

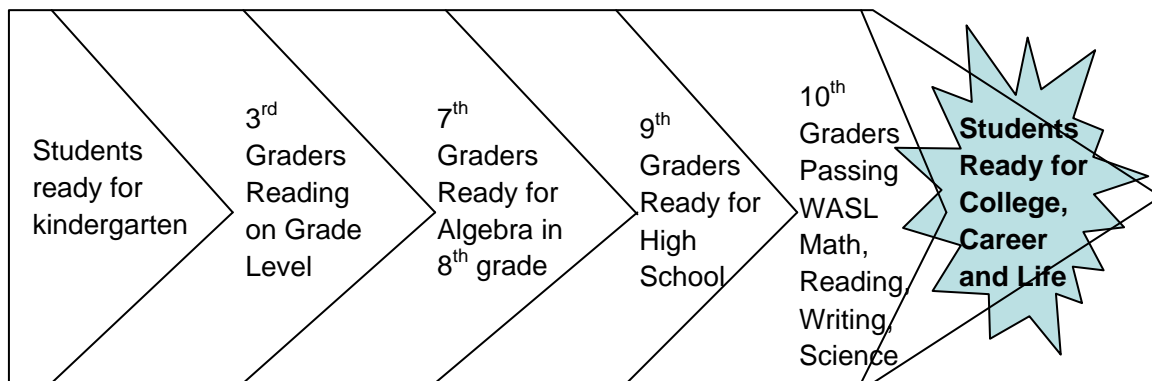
BACKGROUND

A Commitment to Excellence

With the adoption of its strategic plan – *Excellence for All*, Seattle Public Schools made the following commitment to our community:

- We will do what is best for our children;
- We will focus our attention on a few key priorities to ensure that we can succeed;
- We will work within our means; and
- We will measure our progress and report back frequently.

As part of this plan, the district has defined success as all students meeting or exceeding standards and put forward aggressive academic performance targets for every level in the system. Specifically, the district has set goals around each of the following academic milestones.



The plan holds the district accountable for both achievement and growth at all levels K-12. And success will be judged in both closing the education gap and accelerating learning for all students.

A Plan for Achieving Excellence

Seattle has high performing programs in every pocket of the city, but they are not as widespread or accessible as they need to be to serve our diverse community. The district’s strategic plan lays out five overarching areas that the district must focus on to increase access to high quality programs and strengthen teaching and learning in every classroom: Academics, Human Resources, Infrastructure, Performance Management, and Stakeholder Engagement.

In the near-term, the district is focused on five actions that support these overarching strategies and that will have immediate impact on the classroom:

- **Math & Science:** The district has recently adopted new elementary and middle school math texts. In the coming year, the district will adopt new high school math texts and

high school science curriculum. Strengthening the curriculum system-wide and providing support to teachers in these subject areas, will help ensure consistency of high expectations across all schools.

- **Assessments:** The district has not had district-wide assessments that provide valuable, timely information to teachers. Teachers and principals need this information to be able to personalize instruction and support to students based on their individual strengths. Over the next year, Seattle Public Schools will start using common assessments in math and reading at every grade level to ensure that teachers have the information they need to help every child achieve.
- **Data systems:** The district does not currently have a robust data system that can answer teacher and administrator questions. There is not one central data warehouse that houses all the student information that teachers and administrators need to do their jobs well. In the next year, the district will be bringing together disconnected data sources and creating an accessible user-interface so that school and district-level staff can readily answer questions about student performance.
- **Hiring process:** A timely, efficient hiring process will help ensure that Seattle can compete with other Puget Sound school districts to attract the highest caliber teaching candidates. The district has made both technical and procedural changes to the hiring process and anticipates that applicants and schools will receive greater support and a higher quality of candidates this next year.
- **Capacity and student assignment:** The district must address a longstanding imbalance in classroom capacity – overall and relative to where students live. It is neither financially sustainable nor is it meeting the needs of all of our families. The district is looking at a three-part, multi-year solution to the issue: (1) revise the student assignment plan to reflect demographic shifts, provide greater predictability, and create consistent reference areas and patterns of school attendance (2) create and relocate high quality programs to ensure equitable access across the district; and (3) close and repurpose buildings to allow for greater focus on existing programs.

Seattle Public Schools is working to define what quality looks like at every level of the system. The district has outlined the curriculum in each subject area across elementary, middle and high school.¹ Beyond this academic framework, quality will be determined by the strength of the building leadership and classroom instruction. The district will continue to mentor, coach and provide professional development for its teachers and leaders. Ensuring quality in every classroom is the focus of the district's performance management work.

¹ See Appendix 1 for details.

Accountability to Ensure High Quality

Over the last year, the district has made a concerted effort to be more transparent with academic performance data and goal-setting. Every school in the district has completed a Comprehensive School Improvement Plan (CSIP) that outlines measurable goals for that school, key strategies to achieve those goals and partners to help in the process. District administrators are working with schools to ensure strong plans, monitor progress and provide support.

Additionally, the district is addressing three critical areas that – we believe – are fundamental to ensuring high performance in every school. First, from teachers to principals to central office staff, the district is creating evaluation tools that better connect with the district’s performance goals. Second, the district is developing a school performance framework that will set clear performance targets for every school and provide greater transparency for parents and the community on how every school is doing. And third, the district is creating a tiered model of intervention and support for schools and students depending on their performance. The district has not had a consistent approach to intervention and support and this work will provide coherence and predictability across the system.

The combination of these efforts combined with the five priority actions noted above represent the district’s initial, aggressive steps to ensure that its commitment of *excellence for all* is well-grounded and feasible.

Financial Responsibility

One of the district’s commitments is that ‘we will work within our means.’ Like many school districts across this state, Seattle Public Schools is facing a budget shortfall for the coming 2009-10 school year. The district by law must present a balanced budget in June 2009 and is moving forward with a variety of plans so that is possible. Specifically, the district is exploring five primary paths to a balanced budget that keeps students’ needs at its core:

- **Budget prioritization process** -- All central departments are prioritizing the functions and activities they currently perform in light of the strategic goals. This process provides the data necessary for budgetary reductions in central services.
- **Efficiency analysis** -- Stakeholders are evaluating process changes to gain both greater efficiencies and reduce costs. The Budget Development Team, which is cross-departmental and includes school-based and central-based staff, is vetting the ideas and assigning them to appropriate staff for further analysis.
- **Review of the Weighted Staffing Standards model** -- A team of central and school staff has identified overall cost savings by evaluating school-based budget allocations and identifying and prioritizing the most critical services for student achievement.
- **Revenue generation strategies** – Stakeholders have identified a set of short- and long-term ideas designed to generate new revenue which could be used to balance the impact of the known budget shortfall. Some ideas can be put in place to generate revenue for the coming school year.

- **Reduction of facilities and programs** – Longstanding imbalances in classroom capacity are not financially sustainable nor do they meet the needs of students and families. Closure of unneeded buildings and thoughtful relocation of some programs will result in significant savings in both operating and capital funds.

General Timeline for Closures

On October 29, 2008 the School Board approved an accelerated timeline for the Capacity Management Project by directing the Superintendent to begin immediate evaluation of building closures and program relocations. That directive resulted in the following timeline:

November 25	Release of Preliminary Recommendations
December 4	Community Meeting 6:30-8:30 @ JSCEE, 2445 Third Avenue South
December 6	Community Meeting 9:30-11:30 @ Filipino Community Hall, 5740 Martin Luther King Avenue
December 15	Public Hearing for specific buildings
December 16	Public Hearing for specific buildings
December 18	Public Hearing for specific buildings
January 6	Release of Final Recommendations
January 7	Introduction of Final Recommendations at School Board meeting
January 22	Final Public Hearing
January 29	School Board vote on Final Recommendations

Summary of Recommendations

Beginning with the School Board’s directive to the Superintendent to evaluate closing buildings, staff began analyzing excess capacity and program moves. This preliminary analysis resulted in these preliminary recommendations. Details on each recommendation can be found later in this report.

Based on the Superintendent’s recommendations:

- Six buildings will be closed and an additional building will be closed temporarily, depending on enrollment;
- Nine programs will relocate from one building to another;
- Two new program (a new elementary and new K-8 in Northeast Seattle) will be created; and
- Five programs will be discontinued and their students reassigned to new schools beginning in fall 2009.

