

THIRD DRAFT

Near Term Strategic Initiatives Proposal

The following proposal document is a work in progress that will be reshaped, further developed, and clarified as the School Board works toward its strategic program initiatives decisions scheduled for February 6.

Guiding Assumptions

In order to be successful in accomplishing its educational mission and continuous improvement aspirations, the Lake Oswego School District must continually be viewed from three inter-connected and mutually dependent perspectives.

1. As a high performance learning organization focused primarily on the safety, wellbeing and educational success of its students and staff.
2. As a high performance, resource-dependent system which relies heavily on its financial viability, as well as staff commitment and contributions for its strategic adaptability, financial efficiency, and results-oriented accountability.
3. As a high performance community asset offering very strong educational programs and services in academics, the arts, and athletics, which provide the most value for the available resources.

Our challenge has always been how best to navigate the economic, political, and social conditions such that we provide the best possible educational opportunities for our children.

Elementary Second Language Opportunities	The Board is committed to continuing exploration of both short-term and long-term options for the development of elementary second language opportunities within the district. (School Board consensus approval December 12, 2011)
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It is proposed that the district consider three general directions in its efforts to continue exploration of an elementary school second language immersion experience for our students. All three directions need to stand the test of their program desirability, operational workability, and economic feasibility.

1. **Alpha Option** With adequate interest and enrollment, the district would move forward to initiate the next phase of the development of a second language immersion program at the elementary level. One option that would not interfere with the student transitions scheduled for the second phase of the implementation of Scenario B is the use of portable classrooms. This short to mid-term option could accommodate the establishment of the next phase of a Spanish immersion and Mandarin immersion elementary program in our district.

Considerations:

- Siting of portable classrooms requires adequate level space that does not impact existing parking or playground areas and that also has access to existing utilities. A preliminary review indicates that the River Grove Elementary School site has the adequate physical characteristics for the siting of portable classrooms.

- It is expected that siting portables adjacent to the building at River Grove could be accomplished at a reasonable cost prior to the start of the 2012-13 school year.
- Another consideration is that River Grove has the largest usable field space of all the elementary schools in the district. Even with the addition of four portable classrooms, River Grove would remain the smallest elementary school in our district.

If this immersion program option is successful in meeting the aspirations of our Lake Oswego community and could accommodate additional transfer students from outside the district, we could then start working to consider whether the language immersion option should be structured as a magnet program at a limited number of elementary school sites or as an option that would be integrated into several of our elementary schools. Another program placement option would be to consider siting the elementary language immersion program on the south side of the lake. This option could be a strategy choice that would help balance north side/south side enrollment populations. Further consideration of these options would be contingent on the success of this first phase and would not begin until 2013-14 or later.

2. **Beta Option** – The district would move forward to initiate the next phase of the development of a language immersion program at the Bryant facility of the Waluga campus.

Considerations:

- This option would not require the district to site portable classrooms, would not interfere with Scenario B student transitions.
- This option would not allow for second language immersion students to be part of a full elementary school experience, and would require some level of additional support staff.
- The Bryant site has the physical capacity to site the program option initially but like the Alpha option at River Grove, has physical limitations. In the long run if the program is successful in its attractiveness to district parents and out-of-district families, it will require utilization of additional classrooms that would not be available at the Bryant facility.

Note: Both the alpha and beta options characterized above will require a significant amount of study and School Board consideration in several areas, some of which are as follows:

- The district will need to determine its position on the new transfer legislation, as well as its future position on out-of-district tuition students. For example, it is conceivable that the district could have a transfer policy at the high schools allowing the district to collect state funds for transfer students and a tuition policy as the elementary school for language immersion students who require a family to pay for attending our Elementary Second Language Magnet program.
- The district administration has already worked with a School-Board approved language immersion study committee but much is yet to be determined as to what the structure of the district's next phase of a language immersion offering for grades one through five should look like.
- The district will need to determine if it wishes to continue its pre-school and kindergarten language immersion programs if it chooses to initiate a first through fifth grade language immersion magnet program at the elementary.

- The district may want to reevaluate its second language Community School offerings before and after school at the elementary level. There are currently traditional course offerings that have been ongoing in Mandarin and Spanish in six of our eight elementary schools. Second language classes have been offered regularly before and after school for many years based on interest (classes have included Spanish, Mandarin, French and German) and adequate enrollment.

