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AGENDA

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<b>I. CALL MEETING TO ORDER</b>	6:30 - 6:45 p.m.	
Becky Tymchuk		
A. Pledge to Flag		
B. Recognition of Students, Staff and Community		3
a. <b>WE EXPECT EXCELLENCE</b> - Successful Construction of Three Schools in Three Years - Megan Finch, Construction Project Manager		
b. <b>WE EXPECT EXCELLENCE</b> - Successful Passing of the Student Success Act - Senator Mark Hass		
<b>II. BOARD PROCEDURES</b>	6:45 - 6:50 p.m.	
Becky Tymchuk		
<b>III. PUBLIC PARTICIPATION</b>	6:50 - 7:20 p.m.	
Public Comments		
<b>IV. REPORTS</b>	7:20 - 8:05 p.m.	
A. Superintendent Comments		
Don Grotting		
B. Beaverton Student Advisory Committee		
Committee Updates		
C. School Board Presentations		
a. Fir Grove Elementary School		5
Erin Miles		
b. Vose Elementary School		8
Monique Singleton		
D. Supt. Advisory Committee Update		12
Jasmine Locke & Aliyah Taylor-Hershel		
E. Financial Update		13
Jim Scherzinger		
F. Bond Accountability Committee Report		19
Dick Harbert		
G. Student Success Act HB3427 Update		
Maureen Wheeler, Ginny Hansmann & David Williams		
<b>V. ACTION ITEMS</b>	8:05 - 8:35 p.m.	
8:05 p.m.		
A. HS/SST Renaming Process Approval		23
Andrew Cronk & Maureen Wheeler		
B. Aloha High School Seismic & Roofing Upgrade Approval		28
Aaron Boyle, Josh Gamez & Carl Mead		
C. Consent Agenda		
Becky Tymchuk		
a. Personnel		
b. Approval of School Board Meeting Minutes		30
c. Designation of Sato Elementary School Hazard Zone 4 as a Non-Transportation Zone		
d. Grant Report		
e. Charter School Evaluations		

Arco Iris		43
Hope Chinese		57
f. Public Contracts		71
<b>VI. BOARD COMMUNICATION</b>	8:35 - 8:45 p.m.	
Board Members		
<b>VII. CLOSING COMMENTS/ADJOURN</b>	8:45 - 8:50 p.m.	
Becky Tymchuk & Don Grotting		
<b>VIII. INFORMATION ITEMS</b>		
A. Bond Program Status Report		76
B. Middle School Boundary Advisory		91
C. School Board Finance & Investment Strategies Committee Notes		93
D. School Board Planning Committee Notes		94



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## RECOGNITION OF STUDENTS, STAFF AND COMMUNITY

### POLICY ISSUE/SITUATION

Tonight, the District recognizes the following individuals for their outstanding achievement and contribution to the Beaverton School District and the community. The following recognitions exemplify the Pillar of Excellence and Collaboration.

### BACKGROUND INFORMATION:

#### **WE Expect Excellence: Successful Construction of Three Schools in Three Years – Megan Finch, Construction Project Manager**

Megan successfully opened William Walker Elementary School this fall, on time and under budget. This follows opening Hazeldale Elementary School in 2018, and Vose Elementary School in 2017 – also on time and under budget.

Here is what a few people have said about Megan:

**Aaron Boyle, Administrator for Facilities Development:** “Construction of a new school is a tremendous undertaking, but to do it three times in three years is unprecedented. Megan delivered all three projects on-time and under budget. These three schools represent more than \$100M worth of work and approximately 350,000 labor-hours. Megan managed all of this while maintaining great relationships and a high level of customer service.”

**Veronica Galvan, Stoller MS Principal (former Vose ES Principal):** “Megan helped guide and calm me through the entire rebuilding process for Vose. Many times, I looked to her for answers and explanations in what at times seemed like an overwhelming experience. She understood my perspective and expertly juggled the many hats she had to wear in being held accountable to different stakeholders. She was a partner and advocate through the entire process. It was a true pleasure working with and learning from Megan.”

**Angela Tran, Hazeldale Elementary School Principal:** “The only thing that would make me want to go through moving a school twice and moving into a new one again would be with Megan Finch. Megan had incredible technical knowledge that was invaluable, but she also had an incredible gift of listening with a heart to serve. She seems to have a memory like an elephant, forgetting no tiny detail. Megan was thorough, professional, knowledgeable and talented. But it was her servant heart that truly cared about building a facility that worked for the community, for kids, that stands out the most. I believe her leadership spread among her team as the entire facilities team mirrored these attributes.”

**Melissa Murray, William Walker Elementary School Principal:** “Megan is amazing! During the construction process, Megan has been very organized, informative, and excellent with her communication skills. My team was very well informed as to what was expected for our move out as well as our move in. This really helped alleviate the stress for many of our staff members. Megan has also been very responsive to any and all of our needs. For example; late in our construction process, we learned that our campus would be receiving a preschool and a special education program which has students with a variety of medical needs. As a result of this new information, Megan was extremely helpful making the changes that needed to be done in order to accommodate our new needs. We were very lucky to have such an outstanding project manager on our team.”

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.

Congratulations, Megan and thank you for your dedication to the students and families of the Beaverton School District.

**WE Expect Excellence: Successful passing of the Student Success Act – Senator Mark Hass**

Senator Hass has been a champion for schools from the moment he set foot in the halls of the Oregon State Capitol in 2001. Senator Hass has represented Beaverton and Washington County as both a State Representative and a State Senator. His reputation for excellence and innovation in the Capitol has put him in a position to be a leader in the state on tax policy and revenue. This leadership and lifetime of service culminated in the 2019 Legislative Session when Senator Hass played a pivotal role in ensuring the passage and of the Student Success Act (SSA). As Chair of the Senate Finance and Revenue Committee, Senator Hass almost single-handedly marshalled through the revenue component of the SSA. Without his leadership and determination, the measure would have been an empty promise. Instead it is the first major reinvestment in education in Oregon in more than 30 years.

Senator Hass, however, is not new to education policy. During his time in the Legislature he championed passage of two other notable initiatives. The Senator pushed through the Oregon Promise program providing most high school graduates a guarantee of two years of free community college. This legislation is key to creating a college-going culture for families for whom this might not have been an option before. Senator Hass was also the key driver behind the implementation of full-day kindergarten. The first school year after that measure passed, Senator Hass hosted the Governor on the first day of school at Nancy Ryles Elementary. Nancy Ryles is of course named for a former State Senator (and Beaverton School Board member) that pushed through the original legislation creating half-day kindergarten. It also happened to be where his kids went to school.

We would be remiss if we didn't also note that Senator Hass' better half, Tamra, is one of our very own, serving the students of Beaverton as a speech pathologist. While his oldest child is off to college, Senator Hass still maintains his roots in BSD with his son Sam who is currently attending Highland Park Middle School.

Senator Hass has been and continues to be a champion for education and for Beaverton. We have been honored to have him representing us for all these years. But tonight, we honor him for his dedication and work as a Champion for Kids and thank him for ensuring the passage of the Student Success Act.

Thank you, Senator Hass.

**RECOMMENDATION:**

It is recommended that the School Board recognize Megan Finch and Senator Mark Hass.

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**SCHOOL REPORT**
**School:** Fir Grove Elementary

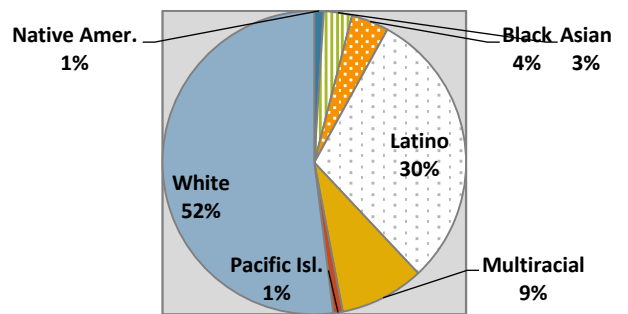
**Principal:** Erin Miles

**Years as School Principal:** 4

**Years in BSD:** 18

**School Demographics 2018-19**

**Enrollment:** 385  
**Economically Disadvantaged:** 50%  
**Students with Disabilities:** 14%  
**Ever English Language Learner:** 25%  
**Different Languages Spoken:** 14


**School Metrics**
**Kindergarten Readiness**

Letter Names*	16-17	17-18	18-19	Early Mathematics	16-17	17-18	18-19
All Students	26.5	30.1	28.1	All Students	9.1	13.0	11.4
Economically Disadvantaged	15.4	20.3	14.0	Economically Disadvantaged	7.5	11.3	9.2
English Language Learners	11.5			English Language Learners	6.5		
Students with Disabilities				Students with Disabilities			
Letter Sounds	16-17	17-18	18-19	Approaches to Learning	16-17	17-18	18-19
All Students	8.8	10.5	9.7	All Students	3.1	3.0	3.4
Economically Disadvantaged	2.5	5.8	3.4	Economically Disadvantaged	2.9	3.0	2.9
English Language Learners	2.2			English Language Learners	2.9		
Students with Disabilities				Students with Disabilities			

\* Combined results for uppercase and lowercase letter assessments.

**College Readiness**

Grade 3 English Language Arts	16-17	17-18	18-19	Grade 3 Mathematics	16-17	17-18	18-19
All Students	47%	50%	56%	All Students	39%	30%	55%
Economically Disadvantaged	24%	32%	32%	Economically disadvantaged	16%	24%	38%
English Language Learners		32%		English Language Learners		18%	
Ever English Language Learners		32%		Ever English Language Learners		18%	
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			

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Asian				Asian			
Hispanic/Latino		40%		Hispanic		25%	
White	63%	59%	63%	White	45%	36%	59%
Multi-racial				Multi-racial			
Male	34%	52%	56%	Male	37%	37%	61%
Female	60%	48%	54%	Female	40%	23%	46%

<b>Grade 5 English Language Arts</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>Grade 5 Mathematics</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
All Students	60%	44%	61%	All Students	41%	32%	37%
Economically Disadvantaged	49%	24%	46%	Economically disadvantaged	27%	10%	26%
English Language Learners		<5%		English Language Learners		<5%	
Ever English Language Learners	54%	<5%		Ever English Language Learners	32%	<5%	
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	56%		46%	Hispanic	32%		33%
White	63%	61%	75%	White	45%	46%	36%
Multi-racial				Multi-racial			
Male	60%	45%	49%	Male	43%	27%	33%
Female	60%	44%	75%	Female	40%	36%	41%

<b>Growth English Language Arts</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>Growth Mathematics</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
All Students	51%	46%	59%	All Students	44%	48%	62%
Economically Disadvantaged	48%	35%	59%	Economically Disadvantaged	44%	44%	63%
English Language Learners	53%	17%	64%	English Language Learners	39%	57%	67%
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities	43%	24%		Students with Disabilities	40%	38%	
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	57%	32%	61%	Hispanic/Latino	45%	43%	68%
White	49%	61%	60%	White	43%	48%	61%
Multi-racial				Multi-racial			
Male	48%	34%	59%	Male	39%	46%	59%
Female	54%	58%	60%	Female	50%	51%	66%

### 2018-19 Participation Rates

Smarter Balanced ELA: **99%**

Smarter Balanced Math: **99%**

Student Survey: **100%**

<b>Absence and Exclusion Measures</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>Annual Survey Responses</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
Students missing fewer than 10 days of school	74%	64%	63%	Students reporting that at least one adult cares about them	82%	91%	94%
Students missing class due to suspensions or expulsion	6	10	11	Parents reporting they feel informed and valued as active partners in their child's education	80%	84%	73%
Number of class days missed due to suspensions or expulsion	10	23	41.5	Teachers and staff reporting they contribute to school decision making	83%	93%	

*Data is not reported when there are fewer than 20 students, parents, or staff in the denominator.*

**Successes:**

Out of the all the metrics, I am most proud of the growth our students made in English Language Arts and Mathematics.

For the past four years, Fir Grove had a **co-teaching** literacy model for ESL. We have also tried, as much as possible, to have a push-in service model for students with disabilities. These models have all but eliminated the need to serve students, who receive ELD and specially designed instruction, outside the classroom. There is strong **collaboration** between classroom teachers, ESL, SpED, Counselor, Student Success Coach and Reading Specialists. More time inside the classroom led to greater learning and growth. Also, the **Workshop Model** is being used consistently in both reading and math. **Class sizes in the low 20s** allowed teachers to meet with individual students to target instruction.

Additionally, Fir Grove made it a **schoolwide focus to read at home**. There was a consistent message from all teachers that reading at home is important. We celebrated reading growth at school. This has led to an **increased ownership of student learning**.

The growth in math, I believe is directly related to a change we implemented two years ago. Two years ago, Fir Grove used a **certified teacher to co-teach math** in third, fourth and fifth grade. This teacher, who is now a BSD Math TOSA, helped teachers dive into the Cathy Fosnot math curriculum Contexts for Learning Math. Each 3rd, 4th, and 5th grade level team had time with the math teacher to plan lessons and review strategies. Having a “math expert” in their classroom to come alongside and team teach lessons led to deeper understanding of the curriculum by both teachers and students. Additionally, targeted professional development in reading, math and social emotional learning has been another factor that has led to increased success in student learning.

**Challenges:**

Of the metrics above, I am most concerned about is disruptive behavior that has led to loss of learning and suspensions. Disruptive behavior has moved from the classroom to the hallways, playground, and even past school grounds. I have had to call the police multiple times due to disruptive and disregulated behavior. Students and staff have been assaulted by students.

The low attendance rate for a few students is also another concern. Despite our attendance protocol, we have students who are consistently below a 70% attendance rate. I have use my school budget to pay for a Truancy Officer visit or a Truancy Officer meeting. Due to a budget shortfall, I do not use the Truancy Officer as much as I would like.

**Action Plan:**

Our plan of action to address disruptive behavior has many facets. We are continuing to implement consistent social emotional learning practices across the school. This year every classroom will teach Unit 1: Diversity and Inclusion. We will continue to have our weekly visit by a trained therapy dog, Wilson. We will also continue our Joiner program to call for additional adult assistance to that classroom. Teachers can use the adult to take over teaching, meet with the student, have an extra set of eyes to monitor the classroom or remove the student for a break. Also, we are in our fourth year using Restorative Practices to reinforce the idea that behavior impacts our community. Our collaboration with the Special Education Team, Counselor, Social Worker, and outside agencies will continue as we work with families to support our students. Our Wellness Center is in the second year. The Student Success Coach books appointments to meet with students to address lagging skills through role play, bibliotherapy, or games. Teachers are also able to meet with the SSC, Counselor, SpEd, and Principal to create plans to better support students during substitute release time.

For students who are below the 90% attendance rate, we are continuing with our Attendance Protocol. This involves fostering meaningful relationships with the students and families and reaching out via text, email, with home visits, or via phone.



### SCHOOL REPORT

**School:** Vose Elementary

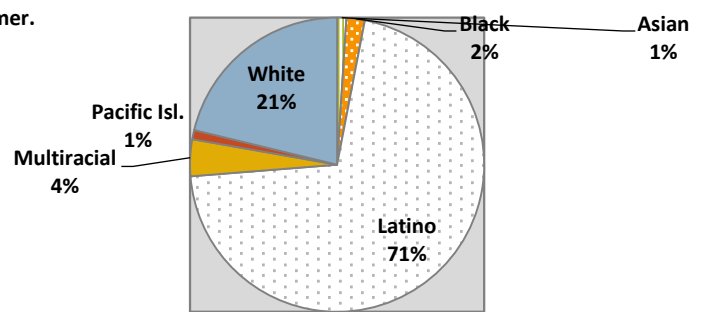
**Principal:** Monique Singleton

**Years as School Principal:** 12

**12**
**Years in BSD:** 11

### School Demographics 2018-19

**Enrollment:** 651  
**Economically Disadvantaged:** 76%  
**Students with Disabilities:** 11%  
**Ever English Language Learner:** 61%  
**Different Languages Spoken:** 12



### School Metrics

#### Kindergarten Readiness

Letter Names*	16-17	17-18	18-19	Early Mathematics	16-17	17-18	18-19
All Students	14.3	19.9	19.4	All Students	8.1	10.7	9.7
Economically Disadvantaged	9.5	12.8	11.8	Economically Disadvantaged	7.6	9.5	8.7
English Language Learners	7.0	11.8	6.9	English Language Learners	7.6	9.2	8.0
Students with Disabilities				Students with Disabilities			
<b>Letter Sounds</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>Approaches to Learning</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
All Students	3.5	5.3	5.6	All Students	3.4	3.5	3.8
Economically Disadvantaged	1.1	2.4	3.1	Economically Disadvantaged	3.4	3.5	3.7
English Language Learners	0.9	1.8	2.4	English Language Learners	3.4	3.5	3.9
Students with Disabilities				Students with Disabilities			

\* Combined results for uppercase and lowercase letter assessments.

#### College Readiness

Grade 3 English Language Arts	16-17	17-18	18-19	Grade 3 Mathematics	16-17	17-18	18-19
All Students	31%	47%	47%	All Students	46%	58%	52%
Economically Disadvantaged	24%	38%	36%	Economically Disadvantaged	43%	52%	43%
English Language Learners	19%	35%	28%	English Language Learners	39%	50%	35%
Ever English Language Learners	19%	35%	28%	Ever English Language Learners	39%	50%	35%
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	27%	39%	34%	Hispanic/Latino	43%	55%	42%

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White		70%		White		60%	
Multi-racial				Multi-racial			
Male	23%	52%	52%	Male	45%	65%	63%
Female	38%	43%	43%	Female	48%	51%	41%

<b>Grade 5 English Language Arts</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>Grade 5 Mathematics</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
All Students	47%	47%	51%	All Students	48%	38%	47%
Economically Disadvantaged	37%	40%	44%	Economically Disadvantaged	38%	35%	42%
English Language Learners	27%	40%	40%	English Language Learners	30%	32%	39%
Ever English Language Learners	29%	40%	40%	Ever English Language Learners	32%	32%	39%
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	37%	43%	44%	Hispanic/Latino	38%	36%	46%
White	77%			White	76%		
Multi-racial				Multi-racial			
Male	46%	41%	47%	Male	48%	42%	55%
Female	48%	52%	55%	Female	47%	34%	38%

<b>Growth English Language Arts</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>Growth Mathematics</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
All Students	59%	53%	62%	All Students	67%	47%	60%
Economically Disadvantaged	57%	52%	59%	Economically Disadvantaged	65%	47%	57%
English Language Learners	54%	49%	58%	English Language Learners	67%	43%	58%
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities	50%			Students with Disabilities	60%		
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	55%	52%	61%	Hispanic/Latino	65%	48%	60%
White	79%	50%	72%	White	74%		64%
Multi-racial				Multi-racial			
Male	57%	52%	59%	Male	70%	46%	59%
Female	62%	55%	65%	Female	64%	49%	60%

## 2018-19 Participation Rates

Smarter Balanced ELA: **98%**

Smarter Balanced Math: **98%**

Student Survey: **39%**

<b>Absence and Exclusion Measures</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>Annual Survey Responses</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
Students missing fewer than 10 days of school	59%	61%	56%	Students reporting that at least one adult cares about them	86%	88%	83%
Students missing class due to suspensions or expulsion	16	15	14	Parents reporting they feel informed and valued as active partners in their child's education	66%	75%	93%
Number of class days missed due to suspensions or expulsion	31.5	42	28	Teachers and staff reporting they contribute to school decision making	89%	71%	

*Data is not reported when there are fewer than 20 students, parents, or staff in the denominator.*

## Successes:

Of the metrics above, what are you most proud of and why?

- ELA SBAC Growth for all measured subgroups (Level 5 for White students; Level 4 for All Students, Economically Disadvantaged, English Learners, Hispanic/Latino; Level 3 for Students with Disabilities)
  - These data points highlight that although many of our students enter their school career meeting Kindergarten Readiness benchmarks, our students are provided with an effective & supportive learning environment in which they are able to grow and increase their achievement levels.
  - For example, our current 3<sup>rd</sup> graders started in Kindergarten at the following levels:
    - Letter Names: 14.3% met (which means that around 85.7% of the students did not)
    - Letter Sounds: 3.5% met (which means that around 96.5% of the students did not)
- Math SBAC Growth for all measured subgroups (Level 4 for All Students, White students, Economically Disadvantaged, English Learners, Hispanic/Latino; Level 3 for Students with Disabilities)
  - These data points highlight that although many of our students enter their school career not meeting Kindergarten Readiness benchmarks, our students are provided with an effective & supportive learning environment in which they are able to grow and increase their achievement levels.
  - For example, our current 3<sup>rd</sup> graders started in Kindergarten at the following levels:
    - Early Mathematics: 8.1% met (which means that around 91.9% of the students did not)
    - Approaches to Learning: 3.4% met (which means that around 96.6% of the students did not)
- On Track on ELP for English Learners - Level 3, 3 year average of 64.9%
  - This data point means that the majority of our English Learners are on track to meet the ELP standards and therefore be able to exit ELD services.
- 93% of parents reporting they feel informed and valued as active partners in their child's education (up from 75% the year before, and 66% in 2016-17).
  - We have made a focused effort to get more of our parents connected to their child's learning through increasing the number of parents with access to:
    - SeeSaw: In September/October 2019 we had increased to 567 parents connected with a high of 911 weekly visits by parents this fall (up from only 336 parents connected and only 494 weekly parent visits in September/October 2018)
    - Email: by signing up parents at parent/community outreach events so they can regularly receive school and district newsletters and communications

We attribute these successes to:

- Consistent implementation of our Dual Language immersion program for over 60% of our students in K-5<sup>th</sup>
- Academic Proficiency Assessment Committee (APAC) Meetings 3 times a year to monitor and adjust instructional intervention for students needing additional support
- Positive school climate to support social emotional wellness and learning for our students and staff
- Consistent curriculum implementation of Readers Workshop using Lucy Calkins Reading Units of Study and regular use of the IRLA/ENIL reading assessment
- Consistent curriculum implementation of Math Workshop model within grades K-5<sup>th</sup>
- Targeted parent/guardian and family engagement and outreach efforts

## Challenges:

Of the metrics above, what are you most concerned about and why?

- *ELA SBAC 2018-19:*
  - *All Students Achievement: although we are steadily increasing (from 37.5%-->44.8%--->51.2%) we are still a Level 2. We would like to have at least 54% of our students on-level so we could move to a Level 3. A Level 4 would be at least 67% students meeting or exceeding.*
  - *English Learners Achievement: although we are steadily increasing (from 23.8%-->34.8%--->37.7%) we are still a Level 2. We would like to have at least 54% of our English Learner students on-level so we could move to a Level 3. A Level 4 would be at least 67% students meeting or exceeding.*

- *Hispanic/Latino Achievement: although we are steadily increasing (from 31.7%-->39%--->42.4%) we are still a Level 2. We would like to have at least 54% of our Hispanic/Latino students on-level so we could move to a Level 3. A Level 4 would be at least 67% students meeting or exceeding. If we could increase the achievement of our Hispanic/Latino students, it would impact our achievement rates for All Students as well as most likely our English Learners achievement since 71% of our students identify as Latino.*
- *Students with Disabilities Achievement: although we were increasing, we went down in 2018/19 (from 7.7%-->27.6%--->23.3%) so we didn't technically make a Level 2, we just aren't in the bottom 10% in the state. We would like to have at least 30% of our students with disabilities on-level. Even though only 11% of our students are identified with disabilities, it is an important group of students to advocate for and provide as much support as possible.*
- **Math SBAC 2018-19**
  - *All Students Achievement: although we have been steady or increasing (from 43.8%-->43.7%--->46.9%) we are still a Level 2. We would like to have at least 43% of our students on-level so we could move to a Level 3. A Level 4 would be at least 62% students meeting or exceeding.*
  - *English Learners Achievement: although we are steadily increasing (from 34.8%-->34.8%--->36.2%) we are still a Level 2. We would like to have at least 43% of our English Learner students on-level so we could move to a Level 3. A Level 4 would be at least 62% students meeting or exceeding.*
  - *Students with Disabilities Achievement: although we were increasing, we went down in 2018/19 (from 11.5%-->20.7%--->13.8%) so we didn't technically make a Level 2, we just aren't in the bottom 10% in the state. We would like to have at least 25% of our students with disabilities on-level.*
- *Attendance for students missing fewer than 10 days of school: 56% in 2018-19*

#### **Action Plan:**

What is your plan of action to address these concerns?

To increase our student achievement, we will continue with:

- Consistent implementation of our Dual Language immersion program: over 60% of our students in grades K-5<sup>th</sup>
- Academic Proficiency Assessment Committee (APAC) Meetings 3 times a year to monitor and adjust instructional intervention for students needing additional support
- Consistent curriculum implementation of Readers Workshop using Lucy Calkins Reading Units of Study and regular use of the IRLA/ENIL reading assessment
- Consistent curriculum implementation of Math Workshop model within grades K-5<sup>th</sup>
- Positive school climate to support social emotional wellness and learning for our students and staff
- Outreach and engagement with our diverse parent/guardian communities to connect them with their children's education.

In addition, we are currently targeting the following this year:

- Implementation of schoolwide Collaborative ELD Co-Teaching model K-5<sup>th</sup> grades
- Deliberate focused English language instruction in our dual immersion program
- Feedback for teachers regarding literacy curriculums & Reading and Writing Workshop models
- Feedback for teachers regarding Math curriculum & Math Workshop model
- Aligning our Pre-K inquiry/early learning program with our K-5<sup>th</sup> educational program's focus on STEAM & inquiry through pilot program through Teaching & Learning and the Children's Institute

To increase our regular attendance rates we will:

- Increase our attendance interventions and supports:
  - Case managers for our most struggling attenders to support them and their families
  - Schoolwide and individual incentives to engage students in getting to school on time



## Superintendent Advisory Committee Update

### SITUATION

The Superintendent's Advisory Committee consists of up to 30 school-level licensed and classified staff members. The purpose of the committee is to provide the Superintendent with input and advice on a range of district topics. Their efforts have provided a staff perspective in district efforts to collaborate, embrace equity, innovate and achieve excellence.

