

SMALL SCHOOLS TASK FORCE REPORT

To: Long Range Planning Committee
West Linn-Wilsonville School District
22210 SW Stafford Road
Tualatin, OR 97062

From: Steve Faust, AICP
Community Planning Director

Date: December 16, 2024

3J Consulting is submitting this report to the West Linn-Wilsonville (WLWV) School District's Long Range Planning Committee (LRPC) on behalf of the Small Schools Task Force (SSTF). The purpose of the report is to provide the LRPC with feedback from the community regarding the operations of small schools. The Small Schools Task Force Report includes a description of the project background, process, and findings, and compilations of the Community Engagement Forum results and online submittals, notes from Faculty Listening Sessions, and additional data requested by the SSTF.

Background

In July 2024, the West Linn-Wilsonville School District's Long Range Planning Committee received a 10-year enrollment projection analysis report from FLO Analytics summarizing enrollment forecasts for grades K-12 for the 2024-2025 to 2033-2034 school years as part of its work to update the WLWV Long Range Plan. The LRPC noted the continued decline of enrollment, specifically in West Linn, and asked about the viability of several schools in West Linn that are under capacity and will not have foreseeable enrollment growth in the next 10 years. Given that the District had just reduced the general budget for 2024-2025 by \$10 million, which included staff layoffs, and would likely make another sizeable reduction in 2025-2026, the LRPC asked if the District should continue to operate small primary schools with fiscal responsibility.

In August 2024, District staff presented a memo to the LRPC outlining three consideration factors regarding the operation of small schools. The LRPC directed District staff to establish a Small Schools Task Force to delve deeper into the research and repercussions of smaller schools and to engage the community on the three considerations in order to gain their feedback, experiences, and opinions.

SSTF Charge

The LRPC requested that the SSTF examine the District's smallest primary schools and engage the community on the following considerations:

1. **Cost of Core Operations** – What is the cost of the core operations of a school even with a very small enrollment?
2. **Cost of Renovations** – What does it cost to bring a smaller school in alignment with other schools so that there is attention to stewardship, facilities equity, and adequate support to the



educational program?

3. **Educational Program and Services Impact** – What are the educational impacts that emerge when schools become too small, not by design but by external influences?

The SSTF was asked to serve as a fact-finding and public engagement group under the umbrella of the LRPC to research and learn with greater depth on the topic of small schools, the planning and maintenance of facilities within the District, the context of the School District budget, and the input and opinions of the school community. Specific activities included:

- Attend eight meetings of the SSTF, read background materials, listen carefully, ask questions, and contribute to the conversation.
- Design and attend at least one of the five Community Engagement Forums to hear first-hand from each school community about their school, their families' experience of their school, and what is important to them.
- Act judiciously as liaisons to school communities and other constituencies.
- Prepare and present a report of the findings from the research, Task Force meetings, Community Engagement Forums and what emerged as important feedback, questions, concerns, and requests by the school communities back to the Long Range Planning Committee. These findings will also be shared with the Superintendent and the School Board.

The SSTF was instructed that they would not make any final recommendation or advocacy position to the LRPC or the School Board.

3J Consulting facilitated the work of the SSTF to encourage full and safe participation by representatives in all aspects of the process, provide appropriate and timely meeting topics, establish group norms and agreements, and ensure integrity to the process in service of the community and District.

Composition

The SSTF was comprised of 12 parent-guardian members – three from each of the three small primary schools (Bolton, Cedaroak Park, and Stafford), one from each of the other three West Linn primary schools (Sunset, Trillium, and Willamette). Parent-guardians were selected by PTA/PTO/FSO leaders from each West Linn primary school. One member of the LRPC served as a liaison to the SSTF for a total of 13 members.