3. **Omega Option** – The district should wait until Scenario B has been fully implemented in 2012-13 before pursuing further development of an elementary language immersion program. This would delay the implementation of an elementary language immersion program until the 2013-14 school year. Some advantages to the district would be having more time to concentrate on the successful implementation of Scenario B, knowing the results of whatever determination the School Board makes relative to the new student transfer legislation, and having more time to plan for successful program development, including the hiring of qualified second language elementary teachers who fit district expectations. The obvious downside of delaying the development of a second language immersion program is that some of our students would miss the opportunity to be involved in such a program if it could be accomplished for 2012-13.

Northside Scenario B Boundary Adjustment	Administration should work with parent leadership to adjust northside boundaries, similar to the process used last spring to adjust Hallinan/Westridge boundary with the closure of Palisades. (School Board consensus approval December 12, 2011)
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Last spring, the Consolidation Committee completed its north side Scenario B boundary recommendation without the benefit of national census data that is now available. The Consolidation Committee made reasoned judgments about north-side elementary school boundaries with the closure of Uplands Elementary without the most recent data regarding the population of birth to kindergarten students.

After finally receiving and reviewing the census data, the district believes that the boundaries recommended by the Consolidation Committee under the current Scenario B boundary plan would likely have Lake Grove Elementary overutilized while Oak Creek Elementary would be underutilized. It is also estimated that based on recent enrollment trends the underutilization at Oak Creek would be likely to increase over time.

At the December 12 Board meeting, the School Board directed the administration to work with parent leadership to adjust northside boundaries, similar to the process used last spring to adjust the Hallinan/Westridge boundary with the closure of Palisades. In keeping with the Board’s direction, the School Advisory Committees of Lake Grove, Oak Creek, Uplands, and Forest Hills will each select a member of their committee to help develop a north side boundary adjustment recommendation to the School Board. District staff who will provide administrative support to the committee will include Dr. Korach, Dr. Shobaki, and Mr. Ketzler and secretarial support will be provided by Brenda Hanson.

It is anticipated that the recommendation to the School Board from the Committee to establish Scenario B north side adjusted elementary boundaries will be presented at the February 6 School Board meeting. As with all committees of the School Board, the North Side Boundary Committee meetings will be open to the public. The committee’s meeting schedule is yet to be determined.

Scenario B Middle Level Schedules	The Board has been receiving ongoing updates on the development of the middle level program within the framework of Scenario B. Developing the best possible schedule for sixth, seventh, and eighth graders in a middle school program designed to fit our students has been under consideration for some time.
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After working for months with staff and parents, the middle level principals have presented the following three schedule options to the School Board in previous meetings. Each schedule option has variables that need to be considered, and the most significant pros and cons have been listed in this description. All of these options meet the instructional hours required by the State of Oregon. (Complete schedules for all options will be provided in a separate document from this proposal.)

Alpha Option – This is a seven-period schedule that incorporates 47 minute periods for 3 days a week (Monday, Tuesday and Friday) and 90 minute block periods for the other two days (Wednesday and Thursday). This option has been slightly modified since its last presentation to the School Board.

- Most significant pro: more instructional time for teachers and students and more course offerings for students in a full seven-period day.
- Most significant con: more teachers required to move from a six-period day with a zero period option to a full seven-period day. The additional costs required to staff the Alpha Option are yet to be determined because final program offerings and student-teacher ratios have not yet been decided.

Beta Option – This option, a six-period roll-over (90 minute) block schedule with an early start option for students, is the middle level’s current schedule.

- Most significant pro: allows for shared staff among the secondary schools because the middle level’s full-day schedule is the same as the high school schedule.
- Most significant con: reduced instructional time and reduced course offerings for students

Omega Option – This is a seven-period schedule that the middle schools followed before moving to the current six-period roll-over block schedule.

- Most significant pro: more instructional time and more course offerings for students
- Most significant con: more teachers required to move from a six-period day with a zero period option to a full seven-period day. The additional costs required to staff the Omega Option are yet to be determined because final program offerings and student-teacher ratios have not yet been decided.

