills Elementary School? Won't this will create additional capacity that developers will use as an excuse to allow additional development in the areas without capacity?

- > The 2014 bond identified the need for significant improvement at Raleigh Hills, but really the facility needs to be replaced.

- > While replacement will create some additional capacity, the District's intention is not to facilitate more development in the area. There is not a lot of opportunity for development in the Raleigh Hills area, except for periodic infill, as there are very few vacant lots available.

The actual capacities at many elementary schools do not align with the District's target capacity. How can they be better aligned?

- > The long-range facility plan is a living document, and planning parameters are continuing to be adjusted.
- > A core consideration when developing target capacities is to reflect the size of school that is both efficient and provides a robust curriculum.
- > As District targets are established or adjusted, each plan update asks the question if any schools merit modification toward that target, based on a number of factors, including facility condition and enrollment projections.

The middle school enrollment growth map shows an increase at Whitford MS. Why?

- > The PSU PRC projections have been adjusted somewhat to align with current conditions. It is likely that this is the result of additions made to Whitford during the boundary adjustments.
- > While enrollment is shown to be increasing at Whitford, the projected enrollment will still be within the existing capacity of the school.
- > Also note that the maps were prepared prior to the completion of the adjustment process and there are further enrollments reductions at Meadow Park and Mountain View that are not reflected in the map.

FACILITY CONDITION

How does the plan address retrofitting existing facilities to for security from shooter threats, e.g. automating locking systems, surveillance and sight lines, main entrance revisions?

- > The proposed plans do include funding for an expansion of the security infrastructure. The exact details of the security upgrades are not public, but do include all of the elements you mentioned.

- > All schools have received, and continue to receive security upgrades as part of the 2014 bond.

How has COVID changed the requirements for schools, e.g. flexibility, social distancing, and HVAC ventilation?

- > How it affects the design of future buildings remains to be seen, but it is currently changing school operations across the nation, such as maintaining 35 square feet per student and requiring face coverings. All Oregon schools follow the guidance from the Oregon Department of Education / Oregon Health Authority Ready Schools, Safe Learners. (<https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%202020-21%20Guidance.pdf>)

Regarding ODE/OHA safe learning requirements, does the FCI take this into account or is follow-up planning work required?

- > FCI is an established indicator of facility condition and doesn't take into account the new COVID-related guidance. However, new requirements and recommendations can impact how we plan and prioritize facility upgrades.
- > To be fiscally responsible, we will want to look at proven results from scientific studies that show HVAC upgrades improve the safety of the environment before allocating funding

Strategies such as increasing the number of air exchanges have additional health benefits beyond limiting the spread of COVID.

PLAN OPTIONS

The presentation didn't cover a description of the Elementary School Replacement project. What is the plan for this line item?

- > The Elementary School Replacement project includes funding for a study to determine which school or schools would be the best candidate for replacement and preliminary planning. It does not include the actual school replacement, which would potentially be included in a future plan.

- > The most likely candidates at this point are West Tualatin View Elementary and Cedar Mill Elementary. The study process would assess the viability and capacity of existing school sites and where a new school could be located.

I appreciate seeing that Raleigh Hills Elementary School is part of the plan. However, as the District doesn't currently have a vacant facility to relocate students, what would happen to students during construction?

- > That is something that will be determined later in the process. There is an opportunity to use existing buildings more efficiently, such as Cedar Park Middle School.

As a Beaverton homeowner, I support plan Option 2, or even more, but given the history and volatility of the real estate market, are there other funding sources?

- > The primary source of capital for school improvements in the State of Oregon is a capital measure.
- > There is also relatively limited funding from the state, in the form of matching grants that have an \$8 million maximum amount.
- > There are also some grants for seismic improvements that the District has successfully applied for and will continue to pursue.

As a Raleigh Hills Elementary School and Beaverton High School parent, I am relieved that these priorities are being kept. Will the timeline take into consideration that students won't be disrupted at every level?

- > The School Board is sensitive to these kinds of issues. It is not an issue that would halt a project, but it would be considered and could potentially impact the phasing.
- > There is also the potential to maintain operations during construction, which would eliminate the need for temporary relocation.

Will the replacement of Beaverton High School include replacement of the recently constructed buildings on the site?

- > The District is very conscious of the investments that have been made, such as the 2002 cafeteria and the recent concessions/restroom building.
- > The intent is to try not to impact the new facilities, and all plan ideas that have been explored so far intend to keep them.

I believe we were told Beaverton High School could be rebuilt on site while school was in session (because the new HS would be built toward the front of the lot near the highway?)

- > Yes, that is an option for BHS.

COMMUNITY POLL

Attendees were asked to respond to a short poll at the end of each open house, including five questions related to the two proposed long-range facility plan options. The questions and community feedback are included below.

1. SHOULD THE DISTRICT CONSIDER IMPLEMENTING THE NEXT PHASE OF THE LONG-RANGE FACILITY PLAN BY PROPOSING A CAPITAL MEASURE IN 2021? WHY OR WHY NOT?

YES: 10 votes

- > Yes, to address the pressing facility needs.
- > Yes, assuming that the ES replacement will be a study and not the replacement.
- > Yes! The safety, equity, and cost savings benefits need to be addressed as soon as possible for our students. These building need to be updated or rebuilt to meet current and future needs.
- > Yes, the needs summarized in the LRFP more than justify a capital measure.
- > Yes, assuming there is time to vet the plan/proposal - construction is only going to get more expensive.
- > Yes, needs are great and escalation is costly.

- > Yes, but I don't know if the community will approve it. The data you presented indicates these improvements are needed, but will they vote yes when kids haven't even been in buildings for a year? I would, but I know many parents are really frustrated.
- > Yes, the next phase should be implemented in the not-too-distant future. 2021 may be too soon, what with the pandemic. We cannot afford to have our existing school infrastructure to deteriorate any further.
- > Yes. It takes lots of time to plan and design for school replacement.
- > Yes, our schools should all be up to current seismic codes as soon as possible.

NO: 2 votes

- > No, only for fear that it won't pass in 2021 during this time of economic uncertainty and anxiety due to COVID. Prioritize 2022 instead, in hopes that the economy looks better.
- > No. We are currently paying for two measures and do not think we get anything in return.

2. OF THE TWO PLANS PRESENTED AT THIS MEETING, WHICH WOULD YOU SUPPORT AND WHY?

OPTION 1: \$325M (RENEW EXPIRING BOND / NO TAX RATE INCREASE)

OPTION 2: \$722M (TAX RATE INCREASE OF \$0.25 PER \$1,000 OF ASSESSED VALUE)

OPTION 1: 2 votes

- > Option 1 for sure, but I would need more detailed information on Option 2.

