



# 2025

## **Consolidation Recommendation** *Revised*

**Prepared For:**

Corvallis School District Board  
October 22, 2025

**Prepared By:**

Superintendent  
Ryan Noss, Ed.D.

# Current Challenge

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The height of enrollment for the Corvallis School District was approximately 1970. Since then, we have experienced several periods of enrollment growth, but overall, our enrollment has been declining. Importantly, this demonstrates that recent enrollment declines are part of a much longer trend (See Historical Enrollment Graph).

Over the past several years, we have made staffing reductions that have impacted the programming we can provide to our students. As enrollment continues to decrease and our schools have fewer students, our resources are spread further, impacting the depth of service at each school. This is most easily seen when our elementary school specialists cover multiple schools because there are not enough classrooms at a single school for them to work there full-time.

In addition, school districts are funded based on the number of students who attend school. Fewer students means less funding, which we have also seen over the past several years.

## Long Range Facilities Planning Committee

During the spring of 2025, a Long Range Facilities Planning Committee convened to review:

- The condition of our buildings
- Enrollment
- Classroom programming
- Capacity

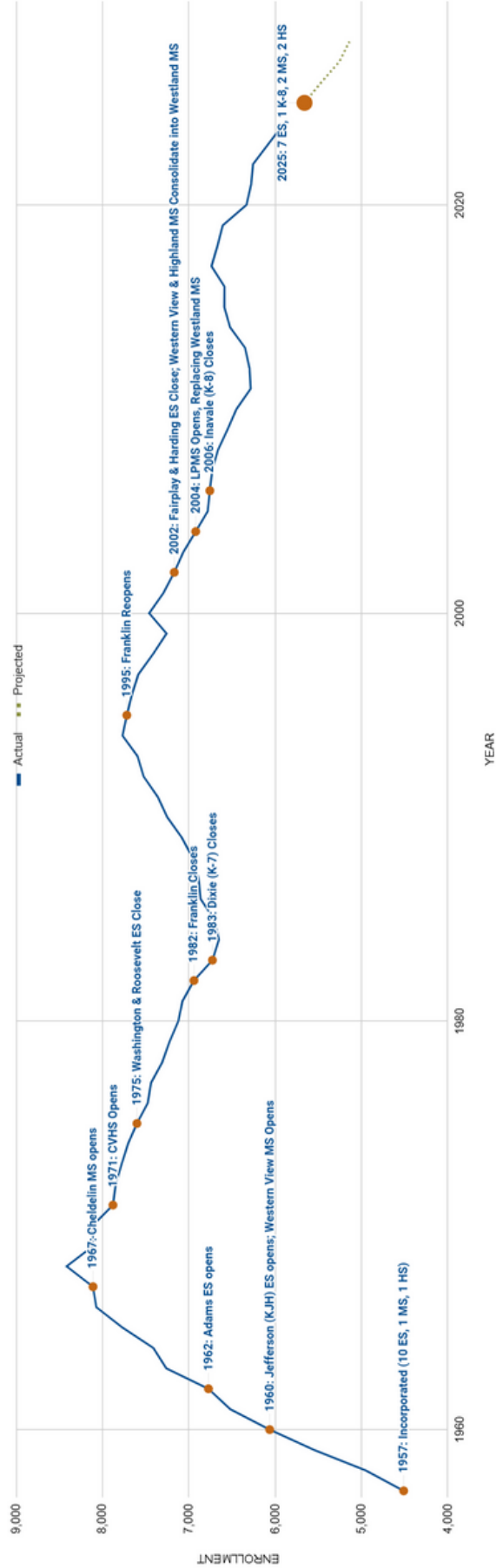
The committee concluded:

1. The enrollment decline over the next ten years will result in underutilization of our facilities. According to projections, in the school year 28/29, our buildings will be at 59% utilization at elementary level, 86% utilization at middle school level, and 61% utilization at high school level; with utilization district-wide of 65% of enrollment capacity.
2. The district's facilities are in good condition, as represented by the Facilities Conditions Index summary; all buildings were considered good or fair. The district should continue to maintain all buildings to ensure safe learning environments for all.
3. Corvallis School District buildings and properties are important assets for the district and should be retained to ensure flexibility for future enrollment fluctuations and maintain the district's investments in the land and the 2018 Facilities Improvement Bond.
4. The district should continue to engage with the community to shape next steps for facilities and education in the Corvallis School District, building trust and transparency.
5. The district should continue to work with the City of Corvallis to collaborate on housing and community growth.
6. The district should review intra-district boundaries to support enrollment trends, specialized programs, and to ensure that resources are distributed equitably between district schools.

