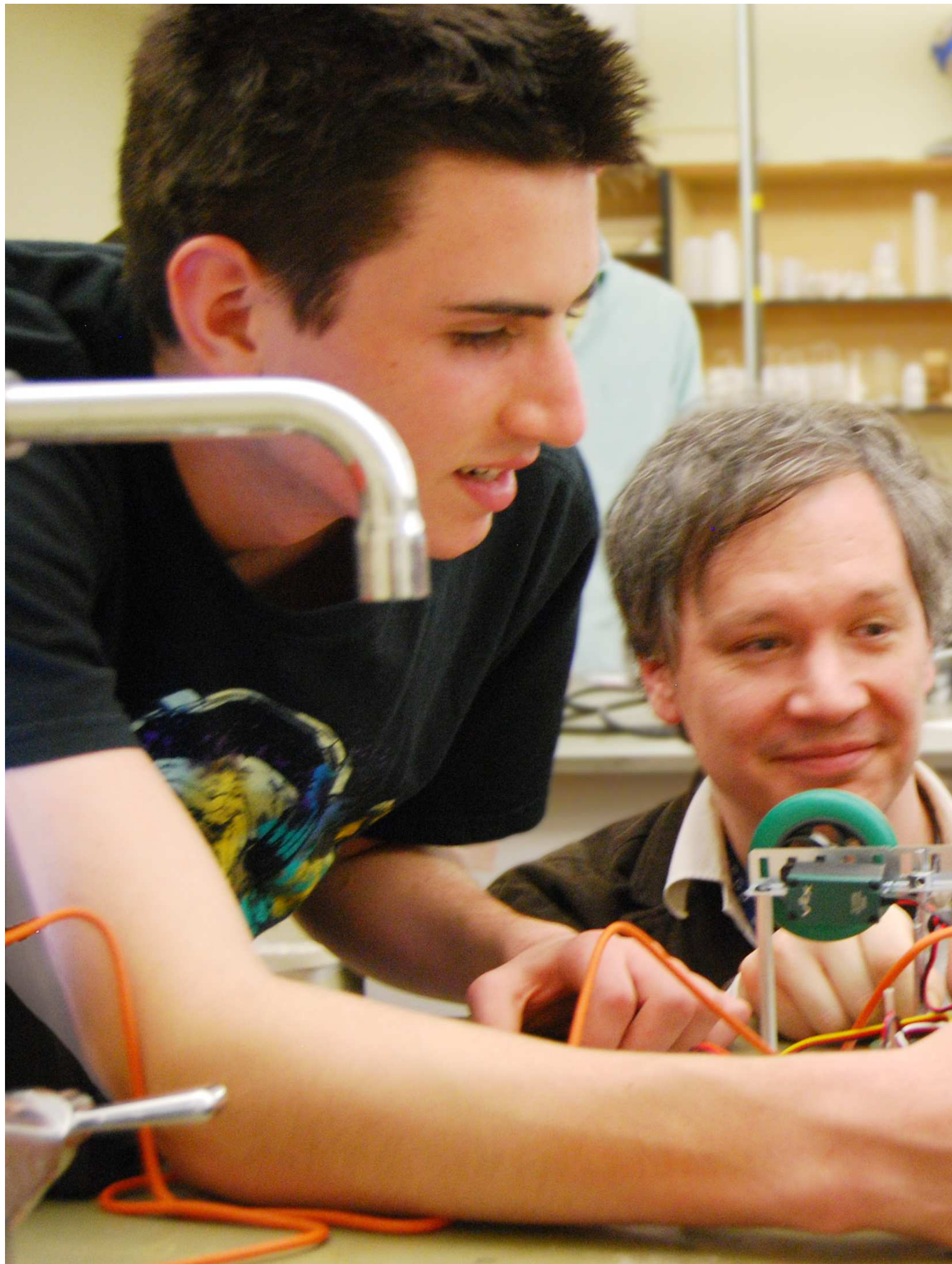
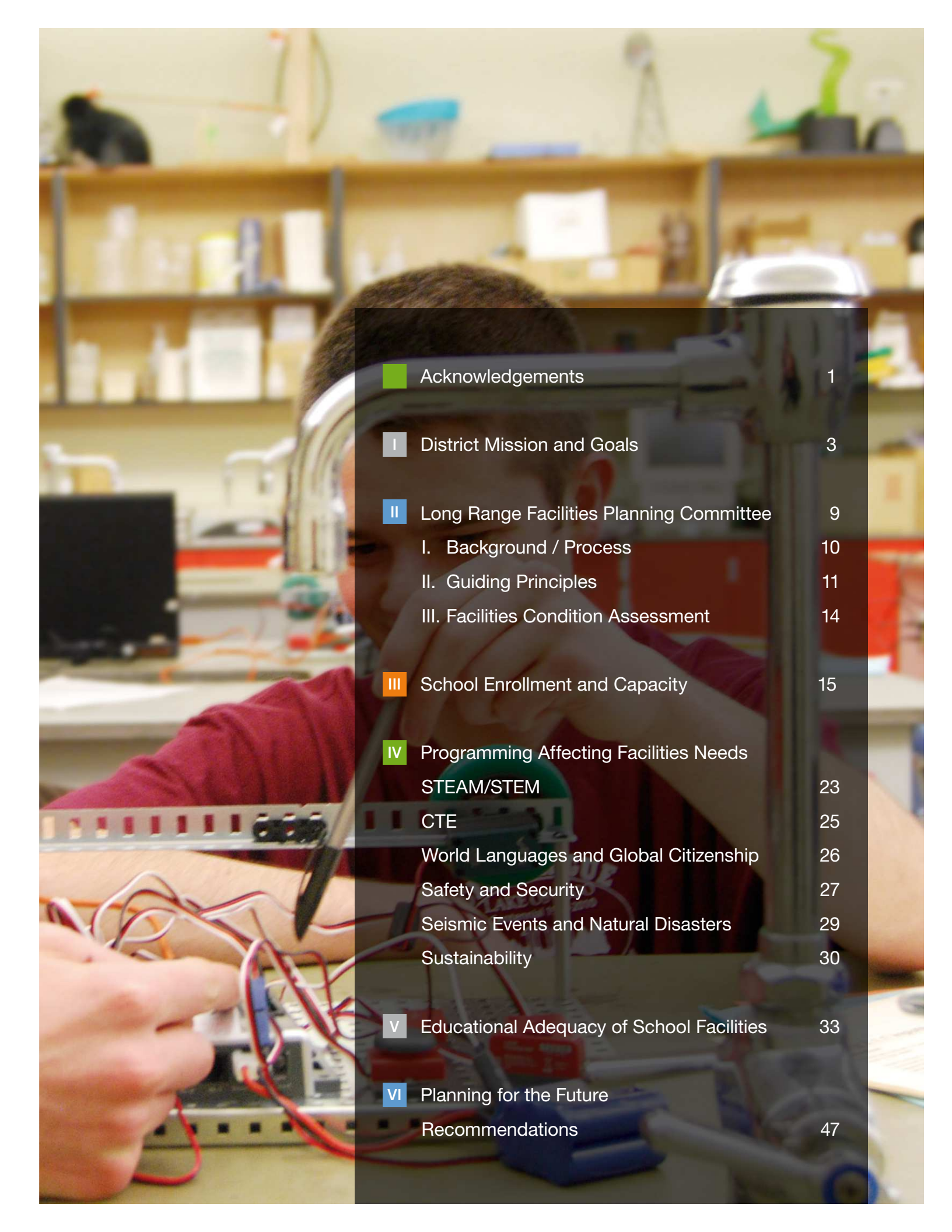


Lake Oswego School District

Facilities Report 2016





A student in a red shirt is soldering a circuit board in a workshop. The background shows shelves with various supplies and a desk with a computer monitor and other equipment. The student is focused on their work, using a soldering iron to connect wires to the board.

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Lake Oswego School Board

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DOWA-IBI Group Architects, Inc.

I. District Mission and Goals



District Mission and Goals



Introduction

The Lake Oswego School District Long Range Facilities Plan presents a long-term vision for facilities development to accommodate District operations and educational programs, in compliance with ORS 195.110. The plan covers a 25-year planning time frame and references principles and goals outlined in the District's Strategic Plan LOSD Vision 2040. This report reflects the work of the Lake Oswego School District Long Range Facilities Planning Committee over a five-month process culminating in January of 2016.

Overview of the District

Lake Oswego School District traces its origins to the 1950s, when Oswego Public Schools and Lake Grove Public Schools merged to form a unified Lake Oswego School District. Today, Lake Oswego School District operates ten (10) schools and serves approximately 7,023 students.

The Lake Oswego School Board is the elected governing body of Lake Oswego School District. Its five volunteer members serve four-year terms and are charged with the following responsibilities:

- The school board makes major strategic decisions and establishes the policies charting the direction of our schools.
- They represent the Lake Oswego community by providing local control and instilling community priorities in our public schools.
- They are charged with establishing and overseeing the administration of a \$90 million budget each year.
- They serve as the board of directors for an institution with over 7,000 students and 750 employees.
- They have the ultimate responsibility for the successful education of Lake Oswego School District students.



District Mission and Goals



District Mission and Goals

The mission of Lake Oswego School District is to be an inclusive and safe learning community with challenging opportunities that develop lifelong learners and contributing world citizens. The goals identified in the District's 2104-2017 Strategic Plan include:

- Improve student success through educational achievement.
- Develop a comprehensive vision for safe and updated facilities, space utilization, and enrollment changes.

Specific objectives are organized under two (2) categories: 1) Instructional Programs; and 2) Facilities, Safety and Technology. Objectives under each category are summarized below:

Instructional Programs

- District leaders implement cohesive, consistent, and aligned instructional goals.
- District leaders, school administrators and teachers increase student growth at all levels for all subgroups in all content areas.

Facilities, Safety and Technology

- Build capacity in all staff for responding and communicating effectively in emergencies.
- Develop plans for updating district facilities to meet uniform safety and security standards.
- Develop plans for improving technology infrastructure.
- Develop plans for addressing deferred and on-going major maintenance needs to ensure facilities provide safe, temperature-appropriate, dry environments that support instruction.
- Develop plans for efficient use of building space and capacity for educational programs.
- Revise Long Range Facilities Plan (LRFP) with updated Facility Condition Assessment for each District building and plan which meets the requirements of ORS 195.110.
- Produce and execute a Bond Development Plan.



District Mission and Goals



Location and Boundaries

Lake Oswego School District serves the City of Lake Oswego, the City of River Grove, and portions of other communities and unincorporated areas surrounding Oswego Lake, west of the Willamette River.

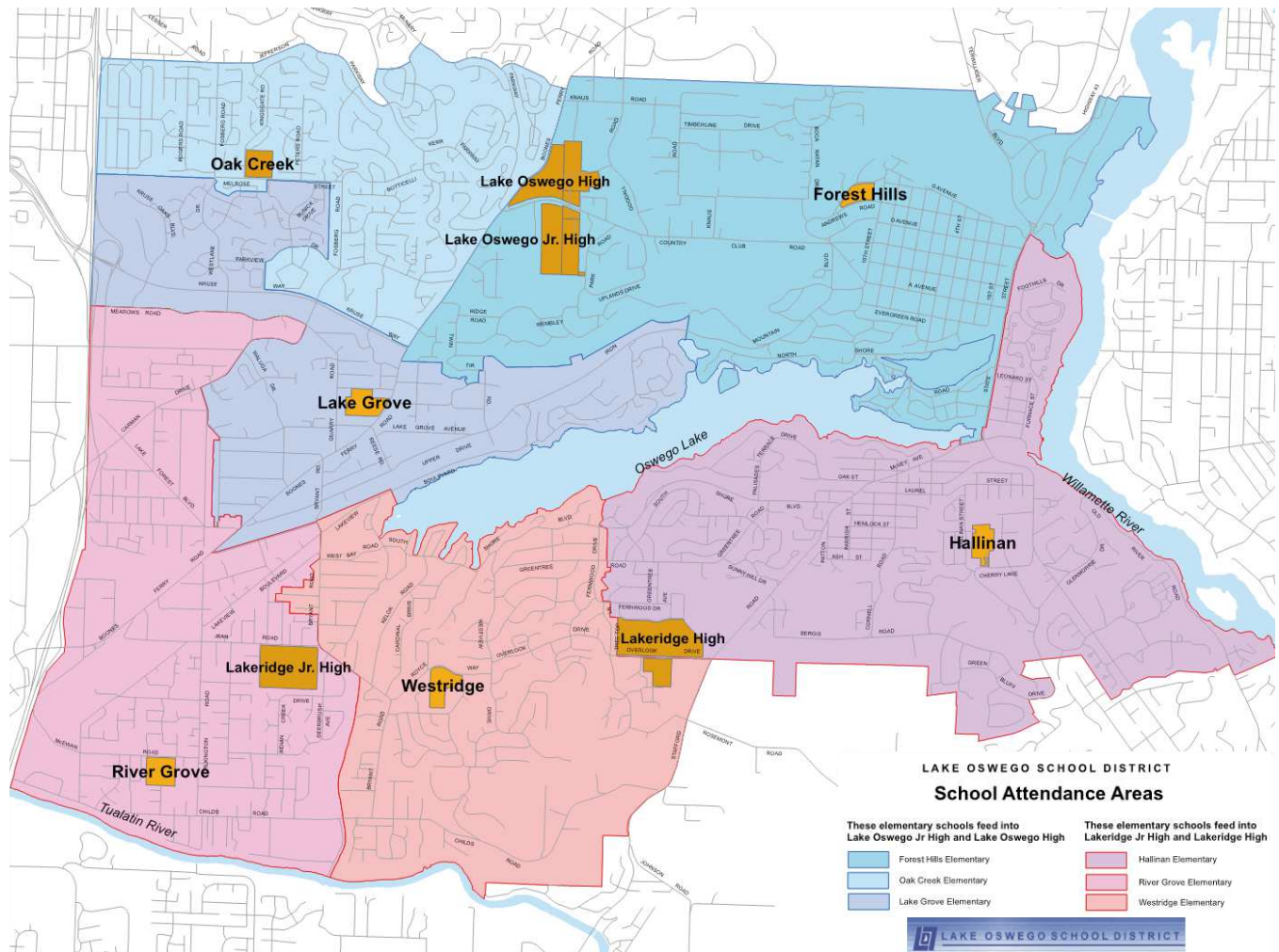


Figure 1: Lake Oswego School District School Attendance Areas

District Mission and Goals



District Schools

Lake Oswego School District operates six (6) elementary schools, two (2) junior high schools and two (2) high schools. Elementary school students feed into secondary schools as outlined in the table below.

