Lake Oswego School District

2024 Long-Range Facility Plan

Lake Oswego School District + ARCADIS

Acknowledgments

Effective school facility planning is characterized by extensive input, research-based analysis of educational trends and conditions, and documentation of building user needs. This plan builds on the foundation provided by the 2020 Long-Range Facility Plan and provides an update to the facility needs and long-term vision for LOSD schools. Lake Oswego School District would like to thank the following individuals for their contribution to this process:

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With Professional Assistance from

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Table of Contents

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01 OVERVIEW OF THE DISTRICT

OVERVIEW OF THE DISTRICT

LOSD is a suburban district located approximately 10 miles south of Portland, Oregon. Lake Oswego is recognized for its natural beauty, sense of community, and excellent schools. The 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.

The LOSD learning community is made up of approximately 6,900 students and their families served by approximately 850 educators and staff members in 11 schools, which include:

6 Neighborhood Elementary Schools (grades PreK-5)

1 World Language Immersion Elementary School (grades K-5)

2 Middle Schools (grades 6-8)

1 Community Transition Program (up to age 21)

2 High Schools (grades 9-12)

1 Regional Recovery Charter School

Strategic Initiatives

Mission

We are a learning community dedicated to creating a culture of belonging and educational excellence.

Vision

We inspire students to be critical thinkers who are empowered to contribute positively in a complex world.

Values

Inclusivity, Equity, Growth, Shared Leadership, Whole Child.

Create a Culture of Belonging

Cultivate a diverse learning community where each and every individual feels supported, connected and valued.

Evidence of Success: Students, employees and families feel a sense of belonging.

Achieve Equitable Academic Outcomes

Each and every student is provided the tools, support and experience they need to achieve academic success.

Evidence of Success: Students demonstrate grade level proficiency.

Promote Health and Resiliency

Address the needs of the whole child in a culture that models and values health and wellbeing.

Evidence of Success: Support the social, mental and physical health of students and employees.

Teach and Practice Sustainability

Preserve and sustain our shared resources while accelerating our students' ability to combat climate change.

Evidence of Success: Create stewards of our shared resources.

Photo Credit: Lake Oswego School District | Bryant Elementary School

Photo Credit: City of Lake Oswego
Lake Oswego High School

Photo Credit: Lake Oswego Public Library | Lake Oswego High School

Photo Credit: Lake Oswego Preservation Society | Lakewood School

District History

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.

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

School board directors make the decisions and establish 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.

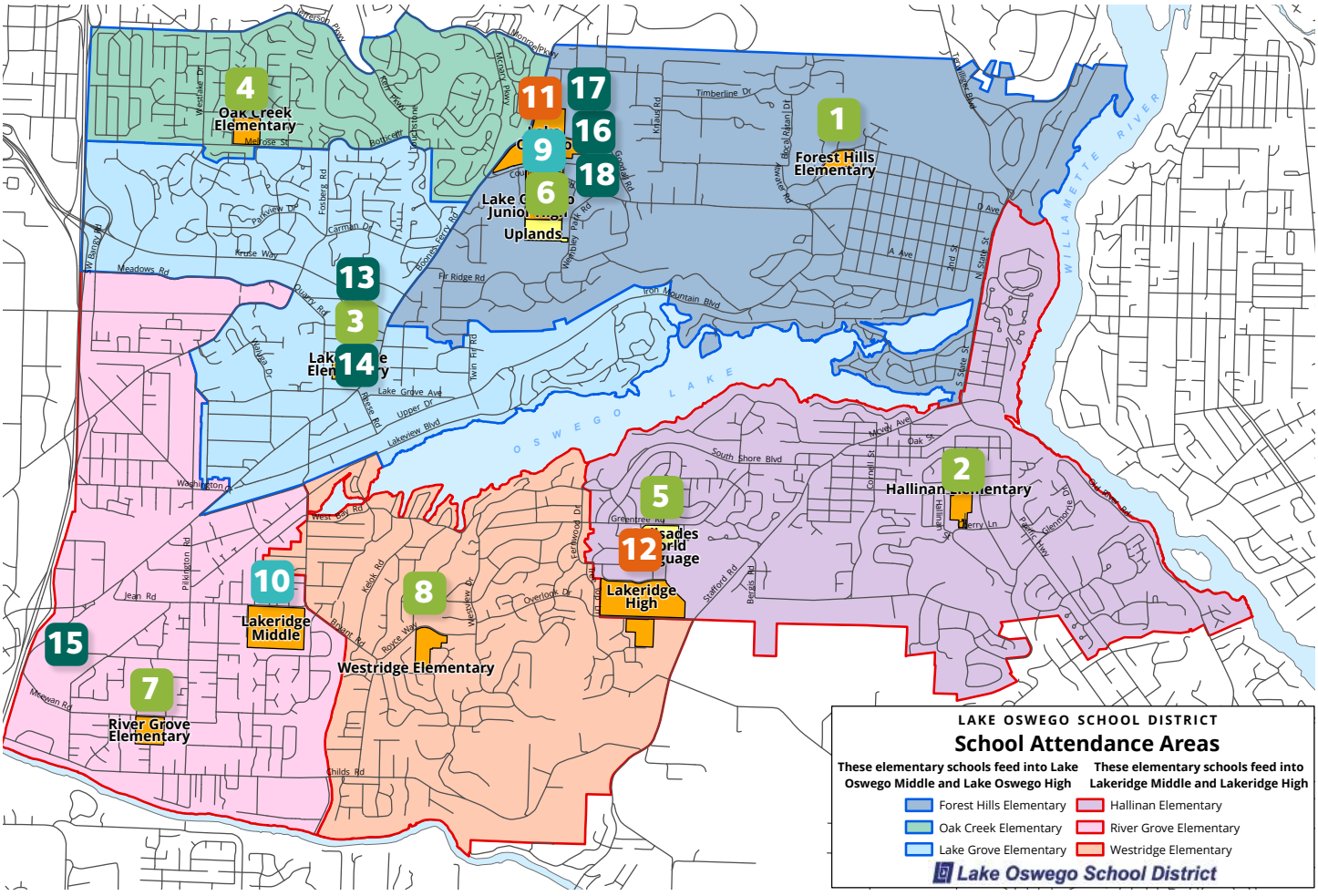
They establish and oversee the administration of the district budget each year.

They serve as the board of directors for an institution with approximately 7,000 students and 850 employees.

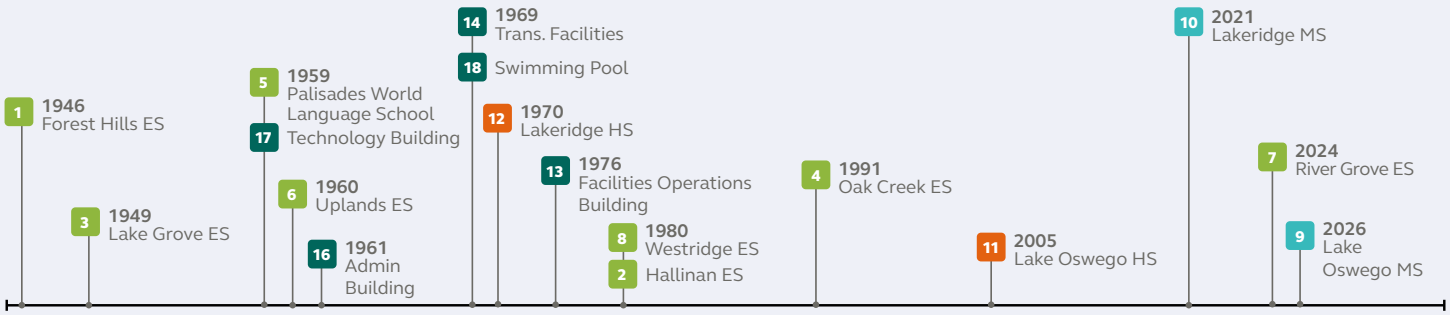
They have the ultimate responsibility for the successful education of our children.

Boundaries and District Properties

Comprehensive List of Schools



Date of Construction



Elementary Schools

Forest Hills Elementary School

Hallinan Elementary School

Lake Grove Elementary School

Oak Creek Elementary School

Palisades World Language School

Uplands Elementary School

River Grove Elementary School

Westridge Elementary School

Middle Schools

9

Under Construction

Lake Oswego Middle School

Lakeridge Middle School

▲ Photo Credit: Homes.com

High Schools

Lake Oswego High School

Lakeridge High School

District Buildings

Facilities Operations

Transportation Facilities (Old)

Transportation Fac. (New)

▲ Photo Credit: Google Images

Administration

Technology

Swimming Pool

Under Construction

Aquatic Center (new)*

*Owned & Operated by the City of Lake Oswego.

School Construction Bond History

Capital improvements to Lake Oswego School District's current school facilities were funded by 22 successful bonds over the past 70 years. The Lake Oswego community has consistently demonstrated great support for the district's capital needs, most notably in 2017 and 2021 when voters approved bond measures for $187 and $180 million, respectively. These bond measures were designed to replace Lakeridge Middle School, Lake Oswego Middle School, and River Grove Elementary School; invest in infrastructure repairs; upgrade security and seismic resilience; and provide spaces for growing STEM programs at all schools and replace the district swimming pool.

May 5, 1950..... $590,000
Lake Oswego Senior HS (Original)

Dec 11, 1950 .....$125,000
Addition to Senior HS

Jan 26, 1954..... $300,000
Additions to Forest Hills ES & Lake Grove ES

Sep 21, 1955.....$525,000
Lake Oswego Junior HS

Dec 2, 1957 .....$1,125,000
Palisades ES/Additions to MS & Senior High

Jan 26, 1960.....$1,712,000
Uplands ES
Gym, Cafeteria, & Classrooms - Lake Oswego HS
6 Rooms - Lake Oswego Junior HS
Administration Building

Jan 28, 1963..... $1,788,000
Add 7 Rooms - Uplands ES
Waluga Junior HS
Addition to Administration Building

Feb 23, 1965 .....$1,470,000
14 Classrooms - Lake Oswego HS
Bryant ES
Site Acquisition - 2nd HS

Mar 27, 1967 .....$1,800,000
Bryant ES Kindergarten Unit
River Grove ES
Hallinan ES Site
Laundry - Lake Oswego HS
Improvements to Lakewood ES
Bus Garage

Nov 5, 1968.....$4,890,000
Lakeridge HS
Swimming Pool.....**$350,000**

Dec 5, 1978 .....$5,300,000
Hallinan ES
Westridge ES
Miscellaneous District Maintenance

Jan 28, 1963..... $1,788,000
Add 7 Rooms - Uplands ES
Waluga Junior HS
Addition to Administration Building

Nov 7, 1989 ..... $17,800,000
Construction of Oak Creek ES
Renovation of Lake Grove ES

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

Nov 7, 2000..... $85,000,000
Replace Lake Oswego HS
Renovation of Lakeridge HS
Add Two Classrooms at Forest Hills ES

May 16, 2017.....$187,000,000
Replace Lakeridge MS
Seismic, Safety, & Technology Upgrades
Replace District Swimming Pool
New STEM Spaces at All Schools
Repairs & Deferred Maintenance

November 2, 2021..... $180,000,000
Replace Lake Oswego MS
Replace River Grove ES
STEM & CTE Renovations at Both HS
Upgrades to Uplands & Palisades ES

02

GATHERING THE FACTS

GATHERING THE FACTS

02

Facility Condition Assessment

Conducted in the summer of 2024, the Facilities Condition Assessment (FCA) update provides 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, interviews with district operations and maintenance personnel, and a review of building documentation and maintenance records.

Site Conditions

- Fields
- Parking Lots
- Sidewalks
- Lighting

Building Exterior

- Walls
- Roofs
- Canopies
- Doors
- Windows

Building Interior

- Partition Walls
- Flooring
- Furniture
- Ceilings
- Doors
- Windows
- Casework

Mechanical, Electrical, Plumbing, and Kitchen Systems

- HVAC Equipment
- Plumbing Fixtures
- Electrical Equipment
- Fire Alarms
- Lighting
- Kitchen Equipment

Specific Items for Evaluation

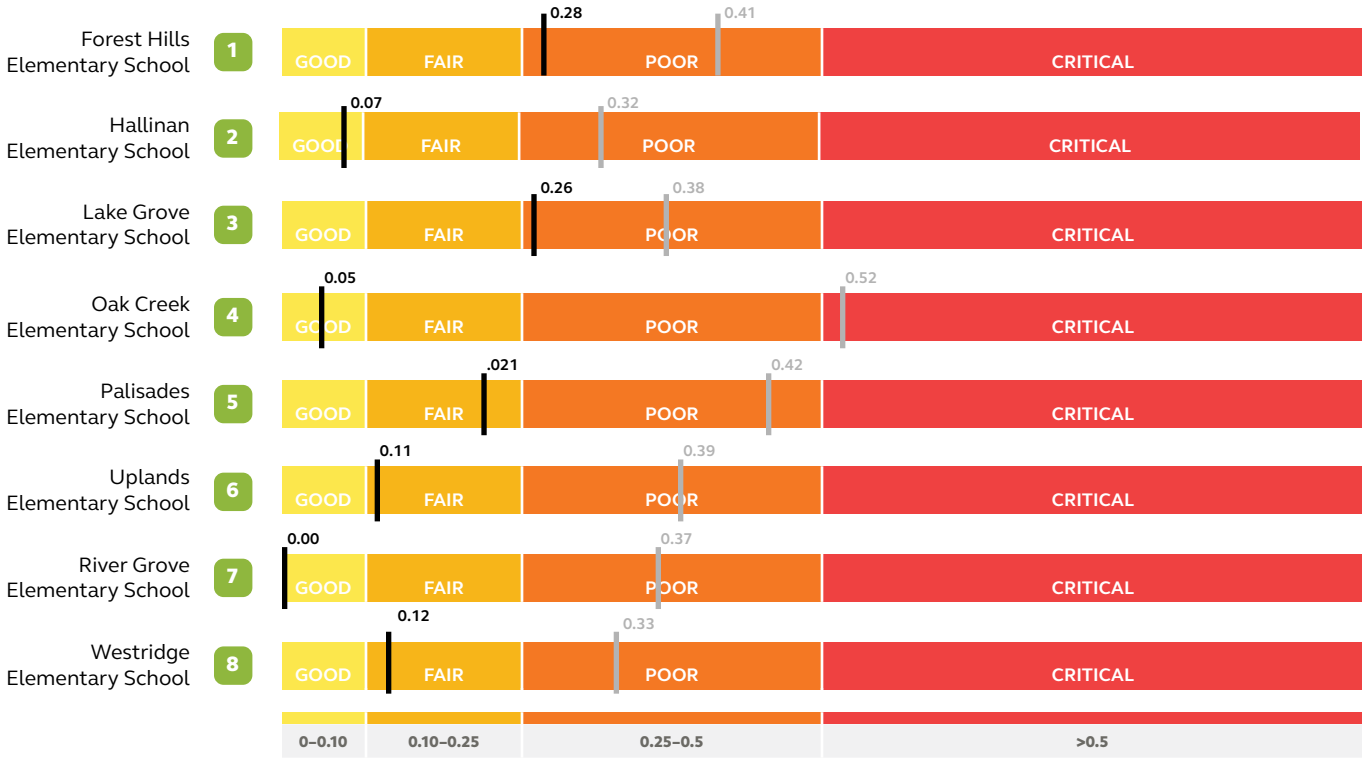
The 2024 FCA updates the assessments completed in 2015 and updated in 2020. Many of the issues identified in the 2015 report were completed thanks to the community support for Capital Improvement Bond Measures in November 2017 and November 2021. Major seismic, safety & security, and technology upgrades were conducted, as well as a great deal of deferred maintenance issues. In 2016, the district was struggling with a growing list of infrastructure concerns and a need to replace two facilities: Lakeridge Middle School and the District Swimming Pool. In 2021, two high-need schools were replaced, River Grove Elementary School and Lake Oswego Middle School, along with a wide range of infrastructure upgrades and educational program upgrades.

▲ Photo Credit: Triplett Wellman

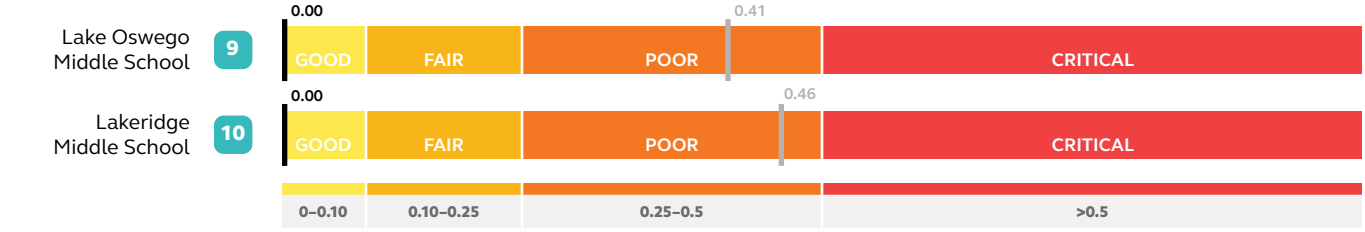
Facility Condition Index

Facility Condition Index (FCI) scores in the figure below were generated to compare the relative condition of all district-owned properties. The FCI is determined by dividing the cost to repair by the cost to replace. Figure 2 provides a summary of the FCI numbers of the 17 facilities reviewed for the 2024 Facilities Condition Assessment report. The comparison below shows the tremendous effort that has gone into upgrading facilities in the eight years since design and construction began. A copy of the full 2024 FCA Report appears in the Appendix of this document.

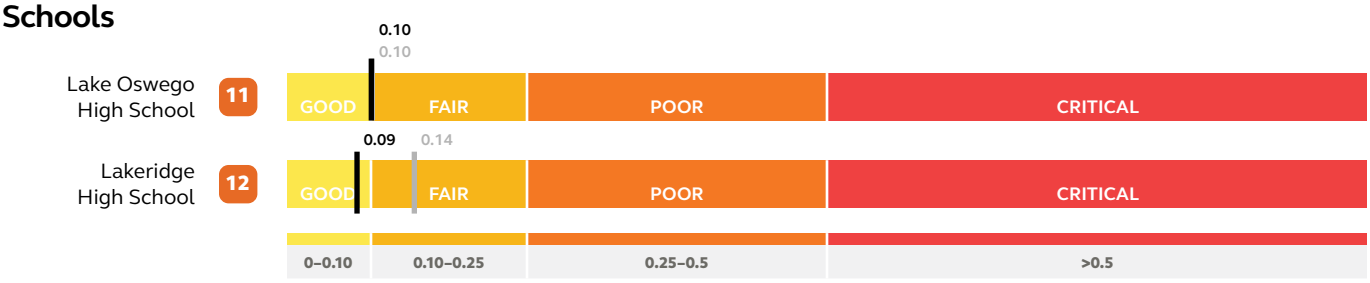
Elementary Schools



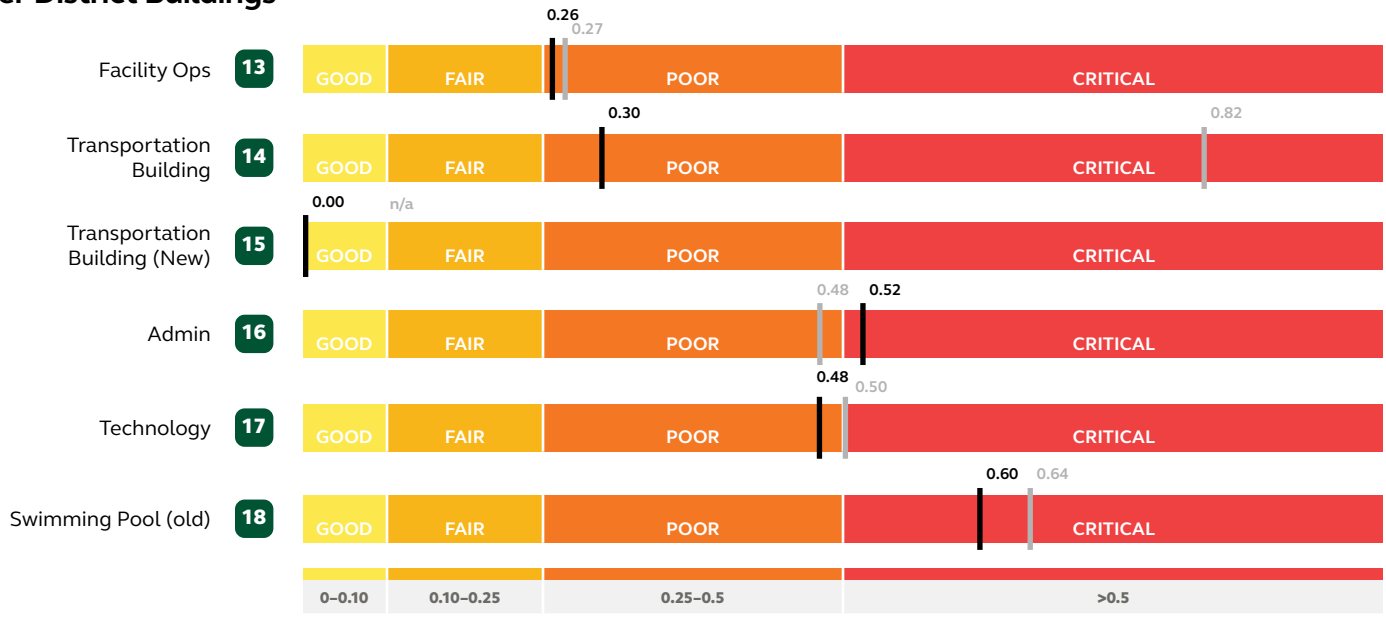
Middle Schools



High Schools



Other District Buildings



FCI Values

Elementary School

	2024 FCI	2016 FCI
Forest Hills	0.28	0.41
Hallinan	0.07	0.32
Lake Grove	0.26	0.38
Oak Creek	0.21	0.52
Palisades	0.21	0.42
Uplands	0.18	0.39
River Grove	0.18	0.37
Westridge	0.15	0.33

Middle School

	2024 FCI	2016 FCI
Lake Oswego	0.00	0.41
Lakeridge	0.00	0.46

High School

	2024 FCI	2016 FCI
Lake Oswego	0.10	0.10
Lakeridge	0.09	0.14

Other District Building

	2024 FCI	2016 FCI
Facility Ops	0.26	0.27
Transport Bldg	0.30	0.82
Transport Bldg (New)	0.00	n/a
Admin	0.52	0.48
Technology	0.48	0.50
Swimming Pool (old)	0.60	0.64

What Is Educational Adequacy?

An educational adequacy assessment answers two key questions:

1. How do the physical aspects of the building and site support teaching, learning, and student success?
2. How does the school facility adequately support the instructional mission and long-term strategic goals of the district?

Educational Adequacy is an essential component to be considered by school communities as they prepare aging facilities for a modern educational paradigm. The analysis meets all requirements for Long-Range Facility Plans as described by Oregon Revised Statute 195.110 and Oregon Administrative Rule 581-027-0023 and was led by a state certified assessor.

Educational Adequacy Assessment

The 2023 assessment documented in this report is an update to the assessments completed in 2020. This update includes additional student and teacher listening sessions at the two school facilities that were not in use during the 2020 assessment process: Palisades World Language School and Lakeridge Middle School. Updated principal interviews were conducted for all schools. Updated Practice Leader interviews were held with the Student Services department.

In 2020, the Educational Adequacy assessment team included an accredited Educational Planner, licensed Architect, and a former educator who collaborated with school communities to determine how facilities compare to community-defined school standards according to educational adequacy categories listed in this report. Input was gathered in multiple methods and from a variety of stakeholders over a period of many months. The team toured facilities, held in-person interviews and listening sessions, and issued digital surveys.

In total, input was provided by 282 stakeholders in 2020 and an additional 58 in 2023:

- Principal Interviews: 10 participants representing all schools in 2020, 11 participants representing all schools in the 2023 update
- Teacher Listening Sessions: 40 participants representing 5 schools in 2020, 12 participants representing 2 schools in 2023
- Student Listening Sessions: 49 participants representing 4 schools in 2020, 28 participants representing 2 schools in 2023
- District Thought and Practice Leader Interviews: 21 participants in 2020, 7 participants in 2023
- Parent and Community Surveys: 163 participants in 2020

Building User Interviews and Listening Sessions

In January and February 2020, Arcadis' assessors began visiting school sites, interviewing principals, and holding listening sessions with teachers, students, and parents.

Assessors walked school sites with principals to understand the specific needs and complex issues unique to each school. An interview was also conducted with principals to assess a wide range of topics, from physical education to staff meetings.

Meeting with larger groups of teachers and students allowed the assessors to understand each facility's role in contributing to the educational delivery practiced in the school. On the whole, many common themes emerged within each school, and even across the district, that all user groups touched on.

In the Fall of 2023, Arcadis began an update to the work completed in 2020 by holding listening sessions with students and teachers of two school facilities that were unused or under construction during the initial assessment: Palisades World Language School and Lakeridge Middle School. New principal interviews were held for every school. Meetings with Student Services teams took place to assess the recent progress and rapidly changing needs of these critical programs.

Educational Adequacy Ratings

Educational Adequacy (EA) scores are used to compare schools within the district. Each building is given a rating of 1 through 5 in each of four categories with 1=Poor, 2=Fair, 3=Satisfactory, 4=Good, and 5=Excellent. The overall rating for each school is the average of the following four categories:

Support for Educational Programs

The adequacy of the facility to support all educational programs, including general education classes and student service programs.

The Physical Environment

The adequacy of building features that impact the learning environment such as acoustics, lighting, technology, and temperature.

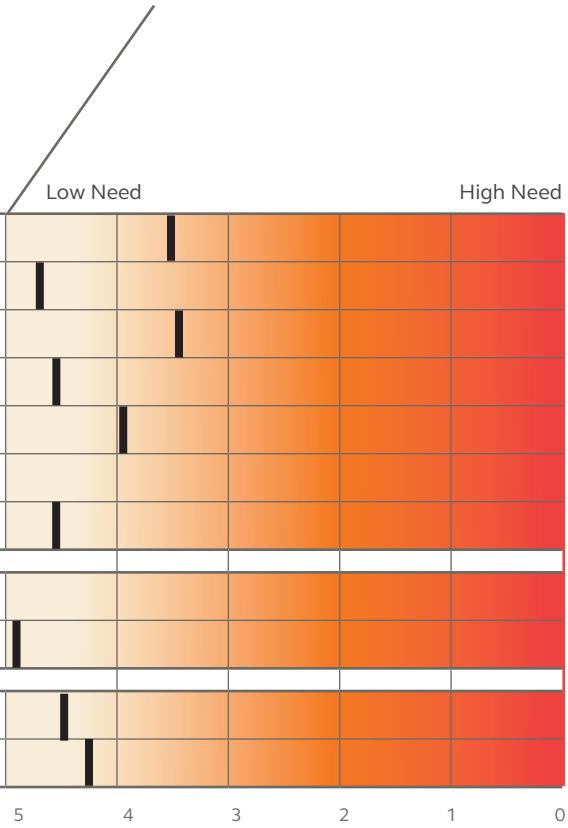
Facility Capacity and Size

The adequacy of the building size to meet enrollment and functional activities, including the size of dining, circulation, and gathering spaces.

Healthy, Safe, and Welcoming Environments

The degree to which the facility supports student well-being and the health and safety initiatives of the district. This category includes spaces such as outdoor play, drop-off areas, and accessible routes.

		Support for Edu. Programs	Healthy, Safe, & Welcoming Env.	The Physical Environment	Facility Capacity and Size	Physical EA Score
ELEMENTARY	Forest Hills	4.0	3.2	3.1	3.8	**3.53**
	Hallinan	4.6	4.7	4.4	4.9	**4.65**
	Lake Grove	4.0	3.0	3.1	3.8	**3.48**
	Oak Creek	4.8	4.3	4.3	4.8	**4.55**
	Palisades	4.6	4.3	4.5	2.5	**3.98**
	River Grove	N/A	N/A	N/A	N/A	**N/A**
	Westridge	4.8	4.4	4.4	4.6	**4.55**
MIDDLE	Lake Oswego MS	N/A	N/A	N/A	N/A	**N/A**
	Lakeridge MS	4.9	4.9	5.0	5.0	**4.95**
HIGH	Lake Oswego HS	4.3	4.5	4.4	4.4	**4.40**
	Lakeridge HS	4.1	4.2	4.2	4.3	**4.20**



*River Grove Elementary and Lake Oswego Middle School were in the process of design or construction at the time of this assessment, Fall 2023.

Programs and Initiatives That Affect Facilities

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. To develop a vision for the future, the Long-Range Facility Plan closely examines several educational program areas with facilities implication:

- **Student Well-Being and Student Service Programs**
- **Sustainability and Resilience**
- **Fostering a Culture of Innovation: STEM and CTE**
- **Educational Specifications and Elementary School Parity**
- **Safety & Security**
- **Technology**

Student Well-Being and Student Service Programs

The district is committed to providing equitable and inclusive systems by which all students can receive the necessary services and support to grow as learners through partnerships with staff and parents. Interviews with leaders and stakeholders including the Director of Student Services and support staff took place as part of the educational adequacy assessment process. The summary of findings and recommendations based on those interviews and on-site assessments are included in the Appendix. These findings and the growing needs of student support programs at all schools were presented to the Long-Range Facility Planning Committee.

Access for All

All facilities should be brought to the same standards for accessibility and embrace universal design principles. Access should be a top priority, especially as the district moves to an education model of full inclusion. Schools must not only be accessible, but inviting for all. The district should exceed expectations and create a more diverse population that reflects the region's reality. School facilities should provide flexible, differentiated spaces that promote hands-on and project-based learning. Students should be enabled to find environments that support their success, and the needs of students who are home insecure or in foster care should be considered. Facility components include:

- Motor Rooms for occupational and physical therapy.
- Universal Design principles to enable student independence.
- Restrooms with space for motorized lifts, two adults assisting a student, and storage.
- Purpose-built classrooms dedicated to the DELTA, ACCESS, and Pathways programs.
- Reduced sensory stimulation: acoustics, light, crowded hallways, etc.
- Support systems for students and families in need.

Design for Student Well-Being

Students need environments where they feel safe and can self-regulate. The COVID-19 pandemic has had a lasting negative impact on the mental health of youth. In order to support student well-being, facilities should be designed with a consideration for wellness centers, biophilic design principles, access to daylight in winter months, and trauma-informed design practices. Facility components should include:

- Places for student self-regulation and sensory breaks.
- Wellness and counseling support—connect students to mental health resources.
- Design that uses principles such as biophilia and trauma-informed design that are proven to help students self-regulate.
- Distributed offices, small group rooms, and conference rooms for specialists to work with students, collaborate as professionals, and hold confidential conversations.

Listen to Teachers, Principals, Counselors, and Staff

Consider the advice and solutions provided by the Student Services team. Bring research to future design teams to better understand the effect design has on well-being. Provide spaces for Student Services professionals to meet, collaborate, and hold private conversations. Staff should feel fully supported and valued; they should have places to do their work and recharge away from the students they serve.

Provide a Facility for the Community Transition Program (CTP) That Supports Student Success

The CTP program supports students post-high school to 21 years old. Students are provided with real-life experiences that focus on transitioning to adulthood. Programming may include facilitated connections with vocational experiences, job sites, college opportunities, training, and community outings. Students build personal independence and advocacy skills that allow them to thrive as adults. This program is currently housed on the Lake Oswego High School campus, which is surrounded by residential neighborhoods with no direct access to public transportation or places of potential employment.

Schools Housing Student Service Programs as of Spring 2024

- Pathways: Oak Creek Elementary, River Grove Elementary, Lake Oswego Middle School, Lakeridge Middle School, Lake Oswego High School, and Lakeridge High School
- Community Transition Program (CTP): Held in the Technology Building on the Lake Oswego High School campus
- Learning Support Center (LSC): all schools
- Developing Educational and Life Tools for Achievement (DELTA): Westridge Elementary, Hallinan Elementary, Lake Grove Elementary, Lake Oswego Middle School, Lakeridge Middle School, Lake Oswego High School, and Lakeridge High School
- Advancing Curriculum & Communication to Enhance Student Success (ACCESS): Westridge Elementary, Hallinan Elementary, Lake Grove Elementary, Lake Oswego Middle School, Lakeridge Middle School, Lake Oswego High School, and Lakeridge High School

In ten years, LOSD facilities will…

All be fully accessible, durable facilities that are appropriately flexible, support sustainability and best teaching practices.

- LRFP committee

Sustainability & Resilience

A commitment to sustainability is woven into the district's 2021 Strategic Initiatives.

Teach and Practice Sustainability

Preserve and sustain our shared resources while accelerating our students' ability to combat climate change.

Evidence of Success:
Create stewards of our shared resources.

Three strategies were identified to meet the priority of teaching and practicing sustainability:

1. Establish organizational structure accountable to sustainability (behaving)
2. Promote sustainability curriculum, activities, and practices (teaching)
3. Prioritize sustainable building practices and facility operations (building)

As it relates to school facilities, the first strategy includes conducting regular audits to assess district and school practices that will establish baselines, identify areas of opportunity, and establish key performance metrics.

The third strategy calls for the district to "construct resilient and highly efficient buildings that strive to use sustainable materials and minimize carbon footprint."

In ten years, LOSD facilities will…

Use less energy than they produce.

-LRFP committee

2017 and 2021 Bond Projects Prioritize Sustainability

Resilience refers to the ability to plan for, absorb, recover from, and more successfully adapt to environmental stressors. Historically, those stressors have included earthquakes and climate change. Current stressors of the global pandemic are placing additional challenges on school facilities, requiring a renewed focus on the meaning of resilience.

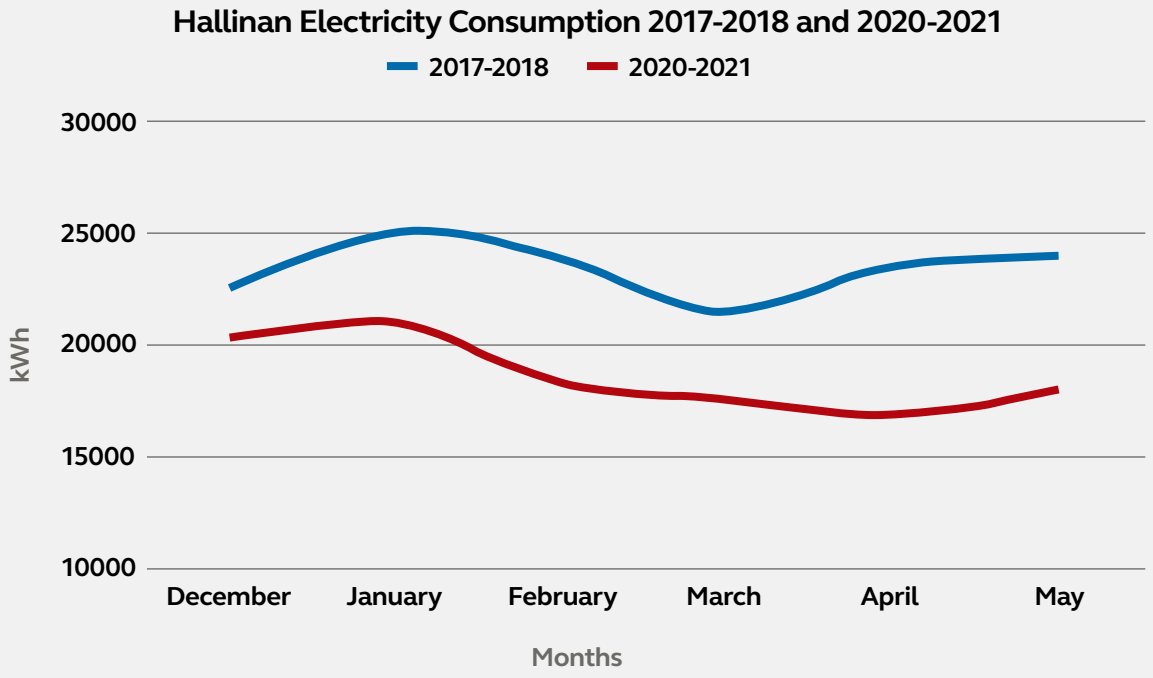
Thanks to the success of the 2017 and 2021 bond measures, seismic upgrades have been completed at all schools, and the new facilities—River Grove Elementary, Lakeridge Middle School, and Lake Oswego Middle School—have been designed to seismic level 4 for immediate occupancy to provide shelter for the neighboring community in the case of a seismic event.

Energy efficiency upgrades, such as window replacements, HVAC replacements and upgrades, LED lighting upgrades, and exterior wall and roof insulation, have been prioritized for all renovation projects. Fully electric equipment and systems are selected to replace aging mechanical and kitchen equipment, reducing the dependence on fossil fuels.

The district's three new facilities are fully electric and enrolled in the Energy Trust of Oregon's Path to Net Zero program. Lakeridge Middle School utilizes a hybrid passive cooling strategy, and River Grove Elementary School contains an on-site microgrid.

Photo Credit: Triplett Wellman

Photo Credit: 3J Consuilting



Fostering a Culture of Innovation: STEM & CTE

School districts have a crucial role to play in preparing students for the future. Globalization and technological advancements have transformed the world of work and social systems, and schools are under pressure to respond. The standard model for direct-instruction learning was widely influenced by the needs of the industrial revolution when uniform talent was needed to fill repetitive manufacturing jobs. As those jobs have increasingly become automated, the workforce has been driven to new models of productivity.* With the rapid changes in technology and innovation, many of the jobs that today's elementary school students will have do not yet exist. These new jobs are likely to put increasing value on technological and social-emotional skills.* Schools are developing new methods for teaching and learning that promote the skills students need to be successful in an unforeseen future. In January 2020, the World Economic Forum's Schools of the Future report outlined a "Global Framework for Shifting Learning Content and Experiences Towards the Needs of the Future."

Since 2017, LOSD has implemented many improvements to STEM-based instruction at all grade levels. Innovation Labs (previously referred to as makerspaces) have been added to all schools. Outdoor classrooms and gardens supported by science curriculum have been built at all elementary schools. Aging high school science labs have been renovated to meet the needs of modern programs. Expanded hands-on learning with culinary labs, makerspaces, and instructional greenhouses have been added to both high schools.

A Vision for High School STEM and CTE

The need for high school facilities to support science and technical programs is growing. A vision for High School STEM & CTE was presented to the Long-Range Facility Planning Committee by representatives of the Lakeridge High School science and robotics programs:

- Students are asking for more opportunities in STEM and CTE programs. There are not enough purpose-built spaces to support the demand.
- Learning environments that support tech curriculum draw in partnerships with local businesses, and students can receive certifications, such as CAD and manufacturing, when they graduate.
- These spaces support Career Technical Education (CTE) pathways that allow students to explore different career opportunities they might pursue after high school through applied learning. CTE helps students discover interests in career areas such as agriculture, food and natural resources systems, arts, information and communications, business and management, health sciences, human resources, and industry and engineering systems.
- These spaces also support STEM and advanced placement (AP) programs, including computer science, chemistry, engineering, physics, programming, and the arts courses.

*World Economic Forum January 2020: Schools of the Future: Defining New Models of Education for the Fourth Industrial Revolution.

Educational Specifications and Elementary School Parity

What Is the Elementary Educational Specification?

The planning and programming for the district's newest elementary school, River Grove, began with the creation of an Elementary Educational Specification (Ed Spec). The Ed Spec is a document that outlines the district-wide priorities for elementary school facility design; includes a vision, description of spaces, their functions, and adjacencies; and culminates in an area program list of rooms and square footage requirements. The purpose of the Ed Spec is to:

- Align district strategic goals, curriculum requirements, and instructional philosophies with facility design.
- Ensure new and renovated elementary schools enhance and facilitate effective teaching and learning practices.
- Support parity between schools by providing a baseline set of facility requirements while still supporting the flexibility to adapt the design to unique conditions at each site.

The Ed Spec outlined six planning considerations for elementary schools:

1. Learning Neighborhoods
2. Support for Specialized Instruction
3. Inquiry and Making
4. Play, Physical Education, Nutrition, and Community Gathering
5. Entry and Identity
6. Purposeful & Flexible Spaces

It also outlined a vision for elementary schools around these guiding principles:

- Innovation Culture and STEM
- Diversity, Equity, Inclusion, and Access
- Student Well-Being
- Sustainability & Resilience
- Safety & Security

Parity between Elementary Schools

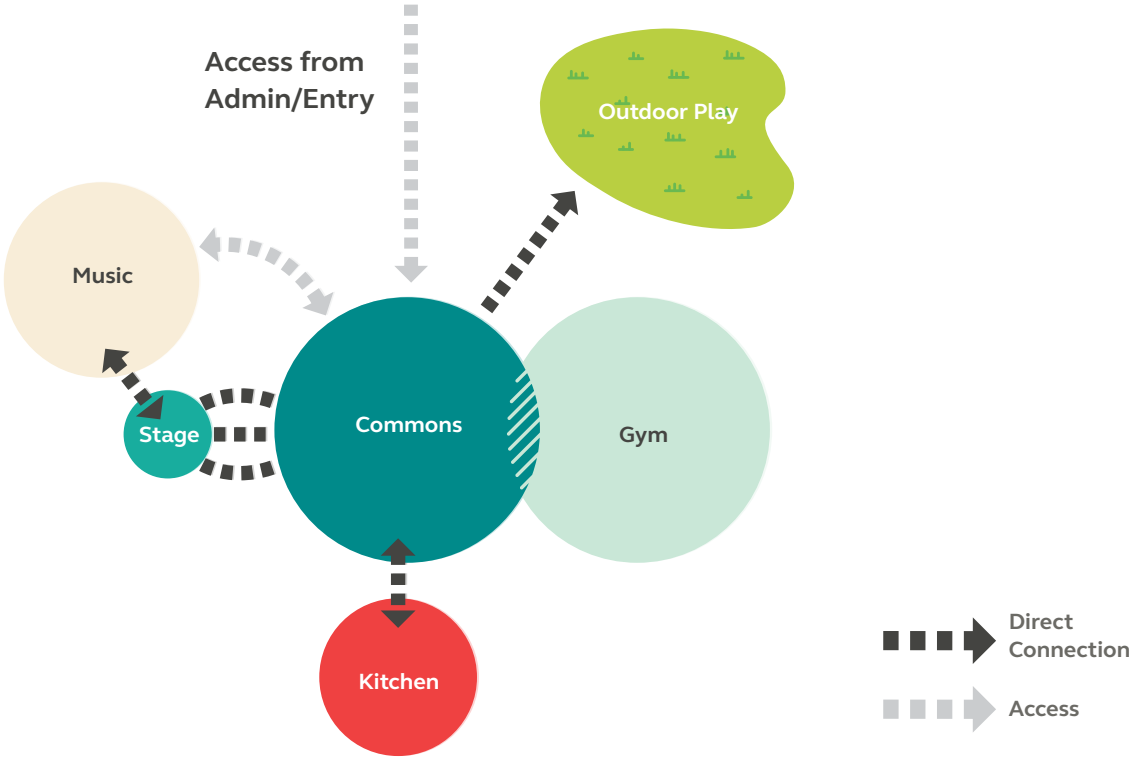
The outcome of the Ed Spec process can be seen in the design of River Grove Elementary School. The Long-Range Facility Planning Committee was presented with the River Grove design elements in comparison to the district's other elementary schools and discussed ways in which future design and construction projects could "raise all boats" and bring the other schools up to the same standard. The primary deficiencies include:

Multipurpose Dining Commons

Currently, River Grove is the only elementary school in which students have a dining space. All other K-5 students in the district eat in their classrooms. The dining space at River Grove also acts as a stage and performance venue. Neither Hallinan nor Westridge Elementary Schools have a stage, and upgrades are necessary at the other schools to make the stage functional for performances. The commons is also an opportunity for community use after hours at River Grove.

Learning Neighborhoods, Purposeful and Flexible Spaces

Classrooms at River Grove are grouped around a shared, flexible learning space that supports small group learning, project work, and the student services programs that pull students out of the classroom to provide additional support. Hallinan, Westridge, and Oak Creek were also designed with the "neighborhood" concept and shared learning environments, but the four oldest schools—Palisades, Uplands, Forest Hills, and Lake Grove—lack these flexible learning spaces.



Safety & Security

School buildings should project a welcoming image to parents and community members while still protecting the security of staff and students through effective monitoring, communications, and controlled access. The district commissioned a report from True North Consultants, a third-party security consultant, in the summer of 2019 after most of the security upgrades funded by the 2017 bond had been completed. True North's representative referred to the large number of changes as "unprecedented" and commended the district on its dedication to secure schools. Although many security upgrades have been completed, the district will continue to prioritize safety and security upgrades:

- **Replace outdated and increase exterior light fixtures:** Ensure that all schools have adequate exterior lighting to protect the safety of students, staff, and community and to deter acts of vandalism.
- **Replace outdated and add video surveillance and paging systems.**
- **Replace outdated perimeter security** with additional window hardening, hardware upgrades, fencing, and access control systems.
- **Improve safe routes to schools:** Many schools are surrounded by neighborhoods with no sidewalks or safe bike routes. Continue to upgrade routes with accessible and safe sidewalks and paths on school property.
- **Upgrade and replace fire alarm systems:** As systems reach the end of life, upgrade to new systems that are serviceable and meet current needs.

Technology

LOSD's Technology Plan

Lake Oswego School District is committed to providing equity for all students in every building. The district's technology plan is to ensure there is a stable network environment that will allow each student to engage in digital learning, participate in class interactively, and help prepare them for the journey outside of the school district.

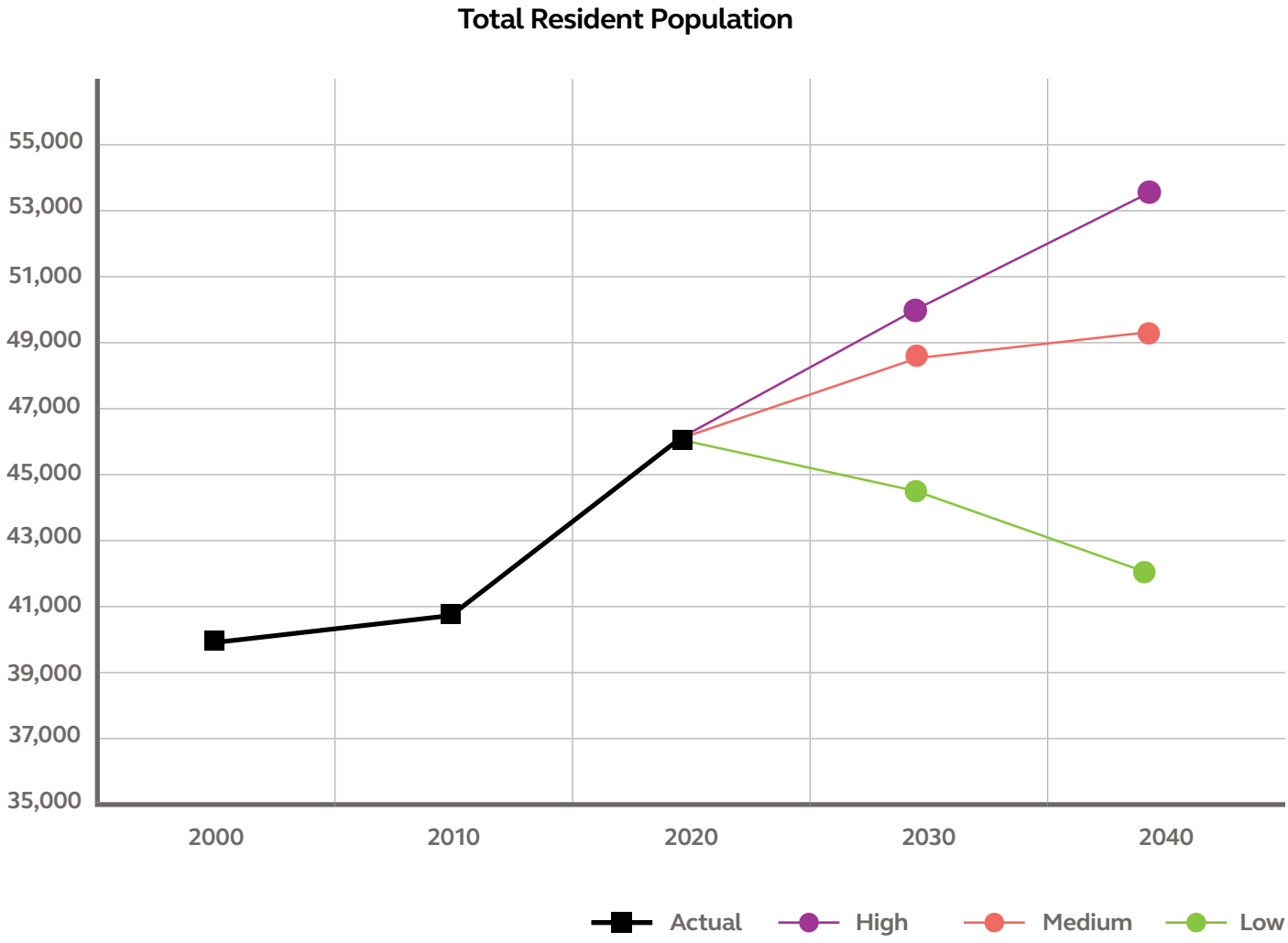
Technology in the learning environment is widely used by students to do research, read, produce projects, communicate with others, and tap into live streams of information. With the funds provided by the 2017 Bond Measure, major technology upgrades to schools have been completed, including upgrading to a 40Gig internet backbone connection with redundant and diverse paths to each school to accommodate the 1:1 ratio of student devices in each facility. This infrastructure helps students take full advantage of the new digital curriculum. The district has greatly increased its online learning curriculum and resources because of the stay-at-home orders brought on by the COVID-19 pandemic. Adequate infrastructure, device distribution, and training are increasingly important during this time. Priorities for a future bond include ongoing device replacement, upgraded cabling, additional security cameras, and expanded Wi-Fi access.

School Enrollment and Capacity

Portland State University's Population Research Center provided population and enrollment forecasts in a report dated May 31, 2024. The report can be found in the Appendix, and the following is a summary of the findings.

LOSD Area Population

The LOSD area experienced modest population growth, adding 6,000 new residents between 2010 and 2020, giving the district an annualized growth rate of 1.2%. LOSD residents are older than average compared to the rest of the state, and the number of births each year in the LOSD area declined significantly, falling from 433 per year in 1990 to 253 per year during 2020-21. Overall, the future population growth is expected to slow.



With a declining birthrate, migration increases in its significance as a predictor of future enrollment. Relatively few net new housing units were permitted in recent years, as most new units were offset by residential demolitions. Population growth as a factor of new housing varies depending on the number of bedrooms for single and multifamily units. Affordable housing developments are more likely than other types of multifamily housing to attract new families to the LOSD area. Two such developments are planned. Marylhurst Commons is expected to contribute 54 new students to the Hallinan Elementary, Lakeridge Middle School, and Lakeridge High School attendance zone. A smaller development planned for 2025 in Lake Grove is expected to add 16 new students to the Lake Grove Elementary, Lake Oswego Middle School, and Lake Oswego High School attendance zone.