We have reached a point where we must consolidate the number of schools we operate to continue addressing a declining district budget while fighting to maintain programming for students. To be clear, school consolidation will not solve all of our financial concerns. Yet, it is an important next step as we work to do our best for the students we serve.

## HISTORICAL ENROLLMENT: 1957 - 2024

with major events



# Purpose of Proposal

On August 13, 2025, the Corvallis School Board requested that the superintendent bring forward a school consolidation proposal aligned with the timeline proposed during the school board retreat. There was a great deal of deliberation regarding the number of proposals that should be brought forward. The decision was to bring one proposal forward, contrasted by several other proposals that were considered but not moved forward. The Corvallis School Board concluded that bringing multiple proposals forward would cause unnecessary concerns for school communities that would not be impacted by the board's final decision.

An initial proposal was brought forward at the September 11, 2025, school board meeting. Since this proposal, the district has gathered community feedback through four community listening sessions, a community survey with 234 responses, public testimony at three school board meetings, and direct communications sent to the school board. The feedback was summarized in the following documents:

- [CSD School Consolidation Community Engagement Report](#)
- [Stoplight Report](#)
- [Frequently Asked Questions \(FAQ\)](#)

Based on this feedback and discussion during the October 16, 2025, board meeting, the School Board requested that Superintendent Noss include the additional recommendation of closing an elementary school in the initial proposal. This document has been updated to include the revised proposal.

# Decision-Making Considerations

Many critical factors were considered in determining a proposal to bring forward. These factors included, but are not limited to, those listed in the graphic below.

| Decision-Making Considerations |                            |                         |                     |                                    |                      |                              |
|--------------------------------|----------------------------|-------------------------|---------------------|------------------------------------|----------------------|------------------------------|
| Inclusion                      | Potential loss of students | Feeder schools          | Transportation      | Programming & academic opportunity | Enrollment patterns  | Gain new students            |
| Board Goals                    | Boundaries                 | Potential loss of staff | Building conditions | Opportunity for innovation         | Student impact       | Walking and biking to school |
| Feedback                       | Finances                   | Equity                  | Staff impact        | Locations of new development       | Grade configurations | Renamed schools              |

# Recommended Option For Board and Community Review

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The superintendent proposes that the Corvallis School Board and the Corvallis community review the following **REVISED** option.

1. Lincoln, Adams, Kathryn Jones Harrison, Garfield, and Bessie Colman Elementary Schools become schools serving kindergarten through 6th grade.
2. Mountain View Elementary becomes a kindergarten through 8th-grade school.
3. Linus Pauling Middle School becomes a 7th through 8th-grade school and is renamed Corvallis Junior High, allowing students to develop a new mascot and school culture.
4. **Cheldelin Middle** and **Letitia Carson Elementary** Schools close.
5. Students currently enrolled at Letitia Carson Elementary will be distributed as follows:
  - a. Students living in the Mountain View boundary who are attending Letitia Carson on a transfer, and those students living east of Highway 99W, will attend Mountain View K-8.
  - b. Students living in the Garfield boundary who are attending Letitia Carson on a transfer, or because they are unable to participate in the dual language immersion program, will attend Kathryn Jones Harrison.
  - c. Students living west of Highway 99W will attend Bessie Coleman.
6. Kathryn Jones Harrison will become Garfield's "sister school." This means that students who move into the Garfield boundary after 2nd grade and are unable to participate in the dual language immersion program will be placed at Kathryn Jones Harrison.
7. Cheldelin gyms continue to be accessed by teams and the community.
8. The school board reviews the feasibility of two high schools during the 2028-29 school year or when enrollment falls below 2,025 students.

