PART 1
WEST LINN-WILSONVILLE SCHOOL DISTRICT 2024 LONG RANGE PLAN

DECEMBER, 2024 DRAFT

ACKNOWLEDGEMENTS

West Linn-Wilsonville School District is deeply appreciative of the generous contributions freely given by patrons and staff.

In particular, we wish to extend recognition and thanks to the following individuals and groups for their tireless efforts in compiling the information contained in this report.

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PART 1 - LONG RANGE PLAN
WEST LINN-WILSONVILLE SCHOOL DISTRICT

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New school in Wilsonville, 1912

PURPOSE

Consistent with the West Linn-Wilsonville School District's mission question, "How do we create learning communities for the greatest thinkers and most thoughtful people…for the world?" the District engages in an on-going process to evaluate the ability of its facilities to enable quality education for the current and future students within the District.

The purpose of this Long Range Plan document is to provide a summary of the District's framework for facilities planning. The Long Range Plan includes three sections:

Section A:

Framework for Educational Excellence

Describes the values, themes and educational needs and approaches that are the basis of facility planning and maintenance decisions.

Section B:

School Facilities

Identifies the existing school capacity, potential growth, and educational trends and factors that could impact future facility needs.

Section C:

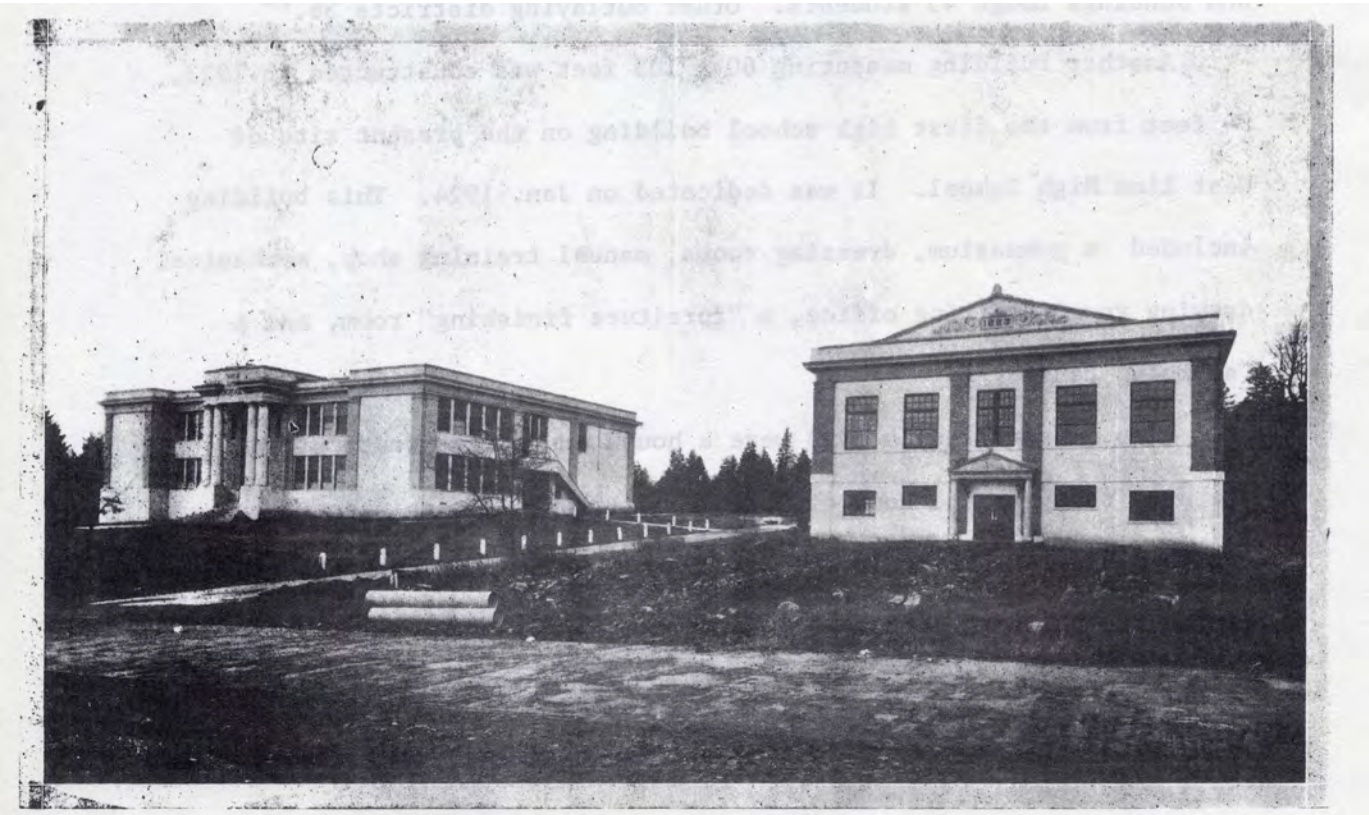
Capital Improvements

Outlines the capital improvement planning process and identifies criteria for identifying future capital improvement projects.

Each section of the Long Range Plan builds off the previous section. Section A: Framework for Excellence details the educational values and programs that affect facility planning. Section B: School Facilities identifies school capacity based on the educational programs implemented in the District. Section C: Capital Improvements describes criteria for evaluating future capital improvement projects and the process for planning a capital improvement program.

LONG RANGE PLAN HISTORY

The West Linn-Wilsonville School District has a long-standing commitment to planning for the future and collaborating with the cities and counties within its boundaries. The first Long Range Plan, originally titled the Long Range School Facilities Plan, was finalized in 1996. It was the result of a joint planning effort between the District, the cities of West Linn and Wilsonville, and Clackamas County to address residential development in the District and related enrollment issues. An intergovernmental agreement (IGA) was approved by the participants. It called for improved planning coordination and it obligated the District to develop a facilities plan. The Long Range Plan has proved to be an enormously helpful tool to help guide the District in preparing for future student enrollment and school facility needs. The plan was updated in 2000, 2005, 2014, and again in 2019. The Long Range Plan is developed by the Long Range Planning Committee and adopted by the School Board.



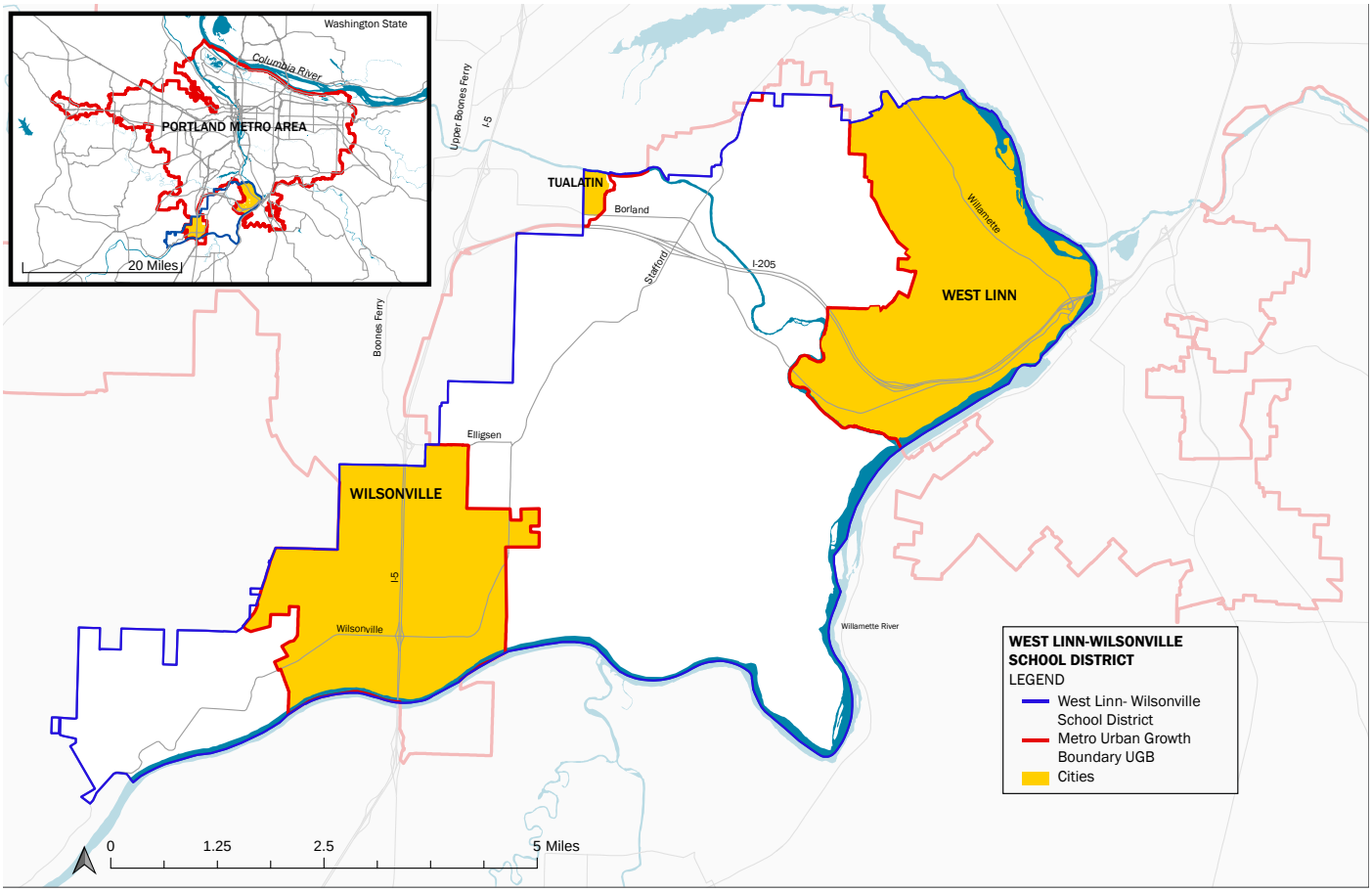
WEST LINN UNION HIGH SCHOOL
1920 BUILDING on Left. On the right is the 1923 Building.

OVERVIEW OF THE DISTRICT

Location and Boundaries

The West Linn-Wilsonville School District is located in the southwestern portion of the Portland metropolitan area, encompassing approximately 42 square miles. Approximately 40% of the land within the district is urbanized, and 60% of the land is undeveloped or in agricultural/resource use. The District includes the entire city of West Linn, the majority of the city of Wilsonville, an unincorporated area of Clackamas County between the two cities, and minor portions of Washington County and the city of Tualatin. The majority of the county land is outside of the Portland metropolitan area's Urban Growth Boundary (UGB). Figure 1, below, shows the District outlined in blue, with each city colored yellow and the UGB marked in red. The uncolored area within the District' blue boundary is unincorporated county.

FIGURE 1



HISTORY OF THE DISTRICT

Since its formation in 1933 through the consolidation of three smaller districts, the West Linn-Wilsonville School District has historically earned a reputation as one of the top academic performing public K-12 school districts in the state of Oregon. District patrons provide an unprecedented level of support for its schools as evidenced by very high volunteer rates at all schools, strong participation in local Parent Teacher Associations, enthusiastic support for the performing and visual arts, regular, unwavering commitment to school athletics, robust participation on various district-level committees, task force work groups, and the school board. The District is also historically successful in gaining community support for regular passage of local option funding initiatives and capital improvement bonds through broad community outreach and participation. The result is a progressive, high performing public school system with a deep commitment to, and connection with, the West Linn-Wilsonville community.

The District has seen significant changes over the last twenty years, with a total enrollment of over 9,000 students in pre-kindergarten through 12th grade (2023-2024). With the opening of a new middle school in 2017, the District now operates nine primary schools, four middle schools, three high schools, and one charter school. A tenth primary school in Wilsonville will open in 2026. District facilities are in excess of 1,500,000 square feet on over 360 acres of land.

1931: Ed Gross and his school buses. The one on the right was on the Wilsonville run.

INTRODUCTION

This section, Framework for Excellence, is the first of three sections that provide the framework for facilities planning, define the issues facing the District, and identify future facility needs and improvements. The three sections that collectively make up the District's Long Range Plan and provide the framework for school facility needs are:

Section A:

Framework for Educational Excellence

Describes the values, themes and educational needs and approaches that are the basis of facility planning and maintenance decisions.

Section B:

School Facilities

Identifies the existing school capacity, enrollment changes, and educational trends and factors that could impact future facility needs.

Section C:

Capital Improvements

Outlines the capital improvement planning process and identifies criteria for identifying future capital improvement projects.

OUR DISTRICT MISSION, VISION, AND VALUES

District Mission

TThe result of the West Linn-Wilsonville community's dedication to "creating learning communities for the greatest thinkers and most thoughtful people… for the world", is a progressive, high performing public school system. In return for the community's dedication, the District maintains a deep commitment to serving all patrons, prioritizing equity and inclusive practices. The West Linn–Wilsonville School District is one of the top academic performing public K-12 school districts in the state of Oregon. This reputation for excellence is the result of the teachers, staff and administrators in the District, dedicated students and parents, and long-time community support. Examples include:

- On September 30, 2024, Niche, an online ranking and review company that profiles schools and school districts, ranked the West Linn-Wilsonville School District first in Best School Districts for Athletes in Oregon and third best district overall in Oregon. The district was also named the third best place to teach in the state.
- In 2023-2024, the West Linn-Wilsonville School District achieved a 97% graduation rate.
- The West Linn-Wilsonville School District was honored by the College Board in 2011 and in 2012 by being one of two Oregon districts named to the second and third AP (Advanced Placement) Honor Roll. The honor recognizes increases in the number of students taking Advanced Placement classes and increases in the percentage of students achieving scores that qualify for advanced college credit. The District offers more than 20 AP courses and regularly recognizes students who achieve qualifying scores in multiple subject areas.
- The WLWV SD offers the International Baccalaureate coursework including the middle years program, the career program, and the full IB diploma program currenlty offered at Riverside High School.
- The District's commitment to the whole child's social, emotional, and academic well being includes the ongoing additions of inclusive and inviting outdoor spaces. Social-emotional learning and academic achievement go hand-in-hand.
- Award-winning performing arts, visual arts, and athletics in the schools receive enthusiastic support from the community.
- A robust performing arts program in grades K-12 is supported by state-of-the-art learning and performance spaces.
- The Center for Research in Environmental Sciences and Technology (CREST) provides rich, hands-on, inquiry-based science education for all students and staff.
- The CREST program is no longer site-based. K-5 schools have learning gardens so students experience environmental learning as part of their grade level science program. Learning is directed by the CREST School Gardens Coordinator.
- The annual CREST-Jane Goodall Science Symposium involves middle and high school students in the International Science and Engineering Fair adjudicated project experience. The WLWV SD has the largest number of annual participants in the state of Oregon.

- Wilsonville High School Robotics team is nationally recognized, qualifying for the world championships several times in recent years. West Linn High School's Robotics team qualified for the world championships in its first year of competition in 2017-18, winning the "Rookie Inspiration Award."
- Robust, award-winning Robotics programs are offered at the High School level.
- Preschool is offered at six of the District's nine primary schools.
- The Preschool program is connected to and supported by High School Career Technical Education (CTE) early childhood education programs.
- Science, Technology, Engineering and Mathematics (STEM) curriculum and enrichment opportunities at all grade levels.
- Broad community outreach and participation during the past 30 years have led to the successful passage of five local option funding initiatives and five capital improvement bonds.
- In addition to having libraries in all schools that are designed to be learning centers for the school, the library also provides students with exposure to STEAM / CTE / Makerspace concepts K-12.
- STEAM / CTE / Makerspace courses are available at all middle schools, allowing students to explore their interests more deeply.
- The District has expanded CTE and project-based learning opportunities at all District High Schools, enabling students to explore career pathways while in high school.
- Seven District schools have dual-language programs in either Spanish or Mandarin and have a visible presence throughout each school. The first dual-language cohort is graduating in June, 2025.
- The District is continually committed to providing fully inclusive facilities. Basic school facilities are designed to reflect the learning, social, and personal needs of all students.
- The District has moved towards greater community engagement and transparency at each school by actively seeking input from families during the decision-making process.
- The Family Empowerment Center (FEC) supports families to become active advocates in their children's education through a culturally responsive, holistic approach.
- We are committed to inclusive practices where all students, regardless of disability, are able to participate in their neighborhood school with their peers with fully inclusive facilities.
- The Heumann Center, named in honor of disability rights activist Judy Heumann, connects students aged 18-21 to post-secondary opportunities.

This portion of the Long Range Plan provides a summary of the District's programs and ways in which its facilities enable the achievement of the District's mission.

Vision and Values

The West Linn-Wilsonville School District is committed to excellence in education. We want a high-quality education for all our students – one that provides a personalized education for all students and affords all learners the opportunity to capitalize on strengths, work on challenges, and maximize potentials. This unyielding commitment to excellence has produced an exemplary public education system.

The District creates learning communities that nurture a growth mindset for great thinking. In this environment, we work to maximize human potential and enable all students to function successfully in a changing world through access to a high-quality education that:

1. Demonstrates personal and academic excellence.
2. Provides a personalized education to improve student performance.
3. Establishes community partnerships and expands the classroom beyond the school.
4. Creates a circle of support for each student.
5. Educates the whole person intellectually, emotionally, physically, and ethically.
6. Integrates technology in daily learning.

SCHOOL BOARD COMMITMENT TO EXCELLENCE

The five-member West Linn-Wilsonville School Board is responsible for establishing educational goals that guide both the Board and staff in working together toward the continuing improvement of the District's educational program and lead to achieving the mission. The Board Goals provide alignment and coherence throughout the organization. The Board Goals for the 2024-25 school year are:

1. Together, we will research, develop and adopt an anti-racism policy.
2. Together, we will monitor student achievement data through the District Integrated Plan, School Work Plans, school visits, a Winter work session and quarterly Board reports.
3. Together, we will value community voice and the authentic engagement of parents/guardians and students through Board-appointed site visits to each school and their respective K-8 PTA/PTO organization meetings or monthly forums, and three Board-facilitated student engagement events with students in grades 6, 9, and 13 regarding their transitions to next learning levels (middle, high, post-high).
4. Together, we will engage as a Board with the Long Range Planning Committee (LRPC) and the community on long-range facilities and financial planning to host a Bond Summit in Spring 2025.

Originally formed in 1933 through the consolidation of three smaller districts, the West Linn–Wilsonville School District 3JT encompasses approximately 42 square miles in the southwestern portion of the Portland metropolitan area.

CITIZEN COMMITTEES

As part of the Board's dedication to involve the citizens and engage stakeholders within the District, the Board has established various citizen committees to assist them with oversight of the District. Two of these committees play a significant role in future planning for the District:

- **Long Range Planning Committee** - a seven-member citizen committee responsible for guiding the development of the Long Range Plan, that provides a rational framework for evaluating and addressing future school facility needs as the West Linn and Wilsonville areas grow.
- **Budget Committee** - a ten-member citizen committee responsible for reviewing the annual budget, gathering feedback from the community, and providing a recommendation to the School Board for adoption.

The Long Range Planning Committee and the Budget Committee study the issues and formulate options and recommendations for the School Board. These committees operate within the District policies and priorities. Ad hoc advisories are periodically created to study and provide input to specific projects.

STAKEHOLDER ENGAGEMENT

The Board and Long Range Planning Committee engage stakeholders through a variety of processes. These processes solicit feedback on community interests and priorities for the educational program and facilities improvements.

- **Focus groups - Groups of stakeholders assembled to provide input on a given topic. (Community athletics, accessibility, facilities stewardship, etc.)**
- **Task forces - Groups of stakeholders assembled to review the input of focus groups and technical documents and provide a summary of findings to the Long Range Planning Committee on a given topic (Safe & Welcoming Schools, Learning with Technology, etc.)**
- **Public comment - Stakeholders provide written and verbal feedback to the School Board, Long Range Planning Committee, Task Forces or staff.**
- **Bond summit - Gathering of 200+ community members to review the list of potential capital projects, discuss them in table groups, and assess priorities.**
- **Polling - Random polling to assess community interest and priorities for potential capital projects.**

PROGRAMS THAT SHAPE SCHOOLS

The curriculum and instruction provided by the District are designed to educate the whole child, awaken the mind, and encourage children and adults to go where questions lead. Students develop a "growth mindset" allowing them to take on challenges while demonstrating performance character. In addition to the curriculum offered at the primary, middle, and high schools, other program strategies are used by the District to create a collaborative, integrated approach. Some programs impact the architecture and design of the building and school site because they require a different type of space than a standard classroom or require a separate facility. The spaces and infrastructure needed to support the programs are outlined in the subsequent pages.

The following programs significantly enhance the overall quality of education offered to the students of West Linn-Wilsonville:

- Early Childhood Programs
- Inclusive Services: Learning for All
- Cultural Diversity and Multilingualism: World Language, Dual Language, English Language Development
- Health and Wellness
- Science, Technology, Engineering, Math (STEM) Education
- Career and Technical Education (CTE)
- Visual and Performing Arts
- The Center for Research in Environmental Sciences and Technologies (CREST)
- Co-Curricular Enrichment and After-School Programs
- Athletic and Recreational Programs
- The Library: A Center for Research and Inquiry
- Leadership and Community Service Learning
- School clubs in middle and high school focus on a wide range of academic and co-curricular interests.
- Mentoring Programs and Affinity Groups
- Family Empowerment Center (FEC)
- High School Online Academy and Hybrid Learning Options

EARLY CHILDHOOD PROGRAMS

Preschool

Preschool programs in the District are based on the belief that young children "learn by doing". The goal of the program is to engage children in experiences that enhance the natural processes of physical and intellectual growth. The District has designated one classroom in six of the District's nine primary schools for preschool. However, without preschool boundaries, prospective students can attend any of the District's preschools. Locating preschools within the primary schools offers a natural sense of community connection and belonging with other children and families from the neighborhood.

The District offers scholarship opportunities to support families enrolling in the tuition-based program. The student age range and time of each preschool session differs by school according to the needs and participation of the community. The program currently serves approximately 200 students. Several language-integration classes are taught at the preschool level. The District constantly seeks to increase the diversity of its staff and actively recruits bilingual teachers into the preschool program. Preschool curriculum aligns with state requirements and the District's pedagogy. Students in the program are being prepared to be socially, emotionally, and academically ready for Kindergarten. The preschool program is taught in a primary school classroom, but has several distinguishing elements:

- Learning is play-based with age-appropriate furniture
- Classrooms are adjacent to a separate outdoor play area with age-appropriate equipment
- The program is offered half-day (either morning or afternoon depending on location)
- Students have in-class snacks but do not receive lunch service from the school
- Parents organize pickup and drop off. There are no bus obligations for preschool students
- The Preschool program is connected to and supported by High School CTE early childhood education programs

Early Intervention and Early Childhood Special Education

The West Linn-Wilsonville School District believes in the power of partnerships with families. The District partners with the Clackamas Education Service District (ESD) to provide individually designed services to address the needs of young children (birth to age 5) with developmental delays or disabilities. Developmental evaluations are provided by the West Linn-Wilsonville School District at no cost to families. The Clackamas ESD provides services once a child is found eligible. Students and families served by the ESD have the opportunity to participate in the District Early Childhood Program. A partnership with the ESD in two preschools ensures students have access to the services they need within District preschools.

Currently, the Early Childhood Evaluation Center is housed in the Annex at Stafford Primary School. The center has a staff of dedicated professionals to connect with families early and reach those that may benefit most from early childhood services. Some of the families arrive through referrals from their doctor or healthcare provider. Evaluations and parent coaching are primarily provided at the center, but the District also conducts home evaluations and preschool evaluations. The early childhood intervention and special education services are guided by the following principles:

- We believe that every child is remarkable, and each family has a unique story.
- Through the evaluation process, we highlight the child's development and strengths, allowing us to support parents in understanding their child as a learner.
- We connect families to the Clackamas Education Service District (ESD) for services and partner with the families as they enroll in preschool and kindergarten.
- By establishing positive relationships early with families, we begin the journey of supporting their child's growth in learning.
- Early Childhood programs form a significant partnership for the transition to kindergarten. Families in the Early Childhood program are connected with building-based staff and their early childhood teachers, all with a goal to meet their needs when they transition to kindergarten.

INCLUSIVE SERVICES

West Linn-Wilsonville School District is committed to ensuring that each student becomes part of a learning community for the greatest thinkers and most thoughtful people for the world. Within the District's vision is the theme of Circles of Support. In all cases, the student and the classroom teacher are at the center. If evidence suggests that current learning, whether academic, behavioral, or social, may need additional support or challenge, additional levels of supports may wrap around the student. Some students may need supports that rise to the level of an individual plan, which may include a TAG (Talented and Gifted) plan, a 504 plan, an ELD (English Language Development) plan, or an IEP (Individualized Educational Program). The child continues to have their learning nested within the general classroom.

West Linn-Wilsonville has worked hard to develop capacity at every school to provide the continuum of support that may be required by an individualized plan. The first and most high-leverage place to continue increasing capacity is in the general education classrooms. The District continues to focus on instructional strategies that engage all learners, help all students develop a growth mindset, and emphasize the moral and performance character development of students. The more that every student feels a sense of belonging in their classroom, the more inclusive our culture will be for the benefit of all students.

Special education is focused on increasing access to each general education experience. Sometimes, students may need specific, explicit instruction from a special education teacher or specialist to help accelerate their learning in the general education classroom or to support a particular individual need. The District has taken great care to ensure the facilities meet the needs of all learners and builds equity and inclusiveness into the spaces, inside and outside, which the student inhabits throughout the day. Facility design and operational decisions ensure each school is not only compliant with current codes, but provide a fully inclusive experience. The experience of every student is improved when the building is fully inclusive, fostering a culture that celebrates diversity. Learning neighborhoods are designed in a way that provides differentiated learning environments that reach each student's learning style. Extended learning areas, or porches, provide flexible space just outside of the classroom. Because the porches are inclusive and used by all students, providing wrap-around support tied to a student's individual plan in the porch connects directly the student's everyday learning environment.

As student services have grown, so have the needs within each school building for additional professionals like school psych, social workers, counselors, etc. The District is committed to a model in which the resources a student needs are brought to them, as opposed to a student traveling to a dedicated area of the school where resources are centralized. Putting this philosophy into practice means those professionals require spaces distributed throughout each school where they can do the important work with students.

Special Education

Special education is focused on increasing access to each general education experience. Sometimes, students may need specific, explicit instruction from a special education teacher or specialist to help accelerate their learning in the general education classroom or to support a particular individual need.

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Circles of Support

CULTURAL DIVERSITY: WORLD LANGUAGES

All students in WLWV are engaged in the world language program. There are cultural and language diversity appreciation aspects in:

- World language programs
- English Language Development (ELD) courses
- Dual Language programs

World Language

All primary school children learn Mandarin or Spanish. The focus begins with language proficiency standards as well as cultural awareness and appreciation. In kindergarten and first grade, students have a world language experience once per week; in second through fifth grade, twice per week. In middle school, all students take a Mandarin or Spanish course for one semester each year. Some students chose to take the language course for the full year. French courses are also offered in middle school. All primary school instructors of a world language are native speakers.

There are heritage Spanish courses that begin in middle school (Spanish for Spanish Speakers) and continue to high school. In high school, students can take French, Japanese, Mandarin, Spanish, or ASL (American Sign Language), with an increasing number earning the Biliteracy Seal every year. Advanced language courses through AP, IB, or Dual Language are also offered at the high school level.

English Language Development

The district approaches ELD learning for emerging multilingual students knowing their language proficiency and language learning is an asset. The approach ensures that students have opportunities to work with literacy in their native language as they develop English proficiency. The cultural contributions that emerging multilingual students and families bring are integral to school learning and activities. Many schools facilitate after school events to recognize the language and cultural diversity present in their schools. Schools host events and networks to engage and involve language diverse communities.

Dual Language

The Dual Language Program that began in the 2012/13 school year has continued to be robust with virtually no attrition. Students in primary school have the opportunity to become bilingual and bi-literate in Spanish/English or Mandarin Chinese/English, through a District Dual Language Immersion Program. The Program is located at three primary schools: Lowrie Primary School in Wilsonville, and Bolton and Trillium Creek Primary Schools in West Linn. Using the 50:50 model, students receive 50% of their instruction in the target language and 50% in English. The dual language cohorts that began in the 2012/13 school year then went to Rosemont Ridge and Wood Middle School and have transitioned to West Linn and Wilsonville High Schools. The cohort comprises a full class of students in each location. There is an opportunity for native speaking students to join the Middle School Dual Language Program. Dual Language students in middle school enroll in English Language Arts, Spanish Language Arts, and Spanish Social Studies and are fully integrated into the middle school program. In high school, Dual Language students are offered a variety of core academic and elective courses in Spanish that may include other students with Spanish proficiency.

HEALTH AND WELLNESS

The West Linn-Wilsonville School District approach to wellness is whole child, whole school, whole district, and whole community. The K-12 Health/ Wellness program will be updated to align with the new standards and adopt new materials in the 2025-2026 school year. Health and wellness is integrated into all aspects of learning and participation in school. The approach to health education is collaborative, holistic, based on engagement and involvement. Students learn skills that they can apply well beyond the classroom and into their experiences in the community. The District is committed to physical education inclusivity, requiring equipment, programs, and training to offer opportunities for all students.

The health and wellness curriculum is intertwined with nutrition, with social-emotional learning, with community partnerships, and brings together families and teachers. Using age-appropriate curriculum, the program includes topics such as physical, emotional, social, and mental health. Wellness education is focused on analyzing influences, being able to access information, use interpersonal communication skills, decision-making, and goal setting with the overall objective of learning healthful skills and promoting an overall healthy lifestyle. The curriculum is planned and taught to help students gain essential health skills and health-enhancing behaviors that they will use throughout their lives. This may involve gardening, cooking, setting personal exercise routines, and doing research.

Physical Education (PE) is one aspect of the health and wellness program. What had been offered previously as PE, is now called Wellness and includes health class. Students K through 12 spend time in the classroom learning activities directly related to health, but also spend a significant amount of time in field experiences through the community to apply the skills learned in the classroom. Increasingly, students are learning health and wellness content in places where they can immediately apply skills and be actionable in the community. The facility needs surrounding the health and wellness program include spaces for many different kinds of movement and a broad use of media and technology.

