

Beaverton School District Budget Committee Q & A 2017-18 Budget

Questions received through April 26, 2017

Q1. 270 Grant Fund: Is there additional information available regarding the Function 2210 Improvement of Instructional Services salaried positions? I notice a \$345,000 increase for this FYE. How many positions is this?

A1. There are 4.6 certified positions budgeted in Function 2210 for 2017-18. This is an increase of 4.6 over the budget for 2016-17 however, it is only a slight increase over the actual positions in this function for 2016-17. The grant was originally budgeted for stipend and non-salary expense but was allowed to cover positions. The budget for 2017-18 is in line with how the grant will be spent in 2017-18. The rest of the increase was for another grant which increased allowable extended time.

Q2. 270 Grant Fund: Function 2490 Other Support Services looks like a newly funded position. Are there any additional details regarding the role and work of this position?

A2. This Coordinator will specifically work with the High School Executive Administrator and the Deputy Superintendent towards the Measure 98 objectives:

- 1- Increase HS Graduation Rate; Decrease HS Dropout rate
- 2- Increase, Expand upon, Enhance and Improve CTE Programs of Study
- 3- Increase College Credit opportunities for HS students.

Coordinator will be employed on a 260 days contract as a classified employee.

Q3. P.9: Budget reduction - three areas are identified in the \$15 million budget reduction. They are staffing, programs, and non-salary areas. Please provide more details on these budget reduction areas.

A3. We are enclosing a budget reduction list in the Budget Committee Meeting packet, and will post it on the budget page of the District's website.

Q4. P.9: CTE - while the Legislature needs to define funding stream for Measure 98, does BSD have an estimated budget or range for CTE in 17-18?

A4. M98 funded at 50% or \$400 per High School student would allocate approx. \$5M to the district. We anticipate a funding level somewhere between 50% and 65%; so between \$5M and \$6.5M.

Q5. P.9: CTE - what are the existing CTE programs? What CTE programs will be added/removed in 17-18 budget?

A5. Multiple CTE Programs currently exist at high schools. Here are some examples of current programs: BHS - Business/Marketing and Engineering, SHS - Business/Marketing and Engineering, WHS - Family and Consumer Sciences (Foods) and Film/Media Design, HS2 - Bio-Medical and Engineering, SRHS - Business/Marketing and Engineering, AHS - Construction and Business/Marketing. Current District "magnet" programs are Health Careers (BHS) and Auto Technology (AHS). For 2017-18, added CTE programs: AHS - Computer Programming and Film Media Design, SRHS - Performing Arts and

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Communication Arts, and the District “magnet” program at Terra Nova (Field Biology/Sustainable Food and Chemistry/Sustainable Foods).

We are not planning on removing any CTE programs for 2017-18.

Q6. P.9: Early Childhood Education - how will BSD help every kindergarten student become kindergarten ready?

A6. For the last three years, BSD has received state grant dollars through Washington County Early Learning. This grant provides the resource of two Family Resource Managers who serve children from birth to 6 years in the areas of our highest poverty schools. These staff members broker health and human resources that support these children and their families. They also provide a multitude of parent education workshops geared to getting young children ready for kindergarten. Our Family Resource Managers have done a phenomenal job in Child Find, allowing our very youngest children to access Early Childhood Education programs through our Washington County ESD. Grant dollars provided a four-day kindergarten academy to ease the transition of our 4 year olds into their first year of kindergarten. Parent participation was required for this program. Our family resource managers serve over 500 families each year. BSD also is the recipient of 10 Pre-School Promise paid slots that provide full day, pre-schooler care in two licensed childcare centers. We have plans to revive some pre-kindergarten classes as we see capacity become available. These classrooms may be funded through school-based Title1 dollars as well as State Early Learning grants.

Q7. P.10: New schools - are there any cuts to these new schools due to budget reduction?

A7. Mountainside High School will open with only 9th and 10th grade students but will have full elective program offerings. Mountainside will need fewer support staff in the first year due to lower enrollment than other comprehensive high schools. They will also receive the same reduced per pupil non-salary allocation as all other comprehensive high schools.

Sato Elementary School will receive extra support for their STEAM program, will not receive a LITT position and has the same reduced per pupil non-salary allocation as all other elementary schools.

Q8. P.12: Revenue and resource estimates - any details on additional enrollment of 90 students. Which schools? Elementary/middle/high school?

A8. Actual and projected enrollment by school is provided in the Informational Section on pages 282-283.

Q9. P.13: Strategic investments table, 2017-18 investment change column - what do the negative numbers mean? I am not clear on how much will be invested in which area in FY17-18.

A9. The Prior Cumulative Year Amount is the 2016-17 investment in each area. The 2017-18 Investment Change column shows the reduction or addition to the investment. The Total Cumulative Annual Investment column is the 2017-18 investment in each area.

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Q10. P.13: Eight key investments listed in the first eight rows of the strategic investments table - are these the eight key investments?

