



AGENDA

I. OPEN MEETING

Board Chair Colett

A. Call to Order

Board Chair Colett

B. Roll Call

Board Chair Colett

C. Land Acknowledgement

Board Chair Colett

D. Agenda Review

Board Chair Colett

II. RECOGNITIONS Frozen the Musical - "Love is an Open Door" **3**

Elementary Physical Education Teacher of the Year

Board Chair Colett, Dr. Gustavo Balderas

III. SUPERINTENDENT'S REPORT

A. Comments by the Superintendent

Dr. Gustavo Balderas

IV. PUBLIC COMMENTS

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Lindsay Ray - BEA, Kyrsti Sackman - OSEA

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Michael Schofield

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ACMA School

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Kerry Delf, Shellie Bailey-Shah

VII. ITEMS FOR ACTION AT A FUTURE MEETING

A. Declare Surplus Property - Merle Davies Building 63

Portable Classrooms

Dr. Carl Mead, Steven Sparks

B. OSBA Board of Directors Election

Board Chair Colett

C. OSBA Legislative Priorities

District Goal: WE Empower all students to achieve post-high school success. **88**

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.

Board Chair Colett

VIII. ITEMS FOR ACTION AT THIS MEETING

- A. School Board Electoral Zone Revision 90
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- B. Appoint Equity Advisory Committee Members 107
Pat McCreery, Tatiana Cevallos, Kerry Delf
- C. Appoint Budget Committee Members 109
Mr. Michael Schofield

IX. BOARD COMMUNICATION

- A. Comments by Individual Board Members
Board Members

X. CLOSE MEETING

- A. Closing Comments
Board Chair Tom Colett, Dr. Gustavo Balderas
- B. Adjourn
Board Chair Tom Colett



RECOGNITIONS

BACKGROUND

Beaverton School District recognizes the following individuals for their outstanding contributions to the district and its community: Westview High School student Abigail Figueroa and West Tualatin View Elementary School PE teacher Nicole Cereda.

Frozen the Musical – “Love Is an Open Door”

Westview High School sophomore Abigail Figueroa has won the rights for her school to perform Oregon's premier of Disney's Frozen the Musical. The Educational Theatre Association, Disney Theatrical Group and Music Theatre International are providing grants to over 50 schools to produce first productions of the musical. Westview's production of Frozen the Musical will run March 2–4 and 9–11.

Applicants were asked to describe their unique vision of Frozen and how they would use the theme “Love Is an Open Door” as an opportunity to strengthen their school community, provide outreach to underserved groups and support inclusive and diverse theater programs. Abigail’s submission can be read [here](#).

Elementary Physical Education Teacher of the Year

Nicole Cereda, PE teacher at West Tualatin View Elementary School, has been named Elementary Physical Education Teacher of the Year by the Oregon Society of Health and Physical Educators. SHAPE’s Teacher of the Year program recognizes outstanding teachers in adapted physical education, school health education, dance education and physical education at the elementary, middle and high school levels.

RECOMMENDATION

The School Board recognizes Westview High school sophomore Abigail Figueroa and West Tualatin View Elementary School PE teacher Nicole Cereda for their outstanding contributions to the Beaverton School District and the community.

Goodnight Superintendent, Chair Collette and Members of the board.

I would like to start of by saying CONGRATS Becky and thank you for dedicated work and service as a school board member.

I am Kyrsti Sackman, I am a para educator II and president of the OSEA classified union.

We as OSEA have continued to grow our connections and communication with our many different departments and BSD management. We did a lot of work helping support our election, we are very happy with the results of the Levy vote and many of the other election wins.

We are happy to report that we have signed an MOU in support of transportation staff, getting paid at higher rates for promoted positions - in the transition of the bargained pay increase We have worked hard to update our bilingual differential pay assessment & process to ensure we continue to support our staff and communities.

There is still a lot of support needed for students and staff alike.

We continue to work hard to represent our members, support our community & grow the connections that are so essential in retention of staff and hiring of quality new staff.

We value all of the hard work of everyone at this table, our BSD management, admin, BEA union siblings & all of our dedicated classified staff.



PUBLIC COMMENTS

Written comments were accepted by online form submission from 12:00 p.m. on Thursday, November 10, 2022, through 12:00 p.m. on Monday, November 14, 2022.

The following comments followed all of the posted guidelines listed on the form and below.

- One comment per person
- Comments are limited to 1,000 characters per person
- The Board will not hear charges or complaints against any District employee.

Evelyn Harding - Student - Hello, I will get right to the point. I am a new student to the district as of this year from out of state. I have discovered upon involvement at my school's (Westview HS) performing arts programs that the Marching Band program in this district does not grant PE credits to the students involved. This surprised me because I know that it qualifies as a sport in other areas. Marching Band is a team based, physically vigorous, and competitive activity. Each school's marching band pours hours into rehearsing and exercising for upcoming competitions. Please let me know if there is anything I can do to help begin the process of getting BSD's performing arts students the credits they deserve for participating in an underfunded and underrepresented sport.

Calvin Claussen - Student Part 1 of 3: MPMS Summa Science Teacher Needed The 8th-grade Summa students of Meadow Park MS need a science teacher. Our 6th-grade teacher, [Teacher], had to switch schools because of the boundary change. Last year, our science teacher left early with no word, condemning us to more than seven months of constant substitutes. We had minimal learning, graded by a staff member that barely knew us. At the end of 7th grade, we got a new science teacher and had consistency for a few weeks. However, we still had missing lessons. This fall, our teacher [Teacher] promised us that he would stay the full year. That promise became weaker as the substitutes returned. In October, we learned that BSD had not provided him with his emergency license for teaching our class. Staying meant breaking rules. Directly after he left, [Teacher] took the position. He too said he would stay for the remainder of the year. He was present for exactly three days, then resigned. Please see part 2. Thank you.

Sanika G - Student - Part 2 of 3: MPMS Summa Science Teacher Needed Given the amount of inconsistency in this role at our school, we analyzed the problems firsthand, shown as the following: Quality: [Teacher] had exceptional qualifications and had been with the Summa program at Meadow Park for eighteen years. We had weekly in-depth projects with her and full support on lessons and equipment. We never knew much about each teacher's science credibility after that—most were in and out quickly. Classes: Our past science teachers and substitutes have complained about the non-Summa classes being unruly. We know that they aren't happy to be here. Finding the right teachers: It's proven very hard to find anything like the Summa teaching team in the past. Please see part 3. Thank you.

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.

Katharine R - Student - Part 3 of 3: MPMS Summa Science Teacher Needed Summa students work hard and need in-depth learning, but we are back to square one. We are almost high schoolers, and we have missed most of our middle school science education. We hope you can help us. All we need is a good science teacher who won't leave—one who will build trust in our community. We are open to joining a science class at another Summa location. We are willing to learn science from FLEX online school as long as we will have a strong curriculum. We need our science education. Thank you, The MPMS Summa 8 class.

Helen Chandler - Parent/guardian - As my daughter gets ready for 6th grade I have a worry on my mind I've heard she will be required to be on an accelerated math track- despite the learning loss she is just starting to dig her way out of. My daughter is hard working and cares about school. Her confidence about math, during the pandemic, took a hit unlike anything I've seen. This year she is JUST starting to feel positive about math again- but knowing we will be required to enroll her in a fast paced math track with no options worried me. She will take her struggles with the fast personally- once again believing she is ""not a math person"". I ask the district please consider a math track option that allows regular, thoughtful math progression building to AGS 1 in 9th grade.

Mary B Schultz - Parent/guardian - I am the grandparent of a Southridge student. I have followed research and articles on benefits of later school start times for teenage students. Large and small school systems are trending toward this change. Schools' response to Covid was necessary, but remote learning and isolation took its sad toll on high school students. A healthier start time would provide a better post-Covid learning situation in the hopes that it will make up for some of what was lost to these students. Future students will inherit this benefit. Schools need to do everything possible to balance the these learning negatives with the most healthy learning-positive education experience - our kids deserve it. College is ahead and parents, grandparents and society in general want and need this generation of high school students to be ready to take on their future and be ready to give us their best. It is our obligation. Please consider this change in school start time and make the changes as soon as possible.

Carli Schultz - Parent/guardian - The early morning schedule for high school student and option schools works against our kids having their best shot at succeeding in their educational careers. We are surrounded by districts, like Tigard, and Portland that do not have or are changing their schedules to match the science and experience of the struggle of adolescent minds when asked to be awake and at school so early. Teachers, too, have to be up even earlier to be there to prepare for the school day. California has changed their school schedules, as as the Seattle school district. With COVID our kids have suffered a lot in their education, and this change would be a big one for now and the future to show we support their learning in every way we can. I realize some of this might be budget issues, but if we want to maintain our strength as a school district for Oregon's kids, we can't let them be left behind as the nation moves to improve opportunities for succeeding in school wake and start times not before sunrise.



GRANT REPORT

| Grant Proposal | Funding Agency | Amount Requested | Submission Date | Decision Date | Action Required |
|----------------|----------------|------------------|-----------------|---------------|-----------------|
| | | | | | |

| Grant Proposal In Review | Funding Agency | Amount Requested | Submission Date | Decision Date |
|--|---------------------------|------------------|-----------------|---------------|
| ESEA Title Funds | Oregon Dept. of Education | \$8,698,022 | 15 Nov 2022 | 15 Dec 2022 |
| Title IA – Improving Basic Programs (\$5,864,434) Title IC – Education of Migratory Children (\$657,579) Title IC (Preschool)– Preschool Education of Migratory Children (\$34,631) Title IIA – Preparing, Training, and Recruiting High Quality Teachers and Principals (\$949,133) Title III – Language Instruction for Limited English Proficient and Immigrant Students (\$704,493) Title IVA - Student Support and Academic Enrichment (\$487,752) | | | | |

| Grant Proposal Final Status | Funding Agency | Amount Requested | Amount Funded |
|--|---|------------------|---------------|
| 2022-2023 ARPA School District Behavioral & Mental Health Support Funding | Washington County Health & Human Services | \$25,136 | \$29,539 |
| Funds will be used to developing secondary Dialectical Behavior Therapy programs and supports; pilot a behavioral & mental health universal screener; and develop a restorative community in the District. | | | |

RECOMMENDATION

It is recommended that the proposals be approved.

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DRAFT MEETING MINUTES—WORK SESSION OCTOBER 17, 2022**Board Members Present:**

Tom Colett, Chair
Karen Pérez, Vice Chair
Susan Greenberg
Eric Simpson
Sunita Garg (attended virtually)
Ugonna Enyinnaya (arrived at 5:36)
Becky Tymchuk

Staff Present:

| | |
|----------------------|--|
| Dr. Gustavo Balderas | Superintendent |
| Dr. Heather Cordie | Deputy Superintendent of Teaching and Learning |
| Dr. Carl Mead | Deputy Superintendent of Operations |
| Mike Schofield | Associate Superintendent for Business Services |
| Kerry Delf | Chief of Staff |
| Susan Rodriguez | Chief Human Resources Officer |
| Camellia Osterink | District Legal Counsel |
| Shellie Bailey-Shah | Public Communications Officer |

The meeting was open to the public to attend in person or via live stream on YouTube.

I. CALL TO ORDER

Chair Tom Colett called the work session to order at 5:30 p.m.

II. SCHOOL BOARD ELECTORAL ZONES

Oregon law and Beaverton School Board policy provide that in school districts that have established electoral zones, zones must be periodically adjusted following the federal census to rebalance the zone populations. The 2020 Census established that the population in the district has changed and the seven board zones have become imbalanced in population. The school board is now considering a revision of board zones to rebalance the zones' population. The revision will affect only the geographic definition of zones from which board members will be elected. It will have no effect on the attendance boundaries for students to attend schools. It also does not directly impact board members' assigned schools. Board members are elected by and are responsible to the entire community, but each board member also is assigned several schools to focus on. These school assignments are decided by the board and may or may not be located in the assigned board member's geographic zone.

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Portland State University's Population Research Center (PRC) has been hired to analyze the existing board zones, propose alternatives for realignment, and prepare a final realigned map for adoption by the board. Dr. Ethan Sharygin of PSU presented two board zone map alternatives, named Plan 1 and Plan 2. Plan 1 adjusted the existing board zones as minimally as possible to rebalance the population within each zone, while Plan 2 realigned board zones to also adhere more closely to attendance boundaries. Maps and more detailed information is available in BoardBook.

The board reviewed the proposed map alternatives discussed the merits of both plans. All board members indicated they favored Plan 2 to move forward for consideration. Questions and comments included that Plan 2 provided room for anticipated population growth in the Bethany and Cooper Mountain areas in Zones 2 and 6; placed a comprehensive high school or option school building in each board zone; provided more easily identifiable boundaries for each zone; and aligned more closely with the current high school attendance boundaries.

III. **CLOSE MEETING**

Board Chair Tom Colett adjourned the work session at 6:12 p.m.



DRAFT MEETING MINUTES—WORK SESSION NOVEMBER 7, 2022

Board Members Present:

| | |
|--|---------------------------------------|
| Tom Colett, Chair (attended virtually) | Karen Pérez, Vice Chair |
| Eric Simpson | Becky Tymchuk |
| Sunita Garg | Ugonna Enyinnaya (attended virtually) |
| Susan Greenberg | |

Staff Present:

| | |
|----------------------|--|
| Dr. Gustavo Balderas | Superintendent |
| Dr. Heather Cordie | Deputy Superintendent of Teaching and Learning |
| Dr. Carl Mead | Deputy Superintendent of Operations |
| Mike Schofield | Associate Superintendent for Business Services |
| Kerry Delf | Chief of Staff |

The meeting was open to the public to attend in person or via live stream on YouTube.

I. OPEN MEETING

Board Chair Tom Colett called the work session to order at 6:31 p.m.

II. BOARD LEADERSHIP DEVELOPMENT

The board held a work session with Dr. Marty Schafer of Franklin Covey focused on board leadership development. They discussed four pillars for great boards:

- 1) Build trust and clarity around board and district roles to increase effectiveness
- 2) Discuss shared vision around student success and measurable outcomes
- 3) Discuss accountability plans to support the vision, superintendent and board
- 4) Review our plan to increase community engagement

III. ADJOURN MEETING

Board Chair Tom Colett adjourned the work session at 8:36 p.m.



DRAFT MEETING MINUTES—BUSINESS MEETING OCTOBER 17, 2022

Board Members Present:

Tom Colett, Chair
Karen Pérez, Vice Chair
Susan Greenberg
Eric Simpson
Sunita Garg (attended virtually)
Ugonna Enyinnaya
Becky Tymchuk

Staff Present:

| | |
|----------------------|--|
| Dr. Gustavo Balderas | Superintendent |
| Dr. Heather Cordie | Deputy Superintendent for Teaching and Learning |
| Dr. Carl Mead | Deputy Superintendent for Operations and Support Services |
| Michael Schofield | Associate Superintendent for Business Services |
| Kerry Delf | Chief of Staff |
| Susan Rodriguez | Chief Human Resources Officer |
| Camellia Osterink | District Legal Counsel |
| Shellie Bailey-Shah | Public Communications Officer |
| Vanessa Davalos | Administrator for Extended Learning, William Walker Elementary AP |
| Kathleen Skidmore | Executive Administrator for Elementary Schools |
| Dr. Patrick Meigs | Executive Administrator for Elementary Schools |
| Dr. Jon Bridges | Administrator for Accountability |
| Steven Sparks | Administrator for Long Range Planning |
| Jennifer Whitten | Principal, Greenway Elementary |
| Dr. Ashlee Hudson | Principal, Kinnaman Elementary |
| Carmen Roberti | Assistant Principal, Kinnaman Elementary |
| Kayla Bell | Admin. for Early Learning & PK–12 Curriculum, Instruction & Assessment |

The meeting was open to the public to attend in person or via live stream on YouTube.

I. OPEN MEETING

Chair Tom Colett called the meeting to order at 6:30 p.m. The board reviewed the agenda and moved one item, VII.A School Board Electoral Zone Revision under Items for Action at a Future Meeting, to be heard directly after the Consent Agenda instead of later in the evening.

II. RECOGNITIONS

Chair Tom Colett recognized that BSD superintendent Dr. Gustavo Balderas had been sworn in as president of the National Association of Latino Administrators and Superintendents, a nationwide organization with more than 8,000 members that works to develop and support Latino and other school administrators and youth.

III. SUPERINTENDENT'S REPORT

Dr. Gustavo Balderas shared his appreciation to the board and community for their attention to the proposed measure to renew the local option levy that supports teacher staffing and class sizes in Beaverton schools. He explained the differences between a local option levy and a capital bond measure; discussed the process underway to develop the district's new strategic plan with input from the board, students, families, staff and community; and noted that school reports would look a little different than in the past, and in future board meetings he would like the board to hear from students.

IV. PUBLIC COMMENTS

A. *Comments by Employee Groups*

BEA President Lindsay Ray and OSEA President Kyrsti Sackman commented to the board.

B. *Comments by Community Members*

The board received five written public comments. There were no requests to speak to the board in person or virtually.

V. CONSENT AGENDA

A. *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.

B. *Board Meeting Minutes*

BE IT RESOLVED that the minutes of the September 19, 2022, School Board meeting and October 3, 2022 Work Session are hereby approved.

C. *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.

D. *Alternate Construction Contracting Procedure*

BE IT RESOLVED that the School Board authorize the Superintendent or designee to obligate the District for the adoption of findings in presented in Attachment A, exemption of Raleigh Hills Elementary School project from bidding as listed, authorized, and directs use of the CM/GC procurement and Request for Proposals as submitted at this meeting.

E. *Use of Remaining Bond Reserve*

BE IT RESOLVED that the School Board approved funding this project using \$2.3 million of 2014 Bond Program Reserve.

Susan Greenberg moved to approve the Consent Agenda as submitted and Eric Simpson seconded. The motion passed 7:0.

VII. ITEMS FOR ACTION AT A FUTURE MEETING

A. *School Board Electoral Zone Revision*

Presenters: Dr. Ethan Sharygin – PSU, Steven Sparks, Dr. Carl Mead

Oregon law and Beaverton School Board policy provide that in school districts that have established electoral zones, zones must be periodically adjusted following the federal census to rebalance the zone populations. The 2020 Census established that the population in the district has changed and the seven board zones have become imbalanced in population. The school board is now considering a revision of board zones to rebalance the zones' population. The

revision will affect only the geographic definition of zones from which board members will be elected. It will have no effect on the attendance boundaries for students to attend schools.

Portland State University's Population Research Center (PRC) has been hired to analyze the existing board zones, propose alternatives for realignment, and prepare a final realigned map for adoption by the board. Dr. Ethan Sharygin of PSU presented two board zone map alternatives, named Plan 1 and Plan 2. Plan 1 would adjust the existing board zones as minimally as possible to rebalance the population within each zone, while Plan 2 would realign board zones to also adhere more closely to attendance boundaries. Maps and more detailed information are attached in BoardBook.

In the work session preceding the regular business meeting, the board had reviewed the proposed map alternatives, discussed the merits of both plans, and indicated they favored Plan 2. A summary of the presentation and discussion was provided, and the approval of Plan 2 was presented as an item for action in a future meeting.

VI. REPORTS

- A. *Financial Update* – Presenter: Mike Schofield
Associate Superintendent Mike Schofield presented a monthly financial update to the Board for review and discussion. A detailed report is attached in BoardBook.
- B. *Review Policy DFA – Investment of Funds* – Presenter: Mike Schofield
Policy DFA – Investment of Funds requires annual review by the administration and the Board. No changes in the policy were recommended.
- C. *Summer School Update* – Presenters: Vanessa Davalos, Dr. Heather Cordie
In summer 2022, BSD programs served 8,162 students from incoming kindergarten through age 21. Sessions offered academic and enrichment opportunities for students. Ms. Davalos shared a presentation reviewing the summer programs provided in 2022 with support from additional state funding. Board comments and questions included funding for future years, which students were served and how access was supported, and positive feedback on the programs provided.
- D. *School Reports* – Presenters: Kathleen Skidmore, Dr. Patrick Meigs
 - a. Greenway Elementary – Ms. Jennifer Whitten
 - b. Kinnaman Elementary – Dr. Ashlee Hudson & Ms. Carmen RobertiThe principals of Greenway and Kinnaman Elementary Schools shared reports about their schools, including some highlights and what they are currently working on, and answered questions from the board. Presentation slides and school data are attached in BoardBook.
- E. *Enrollment Report* – Presenters: Dr. Carl Mead, Robert McCracken
Each year on the final school day of September school districts tabulate the enrollment totals for each grade level and school. These figures represent the district's baseline enrollment for the school year. Enrollment in BSD has fallen over the course of the pandemic, and the downward trend has continued in 2022. A detailed report is attached in BoardBook.
- F. *Division 22 Compliance Assurances* – Presenter: Dr. Jon Bridges
Each year, districts must report to the school board, the public and the Oregon Department of Education whether they are in compliance with all state standards set forth in OAR chapter 581, Division 22. For any rule for which the district is not in compliance, a plan of correction is developed. Staff presented the board with this annual report. Staff conducted an internal audit of the district's compliance with Division 22 requirements and determined that the district was

in compliance with 54 of 56 requirements in effect for the 2021–22 school year. The detailed report is attached in BoardBook.

- G. *Local Option Levy Update* – Presenters: Kerry Delf, Shellie Bailey-Shah
Staff provided an update on the proposed local option levy renewal measure and impartial educational information provided to the community. Information is attached in BoardBook.

