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 AGENDA
 

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<b>I. CALL MEETING TO ORDER</b>	6:00 - 6:00 p.m.	
Tom Colett		
<b>II. BEA/OSEA COMMENTS</b>	6:00 - 6:05 p.m.	<b>3</b>
Sara Schmitt, Kyrsti Sackman		
<b>III. PUBLIC PARTICIPATION</b>	6:05 - 6:45 p.m.	<b>5</b>
Zoom and Written Comments		
<b>IV. REPORTS</b>	6:45 - 8:30 p.m.	
A. Superintendent's Report		16
Don Grotting		
B. Enrollment Update		18
Carl Mead		
C. Division 22 Compliance/Assurances		35
Jon Bridges		
D. Financial Update		45
Mike Schofield		
E. ESSER Funds		54
Mike Schofield, Carl Mead, Ginny Hansmann		
F. Budget Committee Update		73
Mike Schofield		
G. District COVID Update		74
Susan Rodriguez, Danielle Hudson, Brian Sica		
H. Charter School Evaluation Reports		94
Arco Iris Charter		
Hope Chinese Charter		
Jon Bridges		
<b>V. DISCUSSION ITEMS</b>	8:30 - 8:45 P.M.	
A. Arco Iris Charter Agreement		132
Jon Bridges		
B. Future Bond		134
Becky Tymchuk, Steven Sparks		
C. Behavioral Health and Wellness Project Team Charge		153
Danielle Hudson		
<b>VI. ACTION ITEMS</b>	8:45 - 8:55 p.m.	
A. Consent Agenda		
a. Personnel		
b. Approval of School Board Meeting Minutes		161
c. Public Contracts		173
d. Grants		176
e. Policy ACB		
f. Anti-racist Vision Statement		
<b>VII. BOARD COMMUNICATION</b>	8:55 - 9:00 p.m.	

**District Goal:** WE Empower all students to achieve post-high school success. **180**  
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VIII. **ADJOURNMENT**

9:00 p.m.

IX. **INFORMATION ITEM**

A. September 2021 Bond Status Report

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X. **EXECUTIVE SESSION** - ORS 192.660(2)(h).  
Legal Counsel

9:00 - 9:30 p.m.

BEA School Board Comments  
October 25, 2021

Good evening Chair Colett, Superintendent Grotting and members of the Board,

We all started this year excited to be back in school buildings fulltime with our students, and also unsure of what this school year would bring. We knew that it would be difficult, and that the pandemic is not over. Educators have been showing up and doing their best everyday for students, however, we are all more overwhelmed and strained than ever before.

I know that this board has already heard the data on the staffing shortages that we are experiencing, and about the hard work that HR has been doing to recruit and hire new staff to fill vacancies. What I want to make sure you understand is what is happening in our schools in the meantime, and the urgent attention that needs to be focused on retaining the current staff that we have.

As I've talked with educators and school leaders over the last few weeks, several themes are glaringly apparent. Here are the challenges that educators are dealing with:

- Unmanageable, unsustainable workload that is leading to burnout and educators fearing for their physical and mental health
- A much wider array of student academic, social, emotional and behavioral needs than we have seen before or are equipped to support
- Unclear or conflicting directives from administrators that make it hard to know what to prioritize
- Outside pressure to censor what we teach, and bad faith efforts to promote distrust in educators and public schools
- Plan time that is being used to cover for colleagues due to daily sub shortages, rather than planning, assessing student work or connecting with families
- Involuntary transfers into positions or assignments in which educators have little experience and minimal support
- Large class sizes and caseloads that make it difficult to build relationships with students or individualize instruction to meet student needs

It is essential that we make sure that working conditions are manageable for educators, and that our dedicated staff are able to make it through this year. This is why, we are advocating for meaningful workload relief to be implemented as soon as possible, including taking things OFF THE PLATE and creating the TIME we need to do our jobs well and serve our students.

Luckily we have a path forward to working together. I've had several conversations with Supt. Grotting in the last few weeks, and I am grateful for his thorough understanding of the staffing crisis that we are in, and the incredible challenges that our schools and educators are facing this year. We have on-going meetings planned to problem-solve and implement solutions.

BEA members have until tomorrow to complete a survey we sent out to gather data about how people are doing, whether they are considering other career options, and what solutions will help make this year manageable.

We know these issues are NOT unique to BSD. We are also working in collaboration with union leaders in the Portland, Hillsboro, Eugene, and Salem-Keizer school districts - they are asking educators the same survey questions, so we can work together to advocate for solutions.

Lastly, I'd like to address BSD families: we see you - we know this has been difficult on families too. We know your children deserve the best quality education and we want to keep working alongside you to make sure that they get that.

Thank you.



### Request to Present Public Comments

Due to Covid-19 state-wide restrictions and in keeping with the efforts of social distancing the meeting of the Beaverton School District School Board for October 25, 2021 will be conducted online. Names were accepted by online form submission from 12:00 p.m. on Thursday, October 21, 2021 through 12:00 p.m. on Monday, October 25 to be randomly selected to speak on the zoom link for the Board meeting Monday October 25 at 6:10 p.m.

The following submitted their name and topic they would like to speak on:

Robert Koeth	BSD Parent	Behavioral Health and Wellness Project Team Charge
Jeanette Schade	BSD Community Member	Policy ACB
Sarah Smith	BSD Parent	Future Bond
Katja Freeborn	BSD Staff Member	District COVID Update

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### PUBLIC COMMENTS

Due to Covid-19 state-wide restrictions and in keeping with the efforts of social distancing the meeting of the Beaverton School District School Board for October 25, 2021 will be conducted online.

Written Public Comments were accepted by online form submission from 12:00 p.m. on Thursday, October 21, 2021 through 12:00 p.m. on Monday, October 25, 2021.

The following comments followed all of the posted guidelines on the form and were submitted by Monday, October 25, 2021 at 12:00 p.m.

Kacy Smith Paterson	BSD Staff Member	I am voicing my support for Anti-Racist Vision Statement. I appreciate that the statement clearly stating the role Beaverton School District has played and continues to play in instruction racism, and a plan to hold ourselves accountable at every level. Eliminating implicit and explicit bias in classroom practices, curriculum, school sites and district policies is a promising next step to creating a school district that serves and supports every child, every certified and classified employee. Thank you.
Lea Molczan	BSD Staff Member	I am a 6th grade Language Arts teacher and AVID Site Coordinator at Mountain View Middle School with 23 years of middle school experience. When we returned to school this year, we were tasked with welcoming students back, building community, and nurturing relationships. In our previous schedules, this would have been possible with class period of 55 minutes or more, interdisciplinary teams, and common plan time to provide wrap around services for kids. Instead, we were given a "common middle school experience" schedule with class periods of 41 minutes (38 on Advisory days) and 8-9 periods a day. Students spend more time transitioning between classes than they do in any one period. The short periods really limit what we can accomplish within a period, often shortchanging students on time to work and receive feedback/help in class. PLEASE consider a revised schedule for semester 2, such as an A/B schedule where we can get a longer block of time. Our students deserve better!
Wyatt Mondry	BSD Staff Member	The district knew that coming back from hybrid instruction and from Covid would be challenging and unprecedented and yet it seems that they are trying to run a normal school year. This year is anything but normal. Classroom teachers are demoralized, exhausted, and frustrated. Support staff are overwhelmed and exhausted. All Students are struggling with expectations, structure, and peers. Some academically. We have daily sub shortages and unfilled positions. The district cannot staff this year as a normal year. We need help. We need more adults working with kids and working with staff. we need adults for supervision. We are struggling to do right by these kids. We all need a reason to come back next year.
Hannah Hardt	BSD Parent, BSD Staff Member	There was a question on what would increase teacher morale? I have talked with many teachers and passed on to our admin that it is the most exhausting year. We are short staffed and working harder than ever before working to support students during our lunches and preps and yes that should be protected time but being the people we are, we are putting the

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		emotional needs of our students first. Many of them are needing more check ins and guidance. There should be talk of a salary/pay increase for the year. If you talk to other industries they are adding stipends to keep their employees and to recognize the extra work from being short staffed. This is hard to hear when we too are working hard and short staffed and yet we get nothing in return. I think there would be community support as appreciated teachers make better teachers and can be there more for students. Also the cost of living increased more this last year with groceries and rent prices. I appreciate the consideration.
Joan Park	BSD Staff Member	The current schedule is not good for teachers or students. Students having 2 periods of math and science every other day is confusing for kids since they have varying things due on different days compared with everyone else, and gives them less time to get assignments done on alternating days. It also makes it very difficult to plan for teachers with different amounts of time every day. Additionally, it's almost impossible to complete science labs in a short period. Math and science teachers both have the exact same students in consecutive class periods. There is no reason why the 3 periods of math and science can't be split evenly, with students having both classes of equal times daily.
Jordan Peterson	BSD Staff Member	The middle school schedule is impacting students and staff in a negative way. As a counselor it's impacting our ability to connect with students since the class periods are so short. Counselors are also tasked with an insane amount of recess/lunch duties, limiting student connection even further. Staff morale is down due to this huge change district wide. When staff morale is down, it trickles into classrooms and starts to effect students.
Heather Hutton	BSD Staff Member	I would like to bring to the boards attention that students and teachers are struggling with the common middle school schedule. Right now students have 8 classes, 3 days per week and 9 classes 2 days per week. They spend 38-41 minutes in each class, except Advisory which is only 20 minutes long. Students spend almost as much time, when it is added up, in passing time as they do in a class period. With our current schedule we are unable to create teams, where students share the same teachers. This has made it difficult to share information about students and support them in beneficial way. Parent/Teacher Conferences were a prime example of this. We met with our Advisory students families. Some Advisory teachers only see those students for 40 minutes per week. Its hard to teach a meaningful social-emotional lesson in 20 minutes while also accounting for taking attendance and school announcements. Our our students and teachers are burning out with this schedule.
Paula Schafer	BSD Staff Member	Too many kids and too little time. Our building has roughly 300 more students this year, but less core subject teachers teaching. How is that even possible? I'm running ragged. This is only October. The middle school schedule- WHY did it change? I see how commonalities are important, but one size DOES NOT fit all. If you want to see improvements this year, right now, then you should add MORE CORE teachers to buildings and lessen the periods/class size. Teachers are tired, kids are tired. We are running through each day and every assignment is carried over to the next day because it's really difficult to teach a lesson and give kids quality time to work in class in 43 minutes. There are so many kids in the class, I don't have enough time to get to each one. My students need a lot of support. Just when you get into a groove...we have advisory two days a week which I feel is unnecessary EVERY week. So our schedule is constantly interrupted. More core teachers PLEASE PLEASE.
Christy Wilson	BSD Staff Member	Our unfilled sub jobs are causing teachers to spend their plan times covering and administrators are having to leave their duty posts to cover.

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		<p>This is a huge educational and safety concern. We are asking the impossible of our already overworked staff members.</p> <p>Also, our new middle school schedule is not doing us any favors. I have not heard from any teachers in my building who feel the pros outweigh the cons.</p>
Ted Fisher	BSD Staff Member	<p>This has by far been the most difficult start to a school year in my 20+ year career. There are many factors that play into this and some of the reasons are out of our control (economy, pandemic, politics). However, much is IN our control.</p> <p>One point in particular is the schedule. It is messy and chaotic for teachers and students. Staff members teaching multiple preps over different grade levels are stressed beyond limits.</p> <p>The lack of teaming has caused teacher isolation and the kids are suffering from the inconsistency across the building. Each of us are figuring out solutions to problems on our own.</p> <p>Student behavior is practically out of control. Fights are regular, dis-regulated kids screaming "f" words in the hallway and classroom is a normal thing. Many students complain to me that they are not comfortable. I was told to "F*** Off" three times this week. There is nothing I can do about it. It didn't used to be like this.</p> <p>This isn't sustainable. It isn't fun anymore.</p>
Jayne Simmons	BSD Staff Member	<p>I am a grade 7 Math teacher at Mountain View Middle School. This is my 16th year as a BSD employee, and 4th year as a teacher. The students are not thriving and do not feel safe in our school community. Within my crowded classroom my students are constantly shouting at one another over things that happened on the internet, they call each other and staff members racist, they swear at staff and are continually defiant, out of 30 students I am lucky if half are able to function class. The students are in shock from not having any demands on them for over a year and now they are in full time school. Parents continue to be overwhelmed. Our school is over crowded, under staffed, local school boundaries were unfairly created, there are not enough places for students to fill water bottles, there is no money for teaching supplies. The common MS schedule made no room for teaching teams, the classes are either too short or too long (double periods of Math/Science).</p>
Jacob Whitehead	BSD Staff Member	<p>As of October 11th, 2021 Physical Education is allowed to be back into our teaching space (the gym) according to Teaching and Learning.</p> <p>However, at many schools their administrator is still saying the only way that they can do lunch is to use the cafeteria and the gym which is forcing PE teachers at those schools to still teach outside, in a portable, or in an undercover area. Classroom teachers are not allowed to do Brainboosts currently because they don't want kids actively breathing in the classroom but yet administrators are asking PE to happen in a classroom.</p> <p>Our MOU contract states to maintain 6 foot distance lunch can take place in creative places such as the cafeteria, hallways, or outside (undercover). You would never kick a classroom teacher out of their classroom for something else but that is what is happening to PE. There are ways the be creative at lunch so PE can have our teaching space but it requires outside the box thinking.</p>
Katie DeGandi	BSD Staff Member	<p>Imagine yourself as an elementary PE teacher in BSD. Imagine you are recovering from teaching online all year in 20/21, and are simultaneously navigating the trauma of a global pandemic. Imagine that on top of this, during the most stressful school year yet, you are being asked to plan TWICE the usual amount of lessons. Imagine waking up every morning not knowing where you will be teaching or which lesson plan you will be using. Imagine arriving to school 30 minutes before your contract time starts to cart all your equipment outside and set up the amazing, engaging lesson you</p>

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		<p>planned for your students. Imagine your students engaged in your lesson and the rain starts to fall. Imagine bringing your students into a small classroom mid-lesson to switch to the indoor activities you planned. Activities that do not allow your students to move their bodies the way we know they need to. Imagine the students begging you “please, can we have our gym back?” Imagine not knowing what to tell them.</p>
Dan Santos	BSD Staff Member	<p>BSD Students and Physical Education teachers need their Gyms for PE We are currently 6-7 weeks into the school year and some PE teachers are still not able to use their gym space for PE classes. This is our classroom. We have had young children outdoors for PE with frost on the ground. Even when it's raining and we are allowed in a small space indoors, it is usually not our teaching space. It's time to think creatively and put students in other areas for lunch so the gym can be used for its intended purpose. Please consider what is best for students in all phases of their education. Most of our students have been limited in their activities for 18+ months. Wearing masks, sanitizing their hands constantly, and not being active has severely reduced their natural immunity. Let's think collectively about a plan to get all kids more active and in their PE classroom - the gym!</p>
Steve	BSD Parent, BSD Community Member	<p>I have more concerns than anything at this time, I know we all have concerns these days. I'd like to have these meetings in person so we can address you folks face 2 face, or at least in a live Zoom so we can make our comments live and not have to submit them via form, and hope you get to them, because this is ridiculous. My son's school hasn't had power this week and we just now found out about it from my 6 year old son. No lights in the classroom or library and no power for computers, and he says it gets cold also. Not one person notified me or my wife about this issue. Why? This is a huge issue for me since my song learning development is now delayed, and for how long we don't know because the school won't tell us anything. They just say “electricians are working on it.” Meanwhile he can't even check out a book from their own library for their reading assignments due to no power. This 1,000 character limit is absolutely ridiculous also. I have more concerns they should not be limited!</p>
Mike Blake	BSD Staff Member	<p>As of October 11th, 2021 Physical Education is allowed to be back into our teaching space (the gym) according to Teaching and Learning. However, at many schools their administrator is still saying the only way that they can do lunch is to use the cafeteria and the gym which is forcing PE teachers at those schools to still teach outside, in a portable, or in an undercover area. Classroom teachers are not allowed to do Brainboosts currently because they don't want kids actively breathing in the classroom but yet administrators are asking PE to happen in a classroom. Right now it seems there is a lack of support for equitable physical education curriculum. No classroom teacher would be asked to lose their teaching space and change curriculum for those circumstances and Physical Education teachers shouldn't either. Students are losing out on a full comprehensive physical education curriculum after a year and half of missing out on it already due to this pandemic.</p>
Selina Semon	BSD Staff Member	<p>We knew returning to school would provide challenges, but I'm afraid we were neglectful in realizing the magnitude. Student needs are at an all-time high and we have created additional barriers that have exacerbated the situation. We came back from trying to survive a pandemic that is still alive and well and political unrest to boundary changes, and a middle school schedule change. I have been an educator for 25 years and have never felt the pressure, stress, and dissatisfaction with my job as I do this year. The current middle school schedule does NOT allow for cultivating relationships and deep diving to explore the curriculum while creating a constant state of transition for both students and staff. This doesn't even begin to address the</p>

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		egregious substitute shortage issue. Beaverton School District employees are drowning. Given current conditions, my fear is next year will be even worse as we are going to lose many colleagues that decide to leave the profession.
Glenford Myers	BSD Parent	I object to BSD's premature at the least, wrong at the max, adoption of "critical race theory" or anything of the like in our school district. This is a very controversial, and as such, especially with no proof of validity, the BSD should be in, a most, and wait-and-see mode. For instance, esteemed African-American stateswoman Condelezza Rice, has said recently that CRT is flawed and has no place in our schools.
Jeanette Schade	BSD Community Member	In the following article linked below, it is clear that BSD has been taking part in illegal activity to procure a contract with Center for Equity and Inclusion or CEI which the board approved back in May. This contract for almost \$400,000 is a gross misuse of tax-payer dollars to push critical race theory training onto our teachers which will then be passed down to our students. The board has an obligation to stop this contract and make sure all involved are disciplined according to the Conflict of Interest document they signed stating there was no conflict of interest. WE need more teachers, not more CRT. Spend out hard earned and entrusted tax dollars honestly and wisely. This is disgusting what is happening. <a href="https://northwestobserver.com/index.php?ArticleId=1792">https://northwestobserver.com/index.php?ArticleId=1792</a> <a href="https://defendinged.org/consultantreportcard/">https://defendinged.org/consultantreportcard/</a>
Blake Parrish	BSD Parent	Will you pledge? That the entire bsd staff, teachers, and administrators will spend one week to sit down on the filthy dirty asphalt outside in the elements each day (M-F) and eat their fresh lunch and drink their fresh water? Pictures should of course be distributed to all school email and newsletter distribution lists, currently used, and transparency would be satisfactory with parents if the children could be present to witness the lunch. With Kind Regards, Blake Parrish
Erin Herrick	BSD Community Member	To be anti-racist, means that America consists of two groups, oppressed and oppressors. All non-white people are oppressed; all white people are oppressors. It also states that racism is woven into the fabric of our nation. That our Constitution, as well as our legal system and other institutions, have been engineered to establish and maintain a system of white supremacy. This radical ideology poses an overall threat to our society. Rather than unifying us, it divides us. Rather than teaching our children gratitude for our freedoms and opportunities, it teaches them to hate our country and view it as irredeemably racist. We must reject this ideology that promotes equity and instead promote a common culture based on fairness, understanding and humanity in order to protect the civil rights and liberties of all individuals. All students deserve to learn in an environment free from political activism and indoctrination by their educators. Don't subject our children to this social experiment.
Jeff Myers	BSD Parent	Per OSBA your major responsibility is setting policy, such as INB: Studying Controversial Issues. Here's the 1st part: Since our society is based on the free exchange of ideas and diversity of political and social thought, it shall be the policy of this district to encourage unbiased, unprejudiced and scientific study of controversial issues as they arise as part of the school curriculum. A controversial issue may be defined as any topic or problem which society is in the process of debating on which there is honest disagreement. The board let BSD wait to adopt the 2021 Social Science Standards. The board looked the other way when threats by BSD staff & leadership were

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		made to get on board or get out, regarding the new ABAR direction. The Northwest Observer just released an article exposing the lack of evidence for this CRT approach and related issues. If you vote to approve the Antiracist Vision Statement, you cannot later claim ignorance of how hurtful and divisive it is.
Shellie Ritter	BSD Staff Member	I have been a BSD teacher for 14 years. We have desperately needed an anti-racism statement as part of our vision statement. The one that is now proposed is a solid one. We should adopt it now. It will get even better in the future. With this statement I feel more supported teaching the equity and inclusion values that BSD asks me to teach and that are what students need in order to see their worth and the worth of their cultures. I feel better prepared to respond to families that oppose the teaching of equity, anti racism, and white privilege.
Krysten Jolie	BSD Parent	With a stated short fall of \$35 million in 2019 <a href="https://www.kgw.com/article/news/beaverton-school-district-sorting-out-how-to-deal-with-35m-shortfall/283-73597b65-2567-4a57-9124-9acafdd1d3ef">https://www.kgw.com/article/news/beaverton-school-district-sorting-out-how-to-deal-with-35m-shortfall/283-73597b65-2567-4a57-9124-9acafdd1d3ef</a> BSD still wants to spend over \$400,000 on "anti racial" education <a href="https://criticaltruth.info/bsd-antiracism-contract">https://criticaltruth.info/bsd-antiracism-contract</a> Instead of using that money for scholarships and education that would directly help vulnerable students. BSD is more concerned with image than actually making an impact. Beaverton, OR public schools had an average math proficiency score of 47% for the school year 2020-2021. <a href="https://www.publicschoolreview.com/oregon/beaverton">https://www.publicschoolreview.com/oregon/beaverton</a> The proof is in the evidence. That is why hundreds of families are leaving BSD and that will continue unless there are drastic changes.
Aimee O'Reilly	BSD Parent	Re The unnecessary quarantining of asymptomatic students: BSD's Quarantine rules need to change, now. These children have already lost so much learning and sending them home due to being a close contact is not saving lives. BSD are not following the RSSL guidelines which say that the 3 & 6 foot rules for quarantining close contacts does NOT apply in k-12 schools if masks and ventilation are in use. A study from LA showed that out of 30,000 quarantines of close contacts, only 63 ended up testing positive, this is not a good way of measuring harm v benefit for the other 29, 937 children who just needlessly missed another 10 days of school. Please adopt a "test to stay" approach ASAP so that these kids don't have further disruption to their learning. This should apply to students regardless of their vaccination status since we know that children have an infinitesimally low risk of serious illness and the county is above 80% vaccination rate, meaning that their families are also protected.
Amanda Carkner	BSD Staff Member	Across the district, some Elementary PE teachers are forced to teach outside, everyday. This is inequitable for teachers and students. At some schools, even after the October 11th change in guidance, gyms are still configured for and solely used for lunch. Our gym is our classroom. We are unable to teach a large part of our curriculum given the current constraints on space. It is not possible to meet COVID safety protocols during PE in a portable. A classroom teacher would not be asked to teach under similar circumstances. Outside teaching is wet, cold, and not sustainable as we head into winter. There are creative solutions, such as eating in classrooms, that can allow PE teachers to teach in their own space. These solutions need to be implemented at all schools across the district. At some schools, admin is being flexible and making appropriate accommodations. Please support your district elementary PE teachers and the increased workload and stress that this adds to our job.

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Jennifer Lindell	BSD Staff Member	As of October 11, district guidance was updated to state that PE can be held indoors as long as current COVID protocols are followed. Due to the 6 ft. of space during lunch many gyms are still being used as part of the cafeteria. The PE teachers who still do not have access to their gym are having to teach in portables or empty classrooms, which do not have the space to teach most of our curriculum, can barely meet the safety protocols of a minimum of 3 ft apart and we still cannot do anything strenuous. This also creates an increased workload as we are having to develop new lessons, on our own, that work within these limitations. The most frustrating part of this mandate is that there is no research to support it. We are the only school district in the metro area with such restrictions. Although I appreciate that the school board and the district are trying to protect our students, the mandate is unnecessarily restrictive, inequitable and not supported by research.
Brent Van Volkinburg	BSD Parent, BSD Staff Member, BSD Community Member	BSD was the only Portland area district to mandate that PE classes be held outside for the first 6 weeks of school. While the rationale for holding PE outdoors is somewhat understandable, the increased stress and workload for PE teachers has been unacceptable and is unsustainable. We have been creating multiple lesson plans to fit multiple teaching environments, including covered areas, fields, classrooms and portables. Not only that, but we have been moving our teaching spaces multiple times per day to allow other things to happen at our schools (ex. moving from covered areas to fields to accommodate recess). I have been spending all of my plan time moving and setting up equipment rather than actually planning, meaning I am doing most of my planning at home on family time. 6 weeks have passed and many schools have still not allowed PE to return to the gym. Classroom teachers would never be asked to give up their classrooms. Gyms are our classrooms; we should not have to give them up!
michael nagy	BSD Staff Member	As one of the PE teachers who has gotten their gym back for PE use I cannot state strongly enough the incredible difference this has made in only one week to our students. They are more excited about PE, are participating more, getting along better and able to have a much better PE experience. They have been so excited to be back in the gym this past week it has been fantastic for them.
Amy Grey	BSD Parent, BSD Staff Member	The middle school schedule is brutal. It's causing my daughter so much anxiety. Teachers are unhappy, kids are unhappy... who are we trying to please? And how is a teacher expected to do any sort of meaningful lesson or activity in 40 minutes? The schedule needs to be revisited. This is inhumane.
Julie Meehan	BSD Parent	What is the status of communication back to the parents (specifically for High School students) for gaps in learning targets, I or N grades, missing work, progress reports and how to participate in class when absent (for either COVID or quarantine)?
Leslie Villegas	BSD Staff Member	This year PE teachers have been required to teach outside, weather permitting. This has put a large strain on PE teachers who must plan for two lessons, one for outside and another lesson for indoors when it is raining or just too cold. Outdoor lessons have been challenging with wet fields, no shade, distractions, etc. Preparing and setting up for two spaces has created twice the workload for teachers, and there is extra clean-up of equipment. Recently, PE teachers were allowed to go back into the gym. However, most PE teachers do not have access to their gym and are asked to teach in classrooms or small portables. These circumstances have caused inequity across the district. Students are missing out on the complete Physical Education curriculum. Please allow PE teachers to teach

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		the full curriculum by returning them to their classroom and allowing students to be able to participate in heart healthy activities that they need.
Joe Hess	BSD Staff Member	Since the start of the 2021 school year, the district has required that physical education be taught outdoors. This mandate restricted us from doing our job properly. We simply cannot compete with the external elements between hot days between 80-90 degrees and cold days with wet feet. Additionally there's yard maintenance, garbage pick up, and food deliveries creating a total disconnect with our student's learning. Our gym is our classroom. We are unable to teach a large part of our curriculum given the current constraints on space. This mandate states if weather is too cold or wet, we must teach in small spaces (portables, etc.) that cannot accommodate the required 3ft of space between students. This, along with not being able to do strenuous activities, means that we do not have access to a majority of our curriculum. Our students are missing out on the mental, emotional and physical health that PE supports by continuing these restrictions. Please help our well deserving students.
Rebecca Adkins	BSD Staff Member	We claim equity as a pillar and yet here is what I've seen at Mtn. View MS: Due to the new boundary lines, we now have a concentration of high poverty students, packed into our school at 99% capacity with less physical space (don't get me started on portables). In addition to this, more bad decisions (middle school schedule) were pushed through, despite a pandemic that was knowingly going to impact low SES, BIPOC students most. Now we're seeing the fallout. Large class sizes combined with trauma, and I physically cannot get to every student that needs help (mental, academic, social, etc.) during a class. We are told, in so many words, by Dr. Grotting, to be grateful because we got more money and more staff than other middle schools. I doubt I'm the first to tell you: it's not enough. It's not enough for the students who are least likely to recover. It's not enough to the students we've vowed to lift up through our pillar of equity. It's not enough. Do more and do better.
J Nelson	BSD Staff Member	I have seen many parents post that they had to choose FLEX for health reasons, like someone in the family being high risk. I am curious whether a survey has been done or could be done among parents of students in FLEX. I'd like to know why they opted for FLEX and whether they plan to return when additional safety measures are met, such as vaccination availability for young children (the numbers for elementary are much higher and I believe this to be a cause), lower case rates, and high vaccination rates among kids in Washington County. This would be valuable information in projecting changes in enrollment in the near future when vaccines become available for young children, as well as next year. It would also put this data into much needed perspective.
Emily Thackray	BSD Staff Member	Dear BSD Board, As a BSD teacher I am so thankful for the additional funding that the Student Success Act and COVID-19 Stimulus has brought to the district. Because of this funding see a direct impact daily in the school I work in. Many kids are getting the services they need, particularly mental health services. Unfortunately these funds have an expiration date approaching very quickly & even with these additional services many schools are still stretched thin in providing what our students need. The services & additional staff is much better than we've have had in years - however it's not enough. Many classes are at capacity, & many students need additional academic, mental health & social services unlike in years past. Admin, teachers, counselors and staff are trying their best and it is exhausting. I fear the issues our kids are facing won't be gone once this funding runs out. Please help us plan for the continuation & expansion of the SIA account. Thank you.

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Megan T	BSD Parent	I've known many, many students to be put on quarantine already this year due to being in contact with someone who had Covid at school or on the bus. All of them remained healthy but were required to remain home for 10 days even after a negative test. Our students are wearing masks, distancing, and we've increased ventilation all to prevent spread so to send a healthy child home and keep them home after a negative test seems to me like a lost opportunity to provide a solid education. 10 days of absence is not acceptable by BSD policy yet we're forcing kids to miss school when healthy. Is it possible to reevaluate that requirement since we are taking all the other measures to reduce spread and keep our kids in school? Or at least allow them to return after a negative test? I understand the precaution but we're taking all the other precautions, plus have added or soon will add weekly screening tests, so can't they stay in school if they are healthy?
Jennifer Hoffman	BSD Parent, BSD Staff Member	Teachers are struggling this year. So many new things happened in such a short amount of time. Brand new schedule in the middle schools where students who haven't been in school in 18 months are now transitioning 8-9 times each school day. My 6th graders have behaviors and challenges like 4th graders. My students are excited to be back but are having a hard time following rules that are required for a safe and happy environment in the classroom and hallways. There are so staff out on medical/mental leave, almost no subs, which makes classes have no consistency which trickles down to even the classes where there's never been a sub. Trying to follow Covid guidelines is stressful for all. Feeling guilty about calling in for a sub, it's all just too much, and teachers should not be pressured to use their plan time to sub. We need to focus on our curriculum and classes. I love seeing my students in the building, but it is very, very hard right now. We need more hall monitors.
Scott Halgren	BSD Staff Member	Since September, PE has been asked to teach outside, weather permitting. This mandate, unintentionally, requires PE teachers to plan two lessons per day, a rainy day indoor lesson (most PE teachers do not have access to their gym by the way) and an outside lesson (where we contend with bees, recess, no shade/hot sun or soggy, wet fields). This also snowballs into PE teachers needing to have two spaces setup and ready each day. All of this has increased our workload significantly. Another facet of this mandate is that when the weather is too cold or wet, we must teach in small spaces (portables, empty classrooms, etc.) that cannot accommodate the required 3ft of space between students. This, along with not being able to do strenuous activities, means that we do not have access to a majority of our curriculum. Our students are missing out on the mental, emotional and physical health that PE supports by continuing these restrictions.
Colin Brooksby	BSD Staff Member	Across the district, some Elementary PE teachers are forced to teach outside, everyday. This is inequitable for teachers and students. At some schools, even after the October 11th change in guidance, gyms are still configured for and solely used for lunch. Our gym is our classroom. We are unable to teach a large part of our curriculum given the current constraints on space. It is not possible to meet COVID safety protocols during PE in a portable. A classroom teacher would not be asked to teach under similar circumstances. Outside teaching is wet, cold, and not sustainable as we head into winter. There are creative solutions, such as eating in classrooms, that can allow PE teachers to teach in their own space. These solutions need to be implemented at all schools across the district. At some schools, admin is being flexible and making appropriate accommodations. Please support your district elementary PE teachers and the increased workload and stress that this adds to our job.

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Kerrin Moeller	BSD Staff Member	I am heartened to see the Antiracist Vision Statement before the School Board & strongly encourage the Board to pass this resolution. I encourage the district to live into this vision & take clear action steps to integrate these practices in all areas. It is particularly important to focus on creating equitable learning environments in this challenging year.
Katie Lukins	BSD Staff Member	I am a 3rd-grade teacher at Flex this year with 44 students. As you are aware the enrollment at Flex is much higher this year than anticipated and it has been a struggle for us to be fully and appropriately staffed. We don't have an academic coach at Flex. We desperately need one. Currently, teachers are running interventions for students to collect the needed data and our counselor (who has 1000 students) has been tasked with managing the data and helping teachers figure out what interventions to try. I have heard multiple times how excited you are about Flex and how many services we are providing for students across the district. We need intervention at Flex. I have multiple students who are 2-3 grade levels behind in reading and need daily reading intervention help from someone with a reading endorsement. We would appreciate it if you could advocate for our students to receive the services they need and the same services they would receive in a brick-and-mortar school.
Megan Poole	BSD Staff Member	So far this year, I have seen near-constant situations for both students and staff that range from unnecessary frustration to moments that are quite frankly unsafe. This is leading to struggles with mental health, stress, and burnout for most, if not all, people in our buildings. To add to that, we have experienced a sub shortage every single day (save for one) at our school, which requires more work and even more emotional labor of staff who are already stretched too thin as it is. The way things are going in schools right now is untenable and unsustainable. I simply don't see how we can continue to operate like this without losing staff and creating long-lasting negative impacts for our students. We need to come together and develop solutions now. We need to have tough conversations as a community and figure out how to meet the needs of our students and staff, many of whom are quite frankly struggling to stay afloat.
Marisa Henrie	BSD Parent	The irony is rich as BSD focused on Mental Health Week in October, yet continues to implement strict mask mandates on kids. How bizarre that BSD highlights October as Bullying Prevention Month, yet they are the ULTIMATE hypocrites as they bully our kids into submission with forever masking. BSD says 1 in 3 kids will experience an anxiety disorder, yet doesn't consider how masks contribute to this? Dozens of studies disrupt the false narrative that surrounds cloth and paper masks. Not only is it abusive to restrict ones ability to breath and communicate, but anything less than N-95 masks are ineffective against any respiratory disease. Masks don't stop spread but they do cause learning and behavioral difficulties in school and real world physical and psychological harm! Significantly more kids die from FLU than Covid, yet we've never required masks at school. This isn't political. Facts matter! Unintended consequences are real! BSD policies are causing irreparable harm to children!
Heather Olson	BSD Staff Member	Our class sizes are too large and class time is too short. In a class of 37 8th graders, after 10 minutes: settling in, review, instruction, and answer questions, I have less than 1 minute to give individual instruction and build a relationship. This is not what is right for students and it needs to change ASAP.

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## SUPERINTENDENT REPORT

**Comprehensive Distance Learning/Limited In-Person Instruction/ COVID 19 Guidance:** I once again want to thank our students, families, staff, and school board for your efforts and flexibility during COVID 19.

The district continues to follow the requirements and guidance from the Oregon Health Authority, the Oregon Department of Education, Washington County Health Department and our Governor regarding social distancing, mask wearing, vaccinations, and other guidelines and requirements relating to COVID 19. I want to especially thank our educators, support staff, parents, students, and community for their adherence to the strategies of mask wearing, vaccinations, and social distancing that will help us defeat this pandemic.

**Vaccinations/Testing:** The district has developed a dashboard to monitor and track the vaccination status of our employees and students in our schools and departments that is updated multiple times daily. As you are aware, the Governor mandated all school employees had to be vaccinated by October 18th, or apply, and be approved, for a medical or religious exception. I am so grateful to our employees for helping us meet this mandate. Later, you will hear from our HR Director, Susan Rodriguez regarding our number of exemptions and percentages for vaccinations of our employees. I want to thank our HR, Communications, IT Departments, principals, supervisors, managers, and bargaining unit leadership for their efforts to collect and verify information during this entire process. You will also hear later from Danielle Hudson, our Student Services Director, and Brian Sica, our Curriculum and Instruction Director regarding our efforts to monitor, test, and provide safety protocol guidance during COVID 19. On another positive note, we have received information that vaccination approval for 5-11 year old children may officially be provided by November 8<sup>th</sup>. Deputy Supt. Carl Mead is convening conversations with various stakeholders to develop a process once the vaccinations become available.

**Budget/Enrollment---**Most districts in Oregon and across the nation are experiencing declining enrollment in the wake of COVID 19. Beaverton is no different, and most of our decline is at the elementary school level. Later tonight you will hear from Asst. Supt of Finance, Mike Schofield, and Deputy Supt. Carl Mead, of operations regarding our latest enrollment projections and the future financial impact on the district. You will also be informed about our ESSR and SIA funding and spending as we meet the challenges caused by COVID 19.

**Mental Health---**As we traverse through COVID 19, it is apparent the virus has taken a toll on our students, staff, families, and community. We have been fortunate to have ESSR and SIA dollars to provide additional staffing in our schools to help our students. One of the issues all school districts are experiencing are significant staff shortages on both the Teaching and Learning and Operations sides of our education environment.

Substitute shortages are at a critical stage. Our staff is doing an incredible job of pitching in and covering these shortages, often giving up planning time, covering extra periods, assuming other job

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duties, and working longer hours to meet the needs of our children. It is only October but feels like the end of the year.

District leadership is working with our union leadership to investigate ways we can work differently to ease some of these hardships and provide some relief to acknowledge the incredible efforts of our staff. Having our employees supported and ready to meet the needs of our students during these difficult times is our priority.

While we will continue to have, and meet significant challenges, it is important to remember, we are serving nearly 40,000 students with in-person and on-line instruction daily. Students are being educated, and they are learning, socializing, and progressing academically, socially, and emotionally thanks to the care, compassion, expertise, and hard work of our staff and partnerships with our families and education partners.

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## 2021-22 School Year Enrollment Report

### **POLICY ISSUE / SITUATION:**

Each school year on the final school day of September the District tabulates the enrollment totals for each grade level and school. These figures represent the District's baseline enrollment for the school year.

The COVID-19 pandemic continues to disrupt enrollment levels and patterns. The District did not experience a rebound in enrollment from the drop experienced in 2020-21. From 2020-21 to 2021-22, K-12 General Education enrollment declined by 154 students, from 37,502 students to 37,348 (-0.41%). The Kindergarten class, for the second year in a row was notably smaller than normal, at 2,592 students (2,415 in 2020-21).

FLEX Online, the K-12 online option school opened in 2020-21 experienced a growth in enrollment, from 1,213 students in 2020-21 to 1,666 students this year. Over half of FLEX Online's enrollment is in grades K-5.

The attached tables present the District's enrollment for the 2021-22 school year.

### **RECOMMENDATION:**

It is recommended that the School Board receive the 2021-22 Enrollment Summary. Staff will be available to answer questions during the Board meeting or as a follow-up.

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

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

**SY 2021-22**  
**Enrollment Summary**  
 On September 30, 2021

School / Program	Previous Year Enrollment (SY 2020-21)	Current Year Enrollment (SY 2021-22)	Actual Change #	Actual Change %
Elementary	16,317	16,203	(114)	-0.70%
Middle School	9,019	8,922	(97)	-1.08%
High School	12,166	12,223	57	0.47%
<b>K-12 General Education*</b>	<b>37,502</b>	<b>37,348</b>	<b>(154)</b>	<b>-0.41%</b>
Early College (EC)	288	275	(13)	-4.51%
Alternative Programs (AP)	102	73	(29)	-28.43%
Special Education Outside Placement (SP)	86	95	9	10.47%
Self Contained Special Education (SPED)	961	858	(103)	-10.72%
Charter Schools	772	727	(45)	-5.83%
<b>District Grand Total</b>	<b>39,711</b>	<b>39,376</b>	<b>(335)</b>	<b>-0.84%</b>

Notes:

**\*Totals include students enrolled in the new FLEX Online School. Detailed breakouts can be found on the following pages.**

General Education programs include all K-5, K-8, SUMMA, and Rachel Carson programs, and Middle and High School Options programs (e.g. ACMA, CS, ISB, BASE and FLEX Online).

Pre-Kindergarten students are not included.