The District's Nutrition Services Program is compliant with all national standards and utilizes MyPlate to build healthy meals for students. School Garden Coordinators work closely with the District's Center for Research in Environmental Sciences and Technology (CREST) Program to ensure students have sampling and tasting experiences. The District partners with local farms and businesses to get locally sourced food. The nutrition services spaces are an extension of the learning environment drawing a connection between garden tastings and what is offered in the meal line. When a child has experience growing the food, they are more likely to eat that food and it has made a difference in how they taste the food. The variety and options offered are student-driven, samples and selections by all students. Lunch continues to evolve and it's "pretty darn good".

There is a strong social-emotional learning opportunity in the style of lunch service. The District abides by nutritional requirements, but it is important to instill in the students the ability and knowledge they need to make healthy choices. The Nutrition Service Program offers free and reduced benefits for families and is compliant with Department of Education standards for reimbursable meals. The Nutrition Services Department offers different menus with a variety of products to make meals that kids like and can be served efficiently. In the 2023/24 school year, the District served 104,379 breakfasts and 421,513 lunches. In 2024/25 student breakfasts have already doubled and lunch has increased 60% in response to new menu offerings and implementing the Community Eligibility Program, offering Free meals to 11 schools, thanks to the federal and state guidelines changing.

At the High School level, students have the opportunity to choose from a number of areas to eat lunch; within the building, on site, or off campus. There is a single lunch period at the high schools. The Nutrition Services Department works hard to find a balance between healthy food choices, meals students like and grab and go meals students can take with them or sit down to enjoy. At the high schools, new food tastings are offered that students can vote on before they go on the menu. It is important that the program integrates student voice and choice into the options it provides.

SCIENCE, TECHNOLOGY, ENGINEERING, MATH (STEM) EDUCATION

The West Linn-Wilsonville's learning communities of great thinkers use science, technology, and mathematics to engineer solutions to problems for the world. STEM education supports the learning and development of essential and foundational skills and knowledge to support these learning communities of great thinkers and thoughtful global citizens. The District's STEM education initiative considers the following elements.

Best Practices and Instructional Leadership: The district has engaged in professional learning to develop and implement Next Generation Science Standards (NGSS) and STEM units of study. Teachers work collaboratively to understand best instructional practices in their disciplines, deepen their understanding of state and national standards in content areas, and give and receive feedback to improve instructional practices and better integrate STEM disciplines to enhance student learning. There are ongoing evaluation and revision of units of study and design of experiences for students to apply their learning.

PreK-12 STEM Experiences: State and national standards in STEM disciplines provide important frameworks for best practices and the scope and sequence for content across the grade levels. These frameworks and curricular resources are used to design STEM education for students and to integrate science, math, engineering, and technology. The scope and sequence of preK-12 learning experiences are designed to engage all students and increase their interest and skills in STEM areas. Current and future STEM experiences include classroom and school day experiences, after-school clubs, independent research projects, and summer and non-school day experiences. STEM experiences are planned to interest and prepare students for pathways, courses of study, CTE programs, and post preK-12 learning.

Exemplars of STEM Education Programs: The District has many exemplars of STEM education programs currently across the schools and grade levels. In addition to a wide variety of STEM electives, students participate in robotics, and International Science and Engineering Fair (ISEF). These programs begin with primary school enrichment class experiences and science & inquiry fairs. These programs and unique learning experiences for students integrate STEM disciplines in ways that provide hands-on, real world, and relevant learning experiences for students, often supported by community partners or STEM industry professionals. These exemplars set our work apart from other local initiatives and continue to inspire the development of additional STEM programs and experiences.

Community Partners: The district is part of the collaborative South Metro STEM Partnership and also works with local universities for professional learning. By working collaboratively with the Oregon Institute of Technology (OIT) and Clackamas Community College (CCC), (add text: PCC and OSU) the District develops courses and pathways that could allow students to earn dual credit and/or prepare for post-secondary learning. The district has and will continue to invest in the spaces and equipment needed to support these programs. The District has developed an internship program that is supported by community partners. Opportunities include fish and water ecology studies with the Department of Fish and Wildlife, software engineering with HMH Education, and Drama programs with Broadway Rose Theater Co. While there continue to be opportunities for students to participate in STEM programs as a co-curricular activity after school hours, the District is committed to providing opportunities during the school day to ensure students who don't have access to co-curricular activities benefit.

National Standards: Effective STEM education is grounded in teaching for deep and enduring understanding in all disciplines. We see the Common Core State Standards (CCSS) in Mathematics and English Language Arts, as well as the NGSS, as important resources in establishing frameworks for developing deep understanding and cogitative skills in the STEM disciplines. District Administrators, School Principals, CREST staff, and Teachers continue to work in collaborative groups to discharge and integrate the CCSS and NGSS into the District's work.

STEM Learning Spaces and Contexts: The Center for Research in Environmental Sciences and Technologies (CREST) is well positioned to support this larger STEM education initiative through the lens of sustainability and the environment. Grounding STEM education experiences in the environment and the context of sustainable development reinforces our District's mission of supporting great thinkers for the world. The arts also provide an important context for STEM education. Science, Technology,

Engineering, Arts, Math (STEAM) education provides opportunities to interpret information, thinking critically, and ground their thinking about art in math, science, engineering and technology practices. Courses and programs integrate the arts so that students learn to apply them along with science, technology, engineering, and math. Facilities around the District support these unique and diverse learning experiences and contexts, providing not only the physical spaces but also the tools and resources needed to support meaningful learning for students.

MakerSpaces: There are spaces adjacent to or within each school library that are used as Makerspaces. Makerspaces are a place in which hands-on, play-based research takes place. It is a place where students get to choose what they do, with whom they do it, and sometimes for how long. They are the "intellectual playgrounds" of the school. There are often computers with access to coding activities: connected to devices or completely virtual. Makerspaces have a variety of materials and equipment for experimentation, design iteration, and creation, both virtually and physically. Makerspaces are incorporated at all levels: High School, Middle, and Primary.

STEM Learning Descriptors:

SCIENCE PRACTICES (NGSS)	TECHNOLOGY (ISTE)	ENGINEERING (NGSS)	MATHEMATICAL PRACTICES (CCSS)
Make sense of phenomenon and ask questions	Act as an empowered learner, leverage technology to take an active role in choosing and achieving learning goals	Defining problems	Make sense of problems and persevere in solving them
Develop, use, evaluate, and revise models		Develop, use, evaluate, and revise models	Model with mathematics
Plan and carry out investigations	Be a digital citizen in the interconnected world	Plan and carry out investigations	Use appropriate tools strategically
Analyze and interpret data	Construct knowledge and curate resources	Analyze and interpret data	Attend to precision
Use mathematics and computational thinking	Innovate design solutions	Use mathematics and computational thinking	Reason abstractly and quantitatively
Construct explanations and storylines	Think computationally, use technology to develop and test solutions	Design solutions	Look for and make use of structure
Engage in arguments from evidence	Communicate and express oneself clearly and creatively	Engage in an argument from evidence	Construct viable arguments and critique the reasoning of others
Obtain, evaluate, and communicate information	Collaborate globally, use digital tools to broaden perspectives	Obtain, evaluate, and communicate information	Look for and express regularity in repeated reasoning

CAREER AND TECHNICAL EDUCATION (CTE)

Career & College Readiness

The district continues to expand its CTE courses of study. We currently offer programs in all six state-approved CTE career areas:

STATE OF OREGON'S CTE COURSE AREAS	WLWV CURRENT CTE PROGRAMS AND PROGRAMS OF STUDY
Agriculture, Food and Natural Resource Systems	Environmental Science
Arts, Information and Communication	Digital Arts, Journalism, Technical Theater, Computer Programming
Business and Management	Business/Marketing
Health and Biomedical Services	Health Occupations
Human Resources	Education
Industrial and Engineering Systems	Engineering Technology, Construction/Architecture

Based on previous work completed in the 2018-19 Superintendent high school study, the District has grown the support and opportunity for CTE programs. The District completed a major shift in the high school schedule to allow students the opportunity to take more courses and enable expanded options for internships and career pathway explorations. Also developed coursework and system to support high school students to more systematically plan and envision their educational plan and profile for their future. Embedded within each CTE program is a community partnership with industry professionals.

VISUAL AND PERFORMING ARTS

The Arts are a vital means of transmitting cultural heritage from generation to generation; students come to better understand the nature of the human experience, appreciating the diversity and similarities among people and cultures. An Arts education stimulates, develops, and refines critical cognitive and creative skills, invigorating the process of learning and promoting achievement across all academic subjects. As developing artists, students gain relevant workplace "know-how", preparing them for jobs where imagination, critical thinking, adaptability, teamwork, and communication are key. The West Linn-Wilsonville school communities integrate art into the everyday experience of all students. Vibrant art classes and performing arts programs make school a place students want to be.

Visual Arts

Arts education is integrated with and extends the entire primary curriculum. The District employs a Discipline-Based Arts Education (DBAE) approach to learning and instruction enabling students to have broad and rich experiences with works of art. DBAE uses inquiry-based teaching and learning, tailored to specific ages and grade levels, and emphasizes students' interests, judgment, reasoning, and critical thinking/problem-solving skills.

Art activities also offer an opportunity to engage community members. School PTA groups actively support art programs by funding materials, art literacy lessons which are taught by community members. Music and Arts Partners (MAP) support art exploration for students and teachers, and Artist-In-Residence Programs transform schools with temporary and permanent installations. At the primary level, learning neighborhood porches are used heavily to teach art lessons, especially in support of artist-in-residence activities. Some primary schools in the District have dedicated rooms used for this rather than porches. The design of porches includes storage for art supplies, durable flooring and furniture, and sinks for wet art activities.

At the Secondary Level, arts programs involve students in discipline-based arts process to develop an appreciation of aesthetics and critique, and further understanding of the relationships between ideas, society, and the arts. Middle School courses include art, drawing, graphic art, and digital design. At the High School level, a great variety of courses are offered in the visual arts. They include a wide range of fine arts and photographic arts courses. Advanced Placement (AP) opportunities are offered in Studio Art including Drawing, Studio Art: 2D Design, and Art History. The spaces needed to support these highly successful programs are specific in their nature. Display opportunities throughout the school facility provide ways to highlight the work of students and broaden the benefits of the arts programs to all individuals of the school community. Through partnerships with cities, High School artists are also provided ways to display work publicly in their surrounding community.

Performing Arts

Music, dance, and theater are all part of the primary arts program. There is a great deal of movement and dance associated with music education at the primary level. This requires the music rooms to be large enough and have adequate instrument storage in order to free up the floor space in the room to safely hold movement-based lessons. Because the District's programs are so well supported with the proper equipment and instruments, storage is of great importance: to ensure access to instruments, to protect them from damage, and for security. There is a strong investment in performances at the primary level. It is important that performance spaces, even at the primary and middle school level, have appropriate theatrical lighting, acoustics, sound, data, projection screens, and robust audio/visual systems.

Music and wellness programs at the primary level work closely together. Music teachers are given training and support to create academic access points for students. Teachers in the arts have an opportunity to reach students that may not otherwise see themselves as academically successful. Success in a music class builds confidence in students that can be leveraged to increase their engagement with other academic programs throughout the day.

At the middle school level, arts programs involve students in discipline-based arts process to develop an appreciation of aesthetics and critique, and further understanding of the relationships between ideas, society, and the arts. Courses include band, choir, drama, orchestra and jazz band. Middle schools have an annual musical which takes place in the High School auditoriums. The musical involves 200-300 students every year and is extremely well-attended. The band, choir, and orchestra programs participate annually in adjudicated competitions in the states of Oregon and Washington.

The District High Schools are home to vibrant art communities. A wide variety of courses are offered including but not limited to 5 vocal courses, 9 instrumental and general music courses, and 14 performing arts courses (theater, dance, film). Performing arts courses range from Symphonic Choir to Video Production and include one AP opportunity in Music Theory. The spaces needed to support these programs at the high school level are very specific in their design and operation. Many large theater performances are put on each year by each high school and are very well attended. The District is committed to arts programs at all schools and seeks to provide places that meet the needs of the programs and are reflective of their excellence.

THE CENTER FOR RESEARCH IN ENVIRONMENTAL SCIENCES AND TECHNOLOGIES (CREST)

The Center for Research in Environmental Sciences and Technologies (CREST) is an environmental education program that serves students and teachers of the West Linn-Wilsonville School District. The program has led to a K-5 learning garden with facilitated professional learning from CREST staff at each primary school where students apply Next Generation Science Standards. CREST staff members have brought outdoor research practices to middle and high school teachers through professional learning and ongoing support with their science courses and provided agricultural business experiences that fit with Adult Transition goals.

A CREST site was established in 2001 adjacent to Boones Ferry Primary and Wood Middle School. It has served as a learning space for students to visit and collect data about the ecosystem, experience how to grow and harvest crops so they could transfer that learning to the science learning at their schools. There was a CREST Farm site on the Boeckman Road Frog Pond Primary School site that offered additional experiences for students to grow and harvest crops.

CREST staff have partnered with classroom teachers to help thousands of students learn through doing – by engaging them in field experiences, independent student research, gardening, service learning, and hands-on, inquiry-based science. CREST staff continue to work directly with students in the field and at school. They have been part of the primary and middle school Summer Learning Programs and offered summer leadership and outdoor learning experiences. The CREST program provides curricular support for teachers in the areas of science and education for sustainability.

CREST programs focus on offering an innovative approach to providing real-world and relevant learning experiences for students. CREST program learning offered district students ways to apply Science Technology Engineering and Math (STEM) curriculum, Next Generation Science Standards (NGSS), Career Technical Education (CTE) programs, and sustainability practices, beginning in the 2018-2019 school year. Increasingly, the program has moved out to school sites where staff have supported teachers and students with engaging in field work that applies concepts in science, wellness, and economics.

The CREST program aligns with the mission statement of the district: How do we create learning communities for the greatest thinkers and most thoughtful people…for the world?

The CREST program strives to:

- Foster a sense of wonder, understanding, and stewardship for the natural world
- Help students achieve science literacy and develop a lifelong appreciation for science
- Increase personal wellness through connections to local food systems and outdoor activities
- Promote and inspire sustainability through education and demonstrations

- Support teachers in teaching science and environmental education
- Serve as the catalyst and resource for school site-based science and environmental programs

The District held a summit in May 2018 to gather input from all stakeholders about the continued and future programming at CREST. At that summit, the message communicated by stakeholders was a desire to have a CREST presence in every school. As a result, experiences at the CREST site are extended to each primary level through a School Garden Coordinator. At the middle and high school levels, the NGSS and inquiry based on observation and data collection continue and can be practiced in the future greenhouse spaces being considered. CREST staff models the approach to science learning that teachers use now in the school garden spaces and could use in future greenhouse spaces.

CREST has continued to evolve over its 20-year existence, adding learning opportunities for students while routinely evaluating the effectiveness and quality of programs. The CREST program contributes to these school experiences:

- Robust Science & Inquiry Fair opportunities
- Increased garden and farming opportunities as school gardens are expanded at all WLWV primary schools
- Additional real-world learning experiences through partnerships with local farms and science-based organizations
- Internship opportunities through high school studies in environmental and agricultural sciences
- Outdoor learning that integrates with literacy learning in the Primary School Summer Learning Program

CO-CURRICULAR ENRICHMENT AND AFTER-SCHOOL PROGRAMS

Co-Curricular Enrichment is an integral part of establishing a culture of excellence, personalization, and support for the whole child that extends beyond the classroom. Participation in Co-Curricular Activities also has the benefit of improving student outcomes – including attendance, participation in class, sense of self-efficacy, and academic performance. In addition, Co- Curricular Activities are an essential part of our Student Services focus area of Creating Inclusive Cultures and are an indicator of a student's involvement/connection to their community. Through participation in athletics, performing arts, leadership, enrichment programs, clubs and service activities, students served by Special Education can interact with peers in ways that benefit all participants and strengthen the overall culture of the school. Participation in Co-Curricular Activities can also support the development of Student Voice – another Student Services focus area.

There is a range of activities that can be considered Co-Curricular Activities. There is no single definition and no exhaustive list of activities, and indeed the list of offerings routinely changes based on student interest/need and staff expertise. In general, a Co-Curricular Activity is a school-based activity that is optional, and outside of the regular academic coursework. Also, a Co-Curricular Activity would be an ongoing activity with regular opportunities for participation over the course of weeks or months, and not a one-time event. Co-Curricular Activities can take place before or after school as well as during the school day (lunchtime clubs, for example).

Major categories of Co-Curricular Enrichment Activities:

- Athletics
- Unified Sports
- Performing Arts (High School Strings, Jazz Band, Middle School Musical, etc.)
- Academic Activities (Lego Robotics, CREST programs, School Garden, Oregon Reader's Choice Award, etc.)
- Leadership
- Enrichment Programs
- Student affinity groups and clubs
- Clubs (Art, Chess, etc.)
- Competitive Academic Activities (Science & Inquiry Fair, Speech and Debate, Mock Trial, etc.)
- Service Activities

The West Linn-Wilsonville School District is proud to partner with local, private (non-District) services for After School Activities and Childcare. These innovative programs are committed to community engagement and continued enrichment once the school day is complete. Providers are not hired by the district but allowed to rent space to offer their program.

Lego Robotics is offered at the primary level and provides an opportunity for students to feed into the school-run robotics programs offered at the secondary level. Makerspaces provide the optimal location for this program as it requires a flexible space where large tables can be set up with secure storage and robust power/technology infrastructure.

The District supports the communities' needs by allowing after-school community-based childcare programs in all of its primary schools. They are in-demand with an extensive waiting list. The programs are mainly housed in the cafeteria/commons of each school and require the use of supporting spaces. These include spaces for wellness activities (outdoor or in the gymnasium), storage of snacks and materials including refrigerated storage and sinks, and restroom access.

ATHLETIC AND RECREATIONAL PROGRAMS

Athletic and Recreational facilities provide students, families, and the community with opportunities to engage in activities ranging from leisurely play to competitive athletics.

Vision

Our vision is for West Linn-Wilsonville School athletic and recreation facilities to provide equitable access for all regardless of ability, gender, grade level, or location. We envision athletic and recreation facilities designed to be a resource for our students, families and community year-round. Athletics and recreation facilities build community, connection, and a sense of belonging while supporting the physical, social, and play-based education of our students.

Primary School

Enrichment classes are offered after school including athletic or game-type classes (e.g. tap dance, yoga, running club, etc.). These classes vary and are short in length.

Middle School

The district offers a two season "no-cut" intramural sports program to all students in grades 6-8. Emphasis is placed on skill development, sportsmanship, and team play. Prior to participation, a student must have a current physical form and a signed parent permission slip on file in the office; and the required activity fee must be paid.

Students participating in middle school athletics are expected to display exemplary citizenship and maintain defined academic standards at all times. Teachers work with coaching staff to develop plans to aid students in their efforts to meet acceptable standards.

High School

Studies have proven that students who become involved in high school activities/sports programs get better grades, have better attendance and have a better chance for success later in life.

The district currently offers three seasons of athletics to high school students. With few exceptions, most sports programs are "no cut" - there are opportunities through either the school district or community programs for all interested to participate. Participation in high school athletics is governed by criteria established by the Oregon School Activities Association (OSAA) and the West Linn-Wilsonville School District. These include having a current physical on file, paying required athletic fees and complying with training and participation rules. Detailed information can be found on the high school websites.

THE LIBRARY: A CENTER FOR RESEARCH AND INQUIRY

The District supports collaboration among teachers and students at all levels. Teaming helps teachers provide a coherent and aligned program kindergarten through 12th grade and classroom-to-classroom. The library is the center of collaboration and inquiry in the school. Seen through this lens, the culture of the school resonates from the library. The themes of school activities, the inquisitive methods of exploration, the wisdom of expert guidance, the joy of reading, the seamless integration of technology, the self-initiated investigation of a question of the moment, the fun of learning, the collaboration of students and staff – indeed, the very mood and ethos of the school – is unmistakable in the library and resonates from the library.

The library is located at the heart of the school connecting students and teachers to research, inquiry, wonder, and delight. The influence of the library is experienced in the center and extends out to the adjoining porches of each learning neighborhood, and into each classroom. The library connects classrooms and extends learning in all subject areas. The Teacher Librarian works throughout the school as a leader and a partner with classroom teachers to promote students' interest in reading and develop their skills as independent researchers. The Teacher Librarian brings ideas and resources to the planning process with teachers and supports the development of information and research skills in the context of classroom studies. The Teacher Librarian teaches alongside classroom teachers supporting inquiry that awakens curiosity, sustains passion, engages all learners, and culminates with learning and accomplishment. Learners are guided to hone skills of inquiry, enjoy and explore reading, and collaboration around questions they might encounter.

The library is interactive, inviting, open, and fun. Activities that occur in the library include problem-solving, design, and collaborative literacy and can be an extension of a Makerspace. District libraries are designed to allow small groups and individuals to work on projects that challenge their imaginations. Teachers and children work together to sharpen questions, expand students' background knowledge, and connect with local and global experts. Many of the library resources are available digitally. The library is a research base for the school that includes a balance of books and media technology to support literacy and research. Makerspaces, typically adjacent to the library, are a place in which hands-on, play-based research takes place. (See also, STEM narrative, page 16)

The library is a living children's museum. Amazing, beautiful work is displayed in the library and throughout the school along with explanations, process notes, reflective templates, and further questions. Interactive displays invite children to engage in interesting questions of their time. Questions highlight and explore ethical considerations, intellectually challenging content, add depth and connections from one study to another, and challenge children to extend and practice performance character. Craftsmanship in thought, process, and products are given an honored place in the school. Libraries also serve as meeting spaces for staff development, training, and education.


LOWRIE
PRIMARY SCHOOL
28995


WEST
LINN
HIGH
SCHOOL


SUNSET
PRIMARY SCHOOL

LEADERSHIP AND COMMUNITY SERVICE LEARNING

West Linn and Wilsonville High School have several student leadership opportunities, including clubs, the Associated Student Body (ASB), and the National Honor Society (NHS). These organizations are places where students socialize, learn leadership skills, and get involved in their school community. Most clubs are open to all students and students are welcome to attend meetings at any time. Students are also able to initiate their own club.

- West Linn Lion Ambassadors Mentors and role models who help 9th graders transition to high school. They plan and run the 9th grade orientation program and tour 8th graders.
- Associated Student Body (ASB) Has many officers, including a president, secretary, and commissioners for arts, athletics, charitable giving, clubs, equity and diversity, posters and announcements, spirit, social media, and store managers.
- National Honor Society (NHS) An organization for juniors and seniors who want to develop their leadership, scholarship, service, and character.

MENTORING PROGRAMS AND AFFINITY GROUPS

Peer supports are important to building school community. Peer supports at WLWV are guided by the following principles:

All students belong as part of their classroom community. Belonging is about more than just being physically present in the classroom. To truly belong, a student needs to be known by their classmates, participate in class activities, and contribute to the class culture.

All students are inherently social, even those who struggle with social communication skills or those who communicate in non-traditional ways.

Academic and Behavioral skills can be taught. Peer modeling can be a powerful way to teach those skills.

We are always working **to foster independence and promote individual dignity** for students. All students benefit from learning together with their peers. A few students may receive additional supports from a formal Peer Mentor program. The peer mentor's role is to help the student engage in their classroom in the most typical way possible. The peer mentor does not replace the teacher and should never be a barrier between the student and their teacher or classmates.

All human relationships are two-way. A peer mentor is often in the role of leader or helper. However, the p**eer mentor will also learn** important things from the student(s) they work with.

Peer mentors are students. **Peer mentor relationships require adult** supervision. Adults in the school are responsible for the safety of all students, including peer mentors. Peer supports do not replace the role of highly trained adults—particularly in safety, supervision or personal care. But it is often a high-leverage practice to fade adult supports through the use of peer supports.

Peer mentors consider ways to help students experience joy and make meaningful contributions to their classroom community by providing Safety, Dignity, and Confidentiality.

FAMILY EMPOWERMENT CENTER (FEC)

We believe that the empowerment of families' fundamental rights and needs contributes to students' maximized success in school and in life. Each of our schools and the WLWV Family Empowerment Center promote equity, strengthen community partnerships, support students' emotional and mental well-being and work to eliminate barriers to student success. The West Linn-Wilsonville School District Family Empowerment Center equips families with needed resources such as food, clothing, school supplies, as well as access to mental health resources and local programs, education classes, workshops and much more. The West Linn-Wilsonville Family Empowerment Center provides direct services to families as well as connections to other community resources. The WLWV Family Empowerment Center is always looking to add and bolster community partnerships. The Family Empowerment Center works with all families with students enrolled in the West Linn-Wilsonville school district.

A families' first point of contact remains their home school. Immediate needs are communicated to the teacher, school counselor or school principal. Most resources are available at the school location and families can connect to those resources right at their school. Other resources would be available from the WLWV Family Empowerment Center location. School staff and leaders will direct families to the Center for specific items and resources that are located at that venue.

Vision: Empowering families to become active advocates in their children's education through a culturally responsive holistic approach.

HIGH SCHOOL ONLINE ACADEMY AND HYBRID LEARNING OPTIONS

Unlike some online charter programs or schools that are separated from their school district, the WLWV District's model is uniquely integrated within our schools. This advantage allows our students to still stay involved with their friends, school activities, field trips, principal and office staff, school counselor, library, theater program, athletic program, district art shows and a variety of events and resources while learning in an online or hybrid environment. Each child remains a student of their school in the WLWV school district and we remain committed to their success.

INITIATIVES THAT BUILD RESILIENT SCHOOLS

Schools are a part of a larger ecosystem, the demands of which change over time. In addition to the programs outlined above, West Linn-Wilsonville School District embraces many initiatives that shape the design and use of its facilities. Through these four initiatives, the District builds resiliency within its schools, increasing their capacity to adapt to changing conditions.

- High-Performing Schools
- Safe and Welcoming Schools
- Community Partnerships
- Learning with Technology
- Equitable and Inclusive Learning Opportunities

HIGH PERFORMING SCHOOLS

High performing buildings integrate and optimize all major performance attributes including durability, life-cycle performance, energy efficiency, and occupant productivity. There is a direct connection between the design and construction of school buildings that truly support the mission of the West Linn-Wilsonville School District: to create learning communities for the greatest thinkers and most thoughtful people… for the world.

Inclusive Design and Construction Processes

The District is inclusive in the design and construction process. The entire operations, maintenance, and construction management team is integrated into the process. Educational program leaders and building end-users are involved in the process and reflect on the student experience to guide design decisions. Community engagement also occurs in the planning stages at events like the Bond Summit, and through public comment to the School Board. This helps the District get input, consider long-term maintenance ramification and training, and build a knowledge base within the staff. As a result, when a new building is complete and the contractor hands it to the District to operate and maintain, the staff are much more knowledgeable about the products and systems and are ready to keep them functional throughout the life of their warranty. The District uses multiple strategies to withstand the rising costs of construction and lack of skilled labor in the workforce while maintaining the expectation that construction is of the highest quality. Decisions about initial costs are carefully weighed against long-term life-cycle costs of all products and systems.

There is a growing change in the workforce skills and technical knowledge required to maintain and use highly technical controls and systems for modern buildings. Security, mechanical, and electrical all have a high degree of computer-based and technical control requirements. Including the District IT department into the design and construction of buildings is critical to the overall success of any project. Integrating and blending staff between facility maintenance and IT is becoming the new cultural norm. Project Management Software and Building Information Modeling (BIM) are essential aspects of system maintenance. Resilient building design requires deliberate attention to system redundancy and reliability.

Environmental Sustainability

The District is committed to energy conservation. Incentives in Oregon SB1149 and partnerships with the Energy Trust of Oregon (ETO) have enabled the production of a more resilient product. The District conducts energy audits of each building using incentive funding to help identify equipment and systems that can be improved. This audit will highlight several factors including the long-term considerations and ramifications of building envelopes, equipment, and operations on the facility's overall energy use. All new school buildings in the District take advantage of solar energy through photovoltaic panels. The District is committed to utilizing initiatives that are themselves sustainable as evidenced by their functionality, resilience, and long-term benefit.

Oregon's code requirements have elevated the energy efficiency of buildings as well as their seismic resiliency. The District relies on the design consultant team of architects and engineers as well as local and regional codes to design more energy efficient and resilient schools that perform well into the future.

The District is committed to providing learning opportunities through its buildings and surrounding site. Robust stormwater and water quality standards allow for the use of the site as a teaching tool. Natural features of the site like wetlands or forests are incorporated into the curriculum.

Schools are centers of community. The District partners with local jurisdictions and organizations such as Safe Routes to School to consider ways to make schools more accessible for students that bike, skateboard, or walk to school.

Farsighted Decision-Making

The nature of buildings can be very rigid. Flexible spaces add to the long-term resiliency of the facility, enhancing its ability to provide places for uses that are not yet known. The spaces need to be simplistic, and not overly complex in their infrastructure so that the users can actually use the buildings – turn on the lights, use the projector, etc. The ramifications that technological advances have on design in schools is vast. The District is thoughtful in deciding what electronics and teaching tools go into schools in order to serve the current needs while also preparing for change.

The District does not build anything without investigating its effects on the educational environment. In all cases, form must follow function. The investment of the building must give the District a place that performs as a school in the end. A resilient building provides spaces that are flexible and can be modified and used differently as teaching and learning methods change. Modern buildings have the potential to enhance the teaching environment through current standards and products available for systems such as lighting, heating, air conditioning, air quality, temperature control, increased acoustical performance, etc.

Consistency in the design consultant team is an important part of the decision-making process, ensuring each new facility fits into the fleet of schools that must be maintained and used for decades. The District requires innovative design solutions, but does not "practice" on untested products or systems, using materials and methods that are compatible with the rest of the buildings it operates. There is a consistency with the specifications that are used for every new building to ensure durable and long life-cycle products and systems are provided in each school.

SAFE AND WELCOMING SCHOOLS

Safety is a top priority within the West Linn-Wilsonville School District. Many factors are critical to fostering a Safe School Climate, all of which are included in the District's Safety Plan. The District utilizes a three-tiered approach to reviewing, revising, and implementing District-wide security procedures and protocols as well as security upgrades at WLWV schools.