SEATTLE PUBLIC SCHOOLS PRELIMINARY CAPACITY RECOMMENDATIONS (11/25/08)

NAME	BUILDING	PROGRAM
Secondary Bilingual Orientation Center (SBOC) at Old Hay building	CLOSE Old Hay building (may be a temporary closure depending on enrollment growth)	RELOCATE SBOC program to Meany building and co-locate with NOVA
AS #1 at Pinehurst building	CLOSE Pinehurst building	DISCONTINUE AS #1 program and reassign students to Thornton Creek K-8 at Jane Addams (or schools near where they live)
Thornton Creek Elementary at Decatur building	REPURPOSE Decatur building to be used as a new cluster elementary school	RELOCATE Thornton Creek program to Jane Addams Building and extend to K-8
Meany Middle School	REPURPOSE Meany building to co-locate NOVA program and SBOC	DISCONTINUE Meany program and reassign students to other schools based on where they live
NOVA program at Mann building	CLOSE Mann building	RELOCATE NOVA program to Meany building to co-locate with SBOC
TT Minor Elementary	CLOSE TT Minor building	RELOCATE TT Minor Montessori to Leschi DISCONTINUE TT Minor Elementary program and reassign students to Madrona and Leschi Elementaries
Leschi Elementary	REPURPOSE Leschi building to add K-3 Montessori from TT Minor	ADD K-3 Montessori from TT Minor Current Leschi K-5 students remain
Lowell Elementary	CLOSE Lowell building	RELOCATE elementary Accelerated Progress Program (APP) to Thurgood Marshall and Hawthorne Elementaries REASSIGN Special Education students based on the service delivery model
Thurgood Marshall Elementary	REPURPOSE Thurgood Marshall building to add portion of elementary APP	Assign approximately half of elementary APP RELOCATE Elementary Bilingual Orientation Center (EBOC) to Bailey Gatzert Building Current Thurgood Marshall K-5 students remain
Bailey Gatzert Elementary	REPURPOSE Bailey Gatzert building to add EBOC from Thurgood Marshall	ADD EBOC program from Thurgood Marshall Current Gatzert K-5 students remain
Hawthorne Elementary	REPURPOSE Hawthorne building to add a portion of elementary APP	Assign approximately half of elementary APP Current Hawthorne K-5 students remain

**SEATTLE PUBLIC SCHOOLS PRELIMINARY CAPACITY RECOMMENDATIONS (11/25/08),
Continued**

NAME	BUILDING	PROGRAM
Van Asselt Elementary	CLOSE Van Asselt building	RELOCATE Van Asselt program to African American Academy building
African American Academy (AAA)	REPURPOSE AAA building to house Van Asselt Elementary program	DISCONTINUE AAA K-8 program. Reassign AAA K-5 students to Van Asselt or schools in their home cluster. Reassign AAA 6-8 students by where they live
Summit K-12 at Jane Addams building	REPURPOSE Jane Addams building as home to Thornton Creek K-8	RELOCATE Summit K-12 program to co-locate with Rainier Beach High School
Rainier Beach High School	REPURPOSE Rainier Beach building to co-locate Summit K-12 with Rainier Beach High	RELOCATE Summit K-12 program to Rainier Beach building to co-locate with Rainier Beach High School
Pathfinder K-8 at Genesee Hill building	CLOSE Genesee Hill building	RELOCATE Pathfinder K-8 program to Arbor Heights building
Arbor Heights Elementary	REPURPOSE Arbor Heights building to house Pathfinder K-8	DISCONTINUE Arbor Heights program. Reassign Arbor Heights students to other schools in the West Seattle South cluster

It should be noted that the reassignment of students contemplated above refers to reassignment of general education students and special education students whose needs can be met in the resource room/rotation model. Appendix 2 outlines the District’s Vision for Special Education and the specific recommendations for relocating self-contained special education programs.

These preliminary recommendations would close six buildings: Pinehurst, Mann, Lowell, TT Minor, Van Asselt, and Genesee Hill. A seventh building, Old Hay, would be closed temporarily, and could be reopened with a new program depending on enrollment demands.

The recommendations will benefit students and their families by focusing available resources on fewer buildings and balancing capacity based on neighborhood demand. In particular, the recommendations will provide a number of academic benefits for students and families, including:

- More Advanced Learning Opportunities for students, with the location of elementary APP/ALO programs in two schools;
- More integration of special education programs with school communities;
- A new neighborhood elementary school in Northeast Seattle to respond to increased demand;
- The possibility of a new neighborhood elementary school in Queen Anne/Magnolia in fall 2010 if demand continues; and

- An arts-focused K-12 campus with the co-location of Summit K-12 and Rainier Beach High School

Closure Recommendations & New Student Assignment Plan

The framework adopted by the School Board for the new assignment plan states:

A new Student Assignment Plan should provide every student with access to a quality education that supports enhanced achievement for all students, including elimination of the achievement gap. Toward these ends, the new plan should enable stronger family engagement with schools, provide equitable access to programs, continue to offer opportunities for school choice, and foster diversity. This requires strong leadership at every school, careful and intentional location of specialized programs, and structural changes in how students are assigned to schools.²

The new plan, which is currently under development, contemplates that elementary students would have a “base assignment” to their reference area elementary, with an opportunity to attend alternative schools or other reference area schools on a space-available basis. Middle school students would have a “base assignment” to a middle school consistent with their elementary cluster. Middle school students would also have an opportunity to attend alternative schools or other middle schools. At the high school level the framework contemplates that each comprehensive high school would have a designated assignment area. Assignment predictability would be provided by accommodating all students in the school’s assignment area if they select it as their first choice school.

At the high school level families could still exercise school choice for any comprehensive high school or for an alternative school. Each comprehensive high school would have seats designated for Open Choice.

The framework for the new assignment plan has been information used when determine whether buildings or programs could be closed, repurposed or moved. We believe that these preliminary recommendations are congruent with the new assignment plan framework.

² The complete framework can be found on-line at http://www.seattleschools.org/area/newassign/app_framework.pdf

PROCESS AND RATIONALE

The Case for Closing Schools

Seattle Public Schools first began the conversation about school closures in the spring of 2005, and engaged in a formal school closure process in 2006. The School Board approved the closure of seven schools on July 26, 2006.³

The 2006 process occurred at the time that the Superintendent's Community Advisory Committee on Investing in Educational Excellence (CACIEE) released their final report recommending school closures "to accurately fit current student and enrollment and projected future enrollment."⁴ In making its recommendation the Committee remarked that

Seattle has significant excess capacity within its existing, operational facilities. This drains resources from every school in the District. Dollars expended on facilities come at the expense of dollars invested in curriculum and teaching. Closing excess facilities would enable the District to re-direct valuable resources towards investments in academic improvements that could ensure a quality school in every neighborhood. Even if the District were not struggling financially, it would still be sound strategy to align capacity with enrollment.⁵

The seven buildings closed in 2006 did not eliminate the district's excess capacity, as evidenced by the number of recent reports that called for additional closures. For example, in the Curriculum Audit, released in January 2008, finding G 8.3 said "Direct the Superintendent to prepare a school closing and merger plan to better utilize existing facilities. Include in that plan feeder patterns for all middle schools and high schools."⁶

The recent audit of the Capital programs by the council of Great City Schools directed the district to "Conduct a Capacity Management Study to evaluate the district's excess building capacity and create a master plan for the closure of underutilized facilities."⁷

Finally, the State Auditor's recent audit of the state's ten largest school districts found that "Seattle School District has more classrooms that it needs and should reduce the number of school buildings to lower administrative and maintenance costs."⁸

³ The School Board approved the closure of Viewlands, John Marshall, Martin Luther King, Fairmount Park, Rainier View, Columbia, and Hughes. The program in the Martin Luther King building was relocated to TT Minor in the fall of 2006 and the building was closed for fall 2007. The remaining buildings were closed for fall of 2007 except John Marshall, which was closed effective fall 2008.

⁴ See CACIEE final report, page 26. The report can be found on-line at <http://www.seattleschools.org/area/committeeforexc/final.pdf>

⁵ Id.

⁶ The curriculum audit can be found on-line at http://www.seattleschools.org/area/strategicplan/Curriculum_Review_Report.pdf. This finding is on page 355.

⁷ This audit can be found on-line at http://www.seattleschools.org/area/strategicplan/cgcs_final.pdf. This recommendation can be found on page 19.

The need to evaluate excess capacity has been compounded by the recent determination that Seattle Public Schools is projecting a \$24 million budget shortfall for the 2010 fiscal year. It is clear that the situation today is similar to that in 2006—excess capacity compounded with a stark fiscal reality makes revisiting the school closure topic necessary.

The capacity and fiscal reality resulted in a resolution, approved unanimously by the School Board, directing the Superintendent to evaluate balancing the geographic capacity needs across the district.⁹

The Definition of “Capacity”

The term “capacity” has a number of definitions—in brief, capacity is dependent on the building use. There is capacity in a program for new students, or the capacity in a building for general education students, or the capacity in a building for students who require specialized programs. For this work we first identified the *planning capacity* of each of our buildings to identify the amount of excess capacity across the district at a high level. This is the number in the “planning capacity” column in the spreadsheet in Appendix 3.¹⁰

The definition of *planning capacity* is codified in the recently-approved Facilities Master Plan.¹¹ Planning capacity can be defined as:

Teaching stations X average class size – 25% set aside

This results in a high-level, generalized, number of students who can be accommodated in a building.

In this definition the following sub-definitions apply:

Teaching stations (classrooms) in a building—includes core subject classrooms, electives classrooms, special education and bilingual classrooms, and computer labs. Teaching stations *do not* include libraries, media centers, offices, or cafeterias.

⁸ See, State Auditor’s “Performance Audit Report—School Districts’ Administration and Support Services” dated September 30, 2008, page 15. The report can be found on-line at <http://www.sao.wa.gov/Reports/AuditReports/AuditReportFiles/ar1000013.pdf>

⁹ See Resolution 2008/09-2, which can be found on-line at <http://www.seattleschools.org/area/board/08-09agendas/102908agenda/resolution2.pdf>. The School Board Action Report about the resolution can be found on-line at <http://www.seattleschools.org/area/board/08-09agendas/102908agenda/closurereport.pdf>. Both documents can also be found in Appendix 4.

¹⁰ This spreadsheet was also given to all School Board members on November 12th, and has been used as a data set throughout this process. **Note: Percentage information listed in this table for both special education and free/reduced price lunch have been updated in the individual building appendices to reflect adjusted or more current data.**

¹¹ The definition of planning capacity can be found in Chapter 7 of the Facilities Master Plan, on-line at http://www.seattleschools.org/area/facilities/FMP/2020fmp_chapter6-11.pdf

Average class sizes of—	K-3:	23
	4-5:	25
	6-8:	28
	9-12:	30

25% set aside—few schools can truly operate at 100% capacity 100% of the time. Therefore 25% of the space is set aside to accommodate teachers’ planning, conference and preparation time (PCP time), and specialized special education and bilingual classrooms that may accommodate fewer students.