Bolton: Bryan Faulkner, Carrie McGonagle, Ersala Tyer

Cedaroak Park: Amy Friday, Rachel Beavers, Tracy Johnson

Stafford: Adrienne Garcia, Chad Tompkins, Jeremy Boyd

Sunset: Michelle Crisman

Trillium Creek: Christie Bauer

Willamette: Norman Wentworth

Long Range Planning Committee Liaison: Jenny Koll



Process

SSTF members participated in seven meetings from October 1 through December 3, 2024. Meetings #4 through #7 were held without staff present or staff left the Task Force to deliberate after opening presentations. Meeting agendas included:

- Meeting #1 (10/1/24) – Review the SSTF purpose and process including how and why the Task Force was formed, reasons for the process timeline, and member roles, responsibilities, and expectations. Learn about the role of the LRPC and the purpose and process of a Long Range Plan. Following Meeting #1, the Facilitator interviewed each of the SSTF members to hear their questions, concerns, and hopes for the SSTF process. SSTF questions were compiled and presented at Meeting #2.
- Meeting #2 (10/8/24) – Review national enrollment trends and the charts and data in the FLO Analytics Demographics report to gain understanding of the methodology and the 10-year enrollment projection.
- Meeting #3 (10/15/24) – Learn generally about the District’s budget, funding sources and restrictions, and budget outlook to better understand the context in which facilities, staffing and budget sustainability are the responsibility of the LRPC, School Board, and District staff. Design Community Engagement Forum format.
- Meeting #4 (10/29/24) – Debrief on results of the first two Community Engagement Forums. Learn about the preliminary cost of renovations including specific information for Bolton, Cedaroak Park, and Stafford. Discussion included how future capital projects are identified, prioritized, and included in a Capital Improvement Plan. One member submitted a proposed outline and structure for the SSTF report.
- Meeting #5 (11/12/24) – Debrief on results of the most recent three Community Engagement Forums. Begin report preparation through review and discussion of the enrollment forecast, cost of core operations, cost of renovations, and educational program and services impact.
- Meeting #6 (11/19/24) – Debrief on results of the Town Hall Forum. Continue report preparation through review and discussion of the enrollment forecast, cost of core operations, cost of renovations, and educational program and services impact.
- Meeting #7 (12/3/24) – Review and discuss the Letter of Grievance alleging violations of the Oregon Public Meetings Law by the Small Schools Task Force. Discuss alternative paths forward. Continue report preparation through review and discussion of the enrollment forecast, cost of core operations, cost of renovations, and educational program and services impact.

Completion of the SSTF Process

Early in the SSTF process, Task Force members sought more clarity and definition on their charge and what it meant to provide “findings.” Through the SSTF interviews after Meeting #1 and subsequent discussions, SSTF interpreted their work as a process of inquiry and discovery. Members wanted to explore the implications of leveling/declining enrollment and the considerations for operating small schools. While members were eager to help identify solutions, they understood that their primary charge was to understand data related to the three considerations. In addition, and as time allowed, SSTF members hoped to identify additional research questions and issues raised by the community that the District could consider in response to the data.



A Letter of Grievance, filed by a West Linn parent and community member, was shared with SSTF members on November 15, 2024. The grievance was addressed to the WLWV School District Board, Long Range Planning Committee, and Small Schools Task Force. At SSTF Meeting #7, District staff explained that the grievance letter asserts that the SSTF is acting as a decision-making or recommendation body and should be subject to public meeting laws and open to the public. The District reminded SSTF members of their purpose provided by the LRPC, which according to legal consultation keeps the SSTF in solid footing in terms of not needing meetings to be open to the public. SSTF members were informed that if the Oregon Government Ethics Committee determines that the SSTF is in violation of Oregon statutes, penalties could be incurred by individual SSTF members and range from letters of education to letters of reprimand to a fine of up to \$1,000 each. The District would be unable to pay fines on behalf of SSTF members (based on Oregon law).