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

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

**Beaverton School District**  
**Year-To-Date Activity and Forecast**  
**General Fund**  
**For the Period Ended September 30, 2019**  
**(\$ in millions)**

	Budget			Activity			
	Adopted Budget	Final Budget	Working Budget	YTD Actuals	Current Encumbrances	Actuals & Encumbrances	Year-End Forecast
<b>REVENUES:</b>							
Beginning Fund Balance	\$ 16.9	\$ 16.9	\$ 16.9	\$ 16.9	\$ -	\$ 16.9	\$ 16.9
State School Fund:							
State School Fund	276.0	276.0	276.0	91.5	-	91.5	276.0
Property Taxes	143.0	143.0	143.0	0.2	-	0.2	143.0
Common School Fund	3.9	3.9	3.9	-	-	-	3.9
County School Fund	0.6	0.6	0.6	-	-	-	0.6
Local Option Levy	35.0	35.0	35.0	0.1	-	0.1	35.0
Investment Earnings	1.8	1.8	1.8	-	-	-	1.8
NWRESD Appointment	11.4	11.4	11.4	-	-	-	11.4
Transfers In	18.4	18.4	18.4	18.4	-	18.4	18.4
Other	8.6	8.6	8.6	0.7	-	0.7	8.6
<b>Total</b>	<b>\$ 515.6</b>	<b>\$ 515.6</b>	<b>\$ 515.6</b>	<b>\$ 127.8</b>	<b>\$ -</b>	<b>\$ 127.8</b>	<b>\$ 515.6</b>
<b>EXPENDITURES:</b>							
Salaries	\$ 267.9	\$ 267.9	\$ 269.7	\$ 44.9	\$ -	\$ 44.9	\$ 269.7
Benefits	172.7	172.7	173.5	28.2	0.1	28.3	172.1
Purchased services	28.0	28.0	30.2	4.4	12.4	16.8	30.2
Supplies & materials	14.6	14.6	14.0	2.9	3.0	5.9	14.0
Capital outlay	0.7	0.7	0.7	0.3	0.3	0.6	0.7
Other	2.4	2.4	2.4	1.2	0.1	1.3	2.4
Transfers out	4.3	4.3	4.3	1.5	-	1.5	4.3
Contingency	25.0	25.0	25.0				25.0
<b>Total</b>	<b>\$ 515.6</b>	<b>\$ 515.6</b>	<b>\$ 519.8</b>	<b>\$ 83.4</b>	<b>\$ 15.9</b>	<b>\$ 99.3</b>	<b>\$ 518.4</b>
<b>Projected Surplus / (Deficit) Balance</b>			<b>\$ (4.2)</b>				<b>\$ (2.8)</b>
<b>Projected Ending Fund Balance</b>							<b>\$ 22.2</b>
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2020 *							<b>4.3%</b>

*Projected ending fund balance breakdown:		Projected EFB	
General Operating Fund		\$ 22.1	4.2%
Local Option Levy Fund		0.1	0.1%

	Budget			Activity			
	Adopted Budget	Final Budget	Working Budget	YTD Actuals	Current Encumbrances	Actuals & Encumbrances	Year-End Forecast
<b>APPROPRIATIONS:</b>							
Instruction	\$ 305.1	\$ 305.1	\$ 307.0	\$ 47.5	\$ 2.4	\$ 49.9	\$ 306.1
Support Services	179.4	179.4	181.7	33.5	13.2	46.7	181.2
Enterprise & Community Svc	0.3	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	0.1	-	-	-	0.1
Other Uses	5.7	5.7	5.7	2.4	0.3	2.7	5.7
Contingencies	25.0	25.0	25.0				25.0
<b>Total</b>	<b>\$ 515.6</b>	<b>\$ 515.6</b>	<b>\$ 519.8</b>	<b>\$ 83.4</b>	<b>\$ 15.9</b>	<b>\$ 99.3</b>	<b>\$ 518.4</b>

**New Adjustments in Working Budget and Year-End Forecast:**

\* Salary and benefits were increased by \$0.6 million due to an additional allocation for secondary teachers.

**Adjustments in Year-End Forecast:**

\* Benefits were reduced by \$2.1 million due to a Regence experience refund to the District.

\* Benefits were increased by \$0.7 million due to increase reserve requirements by the District health services.

**Beaverton School District**  
**Summary of Revenue, Expenditures and Encumbrances**  
**All Funds Except General Fund**  
**For the Period Ended September 30, 2019**

Funds	Final Budget	YTD Revenue	YTD Expenditures	Encumbrances	YTD Expenditures & Encumbrances	Expenditure Budget Variance		Fund Balance
	<i>(Incl Beg Fund Bal)</i>	<i>(Incl Beg Fund Bal)</i>	<i>(Inc transfers out)</i>			\$	%	
Student Body Fund	\$ 10,700,000	\$ 5,873,927	\$ 22,865	\$ 105,751	\$ 128,616	\$ (10,571,384)	1.20%	\$ 5,745,311
Special Purpose Fund	9,160,000	2,171,369	671,892	736,019	1,407,911	(7,752,089)	15.37%	763,458
Categorical	4,025,000	2,735,228	139,326	294,896	434,222	(3,590,778)	10.79%	2,301,006
Grant Fund	57,497,749	1,947,842	4,878,064	2,544,692	7,422,756	(50,074,993)	12.91%	(5,474,914)
Equipment Replacement Fund	4,048,000	3,663,288	1,269,085	78,677	1,347,762	(2,700,238)	33.29%	2,315,526
Sustainability Fund	22,236,279	22,236,279	18,413,036	-	18,413,036	(3,823,243)	82.81%	3,823,243
Nutrition Services Fund	18,766,435	3,255,205	2,021,275	4,249,773	6,271,048	(12,495,387)	33.42%	(3,015,843)
Debt Service Fund	85,461,801	8,599,696	-	-	-	(85,461,801)	0.00%	8,599,696
Capital Projects Fund	244,134,000	211,900,646	23,038,054	56,224,147	79,262,201	(164,871,799)	32.47%	132,638,445
Insurance Reserve Fund	6,825,667	2,437,822	1,840,853	1,096,195	2,937,048	(3,888,619)	43.03%	(499,226)
Workers' Compensation Fund	3,828,815	2,440,038	660,166	110,456	770,622	(3,058,193)	20.13%	1,669,416
Scholarship Fund	450,000	386,591	18,500	15,000	33,500	(416,500)	7.44%	353,091
<b>Total</b>	<b>\$ 467,133,746</b>	<b>\$ 267,647,931</b>	<b>\$ 52,973,116</b>	<b>\$ 65,455,606</b>	<b>\$ 118,428,722</b>	<b>\$(348,705,024)</b>		<b>\$ 149,219,209</b>



**BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2019-20**  
**As of 9/30/19**

School	Budgeted Enrollment	9/30/19 Enrollment	Enrollment Change	Budget		Actual		Increase
				Without Levy APU	With Levy APU	Without Levy APU	With Levy APU	
Aloha Huber (K-8)	907	893	(14)	35.3	40.3	34.5	39.5	
Barnes	624	590	(34)	23.3	27.3	24.5	28.5	
Beaver Acres	707	737	30	27.5	32.5	27.5	32.5	
Bethany	531	528	(3)	20.5	24.5	20.5	24.5	
Bonny Slope	665	655	(10)	26.5	31.5	25.5	30.5	
Cedar Mill	421	428	7	15.5	20.5	15.5	20.5	
Chehalem	469	480	11	18.5	22.5	18.5	22.5	
Cooper Mountain	454	486	32	18.5	21.5	18.5	21.5	
Elmonica	582	550	(32)	21.5	25.5	21.5	25.5	
Errol Hassell	436	426	(10)	15.5	20.5	15.5	20.5	
Findley	643	636	(7)	25.5	29.5	24.5	28.5	
Fir Grove	362	387	25	13.5	17.5	14.4	18.4	
Greenway	320	325	5	12.3	15.3	12.4	15.4	
Hazeldale	437	485	48	17.5	21.5	17.5	21.5	
Hiteon	625	651	26	24.5	28.5	24.5	28.5	
Jacob Wismer	714	727	13	27.5	32.5	28.4	33.4	
Kinnaman	589	617	28	24.5	29.5	25.0	30.0	
McKay	273	294	21	12.3	16.3	11.5	15.5	
McKinley	616	654	38	24.5	28.5	25.4	29.4	
Montclair	290	319	29	10.5	14.5	11.5	15.5	
Nancy Ryles	646	630	(16)	23.5	26.5	23.5	26.5	
Oak Hills	554	576	22	22.5	27.5	22.5	27.5	
Raleigh Hills (K-8)	526	532	6	20.5	25.5	20.5	25.5	
Raleigh Park	343	340	(3)	13.5	17.5	12.5	16.5	
Ridgewood	371	432	61	14.5	18.5	15.4	19.4	
Rock Creek	564	516	(48)	20.5	24.5	20.5	24.5	
Sato	660	672	12	25.5	29.5	26.4	30.4	
Scholls Heights	548	594	46	22.5	27.5	22.5	27.5	
Sexton Mountain	527	543	16	22.5	26.5	22.5	26.5	
Springville (K-8)	866	884	18	33.5	38.5	35.4	40.4	
Terra Linda	354	371	17	14.5	18.5	14.5	18.5	
Vose	640	708	68	25.3	30.3	25.5	30.5	
West TV	327	347	20	12.5	15.5	13.4	16.4	
William Walker	421	518	97	18.3	22.3	18.4	22.4	
<b>Elementary School Total</b>	<b>18,012</b>	<b>18,531</b>	<b>519</b>	<b>704.6</b>	<b>848.6</b>	<b>710.9</b>	<b>854.9</b>	<b>144.0</b>



**BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2019-20**  
As of 9/30/19

School	Budgeted Enrollment	9/30/19 Enrollment	Enrollment Change	Budget		Actual		Increase
				Without Levy APU	With Levy APU	Without Levy APU	With Levy APU	
Cedar Park	943	941	(2)	29.6	36.6	30.2	37.2	
Conestoga	967	975	8	30.3	37.3	30.7	37.7	
Five Oaks	968	1,010	42	33.9	40.9	34.5	41.5	
Highland Park	813	777	(36)	25.8	31.8	25.8	31.8	
Meadow Park	805	834	29	30.0	36.0	30.0	36.0	
Mountain View	889	853	(36)	30.5	37.5	30.5	37.5	
Stoller	1,559	1,560	1	49.6	59.6	50.5	60.5	
Whitford	695	706	11	26.5	32.5	26.5	32.5	
<b>Middle School Total</b>	<b>7,639</b>	<b>7,656</b>	<b>17</b>	<b>256.2</b>	<b>312.2</b>	<b>258.6</b>	<b>314.6</b>	<b>56.00</b>
Aloha	1,700	1,751	51	64.7	75.7	60.1	71.1	
Beaverton	1,491	1,469	(22)	59.5	69.5	59.2	69.2	
Mountainside	1,766	1,787	21	58.7	70.5	58.0	69.8	
Southridge	1,391	1,380	(11)	51.3	60.3	50.6	59.6	
Sunset	1,936	1,971	35	65.5	77.5	65.2	77.2	
Westview	2,301	2,382	81	77.9	91.9	77.9	91.9	
<b>High School Total</b>	<b>10,585</b>	<b>10,740</b>	<b>155</b>	<b>377.6</b>	<b>445.4</b>	<b>371.0</b>	<b>438.8</b>	<b>67.80</b>
Arts & Communication Magnet Academy (ACMA)	720	706	(14)	25.8	31.8	25.7	31.7	
Community School	146	128	(18)	10.4	11.6	10.2	11.4	
Health & Science High School	726	706	(20)	25.5	30.5	25.4	30.4	
International School of Beaverton	860	847	(13)	31.8	38.8	31.7	38.7	
School of Science & Technology	176	175	(1)	5.4	7.4	5.2	7.2	
<b>Options Schools Total</b>	<b>2,628</b>	<b>2,562</b>	<b>(66)</b>	<b>98.9</b>	<b>120.1</b>	<b>98.2</b>	<b>119.4</b>	<b>21.20</b>
<b>Address Extreme Class Size K-12</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5.0</b>	<b>5.0</b>	<b>-</b>	<b>(0.0)</b>	
<b>District Total</b>	<b>38,864</b>	<b>39,489</b>	<b>625</b>	<b>1,442.3</b>	<b>1,731.3</b>	<b>1,438.8</b>	<b>1,727.8</b>	<b>289.0</b>

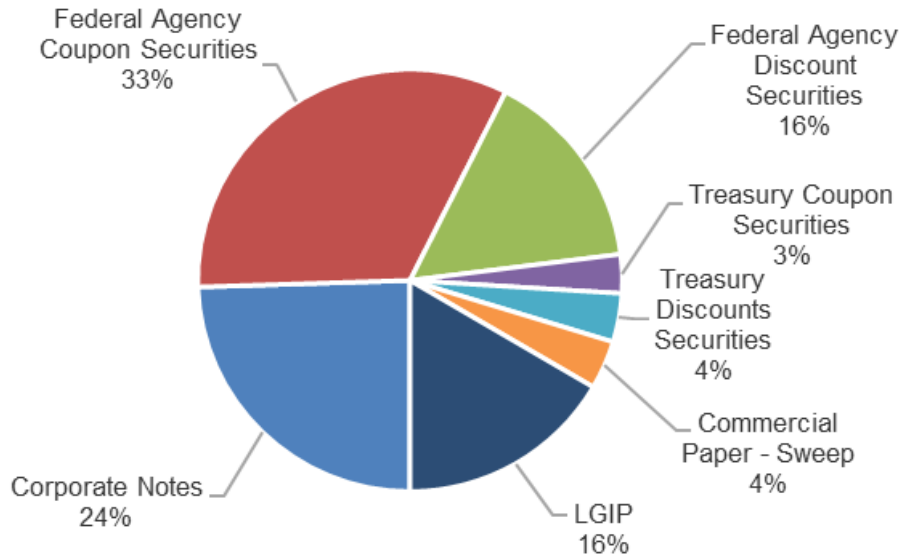
Beginning Fund Balance 7/1/19  
 Projected Revenue:  
 Projected Expense:  
 Projected Fund Balance 6/30/20:

	Adopted Budget	Current Projection	Year-to-Date Actual
\$	-	\$ 93,354	\$ 93,354
	35,000,000	35,000,000	54,772
	35,000,000	35,000,000	5,968,128
\$	-	\$ 93,354	\$ (5,820,002)



**Beaverton School District**  
**Portfolio Management**  
**Portfolio Summary**  
**September 30, 2019**

Investments	Par Value	Market Value	Book Value	% of Portfolio
Corporate Notes	66,026,000.00	66,380,425.88	65,818,712.50	24.51%
Federal Agency Coupon Securities	88,000,000.00	88,353,728.81	88,463,150.00	32.94%
Federal Agency Discount Securities	42,496,000.00	42,144,406.20	41,838,115.12	15.58%
Treasury Coupon Securities	8,000,000.00	8,049,055.00	7,962,320.00	2.96%
Treasury Discounts Securities	10,590,000.00	10,303,900.56	9,998,577.84	3.72%
Commercial Paper - Sweep	10,000,000.00	10,000,000.00	10,000,000.00	3.72%
LGIP	44,507,248.69	44,507,248.69	44,507,248.69	16.57%
	<b>269,619,248.69</b>	<b>269,738,765.14</b>	<b>268,588,124.15</b>	<b>100.00%</b>
<b>Accrued Interest at Purchase</b>		<b>186,547.70</b>	<b>186,547.70</b>	
<b>Total Cash and Investments</b>	<b>269,619,248.69</b>	<b>269,925,312.84</b>	<b>268,774,671.85</b>	



**Beaverton School District  
Cash Activity Report for All Funds**

**September 2019**

	ENDING BALANCE 8/31/2019	CASH RECEIPTS	CASH DISBURSEMENTS	NET INVESTMENT TRANSFERS	ENDING BALANCE 9/30/2019
<b>CASH PER BOOKS</b>					
US Bank Checking	\$ 41,230,224	\$ 2,910,224	\$ (47,929,255)	\$ 8,601,336	\$ 4,812,529
Wells Fargo Checking	\$ 1,074,359	1,201,698	(257,837)	-	2,018,220
<b>TOTAL CASH PER BOOKS</b>	<b>\$ 42,304,583</b>	<b>\$ 4,111,922</b>	<b>\$ (48,187,092)</b>	<b>\$ 8,601,336</b>	<b>\$ 6,830,750</b>
	ENDING BALANCE 8/31/2019	INVESTMENT RECEIPTS	INVESTMENT PURCHASES	INVESTMENT MATURITIES / SALES	ENDING BALANCE 9/30/2019
<b>INVESTMENTS</b>					
Castle Oak	\$ 3,964,968	\$ -	\$ -	\$ -	\$ 3,964,968
Wells Fargo	\$ 29,926,753	-	10,192,822	(9,970,525)	30,149,050
Piper Jaffray	\$ 164,790,490	-	33,054,547	(17,878,180)	179,966,857
USB Sweep	\$ 10,000,000	-	-	-	10,000,000
Oregon State LGIP	\$ 45,106,906	23,400,343	-	(24,000,000)	44,507,249
<b>TOTAL INVESTMENTS</b>	<b>\$ 253,789,117</b>	<b>\$ 23,400,343</b>	<b>\$ 43,247,369</b>	<b>\$ (51,848,705)</b>	<b>\$ 268,588,124</b>
<b>TOTAL CASH &amp; INVESTMENTS</b>	<b><u>\$ 296,093,701</u></b>				<b><u>\$ 275,418,874</u></b>



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## BOND ACCOUNTABILITY COMMITTEE REPORT – OVERVIEW OF PROGRESS

### POLICY ISSUE/SITUATION

In May 2014, voters approved a capital bond program for the students of the Beaverton School District. The Board of Directors established a Bond Citizen Accountability Committee (BAC) to assist in monitoring the progress of executing the bond program and requested that the Committee provide periodic reports.

### BACKGROUND INFORMATION

The Bond Citizen Accountability Committee covering the first, second and third quarter of 2019 will be presented to the School Board by the Chair of the Committee.

The written report is attached.

### RECOMMENDATION

It is recommended that the Beaverton School District Board of Directors receive the Bond Accountability Committee Report and provide comments and guidance to the Committee, the Superintendent, and staff.

## **Beaverton School District Capital Construction Bond Citizen Accountability Committee Report First, Second, and Third Quarters of 2019**

### **Section 4.f. of the Committee's charter specifies:**

*The Committee Chair will draft and submit a written report quarterly, or more often if requested, to the Superintendent and School Board. The report will be structured to address the topics in Paragraph 1(a) - (g) and represent a consensus of committee members. The School Board may request reporting at a regular School Board Business Meeting or School Board Work Session. The committee reports are due from the chair to staff not later than seven days prior to the Business Meeting or Work Session.*

The Bond Citizen Accountability Committee (BAC) held five meetings during the first nine months of 2019, all regularly scheduled meetings. The meeting dates were January 30, April 24, May 29, August 28, and September 25. The April 24 and September 25 meetings were held at the Five Oaks Middle School and included a tour of the ongoing and proposed construction activities. Each meeting agenda followed a similar structure, with focus on the Bond Program Status Report presented by staff and additional special topics as warranted. Board Member Eric Simpson also participated in each meeting and the committee members appreciate his commitment to the bond program.

The following comments reflect committee consensus regarding each element of the bond program and topics discussed during BAC meetings. As listed in Section 1 of the BAC charter:

#### **a. Ensuring that the bond revenues are used only for the purposes consistent with the voter-approved bond measure ballot and consistent with state law.**

Committee members agreed that bond revenues are being used for intended purposes, based on information provided by the staff to the committee in the Bond Program Status Reports.

#### **b. Alignment with the Bond Program Goals approved by the School Board and Board policies.**

Committee members agreed that the bond program goals and the School Board were met by staff during the first, second, and third quarters. Projects remain within established budgets. The committee was also pleased to see the continued positive bond program reserves and project contingencies. The equity performance (MWSDVE participation) for both contractors (13.1%) and consultants (15.2%) remains above the 10% aspirational goal established by the Board, as of the end of August 2019. The committee commends staff efforts for helping to continue this work.

**c. Reducing long-term maintenance, construction costs and improving efficiency and longevity, and innovative practices that achieve these; consistent with district standards and best practices.**

Program staff has developed many technical, education, and security standards and have been applying them to projects under the bond program. These represent good construction management practices. Staff has assured the committee that it has processes in place to meet this objective and that ongoing maintenance considerations are factored into project decisions.

**d. Communicating key information related to the bond to District stakeholders.**

The staff presents photos and progress points of capital construction updates to the BAC which are also posted on the BSD website, social media, and BSD Briefs. The website was redesigned and launched in June 2019. Bond communications and community involvement are standing items on committee meeting agendas. Staff is continuing to improve communications to District stakeholders.

**e. The committee will receive and review copies of bond program performance and financial reports, and has the option to inspect school facilities and grounds related to bond activities when coordinated with and accompanied by District staff-**

The committee continues to be satisfied with the quality of information in the reports received at each BAC meeting. Staff presents detailed information and engages in dialogue with BAC members. The Bond Status Progress reports highlight meeting-to-meeting changes in the budget, schedule and equity performance status of the program, as well as updates on individual project line items. The staff modified the format earlier this year to provide more detailed tracking of schedule milestones. Members of the committee toured Five Oaks Middle School and William Walker Elementary during this reporting period.

The rebuilding of William Walker Elementary School was designated a troubled project due to unknown asbestos discovered and removed during demolition. Through this reporting period, the staff worked with the contractor to recover potential schedule impact. The work was accelerated through the judicious use of overtime and taking advantage of working with a contractor who had built an identical school plan at Hazeldale Elementary School. The current troubled project challenge is the seismic and roofing upgrade at Aloha High School because of scope increases from discovered conditions and revised building codes, along with pricing from escalation. Finally, the roof leak repairs at West Tualatin View Elementary compounded by heavy rains resulted in a temporary relocation of teachers and students. The construction issues encountered on projects being dealt with are not out of the ordinary and the committee is confident that the staff are dealing with them using prudent construction management practices.

With minor impact accommodation, William Walker and Five Oaks schools were able to open for the teachers and students this fall. In addition, various summer projects were completed with minimal impact on the first day of school for Hiteon Elementary School, Aloha High School, Cedar Mill Elementary School, and included District-wide classroom door lock replacements.

The committee has concerns for the significant cost of addressing the seismic risk through structural upgrades for many District schools, as reported by the recent seismic assessment.

Total program cost estimates and program reserves remained steady, with a slight increase in total costs and a slight reduction in reserves.

**f. The committee will review monthly reports produced by the district in order to assess general compliance with the purposes set forth in the capital improvement program as approved by the voters.**

The committee received and reviewed each of the status reports on the bond program, prepared by staff for the reporting period. Due to the level of construction activity, BAC meetings are now held six times a year and, if needed, the BAC will convene special meetings. The committee finds that, based on the information received, the program is in compliance with the purposes set forth in the information about the program, provided to voters in advance of the 2014 election.

**g. The committee will perform other reasonable duties requested by the School Board or Superintendent.**

The committee is monitoring the staff's development of their decision matrix for funding new projects from realized program reserves that are consistent with the purposes and priorities set forth in the information about the program, provided to voters in advance of the 2014 election. The BAC will continue to refine its recommendation to the School Board and present it by the end of 2019. No new projects are anticipated to be added until this time.

**Recommendation**

The committee chair will present this report to the School Board at the October 28, 2019 Board meeting and answer any questions that the School Board may have.



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## HS2/SST Renaming Process Approval

### Situation

During the summer of 2020, the schools of Science & Technology (SST) and Health & Science (HS2) will officially merge to become one unified new school. Following an inclusive engagement process, Principal Andrew Cronk and his transition team forwarded to the School Board on Oct. 15, 2019, the proposed new name:

### **Beaverton Academy of Science and Engineering (BASE)**

The School Board discussed the engagement process and proposed name during their Work Session on Oct. 15, 2019. The Board requires a second reading prior to adopting the school name.

### Recommendation

It is recommended that the School Board adopt the name: Beaverton Academy of Science and Engineering.



Health & Science School

10740 NE Walker Road  
Hillsboro, OR 97006  
503.356.3630  
503.356.3635 Fax



School of Science & Technology

## Recommendation for New School Name Merging the Health & Science School and the School of Science & Technology

During the summer of 2020, the schools of Science & Technology (SST) and Health & Science (HS2) will officially merge to become one unified new school. After considerable input, discussion, and reflection from all stakeholders, the Transition Team of HS2 & SST is forwarding the following name and mascot for School Board's consideration:

### Beaverton Academy of Science and Engineering (BASE)



**The Phoenix**

(Example of a phoenix in our school colors. Not intended to be our final graphic.)

### Process

The process to determine a new school name began in the Spring of 2019 after the merger was announced. The schools formed a Transition Team of 20+ teachers, counselors, and administrators to navigate many of the decisions involved with merging the schools. The Team recommended that a survey be sent to all families over the summer to solicit ideas for a new school name and mascot. While not active, the survey is still accessible online at: [https://hs2sst.formstack.com/forms/name\\_survey](https://hs2sst.formstack.com/forms/name_survey).

This survey ran throughout the summer and received 162 responses. Many of the responses were very similar. Some of the more interesting (but not really viable) names are noted below:

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- Capitol High School
- Cronk's Institution of Awesomeness
- Cronkville Academy
- FUSION Science School
- HS3
- Nerd Cubed
- School of Health, Innovation, & Technology (acronym!)
- Science Pathways And Real-World Knowledge Academy
- SI Forest Academy

Though the School Board does not vote on mascots, the process proceeded in parallel with the name selection and is included for completeness. The proposed mascots ran the gambit of mythical beasts, cyborgs, honey badgers, and even Mr. Potato Head. From the viable recommendations provided, the Transition Team selected ten names and mascots to put forward in a second round of surveys in which community members were asked to select up to five preferences. I met with the PTO's of both SST & HS2 to share with them the process of selecting the name/mascot candidates and ask their support to encourage families to participate. Additionally, I met with both the newly formed middle and high school leadership classes to ask for their support in encouraging their peers to participate in the second round of surveys. We even had a visiting group of Japanese foreign exchange students participate in the mascot survey.

The approach generated an impressive number of responses. Approximately, **470** students, staff, and family members participated in round two of the name survey and approximately **545** community members participated in the mascot survey. (Aside, a clever scamp found a way to set up an automatic online bot to vote for their favorite mascot – which they did over 1200 times. These results were removed from consideration.)

Based on the second round of surveys, the following names/mascots were put forward to families at our Back to School Night on September 24, 2019. More than 400 people attended the event. The surveys are available below, but not active.