VIII. ITEMS FOR ACTION AT THIS MEETING

- A. *Language Arts Curriculum & English Language Proficiency Project Team Charge* – Presenters: Kayla Bell, Dr. Heather Cordie
The Beaverton School District reviews and updates its curriculum, instructional practices and resources in the various subject areas according to board policy and Oregon state statutes and administrative regulations. The language arts and English language proficiency review and curriculum adoption will be a two-year process beginning in fall 2022 and aiming to implement curriculum and instructional resources beginning in fall 2023.

Susan Greenberg moved, Eric Simpson seconded, and the board voted 7:0 to pass the motion approving the resolution: BE IT RESOLVED that the School Board directs the Superintendent to form the Language Arts and English Language Proficiency Project Team for the 2022–2024 curriculum review to be approved by the School Board of the Beaverton School District.

IX. BOARD COMMUNICATION

- A. *Comments by Individual Board Members*
Board members made individual comments, including appreciating the past board and community for making possible the new district office location; noting that the OSBA Legislative Road Show was coming up on Wednesday, October 19 at NW Regional ESD, and the OSBA conference would be in downtown Portland on November 10; and noting board members were seeking volunteers for the levy campaign and appreciated those who had provided support.

X. CLOSE MEETING

Board Chair Tom Colett adjourned the meeting at 9:12 p.m.



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

BACKGROUND

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

The Superintendent recommends the Board approve the Superintendent or a designee to obligate the District for the public contract items listed in Attachment A.

ATTACHMENT A

| Contract Name | Recommended By | Contract Selection Process | Contractor/Vendor | Contract Amount | Contract Timeline | | Recommendation |
|---|----------------|--|--|------------------------|-------------------|---------|---|
| | | | | | Start | End | |
| Findley Elementary Roof Overlay-General Contractor | Aaron Boyle | ITB (Invitation to Bid) 22-0015 | Anderson Roofing Co., Inc. | \$1,437,377.00 | 11/2022 | 09/2023 | Authorization to Award Contract |
| Fir Grove Elementary Roof Replacement-General Contractor | Aaron Boyle | ITB (Invitation to Bid) 22-0016 | ASA Construction LLC or Roof Toppers, Inc. | NTE \$1,071, 516.00 | 11/2022 | 9/2023 | Authorization to Award Contract |
| Elmonica Elementary and Greenway Elementary HVAC Controls Upgrade | Aaron Boyle | RFP (Request for Proposals) 21-0028 | Northwest Control Company. | \$1,390,223.00 | 11/2022 | 9/2023 | Authorization to Award Project Work Authorization |
| School Bus Replacement | Craig Beaver | RFP (Request for Proposals) 22-0011 | Peterson Truck Inc. | NTE \$5,000,000.00 | 7/2022 | 6/2023 | Authorization to Award Project Work Authorization |



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: 2022 Roof Projects (Nancy Ryles, McKinley, Findley)

PROJECT TIMELINE: 9/2021 – 9/2023

PROJECT BUDGET: \$5,611,853.00

PROJECT SCOPE: Roof replacements for Nancy Ryles, McKinley, and Findley

CONTRACT NAME: Findley Roof Overlay

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to Bid 22-0015

CONTRACT TIMELINE: 11/2022 – 9/2023

CONTRACT AMOUNT: \$1,437,377.00

CONTRACT SCOPE: Findley Roof Overlay

RECOMMENDATION: Recommendation to Award Contract to Anderson Roofing Co., Inc.

FUNDING SOURCE: 2014 Bond



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: 2022 Roof Projects Group 2 - Fir Grove Elementary

PROJECT TIMELINE: 9/2022 – 9/2023

PROJECT BUDGET: \$1,800,000.00

PROJECT SCOPE: The existing roof is failing and out of warranty. This project will include select demolition of the existing Tremco roof, removal and replacement of roof drains, installation of a single ply TPO roofing system and all appurtenant work associated with delivering new roofing per plans, specifications, and code compliance. This includes all necessary surface restoration associated with this work.

CONTRACT NAME: Fir Grove Elementary Roof Replacement

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Invitation to Bid 22-0016

CONTRACT TIMELINE: 11/2022 – 9/2023

CONTRACT AMOUNT: Not to exceed \$1,071,516.00

CONTRACT SCOPE: Construction services to include select demolition of the existing Tremco roof system, removal and replacement of roof drains, installation of single ply TPO roofing system and all appurtenant work associated with delivering new roofing per plans, specifications, and code compliance.

RECOMMENDATION: Authorization to Award Contract to ASA Construction LLC. Authorization to Award Contract to Roof Toppers, Inc. if ASA Construction LLC should be found not to be a Responsive/Responsible Bidder for this Project.

FUNDING SOURCE: 2014 Bond; District Wide Facility Repairs



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: HVAC Upgrade Group 2

PROJECT TIMELINE: 2/2022 – 9/2023

PROJECT BUDGET: \$1,210,000.00

PROJECT SCOPE: Elmonica and Greenway Elementary Controls Upgrade

CONTRACT NAME: Elmonica and Greenway Elementary Controls Upgrade

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: Request for Proposals #21-0028

CONTRACT TIMELINE: 11/2022 – 9/2023

CONTRACT AMOUNT: \$1,390,223.00

CONTRACT SCOPE: Controls upgrade

RECOMMENDATION: Authorization to Award Project Work Authorization to Northwest Control Company under Master Contract #21-0028C

FUNDING SOURCE: 2014 Bond, Renovation Projects, ESSER Funds



PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Purchase of School Buses for FY 2022/2023

PROJECT TIMELINE: 07/01/2022 – 06/30/2023

PROJECT BUDGET: Not to Exceed \$5,000,000

PROJECT SCOPE: School Bus Replacement

CONTRACT NAME: 2022/2023 School Bus Replacement

RECOMMENDED BY: Craig Beaver/Administrator for Transportation

SOLICITATION METHOD: Request for Proposal (RFP) 22-0011 & Salem-Keizer Cooperative Agreement PA-2021-274

CONTRACT TIMELINE: 07/01/2022 – 06/30/2023

CONTRACT AMOUNT: Not to Exceed \$5,000,000

CONTRACT SCOPE: Purchase of Electric, Propane, and/or Diesel School Buses as scheduled in Fleet Replacement Program for the Purpose of Transporting Pupils Home to School per ORS 327.043 & IEP Requirements.

RECOMMENDATION: Authorize Award of Contract to Peterson Truck

FUNDING SOURCE: General Fund, with partial reimbursement from Oregon DEQ Grant.



STUDENT INVESTMENT ACCOUNT ANNUAL REPORT

BACKGROUND

On March 9, 2020 the Board approved the District's Student Investment Account (SIA) plan. The plan was developed through extensive community engagement, strategic conversations and partnerships, and consultancy with content expertise. It was the result of more than six months of work both internally and externally and is reflective of the needs of the District's historically underserved populations, including students of color, emerging bilinguals, and students with disabilities.

Each year, all SIA grant recipients are required to:

- Respond to four *required* annual report questions,
- Post the annual report on their website, and provide the URL to ODE, and
- Present the annual report to the School Board at an open meeting with the opportunity for public comment.

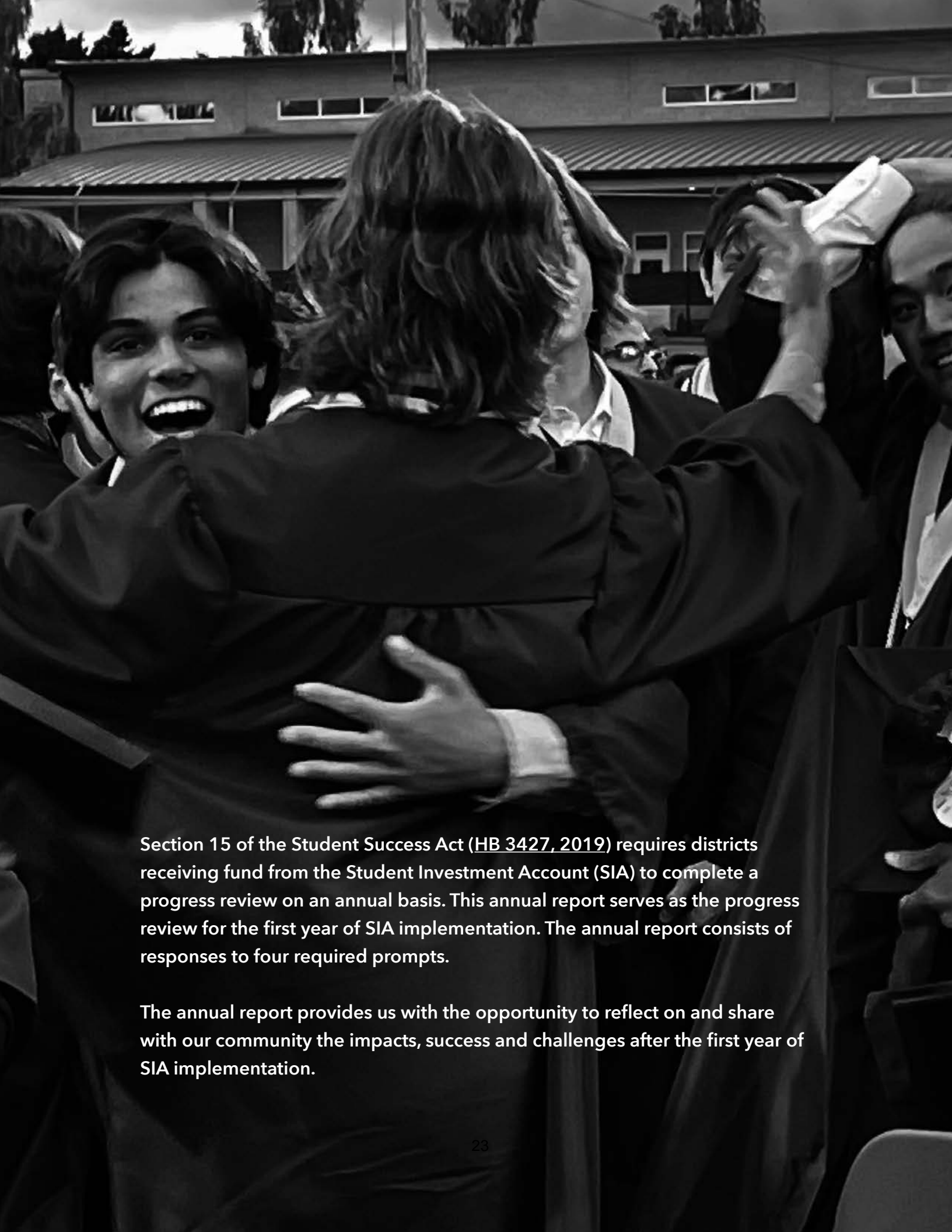
RECOMMENDATION

The Board is presented with the attached report on the Student Investment Account for 2021-22. Members of the public may speak to the report if desired. No Board action is needed.



STUDENT INVESTMENT ACCOUNT

ANNUAL REPORT
2021-22



Section 15 of the Student Success Act ([HB 3427, 2019](#)) requires districts receiving fund from the Student Investment Account (SIA) to complete a progress review on an annual basis. This annual report serves as the progress review for the first year of SIA implementation. The annual report consists of responses to four required prompts.

The annual report provides us with the opportunity to reflect on and share with our community the impacts, success and challenges after the first year of SIA implementation.

What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?

Increase student attendance, mental well-being, and attachment to school.

The 2021-22 school year was the first time schools had a comprehensive team of individuals to address the behavioral health and wellness (BH&W) needs of students. These individuals helped to reduce barriers in and out of the classroom allowing teachers and their students to focus on academic instruction. Every school in BSD implemented a BH&W Team. Meetings were held at least monthly with most school teams meeting weekly to discuss concerns regarding the needs of the students and their families. BH&W teams analyzed student outcome data quarterly to identify needs and improve practice.

BSD completed its first ever Behavioral Health and Wellness universal supports adoption. Best practices and a position paper outline the district's commitment to attending to the needs of the whole student. BSD is implementing a Curriculum Learning Enhancements scope and sequence that is inclusive of social emotional learning, suicide prevention, mental health awareness, sexual abuse awareness, and digital citizenship. The SIA plan allows staff to intervene early and frequently and this allows students to remain in a less restrictive educational environment with access to core instruction. If it were not for the SIA plan, as a district we would continue to rely heavily on the more restrictive supports of Special Education.

Professional development for secondary school administrators strengthened systems to teach behavioral expectations and implement restorative practices to manage student behavior. Advisory lessons were piloted as part of the Behavioral Health and Wellness adoption process to teach students skills to independently regulate their behavior.

Increase the ability of staff to implement culturally relevant instructional practices.

The language and vocabulary of diversity, equity and inclusion is much more present in school and district conversations and collaborative efforts. Staff are becoming more adept at both gathering and analyzing data for equity gaps and growth. As our language and skills develop, we are becoming more able to identify areas of growth and opportunity in advancing equity and belonging for all students. Implementing culturally relevant instructional practices has increased prominence in curriculum meetings. School learning plans show that there is continuous learning around individual and systemic forms of inequity, that there is increased effort to engage with the community, and that there are efforts to create a welcoming culture and safe environment for all students. Certified and administrative staff collaborated to identify three district priorities for equity work that aim to ensure spaces of belonging for all students. Over 30 administrative and certified staff members participated in the Coaching for Educational Equity seminar, increasing the capacity of our district and building leaders to engage in equity-focused leadership with staff.

Increase the percentage of students who are reading at or above grade level in grades K-3.

Forty Academic Coaches participated in year one of LETRS training. LETRS training will help us support students who are identified dyslexic and who have dyslexic tendencies. Additional reading materials were purchased to support Academic Coaches and teachers of K-3 students.



What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges?

The availability of qualified candidates for positions. Many districts are competing for the same numbers of limited staff, which has made filling positions difficult. It was not unusual for schools to have multiple unfilled positions on any given day. The district experienced attrition in key areas, including in the position of Administrator for Equity Talent Acquisition.

During 2021-2022, guidance from the Washington County Health Department created the necessity to contact trace and, at times, quarantine students. These interruptions to the continuity of learning provided challenges to support students who were impacted by Hybrid Learning or Comprehensive Distance Learning. The need for emphasis on Covid-related learning and protocols took precedence over the ability to learn, teach, and implement culturally relevant instructional practices. Some of the best instructional strategies an educator might use in a classroom (gathering class in one area, meeting with a small group of children, children sitting next to a classmate, "with a partner..") couldn't be used due to spacing requirements.

The biggest barrier to SIA implementation was the lack of available substitutes. Impacts included:

- BH&W team members being reallocated to cover sub shortage needs versus implementing the BH&W plan at the school level. In the spring with the change in COVID protocols and a hiring recruitment push, BH&W team members had the opportunity to implement their BH&W plans.
- A shortage of substitute teachers resulted in an inability to engage in the intended professional learning and collaboration.
- We had intensive training scheduled to help our K-3 teachers use our reading assessment tool. This training was canceled due to substitute shortages. The need for training still exists, and we need other ways to meet the needs of our elementary staff during the school year.
- The challenge has been that the additional staff has spent so much time subbing during sub shortages for us to fully realize the potential these positions offer.

SIA implementation includes ongoing engagement with focal students, the families of focal students, and educators. How have relationships with or between those groups changed and/or been maintained throughout this academic year?

We continue to expand and sustain our engagement with student, family, staff and community focal groups with an emphasis on affinity-based groups such as the Beaverton Black Parent Union, Black Student Unions, staff AANHPI, KaloHCC, BMEC/BMAC, student and staff LGBTQ+ affinity groups and PTCs. Ongoing engagement through the Spec. Ed. Parent Advisory council has supported monthly meetings to discuss the Special Education process, use of funds, needs, budgets, and impacts to student services. For ongoing engagement with staff, we are holding quarterly/monthly department meetings with specialized programs, building administrators, and cultural consultancies.

Policies that prevented parents from entering the building or congregating in meetings meant that engagement with families and community partners was negatively impacted. This meant that staff was called upon more frequently to support students without other sources of community support. Schools are in the process of rebuilding connections to their broader community after the pandemic. Additionally, parents are welcoming the opportunity to reengage in their school communities as protocols to protect public health during the pandemic have eased.

Home visits and empathy interviews were a part of many of our schools with the most needy students. These strategies help connect families to the schools and it helped to broaden a child's circle of support when working together. Social workers were able to work alongside families to bridge communication, seek supports and to connect with varied agencies in order to match needs and supports.

BSD's partnership with Washington County Behavioral Health has grown significantly in the 2021-22 school year. This partnership has brought about increased parent training opportunities. As a result of SIA funding, BSD staff have been able to reach out to families and connect them with district and community resources at a greater level than ever before.

As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts?

Our deliberate efforts to engage a wide spectrum of community members was seen as a positive of the SIA process. We believe this inclusion of many voices allowed us to better prioritize our efforts and focus on the highest needs. We have kept children at the center of conversations.

When BSD developed our SIA plan, behavioral health and wellness was a key area of need that was identified by students, staff, families, and the community. If it was not for this decision pre-pandemic, we would not have been able to meet the needs of our students after the onset of the pandemic or addressing the long-term impacts of the pandemic. BH&W supports were necessary pre-pandemic but have been critical in the 2021-22 school year.

These positions continue to be an area of need, and due to increases in staffing we've been able to increase student achievement and student well-being. Additionally, we've increased access to staff for training and professional development opportunities. We've also used the increase in staff to mitigate the effects of COVID-related school closures and distance learning, as evidenced by the minimal number of students qualifying for recovery services through the IEP process. We've also used the focus on cultural considerations and culturally and linguistically diverse evaluation processes to improve in areas that have been previously noted as areas of over-identification for Special Education (Hispanic students in SLD) and have improved evaluation processes and outcomes.

There remains a hunger (desire and demand) among staff, students, family and community members for continued professional learning, collaboration and action in the areas of diversity, equity and inclusion in order to ensure spaces of belonging for all students. We also learned that in addition to our productive efforts toward doing so, we still have much room for growth and improvement.

We also continue to see the need to support our K-3 learners. The needs following the pandemic are even greater. We are working to start our second LETRS cohort and are offering after school sessions for reading assessment training.

Student Investment Account (SIA) Expenditures 2021-22

SIA Goal 1: Increasing academic achievement, including reducing academic disparities for focal populations.

SIA Goal 2: Addressing students' health and safety needs.

| | | Total SIA 2021-22 |
|----------|---|----------------------|
| SIA Goal | Description | Expenditures |
| 1 | Equity-based Class Size Reform in Core Content Classes in Grades K-12 | \$ 11,375,839 |
| 1 | Class Size Reduction at Grades K-2 | 4,011,278 |
| 1 | Early Literacy Support | 51,328 |
| 1 | Culturally Responsive Materials for Libraries & Classrooms | 783,425 |
| 1 | Materials Support for Dyslexia Implementation | 49,981 |
| | Total SIA Goal 1 | 16,271,851 |
| 2 | Student Success Teams | 12,340,851 |
| 2 | Professional Development & Materials for Supporting Behavioral Health Needs of Students | 29,663 |
| 2 | Parent Education Partnership with the national Alliance on Mental Illness (NAMI) | 21,960 |
| 2 | Multilingual Support for Student Success Teams | 552,089 |
| 2 | Equity Training | 336,762 |
| 2 | Equity Administrator | 179,399 |
| 2 | Recruitment & Retention of a Diverse Workforce | 86,081 |
| | Total SIA Goal 2 | 13,546,805 |
| | Administrative/Indirect Costs | 500,000 |
| | Charter Schools | 497,768 |
| | Total 2021-22 Awards | \$ 30,816,424 |



Student Investment Account Annual Report 2021-22

School Board Meeting – November 14, 2022

Dr. Jon Bridges

Outcomes

Outcome 1: Increase the percentage of students who are reading at or above grade level in grades K-3 and close gaps between focal group students and non-focal students.

Outcome 2: Increase student attendance, mental well-being, and attachment to school.

Outcome 3: Increase the ability of staff to implement culturally relevant instructional practices.

Barriers

Covid Protocols

Staffing and Substitute Shortages

Expenditures

Goal 1: Increase Academic
Achievement and Reduce
Academic Disparities

\$16,271,851

Goal 2: Address Students'
Health and Safety Needs

\$13,546,805

Questions and Discussion



MONTHLY FINANCIAL UPDATE

BACKGROUND

Attached is the financial report as of October 31, 2022:

- 2021-22 Pre-final “scorecard”
- General fund activity and forecast
- Summary of revenue, expenditures and encumbrances for all funds except general fund
- 2022-23 classroom teacher staffing by school as of October 31, 2022
- Portfolio management summary
- Investments by sector and group
- Investments summary by issuer - grouped by fund

NOTES:

- Next revenue forecast for the State of Oregon will be November 16th (forecast used for Governor’s Recommended Budget)
- General Fund
 - Beginning fund balance adjusted higher due to GASB 87 (Leases)
 - Increased ESD revenue \$1 million
 - No change to expenditures since September report
- Investments
 - Significant investments due to first capital construction bond sale

RECOMMENDATION

Staff will present the financial update for the Board to receive and discuss. No action is needed at this time.