New Middle School Boundaries for 2021-22 are implemented

## Enrollment by School and Grade

On September 30, 2021

Elementary School	Grade Level						1st - 5th Grade	K - 5th Grade (Total)	Share of K-5
	Kinder	1st	2nd	3rd	4th	5th			
<i>Aloha-Huber Park (K-5)</i>	124	96	113	118	105	118	550	674	4.2%
<i>Barnes</i>	85	74	93	78	92	91	428	513	3.2%
<i>Beaver Acres</i>	114	129	109	99	112	114	563	677	4.2%
<i>Bethany</i>	53	58	73	63	62	66	322	375	2.3%
<i>Bonny Slope</i>	108	80	103	123	101	93	500	608	3.8%
<i>Cedar Mill</i>	64	57	54	67	68	65	311	375	2.3%
<i>Chehalem</i>	51	59	61	64	66	66	316	367	2.3%
<i>Cooper Mountain</i>	53	60	74	69	70	75	348	401	2.5%
<i>Elmonica</i>	71	73	70	74	76	69	362	433	2.7%
<i>Errol Hassell</i>	56	56	53	57	52	67	285	341	2.1%
<i>Findley</i>	64	77	81	84	77	93	412	476	2.9%
<i>Fir Grove</i>	54	64	53	58	54	52	281	335	2.1%
<i>Greenway</i>	54	48	54	38	53	52	245	299	1.8%
<i>Hazeldale</i>	57	62	76	74	71	53	336	393	2.4%
<i>Hiteon</i>	77	81	84	65	86	99	415	492	3.0%
<i>Jacob Wismer</i>	74	93	100	85	113	105	496	570	3.5%
<i>Kinnaman</i>	83	74	86	73	88	90	411	494	3.0%
<i>McKay</i>	37	48	45	46	35	32	206	243	1.5%
<i>McKinley</i>	113	109	92	83	103	66	453	566	3.5%
<i>Montclair</i>	47	39	55	46	40	50	230	277	1.7%
<i>Nancy Ryles</i>	67	73	91	79	102	86	431	498	3.1%
<i>Oak Hills</i>	75	99	78	87	76	89	429	504	3.1%
<i>Raleigh Hills (K-5)</i>	49	36	51	39	49	54	229	278	1.7%
<i>Raleigh Park</i>	54	54	50	57	53	44	258	312	1.9%
<i>Ridgewood</i>	67	53	60	58	63	61	295	362	2.2%
<i>Rock Creek</i>	61	71	60	61	90	77	359	420	2.6%
<i>Sato</i>	99	127	117	123	111	121	599	698	4.3%
<i>Scholls Heights</i>	90	103	103	98	98	85	487	577	3.6%
<i>Sexton Mountain</i>	63	74	63	79	87	75	378	441	2.7%
<i>Springville (K-5)</i>	92	93	99	90	114	93	489	581	3.6%
<i>Terra Linda</i>	34	36	56	50	46	49	237	271	1.7%
<i>Vose</i>	103	113	132	107	121	89	562	665	4.1%
<i>West TV</i>	58	54	50	42	46	42	234	292	1.8%
<i>William Walker</i>	88	84	89	73	66	67	379	467	2.9%
<b>Elementary Total (Physical Loc)</b>	<b>2,439</b>	<b>2,507</b>	<b>2,628</b>	<b>2,507</b>	<b>2,646</b>	<b>2,548</b>	<b>12,836</b>	<b>15,275</b>	<b>94.3%</b>
<b>FLEX Online (K-5)</b>	<b>130</b>	<b>131</b>	<b>159</b>	<b>173</b>	<b>162</b>	<b>173</b>	<b>798</b>	<b>928</b>	<b>5.7%</b>
<b>Elementary Total (incl. FLEX)</b>	<b>2,569</b>	<b>2,638</b>	<b>2,787</b>	<b>2,680</b>	<b>2,808</b>	<b>2,721</b>	<b>13,634</b>	<b>16,203</b>	<b>100.0%</b>

*Italics = Title 1*

## Enrollment by School and Grade

On September 30, 2021

Middle School	Grade Level			6th - 8th Total	Share of 6-8
	6th	7th	8th		
<b>K-8 Schools*</b>					
Aloha-Huber Park (6-8th graders)	63	58	54	175	2.0%
Raleigh Hills (6-8th graders)		30	45	75	0.8%
Springville (6-8th graders)		45	41	86	1.0%
<b>K-8 Schools Subtotal</b>	<b>63</b>	<b>133</b>	<b>140</b>	<b>336</b>	<b>3.8%</b>
<b>Comprehensive Middle Schools**</b>					
Cedar Park	150	150	139	439	4.9%
Cedar Park - Rachel Carson	63	56	56	175	2.0%
Conestoga	274	256	308	838	9.4%
Five Oaks	250	254	227	731	8.2%
Highland Park	216	225	241	682	7.6%
Meadow Park	182	211	193	586	6.6%
Meadow Park - SUMMA	27	35	31	93	1.0%
Mountain View	289	299	286	874	9.8%
Stoller	197	161	335	693	7.8%
Stoller - SUMMA	85	112	129	326	3.7%
Tumwater	270	220	172	662	7.4%
Tumwater - SUMMA	79	87	37	203	2.3%
Whitford	236	213	211	660	7.4%
Whitford - SUMMA	26	47	25	98	1.1%
<b>Rachel Carson</b>	<b>63</b>	<b>56</b>	<b>56</b>	<b>175</b>	<b>2.0%</b>
<b>SUMMA Subtotal</b>	<b>217</b>	<b>281</b>	<b>222</b>	<b>720</b>	<b>8.1%</b>
<b>Comprehensive Subtotal</b>	<b>2,064</b>	<b>1,989</b>	<b>2,112</b>	<b>6,165</b>	<b>69.1%</b>
<b>Options Middle Schools</b>					
ACMA Middle	104	113	107	324	3.6%
BASE Middle	128	131	123	382	4.3%
ISB Middle	158	157	158	473	5.3%
<b>Options Subtotal</b>	<b>390</b>	<b>401</b>	<b>388</b>	<b>1,179</b>	<b>13.2%</b>
<b>Middle School Total (Physical Loc)</b>	<b>2,797</b>	<b>2,860</b>	<b>2,918</b>	<b>8,575</b>	<b>96.1%</b>
<b>FLEX Online (6-8th)</b>	<b>133</b>	<b>117</b>	<b>97</b>	<b>347</b>	<b>3.9%</b>
<b>Middle School Total (incl. FLEX)</b>	<b>2,930</b>	<b>2,977</b>	<b>3,015</b>	<b>8,922</b>	<b>100.0%</b>

\* 6-8th programs at Raleigh Hills & Springville phasing out

\*\* New MS boundaries in effect

## Enrollment by School and Grade

On September 30, 2021

High School	Grade Level				9th - 12th Total	Share of 9-12
	9th	10th	11th	12th		
<b>Comprehensive High Schools</b>						
Aloha	449	416	433	398	1,696	13.9%
Beaverton	347	374	332	372	1,425	11.7%
Mountainside	461	429	391	440	1,721	14.1%
Southridge	394	381	362	337	1,474	12.1%
Sunset	463	500	496	488	1,947	15.9%
Westview	577	597	567	539	2,280	18.7%
<b>Comprehensive Subtotal</b>	<b>2,691</b>	<b>2,697</b>	<b>2,581</b>	<b>2,574</b>	<b>10,543</b>	<b>86.3%</b>
<b>Options High Schools</b>						
ACMA High School	110	91	85	83	369	3.0%
Community School (Merlo)	13	16	21	40	90	0.7%
BASE High School (Cap. Center)	112	121	107	106	446	3.6%
ISB High School	109	109	82	84	384	3.1%
<b>Options Subtotal</b>	<b>344</b>	<b>337</b>	<b>295</b>	<b>313</b>	<b>1,289</b>	<b>10.5%</b>
<b>High School Total (Physical Loc)</b>	<b>3,035</b>	<b>3,034</b>	<b>2,876</b>	<b>2,887</b>	<b>11,832</b>	<b>96.8%</b>
<b>FLEX Online (9-12th)</b>	<b>77</b>	<b>100</b>	<b>104</b>	<b>110</b>	<b>391</b>	<b>3.2%</b>
<b>High School Total (Incl. FLEX)</b>	<b>3,112</b>	<b>3,134</b>	<b>2,980</b>	<b>2,997</b>	<b>12,223</b>	<b>100.0%</b>
<b>Early College</b>			149	126	275	

FLEX Online	Grade Level						1st - 5th Grade	K - 5th Grade
	Kinder	1st	2nd	3rd	4th	5th		
	130	131	159	173	162	173	798	928
	Grade Level							6th-8th Grade
	6th	7th	8th					347
	133	117	97					
	Grade Level							9th - 12th Total
	9th	10th	11th	12th				391
	77	100	104	110				
<b>FLEX Online Total</b>								<b>1,666</b>

Charter Schools	Grade Level						1st - 5th Grade	K - 5th Grade (Total)
	Kinder	1st	2nd	3rd	4th	5th		
Arco Iris	55	79	77	46	39	29	270	325
Hope Chinese	51	52	52	50	50	24	228	279
<b>Charter Schools</b>	Grade Level							6th-8th Grade
	6th	7th	8th					73
Arco Iris	26	22	25					
Hope Chinese	28	14	8					50
<b>Charter School Total</b>								<b>727</b>

**Enrollment Change by School and Program**  
On September 30, 2021

Region	Elementary School	Actual				20 to 21	
		SY 2018-19	SY 2019-20	SY 2020-21	2021-22	# Change	% Change
SW	<i>Aloha Huber (K-5)</i>	743	714	646	674	28	4.3%
CW	<i>Barnes</i>	634	590	526	513	(13)	-2.5%
CW	<i>Beaver Acres</i>	623	708	671	677	6	0.9%
NW	<i>Bethany</i>	534	528	447	375	(72)	-16.1%
NE	<i>Bonny Slope</i>	650	655	573	608	35	6.1%
NE	<i>Cedar Mill</i>	428	428	368	375	7	1.9%
SW	<i>Chehalem</i>	471	459	413	367	(46)	-11.1%
S	<i>Cooper Mountain</i>	469	461	383	401	18	4.7%
CW	<i>Elmonica</i>	757	550	466	433	(33)	-7.1%
SW	<i>Errol Hassell</i>	441	426	340	341	1	0.3%
NE	<i>Findley</i>	685	636	539	476	(63)	-11.7%
SE	<i>Fir Grove</i>	385	387	348	335	(13)	-3.7%
SE	<i>Greenway</i>	332	318	301	299	(2)	-0.7%
SW	<i>Hazeldale</i>	440	467	420	393	(27)	-6.4%
SE	<i>Hiteon</i>	638	634	536	492	(44)	-8.2%
NW	<i>Jacob Wismer</i>	725	727	658	570	(88)	-13.4%
SW	<i>Kinnaman</i>	630	599	535	494	(41)	-7.7%
SE	<i>McKay</i>	283	269	262	243	(19)	-7.3%
CW	<i>McKinley</i>	575	634	588	566	(22)	-3.7%
SE	<i>Montclair</i>	307	319	254	277	23	9.1%
S	<i>Nancy Ryles</i>	642	630	516	498	(18)	-3.5%
NW	<i>Oak Hills</i>	552	551	464	504	40	8.6%
SE	<i>Raleigh Hills (K-5)</i>	371	359	290	278	(12)	-4.1%
CE	<i>Raleigh Park</i>	353	332	316	312	(4)	-1.3%
CE	<i>Ridgewood</i>	399	410	331	362	31	9.4%
NW	<i>Rock Creek</i>	578	516	418	420	2	0.5%
NW	<i>Sato</i>	596	649	651	698	47	7.2%
S	<i>Scholls Heights</i>	521	571	570	577	7	1.2%
S	<i>Sexton Mountain</i>	526	511	447	441	(6)	-1.3%
NW	<i>Springville (K-5)</i>	643	724	695	581	(114)	-16.4%
NE	<i>Terra Linda</i>	332	349	287	271	(16)	-5.6%
SE	<i>Vose</i>	647	693	682	665	(17)	-2.5%
NE	<i>West TV</i>	331	336	266	292	26	9.8%
CE	<i>William Walker</i>	431	487	449	467	18	4.0%
<b>Elementary Total (Physical Loc)</b>		<b>17,672</b>	<b>17,627</b>	<b>15,656</b>	<b>15,275</b>	<b>(381)</b>	<b>-2.43%</b>
<b>FLEX Online (K-5)</b>		<b>-</b>	<b>-</b>	<b>661</b>	<b>928</b>	<b>267</b>	<b>40.4%</b>
<b>Elementary Total (Incl. FLEX)</b>		<b>17,672</b>	<b>17,627</b>	<b>16,317</b>	<b>16,203</b>	<b>(114)</b>	<b>-0.70%</b>

*Italics = Title 1*

Regional Groups	Actual				20 to 21		
	SY 2018-19	SY 2019-20	SY 2020-21	2021-22	# Change	% Change	
NW	SPR, SATO, JW, RC, BTH, OH	3,628	3,695	3,333	3,148	(185)	-5.6%
NE	BS, TL, CM, WTV, FIND	2,426	2,404	2,033	2,022	(11)	-0.5%
CW	MCKN, ELM, BA, BAR	2,589	2,482	2,251	2,189	(62)	-2.8%
CE	WW, RDG, RPK	1,183	1,229	1,096	1,141	45	4.1%
SW	AHP, CHE, EH, KIN, HAZ	2,725	2,665	2,354	2,269	(85)	-3.6%
S	COOP, SXM, NR, SCHO	2,158	2,173	1,916	1,917	1	0.1%
SE	FG, VOS, GRE, HIT, MKAY, RH, MON	2,963	2,979	2,673	2,589	(84)	-3.1%
<b>Elementary Total (Physical Loc)</b>		<b>17,672</b>	<b>17,627</b>	<b>15,656</b>	<b>15,275</b>	<b>(381)</b>	<b>-2.43%</b>
<b>FLEX Online</b>				<b>661</b>	<b>928</b>	<b>267</b>	<b>40.4%</b>
<b>Elementary Total (Incl. FLEX)</b>		<b>17,672</b>	<b>17,627</b>	<b>16,317</b>	<b>16,203</b>	<b>(114)</b>	<b>-0.70%</b>

Title Status	Actual				20 to 21		
	SY 2018-19	SY 2019-20	SY 2020-21	2021-22	# Change	% Change	
Title I Schools	7,322	7,234	6,913	6,716	(197)	-2.8%	
Non-Title I Schools	10,350	10,393	8,743	8,559	(184)	-2.1%	
FLEX Online			661	928	267	40.4%	
<b>Elementary Total (Incl. FLEX)</b>		<b>17,672</b>	<b>17,627</b>	<b>16,317</b>	<b>16,203</b>	<b>(114)</b>	<b>-0.70%</b>

\*Raleigh Park ES added as Title 1 School in SY 2020-21

There are 15 Title 1 schools for SY 2021-22: Aloha-Huber Park, Barnes, Beaver Acres, Chehalem, Elmonica, Fir Grove, Greenway, Hazeldale, Kinnaman, McKay, McKinley, Raleigh Hills, Raleigh Park, Vose, William Walker

**Enrollment Change by School and Program**  
On September 30, 2021

Middle School	Actual			
	SY 2018-19	SY 2019-20	SY 2020-21	2021-22
<b>K-8 Schools</b>				
Aloha Huber (6-8)	183	179	176	175
Raleigh Hills (6-8)	160	163	154	75
Springville (6-8)	178	160	161	86
<b>K-8 Schools Subtotal</b>	<b>521</b>	<b>502</b>	<b>491</b>	<b>336</b>

20 to 21	
# Change	% Change
(1)	-0.6%
(79)	-51.3%
(75)	-46.6%
<b>(155)</b>	<b>-31.6%</b>

*All MS Boundaries change in 2021-22*

Comprehensive Middle Schools	Actual			
	SY 2018-19	SY 2019-20	SY 2020-21	2021-22
Cedar Park	931	911	816	439
Rachel Carson (2021-22 new location)	65	30	-	175
Conestoga	964	975	878	838
Five Oaks	785	833	777	731
Rachel Carson (2020-21 last year)	182	177	175	-
Highland Park	794	750	678	682
Highland Park - SUMMA	54	27	-	-
Meadow Park	668	677	629	586
Meadow Park - SUMMA	126	157	182	93
Mountain View	888	853	781	874
Stoller	1,162	1,226	952	693
Stoller - SUMMA	352	334	437	326
Tumwater				662
Tumwater - SUMMA				203
Whitford	607	614	590	660
Whitford - SUMMA	85	92	120	98
<b>Rachel Carson</b>	<b>182</b>	<b>177</b>	<b>175</b>	<b>175</b>
<b>SUMMA Subtotal</b>	<b>682</b>	<b>640</b>	<b>739</b>	<b>720</b>
<b>Comprehensive Subtotal</b>	<b>6,799</b>	<b>6,839</b>	<b>6,101</b>	<b>6,165</b>

20 to 21	
# Change	% Change
(377)	-46.2%
175	
(40)	-4.6%
(46)	-5.9%
(175)	-100.0%
4	0.6%
-	
(43)	-6.8%
(89)	-48.9%
93	11.9%
(259)	-27.2%
(111)	-25.4%
662	
203	
70	11.9%
(22)	-18.3%
-	0.0%
(19)	-2.6%
<b>64</b>	<b>1.0%</b>

Options Middle Schools	Actual			
	SY 2018-19	SY 2019-20	SY 2020-21	2021-22
ACMA Middle	338	338	335	324
BASE Middle (Prev. HS2 Middle)	376	372	385	382
ISB Middle	481	479	474	473
<b>Options Subtotal</b>	<b>1,195</b>	<b>1,189</b>	<b>1,194</b>	<b>1,179</b>

20 to 21	
# Change	% Change
(11)	-3.3%
(3)	-0.8%
(1)	-0.2%
<b>(15)</b>	<b>-1.3%</b>

<b>Middle School Total (All Physical Loc)</b>	<b>9,379</b>	<b>9,347</b>	<b>8,700</b>	<b>8,575</b>
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<b>(125)</b>	<b>-1.4%</b>
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<b>FLEX Online (6-8th)</b>	<b>-</b>	<b>-</b>	<b>319</b>	<b>347</b>
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<b>28</b>	<b>8.8%</b>
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<b>Middle School Total (Incl. FLEX)</b>	<b>9,379</b>	<b>9,347</b>	<b>9,019</b>	<b>8,922</b>
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<b>(97)</b>	<b>-1.1%</b>
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**Enrollment Change by School and Program**  
On September 30, 2021

	Actual			
High School	SY 2018-19	SY 2019-20	SY 2020-21	2021-22
<b>Comprehensive High Schools</b>				
Aloha	1,773	1,751	1,718	1,696
Beaverton	1,513	1,469	1,508	1,425
Mountainside (all grades in 2019)	1,350	1,787	1,701	1,721
Southridge	1,401	1,380	1,437	1,474
Sunset	2,019	1,971	1,953	1,947
Westview	2,364	2,382	2,288	2,280
<b>Comprehensive Subtotal</b>	<b>10,420</b>	<b>10,740</b>	<b>10,605</b>	<b>10,543</b>

20 to 21	
# Change	% Change
(22)	-1.3%
(83)	-5.5%
20	1.2%
37	2.6%
(6)	-0.3%
(8)	-0.3%
<b>(62)</b>	<b>-0.6%</b>

	Actual			
Options High Schools	SY 2018-19	SY 2019-20	SY 2020-21	2021-22
ACMA High School	361	368	372	369
Community School (Merlo)	151	128	106	90
BASE High School (prev. SST & HS2)	364	334	456	446
ISB High School	381	368	393	384
SST (Cap. Center)	163	175		
<b>Options Subtotal</b>	<b>1,420</b>	<b>1,373</b>	<b>1,327</b>	<b>1,289</b>

20 to 21	
# Change	% Change
(3)	-0.8%
(16)	-15.1%
(10)	-2.2%
(9)	-2.3%
-	
<b>(38)</b>	<b>-2.9%</b>

<b>High School Total (All Physical Loc)</b>	<b>11,840</b>	<b>12,113</b>	<b>11,932</b>	<b>11,832</b>
FLEX Online (9-12th)	-	-	234	391
<b>High School Total (Incl. FLEX)</b>	<b>11,840</b>	<b>12,113</b>	<b>12,166</b>	<b>12,223</b>

<b>(100)</b>	<b>-0.8%</b>
157	67.1%
<b>57</b>	<b>0.5%</b>

*Denotes boundary change*

	Actual			
Locations with Multiple Schools / Options Programs	SY 2018-19	SY 2019-20	SY 2020-21	2021-22
<b>K-8 Schools</b>				
Aloha-Huber Park K-8	926	893	822	849
Raleigh Hills K-8	531	522	444	353
Springville K-8	821	884	856	667
<b>Middle Schools</b>				
Cedar Park + RC (2021 begins at CP)	996	941	816	614
Five Oaks + RC (2020 last year RC at FO)	967	1,010	952	731
Highland Park + SUMMA (ended 2019)	848	777	678	682
Meadow Park + SUMMA	794	834	811	679
Stoller + SUMMA	1,514	1,560	1,389	1,019
Tumwater + SUMMA (begins 2021)				865
Whitford + SUMMA	692	706	710	758
<b>Middle &amp; High Options Schools</b>				
ACMA Middle + High	699	706	707	693
Community School (Merlo)	151	128	106	90
BASE Middle + High (Capital Center)	740	706	841	828
ISB Middle + High	862	847	867	857
SST (Capital Center)	163	175		
<b>Options &amp; Mult. Programs (Phys. Loc)</b>	<b>10,704</b>	<b>10,689</b>	<b>9,999</b>	<b>9,685</b>

20 to 21	
# Change	% Change
27	3.3%
(91)	-20.5%
(189)	-22.1%
(202)	-24.8%
(221)	-23.2%
4	0.6%
(132)	-16.3%
(370)	-26.6%
865	
48	6.8%
(14)	-2.0%
(16)	-15.1%
(13)	-1.5%
(10)	-1.2%
-	
<b>(314)</b>	<b>-3.1%</b>

## Projected vs. Actual Enrollment

On September 30, 2021

Elementary School	Projected	Actual
<i>Aloha Huber (K-5)</i>	659	674
<i>Barnes</i>	575	513
<i>Beaver Acres</i>	687	677
<i>Bethany</i>	471	375
<i>Bonny Slope</i>	603	608
<i>Cedar Mill</i>	384	375
<i>Chehalem</i>	414	367
<i>Cooper Mountain</i>	436	401
<i>Elmonica</i>	445	433
<i>Errol Hassell</i>	380	341
<i>Findley</i>	546	476
<i>Fir Grove</i>	367	335
<i>Greenway</i>	312	299
<i>Hazeldale</i>	462	393
<i>Hiteon</i>	576	492
<i>Jacob Wismer</i>	703	570
<i>Kinnaman</i>	566	494
<i>McKay</i>	277	243
<i>McKinley</i>	633	566
<i>Montclair</i>	290	277
<i>Nancy Ryles</i>	567	498
<i>Oak Hills</i>	527	504
<i>Raleigh Hills (K-5)</i>	312	278
<i>Raleigh Park</i>	312	312
<i>Ridgewood</i>	370	362
<i>Rock Creek</i>	448	420
<i>Sato</i>	749	698
<i>Scholls Heights</i>	631	577
<i>Sexton Mountain</i>	478	441
<i>Springville (K-5)</i>	738	581
<i>Terra Linda</i>	308	271
<i>Vose</i>	712	665
<i>West TV</i>	298	292
<i>William Walker</i>	482	467
<b>Elementary Total (Physical Loc)</b>	<b>16,718</b>	<b>15,275</b>
<b>FLEX Online (K-5)</b>	<b>228</b>	<b>928</b>
<b>Elementary Total (Incl. FLEX)</b>	<b>16,946</b>	<b>16,203</b>

*Italics = Title 1*

Actual - Projected	
# Difference	% Difference
15	2.3%
(62)	-10.8%
(10)	-1.5%
(96)	-20.4%
5	0.8%
(9)	-2.3%
(47)	-11.4%
(35)	-8.0%
(12)	-2.7%
(39)	-10.3%
(70)	-12.8%
(32)	-8.7%
(13)	-4.2%
(69)	-14.9%
(84)	-14.6%
(133)	-18.9%
(72)	-12.7%
(34)	-12.3%
(67)	-10.6%
(13)	-4.5%
(69)	-12.2%
(23)	-4.4%
(34)	-10.9%
-	0.0%
(8)	-2.2%
(28)	-6.3%
(51)	-6.8%
(54)	-8.6%
(37)	-7.7%
(157)	-21.3%
(37)	-12.0%
(47)	-6.6%
(6)	-2.0%
(15)	-3.1%
<b>(1,443)</b>	<b>-8.63%</b>
<b>700</b>	<b>307.0%</b>
<b>(743)</b>	<b>-4.38%</b>

## Projected vs. Actual Enrollment

On September 30, 2021

Regional Groups	Projected	Actual
SPR, SATO, JW, RC, BTH, OH	3,636	3,148
BS, TL, CM, WTV, FIND	2,139	2,022
MCKN, ELM, BA, BAR	2,340	2,189
WW, RDG, RPK	1,164	1,141
AHP, CHE, EH, KIN, HAZ	2,481	2,269
COOP, SXM, NR, SCHO	2,112	1,917
FG, VOS, GRE, HIT, MKAY, RH, MON	2,846	2,589
<b>Elementary Total (Physical Loc)</b>	<b>16,718</b>	<b>15,275</b>
FLEX Online	228	928
<b>Elementary Total (Incl. FLEX)</b>	<b>16,946</b>	<b>16,203</b>

Actual - Projected	
# Difference	% Difference
(488)	-13.4%
(117)	-5.5%
(151)	-6.5%
(23)	-2.0%
(212)	-8.5%
(195)	-9.2%
(257)	-9.0%
<b>(1,443)</b>	<b>-8.63%</b>
700	307.0%
<b>(743)</b>	<b>-4.38%</b>

Title Status	Projected	Actual
Title I Schools	7,215	6,716
Non-Title I Schools	9,503	8,559
FLEX Online	228	928
<b>Elementary Total (Incl. FLEX)</b>	<b>16,946</b>	<b>16,203</b>

Actual - Projected	
# Difference	% Difference
(499)	-6.9%
(944)	-9.9%
700	307.0%
<b>(743)</b>	<b>-4.38%</b>

*\*Raleigh Park ES added as Title 1 School in SY 2020-21*

*Acres, Chehalem, Elmonica, Fir Grove, Greenway, Hazeldale, Kinnaman, McKay, McKinley, Raleigh Hills, Raleigh Park, Vose, William Walker*

## Projected vs. Actual Enrollment

On September 30, 2021

Middle School	Projected	Actual
<b>K-8 Schools</b>		
Aloha Huber (6-8)	185	175
Raleigh Hills (6-8)	102	75
Springville (6-8)	104	86
<b>K-8 Schools Subtotal</b>	<b>391</b>	<b>336</b>

Actual - Projected	
# Difference	% Difference
(10)	-5.4%
(27)	-26.5%
(18)	-17.3%
<b>(55)</b>	<b>-14.1%</b>

*All MS Boundaries change in 2021-22*

Comprehensive Middle Schools	Projected	Actual
Cedar Park	489	439
Rachel Carson (2021-22 new)	183	175
Conestoga	901	838
Five Oaks	861	731
Highland Park	668	682
Meadow Park	594	586
Meadow Park - SUMMA	93	93
Mountain View	929	874
Stoller	712	693
Stoller - SUMMA	293	326
Tumwater	716	662
Tumwater - SUMMA	173	203
Whitford	707	660
Whitford - SUMMA	97	98
<b>Rachel Carson</b>	<b>183</b>	<b>175</b>
<b>SUMMA Subtotal</b>	<b>656</b>	<b>720</b>
<b>Comprehensive Subtotal</b>	<b>6,577</b>	<b>6,165</b>

Actual - Projected	
# Difference	% Difference
(50)	-10.2%
(8)	
(63)	-7.0%
(130)	-15.1%
14	2.1%
(8)	-1.3%
-	0.0%
(55)	-5.9%
(19)	-2.7%
33	11.3%
(54)	-7.5%
30	17.3%
(47)	-6.6%
1	1.0%
<b>(8)</b>	<b>-4.4%</b>
<b>64</b>	<b>9.8%</b>
<b>(412)</b>	<b>-6.3%</b>

Options Middle Schools	Projected	Actual
ACMA Middle	353	324
BASE Middle (Prev. HS2 Middle)	401	382
ISB Middle	473	473
<b>Options Subtotal</b>	<b>1,227</b>	<b>1,179</b>

Actual - Projected	
# Change	% Change
(29)	-8.2%
(19)	-4.7%
-	0.0%
<b>(48)</b>	<b>-3.9%</b>

<b>Middle School Total (All Physical Loc)</b>	<b>9,034</b>	<b>8,575</b>
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<b>(459)</b>	<b>-5.1%</b>
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<b>FLEX Online (6-8th)</b>	<b>135</b>	<b>347</b>
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<b>212</b>	<b>157.0%</b>
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<b>Middle School Total (Incl. FLEX)</b>	<b>9,169</b>	<b>8,922</b>
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<b>(247)</b>	<b>-2.7%</b>
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## Projected vs. Actual Enrollment

On September 30, 2021

High School	Projected	Actual
<b>Comprehensive High Schools</b>		
Aloha	1,777	1,696
Beaverton	1,438	1,425
Mountainside (all grades in 2019)	1,769	1,721
Southridge	1,505	1,474
Sunset	1,924	1,947
Westview	2,339	2,280
<b>Comprehensive Subtotal</b>	<b>10,752</b>	<b>10,543</b>

Actual - Projected	
# Difference	% Difference
(81)	-4.6%
(13)	-0.9%
(48)	-2.7%
(31)	-2.1%
23	1.2%
(59)	-2.5%
<b>(209)</b>	<b>-1.9%</b>

Options High Schools	Projected	Actual
ACMA High School	369	369
Community School (Merlo)	103	90
BASE High School (prev. SST & HS2)	455	446
ISB High School	387	384
SST (Cap. Center)	-	-
<b>Options Subtotal</b>	<b>1,314</b>	<b>1,289</b>

Actual - Projected	
# Difference	% Difference
-	0.0%
(13)	-12.6%
(9)	-2.0%
(3)	-0.8%
-	-
<b>(25)</b>	<b>-1.9%</b>

<b>High School Total (All Physical Loc)</b>	<b>12,066</b>	<b>11,832</b>
FLEX Online (9-12th)	149	391
<b>High School Total (Incl. FLEX)</b>	<b>12,215</b>	<b>12,223</b>

<b>(234)</b>	<b>-1.9%</b>
242	162.4%
<b>8</b>	<b>0.1%</b>

*Denotes boundary change*

Locations with Multiple Schools / Options Programs	Projected	Actual
<b>K-8 Schools</b>		
Aloha-Huber Park K-8	844	849
Raleigh Hills K-8	414	353
Springville K-8	842	667
<b>Middle Schools</b>		
Cedar Park + RC (2021 begins at CP)	672	614
Meadow Park + SUMMA	687	679
Stoller + SUMMA	1,005	1,019
Tumwater + SUMMA (begins 2021)	889	865
Whitford + SUMMA	804	758
<b>Middle &amp; High Options Schools</b>		
ACMA Middle + High	722	693
Community School (Merlo)	103	90
BASE Middle + High (Capital Center)	856	828
ISB Middle + High	860	857
<b>Options &amp; Mult. Programs (Phys. Loc)</b>	<b>8,698</b>	<b>8,272</b>

Actual - Projected	
# Difference	% Difference
5	0.6%
(61)	-14.7%
(175)	-20.8%
(58)	-8.6%
(8)	-1.2%
14	1.4%
(24)	-2.7%
(46)	-5.7%
(29)	-4.0%
(13)	-12.6%
(28)	-3.3%
(3)	-0.3%
<b>(426)</b>	<b>-4.9%</b>

**Self-Contained Specialized Education: Enrollment by School and Grade**  
**On September 30, 2021**

Elementary School	Grade						Grade (Total)	Classrooms
	Kinder	1st	2nd	3rd	4th	5th		
Beaver Acres								
ISC	7	4	3	6	6	2	28	3.0
Chehalem								
EGC	0	2	1	6	4		13	2.0
Cooper Mountain								
SCC	0	1	0	3	7	4	15	2.0
Greenway								
ELC	0	2	0	0	1	5	8	1.0
Hazeldale								
SLC	1	3	1	2	5	3	15	2.0
Hiteon								
EGC	0	0	1	1	6	2	10	2.0
Kinnaman								
ISC	3	3	3	2	2	4	17	2.0
McKay								
ALC	1	2	4	1	3	3	14	2.0
McKinley								
SRC	1	5	2	3	3	2	16	2.0
Oak Hills								
ALC	1	0	2	1	3	7	14	2.0
Raleigh Park								
SRC	1	1	1	2	1	1	7	1.0
Ridgewood								
SCC	0	0	3	5	3	4	15	2.0
Sato								
EGC	0	0	2	0	7	2	11	3.0
Scholls Heights								
ISC	3	4	2	2	2	7	20	2.0
Sexton Mountain								
SRC	4	1	9	3	4	8	29	3.0
Terra Linda								
SRC	2	2	2	6	1	4	17	2.0
Vose								
EGC	0	1	3	1	3	4	12	2.0
West TV								
SCC	0	0	0	0	3	5	8	1.0
William Walker								
ISC	4	4	7	4	3	1	23	3.0
<b>Elementary SCSP Total</b>	<b>28</b>	<b>35</b>	<b>46</b>	<b>48</b>	<b>67</b>	<b>68</b>	<b>292</b>	<b>39.0</b>

**Schools without SCSP Programs**

Aloha Huber (K-5)	-
Barnes	-
Bethany	-
Bonny Slope	-
Cedar Mill	-
Elmonica	-
Errol Hassell	-
Findley	-
Fir Grove	-
Jacob Wismer	-
Montclair	-
Nancy Ryles	-
Rock Creek	-
Springville (K-5)	-
Raleigh Hills (K-8)	-

**Self-Contained Specialized Education: Enrollment by School and Grade**  
**On September 30, 2021**

Middle School	Grade			6th - 8th Total
	6th	7th	8th	
<b>Comprehensive Middle Schools</b>				
Cedar Park				
EGC	3	3	2	8
SRC	-	2	8	10
<b>Cedar Park SCSP Total</b>	<b>3</b>	<b>5</b>	<b>10</b>	<b>18</b>
Conestoga				
ALC	1	3	3	7
SCC	3	2	4	9
<b>Conestoga SCSP Total</b>	<b>4</b>	<b>5</b>	<b>7</b>	<b>16</b>
Five Oaks				
ALC	3	3	4	10
EGC	3	4	1	8
ISC	3	5	1	9
<b>Five Oaks SCSP Total</b>	<b>9</b>	<b>12</b>	<b>6</b>	<b>27</b>
Highland Park				
ALC	5	3	2	10
SCC	1	4	5	10
<b>Highland Park SCSP Total</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>20</b>
Meadow Park				
EGC	1	3	3	7
ISC	4	2	3	9
<b>Meadow Park SCSP Total</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>16</b>
Mountain View				
EGC	2	3	4	9
SRC	3	4	-	7
<b>Mountain View SCSP Total</b>	<b>5</b>	<b>7</b>	<b>4</b>	<b>16</b>
Stoller				
ALC	-	5	7	12
SCC	2	4	2	8
<b>Stoller SCSP Total</b>	<b>2</b>	<b>9</b>	<b>9</b>	<b>20</b>
Whitford				
EGC	1	3	4	8
ISC	6	1	3	10
SRC	2	4	2	8
<b>Whitford SCSP Total</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>26</b>
<b>Tumwater MS</b>				
SLC	2	1	2	5
IRC (new classroom)	1	4	-	5
<b>Tumwater SCSP Total</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>10</b>

Classrooms
1.0
1.0
2.0
1.0
1.0
2.0
1.0
1.0
2.0
1.0
1.0
2.0
1.0
1.0
2.0
1.0
1.0
2.0
1.0
1.0
2.0

<b>Middle School SCSP Total</b>	<b>46</b>	<b>63</b>	<b>60</b>	<b>169</b>
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<b>20.00</b>
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**Self-Contained Specialized Education: Enrollment by School and Grade**  
On September 30, 2021

High School	Grade				9th - 12th Total	Classrooms
	9th	10th	11th	12th		
<b>Comprehensive High Schools</b>						
Aloha						
ALC	2	-	8	5	15	1.0
EGC	4	3	3	3	13	1.0
SCC	5	3	3	5	16	1.0
SRC	2	2	3	4	11	1.0
<b>Aloha SCSP Total</b>	<b>13</b>	<b>8</b>	<b>17</b>	<b>17</b>	<b>55</b>	<b>4.0</b>
Beaverton						
ALC	-	7	5	4	16	1.0
ISC	3	1	2	4	10	1.0
SRC	4	1	3	2	10	1.0
<b>Beaverton SCSP Total</b>	<b>7</b>	<b>9</b>	<b>10</b>	<b>10</b>	<b>36</b>	<b>3.0</b>
Mountainside						
ALC	5	-	4	2	11	1.0
ISC	1	2	3	3	9	1.0
SLC	2	1	2	1	6	1.0
<b>Mountainside SCSP Total</b>	<b>8</b>	<b>3</b>	<b>9</b>	<b>6</b>	<b>26</b>	<b>3.0</b>
Southridge						
ALC	3	4	5	1	13	1.0
EGC	4	5	1	3	13	1.0
ISC	1	2	6	1	10	1.0
<b>Southridge SCSP Total</b>	<b>8</b>	<b>11</b>	<b>12</b>	<b>5</b>	<b>36</b>	<b>3.0</b>
Sunset						
ALC	2	3	1	4	10	1.0
EGC	4	3	2	1	10	1.0
SCC	8	2	3	3	16	1.0
SRC	5	3	2	1	11	1.0
<b>Sunset SCSP Total</b>	<b>19</b>	<b>11</b>	<b>8</b>	<b>9</b>	<b>47</b>	<b>4.0</b>
Westview						
ALC	2	-	6	9	17	1.0
EGC	6	4	1	2	13	1.0
ISC	4	1	2	6	13	1.0
SCC	4	4	3	3	14	1.0
<b>Westview SCSP Total</b>	<b>16</b>	<b>9</b>	<b>12</b>	<b>20</b>	<b>57</b>	<b>4.0</b>
<b>High School SCSP Total</b>	<b>71</b>	<b>51</b>	<b>68</b>	<b>67</b>	<b>257</b>	<b>21.0</b>

**Self-Contained Specialized Education: Enrollment by School and Grade  
On September 30, 2021**

	6th	7th	8th	9th	10th	11th	12th	Total
<b>Capital Center Programs</b>								
ACE	-	-	2	-	2	1	3	8
Community							132	132
Community-ISC								-
PTP								-
<b>Capital Center Programs Total</b>	-	-	2	-	2	1	135	140

Classrooms
1.0
6.0
2.0
9.0

District Totals	Share
Elementary Total	292 36.7%
Middle School Total	169 22.0%
High School Total	257 29.2%
Capital Center Prog.Total	140 12.1%
<b>District SCSP Total</b>	<b>858 100.0%</b>

SPED Outside Placement	Students
Arata Creek	2
Cascade Academy	13
Columbia	13
Groner	3
Heron Creek	0
Levi	18
Lifeworks	7
OSD	5
Pacific Academy	26
Serendipity	5
Tucker Maxon	1
Wheatley	2
<b>Total</b>	<b>95</b>

## Summary of Projection Accuracy

### Projected & Actual Enrollment Summary

School / Program	Previous Year Enrollment (SY 2020-21)	Projected Enrollment (SY 2021-22)	Projected Change #	Projected Change %	Actual Enrollment (SY 2020-21)	Actual Change #	Actual Change %	Projection Error #	Projection Error %
Elementary	16,317	16,946	629	3.85%	16,203	(114)	-0.70%	(743)	-4.38%
Middle School	9,019	9,169	150	1.66%	8,922	(97)	-1.08%	(247)	-2.69%
High School	12,166	12,215	49	0.40%	12,223	57	0.47%	8	0.07%
<b>K-12 General Education</b>	<b>37,502</b>	<b>38,330</b>	<b>828</b>	<b>2.21%</b>	<b>37,348</b>	<b>(154)</b>	<b>-0.41%</b>	<b>(982)</b>	<b>-2.56%</b>
Early College (EC)	288	288	-	0.00%	275	(13)	-4.51%	(13)	-4.51%
Alternative Programs (AP)	102	102	-	0.00%	73	(29)	-28.43%	(29)	-28.43%
Special Education Outside Placement (SP)	86	91	5	5.81%	95	9	10.47%	4	4.40%
Self Contained Special Education (SPED)	961	976	15	1.56%	858	(103)	-10.72%	(118)	-12.09%
Charter Schools	772	806	34	4.40%	727	(45)	-5.83%	(79)	-9.80%
<b>District Grand Total</b>	<b>39,711</b>	<b>40,593</b>	<b>882</b>	<b>2.22%</b>	<b>39,376</b>	<b>(335)</b>	<b>-0.83%</b>	<b>(1,217)</b>	<b>-3.00%</b>

### Projection & Actual Summary by Grade

General Education (Incl. Options)	Previous Year Enrollment (SY 2020-21)	Projected Enrollment (SY 2021-22)	Projected Change #	Projected Change %	Actual Enrollment (SY 2020-21)	Actual Change #	Actual Change %	Projection Error #	Projection Error %
Kindergarten	2,415	2,592	177	7.33%	2,569	154	6.4%	(23)	-0.89%
1st Grade	2,782	2,782	-	0.00%	2,638	(144)	-5.2%	(144)	-5.18%
2nd Grade	2,705	2,946	241	8.91%	2,787	82	3.0%	(159)	-5.40%
3rd Grade	2,815	2,831	16	0.57%	2,680	(135)	-4.8%	(151)	-5.33%
4th Grade	2,703	2,958	255	9.43%	2,808	105	3.9%	(150)	-5.07%
5th Grade	2,897	2,837	(60)	-2.07%	2,721	(176)	-6.1%	(116)	-4.09%
6th Grade	2,981	3,027	46	1.54%	2,930	(51)	-1.7%	(97)	-3.20%
7th Grade	3,030	3,046	16	0.53%	2,977	(53)	-1.7%	(69)	-2.27%
8th Grade	3,008	3,096	88	2.93%	3,015	7	0.2%	(81)	-2.62%
9th Grade	3,199	3,126	(73)	-2.28%	3,112	(87)	-2.7%	(14)	-0.45%
10th Grade	3,155	3,200	45	1.43%	3,134	(21)	-0.7%	(66)	-2.06%
11th Grade	2,944	2,981	37	1.26%	2,980	36	1.2%	(1)	-0.03%
12th Grade	2,868	2,908	40	1.39%	2,997	129	4.5%	89	3.06%
<b>K-12 General Ed.</b>	<b>37,502</b>	<b>38,330</b>	<b>828</b>	<b>2.21%</b>	<b>37,348</b>	<b>(154)</b>	<b>-0.41%</b>	<b>(982)</b>	<b>-2.56%</b>

**Notes:**

Totals include students enrolled FLEX Online School.

Enrollment count is based on the Enrollment Summary Matrix (ESM), taken on the last school day of September

General Education programs include all K-5, K-8, SUMMA, and Rachel Carson programs, and Middle and High School Options programs (e.g. ACMA, CS, ISB, BASE and FLEX Online).

Pre-Kindergarten students are not included.



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### Division 22 Compliance/Assurances

**SITUATION:**

Each year, districts must report compliance with all state standards set forth in OAR chapter 581, Division 22 to the school board of the district in a public meeting by November 1 and to the Department of Education by November 15. The district must also post the report on compliance with state standards on the district's web page by November 1. For any rule for which the District is not in compliance, a plan of correction is developed.

Staff have conducted an internal audit of the District's compliance with Division 22 requirements and have determined that the District was in compliance with 47 of 53 Division 22 requirements in effect for 2020-21 school year. The Report to the Community is attached for Board review.

**RECOMMENDATION:**

It is recommended that the School Board review and discuss the Division 22 Assurances Report to the Community.

# Beaverton School District

## Report on Compliance with Public School Standards

### 2020-21 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of **Beaverton** School District's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2020-21 school year. For each rule reported as out of compliance, **Beaverton** School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2022-23 school year.

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-0104(5) Ready Schools, Safe Learners Guidance</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2000 Diploma Requirements</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2005 Veterans Diploma</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

<b>Rule # and Title</b>	<b>Status</b>	<b>Explanation/Evidence</b>	<b>Corrective Action Plan &amp; Timeline</b>
<a href="#">581-022-2010 Modified Diploma</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2015 Extended Diploma</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2020 Alternative Certificate</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2025 Credit Options</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2030 District Curriculum</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2045- Prevention Education in Drugs and Alcohol</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2050 Human Sexuality Education</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2055 Career Education</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2060 Comprehensive School Counseling</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

<b>Rule # and Title</b>	<b>Status</b>	<b>Explanation/Evidence</b>	<b>Corrective Action Plan &amp; Timeline</b>
<a href="#">581-022-2100 Administration of State Assessments</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2110 Exception of Students with Disabilities from State Assessments</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2115 Assessment of Essential Skills</a>	<b>Waived for 2020-21 school year</b>	Not applicable	Not applicable
<a href="#">581-022-2120 Essential Skill Assessments for English Language Learners</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2130 Kindergarten Assessment</a>	<b>Waived for 2020-21 and 2021-22 school years</b>	Not applicable	Not applicable
<a href="#">581-022-2205 Policies on Reporting of Child Abuse</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">81-022-2210 Anabolic Steroids and Performance Enhancing Substances</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2215 Safety of School Sports – Concussions</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2220 Health Services</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2223 Healthy and Safe Schools Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2225 Emergency Plans and Safety Programs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2230 Asbestos Management Plans</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2250 District Improvement Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2255 School and District Performance Report Criteria</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2260- Records and Reports</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2263 Physical Education Requirements</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2265 Report on PE Data</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2267 Annual Report on Restraint and Seclusion</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2270 Individual Student Assessment, Recordkeeping and Reporting</a>	<b>Out of compliance</b>	Elementary report cards for the 2020-21 school year did not report student progress on grade level learning targets aligned with state academic content standards	Elementary report cards for the 2021-22 school year will report student progress on grade level learning targets aligned with state academic content standards
<a href="#">581-022-2300 Standardization</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2305 District Assurances of Compliance with Public School Standards</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2310 Equal Education Opportunities</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2312 Every Student Belongs</a>	<b>Out of compliance</b>	The district used complaint procedures to address bias incidents in the 2020-21 school year. Reporting and response procedures specific to bias incidents had not yet been developed and implemented.	An administrative rule (AR) detailing the response procedure to bias incidents will be developed prior to the start of the 2021-22 school year and disseminated to school employees and students no later than the start of the 2022-23 school year.