Table 1

Feeder Schools	Feeder #1	Feeder #2
High School	Lake Oswego High School	Lakeridge High School
Junior High School	Lake Oswego Junior High School	Lakeridge Junior High School
Elementary Schools	Forest Hills Elementary School Lake Grove Elementary School Oak Creek Elementary School	Hallinan Elementary School River Grove Elementary School Westridge Elementary School

Other District Properties

In addition to the schools listed above, the District owns seven (7) additional facilities:

- Palisades Elementary (closed - currently leased to City of Lake Oswego)
- Uplands Elementary (closed - currently used for Community School. Lake Oswego Junior High also uses the gymnasium at this site.)
- Bryant (closed - serves as a 6th grade campus for Lakeridge Junior High School. Also houses Special Populations offices.)
- District Administration Building
- Technology Building
- Facilities Operations
- Bus Barn
- Swimming Pool



District Mission and Goals



School Construction Bond History

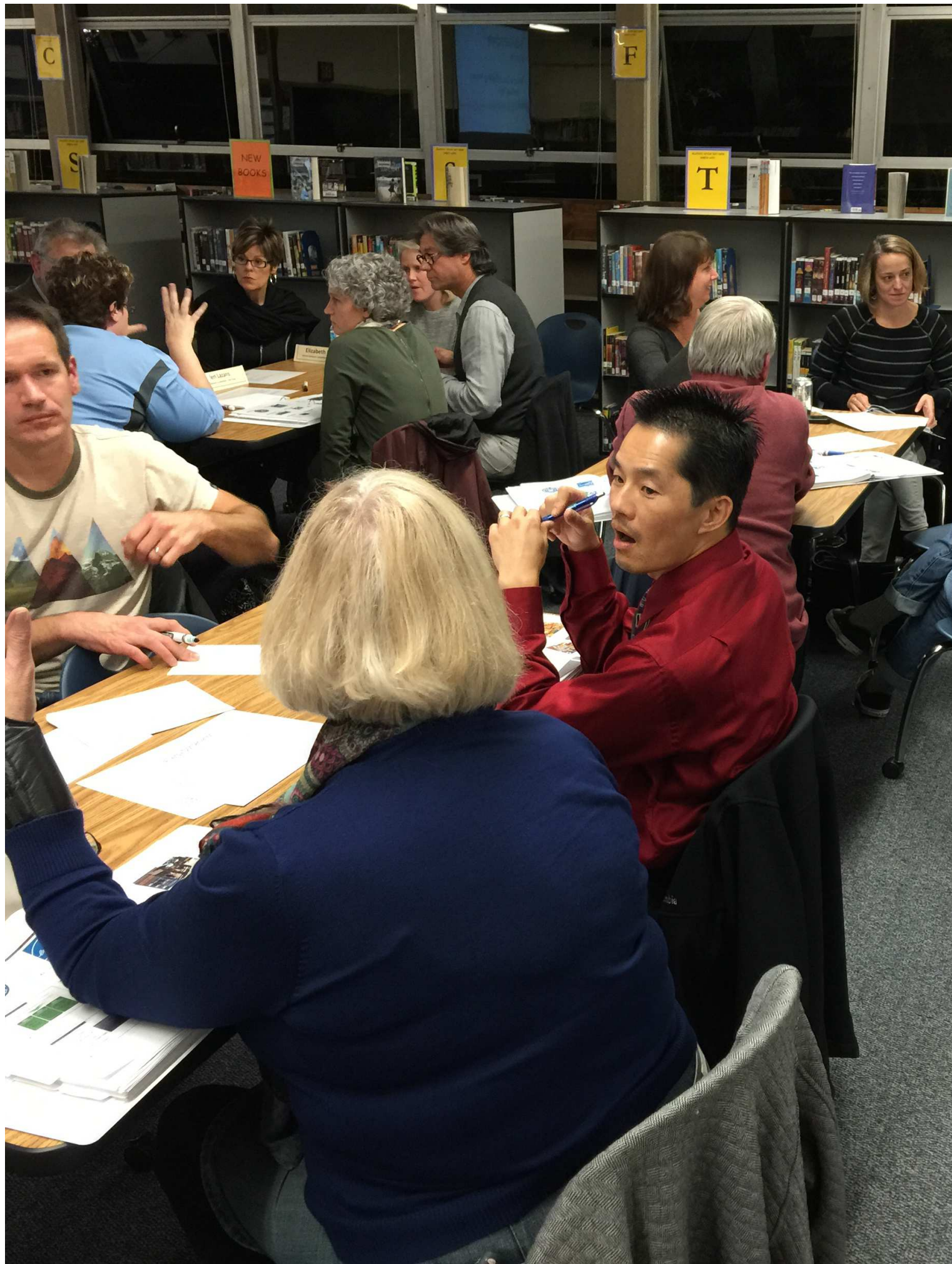
Construction, additions and upgrades to Lake Oswego School District's current school facilities were funded by 16 successful bonds over the past 65 years. The Lake Oswego community has consistently demonstrated great support for the District's capital needs. Only one capital bond did not pass since the inception of the District – all other bonds were passed successfully, along with several local option levies.

Table 2

Election Date	Amount	Purpose
May 5, 1950	\$590,000	Lake Oswego Senior High School (Original)
Dec 11, 1950	\$125,000	Addition to Senior High School
Jan 26, 1954	\$300,000	Addition to Forest Hills ES & Lake Grove ES
Sep 21, 1955	\$525,000	Lake Oswego Junior High School
Dec 2, 1957	\$1,125,000	Palisades ES/Addition to Junior High & Senior High
Jan 26, 1960	\$1,712,000	Uplands Elementary School Gym, Cafeteria & Classrooms - Lake Oswego HS 6 Rooms - Palisades Elementary School 6 Rooms - Lake Oswego Junior HS Administration Building
Jan 28, 1963	\$1,788,000	Add 7 Rooms - Uplands Elementary School Waluga Junior High School Addition to Administration Building
Feb 23, 1965	\$1,470,000	14 Classrooms - Lake Oswego High School Bryant Elementary School Site Acquisition - 2nd High School
Mar 27, 1967	\$1,800,000	Bryant Elementary School Kindergarten Unit River Grove Elementary School Hallinan Elementary School Site Laundry - Lake Oswego High School Improvements to Lakewood Elementary School Bus Garage
Nov 5, 1968	\$4,890,000 \$350,000	Lakeridge High School Swimming Pool
Dec 5, 1978	\$5,300,000	Hallinan Elementary School Westridge Elementary School Miscellaneous District Maintenance
Nov 7, 1989	\$17,800,000	Construction of Oak Creek Elementary School Renovation of Lake Grove Elementary School
Mar 24, 1993	\$4,000,000	Facilities & Equipment Bond Approved
Sep 20, 1994	\$3,000,000	Facilities & Equipment Bond Defeated
Nov 5, 1996	\$4,500,000	Facilities & Equipment Bond Approved
May 16, 2000	\$3,800,000	5 Year Local Option Levy Approved (approx. per year)
Nov 7, 2000	\$85,000,000	Replace Lake Oswego High School Renovation of Lakeridge High School Add two classrooms at Forest Hills Elementary School
Nov 2, 2004	\$5,700,000	5 Year Local Option Levy Approved (approx. per year)
Nov 4, 2008	\$7,000,000	5 Year Local Option Levy Approved (57%) (approx. per year)
Nov 5, 2013	\$7,000,000	5 Year Local Option Levy Approved (78%) (approx. per year)



II. Long Range Facilities Planning Committee



Long Range Facilities Planning Committee



Mission Statement

Development of a Long Range Facilities Plan which will guide facility development to accommodate District operations and comply with ORS 195.110. The Committee will envision a 25-year planning time frame, and consider the principles and goals outlined in LOSD Vision 2040.

Goal and Objectives

- Assist the District in complying with the requirements of ORS 195.110.
- Meet the educational requirements of the District while supporting and aligning facility improvements with local and regional growth management strategies.
- Identify and prioritize District Educational & Facilities Visions for the Future.
- Estimate needs for future school capacity improvements and land needs.
- Develop a 2015 Facility Plan Recommendation for School Board.



Long Range Facilities Planning Committee



I. Process

The Long Range Facilities Planning Committee (LRFPC) consists of 32 members, including representation from teachers, administrators, support staff, high school students, community members, City officials, business representatives, and other stakeholders. The LRFPC met 12 times from September 2015 through January 2016. Additionally, three (3) community meetings were held to update the public on the Committee's work and obtain interim feedback.

Each LRFPC meeting was structured around a specified topic or area of focus. Five (5) of the sessions were "thematic meetings" addressing key planning themes (as listed below):

- Science, Technology, Engineering and Mathematics (STEM)/ Career Technical Education (CTE)/World Languages
- Safety and Security
- Sustainability
- School Enrollment and Capacity
- School Configurations

The LRFPC also engaged in other supplementary activities to inform the Committee's discussions on the District's facilities needs and goals. These activities included:

- Walking Tours of all District Schools
- Walking Tours of Recently Constructed Schools in other Districts
 - Gladstone High School and Early Learning Center
 - Trillium Creek Primary School
 - Happy Valley Elementary and Middle Schools
 - Woodland High School
- Review of White Papers and Other Articles on School Facilities-related Topics
- Webinars on School Facilities-related Topics

The work of the Long Range Facilities Planning Committee overlapped with the preparation of a Facilities Condition Assessment (FCA) of all District buildings¹. The FCA provides important information on the condition and educational adequacy of District schools. This information was duly considered by the Committee when discussing options and making recommendations. A copy of the FCA appears in the Appendix of this document.



¹ The FCA was prepared by Oh Planning on behalf of the District under a separate contract.

Long Range Facilities Planning Committee



II

II. Guiding Principles

The initial meetings of the Long Range Facilities Planning Committee meeting consisted of visioning sessions culminating in the development of a set of Guiding Principles for the project. The Guiding Principles provided the foundation for the Committee's subsequent discussions. The Guiding Principles for the Long Range Facilities Plan are listed below (in ranked order).

Funding Ongoing Maintenance of Facilities: The District must have a fixed, dedicated funding mechanism for annual building maintenance; even during times of economic recession, a certain level of building maintenance must be ensured.

Embrace Technology as a Crucial Learning Tool: Technology is the fulcrum of educational change, connecting school, home, and community. Technology should be ubiquitous in all aspects of education. School facilities should accommodate the flexible daily use of technology in a variety of settings. Students should have individual access to technological resources. Across the District, schools should provide a robust yet uniform technological infrastructure that can easily be upgraded or expanded over time. Technology should enhance collaboration and interaction, not replace it.

Invest in Sustainable Design Features: Sustainable design features protect the environment, serve as teaching resources, and reduce building-wide energy consumption. The life cycle cost of materials and equipment should be evaluated when planning for facility-related improvements. Furniture, fixtures and equipment should be durable and easily maintained.

Provide Schools that are Secure yet Welcoming and Inclusive:

The entry of the school should provide a sense of welcome, as well as a natural transition between home and school. Schools shall provide unobtrusive approaches to supervision and access control. A secure entry will allow students to move freely and confidently once they are inside the building. Signage and wayfinding should naturally direct visitors to the main office. Transparent, open design features provide good sight lines for natural supervision of spaces. School facilities should be accessible and inclusive to all students.



Long Range Facilities Planning Committee



Provide Agile, Flexible and Adaptable Facilities that Support Educational Change:

Today's learning approaches require flexible, agile, varied spaces that accommodate different group sizes and activities. Classrooms and other learning areas should serve as flexible spaces that can be easily reconfigured to support different instructional approaches. As educational approaches are constantly evolving, school facilities should be adaptable to program changes over time.

Empower Students through Self-Directed Learning and Problem-Solving (STEM) Activities:

Schools should empower students to take charge of their own educational experiences and become active learners. Schools that foster student independence through self-directed learning experiences create kids that are passionate about learning. Problem-solving activities, especially in STEM related fields, encourage an investigative mind-set, teaching students critical thinking skills and perseverance.

Equip Teachers with the Knowledge and Resources to use their Spaces in Innovative Ways:

Even the most flexibly-designed space requires initiative on the part of the instructor. The District should work to achieve "buy-in" from teachers on next-generation learning approaches. Teachers should receive ongoing training and professional development on how to use the latest technological tools in their daily activities. Schools should provide professional spaces for teachers that are separate from their classrooms.

Support a Variety of Learning styles through Differentiated Learning Opportunities:

Traditional instructional techniques are not the best approach to reaching all students. An in-depth understanding of different learning styles (auditory, visual, tactile, kinesthetic) should inform educational approaches, as well as the organization of activities and spaces within a building.



Provide Optimal Environmental Conditions for Teaching and Learning:

Schools should have comfortable conditions for students and teachers, ensuring that classroom lighting, thermal and acoustical conditions support learning.