Note: If class size ratios and elective offerings are consistently maintained across the Alpha and Omega options, preliminary data indicates roughly \$400,000 in extra costs over the existing 6 period day.

Alpha Option

Monday, Tuesday and Friday Schedule- 47 Minutes

Period	Red	White	Blue
1st	8:05-8:52	8:05-8:52	8:05-8:52
2nd	8:56 - 9:44	8:56 - 9:44	8:56 - 9:44
TSCT	9:44-9:53	9:44-9:53	9:44-9:53
3rd	9:57-10:44	9:57-10:44	9:57-10:44
	10:48-11:35 advisory/lunch	10:48-11:35 4 th	10:48-11:35 4 th
	11:39-12:26 4 th	11:39-12:26 advisory /lunch	11:39-12:26 5 th
	12:30-1:17 5 th	12:30-1:17 5 th	12:30-1:17 lunch/ advisory
6th	1:21-2:08	1:21-2:08	1:21-2:08
7th	2:12-2:59	2:12-2:59	2:12-2:59

Wednesday – 90 Minutes (Early Release) Periods 1-3

Period	Red	White	Blue
1st	8:05-9:35	8:05-9:35	8:05-9:35
TSCT	9:35-9:44	9:35-9:44	9:35-9:44
2 nd	9:48-11:18	9:48-11:18	9:48-11:18
	11:18-11:48 lunch	11:22-11:52 advisory	11:22-11:48 advisory
	11:52-12:22 advisory	11:52-12:22 lunch	11:52-12:37 3 rd A
	12:26-1:56 3 rd	12:26-1:56 3 rd	12:37-1:07 lunch
			1:11-1:56 3 rd B

Thursday – 90 Minutes Periods 4-7

Period	Red	White	Blue
4 th	8:05-9:35	8:05-9:35	8:05-9:35
TSCT	9:35-9:44	9:35-9:44	9:35-9:44
5 th	9:48-11:18	9:48-11:18	9:48-11:18
	11:18-11:50 lunch	11:22-12:07 6 th A	11:22-12:52 6 th
	11:54-1:24 6 th	12:07-12:39 lunch	12:52-1:24 lunch
		12:43-1:24 6 th B	
7th	1:28-2:59	1:28-2:59	1:28-2:59

Beta Option

Monday	Period
7:35-8:25	Zero Period
8:30-10:05	Period 1/4
TSCT	Not Available
10:10-11:45	Period 2/5
11:45-12:20	Lunch A
1:25-2:00	Lunch B
11:50-1:25	Period 3a/6a
12:25-2:00	Period 3b/6b
Plus Period	Not Available
2:00	Dismissal

Tuesday-Friday	Period
7:35-8:25	Zero Period
8:30-10:05	Period 1/4
10:05-10:15	TSCT
10:15-11:50	Period 2/5
11:50-12:25	Lunch A
1:30-2:05	Lunch B
11:55-1:30	Period 3a/6a
12:30-2:05	Period 3b/6b
2:10-2:40	Plus Period
2:40	Dismissal

Omega Option

Monday	Period
8:10-8:51	1
8:55-9:35	2
9:35-9:44	TSCT
9:48-10:29	3
10:33-11:13	4
11:17-11:58	5A
11:58-12:31	2 nd Lunch
11:13-11:46	1 st Lunch
11:50-12:31	5B
12:35-1:15	6
1:19-2:00	7
2:00	Dismissal

Tuesday - Friday	Period
8:10-8:58	1
9:02-9:50	2
9:50-9:59	TSCT
10:03-10:51	3
10:55-11:43	4
11:47-12:35	5A
12:35-1:08	2 nd Lunch
11:43-12:16	1 st Lunch
12:20-1:08	5B
1:12-2:01	6
2:05-2:53	7
2:53	Dismissal

New Transfer Legislation	Within the context of Scenario B implementation, the Board will continue looking at possibilities and implications surrounding open enrollment at the secondary and elementary levels, with the goal of making a decision in January. (School Board consensus approval December 12, 2011)
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The legislature’s new transfer legislation, which was not known to school districts throughout the state prior to the end of last year’s legislative session, provides the school district with numerous questions but offers the potential for addressing both the district’s declining enrollment as well as the district’s side of lake imbalance in student enrollment population. Over time the district could benefit significantly from increased enrollment through out-of-district transfers, and the way the legislation is written would also allow the district to direct the increase in student transfers to specific schools.