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2315 Special Education for Children with Disabilities</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2320 Required Instructional Time</a>	<b>Out of compliance</b>	To provide teachers with additional plan time in preparation for and during comprehensive distance learning and hybrid, student schedules were reduced by 30 minutes each day and the number of student contact days was reduced. As a result, students in grades 9-12 did not receive the minimum instructional hours required even with the additional allowances provided for the 2020-21 school year.	The district will develop, adopt, and implement a school calendar and schedule for a full school day and year for all students for the 2021-22 school year.
<a href="#">581-022-2325 Identification of Academically Talented and Intellectually Gifted Students</a>	<b>Waived for 2020-21 school year</b>	Not applicable	Not applicable
<a href="#">581-022-2330 Rights of Parents of TAG Students</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2335 Daily Class Size</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2340 Media Programs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2345 Auxiliary Services</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2350 Independent Adoptions of Instructional Materials</a>	<b>Out of compliance</b>	Digital instructional materials used at FLEX Online School have not been adopted by the Board.	Digital instructional materials used at FLEX Online School will be reviewed for alignment to state instructional materials adoption criteria and presented to the School Board for adoption prior to the start of the 2022-23 school year.
<a href="#">581-022-2355 Instructional Materials Adoption</a>	<b>Implementing approved corrective action</b>	Elementary Science Materials adoption not fully purchased and implemented. Social Studies instructional materials for grades K-5 and 6-12 have not been adopted and purchased	<a href="#">Corrective Action Plan for Instructional Materials</a> <ul style="list-style-type: none"> <li>Elementary science materials purchase will be completed in the 2021-22 school year</li> <li>Social science instructional materials for grades K-5 and 9-12 will be adopted and purchased prior to the start of the 2022-23 school year.</li> </ul>
<a href="#">581-022-2360 Postponement of Purchase</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">of State-Adopted Instructional Materials</a>			
<a href="#">581-022-2370 Complaint Procedures</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2400 Personnel</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2405 Personnel Policies</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2410 Teacher and Administrator Evaluation and Support</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2415 Core Teaching Standards</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2420 Educational Leadership - Administrator Standards</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2440 Teacher Training Related to Dyslexia</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2445 Universal Screenings for Risk Factors of Dyslexia</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2500 Programs and Services for TAG Students</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2505 Alternative Education Programs</a>	<b>Out of compliance</b>	Annual evaluation of private alternative education programs serving BSD students was not conducted in 2020-21 due to the pandemic.	Evaluate all private alternative education providers serving BSD students in 2021-22
<a href="#">581-022-2510 Suicide Prevention Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable



WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

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## MONTHLY FINANCIAL UPDATE

### POLICY ISSUE / SITUATION:

Mike Schofield will present the attached financial report as of September 30, 2021 reflecting:

- General Fund Activity and Forecast – Does not include cost impact of cost of living increase, as we are still bargaining.
- Summary of Revenue, Expenditures and Encumbrances for All Funds Except General Fund
- 2021-22 Classroom Teacher Staffing by School as of 09/30/2021 \*
- Portfolio Management Summary
- Investments by Sector and Group
- Investments Summary by Fund

\* The 2021-22 Classroom Teacher Staffing by School report is a replacement for the General Fund and Local Option Levy Allocations report that was included in the packets in prior years. Due to the addition of the Student Investment Account (SIA) beginning in 2020-21, the General Fund and Local Option Levy alone no longer represents all classroom teacher staffing in a school.

### RECOMMENDATION:

It is recommended that the School Board receive and discuss this update.

**District Goal:** WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

**Beaverton School District**  
**Year-To-Date Activity and Forecast**  
**General Fund**  
**As of September 30, 2021**  
**(\$ in millions)**

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Prior Year-End Forecast
<b>REVENUES:</b>						
Beginning Fund Balance	\$ 78.0	\$ 78.0	\$ 85.6	\$ -	\$ 85.6	\$ 85.6
State School Fund:						
State School Fund	278.3	278.3	91.3	-	91.3	270.0
Property Taxes	155.0	155.0	0.2	-	0.2	155.0
Common School Fund	4.2	4.2	-	-	-	4.2
County School Fund	0.8	0.8	-	-	-	0.8
Local Option Levy	36.4	36.4	-	-	-	36.4
Investment Earnings	0.7	0.7	-	-	-	0.7
NWRESD Appointment	10.9	10.9	-	-	-	10.9
Other	16.1	16.1	1.5	-	1.5	16.1
<b>Total</b>	<b>\$ 580.4</b>	<b>\$ 580.4</b>	<b>\$ 178.6</b>	<b>\$ -</b>	<b>\$ 178.6</b>	<b>\$ 579.7</b>
<b>EXPENDITURES:</b>						
Salaries	\$ 279.0	\$ 279.0	\$ 43.9	\$ -	\$ 43.9	\$ 270.0
Benefits	174.2	174.2	27.4	-	27.4	169.7
Purchased services	28.9	28.9	5.7	12.5	18.2	28.9
Supplies & materials	22.4	22.4	3.0	8.3	11.3	22.4
Capital outlay	0.8	0.8	-	0.1	0.1	0.8
Other	2.8	2.8	1.6	0.4	2.0	2.8
Transfers out	3.0	3.0	3.0	-	3.0	3.0
Contingency	69.3	69.3	-	-	-	69.3
<b>Total</b>	<b>\$ 580.4</b>	<b>\$ 580.4</b>	<b>\$ 84.6</b>	<b>\$ 21.3</b>	<b>\$ 105.9</b>	<b>\$ 566.9</b>

<b>Projected Surplus / (Deficit) Balance</b>	<b>\$ 12.8</b>
<b>Projected Ending Fund Balance</b>	<b>\$ 82.1</b>
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2022 *	<b>14.2%</b>

<b>*Projected ending fund balance breakdown:</b>		Projected EFB	
General Operating Fund	\$ 82.0	14.1%	
Local Option Levy Fund	0.1	0.1%	

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
<b>APPROPRIATIONS:</b>						
Instruction	\$ 319.3	\$ 319.3	\$ 45.2	\$ 8.2	\$ 53.4	\$ 306.6
Support Services	186.7	186.7	35.1	12.8	47.9	185.9
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	4.7	4.7	4.3	0.3	4.6	4.7
Contingencies	69.3	69.3	-	-	-	69.3
<b>Total</b>	<b>\$ 580.4</b>	<b>\$ 580.4</b>	<b>\$ 84.6</b>	<b>\$ 21.3</b>	<b>\$ 105.9</b>	<b>\$ 566.9</b>

**Beaverton School District**  
**Summary of Revenue, Expenditures and Encumbrances**  
**All Funds Except General Fund**  
**As of September 30, 2021**

<b>Funds</b>	<b>Final Budget (incl Beg Fund Bal)</b>	<b>YTD Revenue (incl Beg Fund Bal)</b>	<b>YTD Expenditures (Incl transfers out)</b>	<b>Encumb.</b>	<b>YTD Expenditures &amp; Encumb.</b>	<b>Expenditure Budget Variance</b>	<b>Percent</b>	<b>Fund Balance</b>
Student Body Fund	\$ 14,450,000	\$ 8,062,831	\$ 2,935,992	\$ 679,534	\$ 3,615,526	\$ (10,834,474)	25.02%	\$ 4,447,305
Categorical	8,301,161	6,194,613	167,613	1,887,379	2,054,992	(6,246,169)	24.76%	4,139,621
Scholarship Fund	515,000	443,362	25,377	37,000	62,377	(452,623)	12.11%	380,985
Grant Fund	180,303,185	228,922	20,581,356	4,093,564	24,674,920	(155,628,265)	13.69%	(24,445,998)
Equipment Replacement Fund	3,187,000	2,789,181	2,782,378	-	2,782,378	(404,622)	87.30%	6,803
Sustainability Fund	10,273,243	4,882,436	-	-	-	(10,273,243)	0.00%	4,882,436
Nutrition Services Fund	17,451,159	2,456,554	1,718,650	4,837,948	6,556,598	(10,894,561)	37.57%	(4,100,044)
Debt Service Fund	93,757,250	9,813,286	-	-	-	(93,757,250)	0.00%	9,813,286
Capital Projects Fund	101,898,500	91,709,954	11,051,948	16,718,158	27,770,106	(74,128,394)	27.25%	63,939,848
Insurance Reserve Fund	7,753,269	5,708,516	2,074,841	1,968,236	4,043,077	(3,710,192)	52.15%	1,665,439
Workers' Compensation Fund	5,437,188	3,314,398	512,747	110,578	623,325	(4,813,863)	11.46%	2,691,073
<b>Total</b>	<b>\$ 443,326,955</b>	<b>\$ 135,604,053</b>	<b>\$ 41,850,902</b>	<b>\$ 30,332,397</b>	<b>\$ 72,183,299</b>	<b>\$ (371,143,656)</b>		<b>\$ 63,420,754</b>



## 2021-22 Classroom Teacher Staffing By School As of 09/30/2021

School	Budgeted APU							Actual APU				
	Budgeted Enrollment	9/30/2021 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	ESSER	TOTAL
Aloha Huber (K-8)	844	849	5	30.0	8.0	3.0	41.0	30.0	8.0	3.0	-	41.0
Barnes	575	513	(62)	19.0	6.0	2.0	27.0	19.4	6.0	2.0	-	27.4
Beaver Acres	719	705	(14)	24.0	7.0	2.0	33.0	24.0	7.0	2.0	-	33.0
Bethany	471	375	(96)	13.0	4.0	2.0	19.0	12.0	4.0	2.0	-	18.0
Bonny Slope	603	608	5	18.0	5.0	2.0	25.0	20.0	5.0	2.0	-	27.0
Cedar Mill	384	375	(9)	11.0	3.0	2.0	16.0	12.0	3.0	3.0	-	18.0
Chehalem	429	380	(49)	15.0	4.0	2.0	21.0	14.0	4.0	2.0	-	20.0
Cooper Mountain	456	416	(40)	12.0	4.0	2.0	18.0	13.0	4.0	2.0	-	19.0
Elmonica	445	433	(12)	14.0	4.0	2.0	20.0	14.0	4.0	2.0	-	20.0
Errol Hassell	380	341	(39)	12.0	3.0	2.0	17.0	13.0	3.0	2.0	-	18.0
Findley	546	476	(70)	15.0	5.0	2.0	22.0	15.0	5.0	2.0	-	22.0
Fir Grove	367	335	(32)	12.0	3.0	2.0	17.0	10.9	3.0	2.0	-	15.9
FLEX (K-5)	228	928	700	6.0	1.0	1.0	8.0	22.0	1.0	1.0	10.0	34.0
Greenway	316	307	(9)	10.0	3.0	2.0	15.0	9.0	3.0	2.0	-	14.0
Hazeldale	479	408	(71)	16.0	4.0	2.0	22.0	14.0	4.0	2.0	-	20.0
Hiteon	590	502	(88)	18.0	5.0	2.0	25.0	17.0	5.0	2.0	-	24.0
Jacob Wismer	703	570	(133)	22.0	5.0	2.0	29.0	21.0	5.0	2.0	-	28.0
Kinnaman	584	511	(73)	21.0	5.0	2.0	28.0	19.5	5.0	2.0	-	26.5
McKay	295	257	(38)	10.0	2.0	2.0	14.0	9.0	2.0	2.0	-	13.0
McKinley	653	582	(71)	23.0	6.0	2.0	31.0	22.0	6.0	2.0	-	30.0
Montclair	290	277	(13)	9.0	2.0	3.0	14.0	9.0	2.0	3.0	-	14.0
Nancy Ryles	567	498	(69)	18.0	4.0	2.0	24.0	17.0	4.0	2.0	-	23.0
Oak Hills	545	518	(27)	17.0	4.0	2.0	23.0	17.0	4.0	2.0	-	23.0
Raleigh Hills (K-8)	414	353	(61)	13.0	4.0	2.0	19.0	12.0	4.0	2.0	-	18.0
Raleigh Park	319	319	-	9.0	3.0	2.0	14.0	9.0	3.0	2.0	-	14.0
Ridgewood	390	377	(13)	11.0	3.0	2.0	16.0	12.0	3.0	2.0	-	17.0
Rock Creek	448	420	(28)	13.0	4.0	2.0	19.0	13.0	4.0	2.0	-	19.0
Sato	765	709	(56)	24.0	6.0	2.0	32.0	23.0	6.0	2.0	-	31.0
Scholls Heights	649	597	(52)	21.0	5.0	2.0	28.0	21.0	5.0	1.0	-	27.0
Sexton Mountain	513	470	(43)	15.0	4.0	2.0	21.0	15.0	4.0	2.0	-	21.0
Springville (K-8)	842	667	(175)	26.0	7.0	2.0	35.0	23.0	7.0	2.0	-	32.0
Terra Linda	330	288	(42)	9.0	3.0	2.0	14.0	9.0	3.0	2.0	-	14.0
Vose	726	677	(49)	25.0	7.0	3.0	35.0	24.0	7.0	3.0	-	34.0
West TV	306	300	(6)	10.0	3.0	1.0	14.0	11.0	3.0	1.0	-	15.0
William Walker	510	490	(20)	20.0	4.0	2.0	26.0	19.0	4.0	2.0	-	25.0
<b>Elementary School Total</b>	<b>17,681</b>	<b>16,831</b>	<b>(850)</b>	<b>561.0</b>	<b>150.0</b>	<b>71.0</b>	<b>782.0</b>	<b>564.8</b>	<b>150.0</b>	<b>71.0</b>	<b>10.0</b>	<b>795.8</b>
<b>Average Elementary School Staffing Ratio</b>				<b>31.5</b>	<b>24.9</b>	<b>22.6</b>		<b>29.8</b>	<b>23.5</b>	<b>21.4</b>	<b>21.1</b>	



## 2021-22 Classroom Teacher Staffing By School As of 09/30/2021

School	Enrollment			Budgeted APU				Actual APU				
	Budgeted Enrollment	9/30/2021 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	ESSER	TOTAL
Cedar Park	681	622	(59)	21.6	4.2	1.6	27.4	22.4	4.2	1.6	-	28.2
Conestoga	921	854	(67)	27.8	5.4	2.0	35.2	28.6	5.4	2.0	-	36.0
Five Oaks	886	749	(137)	28.4	5.4	2.0	35.8	26.1	5.4	2.0	-	33.5
Highland Park	688	702	14	20.4	4.0	1.6	26.0	21.3	4.0	1.6	-	26.9
Meadow Park	697	686	(11)	26.2	4.6	1.6	32.4	26.1	4.6	1.6	-	32.3
Mountain View	941	883	(58)	32.8	6.2	2.4	41.4	32.2	6.2	2.4	-	40.8
Stoller	1,028	1,039	11	29.0	5.6	1.4	36.0	31.4	5.6	1.4	-	38.4
Tumwater	889	865	(24)	24.7	4.8	2.0	31.5	25.7	4.8	2.0	-	32.5
Whitford	814	766	(48)	30.0	5.4	1.8	37.2	30.0	5.4	1.8	-	37.2
<b>Middle School Total</b>	<b>7,545</b>	<b>7,166</b>	<b>(379)</b>	<b>240.9</b>	<b>45.6</b>	<b>16.4</b>	<b>302.9</b>	<b>243.8</b>	<b>45.6</b>	<b>16.4</b>		<b>305.8</b>
<b>Average Middle School Staffing Ratio</b>				<b>31.3</b>	<b>26.3</b>	<b>24.9</b>		<b>29.4</b>	<b>24.8</b>	<b>23.4</b>	<b>23.4</b>	
Aloha	1,805	1,740	(65)	67.6	13.2	4.0	84.8	63.4	13.2	4.0	-	80.6
Beaverton	1,425	1,441	16	55.2	9.0	3.2	67.4	54.0	9.0	3.2	2.2	68.4
Mountainside	1,775	1,732	(43)	57.6	10.2	3.4	71.2	56.0	10.2	3.4	-	69.6
Southridge	1,506	1,500	(6)	51.4	9.4	3.2	64.0	50.7	9.4	3.2	-	63.3
Sunset	1,937	1,983	46	58.6	10.8	3.4	72.8	57.7	10.8	3.4	2.8	74.7
Westview	2,366	2,324	(42)	74.2	13.8	4.0	92.0	72.5	13.8	4.0	-	90.3
<b>High School Total</b>	<b>10,814</b>	<b>10,720</b>	<b>(94)</b>	<b>364.6</b>	<b>66.4</b>	<b>21.2</b>	<b>452.2</b>	<b>354.3</b>	<b>66.4</b>	<b>21.2</b>	<b>5.0</b>	<b>446.9</b>
<b>Average High School Staffing Ratio</b>				<b>29.7</b>	<b>25.1</b>	<b>23.9</b>		<b>30.3</b>	<b>25.5</b>	<b>24.3</b>	<b>24.0</b>	
Arts & Communication Magnet Academy (6-12)	712	693	(19)	25.2	4.2	1.2	30.6	25.0	4.2	1.2	-	30.4
Beaverton Academy of Science and Engineering (6-12)	846	828	(18)	31.4	5.0	1.4	37.8	30.9	5.0	1.4	-	37.3
Community School (9-12)	103	90	(13)	10.6	1.4	0.4	12.4	7.6	1.4	0.4	-	9.4
FLEX Online School (6-12)	284	738	454	18.3	1.0	0.6	19.9	18.4	1.0	0.6	0.8	20.8
International School of Beaverton (6-12)	856	857	1	30.4	5.0	1.2	36.6	31.3	5.0	1.2	-	37.5
<b>Options Schools Total</b>	<b>2,801</b>	<b>3,206</b>	<b>405</b>	<b>115.9</b>	<b>16.6</b>	<b>4.8</b>	<b>137.3</b>	<b>113.2</b>	<b>16.6</b>	<b>4.8</b>	<b>0.8</b>	<b>135.4</b>
<b>Average Options Staffing Ratio</b>				<b>24.2</b>	<b>21.1</b>	<b>20.4</b>		<b>28.3</b>	<b>24.7</b>	<b>23.8</b>	<b>23.7</b>	
<b>Address Extreme Class Size K-12</b>				<b>44.6</b>			<b>44.6</b>					
<b>District Total</b>	<b>38,841</b>	<b>37,923</b>	<b>(918)</b>	<b>1,327.0</b>	<b>278.6</b>	<b>113.4</b>		<b>1,276.1</b>	<b>278.6</b>	<b>113.4</b>	<b>15.8</b>	<b>1,683.9</b>

Note: Budgeted enrollment includes general education student projections plus specialized program students for elementary and general education student projections plus ALC, EGC, and SCC students for secondary. Classroom teachers are budgeted based on a staffing ratio found in the Staffing Allocation Methodology (SAM) on pages 209-228 in the 2021-22 Adopted Budget Document.

**Beaverton School District**  
**Portfolio Management**  
**Portfolio Summary**  
**September 30, 2021**

<b>Investments</b>	<b>Par Value</b>	<b>Market Value</b>	<b>Book Value</b>	<b>% of Portfolio</b>	<b>Days to Maturity</b>	<b>YTM</b>
Corporate Notes	10,000,000.00	10,028,250.00	10,111,050.80	5.48	50	2.497
Commercial Paper Disc. -At Cost	10,000,000.00	9,998,700.00	9,997,566.67	5.41	43	0.075
Federal Agency Disc. -At Cost	43,426,000.00	43,422,251.66	43,421,231.97	23.52	77	0.039
Treasury Discounts -At Cost	74,873,000.00	74,867,582.72	74,864,163.93	40.55	63	0.033
LGIP	46,250,828.68	46,250,828.68	46,250,828.68	25.05	1	0.550
	<b>184,549,828.68</b>	<b>184,567,613.06</b>	<b>184,644,842.05</b>	<b>100.00%</b>	<b>49</b>	<b>0.301</b>

<b>Total Earnings</b>	<b>September 30 Month Ending</b>	<b>Fiscal Year To Date</b>
Current Year	51,843.27	536,496.46
<b>Average Daily Balance</b>	<b>187,970,997.52</b>	<b>199,701,993.21</b>
<b>Effective Rate of Return</b>	<b>0.34%</b>	<b>1.07%</b>

This report of the investment portfolio is in accordance with Board Policy DFA - Investment of Funds.

Beaverton School District, Prepared By Business Office

**Beaverton School District**  
**Investments by Sector and Group**  
**Index: Investment Policy**  
**Limitation based on Par Value**  
**September 30, 2021**

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
<b>Federal Agency</b>								
<b>Federal Agricultural Mortgage</b>								
31315LQT8	11225	Federal Agricultural Mortgage	12/20/2021	15,000,000.00	14,998,416.67	14,998,650.00		8.12
			<b>Subtotal</b>	<b>15,000,000.00</b>	<b>14,998,416.67</b>	<b>14,998,650.00</b>	<b>35.00</b>	<b>8.13</b>
<b>Federal Home Loan Bank</b>								
313385QM1	11224	Federal Home Loan Bank	12/14/2021	16,000,000.00	15,998,008.89	15,998,720.00		8.67
313385QQ2	11227	Federal Home Loan Bank	12/17/2021	12,426,000.00	12,424,806.41	12,424,881.66		6.73
			<b>Subtotal</b>	<b>28,426,000.00</b>	<b>28,422,815.30</b>	<b>28,423,601.66</b>	<b>35.00</b>	<b>15.40</b>
			<b>Total</b>	<b>43,426,000.00</b>	<b>43,421,231.97</b>	<b>43,422,251.66</b>	<b>100.00</b>	<b>23.53</b>
<b>Corporate Indebtedness</b>								
<b>Australia &amp; NZ Banking Grp NY</b>								
05253JAQ4	11127	Aust & NZ Banking Grp NY	11/23/2021	5,000,000.00	5,076,400.80	5,016,300.00		2.70
			<b>Subtotal</b>	<b>5,000,000.00</b>	<b>5,076,400.80</b>	<b>5,016,300.00</b>	<b>5.00</b>	<b>2.71</b>
<b>Los Angeles Airport</b>								
54444QZA4	11223	Los Angeles Airport	12/10/2021	5,000,000.00	4,998,600.00	4,998,950.00		2.70
			<b>Subtotal</b>	<b>5,000,000.00</b>	<b>4,998,600.00</b>	<b>4,998,950.00</b>	<b>5.00</b>	<b>2.71</b>
<b>Toyota Cap Corp</b>								
8923A0XJ7	11216	Toyota Cap Corp	10/18/2021	5,000,000.00	4,998,966.67	4,999,750.00		2.70
			<b>Subtotal</b>	<b>5,000,000.00</b>	<b>4,998,966.67</b>	<b>4,999,750.00</b>	<b>5.00</b>	<b>2.71</b>
<b>US Bank</b>								
90331HNX7	11089	US Bank	11/16/2021	5,000,000.00	5,034,650.00	5,011,950.00		2.70
			<b>Subtotal</b>	<b>5,000,000.00</b>	<b>5,034,650.00</b>	<b>5,011,950.00</b>	<b>5.00</b>	<b>2.71</b>
			<b>Total</b>	<b>20,000,000.00</b>	<b>20,108,617.47</b>	<b>20,026,950.00</b>	<b>35.00</b>	<b>10.84</b>
<b>OR Treas Local Govt Inv Pool</b>								
<b>Local Government Inv Pool</b>								
LGIP 4010	FUND 000	LGIP		45,875,733.17	45,875,733.17	45,875,733.17		24.85
LGIP 5173	FUND 300	LGIP		367,546.33	367,546.33	367,546.33		0.19
LGIP 4966	FUND 416	LGIP		7,216.19	7,216.19	7,216.19		0.00
LGIP 4972	FUND 417	LGIP		332.99	332.99	332.99		0.00
			<b>Subtotal</b>	<b>46,250,828.68</b>	<b>46,250,828.68</b>	<b>46,250,828.68</b>	<b>100.00</b>	<b>25.06</b>
			<b>Total</b>	<b>46,250,828.68</b>	<b>46,250,828.68</b>	<b>46,250,828.68</b>	<b>100.00</b>	<b>25.06</b>

**Beaverton School District  
Investments by Sector and Group  
Limitation based on Par Value**

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
<b>US Treasuries</b>								
<b>US Treasuries</b>								
912796M22	11215	U.S. Treasury	10/05/2021	4,315,000.00	4,314,743.26	4,315,000.00		2.33
912796J67	11217	U.S. Treasury	12/16/2021	13,979,000.00	13,977,374.55	13,977,881.68		7.57
912796G52	11218	U.S. Treasury	10/14/2021	3,602,000.00	3,601,730.15	3,601,963.98		1.95
912796K73	11219	U.S. Treasury	01/13/2022	7,304,000.00	7,302,772.12	7,303,196.56		3.95
912796N62	11220	U.S. Treasury	11/16/2021	2,438,000.00	2,437,699.31	2,437,878.10		1.32
912796N62	11221	U.S. Treasury	11/16/2021	23,000,000.00	22,997,163.33	22,998,850.00		12.46
912796N54	11222	U.S. Treasury	11/09/2021	10,500,000.00	10,498,786.67	10,499,370.00		5.69
912796L72	11226	U.S. Treasury	02/10/2022	9,735,000.00	9,733,894.54	9,733,442.40		5.27
			<b>Subtotal</b>	<b>74,873,000.00</b>	<b>74,864,163.93</b>	<b>74,867,582.72</b>	<b>100.00</b>	<b>40.57</b>
			<b>Total</b>	<b>74,873,000.00</b>	<b>74,864,163.93</b>	<b>74,867,582.72</b>	<b>100.00</b>	<b>40.57</b>
			<b>Grand Total</b>	<b>184,549,828.68</b>	<b>184,644,842.05</b>	<b>184,567,613.06</b>		

**Beaverton School District**  
**Summary by Issuer**  
**September 30, 2021**  
**Grouped by Fund**

Issuer	Number of Investments	Par Value	Market Value	% of Portfolio	Average YTM 365	Average Days to Maturity
<b>Fund: Pooled Cash</b>						
Subtotal	6	105,375,733.17	105,371,373.17	57.10	0.266	30
<b>Fund: 300 Debt Service</b>						
Subtotal	2	2,805,546.33	2,805,424.43	1.52	0.107	40
<b>Fund: 416 Capital Projects Non-Tax</b>						
Subtotal	5	36,035,216.19	36,044,661.83	19.53	0.480	68
<b>Fund: 417 Capital Projects Taxable</b>						
Subtotal	6	40,333,332.99	40,346,153.63	21.86	0.249	84
<b>Total and Average</b>	<b>19</b>	<b>184,549,828.68</b>	<b>184,567,613.06</b>	<b>100.00</b>	<b>0.302</b>	<b>49</b>



# FEDERAL CORONAVIRUS RESOURCE UPDATE

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October 25, 2021

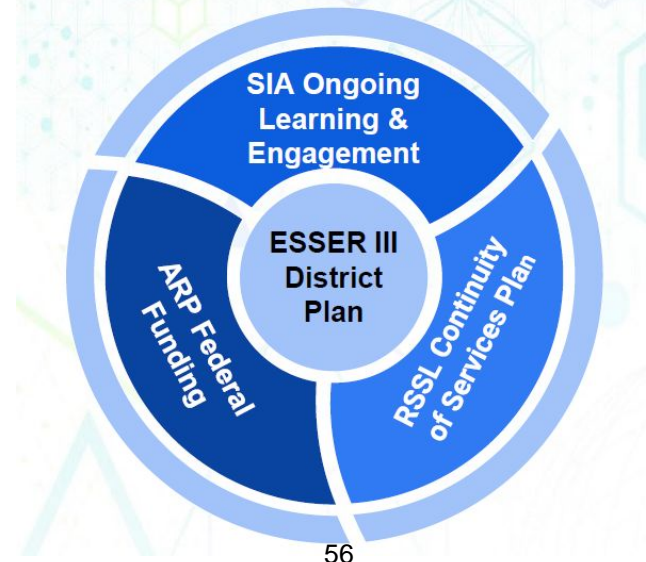
[District and School Improvement Planning Webpage](#)

# Federal Coronavirus Resources

- ESSER I (Elementary and Secondary School Emergency Relief) is part of CARES (Coronavirus Aid, Relief and Economic Security) Act
- ESSER II is part of CRRSA (Coronavirus Response and Relief Supplemental Appropriations) Act
- ESSER III is part of ARP (American Rescue Plan)
- Values Guiding ESSER III Process:
  - **Equity** - Bring students at the margins to the center
  - **Adaptability** - Making the most of available resources to support students
  - **Efficiency** - A plan that draws from work already complete

# American Rescue Plan (ARP)

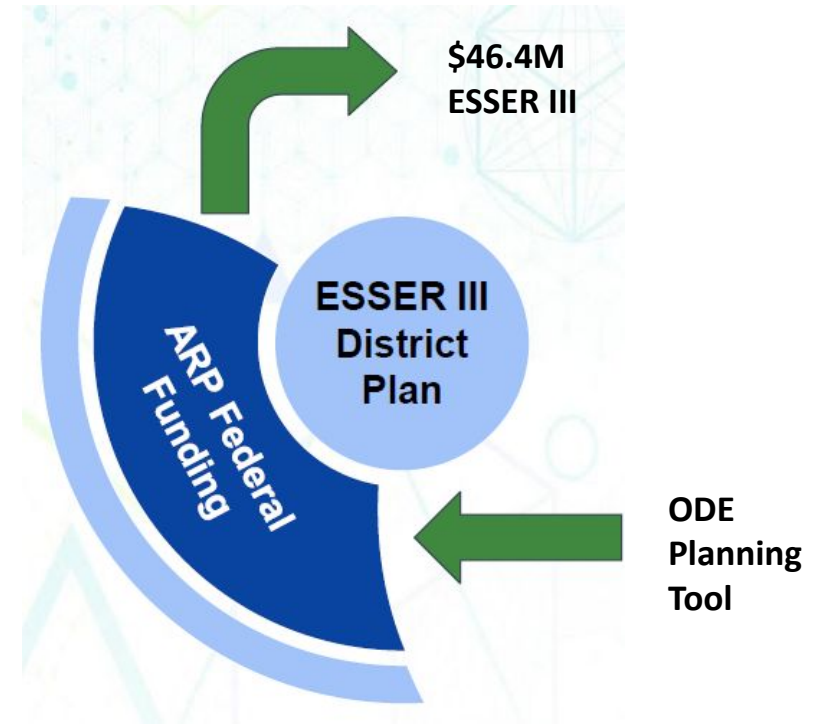
- Three parts of the ESSER III plan identified by Oregon Department of Education (ODE):
  - ARP Federal Funding
  - Student Investment Account (SIA) Ongoing Learning & Engagement
  - Ready Schools, Safe Learners (RSSL) Continuity of Services Plan



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# Federal Funding

- District uses ODE planning tool to track strategies, intervention/activities, and estimated investments
- 20% of ESSER III must be used to address unfinished learning activities
- Unlike ESSER I and II, the District must report on efforts to measure and address unfinished learning



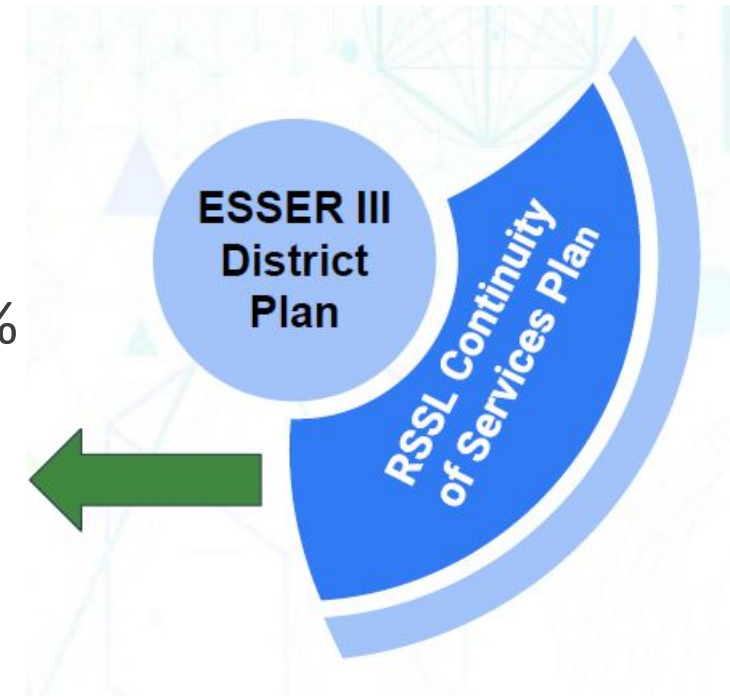
# Learning & Engagement

- Community engagement requirements for ESSER III mirror *most* SIA focal groups
- The SIA engagement process informs ESSER III District Plan
- The SIA Needs Assessment informs ESSER III District Plan
- Embed ESSER investments in ongoing SIA engagement process



# RSSL (Ready Schools Safe Learners) Continuity of Services Plan

- [RSSL Resiliency Framework for 2021-22 School Year](#)
- State Board of Education Plan Requirement (OAR 81-022-0105)
- Requires Districts to include investments of at least 20% of total funding towards unfinished learning
- Requires engagement of migrant students and families and incarcerated youth

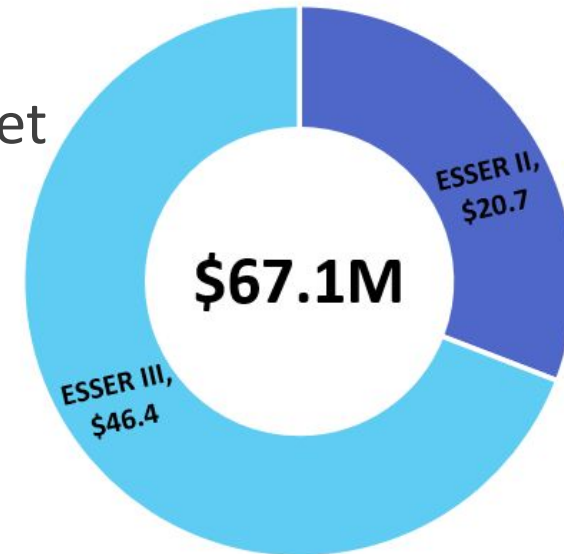


# ESSER I Recap

- The District received \$10.1 million from ESSER I, spent mostly in 2020-21
- How we spent those funds:
  - \$3.0M Teachers (SIA Shortfall)
  - \$2.0M Chromebooks
  - \$1.5M COVID-Related PPE/Supplies
  - \$0.7M Return to School Planning/Technology
  - \$0.4M Nutrition Services
  - \$0.2M Indirect Costs
  - \$0.1M Charter/Private Schools
- ***\$2.2M Childcare Subsidy (Washington County ESSER I)***

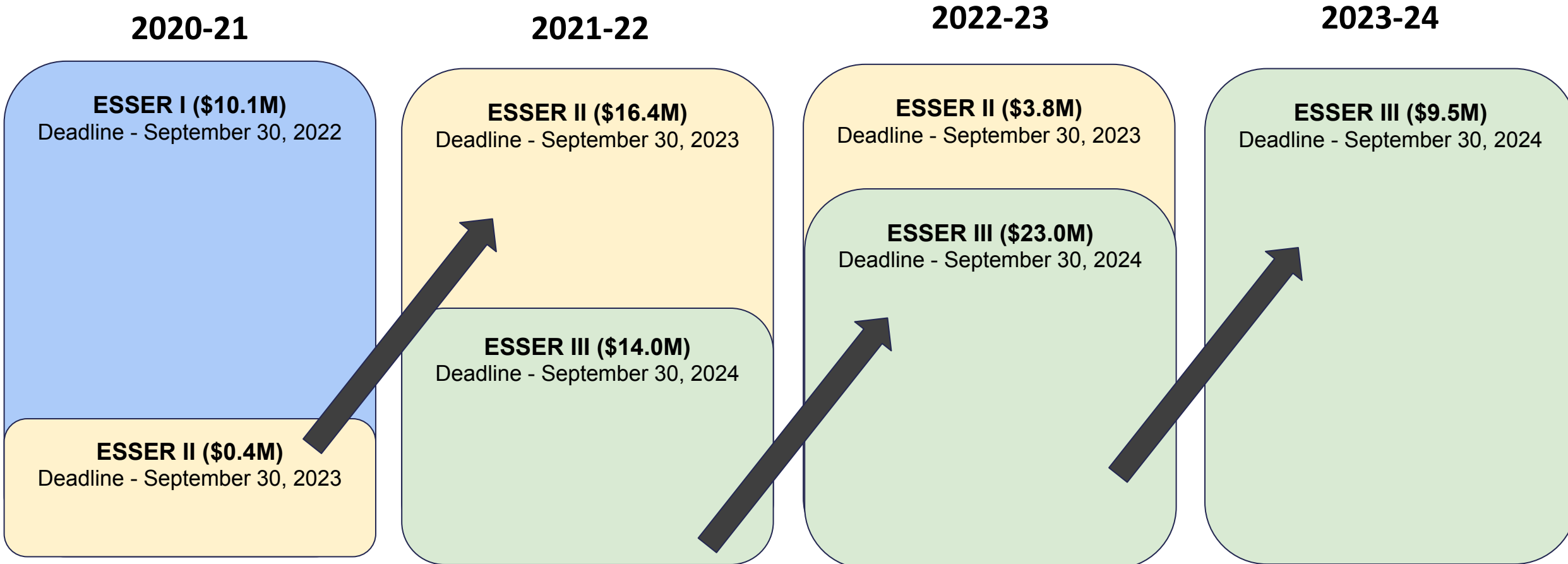
# ESSER II & III

- The District received \$20.7M in funds from ESSER II and \$46.4M from ESSER III
- Both ESSER II and III funds were included in the 2021-22 budget
- Planned for ESSER II and III together (total \$67.1M)
- Timeline - Must be spent by September 30, 2024
- Allows time to be thoughtful and flexible about the planned uses for these funds over the next three years



# Timeline

Through ESSER I, II and III stimulus funding, BSD will receive \$77.2M with planned spending over the next three years.