Invest Resources in Providing and Improving Extracurricular Facilities to Develop the Whole Child:

Extracurricular activities provide important opportunities to supplement curriculum offerings. The District should support extracurricular (academic enrichment and athletic) opportunities for Lake Oswego students by providing facilities to accommodate these activities after hours.

Long Range Facilities Planning Committee



Exhibit Fiscal Responsibility in the Planning, Design, and Operation/Maintenance of Facilities:

School facilities represent a significant capital investment of public dollars. Lake Oswego School District will supervise the planning, design, and maintenance of schools and support facilities to ensure that the buildings support the operational needs and educational goals of the District.

Provide Engaging Spaces that Invite Activity and Collaboration:

School spaces should encourage collaboration by offering a variety of group settings that invite interaction. These areas should be designed as open and inviting spaces that draw students in and serve as centers of activity and discussion. School buildings should encourage movement, providing students with kinesthetic learning experiences as well as promoting healthful physical activity.

Support Learning Outside the Traditional Classroom: School walls should not limit or define educational experiences. Learning should extend beyond the classroom. Whether through field trips or technology, schools should provide opportunities for students to apply their learning to real-world settings. Learning can also be a “mobile” experience, through field trips or “labs-on-wheels”.

Create Meaningful Learning Experiences that Emphasize

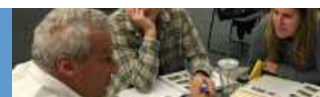
Global and Local Connections: Education is enriched through an understanding of local, national and global connections. Technology allows students to reach across continents and have meaningful learning experiences with global peers and teachers. Volunteerism promotes community connection.

Provide Inspirational, Visually Stimulating Learning

Environments that Inspire Creativity: Inspirational and stimulating environments invite students to be passionate about learning. The use of vibrant colors, varied settings, and unique architectural features can encourage exploration, discovery and creativity.



Long Range Facilities Planning Committee



III. Facilities Condition Assessment (FCA)

A Facilities Condition Assessment (FCA) was conducted for all District buildings in the summer of 2015². The FCA is one step in the long-range facility planning process for LOSD's facilities. The purpose of the FCA is to provide Lake Oswego School District (LOSD) with an evaluation of the existing condition of all District-owned facilities. The FCA is based on a physical inspection of building conditions, combined with the review of building documentation and maintenance records. On-site observations include the review of the building components' age, design, construction methods and material adequacy. Specific items for evaluation include:

- Building Exterior: Walls, foundation, doors, windows, soffits
- Building Interior: Partition walls, floors, ceilings, doors, windows, casework
- Roof: Roofing system, drains, downspouts, scuppers, crickets, cap flashing
- Seismic Lateral Systems: Modified ASCE 41-13 Tier 1 Checklist-based Evaluation
- Mechanical, Electrical, Plumbing, systems: HVAC equipment, plumbing fixtures, electrical Equipment

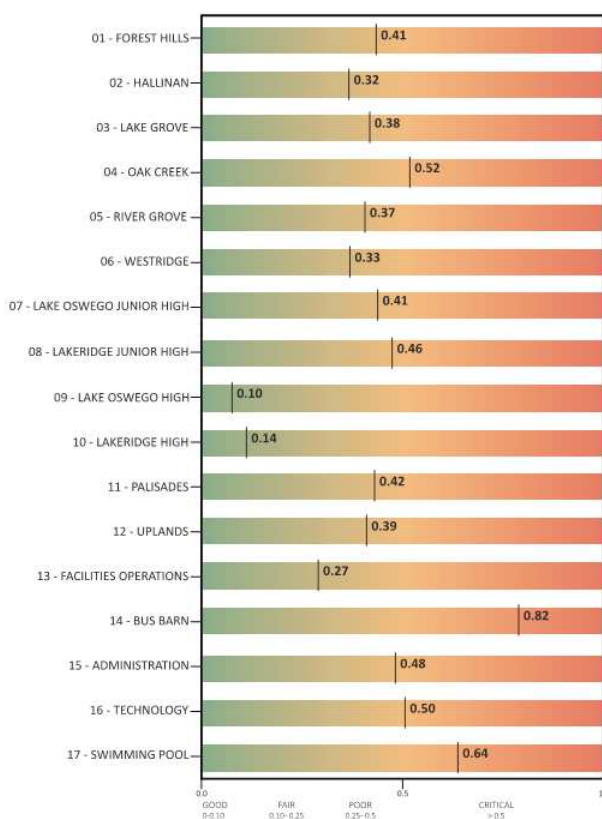


Figure 2



Facility Condition Index (FCI) scores were generated to compare the relative condition of District school and support buildings. The FCI is determined by dividing the cost to repair (excluding site work) by the cost to replace (excluding site work). Figure 2 provides a summary of the FCI numbers of the 17 facilities reviewed for the Facilities Condition Assessment report. A copy of the full FCA Report appears in the Appendix of this document.

² The Facilities Condition Assessment was prepared by Oh Planning on behalf of Lake Oswego School District. A copy of the full report appears in the appendix of this document.

III. School Enrollment and Capacity



School Enrollment and Capacity



District and School Enrollment

The City of Lake Oswego is an “aging in place” city with very limited developable land remaining within the Urban Growth Boundary (UGB). The Lake Oswego Urban Service Boundary (USB) has the potential of accommodating approximately 5,063 net new building units based on current zoning capacity, including vacant, partially vacant and redevelopment land (Table 3). Residential construction is increasingly replacement dwellings (Figure 3). In 2010, only 15% of newly constructed homes were replacement dwellings; however, in 2015, 51% of new homes were replacement dwellings (Table 4).

Table 3: Summary of Net Residential Dwelling Unit Capacity in Lake Oswego UGB

Land Classification	Low Density Dwellings	Medium Density Dwellings	High Density Dwellings	Total Dwellings
Vacant Land in “Res Zones”	329	44	74	447
Part Vacant Land in “Res Zones”	1,317	244	147	1,708
Redevelopment Land in Medium and High Density “Res Zones”		729	602	1,331
Redevelopment Land in “Mixed Use Zones”			1,577	
Total	1,646	1,017	2,400	5,063

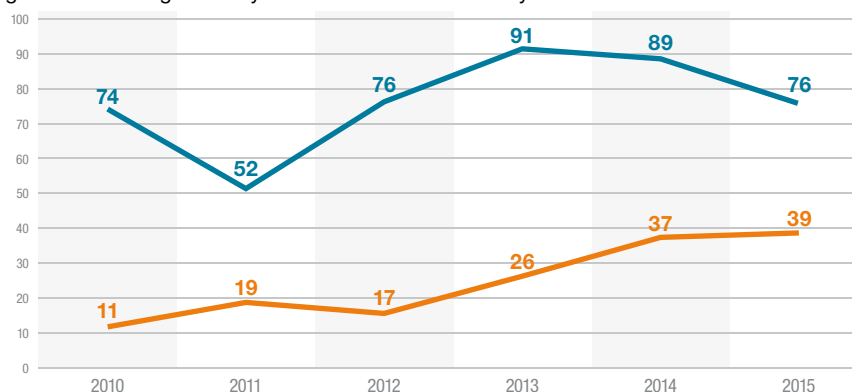
Note: Table 3 is derived from the Housing Land Supply and Capacity Analysis of the Comprehensive Housing Needs Analysis in the City of Lake Oswego’s Comprehensive Plan.

Data represents a narrow, 6-year snapshot mostly comprising of recession years. Information is limited to single family dwellings.

Table 4: Construction of Replacement Dwellings in Lake Oswego from 2010-2015

Year	Houses	Demolitions	% Replacement Dwellings
2010	74	11	15%
2011	52	19	36%
2012	76	17	22%
2013	91	26	28%
2014	89	37	41%
2015	76	39	51%
Total	458	149	31%

Figure 3: New Single-Family Homes and Demolitions by Year



School Enrollment and Capacity

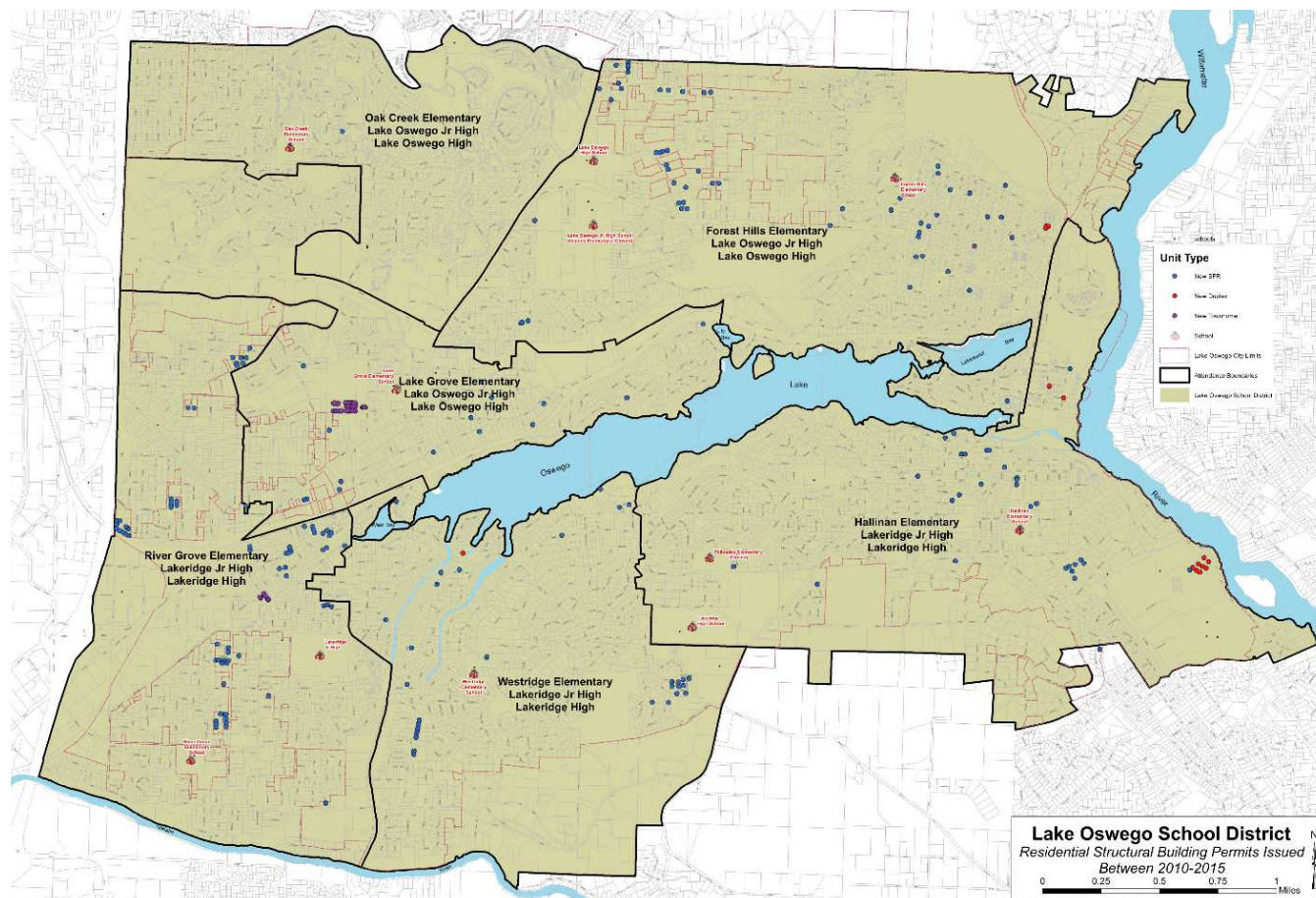


Figure 4: Lake Oswego School District Residential Structural Building Permits Issued Between 2010-2015

School Enrollment and Capacity



The lack of developable land within the UGB significantly limits Lake Oswego School District's growth potential over the next 10 years and beyond. As of October 2015, Lake Oswego School District serves approximately 7,023 students (Table 5). Enrollment is expected to decline slightly to 6,894 by 2025 (based on mid-range projections). If a "high growth" scenario is utilized, enrollment projections may reach 7,354 by 2025 (Figure 5). Enrollment projections should be updated annually, ensuring the District can monitor growth and adjust plans accordingly.

