Data Requests:

Questions concerning Equity
- Policy JB Equal Education Opportunity
- Policy JBB Educational Equity

Feeder & Boundary Adjustments / Balanced Enrollment
- Policy JC

What is a well-designed classroom?
- See attached 2014 Elementary Education Specification Summary

What is the defined impact with each facility? Costs of standing a school up?
- Overhead for a school is approximately $1.3M / year. This includes, and may not be limited to, non-student facing staff at all categories (e.g., administration, front office, custodial), regular maintenance, and utilities. Costs will vary depending on school and number of students. This amount does not include student facing staff.
- See excerpt of Mtg 6 presentation by Michael Schofield

What are examples of inequities / inefficiencies
- See school utilization data table attached (enrollment, FCI, and seismic file).
- See excerpt of Mtg 6 presentation by Michael Schofield

Determine reinvestment v. rebuild
- See attached facility data summary for enrollment, FCI, and seismic.
- The 2020 FCI is in process of being updated. Seismic survey work will be contracted soon for structures which have been seismically improved.

How are number of classrooms defined?
- See Staffing Allocation Model (SAM) on pages 229-255 of adopted budget
- See attached class size infographic

What is 5-year forecast by school
- Please see the 2023 FLO Analytics report under the Enrollment and Demographics tab on the Long Range Planning webpage.

Cost per student and cost to run a school
- See pages 259-307 of adopted budget

School academic performance
- Please use the Oregon Department of Education (ODE) summary report
- See pages 259-307 of adopted budget

Demographics and socio-economic status of each school
- Please use the Oregon Department of Education (ODE) summary report

Number of riders by school
- Staff will provide a walk zone map in the November meeting packet.

- Ridership totals for September 2025

	AM Average	AM Eligible	Ridership%	PM Average	PM Eligible	Ridership%
Elementary School	5302	8352	63.48%	5852	8356	70.03%
Option	1502	2803	63.48%	1514	2160	70.09%
High School	3211	6383	50.31%	3519	7462	47.16%
Middle School	4299	5472	78.56%	4212	5469	77.02%

Best Practices for Teaching and Learning

II

A Best Practice is defined as a method or technique that has consistently shown results superior to those achieved with other means. Best Practices for teaching and learning would be those that consistently show superior results, especially in support of the District's stated strategic plan objectives and show the best results for learners served by District.

Beaverton School District Strategic Plan



Mission
To engage our students in rigorous and joyful learning experiences that meet their individual needs and help them reach their full potential.

District Goal
All students will show continual progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post secondary education and career success.

Goal
We want every student to graduate with many options and be prepared to:

- **THINK:** Creatively & Critically
- **KNOW:** Master Content
- **ACT:** Self Direct & Collaborate
- **GO:** Navigate Locally & Globally

Four Pillars of Learning



WE EXPECT EXCELLENCE

- The road to higher education begins in kindergarten.
- We have the best teachers. They are supported and accountable.
- Individual student growth is monitored and communicated.



WE EMBRACE EQUITY

- Student success will not be predicated based on race, ethnicity, family economics, mobility, gender, sexual orientation, disabilities or initial proficiencies.
- Diversity and bilingualism are honored as assets.



WE INNOVATE

- Adults adjust and adapt to the learning needs of students and the evolving economy.
- Technology and the arts are fundamental and integrated.



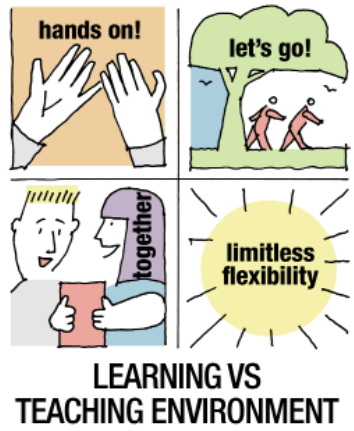
WE COLLABORATE

- No one teaches or learns in isolation.
- Relationship and engagement with parents and community is inclusive, direct, and honest.



Key Characteristics of Best Practices for Teaching and Learning

In support of the District's Strategic Plan on the previous page, the Step I Visioning Committee identified the following five Key Characteristics of Best Practices for Teaching and Learning in Beaverton School District:



Learning vs. Teaching Environment

An environment that focuses on learning rather than teaching will have key attributes that will be different than traditional schools. Teaching environments focus around the needs of teachers. Twenty First Century Schools focus on the needs of learners. Learning happens in a variety of ways, individually, in small and large groups, in project based activities, hands on and in ways supported by limitless kinds of technology. Learning environments need to be flexible and can be arranged in multiple ways to support a variety of learner activities. So, modern learning environments need to be flexible, multipurpose, easily manipulated, accessible, student centered with easy access to the outdoors. The space needs to participate in the learning process. Learning is limitless and space should not limit learning.



Differentiate Learning

Educators recognize that students learn in different ways. A successful learning environment provides students with different ways to acquire content regardless of differences in ability or learning style. Differentiation in learning needs to be organized yet flexible to allow for adjustment in teaching and learning methods to best accommodate individual student needs. To that end, differentiated learning needs to:

- Provide student access to all materials.
- Information can be accessed where students learn.
- Freedom and trust between teacher and student needs to be established.