Tier I

Tier I encompasses the building level, as well as the District Safety Committee, which is a representative group that proactively reviews current practices and procedures. Tier I includes School Emergency Response Teams (principals, secretaries, counselors, teachers, and staff trained in first aid), who meet monthly to review safety procedures and processes as well as aid in the practicing of those processes. Tier I implements directives given at the Tier II level.

Tier II

Tier II is made up of the District Safety Leadership Team, which is made up of District Administrators who regularly meet to review and evaluate district safety and security with guidance from Tier III. This is the group that determines District-wide improvements, how resources will be allocated and utilized, timelines for improvement plans, and review of the Emergency Operations Plan. Tier II includes community partners such as West Linn and Wilsonville Police, Clackamas County Sheriff, and Tualatin Valley Fire and Rescue, who meet quarterly.

Tier III

Tier III is the group that guides all District decisions related to safety and security. Tier III consists of a nationally recognized safety consultant that regularly reviews District and school security measures and practices. True North Security ensures that WLWV is using best practices, has top facility safety features, and is in compliance with state and national standards, FEMA procedures, homeland security, and more. True North Security conducts thorough audits, which provide the baseline for the District Safety Plan while influencing ongoing and future safety improvements.

In addition to these three Tiers, the District provides opportunities for public input to better understand the priorities of the overall community. There are ongoing opportunities for citizens and patrons to send safety concerns/ suggestions for all three tiers. The board may designate advisory groups to research or respond to specific safety topics.

Safety Regulations, Measures, and Processes across the District

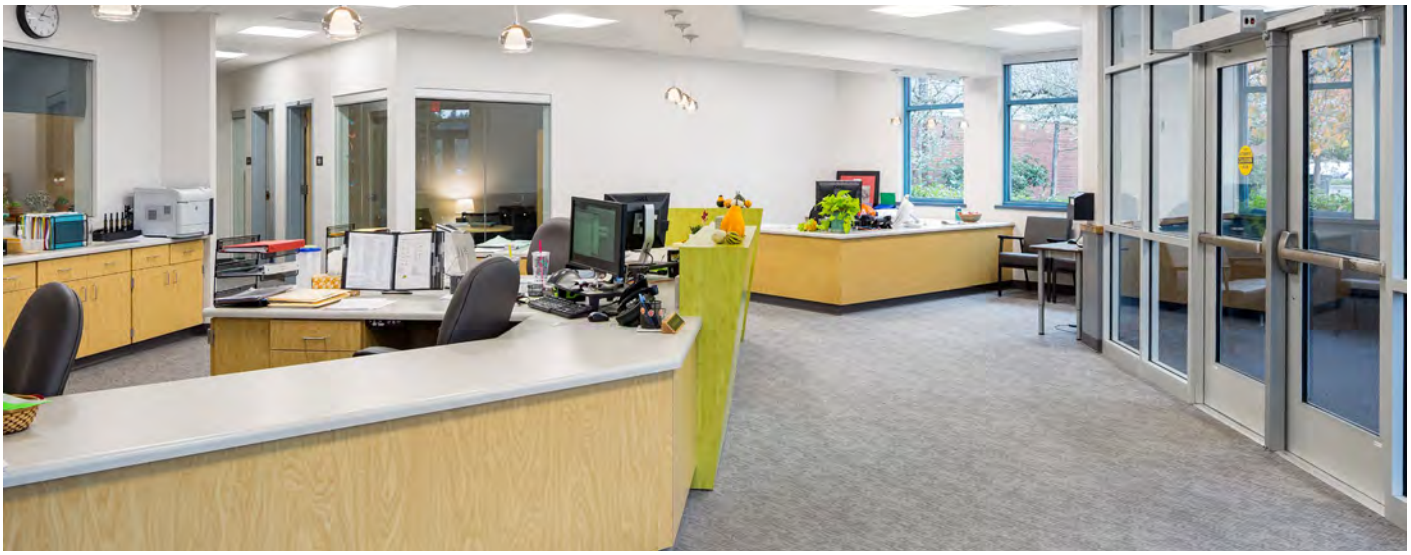
The District diligently complies with federal and state safety regulations, updating and upgrading safety measures and processes across these main areas:

- Student Support Systems
- Emergency Preparedness and Response
- Environmental Safety and Health
- Digital Safety
- Operational Safety

Safe and Welcoming School Building Design

Safety and Security relies on 4 elements: Structures, Systems, Policies, and Practices. The structures and systems are supported by the built environment. Policies and practices rely on the structures and systems in place. There is a direct connection between District safety priorities and the long-range planning for school facilities. The District's design consultants use regional and national school safety design standards to inform their decisions. Safe and Welcoming Schools Task Force members were given the opportunity to weigh-in on those design decisions throughout the process and engage in the conversation about the interplay between safety, security, teaching, and learning. The District partners with first responders, law enforcement, and city officials throughout the design process.

Welcoming environments build a sense of belonging and encompass equitable and inclusive practices. The District encourages parent involvement, solicits community involvement, and welcomes visitors and volunteers with a layer of security through background checks, etc. Schools welcome all families and provide resources through a culture of care and inclusiveness. The District considers the experience of the building through the lens of the student, family, and staff members. The building and surrounding site should have structures, systems, and practices of inclusion as well as structures, systems, and practices of safety. It is important to maintain a positive reception and consider the whole experience of entering and using a school.



COMMUNITY PARTNERSHIPS

District Commitment to Community Partnerships

The West Linn-Wilsonville School District considers community partnerships not in how it forms partners, but how it can be a partner. Schools and facilities are a hub of the community and have a culture that supports community growth. As schools thrive and grow, so does the community. Schools are part of a greater ecosystem. The relationship between school and local communities and partners is symbiotic. Investment by cities and counties in community assets like parks and public transportation benefits schools just as District investment in shared spaces like athletic fields and theaters benefits the community. Schools don't have community partnerships, they are a community partner.

The District operates in an accessible and transparent manner that encourages and fosters community involvement as our parents, students, and community partners are an integral and valued voice in our district (see School Board Commitment to Excellence). To do this, the District is committed to certain actions:

- Expanding communication to increase accessibility and transparency
- Developing "Leading Together" opportunities that foster community involvement
- Partnering with parents and service/community agencies to plan and support students and families
- Strengthen professional organization and university partnerships

During the early planning stages of a Capital Improvement Program, the District hosts events for community participation like the Community Bond Summit in which more than 200 participants engage in a day of bond-related activities. The purpose of the Bond Summit is to educate the community and also solicit feedback and input for the School Board to consider.

Educational Partnerships

Educational partners enrich the PreK-12 curriculum by linking teachers and students with the world outside of the classroom. Partners strengthen and support the teaching and learning experience of students every day to help it stay rich, connected, and relevant. The expertise and assets the community brings come into the classroom. Partners help improve and extend the systems for teaching and learning and provide additional opportunities through their expertise, research, and consultancy. Community partners push thinking and challenge the District to consider new technology/research/information. Some partnerships are simple on-time, one class/school visits. Others involve periodic or regular visits to classrooms/school or even semester or academic year-long collaborative ventures. Community partners may also host individual students at their workplace for career exploration or they may host a class field trip to demonstrate how classroom subject matter is directly applied to their jobs or hobbies.

Shared Facility Needs

Community partnerships play an integral role in the planning, design, and operation of school facilities. The District hosts many city, regional, and statewide community events in its facilities including conferences, Oregon School Activities Association OSAA events, Global Read Aloud, Robotics, concerts, Unified activities, etc. Similarly, local community venues also play host to several District events such as field trips, science exploration, and student art creation and display. In partnership with Clackamas Community College, high school students and students in the adult transition program of the Heumann Center attend CCC in a shared space.

A long range plan considers not only the needs of the school district, but also the facilities that support the community at large. The city and school district have a collaborative understanding of the shared use of spaces like playfields, parks, libraries, and performance centers. When cities update their parks master plan, they consider the school sites. The Parks Departments of the City of West Linn and Wilsonville both utilize school facilities for recreational programs and organized community events. There is also a strong need for community arts venues. The high school performance venues fulfill a cultural need throughout the District and highlight the need to have true collaboration in the design and use of facilities. Partnerships like those with the Missoula Children's Theater transform school performance venues and engage primary school students in a highly successful co-curricular enrichment program. Some partnerships, such as those formed through PTO and PTA groups, play an active role in fundraising and building facility assets such as playground and athletic equipment.

Capital improvement projects and bonds are brought to the community through focus groups, task forces, community engagement meetings and bond summits. From the conceptual and planning phases through the design, our committees encourage and provide community input. The recent high school study included parents and an opportunity for both West Linn and Wilsonville Rotaries to give input. The permitting process ensures further outreach via neighborhood meetings and open house events. The District embraces this because it is aligned with the culture of inclusion and desire to listen to school neighbors. Our board is selected by and represents the community. They have a strong connection to listening and welcoming community voices regarding the prioritization of funds.

LEARNING WITH TECHNOLOGY

Our schools have a long-standing tradition of excellence that is rooted in a culture of action research and innovative practices. It is a culture in which all members of the learning community participate and collaborate in the ongoing pursuit of the district's mission, visions, and goals.

Within this learning environment, technology is now widely used by our students for research, close reading and production. Students use the technological tools available to calculate, to read and write, to tap into streams of live information, to communicate with others, to explore theory and take it into practice, and to do so from school and from home. Every student is provided access to a chromebook for use in their coursework.

Digital video, digital music, graphic multimedia presentations are daily activities in our classrooms. When children are invited to make public presentations of complex learning, the products become models for the next student, the next class. In this way, a rising standard of student performance emerges in the learning community. While certainly incorporating the flash, color, and style of new presentation systems, our students are introduced to this method of presentation early in their educational careers. The early exposure invites this exploration of the tools, but also allows students to move well beyond the whiz-bang of dynamic presentations to presentations that are rooted in content, research, and evidence. Software guides students to appropriate content while they conduct research. Technology tools like voice amplification support a more inclusive learning environment.

Learning with technology allows children and teachers to do what they could not otherwise do. Technology is allowing the days of hard-bound, heavy, stale textbooks to be moving into the past. Resources for research and study are accessible via the web on robust and accessible tools provided to our students and also accessible on personal devices. Video sources provide a window to worlds the student cannot visit, a seat in the great lecture halls of the world, and quick reference for review or expansion of concepts. State of the art systems adapt and adjust to each student's current level of knowledge and understanding and can level the playing field to allow students to address curriculum areas even as other skills are still developing. Curriculum developed from a constructivist approach allows students to explore concepts they do not yet understand, test ideas, fail, grow, and construct a useful understanding of the concept. Today's tools for writing help students review and refine their writing, while also providing word choice or sentence structure suggestions that help students learn new, clearer and more illustrative ways to present their thoughts.

Technology is the "T" in STEM, and allows the "E" (engineering) to come alive, to move from theory to practice. When posed with a real-world problem – for example, program this drone to navigate through a maze of unknowns – the significance of doing something real causes the learning to come alive. STEM activities facilitate learning through robotics, sustainable agriculture, computer software courses, engineering design and other programs currently happening throughout the district. Cohesiveness and support around these programs also provide important professional development opportunities for teachers looking to also expand their practice and integrate STEM education into their curriculum.

Students are being exposed to CTE (Career/Technical Education) courses that bring real-world application of complex and rigorous concepts in authentic and skill-enhancing practice. Students have the opportunity to explore graphic design, video production, web development, and a variety of other applied curriculum and pursue a career pathway that can lead to their ultimate livelihood. And, our high school study has provided valuable and genuine insight to the value of expanding these offerings.

“Makerspaces” allow for more applied and authentic learning activities at all ages. To understand Makerspaces, consider school recesses. There is much learning that takes place on playgrounds. Students are learning the nuances of many games and exploring dirt, puddles, insects, foliage and how they are learning to interact together, and so much more. Learning is real, self-directed, and fun! In an abstract sense, this is also the idea and philosophy associated with Makerspaces. One could call them “Intellectual Playgrounds”. In West Linn-Wilsonville, Makerspaces are often found near the center of the school, usually near the library. The Makerspace may look messy. It will usually contain what seems to be a hodge-podge of craft-type materials (clays, wood blocks, etc) as well as some electronics (3D printer, SnapCircuits, Makey-Makey kits, and much more!). There are often computers with access to coding activities, sometimes connected to devices and sometimes completely virtual. In these environments, students can explore, experiment, and learn without the stressful expectation of a pre-defined outcome.

Assessment with technology escapes the boundaries of time, becoming timely, personalized, and adaptive. Adaptive assessment has greater power to yield useful assessment information for teachers to use as feedback and actionable data. Every student uses some technology resource every day for their school activities. Access to devices and electronic resources is now ubiquitous and transparent in our schools. This allows the power of serendipity and immediacy to take effect and further enhance the personalized learning opportunities and experiences of students. There is significant impact, efficacy, and ownership to having a question now, and being able to pursue that question now – in that very moment. This happens every day!

With a technology tool in-hand, students can become more active readers who gain deeper understanding. For example, a student can actively access multiple definitions and the background of a word or term. Imagine reading a passage that refers to the Leaning Tower of Pisa. Within a few clicks, students

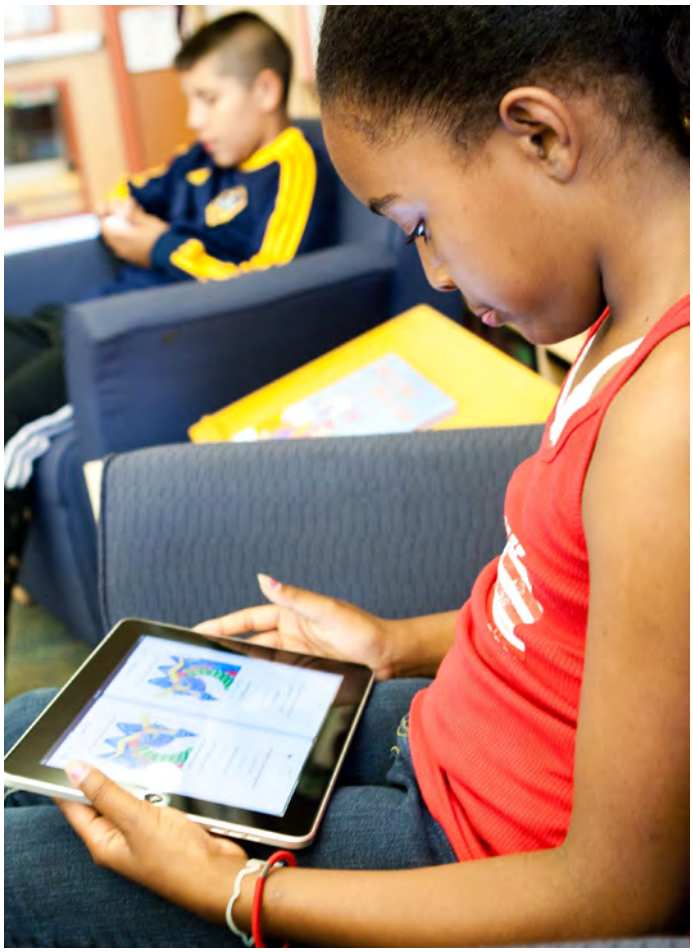
can access a picture along with some quick facts about the building, the city, the area, and the culture. These insights bring deeper meaning and relevance to the original text.

In the social sciences, students can access varying viewpoints. They can research the history of a situation from various angles and gain deeper understanding.

In the math classroom, technology can bring greater synthesis to the application of the theories being learned. For example, we can be told that linear algebra is actually the basis of most computer animation. But with a technology tool in hand, they can be given tasks that cause them to manipulate the mathematical model to create specific results in an animation.

The research and inquiry aspects provided by access to technology are clear as well. The acquisition of fact-based knowledge has been replaced by higher order processes of analysis and synthesis and increased the ability to retain a deeper and richer learning experience.

Teaching in this way is complex, sophisticated, challenging, and intensely intellectual work. The role of each individual teacher has become extraordinarily significant. Successful teachers are those who prepare for their students, not just for their lessons. Successful teachers are more skillful in knowing and understanding individual learners. Successful teachers respond to diverse learners with varied culturally responsive approaches to instruction. Each teacher has a range of strategies and is able to choose the strategy to fit both the content and the learner. Teachers prepare student-centered, divergent learning experiences that draw each and every student to high standards of performance. Teachers in this Age of Learning work from student strengths rather than focusing on the weaknesses. Effective teachers carry the belief that every child can be successful. This mindset leads to a reorientation of teachers' role and disposition toward teaching.



It is important to note that our technology plan is not about the technology itself. While much thought needs to put into the selection of devices, it is not the device that should drive this. The improvement and enhancement of the pedagogical practices in the classroom that enhance the educational experiences of students toward the achievement and surpassing of initiatives like the Common Core Standards or the Next Generation Science Standards is the ultimate goal.

Technology has also become a vital component of virtually every aspect of our operation. Although perhaps more indirect, schools that can operate more efficiently, increase safety, and promote responsible use of resources will also experience an enhanced learning environment.

EQUITABLE AND INCLUSIVE LEARNING

Inclusive schools promote engagement and achievement for all regardless of background, ability, or identity by providing access and opportunities.

Guiding Principles

In the West Linn-Wilsonville School District, we believe that all students belong.

The evidence from 30 years of educational research shows that all students do better in inclusive settings - including students with and without disabilities. We are committed to creating equity and inclusivity throughout our learning communities. Promoting inclusive and equitable classrooms involves seven key components:

- Effective Physical Spaces
- Teaching Common Expectations
- Engagement Strategies
- Teaching Social-Emotional Skills
- Relationships with High Expectations
- Routines, Rituals and Recognition
- Restorative Practices

INTRODUCTION

This section, School Facilities, provides the framework for facilities planning, defines the issues facing the District, and identifies issues that will affect future facility needs and improvements. It is the second of three parts that collectively provide the framework for school facility needs:

Section A:

Framework for Educational Excellence

Describes the values, themes and educational needs and approaches that are the basis of facility planning and maintenance decisions.

Section B:

School Facilities

Identifies the existing school capacity, enrollment changes, and educational trends and factors that could impact future facility needs.

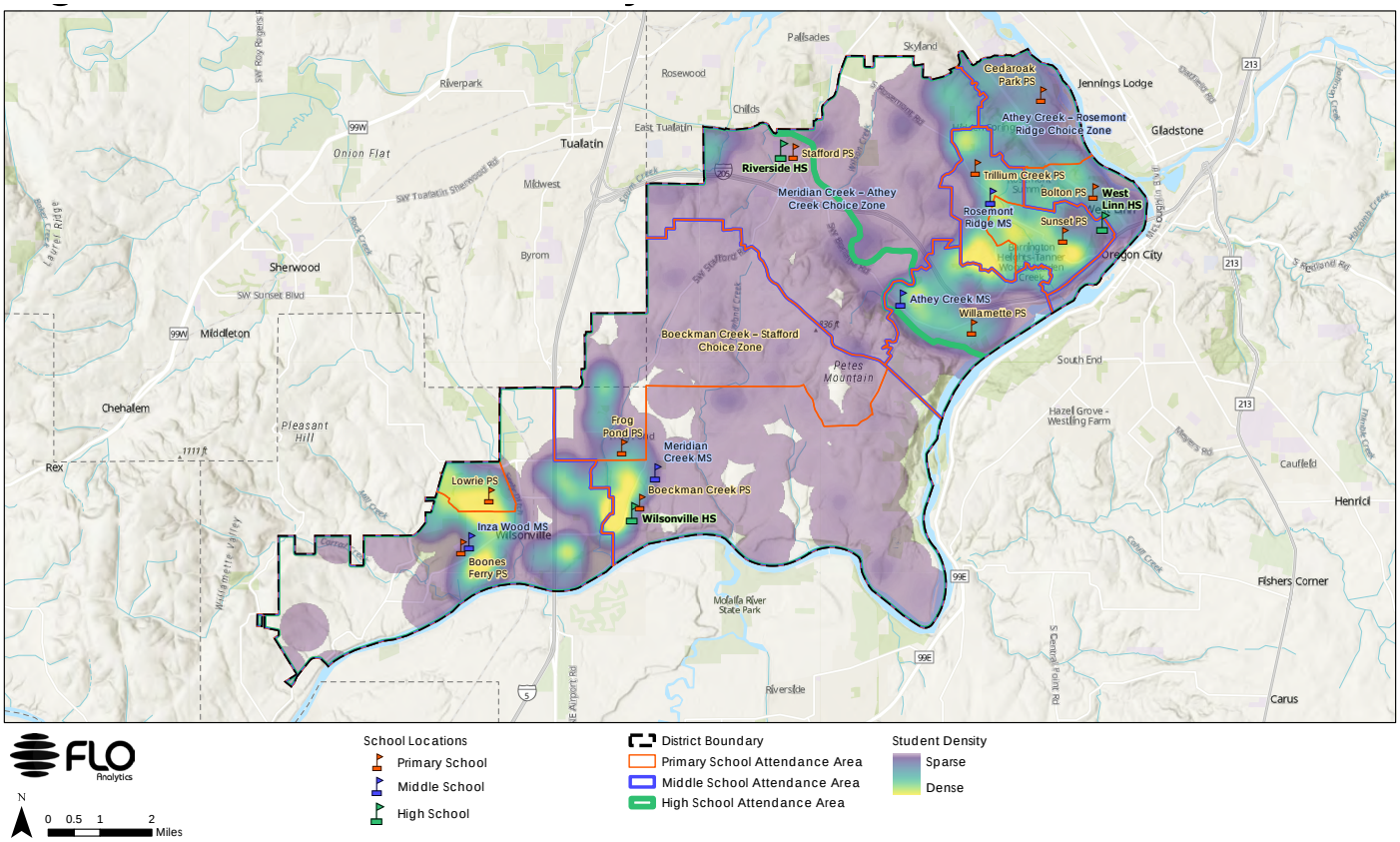
Section C:

Capital Improvements

Outlines the capital improvement planning process and identifies criteria for identifying future capital improvement projects.

Placeholder for
District Property Map

FIGURE 2


Pallisades
Skyland
Rosewood
Riverpark
Childs
East Tualatin
Tualatin
Onion Flat
Midwest
Cedaroak Park PS
Jennings Lodge
Athey Creek – Rosemont Ridge Choice Zone
Gladstone
Stafford PS
Riverside HS
Meridian Creek – Athey Creek Choice Zone
Trillium Creek PS
Bolton PS
West Linn HS
Rosemont Ridge MS
Sunset PS
Oregon City
Sherwood
Byrom
SW Sunset Blvd
Athey Creek MS
Willamette PS
Middleton
Boeckman Creek – Stafford Choice Zone
Petes Mountain
South End
Chehalem
Pleasant Hill
Hazel Grove - Westling Farm
Frog Pond PS
Meridian Creek MS
Rex
Lowrie PS
Boeckman Creek PS
Wilsonville HS
Inza Wood MS
Wilsonville
Boones Ferry PS
Caufield
Henrici
Fishers Corner
Molalla River State Park
Riverside
Carus
FLO Analytics
N
0 0.5 1 2 Miles
School Locations
Primary School
Middle School
High School
District Boundary
Primary School Attendance Area
Middle School Attendance Area
High School Attendance Area
Student Density
Sparse
Dense

SNAPSHOT OF TODAY

Existing Development and Enrollment

The majority of residences and development is located within the cities, with the city of West Linn accounting for the largest share and the city of Wilsonville accounting for the greatest growth. The relative concentration of the student population in the District is shown in Figure 2.

To evaluate enrollment, the District contracted with FLO Analytics to evaluate existing and future development, resulting enrollment, and the location of students. The District collects quarterly enrollment data for each of the schools. The enrollment figures include kindergarten through 12th grade. Historically, enrollment steadily increased across the District with some of the highest growth rates occurring in the 1990's, peaking in 2018. The total enrollment for the District in October, 2023 was 9,045 K-12 students. This enrollment is a decline of 878 students over a 5-year period. Enrollment for October 2023 is shown in Table 1.

TABLE 1

2023 SCHOOL CAPACITY AND ENROLLMENT

	SCHOOL NAME	CURRENT ENROLLMENT (2023/24 YEAR)	LEARNING SPACE CAPACITY	AVAILABLE CAPACITY
PRIMARY	Boeckman Creek	475	550	75
	Boones Ferry	479	775	296
	Frog Pond			
	Lowrie	457	575	118
	Wilsonville Subtotal	**1,411**	**1,900**	**489**
	Bolton	231	475	244
	Cedaroak Park	333	500	167
	Stafford	345	525	180
	Sunset	345	425	50
	Trillium Creek	484	575	91
	Willamette	387	525	138
	West Linn Subtotal	**2,155**	**3,025**	**870**
	Total Primary School	**3,566**	**4,925**	**1,359**
MIDDLE	Athey Creek	512	832	320
	Meridian Creek	400	490	90
	Rosemont Ridge	737	713	-24****
	Inza Wood	480	624	144
	Total Middle School	**2,129**	**2,659**	**530**
HIGH	West Linn	1,865	1,730	-138****
	Wilsonville	1,260	1,393	133
	Riverside High School	112	624	512
	Total High School	**3,240**	**3,747**	**507**
	District-Wide Total	**8,935**	**11,330**	**2,395**
	Three Rivers Charter K-8	110	**	

*Building Attendance Forecasts provided by FLO analytics demographic report dated July 11, 2024.

**Three Rivers Charter is not included in Building Capacity Analysis.

***Under construction during the 2023/24 school year, Frog Pond Primary is excluded from available capacity

****For facilities with a negative capacity in the 2023/24 school year, see 10-year forecast on pages 56 and 57 for capacity resolution.

LONG RANGE PLAN – 2024 UPDATE

The District currently operates nine primary schools, four middle schools, three high schools, and one charter school. The last evaluation of the learning space capacity of each school was conducted in 2018. In 2019, District voters approved a Capital Improvement Bond that funded additions, improvements, and new facilities, changing the capacity of many school locations. Specifically, Athey Creek Middle School is a replacement facility that opened in the fall of 2023, Riverside High School is a renovated facility that opened in the fall of 2023, and Frog Pond Primary School is a new facility that will open in the fall of 2025.

Since the 2018 capacity analysis, the educational programs offered by the District have evolved in response to various research-based initiatives, state/federal requirements, and local program investments. The programs that affect capacity are outlined in Part A of the Long Range Plan.

Over the course of 2024, the District revised the Long Range Plan. This effort involved an update to all three parts of the plan:

Section A: Framework for Excellence – Describes the values, themes, and educational needs and approaches that are the basis of facility planning and operational decisions.

Section B: School Facilities – Identifies the existing school capacity, potential growth, and educational trends and factors that could impact future facility needs.

Section C: Capital Improvements – Capital Improvements – Outlines the capital improvement planning process and provides a link between the Long Range Plan and future capital improvement projects that are identified by the Capital Improvement Program.

LEARNING SPACE CAPACITY

District learning space capacity was first studied in 2007 then updated in 2013, 2018, and 2024. Over this 11-year period, changes in capacity occur due, in part, to construction. Two new primary schools were opened in 2012, one new middle school in 2017, one new high school in 2024, and one new primary school will open in 2025. Major renovations and additions to schools provide additional teaching and support spaces. Changes in capacity also occur due to calculation methodology. In the 2007 and 2013 analysis, learning space capacity was calculated using a class size and room utilization method. In the 2018 and 2024 analysis, capacity was calculated using a square-foot-per-student ratio. Although class size and room use were factors in developing the correct ratio, the analysis resulted in slightly different capacity numbers for each facility. The advantages of calculating building capacity using the sf/student ratio is that, once the ratios are established, they can easily be used to calculate the number of spaces needed in new construction to serve a specified student population.

Long range facility planning requires knowledge of the student capacity that each school can safely, effectively, and efficiently accommodate. The capacity analysis conducted in the fall of 2024 is based on the size of learning spaces and number of students the spaces can support. This square-foot-per-student ratio is derived through an analysis of many factors: national and regional standards, preferred class size, class schedules, academic programs, and District planning priorities.

The learning space capacity analysis is a planning tool that helps the District compare current enrollment to projected enrollment and the available capacity of its facilities. The analysis takes into account only those areas used for teaching and learning. At the primary level, that is the classroom. At the middle school level, it includes the gymnasium, music, art, science, general education, and makerspace rooms. At the high school level, it includes gymnasium, music, art, drama, science, general education, makerspace, CTE, and weight rooms. There are many spaces necessary for a school building to function that are not considered learning spaces such as the cafeteria, kitchen, locker rooms, administrative offices, hallways, and boiler rooms. The square-footage needed for these core support spaces differs for each building due to such factors as plan layout, site constraints, and program priorities during design. The learning space capacity analysis is not intended to be a tool for building design. Instead, during the planning stages for a new school building, the District uses the experience of the effective functioning of its existing facilities and works closely with architects to determine the area needed for each space and the gross building square footage.

It is also important to recognize that not all learning spaces in the schools are included in the capacity calculation. At the primary school level, one classroom is a designated preschool room. Preschool is currently offered as a tuition- based optional program for resident children, and the current and future enrollment projections are based on populations of students that are between Kindergarten and 12th grade. Therefore, preschool-aged students are not included in the overall K-12 capacity of the District. Additionally, one classroom in primary, middle, and high school buildings is designated as a special education support space for the purposes of capacity. The District's special education program maintains a fully integrated population of students at all levels, but uses one room in each building to provide additional support or instruction to students as needed. Further explanation of these programs and their facility needs is provided in the Long Range Plan.