At SSTF Meeting #7, District staff presented SSTF members two possible paths forward for them to consider, but did not limit the Task Force to these two paths:

- Path One – Continue with the process as originally outlined. Complete remaining meetings to finalize and submit a Findings Report to the LRPC. Due to the grievance, the SSTF would carefully follow their purpose and findings in a matter that avoids providing a recommendations or findings that are leading, or advisory. Attachments to the report would include all feedback from the community through Community Engagement Forums and online submittals. Even keeping to the SSTF scope of engagement and providing a Findings Report could pose some risk to SSTF members.
- Path Two – Conclude the SSTF process and meetings immediately and turn over all materials and work-to-date to the LRPC as “findings.” The findings would include the outcomes of the Community Engagement Forums and online submittals. There would be no additional report drafted by the SSTF. The SSTF would no longer meet, and their scope of engagement would end. This path presents the lowest possible risk to SSTF members, though not zero risk since the SSTF already conducted multiple meetings not open to the public. This path would allow the LRPC to receive the information that the SSTF has already compiled in a less structured format.

At SSTF Meeting #7, 10 of the 13 members were present and discussed various options and comfort levels with the risks posed by the grievance. The members present agreed to move forward with the report as defined in Path One, but that the decision would not be final until hearing from the Task Force members unable to attend the meeting. Members present also agreed that the composition of the Task Force was very important and that they would not want to move forward without representation from each of the schools.

On December 5, Task Force members received additional guidance provided by the District’s legal counsel. The guidance stated that the SSTF is not subject to the Public Meetings Law only if they are exclusively an information gathering body. Information must be passed unedited to the LRPC. A scenario where the SSTF is developing its own original input or product for LRPC review would likely be considered a “recommendation” and trigger a meetings law violation. While the Task Force can organize the data around common themes and provide descriptions of the data collected, they should avoid anything that could be construed as editorializing, interpretation, expressing an opinion, or elevating certain data as being more important than other data.



After much discussion via email, four members representing two schools wrote to inform the group that they decided to withdraw from the process in favor of handing the data collected over to the LRPC as received. Due to the threats posed by the grievance, including a possible investigation that could consume their time and energy for an additional 6-9 months, these members felt that their continued participation was not worth a report that would now add little additional value to the data and community feedback they collected. Therefore, they would trust the LRPC and the School Board to be faithful stewards of the information and come to conclusions that best serve the community.

While the decision was not unanimous, the work of the Task Force was concluded based on the Task Force general consensus about the importance of the Task Force composition to the process. From the District's perspective, the Task Force completed their charge to "delve deeper into the research and repercussions of smaller schools and to engage the community on the three considerations in order to gain their feedback, experiences, and opinions." However, Task Force members were frustrated and disappointed that they were unable to author a report that reflected their many hours of collective research, community engagement, and discussions of findings. Task Force members were informed that they could present their own thoughts and ideas directly to the School Board as individuals and members of their school communities.

Community Engagement Forums and Information Submitted Online

Small Schools Task Force members hosted a series of Community Engagement Forums conducted by District staff and the Facilitator. SSTF members played a critical role acting as ambassadors to their school communities, encouraging participation and providing information they gathered through the SSTF process. The five forums included:

- October 22 at Cedaroak Park; 65 people attended
- October 24 at Bolton; 73 people attended
- October 30 at Stafford; 57 people attended
- November 7 virtual meeting; 24 people attended
- November 8 at Trillium Creek; 14 people attended

Forum participants were asked to discuss two key questions:

1. What factors should the SSTF consider when exploring the three considerations for operating small schools? Especially qualitative factors for which data may not be available.
2. What actions might the School District take in light of declining enrollments and budgetary constraints?

In response to requests made at several forums from community members who wanted to ask questions and receive direct answers from District staff, a Town Hall Forum was conducted on November 13 at Rosemont Middle School.

Comments and questions were recorded on paper or online forms and submitted to the SSTF. Community members also provided comments through a form on the SSTF website. District staff prepared a Frequently Asked Questions document with responses to the questions gathered at the forums and posted it to the SSTF website.



The following is a summary of common themes that emerged from the Community Engagement Forums organized by the three considerations and comments related to enrollment. A complete compilation of comments can be found in Appendix A.