HB 3681, approved last summer, establishes an open enrollment option for Oregon school districts:

- Districts may choose to accept transfer students without first seeking approval of the student’s home district.
- Districts may specify open enrollment slots by school, by grade level, or by geographic boundary.
- By March 1 of each year, the school board must determine if it will accept transfer students for the following school year via this open enrollment option, and if so, how many slots are available.
- If the school board determines that open enrollment slots are available, interested transfer students must make their request to enroll by April 1 of each year.
- By May 1 of each year, the district must provide written notice to residence districts that a student has received consent to transfer.
- If the number of transfer students requesting to enroll is greater than the number of slots available, the district must conduct an equitable lottery to select the students who will be granted transfers.

Considerations surrounding this transfer option, including the potential cost of specialized programs and transportation, will be a focus of the school board work session on Wednesday, January 11 (12:30 PM). The district’s approach to the new transfer legislation will also be an important topic for discussion and feedback to the School Board at the District-wide Advisory Committee meeting scheduled for January 23.

Schools’ Starting and Ending Times	The Board will continue modeling and evaluating school schedule options with consideration of transportation costs and program/activity trade-offs. (School Board consensus approval December 12, 2011)
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The School Board has reviewed the district’s starting and ending time options and constraints for the district’s high schools, middle schools, and elementary schools for several years. The primary constraint has always been that the district’s contracted cost of bus transportation, including the number of buses provided by our contracted transportation services, had to be maintained at the minimum cost to the district. Now, at the Board’s request, the district is investigating options for additional transportation costs that would allow broader consideration of different starting and ending times at the elementary, middle, and high school levels.

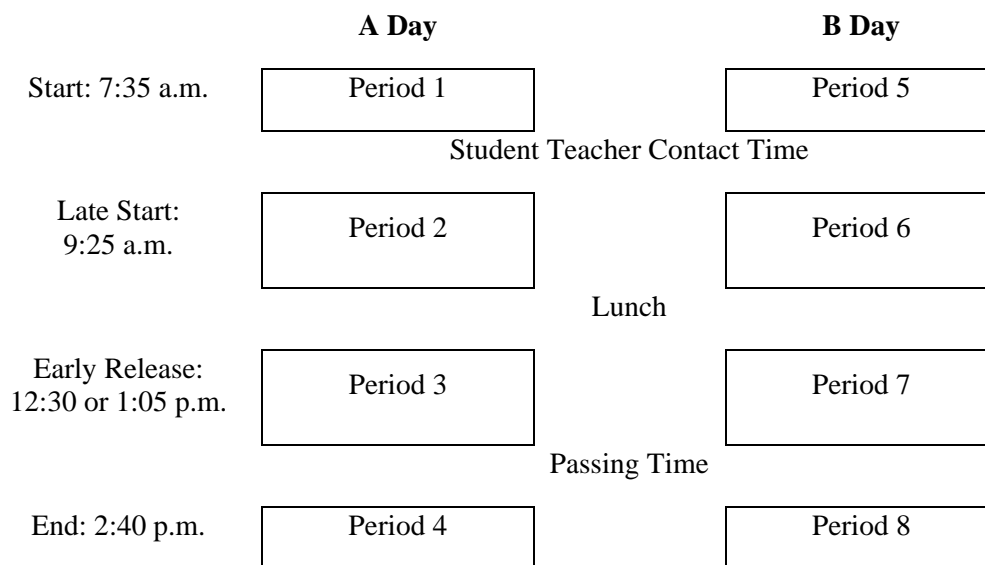
If the district were to contract for additional buses such that transportation routes did not have to be synchronized as they are currently designed, the district would be able to providedifferent transportation times, but at an additional cost. Based on current routes and projection of our rates under our current

contract with First Student, and based on the state’s current 70% reimbursement formula for home to school transportations costs, adding the required number of additional buses would cost the district, on a net basis, approximately \$300,000 additional per year (approximately \$1 million additional per year on a gross cost basis). This estimate does not include the cost of additional transportation that could be incurred with the addition of sixth graders at the district’s two middle schools.

