



Superintendent's 2025-26 Budget Message

May 13, 2025

Dear Beaverton School District Community,

The 2024-25 school year has ushered in important advances in our efforts to support all students to succeed, and the 2025-26 year will further that work.

Our [strategic plan](#) articulates Beaverton School District's promise, vision, mission, values, goals and foundational building blocks in our efforts to support all of our students to succeed. Its essence is captured in a community-endorsed promise that the District makes to our families: **Belong. Believe. Achieve.** We believe that when students feel a sense of deep belonging and recognize that those around them believe in their capacity for learning, then they begin to believe in themselves and their ability to achieve their goals. We also believe it is our moral imperative to educate every student and provide them with the opportunities and support they need to succeed academically and define and achieve their own successful futures. Undergirding all areas of the plan is our steadfast commitment to equity, engagement and excellence in all areas for all of our students.

The District is modernizing our curriculum to help all of our students learn to read fluently, with BSD teachers now implementing elementary literacy curriculum based on the science of reading that was adopted in spring 2024. BSD schools will implement a new middle and high school language arts curriculum in 2025-26. Next, we will prepare for upcoming curriculum adoption processes including math and science.

We are continuing our multi-year process to develop a districtwide multi-tiered system of supports to address the academic, behavioral and social-emotional needs of all students with needed interventions and accelerations — in short, a systemic approach to how we provide strong foundations for all students, identify which students need extra help in which areas including reading and math, and intervene with the supports they need. In 2024-25 BSD implemented universal screeners districtwide, provided professional development on data literacy, and supported consistent implementation of universal academic and social-emotional learning supports for all students.

The District is expanding dual language programming, in a multiyear process with the long-term end goal that all students will have the option to attend a dual language school to acquire multilingual skills in elementary through high school. In 2024-25 we opened new Spanish dual language programs at Hazeldale and McKinley Elementary, and launched the District's first Mandarin Chinese dual language program at Jacob Wismer Elementary School. In 2025-26 we will expand access to dual language at existing schools to more students, and strengthen and support schools with growing dual language programs as they advance to the next grade level.

We are strengthening our career technical education offerings with a biennial plan for expansion and enhancement of CTE and career connected learning programs over the next two years, including adding a districtwide CTE option program in behavioral health and expanding industry partnerships to provide career connected learning events and work-based learning experiences.



BSD is continuing to expand and support early learning. We have now opened pre-kindergarten programs at all but one of our Title I elementary schools. In 2024-25 early literacy pre-K curriculum and teacher professional development was provided for our early learning programs across the District.

The District took on the issue of distracted learning this year, to better support student learning and well-being. Middle and high schools piloted prohibiting cell phone use during class time, while the District engaged input from more than 16,000 students, families and staff via surveys and small school-based focus groups. This community input and findings from the pilot informed the development of a districtwide approach, varied by school level, to restrict students' use of mobile devices such as cell phones, smartwatches and wireless headphones during the school day. These rules will be implemented at all BSD schools in 2025-26 in order to improve school climates and support students' academic focus and social-emotional well-being.

Construction of the new Beaverton High School and Raleigh Hills Elementary School is well underway and numerous other school facility improvements are on-time and on-budget, funded by the bond measure approved by voters in 2022. We have launched work toward developing an updated Long-Range Facility Plan, starting with community outreach in 2024-25 to identify our community's vision and values and how those values are reflected in our school buildings. Long-range facility planning will develop further in 2025-26.

All of these efforts and more are aligned with the District's strategic plan and made possible by our dedicated staff and the support of our community. The proposed budget provides for these efforts to continue to support all of our students to succeed.

Current Climate

The proposed 2025-26 budget reflects a State School Fund (SSF) of \$11.36 billion as proposed by the Governor and Co-Chairs of the Oregon Legislature for the 2025-2027 biennium. This funding level represents an 11.37% increase over the previous biennium. Additionally, the budget anticipates an additional \$200 million statewide to support rising costs in special education. It is important to note that, on an annual basis, this level of funding makes it difficult to keep up with costs based on recently negotiated salary and benefit contracts. The District recently completed negotiations with the Beaverton Education Association and is currently in bargaining with the Beaverton chapter of the Oregon School Employees Association. While inflation has cooled over recent months, impacts on program costs are evident throughout our organization.

Despite being in better financial health than many Oregon school districts, Beaverton School District has a structural budget deficit, meaning that the District's planned expenditures are greater than projected revenues. The District will need to make decisions in the coming years about how to balance the budget, with input from staff, families and community members.

Planning the 2025-26 Budget

This budget message is designed to summarize important features, financial policies, and planned modifications in the 2025-26 proposed budget. The total budget of \$1,660,798,865 and General Fund budget of \$786,914,149



aligns resources to the District’s strategic plan and student success plan, with priorities identified through extensive community outreach and input from the District’s students, families, staff and community.

In addition to the State School Fund assumptions, the budget includes funding for just over 300 teachers provided by the District’s local option levy, which local voters resoundingly approved renewing in November 2022. It also includes a \$38.2 million allocation from the Student Investment Account and \$12.1 million from the High School Success grant. The SIA is a part of the Student Success Act (SSA) that was passed by the 2019 Oregon Legislature and funded by the state’s Corporate Activity Tax; the High School Success Act was approved by voters via Ballot Measure 98 in 2016.

Aligning for Student Success

The Integrated Guidance for Aligning for Student Success is a process required by ODE for school districts to receive funding for the Student Investment Account (SIA) and High School Success Act (HSS) along with several other grants and programs, including CTE – Perkins, Early Literacy Success School District Grants, Early Indicator Intervention System, Federal School Improvement for Comprehensive/Targeted Supports and Every Day Matters. These funding sources total more than \$54.0 million for Beaverton for the 2025-26 school year.

