

# Board Special Meeting

Work Sessions: ~~BEX V Planning~~; Board Goals; Budget; BEX V Planning

Wednesday, December 13, 2017, 4:30 - 7:30pm

Board Auditorium, John Stanford Center

2445 – 3<sup>rd</sup> Avenue South, Seattle WA 98134



## Agenda

Call to Order

4:30pm

~~Work Session: BEX V Planning~~

~~4:30pm~~

Work Session: Board Goals

4:30pm~~5:30pm~~\*

Work Session: Budget

5:00pm~~6:00pm~~\*

Work Session: BEX V Planning

6:30pm~~4:30pm~~

Adjourn

7:30pm\*

*Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda. \*Times given are estimated.*

# **BEX V Capital Levy Board Work Session**



December 13, 2017

School Board Work Session Cover Memo

Lead Staff: Dr. Lestor Herndon, Associate Superintendent, Facilities and Operations

Richard Best, Director, Capital Projects and Planning

## **Purpose**

Staff would like to provide an update to the Board on the planning and preparations for the BEX V Capital Levy. Staff will be presenting and discussing with the Board prior capital levy history, current facilities conditions, updated enrollment and capacity information based upon October 1, 2017 enrollment data, master planning efforts surrounding Rainier Beach High School and Downtown High School and outline next steps in the capital levy planning process.

The first Board work session on the BEX V Capital Levy planning was held September 26, 2017.

## **Outcomes**

Board will have a better understanding of the status of the BEX V Capital Levy preparation and overall planning timeline and activities for the next year.

Staff will confirm the BEX V Capital Levy ballot timing.

## **Next Steps**

Staff will continue to work on the BEX V Capital Levy planning with feedback received from the Board. The next BEX V Capital Levy Board work session is scheduled for March 28, 2018.



# Building Excellence (BEX) V Capital Levy Planning December 13, 2017

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For questions and more information about this document, please contact the following:

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Capital Projects & Planning  
[emgraefinghoff@seattleschools.org](mailto:emgraefinghoff@seattleschools.org)



# Seattle Public Schools



Photos by Susie Fitzhugh

***Every Student. Every Classroom. Every Day.***  
**Building Excellence (BEX) V Capital Levy Planning**  
**December 13, 2017**



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# **BEX V BOARD WORK SESSION**

## **AGENDA**

**Welcome/Introductions – Flip Herndon**

**Agenda Review – Flip Herndon**

**BEX/BTA Capital Levy History/Planning Timeline – Flip Herndon**

**BEX V Capital Levy Process/Preparations**

**Overview/Considerations - Richard Best**

**Facilities Condition Assessment - Richard Best**

**Enrollment Projections - Ashley Davies**

**Capacity Analysis - Becky Asencio**

**Master Planning - Michael Davis, Amanda Clausen**

**Rainier Beach/Downtown High School - Michael Davis, Amanda Clausen**

**Next Steps/Way Forward – Flip Herndon**

# BEX V BOARD WORK SESSION

## BEX/BTA CAPITAL LEVY HISTORY

### Prior BEX/BTA Capital Levies

Levy election year (all in February)	BEX Capital Levy (or Bond) (\$ in Millions)	BTA Capital Levy (\$ in Millions)
2016		BTA IV \$ 475.3 M
2013	BEX IV \$ 694.9 M	
2010		BTA III 270
2007	BEX III 490 (Bond)	
2004		BTA II 178
2001	BEX II 398	
1998		BTA I 150
1995	BEX I 330	

# BEX V BOARD WORK SESSION

## BEX/BTA CAPITAL LEVY HISTORY

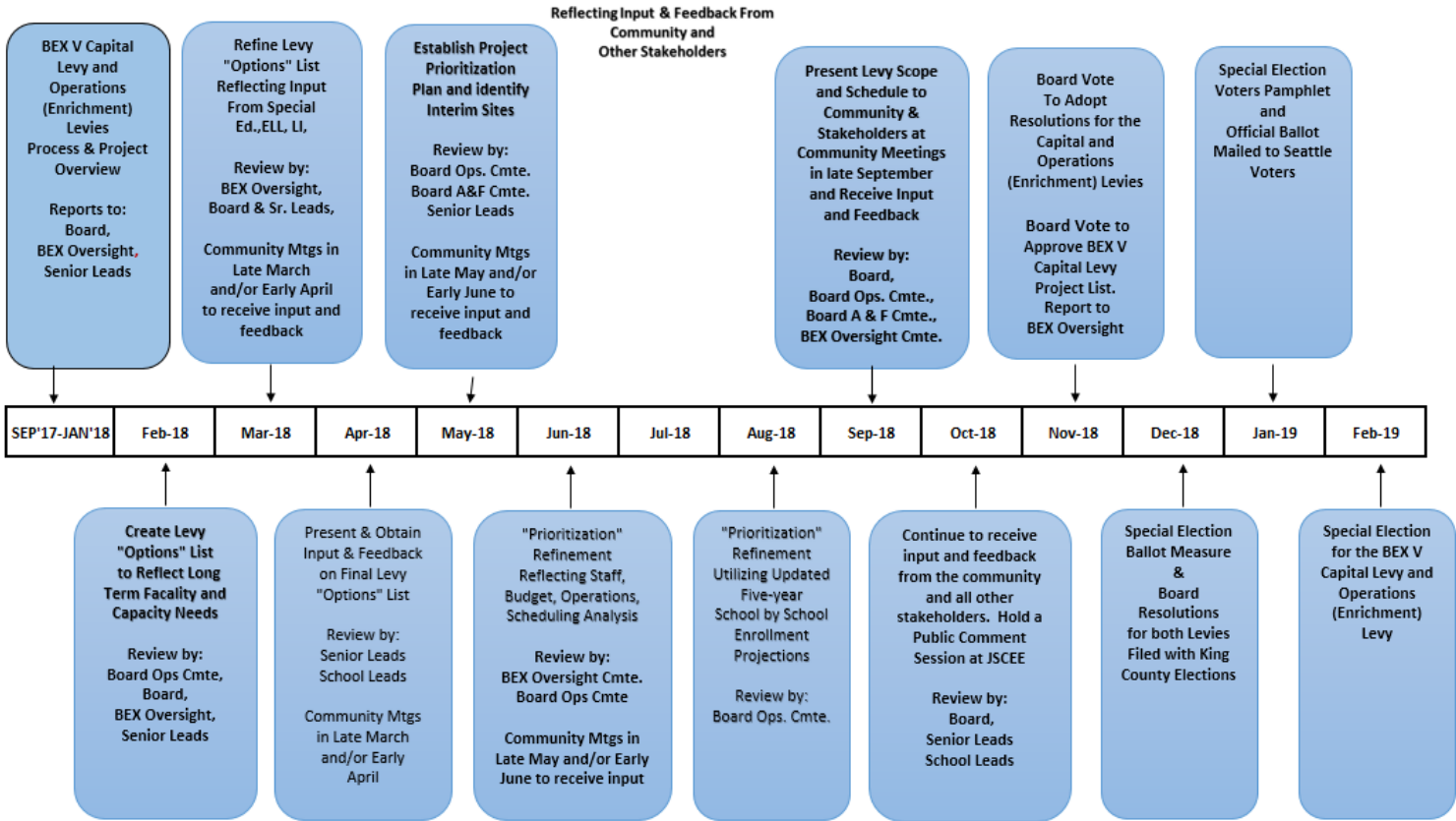
### BEX/BTA Capital Levies Funding by Region, 1995-Present

Region	# of Locations	Total Funding	% of total funding
Southeast	23	\$ 449.8	19.3
Southwest	19	489.4	20.9
Central	26	408.8	17.5
Northeast	21	511.5	21.9
Northwest	20	477.7	20.4

# BEX V BOARD WORK SESSION

## LEVY PLANNING TIMELINE

### Levies 2019: Planning Timeline for the BEX V Capital Levy and Operations (Enrichment) Levy



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# **BEX V BOARD WORK SESSION**

## **BEX/BTA LEVY HISTORY/TIMELINE**

**Board Questions & Discussions**

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# **BEX V BOARD WORK SESSION**