During the spring of 2024, several meetings were held with District operational and administrative staff to discuss how each building was being used. Floor plans of each building were developed to identify each space and assign the current use. Using the logic developed during the 2018 analysis, a square-foot-per-student (sf/student) ratio was applied to determine the overall building capacity. Different ratios were used for primary, middle, and high schools due to the different building and educational functions at each level. The square foot per student needed is a factor of the types of spaces used for teaching. Therefore, at middle and high schools a different ratio is used to calculate the capacity of some teaching spaces due to their particular program needs. For instance, the area needed to safely accommodate a student in a PE class held in the gym is much larger than in a history classroom. The high school buildings have more of these types of large teaching spaces: gymnasiums, black box theaters to teach drama classes, weight rooms for PE class, etc. Although primary schools have gymnasiums, they were not considered an additional teaching space because students remain within their class groupings and attend PE as a support program. In other words, if one first grade class goes to Music, their classroom is left empty. Due to middle and high school schedules, it is possible to have every classroom in full attendance at the same time as the PE spaces. As a result, the sf/student ratio is lowest at primary school buildings and highest at high school buildings.

Below is a list of the sf/student ratios used to calculate building capacity:

Primary Schools	37.5 sf/student
Middle Schools	40.6 sf/student
High Schools	46.2 sf/student

Conclusion - Capacity Analysis

It is important to recognize that learning space capacity is a planning tool used by the District to assist in comparing current enrollment and the needs projected by future growth. It is not an indication of the quality of the educational environment or programs provided at each school. Principals and teachers assess the needs of each student and use the building in very unique ways to provide a high quality learning environment while considering enrollment, transfers, schedules, staff availability, and district-wide program balance. As is the practice of every public school, actual students attending any given school will routinely fluctuate. This analysis is done concurrent to a demographic and enrollment projection report. Together, these documents are used by the District to understand the facility needs and plan for capital improvement projects.

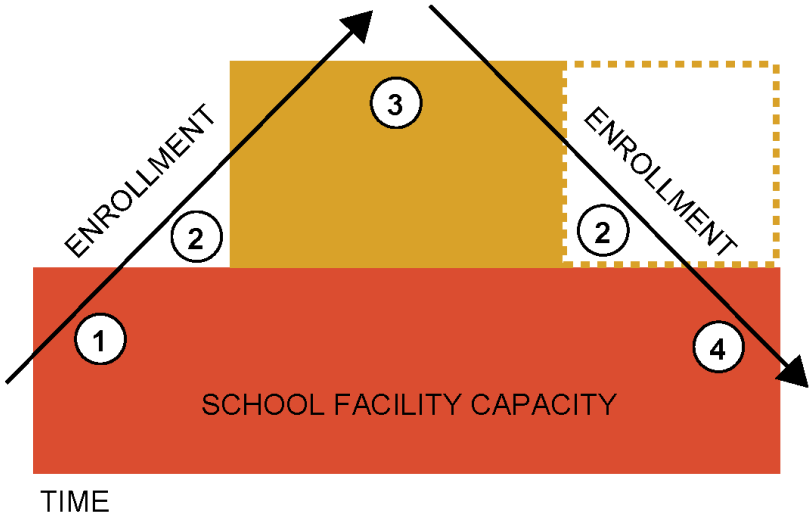
PLANNING FOR THE FUTURE

EFFICIENT PROVISION OF SCHOOL FACILITIES

As noted earlier, the District has experienced a steady increase in enrollment over the past 20 years. To provide adequate school facilities for primary, middle, and high school students, the District received voter approval of school bond measures during this same period to construct new facilities and upgrade and maintain existing assets.

The District is committed to providing educational facilities in the most financially prudent manner possible. The key is to balance efficiency with maintaining quality educational environments. The District must balance steady enrollment growth with capacity, which must occur in distinct increments because new facilities, such as a new school or school addition, must be constructed at once, not incrementally. The graph in Figure 3 demonstrates the balance the District must maintain between enrollment growth and capacity. Figure 4 illustrates how the enrollment has grown steadily and capacity has increased in increments when new schools or school expansions were completed.

FIGURE 3
SCHOOL FACILITY CAPACITY



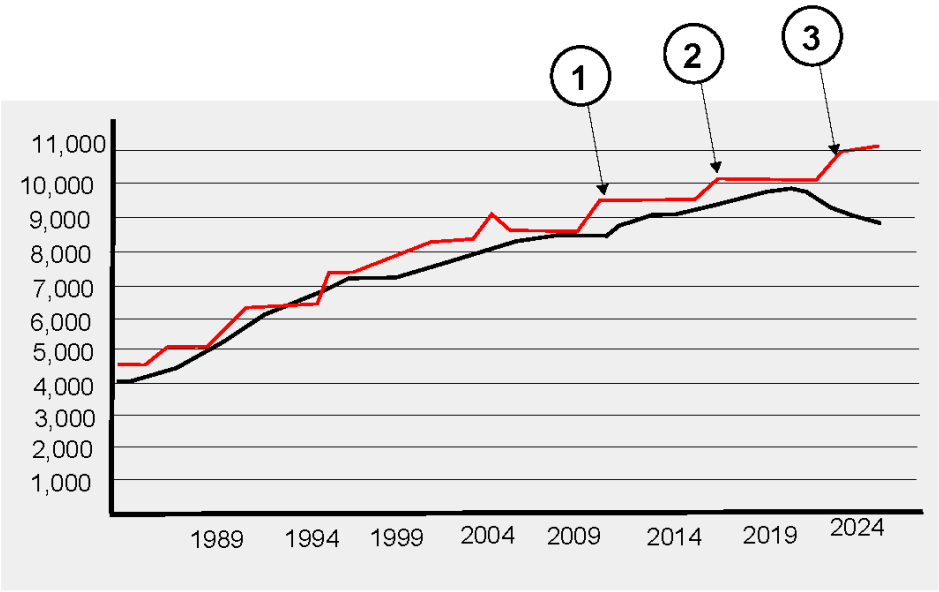
1. As enrollment exceeds capacity, the District considers the need for school construction in response to large-scale enrollment growth.
2. After construction or consolidation is complete the enrollment continues to change and capacity remains static.
3. Periodic capacity deficits or overages are considered necessary, however, they soon need to be addressed with incremental construction of new facilities or consolidation of existing facilities to avoid serious overcrowding or underutilization.
4. As enrollment subcedes capacity, the District may consider the need for consolidation in response to large-scale enrollment decline.

POTENTIAL CAPACITY IMPACTS OF SCHOOL PROGRAMS

In addition to the size of the facilities, school capacity is directly influenced by educational programs, such as early childhood education, co-curricular enrichment, inclusive services, visual and performing arts, and community partnerships as described in Part A: Framework for Excellence. The implementation of these programs has effectively changed the District's capacity because many of them have building space ramifications. Improving educational programs may reduce or increase school capacity, depending on the program. It is important to note that any capacity changes are outweighed by the improved educational results created by these programs.

FIGURE 4

TOTAL ENROLLMENT VERSUS CAPACITY



(1) Student capacity increase due to the opening of Trillium Creek and Lowrie primary schools.

(2) Student capacity increase due to the opening of Meridian Creek Middle School.

(3) Student capacity increase due to the opening of Riverside High School, Athey Creek Middle School, and Frog Pond Primary School.

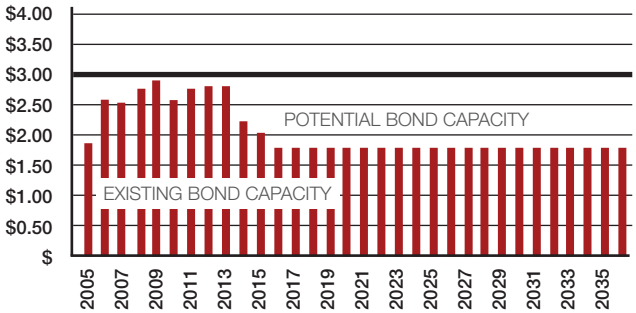
Total District Capacity

Total District Enrollment

POTENTIAL BONDING CAPACITY

Since 2001, the District has held to its commitment to keep capital bond levies at or below $3.00 per $1,000 of assessed value at any given point in time (Figure 5). With previous bonds expiring in 2025, the District sees an opportunity to present a capital bond to voters in the near future to respond to facilities stewardship needs and priorities from the community, and to continue the excellence in education the communities of Wilsonville and West Linn have come to expect without increasing the tax rate.

FIGURE 5
ANY PUBLIC SCHOOL DISTRICT
EXISTING V. POTENTIAL BONDING CAPACITY



ACCOMMODATING FUTURE ENROLLMENT CHANGES

Creating and maintaining a quality educational environment is constantly challenged by changing enrollment, which has increased from 5,644 students in 1990 to 9,923 students in 2018, but is forecast to decrease to 8,690 by 2028 before rising to 8,955 by 2033. In addition to providing the capacity to give each and every student a superior education, the District must also maintain and upgrade existing facilities and constantly look for ways to improve educational programs and techniques.

The District periodically evaluates demographic and land development trends to assess how they may affect enrollment and the ability of the schools to have the appropriate capacity to serve the students. These efforts involve understanding the potential enrollment impacts associated with development of existing residential land within city limits and the Metro Urban Growth Boundary (UGB) as well as planned future expansion of the UGB and city limits.

The District forecasts future enrollment changes in two ways: 1) a shorter-term 10-year forecast of enrollment; and 2) a longer-term evaluation well beyond ten years. The 10-year enrollment forecast is based upon a wide range of data including birth rates, census data, population growth projections, families with children moving into the District, and the rate and location of new residential development. Understanding these factors is critical to enable the District to proactively respond to imminent enrollment demands. The greater than 10-year forecast considers the enrollment growth potential for areas that are planned for future urbanization. Its primary purpose is to keep the District mindful of the potential magnitude of future enrollment growth and associated facility needs.

A summary of the purpose, elements, and timing associated with forecasts for 10-year and greater than 10-year enrollment growth is provided in Figure 6. Both evaluations are explained in the following sections: 10-Year Enrollment Forecast and Greater than 10-Year Enrollment Forecast. Additional detail regarding the 10-year enrollment methodology utilized by FLO Analytics is provided in the Appendix.

FIGURE 6

ENROLLMENT FORECASTS

10-YEAR FORECAST

Purpose: To forecast annual enrollment by school using projected attendance.

Elements:

- Birth rates
- Current enrollment
- Observed student yields for recent single family and multi-family development to forecast future enrollment
- Timing of approved or planned residential projects
- Create a 10-year forecast showing annual future enrollment

TIMING

2023

2033

GREATER THAN 10-YEAR ENROLLMENT POTENTIAL

Purpose: To forecast total enrollment assuming full residential development.

Elements:

- 2023 enrollment and US Census housing data
- Determine student yields
- Identify number of potential future residences based upon city and Metro estimates
- Calculate enrollment and facility impacts based on full development of existing and future residential areas
- Create growth scenarios based upon the amount of residential land available for future development

2033

2050

10-YEAR ENROLLMENT FORECAST

A 10-year forecast is designed to help the District anticipate enrollment in the relative short-term. Forecasts are based on recent demographic trends, existing residences, and approved residential developments. This forecast was prepared in July, 2023 by FLO Analytics (Appendix). The 10-year enrollment forecast is based upon a wide range of data including birth rates, census data, population growth projections, families with children moving into the District, and the rate and location of new residential development. The development data was created by interviewing city staff regarding approved residential developments and the timing for their completion, and the types of residences involved. FLO also participated in a meeting with a group of area planners representing the Cities of Tualatin, West Linn and Wilsonville as well as Clackamas and Washington Counties and Metro. As part of this analysis, student generation rate (SRG) estimates (Table 3) were calculated by comparing student enrollment associated with recently built single and multi-family residences. It shows that single family, detached residences typically generate approximately one student for every two homes while approximately three attached units yields one student and five multi-family units produce one student. The student generation rate factors were applied to the number and types of anticipated new homes to forecast future enrollment. The projection anticipates enrollment reduction from 9,045 students in September 2023 to 8,690 by 2028 before rising to 8,955 by 2033. Table 2 summarizes the results of the 10-year forecast.

The primary schools are operating well below capacity with a capacity of 4,925 students and a 2023 student enrollment of 3,609. Similarly, the middle schools, with a capacity of 2,659 and a current enrollment of 2,196 are below capacity. High school capacity is 3,747, and the current enrollment of 3,240 yields a slight under-capacity situation.

While having a general understanding of enrollment potential in ten years is useful, the District must focus on a shorter five-year timeframe to proactively plan future capital bond measures to ensure that school enrollment and learning space capacities are balanced across the District. In preparation for a potential capital construction bond, the District will be directing most of its attention to school capacity needs in 2028 rather than 2033.

TABLE 2
2023 SCHOOL CAPACITY AND 10-YEAR ENROLLMENT FORECAST*

	School Name	Capacity	Current Enrollment	5-Year Forecast				
			2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
PRIMARY	Boeckman Creek	550	475	480	496	502	512	516
	Boones Ferry	775	479	485	494	518	523	530
	Frog Pond							
	Lowrie	575	457	463	461	461	450	451
	Wilsonville Subtotal	**1,900**	**1,411**	**1,428**	**1,451**	**1,481**	**1,485**	**1,497**
	Bolton	475	231	223	212	222	228	228
	Cedaroak Park	500	333	339	330	328	319	329
	Stafford	525	345	337	319	314	309	317
	Sunset	425	375	387	389	392	386	387
	Trillium Creek	575	484	481	490	475	471	480
	Willamette	525	387	393	388	372	364	367
	West Linn Subtotal	**3,025**	**2,155**	**2,160**	**2,128**	**2,103**	**2,077**	**2,108**
	Total Primary School	**4,925**	**3,566**	**3,588**	**3,579**	**3,584**	**3,562**	**3,605**
MIDDLE	Athey Creek	832	512	461	567	562	577	546
	Meridian Creek	490	400	389	368	379	383	396
	Rosemont Ridge	713	737	716	626	655	678	659
	Inza Wood	624	480	440	456	436	458	458
	TOTAL MIDDLE SCHOOL	**2,659**	**2,129**	**2,006**	**2,017**	**2,032**	**2,096**	**2,059**
HIGH	West Linn	1,730	1,868	1,817	1,730	1,654	1,559	1,530
	Wilsonville	1,393	1,260	1,266	1,187	1,189	1,139	1,083
	Riverside High School	624	112	175	241	269	282	302
	TOTAL HIGH SCHOOL	**3,747**	**3,240**	**3,258**	**3,168**	**3,112**	**2,980**	**2,915**
	TOTAL AVAILABLE CAPACITY	**11,330**	**8,935**	**8,852**	**8,764**	**8,728**	**8,638**	**8,579**

*Projections assume that current school attendance remain unchanged.

Students enrolled in preschool, post-high, and SPED-Placed in External Program are excluded from analysis.

Sources: West Linn-Wilsonville October 2017–18 to 2023–24 headcount enrollment and FLO October 2024–25 to 2028–29 and 2033–34 enrollment forecasts (middle scenario).

Three Rivers Charter is not included in Building Capacity Analysis.

Under construction during the 2023/24 school year, Frog Pond Primary is excluded from available capacity.

School Name	6-10-Year Forecast					Capacity	
	2029-30	2030-31	2031-32	2032-33	2033-34		
Boeckman Creek	547	578	600	619	647	550	PRIMARY
Boones Ferry	543	549	562	569	588	775	
Frog Pond						300	
Lowrie	460	465	472	473	483	575	
Wilsonville Subtotal	**1,550**	**1,592**	**1,634**	**1661**	**1,718**	**2,200**	
Bolton	225	230	231	231	236	475	
Cedaroak Park	332	338	341	338	346	500	
Stafford	327	337	347	348	356	525	
Sunset	387	392	292	390	397	425	
Trillium Creek	480	489	493	487	497	575	
Willamette	371	374	377	375	383	525	
West Linn Subtotal	**2,122**	**2,160**	**2,182**	**2,169**	**2,215**	**3,025**	
Total Primary School	**3,672**	**3,752**	**3,816**	**3,830**	**3,933**	**5,225**	
Athey Creek	500	485	491	512	513	832	MIDDLE
Meridian Creek	387	389	393	421	434	490	
Rosemont Ridge	632	612	624	641	642	713	
Inza Wood	455	448	458	488	490	624	
TOTAL MIDDLE SCHOOL	**1,974**	**1,934**	**1,966**	**2,062**	**2,079**	**2,659**	
West Linn	1,549	1,521	1,506	1,461	1,377	1,730	HIGH
Wilsonville	1,094	1,085	1,108	1,106	1,106	1,393	
Riverside High School	321	335	344	349	349	624	
TOTAL HIGH SCHOOL	**2,964**	**2,941**	**2,958**	**2,916**	**2,832**	**3,747**	
TOTAL AVAILABLE CAPACITY	**8,610**	**8,627**	**8,740**	**8,808**	**8,844**	**11,631**	

GREATER THAN 10-YEAR ENROLLMENT POTENTIAL

FORECASTING ELEMENTS

This second enrollment forecast is used by the District to estimate facility needs beyond the 10-year horizon. It relies upon existing regional and local plans along with development trends to understand what the District enrollment could be once identified residential areas are developed and redeveloped in the future. This planning analysis enables the District to anticipate future facility demands and secure necessary school sites and/or financing to continue to provide additional school capacity in a timely manner. The rate of development and enrollment change is very difficult to predict more than a few years ahead. Consequently, this forecast beyond 10 years is focused primarily on three elements: 1) number of students per residence; 2) number of potential future residences; and 3) general timing for new residential development.

1. **Understanding the number of students** coming from all residences throughout the District is key to estimating the impact of future residential development. To create an estimate of students per household, or "student generation rate", the number and type of recent residential development (single family detached, single family attached, and multi-family) were compared to calculate the average number of students associated with each new residence. Although they may change over time as household characteristics evolve, these student generation rates for 2023 are assumed to remain constant for the purposes of estimating future enrollment as more residences are built within the District. This is standard practice for K-12 public school enrollment forecasts. Student generation rates will be reassessed during subsequent updates of this plan. The student generation rates for new single family detached, single family attached, and multi-family residences in the District are summarized in Table 3.
2. **The potential for new residential development** within the current Urban Growth Boundary (UGB) and city limits is the second critical element to forecasting future development potential and enrollment. Areas within the UGB, including the cities of West Linn, Wilsonville, and Tualatin, are planned for urban development. To provide a greater level of certainty regarding which areas may be eligible for future UGB expansion, Metro completed a process with local governments in 2010 to designate "Urban Reserve Areas" (URAs) where future UGB expansions can occur and "Rural Reserve Areas" where they may not. Metro, in coordination with local governments, originally developed and adopted estimates in November 2012 for the residential development potential of these URAs – several of which are located within the District. These URAs are intended to provide capacity for urban development to 2060. Metro has recently updated its development estimates, and they are reflected in this longer-term forecast that looks beyond 10 years. Any land brought into the UGB over the next 25+ years is planned to come from these designated URAs. The estimated enrollment impact of the portions of the URAs within the District is summarized in Figure 7.

3. **The general timing for expanding the UGB for urbanization** is the final element. Following designation of urban and rural reserve areas in 2010, Metro considered potential expansion of the UGB. In 2011, Metro completed this review process, and no land in the West Linn-Wilsonville School District was added to the UGB. In December 2018 Metro approved a UGB expansion in Wilsonville by bringing URA 4H Advance Road/Frog Pond into the UGB. Future UGB expansions will be considered on a six-year cycle and are based on regional growth rates and the ability and willingness of local cities to provide needed public infrastructure. The time period considered extends to 2045. The Metro timing estimates and development potential for UGB expansion are used to form the District's greater than 10-year enrollment forecast and the growth scenarios described in the following section.

TABLE 3
STUDENT YIELD FACTORS*

Grade Ranges	K-5	6-8	9-12	K-12
Single Family Detached Units Student Generation Rate	0.255	0.121	0.144	0.519
Single Family Attached Units Student Generation Rate	0.148	0.072	0.106	0.326
Multifamily Units Student Generation Rate	0.091	0.045	0.071	0.207
Average Student Generation Rate	0.165	0.079	0.107	0.351

*FLO Analytics evaluation of student ratios related to new development, information from local jurisdictions, and educated assumptions about new development trends.

GREATER THAN 10-YEAR GROWTH ASSUMPTIONS AND OUTCOME

It is important to recognize that longer-range estimates are based upon very general information and will certainly be subject to re-evaluation and revision over time. The primary purpose of the forecast is to give the District some guidance regarding the approximate magnitude of future residential development and its potential impact on future enrollment.

This scenario is based on the following assumptions:

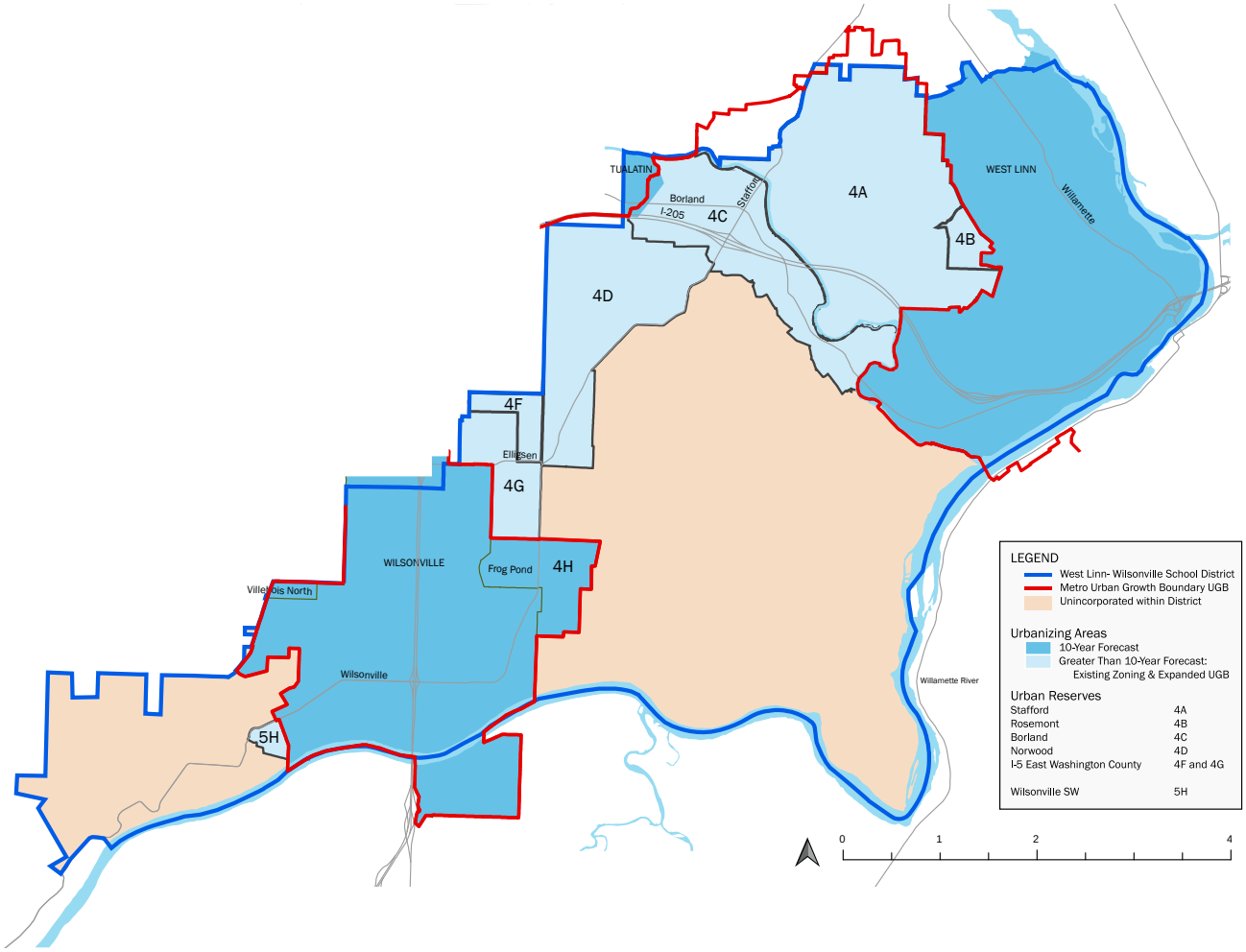
- Any remaining undeveloped residential land within the existing UGB, which did not develop during the 10-year forecast period to 2023, will develop to the maximum current density allowable.
- The learning capacity for existing schools (Table 1) will remain constant. For planning purposes, the learning capacities for new schools is assumed to be:
  - Primary school – 550 students
  - Middle school – 750 students
  - High school – 1,700 students
- The ratio of school age children per residence will be consistent with student yield ratios calculated for recently constructed housing units (Table 3 and FLO Analytics report in Appendix).
- The urban reserve areas brought into the UGB will be developed at densities assumed by Metro (typically 10 to 15 units per acre).

This growth scenario includes land located in the north-central portion of the District with Stafford Basin/Borland Road representing the major areas involved (Figure 7). Several of the urban reserve areas are only partially within the District. All of these areas are estimated to yield over 24,000 residential units. Metro anticipates that full development in these urban reserve areas will not occur until sometime after 2045. This amount of development would clearly have an enormous impact on enrollment. The challenges will encompass much more than school facilities, including governance and providing a wide range of urban services and facilities. The issues related to urbanization of these areas as well as infill and redevelopment within the existing UGB, will continue to be evaluated by Metro and local government. Subsequent updates of this plan will need to revisit the magnitude and timing of residential development within the District.

FIGURE 7
POTENTIAL ENROLLMENT OF FUTURE URBANIZED AREAS

Future Development	Future Potential Dwelling Units*	Additional Enrollment Estimates			
		Primary	Middle	High	Total
10-Year Forecast (Table 2)					
Subtotal		371	-53	-408	-90
Greater Than 10-Year Forecast					
4A Stafford	7,389	1,219	584	791	2,594
4B Rosemont	826	136	65	88	290
4C Borland	4,326	714	342	463	1,518
4D Norwood	7,869	1,298	622	842	2,762
4F Elligsen North	2,808	463	222	300	986
4G I-5 Elligsen South	1,180	195	93	126	414
5H Wilsonville Southwest	252	42	20	27	88
Subtotal	24,650	4,067	1,947	2,683	8,652
Total	**24,650**	**4,438**	**1,894**	**2,230**	**8,562**

*The housing mix has not been determined and is assumed to be a mix of single and multi-family. Therefore, the average student yield factor indicated on Table 3 is applied to the total number of anticipated housing units.



FUTURE SCHOOL NEEDS

TRANSLATING RESIDENTIAL DEVELOPMENT INTO ENROLLMENT IMPACT

The future development within the next 10 years and beyond 10 years must be interpreted to estimate the enrollment impacts associated with each forecast. The number of estimated residential units is multiplied by the district-wide student yield factors presented in Table 3. Table 4 summarizes the district-wide future potential enrollment impact by school type. This information is then used to help identify the related school facilities necessary to accommodate future enrollment

TABLE 4
FUTURE POTENTIAL SCHOOL FACILITY NEEDS SUMMARY

	PRIMARY	MIDDLE	HIGH	TOTAL
Existing Conditions				
2023 Capacity	4,925	2,659	3,747	11,331
2023 Enrollment (10/30/23)	3,609	2,196	3,240	9,045
Remaining Capacity	1,316	463	507	2,286
Schools	10	4	3	17
10-Year Forecast				
Enrollment in addition to existing conditions	371	-53	-408	-90
Total enrollment district-wide	3,980	2,143	2,832	8,955
Additional educational capacity needed once remaining capacity is utilized	-945	-516	-915	-2,376
Schools required in addition to existing conditions	-1.7	-0.7	-0.5	-2.9
Total schools required district-wide	7.2	3.3	2.5	14.1
Greater Than 10-Year Forecast: Existing Zoning and Expanded UGB				
Enrollment in addition to 10-Year Forecast	4,067	1,947	2,683	8,652
Total enrollment district-wide	8,047	4,090	5,515	17,652
Schools required beyond the 10-year forecast	7.4	2.6	1.6	11.6
Total schools required district-wide	17.9	7.0	4.8	29.7

*Enrollment data includes Three Rivers Charter School.
School Capacity Count includes Frog Pond Primary School, under construction at the time of this report.

ENROLLMENT IMPACT ACROSS THE DISTRICT

The student enrollment is not evenly distributed, and the concentration of students is expected to vary widely across the District. During the timeframe of the 10-year forecast, the majority of the enrollment growth is anticipated to come from the Wilsonville area. The number of housing projects and available developable land is not evenly distributed between Wilsonville and West Linn, with the former expected to receive 92% of prospective new housing between 2024 and 2033.

Because of the uncertainty over the fate of the urban reserve areas and the distant horizon for their development, the potential enrollment and school facility impacts of the greater than 10-year forecast are not considered in the following evaluation of the District's more immediate school facility needs. This longer-range forecast should be revisited in future updates of this plan.

DISTRICT PROPERTIES

In anticipation of future school needs, the District has acquired several properties, which could potentially be used to accommodate new school facilities. The District assumes it will ultimately use these available sites. Additional sites will need to be acquired to meet long-term facility needs. The properties owned by the District are shown in Table 5.

As the enrollment and attendance area picture changes with future expansion of the UGB, the District may need to sell a property holding in favor of another more suitable location. However, the appropriateness of using any of the sites should be subject to a detailed review prior to committing a specific site for school use. The availability of school sites between 10 to 50 acres is very limited due to development that has occurred and the UGB, which prevents urban growth, including schools, on rural and resource lands. The constrained number of possible sites will often make it impractical for the District to construct new schools on or near an "ideal" location. In addition, future expansions of the UGB may cause significant shifts in future attendance areas and ideal school locations. Because of this uncertain future, it will be critical for the District to evaluate its land holdings for their value as future school sites. The District will work closely with local governments and property owners in the planning and development of these areas.

TABLE 5
SCHOOL DISTRICT PROPERTIES

PROPERTY	TOTAL ACREAGE	LOCATION
Stafford River	5 acres	North of Stafford Primary School in West Linn
Oppenlander	10 acres	North Side of Rosemont Road in West Linn
Brock	22 acres	East of the District Administration Building in Tualatin
Frog Pond South	9 acres	Southern portion of the Meridian Creek Middle School site in Wilsonville
A-Street Properties	<1 acre	Adjacent to West Linn High School

ACCOMMODATING SCHOOL FACILITY NEEDS

10-YEAR SCHOOL FACILITY NEEDS

The enrollment forecast in Table 2 illustrates what the District should expect over the next ten years. As noted above, the most acute capacity issue may be the West Linn Primary Schools under capacity. Because there is no need for additional capacity in the next 10 years, Table 6 that had been included in the 2019 Long Range Plan is no longer relevant and therefore deleted from this section.