OPTION 2: 9 votes

- > 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.
- > BHS has significant facilities and educational needs. I'm sure that the recent fire has introduced additional line items to address. The BHSSF can only go so far.
- > I would like to see seismic and deferred

improvements made, along with the BHS replacement.

- > Public input should be incorporated into all phases of planning to maintain trust of the votes/tax payers so we later feel this investment was in the community's best interest and that we were heard and respected.
- > Personally I would support Option 2, but think Option 1 is the only one that has a chance of approval.
- > The safety of students, teachers and staff is the most important. So, the school replacement is necessary.
- > Bringing schools up to current seismic code is critical.

NEITHER OPTION: 1 vote

- > Neither. While growth is somewhat stable, BSD should be working toward creating a clean feeder system.

3. DO YOU SEE ANYTHING THAT IS MISSING FROM THE PROPOSALS?

- > Cost benefits of replacing facilities instead of trying to maintain them (band-aid versus real fix and the longevity of the newer facilities).
- > More detail provided for physical security and language to increase our facilities resistance to infectious disease spread, not merely COVID is too early to define, but for more common influenzas and other viruses.
- > I know it is early in the planning phase, but I want to see more about the timing and phasing of when schools will likely begin and complete upgrades/rebuilding. Some need to be handled simultaneously and I want to know if there is capacity to do that before voting on a bond.
- > I think the focus should remain on seismic and deferred maintenance, along with replacement of RH ES and BHS. I also think we should also prioritize equity for disadvantaged schools.
- > Consider how controversial the Stoller optics may be, considering we just had the middle school boundary decision and were told that capacity would be addressed in the new boundaries.

- > Cleaning up the feeder system is missing. Acquisition of sites to land bank would be a good step to consider.
- > Are there any new schools that will be built in next 10 years? If yes, they should be included in the proposals.
- > More learning options for general students, not just special communities; more technology and science studies. Specify new programs in the plan. Give more services relating to a whole population in an area and not by specific needs. People who need and live in rich communities suffer.
- > An option for new infill school facilities, to reduce the number of students in the existing facilities, in lieu of adding on to some of the existing buildings.
- > Schools can be centers for activities that create pride. Provide clearer descriptions of how the bond would touch each community would go a long way.

4. DO YOU SEE ANYTHING IN THE PROPOSALS THAT SHOULD NOT BE INCLUDED?

- > The Stoller over-capacity issue is going to be difficult to justify considering that addressing capacity was listed specifically as a priority during the recent middle school boundary re-do. And now, before the boundaries are even put into place, it appears Stoller is already over capacity.
- > I just want to reiterate that I believe more study is required for the elementary school replacement, so I do not think the full replacement should be included in this proposal, but keep it to a study/design.
- > Interested in more information on what “critical equipment” includes. If it’s critical, why does the number double in Option 2?
- > School educational program support other than PE (STEM/STEAM, CTE, Arts, etc.)
- > I do not love the idea of adding on to buildings when adjusting boundaries could resolve capacity issues.
- > All of it makes sense for me. I think the community will be upset at additions to Stoller given the recent contentious boundary adjustment process.

- > Replacement of portables should not be considered. Expansion of schools such as Stoller to allow the school to expand beyond its “ideal size.”
- > No, the logic of the approach is understandable to me.

5. OF THE EIGHT PROJECTS LISTED BELOW, WHAT ARE YOUR TOP THREE PRIORITIES?

1. Beaverton HS Replacement
5 top priority votes and 11 total votes
2. Raleigh Hills ES Replacement
4 top priority votes and 8 total votes
3. Seismic & Security Upgrades
3 top priority votes and 10 total votes
4. Deferred Maintenance & Modernization
2 top priority votes and 4 total votes
5. Educational Program Improvements
4 total votes
6. Classroom & Gymnasium Additions
3 total votes
7. Technology
2 total votes
8. Allen St. Transportation Replacement
No votes

OPEN HOUSE PARTICIPANTS

27 community members attended one or more open house session. Participants included current, former, and future parents of Beaverton School District students, former District employees and students, and other community members.

- > Jennifer Alger
- > Jessica Baker
- > Sarah Beachy
- > Lauren Booth
- > Eleissa Buddress
- > Victoria Clapper
- > Casey Cunningham
- > Liz Delapoer
- > Doaa Elhaggan
- > Rachel He

- > Ryan Hendricks
- > Michelle Hill
- > Gary Joaquin
- > LeeAnn Larsen, School Board Member
- > Sarah Loumena
- > Mary Manseau
- > Tricia McMinn
- > Karen Montovino
- > Tomomi Motoyama
- > Kristi Nelson
- > Galit Pinker
- > Christopher Prael
- > Becky Tymchuk, School Board Chair
- > Sean Walker
- > Eric Yang
- > Qinming Zhang
- > Xiuyun Zhang

Open house participants shared their affiliations with the following schools:

- > Cedar Mills Elementary School
- > Findley Elementary School
- > Hiteon Elementary School
- > Raleigh Hills K-8
- > Sato Elementary School
- > Springville K-8
- > Terra Linda Elementary School
- > Meadow Park Middle School
- > Stoller Middle School
- > Timberland Middle School
- > Whitman Middle School
- > Aloha High School
- > Beaverton High School
- > Sunset High School
- > Westview High School
- > International School of Beaverton (ISB)

OPEN HOUSE PRESENTATION

The open house presentation slides are included on the following pages. In addition, recordings of each open house can be found on the District website.

mahlum | 

Beaverton School District

Long-Range Facility Plan

COMMUNITY OPEN HOUSE

February 2-4, 2021

BEAVERTON
SCHOOL DISTRICT

Agenda

Introduction

What is an LRFP?

District Goals & Bond History

Understanding District Need

LRFP Plan Proposals

Community Discussion

Community Poll

6:00 – 6:05

6:05 – 6:10

6:10 – 6:20

6:20 – 6:45

6:45 – 7:10

7:10 – 7:30

7:30 – 8:00

Goals for this Evening


Provide an understanding of the District's facility-related goals and needs

Present long-range plan options and rationale


Hear community feedback regarding District need and plan options

Planning Team


MAHLUM / ANGELO PLANNING GROUP



LeRoy Landers AIA



Frank Angelo



Jennifer Lubin AIA

DISTRICT LEADERSHIP TEAM

Steven Sparks

Executive Administrator for Long Range Planning

Joshua Gamez

Chief Facilities Officer

Aaron Boyle

Administrator for Facilities Development

Robert McCracken

Facilities Planning Coordinator

FOCUS GROUP

12 members

Representing the community, city, and county

Please Keep In Mind...