## **BEX V CAPITAL LEVY PROCESS/PREPARATIONS**

### **Overview/Considerations**

**Facilities Condition Assessment**

**Enrollment Projections**

**Capacity Analysis**

**Programmatic Environmental Impact Statement**

**Master Planning**

Rainier Beach High School

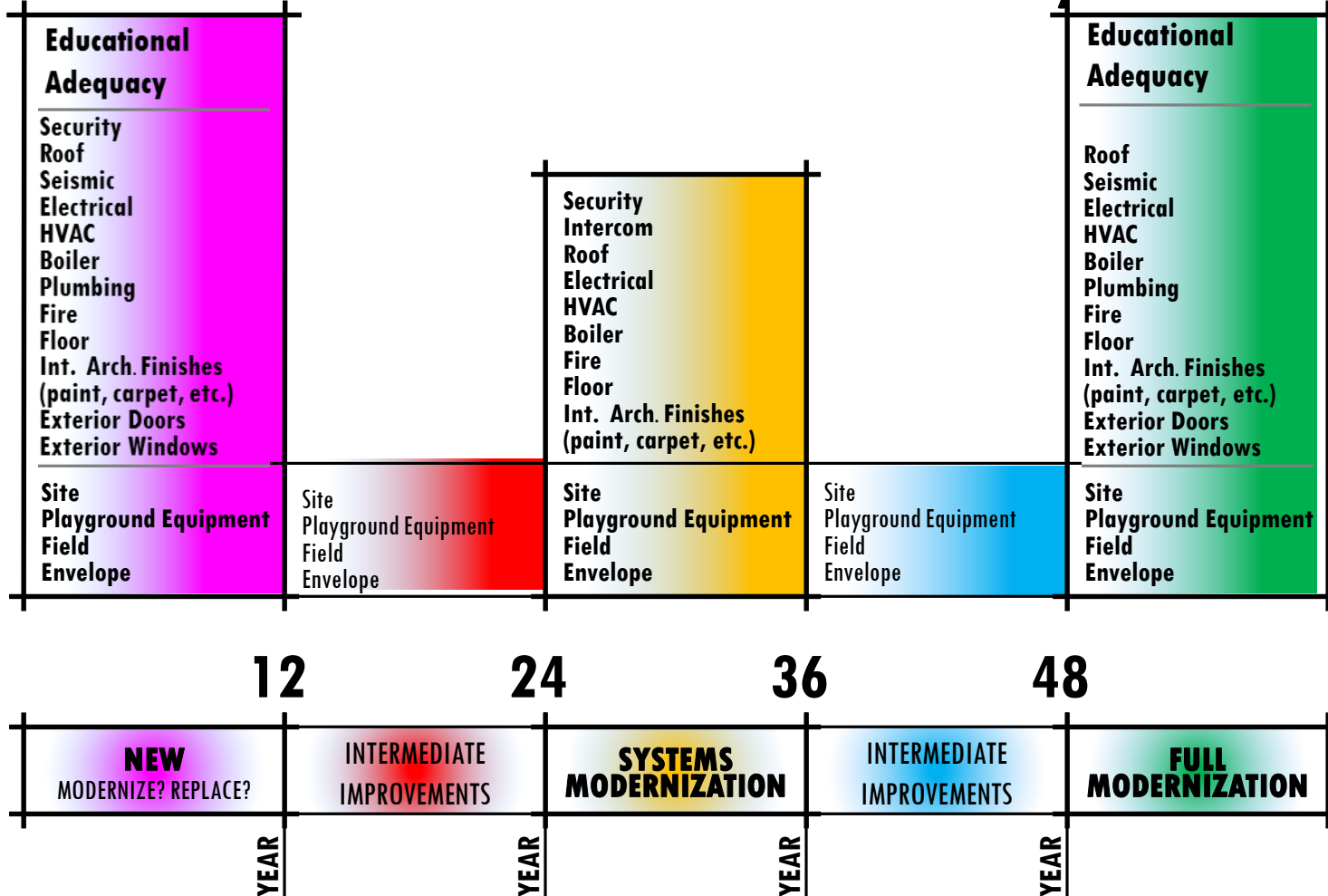
Downtown High School



# BEX V BOARD WORK SESSION

## BEX V CAPITAL LEVY PROCESS/PREPARATIONS

### Facilities Condition Assessment - Life Cycle Planning



# BEX V BOARD WORK SESSION

## BEX V CAPITAL LEVY PROCESS/PREPARATIONS

### Prior Facilities Condition Assessments

Year	OSPI Study & Survey by MENG	Facilities Condition Assessment by MENG	Educational Adequacy Assessment by MENG	Structural Evaluation by PCS
2002	√			
2006		√		
2008	√			
2009		√	√	√
2012				PSC provided an expanded analysis of seismic building data which expanded/updated costs and identified priorities based on their 2009 structural evaluation
2014		√	√	
2016	√			

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# **BEX V BOARD WORK SESSION**

## **BEX V CAPITAL LEVY PROCESS/PREPARATIONS**

### **Facilities Condition Assessment**

#### **Source Document:**

Meng Analysis

2014 Building Condition/Educational Adequacy Assessment

<http://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=18241>

#### **Ranked Every School and Support Facility**

##### Criteria:

- Educational Adequacy Assessment (25%)
- Facility Condition Assessment (25%)
- Building Maintenance & Repair Ranking (25%)
- Facilities Department Assessment (25%)
- Department of Technology Services Assessment

<https://bta.seattleschools.org/assets/bulkUpload/20150701-2016LeviesReport.pdf>

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# **BEX V BOARD WORK SESSION**

## **BEX V CAPITAL LEVY PROCESS/PREPARATIONS**

### **Facilities Condition Assessment – Priority Schools**

#### **Elementary & K-8 Schools:**

Alki, Rogers, North Beach, Montlake, Salmon Bay K-8 @ Monroe, Northgate, McGilvra, Roxhill, Lafayette, Schmitz Park, Kimball, Sacajaweja, Louisa Boren STEM K-8

#### **Middle Schools:**

Whitman, Washington, Mercer International, Aki Kurose, McClure

#### **High Schools:**

Ingraham, Rainier Beach, Franklin

#### **Service Schools:**

North Queen Anne (Cascade Parent Partnership),

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# **BEX V BOARD WORK SESSION**

## **BEX V CAPITAL LEVY PROCESS/PREPARATIONS**

### **Facilities Condition & Assessment**

#### **Next Steps:**

- Complete Project Identification
  - Outreach to Schools to Establish Project Priorities
  - Review & Prioritize Project List with Facilities Department
- Refine Project Cost Estimates

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# **BEX V BOARD WORK SESSION**

## **BEX V CAPITAL LEVY PROCESS/PREPARATIONS**

### **Facilities Condition Assessment**

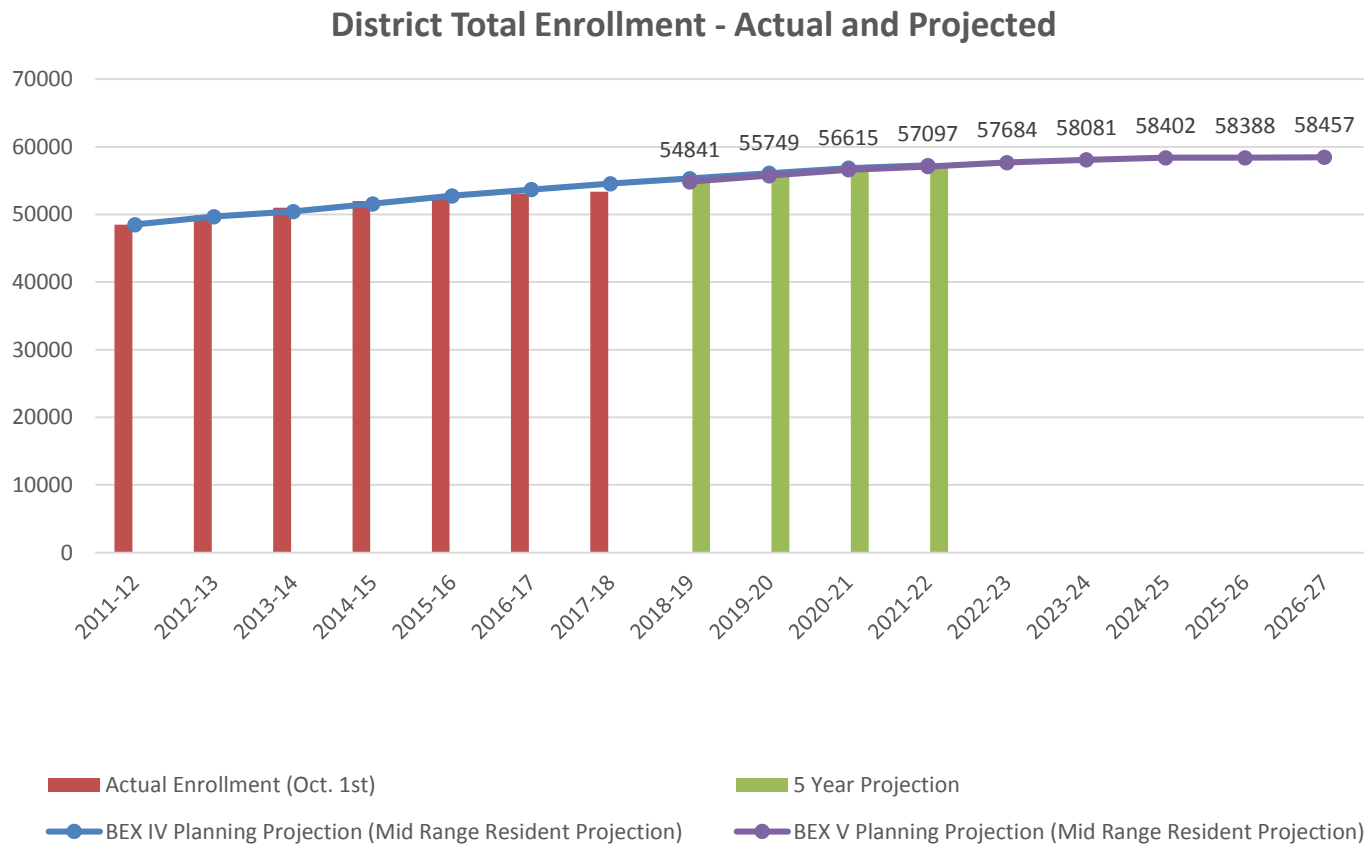
### **Board Questions & Discussions**



# BEX V BOARD WORK SESSION

## BEX V CAPITAL LEVY PROCESS/PREPARATIONS

### Enrollment Projections



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# **BEX V BOARD WORK SESSION**

## **BEX V CAPITAL LEVY PROCESS/PREPARATIONS**

### **Enrollment Projections**

#### **Next Steps:**

- Update 10-Year Resident Projection Forecast December 2017
- Update 5-Year Enrollment Projections August 2018

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# **BEX V BOARD WORK SESSION**

## **BEX V CAPITAL LEVY PROCESS/PREPARATIONS**

### **Capacity Analysis Update**

- Received updated 5-year enrollment projections in conjunction with 10-year resident projections
- Analyzing the projections with capacity information to determine which areas may need additional capacity

### **Programmatic Environmental Impact Statement**

- Contract issued to begin programmatic EIS process

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# BEX V BOARD WORK SESSION

## BEX V CAPITAL LEVY PROCESS/PREPARATIONS

### Capacity Analysis

Types of Capacity:

- **Right Size Capacity** - Total number of students a permanent school building can house with all appropriately sized ( $\geq 700$  ft<sup>2</sup>) and configured classroom spaces loaded with the maximum number of students per the negotiated agreement on classroom size. Portables are excluded in right size capacity.  
*Class sizes would meet all requirements, programs such as preschools and before and after care would have adequate space.*
- **Operational Capacity** - the maximum capacity of a school including existing portable classrooms.  
*Assumes all classroom sized spaces are being used as classrooms (i.e., no dedicated classroom space for community partner preschools, daycares, before and after care, or computer labs)*