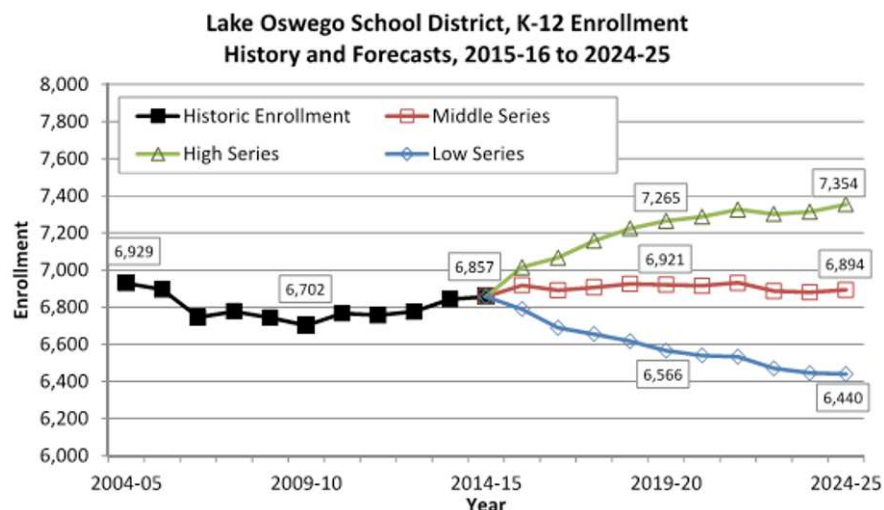
Table 5: LOSD Enrollment Report (October 2015)

School North Side	K	1	2	3	4	5	Total	Section Total
Forest Hills	70	61	68	70	79	104	452	19
Lake Grove	82	61	62	78	66	67	416	17
Oak Creek	54	90	91	98	93	113	539	22
Total	206	212	221	246	238	284	1,407	58

South Side	K	1	2	3	4	5	Total	Section Total
Hallinan	72	59	66	76	78	84	435	19
River Grove	80	87	90	93	87	63	500	20
Westridge	76	65	77	79	88	96	481	20
Total	228	211	233	248	253	243	1,416	59
Grand Total	434	423	454	494	491	527	2,823	117

Junior High School					High School					
School	6	7	8	Total	School	9	10	11	12	Total
LOJHS	318	272	330	920	LOHS	349	337	321	333	1,340
LJHS	284	260	245	789	LHS	292	273	285	301	1,151
Total	602	532	575	1,709	Total	641	610	606	634	2,491

Figure 5: LOSD Enrollment Projections (High, Mid and Low)



School Enrollment and Capacity



Table 6: Enrollment History for Individual Schools, 2009-10 to 2014-15

School	Historic Enrollment						2 Year Change 2012-13 to 2014-15 ¹	
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Number	Percent
Forest Hills ES	400	399	417	435	430	448	13	3.0%
Lake Grove ES	483	510	496	499	476	465	-34	6.8%
Oak Creek ES	352	353	374	530	525	536	6	1.1%
Uplands ES	453	459	439	closed			--	--
Bryant ES	320	312	279	closed			--	--
Hallinan ES	348	367	479	437	431	455	18	4.1%
Palisades ES	302	275	closed				--	--
River Grove ES	304	286	303	382	395	416	34	8.9%
Westridge ES	322	321	475	466	465	457	-9	-1.9%
ES Totals	3,284	3,282	3,262	2,749	2,722	2,777	28	1/0%
LOJHS	570	579	607	871	902	888	17	2.0%
LJHS	527	521	550	738	754	774	36	4.9%
Junior HS Totals	1,097	1,100	1,157	1,609	1,656	1,662	53	3.3%
Lake Oswego HS	1,260	1,286	1,260	1,296	1,314	1,289	-7	-0.5%
Lakeridge HS	1,061	1,099	1,078	1,122	1,151	1,129	7	0.6%
HS Totals	2,321	2,385	2,338	2,418	2,465	2,418	0	0.0%
District Total	6,702	6,767	6,757	6,776	6,843	6,857	81	1.2%

1. Enrollment change is shown for the two years period for which elementary and junior high boundaries and grade configurations are comparable.

2. Waluga Junior High School was renamed Lakeridge Junior High School in 2012.

Sources: Oregon Department of Education; LOSD

Projected enrollment changes vary across schools (Table 7). Due primarily to the siting of the full Spanish Immersion Program at River Grove Elementary, River Grove is projected to have the highest level of growth at approximately 100 additional students by 2025. The decrease at Lake Grove Elementary is also due primarily to the movement of the Spanish Immersion Program to River Grove Elementary. Moderate enrollment increases are anticipated at Lakeridge Junior High and Lakeridge High School. Enrollment levels at Oak Creek Elementary, Hallinan Elementary, Forest Hills Elementary and Lake Oswego High School are expected to remain at or near current levels. Enrollment is expected to decline at Lake Grove Elementary, Westridge Elementary, and Lake Oswego Junior High School.

Table 7: Mid-level Enrollment Forecasts for Individual Schools, 2015-16 to 2024-25

	Actual					Forecast							Change 2014-15 to 2024-25
School	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25		
Forest Hill Elementary	448	435	416	416	438	438	450	452	463	461	455	7	
Lake Grove Elementary	465	436	422	402	359	360	362	367	363	364	364	-101	
Oak Creek Elementary	536	546	544	544	537	537	530	518	515	520	536	0	
Hallinan Elementary	455	446	441	452	459	465	461	464	462	454	449	-6	
River Grove Elementary	416	434	481	502	535	525	522	528	524	527	516	100	
Westridge Elementary	457	439	423	414	400	397	405	400	398	401	402	-55	
Elementary Total	2,777	2,736	2,727	2,730	2,728	2,722	2,730	2,729	2,725	2,727	2,722	-55	
Lake Oswego Junior High School	888	903	906	937	923	880	848	826	832	844	834	-54	
Lakeridge Junior high School	774	803	809	786	760	786	812	828	834	839	859	85	
Junior High School Total	1,662	1,706	1,715	1,723	1,683	1,666	1,660	1,654	1,666	1,683	1,693	31	
Lake Oswego High School	1,289	1,316	1,323	1,308	1,348	1,368	1,361	1,394	1,343	1,295	1,277	-12	
Lakeridge High School	1,129	1,160	1,126	1,146	1,167	1,165	1,165	1,154	1,153	1,175	1,202	73	
High School Totals	2,418	2,476	2,449	2,454	2,515	2,533	2,526	2,548	2,496	2,470	2,479	61	
District Totals	6,857	6,918	6,891	6,907	6,926	6,921	6,916	6,931	6,887	6,880	6,894	37	

School Enrollment and Capacity



Table 8: Lake Oswego School District, High Series Enrollment Forecasts, 2015-16 to 2024-25

Grade	Actual		Forecast								
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	376	399	409	411	421	406	419	420	420	421	424
1	427	431	448	455	455	471	454	468	470	469	471
2	460	452	454	472	477	477	492	474	489	491	490
3	466	485	475	477	493	499	497	512	493	509	511
4	500	490	508	498	498	514	519	517	532	512	529
5	548	523	511	530	517	517	532	537	535	551	530
6	523	583	555	542	560	546	545	560	566	564	580
7	561	553	615	585	569	588	571	570	586	592	590
8	578	589	579	643	610	593	610	593	592	608	615
9	611	630	641	630	697	662	641	660	641	640	658
10	608	624	642	653	640	708	671	650	669	650	649
11	649	608	623	640	650	637	703	667	646	665	646
12	550	649	607	622	637	647	633	698	663	642	661
Total	6,857	7,016	7,067	7,158	7,224	7,265	7,287	7,326	7,302	7,314	7,354
<i>Annual Change</i>		159 2.3%	51 0.7%	91 1.3%	66 0.9%	41 0.6%	22 0.3%	39 0.5%	-24 -0.3%	12 0.2%	40 0.5%
K-5	2,777	2,780	2,805	2,843	2,861	2,884	2,913	2,928	2,939	2,953	2,955
6-8	1,662	1,725	1,749	1,770	1,739	1,727	1,726	1,723	1,744	1,764	1,785
9-12	2,418	2,511	2,513	2,545	2,624	2,654	2,648	2,675	2,619	2,597	2,614

Enrollment projections are influenced by a wide range of variables. The Long Range Facilities Planning Committee feels that the District should consider high-growth scenarios when planning for future facilities improvements. District enrollment levels over the past three years have been more aligned with high-growth scenarios than mid-growth scenarios. Contributing factors include:

- Residential construction figures during 2008-2010 were likely impacted by the economic recession, and may not be indicative of future growth.
- The introduction of full-day kindergarten in 2015 resulted in a higher capture rate for incoming students. It is unclear whether this is reflected in the PSU report.
- There are school-specific enrollment drivers that may not be accounted for, such as the siting of the full elementary Spanish Immersion program at River Grove Elementary.

Based on high-growth scenarios, District-wide enrollment may increase to 7,354 students by 2025 (Table 8). The anticipated distribution would include 2,955 elementary, 1,785 junior high, and 2,614 high school students. This would amount to a total increase of 331 students. The District should monitor enrollment growth annually and adjust the Long Range Facilities Plan accordingly, ensuring that there is sufficient capacity for the projected number of students.



School Enrollment and Capacity



School Capacity

Capacity measures the ability of a school facility to meet the space needs of the student population. There are a number of different methodologies used by school districts to calculate school capacity based on operational approaches, educational goals, and class size targets. The Lake Oswego School District Facility Condition Assessment included a capacity analysis of each school in the district. The methodology used by Lake Oswego School District is based on square footage guidelines from the U.S. Department of Education's Institute of Education Sciences, the Council of Educational Facility Planners International (CEFPI), and national medians published in School Planning and Management Magazine's Annual School Construction Report.

In the Facility Condition Assessment, national benchmarks served as guideposts in determining the *classroom capacity* and *building area capacity* of each school in the District. Both aspects of capacity were considered important, as they approach capacity from different standpoints:

School Classroom Capacity: Total square footage of all teaching stations (not including specialized learning areas, support spaces or circulation spaces) / recommended classroom area per student.

Building Area Capacity: Total square footage of all spaces within the school / recommended building area per student.

The analysis revealed that all LOSD classrooms have sufficient classroom capacity to support current student enrollment levels. However, some schools do not provide adequate overall space per student when support, administration, and other areas are factored into the capacity analysis.

Table 9: School Capacity vs. Current and Projected Enrollment

School Name	Recommended Classroom Capacity	Recommended Building Capacity	Enrollment 2014-15 (Actual)	Enrollment 2015-16 (from District) ¹	Projected Enrollment 2019-20	Projected Enrollment 2024-25	Change 2014-15 to 2024-25
Forest Hills ES	570	406	448	452	438	455	7
Hallinan ES	575	374	455	435	465	449	-6
Lake Grove ES	648	493	465	416	360	364	-101
Oak Creek ES	633	544	536	539	537	536	0
River Grove ES	712	404	416	500	525	516	100
Westridge ES	576	374	457	481	397	402	-55
Lake Oswego JHS	1,083	726	888	920	880	834	-54
Lakeridge JHS	1,005	840	774	789	786	859	85
Lake Oswego HS	1,445	1,593	1,289	1,340	1,368	1,277	-12
Lakeridge HS	1,368	1,707	1,129	1,151	1,165	1,202	73

¹ Actual enrollment as recorded in the 2015 Facility Condition Assessment. Different figures appear in the PSU report, as these were projected numbers when the report was developed.

As reflected in the preceding table, although all schools in the District have sufficient School Classroom Capacity to accommodate current enrollment, the overall Building Area Capacity falls short at five (5) schools:

- Forest Hills Elementary
- Hallinan Elementary
- River Grove Elementary
- Westridge Elementary
- Lake Oswego Jr. High

While the above schools are not necessarily short on classroom space, they do not have sufficient space for support, administration, special programs, athletics, and/or multipurpose spaces. This is suggested by the low overall SF per student at these schools (compared to national standards and averages).

School Enrollment and Capacity



Other Capacity Considerations

The square footage per student calculation only reveals part of the story. The sizes and types of spaces within a facility can greatly impact its functional capacity. Some of the limitations experienced by LOSD schools include:

- **Science Labs:** Most LOSD schools were not designed with sufficient science labs to meet current and future educational needs. Most LOSD's elementary schools do not have science labs or dedicated areas for STEM-based instruction; the District would like to provide these resources at the elementary level to facilitate STEM-based instruction and activities. Middle and high schools need properly sized and equipped science labs.
- **Cafeteria/Commons:** All LOSD elementary schools were designed without cafeterias, requiring students eat in their classrooms. The District should explore alternatives to eating in a cafeteria or classrooms to ensure that students have a clean, functional and attractive place to eat and socialize. One option may be to create smaller breakout spaces that serve as dining areas.
- **Gymnasiums and Physical Activity Spaces:** Sufficient gym space is needed to support physical education (P.E.) curriculum, as well as provide space for athletics and community functions. In 2017, the State of Oregon will require schools to increase the number of minutes per week that elementary and junior high school students participate in P.E. activities. Schools must provide sufficient gym and/or activity space to meet these additional requirements. Every school should have a space that is large enough to accommodate the entire student body for an assembly; a gymnasium typically serves this purpose. The gymnasiums in many of the elementary schools currently double as cafeterias due to the lack of dedicated dining spaces – this further restricts their use.
- **Music and Art:** Music and art instruction requires specialized spaces. Lake Oswego School District is dedicated to providing music and art spaces at every school in the District. Currently, Forest Hills Elementary does not have a music room, and River Grove Elementary must hold their music classes in a portable. Most of the District's elementary schools do not provide art classrooms. It is important to provide sufficient display space for student art, as well as stage to support performing arts.



School Enrollment and Capacity



- **Room for Flexibility:** Some school facilities do not have the space or configuration to provide flexible/agile learning environments, limiting their use to traditional teaching approaches (e.g. “Sage on the Stage”). Schools should include flexible multipurpose spaces that are adaptable to arts, science, music or other activities.
- **Special Education:** Nationally, the number of children receiving special education services continues to increase. Older schools may not include sufficient self-contained SPED classrooms to meet student needs.
- **Administrative:** Schools require sufficient office space and meeting rooms to accommodate operational needs. Staffing needs have changed since LOSD schools were first designed. The introduction of new programs have associated staffing requirements that often require additional offices and/or rooms.
- **Computer Labs:** Consider whether computer labs may be replaced with mobile labs, thereby freeing additional classroom space.
- **Parent and Community Spaces:** LOSD recognizes the value of parent volunteers in our schools. Parental support allows our schools to expand extracurricular program offerings, such as art literacy events, Science Nights and other enrichment activities. School should include spaces to support parental involvement, providing designated area(s) for parents to meet, plan and organize activities.