1. standard based learning system, 2. educator effectiveness, 3. future ready schools, 4. early childhood, 5. AVID, 6. culturally relevant practices, 7. learning teams, and 8. community partnerships.

A10. Yes, these are the eight key investments.

Q11. P.13: Strategic investments table - two of the eight key investments have no budget for 17-18, and three of the eight key investments have negative amounts. Please explain.

A11. The two key investments that do not have an amount in the 2017-18 Investment Change column have no reductions or additions to them for the 2017-18 budget year. The three key investments with negative amounts have reductions to the annual investment for the 2017-18 budget year.

Q12. P.13: Three community priorities list in the last three rows of the strategic investment table - nothing is budgeted for 'instructional time'. Please explain.

A12. The investment amount for Instructional time is incorrect. The District added two days in 2016-17 for \$2,480,000, and will change four staff only days to student days in 2017-18 for \$1.0M. The total investments will be corrected in the adopted version of the budget document.

Q13. P.13: Out of the \$1,076,300,812 proposed budget, how much is allocated to the eight key investments in 17-18? How much is allocated to the three community priorities in 17-18?

A13. A more detailed schedule of the key investments is provided in the Organizational Section pages 50-52.

Q14. P.14: Please explain the variance between prior cumulative year amount and 17-18 investment change in Maintenance, Aloha CTE Redesign, SAM changes, and Insurance Fund Transfer Decrease.

A14. Maintenance:

New Construction Needs

- Increased custodial staff to support increased square footage at Vose Elementary.
- Addition of a foreman and two custodians for Sato Elementary.
- Addition of a foreman and five custodians for Mountainside High School.
- Compliance
 - A new position will be added in the Human Resources department to collaborate with Maintenance to maintain compliance for the Oregon Healthy and Safe Schools Initiative
 - Management & Documentation
 - Asbestos, Radon, Lead Paint, Mold, Lead content in the water.
- School Position Increases
 - Increases 28 custodians from 210-day to 260-day positions in various schools.
 - Four additional custodial positions
- Trades Support
 - Increase two additional Courier positions as well as Painter, Abatement Specialist,

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Electrician, Plumber and Carpenter positions.

- Car Fleet
 - Replacements in Maintenance 20 year old truck fleet.
 - Agreement with Enterprise, replacing vehicles with a 5 year lease. After 5 years, vehicle will be sold.

Aloha CTE Redesign - Construction of new facilities at Aloha High School to support their CTE programs.

SAM Changes - Staffing Allocation Model changes included:

- Elimination of LITT positions at elementary schools
- Elimination of testing coordinators at the secondary level
- Reduction of classified support at option schools

Insurance Fund Transfer Decrease - The Insurance Fund receives a transfer from the General Fund to offset costs in this fund. There are sufficient reserves for a temporary reduction to this transfer.

Q15. P.14: Please tell us more about Aloha CTE Redesign and SAM changes. What are they?

A15. AHS CTE Redesign-- The remodeling project will involve renovation of the Construction and Drafting rooms, updating them from the original 1969 condition to include current 21st technology. The renovation will involve the creation of a maker's space with Laser cutters, CNC router, and 3-D printers, as well as space for students learn about advanced construction techniques such as dry-walling, electrical wiring, and basic plumbing. Another aspect of the renovation will be to create dedicated space for a Computer Science Program and Film/ Media Technology. These dedicated classrooms will include updates to sound and video production rooms and areas for students to learn about server walls and network set-up and repair.

SAM changes-- The 'Staffing Allocation Model' work group is now made up of Teaching & Learning Executives, Human Resources Administrators and Business Office Administrators. They will be working together with a focus on the 'teaching and learning' of our students. The SAM membership has shifted from T&L light to T&L heavy.

Q16. P.15: Table shows classroom teacher (75) and administrator (3) positions will be eliminated in 17-18. What are these positions? Why were these positions selected?

A16. The change in classroom teachers is mostly due to the reduction of Academic Achievement Funding. The administrator change is an increase due to the Early Childhood Program and Assistant Principals due to opening of new schools.

Q17. P.15: Table shows other licensed staff (11) and classified (48) positions will be added in 17-18. What are these positions?

A17. The increase in other licensed staff is due to the addition of licensed positions to open the two new schools that are not classroom teachers. Examples of these are guidance counselors, psychologists and

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specialists. Approximately 70% of the increase in classified positions is due to the previously mentioned increased investment in maintenance and custodial services. The remaining classified positions that were added also are related to opening the new schools such as secretarial and food services support.

A breakdown by job type is provided on pages 267 and 268 of the proposed budget document.

Q18. P.15: what is total amount for staffing reduction?