20% of ESSER III must be reserved for unfinished learning recovery programs



# ESSER II & III Priorities

- Equity Lens Questions
  - Whose voice is and isn't represented in this decision?
  - Who does this decision benefit or burden?
  - Is this decision in alignment with the BSD Equity Policy?
  - Does this decision close or widen the access, opportunity, and expectation gaps?
- SIA priorities/SAM (Staffing Allocation Methodology) priorities
  - Administrator survey for ESSER
- Community/Staff priorities/January 2020 survey



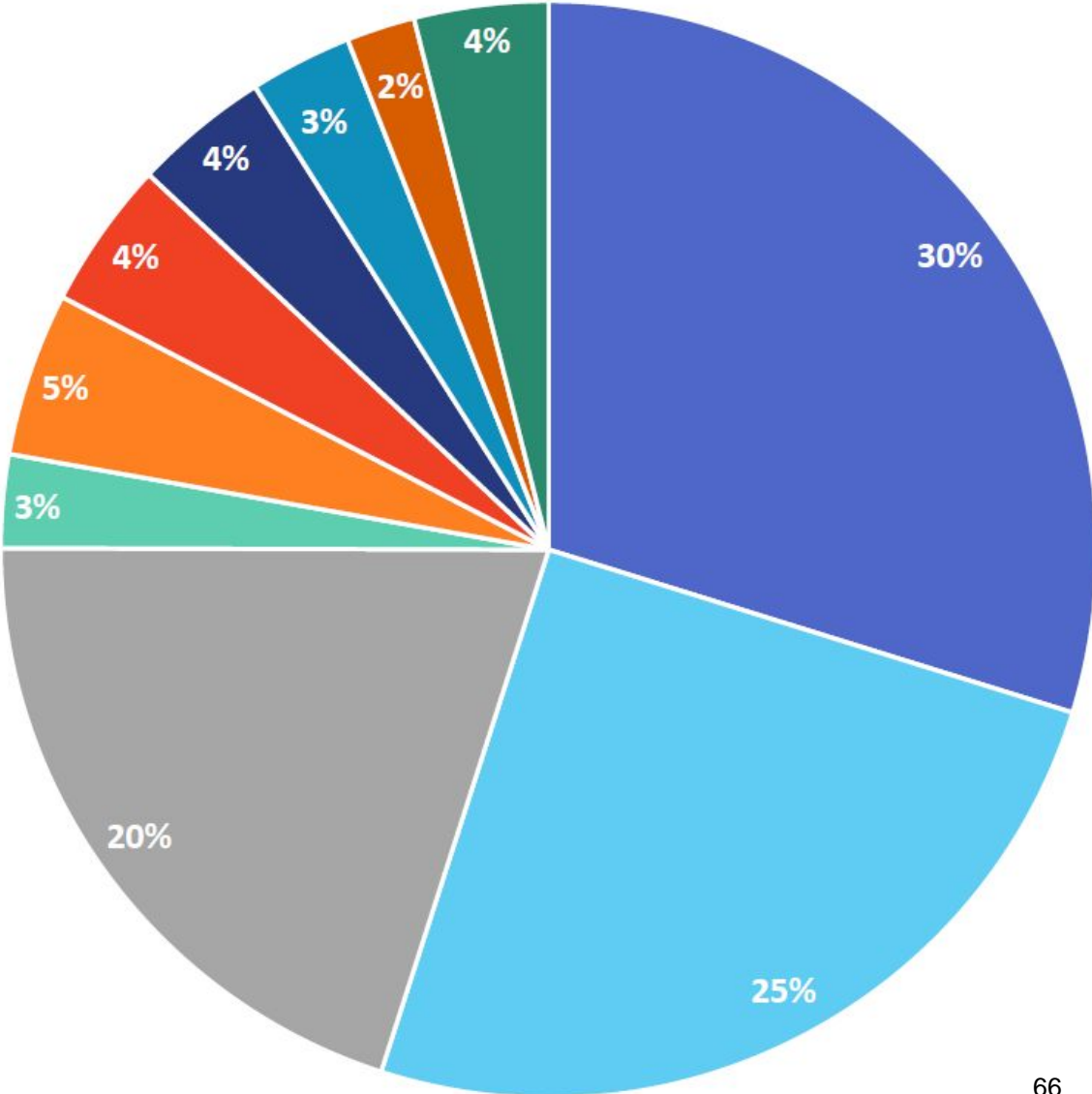
# ESSER II & III Priorities

- Operations - HVAC
  - Provide mechanical ventilation in two ES gyms; improve ventilation in one ES gym
  - Contracts: 1) boiler preventive maintenance and 2) augment HVAC response; enables staff to focus their response on ventilation issues
  - Miscellaneous repairs for HVAC parts
  - Repair of large chillers and air handler units

# ESSER II & III Strategies

- Empowering, Adaptable Instruction
- Time & Attention
- Relationships & Mental Health Support
- Family & Community Partnerships
- Improve the Indoor Air Quality OR School Facility Repairs & Improvements
- Purchasing Educational Technology that Aids in Regular, Substantive Educational Interaction Between Students and Educators
- Maintain the Operations of and Continuity of Services
- Implementation of Public Health Protocols

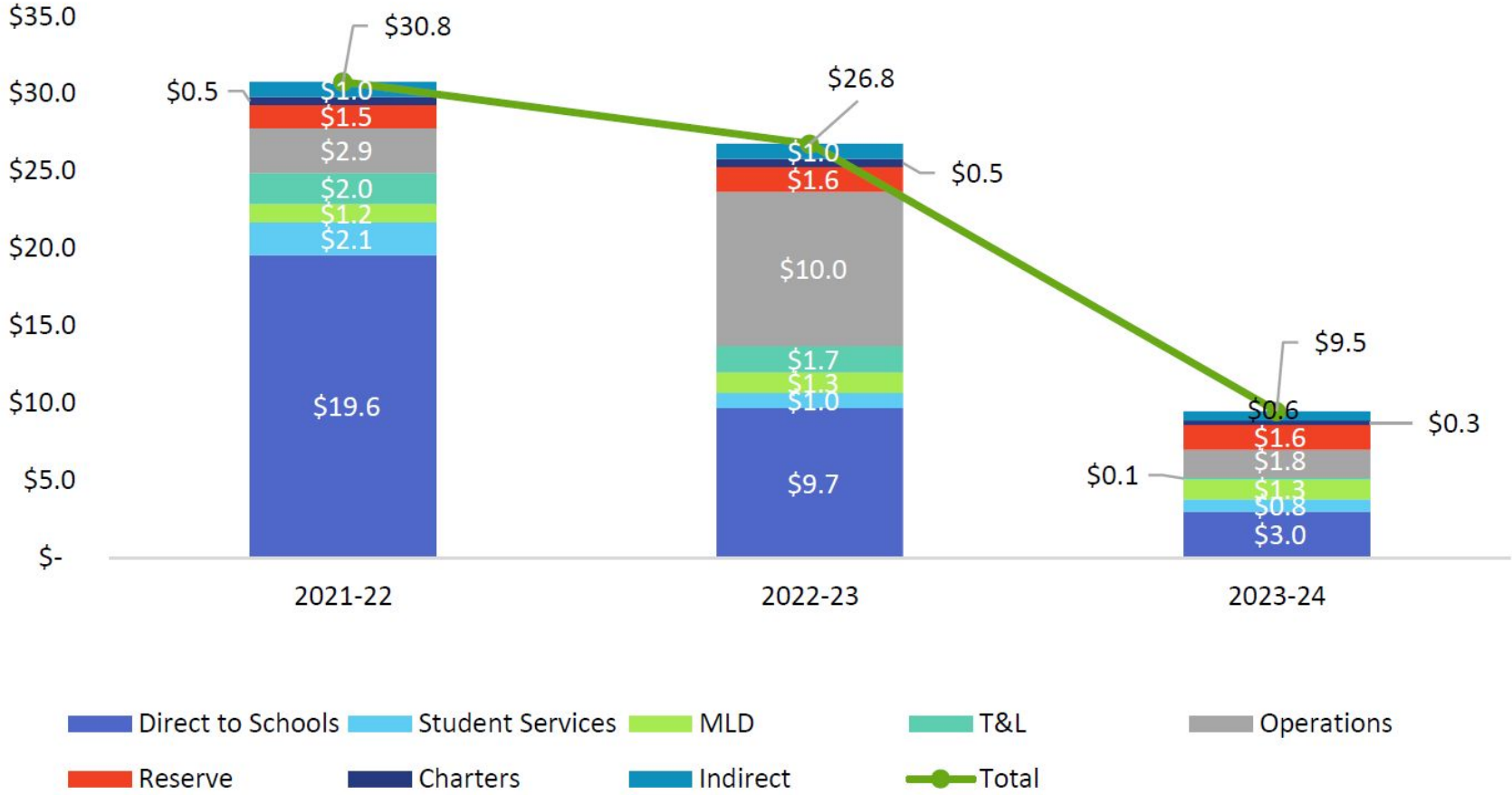
# ESSER II & III Strategies



- 29.8% Time & Attention
- 25.1% Relationships & Mental Health Support
- 20.1% Improve the Indoor Air Quality OR School Facility Repairs and Improvements
- 2.7% Maintain the Operation of and Continuity of Services
- 4.8% Empowering, Adaptable Instruction
- 4.4% Implementation of Public Health Protocols
- 4.0% Purchasing Educational Technology
- 3.0% Family & Community Partnerships
- 2.0% Charter Schools
- 4.0% Indirect



# School/Department Breakdown

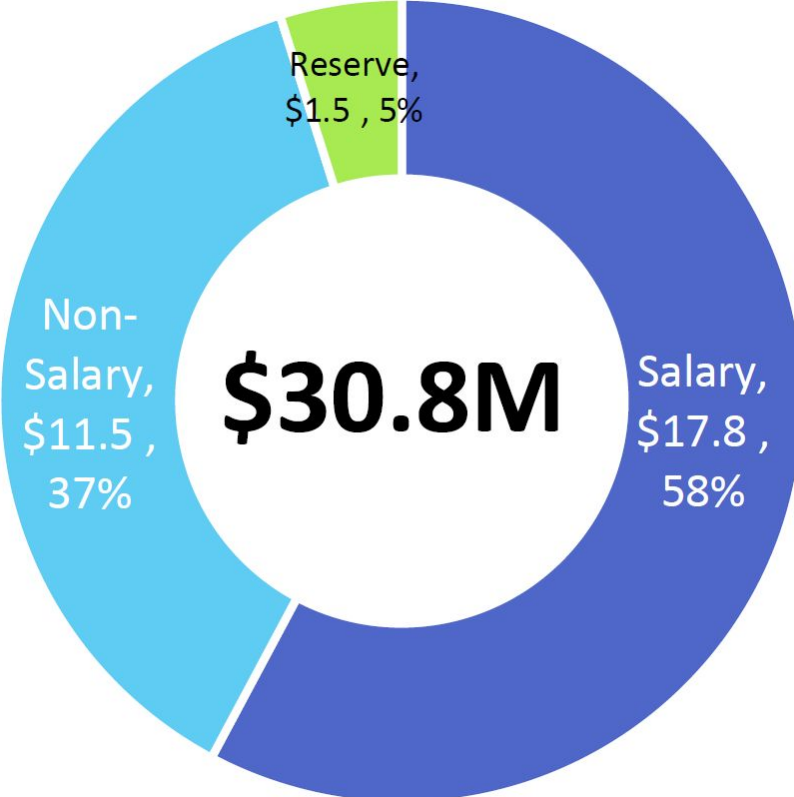


(in millions)

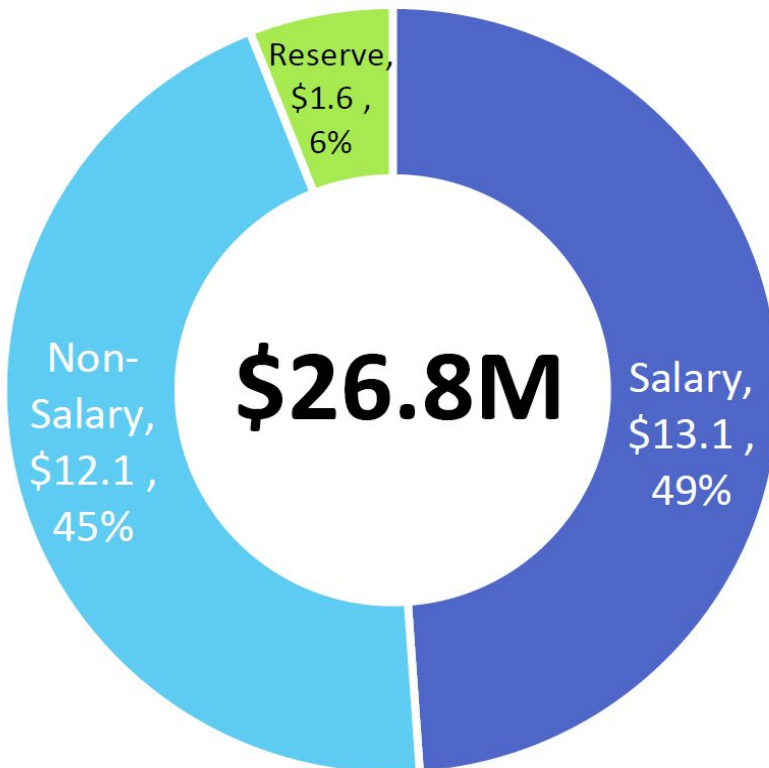


# Salary vs Non-Salary

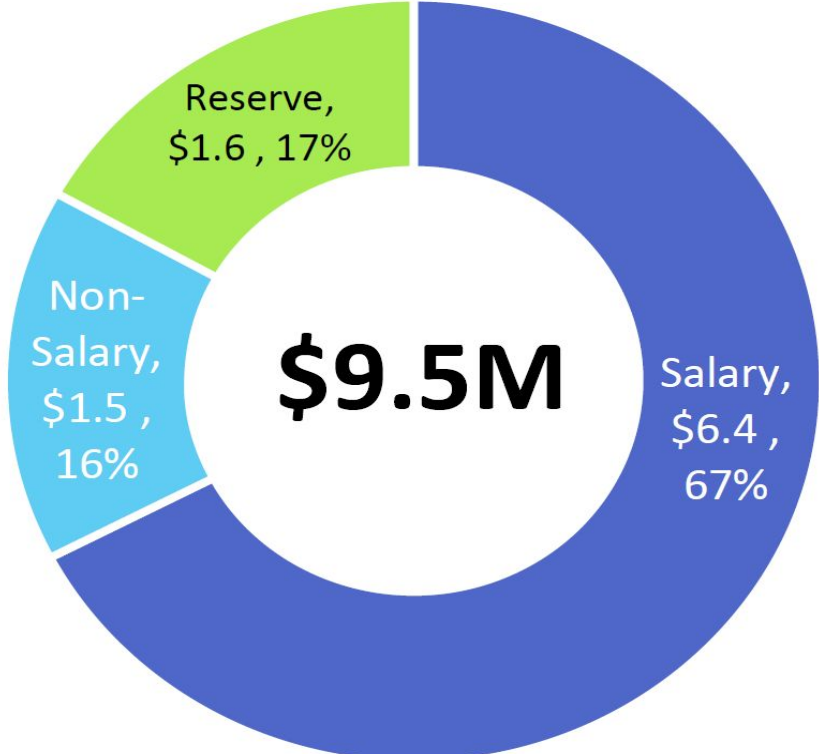
2021-22



2022-23



2023-24



# Staff Investments

## FTE by Location

Location	2021-22	2022-23	2023-24
Schools	91.9	63.5	19.0
Student Services	21.0	5.0	4.0
Multilingual Department	11.5	11.5	11.5
Teaching & Learning	3.2	3.2	0.5
Operations	14.0	13.0	12.0
<b>Total</b>	<b>141.6</b>	<b>96.2</b>	<b>47.0</b>

## FTE by Type

Employee Classification	2021-22	2022-23	2023-24
Licensed	105.6	77.2	28.0
Classified	35.5	18.5	18.5
Administrator	0.5	0.5	0.5
<b>Total</b>	<b>141.6</b>	<b>96.2</b>	<b>47.0</b>



# Staff Investments Continued

## FTE by Position

Position	2021-22	2022-23	2023-24
Classroom Teachers	20.4	-	-
Student Success Coaches	17.0	17.0	7.0
Academic Coaches	26.0	26.0	-
School Support Specialists	20.0	20.0	11.5
Credit Recovery Teachers	8.0	-	-
Social Worker	0.5	0.5	0.5
ELD Teachers*	5.0	5.0	5.0
Bilingual Facilitators*	6.5	6.5	6.5
Nurse	1.0	1.0	1.0
COVID NOSA	1.0	1.0	-
SEL TOSA	1.0	1.0	1.0
Drug & Alcohol Counselors*	2.0	2.0	2.0
Health Assistants	16.0	-	-
Extended Learning Administrator	0.5	0.5	0.5

Position	2021-22	2022-23	2023-24
Curriculum Support TOSA	1.0	1.0	-
Online Learning TOSA	0.7	0.7	-
Elementary Digital Curriculum TOSA	1.0	1.0	-
Mentor for Diverse Staff	1.0	1.0	-
COVID Coordinator	1.0	-	-
Preventative Maintenance Specialists	2.0	2.0	2.0
Roving Custodian II	4.0	4.0	4.0
Roving Custodial Foreman I	1.0	1.0	1.0
HVAC Technicians	3.0	3.0	3.0
Landscape Technicians	2.0	2.0	2.0
<b>Total</b>	<b>141.6</b>	<b>96.2</b>	<b>47.0</b>

*\*Positions Not Yet Posted*

# Non-Salary Investments

Investment	2021-22	2022-23	2023-24
Summer Learning Grant 25% Match	\$ 3.7	\$ -	\$ -
Student Devices, Software & Student Books and Materials	4.3	1.4	0.2
COVID-19 PPE, HVAC Filters, Preventative Maintenance	0.6	0.1	0.1
HVAC Repair Projects	0.8	8.5	0.4
Student Services, Charter Schools, Indirect	2.1	2.1	0.8
<b>Total</b>	<b>\$ 11.5</b>	<b>\$ 12.1</b>	<b>\$ 1.5</b>

# Next Steps

- The virus continues to alter our plans and spending
  - OHA/Washington County guidance
  - Bargaining agreements
  - Staff shortages
- Reserves are included in each year to help address urgent, unanticipated needs
- There will be ongoing changes based on student needs
- School Board Plan updates will occur in January, Budget 101 in March and Budget Committee in May
- Web page to share ESSER information moving forward:  
<https://www.beaverton.k12.or.us/departments/accountability/improvement-planning>



### BUDGET COMMITTEE MEMBER SELECTION UPDATE

#### POLICY ISSUE / SITUATION:

The Budget Committee has five vacancies:

<i>Zone</i>	<i>Board Member</i>	<i>Current Budget Committee Member</i>	<i>Term Expiration</i>
3	Eric Simpson	Bettina Jeszenszky	June 30, 2021
4	Sunita Garg	OPEN	June 30, 2022
5	Ugonna Enyinnaya	Denise Petterborg	June 30, 2021
6	Becky Tymchuk	Heidi Edwards	June 30, 2021
7	Tom Colett	OPEN	June 30, 2022

#### BACKGROUND INFORMATION:

The School Board needs to appoint community representatives from Zones 3, 5 and 6 to serve three-year terms on the Budget Committee. The positions for Zones 4 and 7 are for one-year. Members who previously served on the Budget Committee are not excluded from appointment.

The School Board is using the following process to appoint committee members:

- Openings will be publicized using all communication channels, with a deadline of October 15, 2021.
- A letter of interest and/or resume is submitted through the online application from each candidate.
- Board Members will review applications submitted for their zone.
- As of this date we have received the following applications:

<i>Zone</i>	<i>Board Member</i>	<i>Number of Applications</i>
3	Eric Simpson	1
4	Sunita Garg	0
5	Ugonna Enyinnaya	1
6	Becky Tymchuk	2
7	Tom Colett	3

- The deadline will be extended to November 19, 2021.
- Administration hopes to present appointees at the December 15, 2021 School Board Meeting for Board approval.

#### RECOMMENDATION:

It is recommended that the School Board receive and discuss this update.

**District Goal:** WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



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**DISTRICT COVID UPDATE**

October 25, 2021

**POLICY ISSUE/SITUATION:** BSD continues to monitor the COVID-19 global pandemic and its impact on District operations and procedures. We continue to adjust our practices based on directives from the State of Oregon, recommendation from ODE/OHA and guidance from the Washington County Department of Public Health. The report includes staff impacts of the vaccine mandate, isolation and quarantine; COVID screening and diagnostic testing; and updates on instruction and social distancing. Also included is the District Covid-19 Update School Board presentation.

**RECOMMENDATION:** It is recommended that the Board review this update and offer any questions or comments following the presentation.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

## **DISTRICT COVID UPDATE – October 2021**

### **Staff Impacts of the Vaccine Mandate, Isolation and Quarantine**

#### Staff Vaccine Mandate

As of October 18, 2021, more than 99% of regular BSD staff had complied with the vaccine mandate. Approximately 3% of total staff in compliance have been approved for medical or religious exceptions. Fewer than twenty regular staff members had failed to achieve at least partial vaccination by the October 18 deadline.

Staff who have been approved for a legal exception to the vaccine requirement are required to test weekly for COVID-19. Other accommodations may be required for these staff members per an interactive process led by Risk Management and designed to ensure staff and student safety.

Staff out of compliance with the vaccination mandate were placed on unpaid leave on October 19, 2021. These employees may be returned to work once they have submitted proof of full vaccination status.

The rate of compliance of BSD substitutes is around 60% at this time. However, the current list includes substitutes not currently active in the system. The rate of compliance with substitutes who have worked in the District ten or more days during this school year is greater than 97%. No substitute will be eligible to work at this time unless they have complied with the vaccine requirement.

#### Staff Cases, Isolation and Quarantine

For the period from October 4, 2021 to October 15, 2021, nine BSD employees tested positive for COVID-19 with eight of these employees showing symptoms. None of these BSD employees worked at the same sites, and no known connection or contact exists between them. Nine staff members have been isolated during this period, and no staff have been in quarantine.

#### **Isolation and Quarantine**

We have seen an overall decline in the number of students requiring isolation and quarantine; however, with the implementation of the Weekly COVID-19 Screening Program the week of October 25th we anticipate an increase in the number of students who are asymptomatic testing positive for COVID-19.

#### **Testing**

Elementary Weekly COVID-19 Screening will begin the week of October 25th and the program at the secondary level will begin the week of November 15th. Supply chain lines have had an impact on the arrival of testing kits on site.

A staff BSD COVID-19 diagnostic test site is anticipated to open the week of November 15th at Central Office in Portable 5. Staff members who are experiencing primary symptoms of COVID-19 or are within 3-10 days of being in close contact of a BSD student or staff member who tested positive for COVID-19 will be eligible for a COVID-19 diagnostic test at the test site.

## **Updates on Instruction**

The changing weather conditions have limited the availability of outdoor spaces that can be used for instruction or meals. The following guidance was developed for schools to use as they increase the use of indoor space. The guidance is specific to Physical Education, Fine Arts (Music), and Meals.

*Schools can begin to implement this guidance on or after Oct 11, 2021 at the discretion of the building administrator*

***Continue to use outdoor space whenever possible.*** Have a plan for breaks in the weather that allow for temporary outdoor use.

*The following guidance will be followed when indoors.*

- **PE**
  - *Maintain six feet or more of distance whenever possible. Plan for activities that limit exertion - see guidance for examples of appropriate activities*
    - *Guidance Docs*
      - [Elementary](#) [Middle](#) [High](#)
    - *If six feet is not possible, maintain a minimum of 3ft*
      - *Plan for activities with minimal exertion - yogo, stretching, etc.*
- **Music/Band/Choir**
  - *Maintain a minimum of six feet of distance. Use auditoriums and other large spaces. Use [this guidance](#) for instructional activities.*
    - *Elementary and 6th grade (unvaccinated students)*
      - *No indoor singing or wind instruments*
    - *Secondary (7th grade and up)*
      - *If at least six feet of distance in possible,*

- *limit singing (masked) and wind instruments (masked) to 20-minute intervals with a 15 minute break (ensures a complete air exchange).*
- *If six feet is not possible*
  - *No indoor singing or use of wind instruments.*
- **Meals**
  - *Schools will continue to strive for **six feet of distancing** whenever possible through creative use of all available space. You will report to your executive administrator if you can't provide adequate space for three feet of distancing.*
  - *There is a burden of responsibility regarding "whenever possible" and creative use of all spaces to attempt to meet the six feet of distance. The three-foot threshold should only be used when a greater distance is not possible.*

*Assigned Seats (Elementary) or Lunch Surveys (Secondary) are required when there is not adequate space for six feet of distancing. The seating charts and surveys will be used for contact tracing to limit the number of students in quarantine. Remember a "close contact" is defined by within 6ft during mealtimes.*

BSD continues to work with individual schools on the specific challenges associated with social distancing and full time, in person instruction.

# District Covid-19 Update School Board Meeting October 25, 2021

Susan Rodriguez, Danielle Hudson, Brian Sica



# BSD's Equity Lens

1. Whose **voice** is and isn't represented in this decision?
2. Who does this decision **benefit** or **burden**?
3. Is this decision in alignment with the **BSD Equity Policy**?
4. Does this decision **close** or **widen** the access, opportunity, and expectation gaps?

**A safe, engaging and consistent in-person/full time experience for all students and staff**

# Agenda

1. Staffing impact of vaccine mandate/staff quarantines (Susan)
2. Health Metrics update (quarantines and isolations) (Danielle)
3. Most current instructional impacts (Brian)
4. Board Staff Discussion - Please write down your questions and save them for the end

**\*\*Slides have been edited since the submission to Board Book to include the most current information\*\***



# **Staff Impacts**

## **Presented by Ms. Rodriguez**

# Staff Impacts: Vaccine Requirement, Quarantine, Isolation

> 99% of regular staff have complied with Vaccine Requirement

< 15 staff members failed to comply with mandate by October 18

October 4-15

- 0 staff in quarantine, 9 in isolation
- 9 staff members tested positive for COVID-19
- 8 of 9 staff testing positive were symptomatic

October 16-23

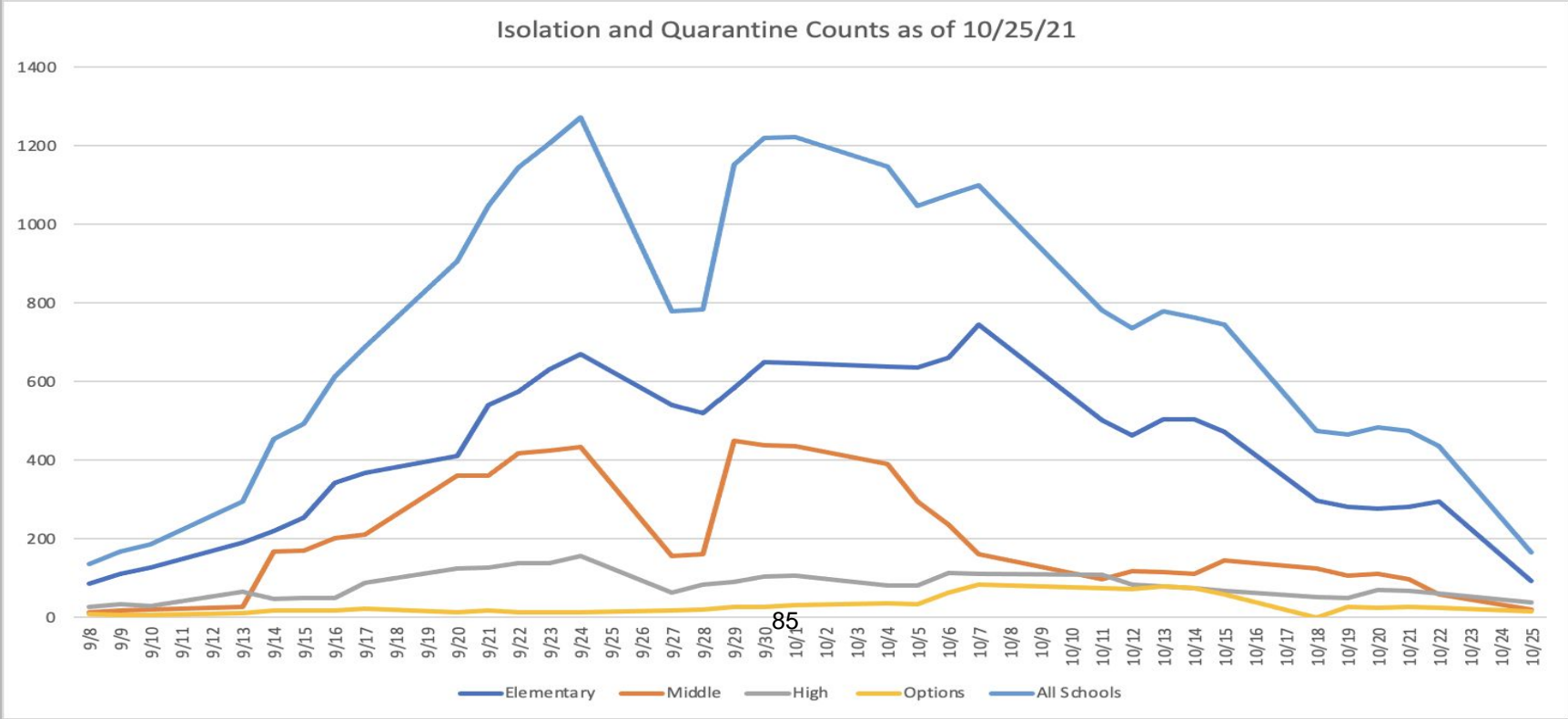
- 7 additional staff member in isolation
- 7 staff members tested positive for COVID-19
- 6 of 7 staff members testing positive were symptomatic

Most staff testing positive during this period work at separate BSD locations and have no known connection. There is one incident among these cases<sup>3</sup> where two teachers worked at the same site.

# Isolation, Quarantine, and Testing Updates

## Presented by: Dr. Hudson

# Isolation and Quarantine (Danielle)- Updated 10/25



# Testing (Danielle)- Updated 10/25

- Elementary Weekly COVID-19 Testing Begins the week of October 25th. Delayed due to supply chain issues.
  - 7,548 elementary students have registered to participate in the Weekly COVID-19 Screening program through OHSU
  - 1,500 secondary students have registered to participate in the Weekly COVID-19 Screening program through OHSU
- Secondary Weekly COVID-19 Testing begins the week of November 15th.
- BSD will have a staff COVID-19 Diagnostic Testing site at Central Office beginning the week of November 8th. The following staff members will be able to access the testing site:
  - Staff members who are exhibiting primary symptoms of COVID-19
  - Staff members between days 3-10 who were identified as a close contact of a BSD student or staff member who tested positive for COVID-19.
- Onsite school based COVID-19 Testing will continue for students who exhibit primary symptoms of COVID-19 while at school.
- With the increase of weekly screening, we anticipate an increase in the number of students who will need to isolate or quarantine.

# Vaccinations

- We anticipate vaccines will become available for children ages 5-11 the week of November 8th.
- Carl Mead, Steve Sparks, and I are working with community health partners to plan vaccine clinics at BSD schools.

# Instructional Updates

## Presented by: Dr. Sica

# Instructional Impacts (Brian)

Schools will be increasing their use of indoor space due to:

- Precipitation
- Temperature
- Safety and Useability (e.g. Muddy Fields)
- Supervision

**Continue to use outdoor space whenever possible. Have a plan for breaks in the weather that allow for temporary outdoor use**

# Instructional Impacts - Physical Education

- Maintain six feet or more of distance whenever possible. Plan for activities that limit exertion - see guidance for examples of appropriate activities
- If six feet is not possible, maintain a minimum of 3ft and plan for activities with minimal exertion - yogo, stretching, etc.

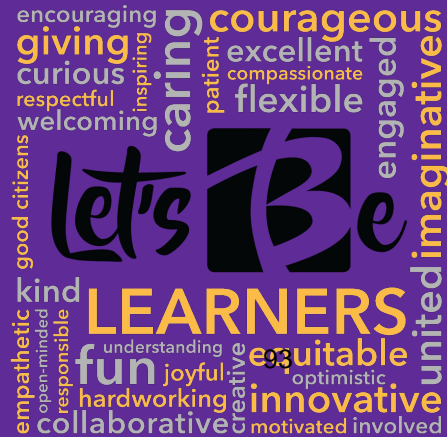
# Instructional Impacts - Music

- Maintain a minimum of six feet of distance **whenever possible**. Use auditoriums and other large spaces.
  - Elementary.
    - No indoor singing or wind instruments
  - Secondary. (**Additional air purifiers are being deployed to schools**)
    - If **at least three feet** of distance is possible,
      - limit singing (masked) and wind instruments (masked) to 20 minute intervals with a 15 minute break (ensures a complete air exchange).

# Instructional Impacts - Meals

- Schools will continue to strive for **six feet of distancing** whenever possible through creative use of all available space. You will report to your executive administrator if you can't provide adequate space for three feet of distancing.
- There is a burden of responsibility regarding “whenever possible” and creative use of all spaces to attempt to meet the six feet of distance. The three foot threshold should only be used when a greater distance is not possible.
- Assigned Seats (Elementary) are required when there is not adequate space for six feet of distancing. The seating charts will be used for contact tracing to limit the number of students in quarantine. Remember a “close contact” is defined by within 6ft during meal times.

# Questions/Comments from the Board





## Charter School Evaluation Reports

### POLICY ISSUE/SITUATION

The Charter Agreements for district charter schools require an annual site visit and evaluation report:

Annual Visit. At least annually, a member of the Board, the District's Superintendent, or the Superintendent's designee must visit the Charter School to evaluate its compliance with the terms of this Charter and the Act, and the success of the academic program. The District or its designee must prepare a written report of the findings of its evaluation, which must include, but is not limited to, the following: (a) a statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues; (b) a description of the assessments used to measure student progress; (c) a summary of student assessment results; (d) a description of the staffing of the Charter School, summarizing the qualifications of staff members; and (e) a description of the Charter School's educational program.

### RECOMMENDATION:

The Board review the annual evaluation reports for Arco Iris and Hope Chinese charter schools.

**District Goal:** WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

**Arco Iris Spanish Immersion School  
Annual Evaluation  
Beaverton School District  
October 25, 2021**



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*School Board Goal: **WE** empower all students to achieve post-high school success.*

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## Evaluation Overview

### *Purpose*

15.2 Annual Visit. At least annually, a member of the Board, the District's Superintendent, or the Superintendent's designee must visit Arco Iris to evaluate its compliance with the terms of this Charter and the Act, and the success of the academic program. The District or its designee must prepare a written report of the findings of its evaluation, which must include, but is not limited to, the following: (a) a statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues; (b) a description of the assessments used to measure student progress; (c) a summary of student assessment results; (d) a description of the staffing of Arco Iris, summarizing the qualifications of staff members; and (e) a description of Arco Iris's educational program.

The Board may terminate the charter of a district-sponsored charter school for failure to:

1. Meet the terms of the approved charter or any provision of the law;
2. Meet the requirements of student performance in the charter;
3. Correct a violation of federal or state law;
4. Maintain insurance as described in the charter;
5. Maintain financial stability; and
6. Maintain the health and safety of the students.

### *Design*

By examining a variety of data, this charter school evaluation is designed to assess four key questions:

- How well has the school delivered its intended instructional program?
- How well are students learning?
- Are staff qualified to deliver the program and ensure student learning?
- Is the school on sound financial footing?

*Desired outcomes:* A quality charter school has a strong instructional program delivered with fidelity by qualified, skilled staff. Students demonstrate mastery in core content areas and show progress in learning during the year. A quality charter school maintains a sound financial foundation to ensure sustainability.

### *School Mission*

Arco Iris's mission is "to offer a solid education that includes Spanish immersion and a rigorous mathematical curriculum that will prepare students to be responsible citizens and lifelong learners with strong values".

### *Site Visit*

The prescribed site visit was conducted by Teaching and Learning staff on May 18, 2021. During the visit instruction at all grade levels and in both languages was observed. School safety protocols required during in-person instruction were consistently observed by students and staff.

### Highlights of Findings

Indicator	Key Question and Findings
1	<p data-bbox="347 281 1333 317">To what extent has the school delivered its intended instructional program?</p> <ul style="list-style-type: none"> <li data-bbox="347 323 1533 474">• Kindergarten students receive 80% of their instruction in Spanish, students in grade 1-5 receive 65% of their instruction in Spanish and students in grades 6-8 receive 50% of their instruction in Spanish and 50% in English. English language arts classes are taught by staff members who are fully licensed and proficient in English.</li> <li data-bbox="347 480 1533 552">• BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps.</li> <li data-bbox="347 558 1533 663">• Teachers use a variety of methods to engage students, including students learning remotely. 95% of students were assessed as engaged in the lesson or instructional task during the site visit.</li> </ul>
2	<p data-bbox="347 676 768 711">How well are students learning?</p> <ul style="list-style-type: none"> <li data-bbox="347 718 1533 909">• Arco Iris has met the student achievement requirements under the current Charter: the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.</li> <li data-bbox="347 915 1533 984">• The school monitors student progress using a variety of assessments that also inform instructional decisions.</li> </ul>
3	<p data-bbox="347 995 1468 1031">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul style="list-style-type: none"> <li data-bbox="347 1037 1533 1108">• All classes at Arco Iris are taught by licensed or registered teachers. Licensed staff were 65% of certified FTE in 2020-21.</li> <li data-bbox="347 1115 1533 1186">• ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.</li> <li data-bbox="347 1192 1533 1228">• Teachers participate in a variety of professional development opportunities.</li> <li data-bbox="347 1234 1533 1377">• In 2021, 85% or more of parents responding to the annual parent survey agreed they were involved in their child’s education and felt welcomed in the school community. In contrast 65% or fewer reported that the school met the academic needs of their child or that they were well-informed about their child’s academic achievement or progress.</li> </ul>
4	<p data-bbox="347 1390 1073 1425">To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> <li data-bbox="347 1432 1533 1503">• A copy of the annual audit for 2019-20, conducted by a licensed auditor, was submitted to the District on December 22.</li> <li data-bbox="347 1509 1533 1581">• Arco Iris ended the eleventh year of operation with a net income of \$868,302; 24.3% of total expenses for the year.</li> <li data-bbox="347 1587 1533 1703">• Net income for the school increased more than 900% from the prior year. The ending fund balance for the school after the eleventh year of operation is \$1,071,458; 24% of the budgeted expenditures for 2021-22.</li> <li data-bbox="347 1709 1533 1780">• In 2020-21, 83% of Arco Iris students were from BSD. The return rate for students in grades K-7 enrolled in June 2021 was 76%, down from 82% the prior year.</li> </ul>

Indicator	Key Question and Findings
1	<p data-bbox="345 218 1333 254">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="345 260 1528 600" style="list-style-type: none"> <li data-bbox="345 260 1528 411">• Kindergarten students receive 80% of their instruction in Spanish, students in grade 1-5 receive 65% of their instruction in Spanish and students in grades 6-8 receive 50% of their instruction in Spanish and 50% in English. English language arts classes are taught by staff members who are fully licensed and proficient in English.</li> <li data-bbox="345 417 1528 489">• BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and observed in classrooms.</li> <li data-bbox="345 495 1528 600">• Teachers use a variety of methods to engage students, including students learning remotely. 95% of students were assessed as engaged in the lesson or instructional task during the site visit.</li> </ul>

*Charter Requirements*

- 5.1 Overview. AISICS agrees to design and implement the educational program described to the Board and in the Application, as amended by this Charter. The educational program must include the following:
  - 5.1.1 All English Language Arts classes must be taught in English by a person proficient in the English language;
  - 5.1.2 In Kindergarten approximately 80% of daily instruction will be given in Spanish and 20% in English. In first through fifth grades, approximately 65% of daily instruction will be given in Spanish and 35% in English;
  - 5.1.3 In sixth, seventh and eighth grades, approximately 50 percent of daily instruction will be given in Spanish and 50 percent in English
  - 5.1.4 Differentiated instruction in all classes;
  - 5.1.5 Immersion teaching techniques will be incorporated in classes instructed in Spanish to ensure student success in Spanish learning acquisition;
  - 5.1.6 The curriculum will be fully aligned with Oregon curriculum state standards, and the District's learning targets will serve as a guide for curriculum unit development and assessment;
  - 5.1.7 The educational program implemented must meet the requirements of state and federal law, including, without limitation, Oregon content standards described in ORS 329.045, and other requirements concerning subjects of instruction and content standards;
  - 5.1.8 Instructional materials will align with applicable Oregon State Standards, ORS 329.045, and Arco Iris's education program set forth in the Application. Arco Iris will notify the District in writing of its intent to use instructional materials 60 days in advance of its use.

*Findings*

- English Language Arts classes are taught by fully licensed staff proficient in English.
- Kindergarten students receive 80% of their instruction in Spanish and 20% in English. Students in grade 1-5 receive 65% of their instruction in Spanish and 35% in English. Students in grades 6 - 8 receive 50% of their instruction in Spanish and 50% in English.
- Students receive differentiated instruction through grouping based on achievement/current learning as well as through differentiated materials, including individual reading books and student choice in topics. *Singapore Math* materials provide students with exercises based on the student's achievement and accuracy. Teachers provide individual help and additional challenging work for students who need it.

- During the site visit, a variety of methods were used to engage students, including students learning remotely -- random calling, cold calling, physical response, individual and full class responses, and turn and talk. Methods to refocus student attention or transition students from one activity to the next varied across classrooms and were effective in most classrooms. Classroom routines including Covid-19 safety protocols were efficient and known by students. In 17 observations across classrooms, 95% of students were assessed as engaged in the lesson or instructional task at the time of the observation.
- Immersion techniques observed during the site visit included frequent use of comprehension checks (e.g., student responses on white boards), use of physical gestures and prompts, and effective teacher talk (e.g., clear and accurate use of language, scaffolding through the use of both languages when needed).
- During the visit, students were observed making presentations to their classmates and often used physical materials to demonstrate their learning and acquire understanding of new concepts.
- BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations. Observed instruction aligned with District learning targets as detailed here:

- |   |
|---|
| <ul style="list-style-type: none"> <li>• recognizes that spoken words are represented in written language by specific sequences of letters.</li> <li>• demonstrates that words are separated by spaces in print.</li> <li>• demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</li> <li>• draws, dictates, and writes informative/explanatory texts to name a topic and supply some information</li> <li>• demonstrates mastery of grammatical concepts (common and proper nouns, concrete or abstract words, suffixes forming diminutives)</li> <li>• analyzes how a scene fits into the text and helps develop the main idea, theme, setting, or plot. (diorama)</li> <li>• demonstrates comprehension of key ideas and details of grade-level literary texts</li> <li>• identifies and draws triangles, quadrilaterals</li> <li>• describes and represents fractions as equal parts of a whole or set, compares fractions, and identifies equivalent fractions</li> <li>• models with rational numbers and converts between forms as appropriate</li> <li>• finds probabilities of compound events</li> <li>• locates multiple sources about an event, issue or problem</li> <li>• reads and uses informational texts about energy flow in organisms to answer relevant questions</li> </ul> |
|---|

- Instructional materials employed during the 2020-21 school year included *Singapore Math* in grades K-5, *Big Ideas Math* in grades 6-8, *Santillana Descubre* for Spanish Language Arts in 1<sup>st</sup> through 3<sup>rd</sup> grade, *Santillana Yabisi* in 4<sup>th</sup> through 8<sup>th</sup> grade, *Fusion Ciencias* for Science, and *Historia Y Ciencias Sociales* for Social Studies. Teachers use a variety of instructional materials to deliver English Language Arts instruction aligned to district learning targets/state standards including Lucy Calkin’s “Units of Study”, Reading A to Z, Epic, and MobyMax.

Indicator	Key Question and Findings
2	<p data-bbox="345 218 768 254">How well are students learning?</p> <ul data-bbox="345 260 1442 529" style="list-style-type: none"> <li data-bbox="345 260 1442 449">• Arco Iris has met the student achievement requirements under the current Charter: the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.</li> <li data-bbox="345 455 1442 529">• The school monitors student progress using a variety of assessments that also inform instructional decisions.</li> </ul>

*Charter Requirements*

5.6 Student Assessment. Arco Iris will assess student performance (a) in the manner set forth in this Charter, (b) as provided in ORS 338.115(1)(L), and (c) in a manner consistent with assessments administered by the District to its elementary students, including assessments required for any District two-way immersion programs. The assessments will include:

5.6.1 Administering to each new incoming student in the fall a research based language proficiency assessment that measures proficiency growth as outlined in the American Council for Teaching Foreign Languages (ACTFL) Proficiency Rubric and administering to all students in the spring of each school year a research based language proficiency assessment that measures proficiency growth as outlined in the ACTFL Proficiency Rubric;

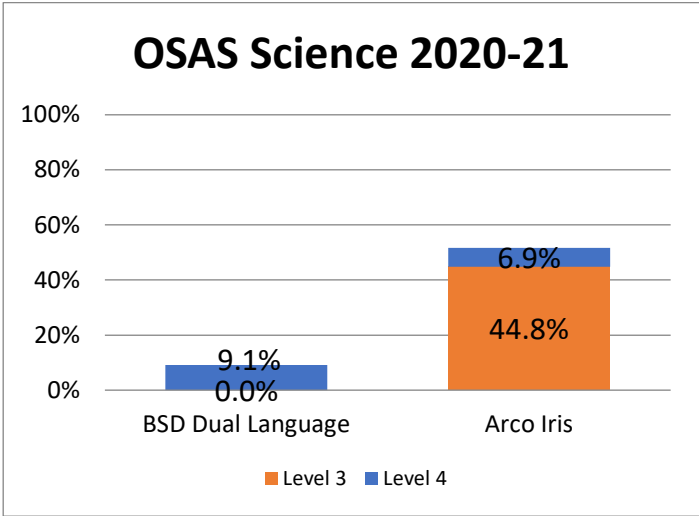
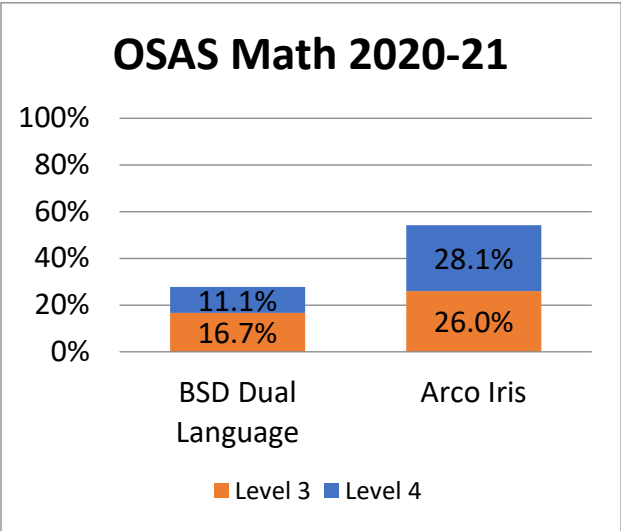
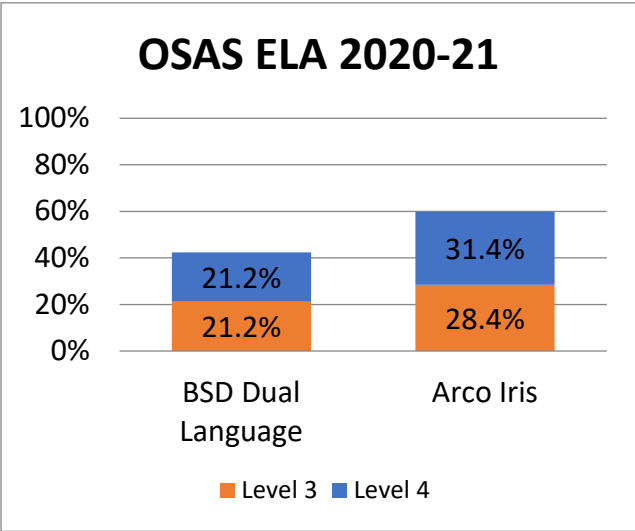
5.6.2 Administering to each student each school year the Oregon Statewide Assessments to the extent the District requires its students to take such assessment;

5.6.3 Administering to each ELL Student each school year the English Language Proficiency Assessment.

5.7 Student Achievement. All Arco Iris students must meet the District's learning targets for each grade level for each subject. Arco Iris will be deemed to have met the student achievement requirements of this Charter if, on a subject-by-subject basis, the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in English language arts, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.

*Findings*

- The State English Language Proficiency Assessment (ELPA) was completed by 40 of 47 students enrolled in 2020-21 receiving or eligible for ELD services.
- As shown in the graphs below, the percentages of Arco Iris students exceeding and meeting standard on the OSAS Language Arts, Mathematics, and Science tests are substantially greater than their dual language peers in the District. It is important to note that only 5% of students in BSD elementary dual language schools and only 50% of Arco Iris students participated in state testing this year.



- Student growth percentiles for OSAS English Language Arts (ELA) and Math were not produced by the Oregon Department of Education for 2020-21.
- Arco Iris has met the student achievement requirements under the current six-year Charter: the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.
- The school monitors student progress using a variety of assessments that also inform instructional decisions.