IV. Programming Affecting Facilities Needs



Programming Affecting Facilities Needs

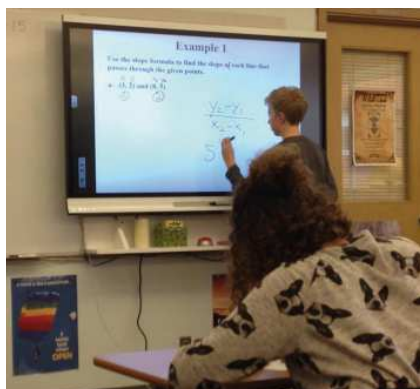


School buildings represent a significant capital investment for any community; school construction or improvement projects should not be approached haphazardly, but with an understanding of a facility's impact on teaching and learning. This is accomplished by aligning facility needs with pedagogical goals. In developing a 25-year facilities plan for Lake Oswego School District, the Long Range Facilities Planning Committee closely examined several educational program areas with facilities implications.

Science, Technology, Engineering, Mathematics and Art (STEAM/STEM) Education

School districts across the nation are under pressure to strengthen Science, Technology, Engineering, and Mathematics (STEM) curriculum, as U.S. students are falling behind their international counterparts in all STEM areas. In 2012, 26 industrialized nations scored higher than U.S. students in math and 19 industrialized nations scored higher than U.S. students in science.¹ U.S. students are also pursuing postsecondary STEM majors at a much lower rate than other countries. In 2008, approximately 30% of U.S. bachelor's degrees were awarded in science and engineering fields, compared to 60% in Japan and 51% in China.² If this trend continues, the U.S. will face a labor shortage in STEM-related occupations in the future. Local technology companies like Intel & Mentor Graphics continue to struggle to fill high paying job vacancies. In addition to the labor implications, the decline in STEM knowledge threatens to weaken the U.S.'s ability to contribute to scientific advancements, product development, and technological innovations.

Lake Oswego School District recognizes the need to strengthen STEM-based instruction at all grade levels. Research shows that STEM-related professions have incomes significantly higher than the national average.³ However, the design and condition of many LOSD school facilities present serious obstacles to implementing STEM curriculum. Most LOSD school facilities were not designed with sufficient science labs or other "hands-on" learning spaces to meet today's educational needs. With the introduction of Next Generation Science Standards (NGSS), most LOSD schools will be challenged to provide sufficient hands-on lab experience for students. The introduction of Common Core, and its emphasis on citing evidence when making arguments and drawing conclusions, further necessitates spaces where students can engage in research and experimentation.



¹ Source: National Math + Science Initiative, <https://www.nmsi.org/AboutNMSI/TheSTEMCrisis/STEMEducationStatistics.aspx>.

² Ibid.

³ Ben Cover, John I. Jones, and Audrey Watson, Science, technology, engineering, and mathematics (STEM) occupations: a visual essay. Monthly Labor Review. May 2011.

Programming Affecting Facilities Needs



School buildings that support STEM instruction are designed with next-generation learners in mind, with an emphasis on experiential and problem-based learning. Many STEM concepts cannot be effectively conveyed through passive lecture, but require a level of student participation that is not easily accommodated in most educational facilities. Some recommended approaches include:

- **Support STEM/STEAM Curriculum by adding Makerspaces to LOSD Schools:** Provide a makerspace at every LOSD school to encourage hands-on, problem-solving activities that will allow students to think critically and creatively. A makerspace is a room or space where students can engage in hands-on activities to create, design, tinker, and problem-solve using a variety of tools, resources and materials. These spaces should be provided from elementary through high school to ensure that students have access to these opportunities throughout their school years.
- **Provide Spaces that Support Collaboration and Inquiry-based Learning:** Create spaces within schools that support innovative educational approaches and different learning modalities, rather than solely lecture-based instruction. Support inquiry-based learning by providing spaces that help students develop critical thinking and problem-solving skills. Provide formal and informal spaces to support interaction and collaboration by different groups.
- **Improve Access to Technology:** LOSD should work toward providing a one-to-one student/device ratio and a robust wireless network at every school, ensuring fingertip access to technology by students and teachers for research, global communication and project work.



Programming Affecting Facilities Needs



Career Technical Education (CTE)

In recent years, career technical education has evolved from simple vocational courses to sophisticated technical programs aligned with postsecondary institutions to produce career-ready students.⁴ Today's CTE programs provide relevancy to core subject areas, allowing students to conceptualize the real world application of abstract mathematical or scientific concepts. Many districts have found that having a strong career technical education program results in higher graduation rates; the average high school graduation rate for students in CTE programs is 90%, compared to the national average of 81%.⁵ Also, more than 70% of CTE students pursued postsecondary education after graduating from high school.⁶

Lake Oswego School District does not currently provide registered career technical education programs. Although some CTE programs were offered by the District in the 1990s, these courses were later cut for budgetary reasons and never reinstated. Lake Oswego's current school facilities are neither designed nor equipped to support specialized CTE curriculum requirements.

Recent surveys revealed that Lake Oswego High School and Lakeridge High School students are interested in CTE courses, particularly in the areas of health sciences and engineering. Recommended approach for expanding CTE opportunities for LOSD students include (but are not limited to):

- **Emphasize Flexibility over Specialization:** Do not invest in constructing specialized CTE spaces within LOSD high schools; instead, provide large, versatile, agile, and technologically equipped spaces as a "home base" for CTE courses.
- **Take Advantage of Community Resources:** Develop partnerships to provide access to preexisting labs and workplace settings at alternative locations.
- **Expand Opportunities through Postsecondary and Business Partnerships:** Develop formal agreements with local postsecondary institutions, industry partners, and other school districts. The District should work with Portland Community College (PCC), Portland State University (PSU) and Clackamas Community College (CCC) to create dual credit options for career technical courses held on the postsecondary campuses. Engage local businesses to establish internship and apprenticeship programs where students can gain on-the-job experience in real life work settings.
- **Provide Resources to Support Offsite CTE Opportunities:** Develop transportation and scheduling options for students seeking to enroll in offsite CTE opportunities.
- **Engage Younger Students in CTE Strands:** Extend CTE strands to the junior high level, allowing students to take foundational courses that will prepare them for high school opportunities.

⁴ A good overview of current CTE trends appears in the following article. Jeffrey, Derek. Not your Daddy's Shop Class: The Evolution of Career and Technical Education. Educational Facility Planner Journal: 49:1. 2015.

⁵ Source: Association for Career and Technical Education (ACTE), based on data from the [National Center for Education Statistics](#), the [Office of Career, Technical and Adult Education](#), the [American Association of Community Colleges](#), and publications from [RTI International](#) and [MPR Associates](#).

⁶ Ibid.

Programming Affecting Facilities Needs



IV

World Languages and Global Citizenship

Global citizenship is enhanced through linguistic diversity and cultural understanding. Lake Oswego School District places a high value on language instruction, cultural awareness, and global citizenship. The District offers students the opportunity to learn multiple languages at junior high and high school levels, and offers a Spanish language immersion program at River Grove Elementary.⁷

Traditional language courses relied on lecture, recitation, repetition and memorization. Today, educators seek to immerse students in cultural experiences, such as dance, music, art, culinary explorations, and storytelling. World languages curriculum is best taught through interactive, relatable, and authentic activities. Technology takes center stage, as students use media to communicate with classes or speakers from other countries. Students also increasingly use video to record their own presentations or even produce short films around certain themes.⁸ In addition to foreign languages, other fluencies such as the language of coding are becoming increasingly relevant and critical for the next generation learner.

School facility design features that support world languages programs and help build a global awareness among students include:

- Equip Facilities with Technological Resources for Cross-cultural Research and Collaboration:** Technology and social media are game-changers in culturally-based instruction. Students have the ability to collaborate with other students across the globe and experience other cultures through real-time interactive exchanges. It is imperative to close the technology gap among schools to ensure that all students have a level playing field in this area.
- Design Spaces that Promote Critical Thinking, Research and Inquiry:** Tomorrow's leaders will work on multinational teams to examine complex global issues. It is important that students develop the critical thinking and research skills needed to engage in collaborative decision-making with culturally diverse teams. Schools can help students develop these foundational skills by providing library/media centers that serve as centers for research and inquiry and provide resources in multiple languages.
- Provide Flexible, Adaptable Spaces to Support a Variety of Hands-on Activities:** It is time to rethink the language learning model. Effective world languages instruction requires flexible spaces to provide immersive cultural experiences, including culinary, dance, music, and art. Schools should provide "speaking spaces" where students can engage in authentic conversations with peers or Skype native speakers from distant locations. Multipurpose areas allow schools to host cultural activities on a larger scale, sharing experiences with family and community members.
- Include Culturally Rich Design Elements:** School facilities should reflect the rich multicultural identity of students. School organization, artwork and materials selection can center on a culturally-significant theme or story.
- Expand Language Immersion Program:** The District should develop a plan to expand its language immersion program to include multiple languages and secondary strands. Facilities planning should reflect the space requirements associated with expanded district-wide language immersion options.

⁷ A district committee convened in the fall of 2015-16 to discuss recommendations for expanding the Spanish immersion program to the middle school level.

⁸ Loyola, Sarah Wike. Mix it up! Authentic Activities for the World Language Classroom. Edutopia. June 2014.

Programming Affecting Facilities Needs



Safety and Security

School buildings should project a welcoming image to parents and community members while still protecting the security of staff and student through effective monitoring, communications, and controlled access. The Long Range Facilities Planning Committee recommends implementation of the following safety/security approaches in future capital improvement projects, as feasible:

- **Address Security Concerns Associated with Disconnected Classrooms:** Schools with classroom pods or gymnasiums that are disconnected from the main building create supervision and access control challenges for staff. The District should work with principals to develop options for improving supervision and connectivity.
- **Provide Visibility of Main Entry from Office at each School:** A vestibule or sallyport at the main entry can effectively funnel people into the main office, allowing staff to intercept unknown visitors before they can access the rest of the building. Staff can initiate a building lockdown with the push of a button.
- **Control the Number of Exterior Entry Points:** Schools should restrict access to one (1) entry point that is within view of the main office. Excess exterior doors should automatically lock when closed and serve as emergency exits. Exterior door hardware should be removed from side doors to prevent entry. Schools with card access systems have a greater degree of control over exterior doors, allowing staff members (and sometimes students) to access select doors, while restricting visitors to one entry point. This allows students and staff to travel between portable classrooms, playgrounds and/or fields and the main building during the school day.
- **Increase Natural Surveillance of Interior and Exterior Spaces:** Open designs with ample interior windows and glass walls provide a sense of visual transparency that allows staff to easily supervise students throughout the day.⁹ The “fishbowl” aspect of transparency can also result in greater student accountability, where students are less likely to engage in violent or disruptive behaviors if they feel like their actions are highly visible by multiple people at any given time. Transparency also has the added value of creating a sense of connectedness between building occupants. Schools should identify potential “hidden areas” within the building or site where students (or an unauthorized visitor) may escape detection from staff.
- **Provide Adequate Exterior Lighting:** Ensure that all schools have adequate exterior lighting to protect the safety of students, staff and community, and deter acts of vandalism.



⁹ It is important to note that windows can present a security challenge during a lockdown situation, where students are required to be out of sight from exterior and/or interior windows. However, window coverings may be closed during lockdowns to keep students out of view.

Programming Affecting Facilities Needs



- Improve Surveillance through use of Video Cameras linked to Local Law Enforcement:** LOSD schools are not equipped with exterior or interior security cameras, creating supervision challenges. Security cameras, intercoms and remote locking system should be installed at the main entry of each school. Additional cameras should be placed to enhance supervision of exterior and/or interior areas at each school, as needed.¹⁰ Camera surveillance feeds should be accessible by local law enforcement and first responders.
- Provide Schools that are Both Safe and Welcoming:** Schools with clear wayfinding and well-placed signage provide clear paths, prompting visitors to stick to designated areas. Promote safe community use by ensuring that instructional areas can be secured after hours. Adequate parking should be provided to promote traffic safety and prevent visitors from cutting across school grounds. Make better use of courtyards to provide secure, enclosed outdoor play or social areas for students.
- Provide Infrastructure Support for Lockdowns:** Classroom doors should be equipped with intruder locks, allowing teachers to lock the doors from both sides. All windows and glazings should have window coverings, shielding students from view in the event of a lockdown.
- Customize Approaches to Security by School Type:** Elementary schools, junior highs and high schools each have unique security concerns, particularly in regard to access control and supervision. The District should work with local administrators, teachers and parents to develop solutions that are both effective and appropriate for the student population served.
- Improve Communications Systems:** Ensure that schools are equipped with addressable alarms, panic buttons, remote locking capabilities, and connectivity to public safety agencies.
- Create Safe Conditions during Drop-off/Pick-up:** Maintain separate bus and parent drop-off lanes at school sites. Work with the City of Lake Oswego to create Safe Routes to Schools. To the extent possible, separate pedestrians from vehicle traffic.



¹⁰ It was noted that Lake Oswego School District currently has a practice banning the use of interior security cameras (primarily for privacy reasons). Implementation of the security recommendations will require the District to revisit this practice.

Programming Affecting Facilities Needs



Seismic Events and Natural Disasters

School security encompasses much more than the statistically unlikely active shooter incident. It is important to ensure that schools have the infrastructure, policies and procedures to weather a fire, earthquake or natural disaster. Although earthquakes in Oregon are infrequent, scientists now predict that the Cascadia subduction zone is a sleeping giant that will eventually produce the most devastating earthquake in the history of the continent. Many school facilities in Oregon were constructed during a time when the State of Oregon did not have a seismic code. FEMA estimates that approximately 3,000 schools in the Pacific Northwest will “collapse or be compromised” in a major seismic event.¹¹ The Oregon Department of Geology and Mineral Industries’ (DOGAMI) Statewide Seismic Needs Assessment (2007) found that of all the public schools in Oregon, 12% were rated as “very high risk” (i.e. very likely to collapse) in the event of a major earthquake, whereas 35% were rated as “high risk” (i.e. more than 10% likelihood of collapsing).¹²

The seismic condition of LOSD school facilities is documented in the Facility Condition Assessment (FCA) report. Lake Oswego schools were subject to three (3) seismic assessments over the past eight (8) years:

- A statewide DOGAMI Assessment was conducted on all Oregon schools in 2007. This was a very general “drive-by” rapid visual screening (RVS) of schools – the results were mostly based on the age of the building and type of construction.
- Froelich Consulting Engineers (FCE) was hired by LOSD in 2008 to interpret RVS report data. FCE concluded that DOGAMI scores for LOSD were low and provided revised values.
- Seismic assessments were conducted by KPFF Assessment on all LOSD schools as part of the Facility Condition Assessment (FCA) process in 2015 (see Appendix for full report).