INCLUSIVE LEARNING ENVIRONMENT

Differentiated learning requires space that is adaptable for a variety of activities. Students may find themselves working individually or in different size groups. Use of technology is very important in supporting teacher's needs to provide varied lessons and opportunities for individualized learning plans.

Inclusive Learning Environment

An inclusive learning environment is one where all are equal and all are included. Learning strategies are developed that encourage all to learn regardless of speed, style or ability. This requires learning activities to take place in different and varied types of physical environments. Pleasant, transparent, open and flexible space support inclusive learning environments. Learning spaces need to be able to adapt to provide for different needs of individuals and groups of learners.



CULTURALLY RESPONSE

Culturally Responsive

Today, more than ever, schools need to be part of the community and accessible to all. Schools need to provide a sense of home and place, and provide for safety and security. Schools need to recognize the importance of cultural diversity, celebrate it and provide programs and places that respond to the specific needs and uniqueness of its community. Programs that serve local neighborhood and community groups regardless of cultural diversity should be part of a school that is a center of its community. Schools need to be welcoming to families and responsive to the cultural needs of students and staff.

An Energized School

An energized school is a place where it is exciting to work and learn. It is welcoming and draws people in. It is joyful, exciting, colorful, fun, creative, playful, light, visible and stimulating. A place where all enjoy spending time. Its activities extend beyond normal school hours. Student work is displayed prominently and celebrated. Visitors recognize its vibrancy. Learning is celebrated and encouraged. Students excel and are excited about learning and want to overachieve. The design of the school reflects a child and learner centered ethos. It is truly a place where it is fun to learn and all want to engage.



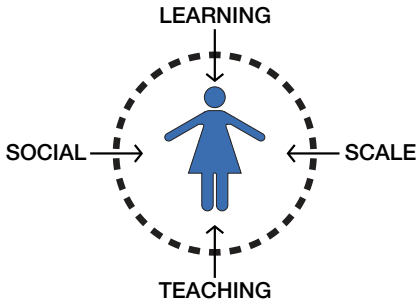
ENERGIZED ENVIRONMENT



III

Key Planning and Design Characteristics

Key Planning and Design Characteristics



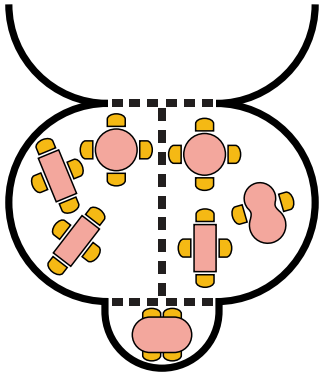
Student Centered

The overarching expectation in all BSD schools is they are Student Centered. It is an approach to education that is focused on the needs of students, encouraging student choice, independence and access. It has as much to do with a culture of collaboration as it does the physical environment. Student centered, teacher driven professional collaboration spaces and places should be provided.



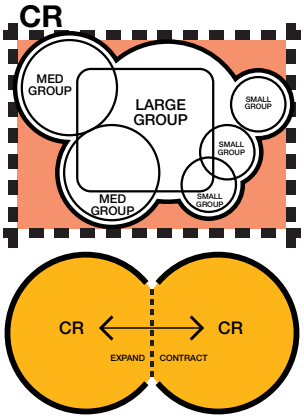
Collaboration

School design should model a school-wide emphasis on collaboration (teacher to teacher, teacher to student, student to student). Special attention and care should be taken to develop and design spaces and places that foster collaboration.



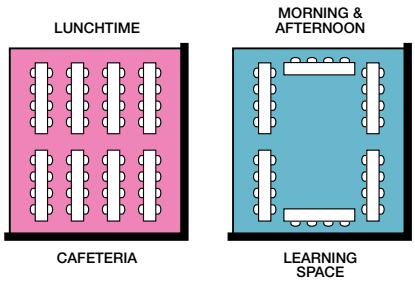
Varied Adaptable Spaces

Spatial variety is important. Learning today takes many forms and the ability to create different size and shaped learning environments contributes and supports the variety of learning strategies present today.



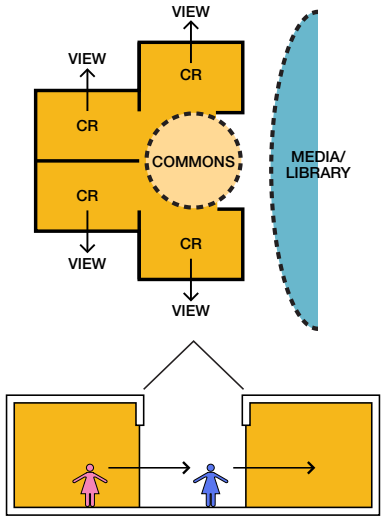
Flexible Agile Spaces

The school should be designed to accommodate future upgrades, system modifications, room realignments and functional use changes. Use construction system that supports easy physical modifications to facilities. Consider space size, location of fixed teaching tools (i.e. white boards), furniture and room shape. School should accommodate a variety of activities through pull out spaces, furniture that is easily manipulated and the ability to change size and shape of space. The ability to quickly rearrange rooms to accommodate different learning modalities is important. Include dispersed storage and display areas in addition to individual “Learning Space” storage needs.