Cost of Core Operations

- The District should re-draw school boundaries to balance enrollment.
- Do current West Linn primary schools have the capacity to accommodate consolidation?
- What is the cost of maintaining a school that is closed?
- The District should consider the cost of closing and then having to re-open a school if enrollment increases.
- The District should hire an outside accountant to review the budget.
- Consider reducing administrative staff and facilities.
- Consolidate redundant positions and services.
- Closing a school would result in higher transportation (busing) costs for the District and for the city due to increased traffic on main transportation corridors.
- Closing schools will lead to more families leaving the District which will mean additional loss in revenue.
- Consider sharing staff across schools or cross-training staff to reduce costs.
- Consider expanding primary schools to K-6.
- Consider separating West Linn and Wilsonville to see what cost savings may result.
- Explore other cost saving measures related to transportation and software.

Cost of Renovations

- Families from small schools feel that improvements not related to safety are less important than keeping the schools open.
- Families from small schools value the character of older schools.
- Many families would not support a school bond if their school were closed.
- Improve energy efficiency to reduce long-term costs and support sustainability goals.

Educational and Program and Services Impact

- Small schools are the highest performing schools academically.
- Small schools are critical to the success of students with special needs.
- Students at small schools are known, valued, and receive the extra attention they need.
- Panorama survey results show the benefits of small schools on students' social/emotional health.
- Many families have moved to West Linn specifically for the benefits that small schools offer their children.
- It's difficult to quantify the value of small schools to a community; families value neighborhood schools that their children can walk to.
- Closing neighborhood schools would be disruptive to families and communities.

Enrollment Forecast

- The forecast should be updated to account for the effects of COVID on enrollment.
- Preschoolers and kindergarteners are underrepresented in the forecast.
- Potential growth from the Vision 43 project was not included in the format.
- The District should research why families left the District and are not returning.



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- Concern that Frog Pond is taking students that could be going to West Linn schools.
 - The District should open up enrollment and encourage inter-District transfers to increase enrollment.
 - The District should market small schools to increase enrollment.
 - The District should provide and highlight dual-language programs to attract new students.
 - The enrollment decline appears to be temporary.
 - The enrollment forecast did not account for the many families with young children that residents see moving into their neighborhoods.

Faculty Listening Sessions

The Facilitator held listening sessions with faculty from Bolton, Cedaroak Park, and Stafford to provide them with an opportunity to share their experience and observations about the benefits and burdens of working at a smaller school. The sessions were held on November 13 at Cedaroak Park, November 14 at Stafford, and November 19 at Bolton. The results of the listening sessions are provided in Appendix B.

SSTF Reports and Documents

Throughout the process, Task Force members requested additional data to better understand the enrollment forecasts, school District budget, school renovations, and educational program and services impact of small schools. This additional data is provided in appendix C.

This concludes the SSTF report. The following Appendices include all community feedback, information, and documentation that the SSTF gathered or reviewed during this process:

- A. Community Engagement Forums and Information Submitted Online
- B. Faculty Listening Sessions
- C. SSTF Reports and Documents

Steve Faust, AICP
Community Planning Director
3J Consulting



APPENDIX A. COMMUNITY ENGAGEMENT FORUMS AND INFORMATION SUBMITTED ONLINE

Community Engagement Forums

Cedaroak Park – October 22, 2024

- <https://www.wlww.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/WLWVSD-Forum%201%20Cedaroak%20Notes-2024-10-22.pdf>

Bolton – October 24, 2024

- <https://docs.google.com/spreadsheets/d/1eO4vvOQdE-xZY1PVqlAJJvfYWOUbdSqJcZOs9nGR7w/edit?gid=951685683#gid=951685683>

Stafford – October 30, 2024

- https://docs.google.com/spreadsheets/d/11_rEIE1YGJqiZhMQxpo6dOWSgETykQWe_hyVRHXMQMk/edit?resourcekey=&gid=1948097529#gid=1948097529

