BEAVERTON
SCHOOL DISTRICT

BEAVERTON SCHOOL DISTRICT

Long-Range Facilities Planning Report



BRIC

BRIC ARCHITECTURE, INC. MARCH 2026

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Executive Summary



From August 2024 through January 2026, BRIC partnered with Beaverton School District (BSD) to support a Long-Range Facilities Planning (LRFP) process. BRIC served as the District's consultant and facilitator, guiding an equity-centered engagement and committee-based planning process designed to inform future facilities, enrollment, and policy considerations.

This Final Report represents BRIC's contractual deliverable and documents the facilitated phase of the Long-Range Facilities Planning Committee's work, beginning with Meeting #4 and concluding with the committee's final recommendations in January 2026. While the committee does not make decisions, its work provides a structured, values-driven framework to support the Superintendent and School Board in future decision-making.

The work occurred in two primary phases. The first phase focused on listening and learning with students, families, educators, and community members to understand lived experiences, priorities, and concerns across the District.

The second phase centered on the Long-Range Facilities Planning Committee. During this phase, the committee was introduced to findings from the Listening and Learning work and worked with District staff and BRIC to develop North Stars and associated Planning Implications. The committee then reviewed a range of qualitative and quantitative information, including educational, enrollment, facilities, and financial data, before discussing guardrails and levers and ultimately reviewing and voting on a set of bucketed recommendations.

Throughout the process, the committee grappled with real and often competing priorities, including equity and access, fiscal sustainability, school size and utilization, and community trust. The recommendations reflect the committee's discussions and votes on proposed approaches to enrollment, facilities planning, and related policy considerations, informed by community input and information shared during the process.

1. Purpose and Charge of the Long-Range Facilities Planning Process



Beaverton School District initiated the Long-Range Facilities Planning process to proactively address:

- Declining and uneven student enrollment across the district
- Aging school facilities
- Fiscal pressures and long-term sustainability
- The need for equitable access to high-quality educational environments

The charge of the LRFPC was to:

- Review community feedback and district data related to enrollment, facilities, and equity
- Establish guiding principles and guardrails to inform facilities-related decisions
- Develop recommendations for the Superintendent and School Board regarding enrollment trends, school utilization, feeder patterns, attendance boundaries, and facility condition considerations

The committee's work was advisory in nature and intended to support future district decision-making.

2. Process Overview and Timeline



COMMITTEE FORMATION AND FACILITATION

The Long-Range Facilities Planning Committee consisted of fourteen members representing two members from each Board Zone. Attendance varied over the duration of the process, which is reflected in recorded votes.

The first three committee meetings occurred prior to BRIC's engagement with the District. BRIC joined the process beginning with Meeting #4 and facilitated the remainder of the committee's work, starting with a districtwide Listening and Learning phase.

Timeline Overview

- Fall 2024: Project initiation and planning
- January – April 2025: Listening and Learning engagement phase
- May 2025 – December 2025: LRFPC working sessions
- January 2026: Final meeting and approval of recommendations

3. Listening and Learning: What We Heard



ENGAGEMENT APPROACH

BRIC led a robust, equity-centered engagement process beginning in January 2025. The approach intentionally centered voices of communities most impacted by educational inequities through:

- Nine affinity-based engagement sessions conducted in partnership with community-based organizations and district services
- Six in-person community forums hosted at BSD high schools
- Three virtual community forums
- Targeted engagement with students, educators, administrators, and LGBTQ+ staff

Following the engagement phase, meeting transcripts and notes were reviewed to identify overarching themes, which were synthesized and shared with the LRFPC.

KEY THEMES

Equitable Access

Community members emphasized that all students should have access to safe, welcoming schools and programs regardless of identity, income, or location. Feedback consistently highlighted the importance of facilities that meet basic safety and infrastructure needs, as well as the equitable distribution of programs, staffing, and resources across the District. Participants also described transportation, scheduling, and communication barriers that create challenges for working families, and pointed to the need for inclusive spaces and culturally responsive, multilingual communication.

High-Quality, Responsive Learning Environments

Participants consistently called for learning environments that support individualized instruction, bringing awareness to educator capacity, and diverse learning needs. Feedback emphasized the role of class size and school scale in supporting learning environments. Additionally, they highlighted the need for expanded access to specialized programs and pathways, adequate staffing to support students academically, socially, and emotionally, and dedicated spaces that allow educators and support staff to effectively meet student needs.

Trust, Connection, and Belonging

Strong relationships, cohort continuity, and community-rooted schools were identified as foundational to student success and well-being. Participants raised the importance of smooth transitions between school levels, minimizing split feeder patterns, and cultivating environments where students feel known, supported, and included. School spaces that reflect and celebrate the diversity of the community were described as critical to fostering a sense of belonging.

(Additional theme): Sustainability, Partnerships, and Transparency

In addition to the core themes described above, participants also raised related considerations around long-term planning that balances fiscal responsibility with equitable investment. Feedback emphasized the importance of transparency around facilities-related decisions, clear and accessible communication about opportunities such as programs and enrollment options, and ongoing partnerships between the District and community organizations. Schools were frequently described as potential hubs for community connection and support, with interest in expanded and more flexible use of school spaces.

4. From Community Voice to North Stars



Drawing from the Listening and Learning process, BRIC facilitated a series of working sessions with the Long-Range Facilities Planning Committee to translate community input into a shared set of values to guide future decision-making. These values, referred to as the North Stars, reflect what students, families, educators, and community members identified as most critical to providing equitable, high-quality educational experiences across Beaverton School District.

The North Stars were intentionally developed prior to discussing specific solutions or recommendations. They were designed to serve as a values-based framework that would inform the rest of the process and provide a shared reference as the committee moved into later phases of their work.

Each North Star is supported by a set of Planning Implications, which articulate how the value may be reflected in facilities planning, policy review, and long-range decision-making.

Visual representations of the North Stars and planning implications, as used during committee meetings, are included in the Appendix.

NORTH STAR 1: KNOWN, SEEN, AND SUPPORTED

Students are known, seen, and supported by caring educators who meet them where they are and guide them on their unique learning paths.

Planning Implications

- → Schools are structured such that educators have the ability and resources to meet diverse academic, social-emotional, and cultural needs effectively
- → Schools provide flexible spaces to meet individual needs, ensuring students with disabilities and neurodiverse learners are fully included and supported
- → Schools are connected to parents, families, and the broader community in ways that foster strong relationships
- → Schools have resources and programs to actively support students' holistic needs to ensure all students are ready to learn and thrive

NORTH STAR 2: EQUITABLE AND SUSTAINABLE RESOURCE STEWARDSHIP

Our schools receive financial support and staffing tailored equitably to their students' unique needs, while ensuring long-term fiscal sustainability.

Planning Implications

- → School sizes and boundaries are designed to ensure balanced enrollment and equitable access to quality experiences for all students
- → Schools have enrollment-to-capacity ratios that support enrichment opportunities without compromising core academic standards
- → Schools are structured to meet current needs while ensuring the District remains fiscally strong and sustainable for the future

NORTH STAR 3: CULTURE OF CONNECTION AND BELONGING

Our schools are rooted in community and serve as places of connection, continuity, and care for students, families, and neighborhoods.

Planning Implications

- → Schools encourage natural, everyday connections between students, staff, and families to foster a strong sense of belonging
- → Long-term relationships are supported through smooth transitions and continuity between elementary, middle, and high school
- → Specialized programs are thoughtfully placed to minimize disruption during transitions
- → School environments reflect and celebrate the diversity of the community, fostering belonging for all students

NORTH STAR 4: PREPARING STUDENTS FOR FUTURE SUCCESS

Our schools provide the resources and conditions necessary to support rigorous and relevant academic experiences, positioning students for success across a wide range of future pathways.

Planning Implications

- → Students and families are equitably supported with the knowledge, guidance, and resources needed to prepare for multiple postsecondary pathways
- → Schools have space, resources, and staffing capacity to support educator collaboration, professional learning, and well-being
- → School environments are responsive to holistic student needs and include infrastructure to support multi-tiered systems of support
- → Schools provide a strong educational foundation where every child can thrive

5. Problem Statement



Current State:

- Desire for all students to have a high-quality educational experience
- Declining enrollment projected to continue in future years
- Large variations in school enrollment and costs per student
- Large variations in social-economic status between schools and areas within the district
- Unaligned attendance boundaries that split student cohorts in school level transitions
- School facilities that are aging, in poor condition or not well designed educational environments
- Deficit spending to balance the budget

Problem Description:

Declining enrollment, increasing inequities between schools and budget considerationshave spurred the district to consider how best to use its facilities.

Impact:

Without adjustments, the district will continue to have inconsistent student educational experiences, growing inefficiencies and inequalities, and budget consequences that will impact the student experience.

Desired State:

School enrollments and building utilization that allow the district to maintain fiscal stability and provide a consistent outstanding educational experience for every student.

Actions Needed:

Create guiding principles, guardrails and recommended next steps for facilities planning to address:

- Declining student enrollment
- Existing and potential inequities among schools
- Manage district resources and capital assets by a fiscally responsible and data-informed process
- Provide a high-quality and equitable educational experience to all students

Problem Statement approved 10-0 at the December 17, 2025 LRFPC meeting.

6. Guardrails, Levers, and Decision Framework



Following the creation of the North Stars and Planning Implications, BRIC and Beaverton School District staff worked together to develop an initial set of guardrails and levers intended to support long-range facilities planning discussions. This work was informed by Listening and Learning themes, district operational considerations, and input previously received from the School Board regarding areas of concern and focus.

The initial guardrails and levers were organized to establish thresholds for review and to outline categories of potential actions related to enrollment, facilities, attendance boundaries, and capital planning. These materials were prepared as a draft framework to support committee discussion and review.

The draft guardrails and levers were presented to the Long-Range Facilities Planning Committee over multiple meetings. Committee members reviewed the materials, discussed them in small groups, and shared questions, concerns, and observations during facilitated discussions. Feedback was documented through meeting notes, and small-group report-outs.

This framework provided the basis for the committee's subsequent review and voting on a set of proposed recommendations.

7. Long-Range Facilities Planning Committee Recommendations



The Long-Range Facilities Planning Committee concluded this phase of work by reviewing and voting on a set of recommendations organized into five topic areas. These recommendations are advisory in nature and were developed for consideration by the Superintendent and School Board.

The committee reviewed draft language, discussed materials during meetings and small-group work, and voted on whether to recommend advancing each topic areas and its associated recommendations. Approval of a topic areas reflects the committee's recommendation to move the topic forward for further consideration and does not represent a final decision or direction for implementation.

The recommendations below reflect the language and structure as voted on by the committee during its final meetings.

ANNUAL ENROLLMENT REPORT[CS9.1]

Recommendation

Superintendent should direct district staff to provide the Board at its November meeting with an Annual Enrollment Trend Report, which should include but not be limited to:

- School utilization data
- Number of students per grade level
- An evaluation of how enrollment is tracking relative to the District's current 10-year enrollment forecast.

Recommendation approved 9–1 at the December 17, 2025 LRFPC meeting.

Related North Stars and Planning Implications

North Star 2: Equitable and Sustainable Resource Stewardship

- 2.1 School sizes and boundaries are designed to ensure balanced enrollment and equitable access to quality experiences for all students.
- 2.3 Schools are structured to meet current needs while ensuring the District remains fiscally strong and sustainable for the future.





ENROLLMENT AND SCHOOL UTILIZATION[CS10.1]

Recommendation

A. Superintendent should establish an administrative enrollment and building capacity utilization study once a school year to begin after October 1 of each school year when the student enrollment at an elementary school is less than 350 students or at any school when enrollment is less than 65% utilization of a building's permanent capacity.

B. The administrative study should be intended to:

- Determine whether the level of enrollment is a consistent trend and forecasted to continue.
- Identify and evaluate the ability to implement potential actions to increase enrollment.

C. Where applicable, potential solutions resulting from the administrative study should include, and may not be limited to, the following:

- Adjustments to resource allocation
- Implementation of blended classrooms
- Modifications to specials (e.g., art, music, PE)
- Review of attendance boundary adjustments
- Consolidation of schools
- Other implementation ideas intended to increase enrollment

D. Superintendent should recommend to the School Board to establish an advisory committee if the outcome of the administrative study indicates the following:

- Attendance boundary adjustment. Committee to be formed pursuant to Policy JC.
- School consolidation. Committee to be formed pursuant to Policy FL.

E. Prior to the next capital bond program, the Superintendent should direct the Facilities Department to review and revise the 2014 Educational Specifications for District facilities to reflect current and future educational needs, standards, practices, and student enrollment.

Recommendation approved 9–3 at the January 14, 2026 LRFPC meeting.

Related North Stars and Planning Implications

North Star 2: Equitable and Sustainable Resource Stewardship

- 2.1 School sizes and boundaries are designed to ensure balanced enrollment and equitable access to quality experiences for all students.
- 2.2 Schools have enrollment-to- capacity ratios to ensure enrichment opportunities are available in an equitable manner without compromising core academic standards.
- 2.3 Schools are structured to meet current needs while ensuring the District remains fiscally strong and sustainable for the future.





FEEDER PATTERNS[CS11.1]

Recommendation

A. Form a committee to evaluate the existing examples of split feeders to minimize the use of split feeder attendance areas. Guiding principles should include:

→ Splits should be avoided.

→ If a split is unavoidable, the following shall be considered for split feeder patterns:

- The split should occur at the elementary-to-middle school level where possible.
- Splitting of cohorts should occur no more than once in a student's tenure.
- Splits should be generally of equal cohort size.
- Splits should maintain program opportunities such as continuing access to dual language programming.

B. Request the School Board to consider amending Policy JC to avoid splitting feeder patterns and to articulate factors to address where split feeder patterns may be acceptable.

Recommendation approved 8–2 with edits at the December 17, 2025 LRFPC meeting.

Related North Stars and Planning Implications

North Star 3: Culture of Connection and Belonging

→ 3.1 Schools encourage natural everyday connections between students, staff, and families to foster a strong sense of belonging.

→ 3.2 Long-term relationships are supported through smooth transitions and continuity between elementary, middle, and high school.

→ 3.3 Specialized programs are thoughtfully placed to minimize disruption in transitions.

ATTENDANCE BOUNDARIES[CS12.1]

Recommendation

A. The School Board should direct District staff to review Policy JC to determine if:

→ The four (4) factors for considering attendance boundary adjustments remain applicable and relevant.

→ Additional language is necessary to ensure District equity goals are adequately addressed in Policy JC.

B. Staff should report back to the School Board on the review of Policy JC within six months of initiating the review.

Recommendation approved 7–3 at the December 17, 2025 LRFPC meeting.

Related North Stars and Planning Implications

North Star 2: Equitable and Sustainable Resource Stewardship

→ 2.1 School sizes and boundaries are designed to ensure balanced enrollment and equitable access to quality experiences for all students.

North Star 3: Culture of Connection and Belonging

→ 3.1 Schools encourage natural everyday connections between students, staff, and families to foster a strong sense of belonging.

→ 3.2 Long-term relationships are supported through smooth transitions and continuity between elementary, middle and high school.



SCHOOL CONDITION ASSESSMENTS[CS13.1]

Recommendation

A. The 2027 Long-Range Facilities Plan committee should evaluate the merit of making long-term deferred maintenance capital investments in structures that:
   - are over 75 years in age, or
   - have a Facilities Condition Index (FCI) score of > 0.3, or
   - have a seismic score < 51

B. In the 2027 Long-Range Facilities Plan, evaluate the cost of replacing or updating existing structures less than 75 years old.

C. The 2027 Long-Range Facilities Plan should contain evaluations of structure replacement or upgrade analysis based on a matrix which includes factors such as, and not necessarily limited to; FCI Score, structure age, seismic condition, enrollment forecast, quantitative community impact analysis, and district design specifications.

Recommendation approved 9–1 with edits at the December 17, 2025 LRFPC meeting.

Related North Stars and Planning Implications

North Star 1: Known, Seen, and Supported

→ 1.2 Schools provide flexible spaces to meet individual needs, ensuring students with disabilities and neurodiverse learners are fully included and supported.

North Star 2: Equitable and Sustainable Resource Stewardship

→ 2.3 Schools are structured to meet current needs while ensuring the District remains fiscally strong and sustainable for the future.

North Star 4: Preparing Students for Future Success

→ 4.3 Schools have environments that are responsive to holistic needs and include infrastructure for multi-tiered systems of support, ensuring all students can engage in learning comfortably and effectively.

8. Decision-Making and Voting Transparency



The Long-Range Facilities Planning Committee reviewed and voted on the recommendations during publicly noticed meetings. Vote totals reflect member attendance at the time of each vote. Meeting agendas, materials, and vote outcomes are documented in meeting records and are publicly available on the District's Long-Range Facilities Planning website.

9. Use of Committee Recommendations and Materials



The recommendations approved by the Long-Range Facilities Planning Committee are documented in this report and provided for District and School Board consideration.

As part of this work, the committee adopted a set of North Stars and associated Planning Implications, which are included in this report and appendices. These materials reflect values and considerations discussed by the committee, informed by community input, and may serve as a reference framework in future District planning, analysis, or decision-making processes, as determined by District leadership and the School Board.

10. Superintendent's Recommendation to School Board



Interim Superintendent Schofield reviewed the recommendations from the Long-Range Facilities Planning Committee and forwarded most of the recommendations to the School Board for consideration. The Interim Superintendent's recommendations are included in Appendix H of this report.

The materials forwarded to the School Board mainly reflect minor edits and reorganization of the committee's recommendations.

The Interim Superintendent did not forward the committee's recommendations related to establishing advisory committees to review split feeder patterns. District administration indicated that this is currently addressed through existing administrative functions.

11. School Board Adopted Recommendations

The School Board reviewed and discussed the recommendations from Interim Superintendent Schofield over the course of three meetings. The Board had its initial presentation from staff on February 3, 2026 at which time the Board requested additional information on the recommendations. The Board held a second review of the recommendations at its February 24, 2026 meeting. The Board requested amendments to the recommendations to help clarify the intent of the recommendations. The Board held its final meeting on the recommendations from Interim Superintendent Schofield on March 10, 2026. The Board unanimously approved the recommendations at the conclusion of its meeting. The Board's adopted recommendations are attached in Appendix I.

Appendices

Appendix A. Listening and Learning Report

Provides the complete Listening and Learning Report previously submitted to the District, summarizing themes and insights from community engagement conducted between January and April 2025.

Appendix B. Listening and Learning: Additional Community Priority Insights

Includes supplemental analysis highlighting variations in priorities and perspectives across engagement groups.

Appendix C. Emerging Themes from Listening and Learning: "Big Ideas"

Presents the synthesized "Big Ideas" document shared with the Long-Range Facilities Planning Committee at Meeting #4, serving as an initial translation of community input into discussion topics for committee consideration.

Appendix D. North Stars and Planning Implications

Includes the final committee-adopted North Stars and associated Planning Implications, along with supporting graphics developed during the process.

Appendix E. Long-Range Facilities Planning Committee Problem Statement

Includes the committee-reviewed and approved Problem Statement, which clarified scope and objectives following development of the North Stars.

Appendix F. Guardrails and Levers – Preliminary Draft Materials

Documents the initial guardrails and levers developed by District staff and BRIC for committee review prior to refinement and voting.

Appendix G. Final Committee-Approved Recommendations

Contains the final, committee-approved recommendations organized by bucket, reflecting votes taken during the December 2025 and January 2026 meetings.

Appendix H. Superintendent's Recommendation to School Board

Presents the final recommendations submitted to the Board following the Interim Superintendent's review. Revisions and additions made after the original committee-approved recommendations are highlighted within the document.

Appendix I. School Board Adopted Recommendations

Presents the final recommendations adopted by the School Board in March 2026.

Appendix J. Data and Reference Materials Provided to the Committee

Key data sets, presentations, and reference materials shared with the committee, including enrollment projections, facilities condition data, financial information, and educational context materials.

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APPENDIX A

Listening and Learning Report

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Introduction

PROJECT DESCRIPTION

BRIC is currently leading a comprehensive long-range facility planning process alongside Beaverton School District; the process is designed to inform future bond priorities, realign feeder patterns, and address inequities in capacity across the district. As Oregon's third-largest district, Beaverton School District serves a richly diverse student body and is guided by a vision that centers belonging, academic excellence, and community connection. BRIC is facilitating an inclusive, equity-centered engagement process that empowers students, families, and staff to shape the district's educational future and how those align with facilities needs.

In light of declining enrollment and projections of continued decline over the next decade, BSD recognized the need for a proactive, values-based conversation with its community. The goal of this process is to understand the educational experiences families and students want, while applying an equity lens to ensure that engagement and outreach are inclusive, accessible, and culturally responsive throughout.

WHAT THIS REPORT REPRESENTS

This report summarizes the themes and insights identified through the engagement sessions. These findings will help inform BSD's long-range facilities planning process and ensure that future decisions reflect the voices and values of the Beaverton community.





Process

ABOUT THE PROCESS

In January 2025, BRIC began hosting a series of engagement sessions as part of a "listening and learning" effort to better understand the needs of the Beaverton School District community. An intentional effort was made to center the voices of communities who were identified as being the most impacted by educational inequities. This was done by using an "affinity" model approach, working directly with community-based organizations and District services to connect with community members. We hosted nine dedicated affinity sessions and connected with community members at local events and through individual phone calls. These conversations included voices from high school students, low-income families, newcomer immigrant families, Muslim families, Black families, Hindu families, Latino families, and families of students receiving special education services.

In addition to the affinity-based approach, BRIC hosted a series of in-person community forums, hosted at each of the six comprehensive high schools in Beaverton School District. Three virtual community forum options were added to capture the voices of those who were unable to make it to an in-person meeting.

Beaverton School District staff were also engaged in multiple ways throughout the process. We began by gathering input from District leaders and school administrators and concluded the "listening and learning" tour with conversations with teachers from every elementary school. In addition, a dedicated session was held for LGBTQ staff, supplementing both our affinity group and educator meetings.

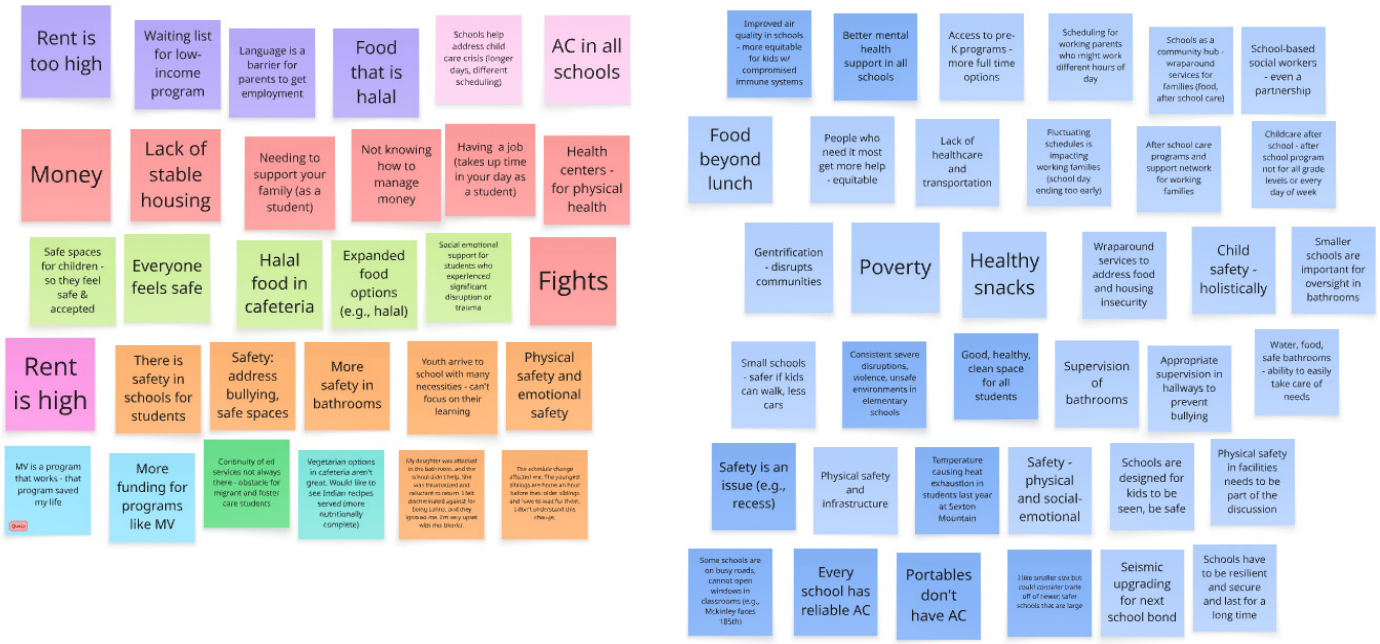
Following the completion of all sessions, meeting transcripts were carefully reviewed to extract overarching themes across meetings and across the various groups. These themes were then distilled into "big ideas" that were shared with the Long-Range Facilities Planning Committee, as they resumed their working sessions in May 2025.