We are still **in the process** of developing a plan

We may not be able to answer every question

Our primary interest is to **hear from YOU** - we want your reaction to the ideas

There will be time for questions and comments at the end

Your **feedback** will be part of a report to the Superintendent

The Superintendent will hear advice and make recommendations to the School Board


What is being proposed is not a promise – these are **possible ideas** that help develop the plan

What Is an LRFP?

What is a Long-Range Facility Plan (LRFP)?

A long-range facility plan (LRFP) is a tool that helps school districts, and their communities, strategically manage educational facilities to accommodate current and projected need.

The primary objective of an LRFP is to support the education and success of all district students.




Why Now?

A 10-year plan is required by the State (previous LRFP adopted in 2010) to be eligible for state funding opportunities for capital projects

District facilities continue to age and maintenance needs continue to grow

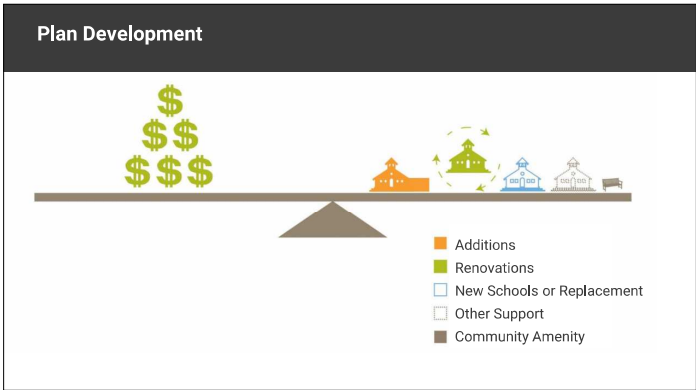
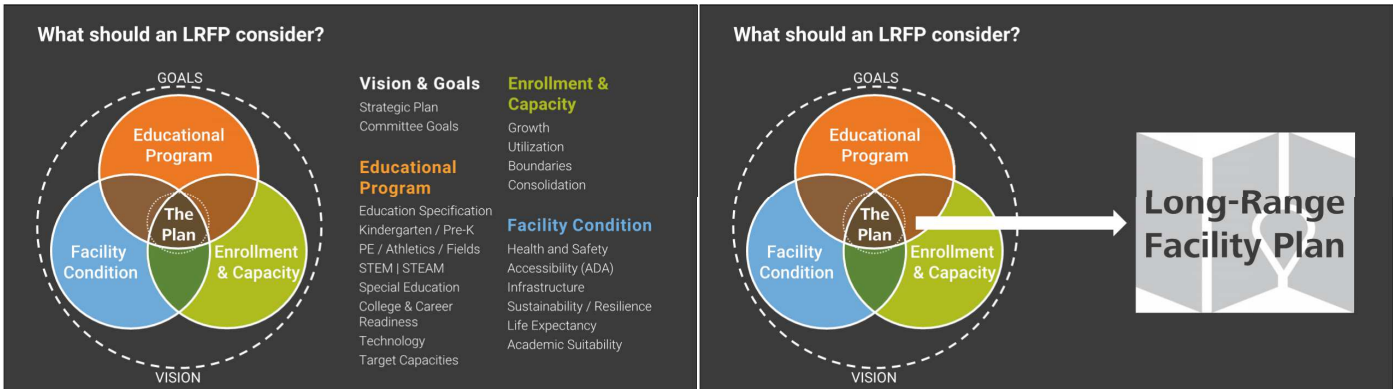
Identify opportunities for efficiencies in District facilities and add an equity lens to facility planning

Plan ahead for new capital programs as current school bonds expire



B-7 LONG-RANGE FACILITY PLAN | BEAVERTON SCHOOL DISTRICT | 05.26.2021

MAHLUM | APG



District Vision

2019-20 Strategic Plan

WE District Goal: **WE** empower all students to achieve post-high school success.

WE Expect Excellence

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

WE create learning environments that promote student achievement.

WE Innovate

WE teach students knowledge and skills for our evolving world.

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

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.

LRFP Guiding Principles

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.

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

Equity Lens

Decisions should be considered through an equity lens, by asking the following questions:


- > 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?



Why Do We Need Bond Measures?

The purpose of a bond measure is to make sure that district facilities are able to do the following:

- > Support educational programs
- > Protect your existing investment
- > Accommodate enrollment



2014 Bond (\$680M): New / Replacement School Projects

Elementary Schools

- > Sato (2017)
- > Vose (2017)
- > Hazeldale (2018)
- > William Walker (2018)

Middle School


- > Timberland (2017)

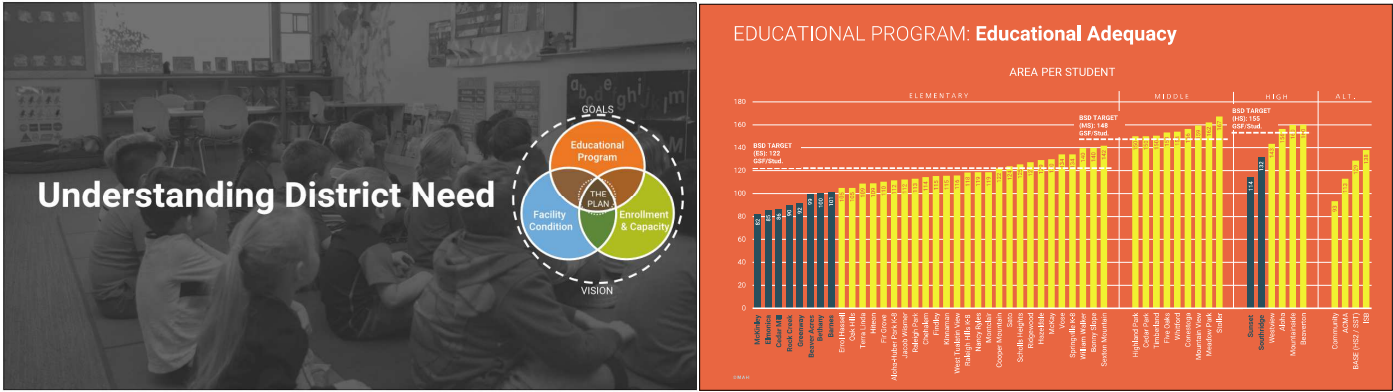
High School

- > Mountainside (2017)