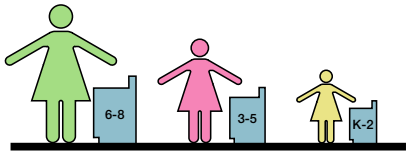
Multi-use Spaces

All spaces should have more than one use. On one level, spaces within the school should be able to accommodate a variety of functions. For example the Band Room or Choir Room are large spaces that could be reconfigured to accommodate large group meetings or presentations. This suggests that care should be taken not to make rooms too program specific. For example, installing permanent risers in the Choir Room limits its use for other activities or programs. On another level, the District might consider particular school sites to accommodate district-wide or community needs.



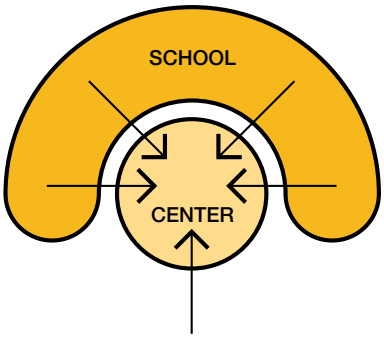
Organization / Viewability

A visually open school is desirable. The ability to see and be seen contributes to a more collaborative atmosphere and safer environment. Take care to balance this characteristic where safety is concerned.



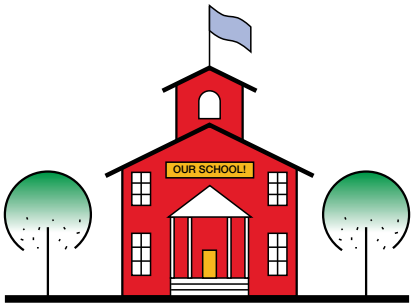
Age Appropriate

Institutional practices, as a continuum through all grades, should be more like those of an elementary school. Even institutions of high learning are organizing their learning spaces to look like elementary schools with varieties of student grouping, furniture arrangements and organizational structure. However, special care and attention to student size and age suggests that room size and configuration should be age appropriate to support a delivery method that is based on process rather than product, hands on activities, inquiry based instruction and collaborative team based learning. Facilities should reflect students’ different learning styles.



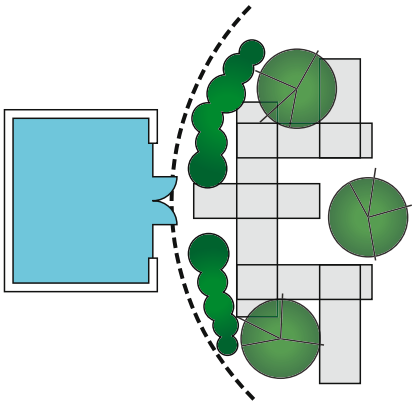
School Center

Symbolic Center is important. It can take many forms. A Symbolic Center Space can be a large or a well-configured series of small alcoves that represent the aspirations of the school. At existing schools, it is unlikely we will be able to reconfigure the building to create a larger "center." However, a well-designed Lobby/Entry that looks like an art gallery or presentation venue can be an effective Symbolic Center. It could highlight student work, important accomplishments, upcoming events and reinforce that values that make the school successful. It is important that the Center conveys the mission and values of the school, is engaging and a place students and visitors use. It should be prominent and if possible viewable when you enter the school.



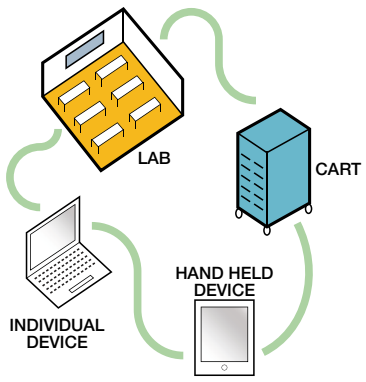
Welcoming

All schools should be welcoming. They should feel comfortable, reflect a student centered vision, set a welcoming tone as you enter, provide for appropriate student gathering areas and, while it should look like a school, it should not feel institutional.



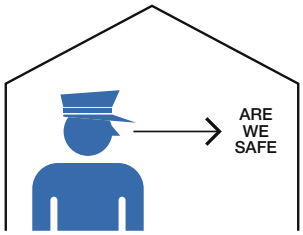
Exterior Access

The concept of "exterior access" applies to both physical and visual access to the outdoors. It includes "bring the inside in" and extending the "inside out". Views and appropriate access should be considered when designing a school. Exterior areas should be purposeful, sufficiently large and multipurpose. Even a simple covered area where students can stand, socialize and play outdoor (year round) is beneficial.



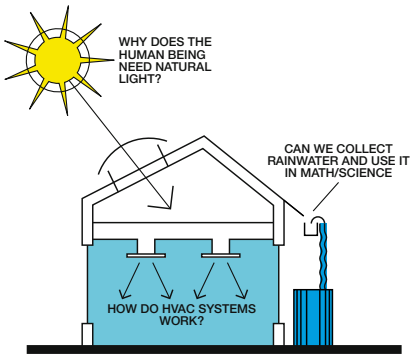
Seamless Technology

Technology will always be changing. The facility should be adaptable to rapidly changing technological needs.



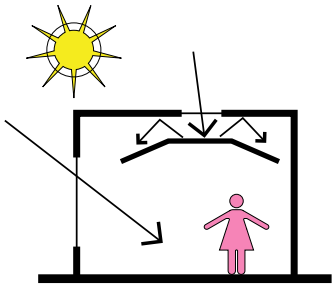
Safety / Security

Balance planning concepts with building security. Schools should not be designed as prisons; however, security concerns will remain a consideration throughout the future in planning discussions. Security should be integrated as unobtrusively as possible. Security should be pervasive and seamless. Care should be taken to avoid strategies that actually contribute to building users feeling more fearful.