Lake Oswego School District, Population by Age, 2000-2040

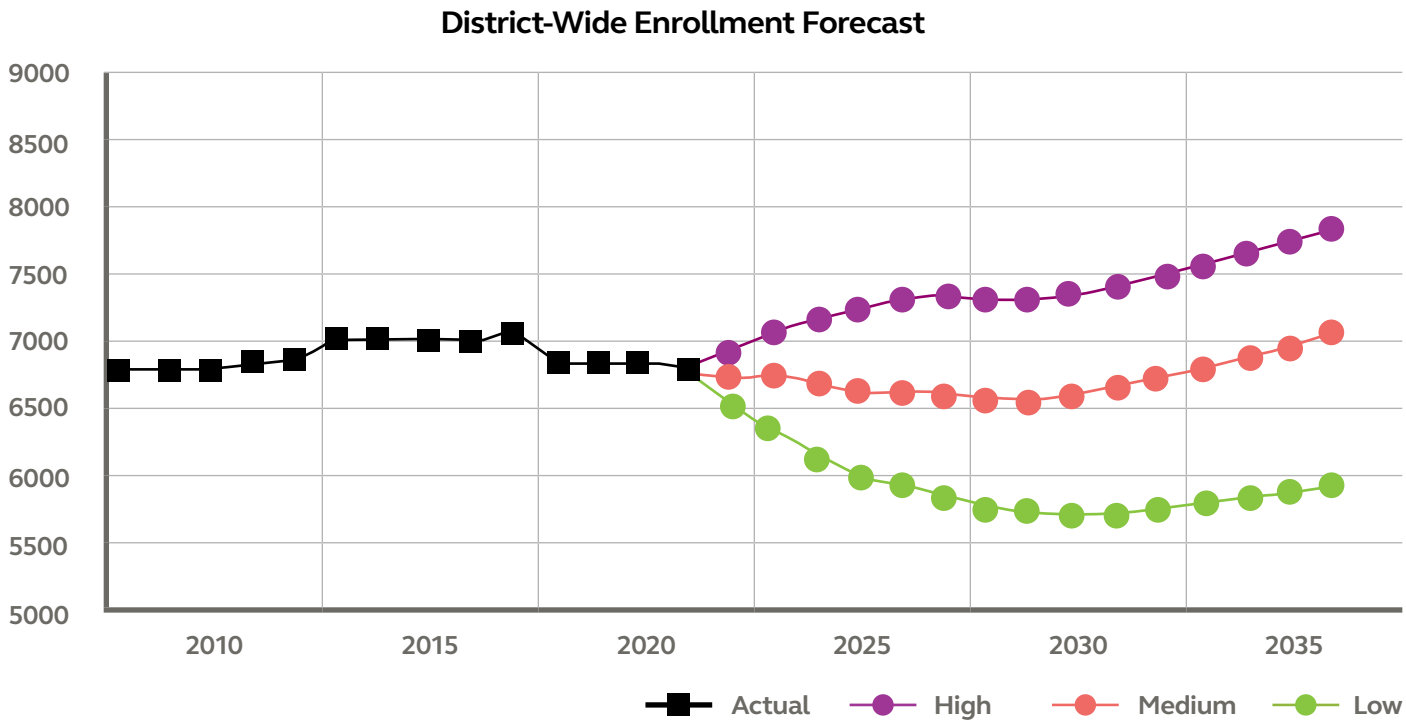
Medium Growth Scenario, District-wide Population by Age and Decade

	Historical			Forecast	
	2000	2010	2020	2030	2040
Under age 5	2,061	1,732	1,773	2,003	1,893
Age 5 to 9	2,816	2,470	2,655	2,838	3,178
Age 10 to 14	3,314	3,054	3,228	2,936	3,318
Age 15 to 17	1,663	1,977	2,005	1,927	2,060
Age 18 to 19	1,108	763	1,005	966	1,032
Age 20 to 24	1,666	1,609	2,847	2,259	2,055
Age 25 to 29	1,953	1,902	1,746	1,989	1,912
Age 30 to 34	2,100	1,650	1,797	2,997	2,377
Age 35 to 39	2,911	2,221	2,576	2,173	2,475
Age 40 to 44	3,879	2,808	2,917	2,743	4,007
Age 45 to 49	4,299	3,413	3,403	3,421	2,886
Age 50 to 54	3,768	3,926	3,168	3,095	2,910
Age 55 to 59	2,489	3,659	3,139	3,027	3,043
Age 60 to 64	1,540	3,181	3,187	2,622	2,561
Age 65 to 69	1,174	2,088	3,094	2,646	2,552
Age 70 to 74	1,062	1,326	2,844	2,815	2,316
Age 75 to 79	980	963	1,917	2,732	2,336
Age 80 to 84	620	877	1,234	2,514	2,489
Age 85 and over	540	1,127	1,473	2,690	3,833
Total Population	39,873	40,746	46,008	48,392	49,231
Annualized Growth		0.2%	1.2%	0.5%	0.2%
Percent 5-17	19.5%	18.4%	17.1%	15.9%	17.4%
Percent under 18	24.7%	22.7%	21.0%	20.1%	21.2%

Sources: US Census (2000-2020); Population Research Center, PSU (forecast, 2030-2040).

District-Wide Enrollment

LOSD enrolled 6,788 students in Fall 2023, a decrease of 3.7% compared to Fall 2020, and has hovered near 6,800 since then. Total enrollment is projected to decrease slightly in 2024 as a large 12th-grade cohort graduates and kindergarten capture rates remain low. Lower enrollment may persist through 2024-2030, then gradually increase back to 7,000 by 2036.



As of 2023, LOSD serves approximately 6,788 students, including those in alternative and charter programs. Gradual decreases are expected to result in 147 fewer total students from 2023 to 2033.

Enrollment Forecasts, by School: Lake Oswego School District, 2024-25 to 2033-34

		Average	-- Historic Enrollment --				---- Forecast Enrollment ----									
Name	Grades	Share*	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Forest Hills Elementary	K-5	16%	412	406	419	399	387	370	360	360	370	368	375	382	383	386
Lake Grove Elementary	K-5	16%	346	301	416	435	442	456	475	473	480	477	480	483	484	487
Oak Creek Elementary	K-5	16%	525	513	445	406	393	372	355	340	341	342	346	349	352	354
Lake Oswego Middle	6-8	50%	858	820	824	832	827	815	804	799	791	784	777	777	778	788
Lake Oswego High	9-12	51%	1,251	1,252	1,245	1,278	1,266	1,281	1,278	1,265	1,254	1,245	1,233	1,228	1,231	1,240
Hallinan Elementary	K-5	14%	394	370	362	353	352	358	346	336	331	335	331	331	335	336
River Grove Elementary	K-5	13%	526	344	336	342	333	341	323	326	326	331	328	328	332	336
Westridge Elementary	K-5	18%	422	449	470	461	426	413	395	365	370	372	382	386	390	395
Palisades World Language School	K-5	8%		180	197	230	269	311	349	364	385	381	384	386	390	395
Lakeridge Middle	6-8	50%	787	820	838	827	785	766	780	768	760	753	746	742	748	757
Lakeridge High	9-12	49%	1,254	1,198	1,234	1,199	1,185	1,199	1,154	1,172	1,160	1,146	1,139	1,135	1,135	1,141
Lake Oswego SD 7J	K-12	-	39	175	44	26	26	26	26	27	27	27	26	26	26	26
North/Lake Oswego HS Cluster	K-12	49%	3,392	3,292	3,349	3,350	3,315	3,294	3,272	3,237	3,236	3,216	3,211	3,219	3,228	3,255
South/Lakeridge HS Cluster	K-12	47%	3,383	3,181	3,240	3,182	3,081	3,077	2,998	2,967	2,947	2,937	2,926	2,922	2,940	2,965
District Residents	K-12	95%	6,513	6,497	6,456	6,420	6,334	6,322	6,253	6,202	6,197	6,163	6,149	6,155	6,186	6,243
Non-Residents	K-12	5%	301	331	374	368	357	386	392	393	398	398	398	398	398	398
Elementary Subtotal	K-5	39%	2,625	2,563	2,645	2,626	2,602	2,621	2,603	2,564	2,603	2,606	2,626	2,645	2,666	2,689
Middle Schools Subtotal	6-8	24%	1,645	1,640	1,662	1,659	1,612	1,581	1,584	1,567	1,551	1,537	1,523	1,519	1,526	1,545
High Schools Subtotal	9-12	36%	2,505	2,450	2,479	2,477	2,451	2,480	2,432	2,437	2,414	2,391	2,372	2,363	2,366	2,381
Other (K-12 and 1-8)	K-12		39	175	44	26	26	26	26	27	27	27	26	26	26	26
TOTAL			6,814	6,828	6,830	6,788	6,691	6,708	6,645	6,595	6,595	6,561	6,547	6,553	6,584	6,641

Sources: Lake Oswego School District (historic and current enrollment); Population Research Center, PSU (enrollment forecasts). *May 31, 2024*

Note: * Average share for schools describes the school's share of the total enrollment by school type (ES/MS/HS). Hallinan and Lake Grove, and associated MS/HS zones, include assumptions of net gains from Metro Affordable Housing bond properties (opening in 2024 and 2025, and adding 83 and 28 affordable units with 2+bedrooms, for a net gain of 54 and 16 new students, respectively). River Grove ES and Lakeridge MS/HS, reflect assumptions of increased enrollment from Willow Apartments in 2024/25 (total 26 additional enrollments).

What Is Capacity?

Capacity measures the ability of a school facility to meet the space needs of the student population.

School Capacity

School capacity calculations are based on operational approaches, educational goals, and class size targets. The analysis indicated in the following table represents a capacity number that is accurate to the programs and grade levels currently being taught in each building at the time of the assessment. As programs, educational strategic goals, and pedagogies change, the room functions and capacity of the building will also change. Programs and initiatives that affect facilities and have an impact on available capacity are described in the previous section.

Methodology

In the Fall of 2023, Arcadis conducted site visits and follow-up correspondence to collect information on student enrollment, class schedules, and classroom uses. Each school principal was engaged to determine the manner in which every classroom-sized space within the facility is currently utilized. Those classrooms that are used for general education programs are labeled “teaching stations.” Classrooms that are used for pullout and support programs (such as Pathways or DELTA programs) are not included in the teaching station count.

School capacity is calculated based on the following class-size goals:

- 25 students per teaching station in grades K–5
- 28 students per teaching station in secondary science, CTE, and general classrooms
- 40 students per teaching station in secondary Performing Arts and PE classes

Utilization refers to the amount of time a teaching station is used for instruction. Utilization for the elementary schools is 100%. Teachers have sole ownership of their classrooms (i.e., no teachers share a room), and each student is assigned to a teacher. Therefore, all other rooms in the school (gymnasium, library, music/arts, innovation labs, etc.) serve only as pullout or supplemental programs to the grade-level teachers and their respective students and do not serve to increase the building capacity. This is also true for rooms dedicated to special education programs.

Utilization of teaching stations for the secondary schools is 83%. Teachers have sole ownership of their classrooms, and teachers conduct prep during one out of seven periods of the day, leaving the room available for teaching 83% of the school day. Other spaces may be utilized fewer or more than six periods out of seven due to teacher availability or subject matter, but these spaces are not reflected in the following capacity studies. Rooms that are not used as teaching stations but instead serve as support spaces such as Computer Labs, Yearbook/Leadership rooms, and Special Education pullout programs are not included in the teaching station count.

Summary of Capacity Findings

At the elementary grade level, recent boundary adjustments (2018-2019) between Oak Creek and Lake Grove Elementary have resulted in a population growth out of the Oak Creek and into the Lake Grove catchment area. An increase in the number of classrooms dedicated to student services programs, such as DELTA, ACCESS, Pathways, has resulted in a decline in the total teaching station capacity of every school. The growth of Pre-K programs at elementary schools has also reduced the number of available classrooms for the K-5 population.

Despite the changing and evolving uses of classroom spaces at the elementary level, an overall available capacity of 731 remains.

As an option school that is not dependent on catchment area populations, the Palisades World Language School is expected to see growth as class sections expand in the Spanish and Mandarin Chinese immersion programs. To add a cohort of K-5 students for a second Spanish immersion track, six additional classrooms would need to be added to Palisades.

With new facilities either recently completed or under construction at the middle school level, ample capacity is available. The new buildings have also solved issues documented in previous long-range plans regarding the adequacy of core, non-instructional areas such as hallways, cafeterias, and libraries.

Although both high schools have available capacity, specialized teaching spaces that serve STEM and CTE programs are increasingly in demand by students at both schools.

Table: School Capacity vs. Current and Projected Enrollment

	District Wide Capacity Analysis	Current Enrollment (Oct, 2024)	Teaching Station Capacity	Current Available Capacity	Projected 10-Year Forecast	
					Enrollment*	Available Capacity
ELEMENTARY	Forest hills	389	425	36	386	39
	Lake Grove	425	475	50	487	-12
	Oak Creek	402	575	173	354	221
	Hallinan	364	475	111	336	139
	River Grove	382	600	218	336	264
	Westridge	389	475	86	395	80
	Palisades World Language School***	252	300	48	395	-95
	Elementary Subtotals	2,603	3,325	674	2,689	731
MIDDLE	Lake Oswego Middle School	791	1,100	309	788	312
	Lakeridge Middle School	888	1,100	212	757	343
	Middle Subtotals	1,679	2,200	521	1,545	655
HIGH	Lake Oswego High School	1,283	1,591	308	1,240	351
	Lakeridge High School	1,241	1,516	275	1,141	375
	High School Subtotals	2,524	3,107	583	2,381	726
	Virtual Education Programs**	5			26	
	TOTALS	**6,811**	**8,632**	**1,778**	**6,641**	**2,112**

*Building Enrollment Forecasts provided by Portland State University's Population Research Center. Dated May 31, 2024.
**Harmony Academy Charter & Alternative Education Programs are not included in the Building Capacity Analysis.
***Currently, district management offices are located in Palisades and use 3 classrooms, reducing the available teaching capacity by 75.

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03

PLANNING FOR THE FUTURE

PLANNING FOR THE FUTURE

The Lake Oswego School District Long-Range Facilities Plan (LRFP) presents a long-term vision for facilities to accommodate district operations and educational programs, in compliance with ORS 195.110*. This plan builds on the foundation provided by the 2016 and 2020 Long-Range Facility Plans. Many high-priority projects and major capital improvements have taken place as a result of the 2017 and 2021 bond measures. This plan provides an update to the facility needs and long-term vision for LOSD schools. It reflects the work of the LOSD Long-Range Facility Planning Committee over a six-month process, culminating in May of 2024.

*See Appendix for ORS 195.110 Memo of Compliance

Three parallel efforts were conducted to determine a long-term Vision for LOSD schools:

- Educational Adequacy Assessments
- Facility Condition Assessments
- Review of Educational Programs & Initiatives that Shape School

Descriptions of these are included in the chapter titled “Gathering the Facts” and include a list summary of findings along with the findings gathered by enrollment forecasts and capacity analysis. A full list of recommended improvements based on the Facility Condition and Educational Adequacy Assessments can be found in the Appendix.

This report concludes with this “Planning for the Future” chapter in which a long-term vision for LOSD schools is described. This long-term vision considers future capital improvements to satisfy the recommendations described above and a holistic view of the functions of district facilities for the next ten years.

The Committee

Charge of the LRFP Committee

The LRFP Committee works with staff to analyze the facility needs of the district and make recommendations to the Lake Oswego School Board. The committee will work to do community outreach to all stakeholders including parents, students, staff, community members, and the business community. It is the committee's mission to facilitate and support teaching and learning through the maintenance and improvement of our physical environment.

Objectives of the LRFP Committee

- 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.
- Prioritize and align district educational and facilities visions.
- Estimate needs for future school capacity improvements, athletic facilities, and land needs.
- Track implementation of 2017 and 2021 School Improvement Bond projects.

Process

The Long-Range Facility Planning Committee (LRFPC) met nine (9) times from November 2023 through May 2024. Minutes for all meetings are included in the Appendix of this report.

LRFPC meetings covered several topics that affect school facilities including educational programs, enrollment forecasts, and facility conditions. Agenda items included:

- Overview of district properties and recent upgrades and replacements that were funded by the 2017 and 2021 bonds.
- The 2021 Elementary Educational Specifications and parity between elementary facilities.
- The growing needs of Student Service Programs.
- Sustainability and resilience.
- High school STEM and CTE programs.
- Enrollment forecasts and elementary school capacity.
- Assessments and recommendations for facility upgrades and replacements.
- Challenges and opportunities at the Lake Grove Elementary School property.

The work of the LRFPC overlapped with the preparation of a Facilities Condition Assessment (FCA) of all district buildings and Educational Adequacy Assessment of all schools.* These assessments provide 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. The Educational Adequacy Assessment is included in this document, and a copy of the FCA appears in the Appendix of this document.

The Guiding Principles of the Long-Range Facility Plan

The first meeting of the Long-Range Facility Planning Committee consisted of an empathy exercise and visioning session culminating in the development of a set of Guiding Principles. The Guiding Principles provided the foundation for the committee's subsequent discussions and final recommendations for facility improvements. Similar visioning sessions were conducted nine years previous, leading to the 2016 LRFP Guiding Principles. Although many of the 2016 Guiding Principles are relevant and similar in tone, in the years since, the district has passed a school bond measure and made a number of improvements to its facilities, has developed a new Strategic Plan, and has reprioritized educational and program needs. As such, the 2020 Vision and subsequent 2024 Vision have been guided by an updated set of principles.

Long-Range Facilities Plan Guiding Principles

Our schools will welcome all students
Our schools will be safe, inclusive, and accessible to all. Students will feel encouraged and intrinsically validated in their ability to learn and succeed.

Our schools will be places of educational excellence
Our school facilities will be places where exceptional teaching and learning are supported. They will be places that instill community pride.

Our schools will prepare students for the future
We will design schools that are flexible and adaptable to suit the ever-evolving needs of our students. These spaces will serve us well into the future and keep pace with the changing educational and professional landscape.

Our schools will be places where students can be their best selves
Schools will provide a positive and healthy environment. We will design spaces that are inviting, where students and teachers will feel excited and inspired.

We will build to reflect our community's values
Sustainable design will be a priority and will influence all decisions. We will work to reduce our impact on the environment in all aspects of school operation and design.

We will build and design responsibly
We will spend our community's dollars wisely. We will take care of our assets and design schools that are high performing and easy to maintain.

A Long-Term Vision for Lake Oswego School District

In 2024, the Long-Range Facility Planning Committee (LRFPC) discussed a vision for providing Oregon-leading safe, inclusive, and sustainable facilities that are flexible enough to accommodate the programs that are currently offered by the LOSD as well as programs and initiatives that the district aspires to offer in the future. The schools are the heart of the community and need to support the whole student. Based on the data collected and community feedback, the LRFPC recommends the school board direct a future Bond Development Committee to examine the short- and long-term educational, cultural, and financial implications of implementing the recommendations below.

By 2034, the LRFPC envisions a future for the Lake Oswego School District that includes the following characteristics:

- Each LOSD facility is welcoming to all students.
- Students enjoy being in the schools and are prospering in safe, inclusive, and sustainable environments.
- Replacement of school facilities are complete, and any future bond discussions would focus on incremental capital improvements.
- Athletic facilities meet state guidelines and are on par with the best public schools on the West Coast.
- LOSD facilities are maintained on a regular schedule with an absence of deferred maintenance; funds are budgeted to ensure proper maintenance.
- School capacities are optimized for fluctuations in enrollment to reduce the need for boundary adjustments.
- School buildings are flexible enough to accommodate new programs without massive capital expenditures.
- Schools are highly regarded by faculty and are a recruiting tool to attract the best teachers.
- Each school contains facilities to provide healthy food.
- Each school provides athletic facilities for outdoor exercise that accommodate for Fall, Winter, and Spring weather in the Pacific Northwest.
- The LOSD administrative offices are highly functional, with space for programming, professional development, and collaborative work, and are representative of the leading school district in Oregon.
- All school facilities are designed universally to accommodate all students' cognitive, behavioral, physical, and social-emotional needs.

Committee Recommendations

The LRFP recommendations stem from a comprehensive, community-driven process aligned with the district's strategic plan. The engagement process began with the LRFP Committee, which incorporated insights from facility condition reports, educational adequacy assessments, and feedback from facility professionals. In May 2024, the committee proposed conducting feasibility studies before making final decisions.

During the summer, the district carried out these studies and conducted voter polling. Randomly selected likely voters indicated strong support for projects that enhance school resilience and a preference for maintaining current elementary schools at their existing locations. The findings were shared at open houses and school board meetings in September 2024, leading to the final recommendations adopted by the School Board in October 2024.

Step 1

To bring all district facilities to modern and sustainable standards in the last phase of the district's three-phased capital bond improvement program, prioritize the following capital improvement projects:

Invest in Resilient Schools for Safety, Health, and Security

- Address the highest priorities identified in the facility condition assessments, ensuring adequate budgeting for annual maintenance and system replacement expenditures to preserve and extend capital investments. This includes replacing and improving roofs, windows, siding, and floor coverings where needed.
- Prioritize health, safety, and security upgrades. This includes but is not limited to, improvements to ventilation and cooling systems and the removal of hazards like asbestos, outdated wiring, and rusty piping where needed. Additionally, replace and update all schools' outdated critical technology infrastructure, such as security cameras, communication systems, access controls, and fire safety systems.

Rebuild the Oldest Elementary Schools to Current Building Standards and Educational Specifications

- Construct a replacement school facility for Forest Hills Elementary School at its current site. Built in 1946, Forest Hills is the district's oldest and rated one of the poorest-condition school facilities, as determined through facility condition assessments.
- Construct a replacement school facility for Lake Grove Elementary School at its current site. Built in 1949, Lake Grove is the district's second oldest and is rated one of the poorest-condition school facilities, as determined through facility condition assessments.

Modernize Classrooms to Foster Student Excellence and Success

- Add adaptable STEM/CTE spaces at our high schools, offering dynamic, flexible environments that inspire innovation. This initiative will ensure that our Science, Technology, Engineering, and Math (STEM) and Career and Technical Education (CTE) programs are fully equipped to meet the evolving needs of students and educators, fostering the next generation of problem solvers. Construct new spaces or consider repurposing existing ones.
- Replace outdated technology for students and teachers at all schools.

Empower Learners with Developmental Disabilities by Providing Life Skills Education

- Purchase an existing facility for our Community Transition Program (CTP) near work opportunities and public transportation. Remodel it to meet educational specifications so that our students, primarily adults aged post-high school through 21, can engage in real-life experiences that build personal independence, advocacy skills, and successful transitions into adulthood.

Evaluate Revenue-Generating Partnership Opportunities to Serve the Continuous Learning and Community Building

- Allocate a portion of the Lake Grove site to a partnership that benefits Lake Oswego students and citizens. The Lake Grove site encompasses the current school property and property from the decommissioned bus barn and warehouse facility. Seek a revenue-generating agreement for the portion of the property not included in the new school/field design.

Photo Credit: Facilitron

Centralize Student and Teacher Support Services, Districtwide Administration, Facilities Operations, and Information Technology

- Remodel Uplands to support district-wide administrative and support services after its function as a swing school site concludes. Those departments and services include the office of the superintendent, business services, communications, computer networking services, curriculum and instruction, maintenance and facility operations, human resources, student services, school board and staff training services.
- The Administration Building, the public face of the district built in 1961, and the Facility Operations Building, built in 1971, are two of the district's oldest and are rated as two of the poorest-condition facilities; these existing facilities cannot accommodate all administrative and support functions.

Support Immersion Programs

- Add classrooms at Palisades as needed to support the world language program. Elementary programs may expand, eventually offering three classes per grade level from kindergarten through fifth grade, resulting in 18 core classes total. This expansion will align its enrollment with that of other district elementary schools.

Invest in Elementary Schools

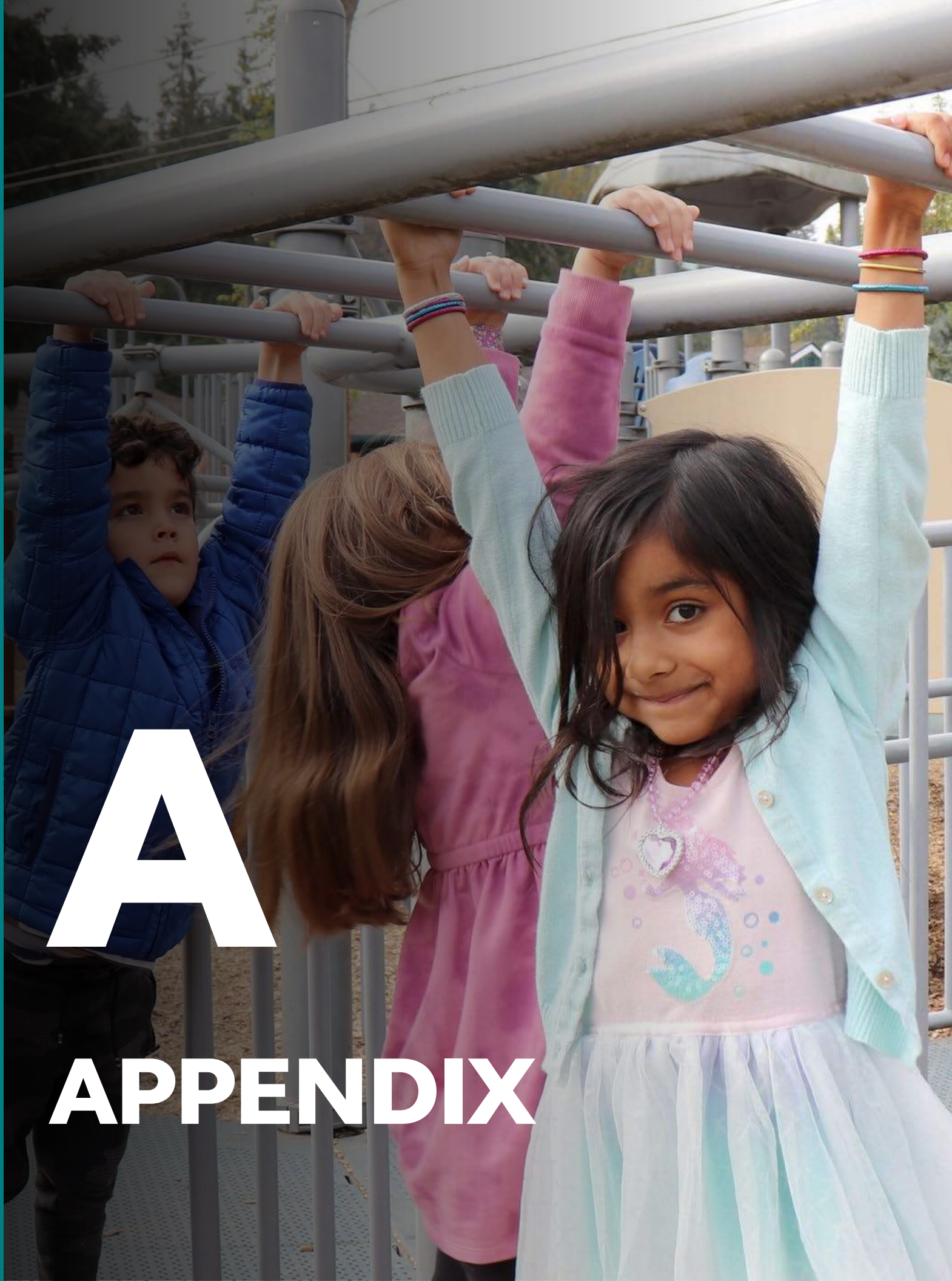
- Continue upgrading elementary schools to meet current educational specification standards, adding multipurpose spaces (cafeteria, small gymnasium, stage) for increased instructional, wellness, and recreational experiences and extended learning areas for personalized and flexible instruction.

Promote Wellness and Recreation

- Maintain current athletic facility capital investments and ensure safe and equitable access.

Photo Credit: Homes.com

Step 2 **Establish a Bond Development Committee to draft a bond measure package for the school board's consideration. Based on findings and community input, bring forward a bond measure for district voters' consideration on the November 2025 ballot.**



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APPENDIX

APPENDIX

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ORS 195.110 AND OAR 581-027-0023 MEMO OF COMPLIANCE

ORS 195.110 AND OAR 581-027-0023 MEMO OF COMPLIANCE

Appendix

Lake Oswego School District
2024 Long-Range Facility Plan

MEMORANDUM

ORS 195.110 and OAR 581-027-0040 Compliance

ORS 195.110 Compliance Methodology

The Oregon Legislature in 2007 amended ORS 195.110 to provide additional direction to Large School Districts as they prepare and update facility plans. Lake Oswego School District currently serves over 6,700 students and therefore falls within the requirements of the law. The following outlines the methodology for compliance and location of each statutory requirement within the 2024 Long-Range Facility Plan (LRFP).

Part (4) Regarding selection of district representatives to meet and confer with city and county representatives
During the winter and spring of 2024 and described in section 3 of the LRFP report, representatives of the local jurisdiction attended meetings and were members of the Long-Range Planning Committee.

Part (5) Regarding the requirements of the School District Long Range Plan
(a) The 2024 Long-Range Facility Plan (LRFP) covers a period of 10 years
(A) The LRFP includes population projections by school age group with narrative of projection results in part 2D of the report. See appendix item for full demographic report.
(B) Section 2 of the LRFP indicates large school sites currently owned by the district.
(C) The 2023 Facility Condition Assessment (FCA) describes the physical improvements needed to meet the minimum standards in existing schools and is described in LRFP section 2A. A description of the educational program needs and evaluation criteria is indicated in section 2B of the LRFP, a full report included in the appendix.
(D) Section 3B of the LRFP describes the financial plans to meet school facility needs.
(E) Section 3B indicates the evaluation criteria for developing a project list, including measures for the efficient use of school sites.
(F) The LRFP indicates the capital improvements needed to meet the needs of the 10-year plan.
(G) There are currently no site acquisitions required to meet the needs of the 10-year plan.

Part (6) Regarding the requirements for identification of new property
The district owns adequate properties for the capital improvements necessary to meet the needs of the 10-year plan.

Part (7) Regarding dedication requirements
No City or County land dedication is required to meet the needs of the 10-year plan.

Part (8) Regarding the identification of school facility needs based on population growth projection.
Section 2D of the LRFP describes the link between population projections and facility capacity and outlines the district's response to growth.

Part (9) Regarding the development of capacity analysis criteria.
Section 2D of the LRFP describes the methodology developed by the district to determine the capacity of each facility.

OAR 581-027-0040 Compliance Methodology

The Oregon Department of Education's Technical Assistance Program (TAP) helps districts plan for capital improvements and includes grant funding for Long-Range Facility Planning. To comply with the TAP grant requirements, Lake Oswego School District has prepared this report to meet the applicable Oregon Administrative Rule (OAR) 581-027-0040 Long-Range Facility Plan Requirements. The following outlines the methodology for compliance and location of each requirement within the 2024 Long-Range Facility Plan (LRFP).

Part (1) Regarding population projections for the next ten (10) years
See appendix for Population Forecast report by PSU's Population Research Center and narrative in section 2D.

Part (2) Regarding Collaboration with local government planning agencies
(a), (b) There are currently no site acquisitions required to meet the needs of the 10-year plan. Descriptions of meeting attendance and Committee participation by planning officials is described in section 3 of the report, meeting minutes in the appendix.

Part (3) Regarding Community Involvement
The Community-representing Long-Range Facility Planning Committee members are included in acknowledgements. A description of the process completed by the community to review facility needs, evaluate costs, and determine sources of funds included in section 3.

Part (4) Regarding Historic Buildings
There are no Lake Oswego School District properties that are considered historically relevant.

Part (5) Regarding Educational Adequacy Ratings
The Educational Adequacy Report included in the appendix and Section 2B of the Long-Range Facility Plan indicates Educational Adequacy Ratings for each facility per the requirements of OAR: 581-027-0043.

FACILITIES CONDITION & EDUCATIONAL ADEQUACY ASSESSMENT REPORT

FACILITIES CONDITION & EDUCATIONAL ADEQUACY ASSESSMENT REPORT

Appendix

Facilities Condition & Educational Adequacy Assessment Report

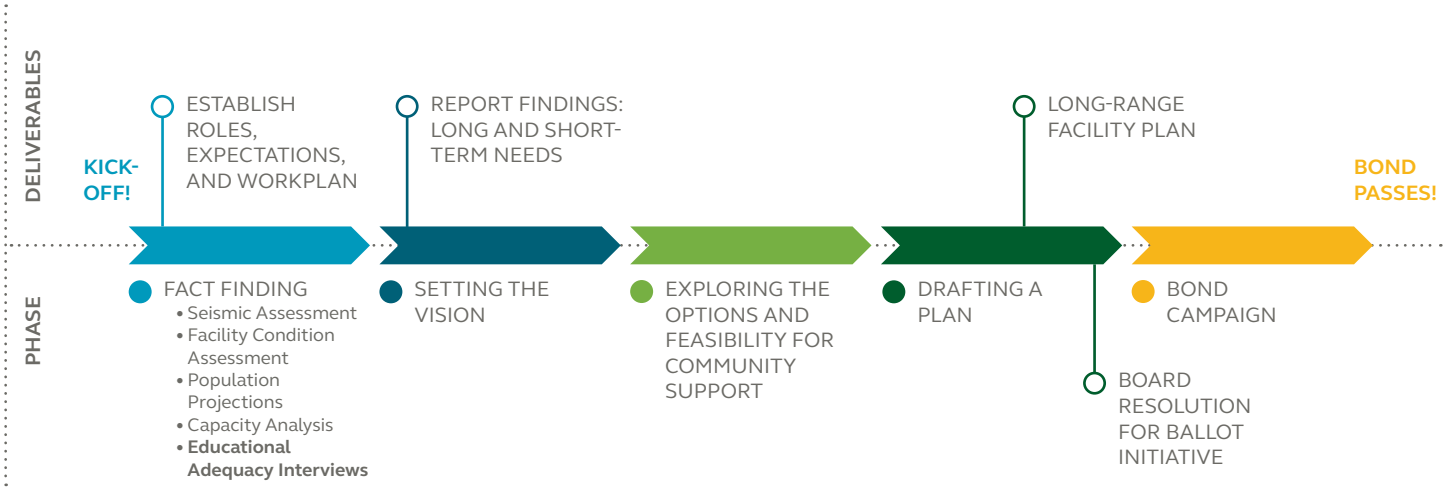
Table of Contents

Methodology and Intent

The Facilities Condition and Educational Adequacy Assessments are the first steps in the Long-Range Facility Planning process.

The planning process begins with a fact-finding mission in which consulting planners, engineers, and architects provide the district with assessments to help them understand the current state of each facility. The Facility Condition Assessment (FCA) is a rapid visual assessment of buildings that provides costs and condition index numbers that can be used to set priorities for future repairs. The Educational Adequacy Assessment is an evaluation of the physical aspects of each school building and site to support the teaching, learning, and strategic goals of the district. This fact-finding exercise, along with the Long-Range facility plan, provides the school district and school board with the information needed to develop a plan for a possible capital improvement bond. The graphic below depicts the complexity and multiple steps of this process.

KEY MILESTONES OF THE PLANNING PROCESS



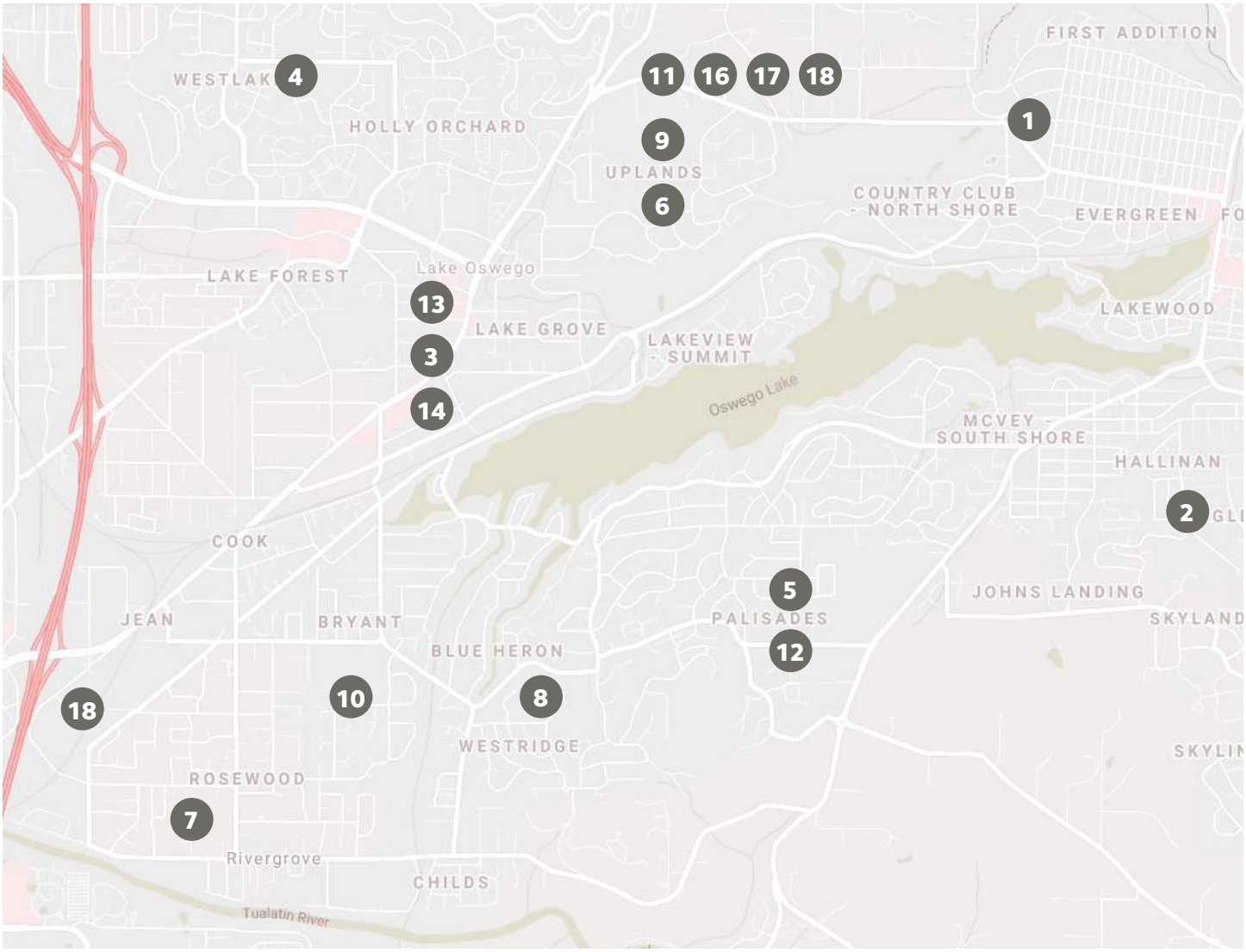
Facility Overview

The LOSD learning community is made up of approximately 6,900 students and their families served by approximately 850 educators and staff members in 11 schools.

Number of Facilities: 18

Total Building Area: 1,259,967 SF

- 7 elementary schools (grades PreK-5): 6 neighborhood elementary schools and 1 world language immersion elementary school
- 2 middle schools (grades 6-8)
- 2 high schools (grades 9-12)
- 1 elementary school in use as a swing site for replacement school construction
- 6 facilities used for additional programs and district services



1 Forest Hills ES

2 Hallinan ES

3 Lake Grove ES

4 Oak Creek ES

5 Palisades

6 Uplands ES

7 River Grove ES

8 Westridge ES

Under Construction

9 Lake Oswego MS

▲ Photo Credit: Homes.com

10 Lakeridge MS

11 Lake Oswego HS

12 Lakeridge HS

13 Facilities Operations

14 Transportation Facility (old)

15 Transportation Facility (new)

▲ Photo Credit: Google Images

16 Administration

17 Technology

18 Swimming Pool

The following is a matrix of 17 sites documenting the existing systems and building facts combining the district-provided documentation and visual observations.

Facility Information	TOTAL BUILDING AREA (SF)	TOTAL ROOF AREA (SF)	NO. OF STORIES	YEAR BUILT	RENOVATION (Year)	PRIMARY STRUCTURE	ROOF TYPE	PRIMARY MECHANICAL	PRIMARY MECHANICAL LIFECYCLE	ELECTRICAL CAPACITY	ELECTRICAL LIFECYCLE	GENERATOR	GENERATOR LIFECYCLE	FCI
	Building Information													
FOREST HILLS 1133 Andrews Road, Lake Oswego, OR 97034	50,695	55,080	1	1946	1990 2004 2013	W2	R2, R4 R6	M2	26	120/208V 1600A	50	12.5 KVA	25	0.12
HALLINAN 16800 Hawthorne Drive Lake Oswego, OR 97034	46,712	51,208	1	1980	2020	W2	R4, R7	M4	20	120/208V 1200A	50	N/A	N/A	0.05
LAKE GROVE 15777 Boones Ferry Road Lake Oswego, OR 97034	61,652	66,129	1	1949	1990	W2	R2	M5	26	120/208V 1600A	50	N/A	N/A	0.09
OAK CREEK 55 Kingsgate Road Lake Oswego, OR 97035	68,040	42,926	2	1991	2020	W2	R3	M8	20	277/480V 800A	50	25 KVA	25	0.02
RIVER GROVE 5850 McEwan Road Lake Oswego, OR 97035	50,484	55,905	1	1968	1990 2020	W2, RM1	R4, R5	M7	30	120/208V 1600A	50	N/A	N/A	0.24
WESTRIDGE 3400 Royce Way Lake Oswego, OR 97034	48,215	53,103	1	1980	2020	W2	R4, R6	M8	20	120/208V 1200A	50	N/A	N/A	0.07
LAKE OSWEGO JR. HIGH 2500 Country Club Road Lake Oswego, OR 97034	106,093	135,082	1	1957	1990 2013 2020	W2	R5, R6	M2	26	120/208V 1520A	50	N/A	N/A	0.30
LAKERIDGE MIDDLE 4700 Jean Road Lake Oswego, OR 97035	122,610	137,242	1	2020	N/A	RM1	R5	M7	30	277/480V 800A	50	62.5 KVA	25	N/A
LAKE OSWEGO HIGH 2501 Country Club Road Lake Oswego, OR 97034	259,682	172,654	3	2005 1961	2010 2004	S1, S2, RM1	R4, R5	M4	20	277/480V 3000A	50	190 KVA	25	0.06
LAKERIDGE HIGH 1234 Overlook Drive Lake Oswego, OR 97034	278,300	196,308	3	1970	1990 2004	RM1, S1	R4, R5	M4	20	277/480V 3000A	50	125 KVA	25	0.05
PALISADES 1500 Greentree Rd. Lake Oswego,OR 97034	45,680	51,996	1	1959	1990	W2	R3, R5, R6	M2	26	120/208V 1200A	50	N/A	N/A	0.35
UPLANDS 2055 SW Wembley Park Rd Lake Oswego, OR 97034	51,676	54,178	1	1961	1990 2020	W2	R5, R6	M2	26	120/208V 1200A	50	N/A	N/A	0.05
FACILITIES OPERATIONS 4200 SW Douglas Way Lake Oswego, OR 97035	10,049	7,509	2	1976	N/A	PC1	R2	M6	23	120/208V 400A	50	N/A	N/A	0.19
TRANS. FACILITY 4301 SW Beasley Way Lake Oswego, OR 97035	2,559	2,777	1	1969	N/A	RM1	R5, R7	M1	16	120/240V 400A	50	N/A	N/A	0.36
ADMINISTRATION 2501 Country Club Road Lake Oswego, OR 97034	7,613	7,990	1	1961	1988	W2	R5	M3	18	120/240V 400A	50	N/A	N/A	0.35
TECHNOLOGY 2501 Country Club Road Lake Oswego, OR 97034	10,150	11,372	2	1959	N/A	RM1	R6	M1	16	120/240V 600A	50	N/A	N/A	0.32
SWIMMING POOL 2501 Country Club Road Lake Oswego, OR 97034	13,260	18,695	1	1971 1991	NONE	RM1, S2A	R5, R6	M5	26	120/208V 600A	50	N/A	N/A	0.48

Facility Condition Index (FCI) = cost to repair (excluding site work)/cost to replace (excluding site work).

NO. OF BUILDINGS	NO. OF STORIES	BUILDING TYPE	ASCE 41-13 LATERAL STRUCTURAL SYSTEM
1	1	Wood frame with unknown sheathing shear walls	W2
1	1	Wood frame with plywood and gypsum board sheathing	W2
1	1	Wood frame with unknown sheathing shear walls	s
1	2	Wood frame with plywood shear walls	W2
1	1	Wood frame with gypsum board sheathing, reinforced clay brick shear walls	W2, RM1
1	1	Wood frame with plywood and gypsum board sheathing	W2
1	1	Wood frame with gypsum board sheathing	W2
1	1	Lakeridge: Reinforced CMU shearwalls	RM1
7	3	Main building: steel braced frame and steel moment frame (MF), rein. CMU Gym Building: reinf. CMU and steel MF	S1, S2, RM1
5	3	Main building: steel braced frame and steel moment frame (MF), Reinf. CMU Gym Building: reinf. CMU and reinf. conc.	RM1, S1, S2, C2
1	1	Wood frame with gypsum board sheathing	W2
1	1	Wood frame with gypsum board sheathing	W2
2	2	Main building: precast concrete tilt panels Shed: none	
1	1	Assumed reinforced masonry shear walls	RM1
1	1	Wood frame with gypsum board sheathing	W2
1	2	Concrete masonry unit shear wall with precast concrete columns and wood sheathed roof	RM1
1	1	Concrete masonry unit shear wall and steel bar X bracing with CMU columns and plywood sheathed roof	RM1, S2A

Roof Type	
R1	Membrane over metal deck
R2	Comp shingles
R3	Membrane over plywood deck
R4	Metal, raised seam
R5	TPO
R6	Ballast over
R7	Asphalt membrane

Mechanical	
M1	Package rooftop units
M2	Unit ventilators (classrooms), constant volume AHU (common spaces) heating water, no cooling
M3	Forced air furnace-gas heating/DX, cooling, packaged rooftop
M4	AHU with VAV TU — heating water
M5	Constant volume AHU-heating water, no cooling
M6	Radiant gas heated
M7	Multi-zone AHU-heating water, no cooling
M8	AHU with VAV TU heating water, no cooling

Lateral Structural System	
C2	Concrete shear wall
W2	Wood frame commercial and industrial buildings with a floor area larger than 5,000 Sq ft
S1	Steel moment — resisting frame
S2	Braced steel frame
S2A	Steel braced frame with flexible diaphragm
RM1	Reinforced masonry with flexible floor and roof diaphragms
PC1	Tilt-up construction

Seismic Evaluations:

Seismic evaluations based on FEMA 154 standards were completed for the 2015 FCA report. Since that time, the district has utilized 2017 capital improvement funding to undergo significant seismic upgrades to all school facilities. An updated seismic evaluation has not been completed for the current FCA effort.

Facilities Condition Assessment (FCA) Methodology

The purpose of the Facility Condition Assessment (FCA) is to provide Lake Oswego School District (LOSD) with an evaluation of the existing conditions and recommended facility upgrades for 18 district-owned facilities, along with their associated FCI (Facility Condition Index) value that compares the cost to repair vs. cost to replace each facility. An FCA is a cost-effective and time-efficient method providing an overview of general conditions.

This document is an update of the 2015 facility condition assessment report originally prepared by Oh planning+design, KPFF Engineering, CBRE | Heery, The Facade Group, ACC Cost Consultants, and Terracon. The process of this update included a review of the original recommendations lists for each of the district sites with district maintenance and administrative staff to determine items that have been addressed or add items that have been identified since the previous issue of this document. The updated information was shared with a cost estimating consultant, ACC Cost Consultants, for providing a current construction cost for each of the recommendations.

The original assessment consisted of a multidisciplinary on-site inspection of the existing buildings focusing on architectural, structural, mechanical, electrical, and plumbing systems. The specific items for evaluation included the following:

Site Conditions

- Fields
- Parking Lots
- Sidewalks
- Lighting

Building Exterior

- Walls
- Roofs
- Canopies
- Doors
- Windows

Building Interior

- Partition Walls
- Flooring
- Furniture
- Ceilings
- Doors
- Windows
- Casework

Mechanical, Electrical, Plumbing, and Kitchen Systems

- HVAC Equipment
- Plumbing Fixtures
- Electrical Equipment
- Fire Alarms
- Lighting
- Kitchen Equipment

In 2015, each district facility was visited by a multidisciplinary team of architects, structural engineers, mechanical engineers, electrical engineers, and plumbing engineers. In addition, four (4) of the elementary schools were visited by building envelope specialists. Each member of these teams was charged with completing comprehensive checklists and logging notes on each facility. These checklists were the baseline for assessment and provide a standard evaluation for each facility and have been updated in 2020 and again in 2024. The Facility Analysis section of this report includes the assessment findings in a facility-by-facility format that allows for an in-depth understanding of each facility's condition and the individual items that are associated with the repair and renovation costs.

Structural reviews were also conducted in 2015 to determine key seismic deficiencies. Reviews were based on ASCE 41-13 checklists for Seismic Evaluation and Retrofit of Existing buildings, with gymnasiums assessed using the Immediate Occupancy Performance Objective and all other structures assessed using the Life Safety Performance Objective. Projects for the 2017 and 2021 bonds included several seismic rehabilitation projects throughout the district, and costs for those facilities have therefore been removed from this FCA report.

Cost Estimation

The Cost Estimate Summary itemizes the site and building deficiencies and the associated costs for their equivalent replacement. The cost estimate updates were prepared by a professional estimator, Architectural Cost Consulting, issued on August 22, 2024. The costs are derived from current labor rates and cost of construction materials. Soft costs such as design and permitting are not included in the estimate. The estimate is broken down by system and by trade to provide an in-depth understanding of facility condition and the costs to restore each to a safe condition. The overall FCI number is calculated from this list as it compares the two overall costs: the cost to repair/ the cost to replace.

What Is Educational Adequacy?

An educational adequacy assessment answers two key questions:

1. How do the physical aspects of the building and site support teaching, learning, and student success?
2. How does the school facility adequately support the instructional mission and long-term strategic goals of the district?

Educational Adequacy is an essential component to be considered by school communities as they prepare aging facilities for a modern educational paradigm. The analysis meets all requirements for Long-Range Facility Plans as described by Oregon Revised Statute 195.110 and Oregon Administrative Rule 581-027-0023 and was led by a state certified assessor.

Educational Adequacy Assessment Methodology

The 2023 assessment documented in this report is an update to the assessments completed in 2020. This update includes additional student and teacher listening sessions at the two school facilities that were not in use during the 2020 assessment process: Palisades World Language School and Lakeridge Middle School. Updated principal interviews were conducted for all schools. Updated Practice Leader interviews were held with the Student Services department.

In 2020, the Educational Adequacy assessment team included an accredited Educational Planner, licensed Architect, and a former educator who collaborated with school communities to determine how facilities compare to community-defined school standards according to educational adequacy categories listed in this report. Input was gathered in multiple methods and from a variety of stakeholders over a period of many months. The team toured facilities, held in-person interviews and listening sessions, and issued digital surveys.

In total, input was provided by 282 stakeholders in 2020, and an additional 58 in 2023:

- Principal Interviews: 10 participants representing all schools in 2020, 11 Participants representing all schools in the 2023 update
- Teacher Listening Sessions: 40 participants representing 5 schools in 2020, 12 participants representing 2 schools in 2023
- Student Listening Sessions: 49 participants representing 4 schools in 2020, 28 participants representing 2 schools in 2023
- District Thought and Practice Leader Interviews: 21 participants in 2020, 7 participants in 2023
- Parent and Community Surveys: 163 participants in 2020

Building User Interviews and Listening Sessions

In January and February 2020, Arcadis' assessors began visiting school sites, interviewing principals, and holding listening sessions with teachers, students, and parents.

Assessors walked school sites with principals to understand the specific needs and complex issues unique to each school. An interview was also conducted with principals to assess a wide range of topics, from physical education to staff meetings.

Meeting with larger groups of teachers and students allowed the assessors to understand each facility's role in contributing to the educational delivery practiced in the school. On the whole, many common themes emerged within each school, and even across the district, that all user groups touched on.

In the Fall of 2023, Arcadis began an update to the work completed in 2020 by holding listening sessions with students and teachers of two school facilities that were unused or under construction during the initial assessment: Palisades World Language School and Lakeridge Middle School. New principal interviews were held for every school. Meetings with Student Services teams took place to assess the recent progress and rapidly changing needs of these critical programs.