<b>Assessment</b>	<b>Purpose</b>	<b>Use</b>	<b>Frequency</b>
<b>ELPA21 (English Language Proficiency Assessment)</b>	Assesses language acquisition of identified ELL students	Used in the monitoring of progress of identified ELL students.	Annually
<b>IRLA</b>	Assesses student reading abilities and comprehension.	Progress monitoring and leveling for students	Twice a year
<b>Easy CBM ELA, Math &amp; Spanish</b>	Assess and track progress in ELA and math		Three times a year grades K-8 (ELA and Math) and grades K-2 (Spanish).
<b>Santillana</b>	Assesses student acquisition of Spanish language concepts and skills.		Grades 2-8
<b>Singapore Math Assessments</b>	Assess and tracks progress in math concepts for grades K-5.	Guides teaching strategies for daily learning at an individual level.	Weekly and end of unit assessments – reported in progress reports.
<b>OSAS English Language Arts, Mathematics, and Science</b>	Assesses students' mastery of Oregon content standards	Informs how Arco Iris students compare to the rest of the state. Used as a baseline measure of student progress.	Annually

Indicator	Key Question and Findings
3	<p data-bbox="345 218 1487 254">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="345 260 1487 644" style="list-style-type: none"> <li data-bbox="345 260 1487 331">• All classes at Arco Iris are taught by licensed or registered teachers. Licensed staff were 65% of certified FTE in 2020-21.</li> <li data-bbox="345 338 1487 409">• ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.</li> <li data-bbox="345 415 1487 451">• Teachers participate in a variety of professional development opportunities.</li> <li data-bbox="345 457 1487 644">• In 2021, 85% or more of parents responding to the annual parent survey agreed they were involved in their child’s education and felt welcomed in the school community. In contrast 65% or fewer reported that the school met the academic needs of their child or that they were well-informed about their child’s academic achievement or progress.</li> </ul>

*Charter requirements*

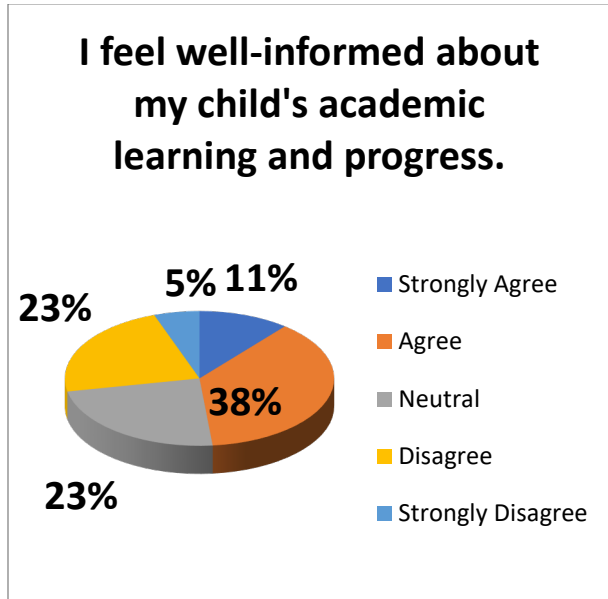
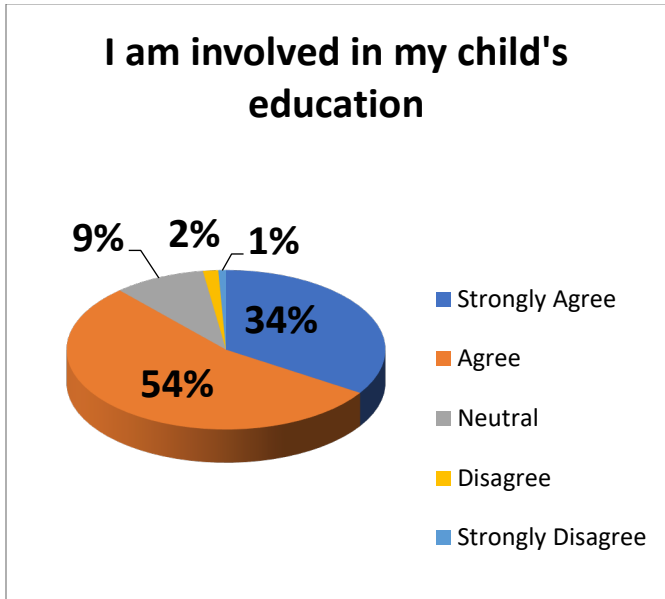
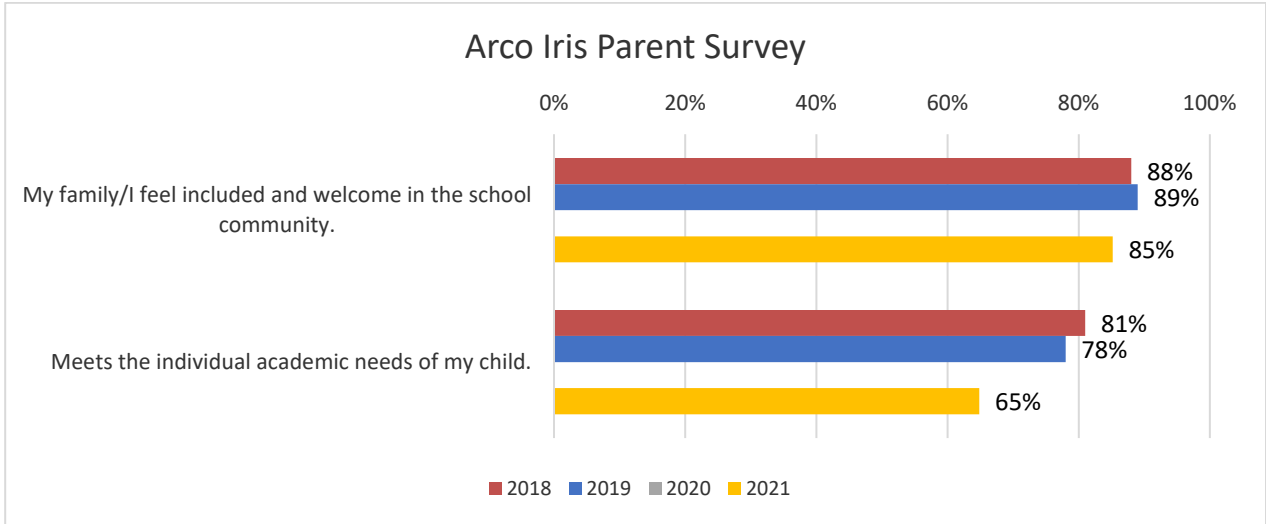
18.1 English Language Arts. All English Language Arts classes at Arco Iris will be taught in English by a teacher proficient in the English language.

18.2 Classes Taught in Spanish. All classes at Arco Iris taught in Spanish will be taught by a bilingual Spanish/English teacher with native or near-native proficiency in Spanish.

18.3 ELL Classes. All teachers providing programs specialized for ELL Students will be taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.

*Findings*

- English Language Arts classes are taught by staff who are proficient in English and appropriately certified.
- At the time of the on-site visit, all classes taught in Spanish were taught by a teacher proficient in Spanish.
- All Arco Iris teachers are appropriately licensed or on the charter school registry maintained by TSPC. Licensed staff were 65% of certified FTE in 2020-21.
- ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.
- Summary of professional development during 2020-21 school year:
  - Equity and Inclusion (BSD and Arco Iris Staff)
  - Cultivating Genius (BSD)
  - Bilingual Education (OABE)
  - SEL Strategies (Arco Iris staff trainer)
  - Health and Safety protocols (ESS Absence Management Services)
- In 2021, 85% or more of parents responding to the annual parent survey agreed they were involved in their child’s education and felt welcomed in the school community. In contrast 65% or fewer reported that the school met the academic needs of their child or that they were well-informed about their child’s academic achievement or progress.



Indicator	Key Question and Findings
4	<p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> <li>A copy of the annual audit for 2019-20, conducted by a licensed auditor, was submitted to the District on December 22.</li> <li>Arco Iris ended the eleventh year of operation with a net income of \$868,302; 24.3% of total expenses for the year.</li> <li>Net income for the school increased more than 900% from the prior year. The ending fund balance for the school after the eleventh year of operation is \$1,071,458; 24% of the budgeted expenditures for 2021-22.</li> <li>In 2020-21, 83% of Arco Iris students were from BSD. The return rate for students in grades K-7 enrolled in June 2021 was 76%, down from 82% the prior year.</li> </ul>

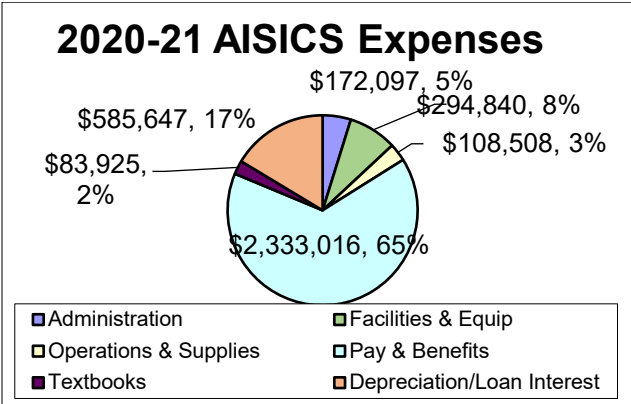
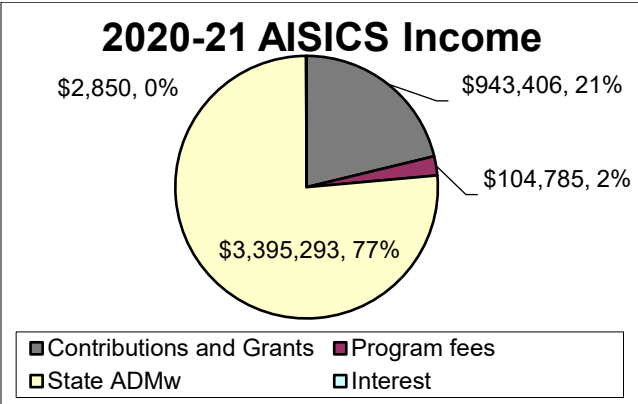
*Charter Requirements*

13.4 Arco Iris will retain an auditor to conduct an audit of the accounts of Arco Iris as required by ORS 338.095(2) and in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.990, as it may be amended from time to time. The audit shall be conducted in accordance with the governmental model and conducted by an auditor licensed to perform and experienced with municipal audits. Arco Iris will deliver a copy of the final audit to the District, the Oregon Department of Education, and the State Board of Education no later than each September 15 during the term of this Charter.

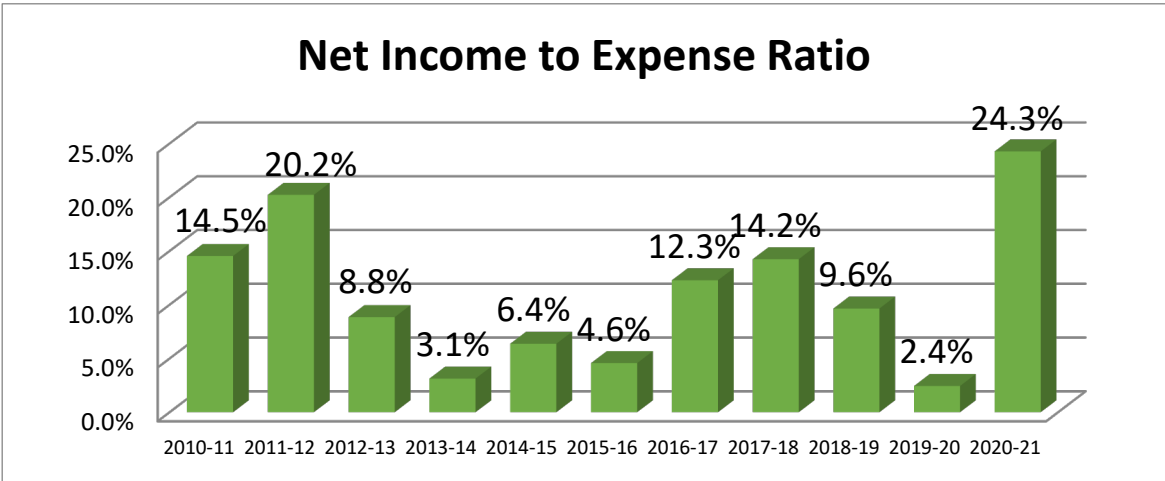
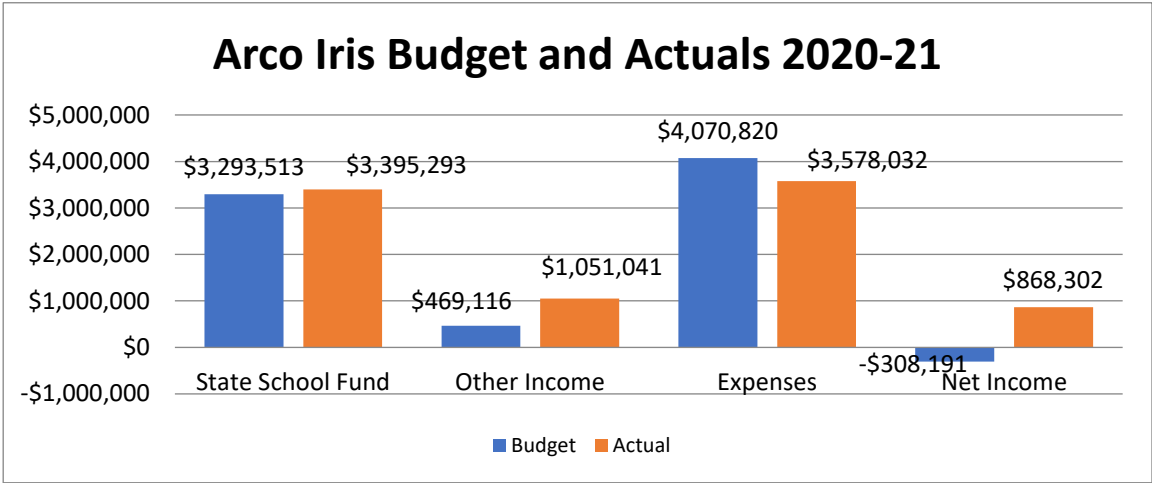
13.1 Annual Budget. On or before April 15 of each year, AISICS will submit to the District Arco Iris's proposed budget for the next fiscal year.

*Findings*

- A copy of the annual audit for 2019-20, conducted by a licensed auditor, was submitted to the District on December 22. The annual audit for 2019-20, conducted by a licensed auditor, found that the school's financial statements accurately reflect the school's financial position after the tenth year of operation. The audit did not find any evidence of non-compliance with state standards and no separate management letter was issued.
- A statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues shows that Arco Iris ended the eleventh year of operation with net income of \$868,302 on total revenues of \$4,446,334 and \$3,578,032 total expenses. State School fund accounts for 77% of the school's income, the same percentage as the prior year. Contributions and grants account for 21% of total income, up from 17% the prior year. Income and expenses are summarized below:



- Although the 2020-21 budget projected a deficit of more than \$300,000, the school ended the year with actual net income of more than \$580,000. Income from sources other than the State School Fund was more than double what was anticipated in the budget while expenses were \$500,000 less than anticipated.



- Net income for the school increased more than 900% from the prior year. The ending fund balance for the school after the eleventh year of operation is \$1,071,458; 24% of the budgeted expenditures for 2021-22.
- The 2021-22 budget was provided to the District on April 15<sup>th</sup>.
- In 2020-21, 83% of Arco Iris students were from BSD. The return rate for students in grades K-7 enrolled in June 2021 was 76%, down from 82% the prior year.

	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	MS	Total
Active students at end of year	81	83	54	50	47	43	58	416
Returned to Arco Iris	66	71	45	35	29	23	48	317
Returned to BSD school	5	6	5	5	11	17	2	51
Enrolled in another district, private school, home school	10	6	4	10	7	3	8	48
Return rate	81%	86%	83%	70%	62%	53%	83%	76%



## Charter School Evaluation Reports

### **POLICY ISSUE/SITUATION**

The Charter Agreements for district charter schools require an annual site visit and evaluation report:

Annual Visit. At least annually, a member of the Board, the District’s Superintendent, or the Superintendent’s designee must visit the Charter School to evaluate its compliance with the terms of this Charter and the Act, and the success of the academic program. The District or its designee must prepare a written report of the findings of its evaluation, which must include, but is not limited to, the following: (a) a statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues; (b) a description of the assessments used to measure student progress; (c) a summary of student assessment results; (d) a description of the staffing of the Charter School, summarizing the qualifications of staff members; and (e) a description of the Charter School’s educational program.

### **RECOMMENDATION:**

The Board review the annual evaluation reports for Arco Iris and Hope Chinese charter schools.

**District Goal:** WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

**Arco Iris Spanish Immersion School  
Annual Evaluation  
Beaverton School District  
October 25, 2021**



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## Evaluation Overview

### *Purpose*

15.2 Annual Visit. At least annually, a member of the Board, the District's Superintendent, or the Superintendent's designee must visit Arco Iris to evaluate its compliance with the terms of this Charter and the Act, and the success of the academic program. The District or its designee must prepare a written report of the findings of its evaluation, which must include, but is not limited to, the following: (a) a statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues; (b) a description of the assessments used to measure student progress; (c) a summary of student assessment results; (d) a description of the staffing of Arco Iris, summarizing the qualifications of staff members; and (e) a description of Arco Iris's educational program.

The Board may terminate the charter of a district-sponsored charter school for failure to:

1. Meet the terms of the approved charter or any provision of the law;
2. Meet the requirements of student performance in the charter;
3. Correct a violation of federal or state law;
4. Maintain insurance as described in the charter;
5. Maintain financial stability; and
6. Maintain the health and safety of the students.

### *Design*

By examining a variety of data, this charter school evaluation is designed to assess four key questions:

- How well has the school delivered its intended instructional program?
- How well are students learning?
- Are staff qualified to deliver the program and ensure student learning?
- Is the school on sound financial footing?

*Desired outcomes:* A quality charter school has a strong instructional program delivered with fidelity by qualified, skilled staff. Students demonstrate mastery in core content areas and show progress in learning during the year. A quality charter school maintains a sound financial foundation to ensure sustainability.

### *School Mission*

Arco Iris's mission is "to offer a solid education that includes Spanish immersion and a rigorous mathematical curriculum that will prepare students to be responsible citizens and lifelong learners with strong values".

### *Site Visit*

The prescribed site visit was conducted by Teaching and Learning staff on May 18, 2021. During the visit instruction at all grade levels and in both languages was observed. School safety protocols required during in-person instruction were consistently observed by students and staff.

### Highlights of Findings

Indicator	Key Question and Findings
1	<p data-bbox="342 285 1333 317">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="342 327 1533 659" style="list-style-type: none"> <li data-bbox="342 327 1533 474">• Kindergarten students receive 80% of their instruction in Spanish, students in grade 1-5 receive 65% of their instruction in Spanish and students in grades 6-8 receive 50% of their instruction in Spanish and 50% in English. English language arts classes are taught by staff members who are fully licensed and proficient in English.</li> <li data-bbox="342 485 1533 548">• BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps.</li> <li data-bbox="342 558 1533 659">• Teachers use a variety of methods to engage students, including students learning remotely. 95% of students were assessed as engaged in the lesson or instructional task during the site visit.</li> </ul>
2	<p data-bbox="342 680 764 711">How well are students learning?</p> <ul data-bbox="342 722 1533 978" style="list-style-type: none"> <li data-bbox="342 722 1533 911">• Arco Iris has met the student achievement requirements under the current Charter: the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.</li> <li data-bbox="342 921 1533 978">• The school monitors student progress using a variety of assessments that also inform instructional decisions.</li> </ul>
3	<p data-bbox="342 999 1468 1031">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="342 1041 1533 1373" style="list-style-type: none"> <li data-bbox="342 1041 1533 1104">• All classes at Arco Iris are taught by licensed or registered teachers. Licensed staff were 65% of certified FTE in 2020-21.</li> <li data-bbox="342 1115 1533 1178">• ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.</li> <li data-bbox="342 1188 1533 1230">• Teachers participate in a variety of professional development opportunities.</li> <li data-bbox="342 1241 1533 1373">• In 2021, 85% or more of parents responding to the annual parent survey agreed they were involved in their child’s education and felt welcomed in the school community. In contrast 65% or fewer reported that the school met the academic needs of their child or that they were well-informed about their child’s academic achievement or progress.</li> </ul>
4	<p data-bbox="342 1394 1073 1425">To what extent is the school on sound financial footing?</p> <ul data-bbox="342 1436 1533 1768" style="list-style-type: none"> <li data-bbox="342 1436 1533 1499">• A copy of the annual audit for 2019-20, conducted by a licensed auditor, was submitted to the District on December 22.</li> <li data-bbox="342 1509 1533 1572">• Arco Iris ended the eleventh year of operation with a net income of \$868,302; 24.3% of total expenses for the year.</li> <li data-bbox="342 1583 1533 1688">• Net income for the school increased more than 900% from the prior year. The ending fund balance for the school after the eleventh year of operation is \$1,071,458; 24% of the budgeted expenditures for 2021-22.</li> <li data-bbox="342 1698 1533 1768">• In 2020-21, 83% of Arco Iris students were from BSD. The return rate for students in grades K-7 enrolled in June 2021 was 76%, down from 82% the prior year.</li> </ul>

Indicator	Key Question and Findings
1	<p data-bbox="345 218 1333 254">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="345 260 1528 600" style="list-style-type: none"> <li data-bbox="345 260 1528 411">• Kindergarten students receive 80% of their instruction in Spanish, students in grade 1-5 receive 65% of their instruction in Spanish and students in grades 6-8 receive 50% of their instruction in Spanish and 50% in English. English language arts classes are taught by staff members who are fully licensed and proficient in English.</li> <li data-bbox="345 417 1528 489">• BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and observed in classrooms.</li> <li data-bbox="345 495 1528 600">• Teachers use a variety of methods to engage students, including students learning remotely. 95% of students were assessed as engaged in the lesson or instructional task during the site visit.</li> </ul>

*Charter Requirements*

- 5.1 Overview. AISICS agrees to design and implement the educational program described to the Board and in the Application, as amended by this Charter. The educational program must include the following:
  - 5.1.1 All English Language Arts classes must be taught in English by a person proficient in the English language;
  - 5.1.2 In Kindergarten approximately 80% of daily instruction will be given in Spanish and 20% in English. In first through fifth grades, approximately 65% of daily instruction will be given in Spanish and 35% in English;
  - 5.1.3 In sixth, seventh and eighth grades, approximately 50 percent of daily instruction will be given in Spanish and 50 percent in English
  - 5.1.4 Differentiated instruction in all classes;
  - 5.1.5 Immersion teaching techniques will be incorporated in classes instructed in Spanish to ensure student success in Spanish learning acquisition;
  - 5.1.6 The curriculum will be fully aligned with Oregon curriculum state standards, and the District's learning targets will serve as a guide for curriculum unit development and assessment;
  - 5.1.7 The educational program implemented must meet the requirements of state and federal law, including, without limitation, Oregon content standards described in ORS 329.045, and other requirements concerning subjects of instruction and content standards;
  - 5.1.8 Instructional materials will align with applicable Oregon State Standards, ORS 329.045, and Arco Iris's education program set forth in the Application. Arco Iris will notify the District in writing of its intent to use instructional materials 60 days in advance of its use.

*Findings*

- English Language Arts classes are taught by fully licensed staff proficient in English.
- Kindergarten students receive 80% of their instruction in Spanish and 20% in English. Students in grade 1- 5 receive 65% of their instruction in Spanish and 35% in English. Students in grades 6 - 8 receive 50% of their instruction in Spanish and 50% in English.
- Students receive differentiated instruction through grouping based on achievement/current learning as well as through differentiated materials, including individual reading books and student choice in topics. *Singapore Math* materials provide students with exercises based on the student’s achievement and accuracy. Teachers provide individual help and additional challenging work for students who need it.

- During the site visit, a variety of methods were used to engage students, including students learning remotely -- random calling, cold calling, physical response, individual and full class responses, and turn and talk. Methods to refocus student attention or transition students from one activity to the next varied across classrooms and were effective in most classrooms. Classroom routines including Covid-19 safety protocols were efficient and known by students. In 17 observations across classrooms, 95% of students were assessed as engaged in the lesson or instructional task at the time of the observation.
- Immersion techniques observed during the site visit included frequent use of comprehension checks (e.g., student responses on white boards), use of physical gestures and prompts, and effective teacher talk (e.g., clear and accurate use of language, scaffolding through the use of both languages when needed).
- During the visit, students were observed making presentations to their classmates and often used physical materials to demonstrate their learning and acquire understanding of new concepts.
- BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations. Observed instruction aligned with District learning targets as detailed here:

- |   |
|---|
| <ul style="list-style-type: none"> <li>• recognizes that spoken words are represented in written language by specific sequences of letters.</li> <li>• demonstrates that words are separated by spaces in print.</li> <li>• demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</li> <li>• draws, dictates, and writes informative/explanatory texts to name a topic and supply some information</li> <li>• demonstrates mastery of grammatical concepts (common and proper nouns, concrete or abstract words, suffixes forming diminutives)</li> <li>• analyzes how a scene fits into the text and helps develop the main idea, theme, setting, or plot. (diorama)</li> <li>• demonstrates comprehension of key ideas and details of grade-level literary texts</li> <li>• identifies and draws triangles, quadrilaterals</li> <li>• describes and represents fractions as equal parts of a whole or set, compares fractions, and identifies equivalent fractions</li> <li>• models with rational numbers and converts between forms as appropriate</li> <li>• finds probabilities of compound events</li> <li>• locates multiple sources about an event, issue or problem</li> <li>• reads and uses informational texts about energy flow in organisms to answer relevant questions</li> </ul> |
|---|

- Instructional materials employed during the 2020-21 school year included *Singapore Math* in grades K-5, *Big Ideas Math* in grades 6-8, *Santillana Descubre* for Spanish Language Arts in 1<sup>st</sup> through 3<sup>rd</sup> grade, *Santillana Yabisi* in 4<sup>th</sup> through 8<sup>th</sup> grade, *Fusion Ciencias* for Science, and *Historia Y Ciencias Sociales* for Social Studies. Teachers use a variety of instructional materials to deliver English Language Arts instruction aligned to district learning targets/state standards including Lucy Calkin’s “Units of Study”, Reading A to Z, Epic, and MobyMax.

Indicator	Key Question and Findings
2	<p data-bbox="347 218 768 254">How well are students learning?</p> <ul data-bbox="347 260 1438 522" style="list-style-type: none"> <li data-bbox="347 260 1438 449">• Arco Iris has met the student achievement requirements under the current Charter: the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.</li> <li data-bbox="347 455 1438 522">• The school monitors student progress using a variety of assessments that also inform instructional decisions.</li> </ul>

*Charter Requirements*

5.6 Student Assessment. Arco Iris will assess student performance (a) in the manner set forth in this Charter, (b) as provided in ORS 338.115(1)(L), and (c) in a manner consistent with assessments administered by the District to its elementary students, including assessments required for any District two-way immersion programs. The assessments will include:

5.6.1 Administering to each new incoming student in the fall a research based language proficiency assessment that measures proficiency growth as outlined in the American Council for Teaching Foreign Languages (ACTFL) Proficiency Rubric and administering to all students in the spring of each school year a research based language proficiency assessment that measures proficiency growth as outlined in the ACTFL Proficiency Rubric;

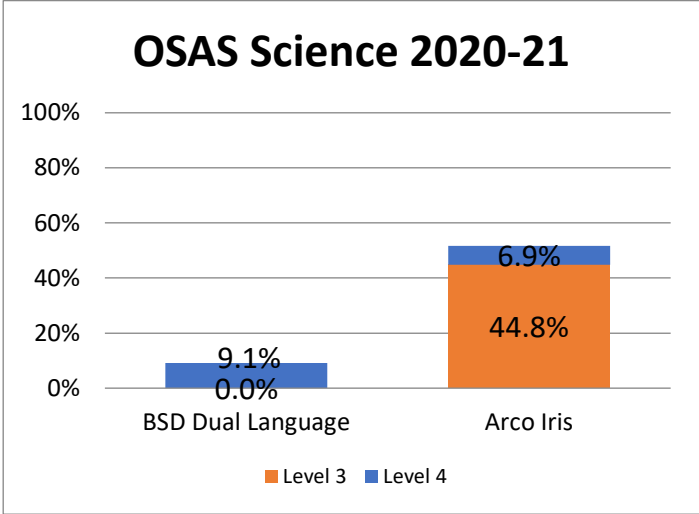
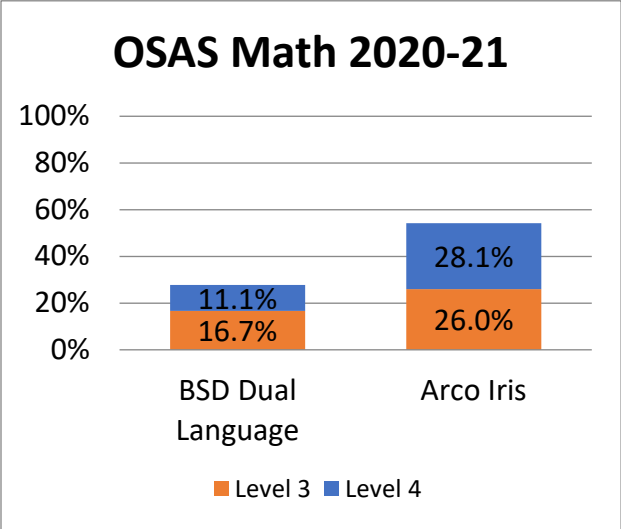
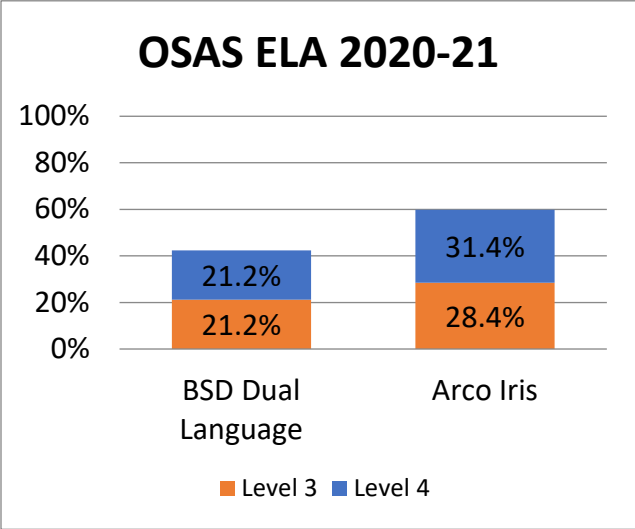
5.6.2 Administering to each student each school year the Oregon Statewide Assessments to the extent the District requires its students to take such assessment;

5.6.3 Administering to each ELL Student each school year the English Language Proficiency Assessment.

5.7 Student Achievement. All Arco Iris students must meet the District's learning targets for each grade level for each subject. Arco Iris will be deemed to have met the student achievement requirements of this Charter if, on a subject-by-subject basis, the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in English language arts, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.

*Findings*

- The State English Language Proficiency Assessment (ELPA) was completed by 40 of 47 students enrolled in 2020-21 receiving or eligible for ELD services.
- As shown in the graphs below, the percentages of Arco Iris students exceeding and meeting standard on the OSAS Language Arts, Mathematics, and Science tests are substantially greater than their dual language peers in the District. It is important to note that only 5% of students in BSD elementary dual language schools and only 50% of Arco Iris students participated in state testing this year.



- Student growth percentiles for OSAS English Language Arts (ELA) and Math were not produced by the Oregon Department of Education for 2020-21.
- Arco Iris has met the student achievement requirements under the current six-year Charter: the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.
- The school monitors student progress using a variety of assessments that also inform instructional decisions.

<b>Assessment</b>	<b>Purpose</b>	<b>Use</b>	<b>Frequency</b>
<b>ELPA21 (English Language Proficiency Assessment)</b>	Assesses language acquisition of identified ELL students	Used in the monitoring of progress of identified ELL students.	Annually
<b>IRLA</b>	Assesses student reading abilities and comprehension.	Progress monitoring and leveling for students	Twice a year
<b>Easy CBM ELA, Math &amp; Spanish</b>	Assess and track progress in ELA and math		Three times a year grades K-8 (ELA and Math) and grades K-2 (Spanish).
<b>Santillana</b>	Assesses student acquisition of Spanish language concepts and skills.		Grades 2-8
<b>Singapore Math Assessments</b>	Assess and tracks progress in math concepts for grades K-5.	Guides teaching strategies for daily learning at an individual level.	Weekly and end of unit assessments – reported in progress reports.
<b>OSAS English Language Arts, Mathematics, and Science</b>	Assesses students' mastery of Oregon content standards	Informs how Arco Iris students compare to the rest of the state. Used as a baseline measure of student progress.	Annually

Indicator	Key Question and Findings
3	<p data-bbox="345 218 1487 254">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="345 260 1487 644" style="list-style-type: none"> <li data-bbox="345 260 1487 331">• All classes at Arco Iris are taught by licensed or registered teachers. Licensed staff were 65% of certified FTE in 2020-21.</li> <li data-bbox="345 338 1487 409">• ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.</li> <li data-bbox="345 415 1487 451">• Teachers participate in a variety of professional development opportunities.</li> <li data-bbox="345 457 1487 644">• In 2021, 85% or more of parents responding to the annual parent survey agreed they were involved in their child’s education and felt welcomed in the school community. In contrast 65% or fewer reported that the school met the academic needs of their child or that they were well-informed about their child’s academic achievement or progress.</li> </ul>

*Charter requirements*

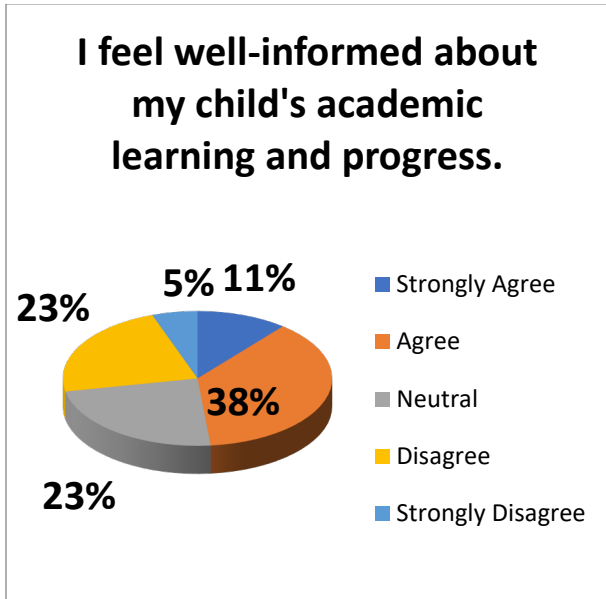
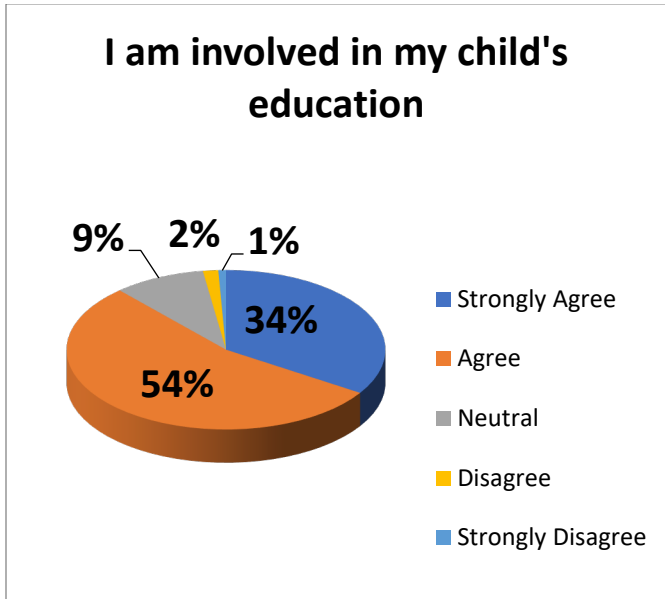
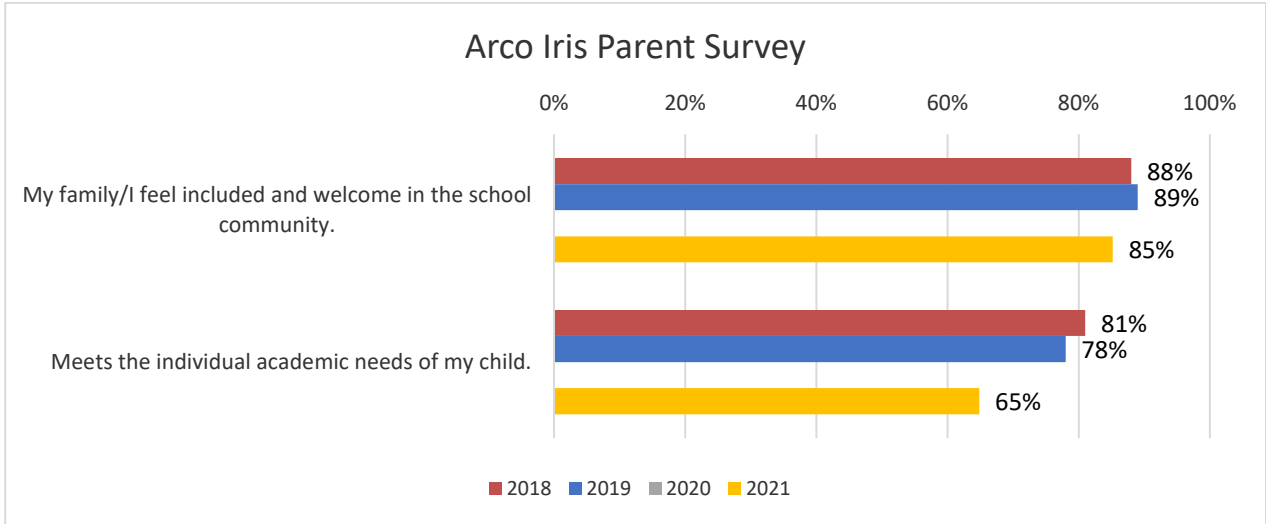
18.1 English Language Arts. All English Language Arts classes at Arco Iris will be taught in English by a teacher proficient in the English language.

18.2 Classes Taught in Spanish. All classes at Arco Iris taught in Spanish will be taught by a bilingual Spanish/English teacher with native or near-native proficiency in Spanish.

18.3 ELL Classes. All teachers providing programs specialized for ELL Students will be taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.

*Findings*

- English Language Arts classes are taught by staff who are proficient in English and appropriately certified.
- At the time of the on-site visit, all classes taught in Spanish were taught by a teacher proficient in Spanish.
- All Arco Iris teachers are appropriately licensed or on the charter school registry maintained by TSPC. Licensed staff were 65% of certified FTE in 2020-21.
- ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.
- Summary of professional development during 2020-21 school year:
  - Equity and Inclusion (BSD and Arco Iris Staff)
  - Cultivating Genius (BSD)
  - Bilingual Education (OABE)
  - SEL Strategies (Arco Iris staff trainer)
  - Health and Safety protocols (ESS Absence Management Services)
- In 2021, 85% or more of parents responding to the annual parent survey agreed they were involved in their child’s education and felt welcomed in the school community. In contrast 65% or fewer reported that the school met the academic needs of their child or that they were well-informed about their child’s academic achievement or progress.



Indicator	Key Question and Findings
4	<p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> <li>• A copy of the annual audit for 2019-20, conducted by a licensed auditor, was submitted to the District on December 22.</li> <li>• Arco Iris ended the eleventh year of operation with a net income of \$868,302; 24.3% of total expenses for the year.</li> <li>• Net income for the school increased more than 900% from the prior year. The ending fund balance for the school after the eleventh year of operation is \$1,071,458; 24% of the budgeted expenditures for 2021-22.</li> <li>• In 2020-21, 83% of Arco Iris students were from BSD. The return rate for students in grades K-7 enrolled in June 2021 was 76%, down from 82% the prior year.</li> </ul>

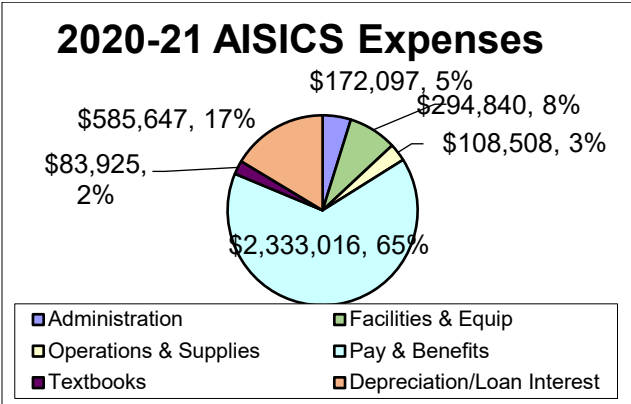
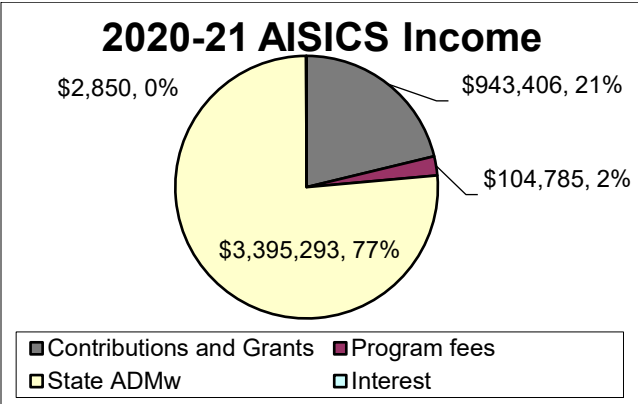
*Charter Requirements*

13.4 Arco Iris will retain an auditor to conduct an audit of the accounts of Arco Iris as required by ORS 338.095(2) and in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.990, as it may be amended from time to time. The audit shall be conducted in accordance with the governmental model and conducted by an auditor licensed to perform and experienced with municipal audits. Arco Iris will deliver a copy of the final audit to the District, the Oregon Department of Education, and the State Board of Education no later than each September 15 during the term of this Charter.