This budget proposal includes ongoing allocations for strategic investments and improvements in prioritized funding for the SIA and HSS. It also identifies investments to be monitored for improvement in the coming years. With the new biennium, the District has submitted an updated Aligning for Student Success plan to ODE, after undergoing a comprehensive needs assessment beginning last spring. The District assembled an Integrated Guidance Planning team during the spring of 2024 to develop an updated plan for the 2025-2027 biennium. The team conducted a comprehensive needs assessment, including reviewing data on graduation and dropout rates, Oregon Statewide Assessment System results, English Language Proficiency results, Oregon Accelerated Learning and Career Technical dashboards, chronic absenteeism, Oregon Student Health Survey responses, and community feedback from extensive outreach to students, families, staff and community. The Aligning for Student Success Plan can be found on the District’s [Integrated Guidance webpage](#).

Staffing Allocation Methodology (SAM)

The District uses a staffing allocation methodology to allocate most of the staff in our schools. The SAM includes a commitment to a more equitable and responsive allocation of resources to schools based on student needs. Under this model school staffing is based on projected student enrollment, weighted by the number of students experiencing poverty. This equity-based staffing formula provides incrementally greater staffing and smaller class sizes in schools with higher levels of need. The District makes modifications for enrollment and other changes as funding allows. The SAM currently uses funds from the general operating budget, SIA, HSS and the Early Literacy grant. We continue to assess the effectiveness of the SAM methodology, making modest adjustments as needed, since it was implemented just prior to COVID-19. Time will be set aside again in the fall of 2025 for a deeper review of the current SAM model.



Budget Development Process for 2025-26 Budget

Phase 1: The School Board approved the budget calendar in June 2024, establishing a process for the 2025-26 budget. The Board also established a process to appoint vacant Budget Committee positions at the School Board meeting in August 2024. The open positions were advertised across the District and were filled by the Board in February 2025.

Phase 2: In fall 2024 through spring 2025, the District's staffing allocation methodology was reviewed, including discussing more equitable allocation of kindergarten paraeducators and reviewing special education allocations and bilingual facilitators. The SAM committee also met to make modest adjustments to the model. The proposed budget for 2025-26 reflects these adjustments and also includes reductions made to align our current staffing to projected enrollment, maintaining similar staffing ratios in the SAM consistent from budget year 2024-25 to 2025-26.

Phase 3: From February through March 2025, the District solicited feedback from staff and community members by creating a Budget Listening and Learning video and a feedback survey that was widely promoted to staff, parents, students and community members. The District received over 1,700 survey responses. That feedback along with input from District leadership informed some modifications to the General Fund.

Phase 4: Beginning in May 2025, the final phase includes the delivery of the Superintendent's Budget Message and the 2025-26 proposed budget to the Budget Committee. The Budget Committee will review the proposed budget, receive community testimony, and request any additional information. The Budget Committee will see that the budget is balanced and aligns with the strategic plan and student needs. Finally, the Budget Committee will approve the budget and tax levies and send the approved budget to the School Board for adoption in June.

Notable Financial Assumptions and Highlights

- Assumes 2025-26 SSF amount of \$550.0 million for Beaverton
- Assumes SIA amount of \$38.2 million (Safe & Thriving, Progress on Standards)
- Assumes career & technical education (CTE) and high school success funding from HSS grant of approximately \$12.1 million (College & Career Ready)
- Projects September enrollment of 37,394, a decrease of 576 students from September 2024
- Provides 305.4 teachers through local option levy resources of approximately \$44.0 million (Progress on Standards)
- Maintains special education and English language development (ELD) teachers added during the fall of 2024 through the staffing allocation methodology (SAM) (Safe & Thriving, Foundations of Success, Progress on Standards)
- Continues investing in expansion of dual language learning options by adding additional grade levels and expanding enrollment access to additional school neighborhoods at existing dual language schools (Engaging & Effective Teaching & Learning Systems; Equity, Engagement & Excellence)
- Includes \$3.9 million for secondary language arts/English language proficiency curriculum adoption through 2022 bond funds (Engaging & Effective Teaching & Learning Systems; Progress on Standards)



- Continues investment of \$1.0 million for classroom technology and \$1.0 million for furniture replacements, shifting funding from the General Fund to the Capital Projects Fund (Facilities & Programs for World-Class Learning)
- Shifts \$0.75 million in debt service payments from the General Fund to be paid by Construction Excise Tax revenue in the Capital Projects Fund
- Reduces central departments by 3% or more

Conclusion

In closing, I want to thank our community for their support; our BSD employees for their dedicated efforts for our students; the families, staff and community members who provided thoughtful input on priorities; and the District's budget team for their hard work in preparing the proposed 2025-26 budget. Many thanks to the Budget Committee for its thoughts and attention in reviewing the proposed budget and providing feedback as we plan for the 2025-26 school year. This work, much like the SAM staffing allocation methodology and Aligning for Student Success plan, provides guidance on spending priorities and a framework for future investments. We'll use the priorities outlined in the District's strategic plan, equity lens, staffing allocation methodology, and community input to guide our decision-making.

We will continue to move forward and meet the challenges of educating our children in these changing times. We'll continue to advocate at the state and federal level for not only our students but all Oregon students. We'll continue to look for ways to innovate and improve. And we'll continue to partner with our community to ensure that *all* students succeed.

Thank you for your consideration of the 2025-26 proposed budget to meet the needs of our students.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Gustavo Balderas', written in a cursive style.

Gustavo Balderas
Superintendent
Beaverton School District