Virtual – November 7, 2024

- https://docs.google.com/spreadsheets/d/1fuuK8-Fm_dNm_O9o-LCE8d7u7unJJZ7AnbHiGErFwx4/edit?gid=909536297#gid=909536297

Trillium Creek – November 8, 2024

- <https://docs.google.com/spreadsheets/d/18wbmYg9WytIssDR1anS67Q60phD7r4QbpEZ YU36m-38/edit?gid=1948097529#gid=1948097529>

Online Comment Form

- https://docs.google.com/spreadsheets/d/1LuczpiGyuNVgXACEj6SN-6NVyJdUt6geW_adyslWVY/edit?gid=1309746622#gid=1309746622

APPENDIX B. FACULTY LISTENING SESSIONS

Date: Cedaroak Park - November 13, 2024
Stafford – November 14, 2024
Bolton – November 19, 2024
Meeting No.: WLWV School District Primary Staff Listening Sessions Meeting Notes
Project: WLWV School District Small Schools Task Force
3J No.: 24968

Staff participants included teachers, specialists, and administrators from Bolton, Cedaroak Park, and Stafford primary schools.

What are the benefits and burdens of small schools?

- A lot of people spend a lot of money to go to smaller schools (private). Here, you get the smaller school benefits without the private aspect.
- All staff know each other – it makes a huge difference.
- Another teacher had our kids and stated how great the kids were. Our school made them that way. At the beginning of the year half the class would be running around, but those kids were impacted by our school's ability to give them what they need.
- At a small school, if a kid is in need, whoever is there will come to support.
- At a smaller school, the ability to work with a smaller number of kids is much easier. The long-term consequences of a larger number of students are real in terms of burn-out and the need for substitutes.
- At our school, everyone knows each other, and that sense of community is seen across all grades.
- Another school district was also doing a process like this where they tabled closing a school. The task force should look at what other districts are doing or how they came to a resolution.
- Children do better in a smaller and more intimate environment.
- Children who come from other schools feel how special it is here.
- Class size is a huge issue and needs to be a main consideration, they're getting too big, and beyond the teacher contract numbers.
- Compared to other schools in the district, our school has charm, the kids like its history, and that is what brings its uniqueness.
- Due to how society has changed, small schools are the answer.
- Due to the number of students currently, small schools share specialists, which is a downside.
- Families are staying in their housing even if they don't want to, in order to keep their kids here.
- For staff that work at many schools, and ones bigger than this school, this is their "Zen" spot, and they can relax and do their jobs.

- From a budget perspective, the district should see if there is any room at the top for financial sacrifices that don't impact the students directly.
- Have also worked at big schools; there are smaller coordination groups at smaller schools which is beneficial.
- Having worked at smaller and larger schools, teachers are beyond stretched, but small schools offer the opportunity to collaborate as a whole school, and they are physically able to get to each other.
- I heard the three small schools have the highest test scores in the district.
- In comparison to other schools in the district, there is a sense of belonging and community here that is different.
- In the last 10 years, kids have changed. They come to teachers with more social/emotional needs. There is something about a small school that can offer the space for kids to express those needs.
- It doesn't make sense that the district can't set boundaries differently to fix the issue.
- It is very important to keep the smaller schools.
- It seems to make sense to relook at realigning the boundaries.
- Know older kids who are still friends with the kids they went to school with.
- Larger schools lead to kids feeling lost.
- Less "fires burning" at any given time.
- Losing kids to Wilsonville will continue to happen if we can't meet kids where they are.
- Nobody wants forced transfers.
- Our building allows students to be connected to nature.
- Our location brings in kids from all communities, which is important.
- Our neighborhood is one of the cheapest places to live in West Linn, so this is where families are going to move into.
- Our parents are excited to see each other at community events. They work hard to create that since they aren't in a walkable neighborhood.
- Our school can give students the space to dysregulate and then rejoin the classroom (this is an issue at larger schools).
- Our school has become a model for the High Dosage Tutoring Model, which wouldn't have happened in a bigger school.
- Our school has kids from all the different neighborhoods which makes it a unique community.
- Our school has the same feeling of a private school without the cost, and they are getting a high level of attention and quality of education.
- Our school is a blueprint for what works, the data shows the benefits. The district should want to make more schools like the small schools.
- Our school is different. Summer school has students from two big schools that were hard. Our school is the only school that has lost an IC, their learning specialist went to half time, and they have even more caseloads. It's not always easy but they are there for each other and the kids even when it is hard.
- Our school is particularly special; parents are very open about their intent to move to this school for everything it offers.