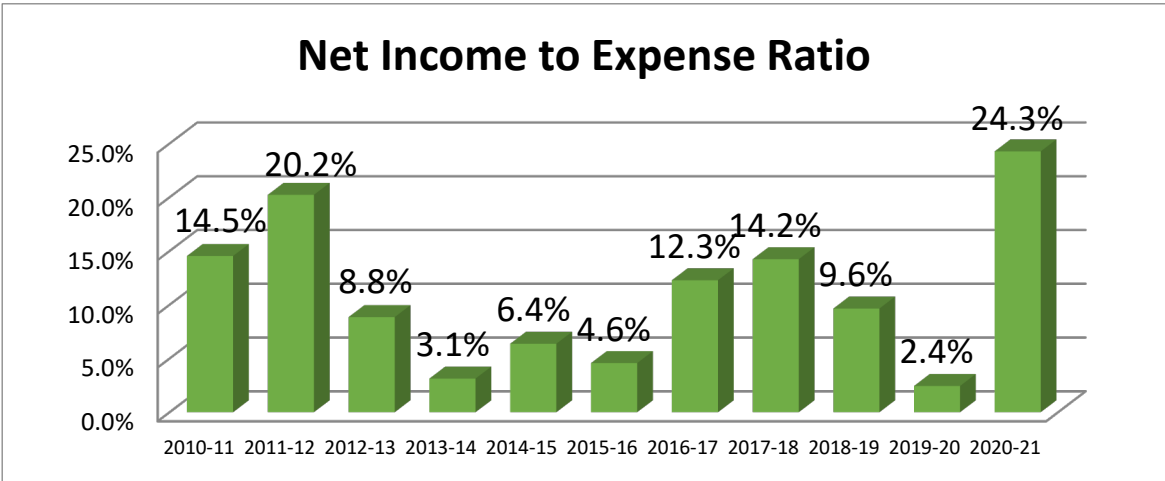
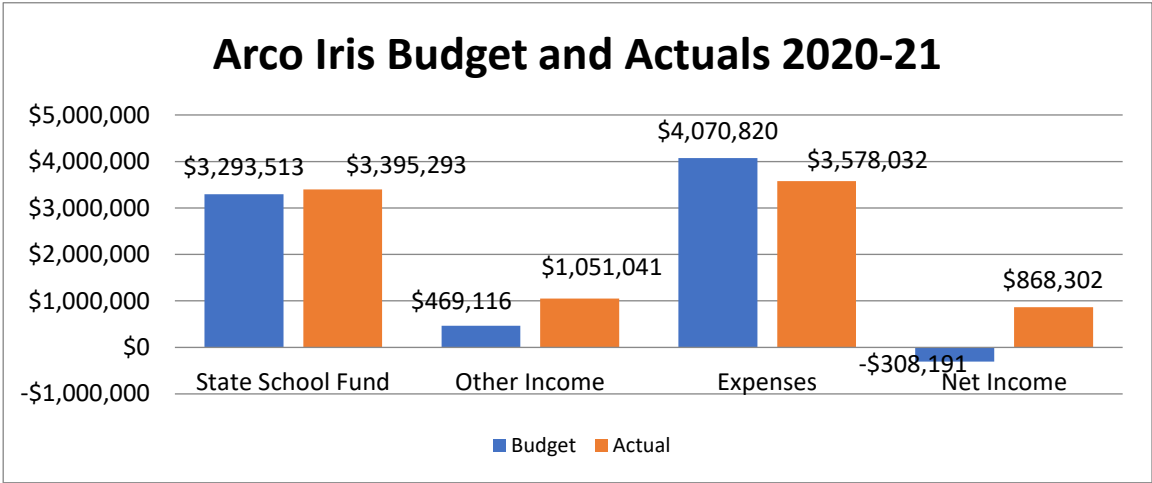
13.1 Annual Budget. On or before April 15 of each year, AISICS will submit to the District Arco Iris's proposed budget for the next fiscal year.

*Findings*

- A copy of the annual audit for 2019-20, conducted by a licensed auditor, was submitted to the District on December 22. The annual audit for 2019-20, conducted by a licensed auditor, found that the school's financial statements accurately reflect the school's financial position after the tenth year of operation. The audit did not find any evidence of non-compliance with state standards and no separate management letter was issued.
- A statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues shows that Arco Iris ended the eleventh year of operation with net income of \$868,302 on total revenues of \$4,446,334 and \$3,578,032 total expenses. State School fund accounts for 77% of the school's income, the same percentage as the prior year. Contributions and grants account for 21% of total income, up from 17% the prior year. Income and expenses are summarized below:



- Although the 2020-21 budget projected a deficit of more than \$300,000, the school ended the year with actual net income of more than \$580,000. Income from sources other than the State School Fund was more than double what was anticipated in the budget while expenses were \$500,000 less than anticipated.



- Net income for the school increased more than 900% from the prior year. The ending fund balance for the school after the eleventh year of operation is \$1,071,458; 24% of the budgeted expenditures for 2021-22.
- The 2021-22 budget was provided to the District on April 15<sup>th</sup>.
- In 2020-21, 83% of Arco Iris students were from BSD. The return rate for students in grades K-7 enrolled in June 2021 was 76%, down from 82% the prior year.

	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	MS	Total
Active students at end of year	81	83	54	50	47	43	58	416
Returned to Arco Iris	66	71	45	35	29	23	48	317
Returned to BSD school	5	6	5	5	11	17	2	51
Enrolled in another district, private school, home school	10	6	4	10	7	3	8	48
Return rate	81%	86%	83%	70%	62%	53%	83%	76%

# Hope Chinese Charter School Annual Evaluation Beaverton School District October 25, 2021



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## Evaluation Overview

### *Purpose*

15.2 Annual Visit. At least annually, a member of the Board, the District's Superintendent, or the Superintendent's designee must visit the Charter School to evaluate its compliance with the terms of this Charter and the Act, and the success of the academic program. The District or its designee must prepare a written report of the findings of its evaluation, which must include, but is not limited to, the following: (a) a statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues; (b) a description of the assessments used to measure student progress; (c) a summary of student assessment results; (d) a description of the staffing of the Charter School, summarizing the qualifications of staff members; and (e) a description of the Charter School's educational program.

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3. Correct a violation of federal or state law;
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### *Design*

By examining a variety of data, this charter school evaluation is designed to assess four key questions:

- How well has the school delivered its intended instructional program?
- How well are students learning?
- Are staff qualified to deliver the program and ensure student learning?
- Is the school on sound financial footing?

*Desired outcomes:* A quality charter school has a strong instructional program delivered with fidelity by qualified, skilled staff. Students demonstrate mastery in core content areas and show progress in learning during the year. A quality charter school maintains a sound financial foundation to ensure sustainability.

### *School Mission*

**Educating for Global Fluency** by developing Chinese & English dual-language skills, nurturing cultural adaptability and inspiring excellence in our students for a positive impact in our world.

### *Site Visit*

The prescribed site visit was conducted by Teaching and Learning staff on May 25, 2021. During the visit instruction at all grade levels and in both languages was observed. School safety protocols required during in-person instruction were consistently observed by student and staff.

### Highlights of Findings

Indicator	Key Question and Findings
1	<p data-bbox="313 331 1300 369">To what extent has the school delivered its intended instructional program?</p> <ul style="list-style-type: none"> <li data-bbox="313 373 1430 489">• Students in grades K - 2 receive 65% of their instruction in Chinese and 35% in English. Instruction for grades 3 - 5 students is 50% in each language while instruction in grades 6-7 is 40% in Chinese and 60% in English.</li> <li data-bbox="313 493 1333 567">• BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning.</li> <li data-bbox="313 571 1430 680">• Students engage in a variety of modes of instruction including large group, small group, pairs, and individual learning. 97% of students were assessed as engaged in the lesson or instructional task during the site visit.</li> </ul>
2	<p data-bbox="313 688 732 726">How well are students learning?</p> <ul style="list-style-type: none"> <li data-bbox="313 730 1419 921">• HCCS has met the student achievement requirements under the current five-year Charter: the percentage of HCCS students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District's dual language programs.</li> <li data-bbox="313 926 1370 999">• The school monitors student progress using a variety of assessments that also inform instructional decisions.</li> </ul>
3	<p data-bbox="313 1008 1435 1045">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul style="list-style-type: none"> <li data-bbox="313 1050 1406 1123">• All Hope Chinese teachers were appropriately licensed or on the charter school registry maintained by TSPC. Licensed staff were 75% of certified FTE in 2020-21.</li> <li data-bbox="313 1127 1382 1201">• English Language Arts instruction is delivered by teachers who are proficient in English and appropriately certified.</li> <li data-bbox="313 1205 1370 1278">• Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese.</li> <li data-bbox="313 1283 1446 1436">• In 2021, 95% of parents believe the school's program is aligned with its mission and 90% of parent report feeling welcome and accepted at the school. 81% of parents report receiving adequate information about their child's academic achievement, an increase of 15 percentage points from the prior year.</li> </ul>
4	<p data-bbox="313 1444 1040 1482">To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> <li data-bbox="313 1486 1446 1560">• The 2021-22 budget has been provided to the District. The audit report for 2019-20 identified a significant deficiency.</li> <li data-bbox="313 1564 1321 1602">• HCCS had net income of \$303,850 or 24.0% of total expenses for 2020-21.</li> <li data-bbox="313 1606 1300 1680">• After the ninth year of operation, Hope Chinese's ending fund balance is \$1,579,098 or 37% of the expenditures budgeted for 2021-22.</li> <li data-bbox="313 1684 1435 1795">• In 2020-21, 91% of HCCS students were from BSD, up five percentage point from the prior year. The return rate for students enrolled in grades K-7 at the end of the prior school year was 87%.</li> </ul>

Indicator	Key Question and Findings
1	<p data-bbox="318 222 1451 258">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="318 275 1451 573" style="list-style-type: none"> <li data-bbox="318 275 1451 384">• Students in grades K - 2 receive 65% of their instruction in Chinese and 35% in English. Instruction for grades 3 - 5 students is 50% in each language while instruction in grades 6-7 is 40% in Chinese and 60% in English.</li> <li data-bbox="318 394 1451 464">• BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning.</li> <li data-bbox="318 474 1451 573">• Students engage in a variety of modes of instruction including large group, small group, pairs, and individual learning. 97% of students were assessed as engaged in the lesson or instructional task during the site visit.</li> </ul>

*Charter Requirements*

5.1 Overview. Applicant agrees to design and implement the educational program described to the Board and in the Application, as amended by this Charter. The educational program must include the following:

- 5.1.1 All English Language Arts classes must be taught in English by a person proficient in the English language;
- 5.1.2 In kindergarten, first and second grades, 65% of daily instruction will be in Chinese and 35% in English;
- 5.1.3 In third, fourth and fifth grades, 50% of daily instruction will be in Chinese and 50% in English;
- 5.1.4 In sixth, seventh and eighth grades, 35% of daily instruction will be in Chinese and 65% in English;
- 5.1.5 Differentiated instruction in all classes;
- 5.1.6 Immersion teaching techniques will be incorporated in classes instructed in Chinese to ensure student success in Chinese learning acquisition;
- 5.1.7 The curriculum will be fully aligned with Oregon curriculum state standards, and the District's learning targets will serve as a guide for curriculum unit development and assessment;
- 5.1.8 The educational program implemented must meet the requirements of state and federal law, including, without limitation, Oregon content standards described in ORS 329.045, and other requirements concerning subjects of instruction and content standards;
- 5.1.9 Instructional materials will include the Primary Math (also known as Singapore Math), Harcourt *Story Town*, Zaner-Bloser handwriting materials, and other materials that align with the District's Learning Targets, applicable Oregon State Standards, and Charter School's education program set forth in the Application, so long as Hope Chinese notifies the District in writing of its intent to utilize such a curriculum 60 days in advance of its use.

*Findings*

- At all grade levels, English language arts instruction is provided by staff members who are proficient in English.
- Students in grades K - 2 receive 65% of their instruction in Chinese and 35% in English. Instruction for grades 3 - 5 students is 50% in each language while grades 6 - 8 are 40% in Chinese and 60% in English.
- Students receive differentiated instruction through grouping based on achievement/current learning as well as through differentiated materials, including individual reading books and student choice in topics. *Singapore Math* materials provide students with exercises based

on the student's achievement and accuracy. Teachers provide individual help and feedback as well as additional challenging work for students who need it.

- During the site visit, students were observed engaging in a variety of modes of instruction including large group, small group, pairs, and individual learning time. A variety of methods were used to engage students -- random calling, cold calling, physical response, individual and full class responses, and turn and talk. Methods to refocus student attention or transition students from one activity to the next varied across classrooms and were effective in most classrooms. Classroom routines including Covid-19 safety protocols were efficient and known by students. In 22 observations across classrooms, 97% of students were assessed as engaged in the lesson or instructional task at the time of the observation.
- Immersion techniques observed during the site visit included frequent use of comprehension checks (e.g., student responses on white boards), use of physical gestures and prompts, and effective teacher talk (e.g., clear and accurate use of language, use of amplification system).
- During the visit, students were asked to recall information, use technology, support arguments with evidence, develop conceptual understanding of math concepts and fluency with math procedures, acquire and use correct vocabulary and pronunciation, and write and speak accurately.
- BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations. For one classroom observation, no standards or learning targets could be identified. Observed instruction aligned with District learning targets as detailed here:

- describes fractions for their parts (halves, thirds, fourths) and wholes (two halves, three thirds, four fourths)
- mentally adds 10 or 100 to a given number (100-900) and mentally subtracts 10 or 100 from a given number
- draws, constructs, and describes geometric figures and relationships between them
- represents three-dimensional figures using nets made up of rectangles and triangles and uses the nets to find the surface area of these figures
- solves real-world and mathematical problems involving surface area of three-dimensional objects
- demonstrates understanding of spoken words, syllables, and sounds.
- asks or answers questions about key details in a text
- writes informative/explanatory texts to examine a topic to convey ideas and information clearly
- uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words
- writes informative/explanatory texts to examine a topic to convey ideas and information clearly
- writes narratives to recount two or more sequenced events
- demonstrates command of the conventions of capitalization, punctuation, and spelling when writing
- demonstrates command of standard English grammar when writing
- accurately evaluates if specific claims in a text have reasoning that is relevant and sufficient.
- writes argumentative texts
- identifies words with inconsistent but common spelling-sound correspondences. (homophones)
- uses words and phrases acquired through conversations, reading and being read and responding to texts
- identifies, restates, or rewrites information, main ideas and supporting details from a variety of printed text and/or videos
- understands or extracts information from text, including culturally authentic material

- Instructional materials used during the 2020-21 school year included *Singapore Math*, *Lucy Calkin's Writing Units of Study* and *Words Their Way* for English Language Arts, *Singapore Chinese* and leveled Chinese readers for Chinese Language Arts, and *FOSS Science*.

Indicator	Key Question and Findings
2	<p data-bbox="313 222 1451 258">How well are students learning?</p> <ul data-bbox="313 268 1451 518" style="list-style-type: none"> <li data-bbox="313 268 1451 451">• HCCS has met the student achievement requirements under the current five-year Charter: the percentage of HCCS students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s dual language programs.</li> <li data-bbox="313 457 1451 518">• The school monitors student progress using a variety of assessments that also inform instructional decisions.</li> </ul>

*Charter Requirements*

5.6 Student Assessment. The Charter School will assess student performance (a) in the manner described in the Application, (b) as provided in ORS 338.115(1)(L), and (c) in a manner consistent with assessments administered by the District to its elementary students from time to time, including assessments required for any District two-way immersion programs. The assessments will include:

5.6.1 Administering to each student each school year the required State assessments to the extent the District requires its students to take such assessment;

5.6.2 Administering to each ELL Student (defined in Section 7 below) each school year the English Language Proficiency Assessment;

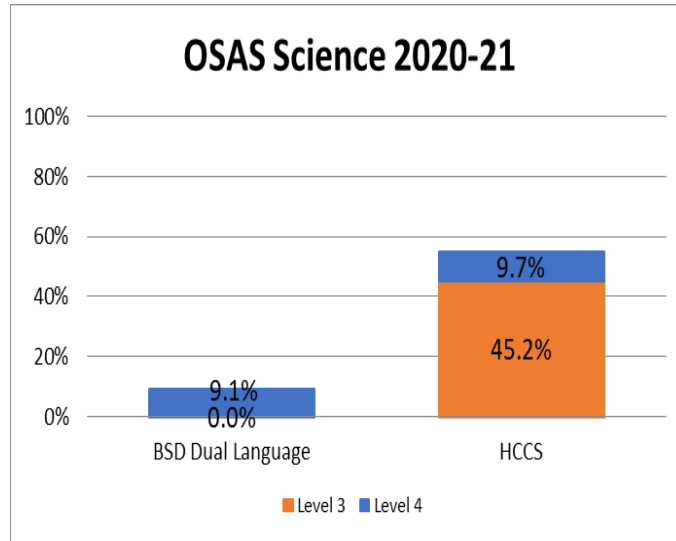
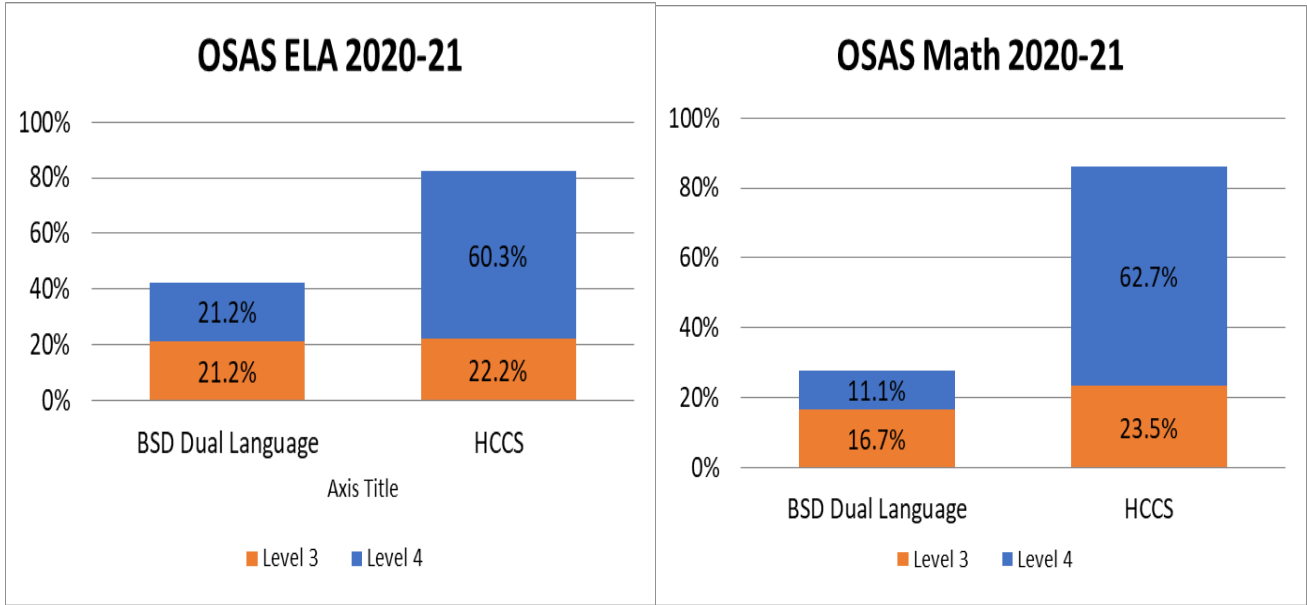
5.6.3 Administering to each second-, third-, and fourth-grade student in the spring of each school year, the Chinese version of the Student Oral Proficiency Assessment (SOPA) or such other assessment as may be approved in writing by the District;

5.6.4 Administering to each fifth-grade student in the spring of each school year, the Chinese version of the Standards-based Measurement of Proficiency (STAMP 4se) to assess all four skills (Chinese listening, speaking, reading, and writing); and

5.7 Student Achievement. All of the Charter School students must meet the District’s learning targets for each grade level for each subject. The Charter School will be deemed to have met the student achievement requirements of this Charter if, on a subject-by-subject basis, the percentage of Charter School students meeting or exceeding achievement standards on State assessments in English language arts, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.

*Findings*

- The State’s English Language Proficiency Assessment (ELPA) was administered to 20 of 26 students enrolled in 2020-21 receiving or eligible for ELD services.
- As shown in the graphs below, the percentages of HCCS students exceeding and meeting standard on the OSAS Language Arts, Mathematics, and Science tests are substantially greater than their dual language peers in the District. It is important to note that only 5% of students in BSD elementary dual language schools participated in state testing this year. In contrast, 80-90% of HCCS students participated in state testing in the grades and subjects required by the state (ELA grades 3, 6, and 7, Math grades 4, 7, and 8, and Science grades 5 and 8).



- Student growth percentiles for OSAS English Language Arts (ELA) and Math were not produced by the Oregon Department of Education for 2020-21.
- HCCS has met the student achievement requirements under the current five-year Charter: the percentage of HCCS students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s dual language programs.
- The school monitors student progress using a variety of assessments that also inform instructional decisions as outlined in the table below.

<b>Assessment</b>	<b>Purpose</b>	<b>Use</b>	<b>Frequency</b>
<b>Chinese Language Reading and Writing Assessments</b>	Assesses Chinese reading fluency and comprehension; character writing ability and understanding	Informs teacher of characters mastered and tracks progress throughout the year.	Beginning, middle and end of the year
<b>Student Oral Proficiency Assessment (SOPA)</b>	Assesses students' level of oral proficiency with Chinese language	Tracks students' progress from year to year (2 <sup>nd</sup> – 4 <sup>th</sup> grade)	End of the year
<b>STAMP4se (STAndards-based Measurement of Proficiency)</b>	Assess middle school students' proficiency with spoken and written Chinese language	Track student progress	End of the year
<b>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</b>	Assesses English reading fluency and comprehension (grades K-3)	Tracks students' progress throughout the year and assists teachers in identifying students requiring additional intervention in reading	Beginning, middle and end of the year
<b>Development Reading Assessment (DRA) and Qualitative Reading Inventory (QRI)</b>	Assesses English reading fluency and comprehension.	Informs teacher and student of appropriate reading level for guided reading groups and student's self-selection; tracks progress throughout the year.	Beginning, middle and end of the year
<b>English Writing Assessments (Lucy Calkins Units of Study)</b>	Assesses students' writing achievement	Informs teacher of students' achievement with writing skills	Beginning, middle and end of year
<b>English Language Proficiency Assessment (ELPA21)</b>	Assesses ELL students' proficiency levels in English	Informs teacher of students' English proficiency level	End of year
<b>ESL Assessments</b>	Assesses ELL students in a variety of English language objectives	Informs teacher of students' English level and assists in setting learning goals for the student.	Beginning and end of year
<b>RAZ Kids Reading Assessment</b>	Assess reading behaviors, high frequency words, phonological awareness, fluency, comprehension	Monitor student progress on a monthly basis and inform teacher of strengths and weaknesses	Monthly
<b>Singapore Math Assessments</b>	Assess and track ongoing progress of math skills according to the curriculum.	Guides teaching strategies for daily learning at an individual/group level	Bi-weekly.
<b>OSAS English Language Arts, Math, and Science</b>	Assesses student achievement of state standards	Measures student progress toward career- and college-readiness	End of year

Indicator	Key Question and Findings
3	<p data-bbox="313 254 1433 289">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="313 296 1446 680" style="list-style-type: none"> <li data-bbox="313 296 1409 369">• All Hope Chinese teachers were appropriately licensed or on the charter school registry maintained by TSPC. Licensed staff were 75% of certified FTE in 2020-21.</li> <li data-bbox="313 375 1382 449">• English Language Arts instruction is delivered by teachers who are proficient in English and appropriately certified.</li> <li data-bbox="313 455 1370 529">• Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese.</li> <li data-bbox="313 535 1446 680">• In 2021, 95% of parents believe the school’s program is aligned with its mission and 90% of parent report feeling welcome and accepted at the school. 81% of parents report receiving adequate information about their child’s academic achievement, an increase of 15 percentage points from the prior year.</li> </ul>

*Charter requirements*

18.1 English Language Arts. All English Language Arts classes at the Charter School will be taught in English by a teacher proficient in the English language.

18.2 Classes Taught in Chinese. All classes at the Charter School taught in Chinese will be taught by a bilingual Chinese/English teacher fluent in Chinese.

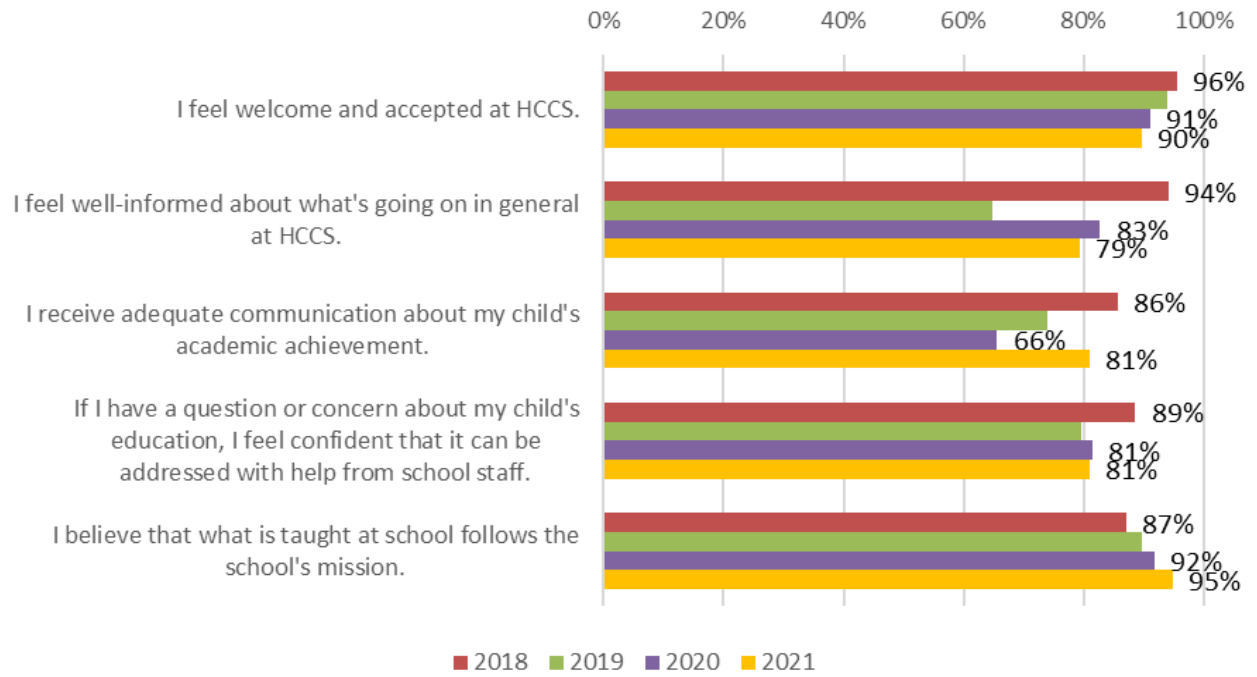
18.3 ELL Classes. All teachers providing programs specialized for ELL Students will be taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.

18.4 Licensure. Classroom instruction will only occur in the presence of a teacher with a valid Oregon license or charter school registry.

*Findings*

- English Language Arts instruction is delivered by teachers who are proficient in English and appropriately certified.
- Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese.
- All Hope Chinese teachers were appropriately licensed or on the charter school registry maintained by TSPC. Licensed staff were 75% of certified FTE in 2020-21.
- ELL students were taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.
- In 2020-21, teachers participated in professional development on diversity, equity, and inclusion (DEI) topics.
- A web-based survey of parents was conducted by the school in June, garnering 58 responses, less than half the number from the prior year. 95% of parents believe the school’s program is aligned with its mission and 90% of parent report feeling welcome and accepted at the school. 81% of parents report receiving adequate information about their child’s academic achievement, an increase of 15 percentage points from the prior year.

### Hope Chinese Parent Survey



Indicator	Key Question and Findings
4	<p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> <li>The 2021-22 budget has been provided to the District. The audit report for 2019-20 identified a significant deficiency.</li> <li>HCCS had net income of \$303,850 or 24.0% of total expenses for 2020-21.</li> <li>After the ninth year of operation, Hope Chinese's ending fund balance is \$1,579,098 or 37% of the expenditures budgeted for 2021-22.</li> <li>In 2020-21, 91% of HCCS students were from BSD, up five percentage point from the prior year. The return rate for students enrolled in grades K-7 at the end of the prior school year was 87%.</li> </ul>

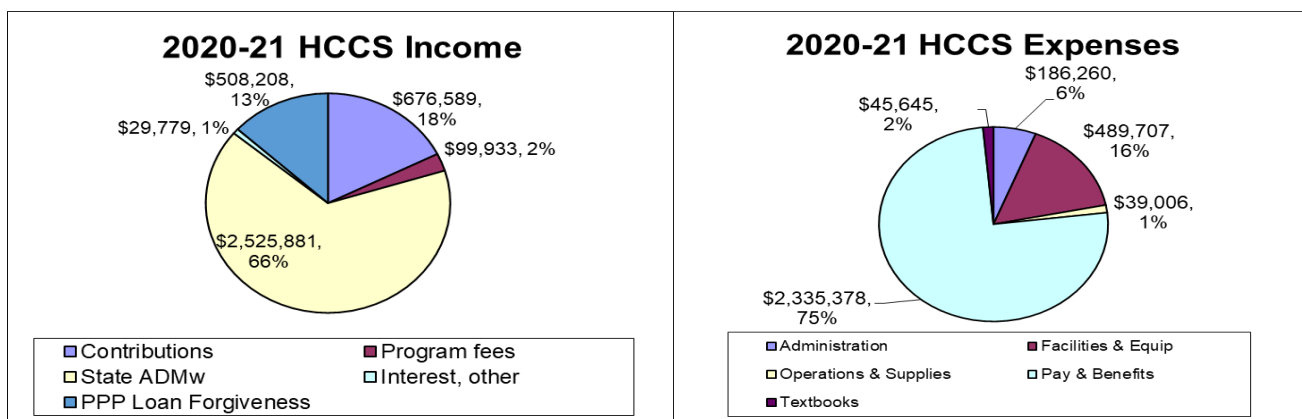
**Charter Requirements**

13.4 Annual Audit. HCCS will retain an auditor to conduct an audit of the accounts of the Charter School as required by ORS 338.095(2) and in accordance with the Municipal Audit Law. The audit shall be conducted in accordance with the governmental model and conducted by an auditor licensed to perform and experienced with municipal audits. Applicant will deliver a copy of the final audit to the District no later than December 1.

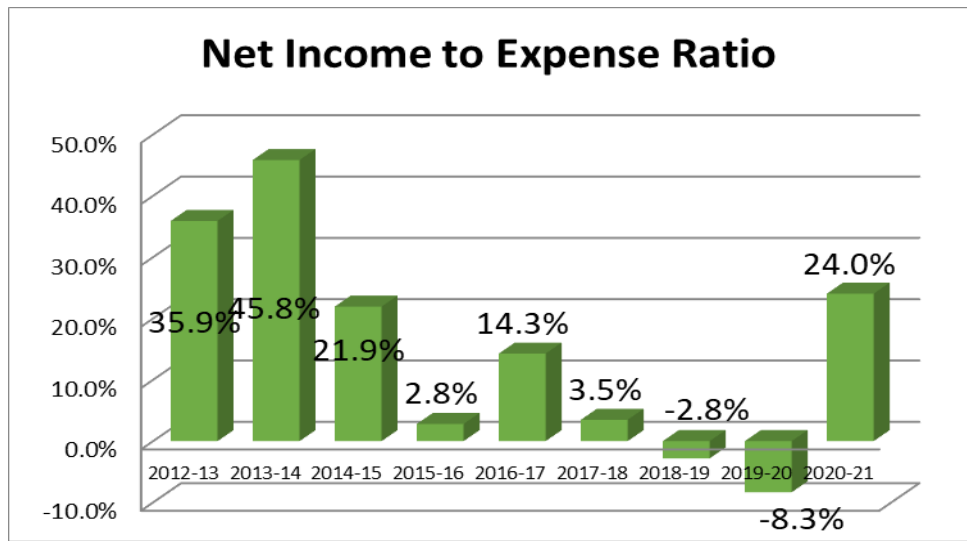
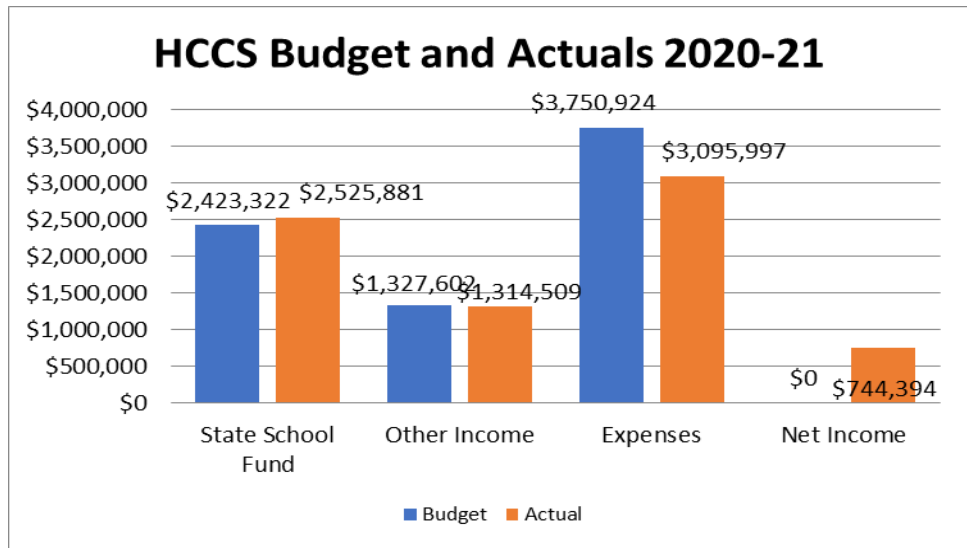
13.1 Annual Budget. On or before April 15 of each year, Applicant will submit to the District the Charter School's proposed budget for the next fiscal year.

**Findings**

- The annual audit of the eighth year of operation was received on December 2, 2020. The audit did not find any evidence of non-compliance with state standards. A separate management letter identified a significant deficiency related to Reconciliation of Accounts and Audit Preparation in which the auditors identified several adjustments to correct account balances in accordance with U.S. generally accepted accounting principles.
- The 2021-22 budget was provided to the District on April 23<sup>rd</sup>.
- A statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues shows that Hope Chinese ended the ninth year of operation with net income of \$744,394 on total revenues of \$3,840,390 and \$3,095,997 total expenses. State School fund accounts for two-thirds of the school's income, the same as the prior year. Income and expenses are summarized in the charts below:



- Compared to the 2020-21 budget, income was slightly higher than anticipated while expenses were 17% lower. As a result, HCCS had a net income of \$744,394 or 24.0% of total expenses for the year.



- After the ninth year of operation, Hope Chinese’s ending fund balance is \$1,579,098 or 37% of the expenditures budgeted for 2021-22.
- In 2020-21, 91% of HCCS students were from BSD, up five percentage point from the prior year. The return rate for students enrolled in grades K-7 at the end of the prior school year was 87%.

2020-21 Return Rate	Total
Active students at end of 2020-21, Grades K-7	330
Returned to Hope Chinese	288
Out of district/private school/home school	12
In BSD School	30
Return rate	87%



**Arco Iris Charter Amendment**

**POLICY ISSUE/SITUATION**

The current Arco Iris Charter is for the term July 1, 2016 to June 30, 2022. The Charter is automatically amended to conform to any amendment to the State’s Charter School law or any related ordinance, regulation, order, or rule. Any other amendment or modification to the Charter must be in writing and authorized by the Board.

**BACKGROUND INFORMATION**

Proposed amendment to the Charter agreement approved by the Arco Iris Board:  
The Education Program section of the Charter as amended in 2019 stipulates that daily instruction for students in Kindergarten be approximately 80 percent of daily instruction in Spanish and 20 percent in English and approximately 65 percent of daily instruction in Spanish and 35 percent in English for students in grades 1-5. For the 2021-22 school year, Arco Iris proposes daily instruction for students in grades K-5 be approximately 50 percent of daily instruction in Spanish and 50 percent in English in grades where a need is identified and families are notified in advance.

This change in the instructional model will allow Arco Iris to offer distance learning to families who choose this option for health and safety reasons. In addition, this amendment allows Arco Iris to continue to serve families in an immersion setting during a year of an extreme shortage of qualified bilingual teachers.

The change to the instructional model for 2020-21 was approved by the Arco Iris School Board on August 25, 2021. The Executive Director of Arco Iris notified families of students in grades 1 and 4 of the change in the instructional model prior to the start of school and also presented the change in instructional model to all parents on Back-to-School night. The Executive Director of Arco Iris reports receiving one question from parents of students in the affected grades and no expressions of concern.

The District’s general counsel and charter school liaison reviewed the charter amendments proposed by Arco Iris and find the proposed amendment acceptable.

**RECOMMENDATION:**

The Board approve the amendment to the Charter proposed by Arco Iris.

**District Goal:** WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

**CHARTER SCHOOL AMENDMENT 2  
ARCO IRIS SPANISH IMMERSION SCHOOL**

This Charter School Amendment (this "Amendment"), dated effective as of August 30, 2021, is entered into by and between Beaverton School District No. 48, an Oregon public school district (the "District"), and Arco Iris Spanish Immersion Charter School ("Arco Iris"), an Oregon nonprofit corporation and amends the Charter School Agreement ("Charter") dated July 1, 2016.

**1. EDUCATIONAL PROGRAM**

Charter provision 5.1.2 is amended to read:

5.1.2 In Kindergarten approximately 80% of daily instruction will be given in Spanish and 20% in English. In first through fifth grades, approximately 65% of daily instruction will be given in Spanish and 35% in English; For the 2021-22 school year, daily instruction in grades K-5 may be 50% in English and 50% in Spanish in grades where a need is identified and parents have been notified in advance of the change.

The parties have executed this Amendment as of the date written by each party's signature below.

**BEAVERTON SCHOOL DISTRICT NO. 48J**

**ARCO IRIS SPANISH IMMERSION  
CHARTER SCHOOL**

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_



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## FUTURE CAPITAL BOND

### **POLICY ISSUE / SITUATION:**

A new capital bond program is needed to continue with the facility improvements currently being funded by the 2014 Capital Bond program. A new capital bond will require Board action to refer a property tax increase measure to the voters of the Beaverton School District. The Board is being requested to begin discussions on the scope of a future capital bond program.

### **BACKGROUND INFORMATION:**

The 2014 Capital Bond program is nearing completion and the Board adopted the 2021 Long Range Facilities Plan (LRFP) in June 2021. The LRFP identified substantial need to improve and modernize existing district facilities. The LRFP recommends that a new capital bond measure be developed to fund the needed facility improvements.

The LRFP documented two (2) funding options for a future capital bond program. The summary of both options is attached in Exhibit A. Option 1 proposes a ballot measure which would ask the District's voters to approve a property tax which matches a tax which is expiring. The benefit of such a proposal is that the tax rate remains approximately the same. The District has proposed, and the voters have approved, similar capital bond measures for at least the past three (3) capital bond measures. Based on current property values and the amount of property tax set to expire, the Option 1 proposal would raise approximately \$325M.

Option 2 proposes a ballot measure which would ask the District's voters to approve a property tax which matches a tax which is expiring and increase property taxes by \$0.25/\$1,000 of assessed property value. Based on current property values, the Option 2 proposal would raise approximately \$720M.

At the Board's October 11<sup>th</sup> work session, the Board heard a presentation from Carol Samuels of Piper Sandler bond financing and how the District is currently positioned with respect to its current bond programs. The May 2022 election is the last election where a capital bond measure can be proposed to the voters and maintain the current tax rate. This is the Option 1 capital bond ballot measure identified above.

### **RECOMMENDATION**

Recommend the Board discuss and review the merits of the two capital bond options that were identified in the LRFP. The Board should discuss and provide preliminary direction on the following subjects:

1. The amount of a capital bond to propose to the voters
  - a. Option 1, approximately \$325M
  - b. Option 2, approximately \$720M

**District Goal:** WE Empower all students to achieve post-high school success.

"The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons with in these protected classes."

2. The duration of the capital bond program. Depending on the option selected by the Board, how many years should the program last?
3. Which election should a capital bond measure be referred to the voters? May 2022 is the soonest that a capital bond ballot measure can be presented to the voters.

# EXHIBIT A

## Bond Options

### From 2021 Long Range Facilities Plan

<b>Project</b>	<b>Bond Option 1: No Tax Rate Increase</b>	<b>Bond Option 2: \$0.25 Tax Rate Increase</b>
<b>EDUCATIONAL PROGRAM</b>		
Special Education Improvements	\$2.0M	\$2.0M
Prekindergarten Modifications	\$1.0M	\$1.0M
Outdoor Learning Improvements	-	<b>\$5.0M</b>
Physical Education / Athletics Additions	\$5.6M	<b>\$13.0M</b>
<b>FACILITY CONDITION: REPLACEMENT</b>		
Raleigh Hills ES Replacement	\$44.0M <sup>1</sup>	\$44.0M <sup>1</sup>
Beaverton HS Replacement	\$15.0M <sup>2</sup>	<b>\$230.0M</b>
Allen St. Transportation Replacement	\$11.0M	\$11.0M
<b>FACILITY CONDITION: MODERNIZATION</b>		
Deferred Maintenance	\$110.0M	<b>\$138.0M</b>
School Modernization	\$12.0M	<b>\$36.0M</b>
Seismic Upgrades	\$20.0M	<b>\$40.0M</b>
Security Upgrades	\$6.0M	<b>\$15.0M</b>
Nutrition Services Upgrades	\$5.0M	\$5.0M
<b>CAPACITY &amp; ENROLLMENT</b>		
Classroom Additions	\$7.5M	<b>\$10.0M</b>
<b>OTHER SUPPORT</b>		
Technology	\$27.0M	<b>\$53.0M</b>
School Office Relocation	\$10.0M	\$10.0M
Bus Replacement	\$8.0M	<b>\$10.0M</b>
Critical Equipment	\$4.0M	<b>\$7.0M</b>
<b>Subtotal</b>	<b>\$288.1M</b>	<b>\$630.0M</b>
Bond Fee / Management Cost (8%)	\$23.0M	\$50.4M
Contingency (10%) <sup>136</sup>	\$13.9M <sup>3</sup>	\$42.2M <sup>3</sup>
<b>Total</b>	<b>\$325.1M</b>	<b>\$722.6M</b>

#### NOTES

<sup>1</sup> Cost assumes an additional \$11.8 M is provided from 2014 bond funds

<sup>2</sup> Cost includes BHS planning and design only

<sup>3</sup> Excludes FCA, Technology, and Critical Equipment

\* Costs are rough-order-of-magnitude project costs, to be confirmed

# Future Capital Bond

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10/25/2021

# Beaverton School District Funding Sources



**General  
Fund**

**Salaries & Benefits  
Activities  
Athletics  
Cirruculum  
Minor Maintenance  
Utilities**



**Operational  
Levy**

**Up to +300  
Additional  
Classroom Teacher  
Salaries & Benefits**



**Capital  
Bond**

**Facilities  
Technology  
Transportation**

# Capital Bond Funding



**Pre-School**  
**Gyms**  
**Covered Play Areas**  
**SPED Spaces**



**New Facilities**  
**Redeveloped Facilities**  
**Deferred Maintenance**  
**Security**  
**Seismic**  
**Modernization**  
**Kitchens**



**Classroom**  
**Additions**



**New School Offices**  
**Technology**  
**Transportation**

# 2021 Long Range Facilities Plan

- Data Sources:
  - Facility Condition Assessments (McKinstry)
  - Seismic Assessments
  - PSU 10-Year Enrollment Forecasting
  - 2017 Futures Study
- Major areas of consideration:
  - Educational Programming
  - Facility Conditions
  - Enrollment and Capacity
- Two funding options evaluated:
  - Option 1: ~\$325M
  - Option 2: ~\$720M

# Bond Options

## From 2021 Long Range Facilities Plan

### NOTES

<sup>1</sup> Cost assumes an additional \$11.8 M is provided from 2014 bond funds

<sup>2</sup> Cost includes BHS planning and design only

<sup>3</sup> Excludes FCA, Technology, and Critical Equipment

\* Costs are rough-order-of-magnitude project costs, to be confirmed

Project	Bond Option 1: No Tax Rate Increase	Bond Option 2: \$0.25 Tax Rate Increase
<b>EDUCATIONAL PROGRAM</b>		
Special Education Improvements	\$2.0M	\$2.0M
Prekindergarten Modifications	\$1.0M	\$1.0M
Outdoor Learning Improvements	-	<b>\$5.0M</b>
Physical Education / Athletics Additions	\$5.6M	<b>\$13.0M</b>
<b>FACILITY CONDITION: REPLACEMENT</b>		
Raleigh Hills ES Replacement	\$44.0M <sup>1</sup>	\$44.0M <sup>1</sup>
Beaverton HS Replacement	\$15.0M <sup>2</sup>	<b>\$230.0M</b>
Allen St. Transportation Replacement	\$11.0M	\$11.0M
<b>FACILITY CONDITION: MODERNIZATION</b>		
Deferred Maintenance	\$110.0M	<b>\$138.0M</b>
School Modernization	\$12.0M	<b>\$36.0M</b>
Seismic Upgrades	\$20.0M	<b>\$40.0M</b>
Security Upgrades	\$6.0M	<b>\$15.0M</b>
Nutrition Services Upgrades	\$5.0M	\$5.0M
<b>CAPACITY &amp; ENROLLMENT</b>		
Classroom Additions	\$7.5M	<b>\$10.0M</b>
<b>OTHER SUPPORT</b>		
Technology	\$27.0M	<b>\$53.0M</b>
School Office Relocation	\$10.0M	\$10.0M
Bus Replacement	\$8.0M	<b>\$10.0M</b>
Critical Equipment	\$4.0M	<b>\$7.0M</b>
<b>Subtotal</b>	<b>\$288.1M</b>	<b>\$630.0M</b>
Bond Fee / Management Cost (8%)	\$23.0M	\$50.4M
Contingency (10%) <sup>141</sup>	\$13.9M <sup>3</sup>	\$42.2M <sup>3</sup>
<b>Total</b>	<b>\$325.1M</b>	<b>\$722.6M</b>

# Educational Programming

- There are eight elementary schools and two high schools that are significantly below square footage targets identified in district education specifications
- There are three known areas of facility improvement to support program goals:
  - Preschool,
  - Special education, and
  - Physical Education
- Nine elementary schools, two middle schools, and one high school emerge when viewed through the lens of free and reduced lunch, students of color, and ELL

# Educational Program

## Special Education Improvements *(Options 1 & 2)*

**Adapt existing special education spaces to be more suitable for their current use and support student needs**, such as creating larger/additional classroom spaces and adding adaptive equipment, kitchen facilities, office space, built-in cabinets, accessible restrooms, accessible playground equipment, and other modifications.