Basic Needs



Sense of Belonging & Ownership



Feedback from Equity-Centered Engagement Sessions

EQUITABLE ACCESS

Students and families should be able to access safe, welcoming schools, programs, and essential services, regardless of identity, income, or location. Schools must be designed and operated with equity in mind, ensuring that basic needs are met, barriers to participation are removed, and resources are fairly distributed across the district.



Access to Basic Needs

- Expanded after-school care to support working families.
- Safe, supervised environments, including bathrooms and less-monitored areas.
- Buildings with updated infrastructure (air conditioning, seismic upgrades).
- Access to services like healthcare, internet, and laundry facilities.
- Increased access to programs and services that support families experiencing poverty or financial hardship.

Inclusive Access

- Facilities that include gender-neutral restrooms and multipurpose spaces for prayer, quiet breaks, or sensory needs.
- Inclusive food options in cafeterias (e.g. halal, vegetarian, nutritionally complete).
- Clear communication about programs, events and resources, including translated materials and increased availability of bilingual staff.



Access to School

- Schedules and resources are aligned to the needs of multi-child families and working caregivers.
- Transportation solutions that minimize learning disruptions and are accessible to all.

Access to Programs and Opportunities

- Programs and services located closer to families.
- Greater availability of special education, dual language, electives, and extracurriculars.
- Reduced waitlists and improved communication about how to enroll or participate.

Equitable Distribution of Resources

- Strategic redistribution of enrollment to balance capacity and access.



- Equitable funding and staffing across schools, including access to devices and materials.
- Support for schools with limited fundraising capacity (e.g. PTO equity).
- Community and volunteer resources shared beyond affluent school zones.



Illustrative Quotes:

"Safety in facilities needs to be part of discussion. Physical safety. Schools have to be resilient and secure and last for a long time. Whether it's new schools or modernization of old schools, that has to be a priority"
— BSD Community Member

"I want to advocate for field space and athletics, along with band and art and other electives and opportunities. I think all of that's important... I would envision good, healthy, clean space for all students. And I do like the smaller size. But if the trade-off is larger buildings but newer, safer...there has to be consideration to make sure that everybody's getting equal learning space."
— BSD Parent

"What's really hard is I've been able to see for our specialized program spaces, the safe rooms, are not comfortable or kid safe. The spaces that they need for sensory often have to come out of school budgets and that goes from K through post-senior. That's also for life skill spaces. And so, thinking like, are we adequately supporting all of our students? Because that's a space I've had kids come out with bloody knuckles. I've had kids break glass. I've had kids seriously injure adults."
— BSD Parent

"You have to out yourself to ask for a key to go to a bathroom that is actually used by staff."
— BSD School Staff

"I would like to see a place for the kids during the month of Ramadan...It will be nice if our kids, especially the older one, like middle school and high school students, can have a place they can go to the library. Give them the option during lunch time to go to the library or another place where they can be safe and just spend the lunch break there instead of being in the cafeteria during the lunch time."
— BSD Parent

"In my son's Middle School, he went to the principal, asked for a place to pray, and they actually facilitated that on a daily basis, as well as Friday. They have a dedicated area that they meet on Friday, I think, like four or five of them, and then they have the Friday prayer, and then on some daily basis, they have the place available for them. So that's a very great thing. I would like to recognize them for that."
— BSD Parent



"Transportation (is a barrier). Kids are missing an entire day of school for medical appointments, immigration screenings, etc."
— BSD Teacher

"Even the sick kids, you know, you have a child that gets sick in the middle of the day, and the parent doesn't have a form of transportation and then a sick child sits in the health room for hours until they can somehow manage to get there."
— BSD Teacher

"The schedule change affected me. The youngest siblings are home an hour before their older siblings and have to wait for them alone. I don't understand this change."
— BSD Parent

"For most parents, it's kind of hard for them if their kids want to participate in a program like wrestling, soccer and stuff... you have to go to practice, you have to go to games. Most people don't have the stuff to provide for their kids. Maybe if their game is far away, they can't take time out of their day to like, drive one hour and 30 minutes just to take them."
— BSD Student

"It's been an interesting dynamic, navigating the fact that the District, for the all intents and purposes, is supposed to be inclusive, and yet we have chosen to a be at a school that is in culture inclusive, yet is not because, like you, not every kid can get to that school, so certainly not everybody can go there. And now we're applying for admission to a school that now he's got to fulfill a pretty significant audition to get in, you know, and I'm like, that's really interesting, that, like, it's a public school, and yet it's still real exclusive."
— BSD Parent

"Five Oaks didn't use to have a PTO because of the boundaries. How was that fair?"
— BSD Parent

"We cannot let the loudest and most affluent parents run the show."
— BSD Community Member

"Why are we okay with having schools in the middle of the District that are struggling? Chehalem needs 30 translators to do their conferences. We don't acknowledge that that school needs more resources."
— BSD Parent/Educator

"We don't have equity. It's a lie."
— BSD Teacher

"It feels like the District wants to keep some schools poor."
— BSD Teacher

"The disparity in grant funding that Stoller has...they have like, 10 3D printers. And there's just so many things like that and they're like, Oh, well, it's grants. And I'm happy for you that you're getting all these grants, but you have staff that have the time to write grants whereas, at Meadow Park, there's a lot of triages going on at all times, and so there's not always a staff member that has the time to do grant writing. So, that inequity can be very frustrating, which is, basic access, and supplies and materials."
— BSD School Staff



HIGH-QUALITY, RESPONSIVE LEARNING ENVIRONMENTS

All students deserve access to challenging, individualized learning led by well-supported educators. Schools must ensure teachers have the time, training, and tools to succeed, and families should have real choices in programs that reflect their values, needs, and aspirations.

Educator Capacity and Support

- Increased staffing and reduced caseloads for counselors, social workers, and support staff.
- Expanded access to classroom aides and specialized educators.
- Dedicated spaces for mental health professionals, interventionists, and wraparound support providers.
- Substitutes trained in classroom management and school-specific culture.
- Systems that prevent educator burnout and retain high-quality staff.

Expanded Learning Opportunities

- Increased availability of dual-language, newcomer, and specialty programs.
- Expansion of career and technical education, including pathways to trades and professions.
- More middle and high school options across the District.

Individualized Support

- Smaller class sizes that allow for meaningful individual attention.
- Individualized instruction based on student strengths, needs, and interests.
- Targeted support for students who are behind academically or need accommodations.
- Streamlined communication for families of students with IEPs, 504s, or specialized learning plans.
- Time and staffing capacity for educators to build relationships and partner with families.
- Engaging and Purposeful Instruction
- Learning focused on inclusive, culturally responsive, and academically rigorous instruction.
- Students are consistently challenged and supported to reach their full potential.
- Reduced in-class technology and distractions, especially in elementary school, in favor of books, play, and hands-on learning.

Agency

There are options available for families to choose the learning environment that best meets their needs.



Illustrative Quotes:

"We only have 15 kids in that class, and I feel like that was an accident. I used to have a D in that class... even though high school is harder for me, I have an A now, because the teachers can focus more on students, which is more helpful...last year, we had 40 kids in one classroom... our teacher would yell every single day because she couldn't handle all those kids."
— BSD Student

"I would say, in 16 years of this school district, I think I've only come across... I can count the number of POC teachers that I have come across, whether administrators or teachers, on one hand, that's in the six, seven different schools we've been in. Five. Can you imagine? So where are they? And it's always just one, maybe one in a school, one. And then next thing you hear, oh, that person is gone. They're no longer there. So, they don't see teachers, they don't see administrators that look like them."
— BSD Parent

"The District needs to look at ratios. One counselor for 749 students is not okay."
— BSD Teacher

"...It's not just about the total number of people in the building – it doesn't have to mean that increase the catchment area of the school but could also mean increasing the grades at the school (like making it at K8 school). There's a lot of evidence that K8 is beneficial for kids' education as opposed to having larger elementary schools."
— BSD Community Member

"Ideally there would be mental health support in every single school... But I do think that we don't have anywhere to meet. If our substance use specialist is coming, there's no real office for her. And we have a whole newcomer program but there's no real space for them to be."
— BSD School Staff

"I go to a further school from our house, like 20 minutes. We chose it because it had better facilities and better English classes (newcomer program)."
— BSD Student

"I think the stats are something like three times as many kids apply for option schools than there are spots available. I know that there are families that are choosing an option school because they need their kid to be in a cohort, need them to be known by teachers. A lot of families are still looking for that smaller environment."
— BSD Parent

"We need more flexibility with learning styles. Lot of kids, my son included, have ADHD. They learn differently, they don't have the capacity to sit and listen the same way other kids do."
— BSD Parent



"There is a lot of support for kids who are struggling, whether that's academically, socially, emotionally, all of that, there does not seem to be as much support for kids who, I'll say are above average, so who might need support on the other end of the spectrum in making sure, I'll say they're living up to their potential or able to achieve to their potential."
— BSD Parent

"Substitutes need more classroom management."
— BSD Parent

"One of the thing that I believe will be super helpful for kids, even for their eyesight, a little less of screen time, if possible, in school, because there is lot of devices, and through devices, they are learning a lot, of course, but I think a little bit lesser amount of screen time would be very good, especially in elementary."
— BSD Parent

"Kids are underprepared academically. There's no accountability, no consequences."
— BSD Parent

"IB is very important. Options are important. Going to those schools is much more important than going to the neighborhood school."
— BSD Parent

"When we had K-8s, families could keep kids in a smaller environment or could send kids to larger comprehensive middle school with more options. Families could opt in to K-8 as well. It was a great model of adaptability and flexibility. I want the District to consider options where there is more choice. Consider that kids need different choices."
— BSD Parent

"The kids and the parents, they should get a choice to select. It should not be like; you have to go to this particular school. It should be their choice."
— BSD Parent

"Some people are okay with going to a neighborhood where the choices might be less, but it's easier, convenient. I think parents should be given a choice on that."
— BSD Parent





TRUST AND CONNECTION

Students, families, and educators should experience connection, continuity, and care throughout their school journey. Schools must be rooted in community, designed to foster lasting relationships, and prioritize student well-being through safe, inclusive environments and thoughtful transitions.

Sense of Belonging and Ownership

- Strong, stable relationships that foster belonging and holistic support.
- School size and structure support deep connections and recognition.
- Environments where all students feel seen, respected, and included, regardless of background, identity, or ability

Being Known

- Students have access to trusted adults throughout the school day.
- School leaders and staff know families by name.
- Small, community-based school environments where students are not overlooked.

Social-Emotional Safety

- Social-emotional learning prioritized alongside academics.
- Structures in place to prevent and address bullying, racism, and discrimination.
- Expanded mental health supports, especially for immigrant and refugee students.
- Playgrounds and outdoor spaces designed for inclusive, creative play.

Cohort Continuity

- Consistent peer cohorts that support long-term friendships and belonging.
- Separation of grades or age groups where needed to support development and safety.
- Transitions between schools (e.g., 5th to 6th grade) supported with care and consistency.
- Student experience centered in school planning and boundary decisions.

Illustrative Quotes:

"So, sense of belonging for our Native students, and this is coming from students that I go out and see on a regular basis in school, is when they walk into a school, they feel like it's either fully Latino driven or white driven. They don't feel like they are welcome into the school. They don't see Native like flags, Native artists like pictures. They don't feel like their culture is accepted in that building, and so they often feel afraid to tell peers or staff that they are Native."
— BSD School Staff

"So, from a neurodiverse perspective, a small school is much more manageable. It is way less overwhelming, and it gives that opportunity to run into the same people over and over again, to develop that feeling of community and belonging."
— BSD Parent

"How do you have your voice heard in the classroom, especially if you're shy or introverted? If we want to be serious about belonging, somehow, we need to make classroom sizes more manageable or smaller to ensure voices are heard."
— BSD Parent

"This is a relatively small thing, but my understanding, it's had a decent size impact, and it's similar to the learning kids names, but our school also has a single-entry point in the morning...they made the change for COVID reasons and then kept it because it's been so positive. But all the kids go in the main entrance, and so as kids are arriving, whether it's from the bus or walking or biking or being dropped off, like they're running into each other their seat, like there's a lot of interaction that happens, because they're all kind of like being filtered through the same entrance."
— BSD Parent



"At my kids middle school and my elementary school…by the front door, there is no covered space, and so the kids literally have to wait outside in the rain. And we live in Oregon, it's raining a lot, so they literally have to be out there in the rain every morning. And so, because of that, they just run into the building as fast as they can, and then it's very noisy inside, and then they disperse. And I think they would have more of a sense of community if there was an area outside the front entrance where they could actually gather and maybe not have to scatter to the winds the second that they're allowed to in, and just develop relationships and talk, actually talk to each other."
— BSD Parent

"Students having connections with trusted adults is more important than school size."
— BSD Parent

"I know our school probably has close to 600 which I know seems a little high but is maybe not as high as some of the thoughts or plans for some of the other areas. And I think as long as you have something in a range that allows at the elementary level for the ability for most staff to know kids. I think elementary more than anything else is it's really important for every kid to have visibility to most staff members, since it's the first access point you have into education and really the foundation. That builds your love of school and education for the rest of your life. And I just worry about anything over the six to 700 range, that kids will slip through the cracks and the extra support or help needed, it will be really hard to manage that at higher levels than kind of that four to 600 range."
— BSD Parent

"There's a lot of value to having neighborhoods where the school gets, you know, you put you bring together parents and families that didn't even know they were neighbors, and that's really nice."
— BSD Parent

My child loves being able to walk to school. Our school feels like heartbeat of our community – it's both the heartbeat of our community, and we love that it's a small place where our children can be known and that it can be less stressful environment for our educators to work. Small is important for me."
— BSD Parent

"I love that our school counselor is out there every day, that our school counselor is greeting kids by name every day. That also helps me feel more connected if I need to talk to her, as a parent, knowing that she knows who my kid is."
— BSD Parent

"At Whitford, my daughter was bullied – it was too big of a school. There wasn't appropriate supervision in the hallways, there were students who were stressed out and traumatized in their home life and school so they were bullying her. Stressful environments impact all children."
— BSD Parent

"Some immigrant families did not necessarily want to relocate but were compelled to due to political situations. There are students who have experienced significant disruption or trauma. Social emotional supports are needed."
— BSD Parent

"K–8 schools are a way to keep cohorts together and keep schools the right size."
— BSD Parent

"Meadow Park gets from five different elementary schools and we give to four different high schools. So, the transition is super difficult because you're just, you're having to coordinate with so many folks. And so I don't know why the boundaries worked out that way or how that happened, but it's it is just really challenging, and also it's just super challenging for students socially, because then they might be one of 40 kids that's going to this school, or 30, because that's going to this school instead of like with their community, and totally changes their sort of transportation."
— BSD Parent



ADDITIONAL THEMES

In addition to the central focus areas, families, educators, and community partners lifted up themes related to financial responsibility, partnerships, transparency, and communication. These foundational elements shape how the District is perceived and how effectively it serves its students and families.

Sustainability & Financial Stewardship

District resources should be used responsibly, with a focus on long-term planning, equitable investments, and sustainability.

- Proactive planning that responds to educational and demographic trends.
- Resource allocation that addresses inequities holistically.
- Schools designed for multi-use, including wraparound and community services.
- Policies that support long-term thinking over short-term gains.

Community Partnerships

Strong collaboration between the District, families, and community organizations supports student success and well-being.

- Schools function as neighborhood hubs, open for after-hours programs and partnerships.
- Barriers to community use of school facilities are reduced.
- Ongoing relationships with existing community organizations are maintained and expanded.
- Flexibility in how schools and partners can use resources to meet community needs.

Communication & Transparency

Clear, inclusive, and responsive communication builds trust and helps families, staff, and students feel meaningfully involved. Many expressed frustration about how the new Raleigh Hills building was communicated and shared concerns about possible school closures, highlighting the need for more transparency and clarity around major decisions.

- Transparent decision-making processes with regular opportunities for feedback.
- Increased involvement of parents, teachers, and students in shaping policy.
- Communication methods that are culturally and linguistically responsive.
- Systems that reduce message overload and clarify where to find key information.
- Intentional strategies to engage underrepresented families and communities.

Illustrative Quotes:

"The District invests in long-term thinking instead of short-term."
— BSD Community Member

"I'm worried that closing schools will cause issues in ten, twenty years down the road."
— BSD Community Member

"The District has a powerful role and responsibility to help facilitate this connection. Your spaces support community of parents, students and staff. Please use this as one of your "North Stars" in your LRF planning."
— BSD Community Member

"When is the District itself going to show up to these meetings? There needs to be more face to face meetings and accountability for follow up to address these issues."
— BSD Community Member

"Generally, smaller community schools that are walkable don't have as much toward transportation costs. That's what we came up with at Sato – everybody had to be bused. No neighborhood to park in. PTO ended up paying for buses so everyone could park at a church nearby. If it's necessary for students to be bused, transportation costs will go up."
— BSD Parent

"Having partnerships with community organizations is important. Continue existing relationships and expand outreach to include new ones."
— BSD Community Partner

"We need less restrictions on ways to use funds to engage with the community and meet them where they're at."
— BSD Teacher

"BSD has had liability issues really come to the forefront and so it has restricted access to after school and before school and sports programs quite a bit. If you're building new schools, how can they be built to function better for those uses? Our kids need those enrichment experiences."
— BSD Community Partner

"Yes, there is open enrollment but when it feels hidden...there's not a lot of communication, it closes very early. If you publicize it, so a child who isn't going to thrive in large school, having options all around, making sure every family knows, and that policy and process is more transparent and available. We can't miss out on a whole year of students being where they need to be."
— BSD Parent

"This district has systems that are not transparent, if you're not in the know you wouldn't know that they happen. There are special programs in middle school or summer programs you only know about through word of mouth. I feel like there are significant number of people that don't ever hear about them. We need a means of communication to make sure every single kid knows about every opportunity."
— BSD Parent

APPENDIX B

Listening and Learning: Additional Community Priority Insights

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Appendix: Group-Specific Priorities

The main body of this report summarizes themes that consistently emerged across all engagement sessions, highlighting areas of shared concern and collective vision. This appendix is intended to supplement that summary by identifying how certain priorities stood out for specific participant groups.

These differences reflect the diverse contexts, lived experiences, and needs of BSD community members. While participants in community forums may also have been part of the groups listed below, forums were open to all and largely attended by English-speaking parents of elementary-aged children. The priorities that follow reflect how issues resonated differently depending on participants' roles, identities, and circumstances.

While these listening sessions were primarily designed to inform the Long-Range Facilities Plan, participants raised several topics related to BSD's staffing model and other non-facilities issues. These themes and quotes have still been documented here to ensure transparency throughout the process.



EQUITABLE ACCESS

Access to Basic Needs

- High school students shared experiences of housing instability and significant financial responsibilities, often needing to support their families while trying to stay academically on track.
- Educators highlighted the need for reliable HVAC, clean water, internet access, and laundry facilities.
- Muslim families and families new to the U.S. (including Somali and Dari/Pashto-speaking participants) emphasized the importance of trauma-informed supports, halal food options, and greater access to community services, especially for recently arrived families facing employment and housing barriers.

Inclusive Access

- Muslim families, both longtime residents and recent arrivals, stressed the importance of prayer spaces, washing areas, and accommodating school schedules around religious practices.
- Multilingual families, including Latino, Somali and Dari/Pashto-speaking participants, emphasized the need for language access (translation and interpretation), parent education, and culturally responsive practices.
- Families with students who receive Special Education services prioritized sensory-friendly classrooms, accessible bathrooms near Special Education classrooms, and overall physical accessibility.
- Educators highlighted the importance of bilingual staff and reliable interpretation services to help families stay engaged.

Access to School

- Black families, Latino families and educators named transportation as a persistent challenge.
- Educators also noted that some school start and end times posed challenges for working families and contributed to chronic absenteeism. Many called for more robust extended-day support.
- Families with students who receive Special Education services and community forum participants prioritized walkable, neighborhood-based schools.

Equitable Distribution of Resources

- Educators and Native families observed unequal access to materials, technology, and enrichment across schools.
- Community forum participants and educators pointed to disparities based on PTO capacity, grant funding, and partnerships. These factors were seen as closely tied to the socioeconomic level of the school community.

ENGAGING AND PURPOSEFUL INSTRUCTION

Individualized Support

- Latino families, Black families, high school students, and community forum participants called for smaller class sizes, more instructional aides, and greater support for diverse learning needs.
- Across groups, families and students emphasized the importance of teacher-student relationships and personalized attention.

Educator Capacity

- Educators repeatedly highlighted the need for more staff: counselors, Special Education and English Language Development specialists, and school-based mental health professionals.
- Latino families emphasized better training for substitute teachers and general classroom management support.
- Black families expressed a desire for more teachers and staff of color, citing the impact on student belonging and retention.

Engaging Instruction

- Latino families, Black families, and Afghan youth asked for more rigorous, engaging coursework and clearer college or career pathways.
- Families new to the U.S. (specifically Dari/Pashto-speaking participants) expressed interest in more science, technology, and arts programs, and asked for culturally familiar structures such as gender-separated classes.

Expanded Learning Opportunities

- Latino, Muslim, Afghan youth, and families new to the U.S. (specifically Dari/Pashto-speaking participants) prioritized access to high-quality programs such as dual language, arts, sports, and newcomer supports, even when those programs were not located at their neighborhood school.
- High school students expressed interest in expanding hands-on learning experiences such as culinary arts, construction, and sign language.
- Hindu families advocated for the inclusion of language programs such as Hindi or Sanskrit.

TRUST AND CONNECTION

Sense of Belonging and Ownership

- Latino families appreciated culturally affirming parent groups and wanted more welcoming opportunities to engage.
- Native families described a lack of visible representation and called for the integration of Native identity into curriculum and school culture.
- Black, Somali, Hindu, and Muslim families highlighted the importance of multicultural events, staff awareness, and visible cultural representation in schools.
- Families with students who receive Special Education services emphasized peer inclusion and smaller school environments to reduce sensory and social overwhelm.
- Community forum participants valued small, neighborhood-based schools that support strong relationships between students, families, and staff.

Cohort Continuity

- Community forum participants, families with students who receive Special Education services, families new to the U.S., and high school students shared that staying with the same peers over time helped students feel secure and build lasting relationships. These groups expressed concern about transitions that separate students into new schools or peer groups too frequently.
- Educators noted challenges in maintaining student community and continuity when students disperse across multiple schools after key transitions (e.g., from elementary to middle).

Social-Emotional Safety

- Participants from across the spectrum shared concerns about physical safety, bullying and social media pressure, and need for additional mental health support for students.
- Students in particular raised the need for stronger emotional support systems and adult presence on campus.

APPENDIX C

Emerging Themes from Listening and Learning: “Big Ideas”

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LISTENING & LEARNING



Who We Heard From

Community Forums



We hosted a series of in-person community forums, hosted at each of the six high schools in Beaverton School District. Three virtual community forum options were added to capture the voices of those who were unable to make it to an in-person meeting.



Affinity Groups

In addition to general community forums, we prioritized hearing from affinity groups, especially those most impacted by educational inequities. We hosted nine dedicated affinity sessions and also connected with community members at local events and through individual phone calls. These conversations included voices from high school students, low-income families, newcomer immigrant families, Muslim families, Black families, Hindu families, Latino families, and families of students receiving special education services.

Educator Meetings

Beaverton School District staff were engaged in multiple ways throughout the process. We began by gathering input from District leaders and school administrators, and concluded the Listening & Learning tour with conversations with teachers from every elementary school. In addition, a dedicated session was held for LGBTQ staff, supplementing both our affinity group and educator meetings.



BIG IDEAS



What We Heard



Equitable Access

Basic Needs
Inclusive Access
Access to Programs
Access to School
Equitable Distribution

High Quality, Responsive Learning Environments



Educator Capacity & Support
Expanded Learning Opportunities
Individualized Support
Engaging & Purposeful Instruction
Agency

Trust & Connection



Sense of Belonging & Ownership
Being Known
Social-Emotional Safety
Cohort Continuity

BRIC ARCHITECTURE

COMMUNITY VOICE



Equitable Access

"McKinney-Vento is a program that works. That program saved my life."

"We need programs as close to home as possible, especially if relying on public transportation"

"More safety in bathrooms."

"Teachers need more support in classrooms with students on IEPs."

"We need bilingual staff in every school."

"Youth arrive to school with many necessities - they can't focus on their learning."

"(There is) not a lot of communication about open enrollment...closes very early. "

What are the greatest barriers to success?

What do families need to be successful?

"Health centers."

"After school programs and support network for working families."

"More support for immigrant students."

"AC in all schools."

"Transportation (is a barrier). Kids are missing an entire day of school for medical appointments, immigration screenings, etc."

"Being stuck in a school that is not that great sucks."

"Lack of appropriate place to pray."

"We don't have equity. It's a lie."

BRIC ARCHITECTURE

COMMUNITY VOICE



High Quality, Responsive Learning Environments

How important is living close to school vs. being able to access a greater variety of programs and resources?