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# BEX V BOARD WORK SESSION

## BEX V CAPITAL LEVY PROCESS/PREPARATIONS

### Capacity Analysis

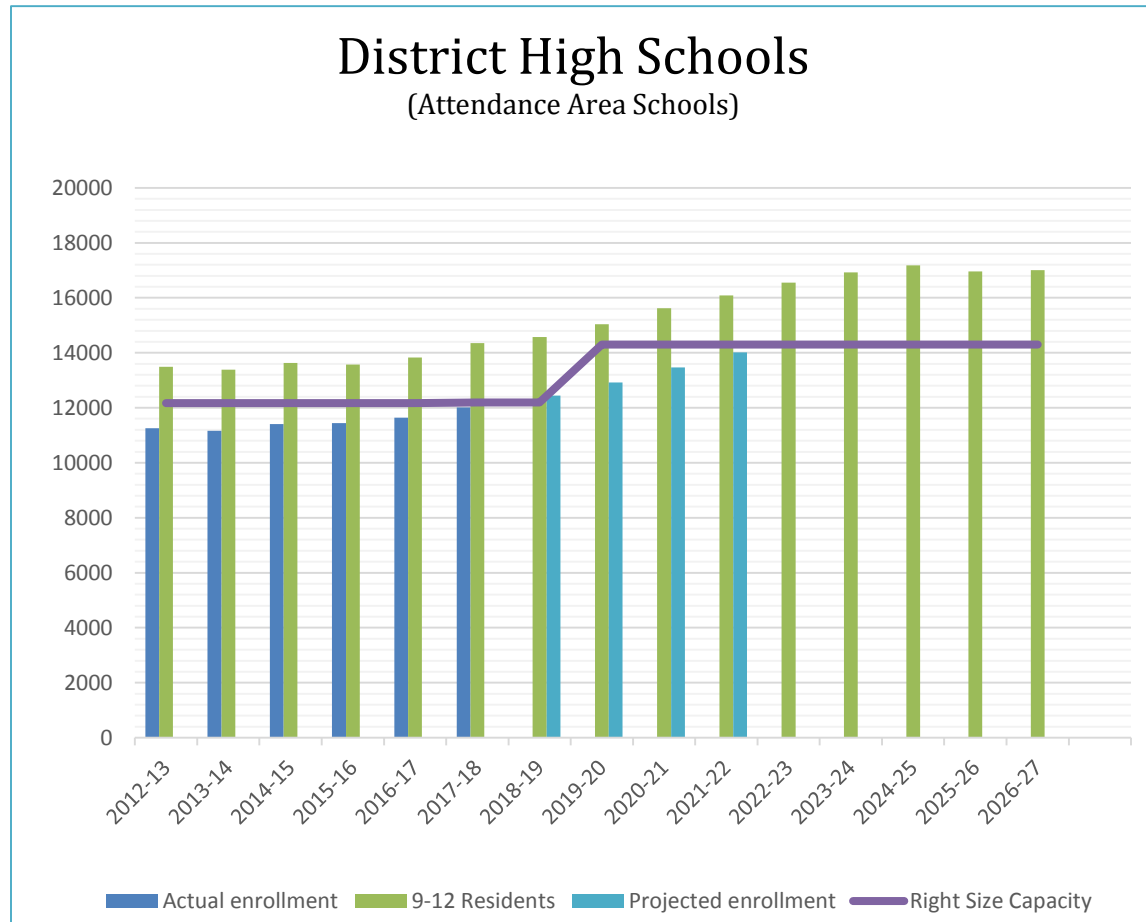
Assumptions for preliminary capacity analysis for BEX V Capital Levy

- Use 5-year Enrollment Projections with 10-year Resident Projections
- Right Size Capacity
- Full Utilization of Every School Assumed
- Current Educational Specifications
- Current Boundaries

# BEX V BOARD WORK SESSION

## BEX V CAPITAL LEVY PROCESS/PREPARATIONS

### High School Capacity Analysis

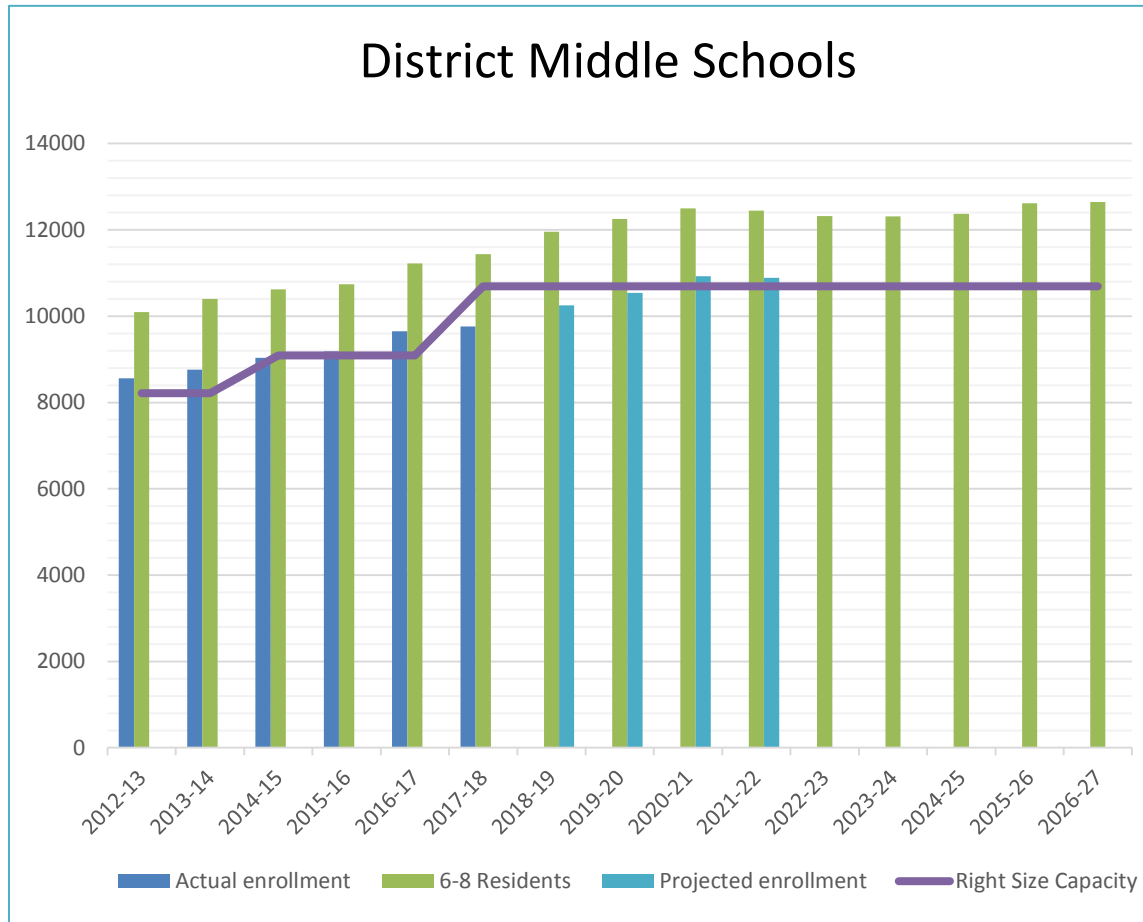




# BEX V BOARD WORK SESSION

## BEX V CAPITAL LEVY PROCESS/PREPARATIONS

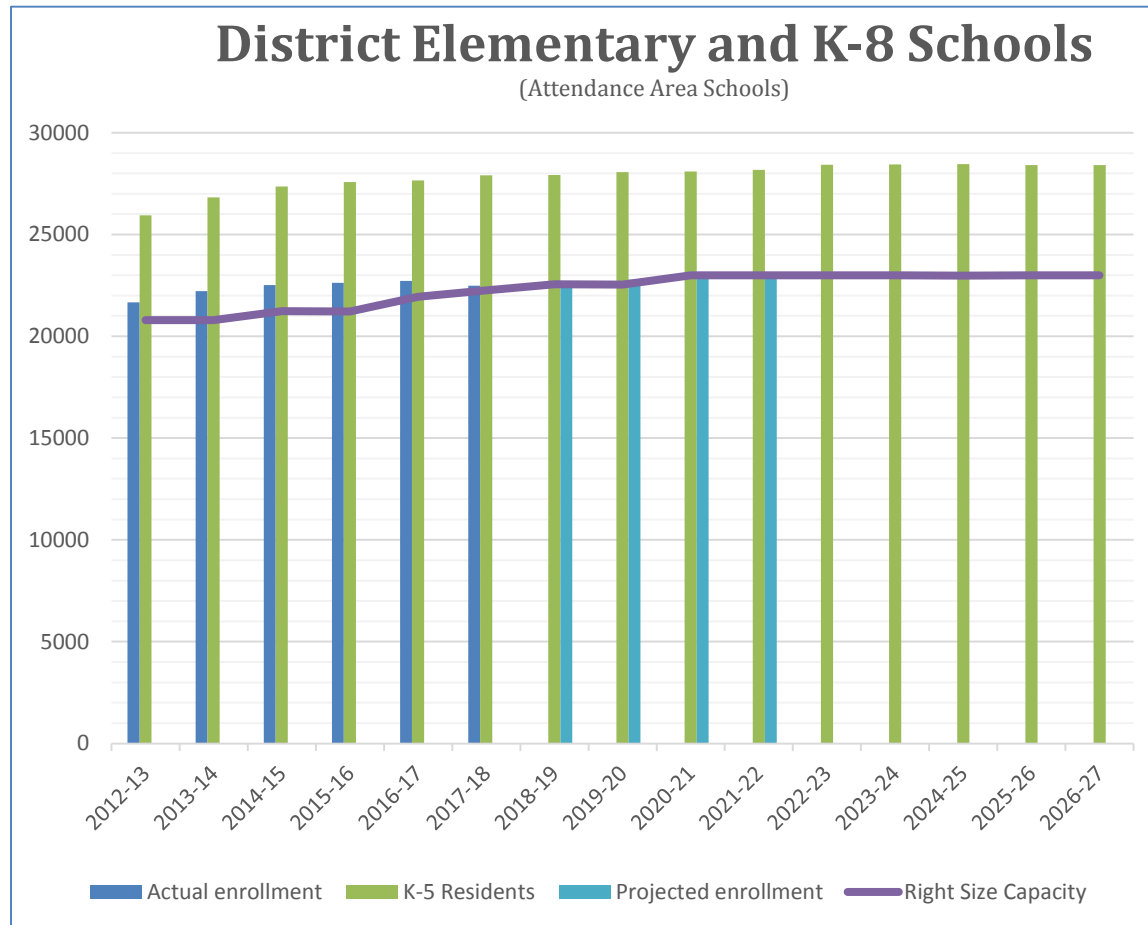
### Middle School Capacity Analysis



# BEX V BOARD WORK SESSION

## BEX V CAPITAL LEVY PROCESS/PREPARATIONS

### Elementary and K-8 Capacity Analysis



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# BEX V BOARD WORK SESSION

## BEX V CAPITAL LEVY PROCESS/PREPARATIONS

### Capacity Assessment – Update

Analysis shows :

- K-5 growth is stabilizing with a few geographical exceptions
- There is continued movement of larger cohorts into the upper grade levels requiring additional capacity to right-size schools
- Middle school growth is anticipated to continue for several years, then stabilize
- High school growth is anticipated to continue through 2025
- The largest enrollment growth over the next ten years is projected to be in grades 9-12