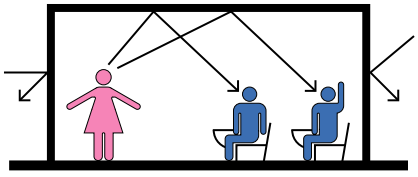
Building as a Learning Tool

The building and site can serve as “the second teacher”. Buildings designed as learning tools tap into student passions. Purposefully designed features that are intentionally integrated into the design are important. Design with intent. The features should not be too teacher dependent. Rather they should feel seamless, supported by signage, monitoring equipment, visual displays and interactive devices. Authentic learning spaces allow students to address real world problems or ideas like “green concepts”.



Natural Light

Natural lighting and views to the outdoors are important components of the learning environment, and should be provided throughout the facility. To accomplish this key planning and design characteristic, special attention during the design process should be paid to strategies that support this goal while considering school district lessons learned.



Acoustics

The acoustic qualities of school facilities are important to consider. Interior functions require active, semi quiet and quiet acoustical characteristics depending on their use. Instruction benefits from properly tuned spaces and student performance is positively affected by properly designed learning spaces. Special care and attention should be considered to accomplishing this important key planning and design characteristics.

How we staff our schools (SAM) - some examples

- Staffing Allocation Methodology (SAM)
- Formula-based, including poverty weighting
- Enrollment and student need driven
  - Teachers
  - Paraeducators
  - Specialists
- Some formulas do not consider enrollment (one-for-all method)
  - Counselors
  - Academic Coaches
  - Student Success Coaches
  - Library Media Assistants
- Small schools are currently subsidized
  - Four schools do not have enough students to receive an allocation of 2 teachers per grade level.
  - The District has allocated an additional 8.0 teachers for the 2025-26 school year to give these schools 2 teachers per grade level (**$1.2M**)

BEAVERTON SCHOOL DISTRICT

Costs Per Student Data

Average Cost Per Student = $12,720

*** Title IA School**

Assumptions:

- **Uses 2025-26 projected general education enrollment and adopted budget FTE and amounts.**
- **Salary and benefits are averaged.**
- **Does not include Title IA funding.**
- **Does not include Special Education and English Language Development supports.**

Ranges
0-299
300-499
500-649
650+

	2025-26 Projected Enrollment (gen ed)	Direct Cert %	Direct Classroom Instruction Cost/Student	Addl Supports Cost/Student	Administration & Office Staff Cost/Student	Operations Cost/Student	Total
McKay*	209	45.7%	$ 9,748	$ 5,228	$ 2,403	$ 1,422	$ 18,801
Terra Linda	236	30.3%	$ 8,764	$ 4,334	$ 2,128	$ 1,254	$ 16,480
Raleigh Hills*	254	40.0%	$ 8,143	$ 4,302	$ 1,977	$ 870	$ 15,292
Greenway*	264	55.8%	$ 7,835	$ 4,139	$ 1,902	$ 1,315	$ 15,190
Montclair	265	22.4%	$ 7,805	$ 3,860	$ 1,895	$ 1,111	$ 14,671
Raleigh Park*	286	41.5%	$ 7,772	$ 3,820	$ 1,756	$ 1,040	$ 14,388
West TV	295	15.4%	$ 7,011	$ 3,468	$ 1,702	$ 1,001	$ 13,182
Ridgewood	296	22.3%	$ 7,509	$ 3,456	$ 1,696	$ 1,005	$ 13,667
Errol Hassell	309	28.9%	$ 7,193	$ 3,310	$ 1,625	$ 1,004	$ 13,133
Fir Grove*	340	42.5%	$ 7,445	$ 3,214	$ 1,477	$ 905	$ 13,040
Cooper Mountain	344	17.3%	$ 6,910	$ 2,974	$ 1,460	$ 876	$ 12,219
Cedar Mill	345	20.7%	$ 6,890	$ 2,965	$ 1,455	$ 861	$ 12,171
Chehalem*	363	50.1%	$ 7,398	$ 3,010	$ 1,383	$ 893	$ 12,685
Rock Creek	365	20.9%	$ 7,358	$ 3,269	$ 1,376	$ 1,005	$ 13,007
Sexton Mountain	376	19.8%	$ 6,732	$ 2,721	$ 1,335	$ 941	$ 11,729
Bethany	398	23.1%	$ 6,748	$ 2,570	$ 1,262	$ 780	$ 11,359
Kinnaman*	407	53.4%	$ 7,433	$ 3,103	$ 1,842	$ 1,135	$ 13,512
Barnes*	418	63.1%	$ 7,237	$ 2,614	$ 1,201	$ 1,107	$ 12,160
Elmonica*	430	43.6%	$ 7,394	$ 2,937	$ 1,168	$ 792	$ 12,291
Nancy Ryles	431	32.4%	$ 7,521	$ 2,768	$ 1,165	$ 868	$ 12,322
Hiteon	457	29.5%	$ 7,430	$ 2,611	$ 1,640	$ 829	$ 12,510
Oak Hills	460	20.3%	$ 6,711	$ 2,594	$ 1,685	$ 706	$ 11,696
William Walker*	467	63.5%	$ 7,932	$ 3,068	$ 1,605	$ 1,002	$ 13,608
Hazeldale*	495	43.6%	$ 7,546	$ 2,551	$ 1,514	$ 879	$ 12,490
Findley	536	7.6%	$ 6,278	$ 2,226	$ 937	$ 735	$ 10,175
Jacob Wismer	571	13.4%	$ 6,812	$ 2,387	$ 1,313	$ 664	$ 11,176
Scholls Heights	578	13.0%	$ 6,943	$ 2,358	$ 1,297	$ 655	$ 11,253
Bonny Slope	591	13.1%	$ 6,790	$ 2,019	$ 850	$ 627	$ 10,286
Vose*	619	58.3%	$ 7,673	$ 2,315	$ 1,252	$ 804	$ 12,045
McKinley*	635	59.7%	$ 7,771	$ 2,492	$ 1,221	$ 694	$ 12,178
Beaver Acres*	703	57.1%	$ 7,678	$ 2,565	$ 1,103	$ 738	$ 12,084
Springville	712	14.8%	$ 6,671	$ 1,915	$ 1,089	$ 648	$ 10,322
Sato	831	11.6%	$ 6,867	$ 1,869	$ 933	$ 568	$ 10,237
Aloha Huber*	911	62.6%	$ 7,312	$ 1,980	$ 1,138	$ 690	$ 11,120