Capacity Example One—Planning Capacity

Looking just at planning capacity, let’s take a hypothetical school. This school has 12 teaching stations, and serves only kindergarten students. There are no specialized programs.

$$12 \text{ teaching stations} \times 23 \text{ students per class} = 276 \text{ seats} - 25\% = 207 \text{ student planning capacity}$$

Capacity Example Two—Planning Capacity

In example two, our hypothetical school has 12 teaching stations (2 full classes per grade) in grades K-5. There are no specialized programs.

$$8 \text{ teaching stations K-3} \times 23 \text{ students per class} = 184 + \\ 4 \text{ teaching stations 4-5} \times 25 \text{ students per class} = 100 = \\ 284 \text{ seats} - 25\% = 213 \text{ student planning capacity}$$

The planning capacity is a macro level capacity—it alone is not an accurate reflection of any specific building because it is an average. While the equation subtracts 25% for PCP and special education and bilingual programs, there may be schools that have substantially more specialized programs, which must be taken into account when determining if a specific building has the space to move additional students in without disrupting current students.

In order to reflect the reality of buildings, staff walked the buildings impacted by closure or by getting new programs and identified the *functional capacity*. Functional capacity accounts for the current programs in the building—does the building have an inordinate (i.e., greater than 25%) number of specialized, small programs? These walk-throughs show the real capacity of the building.

Capacity Example Three—Functional Capacity

In example three, our hypothetical school has 12 teaching stations total — 9 multi-grade classrooms, with an average size of 24 and 3 additional full-size classrooms for specialized programs with 8 students per room.

$$\begin{aligned} &9 \text{ teaching stations K-5 X average 24 students per class} = 216 + \\ &3 \text{ teaching stations K-5 X 8 students per class} = 24 = \\ &240 \text{ students} - 25\% = 180 \text{ student functional capacity} \end{aligned}$$

While typically the functional capacity of a building is lower than the planning capacity, at some buildings programmatic decisions may result in enrollment that actually exceeds the planning capacity. For example, a school might use classrooms six periods a day by having teacher preparatory periods in small offices rather than in their classrooms. Or a program might run larger class sizes than the average. This is how, for example, Alki Elementary can have an enrollment of 354 with a planning capacity of 344, or Ballard can have 1642 enrolled even though their planning capacity is 1554. In addition, at the high school level, some classes run larger than the ratio used for calculations (such as band), while some classes run smaller (such as Career & Technical Education courses).

As is clear by these examples, the class size and program of a building and any specialized programs in the building can vary the building capacity. The addition of city-managed and privately managed preschools and district-operated Head Start classrooms also will change the capacity of a building. This is why a building capacity is not a hard number, but is rather one that, depending on the programs in a building, can change. Thus, before the district can say “there are # of excess seats” we must evaluate our current enrollment and programming model. We also must evaluate enrollment projections because while there may be excess capacity today if enrollment grows those seats may be needed in the near future.

Enrollment Projections—Overall

Total K-12 enrollment has been declining, but it increased between October 2007 and 2008.

- This increase was driven entirely by elementary enrollment; elementary enrollment increased by 629 students, while middle and high school enrollments continued to decline.
 - All elementary grades except fourth grade larger than in 2007
 - Kindergarten enrollment is largest in at least 15 years

Elementary enrollment is projected to continue to increase in the near future, adding about 1100 students by 2013.

- Larger cohorts in 2008 will keep elementary enrollment high as they progress through the grades
- Kindergarten is projected to be slightly lower for the next two years, but then higher in 2011 as a result of an increase in births five years earlier.

- Elementary enrollment is projected to increase during the next five years in all clusters except Central and South.

Middle school enrollment is projected to begin increasing in 2009.

- Projections show almost 700 additional students by 2013 (9,973 compared with 9,290)
- Middle school enrollment is likely to continue increasing beyond 2013 as the larger elementary cohorts eventually enter grades 6-8

High school enrollment is projected to continue to decline until 2011 then begin increasing in 2012.

- Projections show a decline of almost another 800 students between now and 2011
- Then projections show an increase as the larger middle and then elementary students move through to high school
- High school enrollment will likely return to current levels by the 2016-17 school year.

See Appendix 5 for more detailed enrollment information.

Enrollment During a Recession

Given the current national and state economies, a number of commentators have wondered whether the district will see an increase in enrollment based on students leaving private schools.

The National Bureau of Economic Research (NBER) shows that there were recessions in 1969-1970; 1973-1975; 1980; 1981-1982; 1990-1991; and 2000.¹² During the majority of these recessionary periods Seattle Public Schools did not see an increase in enrollment. In fact, district enrollment underwent a steep decline between 1968 and 1983.¹³ The district did see a slight increase in enrollment in the early 1990s, with enrollment peaking at 47,609 in 1998, then returning to a slight decline in the early 2000s.¹⁴

The previous recessions, however, may not be indicative of enrollment in the current time. In the 1970s and 1980s the district was confronting a steep enrollment decline overall. It is impossible to tell whether any students came to public school as a result of the economy because there were so many other students leaving. The recession in the early 1990s did correlate to a slight uptick of students. That recession was relatively mild, however, and may not be indicative of what might occur with enrollment in a severe recession.

The current state of the economy combined with enrollment projections that indicate increased enrollment mean we must be cautious and not eliminate all current excess capacity in case we experience an increase in students returning to public schools.

¹² This information can be found at the organization's website at <http://www.nber.org/>

¹³ See appendix 6--Historical Enrollment Trends—1884-2002

¹⁴ See appendix 7--Historical Enrollment Trends—1980 to 2002

The Fiscal Reality Behind Closing Schools

As discussed earlier, closing schools is just one tactic being used to eliminate the budget shortfall. While we expect immediate savings the year after buildings are closed, there are costs to closing buildings as well. We have budgeted to account for any costs for closing schools to be taken from our current FY 09 budget.

In the costs column we must budget for paying teachers to pack up their classrooms and unpack them in their new buildings. We may need to pay a moving company to move equipment, furniture and instructional materials out of buildings. And we will have an ongoing cost to maintain the closed buildings while we own them, including ongoing security costs.

In the savings column, we can count on savings from staff, such as needing fewer administrators and other staff members. And, we can reduce our overall maintenance budget because fewer buildings will need regular cleaning and maintenance.

In addition we can anticipate significant savings from eliminating these buildings from our deferred maintenance backlog, and they can be removed from inclusion in future capital levies and bonds.

The Guidelines & Process to Develop School Closure Recommendations

There are areas in the district where additional seats are needed, and other areas where there are too many seats for the number of students enrolled.

The Capacity Management project began in July 2008. The purpose behind the project was to identify solutions to the projected *need* for additional seats in the Queen Anne/Magnolia, Northwest, North, and Northeast clusters. Phase II of the project was designed to develop an overarching facilities management policy, including guidelines for both closing and opening schools.

This project plan was developed prior to the identification of the \$24 million projected shortfall. The magnitude of that shortfall, coupled with the information coming from the state that school districts should not expect an increase in funding,¹⁵ resulted in moving the closure conversation up on the calendar. With the October 29 Resolution directing the Superintendent to evaluate building closures and program relocations the process for identifying closures for the fall of 2009 was developed.

Guidelines Used

While closures are important both for fiscal savings and to ensure that we do not have significant excess seats, it is also important to take this opportunity to move or replicate high-quality programs. To this end, the closure conversation began with three questions:

¹⁵ This despite the work of the Basic Education Funding Task Force, which is evaluating a number of proposals to upgrade K-12 public education in Washington State, each of which would require increased funding.

- Do programs need to *move to other areas* of the district to improve equity and access to these programs?
- Do programs *need to be added in areas* of the district to improve equity and access to these programs?
- How will closures or program moves affect **student learning** and the district's **fiscal health**?

Along with these program questions, buildings were evaluated based on five additional guidelines:

- **Geographic Need** – How do we balance capacity across the district to ensure appropriate number of seats in each geographic area?
- **Building Condition** – What is the quality and condition of the building? (using MENG survey score – including cost of maintenance, lot size, etc.)
- **Cost per Pupil** – Are the non-instructional costs per student higher than the district average? (looks at core staffing & administrative mitigation)¹⁶
- **Proximity** – Are there other schools close by serving the same grade levels?
- **Academic Performance** – Has the school made the expected annual academic progress under the federal No Child Left Behind law?

These guidelines were not weighted in advance, but were rather weighed individually as closure or relocation recommendations were made.

Academic performance as defined by the federal No Child Left Behind (NCLB) law was used to determine if a building should be closed or reconstituted or closed. This is because schools that receive Title I funding that are in step *four* of “school improvement” under NCLB are required to develop a reconstitution plan; schools that receive Title I funding that are in step *five* of “school improvement” under NCLB are required to be reconstituted or closed.

There are two Title I schools that are in step five under NCLB and must be reconstituted or closed this year: Aki Kurose Middle School and the African American Academy. There is one

¹⁶ Administrative Cost per Pupil measures a building’s mean cost for administration compared to the district-wide mean cost for the similar grade grouping or program type.