- Our school is special because the kids can play outside and walk to school, they are also a Title 1 school and serve low-income families.
- Our school started under the motto of putting kids and what they need first.
- Our school's kids are identifiable.
- Our staff feel they have access to everyone on staff, all the way up the chain-of-command.
- Panaroma data shows that teachers can provide what kids need at a smaller school.
- Parents are calmer due to knowing everyone, which brings a sense of security.
- Parents move here for these schools, so when needs aren't being met, there is frustration.
- Parents tend to be calmer with smaller schools.
- Regarding the building improvements that were listed as big expenses; the quality of this building isn't different from other buildings, but this doesn't affect the kids.
- Seeing greater reading gains here.
- Small schools get less teachers, even though there are still large classrooms.
- Smaller schools create a greater sense of community with everyone.
- Special education students need specialized attention that gets harder with larger numbers.
- Specialists can focus on what needs to be done.
- Staff care so deeply about the work they are doing and eliminating a school would be heartbreaking.
- Staff have come together to make things happen, which leads to a feeling of ownership, and hearing those things proposed to be removed is upsetting.
- Staff wants the kids to be seen and feel a sense of warmth and welcoming.
- Student behaviors are more troubling at larger schools, from a teacher's perspective.
- Students learn more because of the atmosphere.
- Teacher burnout in general is very high, leading to a lack of younger teachers, and if they were put somewhere without choice [due to consolidation] they would quit.
- The ability to work with smaller groups of kids at small schools makes a huge difference.
- The access to the teachers from the parent perspective is very important which is related to actual school size.
- The community is accessible and personalized.
- The district built one of the West Linn primary schools to avoid the small schools getting too big, so why would the district build one school only to consider closing one?
- The kids feel if teachers are comfortable and happy.
- The LRPC has very little time to review the report and make their recommendations.
- The other end of this issue is too small of schools, where there is no support. We are in the middle ground of not too small, but not so big that there are many issues.
- The parking issue didn't exist before the berry bushes took over, so removing those would be an easier parking fix.
- The repair list makes it look like our school is crumbling, but 80% of the items don't seem necessary. It almost seems like someone made it on purpose to make the school look too expensive.
- The roof has been leaking for some time, before the budget was even an issue.

- The social-emotional data points out that students need to be seen. At our school, all staff know every kid's name. This is a huge part of student success.
- The staff love coming to work, regardless of being underpaid – if they lose that feeling it won't last.
- The task force could look at the incident reports for each school in the full panorama survey results.
- The task force should look at how many dwellings are assigned to each school's boundaries, and if it is equitable.
- The task force should look at the data around how many kids join later in the year, this impacts our numbers.
- The task force should look at the longevity of teachers staying in bigger versus smaller schools.
- The task force should look at the number of incidents at each school.
- The task force should look at the number of interventions needed per school.
- The teachers are friends with each other.
- The way people feel about our school is so special, and it is such a breath of fresh air. The parents are passionate about these schools because of what they do for the kids.
- There are so many students that know staff names and want to spend time with them, even though they don't work with them directly.
- There is a sense of belonging, and leadership knows all the kids' names.
- There is a sense of calmness in smaller schools, which is related to the number of administrative staff (which tends to be the same regardless of school size).
- There is more academic success in smaller schools.
- They have been at the frontline with parents for years; they are all very invested in this community.
- They haven't been maintaining our school for a long time, there needs to be responsibility on the fact that things have been crumbling, and nothing has been done.
- They should also look at how long position postings stay open for the different schools.
- We need to be able to offer different building types, because saying that there will be small classrooms even in a big building is not the same.
- We need to be strategic and thoughtful, but [the FLO Analytics report] is ultimately point-in-time data and shouldn't be the final word.
- When boundaries were redrawn 11 years ago, neighborhoods were moved to other schools and our school saw a sharp drop.
- When starting here, people immediately knew who I was. In other and larger buildings staff are forgotten about because they are stretched so thin.
- When there were open boundaries, half of the classes were Oregon City kids, when those boundaries are re-opened, more kids will come here.
- When they opened Trillium, they took some of our kids.
- Working at a school with smaller teams leads to significantly more collaboration and leads to better outcomes for the schools and students.