Top 5 Names: [https://hs2sst.formstack.com/forms/school\\_name\\_round\\_2](https://hs2sst.formstack.com/forms/school_name_round_2)

- School of Health, Science, and Technology
- Beaverton Academy of Science
- School of Science, Engineering, and Technology
- Beaverton Institute of Technology
- School of Biomedicine, Engineering, and Technology

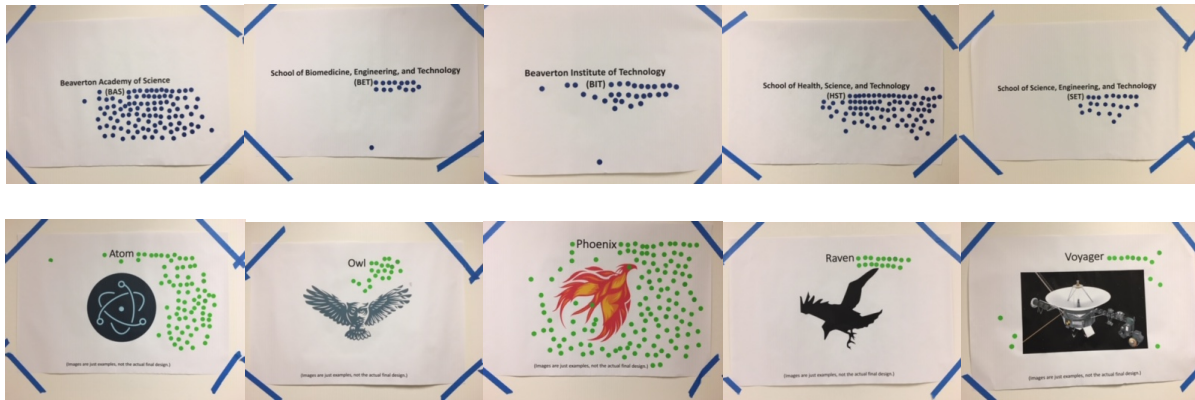
Top 5 Mascots: [https://hs2sst.formstack.com/forms/mascot\\_survey](https://hs2sst.formstack.com/forms/mascot_survey)

- Atom
- Owl
- Phoenix
- Raven
- Voyager

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



These options were put on posters outside of our gymnasium and family members were each given two adhesive dots – a blue dot to vote for a name and a green dot to vote for a mascot. The results showed two clear front runners for both the name and mascot.



This process brought forth the following contenders:

**Top 2 Names**

- Beaverton Academy of Science
- School of Health, Science, and Technology

**Top 2 Mascots**

- The Atom
- The Phoenix

The TransitionTeam met the following week to review the results. The Team noted that the most popular names could be placed into one of two categories: Names That Are Lists or Overarching Umbrella Names.



The list-based names focus on enumerating the content pathways that the schools currently offer. The overarching umbrella names provide a general sense of the school’s focus. Both approaches have merit. List names come up handily in Google searches. Umbrella names provide flexibility for the future.

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After lengthy discussion, the Transition Team unanimously preferred the flexibility of the umbrella-based approach, reasoning that pathways can change over the decades and no one wants to hassle over another new sign. The Team also strongly preferred a name that is not a combination of the existing schools' names. We want to open a new school with a new name that is forward looking. The Team also favorably discussed the idea that the new name should reflect the learning processes of the new school rather than the content – again as content may change over time. With that concept in mind, the motion was made to add “and Engineering” to the name “Beaverton Academy of Science”.

Science is the process of inquiry and research. Engineering is the process of design and making. Taken together, these processes describe very well what we hope all students of the new school will partake. With the phoenix – an ancient symbol of renewal – we look to open a new school, bringing forward the best traditions of two very different, but also very successful places for teaching and learning.

With that - the staff, students, and community members of the Health & Science School and the School of Science & Technology respectfully recommend that the Beaverton School Board approve the name below for the new school resulting from the merger of SST and HS2 in the summer of 2020.

## **Beaverton Academy of Science and Engineering**

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**ALOHA HS SEISMIC & ROOFING UPGRADES**

**POLICY ISSUE/SITUATION**

The 2014 Capital Bond included seismic upgrades and roofing projects at Aloha HS. To help increase the benefit to the school, Beaverton School District (BSD) staff applied for and received a \$2.5M Seismic Rehabilitation Grant Program (SRGP) from the State of Oregon. In order to obtain the grant, the performance standard for the building had to meet 'Life Safety' standards and the gymnasium to 'Immediate Occupancy' standards. These standards are higher than what is typically required for a new building and beyond the scope used for estimating the cost of the original planned seismic upgrades.

The current revised approved budget for this project is \$12,489,277.00, of which includes the \$2.5M from the Oregon SRGP. The project is projected to have a budget shortfall of \$6.85M due to market conditions, unforeseen conditions, and the overall complexity of this project. Given the importance of Aloha HS to the BSD, and its age (51 years old) relative to other buildings, BSD staff feel it is important to approve the budget increase and make the investment into this facility.

The budget increase of \$6.85M will provide the following:

- Completion of seismic upgrades necessary to receive the Oregon SRGP of \$2.5M.
- Replacement of full roof (except at newer existing areas).
- Correction of existing conditions such as:
  - Replacement of existing oversized and inefficient cooling tower.
  - Addition of overflow drains to roof as required by code.
  - Replacement of all existing non-fall rated skylights.

**BACKGROUND INFORMATION**

BSD staff presented an overall summary of the project and the budget challenges at the School Board Work Session on August 12, 2019. At that work session the Board recommended to bring this matter to the Bond Accountability Committee (BAC) for review.

On August 28, 2019, BSD staff presented the details of the budget shortfall to the BAC. As a result of the presentation and discussion, the BAC voted unanimously to recommend a budget transfer of \$6.85M from the Bond Program Reserve to the Aloha High School Seismic & Roofing project.

The shortfall of \$6.85M is based on the current proposal from the contractor Howard S. Wright. The budget

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increase will allow the contractor to begin planning and procurement for the work to take place in the summer of 2020.

### **RECOMMENDATION**

It is recommend that the Beaverton School Board approve the proposed Aloha High School Seismic and Roofing Upgrades.



**PUBLIC HEARING:** Procurements 6:15 – 6:25 p.m.

**Board Members Present:**

Becky Tymchuk, Chair  
Eric Simpson, Vice Chair  
LeeAnn Larsen  
Anne Bryan  
Tom Colett  
Susan Greenberg  
Donna Tyner

**Staff Present:**

Don Grotting	Superintendent
Ginny Hansmann	Deputy Superintendent of Teaching and Learning
Carl Mead	Deputy Superintendent of Operations
Steve Langford	Chief Information Officer
Sue Robertson	Chief Human Resource Officer
Maureen Wheeler	Public Communications Officer
Camellia Osterink	District Legal Counsel
Danielle Hudson	Administrator for Student Services
Toshiko Maurizio	Administrator for Multilingual Programs
Pat McCreery	Administrator for Equity and Inclusion
Tracy Bariao-Arce	Principal of Scholls Heights Elementary School
Wendy Rider	Principal of Mountain View Middle School
Kristine Baggett	BEF Executive Director
Jim Scherzinger	Interim Chief Financial Officer
Aaron Boyle	Administrator for Facilities Development
Nicole Will	Executive Administrator for Elementary Schools
Ken Struckmeier	Executive Administrator for Middle Schools
Larry Pelatt	Purchasing Manager
Steven Sparks	Executive Administrator for Long Range Planning

Visitors: 40

Media: 1

**CALL MEETING TO ORDER & BOARD PROCEDURES –** Becky Tymchuk

School Board Chair Becky Tymchuk called the Public Hearing on Procurements to order at 6:15 p.m. There were no public comments.

The regular School Board meeting was called to order at 6:30 p.m. by Becky Tymchuk. Chair Tymchuk asked for any changes to the agenda, there were none.

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## **Pledge to the Flag**

Karen Lally led the meeting with the Pledge of Allegiance.

## **DISCUSSION ITEM**

### **A. Bond Refinance and PERS Side Account – Carol Samuels from Piper Jaffray**

#### **BOND REFINANCE**

Carol addressed the opportunity to refinance outstanding bonds for savings. Interest rates have been coming down rapidly over the last six months due to a concern that we are entering a recession and current economics. When interest rates decline, the district has the opportunity to refinance outstanding bonds for savings. Refinancing also presents opportunities to adjust debt service structure to meet current needs and expectations.

If Beaverton chooses to refinance the School Board will need to adopt a resolution soon. Bond pricing will open on December 4, 2019.

#### Questions/Comments:

- If the Board were to approve, who and when would make the judgment call when the time comes to go through with this? *The resolution would delegate who that would be, either the Superintendent or the Chief Financial Officer.*
- If you refinance does this change the date and does this change the taxes our constituents pay? *Refinancing can provide an opportunity to restructure outstanding bonds. The savings is not delivered to the district for their use. It reduces the annual debt service on the general obligation bond.*
- When you are looking at the savings what was the bond rating associated with? *The assumption is that the district's existing rating will continue. School districts usually have a AA1 rating from Moody's. That is the second highest possible rating.*
- What would happen if our bond rating went down? *Any downgrades would put pressure on interest rates. If a district gets downgraded it is usually in small increments.*
- Will this move provide additional bond capacity when we go out for another bond? *There is the potential to restructure the existing bond so it is possible. In a significant way? Potentially.*
- If the interest rate volatility continues will those authorized to go ahead with the restructure be able to reach out to you for advice on making a decision? *Yes, and it is not uncommon to reach the date and decide to pull back.*

#### **PERS SIDE ACCOUNTS**

PERS and legislators are encouraging districts to set up Side Accounts (SAs). SAs are designed to reduce payroll rates by having employers deposit extra payments to PERS. SAs earn actual PERS returns. Employers can use either cash or bond proceeds to fund SAs. The state now provides a match of 25% for cash funded SAs. Beaverton has two SAs that were funded with bonds. Non-prioritized applications will be accepted beginning December 2, 2019. Beaverton would be considered a non-prioritized application. Applications will be funded on a first come, first serve basis with a waiting list. Employers will have 12 months from the application date to fund the account.

#### Questions/Comments:

- The Supreme Court challenge to HB 1049, is this part of the bill separable from the challenge? *Yes. This item is not being challenged.*
- To be eligible for the match it needs to be cash.
- What is the timing of providing the cash? *The PERS website and their administrative rules are in conflict. The PERS website states by August 31. The administrative rules states within one year.*
- If the district decides to do this and the state provides the match and that starts taking place, does it buy down the rate the district is expected to pay each and every year so the district will be receiving additional funds throughout the process? *The district will experience a lower charge which is like receiving money.*
- Has there been an average percentage of what others have done? *A list can be provided. It is also posted on the PERS website.*
- If we are looking at historical returns and comparing that to PERS returns but we are giving PERS that additional money match how does that look? *Can't speak to the district's investment history but in the past five years municipalities have been required by state law to invest in very short term safe government securities that have averaged less than 2%.*
- In your professional opinion is there a possibility between the short session coming up in February and the following year that the legislature will change any of these rules? *Carol's sense is that it would be very difficult to change this as they have already appropriated it.*
- Could you model out the savings over the next 10-12 years? *No, that modeling is a PERS model that is on the PERS website.*
- We are learning tonight, when will a decision be made? *The School Board Finance and Investment Committee is in discussion on this topic and will make a recommendation to the Board.*
- The consensus across the state is that this is a good idea but cash is hard to come by. The Finance and Investment Committee will be looking at what would be the implication of different amounts and what would that look like for Beaverton.
- Is it an absolute that we have to give the entire amount or can we get a lower percentage to get a lower reduction? *You can do a lower amount down to a minimum of \$25,000.*
- Interested in what the variations look like and what the impact would be to our budget. *It will go back to the Finance and Investment Committee to take a look at.*

#### **PUBLIC PARTICIPATION**

- Sara Schmitt, BEA president thanked the district for the additional staffing that has been allocated for large classes. Members are looking forward to meeting with community members and staff on the Student Success Act. BEA has sent out a survey and the link to that survey will be sent to Board members.
- Zephi Friend, BSD student spoke about middle school music scheduling and Mountainside HS Band. He advocated for everyday band in all middle schools.
- Shuchi Chawla spoke on the mental/emotional health and fitness training. She would like to see this included as part of the curriculum.
- Krysten Jolie, BSD parent spoke on the BSD Health Sex Ed Program Concerns regarding the curriculum being too explicit.
- Natalee Maxfield, BSD parent spoke on the health curriculum. She stated that controversial materials were adopted in the elementary curriculum without parent knowledge. She is requesting one hour for parents to review the material and maintain the opt out option.
- Colette Cassinelli, BSD employee spoke about the Student Success Act and certified school librarians. The Student Success Act could provide an opportunity to reinstate Certified School Librarians.

## **REPORTS**

### **A. Superintendent's Comments – Don Grotting**

- ACMA groundbreaking took place on Saturday, Sept. 21, 2019. This will be the final rebuild project in our current bond. The build will be done by August of 2021. All projects slated for our current bond will be completed on time and within the total bond budget.
- Implementation of the Student Success Act. The District planning team has been working with multiple stakeholders to engage our diverse community and to meet the requirements of the legislation. Bargaining members have been engaged and staff input should be completed by the end of October.
- West TV Elementary School – Due to water damage, students and staff have been relocated to the Timberland site until November. Safety of students and staff is the highest priority.
- Cedar Mill also had water damage prior to school starting. Staff and district personnel worked together to get the school ready by the first day of school.
- Enrollment is relatively flat after the 10-day drop. Kindergarten and 12<sup>th</sup> grades classes are above projections while the 7<sup>th</sup> grade classes are slightly below projections. Enrollment as of Friday, Sept. 20, 2019 is as follows:
  - K-5                    17,629
  - 6 – 8                   9,348
  - 9 – 12                12,146
- Kindergarten classes are currently 155 (5.63%) above projection.
- 12<sup>th</sup> grade classes are currently 80 (2.95) above projection.
- 7<sup>th</sup> grade classes are currently at 26 (-0.83%) below projection.
- Supt. Grotting met with the Governor today regarding the Student Success Act. She was interested in what districts are doing across the state to gather information and how they are engaging students, staff and community.

### **B. School Board Presentations**

#### **Scholls Heights Elementary School – Tracy Bariao-Arce**

Scholls Heights is a growing school with new developments being built. Parents feel valued and informed.

They are proud of their ELA scores that are trending upwards. They attribute their success to intentional work with Units of Study in Reading and Writing. 93% of students report that at least one adult cares about them. They are a PBIS school and focus on Social Emotional Learning in their daily work.

They would like to see an increase in their math scores. District TOSA's have provided training as well as the Math Studio teachers.

Losing the Wednesday early release collaboration time was disappointing, but they have been able to build a specials rotation schedule that allows time on a rotating basis for each team to collaborate. They will use this time to look at student data, instructional materials and behavior supports.

They rely heavily on the Student Success Coach but Scholls Heights only has a half time coach. They do have a full time counselor. A full time SSC would be valuable for not just Scholls Heights but for all buildings. Last year they had about 8 – 10 room clears.

Comments:

- It was recognized that 93% of students report that at least one adult cares about them.
- Applaud the work for professional collaboration and making up for the loss of early release time.

### Mountain View Middle School – Wendy Rider

A lot of changes have taken place this year. They have the newcomer program and two specialized classrooms. There is a strong sense of community. Mountain View's growth data is positive on both the state testing and PSAT results. Their AVID Coaching and Certification Instrument data is the best in the district.

The rate at which parents feel they are a part of the educational process has dropped. Principal Rider contributes this to the fact that communication was not consistent last year but she is changing that. Many hours were spent on attendance last year but their numbers still fell. They have tried to build a schedule that meets their needs.

Their achievement data on nationally and state normed tests is below average. Responses to the Annual Survey were concerning. The administrative team is partnering with families, collaborating with community organizations, offering professional development and engaging staff, parents and community members in building a positive and safe school culture.

#### Questions/Comments:

- Would love to see scores increase. What do you need from Board members to help with the scores? *They could use some intervention teachers. Having more classified staff would help. Advocate for equitable resources and distribution.*
- The model used for code of conduct is changing, can you explain? *They are doing restorative circles, it's more about investing in relationships with students. There is a new document that all middle schools are addressing with student behaviors. What about interpreting how students are punished and the intensity of the punishment? It really depends on the student and the situation.*
- How has AVID been? *It has been great.*
- Are you seeing attendance issues tied with mental health? *There is definitely a chunk of students who are too anxious to come to school. Kids are suffering because they are not getting the mental health help that they need.*
- Recrafting classes within the school day - what does that look like as well as the decision making process? *We used to have core classes that were 87 minutes and elective classes that were 45 minutes and students were segregated by grade level throughout the day so they didn't have passing time and lunch together. The primary reason for changing was students were spending time in core classes at the end doing homework or working on projects. Teachers felt like they were losing kids, classes were too long and they were losing students - they were getting up and wandering in the halls and it seemed like an unequal distribution of work for elective teachers. The teaching time was the same for teachers but the number of students was drastically different.*

### **C. Charter School Reports**

#### Arco Iris – Michelle Herron and Christa Billings

Arco Iris is in its tenth year of operation. They currently employ 24 certified/charter registered teachers, 8 classified employees, 3 BSD staff members, 3 subcontractors and 1 administrator. There are 355 students enrolled in kindergarten through fifth grade and 93 students in middle school.

The biggest celebration last year was securing a new location. They secured an expansion grant from the Oregon Dept. of Education. They are seeing a robust demand especially in the lower grades. They are seeing consistent strong assessment results.

A challenge they face is teacher retention and salary level. Any change in administration is always a challenge. The traffic flow is very challenging as well for students being dropped off and picked up.

The Arco Iris Open House will be on October 29<sup>th</sup> and all Board members are invited to attend.

**Hope Chinese** – Julie Rickman and Michael Bevis

Hope Chinese ended the 2018 – 2019 school year with 276 students grades kindergarten – 7<sup>th</sup> grade. They continue to see a 91%+ retention rate.

A priority for the year is to support their students more with their social emotional learning. They have hired a counselor that supports students and staff in more restorative justice practices.

Questions/Comments:

- Anne – how many classes per grade level? *Their goal was to have two classes per grade level. With the exception of 3<sup>rd</sup> grade and 5<sup>th</sup> grade they have met that goal. Their middle school program has one class each at 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade.*

**D. BEF Report** – Kristine Baggett

BEF was founded in 1988. Money raised provides hands-on academic enrichment and advancement programs and projects that go beyond normal school funding at all Beaverton schools. Last year BEF invested \$390,603 in 124 projects and programs for 27,481 students in 51 schools.

Questions/Comments:

- Do you have a goal for this year? *It will be more than \$390,000. It's hard to set a solid goal.*
- What would be the one thing that the Board could do? *Encourage all schools to participate and encourage everyone to make a contribution.*
- Are you seeing steady growth in the Phone-a-Thon and Choice programs? *We have seen some steady growth in the last 3 – 5 years. Individual donations are trending upwards as well.*

Board members thanked Kristine for everything that BEF does for students. Becky encouraged other Board members to participate in the Phone-a-Thon coming up in October.

**E. Financial Update** – Jim Scherzinger

The financial update has a new look to the report. It includes a working budget that reports on the current status of the district. Jim spoke about adjustments in the year-end forecast. Additional allocations were made to some schools/classrooms that had high class sizes.

- Appreciates the leadership and instigating new processes. What systems are being put into place so that this doesn't happen again. *At the School Board Work Session on October 15<sup>th</sup> Jim will be reporting out on what happened last year and what processes have been put into place.*
- Right now there is an estimated \$2M shortfall. The ending fund balance is targeted at 4.5%. Is that the Board policy of the first 5% and is there 0 left in the second 5%? *No, there is \$3.8M in the second 5%.*
- The changes that are coming on the expenditure side but no changes on the revenue side. There is potentially some positive revenue? *We are in a much more solid position than we were last year at this time. Last year we were \$4M short on the beginning balance and we had expected \$6M in corrections on the State School Fund. This budget we are only expecting \$400,000.*
- It looks like the attendance was up quite a bit but it's not that much with the 10-day drop. *Robert McCracken has provided the forecasting numbers and he has been following the actual seat count for the October 1<sup>st</sup> projection which is the count that we report to the State. He has developed a history on how the head count/projections rise prior to the first day of school and then slowly drops until October 1<sup>st</sup>. We are in the period where it is dropping every day but Robert has projected that out based on last year's enrollment. We are still projected to be up almost 200 for October 1<sup>st</sup>. In that projection the net growth is almost completely in kindergarten students. There are a few ups and downs in other grade levels.*

- How do you work in the extraordinary expenses that come up? *That's what the contingency is for. We have funds that are used for liability and capital funds outside of the general fund to work with. If worse comes to worse we have the contingency fund.*
- The original working budget was projected to be a reduction in salaries and benefits and then we had to raise it. *Once the year starts, money starts to get shifted around. The T&L cost center reported the biggest shift in sending funds out to the schools in different objects. This shift is usually curriculum materials going out to schools.*
- When you are moving money around at what point do we need a supplemental budget? *If the expenditures exceed what you budgeted you have to do a supplemental budget.*

**F. Student Success Act HB3427 Update** - Ginny Hansmann, Maureen Wheeler

Work on the Student Success Act continues to move forward. The community needs assessment survey has over 650 responses. Community meetings will begin this week. The Multilingual team has already been holding language specific meetings. Northwest Regional ESD was allocated funds to help districts with coaching and technical assistance.

**DISCUSSION ITEM**

**A. Aloha High School Seismic** – Aaron Boyle, Josh Gamez and Carl Mead

The 2014 Capital Bond included seismic upgrades and roofing projects at Aloha High School. Beaverton School District staff applied for and received a \$2.5M Seismic Rehabilitation Grant from the State of Oregon (SRGP). The current revised approved budget for this project is \$12,489,277.00 of which includes the \$2.5M from the Oregon SRGP. The project is expected to have a budget shortfall of \$6.85M due to market conditions, unforeseen conditions and the overall complexity of this project. A budget increase of \$6.85M will provide:

1. Completion of seismic upgrades necessary to receive the Oregon SRGP.
2. Replacement of full roof (except at newer existing areas).
3. Correction of existing conditions such as replacement of existing oversized and inefficient cooling tower, addition of overflow drains to roof as required by code and replacement of all existing non-fall rated skylight.

The Bond Accountability Committee (BAC) reviewed the details as presented at their August meeting. The BAC voted unanimously to recommend a budget transfer of \$6.85M from the Bond Program Reserve to the Aloha High School Seismic & Roofing project. A final decision will be presented at the October 28, 2019 School Board meeting.

Questions/Comments:

- When the scope of work is done will we have done everything to make AHS seismic ready? *Yes.*
- What is that total number from the Bond program? *The overall number right now is a little over \$50M.*
- Does this preclude us from doing anything like changing window size or doing something with the brick? *It does not preclude this.*

**ACTION ITEMS**

**A. OSBA Legislative Policy Committee Nomination** – Eric Simpson

The OSBA Legislative Policy Committee consists of the voting members of the OSBA Board of Directors and 19 representatives from 14 regions throughout the State. Candidates must be nominated by official action of a member board within the region.

Beaverton School District School Board nominated Becky Tymchuk for the Washington Region, Position 16.

LeeAnn Larsen made the motion to nominate Becky Tymchuk for the Washington Region, Position 16. Eric Simpson seconded and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Eric Simpson, Anne Bryan, Tom Colett, Susan Greenberg, Donna Tyner and LeeAnn Larsen.

**B. OSBA Board of Directors Nomination – Becky Tymchuk**

The Oregon School Boards Association (OSBA) is organized as one general state association with up to 21 elected representatives established to support member participation and representation. Candidates must be nominated by official action of a member Board within the region.

Beaverton School District School Board nominated Erika Lopez (Hillsboro School Board Member) for OSBA Board of Director, Position #20.

LeeAnn Larsen made the motion to nominate Erika Lopez for OSBA Board of Director, Position #20. Eric Simpson seconded and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Eric Simpson, Anne Bryan, Tom Colett, Susan Greenberg, Donna Tyner and LeeAnn Larsen.

**C. Consent Agenda – Becky Tymchuk**

**1. Personnel**

BE IT RESOLVED that the employee(s) who are recommended herein for administrator and teacher elections, leaves of absence, and resignations/terminations are accepted by the School Board as submitted at this meeting.

**2. Approval of School Board Meeting Minutes**

BE IT RESOLVED that the minutes for the August 26, 2019 School Board meeting be and hereby are approved.

**3. Grant Report**

BE IT RESOLVED that the Grant report be and hereby is approved as submitted.

**4. Approval of Alternate Contracting Procedure, Class Exemption for Classes of Public Improvement Projects**

BE IT RESOLVED that the Beaverton School Board of Directors (i) adopts and approves the findings of Attachment A, (ii), grants a specific exemption from competitive bidding requirements of ORS 279C.335(1), and approves and directs the use of the Exemption/Alternative Contracting Process pursuant to ORS 279C.335(2)(4)(b)(c).

**5. Approval of School Board Goals, Board Committees and Special Assignments**

BE IT RESOLVED that the School Board approve the Board goals, Board committees and special assignments for 2019 – 2020.

**6. 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.

**7. Resolution 19-0923 for Inclusion Under the State of Oregon Deferred Compensation Plan**

**BE IT RESOLVED** that the School Board approve the Resolution for Inclusion Under the State of Oregon Deferred Compensation Plan.

LeeAnn Larsen made the motion to adopt the Consent Agenda. Donna Tyner seconded and the motion passed unanimously by a vote of 7 to 0 by Becky Tymchuk, Eric Simpson, Anne Bryan, Tom Colett, Susan Greenberg, Donna Tyner and LeeAnn Larsen.

**BOARD COMMUNICATION – Board Members**

**A. Individual School Board Member Comments**

- Becky Tymchuk – Becky and Tom attended the ribbon cutting of the new Beaverton High School concession stand and community plaza. Anne and Becky attended the ACMA groundbreaking event last Saturday.

- LeeAnn Larsen was excited to attend the CUBE conference with fellow OSBA Board members.
- Eric Simpson is excited to look at the opportunities of the Finance & Investment Strategies Committee with the bond refinance possibility.
- Anne Bryan asked that all Board members read through the notes from the Finance & Investment Strategies Committee.

#### **ADJOURNMENT**

Becky Tymchuk adjourned the meeting at 9:43.