The Committee supports the recommendations provided by the Facility Condition Assessment (FCA) to resolve seismic deficiencies in LOSD schools as follows:¹³

- Upgrade all school buildings to level 3 (Life Safety) standards.
- Upgrade gymnasiums to level 4 (Immediate Occupancy) standards, allowing them to be used as shelters following an earthquake.



¹¹ Schulz, Kathryn. The Really Big One. The New Yorker. July 20, 2015.

¹² Schneider, Amy. Collapsing Schools. Eugene Weekly. August 8, 2013.

¹³ It is important to note that during the LRFP community meetings, several public commentators specifically mentioned concerns about LOSD schools’ ability to withstand a major seismic event.

Programming Affecting Facilities Needs



Sustainability

The Long Range Facilities Plan provides an opportunity for Lake Oswego School District to examine current approaches to sustainability and strengthen the connection between students and the natural environment. The advantages of sustainable schools are numerous and far-reaching, including environmental, educational, health, and financial benefits:

- Sustainable design features can be utilized to provide hands-on learning opportunities for students in support of STEM curriculum. Sustainable features invite problem-solving and inquiry-based learning, as students observe, track and assess the impact of the sustainable approaches on long-term resource conservation. Sustainable site features can create outdoor “learning labs” for students.
- A sustainable school demonstrates the building’s fundamental connection to the natural world and instills a lifelong environmental ethos in students.
- Sustainable schools and sites engage students’ senses and inspire a sense of wonder and creativity.
- School facilities have a demonstrated effect on learning based on their ability to provide good indoor air quality, daylighting, and thermal, visual and acoustic comfort. Studies have shown that providing daylight in a classroom leads to improved performance on standardized test scores.
- When schools are operated in an efficient manner, energy savings can be translated into more money for educational programs.



Programming Affecting Facilities Needs



The Long Range Facilities Planning Committee recommends integrating the following sustainable approaches into future capital improvement plans, as feasible:

- **Use Sustainable Features as Learning Tools:** Indoor and outdoor sustainable features may be used as learning tools. Install visible energy monitoring devices/gauges in schools that serve as environmental and educational resources. Such devices should provide a real-time awareness of consumption, allowing students to measure, track, analyze and reduce energy use, resource consumption and/or waste production. Provide rain water collectors and rain gardens at school sites. Sustainable features should be exposed and labeled to allow them to function as educational tools. Schools can create an integrated curriculum / progressive curriculum that is linked to sustainability.
- **Reduce Energy Consumption at School Sites:** Invest in renewable energy resources at school sites, such as photovoltaic solar panels. Create a plan to operate schools as Net Zero buildings (where feasible).
- **Maximize Daylighting in Schools:** The District recognizes the environmental and educational benefits of daylighting. New school designs should incorporate ample daylighting. Consider the addition of skylights and/or courtyards at existing schools to provide daylight to interior spaces.
- **Prioritize Life Cycle Cost:** The District should not base purchasing decisions solely on initial costs; consider long-term operational costs when selecting building equipment and systems. Invest in durable products that reduce operating costs through lower energy consumption and/or resource conservation.



V. Educational Adequacy of School Facilities



Educational Adequacy of School Facilities

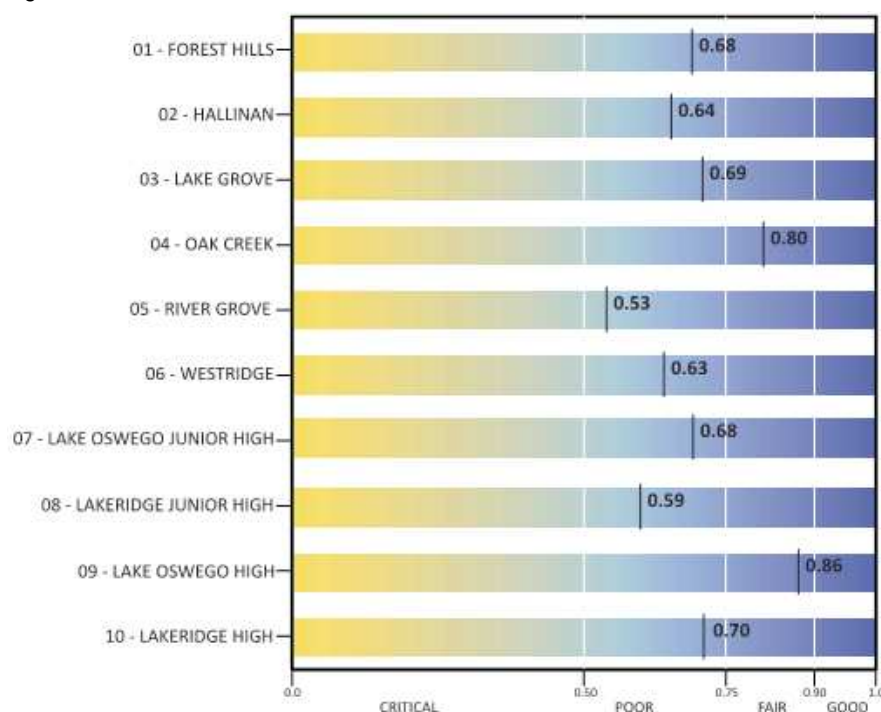


When assessing school buildings, it is important to consider the Educational Adequacy (EA) of the facility as well as the physical condition. Educational adequacy measures the degree to which a school supports teaching and learning goals. Two (2) educational adequacy assessments were conducted as part of the Long Range Facilities Plan.

Facility Condition Assessment (FCA) Educational Adequacy (EA) Review

The first EA assessment was conducted by Oh Planning as part of the Facilities Condition Assessment, based on an examination of the floor plans of each school facility. This initial educational adequacy assessment examined multiple variables impacting educational delivery, such as technology, instructional spaces, and security. Based on this assessment, each school was assigned an educational adequacy score (Figure 6).

Figure 6



The educational adequacy review conducted under the FCA was intended to provide a general framework for EA comparisons across schools. This information served as an important reference during subsequent EA analyses based on information collected from school principals. The full report is available in the appendix of this document.

Educational Adequacy of School Facilities



Educational Adequacy Interviews

The second EA assessment involved in-person interviews with each school principal. Interviews were conducted by DOWA-IBI Group at each school from November 17-19, 2015. Principals responded to a series of questions regarding the use of their facility and the building's ability to accommodate teaching and learning approaches. Principals were also given the opportunity to share any facility-related limitations or concerns. The results of these interviews are summarized on the following pages.



Educational Adequacy of School Facilities



Forest Hill Elementary School	
Criteria	Comments
Ability to Support Teaching/Learning and Educational Programs	- Facility is mostly able to support teaching/learning and programs. - Multipurpose room is available for special activities and art. Art instruction is highly valued at this school. - There is not a science lab at this school. - Access to technology is a limiting factor. - Classroom sizes are adequate. However, the school is beginning to “feel crowded.” - Reception area is reported as undersized. - This facility does not include a cafeteria. Eating in classrooms takes away from instructional time. A dining area is desired. - Gym is large enough to accommodate student body. Additional P.E. storage is desired. - A general classroom is used as a music room (no specialized acoustics).
Flexible/Agile Spaces	- Kindergarten students use tables; Grade 1-5 use desks. - Teachers rearrange classrooms multiple times throughout the year. Desks/tables are rarely set up in rows.
Spaces that Invite Collaboration	- Multipurpose room provides space for larger groups. - The school lacks spaces for small groups (e.g. reading). There are no separate breakout areas in this facility. Corridors are used for pull-out instruction. - There is a lack of staff meeting spaces. No conference room is present. - Additional collaboration space/furnishings are needed in the library (even if it means fewer books).
Spaces that Support STEM/STEAM Activities	- The school does not include a space equipped with water, power and technology for STEM instruction (e.g. a science lab). - An effective STEM space would be a science classroom with robust wireless access for flexible use of technology.
Spaces that Support Project-based Learning	- The facility supports project-based learning to a certain extent, although there is room for improvement. - The multipurpose room is an important resource, allowing a greater range of activities than what can be accommodated in the classrooms. - Breakout spaces and improved technology are needed.
Inspirational & Visually Stimulating Spaces	The school has a pleasant environment with lots of windows.
Safety and Security	- The “T-shaped” building has hidden hallways that are difficult to supervise. - Improved perimeter fencing is needed around school site. - Significant traffic and parking issues are reported. - Classrooms with exterior doors can be opened via key. - No security cameras are present.
Technology	- Approximately a 3:1 student/device ratio (reported by principal). - One dedicated computer lab with several mobile labs. - The technological infrastructure is insufficient. - Wireless coverage is poor. - All classrooms are equipped with data projectors and document cameras. Approximately 10-11 classrooms have SmartBoards.
Environmental Conditions to Support Learning	- Ample daylighting in classrooms. All classrooms have operable windows. - Acoustics are adequate; however, sound amplification system is desired. - Some reports of imbalanced thermal conditions among rooms. - A/C is only provided in the main office.

Educational Adequacy of School Facilities



Hallinan Elementary School	
Criteria	Comments
Ability to Support Teaching/Learning and Educational Programs	- The facility is able to support most teaching/learning approaches. - Principal reports that school is "at capacity" with no extra rooms. - There is insufficient storage. - The gym is large enough to seat the entire student body. - The school does not have a cafeteria; however, the principal reports that it has not been an issue. - The school has a science lab, but does not have an art room. - Music room is adequate.
Flexible/Agile Spaces	- Shared areas provide flexible work and discussion spaces. - New furniture for library is flexible, mobile and different shapes. - Classrooms have a combination of tables, desks and chairs; flexibility is left to the teachers via classroom arrangements. Furnishings are moved around based on curriculum.
Spaces that Invite Collaboration	- Shared areas support small group discussions. - New library furnishings are mobile and flexible for different sizes of groups.
Spaces that Support STEM/STEAM Activities	- The school has a science lab; this space supports STEM activities. - The school plans to convert a computer lab into a makerspace. - Flexible use of technology is beneficial to STEM activities. - The science lab is also used for afterschool programs (e.g. robotics).
Spaces that Support Project-based Learning	- Special spaces are not provided – these activities occur in the classroom - The school has a large student garden (25 bins), and are fundraising to create an outdoor classroom.
Inspirational & Visually Stimulating Spaces	- The school has worked to improve aesthetics over the past two years. The facility is newly painted; the colors were thoughtfully selected to create a visually stimulating environment. - The school is gradually upgrading furnishings. New furniture for library is flexible, mobile and different shapes.
Safety and Security	- The office has good visibility of the main entry. - Only two exterior doors have card reader access (main entry and gym). - All classrooms have exterior doors with exterior hardware removed. - The open concept plan includes open spaces without walls or ½ walls; this makes it difficult for students to hide out-of-sight during a lockdown. - No security cameras are present. - Shared areas can be difficult to supervise. Shared areas are shaped differently and some have windows. - Staff restrict access to parts of the field (sloped and difficult to supervise).
Technology	- School has approximately a 3:1 student/device ratio (reported by principal). - Access to technology has improved, but still needs attention. - Wireless is functional with good coverage. - Teachers have laptops and iPads. - All classrooms are equipped with wall-mounted data projectors, document cameras and Apple TV. A few classrooms have SmartBoards.
Environmental Conditions to Support Learning	- All classrooms have windows, but only a small component is operable. - Poor thermal conditions are reported. The facility does not have A/C. - Some noise transference is present between classrooms with operable walls.

Educational Adequacy of School Facilities



Lake Grove Elementary School	
Criteria	Comments
Ability to Support Teaching/Learning and Educational Programs	- Facility is mostly able to support teaching/learning and programs. - The loss of the Spanish Immersion program freed up classrooms; these classrooms are now available for other activities. - The facility does not include a designated science lab or art room. - A large music room is present. - The facility does not include a cafeteria; students eat in classrooms. While not ideal, this arrangement has “worked out ok.” - The school has a large gym that can accommodate the entire student body.
Flexible/Agile Spaces	- Classrooms are a combination of tables/chairs and desk/chairs. Teachers are able to reconfigure classrooms by moving furnishings. - Currently, unoccupied classrooms provide extra flexibility (rooms may be used for other purposes).
Spaces that Invite Collaboration	- The library and gym are used for collaboration and group activities. - The facility does not include a commons or pods, just double-loaded corridors. Some pullout activities occur in the corridors. There are a number of small niches and conference rooms that are used frequently.
Spaces that Support STEM/STEAM Activities	- The facility does not include a designated science lab or art room. Any STEM-based instruction occurs in classrooms. Math and science clubs are held after school. - A makerspace is highly desired.
Spaces that Support Project-based Learning	- These activities occur within classrooms or the corridor spaces. - The school has two (2) outdoor learning areas: a garden and an outdoor classroom. Both are heavily utilized.
Inspirational & Visually Stimulating Spaces	- Staff try to create visually stimulating environments through furniture arrangements and displays (to the extent that they are able to). - The outdoor learning areas provide inspirational spaces for students. - Furnishings are old and outdated.
Safety and Security	- Office has visibility of main entry. The building has good sight lines. The front entry doors are always open. - Parents have requested cameras and a buzz-in entry system (neither are present). - Facility should be able to support a lockdown. - Lake Grove is switching to keyless card reader system. - Exterior doors in classrooms have outside hardware removed. - Classrooms have blinds that do not operate correctly. - There are “blind spots” on the playground. - No security cameras are present.
Technology	- Approximately a 3:1 student/device ratio (reported by principal). - The school lacks sufficient technological infrastructure and outlets. - Poor wireless service. - Each teacher has a laptop. - One computer lab + several mobile labs. Staff prefer mobile technology. - All classrooms are equipped with data projectors (most are ceiling-mounted), document cameras, and Apple TV. All classrooms in grades 1-5 have a SmartBoard.
Environmental Conditions to Support Learning	- All classrooms have windows (not operable). - Imbalanced thermal conditions are reported. Balanced indoor air temperatures are difficult to regulate. - Acoustics are good (no operable walls). - A/C is only provided in the library and the main office.