## Prekindergarten Modifications *(Options 1 & 2)*

In alignment with the District's prioritization of early childhood education, **upgrade existing prekindergarten spaces to meet the unique needs of young learners**, including redesign to be more inclusive of current learning practices and purchasing appropriate materials and furniture.

## Outdoor Learning Improvements *(Option 2)*

**Expand outdoor covered play areas at elementary schools across the District.** Currently several schools do not have covered play areas, and many more do not have ones that are adequately sized. These are highly flexible areas that allow for an outdoor extension of learning and play and provide gathering and queueing areas that protect children from the rain.

## Physical Education / Athletics Additions *(Options 1 & 2)*

**Build a new gym at Stoller MS (both options) and Barnes ES (Option 2), and provide some improvements to other District athletic facilities (Option 2)**, including an outdoor restroom/storage facility at Westview HS. The current space at Stoller is not adequate to support current or future enrollment. The current gymnasium and cafeteria at Barnes are inadequate to support the school and will be replaced.

# Facility Conditions

- When viewed through the metrics of age, facility condition, seismic condition, and energy use, two schools fall into the worst category in all four areas: **Raleigh Hills K-8 and Beaverton High School**
- Four elementary schools, four middle schools, one high school and one alternative school fall into the worst seismic category (below collapse prevention)
- Districtwide deferred maintenance is estimated at **\$610 M**



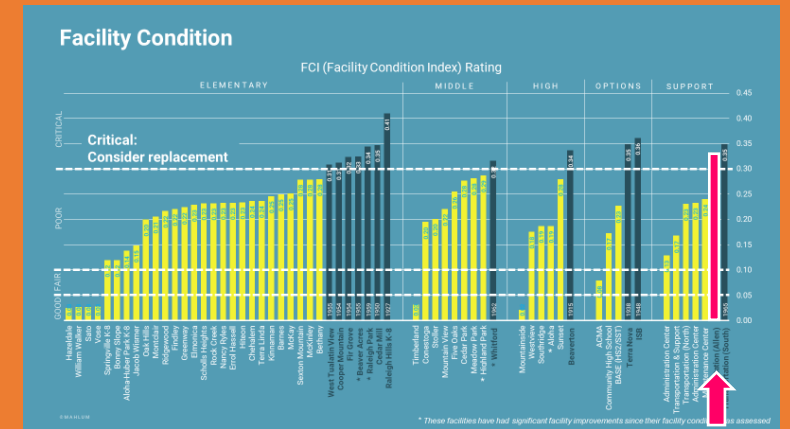


# Facility Replacement: Allen Street Transportation Facility

**Replace existing Allen Street Transportation facility.**

**WHY:**

- > One of the worst FCI scores in the District (0.33 – Critical Condition)
- > Existing facility is more than 50 years old
- > Repair bays are cramped and lack space to utilize modern technical repair aids
- > One-third of the hydraulic floor lifts are unusable due to leaks, failed parts, and excessive age and 2/3rds of the vehicle lifts lack safety stops to prevent unplanned retraction
- > Technicians must use jack stands to prevent buses from lowering below safe working heights



# Modernization

## **Deferred Maintenance** *(Options 1 & 2)*

**Repair and upgrade projects at all facilities (except new ones)**, based on recently completed assessment findings. Components include roofing, HVAC, site, equipment, electrical, building envelope, interior finishes, fire/life safety, and conveyance.

## **School Modernization** *(Options 1 & 2)*

**Modernize schools to improve the learning environment, enhance student engagement, and improve health and behavior**, including improving aesthetics/condition of building materials (walls, hard floors, carpet), upgrading television and A/V equipment, ensuring sufficient lighting, improving natural lighting, and increasing square footage of classrooms and support.

## **Seismic Upgrades** *(Options 1 & 2)*

**Seismic upgrades to district target level for worst performing buildings that are not anticipated to be replaced** (facilities TBD, priorities are Whitford MS, Highland Park MS, Cedar Park MS, Mountain View MS).

## **Security Upgrades** *(Options 1 & 2)*

**Cameras, fencing, and access control upgrades at various schools.**

## **Nutrition Services Upgrades** *(Options 1 & 2)*

**Various projects throughout the District**, including electrical and equipment upgrades at 11 sites, water fountain installation at 25 sites, service line remodels at Westview HS and Community HS, freezer capacity additions, full kitchen remodel at Beaver Acres ES, and cafeteria expansion at Barnes ES.

# Enrollment & Capacity

- There is adequate districtwide capacity at every grade level, however...
  - Two elementary schools are projected to be more than 100 students over capacity: **Sato ES and Bonny Slope ES**
  - One middle school is projected to be more than 500 students over capacity: **Stoller MS**
  - One high school is projected to be almost 600 students over capacity: **Westview HS**



# Capacity & Enrollment

## Classroom Additions *(Options 1 & 2)*

**Add additional classrooms at Sato ES and Stoller MS (Options 1 and 2), and Oak Hills ES (Option 2)** to address capacity needs.

## Boundary Adjustments

**Balance capacity between schools with attendance boundary adjustments** to address capacity needs. An example is adjusting the Bonny Slope ES attendance boundary to lower enrollment

## Consolidation of Schools

- As enrollment declines, **consider consolidating schools** to improve educational programming choice, lower operational costs, and utilize facilities efficiently.
- As capacity is added through redevelopment **consider consolidating smaller, older schools** with schools that have new, redeveloped buildings.

# Bond Options

## From 2021 Long Range Facilities Plan

### NOTES

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<b>Total</b>	<b>\$325.1M</b>	<b>\$722.6M</b>

# Questions, Comments, & Discussion

- What is the size of the capital bond?
  - Option 1 ~\$325M
  - Option 2 ~\$720M
- What election date to pursue?
- What is the duration of the capital bond?

## BEHAVIORAL HEALTH AND WELLNESS PROJECT TEAM CHARGE

### SITUATION:

The Beaverton School District reviews and updates its curriculum, instructional practices and classroom materials in the various subject areas according to Board policy and Oregon State Statute and Administrative Regulations. This will be the first time Beaverton School District will undergo a full K-12 Behavioral Health and Wellness adoption.

Behavioral Health and Wellness refers to the social, emotional, and behavioral welfare of all. This comprehensive system of trauma informed and anti-racist foundational strategies, universal prevention, and evidence based interventions is intended to improve student engagement, reduce barriers to learning, and ultimately contribute to post high school success. The Behavioral Health and Wellness framework nurtures the resiliency of our students, staff, and organization by promoting well-being and building community, the core tenets of Behavioral Health and Wellness.

Following years of declining mental health, the stress of experiencing a global pandemic, and our country's racial reckoning in response to enduring white supremacy culture, our students need us to prioritize their mental health and emotional well being like never before. Behavioral Health and Wellness activities aim to reduce barriers to learning and increase opportunities for student engagement.

### BACKGROUND INFORMATION

The proposed curriculum review process will be a nine-month process allowing the District to implement curriculum and materials in September of 2022.

The committees charged with this review include the Project Team and a K-12 Cadre. The Project Team consists of Behavioral Health and Wellness team members (school counselors, school social workers, school psychologists, nurses, student success coaches and school support specialists), community members/parents, administrators and students, and a School Board member. The composition of the committees and the process shall ensure that School Board policy is honored and State requirements are met.

The Project Team shall review curriculum and practices in Behavioral Health and Wellness and make curriculum, professional development, and adoption recommendations to the School Board. The School Board will receive regular updates on this work and will make final decisions regarding recommendations for curriculum, instructional materials, professional development, and instructional practices that come from the Project Team.

The Cadre reports to the Project Team and is charged with researching best practices and instructional materials to be considered for possible adoption; articulating long term and supporting learning targets and assessments; and recommending professional development, and

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structures for ongoing professional learning for staff. Note: The Behavioral Health and Wellness Cadre has been formed and has begun essential pre-work.

**RECOMMENDATION:**

It is recommended that the Board approve the following resolution:

BE IT RESOLVED that the School Board direct the Superintendent to form the Behavioral Health and Wellness Project Team for the 2021-2022 Behavioral Health and Wellness curriculum review and to facilitate the program adoption.

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# Behavioral Health and Wellness Project Team Charge

School Board Presentation  
October 23, 2021



# Situation

The Beaverton School District reviews and updates its curriculum, instructional practices and classroom materials in the various subject areas according to Board policy and Oregon State Statute and Administrative Regulations.

This will be the first time Beaverton School District will undergo a full K-12 Behavioral Health and Wellness adoption.



# Definition

Behavioral Health and Wellness refers to the social, emotional, and behavioral welfare of all. This comprehensive system of trauma informed and anti-racist foundational strategies, universal prevention, and evidence based interventions is intended to improve student engagement, reduce barriers to learning, and ultimately contribute to post high school success. The Behavioral Health and Wellness framework nurtures the resiliency of our students, staff, and organization by promoting well-being and building community, the core tenets of Behavioral Health and Wellness.



# Rationale

Following years of declining mental health, the stress of experiencing a global pandemic, and our country's racial reckoning in response to enduring white supremacy culture, our students need us to prioritize their mental health and emotional well being like never before.

Behavioral Health and Wellness activities aim to reduce barriers to learning and increase opportunities for student engagement.



# Committees

- **Project Team:** The Project Team shall review curriculum and practices in Behavioral Health and Wellness and make curriculum, professional development, and adoption recommendations to the School Board.
- **Cadre:** The Cadre reports to the Project Team and is charged with researching best practices and instructional materials to be considered for possible adoption; articulating long term and supporting learning targets and assessments; and recommending professional development, and structures for ongoing professional learning for staff.



# Recommendation

It is recommended that the Board approve the following resolution:

BE IT RESOLVED that the School Board direct the Superintendent to form the Behavioral Health and Wellness Project Team for the 2021-2022 Behavioral Health and Wellness curriculum review and to facilitate the program adoption.



Live Stream was made available on: <https://www.youtube.com/BeavertonSchools>

**Board Members Present Zoom Meeting:**

Tom Collet, Chair

Ugonna Enyinannya

Susan Greenberg

Eric Simpson

Sunita Garg

Karen Perez

Becky Tymchuk, Vice Chair

**Staff Present:**

Don Grotting

Ginny Hansmann

Carl Mead

Mike Schofield

Susan Rodriguez

Josh Gamez

Steve Langford

Shellie Bailey-Shah

David Williams

Danielle Hudson

Pat McCreery

Tatiana Cevallos

Toshiko Maurizio

Camellia Osterink

Jon Franco

Brian Sica

Superintendent

Deputy Superintendent of Teaching and Learning

Deputy Superintendent of Operations

Associate Superintendent for Business Services

Chief Human Resources Officer

Chief Facilities Officer

Chief Information Officer

Public Communications Officer

Executive Administrator for Strategic Relations

Executive Administrator for Student Services

Administrator for Equity and Inclusion

Administrator for Equity and Inclusion

Administrator for Multilingual Programs

District Legal Counsel

Executive Administrator for High Schools &amp; Option Programs

Administrator for Curriculum, Instruction &amp; Assessment

**CALL MEETING TO ORDER & BOARD PROCEDURES – Tom Colett**

School Board Chair Tom Colett called the meeting to order at 6:02 p.m. Chair Colett asked for changes to the agenda: District lands on the traditional land of the Kalypulya

**BEA Comments – Lindsay Ray – President**

Comments attached in BoardBook

**OSEA Comments – Kyrsti Sackman – President**

How great it was to be back in the buildings with students, she thanked the classified staff for all their tireless work, about staffing shortages, the OSEA MOU in preparation to be signed, preparing for bargaining, encouraged the community to continue being safe getting vaccinated and the booster, and encouraged all members to reach out to our union if they need support.

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**Public Comments** - Board Chair Colett stated there were 43 written comments received, see Public Comments attachment for a full listing of written public comments submitted along with 6 who requested to be included in person, along with the topics of those that spoke live on the zoom.

## REPORTS

- A. **Superintendent Comments** – Don Grotting  
Report attached in BoardBook  
Superintendent Grotting announced his retirement the end of this school year June 2022.

Questions/Comments:

Thank you, Don.

- B. **Financial Update** – Mike Schofield  
Report and presentation attached in BoardBook

Questions/Comments:

Are we seeing less funds in the SIA due to the economy? *No, we are seeing close to what we expected. As enrollment is decreasing, we will see additional funds for the SIA. ESSER funds is helping with the additional teachers? Yes, we have increased staff in all buildings. We will bring information back to another meeting.* When you bring the reports, can you bring information about the ESSER, SIA and the summer school funds that were used. How far are we under enrollment? *We are about 900 students under in primarily in the elementary schools. We are about 150 below what we expected or the level we were last year. Since we are not transferring any more teachers? Will that come from the SIA funds? I believe that the SIA will be about what we expected, not a lot of additional. We will watch the numbers in the FLEX schools, we may have to move teachers at that time.* It will be interesting to see once the younger students are able to be vaccinated, if we will see the numbers increase.

- C. **Return to School Update** – Ginny Hansmann, Danielle Hudson, Brian Sica, Curtis Semana  
Report and presentation attached in BoardBook

Questions/Comments:

Happy to hear there is the ability for students in quarantine to access with substitutes. Who is making the decision on how long someone is in quarantine? *Requirement for a 10 day minimum but it is recommended for 14 days. Date of quarantine is last date in contact with positive member. Families cannot completely isolate, so date is started on last day of this time frame so some may be up to 20 days.* Do we have a shortage of bus drivers and how is that effecting transportation? *I believe we are down some drivers but I believe we are completing all routes. We are down 20 open routes, we are covering those with subs right now. We are continuing to hire, its an ongoing mission of ours.*

It sounds like with the declining enrollment, how are we going to manage the overage of elementary teachers? *Our SAM committee meets weekly to balance classes. We don't want to get too much movement with kids, it's a balance.*

Thank you Principal Semana, are kids eating outside even in the rain? *We are keeping kids out of the rain. We will have canopies arriving to create an outside eating area and for band or music.*

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Who do people call after hours? Can we add what parents' steps are after hours to let them know of sickness or Covid testing? Having a person to help walk us through. We need Spanish information on the attendance lines, possibly additional languages.

Thank you Principal Semana for the information you provided. We need to look at additional mental health information to go out.

Instructional materials for those that are in quarantine, can we also provide paper packets? How do we deliver the message, in a language they are comfortable with? *Two steps, contact tracing is first from nurses, health assistants and office assistants with phone calls. Parent square is also being used which is translated in the native language and the bilingual facilitators. Plus a letter to the entire school community.*

It would be nice to have a brochure to provide families about the need for vaccinated.

Are there also mental health supports while students are in quarantine? Our school social worker is reaching out daily to students in quarantine, inquiring if they are accessing canvas or do, they need additional supports.

What about meals for those that are in quarantine? *Intent was to provide meals. We have 24 vacant positions and we have had difficulty providing meals to all students. We have a desire to get more volunteers to provide meals for all quarantined students.*

Parent Square is a really important tool for parents, can we continue outreach for families to log in and have access? *It gives us analytics and we can see which parents have engaged. We have asked staff to reach out and check with those that have not engaged. We have had parent trainings on this tool.*

Thank you for all the amazing work.

- D. **Summer School Update** – Danielle Hudson, Jeremy Birch, Mariah McCarty, Allyson Dubuque, Cheryl Ashdown, Becky Talus, Kacey Farrrens, Andy Robinson, Kelly Raf

Report and presentation attached in BoardBook

Questions/Comments:

Great presentation, I got to spend a couple of hours at summer school and it was great. Hopefully we can find ways to continue these programs since they brought so much joy.

Thank you for the presentation, after school care that is currently provided, can we continue these type of programs for that time? *We can get back to you with some information.*

Thank you for engaging our students at these programs. Can we send daily notes to parents of what they did during the day? *We can take that to our team on how they can give more updates for what they did during the day.*

Thank you for these programs, can we use different funds to continue every year? Where are the opportunities to get funding for sustainability? Especially migrant students. We want to work with you all.

Thank you for a great presentation and program for the students. Would like to know what it would cost to meet the need for the community other than staffing issues, at another meeting.

- E. **Credit Recovery Update** – Jon Franco, Brian Sica  
Report and presentation attached in BoardBook

Questions/Comments:

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Thank you for the creativity in addressing the credit recovery piece. As we move forward can we make sure they are all similar in equitable opportunities. This is a great positive step in the right direction.

All those options, is it new? *Yes, it is new with ESSER dollars. All schools had credit recovery responses and now we are working towards credit recovery approach.*

Poverty schools have more needs, but we need to be equitable, and all students should get what they need. I agree and we task our admin to save the world and do what they can with what they are provided, what does the data say? *We have that lens and are looking at the kids.*

Thank you for the presentation, do you have goals for credit recovery and are you tracking those goals? If we didn't move to the I's and N's we'd be looking at F's. We need to look at on track data.

**F. Charter School Reports**

- a. Arco Iris – Michelle Herron- Director, Christa Billings- Board Chair
- b. Hope Chinese – Kevin Olds- Principal

Report and presentation attached in BoardBook

Questions/Comments:

I look forward to visiting Arco Iris again. You are welcome to come anytime.

Love to have anyone stop by Hope Charter as well.

**G. Student Investment Account SIA Annual Report – Ginny Hansmann, David William, Jon Bridges**

Report and presentation attached in BoardBook

Questions/Comments:

This is a statutory requirement that we have to submit to the Dept of Education as well. As we moved the 21 teachers from the SIA to the ESSER, will they be moved back into SIA? *In general, 22-23 school year it will be a couple of hundred thousand less than the original bucket. We can only add back what was in the lists originally. It will be very important to reconcile, at some point there could be a reckoning. We are worried about this.*

What impact does SIA have on class size at HS's, is this something being considered? *What was transpiring at the beginning of this year was dynamic. The plan in the SIA was to use funds to assist funds with higher poverty, we were implementing this and ensure safety in the moment.*

We took a plan that was created pre-covid and now we have to implement funds differently. *When will we look at those funds after the refreshed plan, with limited outreach. This will have to be looked at every 2 years as submitted to the Dept of Ed. Beginning the fall of 2022-2023. They are aligning with the legislative cycle.*

We are putting more teachers where there is low poverty, has that created safety issues for covid? *We meet weekly to look at class sizes and being able to accommodate those needs.*

**DISCUSSION ITEMS**

**A. Anti-Racist Vision Statement – Tom Colett**

Report attached in BoardBook

Questions/Comments:

Appreciative of all the hard work.

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- B. **Policy ACB – Tom Colett**  
Report attached in BoardBook

Questions/Comments:

The first version seems more inclusive to me.

We don't usually put a policy for reading in there along with a policy with all of the strike outs in there. Is this going to be an ongoing procedure? This seems to be confusing with all of the strikethroughs. *That's good feedback, thank you.*

Language for the Policy is Board policy, AR's are the districts way to ensure policy is followed. It seems more inclusive now. Prefer not to have old and new plus changes in the packet.

## ACTION ITEMS

- A. **OSBA Board of Directors Nomination for Position 15 – Tom Colett**  
Each OSBA Board of Director is nominated on a regional basis for a two-calendar year term. Candidates must be elected by official action of a member board within the region. Susan Greenberg has been nominated to fill position #15.  
Becky Tymchuk made the motion to elect Susan Greenberg from Beaverton School District to fill OSBA Board of Directors Position #15 approved. Eric Simpson seconded and the motion passed unanimously by a vote of 7 to 0 by Tom Collett, Ugonna Enyinnaya, Sunita Garg, Susan Greenberg, Karen Perez, Eric Simpson, and Becky Tymchuk.
- B. **OSBA Legislative Policy Committee Nomination for Position 16 – Tom Colett**  
Each OSBA Legislative Policy Committee member is nominated on a regional basis for a two-calendar year term. Candidates must be elected by official action of a member board within the region. Becky Tymchuk has been nominated to fill position #16.  
Susan Greenberg made the motion to elect Becky Tymchuk from Beaverton School District to fill OSBA Legislative Policy Committee Position #15 approved. Eric Simpson seconded and the motion passed unanimously by a vote of 7 to 0 by Tom Collett, Ugonna Enyinnaya, Sunita Garg, Susan Greenberg, Karen Perez, Eric Simpson, and Becky Tymchuk.
- C. **Consent Agenda – Tom Colett**
1. **Personnel**  
BE IT RESOLVED that the employee(s) who are recommended herein for administrator and teacher elections, leaves of absence, and resignations/terminations are accepted by the School Board as submitted at this meeting.
  2. **Approval of School Board Meeting Minutes**  
BE IT RESOLVED that the minutes of the August 30, 2021, Board Meeting are hereby approved.
  3. **Grant Report**  
BE IT RESOLVED that the Grant report be and hereby is approved as submitted.
  4. **Public Contracts**  
BE IT RESOLVED that the School Board authorize the Superintendent or designee to obligate the District for the public contract items as submitted at this meeting.
  5. **Approval of School Board Policy DFA**  
BE IT RESOLVED that the School Board approve the School Board Policy DFA for 2022-2023.
  6. **Approval of Capital Bond Calendar**

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BE IT RESOLVED that the School Board approve the Capital Bond Calendar for 2022–2023.

**7. Approval of Legal Settlement**

BE IT RESOLVED that the authority to pay a total of \$230,000 is granted to settle claims in a lawsuit brought on behalf of IM. The settlement agreement will be in a form approved by the General Counsel.

Susan Greenberg made the motion to accept by the School Board as submitted at this meeting. Eric Simpson seconded and the motion passed unanimously by a vote of 7 to 0 by Tom Collett, Ugonna Enyinnaya, Sunita Garg, Susan Greenberg, Karen Perez, Eric Simpson, and Becky Tymchuk.

Questions/Comments:

None

**BOARD COMMUNICATION – Board Members**

**A. Individual School Board Member Comments**

Had the pleasure to visit the CTE program at AHS. Also met with the Special Education Administrator and Assistant Director and learned about the CTP program.

Met with OSBA directors on zoom, interesting and learning experience. They are working on the equity policy as well.

Next Board meeting is on October 11<sup>th</sup> and is Native American day. We want to take a pause and think of our Native American students.

It is hard to hear the words that Don Grotting is going to retire, and he always put students first. I am grateful to have learned what a superintendent/board relationship should be.

Don has been so collaborative with us and walking the path with us. He is thought to be the dean of Superintendents of the state due to his knowledge. His integrity is amazing. Thank you, Don. Your service to Beaverton has been exemplary.

Thank you to the Board members for volunteering their time. This will be the best 9 months, ahead of us.

**ADJOURNMENT**

Chair Colett adjourned the meeting at 9:53 p.m.

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Submitted by Dianna Hess

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Tom Colett, School Board Chair

**INFORMATION ITEM –**

Bond Program Status Report

**District Goal:** WE Empower all students to achieve post-high school success.

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**Board Members Present:**

Tom Colett, Chair	Karen Peréz
Ugonna Enyinnaya	Eric Simpson
Sunita Garg	Becky Tymchuk, Vice Chair
Susan Greenberg	

**Staff Present:**

Don Grotting	Superintendent
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Carl Mead	Deputy Superintendent of Operations
Mike Schofield	Associate Superintendent for Business Services
Josh Gamez	Chief Facilities Officer
Steve Langford	Chief Information Officer
Susan Rodriguez	Chief Human Resources Office
Shellie Bailey-Shah	Public Communications Officer
David Williams	Executive Administrator for Strategic Relations
Danielle Hudson	Executive Administrator for Student Services
Pat McCreery	Administrator for Equity and Inclusion
Tatiana Cevallos	Administrator for Equity and Inclusion
Toshiko Maurizio	Administrator for Multilingual Programs
Camellia Osterink	District Legal Counsel
Matt Lichtenfels	Facilities Program Specialist III
Aaron Boyle	Administrator for Facilities Development
Nathan Potter	Administrator for Maintenance
Steven Sparks	Executive Administrator for Long Range Planning
Charity Ralls	Administrator for Nutrition Services
Rick Puente	Director of Public Safety
Craig Beaver	Administrator for Transportation
Jon Bridges	Administrator for Accountability/Instruction

**WELCOME**– Tom Colett

Meeting called to order at 3:02

**Indigenous Peoples Day Presentation** – Toshiko Maurizio, Brandon Culbertson, Gary Wetsley, Karen Perez, Tom Colett

Started with a blessing on our space today in his native tongue by Gary Westley. Twelve percent of our Beaverton School District students self-identify as Native American/Alaska Native. Presentation and Report attached in Board Book

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Comments/Questions:

How many staff members do we have that self-identify as Native American/Alaska Native? About 100 staff members.

Thank you to all that participated in this report and presentation.

#### **STRATEGIC PLAN REPORTS – Carl Mead**

You will have the opportunity to hear from 8 different people to present this afternoon and highlight aspects of the work they are currently engaged in. We will take questions at the end.

- **Facilities** – Josh Gamez  
Report attached in Board Book
  
- **Energy & Resource** - Josh Gamez for Matt Lichtenfels  
Report attached in Board Book
  
- **Facilities Development** – Aaron Boyle  
Report attached in Board Book
  
- **Maintenance** – Nathan Potter  
Report attached in Board Book
  
- **Long Range Planning** – Steven Sparks  
Report attached in Board Book
  
- **Facility Use** – Steven Sparks  
Report attached in Board Book
  
- **Nutrition Services** – Charity Ralls  
Report attached in Board Book
  
- **Public Safety** – Rick Puente  
Report attached in Board Book
  
- **Transportation** – Craig Beaver  
Report attached in Board Book

Questions/Comments from Board members:

You mentioned that the maintenance for the fields have been taken over by the BSD maintenance department. What about the points of entry at those schools, are they a security issue? *We are upgrading our security cameras and fencing that will be taken care of through the bond. The first round will be taken care of during this school year. We will put more information together and get that back to you.*

Thank you for all the hard work that you have accomplished. How will we be collaborating for additional sites for daycare? *We do have afterschool programming and after school care, we also have a meeting set up with the city and THPRD with BSD. 27 of the 34 sites have afterschool programs currently.*

Huge thank you to NS for their hard work. We understand the supply issues. How are we going to retain our staff?

In the Public Safety report you mentioned, not being able to provide all training due to COVID. What are they not receiving?

Nutrition – what changed between last year and now that makes it hard to serve all children? Will cutlery be metal and reusable? *Yes, it would be reusable and washed between uses. We have just approved our community resource funds here in the Community Involvement Department to purchase 520 \$30 gift cards to help with feeding our families who are experiencing quarantine.*

PSO- I was wondering about how many campus supervisors are in our schools and how that number is determined. And are these supervisors uniformed? *The number of supervisors is determined by enrollment and budget based. We are currently in the process of establishing minimum standards to serve our district overall and to address the equity stance. Not all schools are covered with a campus supervisor. They wear a polo shirt with the public safety emblem on them. We are working on improving our professionalism and visibility in the community and providing medical training. Are drivers required to have a commercial driver's license before they are offered employment? We do not have any requirements prior to employment. We train them after hire.*

Transportation – Are drivers required to have a CDL before they are hired? *We prefer they do not have anything and then train staff in 8 weeks and help them pass the CDL license.*

SRO's and Campus supervisors, how do we get them from reactive to proactive support? *We are working on that. The SRO's are doing all they can with their staffing down. Bringing on Social Workers and training for all entities. What do we do to support our students that are dealing with social crimes? Staffing is a big issue but the well being of our students is big. They all go through CEI training and we need more collaboration and resources. Is there anything that we can do as a school board can do to help? Supt Grotting, Dept Supt Mead and I can have a discussion to move forward with social emotional training. Using SIA and ESSER funds to assist now and what do we do when these funds go away? Write to you legislative representatives to ensure funding for K-12 education.*

When we first started receiving these reports you all had full time jobs. You now have so much more on your plates. All of the extras that you are talking about that are needed, can we track that? I am concerned about the ESSR funds running out. I would like to know how much is coming out of our ESSR funds. *We will be coming to the Board later in October and how we are spending the ESSR dollars.*

Utilities have dropped due to COVID, what are the lowest possible costs for the future? *We will look at that information, we know the energy use index and we can pull that information out. We do expect the utilities to increase as we move forward. Also, rate increases for water, gas and electricity.*

Are there opportunities to use some 18 year old students to fill some of these positions? *We can run that by Risk Management. We are adding some CTP students and may be having a training program. Custodial side we ask for student support daily, taking pride in their environment. We are working on a retention and recruitment bonus right now. We hire upwards of 40 students every summer and will continue to do so when we can.*

I have had some parents with special needs students, some parents are not happy with how we are utilizing them. I would like to see us checking in with parents about that.

Do we have a way of letting us know what we have to do and how much higher it is to defer projects? *We have to turn to a Bond for the deferred maintenance list yearly. We are working with McKinstry and we will bring that report to you once we have it.*

Thank you to the NS staff for all of the hard work for the kids and community. Transportation also was key to getting that out to our community.

Do we have a way of quantifying what our deferred maintenance will cost in the future and how that will affect our choices? Do we have tools for understanding that at a Board level. We have hired McKinstry to do a study, when that document is complete, we will bring that to the Board. Do we have any way of knowing how long it is going to take us to get where we need to be regarding our seismic improvements? *It is difficult to say but my estimate is it will take approximately two bond cycles to come up to where we need to be in regards to safety. We will also be looking into grants and other resources and will keep the Board informed.*

*Thank you for having the Ops team present to you. They are phenomenal, NS worked continuously through breaks and all, Campus Supervisors became mobile and checking on all sites, Transportation delivering everything from meals to books. Custodial for pivoting every day with guideline changes*

- **Human Resources** – Susan Rodriguez, Carissa Marrs, Stephanie Herb  
Report attached in Board Book
- **Communications & Community Involvement** – Shellie Bailey-Shah  
Report attached in Board Book
- **Information Technology** – Steve Langford  
Report attached in Board Book

Questions/Comments from Board members:

Thank you to the HR team for all that they have done. Your dedication and keeping up with all the needs at sites. Thank you, C & CI team for all the for all the videos and professionalism. Thank you IT for all the hard work and devices.

How much are we going to need to spend to keep things going? What do you need from this Board to provide our most valuable resource and that is our staff? What do we need to keep the community partnerships going? *The involvement and support you give this District is valuable. Thank you for your acknowledgement of all the hard work everyone is doing. We are working with our labor associations to support with a retention and recruitment bonus.* I worry about the burnout and mental health of our staff. Let us know how we can support you.

Thank you to all that you do. I am excited about the needs assessment you mentioned, and the work on HB 2021. I love all the videos and being able to communicate with teachers. I am concerned about the families that haven't logged on to Parent Square, this is the place for them to be informed. *We have run a report and we are at 99.1%, which is almost perfect.*

*The last Board approved the devices that we had purchased with our last bond was instrumental to all students having access during the pandemic. The bond allowed us to do two device deployments during the life of that bond.*

*Our building leaders are spread thin right now but we need to put emphasis back to our community partnerships. Extra emphasis to them would be appreciated.*

Is there a video that has been done for quarantine, vaccines, mental health? *Mental Health awareness video just went out last week. We update the FAQ's online on a daily basis. It is difficult to update with a video when that changes so frequently. We try to do all our videos in Spanish as well and captions in all languages.* Is it possible via zoom meetings? *We have tried that, and it requires live interpretation with separate breakout rooms live. We can investigate that but would need sign ups and know that with the amount of time with would be very difficult.*

We appreciate all that each department does to keep us moving. We are reaching lots of families, what would it take to make sure every student was to have internet access? *We do have hot spots right now. We hand those out with those that go into quarantine and then they came back as that ends. We are looking at a possibility of a private network that would cover all students in need. We are beginning to investigate that at this time.* Would that be a bond request or long term look at to cover the cost. Would that cover those in Washington County as well? *Yes, we would look at a county level which would be better than just Beaverton.*

## **Meal Break**

**Future Bond Funding** – Mike Schofield, Carol Samules – Managing Director from Piper Sandler & Co.

Carol Samuels explained the Bond process to the School Board.

Report attached in Board Book

Questions/Comments from Board members:

The reason we have the 3-year exempt is for the tax purposes. Do they look at a prior experience if there is an audit? *No, that isn't the way it works.*

How does a government shut-down effect the process? *That is an excellent question that we can address as we get further into the presentation. Our previous bond was broken into at least two bond sales.*

When you look at an estimated maintenance of rate, is that what we need to do to be able to replace buildings and take care of deferred maintenance? *Just the renewal would be just below what we would need. A good rule of thumb is that we need about 100M a year. Do we have a model for assessed value and the growth rate of our community? I have not seen one. I have seen that our enrollment will be declining over the next 10 years. With where we are right now and with construction costs escalating, where do we need to be with the rate as well? We are seeing cost increases for the future. It is hard to say if they will be significant. At the 25% that will be 700M which translates to that 100M per year. That allows us to go from 100 – 120M per year. We have several staff that are paid with Bond funds. If we wait for November, will we lose those people? We have plans to be able to retain those staff through a November election. Right now, we are planning for May of 2023 for staff to remain on our books. We do have plans to keep staff until May of 2023. We are a rare district that we hire our own employees instead of using an outside firm. Relationships are key to everything.*

#### **Cost Recovery Plan for Central Office Update – Carl Mead, Mike Schofield, Steve Sparks**

Report attached in Board Book

Questions/Comments from Board members:

Zoning changes might happen at the first two properties, will that increase the value on those properties. Any idea when this will happen? *House Bill 2001 will change this on January 2022, three years out this would probably be in effect.*

There was one property you mentioned we might lease out. *That is Terra Nova, is anyone currently attending there? We are limited on the number of students due to the septic system there. This is smaller than any site, and furthest out in the realm. It could be leased for a small business.*

*If anyone wants a tour, we'd be happy to take you. We can also set up a time for the Board to tour the Summit building. After 4:00 one day with Don and staff.*

#### **BOARD COMMITTEE REPORTS – School Board**

**Bond Accountability Committee:** *Sunita Garg*

*We saw the bond projects and there will be cameras at schools. We will need to look at policies surrounding data retention.*

**Multilingual & Equity Committee:** *Karen Pérez*

*Karen reported that they met for the first time in October. They discussed building common understanding about strengths we all bring to the table. Learned about what is happening in the Multilingual Department and met the HR staff. They will be meeting monthly.*

**Bond and Planning Committee:** *Becky Tymchuk*

*Met for the first-time last week. And look forward to continuing their work towards planning for a new bond.*

**Ad Hoc Policy Committee\*\*:** *Tom Colett*

*This is an ad-hoc committee. We looked at the Anti-racist vision statement and will looking at additional policy changes as suggested by OSBA. Look for more updates in future Board meetings.*

#### **New Format for School Reports – Ginny Hansmann, Jon Bridges**

Report attached in Board Book

Questions/Comments from Board members:

In the past School Board Members were a part of the process. I like the method of using the state metrics but the form is difficult to read. I want to understand the process, and I hope that when we are looking at statistics we are looking through the COVID lense and meeting our kids where they are at. *The idea is to get feedback from everyone on the Board. This gives up a good opportunity to look at things we haven't looked at before.*

I appreciate the work the principals put into their school learning plans and whether they tie into the District Strategic Plan. The state profile data won't be helpful next year. The information won't be there. *As a board you will have all of that information.* I am assuming that they have already created their school strategic plan for this year. I don't believe we should ask them to change, but it would be great for the future.

We have an older Strategic Plan and we are starting a Superintendent search and the best time to create a new plan is with a new Superintendent.

What is the survey done with all the teachers at the end of the year? *We have done a survey at the end of each year and the state does a survey a the end of every other year.* I would like to see cohort data.

This is a normal thing to talk about. Our numbers will be skewed because of COVID.

I like the old ones better but am open to the new ones and taking the advantage to customize.

This information is really good. I feel it requires more discussion.

We are out of sync with our Strategic Plan and it is important to discuss this. I agree with your suggestion.

It is important for them to be able share their School Improvement plan. I don't want to give the principals more work right now.

**Consent Agenda – Tom Colett**

**Public Contracts**

BE IT RESOLVED that the Consent agenda is hereby approved.

Susan Greenberg made the motion to accept by the School Board as submitted at this meeting. Eric Simpson seconded and the motion passed unanimously by a vote of 7 to 0 by Tom Collett, Ugonna Enyinnaya, Sunita Garg, Susan Greenberg, Karen Perez, Eric Simpson, and Becky Tymchuk.

The work session was adjourned at 8:08 p.m.

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Dianna Hess

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Tom Colett, School Board Chair



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE



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## PUBLIC CONTRACTS – BOARD AUTHORIZATION OF SUPERINTENDENT TO OBLIGATE THE DISTRICT

### POLICY ISSUE/SITUATION

School Board action is required to authorize the Superintendent or a designee to obligate the District for the attached public contract items.

### BACKGROUND INFORMATION

On May 15, 2017, the Board adopted current policy language regarding Authority to Obligate the District (Board Policy DJ), which updates the School District's Public Contracting Rules in accordance with State Recommended Model Rules. Appropriate bidding procedures and Public Contracting Rules have been complied with before recommending the attached contract for Board approval. The following authorization of contract, subject to available budget appropriations, is a routine Board action that appears under the consent grouping of the Board agenda.

### RECOMMENDATION

BE IT RESOLVED that the School Board authorizes the Superintendent or a designee to obligate the District for the public contract items listed in Attachment A.

PUBLIC CONTRACTS  
 BOARD AUTHORIZATION OF SUPERINTENDENT TO  
 OBLIGATE THE DISTRICT  
 SUBMITTED FOR SCHOOL BOARD APPROVAL

Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
General Contractor- Vose Elementary Classroom Addition	Aaron Boyle	Invitation To Bid (ITB) 21-0008	RA Gray Construction	\$2,510,288.00	11/2021	9/2022	Authorization to Award Contract



**PROJECT NAME:** Vose Classroom Addition

**PROJECTTIMELINE:** 11/2021–09/2022

**PROJECT BUDGET:** \$4,300,000.00

**PROJECT SCOPE:** Addition and renovation of existing school to add four classrooms.

**CONTRACT NAME:** Vose Classroom Addition

**RECOMMENDED BY:** Aaron Boyle

**SOLICITATION METHOD:** Invitation to Bid (ITB) 21-0008

**CONTRACTTIMELINE:** 11/2021–09/2022

**CONTRACT AMOUNT:** \$2,510,288.00

**CONTRACT SCOPE:** Provide General Contractor services for Vose Classroom Addition.

**RECOMMENDATION:** Authorization to Award Contract to RA Cray Construction

**FUNDING SOURCE:** 2014 Bond; Added Projects; Vose Classroom Addition



### GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
ESSA Partnerships 21-22	Oregon Dept. of Education	\$40,946	NA	NA	Permission to receive funds

The ESSA Partnerships grant provides financial assistance to schools with high numbers or percentages of economically disadvantaged students to help ensure that all students meet challenging state academic standards. Schools identified By ODE for Comprehensive School Improvement (CSI) or Target School Improvement (TSI) are eligible. Community School was identified for TSI in 2018-19 and has received funds each year.

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date
ESEA Title Funds	Oregon Dept. of Education	\$9,113,439	15 Nov 2021	15 Dec 2021

Title IA – Improving Basic Programs (\$6,267,966)  
 Title IC – Education of Migratory Children (\$705,504)  
 Title IC (Preschool)– Preschool Education of Migratory Children (\$33,833)  
 Title IIA – Preparing, Training, and Recruiting High Quality Teachers and Principals (\$997,704)  
 Title III – Language Instruction for Limited English Proficient and Immigrant Students (\$655,223)  
 Title IVA - Student Support and Academic Enrichment (\$453,209)

Early Indicator and Intervention Systems (EIS) Grant 2021-23	Oregon Dept. of Education	\$240,000 (estimate)	30 Jun 2021	10 Aug 2021
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Uses of Early Indicator and Intervention System for High School Graduation funds may include: a) System software purchases and subscriptions; b) Staffing to maintain the system and facilitate corrective action; c) Training for staff to maintain and use the system with fidelity; d) Data analysis and research; and e) Student, family, staff, and community engagement to increase high school graduation rates.

Community stewardship and restoration grant	Metro	\$25,000	14 Sep 2021	31 Oct 2021
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Community stewardship and restoration grants support and create partnerships in local communities that improve water quality, fish and wildlife habitat and connect people with nature.

Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded
Americans Rescue Plan Homeless Children and Youth	Oregon Department of Education	\$60,000	\$100,453

Funding supports districts as they work to reengage homeless students impacted by the pandemic and address inequities exacerbated by COVID-19.

#### RECOMMENDATION:

It is recommended that the proposals be approved.

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## SECOND READING OF SCHOOL BOARD POLICY ACB

### POLICY ISSUE

Attached is the first reading of the revised School Board policy:

- ACB – All Students Belong

### BACKGROUND INFORMATION

On September 17, 2020, the Oregon State Board of Education adopted temporary Oregon Administrative Rule (OAR) [581-022-2312](#) - All Students Belong. This rule took effect the following day and takes an unprecedented step to protect some of our schools' most marginalized students, as well as staff and others. As an OAR Chapter 581 Division 22 requirement, districts, ESDs and public charter schools will be required to verify that they are in compliance. The current version was approved by the School Board at the December 14, 2020 board meeting.

### RECOMMENDATION

It is recommended that the School Board approve this revised policy.

## ACB - EVERY STUDENT BELONGS

All students are entitled to a high-quality and safe educational experience, that is free from discrimination or harassment based on an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, age, mental or physical disability, pregnancy, familial status, economic status, or because of a perceived or actual association with any other persons within these protected classes.

All adults and visitors are entitled to work or participate in an environment that is free from discrimination or harassment based on perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental, or physical disability, pregnancy, familial status, economic status, veterans' status, or because of a perceived or actual association with any other persons within these protected classes.

The district prohibits the use or display of any symbols of hate on district property or in any district- or school-sponsored program, service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly, except where used in teaching curriculum that is aligned to the Oregon State Standards. For the purposes of this policy, the following definitions will apply:

"Bias incident" means a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, religion, gender identity, sexual orientation, disability, or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups. This applies to in-person, hybrid, or distance learning environments.