## Positives of the Revised Proposal

- This revised proposal addresses the majority of the proposed budget reductions for the 2026-2027 school year, with an estimated savings of \$3 million.
- This revised proposal would increase enrollment numbers at Mountain View, Kathryn Jones Harrison, and Bessie Coleman, which will allow specialists additional time in the larger schools, limiting their coverage of multiple buildings.
- Additional savings will position the district to maintain or potentially add opportunities for our schools. *\*There are a number of factors that impact district funding throughout the school year. These additional factors may potentially improve or impact the district's financial resources.*
- It will require a boundary adjustment for one elementary school, but not a district-wide boundary review.
- Closure of an elementary school may become necessary in the near future (3-4 years) due to smaller class sizes and further underutilization of buildings. The 2025-26 3rd to 5th grade cohorts average 403 students, while the kindergarten to 3rd grade cohorts average 351 students. Closure of the elementary now addresses this future issue.
- Increased enrollment at elementary schools reduces the likelihood of blended classrooms.
- Increased enrollment at elementary schools distributes more teachers per school building, teaching the same grade, which, in turn, facilitates more cross-collaboration and professional development among educators.

## Positives brought forward from the initial proposal

- Some benefits of a kindergarten-6th-grade school for 6th-grade students are the enhanced nurturing environment, strong teacher-student relationships, and continuity of learning.
- The kindergarten-8th-grade model has been received positively by our community.
- Adding a 7-8 grade school can emphasize high school preparation with intentional CTE preparation programming.
- Adjusting our current grade-level configuration requires change, which can lead to innovation and the opportunity for greater inclusion.
- Increased opportunities for district-wide transportation through route efficiencies. This will include transportation between Corvallis Junior High and Mountain View K-8. Additionally, we have evaluated the transportation scenario for the proposed model with our transportation services contractor, STA, and believe that we will have minimal changes to our bus routes.
- Naming the 7-8 grade school Corvallis Junior High allows students to come together and develop a new mascot and school culture.
- Opportunity for teachers at both kindergarten-8th-grade schools to collaborate with colleagues.
- Cheldelin received fewer updates during the construction bond.
- An additional kindergarten-8th-grade school near the edge of our community has the potential to attract transfers for families seeking the K-8 model.
- A kindergarten through 8th-grade school in Mountain View accounts for additional growth in Adair Village.
- Keeping elementary schools open continues to provide hubs to our neighborhoods.

## Negatives of the Revised Proposal

- It would require the closure of a neighborhood elementary school.
- The closure of a building that recently had improvements.
- The closure of Letitia Carson would result in some 5th-grade students experiencing a new building for 6th grade, followed by a new building for junior high. This double transition would not impact the students who moved to Mountain View K-8.
- Closure of two schools and the impact on two school communities.

## Negatives brought forward from the initial proposal

- May require additional licensure for teachers.
- The majority of students will come together for 7th and 8th grade, then transition to Corvallis High School and Crescent Valley High School.

# Additional Considerations from Revised Proposal

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## Renaming of Letitia Carson Elementary

The District recognizes the unique and additional challenges associated with proposing the closure of an elementary school that recently underwent a renaming process centered on equity and the honoring of a local pioneer, Letitia Carson. The renaming represented a significant community effort to recognize an important figure in our region's history, and the District is committed to preserving that legacy.

In the interest of maintaining the Letitia Carson name and continuing to share her story and impact, the District has engaged in discussions with the Linn Benton Lincoln Educational Service District (LBL-ESD). These initial discussions explore the potential of developing a dedicated early childhood center at this site. The district will also work to maintain learning opportunities that have been developed for our students to share Letitia Carson's story. This will aim to preserve the Letitia Carson name, ensuring her legacy and story continue to be shared with future generations.

## K-12 Programming

The district is proposing a K-12 model that is designed to provide a cohesive, developmentally aligned learning experience that evolves with students as they grow. In this proposal, grades are divided into four grade bands: grades K-4, grades 5-6, grades 7-8, and grades 9-12. This allows for greater alignment across all K-6 and K-8 schools, as well as a junior high school.

In the K-4 self-contained model, students build strong foundational skills. The 5-6 content-specific model bridges elementary and middle school by introducing subject specialists and greater independence while maintaining a supportive environment. The 7-8 content-specific model deepens academic rigor and exploration, helping students strengthen their skills. Finally, the 9-12 content-specific model offers specialized coursework, pathways, and electives that prepare students for college, career, and active citizenship. Our goal is for students across all grade bands to experience a balance of core academics, arts, electives, and real-world learning opportunities that cultivate curiosity, confidence, and purpose.