#### **INFORMATION ITEMS**

- Bond Program Status Update
- AC-AR Discrimination Complaint
- GBN/JBA-AR Sexual Harassment Complaint Procedure
- JBA/GBN-AR Sexual Harassment Complaint Procedure
- JFCF-AR Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Student
- KL-AR Public Complaints
- School Board Committee Finance & Investment Strategies Committee Report

Submitted by



Mary Hawkins



Becky Tymchuk, School Board Chair



**DESIGNATION OF SATO ES HAZARD ZONE 4  
AS A NON-TRANSPORTATION ZONE**

**POLICY ISSUE/SITUATION:**

On April 24, 2017, the Board approved the 2017 Transportation Supplemental Plan for Sato Elementary School and Mountainside High School which designated hazard zones for each school, enabling the District to receive 70% reimbursement for bus service to those areas from the State. Infrastructure updates have been implemented at Sato Elementary enabling Hazard Zone 4 to become part of the Non-Transportation Zone.

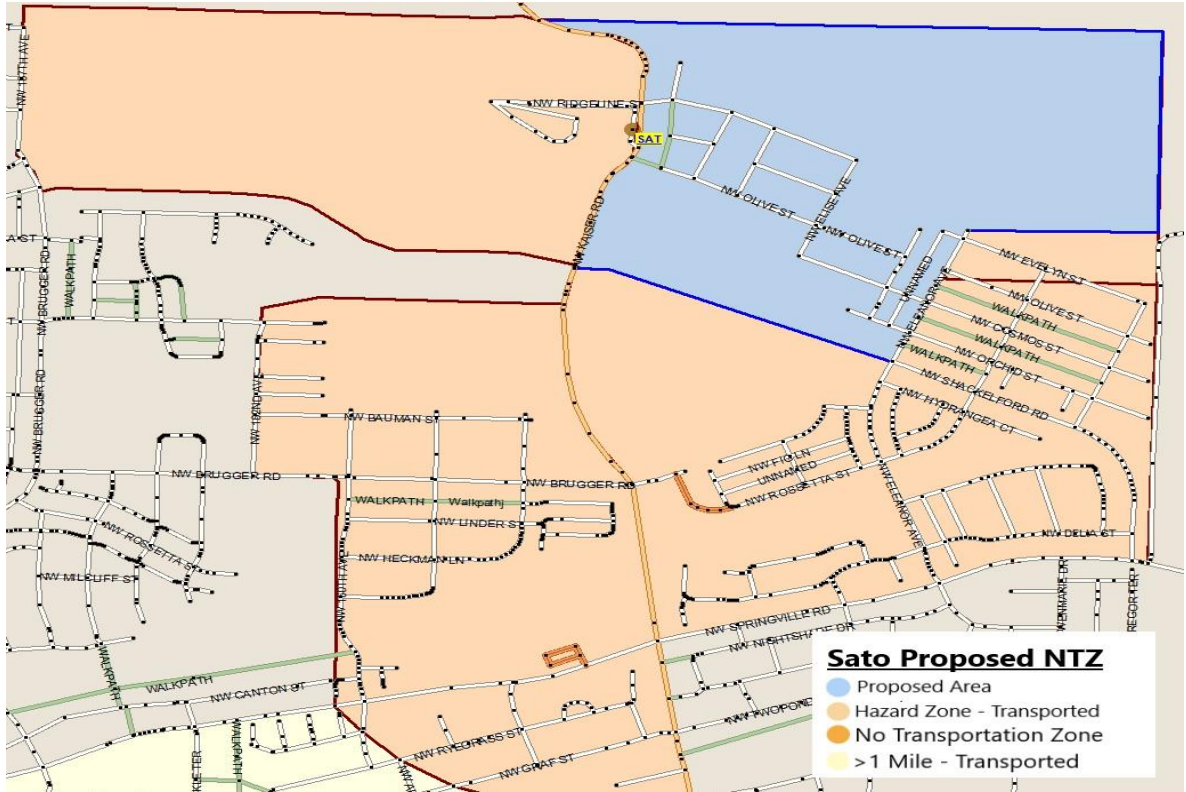
**BACKGROUND INFORMATION:**

Sato Elementary Hazard Zone 4 will soon offer occupancy in newly constructed homes. A condition of the occupancy by the County is placement of a traffic control device at the corner of NW Kaiser Road and NW Ridgeline St., installation of flashing 20-mph School Zone warning signs, and cross walks. All conditions have been met except for crosswalks. These changes, along with the placement of a BSD crossing guard, will bring NW Kaiser Rd in alignment with established crossing guidelines for elementary students living in the zone. Designating the zone as a Non-Transportation Zone will preclude it from bus service.

<b>Crossing Guidelines for Elementary Students</b>
<b>A. Crossing with No Assistance</b>
<ul style="list-style-type: none"> <li>· 2 lanes of traffic</li> <li>· 25 MPH</li> <li>· 175 ft. visibility each direction</li> <li>· No more than 6 cars per minute</li> </ul>
<b>B. Crossing with Crossing Guard</b>
<ul style="list-style-type: none"> <li>· 3 lanes of traffic</li> <li>· 30 MPH.</li> <li>· 175 ft. visibility each direction</li> </ul>
<b>C. Crossing with School Bus Lights</b>
<ul style="list-style-type: none"> <li>· 3 lanes of traffic</li> <li>· 30 MPH</li> <li>· 175 ft. visibility each direction</li> </ul>
<b>D. Crossing with Pedestrian Lights and Crossing Guard</b>
<ul style="list-style-type: none"> <li>· 5 lanes of traffic</li> <li>· 35 MPH</li> <li>· 175 ft. visibility</li> </ul>

**RECOMMENDATION:**

Beaverton School District staff recommends the School Board approve the proposed designation of Sato Elementary School Hazard Zone 4 as a Non-Transportation Zone effective upon completion crosswalks located at NW Kaiser Rd and NW Ridgeline St.





### GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
Kindergarten Partnership & Innovation	Early Learning Washington County (ELWC)	\$262,643			Permission to receive funding
The Kindergarten Partnership & Innovation funds support 2 Family Resource Coordinators who are tasked with providing Tier 1 Early Childhood Family Resource Coordinator Services - including access, early identification, referral to resources, and service coordination - to children ages 0 through six and their families with a specific focus on children who are disproportionately at risk of not being ready for kindergarten. The grant period is October 1, 2019 through September 30, 2020.					
Community Health Improvement Plan (CHIP) Grant	Washington County Dept. of Health & Human Services	\$24,788	11 Oct 2019	31 Oct 2019	Permission to apply
Washington County CHIP grants fund projects that increase organizational capacity for trauma informed and equity practices and address community health improvement priorities. The proposed project is for culturally-sensitive outdoor learning opportunities for Mountain View Middle School students and caregivers.					
Middle School Extended Day	Beaverton Education Foundation	\$81,400			Permission to receive funds
Each fall noncompetitive block grants are awarded to middle schools to fund outside of school programs for tutoring, access to technology, activities, and enrichment for students, or the Safe and Sound 4 Student Success (S4) Program.					
Farm to School Procurement		\$221,681			Permission to receive funds
Farm to School Procurement Grants provide funding for schools to buy more food from more Oregon farmers, ranchers, seafood harvesters and food processors.					

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date
ESEA Title Funds	Oregon Dept. of Education	\$8,606,695	1 Nov 2019	15 Dec 2019
ESSA School Improvement	Oregon Dept. of Education	\$43,680	30 Jun 2019	1 Nov 2019

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.

Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded
NSIF Innovation Leader Grant	Nike, Inc.	\$10,000	\$10,000
High School Success Fund (M98)	Oregon Dept. of Education	\$20,506,325	\$20,506,325

**RECOMMENDATION:**

It is recommended that the proposals be approved.

**Arco Iris Spanish Immersion School  
Annual Evaluation\*  
Beaverton School District  
October 28, 2019**

**\* To be updated after State Science Test results are available**



**Table of Contents**

**Evaluation Overview**.....2

**Highlights of Findings**.....3

**Program Evaluation Key Questions, Findings, and Supporting Evidence**.....4

Indicator	Key Question	Pg
1	To what extent has the school delivered its intended instructional program?	4
2	How well are students learning?	7
3	To what extent are staff qualified to deliver the program and ensure student learning?	11
4	To what extent is the school on sound financial footing?	13

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

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## Evaluation Overview

### *Purpose*

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

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

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

### *Design*

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

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

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

### *School Mission*

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

### *Site Visit*

The prescribed site visit was conducted by two Teaching and Learning staff on April 30, 2019. During the visit, math instruction was observed in grades K-5, English language arts in grades 1-8, and other subjects including P.E., Spanish language arts, science, and social studies.

## Highlights of Findings

Indicator	Key Question and Findings
1	<p data-bbox="329 275 1292 310">To what extent has the school delivered its intended instructional program?</p> <ul style="list-style-type: none"> <li data-bbox="329 317 1513 457">• Kindergarten students receive 80% of their instruction in Spanish, students in grade 1- 5 receive 65% of their instruction in Spanish and students in grades 6-8 receive 50% of their instruction in Spanish and 50% in English. English language arts classes are taught by staff members who are fully licensed and proficient in English.</li> <li data-bbox="329 464 1513 533">• BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations.</li> <li data-bbox="329 539 1513 640">• The majority of classroom observations featured large group instruction with relatively low levels of cognitive demand and limited differentiation. Even so, 91% of students were observed to be engaged in on-task behavior.</li> </ul>
2	<p data-bbox="329 653 743 688">How well are students learning?</p> <ul style="list-style-type: none"> <li data-bbox="329 695 1513 764">• The school monitors student progress using a variety of assessments that also inform instructional decisions.</li> <li data-bbox="329 770 1513 911">• The percentages of Arco Iris students exceeding and meeting standard on the OSAS English Language Arts and Mathematics tests are substantially greater than their elementary dual language peers in the District. As in previous years, the differences in performance narrow greatly when comparing only non-poverty or non-ELL students.</li> <li data-bbox="329 917 1513 1058">• Median growth percentiles for OSAS English Language Arts (ELA) and Math for both Arco Iris and BSD students in dual language classrooms are above the state average. The median growth percentile for Arco Iris students is higher than in the prior two years in ELA and math.</li> <li data-bbox="329 1064 1513 1123">• Pending the science test results, Arco Iris has met the student achievement requirements under the current Charter.</li> </ul>
3	<p data-bbox="329 1136 1422 1171">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul style="list-style-type: none"> <li data-bbox="329 1178 1243 1213">• All classes at Arco Iris are taught by licensed or registered teachers.</li> <li data-bbox="329 1220 1513 1289">• ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.</li> <li data-bbox="329 1295 1430 1331">• Teachers participate in a significant number of hours of professional development.</li> <li data-bbox="329 1337 1513 1501">• In 2019, 86% of parents gave the school an overall letter grade of A or B, down 6 percentage points from the preceding year. Nine in ten parents feel included and welcomed at Arco Iris and that the school has high standards and supports student success. One in four parents report that support services at Arco Iris are not very effective.</li> </ul>
4	<p data-bbox="329 1514 1049 1549">To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> <li data-bbox="329 1556 1513 1625">• A copy of the annual audit for 2017-18, conducted by a licensed auditor, was submitted to the District on November 21.</li> <li data-bbox="329 1631 1513 1701">• Arco Iris ended the ninth year of operation with a net income of \$258,209; 10% of total expenses for the year.</li> <li data-bbox="329 1707 1513 1814">• Net income for the school declined 18% from the prior year. The ending fund balance for the school after the ninth year of operation is \$1.4 million; 38% of the budgeted expenditures for 2019-20.</li> <li data-bbox="329 1820 1513 1879">• In 2018-19 85% of Arco Iris students were from BSD. The return rate for students in grades K-7 enrolled at the end of June 2019 was 84%, up from 78% the prior year.</li> </ul>

Indicator	Key Question and Findings
1	<p data-bbox="331 254 1292 285">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="331 296 1518 613" style="list-style-type: none"> <li data-bbox="331 296 1518 436">• Kindergarten students receive 80% of their instruction in Spanish, students in grade 1- 5 receive 65% of their instruction in Spanish and students in grades 6-8 receive 50% of their instruction in Spanish and 50% in English. English language arts classes are taught by staff members who are fully licensed and proficient in English.</li> <li data-bbox="331 443 1518 510">• BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations.</li> <li data-bbox="331 516 1518 613">• The majority of classroom observations featured large group instruction with relatively low levels of cognitive demand and limited differentiation. Even so, 91% of students were observed to be engaged in on-task behavior.</li> </ul>

*Charter Requirements*

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

5.1.1 All English Language Arts classes must be taught in English by a person proficient in the English language;

5.1.2 In Kindergarten approximately 80% of daily instruction will be given in Spanish and 20% in English. In first through fifth grades, approximately 65% of daily instruction will be given in Spanish and 35% in English;

5.1.3 In sixth, seventh and eighth grades, approximately 50 percent of daily instruction will be given in Spanish and 50 percent in English

5.1.4 Differentiated instruction in all classes;

5.1.5 Immersion teaching techniques will be incorporated in classes instructed in Spanish to ensure student success in Spanish learning acquisition;

5.1.6 The curriculum will be fully aligned with Oregon curriculum state standards, and the District's learning targets will serve as a guide for curriculum unit development and assessment;

5.1.7 The educational program implemented must meet the requirements of state and federal law, including, without limitation, Oregon content standards described in ORS 329.045, and other requirements concerning subjects of instruction and content standards;

5.1.8 Instructional materials will align with applicable Oregon State Standards, ORS 329.045, and Arco Iris's education program set forth in the Application. Arco Iris will notify the District in writing of its intent to use instructional materials 60 days in advance of its use; and

5.1.9 Alignment with the District's goal for all students to show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and to be prepared for post-secondary education and career success.

*Findings*

- English Language Arts classes are taught by fully licensed staff proficient in English.
- Kindergarten students receive 80% of their instruction in Spanish and 20% in English. Students in grade 1- 5 receive 65% of their instruction in Spanish and 35% in English. Students in grades 6 - 8 receive 50% of their instruction in Spanish and 50% in English.
- Differentiation was observed only in the form of book choices for reading.

- During the site visit, teachers primarily conducted large group instruction with some individual learning time. Partner or small group work was also frequently employed. In 27 observations, 91% of students were assessed as engaged in the lesson or instructional task at the time of the observation. Students were provided opportunities to demonstrate their understanding of lessons to their classmates or individually to the teacher. Teacher-student interactions were usually genial and respectful but varied by classroom. In multiple classrooms, teachers re-taught or reinforced behavior expectations with their students with varying degrees of effectiveness.
- During the course of observations, students were asked to copy information from the board, complete worksheets, read grade appropriate texts and answer comprehension questions, produce writing, perform calculations, and solve math problems. Overall, most assignments and learning targets would be classified as Depth of Knowledge Level 1 or 2.
- BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations. Learning targets were either posted or explicitly stated in the majority of classrooms observed during the site visit. Learning targets addressed in observed instruction include:

### **Math**

- Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form using tools strategically
- Find the area of a rectangle by counting in a variety of ways the total number of “square units” cover the shape
- Find the perimeter of a shape
- Draw a scaled bar graph to show a data set
- Divides multi-digit decimals using the standard algorithm
- Solve addition word problems within 10
- Tell how many tens and how many ones are in a 2-digit number
- Tell and write what time it is in hours and  $\frac{1}{2}$  hours using digital and analog clocks.

### **Language Arts**

- Recognize and name upper- and lowercase letters of the alphabet
- Read grade-level text orally with accuracy, appropriate rate, and expression
- Write narratives to develop real or imagined experiences or events using descriptive details and clear sequences.
- Write arguments to support claims with clear reasons and relevant evidence
- Read grade-level texts with purpose
- Ask and answer questions about key details in a text
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Introduce a topic or text clearly, state an opinion, and create an organizational structure grouping related ideas that supports purpose

### **Physical Education, Science, Social Studies, Spanish Language Arts**

- Identify and describe significant events and cultures within geographic regions
- Demonstrate an understanding of historical and current events, people, religions, and cultures
- Describe the connection between and the importance of two or more current or historical events
- Read and use informational texts about landform change to answer relevant questions
- Classify different kinds of materials by their observable properties
- Demonstrate teamwork and good sportsmanship by working cooperatively with and encouraging others
- Use correct capitalization and punctuation

- Immersion techniques observed during the site visit included frequent use of visual supports and comprehension checks, establishment of classroom routines, and effective teacher talk (clear and accurate use of language, repeating as needed, scaffolding in first language, etc.).
- Instructional materials employed during the 2018-19 school year included *Singapore Math* in grades 1-5, *Santillana Descubre* for Spanish Language Arts in 1<sup>st</sup> through 3<sup>rd</sup> grade, *Santillana Yabisi* in 4<sup>th</sup> through 8<sup>th</sup> grade, *Fusion Ciencias* for Science, and *Historia Y Ciencias Sociales* for Social Studies. *Story Town* is used for English Language Arts for grades 1-4 while for grades 5-8 grade ELA, a selection of short stories, poetry, novels, Notice & Note for literature analysis, and Lucy Calkin’s “Units of Study” for writing.

Indicator	Key Question and Findings
2	<p data-bbox="328 247 747 285">How well are students learning?</p> <ul data-bbox="328 285 1468 869" style="list-style-type: none"> <li data-bbox="328 285 1468 361">• The school monitors student progress using a variety of assessments that also inform instructional decisions.</li> <li data-bbox="328 361 1468 546">• The percentages of Arco Iris students exceeding and meeting standard on the OSAS English Language Arts and Mathematics tests are substantially greater than their elementary dual language peers in the District. As in previous years, the differences in performance narrow greatly when comparing only non-poverty or non-ELL students.</li> <li data-bbox="328 546 1468 697">• Median growth percentiles for OSAS English Language Arts (ELA) and Math for both Arco Iris and BSD students in dual language classrooms are above the state average. The median growth percentile for Arco Iris students is higher than in the prior two years in ELA and math.</li> <li data-bbox="328 697 1468 869">• Pending the science test results, Arco Iris has met the student achievement requirements under the current Charter: the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.</li> </ul>

*Charter Requirements*

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

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

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

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

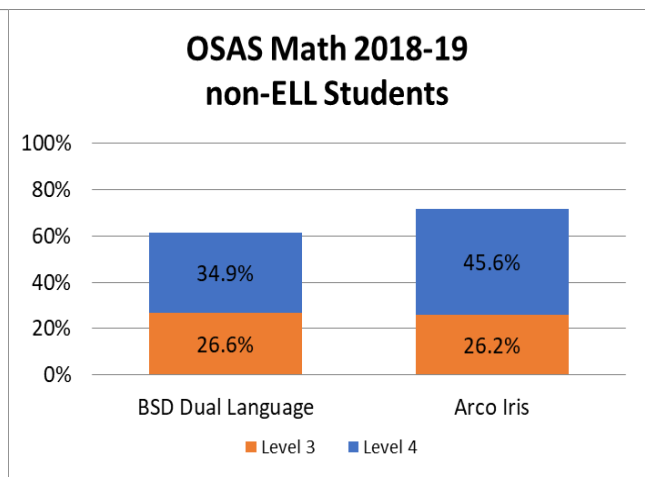
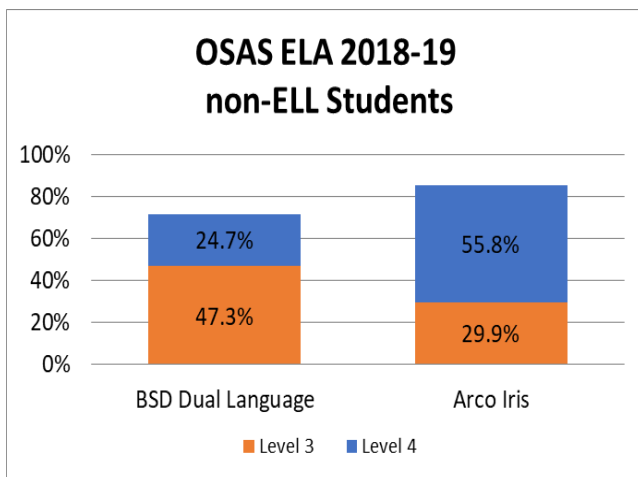
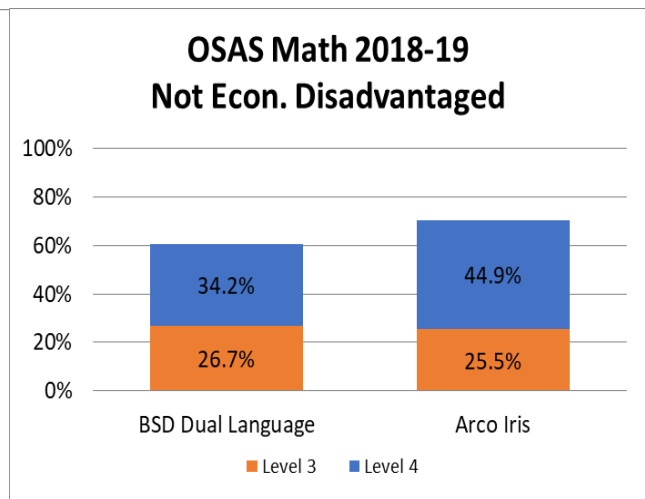
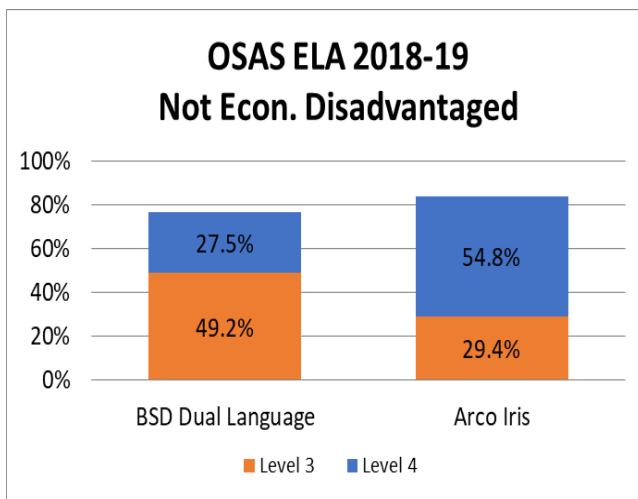
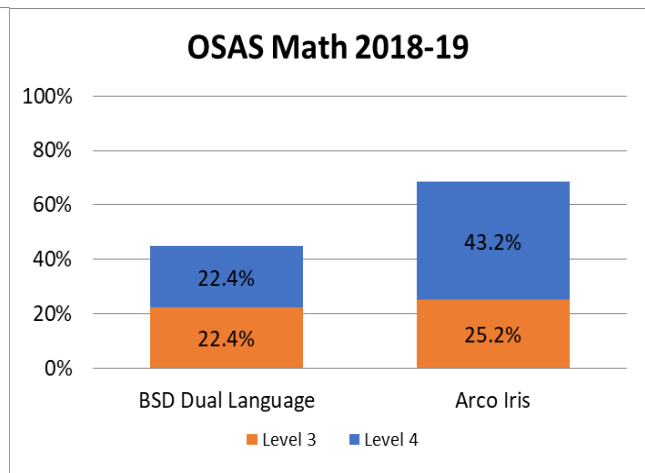
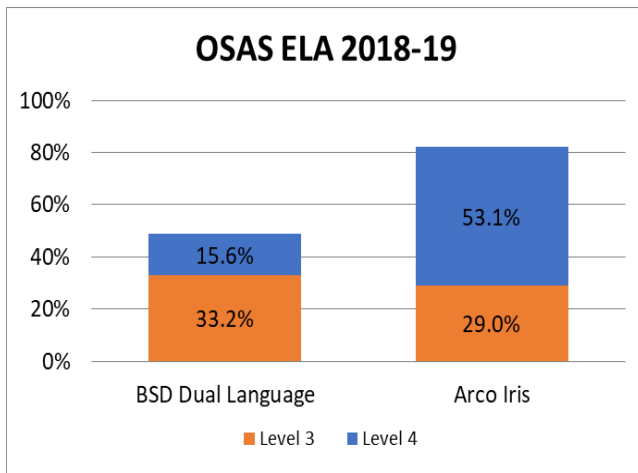
5.7 Student Achievement. All Arco Iris students must meet the District's learning targets for each grade level for each subject. Arco Iris will be deemed to have met the student achievement requirements of this Charter if, on a subject-by-subject basis, the percentage of Arco Iris students meeting or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

*Findings*

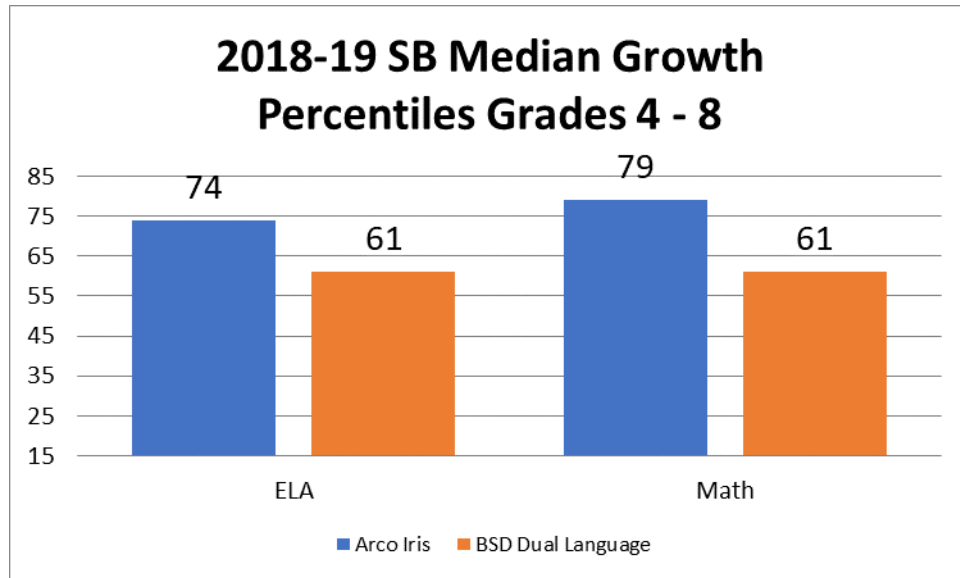
- The school monitors student progress using a variety of assessments that also inform instructional decisions.