**Beaverton School District
Spring Projection vs Pre-Final
Fiscal Year 2021-22**

| Resources | Spring Projection | Pre-Final | Variance |
|----------------------------|-----------------------|-----------------------|---------------|
| Beginning Fund Balance | \$ 85,626,331 | \$ 86,621,373 | 1.16% |
| State Controlled | 451,573,669 | 451,918,107 | 0.08% |
| Locally Controlled | 63,300,000 | 62,270,817 | -1.63% |
| Total | \$ 600,500,000 | \$ 600,810,297 | 0.05% |
| | | | |
| Expenditures | Spring Projection | Pre-Final | Variance |
| Salaries | \$ 274,600,000 | \$ 271,995,772 | -0.95% |
| Benefits | 166,900,000 | 165,663,380 | -0.74% |
| All Other | 53,200,000 | 53,505,924 | 0.58% |
| Total | \$ 494,700,000 | \$ 491,165,076 | -0.71% |
| | | | |
| Ending Fund Balance | \$ 105,800,000 | \$ 109,645,221 | |
| Long-Term Planning Reserve | 9,600,000 | 10,128,224 | |
| Total Reserves | \$ 115,400,000 | \$ 119,773,445 | |

Beaverton School District
Year-To-Date Activity and Forecast
General Fund
As of October 31, 2022
(\$ in millions)

| | Adopted Budget | Final Budget | YTD Actuals | Current Encumb. | Actuals & Encumb. | Prior Year-End Forecast |
|------------------------|-----------------|-----------------|-----------------|-----------------|-------------------|-------------------------|
| REVENUES: | | | | | | |
| Beginning Fund Balance | \$ 105.8 | \$ 105.8 | \$ 109.6 | \$ - | \$ 109.6 | \$ 109.6 |
| State School Fund: | | | | | | |
| State School Fund | 289.8 | 289.8 | 119.6 | - | 119.6 | 288.1 |
| Property Taxes | 163.0 | 163.0 | 0.4 | - | 0.4 | 163.0 |
| Common School Fund | 4.3 | 4.3 | - | - | - | 4.3 |
| County School Fund | 1.0 | 1.0 | 0.5 | - | 0.5 | 1.0 |
| Local Option Levy | 38.2 | 38.2 | 0.1 | - | 0.1 | 38.2 |
| Investment Earnings | 0.6 | 0.6 | - | - | - | 0.6 |
| NWRESD Appointment | 11.0 | 11.0 | 4.0 | - | 4.0 | 12.0 |
| Transfers In | - | - | - | - | - | - |
| Other | 9.1 | 9.1 | 1.3 | - | 1.3 | 9.1 |
| Total | \$ 622.8 | \$ 622.8 | \$ 235.5 | \$ - | \$ 235.5 | \$ 625.9 |
| EXPENDITURES: | | | | | | |
| Salaries | \$ 297.3 | \$ 297.3 | \$ 72.1 | \$ - | \$ 72.1 | \$ 293.3 |
| Benefits | 178.1 | 178.1 | 42.3 | - | 42.3 | 176.1 |
| Purchased services | 32.5 | 32.5 | 9.2 | 16.4 | 25.6 | 32.5 |
| Supplies & materials | 15.5 | 15.5 | 3.9 | 2.5 | 6.4 | 15.5 |
| Capital outlay | 0.9 | 0.9 | 0.1 | 0.2 | 0.3 | 0.9 |
| Other | 3.1 | 3.1 | 1.7 | 0.4 | 2.1 | 3.1 |
| Transfers out | 5.2 | 5.2 | 5.2 | - | 5.2 | 5.2 |
| Contingency | 90.2 | 90.2 | - | - | - | 90.2 |
| Total | \$ 622.8 | \$ 622.8 | \$ 134.5 | \$ 19.5 | \$ 154.0 | \$ 616.8 |

| | |
|--|------------------|
| Projected Surplus / (Deficit) from Operations | \$ (10.3) |
| Excludes beginning fund balance and contingency | |

| | |
|--|----------------|
| Projected Ending Fund Balance | \$ 99.3 |
| Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2022 * | |
| | 15.9% |

| | | |
|--|---------------|--------------|
| *Projected ending fund balance breakdown: | Projected EFB | |
| General Operating Fund | \$ 99.2 | 15.8% |
| Local Option Levy Fund | 0.1 | 0.1% |

| | Adopted Budget | Final Budget | YTD Actuals | Current Encumb. | Actuals & Encumb. | Year-End Forecast |
|--------------------------------|-----------------|-----------------|-----------------|-----------------|-------------------|-------------------|
| APPROPRIATIONS: | | | | | | |
| Instruction | \$ 330.4 | \$ 330.4 | \$ 75.2 | \$ 4.6 | \$ 79.8 | \$ 325.9 |
| Support Services | 194.8 | 194.8 | 52.8 | 14.6 | 67.4 | 193.3 |
| Enterprise & Community Svc | 0.3 | 0.3 | - | - | - | 0.3 |
| Facilities Acquisition & Const | 0.1 | 0.1 | - | - | - | 0.1 |
| Other Uses | 7.0 | 7.0 | 6.5 | 0.3 | 6.8 | 7.0 |
| Contingencies | 90.2 | 90.2 | - | - | - | 90.2 |
| Total | \$ 622.8 | \$ 622.8 | \$ 134.5 | \$ 19.5 | \$ 154.0 | \$ 616.8 |

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
As of October 31, 2022

| Funds | Final Budget (incl Beg Fund Bal) | YTD Revenue (incl Beg Fund Bal) | YTD Expenditures (Incl transfers out) | Encumb. | YTD Expenditures & Encumb. | Percent | Fund Balance |
|----------------------------|---|--|--|----------------------|---|----------------|-----------------------|
| Student Body Fund | \$ 13,569,000 | \$ 6,909,776 | \$ 1,206,470 | \$ 535,953 | \$ 1,742,423 | 12.84% | \$ 5,167,353 |
| Categorical | 7,256,000 | 6,845,682 | 387,734 | 2,269,705 | 2,657,439 | 36.62% | 4,188,243 |
| Scholarship Fund | 515,000 | 471,171 | 38,384 | 31,500 | 69,884 | 13.57% | 401,287 |
| Grant Fund | 164,670,491 | 18,851,552 | 26,444,790 | 4,651,920 | 31,096,710 | 18.88% | (12,245,158) |
| Sustainability Fund | 16,050,000 | 11,817,879 | - | - | - | 0.00% | 11,817,879 |
| Nutrition Services Fund | 19,383,736 | 5,657,702 | 2,933,258 | 5,250,455 | 8,183,713 | 42.22% | (2,526,011) |
| Debt Service Fund | 105,760,013 | 16,038,155 | - | - | - | 0.00% | 16,038,155 |
| Capital Projects Fund | 567,095,950 | 404,485,205 | 16,419,003 | 40,168,087 | 56,587,090 | 9.98% | 347,898,115 |
| Insurance Reserve Fund | 8,151,475 | 8,862,217 | 2,751,297 | 1,275,795 | 4,027,092 | 49.40% | 4,835,125 |
| Workers' Compensation Fund | 5,944,823 | 4,609,458 | 792,286 | 80,111 | 872,397 | 14.67% | 3,737,061 |
| Total | \$ 908,396,488 | \$ 484,548,797 | \$ 50,973,222 | \$ 54,263,526 | \$ 105,236,748 | | \$ 379,312,049 |



**2022-23 Classroom Teacher Staffing By School
As of 10/31/2022**

| School | | | | Budgeted APU | | | | | Actual APU | | | | |
|---|---------------------|----------------------|-------------------|--------------|--------------|-------------|----------|--------------|--------------|--------------|-------------|----------|--------------|
| | Budgeted Enrollment | 9/30/2022 Enrollment | Enrollment Change | General Fund | Levy | SIA | ESSER | TOTAL | General Fund | Levy | SIA | ESSER | TOTAL |
| Aloha Huber (K-8) | 866 | 892 | 26 | 29.0 | 8.0 | 2.0 | - | 39.0 | 29.0 | 8.0 | 2.0 | - | 39.0 |
| Barnes | 506 | 478 | (28) | 16.0 | 5.0 | 1.0 | - | 22.0 | 15.0 | 5.0 | 1.0 | - | 21.0 |
| Beaver Acres | 726 | 757 | 31 | 22.0 | 7.0 | 3.0 | - | 32.0 | 22.0 | 7.0 | 3.0 | - | 32.0 |
| Bethany | 388 | 429 | 41 | 10.0 | 4.0 | 1.0 | - | 15.0 | 13.0 | 4.0 | 1.0 | - | 18.0 |
| Bonny Slope | 643 | 683 | 40 | 17.0 | 6.0 | 2.0 | - | 25.0 | 18.0 | 6.0 | 2.0 | - | 26.0 |
| Cedar Mill | 365 | 356 | (9) | 11.0 | 3.0 | 1.0 | - | 15.0 | 11.0 | 3.0 | 1.0 | - | 15.0 |
| Chehalem | 381 | 384 | 3 | 11.0 | 4.0 | 1.0 | - | 16.0 | 12.0 | 4.0 | 1.0 | - | 17.0 |
| Cooper Mountain | 414 | 412 | (2) | 10.0 | 3.0 | 2.0 | - | 15.0 | 13.0 | 3.0 | 2.0 | - | 18.0 |
| Elmonica | 462 | 418 | (44) | 14.0 | 4.0 | 2.0 | - | 20.0 | 12.0 | 4.0 | 2.0 | - | 18.0 |
| Errol Hassell | 357 | 355 | (2) | 11.0 | 3.0 | 1.0 | - | 15.0 | 11.0 | 3.0 | 1.0 | - | 15.0 |
| Findley | 484 | 527 | 43 | 13.0 | 5.0 | 1.0 | - | 19.0 | 14.0 | 5.0 | 1.0 | - | 20.0 |
| Fir Grove | 378 | 362 | (16) | 11.0 | 3.0 | 2.0 | - | 16.0 | 11.0 | 3.0 | 2.0 | - | 16.0 |
| FLEX (K-5) | 312 | 128 | (184) | 8.0 | 1.0 | 2.0 | - | 11.0 | 3.0 | 1.0 | 2.0 | - | 6.0 |
| Greenway | 289 | 278 | (11) | 9.0 | 3.0 | 1.0 | - | 13.0 | 8.0 | 3.0 | 1.0 | - | 12.0 |
| Hazeldale | 440 | 430 | (10) | 13.0 | 4.0 | 2.0 | - | 19.0 | 13.0 | 4.0 | 2.0 | - | 19.0 |
| Hiteon | 498 | 488 | (10) | 15.0 | 4.0 | 1.0 | - | 20.0 | 14.9 | 4.0 | 1.0 | - | 19.9 |
| Jacob Wismer | 593 | 592 | (1) | 17.0 | 5.0 | 1.0 | - | 23.0 | 17.0 | 5.0 | 1.0 | - | 23.0 |
| Kinnaman | 519 | 487 | (32) | 16.0 | 5.0 | 2.0 | - | 23.0 | 16.5 | 5.0 | 2.0 | - | 23.5 |
| McKay | 286 | 262 | (24) | 8.0 | 3.0 | 1.0 | - | 12.0 | 8.0 | 3.0 | 1.0 | - | 12.0 |
| McKinley | 646 | 648 | 2 | 20.0 | 6.0 | 2.0 | - | 28.0 | 20.0 | 6.0 | 2.0 | - | 28.0 |
| Montclair | 290 | 283 | (7) | 9.0 | 2.0 | 1.0 | - | 12.0 | 9.0 | 2.0 | 1.0 | - | 12.0 |
| Nancy Ryles | 507 | 507 | - | 15.0 | 5.0 | 1.0 | - | 21.0 | 15.0 | 5.0 | 1.0 | - | 21.0 |
| Oak Hills | 518 | 496 | (22) | 15.0 | 4.0 | 2.0 | - | 21.0 | 14.0 | 4.0 | 2.0 | - | 20.0 |
| Raleigh Hills (K-8) | 306 | 307 | 1 | 10.0 | 3.0 | 1.0 | - | 14.0 | 10.0 | 3.0 | 1.0 | - | 14.0 |
| Raleigh Park | 334 | 308 | (26) | 9.0 | 3.0 | 2.0 | - | 14.0 | 9.0 | 3.0 | 2.0 | - | 14.0 |
| Ridgewood | 387 | 394 | 7 | 11.0 | 4.0 | 1.0 | - | 16.0 | 13.0 | 4.0 | 1.0 | - | 18.0 |
| Rock Creek | 425 | 431 | 6 | 12.0 | 4.0 | 1.0 | - | 17.0 | 12.0 | 4.0 | 1.0 | - | 17.0 |
| Sato | 779 | 776 | (3) | 21.0 | 7.0 | 2.0 | - | 30.0 | 21.0 | 7.0 | 2.0 | - | 30.0 |
| Scholls Heights | 652 | 635 | (17) | 19.0 | 5.0 | 2.0 | - | 26.0 | 18.0 | 5.0 | 2.0 | - | 25.0 |
| Sexton Mountain | 477 | 467 | (10) | 14.0 | 4.0 | 1.0 | - | 19.0 | 14.0 | 4.0 | 1.0 | - | 19.0 |
| Springville (K-8) | 818 | 767 | (51) | 23.0 | 7.0 | 3.0 | - | 33.0 | 22.0 | 7.0 | 3.0 | - | 32.0 |
| Terra Linda | 292 | 278 | (14) | 9.0 | 2.0 | 1.0 | - | 12.0 | 9.0 | 2.0 | 1.0 | - | 12.0 |
| Vose | 718 | 707 | (11) | 23.0 | 7.0 | 2.0 | - | 32.0 | 21.9 | 7.0 | 2.0 | - | 30.9 |
| West TV | 312 | 305 | (7) | 8.0 | 3.0 | 1.0 | - | 12.0 | 9.0 | 3.0 | 1.0 | - | 13.0 |
| William Walker | 525 | 534 | 9 | 17.0 | 5.0 | 2.0 | - | 24.0 | 17.0 | 5.0 | 2.0 | - | 24.0 |
| Elementary School Total | 16,893 | 16,561 | (332) | 496.0 | 151.0 | 54.0 | - | 701.0 | 495.2 | 151.0 | 54.0 | - | 700.2 |
| Average Elementary School Staffing Ratio | | | | 34.1 | 26.1 | 24.1 | | | 33.4 | 25.6 | 23.7 | | |



**2022-23 Classroom Teacher Staffing By School
As of 10/31/2022**

| School | Budgeted Enrollment | 9/30/2022 Enrollment | Enrollment Change | Budgeted APU | | | | | Actual APU | | | | |
|---|---------------------|----------------------|-------------------|----------------|--------------|-------------|-------------|----------------|----------------|--------------|-------------|-------------|----------------|
| | | | | General Fund | Levy | SIA | ESSER | TOTAL | General Fund | Levy | SIA | ESSER | TOTAL |
| Cedar Park | 650 | 641 | (9) | 23.0 | 4.4 | 1.0 | 0.6 | 29.0 | 23.0 | 4.4 | 1.0 | 0.6 | 29.0 |
| Conestoga | 797 | 788 | (9) | 26.4 | 5.2 | 1.4 | 0.8 | 33.8 | 26.6 | 5.2 | 1.4 | 0.8 | 34.0 |
| Five Oaks | 762 | 767 | 5 | 27.4 | 5.6 | 1.2 | 0.8 | 35.0 | 26.4 | 5.6 | 1.2 | 0.8 | 34.0 |
| Highland Park | 658 | 669 | 11 | 21.8 | 4.2 | 1.0 | 0.6 | 27.6 | 21.9 | 4.2 | 1.0 | 0.6 | 27.7 |
| Meadow Park | 727 | 689 | (38) | 29.2 | 5.4 | 1.2 | 0.8 | 36.6 | 28.3 | 5.4 | 1.2 | 0.8 | 35.7 |
| Mountain View | 874 | 874 | - | 32.6 | 6.4 | 1.6 | 1.0 | 41.6 | 31.0 | 6.4 | 1.6 | 1.0 | 40.0 |
| Stoller | 920 | 925 | 5 | 27.4 | 5.6 | 1.2 | 1.0 | 35.2 | 28.4 | 5.6 | 1.2 | 1.0 | 36.2 |
| Tumwater | 973 | 979 | 6 | 29.2 | 5.8 | 1.4 | 1.0 | 37.4 | 29.4 | 5.8 | 1.4 | 1.0 | 37.6 |
| Whitford | 792 | 789 | (3) | 30.0 | 5.4 | 1.4 | 0.8 | 37.6 | 29.2 | 5.4 | 1.4 | - | 36.0 |
| Middle School Total | 7,153 | 7,121 | (32) | 247.0 | 48.0 | 11.4 | 7.4 | 313.8 | 244.3 | 48.0 | 11.4 | 6.6 | 310.3 |
| Average Middle School Staffing Ratio | | | | 29.0 | 24.2 | 23.3 | 22.8 | | 29.2 | 24.4 | 23.5 | 23.0 | |
| Aloha | 1,683 | 1,652 | (31) | 65.0 | 12.2 | 3.2 | - | 80.4 | 60.6 | 12.2 | 3.2 | - | 76.0 |
| Beaverton | 1,386 | 1,445 | 59 | 54.4 | 9.6 | 2.4 | - | 66.4 | 53.9 | 9.6 | 2.4 | - | 65.9 |
| Mountainside | 1,663 | 1,726 | 63 | 53.2 | 10.2 | 2.4 | - | 65.8 | 53.2 | 10.2 | 2.4 | - | 65.8 |
| Southridge | 1,462 | 1,489 | 27 | 51.0 | 9.8 | 2.6 | - | 63.4 | 50.4 | 9.8 | 2.6 | - | 62.8 |
| Sunset | 1,942 | 1,939 | (3) | 58.4 | 11.6 | 3.0 | - | 73.0 | 59.1 | 11.6 | 3.0 | - | 73.7 |
| Westview | 2,300 | 2,393 | 93 | 74.0 | 14.6 | 3.8 | - | 92.4 | 72.6 | 14.6 | 3.8 | - | 91.0 |
| High School Total | 10,436 | 10,644 | 208 | 356.0 | 68.0 | 17.4 | - | 441.4 | 349.8 | 68.0 | 17.4 | - | 435.2 |
| Average High School Staffing Ratio | | | | 29.3 | 24.6 | 23.6 | | | 30.4 | 25.5 | 24.5 | - | |
| Arts & Communication Magnet Academy (6-12) | 697 | 693 | (4) | 26.8 | 4.8 | 1.2 | - | 32.8 | 24.3 | 4.8 | 1.2 | - | 30.3 |
| Beaverton Academy of Science and Engineering (6-12) | 842 | 823 | (19) | 31.0 | 5.4 | 1.4 | - | 37.8 | 30.5 | 5.4 | 1.4 | - | 37.3 |
| Community School (9-12) | 82 | 130 | 48 | 7.2 | 1.2 | 0.4 | - | 8.8 | 6.8 | 1.2 | 0.4 | - | 8.4 |
| FLEX Online School (6-12) | 738 | 428 | (310) | 22.6 | 2.6 | 1.4 | - | 26.6 | 20.7 | 2.6 | 1.4 | - | 24.7 |
| International School of Beaverton (6-12) | 860 | 887 | 27 | 32.0 | 5.2 | 1.4 | - | 38.6 | 32.1 | 5.2 | 1.4 | - | 38.7 |
| Options Schools Total | 3,219 | 2,961 | (258) | 119.6 | 19.2 | 5.8 | - | 144.6 | 114.4 | 19.2 | 5.8 | - | 139.4 |
| Average Options Staffing Ratio | | | | 26.9 | 23.2 | 22.3 | | | 25.9 | 22.2 | 21.2 | - | |
| Address Extreme Class Size K-12 | - | - | - | 35.0 | - | - | - | 35.0 | - | - | - | - | - |
| District Total | 37,701 | 37,287 | (414) | 1,253.6 | 286.2 | 88.6 | 7.4 | 1,635.8 | 1,203.6 | 286.2 | 88.6 | 6.6 | 1,585.0 |

Note: 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 2022-23 Adopted Budget Document. Elementary music and PE specialists are not included in the classroom teacher allocations.

Postings for open positions are also not included in this report. This report represents actual filled positions.