SCHOOL FACILITY NEEDS BEYOND 10 YEARS

The majority of the longer-term enrollment growth after 2033 is expected from the Urban Reserve Areas generally located on the northwestern and northern portions of the District. West Linn and the south-central areas of the District are not expected to contribute additional enrollment. This longer-range forecast should be revisited in future updates of this plan.

Based on communication with Metro and local governments, full development of this scenario could be anticipated between 2028 and sometime beyond 2045 in the coming decades. Assuming that existing capacity is fully utilized before building new school capacity, a total of approximately 12 new schools could be necessary. This will clearly create a need to acquire new school sites beyond what the District owns today to allow for the development of these additional schools. A summary of the primary, middle, and high school needs is provided in Table 6.

TABLE 6
FUTURE POTENTIAL SCHOOL FACILITY NEEDS BEYOND 10 YEARS*

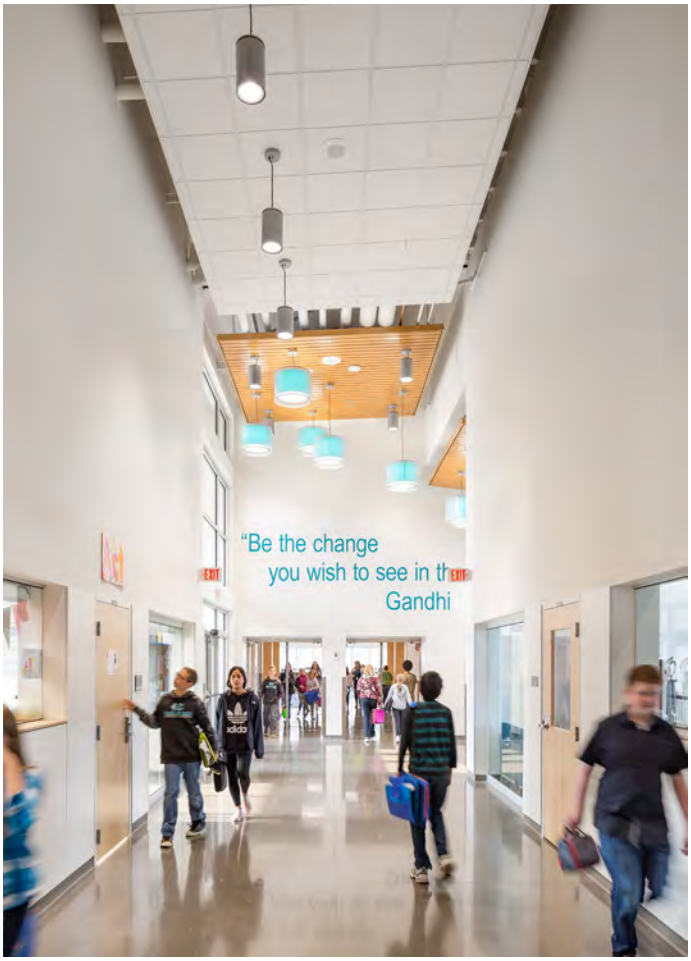
	ADDITIONAL CAPACITY NEEDED	NEW SCHOOLS	LOCATION AND APPROXIMATE TIMING
Primary Schools	4,067	7.4	New facilities to accomodate potential over capacity situation with full development.
Middle Schools	1,947	2.6	New facilities to accommodate over capacity situation with full development.
High Schools	2,683	1.6	New facilities to accommodate over capacity situation with full development.
Total	8.652	11.6	

*In addition to the 10-Year Forecast

NEXT STEPS

The 10-year enrollment forecast coupled with the beyond 10-year evaluation of what potential lies ahead are essential for proactive planning and being prepared for future district needs. Our understanding of current enrollment, capacity, and short-term enrollment decline highlight the immediate need for evaluating primary school capacity in West Linn. The longer-term estimates, by their very nature, are not as clearly defined, and the timing for new facilities is only generally understood. Future influences, such as the economy, household demographics, and evolving educational programs, will influence the ultimate timing of these long-term facility needs. The District must continuously monitor future facility needs. Several "next steps" should be followed between now and the next update of the Long Range Plan:

- Prepare a 10-year enrollment forecast annually to enable the District to proactively anticipate future enrollment and related capacity issues.
- Continue coordination with the City of Wilsonville regarding the planning and development for Frog Pond and north Villebois.
- Monitor the urban reserve area planning being conducted by Metro in coordination with local governments.



INTRODUCTION

This section, Capital Improvements, is the third and final section of the Long Range Plan, and describes criteria for evaluating future capital improvement projects and the process for planning a capital improvement program. The three sections that collectively make up the District's Long Range Plan and provide the framework for school facility needs are:

Section A:

Framework for Educational Excellence

Describes the values, themes and educational needs and approaches that are the basis of facility planning and maintenance decisions.

Section B:

School Facilities

Identifies the existing school capacity, enrollment changes, and educational trends and factors that could impact future facility needs.

Section C:

Capital Improvements

Outlines the capital improvement planning process and identifies criteria for identifying future capital improvement projects.

CAPITAL IMPROVEMENT PROGRAM (CIP) HISTORY

District residents have approved Capital Improvement Program (CIP) bond measures in 1979, 1988, 1989, 1992, 1997, 2002, 2008, 2014, and 2019. This pre-planned sequence of smaller bonds (rather than less frequent large bonds) has enabled the District to successfully balance ongoing maintenance, needed facility improvements, and expanding enrollment and capacity in a way that minimizes public debt and provides lasting solutions in real time.

The last CIP bond measure, passed in 2019, represents the most recent step toward fulfilling the District's Long Range Plan first envisioned over 20 years ago. Highlights of the bond included: construction of a replacement middle school, a new primary school, stadium and parking expansion at West Linn High School, Performing Arts Center addition at Wilsonville high school, a newly renovated Riverside High School, additions and major renovations to Wood Middle School, new security improvements district-wide, new technology district-wide, and various athletic and site improvements. The bond provided additional area in excess of 150,000 square feet to district facilities, as well as contributing to the local economy during an unprecedented global pandemic.

The District's CIP is based on an over-arching strategy to "capitalize" general fund expenses by incorporating bond planning and spending with daily facility management. This allows regularly occurring bond eligible expenses to be incorporated into the CIP thus preserving general fund monies. Over the bond's 5-year period, including bond eligible expenses in the CIP has freed up millions of dollars in expenses that otherwise would have been paid by the general fund. As a result, more annual resources are available for classroom instruction.

LINKING THE LONG RANGE PLAN AND THE CIP

Aided by the Long Range Plan, the CIP has successfully managed both growth and life cycle replacement in the District over the last 28 years. Long Range Plan recommendations have been folded into the District's CIP as specific school projects since the Plan's inception:

- In the mid 1990s, there was a need for middle school capacity. The 1997 bond responded to this need with the construction of Rosemont Ridge Middle School which opened in 1999. (1992 and 1997 bond)
- Similarly, an aging Wilsonville Primary School and growing primary level enrollment in Wilsonville prompted the construction of Boones Ferry Primary which opened fall 2001. (1992 and 1997 bond)
- The next greatest need identified by the Long Range Plan was overcrowding at the high school level. As part of the CIP, in 2000 and 2005, both West Linn High and Wilsonville High received needed upgrades and additions to complete their master planned potential. (1997 and 2002 bond)
- The 2008 bond focus was on primary school crowding by the opening of Lowrie Primary School in Wilsonville and Trillium Creek Primary School in West Linn in the fall of 2012. (2008 bond)
- To meet the needs of an aging primary school facility in West Linn and middle school crowding and projected growth in Wilsonville, the 2014 bond enabled the District to open Meridian Creek Middle School in Wilsonville and Sunset Primary School in West Linn in 2017. (2014 bond)
- To meet the needs of growing high school enrollment district-wide, and primary school enrollment in the areas of new housing development, the 2019 bond enabled the District to open Riverside High School and Frog Pond Primary School in Wilsonville.
- Capital bond programs over the past decades have included funding for land to accommodate future planned growth, money for instructional technology and funding to cover the cost of facilities stewardship including system life cycle replacements such as roofing, mechanical equipment and life safety systems. This funding has enabled the District to minimize/eliminate deferred maintenance to the extent possible. This attention to future risk has proven to be instrumental in preparing successive school boards with the tools needed to maximize classroom instruction while being able to respond effectively to meet facility needs.

CAPITAL IMPROVEMENT PROGRAM PROCESS

SCHOOL BOARD DIRECTION

The School Board is committed to engaging stakeholders in strategic planning and decision making. Part of this commitment is the appointment of the citizen Long Range Planning Committee (LRPC), which has been charged with continually examining existing functional needs stemming from aging facilities, expected student population growth, and education program equity for all students. Under Board direction, the LRPC used the Long Range Plan to make recommendations for the 2019 Capital Bond Program. With the 2024 update of the Plan, the LRPC will again review the needs of the District and recommend projects for inclusion in the next CIP.

IDENTIFICATION OF FACILITY NEEDS

Consistent with the District's progressive planning mindset, the School Board has consistently provided guidance for long term capital needs through thoughtfully created and prioritized Board Goals. The Board has given priority to forward planning and facility stewardship by adopting the following 2024-25 goal: Together, we will engage as a Board with the Long Range Planning Committee (LRPC) and the community on long-range facilities and financial planning to host a Bond Summit in Spring 2025. (Board approved goal #4)

As District enrollment changes, and life-cycle replacement schedules narrow, the LRPC has moved forward with the following processes.

- Engage the community in a conversation about the considerations of operating small schools through a Small Schools Task Force.
- Consider the impacts of changing enrollment across the District
- Develop a list of potential projects/capital items, which could be included in the next bond issue
- Develop possible strategies for a future bond issue
- Re-calibrate student capacity at all schools.

Throughout this study, interviews were held with District administration, principals, building administrators, classified employees, certified employees, the technology leaders, local city planners, and the District's land-use planner, architect, and mechanical/electrical engineer. Task Force Groups were established at the direction of the Long Range Planning Committee to review stakeholder feedback from dozens of focus groups and technical reports associated with potential capital improvement projects. Community representatives were present in all Task Force Groups.

The 2024 edition of the Long Range Plan recognizes the value of community involvement in developing long term vision and positive outcome through collaboration between patrons, the Long Range Planning Committee and the School Board.

PROJECT EVALUATION CRITERIA

Following the District's vision themes, the Operations Department staff routinely canvass the District to determine the current state of existing facilities and perceived near-term (five year) needs. To weigh this information, several evaluation criteria have been developed. Each criterion has unique relevance to District goals and the CIP:

- **Growth**: Primarily related to student enrollment increases; also program and staff growth and expanded offerings.
- **Equity**: The notion that every patron's child should enjoy the same educational experience regardless of which school in the District they attend.
- **Teaching and Learning**: School facilities must be designed and have adequate capacity to accommodate successful educational programs. Part A of the Long Range Plan provides a comprehensive list and description of programs that shape school buildings.
- **Health and Wellness**: New state and federal mandates require a health and wellness policy. The District adopted this new policy in 2006. It impacts health curriculum, physical education and food service.
- **Stewardship**: The strong community support experienced over many years has provided the District with some of the finest public education facilities in the state. Stewardship contemplates measures needed to protect these investments, including capital-level maintenance and life cycle replacement.

In addition, supplemental criteria recognizes the role schools play in a larger community ecosystem and embrace these initiatives that shape the design and use of its facilities to build resiliency within its schools and increase their capacity to adapt to changing conditions.

- **High-Performing Schools**: Buildings must integrate and optimize all major performance attributes including energy efficiency, life-cycle performance, durability, and occupant productivity.
- **Safe and Welcoming**: Structures and systems for safe and welcoming schools are supported by the built environment. The policies and practices rely on those structures and systems to be in place.
- **Community Partnerships**: Joint ventures with in-district groups to further the District's mission and empower community interests to the benefit of all. District athletic facilities remain the primary venue for all organized sports in the District and for many community programs. As schools thrive and grow, so does the community.
- **Learning with Technology**: From classrooms to HVAC systems, every aspect of the District is enhanced with technology. It is integrated into and beyond the learning environment.

CIP TIMING AND SEQUENCE

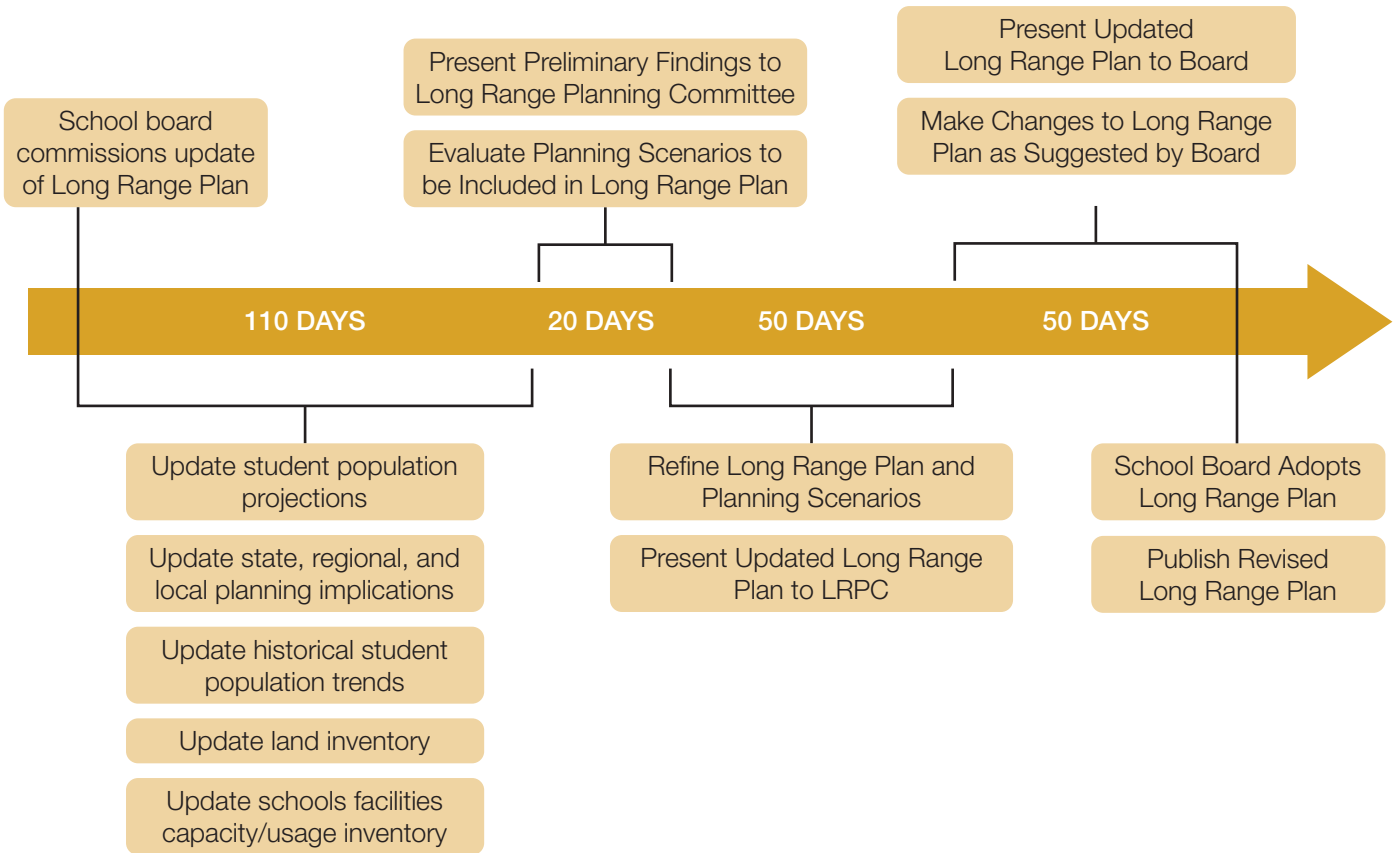
While only the School Board can initiate and implement a Capital Bond election, the Long Range Planning Committee remains engaged year-round in examining facility needs and contemplating next steps. One component of this on-going stewardship is recognition of the process the District has historically established leading up to successful passage and funding of Capital Bond Programs. Another component is updating the Long Range Facilities Plan which is commissioned by the board and is completed in a two-step process. First, Part 1 The Long Range Plan is updated which defines the programmatic and enrollment needs for facilities. Next, Part 2 The Capital Improvement Program is updated in response to those needs.

This process and timeline is designed to solicit interest and feedback from internal and external stakeholders throughout the District in a very measured, deliberate and inclusive way. Over time District staff, students, parents, and patrons are introduced to the facility needs of the District with increasing detail, building consensus, and purpose toward successful funding outcomes.

UPDATING THE LONG RANGE PLAN

The process of assessing the need for a Capital Bond Program is initiated when the School Board commissions an update of the Long Range Plan. District staff then gather the latest data and projections for student population, facility needs and land inventory. This information allows staff to develop a draft revision of the Long Range Plan. This draft is then reviewed with the LRPC, refined, and approved. The approved Long Range Plan is then presented to the School Board for final review, changes and adoption.

FIGURE 8

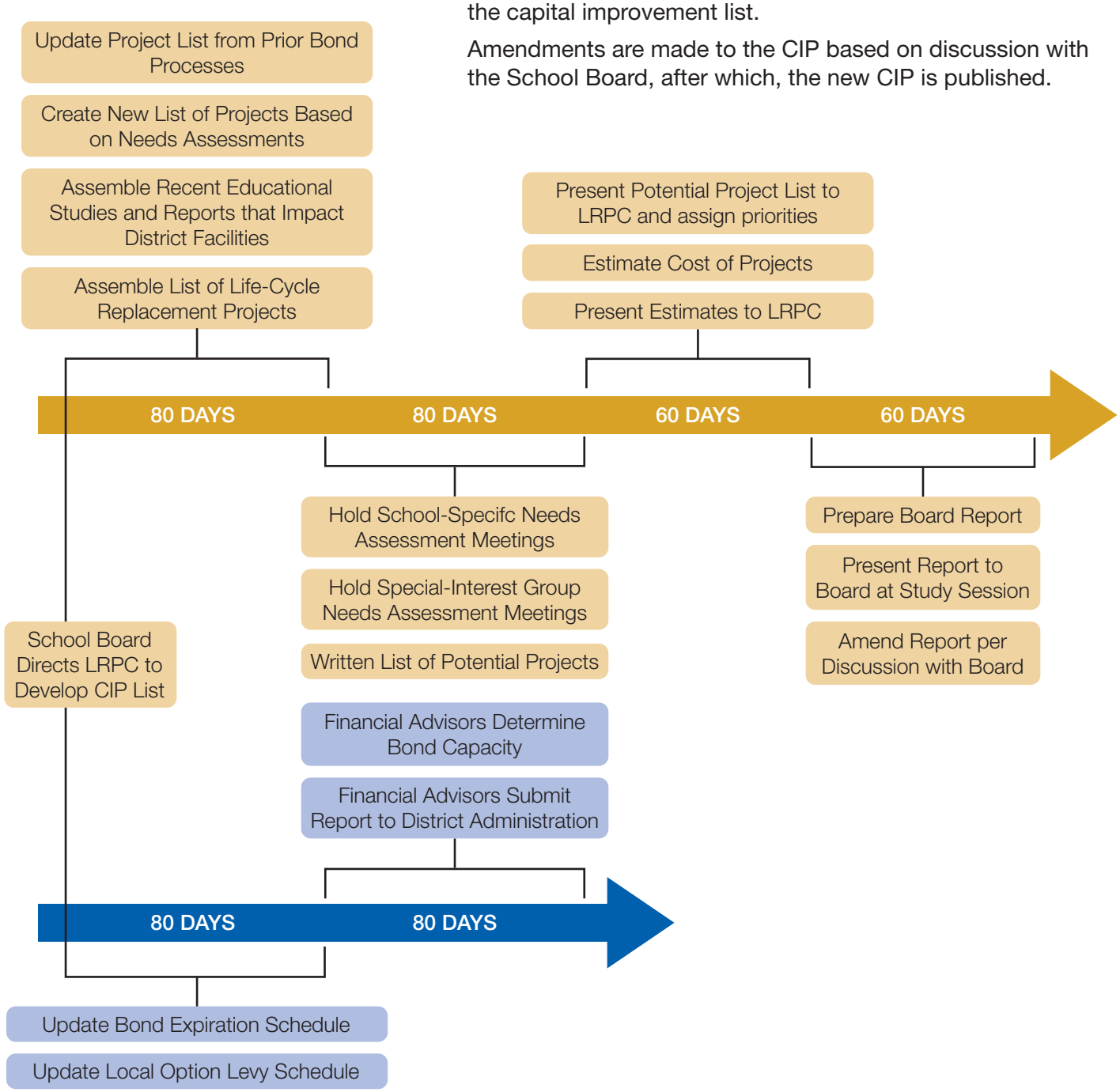


DEVELOPING A NEW CIP

If the updated Long Range Plan demonstrates the need for significant capital improvements the School Board directs the LRPC to develop a new CIP. Improvements added to the new list include legitimate uncompleted projects from prior bond processes and projects discovered over time that await funding. Additional projects may be identified based on impacts to facilities due to enrollment projections, educational program changes and "needs assessment" meetings with each school and special-interest groups to discuss desired improvements. This list, and associated conceptual cost estimates, are brought to the LRPC for review and inclusion on the capital improvement list.

Amendments are made to the CIP based on discussion with the School Board, after which, the new CIP is published.

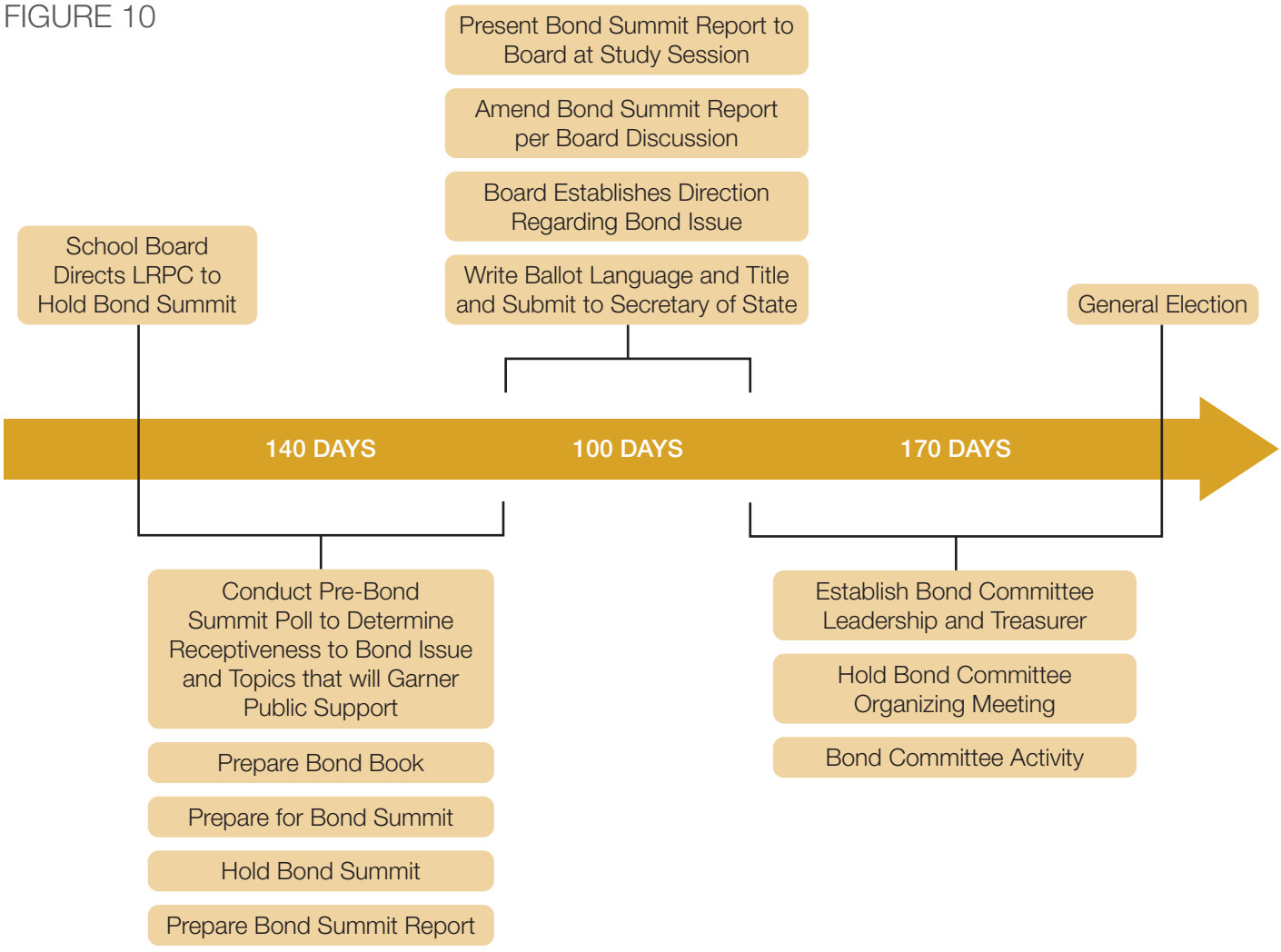
FIGURE 9



BOND SUMMIT AND GENERAL ELECTION

In response to the published CIP, the School Board may direct the LRPC to hold a bond summit. The purpose of the bond summit is to provide stakeholders an opportunity to discuss the facility needs of the District and to voice preferences for what needs should be prioritized in the event of a bond election. After the bond summit, staff prepares a report of the findings which is brought to the School Board for review. The amended report is then used as the basis for determining direction regarding a bond issue. If the School Board decides to proceed with a bond measure, the language is drafted and submitted to county election officials. A bond committee is then established and the election process proceeds towards the vote.

FIGURE 10



CAPITAL IMPROVEMENTS

Part C of the District Long Range Plan provides recognition that physical improvements to District facilities are necessary for the advancement of the school district in reaching its goals for quality instruction and learning for all children. This section also makes a strong connection between those instructional goals and the built environment.

While this section does not list specific projects that may be included in a Capital Improvement Program, it does provide appropriate background and a legitimate process by which important capital work can be processed, prioritized, funded and implemented.

West Linn-Wilsonville School District is committed to proactively engaging our community stakeholders in understanding long-term and short-term capital needs of the District. Part 2 of the Long Range Facilities Plan, the Capital Improvement Program, provides background, motivation and detail as related to the immediate capital needs of the District based on this 2024 Long Range Plan.

In general, that document is created as described below and will be utilized as a resource for future planning.

CAPITAL IMPROVEMENT PROGRAM

A Capital Improvement Program (CIP) is a five-year plan for financing major public assets based on District-adopted master plans, goals and policies. The purpose of a CIP is to match scarce financial resources with the capital needs of a growing school-community and to preserve or enhance existing capital assets to provide efficient district services.

A CIP provides many benefits:

- Allows for a systematic evaluation of all potential projects at the same time.
- The ability to stabilize debt and consolidate projects to reduce borrowing costs.
- Serves as a public relations and education program development tool.
- A focus on preserving the school District's infrastructure while ensuring the efficient use of public funds.
- An opportunity to foster cooperation among departments and an ability to inform other units of government of the entity's priorities.

Development of a CIP that will insure sound fiscal and capital planning requires effective leadership and the involvement and cooperation of all community stakeholders. For that reason, the District School Board and Long Range Planning Committee actively work every day toward responsible leadership and decision-making for the future of West Linn-Wilsonville schools.

APPENDIX

Memorandum

To:	West Linn-Wilsonville School District Pat McGough, Chief Operations Officer 22210 SW Stafford Rd West Linn, OR 97068	Date:	July 11, 2024
		Project No.:	F1580.01.008
From:	Alex Brasch Senior Population Geographer/Data Analyst		
Re:	2024–25 to 2033–34 Enrollment Forecasts		

Summary

At the request of West Linn-Wilsonville School District (WLWV/District), FLO Analytics (FLO) prepared enrollment forecasts for grades kindergarten (K) through 12 for the 2024–25 to 2033–34 school years. The study was completed via three main tasks: (1) demographic and residential development analysis, (2) enrollment assessment, and (3) enrollment forecasting. FLO developed three scenarios—low, middle, and high—of district-wide enrollment forecasts, representing the total number of students living within and outside the district boundary and attending WLWV schools and programs. These forecasts are provided as district-wide totals and by individual grade. FLO also prepared more granular forecasts of the number of students enrolled at each of the District's primary, middle, and high schools and programs.

Demographic and Residential Development Analysis

The district added just over 15,800 residents between 2000 and 2020, growing by 15.5 percent in the 2000s and 20.7 percent in the 2010s. In comparison, Clackamas County grew by 11.1 percent in the 2000s and 12.1 percent in the 2010s.

The school-age population—ages five to 17—grew by 1,120 between 2010 and 2020, an annual average growth rate (AAGR) of 1.1 percent, which is considerably lower than the total population AAGR of 1.9 percent. Over the same period, the population under age five decreased by eight, resulting in an AAGR of –0.03 percent.

The County is projected to add about 63,400 residents between 2020 and 2040, growing by 9.0 percent in the 2020s and 5.6 percent in the 2030s, which is slower than the previous decade.

Based on October 2023 enrollment, the number of WLWV K–12 students living in new housing units built in the previous ten years, from 2013 to 2022, ranged from 0.207 per multifamily (MF) unit to 0.445 per single-family (SF) unit. Detached SF units have the highest average number of WLWV K–12 students per unit, 0.519, or about 52 students for every 100 units.

Based on information provided by the Cities of West Linn and Wilsonville and the expected pace of construction, just over 1,500 new housing units may be built in the district by 2033–34.

Enrollment Assessment

K–12 enrollment increased by 29 students between 2017–18 and 2018–19, then fell by 132 students in 2019–20, followed by an even steeper decline of 572 students in 2020–21, largely due to the impacts of COVID-19.

Enrollment has continued to decrease each consecutive year, losing a total of 174 students between 2020–21 and 2023–24, leading to a seven-year decline of 849 students (8.6 percent) between 2017–18 and 2023–24.