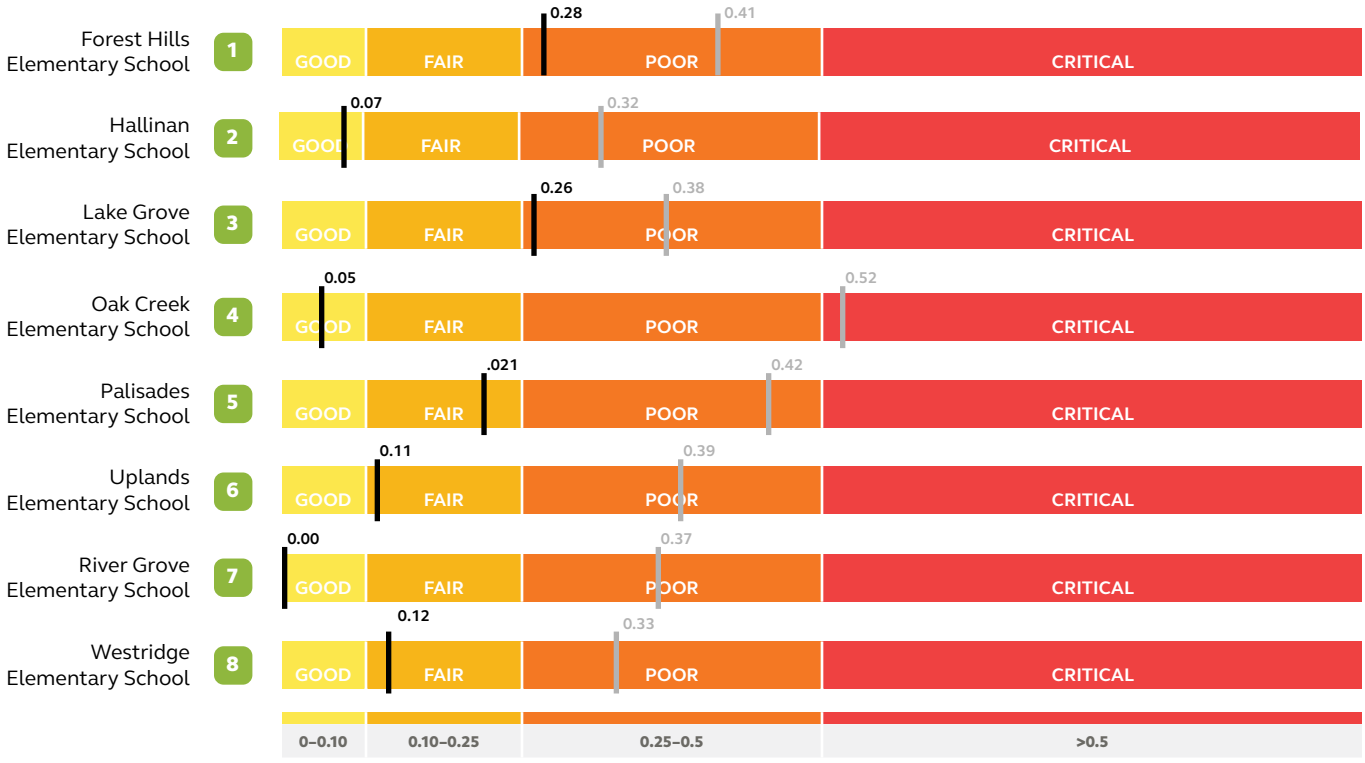
Summary of Findings

Facility Condition Index

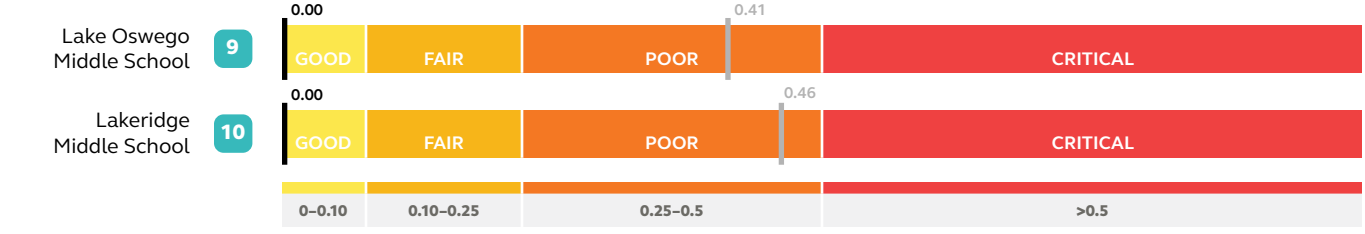
The 2024 FCA updates the assessments completed in 2015 and updated in 2020. Many of the issues identified in the 2015 report were completed thanks to the community support for Capital Improvement Bond Measures in May 2016 and May 2020. Major seismic, safety & security, and technology upgrades were conducted, as well as a great deal of deferred maintenance issues. In 2016, the district was struggling with a growing list of infrastructure concerns and a need to replace two facilities: Lakeridge Middle School and the District Swimming Pool. In 2021, two high-need schools were replaced, River Grove Elementary School and Lake Oswego Middle School, along with a replacement transportation facility, and a wide range of infrastructure upgrades and educational program upgrades were made.

Facility Condition Index (FCI) scores in the figure below were generated to compare the relative condition of all district-owned properties. The FCI is determined by dividing the cost to repair by the cost to replace. Figure 2 provides a summary of the FCI numbers of the 17 facilities reviewed for the 2024 Facilities Condition Assessment report. The comparison below shows the tremendous effort that has gone into upgrading facilities in the eight years since design and construction began. A copy of the full 2024 FCA Report appears in the Appendix of this document.

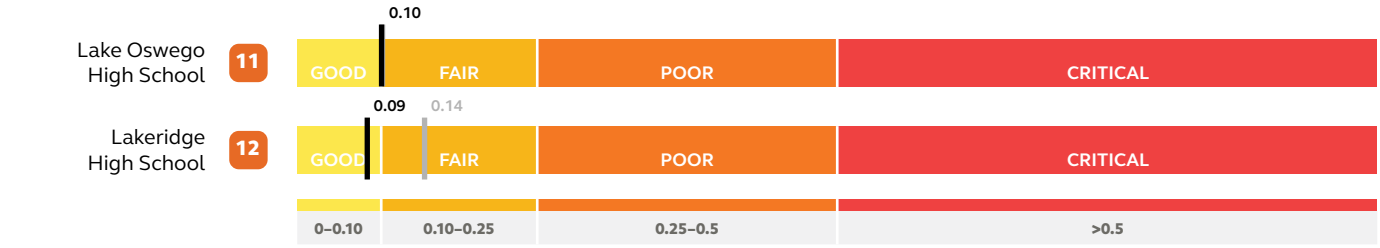
Elementary Schools



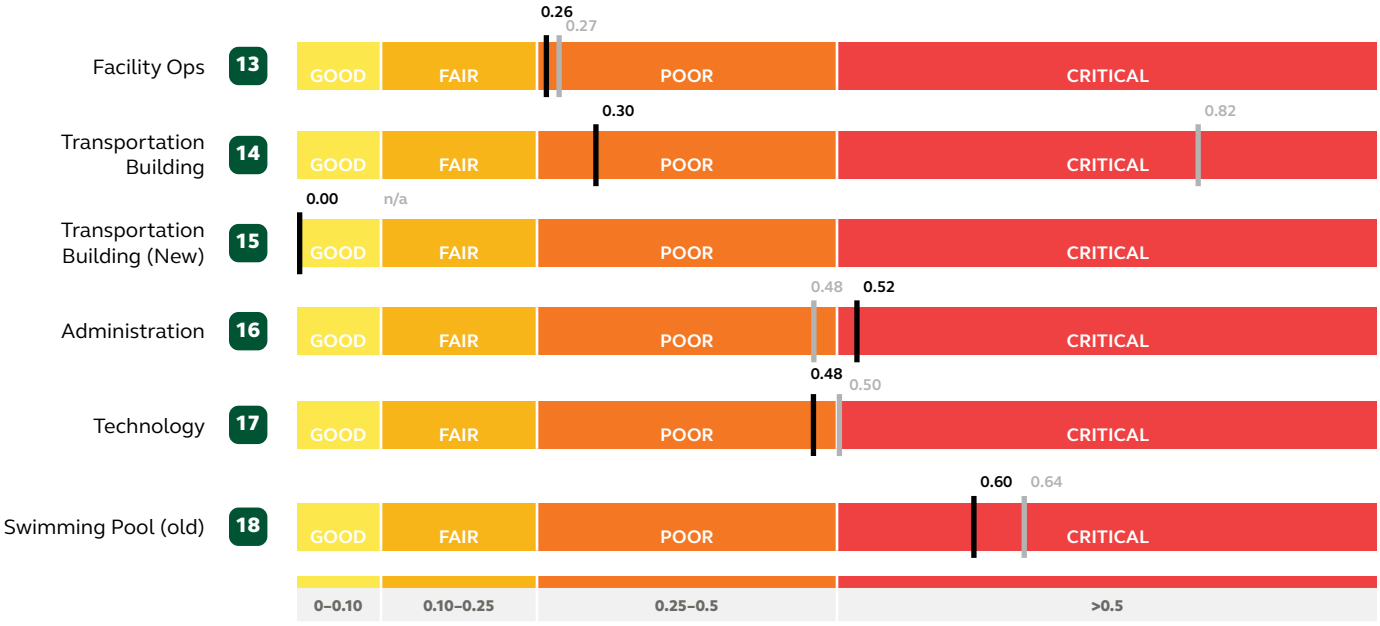
Middle Schools



High Schools



Other District Buildings



FCI Values

2024 FCI Value | 2016 FCI Value

Elementary School

	2024 FCI	2016 FCI
Forest Hills	0.28	0.41
Hallinan	0.07	0.32
Lake Grove	0.26	0.38
Oak Creek	0.21	0.52
Palisades	0.21	0.42
Uplands	0.18	0.39
River Grove	0.18	0.37
Westridge	0.15	0.33

Middle School

	2024 FCI	2016 FCI
Lake Oswego	0.00	0.41
Lakeridge	0.00	0.46

High School

	2024 FCI	2016 FCI
Lake Oswego	0.10	0.10
Lakeridge	0.09	0.14

Other District Building

	2024 FCI	2016 FCI
Facility Ops	0.26	0.27
Transport Bldg	0.30	0.82
Transport Bldg (New)	0.00	n/a
Admin	0.52	0.48
Technology	0.48	0.50
Swimming Pool (old)	0.60	0.64

Educational Adequacy Ratings

Educational Adequacy (EA) scores are used to compare schools within the district. Each building is given a rating of 1 through 5 in each of four categories with 1=Poor, 2=Fair, 3=Satisfactory, 4=Good, and 5=Excellent. The overall rating for each school is the average of the following four categories:

Support for Educational Programs

The adequacy of the facility to support all educational programs, including general education classes and student service programs.

Facility Capacity and Size

The adequacy of the building size to meet enrollment and functional activities, including the size of dining, circulation, and gathering spaces.

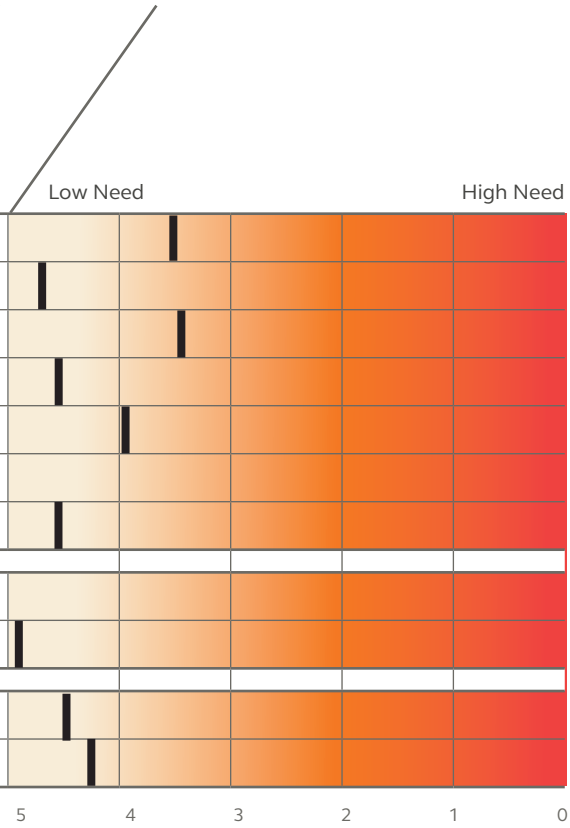
The Physical Environment

The adequacy of building features that impact the learning environment such as acoustics, lighting, technology, and temperature.

Healthy, Safe, and Welcoming Environments

The degree to which the facility supports student well-being and the health and safety initiatives of the district. This category includes spaces such as outdoor play, drop-off areas, and accessible routes.

		Support for Edu. Programs	Healthy, Safe, & Welcoming Env.	The Physical Environment	Facility Capacity and Size	Physical EA Score
ELEMENTARY	Forest Hills	4.0	3.2	3.1	3.8	**3.53**
	Hallinan	4.6	4.7	4.4	4.9	**4.65**
	Lake Grove	4.0	3.0	3.1	3.8	**3.48**
	Oak Creek	4.8	4.3	4.3	4.8	**4.55**
	Palisades	4.6	4.3	4.5	2.5	**3.98**
	River Grove	N/A	N/A	N/A	N/A	**N/A**
	Westridge	4.8	4.4	4.4	4.6	**4.55**
MIDDLE	Lake Oswego MS	N/A	N/A	N/A	N/A	**N/A**
	Lakeridge MS	4.9	4.9	5.0	5.0	**4.95**
HIGH	Lake Oswego HS	4.3	4.5	4.4	4.4	**4.40**
	Lakeridge HS	4.1	4.2	4.2	4.3	**4.20**



*River Grove Elementary and Lake Oswego Middle School were in the process of design or construction at the time of this assessment, Fall 2023.

Educational Adequacy Summary of Findings

Several common themes emerged in the interviews, listening sessions, surveys, and observational research conducted by the assessment team. The following is a list of common limitations expressed by school communities and recommendations for improvements to facilities. A more tailored understanding of the needs at each individual school are explicitly described in the facility analysis section.

Support for Educational Programs

STEM

The District has made significant improvements through recent bond funds: Innovation Labs (a.k.a. makerspaces) have been added to elementary schools, new middle school facilities include modern science labs, and high schools are currently under construction for improved science labs. Although science labs have been modernized at both high schools, the growing science and CTE programs require additional and highly specialized instructional space.

Special Education Programs

Nationally, the number of children receiving special education services continues to increase. Older schools may not include sufficient spaces to meet student needs. As the district moves to a fully inclusive model, all schools should be evaluated and upgraded to ensure spaces that are needed for all special education programs and specialists are provided at all schools. This includes, but is not limited to, convenient access for students with disabilities, appropriate restrooms and life skills rooms, acoustic remediation, accessible playgrounds and outdoor routes, and calming spaces and sensory rooms.

Music & 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. Many of the district's elementary schools do not include a functional stage for music performance.

Flexible and Extended Learning

Educational support spaces for differentiated learning environments like large- and small-group gathering should be included near classrooms. Schools should include flexible multipurpose spaces that are adaptable to arts, science, music, or other activities.

Gymnasium & Physical Education Spaces

Sufficient gym space is needed to support physical education (P.E.) curriculum, as well as provide space for athletics and community functions. The State of Oregon has required schools to increase the number of minutes per week that elementary and middle school students participate in P.E. activities. Spaces for all-school gatherings are also lacking in many schools. Not all elementary schools have covered play areas—parity between schools should be considered.

Healthy, Safe, and Welcoming Environments

Cafeteria/Commons

All LOSD elementary schools, other than the new River Grove, 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. Students with food allergies should be provided a safe and welcoming place to eat that reduces their exposure to allergens.

Administrative
Schools require sufficient office space and meeting rooms to accommodate operational needs. Staffing needs have changed since LOSD schools were first designed. Additional offices and conference rooms for large and small meetings should be included at all schools. Some of these spaces are needed for the additional counseling and student services staff and should be located closer to classroom zones, away from the main office areas.

Restrooms
Many schools report needing additional single-occupant restrooms for both teachers and students. Three schools in particular report having student restrooms that are isolating and unwelcoming.

Social-Emotional Learning
These practices also benefit from environments that provide a range of differentiated groupings and experiences: from small and quiet to large and active. Small-group rooms and private zones outside classrooms also enable private, relationship-building conversations with students that are not in view of their peers.

Inclusive and Welcoming Environments
A sense of belonging enables a student's resilience and perseverance in the educational environment. Additional places for students to feel welcome and have ownership should be developed at all schools: places to sit and gather, display of artwork, student project storage, and spaces for independent autonomous work. Additional opportunities to increase student voice and choice should be provided.

Safety
At the secondary level where students have lockers and passing time, hallways are the zones most often owned by students. Students report feeling insecure in the crowded, long corridors in Lake Grove Elementary, Lakeridge Middle School, and Lake Oswego High School.

Site Security
Bus and parent traffic should be divided for safe pickup and drop-off, exterior lighting should be increased, and fencing should be added at elementary school playgrounds.

The Physical Environment

Heating, Ventilation, and Air Conditioning
Many upgrades to ventilation systems were completed during the COVID-19 pandemic. Continue to improve ventilation and provide air condition in all schools to ensure there are no school closures during the warmer months.

Charging Stations
Charging Stations should be added to multiple zones within libraries and classrooms.

Thermal Comfort and Acoustic
Thermal Comfort and Acoustic issues were mentioned in several schools. See the Facility Condition Assessment for additional HVAC requirements.

Facility Capacity and Size

Growing Programs
The Palisades World Language Program is in high demand and will soon outgrow the available classrooms. A classroom addition will be needed to operate the program with two Spanish and one Mandarin Chinese immersion K-5 tracks.

Inadequate Building Size
The district's two oldest schools, Forest Hills and Lake Grove, lack the flexible and shared learning environments present in the other schools. Designed almost 80 years ago, they also lack the support spaces such as restrooms and offices for specialists that are present in other schools. At the time of this assessment, Palisades was not operating with full enrollment and Uplands was in use as a swing site and not assessed; therefore, issues relating to building size and support spaces were not highlighted by building users.

Conversations with the Student Services Department

Student Services

Lake Oswego School District is committed to ensuring that each student becomes part of an inclusive and safe learning community. To understand the facility needs associated with the continuum of special education services offered by the district, assessors met with the director of special services, the district clinical psychologist, the motor team, and the nursing team.

Lake Oswego School District currently operates an inclusive special education model in which students can spend a majority of their day in general education instruction with adult support. Currently, not all elementary schools are equipped to operate all special education programs offered by the district including Pathways, DELTA, and ACCESS. Therefore, although students are fully integrated into the school that they attend, they may not be enrolled in their neighborhood school at the elementary level only. As of Fall 2024, all of our secondary schools now offer all special education programs. As the district moves to a model that allows all programs to be offered at all schools, it becomes critical to gain a deeper understanding of the facility implications. The requirements of special education programs can be described in two categories: enhanced access for students with disabilities and support for social-emotional learning.

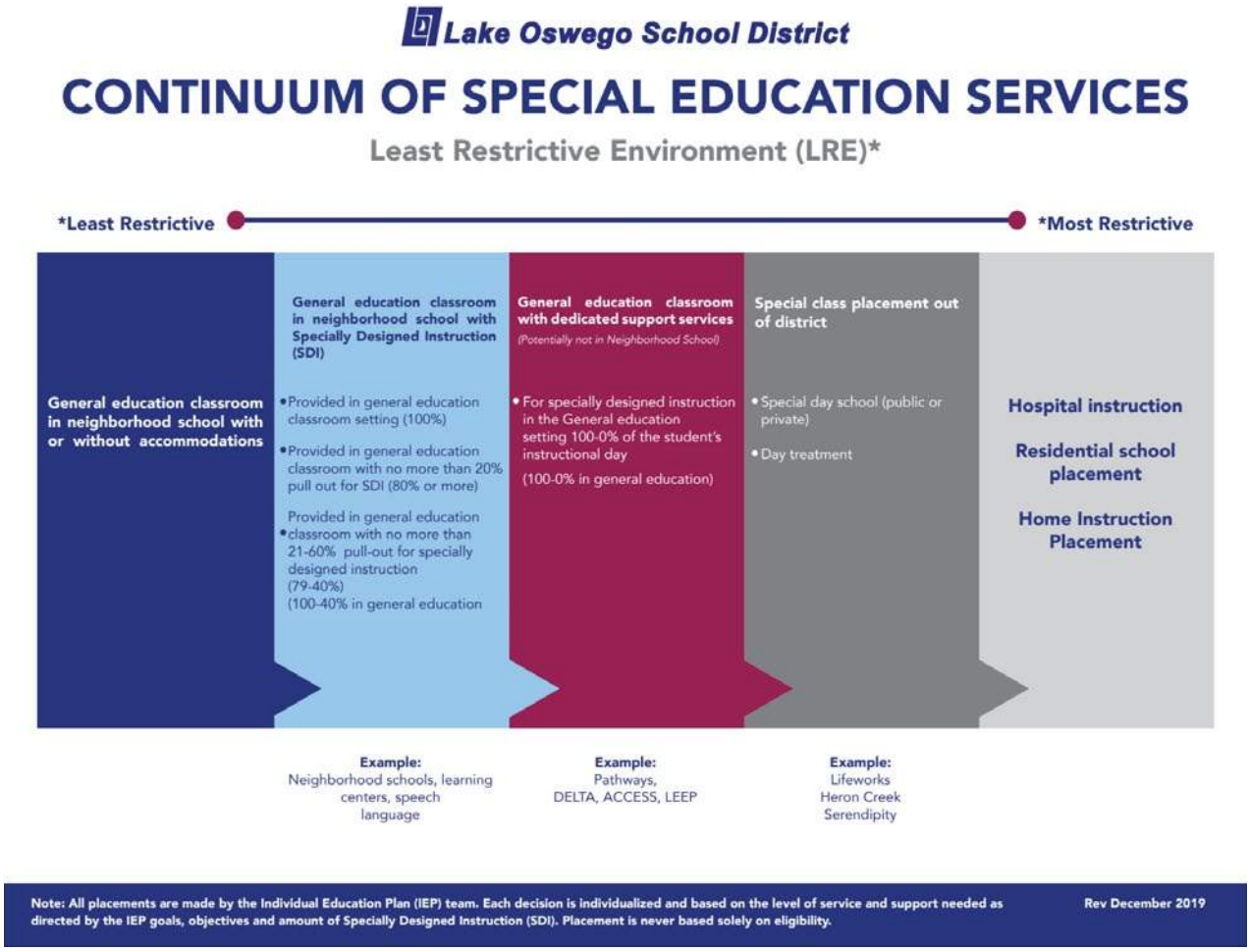
Enhanced Access for Students with Disabilities

Although the Americans with Disabilities Act (ADA) and associated code requirements outline the methods that must be used to provide adequate access for individuals with disabilities, it is important to design schools to not just be compliant but to be fully inclusive. For example, designing a playground that is accessed by a ramp that is used by all rather than a ramp to one side and steps to the other. The accessible option is not just available, but also convenient for all users.

Accessibility Upgrades
Site access challenges were mentioned several times: getting from bus to main entry, playground, or emergency exit routes. Many schools in the district do not have adequate accessible door hardware, restrooms, and theater stages.

Program Support Spaces
In addition to accessibility upgrades, support spaces are needed to ensure fully functional programs. Most schools do not have a place to teach life skills for the Pathways program. This is usually in the form of an accessible kitchenette and laundry area.

Occupational Therapy/Physical
Therapy rooms should be retrofit into existing buildings. Motor rooms with a swing and space to ride a tricycle should be included at all elementary schools. Specialized restrooms for students with mobility and medical needs should be added. These restrooms should include a roll-in ADA shower stall, motorized changing table, storage for student supplies, toilet with clearance for a Hoyer lift and two adults assisting a student, and an accessible sink with soap and paper towel dispensers that can easily be reached by students in wheelchairs.



Support for Social-Emotional Learning

It is the core tenet of environmental psychology that our built and natural surroundings affect human relations and behavior. For students who are escalating, a trauma-informed approach requires three steps be taken: "regulate, relate, reason."*

School environments need to be places where a student can regulate their emotional condition. For students with Adverse Childhood Experiences (ACEs), processing trauma is not a conscious act, the trauma "is just there, in their brain stem."* Trauma-informed design principles provide guidance to reduce social-emotional barriers in the school building and will ultimately benefit all building occupants.

Lake Oswego School District has adopted social-emotional learning practices and uses a Multi-Tiered System of Support (MTSS) in all schools in the district. Additionally, the district is expanding its counseling services. Historically, counseling at the high school level has had a focus on college and career counseling services, ensuring all students have the academic support systems for a successful future by hiring several school social workers. Increasingly, high school counseling services have expanded to meet the social-emotional needs of students as well, which is another factor in academic success. But the facilities may not have the appropriate spaces to support these services. Counseling and wellness centers are typically located away from administrative and front office spaces, nestled instead within areas of the building where students feel ownership. These centers are designed to be inviting and comfortable, a place of refuge and calm for students seeking help. Although these services are increasingly offered to students in the district, there are currently no designated wellness centers at either district high school building.

* C. Flexner, 2004, The Impact of Classroom Acoustics: Listening, Learning, and Literacy.

Classroom Design Principles

Rooms with too much sensory stimulation do not provide calmness. Design elements that positively impact regulation include consistency, soothing lighting and colors, and sound absorption. Simplicity in the early years, grades K-2, is especially critical. It is important that transition years like Kindergarten are successful for all students, and special attention should be given to take stimulation out of those rooms.

Some teachers are doing mindfulness training in their classrooms. Classrooms should be designed with this function in mind. The district is currently working on developing a course to train staff in trauma-informed practices, with classroom setup being one aspect of this training.

Overall Building Design Principles

Students with ACEs can have a heightened sense of awareness of threats, so it is important they have clear lines of sight in schools. Corridors and common spaces should allow for free and unrestricted movement of students circulating between classes.

Students report feeling "trapped" in the long, narrow hallways of Lake Oswego Middle School. Biophilic principles should be embraced, providing students, , and staff with views and experiences of the natural world throughout the school.

Sensory stimulation also includes acoustic sensitivity. Loud noises, even those that are purposeful like school bells, can be jarring and disruptive to the learning environment. This is true for all students, but especially those with hypersensitivity. Acoustic remediation should be provided to rooms that are "livelier" than the recommended ANSI S12.60 standards. In addition to acoustically sensitive students, too much background noise in classrooms prevents all students from hearing the words spoken by the teacher. The negative effects of poor classroom acoustics are most widely seen in the youngest grades. Additionally, teacher vocal strain is a major factor in teacher stress and absenteeism and should be mitigated through acoustic remediation or the use of voice enhancing technology. Learning environments designed with these acoustic issues in mind have a measurable impact on student success.*

Sensory rooms are one place where students are able to regulate emotions. Additional spaces for social-emotional regulation should be included in all areas of the school, from classrooms to outdoor play areas. Wellness centers at high schools and middle schools, which would provide counseling services and connection to mental health resources for students, should be considered. Wellness centers should be located away from administration or disciplinary offices and in places where students have ownership and feel welcome.

* C. Flexner, 2004, The Impact of Classroom Acoustics: Listening, Learning, and Literacy.

Community Transition Program (CTP)

The CTP program supports students post-high to 21 years old. Students are provided with real-life experiences that focus on transitioning to adulthood. Programming may include facilitated connections with vocational experiences, job sites, college opportunities, training, and community outings. Students build personal independence and advocacy skills that allow them to thrive as adults. This program is currently housed on the Lake Oswego High School campus, which is surrounded by residential neighborhoods with no direct access to public transportation or places of potential employment.

Preferably, the CTP should be housed in a space that meets the specific needs of the student population. Location considerations include these:

- Student considerations: sensory, physical, and behavioral.
- Spaces for individual, small-group, and whole class instruction. Changes occur throughout the day.
- Kitchens—each with a pantry, sinks, dishwasher, etc.—to develop independent living skills.
- ADA accessibility, ADA parking, and easy access to public transportation.
- Worksite and community access to develop independent living skills. Access to community college.
- Outdoor spaces: walking paths, outside learning, gathering, dining.
- Natural light in the building.
- Space needs such as foyer lift clearances, wheelchair clearances, storage for personal items, covered entry, and computer charging.
- Furniture and equipment to support projection and group tables that are adjustable.
- Staff support spaces such as offices, conference rooms, private conversation areas, and break areas.

Special Education Advisory Committee (SEAC)

In Fall 2023, assessors met with the Special Education Advisory Committee (SEAC). This group of dedicated volunteers represent every school in the district and have first-hand experience in the challenges faced by students. The committee provides valuable insight and advocacy for the student voices that so often go unheard.

Access for All

Basic ADA requirements must be a priority at all district schools. Many facilities lack accessible routes, especially at pickup and drop-off areas and playgrounds. ADA access should be complete at all schools prior to reopening, especially when it is known that students in wheelchairs will be in attendance. Access should be a consideration for all—those in wheelchairs, students on crutches, or even grandparents who are visiting the school. Classrooms should be set up to support hearing-impaired students and the equipment they may need to access the curriculum. Accommodations for approved service animals should be provided.

Spaces to Support Programs

By the Fall of 2024, the Pathways program will be available on both sides of the lake, at all three levels.

Spaces that are dedicated to the DELTA and ACCESS programs should be protected from use by general education programs, with additional capacity for population bubbles provided in alternative ways.

Classrooms should be remodeled to be less anxiety-provoking. Places for students to calm down and feel safe should be included throughout the school. Not all students have an additional adult to accompany them to sensory or calming rooms. They should have the option to go somewhere within sight of their classroom teacher—either in the classroom or in an extended learning space just outside of the classroom. Long hallways feel punitive in nature—students should not be sent there when de-escalation is needed.

The Student Perspective

Access means that students can be independent and not need to rely on staff or other students to do things for them. When the “normal” way to access learning excludes certain students, it sends the message that they are “other.” All students of Lake Oswego School District should feel ownership and a sense of belonging—this leads to more resilient learners. There is a lot of anxiety and pressure at a young age. Students should be given the opportunity to self-regulate.

> **“Our schools reflect our values—they should be places where all students feel welcome.**

NURSE AND MOBILITY TEAM

The following descriptions contain specific health room and restroom adequacy issues enumerated by the nurse and mobility teams. Other district-wide upgrades include the following: providing methods for food allergy separation during food service and dining in schools, increased opportunities for handwashing throughout the building, and the addition of motor rooms, sensory rooms, and specialty staff offices.

Forest Hills

The health room is very small and not wheelchair accessible. It does not have an adjoining restroom or a phone. Ill and non-ill students cannot be separated in the health room.

Two bathrooms are used for adult assistance, and one can accommodate a wheelchair and an adjustable height changing table.

Hallinan Elementary

The health room is small with a small restroom attached. It holds two cots that are close together, and ill and non-ill students cannot be separated. Neither the health room nor the health restroom are wheelchair accessible. The phone in the health room is non-functioning. There are no adult assistance restrooms.

Uplands Elementary

The small health room has a small restroom attached. The room's two cots are close together with no partition between them. Ill and non-ill students cannot be separated. The one adult assistance restroom meets the needs of the Nursing and Mobility Team.

Westridge Elementary

The restrooms, while ADA compliant, do not meet the special needs of students; for example, the sinks and soap dispensers are too high for students to reach themselves.

Oak Creek Elementary

The health room is large and has an attached restroom that has a shower. The ventilation vents through the office. The room's two cots are close together with no partition between them. The two adult assistance restrooms meet the needs of the Nursing and Mobility Team.

Palisades Campus

The small health room has one cot and a small, attached restroom. Ill and non-ill students cannot be separated. The health room lacks a phone and a window for staff to observe students in the room, and it needs a drinkable water source. The two adult assistance restrooms lack adequate accommodations for special needs students.

Lake Grove Elementary

The health room is very small, and it doesn't have an adjoining restroom. It is not wheelchair accessible. Ill and non-ill students cannot be separated in the health room, and the room has no phone. Of the two bathrooms used for adult assistance, one can accommodate a wheelchair and an adjustable height changing table

Lake Oswego High School

The health room has poor ventilation, and the cots are close together with no partition between them.

The adult assistance restroom can accommodate a wheelchair and other special needs, but it cannot accommodate a Hoyer lift. This room is also the men's staff restroom.

Lakeridge High School

The health room is small and open to the administration office with a sliding partition. When the partition is closed, supervision from the office is not possible, and when it is open, airborne contamination is a risk.

The room lacks a partition between cots, and ill and non-ill students cannot be separated within the health room. The adult assistance restroom, though wheelchair accessible, is not able to accommodate other special needs, and it does not have a Hoyer lift.

Community Transition Program

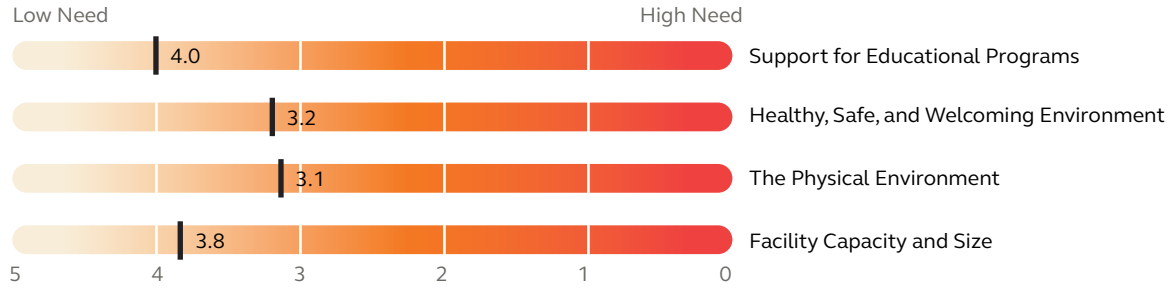
The CTP has no health room or health restroom. The adult assistance restroom can accommodate a wheelchair but not other special needs and not a Hoyer lift.

Being recently completed or under construction, Lakeridge Middle School, Lake Oswego Middle School, and River Grove Elementary were not included in this analysis.

FACT SHEET

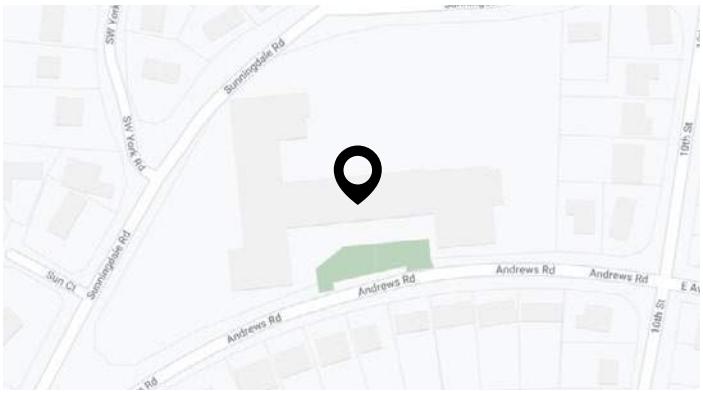
Forest Hill Elementary School

3.53
Educational Adequacy Score



Forest Hills Elementary School is composed of 399 students in grades from kindergarten to fifth (K–5). The main entryway is approached from Andrews Road.

Renovations for this school funded by the 2017 and 2021 bonds include painting, carpet replacement, roof truss strengthening, security upgrades, educational program upgrades, and technology upgrades.

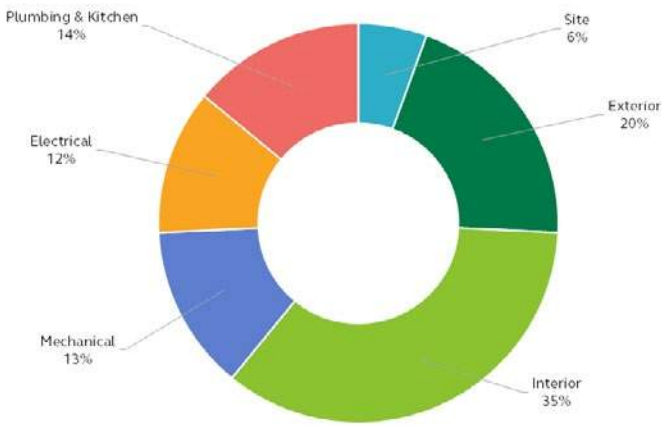


1133 Andrews Road, Lake Oswego, OR 97034

1. Forest Hills Elementary School

Year Built	1946
Remodels	11954, 1990, 2004, 2013, 2018
Building Area	50,695 SF
Total Height	21’
Number of Floors	1
Occupancy	E-1
Primary Structure	Wood Frame
Roof Type	Ballast, Shingle, Standing Seam
Floor Finishes	Carpet Tile, VCT
Ceiling Finishes	ACT, Gyp. Board
Partition Type	Gyp. Board over Wood Stud
HVAC Type	Unit Ventilators in Classrooms Constant Volume AHU in Common spaces

Facility Repair Cost Allocation

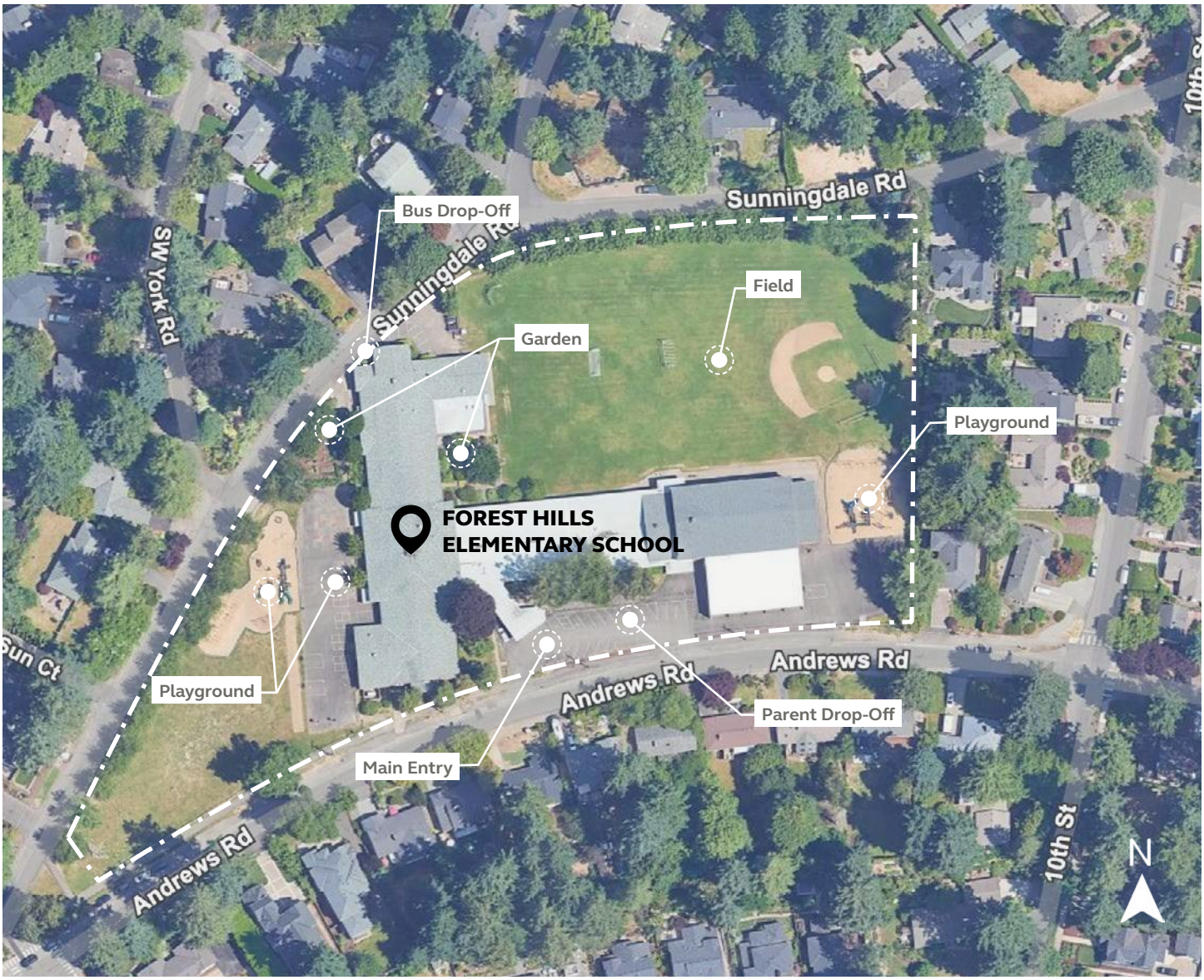


Facility Condition Index

FCI = Cost To Repair ($)/Cost To Replace($)

BUILDING AND SITE UTILIZATION

Forest Hills Elementary School



Current Use

Forest Hills Elementary is a single-story building that serves kindergarten through fifth grade students. The original building was built in 1946 with an addition in 1954 and a remodel in 1990. The covered play area was added in 1990. A remodel to provide a secure entry vestibule was completed in 2018.

The school site has access via Andrews Road and is surrounded by residential property on all four sides. There is a neighborhood ordinance forbidding sidewalks.

The school site includes parking, playfields, two areas of play equipment, covered outdoor play, and two gardens. Bus and parent drop-off occurs on Andrews Road and Sunningdale Road.

Photo Credit: Homes.com

SUMMARY OF FINDINGS

Forest Hills Elementary School

Educational Program Support

Classrooms are organized by grades, which is preferred by teachers. However, because all classrooms are on the main corridor, there is no "neighborhood feel." About half of the classrooms have easy access to outdoor learning spaces, of which there are two—a garden area for grades K–2 and a reflection garden for grades 3–5. Use of these outdoor learning spaces is facilitated by the PTA, and there is potential for a connection to the STEM curriculum.

There is a desire amongst educators and learners for smaller spaces, either within or adjacent to classrooms, that are quieter than the general classroom and better equipped for small group learning and group work. Because of the lack of shared learning and breakout spaces, reading assessments are done in the hallways. There is also no space for students to self-regulate near their classroom. A former counselor's office has been turned into the "falcon's nest" calming zone for students.

Students express a desire for choice when it comes to modes of working and learning environments.

Five spaces are used for interventions:

- two rooms for tier 2 reading/math support
- one classroom for TAG and tier 2
- one full-size classroom for ACCESS
- one for the Learning Center.

There is a lack of office-sized spaces for specialists (school psychologist, speech pathologist, etc.) to work with students.

The library is of adequate size and is centrally located. It serves as a meeting place for staff in both general staff meetings and for Professional Learning Communities (PLC). The library is also a preferred place of students when they have a choice.

The Innovation Lab (iLab) houses project-based learning and is a makerspace of sorts. The space is well-equipped for the program, and the students enjoy going there for the opportunities and choices. Students feel inspired there.

Classroom storage is either adequate or below adequate depending on the specific classroom and teacher's needs. Typical furniture found in the classrooms is too heavy to move into different configurations and is too large to allow for a variety of zones. The current furniture does not support group work. Students prefer having a variety of seating types and seek out opportunities to sit on tall stools or the floor when given a choice.

Healthy, Safe, and Welcoming Environments

There is nowhere the students, teachers or staff feel unsafe. There is a single point of entry, with a security vestibule that is monitored by staff, and the entrance is welcoming and easy to locate. The main office is on the small side and teacher workroom very cramped. The health room has a sink but no access to a restroom.


Photo Credit: Homes.com

"We're really hurting with restrooms to meet student needs"

Two staff restrooms were converted to ADA student restrooms. Students have good access to physical activity through recess and PE. There are several extracurricular sports and school-based programs. Students have access to healthy meals, and while there are enough restrooms, there is a lack of single-user restrooms.

There is a full-time counselor on staff, which is adequate. One aspect of the counselor's job is to support homeless youth and families. This is not a Title 1 school, and there is no food pantry or clothing closet.

Next year, the school will incorporate more elements of social-emotional learning, and currently, there is an effort to incorporate more components of restorative justice.

When teachers and staff need to regroup or recharge, they go to the staff room, an office, or the conference room. Teachers describe a lack of time as their main hindrance from building positive relationships with their students. Some build it into arrival time and snack or lunch time. Students would like more social time, especially during lunch when they don't get to move around.

Students feel ownership of the outside spaces such as the playground. There is some notion of ownership of desks with the caveat that teachers may go through them. For lunch, food trays are set up outside the carpeted library. Students traverse the hallways with trays, which takes a lot of instructional time and is messy.

The Physical Environment

Acoustics, Lighting, Technology, and Temperature

Building occupants are frequently too hot or too cold in the classrooms, and there is a strong desire for individual temperature control per classroom.

Thanks to recent upgrades, the ventilation system is working well. There is adequate daylight, with a desire for better window shades to control glare. Acoustics are an issue between offices at the doors, and students report seeking quieter places to work. The music room is very loud (not originally designed to be a music room), and sound leaks into the intervention room next door.

Technology is adequate due to the recent upgrades. Currently, printing happens in the classroom, but soon that will become centralized. Students create slideshows and present to the class on the monitor. Other modes of presentation include posters, flipbooks, and essays. Due to the age of the building, classrooms do not have enough outlets or charging points.

Facility Capacity and Size

Forest Hills Elementary currently has 17 teaching stations. At the elementary level, teaching stations only include K-5 general classrooms. Rooms that are used for "specials" or pullout programs—such as libraries, music rooms, PE spaces, learning centers, and innovation labs—are not included in the teaching station count. Outdoor play space is adequate save for some drainage issues throughout the fields. The gymnasium is large enough for assemblies and events.

Hallways are narrow and crowded during dismissal, making it especially difficult for students in wheelchairs or with mobility challenges. As a result, dismissal times are staggered so that classrooms empty into the hallways at different times.

Parking and pickup/drop-off zone capacity is severely lacking. Traffic jams back up through the neighborhood, blocking several streets. Teaching assistants have to direct traffic to manage the situation.

Photo Credit: Homes.com

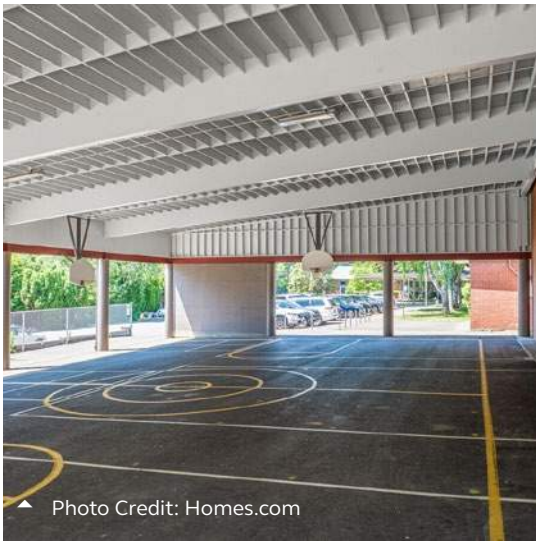


Photo Credit: Homes.com

FOREST HILLS

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Site			
Replace sanitary sewer drains	$18,847	X	
New asphalt parking lot	$110,840		X
Replace basketball hoops in playground	$26,365		X
Replace existing storm drains around entire building	$197,735	X	
Recaulk sidewalk	$3,218		X
Concrete sidewalk repairs and SRTS allowance	$75,000		X
	$432,005		
Architectural Exterior			
Replace sheet metal flashing	$4,196		X
Replace existing wood window system with aluminum storefront system and security glazing up to 7'-0"	$801,557	X	
Repoint brick masonry	$330,910		X
Replace plywood siding w/medium grade rain screen	$290,560	X	
Replace wood fascia boards	$36,348	X	
Re-attach roof insulation in attic	$40,560	X	
Repair floor slab in mechanical access tunnel	$66,434	X	
	$1,570,565		
Architectural Interior			
Replace broadloom carpet with carpet tile; new rubber base to match (E)	$522,378		X
Replace VCT flooring with rubber; new base to match (E)	$60,421		X
Replace kitchen flooring with new quarry tile	$55,910		X
Refinish wood gym flooring	$115,316		X
Interior paint throughout	$322,637	X	
Replace damaged casework, approx. 25%	$94,406	X	
Refinish all interior wood doors and frames	$95,455	X	
Replace all interior door hardware	$165,211	X	
Replace window shades	$84,546	X	
New restroom finishes — floor and wall tile, ceiling paint, and lighting	$223,923		X
New furniture in all classrooms	$352,448	X	
Abatement hazardous materials throughout building	$567,273	X	
Allowance due to wear	$75,000		X
	$2,734,924		
Structural			
None at this time (2021 Seismic Upgrade Complete)		X	
	$0		

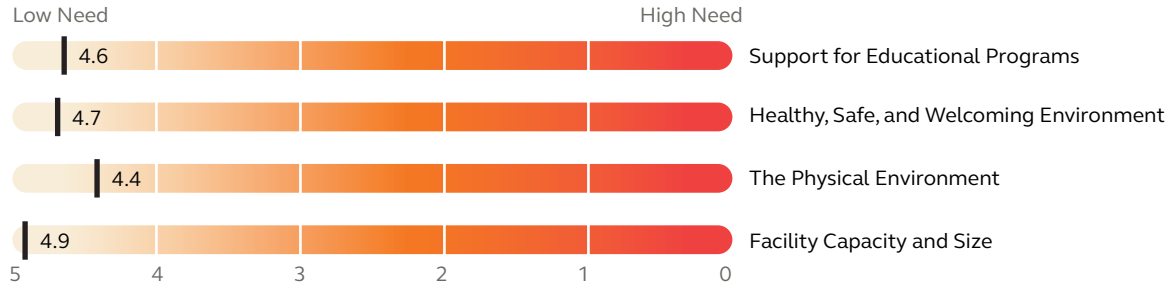
FOREST HILLS

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Mechanical			
Replace gym AHU	$221,679	X	
Replace univents in all classrooms	$89,679		X
Add DDC to all systems	$347,455	X	
Add cooling to all classrooms	$304,280	X	
Allowance due to wear	$75,000		X
	$1,038,093		
Electrical			
Replace 120/208V 1600A Main Distribution Switchgear	$126,546	X	
Add surge suppression at Main Distribution Switchgear	$8,392	X	
Replace fire alarm system	$248,183	X	
Replace all interior and exterior lighting fixtures with LED	$530,350	X	
	$913,471		
Plumbing & Kitchen			
Replace all kitchen equipment	$694,791	X	
Replace kitchen walk-in freezer/cooler	$174,825		X
Replace all restroom fixtures	$219,861	X	
	$1,089,477		
TOTAL COST TO REPAIR	$7,778,535		

FACT SHEET

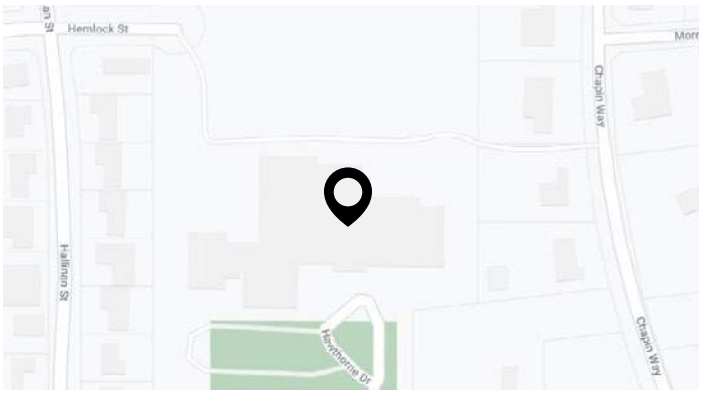
Hallinan Elementary School

4.65
Educational Adequacy Score



Hallinan Elementary was designed to have its academic programs surround a centralized library along with a wing of classrooms on the east end. The school serves 353 students from kindergarten through fifth grade.

Renovations for this school funded by the 2017 and 2021 bonds include seismic rehabilitation, interior renovations, a new STEM addition, security upgrades, and technology upgrades.

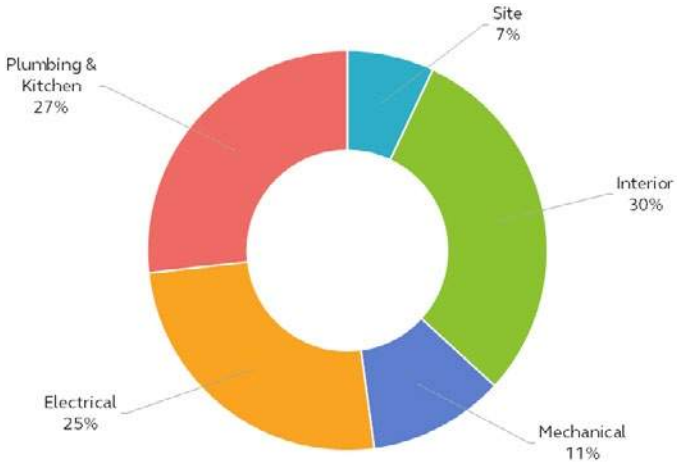


16800 Hawthorne Drive, Lake Oswego, OR 97034

2. HALLINAN ELEMENTARY SCHOOL

Year Built	1980
Remodels	2020
Building Area	46,712 SF
Total Height	21’
Number of Floors	1
Occupancy	E-1
Primary Structure	Wood Frame
Roof Type	TPO, Ballast, Standing Metal Seam
Floor Finishes	Carpet Tile, VCT, Ceramic Tile, Concrete
Ceiling Finishes	ACT, Gyp. Board
Partition Type	Gyp. Board over Metal Stud
HVAC Type	AHU with VAV TU

Facility Repair Cost Allocation



Facility Condition Index

FCI = Cost To Repair ($)/Cost To Replace($)

BUILDING AND SITE UTILIZATION

Hallinan Elementary School

Current Use

Hallinan Elementary is a single-story building that serves pre-kindergarten through fifth grade students. The original building was built in 1980. A remodel to provide a secure entry vestibule was completed in 2018, and a remodel providing a new roof, technology upgrades, mechanical upgrades, innovation lab, and outdoor classroom was completed in 2020.