Option / Alternative School

- > ACMA (2019)





EDUCATIONAL PROGRAM: Identified Projects

Districtwide Educational Adequacy: \$260.2 M
Increase building area to the target area per student at all school facilities

Special Education: \$99.7 M + \$21.9 M
Special education facility additions at 12th elementary, 7 middle, and 3 high schools to align with district standards
New or modernized stand-alone special education facility (\$14.4 M - \$21.9 M)

Early Childhood Education: \$13.6 M
Preschool classroom and support additions at 8th elementary schools to provide preschool at all Title I schools

Physical Education: \$61.6 M
Gymnasium or multipurpose room additions at 14 elementary, 2 middle, and 1 option school (20 total PE teaching stations) to meet state PE requirements (*estimated number, assumptions to be confirmed*)

Remove Portable Classrooms: \$66.9 M
Remove all (175) portable classrooms and replace with permanent classrooms where capacity is needed (~72 classrooms)

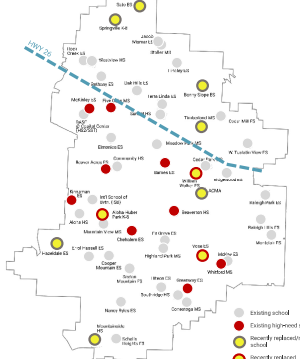
Equity Lens

When viewed through the lens of:

- >50% free and reduced lunch
- >50% students of color
- >15% English language learners

The following schools emerge:

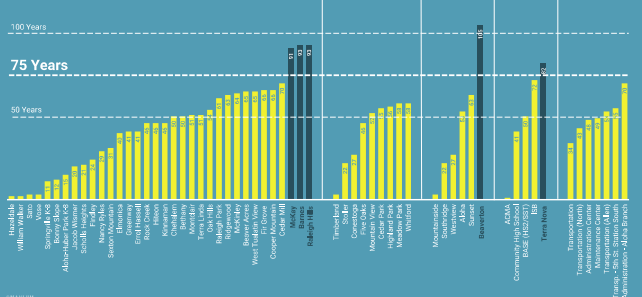
Aloha-Huber K-8*	Vose ES*
Barnes ES	William Walker ES*
Beaver Acres ES	Five Oaks MS
Chehalum ES	Whitford MS
Greenway ES	Beaverton HS
Kinnaman ES	
McKinley ES	

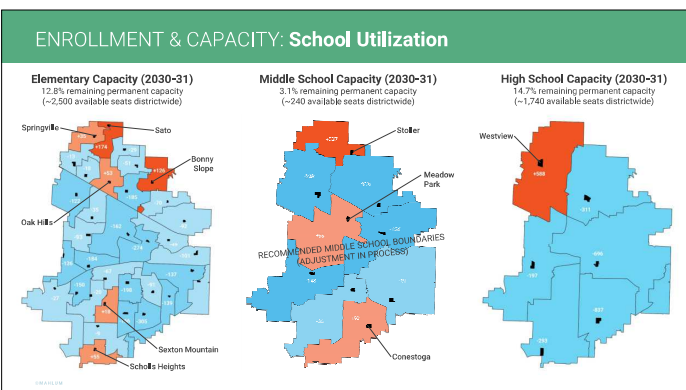
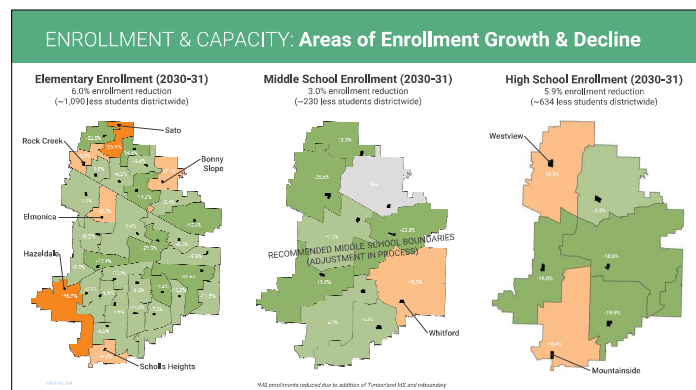
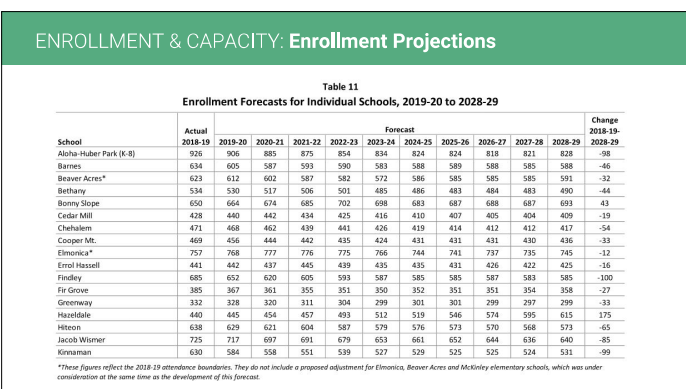
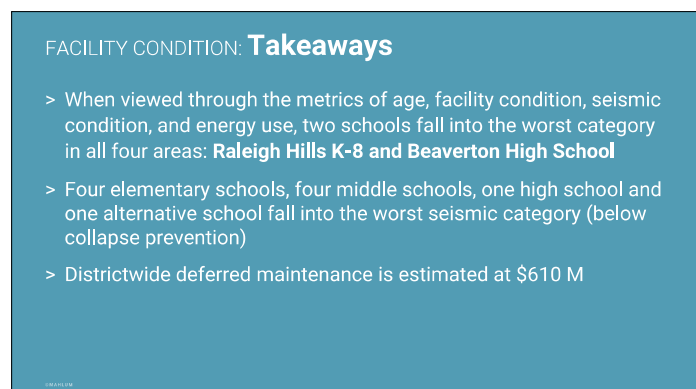
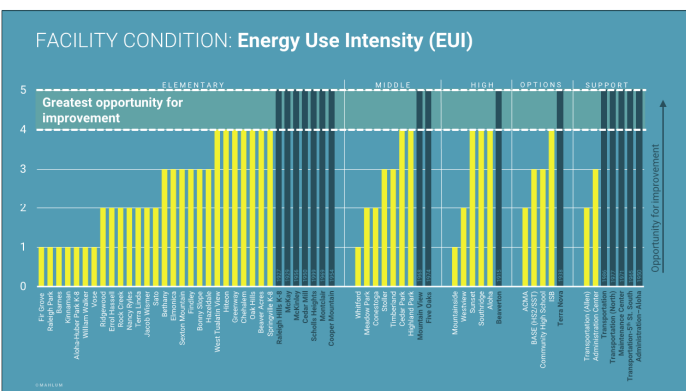
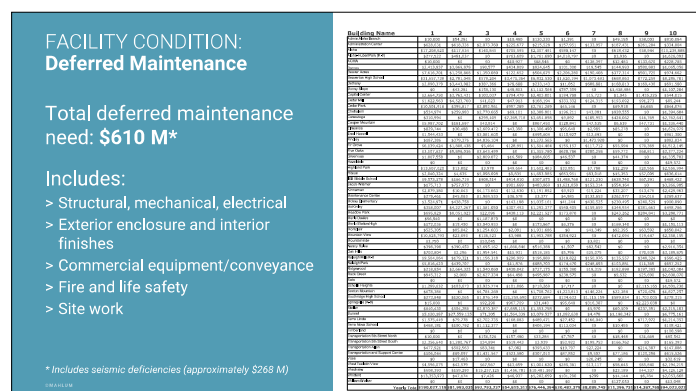
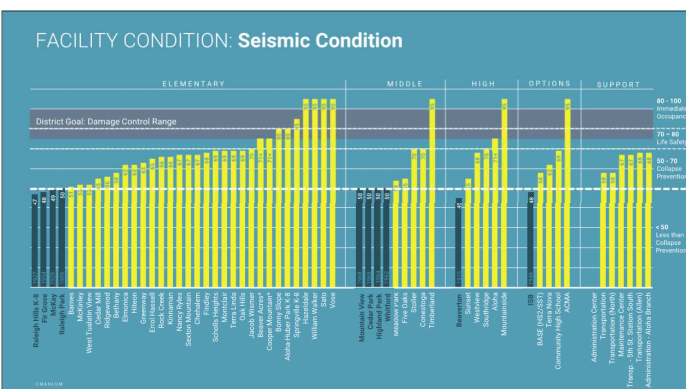
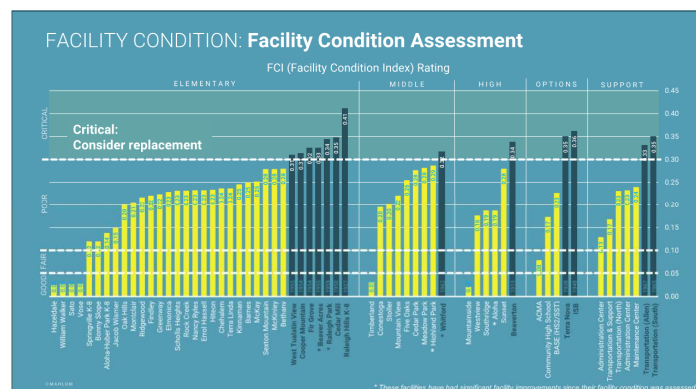