The largest numeric and percentage enrollment loss between 2017–18 and 2023–24 among grade groups K–5, 6–8, and 9–12 occurred in the K–5 grade group, in which enrollment fell by 747 students (17.1 percent).

Enrollment in grades 6–8 also fell between 2017–18 to 2023–24, amounting to 181 fewer students (7.6 percent), while enrollment in grades 9–12 increased by 79 students (2.5 percent) in the same period.

Based on 2023–24 student residences and attendance areas, 5.1 percent of K–12 students enrolled with WLWV live outside the district boundary and 12.7 percent of students living in the district transfer to a school/program other than their neighborhood school.

Enrollment Forecasts

Births to district residents are compiled by school cohorts (September to August) to facilitate comparison to K enrollment. From 2011–12 to 2022–23, there was an average of 478 births to district residents each year, including a peak of 535 in 2016–17 and low of 430 in 2021–22.

Comparing 2023–24 K enrollment with 2017–18 births, we derived a K-to-birth ratio of 1.12, meaning that for every 100 children born to district residents, there were 112 children enrolled in WLWV K five years later.

The middle scenario forecast assumes a gradual increase in the K-to-birth ratio over a five-year period, stabilizing at 1.25 in 2028–29 and beyond. As the ratio increases and the forecasted number of births increases, K enrollment is expected to generally increase in the next ten years, averaging 585 students between 2024–25 to 2033–34.

The low scenario K-to-birth ratio decreases to 1.10 in 2024–25, increases gradually to 1.20 in 2028–29, and decreases slightly to 1.19 in the final two years of the forecast period, resulting in an average of 554 K students per year. The high scenario averaging 614 K students per year results from a forecast K-to-birth ratio reaching 1.31 in 2027–28 and stabilizing at 1.30 through 2033–34.

The growth or decline in enrollment among cohorts from one year to the next in the middle scenario reflects historical averages that exclude the 2020–21 and 2021–22 school years impacted by the COVID-19 pandemic. For example, each year's forecasted 1st grade enrollment is expected to be larger than the previous year's K enrollment, while a net loss of about one percent is expected for cohorts progressing from 9th to 10th grade.

In the middle scenario, K–12 enrollment is expected to decrease from 9,045 in 2023–24 to 8,955 in 2033–34, representing a loss of 90 students in the ten-year period.

The low forecast scenario anticipates a decrease of 710 students by 2033–34, while the high forecast scenario expects enrollment to increase by 628 students in the ten-year period.

In the middle scenario, K–5 enrollment is expected to increase by 371 students (10.3 percent), from 3,609 in 2023–24 to 3,980 in 2033–34, 6–8 enrollment is expected to decrease by 53 students (2.4 percent), from 2,196 to 2,143, and 9–12 enrollment is expected to decrease by 408 students (12.6 percent), from 3,240 to 2,832.

Demographic and Residential Development Analysis

Understanding the population and housing trends in the geographic area of the district and surrounding region (Figure 1) is an integral part of the enrollment forecasting process. FLO mapped the distribution of student residences (Figure 2); reviewed historical, current, and projected demographic characteristics of the region; and analyzed current land use policies and anticipated residential development.

Population Trends

Figure 3 illustrates the 2000 to 2020 population change for Clackamas County; WLWV; the Cities of West Linn, Wilsonville, and Tualatin; and unincorporated areas that comprise the district. The County added 37,601 residents in the 2000s and an additional 45,409 in the 2010s, resulting in 24.5 percent growth over the 20-year period. The district grew at a faster rate than the County each decade, adding about 6,300 residents in the 2000s and about 9,500 in the 2010s, resulting in a growth rate of 39.8 percent over 20 years. Approximately two-thirds of the district's population growth occurred within the City of Wilsonville; the portion of the city within the district boundary nearly doubled in size between 2000 and 2020 (92.0 percent). In comparison, the City of West Linn contributed nearly the remaining one-third of district population growth over the 20-year period; the portion of the city within the district boundary grew by 23.1 percent.

One factor hindering enrollment growth has been slow growth in the child population in WLWV. Although the district's total population growth between 2010 and 2020 outpaced its growth in the previous decade, its population under age five began to decline. Figure 4 depicts how the proportion of the population under the age of 18 has been changing in relation to the population over the age of 18. According to Decennial Census counts, WLWV added nearly 14,000 residents (49.4 percent) age 18 and older between 2000 and 2020. In comparison, the school-age population (ages five to 17) grew by 1,835 (21.3 percent), and the number of children under the age of five grew by only 29 (1.0 percent) in the same period. The proportion of WLWV population under the age of 18 was 28.8 percent in 2000, 26.5 percent in 2010, and 24.0 percent in 2020.

The Portland State University Population Research Center published population forecasts for Clackamas County in June 2024. Results in Figure 5 show the County adding over 63,400 residents between 2020 and 2040, which is about 20,000 fewer than the 83,000 added between 2000 and 2020. Following annual average growth rates of 1.1 percent in the 2000s and 2010s, growth is expected to slow to rates of 0.9 percent annually in the 2020s and 0.5 percent in the 2030s.

Housing Types and Student Generation Rates

Housing type is an important indicator of the expected average number of students per housing unit. For instance, on average, single-family (SF) housing units yield more students per unit than multifamily (MF) housing units, although the number of students per unit varies by factors such as the size of the housing units, the number of bedrooms, housing costs, and neighborhood demographics. Student generation rates (SGRs) also vary by geographic region and housing subtypes, such as detached SF, attached SF, market-rate MF, and income-restricted MF.

Figure 6 includes the SGRs for SF detached, SF attached, and MF housing types, based on October 2023 student locations and new residential construction between 2013 and 2022. The SF attached

category includes attached homes, townhomes, or detached homes on lots smaller than 2,750 square feet, and senior housing was excluded from the multifamily category. Homes built in 2023 were excluded from the analysis because they may not have been completed and occupied by October 2023. Of the 8,586 students residing in the district, 722 live in the 1,390 SF detached units that were built between 2013 and 2022, while 284 live in the 871 SF attached units and 152 live in the 734 MF units built in the same period. On average, each SF detached unit yields 0.519 K–12 students, while each SF attached unit yields 0.326 K–12 students and each MF unit yields 0.207 K–12 students. The SGRs are also calculated by grade group; results reveal that new SF housing units yield more primary school (PS) students than middle school (MS) or high school (HS) students, because families often move into new housing with younger children.

Planned Residential Construction

FLO gathered residential development data from the planning departments of Clackamas County and the Cities of West Linn and Wilsonville to assess housing trends in the district. Key development data are presented in Figures 7 and 8. Figure 7 depicts the locations of SF and MF developments that are currently in active construction or in planning stages. Figure 8 includes details of residential development data gathered by FLO about these same developments, such as development name, anticipated number of units, and current status.

Based on available information from spring 2024, just over 3,600 prospective housing units are being tracked by West Linn and Wilsonville planning departments. Considering the current pace of construction and the available information on permitting, we expect about 16 percent of the units to be built from 2024 to 2028, 26 percent to be built from 2029 to 2033, and the remaining 58 percent to be built after 2033. Approximately 1,500 housing units are expected to be built in the district boundary in the ten-year period. About 45 percent will be SF detached units, 15 percent will be SF attached, and 40 percent will be MF units. Some projects such as Frog Pond Ridge are already under construction, while others like Villebois Village Center buildings A–C are not yet underway but are approved and anticipated to be completed within the forecast horizon. The number of housing projects and available developable land is not evenly distributed between Wilsonville and West Linn, with the former expected to receive 92 percent of prospective new housing between 2024 and 2033.

The highest number of new housing units is expected in the Boones Ferry PS attendance area (AA), including a total of 477 units (92 SF detached and 385 MF). Other PSAAs that are anticipated to experience housing growth of over 150 units include Lowrie PS (179 units), Boeckman Creek–Stafford choice zone (330 units), and Boeckman Creek PS (417 units). The majority of prospective housing units will be built in the Inza R Wood MSAA (656 units) and the Meridian Creek MSAA (747 units). The Wilsonville HSAA includes 92 percent of prospective housing units, while the remaining 8 percent are in the West Linn HSAA. While it is important to consider the number of units and the pace of construction, it is equally imperative to monitor the number of students living in new housing and the changes to SGRs.

Enrollment Assessment

To better understand recent enrollment trends, FLO analyzed historical enrollment (October 2017–18 to 2023–24 headcount) based on the enrollment reports and student information system (SIS) extracts provided by the District. Students enrolled in preschool, post-high, and SPED-Placed in External Program were not included in our analyses and enrollment forecasts. FLO evaluated historical grade progression ratios (GPRs), enrollment in schools/programs without attendance areas, and differences in enrollment by residence compared to individual school attendance (i.e., transfer rates).

Enrollment Trends

Figure 9 shows district-wide enrollment by individual grade. K–12 enrollment increased by 29 students between 2017–18 and 2018–19, then fell by 132 students in 2019–20, followed by an even steeper decline of 572 students in 2020–21, largely due to the impacts of COVID-19. Enrollment has continued to decrease each consecutive year, losing a total of 174 students between 2020–21 and 2023–24, leading to a six-year decline of 849 students (8.6 percent) between 2017–18 and 2023–24. During the historical period of study, grades K–7 and 12th grade experienced their largest cohorts before 2020–21, while all grades, except grades 10–12, experienced their smallest cohorts in between 2021–22 and 2023–24.

Figure 10 tabulates enrollment by school and grade group. The largest numeric and percentage enrollment loss between 2017–18 and 2023–24 among grade groups occurred in the K–5 grade group, in which enrollment fell by 747 students (17.1 percent). K–5 enrollment decreased by 166 students from 2017–18 to 2019–20, followed by a much more significant decrease of 503 students in 2020–21. K–5 enrollment fell by another 50 students in 2021–22, but regained 26 students in 2022–23 before decreasing by 54 students in 2023–24. Enrollment in grades 6–8 increased by 88 students between 2017–18 and 2018–19, followed by losses each consecutive year, averaging 54 fewer students per year. Over the six-year period, 6–8 enrollment decreased by 181 students. Enrollment in grades 9–12 fluctuated by no more than 25 students between 2017–18 and 2022–23, but then increased in 2023–24 by 64 students. Over the six-year period, 9–12 enrollment increased by 79 students.

Residence-Attendance Matrices

Based on FLO's analysis of district-wide K–12 transfers (Figure 11), a total of 459 students living outside the district boundary were enrolled in WLWV schools in 2023–24, representing 5.1 percent of enrollment. Overall, 1,092 students residing within the district boundary transferred to a school or program different from their neighborhood school, which is based on the attendance area in which they live. This amounts to a district-wide intra-district transfer rate of 12.7 percent. The largest percentage of transfers occurs within the K–5 grade group, with an intra-district transfer rate total of 15.6 percent attending a different neighborhood school.

As depicted in the residence-attendance matrices, shown in Figures 12 through 14 by grade group, transfer rates also differ by school. For instance, transfer-out rates for K–5 AAs range from 5.3 percent at Lowrie PSAA to 26.5 percent at Boones Ferry PSAA. From the perspective of individual school enrollment, K–5 transfer-in rates range from 7.3 percent at Boones Ferry PS to 33.7 percent at Lowrie PS. Higher transfer-in rates are typically due to a preference in programming and/or location. These transfer rates can help reveal patterns of student choice or quantify district policies. For instance, if a particular school with a high transfer-in rate began to reach or exceed capacity because of a bilingual program, a district may consider limiting transfers or adding program capacity.

Figures 13 and 14 show the 6–8 and 9–12 transfer rates and out-of-district totals. Grades 6–8 transfer-out rates range from 0.3 percent at Athey Creek–Rosemont Ridge Choice Area to 21.2 percent at Inza R Wood MSAA. Grades 6–8 transfer-in rates range from 8.1 percent at Rosemont Ridge MS to 32.3 percent at Meridian Creek MS. Grades 9–12 transfer-out rates range from 4.3 percent at West Linn HSAA to 14.3 percent at Wilsonville HSAA. Grades 9–12 transfer-in rates range from 9.9 percent at Wilsonville HS to 12.1 percent at West Linn HS.

Enrollment Forecasts

Historical Births and Kindergarten Enrollment

The number of students enrolled in a district is influenced largely by the number of school-age children residing in the district. We compared historical K class sizes to historical birth data (i.e., live births to WLWV residents from the Oregon Health Authority) to determine annual K-to-birth ratios. These values, in combination with age-group-specific population projections of childbearing-age women residing in the district, allow us to forecast the number of anticipated births to WLWV residents and thus the number of kindergarteners anticipated in future school years.

Figure 15 illustrates how the number of births to WLWV residents through 2017–18 relates to historical K enrollment and how the observed and forecasted number of births from 2018–19 to 2027–28 impacts the K forecast. Annual births fluctuated between 2011–12 and 2022–23, including a peak of 535 in 2016–17 and low of 430 in 2021–22, resulting in an average of 478 births to district residents each year. The 482 births to district residents in 2017–18 (the cohort eligible to enroll in K in fall 2023) represented a considerable decrease from 535 births the previous year. At 460 births, the 2018–19 birth cohort that aligns with 2024–25 K enrollment was even smaller. After two years of larger birth cohorts in 2019–20 and 2020–21, there was a significant decline in 2021–22 when district residents had only 430 births, followed by an increase to 450 births in 2022–23.

K enrollment averaged 581 students per year from 2017–18 to 2023–24, including a low of 527 in 2022–23 and a high of 657 in 2017–18. The 2023–24 K class of 539 students is more akin to the 2020–21 class of 529 students, which was impacted by the COVID-19 pandemic, rather than the pre-pandemic three-year average of 638 students.

The annual K-to-birth ratio is a key metric representing a combination of net migration between birth and age five and the share of five-year-old residents enrolled in WLWV K classes, often referred to as a “capture rate.” Ratios for WLWV have fluctuated throughout the historical period, averaging 1.38 in the three pre-pandemic years. In 2020–21 the ratio dropped to 1.05, followed by an increase to 1.14 in 2021–22, but dropped to a low of 0.99 in 2022–23. The ratio increased to 1.12 in 2023–24 and the middle scenario forecast assumes the K-to-birth ratio will increase to a plateau of 1.25 in the ten-year forecast, but will notably not return to pre-pandemic levels. Although mobility of families between a child’s birth and age five means that births are not a perfect indicator of future enrollment, the forecasted increase in K enrollment results from the expected rebound in births that began in 2022–23 and is anticipated to continue to 2027–28.

Figure 16 illustrates future K enrollment under the low, middle, and high scenarios based on different rates of population change and different assumptions of future K-to-birth ratios. In the low scenario, the ratio initially falls to 1.10 in 2023–24, increases gradually to 1.20 in 2028–29, and then falls slightly to 1.19 in 2032–33 and 2033–34. The lower ratio results in between 25 and 37 fewer K students each year, having a cumulative impact on the K–12 enrollment totals. Conversely, the high forecasts of 23 to 37 more K students each year result from a forecast ratio of 1.20 in 2023–24, followed by an increase to 1.31 in 2027–28 and stabilization at 1.30 in 2028–29 through the end of the forecast period.

Grade Progression Ratios

The progression of students from one grade to the next is a significant determinant of future enrollment and therefore plays an important role in FLO's forecasting process. FLO assesses how cohort sizes change over time by calculating GPRs—the ratio of enrollment in a specific grade in a given year to the enrollment of the same age cohort in the previous year. For instance, if 600 kindergarteners in 2018–19 were to become 605 1st graders in 2019–20, the GPR would be 1.05. GPRs quantify how cohort sizes change as students progress to subsequent grades by considering that not all students advance to the next grade and that new students join existing cohorts. A GPR value greater than 1.00 indicates that the student cohort increased in size from one grade to the next. Such a result may be due to students moving into the district or students choosing to transfer into the district from other districts or nonpublic schools. Conversely, a GPR value less than 1.00 indicates that the student cohort decreased in size from one grade to the next. This may be due to students moving out of the district, students choosing to transfer to other districts or nonpublic schools, or students not advancing to the next grade.

Figure 17 depicts the GPRs for all District K–12 students from 2017–18 to 2023–24. In each year except 2019–20 to 2020–21, GPRs for most grades have consistently been above 1.00, indicating that WLWV often sees a net gain of students by cohort. On average, cohorts progressing from K to 1st grade typically have the highest GPRs, as new students join the District at 1st grade. GPRs for all other primary and middle school grades and the transition into 9th grade also depict cohort growth. On average, GPRs for the remaining high school grades are just below 1.00, meaning cohorts typically shrink as they move into 10th, 11th, and 12th grade. After the enrollment loss in 2019–20 characterized by GPRs below 1.00, relatively stable GPRs reemerged in the three most recent years. The final three columns in Figure 17 show our assumptions for future GPRs in the middle scenario enrollment forecast, influenced by historical averages excluding the 2019–20 to 2020–21 and 2020–21 to 2021–22 transitions.

District-Wide Enrollment Forecasts

As shown in Figure 18, district-wide enrollment is forecasted to decrease from 9,045 in 2023–24 to 8,955 in 2033–34, representing a loss of 90 students in the ten-year period. Enrollment decline is anticipated in each year between 2023–24 and 2028–29, amounting to a five-year loss of 355 students. Between 2028–29 and 2033–34, enrollment is expected to increase each year, gaining 265 students in the five-year period. Near-term decline will be the result of fewer births to WLWV residents in recent years, combined with lower than pre-pandemic K-to-birth ratios, leading to smaller K cohorts. Births to WLWV residents are expected to increase in 2023–24 through 2027–28, averaging 490 births per year, leading to generally larger K class sizes than cohorts in the post-pandemic years 2020–21 to 2023–24, but typically lower than pre-pandemic years. Forecasted GPRs for most grades are greater than 1.00, indicating that existing cohorts will increase in size as they advance through the grades, and this incremental gain will stave off steeper declines in the first five years of the forecast period and contribute to enrollment growth in the second five years.

From a grade group perspective as shown in Figure 19, K–5 enrollment is expected to fluctuate between 2023–24 to 2028–29, resulting in a net gain of 43 students over the five-year period. Between 2028–29 and 2033–34, K–5 enrollment will steadily increase and gain a total of 328 students. Over the ten-year period, K–5 enrollment is expected to grow by 371 students (10.3 percent). Grades 6–8 enrollment is expected to decline sharply between 2023–24 and 2024–25, losing 126 students due to the large outgoing 8th grade cohort being replaced by a much smaller incoming 6th grade class. Despite small gains between 2024–25 and 2027–28, enrollment in grades 6–8 will decrease by 73 students by 2028–29. Year-to-year variation will continue between

2028–29 and 2033–34, resulting in a five-year gain of 20 students. Over the ten-year period, grades 6–8 enrollment will decrease by 53 students (2.4 percent). Enrollment in grades 9–12 is anticipated to decrease four out of the five years between 2023–24 to 2028–29, amounting to a net loss of 325 students. Although there will be year-to-year variation, further declines are expected between 2028–29 and 2033–34, leading to a loss of 83 students. Over the ten-year period, enrollment in grades 9–12 is expected to decrease by 408 students (12.6 percent). The district-wide forecasts by individual grade are reported annually for the low, middle, and high scenarios in Figures 20, 21, and 22, respectively.

Individual School Enrollment Forecasts

Figure 23 includes enrollment forecasts for the District's schools, representing the 2023–24 attendance areas and the District-approved discontinuation of the middle school choice zones in 2025–26. Different demographics, rates of residential development, and GPRs contribute to differing rates of enrollment decline and growth for each school.

Of the nine primary schools with AAs, three are expected to experience enrollment growth in the next five years, with Boeckman Creek PS, Boones Ferry PS, and Sunset PS expected to increase by a total of 104 students. The remaining six primary schools are expected to experience enrollment decline during this period, with losses ranging from 3 at Bolton PS to 28 at Stafford PS. Enrollment at all primary schools is expected to increase between 2028–29 and 2033–34, ranging from 8 at Bolton PS to 131 at Boeckman Creek PS. Over the ten-year period, enrollment is expected to be higher in 2033–34 than in 2023–24 at each primary school except Willamette PS, which may experience a net loss of four students.

Of the four middle schools with AAs, Athey Creek MS is expected to be the only middle school that will experience an enrollment increase between 2023–24 and 2028–29, due to that attendance area expanding to include the former Athey Creek-Meridian Creek choice zone and the Bolton PS portion of the Athey Creek-Rosemont Ridge choice zone. In the second five-year period, enrollment at Athey Creek MS will decrease, Rosemont Ridge MS will experience further decline, and enrollment at Inza R Wood MS and Meridian Creek MS will increase. Over the ten-year period, enrollment at Athey Creek MS will return to near its 2023–24 value, Meridian Creek MS will gain 10 students, Inza R Wood MS will gain 34 students, and Rosemont Ridge MS will lose just under 100 students.

Enrollment at both high schools with AAs is expected to decrease between 2023–24 and 2028–29, but West Linn HS will lose nearly double (338 students) than Wilsonville HS (177 students). In the second five-year period, enrollment at West Linn HS will continue to decline by 153 students, while enrollment at Wilsonville HS is expected to increase by 23 students. Over the ten-year period, enrollment at West Linn HS is anticipated to decrease by 26 percent, while enrollment at Wilsonville is expected to decrease by 12 percent.

Forecasts for schools with attendance areas are influenced by out-of-district enrollment (i.e., students enrolled with WLWV that live outside the district boundary), as well as schools and programs that do not have attendance areas. Based on WLWV policy changes for the 2023–24 school year and thereafter, out-of-district enrollment is expected to return to levels experienced before 2020–21. From 2017–18 to 2019–20, out-of-district enrollment averaged 465 students per year. Between 2024–25 and 2033–34, out-of-district enrollment is expected to range from 463 to 524, averaging 481 students per year. Riverside HS began accepting enrollment in 2023–24, with a 9th grade class of 67 students and a 10th grade class of 45 students, or total enrollment of 112 students. With the addition of 9th grade cohorts the next two years—each approximately the same size as the 2023–24 class—Riverside HS will host grades 9–12 starting in 2025–26. Based on these inaugural cohorts, the

assumption that approximately the same proportion of students will be drawn from West Linn HS and Wilsonville HS in future years, and stable grade progression ratios, FLO expects enrollment at Riverside HS to increase steadily throughout the ten-year period to about 350 students in 2033–34. Out-of-district enrollment and enrollment at newly established schools are influenced by policy decisions more than schools with attendance areas and longer enrollment histories; therefore, any policy revisions will likely impact these assumptions and resulting forecasts.

Methodology

District-Wide Enrollment Forecasts

To prepare the ten-year forecasts from 2024–25 to 2033–34, FLO forecasts births through 2028. The birth forecasts depend on population forecasts by age and sex and age-specific birth rates for women of childbearing age. Birth rates estimated for 2020 resulted in a total fertility rate (TFR) estimate of 1.46 and were reduced to 1.31 for the majority of the forecast years based on births observed through 2023.[1] Cohort change ratios (CCRs) based on historical trends are used to forecast 2030 population age ten and older by five-year age group and sex.[2] Forecasts of population under age ten in 2030 based on ratios of population to births are added, resulting in 2020 to 2030 population growth of 7,925 in the low scenario, 8,759 in the middle scenario, and 9,570 in the high scenario, compared with 9,519 between 2010 and 2020.

The link between our population forecast and the district-wide school enrollment forecast occurs at kindergarten, where we use the birth forecasts through 2028 and the expected K-to-birth ratios to forecast future K class sizes. Forecasts for grades 1–12 use GPRs based initially on a four-year average that includes two pre-pandemic years (2017–18 to 2018–19 and 2018–19 to 2019–20) and the most recent two years (2021–22 to 2022–23 and 2022–23 to 2023–24), adjusted to give weight to the most recent years and in consideration of expected residential development. GPRs embed implicit assumptions about the level of net migration and school choice. The middle scenario reflects observed trends, with upward or downward adjustments to K-to-birth ratios and GPRs for the high and low forecast scenarios.

Forecasts for Individual Schools

Forecasts for each primary school start with their base-year (2023–24) enrollment by grade level. New K classes for each forecast year are initially based on three-year average shares of district-wide K adjusted for the number of additional K students expected based on housing growth. Initial forecasts for grades 1–5 use GPRs unique to each school and grade based on historical averages, individually reviewed to minimize the influence of outliers, and are also adjusted to account for expected enrollment impacts of housing growth. Final primary school forecasts are controlled to match the district-wide K–5 forecasts.

Forecasts for entry grades 6 for middle school and 9 for high school initially use GPRs based on the historical relationship between the entry grade and each secondary school's 5th grade and 8th grade feeders—for example, the ratio of 6th grade at Inza R Wood MS to the previous year's 5th grade at Boones Ferry PS and Lowrie PS. Grades 7–8 for middle school and 10–12 for high school use GPRs specific to each school and grade. Final middle school and high school forecasts are controlled to match the middle scenario district-wide forecasts by grade.

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[1] TFR is the number of children that would be born to a woman throughout her childbearing years, based on age-specific birth rates at a given time.

[2] Baker, Jack, David A. Swanson, Jeff Tayman, and Lucky M. Tedrow. 2017. *Cohort Change Ratios and Their Applications*. Cham, Switzerland: Springer International Publishing.

Data Sources

FLO used the following data sources to inform the enrollment forecasts:

- Decennial Census and American Community Survey, U.S. Census Bureau
- Birth data, Oregon Health Authority
- Population estimates and forecasts, Portland State University Population Research Center
- Enrollment data, WLWV School District
- Land use data, Clackamas County and the Cities of West Linn and Wilsonville
- Housing characteristics and spatial data, Metro

Accuracy

Enrollment projections and forecasts are expected values based on assessment of current and past data and as such should be considered as just one of several planning tools, rather than absolute numbers for the allocation of future resources. Unlike measurable data such as the results of a survey, projections and forecasts do not allow for the estimation of a confidence interval to measure accuracy. The best way to measure error is to compare actual enrollment with previously prepared projections or forecasts that were conducted using similar data and methodologies. Finally, when considering confidence and accuracy, the appropriate use of projections and forecasts includes an understanding that there is likely to be some degree of variation from the anticipated values. It is important that stakeholders monitor and manage the changing conditions that will affect future populations and that projections or forecasts be updated, either at a regular frequency or when deviation of actual enrollment from the projections or forecasts is significant.

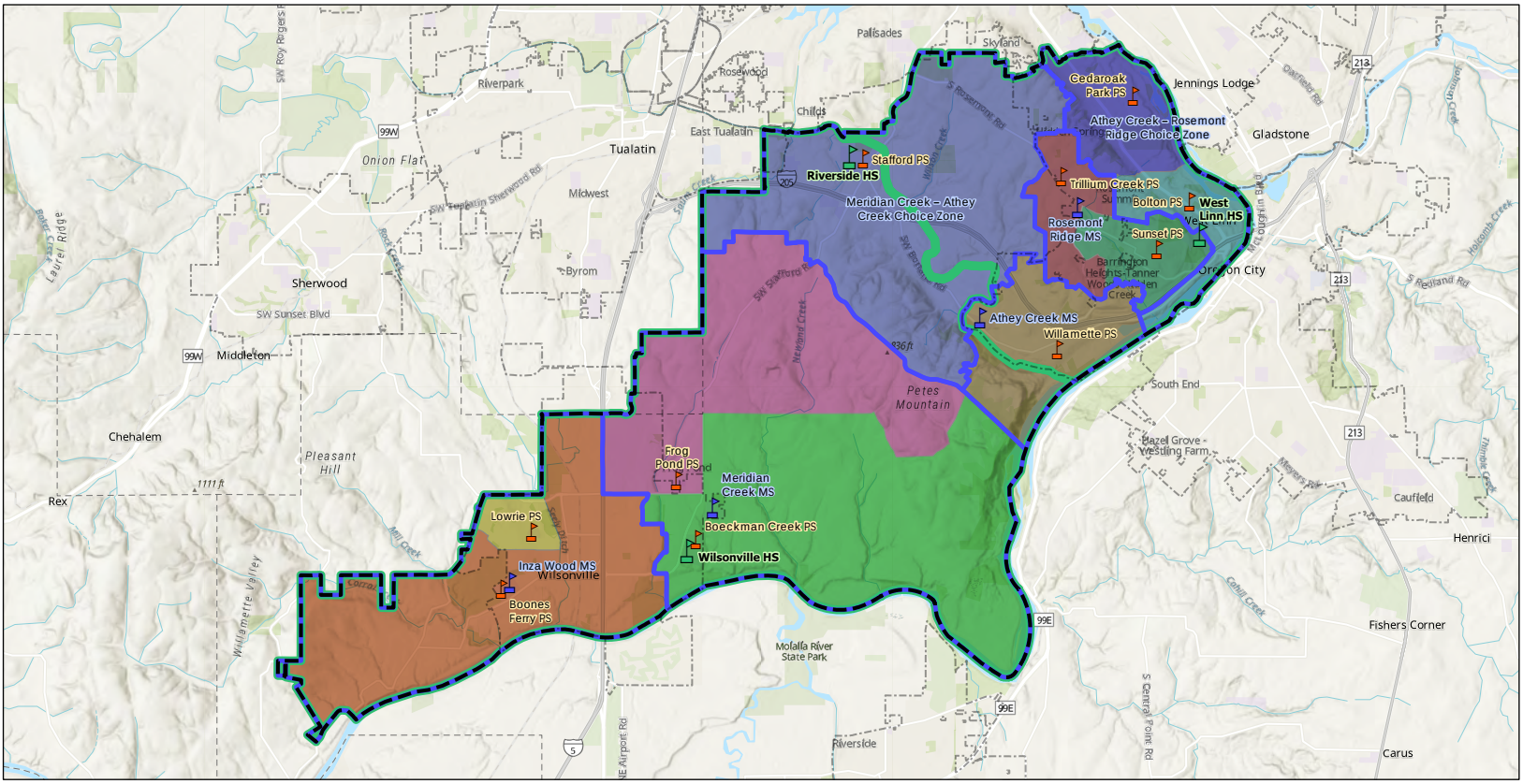
Limitations

The services undertaken in completing this memorandum were performed consistent with generally accepted professional consulting principles and practices. No other warranty, express or implied, is made. These services were performed consistent with our agreement with our client. This memorandum is solely for the use and information of our client unless otherwise noted. Any reliance on this memorandum by a third party is at such party's sole risk.