The metric is defined as the total cost of a building’s allocated core staffing divided by the buildings Oct.1st, 2008 head count. Core staffing cost is defined as the average cost of those positions identified as core staffing in the 2008-09 Weighted Staffing Standards model. Included in the formula are the full or partial cost for the following positions: principal, assistant principal, administrative secretary, elementary school assistant, nurse, librarian, counselor, house administrator, attendance specialist, assistant secretary, data registrar, library assistant, counseling secretary, fiscal specialist, career center specialist and activity coordinator. Where relevant, the cost of additional core staffing provided through central mitigation is also included.

The formula excludes the cost of all teaching staff and instructional assistants. It also excludes any self-help and grant funds (e.g. Title I, Learning Assistance Program) and all discretionary funds; supply, free & reduced lunch and I-728.

Title I school in step four of school improvement under NCLB and must develop a reconstitution plan: AS #1.

Process Used

- Every school was evaluated against the guidelines.
- The first filter used was *geographic need*—do we need seats in the area, or are there excess seats?
- The next filter used was *building condition* – with a cut-off for those buildings with a building condition score below 79 (on a scale of 1-100, with the district average being 80). Buildings with a condition below 79 were candidates for closure, while buildings with better conditions were possible candidates for repurposing.
- The next filter used was the programmatic one – is there a high quality program in that building that should be relocated or replicated to increase access and equity.
- The process was iterative and the district kept coming back to the overarching question – *Will this help ensure high quality schools for every student?*
- This resulted in a set of 6 buildings recommended for long term closure, one building recommended for temporary closure, one new school developed, and a number of programs recommended for relocation.

Closing a High School— The Evaluation Process

The current difference between planning capacity and current high school enrollment shows approximately 3000 excess seats. However, we completed a functional capacity of our high schools and determined that there are approximately 1600 excess seats compared to our current high school enrollment of 13,554.

We are projecting a high school enrollment of 12,863 in October 2013, although that number is expected to increase to current levels by 2016-2017.

After losing 802 students since 2005 (13,554 students in 2008 compared with 14,356 in 2005), high school enrollment is projected to continue to decline by another almost 800 students between now and 2011 (12,756 students in 2011 compared with 13,554 in 2008), before beginning to increase in 2012 and eventually returning to current levels around 2016. With a high school functional capacity of 15,165 students, we currently have approximately 1,600 excess high school seats within the district. As high school enrollment decreases during the next few years, this excess capacity is projected to increase to about 2,300 seats by 2011.

It is clear that there is excess capacity at the high school level when either planning or functional capacity is compared to current or projected high school enrollment. Because closing a high school can save a significant amount of money the idea was evaluated. However, with the recommendation to co-locate the Summit K-12 program to Rainier Beach, a significant portion of our excess capacity at the high school level has been eliminated.

This is an example of long-term capacity planning and management, which is the goal of our Capacity Management project. Keeping these larger buildings open in the long term allows us to shift capacity from one level to another to accommodate changing demographics over time.

We evaluated closing a high school outright and reassigning students to other high schools, but believe that the recommendation to effectively utilize space at Rainier Beach is a better outcome for our students. While some excess seats will remain, the high school reform work that is presently underway and described below, combined with the unknown effects of the current financial situation, make eliminating those seats undesirable. This was determined by evaluating the following factors.

High School Planning Capacity versus Functional Capacity

The current excess planning capacity for high schools is estimated at 3000 seats, based on a 100% utilization factor with 30 students in each classroom. However, the excess “functional” capacity has been calculated to be between 1500-1600.¹⁷ When an additional 550 seats from Rainier Beach are taken off-line for the Summit program the functional excess capacity is reduced to approximately 1000.¹⁸ The smallest high school that could be eliminated is 1000 seats, which would completely eliminate any excess capacity from the high schools—there would be exactly the right number of seats for our *current* enrollment.

Although we are projecting an 800 student decline in high school enrollment over the next three years, this still does not leave the opportunity to close a high school because enrollment is expected to increase beginning in 2012. As we see an increasingly larger middle school cohort moving on to high school, followed by an even larger elementary school cohort, the closure of an additional high school would leave insufficient seats for future anticipated high school enrollment.

In addition, there are three efforts underway to strengthen the schools and retain more high school students in the existing high schools. These efforts are expected to result in increased retention of high school students.

Safety Net Restructuring Effort

The goal of restructuring the safety net programs is to reduce the number of students relying on safety net programs and instead moving them back into the comprehensive high schools. This would potentially increase comprehensive high school enrollment across the district by more than 1000 students. Phase 2 of the Safety Net project calls for full implementation of a comprehensive Response to Interventions (RTI) program in all comprehensive high schools. This proactive approach will reduce the need for safety net programs and schools, as well as education center contracts.

¹⁷ The difference is based in the reality that most high school classrooms are used only five periods a day (while the planning capacity contemplates 6 period usage), as well as specialized programs that have fewer students.

¹⁸ This does not include any renovations to Rainier Beach to accommodate the Summit K-12 program that might also reduce remaining excess capacity—for example, if additional offices need to be created then the excess capacity will be decreased.

Southeast Education Initiative

It is anticipated that the various components of the Southeast Educational Initiative will result in increased enrollment and attendance at Rainier Beach and Cleveland High Schools (as well as at Aki Kurose Middle School). Offering increased opportunities for students at these schools to participate in rigorous and relevant course work and creative extra-curricular activities, while also providing professional development focused on improved instructional strategies will make these schools more attractive for students and staff alike.

Steering Committee for High School Reform

This committee is focused on aligning high school procedures and practices, improving the quality of education received by all district high school students, and ensuring compliance with school board policies and state laws. Additionally, we are focused this year on aligning core curriculum across the district. The current accreditation process that all high schools are involved in has generated the schools' C-SIPs, which serve as a guide for individual school reform.

Based on these factors, it was determined that there is insufficient capacity to eliminate additional high school seats, therefore there is no recommendation to close a comprehensive high school.

RECOMMENDATIONS BY CURRENT ELEMENTARY CLUSTER

Queen Anne/Magnolia

Current enrollment projections in the Queen Anne/Magnolia indicate a slight increase in enrollment over the next few years, then leveling off. Current buildings in the cluster are at or near capacity, therefore there are no buildings recommended for permanent closure and one program recommended for relocation.

Elementary enrollment in the Queen Anne/Magnolia Cluster (based on where students attend school) has increased by more than 300 students in the last five years. The enrollment at schools in the cluster (excluding students in self-contained special education programs) is projected to increase by another 160 students by fall 2013.

Recommendation

- **Relocate the Secondary Bilingual Orientation Center (SBOC) program from the Old Hay building to the Meany Middle School building**
- **Co-locate SBOC with Nova¹⁹**
- **Evaluate reopening Old Hay as a comprehensive K-5 program for fall 2010, if enrollment indicates a need**

The SBOC program draws students from across the city, although students live primarily in the South and Southeast clusters.²⁰ Moving the program to the Meany building, in the Central cluster, increases access for students and their families to the program and will reduce the time most students must spend in transit to reach the program. The Meany building is also well-served by public transportation, with frequent buses running on 23rd Avenue, 15th Avenue, and Broadway, all of which are within walking distance of the building.

The SBOC and Nova programs are complementary programs, and the co-location of the two will further the development of the SBOC program, as contemplated in the Bilingual Review that was recently completed by the Council of Great City Schools.²¹

In the bilingual review the program that was held up as the exemplar program was the International Academy in St. Paul, Minnesota. This is an alternative program for recent immigrants and provides English Language education while allowing students to earn credits toward their high school diploma.

Students enter the SBOC between the ages of 12 and 20, and many of the older students are unable to earn sufficient credits based on seat time before they age-out of high school at age 21.

¹⁹ Please see the discussion in the Central Cluster section about reassignment of the Meany students.

²⁰ See Appendix 8

²¹ The review can be reviewed on-line at

http://www.seattleschools.org/area/strategicplan/CGCS_Bilingual_Review_Report.pdf

The Nova model is an Alternative Learning Experience (ALE) model, which means credits are not granted based upon seat time. This is a good model for older students, and is part of the vision for the new model for serving secondary bilingual students.

One of the recommendations in the Bilingual Review is to transform the SBOC into an international high school that grants credits and is held accountable for meeting state standards and graduating students. Using ALE will create another pathway for students to reach a high school graduation.

The review further recommended that the transformed SBOC program maintain flexible hours in order to meet the unique needs of high school-age BOC students. Being located in a building with established flexible hours will make this easier.

The Meany building is a good location because it is centrally located, and provides access to community resources. It is located next to a community center. This building is also designed for secondary students so the library, gym, cafeteria, and other parts of the facility are appropriate for the students. Meany is also located near Seattle Central Community College, which will provide opportunities for students to take advantage of these resources, especially as part of their transition out of Seattle Public Schools. Garfield High School is the closest comprehensive high school and may provide opportunities for students to take advantage of career and technical education and extra-curricular activities, as appropriate.

The Nova program is high performing and may provide opportunities for collaboration, as appropriate, and for sharing some resources. There are also opportunities for students of both programs to interact through extra-curricular activities or other partnerships.

While there may be opportunities for collaboration, it should be stressed that this is not a recommendation to merge the two programs together. Rather, the recommendation is to co-locate them and provide opportunities for interaction between the two programs where this could benefit students and strengthen both programs.

Concerns Heard from the Community

Throughout this process community members and supporters of the SBOC program at Old Hay have requested that the program remain in Queen Anne. There are a number of people who volunteer at the Old Hay building, and the program also benefits from tutors from the University of Washington. It is hoped that this community support will extend to the SBOC at the Meany building and that the students can continue to benefit from the time and resources provided by these volunteers. The Meany location is, as explained above, easily accessible on public transportation, and easily reachable from the University of Washington via Montlake and 23rd.