EDUCATIONAL PROGRAM: Takeaways

- > There are eight elementary schools and two high schools that are significantly below square footage targets identified in district education specifications
- > There are three known areas of facility improvement to support program goals: preschool, special education, and physical education
- > Nine elementary schools, two middle schools, and one high school emerge when viewed through the lens of free and reduced lunch, students of color, and ELL

FACILITY CONDITION: Facility Age





ENROLLMENT & CAPACITY: **Takeaways**

> There is adequate districtwide capacity at every grade level, however...

- Two elementary schools are projected to be more than 100 students over capacity: **Sato ES and Bonny Slope ES**

- One middle school is projected to be more than 500 students over capacity: **Stoller MS**

- One high school is projected to be almost 600 students over capacity: **Westview HS**



Plan Options

PLAN OPTION 1: No Tax Rate Increase

> Maintain current tax rate

> Bond amount of ~\$325 M

> Four-year bond program timeframe

PLAN OPTION 2: \$0.25 Tax Rate Increase

> Increases current tax rate by \$0.25 per \$1,000 of assessed value

> Bond amount of ~\$725 M

> Seven-year bond program timeframe

Plan Options	PLAN OPTION 1: No Tax Rate Increase		PLAN OPTION 2: \$0.25 Tax Rate Increase	
	Increase		Increase	
EDUCATIONAL PROGRAM	Special Education Improvements		\$2.0M	
	Prekindergarten Modifications		\$1.0M	
	Outdoor Learning Improvements		\$5.0M	
	Physical Education / Athletics Additions		\$8.0M	
FACILITY CONDITION REPLACEMENT	Raleigh Hills ES Replacement		\$44.0M ¹	
	Beaverton HS Replacement		\$20.0M ²	
	Elementary School Replacement Study		\$3.0M	
	Allen St. Transportation Replacement		\$11.0M	
FACILITY CONDITION MODERNIZATION	Deferred Maintenance (PCA)		\$110.0M	
	School Modernization		\$20.0M	
	Seismic Upgrades		\$45.0M	
	Security Upgrades		\$6.0M	
	Nutrition Services Upgrades		\$5.0M	
CAPACITY & ENROLLMENT	Classroom Additions		\$10.0M	
OTHER SUPPORT	Technology		\$27.0M	
	School Office Relocation		\$10.0M	
	Bus Replacement		\$8.0M	
	Critical Equipment		\$4.0M	
Subtotal			\$289.0M	
	Bond Fee / Management Cost (3%)		\$23.0M	
	Contingency (10%)		\$13.9M ³	
Total			\$325.9M	

Educational Program

Special Education Improvements

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

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

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

Build a new gym at Stoller MS and Barnes ES, and provide some improvements to other District athletic facilities, including an outdoor restroom/storage facility at Westview HS. 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 will be replaced.

Facility Replacement: Raleigh Hills Elementary School

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

WHY:

> 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

> EUI score of 5, with greatest opportunity to improve energy efficiency

> More than 45% of students are eligible for free/reduced lunch

> Existing school capacity is 250 below district target of 750

> Previously identified as the next priority in the 2014 bond plan

> Eliminates ~\$12M of deferred maintenance need

Facility Replacement: Beaverton High School

Replace existing Beaverton High School with a new high school for 1,500 students.

WHY:

> One of the worst FCI scores in the district (0.34 – Critical Condition)

> Oldest facility in the district (majority of existing building is 105 years old)

> Only high school with a seismic rating below "Collapse Prevention"

> EUI score of 5, with greatest opportunity to improve energy efficiency

> 51% of students are eligible for free/reduced lunch

> Eliminates ~\$53M of deferred maintenance need

B-11 LONG-RANGE FACILITY PLAN | BEAVERTON SCHOOL DISTRICT | 05.26.2021


MAHLUM | APG

Facility Replacement: Allen Street Transportation Facility

Replace existing Allen Street Transportation facility.