Schools’ Starting and Ending Time Considerations

Given the district’s previous commitment to concentrating limited resources on the instructional program and limiting resources for transportation, following are the perspectives related to changing starting and ending times that have been reviewed and discussed for the last three years.

Current High School Alternating Block Schedule:



In response to state school funding concerns brought about by the passage of Ballot Measure 5 in November 1990, the district engaged in a comprehensive downsizing and restructuring effort. The current high school schedule was initially developed as part of that effort during a yearlong process that included School Board members, administrators, teachers, support staff, students, and parents. The following assumptions and considerations are representative of the factors that were taken into consideration and that have evolved since that time to drive development of our current alternating block schedule:

Critical Givens

- A true 8-period schedule was essential to provide students with both choice and flexibility given the strong college preparatory aspirations of our student population and the challenge of offering a broad range of academic options given the relatively small size of the district’s high schools.
- A true 8-period schedule was also essential for students who needed specialized schedules to access academic classes, specialty programs, and offsite opportunities like work experience.
- High demand by high school athletes for limited athletic facilities made it imperative to develop a schedule that allowed for maximum use of the schools’ fields and gyms.
- An 8-period schedule would give students the option of arranging their schedules to have a late start (starting school at 9:25 a.m.) or an early release when feasible. (Currently, 1/3 of LOHS students have a late start on either A Day or B Day.)

Instructional Givens

- To serve more students with fewer resources, the district reached a negotiated agreement to change high school teachers' course assignments from teaching five periods to teaching six periods.
- The alternating block schedule provided teachers with the advantage of meeting with only half of their students on each day.
- In an effort to gain the most positive instructional gains for the majority of teachers, the district committed to 90-minute block periods.
- Teacher prep time within the school day was extended with the understanding that prep time could be used for multiple school-related activities, and it was agreed that teachers would not be assigned to student supervision activities during prep time.

Infrastructure Givens

- The district reduced infrastructure and operational costs, providing support staff services at essential service levels.
- Transportation services were contracted and bus routes were restructured to essential service levels.
- Transportation schedules continued to reflect the need to serve the district's entire student population without incurring unnecessary costs.

Elementary Program Considerations

- The district maintained its long-standing commitment to not having elementary students waiting for bus services during the winter in the dark.
- The district also maintained its long-standing commitment to providing elementary band and orchestra programs prior to the start of the elementary day to avoid having students pulled out of class to participate in these programs.

High School Schedule Considerations

- *Academics* – Science classrooms, because of their specialized facilities, required utilization by students throughout the 8-period day.
- *Visual and Performing Arts* – Visual and performing arts classrooms, because of their specialized facilities, required utilization by students throughout the 8-period day.
- *Athletics* – Athletic fields and gymnasiums, being inadequate to meet the demands of the district's extensive athletic programming requirements, required utilization to the fullest extent possible.
- *Facility Utilization* – High school fields, gymnasiums, and auditoriums are also utilized by community school programs and youth sports clubs. Because high school programs have priority over community school and youth sports usage, the effective utilization of facilities by high school participants directly affects the amount of utilization provided to middle level and elementary school students.

Changing High School Start Time:

Delaying the start time of the existing high school schedule by one hour (the school day would begin at 8:35 a.m. and end at 3:40 p.m.) would likely have an impact on a number of areas that would have to be

considered as part of an analysis of the costs and benefits associated with making this proposed schedule change. For example:

- The start times of schools at other levels would be affected as transportation schedules were redesigned. The current elementary school start time of 9:10 a.m., for example, would have to move earlier or later, with a corresponding set of implications for how early young students might be waiting at bus stops, or how before or after school programs and activities might be affected.
- Students with a late start (no class during the first period of the day) would begin school at 10:25 a.m. This could create scheduling challenges, as conceivably fewer students would schedule a late start and more would request an early release class period.
- Students with an early release (no class during the last period of the day) would end the school day at 1:30 p.m. or 2:05 p.m., which could have an impact on students who work or have internships after school.
- After-school athletic practices would not begin until 4:00 p.m., eliminating an hour of after-school field/gym use for high school, community school and youth sport use. While it might be feasible to schedule practice before school, practice would have to begin at approximately 6:00 a.m.
- Student athletes and teacher coaches traveling to away games would miss additional class time. During the fall sports season, cross country meets and JV and freshman football and soccer games typically begin in the 4:00-4:30 p.m. timeframe. During the spring sports season, track and tennis meets, baseball and softball games begin in the 3:30 – 4:30 p.m. timeframe. This issue could be addressed by working with schedules so that athletes did not have a class during the last period of the day. However, this would present significant scheduling challenges and would have the ultimate effect of driving the schedules of non-athletes to having class later in the day in order to balance class sizes.