A number of commentators have also noted that, in 2006, the School Board approved an action to reallocate levy dollars that had been committed to the SBOC to the Garfield High School project.²² In return, the School Board agreed to a number of terms for the SBOC, including:

²² The Board Action Report with this information is included at Appendix 9

- a. it shall be located in a central area in close proximity to major bus routes, social services, vocational and career opportunities and community college and university resources;
- b. it shall be recently renovated or be renovated immediately prior to occupancy;
- c. it shall contain facilities and classrooms sufficient and appropriate for a population of at least 400 secondary students;
- d. it shall contain an appropriately sized gymnasium, library, auditorium, cafeteria, science and computer labs;
- e. it shall only house programs targeted for bilingual students, including the Secondary Bilingual Orientation Center; and
- f. it shall be large enough to house the bilingual family support center on-site;
- g. if no suitable location is available, the SBOC shall remain at Old Hay;

The recommendation to place the program at the Meany building meets these criteria, except criterion *e*, which states that the SBOC shall be the sole instructional program of the building.²³ However, we believe that this element is not best practice and therefore should be rescinded by the School Board. The recent bilingual review did not require that the program be in a stand-alone building, and the academic benefit of interacting with peers fluent in the English language and having access to extra-curricular activities outweighs the benefits of being in a stand-alone building.

Demographic & Integration Effects

The SBOC and Nova programs are not being merged, they are being co-located in the building. Therefore there is no change to either program's demographics. Details on each program's demographics can be found in Appendix 8 and 10. Although the programs are not merging together, there is also a chart showing what the building's resulting population will look like.

Assignment of Secondary Bilingual Education Students

All SBOC students who continue to qualify for the program will be assigned to SBOC @ Meany. Students who no longer qualify will participate in the regular school choice process, just as they do today.

More details on SBOC assignment can be found in Appendix 8.

Proposed Site Classification

Given the projected increase in enrollment in Queen Anne/Magnolia, it is possible that the Old Hay building will need to be re-opened as an elementary school as early as the 2010-2011 school year. Therefore site classification of the building is recommended to remain "essential." This classification does not preclude the building from being reopened in the next two years if needed for enrollment increases.

²³ The decision has not yet been made as to whether to relocate the Bilingual Family Center (BFC) to the Meany building, as contemplated by criterion *f*. Work is underway to determine if the BFC should be relocated to Meany or should be consolidated with the other enrollment centers at the John Stanford Center for Educational Excellence.

Capital Savings, Capital Costs, General Fund Savings and General Fund Costs

Capital and general fund costs and savings are still under evaluation.

Northwest Cluster

Elementary enrollment in the Northwest Cluster (based on where students attend school) has increased by almost 300 students in the last five years. Enrollment at schools in the Cluster (excluding students in self-contained special education programs) is projected to increase by another 285 students by fall 2013, from 2,793 to 3,078 students.

Recommendation:

- **Because of the enrollment projections and the capacity in the cluster there are no buildings recommended for closure and no programs recommended for relocation.**

Assignment of Students

Not applicable. No buildings are being closed and no programs are being moved.

Demographic & Integration Effects

Not applicable. No buildings are being closed and no programs are being moved.

Proposed Site Classification

Not applicable. No buildings are being closed.

Capital Savings, Capital Costs, General Fund Savings and General Fund Costs

Not applicable. No buildings are being closed.

North Cluster

After declining for a few years, elementary enrollment in the North Cluster (based on where students attend school) has returned to about the same level as five years ago. Enrollment at schools in the Cluster (excluding students in self-contained special education programs) is projected to increase by about 100 students by fall 2013, from 2,086 to 2,185 students.

The excess capacity at Olympic Hills Elementary School, which was to have been used to cover overflow enrollment from the Northeast cluster, can now be used to accommodate increased enrollment in the North cluster, because Northeast increased enrollment can be accommodated in the new Thornton Creek K-8 at Jane Addams and the new Decatur K-5. Because increased enrollment can be accommodated at Olympic Hills there is no need to reopen the Viewlands building, which was closed by the School Board in 2006.

With the new Thornton Creek K-8 at the Jane Addams building (which will draw from both the North and Northeast clusters) and the new Decatur elementary school, Olympic Hills will have sufficient capacity to accommodate any additional enrollment increases. Therefore there is one building recommended for closure and one program recommended to be discontinued.

Recommendation:

- **Close the Pinehurst building**
- **Discontinue the AS #1 program**

The Pinehurst building is very small (planning capacity of 282) and has a very poor building condition (55.32). The program is very expensive to run--\$538 per pupil over the district's K-8 average of \$1042.²⁴ In addition, the AS #1 program is a Title I program in step four of school improvement, thus must develop a reconstitution plan,

Many people have noted that AS #1 does not take the WASL, and therefore their academic data must be skewed. This may be the case. However, looking at the students who do take the test, the academic scores are very low. While in general the 2008 WASL scores were higher than in previous years, students are still below standard. For example, reading scores in 2008 ranged from a low of 36% of 7th graders meeting standard to a high of 57.7% of fifth grade students meeting standards. In math the scores range from a low of 24% of seventh grade students meeting standards to a high of 38.5% of fifth graders meeting standards.

In addition, the number of first choices into AS #1 at their entry grades of K and 6 has been declining.²⁵

2004	2005	2006	2007	2008
K 31	K 22	K 14	K 8	K 11
6 6	6 4	6 2	6 3	6 0

²⁴ See Appendix 3 for the cost-per-pupil amount of this and all other programs.

²⁵ This information can be found on-line at: http://www.seattleschools.org/area/eso/hist_enr_final0809.pdf

We have heard from members of the AS #1 community that their program is unique and should not be discontinued, and we understand the concern. However, in these times of fiscal need, we cannot continue to maintain a declining, expensive program in a small building with a low building condition.

With the retention of the Summit K-12 alternative program (to be co-located at Rainier Beach as an arts-focused campus), the relocation of Thornton Creek to the Jane Addams building to become a K-8, the number of other K-8 programs available throughout the district, and the availability of the Home School Resource Center, AS #1 students will have access to high quality programs.

Reassignment of AS #1 Students

- AS #1 students who live in the North and Northeast clusters will be assigned to Thornton Creek @ Jane Addams
- AS #1 elementary students who live in other clusters will be assigned to schools in their cluster
- AS #1 middle school students who live in other clusters will be assigned to a comprehensive middle school based on where they live
- Families who do not wish to retain these new assignments can participate in the regular school choice process

Additional detail on AS #1 student assignment can be found in Appendix 11.

Demographic & Integration Effects

See Appendix 12 for charts on the demographic & integration effect details.

Proposed Site Classification

Although this area is expected to see a slight increase in enrollment in the next five years, the excess capacity at Olympic Hills is expected to accommodate that. Therefore it is not anticipated that the Pinehurst building will be needed as an elementary school in the future. The site classification of the building is recommended to be changed from “essential” to “inventory.”

Capital Savings, Capital Costs, General Fund Savings and General Fund Costs

Capital and general fund costs and savings are still under evaluation.

Northeast Cluster

Elementary enrollment in the Northeast Cluster (based on where students attend school) has increased by more than 350 students in the last five years. Enrollment at schools in the cluster (excluding students in self-contained special education programs) is projected to increase by another approximately 375 students by fall 2013, from 2,560 to 2,934 students.

The current planning capacity of the buildings in the cluster is insufficient to meet the current projected demand. The School Board has already approved the creation of a new K-8 program in the Jane Addams building,²⁶ but deferred the disposition of the Summit K-12 program to this building closure process.

Recommendation:

- **Move the Thornton Creek K-5 program from the Decatur building to the Jane Addams building**
- **Expand Thornton Creek to a K-8**
- **Open Decatur building as a cluster elementary school for fall 2009**
- **Relocate the Summit K-12 program to Rainier Beach High School**
- **Co-locate Summit K-12 with Rainier Beach**

Thornton Creek

Thornton Creek is an established alternative K-5 program currently located in the Decatur building, in the Northeast cluster. The community has had discussions for many years on capitalizing on their success by becoming a K-8 program. By moving this program to the Jane Addams building it can immediately operate as a K-8 without waiting for the complete renovation and construction of additional capacity that would be required to become a K-8 at the Decatur site.

By becoming a K-8, the program will be able to offer a 9 grade continuum for students with autism who are in need of self-contained programs.²⁷ Additionally, this will permit the elimination of the Thornton Creek preference into the 6th grade at Salmon Bay. If this recommendation is approved the last year for the preference will be 2009. This will save transportation dollars and open middle school seats at Salmon Bay.

The Thornton Creek program has a strong experiential learning focus, and Thornton creek itself is part of that experience for students. Thornton creek is near the Jane Addams site, and the site itself is quite large (20 acres), thus lending itself well to an experiential program.

It should be noted that the Jane Addams building condition is not high (50.53), but the building itself is suitable for a K-8 or middle school program and Building, Technology and Academics II

²⁶ See Appendix 14

²⁷ The 2006 Closure and Consolidation efforts lead to the creation of a K-8 continuum for students with autism whose needs can be met in an inclusion model at Broadview Thompson.

(BTA II) levy work is scheduled in the building for this summer. Scheduled and funded BTA work includes waterline replacement, mechanical upgrades and floor finish upgrades, and will be concluded before Thornton Creek moves in for fall 2009.