A18. Please see pages 267-268 in the proposed budget document for a summary of staffing for 2013-14 through 2017-18. Positions are listed by type for administrators, certified and classified. You can see further detail for staffing on pages 269-275. Positions were reduced at all school levels and departments totaling \$10.2M. Positions were added for opening new schools, investing in maintenance and custodial services, and shifting of staff for boundary changes for a total of \$8.7M. The net reduction in staffing was \$1.5M.

Q19. P.16: What are the strategic investments in central support services?

A19. The major investment was in Maintenance as detailed on page 14 of the Budget Message

Q20. P.17: Please explain key reasons/drivers for the variance between 16-17 adopted budget and 17-18 propose budget in the following line items:

100 general fund,
230 special purpose fund,
240 categorical fund,
270 grant fund,
300 debt service / gen ob bond fund, and
400 capital projects fund.

A20. Variances are explained in the Variance Analysis in the Financial Section on pages 82-83.

Q21. P.22: Average class size for middle and high schools increased in 16-17 while reduction in class size has been one of our multiyear finance plan priorities. Please comment.

A21. There was an error in the calculation for middle school and high school average class sizes for 2015-16. They have been recalculated using the same methods as 2016-17 and will be replaced in the Adopted Budget Document. The correct numbers for middle school are: 30.7 in 2014-15, 30.4 in 2015-16 and 30.0 in 2016-17. The correct numbers for high school are: 30.9 in 2014-15, 30.2 in 2015-16 and 27.3 in 2016-17. There were no changes to any of the years for elementary.

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Q22. Revenue Generation (Q1) - Confidence of student Count - look like you projected modest increase of around 90 students - last year we had a gap of 400 lower than projected. How do you feel about the numbers on this going forward...and if we losing students where/why are they going?

A22. The District projected an increase of 845 students for 2016-17, and is projecting a more conservative growth of 90 students for 2017-18. We are seeing a shift in demographics in U.S. Census bureau data. While construction of homes is increasing our population in the north and south, lower priced housing are less available. Over the last year, the District has approximately 1,000 less students in poverty.

Q23. Revenue Generation (Q2) - What is the financial impact of decreased Title-1 and is this an ongoing trend and do we have baked into our plans?

A23. Our Title I dollars serve 15 Title I schools. With the reduction of \$1.2 M for next year's funding, we will still be able to provide Title I services to all eligible schools. The focus will continue to be direct services to students, even with some reduced staffing. We will not have to reduce the number of eligible schools.

Q24. Investment (Q1) - Can we post the 2016-17 spending for comparison on this chart (pages 13-14) in addition to the prior cumulative line item? Think this is good to show relative YTY spending on our strategic programs.

A24. Pages 13-14 are an investment summary. On pages 292 - 309, there are more detailed investment reports with amounts broken out by year.

Q25. Investment (Q2) - Are cumulative investments really going down for categories like STD Based Learning - i.e. are we getting money back, de-committing on contracts, getting refunds? Not sure how we could go downward on posted totals from before?? As I read on in page-50 it looks like STD based learning is cancelled or zeroed out for funding/support?

A25. The District is reducing \$6.2 million of the Standards Based Learning System investment in 2017-18. We invested \$18.7 million in 2016-17, and will be down to \$12.5 million for 2017-18. The largest reduction is the Academic Needs Based Staffing Allocation at \$5.7 million. The remaining reductions are from teacher professional development for curriculum and a reduction to tuition for PCC college course tuition.

Q26. Expenses (Q1) - Page#79 - Salaries went slightly up despite less staff (13 people) - can you walk me through this? I kind of was envisioning small salary increase for staff (2-3%), retirement from higher paid folks who are at the high end of the salary band, and hiring of younger teachers at the beginning of the salary bands, slight move to lower paid employees (pg 15 - less teachers more classified) and the net decrease of 13 employees (est. \$1.3 Million)

A26. We have added four days to classified staff who will work the additional student days in 2017-18. In addition, we have budgeted for all employees to receive a 3% cost of living increase as well as step

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increases for years of experience. The licensed schedule has 18 steps, and the classified schedule has nine steps. About two-thirds of our licensed staff receive steps and half of our classified staff.

Q27. Impact of growth in tax base (from property appreciation and new growth) - does this only impact (enhance) our option levy revenues or is there other items (other than kid count) that help our revenues?

A27. The increase of assessed and real market value generates additional local option and bond levy revenues. The operating levy increases support all K-12 education across the state. Beaverton receives about 7% of the state school fund.

Q28. Page 13-14, On negative line items - does this mean zero funding in these categories (I think that was the case I found later into the report)?

A28. The negative lines mean that there was a reduction in the investment from 2016-17 to 2017-18. The total investment for 2017-18 can be found in the Total Cumulative Annual Investment column.

Q29. Page 13-14, No more community partner staff member? Looks like a salary of 65K last year - did this get picked up somewhere else?

A29. The position is still in the 2017-18 budget, but no additional investment has been made. The investment is the same as 2016-17.

Q30. Purchased Services seemed to decline the most - do we have examples of these?