<b>Assessment</b>	<b>Purpose</b>	<b>Use</b>	<b>Frequency</b>
<b>ELPA21 (English Language Proficiency Assessment)</b>	Assesses language acquisition of identified ELL students	Used in the monitoring of progress of identified ELL students.	Annually
<b>IRLA(English)</b>	Assesses student reading abilities and comprehension.	Progress monitoring and leveling for students	Twice a year for 1 <sup>st</sup> /2 <sup>nd</sup> grade. Twice a year for 3 <sup>rd</sup> through 8 <sup>th</sup> grade.
<b>ENIL(Spanish)</b>	Assesses student reading abilities and comprehension.	Progress monitoring and leveling for students	New students get tested at the beginning of the year (all grades). Twice a year for all grades 1 – 8.
<b>Singapore Math Assessments</b>	Assess and tracks progress in math concepts for grades 1-5.	Guides teaching strategies for daily learning at an individual level.	Weekly and end of unit assessments – reported in the trimester progress reports.
<b>OSAS English Language Arts, Mathematics, and Science</b>	Assesses students' mastery of Oregon content standards	Informs how Arco Iris students compare to the rest of the state. Used as a baseline measure of student progress.	Annually

- The State English Language Proficiency Assessment (ELPA21) was administered to 32 of 33 students enrolled in 2018-19 receiving or eligible for ELD services.
- As shown in the graphs below, the percentages of Arco Iris students exceeding and meeting standard on the OSAS Language Arts and Mathematics tests are substantially greater than their dual language peers in the District. As in previous years, the differences in performance narrow greatly when only non-poverty students or non-ELL students are compared.



- Median growth percentiles for OSAS English Language Arts (ELA) and math for both Arco Iris and BSD students in dual language programs are above the state average (50<sup>th</sup> percentile). The median growth percentile in math for Arco Iris students rose from 19 in 2016-17 to 57 in 2017-18 to 79 this year. During the same three-year period, the median growth percentile for Arco Iris students in English Language Arts rose from 52 in 2016-17 to 65 in 2017-18 to 74 this year.



- State test results in science will not be available until the State Board of Education adopts performance standards for the new test later this year.

<insert science test results graph here>

- Pending the science test results, Arco Iris has met the student achievement requirements under the current six-year Charter: the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.

Indicator	Key Question and Findings
3	<p data-bbox="331 254 1422 289">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="331 296 1433 615" style="list-style-type: none"> <li data-bbox="331 296 1243 331">• All classes at Arco Iris are taught by licensed or registered teachers.</li> <li data-bbox="331 331 1341 401">• ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.</li> <li data-bbox="331 401 1433 436">• Teachers participate in a significant number of hours of professional development.</li> <li data-bbox="331 436 1433 615">• In 2019, 86% of parents gave the school an overall letter grade of A or B, down 6 percentage points from the preceding year. Nine in ten parents feel included and welcomed at Arco Iris and that the school has high standards and supports student success. One in four parents report that support services at Arco Iris are not very effective.</li> </ul>

*Charter requirements*

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

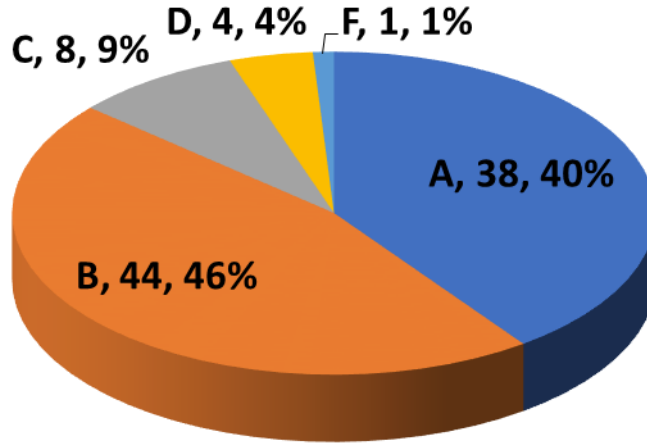
18.2 Classes Taught in Spanish. All classes at Arco Iris taught in Spanish will be taught by a bilingual Spanish/English teacher with native or near-native proficiency in Spanish.

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

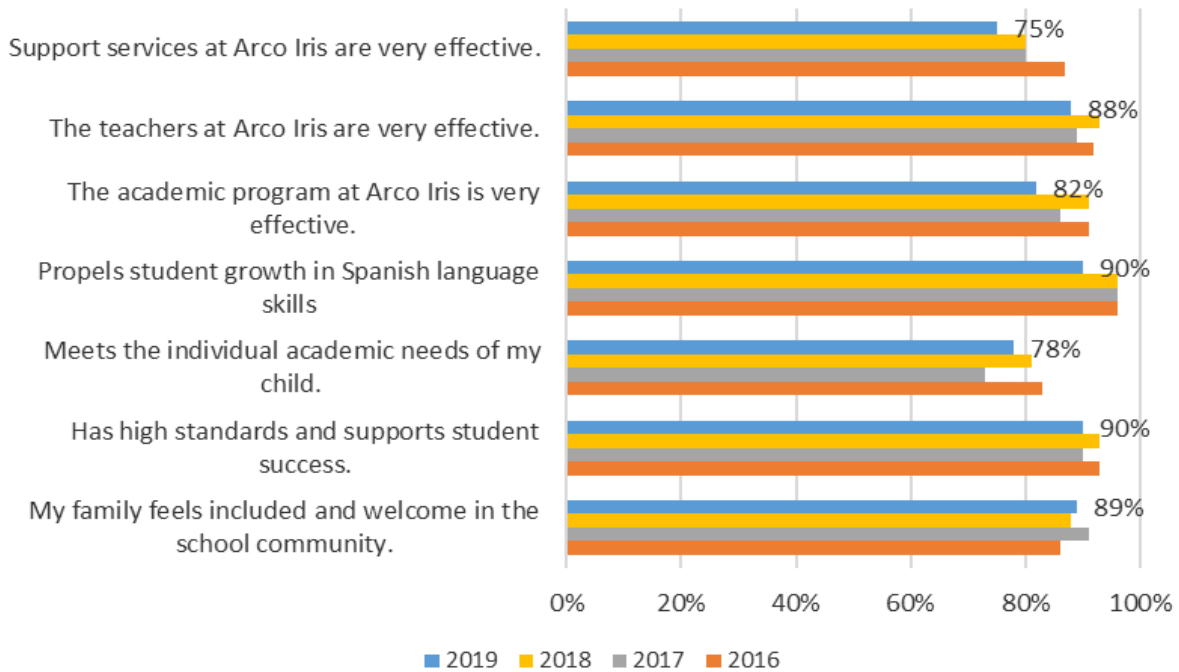
*Findings*

- English Language Arts classes are taught by staff who are proficient in English and appropriately certified.
- At the time of the on-site visit, all classes taught in Spanish were taught by a teacher proficient in Spanish.
- All Arco Iris teachers are appropriately licensed or on the charter school registry maintained by TSPC.
- ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.
- Teachers participated in multi-day professional development in 2018-19 on Singapore Math, continuing professional development from prior years in this area. In addition, teachers engaged in learning to improve school climate and culture as well as student health and safety. Teachers also participated in BSD professional development during early release Wednesdays, however the school's later end time on Wednesdays compared to BSD elementary schools made this difficult.
- In 2019, 86% of parents gave the school an overall letter grade of A or B, down 6 percentage points from the preceding year. Nine in ten parents feel included and welcomed at Arco Iris and that the school has high standards and supports student success. One in four parents report that support services at Arco Iris are not very effective.

### Overall, what grade would you give Arco Iris?



### Arco Iris Parent Survey



Indicator	Key Question and Findings
4	<p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> <li>A copy of the annual audit for 2017-18, conducted by a licensed auditor, was submitted to the District on November 21.</li> <li>Arco Iris ended the ninth year of operation with a net income of \$258,209; 10% of total expenses for the year.</li> <li>Net income for the school declined 18% from the prior year. The ending fund balance for the school after the ninth year of operation is \$1.4 million; 38% of the budgeted expenditures for 2019-20.</li> <li>In 2018-19 85% of Arco Iris students were from BSD. The return rate for students in grades K-7 enrolled at the end of June 2019 was 84%, up from 78% the prior year.</li> </ul>

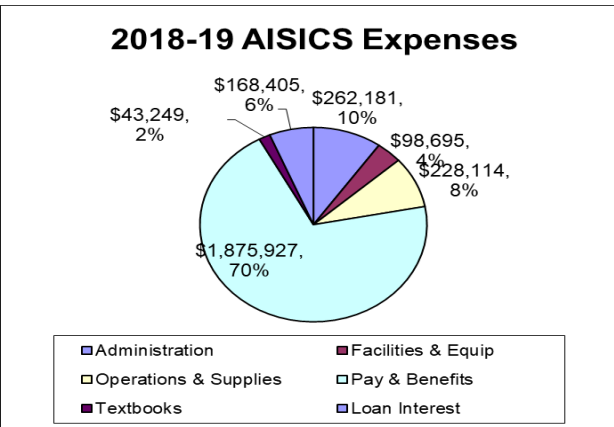
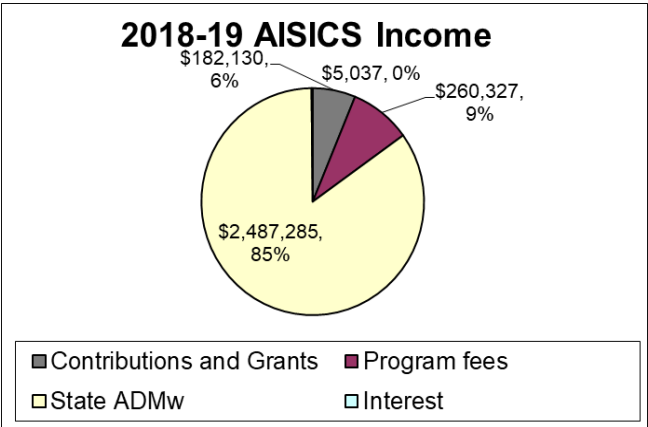
*Charter Requirements*

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

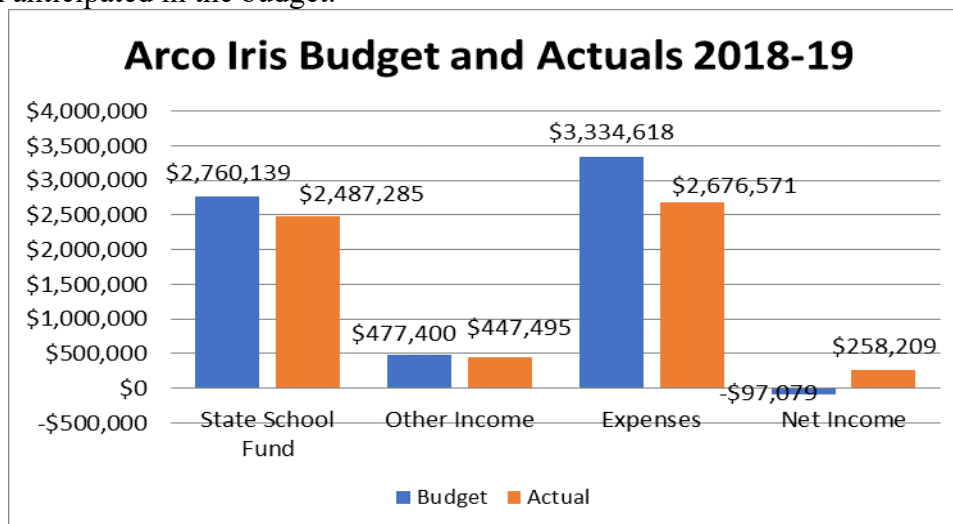
13.1 Annual Budget. On or before April 15 of each year, AISICS will submit to the District Arco Iris's proposed budget for the next fiscal year.

*Findings*

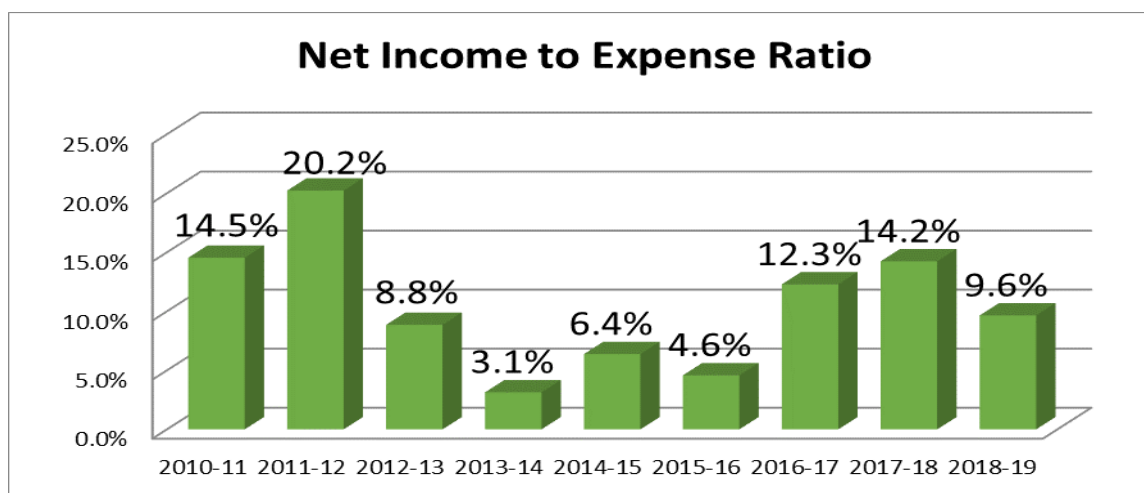
- The annual audit for 2018-19, conducted by a licensed auditor, found that the school’s financial statements accurately reflect the school’s financial position after the ninth year of operation. Arco Iris was in compliance with laws, regulations, and standards with the exception of failing to obtain quotes or document exemptions for purchases exceeding \$10,000.
- A statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues shows that Arco Iris ended the ninth year of operation with net income of \$258,209 on total revenues of \$2,934,779 and \$2,676,571 total expenses. State School fund accounts for 85% of the school’s income, approximately the same percentage as the last three year. Contributions account for 6% of total income, the same percentage as in 2014-15. Income and expenses are summarized below:



- Although the 2018-19 budget projected a deficit of almost \$100,000, the school ended the year with actual net income of more than \$250,000. Both State School Fund and expenses were lower than anticipated in the budget.



- Net income for the school declined 18% from the prior year. The ending fund balance for the school after the ninth year of operation is \$1.4 million; 38% of the budgeted expenditures for 2019-20.



- The 2019-20 budget was provided to the District on May 17<sup>th</sup>.
- In 2018-19 85% of Arco Iris students were from BSD. The return rate for students in grades K-7 enrolled at the end of June 2019 was 84%, up from 78% in the prior year.

	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	MS	Total
Active students at end of year	53	52	53	55	50	48	58	307
Returned to Arco Iris	50	43	48	47	40	35	49	240
Returned to BSD school	1	4	5	3	6	13	6	43
Enrolled in another district, private school, home school	2	5	0	5	4	0	3	24
Return rate	94%	83%	91%	85%	80%	73%	84%	84%

# Hope Chinese Charter School Annual Evaluation\* Beaverton School District October 28, 2019

**\* To be updated after State Science Test results are available**



## Table of Contents

**Evaluation Overview**.....2

**Highlights of Findings**.....3

**Program Evaluation Key Questions, Findings, and Supporting Evidence**.....4

Indicator	Key Question	Pg
1	To what extent has the school delivered its intended instructional program?	4
2	How well are students learning?	7
3	To what extent are staff qualified to deliver the program and ensure student learning?	11
4	To what extent is the school on sound financial footing?	13

*School Board 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.*

## Evaluation Overview

### *Purpose*

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

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

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

### *Design*

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

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

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

## Highlights of Findings

Indicator	Key Question and Findings
1	<p data-bbox="315 289 1273 323">To what extent has the school delivered its intended instructional program?</p> <ul style="list-style-type: none"> <li data-bbox="315 331 1386 436">• Students in grades K - 2 receive 65% of their instruction in Chinese and 35% in English. Instruction for grades 3 - 5 students is 50% in each language while instruction in grades 6-7 is 35% in Chinese and 65% in English.</li> <li data-bbox="315 445 1321 508">• BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning.</li> <li data-bbox="315 516 1419 621">• Students engage in a variety of modes of instruction including large group, small group, pairs, and individual learning. 86% of students were assessed as engaged in the lesson or instructional task during the site visit.</li> </ul>
2	<p data-bbox="315 630 721 663">How well are students learning?</p> <ul style="list-style-type: none"> <li data-bbox="315 672 1419 735">• Teachers use a variety of common assessments to monitor student progress, inform instructional decisions, and document student learning.</li> <li data-bbox="315 743 1403 919">• The percentages of HCCS students exceeding and meeting standard on the OSAS English Language Arts and Mathematics tests are substantially greater than their Dual Language peers in the District. As in previous years, the differences in performance narrow greatly or, in some cases, disappear when only non-poverty students or non-ELL students are compared.</li> <li data-bbox="315 928 1435 1104">• The median growth percentile for HCCS students is above the state (50<sup>th</sup> percentile) in ELA and math but is at or below the corresponding median growth percentile for BSD students enrolled in dual language programs. The median growth percentile for English Language Arts has dropped over the past three years while the median growth percentile for math increased compared to the previous year.</li> <li data-bbox="315 1113 1273 1180">• Pending the science test results, HCCS has met the student achievement requirements under the current five-year Charter.</li> </ul>
3	<p data-bbox="315 1188 1403 1222">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul style="list-style-type: none"> <li data-bbox="315 1230 1354 1293">• All Hope Chinese teachers are appropriately licensed or on the charter school registry maintained by TSPC. Licensed teachers were 74% of FTE in 2018-19.</li> <li data-bbox="315 1302 1386 1365">• English Language Arts instruction is delivered by teachers who are proficient in English and appropriately certified.</li> <li data-bbox="315 1373 1370 1407">• Classes taught in Chinese are conducted by bilingual Chinese/English teachers.</li> <li data-bbox="315 1415 1435 1478">• Teachers participate in a significant number of hours of professional development to improve instruction and the classroom and school environment.</li> <li data-bbox="315 1486 1419 1600">• In 2019, 87% of parents awarded an A or B grade to HCCS. 94% of parent report feeling welcome and accepted at the school, but only 65% of parents report feeling well-informed about what is happening at HCCS.</li> </ul>
4	<p data-bbox="315 1608 1029 1642">To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> <li data-bbox="315 1650 1419 1713">• The 2019-20 budget has been provided to the District and the audit report for 2018-19 did not identify any issues.</li> <li data-bbox="315 1722 1338 1755">• HCCS had a net loss of \$84,079, less than 3% of total expenses for 2018-19.</li> <li data-bbox="315 1764 1321 1827">• After the seventh year of operation, Hope Chinese's ending fund balance is \$1,184,090 or 35% of the expenditures budgeted for 2019-20.</li> <li data-bbox="315 1835 1386 1898">• In 2018-19, 84% of HCCS students were from BSD. The return rate for students enrolled at the end of the prior school year continues to be above 90%.</li> </ul>

Indicator	Key Question and Findings
1	<p data-bbox="313 289 1273 323">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="313 344 1419 630" style="list-style-type: none"> <li data-bbox="313 344 1419 449">• Students in grades K - 2 receive 65% of their instruction in Chinese and 35% in English. Instruction for grades 3 - 5 students is 50% in each language while instruction in grades 6-7 is 35% in Chinese and 65% in English.</li> <li data-bbox="313 457 1419 520">• BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning.</li> <li data-bbox="313 529 1419 630">• Students engage in a variety of modes of instruction including large group, small group, pairs, and individual learning. 86% of students were assessed as engaged in the lesson or instructional task during the site visit.</li> </ul>

*Charter Requirements*

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

5.1.1 All English Language Arts classes must be taught in English by a person proficient in the English language;

5.1.2 In kindergarten, first and second grades, 65% of daily instruction will be in Chinese and 35% in English;

5.1.3 In third, fourth and fifth grades, 50% of daily instruction will be in Chinese and 50% in English;

5.1.4 In sixth, seventh and eighth grades, 35% of daily instruction will be in Chinese and 65% in English;

5.1.5 Differentiated instruction in all classes;

5.1.6 Immersion teaching techniques will be incorporated in classes instructed in Chinese to ensure student success in Chinese learning acquisition;

5.1.7 The curriculum will be fully aligned with Oregon curriculum state standards, and the District's learning targets will serve as a guide for curriculum unit development and assessment;

5.1.8 The educational program implemented must meet the requirements of state and federal law, including, without limitation, Oregon content standards described in ORS 329.045, and other requirements concerning subjects of instruction and content standards;

5.1.9 Instructional materials will include the Primary Math (also known as Singapore Math), Harcourt *Story Town*, Zaner-Bloser handwriting materials, and other materials that align with the District's Learning Targets, applicable Oregon State Standards, and Charter School's education program set forth in the Application, so long as Hope Chinese notifies the District in writing of its intent to utilize such a curriculum 60 days in advance of its use.

*School Mission*

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

*Site Visit*

The prescribed site visit was conducted by two Teaching and Learning staff on February 26, 2019. During the visit, all teachers of Chinese language arts, English language arts, math, science, and PE instruction in grades kindergarten through 7 were observed.

## Findings

- At all grade levels, English language arts instruction is provided by staff members who are proficient in English.
- Students in grades K - 2 receive 65% of their instruction in Chinese and 35% in English. Instruction for grades 3 - 5 students is 50% in each language while grades 6 and 7 are 35% in Chinese and 65% in English.
- Students receive differentiated instruction through grouping based on achievement as well as through differentiated materials, including individual reading books and student choice in topics. *Singapore Math* materials provide students with exercises based on the student's achievement and accuracy. Teachers provide individual help and additional challenging work for those who need it.
- During the site visit, students were observed engaging in a variety of modes of instruction including large group, small group, pairs, and individual learning time. A variety of methods were used to engage students -- random calling, cold calling, choral reading, physical response, individual and full class responses, and turn and talk. Methods to refocus student attention or transition students from one activity to the next varied across classrooms and were effective in most classrooms. Classroom routines were efficient and known by students. In 38 observations across 22 classrooms, 86% of students were assessed as engaged in the lesson or instructional task at the time of the observation. Engagement varied by grade level and the content of the lesson.
- Immersion techniques observed during the site visit included frequent use of comprehension checks (including student responses on white boards), use of physical gestures and prompts, and effective teacher talk (clear and accurate use of language, repeating as needed, use of amplification system, etc.).
- During the course of the visit, students were asked to recall information, make predictions, support arguments with evidence, develop conceptual understanding of math concepts and fluency with math procedures, acquire and use correct vocabulary and pronunciation, and write and speak accurately.
- BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations. Observed instruction aligned with District learning targets as detailed here:

### Math

- Solve word problems involving dollar bills (\$) and cents (¢)
- Represents three-dimensional figures using nets made up of rectangles and triangles and uses the nets to find the surface area of these figures
- Solve measurement word problems that have simple fractions, decimals and unit conversions
- Know that objects have measurable attributes and I know what they are called (such as length and weight)
- Categorize polygons based on their attributes
- Uses facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure

## **ELA**

- Recognize and produce rhyming words
- Identify the main topic and retell key details of a text
- Write effective argument text
- Print upper- and lowercase letters; produce and expand complete sentences
- Use an apostrophe to form contractions
- Compare and contrast a collection of books by a single author

## **Social Studies/Science**

- Read and use informational texts about landform change to answer relevant questions
- Identify different ways of looking at an event, issue, or problem.

## **PE**

- Perform non-locomotor skills

## **Language Development**

- Construct meaning from and create clear and coherent grade-appropriate speech
- Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses
- Determine the meaning of words and phrases in oral presentations and literary and informational text

- Instructional materials used during the 2018-19 school year included *Singapore Math*, *Lucy Calkin's Units of Study* for writing, *Better Chinese* and *Happy Chinese* for Chinese Language Arts, and *FOSS Science*.