BEAVERTON SCHOOL DISTRICT

Cost Comparisons

	2025-26 Projected Enrollment (gen ed)	Total Per Student Cost	Average Per Student Cost	Amount Above Average	Total Amount Above Average at School
McKay	209	$ 18,801	$ 12,720	$ 6,081	$1,270,926
Terra Linda	236	$ 16,480	$ 12,720	$ 3,760	$887,356
Raleigh Hills	254	$ 15,292	$ 12,720	$ 2,572	$653,286
Greenway	264	$ 15,190	$ 12,720	$ 2,470	$652,097
Montclair	265	$ 14,671	$ 12,720	$ 1,951	$517,056
Raleigh Park	286	$ 14,388	$ 12,720	$ 1,668	$476,982
West TV	295	$ 13,182	$ 12,720	$ 462	$136,291
Ridgewood	296	$ 13,667	$ 12,720	$ 947	$280,260
					$4,874,254

Cost Comparisons - A closer look

	2025-26 Projected Enrollment (gen ed)	Direct Classroom Instruction Cost/Student	Addl Supports Cost/Student	Administration & Office Staff Cost/Student	Operations Cost/Student	Total
McKay	209	$ 9,748	$ 5,228	$ 2,403	$ 1,422	$ 18,801
Terra Linda	236	$ 8,764	$ 4,334	$ 2,128	$ 1,254	$ 16,480
Raleigh Hills	254	$ 8,143	$ 4,302	$ 1,977	$ 870	$ 15,292
Greenway	264	$ 7,835	$ 4,139	$ 1,902	$ 1,315	$ 15,190
Montclair	265	$ 7,805	$ 3,860	$ 1,895	$ 1,111	$ 14,671
Raleigh Park	286	$ 7,772	$ 3,820	$ 1,756	$ 1,040	$ 14,388
West TV	295	$ 7,011	$ 3,468	$ 1,702	$ 1,001	$ 13,182
Ridgewood	296	$ 7,509	$ 3,456	$ 1,696	$ 1,005	$ 13,667
Findley	536	$ 6,278	$ 2,226	$ 937	$ 735	$ 10,175
Jacob Wismer	571	$ 6,812	$ 2,387	$ 1,313	$ 664	$ 11,176
Scholls Heights	578	$ 6,943	$ 2,358	$ 1,297	$ 655	$ 11,253
Bonny Slope	591	$ 6,790	$ 2,019	$ 850	$ 627	$ 10,286
Small Schools Cost:			**2.6x more**	**2.8x more**	**2.3x more**	

BEAVERTON SCHOOL DISTRICT

Options for small schools - some examples

- Blended classrooms and/or fewer teachers based on staffing model
- Reduction/proportional full time equivalent (FTE) for additional support positions
  - Counselor
  - Specialists (music/physical education)
  - Student Success Coaches
  - Academic Coaches
  - Social Workers
- Reduction/proportional (FTE) for administration, office staff and operations
  - Principal
  - Office support
  - Custodial
- School consolidations
  - Ongoing operational cost drivers
  - New/added costs in initial years
  - Biggest savings in additional support, administration, office and operational costs

Long Range Facility Planning Committee Building Information

Version:
11/3/2025

Seismic Score Range	From	
Immediate Occupancy	91	100
Damage Control (District Goal 81+)	**81**	**90**
Life Safety	71	80
Limited Safety	61	70
Collapse Prevention	51	60
Less than Collapse Prevention	41	50

Permanent Seats
Seats within the permanent building; portable classrooms are not included.
Classrooms used for Pre-K, Resource Rooms, and Self-Contained Specialized Programs (ISC, EGC, etc.) are deducted from each building's capacity calculation.