Educational Adequacy of School Facilities



Oak Creek Elementary School	
Criteria	Comments
Ability to Support Teaching/Learning and Educational Programs	- Facility is mostly able to support teaching/learning and programs. - This is a pod-style school; grades levels are mostly able to stay within one pod. - Classroom sizes are adequate. - The school has neither an art room nor a science room. The school used to have a science room, but it was converted to a Title room. - The school lacks a cafeteria; students eat in classrooms. No issues reported. - The gym is barely able to fit entire student body. - A dedicated space for afterschool activities and community functions would be beneficial. - A music room is provided, as well as a narrow stage.
Flexible/Agile Spaces	- Spaces are not very flexible. The school has traditional classrooms with a combination of furniture types. Only a few teachers reconfigure spaces. - Mobile furnishings are needed. Sit-to-stand stations are also desired to facilitate teaching.
Spaces that Invite Collaboration	- Each grade has a pullout/commons area. Corridors are sometimes used (wide hallways, but can interfere with circulation). - There is a lack of small meeting spaces.
Spaces that Support STEM/STEAM Activities	- The school used to have a science lab but it was converted to a Title I room. - A large computer lab is present (would like a wall to divide space, converting one side to a makerspace).
Spaces that Support Project-based Learning	The school facility is not conducive to project-based learning.
Inspirational & Visually Stimulating Spaces	- The building is not inspirational or visually stimulating. - There are lots of windows, providing daylighting and views to the outdoors.
Safety and Security	- Office cannot effectively view or supervise main entry. - A buzzer (remote entry) system is needed. - There are significant blind spots within the wings. - Multiple play areas are difficult to supervise (large areas). - No security cameras are present.
Technology	- Approximately a 4:1 student/device ratio (reported by principal). - The school lacks sufficient technological infrastructure and outlets. - Wireless is inadequate (need additional access points). - One large physical computer lab and a few mobile labs (devices). - Classrooms are equipped with data projectors (not mounted) and document cameras. Only 1-2 SmartBoards are present. None of the classrooms have Apple TV.
Environmental Conditions to Support Learning	- All classrooms have windows; however, they are in poor condition (leaky with broken seals). Most windows are operable. - Mold and water issues are confirmed. - A/C is only provided in the main office, library, computer lab, and staff lounge. - Imbalanced thermal conditions are reported. - Acoustical issues are reported (e.g. noise transference between first and second floors).

Educational Adequacy of School Facilities



River Grove Elementary School	
Criteria	Comments
Ability to Support Teaching/Learning and Educational Programs	• Pod configuration isolates classes and discourages collaboration. • The shape of the classrooms is problematic (trapezoidal). • The library is extremely small for the size of school. • Language immersion classrooms do not have unique space requirements. • The school does not have a cafeteria.
Flexible/Agile Spaces	• The trapezoidal shape of the classrooms prevents flexible use. • Some teachers have tried to make their classrooms more flexible through use of furnishings (e.g. tables instead of desks).
Spaces that Invite Collaboration	• The centers of the pods were intended for collaboration, but in reality they are too small for the number of children in each pod. • Common areas (e.g. library and gym) are undersized for large gatherings.
Spaces that Support STEM/STEAM Activities	• STEAM activities can only occur within classrooms (and this is limited). • The center of the pods are not equipped for STEAM activities (e.g. carpeted, undersized, no water). A multipurpose art/science room is needed to support these activities.
Spaces that Support Project-based Learning	• The school does not include spaces to support problem-based learning. The pod areas are small and carpeted. There is not a multipurpose room or other space for hands-on activities.
Inspirational & Visually Stimulating Spaces	• The facility itself is not necessarily inspirational or visually stimulating; teachers work hard to create this effect through displays, etc. • The newer wing is aesthetically more appealing than the older section.
Safety and Security	• The classrooms are not positioned close to the gym, library, or office. Supervision is an issue. • School's configuration makes supervision difficult. Students must travel in pairs or be escorted when traveling between different areas of the school. • There are areas of the school and site that are difficult to supervise. • A public park is positioned on one side of the school. • No security cameras are present. • The main entry doors are open all day – all other doors are locked. During recess, staff open the bathroom doors of pods. • Occasional wayfinding issues are reported. • Entry is difficult for office to monitor; there is no view of the parking lot. • There is poor exterior lighting near the portable entry area.
Technology	• The school has approximately a 2:1 student/device ratio (reported by principal). • The school does not have a computer lab (no space). Mobile labs are used. • Classrooms have data projectors on tables (not mounted) and document cameras. No SmartBoards are provided. Some classrooms have AppleTV. • Teachers are interested in audio enhancements. A new sound system is needed in the gym. • The wireless service is frequently down. There are no known dead spots. • The intercom/PA is reportedly very poor. The intercom goes to everyone or no one (cannot be directed to one person or room).
Environmental Conditions to Support Learning	• The pods tend to be very cold in the winter and very hot in warm weather. A/C is only provided in the portables and main office. • The school just conducted an air quality study – one room tested high for CO2 and was retested. • All classrooms have daylighting. • There are some acoustical issues reported in classrooms.

Educational Adequacy of School Facilities



Westridge Elementary School	
Criteria	Comments
Ability to Support Teaching/Learning and Educational Programs	• All classrooms are utilized. • The school does not have a science lab. • Gym is not large enough to accommodate student body for assemblies. • There is an art closet. Volunteers teach art literacy. • Westridge has a very large music room.
Flexible/Agile Spaces	• All classrooms have tables and chairs. Teachers can rearrange rooms, but do so infrequently. • Some classrooms have operable walls, but they remain closed. • Mobile technology supports flexible use of facility.
Spaces that Invite Collaboration	• Gathering areas are present (outside of pods). • Tables (vs. desks) in classrooms fosters collaboration. • There are insufficient meeting spaces for teachers. Teachers often meet offsite.
Spaces that Support STEM/STEAM Activities	• The school does not have a science lab. • Technology is mobile. • School would like to convert the computer lab to a makerspace. • An art closet is present.
Spaces that Support Project-based Learning	• Students use the space outside wings for self-instruction as well as group work.
Inspirational & Visually Stimulating Spaces	• School has started to make cosmetic changes (e.g. painting). • 1980's building is not inspiring. • Library needs aesthetic improvements so it is more inviting. • Furniture is old and dated (15-20 years+).
Safety and Security	• Layout with wings is problematic from a supervision standpoint. There is no direct visibility from hallways. • Office has view of main entry (but no vestibule). • Alarm system does not function well. • No card readers are present. • There is a lack of good sight lines in the school. • Good line of sight to parking area from principal's office. • Office doors lack window glazings. • Principal's office has tinted windows. • No security cameras are present.
Technology	• The infrastructure does not support technological needs. Wireless has helped the school overcome infrastructure limitations. • Mobile technology is preferred. • Approximately a 2:1 student/device ratio (reported by principal). • All classrooms have short-throw data projectors and document cameras. Only grades 4-5 have SmartBoards.
Environmental Conditions to Support Learning	• Some operable walls; acoustics are an issue. • A/C is not present except for window units in the main office. • Inconsistent thermal conditions. • Windows are not operable.

Educational Adequacy of School Facilities



Lake Oswego Junior High School	
Criteria	Comments
Ability to Support Teaching/Learning and Educational Programs	- Classrooms and cafeteria are undersized and feel overcrowded. - Science rooms are not true labs. - No space is large enough to hold entire student body for an assembly. - P.E. classes held at Uplands; instructional time lost while transitioning students. - Double-loaded corridors. - Insufficient number of lockers; shared lockers create congestion in corridors.
Flexible/Agile Spaces	- All spaces are utilized – no flexible spaces. - Corridors are too narrow to create nooks. - All classrooms have two-person tables with chairs; however the small size of classrooms make it challenging to reconfigure classrooms.
Spaces that Invite Collaboration	- No breakout spaces or commons (small cafeteria). - Additional meeting space is needed.
Spaces that Support STEM/STEAM Activities	- Current facility does not support STEAM activities. - Science rooms are not true labs. They are not equipped with gas, etc. - Would like a makerspace, larger classrooms and additional storage to meet STEAM instructional needs. - Facility includes sufficient art and music classrooms. Music rooms are reportedly smaller than what is provided at Lakeridge Jr. High. Little theater serves as a drama/choir classroom.
Spaces that Support Project-based Learning	Facility does not support project based learning due to lack of flexible, collaborative, or STEAM-oriented spaces.
Inspirational & Visually Stimulating Spaces	- School is described as “beige” and “institutional” in its appearance. - Outdated fixtures and finishes.
Safety and Security	- Poor visibility of parking lot and entry from main office. - Four external classrooms face parking lot. - Difficult to monitor students as they access different buildings. “U” shaped design presents supervision challenges. - Students must walk to Uplands to access gymnasium. - No security cameras are present.
Technology	- Approximately a 2:1 student/device ratio (reported by principal). - Technological infrastructure is outdated with poor wiring. - Inadequate wireless coverage (need additional wireless access points). - Every classroom is equipped with a SmartBoard, document camera and a ceiling-mounted data projector. Half of all classrooms have Apple TV. - Staff prefer mobile labs over desktops.
Environmental Conditions to Support Learning	- A/C is not present. - No operable windows. - Air quality concerns reported (“old building”).

Educational Adequacy of School Facilities



Lakeridge Junior High School	
Criteria	Comments
Ability to Support Teaching/Learning and Educational Programs	- Teachers are adept at making spaces work (e.g. using extension cords in classrooms to support technology). - Cannot conduct entire school assembly within building. No space to hold a performances on-site (theater and cafetorium are inadequate). - Classrooms vary in size; some are small. - There are six (6) science classrooms (not true labs). An art studio is present. - Inadequate band/orchestra storage. - Two (2) gyms are present; however, there are no bleachers, and they are undersized for assemblies.
Flexible/Agile Spaces	- The school does not support flexible arrangements. Classrooms are a hodgepodge of hand-me-down furniture. - Science classrooms do not allow individual demonstrations. - The library is underutilized; the school is working to make it more flexible.
Spaces that Invite Collaboration	- There are insufficient spaces for collaboration. Spaces have been created for this function, but they do not work well (e.g. trying to meet in hallways that were not designed for this purpose). - Teachers meet in classrooms to collaborate. - An additional conference room is needed.
Spaces that Support STEM/STEAM Activities	- There is inadequate space for STEM activities. - Robotics is held in a room without adequate power. - No makerspace is present. - Wireless is "spotty." - Ideally, such a space would be flexible and technologically equipped.
Spaces that Support Project-based Learning	The school does not include adequate spaces to support these activities.
Inspirational & Visually Stimulating Spaces	The building is not inspirational or stimulating. Parents comment, "This building hasn't changed one bit."
Safety and Security	- Although supervision of main building is good, supervision of the west campus is poor (pod configuration). - The school includes many different access points by design. People can access the building without passing the main office. - Lack of blinds on all windows. - The size of the campus makes it difficult to monitor. - Exterior entry only at certain locations. Many doors lockable by key only. - Building cannot effectively be secured at night (vandalism issues). - Community path runs through campus; it is used throughout school day. - Traffic issues are reported. Pedestrian visibility is poor. Poor exterior lighting. - Seismic concerns are reported. - The "wrestling" room is underused due to supervision issues. - No security cameras are present.
Technology	- School has a 4:1 student/device ratio (considering functional devices - as reported by principal). - Infrastructure does not support current technology needs. - Five (5) computer labs; only two (2) have been updated in last 5 years. Mobile labs are also available. - All classroom are equipped with data projectors (some mounted) and SmartBoards. One classroom has a flat panel display.
Environmental Conditions to Support Learning	- Dated HVAC system produces uneven temperatures. - Single pane windows offer poor insulation. - West campus has operable walls with acoustical issues. - Locker rooms lack adequate ventilation.