"Provide choice for our students. One size does not fit all."

"Prefer to have programs close by but will transport if needed."

"It's good to have the option to go to another school even if it's far."

"Option schools definitely have a place in Beaverton."

"Feels like teachers are burnt out, don't care."

"I don't think BSD does a great job connecting our kids to things that are greater."

"As students get older, having more options is beneficial."

"Elective choices are what makes school fun for my kids. Even if it's a bigger school, I think that's better."

"My preference is for a neighborhood school that can meet my child where he's at."

"Youth who want to learn are frustrated. "

"Shouldn't be as many students. They can't teach you one on one. Don't get the learning you want. "

"My kids are not challenged enough. Would like to see more opportunities."

What are the greatest barriers to success?

BRIC ARCHITECTURE

COMMUNITY VOICE



Trust & Connection

In an ideal state, what would a Beaverton School District where every student belongs, believes, and achieves look like?

"Students have trusted adults to go to."

"SPED students are integrated into the general population as much as possible."

"Kids feel like they belong."

"Different cultures are incorporated into the design of schools."

"Community shares knowledge and cares for each other."

"Some kids are not very good at making friends, helps to go to school with the same people."

"We don't really welcome people."

"Every kid is known, is seen."

"Kids feel valued, feel like they have purpose."

"School is a safe place where parents and staff connect and can be involved."

"High parent involvement at events."

"Kids don't see teachers or administrators that look like them."

"My daughter was split up from her friends. It was a tough time for her. I wish all the kids went to the same school together."

"It doesn't feel safe to pass kids on to middle or high school."

What are the greatest barriers to success?

BRIC ARCHITECTURE

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APPENDIX D

North Stars and Planning Implications

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KNOWN, SEEN AND SUPPORTED

Students are known, seen and supported by caring educators who meet them where they are and guide them on their unique learning paths.

1.1 Schools are structured such that educators have the ability and resources to meet diverse academic, social-emotional and cultural needs effectively.

1.2 Schools provide flexible spaces to meet individual needs, ensuring students with disabilities and neurodiverse learners are fully included and supported.

1.3 Schools are connected to parents, families and the broader community in ways that foster strong relationships.

1.4 Schools have resources and programs to actively support students' holistic needs to ensure all students are ready to learn and thrive.



EQUITABLE AND SUSTAINABLE RESOURCE STEWARDSHIP

Our schools receive financial support and staffing tailored equitably to their students' unique needs.

2.1 School sizes and boundaries are designed to ensure balanced enrollment and equitable access to quality experiences for all students.

2.2 Schools have enrollment-to-capacity ratios to ensure enrichment opportunities are available in an equitable manner without compromising core academic standards.

2.3 Schools are structured to meet current needs while ensuring the District remains fiscally strong and sustainable for the future.



CULTURE OF CONNECTION AND BELONGING

Our schools are rooted in community and serve as places of connection, continuity and care for students, families and neighborhoods.

3.1 Schools encourage natural everyday connections between students, staff, and families to foster a strong sense of belonging.

3.2 Long-term relationships are supported through smooth transitions and continuity between elementary, middle and high school.

3.3. Specialized programs are thoughtfully placed to minimize disruption in transitions.

3.4 School environments reflect and celebrate the diversity of the community, fostering a sense of belonging for all.



PREPARING STUDENTS FOR FUTURE SUCCESS

Our schools provide the resources and conditions to support rigorous and relevant academic experiences, positioning students for future success across a variety of paths.

4.1 Students and families are equitably supported with the knowledge, guidance and resources they need to prepare for a wide range of future pathways.

4.2 Schools have the space, resources and staffing capacity to support educator development, collaboration and well-being, including professional learning opportunities and spaces that promote wellness.

4.3 Schools have environments that are responsive to holistic needs and include infrastructure for multi-tiered systems of support, ensuring all students can engage in learning comfortably and effectively.

4.4 Schools provide a strong educational foundation where each child can thrive.



NORTH STAR #1: KNOWN, SEEN, AND SUPPORTED

Students are known, seen and supported by caring educators who meet them where they are and guide them on their unique learning paths.

1.1 Schools are structured such that educators have the ability and resources to meet diverse academic, social-emotional and cultural needs effectively.

1.2 Schools provide flexible spaces to meet individual needs, ensuring students with disabilities and neurodiverse learners are fully included and supported.

1.3 Schools are connected to parents, families and the broader community in ways that foster strong relationships.

1.4 Schools have resources and programs to actively support students' holistic needs to ensure all students are ready to learn and thrive.

NORTH STAR #2: EQUITABLE AND SUSTAINABLE RESOURCE STEWARDSHIP

Our schools receive financial support and staffing tailored equitably to their students' unique needs.

2.1 School sizes and boundaries are designed to ensure balanced enrollment and equitable access to quality experiences for all students.

2.2 Schools have enrollment-to-capacity ratios to ensure enrichment opportunities are available in an equitable manner without compromising core academic standards.

2.3 Schools are structured to meet current needs while ensuring the District remains fiscally strong and sustainable for the future.

NORTH STAR #3: CULTURE OF CONNECTION AND BELONGING

Our schools are rooted in community and serve as places of connection, continuity and care for students, families and neighborhoods.

3.1 Schools encourage natural everyday connections between students, staff and families to foster a strong sense of belonging.

3.2 Long-term relationships are supported through smooth transitions and continuity between elementary, middle and high school.

3.3. Specialized education programs are thoughtfully placed to minimize disruption in transitions.

3.4 School environments reflect and celebrate the diversity of the community, fostering a sense of belonging for all.



NORTH STAR #4: PREPARING STUDENTS FOR FUTURE SUCCESS

Our schools provide the resources and conditions to support rigorous and relevant academic experiences, positioning students for future success across a variety of paths.

4.1 Students and families are equitably supported with the knowledge, guidance and resources they need to prepare for a wide range of future pathways.

4.2 Schools have the space, resources and staffing capacity to support educator development, collaboration and well-being, including professional learning opportunities and spaces that promote wellness.

4.3 Schools have environments that are responsive to holistic needs and include infrastructure for multi-tiered systems of support, ensuring all students can engage in learning comfortably and effectively.

4.4 Schools provide a strong educational foundation where each child can thrive.

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APPENDIX E

Long-Range Facilities Planning Committee Problem Statement

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Problem Statement

(January 14, 2026)

Current State:

- Desire for all students to have a high-quality educational experience
- Declining enrollment projected to continue in future years
- Large variations in school enrollment and costs per student
- Large variations in social-economic status between schools and areas within the district.
- Unaligned attendance boundaries that split student cohorts in school level transitions
- School facilities that are aging, in poor condition or not well designed educational environments
- Deficit spending to balance the budget

Problem Description:

- Declining student enrollment, increasing inequities between schools and budget considerations have spurred the district to consider how best to use its facilities.

Impact:

- Without adjustments, the district will continue to have inconsistent student educational experiences, growing inefficiencies and inequalities, and budget consequences that will impact the student experience.

Desired State:

- School enrollments and building utilization that allow the district to maintain fiscal stability and provide a consistent outstanding educational experience for every student.

Actions Needed:

- Create guiding principles, guardrails and recommended next steps for facilities planning to address:
    - Declining student enrollment

- Existing and potential inequities among schools
- Manage district resources and capital assets by a fiscally responsible and data-informed process
- Provide a high-quality and equitable educational experience to all students.

Problem Statement approved 10-0 at December 17, 2025 LRFPC meeting.

APPENDIX F

Guardrails and Levers – Preliminary Draft Materials

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Long Range Planning (LRP) Guidelines and Levers

Context

Similar to many school districts in Oregon and across the nation, Beaverton School District (BSD) is experiencing a decline in student enrollment. This decline is impacting the district's ability to maintain programs, staff, and facilities efficiently.

BSD has a dual responsibility:

- To provide a **high-quality and equitable educational experience** for all students.
- To manage **district resources and capital assets** in a fiscally responsible manner.

In response to declining enrollment and to support future decision-making, the **Long Range Planning Committee (LRPC)** is proposing a **layered approach** that incorporates **metrics, guiding principles, recommended actions, and community engagement.**

Metrics, Guiding Principles, Recommended Actions, and Considerations

1. Annual Enrollment Report

Each November, district staff will provide the Board with an **Annual Enrollment Trend Report**, including:

- School utilization data
- Number of classes per grade level
- Five-year enrollment projections by school

---

2. Enrollment and School Utilization

Advisory Phase

Guardrails

- Two or fewer classes per grade level
- Enrollment is less than 60% of building capacity

Levers

- Adjustments to resource allocation
- Implementation of blended classrooms
- Modifications to specials (e.g., art, music, PE)

Description/Considerations
These adjustments may be initiated internally and are intended to manage low-enrollment impacts without immediate structural changes to schools.

Community Engagement Phase

Guardrails

- 1.5 or fewer classes per grade level
- Enrollment is less than 50% of building capacity
- Projected declining trends for at least five years

Levers

- Initiate a **community-based engagement process** to explore potential solutions aimed at increasing enrollment

Description/Considerations
This process may result in one or more of the following recommendations (including but not limited to):

- Continuing to operate with the established staffing formula

- Introducing focus or specialized programming
- Reallocating grade levels to neighboring schools
- School closure or consolidation

---

3. Feeder Patterns

- At least **90%** of students should follow a single feeder path
- Limit split feeders to **less than 10%** of total enrollment
- Ensure **program parity** across all schools in a feeder system

---

4. Attendance Boundaries

- Prioritize students who live within **elementary walk zones**
- Minimize **student transportation time**
- Boundaries should follow **recognizable, visible features**
- Avoid crossings of major physical barriers when possible

---

5. School Condition Assessments

- **Facilities Condition Index (FCI)** > 0.3 indicates **poor condition**; prioritize for review
- Buildings over **50 years old** flagged for assessment
- Sites must meet **local seismic safety standards**; prioritize high-risk locations

---

Guiding Principles

- **Equity and access** must guide all enrollment decisions
    - Particular attention should be given to impacts on historically underserved populations
    - BSD defines equity as removing institutional barriers, embracing diversity, enhancing inclusion, and supporting students, staff, and families with culturally responsive practices
- **Data-informed decision-making** is essential
- Decisions should focus on **efficient resource use** for the benefit of all students
- Acknowledge that **change is difficult**; communities must be supported through transitions
- Consider both **facility condition** and the **cost to modernize** schools
- Evaluate options for **district-wide optimization** when appropriate

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Recommended Policy Review and Community Engagement

- **Evaluate the Open Enrollment Policy** to determine its impact and effectiveness
- **Review current attendance boundaries** to identify opportunities for rebalancing enrollment among resident students

APPENDIX G

Final Committee-Approved Recommendations

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Guard Rails & Levers

Committee Recommendations

(January 14, 2026)

Bucket 1 - Annual Enrollment Report

Recommendation:

A. Superintendent should direct district staff to provide the Board at its November meeting with an Annual Enrollment Trend Report which should include but not be limited to:
    a. School utilization data
    b. Number of students per grade level
    c. Evaluation how enrollment is tracking to its current 10-year enrollment forecast.

Recommendation approved 9-1 at December 17, 2025 LRFPC meeting.

Bucket 2 – Enrollment and School Utilization

Recommendation

A. Superintendent should establish an administrative enrollment and building capacity utilization study once a school year to begin after October 1 of each school year when the student enrollment at an elementary school is less than 350 students or at any school when enrollment is less than 65% utilization of a building's permanent capacity.

B. The administrative study should be intended to:
    1) Determine if the level of enrollment is a consistent trend and forecasted to continue.
    2) Identify and evaluate the ability to implement potential solutions to increase enrollment.

C. Where applicable, potential solutions resulting from an administrative study should include, and may not be limited to, the following:

    1) Adjustments to resource allocation
    2) Implementation of blended classrooms
    3) Modifications to specials (e.g., art, music, PE)
    4) Review attendance boundary adjustments
    5) Consolidate schools
    6) Other implementation ideas to increase enrollment

D. Superintendent should recommend to the School Board to establish an advisory committee if the outcome of the administrative study is:

    1) Attendance boundary adjustment. Committee to be formed pursuant to Policy JC
    2) School consolidation. Committee to be formed pursuant to Policy FL

E. Prior to the next capital bond program, Superintendent should direct the Facilities Department to review and revise the 2014 Education Specifications for District facilities to reflect current and future educational needs, standards, practices, and student enrollment

Recommendation approved 9-3 at January 14, 2026 LRFPC meeting.

Bucket 3 - Feeder Patterns

Recommendation:

A. Form a committee to evaluate the existing examples of split feeders to minimize the use of split feeder attendance areas. Guiding principles should include:
    a. Splits should be avoided.
    b. If a split is not avoidable, the following shall be considered for split feeder patterns:
        i. The split should be at ES to MS level where possible.
        ii. Spliting of cohorts should occur no more than once in a student's tenure.
        iii. Splits should be generally of equal cohort size.
        iv. Splits should maintain program opportunities such as continuing access to dual language programming.
B. Request the School Board to consider amending Policy JC to avoid splitting feeder patterns and to articulate the factors to address where split feeder patterns may be acceptable.

Recommendation approved 8-2 with edit to § A.b.ii. at December 17, 2025 LRFPC meeting.

Bucket 4 - Attendance Boundaries

Recommendation:

A. School Board should direct District staff to review Policy JC to determine if:
    a. The four (4) factors for considering attendance boundary adjustments remain applicable and relevant.
    b. Additional language is necessary to address District equity goals are adequately addressed in Policy JC.
B. Staff should report back to the School Board on its review of Policy JC within six months of starting the review of Policy JC.

Recommendation approved 7-3 at December 17, 2025 LRFPC meeting.

Bucket 5 - School Condition Assessments

Recommendation:

A. The 2027 Long Range Facilities Plan committee should evaluate the merit of making long term deferred maintenance capital investments in structures that:
    a. are over 75 years in age, or
    b. have a Facilities Condition Index (FCI) score of > 0.3., or
    c. have a seismic score <51.
B. In the 2027 Long Range Facilities Plan, evaluate the cost of replacing or updating of existing structures less than 75 years old.
C. The 2027 Long Range Facilities Plan should contain evaluations of structure replacement or upgrade analysis based on a matrix which includes factors such as, and not necessarily limited to; FCI score, structure age, seismic condition, enrollment forecast, quanative community impact analysis, and district design specifications.

Recommendation approved 9-1 with edits in §s A., A.a-c., and C. at December 17, 2025 LRFPC meeting.

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APPENDIX H

Superintendent's Recommendation to School Board

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Annual Enrollment Trend Report

A. The superintendent should direct district staff to provide the board each fall with an annual enrollment trend report. The report should include but not be limited to:

- School utilization data
- Enrollment counts by grade level
- An evaluation of how current enrollment is tracking against the district's 10-year enrollment forecast

Annual School Utilization Study

A. The superintendent should establish an annual administrative school building utilization study, to be initiated after October 1 of each school year when:

- Enrollment at an elementary school falls below 350 students (or below 300 students at a school with a permanent capacity estimate under 350), or
- Enrollment at any school falls below 65% of the building's permanent capacity.

B. The administrative study should be designed to:

- Determine whether enrollment levels reflect a consistent trend and are forecasted to continue, and
- Identify and evaluate potential solutions to balance enrollment and resources.

C. Where applicable, potential solutions identified through the administrative study may include, but are not limited to:

- Adjustments to resource allocation
- Implementation of blended classrooms
- Modifications to specials (e.g., art, music, physical education)
- Review of attendance boundaries
- Consolidation of schools
- Other strategies to increase or balance enrollment

D. The superintendent or school board should consider establishing an advisory committee if the outcome of the administrative study includes attendance boundary adjustments (pursuant to Policy JC) or school consolidation (pursuant to Policy FL).

Recommendation E has been relocated to topic area concerning Plan & Policy Review

Attendance Boundaries & Feeder Patterns – Tropic areas were merged

A. The school board and superintendent should direct staff to review Policy JC and report back to the school board within six months of initiating the review, to include:

- Whether the four existing factors used to consider attendance boundary adjustments remain applicable and relevant, and whether additional language is needed to ensure district equity goals are adequately addressed; and
- Whether to recommend amendments to discourage split feeder patterns and to clearly articulate the circumstances under which split feeders may be acceptable.

A committee to evaluate split feeders was not forwarded to the Board

B. The district should evaluate existing examples of split feeder patterns, with the goal of increasing clean feeders and minimizing the use of noncontiguous attendance boundaries for different school levels.

C. Guiding principles for school feeder patterns should include:

- Split feeder patterns should be avoided whenever feasible.
- When a split is unavoidable, the following considerations should apply:
  - Splits should occur at the elementary-to-middle school level where possible.
  - Student cohorts should be split no more than once during a student's tenure.
  - Split cohorts should be generally equal in size.
  - Split feeder patterns should preserve access to programmatic opportunities, such as dual language programs.

School Condition Assessment

The 2027 Long-Range Facilities Plan should:

A. Evaluate the merit of making long-term deferred maintenance capital investments in structures that:

- Are more than 75 years old; or
- Have a Facilities Condition Index (FCI) score greater than 0.3; or
- Have a seismic score below 51.

B. Evaluate the cost of replacing or updating existing structures that are more than 75 years old.

C. Include replacement or upgrade analyses based on a matrix of factors, including but not limited to:

- Facilities Condition Index (FCI) score
- Structure age
- Seismic condition
- Enrollment forecasts
- Quantitative community impact analysis
- District design specifications

Plan & Policy Review - New topic area

A. Prior to the next capital bond program, the superintendent should direct the Facilities Department to review and revise the 2014 Educational Specifications for district facilities to reflect current and future educational needs, standards, practices and student enrollment trends.

B. Prior to the next capital bond program or any boundary adjustment process, the school board should consider potential revisions to Policy JC School Attendance Areas as articulated above.

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APPENDIX I

School Board Adopted Recommendations

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Long Range Facility Planning Recommendations

Board Approved Recommendations

(March 10, 2026)

Annual Enrollment Trend Report

A. The superintendent should direct district staff to provide the board each fall with an annual enrollment trend report. The report should include but not be limited to:

- School utilization data
- Enrollment counts by grade level
- An evaluation of how current enrollment is tracking against the district's 10-year enrollment forecast

School Building Utilization Study

A. The superintendent should direct district staff to prepare an administrative school building utilization study, to identify challenges and consider solutions for enrollment balancing.

B. The school building utilization study should identify schools where:

- Enrollment at an elementary school is below 350 students (or below 300 students at a school with a permanent capacity estimate under 350).
- Enrollment at an elementary school is above 800 students[1], or
- Enrollment at any school is below 65% or above 95% of the building's permanent capacity.

C. For those schools which are identified as above or below these enrollment parameters, the school building utilization study should:

- Identify whether enrollment levels reflect a consistent trend and are forecasted to continue, and
- Identify and evaluate potential solutions to balance enrollment and resources.

[1] 350 is approximately 2 classrooms per grade plus 2 pre-school classes. 800 is approximately 5 classrooms per grade plus 2 pre-school classes.

D. Where applicable, potential solutions identified through the school building utilization study may include, but are not limited to:

- Adjustments to resource allocation
- Implementation of blended classrooms
- Modifications to specials (e.g., art, music, physical education)
- Review of attendance boundaries
- Consolidation of schools
- Other strategies to increase or balance enrollment

E. The superintendent or school board should consider establishing an advisory committee if the outcome of the school building utilization study includes attendance boundary adjustments (pursuant to Policy JC) or school consolidation (pursuant to Policy FL).

F. The district should monitor enrollment trends and revisit the school building utilization study as enrollment patterns change.

Attendance Boundaries & Feeder Patterns

A. The school board and superintendent should direct staff to review Policy JC and report back to the school board within six months of initiating the review, to include:

- Whether the four existing factors used to consider attendance boundary adjustments remain applicable and relevant.
- Whether additional language is needed to ensure district equity goals are adequately addressed.
- Whether to recommend amendments to discourage split feeder patterns and to clearly articulate the circumstances under which split feeders may be acceptable.

B. The district should evaluate existing examples of split feeder patterns, with the goal of increasing clean feeders and minimizing the use of noncontiguous attendance boundaries for different school levels.

C. Guiding principles for school feeder patterns should include:

- Split feeder patterns should be avoided whenever feasible.
- When a split is unavoidable, the following considerations should apply:
  - Splits should occur at the elementary-to-middle school level where possible.
  - Student cohorts should be split no more than once during a student's tenure.
  - Split cohorts should be generally equal in size.
  - Split feeder patterns should preserve access to programmatic opportunities, such as dual language programs.

School Condition Assessment

The 2027 Long-Range Facilities Plan should:

A. Evaluate the merit of making long-term deferred maintenance capital investments in structures that:

- Are more than 75 years old; or
- Have a Facilities Condition Index (FCI) score greater than 0.3; or
- Have a seismic score below 51.

B. Evaluate the cost of replacing or updating existing structures that are more than 75 years old.

C. Include replacement or upgrade analyses based on a matrix of factors, including but not limited to:

- Facilities Condition Index (FCI) score
- Structure age
- Seismic condition
- Enrollment forecasts
- Quantitative community impact analysis
- District design specifications

Plan & Policy Review

A. Prior to the next capital bond program, the superintendent should direct the Facilities Department to review and revise the 2014 Educational Specifications for district facilities to reflect current and future educational needs, standards, practices and student enrollment trends.

B. Prior to the next capital bond program or any boundary adjustment process, the school board should consider potential revisions to Policy JC School Attendance Areas as articulated above.

APPENDIX J

Data and Reference Materials Provided to the Committee

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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

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.



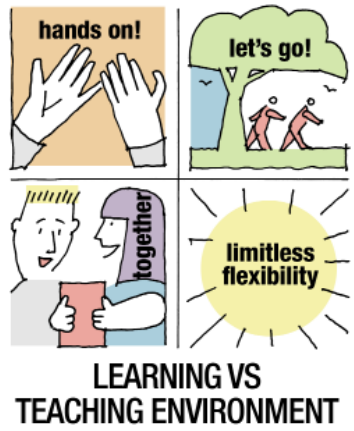
WE COLLABORATE

- 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.



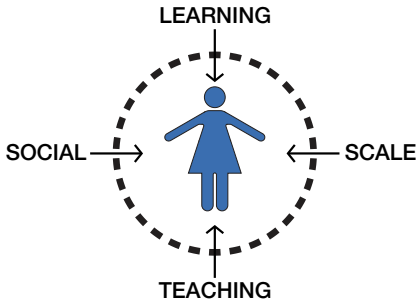
ENERGIZED ENVIRONMENT



III

Key Planning and Design Characteristics

Key Planning and Design Characteristics



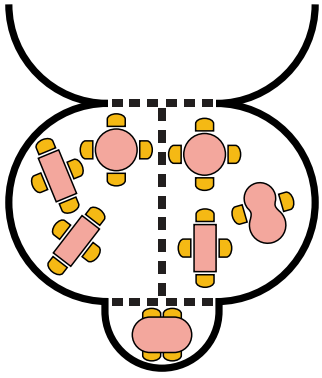
Student Centered

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.



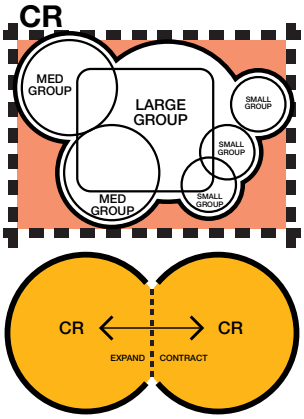
Collaboration

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.



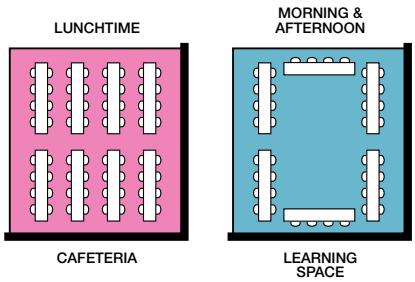
Varied Adaptable Spaces

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.



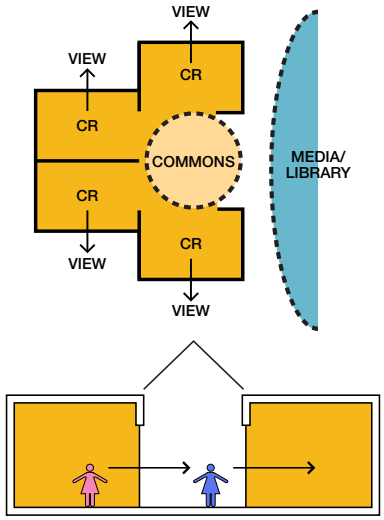
Flexible Agile Spaces

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.



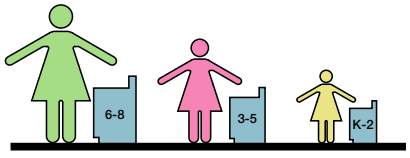
Multi-use Spaces

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.