# BEX V BOARD WORK SESSION

## BEX V CAPITAL LEVY PROCESS/PREPARATIONS

### Capacity Assessment – Priority Schools

#### Elementary, K-8 & K-12 Schools:

~~Fairmount Park~~<sup>(1)</sup>, Alki<sup>(2)</sup>, Lafayette<sup>(2)</sup>, Coe<sup>(3)</sup>, John Hay<sup>(3)</sup>, Olympic View, John Muir, Adams, North Beach, Viewlands, **West Seattle Elementary, Downtown Elementary School**<sup>(4)</sup>

#### Middle Schools:

~~Denny International~~<sup>(1)</sup>, Jane Addams, Madison, Mercer International, **McClure**<sup>(4)</sup>

#### High Schools:

~~Ballard, Chief Sealth~~<sup>(1)</sup>, Garfield, Nathan Hale, **West Seattle, Downtown High School**<sup>(4)</sup>

#### Notes:

(1) ~~School~~ indicates removed from capacity assessment priority list based on updated information

(2) Provides capacity relief for Genesee Hill

(3) Assumes Magnolia opens as an attendance area school, Queen Anne remains an option school and new boundaries will not require students to cross 15<sup>th</sup> Avenue West

(4) **School** indicates an addition to the capacity assessment priority list based on updated information

# BEX V BOARD WORK SESSION

## BEX V CAPITAL LEVY PROCESS/PREPARATIONS

BEX V Capital Levy Potential Project List	
K-5 or K-8 School	Need
Alki Elementary School	Capacity and Condition
Boren STEM K-8	Condition
Coe	Capacity
John Hay	Capacity
Kimball Elementary School	Capacity and Condition
Lafayette Elementary School	Capacity and Condition
McGilvra Elementary School	Condition
Monroe (Salmon Bay K-8) Elementary School	Capacity and Condition
Montlake Elementary School	Capacity and Condition
North Beach Elementary School	Capacity and Condition
Northgate Elementary School	Capacity and Condition
Rogers Elementary School	Condition
Roxhill Elementary School	Condition
Sacajawea Elementary School	Condition
Schmitz Park Elementary School	Condition
Viewlands	Capacity
New Downtown Elementary School	Capacity
North Queen Anne	Condition

# BEX V BOARD WORK SESSION

## BEX V CAPITAL LEVY PROCESS/PREPARATIONS

BEX V Capital Levy Potential Project List	
Middle and High School	Need
Aki Kurose	Condition
Jane Addams Middle School	Capacity
Madison Middle School	Capacity
McClure Middle School	Capacity and Condition
Mercer Middle School	Capacity and Condition
Washington Middle School	Condition
Whitman Middle School	Condition
Franklin High School	Condition
Ingraham High School	Condition
Rainier Beach High School	Condition
New Downtown High School	Capacity





# BEX V BOARD WORK SESSION

## BEX V CAPITAL LEVY PROCESS/PREPARATIONS

### BEX V Programmatic EIS – Preliminary Schedules

Milestone	Requirements and Duration	Schedule for Aug. 2018 ballot	Schedule for Nov. 2018 ballot	Schedule for Feb. 2019 ballot
Define Alternatives		November 9	December 1	December 1
Scoping Period	30 days	November 15	December 15	January 15
Scoping Public Hearing	Optional			
Prepare DEIS	2 months minimum			
Issue DEIS		January 15	February 15	March 15
Public comment period	30 days			
Public meeting	Optional but can be requested			
End of comment period		February 15	March 15	April 15
Respond to comments, prepare FEIS	1 month minimum			
FEIS issued		March 15	April 15	May 15
Appeal period	15 days			
End of appeal period		April 1	May 1	June 1
Appeal hearing		~May 15	~June 15	~July 15
SEPA and appeal complete		June	July	August
Board Decision		May (would have to precede appeal hearing)	August	November
Ballot		August 2018	November 2018	February 2019

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# BEX V BOARD WORK SESSION

## BEX V CAPITAL LEVY PROCESS/PREPARATIONS

### Next Steps:

- Evaluate impacts of boundary decisions on capacity (Lincoln High School, Magnolia Elementary School)
- Develop recommendations for capacity projects for BEX V Capital Levy
- Evaluate cost estimates for potential BEX V Capital Levy projects
- Continue Programmatic Environmental Impact Statement preparation

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# **BEX V BOARD WORK SESSION**

## **BEX V CAPITAL LEVY PROCESS/PREPARATIONS**

### **Enrollment Projections/Capacity Analysis**

### **Board Questions & Discussions**

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# BEX V MASTER PLANNING / CAPITAL PROJECTS LEVY PRESENTATION



## WHAT IS MASTER PLANNING?

- + LONG-TERM PLANNING DOCUMENT
- + HIGH LEVEL ANALYSIS
- + CONCEPTUAL LAYOUTS
- + GUIDING FUTURE GROWTH AND DEVELOPMENT
- + TEST FITTING FOR PRICING
- + **THIS IS NOT A FINAL DESIGN!**

**FACT:** The Operations Levy and Capital Levy both replace expiring levies.

It is estimated that a homeowner home has an assessed value of \$4 will pay, on average, approximately more per year — or a little less than more per month — in total school property taxes in 2014–2016 versus 2013 levies combined.

Some homeowners may qualify for exemption (see back page).

**Timing of Levy Request**

Under Seattle Public Schools' long-term plan, the district submits a capital levy or bond request every two years. The capital requests alternate with the operations levies. The capital request (such as the BEX V) replaces the expiring BEX V and a smaller six-year capital levy (Technology and Academics approved in 2010).

Although by law voters can approve a capital levy up to four years, Seattle Public Schools' long-term plan is to

**Seattle Public Schools LEVIES INFORMATION 2019**

**Capital Levy - Building Excellence V (BEX V)**

The Capital Levy supports the District's long-range plans to upgrade and renovate aging school facilities and address enrollment growth.

The proposition replaces an expiring capital levy and authorizes the levy of excess taxes to fund the Building Excellence Program for construction or renovation at 17 schools, earthquake safety improvements at 37 schools, integrated security camera system at 19 schools, projects for increased enrollment and major maintenance, and technology improvements and other projects throughout the District.



**FACT:** Seattle has one of the lowest levy rates in the region

At Seattle Public Schools, we are committed to success for all students so that they can graduate from high school prepared for college, careers and life. These two levies play an important role in our ability to meet our goals.

Both levy measures will replace expiring levies that voters previously approved. They are part of Seattle Public Schools' long-term levy plan and will support public education for Seattle's students.



**GOALS:**

- + PROJECTS MEETING DISTRICT ED SPECS
- + PROJECTS MEETING DISTRICT STANDARDS
- + MINIMIZE UNKNOWNNS
- + ADEQUATE PROJECT BUDGETS
- + SUCCESS FOR BEX V LEVY!





## **SEATTLE PUBLIC SCHOOLS:**

### **Teaching & Learning**

Director of School Operations: Sherri Kokx

### **Capital Projects & Planning**

Director: Richard Best

K12 Planning Coordinator: Becky Asencio

Planning Analyst: Tingyu Wang

Senior Project Managers, North / Central / South:

- Eric Becker
- Lucy Morello
- Michael Skutack

Communications Specialist: Tom Redman

### **Facility Operations**

Director: Bruce Skowrya

Manager, Major Preventative Maintenance: Frank Griffin

Mechanical/Electrical Coordinator:

- Mike McBee
- Mike Kennedy

## **BASSETTI DESIGN TEAM:**

Lorne McConachie

Michael Davis

Amanda Clausen

James Moehring

## **CONSULTANT TEAM:**

Cheri Hendricks (Broadview Associates)

Charlie Palmer (AHBL Engineering)

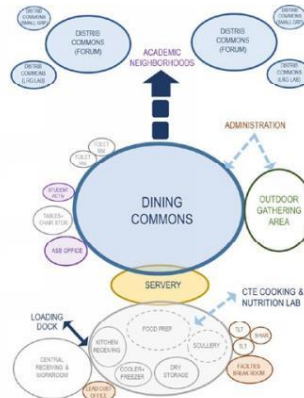
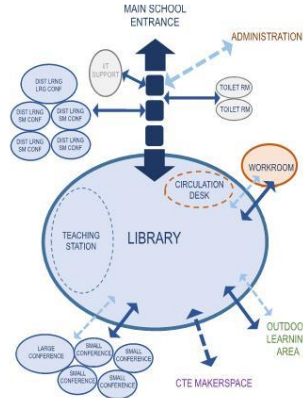
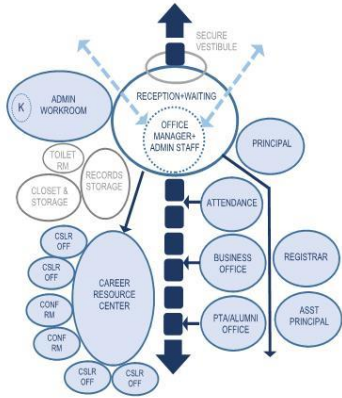
Bruce Guenzler (Associated Earth Sciences)

Craig Stauffer (PCS Structural Solutions)

Josh Robishon (Metrix Engineers)

Fred Long (Tres West Engineers)

BEX V BOARD WORK SESSION / PROJECT APPROACH



**DISTRICT WIDE PROJECT ATTRIBUTES**

**EDUCATIONAL PROGRAM**

SPS Educational Specifications: includes

- Space standards
- Space adjacencies
- Instructional Technologies
- Furniture, Fixtures & Equipment

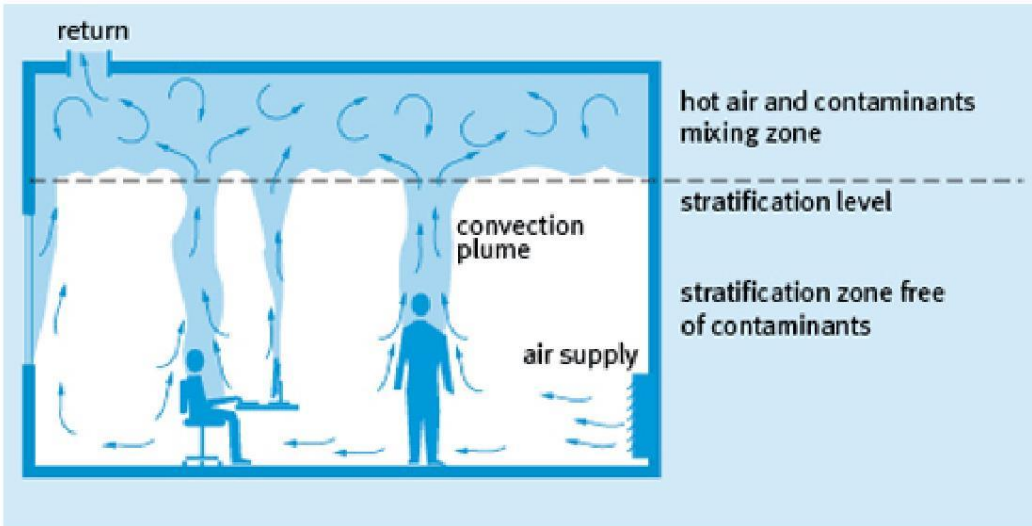
**FACILITY OPERATIONS**

SPS Technical Building Standards

- Proven Building Materials
- Mechanical Systems & Controls
- Electrical Systems
- Safety & Security