The school site has access via Hawthorne Drive, with Hemlock Street providing access to the fields. The site is surrounded by residential property on all four sides with a wooded area directly north.

The school site includes playfields, areas of play equipment, covered outdoor play, and a garden. The site includes parking and lanes for bus and parent drop-off.

Photo Credit: Homes.com

SUMMARY OF FINDINGS

Hallinan Elementary School

Educational Program Support

Classrooms are grouped into neighborhood configurations with shared spaces. The shared spaces are highly utilized for student interventions; there is a desire for more spaces near classrooms for small group breakouts.

ACCESS needs a calm-down space for student regulation. It is currently in a general classroom and not equipped to support the ACCESS program. There is no adequate toilet for students in the ACCESS program. The DELTA program has grown. The DELTA room works well and is used for dysregulated students but too far away for the further classrooms, like kindergarten, to travel. There is a sensory room near the gym that is well equipped.

The library is newly renovated and is highly functional. It is a great space for staff meetings, rainy day recess, PLC meetings, training, etc. The Innovation Lab (iLab) is a recent addition and is “incredible.” It is fully equipped to do all the hands-on and project-based activities for that program.

Classrooms do not have built-in storage, so storage is a hodge-podge of solutions that have been purchased over time. The PTO has provided new furniture with flexible options for every classroom.

Healthy, Safe, and Welcoming Environments

Recent renovations have provided a security vestibule, which is working well. There are no major security concerns about the building or site. Additional cameras to see the fields would be beneficial. Neighbors often use the walking paths around the field during the school day, and there is no way to prevent their access. The front office has also been recently remodeled and works well. It is highly functional, including the health room. The counseling office is large enough for groups. It works well and is centralized.

The newly renovated restrooms are working well. There are more single-occupant restrooms now, thanks to the remodel.

Dining happens in the classrooms. The new carpet is great and cleans up well. Some students, including those in pre-K, have a long walk with their trays, increasing the potential for mess.

ADA access has been improved. New classroom voice enhancements offer hearing-impaired students the ability to plug directly into the system, which is working well. Visually impaired students are helped with the new classroom monitors and technology access.

The Physical Environment

Acoustics, Lighting, Technology, and Temperature

Acoustics are a challenge in the shared spaces because the walls are not full height. Some rooms still have old operable partition walls that sound easily travels through. The partitions are never opened.

The HVAC system was upgraded in the last remodel and is working well, although there is currently no air conditioning. The operable windows are “wonderful.” The new technology upgrades are great.

Photo Credit: Homes.com

Facility Capacity And Size

Hallinan Elementary currently has 19 teaching stations. At the elementary level, teaching stations only include K-5 general classrooms. Rooms that are used for “specials” or pullout programs—such as libraries, music rooms, PE spaces, learning centers, and innovation labs—are not included in the teaching station count.

Outdoor play and learning spaces are adequately sized. The gymnasium is large enough for assemblies.

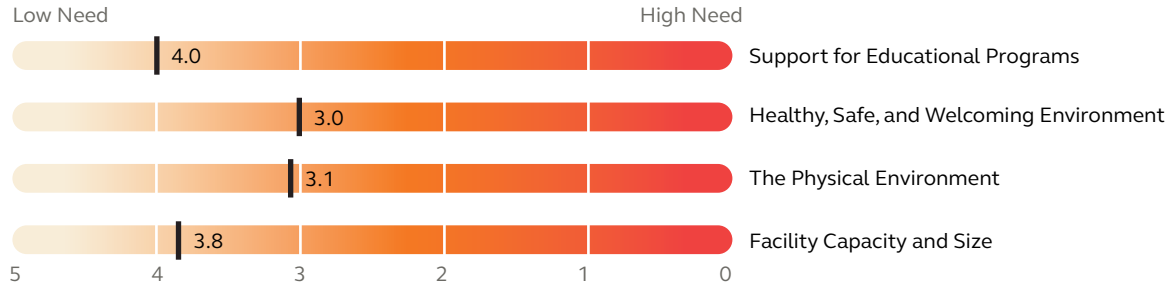
HALLINAN

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Site			
Add Irrigation at front	$10,840	X	
Storm repairs at parking	$10,490	X	
Asphalt repairs — allowance	$30,000		X
Concrete sidewalk repairs & SRTS allowance	$75,000		X
	$126,330		
Architectural Exterior			
None at this time			
	$0		
Architectural Interior			
Upgrade interior finishes: flooring, walls, ceilings, cabinets, etc. — allowance	$50,000		X
Allowance due to wear	$75,000		X
Replace kitchen floor	$34,423	X	
New furniture in all classrooms	$335,664	X	
Replace gym bleachers	$39,337	X	
	$534,424		
Structural			
None at this time			
	$0		
Mechanical			
Replace kitchen exhaust fan	$8,826	X	
Replace kitchen cooler condensing unit, relocate out of boiler room — full replacement	$19,001	X	
General mechanical system upgrades — allowance	$95,000		X
Allowance due to wear	$75,000		X
	$197,827		
Electrical			
Replace fire alarm system	$240,229	X	
Replace interior and exterior lighting fixtures with LED	$215,000	X	
	$455,229		
Plumbing & Kitchen			
Kitchen equipment allowance	$300,000		X
Kitchen walk-in freezer replacement	$180,645	X	
	$480,645		
TOTAL COST TO REPAIR	$1,794,455		

FACT SHEET

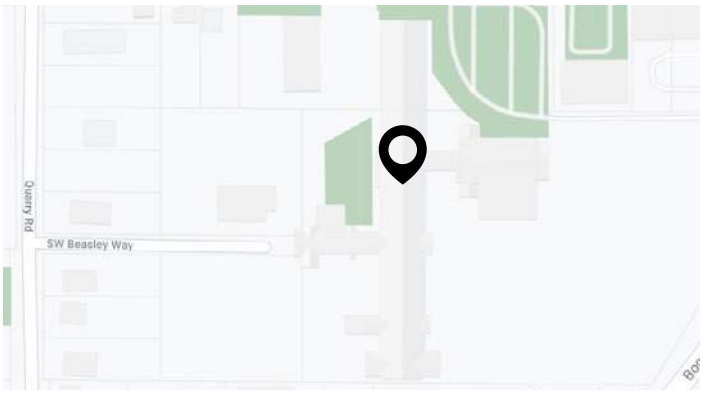
Lake Grove Elementary School

3.48
Educational Adequacy Score



Lake Grove Elementary School is composed of 435 students in grades from kindergarten to fifth (K–5). The main entryway is approached from Douglas Way.

Renovations for this school funded by the 2017 and 2021 bonds include painting, carpet replacement, roof truss strengthening, security upgrades, educational program upgrades, and technology upgrades.

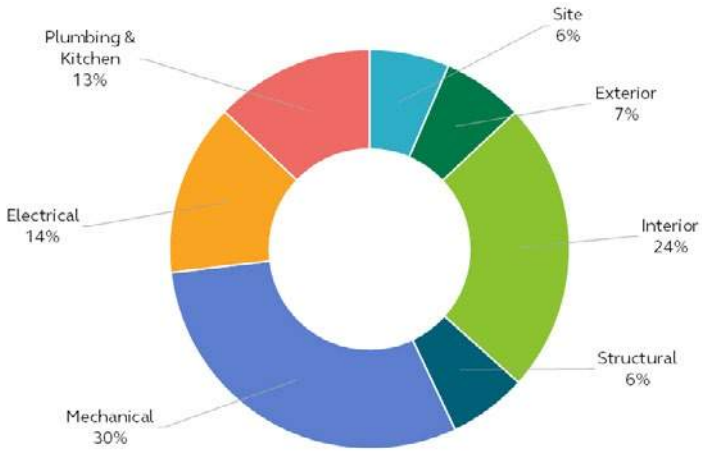


15777 Boones Ferry Road, Lake Oswego, OR 97035

3. LAKE GROVE ELEMENTARY SCHOOL

Year Built	1949
Remodels	1990, 2021
Building Area	62,652 SF
Total Height	25’
Number of Floors	1
Occupancy	E-1
Primary Structure	Wood Frame
Roof Type	Shingle
Floor Finishes	Carpet Tile, VCT, Ceramic Tile
Ceiling Finishes	ACT, Gyp, Board
Partition Type	Gyp, Board over Wood Stud
HVAC Type	Constant Volume AHUs

Facility Repair Cost Allocation

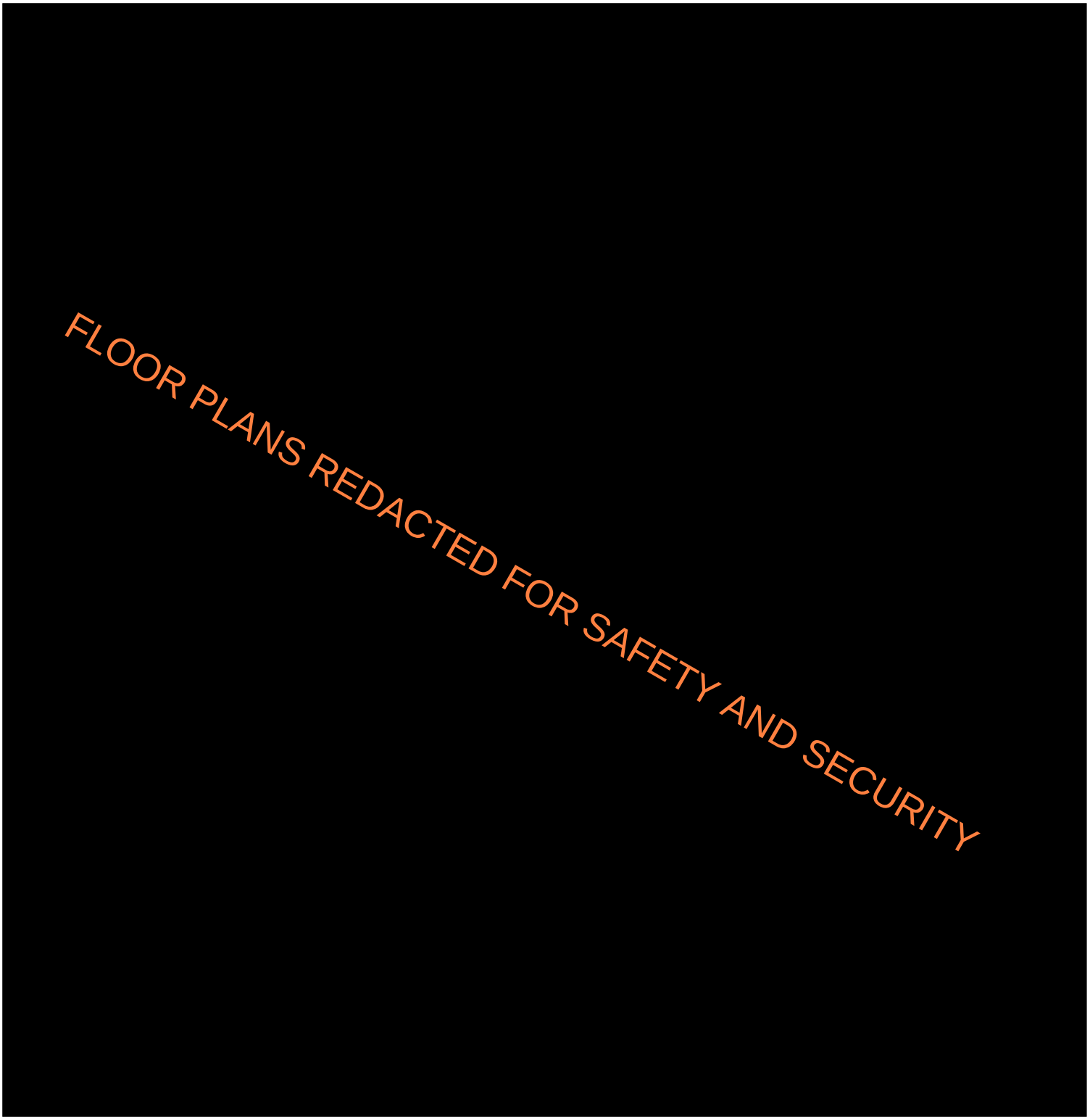


Facility Condition Index

FCI = Cost To Repair ($)/Cost To Replace($)

BUILDING AND SITE UTILIZATION

Lake Grove Elementary School



Current Use

Lake Grove Elementary is a single-story building that serves kindergarten through fifth grade students. The school hosts a district extended care program. The original building was built in 1949 with an addition in 1954. A remodel and covered play were added in 1990, and a remodel to provide a secure vestibule was completed in 2018.

The school site has access via Douglas Way and is bound on the east side by Boones Ferry Road and commercial property. There is commercial property north and south of the side, and residential property to the west.

The school site includes playfields, two areas of play equipment, covered outdoor play, and a garden. The site includes parking, and one lane for bus and parent drop-off.


Photo Credit: Homes.com

SUMMARY OF FINDINGS

Lake Grove Elementary School

Educational Program Support

Classrooms are arranged along a very long, narrow hallway. There are no shared flexible spaces near the classrooms, so academic intervention and support is either pushed into the classroom or students travel to a dedicated space. One-on-one conversations take place in the hallway without privacy.

The gym was recently seismically upgraded and is working well. However, it is always either too hot or too cold. It is fully utilized all day every day with either PE or before & after care.

ACCESS and DELTA programs use rooms 22 and 18. The learning center uses room 14 and runs multiple small groups. There is a significant need for a larger learning center to meet the needs of students. A high percentage of students are on Individualized Education Programs (IEP) at Lake Grove, and not enough purpose-built spaces to provide students with the support they need.

Classrooms are adequate but furniture and storage is old, inflexible, heavy, and not functional. The newly renovated innovation lab is great and is working well. The newly renovated library is also working well.

There are no "breakout" or common spaces outside of classrooms, and the only visibility from the classrooms to the hall is when the door is open. There is a lack of space for large projects or for grade levels to get together.

Outdoor learning is limited. While there is a garden, it is only accessible via the staff parking lot and so is used infrequently.

Healthy, Safe, and Welcoming Environments

Counseling has been moved to the "loft" space above the gym, which works well but is not accessible. There is no motor or sensory room for OT/PT activities, so they occur outside the office. Restrooms are aging and not adequate for ADA single-occupant use.

▲ Photo Credit: Homes.com

The school is on a busy road buffered by the playfields. Parents have expressed concern about the safety of students on the busy road, and the playground isn't fenced on one side. Neighbors often complain about traffic jams caused during pickup and drop-off times. The busy commercial roads are impacted by morning and afternoon parent and bus queuing that spills off the school site into the street.

Students and families feel a great deal of ownership and connection to this building and place. It is welcoming and highly utilized.

The Physical Environment

Acoustics, Lighting, Technology, and Temperature

Acoustics are challenging. There is one long hallway that runs the length

of the school, so when students from any classroom transition to PE, lunch, or the library, the hallway gets loud and disrupts other classrooms. There is an abundance of natural light in most classrooms. Some have inadequate daylight.

Temperature fluctuations are a major challenge. Without A/C, the classrooms can be in the 80s during September. Technology systems and equipment were recently upgraded and are working well.

Facility Capacity and Size

Lake Grove Elementary currently has 19 teaching stations. At the elementary level, teaching stations only include K-5 general classrooms. Rooms that are used for "specials" or pullout programs—such as libraries, music rooms, PE spaces, learning centers, and innovation labs—are not included in the teaching station count.

The gymnasium is large enough for assemblies. Rooms 1 through 4 at the south end of the corridor are too small for the upper grade levels. A full class of 4th or 5th grade students can't be placed in those rooms, limiting the flexibility of the school.


Photo Credit: Facilitron


Photo Credit: Facilitron


Photo Credit: Homes.com


Photo Credit: Homes.com

LAKE GROVE

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Site			
Repave side yard	$182,168	X	
Replace fencing	$225,175	X	
Replace sewer drain	$29,150	X	
Asphalt repairs allowance	$60,000	X	
Concrete sidewalk repairs and SRTS allowance	$75,000		X
	$571,493		
Architectural Exterior			
Replace exterior HM doors and frames	$93,987		X
Replace all exterior windows with aluminum storefront with security glazing up to 7'-0"	$275,805	X	
Repaint 1x6 wood trim at brick	$20,805	X	
Replace wood trim	$5,623		X
Replace exterior mechanical louver	$10,980	X	
Masonry lintel replacement	$12,379		X
Replace brick masonry	$150,350		X
Replace wood soffit	$1,582		X
Re-key exterior doors	$4,406		X
	$575,917		
Architectural Interior			
Replace all carpet (broadloom and tile) with new carpet tile, new rubber base to match (E)	$116,084		X
Replace VCT & sheet flooring with new rubber tile; new rubber base to match (E)	$68,476	X	
Refinish wood flooring	$98,043	X	
Repaint all interior walls	$287,887	X	
Replace fabric-wrapped acoustic wall panels	$29,339	X	
Repaint all gypsum board ceilings	$29,721	X	
Replace plywood ceiling	$3,609	X	
Repaint doors and frames with HPC	$25,175	X	
Restroom upgrades — replace ceiling, wall, floor finishes, and partitions	$253,895	X	
Add classroom window shades	$51,399	X	
Asbestos abatement	$697,902	X	
New furniture in all classrooms	$352,448	X	
Allowance due to wear	$75,000		X
	$2,088,978		
Structural			
Replace single bolts in roof trusses	$398,601	X	
Repair roof around expansion/firewalls	$160,839	X	
	$559,440		

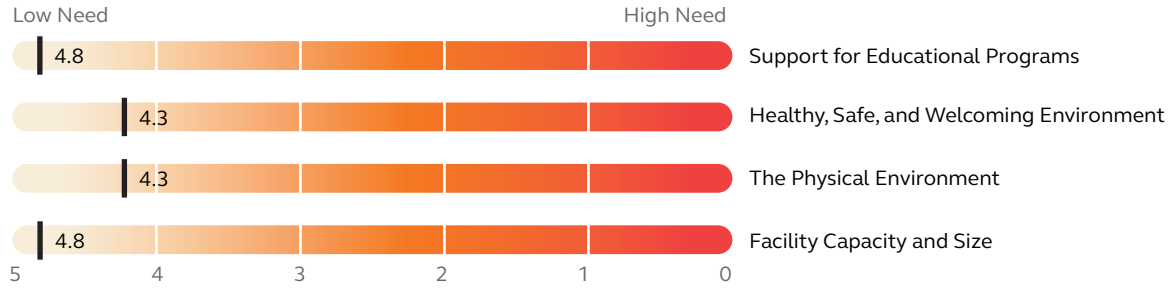
LAKE GROVE

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Mechanical			
Replace hot water coil, convert to VAV TU	$61,365	X	
Replace 3100 MBH hot water boiler, update to (2) condensing hot water boilers	$323,615	X	
Replace (2) low point drain valves	$1,609	X	
Convert HVAC systems to DDC	$427,467	X	
Add cooling to all classrooms	$358,462	X	
Add cooling to gym	$81,707		X
Replace all AHUs	$1,336,615	X	
Allowance due to wear	$75,000		X
	$2,665,840		
Electrical			
Add surge suppression at main distribution panel	$8,392	X	
Replace fire alarm system	$305,334	X	
Replace IP speakers	$65,430	X	
Replace all interior and exterior lighting fixtures with LED	$593,357	X	
Replace Electrical Switch Gear	$261,714	X	
	$1,234,227		
Plumbing & Kitchen			
Kitchen — replace all equipment	$694,651	X	
Kitchen — replace walk-in cooler/freezer	$180,645	X	
Restroom upgrades — replace all fixtures	$264,393	X	
	$1,139,689		
TOTAL COST TO REPAIR	**$8,835,584**		

FACT SHEET

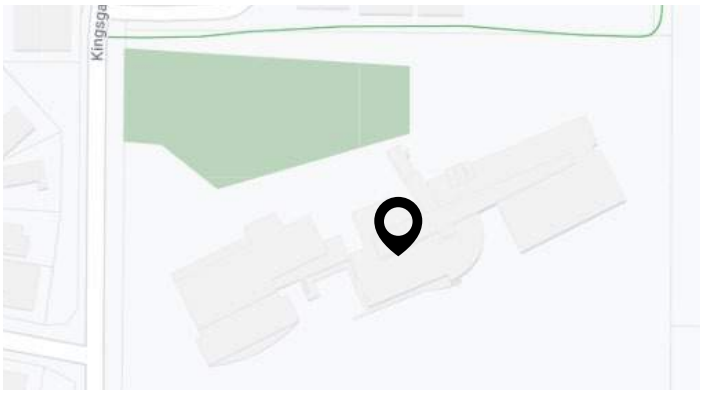
Oak Creek Elementary School

4.55
Educational Adequacy Score



Oak Creek Elementary School serves 406 students in grades kindergarten through fifth (K–5). Oak Creek is set on a sloping site with access on the upper level from Kingsgate Road to the north.

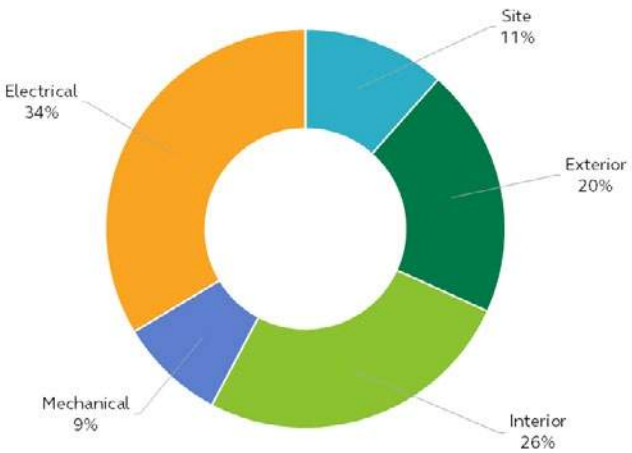
Renovations for this school were funded by the 2017 bond and included seismic rehabilitation, interior renovation, exterior envelope replacement, security upgrades, technology upgrades, playground upgrades, and STEM educational program upgrades.



55 Kingsgate Road, Lake Oswego, OR 97035

4. OAK CREEK ELEMENTARY SCHOOL	
Year Built	1991
Remodels	2020
Building Area	68,040 SF
Total Height	43’
Number of Floors	2
Occupancy	A-2.1, A-3, B-2, E-1
Primary Structure	Wood Frame
Roof Type	Membrane over Plywood Deck
Floor Finishes	Carpet Tile, VCT
Ceiling Finishes	ACT, Gyp. Board
Partition Type	Gyp. Board over Wood Stud
HVAC Type	AHU with VAV TU

Facility Repair Cost Allocation

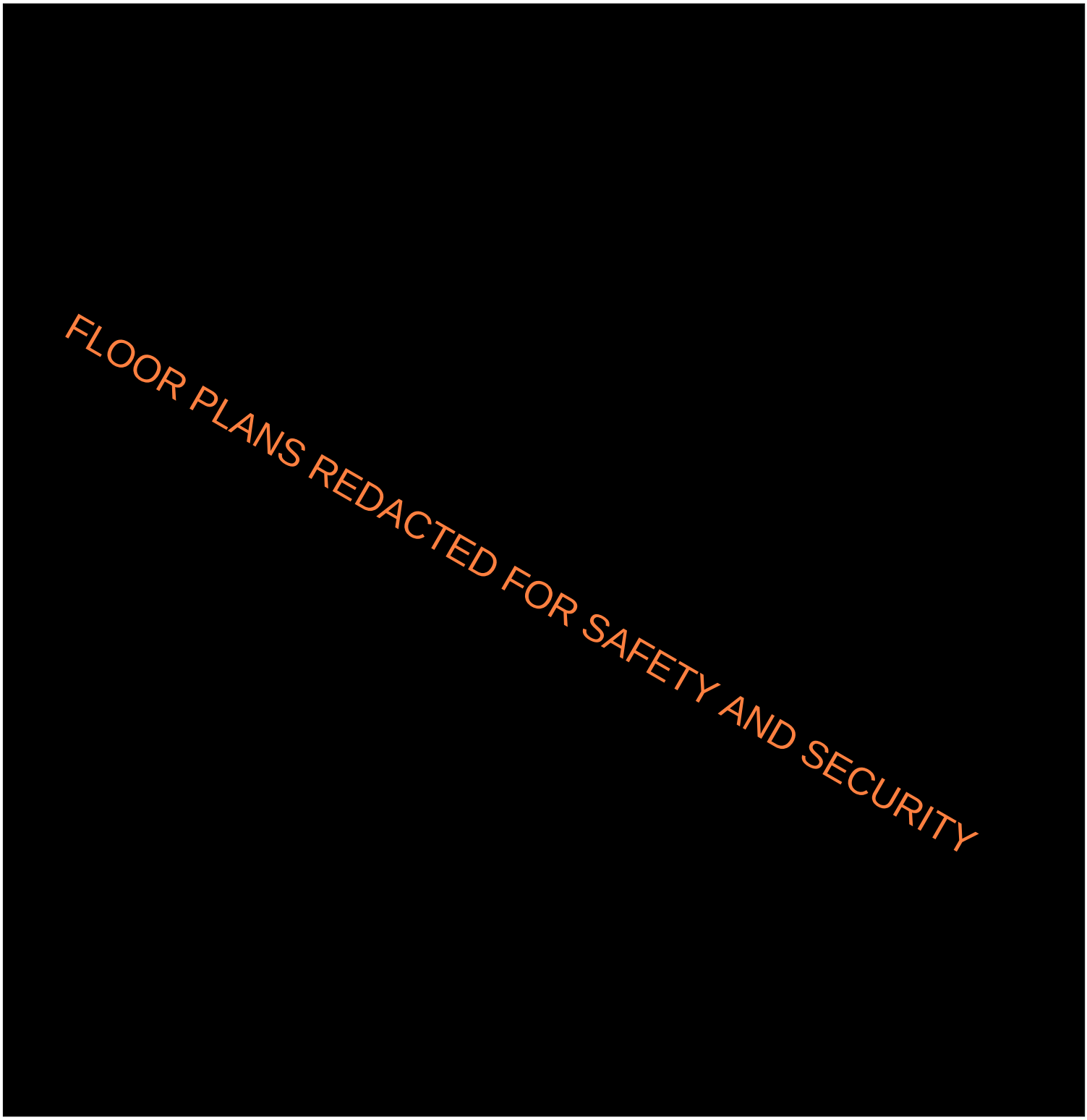


Facility Condition Index

FCI = Cost To Repair ($)/Cost To Replace($)

BUILDING AND SITE UTILIZATION

Oak Creek Elementary School



Current Use

Oak Creek Elementary is a two-story building that serves kindergarten through fifth grade students. The original building was completed in 1991 and a remodel was completed in summer 2020.

The school site has access via Kingsgate Road and is bound on the south side by Melrose Street. There is residential property in all four directions.

The school site includes playfields, two areas of play equipment, covered outdoor play, and a garden. The site includes parking and one lane for bus and parent drop-off. Due to the sloped nature of the site, the upper level is accessible to the parking lot, and the playfields are only accessible to the ground level.

Photo Credit: Facilitron

SUMMARY OF FINDINGS

Oak Creek Elementary School

Educational Program Support

The library is the heart of this school. It is beautiful and used for many gatherings, including staff meetings. The innovation lab works well. The stage is not used; a portion of it has been walled off to make a teaching space for “champions” but the room is very loud and disruptive.

The gym works well for PE and assemblies but lacks adequate storage. Interventions and academic support programs all have a place in the current building, although upgrades are needed to meet the specific needs of those programs. Recent upgrades to the Pathways classrooms are working well, especially the new restrooms. There are too few spaces for dysregulated students throughout the school, although most classrooms now have “quiet corners” and the counselor’s office is a place for students to calm down. The learning center is working well.

Some classrooms are organized around shared flexible learning spaces called “pods,” and 2nd and 5th grade use the shared pods. However, the other grades don’t have access to a “pod” and must push small group activities

into the hallway. Generally, the layout of the school is long and stretched without enough stairwells connecting the two levels, making it difficult to get from one end to another. For example, kindergarten students take a long time to go from lunch to recess.

Classroom furniture is a hodgepodge. Many of the pieces that were in Oak Creek before the renovation were not put back in the school afterward, leading to a mixture of items throughout the building.

Healthy, Safe, and Welcoming Environments

Students eat in their classrooms, and when there is a spill in the hallway from students walking with trays, it can be slippery. Supervision during lunch when students are getting their food is difficult, especially for kindergarten.

The building is welcoming and the new security vestibule and administrative offices work well. Due to the line of sight, there can be someone at the front door without the front office staff knowing. The new doorbell camera helps. Bus drop-off occurs off Melrose Road, and it would be nice for them to be closer to the entry.

The intercom system is in need of upgrades; some speakers don't work or are very quiet. There is no speaker to reach the outdoor play areas. The playground itself is large and multilevel, and some areas are not accessible. Students with mobility challenges spend much of their playtime traveling up and down the long ramps. The long and steep orientation of the building makes this a difficult school to navigate.

The Physical Environment

Acoustics, Lighting, Technology, and Temperature

Temperature fluctuations are a challenge. The classrooms facing southwest get very hot, and other classrooms are too cold. Acoustics are a challenge in the long hallway from first to second floor, and staff report that it sounds like "walking on drums" on the upper level.

There are some rooms without adequate daylight on the lower level. Educational assistants have taken to purchasing camping lanterns in case of power outages that result in a completely dark room.

Facility Capacity and Size

Oak Creek Elementary currently has 23 teaching stations. At the elementary level, teaching stations only include K-5 general classrooms. Rooms that are used for "specials" or pullout programs—such as libraries, music rooms, PE spaces, learning centers, and innovation labs—are not included in the teaching station count.

The library, as valued as it is, becomes very crowded for staff meetings that have standing room only.

Before the recent boundary change, Oak Creek was a very crowded school. This year has been an operational shift with fewer students, resulting in classrooms that can be devoted to academic support and intervention pull-out programs.

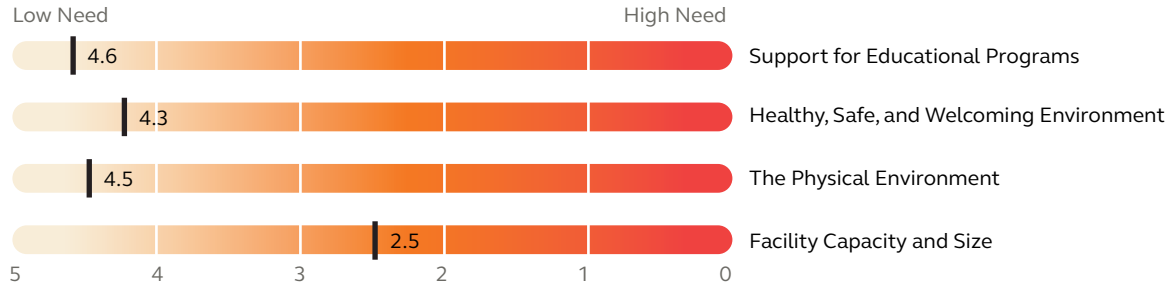
OAK CREEK

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Site			
Fencing	$100,000	X	
Misc. site — gardens, landscape, etc.	$60,000		X
Concrete sidewalk repairs and SRTS allowance	$75,000		X
	$235,000		
Architectural Exterior			
New composite panel siding to replace Cembrit panels	$411,189	X	
	$411,189		
Architectural Interior			
Allowance due to wear	$75,000		X
New furniture in all classrooms	$453,147	X	
	$528,147		
Structural			
None at this time			
	$0		
Mechanical			
Allowance due to wear	$175,000		X
	$175,000		
Electrical			
Replace fire alarm system	$333,553		X
Replace all interior and exterior lighting fixtures with LED	$350,000	X	
	$683,553		
Plumbing & Kitchen			
None at this time			
	$0		
TOTAL COST TO REPAIR	$2,032,889		

FACT SHEET

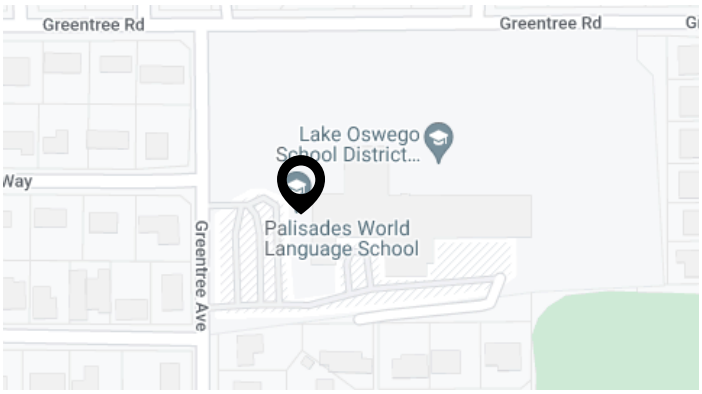
Palisades World Language School

3.98
Educational Adequacy Score



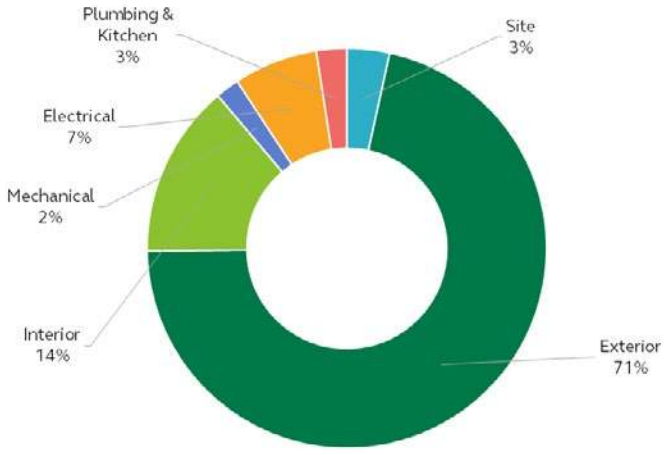
Palisades World Language School serves 230 students in grades kindergarten through fifth (K–5) in a growing language immersion program. The main entrance is accessed from Greentree Avenue.

Renovations for this school were underway during the time of this assessment report and include exterior envelope upgrades, interior renovation, seismic rehabilitation, security upgrades, technology upgrades, new furniture, playground upgrades, and STEM program upgrades.



1500 Greentree Ave., Lake Oswego, OR 97034

Facility Repair Cost Allocation



5. PALISADES WORLD LANGUAGE SCHOOL	
Year Built	1959
Remodels	1990
Building Area	45,680 SF
Total Height	24’
Number of Floors	1
Occupancy	E-1
Primary Structure	Wood Frame
Roof Type	TPO, Membrane over Plywood Deck, Ballast over Membrane
Floor Finishes	Carpet Tile, VCT
Ceiling Finishes	ACT, Gyp. Board
Partition Type	Gyp. Board over Wood Stud
HVAC Type	AHU with VAV TU

Facility Condition Index

FCI = Cost To Repair ($)/Cost To Replace($)

BUILDING AND SITE UTILIZATION

Palisades World Language School

Current Use

Palisades World Language School is a single-story building that serves kindergarten through fifth grade students in either Spanish or Mandarine Chinese language immersion programs. The original building was completed in 1959 and a remodel was completed in 1990. At the time of this assessment report, a major addition to support the growing capacity was under consideration.

The school site has access via Greentree Avenue and is bound on the north side by Greentree Road. There are residential properties on all sides and the Lake Oswego Public Golf Course to the southeast.

The school site includes playfields, two areas of play equipment, covered outdoor play, and a garden. The site includes parking and one lane for bus and parent drop-off.

Photo Credit: Facilitron

SUMMARY OF FINDINGS

Palisades World Language School

Educational Program Support

General classrooms are functional for the most part. Some do not have sinks, which is an issue. The kindergarten class needed to move to another room because theirs did not have sinks. Even in rooms with sinks, there is no hot water. Storage in classrooms is inadequate; there are no cubbies so backpacks are hung on hooks in the hallways. All of the furniture is new and working well. All of the classroom technology is also new and works well.

The newly renovated innovation lab is great and working well, and students report feeling creative and inspired there. The library is functional during the school day but not large enough for staff meetings that instead occur in an empty classroom. Empty classrooms are used for specialists. There is a garden that was built by the PTO, but no outdoor classroom or covered space for outdoor learning.

Classrooms are organized by language cohort. Because classrooms are arranged along a corridor, there is no shared flexible learning space near classroom groupings. Due to the long, stretched footprint along a corridor, classrooms at the far end are a long distance to the front office. Currently, those rooms are used for district administration.

Teachers report needing more flexible spaces where they can reconfigure their class for different lessons, work with small groups of students, and collaborate as professionals.

Healthy, Safe, and Welcoming Environments

The new security vestibule and renovated main office work well. The school is welcoming and has strong community support. The playground is too close to the parking lot and without enough fencing separation. It would be better situated farther back on the site. Some students report avoiding the covered play area because it is "cramped and loud."

The current canopy is too small for pickup and drop-off during rainy months. Because Palisades is a choice school that pulls students from around the district, it is a commuter campus with few walkers/bikers. Even at the current enrollment, traffic jams throughout the neighborhood are caused by the lack of onsite queuing, a condition that will worsen as enrollment grows as it is projected to.

Dining is a challenge to clean up and get through swiftly, with the servery facing the hallway and students walking through carpeted hallways with lunch trays.

Teachers report using their own lunch time to recharge or regroup, making lunchtime supervision of students in classrooms a challenge to coordinate. Teachers have calming corners in their classrooms and students report a strong preference for those calming corners when they want to be alone.

The Physical Environment

Acoustics, Lighting, Technology, and Temperature

Acoustics are generally good throughout the school except for noise transfer between the kindergarten and literacy classrooms. The classrooms have large windows and great daylight. The hallways, however, have no daylight and get very dark in the case of power outages.

The HVAC system has undergone a recent upgrade and works well. Classroom technology has recently been upgraded and works well. The gym is used for assemblies and after-school events and has a poor A/V setup for these activities; there is no projector screen, and speakers aren't hooked up.

Photo Credit: Facilitron

Facility Capacity and Size

Palisades World Language School currently has 12 teaching stations. Three classrooms are currently used for the district's Bond Management team due to a lack of space at the central administration office. At the elementary level, teaching stations only include K-5 general classrooms. Rooms that are used for "specials" or pullout programs—such as libraries, music rooms, PE spaces, learning centers, and innovation labs—are not included in the teaching station count.

Palisades is a swiftly growing school, adding two classes (50 students) each year for the next 5 years. Currently, there are two immersion programs (Mandarin Chinese and Spanish) planned for Palisades, with one class in each grade level K through 5. Due to the high interest of families to choose Palisades as their elementary school, there is the potential for one additional Spanish immersion cohort, making three classes for each grade level. However, the current capacity of the school would not support this enrollment growth. A classroom addition would be necessary.

PALISADES

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Site			
Asphalt repairs allowance	$60,000		X
Concrete sidewalk repairs and SRTS allowance	$75,000		X
	$135,000		
Architectural Exterior			
Roof replacement for entire building except gym (gym replaced during seismic upgrade)	$2,008,866		X
Replace all exterior windows with aluminum storefront with security glazing up to 7'-0"	$775,700	X	
Clean and re-point brick masonry	$5,526	X	
	$2,790,092		
Architectural Interior			
Interior wall finishes: replace damaged FRP, tack surface, restroom walls, etc. — allowance	$50,000		X
Replace carpet tile; install new rubber base	$182,600	X	
Replace all interior doors and frames with solid core wood and HM frame, paint HM frame with HPC	$241,819		X
Allowance due to wear	$75,000		X
	$549,419		
Structural			
None at this time	$0		X
	$0		
Mechanical			
Allowance due to wear	$75,000		X
	$75,000		
Electrical			
Replace fire alarm system	$216,120		X
Misc. electrical upgrades — allowance	$50,000		X
	$266,120		
Plumbing & Kitchen			
Replace restroom fixtures	$96,001		X
	$96,001		
TOTAL COST TO REPAIR	$3,911,632		

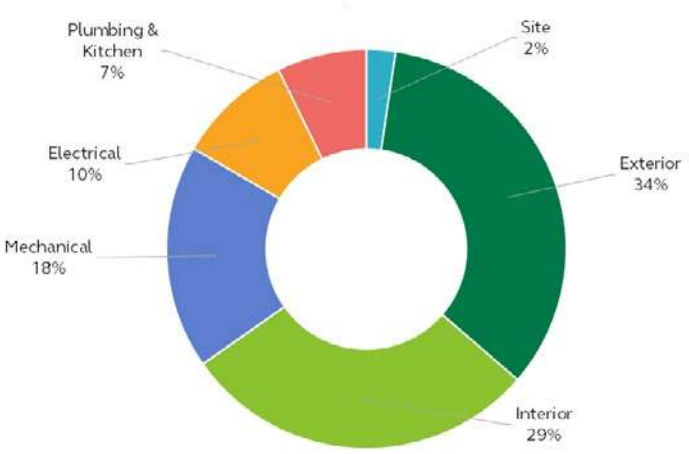
FACT SHEET

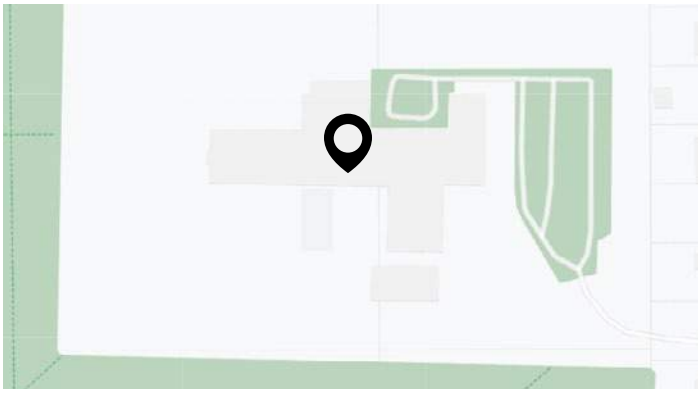
Uplands Elementary School

Uplands Elementary School, which is similar in floor plan to Palisades World Language School, is currently being used as a temporary swing site for students of River Grove Elementary and then Lake Oswego Middle School as those facilities are replaced with new schools.

Renovations to Uplands Elementary School were funded by the 2017 bond and included interior renovations, seismic rehabilitation, exterior envelope upgrades, security upgrades, technology upgrades, playground and outdoor learning upgrades, and STEM program upgrades.

Facility Repair Cost Allocation





2055 SW Wembley Park Road, Lake Oswego, OR 97034

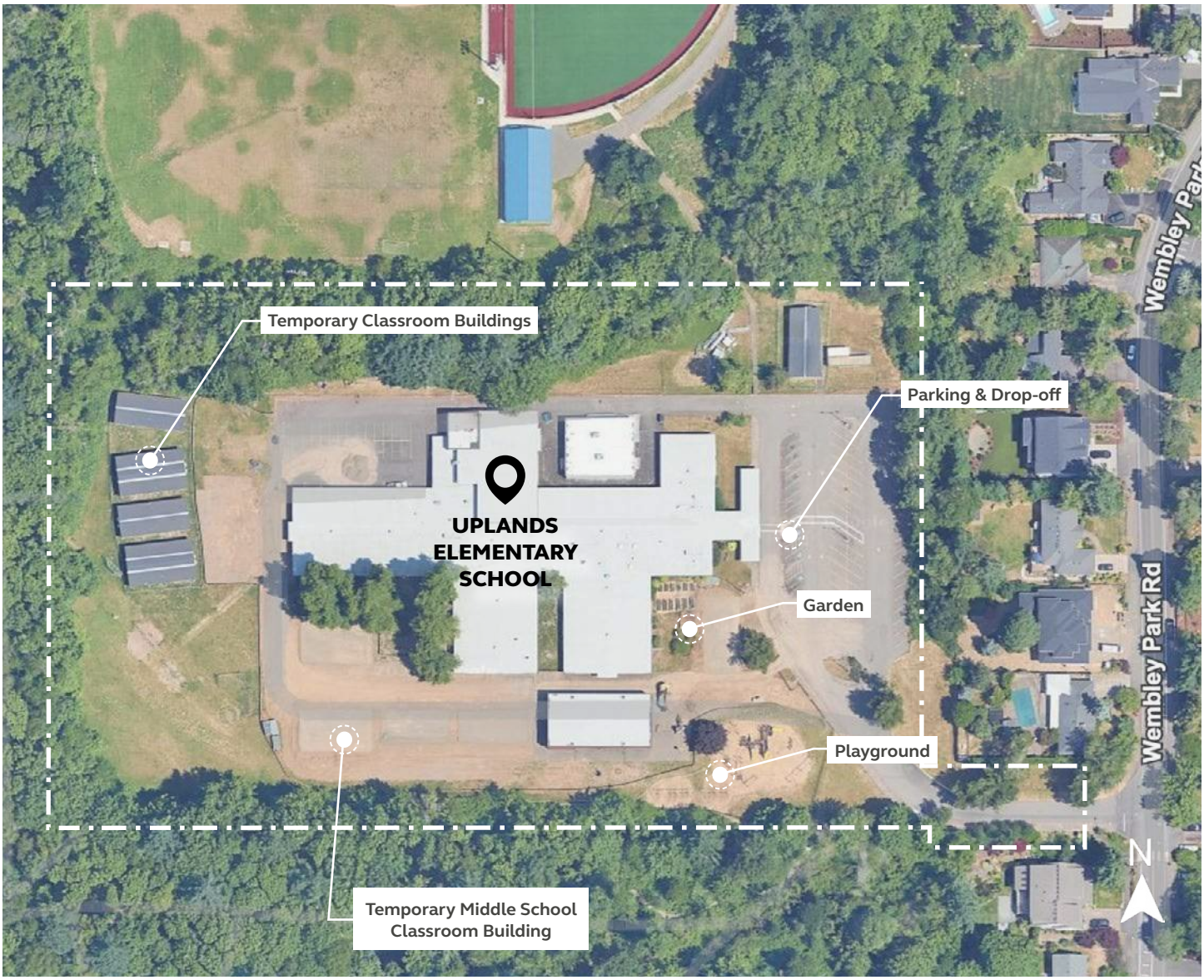
6. UPLANDS ELEMENTARY SCHOOL	
Year Built	1961
Remodels	1990, 2020
Building Area	51,676 SF
Total Height	24’
Number of Floors	1
Occupancy	E-1
Primary Structure	Wood Frame
Roof Type	TPO, Ballast
Floor Finishes	Carpet Tile, VCT
Ceiling Finishes	ACT, Gyp. Board
Partition Type	Gyp. Board over Wood Stud
HVAC Type	Unit Ventilators in Classrooms, Constant Volume AHU in Common Spaces

Facility Condition Index

FCI = Cost To Repair ($)/Cost To Replace($)

BUILDING & SITE UTILIZATION

Uplands Elementary School



Current Use

Uplands is a single-story building that serves as a swing site for kindergarten through fifth grade students while Oak Creek Elementary is undergoing a remodel and for sixth, seventh, and eighth grade students while Lake Oswego Middle School is undergoing a remodel. The original building was completed in 1961, and remodels completed in 1990 and 2020.

The school site has access via Wembley Park Road, and it is adjoined to Lake Oswego Middle School to the north and Springbrook City Park to the west and south. Residential property is located to the east.

The school site includes playfields, one area of play equipment, covered outdoor play, and a small area of planting beds. The site includes parking and one lane for bus and parent drop-off.

UPLANDS

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Site			
Concrete sidewalk repairs and SRTS allowance	$75,000		X
	$75,000		
Architectural Exterior			
Replace all exterior windows with aluminum storefront with security glazing up to 7'-0"	$982,553	X	
Exterior repaint	$100,000	X	
	$1,082,553		
Architectural Interior			
Repaint interior	$100,000		X
New furniture in all classrooms	$419,580	X	
Replace carpet tile in classrooms	$325,035	X	
Allowance due to wear	$75,000		X
	$919,615		
Structural			
None at this time			
	$0		
Mechanical			
Add AC in all classrooms	$363,986	X	
Add AC in gym	$139,022	X	
Allowance due to wear	$75,000		X
	$578,008		
Electrical			
Replace fire alarm	$297,917	X	
	$297,917		
Plumbing & Kitchen			
Replace plumbing fixtures in restrooms	$230,672	X	
	$230,672		
TOTAL COST TO REPAIR	$3,183,765		

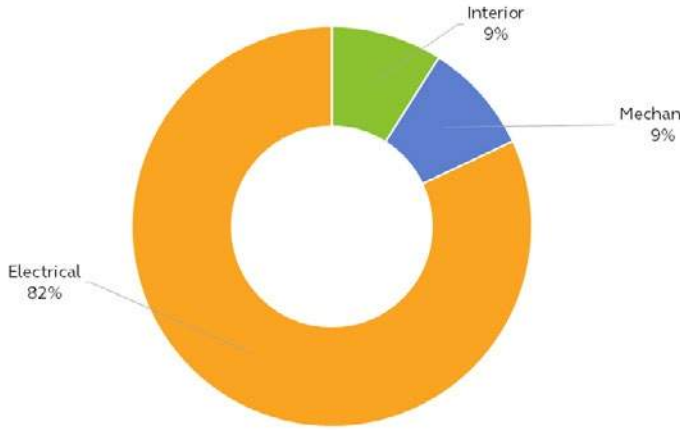
FACT SHEET

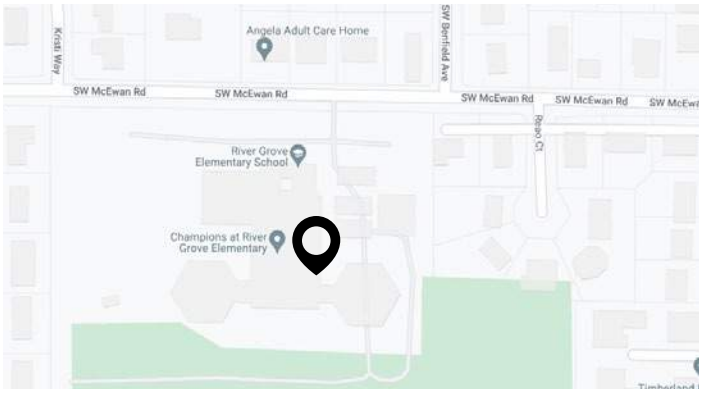
River Grove Elementary School

River Grove Elementary School serves 342 students in grades preschool through fifth (preK–5). The main entrance is accessed from SW McEwan Road.

At the time of this assessment report, construction of a replacement school was being completed on the same site.