A30. The largest reduction in purchased services is for architect and engineering services for capital projects. We will have fewer schools being designed in this next year.

Q31. It would be nice for a high level summary/recap where the hits/cuts took place. My rough notes calculated \$8 Million from (6.2 - STD Base Learning, .5 - Future Ready, 1.3 - Staff level)

A31. We will have a list of reductions in the packet for the meeting, and post it on the District budget webpage.

Q32. Page-199 - Looks like Real or Fair Market Value of BSD homes (tax base) is at \$37 Billion - while assessed tax value is currently at \$26.2 Billion (page-20) or a 11/26 ~ 40% discount. Will this gap only close slowly at the 3% increase per year on property taxes? Seems like a lot of option bond revenue left on the table if so?

A32. New property assessed values have been averaging at 75% of real market value. Measure 50 limits assessed value growth to 3% per year.

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Q33. Are the increased construction costs or facilities acquisition costs all planned and supported by bond funds? Was there a reserve for a % of overage on construction costs and maintenance?

A33. The majority of the increased construction costs are planned and supported by bond funds. The bond has reserves for overages on construction costs. The increases in other funds are due to: Aloha CTE construction, Facilities Grant increases, possible Measure 98 expenses, and possible construction from donations.

Q34. The special purpose fund 230 has a private 6M planned donation and 4.2M planned exp for improvements. This seems to be a one time increase. What is behind this?

A34. We have added capacity to the Fund 230 account as we have been informed that there may be one or more outside groups organized to raise funds to donate to the District for a large capital project at the high school level. The additional expenditures would only occur if the District receives the donation amount.

Q35. Categorical Fund 240 has 10.3M increase in revenues that appear to be one time funding to support building acquisitions. Why is this not supporting some of the ~ 11M decrease shown in supplies and materials?

A35. The Fund receives revenue that supports expenditures associated with bonded construction that are capital in nature but not covered by the bond. This revenue must be spent for this purpose and cannot be used to cover supplies and materials.

Q36. Standards based learning has a 6.2M reduction with 4.3M related to needs based staffing allocation. How is this being achieved?

A36. The total reduction for needs-based staffing was \$5.7M. Elementary reduced by \$3.7M, middle schools reduced by \$0.9M and high schools by \$1.1

Q37. Please provide more demographic information for smaller groupings, Somali etc.

A37. The table below shows four year cohort graduation rates for students with disabilities, disaggregated by primary disability code. The primary disability code of the student is reported in the December Special Education Child Count of the student's 12th grade year, so not all students with disabilities in the four year cohort are accounted for. To make the cohort grad rates for the Class of 2009 comparable to the Class of 2016, modified diplomas were counted as graduates.

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Four Year Cohort Grad Rates	Class of 2009 (9th grade in 2005-06)	Class of 2016 (9th grade in 2012-13)
Intellectual Disability	82.6%	41.7%
Hearing, Visual or Orthopedic Impairment or Traumatic Brain Injury	44.4%	50.0%
Communication Disorder	95.0%	75.0%
Emotional Disturbance	46.2%	37.7%
Other Health Impairments	81.9%	70.0%
Autism Spectrum Disorder	73.7%	60.6%
Specific Learning Disability	77.0%	71.6%

Also see the attached documents with information about graduation rates and EL student information.

Q38. In the presentation, poverty funds are being reduced or eliminated at elementary and high school levels. Which funds were these previously tracked in? What will the staffing impact be?

A38. Poverty Funds come from our District's General Fund account. Because Title I dollars are used primarily at elementary schools in our District, it was an attempt to help support students at upper grades levels. For the last couple of years a portion of this District money was used to help support struggling students who attend non-Title I elementary schools, too. Will this impact staffing? Yes. Schools used these dollars to fund additional teaching and instructional aide support. The impact varies by school as there are other factors that are a part of overall school staffing.

Q39. Please explain changes in grant fund 270, particularly changing needs for psychologists and speech pathologists.

A39. The changes in psychologists and speech pathologists as well as restrictive programs are all associated with the IDEA (Individuals with Disabilities Education Act) Grant. There was a restructuring of actual expenditures between this grant and the general fund in 2016-17 that will continue into 2017-18 and the budget has been changed to reflect this realignment. The overall number of these specialists has remained constant except for the additions at Mountainside High School and Sato Elementary School.

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Q40. Staff mentioned that the funding for the Aloha CTE redesign is currently allocated in two places - general fund and M98. What adjustments are planned to general fund if M98 provides sufficient funding?

A40. It depends on what the State School Funding level is. Currently, we have budgeted at an \$8.1 Billion funding level, and the Co-Chair's framework from the legislature is \$7.8 Billion. The difference would be \$10.5 million per year for Beaverton Schools. We would use any additional funding to offset additional loss from the State School Funding level. If it's over \$8.1 Billion in total, academic funding allocation, professional development and LITT's have been discussed.