Assignment of Current Thornton Creek Students

Most students currently enrolled at Thornton Creek will continue that assignment. Thornton Creek fifth graders will be assigned to the program, or can choose to attend another middle school or K-8 through the regular school choice process. The assignment preference for Salmon Bay sixth grade will remain in place for the 2009-10 year but will be ended for 2010. Transportation will remain in place for students in the North and Northeast Clusters.

In addition, AS #1 students who live in the North or Northeast Cluster will be given an assignment (with transportation) to Thornton Creek. While the Thornton Creek program is different from the AS #1 program, this assignment will give some students from the dissolved AS #1 program the opportunity to continue in a K-8 alternative school setting.

Demographic & Integration Effects

See Appendix 12 for charts on the demographic & integration effect details.

Proposed Site Classification

The Jane Addams building will continue as an active school, therefore it is recommended that the site classification continue as “essential.”

Capital Savings, Capital Costs, General Fund Savings and General Fund Costs

Capital and general fund costs and savings are still under evaluation.

Decatur

Throughout Phase I of the Capacity Management project staff were analyzing options to alleviate elementary overcrowding in the Northeast cluster. The majority of overcrowding is in the View Ridge, Laurelhurst, Bryant and Wedgwood areas.

By opening Decatur as a cluster elementary school for fall 2009 we will alleviate the crowding at nearby Northeast cluster elementary schools. The new program will include Spectrum and an Advanced Learning Opportunity (ALO) option, as well as integrated special education services. If this recommendation is approved more details about the nature of the school will be developed as the principal and the design team are identified and work begins to develop this new elementary school.

Demographic & Integration Effects

There are no demographic or integration effects; a new program will be located in the building with new students.

Proposed Site Classification

The Decatur building will continue as an active school, therefore it is recommended that the site classification continue as “essential.”

Capital Savings, Capital Costs, General Fund Savings and General Fund Costs

Capital and general fund costs and savings are still under evaluation.

Summit K-12

As part of Phase I of the Capacity Management project the School Board approved opening the Jane Addams building as a K-8, and indicated that they would seek a new location for the Summit program.²⁸ Pursuant to that direction from the Board staff began to analyze other options.

We did not analyze the option of moving Summit (either on its own or with other programs) into a currently closed building. Not reopening a closed building was one of our basic assumptions in Phase I of this work, and the assumption carried over into this work.

The recommendation to co-locate Summit K-12 at the Rainier Beach building with Rainier Beach High School was developed based on the programmatic nature of both Summit K-12 and Rainier Beach. Both programs are heavily focused on the arts, and the Rainier Beach building, with the Paul Robson Performing Arts Center is ideal for a city-wide performing arts program. In addition, while the recommendation is to co-locate, not merge together, it is expected that Summit high school students could gain access to Rainier Beach courses, which will offer those students additional opportunities beyond what a small K-12 program can provide.

Because Summit K-12 is an all-city draw the location of the Rainier Beach building is not the ideal location—a central location for an all-city draw, such as has been identified for the Nova and SBOC programs would have been ideal. Because of that we also looked at other options but, in the end, determined that the co-location with Rainier Beach was the best recommendation as it would provide the most arts and academic support for the students.

Other Options Analyzed

We analyzed co-locating the Summit K-12 and Nova 9-12 programs together in the Meany building. The current total enrollment of the two programs is 844, while the planning capacity of Meany is 813. As discussed earlier, the functional capacity of the building is probably lower,

²⁸ Please see Appendix 26 for the motion presented to the School Board.

depending on the specific needs of each program. With that information we determined that the Meany building was insufficiently large to house both programs.

We also determined that moving the Summit program intact and alone to Meany would merely recreate the problem of the Jane Addams building—the program would not fill the building, resulting in excess capacity. We determined that was not a good option.

In addition, any use of Meany by Summit K-12 would preclude its use by the SBOC and Nova, a co-location that we believe is very strong and will support students both socially and academically.

We then looked at moving Summit into a building that was being recommended for closure in this process—i.e., could we close a current program in favor of the Summit program and move Summit into that building? However, there are no buildings recommended for closure that have the capacity to accommodate a 532-student K-12 program.

No analysis was done about moving Summit K-12 to West Seattle—there are no buildings large enough to co-house the program, and the only building being closed in the area is not large enough to accommodate the program.

Last, we looked again at whether any currently open building would have sufficient excess capacity to house the program. There are two buildings that could potentially hold all of Summit K-12—Aki Kurose Middle School and Rainier Beach High School. All three schools have a focus on the arts, and therefore could work well together. After looking at numbers Aki Kurose was rejected because the current combined enrollment would be 966 students, while Aki Kurose has a planning capacity of 974. Again, looking just at planning capacity the programs appear to fit. However, the functional capacity of the building would be lower based on specialty programs. Additionally, if the programs were co-located additional offices might need to be constructed, which would take additional space.

Thus, from a capacity and a programmatic perspective we returned to the recommendation to co-locate at Rainier Beach. There is sufficient space at Rainier Beach High School to accommodate the 532 Summit K-12 students—the total combined enrollment would be 985, and the planning capacity of Rainier Beach is 1350. Even if an additional 25% is removed from the planning capacity number (to accommodate more specialty spaces or additional offices), the capacity of the building would be 1012, which is sufficient for the programs.

We recognize that currently 70% of the Summit K-12 students live in the north part of the district²⁹ and that this co-location will result in increased transportation time and costs. However, as an all-city draw program that brings in new students every year, we cannot base the location of the program on the current students. The performing arts focus of both programs, coupled with the increased academic opportunities for the Summit high school students and the overall ease of access to the Rainier Beach building resulted in this recommendation.

²⁹ Please see Appendix 14 for a map of current Summit K-12 students.

Reassignment of Summit K-12 Students

- Most Summit students will continue their assignment in the Summit K-12 program at Rainier Beach for fall 2009
- The Summit high school Internalizing Disorder Program (IDP) will be relocated to Nova and the students will be reassigned to Nova
- The Summit primary self-contained autism program will remain in the Jane Addams building with Thornton Creek K-8 as part of that program's autism continuum

More information on the assignment of Summit students can be found in Appendix 14.

Demographic & Integration Effects

The Summit K-12 and Rainier Beach programs are not being merged, they are being co-located in the building. Therefore there is no change to either program's demographics. Details on each program's demographics can be found in Appendix 14. Although the programs are not merging together, there is also a chart showing what the building's resulting population will look like.

Capital Savings, Capital Costs, General Fund Savings and General Fund Costs

Capital and general fund costs and savings are still under evaluation.

Central Cluster

Elementary enrollment in the Central Cluster (based on where students attend school) has decreased by about 300 students during the last five years. Enrollment at schools in the cluster (excluding students in self-contained special education programs) is projected to decrease by another approximately 90 students by fall 2013, from 2,002 to 1,911 students.

The number of middle school residents in the Central Cluster who attend Seattle Public Schools has been declining and is projected to remain at current levels during the next five years.

Recommendation:

- **Relocate the Nova program from the Mann building to Meany Middle School**
- **Co-locate with Secondary Bilingual Orientation Center (SBOC)**
- **Close the Mann building**
- **Discontinue Meany Middle School program**
- **Reassign Meany students to other middle schools based on their home address**
- **Close the TT Minor building**
- **Relocate the K-3 Montessori program to Leschi**
- **Reassign remaining TT Minor students to Leschi and Madrona**
- **Relocate approximately ½ of Lowell Elementary APP to Thurgood Marshall**
- **Relocate approximately ½ of Lowell Elementary APP to Hawthorne**
- **Relocate Lowell Special Education students based on IEP team program decisions**
- **Close the Lowell building**

Nova (Mann building)

As discussed above, in the Queen Anne/Magnolia section on the Secondary Bilingual Orientation Center (SBOC), the Nova and SBOC programs are appropriately sized to the Meany building, and the Nova model appears to offer a good guidance for the SBOC in terms of alternative ways to gain high school credit.

The Mann building, with a condition of 29.35, has the lowest building condition of all of Seattle Public Schools. Closing this building and relocating the program will eliminate deferred maintenance.

The Meany building has a significantly higher condition than Mann (18 points higher), and as previously discussed can accommodate both the SBOC and Nova programs.

Discontinuing the Nova program was not seriously discussed. The program is successful (84.7% of tenth graders met reading standards in 2008, and 60.7% met standards in math), and, as an Alternative Learning Experience (ALE) school offers students the option to pursue credit in manner not focused on seat time.

See the discussion in the Queen Anne/Magnolia section about the SBOC for additional details.

Reassignment of Nova Students

- All current Nova students will continue their assignment to Nova @ Meany

Demographic & Integration Effects

The Nova and SBOC programs are not being integrated; rather, they are being co-located in the building. Therefore there is no change to either program's demographics. Details on each program's demographics can be found in Appendix 10. Although the programs are not merging together, there is also a chart showing the building's resulting population.

Proposed Site Classification

The site classification of the building is recommended to be changed from "essential" to "inventory."

Capital Savings, Capital Costs, General Fund Savings and General Fund Costs

Capital and general fund costs and savings are still under evaluation.

Meany Students

The Meany building has been repurposed for Nova and SBOC and Meany students must be reassigned. Students will be reassigned based on their home addresses & programmatic needs. More detail on the assignment of Meany students can be found in Appendix 16.