Indicator	Key Question and Findings
2	<p data-bbox="313 249 727 281"><b>How well are students learning?</b></p> <ul data-bbox="313 291 1435 911" style="list-style-type: none"> <li data-bbox="313 291 1435 359">• Teachers use a variety of common assessments to monitor student progress, inform instructional decisions, and document student learning.</li> <li data-bbox="313 369 1435 548">• As shown in the graphs below, the percentages of HCCS students exceeding and meeting standard on the OSAS English Language Arts and Mathematics tests are substantially greater than their Dual Language peers in the District. As in previous years, the differences in performance narrow greatly or, in some cases, disappear when only non-poverty students or non-ELL students are compared.</li> <li data-bbox="313 558 1435 737">• The median growth percentile for HCCS students is above the state (50<sup>th</sup> percentile) in ELA and math but is at or below the corresponding median growth percentile for BSD students enrolled in dual language programs. The median growth percentile for English Language Arts has dropped over the past three years while the median growth percentile for math increased compared to the previous year.</li> <li data-bbox="313 747 1435 911">• Pending the science test results, HCCS has met the student achievement requirements under the current five-year Charter: the percentage of HCCS students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.</li> </ul>

*Charter Requirements*

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

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

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

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

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

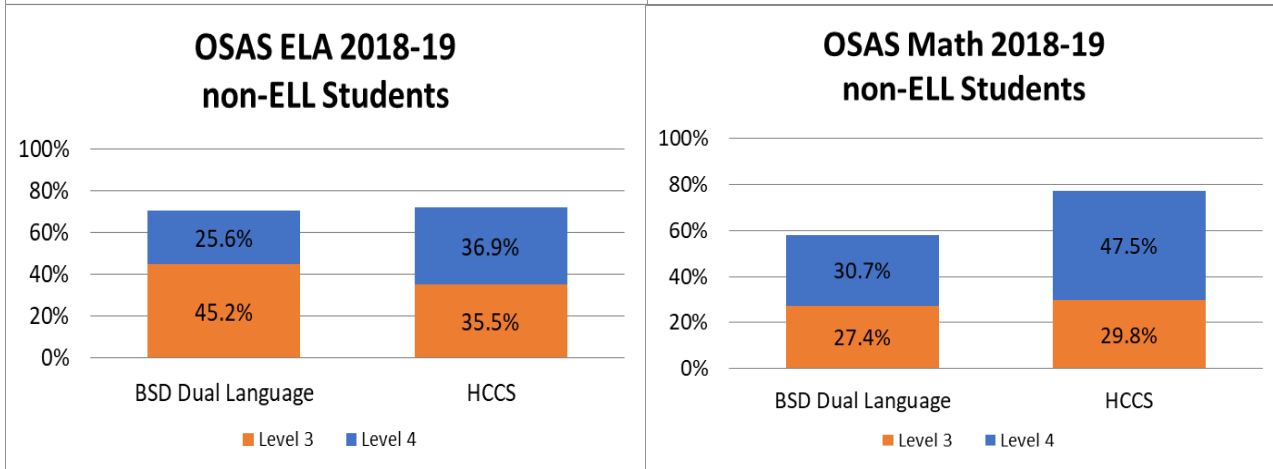
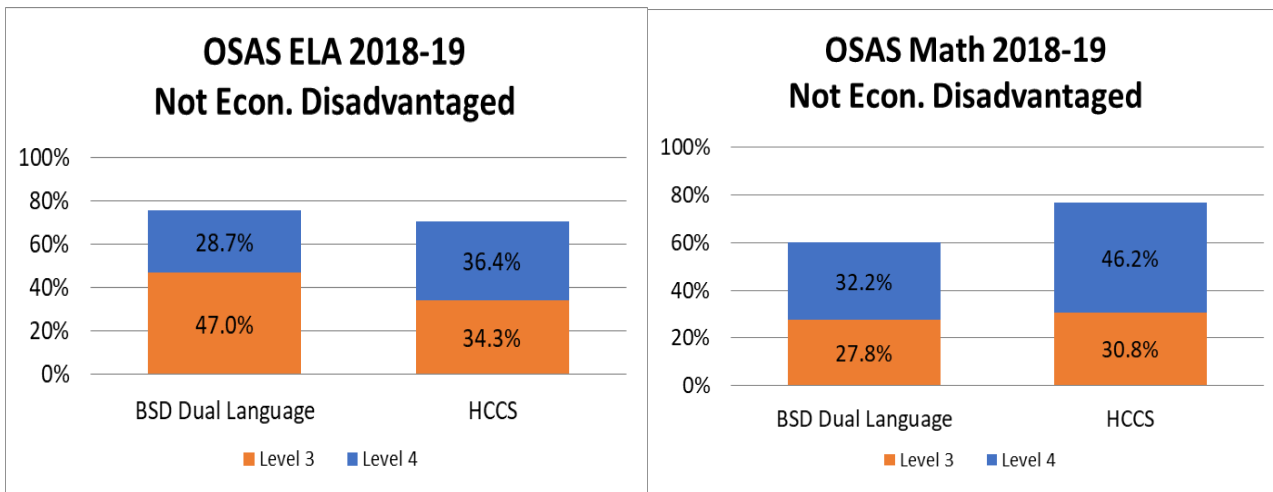
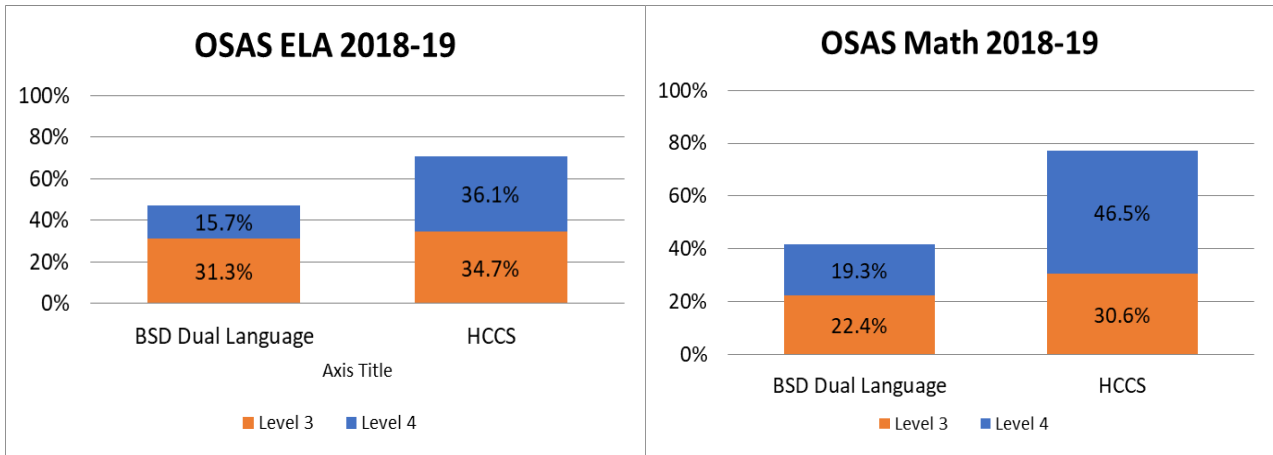
5.7 Student Achievement. All of the Charter School students must meet the District's learning targets for each grade level for each subject. The Charter School will be deemed to have met the student achievement requirements of this Charter if, on a subject-by-subject basis, the percentage of Charter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

*Findings*

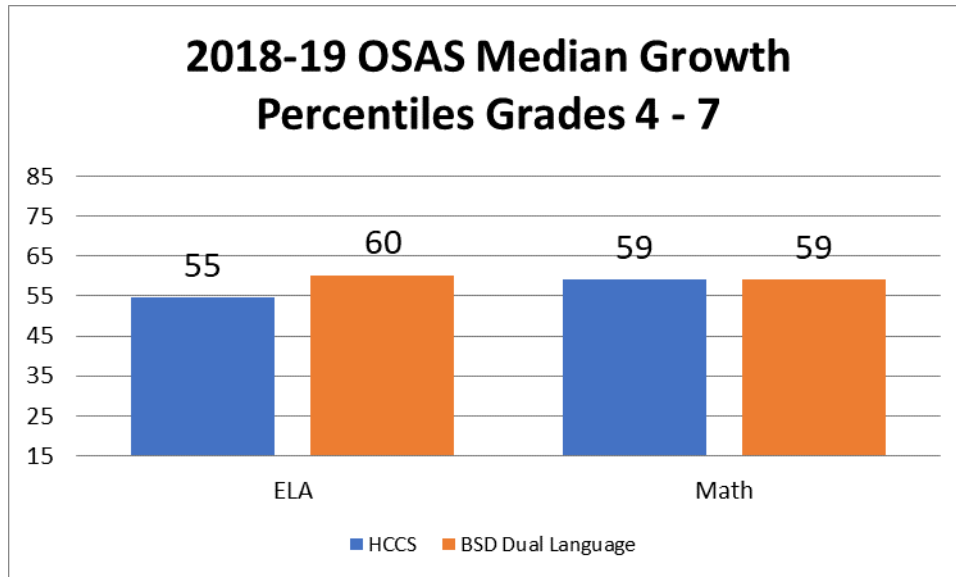
- The school monitors student progress using a variety of assessments that also inform instructional decisions.

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

- The State’s English Language Proficiency Assessment (ELPA21) was administered to all 12 students enrolled in 2018-19 receiving or eligible for ELD services.
- As shown in the graphs below, the percentages of HCCS students exceeding and meeting standard on the OSAS English Language Arts and Mathematics tests are substantially greater than their Dual Language peers in the District. As in previous years, the differences in performance narrow greatly or, in some cases, disappear when only non-poverty students or non-ELL students are compared.



- The median growth percentile for HCCS students is above the state (50<sup>th</sup> percentile) in ELA and math but is at or below the corresponding median growth percentile for BSD students enrolled in dual language programs. The median growth percentile for English Language Arts has dropped from 64 in 2016-17 to 62.5 in 2017-18 to 54.5 in 2018-19. In contrast, the median growth percentile for math increased from 46 in 2017-18 to 59 this year.



- State test results in science will not be available until the State Board of Education adopts performance standards for the new test later this year.

<insert science test results graph here>

- Pending the science test results, HCCS has met the student achievement requirements under the current five-year Charter: the percentage of HCCS students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.

Indicator	Key Question and Findings
3	<p data-bbox="313 243 1403 275">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="313 285 1442 697" style="list-style-type: none"> <li data-bbox="313 285 1365 359">• All Hope Chinese teachers are appropriately licensed or on the charter school registry maintained by TSPC. Licensed teachers were 74% of FTE in 2018-19.</li> <li data-bbox="313 359 1386 432">• English Language Arts instruction is delivered by teachers who are proficient in English and appropriately certified.</li> <li data-bbox="313 432 1365 506">• Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese.</li> <li data-bbox="313 506 1442 579">• Teachers participate in a significant number of hours of professional development to improve instruction and the classroom and school environment.</li> <li data-bbox="313 579 1421 697">• In 2019, 87% of parents awarded an A or B grade to HCCS. 94% of parent report feeling welcome and accepted at the school, but only 65% of parents report feeling well-informed about what is happening at HCCS.</li> </ul>

*Charter requirements*

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

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

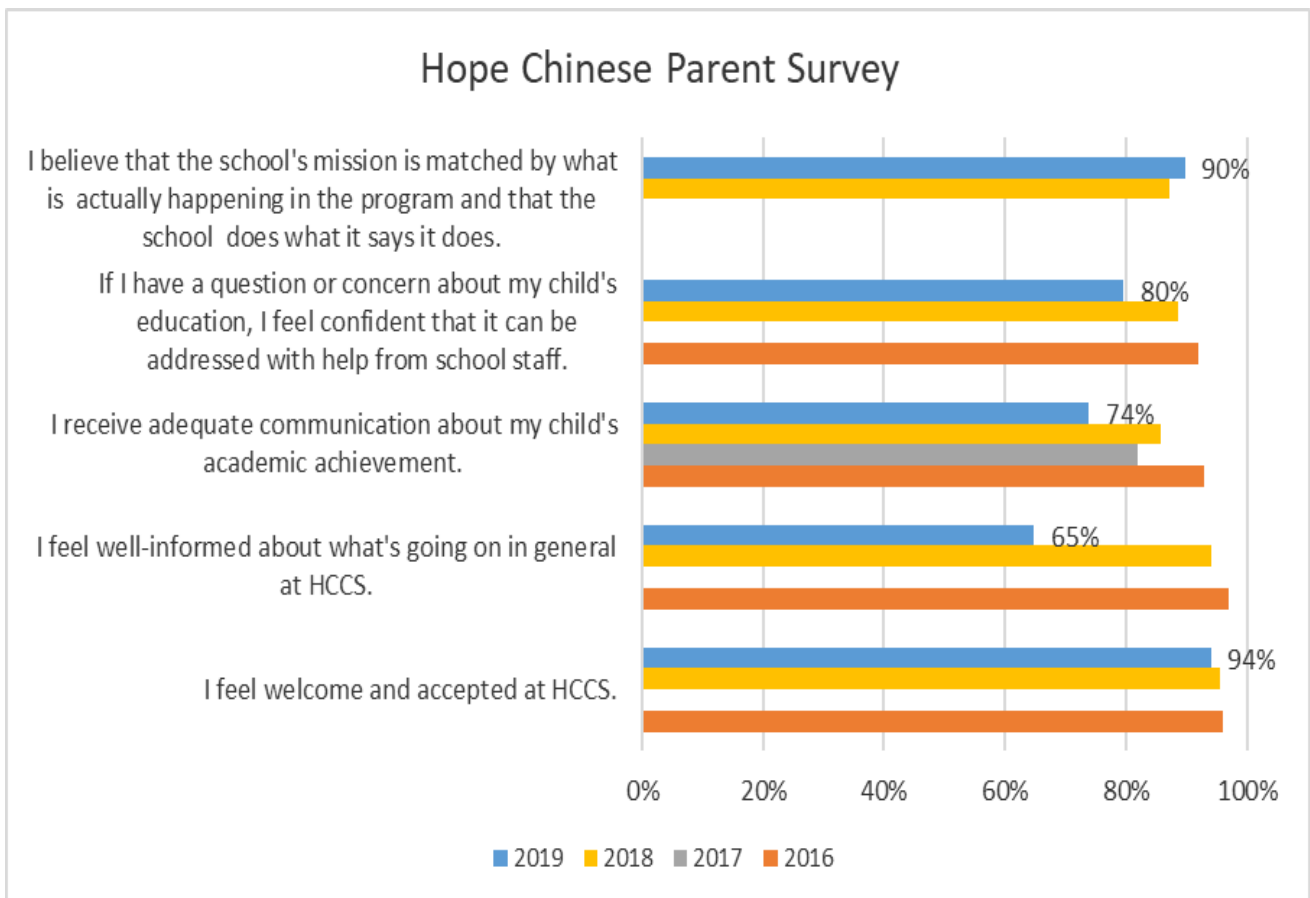
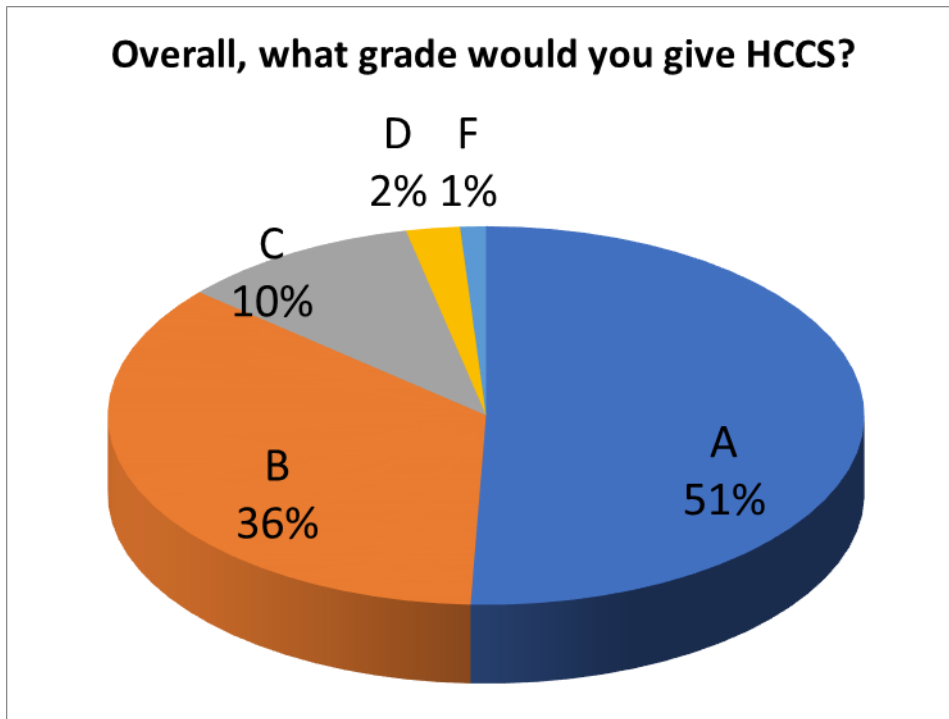
18.3 ELL Classes. All teachers providing programs specialized for ELL Students will be taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.

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

*Findings*

- English Language Arts instruction is delivered by teachers who are proficient in English and appropriately certified.
- Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese.
- All Hope Chinese teachers are appropriately licensed or on the charter school registry maintained by TSPC. Licensed teachers were 74% of FTE in 2018-19.
- ELL students were taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.
- In 2018-19, teachers participated in professional development on Chinese immersion instructional practices, Singapore math, Daily 5/CAFE, FOSS science, and culturally responsive teaching practices. Teachers also participated in professional development on ELA instruction, classroom management, and positive behavior interventions and supports (PBIS).
- A web-based survey of 2018-19 charter school parents was conducted by the school in the spring. 87% of parents awarded an A or B grade to HCCS down from 93% the preceding year. 90% of parents believe the school’s program is aligned with its mission and 94% of parent report feeling welcome and accepted at the school. However, only 65% of parents

report feeling well-informed about what is happening at HCCS, down 30 percentage point from the 2018 survey.



Indicator	Key Question and Findings
4	<p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> <li>The 2019-20 budget has been provided to the District and the audit report for 2018-19 did not identify any issues.</li> <li>HCCS had a net loss of \$84,079, less than 3% of total expenses for 2018-19.</li> <li>After the seventh year of operation, Hope Chinese's ending fund balance is \$1,184,090 or 35% of the expenditures budgeted for 2019-20.</li> <li>In 2018-19, 84% of HCCS students were from BSD. The return rate for students enrolled at the end of the prior school year continues to be above 90%.</li> </ul>

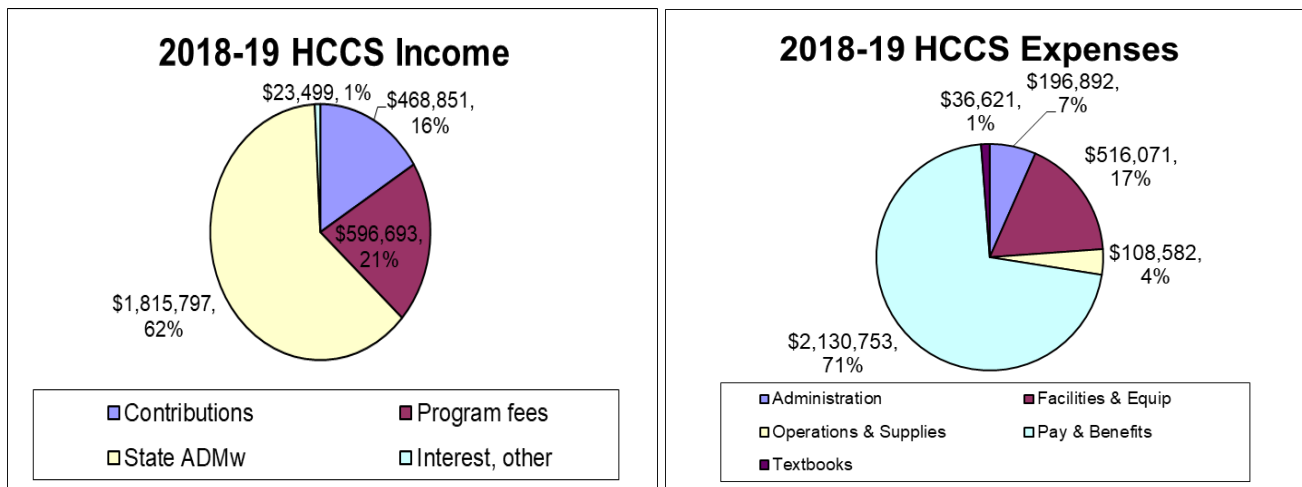
*Charter Requirements*

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

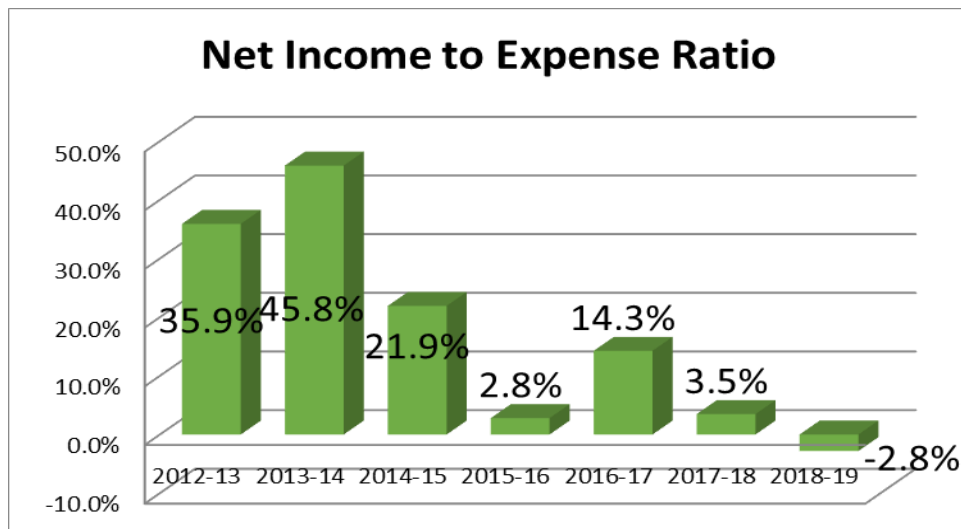
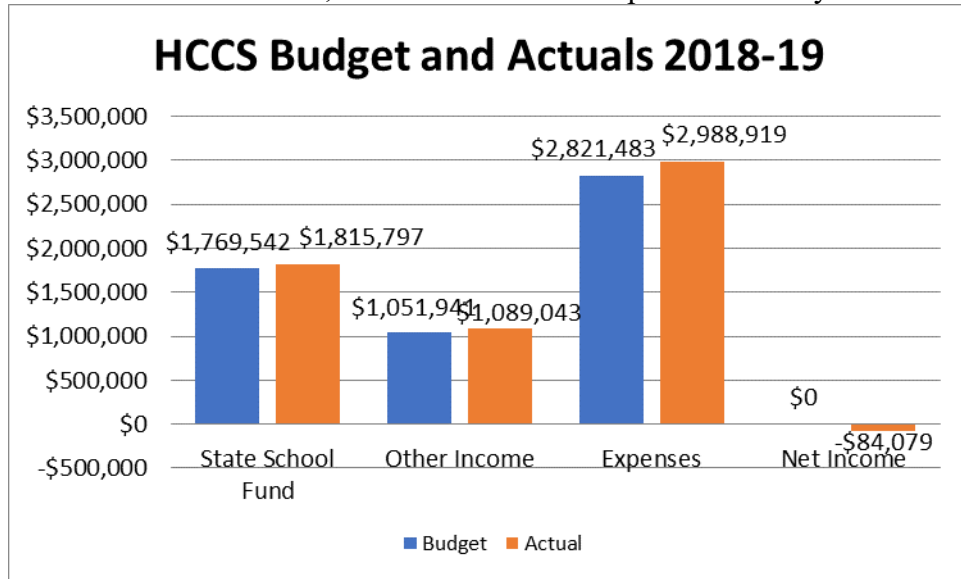
13.1 Annual Budget. On or before April 15 of each year, Applicant will submit to the District the Charter School's proposed budget for the next fiscal year.

*Findings*

- The annual audit of the sixth year of operation was received on January 16, 2019. The audit did not find any evidence of non-compliance with state standards and no separate management letter was issued.
- The 2019-20 budget was provided to the District on May 14<sup>th</sup>.
- A statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues shows that Hope Chinese ended the seventh year of operation with net loss of \$84,079 on total revenues of \$2,904,840 and \$2,988,919 total expenses. State School fund accounts for 62% of the school's income, the same percentage as 2017-18. Income and expenses are summarized in the charts below:



- Compared to the 2018-19 budget, income was higher than anticipated, but so were expenses. As a result, HCCS had a net loss of \$84,079 or 2.8% of total expenses for the year.



- After the sixth year of operation, Hope Chinese’s ending fund balance is \$1,184,090 or 35% of the expenditures budgeted for 2019-20.
- In 2018-19, 84% of HCCS students were from BSD. The return rate for students enrolled at the end of the prior school year continues to be above 90%.

2018-19 Return Rate	Total
Active students at end of 2018-19	276
Returned to Hope Chinese	252
Out of district/private school/home school	7
In BSD School	17
Return rate	91%



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE



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

### POLICY ISSUE/SITUATION

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

### BACKGROUND INFORMATION

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

### RECOMMENDATION

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

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

Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
West Tualatin View Roof Replacement	Aaron Boyle	Emergency Declaration	ServPro of Gresham	\$400,000.00	9/2019	10/2020	Authorization to Award Contract
District-Wide Security Upgrades	Aaron Boyle	Invitation to Bid 19-0026	Reece Complete Security Solutions	\$537,742.00	8/2019	10/2020	Authorization to Award Contract
Aloha High School Seismic Upgrades and Roof Replacement	Aaron Boyle	Request For Proposal 18-0036 CM/GC	Balfour Beatty Construction, LLC dba Howard S. Wright	\$16,062,309.00	05/2019	9/2020	Authorization to Award Contract



**PROJECT NAME:** West Tualatin View (TV) Roof Replacement

**PROJECT TIMELINE:** 09/2018 – 11/2019

**PROJECT BUDGET:** \$2,061,429.00

**PROJECT SCOPE:** Construction services for the replacement of the West TV Elementary School roof.

**CONTRACT NAME:** Water Damage Repairs & Remediation

**RECOMMENDED BY:** Aaron Boyle

**SOLICITATION METHOD:** Emergency Declaration

**CONTRACTTIMELINE:** 09/2019–10/2019

**CONTRACT AMOUNT:** \$400,000.00

**CONTRACT SCOPE:** Perform emergency repairs and remediation at West TV Elementary School.

**RECOMMENDATION:** Authorization to Award Contract to Servpro of Gresham

**FUNDING SOURCE:** 2014 Bond; Modernization, Renovation Projects; Physical Facility Improvements; West TV Roof Replacement.\*

\* We are pursuing recovery of these funds from the contractor responsible for the roof replacement.



**PROJECT NAME:** District-Wide Security Upgrades

**PROJECT TIMELINE:** 09/2014 – 07/2022

**PROJECT BUDGET:** \$14,601,033.00

**PROJECT SCOPE:** Complete security retrofits in existing buildings by installing improvements such as: security cameras, remote door unlatching, keyless entry, visitor routing control, etc., as determined by a site-by-site analysis of needs compared to the security standard.

**CONTRACT NAME:** Security Upgrades Group 4 – High School Cameras

**RECOMMENDED BY:** Aaron Boyle

**SOLICITATION METHOD:** Invitation To Bid (ITB) 19-0026

**CONTRACT TIMELINE:** 08/2019 – 10/2020

**CONTRACT AMOUNT:** \$537,742.00

**CONTRACT SCOPE:** This project is to install cameras at the following high schools: Aloha, Beaverton, Southridge, Sunset and Westview.

**RECOMMENDATION:** Authorization to Award Contract to Reece Complete Security Solutions

**FUNDING SOURCE:** 2014 Bond; Modernization, Regulatory Compliance; District-Wide Security Upgrades



**PROJECT NAME:** Aloha High School (AHS) Seismic Upgrades and Roof Replacement

**PROJECTTIMELINE:** 09/2018-09/2020

**PROJECT BUDGET:** \$19,339,277.00

**PROJECT SCOPE:** Seismic upgrades related to Oregon seismic grant and roof replacement.

**CONTRACT NAME:** Construction Manager/General Contractor (CM/GC) Aloha High School Seismic Upgrades and Roof Replacement

**RECOMMENDED BY:** Aaron Boyle

**SOLICITATION METHOD:** Request for Proposals (RFP) 18-0036

**CONTRACTTIMELINE:** 05/2019-09/2020

**CONTRACT AMOUNT:** \$16,062,309.00\*

**CONTRACT SCOPE:** Provide and pay for all materials, tools, equipment, labor, professional and non-professional services, and perform all other acts and supply all other items necessary to fully and properly perform and complete the work, as required by the Contract Documents.