APPENDIX C. SSTF Reports and Documents

WLWV Housing Units by Attendance

- https://www.wlwg.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/WLWV_RLIS%20Housing%20Units%20by%20Attendance%20Area.pdf

Out-of-District Transfer Process

- <https://www.wlwg.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/transfer%20process.pdf>

Out-of-District Transfer Historical Data

- <https://www.wlwg.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/out-of-district%20transfers.pdf>

Dual Language Program Enrollment

- <https://www.wlwg.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/DualLang%20including%20Lowrie.pdf>

2019 Bond Project Expenditures 11-19-24

- <https://www.wlwg.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/2019%20Bond%20Project%20Expenditures%2011-19-24.pdf>

Willamette Primary School Conceptual Plan and Renovation

- <https://www.wlwg.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/Willamette%20Primary%20School%20Conceptual%20Plan%20and%20Renovation%20Costs.pdf>

Panorama Data - WLWV Primary Schools

- <https://www.wlwg.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/Panorama%20Results%20-%20Spring%202024%20-%20Primary%20Schools.pdf>

Conceptual Master Plans for Small Schools

- <https://www.wlwg.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/2024-10-29%20PS%20Conceptual%20Master%20Plans.pdf>

Renovation Costs for Cedaroak Park Primary

- <https://www.wlwg.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/Construction%200cost%20worksheet%20Cedaroak%20Park%2010-29-24%20R1.pdf>

Renovation Costs for Stafford Primary

- <https://www.wlwg.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/Construction%200cost%20worksheet%20Stafford%2010-29-24%20R1.pdf>

Renovation Costs for Bolton Primary

- <https://www.wlwg.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/Construction%20cost%20worksheet%20Bolton%2010-29-24%20R1.pdf>

Questions Submitted by CPPS/BOLPS community members

- https://www.wlwg.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/BOLPS_CPPS%20questions.pdf

Flo Analytics Response to Community Questions

- <https://www.wlwg.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/WLWV%20demographic%20question%20response.pdf>

National and local news about public school funding

- <https://www.wlwg.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/National%20and%20Local%20News%20about%20public%20school%20funding.pdf>

School District Budget Shortfall Explainer

- <https://www.wlwg.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/How%20is%20it%20that%20school%20districts%20are%20in%20a%20budget%20shortfall.pdf>

Oregon K12 Public School Funding Explainer

- <https://www.wlwg.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/How%20are%20Oregon%20K12%20Public%20Schools%20Funded.pdf>

Oregon School District Enrollment Changes Since 2018-19

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- <https://www.wlwg.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/LRPC%20Schedule%20Outline%209-18-24.pdf>

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- <https://www.wlwg.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/Media%20About%20School%20Enrollment%20Decrease.pdf>

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- <https://www.wlwg.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/Oregon%20and%20Inter-district%20Transfers.pdf>

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- <https://www.wlwg.k12.or.us/cms/lib/OR01001812/Centricity/Domain/100/7%20Task%20Force%20Summaries.pdf>

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10-Year Demographic and Enrollment Study Summary

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10-Year Demographic and Enrollment Study Fully Report

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