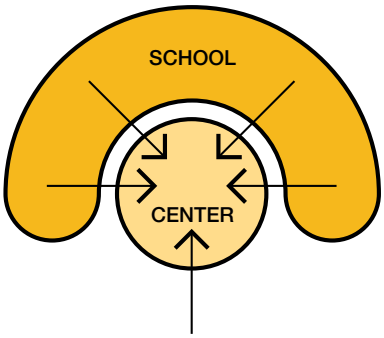
Organization / Viewability

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.



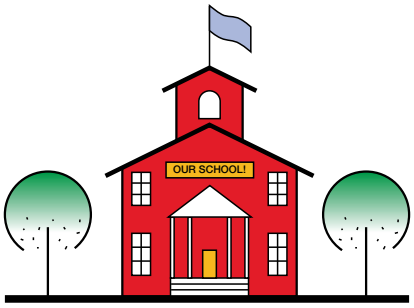
Age Appropriate

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.



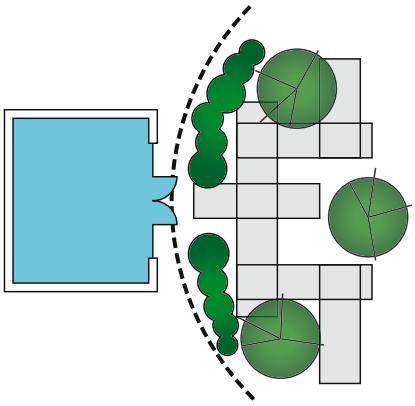
School Center

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.



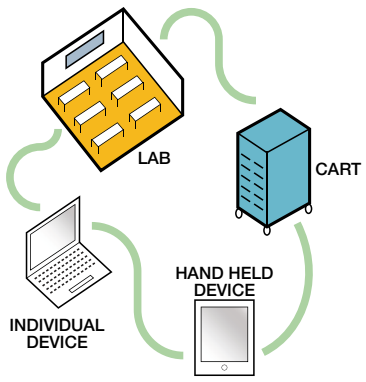
Welcoming

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.



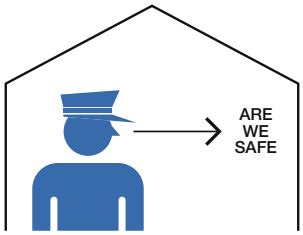
Exterior Access

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.



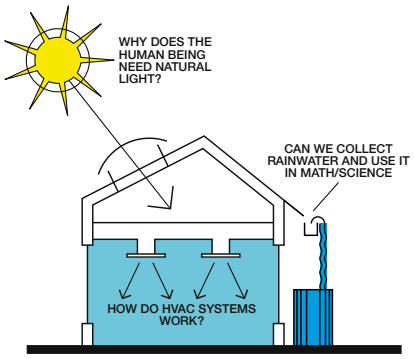
Seamless Technology

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



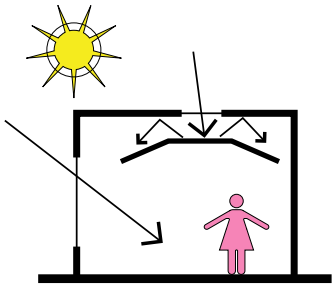
Safety / Security

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.



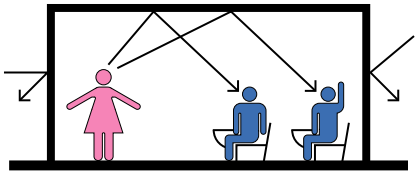
Building as a Learning Tool

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.

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



9/16/2025

LRFP Committee
Schools by Subregion FCI and Seismic Scores

FCI and Seismic scores are being updated in Fall 2025 to reflect work completed through the Bond Program.

BEAVERTON SCHOOL DISTRICT

District	Buildings	Seats
K-5th	34	19,700
6-8th	9	7,660
9-12th	6	11,485
Total	**49**	**38,845**

North	Buildings	Seats
K-5th	11	6,275
6-8th	2	1,980
9-12th	2	4,183
Total	**15**	**12,438**

Southwest	Buildings	Seats
K-5th	12	6,150
6-8th	2	1,820
9-12th	2	3,785
Total	**16**	**11,755**

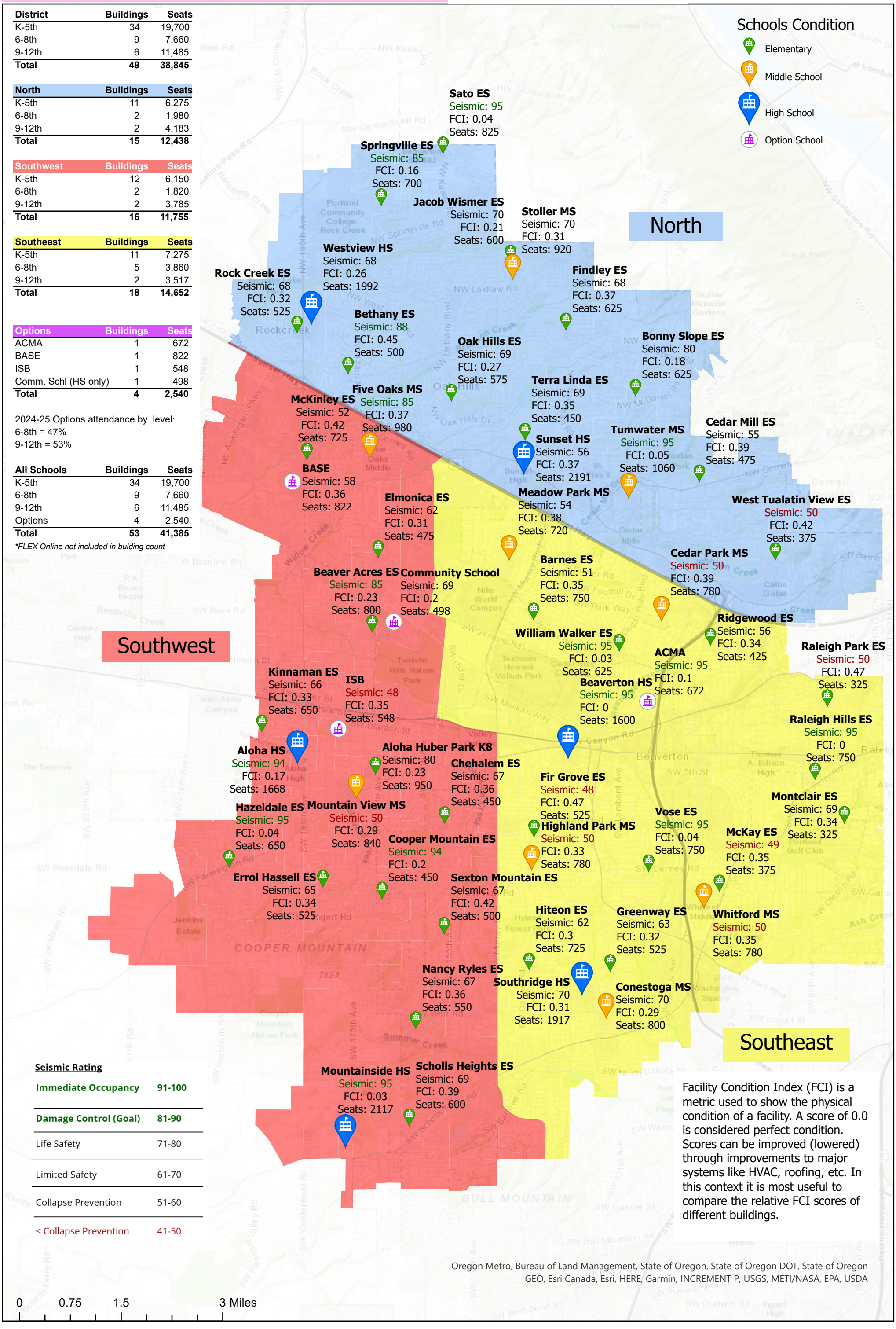
Southeast	Buildings	Seats
K-5th	11	7,275
6-8th	5	3,860
9-12th	2	3,517
Total	**18**	**14,652**

Options	Buildings	Seats
ACMA	1	672
BASE	1	822
ISB	1	548
Comm. Schl (HS only)	1	498
Total	**4**	**2,540**

2024-25 Options attendance by level:
6-8th = 47%
9-12th = 53%

All Schools	Buildings	Seats
K-5th	34	19,700
6-8th	9	7,660
9-12th	6	11,485
Options	4	2,540
Total	**53**	**41,385**

**FLEX Online not included in bulding count*



9/16/2025

LRFP Committee
Schools by Subregion: 2024 Attendance and Utilization

District	Buildings	Seats
K-5th	34	19,700
6-8th	9	7,660
9-12th	6	11,485
Total	**49**	**38,845**

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Total	**53**	**41,385**

**FLEX Online not included in bulding count*

Elementary School
Middle School
High School
Option School

North

Sato ES
825 Seats
862 Attending
104.5% Utilization

Springville ES
700 Seats
742 Attending
106% Utilization

Jacob Wismer ES
600 Seats
577 Attending
96.2% Utilization

Stoller MS
920 Seats
1040 Attending
113% Utilization

Westview HS
1992 Seats
2372 Attending
119.1% Utilization

Rock Creek ES
525 Seats
374 Attending
71.2% Utilization

Findley ES
625 Seats
551 Attending
88.2% Utilization

Bethany ES
500 Seats
414 Attending
82.8% Utilization

Oak Hills ES
575 Seats
471 Attending
81.9% Utilization

Bonny Slope ES
625 Seats
603 Attending
96.5% Utilization

Five Oaks MS
980 Seats
777 Attending
79.3% Utilization

Terra Linda ES
450 Seats
246 Attending
54.7% Utilization

McKinley ES
725 Seats
646 Attending
89.1% Utilization

Sunset HS
2191 Seats
1761 Attending
80.4% Utilization

Tumwater MS
1060 Seats
981 Attending
92.5% Utilization

Cedar Mill ES
475 Seats
350 Attending
73.7% Utilization

BASE
822 Seats
852 Attending
103.6% Utilization

Meadow Park MS
720 Seats
658 Attending
91.4% Utilization

West Tualatin View ES
375 Seats
304 Attending
81.1% Utilization

Elmonica ES
475 Seats
438 Attending
92.2% Utilization

Barnes ES
750 Seats
452 Attending
60.3% Utilization

Cedar Park MS
780 Seats
625 Attending
80.1% Utilization

Beaver Acres ES
800 Seats
744 Attending
93% Utilization

Community School
498 Seats
150 Attending
30.1% Utilization

Southwest

William Walker ES
625 Seats
492 Attending
78.7% Utilization

Ridgewood ES
425 Seats
314 Attending
73.9% Utilization

ACMA
672 Seats
691 Attending
102.8% Utilization

Raleigh Park ES
325 Seats
289 Attending
88.9% Utilization

Kinnaman ES
650 Seats
438 Attending
67.4% Utilization

ISB
548 Seats
873 Attending
159.3% Utilization

Beaverton HS
1600 Seats
1381 Attending
86.3% Utilization

Raleigh Hills ES
750 Seats
259 Attending
34.5% Utilization

Aloha HS
1668 Seats
1576 Attending
94.5% Utilization

Aloha Huber Park K8
950 Seats
903 Attending
95.1% Utilization

Fir Grove ES
525 Seats
338 Attending
64.4% Utilization

Montclair ES
325 Seats
282 Attending
86.8% Utilization

Mountain View MS
840 Seats
774 Attending
92.1% Utilization

Hazeldale ES
650 Seats
453 Attending
69.7% Utilization

Chehalem ES
450 Seats
384 Attending
85.3% Utilization

Vose ES
750 Seats
653 Attending
87.1% Utilization

Highland Park MS
780 Seats
574 Attending
73.6% Utilization

McKay ES
375 Seats
225 Attending
60% Utilization

Errol Hassell ES
525 Seats
326 Attending
62.1% Utilization

Sexton Mountain ES
500 Seats
393 Attending
78.6% Utilization

Cooper Mountain ES
450 Seats
360 Attending
80% Utilization

Hiteon ES
725 Seats
473 Attending
65.2% Utilization

Greenway ES
525 Seats
273 Attending
52% Utilization

Whitford MS
780 Seats
748 Attending
95.9% Utilization

Nancy Ryles ES
550 Seats
447 Attending
81.3% Utilization

Southridge HS
1917 Seats
1403 Attending
73.2% Utilization

Conestoga MS
800 Seats
791 Attending
98.9% Utilization

Southeast

Mountainside HS
2117 Seats
1696 Attending
80.1% Utilization

Scholls Heights ES
600 Seats
596 Attending
99.3% Utilization

Seats: Permanent general education seats (net of seats allocated to Pre-K, Resource Room, and Self-Contained Specialized Programs)

Attending Notes:
General education attendance (does not include Pre-K or Self-Contained Specialized Programs)
Aloha-Huber Park includes K-8th
Cedar Park MS includes Rachel Carson
Other Middle Schools include Summa programs where applicable
Option school counts include 6-12th where applicable (ACMA, ISB, BASE)

FLEX Online (located at Capital Center)
450 Seats (flexible, set at 450)
402 Attending
89% Utilization

Oregon Metro, Bureau of Land Management, State of Oregon, State of Oregon DOT, State of Oregon GEO, Esri Canada, Esri, HERE, Garmin, INCREMENT P, USGS, METI/NASA, EPA, USDA

0 0.75 1.5 3 Miles

9/16/2025

LRFP Committee
Schools by Subregion: 2032 Forecast Attendance and Utilization

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Total	**16**	**11,755**

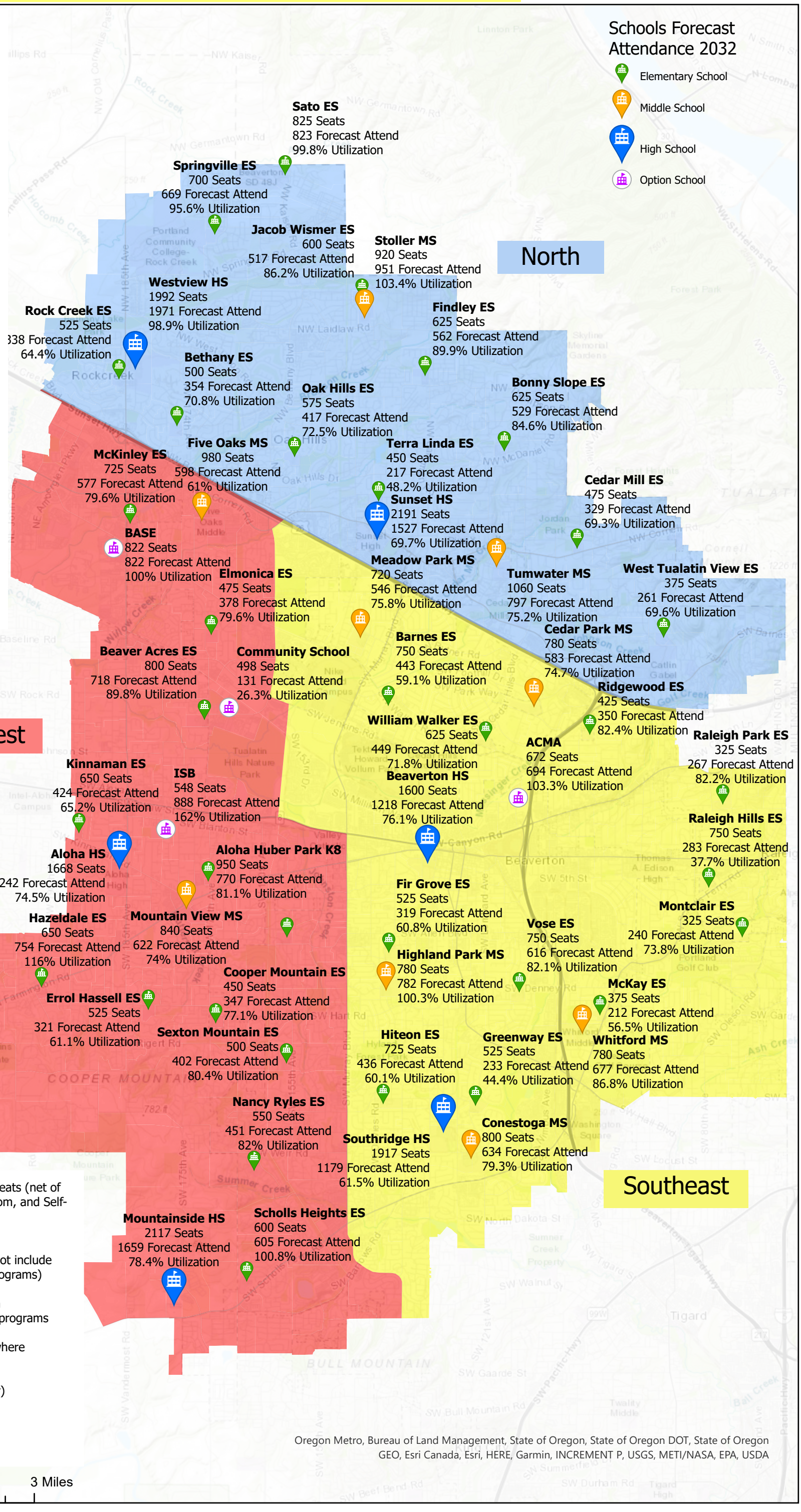
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K-5th	11	7,275
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Total	**18**	**14,652**

Options	Buildings	Seats
ACMA	1	672
BASE	1	822
ISB	1	548
Comm. Schl (HS only)	1	498
Total	**4**	**2,540**

2024-25 Options attendance by level:
6-8th = 47%
9-12th = 53%

All Schools	Buildings	Seats
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Options	4	2,540
Total	**53**	**41,385**

**FLEX Online not included in bulding count*



Seats: Permanent general education seats (net of seats allocated to Pre-K, Resource Room, and Self-Contained Specialized Programs)

Attending Notes:
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Aloha-Huber Park includes K-8th
Cedar Park MS includes Rachel Carson
Other Middle Schools include Summa programs where applicable
Option school counts include 6-12th where applicable (ACMA, ISB, BASE)

FLEX Online (located at Capital Center)
450 Seats (flexible, set at 450)
438 Attending
97% Utilization

Long Range Facility Planning Committee Building Information

Version:
9/2/2025

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	2024-25 Actual Enrollment	2024-25 Acutal % Utilization	2024-25 Seats Available	*2032-33 Forecasted Enrollment*	*2032-33 Forecasted % Utilization*	*2032-33 Forecasted Seats Available*	*2024 to 2032 Enroll Change*	*2024 to 2032 % Enroll Change*
Southwest	1	Aloha-Huber Park K-8	0.23	80	Yes	Yes	**950**	903	95%	47	*770*	*81%*	*180*	*(133)*	*-14.7%*
Southeast	2	Barnes	0.35	51	Yes	Yes	**750**	452	60%	298	*443*	*59%*	*307*	*(9)*	*-2.0%*
Southwest	3	Beaver Acres	0.23	85	Yes	Yes	**800**	744	93%	56	*718*	*90%*	*82*	*(26)*	*-3.5%*
North	4	Bethany	0.45	88			**500**	414	83%	86	*354*	*71%*	*146*	*(60)*	*-14.5%*
North	5	Bonny Slope	0.18	80			**625**	603	96%	22	*529*	*85%*	*96*	*(74)*	*-12.3%*
North	6	Cedar Mill	0.39	55			**475**	350	74%	125	*329*	*69%*	*146*	*(21)*	*-6.0%*
Southwest	7	Chehalem	0.36	67	Yes	Yes	**450**	384	85%	66	*345*	*77%*	*105*	*(39)*	*-10.2%*
Southwest	8	Cooper Mountain	0.20	94			**450**	360	80%	90	*347*	*77%*	*103*	*(13)*	*-3.6%*
Southwest	9	Elmonica	0.31	62	Yes	Yes	**475**	438	92%	37	*378*	*80%*	*97*	*(60)*	*-13.7%*
Southwest	10	Errol Hassell	0.34	65			**525**	326	62%	199	*321*	*61%*	*204*	*(5)*	*-1.5%*
North	11	Findley	0.37	68			**625**	551	88%	74	*562*	*90%*	*63*	*11*	*2.0%*
Southeast	12	Fir Grove	0.47	48	Yes	Yes	**525**	338	64%	187	*319*	*61%*	*206*	*(19)*	*-5.6%*
Southeast	13	Greenway	0.32	63	Yes	Yes	**525**	273	52%	252	*233*	*44%*	*292*	*(40)*	*-14.7%*
Southwest	14	Hazeldale	0.04	95	Yes	Yes	**650**	453	70%	197	*754*	*116%*	*(104)*	*301*	*66.4%*
Southeast	15	Hiteon	0.30	62			**725**	473	65%	252	*436*	*60%*	*289*	*(37)*	*-7.8%*
North	16	Jacob Wismer	0.21	70			**600**	577	96%	23	*517*	*86%*	*83*	*(60)*	*-10.4%*
Southwest	17	Kinnaman	0.33	66	Yes	Yes	**650**	438	67%	212	*424*	*65%*	*226*	*(14)*	*-3.2%*
Southeast	18	McKay	0.35	49	Yes	Yes	**375**	225	60%	150	*212*	*57%*	*163*	*(13)*	*-5.8%*
Southwest	19	McKinley	0.42	52	Yes	Yes	**725**	646	89%	79	*577*	*80%*	*148*	*(69)*	*-10.7%*
Southeast	20	Montclair	0.34	69			**325**	282	87%	43	*240*	*74%*	*85*	*(42)*	*-14.9%*
Southwest	21	Nancy Ryles	0.36	67			**550**	447	81%	103	*451*	*82%*	*99*	*4*	*0.9%*
North	22	Oak Hills	0.27	69			**575**	471	82%	104	*417*	*73%*	*158*	*(54)*	*-11.5%*
Southeast	23	Raleigh Hills (2026)	-	95	Yes	Yes	**750**	259	35%	491	*283*	*38%*	*467*	*24*	*9.3%*
Southeast	24	Raleigh Park	0.47	50	Yes	Yes	**325**	289	89%	36	*267*	*82%*	*58*	*(22)*	*-7.6%*
Southeast	25	Ridgewood	0.34	56			**425**	314	74%	111	*350*	*82%*	*75*	*36*	*11.5%*
North	26	Rock Creek	0.32	68			**525**	374	71%	151	*338*	*64%*	*187*	*(36)*	*-9.6%*
North	27	Sato	0.04	95			**825**	862	104%	(37)	*823*	*100%*	*2*	*(39)*	*-4.5%*
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**	393	79%	107	*402*	*80%*	*98*	*9*	*2.3%*
North	30	Springville	0.16	85			**700**	742	106%	(42)	*669*	*96%*	*31*	*(73)*	*-9.8%*
North	31	Terra Linda	0.35	69			**450**	246	55%	204	*217*	*48%*	*233*	*(29)*	*-11.8%*
Southeast	32	Vose	0.04	95	Yes	Yes	**750**	653	87%	97	*616*	*82%*	*134*	*(37)*	*-5.7%*
North	33	West Tualatin View	0.42	50			**375**	304	81%	71	*261*	*70%*	*114*	*(43)*	*-14.1%*
Southeast	34	William Walker	0.03	95	Yes	Yes	**625**	492	79%	133	*449*	*72%*	*176*	*(43)*	*-8.7%*
		Subtotal: Elementary Schools					***19,700***	**15,672**	80%	***4,028***	***14,956***	*76%*	***4,744***	***(716)***	***-4.6%***

ELEMENTARY SCHOOLS	*Stu / Classroom*		*25*								
	Utilization factor			*100%*							
	At Seismic Goal (81+)	Title 1	Pre-K Onsite	Permanent Seats	2024-25 Actual Enrollment	2024-25 Acutal % Utilization	2024-25 Seats Available	*2032-33 Forecasted Enrollment*	*2032-33 Forecasted % Utilization*	*2032-33 Forecasted Seats Available*	*2024 to 2032 Enroll Change*	*2024 to 2032 % Enroll Change*
Elementary Schools by Subregion												
North	3	0	0	**6,275**	5,494	88%	781	*5,016*	*80%*	*1,259*	*-478*	*-8.7%*
Southwest	3	7	7	**7,325**	6,128	84%	1,197	*6,092*	*83%*	*1,233*	*-36*	*-0.6%*
Southeast	3	8	8	**6,100**	4,050	66%	2,050	*3,848*	*63%*	*2,252*	*-202*	*-5.0%*
Total	***9***	***15***	***15***	***19,700***	**15,672**	**80%**	***4,028***	***14,956***	***76%***	***4,744***	***-716***	***-4.6%***