<p>Secondary School Enrollment and Program Opportunities Balance</p>	<p>The Board is committed to ensuring equity of student opportunity at the district’s two high schools and will investigate multiple strategies, including open enrollment, assignment of FTE, and boundary adjustments. (School Board consensus approval December 12, 2011)</p>
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Superintendent’s Message

After considerable thought about the perceptions, emotions, and realities associated with the issues of balance and parity between and among our schools on the north and south sides of the lake, it is my opinion that the parity issues between the two high schools’ academically oriented electives can and will be addressed in the manner (Phase One and Phase Two) to which the School Board has already given initial approval.

It is also my strong opinion that a third and more comprehensive phase of study and action must be undertaken to carefully consider and initiate whatever steps are necessary to bring about both the perception and the reality of educational opportunity, parity, and balance among and between all of our schools. In some ways, the timing for this kind of undertaking could not be worse because of the enormous change agenda the district is engaged in, but in other ways not to consider both the similarities and differences among and between our schools will leave unexamined and undetermined issues that could be better understood and/or better addressed if such a process is undertaken.

Therefore, I propose that the School Board establish a district-wide committee, most likely to be determined this spring, to thoroughly examine the similarities and differences between and among our

schools and develop a comparative analysis of factors such as student enrollment, facilities, instructional program, athletics, staffing, building operational allocations, equipment, and leadership structures.

Without the benefit of discussion with the School Board, I would propose that the first charge of the committee would be to determine the similarities and differences between and among the schools for the purpose of determining what changes and improvements should be undertaken. The second charge of the committee would be to develop workable options for addressing those changes and improvements.

I would also propose that if the School Board believes this committee approach is the best avenue to define and address the issues of parity and balance in the district, a committee structure and process similar to the district's approach to school closures and consolidations should be implemented. The extensive work done by the district's Configuration Committee to define the district's enrollment situation greatly benefited the district's Consolidation Committee, which worked to develop scenarios to address the School Board's charge to save infrastructure costs by utilizing existing district facilities as efficiently as possible.

Similarly, if the Board supports a committee structure approach to identifying parity issues among our schools, and if one of the Board's approved strategies were to balance school populations by changing north and south side boundaries in combination with use of the new transfer legislation, an enrollment committee could then be established and charged with analyzing student populations and making recommendations.

I also strongly believe that the district should focus a great deal of attention on what are determined to be the parity issues that need to be addressed, and ensure the accuracy of data and information that is shared. As I have expressed in recent communications, I take responsibility for and express my apologies for not carefully reviewing some of the initial staffing data for LHS and LOHS that was shared and that led to some inaccurate interpretations.

Because the district already has a comprehensive improvement plan process, including individual school improvement plans, I will be working closely with my central office administrative team and with the high school principals to ensure that the district's improvement plan is focused on addressing areas determined by the Board to improve parity between and among the schools.

It should follow, then, that the improvement plan developed for Lakeridge by Dr. Lehman, Ms. Schiele and the Lakeridge administrative team should be supported and be initiated in parallel with a district level improvement plan which addresses parity issues for Lakeridge. Likewise, the improvement plan developed for Lake Oswego High School by Mr. Plato and his administrative team should be supported and be initiated in parallel with a district level improvement plan which addresses parity issues for Lake Oswego High School.