WHY:

- > 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
- > 1/3rd of the hydraulic floor lifts are unusable due to leaks, failed parts, and excessive age and 2/3rds 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



Modernization / Capacity & Enrollment

Deferred Maintenance
Repair and upgrade projects at all facilities (except new ones), based on recently completed assessment findings. Components include roofing, HVAC, site, equipment, electrical, building envelope, interior finishes, fire/life safety, and conveyance.

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

Seismic Upgrades
Seismic upgrades to district target level for worst performing buildings that are not anticipated to be replaced (facilities TBD, priorities are Whitford MS, Highland Park MS, Cedar Park MS, Mountain View MS).

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

Nutrition Services Upgrades
Various projects throughout the District, including electrical and equipment upgrades at 11 sites, water fountain installation at 25 sites, service line remodels at Westview HS and Community HS, freezer capacity additions, full kitchen remodel at Beaver Acres ES, and cafeteria expansion at Barnes ES.

Classroom Additions
Add additional classrooms at Sato ES, Oak Hills ES, and Stoller MS to address capacity needs.

Plan Options


NOTES:
1. Cost assumes an additional \$11.9M is provided from 2014 bond funds.
2. Cost includes all IS planning and design only.
3. Excludes FCI, Technology, and Critical Equipment.
4. Costs are rough estimates and subject to project costs to be confirmed.

Project	PLAN OPTION 1: No Tax Rate Increase	PLAN 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 / Inference Additions	-	\$8.0M
FACILITY CONDITION REPLACEMENT		
Raleigh Hills ES Replacement	\$44.0M ¹	\$44.0M ¹
Beaverton HS Replacement	\$20.0M ²	\$230.0M
Elementary School Replacement Study	\$11.0M	\$11.0M
FACILITY CONDITION MODERNIZATION		
Deferred Maintenance (FCA)	\$110.0M	\$140.0M
School Modernization	\$10.0M	\$30.0M
Seismic Upgrades	\$20.0M	\$45.0M
Security Upgrades	\$6.0M	\$15.0M
Nutrition Services Upgrades	\$5.0M	\$5.0M
CAPACITY & ENROLLMENT		
Classroom Additions	\$10.0M	\$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	\$8.0M
Subtotal	\$288.0M	\$630.0M
Bond Fee / Management Cost (3%)	\$23.0M	\$50.4M
Contingency (10%)	\$13.0M ³	\$41.0M ⁴
Total	\$324.9M	\$722.3M

Community Discussion: What Do You Think?



Community Polling: What Do You Think?




Question 1

Should the District consider implementing the next phase of the long-range facility plan by **proposing a capital measure** in 2021?

Why or why not?

Please type in your answer using the chat feature.




Question 2

Of the two plans presented at this meeting, which would you **support** and why?

Option 1: \$325M (renew expiring bond / no tax rate increase)

Option 2: \$722M (tax rate increase of \$0.25 per \$1,000 of assessed value)

Please type in your answer using the chat feature.



Question 3


Do you see anything that is **missing** from the proposals?

Please type in your answer using the chat feature.



Question 4

Do you see anything in the proposals that should **not** be included?



Please type in your answer using the chat feature.

Question 5

Of the projects listed below, what are your **top three** priorities?

A. Educational Program Improvements

B. Raleigh Hills ES Replacement

C. Allen St. Transportation Replacement


D. Beaverton HS Replacement

E. Deferred Maintenance & Modernization

F. Seismic & Security Upgrades

G. Classroom & Gymnasium Additions

H. Technology



Please type in your answer using the chat feature, numbering the projects 1-3 in order of the priority you prefer.

Question 6

Please provide the following demographic information to help us understand who we are hearing from:

A. School(s) or community you are most closely affiliated with

B. Relationship to the District (current parent, had children in the district previously, community member)

Please type in your answers using the chat feature.



Thank You!

DRAFT

BSD Roadmap to Achieving Seismic Safety

10.28.19

Goal:

2017 Oregon Revised Statute (ORS) 455.400

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

Our goal is to construct new facilities to “Immediate Occupancy” and to upgrade existing facilities to “Life Safety”.

Strategy:

We plan to achieve this goal through three actions: Replace, Repair, Decommission, or No Action. The decision on which action to pursue for each site depends heavily on overall facility conditions, as well as facility enrollment projections. These decisions are consistent with the BSD LRFP. The plan will be to perform seismic upgrades incrementally. We will deal with the worst performing buildings first, and the best performing ones last. In many cases ([ex. Sunset HS](#)) it may make sense to only improve the worst performing spaces (gym, auditorium) for now.

Funding:

These projects will primarily be funded by local capital construction bonds. These projects are dependent upon successful elections. We will also pursue Oregon SRGP grants.

Background:

- [2019 Seismic Study](#)
- [School Investment Profiles](#)
- [FEMA - Incremental Seismic Rehabilitation](#)
- Facilities Condition Assessment
- LRFP - Forthcoming

Plan:

<u>Replace</u> Raleigh Hills 2022 Bond Beaverton HS 2026 Bond ISB** 2026 Bond Fir Grove 2026 Bond Ridgewood OR Raleigh Park* 2034 Bond Cedar Mill OR West TV* 2034 Bond Barnes** 2034 Bond	<u>Repair</u> Whitford (50), Highland Park (50), Cedar Park (50), Mountain View (50), McKinley (52), Meadow Park (54), Sunset HS (55), Five Oaks (55), Bethany (58), Capitol Center (58), Hiteon (62), Elmonica (62), Greenway (63), Errol Hassel (65), Kinnaman (66), Rock Creek (66), Sexton Mountain (67), Chehalem (67), Nancy Ryles (67), Findley (68), Westview (68), Scholls Heights (69), Oak Hills (69), Montclair (69), Terra Linda (69), Merlo Station (69), Jacob Wismer (70), Southridge (70), Stoller (70), Conestoga (70)
<u>Decommission</u> McKay Terra Nova Cedar Mill OR West TV* Ridgewood OR Raleigh Park*	<u>No Action</u> ACMA, William Walker, Hazeldale, Vose, Sato, Mountainside, Timberland, Springville, Bonny Slope, Aloha-Huber Park, Beaver Acres***, Aloha HS***, Cooper Mountain***.

*Plan is to consolidate, not sure which site yet.