2032-33 Forecasted Enrollment
This is the **attending** enrollment forecast for each building, based on 2022-23 actual enrollment. The attending enrollment forecast assumes existing boundaries and includes current enrollment patterns for Summa, options programs and schools, and transfers. Figures include estimated students attending from outside the district. The dstrict has contracted for an updated 10-year forecast based on the 2025-26 actual enrollment, in part to adjust for lower actual kindergarten classes. The updated 10-year forecast will be available in Q1 2026.

FCI and 2022 FCI score: lower is better, newer facilities below 0.10. Updates to reflect recet work are currently underway.
Seismic Scores
The district has a goal of 81+, and new buildings are built at 95 or above. Updates to reflect recet work are currently underway.

ELEMENTARY SCHOOLS			*Stu / Classroom*			*25*									
			Utilization factor			*100%*									
Subregion	**Count**	**School Name**	**2022 FCI**	**2023 Seismic**	**Title 1**	**Pre-K Onsite**	**Permanent Seats**	**2025-26 Actual Enrollment**	**2025-26 Acutal % Utilization**	**2025-26 Seats Available**	***2032-33 Forecasted Enrollment***	***2032-33 Forecasted % Utilization***	***2032-33 Forecasted Seats Available***	***2025 to 2032 Enroll Change***	***2024 to 2032 % Enroll Change***
Southwest	1	Aloha-Huber Park K-8	0.23	80	Yes	Yes	**950**	893	94%	57	*770*	*81%*	*180*	*(123)*	*-13.8%*
Southeast	2	Barnes	0.35	51	Yes	Yes	**750**	400	53%	350	*443*	*59%*	*307*	*43*	*10.8%*
Southwest	3	Beaver Acres	0.23	85	Yes	Yes	**800**	672	84%	128	*718*	*90%*	*82*	*46*	*6.8%*
North	4	Bethany	0.45	88			**500**	388	78%	112	*354*	*71%*	*146*	*(34)*	*-8.8%*
North	5	Bonny Slope	0.18	80			**625**	587	94%	38	*529*	*85%*	*96*	*(58)*	*-9.9%*
North	6	Cedar Mill	0.39	55			**475**	357	75%	118	*329*	*69%*	*146*	*(28)*	*-7.8%*
Southwest	7	Chehalem	0.36	67	Yes	Yes	**450**	347	77%	103	*345*	*77%*	*105*	*(2)*	*-0.6%*
Southwest	8	Cooper Mountain	0.20	94			**450**	326	72%	124	*347*	*77%*	*103*	*21*	*6.4%*
Southwest	9	Elmonica	0.31	62	Yes	Yes	**475**	428	90%	47	*378*	*80%*	*97*	*(50)*	*-11.7%*
Southwest	10	Errol Hassell	0.34	65			**525**	289	55%	236	*321*	*61%*	*204*	*32*	*11.1%*
North	11	Findley	0.37	68			**625**	504	81%	121	*562*	*90%*	*63*	*58*	*11.5%*
Southeast	12	Fir Grove	0.47	48	Yes	Yes	**525**	340	65%	185	*319*	*61%*	*206*	*(21)*	*-6.2%*
Southeast	13	Greenway	0.32	63	Yes	Yes	**525**	249	47%	276	*233*	*44%*	*292*	*(16)*	*-6.4%*
Southwest	14	Hazeldale	0.04	95	Yes	Yes	**650**	484	74%	166	*754*	*116%*	*(104)*	*270*	*55.8%*
Southeast	15	Hiteon	0.30	62			**725**	458	63%	267	*436*	*60%*	*289*	*(22)*	*-4.8%*
North	16	Jacob Wismer	0.21	70			**600**	541	90%	59	*517*	*86%*	*83*	*(24)*	*-4.4%*
Southwest	17	Kinnaman	0.33	66	Yes	Yes	**650**	394	61%	256	*424*	*65%*	*226*	*30*	*7.6%*
Southeast	18	McKay	0.35	49	Yes	Yes	**375**	212	57%	163	*212*	*57%*	*163*	*-*	*0.0%*
Southwest	19	McKinley	0.42	52	Yes	Yes	**725**	642	89%	83	*577*	*80%*	*148*	*(65)*	*-10.1%*
Southeast	20	Montclair	0.34	69			**325**	264	81%	61	*240*	*74%*	*85*	*(24)*	*-9.1%*
Southwest	21	Nancy Ryles	0.36	67			**550**	409	74%	141	*451*	*82%*	*99*	*42*	*10.3%*
North	22	Oak Hills	0.27	69			**575**	424	74%	151	*417*	*73%*	*158*	*(7)*	*-1.7%*
Southeast	23	Raleigh Hills (2026)	-	95	Yes	Yes	**750**	262	35%	488	*283*	*38%*	*467*	*21*	*8.0%*
Southeast	24	Raleigh Park	0.47	50	Yes	Yes	**325**	256	79%	69	*267*	*82%*	*58*	*11*	*4.3%*
Southeast	25	Ridgewood	0.34	56			**425**	310	73%	115	*350*	*82%*	*75*	*40*	*12.9%*
North	26	Rock Creek	0.32	68			**525**	356	68%	169	*338*	*64%*	*187*	*(18)*	*-5.1%*
North	27	Sato	0.04	95			**825**	858	104%	(33)	*823*	*100%*	*2*	*(35)*	*-4.1%*
Southwest	28	Scholls Heights	0.39	69			**600**	596	99%	4	*605*	*101%*	*(5)*	*9*	*1.5%*
Southwest	29	Sexton Mountain	0.42	67			**500**	389	78%	111	*402*	*80%*	*98*	*13*	*3.3%*
North	30	Springville	0.16	85			**700**	711	102%	(11)	*669*	*96%*	*31*	*(42)*	*-5.9%*
North	31	Terra Linda	0.35	69			**450**	259	58%	191	*217*	*48%*	*233*	*(42)*	*-16.2%*
Southeast	32	Vose	0.04	95	Yes	Yes	**750**	584	78%	166	*616*	*82%*	*134*	*32*	*5.5%*
North	33	West Tualatin View	0.42	50			**375**	276	74%	99	*261*	*70%*	*114*	*(15)*	*-5.4%*
Southeast	34	William Walker	0.03	95	Yes	Yes	**625**	468	75%	157	*449*	*72%*	*176*	*(19)*	*-4.1%*
		Subtotal: Elementary Schools					***19,700***	**14,933**	76%	***4,767***	***14,956***	*76%*	***4,744***	***23***	***0.2%***