TT Minor

With 206 students, the TT Minor program is the smallest elementary school in the Central cluster, and also has the most excess capacity. The building condition, at 54.61, is also very low, second only to Montlake, which has a condition of 47.87.³⁰ Of the elementary schools in the central cluster, TT Minor also has the highest cost-per-pupil (\$557 over the district's K-5 average).

In addition to these criteria, there are sufficient K-5 seats at nearby elementary schools to accommodate all of the TT Minor students. Therefore, the decision was made to close TT Minor.³¹ The decision was made not to close Montlake because the nearby elementary schools are at capacity and could not accommodate the 237 Montlake students.

³⁰ The Lowell building, with a condition of 53.72, is also lower than TT Minor. However, we also recommend closing the Lowell building, so it was not compared in the TT Minor analysis.

³¹ TT Minor was the receiving school for Martin Luther King students when that program was closed for fall 2006. There are currently fewer than 10 TT Minor students who attended Martin Luther King at some point in time.

The TT Minor program includes a K-3 Montessori program, and we recommend that program be relocated to Leschi.

Demographic & Integration Effects

See Appendix 17 for charts on the demographic & integration effect details.

Reassignment of TT Minor Students.

- TT Minor Montessori students will be reassigned with the Montessori program to Leschi
- TT Minor students who had previously attended Martin Luther King Elementary will be guaranteed assignment to the school of their choice with standard transportation rules because these students will have been “double displaced”
- Remaining TT Minor students will be reassigned to other schools in the Central cluster

Proposed Site Classification

The site classification of the building is recommended to be changed from “essential” to “inventory.”

Capital Savings, Capital Costs, General Fund Savings and General Fund Costs

Capital and general fund costs and savings are still under evaluation.

Lowell

Lowell Elementary currently houses the elementary portion of the Accelerated Progress Program (APP) as well as several special education programs.

All special education students need to be provided access to general education curriculum and typically developing peers to the maximum extent appropriate. Presently, there is no general education curriculum for special education students to access at Lowell with age appropriate typically developing peers, as APP students are working at least two grade levels ahead of their chronological age. This inability to provide special education students at Lowell with access to general education curriculum and age appropriate typically developing peers resulted in a desire to move students out of the Lowell building. Special education students will be reassigned to appropriate programs based on their needs, as identified in their Individual Education Plans (IEPs), and/or by relocation of the special education programs at Lowell to schools that have general education programs and are located closer to where students live.

This resulted in a desire to move students out of the Lowell building. Special education students will be reassigned to appropriate programs based on their needs, as identified in their Individual Education Plans (IEPs), and/or by relocation of the special education programs at Lowell to schools that have general education programs and are located closer to where students live.

What then remained in the building were approximately 500 APP students. While the students could have remained in the building, we determined that with a building condition of 53.72 this building was also a likely candidate for closure. Closing the building offered the opportunity to relocate the program and increase access for APP students in the South, Southeast, and West Seattle parts of the district. This program is an all-city draw—by dividing the program into two cohorts we will decrease transportation time and cost for some students, and offer an opportunity to seed programs for future expansion.

Students in the program are fairly evenly split—52% (261 students) live in the Queen Anne/Magnolia, Northwest, North and Northeast clusters, and 48% (236 students) live in the Central, South, Southeast, and West Seattle clusters. These numbers—allow a nice cohort size (about two classrooms per grade at each site). In the future, if more students are identified or if more of the identified students choose to attend the program, we will be able to start additional APP programs in other areas of the district.

Recommendation to Move Approximately ½ APP to Hawthorne

Hawthorne has sufficient capacity to accommodate the nearly 250 APP students in grades 1-5 without displacing the students currently in the building. Hawthorne currently has 240 students enrolled; the combination of the current Hawthorne students and the current APP students who live in the Central, South, Southeast, West Seattle North and West Seattle South clusters will result in a program nearly evenly divided, which will facilitate the development of a school offering advanced learning options for all students..

We note that this will put Hawthorne above the stated planning capacity of 428. However, as discussed in the **Capacity** section, above, with creative use of PCP spaces schools can go above their stated planning capacity. Hawthorne also has specialty spaces (an OT/PT room, small resource rooms) that may be able to be used more throughout the day than they are currently.

- Current Hawthorne students would remain assigned to the building for fall 2009, including students in special education programs at Hawthorne, resulting in a school with general education, special education, and APP programs.

Recommendation to Move Approximately ½ APP to Thurgood Marshall

With the movement of half of the program to the South cluster, a north-end location was sought for the other half. Due to the capacity concerns in the Queen Anne/Magnolia, Northwest, North and Northeast clusters, it was determined that there is no current operating elementary school with sufficient space to add 250 APP students.

Putting the program with Thornton Creek at Jane Addams was considered but rejected. First, it was rejected because the Thornton Creek program will be K-8, while the APP program serves students in grades 1-5. Second, adding 250 APP students now being served in the Central cluster into an already overcrowded North cluster is directly contrary to the District's efforts to provide relief for immediate, pressing capacity challenges in north Seattle.

Placing the APP students at the new Decatur Elementary was also considered and rejected. While all the APP students would fit, the Decatur building only has a planning capacity of 355. This does not leave sufficient capacity for an equally-sized general and special education cohort, and does not leave sufficient excess capacity to accommodate the projected enrollment increases in that area.

We also evaluated keeping half of the program at the Lowell building, closing another building and moving those general education students into the Lowell building. Again, the poor condition of the Lowell building makes it a better candidate for closure, not for continuing to accommodate students.

With these options rejected we began to look at another central cluster school with a better building condition and sufficient capacity to house the APP students, which resulted in the recommendation to move the program to Thurgood Marshall. Thurgood Marshall has a building condition of 84, which is substantially higher than the Lowell condition (53.72) and is very close to the condition of the Hawthorne building (80). Students in the Queen Anne/Magnolia, Northwest, North, and Northeast clusters will be assigned to the APP program at this location. The additional transportation time for north end families to Marshall versus Lowell is negligible.

In order to accommodate the APP students at the Thurgood Marshall building the three elementary bilingual orientation center (EBOC) classrooms need to be relocated. We recommend relocating them to Bailey Gatzert. This creates a continuum of bilingual services in the Bailey Gatzert building.

- Thurgood Marshall EBOC program and students move to Bailey Gatzert
- Remaining Thurgood Marshall students stay in the Thurgood Marshall building, including students in special education programs at Thurgood Marshall, resulting in a school with general education, special education, and APP programs

Past Concerns with Co-locating

Some commentators have expressed concern about a prior co-location of the elementary APP at another school. Our current plan for Hawthorne and Thurgood Marshall envisions an APP and an Advanced Learning Opportunity program at each site, with programs deliberately collaborating to advance and accelerate the education of all students. Leadership and staff to support this vision will be carefully chosen, and a design team will be identified to work with the school communities to ensure a smooth transition for the fall. We anticipate that the strong interest of APP students and parents in music and fine arts will likely extend that opportunity to everyone at Hawthorne and Marshall, as will the tradition of an active, resource-enhancing PTSA.

Middle and High School Enrollment

APP students will continue with current assignment plan to middle and high school.

Demographic & Integration Effects

See Appendix 18 for charts on the demographic & integration effect details.

Proposed Site Classification

The site classification of the building is recommended to be changed from “essential” to “inventory.”

Capital Savings, Capital Costs, General Fund Savings and General Fund Costs

Capital and general fund costs and savings are still under evaluation.

South Cluster

Elementary enrollment in the South Cluster (based on where students attend school) has decreased by more than 350 students during the last five years, although the number of SPS students living in the cluster is about the same as five years ago. Enrollment at schools in the cluster (excluding students in self-contained special education programs) is projected to decrease by another approximately 100 students by fall 2013, from 2,216 to 2,108 students.

Although the enrollment is expected to decline slightly, no buildings are recommended for closure; rather, one building is recommended to accept a new program.

Recommendation:

Relocate Approximately ½ of Lowell Elementary APP to Hawthorne.

Please see the discussion in the Central cluster section for information about this recommendation. In addition please see Appendix 18 for more details about demographics and student assignment.

Capital Savings, Capital Costs, General Fund Savings and General Fund Costs

Capital and general fund costs and savings are still under evaluation.

Southeast Cluster

Elementary enrollment in the Southeast Cluster (based on where students attend school) has increased by about 150 students during the last five years. Enrollment at schools in the cluster (excluding students in self-contained special education programs) is projected to increase by more than 250 students by fall 2013, from 2,206 to 2,466 students.

Recommendation:

- **Relocate the Van Asselt program intact to the African American Academy building**
- **Discontinue the African American Academy program**
- **Reassign African American Academy students**
- **Close the Van Asselt building**
- **Relocate the Summit K-12 program to Rainier Beach**
- **Co-locate Summit K-12 with Rainier Beach**

Van Asselt

The Van Asselt building has a very low condition (46.98), but the Van Asselt program is a highly successful program. The 2008 WASL scores in reading show a low of 59.2% of third grade students meeting and a high of 75% of fifth graders reading at standard. In math, scores range from a low of 44.6% of fourth graders at standard to a high of 63.2% at standard in the third grade. Nearly 50% of the students in the program qualify for bilingual services, and nearly 17% qualify for special education services.

Conversely, the African American Academy building has a very high condition (88), but the program is not as academically successful as Van Asselt. Looking at the 2008 WASL scores, the Academy's scores ranged from a low of 40% of eighth grade students reading at standard and a high of 67.6% at standard in the third grade. In math scores ranged from a low of 12.0% meeting standard in the eighth grade and a high of 44.1% meeting standard in the third grade. There are no students in the program who qualify for bilingual services, and 9.7% who qualify for special education.