**Beaverton School District
 Portfolio Management
 Portfolio Summary
 October 31, 2022**

| Investments | Par Value | Market Value | Book Value | % of Portfolio | Days to Maturity | YTM |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|--------------|
| Commercial Paper Disc. -At Cost | 15,000,000.00 | 14,975,700.00 | 14,851,250.00 | 3.49 | 16 | 1.795 |
| Federal Agency Coupon Securities | 25,000,000.00 | 24,390,000.00 | 25,034,300.00 | 5.88 | 622 | 3.079 |
| Federal Agency Disc. -At Cost | 28,500,000.00 | 28,141,065.00 | 28,048,192.78 | 6.59 | 106 | 2.689 |
| Treasury Coupon Securities | 275,800,000.00 | 260,516,256.00 | 264,566,243.63 | 62.14 | 542 | 2.972 |
| Treasury Discounts -At Cost | 39,000,000.00 | 38,786,630.00 | 38,603,343.06 | 9.07 | 53 | 1.835 |
| LGIP | 54,660,303.56 | 54,660,303.56 | 54,660,303.56 | 12.84 | 1 | 1.900 |
| Investments | 437,960,303.56 | 421,469,954.56 | 425,763,633.03 | 100.00% | 386 | 2.678 |

| Total Earnings | October 31 Month Ending | Fiscal Year To Date |
|---------------------------------|--------------------------------|----------------------------|
| Current Year | 413,471.13 | 1,822,652.25 |
| Average Daily Balance | 448,809,574.01 | 480,271,942.37 |
| Effective Rate of Return | 1.08% | 1.13% |

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 Book Value
October 31, 2022

| CUSIP | Investment # | Issuer | Maturity Date | Par Value | Book Value | Market Value | Allocation Target % | Actual % |
|--------------------------------------|--------------|-------------------------------|-----------------|----------------------|----------------------|----------------------|---------------------|--------------|
| Federal Agency | | | | | | | | |
| Federal Agricultural Mortgage | | | | | | | | |
| 31315KCV0 | 11271 | Federal Agricultural Mortgage | 03/09/2023 | 5,000,000.00 | 4,910,375.00 | 4,923,850.00 | | 1.15 |
| 31315KEP1 | 11272 | Federal Agricultural Mortgage | 04/20/2023 | 5,000,000.00 | 4,890,722.22 | 4,896,050.00 | | 1.14 |
| 31315KFZ8 | 11273 | Federal Agricultural Mortgage | 05/24/2023 | 5,000,000.00 | 4,876,625.00 | 4,876,400.00 | | 1.14 |
| | | | Subtotal | 15,000,000.00 | 14,677,722.22 | 14,696,300.00 | 35.00 | 3.45 |
| Federal Farm Credit Bank | | | | | | | | |
| 3133ENA91 | 11280 | Federal Farm Credit Bank | 07/15/2024 | 25,000,000.00 | 25,034,300.00 | 24,390,000.00 | | 5.88 |
| | | | Subtotal | 25,000,000.00 | 25,034,300.00 | 24,390,000.00 | 35.00 | 5.88 |
| Federal Home Loan Bank | | | | | | | | |
| 313385U20 | 11278 | Federal Home Loan Bank | 12/22/2022 | 5,000,000.00 | 4,944,987.50 | 4,972,550.00 | | 1.16 |
| 313385Q74 | 11283 | Federal Home Loan Bank | 11/25/2022 | 5,000,000.00 | 4,956,687.50 | 4,987,650.00 | | 1.16 |
| 313385S80 | 11291 | Federal Home Loan Bank | 12/12/2022 | 3,500,000.00 | 3,468,795.56 | 3,484,565.00 | | 0.81 |
| | | | Subtotal | 13,500,000.00 | 13,370,470.56 | 13,444,765.00 | 35.00 | 3.14 |
| | | | Total | 53,500,000.00 | 53,082,492.78 | 52,531,065.00 | 100.00 | 12.47 |
| Corporate Indebtedness | | | | | | | | |
| Toyota Cap Corp | | | | | | | | |
| 89233HLH5 | 11261 | Toyota Cap Corp | 11/17/2022 | 15,000,000.00 | 14,851,250.00 | 14,975,700.00 | | 3.48 |
| | | | Subtotal | 15,000,000.00 | 14,851,250.00 | 14,975,700.00 | 5.00 | 3.49 |
| | | | Total | 15,000,000.00 | 14,851,250.00 | 14,975,700.00 | 35.00 | 3.49 |
| OR Treas Local Govt Inv Pool | | | | | | | | |
| Local Government Inv Pool | | | | | | | | |
| LGIP 4010 | FUND 000 | LGIP | | 12,250,075.09 | 12,250,075.09 | 12,250,075.09 | | 2.87 |
| LGIP 5173 | FUND 300 | LGIP | | 602,471.80 | 602,471.80 | 602,471.80 | | 0.14 |
| LGIP 4966 | FUND 416 | LGIP | | 9,647,862.20 | 9,647,862.20 | 9,647,862.20 | | 2.26 |
| LGIP 4972 | FUND 417 | LGIP | | 22,082,574.58 | 22,082,574.58 | 22,082,574.58 | | 5.18 |
| LGIP 6440 | FUND 418 | LGIP | | 10,077,319.89 | 10,077,319.89 | 10,077,319.89 | | 2.36 |
| | | | Subtotal | 54,660,303.56 | 54,660,303.56 | 54,660,303.56 | 100.00 | 12.84 |
| | | | Total | 54,660,303.56 | 54,660,303.56 | 54,660,303.56 | 100.00 | 12.84 |
| US Treasuries | | | | | | | | |
| US Treasuries | | | | | | | | |
| 912828TY6 | 11259 | U.S. Treasury | 11/15/2022 | 5,000,000.00 | 5,006,350.00 | 4,997,000.00 | | 1.17 |

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

| CUSIP | Investment # | Issuer | Maturity Date | Par Value | Book Value | Market Value | Allocation Target % | Actual % |
|----------------------|--------------|---------------|-----------------|-----------------------|-----------------------|-----------------------|---------------------|--------------|
| US Treasuries | | | | | | | | |
| 91282CCK5 | 11274 | U.S. Treasury | 06/30/2023 | 55,000,000.00 | 53,517,578.13 | 53,395,100.00 | | 12.57 |
| 91282CAP6 | 11275 | U.S. Treasury | 10/15/2023 | 50,000,000.00 | 48,253,900.00 | 47,886,500.00 | | 11.33 |
| 91282CCX7 | 11276 | U.S. Treasury | 09/15/2024 | 50,000,000.00 | 47,257,450.00 | 46,295,000.00 | | 11.09 |
| 91282CDS7 | 11277 | U.S. Treasury | 01/15/2025 | 55,000,000.00 | 52,490,625.00 | 51,130,750.00 | | 12.32 |
| 9128282N9 | 11279 | U.S. Treasury | 07/31/2024 | 15,000,000.00 | 14,746,875.00 | 14,377,200.00 | | 3.46 |
| 912828ZW3 | 11286 | U.S. Treasury | 06/30/2025 | 20,000,000.00 | 18,410,937.50 | 17,940,600.00 | | 4.32 |
| 91282CCG4 | 11287 | U.S. Treasury | 06/15/2024 | 15,000,000.00 | 14,283,300.00 | 13,982,250.00 | | 3.35 |
| 9128282D1 | 11288 | U.S. Treasury | 08/31/2023 | 10,800,000.00 | 10,599,228.00 | 10,511,856.00 | | 2.48 |
| 912821FQ3 | 11264 | U.S. Treasury | 11/30/2022 | 10,000,000.00 | 9,917,800.00 | 9,972,100.00 | | 2.32 |
| 912821DK8 | 11265 | U.S. Treasury | 12/15/2022 | 19,000,000.00 | 18,830,900.00 | 18,918,680.00 | | 4.42 |
| 912796XR5 | 11282 | U.S. Treasury | 01/12/2023 | 5,000,000.00 | 4,933,393.06 | 4,960,700.00 | | 1.15 |
| 912796T33 | 11285 | U.S. Treasury | 02/23/2023 | 5,000,000.00 | 4,921,250.00 | 4,935,150.00 | | 1.15 |
| | | | Subtotal | 314,800,000.00 | 303,169,586.69 | 299,302,886.00 | 100.00 | 71.21 |
| | | | Total | 314,800,000.00 | 303,169,586.69 | 299,302,886.00 | 100.00 | 71.21 |
| Grand Total | | | | 437,960,303.56 | 425,763,633.03 | 421,469,954.56 | | |

Beaverton School District
Summary by Issuer
October 31, 2022
Grouped by Fund

| Issuer | Number of Investments | Par Value | Book Value | % of Portfolio | Average YTM 365 | Average Days to Maturity |
|---|--------------------------|-----------------------|-----------------------|-------------------|--------------------|-----------------------------|
| Fund: Pooled Cash | | | | | | |
| LGIP | 1 | 12,250,075.09 | 12,250,075.09 | 2.88 | 1.900 | 1 |
| Toyota Cap Corp | 1 | 15,000,000.00 | 14,851,250.00 | 3.49 | 1.820 | 16 |
| U.S. Treasury | 3 | 34,000,000.00 | 33,755,050.00 | 7.93 | 1.553 | 35 |
| Subtotal | 5 | 61,250,075.09 | 60,856,375.09 | 14.30 | 1.688 | 24 |
| Fund: 300 Debt Service | | | | | | |
| Federal Home Loan Bank | 1 | 3,500,000.00 | 3,468,795.56 | 0.81 | 2.783 | 41 |
| LGIP | 1 | 602,471.80 | 602,471.80 | 0.14 | 1.900 | 1 |
| Subtotal | 2 | 4,102,471.80 | 4,071,267.36 | 0.95 | 2.652 | 35 |
| Fund: 416 Capital Projects Non-Tax | | | | | | |
| LGIP | 1 | 9,647,862.20 | 9,647,862.20 | 2.27 | 1.900 | 1 |
| Subtotal | 1 | 9,647,862.20 | 9,647,862.20 | 2.27 | 1.900 | 1 |
| Fund: 417 Capital Projects Taxable | | | | | | |
| LGIP | 1 | 22,082,574.58 | 22,082,574.58 | 5.19 | 1.900 | 1 |
| Subtotal | 1 | 22,082,574.58 | 22,082,574.58 | 5.19 | 1.900 | 1 |
| Fund: 418 Bond Issue Fund | | | | | | |
| Federal Agricultural Mortgage | 3 | 15,000,000.00 | 14,677,722.22 | 3.45 | 2.910 | 167 |
| Federal Farm Credit Bank | 1 | 25,000,000.00 | 25,034,300.00 | 5.88 | 3.079 | 622 |
| Federal Home Loan Bank | 2 | 10,000,000.00 | 9,901,675.00 | 2.33 | 2.434 | 37 |
| LGIP | 1 | 10,077,319.89 | 10,077,319.89 | 2.37 | 1.900 | 1 |
| U.S. Treasury | 10 | 280,800,000.00 | 269,414,536.69 | 63.28 | 2.990 | 535 |
| Subtotal | 17 | 340,877,319.89 | 329,105,553.80 | 77.31 | 2.943 | 494 |
| Total and Average | 26 | 437,960,303.56 | 425,763,633.03 | 100.00 | 2.683 | 386 |



SCHOOL REPORT

School: Sato Elementary

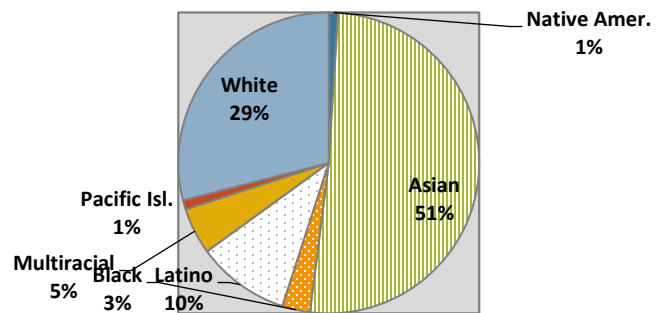
Principal: Annie Pleau

Years as School Principal: 16

Years in BSD: 17

School Demographics 2021–22

Enrollment: 761
Economically Disadvantaged: 13%
Students with Disabilities: 8%
Ever English Language Learner: 26%
Different Languages Spoken: 29



School Metrics

Kindergarten Readiness

| At/Above End of KG Reading Level | 18-19 | 20-21 | 21-22 |
|----------------------------------|-------|-------|-------|
| All Students | 80% | 75% | 60% |
| English Language Learners | 36% | 90% | 48% |
| Students with Disabilities | | | |
| Talented and Gifted | | | |
| Native American/Alaskan Native | | | |
| Asian | >95% | 85% | 76% |
| Pacific Islander/Native Hawaiian | | | |
| Black | | | |
| Hispanic/Latino | | | |
| White | 68% | 65% | 29% |
| Multi-racial | | | |
| Male | 81% | 78% | 65% |
| Female | 79% | 72% | 55% |
| Non-binary | | | |

Data not reported when there are fewer than 20 students in the denominator.

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.

College Readiness: Oregon State Assessment Results 2021–22

| Grade 3 English Language Arts | School | District | State | Grade 3 Mathematics | School | District | State |
|--------------------------------------|---------------|-----------------|--------------|----------------------------------|---------------|-----------------|--------------|
| All Students | 70.2% | 53.4% | 39.4% | All Students | 75.0% | 54.2% | 39.4% |
| Economically Disadvantaged | 70.2% | 52.9% | 39.2% | Economically Disadvantaged | 75.0% | 53.7% | 39.3% |
| English Language Learners | 45.5% | 13.2% | 7.7% | English Language Learners | 81.8% | 16.2% | 10.8% |
| Ever English Language Learners | | | | Ever English Language Learners | | | |
| Foster Care | | | | Foster Care | | | |
| Homeless | | | | Homeless | | | |
| Migrant | | | | Migrant | | | |
| Students with Disabilities | | | | Students with Disabilities | | | |
| Talented and Gifted | >95% | >95% | 91.0% | Talented and Gifted | >95% | >95% | 93.2% |
| Native American/Alaskan Native | | | | Native American/Alaskan Native | | | |
| Asian | 78.1% | 74.4% | 57.3% | Asian | 92.2% | 77.8% | 61.8% |
| Pacific Islander/Native Hawaiian | | | | Pacific Islander/Native Hawaiian | | | |
| Black | | | | Black | | | |
| Hispanic/Latino | 42.9% | 26.8% | 21.4% | Hispanic/Latino | 21.4% | 27.1% | 22.1% |
| White | 61.8% | 57.8% | 46.5% | White | 64.7% | 59.0% | 46.3% |
| Multi-racial | | | | Multi-racial | | | |
| Male | 67.6% | 49.9% | 36.3% | Male | 77.9% | 55.0% | 41.0% |
| Female | 73.2% | 57.3% | 42.5% | Female | 71.4% | 53.5% | 37.7% |
| Non-binary | | | | Non-binary | | | |

| Grade 5 English Language Arts | School | District | State | Grade 5 Mathematics | School | District | State |
|--------------------------------------|---------------|-----------------|--------------|----------------------------------|---------------|-----------------|--------------|
| All Students | 73.4% | 59.5% | 46.8% | All Students | 71.3% | 46.4% | 30.0% |
| Economically Disadvantaged | 73.4% | 59.1% | 46.7% | Economically Disadvantaged | 71.3% | 45.8% | 29.9% |
| English Language Learners | 20.0% | 7.6% | 6.0% | English Language Learners | 20.0% | 6.8% | >5% |
| Ever English Language Learners | | | | Ever English Language Learners | | | |
| Foster Care | | | | Foster Care | | | |
| Homeless | | | | Homeless | | | |
| Migrant | | | | Migrant | | | |
| Students with Disabilities | | | | Students with Disabilities | 15.4% | 20.1% | 12.4% |
| Talented and Gifted | >95% | >95% | 92.2% | Talented and Gifted | 95.0% | >95% | 85.8% |
| Native American/Alaskan Native | | | | Native American/Alaskan Native | | | |
| Asian | 83.6% | 80.5% | 64.9% | Asian | 86.8% | 78.4% | 55.3% |
| Pacific Islander/Native Hawaiian | | | | Pacific Islander/Native Hawaiian | | | |
| Black | | | | Black | | | |
| Hispanic/Latino | 41.7% | 32.7% | 28.9% | Hispanic/Latino | 41.7% | 20.2% | 14.5% |
| White | 70.3% | 67.6% | 54.2% | White | 56.8% | 50.4% | 35.9% |
| Multi-racial | | | | Multi-racial | | | |
| Male | 73.0% | 55.4% | 43.4% | Male | 76.2% | 49.1% | 32.3% |
| Female | 73.8% | 64.0% | 50.3% | Female | 66.7% | 43.5% | 27.5% |
| Non-binary | | | | Non-binary | | | |

| Grade 5 Science | School | District | State |
|----------------------------------|---------------|-----------------|--------------|
| All Students | 52.8% | 44.3% | 30.3% |
| Economically Disadvantaged | 52.8% | 43.9% | 30.2% |
| English Language Learners | 10.0% | <5% | <5% |
| Ever English Language Learners | | | |
| Foster Care | | | |
| Homeless | | | |
| Migrant | | | |
| Students with Disabilities | 30.8% | 21.9% | 14.2% |
| Talented and Gifted | 77.5% | 89.5% | 83.6% |
| Native American/Alaskan Native | | | |
| Asian | 58.8% | 64.9% | 46.4% |
| Pacific Islander/Native Hawaiian | | | |
| Black | | | |
| Hispanic/Latino | 16.7% | 19.0% | 14.0% |
| White | 33.9% | 52.0% | 37.1% |
| Multi-racial | 20.0% | 49.5% | 33.5% |
| Male | 50.8% | 45.5% | 31.8% |
| Female | 54.7% | 43.0% | 28.6% |
| Non-binary | | | |

Data not reported when there are fewer than 10 students in the denominator.

2021–22 Participation Rates

Smarter Balanced ELA: **97.9%**

Smarter Balanced Math: **98.2%**

Student Survey: **98%**

| Absence & Exclusion Measures | 18-19 | 20-21 | 21-22 | Annual Survey Responses | 18-19 | 20-21 | 21-22 |
|---|--------------|--------------|--------------|---|--------------|--------------|--------------|
| Students missing fewer than 10 days of school | 30% | 9% | 36% | Students reporting that at least one adult cares about them | 92% | 93% | 98% |
| Students missing class due to suspensions or expulsion | 8 | 0 | 11 | Parents reporting they feel informed and valued as active partners in their child's education | 92% | 77% | 85% |
| Number of class days missed due to suspensions or expulsion | 14.0 | 0.0 | 23.0 | Teachers and staff reporting they contribute to school decision making | 94% | 94% | 79% |

Data not reported when there are fewer than 10 students, parents or staff in the denominator.

Arts & Communication Magnet Academy

Board of Directors' Meeting —
November 14, 2022

Bjorn Paige, Principal
Kuli'a Ferguson, Asst. Principal



ACMA: Bright Spots & Celebrations

- A return to making art and building our artistic community in person (including performances, activities, and visitors)
- Rebuilding connections: in classes, across pathways, with staff and families
- The blossoming of clubs at ACMA, based on interests, affinity groups, and activities



What We Are Working On

- Outreach to encourage more representative application pool, which we believe will help ACMA's demographic makeup better reflect BSD as a whole
- Behavioral Health and Wellness expansion (BSD D/A Specialist, New Wellness Center, 4th counselor, .5 SPED teacher, campus monitor, SEL sessions, doubling Ohana)



ACMA: Data

- 662 Students
- 18 Languages Spoken
- 18% Economically Disadvantaged
- 12% of Students With Disabilities
- 11% Ever English Language Learners
- Cohort Graduation Rates (2020-21)

| | ACMA | BSD | Oregon |
|-----------|----------------------------|-------|--------|
| Four-Year | 96.0% | 88.4% | 80.6% |
| Five-Year | 98.5% <small>52</small> | 90.5% | 84.5% |



Questions?



Sato Elementary

Board of Directors' Meeting —
November 14, 2022

Annie Pleau, Principal
Larissa Parker, Asst. Principal



Sato: Bright Spots & Celebrations

- **The Sato Community of Staff and Students**
 - How the adults in the building treat each other has a direct impact on how students engage with each other.
 - Truly a kind and caring Staff and Student community!
- **We Are Sato! An Enduring School Motto**
 - No matter the theme of the year , it always comes back to:
 - **We Are Sato**
 - As a new school community we embrace the ever **changing and dynamic** nature of our school community.
 - “Who We Are” changes with the in-coming staff and with the turnover in students: → Kinders and → ⁵⁵5th graders.

Learning Intentions



What We Are Working On

Learning Intentions



- Sato strives to **collaboratively co-create systems and structures that support the efficacy of our work.**
 - Staff Meetings and Committee Meetings
 - Additional Collaboration Meetings (Emotional Growth Center teachers, MultiLingual teachers, Behavior Health and Wellness team)
- Sato strives to **ensure a year's growth for a year's instruction** in reading.
 - Use of formative reading assessments to drive instruction
 - Assessment Calibration (IRLA & EasyCBM)
- Sato strives to **elevate and celebrate student identity.**
 - Implementation of new Social Sciences and Kindness in the Classroom curricula

Sato: Data

- 761 Students
- 29 Languages Spoken
- 13% Economically Disadvantaged
- 8% of Students With Disabilities, EGC program
- 26% Ever English Language Learners
- Students Proficient on Grade 5 State Tests

| | Sato | BSD | Oregon |
|------|----------------------------|-------|--------|
| ELA | 73.4% | 59.5% | 46.8% |
| Math | 71.3% <small>57</small> | 46.4% | 30.0% |

WE ARE SATO!!



Questions?



SCHOOL REPORT

School: **Arts & Communication Magnet Academy**

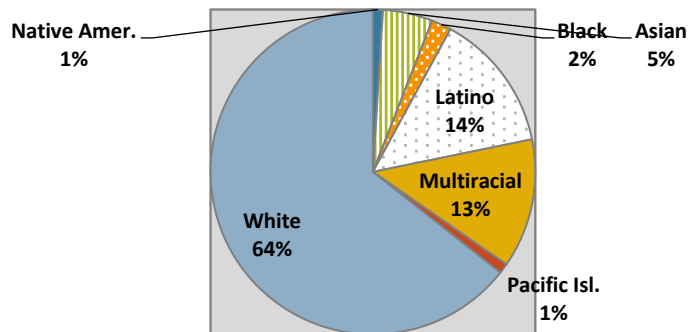
Principal: **Bjorn Paige**

Years as School Principal: **6**

Years in BSD: **6**

School Demographics 2021–22

Enrollment: **662**
Economically Disadvantaged: **18%**
Students with Disabilities: **12%**
English Language Learner: **11%**
Different Languages Spoken: **18**



School Metrics

College Readiness: Oregon State Assessment Results 2021–22

| Grade 8 English Language Arts | School | District | State | Grade 8 Mathematics | School | District | State |
|----------------------------------|--------|----------|-------|----------------------------------|--------|----------|-------|
| All Students | 68.0% | 53.2% | 43.9% | All Students | 22.9% | 38.8% | 25.9% |
| Economically Disadvantaged | 68.0% | 53.2% | 43.9% | Economically Disadvantaged | 22.9% | 38.6% | 25.9% |
| English Language Learners | | | | English Language Learners | | | |
| Foster Care | | | | Foster Care | | | |
| Homeless | | | | Homeless | | | |
| Migrant | | | | Migrant | | | |
| Students with Disabilities | | | | Students with Disabilities | | | |
| Talented and Gifted | 86.4% | 93.2% | 89.8% | Talented and Gifted | 35.0% | 87.8% | 80.5% |
| Native American/Alaskan Native | | | | Native American/Alaskan Native | | | |
| Asian | | | | Asian | | | |
| Pacific Islander/Native Hawaiian | | | | Pacific Islander/Native Hawaiian | | | |
| Black | | | | Black | | | |
| Hispanic/Latino | 37.5% | 27.5% | 28.4% | Hispanic/Latino | <5% | 15.3% | 12.9% |
| White | 76.6% | 59.0% | 49.8% | White | 27.0% | 38.4% | 30.1% |
| Multi-racial | | | | Multi-racial | | | |
| Male | 63.0% | 48.1% | 38.8% | Male | 30.8% | 40.7% | 26.6% |
| Female | 70.0% | 58.6% | 49.4% | Female | 20.0% | 36.7% | 25.1% |
| Non-binary | | | | Non-binary | | | |

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.

| Grade 8 Science | School | District | State |
|----------------------------------|--------|----------|-------|
| All Students | 30.5% | 37.3% | 27.2% |
| Economically Disadvantaged | 30.5% | 37.3% | 27.2% |
| English Language Learners | | | |
| Foster Care | | | |
| Homeless | | | |
| Migrant | | | |
| Students with Disabilities | | | |
| Talented and Gifted | 52.4% | 82.7% | 75.2% |
| Native American/Alaskan Native | | | |
| Asian | | | |
| Pacific Islander/Native Hawaiian | | | |
| Black | | | |
| Hispanic/Latino | 12.5% | 13.7% | 13.1% |
| White | 38.7% | 40.8% | 32.7% |
| Multi-racial | | | |
| Male | 37.0% | 38.8% | 28.6% |
| Female | 27.9% | 35.6% | 25.6% |
| Non-binary | | | |

Data not reported when there are fewer than 10 students in the denominator.