**RECOMMENDATION:** Authorization to Award Contract to Balfour Beatty Construction, LLC dba Howard S. Wright

**FUNDING SOURCE:** 2014 Bond; Modernization, Regulatory Compliance; Seismic Upgrades, and AHS Seismic Rehabilitation Grant (\$2.5M); Aloha High School Seismic Upgrades and Roof Replacement

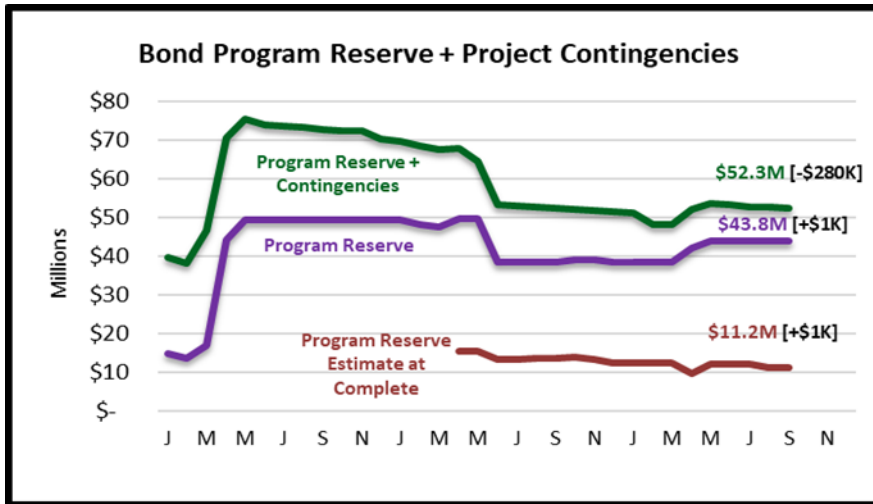
\*The original contract amount of \$70,249.00 for this CM/GC contract was approved by the Board on October 22, 2018. A Guaranteed Maximum Price (GMP) Amendment of \$4,967,636.00 for Phase 1 work (Summer 2019), was approved by the Board on April 29, 2019. This is a change order to increase the current contract value from \$5,136,313.00 to \$16,062,309.00 (increase of \$10,925,996.00) for Phase 2 work (Summer 2020).

# Bond Program Status Report

Through September 2019

# 2014 Bond Program Executive Summary

September 2019



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

Bond Program Funding Total	\$	806,755,011
Revised Approved Current Budget	- \$	762,927,872
Bond Program Reserve	\$	<b>43,827,139</b>
Bond Program Reserve	\$	43,827,139
Net Contingency Balance	+ \$	8,424,705
Bond Program Reserve + Contingencies	\$	<b>52,251,844</b>
Bond Program Funding Total	\$	806,755,011
Program Estimate at Complete (EAC)	- \$	795,577,873
Projected Program Reserve Estimate at Complete	\$	<b>11,177,138</b>

**Overall Program Perspective**

MWSDVE Change:  
 Consultants: -0.3%; Contractors: no change; Apprenticeship: no change  
 MWSDVE Participation:  
 Consultants: 14.9%; Contractors: 13.1%; Apprenticeship: 20%

**Budget Perspective**

This month the overall Program Reserve increased by +\$1K, while the Reserve + Project Contingencies decreased by (\$280K). All projects remain within their current approved budgets. Primary cost events were:

- Five Oaks' current contingency decreased by \$181K due to contractor overtime charges and additional abatement work. Current project budget remains okay. The current contingency reflects forecasted costs to buyback scope that was phased-out during bidding. Those dollars are uncommitted and can be used to support current phases if needed.
- Maintenance Facility's current contingency decreased by \$88K due to conditions and corrections related to wetland stormwater piping.
- Cedar Mill Roof and HVAC's current contingency decreased by \$151K due to water remediation efforts related to the water intrusion event in August. Staff plan on negotiating with the contractor to back charge some of these costs.
- West TV Roof's current budget increased by \$400K due to water remediation efforts related to the water intrusion event in September. Increase was approved by Chief Facilities Officer Josh Gamez in accordance with the cost management and control plan. Staff plan on negotiating with the contractor to back charge some of these costs

**Schedule Perspective**

- Close out efforts have started on William Walker, and punch list work has begun.
- ACMA had a successful groundbreaking event on September 21, 2019. Excavations for footings has begun, as has trenching for site utilities. Some soft soils have been present.
- In September West TV suffered a significant water intrusion event due to inadequate weather protection setup by the contractor. The damaged was deemed too disruptive to the classroom, so students and staff were moved to the Timberland site temporarily for the month of October. Roofing is about 75% done, and the building remains on track to have students move back in by November.

# School Bond Program 2019 Activity Map

October 22, 2019

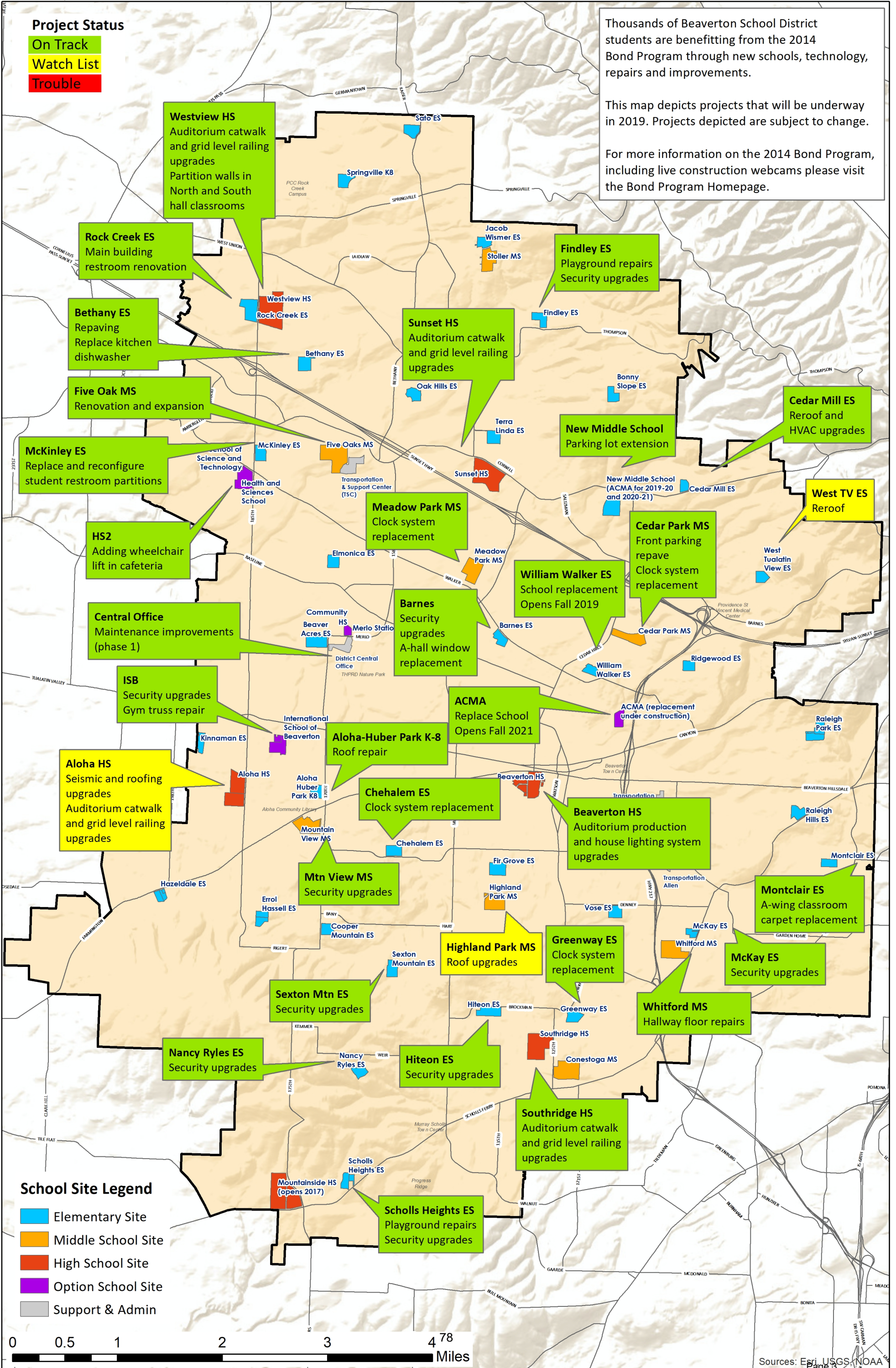
Thousands of Beaverton School District students are benefitting from the 2014 Bond Program through new schools, technology, repairs and improvements.

This map depicts projects that will be underway in 2019. Projects depicted are subject to change.

For more information on the 2014 Bond Program, including live construction webcams please visit the Bond Program Homepage.

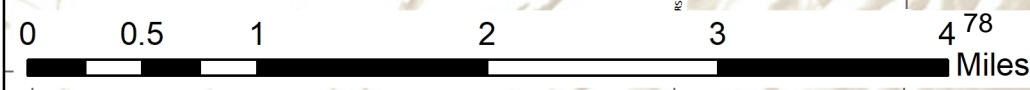
### Project Status

- On Track
- Watch List
- Trouble



### School Site Legend

- Elementary Site
- Middle School Site
- High School Site
- Option School Site
- Support & Admin



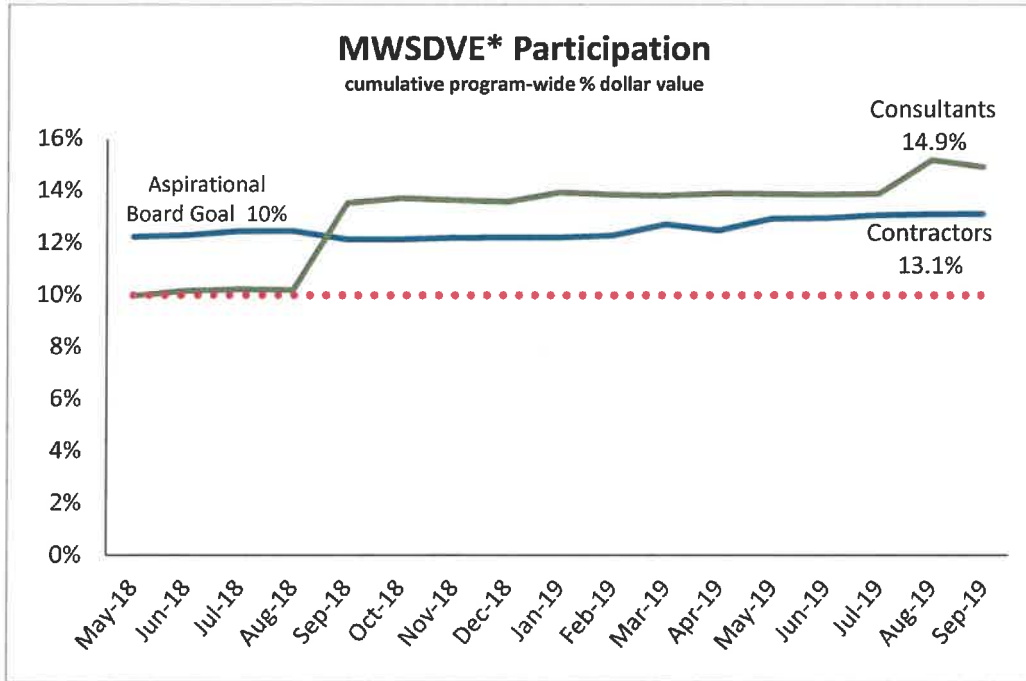
September 2019

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

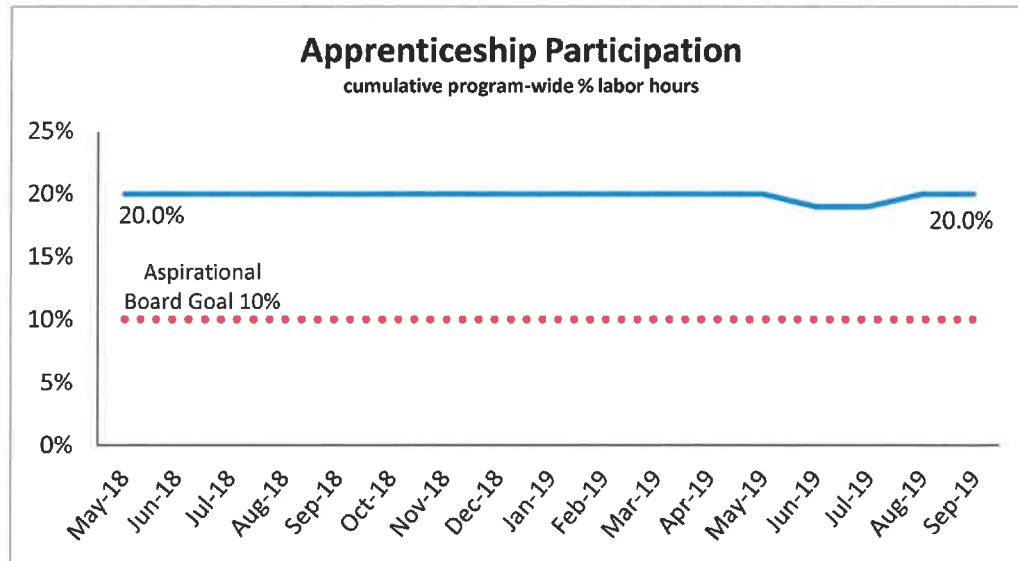
Current Performance Metrics	William Walker Replacement	ACMA Replacement	Five Oaks Renovation	Maintenance Facility	Aloha High School Seismic & Roofing	Highland Park & Whitford HVAC	West TV Roof	Cedar Mill Roof & HVAC	Beaver Acres Seismic & Renovation	Raleigh Park HVAC & Electrical	Barnes Roof & HVAC	Terra Linda Repipe
Overall Budget Performance	On Track	On Track	Watchlist	On Track	Trouble	Watchlist	On Track	On Track	On Track	On Track	On Track	On Track
Budget Percent Complete	89.00%	12.00%	63.00%	62.00%	24.00%	2.00%	28.00%	46.00%	0.00%	0.00%	0.00%	1.00%
Overall Schedule Performance	On Track	On Track	On Track	On Track	On Track	On Track	Watchlist	Watchlist	On Track	On Track	On Track	On Track
Schedule Percent Complete	99.00%	16.00%	52.00%	55.00%	35.00%	0.00%	66.00%	99.00%	0.00%	0.00%	0.00%	0.00%
Schedule Milestones	William Walker Replacement	ACMA Renovation	Five Oaks Renovation	Maintenance Facility	Aloha High School Seismic & Roofing	Highland Park & Whitford HVAC	West TV Roof	Cedar Mill Roof & HVAC	Beaver Acres Seismic & Renovation	Raleigh Park HVAC & Electrical	Barnes Roof & HVAC	Terra Linda Repipe
Design Team Contracted	11-2016	5-2016	6-2016	6-2016	9-2018	9-2018	11-2018	9-2018	8-2019	8-2019	TBD	7-2019
Design - Schematic Design	6-2017	3-2018	10-2017	3-2017	11-2018	10-2018	12-2018	10-2018	(10-2019)	(11-2019)	TBD	9-2019
Design - Design Development	8-2017	8-2018	11-2017	10-2018	1-2019	11-2018	1-2019	11-2018	(11-2019)	(12-2019)	TBD	(11-2019)
Design - Construction Documents	10-2017	2-2019	5-2018	1-2019	3-2019	3-2019	2-2019	1-2019	(1-2020)	(2-2020)	TBD	(1-2020)
Permitting - Land Use	9-2017	1-2019	3-2018	1-2019	N/A	N/A	N/A	N/A	N/A	N/A	TBD	N/A
Permitting - Site Development	7-2018	5-2019	7-2018	4-2019	N/A	N/A	N/A	N/A	N/A	N/A	TBD	N/A
Permitting - Building	8-2018	7-2019	6-2018	4-2019	(9-2019)	(5-2020)	8-2019	5-2019	(5-2020)	(6-2020)	TBD	(6-2020)
Construction - Contract Award	1-2018	5-2019	9-2017	7-2017	2-2019	8-2019	7-2019	3-2019	(2-2020)	(2-2020)	TBD	(3-2020)
Construction - Start	5-2018	7-2019	6-2018	3-2019	6-2019	(6-2020)	8-2019	6-2019	(6-2020)	(6-2020)	TBD	(6-2020)
Construction - Finish	8-2019	(8-2021)	(8-2020)	(8-2020)	(8-2020)	(9-2020)	(10-2019)	8-2019	(8-2020)	(8-2020)	TBD	(9-2020)
Owner Activities - FF&E Ordered	3-2019	(2-2021)	3-2019	N/A	N/A	N/A	N/A	N/A	(6-2020)	N/A	TBD	N/A
Owner Activities - FF&E Delivered	8-2019	(5-2021)	(8-2020)	N/A	N/A	N/A	N/A	N/A	(8-2020)	N/A	TBD	N/A
Owner Activities - Occupancy	8-2019	(6-2021)	(8-2020)	(8-2020)	(8-2020)	(9-2020)	(10-2019)	8-2019	(8-2020)	(9-2020)	TBD	(9-2020)
Project Complete (Month - Year)	8-2019	(8-2021)	(8-2020)	(8-2020)	(8-2020)	(8-2020)	(10-2019)	8-2019	(8-2020)	(9-2020)	TBD	(9-2020)
Equity Goals	Participation	Target %	Current %	Change %								
MWSDVE - Consultants		10.0%	14.9%	-0.30%								
MWSDVE - Contractors		10.0%	13.1%	No change								
Apprenticeship		10.0%	20.0%	No change								

# 2014 Construction Bond Program

## Equity Performance September 2019 Report



\*Minority, Women and Service Disabled Veteran Owned Enterprises



# 2014 Bond Program Financial Status Report

## Financial Summary

Data as of September 30, 2019

Project List	Original Budget Allocations	Revised Approved Current Budget	Aug-19 Est @ Comp	Sep-19 Est @ Comp	Net Contingency Balance		Budget Summary Notes
ACMA Replacement	\$ 28,300,000	\$ 39,432,555	\$ 39,432,555	\$ 39,432,555	\$ 5,766,614	17.1%	
AHS Title IX Compliance	\$ 2,000,000	\$ 3,453,433	\$ 3,453,433	\$ 3,453,433			Completed; Final Cost
Capital Center Improvements & Data Center	\$ 5,000,000	\$ 12,820,187	\$ 12,820,187	\$ 12,820,187			Completed; Final Cost
District-Wide ADA Compliance	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000			Projects in Process
District-Wide Communication System	\$ 7,200,000	\$ 5,282,072	\$ 5,282,072	\$ 5,282,072			Completed; Final Cost
District-Wide Facility Repairs	\$ 98,000,000	\$ 95,064,837	\$ 120,864,837	\$ 120,864,837			
District-Wide HVAC Controls	\$ 800,000	\$ 800,000	\$ 800,000	\$ 800,000			Projects in Process
Domestic / Fire Line Separation	\$ 800,000	\$ 977,120	\$ 977,120	\$ 977,120			
Five Oaks MS Renovation & Expansion	\$ 21,100,000	\$ 28,001,419	\$ 28,001,419	\$ 28,001,419	\$ 138,264	0.5%	Current contingency decreased by <b>(\$181K)</b> due to contractor overtime charges and additional abatement work
Green Energy Technology	\$ 5,000,000	<i>(Budget Moved to Other Projects)</i>					Scope completed via new schools and rebuilds
Hazeldale K-5 Replacement	\$ 24,600,000	\$ 31,756,091	\$ 31,756,091	\$ 31,756,091	\$ 120,024		In Close-Out; Construction Completed 2018
							Scope completed via Capital Center Improvements
Kitchen Improvements	\$ 800,000	\$ 977,120	\$ 977,120	\$ 977,120			Projects in Process
Land for new K-5 @ So. Cooper Mountain	\$ 3,000,000	\$ 7,800,000	\$ 7,800,000	\$ 7,800,000			In Close-Out; Purchase completed 2019
Maintenance Facility Improvements Phase I	\$ 10,000,000	\$ 11,263,990	\$ 11,263,990	\$ 11,263,990	\$ 278,892		Current contingency decreased by <b>(\$88K)</b> due to conditions and corrections related to wetland stormwater piping
McKay ADA Improvements	\$ 400,000	\$ 634,540	\$ 634,540	\$ 634,540			Completed; Final Cost
New HS: Mountainside	\$ 109,000,000	\$ 184,135,294	\$ 184,135,294	\$ 184,135,294	\$ 297,722		In Close-Out; Construction Completed 2017
New ES: Sato K5	\$ 25,000,000	\$ 38,175,000	\$ 38,175,000	\$ 38,175,000	\$ 83,666		In Close-Out; Construction Completed 2017
New MS @ Timberland	\$ 51,600,000	\$ 61,371,096	\$ 61,371,096	\$ 61,371,096	\$ 261,073		Construction completed 2016; remaining budget reserved for final outfitting
Raleigh Hills K-8 Improvements	\$ 9,700,000	\$ 1,419,490	\$ 1,419,490	\$ 1,419,490			Completed; Final Cost
Raleigh Hills K-8 Improvements (Funding Hold)	\$ -	\$ 11,821,753	\$ 11,821,753	\$ 11,821,753			
Security Upgrades	\$ 10,000,000	\$ 14,601,033	\$ 14,601,033	\$ 14,601,033			
Seismic Upgrades	\$ 4,200,000	\$ 15,809,688	\$ 22,659,688	\$ 22,659,688			

# 2014 Bond Program Financial Status Report

## Financial Summary

Data as of September 30, 2019

Project List	Original Budget Allocations	Revised Approved Current Budget	Aug-19 Est @ Comp	Sep-19 Est @ Comp	Net Contingency Balance		Budget Summary Notes
SHS Title IX Compliance	\$ 2,000,000	\$ 4,285,317	\$ 4,285,317	\$ 4,285,317			Completed; Final Cost
Springville K-8 Improvements	\$ 2,000,000	\$ 510,016	\$ 510,016	\$ 510,016			Completed; Final Cost
Vose K-5 Replacement	\$ 24,800,000	\$ 33,846,280	\$ 33,846,280	\$ 33,846,280			Completed; Final Cost
William Walker K-5 Replacement	\$ 24,600,000	\$ 36,684,200	\$ 36,684,200	\$ 36,684,200	\$ 1,478,449	4.2%	
Added Projects	\$ -	\$ 4,016,007	\$ 4,016,007	\$ 4,016,007			
Program Contingency	\$ 45,400,000						
Program Inflation	\$ 52,800,000						
Pre-Bond Expenditure Reimbursements	\$ 1,000,000	\$ 998,828	\$ 998,828	\$ 998,828			Completed; Final Cost
Bond Management Costs	\$ 20,000,000	\$ 30,990,506	\$ 30,990,506	\$ 30,990,506			
Bond Issuance Costs	\$ 6,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000			
<b>Construction Subtotal</b>	<b>\$ 600,000,000</b>	<b>\$ 682,927,872</b>	<b>\$ 715,577,873</b>	<b>\$ 715,577,873</b>	<b>\$ 8,424,705</b>		
Learning Technology	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000	\$ 56,000,000			
Critical Equipment	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000	\$ 24,000,000			
<b>Tech &amp; Equip Subtotal</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>	<b>\$ 80,000,000</b>			
<b>Grand Totals</b>	<b>\$ 680,000,000</b>	<b>\$ 762,927,872</b>	<b>\$ 795,577,873</b>	<b>\$ 795,577,873</b>	<b>\$ 8,424,705</b>		Contingency Balance change of (\$281K)
<b>Added Funding to Bond Program</b>							
Bond Premium (First Bond Sale)	\$ 63,295,961						
Bond Premium (Second Bond Sale)	\$ 30,270,107						
Interest Earnings (First Bond Sale)	\$ 5,340,214						
Interest Earnings (Second Bond Sale)	\$ 13,236,261						
Other Additional Funding (see Tab)	\$ 14,612,468						
<b>Grand Total Added Funding</b>	<b>\$ 126,755,011</b>						
<b>GRAND TOTAL 2014 BOND FUNDING</b>	<b>\$ 806,755,011</b>						Bond Funding change of +\$1K
<b>Program Reserve</b>		<b>\$43,827,139</b>	<b>\$ 11,176,039</b>	<b>\$ 11,177,139</b>			Program Reserve change of +\$1K
<b>Program Reserve + Project Contingencies</b>					<b>\$ 52,251,844</b>		Change of (\$280K)

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

Data as of September 30, 2019

Source	Funding	Assigned to Projects	Assigned to Program Reserve	Budget Summary Notes
Remaining 2006 Bond Savings	\$ 576,615	Mountainside HS	\$ -	
Capital Center Rent Revenue Balance	\$ 433,385	Mountainside HS	\$ -	
Construction Excise Tax Revenue	\$ 1,130,655	Capital Center	\$ -	
Construction Excise Tax Revenue forecasted to 2021	\$ 5,021,577		\$5,021,577	
THPRD reimb.	\$ 449,783		\$ 449,783	
SB 1149 reimb.	\$ 2,357,045	District-wide Repairs	\$ -	
ETO reimb.	\$ 1,115,901	District-wide Repairs	\$ 1,066,240	
Facility grants	\$ 3,027,507		\$ 3,027,507	
Sato: TVWD Reimbursement	\$ 500,000	Sato K-5	\$ -	
<b>TOTAL</b>	<b>\$14,612,468</b>		<b>\$9,565,107</b>	

**2014 Bond Program Financial Status Report**  
**Added Projects**

<b>Added Projects</b>	<b>Approved by &amp; Date</b>	<b>Original Budget</b>	<b>Revised Approved Current Budget</b>	<b>Aug-19 Est @ Comp</b>	<b>Sep-19 Est @ Comp</b>	<b>Net Contingency Balance</b>	<b>Budget Summary Notes</b>
Seclusion Rooms Alterations	Safety Comm 5/19/14		\$ 99,368	\$ 99,368	\$ 99,368	\$ -	Completed; Final Cost
Portable Relocations 2014	Sr LT 5/20/14		\$ 591,685	\$ 591,685	\$ 591,685	\$ -	Completed; Final Cost
Portable Relocations 2015	Sr LT 3/2015		\$ 294,257	\$ 294,257	\$ 294,257	\$ -	Completed; Final Cost
Title IX Projects - Group II	Sr LT 3/2015		\$ 1,030,697	\$ 1,030,697	\$ 1,030,697	\$ -	Completed; Final Cost
Classroom Door Locks	SB 6/18/18		\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ -	
<b>Added Projects Total</b>		\$ -	\$ 4,016,007				