Facility Repair Cost Allocation



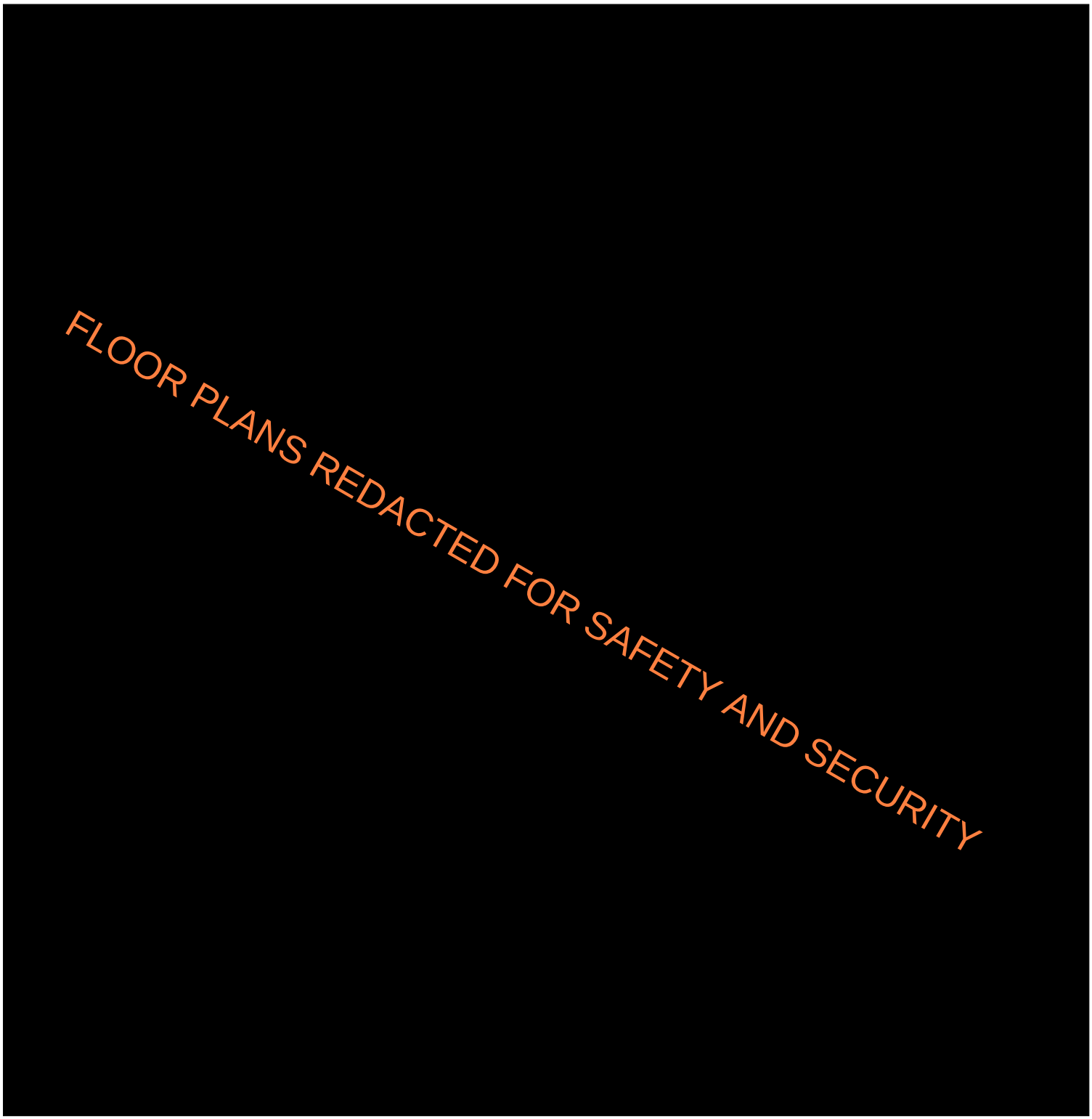


5850 McEwan Road, Lake Oswego, OR 97035

7. RIVER GROVE ELEMENTARY SCHOOL	
Year Built	2024
Remodels	
Building Area	78,000 SF
Total Height	35’
Number of Floors	2
Occupancy	E-1
Primary Structure	Wood Frame, Tilt-Up Concrete
Roof Type	Modified built-up, Standing Seam Metal
Floor Finishes	Carpet Tile, Rubber, Polished Concrete
Ceiling Finishes	ACT, Gyp. Board
Partition Type	Gyp. Board over Wood Stud
HVAC Type	Multi-Zone AHU

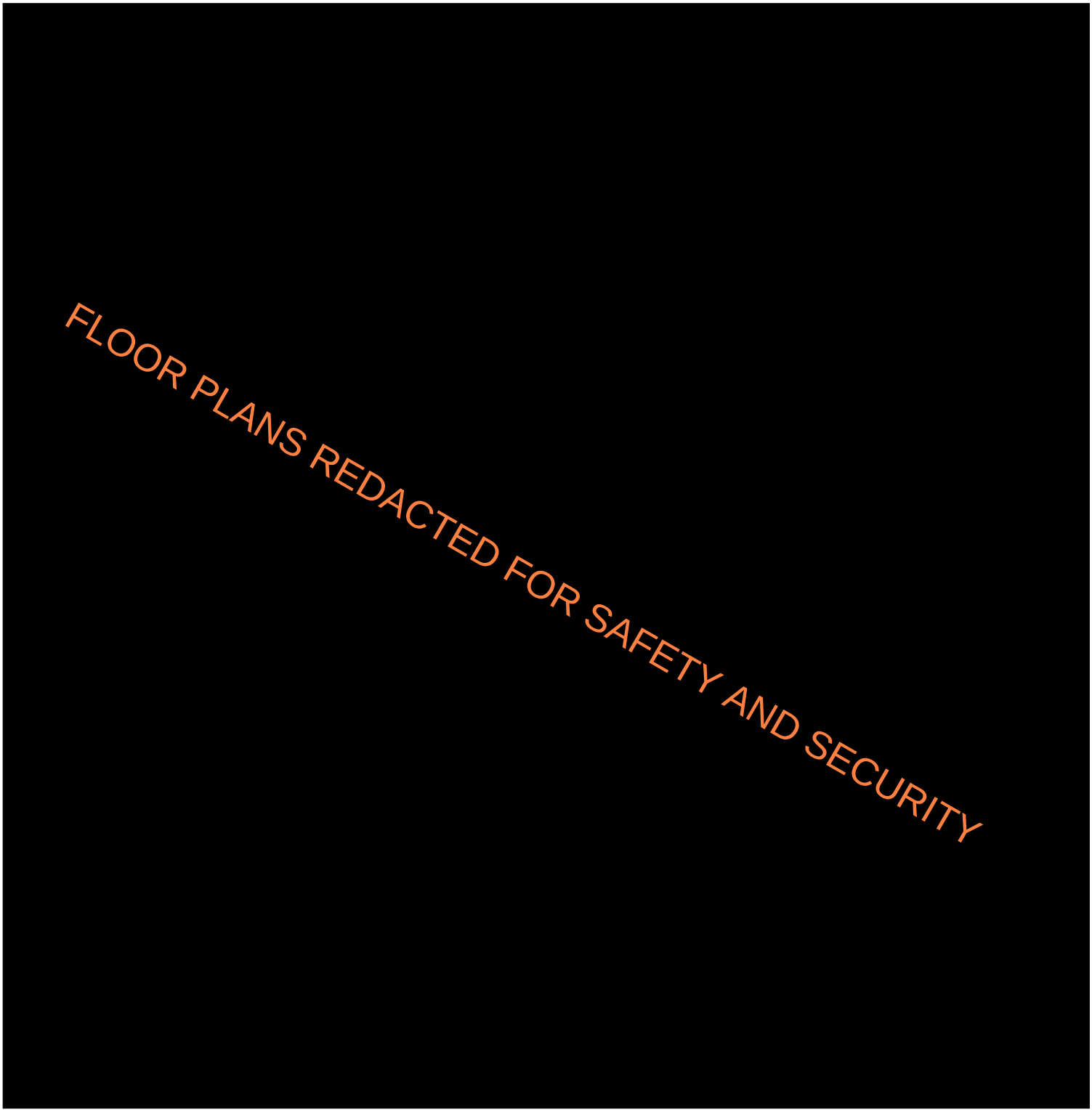
BUILDING AND SITE UTILIZATION

River Grove Elementary School



BUILDING AND SITE UTILIZATION

River Grove Elementary School



Current Use

River Grove Elementary is a two-story building that serves preschool through fifth grade students. The building will be completed in 2024, replacing the original '60s-era school on the same site. The school was under construction at the time of this assessment report.

The school site has access via SW McEwan Road, and there is residential property on all sides. Pilkington Park abuts the property on the southeast corner.

The school site includes playfields, two areas of play equipment, covered outdoor play, covered outdoor dining, covered outdoor classrooms, and a garden. The site includes parking and separate parent and bus drop-off zones.

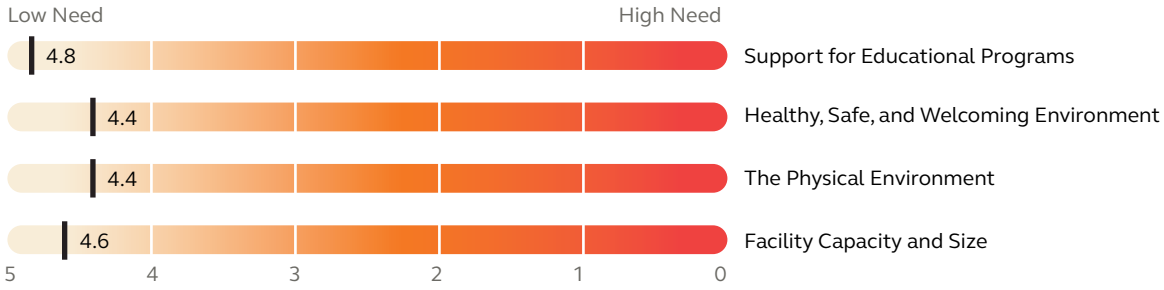
RIVER GROVE

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Site			
None at this time			
	$0		
Architectural Exterior			
None at this time			
	$0		
Architectural Interior			
Allowance due to wear	$75,000		X
	$75,000		
Structural			
None at this time			
	$0		
Mechanical			
Allowance due to wear	$75,000		X
	$75,000		
Electrical			
None at this time			
	$0		
Plumbing & Kitchen			
None at this time			
	$0		
TOTAL COST TO REPAIR	$150,000		

FACT SHEET

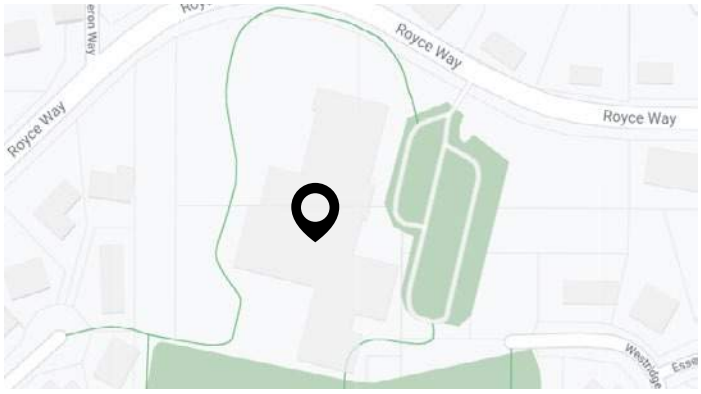
Westridge Elementary School

4.55
Educational Adequacy Score



Westridge Elementary School's design and layout are identical to Hallinan Elementary, but its orientation is different according to the topography of the landscape. The school serves 461 students from kindergarten to fifth grade.

Renovations for this school funded by the 2017 and 2021 bonds include seismic rehabilitation, interior renovations, playground and outdoor learning upgrades, STEM program upgrades, security upgrades, and technology upgrades.

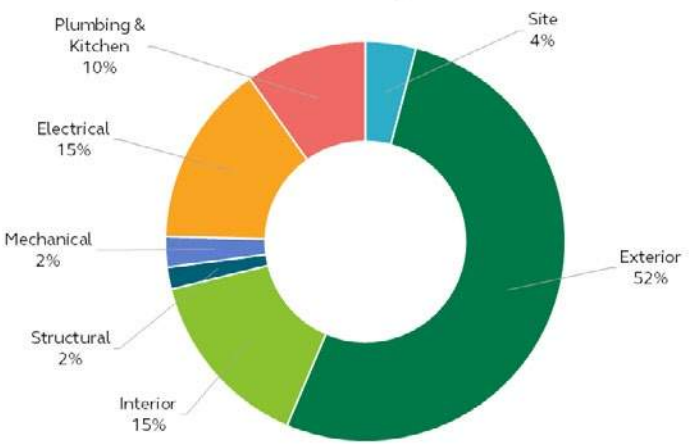


3400 Royce Way, Lake Oswego, OR 97034

8. WESTRIDGE ELEMENTARY SCHOOL

Year Built	1980
Remodels	2020
Building Area	48,215 SF
Total Height	21'
Number of Floors	1
Occupancy	E-1
Primary Structure	Wood Frame
Roof Type	Standing Metal Seam, Built-up
Floor Finishes	Carpet Tile, VCT, Ceramic Tile, Concrete
Ceiling Finishes	ACT, Gyp. Board
Partition Type	Gyp. Board over Metal Stud
HVAC Type	AHU with VAV TU

Facility Repair Cost Allocation

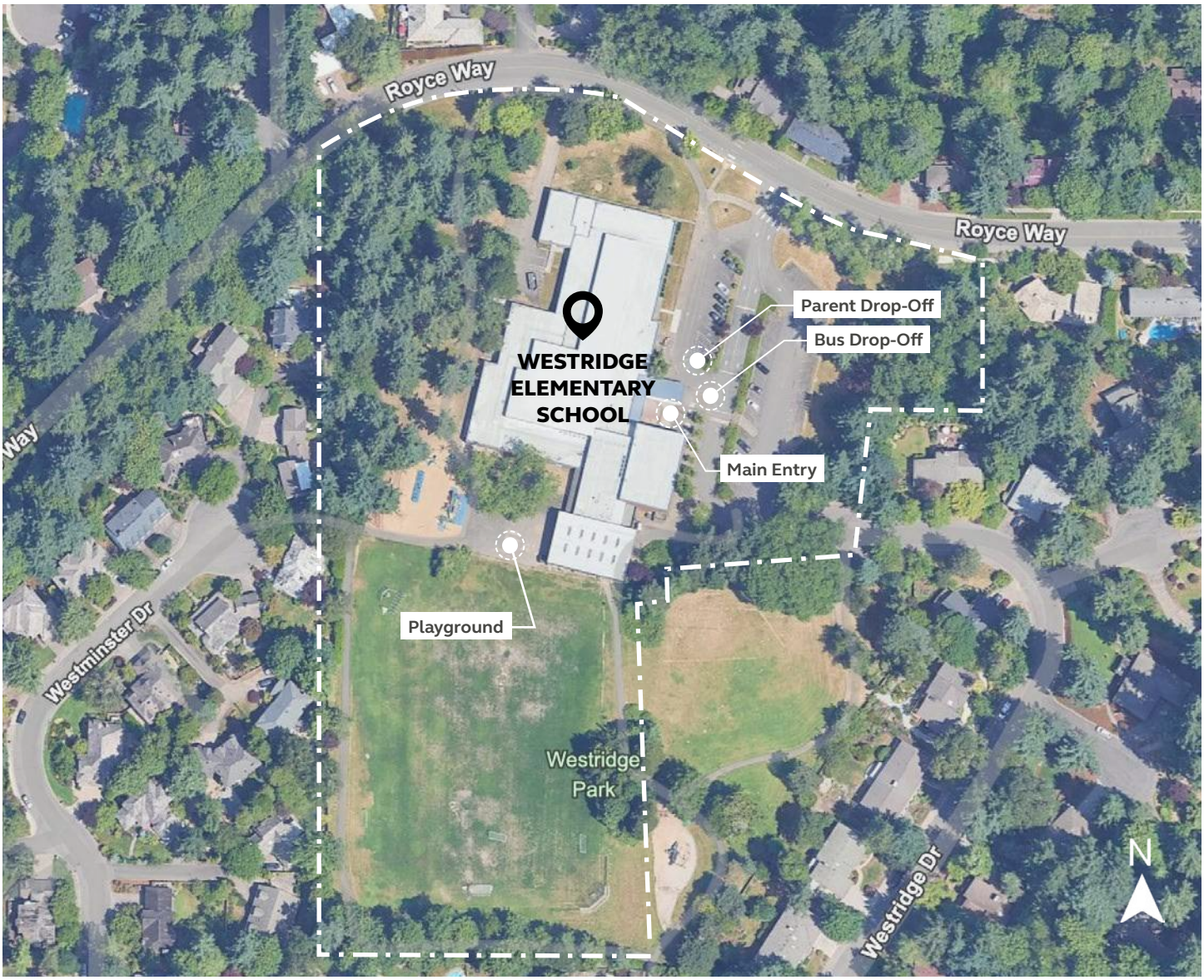


Facility Condition Index

FCI = Cost To Repair ($)/Cost To Replace($)

BUILDING AND SITE UTILIZATION

Westridge Elementary School



Current Use

Westridge Elementary is a single-story building that serves kindergarten through fifth grade students. The original building was completed in 1980 with a remodel, seismic upgrades, and classroom addition completed in 2020.

The school site has access via Royce Way, and there is residential property in all four directions, with Westridge Park adjoining on the south side.

The school site includes playfields, one area of play equipment, and covered outdoor play. The site includes parking and two lanes for bus and parent drop-off.

Photo Credit: Homes.com

SUMMARY OF FINDINGS

Westridge Elementary School

Educational Program Support

The classrooms and other educational spaces are generally functioning well. The biggest challenge at Westridge is the aging furniture and classroom storage solutions. The furniture is heavy and inflexible, making it difficult to do the kind of discourse and interaction required of modern curriculum.

The new innovation lab is great and has everything needed for that program. The computer stations aren't used, however, because students carry their Chromebooks with them and can log on quicker with more updated software than is available on the desktop machines. There is currently no garden or outdoor classroom at Westridge.

The library is beautiful and is the "centerpiece of our school". It is currently also used as a dining space, resulting in the open space being loud and disruptive. The gymnasium works well for assemblies, PE, before and after care, etc.

The classrooms are arranged in learning neighborhoods with shared flexible spaces in each group that are managed by the educational assistants who determine how they are used for pullout support programs. Generally, the school functions well, although there is currently one 4th-grade classroom that is a distance from the others.

The learning center supports students on IEPs and functions well. It is central to the school and serves up to three groups at a time.

Healthy, Safe, and Welcoming Environments

There is a DELTA classroom for students who may need behavior or regulation support, although there is no zone in the DELTA classroom where students can be alone without triggering the need for the other students to leave the classroom and congregate in the hallway.

Photo Credit: Homes.com

The counseling office functions well and is private. The shared spaces are open and don't have the privacy needed for one-on-one conversations, so students are brought to the principal's office. Teachers have calming corners in their classrooms.

Lunch is challenging, and because students eat in the classroom, many staff are needed to provide adequate supervision. Students carrying trays can also lead to messy hallways.

There are an adequate number of student and staff restrooms.

The entry feels welcoming, and the newly remodeled security vestibule and main office are working well. The site feels exposed to the neighborhood. The playground backs up to the neighborhood, and people use the walking path through the fields during the school day despite signage. Recess requires 5 adults to supervise.

Photo Credit: Facilitron

The Physical Environment

Acoustics, Lighting, Technology, and Temperature

Some classrooms still have operable walls that transfer sound between rooms. Lunchtime is very loud, and the newly renovated concrete floors make it even louder. Some classrooms have good daylight, and others are lacking.

Temperature is a real issue. Classrooms are cold in the winter and, on hot September days, can get very hot. The only areas with A/C are the main office and one room that is a former computer lab. Many teachers have purchased portable A/C window units.

Technology works well, but teachers report preferring the classroom carts for Chromebooks because students can't be relied on to charge them overnight.

Facility Capacity and Size

Westridge Elementary currently has 19 teaching stations. At the elementary level, teaching stations only include K-5 general classrooms. Rooms that are used for "specials" or pullout programs—such as libraries, music rooms, PE spaces, learning centers, and innovation labs—are not included in the teaching station count.

Outdoor play and learning spaces are adequately sized. The gymnasium is large enough for assemblies. Staff meetings occur in the library, but when all 67 staff members are present, it can be a tight squeeze.


Photo Credit: Homes.com

WESTRIDGE

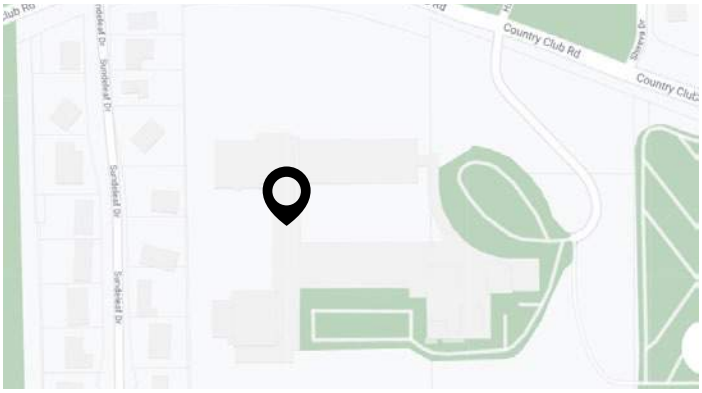
RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Site			
Asphalt pathway repairs allowance	$50,000		X
Concrete sidewalk repairs and SRTS allowance	$75,000		X
	$125,000		
Architectural Exterior			
Replace all exterior brick veneer not replaced in 2020 renovation	$1,461,537	X	
Repair all gutters, downspouts, and storm drains	$134,630	X	
	$1,596,167		
Architectural Interior			
Replace bleachers in gym	$39,337	X	
New furniture in all classrooms	$335,664	X	
Allowance due to wear	$75,000		X
	$450,001		
Structural			
Replace covered play glulam beams as needed	$54,099	X	
	$54,099		
Mechanical			
Allowance due to wear	$75,000		X
	$75,000		
Electrical			
Replace fire alarm system	$235,603	X	
Replace all interior and exterior light fixtures with LED	$215,000		X
	$450,603		
Plumbing & Kitchen			
Replacement kitchen equipment allowance	$300,000	X	
	$300,000		
TOTAL COST TO REPAIR	$3,050,870		

FACT SHEET

Lake Oswego Middle School

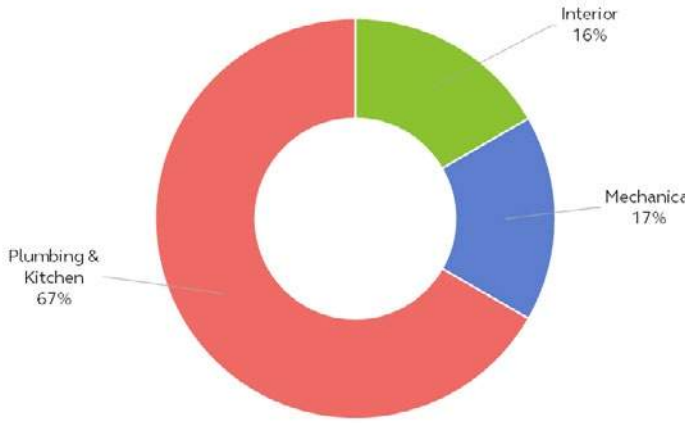
Lake Oswego Middle Schools serves 832 students from sixth through eighth grades.

During the time of this assessment report, the school was under construction for a replacement facility on the same site.



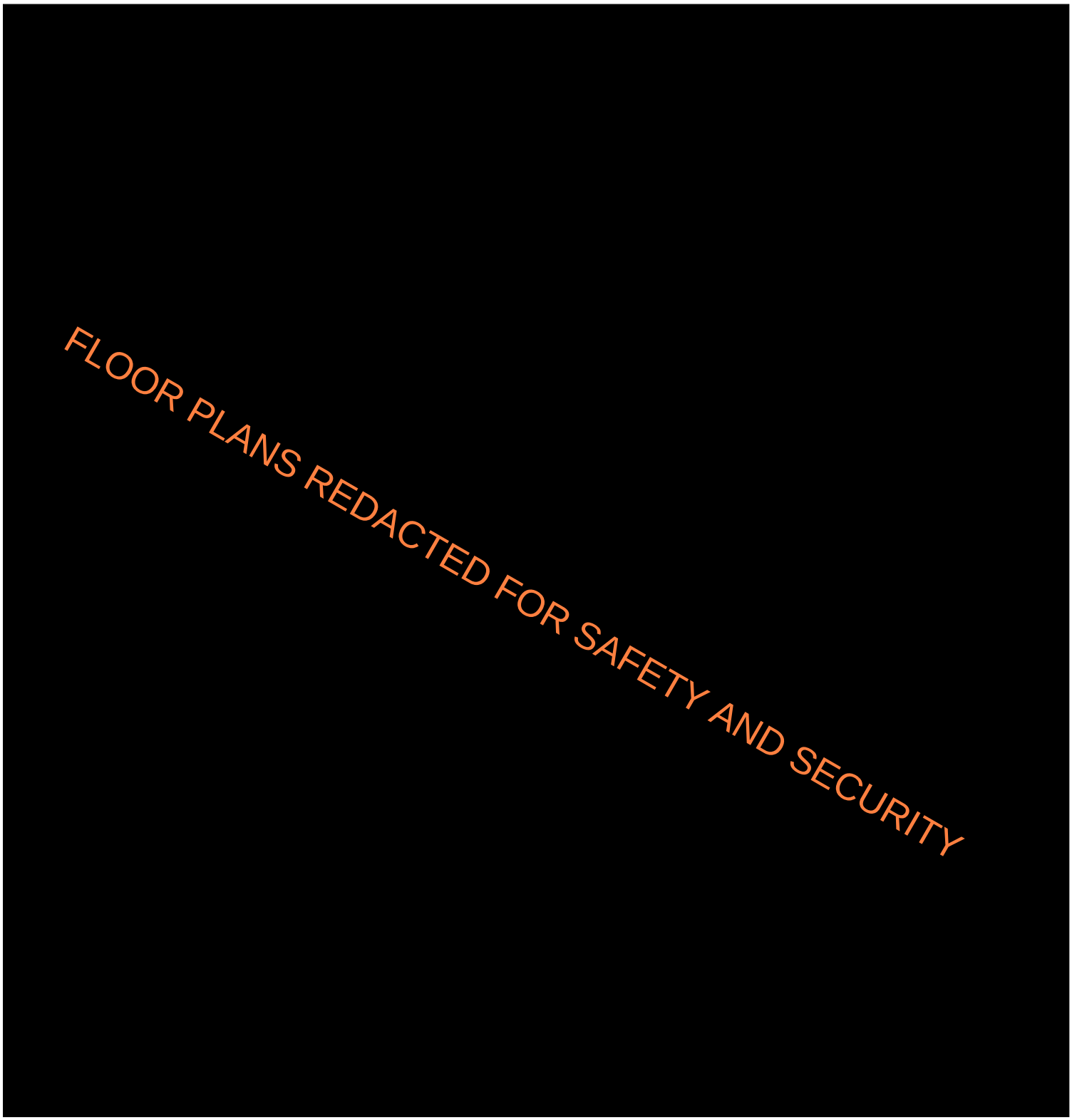
2500 Country Club Road, Lake Oswego, OR 9703

Facility Repair Cost Allocation



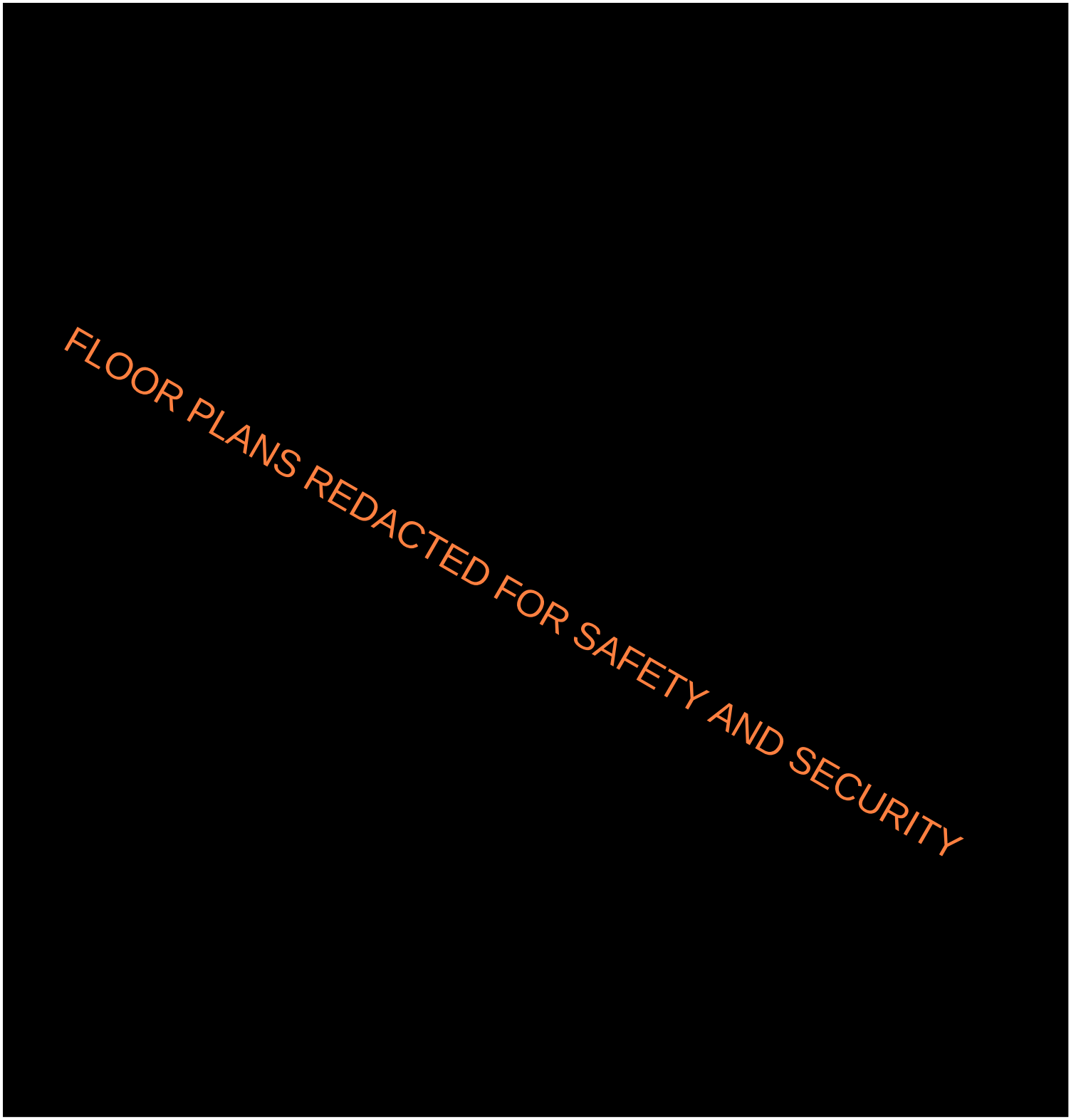
BUILDING AND SITE UTILIZATION

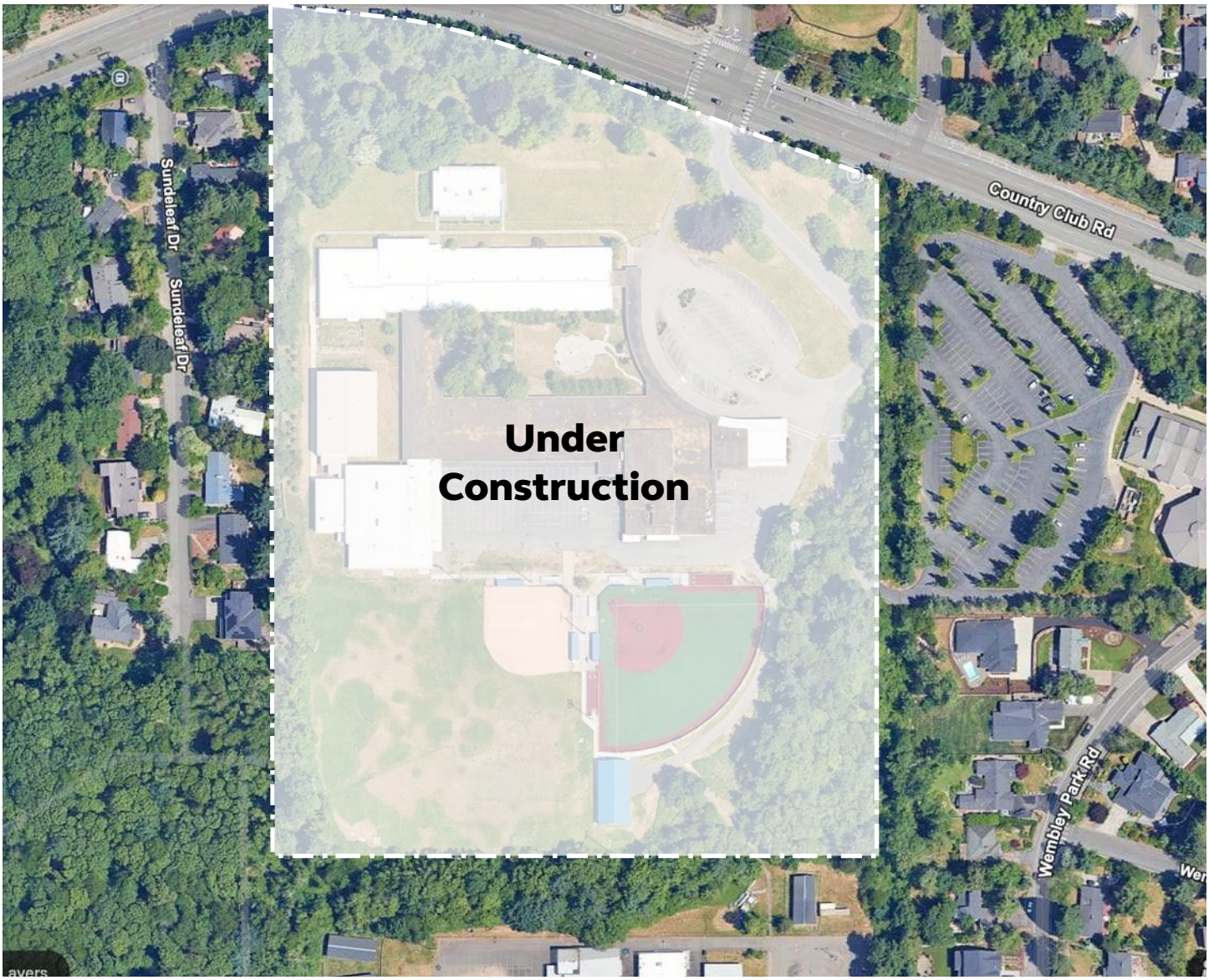
Lake Oswego Middle School



BUILDING AND SITE UTILIZATION

Lake Oswego Middle School





Current Use

The school site has access via Country Club Road, and it adjoins Uplands on the south and Springbrook City Park on the west. Lake Oswego High School is across Country Club Road to the north, and a church is directly east.

At the time of this assessment report, Lake Oswego Middle School was under construction. A new facility will be built on the same site, replacing the original ’50s-era school.

LAKE OSWEGO MS

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Site			
None at this time			
	$0		
Architectural Exterior			
None at this time			
	$0		
Architectural Interior			
Allowance due to wear	$75,000		X
	$75,000		
Structural			
None at this time			
	$0		
Mechanical			
Allowance due to wear	$75,000		X
	$75,000		
Electrical			
None at this time			
	$0		
Plumbing & Kitchen			
None at this time			
	$0		
TOTAL COST TO REPAIR	**$150,000**		

FACT SHEET

Lakeridge Middle School

4.95
Educational Adequacy Score

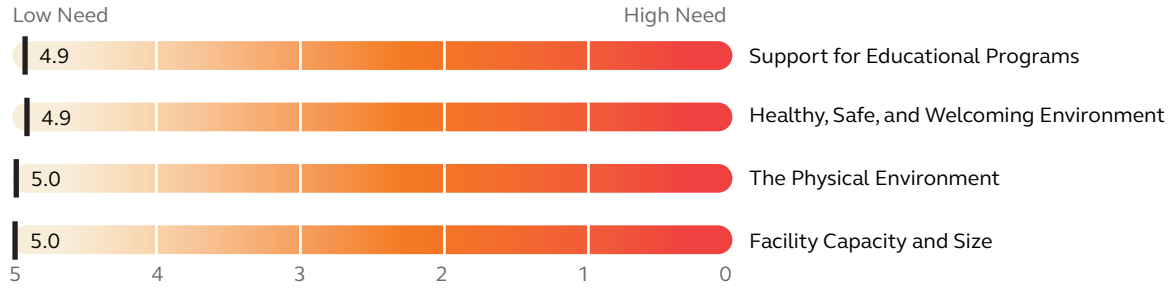
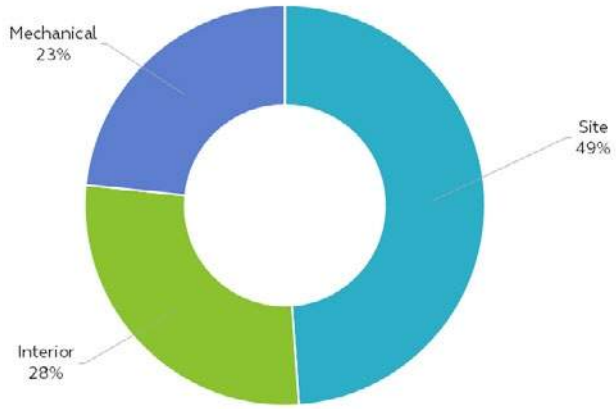



Photo Credit: Homes.com

Lakeridge Middle School serves 827 students from sixth through eighth grades. A new school opened in 2021 as a replacement for the original '50s-era middle school on the same site.

The new building includes all of the elements of a modern middle school including purpose-built spaces for student services programs, science labs, fine and performing arts spaces, a makerspace, and places for student and community gathering in a library, commons, and interior courtyard. The new school is fully electric, is an Oregon Path to Net Zero facility, and utilizes hybrid passive cooling systems.

Facility Repair Cost Allocation



4700 Jean Road, Lake Oswego, OR 97035

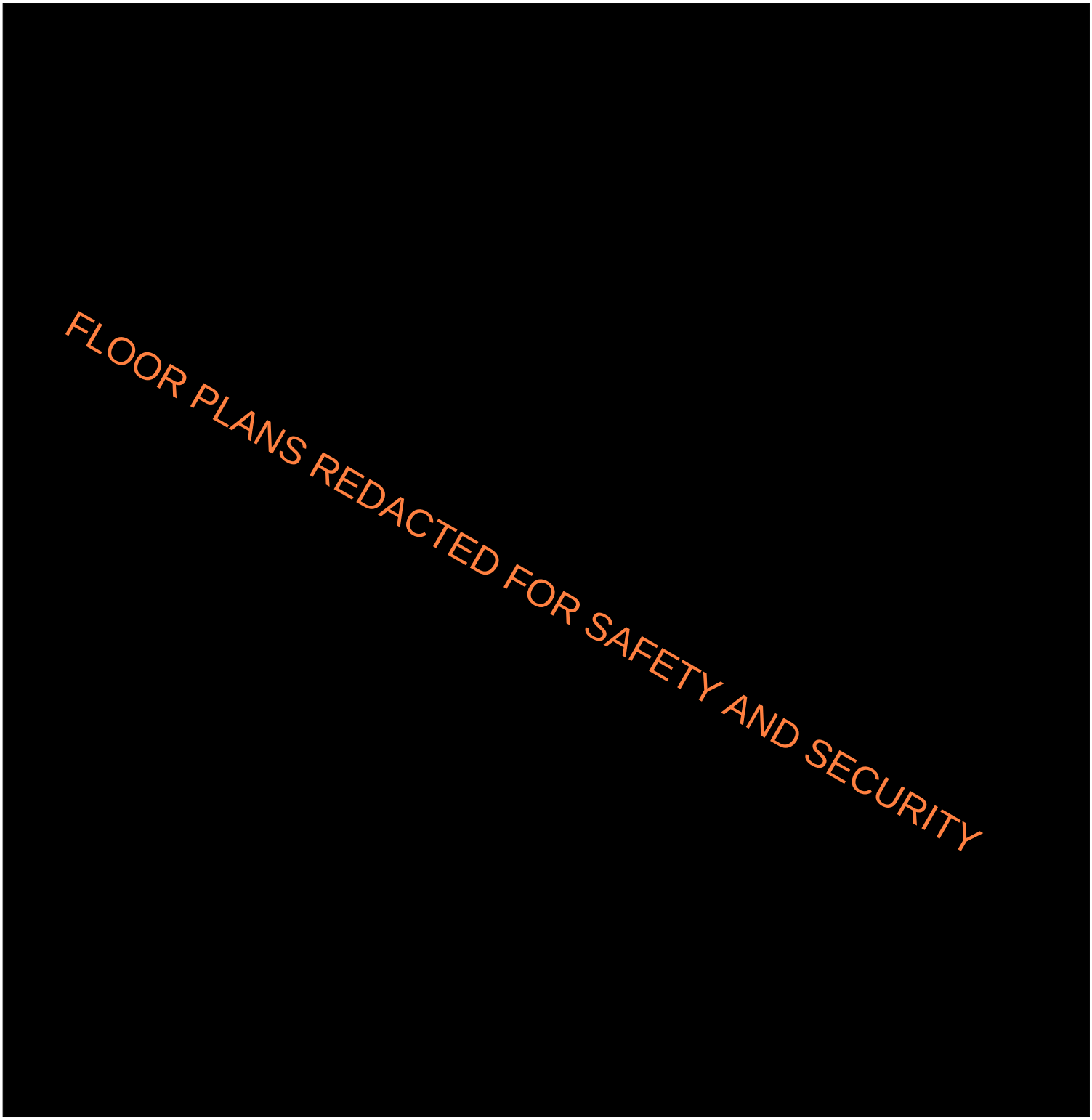
10. LAKERIDGE MIDDLE SCHOOL	
Year Built	2020
Remodels	N/A
Building Area	152,000 SF
Total Height	37'
Number of Floors	2
Occupancy	E-1
Primary Structure	CMU Shear Wall, Wood Frame
Roof Type	TPO, Standing Metal Seam
Floor Finishes	Carpet Tile, VCT
Ceiling Finishes	ACT, Gyp. Board
Partition Type	Gyp. Board over Wood Stud
HVAC Type	Multi-Zone AHU

Facility Condition Index

FCI = Cost To Repair ($)/Cost To Replace($)

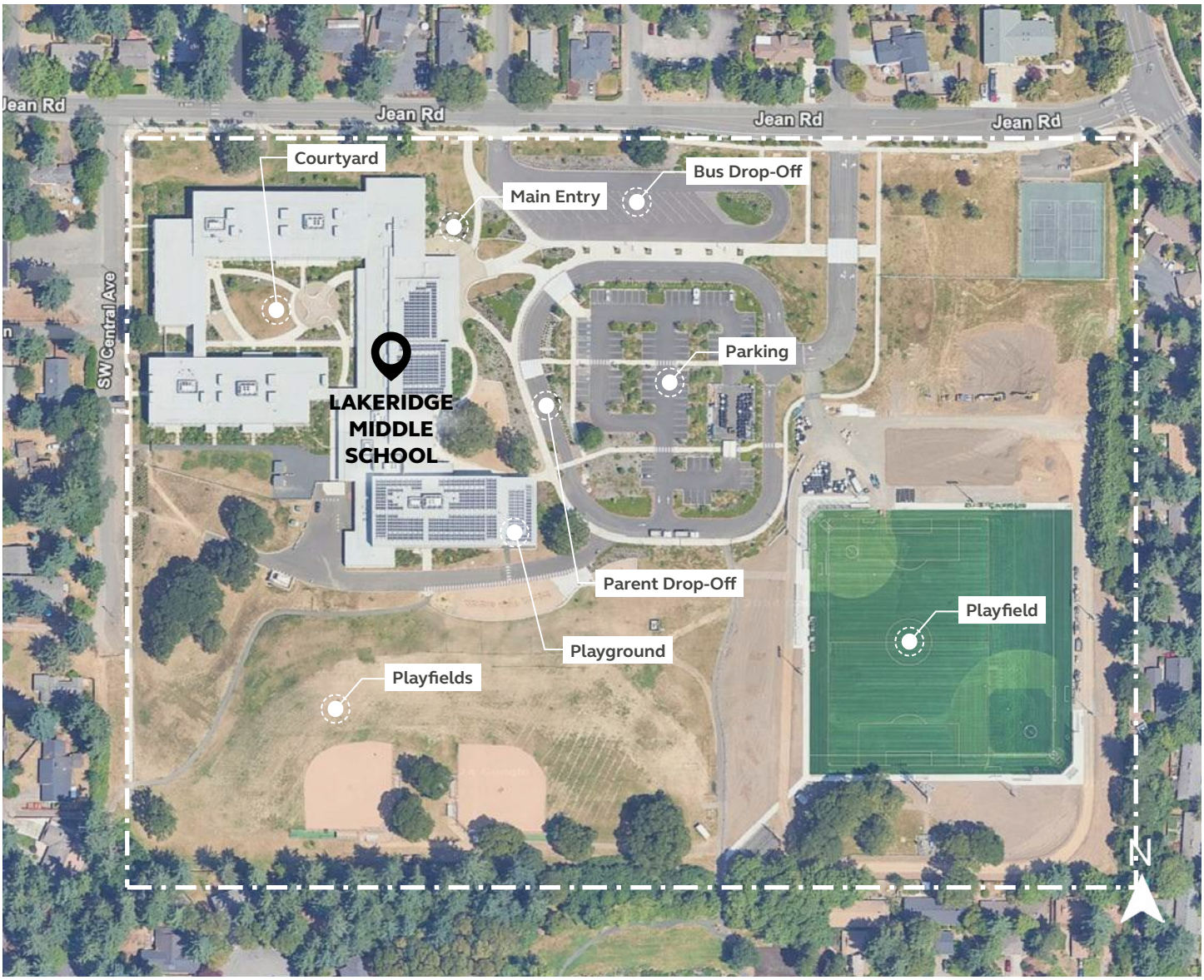
BUILDING AND SITE UTILIZATION

Lakeridge Middle School



BUILDING AND SITE UTILIZATION

Lakeridge Middle School



Current Use

Lakeridge Middle School is a two-story building that serves sixth through eighth grade students. The building was completed in 2020, replacing the original ’50s-era school on the same site.

The school site has access via Jean Road with SW Central Avenue to the west and residential properties on all sides.

The school site includes separate parent and bus drop-off areas, artificial turf and natural grass playfields, parking, a covered play area, playground, and tennis courts. The school is organized around a central courtyard that includes outdoor covered dining and outdoor learning spaces.

Photo Credit: Homes.com

SUMMARY OF FINDINGS

Lakeridge Middle School

Educational Program Support

Lakeridge Middle School is a new school, having only been in operation one year at the time of this assessment. The classrooms function well but do not function as designed. The concept of paired classrooms and team teaching with one larger classroom having a shared space for both teachers to use is not working. It depends on the teacher dynamics, but generally the larger classroom takes ownership of their entire space and the smaller classroom stays as it is. The sliding glass doors connecting the two rooms are not used often. Teachers report wanting to have more flexible space in their classrooms, saying that rather than having a large-small classroom pair that it should be large-large.

STEM and lab spaces are “excellent.” Choir, band, and orchestra rooms are great, and students are flocking to these programs. The A/V setup in the commons is overkill and difficult to understand. The library is well-used and a loved space in the school, but the large class moving wall is not easy to operate and therefore not used often.

The courtyard works "great" and is used often. The covered play area, playground, and track are highly utilized by students. The hallways and small entry alcoves into the classrooms are used "a lot," fitting one small table. The hallways are used for presentations but are too narrow for furniture.

More special education programs have been added than the school was originally designed for, leaving a need for more purpose-built spaces. Pathways, behavior support, ACCESS, and the learning center academic pullouts all have needs.

The new furniture is great, and math teachers especially love the whiteboard tables.

Healthy, Safe, and Welcoming Environments

The school has a welcoming entry, the pickup and drop-off areas work well, and there is adequate parking. Access to the outdoors is great. Students are able to walk outdoors if they need to chill out. There are good spaces distributed throughout the building to have one-on-one conversations with kids outside of their classroom.

The inclusive-style restrooms are working well in some places. The restroom group in the south hall does not have enough stalls and is over-used, resulting in cleanliness issues. Many students report avoiding those restrooms as a result. Athletic programs would benefit from outdoor restroom facilities and concessions.

The dining commons works well; kids have enough variety for seating, and the outdoor dining is also used. Many students report the library and commons as their favorite places in the school. Students report the commons and stairwell seating as places they are most likely to spend free time with friends.

Many students report the long hallways and stairs are too crowded, loud, and uncomfortable. Because of the length of hallway needed to reach the other end of the school, and the narrowness of the hallways, students report having difficulty getting to class on time, especially when a few students stop to talk to friends and cause jams. Smaller students report feeling "squished" by older kids in the hallways.

"We have no locker drama anymore!"

There are only 300 lockers, and students sign up for lockers if they want them. There have been no complaints, and there are plenty of lockers for students who ask for them. Doing away with the one-locker-per-student policy has been great.

Teachers report utilizing the courtyard and exterior paths around the building to relax and recharge.

The Physical Environment

Acoustics, Lighting, Technology, and Temperature

As a new building, the facility performs well. There is ample daylight throughout the school building, and other than the A/V challenges in the commons, technology is working well. Generally, the hybrid passive mechanical system works well although the upstairs south-facing classrooms get uncomfortably warm in the hotter months.

Facility Capacity and Size

Designed for an enrollment of 1100, the facility is not currently at full capacity. All of the rooms are large enough to accommodate the programs. The only exception is the drama program, which is very popular this year. Drama is taught on the stage, which limits the number of students that can take part.

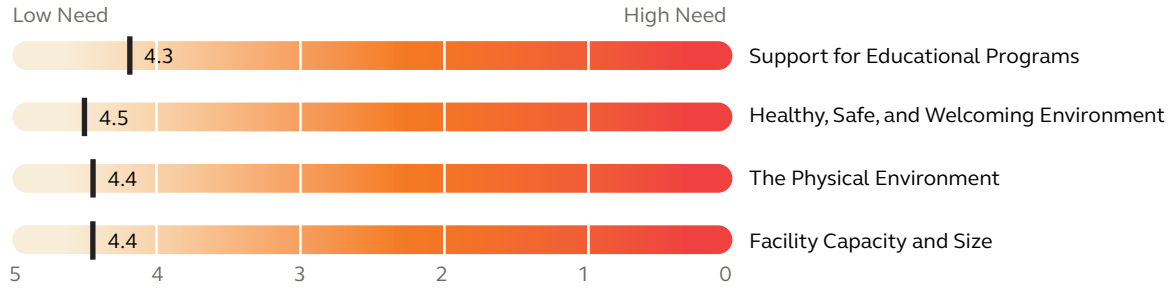
LAKERIDGE MS

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Site			
Resurface tennis courts	$156,800		X
	$156,800		
Architectural Exterior			
None at this time			
	$0		
Architectural Interior			
Allowance due to wear	$75,000		X
Add wall panels to gym walls	$13,986	X	
	$88,986		
Structural			
None at this time			
	$0		
Mechanical			
Allowance due to wear	$75,000		X
	$75,000		
Electrical			
None at this time			
	$0		
Plumbing & Kitchen			
None at this time			
	$0		
TOTAL COST TO REPAIR	$320,786		

FACT SHEET

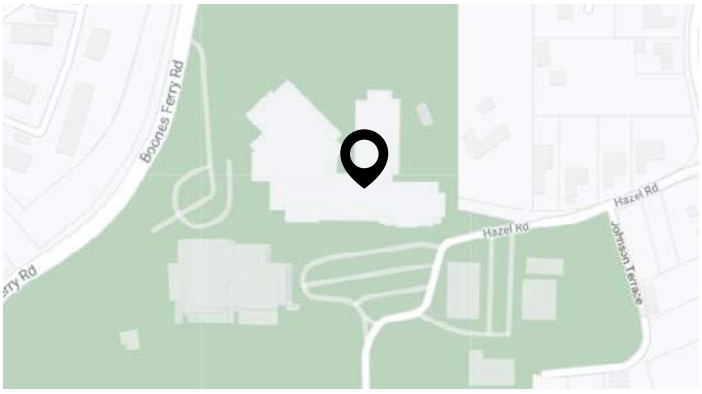
Lake Oswego High School

4.40
Educational Adequacy Score



Lake Oswego High School serves 1,278 students in grades nine through twelve (9-12).

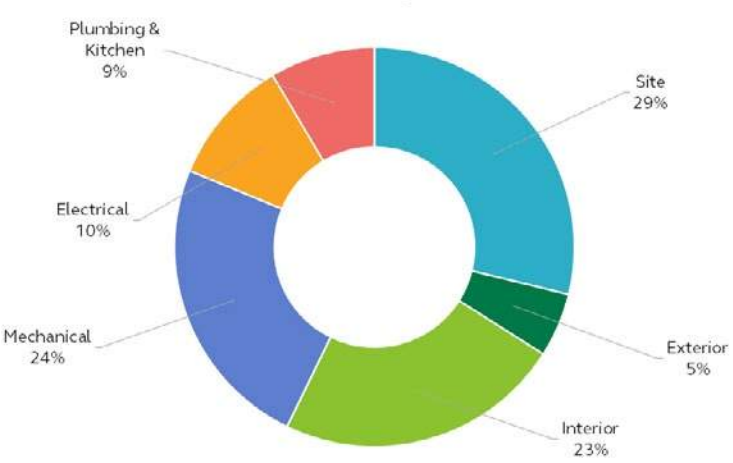
Renovations for this school funded by the 2017 and 2021 bonds include seismic rehabilitation, roofing replacement, security and technology upgrades, CTE program renovations, and science lab renovations.