College Readiness: ACT

| Grade 11 English | 18-19 | 19-20 | 21-22 | Grade 11 Mathematics | 18-19 | 19-20 | 21-22 |
|----------------------------------|-------|-------|-------|----------------------------------|-------|-------|-------|
| All Students | 72% | 67% | 69% | All Students | 38% | 31% | 27% |
| Economically Disadvantaged | | | | Economically Disadvantaged | | | |
| English Language Learners | | | | English Language Learners | | | |
| Students with Disabilities | | | | Students with Disabilities | | | |
| Talented and Gifted | | | | Talented and Gifted | | | |
| Native American/Alaskan Native | | | | Native American/Alaskan Native | | | |
| Asian | | | | Asian | | | |
| Pacific Islander/Native Hawaiian | | | | Pacific Islander/Native Hawaiian | | | |
| Black | | | | Black | | | |
| Hispanic/Latino | | | | Hispanic/Latino | | | |
| White | 76% | 80% | 74% | White | 39% | 37% | 24% |
| Multi-racial | | | | Multi-racial | | | |
| Male | 43% | 68% | 73% | Male | 36% | 41% | 41% |
| Female | 81% | 67% | 68% | Female | 38% | 27% | 21% |
| Non-binary | | | | Non-binary | | | |

| Grade 11 Reading | 18-19 | 19-20 | 21-22 | Grade 11 Science | 18-19 | 19-20 | 21-22 |
|----------------------------------|-------|-------|-------|----------------------------------|-------|-------|-------|
| All Students | 56% | 66% | 61% | All Students | 33% | 44% | 42% |
| Economically Disadvantaged | | | | Economically Disadvantaged | | | |
| English Language Learners | | | | English Language Learners | | | |
| Students with Disabilities | | | | Students with Disabilities | | | |
| Talented and Gifted | | | | Talented and Gifted | | | |
| Native American/Alaskan Native | | | | Native American/Alaskan Native | | | |
| Asian | | | | Asian | | | |
| Pacific Islander/Native Hawaiian | | | | Pacific Islander/Native Hawaiian | | | |
| Black | | | | Black | | | |
| Hispanic/Latino | | | | Hispanic/Latino | | | |
| White | 55% | 74% | 67% | White | 30% | 47% | 43% |
| Multi-racial | | | | Multi-racial | | | |
| Male | 43% | 59% | 64% | Male | 36% | 55% | 46% |
| Female | 60% | 69% | 61% | Female | 32% | 40% | 42% |
| Non-binary | | | 60 | Non-binary | | | |

Data not reported when there are fewer than 20 students in the denominator.

Cohort Graduation Rates 2020-21

| Four Year | School | District | State | Five Year | School | District | State |
|----------------------------------|--------|----------|-------|----------------------------------|--------|----------|-------|
| All Students | 96.0% | 88.4% | 80.6% | All Students | 98.5% | 90.5% | 84.5% |
| Economically Disadvantaged | >95% | 79.9% | 77.0% | Economically Disadvantaged | >95% | 84.1% | 79.9% |
| English Language Learners | | | | English Language Learners | | | |
| Ever English Language Learners | | | | Ever English Language Learners | | | |
| Foster Care | | | | Foster Care | | | |
| Homeless | | | | Homeless | | | |
| Migrant | | | | Migrant | | | |
| Students with Disabilities | 86.7% | 73.3% | 66.1% | Students with Disabilities | | | |
| Talented and Gifted | >95% | >95% | 95.1% | Talented and Gifted | >95% | >95% | 96.6% |
| Native American/Alaskan Native | | | | Native American/Alaskan Native | | | |
| Asian | | | | Asian | | | |
| Pacific Islander/Native Hawaiian | | | | Pacific Islander/Native Hawaiian | | | |
| Black | | | | Black | | | |
| Hispanic/Latino | | | | Hispanic/Latino | >95% | 84.2% | 81.8% |
| White | >95% | 91.0% | 82.1% | White | >95% | 92.0% | 85.5% |
| Multi-racial | | | | Multi-racial | | | |
| Male | >95% | 87.0% | 80.6% | Male | 92.9% | 88.9% | 82.1% |
| Female | >95% | 89.8% | 83.5% | Female | >95% | 92.2% | 87.1% |
| Non-binary | | | | Non-binary | | | |

Data not reported when there are fewer than 10 students in the denominator.

2021–22 Participation Rates

ACT: **74%** Student Survey: **61%**

| Absence & Exclusion Measures | 18-19 | 20-21 | 21-22 | Annual Survey Responses | 18-19 | 20-21 | 21-22 |
|---|-------|-------|-------|---|-------|-------|-------|
| Students missing fewer than 10 days of school | 46% | 33% | 54% | Students reporting that at least one adult cares about them | 85% | 85% | 81% |
| Students missing class due to suspensions or expulsion | 9 | 0 | 6 | Parents reporting they feel informed and valued as active partners in their child's education | 81% | 79% | 75% |
| Number of class days missed due to suspensions or expulsion | 29.5 | 0.0 | 8.0 | Teachers and staff reporting they contribute to school decision making | 91% | 95% | 93% |

Data not reported when there are fewer than 10 students, parents or staff in the denominator.



LOCAL OPTION LEVY

BACKGROUND

Beaverton schools' teacher staffing is supported by a local option levy which provides funding beyond what is provided to all Oregon schools through the State School Fund. The levy currently funds 286 teaching positions, allocated to all 54 schools in the district: 150 in Beaverton's elementary schools, 48 in middle schools, 68 in high schools and 20 in option schools. Levy revenues remain 100% in the Beaverton School District to preserve teachers and protect class sizes.

The current levy expires in June 2023. The board referred Measure # 34-321 to the November 8, 2022 ballot for voters' consideration to renew the levy for five years at the same tax rate.

Voters' approval to renew the local option levy will continue the existing tax rate of \$1.25 per \$1,000 assessed property value (not real market value). The levy will provide a projected \$39–\$43 million per year in school years 2023–24 through 2027–28, to continue to fund teaching positions, maintain class sizes and help prepare students for post-high school success.

RECOMMENDATION

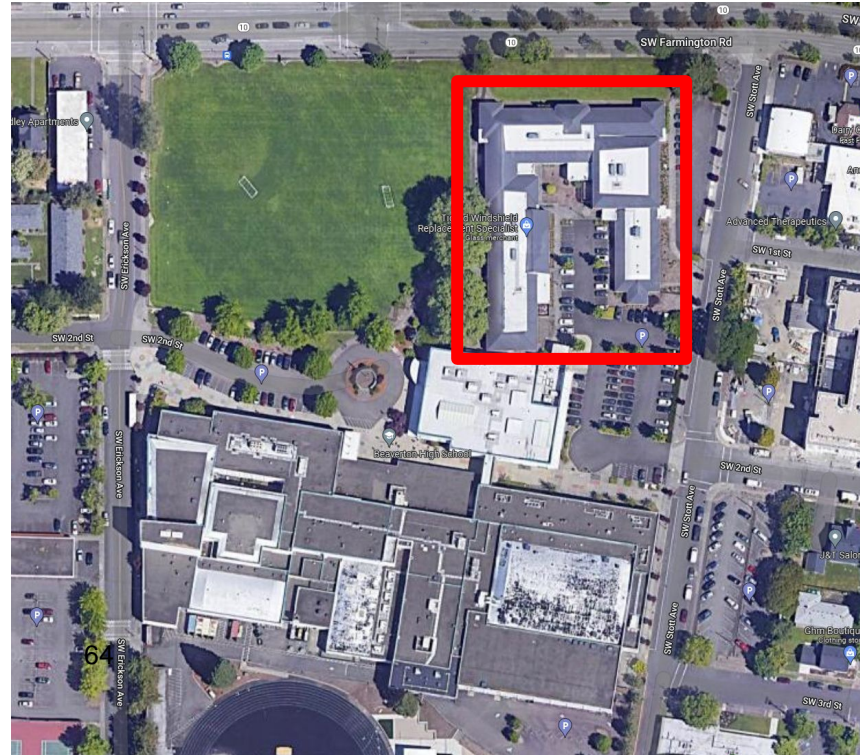
Staff will provide an update on the local option levy renewal measure.

Surplus Property – Merle Davies Building

November 14, 2022

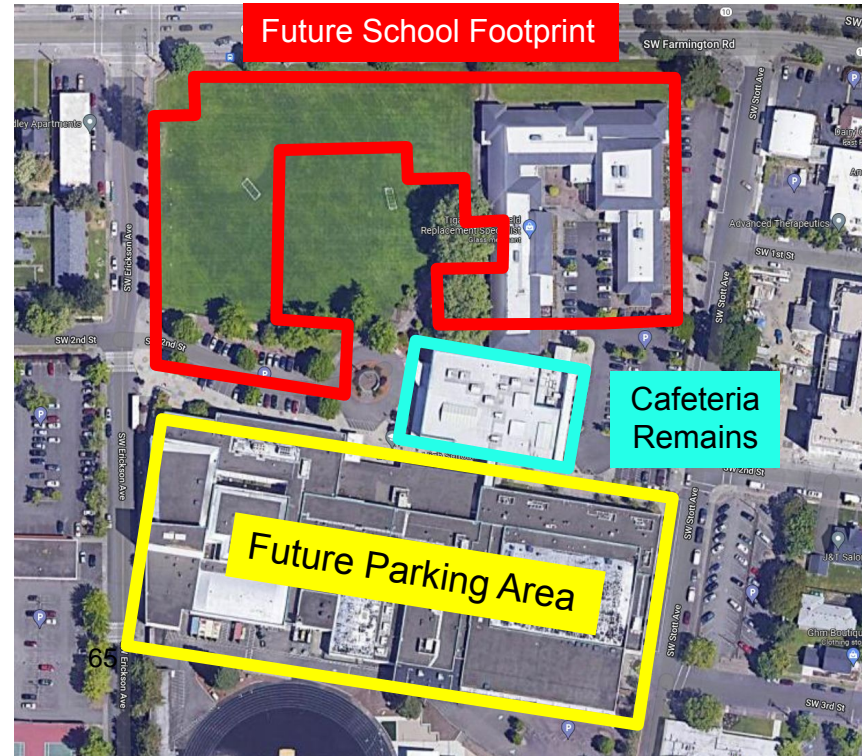
Merle Davies Building

- Constructed in 1937
- Named for Beaverton educator and administrator Merle Davies in 1949.
- Merle Davies' tenure at Beaverton School District was a teacher (1916) and then an administrator (1921) until her retirement in 1957.
- Structure has been modified many times.
- Interior has almost no remaining historic elements
- State Historic Preservation Office (SHPO) has concluded the building is not eligible for National Register of Historic Places



New Beaverton HS Building

- Land Use permitting begins Winter 2023
- Construction permit reviews begin Summer 2023
- Construction to begin July 2024
- 3-year construction timeframe
- Occupied construction, i.e. students remain in existing building.
- School moves into new building Summer 2027
- Removal of existing school begins September 2027



Thank you!
Questions?

Portable Structures A Strategy for Disposal - Phase 2

November 14, 2022

Goals – What is the purpose of this action?

- Long term goal of Board and District leadership to move from reliance on portables
- Improved security for students and staff
- Better learning environments
- Improved access to programming and support

The Plan – Multi-Phased Approach

- Phase 1 – 4 schools & 2 admin locations / 17 structures (Spring 2022)
- **Phase 2 – 8 school locations / 27 Structures (Fall 2022)**
- Phase 3 – Up to 8 school locations (Spring 2023)
- Flexible timing of disposals, surplus declaration does not equate to immediate removal

Why These Facilities?

- Declining Enrollment
- Prior boundary adjustments
- 2014 Bond funded classroom enhancements (e.g. permanent walls)
- 2022 Bond funded projects
- Changes in programming and locations of programming

Current Inventory – Where are portables located?

Elementary Schools – 65 Portables / 102 Classrooms

- Phase 1 Surplus - 9 Portables / 18 Classrooms

Middle Schools – 24 Portables / 38 Classrooms

- Phase 1 Surplus - 4 Portables / 4 Classrooms

High Schools – 15 Portables / 21 Classrooms

Option Schools – 7 Portables / 14 Classrooms

Administration – 11 Portables / 14 Classrooms

- Phase 1 Surplus – 4 Portables / 4 Classrooms

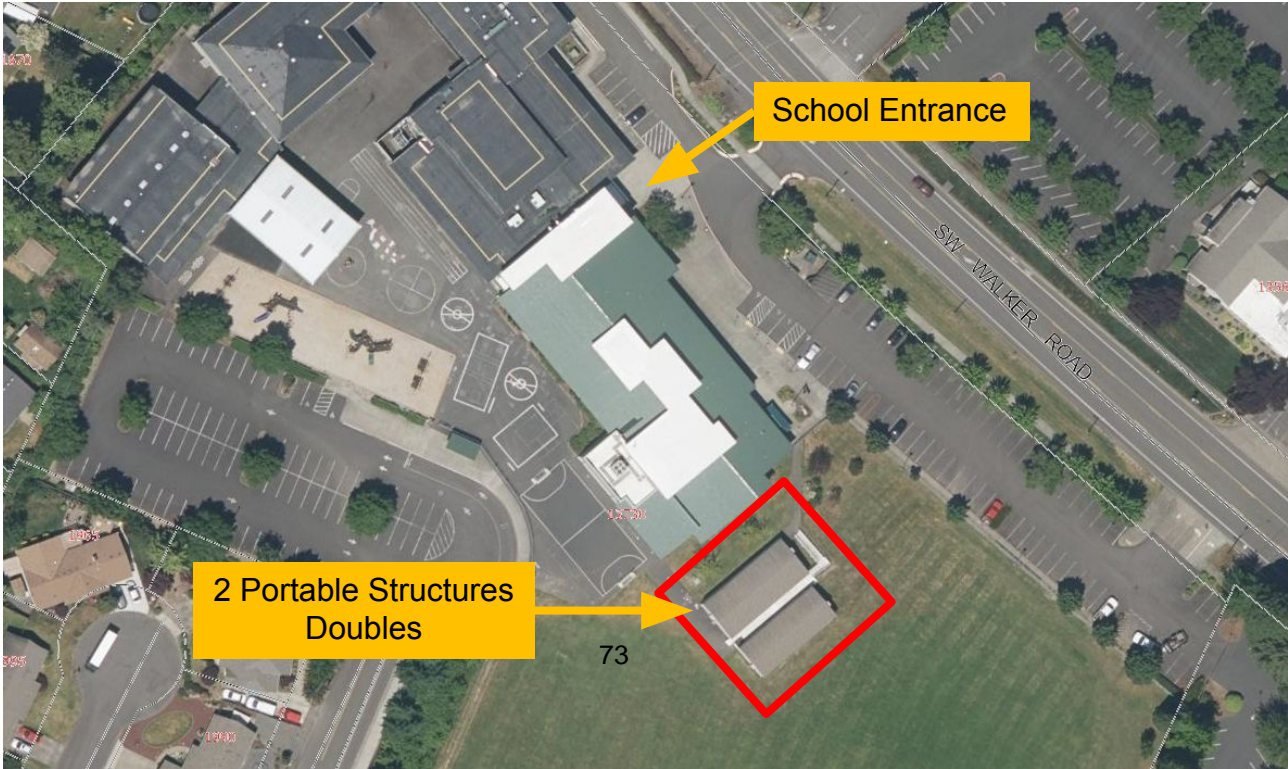
TOTAL = 122 Portables / 189 Classrooms

Phase 1 = 17 Portables / 26 Classrooms

SY 22-23 School Capacity Utilization

| City | TEACHING STATIONS (EXISTING) | | | | | | GENERAL EDUCATION CAPACITY | | | ENROLLMENT | | | UTILIZATION | | SEATS AVAILABLE | | |
|--------------------------------------|------------------------------|----------------------|--------|--------------|------|---------------------|----------------------------|-------------------|----------------|------------|-------------------|--------|--------------------|---------------------|----------------------|------------|-----------------------|
| | PreK | Spec Ed ¹ | Gen Ed | Total (Perm) | Port | Total (Perm + Port) | Permanent Capacity | Portable Capacity | Total Capacity | SY 2021-22 | Actual SY 2022-23 | Change | Permanent Capacity | Total (Perm + Port) | Perm Seats Available | Port Seats | Total Seats Available |
| ELEMENTARY SCHOOLS | | | | | | | | | | | | | | | | | |
| Barnes | 1 | 1 | 30 | 32 | 4 | 36 | 750 | 76 | 826 | 513 | 478 | -35 | 64% | 58% | 272 | 76 | 348 |
| Raleigh Hills ES (6-8th phasing out) | | 1 | 21 | 22 | 6 | 28 | 525 | 114 | 639 | 353 | 307 | -46 | 58% | 48% | 218 | 114 | 332 |
| Kinnaman* | 2 | 3 | 26 | 31 | 2 | 33 | 650 | 38 | 688 | 494 | 460 | -34 | 71% | 67% | 190 | 38 | 228 |
| Elmonica* | 1 | 1 | 23 | 25 | 10 | 35 | 575 | 190 | 765 | 433 | 418 | -15 | 73% | 55% | 157 | 190 | 347 |
| Rock Creek* | 1 | 1 | 22 | 24 | 6 | 30 | 550 | 114 | 664 | 420 | 431 | 11 | 78% | 65% | 119 | 114 | 233 |
| Cedar Mill | | 1 | 19 | 20 | 1 | 21 | 475 | 19 | 494 | 375 | 356 | -19 | 75% | 72% | 119 | 19 | 138 |
| Findley | | 1 | 25 | 26 | 8 | 34 | 625 | 152 | 777 | 476 | 527 | 51 | 84% | 68% | 98 | 152 | 250 |
| McKinley | 1 | 3 | 29 | 33 | 6 | 39 | 725 | 114 | 839 | 566 | 628 | 62 | 87% | 75% | 97 | 114 | 211 |
| Nancy Ryles | | 1 | 24 | 25 | 2 | 27 | 600 | 38 | 638 | 498 | 507 | 9 | 85% | 79% | 93 | 38 | 131 |
| Chehalem (add PreK in 2022) | 1 | 3 | 18 | 22 | 4 | 26 | 450 | 76 | 526 | 367 | 372 | 5 | 83% | 71% | 78 | 76 | 154 |
| Raleigh Park | | 2 | 15 | 17 | 4 | 21 | 375 | 76 | 451 | 312 | 299 | -13 | 80% | 66% | 76 | 76 | 152 |
| Bethany | | 1 | 20 | 21 | 3 | 24 | 500 | 57 | 557 | 375 | 429 | 54 | 86% | 77% | 71 | 57 | 128 |
| Cooper Mountain | | 3 | 18 | 21 | 4 | 25 | 450 | 76 | 526 | 401 | 392 | -9 | 87% | 75% | 58 | 76 | 134 |
| Jacob Wismer | | 1 | 26 | 27 | 2 | 29 | 650 | 38 | 688 | 570 | 592 | 22 | 91% | 86% | 58 | 38 | 96 |
| Ridgewood | | 3 | 17 | 20 | 2 | 22 | 425 | 38 | 463 | 362 | 371 | 9 | 87% | 80% | 54 | 38 | 92 |
| Beaver Acres (add PreK in 2022) | 1 | 4 | 31 | 36 | 8 | 44 | 775 | 152 | 927 | 677 | 727 | 50 | 94% | 78% | 48 | 152 | 200 |
| Montclair | | 1 | 13 | 14 | 3 | 17 | 325 | 57 | 382 | 277 | 283 | 6 | 87% | 74% | 42 | 57 | 99 |
| Sexton Mountain | | 4 | 19 | 23 | 6 | 29 | 475 | 114 | 589 | 441 | 440 | -1 | 93% | 75% | 35 | 114 | 149 |
| Oak Hills | | 3 | 19 | 22 | 8 | 30 | 475 | 152 | 627 | 504 | 485 | -19 | 102% | 77% | -10 | 152 | 142 |
| Scholls Heights | | 3 | 22 | 25 | 4 | 29 | 550 | 76 | 626 | 577 | 619 | 42 | 113% | 99% | -69 | 76 | 7 |
| Springville ES (6-8th phasing out) | | 3 | 26 | 29 | 6 | 35 | 650 | 114 | 764 | 667 | 767 | 100 | 118% | 100% | -117 | 114 | -3 |