	Title 1	Pre-K Onsite	Permanent Seats	2024-25 Actual Enrollment	2024-25 Acutal % Utilization	2024-25 Seats Available	*2032-33 Forecasted Enrollment*	*2032-33 Forecasted % Utilization*	*2032-33 Forecasted Seats Available*	*2024 to 2032 Enroll Change*	*2024 to 2032 % Enroll Change*
Title 1 Status											
Title 1 Schools	***15***	***15***	**9,325**	6,987	75%	2,338	*6,788*	*73%*	*2,537*	*-199*	*-2.8%*
Non-Title 1 Schools	0	0	**10,375**	8,685	84%	1,690	*8,168*	*79%*	*2,207*	*-517*	*-6.0%*
Total	***15***	***15***	***19,700***	**15,672**	**80%**	***4,028***	***14,956***	***76%***	***4,744***	***-716***	***-4.6%***

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

Subregion	Count	School Name	2022 FCI	2023 Seismic	Permanent Seats	2024-25 Actual Enrollment	2024-25 Acutal % Utilization	2024-25 Seats Available	*2032-33 Forecasted Enrollment*	*2032-33 Forecasted % Utilization*	*2032-33 Forecasted Seats Available*	*2024 to 2032 Enroll Change*	*2024 to 2032 % Enroll Change*
Southeast	35	Cedar Park + RC	0.39	50	**780**	625	80%	155	*583*	*75%*	*197*	*-42*	*-6.7%*
Southeast	36	Conestoga	0.29	70	**800**	791	99%	9	*634*	*79%*	*166*	*-157*	*-19.8%*
Southwest	37	Five Oaks	0.37	85	**980**	777	79%	203	*598*	*61%*	*382*	*-179*	*-23.0%*
Southeast	38	Highland Park	0.33	50	**780**	574	74%	206	*782*	*100%*	*-2*	*208*	*36.2%*
Southeast	39	Meadow Park + SUMMA	0.38	54	**720**	658	91%	62	*546*	*76%*	*174*	*-112*	*-17.0%*
Southwest	40	Mountain View	0.29	50	**840**	774	92%	66	*622*	*74%*	*218*	*-152*	*-19.6%*
North	41	Stoller + SUMMA	0.31	70	**920**	1,040	113%	-120	*951*	*103%*	*-31*	*-89*	*-8.6%*
North	42	Tumwater + SUMMA	0.05	95	**1,060**	981	93%	79	*797*	*75%*	*263*	*-184*	*-18.8%*
Southeast	43	Whitford + SUMMA	0.35	50	**780**	748	96%	32	*677*	*87%*	*103*	*-71*	*-9.5%*
	Subtotal: Middle Schools				***7,660***	**6,968**	***91%***	***692***	***6,190***	***81%***	***1,470***	***-778***	***-11.2%***

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

Subregion	Count	School Name	2022 FCI	2023 Seismic	Permanent Seats	2024-25 Actual Enrollment	2024-25 Acutal % Utilization	2024-25 Seats Available	*2032-33 Forecasted Enrollment*	*2032-33 Forecasted % Utilization*	*2032-33 Forecasted Seats Available*	*2024 to 2032 Enroll Change*	*2024 to 2032 % Enroll Change*
Southwest	44	Aloha	0.17	94	**1,668**	1,576	94%	*92*	*1,242*	*74%*	*426*	*-334*	*-21.2%*
Southeast	45	Beaverton (2026)	-	95	**1,600**	1,381	86%	*219*	*1,218*	*76%*	*382*	*-163*	*-11.8%*
Southwest	46	Mountainside	0.03	95	**2,117**	1,696	80%	*421*	*1,659*	*78%*	*458*	*-37*	*-2.2%*
Southeast	47	Southridge	0.31	70	**1,917**	1,403	73%	*514*	*1,179*	*61%*	*738*	*-224*	*-16.0%*
North	48	Sunset	0.37	56	**2,191**	1,761	80%	*430*	*1,527*	*70%*	*664*	*-234*	*-13.3%*
North	49	Westview	0.26	68	**1,992**	2,372	119%	*-380*	*1,971*	*99%*	*21*	*-401*	*-16.9%*
	Subtotal: High Schools				***11,485***	**10,189**	***89%***	***1,296***	***8,796***	***77%***	***2,689***	***-1,393***	***-13.7%***

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

Subregion	Count	School Name	2022 FCI	2023 Seismic	Permanent Seats	2024-25 Actual Enrollment	2024-25 Acutal % Utilization	2024-25 Seats Available	*2032-33 Forecasted Enrollment*	*2032-33 Forecasted % Utilization*	*2032-33 Forecasted Seats Available*	*2024 to 2032 Enroll Change*	*2024 to 2032 % Enroll Change*
Southeast	50	ACMA (MS+HS)	-	95	**672**	691	103%	*-19*	*694*	*103%*	*-22*	*3*	*0.4%*
Southwest	51	BASE (MS+HS)	0.36	58	**822**	852	104%	*-30*	*822*	*100%*	*0*	*-30*	*-3.5%*
Southwest	52	Community HS	0.20	69	**498**	150	30%	*348*	*131*	*26%*	*367*	*-19*	*-12.7%*
Southwest	53	ISB (MS+HS)	0.35	48	**548**	873	159%	*-325*	*888*	*162%*	*-340*	*15*	*1.7%*
	Subtotal: Option Schools				***2,540***	**2,566**	***101%***	***-26***	***2,535***	***100%***	***5***	***-31***	***-1.2%***

	Permanent Seats	2024-25 Actual Enrollment	2024-25 Acutal % Utilization	2024-25 Seats Available	*2032-33 Forecasted Enrollment*	*2032-33 Forecasted % Utilization*	*2032-33 Forecasted Seats Available*	*2024 to 2032 Enroll Change*	*2024 to 2032 % Enroll Change*
DISTRICT TOTAL (in Buildings)	**41,385**	**35,395**	86%	**5,990**	***32,477***	*78%*	***8,908***	***(2,918)***	*-8.2%*

Subregion	Count	School Name	Permanent Seats	2024-25 Actual Enrollment	2024-25 Acutal % Utilization	2024-25 Seats Available	*2032-33 Forecasted Enrollment*	*2032-33 Forecasted % Utilization*	*2032-33 Forecasted Seats Available*	*2024 to 2032 Enroll Change*	*2024 to 2032 % Enroll Change*
	54	FLEX Online (K-12) - Permanent Seats Flexible, set to 450 to approximate enrollment.	**450**	402	89%	48	*438*	*97%*	*12*	*36*	*9.0%*
		DISTRICT TOTAL (in Buildings + FLEX Online)	**41,835**	**35,797**	86%	**6,038**	***32,915***	*79%*	***8,920***	***(2,882)***	*-8.1%*

Long Range Facilities Planning Committee Meeting #7

September 26, 2025

BEAVERTON SCHOOL DISTRICT

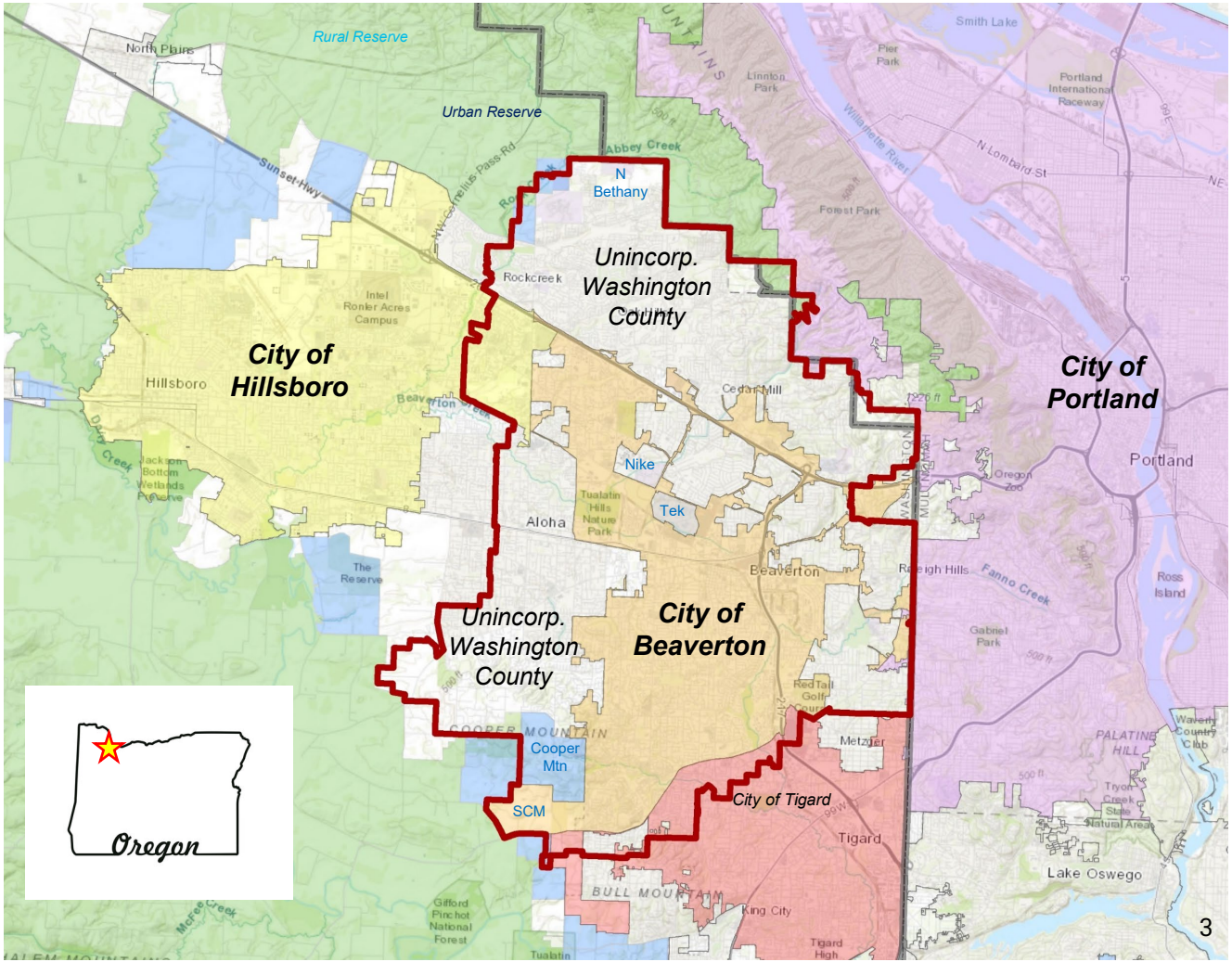
Overview

1. BSD context
2. Growth & Enrollment History
3. Forecasts
4. North, Southwest & Southeast Subregions
5. Buildings and Capacity

BSD Overview

- 57 Square Miles
- ~49% of Washington County's population (~290,000)

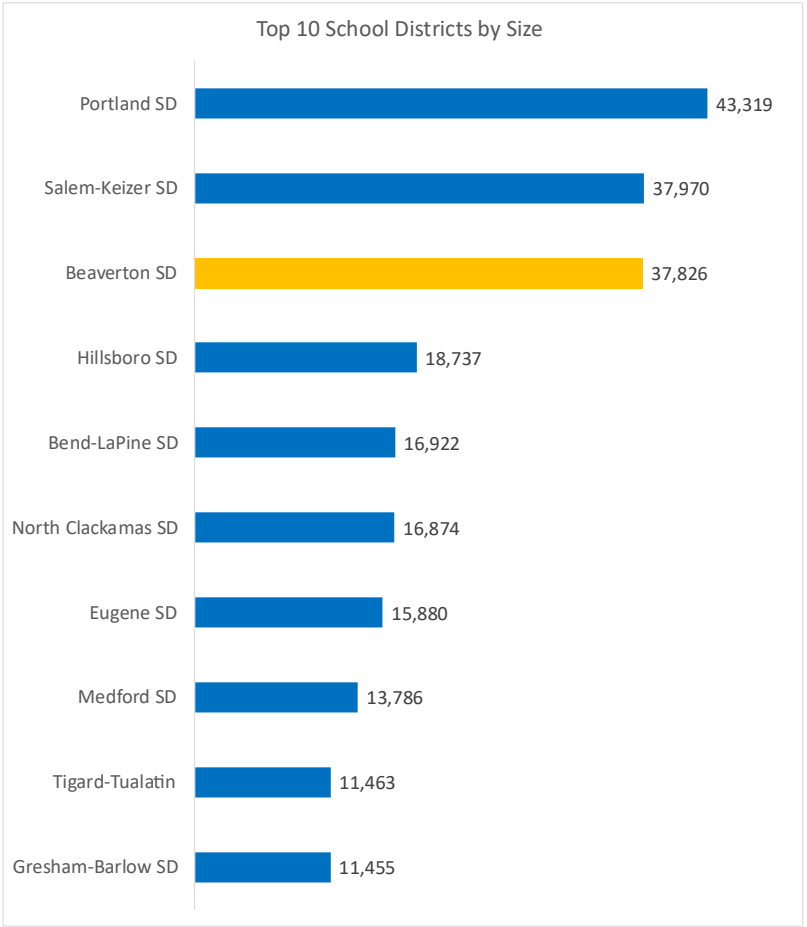
- 3rd Largest District in Oregon by enrollment (after Portland and Salem - Keizer)



Comparably Sized Districts

District	2023-24	2024-25	Change	% Change
Portland SD	43,979	43,319	-660	-1.5%
Salem-Keizer SD	38,787	37,970	-817	-2.1%
Beaverton SD	37,988	37,826	-162	-0.4%
Hillsboro SD	18,716	18,737	21	0.1%
Bend-LaPine SD	16,874	16,922	48	0.3%
North Clackamas SD	17,075	16,874	-201	-1.2%
Eugene SD	16,318	15,880	-438	-2.7%
Medford SD	13,750	13,786	36	0.3%
Tigard-Tualatin	11,371	11,463	92	0.8%
Gresham-Barlow SD	11,620	11,455	-165	-1.4%
Top 10 Total	**226,478**	**224,232**	**-2,246**	**-1.0%**

SY 2024-25



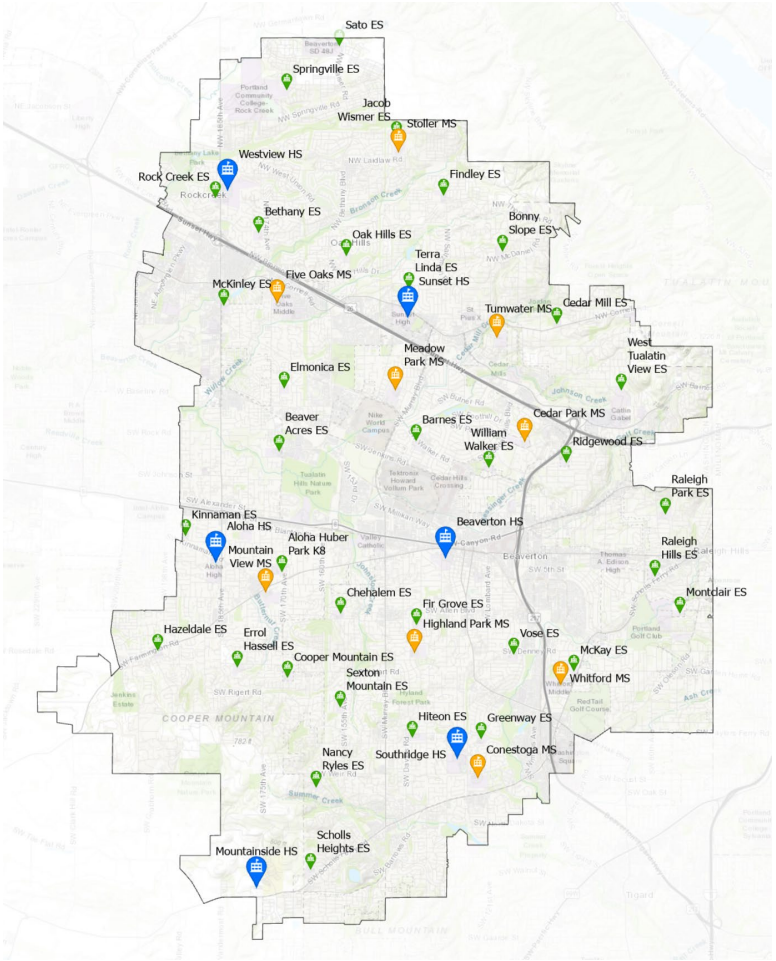
ODE Totals

Schools & Programs

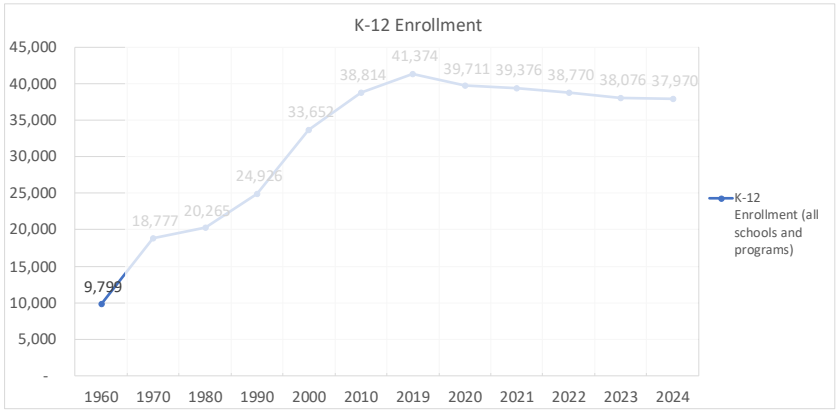
- 34 elementary schools
- 9 middle schools
- 6 high schools
- 5 option schools
- 2 charter schools

- Over 37,000 students and about 5,000 staff members.

Elementary
Middle School
High School
Option School



Residential development and schools up to 1960



Schools by 1960:

ACMA (CE Mason)

Barnes ES

Beaver Acres ES

Beaverton HS

Cedar Mill ES

Cooper Mountain ES

Fir Grove ES

Hazeldale ES

ISB (Aloha-Huber Park)

McKay ES

McKinley ES

Raleigh Hills ES

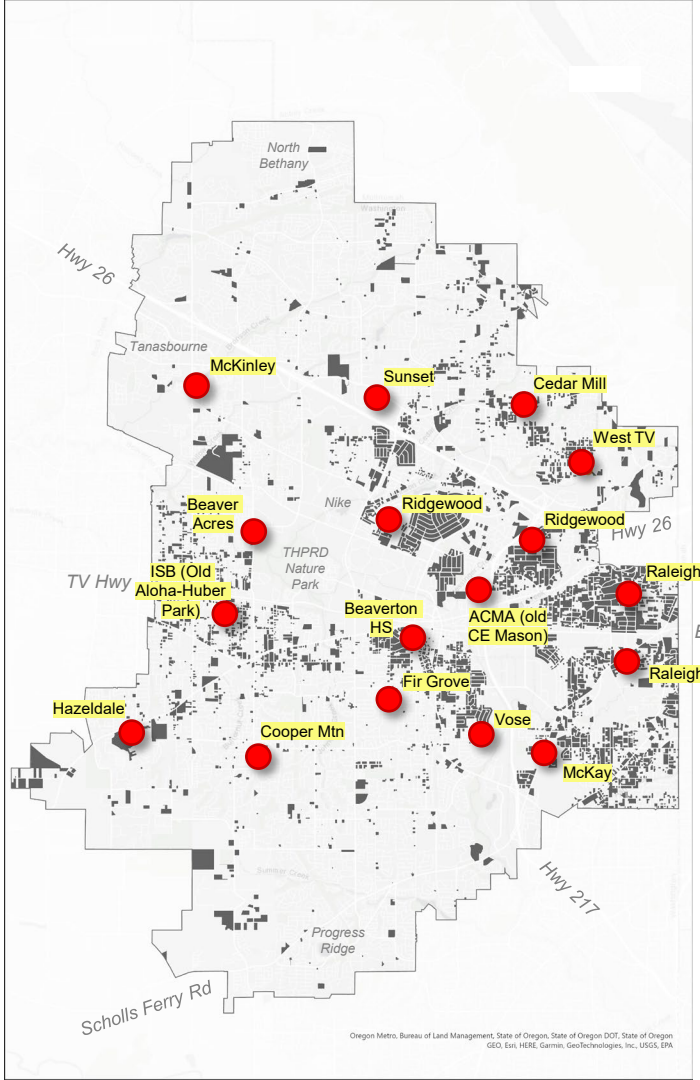
Raleigh Park ES

Ridgewood ES

Sunset HS

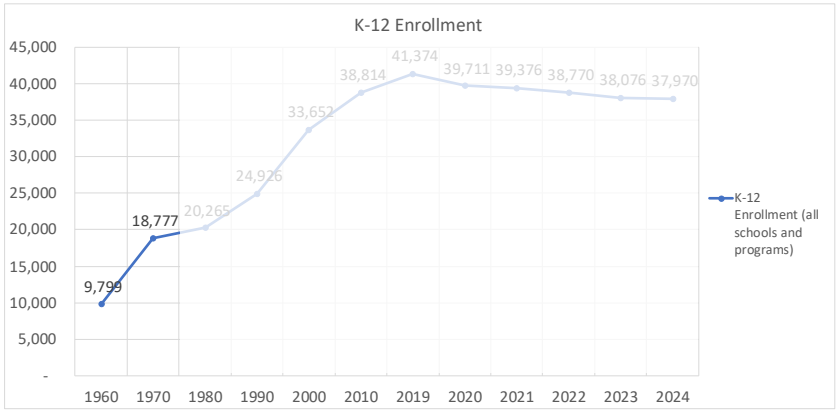
Vose ES

West Tualatin View ES



Figures refer to K-12 All Schools and Programs

Residential development and schools up to 1970



Schools by 1970:

Aloha HS

Bethany ES

Cedar Park MS

Highland Park MS

Meadow Park MS

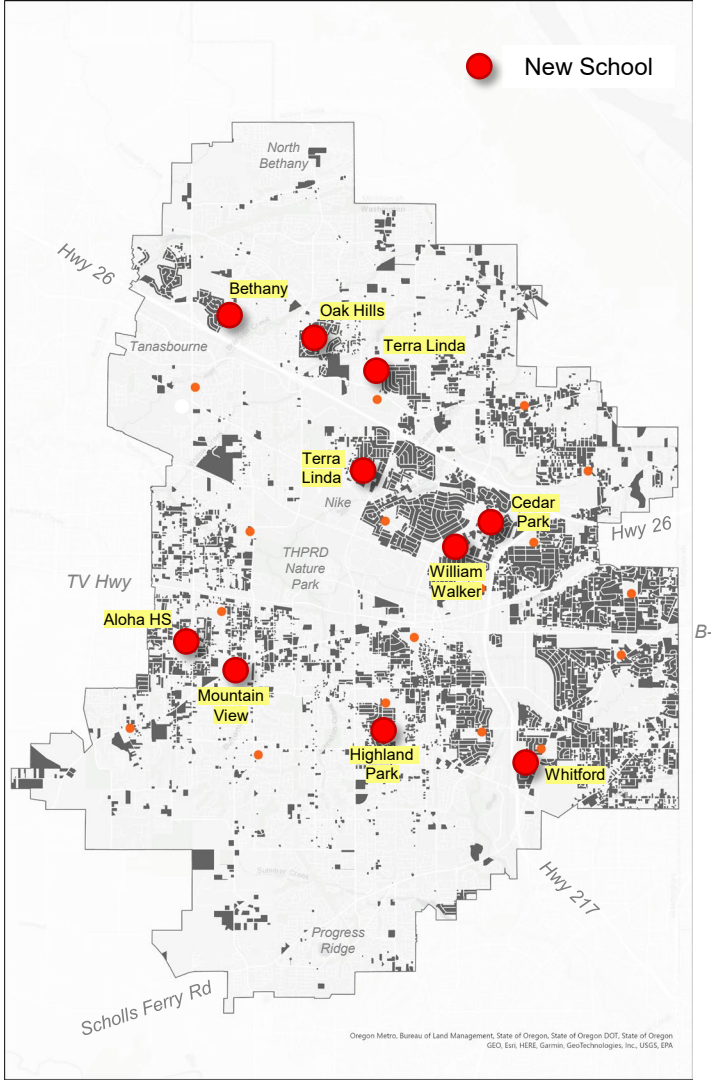
Mountain View MS

Oak Hills ES

Terra Linda ES

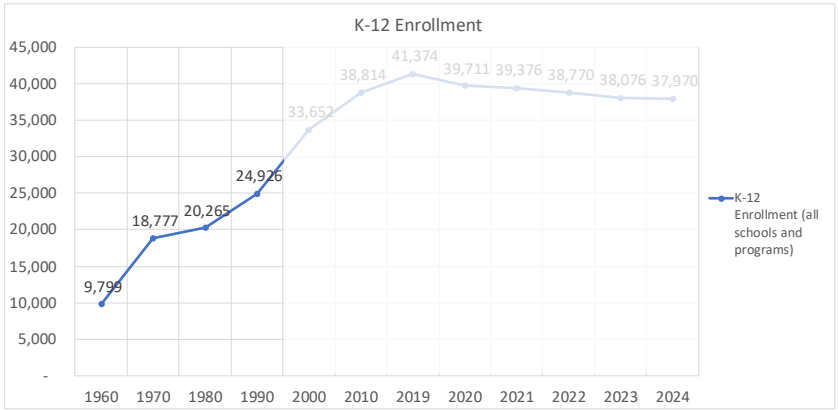
Whitford MS

William Walker ES



Figures refer to K-12 All Schools and Programs

Residential development and schools up to 1990



Schools by 1990:

Chehalem ES

Elmonica ES

Errol Hassell ES

Five Oaks MS

Greenway ES

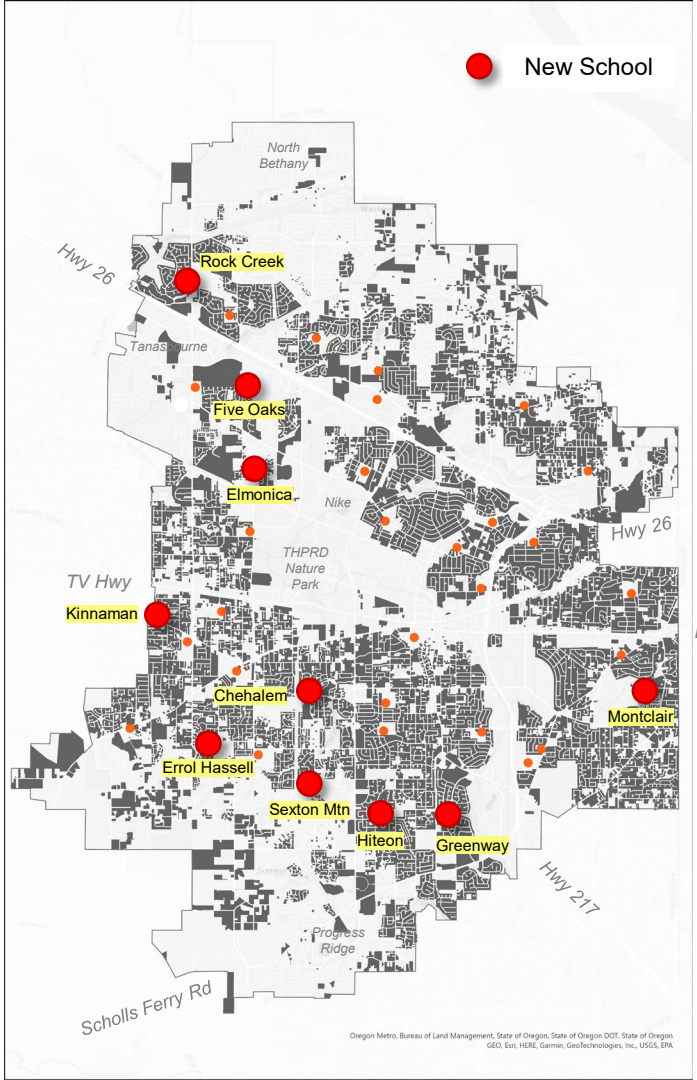
Hiteon ES

Kinnaman ES

Montclair ES

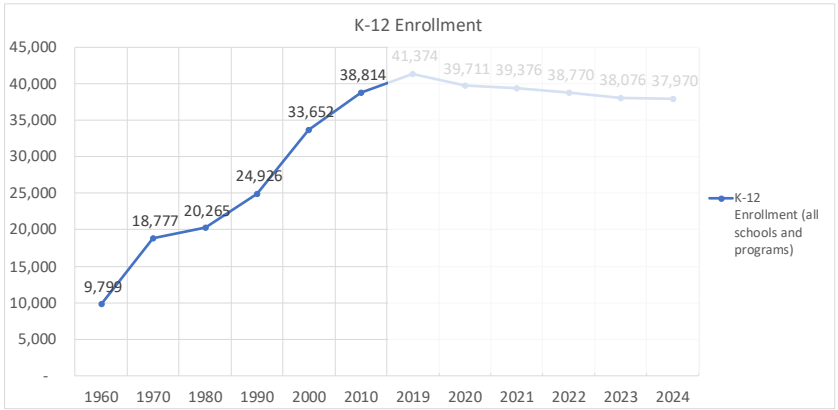
Rock Creek ES

Sexton Mountain ES



Figures refer to K-12 All Schools and Programs

Residential development and schools up to 2010



Schools by 2010:

Aloha-Huber Park

Bonny Slope ES

BASE (Cap Center)

Community School (Merlo)

Conestoga MS

Findley ES

Jacob Wismer ES

Nancy Ryles ES

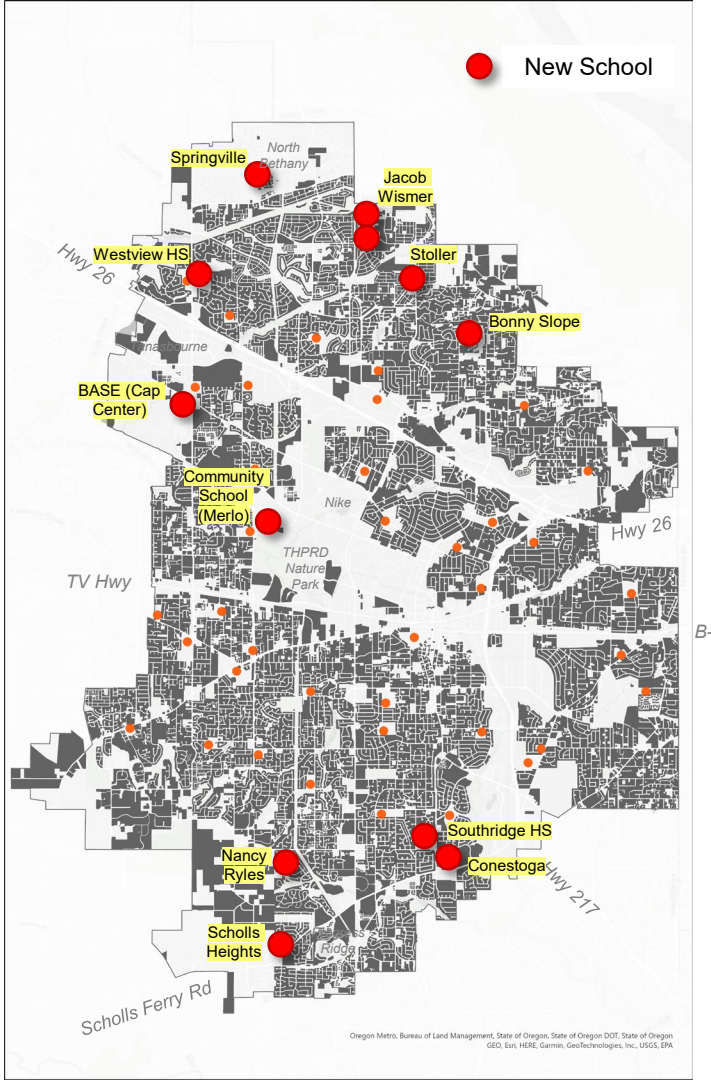
Scholls Heights ES

Southridge HS

Springville ES

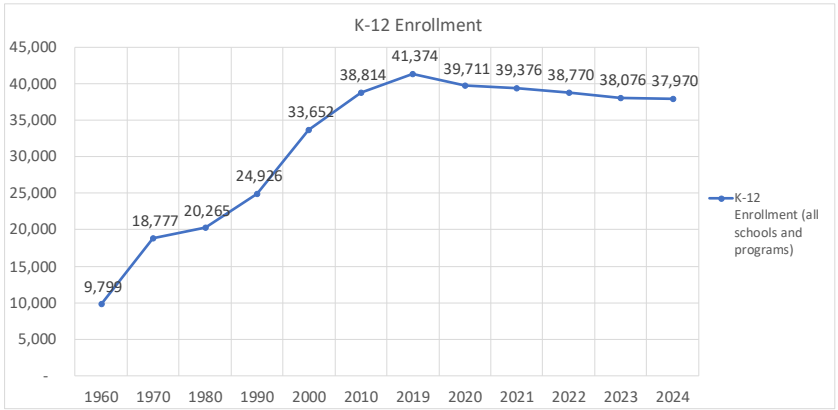
Stoller MS

Westview HS



Figures refer to K-12 All Schools and Programs

Residential development and schools up to Today



Schools by 2025:

Mountainside HS

Sato ES

Tumwater MS

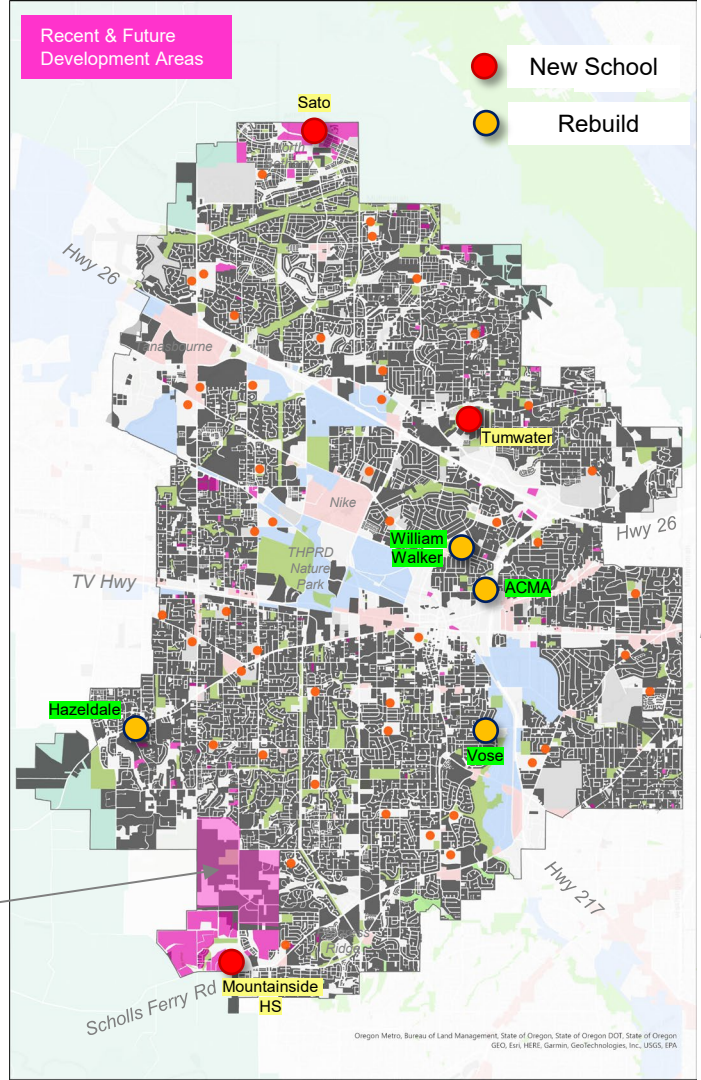
Rebuilt Schools (2014 Bond):

ACMA

Hazeldale ES

Vose ES

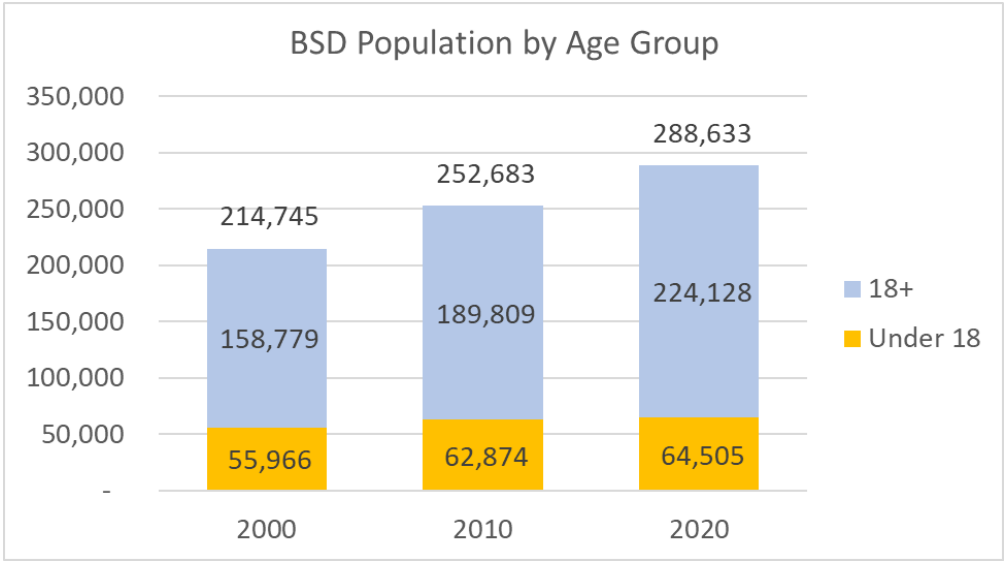
William Walker ES



Figures refer to K-12 All Schools and Programs

Aging of BSD's Population

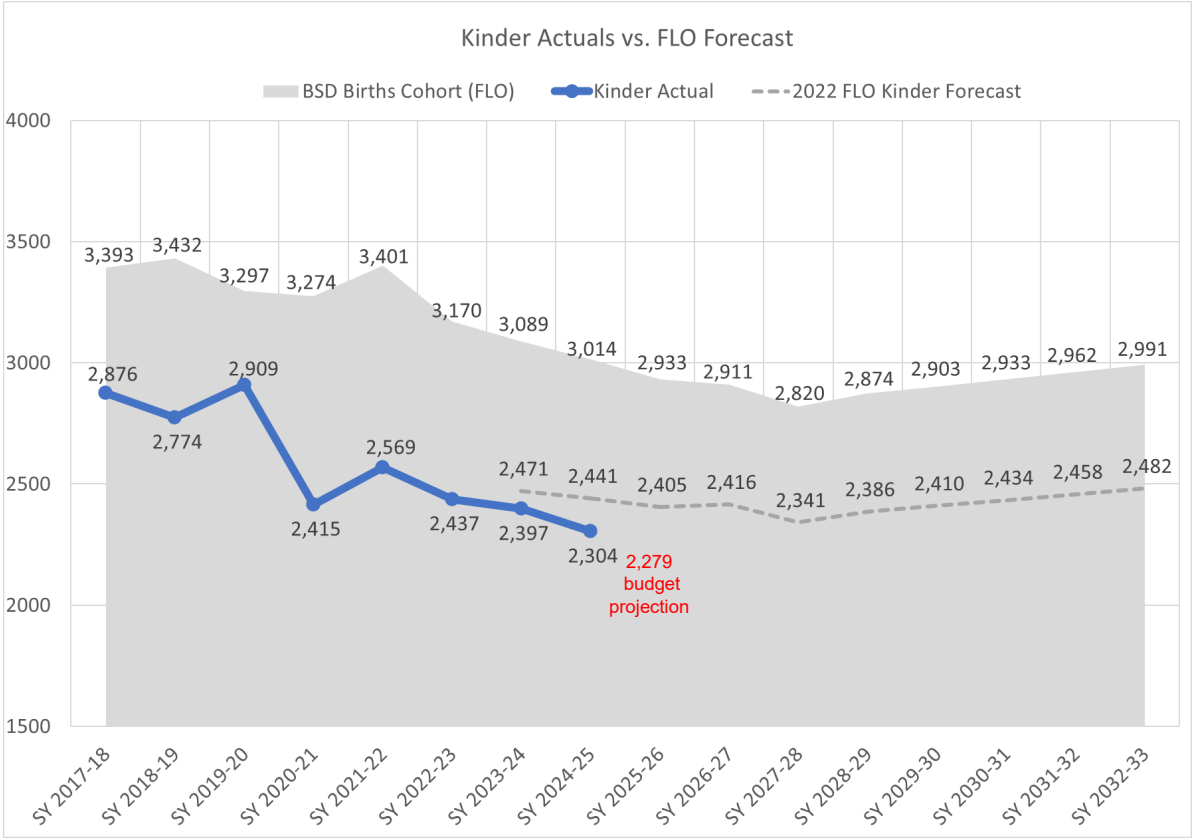
- The district added nearly 74,000 residents between 2000 and 2020
- An aging population and lower birth rates led to slower growth in the school-aged population
- The share of children under age 18 fell from 26% in 2000 to 22% in 2020.



				Change			
BSD Population	2000	2010	2020	00 to 10	10 to 20	00 to 10	10 to 20
Under 18	55,966	62,874	64,505	6,908	1,631	12.3%	2.6%
18+	158,779	189,809	224,128	31,030	34,319	19.5%	18.1%
Total	214,745	252,683	288,633	37,938	35,950	17.7%	14.2%

Kindergarten Class Size

- Kindergarten class sizes declined significantly during the Pandemic
- They have also fallen below the most recent 10-year forecast (based in 2022)
- The district has contracted for an updated 10 -year forecast, which will be available in Q1 2026



FLO Analytics 2022 Long Range Forecast (2023-2032)

Figures refer to K-12 General Education Only

K-12 General Education Cohorts (2014 to 2024)

Figures are for K-12 General education students (not including charter schools, special placements, etc.)

- In the late 2010s BSD had many cohorts of 3,000+ students – the largest in history
- From the 2019 to 2024 enrollment has declined by -3,290 (-8.4%)

Cohorts 3,000 or greater

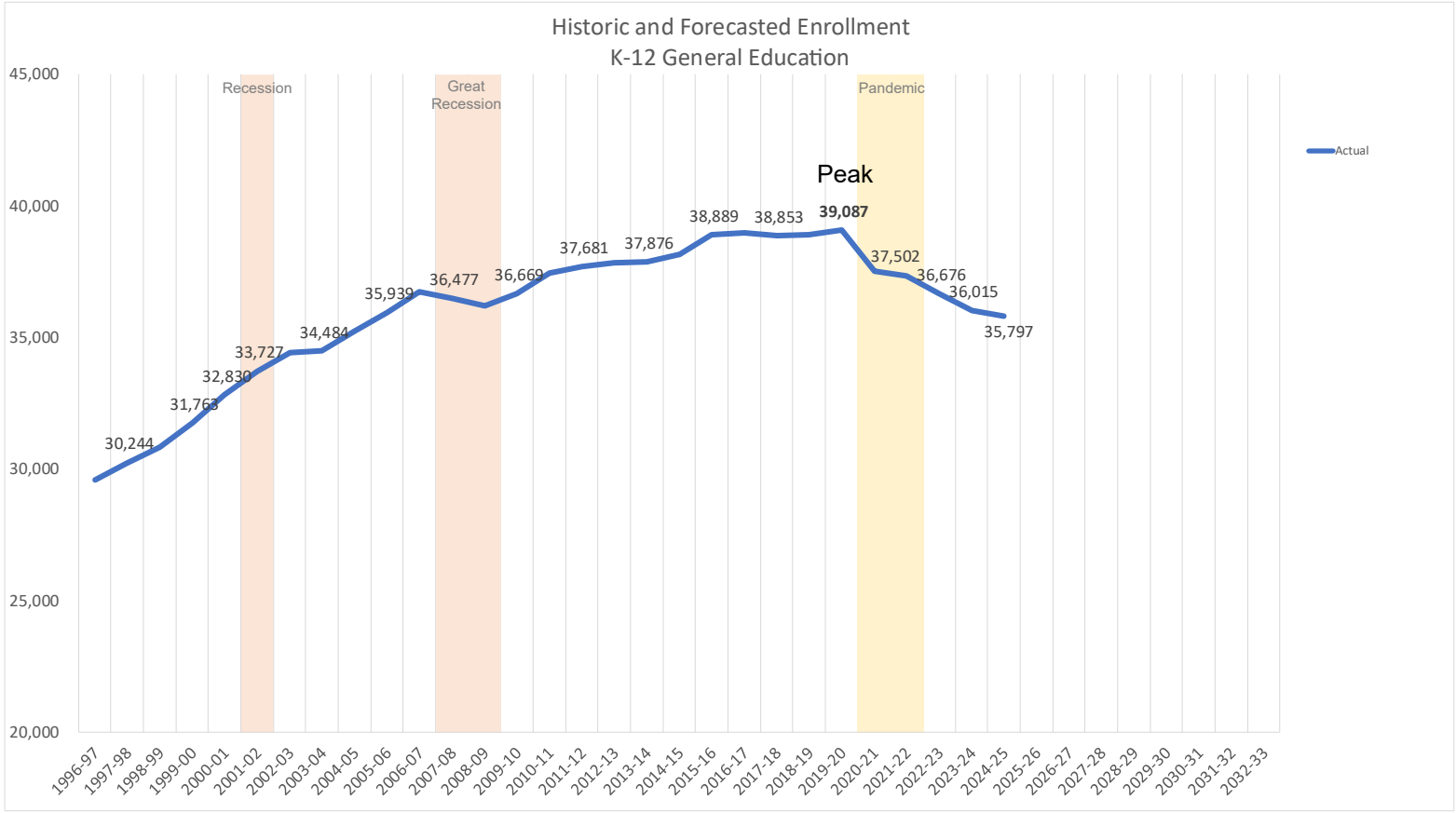
General Education Enrollment

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 (COVID-19 Pandemic)	2021-22	2022-23	2023-24	2024-25
Kinder	2,765	2,965	2,751	2,876	2,774	2,909	2,415	2,569	2,437	2,397	2,304
1st	3,011	3,019	3,020	2,781	2,949	2,846	2,782	2,638	2,659	2,532	2,501
2nd	3,064	3,096	3,045	2,986	2,839	2,975	2,705	2,787	2,625	2,704	2,563
3rd	3,033	3,079	3,079	2,994	2,987	2,845	2,815	2,680	2,782	2,607	2,780
4th	3,042	3,062	3,098	3,089	3,023	3,001	2,703	2,808	2,709	2,787	2,634
5th	3,004	3,124	3,080	3,076	3,100	3,051	2,897	2,721	2,795	2,685	2,815
6th	3,109	3,066	3,150	3,134	3,095	3,137	2,981	2,930	2,744	2,836	2,745
7th	3,005	3,136	3,121	3,142	3,142	3,090	3,030	2,977	2,859	2,731	2,889
8th	2,953	2,998	3,085	3,078	3,142	3,120	3,008	3,015	2,956	2,873	2,771
9th	2,959	3,013	3,041	3,161	3,166	3,222	3,199	3,112	3,060	3,034	2,967
10th	2,877	2,960	2,994	3,009	3,148	3,168	3,155	3,134	3,110	3,023	3,051
11th	2,708	2,724	2,810	2,793	2,820	2,946	2,944	2,980	2,964	2,930	2,889
12th	2,635	2,647	2,684	2,734	2,706	2,777	2,868	2,997	2,976	2,876	2,888
Total	**38,165**	**38,889**	**38,958**	**38,853**	**38,891**	**39,087**	**37,502**	**37,348**	**36,676**	**36,015**	**35,797**
Change	*289*	*724*	*69*	*(105)*	*38*	*196*	*(1,585)*	*(154)*	*(672)*	*(661)*	*(218)*
% Change	*0.76%*	*1.90%*	*0.18%*	*-0.27%*	*0.10%*	*0.50%*	*-4.06%*	*-0.41%*	*-1.80%*	*-1.80%*	*-0.61%*