**Partial site replacement, older building section only

***Will be completed w/ 2014 Bond.

Next Steps/Update:

- We have just completed volume 5 of the seismic assessment. The goal of this assessment was to prioritize the most dangerous (red) areas in our facilities and determine the necessary improvements.
- In order to meet the goals of ORS 455.400 we need a unified plan to reduce seismic risk in all facilities, that is the purpose of this document.
- Our next step should be to compare the results of the seismic assessment, facilities condition assessment, and population projections to develop the long range facilities plan (LRFP). The LRFP should outline the 10-year plan for each facility. This will help us know where to make improvements.
- With reference specifically to the 'Repair' box above, there are a couple of approaches we could take to reduce our seismic risk:
 - Incremental Rehabilitation Approach: basically this would mean addressing the highest risk portions of the district first. This is what the vol5 seismic report attempts to demonstrate. The initial budget necessary is less than the whole building approach, but in the end it is less efficient. Because you would be potentially touching each building multiple times it will cost more and it will be more disruptive to the school
 - Whole Building Approach: This approach would prioritize projects based on the overall score of the entire building. This initial cost of this approach would be more because the projects are larger, but the overall cost and impact would be less because it is more efficient.
 - The total budget need would really depend on which of the above approaches we choose, as well as the buy in for the replacement/decommission plan.
 - I think that whichever approach we choose, it is clear that Whitford, Cedar Park, Highland Park, and Mountain View should be our first priorities for upgrade.



MEMORANDUM

Date: 11 August 2020

To: Steven Sparks, Beaverton School District

From: Jennifer Lubin

Subject: **Capacity Methodology Comparison**

Project: Beaverton School District Long-Range Facility Plan

Capacity is a planning metric that reflects the number of students that can be accommodated within a school facility. The capacity of a building can be determined using a variety of formulas.

With the intent of providing a more accurate representation of instructional space available at each school, we are proposing a change in the way capacity is calculated for BSD facilities.

CURRENT CAPACITY CALCULATION

The current formula used by the Beaverton School District (adopted with the 2002 Facility Plan) determines school capacity based on the overall area of a school and an assumed square footage per student for each grade level. Capacity is calculated as follows: total building gross square footage, minus space used for specialized programs, divided by a gross square footage per student factor (with a different factor being used for each grade level).

This method does not accommodate for variations in the size and amount of support space within a building and does not consider the actual number of classrooms. For example, two schools with the same number of classrooms could have very different calculated capacities, if one of the schools had a larger gym, a larger cafeteria, or wider hallways. Conversely, two schools with very different classroom counts could have the same, or very similar, calculated capacities. Newer schools may be particularly out of alignment, due to the increased amount of space required to accommodate modern learning environments.

PROPOSED CAPACITY CALCULATION

It is recommended that the District consider switching to a classroom count method. This approach 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 utilization factor. This method provides a capacity calculation that is in closer alignment with actual building capacity, and is more consistent across schools of different ages and with different program components and configurations. Similar to the previous BSD capacity calculation, special program areas, including dedicated special education spaces, are not included in the calculation.

Proposed Capacity Formula:

$$\begin{array}{c} \text{Number of general classrooms (elementary schools)} \\ \text{or} \\ \text{Number of teaching stations (middle and high schools)} \\ \times \\ \text{Target number of students per classroom} \\ \times \\ \text{Utilization factor} \end{array}$$

Description of Capacity Formula Components

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 Student Count per Classroom:

The target number of students per classroom is a planning parameter that reflects an “ideal” class size for a given grade level. It is understood that, depending on many operational factors, actual student count per classroom may be larger or smaller than the target student count.

For BSD, capacities of permanent facilities are based on the following class size targets:

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

These capacities reflect the targets in the district’s education specification for elementary, middle, and high schools. Target classroom capacities will continue to be evaluated, and may be revised in the future, based on the findings of this long-range planning process 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

Utilization Factor:

A utilization factor is applied, to reflect the amount of time the classroom can be used for teaching each day. Target 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 utilization reflects classroom usage for four out of five periods a day.

For BSD, the 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

RESULTS COMPARISON

Changing the way capacity is calculated in the district results in different capacities at many schools, with some having higher capacities and some having lower capacities. Districtwide, the difference is a reduction in capacity of 1,692 seats, reflecting a reduction in elementary and middle school capacity, and an increase in high school and option / alternative school capacity. A summary table of the changes is shown below and detailed in the attached spreadsheet.

School Level	Capacity with Previous Calculation	Capacity with Proposed Calculation	Difference
Elementary School Capacity	20,846	19,200	-1,646
Middle School Capacity	8,885	7,960	-925
High School Capacity	11,785	12,251	+466
Option / Alternative School Capacity	2,400	2,814	+414
Total District Capacity	43,916 students	42,225 students	-1,692

The attached table shows the number of PreK, special education, general, and portable classrooms that were identified at each school. Only the classrooms in the “Gen Ed” category are used to calculate permanent capacity, and only the portable classrooms are used to calculate portable capacity. PreK and Special Education classrooms (self-contained classrooms and resource rooms) are also not included in a school’s capacity.

For elementary schools, classroom counts were determined by reviewing the floor plans and identifying the number of general classrooms for each facility. Specialized teaching spaces, such as music rooms and gymnasiums, were not included as general classrooms. For middle and high schools, a combination of floor plan review and coordination with school principals was used to determine classroom count. Specialized classrooms, such as science, music, and art, are included in the classroom counts at the middle and high school levels, as these rooms are also scheduled for instruction.

Example School Comparison

With the previous capacity method, based on square footage, a smaller school like McKinley ES (61,265 SF / 29 classrooms) was calculated to have a capacity of 568 students, while a larger school like William Walker ES (87,200 SF / 25 classrooms) was calculated to have a capacity of 800 students, even though it has four fewer classrooms. The new calculation, which is based on number of classrooms, results in a capacity of 725 at McKinley and 625 at William Walker, which aligns with the number of classrooms available at each school.