**School
District Goal:**

*WE empower
all students to
achieve post-high
school success.*



Beaverton School District Graduation Rate Increases, Dropout Rate Plummets

Beaverton School District's overall graduation rate hit an all-time high of 83% of students graduating on time in four years. The State reported a four-year graduation rate of 74.8%. In addition, the graduation rate for many student groups improved.

However, there is more work to be done to ensure all students graduate ready for college and careers. Beaverton Superintendent Don Grotting is focused on ensuring all students groups succeed. "I am committed to making sure resources and programs are directed to students who are struggling to find success in their educational experience."

In addition to improving graduation rates, the dropout rate of 1.6% is the lowest in the last nine years. Dropout rates decreased for all student groups and racial/ethnic gaps narrowed. The dropout rate for Limited English Proficient students fell from 7.5% to an all-time low of 2.8%. The number of students dropping out in grades 9-12 fell by more than half - 401 in 2014-2015 to 189 in 2015-2016.

4 Year Cohort Graduation Rates		9th Graders Entering in						
School Name	05-06	06-07	07-08	08-09	09-10	10-11**	11-12**	12-13**
State	66.2	66.4	67.2	68.4	68.7	72.0	73.8	74.8
Beaverton School District	74.2	75.8	76.2	77.5	77.2	79.7	81.3	83.1
Aloha High School	67.1	70.9	72.3	72.7	67.9	72.9	74.8	75.6
Arts & Communication High School	96.7	89.5	93.9	90.9	93.4	85.7	94.1	88.6
Beaverton High School	68.2	75.4	75.6	74.2	72.6	73.7	73.9	79.5
Community School	45.1	26.9	24.6	35.4	41.2	40.0	35.0	53.1
Health & Science School	-----	-----	81.5	65.1	72	86.0	84.6	93.9
ISB High	-----	95.0	96.6	100	98.6	100.0	98.7	98.6
School of Science & Technology	100.0	88.5	89.2	81.1	84.9	86.1	81.1	89.7
Southridge High School	85.7	84.9	85.1	88.5	83.2	88.7	89.6	86.0
Sunset High School	76.0	79.8	77.4	81.4	79.8	83.2	89.2	85.9
Westview High School	79.8	79.1	82.3	80.1	82.4	80.9	84.3	87.7

**Communications &
Community
Involvement Dept.**

503-356-4360

Website

www.beaverton.k12.or.us

4 Year Cohort Graduation Rates	9th Graders Entering in							
Beaverton School District	05-06	06-07	07-08	08-09	09-10	10-11**	11-12**	12-13**
All Students	74.2	75.8	76.2	77.5	77.2	79.7	81.3	83.1
Economically Disadvantaged	58.6	59.4	63.9	62.9	62	66.3	68.5	72.0
Ever ELL					59.4	65.2	70.3	76.3
Limited English Proficient	54.6	54.9	59	52.1	50.6	48.1	59.8	61.2
Students with Disabilities	51.9	58.0	53.4	47.9	49.5	62.3	62.1	58.7
Asian	90.7	89.0	90.4	91.5	92.8	92.9	94.1	93.7
Pacific Islander*			79.2	76.9	78.6	52.4	70.0	74.1
Black	57.6	70.0	66.3	64	71.7	63.8	72.7	81.1
Hispanic/Latino	46.5	51.4	58.7	56.3	56.5	61.0	65.9	71.4
American Indian/Alaskan Native*	68.8	47.4	66.7	60.9	53.9	63.6	71.4	57.1
White	78.3	80.3	80.1	81.5	81.1	84.5	84.5	85.9
Multi-Racial	75.9	79.7	78.9	81.9	78.4	83.7	86.2	82.8
Talented and Gifted	95.4	92.4	94.3	96	95.7	96.9	95.9	94.3
Male	71.3	72.1	72.5	74.8	73.7	75.7	79.8	80.8
Female	77.3	79.5	81.3	80.4	81	84.0	82.8	85.5

Dropout Rates

Institution Name	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
Aloha High School	2.7	5.4	3.0	3.2	3.8	1.6	1.9	3.9	2.7
Arts & Communication High School	0.3	0.5	2.1	0.3	0.3	0.9	0.0	0.0	0.0
Beaverton High School	1.9	4.1	3.7	4.4	2.5	1.9	1.7	4.3	5.5
Beaverton SD 48J	1.6	3.4	2.7	2.7	2.5	1.7	1.7	2.8	3.1
Community School	5.5	11.1	8.3	10.1	7.5	3.5	3.7	3.4	3.4
Health & Science School	0.3	0.9	1.6	0.6	1.0	0.0	0.4	0.5	-----
International School of Beaverton	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0
School of Science & Technology	1.3	0.0	0.6	0.0	0.6	0.0	0.0	0.6	0.6
Southridge High School	0.9	2.0	2.1	1.4	1.0	0.9	0.5	2.3	1.9
Sunset High School	1.2	2.1	2.8	2.3	1.6	1.0	1.1	1.3	3.1
Westview High School	1.5	2.7	2.3	3.0	1.4	1.1	0.9	2.5	2.4