The African American Academy program is in step 5 of school improvement, under No Child Left Behind (NCLB). Therefore the program must be either discontinued or reconstituted. There are very few students in the program (344) and given the reality that the program has not been academically successful for many years, it is recommended that the program be discontinued.

With the elimination of the program the building becomes available to house another, more successful, program. Therefore the recommendation is to move the Van Asselt program intact to the building and continue the Van Asselt program.

Reassignment of Students

- All Van Asselt students will continue their assignment to Van Asselt @ African American Academy
- African American Academy elementary students who live in the Southeast cluster will be assigned to Van Asselt @ African American Academy
- African American Academy elementary students who live in other clusters will be assigned to an elementary school in their cluster
- African American Academy middle school students who live in other clusters will be assigned to a comprehensive middle school based on where they live

More information about the assignment of African American Academy students can be found in Appendix 20.

More information about the assignment of Van Asselt students can be found in Appendix 21.

Demographic & Integration Effects

For more details see Appendices 20 and 21.

Proposed Site Classification

The site classification of the building is recommended to be changed from “essential” to “inventory.”

Capital Savings, Capital Costs, General Fund Savings and General Fund Costs

Capital and general fund costs and savings are still under evaluation.

Summit K-12 Co-Located at Rainier Beach High School

Please see the discussion in the Northeast Cluster section about this recommendation, and Appendix 14 for more details.

West Seattle

Elementary enrollment in the West Seattle North Cluster (based on where students attend school) is about the same as five years ago, although the number of students living in the cluster has increased by about 100. Enrollment at schools in the cluster (excluding students in self-contained special education programs) is projected to increase by less than 50 students by fall 2013, from 1,648 to 1,694 students.

Enrollment in West Seattle South has decreased by approximately 200 students (the number of residents has also decreased by more than 250 students). During the next five years, enrollment is expected to increase only slightly, from 1,807 to 1,830 students.

While there is excess capacity at both the middle and high school levels, there is insufficient excess to close either a middle or a high school and still have enough seats to accommodate all West Seattle middle and high school students. This resulted in closure candidates only at the elementary and K-8 levels.

Recommendation:

- **Close the Genesee Hill building**
- **Relocate Pathfinder K-8 to Arbor Heights**
- **Reassign Arbor Heights students**

Looking at building condition, the two lowest buildings are Alki Elementary (42.02) and Genesee Hill (46.81).³² Alki Elementary is in the West Seattle North cluster, and is actually over-enrolled—354 students versus a planning capacity of 344. Despite the building's poor condition it is difficult to close because it is connected to the Alki Community Center and the school's boiler supplies heat to the community center. This means that even if the building were closed for instructional purposes the building could not actually be shut down because the boiler needs to be active.³³

While the closure of Alki would result in staff savings, because it would not result in long-term operating savings the closure of Genesee Hill was investigated.

As stated, the Genesee Hill building (home to Pathfinder K-8) has the second lowest elementary building condition in West Seattle. However the Pathfinder program is the only alternative program, and the only K-8, in West Seattle. While the Genesee Hill building is a logical candidate for closure, discontinuing the Pathfinder K-8 program is not recommended.

³² The Genesee Hill building houses the Pathfinder K-8 program.

³³ This does not mean that Alki could never be closed, but rather that at this time, with the desire for cost savings and with no mechanism for rebuilding the community center to be self-contained, it is not an optimal closure candidate.

To identify a new location for the Pathfinder K-8 program we evaluated the West Seattle elementary buildings that were large enough for the 391 students in the program: Lafayette, Arbor Heights, Cooper, West Seattle Elementary, Concord and Highland Park.

Lafayette Elementary was rejected because there are insufficient seats available at the remaining West Seattle North elementary schools to accommodate that building's 450 students. *Concord* and *Highland Park* were rejected because of their location—eliminating either of those buildings would result in a large area with no reference area school. *West Seattle Elementary*, while large enough for the program and with significant underenrollment, was rejected because the High Point neighborhood is not yet fully built, and we expect an increase in students at this building. In addition, West Seattle Elementary is available for overflow enrollment in the crowded West Seattle North cluster.

This left the Cooper and Arbor Heights buildings as possible candidates for the relocation of the Pathfinder K-8 program.

Both Cooper (96) and Arbor Heights (70.74) have substantially better building conditions than Genesee Hill. Additionally, both schools have about 300 students and between 130 and 150 excess seats (looking at planning capacity). Past closure processes recommended that Pathfinder be placed at the Cooper building. However, given current enrollment and placement of programs that have reduced the functional capacity of the buildings, we recommend placing Pathfinder at Arbor Heights.

Pathfinder at Cooper

In order to put Pathfinder K-8 into the Cooper building one of two things would have to happen. Either Pathfinder would need to become an elementary school, or West Seattle Elementary would need to accommodate an additional 140 students.

Pathfinder is the only K-8 in West Seattle. Becoming a K-5 would mean that families who wanted a K-8 would have to leave West Seattle. Because of a desire to have access to K-8 programs throughout the city, this action is not recommended.

To move Pathfinder into the Cooper building as a K-8 the following actions would need to occur:

- Of the 300 Cooper students, 85 live in the Cooper reference area; 69 of them would be assigned to Pathfinder so they could stay in the same building. The other 16 would need to be reassigned to a school with a bilingual program.
- That brings Pathfinder's enrollment to 460 (current enrollment of 391 + 69 Cooper students) and uses all available space—effectively forcing the planning capacity to be the functional capacity
- The Cooper students who live in the West Seattle South cluster could be reassigned to other schools in West Seattle South

- The 21 non-resident students attending Cooper could be sent back to their home districts
- The remaining 139 Cooper students live in West Seattle North. Looking solely at planning capacity there are only 18 seats available at Alki, Lafayette, and Schmitz Park
- This leaves 121 students to be reassigned to West Seattle Elementary, which is a dual cluster building
- Based on official planning capacity, there are 140 seats at West Seattle Elementary School. However the *functional capacity* of the building must take into account the classrooms used for Head Start and for the Elementary BOC—about 75 seats of capacity
- Therefore, the functional excess capacity at West Seattle Elementary is about 65—far fewer seats than would be necessary for the Cooper students
- If 65 Cooper students were assigned to West Seattle Elementary that would leave 56 Cooper students who live in the West Seattle North cluster without a building in their cluster. Students are guaranteed a seat at an elementary school in their cluster. The decision to relocate Pathfinder K-8 to Cooper would result in students being mandatorily assigned outside of their cluster, which would violate the student assignment plan
- In addition, this would result in significant transportation costs and time for students on buses, because students would be transported from the north end of West Seattle to the south end

Because this plan would violate the current student assignment plan we cannot make the recommendation of Pathfinder K-8 to Cooper.

Pathfinder K-8 to Arbor Heights

The Arbor Heights building, with a planning capacity of 428 is sufficiently large enough to accommodate the 391 Pathfinder students. Additionally, the excess planning capacity at Gatewood, Roxhill, Concord and Highland Park shows that there are 368 open seats. That excess capacity, combined with the approximate 65 excess seats at West Seattle Elementary (433 total) is far in excess of the 297 Arbor Heights students in need of reassignment.

In addition, 12 of the current Arbor Heights students live in other clusters and would be reassigned to schools in their cluster, and 8 students are non-residents and could be returned to their home district.

This leaves 277 current Arbor Heights students who live in the West Seattle South cluster, and 433 seats of excess capacity. Even if that excess capacity is reduced by an additional 25% (the same percentage that we reduced Rainier Beach by to determine if Summit K-12 could be accommodated) there remain 324 excess seats. This is more than sufficient for the 277 Arbor Heights students.

Therefore we remain with the recommendation to relocate Pathfinder K-8 to Arbor Heights, and reassign Arbor Heights students to other schools with the exception of the students in the self-contained special education programs currently located at Arbor Heights.

Reassignment of Students

- All Pathfinder students will continue to be assigned to Pathfinder @ Arbor Heights
- Arbor Heights students will be assigned to other schools in West Seattle South
- Arbor Heights self-contained students currently located at Arbor Heights will remain in the Arbor Heights building and merge with the Pathfinder program

More information about the assignment of Pathfinder students can be found in Appendix 22.

More information about the assignment of Arbor Heights students can be found in Appendix 23.

Demographic & Integration Effects

See Appendix 22 and 23 for charts on the demographic & integration effect details.

Proposed Site Classification

The site classification of the building is recommended to be changed from “essential” to “inventory.”

Capital Savings, Capital Costs, General Fund Savings and General Fund Costs

Capital and general fund costs and savings are still under evaluation.

Conclusion

Seattle Public Schools is well-positioned to be a leader among urban districts across the country. The district has set clear, aggressive student performance goals and focused its strategic plan around what is needed to meet those goals. There is an equally solid implementation effort with clear priorities that are guiding the district's work and resource allocation.

For the district to be successful in supporting all students to meet high expectations, it must direct its resources in the most efficient manner possible and toward the most effective programs. The preceding recommendations for building closure and program relocation are important steps in this direction. Seattle Public Schools has made a commitment to strengthen academics in every classroom and improve operational support to every building. This commitment will only be realized if we have capacity that matches our enrollment and programs that meet the needs of all families.

In the coming weeks, the district will seek public comment on these recommendations and engage in frequent conversations about the best way to provide high quality education to all of our students in a resource-constrained environment. Public engagement in the process will continue to be critical as we move forward. Final recommendations will be presented in early January 2009 and voted on by the School Board on January 29, 2009.