- **Grades K-4:** A self-contained classroom model where one primary teacher provides instruction across core subjects. Emphasis is on nurturing the whole child socially, emotionally, and academically in a stable, caring learning environment.
- **Grades 5-6:** A transitional model that blends elementary care with middle-level specialization. Students have opportunities for electives.
  - We recognize that our elementary schools are most impacted by the consolidation, including the transition to the new K-6 model. While the District continues to face an overall budget shortfall, our first commitment is to reinvest in these K-6 grade programs once those operational efficiencies are better understood during the budget process, with a focus on specials/electives. The closure of Letitia Carson provides greater financial feasibility to enhance specials/electives.
- **Grades 7-8:** A junior high model where students engage with specialized teachers in each subject, supported by systems that foster belonging and well-being.
- **Grades 9-12:** Continue a comprehensive high school model offering subject specialization, academic rigor, and pathways toward college, career, and civic readiness.

The district Innovation Team has been given these parameters and is starting to work on designing the guiding philosophy for each grade band as well as the approach to core content and electives.

# Why Letitia Carson?

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District staff analyzed the impact of closure for each of our elementary schools before choosing Letitia Carson for consideration. A summary of the analysis is below.

## **Adams and Lincoln**

Adams serves as the “sister school” for Lincoln Elementary. This means that students who move into the Lincoln boundary after 2nd grade and are unable to participate in the dual language immersion program are placed at Adams. As a result, the closure of either school would significantly impact the classroom capacity in South Corvallis, an area of our district that is experiencing growth due to new housing construction. Lincoln is also a new school building.

## **Bessie Coleman**

Bessie Coleman is a new school building and has significant capacity. In closing Letitia Carson, it makes sense concerning boundaries, for those students to move into this larger school.

## **Franklin K-8**

Franklin has one class per grade in grades K-5. Sending one classroom of students back to their neighborhood schools does little to impact the capacity of schools across the community. The closure of a larger elementary school, which distributes students to three schools, will increase the size of those schools and thus create an opportunity to maintain or enhance programming. The K-8 model is sought out in our community, which is why we have proposed adding a second K-8 (Mountain View) to our district.

## **Garfield**

Garfield currently has the largest enrollment of all of our elementary schools. Garfield is a dual language immersion school serving a large population of native Spanish speakers.

## **Kathryn Jones Harrison**

This school serves our students who access the Life Skills program. The facility includes spaces specifically designed to inclusively serve students with varying needs. Closing the school would have a significant impact on this group of students and their families.

## **Mountain View**

Mountain View has been chosen as the location of a new K-8 school, which helps address the interest in the community for the K-8 model. In addition, Mountain View serves a wide geographic portion of our district boundary.

| Proposal Summary           |                             |              |                     |
|----------------------------|-----------------------------|--------------|---------------------|
|                            | Status Quo<br>(No Closures) | Difference   | Revised<br>Proposal |
| Total Projected Enrollment | 5,591                       | -            | 5,591               |
| Total Full-Time Positions  | 415.23 <sup>1</sup>         | -18.23       | 397.00 <sup>1</sup> |
|                            |                             | -4.39%       |                     |
| Per-Pupil Amount           | \$9,895                     | -\$404       | \$9,491             |
|                            |                             |              |                     |
|                            |                             | -4.08%       |                     |
| Total Dollars <sup>2</sup> | \$55,323,674                | -\$3,040,549 | \$52,283,125        |
|                            |                             | -5.50%       |                     |

<sup>1</sup>Represents positions funded by the General Fund only.

<sup>2</sup>Status Quo Total Dollars has changed from proposal dated 9/11/2025 due to increase in Total Projected Enrollment and thus increase in Total Full-Time Positions required for this larger projected enrollment.

## Impact of Letitia Carson Closure on Capacity at Bessie Coleman, Mountain View, and Kathryn Jones Harrison

The boundary adjustments recommended as part of the Letitia Carson closure result in an increased enrollment at Bessie Coleman, Mountain View, and Kathryn Jones Harrison.

### Bessie Coleman

The model projects that 44% of the students currently attending Letitia Carson would move to Bessie Coleman. This will result in Bessie Coleman's projected enrollment reaching approximately 500 students, spanning kindergarten through sixth grade, in 2026-27. Bessie Coleman is one of our newest facilities, and is designed to accommodate this volume of students. The school's modern design and educational environment make it uniquely suited to serve as our largest elementary school, and the facility has confirmed classroom capacity to accommodate this increased student population.

Additionally, the largest enrollment will be limited to the next three years because class cohorts in kindergarten through 3rd grades are smaller than those in 4th through 6th grades. Operational details such as specials scheduling, lunches, and support staff will be reviewed if this proposal is adopted. The model projects that no grades would be blended due to the increased number of students attending Bessie Coleman.