Sustainable Design/Resource Conservation

- Energy Code
- Resource Conservation Policies
- Green Resolution
- Opportunities for Passive Solar







## SITE SPECIFIC PROJECT ATTRIBUTES

### CIVIL & GEO-TECHNICAL

- Grading
- Cut & Fill
- Import & Export
- Stormwater Detention Strategy
- Soils & Foundations

### AUTHORITY HAVING JURISDICTION

- Land Use & Zoning
- Code Constraints
- ADA Compliance
- Landmarks

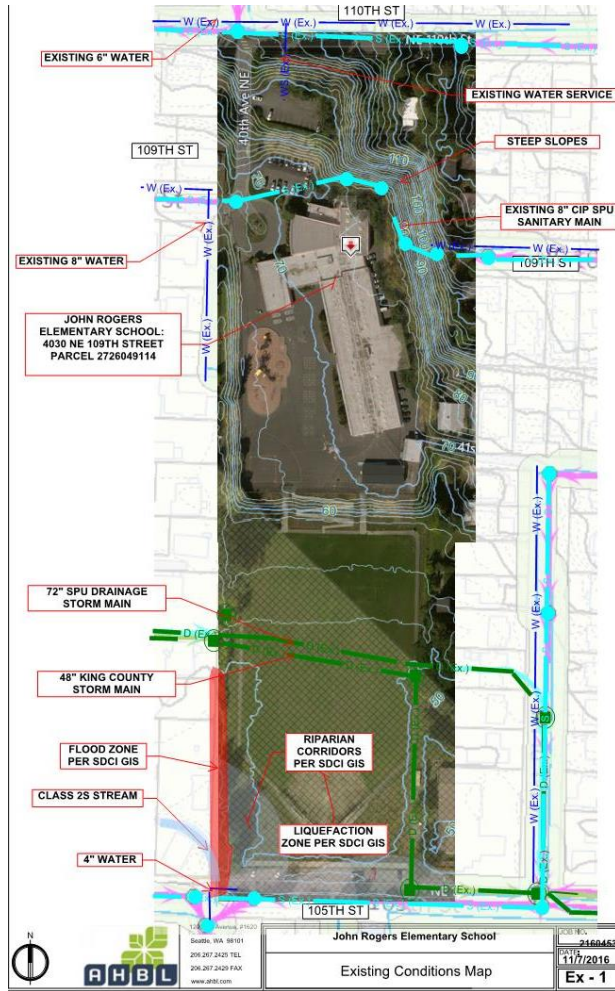
### CONSTRUCTION

- Phasing
- Occupied Site
- Modernization / Addition
- DBB vs GC/CM vs D/B

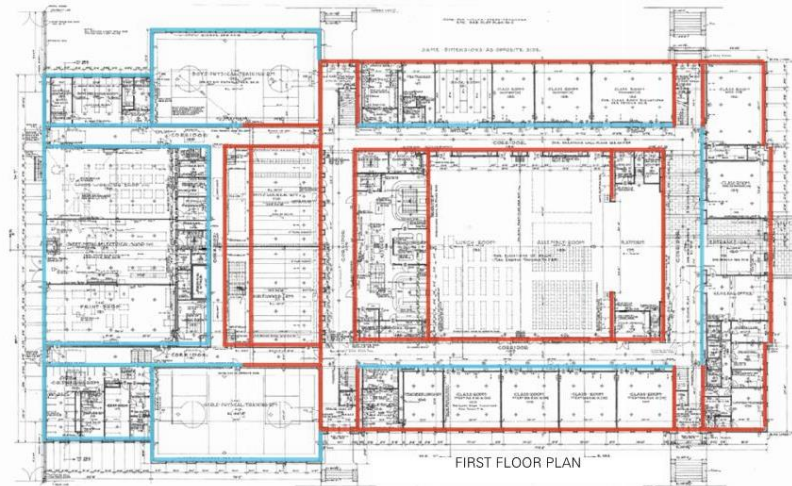
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# MASTER PLAN PROCESS / DUE DILIGENCE

## BEX V BOARD WORK SESSION / DUE DILIGENCE



- + GENERAL SITE ANALYSIS
- + EXISTING DOCUMENT REVIEW
- + SCHOOL AND SITE TOURS
- + CIVIL AND UTILITY ANALYSIS
- + GEOTECH AND STRUCTURAL ANALYSIS
- + PRACTICAL SUSTAINABILITY



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# MASTER PLAN PROCESS / DESIGN

## RAINIER BEACH HIGH SCHOOL



BEX V BOARD WORK SESSION / RAINIER BEACH COMMUNITY CHARRETTE AND DESIGN REVIEW #1



CHARRETTE: MAY 20<sup>TH</sup>, 2017

DESIGN REVIEW: JUNE 29<sup>TH</sup>, 2017



BEX V BOARD WORK SESSION / RAINIER BEACH PREVIOUS PLANNING STUDIES



OPTION 1



OPTION 2



OPTION 3



OPTION 1 - PROS

- The commons is the “heart” of the school
- Skills center and CTE are front and center to put learning on display
- Strong connection to the fields

OPTION 1 - CONS

- The learning communities are too far apart
- The parking lot to the north seems far away
- Most of the classrooms do not have a connection with the wetland

OPTION 3 - PROS

- + The front yard feels like a park
- + The learning communities are clustered together
- + The commons is a beacon for the school
- + The dispersed parking should help traffic flow

OPTION 3 - CONS

- + The gym is very disconnected from the main track and football field
- + The classrooms do not have as strong of a connection to the wetland

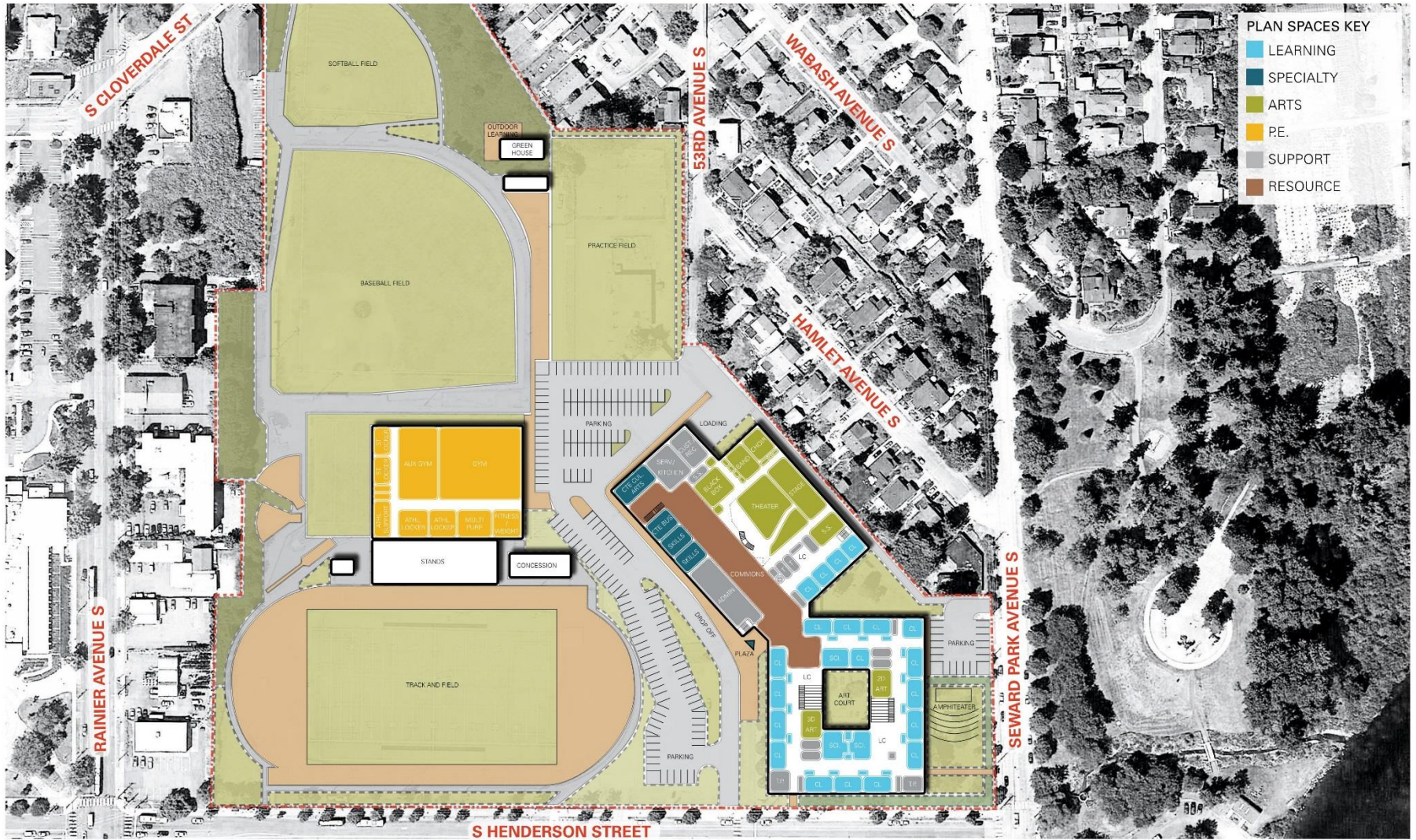
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# RAINIER BEACH HIGH SCHOOL / OPTION 1

## CURRENT PLANNING STUDY



RAINIER BEACH HIGH SCHOOL / OPTION 1 - LEVEL 1 +100'