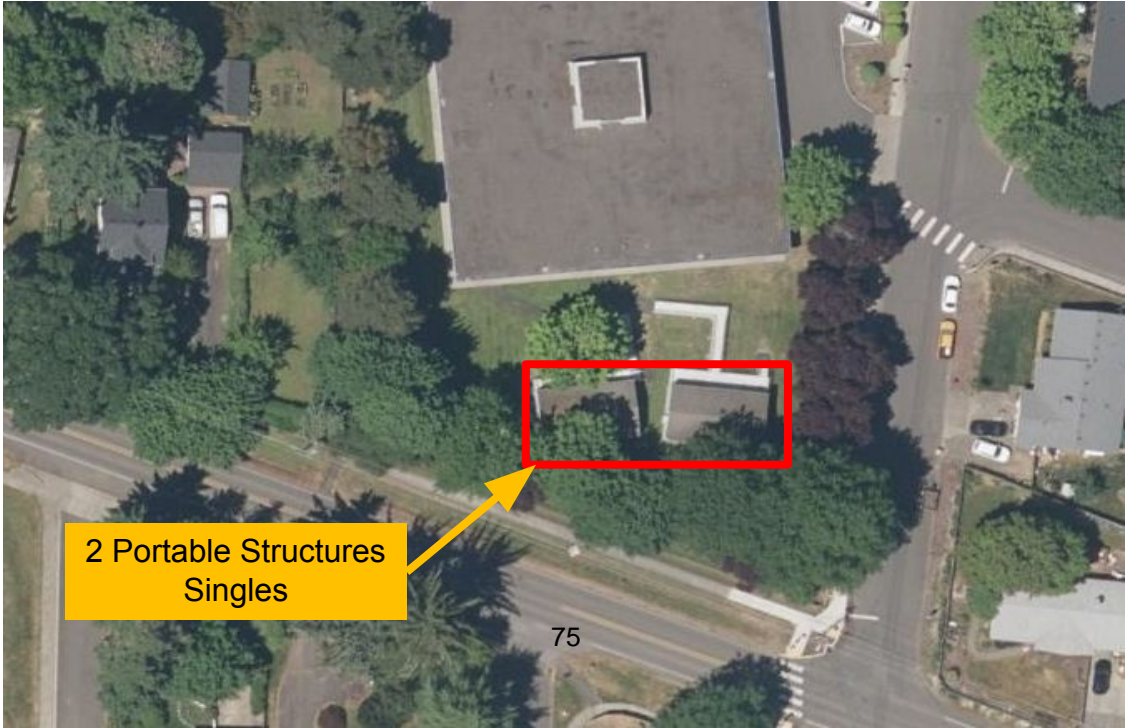
Barnes Elementary School



Cedar Park Middle School



Kinnaman Elementary School

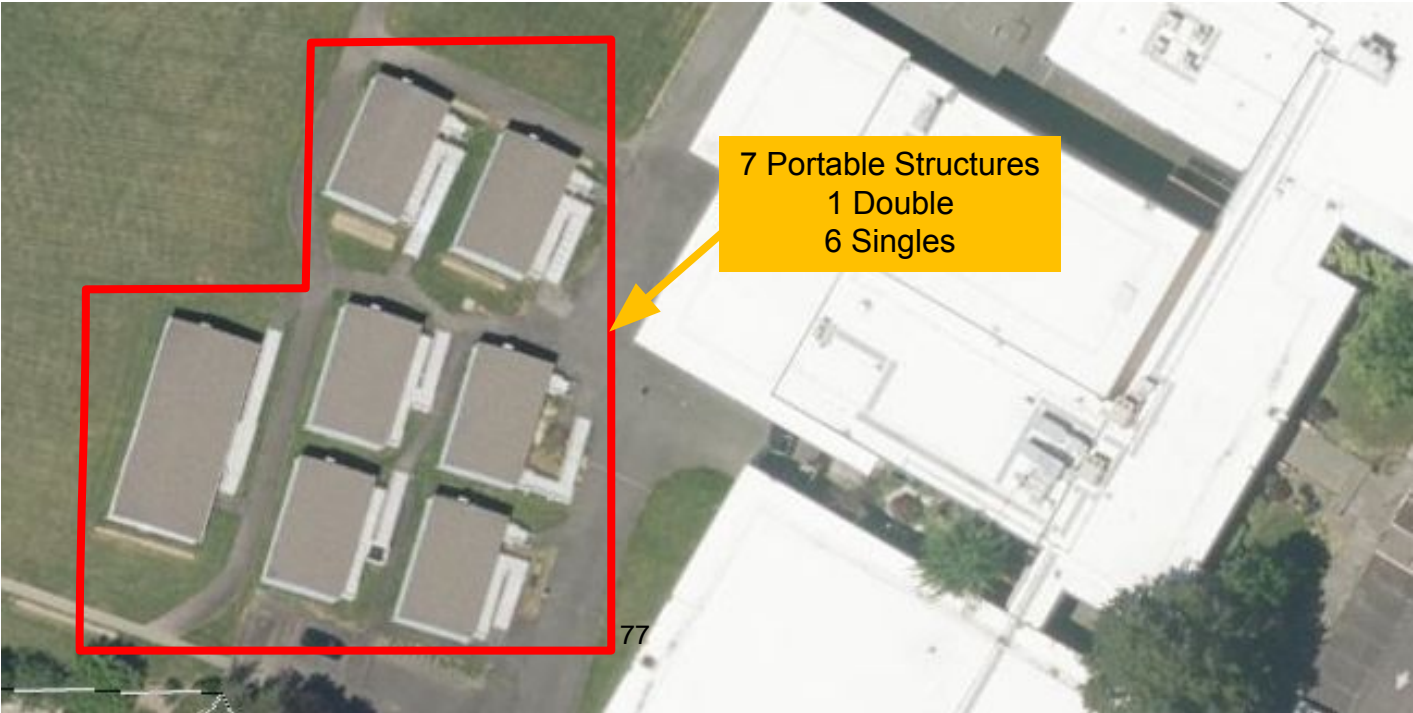


2 Portable Structures
Singles

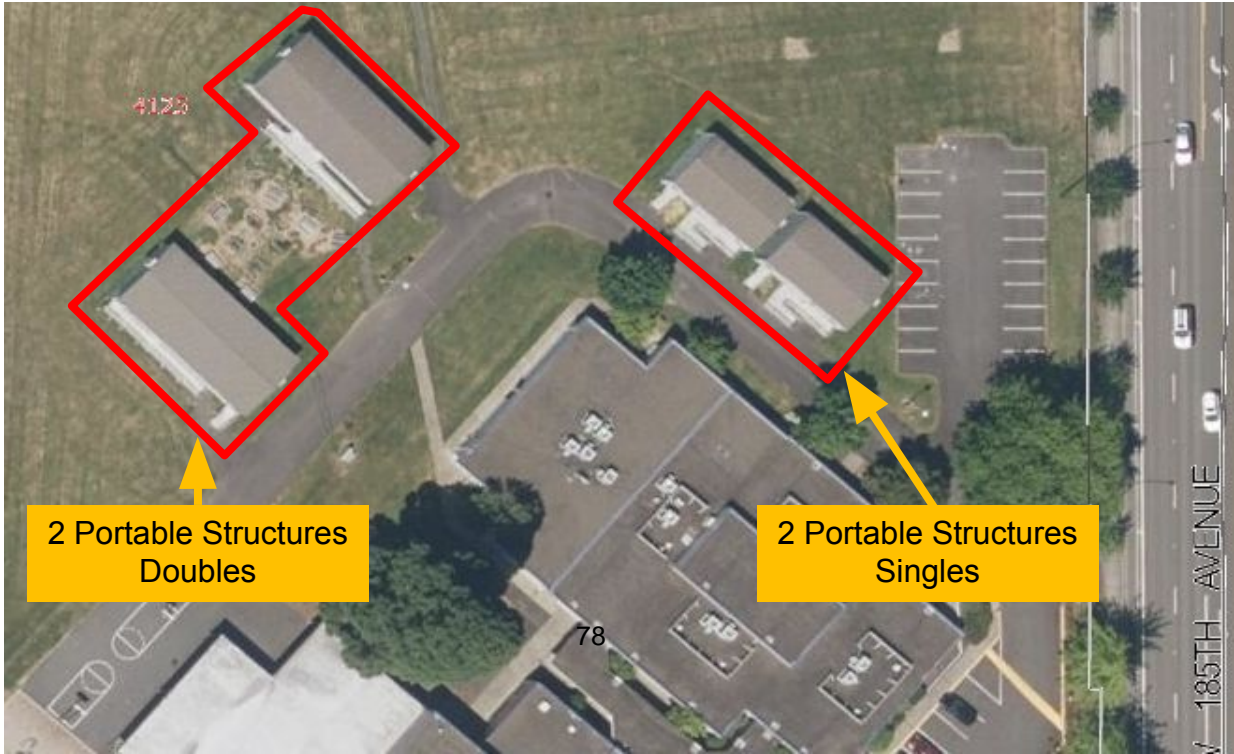
Merlo Community School



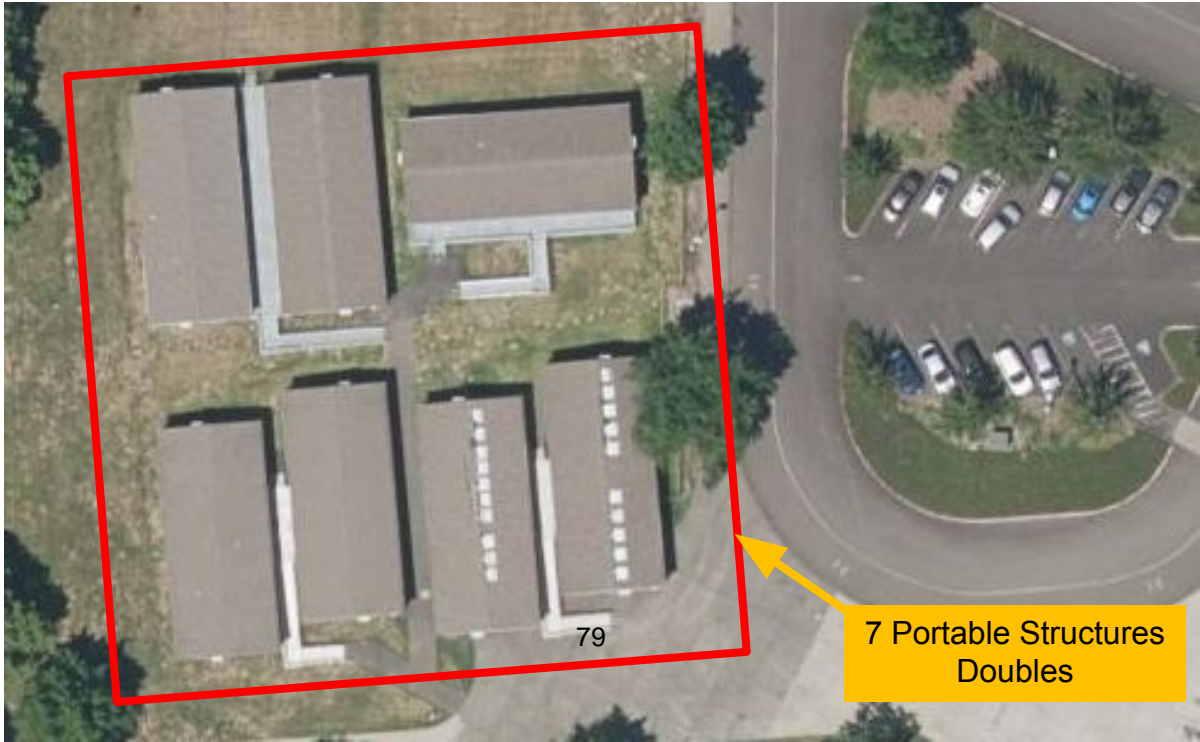
Oak Hills Elementary School



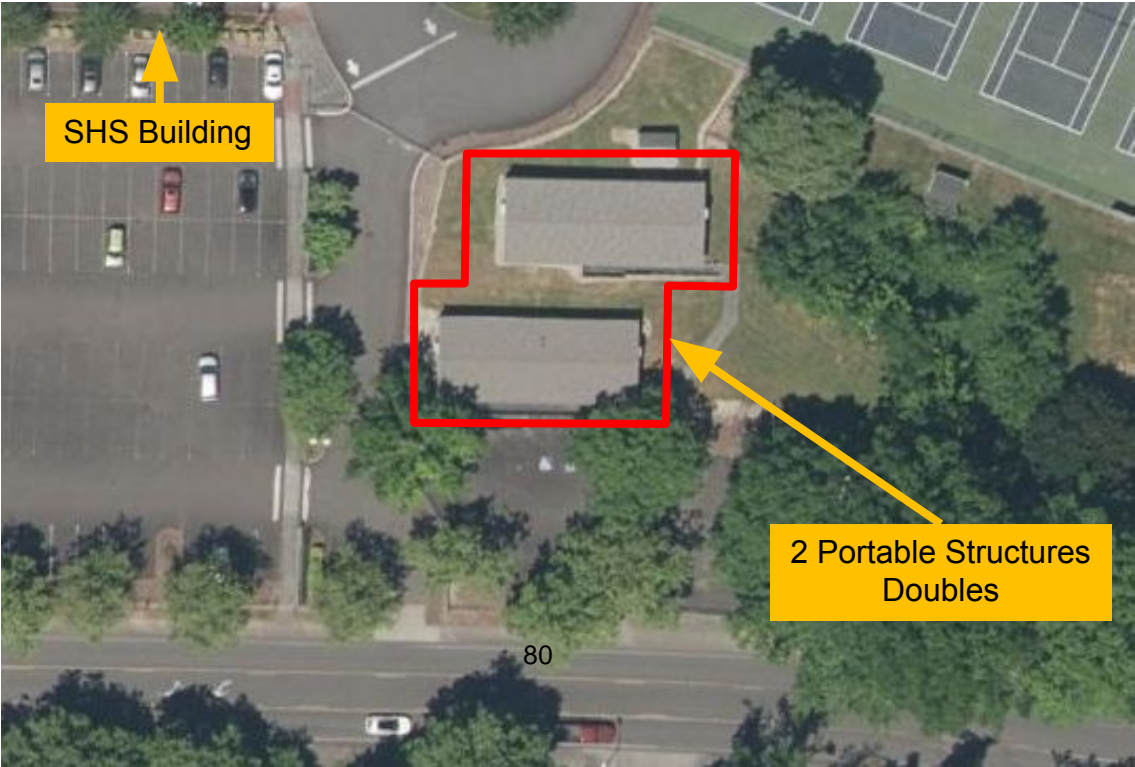
Rock Creek Elementary School



Stoller Middle School



Sunset High School



Thank you!
Questions?



DISPOSING OF SURPLUS PROPERTY (MERLE DAVIES BUILDING)

BACKGROUND

The Beaverton School District Policy DN establishes the expectations for disposing of district property. The specific situation for the Board's consideration is to declare the Merle Davies building located on the Beaverton High School campus as surplus and authorize the disposal of this structure.

A major project with the 2022 Capital Bond is the redevelopment of the Beaverton High School site to construct a new Beaverton High School. The new school building will be constructed on the north side of the campus along the SW Farmington Road frontage. This will require the demolition of the Merle Davies building.

Per the City of Beaverton, the Merle Davies building is a local historic structure. The historic designation was made by the City in 1991 and the City's "Statement of Significance" for the building is:
"Constructed in 1937, this school was named after Merle Davies, who lived in Beaverton her entire life."

Because the building has a local historic designation, the District will be required to file a Historic Review (Demolition) land use application as a component of the overall land use package. A requirement of the Beaverton Development Code is to have owners of historic structures that are proposed to be demolished make the buildings available for purchase and to be moved to another site. In order for the District to attempt to sell and move the Merle Davies building, the structure must be found to be surplus by the Board.

If no person(s) proposes to acquire and move the structure, the District will demolish the building consistent with the development plans for the site at a future date.

RECOMMENDATION

The proposed declaration of surplus property is presented for initial consideration and will come before the Board for action at its next meeting in December. It is recommended that the School Board declare the Merle Davies building as surplus, authorize District Facilities staff to attempt to sell the structure, and place any revenue generated through a sale in the General Fund.



DISPOSING OF SURPLUS PROPERTY (PORTABLE STRUCTURES)

BACKGROUND

The Beaverton School District Policy DN establishes the expectations for disposing of district property. The specific situation for the Board's consideration is to declare specific portable classroom structures as surplus and authorize the disposal of these portable structures.

The Board first began to discuss this subject at its March 14, 2022 regular meeting and approved the first phase of declaring specific portables as surplus property at its April 25, 2022 regular meeting. As a second phase of inventory review and analysis, staff have identified 27 portable structures at eight (8) school locations recommended to be declared as surplus property.

Portable structures recommended to be declared surplus property are located at Barnes ES (2 portables), Cedar Park MS (3 portables), Kinnaman ES (2 portables), Merlo Community School (1 portable), Oak Hills ES (7 portables), Rock Creek ES (4 portables), Stoller MS (7 portables), and Sunset HS (2 portables). The reasons for recommending the portables as surplus property include, but are not limited to, bond funded classroom additions, declining enrollment, and condition of the structures.

Staff have evaluated retaining the portable structures; however, there are no programming needs within the District to retain the structures. Staff will dispose of the portables over time by either selling or demolishing the portable structures. Staff will first attempt to sell the portable structures using the website GovDeals.com. The district has used this website in the past for selling portables.

RECOMMENDATION

The proposed declaration of surplus property is presented for initial consideration and will come before the Board for action at its next meeting in December. It is recommended that the School Board declare the twenty-seven (27) portable structures as surplus, authorize District Facilities staff to sell or otherwise dispose of the portable structures, and place any revenue generated through the sale in the General Fund.



OSBA BOARD OF DIRECTORS ELECTION

BACKGROUND

Beaverton School District is a member of the Oregon School Boards Association. OSBA is a statewide association that serves K–12 public school boards, education service district boards, community college boards and the state board of education.

OSBA is governed by a member-elected board with up to 23 elected representatives established across geographic regions. Directors are elected on a regional basis to terms of two calendar years. Candidates to serve on the OSBA board must be nominated by official action of a member board within the region. Member boards in each region then vote to elect candidates to their region’s OSBA board positions.

Board members are asked to vote on the positions listed below:

1. OSBA Board Position 15 – Susan Greenberg, Beaverton 48J
2. OSBA Board Position 16 – Maureen Wolf, Northwest Regional ESD

Voting will be open from November 15 to December 15, 2022. Each member board has one vote in the regional election. On December 12 the board will vote as a body and staff will record the vote with OSBA.

RECOMMENDATION

The OSBA board election is presented for initial consideration and will come before the Board for action at its next meeting. In December, the Board may approve the following resolution:

WHEREAS, the Beaverton School District is a member of the Oregon School Board Association; therefore, BE IT RESOLVED that the Beaverton School District elects Susan Greenberg for OSBA Board of Director Position #15 and Maureen Wolf for OSBA Board of Directors Position #16.



OSBA LEGISLATIVE PRIORITIES

BACKGROUND

The Oregon School Boards Association's primary legislative goal is to serve as the collective voice for all Oregon public school boards. OSBA's Legislative Policy Committee, which consists of the OSBA board of directors and 19 representatives nominated and elected by local public school boards across the state, develops OSBA's legislative policies and priorities and recommends them to the membership for approval in November of even-numbered years.

OSBA member school boards are asked to vote on the OSBA resolution to adopt the OSBA 2022–23 legislative priorities and principles as recommended by the OSBA Legislative Policy Committee, and submit the official outcome of the vote to OSBA by December 15, 2022.

RECOMMENDATION

The proposed OSBA legislative priorities are presented for initial consideration and will come before the Board for action at its next meeting. In December, the Board may approve the following resolution:

WHEREAS, the Beaverton School District is a member of the Oregon School Boards Association; therefore, BE IT RESOLVED that the Beaverton School Board supports OSBA's resolution to adopt the 2022–23 OSBA Legislative Priorities and Principles as recommended by the Legislative Policy Committee.



Resolution to adopt the OSBA Legislative Priorities and Principles as recommended by the Legislative Policy Committee

WHEREAS, the OSBA Legislative Policy Committee is charged under the OSBA Bylaws with developing the association’s recommended Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee has crafted the Proposed OSBA Legislative Priorities and Principles as a foundational document in guiding the legislative and advocacy work of OSBA members and staff, and

WHEREAS, the OSBA Legislative Policy Committee has determined these Proposed OSBA Legislative Priorities and Principles to be in alignment with the OSBA Board of Directors equity goals, and

WHEREAS, the OSBA Legislative Policy Committee met in January and April to review the Proposed OSBA Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Principles at its April meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Principles and place them before the membership for approval.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Principles be placed before the membership for consideration during the 2022 OSBA election season, and

BE IT FURTHER RESOLVED that the Proposed OSBA Legislative Priorities and Principles and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

Legislative Priorities and Principles

Preamble

OSBA's mission is to improve student success and education equity through advocacy, leadership, and service to Oregon public school boards. Education equity ensures:

- All students are accepted as their authentic selves, are heard and valued, feel they belong, and achieve high academic and personal standards that empower them to thrive.
- Student success will not be predicted nor predetermined by race, ethnicity, family economics, location, gender, gender identity, sexual orientation, disability status, religion, culture, or any other identity.