ELEMENTARY SCHOOLS	*Stu / Classroom*		*25*								
	Utilization factor			*100%*							
	At Seismic Goal (81+)	Title 1	Pre-K Onsite	Permanent Seats	2025-26 Actual Enrollment	2025-26 Acutal % Utilization	2025-26 Seats Available	*2032-33 Forecasted Enrollment*	*2032-33 Forecasted % Utilization*	*2032-33 Forecasted Seats Available*	*2025 to 2032 Enroll Change*	*2024 to 2032 % Enroll Change*
Elementary Schools by Subregion												
North	3	0	0	**6,275**	5,261	84%	1,014	*5,016*	*80%*	*1,259*	*-245*	*-4.7%*
Southwest	3	7	7	**7,325**	5,869	80%	1,456	*6,092*	*83%*	*1,233*	*223*	*3.8%*
Southeast	3	8	8	**6,100**	3,803	62%	2,297	*3,848*	*63%*	*2,252*	*45*	*1.2%*
Total	***9***	***15***	***15***	***19,700***	**14,933**	**76%**	***4,767***	***14,956***	***76%***	***4,744***	***23***	***0.2%***

	Title 1	Pre-K Onsite	Permanent Seats	2025-26 Actual Enrollment	2025-26 Acutal % Utilization	2025-26 Seats Available	*2032-33 Forecasted Enrollment*	*2032-33 Forecasted % Utilization*	*2032-33 Forecasted Seats Available*	*2025 to 2032 Enroll Change*	*2024 to 2032 % Enroll Change*
Title 1 Status											
Title 1 Schools	***15***	***15***	**9,325**	6,631	71%	2,694	*6,788*	*73%*	*2,537*	*157*	*2.4%*
Non-Title 1 Schools	0	0	**10,375**	8,302	80%	2,073	*8,168*	*79%*	*2,207*	*-134*	*-1.6%*
Total	***15***	***15***	***19,700***	**14,933**	**76%**	***4,767***	***14,956***	***76%***	***4,744***	***23***	***0.2%***

Class Sizes

In BSD, we're fortunate to have moderate class sizes, thanks in part to a voter-supported, 5-year local option levy that pays for about 300 teaching positions.

We use an equity-based staffing model that provides more resources to schools based on the percentage of students experiencing poverty, so class sizes are smaller in schools where there are greater student needs.

Beaverton's elementary class sizes, in particular, are small and compare favorably with other districts. Middle and high school class sizes are impacted by negotiated teacher plan time, making them larger than elementary classes. BSD secondary school teachers have student contact during six out of eight class periods — teaching their subject areas during five classes and supporting students in WIN, advisory or access tutorial classes during one class period. The remaining two periods are plan time. (FLEX Online and option school teachers also have two planning periods.) This means that for every class period, only three-fourths of teachers are available to teach, so each class is larger than if all teachers were available.

Things to know about the data:

- The data does not include students in self-contained special education programs, which have even lower class sizes.
- Middle and high school data does not include courses with 10 students or fewer, such as Peer Mentors.
- Students in option schools and FLEX Online School have been included at the appropriate grade levels.