2501 Country Club Road, Lake Oswego, OR 97034

11. LAKE OSWEGO HIGH SCHOOL	
Year Built	2005 (Old Gym: 1961)
Remodels	2010 (Old Gym: 2004)
Building Area	259,682 SF
Total Height	62’
Number of Floors	3
Occupancy	A-2, A-2.1, A-3, B, E-1
Primary Structure	Steel Frame
Roof Type	TPO, Standing Metal Seam
Floor Finishes	Carpet Tile, VCT
Ceiling Finishes	ACT, Gyp. Board, Plaster, Wood Panel
Partition Type	Gyp. Board over Metal Stud
HVAC Type	AHU with VAV TU

Facility Repair Cost Allocation



Facility Condition Index

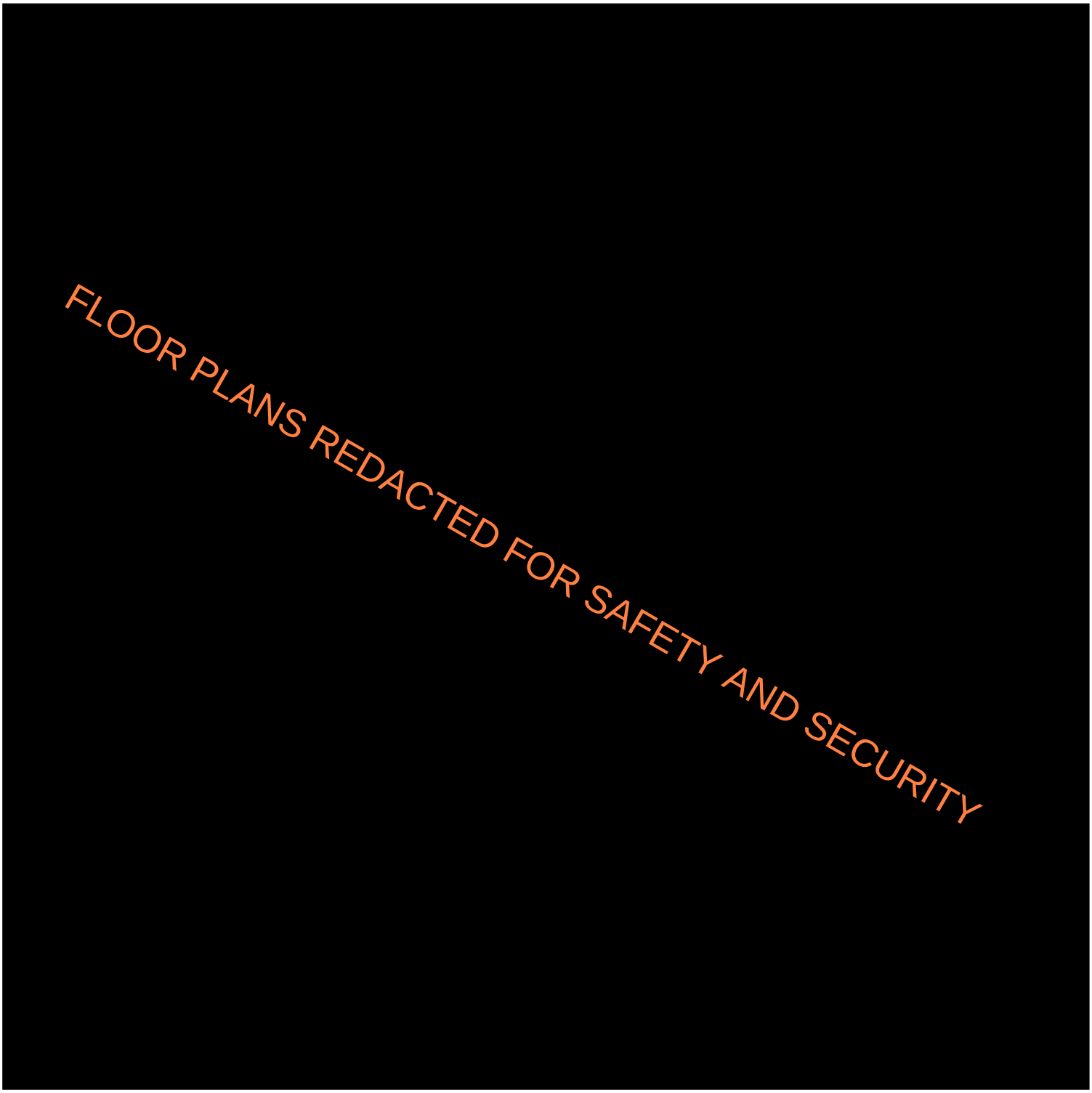
FCI = Cost To Repair ($)/Cost To Replace($)

BUILDING AND SITE UTILIZATION

Lake Oswego High School

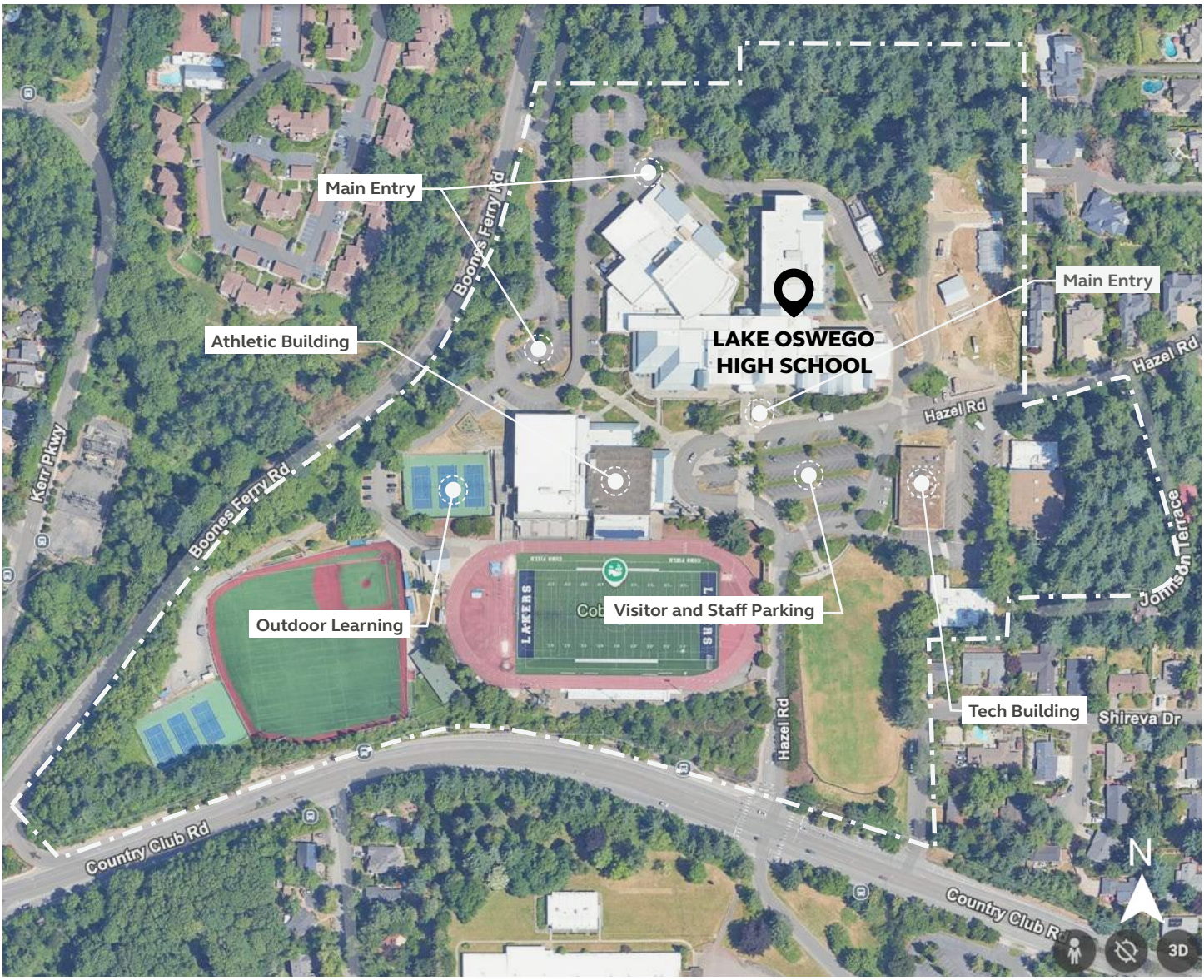
BUILDING AND SITE UTILIZATION

Lake Oswego High School



BUILDING AND SITE UTILIZATION

Lake Oswego High School



Current Use

Lake Oswego High School is a three-story building that serves ninth through twelfth grade students. The main building was completed in 2005 with portions of the athletic building dating to the 1960s. In 2021, an outdoor greenhouse, classroom, and instructional garden were added to the site.

The school site has access via Country Club Road, and Lake Oswego Middle School is located across that road to the south. There is residential property to the north, east, and west.

The school site includes a football field, track, and stadium, a practice football field, a baseball field, tennis courts, and outdoor learning areas including a garden. Three additional buildings are housed on the Lake Oswego High School site: the Tech Building, Swimming Pool, and Administration Building. The Community Transition Program and LOHS robotics programs are housed in the Tech Building. At the time of this report, a new swimming pool was under construction to replace the pool on the LOHS site.

Photo Credit: Homes.com

SUMMARY OF FINDINGS

Lake Oswego High School

Educational Program Support

Recent upgrades have provided new maker labs, which are working well. With a lack of shared flexible space near classrooms, the building does not support the collaborative work that the learning community is trying to engage in. General classrooms are small, and there are not enough common work areas for teachers, staff, and students.

The library is well-utilized. Science labs are large and adequate; School to Farm is a Career Technical Education (CTE) program that uses garden space onsite. New visual arts labs support photography and graphic design.

Students seek areas that are well lit with natural daylight and that offer flexibility in furnishings and feel out of the way but not isolated. They often find empty classrooms to work in or even use the department offices. The cafeteria is used as a meeting space but becomes too crowded and noisy during lunch.

Because classroom furniture is old and nothing is on casters, it is difficult to move. Teachers would like to see furniture that is better suited for group work and for working with students individually. Students report that lockers are not used by all but are necessary and well-used by some.

Science and Special Ed use outdoor spaces; there is a School to Farm program, and Science uses the adjacent natural areas. A recently built outdoor classroom, garden, and greenhouse are starting to be utilized and work well for the current programs.

The school isn't designed for extended learning, and teachers want more spaces for students to collaborate in small groups while still being supervised.

Departmental organization is good for inter-department collaboration, but it isolates teachers in different departments from one another and is challenging for teachers who teach in more than one department. The tech building feels isolated from the rest of the school.

Healthy, Safe, and Welcoming Environments

The school generally feels like a safe place. The new security vestibule and check-in process is working well. Students report avoiding the stairs, the cafeteria, long hallways, and places that feel like dead ends. Some spaces are difficult for those with physical limitations.

The parking lot is tight and difficult to navigate, and students have requested sidewalks on both sides of the main road. Tech3 is a safety concern as it is not connected to the main building and there is no PA or bell system.

Students have good access to physical activity; there are lots of classes and good participation in athletic programs. Restrooms are adequate in number but need more single-occupant and gender inclusive restrooms in more convenient locations.

Teachers state that students who need help know to find them in their classrooms or departments' offices, or via technology. Students look for teachers in their classrooms or offices when they need help and prefer to talk to teachers in smaller rooms or areas where they aren't the focal point. There is a lack of spaces for students or teachers to go to when they need to calm down or self-regulate.


Photo Credit: Homes.com


Photo Credit: Homes.com


Photo Credit: Homes.com

When teachers and staff need to regroup or recharge, they go to their department's office, classroom, staff bathroom, or a colleague's office or they take a walk around campus.

Teachers and staff feel the building provides adequate space for collaborating within their departments, but there are barriers to cross-divisional collaboration.

A schedule with one lunch is good for students socially as they can have lunch with their friends.

However, this puts a strain on the cafeteria, and students complain of long lines, noise, and crowds during lunch. Several student groups eat in the hallways or in the stairs to avoid the cafeteria.

Students can't picture what life is like after high school. They sense a disconnect between doing well in school and forming relationships that will help them cope with life after graduation. Students feel there are sufficient academic opportunities at school, but they would like more opportunities for "real world" experiences through internships, field trips, and job shadows. Students feel some ownership of the hallways as there are always students there and there is not much adult supervision.

The Physical Environment

Acoustics, Lighting, Technology, and Temperature

Teachers and students complain of poor acoustics between classrooms. There is a desire to control temperatures in individual classrooms.

The school is green school certified, and there is a Green Team on campus. There are concerns about indoor air quality. Access to daylight varies by room location and type.

Technology in classrooms is adequate and reliable. Teachers would like microphones for classrooms. Students have issues with printers. School supports some distance learners. Students work on digital platforms such as Google Drive and present their work on smart boards. More and more resources are online. However, the existing Chromebooks sometimes present difficulty for AP tests.

Students also like to display their work on large-format paper and in gallery spaces. There are not enough outlets to support the technology devices in the classrooms.

Facility Capacity and Size

Lake Oswego High School currently has 62 teaching stations. This includes 44 general classrooms, 8 science labs, 3 CTE/Tech labs, 2 PE stations, and 5 performing and fine arts spaces. Rooms that are used for pullout supports or shared project areas—like resource rooms, computer labs, student leadership, study hall, and libraries—are not included in the teaching station count.

Hallways are tight, cluttered, and noisy during passing periods. Students use the hallways for group work and to eat lunch, but there is no furniture or equipment to support these functions. Teachers use their departments' offices to collaborate and do focused work, but the offices are also used for testing and student conferences.

Administration space is adequately sized; however, there are not enough rooms for confidential meetings. Teachers seek out empty classrooms, an administrator's office, or a hallway for this purpose.

LAKE OSWEGO HS

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Architectural Roof			
Athletics Building			
Repair and replace damaged gutters and downspouts	$139,337	X	
Main Building			
General repairs to roof drains, damaged flashing, skylight curbs, rooftop conduit, and sheet metal — allowance	$60,000		X
Install new wall-mounted ladder	$4,546	X	
	$203,883		
Site			
General site repairs and upgrades: clean and repair concrete stairs, repaint guardrails with HPC, draining near building — allowance	$60,000		X
Repair tennis courts — new surfacing, nets	$371,609	X	
Replace batting cage	$1,605,593	X	
Add field turf practice field	$1,565,454	X	
New field lights — football and baseball	$769,230	X	
Concrete sidewalk repairs and SRTS allowance	$75,000		X
	$4,446,886		
Architectural Exterior			
Athletics Building			
Replace all first floor glazing units with security glass on first floor windows, doors	$81,505	X	
Exterior flashing, stucco, and general wall repairs — allowance	$75,000		X
Exterior repaint	$283,532	X	
Main Building			
Replace all first floor glazing units with security glass on first floor windows, doors	$81,505	X	
Exterior flashing, fascia, stucco, and general wall repairs — allowance	$75,000		X
	$596,542		
Architectural Interior			
Athletics Building			
Carpet and sheet flooring — replace damaged areas	$20,979	X	
Ceiling tile — replace damaged areas	$41,958	X	
Repaint interior steel handrails, columns, and HM frames with HPC	$24,826	X	
Complete interior wall repaint at high-traffic areas	$75,000	X	
Replace bleachers in gym	$531,468	X	
Main Building			
Replace carpet tile; install new rubber base	$1,520,118	X	
Replace VCT flooring with rubber tile; new rubber base to match (E)	$879,105	X	
Repaint stage floor	$7,176	X	

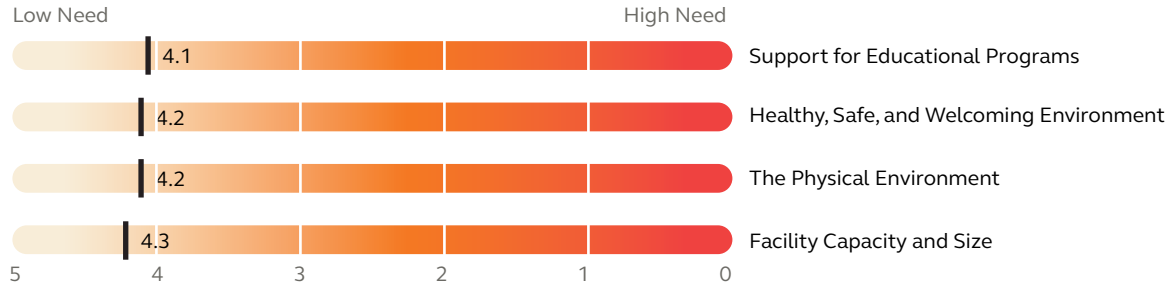
LAKE OSWEGO HS

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Architectural Interior			
Main Building			
Repaint interior steel handrails, columns, and HM frames with HPC	$179,721	X	
Complete interior wall repaint at high-traffic areas	$300,000	X	
	$3,580,351		
Structural			
None at this time	$0		
	$0		
Mechanical			
Replace rooftop AHUs (assumes half)	$3,000,000	X	
Allowance due to wear	$75,000	X	
Cooling tower — complete replacement	$632,685	X	
	$3,707,685		
Electrical			
Replace fire alarm	$1,301,608	X	
Replace theater lighting	$139,860	X	
Add LED lighting to all parking lots	$139,860	X	
	$1,581,328		
Plumbing & Kitchen			
Repair drinking fountain (hot water discharging at drinking fountain)	$952	X	
Add shut-off valves throughout	$58,042	X	
Replace mixing valves — varies	$54,127	X	
Kitchen equipment replacement allowance	$1,200,000	X	
	$1,313,121		
TOTAL COST TO REPAIR	**$15,429,796**		

FACT SHEET

Lakeridge High School

4.20
Educational Adequacy Score



Lakeridge High School serves 1,199 students in grades nine through twelve (9-12).

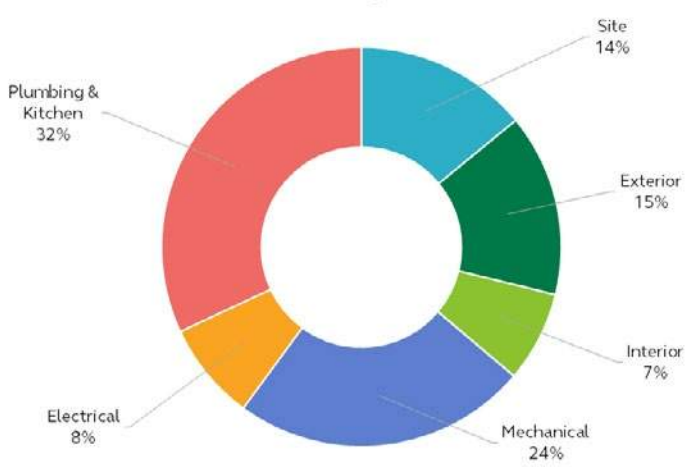
Renovations for this school funded by the 2017 and 2021 bonds include seismic rehabilitation, roofing replacement, security and technology upgrades, CTE program renovations, and science lab renovations.

1234 Overlook Drive, Lake Oswego, OR 97034

12. LAKERIDGE HIGH SCHOOL

Year Built	1970
Remodels	1990, 2004, 2021
Building Area	278,300 SF
Total Height	54’
Number of Floors	3
Occupancy	A-2, A-2.1, A-3, E-1
Primary Structure	Wood Frame, Steel Frame
Roof Type	TPO, Standing Metal Seam
Floor Finishes	Polished Concrete, Carpet Tile
Ceiling Finishes	ACT, Gyp. Board
Partition Type	Gyp. Board over Metal Stud
HVAC Type	AHU with VAV TU

Facility Repair Cost Allocation



Facility Condition Index

FCI = Cost To Repair ($)/Cost To Replace($)

BUILDING AND SITE UTILIZATION

Lakeridge High School

BUILDING AND SITE UTILIZATION

Lakeridge High School

Current Use

Lakeridge High School is a three-story building that serves ninth through twelfth grade students. The building was completed in 1970 with additions in 1990 and 2004. In 2021, an outdoor greenhouse, classroom, and instructional garden were added to the site. Due to the steeply sloping nature of the site, the main entrance is accessed on the second level, and outdoor classroom and athletic fields accessed from the first level.

The school site has access via Overlook Drive. There is residential property to the north, west, and south. The Lake Oswego Public Golf Course abuts the property on the east. The school site includes a football field, track, stadium, practice football field, baseball field, tennis courts, and outdoor learning areas including a garden.

Photo Credit: Homes.com

SUMMARY OF FINDINGS

Lakeridge High School

Educational Program Support

Generally speaking, there are too few classrooms. There is a desire to add more class options for students, but the lack of available rooms poses a limit. Teachers prefer to prep in their classrooms, but those who share their rooms use the offices located in each department.

New upgrades have provided a maker lab and new CTE rooms, including a culinary arts lab, which are functioning well. The school is in the process of renovating aging science labs. The classroom furniture is old, and there is a need for flexible furniture, including standing tables, and alternate groupings that would allow students to move more throughout the classroom.

The library is underutilized, a portion of it has been converted into a testing lab. The Pathways program will be added to LHS next year, and there is currently no place for lessons on life skills to occur for those students.

The courtyard and turf areas are used for outdoor learning, as well as by staff for informal meetings and lunches. There is no direct access from the classrooms to the outdoor learning areas. Building wings are organized by academic department, and there are department offices and common areas for students to work together.

Photo Credit: Homes.com

Photo Credit: Homes.com

Healthy, Safe, and Welcoming Environments

The school generally feels like a welcoming and safe place. The front of the school feels welcoming. There is a secure vestibule at the main entry. The site is secure, and there are separate bus and parent drop-off areas.

Phones, PA system, and cameras throughout the building are adequate and functional. Elevators pose a barrier to getting from one area to another for students or community members with mobility issues.

The school gathers in the gym for all-school assemblies. There is one lunch period, and students eat in the cafeteria and in other locations throughout the school, based on personal preference. The new outdoor covered classroom is used every day by students to eat lunch.

Teachers prep and collaborate in classrooms and department offices. The faculty lounge fits the entire staff for some events, and faculty meetings occur in the library or rotunda. Professional Learning Communities (PLCs) occur in department offices.

There are not enough small meeting rooms or offices where confidential meetings or phone calls can occur. They are especially needed for student services and special programs. The baseball field needs turf. Students have good access to physical activity and a high level of involvement in after-school sports.

Restrooms are a major concern. There are not enough student restrooms that are easy to access and supervisable. Some restrooms are locked during most of the day because they are isolated from the main flow of traffic (for example, the restroom block adjacent to the auditorium). This leaves too few restrooms for student use during the school day. There are also not enough gender inclusive and single-occupant restrooms. The locker rooms are aging and inadequate.

The Physical Environment

Acoustics, Lighting, Technology, and Temperature

There are poor acoustics and too much sound transfer from the open area to the classrooms in the circular portion of the building. Rooms often feel too warm or cold, thermal comfort is inconsistent from one wing to another.

Some parts of the building lack windows or natural light. Carpets throughout the building are old and damaged.

Classrooms are equipped with projectors and Apple TVs, teachers have laptops, and the student to Chromebook ratio is 1:1. Some textbooks are online, and Chromebooks are also used for state testing. There are not enough charging stations for devices.

Facility Capacity and Size

Lakeridge High School currently has 58 teaching stations. This includes 37 general classrooms, 8 science labs, 3 CTE/Tech labs, 4 PE stations, and 6 performing and fine arts spaces. Rooms that are used for pullout supports or shared project areas—like resource rooms, computer labs, student leadership, study hall, and libraries—are not included in the teaching station count.

Current general classrooms are functional but feel small, and there is a lack of space for the classes the school would like to offer, including journalism, photography, and business.

Photo Credit: Homes.com

Photo Credit: Homes.com

LAKERIDGE HS

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Site			
General site repairs and upgrades: clean and repair concrete stairs, repaint guardrails with HPC, draining near building — allowance	$65,000	X	
Replace batting cage and storage building	$1,605,593	X	
Replace visitor bleachers at main football field	$150,350	X	
Repair tennis courts — new surfacing, nets	$335,246	X	
	$2,156,189		
Architectural Exterior			
Replace all windows with aluminum storefront (with operable sashes), security glazing on ground floor up to 7'-0"	$1,422,412	X	
Exterior flashing, stucco, and general wall repairs — allowance	$75,000		X
General repairs to roof drains and damaged flashing, install splash blocks, replace gutters and sheet metal, reattach roof ladder — allowance	$65,000	X	
Exterior repaint	$705,430	X	
	$2,267,842		
Architectural Interior			
New carpet tile in all classrooms and hallways	$412,098	X	
Ceiling tile — replace damaged areas	$41,958	X	
Repaint interior steel handrails, columns, and HM frames with HPC	$192,308	X	
Complete interior wall repaint in high-traffic areas	$250,000	X	
Replace all built-in cabinetry in art rooms	$54,196	X	
Gym Wing			
Allowance due to wear	$175,000	X	
	$1,125,560		
Structural			
None at this time	$0	X	
	$0		

LAKERIDGE HS

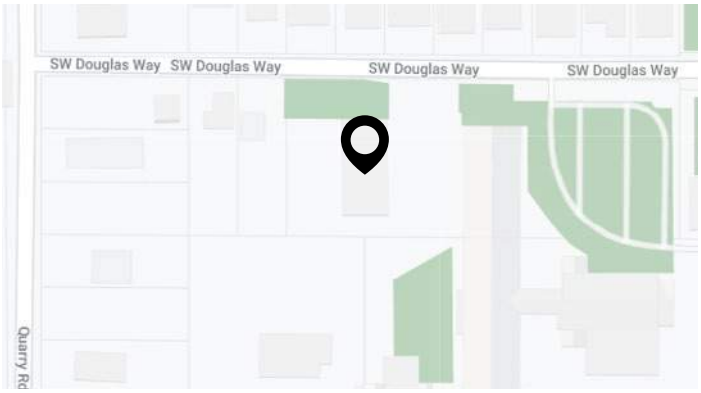
RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Mechanical			
Replace ductless split system, replace battery operated thermostat	$12,763	X	
Replace ductless split system, outdoor condensing units: replace pipe insulation	$72,309	X	
Add exhaust fans	$17,903	X	
Replace carbon steel heating water piping: pipe rack in tunnel to gym needs to be replaced	$48,743	X	
Add AC to gyms	$535,101	X	
Replace old AHUs (assumes half)	$2,050,000	X	
Replace boilers (assumes half)	$350,000	X	
Replace pumps	$46,211	X	
Replace chiller cooling tower	$455,175	X	
Allowance due to wear	$75,000		X
	$3,663,205		
Electrical			
Replace theater lighting	$139,860	X	
Replace distribution panels	$64,584	X	
Replace fire alarm system	$880,019	X	
Add LED lamps to all parking lot lights	$139,860	X	
	$1,224,323		
Plumbing			
Replace select areas of domestic and hydronic piping	$4,900,000	X	
	$4,900,000		
TOTAL COST TO REPAIR	**$15,337,119**		

FACT SHEET

Facilities Operations Building

The Facilities Operations building is located in a residential and commercial setting next to Lake Grove Elementary School.

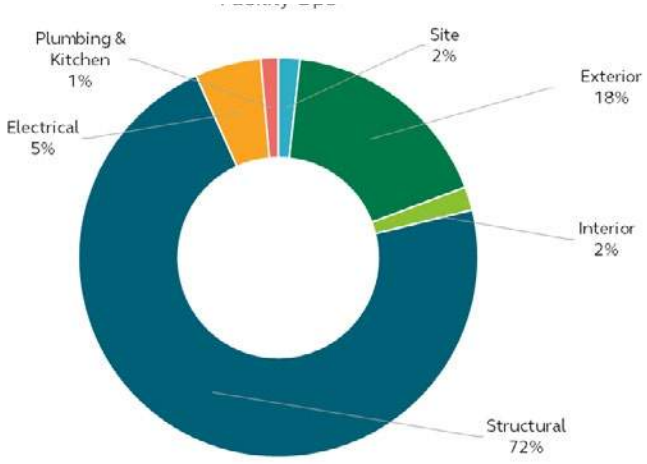
The aging facility has not seen renovations or upgrades to the building or site since it was first built.



4200 SW Douglas Way, Lake Oswego, OR 97035

13. FACILITIES OPERATIONS BUILDING	
Year Built	1976
Remodels	None
Building Area	10,049 SF
Total Height	30’
Number of Floors	2
Occupancy	B
Primary Structure	Precast Concrete
Roof Type	Asphalt Shingle
Floor Finishes	Polished Concrete
Ceiling Finishes	Exposed Wood Trusses
Partition Type	Gyp. Board over Metal Stud
HVAC Type	Radiant Gas Heater

Facility Repair Cost Allocation



Facility Condition Index

FCI = Cost To Repair ($)/Cost To Replace($)

FACILITY OPS

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Architectural Roof			
Replace shingle roofing	$65,634		X
Provide roof access hatch with safety rail	$6,556	X	
Provide fall protection, assume post and cable system	$43,703	X	
	$115,893		
Site			
Repave parking lot	$14,684	X	
	$14,684		
Architectural Exterior			
Repaint HM double door and frame	$656		X
Re-key exterior doors	$1,688	X	
Repair roll-up door concrete header, add sloped top	$1,311	X	
Repaint building exterior	$17,044		X
Caulk panel joints (18' high)	$2,098	X	
Provide window sill and head flashing	$1,678	X	
Replace single pane windows (3'x5' size)	$6,293		X
Clean moss off of dust collector machine	$350		X
	$31,118		
Architectural Interior			
Replace carpet tile; install new rubber base	$367		X
Repair damaged plywood flooring	$262	X	
Repaint wall	$5,437		X
Patch and repaint gypsum plaster wall	$70		X
Repaint gypsum board ceiling	$420		X
Replace door knob with lever	$4,370		X
Repaint door and frame	$2,098		X
Replace handrail	$2,797	X	
	$15,821		
Structural			
Seismic rehabilitation work as the sole building upgrade (excluding cost of re-roofing)	$590,705	X	
Provide blocking and strapping of metal stud wall	$13,985	X	
	$604,690		
Mechanical			
None at this time	$0		
	$0		

FACILITY OPS

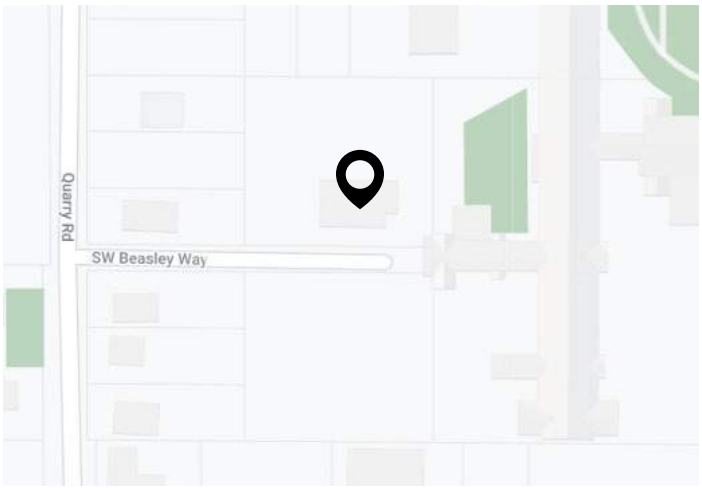
RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Electrical			
Add fire alarm system	$44,886	X	
	$44,886		
Plumbing & Kitchen			
Replace lavatory, water closet, and shower in one restroom	$11,713	X	
	$11,713		
TOTAL COST TO REPAIR	$838,804		

FACT SHEET

Transportation Facility (Old)

The Transportation Facility (Old) is located in a residential and commercial setting adjacent to Lake Grove Elementary School and the Facilities Operations building.

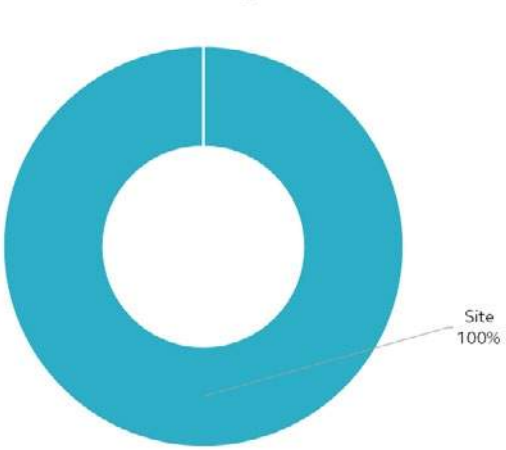
At the time of this assessment report, a new Transportation Facility had recently been built at 6333 Lakeview Boulevard that will replace the old facility on Beasley Way. The assessment costs in this report include only those costs needed to demolish and clear the site of the old facility.



4301 SW Beasley Way, Lake Oswego, OR 97035

14. TRANSPORTATION FACILITY	
Year Built	1969
Remodels	None
Building Area	2,559 SF
Total Height	11', 22'
Number of Floors	1
Occupancy	B, F-1
Primary Structure	CMU Shear Wall
Roof Type	TPO, Asphalt Membrane
Floor Finishes	Carpet Tile, Polished Concrete, Exposed Plywood
Ceiling Finishes	Gyp. Board, Wood Decking
Partition Type	Gyp. Board over Metal Stud
HVAC Type	Package Rooftop Units

Facility Repair Cost Allocation



Facility Condition Index

FCI = Cost To Repair ($)/Cost To Replace($)

TRANSPORTATION FACILITY

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Site			
Demolition and abatement of bus facility on the Lake Grove site	$540,567	X	
	$540,567		
Architectural Exterior			
	$0		
Architectural Interior			
	$0		
Structural			
	$0		
Mechanical			
	$0		
Electrical			
	$0		
Plumbing & Kitchen			
	$0		
TOTAL COST TO REPAIR	**$540,567**		

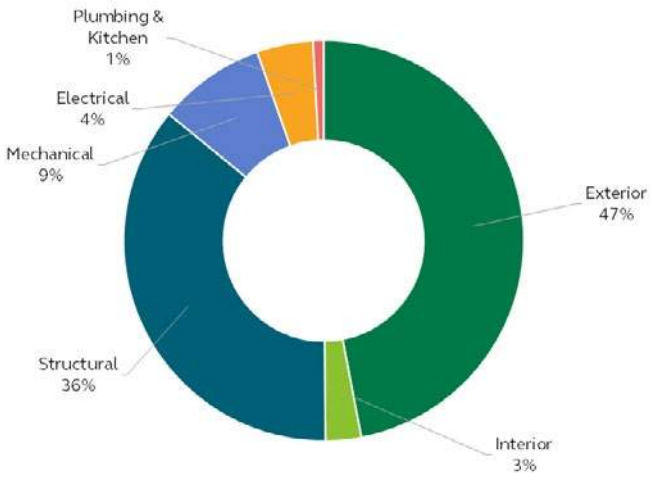
FACT SHEET

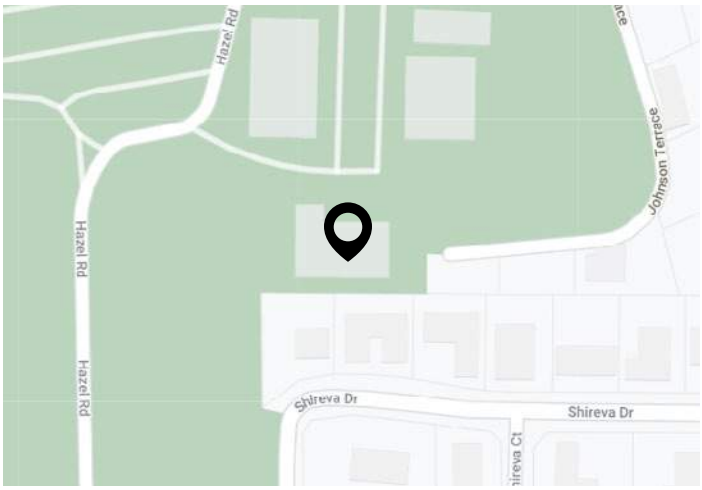
Administration Building

The Administration Building is located on the same site as Lake Oswego High School. It houses all district central management except for Student Services and Operations teams. The design of the building has a range of offices revolving around a central core of supporting rooms and gathering spaces.

The entire roof should be replaced to drain properly and meet current energy codes. All wood siding and a few areas of brick veneer are leaking and should be replaced with a new metal panel system and extended parapet flashing. This facility has not seen necessary deferred maintenance repairs and is a high need.

Facility Repair Cost Allocation

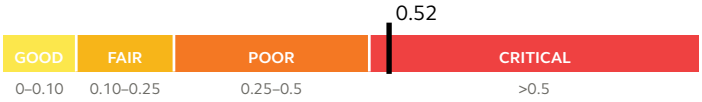




2455 Country Club Road, Lake Oswego, OR 97034

16. ADMINISTRATION BUILDING	
Year Built	1961
Remodels	1988
Building Area	7,613 SF
Total Height	12’
Number of Floors	1
Occupancy	B
Primary Structure	Wood Frame
Roof Type	TPO
Floor Finishes	Carpet Tile
Ceiling Finishes	ACT
Partition Type	Gyp. Board over Wood Stud
HVAC Type	Forced Air Furnaces

Facility Condition Index



FCI = Cost To Repair ($)/Cost To Replace($)

ADMIN

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Architectural Roof			
Provide new SBS BUR roofing and sheet metal accessories, to meet current energy code; roof replacement due to seismic rehabilitation work	$279,353		X
Provide new SBS BUR roof system substrate and roof drain for entry vestibule	$4,633		X
Provide roof hatch ladder and safety rail	$5,244	X	
Install new wall mounted ladder	$4,370	X	
	$293,600		
Site			
None at this time	$0		
	$0		
Architectural Exterior			
Replace damaged wood door with HM door	$3,147		X
Replace door hardware with panic hardware	$1,748		X
Replace vestibule area	$63,293	X	
Re-key exterior doors	$1,125		X
Replace entry vestibule storefront (8’ tall, 1 set of double doors)	$22,726		X
Replace single pane aluminum windows (4’-10” x 4’-10”)	$39,333		X
Replace single pane aluminum windows (3’-6” x 7’-0”)	$18,355		X
Replace single pane aluminum windows (3’-6” x 2’-4”)	$6,993		X
Replace damaged fascia and provide new attic venting	$10,524		X
Replace metal cap flashing and counter flashing	$5,412		X
Provide window sill and head flashing	$5,489		X
Replace rotted wood mullions	$708		X
Replace wood trellis with composite wood materials (9-2x4, 7-2x8, 14-2x6 columns)	$1,259		X
Remove brick veneer exterior (10’ tall)	$2,447		X
Remove wood siding (10’ tall)	$4,108		X
Provide metal panel system building exterior and extended parapet flashing (entire building)	$430,042		X
	$616,709		
Architectural Interior			
Replace sheet flooring, new rubber base to match (E)	$2,098		X
Repair heat welded seam in sheet flooring	$350		X
Repaint wall	$6,594		X
Patch and repaint gypsum plaster wall	$3,828		X
Replace wood window sill	$1,049		X
Replace 4’x4’ fabric wrapped acoustical wall panel	$524		X
Replace 1x1 glue-on ceiling tile	$5,103		X
Replace 2x2 glue-on ceiling tile	$1,101		X

ADMIN

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Architectural Interior			
Refinish wood door and frame	$29,718		X
Replace built-in wood casework	$2,884		X
Replace toilet stall partition door	$2,622		X
	$55,872		
Structural			
Seismic rehabilitation work as the sole building upgrade (excluding cost of re-roofing)	$698,381		X
	$698,381		
Mechanical			
Replace 3 ton RTU with DX and gas heat	$36,711	X	
Replace 4 ton Carrier RTU with DX and gas heat	$36,711	X	
Replace 3 ton Carrier RTU with DX and gas heat	$36,711	X	
Repair Tempstar split system with gas furnace: replace insulation on refrigerant line	$656	X	
Repair Carrier split system with gas furnace: replace insulation on refrigerant line	$656	X	
Upgrade DDC throughout building	$56,190	X	
Architectural finishes allowance	$874	X	
	$168,508		
Electrical			
Add exterior lighting control for fixture near front entrance	$961		X
Add fire alarm system throughout building	$87,006	X	
Architectural finishes allowance	$87	X	
	$88,055		
Plumbing & Kitchen			
Replace 20 gal gas water heater	$1,836	X	
Repair wall hung lavatory, update fixture to 0.5 gpm	$5,594	X	
Replace floor mounted toilets, update to 1.6 gpf standard	$5,594	X	
Architectural finishes allowance	$3,496	X	
	$16,520		
TOTAL COST TO REPAIR	$1,937,645		

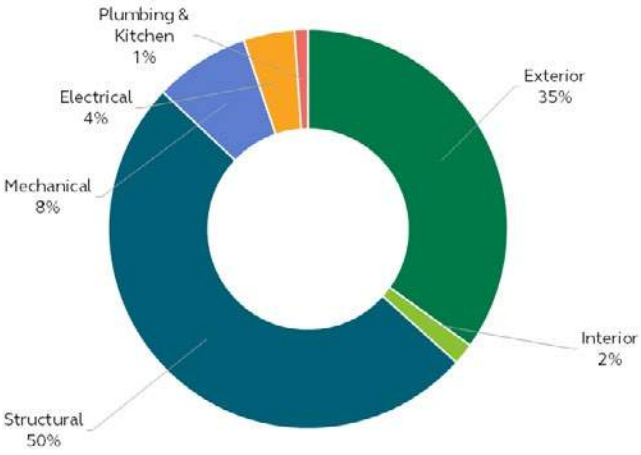
FACT SHEET

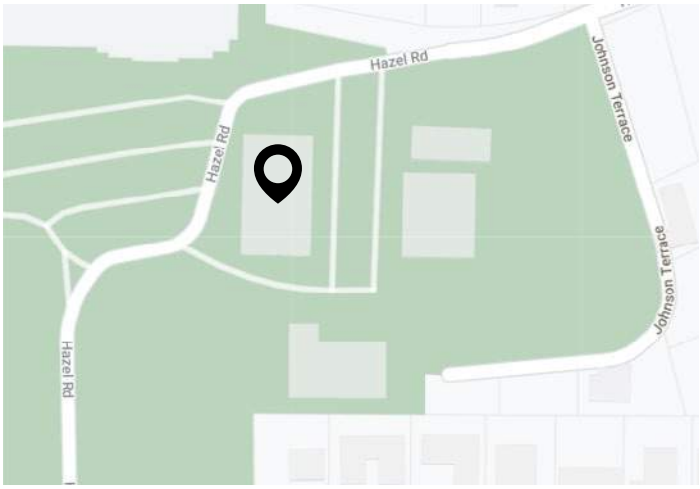
Technology Building

The Technology building is located across from the swimming pool filled with multi-purpose spaces and offices. The building once served as Lake Oswego High School's auto and wood shop until it turned into a centralized network station for the entire school district. This facility also houses the district's Community Transition Program and High School Robotics club.

The roof needs a full replacement with installation of Fall protection. Overflow drains need to be added along with roof drains that should be replaced. The gypsum plaster wall in the interior needs to be repainted. This facility has not seen necessary deferred maintenance repairs and is a high need.

Facility Repair Cost Allocation

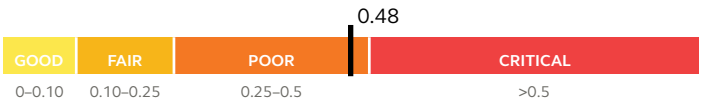




2477 Country Club Road, Lake Oswego, OR 97034

17. TECHNOLOGY BUILDING	
Year Built	1959
Remodels	None
Building Area	10,150 SF
Total Height	22'
Number of Floors	2
Occupancy	B, E1
Primary Structure	CMU
Roof Type	Ballast
Floor Finishes	Carpet Tile, VCT
Ceiling Finishes	ACT, Gyp. Board, Wood Decking
Partition Type	Gyp. Board over Wood Stud
HVAC Type	Packaged Rooftop Units

Facility Condition Index



FCI = Cost To Repair ($)/Cost To Replace($)

TECHNOLOGY

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Architectural Roof			
Provide new SBS BUR roofing and sheet metal accessories, to meet current energy code; roof replacement due to seismic rehabilitation work	$397,597	X	
Replace roof drains	$10,489	X	
Install roof drain and associated piping	$10,489	X	
Provide overflow drain and associated piping	$36,711	X	
Replace skylight with new curbs at 8” high	$65,555	X	
Provide fall protection, assume post and cable system	$43,703	X	
Provide roof hatch ladder and safety rail	$5,244	X	
Replace mech equip curbs with 8” high PT curbs	$559		X
Reinstall conduit in metal sleeves and installed on 8” high PT blocks	$20,978		X
Remove pitch pocket and replace with sleeve	$437		X
Replace reglet flashing	$1,972		X
	$593,734		
Site			
None at this time	$0		
	$0		
Architectural Exterior			
Replace exterior wall mounted light fixture, enclose conduit in sleeve	$874	X	
Re-key exterior doors	$2,250	X	
Clean and repair metal columns	$1,399		X
Repaint roof drain piping	$350		X
Replace half round wood trim at soffit	$105		X
Repaint stucco walls under overhang	$3,640		X
Replace door sweep	$1,049	X	
Repaint HM door and frame	$1,748		X
Replace HM door and frame	$6,293	X	
Replace single pane windows	$125,866		X
Replace door knob with lever handle	$874		X
Place sealant between sidewalk and building	$3,584	X	
Repaint concrete wall	$15,515		X
	$163,547		
Architectural Interior			
Replace FRP	$5,049		X
Replace acoustical panel	$590		X
Repaint gypsum plaster wall	$3,956		X
Replace carpet tile; install new rubber base	$22,516		X

TECHNOLOGY

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Architectural Interior			
Replace resilient flooring including cove base	$2,377		X
Replace resilient flooring	$2,615		X
Repaint HM door and frame	$1,049		X
	$38,152		
Structural			
Seismic rehabilitation work as the sole building upgrade (excluding cost of re-roofing)	$1,093,391	X	
	$1,093,391		
Mechanical			
Replace Trane 7.5 ton packaged roof top	$136,355	X	
Replace roof top centrifugal exhaust fan	$31,466	X	
	$167,821		
Electrical			
Replace 200A, 120/240V branch panel	$9,615	X	
600A main distribution panel	$16,083	X	
Fire alarm system upgrades (replacement of headend, smoke detectors, and rewiring)	$64,136	X	
	$89,834		
Plumbing & Kitchen			
Replace 50-gallon gas water heater, provide seismic bracing	$2,535	X	
Repair carbon steel gas piping: paint exterior gas piping on rooftop units to limit corrosion	$656	X	
Repair wall hung lavatory: add aerator to restrict flow to 0.5 gpm and repair leak	$11,188	X	
Replace floor mounted toilets, update to 1.6 gpf	$5,594	X	
Architectural finishes allowance	$3,496	X	
	$23,469		
TOTAL COST TO REPAIR	**$2,169,949**		

FACT SHEET

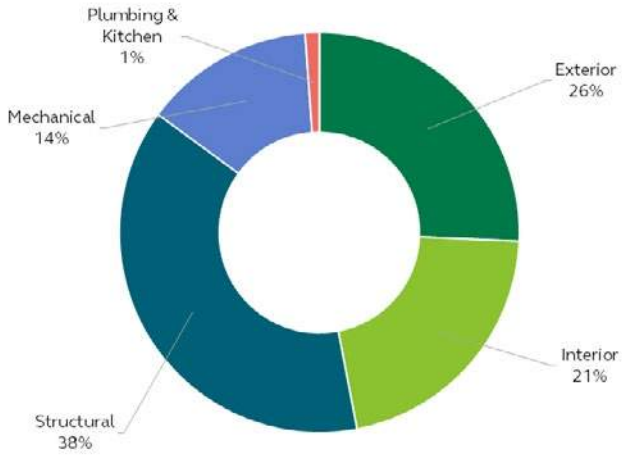
Swimming Pool

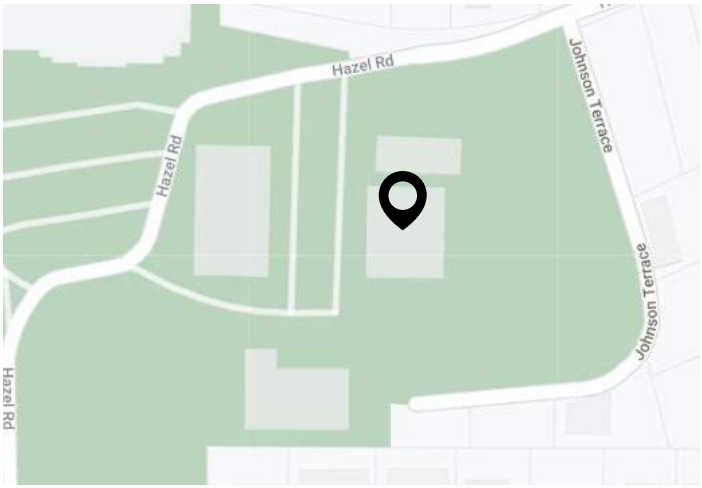
The Swimming Pool building serves the entire Lake Oswego School District. It is considered a family-oriented facility and is also used for recreational purposes.

The cedar wood roof decking needs to be replaced in its entirety. The roof needs to be replaced in order to raise the slope to drain properly. The cedar plank siding should be replaced due to age and showing signs of bowing in some areas. This facility has not seen necessary deferred maintenance repairs and is a high need.

At the time of this assessment, construction for a full replacement of the swimming pool was nearing completion.