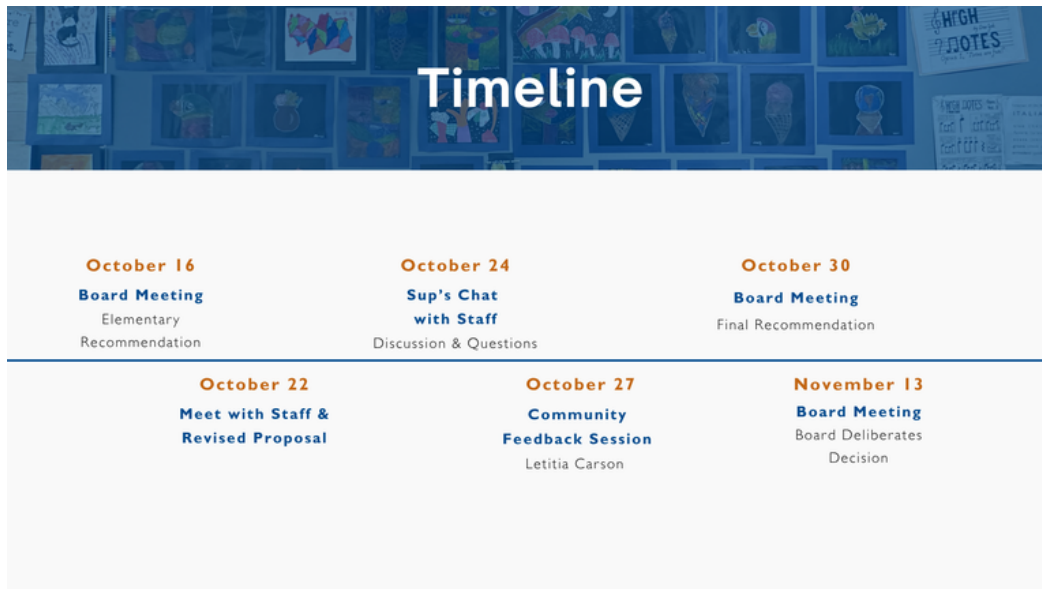
### **Mountain View**

The model projects that approximately 32% of students currently attending Letitia Carson would move to Mountain View. This will result in Mountain View's projected enrollment reaching approximately 420 students, spanning kindergarten through eighth grade, in 2026-27. The facility has confirmed classroom capacity to accommodate this volume of students. Additionally, the district has the ability to relocate district programming from Mountain View to another school, allowing for additional capacity in the future. The model projects that no grades would be blended due to the increased number of students attending Mountain View.

### **Kathryn Jones Harrison**

The model projects that approximately 21% of students currently attending Letitia Carson would move to Kathryn Jones Harrison as the new "sister school" for Garfield. This will result in Kathryn Jones Harrison's projected enrollment reaching approximately 330 students, spanning kindergarten through sixth grade, in 2026-27. The facility has confirmed classroom capacity to accommodate this volume of students. The model projects that no grades would be blended due to the increased number of students attending Kathryn Jones Harrison.

# Next Steps



The timeline above includes opportunities for community feedback and considerations.

## Community Feedback Session

- October 27: Letitia Carson Elementary School, 6:30-8:00 pm

## School Board Meetings with Public Testimony

- October 30, District Office, 6:30 pm
- November 13, District Office, 6:30 pm

Emails may be sent to: [schoolboard@corvallis.k12.or.us](mailto:schoolboard@corvallis.k12.or.us), and will reach all Board members as a group.

Letters may be submitted via U.S. mail to: Corvallis School Board, 1555 SW 35th Street, Corvallis, OR 97333.

## Research Articles Related to Grade Configuration

These three studies examine how school grade configurations, particularly K-6 and K-8 versus traditional middle school models, impact student outcomes and school environments.

Byrnes, V., & Ruby, A. (2007). *Comparing achievement between K-8 and middle schools: A large-scale empirical study*. *American Journal of Education*, 114(1), 101-135.

Malone, M., Cornell, D. G., & Shukla, K. (2017). *Association of grade configuration with school climate for seventh and eighth-grade students*. *School Psychology*, 32(2), 196-208.

Rockoff, J. E., & Lockwood, B. B. (2010). *Stuck in the middle: Impacts of grade configuration in public schools*. *Journal of Public Economics*, 94(11-12), 1051-1061.