Opinions and recommendations contained in this memorandum apply to conditions existing when services were performed and are intended only for the client, purposes, locations, time frames, and project parameters indicated. We do not warrant the accuracy of information supplied by others, or the use of segregated portions of this memorandum.

Figures

Figure 1: District Overview



FLO Analytics

N

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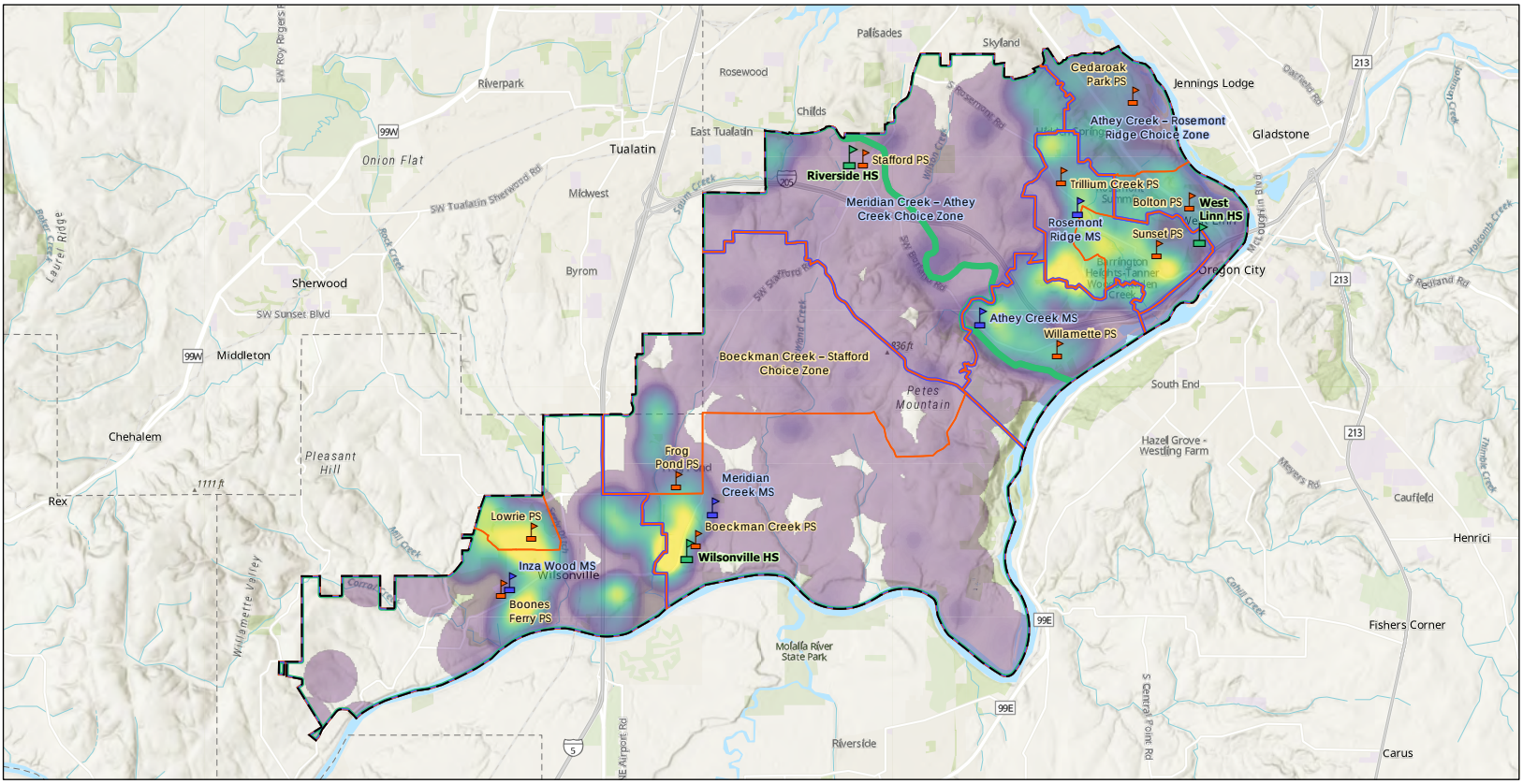
School Locations
- Primary School
- Middle School
- High School

- High School Attendance Area
- Middle School Attendance Area
- District Boundary
- City Limits

Primary School Attendance Area
- Boeckman Creek PS
- Boeckman Creek - Stafford Choice Zone
- Bolton PS
- Boones Ferry PS
- Cedaroak Park PS
- Lowrie PS
- Stafford PS
- Sunset PS
- Trillium Creek PS
- Willamette PS

Figure 2: Student Density



FLO Analytics

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0 0.5 1 2 Miles

School Locations
- Primary School
- Middle School
- High School

- District Boundary
- Primary School Attendance Area
- Middle School Attendance Area
- High School Attendance Area

Student Density
- Sparse
- Dense

Figure 3: County, District, and City Population—2000 to 2023

	2000 Census	2010 Census	2020 Census	2023 Estimate	Average Annual Growth		
					2000–2010	2010–2020	2020–23
Clackamas County	338,391	375,992	421,401	426,533	1.1%	1.1%	0.4%
West Linn-Wilsonville SD	39,683	45,972	55,491	N/A	1.5%	1.9%	N/A
WLWV Unincorp. Area	5,364	5,376	5,691	N/A	0.0%	0.6%	N/A
City of West Linn (total)	22,261	25,109	27,373	27,360	1.2%	0.9%	0.0%
WLWV Portion	22,134	24,984	27,249	N/A	1.2%	0.9%	N/A
City of Wilsonville (total)	13,987	17,371	24,522	27,634	2.2%	3.5%	3.7%
WLWV Portion	11,386	14,872	21,858	N/A	2.7%	3.9%	N/A
City of Tualatin (total)	22,791	26,054	27,942	27,910	1.3%	0.7%	0.0%
WLWV Portion	799	740	693	N/A	-0.8%	-0.7%	N/A

Notes

Indentation signifies the nesting of geographic areas. For instance, the school district and city totals are indented because they are part of the county, and portions of the cities are further indented because they are within the school district boundary.

Sources

U.S. Census Bureau, 2000, 2010, and 2020 Censuses (April 1); Population Research Center, Portland State University, July 1, 2023 estimates.

Figure 4: District Population by Age Group—2000 to 2020

	2000 Census	2010 Census	2020 Census	Average Annual Growth	
				2000–2010	2010–2020
Total Population	39,683	45,972	55,491	1.5%	1.9%
Age 18 and over	28,253	33,790	42,197	1.8%	2.2%
Ages 5 to 17	8,622	9,337	10,457	0.8%	1.1%
Under age 5	2,808	2,845	2,837	0.1%	0.0%
Under 18 share of total	28.8%	26.5%	24.0%	--	--

Notes

Indentation signifies the nesting of variables. For instance, the Age 18 and over category is indented because it is a component of total population.

Sources

U.S. Census Bureau, 2000, 2010, and 2020 Censuses.

Figure 5: County Population Forecast

	2020 Census	2030 Forecast	2040 Forecast	Average Annual Growth	
				2020–2030	2030–2040
Clackamas County	421,401	459,143	484,850	0.9%	0.5%

Sources

Population Research Center, Portland State University, June 2024.

Figure 6: Student Generation Rates

K–12 Students (2023–24) per Housing Unit Built 2013–2022

Housing Type	Housing Units	Students				SGRs			
		K–5	6–8	9–12	K–12	K–5	6–8	9–12	K–12
Single-family	2,261	483	231	292	1,006	0.214	0.102	0.129	0.445
Detached	1,390	354	168	200	722	0.255	0.121	0.144	0.519
Attached [a]	871	129	63	92	284	0.148	0.072	0.106	0.326
Multifamily [b]	734	67	33	52	152	0.091	0.045	0.071	0.207

Notes

Indentation signifies the nesting of variables. For example, detached housing units are a subset of all single-family housing units.

Housing units built in 2023 are excluded, because they may not have been completed and occupied by October 2023.

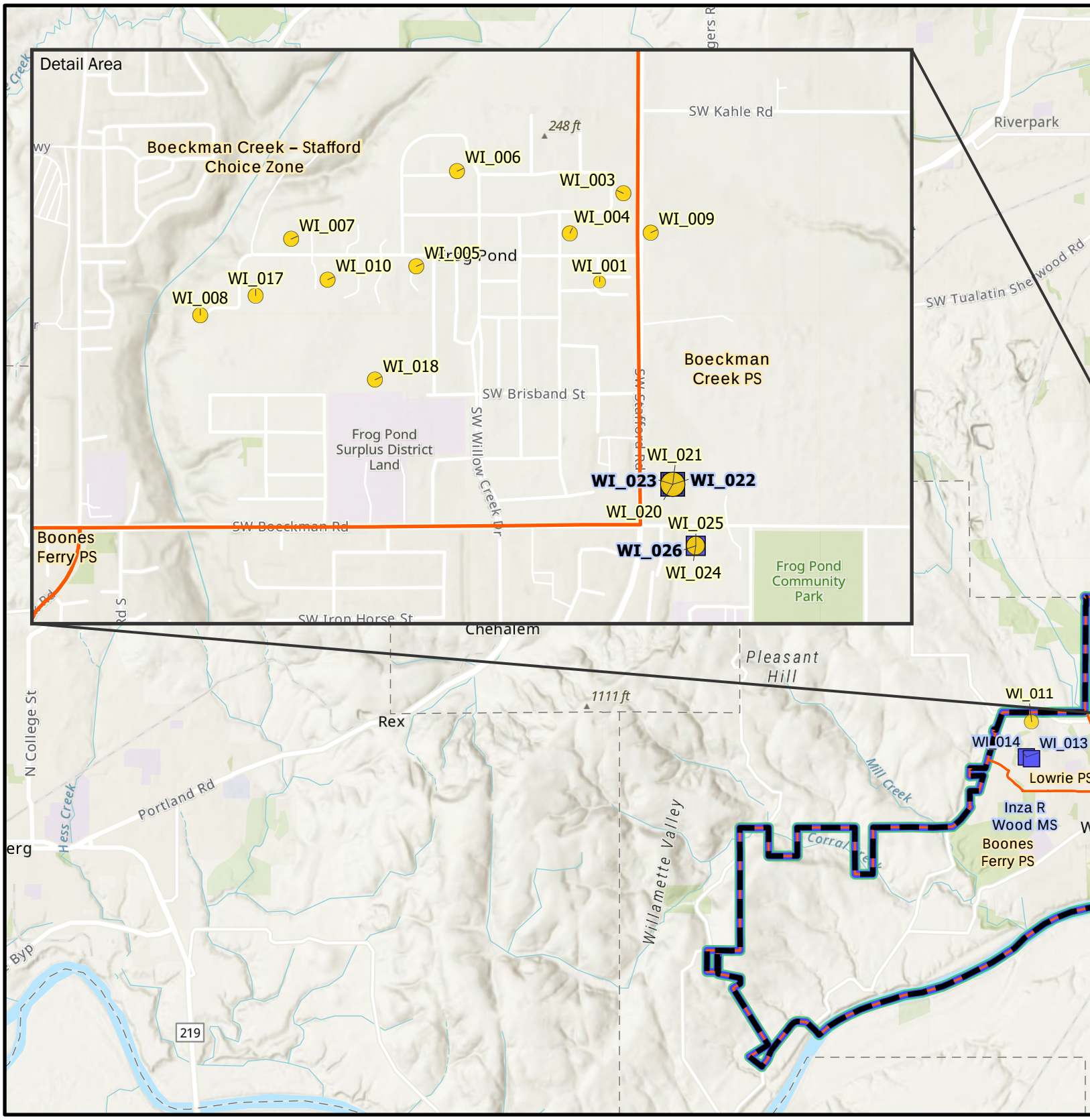
(a) Attached homes, townhomes, or detached homes on lots smaller than 2,750 square feet.

(b) Excludes senior housing.

Source

West Linn-Wilsonville School District 2023–24 headcount enrollment and Metro Regional Land Information System multifamily and single-family housing inventories.

Figure 7: Residential Devel



FLO Analytics

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District Boundary

Elementary School Attendance Area

Middle School Attendance Area

High School Attendance Area

Single-family Develo

1 to 15

16 to 100

101 to 300

301 to 437

Figure 8: Residential Development **Detail**

Map ID	Jurisdiction	Elementary School Attendance Area	Middle School Attendance Area	High School Attendance Area	Development Name	Type	Total Units	2024–2028 Units	2029–2033 Units	2024–2033 Units	Notes
WI_001	Wilsonville	Boeckman Creek - Stafford Choice PS	Meridian Creek MS	Wilsonville HS	Frog Pond Ridge - SF Detached	SF DET	10	10	0	10	Construction underway, 71 total, 8 attached, 63 detached
WI_002	Wilsonville	Boeckman Creek - Stafford Choice PS	Meridian Creek MS	Wilsonville HS	Frog Pond Ridge - SF Attached	SF ATT	8	8	0	8	Construction underway, 71 total, 8 attached, 63 detached
WI_003	Wilsonville	Boeckman Creek - Stafford Choice PS	Meridian Creek MS	Wilsonville HS	Frog Pond Crossing	SF DET	29	29	0	29	Construction underway, all detached
WI_004	Wilsonville	Boeckman Creek - Stafford Choice PS	Meridian Creek MS	Wilsonville HS	Frog Pond Oaks	SF DET	41	41	0	41	Construction underway, all detached
WI_005	Wilsonville	Boeckman Creek - Stafford Choice PS	Meridian Creek MS	Wilsonville HS	Frog Pond Estates	SF DET	22	22	0	22	Construction underway, all detached
WI_006	Wilsonville	Boeckman Creek - Stafford Choice PS	Meridian Creek MS	Wilsonville HS	Frog Pond Vista	SF DET	44	44	0	44	Construction underway, all detached
WI_007	Wilsonville	Boeckman Creek - Stafford Choice PS	Meridian Creek MS	Wilsonville HS	Frog Pond Overlook	SF DET	24	24	0	24	Construction not yet started, all detached
WI_008	Wilsonville	Boeckman Creek - Stafford Choice PS	Meridian Creek MS	Wilsonville HS	Frog Pond Terrace	SF DET	18	11	7	18	Construction not yet started, all detached (one existing house to remain in subdivision, not included in total units)
WI_009	Wilsonville	Boeckman Creek PS	Meridian Creek MS	Wilsonville HS	Frog Pond Petras Homes	SF ATT	21	21	0	21	Construction not yet started, 20 attached, 1 detached
WI_010	Wilsonville	Boeckman Creek - Stafford Choice PS	Meridian Creek MS	Wilsonville HS	Frog Pond Cottage Park	SF ATT	34	20	14	34	Construction not yet started, all attached
WI_011	Wilsonville	Lowrie PS	Inza R Wood MS	Wilsonville HS	Clermont	SF DET	36	36	0	36	Construction underway, all detached
WI_012	Wilsonville	Lowrie PS	Inza R Wood MS	Wilsonville HS	Villebois Village Center Bldg A	MF	36	0	36	36	Project approved but funding/construction timing uncertain; 12 studio, 12 1-BR, 3 2-BR, 9 3-BR
WI_013	Wilsonville	Lowrie PS	Inza R Wood MS	Wilsonville HS	Villebois Village Center Bldg B	MF	54	0	54	54	Project approved but funding/construction timing uncertain; 11 studio, 30 1-BR, 11 2-BR, 2 3-BR
WI_014	Wilsonville	Lowrie PS	Inza R Wood MS	Wilsonville HS	Villebois Village Center Bldg C	MF	53	0	53	53	Project approved but funding/construction timing uncertain; 17 studio, 29 1-BR, 7 2-BR
WI_015	Wilsonville	Boones Ferry PS	Inza R Wood MS	Wilsonville HS	Wilsonville TOD	MF	121	85	36	121	Construction planned to begin Q3 2024, affordability (40 @30% AMI, 48 @ 60% AMI, 33 @ 80% AMI), unit size (8 studio, 34 1-BR, 67 2-BR, 12 3-BR)
WI_016	Wilsonville	Boones Ferry PS	Inza R Wood MS	Wilsonville HS	WTC Mixed Use Multifamily	MF	114	91	23	114	Project approved but funding/construction timing uncertain; 36 studio, 71 1-BR, 7 2-BR
WI_017	Wilsonville	Boeckman Creek - Stafford Choice PS	Meridian Creek MS	Wilsonville HS	7400 SW Frog Pond Ln	SF DET	54	43	11	54	Pre-application stage, plans not yet approved, all detached but could have some attached
WI_018	Wilsonville	Boeckman Creek - Stafford Choice PS	Meridian Creek MS	Wilsonville HS	Frog Pond West - remaining land	SF DET	46	0	46	46	No development plans submitted, estimates based on development potential in Frog Pond West Master Plan
WI_019	Wilsonville	Boones Ferry PS	Inza R Wood MS	Wilsonville HS	Siemens Property	SF DET	154	0	92	92	No development plans pending but could develop within 10-year forecast period, number is based on current comprehensive plan density calculations and is not definite, unit mix unknown
WI_020	Wilsonville	Boeckman Creek PS	Meridian Creek MS	Wilsonville HS	Frog Pond East - SF Detached	SF DET	437	0	109	109	1,105 total, 437 detached, 330 attached, 61 ADU, 277 multifamily. Numbers are projections based on the Master Plan for the area. Exact numbers and mix are estimates based on plan requirements.
WI_021	Wilsonville	Boeckman Creek PS	Meridian Creek MS	Wilsonville HS	Frog Pond East - SF Attached	SF ATT	330	0	83	83	1,105 total, 437 detached, 330 attached, 61 ADU, 277 multifamily. Numbers are projections based on the Master Plan for the area. Exact numbers and mix are estimates based on plan requirements.
WI_023	Wilsonville	Boeckman Creek PS	Meridian Creek MS	Wilsonville HS	Frog Pond East - MF	MF	277	0	69	69	1,105 total, 437 detached, 330 attached, 61 ADU, 277 multifamily. Numbers are projections based on the Master Plan for the area. Exact numbers and mix are estimates based on plan requirements.
WI_024	Wilsonville	Boeckman Creek PS	Meridian Creek MS	Wilsonville HS	Frog Pond South - SF Detached	SF DET	276	0	69	69	617 total, 276 detached, 229 attached, 79 ADU, 33 multifamily. Numbers are projections based on the Master Plan for the area. Exact numbers and mix are estimates based on plan requirements.

Figure 8: Residential Development **Detail**

Map ID	Jurisdiction	Elementary School Attendance Area	Middle School Attendance Area	High School Attendance Area	Development Name	Type	Total Units	2024–2028 Units	2029–2033 Units	2024–2033 Units	Notes
WI_025	Wilsonville	Boeckman Creek PS	Meridian Creek MS	Wilsonville HS	Frog Pond South - SF Attached	SF ATT	229	0	57	57	617 total, 276 detached, 229 attached, 79 ADU, 33 multifamily. Numbers are projections based on the Master Plan for the area. Exact numbers and mix are estimates based on plan requirements.
WI_027	Wilsonville	Boeckman Creek PS	Meridian Creek MS	Wilsonville HS	Frog Pond South - MF	MF	33	0	8	8	617 total, 276 detached, 229 attached, 79 ADU, 33 multifamily. Numbers are projections based on the Master Plan for the area. Exact numbers and mix are estimates based on plan requirements.
WI_028	Wilsonville	Boones Ferry PS	Inza R Wood MS	Wilsonville HS	Town Center	MF	1,000	0	150	150	No specific projects proposed right now but it's possible there may be some in the next 10 years. Estimate based on Master Plan, bedroom mix unknown but smaller units likely
WL_001	West Linn	Cedaroak Park PS	Athey Creek - Rosemont Ridge Choice MS	West Linn HS	Upper Midhill Estates Subdivision	SF DET	34	24	10	34	Plat will record in a couple of months. Lots are probably not big enough to accept increased density from middle housing
WL_002	West Linn	Trillium Creek PS	Rosemont Ridge MS	West Linn HS	Savannah Summit Subdivision	SF DET	15	15	0	15	Plat is about to record. Some lots may be able to accept middle housing
WL_003	West Linn	Trillium Creek PS	Rosemont Ridge MS	West Linn HS	Centerpoint Heights	SF DET	12	12	0	12	Plat is about to record. Some lots may be able to accept middle housing
WL_004	West Linn	Trillium Creek PS	Rosemont Ridge MS	West Linn HS	PP 2022-062	SF DET	2	2	0	2	East parcel large enough for middle housing
WL_005	West Linn	Cedaroak Park PS	Athey Creek - Rosemont Ridge Choice MS	West Linn HS	MIP-17-06	SF DET	1	1	0	1	Plat will not record for a year or two
WL_006	West Linn	Sunset PS	Rosemont Ridge MS	West Linn HS	DR-18-03	SF ATT	6	6	0	6	Originally approved for 5 unit MFR, but plan to construct 6 townhomes under middle housing rules
WL_007	West Linn	Willamette PS	Athey Creek MS	West Linn HS	SUB-22-01	SF DET	3	3	0	3	Existing home to remain plus 3 new middle housing units
WL_008	West Linn	Bolton PS	Athey Creek - Rosemont Ridge Choice MS	West Linn HS	MIP-18-05	SF ATT	6	0	6	6	City owned property. Trying to get 12-unit affordable housing project off ground, but may end up selling on open market and require a middle housing duplex on each lot
WL_009	West Linn	Willamette PS	Athey Creek MS	West Linn HS	MIP-18-06	SF ATT	6	3	3	6	3-lot partition and owner intends to build 6 townhomes
WL_010	West Linn	Willamette PS	Athey Creek MS	West Linn HS	1220 9th Street	SF DET	7	7	0	7	Middle housing development
WL_011	West Linn	Willamette PS	Athey Creek MS	West Linn HS	1310 9th Street	SF DET	4	4	0	4	Middle housing development
WL_012	West Linn	Willamette PS	Athey Creek MS	West Linn HS	ELD-23-02	SF DET	3	3	0	3	Middle housing development - 3 new homes almost complete
WL_013	West Linn	Sunset PS	Rosemont Ridge MS	West Linn HS	Willow Ridge Subdivision	SF DET	7	7	0	7	Extension of existing subdivision
WL_014	West Linn	Cedaroak Park PS	Athey Creek - Rosemont Ridge Choice MS	West Linn HS	ELD-23-04	SF DET	2	2	0	2	Demo existing home. 2 new homes under construction
WL_015	West Linn	Sunset PS	Rosemont Ridge MS	West Linn HS	ELD-23-05	SF DET	4	4	0	4	Demo existing home. 4 new homes with 1 under construction
WL_016	West Linn	Sunset PS	Rosemont Ridge MS	West Linn HS	ELD-23-06	SF DET	3	2	1	3	Plat not recorded yet.
WL_017	West Linn	Bolton PS	Athey Creek - Rosemont Ridge Choice MS	West Linn HS	ELD-23-07	SF ATT	8	0	8	8	8 townhomes under middle housing rules
Total Single-family Detached						SF DET	1,288	346	345	691	
Total Single-family Attached						SF ATT	648	58	171	229	
Total Multifamily						MF	1,688	176	429	605	
Total Units							3,624	580	945	1,525	

Notes

SF DET is single-family detached; SF ATT is attached homes, townhomes, or detached homes on lots smaller than 2,750 square feet; and MF is multifamily.

Sources

Cities of West Linn and Wilsonville planning departments.

Figure 9: Historical Enrollment by Grade

Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2017–18 to 2023–24
K	657	623	634	529	556	527	539	-118
1	679	670	653	577	594	608	552	-127
2	719	708	682	591	590	639	610	-109
3	743	738	680	631	599	608	662	-81
4	754	763	765	630	652	605	644	-110
5	804	772	776	729	646	676	602	-202
6	774	843	791	755	744	669	706	-68
7	797	806	846	756	759	769	698	-99
8	806	816	798	846	766	785	792	-14
9	807	807	833	814	836	804	830	23
10	781	802	779	814	799	815	821	40
11	792	782	780	785	786	781	816	24
12	781	793	774	762	763	776	773	-8
District-wide Total	9,894	9,923	9,791	9,219	9,090	9,062	9,045	-849

Notes

Students enrolled in preschool, post-high, and SPED-Placed in External Program are excluded from analysis.
The lowest and highest enrollment values per grade are highlighted blue and orange, respectively.

Sources

West Linn-Wilsonville School District October 2017–18 to 2023–24 headcount enrollment.

Figure 10: Historical Enrollment by School and Grade Group

School Name	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2017–18 to 2023–24
Boeckman Creek PS	521	548	544	454	458	475	475	-46
Bolton PS	385	344	332	283	235	218	231	-154
Boones Ferry PS	563	612	604	514	504	495	479	-84
Cedaroak Park PS	321	288	278	269	331	343	333	12
Lowrie PS	589	565	532	480	464	479	457	-132
Stafford PS	450	433	439	340	359	351	345	-105
Sunset PS	320	341	394	351	365	364	375	55
Trillium Creek PS	614	579	547	486	452	463	484	-130
Willamette PS	546	517	474	462	421	428	387	-159
Three Rivers Charter	47	47	46	48	48	47	43	-4
K–5 Total	4,356	4,274	4,190	3,687	3,637	3,663	3,609	-747
Athey Creek MS	622	703	683	662	564	514	512	-110
Inza R Wood MS	558	529	537	526	518	496	480	-78
Meridian Creek MS	349	421	412	399	367	396	400	51
Rosemont Ridge MS	783	747	739	707	758	754	737	-46
Three Rivers Charter	65	65	64	63	62	63	67	2
6–8 Total	2,377	2,465	2,435	2,357	2,269	2,223	2,196	-181
Riverside HS	--	--	--	--	--	--	112	--
West Linn HS	1,864	1,852	1,876	1,886	1,879	1,903	1,868	4
Wilsonville HS	1,202	1,223	1,208	1,215	1,288	1,273	1,260	58
Arts and Technology HS	95	109	82	74	17	0	0	-95
9–12 Total	3,161	3,184	3,166	3,175	3,184	3,176	3,240	79
District-wide Total	9,894	9,923	9,791	9,219	9,090	9,062	9,045	-849

Notes

Students enrolled in preschool, post-high, and SPED-Placed in External Program are excluded from analysis.
The lowest and highest enrollment values per school are highlighted blue and orange, respectively.

Sources

West Linn-Wilsonville School District October 2017–18 to 2023–24 headcount enrollment.

Figure 11: District–wide Transfer Rates

Grade Group	Enrollment Total	Enrollment In-District	Enrollment Out-of-District	Transfers Intra-district	Transfers Total	Transfer Rate Out-of-District	Transfer Rate Intra-district	Transfer Rate Total
K–5	3,609	3,465	144	539	683	4.0%	15.6%	18.9%
6–8	2,196	2,081	115	290	405	5.2%	13.9%	18.4%
9–12	3,240	3,040	200	263	463	6.2%	8.7%	14.3%
District–wide	9,045	8,586	459	1,092	1,551	5.1%	12.7%	17.1%

Notes

Students enrolled in preschool, post-high, and SPED-Placed in External Program are excluded from analysis.

(a) "Enrollment from In-District" is the number of students who reside within the district boundary.

(b) "Enrollment from Out-of-District" is the number of students who reside outside the district boundary.

(c) "Transfers Intra-district" is the number of students who enroll in a school other than their neighborhood school based on the attendance area that they reside in.

(d) "Transfers Total" is the sum of Enrollment Out-of-District and Transfers Intra-district.

Sources

West Linn Wilsonville School District 2023–24 attendance areas and October 2023–24 headcount enrollment.

Figure 12: Grade K–5 Residence-Attendance Matrix

Attendance Area \ School of Attendance	Residence Count	Boeckman Creek PS	Bolton PS	Boones Ferry PS	Cedaroak Park PS	Lowrie PS	Stafford PS	Sunset PS	Trillium Creek PS	Willamette PS	Three Rivers Charter	Capture Rate	Transfer Out Student Total	Transfer Out Rate
Boeckman Creek – Stafford Choice	189	116	0	3	0	10	51	1	0	7	1	88.4%	22	11.6%
Boeckman Creek PS	325	286	1	4	0	16	13	0	2	2	1	88.0%	39	12.0%
Bolton PS	210	1	173	0	3	0	4	11	13	5	0	82.4%	37	17.6%
Boones Ferry PS	604	37	0	444	0	110	2	2	0	3	6	73.5%	160	26.5%
Cedaroak Park PS	338	0	7	0	302	0	0	1	26	1	1	89.3%	36	10.7%
Lowrie PS	320	4	0	7	0	303	0	0	1	0	5	94.7%	17	5.3%
Stafford PS	305	0	4	1	5	1	249	1	33	5	6	81.6%	56	18.4%
Sunset PS	408	0	9	0	11	2	2	325	41	7	11	79.7%	83	20.3%
Trillium Creek PS	367	0	6	0	1	2	3	4	338	7	6	92.1%	29	7.9%
Willamette PS	399	0	2	0	3	1	14	6	28	339	6	85.0%	60	15.0%
K–5 Subtotals	3,465	444	202	459	325	445	338	351	482	376	43	84.4%	539	15.6%
Out of District	144	31	29	20	8	12	7	24	2	11	0	--	--	--
K–5 Totals	3,609	475	231	479	333	457	345	375	484	387	43	--	--	--
Transfer In Student Total	683	73	58	35	31	154	45	50	146	48	43	--	--	--
Transfer In Rate	18.9%	15.4%	25.1%	7.3%	9.3%	33.7%	13.0%	13.3%	30.2%	12.4%	100%	--	--	--

Notes

Students enrolled in preschool, post-high, and SPED-Placed in External Program are excluded from analysis.

(a) "Out-of-District" is the number of students who reside outside the district boundary.

(b) "Transfer In Student Total" is the number of students who do not live in the school's attendance area, including Out-of-District students, and total enrollment for schools without attendance areas.

Sources

West Linn Wilsonville School District 2023–24 attendance areas and October 2023–24 headcount enrollment.