Facility Repair Cost Allocation





2400 Hazel Road, Lake Oswego, OR 97034

18. SWIMMING POOL	
Year Built	1971, 1991
Remodels	None
Building Area	13,260 SF
Total Height	28’
Number of Floors	1
Occupancy	A-3
Primary Structure	CMU, Steel Frame
Roof Type	TPO, Ballast
Floor Finishes	Carpet Tile, VCT
Ceiling Finishes	Wood Decking
Partition Type	Gyp. Board over Wood Stud
HVAC Type	Constant Volume AHU

Facility Condition Index

FCI = Cost To Repair ($)/Cost To Replace($)

SWIMMING POOL

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Architectural Roof			
Remove debris from scupper collector head	$175	X	
Replace 4” cedar wood decking in its entirety	$457,540	X	
Provide new SBS BUR roofing and sheet metal accessories, to meet current energy code; roof replacement due to seismic rehabilitation work	$653,629	X	
Provide roof hatch ladder and safety rail	$5,244	X	
Provide fall protection, assume post and cable system	$43,703	X	
Refinish steel ladder	$17,481		X
Reinstall conduit in metal sleeves and installed on 8” high PT blocks	$10,489	X	
Replace through wall scupper and downspout	$9,790	X	
Add new through-wall scupper	$1,748	X	
Clean out downspout collector heads	$350	X	
	$1,200,150		
Site			
Replace wood fencing on metal guard rail, 4’ high	$1,364	X	
	$1,364		
Architectural Exterior			
Repaint HM door and frame	$656		X
Replace door knob with lever handle	$2,622		X
Replace single pane windows (3’ x 7’)	$52,269		X
Rebuild wood framed half wall (42” tall)	$2,631	X	
Replace concrete block top course below windows	$787	X	
Replace 6” cedar plank siding and wall insulation	$72,499	X	
Clean louver	$175		X
Clean debris from loading dock area	$350		X
Remove rust and repaint concrete post in concrete, concrete has spalled away	$175	X	
Remove vegetation growing on wall	$2,220	X	
Clean cedar siding	$699	X	
Seal 3” gap between sidewalk and concrete block pilaster	$87		X
Replace wood soffit	$1,792	X	
Replace exterior junction box	$437	X	
Replace corroded call box	$437	X	
	$137,836		
Architectural Interior			
Patch and repaint gypsum plaster wall	$70	X	
Repaint gypsum plaster wall	$7,503	X	
Replace HM door and frame	$3,147	X	
Replace glass patio door with commercial sliding door	$305,924	X	

SWIMMING POOL

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Architectural Interior			
Replace doorknob with lever	$6,993		X
Repaint HM door and frame	$787	X	
Replace carpet tile; install new rubber base	$5,580	X	
Replace 4x6 whiteboard	$699		X
Provide gasket at door bottom	$175	X	
Replace metal cover over utility lines	$1,923	X	
Treat wood beam due to water damage	$699	X	
Replace gypsum board between columns with water resistant wall material	$2,622	X	
Repaint CMU wall	$364	X	
Replace handrail	$350	X	
Refinish concrete floor	$212	X	
Replace wire molding	$157	X	
Replace rubber base	$89	X	
Install exposed wiring in anti-corrosive sleeve	$17	X	
	$337,311		
Structural			
Repair foundation at CMU columns	$437	X	
Replace glulam beams	$6,993	X	
Replace glulam beams (88 ft.)	$15,733	X	
Seismic rehabilitation work as the sole building upgrade (excluding cost of re-roofing)	$1,960,992	X	
	$1,984,155		
Mechanical			
Repair SA & RA/EA package by Pace (has issues but repairable)	$19,230	X	
Replace roof top HV unit MAU-1	$42,829	X	
Repair roof top centrifugal exhaust fan: replace belt EF-1	$5,769	X	
Repair roof top centrifugal exhaust fan: replace belt EF-2	$5,769	X	
Replace sidewall centrifugal exhaust fan	$10,838	X	
Repair supply, return, and exhaust air distribution: duct to be repaired and sealed	$874	X	
Replace natural gas hot water boiler B-1	$71,674	X	
Replace rooftop centrifugal exhaust fan over pool	$94,399	X	
Architectural finishes allowances	$1,748	X	
	$253,131		
Electrical			
None at this time	$0		
	$0		

SWIMMING POOL

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Plumbing & Kitchen			
Repair wall hung lavatory: add aerators to get 0.5 gpm flow	$22,376	X	
Replace floor mounted toilets with 1.6 gpf standard	$22,376	X	
Provide accessible drinking fountain	$5,244	X	
Replace floor mounted urinals with 1 gpf standard	$8,391	X	
Architectural finishes allowances	$874	X	
	$59,262		
Pool Deck Items			
Replace pool deck and provide a finish that is slip resistant under dry and wet conditions with no trip hazards or obstructions. Correct pool deck slope to properly drain water away from the pool edge and to the deck drainage system	$262,221	X	
Replace pool deck drainage system to ensure that there is not standing water, low spots, or ponding on the pool deck	$34,089	X	
Provide new slip-resistant horizontal depth markings and warning signs at no more than 25’-0” intervals	$6,993	X	
Replace grab rails and associated anchors, and provide escutcheon plates for anchors	$17,481	X	
Replace portable ADA lift with new fixed battery operated ADA compliant lift with carrying caddie, folding arm rests, belt, foot rest, spineboard attachment and spare battery	$11,363	X	
Replace diving 1-meter board and stand, relocate to the starting block side of pool to provide adequate deck clearance behind the board	$26,222	X	
Replace starting blocks and anchors. Provide track start platforms with side step for easier access	$41,955	X	
Provide cone shaped plastic safety covers for all starting blocks when they are not in use	$3,496	X	
	$403,820		
Pool Items			
Sandblast and remove existing epoxy paint pool finish down to bare concrete, repair any cracks and imperfections in the concrete pool shell	$20,278	X	
Replace epoxy paint pool finish	$40,557	X	
Fix pool floor slope to have code compliant 1:3 slope to depths greater than 5’-0” Deepen deep end to meet minimum recommended water depths for diving (12’-0”) and starting blocks (6’-6”)	$262,221	X	
Provide two (2) new 18”x36” VGB compliant main drains with 3’-0” minimum spacing between	$34,963	X	
Provide new vertical depth markings and warning signs at no more than 25’-0” intervals on face of gutter	$6,993	X	
Provide 4” contrasting band and safety rope at 5’-0” water depth contour and slope break	$3,496	X	
	$368,508		

SWIMMING POOL

RECOMMENDATIONS	COST	PRIORITY I	PRIORITY II
Pool Mechanical Items			
Replace all related exposed pool piping (pressure, suction, gravity and chemical feed) with Schedule 80 PVC piping in the pool mechanical room and pool tunnel	$122,370	X	
Provide color coded directional arrows on all piping in mechanical room and tunnel, install valve tags on all valves and provide a posted piping and valve schematic	$2,622	X	
Replace recirculation pump, hair and lint strainer, vacuum gauge and pressure gauge; pump should have the following characteristics: 15 HP, 600 gpm @75' TDH, 1750 rpm, 3 Phase Premium Efficiency Motor, TEFC, close-coupled and end suction; provide spare basket for hair and lint strainer	$17,481	X	
Provide aquatics programmed VFD to match the new recirculation pump electrical demand	$17,481	X	
Replace flow meter with digital magmeter style flow meter with digital readout on the pool return line after the filters and connect to the VFD and pool chemical controller	$1,748	X	
Provide a new high rate sand filtration system capable of handling a flow rate of 600 gpm; filter system should have the following characteristics: NSF, total system filter area of 50.0 sf, filtration rate of 12.0 gpm/sf of filter area	$87,407	X	
Replace surge tank with new reinforced concrete surge tank in the mechanical room; disconnect main drain suction piping from surge tank and connect to suction side of recirculation pump with balancing valve; provide new gravity gutter dropout piping to surge tank; provide access ladder rungs on exterior and interior of tank with a bilco type access hatch in the surge tank lid; provide a tank vent to the building exterior; completely waterproof interior of surge tank and conduct a water tightness test; the suction line from the surge tank to the recirculation pump should have an anti-vortex plate in the surge tank	$69,926	X	
Provide sealed, ventilated, and fire-rated chemical storage rooms for the pool chemical delivery stems	$43,703	X	
Replace chemical controller with new chemical controller that can control automatic filter backwashing and interface with the recirculation pump VFD for optimum energy efficiency	$17,481	X	
Provide an ultraviolet light (UV) disinfection and dechloramination system for tertiary water treatment to help maintain better water and air quality in the natatorium	$69,926	X	
Provide an automatic water level control system complete with a monitor located in the pool mechanical room, surge tank mounted sensors for normal and high water levels	$4,370	X	
Provide a water totalizer meter for the domestic fill water system for the pool with a digital readout	$2,622	X	
Provide housekeeping pads and proper anchorage for all pool equipment (e.g., pump, filters, etc.)	$9,615		X
	$466,753		

TOTAL COST TO REPAIR	$5,212,288

ENROLLMENT PROJECTION REPORT

ENROLLMENT PROJECTION REPORT

Appendix

Lake Oswego School District
Population & Enrollment Forecasts 2024-25 to 2038-39

Prepared for:
Lake Oswego School District
February, 2024 *(Revision 1)*
April 30, 2024 *(Revision 2)*
May 31, 2024 *(Revision 3)*

Population Research Center, Portland State University
Christina Wei, M.A., Graduate Research Assistant
Huda Alkitkat, Ph.D., Research Associate
Ethan Sharygin, Ph.D., Principal Investigator

Lake Oswego School District

PRC's mission is to offer world-class training and knowledge for solutions to problems in applied demography, including population estimates, projections, geospatial and demographic data analysis, and census-taking.

Portland State
Population Research Center

Population Research Center, *College of Urban and Public Affairs, Portland State University*
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Lake Oswego School District

Population & Enrollment Forecasts

2024-25 to 2038-39

Population Research Center, Portland State University
Christina Wei, M.A., Graduate Research Assistant
Huda Alkitkat, Ph.D., Research Associate
Ethan Sharygin, Ph.D., Principal Investigator

May 31, 2024 (Revision 3)

This report summarizes the methodology and results of a study conducted by the Portland State University Population Research Center (PRC) for Lake Oswego School District (LOSD). The study includes an analysis of population dynamics, housing, and enrollment trends, and detailed annual enrollment forecasts for the district overall for the next 15 years, and for students in each school by grade level, as of October 1 for each of the next 10 school years.

1. Demographic Profile and Forecast

The 2020 Census population count for LOSD was 46,008 residents – marking the end of a decade of growth. After adding only 1,000 net residents during 2000-10, the district added 6,000 new residents. This gave the district an annualized growth rate of 1.2%.

LOSD residents are older on average than the rest of the state, with a median age of 46.4 years old compared to 39.9 statewide. The birthrate in Lake Oswego has declined significantly, and is lower than the rest of the state: although the population has grown, the births to district residents fell from 433 in 1990, to 341 in 200; 299 in 2010, and averaged 253 per year during 2020-21.

With a declining birthrate, migration increases in its significance as a predictor for future enrollment. The age patterns of LOSD suggest that migration of families with school age children is a significant contributor to growth. "Cohort change ratios" refer to the ratio of population of a given age that appear 10 years later in the age group that is 10 years older. Among LOSD residents, this number is positive for school and working ages: for example, there were substantially more 40-year-olds in 2020 than there were 30-year-olds in 2010.

Overall, future population growth is expected to slow: the annual growth rate is projected to decline by 0.5 percentage points or roughly 50% between 2020-2030, and halving again 2020-30, for a final population of approximately 48,400 in 2030 and 49,200 in 2040 (Figure 1).

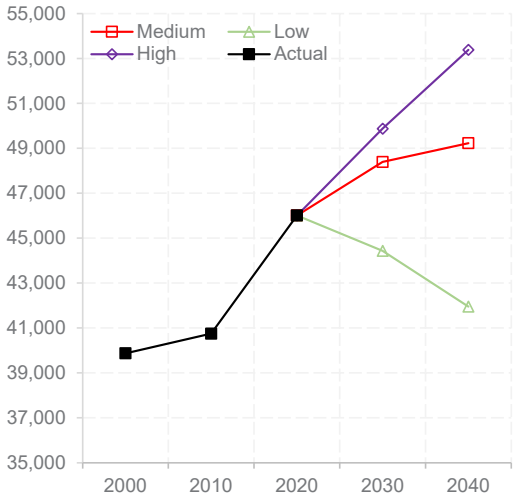

FIGURE 1: TOTAL RESIDENT POPULATION

The Census Bureau recorded 19,388 housing units in 2020, an increase of approximately 1,000 since 2010 (Table 1). Household growth has been slower than population growth, causing average household sizes to increase (from 2.3 persons per household in 2010 to 2.5 in 2020). Median household income in the district is approximately $97,900, well above the statewide average ($70,000).

Approximately 1/3 of households have children, up slightly from 2010 (30%) and above the statewide average (28%).

TABLE 1
Households, 2000-2020

	2000	2010	2020
Housing units	17,238	18,408	19,388
Households	16,249	17,287	18,139
With children	5,650	5,212	6,060
(as a share of total households)	35%	30%	33%
Household population	17,238	18,408	19,388
Average household size	16,249	17,287	18,139

Relatively few net new housing units were permitted in recent years, as most new units were offset by residential demolitions (Table 2). New housing units correlate with population growth and enrollment gains, but the correlation varies depending on the number of bedrooms and for single or multifamily units. Detached single family homes are the most prevalent in LOSD, and are 2-4 times more likely to contain families sending students to LOSD schools than are households in duplexes, apartments/condominiums, or rowhouses.

TABLE 2
Housing Permits Approved in 2023 by Attendance Zone*

Attendance Area	New Multifamily	New Single Family	Demolitions of SF Units	Net Change in SF Units
Forest Hills	19	14	-17	+3
Hallinan		9	-7	+2
Lake Grove		12	-9	+3
River Grove		7		+7
Westridge		6	-1	+5

* Permitted units are not perfectly correlated with completions as not all permitted projects are built, and the length until completion may vary.

Affordable housing developments are more likely than other types of multifamily housing to attract new families to the LOSD area. Two such developments are planned within the district (Table 3). A student generate rate or yield rate based on analysis of census data for the Portland metropolitan area suggests that families in new affordable units may have 0.5 students per 2-bedroom unit, and 1.1 per 3-bedroom unit. Marylhurst Commons, in the Hallinan Elementary attendance zone, is expected to begin accepting residents in Spring 2024, and ultimately to contribute 54 new students, primarily to Hallinan Elementary, Lakeridge MS, and Lakeridge HS. A smaller development planned for 2025 in the Lake Grove attendance zone is expected to add 16 new students.

Willow Apartments is a large 158-unit development expected to open late Spring 2024, yielding a total of 26 additional students beyond those otherwise expected (10 in the first year and 16 in the second year).

TABLE 3
Planned Affordable Housing Developments

Housing Project	Opening Date	Units by Number of Bedrooms		
		1bd	2bd	3bd
Marylhurst Commons 3190 Furman Drive (Hallinan Elementary)	April 2024	17	61	22
Lake Grove SW Boones Ferry Rd and SW Washington Ct (Lake Grove Elementary)	Aug. 2025	26*	24	4

* Includes 10 units of permanent supportive housing.

Additional demographic and socioeconomic characteristics are included in detailed tables in the appendix, for the district as well as school attendance zones.

2. Enrollment Trends and Forecast

A. Districtwide Enrollment

Lake Oswego School District enrolled 6788 students in fall 2023 (preliminary data). Enrollment declined by approximately 3.7% in fall 2020, from 7074 students to 6814, and has hovered near 6800 since then. The decline in 2020 coincided with the first school year during the COVID-19 pandemic, and represented a decline in most school years. Fall 2021 and 2022 saw recovery in enrollment, largely due to returning elementary students.

The school enrollment forecast model works by applying the capture rate for new elementary, middle, and high school students to a forecast of the total district resident population by age. The capture rate describes the share of age eligible children who are enrolled at LOSD for elementary, middle, and high school. Middle and High school capture rates have remained at or above 80%; however, the capture rate for kindergarten declined in 2020 and has remained below 80% since that time (Figure 2). The enrollment model uses the average of capture rates since 2020 (74% for kindergarten, 82% for middle school, and 83% for high school).

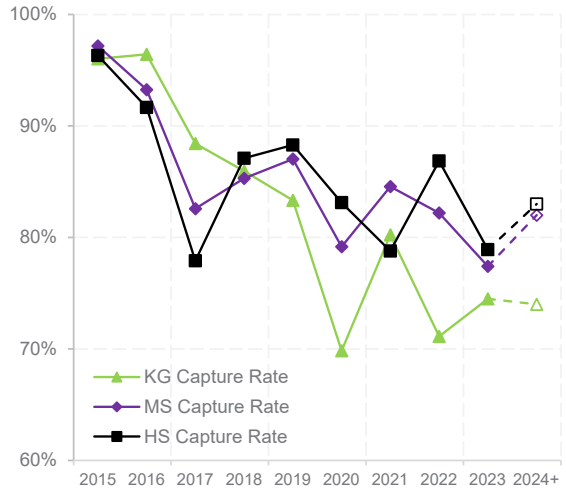

FIGURE 2. Capture rates at kindergarten and grades 6/9

Grade progression ratios (GPRs) refer to the ratio of students in one year to the students in the previous grade the year before; they are analogous to the cohort change ratios for the total resident population described in section 1. Whereas capture rates are used to project starting class sizes at elementary, middle, and high school, GPRs are used to project subsequent class size changes within each school type over time.

TABLE 4
Grade Progression Ratios

Entering Grade:	2018	2019	2020	2021	2022	2023	2024+
KG	-	-	-	-	-	-	-
1	1.04	1.11	1.00	1.19	1.15	1.06	1.08
2	1.01	1.05	0.96	1.02	1.05	0.99	1.02
3	1.06	1.04	1.01	1.03	1.05	1.05	1.04
4	1.04	1.04	0.97	1.02	1.08	1.02	1.04
5	1.06	1.03	0.96	1.04	1.00	1.04	1.02
6	1.06	1.07	0.98	1.06	1.07	1.06	
7	1.02	1.01	1.00	1.03	1.04	1.05	1.03
8	1.04	1.02	0.99	0.99	0.98	1.01	1.02
9	1.00	1.04	1.05	0.99	1.06	1.03	
10	0.99	1.00	0.97	0.97	1.01	0.99	1.00
11	1.00	1.02	0.99	0.99	0.97	1.00	1.00
12	1.02	1.00	1.01	1.01	0.99	1.06	1.02

GPRs are mostly positive for LOSD schools (Table 4), meaning that cohorts grow in size over time as more students tend to show up each year. Taken together with the results of the population change model, this also suggests that the Lake Oswego area tends to attract net in-migration of families with children: increases can only be due to new arrivals or students who switch from private/home school to LOSD.

Taken together, total enrollment is projected to decrease slightly (-1.4% in 2024), as a large 12th grade cohort graduates and kindergarten capture rates remain low. Lower enrollment may persist through 2024-2030, and then gradually increase back to 7000 by 2036 (Figure 3).

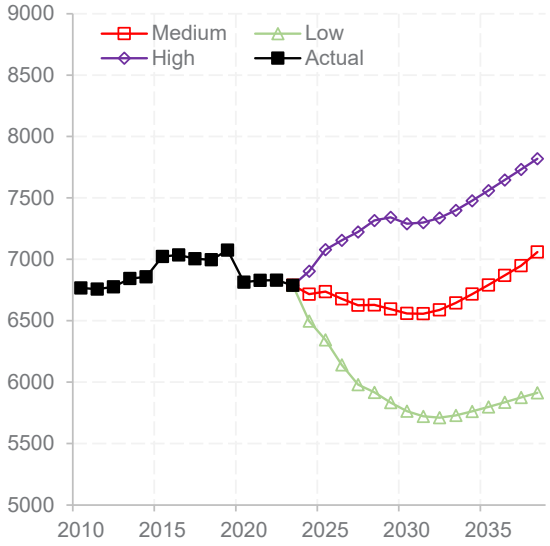

FIGURE 3. Districtwide enrollment forecast

Additional districtwide enrollment forecasts were generated to reflect extremely pessimistic (low) or optimistic (high) conditions. The low scenario assumes that migration does not return to higher levels, resulting in very little population growth. The high scenario assumes that migration accelerates and also that GPRs increase. These two alternative scenarios are intended to capture practical upper/lower bounds for planning purposes, and result total enrollment end of the forecast window of 5,600 students (low) and 8,000 (high).

Kindergarten registrations in May 2022 were 85 percent of the enrollment that was counted in October 2023. May 2023 kindergarten registrations were examined and the implied ratio of intended to projected enrollment for October 2024 is 18 percent.

Full districtwide enrollment forecast details, including annual grade level detail for each scenario, can be found in the appendix tables.

B. High School Cluster and School Forecasts

The share of students enrolled at each elementary or middle school to the total resident students is averaged over the post-COVID years (2021-2023), and used to as a capture rate for entering cohort size at individual schools. Thereafter, each school's GPR is used to project changes in the class size for grades within the school.

Resident families make up 95% of total LOSD enrollment as of 2023. Residents can be divided into high school 'clusters' according to whether their assigned elementary attendance zones follow into Lake Oswego HS (LOHS), or Lakeridge HS (LHS). Total enrollment by cluster was close to parity before 2020, but is projected to diverge over time. LHS is projected to decline whereas LOHS cluster schools remain closer to their current levels.

The decline in the LHS cluster (Figure 4) reflects the expectation that residents of the southern half of the district are more likely to attend the Palisades World Language School. Palisades World Language School is an elementary which accepts students from either cluster; it is located within the Hallinan Elementary attendance zone in the LHS cluster, and since opening it has drawn 75% of its enrollment from LHS residents.

Overall, the enrollment forecasts assume that schools will continue to capture approximately the same share of the incoming kindergarten, middle, and high school classes that they did on average in 2022 and 2023. GPRs are applied to project changes in the cohort size at each school, and additional students are added from the available housing data. Differences that result from the school-level forecast compared to the districtwide forecast are reconciled by adding or subtracting students randomly until the sum of the school-level forecasts is aligned with the districtwide forecast.

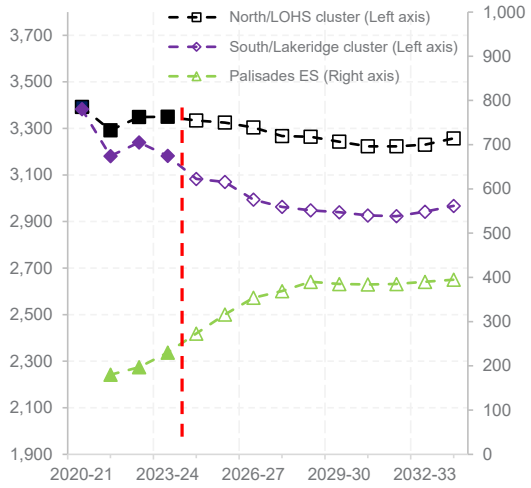

FIGURE 4. Enrollment by cluster (Red dashed line indicates start of forecast)

The Lake Oswego cluster had approximately 3,350 students in fall 2023. This is projected to remain mostly stable through 2026 overall, although some schools (e.g., Forest Hills, Oak Creek, Lake Oswego Middle) are projected to decline while others grow or remain stable (Lake Grove, Lake Oswego High).

The Lakeridge cluster schools had approximately 3,182 students in fall 2023. The cluster declined by approximately 200 students since 2020; lower projected enrollments in all elementary schools contribute to moderate decline until 2030. Palisades World Language School is projected to continue growing, as larger entering classes replace smaller graduating classes until enrollment stabilizes.

Appendices

Detailed tables and supplemental data are included in the following appendices:

A. Population forecast for LOSD total resident population;
B. Annual district-wide enrollment for a 15-year forecast horizon;
C. Enrollment forecasts by school;
D. Detailed forecasts of students in each grade by individual school for a 10-year period;
E. Income and household data for the district and school attendance zones from the American Community Survey;
F. Demographic and housing profiles from the 2020 decennial census for the district and each attendance zone.

Lake Oswego School District: Households, 2000-2020

	2000	2010	2020
Housing units	17,238	18,408	19,388
Households	16,249	17,287	18,139
Households with children <18	5,650	5,212	6,060
(As a share of total households)	35%	30%	33%
Households without children <18	10,599	12,075	12,079
Household population	39,694	40,522	45,520
Average household size	2.44	2.34	2.51

Sources: US Census (2000-2010); American Community Survey 5-Year Sample 2017-2021 (2020).

Febuary 15, 2024

Lake Oswego School District: Capture Rates, 2017-2023

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024+
Population age 5	452	458	465	471	478	484	487	491	494	
Kindergarten enrollment	434	442	411	405	398	338	391	349	368	
KG Capture Rate	96%	96%	88%	86%	83%	70%	80%	71%	74%	74%
Population age 11	620	625	631	637	642	648	642	636	630	
Grade 6 enrollment	602	583	521	543	559	513	543	523	488	
MS Capture Rate	97%	93%	83%	85%	87%	79%	85%	82%	77%	82%
Population age 14	666	671	677	682	688	693	687	680	674	
Grade 9 enrollment	641	615	527	594	607	576	541	591	532	
HS Capture Rate	96%	92%	78%	87%	88%	83%	79%	87%	79%	83%

Febuary 15, 2024

Sources: Resident enrollment from LOSD; Population by age from US Census (2020); Interpolation/Projections (2017-2019; 2021+).

Lake Oswego School District, Population by Age, 2000-2040

Medium Growth Scenario, Districtwide Population by Age and Decade

	---- Historical ----			---- Forecast ----	
	2000	**2010**	**2020**	**2030**	**2040**
Under Age 5	2,061	1,732	1,773	2,003	1,893
Age 5 to 9	2,816	2,470	2,655	2,838	3,178
Age 10 to 14	3,314	3,054	3,228	2,936	3,318
Age 15 to 17	1,663	1,977	2,005	1,927	2,060
Age 18 to 19	1,108	763	1,005	966	1,032
Age 20 to 24	1,666	1,609	2,847	2,259	2,055
Age 25 to 29	1,953	1,902	1,746	1,989	1,912
Age 30 to 34	2,100	1,650	1,797	2,997	2,377
Age 35 to 39	2,911	2,221	2,576	2,173	2,475
Age 40 to 44	3,879	2,808	2,917	2,743	4,007
Age 45 to 49	4,229	3,413	3,403	3,421	2,886
Age 50 to 54	3,768	3,926	3,168	3,095	2,910
Age 55 to 59	2,489	3,659	3,139	3,027	3,043
Age 60 to 64	1,540	3,181	3,187	2,622	2,561
Age 65 to 69	1,174	2,088	3,094	2,646	2,552
Age 70 to 74	1,062	1,326	2,844	2,815	2,316
Age 75 to 79	980	963	1,917	2,732	2,336
Age 80 to 84	620	877	1,234	2,514	2,489
Age 85 and over	540	1,127	1,473	2,690	3,833
Total Population	39,873	40,746	46,008	48,392	49,231
Annualized Growth		0.2%	1.2%	0.5%	0.2%
Percent 5-17	19.5%	18.4%	17.1%	15.9%	17.4%
Percent under 18	24.7%	22.7%	21.0%	20.1%	21.2%

Sources: US Census (2000-2020); Population Research Center, PSU (forecast, 2030-2040).

Febuary 15, 2024

Enrollment Forecasts, by Grade: Lake Oswego School District, 2024-25 to 2038-39

Medium Growth Scenario, District-wide Enrollment by Grade and Year

	---- Historic Enrollment ----					---- Forecast Enrollment ----														
Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2036-37	2037-38	2038-39
K	399	340	397	359	378	370	379	382	384	387	389	391	396	401	405	410	414	419	423	437
1	452	401	405	465	381	421	409	415	419	421	424	426	428	434	439	444	449	453	459	463
2	451	433	412	433	460	396	433	419	425	429	431	434	436	438	444	450	455	460	464	470
3	494	458	447	437	455	481	413	450	435	441	446	448	451	453	455	461	467	473	478	482
4	535	479	467	485	447	477	501	429	467	452	458	463	465	468	471	473	479	485	491	497
5	527	516	499	467	506	457	486	508	435	474	459	465	470	472	475	478	480	486	492	498
6	564	522	553	537	502	521	515	508	504	499	494	490	496	502	508	514	520	527	533	551
7	558	568	542	588	562	520	538	531	524	520	515	510	505	512	518	524	530	536	544	550
8	568	556	578	538	595	572	529	546	539	532	528	523	518	513	520	526	532	538	544	552
9	648	640	583	657	598	621	616	609	604	599	594	589	595	602	609	616	623	629	636	657
10	657	634	628	590	654	598	621	615	608	603	598	593	588	594	601	608	615	622	628	634
11	593	656	644	626	589	654	597	620	614	607	602	597	592	587	593	600	607	614	621	627
12	628	611	673	648	661	603	671	613	637	631	623	618	613	608	603	609	616	623	631	638
TOTAL	7,074	6,814	6,828	6,830	6,788	6,691	6,708	6,645	6,595	6,595	6,561	6,547	6,553	6,584	6,641	6,713	6,787	6,865	6,944	7,056
K-2	1,302	1,174	1,214	1,257	1,219	1,187	1,221	1,216	1,228	1,237	1,244	1,251	1,260	1,273	1,288	1,304	1,318	1,332	1,346	1,370
3-5	1,556	1,453	1,413	1,389	1,408	1,415	1,400	1,387	1,337	1,367	1,363	1,376	1,386	1,393	1,401	1,412	1,426	1,444	1,461	1,477
6-8	1,690	1,646	1,673	1,663	1,659	1,613	1,582	1,585	1,567	1,551	1,537	1,523	1,519	1,527	1,546	1,564	1,582	1,601	1,621	1,653
9-12	2,526	2,541	2,528	2,521	2,502	2,476	2,505	2,457	2,463	2,440	2,417	2,397	2,388	2,391	2,406	2,433	2,461	2,488	2,516	2,556
TOTAL	7,074	6,814	6,828	6,830	6,788	6,691	6,708	6,645	6,595	6,595	6,561	6,547	6,553	6,584	6,641	6,713	6,787	6,865	6,944	7,056

Sources: Lake Oswego School District (historic and current enrollment); Population Research Center, PSU (enrollment forecasts). *May 31, 2024*

Note: The medium scenario reflects continuation of slight declining trend in the birth rate, and the average trend of net population change by age cohort as observed between 2000, 2010, and 2020. Grade progression ratios return to the average of the two years prior to the COVID pandemic (2018, 2019) and the most recent two years (2022, 2023). The share of the kindergarten age population that enroll in a LOSD school increases from its current level (approximately 71%) to the 3-year average since 2020 (74%). The share of the middle-school and high-school age populations that enroll in a LOSD school are held at their 3-year average since 2020 (82% and 83%, respectively).

Enrollment Forecasts, by School: Lake Oswego School District, 2024-25 to 2033-34

		Average	-- Historic Enrollment --				---- Forecast Enrollment ----									
Name	**Grades**	**Share***	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**2033-34**
Forest Hills Elementary	K-5	16%	412	406	419	399	387	370	360	360	370	368	375	382	383	386
Lake Grove Elementary	K-5	16%	346	301	416	435	442	456	475	473	480	477	480	483	484	487
Oak Creek Elementary	K-5	16%	525	513	445	406	393	372	355	340	341	342	346	349	352	354
Lake Oswego Middle	6-8	50%	858	820	824	832	827	815	804	799	791	784	777	777	778	788
Lake Oswego High	9-12	51%	1,251	1,252	1,245	1,278	1,266	1,281	1,278	1,265	1,254	1,245	1,233	1,228	1,231	1,240
Hallinan Elementary	K-5	14%	394	370	362	353	352	358	346	336	331	335	331	331	335	336
River Grove Elementary	K-5	13%	526	344	336	342	333	341	323	326	326	331	328	328	332	336
Westridge Elementary	K-5	18%	422	449	470	461	426	413	395	365	370	372	382	386	390	395
Palisades World Language School	K-5	8%		180	197	230	269	311	349	364	385	381	384	386	390	395
Lakeridge Middle	6-8	50%	787	820	838	827	785	766	780	768	760	753	746	742	748	757
Lakeridge High	9-12	49%	1,254	1,198	1,234	1,199	1,185	1,199	1,154	1,172	1,160	1,146	1,139	1,135	1,135	1,141
Lake Oswego SD 7J	K-12	-	39	175	44	26	26	26	26	27	27	27	26	26	26	26
North/Lake Oswego HS Cluster	K-12	49%	3,392	3,292	3,349	3,350	3,315	3,294	3,272	3,237	3,236	3,216	3,211	3,219	3,228	3,255
South/Lakeridge HS Cluster	K-12	47%	3,383	3,181	3,240	3,182	3,081	3,077	2,998	2,967	2,947	2,937	2,926	2,922	2,940	2,965
District Residents	K-12	95%	6,513	6,497	6,456	6,420	6,334	6,322	6,253	6,202	6,197	6,163	6,149	6,155	6,186	6,243
Non-Residents	K-12	5%	301	331	374	368	357	386	392	393	398	398	398	398	398	398
Elementary Subtotal	K-5	39%	2,625	2,563	2,645	2,626	2,602	2,621	2,603	2,564	2,603	2,606	2,626	2,645	2,666	2,689
Middle Schools Subtotal	6-8	24%	1,645	1,640	1,662	1,659	1,612	1,581	1,584	1,567	1,551	1,537	1,523	1,519	1,526	1,545
High Schools Subtotal	9-12	36%	2,505	2,450	2,479	2,477	2,451	2,480	2,432	2,437	2,414	2,391	2,372	2,363	2,366	2,381
Other (K-12 and 1-8)	K-12		39	175	44	26	26	26	26	27	27	27	26	26	26	26
TOTAL			6,814	6,828	6,830	6,788	6,691	6,708	6,645	6,595	6,595	6,561	6,547	6,553	6,584	6,641

Sources: Lake Oswego School District (historic and current enrollment); Population Research Center, PSU (enrollment forecasts). *May 31, 2024*

Note: * Average share for schools describes the school's share of the total enrollment by school type (ES/MS/HS). Hallinan and Lake Grove, and associated MS/HS zones, include assumptions of net gains from Metro Affordable Housing bond properties (opening in 2024 and 2025, and adding 83 and 28 affordable units with 2+bedrooms, for a net gain of 54 and 16 new students, respectively). River Grove ES and Lakeridge MS/HS, reflect assumptions of increased enrollment from Willow Apartments in 2024/25 (total 26 additional enrollments).

Enrollment Forecasts, by School and Grade: Lake Oswego School District, 2024-25 to 2033-34

		-- Historic Enrollment --			Average	---- Forecast Enrollment ----									
Name/Grade	**Grade**	**2021-22**	**2022-23**	**2023-24**	**GPR***	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**2033-34**
Forest Hills Elementary	0	52	45	51		46	47	50	50	51	50	51	52	52	53
	1	59	66	50	1.19	58	52	54	57	58	58	57	58	59	59
	2	71	67	62	1.04	53	62	56	57	61	62	62	61	62	63
	3	69	81	72	1.11	66	57	66	60	60	65	66	66	65	66
	4	79	78	82	1.07	77	70	61	71	64	64	70	70	70	70
	5	76	82	82	1.04	87	82	73	65	76	69	69	75	75	75
Lake Grove Elementary	0	52	68	73		69	72	76	73	74	74	75	76	76	77
	1	36	90	72	1.06	79	77	79	83	80	80	81	81	84	83
	2	46	57	81	0.90	73	79	78	79	82	79	80	80	81	83
	3	48	68	68	1.19	83	75	81	80	81	83	80	81	81	81
	4	66	66	68	1.00	70	85	77	81	82	81	84	81	82	82
	5	53	67	73	1.11	68	68	84	77	81	80	80	84	80	81
Oak Creek Elementary	0	76	46	50		46	48	50	50	50	51	51	51	52	52
	1	79	73	54	1.17	57	50	53	55	55	56	56	57	56	57
	2	86	78	69	0.95	57	60	53	55	58	58	58	58	59	58
	3	73	80	78	1.00	72	59	62	55	57	60	60	60	60	62
	4	96	68	80	1.00	79	73	60	63	56	58	60	61	61	61
	5	103	100	75	1.10	82	82	77	62	65	59	61	62	64	64
All Lake Oswego HS Cluster Elementary	0	193	169	191		175	182	191	188	190	190	192	195	196	198
(Plus 1/4 of Palisades ES)	1	181	242	186	1.18	212	194	202	211	209	210	210	212	216	216
	2	210	209	225	1.04	193	219	202	207	217	215	216	216	218	221
	3	197	236	225	1.10	234	202	228	211	215	225	223	223	224	226
	4	248	218	236	1.05	233	241	209	233	218	220	231	228	229	230
	5	238	255	236	1.06	243	239	247	214	239	223	226	237	235	235
Lake Oswego Middle	6	254	255	270	1.07	260	259	258	255	252	250	248	251	253	257
	7	281	285	281	1.11	280	270	270	268	266	262	261	258	262	263
	8	285	284	281	1.00	287	286	276	276	273	272	268	268	263	268
Lake Oswego High	9	304	321	331	1.15	321	319	317	313	311	308	306	309	313	316
	10	309	308	321	1.01	330	321	319	319	315	312	309	307	310	314
	11	312	314	303	1.00	319	327	322	317	317	314	310	308	306	310
	12	327	302	323	1.00	296	314	320	316	311	311	308	304	302	300
Hallinan Elementary	0	48	49	45		53	51	48	49	49	50	50	50	51	52
	1	53	58	55	1.17	52	58	54	51	53	54	53	54	54	54
	2	52	57	61	1.06	60	52	59	55	52	54	55	54	55	55
	3	60	53	60	1.04	64	61	53	60	56	53	56	57	55	56
	4	75	75	54	1.13	67	68	64	57	64	60	57	60	61	59
	5	82	70	78	0.99	56	68	68	64	57	64	60	56	59	60
River Grove Elementary	0	44	50	43		52	53	47	50	50	50	50	51	52	53
	1	62	48	55	1.10	47	57	56	50	53	53	54	53	54	55
	2	52	65	49	1.03	56	49	57	57	51	54	54	55	54	56
	3	70	49	68	0.99	50	56	50	57	57	52	54	55	55	54
	4	45	75	56	1.11	71	53	58	53	60	60	55	57	58	58
	5	71	49	71	1.02	57	73	55	59	55	62	61	57	59	60
Westridge Elementary	0	67	60	50		47	50	51	52	53	53	53	54	55	55
	1	76	77	57	1.05	58	54	57	58	59	60	60	60	61	64
	2	66	82	87	1.10	58	60	55	59	60	61	62	62	62	63
	3	91	78	81	1.08	93	63	64	59	64	65	66	67	67	67
	4	70	99	83	1.08	86	99	67	69	63	69	70	71	72	72
	5	79	74	103	1.05	84	87	101	68	71	64	71	72	73	74
All Lakeridge HS Cluster Elementary	0	197	190	188		195	198	191	196	197	199	199	202	205	207
(Plus 3/4 of Palisades ES)	1	211	223	196	1.08	210	215	214	207	212	214	216	216	219	223
	2	190	224	235	1.06	203	214	217	218	211	216	218	221	220	224
	3	241	201	230	1.04	247	212	223	224	227	220	226	228	230	229
	4	210	266	211	1.08	244	260	221	234	234	239	232	237	239	241
	5	250	212	269	1.01	214	248	262	221	235	236	239	232	238	240
Lakeridge Middle	6	286	282	232	1.11	260	256	250	249	247	244	242	245	248	251
	7	254	303	281	1.03	240	267	261	256	254	253	249	247	250	254
	8	280	253	314	1.02	285	243	269	263	259	256	255	250	250	252
Lakeridge High	9	269	335	267	1.13	300	297	292	290	288	286	283	286	289	293
	10	306	279	333	1.02	268	300	296	289	287	286	284	281	284	287
	11	314	304	286	1.01	335	270	298	297	290	287	287	284	281	283
	12	309	316	313	1.02	282	332	268	296	295	287	285	284	281	278
Palisades World Language School	0	50	41	66		57	58	60	60	60	61	61	62	63	63
	1	27	53	38	0.99	70	61	62	64	63	63	65	65	66	67
	2	26	27	51	0.98	39	71	61	63	64	63	63	66	65	66
	3	26	28	28	1.06	53	42	74	64	66	67	66	65	70	69
	4	27	23	24	0.87	27	53	42	73	63	66	66	65	64	69
	5	24	25	23	0.96	23	26	50	40	69	61	63	63	62	61
Elementary Subtotal	K-5	2,563	2,645	2,626		2,602	2,621	2,603	2,564	2,603	2,606	2,626	2,645	2,666	2,689
Middle Schools Subtotal	6-8	1,640	1,662	1,659		1,612	1,581	1,584	1,567	1,551	1,537	1,523	1,519	1,526	1,545
High Schools Subtotal	9-12	2,450	2,479	2,477		2,451	2,480	2,432	2,437	2,414	2,391	2,372	2,363	2,366	2,381
Other Programs	K-12	175	44	26		26	26	26	27	27	27	26	26	26	26
TOTAL		**6,828**	**6,830**	**6,788**		**6,691**	**6,708**	**6,645**	**6,595**	**6,595**	**6,561**	**6,547**	**6,553**	**6,584**	**6,641**

Sources: Lake Oswego School District (historic and current enrollment); Population Research Center, PSU (enrollment forecasts). *May 31, 2024*

Note: * Average GPR is the ratio of students at this grade level to students in the previous grade level in the prior year. Lake Grove and Oak Creek GPRs exclude 2022 GPRs due to an attendance zone boundary change. Hallinan and Lake Grove, and associated MS/HS zones, include assumptions of net gains from Metro Affordable Housing bond properties (opening in 2024 and 2025, and adding 83 and 28 affordable units with 2+bedrooms, for a net gain of 54 and 16 new students, respectively). River Grove ES and Lakeridge MS/HS, reflect assumptions of increased enrollment from Willow Apartments in 2024/25 (total 26 additional enrollments).

LRFP COMMITTEE MEETING MINUTES

LRFP COMMITTEE MEETING MINUTES

Appendix

Minutes

PROJECT
LOSD Long-Range Facility Planning Committee

MEETING SUBJECT
Ed Spec's & Recommendations for Forest Hills

DATE
2024-01-25

LOCATION
Administration Building – Board Room

TIME
4:00-5:30pm

PARTICIPANTS
Guy Benn
Courtney Clements
Wayne Ha
Bruce Brown
Rachel Verdick
Erin Quandt
Cyndi Spear
Miles Haladay
Liz Hartman
Tony Vandenberg
Jennifer Schiele
Mary Kay Larson
Stuart Ketzler
Rebecca Stuecker (Arcadis)
Levi Patterson (Arcadis)

DISTRIBUTION
Attendees

This is a record of the January 25th Long Range Facility Planning Committee meeting.

Meeting Agenda

1. Committee Meeting Workplan & Structure
2. Topic A: Elementary Ed. Spec's
3. Topic B: Capital Improvements
4. Committee Recommendations for Forest Hills

Introductions

- The Committee gave brief introductions

Workplan

- Rebecca presented the workplan showing future meeting dates, agenda topics, and locations. Dates were based on survey provided to LRFP Committee
- Moved the meeting from January 30th for extra planning time around Lake Grove ES site
- Meetings are purposefully broken into two parts and held at various District facilities
- April 9th is an added meeting not currently on the committee's calendars
- Rebecca asked if there were additional topics the committee wanted to add:
  - Response: Schools are more than just schools. They are Community assets, Emergency centers.

Ed Specs

- Rebecca presented the LOSD Elementary Educational Specification developed to inform River Grove's Design
- Definition/Purpose of an Ed Spec
- Planning Considerations
  - Learning Neighborhoods

- Support for Specialized Instruction
- Inquiry and Making
- Play, Physical Education, Nutrition, and Community Gathering
- Entry and Identity
- Purposeful & Flexible Spaces

- Vision for Elementary Schools
  - Innovation Culture & STEM
  - Diversity, Equity, Inclusion, & Access
  - Student Wellbeing
  - Sustainability & Resilience
  - Safety & Security

Capital Improvements

- Past Improvements
- Facility Condition Assessment ratings
  - 2017 Bond – Stop the Hemorrhaging
  - 2020 Bond – Beyond the Basics
  - 2024 Bond Planning – We still have parity concerns between schools
- Some of the bigger challenges for Elementary School Parity:
  - Multi-purpose Commons at River Grove
  - Sustainability & Resilience
  - Student Services Programs
  - Continued Accessibility Upgrades
  - Outdoor Classrooms
  - Safe Separation of Parents & Busses for Pick-up/Drop-off

Deep Dive into Forest Hills Elementary School (FHES)

- Rebecca shared floor plans and site plan arials comparing FHES to River Grove and Hallinan and used those to illustrate the parity challenges. The Major Takeaways:
  - Extended Learning Environment missing from FHES
  - Restroom access is very poor
  - Lack of student support spaces
  - Site access for vehicles is very poor; “It is the worst traffic jam in LOSD”.
  - Building circulation is unsafe and impactful to teaching time. Classes have to be staggered to prevent unsafe overcrowding of the double loaded corridor
  - iLabs are an important District-wide initiative that we achieved at Hallinan but the iLab at FHES is limited by its small size and has no direct outdoor connection.
- Committee Questions:
  - Enrollment at FHES
    - Current - 400
    - Projection – 400
  - Why is FHES currently positioned as a re-build?
    - Past LRFP identified as such
    - Resilience goals not able to be achieved if not re-built
    - Continuing to find building failures in the existing facility
    - Site logistics pose additional challenges that cannot easily be addressed with the current location of the building
    - Currently one of the worst energy performing facilities

- Is re-building FHES going to be able to solve the site circulation?
  - The design team will share preliminary site plan and massing ideas to help visualize the site's opportunities
  - Potential for parking under building
  - Making a two-story school can open up the site
- Potential to cap the capacity compared to the ed spec

- As a committee, what are the collective thoughts about capital improvement at FHES?
  - Comments in favor of replacing:
    - Great location for a school, and will continue to be, which lends itself to decide to build something that lasts over time
    - Is there an element of pedestrian circulation that is being provided?
      - Safe Routes to School is part of that discussion
      - Coordination occurs between LOSD and the City of LO
      - Potential to look at re-prioritization of City of LO lists of projects
    - There is potential on the site if it were redeveloped, it could allow for vehicular circulation on the north and south side, and it's fairly flat.
      - Current mix of bus and parents on the streets
      - Lack of traffic flow due to parents parking waiting for pick-up
    - Is the SW corner of the site used?
      - Some play occurs, but the shape makes it limited.
      - K-2 play occurs at SW corner and 3-5 on east side of building
  - Comments in favor of renovating:
    - Concerns about the environmental impact of completely removing the school; embodied carbon in the existing concrete footings, for example.
    - Concerns about losing a building that is beloved by the community. Couldn't we just gut the building and reconfigure the spaces to have it align with the ed spec and meet the district standards without tearing it down?
  - Comments in favor of replacing:
    - Concerns regarding the cost differences between massive renovation versus re-build
    - Sentimental elements of the school would ideally be maintained
    - Energy efficiency v. embodied energy – what is the wholistic sustainability view
    - A lot of the challenges are about the location of the building footprint.
    - We don't want to be in a position in which a few years from now some major systems fail and we have to replace a building we just renovated.
    - We don't want "lipstick on a farm animal"
    - We want (a new building) to last
    - Is FHES at capacity? Not much space to grow.
    - A new FHES is a good opportunity for the next iteration of what education looks like on this site. We can salvage the valuable elements of the existing character in a new building.
    - Some committee members questions the viability of what can be preserved at the existing FHES
      - Is it really able to be preserved?
      - Is a restoration what the community expects?
      - "Not everything that is old is valuable"
      - There are parts of the existing school that are unhealthy, including asbestos-containing materials

- If replacing, the committee would like to keep some elements, where feasible, that honor the past; the fireplace was an element that was considered desirable.

Next Steps:
Meeting #3 February 12th at Forest Hills Library,

Submitted by,
Arcadis Architects Inc.

Attachments: Workplan
Floor and Site Plans
District Properties Handout
Meeting Presentation

Minutes

PROJECT
LOSD Long-Range Facility Planning Committee

MEETING SUBJECT
Forest Hills Tour, Student Services Focus, & Lake Grove Site Analysis

DATE
2024-02-12

LOCATION
Forest Hills Elementary School

TIME
4:00-5:30pm

PARTICIPANTS
See Sign-In Sheet (Attached)

DISTRIBUTION
Attendees

This is a record of the February 12th Long Range Facility Planning Committee meeting.

Meeting Agenda

- Tour of Forest Hills Elementary
- Forest Hills Capital Improvements – Wrap Up
- Topic A: Student Services
- Topic B: Capital Improvements
  - Lake Grove Property – Part 1
- Next Steps

School Tour of Forest Hills ES

- Distance to restrooms noted. One ADA restroom in the school, formerly reserved as a staff restroom is now a student all-user restroom, reducing staff restroom access to one.
- Ample size, daylight, and storage for the music room (formerly the multipurpose room) noted.
- Distance from kitchen to classrooms
- Small size of innovation lab observed, not enough space to have a "messy" area and a "clean" that other schools have

Forest Hills Capital Improvements – Conversation Wrap Up

- Rebecca reviewed the improvements at Forest Hills to date, and the unforeseen conditions that were discovered during the most recent renovations.
- Review of cost & feasibility
  - Schedule is a key issue with a renovation
    - The duration of displacement with a renovation would be greater, completing a renovation of this scale would require multiple trades to work more months than would be necessary in new construction.
    - Q. Will this be a shorter schedule that River Grove ES?
    - A. Potentially, if it is a full replacement.
  - Renovation feasibility
    - Q. What is the feasibility of even entertaining the renovation track?
    - A. There are considerable ramifications that are mostly already understood and there would be considerable cost to review what is unknown

Long Range Facility Planning
Lake Oswego School District

- Feasibility Site Plan Study: Existing with addition v. New Replacement. Based on the studies, it is possible to accommodate the square-footage and site program elements needed for a new 2-story elementary school
    - Feasibility of renovation seems very low
        - New SF would need to be added to meet ES Ed Spec
        - Renovating doesn't solve the Site constraint issues, it makes them worse since we have to build an addition.
        - Compromised site program with the additional sf, the fields are unusable
        - Cost prohibitive
        - Final product would need to be compromised in some way to accommodate the existing building
        - It would be a shame to start remodeling then discover even more issues, with foundations for example.
    - What is it people want to hold on to with Forest Hills?
        - The fireplace
        - The use of natural wood everywhere
- Based on the conversation, is the committee in agreement the best move forward is to plan for a full replacement school at Forest Hills?
    - "Yes" responses from those present

Student Services Facility Needs

- Rebecca presented the information gathered from interviews with the Director of Student Services and his team related to the needs in the facilities district-wide.
    - Access for all
        - Review of the Student Services spaces at the new schools: River Grove ES, Lakeridge MS, and Lake Oswego MS.
        - Supporting Student Wellbeing
            - Regulate, Relate, Reason (in that order)
    - Program Relocation Phase & Status – Which schools are supporting which programs.

Lake Grove ES

- Review of the floor plan: Similar issues that we see at Forest Hills: lack of restroom access, long corridors, distance to kitchen, and small-sized innovation lab.
- Lake Grove Site Analysis
    - Levi presented an analysis based on available materials on the city website and district as-built documents.
    - Three tax lots
    - Fully within the "Lake Grove Village Center" District
    - Zoned "Public Functions"
    - 50' Setback along Boones Ferry Rd., Water Easement and Sidewalk Easement
    - Topography: about 6' grade change from east to west. Relatively flat site
    - Many established trees along the perimeter, and on the western parcel. One Heritage Tree along Boones Ferry Rd.
    - Vehicular Access: Douglas Way, Boones Ferry, and Beasely Way
- Lake Grove Development Discussion:

- At one time the District was considering selling one site and Lake Grove was on the list, is that still under consideration?
  - The property values have changed since that discussion several years ago. The District will not be selling this property. It is the most valuable property the district owns and it is in the best interest of the district to keep it.
- The central location of this property provides an opportunity to move all district services into one location.
  - Currently the district is renting space for the Student Services Department which belongs closer to the rest of the Administration team.
  - The bond management department is using a few rooms in the Palisades World Language school building. The world language program is growing and expected to expand to fill the building in a few years.
  - The Community Transition program is currently sharing space in the CNS building with limited access to public transit.
- Uplands Elementary
  - After the major bond projects are complete, it will be an empty site
  - That is the one location in our district where a student can attend elementary, middle, and high school all in one place. The higher levels can support accelerated programs for the lower levels, older students can mentor younger students, etc.
  - The District has put $14M into upgrading Uplands. It needs a few more things like replacing exterior windows and doors, but is otherwise ready to be a high performing elementary school for many more years.
- There is likely generally consensus from the community that the building needs to be replaced, the damage from the recent ice storm made that even more clear. But there will probably be resistance from the community if you no longer have a school on this site at all.
  - Since it is such a large site, is it possible to peel off land along Boones Ferry Rd. for the District services building and rebuild a new school on the rest of the site?
- City Partnership
  - The Urban Renewal zone offers a tax opportunity for the city to consider building on this site. This does not exist on any other district-owned land.
  - The City is considering a modern library and lifelong learning center, a place that will be a community asset and complements the mission of the District.
    - *A letter from the City expressing such interest and a desire to partner with the district was mentioned in the meeting and is attached.*
  - The partnership would be such that the city would be leasing from the District.

Next Steps:
Meeting #4 February 26th at Lake Grove Elementary

Submitted by,
Arcadis Architects Inc.

Attachments: Attendees List
Tour Handout
Letter From The City
Meeting Presentation

Minutes

PROJECT
LOSD Long-Range Facility Planning Committee

MEETING SUBJECT
Kick-off Meeting

DATE
2023-11-15

LOCATION
Administration Building – Board Room

TIME
4:00-5:30pm

PARTICIPANTS
See attached Sign-In Sheet

DISTRIBUTION
Attendees

This is a record of the November 15th Long Range Planning Committee Kickoff meeting.