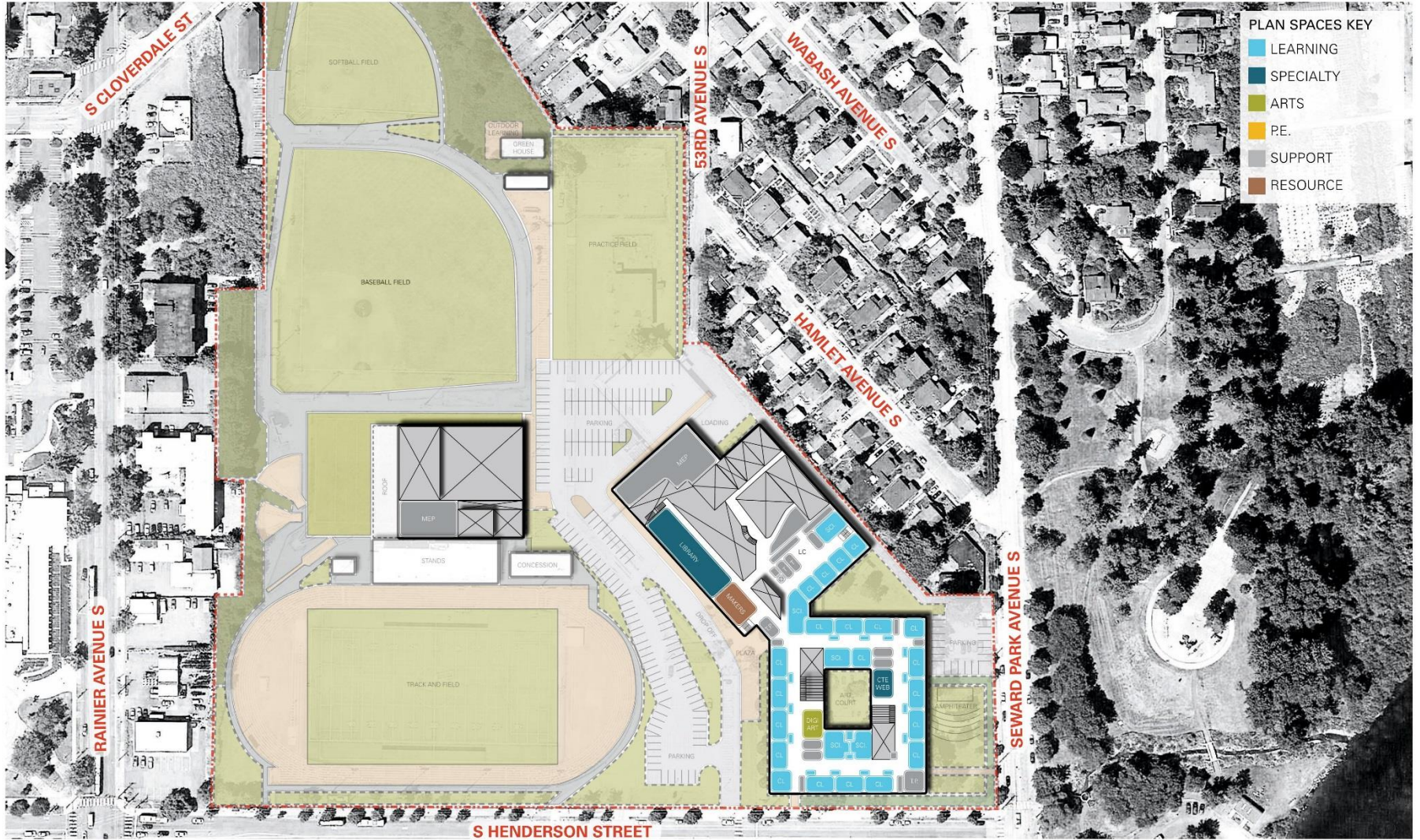


**PLAN SPACES KEY**

- LEARNING
- SPECIALTY
- ARTS
- PE.
- SUPPORT
- RESOURCE

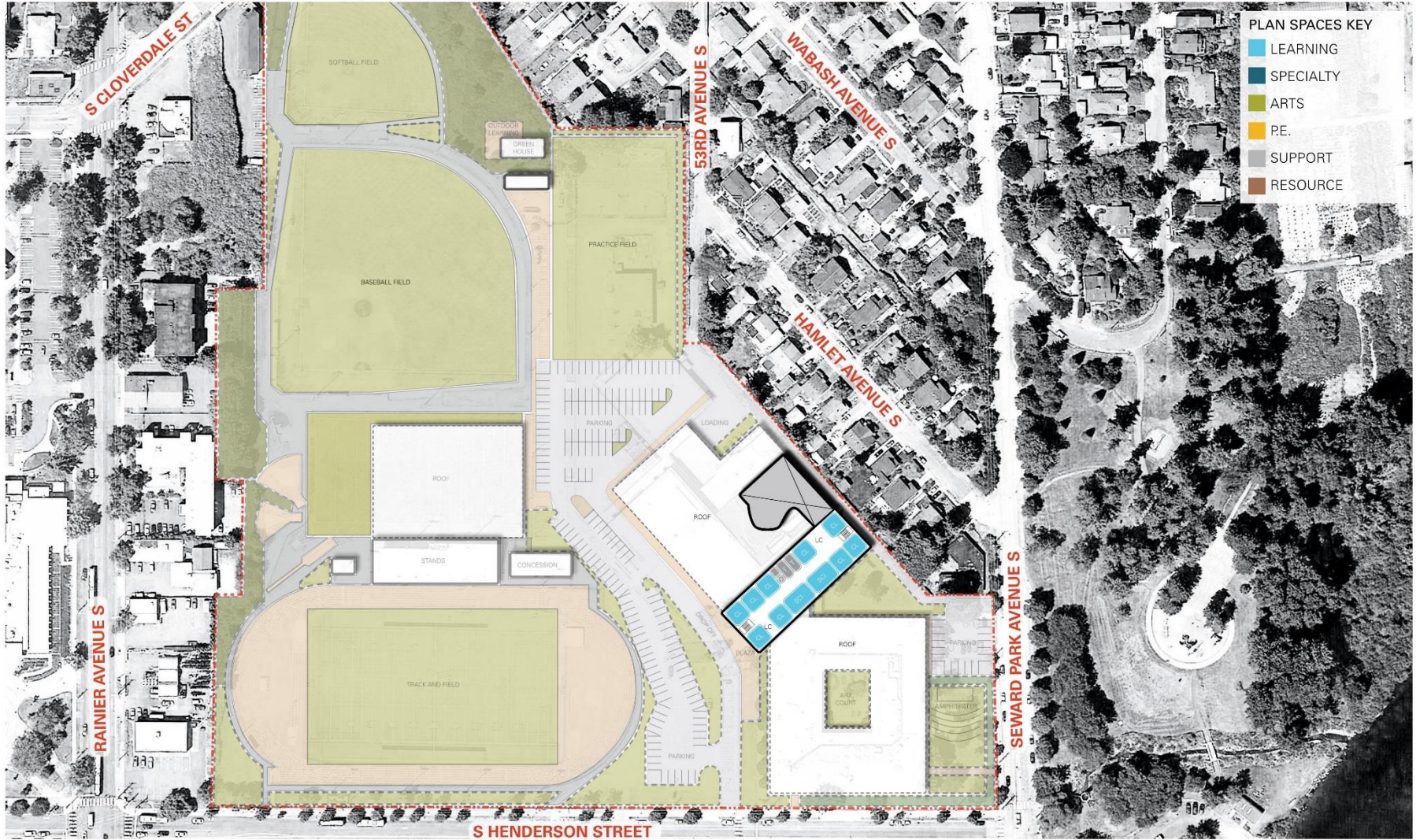


RAINIER BEACH HIGH SCHOOL / OPTION 1 - LEVEL 2 +115'





RAINIER BEACH HIGH SCHOOL / OPTION 1 - LEVEL 3 +130'



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**RAINIER BEACH HIGH SCHOOL / OPTION 2**  
**CURRENT PLANNING STUDY**

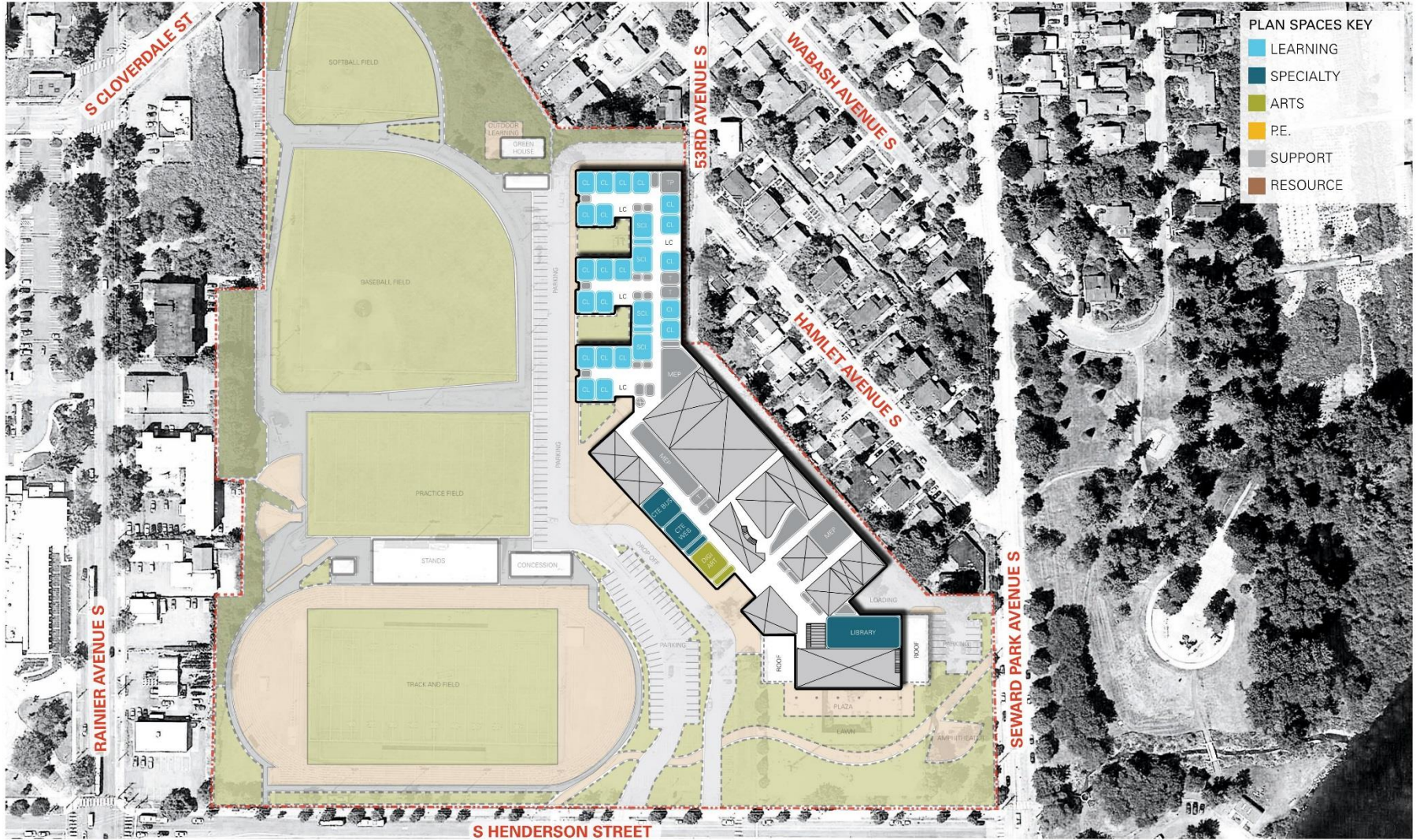


RAINIER BEACH HIGH SCHOOL / OPTION 2 - LEVEL 1 +100'