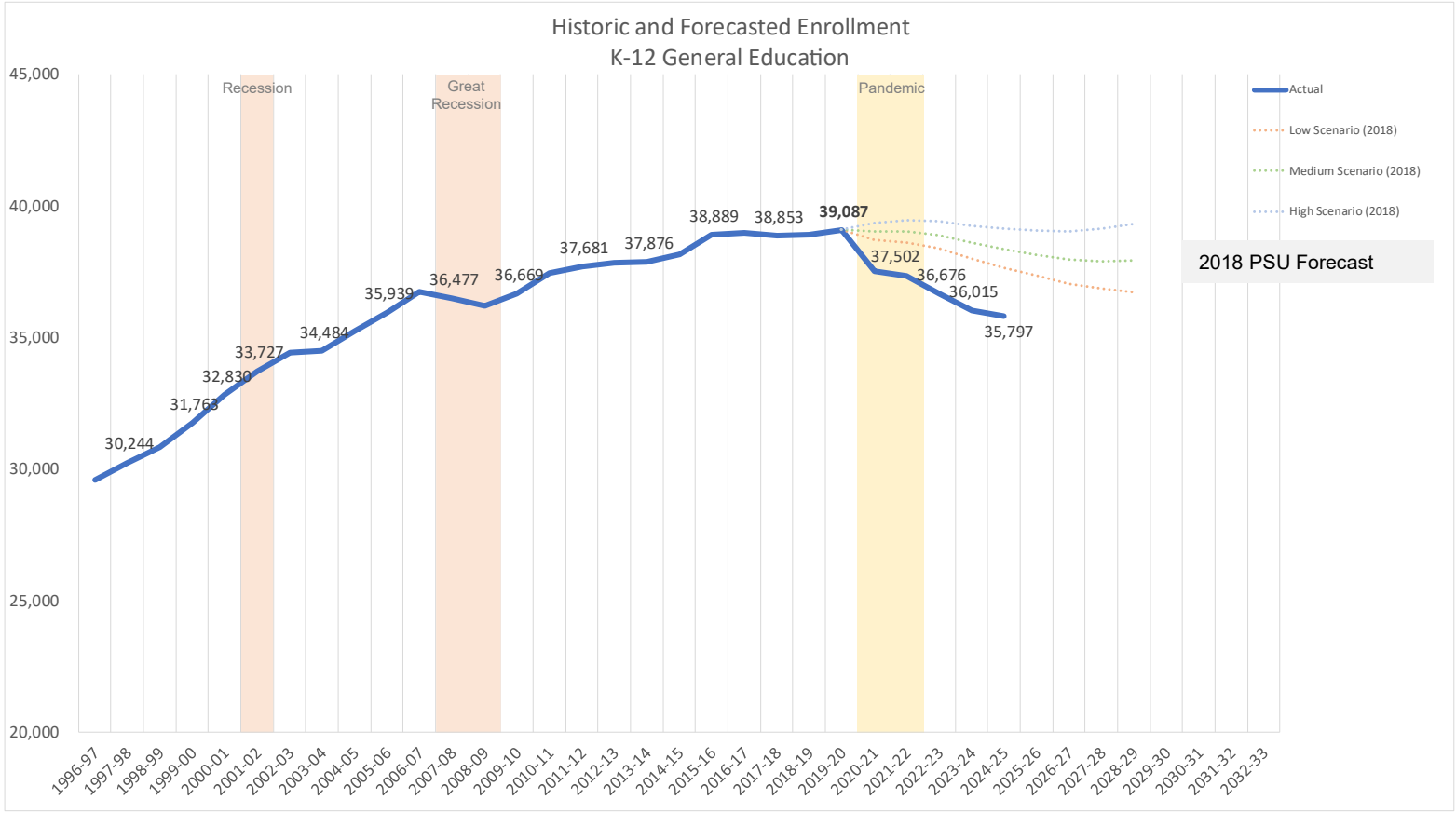
Average Cohort Size	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Avg K-5th Class Size	*2,987*	*3,058*	*3,012*	*2,967*	*2,945*	*2,938*	*2,720*	*2,701*	*2,668*	*2,619*	*2,600*
Avg 6-8 Class Size	*3,022*	*3,067*	*3,119*	*3,118*	*3,126*	*3,116*	*3,006*	*2,974*	*2,853*	*2,813*	*2,802*
Avg 9-12 Class Size	*2,795*	*2,836*	*2,882*	*2,924*	*2,960*	*3,028*	*3,042*	*3,056*	*3,028*	*2,966*	*2,949*
All Cohorts	*2,936*	*2,991*	*2,997*	*2,989*	*2,992*	*3,007*	*2,885*	*2,873*	*2,821*	*2,770*	*2,754*

Includes out of district students

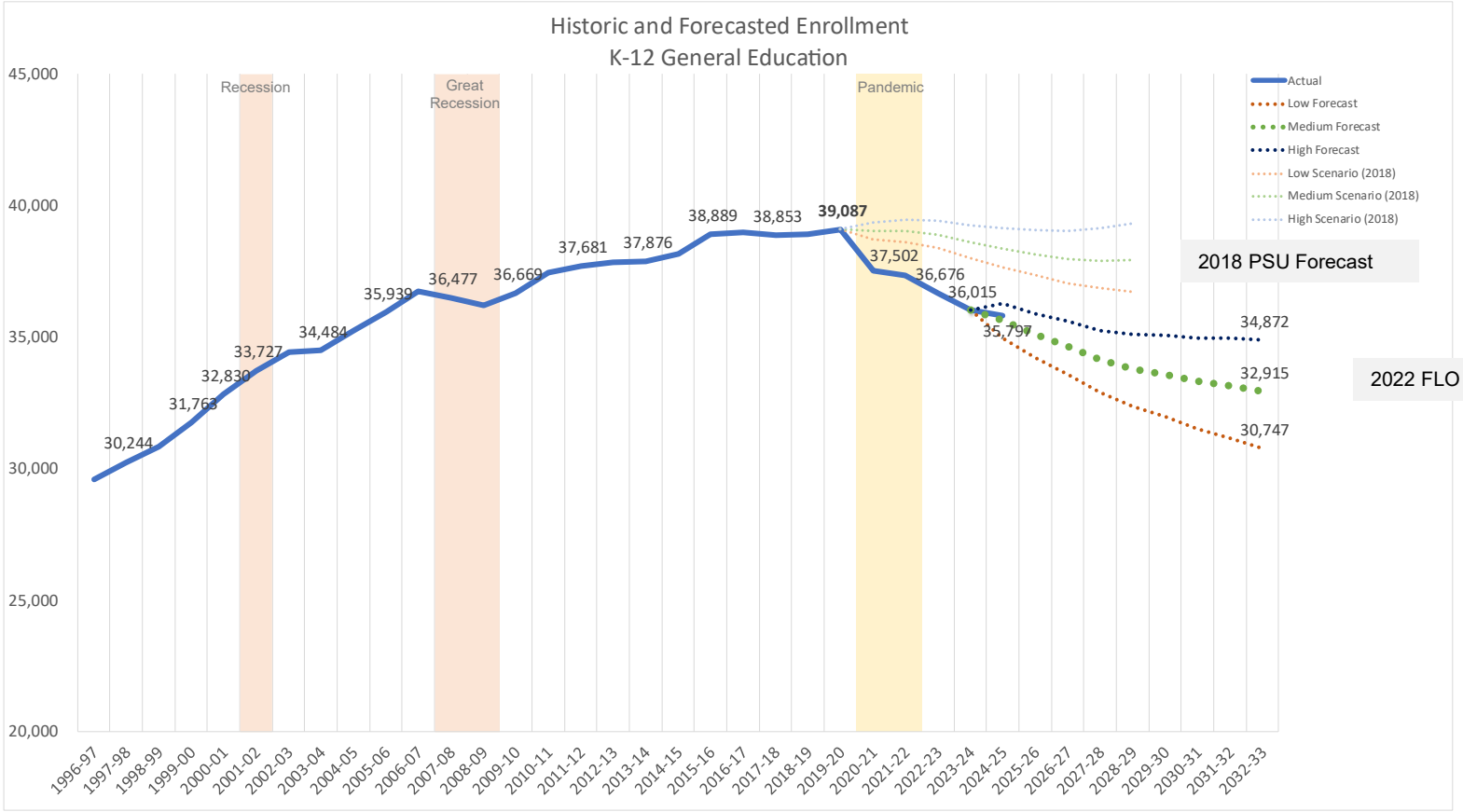
Figures refer to K-12 General Education Only



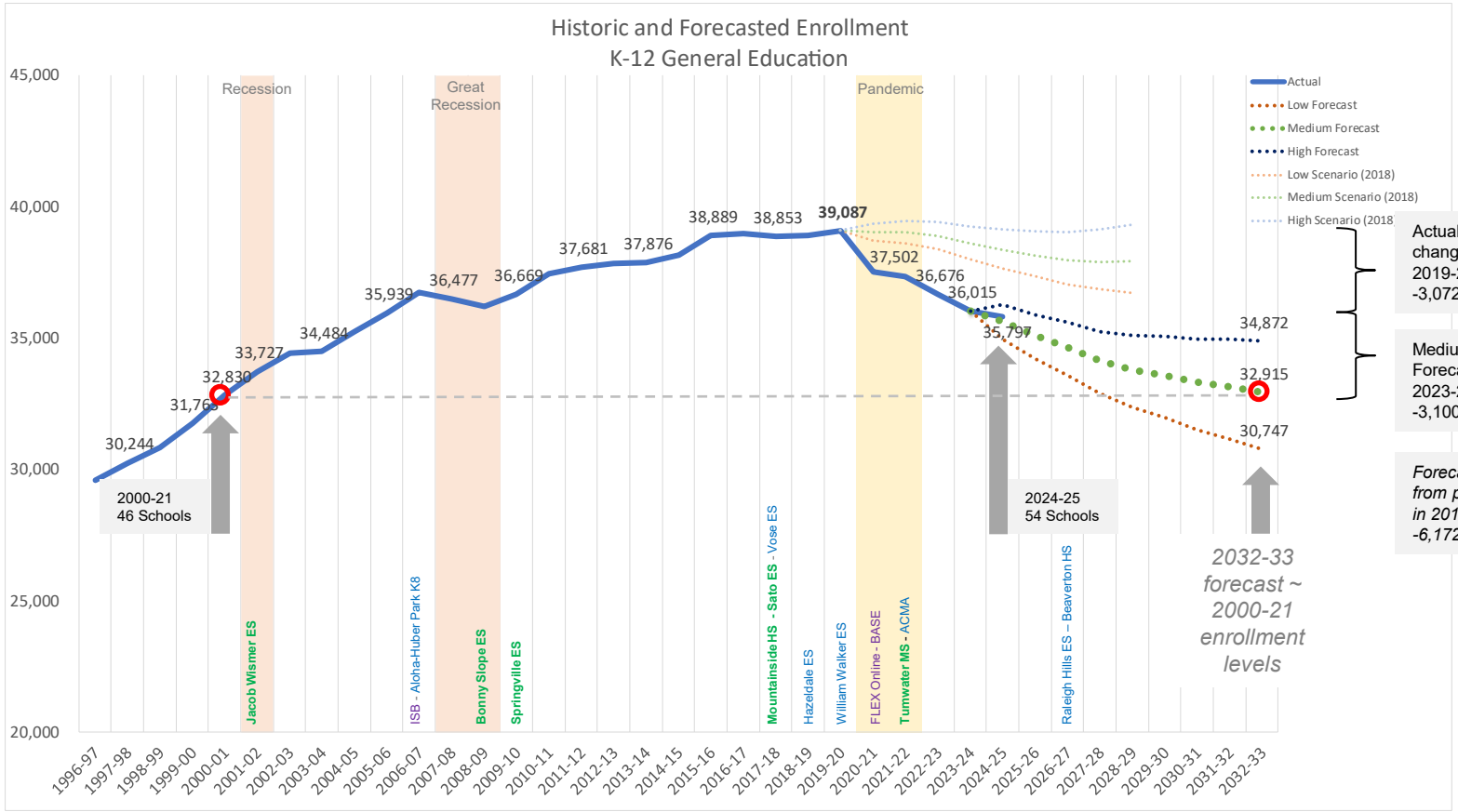
Figures refer to K-12 General Education Only



Figures refer to K-12 General Education Only



Figures refer to K-12 General Education Only



Actual K-12 change from 2019-20 (peak): -3,072 (-7.9%)

Medium K-12 Forecast from 2023-24 to 2032-33: -3,100 (-8.6%)

Forecasted decline from peak enrollment in 2019-20: -6,172 (-15.8%)

Since 2000-21
New building (6)
Replacement (7, incl. RHES & BHS)
New school in existing building
ISB opened in old Aloha Park ES building 2006
HS2 and SST merged to form BASE in 2020 (Capital Center)
FLEX Online now located at Capital Center

BEAVERTON SCHOOL DISTRICT

Figures refer to K-12 General Education Only

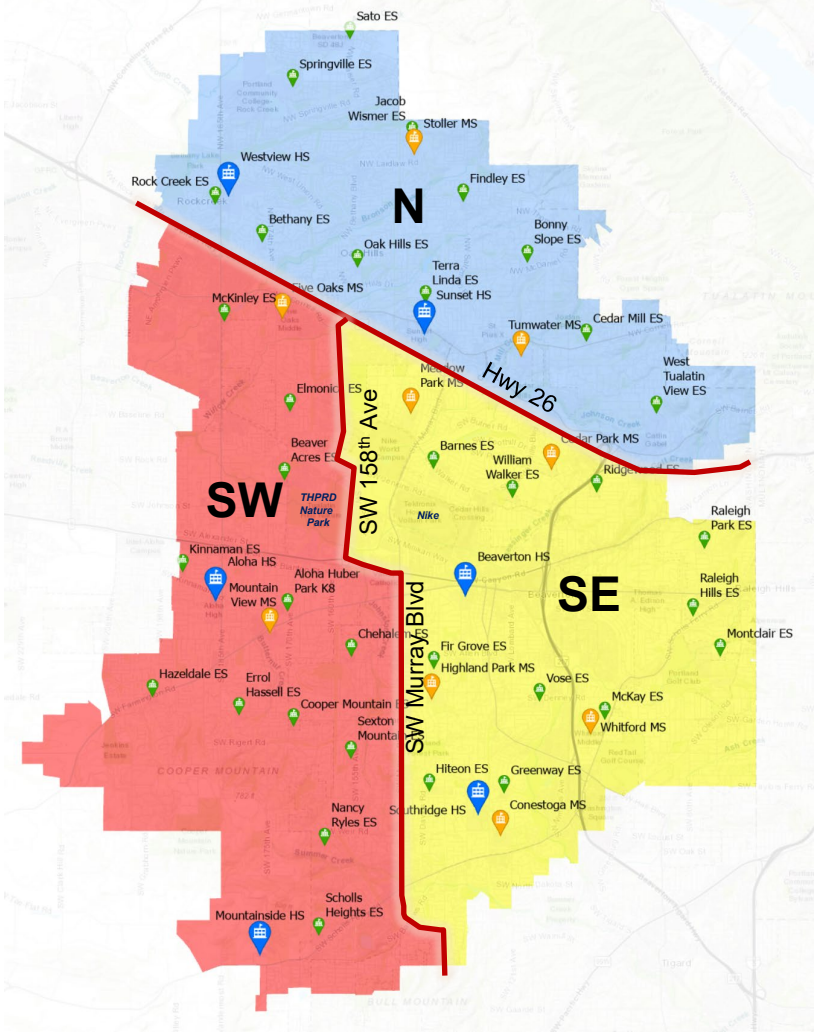
Subregions

- **North (N)** North of Hwy 26
- **Southwest (SW)** West of 158th / Murray
- **Southeast (SE)** East of 158th / Murray

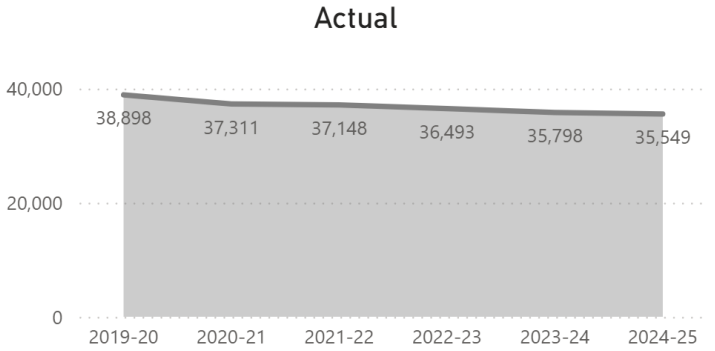
- For showing information at a smaller scale than the district as a whole

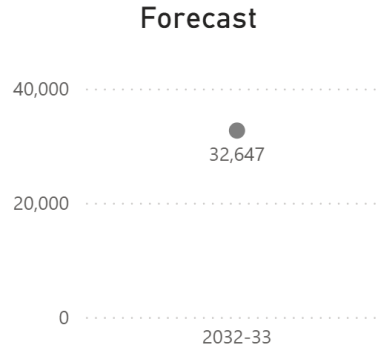
- Subregions are ***not*** attendance boundaries – current or proposed.

In your packet



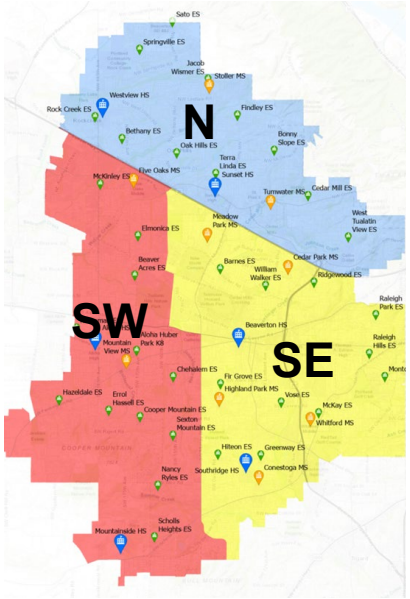
Districtwide Resident Students





Level	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K-5th	17,588	16,256	16,140	15,941	15,635	15,503
6-8th	9,296	8,980	8,888	8,519	8,403	8,361
9-12th	12,014	12,075	12,120	12,033	11,760	11,685
Total	**38,898**	**37,311**	**37,148**	**36,493**	**35,798**	**35,549**

Level	2032-33
K-5th	14,771
6-8th	7,537
9-12th	10,339
Total	**32,647**



All Schools	Buildings	Seats
K-5th	34	19,700
6-8th	9	7,660
9-12th	6	11,485
Options	4	2,540
Total	**53**	**41,385**

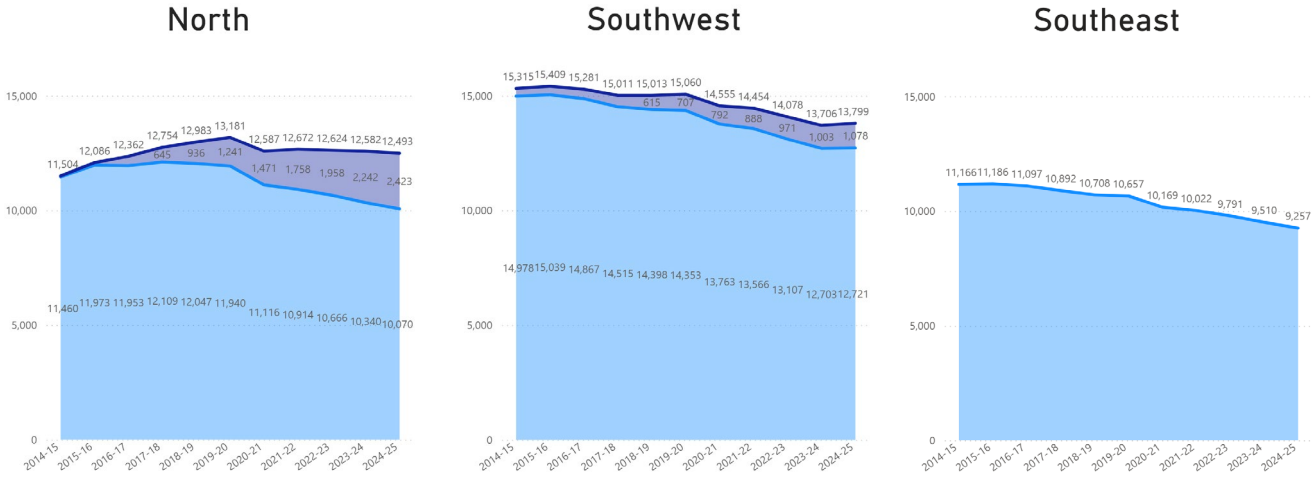
**FLEX Online not included in bulding count*

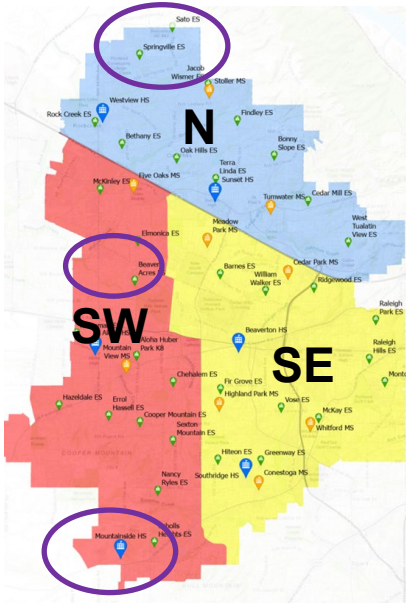
Resident students only: does not include students from out of district (248 in 2024 and 268 in 2032)

Figures refer to K-12 General Education Only

K-12 Resident Students by Subregion 2014-2024

- In the North and Southwest subregions, the district has seen enrollment growth in areas with major residential development (e.g. North Bethany, Beaver Acres area, and South Cooper Mountain)
- Student enrollment has declined in areas without major new development





Areas **without** residential growth

Areas **with** residential growth

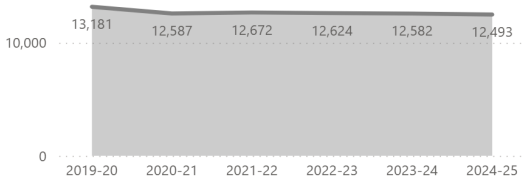
BEAVERTON SCHOOL DISTRICT

Resident students only: does not include students from out of district

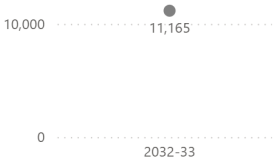
Figures refer to K-12 General Education Only

North Resident Students

Actual



Forecast



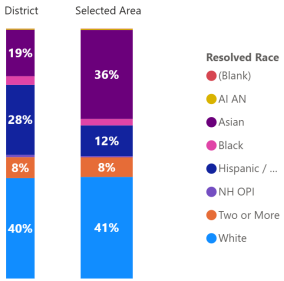
Level	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K-5th	6,076	5,593	5,598	5,592	5,549	5,496
6-8th	3,209	3,024	3,065	3,007	3,020	3,019
9-12th	3,896	3,970	4,009	4,025	4,013	3,978
Total	**13,181**	**12,587**	**12,672**	**12,624**	**12,582**	**12,493**

Level	2032-33
K-5th	5,071
6-8th	2,620
9-12th	3,474
Total	**11,165**

North	Buildings	Seats
K-5th	11	6,275
6-8th	2	1,980
9-12th	2	4,183
Total	**15**	**12,438**

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Kinder	928	803	838	842	819	781
1st	977	908	908	901	903	869
2nd	1,024	929	947	916	957	947
3rd	1,030	969	951	983	914	979
4th	1,048	970	982	969	976	940
5th	1,069	1,014	972	981	980	980
6th	1,060	1,024	1,037	981	1,000	1,009
7th	1,039	1,011	1,012	1,011	986	1,018
8th	1,110	989	1,016	1,015	1,034	992
9th	1,076	1,094	1,013	1,000	1,011	1,052
10th	989	1,045	1,074	1,031	993	1,004
11th	962	913	980	1,023	1,001	943
12th	869	918	942	971	1,008	979
Total	**13,181**	**12,587**	**12,672**	**12,624**	**12,582**	**12,493**

Grade	2032-33
Kinder	811
1st	851
2nd	858
3rd	856
4th	856
5th	839
6th	871
7th	872
8th	877
9th	884
10th	890
11th	849
12th	851
Total	**11,165**

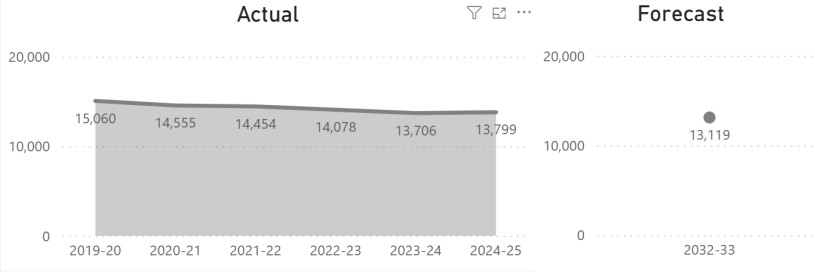




Resident students only: does not include students from out of district

Figures refer to K-12 General Education Only

Southwest Resident Students



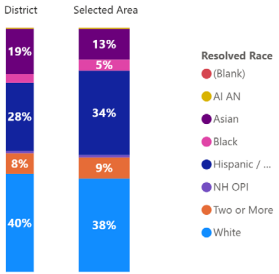
Level	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K-5th	6,661	6,220	6,137	6,027	5,906	5,946
6-8th	3,504	3,481	3,459	3,238	3,162	3,171
9-12th	4,895	4,854	4,858	4,813	4,638	4,682
Total	**15,060**	**14,555**	**14,454**	**14,078**	**13,706**	**13,799**

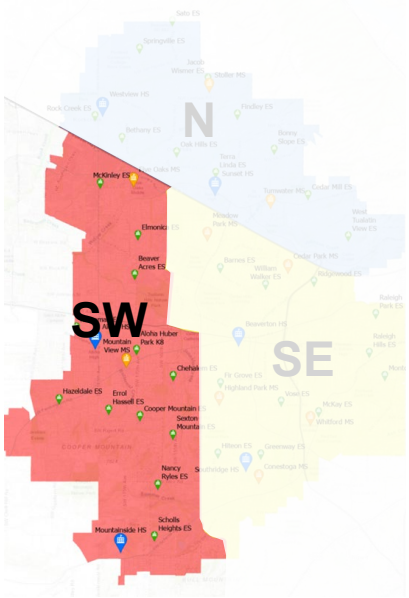
Level	2032-33
K-5th	5,873
6-8th	2,957
9-12th	4,289
Total	**13,119**