# 2014 Bond Program Financial Status Report

Data as of September 30, 2019

## District-Wide Repair Projects

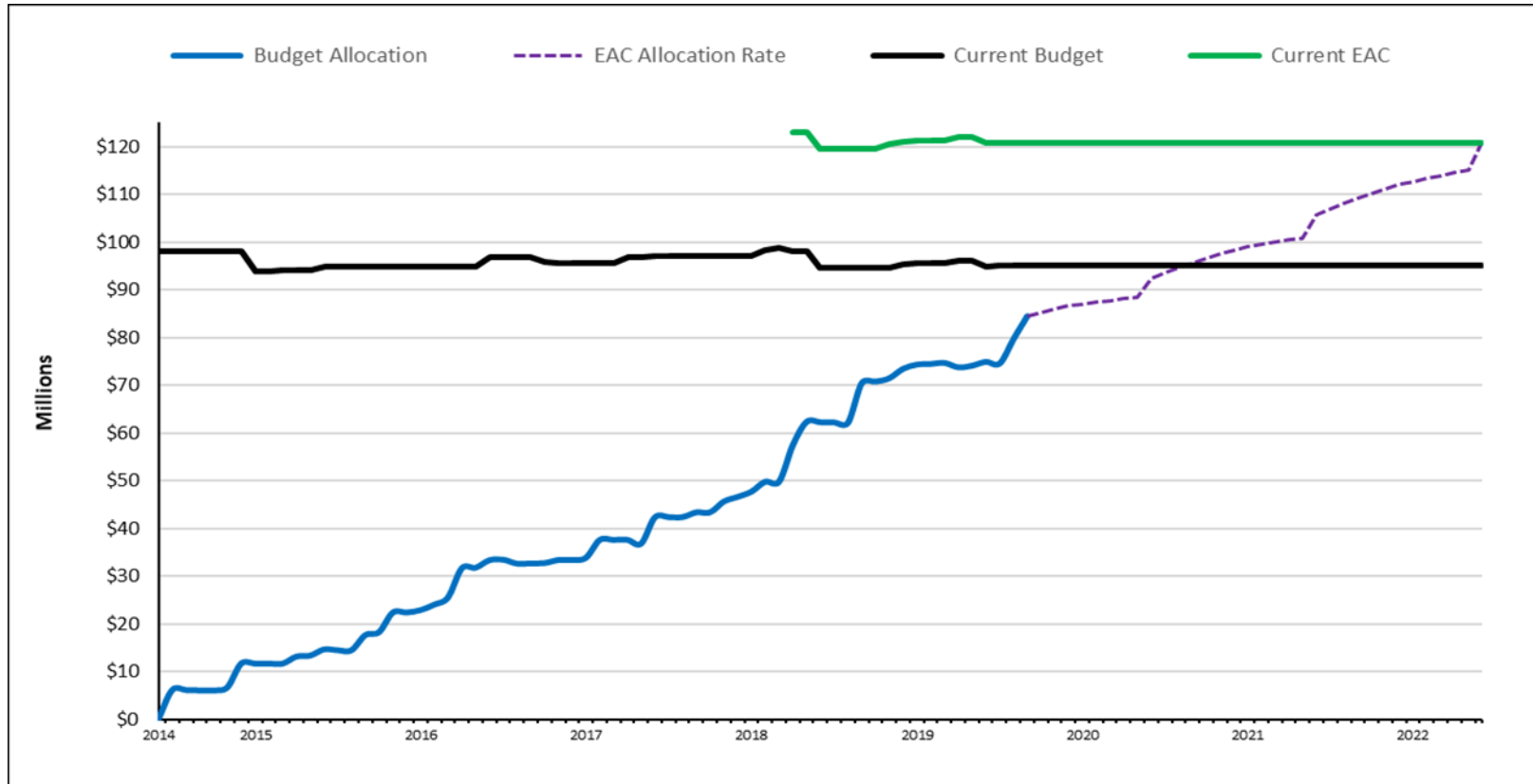
"The \$98M"

Project	Initial Budget	Revised Approved Current Budget	Aug-19 Est @ Comp	Sep-19 Est @ Comp	Net Contingency Balance	Budget Summary Notes
Completed Projects	\$ 15,656,993	\$ 28,851,576	\$ 33,780,975	\$ 33,780,975		<b>Completed; Final Cost</b>
Projects in Close-out	\$ 6,699,183	\$ 18,583,973	\$ 14,292,399	\$ 18,583,973	\$ 1,152,617 6.6%	
District-Wide Auditorium Upgrades	\$ 4,384,538	\$ 5,596,596	\$ 6,563,549	\$ 6,563,549		
Cedar Mill Roof & HVAC	\$ 742,000	\$ 4,108,052	\$ 4,108,052	\$ 4,108,052	\$ 230,161 5.9%	Current contingency decreased by <b>(\$151K)</b> due to water remediation efforts
Highland Park & Whitford HVAC	\$ 1,402,000	\$ 7,926,500	\$ 7,926,500	\$ 7,926,500	\$ 344,462 4.5%	
HVAC Controls User Interface Upgrade	\$ 180,000	\$ 180,000	\$ 180,000	\$ 180,000		
West TV Roof Replacement	\$ 398,000	\$ 1,661,429	\$ 1,661,429	\$ 2,061,429	\$ - 0.0%	Current budget increased by <b>+\$400K</b> due to water remediation efforts
New Schools Post-Warranty Fund	\$ -	\$ 100,000	\$ 100,000	\$ 100,000		
Hiteon Flood Rebuild	\$ -	\$ 105,000	\$ 135,000	\$ 135,000	0.0%	
Barnes Roof & HVAC	\$ 592,000	\$ 1,088,000		\$ 1,088,000	\$ 108,800 11.1%	
Raleigh Park HVAC & Electrical	\$ 437,000	\$ 2,420,000		\$ 2,420,000	\$ 240,000 11.0%	
Raleigh Park Sewer	\$ 47,000	\$ 250,000		\$ 250,000	\$ 17,000 7.3%	
Terra Linda Repipe and Restroom Remodel	\$ 1,068,000	\$ 1,736,000		\$ 1,736,000	\$ 173,600 11.1%	
Maint Dept Repair & Improvement Projects*	\$ 6,710,852	\$ 6,710,852	\$ 6,708,673	\$ 6,710,852		
<b>Repair Projects Total</b>	<b>\$ 38,317,567</b>	<b>\$ 79,317,978</b>	<b>\$ 79,748,151</b>	<b>\$ 85,644,330</b>		
<b>Repair Program Balance Available</b>	<b>\$ 59,682,433</b>	<b>\$ 15,746,859</b>	<b>\$ 15,316,686</b>	<b>\$ 9,420,507</b>		
<b>Repair Program EAC Balance</b>			<b>\$ 25,800,000</b>	<b>\$ 25,800,000</b>		
<b>Repair Program Budget (Less Transfers In/Out)</b>	<b>\$ 95,064,837</b>	<b>\$ 95,064,837</b>	<b>\$ 120,864,837</b>	<b>\$ 120,864,837</b>		
*Budget and Est @ Comp. will increase each month as additional Maintenance Dept. managed Repair Projects are scheduled.						
<b>Transfer Tracking</b>						
Initial Budget	\$ 98,000,000					
SHS Repairs	\$ (1,881,416)					
SHS Emergency Elect	\$ 745,833					
Capital Center Building Repairs	\$ (2,280,000)					
Capital Center Building Repairs	\$ 1,090,725					
Transfer From District Wide Communications System	\$ 81,970					
SB 1149 Reimbursements	\$ 2,357,045					
ETO Reimbursements	\$ 49,661					
Additional Funding - Bethany Repipe - Approved 2.6.18	\$ 1,200,000					
AHS Roofing transferred to AHS Seismic	\$ (4,053,000)					
Door Replacement(s) transferred to Security Upgrades	\$ (1,033)					
Additional Funding - AHP Roof - Approved 12.13.18	\$ 650,000					
Transfer from Seismic Upgrades - Cedar Mill	\$ 166,052					
Transfer from contingencies for Post-Warranty Fund	\$ 100,000					
Cooper Mnt Roofing transferred to Cooper Mnt Seismic	\$ (128,000)					
Beaver Acres Roofing transferred to Beaver Acres Seismic	\$ (1,138,000)					
Additional Funding - Hiteon Flood Rebuild - Approved 7.24.19	\$ 105,000					
Balance	\$ 95,064,837					

# 2014 Bond Program Financial Status Report

## District-Wide Repair Projects Budget Allocation Rate

Data as of September 30, 2019



# 2014 Bond Program Financial Status Report

## Seismic Projects

Data as of September 30, 2019

Seismic Projects	Original Budget	Revised Approved Current Budget	Aug-19 Est @ Comp	Sep-19 Est @ Comp	Net Contingency Balance	Budget Summary Notes	
A/E Scoping/Surveys	\$ -	\$ 193,895	\$ 193,895	\$ 193,895	\$ - 0.0%	In Close-Out; Study completed 2019	
Aloha HS	\$ 1,732,898	\$ 12,489,277	\$ 19,339,277	\$ 19,339,277	\$ 1,337,300 12.0%	Phase 1 complete; Phase 2 scheduled Summer 2020	
Beaver Acres ES	\$ 1,714,444	\$ 7,165,946	\$ 7,165,946	\$ 7,165,946	\$ 716,800 11.1%		
Beaverton HS	\$ 246,184	<i>(Budget Transferred Aloha HS)</i>					Scope completed via BHS Gym Ceiling project
Cedar Mill ES	\$ 144,771	<i>(Budget Moved to Facility Repairs)</i>					Scope completed via Cedar Mill Roof & HVAC project
Cooper Mt. ES	\$ 361,703	\$ 3,320,475	\$ 3,320,475	\$ 3,320,475	\$ - 0.0%	Scheduled to begin 2021	
(Projects Financially Complete)							
<b>Seismic Projects Total</b>	<b>\$ 4,200,000</b>	<b>\$ 23,169,593</b>	<b>\$ 30,019,593</b>	<b>\$ 30,019,593</b>			
TAPS Seismic Grant	\$ -	\$ (22,545)	\$ (22,545)	\$ (22,545)			
AHS Seismic Rehabilitation Grant	\$ -	\$ (2,500,000)	\$ (2,500,000)	\$ (2,500,000)			
Beaver Acres Seismic Rehabilitation Grant	\$ -	\$ (2,500,000)	\$ (2,500,000)	\$ (2,500,000)			
Cooper Mnt Seismic Rehabilitation Grant	\$ -	\$ (2,337,360)	\$ (2,337,360)	\$ (2,337,360)			
<b>Seismic Program Bond Cost Balance</b>	<b>\$ 4,200,000</b>	<b>\$ 15,809,688</b>	<b>\$ 22,659,688</b>	<b>\$ 22,659,688</b>			
<b>Seismic Program Less Transfers In/Out</b>	<b>\$ 15,809,688</b>						
The current project budget is fixed at \$15,809,688, which may not match the current estimate at complete. Staff plan on pursuing additional Rehabilitation Grant funds, and there are additional funds/scope to be absorbed from the District-Wide Facility Repair project. Projections for additional funds will be forecasted at a later date (dependent on staff's confidence level) as the project moves between phases.							
<b>Transfer Tracking</b>							
Initial Budget	\$ 4,200,000						
Program Escalation	\$ 1,006,740						
AHS Roofing - From Facility Repairs	\$ 575,193						
Beaver Acres Roofing - From Facility Repairs	\$ 1,138,000						
AHS Roofing - Balance From Facility Repairs	\$ 3,477,807						
Program Reserve - Approved by School Board	\$ 5,450,000						
Transfer to Facility Repairs - Cedar Mill	\$ (166,052)						
Cooper Mnt Roofing - From Facility Repairs	\$ 128,000						
Balance	\$ 15,809,688						

2014 Bond Program Learning Technology/Classroom Systems  
and Critical Equipment Purchases  
September 2019

Data as of September 30, 2019

Learning Technology/Classroom Systems (\$56 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2019-20 Budget	2019-20 Expenditures as of 09/30/2019	Annual Description of Expenditures
Networking Upgrades	\$ 9,132,995	57%	\$ 5,213,898	\$ 430,038	\$ 10,941	Maintaining current wireless networking capacity and addressing specific use cases. For 2019-20, we are expanding wireless access to outdoor spaces at the high schools including athletic fields, press boxes and concession stands. We will be preparing the school layer 2 switch replacement project.
Digital Curriculum Development	\$ 5,382,763	62%	\$ 3,334,483	\$ 716,000	\$ 99,720	Salary for five curriculum developers (5.0 FTE)
Future Ready Schools	\$ 31,485,163	77%	\$ 24,110,326	\$ 5,598,052	\$ 3,223,214	1:1 Chromebook replacement high school students. We are preparing for Chromebook replacement for middle school students and elementary students in grades 3-5.
Technology Modernization	\$ 2,961,479	55%	\$ 1,615,287	\$ 894,744	\$ 48,552	Electrical, physical, and network upgrades at Central Office Data Center. Business Continuity plans continue to be updated yearly. 2019 Security Audit is complete and IT staff are building project plans to address discovered security risks.
Other Technology/Curriculum Projects	\$ 7,037,600	96%	\$ 6,764,505	\$ -	\$ -	Completed Technology/Curriculum Projects. Includes: student laptop replacements in 2014-15, high school science technology in 2015-16, positive change grants 2014-15 through 2016-17.
<b>Learning Technology/ Classroom Systems Total</b>	<b>\$ 56,000,000</b>	<b>73%</b>	<b>\$ 41,038,499</b>	<b>\$ 7,638,834</b>	<b>\$ 3,382,427</b>	

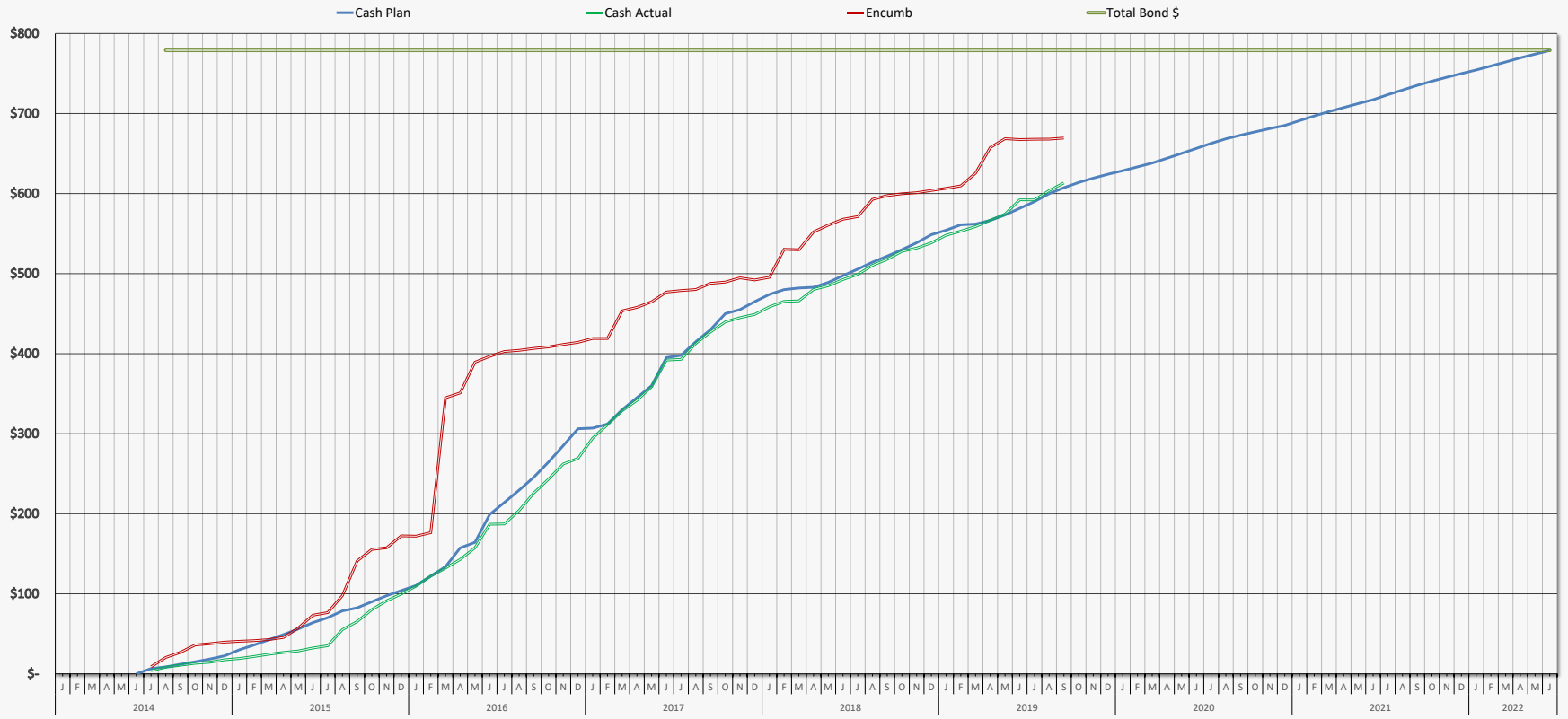
2014 Bond Program Learning Technology/Classroom Systems  
and Critical Equipment Purchases  
September 2019

Data as of September 30, 2019

Critical Equipment (\$24 Million)						
Project Name	Total Budget Project	% Complete	Project To Date Expenditures	2019-20 Budget	2019-20 Expenditures as of 09/30/2019	Annual Description of Expenditures
Buses	\$ 16,000,000	88%	\$ 14,103,131	\$ 2,008,739	\$ 1,866,811	Approximately \$2 million/year over eight years. In first year, \$4.25 million will be spent and \$2million/year will be spent in years two through seven. \$0 will be spent in the eighth year.
Copiers	\$ 2,620,354	53%	\$ 1,398,620	\$ 350,000	\$ 5,404	Approximately \$375,000/year over eight years.
Athletic Equipment	\$ 221,737	76%	\$ 167,764	\$ 53,973	\$ -	Approximately \$100,000/year over three years beginning in year 2. \$75,970 was transferred in year 2 to the Scoreboard Replacements Project.
Maintenance Equipment	\$ 600,000	91%	\$ 545,000	\$ 55,000	\$ -	Approximately \$120,000/year over five years beginning in year 2. Year 2 will have \$185,000. Year 6 will only have \$55,000.
Early Learning Playground Equipment	\$ 15,366	61%	\$ 9,366	\$ 6,000	\$ -	Playground equipment for Early Learning program at seven elementary schools.
Other Equipment Purchases	\$ 4,542,543	51%	\$ 2,318,462	\$ -	\$ -	Other critical equipment purchases as needed. Purchase of \$15,000 towards new locker banks at Stoller in 14-15, \$250,000 towards new musical instruments in 14-15 and 15-16, \$184,050 for cafeteria table replacements in 15-16, \$1,397,733 for classroom furniture for full day kindergarten in 2015-16, \$344,973 for high school scoreboard replacements in 2015-16 and 2016-17, \$121,066 towards BSD's portion of shock pad installation at SW Quadrant Park with THPRD in 2016-17 and InTouch Printers in 2018.
<b>Critical Equipment Total</b>	<b>\$ 24,000,000</b>	<b>77%</b>	<b>\$ 18,542,343</b>	<b>\$ 2,473,712</b>	<b>\$ 1,872,215</b>	
<b>Grand Total</b>	<b>\$ 80,000,000</b>	<b>74%</b>	<b>\$ 59,580,842</b>	<b>\$ 10,112,546</b>	<b>\$ 5,254,642</b>	
<b>Total Bond Funds Remaining</b>	<b>\$ 20,419,158</b>					

### BOND PROGRAM CASH FLOW

\$ MILLION





**MEMORANDUM**

DATE: October 15, 2019  
 FROM: Steven A. Sparks, AICP  
 TO: Superintendent Don Grotting  
 CC: Carl Mead, Ed. D.  
 Ginny Hansmann  
 SUBJECT: Middle School Attendance Boundary Adjustment - Advisory Committee

Pursuant to Board Policy JC, District staff have completed a recruitment for an advisory committee (AC) to develop a recommendation to you on new attendance boundaries for the Beaverton School District’s comprehensive Middle Schools. This project is known as the Middle School Attendance Boundary Adjustment (MSBA) project.

The District opened the recruitment for the MSBA AC on August 19, 2019 and closed the recruitment on October 3, 2019. The District advertised the recruitment on its web page and sent a School Messenger notice to all registered recipients of this service. Furthermore, staff attended PTO trainings and meetings to advertise and describe the project. Middle School principals sent notices in weekly newsletters and discussed the project and need for volunteers at Back to School nights and at PTO meetings. A total of 30 applications were received.

Pursuant to your direction, staff reviewed all of the applications and conducted phone interviews for those middle school attendance areas which had multiple applicants. After determining that each existing middle school will have two (2) members on the AC and reviewing the application materials, the appointments to the MSBA AC are as follows:

<b>Cedar Park</b>	Jason Cowart	Kristi Nelson
<b>Conestoga</b>	Charryse Bigger	John Vyhldal
<b>Five Oaks</b>	Michael Riedel	Jennifer Uhlman
<b>Highland Park</b>	Marne Oyen	<i>TBD</i>
<b>Meadow Park</b>	Abdulrazaq Adams	Yasmin Alkashef
<b>Mountainview</b>	Michelle Hill	La'Parisienne Robert-Thomas
<b>Stoller</b>	Divya Kolar	Abhijit Sathaye
<b>Whitford</b>	Matthew Hoeflerlin	Monica Sanders
<b>Student Adv. Com.</b>	Ritika Saripalli	

**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 MSBA AC will meet on the following dates and locations. All MSBA AC meetings will be public meetings and will be conducted from 6:30 PM to 8:30 PM.

October 24, 2019 - Administration Center Conference Rooms 1, 2 & 3

November 5, 2019 - Stoller MS Cafeteria

November 21, 2019 - Conestoga MS Cafeteria

December 5, 2019 - Cedar Park MS Cafeteria

December 19, 2019 - Mt. View MS Cafeteria

January 16, 2020 - Highland Park MS Cafeteria

January 30, 2020 - Meadow Park MS Cafeteria

February 13, 2020 - Five Oaks MS Cafeteria

February 25, 2020 - Whitford MS Cafeteria

March 12, 2020 - Administration Center Conference Rooms 1, 2 & 3

April 2, 2020 - Administration Center (If needed)

The committee will be facilitated and staffed by Long Range Planning staff with topical assistance from other departments such as Transportation. Middle School principals and other Teaching and Learning Department staff will be present at the meeting to respond to questions. The principals will not be members of the committee.

## Finance & Investment Strategies Committee

October 21, 2019 (7:31 – 8:19 a.m.)

Attendees: Eric Simpson, Anne Bryan, Jim Scherzinger, Jason Guchereau, Maureen Wheeler, David Williams, Don Grotting, Carl Mead, Danielle Hudson, Ginny Hansmann

1. Future Capital Bond
  - Maureen provided updated on upcoming polling that begins soon; sample size of 400-500 with target of 10-12 minute calls with cell phones 65% of those polled
  - Update(s) will be provided to Board as results get tabulated/themes emerge
  - Update from Carl on project priority list development – McKinstry continues to do their work and will provide invaluable third party look on district needs.
  - Target is for early February with final list of projects however prioritization of the project list will be in the June 2020 timeframe
  - AR – Becky to give direction/guidance in November on Board direction for Cap Bond
2. PERS Incentive Program
  - Jim shared some more detailed scenarios (spreadsheet he can share) with utilizing the PER's incentive and results under several market scenarios (5)
  - AR - Jim will provide update at next Board meeting on his refined modelling.
  - Board vote/approval targeted for November Board meeting (for application)
  - Ideally two different deposit amounts might be best method for scenario work with district and board → a decision needs to be made by budget season!
3. Rainy Day Fund / Reserves
  - Light discussion on this – will, how to, when to replace the \$20M depleted during last school year
  - AR – Eric – discussion topic at next committee meeting on the Board policy on rainy day fund and should it be modified. (Dave sent policy)

### Future Agenda Items

- Indicators for decision making
  - AROI
  - Forecast5
- Long Term Facility Planning / Needs / Efficiency

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Next Meeting: November 25, 2019 at 7:30 a.m.

### Closed Items

- ~~AR – Becky to facilitate board conversation on Bond Refi (Board Resolution in Oct) – Done – Board voted to proceed with refinance resolution at Oct 15<sup>th</sup> working session~~
- ~~AR – Becky to add this topic onto the October Board Working session - Done~~
- ~~AR – Eric/Anne to provide board comments at Sept 23<sup>rd</sup> meeting (refi opens up Cap bond space opportunity)~~

## School Board Planning Committee Meeting September 27, 2019

Present: Becky Tymchuk, Donna Tyner, Tom Colett, Don Grotting, David Williams, Maureen Wheeler, Sue Robertson, Josh Gamez and Ginny Hansmann.

### Middle School Common Experience

- Committee discussed "School Board Planning Committee Middle School Scheduling Objectives" (*see below*)
- Document will be sent to internal district middle school committee. Committee will bring report to next Planning meeting.

### Seismic Issues

- Discussion on how to best approach work around seismic issues.
- Chief Facilities Officer, Josh Gamez will be working on long-term (multi-bond) seismic report and will bring information to the committee later in the year.

### New Issues

- Update on K-8 school model at next meeting.
- Other issues to be brought before committee throughout the year.

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### School Board Planning Committee Middle School Scheduling Objectives

The following objectives function as guidelines to the Internal District Middle School Scheduling Committee, allowing the committee to produce a proposal in alignment with School Board Planning Committee goals and values.

Objective #1: **A common middle school experience.** All middle schools will adopt the same schedule and course offerings. The length of core and elective subject area class periods will match from school to school. Any future changes to the schedule or course offerings will be adopted at a district level.

Objective #2: **Developmentally appropriate class length.** Class length will not be excessively long or short to prevent ineffective use of school time.

Objective #3: **Meet PE requirements.** The common middle school schedule will be in alignment with legally required PE minutes.

Objective #4: **Student choice.** All student will have the opportunity to take at least two electives of their choosing in addition to PE.

Objective #5: **Quality electives.** All students will have the opportunity to engage in at least one year-long elective course that meets daily. This includes daily world language, theatre, visual arts, band, choir and technology.

Objective #6: **Equitable access.** Students receiving intervention, ELD, SPED, AVID, or other services will be able to take PE and at least one other daily year-round elective of their choice.