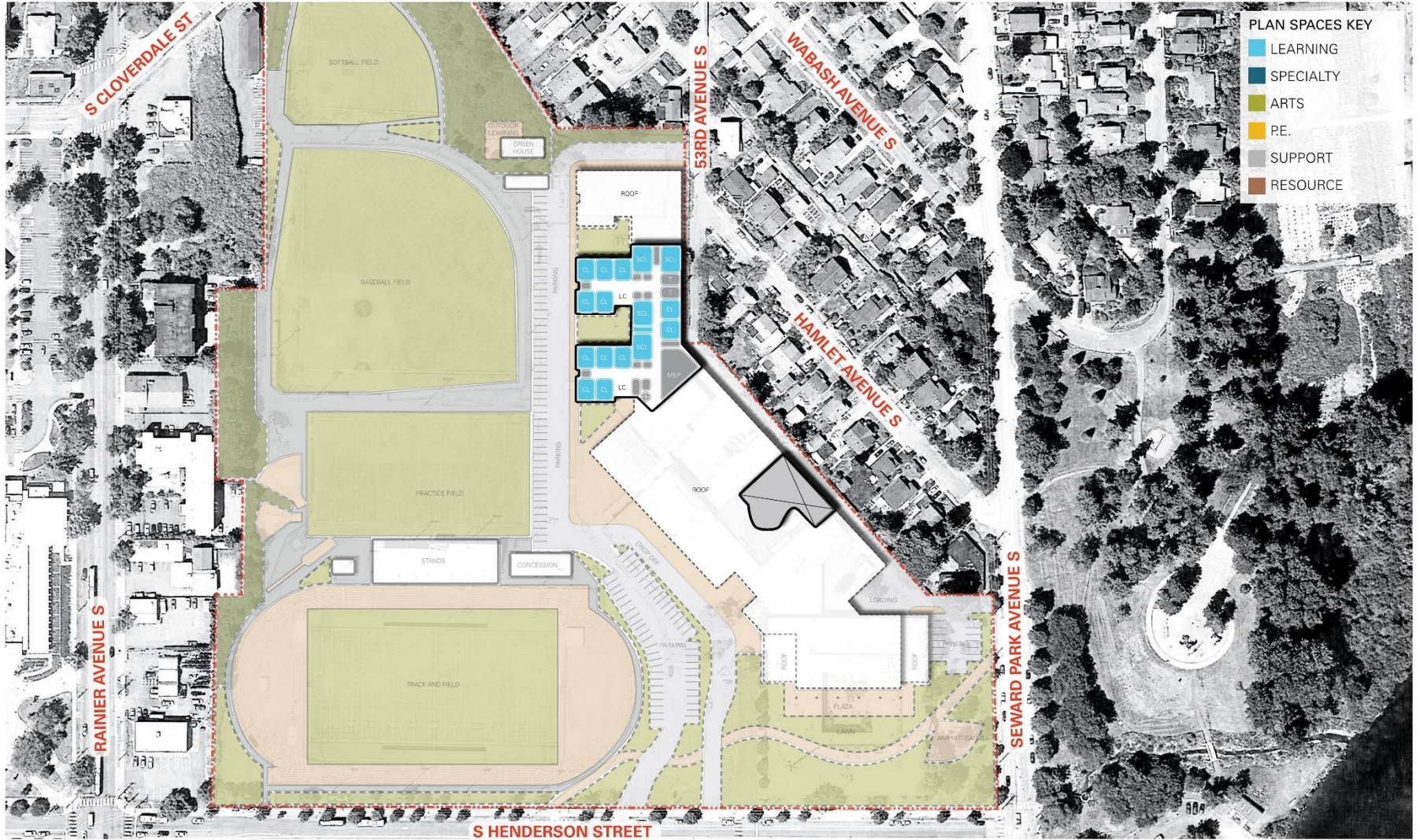


RAINIER BEACH HIGH SCHOOL / OPTION 2 - LEVEL 2 +115'





RAINIER BEACH HIGH SCHOOL / OPTION 2 - LEVEL 3 +130'



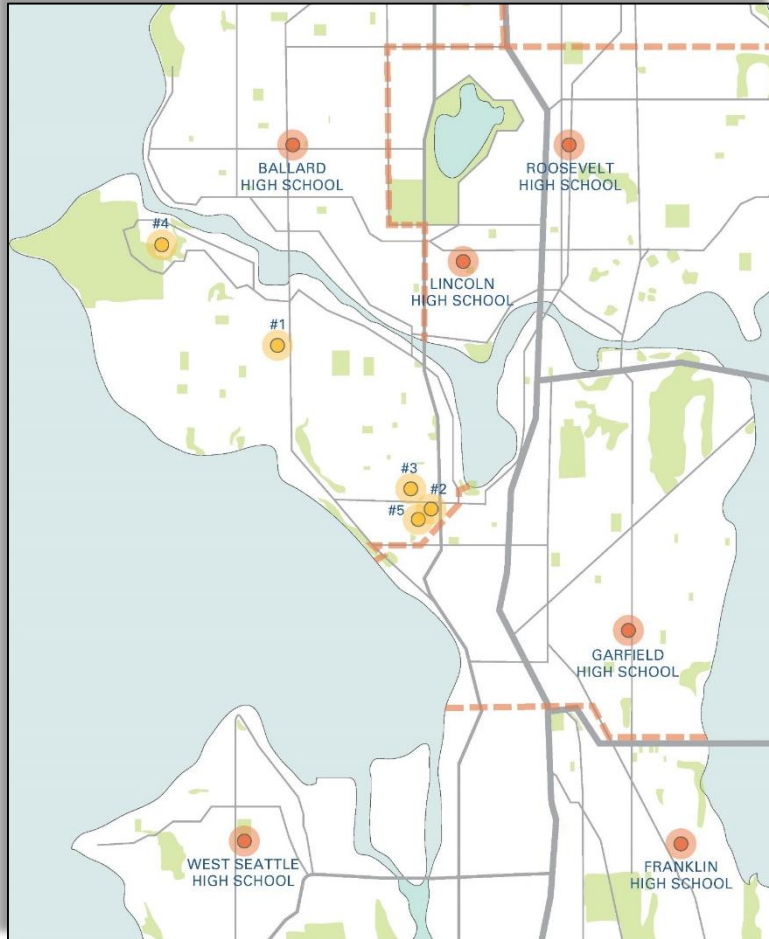
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# MASTER PLAN PROCESS / DESIGN