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Kinder	1,101	938	988	923	953	893
1st	1,104	1,076	994	1,021	928	994
2nd	1,125	1,065	1,056	992	998	940
3rd	1,048	1,059	1,025	1,025	998	1,045
4th	1,132	994	1,071	1,008	1,035	1,001
5th	1,151	1,088	1,003	1,058	994	1,073
6th	1,202	1,123	1,125	1,006	1,068	1,016
7th	1,191	1,182	1,150	1,109	996	1,107
8th	1,111	1,176	1,184	1,123	1,098	1,048
9th	1,257	1,227	1,259	1,249	1,197	1,171
10th	1,283	1,256	1,196	1,238	1,221	1,215
11th	1,213	1,207	1,191	1,121	1,139	1,167
12th	1,142	1,164	1,212	1,205	1,081	1,129
Total	**15,060**	**14,555**	**14,454**	**14,078**	**13,706**	**13,799**

Grade	2032-33
Kinder	1,012
1st	1,006
2nd	988
3rd	967
4th	958
5th	942
6th	981
7th	985
8th	991
9th	1,076
10th	1,063
11th	1,089
12th	1,061
Total	**13,119**

Southwest	Buildings	Seats
K-5th	12	6,150
6-8th	2	1,820
9-12th	2	3,785
Total	**16**	**11,755**





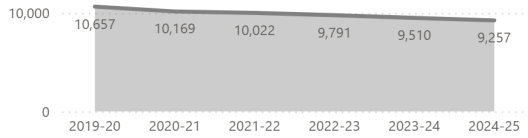
BEAVERTON SCHOOL DISTRICT

Resident students only: does not include students from out of district

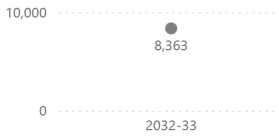
Figures refer to K-12 General Education Only

Southeast Resident Students

Actual



Forecast



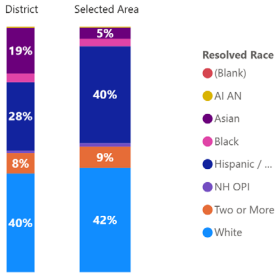
Level	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K-5th	4,851	4,443	4,405	4,322	4,180	4,061
6-8th	2,583	2,475	2,364	2,274	2,221	2,171
9-12th	3,223	3,251	3,253	3,195	3,109	3,025
Total	**10,657**	**10,169**	**10,022**	**9,791**	**9,510**	**9,257**

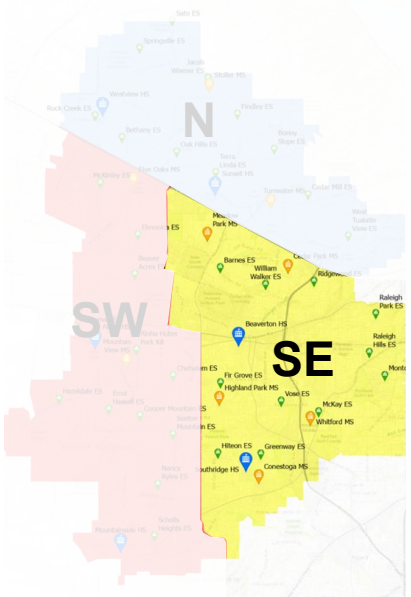
Level	2032-33
K-5th	3,827
6-8th	1,960
9-12th	2,576
Total	**8,363**

Southeast	Buildings	Seats
K-5th	11	7,275
6-8th	5	3,860
9-12th	2	3,517
Total	**18**	**14,652**

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Kinder	878	664	738	666	615	610
1st	760	789	723	726	689	626
2nd	817	704	774	703	737	663
3rd	760	774	693	765	682	738
4th	815	725	745	718	764	674
5th	821	787	732	744	693	750
6th	873	820	762	740	760	706
7th	840	830	798	732	731	751
8th	870	825	804	802	730	714
9th	873	861	823	799	806	736
10th	876	833	843	824	786	802
11th	747	801	779	802	767	744
12th	727	756	808	770	750	743
Total	**10,657**	**10,169**	**10,022**	**9,791**	**9,510**	**9,257**

Grade	2032-33
Kinder	651
1st	647
2nd	645
3rd	634
4th	628
5th	622
6th	657
7th	651
8th	652
9th	657
10th	638
11th	650
12th	631
Total	**8,363**





BEAVERTON SCHOOL DISTRICT

Resident students only: does not include students from out of district

Figures refer to K-12 General Education Only

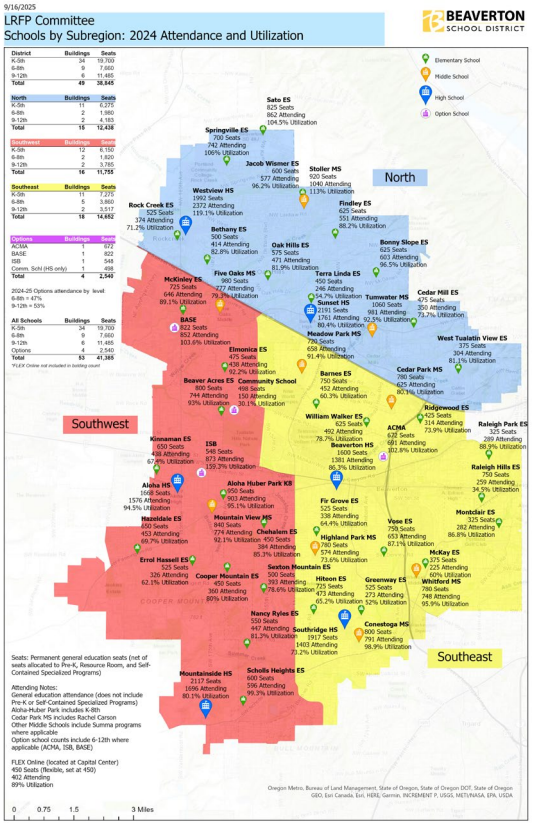
2024 Attending and 2032 Forecasted Attending

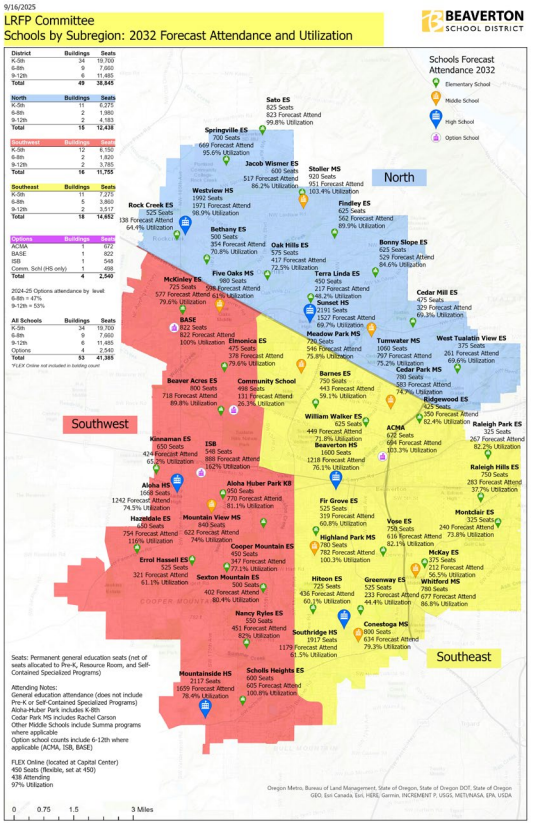
Schools by:

- 2024 actual attendance (2025 will be available after October 1st)
- 2032 forecasted attendance

- Forecasted attendance figures assume the continuation of existing programs and enrollment patterns (i.e. Summa programs, Dual Language, etc.)

North, Southwest and Southeast shaded areas have no effect on attendance figures – they do not constitute attendance boundaries.





Calculation of Building Capacity (Permanent Seats)

Target Student Count per Classroom (Permanent Facilities):

Elementary: 25 students

Middle: 25 students

High: 30 students

Option/Alternative: 30 students

Utilization Factor:

Reflects how often classrooms are used for instruction during the day.

Lower utilization = classrooms unused for one or more periods due to teacher planning or scheduling.

Example: **80% utilization** = classroom used **4 out of 5 periods**.

BSD Utilization Rates:

Elementary: 100%

Middle: 80%

High: 83%

Option: 83%

Figures refer to K-12 General Education Only

Facility Condition Index (FCI)

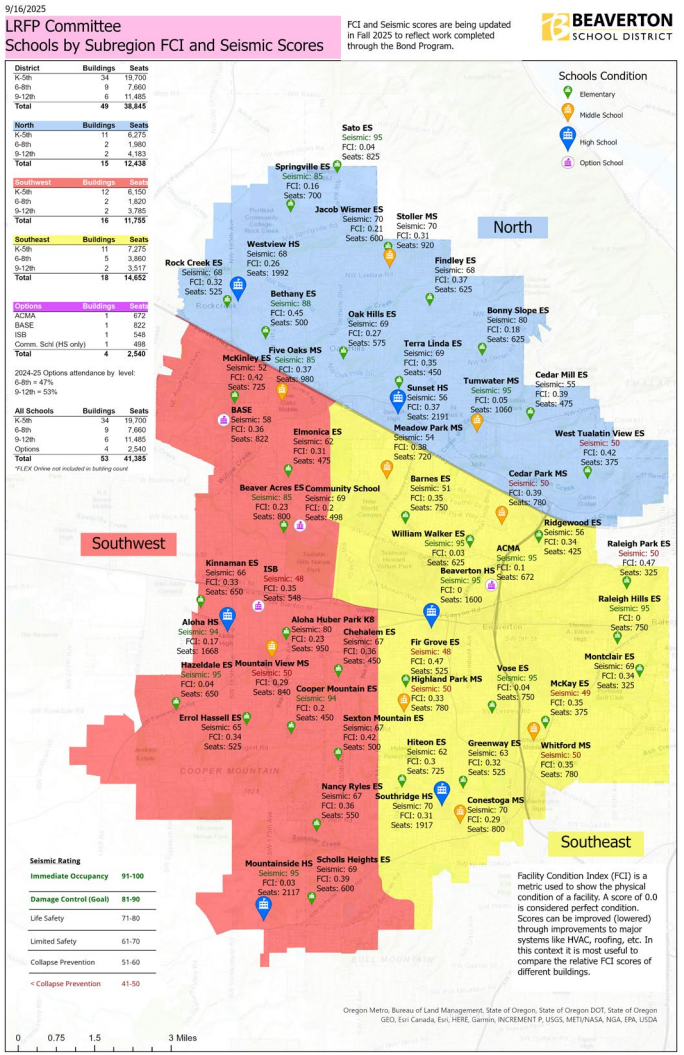
- A metric used to show the physical condition of a facility. A score of 0.0 is considered perfect condition.
- Scores can be improved (lowered) through improvements to major systems like HVAC, roofing, etc.
- In this context it is most useful to compare the relative FCI scores of different buildings.

Figures refer to K-12 General Education Only

Building Condition (FCI)

- Facility Condition Index (FCI) scores shown are for 2022 (lower is better, new schools are <0.10)
- The district's building inventory is aging. Replacing or significantly upgrading the oldest buildings on an ongoing basis is needed to avoid larger problems in the future.
- The deferred maintenance backlog is significant and will be for a long time. The bond program provides funds for this work.
- The Facility Conditions Assessment is being updated currently, many schools will see improvements (decline in score) in FCI scores as a result of work performed.

Tumwater MS
Seismic: 95
FCI: 0.05
Seats: 1060



Seismic Rating Descriptions

	Rating
Immediate Occupancy	91-100
Damage Control	**81-90**
Life Safety	71-80
Limited Safety	61-70
Collapse Prevention	51-60
< Collapse Prevention	41-50

Immediate Occupancy
- Very limited structural damage has occurred.
- Risk of life-threatening injury as a result of structural damage is very low.
- Minor repairs might be required, but not generally to re-occupy.
- Continued use of the building will not be limited by its structural condition.

Best

Damage Control
- Half-way between Immediate Occupancy and Life Safety.

BSD Goal

Life Safety
- Significant damage to the structure will occur but some margin against partial or total collapse will remain.
- Some structural elements will be severely damaged, but this damage will not result in large falling debris hazards, either inside or outside the building.
- Injuries might occur during the earthquake; however, the overall risk of life-threatening injury as a result of structural damage is expected to be low.
- It should be possible to repair the structure; however, for economic reasons, this repair might not be practical.
- Although the damaged structure may not be an imminent collapse risk, it would be prudent to implement structural repairs or install temporary bracing before re-occupancy.

Limited Safety
- Half way between Life Safety and Collapse Prevention.

Collapse Prevention
- Little to no lateral strength or stiffness to resist lateral loads.
- Large permanent drifts to the building where doors may not open.
- Structural collapse possible in aftershock events thus not safe to occupy after event.
- Cost to repair structure will likely outweigh demo/replacement.

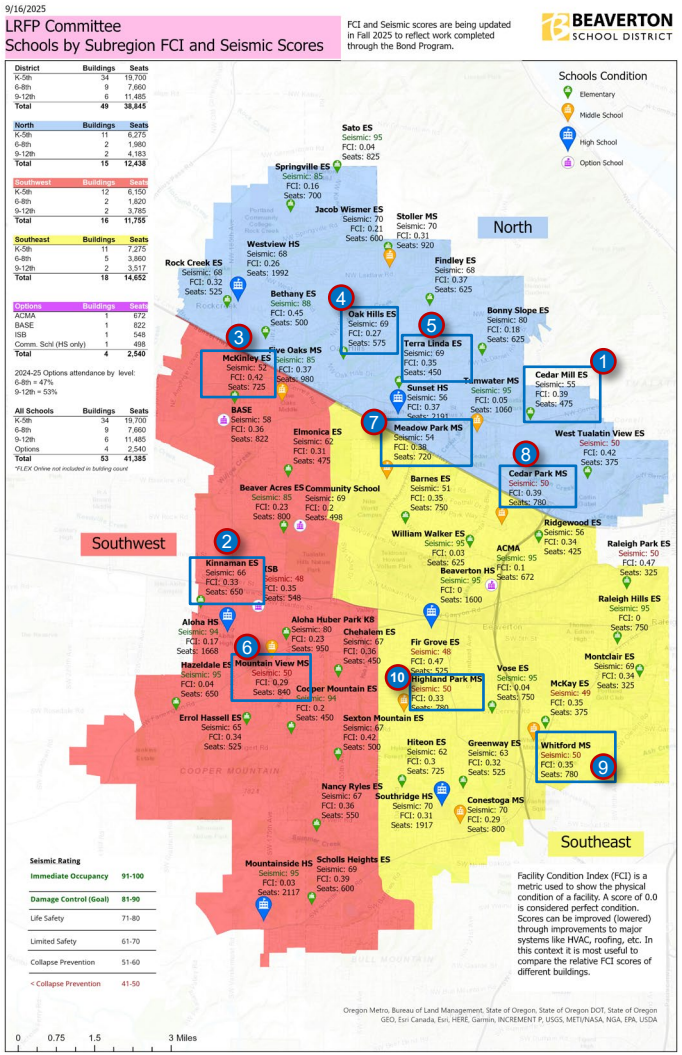
< Collapse Prevention
- Possible partial or full collapse of structure.
- Non-collapsed areas have minimal reserve capacity and significant residual drift.
- Full structural collapse probable in aftershock or wind event.
- Building will likely require full demo/rebuild.

BEAVERTON SCHOOL DISTRICT

Seismic Upgrades

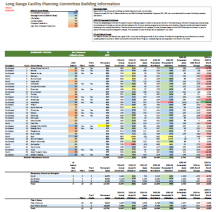
- The district may be able to complete seismic upgrades if a bond is passed in 2028.
- Seismic upgrades have been proceeding under the Bond Program
- Recent work that is not yet reflected in seismic scores (updates to scores underway this Fall)

1. Cedar Mill: some seismic work during re-roof
2. Kinnaman: designing roof-level upgrades
3. McKinley: some seismic work completed
4. Oak Hills: addition and library renovation
5. Terra Linda: roof-level upgrades designed
6. Mountain View: Construction 2024/2025
7. Meadow Park: Construction 2025/2026
8. Cedar Park: in design, construction 2026/2027
9. Whitford: Scheduled for 2027
10. Highland Park: Scheduled for 2028



Elementary Buildings

In your packet



ELEMENTARY SCHOOLS				Stu / Classroom		25								
				Utilization factor		100%								
Subregion	Count	School Name	2022 FCI	2023 Seismic	Title 1	Pre-K Onsite	Permanent Seats	2024-25 Actual Enrollment	2024-25 Acutal % Utilization	2024-25 Seats Available	2032-33 Forecasted Enrollment	2032-33 Forecasted % Utilization	2032-33 Forecasted Seats Available	2024 to 2032 Enroll Change	2024 to 2032 % Enroll Change
Southwest	1	Aloha-Huber Park K-8	0.23	80	Yes	Yes	950	903	95%	47	770	81%	180	(133)	-14.7%
Southeast	2	Barnes	0.35	51	Yes	Yes	750	452	60%	298	443	59%	307	(9)	-2.0%
Southwest	3	Beaver Acres	0.23	85	Yes	Yes	800	744	93%	56	718	90%	82	(26)	-3.5%
North	4	Bethany	0.45	88			500	414	83%	86	354	71%	146	(60)	-14.5%
North	5	Bonny Slope	0.18	80			625	603	96%	22	529	85%	96	(74)	-12.3%
North	6	Cedar Mill	0.39	55			475	350	74%	125	329	69%	146	(21)	-6.0%
Southwest	7	Chehalem	0.36	67	Yes	Yes	450	384	85%	66	345	77%	105	(39)	-10.2%
Southwest	8	Cooper Mountain	0.20	94			450	360	80%	90	347	77%	103	(13)	-3.6%
Southwest	9	Elmonica	0.31	62	Yes	Yes	475	438	92%	37	378	80%	97	(60)	-13.7%
Southwest	10	Errol Hassell	0.34	65			525	326	62%	199	321	61%	204	(5)	-1.5%
North	11	Findley	0.37	68			625	551	88%	74	562	90%	63	11	2.0%
Southeast	12	Fir Grove	0.47	48	Yes	Yes	525	338	64%	187	319	61%	206	(19)	-5.6%
Southeast	13	Greenway	0.32	63	Yes	Yes	525	273	52%	252	233	44%	292	(40)	-14.7%
Southwest	14	Hazeldale	0.04	95	Yes	Yes	650	453	70%	197	754	116%	(104)	301	66.4%
Southeast	15	Hiteon	0.30	62			725	473	65%	252	436	60%	289	(37)	-7.8%
North	16	Jacob Wismer	0.21	70			600	577	96%	23	517	86%	83	(60)	-10.4%
Southwest	17	Kinnaman	0.33	66	Yes	Yes	650	438	67%	212	424	65%	226	(14)	-3.2%
Southeast	18	McKay	0.35	49	Yes	Yes	375	225	60%	150	212	57%	163	(13)	-5.8%
Southwest	19	McKinley	0.42	52	Yes	Yes	725	646	89%	79	577	80%	148	(69)	-10.7%
Southeast	20	Montclair	0.34	69			325	282	87%	43	240	74%	85	(42)	-14.9%
Southwest	21	Nancy Ryles	0.36	67			550	447	81%	103	451	82%	99	4	0.9%
North	22	Oak Hills	0.27	69			575	471	82%	104	417	73%	158	(54)	-11.5%
Southeast	23	Raleigh Hills (2026)	-	95	Yes	Yes	750	259	35%	491	283	38%	467	24	9.3%
Southeast	24	Raleigh Park	0.47	50	Yes	Yes	325	289	89%	36	267	82%	58	(22)	-7.6%
Southeast	25	Ridgewood	0.34	56			425	314	74%	111	350	82%	75	36	11.5%
North	26	Rock Creek	0.32	68			525	374	71%	151	338	64%	187	(36)	-9.6%
North	27	Sato	0.04	95			825	862	104%	(37)	823	100%	2	(39)	-4.5%
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	393	79%	107	402	80%	98	9	2.3%
North	30	Springville	0.16	85			700	742	106%	(42)	669	96%	31	(73)	-9.8%
North	31	Terra Linda	0.35	69			450	246	55%	204	217	48%	233	(29)	-11.8%
Southeast	32	Vose	0.04	95	Yes	Yes	750	653	87%	97	616	82%	134	(37)	-5.7%
North	33	West Tualatin View	0.42	50			375	304	81%	71	261	70%	114	(43)	-14.1%
Southeast	34	William Walker	0.03	95	Yes	Yes	625	492	79%	133	449	72%	176	(43)	-8.7%
		Subtotal: Elementary Schools					*19,700*	15,672	80%	*4,028*	*14,956*	76%	*4,744*	*(716)*	*-4.6%*

BEAVERTON SCHOOL DISTRICT

Figures refer to K-12 General Education Only

Secondary Buildings

In your packet



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

Subregion	Count	School Name	2022 FCI	2023 Seismic	Permanent Seats	2024-25 Actual Enrollment	2024-25 Acutal % Utilization	2024-25 Seats Available	2032-33 Forecasted Enrollment	2032-33 Forecasted % Utilization	2032-33 Forecasted Seats Available	2024 to 2032 Enroll Change	2024 to 2032 % Enroll Change
Southeast	35	Cedar Park + RC	0.39	50	780	625	80%	155	583	75%	197	-42	-6.7%
Southeast	36	Conestoga	0.29	70	800	791	99%	9	634	79%	166	-157	-19.8%
Southwest	37	Five Oaks	0.37	85	980	777	79%	203	598	61%	382	-179	-23.0%
Southeast	38	Highland Park	0.33	50	780	574	74%	206	782	100%	-2	208	36.2%
Southeast	39	Meadow Park + SUMMA	0.38	54	720	658	91%	62	546	76%	174	-112	-17.0%
Southwest	40	Mountain View	0.29	50	840	774	92%	66	622	74%	218	-152	-19.6%
North	41	Stoller + SUMMA	0.31	70	920	1,040	113%	-120	951	103%	-31	-89	-8.6%
North	42	Tumwater + SUMMA	0.05	95	1,060	981	93%	79	797	75%	263	-184	-18.8%
Southeast	43	Whitford + SUMMA	0.35	50	780	748	96%	32	677	87%	103	-71	-9.5%
		Subtotal: Middle Schools			***7,660***	***6,968***	***91%***	***692***	***6,190***	***81%***	***1,470***	***-778***	***-11.2%***

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

Subregion	Count	School Name	2022 FCI	2023 Seismic	Permanent Seats	2024-25 Actual Enrollment	2024-25 Acutal % Utilization	2024-25 Seats Available	2032-33 Forecasted Enrollment	2032-33 Forecasted % Utilization	2032-33 Forecasted Seats Available	2024 to 2032 Enroll Change	2024 to 2032 % Enroll Change
Southwest	44	Aloha	0.17	94	1,668	1,576	94%	92	1,242	74%	426	-334	-21.2%
Southeast	45	Beaverton (2026)	-	95	1,600	1,381	86%	219	1,218	76%	382	-163	-11.8%
Southwest	46	Mountainside	0.03	95	2,117	1,696	80%	421	1,659	78%	458	-37	-2.2%
Southeast	47	Southridge	0.31	70	1,917	1,403	73%	514	1,179	61%	738	-224	-16.0%
North	48	Sunset	0.37	56	2,191	1,761	80%	430	1,527	70%	664	-234	-13.3%
North	49	Westview	0.26	68	1,992	2,372	119%	-380	1,971	99%	21	-401	-16.9%
		Subtotal: High Schools			***11,485***	***10,189***	***89%***	***1,296***	***8,796***	***77%***	***2,689***	***-1,393***	***-13.7%***

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

Subregion	Count	School Name	2022 FCI	2023 Seismic	Permanent Seats	2024-25 Actual Enrollment	2024-25 Acutal % Utilization	2024-25 Seats Available	2032-33 Forecasted Enrollment	2032-33 Forecasted % Utilization	2032-33 Forecasted Seats Available	2024 to 2032 Enroll Change	2024 to 2032 % Enroll Change
Southeast	50	ACMA (MS+HS)	-	95	672	691	103%	-19	694	103%	-22	3	0.4%
Southwest	51	BASE (MS+HS)	0.36	58	822	852	104%	-30	822	100%	0	-30	-3.5%
Southwest	52	Community HS	0.20	69	498	150	30%	348	131	26%	367	-19	-12.7%
Southwest	53	ISB (MS+HS)	0.35	48	548	873	159%	-325	888	162%	-340	15	1.7%
		Subtotal: Option Schools			***2,540***	***2,566***	***101%***	***-26***	***2,535***	***100%***	***5***	***-31***	***-1.2%***

	Permanent Seats	2024-25 Actual Enrollment	2024-25 Acutal % Utilization	2024-25 Seats Available	2032-33 Forecasted Enrollment	2032-33 Forecasted % Utilization	2032-33 Forecasted Seats Available	2024 to 2032 Enroll Change	2024 to 2032 % Enroll Change
DISTRICT TOTAL (in Buildings)	**41,385**	**35,395**	86%	**5,990**	***32,477***	78%	***8,908***	***(2,918)***	-8.2%

BEAVERTON SCHOOL DISTRICT

Figures refer to K-12 General Education Only

Discussion

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%***

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%*

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