Previously Approved High School Elective Course Parity Plan

The high schools offer elective courses in the core academic disciplines, as well as the non-core academic state-required and enrichment curriculum areas. Elective course offerings between the two high schools should be very similar yet are expected to vary to some degree based on the forecasting of student interest, specialized teacher expertise offerings, and parent club funded initiatives. For example, recent science electives have included Stereo Physics at Lakeridge and Oceanography at Lake Oswego. Another consideration of the appropriate balance of elective offerings at the high schools should be the reasonableness of the number of elective choices relative to the total student population.

District Administrative Recommendation

The current imbalance of academically oriented electives is unreasonable and is recommended to be adjusted. District administration recommends addressing in two phases what it considers to be a disparity in the number of substantive, academically-oriented electives between the two high schools.

PHASE ONE

District administration recommends adding the following course offerings to Lakeridge for second semester this school year:

- Add two periods of Oceanography (plus .33 FTE).
- Add one period of Probability and Statistical Reasoning through Problem Solving (plus .17 FTE).
- Add one period of Reading (plus .17 FTE)

PHASE TWO

District administration recommends beginning the curriculum development process to add the following course offerings to Lakeridge for the 2012-13 school year:

- Add one period of Robotics (focused on programming and engineering) (plus .17 FTE).
- Additional academically oriented electives should be determined after addressing the staffing and program issues characterized below.

Recommended Issues to be Addressed Prior to the 2012-13 School Year

District administration recommends the re-evaluation of the staffing designs of both LHS and LOHS focusing on reasonable parity and balance between the two schools. The re-evaluation should take place through the normal staffing and program determination process for the 2012-13 school year. Because program and staffing determinations are inextricably connected to the level and allocation of resources, the timeline to address the issues listed below should align with the normal staffing process.

1. The reasonableness of site-based staffing autonomy versus district-directed staffing decisions
2. The uniqueness versus sameness of instructional program opportunities
3. The specialization of unique program offerings based on teacher expertise and student interest
4. The re-evaluation of the Lakeridge Alternative Program's role as a Lakeridge or district program
5. The impact on the academic program of parent-funded and initiated equipment improvements
6. Single and multiple section course offerings in relation to student population
7. Student scheduling issues in relation to student population
8. Transportation to access elective offerings at both Lakeridge and Lake Oswego

The following comparative information between the two high schools has been reviewed and now accurately reflects the similarities and differences in resource allocations and average class sizes. It is important to note that Lake Oswego High School currently has a student population of 1,260 and Lakeridge High School has a student population of 1,071. While it is understood that numbers don't tell the entire story, LOHS has approximately 16% more students than Lakeridge, and Lakeridge, being a smaller school, has been allocated a slightly better teacher:student staffing ratio than Lake Oswego High School.

Note: Because courses at the high school are both semester and year-long lengths, student counts must be adjusted to achieve an accurate understanding of how resources are divided between the two schools. For example, psychology at LHS is a full-year course and at LOHS it is a semester course.

Average Class Sizes

	LOHS			LHS		
	Adjusted Actuals Students	Periods	Ave Class Size	Adjusted Actuals Students	Periods	Ave Class Size
English	1575	62	25.4	1376	53	26.0
Math	1269	50	25.4	1089	41	26.6
Science	1340	49	27.3	1066	42	25.4
Soc Studies	1457	48	30.4	1169	40	29.2
Second Lang	864	34	25.4	739	34	21.7
Business	199	6	33.2	120	4	29.9
Home Economics	87	3	29.0	91	3	30.3
PE	364	10	36.4	349	9	38.7
Health	330	11	30.0	274	9	30.4
Drama	133	5	26.5	172	6	28.6
Art	375	12	31.3	333	12	27.8
Music	384	11	34.9	419	10	41.9
Misc	25	1	25.0	25	1	25.0
All Programs	8402	302	27.82	7220	264	27.35
Core Average	6505	243	26.77	5438	210	25.90
w/o Music/PE	7654	281	27.24	6452	245	26.33

Other Financial Considerations	As the district begins working to identify budget priorities for the 2012-13 school year, some critical facility needs must receive School Board consideration. (First proposed for consideration on January 9)
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While planning is still ongoing and is subject to final board approval, current preliminary facility assessment information has identified 2012-13 facility capital maintenance projects that, when taken as a whole, will likely exceed \$1.5 million. These include partial roof replacements and repairs at several schools, as well as possible replacement of the original synthetic athletic fields at both high schools.