APPENDIX B | SUPPLEMENTAL INFORMATION

Facility	FACILITY SIZE		TEACHING STATIONS								CAPACITY			
	Area (Perm. GSF)	Area/Stud. (Perm. GSF)	Grade Levels	Title I Status	Spec Ed PreK	7	Gen Ed	Total (Perm.)	Port	Total (Perm. + Port.)	PREVIOUS Perm. Cap. (BSD)	UPDATED Perm. Cap.	2019-20 Port. Cap. (BSD)	Total Cap. (Perm. + Port.)
ELEMENTARY SCHOOLS											25 100%	19 100%		
1 Aloha-Huber Park K-8	106,046	112	PK-8	✓	1	1	38	40	0	40	1,033	950	0	950
2 Bames	75,900	101	PK-5	✓	1	1	30	32	4	36	723	750	76	826
3 Beaver Acres	79,507	99	PK-5	✓	1	4	32	37	8	45	741	800	152	952
4 Bethany	49,913	100	K-5			1	20	21	3	24	481	500	57	557
5 Bonny Slope	80,405	140	K-5		1	1	23	25	0	25	777	575	0	575
6 Cedar Mill	41,055	86	K-5			1	19	20	1	21	393	475	19	494
7 Chehalem	54,316	121	PK-5 ⁸	✓	1	3	18	22	4	26	498	450	76	526
8 Cooper Mountain	54,821	122	K-5			3	18	21	4	25	512	450	76	526
9 Elmonica	51,063	89	PK-5 ⁸	✓	1	1	23	25	13	38	475	575	247	822
10 Errol Hassell	60,345	105	K-5			1	23	24	0	24	576	575	0	575
11 Findley	72,052	115	K-5			1	25	26	8	34	703	625	152	777
12 Fir Grove	60,666	121	PK-5 ⁸	✓	1	1	20	22	2	24	555	500	38	538
13 Greenway	54,991	92	PK-5	✓	1	2	24	27	0	27	514	600	0	600
14 Hazeldale	87,200	134	PK-5 ⁸	✓	1	3	26	30	0	30	836	650	0	650
15 Hiteon	78,972	109	K-5			3	29	32	0	32	736	725	0	725
16 Jacob Wismer	72,863	112	K-5			1	26	27	2	29	711	650	38	688
17 Kinnaman	80,837	147	PK-5 ⁸	✓	1	3	22	26	2	28	781	550	38	588
18 McKay	48,736	130	PK-5	✓	1	3	15	19	0	19	406	375	0	375
19 McKinley	61,265	85	PK-5 ⁸	✓	1	3	29	33	6	39	568	725	114	839
20 Montclair	38,526	119	K-5			1	13	14	3	17	367	325	57	382
21 Nancy Ryles	71,119	119	K-5			1	24	25	2	27	693	600	38	638
22 Oak Hills	49,890	105	K-5			3	19	22	8	30	463	475	152	627
23 Raleigh Hills K-8	59,197	125	K-8 ⁹	✓	1	2	19	22	6	28	539	475	114	589
24 Raleigh Park	45,166	113	K-5			1	16	17	4	21	434	400	76	476
25 Ridgewood	54,059	127	K-5			3	17	20	2	22	461	425	38	463
26 Rock Creek	51,505	90	K-5			1	23	24	6	30	497	575	114	689
27 Sato	80,500	124	K-5			4	26	30	0	30	760	650	0	650
28 Scholls Heights	68,941	125	K-5			3	22	25	4	29	644	550	76	626
29 Sexton Mountain	67,318	150	K-5			4	18	22	6	28	628	450	114	564
30 Springfield K-8	87,206	134	K-8 ⁹			3	26	29	6	35	836	650	114	764
31 Terra Linda	51,636	109	K-5			3	19	22	0	22	480	475	0	475
32 Vose	87,200	134	PK-5	✓	1	3	26	30	0	30	818	650	0	650
33 West Tualatin View	43,447	116	K-5			2	15	17	0	17	407	375	0	375
34 William Walker	87,200	140	PK-5	✓	1	4	25	30	0	30	800	625	0	625
Subtotal: Elementary Schools	2,213,863	116 (avg)		14	15	75	768	858	104	962	20,846	19,200	1,976	21,176
MIDDLE SCHOOLS											25 80%	21 80%		
35 Cedar Park	117,054	146	6-8	-	-	4	40	44	6	50	872	800	101	901
36 Conestoga	128,179	153	6-8	-	-	4	42	46	6	52	959	840	101	941
37 Five Oaks (+ Rachel Carson)	153,277	139	6-8	-	-	5	55	60	2	62	1,127	1,100	34	1,134
38 Highland Park	116,892	146	6-8	-	-	4	40	44	4	48	871	800	67	867
39 Meadow Park	116,682	154	6-8	-	-	4	38	42	4	46	855	760	67	827
40 Mountain View	133,942	149	6-8	-	-	5	45	50	4	54	990	900	67	967
41 Stoller	143,788	171	6-8	-	-	5	42	47	14	61	1,081	840	235	1,075
42 Timberland ³	165,455	148	6-8	-	-	2	56	58	0	58	1,272	1,120	0	1,120
43 Whitford	116,962	146	6-8	-	-	5	40	45	0	45	858	800	0	800
Subtotal: Middle Schools	1,192,231	150 (avg)				38	398	436	40	476	8,885	7,960	672	8,632
HIGH SCHOOLS											30 83%	23 83%		
44 Aloha	260,677	150	9-12	-	-	5	70	75	5	80	1,801	1,743	95	1,838
45 Beaverton (& Merle Davies Annex)	303,158	148	9-12	-	-	3	82	85	0	85	2,093	2,042	0	2,042
46 Mountinside	342,000	158	9-12	-	-	3	87	90	0	90	2,386	2,166	0	2,166
47 Southridge	256,070	129	9-12	-	-	3	80	83	0	83	1,791	1,992	0	1,992
48 Sunset	253,727	111	9-12	-	-	4	92	96	0	96	1,755	2,291	0	2,291
49 Westview	281,183	139	9-12	-	-	5	81	86	16	102	1,959	2,017	305	2,322
Subtotal: High Schools	1,696,815	139 (avg)				23		515	21	536	11,785	12,251	401	12,652
OPTION / ALTERNATIVE SCHOOLS											30 83%	23 83%		
50 ACMA ⁴	75,856	109	6-12	-	-	0	28	28	0	28	725	697	0	697
51 BASE (HS2 / SST) @ Capital Center	105,883	125	6-12	-	-	1	34	35	0	35	738	847	0	847
52 Community High School (Merlo)	51,125	93	9-12	-	-	1	22	23	2	25	330	548	38	586
53 International School of Beaverton	75,585	132	6-12	-	-	1	23	24	12	36	523	573	229	802
54 Terra Nova High School	11,800	79	9-12	-	-	0	6	6	0	6	84	149	0	149
Subtotal: Option / Alternative Schools	320,249	108 (avg)				3	113	116	14	130	2,400	2,814	267	3,081
DISTRICT TOTAL											43,916	42,225	3,316	45,541

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