Public school boards have unique insights on how to address education equity and systems change in their districts. OSBA is committed to supporting boards in their just and fair distribution of resources based upon each student's needs.

Equity is the driving force behind the Student Success Act, and OSBA is dedicated to advancing legislation designed to raise academic achievement for all students and reduce academic disparities for historically underserved students.

In support of OSBA's Call for Equity, and on behalf of Oregon students, we are committed to promoting equity, combatting injustices, and disrupting bias and systemic racism in education policies through our advocacy at the state level.

OSBA believes a strong and equitable public education system is the best investment Oregonians can make to assure student success, strengthen our economy, create thriving communities, and improve the quality of life for every Oregonian.

Approved by the Legislative Policy Committee: April 23, 2022

Approved by the OSBA Board: September 23, 2022

Approved by the OSBA Membership:



Priorities

Promote Adequate, Predictable, and Stable Funding

The State School Fund rises and falls every two years because Oregon's revenue-raising and funding systems have substantial variance. Stable and adequate funding is crucial to providing a quality education to all students across the education continuum. To ensure stable and adequate funding, OSBA will actively promote legislation that accurately calculates current service level funding for school districts.

Protect the 2019 Student Success Act

The Student Success Act provides local school districts and education service districts unprecedented opportunities to target new funding toward educational programs. OSBA will actively promote legislation to protect the funding allocated for the Student Success Act in order to deliver equitable outcomes for all K-12 students.

Close the Opportunity Gap

In every community a disparity in academic achievement exists between student groups. OSBA will support legislation aimed at closing achievement and opportunity gaps that exist across Oregon's public schools.

Contain Cost Drivers

The costs associated with health care and retirement benefits are eating into funding available for instructional opportunities for students. OSBA will promote legislation that provides relief for districts related to benefit costs controlled by the State.

Support Local Governance and Oppose Mandates

Locally elected officials, local education professionals, and the local community are in the best position to respond to the needs of all students. New mandates must have necessary funding and be researched-based with results indicating increased achievement for all students.

Support Capital Improvements

Students need schools that are safe, comfortable, and appropriate for a modern and/or digital learning environment. OSBA will actively promote the allocation of state-level resources to help pay for construction and capital improvement. OSBA will promote legislation aimed at diversifying the funding methods available to school districts.

Ensure Access to Post-Secondary Credits

All students should have access to post-secondary credit opportunities. OSBA will advocate for a seamless transfer of credits throughout Oregon's higher education system.

Address Education Workforce Shortages

OSBA will promote efforts both state and at the local level to preserve and improve initiatives that combat the workforce shortage. OSBA will advocate for programs that will help districts recruit and retain a diverse and well-prepared workforce.

Principles

Finance

OSBA supports the allocation of state resources to ensure school districts and education service districts have the necessary resources to equitably and fully support all students' instructional, behavioral, and programmatic needs. OSBA supports appropriate financial tax policy to make Oregon schools competitive, nationally, and globally, including the preservation of other funding options for local district consideration.

Student Programs

OSBA supports high-quality programs that equitably serve all students in obtaining a comprehensive and well-rounded education. OSBA supports new and continued partnerships with education stakeholders to increase educational and career opportunities for students.

Student Safety and Wellness

OSBA supports safe and secure school environments, the physical health and overall well-being of all students, and services that promote social, emotional, and behavioral health.

Personnel

OSBA supports attracting and retaining effective employees to create a healthy, diverse, culturally responsible, safe, and sustainable workforce. OSBA supports local management, local contract negotiations, and continued conversations regarding professional development, licensure, and career advancement for personnel.

Governance and Operations

OSBA believes locally elected school district, ESD, and community college boards are best equipped to make decisions in the best interest of students and communities. OSBA supports cross-system collaboration, alignment, and accountability among education stakeholders and partners.

Federal Education Issues

OSBA will advocate for the federal government to prioritize, streamline, and fully fund programs that support students.

School Board Zone Revision: Proposed Map for Adoption

School Board Meeting
November 14, 2022

Key Facts

- Board members in Beaverton are elected from seven geographical zones.
- Board members must reside within their board zone, but are elected by voters district-wide.
- Board zones do not impact attendance boundaries, school feeders, or anything related to where or how students attend school.
- Board members are responsible to the entire community, but also have several assigned schools to focus on. These school assignments are decided by the Board, and may or may not be located in the assigned Board member's zone.
- An update to board zone geographies is required after each federal decennial census to ensure they are roughly equal in population.

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Board zone updates are guided by ORS and the Oregon Secretary of State's directive

ORS 332.132 Zoning process

Except as provided in ORS 255.400 (Definitions for ORS 255.400 to 255.424) to 255.424 (Notice requirements to bring action), if a common school district or union high school district is zoned, the school board of the district shall divide the district into the necessary number of zones as **nearly equal in population, as shown by the latest federal census**, as practicable, taking into account **attendance areas** where possible. The board shall readjust zone boundaries if necessary to comply with this section, upon any change in the boundaries of the district. [Formerly 331.097; 2019 c.449 §15]

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Secretary of State's 2021 Directive

Each district..., as nearly as practicable, shall:

- Be contiguous;
- Utilize existing geographic or political boundaries;
- Not divide communities of common interest; and
- Be connected by transportation links.
- For districts, be of equal population.

No district shall be drawn for the purpose of favoring any political party, incumbent elected official or other person. No district shall be drawn for the purpose of diluting the voting strength of any language or ethnic minority group.

Project Recap

- On October 17, Dr. Sharygin of Portland State University's Population Research Center presented in a Board work session two board zone map alternatives, named Plan 1 and Plan 2. Board members discussed the merits of both plans.
- Plan 1 adjusted the existing board zones as minimally as possible to rebalance the population within each zone, while Plan 2 realigned board zones to adhere to attendance boundaries.

Project Recap (cont'd)

- Plan 2 was identified by all members of the Board to move forward for adoption, as it:
 - Provided room for population growth in Zones 2 and 6;
 - Placed a comprehensive high school or option school building in each board zone;
 - Provided easily identifiable boundaries for each zone; and
 - Aligned more closely with the current high school attendance boundaries.
- At the Board's regular business meeting on October 17, a summary of the work session presentation and discussion was provided, and the selection of Plan 2 was presented as an item for future action.

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Objectives for Tonight

The proposed adjustments to the board zone boundaries satisfy statutory requirements under ORS 332.132 and are consistent with directive 2021-1 from the Oregon Secretary of State regarding local government redistricting.

- Plan 2 has been submitted for Board adoption as *2023 School Board Member District Zones*
- Dr. Sharygin is on hand to answer any questions
- If approved by the Board, the newly adopted zone map will be published on the BSD website and provided to the Washington County Elections Office for implementation.

Baseline: Current Board Zones

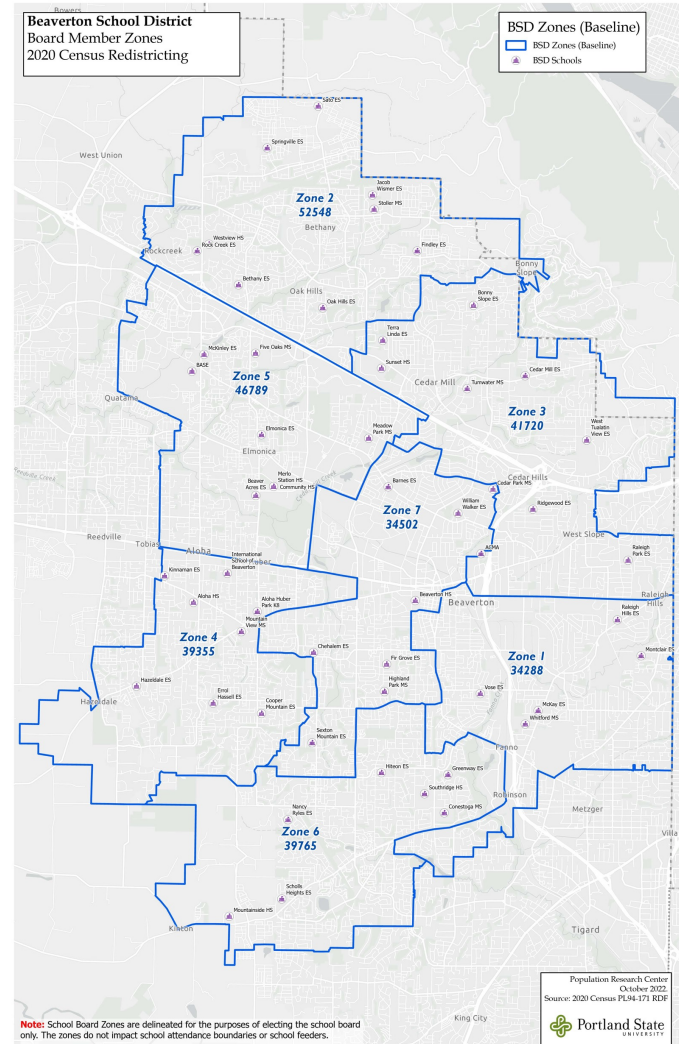
Baseline: Current Board Zones

Population Per Zone

| Board Member | 2020 Population | Deviation from Target | Deviation % |
|--------------|-----------------|-----------------------|-------------|
| Zone 1 | 34,288 | (6,990) | -16.9% |
| Zone 2 | 52,548 | 11,270 | 27.3% |
| Zone 3 | 41,720 | 442 | 1.1% |
| Zone 4 | 39,335 | (1,943) | -4.7% |
| Zone 5 | 46,789 | 5,511 | 13.4% |
| Zone 6 | 39,765 | (1,513) | -3.7% |
| Zone 7 | 34,502 | (6,776) | -16.4% |

District Total **288,947**

Target Population Per Zone **41,278**



Proposed 2023 School Board Member District Zones

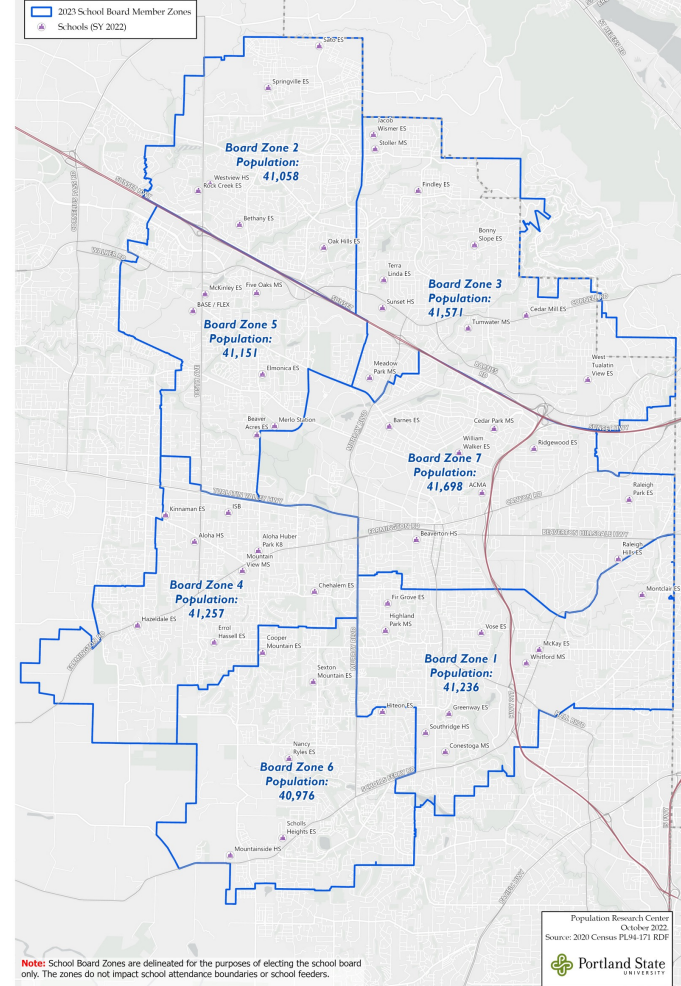
Population Per Zone

| Board Member | 2020 Population | Deviation from Target | Deviation % |
|-----------------------|-----------------|-----------------------|-------------|
| Zone 1 | 41,236 | (42) | -0.1% |
| Zone 2 | 41,058 | (220) | -0.5% |
| Zone 3 | 41,571 | 293 | 0.7% |
| Zone 4 | 41,257 | (21) | -0.1% |
| Zone 5 | 41,151 | (127) | -0.3% |
| Zone 6 | 40,976 | (302) | -0.7% |
| Zone 7 | 41,698 | 420 | 1.0% |
| District Total | 288,947 | | |

Target Population
Per Zone

41,278

Beaverton School District
2023 School Board Member District Zones



Note: School Board Zones are delineated for the purposes of electing the school board only. The zones do not impact school attendance boundaries or school feeders.

Discussion & Questions

P.O. Box 751
Mail Code: PRC
Portland, Oregon 97207-0751
506 SW Mill Street #780

503-725-3922 tel
833-323-2227 fax
prc@pdx.edu
www.pdx.edu/prc/

M E M O R A N D U M

TO: Robert McCracken, Facilities Planning Coordinator
<Robert_Mccracken@beaverton.k12.or.us>
FROM: Ethan Sharygin, Director, Population Research Center <sharygin@pdx.edu>
CC: Steven Sparks, Executive Administrator for Long Range Planning
<Steven_Sparks@beaverton.k12.or.us>
DATE: November 3s, 2022
SUBJECT: BEAVERTON SCHOOL DISTRICT BOARD ZONE REDISTRICTING

ORS 332.132 provides that, if a school district is zoned, it “shall divide the district into the necessary number of zones as nearly equal in population, as shown by the latest federal census, as practicable, taking into account attendance areas where possible.” The total population should be balanced as close as possible. Zones should be compact and regular shapes, following sensible physical or geographic boundaries and dividing communities as little as possible. School board zones do not affect attendance areas or school feeders, only the areas from which school board members can be elected.

From the baseline (current) board zone boundaries, PRC estimated the current population of the Beaverton School District (BSD) using data from the 2020 Census. The population of zones is currently imbalanced, with some districts having far higher population than others. In particular, Zone 2, 3, 5 will need to reduce their resident population, and Zones 1, 4, 6, 7 will need to increase their population:

Baseline, summarized by Zone:

| Zone | Incumbent | Population | Deviation | (%) |
|------|-----------|------------|-----------|--------|
| 1 | Greenberg | 34288 | -6990 | -16.9% |
| 2 | Pérez | 52548 | 11270 | 27.3% |
| 3 | Simpson | 41720 | 442 | 1.1% |
| 4 | Garg | 39335 | -1943 | -4.7% |
| 5 | Enyinnaya | 46789 | 5511 | 13.4% |
| 6 | Tymchuk | 39765 | -1513 | -3.7% |
| 7 | Colett | 34502 | -6776 | -16.4% |
| | Total | 288947 | | |
| | Target | 41278 | | |

PRC developed two proposals (“Plan 1” and “Plan 2”). Plan 1 was based on minimal geographic changes to zone boundaries to balance population by swapping voting precincts between zones. When modifications to zone boundaries are required to balance population, boundaries are moved by reassigning voting precincts. Because of the magnitude of the population differences across zones, significant changes were required and many precincts were moved. Voting precincts represent basic geographic units that simplify the redistricting process. However, voting precincts often follow irregular boundaries due to the multitude of special district and taxation boundaries that coexist within the BSD boundary. The results of these adjustments were to reduce the spread between the smallest and largest zones to within 3 percent. Details on Plan 1 can be found in the appendix to this memorandum.

Plan 2 realigns board member zones to school attendance zones. Specifically, zones are realigned to preserve school feeders, starting from elementary school onward. Most zones are anchored around a high school attendance boundary and the elementary schools nested within it, with splits made when needed to balance population. The goal is to keep cohorts of students that are going through the BSD grades together in one board member zone. The results of these adjustments were to balance board member zones to within 2% between largest and smallest:

Plan 2 “Realignment”, summarized by Zone:

| Zone | Incumbent | Population | Deviation | % |
|------|-----------|------------|-----------|-----|
| 1 | Greenberg | 41236 | -42 | 0% |
| 2 | Pérez | 41058 | -220 | -1% |
| 3 | Simpson | 41571 | 293 | 1% |
| 4 | Garg | 41257 | -21 | 0% |
| 5 | Enyinnaya | 41151 | -127 | 0% |
| 6 | Tymchuk | 40976 | -302 | -1% |
| 7 | Colett | 41698 | 420 | 1% |
| | Total | 288947 | | |
| | Target | 41278 | | |

After consideration of both plans, the BSD Board has selected Plan 2 for post-2020 Census redistricting. Plan 2 was identified as a preferred option due to its merits and strengths relative to Plan 1. In particular, Plan 2 has its lowest populations in zones 2 and 6, where growth is expected to be higher than other zones. Board members in Plan 2 each have a high school or option school within zone boundaries. Furthermore, the area of the zones follow more regular shapes with boundaries that are easier for community members to understand, and which are similar to high school attendance zone boundaries.

The adjustments to the board zone boundaries made under Plan 2 satisfy statutory requirements under ORS 332.132 and are consistent with the criteria provided by Directive 2021-1 from the Oregon Secretary of State regarding local government redistricting.

Sincerely,

--

Ethan Sharygin

Research Assistant Professor | Director, Population Research Center
 College of Urban and Public Affairs
 Portland State University
<https://www.pdx.edu/prc>
 fax: 833-323-2227

Appendices:

1. Population, school facilities, and attendance zones for current boundaries and plans 1 and 2.

Attachments:

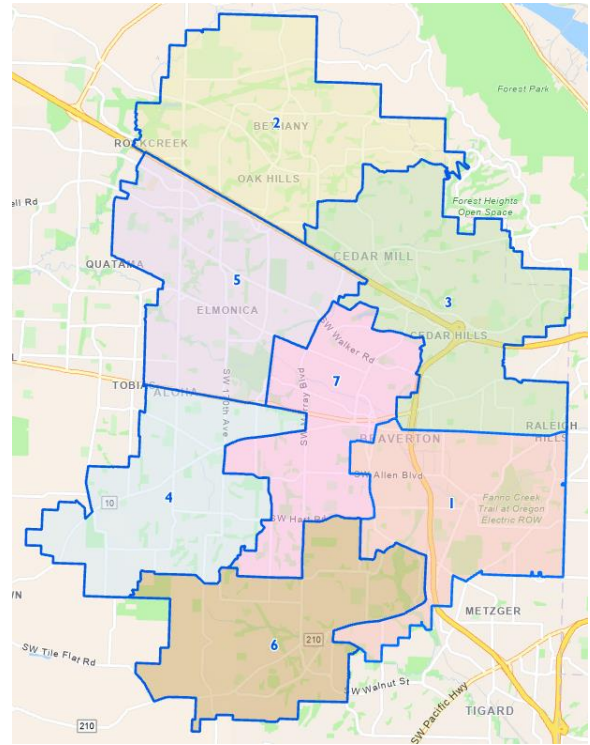
2. PDF Map of Plan 2 (labeled “2023 School Board Member District Zones”)

BSD Board Member Zones (Baseline; current boundaries)

Population by Zone:

| # | Population | Deviation | (%) |
|---|------------|-----------|--------|
| 1 | 34288 | -6990 | -16.9% |
| 2 | 52548 | 11270 | 27.3% |
| 3 | 41720 | 442 | 1.1% |
| 4 | 39335 | -1943 | -4.7% |
| 5 | 46789 | 5511 | 13.4% |
| 6 | 39765 | -1513 | -3.7% |
| 7 | 34502 | -6776 | -16.4% |

Baseline zones



School facilities by Zone:

| # | ES | MS | HS |
|---|---|---------------------------|---------------------------|
| 1 | Vose, Raleigh Hills, Montclair, McKay | Whitford | - |
| 2 | Springville, Sato, Jacob Wismer, Findley, Oak Hills, Rock Creek, Bethany | Stoller | Westview |
| 3 | Terra Linda, Bonny Slope, Cedar Mill, West Tualatin View, Raleigh Park, Ridgewood | Tumwater | Sunset |
| 4 | Kinnaman, Hazeldale, Errol Hassell, Cooper Mountain, Aloha-Huber Park | Mountain View | Aloha, ISB |
| 5 | McKinley, Elmonica, Beaver Acres | Meadow Park, Five Oaks | BASE, FLEX, Merlo Station |
| 6 | Hiteon, Greenway, Scholls Heights, Nancy Ryles | Conestoga | Mountainside, Southridge |
| 7 | Barnes, William Walker, Chehalem, Fir Grove, Sexton Mountain | Cedar Park, Highland Park | Beaverton, ACMA |

Attendance areas by Zone:

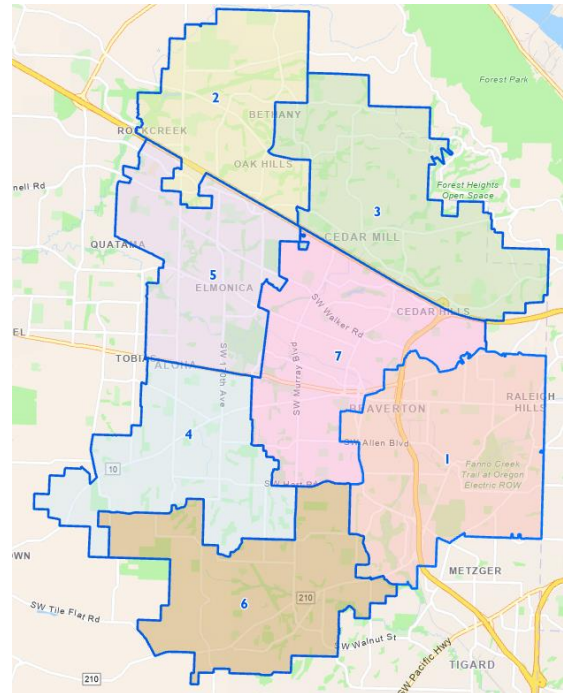
| # | ES | MS | HS |
|---|---|---|--|
| 1 | McKay, Vose, Raleigh Hills, Montclair, Greenway (part) | Whitford, Conestoga (part), Highland Park (part) | Beaverton (part), Southridge (part) |
| 2 | Rock Creek, Springville, Sato, Jacob Wismer, Oak Hills, Terra Linda (part), Bonny Slope (part), Bethany, Findley | Stoller (part), Five Oaks (part), Tumwater (part) | Westview (part), Sunset (part) |
| 3 | Terra Linda (part), Bonny Slope (part), Cedar Mill, West Tualatin View, Raleigh Park, Ridgewood | Tumwater (part), Cedar Park (part) | Beaverton (part), Sunset (part) |
| 4 | Aloha-Huber Park, Kinnaman (part), Hazeldale (part), Errol Hassell, Cooper Mountain (part) | Mountain View (part), Highland Park (part) | Aloha (part), Mountainside (part) |
| 5 | McKinley, Elmonica, Beaver Acres, Kinnaman (part), Barnes (part) | Five Oaks (part), Meadow Park (part), Mountain View (part) | Aloha (part), Westview (part), Sunset (part), Beaverton (part) |
| 6 | Hazeldale (part), Nancy Ryles, Scholls Heights, Sexton Mountain (part), Hiteon, Greenway (part), Fir Grove (part), Cooper Mountain (part), Sexton Mountain (part) | Highland Park (part), Conestoga (part), Mountain View (part) | Mountainside (part), Southridge (part) |
| 7 | Barnes (part), William Walker, Chehalem, Fir Grove (part) | Meadow Park (part), Cedar Park (part), Mountain View (part), Highland Park (part) | Mountainside (part), Southridge (part), Beaverton (part) |

BSD Board Member Zones (Plan 1; minimal changes)

Population by Zone:

| # | Population | Deviation | (%) |
|---|------------|-----------|-----|
| 1 | 41319 | 41 | 0% |
| 2 | 40883 | -395 | -1% |
| 3 | 40991 | -287 | -1% |
| 4 | 41393 | 115 | 0% |
| 5 | 40824 | -454 | -1% |
| 6 | 41595 | 317 | 1% |
| 7 | 41942 | 664 | 2% |

Plan 1 zones



School facilities by Zone:

| # | ES | MS | HS |
|---|--|--|---------------------------|
| 1 | Raleigh Park, Raleigh Hills, Montclair, Vose, McKay, Greenway | Whitford, Conestoga | - |
| 2 | Sato, Springville, Oak Hills, Bethany, Rock Creek | - | Westview |
| 3 | Jacob Wismer, Findley, Bonny Slope, Terra Linda, Cedar Mill, West Tualatin View | Stoller, Tumwater | Sunset |
| 4 | Kinnaman, Aloha-Huber Park, Cooper Mountain, Sexton Mountain, Errol Hassell, Hazeldale | Mountain View | Aloha, ISB |
| 5 | McKinley, Elmonica, Beaver Acres | Five Oaks | BASE, FLEX, Merlo Station |
| 6 | Hiteon, Nancy Ryles, Scholls Heights | - | Mountainside, Southridge |
| 7 | William Walker, Barnes, Fir Grove, Chehalem, Ridgewood | Cedar Park, Meadow Park, Highland Park | Beaverton, ACMA |

Attendance areas by Zone:

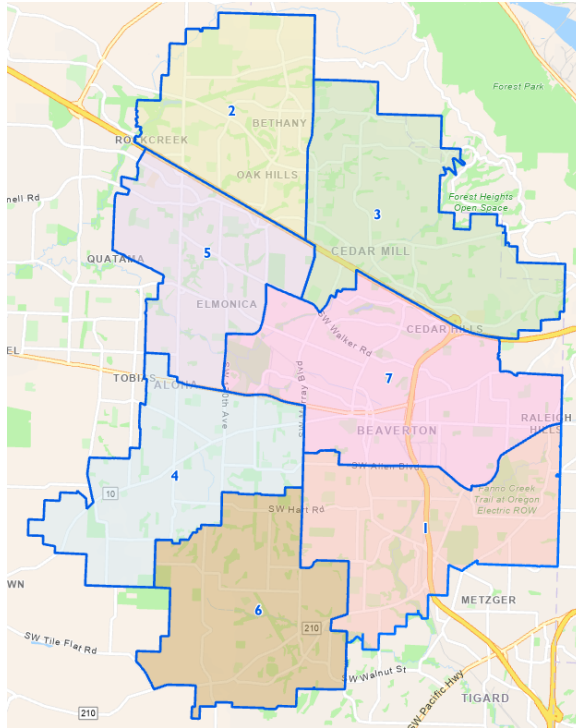
| # | ES | MS | HS |
|---|--|---|---|
| 1 | McKay (part), Vose, Raleigh Hills, Raleigh Park, Montclair, Greenway (part) | Whitford, Conestoga (part) | Beaverton (part), Southridge (part) |
| 2 | Sato, Springville, Rock Creek, Bethany, Oak Hills (part), Jacob Wismer (part), McKinley (part) | Stoller (part), Five Oaks (part), Tumwater (part) | Westview (part), Sunset (part) |
| 3 | Jacob Wismer (part), Findley, Bonny Slope, Cedar Mill, Terra Linda, West Tualatin View, Oak Hills (part) | Tumwater (part), Cedar Park (part), Stoller (part) | Beaverton (part), Sunset (part) |
| 4 | Hazeldale (part), Errol Hassell, Kinnaman (part), Chehalem (part), Sexton Mountain (part), Aloha-Huber Park (part), Cooper Mountain (part) | Mountain View (part), Highland Park (part) | Aloha (part), Mountainside (part) |
| 5 | Kinnaman (part), Beaver Acres, Barnes (part), Elmonica, McKinley (part) | Five Oaks (part), Meadow Park (part), Mountain View (part) | Aloha (part), Westview (part), Sunset (part), Beaverton (part) |
| 6 | Hazeldale (part), Nancy Ryles, Scholls Heights, Sexton Mountain (part), Hiteon, Greenway (part), Fir Grove (part), McKay (part) Cooper Mountain (part) | Highland Park (part), Conestoga (part), Mountain View (part) | Mountainside (part), Southridge (part) |
| 7 | Barnes (part), Ridgewood, William Walker, Fir Grove (part), Chehalem (part) | Meadow Park (part), Cedar Park (part), Mountain View (part), Highland Park (part) | Mountainside (part), Southridge (part), Beaverton (part), Sunset (part) |

BSD Board Member Zones (Plan 2; Realigned)

Population by Zone:

| # | Population | Deviation | (%) |
|---|------------|-----------|-----|
| 1 | 41236 | -42 | 0% |
| 2 | 41058 | -220 | -1% |
| 3 | 41571 | 293 | 1% |
| 4 | 41257 | -21 | 0% |
| 5 | 41151 | -127 | 0% |
| 6 | 40976 | -302 | -1% |
| 7 | 41698 | 420 | 1% |

Plan 2 zones




School facilities by Zone:

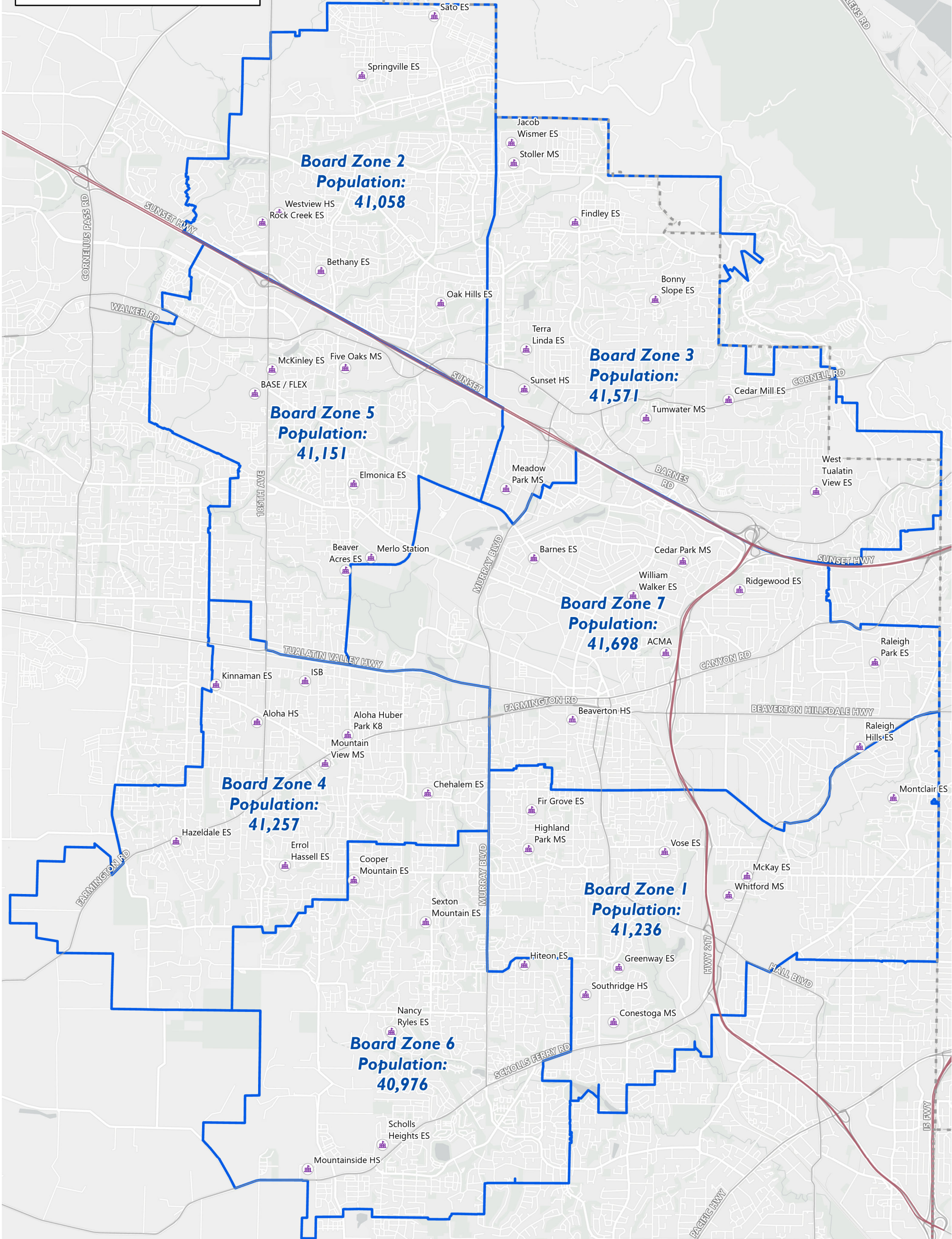
| # | ES | MS | HS |
|---|---|------------------------------------|---------------------------|
| 1 | Fir Grove, Vose, McKay, Montclair, Greenway | Highland Park, Conestoga, Whitford | Southridge |
| 2 | Sato, Springville, Oak Hills, Rock Creek, Bethany | - | Westview |
| 3 | Jacob Wismer, Findley, Bonny Slope, Terra Linda, Cedar Mill, West Tualatin View | Meadow Park, Tumwater, Stoller | Sunset |
| 4 | Kinnaman, Aloha-Huber Park, Hazeldale, Errol Hassell, Chehalem | Mountain View | Aloha, ISB |
| 5 | McKinley, Elmonica, Beaver Acres | Five Oaks | BASE, FLEX, Merlo Station |
| 6 | Cooper Mountain, Sexton Mountain, Nancy Ryles, Scholls Heights, Hiteon | - | Mountainside |
| 7 | Raleigh Park, Raleigh Hills, Ridgewood, William Walker, Barnes | Cedar Park | Beaverton, ACMA |

Attendance areas by Zone:

| # | ES | MS | HS |
|---|--|---|--|
| 1 | Montclair, Raleigh Hills (part), McKay, Greenway, Vose (part), Fir Grove, Hiteon (part) | Highland Park (part), Whitford (part), Conestoga (part) | Beaverton (part), Southridge (part) |
| 2 | Springville, Rock Creek, Bethany, Oak Hills, Jacob Wismer (part), Findley (part), Sato | Stoller (part), Five Oaks (part), Tumwater (part) | Westview (part), Sunset (part) |
| 3 | Jacob Wismer (part), Findley (part), Terra Linda, Cedar Mill, Bonny Slope, West Tualatin View | Tumwater (part), Cedar Park (part), Meadow Park (part) | Beaverton (part), Sunset (part) |
| 4 | Kinnaman, Aloha-Huber Park, Hazeldale (part), Errol Hassell, Chehalem (part), Cooper Mountain (part) | Mountain View | Aloha (part), Mountainside (part) |
| 5 | Beaver Acres, Elmonica, McKinley, Barnes (part) | Five Oaks (part), Meadow Park (part) | Aloha (part), Westview (part), Sunset (part), Beaverton (part) |
| 6 | Cooper Mountain (part), Sexton Mountain, Nancy Ryles, Hiteon (part), Scholls Heights, Hazeldale (part) | Highland Park (part), Conestoga (part) | Mountainside (part), Southridge (part) |
| 7 | Vose (part), Barnes (part), Ridgewood, William Walker, Chehalem (part), Raleigh Park, Raleigh Hills (part) | Meadow Park (part), Cedar Park (part), Whitford (part) | Beaverton (part) |

Beaverton School District 2023 School Board Member District Zones

-  2023 School Board Member Zones
-  Schools (SY 2022)



Note: School Board Zones are delineated for the purposes of electing the school board only. The zones do not impact school attendance boundaries or school feeders.

Population Research Center
October 2022.
Source: 2020 Census PL94-171 RDF



Portland State
UNIVERSITY



SCHOOL BOARD ZONE UPDATE PROJECT

BACKGROUND

Beaverton School District has seven school board electoral zones so the board is composed of representatives from all areas of the district. Board members are nominated from zones but elected at large—meaning that candidates for school board positions must reside in the zone they are running for, but the election is decided by all voters in the district, not only those who live in that board zone.

Oregon law and Beaverton School Board policy provide that in school districts that have established electoral zones, zones must be periodically adjusted following the federal census to rebalance the zone populations. The most recent federal decennial census was conducted in 2020, and population data are now available to inform a review and adjustment of the seven board zones in accordance with ORS 332.132 and Board Policy BBB (Board Elections).

The 2020 Census established that the population in the district has changed and the seven board zones have become imbalanced in population, ranging from 16.9% under to 27.3% over the average population.

The school board is now considering a revision of board zones to rebalance the seven zones' population. The revision will affect only the geographic definition of zones from which board members will be elected. It will have no effect on the attendance boundaries for students to attend schools. It also will not change which board positions voters may vote on. Candidates for school board positions must live in the zone for that position, but they are elected by all voters in the district, not only residents of the zone.

Oregon law and board policy provide that electoral zoning should take into account attendance areas where possible. The Oregon Secretary of State's 2021 Directive on Redistricting advises that, to the extent practicable, the zones shall have equal population, be contiguous, utilize existing geographic or political boundaries, be connected by transportation links, and not divide communities of common interest. Zones shall not be drawn for the purpose of favoring any political party, incumbent elected official or other person, nor for the purpose of diluting the voting strength of any language or ethnic minority group.

Portland State University's Population Research Center (PRC) has been hired to analyze the existing board zones, propose alternatives for realignment, and prepare a final realigned map for board adoption, prior to the May 2023 election cycle.

On August 29, PRC Director Dr. Ethan Sharygin presented to the board an initial analysis of the existing board zones, explained the parameters for updating the zones, and gathered input.

On October 17, Dr. Sharygin presented two board zone map alternatives, named Plan 1 and Plan 2. Plan 1 adjusted the existing board zones as minimally as possible to rebalance the population within each zone, while Plan 2 realigned board zones to adhere to attendance boundaries.

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.

The board discussed the merits of both plans in a work session. Plan 2 was favored by all board members to move forward for adoption, as it provided room for population growth in Zones 2 and 6; placed a comprehensive high school or option school building in each board zone; provided easily identifiable boundaries for each zone; and aligned more closely with the current high school attendance boundaries. At the board's regular business meeting on the same date, a summary of the presentation and discussion was provided, and the selection of Plan 2 was presented as an item for future action.

The adjustments to the board zone boundaries made under Plan 2 satisfy statutory requirements under ORS 332.132 and are consistent with directive 2021-1 from the Oregon Secretary of State regarding local government redistricting.

Upon adoption, staff will provide the 2023 Board Member District Zones map to the Washington County elections division for implementation and publish the map for public use.

RECOMMENDATION:

It is recommended that the School Board adopt the proposed 2023 Board Member District Zones map for implementation in the next board member election in May 2023, as per Board Policy BBB.



APPOINT EQUITY ADVISORY COMMITTEE MEMBERS

BACKGROUND

Senate Bill 732, approved by the Oregon Legislature in 2021, requires each school district in Oregon to establish an educational equity advisory committee. The duties of the committee include informing and advising the superintendent and school board about the educational equity impacts of policy decisions, the experiences of underserved student groups, situations that arise in schools that impact underrepresented students, and the larger districtwide climate.

By law, the committee must be composed of parents, students, employees and community members, and its membership must be primarily representative of underserved student groups and elevate underrepresented voices. Current members of the school board and the superintendent are not eligible for appointment to the committee. The superintendent is responsible for coordinating the member nomination process and recommending finalists to the board for appointment. One member of the equity committee must be appointed to the budget committee once a vacancy on the budget committee occurs.

The Beaverton School District had previously established an equity advisory group, the equitable policies task force, with members appointed after an open community application process in 2021. This fall the district is reconstituting the committee to be further aligned with the new legislation, with membership recommended from the current task force and new applicants. The board discussed the committee requirements, application and appointment process in the September board meeting.

Application Process

Members of the previous task force, district staff, students, families and other community members were invited to apply in October for appointment to the reconstituted equity advisory committee.

The invitation was communicated through multiple channels including being posted on the district website, shared on social media platforms, distributed to all families via ParentSquare, sent by email to former equitable policies task force members and students who expressed interest in a spring 2022 survey, shared at multilingual community engagement events and through multilingual facilitators, and sent to local news media. The application and information about the opportunity were available in 10 languages including English. The application was an online form, with information provided about how to reach out with questions or for help submitting an application. A total of 60 applications were received.

Selection Process

The selection process for the educational equity advisory committee was developed beginning in spring 2022, in collaboration with Oregon Department of Education staff and equity directors from school districts across Oregon and in consideration of the requirements of [SB 732](#) and [OAR 581-022-2307](#). The Office of Equity & Inclusion created a rubric to inform the selection of candidates that incorporated

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.

language from OAR 581-022-2307 to align with the requirements for committee membership: “(3)(c) *The school district board is responsible for appointing members from those proposed by the superintendent, and ensuring that membership is primarily representative of underserved student groups.*”

A selection committee calibrated a review and assessment of the 60 applications received with the aim of ensuring student, family, staff and community participants “*capable of representing underserved community voices*” (OAR 581-022-2307):

(d) “Underrepresented” refers to communities, groups, families and students that due to systemic barriers and intersectional oppression have been excluded and limited proportionate access to the dominant or mainstream educational system despite efforts to participate. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and houselessness, students with disabilities, women/girls, and students from rural communities.

(e) “Underserved” refers to communities, groups, families and students that the dominant or mainstream educational system has historically and currently excluded, impacted, marginalized, underserved and/or refused service due to institutionalized and intersectional racism and systemic oppression. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and houselessness, students with disabilities, women/girls, and students from rural communities.

Among the many applicants who volunteered to serve our community in this capacity, 20 candidates were selected to recommend for appointment to the equity advisory committee. Applicants not appointed to the committee will be contacted with information about other opportunities to support equitable outcomes for Beaverton’s students, staff and community.

RECOMMENDATION

BE IT RESOLVED that the School Board approves the following appointees to serve on the Educational Equity Advisory Committee in 2022–23:

| <u>Students</u> | <u>Parents/Families</u> | <u>Community</u> | <u>Staff</u> |
|-------------------------|-------------------------|------------------|-------------------|
| Adriana Acevedo | Sarah Hinton | Nora Mahmoud | Amna Abbas |
| Brooklyn Allen | Octavia Horne | Rachel Nelson | Vanessa Davalos |
| Christopher Mathews | Leialoha Ka’ula | Johne Sagisi | Victoria Henry |
| Natalie McWilliams | Alok Mehrotra | | Sarah Moreno |
| Daniela Chavez Portilla | Amy Powers | | Monique Singleton |
| Chloe Rodrigues | Brian Tosky | | |

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.



APPOINT BUDGET COMMITTEE MEMBERS TO FILL VACANCIES

BACKGROUND

The Budget Committee has two vacancies:

- **Zone 4** – School Board Member Sunita Garg
- **Zone 7** – School Board Member Tom Colett

The School Board needs to appoint community members from Zones 4 and 7 to serve three-year terms. The School Board established the following process during the August School Board Meeting:

- Publicize the openings as broadly as possible using all communication channels in September and October;
- Request a letter of interest and resume from each candidate;
- Each Board Member interviewed candidates for their zone in November; and
- Present appointee at the November 14, 2022 School Board meeting for School Board approval.

RECOMMENDATION

BE IT RESOLVED that the School Board approve the following appointees to fill the two vacant Budget Committee positions:

| | | |
|-----------------|--------|---------|
| Alok Mehrotra | Zone 4 | 2022-25 |
| Dr. Lisa Shultz | Zone 7 | 2022-25 |