Average BSD Class Size

Grades K-2
21.32
Students/Class

Grades 3-5
24.22
Students/Class



Grades 6-8
(Core Classes)
29.88
Students/Class



Grades 9-12
(Core Classes)
28.70
Students/Class



MIDDLE SCHOOLS — Stu/Classroom: *25* — Utilization factor: *80%*

Subregion	Count	School Name	2022 FCI	2023 Seismic	Permanent Seats	2025-26 Actual Enrollment	2025-26 Acutal % Utilization	2025-26 Seats Available	*2032-33 Forecasted Enrollment*	*2032-33 Forecasted % Utilization*	*2032-33 Forecasted Seats Available*	*2025 to 2032 Enroll Change*	*2024 to 2032 % Enroll Change*
Southeast	35	Cedar Park + RC	0.39	50	**780**	631	81%	149	*583*	*75%*	*197*	*-48*	*-7.6%*
Southeast	36	Conestoga	0.29	70	**800**	788	99%	12	*634*	*79%*	*166*	*-154*	*-19.5%*
Southwest	37	Five Oaks	0.37	85	**980**	738	75%	242	*598*	*61%*	*382*	*-140*	*-19.0%*
Southeast	38	Highland Park	0.33	50	**780**	612	78%	168	*782*	*100%*	*-2*	*170*	*27.8%*
Southeast	39	Meadow Park + SUMMA	0.38	54	**720**	665	92%	55	*546*	*76%*	*174*	*-119*	*-17.9%*
Southwest	40	Mountain View	0.29	50	**840**	754	90%	86	*622*	*74%*	*218*	*-132*	*-17.5%*
North	41	Stoller + SUMMA	0.31	70	**920**	1,106	120%	-186	*951*	*103%*	*-31*	*-155*	*-14.0%*
North	42	Tumwater + SUMMA	0.05	95	**1,060**	954	90%	106	*797*	*75%*	*263*	*-157*	*-16.5%*
Southeast	43	Whitford + SUMMA	0.35	50	**780**	751	96%	29	*677*	*87%*	*103*	*-74*	*-9.9%*
		Subtotal: Middle Schools			***7,660***	**6,999**	***91%***	***661***	***6,190***	***81%***	***1,470***	***-809***	***-11.6%***

HIGH SCHOOLS — Stu/Classroom: *30* — Utilization factor: *83%*

Subregion	Count	School Name	2022 FCI	2023 Seismic	Permanent Seats	2025-26 Actual Enrollment	2025-26 Acutal % Utilization	2025-26 Seats Available	*2032-33 Forecasted Enrollment*	*2032-33 Forecasted % Utilization*	*2032-33 Forecasted Seats Available*	*2025 to 2032 Enroll Change*	*2024 to 2032 % Enroll Change*
Southwest	44	Aloha	0.17	94	**1,668**	1,506	90%	*162*	*1,242*	*74%*	*426*	*-264*	*-17.5%*
Southeast	45	Beaverton (2026)	-	95	**1,600**	1,333	83%	*267*	*1,218*	*76%*	*382*	*-115*	*-8.6%*
Southwest	46	Mountainside	0.03	95	**2,117**	1,734	82%	*383*	*1,659*	*78%*	*458*	*-75*	*-4.3%*
Southeast	47	Southridge	0.31	70	**1,917**	1,314	69%	*603*	*1,179*	*61%*	*738*	*-135*	*-10.3%*
North	48	Sunset	0.37	56	**2,191**	1,717	78%	*474*	*1,527*	*70%*	*664*	*-190*	*-11.1%*
North	49	Westview	0.26	68	**1,992**	2,305	116%	*-313*	*1,971*	*99%*	*21*	*-334*	*-14.5%*
		Subtotal: High Schools			***11,485***	**9,909**	***86%***	***1,576***	***8,796***	***77%***	***2,689***	***-1,113***	***-11.2%***

OPTION SCHOOLS — Stu/Classroom: *30* — Utilization factor: *83%*

Subregion	Count	School Name	2022 FCI	2023 Seismic	Permanent Seats	2025-26 Actual Enrollment	2025-26 Acutal % Utilization	2025-26 Seats Available	*2032-33 Forecasted Enrollment*	*2032-33 Forecasted % Utilization*	*2032-33 Forecasted Seats Available*	*2025 to 2032 Enroll Change*	*2024 to 2032 % Enroll Change*
Southeast	50	ACMA (MS+HS)	-	95	**672**	697	104%	*-25*	*694*	*103%*	*-22*	*-3*	*-0.4%*
Southwest	51	BASE (MS+HS)	0.36	58	**822**	851	104%	*-29*	*822*	*100%*	*0*	*-29*	*-3.4%*
Southwest	52	Community HS	0.20	69	**498**	147	30%	*351*	*131*	*26%*	*367*	*-16*	*-10.9%*
Southwest	53	ISB (MS+HS)	0.35	48	**548**	875	160%	*-327*	*888*	*162%*	*-340*	*13*	*1.5%*
		Subtotal: Option Schools			***2,540***	**2,570**	***101%***	***-30***	***2,535***	***100%***	***5***	***-35***	***-1.4%***

	Permanent Seats	2025-26 Actual Enrollment	2025-26 Acutal % Utilization	2025-26 Seats Available	*2032-33 Forecasted Enrollment*	*2032-33 Forecasted % Utilization*	*2032-33 Forecasted Seats Available*	*2025 to 2032 Enroll Change*	*2024 to 2032 % Enroll Change*
DISTRICT TOTAL (in Buildings)	**41,385**	**34,411**	83%	**6,974**	***32,477***	*78%*	***8,908***	***(1,934)***	*-5.6%*

Subregion	Count	School Name	Permanent Seats	2025-26 Actual Enrollment	2025-26 Acutal % Utilization	2025-26 Seats Available	*2032-33 Forecasted Enrollment*	*2032-33 Forecasted % Utilization*	*2032-33 Forecasted Seats Available*	*2025 to 2032 Enroll Change*	*2024 to 2032 % Enroll Change*
	54	FLEX Online (K-12) - Permanent Seats Flexible, set to 450 to approximate enrollment.	**450**	409	91%	41	*438*	*97%*	*12*	*29*	*7.1%*
		DISTRICT TOTAL (in Buildings + FLEX Online)	**41,835**	**34,820**	83%	**7,015**	***32,915***	*79%*	***8,920***	***(1,905)***	*-5.5%*