	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
All Students	1.6%	3.4%	2.7%	2.7%	2.5%	1.7%	1.7%	2.8%	3.1%
Economically Disadvantaged	2.2%	4.7%	3.5%	4.0%	3.1%	1.9%	1.7%	3.3%	4.2%
Limited English Proficient	2.8%	7.5%	7.3%	6.1%	4.8%	3.6%	3.9%	6.7%	5.0%
Students with Disabilities	3.4%	5.2%	2.2%	3.6%	3.1%	2.6%	2.1%	1.8%	3.0%
Asian/Pacific Islander	0.6%	1.0%	0.9%	0.7%	0.6%	0.3%	0.8%	1.5%	1.6%
Black	1.9%	5.4%	3.3%	2.2%	4.6%	1.9%	1.6%	4.0%	4.5%
Hispanic/Latino	2.9%	6.4%	5.5%	5.7%	4.4%	3.1%	3.6%	6.7%	7.6%
American Indian/Alaskan Native	2.0%	8.1%	4.4%	5.5%	13.7%	0.0%	2.7%	5.3%	14.7%
White	1.2%	2.5%	2.1%	2.1%	2.0%	1.5%	1.4%	2.0%	2.2%
Multi-Racial	1.9%	3.6%	2.2%	2.4%	2.1%	2.0%	0.6%	2.3%	3.0%
Talented and Gifted	0.3%	0.4%	0.3%	0.5%	0.3%	0.5%	0.2%	0.4%	0.4%
Male	1.9%	3.9%	3.3%	2.9%	2.7%	2.0%	2.0%	3.0%	3.6%
Female	1.2%	2.8%	2.2%	2.6%	2.2%	1.3%	1.4%	2.5%	2.6%

About Beaverton School District

The Beaverton School District is nationally recognized for its high student and staff achievement and innovative programs. Beaverton is the third largest school district in Oregon with 51 schools, more than 40,500 students and almost 5,000 talented staff. Beaverton schools are dedicated to providing outstanding, challenging educational opportunities that prepare students to be college and career ready. The district enjoys strong community support with parents, citizens, community partners and businesses donating countless volunteer hours and services to help students succeed.

Beaverton School District EL Student Percentages by School

School	Student Count	ELL Count	ELL Percentage
Aloha High	2006	91	4.54%
Aloha-Huber Park School	943	343	36.37%
Arco Iris Spanish Immersion	288	14	4.86%
Arts & Communication	676	5	0.74%
Barnes Elementary	639	251	39.28%
Beaver Acres Elementary	740	152	20.54%
Beaverton High	1875	121	6.45%
Bethany Elementary	558	64	11.47%
Bonny Slope Elementary	640	43	6.72%
Cedar Mill Elementary	404	44	10.89%
Cedar Park Middle	1058	77	7.28%
Chehalem Elementary	502	124	24.70%
Community School	175	11	6.29%
Conestoga Middle	907	60	6.62%
Cooper Mt. Elementary	537	36	6.70%
Elmonica Elementary	637	218	34.22%
Errol Hassell Elementary	479	56	11.69%
Findley Elementary	787	60	7.62%
Fir Grove Elementary	471	107	22.72%
Five Oaks Middle	1047	150	14.33%
Greenway Elementary	386	133	34.46%
Hazeldale Elementary	514	109	21.21%
Health & Science School	688	22	3.20%
Highland Park Middle	925	75	8.11%
Hiteon Elementary	686	53	7.73%
Hope Chinese Charter School	193	11	5.70%
ISB	851	5	0.59%
Jacob Wismer Elementary	744	119	15.99%
Kinnaman Elementary	693	151	21.79%
McKay Elementary	315	86	27.30%
McKinley Elementary	658	158	24.01%
Meadow Park Middle	870	116	13.33%
Montclair Elementary	365	25	6.85%
Mountain View Middle	851	78	9.17%
Nancy Ryles Elementary	602	54	8.97%
Oak Hills Elementary	589	62	10.53%
Raleigh Hills School	594	102	17.17%
Raleigh Park Elementary	353	69	19.55%
Ridgewood Elementary	457	25	5.47%
Rock Creek Elementary	596	54	9.06%
Scholls Heights Elementary	547	26	4.75%
Science & Technology	168	2	1.19%
Sexton Mt. Elementary	541	45	8.32%
Southridge High	1712	37	2.16%
Springville School	1144	146	12.76%
Stoller Middle	1524	93	6.10%
Sunset High	2328	92	3.95%
Terra Linda Elementary	412	51	12.38%
Vose Elementary	609	367	60.26%
West Tualatin View Elementary	369	22	5.96%
Westview High	2729	106	3.88%
Whitford Middle	730	129	17.67%
William Walker Elementary	491	277	56.42%
Grand Total	40603	4927	12.13%