Educational Adequacy of School Facilities



Lake Oswego High School	
Criteria	Comments
Ability to Support Teaching/Learning and Educational Programs	• Technology is a huge obstacle to implementing desired teaching and learning approaches. • The school is in the process of converting the library into a “learning lab”. • Science labs function well – no issues reported. Equipment is adequate. • Two music and drama classrooms are present. • P.E. lacks indoor/outdoor storage and small activity rooms. • Four (4) SPED classrooms are present; more will be needed in the future. The school's SPED offices were lost to other functions.
Flexible/Agile Spaces	• Flexibility is supported to an extent. Some teachers want more than rows of desks; the school tries to support teachers' furniture requests.
Spaces that Invite Collaboration	• The school lacks breakaway spaces for small group work. • There is reportedly sufficient space in areas of the hallways where students could congregate if the school had the appropriate furnishings. • The library is used for collaboration currently, and will continue to be used more so in this manner when it becomes more of a “learning lab”. • Departmental offices are present. There is not a staff development room. There is a lack of conference rooms.
Spaces that Support STEM/STEAM Activities	• More space would be needed to fully support STEAM instruction. • There are several afterhours robotics groups within the District. • Two engineering classes are in a large general classroom (not specialized). • There are two (2) art rooms that are described as exceptional.
Spaces that Support Project-based Learning	• Some teachers are seeking to redesign their classrooms to meet these needs, building in activity areas where possible. There are a couple teachers that use the “flipped classroom” model. • The school is in the process of gradually converting the library into more of a “learning lab”. The principal envisions reconfiguring the computer labs as interactive project spaces that are an extension of library or learning lab.
Inspirational & Visually Stimulating Spaces	• The aesthetics of the school provides an inspirational environment for students and staff. The finishes are attractive, if a bit conservative. Classrooms are individually decorated by teachers (ample display areas).
Safety and Security	• The main office has poor visibility of the entry. • The panic button in main office has operational issues. • There are no security cameras present at this facility. • The gym is a separate building (difficult to monitor). • The intercom does not work well in the gym and in certain classrooms. • Classroom doors do not have intruder locks. • Improved signage is needed to direct visitors. • Lack of parking is a major issue.
Technology	• Generally, the school's infrastructure supports flexible use of technology. • Wireless service needs improvement. Additional access points were recently added, but the service will be insufficient for future demands. • The student/device ratio appears to be 5:1 based on number of mobile and fixed computer labs (needs to be verified with the District's technology department). • The school has five (5) computer labs + several mobile device labs. • Classrooms are all equipped with data projectors and SmartBoards.
Environmental Conditions to Support Learning	• The principal reports that there are imbalanced thermal conditions. • All classrooms have daylighting. • Some acoustical issues are reported between classrooms. • A/C is present at this facility.

Educational Adequacy of School Facilities



Lakeridge High School	
Criteria	Comments
Ability to Support Teaching/Learning and Educational Programs	- Classroom sizes are inconsistent (many are small). - Many spaces lack access to technology. - The school does not have a makerspace or shop. - Science labs are poorly equipped. Hoods are not operational (limits activities). - Art room is adequate. - Music rooms are small and lack practice rooms. - The auditorium is a nice space, but lighting and sound equipment are outdated. No dressing rooms or green room are provided. The pit is too small and has limited access.
Flexible/Agile Spaces	- Furnishings are inflexible. Traditional desks with chairs in most rooms. - Classrooms are small; old furnishings limit configurations. - Mounted projectors limit layout changes.
Spaces that Invite Collaboration	- The facility lacks collaboration spaces. Available “open space” is used for circulation. - More small meeting / conference spaces are needed.
Spaces that Support STEM/STEAM Activities	- Have instruction and “lab space” – fixed areas that lack adequate power and technology access. - Engineering classroom is held in a makeshift space (they are trying to grow this program; a makerspace would be ideal). - No outdoor classrooms are provided. - Science labs are small, tight, inadequate, and poorly equipped.
Spaces that Support Project-based Learning	The school does not include adequate spaces to support project activities.
Inspirational & Visually Stimulating Spaces	- The facility itself is not necessarily inspirational or visually stimulating. - The library is the most inspirational space (circular design).
Safety and Security	- Multiple doors/access points are present. - Some classrooms are only accessible from the exterior. - Intruder locks are not present on classroom doors. - No security cameras are present. - Building core is circular (creates supervision issues). - Only some classroom doors have glazing. - Poor sight lines from Admin; staff cannot effectively monitor main entry.
Technology	- Wireless service is inadequate at this facility. - Approximately a 6:1 student/device ratio (reported by principal). 5 computer labs (desktops) with some mobile (device) labs - Mobile devices are preferred over desktops. - All classrooms have ceiling-mounted data projectors. Most classrooms have older SmartBoards (12 years old). Apple TV is not provided.
Environmental Conditions to Support Learning	- Imbalanced thermal conditions and ventilation issues are reported. - A/C is present at this facility. - Not all classrooms have windows. - Science labs have poor ventilation (inoperable hoods). - HVAC system is noisy.

Educational Adequacy of School Facilities



Comparability Issues among LOSD Schools

Lake Oswego School District strives to provide an equitable learning experience for all students across the district. As the age, design, and condition of a school building will inevitably impact teaching and learning, it is important to identify any major comparability issues among schools that could be addressed in future facility improvements under the Long Range Facilities Plan. Comparability issues identified among Lake Oswego schools include (in no particular order):

- Presence (or absence) of specialized learning spaces, such as art or science rooms.
- Classroom sizes and configurations that limit flexibility.
- Security issues due to building layouts that impede visibility and supervision.
- Availability of technology and audio visual resources.
- Ability to accommodate entire student body in one space for an assembly or performance.
- Access to a dining area or cafeteria.
- Availability of adequately-sized music room(s) with proper acoustics.
- Consistent, comfortable thermal environments (e.g. access to A/C).
- Different resources or equipment based on local parental support or donations.
- Comparable in the sizes, types and condition of athletic facilities and playgrounds (for school type).
- Perception that the District has invested more funds in high school facility improvements than in elementary or middle school improvements.
- Presence of portable classrooms.
- Building aesthetics and furnishings.



The Long Range Facilities Planning Committee (LRFPC) recommends that the District consider the listed comparability issues when selecting and prioritizing future school facilities projects.

Lake Oswego Junior High School



VI. Planning for the Future



Planning for the Future



Recommendations

The recommendations of the Long Range Facilities Planning Committee are organized into five (5) sections:

- Educational Programming
- Potential Long-term Visions for LOSD Schools
- School Grade Organization Alternatives
- Other District Facilities
- Future Committee Oversight

Recommendations for Educational Programming

The Long Range Facilities Planning Committee's program-related recommendations appear in Section IV of this document. Please see *Section IV: Programming Affecting Facilities Needs* for additional information on these recommendations. Each recommendation is summarized briefly below:

STEM/STEAM

- Support STEM/STEAM Curriculum by Adding Makerspaces to LOSD Schools
- Provide Spaces that Support Collaboration and Inquiry-based Learning
- Improve Access to Technology

CTE

- Emphasize Flexibility over Specialization for CTE Spaces
- Take Advantage of Community Resources
- Expand CTE offerings through postsecondary and industry partnerships, as well as distance learning opportunities (e.g. via Skype).
- Explore flexible scheduling options for juniors and seniors to expand dual credit opportunities
- Provide Resources to Support Offsite CTE Opportunities
- Engage Younger Students in CTE Strands



Planning for the Future



World Languages

- Equip Facilities with Technological Resources for Cross-cultural Research and Collaboration
- Design Spaces that Promote Critical Thinking, Research and Inquiry
- Provide Flexible, Adaptable Spaces to Support a Variety of Hands-on Activities
- Include Culturally rich Design Elements

Safety and Security

- Address Security Concerns Associated with Disconnected Classrooms
- Provide Visibility of Main Entry from Office at each School
- Control the Number of Exterior Entry Points
- Increase Natural Surveillance of Interior and Exterior Spaces
- Improve Surveillance through use of Video Cameras
- Provide schools that are Both Safe and Welcoming
- Provide Infrastructure Support for Lockdowns
- Customize Approaches to Security by School Type
- Improve Communications Systems
- Perform needed seismic upgrades, bringing all school buildings to level 3 (Life Safety) and gymnasiums to level 4 (Building Occupancy) standards.

Sustainability

- Use Sustainable Features as Learning Tools
- Reduce Energy Consumption at School Sites
- Maximize Daylighting in Schools
- Prioritize Life Cycle Cost



Planning for the Future



Potential Long-term Visions for LOSD Schools

The Long Range Facilities Planning Committee discussed a variety of different approaches for providing exceptional learning environments for Lake Oswego students over the next 25 years. Three (3) potential visions were developed for further consideration. Based on community feedback, the Long Range Facilities Committee recommends the Board direct a future Bond Development Committee to examine the short and long term educational, cultural, financial and extracurricular implications of implementation of the following three visions:

Vision 1

Schools would be renovated and/or expanded to address deficiencies and align with the Committee's recommendations on optimal learning environments. School configurations would remain as they are today. The District would not construct new or replacement schools in the foreseeable future.

Vision 2

The District would construct replacement facilities for Oak Creek Elementary and Lakeridge Junior High (the schools with lowest FCI scores). Other schools would be renovated and/or expanded to address deficiencies and align with the Committee's recommendations on optimal learning environments. The District should explore the option of covering the stadium at Lakeridge High School, providing an equitable experience to that of Lake Oswego High School.

Vision 3

Within the next 10 years, the District would: 1) consolidate the high schools onto one campus at Lake Oswego High School; and 2) consolidate the junior high schools onto one campus at Lakeridge High School. The current LOJHS campus may be repurposed to serve other educational or administrative functions, retaining use of the fields and other community resources. The District would consider options to ensure the safe passage of students, teachers and community members between the consolidated Lake Oswego High School campus and the current Lake Oswego Junior High campus. This may include the construction of a skybridge between LOHS and facilities at the current LOJHS campus to provide for safe, convenient pedestrian connections between both parts of the campus.



Planning for the Future



VI

Further, the committee recognizes that these visions are only three of the potential options, and recommends that the future Bond Development Committee also consider additional options brought forward by the community received via the District's public input vehicle, ThoughtExchange.

School Grade Organization Alternatives

The Long Range Facilities Plan presents an opportunity to view the District's facilities and properties holistically and consider whether current school grade organizations optimize the use of resources to the benefit of Lake Oswego students. In conducting this task, the Long Range Facilities Planning Committee brainstormed criteria for evaluating grade organization options. Major considerations included (in no particular order):

- Impact to student outcomes
- Safety and security
- Comparable resources among schools
- Fiscal responsibility / Cost (capital and operating)
- Increased efficiencies
- Access to educational program opportunities (e.g. STEM, arts)
- Retaining sense of school culture
- Obtaining community support
- Impact on transportation/busing of students

The Committee recognizes that different grade configurations within LOSD schools may provide unique advantages to students, such as smaller school environments, expanded educational opportunities, and access to specialized programs. Viewing LOSD secondary schools holistically aligns with the District's belief that junior high sets the stage for future high school (and even postsecondary) success - essentially, students are on a six-year path to graduation (starting in 7th grade). Some examples of alternative grade configurations include possibly splitting campuses into 7th-9th and 10th-12th sections, with a shared STEM wing. Another option might be to have a 9th grade academy, or a theme-based academy. At the elementary level, the District may want to consider the creation of K-3 and 4-6 campuses, early learning campuses, or 6th grade academies.



Planning for the Future



During the public meetings associated with the long range facilities planning process, some community members expressed concerns over the idea of consolidating secondary schools (as proposed under Vision 3), citing the following issues:

- Larger school sizes may impact the intimacy of the school environment. Students may feel disenfranchised in a large school, and have difficulty establishing connections among teachers and peers.
- There are natural advantages to neighborhood schools that would be lost through consolidation. Current schools are an integral part of the communities they serve.
- Consolidation of middle and high schools may result in fewer athletic, extracurricular and leadership opportunities for students, as there will be increased competition for a finite number of positions or roles (e.g. varsity sports teams, school performances, etc.).
- Consolidation into larger schools would create transportation and parking challenges. Current school campuses experience a high amount of traffic and inadequate parking. Larger schools would exacerbate these conditions.
- Associating the school construction bond with a plan to consolidate schools may decrease public support, as this is a potentially divisive issue.

The Committee recognizes the concerns associated with a potential future consolidation of middle and high school campuses. The Committee recommends that the School Board consider community feedback obtained through Thought Exchange and public opinion polling to gain a broader understanding of community priorities and concerns related to school configurations.



Planning for the Future



The Long Range Facilities Planning Committee recommends that the District carefully consider alternative grade configuration options for existing school campuses, in addition to more traditional configurations. The Committee is not issuing a recommendation to consolidate schools; however, the Committee does suggest that the School Board consider school reconfigurations and/or consolidations among the various possible approaches to creating next-generation learning environments for LOSD students.

Recommendations for Other District Facilities

- Perform a cost/benefit analysis of long term lease vs. sale of any closed/repurposed properties.
- Review the cost of relocating the Technology and District Administration offices.
- Perform a cost/benefit analysis of relocating the bus barn (considering the value of the current land vs. the cost of relocating the structures).
- Research different options for providing swimming pool access to LOSD students. The pool is recognized as an important LOSD and community asset. The FCI for the pool is .64, which is at the higher end of critical for replacement. Currently, the District bears 100% of operating costs of a facility that is used primarily by community members and/or groups; only 12% of use is by LOSD students. Although having access to a pool is important, the pool could be operated by another entity (with the District maintaining priority access). The District should explore different options for providing pool access to students. This may include (but is not limited to) funding/operational partnerships, rental agreements, or use of an alternative pool facility for District-sponsored athletic programs.



Planning for the Future



Recommendations for Future Committee Oversight

The Committee recommends that the District create a Bond Planning Committee to evaluate the District's capital improvement needs (as outlined in the Long Range Facilities Plan) and provide recommendations to the School Board on the scope of work and timing of future bond programs. The Long Range Facilities Planning Committee has developed the following recommendations for the future Bond Planning Committee:

- Continue the thoughtful and transparent process used during the creation of the LRFP.
- Reference the data provided in the LRFP for decision-making related to capital improvements.
- Maintain an open mind; do not rely on preconceived ideas.
- Listen to the community.
- Prioritize all district stakeholders in decision-making.
- Develop salient messages for varied voting constituencies.
- Establish a community-led Bond Oversight Committee to ensure that the bond is implemented as promised.
- Establish a standing LOSD Facilities Committee that will meet regularly to monitor evolving facilities needs over the life of the Long Range Facilities Plan and beyond.
- Create a dedicated funding mechanism for annual building maintenance that will remain protected even during economic downturns.







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