Figure 13: Grade 6–8 Residence-Attendance Matrix

Attendance Area \ School of Attendance	Residence Count	Athey Creek MS	Inza R Wood MS	Meridian Creek MS	Rosemont Ridge MS	Three Rivers Charter	Capture Rate	Transfer Out Student Total	Transfer Out Rate
Athey Creek – Rosemont Ridge Choice	310	54	0	1	255	0	99.7%	1	0.3%
Athey Creek MS	251	217	0	0	25	9	86.5%	34	13.5%
Inza R Wood MS	552	5	435	98	2	12	78.8%	117	21.2%
Meridian Creek – Athey Creek Choice	177	137	2	13	15	10	84.7%	27	15.3%
Meridian Creek MS	310	18	22	258	2	10	83.2%	52	16.8%
Rosemont Ridge MS	481	30	1	2	422	26	87.7%	59	12.3%
6–8 Subtotals	2,081	461	460	372	721	67	86.1%	290	13.9%
Out of District	115	51	20	28	16	0	--	--	--
6–8 Totals	2,196	512	480	400	737	67	--	--	--
Transfer In Student Total	405	104	45	129	60	67	--	--	--
Transfer In Rate	18.4%	20.3%	9.4%	32.3%	8.1%	100%	--	--	--

Notes

Students enrolled in preschool, post-high, and SPED-Placed in External Program are excluded from analysis.

(a) "Out-of-District" is the number of students who reside outside the district boundary.

(b) "Transfer In Student Total" is the number of students who do not live in the school's attendance area, including Out-of-District students, and total enrollment for schools without attendance areas.

Sources

West Linn Wilsonville School District 2023–24 attendance areas and October 2023–24 headcount enrollment.

Figure 14: Grade 9–12 Residence-Attendance Matrix

School of Attendance / Attendance Area	Residence Count	West Linn HS	Wilsonville HS	Riverside HS	Capture Rate	Transfer Out Student Total	Transfer Out Rate
West Linn HS	1,716	1,642	28	46	95.7%	74	4.3%
Wilsonville HS	1,324	139	1,135	50	85.7%	189	14.3%
9–12 Subtotals	3,040	1,781	1,163	96	91.3%	263	8.7%
Out of District	200	87	97	16	--	--	--
9–12 Totals	3,240	1,868	1,260	112	--	--	--
Transfer In Student Total	463	226	125	112	--	--	--
Transfer In Rate	14.3%	12.1%	9.9%	100%	--	--	--

Notes

Students enrolled in preschool, post-high, and SPED-Placed in External Program are excluded from analysis.

(a) "Out-of-District" is the number of students who reside outside the district boundary.

(b) "Transfer In Student Total" is the number of students who do not live in the school's attendance area, including Out-of-District students, and total enrollment for schools without attendance areas.

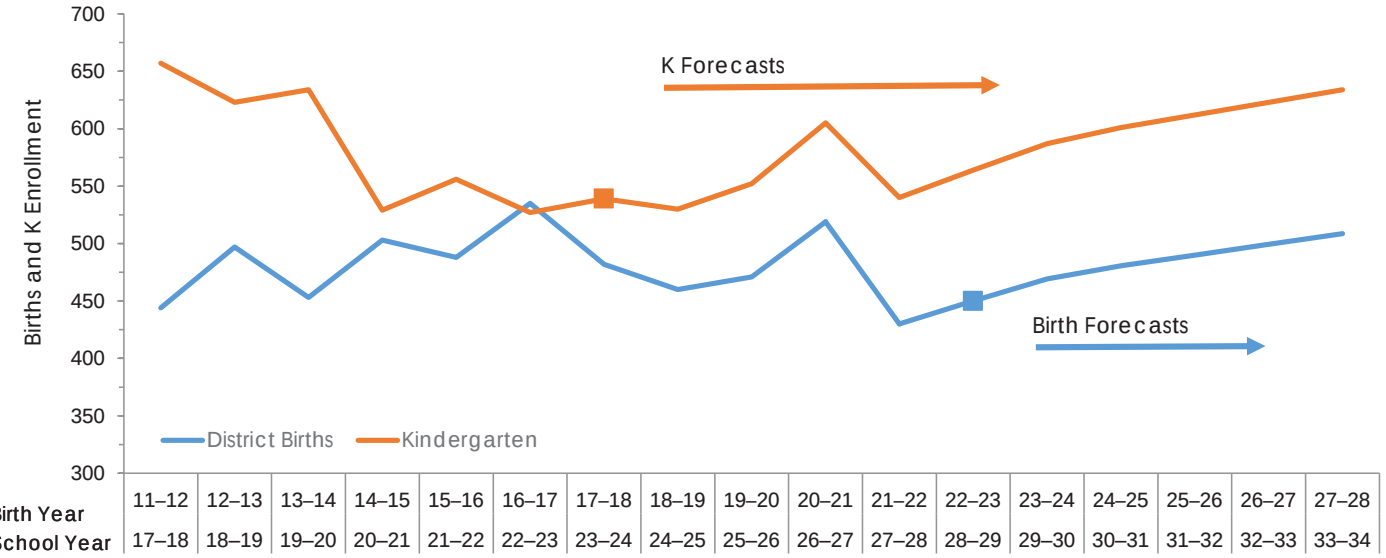
Sources

West Linn Wilsonville School District 2023–24 attendance areas and October 2023–24 headcount enrollment.

Figure 15: District Births and Kindergarten Enrollment

Birth Year	11–12	12–13	13–14	14–15	15–16	16–17	17–18	18–19	19–20	20–21	21–22	22–23	Forecasts → 23–24	24–25	25–26	26–27	27–28
Births	444	497	453	503	488	535	482	460	471	519	430	450	469	481	490	499	509

School Year	17–18	18–19	19–20	20–21	21–22	22–23	23–24	Forecasts → 24–25	25–26	26–27	27–28	28–29	29–30	30–31	31–32	32–33	33–34
Kindergarten	657	623	634	529	556	527	539	530	552	605	540	564	587	601	612	623	634
Ratio to Births	1.48	1.25	1.40	1.05	1.14	0.99	1.12	1.15	1.17	1.17	1.26	1.25	1.25	1.25	1.25	1.25	1.25



Notes

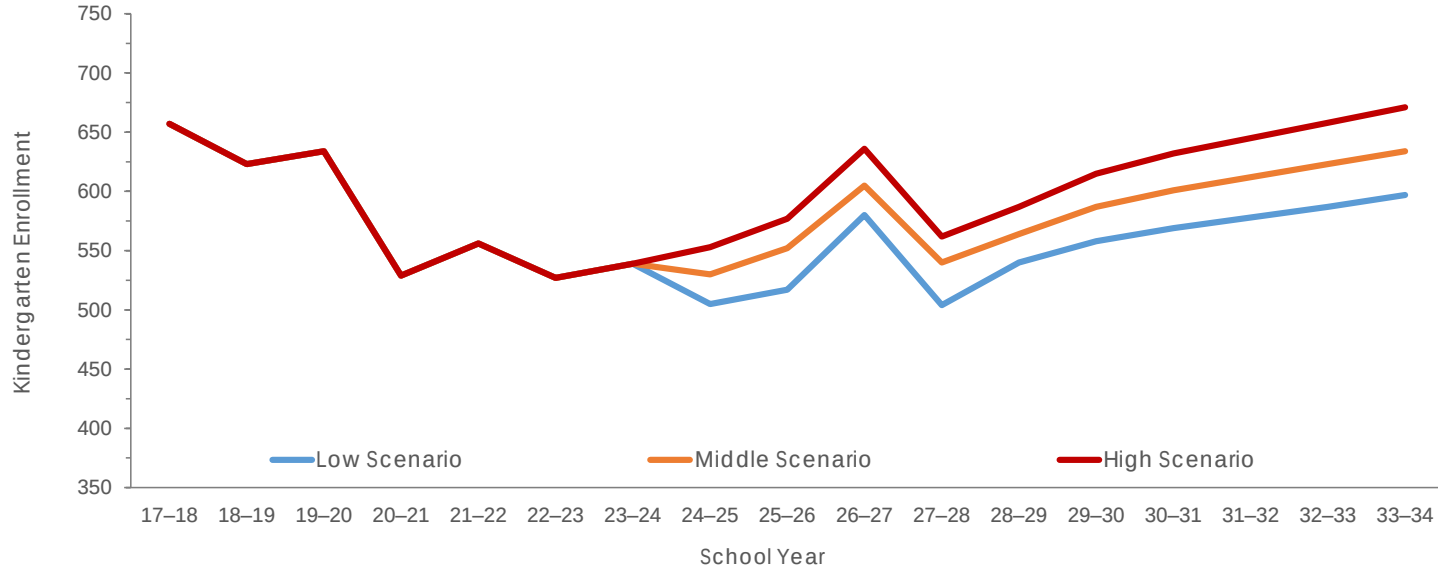
Enrollment includes students residing outside of the district boundary. Birth cohorts are aligned with K cohorts (e.g., the 17–18 birth year represents births from September 2017 to August 2018, which is the 23–24 K year). The ratio is calculated by dividing each K enrollment by the births five years earlier (e.g., 23–24 K divided by 17–18 births). Births from 2023 to 2028, which inform K classes beginning with the 2028–29 school year, were forecasted based on projections of women of childbearing age and estimated age-specific birth rates. For birth and K values, darker color shades represent higher values and lighter shades represent lower values.

Sources

Oregon Health Authority 2011 to 2023 births to mothers residing within the district boundary. West Linn-Wilsonville School District October 2017–18 to 2023–24 headcount enrollment and FLO October 2024–25 to 2033–34 enrollment forecasts (middle scenario).

Figure 16: Kindergarten Enrollment and Ratio to Births

	K Enrollment							*Forecasts* →									
Scenario	17–18	18–19	19–20	20–21	21–22	22–23	23–24	24–25	25–26	26–27	27–28	28–29	29–30	30–31	31–32	32–33	33–34
Low							539	505	517	580	504	540	558	569	578	587	597
Ratio to Births							1.12	1.10	1.10	1.12	1.17	1.20	1.20	1.20	1.20	1.19	1.19
Middle	657	623	634	529	556	527	539	530	552	605	540	564	587	601	612	623	634
Ratio to Births	1.48	1.25	1.40	1.05	1.14	0.99	1.12	1.15	1.17	1.17	1.26	1.25	1.25	1.25	1.25	1.25	1.25
High							539	553	577	636	562	587	615	632	645	658	671
Ratio to Births							1.12	1.20	1.23	1.23	1.31	1.30	1.30	1.30	1.30	1.30	1.30



Notes

Enrollment includes students residing outside of the district boundary. Birth cohorts are aligned with K cohorts. The ratios are calculated by dividing each K enrollment by the birth five years earlier (e.g., October 23–24 K divided by 17–18 births). The ratio is calculated by dividing each K enrollment by the births five years earlier (e.g., 23–24 K divided by 17–18 births). For birth and K values, darker color shades represent higher values and lighter shades represent lower values.

Sources

Oregon Health Authority 2011 to 2023 births to mothers residing within the district boundary. West Linn-Wilsonville October 2017–18 to 2023–24 headcount enrollment and FLO October 2024–25 to 2033–34 enrollment forecasts (low, middle, and high scenarios).

Figure 17: Grade Progression Ratios

Grade Progression Ratios	2017–18 to 2018–19	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23	2022–23 to 2023–24	2023–24 to 2024–25	2024–25 to 2025–26	2025–26 to 2033–34
K–1	1.02	1.05	0.91	1.12	1.09	1.05	1.04	1.04	1.04
1–2	1.04	1.02	0.91	1.02	1.08	1.00	1.04	1.03	1.04
2–3	1.03	0.96	0.93	1.01	1.03	1.04	1.03	1.03	1.04
3–4	1.03	1.04	0.93	1.03	1.01	1.06	1.04	1.04	1.04
4–5	1.02	1.02	0.95	1.03	1.04	1.00	1.02	1.02	1.02
5–6	1.05	1.02	0.97	1.02	1.04	1.04	1.04	1.04	1.03
6–7	1.04	1.00	0.96	1.01	1.03	1.04	1.03	1.03	1.03
7–8	1.02	0.99	1.00	1.01	1.03	1.03	1.02	1.03	1.03
8–9	1.00	1.02	1.02	0.99	1.05	1.06	1.03	1.04	1.04
9–10	0.99	0.97	0.98	0.98	0.97	1.02	0.99	0.99	0.99
10–11	1.00	0.97	1.01	0.97	0.98	1.00	0.99	0.99	0.99
11–12	1.00	0.99	0.98	0.97	0.99	0.99	0.99	0.99	0.99

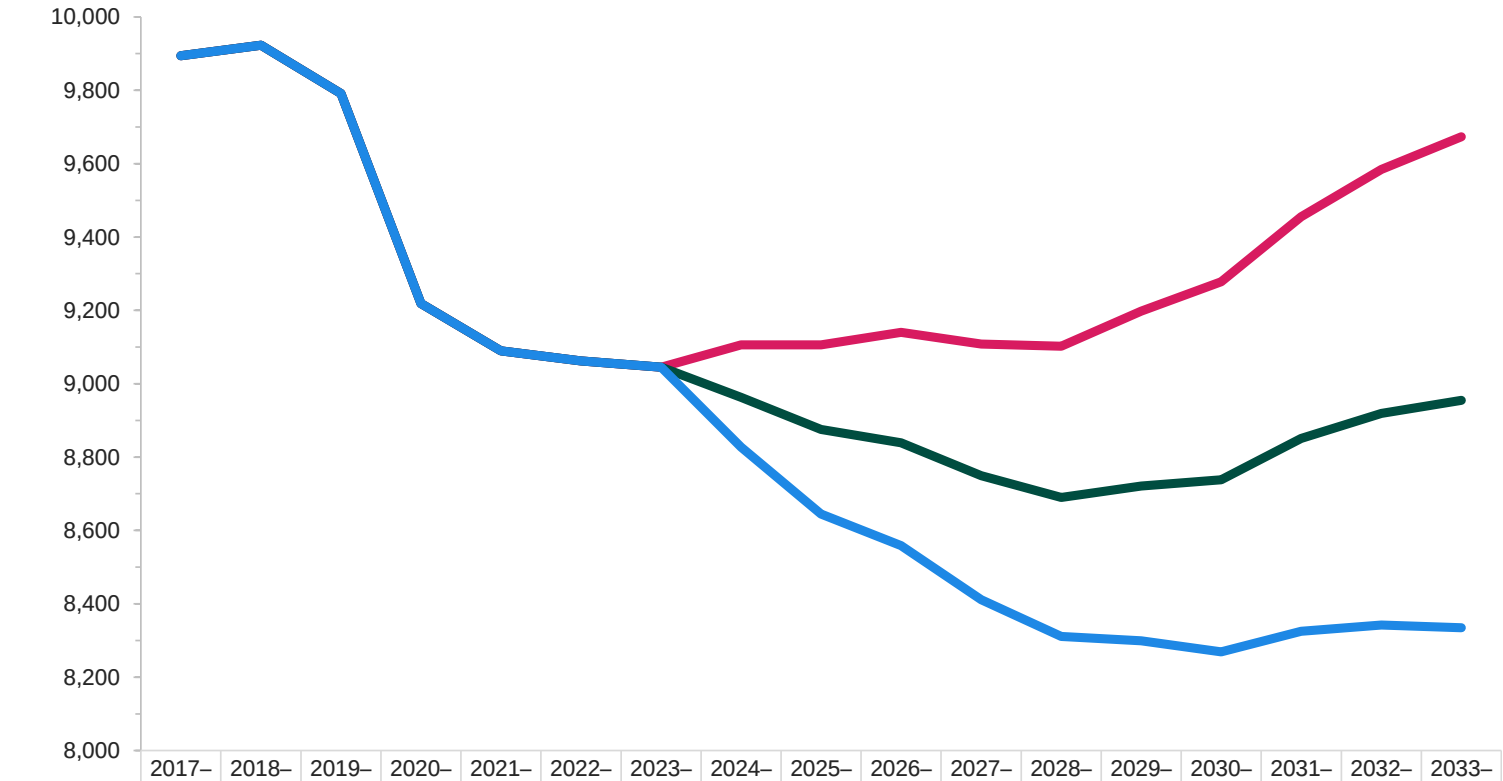
Notes

Grade progression ratios (GPRs) are calculated as the ratio of enrollment in a specific grade in a given year to the enrollment of the same age cohort in the previous year. GPRs quantify how cohort sizes change as students progress from one grade to the next, accounting for new students that join an existing cohort and for students that do not advance to the next grade. For instance, 600 kindergarteners in 2018–19 becoming 630 first graders in 2019–20 yields a K–1 GPR of 1.05. A GPR value greater than 1.00 indicates that the student cohort increased in size from one grade to the next. Conversely, a GPR value less than 1.00 indicates that the student cohort decreased in size from one grade to the next. Darker shades of green represent higher values and darker shades of blue represent lower values.

Sources

West Linn-Wilsonville School District October 2017–18 to 2023–24 headcount enrollment and FLO October 2024–25 to 2033–34 enrollment forecasts (middle scenario).

Figure 18: District-wide Enrollment Forecasts — Low, Middle, and High Scenarios



	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34
High	9,894	9,923	9,791	9,219	9,090	9,062	9,045	9,106	9,106	9,140	9,108	9,102	9,198	9,278	9,455	9,584	9,673
Middle	9,894	9,923	9,791	9,219	9,090	9,062	9,045	8,963	8,875	8,839	8,749	8,690	8,721	8,738	8,851	8,919	8,955
Low	9,894	9,923	9,791	9,219	9,090	9,062	9,045	8,827	8,645	8,559	8,411	8,311	8,299	8,269	8,325	8,342	8,335

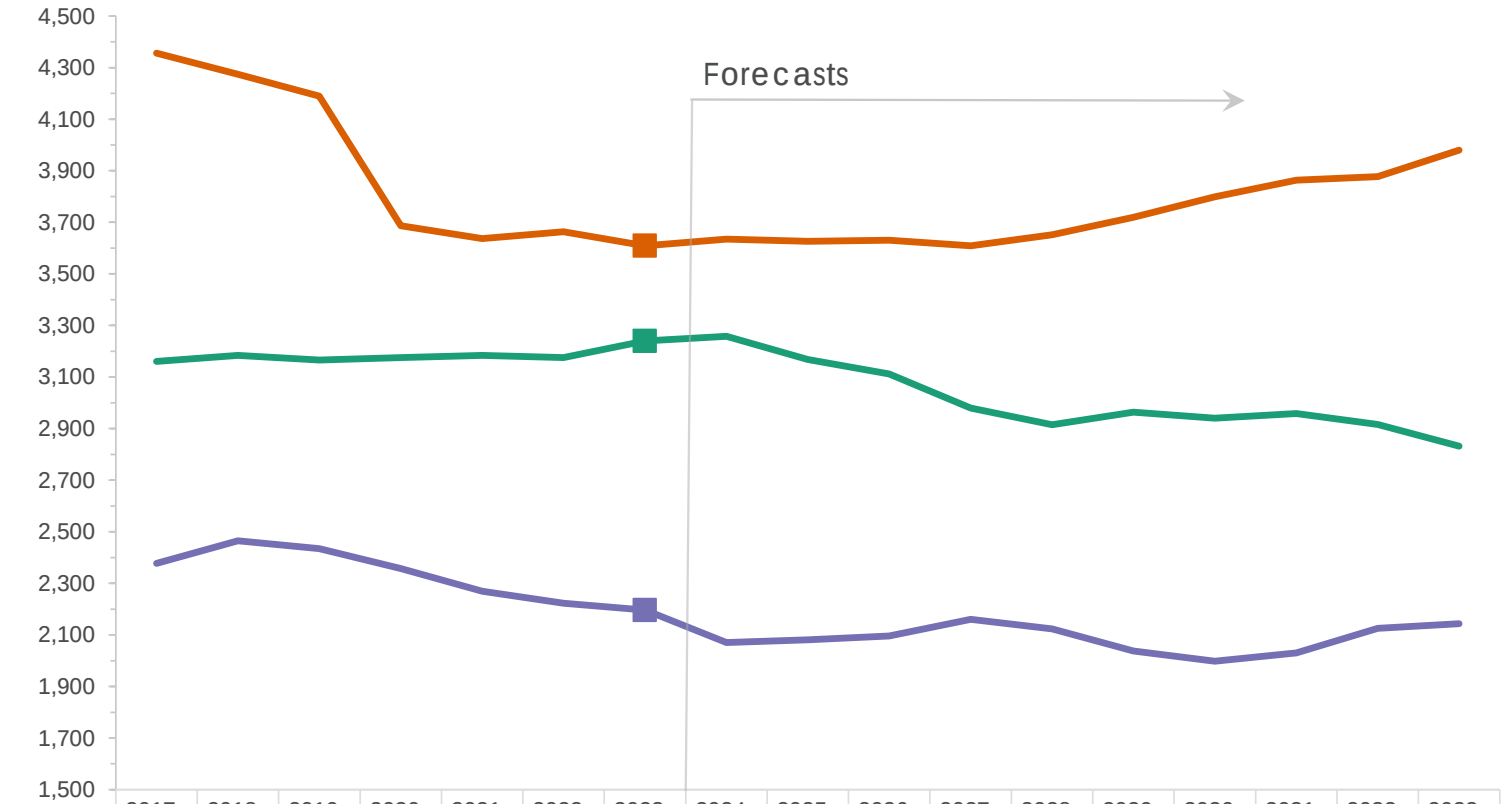
Notes

Students enrolled in preschool, post-high, and SPED-Placed in External Program are excluded from analysis.

Sources

West Linn-Wilsonville School District October 2017–18 to 2023–24 headcount enrollment and FLO October 2024–25 to 2033–34 enrollment forecasts (low, middle, and high scenarios).

Figure 19: District-wide Enrollment Forecasts by Grade Group — Middle Scenario



	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34
K–5	4,356	4,274	4,190	3,687	3,637	3,663	3,609	3,635	3,626	3,631	3,609	3,652	3,719	3,799	3,863	3,877	3,980
6–8	2,377	2,465	2,435	2,357	2,269	2,223	2,196	2,070	2,081	2,096	2,160	2,123	2,038	1,998	2,030	2,126	2,143
9–12	3,161	3,184	3,166	3,175	3,184	3,176	3,240	3,258	3,168	3,112	2,980	2,915	2,964	2,941	2,958	2,916	2,832

Notes

Students enrolled in preschool, post-high, and SPED-Placed in External Program are excluded from analysis.

Sources

West Linn-Wilsonville School District October 2017–18 to 2023–24 headcount enrollment and FLO October 2024–25 to 2033–34 enrollment forecasts (middle scenario).

Figure 20: Enrollment Forecasts by Individual Grade — Low Scenario

Grade	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34
K	539	505	517	580	504	540	558	569	578	587	597
1	552	551	519	532	596	519	556	574	585	594	604
2	610	565	564	535	549	615	536	574	592	603	613
3	662	625	585	586	559	573	641	560	599	618	629
4	644	677	643	607	606	581	595	665	582	622	641
5	602	648	684	651	614	613	588	602	673	589	629
6	706	622	673	710	670	631	630	604	618	691	605
7	698	717	635	688	726	685	645	643	617	631	706
8	792	702	731	648	702	741	699	658	656	630	644
9	830	805	724	755	670	726	766	723	680	678	651
10	821	807	789	713	744	660	715	754	712	670	668
11	816	802	790	778	703	732	650	704	742	701	660
12	773	801	791	776	768	695	720	639	691	728	688
K–5	3,609	3,571	3,512	3,491	3,428	3,441	3,474	3,544	3,609	3,613	3,713
6–8	2,196	2,041	2,039	2,046	2,098	2,057	1,974	1,905	1,891	1,952	1,955
9–12	3,240	3,215	3,094	3,022	2,885	2,813	2,851	2,820	2,825	2,777	2,667
Total	9,045	8,827	8,645	8,559	8,411	8,311	8,299	8,269	8,325	8,342	8,335

Notes

Students enrolled in preschool, post-high, and SPED-Placed in External Program are excluded from analysis. Darker color shades represent higher values and lighter shades represent lower values.

Sources

West Linn-Wilsonville School District October 2017–18 to 2023–24 headcount enrollment and FLO 2024–25 to 2033–34 enrollment forecasts (low scenario).

Figure 21: Enrollment Forecasts by Individual Grade — Middle Scenario

Grade	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34
K	539	530	552	605	540	564	587	601	612	623	634
1	552	558	550	574	629	562	586	610	625	636	647
2	610	573	576	573	598	654	585	610	635	650	662
3	662	631	593	595	596	622	680	609	634	660	675
4	644	686	655	618	618	622	649	709	636	662	689
5	602	657	700	666	628	628	632	660	721	646	673
6	706	628	686	729	689	648	648	651	680	743	665
7	698	727	647	704	749	707	665	665	668	698	763
8	792	715	748	663	722	768	725	682	682	685	715
9	830	816	744	777	688	750	798	753	708	708	711
10	821	819	808	737	769	681	742	790	745	701	701
11	816	814	809	800	730	760	673	734	781	737	693
12	773	809	807	798	793	724	751	664	724	770	727
K–5	3,609	3,635	3,626	3,631	3,609	3,652	3,719	3,799	3,863	3,877	3,980
6–8	2,196	2,070	2,081	2,096	2,160	2,123	2,038	1,998	2,030	2,126	2,143
9–12	3,240	3,258	3,168	3,112	2,980	2,915	2,964	2,941	2,958	2,916	2,832
Total	9,045	8,963	8,875	8,839	8,749	8,690	8,721	8,738	8,851	8,919	8,955

Notes

Students enrolled in preschool, post-high, and SPED-Placed in External Program are excluded from analysis. Darker color shades represent higher values and lighter shades represent lower values.

Sources

West Linn-Wilsonville School District October 2017–18 to 2023–24 headcount enrollment and FLO 2024–25 to 2033–34 enrollment forecasts (middle scenario).

Figure 22: Enrollment Forecasts by Individual Grade — High Scenario

Grade	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34
K	539	553	577	636	562	587	615	632	645	658	671
1	552	571	585	610	672	594	620	650	667	681	695
2	610	581	595	613	639	704	623	650	681	698	713
3	662	634	602	614	636	663	729	646	674	706	723
4	644	696	664	631	642	668	696	765	679	708	741
5	602	666	717	680	646	657	684	712	783	695	725
6	706	639	705	756	712	674	686	713	742	817	724
7	698	737	664	729	782	736	697	709	737	767	844
8	792	722	762	682	749	804	756	716	728	757	788
9	830	828	751	789	707	776	833	783	742	754	784
10	821	830	827	749	787	705	774	830	781	740	752
11	816	825	828	825	747	784	702	771	827	778	737
12	773	824	829	826	827	750	783	701	769	825	776
K–5	3,609	3,701	3,740	3,784	3,797	3,873	3,967	4,055	4,129	4,146	4,268
6–8	2,196	2,098	2,131	2,167	2,243	2,214	2,139	2,138	2,207	2,341	2,356
9–12	3,240	3,307	3,235	3,189	3,068	3,015	3,092	3,085	3,119	3,097	3,049
Total	9,045	9,106	9,106	9,140	9,108	9,102	9,198	9,278	9,455	9,584	9,673

Notes

Students enrolled in preschool, post-high, and SPED-Placed in External Program are excluded from analysis. Darker color shades represent higher values and lighter shades represent lower values.

Sources

West Linn-Wilsonville School District October 2017–18 to 2023–24 headcount enrollment and FLO 2024–25 to 2033–34 enrollment forecasts (high scenario).

Figure 23: Enrollment Forecasts by School/Program – Middle Scenario

School Name	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2023–24 to 2033–34
Boeckman Creek PS	475	480	496	502	512	516	547	578	600	619	647	172
Bolton PS	231	223	212	222	228	228	225	230	231	231	236	5
Boones Ferry PS	479	485	494	518	523	530	543	549	562	569	588	109
Cedaroak Park PS	333	339	330	328	319	329	332	338	341	338	346	13
Lowrie PS	457	463	461	461	450	451	460	465	472	473	483	26
Stafford PS	345	337	319	314	309	317	327	337	347	348	356	11
Sunset PS	375	387	389	392	386	387	387	392	393	390	397	22
Trillium Creek PS	484	481	490	475	471	480	480	489	493	487	497	13
Willamette PS	387	393	388	372	364	367	371	374	377	375	383	-4
Three Rivers Charter	43	47	47	47	47	47	47	47	47	47	47	4
K–5 Total	3,609	3,635	3,626	3,631	3,609	3,652	3,719	3,799	3,863	3,877	3,980	371
Athey Creek MS	512	461	567	562	577	546	500	485	491	512	513	1
Inza R Wood MS	480	440	456	436	458	458	455	448	458	488	490	10
Meridian Creek MS	400	389	368	379	383	396	387	389	393	421	434	34
Rosemont Ridge MS	737	716	626	655	678	659	632	612	624	641	642	-95
Three Rivers Charter	67	64	64	64	64	64	64	64	64	64	64	-3
6–8 Total	2,196	2,070	2,081	2,096	2,160	2,123	2,038	1,998	2,030	2,126	2,143	-53
West Linn HS	1,868	1,817	1,730	1,654	1,559	1,530	1,549	1,521	1,506	1,461	1,377	-491
Wilsonville HS	1,260	1,266	1,197	1,189	1,139	1,083	1,094	1,085	1,108	1,106	1,106	-154
Riverside HS	112	175	241	269	282	302	321	335	344	349	349	237
9–12 Total	3,240	3,258	3,168	3,112	2,980	2,915	2,964	2,941	2,958	2,916	2,832	-408
District-wide Total	9,045	8,963	8,875	8,839	8,749	8,690	8,721	8,738	8,851	8,919	8,955	-90

Notes

Students enrolled in preschool, post-high, and SPED-Placed in External Program are excluded from analysis.

Middle school choice zones discontinued in 2025–26.

Sources

West Linn-Wilsonville School District October 2017–18 to 2023–24 headcount enrollment and FLO October 2024–25 to 2028–29 and 2033–34 enrollment forecasts (middle scenario).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