Beaverton School District Student Language Count

Language	Count	Percentage
Akan	1	0.00%
Albanian	21	0.05%
American Sign Language	10	0.02%
Amharic	39	0.10%
Arabic	619	1.52%
Armenian	3	0.01%
Bengali	96	0.24%
Bosnian	26	0.06%
Bulgarian	20	0.05%
Burmese	3	0.01%
Cambodian	64	0.16%
Cantonese	64	0.16%
Carolinian	6	0.01%
Cebuano	2	0.00%
Chamorro	8	0.02%
Chinese	764	1.88%
Chuukese	28	0.07%
Creole	6	0.01%
Croatian	6	0.01%
Czech	4	0.01%
Danish	4	0.01%
Dari	9	0.02%
Dutch	60	0.15%
English	27182	66.95%
Estonian	5	0.01%
Ewe	5	0.01%
Farsi	109	0.27%
Fijian	1	0.00%
French	72	0.18%
German	60	0.15%
Greek	2	0.00%
Gujarati	77	0.19%
Hawaiian	3	0.01%
Hebrew	104	0.26%
Hindi	272	0.67%
Hmong	25	0.06%
Hungarian	5	0.01%
Igbo	8	0.02%
Ilocano (Philippines)	8	0.02%
Indonesian	32	0.08%
Italian	10	0.02%
Japanese	411	1.01%
Kannada	51	0.13%
Khmer	7	0.02%
Kinyarwanda	5	0.01%
Konkani	14	0.03%
Korean	494	1.22%
Kurdish	57	0.14%
Laotian	24	0.06%
Lebanese	1	0.00%
Maay	52	0.13%
Malay	1	0.00%
Malayalam	71	0.17%

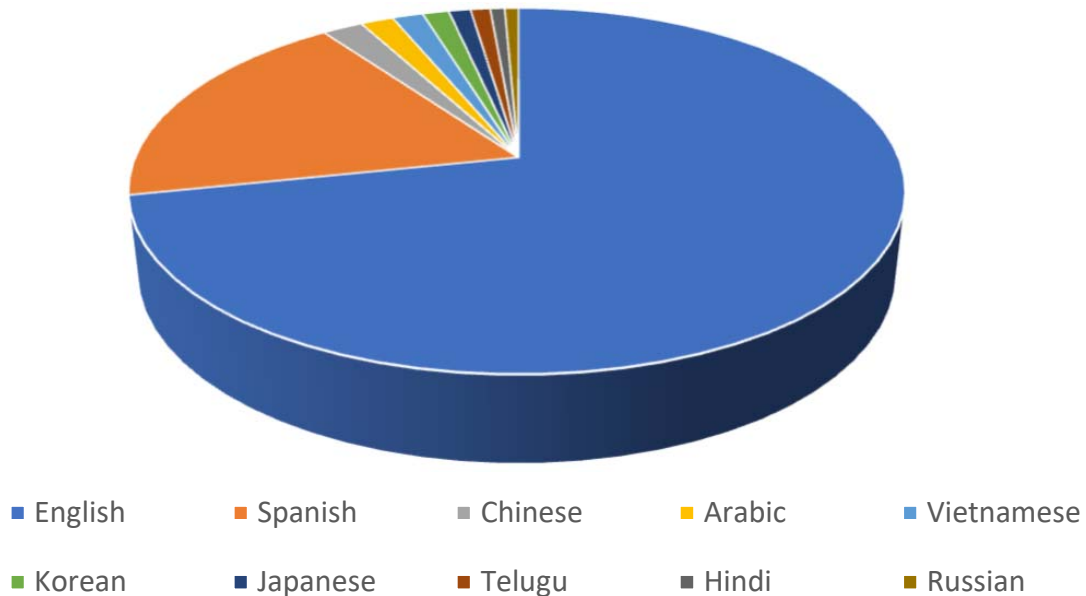
Beaverton School District Student Language Count

Language	Count	Percentage
Mandarin	80	0.20%
Marathi	112	0.28%
Marshallese	5	0.01%
Mayan languages	9	0.02%
Mien	4	0.01%
Mongolian	4	0.01%
Nauru	1	0.00%
Nepalese	79	0.19%
Oriya	6	0.01%
Oromo	3	0.01%
Other African Languages	22	0.05%
Other Indian Languages	17	0.04%
Other Languages	39	0.10%
Other Pacific Island Languages	13	0.03%
Other Slavic Languages	2	0.00%
Palauan	1	0.00%
Pashto, Northern	23	0.06%
Persian	9	0.02%
Pidgin	4	0.01%
Pohnpeian	1	0.00%
Polish	12	0.03%
Portuguese	55	0.14%
Punjabi	34	0.08%
Romanian	86	0.21%
Russian	259	0.64%
Samoan	10	0.02%
Serbian	23	0.06%
Serbo-Croatian	2	0.00%
Sinhala	9	0.02%
Sinhalese	8	0.02%
Slovak	2	0.00%
Somali	163	0.40%
Spanish	6954	17.13%
Swahili	21	0.05%
Swedish	6	0.01%
Tagalog	130	0.32%
Tamil	237	0.58%
Telugu	368	0.91%
Thai	54	0.13%
Tibetan	13	0.03%
Tigrigna	1	0.00%
Tongan	14	0.03%
Turkish	24	0.06%
Ukrainian	19	0.05%
Urdu	59	0.15%
Vietnamese	575	1.42%
Grand Total	40603	