Meeting Agenda

1. Welcome
2. LRFP Process & Schedule
3. Committee Vision Workshop
4. 2020 Recommendations & Review of District Properties
5. Next Steps

LRFP Process & Schedule

- Rebecca reviewed the long-range planning process, schedule and assessments currently being completed. See attached schedule

Committee Vision Workshop

- The Committee's Charge:
  - To represent the entire LOSD community
  - To consider current and future generations
  - To develop a plan for facility improvements and make an informed recommendation to the board
- The Committee's Mission:
  - "Our mission is to facilitate and support teaching and learning through the maintenance and improvement of our physical environment."
- The committee members were asked to write down their response to complete the following phrases:
  1. School facilities contribute to the District's mission and vision when…
  2. Our greatest aspirations are…
  3. In 10 years, the Lake Oswego School District's facilities will…
- These responses will be used to develop a vision and set of guiding principles for the committee and long range planning process. For members of the committee unable to attend, these three questions will also be put in a survey to be completed prior to the January meeting.
- The following is a record of each response:
  1. School facilities contribute to the District's mission and vision when…
     a. They include everyone and support the LOSD mission
     b. Universal design
     c. They are safe, comfortable, inviting, efficient, and welcoming
     d. Teachers are able to teach however they want
     e. They are clean and safe
     f. They are welcoming
     g. The are flexible and easily adaptable to curriculum/program changes
     h. Facilities follow program
     i. Students want to show up to school
     j. The best teachers are attracted to our schools

k. Facilities support the learning of all students
l. They are easy for teachers to use with sufficient space and updated tech
m. They build a sense of community
n. They invite participation by students, staff, and community
o. They enable nutritious food to be served to our community
p. They solve hard problems
q. They provide a safe place to share concerns
r. Support academics, arts, and athletics
s. Innovative infrastructure
t. Inspiring spaces
u. Students want to be there
v. They enhance the neighborhood
w. They facilitate and encourage learning
x. They inspire collaboration and creativity
y. They provide safe, warm, and welcoming spaces that enhance our stff's ability to teach and inspire our students to reach their fullest potential
z. They are a community asset
aa. They are accessible to young and old
bb. They bring people together in a safe environment
cc. They are designed to serve the entire community
dd. Students want to use them

2. Our greatest aspirations are…
    a. Safe, comfortable, welcoming, properly equipped schools that enable students and teachers to thrive
    b. We leave the world in a better place than we found it
    c. Well maintained facilities
    d. Sustainable building practices
    e. Provide an educational environment that encourages learning and where everyone feels safe
    f. Our schools are as beautiful as our natural surroundings
    g. Schools are spaces people want to learn and work in
    h. Facilities are maintained in a highly exceptional way at best cost available
    i. Students are back to learning in an emergency situation
    j. On site maintenance is available 24/7
    k. Net zero energy using best current technology
    l. Affordable, efficient, sustainable, growth adjustable
    m. Highly efficient and net zero
    n. Modern and flexible
    o. Students participate in their own learning experience
    p. We have schools that will be successful for multiple generations
    q. Adaptable for future student study needs
    r. Manageable facilities
    s. Clearsky availability
    t. Transportation is easy for people to walk/bike/drive
    u. Fully accessible, attractive, and durable facilities that are flexible and support sustainability goals and best teaching practices
    v. High quality infrastructure that supports our whole community and staff
3. In 10 years, the Lake Oswego School District's facilities will…
    a. Be accessible to all
    b. Produce more energy than they use
    c. Be in great condition
    d. Continue to be efficient operations
    e. Wow all who enter and use them
    f. Flexible enough to be updated and meet changing needs of students & teachers

g. Be a reason why people move their families to LO
h. Be flexible enough to adapt with the times
i. Feel like they were built that year!
j. Continue to be well maintained
k. Outdoor athletic & learning spaces (fields maintained)
l. On site housing for new teachers transitioning to the district
m. Safe & attractive in the neighborhood (enhance the neighborhood)
n. Have robust infrastructure to enable LOSD to continue leading in all areas of education
o. Have equitable building conditions across the building
p. Be timeless and able to accommodate to growth or decline, flexibility of community educational needs
q. Be fully accessible, attractive, durable facilities that support sustainability and best teaching practices
r. Be operationally carbon free
s. Continue to be an example of excellence in educational facilities, efficient, sustainable, and resilient buildings in our community
t. Be able to accommodate wide variety of student interests
u. So flexible we never consider redrawing boundaries again
v. House teachers
w. Be models of net zero resiliency that will be copied statewide

- After the online survey responses are added to these lists, the major theme will be summarized and given to the committee to prioritize in a digital survey.

2020 LRFP Recommendations

- Each member of the committee was provided a hardcopy of the 2020 Long Range Facility Plan. The committee at the time provided two recommendations. The first includes capital improvements for the first four years (i.e. the 2021 bond). The second includes improvements for the following six.
  - Maintain neighborhood elementary schools
  - Continue to invest in large, flexible, & adaptable spaces for CTE & STEM
  - Finalize the Master Plan, prioritize the other LOSD facilities including the Admin building, Transportation, and Technology facilities
  - Invest in athletic and play facilities
  - Consider the long-term needs of the Lake Grove school campus
  - Perform district-wide upgrades
  - Perform cost/benefit opportunity analysis of all properties
  - Advise on facility implications of new programs and initiatives
  - Explore community partnerships that benefit LOSD and the citizens of LO at large
- The committee discussed the various needs at all properties (see attached planning board), work that was completed in the 2017 and 2021 bonds, and work that is yet to be done.
  - The Lake Grove campus is a high need facility, and a property with high potential for development in the Lake Grove improvement area
  - Forest Hills elementary is also a high need facility, being of the same age as Lake Grove and with similar limitations.
  - Growing capacity and needs at the high schools for STEM programs
  - Applying the educational specification for elementary schools that was developed for River Grove to drive changes to all other elementary schools. One major difference is multipurpose rooms/cafeterias.
  - Meeting the needs of other district properties like the aging admin building
- The committee needs more information about some of these initiatives like STEM/CTE in order to provide recommendations. When can we meet with those program specialists to get that information? What other programs do we need to understand more deeply?

Long Range Facility Planning
Lake Oswego School District

Next Steps

- An online poll will be sent to members to select the best times for future meetings, with a goal of 6 additional meetings in Jan/Feb/March of 2024
- An online survey will be sent so that absent members may provide input on the three visioning questions.

Submitted by,
Rebecca Stuecker, AIA ALEP
Arcadis Architects Inc.

Attachments: Sign-In Sheet
Schedule Handout
District Properties Handout
Meeting Presentation

Minutes

PROJECT
LOSD Long-Range Facility Planning Committee

MEETING SUBJECT
Lake Grove Tour, Sustainability & Resilience, & Lake Grove Site Analysis

DATE
2024-02-26

LOCATION
Lake Grove Elementary School

TIME
4:00-5:30pm

PARTICIPANTS
See Sign-In Sheet (Attached)

DISTRIBUTION
Attendees

This is a record of the February 26th Long Range Facility Planning Committee meeting.

Meeting Agenda

- Tour of Lake Grove Elementary School & Site
- Topic A: Sustainability & Resilience
- Topic B: Capital Improvements
  - Lake Grove Property – Part 2
- Next Steps

School Tour of Lake Grove ES

- The committee started the tour by walking around the building through the entire site.
- The large established trees on the SW side were noted, and the heritage tree along the Boones Ferry frontage was identified.
- The amount of space and variety of needs at the operations center were noted.
- Entry through Beasely Way crowded by bus arrival
- The tour continued through the interior of the school. The length of the hallway was noted, especially due to the constriction of the hallway for half the distance due to construction repairs from the ice storm.
- The lack of restroom access, distance to kitchen, and small iLab were noted.

Sustainability & Resilience

- Larry Zurcher attended the meeting to speak about the District's strategic initiative for sustainable and resilience schools.
  - Larry discussed the measurable goals set by the District in November, 2021 and presented the improvements made / standards set by recent projects like Lakeridge Middle School and Hallinan Elementary.

Lake Grove Property Capital Improvements – Conversation Continuation

- Rebecca reviewed the points discussed at the previous meeting
  - What improvements have been done to Uplands already? Can it be an Ed. Spec-compliant school? A feasibility study to remodel and do an addition to Uplands was shared with the group.
  - Where are district operations and admin functions? Map of various programs shared with the committee.

- What can fit on the Lake Grove property? Feasibility study test fits of various programs provided.

- The following is a record of the conversation:
  - We don't need two school properties. What are we going to do with Uplands? Isn't that the question we're really asking? We only need one school, where should it be? Uplands or Lake Grove.
  - A community center on the Lake Grove property sounds like a great idea
  - If Lake Grove isn't a school, Uplands is so far away from families in the Lake Grove boundary.
    - A: boundaries on the entire north side of the district would need to be studied.
  - I'm not convinced you can't put a library AND a school on the site.
  - I'm compelled by the idea of putting a library or community center here. I'm also compelled by the fact that it's a long way between schools. Our current administration building is not representative of our great district, but rebuilding it is not as compelling to me.
  - There is a growing need for daycare, the Lake Grove property would be a great place for a childcare center.
  - If we lose a building by getting rid of Uplands or Lake Grove, we won't have space to grow. There are developments going up.
    - A: enrollment forecasts show us going down and declining in the next 10 years.
    - Q: what is the current capacity of our schools and how does that compare to the enrollment projections? If we think into the future we need to consider the greater housing density and infill that we're starting to see.
  - Is Uplands really that much newer than Lake Grove or Forest Hills? Won't we just need to replace it soon as well?
    - A: Uplands was built in 1960, Lake Grove in 1949, Forest Hills in 1946
    - That's not really the question. We can decide as a committee recommend tearing down and replacing Uplands. The question that we need to answer is: which is the better school site? Lake Grove or Uplands?
  - I don't feel like I have enough information about the development potential of the Lake Grove property. I think it can be a school AND something else.
    - If we lose the fields, kids can walk across the street to the park
  - I think you can fit a library and community center on the Lake Grove property WITH a school with careful study. Then we can keep Uplands as an asset for future growth.
    - Uplands can be repurposed or leased. What about future programs like Mandarin immersion that can move into Uplands?
  - We need to do more of a deep dive into the Lake Grove site, we need a more detailed masterplan. The amount of area needed for parking, for instance, looks too large to me.
    - The city is considering reducing the parking requirements
    - Can we put parking underground?
  - Will there be a chance for more community input?
    - Yes, once this committee makes a recommendation it will go to the board for public comment in June. If the board adopts the LRFP, community outreach will begin in the summer and continue into the fall with the Bond Development Committee.

Long Range Facility Planning
Lake Oswego School District

Next Steps:
Meeting #5 March 12th at Lake Oswego High School

Submitted by,
Arcadis Architects Inc.

Attachments: Attendees List
Tour Handout
Meeting Presentation

Minutes

PROJECT
LOSD Long-Range Facility Planning Committee

MEETING SUBJECT
LOHS CTE Tour, Lake Grove & Uplands

DATE
2024-03-12

LOCATION
Lake Oswego High School

TIME
4:30-6:00pm

PARTICIPANTS
See Sign-In Sheet (Attached)

DISTRIBUTION
Attendees

This is a record of the March 12th Long Range Facility Planning Committee meeting.

Meeting Agenda

- Tour of Lake Oswego HS renovated CTE spaces
- Meeting #4: Questions Answered
- Lake Grove Property
- Workshop: 6th Neighborhood Elementary School Location Advantages & Challenges
- Next Steps

School Tour of Lake Oswego High School CTE remodeled rooms

- The committee visited the newly remodeled culinary arts and makerspace rooms at Lake Oswego HS and viewed the new outdoor classroom and greenhouse.

Feb 26th Meeting – Answers to Committee Questions

- Rebecca and Levi reviewed the points discussed at the previous meeting and provided images and data to answer them, see attached presentation
    - Elementary School Locations: A map of district elementary schools and overlay business districts was provided.
    - Population, Enrollment, & Capacity: the data from the most recent demographics report by PSU were shared. Moderate residential population growth indicated for the next 15 years, enrollment since 2010 has been below 7,000 students and the forecast continues to show enrollment at or below 7,000 for the next 10 years. The current capacity of all schools in the district is 8,757 based on a 25 student per teacher ratio.
    - A breakdown of program needs in the Administrative Services building and CTP (Community Transition Program) was shared. Total building area for Admin Svc = 46,000sf. Total building area for CTP = 5,000sf. Total site requirements for Admin Services = 2.4 Acres based on surface-lot parking and using the current minimum parking requirements in the municipal code.
    - Zoning, Density, & Height Restrictions: The Lake Grove site is currently zoned PF (Public Facility) which has a height restriction of 35ft and maximum site density of 40%-60%. If a portion of the property were to be re-zoned as GC (General Commercial), that would have a 45ft height limit and density of 50%-70%.
    - Future Community Input: The LRFP Committee will review a draft of the LRFP on April 25th and present recommendations to the board on May 20th. The school board will take action on June 17th. Between the May 20th and June 17th meetings, open sessions for public comment will be held. During the summer, project refinement and estimating will occur, and in the fall the bond

Development Committee will convene to determine the final scope and scale of projects to be included on a potential bond. Additional Polling and outreach will take place as part of bond development.

Lake Grove Case Studies

- Levi presented four case studies for the feasibility of development on the Lake Grove property. The following is a record of comments and conversations of each:
    - Case Study 1: New Lake Grove Elementary School plus the Admin Services and CTP buildings.
        - This options leaves us with a school with no fields. The community won't be in favor of getting rid of fields for a sea of parking.
        - Are the fields used by the kids? Yes.
        - We should be concerned about the equity of building one school without fields when all of the other elementary schools have them.
        - Since Admin Services requires so many on-site elements in addition to parking (like the maintenance yard), could we build the community center there instead, have underground parking, and make room for the fields?
    - Case Study 2: Admin Services & CTP, City Community Center, and Private Development.
        - In this scenario it is assumed Lake Grove Elementary moves to the Uplands Site.
        - Discussion about the Boones Ferry Property Line: the Lake Grove development plan indicates buildings are pushed right up to the sidewalk (street cross section from the development code shared). We would ask for a variance if we wanted to put a school on this site since we don't want a school pushed right up to the street.
        - What are the needs of the CTP? Would it benefit more by being next to the community center or the admin services building? The CTP is a transition program for 18-21 year olds. The students here come and go throughout the day and need to have access to jobs and public transit. It does not need to be near the Admin Services building. There may be benefits to being close to a community center depending on what the community center includes.
        - What is the community center? Rebecca read the memo from the city indicating some general functions that could be included. Any specifics about the City's vision and required sizes or site functions are unknown.
    - Case Study 3: Admin Services & CTP, and City Community Center
        - This is like Case Study 2 but has less opportunity for long-term revenue
    - Case Study 4: Replace Lake Grove Elementary (no other development)

Workshop: 6th Neighborhood Elementary School Location Advantages & Challenges

The Committee was asked to consider the long-term implications of keeping the 6th neighborhood elementary school at either the Lake Grove or Uplands property. Each member was asked to provide what they considered to be the advantages and challenges of both sites. The following is a record of the committee's input.

Long Range Facility Planning
Lake Oswego School District

Lake Grove Property

Advantages

- Multiple Access Points
- Maintain a Neighborhood School in Lake Grove
- Community Transition Program is adjacent to the Community Center
- Good symbiosis with school and community center for after-school programs
- The new admin structure and facilities/operations can be co-located
- Showcase the new school
- Opportunity for new community center north of the lake (offsetting the loss of the school)
- Good opportunity with the city community center
- Can generate revenue
- High commercial value
- It is the most useful community space
- Private revenue potential
- Good location for the admin building and family services with nearby businesses
- Opportunity for outside funding

Challenges

- Loss of play fields. Potential for outdoor space with community center
- Not enough space for all demands – school, community center, admin
- School closure could threaten bond measure success
- Needs total rebuild
- No public funds
- Commercial v. Educational conflicts
- Optimal use of site requires more expensive parking solution
- Doesn't work without fields
- Site configuration
- Large challenge: school with no fields!

Uplands Property

Advantages

- Adjacent to nature park
- Neighborhood Oriented
- Existing large investment
- Already is a neighborhood school
- Uplands is really best suited to school use as a residential area
- Potential for housing expanded world language school

Challenges

- Older building needs work
- Uplands is not a good location for admin support or CTP compared to lake grove
- Would require redistricting?
- Closes an existing school
- Requires large redistricting
- Uplands is less well-located for true 6th elementary school

Long Range Facility Planning
Lake Oswego School District

Next Steps:
Meeting #6 April 1st at Lakeridge High School

Submitted by,
Arcadis Architects Inc.

Attachments: Attendee List
Tour Handout
Meeting Presentation

Minutes

PROJECT
LOSD Long-Range Facility Planning Committee

MEETING SUBJECT
LHS CTE Tour, Lake Grove & Uplands

DATE
2024-04-01

LOCATION
Lakeridge High School

TIME
4:30-6:00pm

PARTICIPANTS
See Sign-In Sheet (Attached)

DISTRIBUTION
Attendees

This is a record of the April 1st Long-Range Facility Planning Committee meeting.

Meeting Agenda

- Tour of Lakeridge HS renovated CTE spaces
- Vision for the Community Center: Presentation by the City of Lake Oswego
- Overview of Capital Improvement Needs
- Meeting #5 Takeaways
- Case Study 5 and Cost Comparisons

School Tour of Lakeridge High School CTE remodeled rooms

- The committee visited the newly remodeled culinary arts and makerspace rooms at Lake Oswego HS and viewed the new outdoor classroom and greenhouse.

Vision for the Community Center: Presentation by the City of Lake Oswego

Mayor Joe Buck and City Manager Martha Bennett gave a presentation on the Community Center project (see attached). They discussed the vision, community benefits, reasoning for desiring the LGES location, and timeline for decision-making. The following is a record of the discussion that followed:

- Q: Are there any other properties available besides the Lake Grove Elementary school?
  - A: No. The community center must be built in the URA boundary and there currently isn't an available property large enough in the URA on the market. If the District decides against partnering, the City will continue to wait for one to become available, but we are at a critical stage with the seismic needs of the current library – we need to either move or spend money to renovate.
- Q: Where does the Urban Renewal money come from that will primarily pay for the library?
  - A: The Urban Renewal money is a fund set aside by city agencies that comes out of their general fund. There is no increase to tax rates to fund the Urban Renewal District. It is an investment by the City to spur future growth.
- Q: Will there be two libraries?
  - A: No. The City cannot afford to operate two libraries. Something else will be done to the existing library.
- Q: How much space does the community center need? What if we set aside an area and make a promise to voters only to find the area isn't large enough and the City suddenly backs out?
  - A: The city has not hired an architect and does not currently have any plans or programming for the project. If the School Board, at the recommendation of this committee, decides a partnership with the City is worth pursuing, we will then hire an architect. We would complete

that planning work before the end of the year so that we can collaborate with the District on a Master Plan before the Bond measure next May.

- Q: We looked at some early schemes last week that showed a lot of the site being taken up by parking. What is the City's perspective?
    - A: We don't yet know how much parking or other site programming (like a public plaza) we would need, and we certainly don't want to build unnecessary parking. The question of underground parking, in our history, always comes down to cost. We looked at it when the new City Hall was built and decided to do surface parking because underground wasn't affordable. We would also look for opportunities to share parking with the School to reduce the need for surface parking since our busy hours and the school's busy hours are typically at different times of day.

Overview of Capital Improvement Needs

- Rebecca presented the 2020 LRFP Recommendations and corresponding projects up for consideration in the 2025 bond (see attached). These projects include replacing Forest Hills, building a multipurpose/commons addition at all elementary schools, building a STEM addition at each high school, and District-wide upgrades for athletics/recreation facilities, infrastructure repairs, safety & security, and technology.

March 12 Takeaways

- Rebecca presented the committee feedback from the March 12th workshop in which the committee was asked to consider the advantages and challenges of the Lake Grove v. Uplands properties for an elementary school. (See Attached)

Case Study 5 and Cost Comparison

- Rebecca recapped the 4 Case Studies from the last meeting and shared a new option, Case Study 5, that was spurred by a conversation from the previous meeting. A comparison between each option, including preliminary cost estimates, were shared (see attached). The following is a summary of the conversation that followed:
    - I think that leading a bond with a new Admin Svc. Building is a non-starter. Voters will not be favorable to options 1, 2, or 3 because of the money being spent on the Admin Services.
    - Moving Admin Services also provides more opportunities and flexibility on the crowded Lake Oswego HS campus. That's the angle we should use to talk about it. What happens to those properties at LOHS?
        - We would likely demolish the CNS (tech) building to free up room on the site. The pool will continue to be used for something, although it will no longer be a pool.
    - If we take out the pool, CNS building, and Admin building on the LOHS campus, is there room to move Admin Services there?
        - No. Admin Services needs about 2.5 acres. It includes all of operations and facilities/maintenance as well as the parking needed for the training center and board room.
    - Putting the Community Center and School together as Case Study 5 shows, feels good to me. That feels like a good pairing given what we heard in the City's presentation today.
    - Moving all of admin services to Palisades doesn't feel good to me. The Lake Grove property feels more accessible, central, and welcoming and can be a showcase for the District.

- The Community Center will generate a lot of visitors and people trips.
- What happens to the Maintenance Building at LGES?
  - That is part of the "Admin Services" building program and would also move to Palisades in Case Study 5.
- Is Palisades big enough for all of Admin Services? Will we need to shut down the playfields?
  - We haven't done any design work but I don't foresee needing to do anything to the fields. Although it is not an ideal site, we can make it work.
- I don't like the idea of closing down a school. The enrollment projections we saw last time only went back to 2010. Do we have data from before then to show if there will be a bubble coming?
  - We have enrollment data for the District dating back to the 50's. The most relevant data is from the 90's when Oak Creek was built. That was the peak of our enrollment at a little over 7,000. We've been declining since then and have stayed at or under 7,000. That includes any enrollment jump we might have seen when the Westridge neighborhood was developed. We've been flat or declining for three decades and don't expect that to change.
- The last slide (slide 26 attached) is confusing. On the left is Forest Hills Elementary, but not Lake Grove Elementary or any of the other projects we're talking about?
  - The items on the left are the bond projects that we have already discussed, and we know need to happen. Replacing Lake Grove is included in the Case Study numbers on the right, all four case studies are listed but it's up to the Committee to decide which one will go to the Board.

Next Steps:
Meeting #7 April 9th at The Admin Building Board Room

Submitted by,
Arcadis Architects Inc.

Attachments: Attendee List
Tour Handout
Meeting Presentation by the City
Meeting Presentation

Minutes

PROJECT
LOSD Long-Range Facility Planning Committee

MEETING SUBJECT
HS CTE, LGES property

DATE
2024-04-09

LOCATION
Administrative Building

TIME
4:30-6:00pm

PARTICIPANTS

Guy Benn	Bruce Brown
Erin Quandt	Cyndi Spear
Rachel Verdicks	Tony Vandenberg
Jennifer Schiele	Liz Hartman
Debbie Hansen	
Rebecca Stuecker	John Schupp

DISTRIBUTION
LRFP Committee

This is a record of the April 9th Long-Range Facility Planning Committee meeting.

Meeting Agenda

- 2024 LRFP Project Considerations – a Vision for High School STEM/CTE
- Lake Grove Property Case Study Review

2024 LRFP Project Considerations – A Vision for High School STEM/CTE

John Sperry, teacher at Lakeridge High School, presented the program needs and potential vision for large, flexible CTE and STEM spaces at the high school level. See attached presentation slides.

- The robotics program currently has 120 students and 30+ mentors meeting every evening and every weekend. It is a popular and growing program but lacks competition practice space.
- Practice space that is used by the Robotics teams after school can also double as flexible lab spaces for STEM electives during the school day. John shared examples of a high school in Austin, TX showing an electronics lab, engineering lab, manufacturing shop, and practice field.
- The career pathways and AP classes that these types of spaces support include electrical engineering, mechanical engineering, computer science, and other technology classes like digital photography and media production.
- Learning environments that support Tech curriculum draws in partnerships with local businesses. They see we've made a commitment to STEM and are more willing to come work with us and share knowledge and experience with our students.
- Q: Can students gain a certificate or credential through these programs? A: Yes. There are many certificate opportunities such as CAD and manufacturing, that students can receive when they graduate.

Lake Grove Property Case Study Review

Rebecca presented a recap of the previous case studies, 1 through 5. Based on previous discussions, the most interest and number of questions from the committee have come from Case Studies 2 and 5.

- Case Study 1 and 4, as indicated in last week's meeting, are also the most expensive and therefore least viable. Case Study 2 and 3 are identical, the only difference being the addition of a private development use on Case Study 2.
- In order to answer the questions from the previous meetings about Case Study 2 and 5, Arcadis has begun looking into the feasibility of each option with more depth.

- Regarding Case Study 5, the feasibility concerns include:
  - Code implications of changing a school use to a business use category. Confirmation from the City Code Official regarding the required code upgrades that would be needed in order to develop an appropriate design and cost estimate.
  - Land Use implications of moving the administrative services functions (including the maintenance yard) to the Palisades neighborhood. Confirmation from the City Planning department that the Admin Services functions will continue to be classified as a "Public Function" in the zoning code and allowable within the residential area will be needed in order to proceed with this design.
  - Design & Constructability Review – As indicated in the previous meeting, the administrative functions will fit in the Palisades building and site, there will need to be further design studies to confirm exactly what level of renovation is needed.
  - Confirmation from the City regarding the acreage and site needs at the Lake Grove site to confirm a functional community center and elementary school can fit on the site.
- Regarding Case Study 2, the feasibility concerns and questions from the committee have mainly been about the "Private Development" variable. Is this a commercially viable property that a developer would even have interest in? What possible functions would it hold? With the added community center and administrative building, will it just be a sea of parking?
  - Rebecca introduced John Schupp, Principal at Arcadis, who has many years of experience as an architect working for developers on similar projects. He has a history of working within the City of Lake Oswego and has completed feasibility studies for developers for sites just like Lake Grove.
  - John presented a few sketch ideas (see attached) showing potential vehicular and pedestrian circulation, parking, buildings, and green space.
  - In all cases, the three major functions: Private Development, Community Center, and Administrative Services/CTP can fit, and have the benefit of saving the large trees that are currently on the site.
- The following is a record of the committee conversation that followed:
  - Q: what is the potential revenue for the District? We see the cuts coming from the State year after year and worry about how we are going to continue to fund schools. Is there the potential for this to actually help us have long-term stability?
    - A: More time to study the development opportunities and speak to developers about their potential interest is needed before we can have an answer on the funding.
  - Sketch #3 is the best option. It celebrates the grove of trees and provides a real community resource.
  - Q: Is there enough parking shown on this sketch? Can we add more underground?
    - A: The cost of underground parking is more than a developer would likely be willing to pay. There is potential for this to be a "podium" building in which there is on-grade parking for a portion of the building, retail for a portion, and residential above. That, too, is more expensive and takes away from the square-footage of residential units a developer can build.
    - A: The number of parking spots may be a negotiation between the developer and the city and dependent on the height and type of use. If it is residential rental units, the City will want 1:1 parking. If it is senior housing Independent Living / Assisted Living, the need for parking is much less. A developer will want to build as little parking as possible.

- Q: Do we really need more retail and senior housing? I think a new school will be more of a draw for our community than either of those.
  - A: A developer will want to build as little retail as possible because it is not the profitable part of the building. But adding retail is part of the City's development plan for this area and can feasibly be something like a coffee shop or restaurant that will be an asset to the residents. In this sketch #3, the retail portion is only considered to be the area facing Boones Ferry and the plaza where the white sidewalk is shown. It is not the entire ground floor.
- Q: without knowing anything else about redistricting and just thinking about the best and most efficient use of this site, is this what you recommend?
  - A: Yes. Rebecca asked me to look at this with fresh eyes and without any information about redistricting or other issues that you all have been discussing.
- I still believe that if you take the school out you'll jeopardize the bond
- I disagree. This option brings synergies with a lot of other elements in the business district and offers the community a real asset with the new center and outdoor spaces.
- I think case study 2 is the best option for the "6th elementary school" question we've been asking.
- I've been speaking to City leaders this week and there are concerns from the City's perspective about Case study 5
  - Only about 1.5 acres were shown for the Community Center. We currently have the library on a 1.1 acre site and it is not enough. We would need more than 1.5 for this to be a viable option.
  - It is not ideal to put a public community center function next to an elementary school. It will be a place that all people can visit all day. There would need to be a major buffer to have the school feel like a safe and secure place.
- Q: Could Case Study 5 work at 1.5 acres for a private developer?
  - A: yes, a private development could fit there. It's doable, you will likely lose more trees, and you still have the challenge of putting a commercial function up against an elementary school.
- The Case Study 5 option also has the domino effect of moving the Admin Services to the Palisades neighborhood, the feasibility of which is something that needs to be studied further.
  - Q: Does admin services include the maintenance yard?
    - A: Yes
  - Q: Why can't we move the maintenance yard where the busses are?
    - A: there is not enough room
  - Q: Can't the District put the maintenance yard somewhere else?
    - A: The district does not own any other property, there is no where else to put it.
- We really need to think about the implications to the Palisades neighborhood if we go with Case Study 5. Moving the admin services and maintenance yard will have a major impact on that community.
  - We also need to think about the Lake Grove Community and the impacts of closing a school.
  - Yes, I agree, we need to think about both communities.

- At this point in the conversation, it was 6:00pm so Rebecca wrapped up the meeting with a recap of the next steps:

  - Arcadis will continue to study the feasibility of fitting a school and community center OR private development on the property to help the committee visualize the opportunities and challenges with each.
  - Arcadis will continue to study the feasibility of moving administrative services to Palisades.
- The committee requested an additional meeting. The next meeting is scheduled for April 25th, and the Board presentation is May 20th. The District will look at additional dates before the board meeting to enable the committee to wrap up their recommendations.

Next Steps:
Meeting #8 April 25th at River Grove Elementary School

Submitted by,
Arcadis Architects Inc.

Attachments: CTE/STEM Meeting Presentation by John Sperry
Meeting Presentation

Minutes

PROJECT
LOSD Long-Range Facility Planning Committee

MEETING SUBJECT
2024 LRFP Recommendations

DATE
2024-04-25

LOCATION
Administrative Building

TIME
4:30-6:00pm

PARTICIPANTS
See attached Sign-In

DISTRIBUTION
LRFP Committee

This is a record of the April 25th Long-Range Facility Planning Committee meeting.

Meeting Agenda

- Process & Progress Review
- Lake Grove Property Case Study Review
  - Site, Area, & Ed. Spec Analysis
  - Meeting #7 Discussion Recap
  - Case Study Explorations
- LRFPC Recommendations
  - Known Projects
  - Projects Under Consideration

Process & Progress Review

Mary Kay outlined the process and future groups that are involved in the decision-making process after the LRFP Committee provides recommendations to the Board. See attached.

- LRFP Committee: January – June 2024
- School Board: May – June 2024
- Bond Development Committee: October 2024 – February 2025
- Citizen Bond Campaign Committee: February – May / Nov 2025

Lake Grove Property Case Study Review

Site, Area, & Ed. Spec Analysis

Rebecca presented an area comparison between the site components of a modern elementary school (using River Grove as the newest District example) and Lake Grove Elementary. See attached. Takeaways:

- The total area of the components at Lake Grove and River Grove are very similar in size. A two-story school will have a slightly small footprint and the necessary queuing, parking, sidewalks, and drive lines are slightly larger in a modern school, but the sum total is very similar.
- Therefore, if an area around the size of the bus & maintenance facility (2.24 acres) was taken out of the site and used for another purpose (partnership development), there would feasibly be enough area for all of the components of a modern elementary school.
- The compromise: The River Grove site preserves a large amount of site for landscape buffers and groves of existing trees. It is likely there will be little space left for existing trees and landscape buffers if the Lake Grove site were developed to serve a school and partnership property.

Meeting #7 Recap

John S. Reviewed the preliminary Case Study #2 master plan design sketches for Lake Grove shared in the previous meeting.

Long Range Facility Planning
Lake Oswego School District

Case Study Explorations
John presented new Case Study #5 master plan design sketches. The takeaways:

- It is possible to fit all of the components for a modern elementary school AND partition about 2.35 acres of the property for a partnership development. This would require a very efficient layout of the school, CTP, Parking & Dropoff, and Outdoor Play & Learning spaces.
- A record of the conversation that followed:
    - What acreage is needed by the city?
        - We don't know. The building needs to be about 60,000sf total. The current library is on about 1.3 acres and is too small.
    - Have we looked at purchasing the property to the south that provides another access point?
        - It is currently for sale at 1.25M and out of our price range.

LRFP 2024 Recommendations
Known Projects
Rebecca presented the list of known projects and a draft of recommendation verbiage based on an updated 2020 LRFP. These are the projects the committee has reviewed, discussed, been given presentations about, and has already agreed on their necessity. See attached.

Projects Under Consideration
Lastly, Rebecca presented a final slide, questioning the Committee's recommendation for the other five facility concerns. These are the facility topics for which the committee has yet to reach an agreement:

- Lake Grove Elementary School
- Uplands Elementary School
- Centralized Administrative Services
- World Language School Growing Facility Needs
- Exploring Potential Partnerships

The following is a record of the conversation:

- I don't think we've heard much about the World Language School (WLS). Is it growing?
    - Yes, the district has three strands: two Spanish and one Mandarin Chinese. Each year as students matriculate, three new classes of Kindergarteners enroll and will continue to until there are three strands in all grade levels K through 5. Therefore, six more classrooms are needed to meet the long term need.
    - Does Uplands have enough classrooms for WLS?
        - Yes
    - Will the WLS program outgrow Palisades and eventually require two buildings?
        - Our District isn't large enough for that to happen
- I'm concerned about putting more money into Palisades and Uplands which are still fairly old buildings. How long will it be before we need to tear down and replace those schools?
    - We have recently put a 30 year roof on these schools and are continuing to do renovations and upgrades that we believe will extend their life another 50 years.
    - Older buildings can continue to be used and retrofitted for a long time. The problem with Forest Hills and buildings of that era is the foundation. If your concrete is good, you can continue to remodel the building for many years.

Long Range Facility Planning
Lake Oswego School District

- How prescriptive do we need to be in our recommendations? I don't think we know enough, nor will we be able to come to a consensus. And we're not an elected body. We shouldn't be making recommendations to close schools, that should be done by an elected body like the board.
    - Speaking as a member of the board, I can say we do want to hear what the committee thinks. If the committee doesn't make a clear and singular recommendation, then we ask that you describe the options and why you believe those to be appropriate options. What is the committee's thought process, what is the best decision for the next 25 years? What are the "Why's" for your options?
    - A recommendation is not a decision.
    - Should we take a vote and report our results?
    - I don't think it's our responsibility to determine if a school should be closed.
    - We just don't know enough right now.
- I would like to know more about why the Board decided to close down Uplands 13 yeas ago. What has changed? What was the decision-making process?
    - I am a member of the Uplands neighborhood and I remember that time. The neighborhood was very upset about the idea that they would lose their school, it was a very charged topic. But over time, the neighborhood grew to accept Uplands as a different type of school as it has continued to serve as a swing site for many years. I can tell you the neighborhood likes the site being used as a school and would not be in favor of it being sold or used for other purposes.
    - The board will review the need for redistricting every 5 to 6 years. That is a given and will occur no matter what. That conversation is outside of the LRFP Committee's responsibility.
- How much money has been put into Uplands already?
    - The District has spent about 14M upgrading Uplands and will need to do about 12.5M more in renovations/additions to convert it to an elementary school that meets the Ed. Spec.
- We talked last time about the compatibility of a school adjacent to a community center at the Lake Grove site. There were concerns from the City's perspective about the community center being a place of public use throughout the day and the elementary being a place that should be more sheltered and secure.
    - Currently Lake Grove is surrounded by retail, post office, etc. and it is fine. There are no concerns about surrounding the school with commercial uses.
- If we are adding housing and families to Lake Grove, it doesn't make sense to get rid of the school.
    - There is such a need for housing in the City, infill will continue to happen everywhere. The foothills is the largest potential area for housing in the future and Uplands is actually closer.
- We need to think about future revenue that the District can see in a partnership. The state is reducing funds. Leasing the land could provide the district with revenue every year to help pay for teachers. If we're thinking about what's best for kids, we need to recognize the value and stability that long-term revenue can provide to the District's staffing and educational programs.
- If we don't want to close the school, we need to provide more space for the WLS, and we want to see revenue then I think we have a win-win with Case Study 5.
    - We haven't looked at an option that redevelops the entire Lake Grove site. What would the revenue potential be if we did? I don't want us to over-value a 2-acre parcel (as shown in Case Study 5) that may not actually provide the worthwhile revenue we're hoping for.
- I also think we need to consider the Palisades neighborhood. Is it appropriate to move the Admin Services to Palisades? What is the feasibility? Would that even work?

  - It is not ideal but we believe it can fit. We have invested a great deal in Palisades already: classroom technology upgrades, mechanical system replacement, seismic upgrades, security vestibule, new innovation lab, etc. We have projects for Palisades that are currently in design and will be constructed this summer.
  - As a larger facility, Uplands would very much be underutilized if Admin Services moved there.
  - If we want to think about recruiting the best and brightest educators in our district, we should have an administration building that is purpose-built and benefits our District. We can't do that in Palisades.
  - Is there rentable office space for Admin Services?
    - Yes, but it is extremely expensive.
- It is not unusual at this stage for a long-range planning committee be split. There are still many unknowns: what are the City's requirements for a possible community center, what potential revenue can the District expect if it leases the land, what is the feasibility of moving the Administrative Services into a school, etc. If you chose to, it is acceptable that the committee writes a recommendation that the Board continue to study the capital improvement possibilities through master planning, community input, and financial forecasting.
- I recommend we look at writing an opinion that the Board continue to look at different options. We can describe for the Board our rational and the pro's and con's. Is anyone opposed?
  - No response.

Next Steps
The committee meets again on Monday, April 29th, to review and craft recommendations. To give committee members a place to start, Arcadis will provide a draft for a series of recommendations based on this meeting's conversation.

Meeting #9 April 29th, 4:30-6pm, at the Administration Building

Submitted by,
Arcadis Architects Inc.

Attachments: Sign-In Sheet
Meeting Presentation

Minutes

PROJECT
LOSD Long-Range Facility Planning Committee

MEETING SUBJECT
2024 LRFP Recommendations

DATE
2024-04-29

LOCATION
Administrative Building

TIME
4:30-6:00pm

PARTICIPANTS
See attached Sign-In

DISTRIBUTION
LRFP Committee

This is a record of the April 29th Long-Range Facility Planning Committee meeting.

Meeting Agenda

- Review Draft document for LRFPC Recommendations (attached)

2024 LRFP Recommendations – 4/29 DRAFT document review

The DRAFT document had been sent to the committee for review in advance of the meeting and printed copies distributed at the start of the meeting. The following is a record of the conversation that followed:

- Are these recommendations in order of priority?
  - No, similar to the 2020 LRFP report they are not given in priority.
- I think we should say they are in no particular order OR group them in priority order.
- We should also group them into categories: upgrades to elementary schools, STEM at high schools, Support for programs (CTP), and district-wide upgrades that include all of the other items.
- I still don't think we should close an elementary school; we may need it someday.
  - There is no indication by the demographers that it is probable our enrollment will grow at the elementary level anytime in the future.
- When will the next bond be?
  - Most likely window is 2036 and it will be a smaller bond, probably only able to cover needed infrastructure upgrades.
- What else does the board need in order to take action?
  - We still need more of the "why" in each of these recommendations, we'll need to know what the committee's thought process is.
  - A "things to consider" or pro's and con's list for each item would be helpful.
- I feel that we haven't really talked enough about the World Language School at Palisades. It was just mentioned in a meeting that they need more space, but it hasn't really been discussed or explained.
- Can we fit all of the admin services program needs at LOHS once the pool, CNS, and admin building are demolished?
  - No, it will not all fit here. And it will reduce the flexibility of the site for growth at the high school.
- We need to think about what the appeal will be to the voters. Some voters will resonate with a message of long-term fiscal responsibility to gain annual revenue by leasing land. Others will resonate with building a new Lake Grove school. We should be thinking about our voting demographics and consider the majority of voters in the last bond were over 50.

- I'd like to understand the thought process years ago when the district decided to close Uplands. Why, at the time, did the district decide it made sense to close Uplands and not Lake Grove and why are we being asked to change it?
    - Uplands has been continually used since that time, and the district has invested funds to renovate it to meet the needs of the school communities using it during construction.
- I'm concerned that closing Lake Grove and moving to Uplands won't be a draw for voters. Uplands just won't excite people as a good opportunity.
- We had a plan going into the "three step bond" process way back in 2016 to do certain projects in each bond but here we are at the end with too many projects to fit in this bond.
    - That will always be the case. We will always have more to do than we can fund with a bond, that's why we need to weigh all of the options and do what makes the most sense for the whole district.
- In the "educational program growth needs" of the LRFP report, please make sure to add text about the needs of the growing World Language Program

Next steps

- At the May 20th board meeting, the entire committee is invited, and a few folks will need to present the recommendations. Arcadis and staff will support the committee by developing the power point, but it will primarily be committee members presenting to the board.
- I think we need another meeting to wrap up the recommendations. To see them grouped as we discussed and to have pro's and con's
    - Should the pro's and con's be written into the recommendations that go into the report or only presented to the board verbally or on power point?
    - They should be in writing.
- So, if we make this recommendation to the Board to do a feasibility study, do they do that in one month then this committee uses the study to make a final decision about whether to close Lake Grove?
    - No, the feasibility study would occur over several months. This committee's recommendation ends with the request for the board to study the issue further. This committee will not make the final decision, that will be the responsibility of the board after the feasibility study and community input has occurred.
- Looking at calendars, it is decided Tuesday May 14th 5:30-6:30 is the best time to recap and finalize. Meeting to take place at the Admin. building.

Meeting #10 May 14th, 5:30-6:30pm, at the Administration Building

Submitted by,
Arcadis Architects Inc.

Attachments: Sign-In Sheet
Recommendations List

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FEASIBILITY STUDY

FEASIBILITY STUDY

Appendix

Long Range Facility Planning Feasibility Study Findings

School Board Presentation
September 23, 2024

Board Directive:

Per the Long Range Facility Planning (LRFP) Committee recommendations, undertake a feasibility study encompassing:

- Cost analysis of identified projects
- Real estate valuations, zoning regulations, and leasing possibilities
- Number of children within walking distance
- Bus ridership
- Field and gymnasium inventory

Three-Phased Capital Bond Program

Phase 1

Voters passed in 2017 by 59%

Authorized $187M

Cost additional $1.14/$1,000 of assessed value

Phase 2

Voters passed in 2021 by 54%

Authorized $180M + $4M OSCIM Grant

Cost additional $0.83/$1,000 of assessed value

Phase 3

Targeting election in 2025

TBD based on Bond Development Committee work

Property Tax Rate Comparables

Overall, Lake Oswego School District's total property tax rates are close to and in some cases below its neighboring districts. Of the nine neighboring districts closest to Lake Oswego, Lake Oswego School District currently is $0.45 higher than the average overall tax rate. Rates are 2023-24 actual rates per thousand of Assessed Value:

	Operating	Local Option	GO Debt	Total
Lake Oswego School District	$4.471	$1.640	$2.869	$8.980
West Linn/Wilsonville School District	$4.868	$1.500	$2.947	$9.316
Riverdale School District	$3.815	$1.370	$2.423	$7.608
Portland Public School District	$5.278	$1.990	$2.383	$9.651
Tigard/Tualatin School District	$4.989	$1.000	$1.760	$7.749
Oregon City School District	$4.963	$0	$1.225	$6.188
Sherwood School District	$4.812	$1.500	$3.504	$9.816
Gladstone School District	$4.865	$0	$4.230	$9.095
North Clackamas School District	$4.870	$1.630	$2.196	$8.696
Beaverton School District	$4.693	$1.250	$2.185	$8.128

Projects: Cost Analysis

2025 Long Range Facility Planning

Community Open House | Lake Oswego School District
Bond Projects for Consideration

	Estimated Bid Date	Estimated Construction Start Date	Construction Cost Subtotal	Escalation	Soft Costs	Project Cost Subtotal (Construction Cost + escalation and Soft Costs)**
Invest in Districtwide Capital Improvements						
Invest in Healthy Schools*						
Air Conditioning, HVAC Systems, Indoor Air Quality	Fall 2026	Summer '27	$8,696,725	7.00%	30.00%	**$12,100,000**
Invest in District-Wide Safety & Security Upgrades*						
Cameras, Communication Systems, Access Controls, Fencing, Site Lighting, Safe-Routes-To-Schools Upgrades, etc.	Fall 2026	Summer '27	$9,521,978	7.00%	30.00%	**$13,250,000**
Building & Site Infrastructure*						
Upgrades & Replacements indicated in the Facility Condition Assessment Report						
Priority I Upgrades & Replacements	Fall 2026	Summer '27	$21,184,450	7.00%	30.00%	**$29,470,000**
Priority II Upgrades & Replacements	Fall 2026	Summer '27	$5,958,159	7.00%	30.00%	**$8,290,000**
Complete necessary upgrades to athletics & recreation infrastructure						
High School: Site lighting, field accessibility, restroom and concessions building upgrades, batting cages, tennis court resurfacing, bleachers	Fall 2026	Summer '27	$6,760,000	7.00%	30.00%	**$9,410,000**
Middle Schools: New Concessions / Restroom / Storage buildings	Fall 2026	Summer '27	$3,280,000	7.00%	30.00%	**$4,570,000**
Elementary Sitcools: all-weather play & recreation areas	Fall 2026	Summer '27	$3,710,000	7.00%	30.00%	**$5,170,000**
District-Wide technology upgrades including device replacement allowance						**$8,500,000**
Invest in Elementary Schools						
Construct a replacement school facility for Forest Hills Elementary School*	Fall 2025	Summer '26	$40,080,000	4.00%	30.00%	**$54,190,000**
Construct a replacement school facility for Lake Grove Elementary School*	Fall 2027	Summer '28	$46,309,000	10.00%	30.00%	**$66,230,000**
Upgrade Elementary Schools to meet current Educational Specifications						
New Multipurpose Commons for Hallinan, Oak Creek, and Westridge (Full Gym Option)	Fall 2026	Summer '27	$15,470,000	7.00%	30.00%	**$21,520,000**
New Multipurpose Commons for Hallinan, Oak Creek, and Westridge (Half Gym Option)	Fall 2026	Summer '27	$11,935,000	7.00%	30.00%	**$16,610,000**
Renovate Uplands (new multipurpose room addition, learning neighborhoods, and main entry renovation)	Fall 2026	Summer '27	$4,890,000	7.00%	30.00%	**$6,810,000**
Invest in High School STEM and CTE						
At Lakeridge HS, Construct an addition to accommodate STEM and CTE program growth	Fall 2027	Summer '28	$14,090,000	10.00%	30.00%	**$20,150,000**
At Lake Oswego HS, Construct an addition to accommodate STEM and CTE program growth	Fall 2027	Summer '28	$10,920,000	10.00%	30.00%	**$15,620,000**
Support Growing Programs						
Construct a new facility for the Community Transition Program	Fall 2027	Summer '28	$2,720,000	10.00%	30.00%	**$3,890,000**
Address the expanding World Language Program needs	Fall 2027	Summer '28	$7,160,000	10.00%	30.00%	**$10,240,000**
Centralize Administrative and Support Services						
Construct a new facility to support district-wide administrative and support services departments	Fall 2028	Summer '29	$21,010,000	13.00%	30.00%	**$30,670,000**
Demolish & abatement of existing IT (CNS) building and admin building on the LOHS campus. Expand parking.	Fall 2028	Summer '29	$1,700,000	13.00%	30.00%	**$2,500,000**

* *Most favorable bond projects to likely Lake Oswego School District voters based on August 2024 polling results.*
** *Costs estimates developed by a professional cost estimator and compared to current and recent construction bids in the LOSD area.*
*** Soft Costs include design & engineering fees, project management, permitting, construction contingencies, furniture fixtures & equipment, etc.

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Conceptual Building Additions

FLOOR PLANS REDACTED FOR SAFETY AND SECURITY

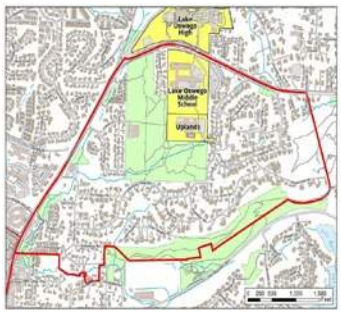
Real Estate Valuations

Bare ground market based leases - Annual Rent with most likely zoning and full reversion of land to LOSD at end of lease

School	Size (SF)	Annual Rent	Annual Rent	Assumed Zoning
Lake Grove	453,460	$1,760,000	$1,430,000	General Commercial
Forest Hills	256,725	0	0	Residential
Palisades	438,213	0	0	Residential
Uplands	419,918	0	0	Residential
Source:		Macadam Forbes Inc.	NW Value Consulting	

Walkability

Approx. 1-mile walking distance using roads and pedestrian paths within main thoroughfares surrounding the school



To Lake Grove Elementary:

- **From Washington Court** (SW of Lake Grove Elementary): 25-min. walk, 6-min. bike, relatively flat
- **From Royal Oaks** (W of Lake Grove): 24-min. walk, 6-min. bike, mostly flat
- **From Kruse Woods** (NW of Lake Grove Elementary): 21-min. walk, 5-min. bike, mostly flat
- **From Mercantile Drive** (N of Lake Grove): 8-min. walk, 1-min. bike, mostly flat

Zone: 768 households/residential units; 96 currently enrolled students

To Uplands Elementary:

- **From Twin Fir Road** (SW of Uplands): 27-min. walk, 10-min. bike, easy/moderate elevation gain
- **From Sherwood Place** (W of Uplands): 26-min. walk, 9-min. bike, mostly flat
- **From Ridgecrest Drive** (E of Uplands): 16-min. walk, 4-min. bike, mostly flat
- **From Dolph Circle** (NE of Uplands): 15-min. walk, 5-min. bike, mostly flat

Zone: 524 households/residential units; 66 currently enrolled students

LOSD Graphic Information System (GIS), City of LO engineering department, and Google Maps

School Bus Ridership

School	AM Riders	% of School	PM Riders	% of School
Forest Hills	83 students	20%	107 students	26%
Hallinan	86	24	119	33
Lake Grove	175	39	190	42
Oak Creek	69	17	93	23
Palisades WL	38	17	54	24
River Grove at Uplands	171	48	204	58
Westridge	90	20	118	26

Student Transportation of America, May 2024

Field & Gymnasium Inventory

2024 Numbers (Difference from 2017)

High Use
Medium Use
Low Use

School Site	Small Gym	Large Gym	Dirt/Grass Field	Turf Field	Pool
Forest Hills	1		3		
Hallinan	1		1		
Lake Grove	1		2		
Oak Creek	1		1		
Palisades	1		1		
River Grove	1		1		
Uplands*	1		0 (-3) *		
Westridge	1		2		
Lakeridge Middle	0 (-1)	2 (+1)	3 (-2)	2 (+2)	
Lakeridge High	0	2	1(-2)	4 (+2)	
LO Middle*	0	0 (-1)*	0 (-3) *	1 (+1)	
LO High	0	2	1	2	1
TOTAL	**8 (-1)**	**6***	**16 (-10)***	**9 (+5)**	**1**

(*) Impacted by construction until 2026

LOSD Facility Rental Spaces 2024-2025

Open House Feedback

More detailed, transparent information and engagement

Approximately 130 attendees; 46 respondents to the feedback survey

Relationship to LOSD:
Majority of respondents are parents or guardians of students enrolled in LOSD
A few students and several LO residents who are not currently affiliated with the district

School affiliations:
Majority of respondents are Lake Grove and Lake Oswego High School, followed by Lake Oswego Middle School and Forest Hills
Other schools include Palisades, Westridge, Hallinan, Lakeridge Middle School, and Uplands.

Summary of Feedback: Mixture of positive and negative sentiments, with several areas of concern.
Positive feedback highlights appreciation:

- Informative presentations, especially around STEM and CTE facilities
- Efforts to maintain competitive tax rates.
- Helpful visual aids
- Recognized importance of fiscal responsibility in enhancing school infrastructure
- Specific projects:rebuilding of Forest Hills and enhancements to STEM facilities

Negative feedback highlights confusion, skepticism, and frustration

- Dissatisfaction with transparency of planning process, particularly about plans for Lake Grove
- Concerns about broken promises from previous bonds
- Skepticism about tax implications
- Criticism about the format of the open house
- Lack of clarity in the real estate valuations, walkability analysis, and bus ridership data

Next Step

Board deliberation on findings and community input

Addendum

- LOSD Voter Poll Report, Patinkin Research Strategies
- LOSD School Sites Market Report, NW Value Consulting
- LOSD Valuation Analysis, Macadam Forbes
- Open House Feedback Sentiment Analysis

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River Grove Elementary

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