"Symbol of hate" means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, mental or physical disability, or national or ethnic origin, including, but not limited to, the noose, swastika, or confederate flag<sup>(1)</sup>, and whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

The superintendent or designee is directed to develop procedures for addressing reports or complaints of bias incidents. Procedures developed shall prioritize immediate safety of complainants, communications to all parties involved, restorative practices, and non-disciplinary remedial action for accountability whenever appropriate.

The superintendent shall ensure that policy ACB and accompanying procedures are communicated widely and accessible.

END OF POLICY

[1] While commonly referred to as the “confederate flag,” the official name of the prohibited flag is the Battle Flag of the Armies of Northern Virginia.

*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969).

*Dariano v. Morgan Hill Unified Sch. Dist.*, 767 F.3d 764 (9th Cir. 2014).

*State v. Robertson*, 293 Or. 402 (1982).

Legal Reference(s)

Legal Reference(s):

[ORS 659.850](#)

[ORS 659.852](#)

[OAR 581-002-0005](#)

[OAR 581-022-2312](#)

[OAR 581-022-2370](#)

Cross Reference(s):

AC - Nondiscrimination

GBA - Equal Employment Opportunity

JB - Equal Educational Opportunity

JBB – Educational Equity



## ANTIRACIST VISION STATEMENT

### POLICY ISSUE/SITUATION:

The Equitable Policies Task Force has recommended that the Board of Directors adopt an antiracist vision statement as part of a package of actions. This was recommended and received by the board at the June 21, 2021 regular board meeting. The draft vision statement was referred by the board to the policy committee which reviewed and modified the draft statement for consideration at the September 27, 2021 regular board meeting.

**RECOMMENDATION:** It is recommended by the board ad hoc policy committee that the Board of Directors adopt the draft anti-racist vision statement as modified at the September 27, 2021 meeting.

District Goal: WE empower all students to achieve post-high school success.

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## Antiracist Vision Statement

Every student and employee has the right to learn and work in a safe and inclusive school environment that honors their race, color, religion, gender identity, sexual orientation, disability, and national origin.

Beaverton School District owns that our student outcomes currently point to our part in perpetuating institutional racism, and we commit to actions that address the current culture that is leading to these outcomes. Schools are critical in providing safe and creative opportunities for people to learn about different cultural and racial identities, have conversations about pressing issues, and correct injustice wherever it exists. We commit to eliminating the structures, policies, and practices that perpetuate inequities in our schools and in our community.

Beaverton School District will authentically engage each student, family, and staff member to build connection, uplift understanding, and truly value the diversity of our school communities. We will work to dismantle policies and systems that perpetuate institutional racism and barriers to education and other school-related activities. Students and families of color will see themselves represented in curriculum, materials, instruction, classrooms, and all school activities in our district. Our district will honor, respect, represent, engage with, and be accessible to students and adults from all communities.

Eliminating racism and all forms of bias is fundamental to our work—not just a part of our work. We commit to removing racism, white supremacy, hate speech, and all forms of bigotry from our schools and communities.

Our district will:

- Seek and incorporate student, family, educator, and administrator input in decision-making processes.
- Provide ongoing anti-bias and antiracist education to every staff member.
- Enforce Every Student Belongs procedures to prevent, interrupt, and stop racist and biased incidents among students and between staff and students or community members.
- Create an inclusive learning community that honors, respects, represents, engages, and is accessible to learners from all communities.
- Create permanent district funding and resources to promote equitable policies, structures, and practices for BIPOC students and other marginalized groups.
- Implement policies, procedures, and professional development to confront and eliminate conscious and unconscious racism and review these policies and procedures regularly to ensure we are meeting our commitments.

District Goal: WE empower all students to achieve post-high school success.

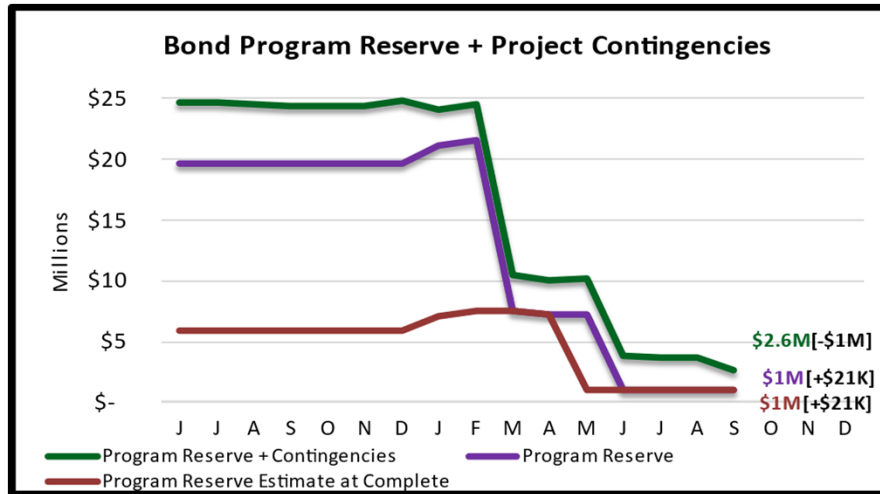
The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

# Bond Program Status Report

Through September 2021

# 2014 Bond Program Executive Summary

September 2021



Bond Program Reserve = Funding available to the Bond Program but not yet allocated to a project  
 Project Contingencies = Funding contained within an approved project budget

Bond Program Funding Total	\$	807,796,805
Revised Approved Current Budget	-	\$ 806,756,103
Bond Program Reserve	<b>\$</b>	<b>1,040,702</b>
Bond Program Reserve	\$	1,040,702
Net Contingency Balance	+	\$ 1,571,703
Bond Program Reserve + Contingencies	<b>\$</b>	<b>2,612,405</b>
Bond Program Funding Total	\$	807,796,805
Program Estimate at Complete (EAC)	-	\$ 806,756,103
Projected Program Reserve Estimate at Complete	<b>\$</b>	<b>1,040,702</b>

**Budget Perspective**

This month the overall Program Reserve increased by \$21K and the Reserve + Project Contingencies decreased by \$1M. All projects remain within their current approved budgets. Primary cost events were:

- The Bond Program received \$228K in added revenue. \$169K was due to SB1149 reimbursements from the Auditorium Projects, and was allocated to the District-Wide Facility Repair project. \$59K was due to ETO reimbursements, and was allocated between the District-Wide Facility Repair project (\$38K from Highland Park HVAC) and the Program Reserve (\$21K from Five Oaks).
- The District-Wide Facility Repairs budget increased by \$660K. \$500K was due to the transfer of budget and scope from Added Projects for the Elmonica Repipe, which will be completed Summer 2022. The project also received an additional \$207K in funding from added revenue (as noted above). There was also a \$46K transfer of budget and scope out of the project into Classroom Walls (Added Projects) for carpet repairs at West TV.
- ACMA's current contingency decreased by \$362K due to updated costs for the Performing Arts Center (PAC) shed, HVAC changes, and purchase/installation of additional intrusion devices.
- Five Oaks' current contingency increased by \$74K due to projected credits from financial closeout of the GC's contract. These are based on findings from the financial audit of the CM/GC's contract, which is in the final stages of being completed.
- Mountainside's current contingency decreased by \$614K due to bids received for post-warranty period field repair work.
- Hiteon HVAC's budget increased by \$63K due to additional controls work.
- ISB HVAC and Roof's budget increased by \$165K due to unforeseen dry rot repairs required around the perimeter of Roof B.
- Bethany Seismic's current contingency decreased by \$116K due to unforeseen costs related to relocating some of the ducting.

**Schedule Perspective**

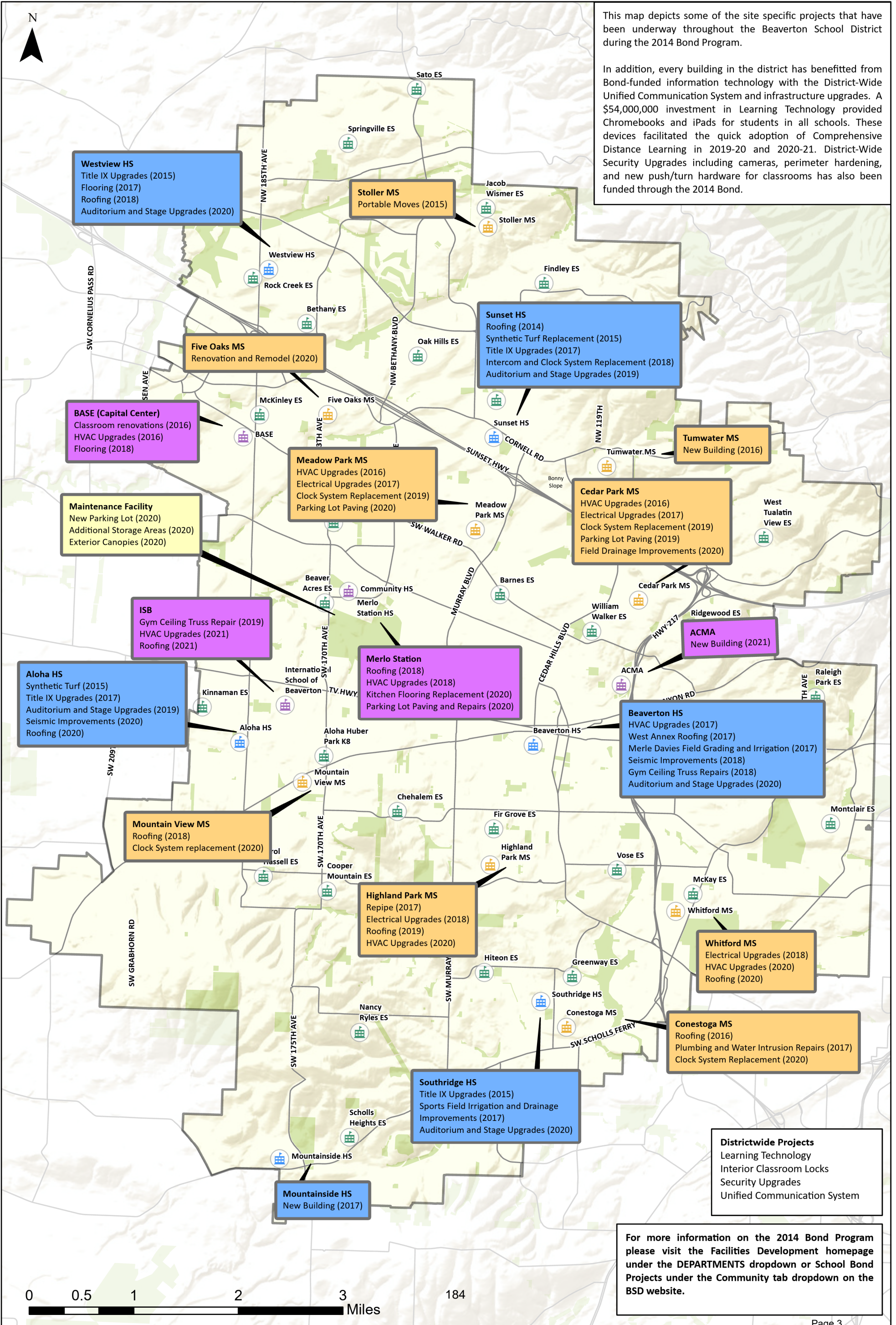
- We are beginning design of many projects for summer 2021: Vose Classroom Addition, Bethany Roof/Seismic, Security Cameras: Elementary/Middle/Options, Roof Projects: Fir Grove/Greenway/Nancy Ryles/McKinley/Findley, Re-pipe Projects: McKinley/Chehalem/Elmonica, Classroom Walls: Greenway/Elmonica/Errol Hassel, Multiple Seismic: West TV/Sunset Auditorium/Rock Creek, HVAC Projects: Errol Hassel/Kinnaman/McKinley.

**Challenges and Opportunities**

- Supply chain issues: As we turn our attention towards 2022 projects, we are being very mindful of potential supply chain issues. As an example, we are being told that the insulation we typically use for roofing projects has a 6-8 month lead time. A typical lead time would be approximately 1-2 months, so this will be a significant impact. Due to these issues, there is the potential that some of next summer's projects get delayed. We are actively investigating the impacts. and will plan accordingly.
- Similar to the supply chain issue noted above, we have many concerns about labor availability into the future. We are seeing regulations change frequently and this is not conducive to efficient operations. For us to be able to accurately estimate project costs and schedules, there needs to be a relatively predictable availability of labor and materials.

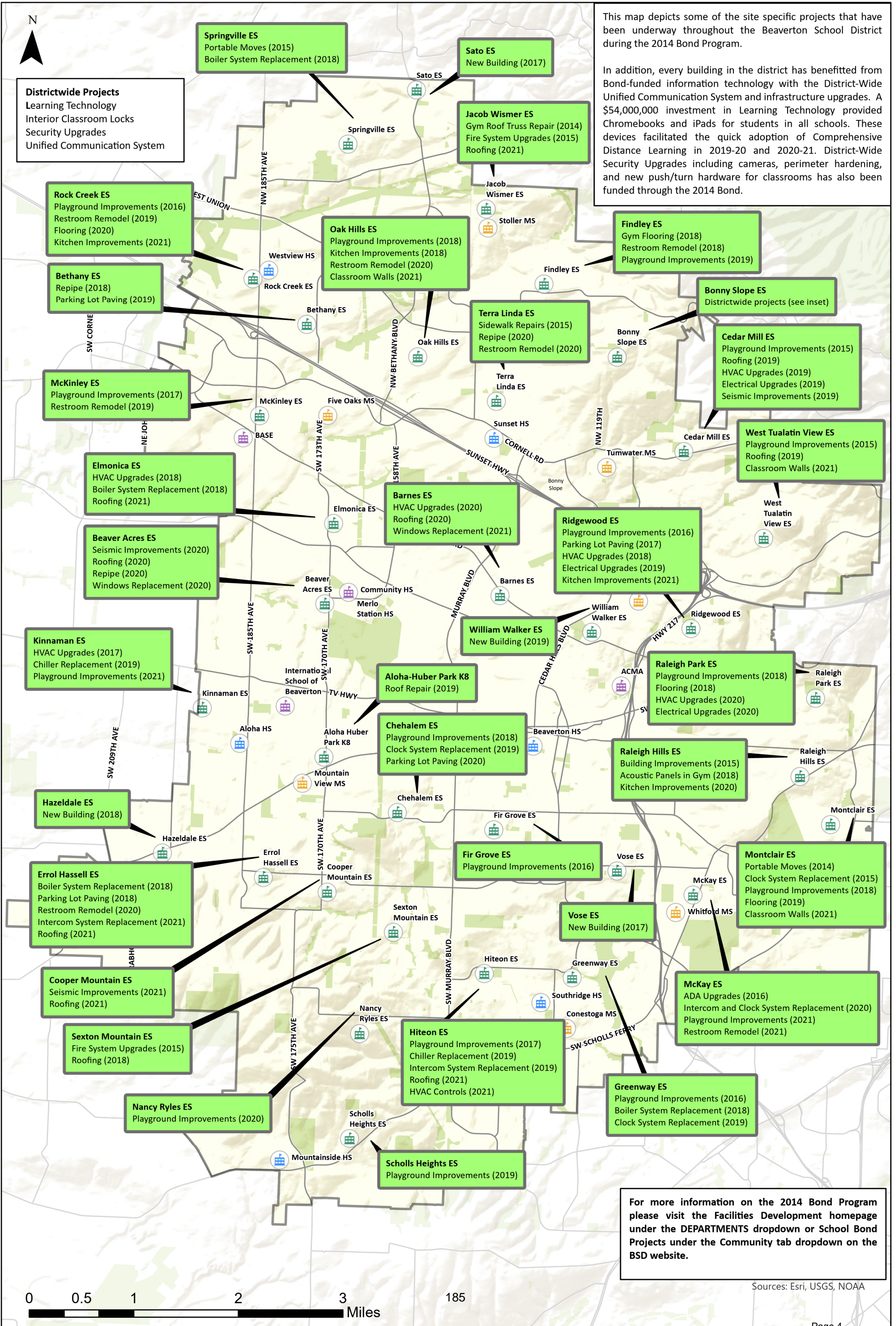
# 2014 Bond Program Middle School, High School & Options

September 8, 2021



# 2014 Bond Program Elementary Schools

September 8, 2021



September 2021

Performance Key	
Green = On Track	
Yellow = Watchlist	
Red = Trouble	
Gray = Milestone Complete	
(Date) = Target	
Date = Actual	
N/A = Not Applicable	

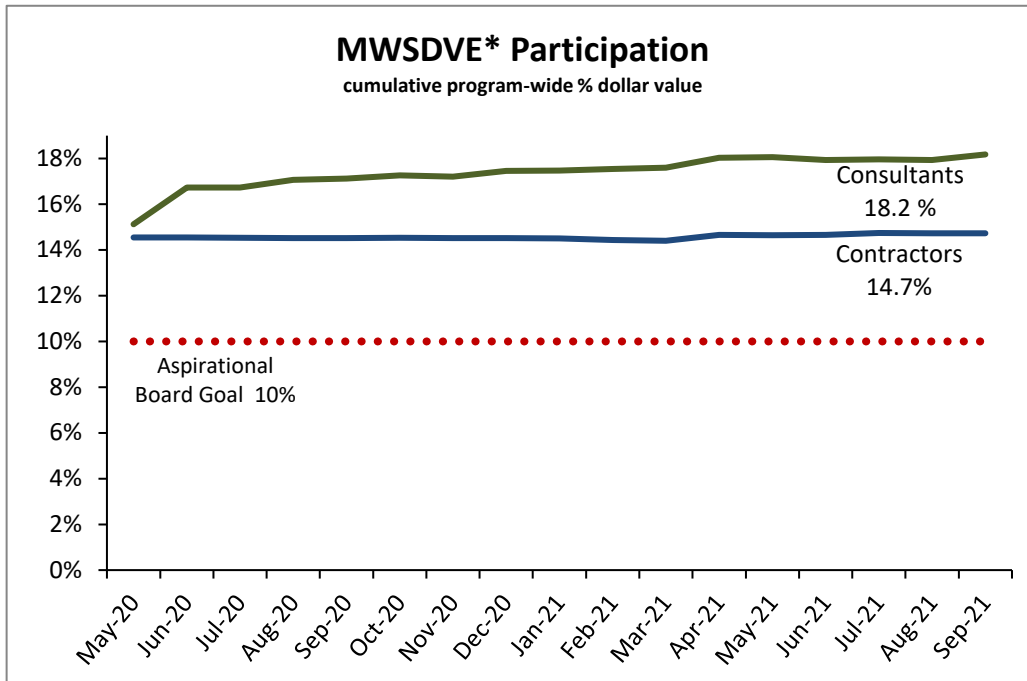
Current Performance Metrics	ACMA Replacement	Maintenance Facility	Cooper Mnt Seismic	West TV Sewer	Bethany HVAC & Roof	ISB Roof & HVAC	2021 Roof Replacements	Security Upgrades: Classroom Walls
Overall Budget Performance	On Track	On Track	On Track	On Track	On Track	On Track	On Track	On Track
Budget Percent Complete	94.00%	91.00%	70.00%	72.00%	38.00%	24.00%	60.00%	20.00%
Overall Schedule Performance	On Track	On Track	On Track	On Track	On Track	On Track	On Track	On Track
Schedule Percent Complete	99.00%	94.00%	99.00%	99.00%	43.00%	74.00%	60.00%	30.00%

Schedule Milestones	ACMA Renovation	Maintenance Facility	Cooper Mnt Seismic	West TV Sewer	Bethany HVAC & Roof	ISB Roof & HVAC	2021 Roof Replacements	Security Upgrades: Classroom Walls
Design Team Contracted	5-2016	6-2016	6-2020	10-2020	N/A	8-2020	6-2020	11-2020
Design - Schematic Design	3-2018	3-2017	7-2020	1-2021	N/A	11-2020	7-2020	1-2021
Design - Design Development	8-2018	10-2018	9-2020	2-2021	3-2021	12-2020	9-2020	2-2021
Design - Construction Documents	2-2019	1-2019	12-2020	3-2021	4-2021	2-2021	10-2020	3-2021
Permitting - Land Use	1-2019	1-2019	N/A	N/A	N/A	N/A	N/A	N/A
Permitting - Site Development	5-2019	4-2019	N/A	N/A	N/A	N/A	N/A	N/A
Permitting - Building	7-2019	4-2019	2-2021	4-2021	6-2021	4-2021	11-2020	3-2021
Construction - Contract Award	5-2019	7-2017	2-2021	4-2021	10-2020	4-2021	1-2021	6-2021
Construction - Start	7-2019	3-2019	6-2021	6-2021	6-2021	6-2021	6-2021	6-2021
Construction - Finish	3-2021	(10-2021)	9-2021	8-2021	(8-2022)	(9-2022)	(8-2022)	(8-2022)
Owner Activities - FF&E Ordered	3-2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Owner Activities - FF&E Delivered	5-2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Owner Activities - Occupancy	6-2021	(10-2021)	9-2021	8-2021	(8-2022)	(9-2022)	(8-2022)	(8-2022)
Project Complete (Month - Year)	8-2021	(10-2021)	9-2021	8-2021	(8-2022)	(9-2022)	(8-2022)	(8-2022)

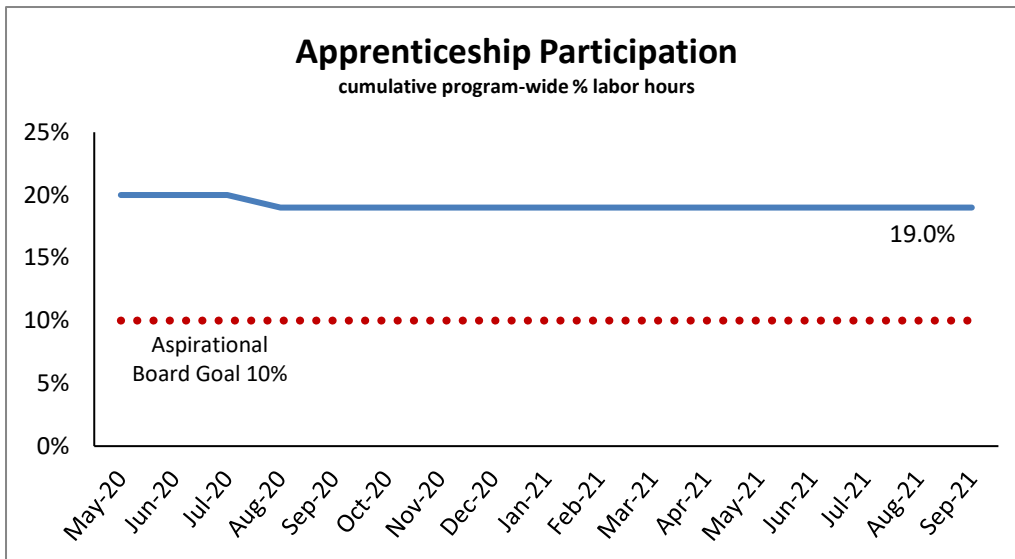
Equity Goals			
Participation	Target %	Current %	Change %
MWSDVE - Consultants	10.0%	18.2%	0.10%
MWSDVE - Contractors	10.0%	14.7%	No change
Apprenticeship	10.0%	19.0%	No change

# 2014 Construction Bond Program

## Equity Performance September 2021 Report



\*Minority, Women and Service Disabled Veteran Owned Enterprises



# 2014 Bond Program Financial Status Report

## Financial Summary

Data as of September 30, 2021

Project List	Original Budget Allocations	Revised Approved Current Budget	August-21 Est @ Comp	September-21 Est @ Comp	Net Contingency Balance	Budget Summary Notes		
ACMA Replacement	\$ 28,300,000	\$ 37,570,155	\$ 37,570,155	\$ 37,570,155	\$ 1,020,713	2.8%	Current contingency decreased by <b>(\$362K)</b> due to PAC shed building, HVAC changes, intrusion devices	
AHS Title IX Compliance	\$ 2,000,000	\$ 3,453,433	\$ 3,453,433	\$ 3,453,433			<b>Completed; Final Cost</b>	
Capital Center Improvements & Data Center	\$ 5,000,000	\$ 12,820,187	\$ 12,820,187	\$ 12,820,187			<b>Completed; Final Cost</b>	
District-Wide ADA Compliance	\$ 2,000,000	\$ 1,523,777	\$ 1,523,777	\$ 1,523,777			Projects in Process; budget 52% complete	
District-Wide Communication System	\$ 7,200,000	\$ 5,282,072	\$ 5,282,072	\$ 5,282,072			<b>Completed; Final Cost</b>	
District-Wide Facility Repairs	\$ 98,000,000	\$ 121,220,263	\$ 120,559,959	\$ 121,220,263			Budget increased by <b>\$660K</b> due to transfer of budget and scope from Added Projects for the Elmonica Repipe, and additional SB1149 and ETO reimbursements	
District-Wide HVAC Controls	\$ 800,000	\$ 800,000	\$ 800,000	\$ 800,000			Projects in Process; budget 33% complete	
Domestic / Fire Line Separation	\$ 800,000	<i>(Budget moved to Facilities Repair Project)</i>						
Five Oaks MS Renovation & Expansion	\$ 21,100,000	\$ 28,576,419	\$ 28,576,419	\$ 28,576,419	\$ 365,665	1.3%	Current contingency increased by <b>\$74K</b> due to financial audit credits	
Green Energy Technology	\$ 5,000,000	<i>(Budget Moved to Other Projects)</i>						<b>Scope completed via new schools and rebuilds</b>
Hazeldale K-5 Replacement	\$ 24,600,000	\$ 31,504,877	\$ 31,504,877	\$ 31,504,877			<b>Completed; Final Cost</b>	
IT Data Center @ Capital Center	\$ 2,900,000	<i>(Budget Moved to CC Project)</i>						<b>Scope completed via Capital Center Improvements</b>
Kitchen Improvements	\$ 800,000	\$ 977,120	\$ 977,120	\$ 977,120			Projects in Process; budget 35% complete	
Land for new K-5 @ So. Cooper Mountain	\$ 3,000,000	\$ 7,772,659	\$ 7,772,659	\$ 7,772,659			<b>Completed; Final Cost</b>	
Maintenance Facility Improvements Phase I	\$ 10,000,000	\$ 11,263,990	\$ 11,263,990	\$ 11,263,990	\$ 102,088	0.9%		
McKay ADA Improvements	\$ 400,000	\$ 634,540	\$ 634,540	\$ 634,540			<b>Completed; Final Cost</b>	
New HS: Mountainside	\$ 109,000,000	\$ 184,135,294	\$ 184,135,294	\$ 184,135,294	\$ 43,737		Current contingency decreased by <b>(\$614K)</b> due to bids received for post warranty field work	
New ES: Sato K5	\$ 25,000,000	\$ 38,097,642	\$ 38,097,642	\$ 38,097,642			<b>Completed; Final Cost</b>	
New MS: Tumwater	\$ 51,600,000	\$ 61,691,096	\$ 61,691,096	\$ 61,691,096	\$ 39,500			
Raleigh Hills K-8 Improvements	\$ 9,700,000	\$ 1,419,490	\$ 1,419,490	\$ 1,419,490			<b>Completed; Final Cost</b>	
Raleigh Hills K-8 Conceptual Design	\$ -	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000		0.0%		
Raleigh Hills K-8 Improvements (Funding Hold)	\$ -	\$ 10,821,753	\$ 10,821,753	\$ 10,821,753				
Security Upgrades	\$ 10,000,000	\$ 18,458,530	\$ 18,458,530	\$ 18,458,530			Projects in Process; budget 96% complete	
Seismic Upgrades	\$ 4,200,000	\$ 25,984,138	\$ 25,984,138	\$ 25,984,138				

2014 Bond Program Financial Status Report  
Financial Summary

Data as of September 30, 2021

Project List	Original Budget Allocations	Revised Approved Current Budget	August-21 Est @ Comp	September-21 Est @ Comp	Net Contingency Balance	Budget Summary Notes
						Completed; Final Cost
						Completed; Final Cost
						Completed; Final Cost
						Completed; Final Cost
Added Projects	\$ -	\$ 12,491,010	\$ 12,945,300	\$ 12,491,010		
Program Contingency	\$ 45,400,000					
Program Inflation	\$ 52,800,000					
						Completed; Final Cost
Bond Management Costs	\$ 20,000,000	\$ 30,990,506	\$ 30,990,506	\$ 30,990,506		
Bond Issuance Costs	\$ 6,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000		
<b>Construction Subtotal</b>	<b>\$ 600,000,000</b>	<b>\$ 726,756,103</b>	<b>\$ 726,550,089</b>	<b>\$ 726,756,103</b>	<b>\$ 1,571,703</b>	
Learning Technology	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000		
Critical Equipment	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000		
<b>Tech &amp; Equip Subtotal</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>		
<b>Grand Totals</b>		<b>\$ 806,756,103</b>	<b>\$ 806,550,089</b>	<b>\$ 806,756,103</b>	<b>\$ 1,571,703</b>	Contingency Balance change of (\$1M)
<b>Added Funding to Bond Program</b>						
Bond Premium (First Bond Sale)	\$ 63,295,961					
Bond Premium (Second Bond Sale)	\$ 30,270,107					
Interest Earnings (First Bond Sale)	\$ 5,340,214					
Interest Earnings (Second Bond Sale)	\$ 13,236,261					
Other Additional Funding (see Tab)	\$ 15,654,262					
<b>Grand Total Added Funding</b>	<b>\$ 127,796,805</b>					
<b>GRAND TOTAL 2014 BOND FUNDING</b>						Total Funding Increased by \$227K
<b>Program Reserve</b>		<b>\$ 1,040,702</b>	<b>\$ 1,019,111</b>	<b>\$ 1,040,702</b>		Program Reserve change of \$21K
<b>Program Reserve + Project Contingencies</b>						Change of (\$1M)

2014 Bond Program Financial Status Report  
Additional Funding Allocations to Bond Program

Data as of September 30, 2021

Source	Funding	Assigned to Projects	Assigned to Program Reserve	Budget Summary Notes
Remaining 2006 Bond Savings	\$ 576,615	Mountainside HS	\$ -	
Capital Center Rent Revenue Balance	\$ 433,385	Mountainside HS	\$ -	
Construction Excise Tax Revenue	\$ 1,130,655	Capital Center	\$ -	
Construction Excise Tax Revenue forecasted to 2021	\$ 5,021,577		\$5,021,577	
THPRD reimb.	\$ 449,783		\$ 449,783	
SB 1149 reimb.	\$ 2,960,768	District-wide Repairs	\$ -	Increased by <b>\$169K</b> (AHS and WHS Auditoriums)
ETO reimb.	\$ 1,553,972	District-wide Repairs	\$ 1,431,175	Increased by <b>\$59K</b> (Five Oaks; Highland Park HVAC)
Facility grants	\$ 3,027,507		\$ 3,027,507	
Sato: TVWD Reimbursement	\$ 500,000	Sato K-5	\$ -	
<b>TOTAL</b>	<b>\$15,654,262</b>		<b>\$9,930,042</b>	



# 2014 Bond Program Financial Status Report

Data as of September 30, 2021

## District-Wide Repair Projects "The \$98M"

Project	Initial Budget	Revised Approved Current Budget	August-21 Est @ Comp	September-21 Est @ Comp	Net Contingency Balance	Budget Summary Notes
Completed Projects	\$ 27,090,905	\$ 55,880,040	\$ 53,583,091	\$ 55,880,040		<b>Completed; Final Cost</b>
Raleigh Park HVAC & Electrical	\$ 437,000	\$ 2,296,949	\$ 3,058,035	\$ 2,296,949	Completed; Final Cost	Project Completed
Projects in Close-out	\$ 7,106,538	\$ 24,579,765	\$ 27,637,800	\$ 24,579,765	\$ 683,768 2.9%	
Chehalem Repipe	\$ -	\$ 500,000	\$ 500,000	\$ 500,000	\$ 50,000 11.1%	Project added from Program Reserve; scheduled to begin 2022
McKinley Repipe	\$ -	\$ 500,000	\$ 500,000	\$ 500,000	\$ 50,000 11.1%	Project added from Program Reserve; scheduled to begin 2022
Elmonica Repipe	\$ -	\$ 500,000	\$ 500,000	\$ 500,000	\$ 50,000 11.1%	Project added from Program Reserve; scheduled to begin 2022
2021 Roof Replacements	\$ 1,972,000	\$ 4,793,549	\$ 4,793,549	\$ 4,793,549	\$ 311,330 6.9%	Current contingency decreased by (\$85K) due to additional sheet metal costs
Hiteon HVAC Controls Upgrade	\$ 200,000	\$ 563,783	\$ 500,000	\$ 563,783	\$ - 0.0%	Current budget increased by <b>\$63K</b> due to additional controls work
Raleigh Park Sewer	\$ 47,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 17,000 7.3%	
Rock Creek Freezer	\$ 29,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 26,900 9.8%	
West TV Sewer	\$ 490,000	\$ 375,000	\$ 375,000	\$ 375,000	\$ 2,750 0.7%	
BHS Track Repair	\$ -	\$ 239,646	\$ 239,646	\$ 239,646	\$ 7,000 3.0%	
BHS Dugout Repair	\$ -	\$ 219,018	\$ 219,018	\$ 219,018	\$ 3,200 1.5%	
ISB HVAC & Roof	\$ 864,000	\$ 2,205,612	\$ 2,040,319	\$ 2,205,612	\$ 40,000 1.8%	Current budget increased by <b>\$165K</b> due to dry rot repairs
District-Wide Fire Alarm Resiliency	\$ 1,303,000	\$ 2,474,120	\$ 2,474,120	\$ 2,474,120	\$ 247,412 11.1%	
New Schools Post-Warranty Fund	\$ -	\$ 650,000	\$ 650,000	\$ 650,000		
Maint Dept Repair & Improvement Projects*	\$ 8,520,957	\$ 9,034,311	\$ 9,034,311	\$ 9,034,311		
<b>Repair Projects Total</b>	<b>\$ 47,623,400</b>	<b>\$ 103,064,843</b>	<b>\$ 103,596,854</b>	<b>\$ 103,064,843</b>		
<b>Repair Program Balance Available</b>	<b>\$ 50,376,600</b>	<b>\$ 18,155,420</b>	<b>\$ 17,623,410</b>	<b>\$ 18,155,420</b>		
<b>Repair Program EAC Balance</b>	\$ -	\$ -				
<b>Repair Program Budget (Less Transfers In/Out)</b>	<b>\$ 98,000,000</b>	<b>\$ 121,220,263</b>	<b>\$ 121,220,263</b>	<b>\$ 121,220,263</b>		
*Budget and Est @ Comp. will increase each month as additional Maintenance Dept. managed Repair Projects are scheduled.						
<b>Transfer Tracking</b>						
Initial Budget	\$ 98,000,000					
Previous Transfers	\$ (6,205,419)					
SB 1149 Reimbursements	\$ 2,960,768					
ETO Reimbursements	\$ 122,797					
SRHS Vestibule Door(s) transferred to Security Upgrades	\$ (250,000)					
Additional Funding - Budget Increase - Approved 6.15.2020	\$ 12,000,000					
Additional Funding - Chehalem Repipe - Approved 6.15.2020	\$ 500,000					
Additional Funding - McKinley Repipe - Approved 6.15.2020	\$ 500,000					
Additional Funding - Post Warranty Fund - Approved 1.28.2021	\$ 500,000					
Additional Funding - Budget Increase - Approved 3.15.2021	\$ 14,070,000					
Funds Transferred from Domestic Fire/ Line Separation	\$ 977,120					
Funds transferred to Seismic- Bethany ES	\$ (2,230,000)					
Funds transferred to Added Projects - Classroom Door Locks	\$ (179,293)					
Additional Funding - Elmonica Repipe - Approved 6.21.2021	\$ 500,000					
Funds transferred to Added Projects - Classroom Walls	\$ (45,710)					
Balance	\$ 121,220,263		192			

# 2014 Bond Program Financial Status Report

Data as of September 30, 2021

## Seismic Projects

Seismic Projects	Original Budget	Revised Approved Current Budget	August-21 Est @ Comp	September-21 Est @ Comp	Net Contingency Balance	Budget Summary Notes	
A/E Scoping/Surveys	\$ -	\$ 222,058	\$ 222,058	\$ 222,058	\$ -	Completed; Final Cost	
Aloha HS	\$ 1,732,898	\$ 18,840,863	\$ 18,840,863	\$ 18,840,863	\$ 769,330	4.3%	
Beaver Acres ES	\$ 1,714,444	\$ 6,029,836	\$ 6,029,836	\$ 6,029,836	\$ 42,255	0.7%	
Beaverton HS	\$ 246,184	<i>(Budget Transferred to Seismic Program)</i>					Scope completed via BHS Gym Ceiling project
Cedar Mill ES	\$ 144,771	<i>(Budget Moved to Facility Repairs)</i>					Scope completed via Cedar Mill Roof & HVAC project
Cooper Mt. ES	\$ 361,703	\$ 3,160,175	\$ 3,160,175	\$ 3,160,175	\$ 430,795	15.8%	
Seismic Funding Hold	\$ -	\$ 160,300	\$ 160,300	\$ 160,300			
Bethany ES	\$ -	\$ 4,930,811	\$ 4,930,811	\$ 4,930,811	\$ 165,078	3.5%	Current contingency decreased by <b>(\$116K)</b> due to estimates for unforeseen duct relocation costs
(Projects Financially Complete)							
<b>Seismic Projects Total</b>	<b>\$ 4,200,000</b>	<b>\$ 33,344,043</b>	<b>\$ 33,344,043</b>	<b>\$ 33,344,043</b>			
TAPS Seismic Grant	\$ -	\$ (22,545)	\$ (22,545)	\$ (22,545)			
AHS Seismic Rehabilitation Grant	\$ -	\$ (2,500,000)	\$ (2,500,000)	\$ (2,500,000)			
Beaver Acres Seismic Rehabilitation Grant	\$ -	\$ (2,500,000)	\$ (2,500,000)	\$ (2,500,000)			
Cooper Mnt Seismic Rehabilitation Grant	\$ -	\$ (2,337,360)	\$ (2,337,360)	\$ (2,337,360)			
<b>Seismic Program Bond Cost Balance</b>	<b>\$ 4,200,000</b>	<b>\$ 25,984,138</b>	<b>\$ 25,984,138</b>	<b>\$ 25,984,138</b>			
<b>Seismic Program Less Transfers In/Out</b>	<b>\$ 25,984,138</b>						
<b>Transfer Tracking</b>							
Initial Budget	\$ 4,200,000						
Program Escalation	\$ 1,006,740						
AHS Roofing - From Facility Repairs	\$ 575,193						
Beaver Acres Roofing - From Facility Repairs	\$ 1,138,000						
AHS Roofing - Balance From Facility Repairs	\$ 3,477,807						
Program Reserve - Approved by School Board 6.18.18	\$ 5,450,000						
Transfer to Facility Repairs - Cedar Mill	\$ (166,052)						
Cooper Mnt Roofing - From Facility Repairs	\$ 128,000						
Program Reserve - Approved by School Board 10.28.19	\$ 6,849,950						
Beaver Acres Windows - From Facility Repairs	\$ 605,000						
Beaver Acres Re-pipe - From Facility Repairs	\$ 489,500						
Bethany Roof and HVAC Seismic Transfer	\$ 2,230,000						
Balance	\$ 25,984,138						

2014 Bond Program Learning Technology/Classroom Systems  
and Critical Equipment Purchases  
September 30, 2021

Data as of September 30, 2021

Learning Technology/Classroom Systems (\$56 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2021-22 Budget	2021-22 Expenditures as of 9/30/21	Annual Description of Expenditures
Networking Upgrades	\$ 11,542,526	56%	\$ 6,437,205	\$ 5,181,920	\$ 76,599	Maintaining current wired and wireless networking capacity and addressing areas of need. Data Center server hardware expanded and replaced. New staff and departmental storage implemented. Replacement of school switch project started at elementary schools.
Digital Curriculum Development	\$ 5,286,785	89%	\$ 4,705,233	\$ 698,711	\$ 117,159	Salary to maintain five digital curriculum specialists. Digital Curriculum Specialists are responsible for curating and developing high quality digital curriculum and materials that align to our Standards Based Learning System. This team was a valuable resource last spring when we were pressed to provide additional resources for district teachers during the COVID-19 remote learning implementation.
Future Ready Schools	\$ 29,496,360	99%	\$ 29,321,114	\$ 202,361	\$ 27,114	Two rounds of student devices were purchased from the bond. Monies remaining in the Future Ready budget are partially funding hardware repair staff focused on repairing our fleet of over 50,000 iPad and Chromebook devices.
Technology Modernization	\$ 2,909,823	82%	\$ 2,381,104	\$ 560,182	\$ 31,463	Continued Business Continuity Plan (BCP) updates. Continued pilot of classrooms and conference room technology solutions for remote work. Upgrades to HR Center and the BusinessPlus ERP system.
Other Technology/Curriculum Projects	\$ 6,764,506	100%	\$ 6,764,506	\$ -	\$ -	Completed Technology/Curriculum Projects. Includes: student laptop replacements in 2014-15, high school science technology in 2015-16, positive change grants 2014-15 through 2016-17.
<b>Learning Technology/ Classroom Systems Total</b>	<b>\$ 56,000,000</b>	<b>89%</b>	<b>\$ 49,609,161</b>	<b>\$ 6,643,174</b>	<b>\$ 252,335</b>	

2014 Bond Program Learning Technology/Classroom Systems  
and Critical Equipment Purchases  
September 30, 2021

Data as of September 30, 2021

Critical Equipment (\$24 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2021-22 Budget	2021-22 Expenditures as of 9/30/21	Annual Description of Expenditures
Copiers	\$ 1,945,124	86%	\$ 1,668,284	\$ 300,000	\$ 23,159	Approximately \$300,000/year over eight years.
Athletic Equipment	\$ 1,021,737	78%	\$ 799,544	\$ 278,982	\$ 56,787	Approximately \$100,000/year over three years beginning in year 2. \$75,970 was transferred in year 2 to the Scoreboard Replacements Project. An additional \$800,000 will be split over years six through eight.
Maintenance Equipment	\$ 2,289,219	65%	\$ 1,480,681	\$ 843,784	\$ 35,246	Approximately \$120,000/year over four years beginning in year 2. Year 2 will have \$185,000. An additional \$1.7 million will be split over the final three years of the bond, beginning in year six.
Early Learning Playground Equipment	\$ 15,366	61%	\$ 9,366	\$ 6,000	\$ -	Playground equipment for Early Learning program at seven elementary schools.
Other Equipment Purchases	\$ 18,728,554	98%	\$ 18,318,463	\$ -	\$ -	Other critical equipment purchases as needed. Purchase of \$15,000 towards new locker banks at Stoller in 14-15, \$250,000 towards new musical instruments in 14-15 and 15-16, \$184,050 for cafeteria table replacements in 15-16, \$1,397,733 for classroom furniture for full day kindergarten in 2015-16, \$344,973 for high school scoreboard replacements in 2015-16 and 2016-17, \$121,066 towards BSD's portion of shock pad installation at SW Quadrant Park with THPRD in 2016-17 and InTouch Printers in 2018. The District purchased \$16M in buses over the first 7 years of the bond. All are included in this line.
<b>Critical Equipment Total</b>	<b>\$ 24,000,000</b>	<b>93%</b>	<b>\$ 22,276,338</b>	<b>\$ 1,428,766</b>	<b>\$ 115,192</b>	
<b>Grand Total</b>	<b>\$ 80,000,000</b>	<b>90%</b>	<b>\$ 71,885,499</b>	<b>\$ 8,071,940</b>	<b>\$ 367,527</b>	
<b>Total Bond Funds Remaining</b>	<b>\$ 8,114,501</b>					

### BOND PROGRAM CASH FLOW

\$ MILLION