Beaverton School District Top 10 Student Languages

Language	Count	Percent
English	27182	66.95%
Spanish	6954	17.13%
Chinese	764	1.88%
Arabic	619	1.52%
Vietnamese	575	1.42%
Korean	494	1.22%
Japanese	411	1.01%
Telugu	368	0.91%
Hindi	272	0.67%
Russian	259	0.64%

Beaverton School Disttict Top 10 Student Langauges



Beaverton School District

EL Student Language Count

Language	Count	Percent
Albanian	7	0.14%
Amharic	14	0.28%
Arabic	352	7.14%
Bengali	11	0.22%
Bosnian	7	0.14%
Bulgarian	1	0.02%
Burmese	1	0.02%
Cambodian	12	0.24%
Cantonese	11	0.22%
Carolinian	3	0.06%
Chamorro	1	0.02%
Chinese	90	1.83%
Chuukese	18	0.37%
Creole	3	0.06%
Dari	6	0.12%
Dutch	33	0.67%
Farsi	28	0.57%
French	17	0.35%
German	15	0.30%
Gujarati	9	0.18%
Hawaiian	3	0.06%
Hebrew	57	1.16%
Hindi	53	1.08%
Hmong	8	0.16%
Hungarian	1	0.02%
Igbo	2	0.04%
Ilocano (Philippines)	3	0.06%
Indonesian	11	0.22%
Italian	3	0.06%
Japanese	156	3.17%
Kannada	4	0.08%
Khmer	3	0.06%
Kinyarwanda	4	0.08%
Konkani	1	0.02%
Korean	117	2.37%
Kurdish	22	0.45%
Laotian	2	0.04%
Lebanese	1	0.02%
Maay	31	0.63%
Malayalam	10	0.20%
Mandarin	32	0.65%
Marathi	4	0.08%

Beaverton School District

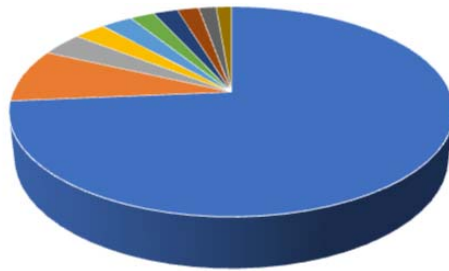
EL Student Language Count

Language	Count	Percent
Marshallese	4	0.08%
Mayan languages	7	0.14%
Mien	1	0.02%
Mongolian	1	0.02%
Nauru	1	0.02%
Nepalese	36	0.73%
Oromo	1	0.02%
Other African Languages	7	0.14%
Other Indian Languages	3	0.06%
Other Languages	9	0.18%
Other Pacific Island Languages	5	0.10%
Other Slavic Languages	1	0.02%
Pashto, Northern	5	0.10%
Persian	2	0.04%
Pidgin	1	0.02%
Portuguese	22	0.45%
Punjabi	7	0.14%
Romanian	13	0.26%
Russian	80	1.62%
Samoan	3	0.06%
Serbian	5	0.10%
Serbo-Croatian	1	0.02%
Sinhalese	2	0.04%
Somali	91	1.85%
Spanish	3144	63.81%
Swahili	13	0.26%
Swedish	2	0.04%
Tagalog	38	0.77%
Tamil	27	0.55%
Telugu	65	1.32%
Thai	20	0.41%
Tibetan	3	0.06%
Tigrigna	1	0.02%
Tongan	7	0.14%
Turkish	6	0.12%
Ukrainian	3	0.06%
Urdu	5	0.10%
Vietnamese	118	2.39%
Grand Total	4927	

Beaverton School District Top 10 EL Student Languages

Language	Count	Percent
Spanish	3144	63.81%
Arabic	352	7.14%
Japanese	156	3.17%
Vietnamese	118	2.39%
Korean	117	2.37%
Somali	91	1.85%
Chinese	90	1.83%
Russian	80	1.62%
Telugu	65	1.32%
Hebrew	57	1.16%

Beaverton School Disttict Top 10 EL Student Langauges



■ Spanish ■ Arabic ■ Japanese ■ Vietnamese ■ Korean
■ Somali ■ Chinese ■ Russian ■ Telugu ■ Hebrew