## DOWNTOWN HIGH SCHOOL

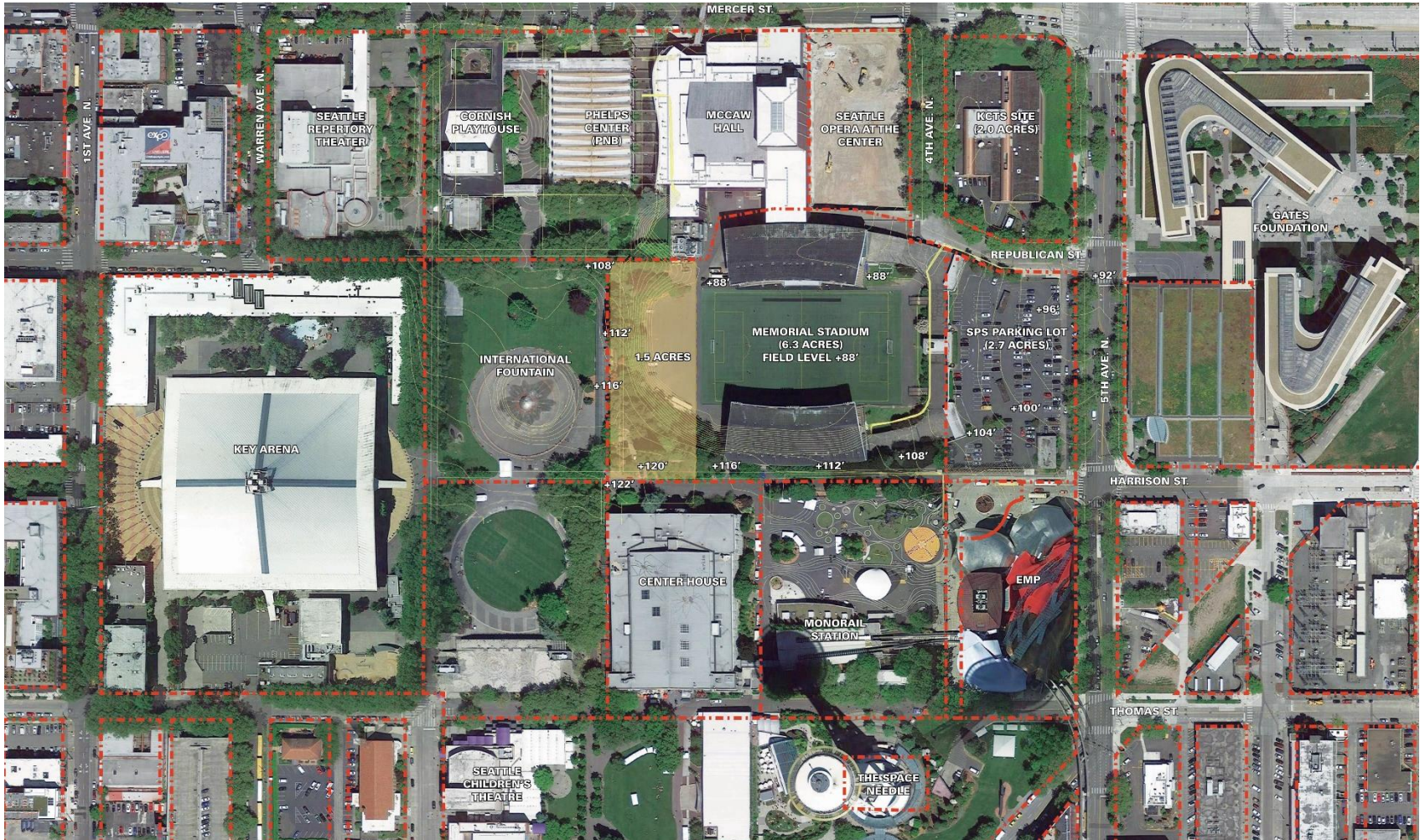


## DOWNTOWN HIGH SCHOOL / SITE OPTION REVIEW



	Site #1	Site #2	Site #3	Site #4	Site #5
Name	INTERBAY ATHLETIC FIELD	KCTS	MERCER GARAGE	FORT LAWTON	MEMORIAL STADIUM
Address	3027 17th Ave W, Seattle, WA 98119	401 Mercer St, Seattle, WA 98109	300 Mercer St, Seattle, WA 98109	4510 Texas Way, Seattle, WA 98199	401 5th Ave N, Seattle, WA 98109
Site Size	1.58 acres	2.04 acres	3.18 acres	26.30 acres	6.29 acres
Fits Stadium with 8,000 Seat Capacity	NO	NO	NO	YES	YES
Fits Surface Parking with count over 100	YES	YES	YES	YES	YES
Fits HS that meets Ed. Spec	NO	NO	YES	YES	YES
HS, Parking, & Stadium Fit	NO	NO	NO	YES	YES
Available Bus Stop within 500'	NO	YES <sup>1</sup>	NO	YES <sup>2</sup>	YES <sup>1</sup>
Location Meets Capacity Objectives	NO	YES	YES	NO	YES
Environmentally Critical Area	YES	NO	NO	YES	YES
Utility Availability <sup>3</sup>	YES	YES	YES	YES <sup>4</sup>	YES
Potential Landmark Status	NO	NO <sup>5</sup>	YES	NO <sup>5</sup>	YES
NEPA Required	NO	NO	NO	YES	NO
Relative Site Development Costs	\$\$\$ <sup>6</sup>	\$\$	\$\$	\$\$\$ <sup>7</sup>	\$\$
Site Topography Change	12'	4'	22'	148'	35'

# DOWNTOWN HIGH SCHOOL / SEATTLE CENTER



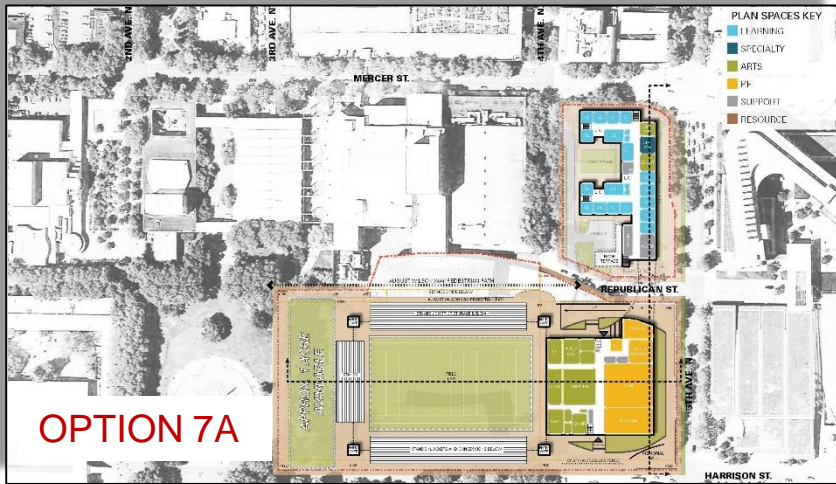
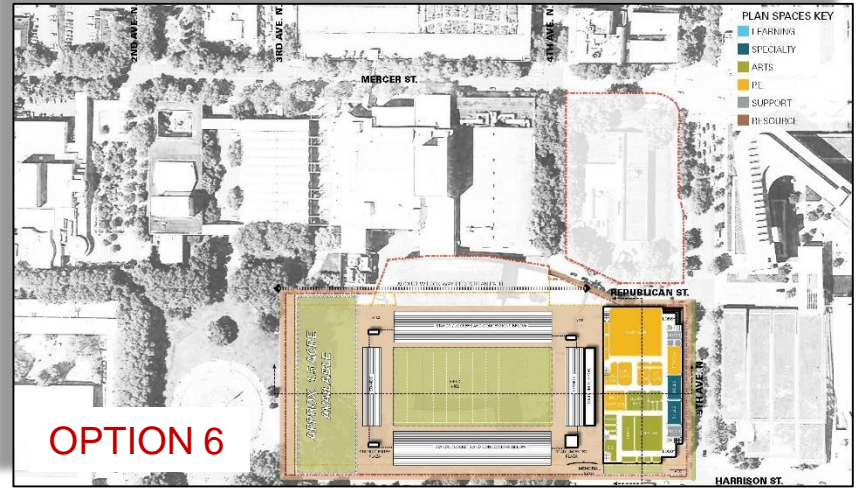
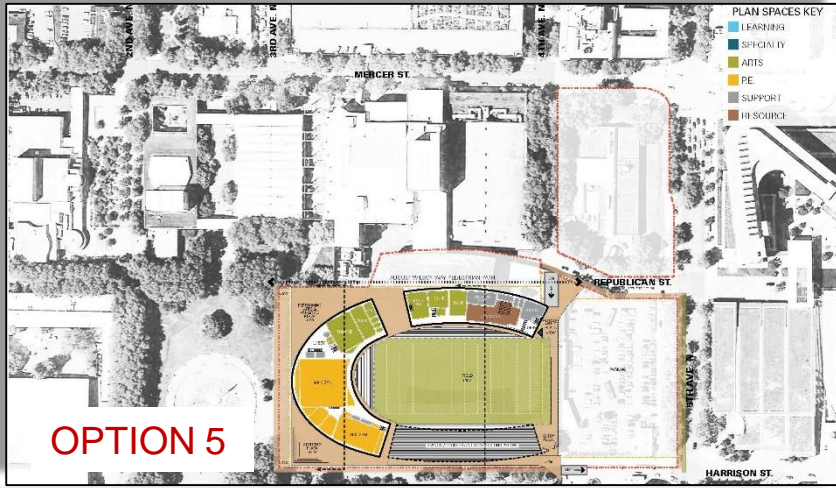


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# DOWNTOWN HIGH SCHOOL / OPTIONS 5,6,7A

## PREVIOUS PLANNING STUDIES

# DOWNTOWN HIGH SCHOOL / OPTION 5,6,7A





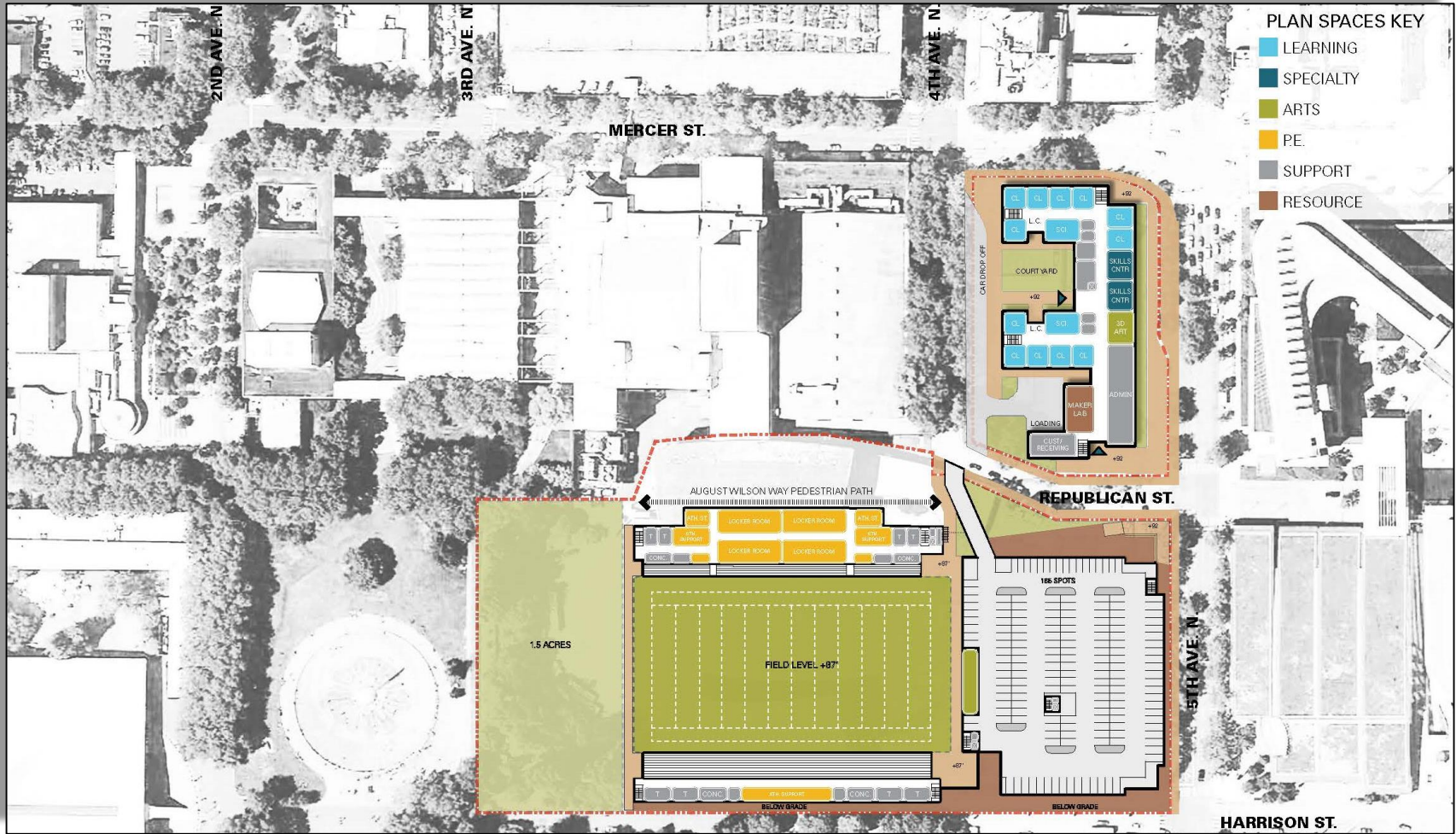
**DOWNTOWN HIGH SCHOOL / OPTION 5,6,7A**



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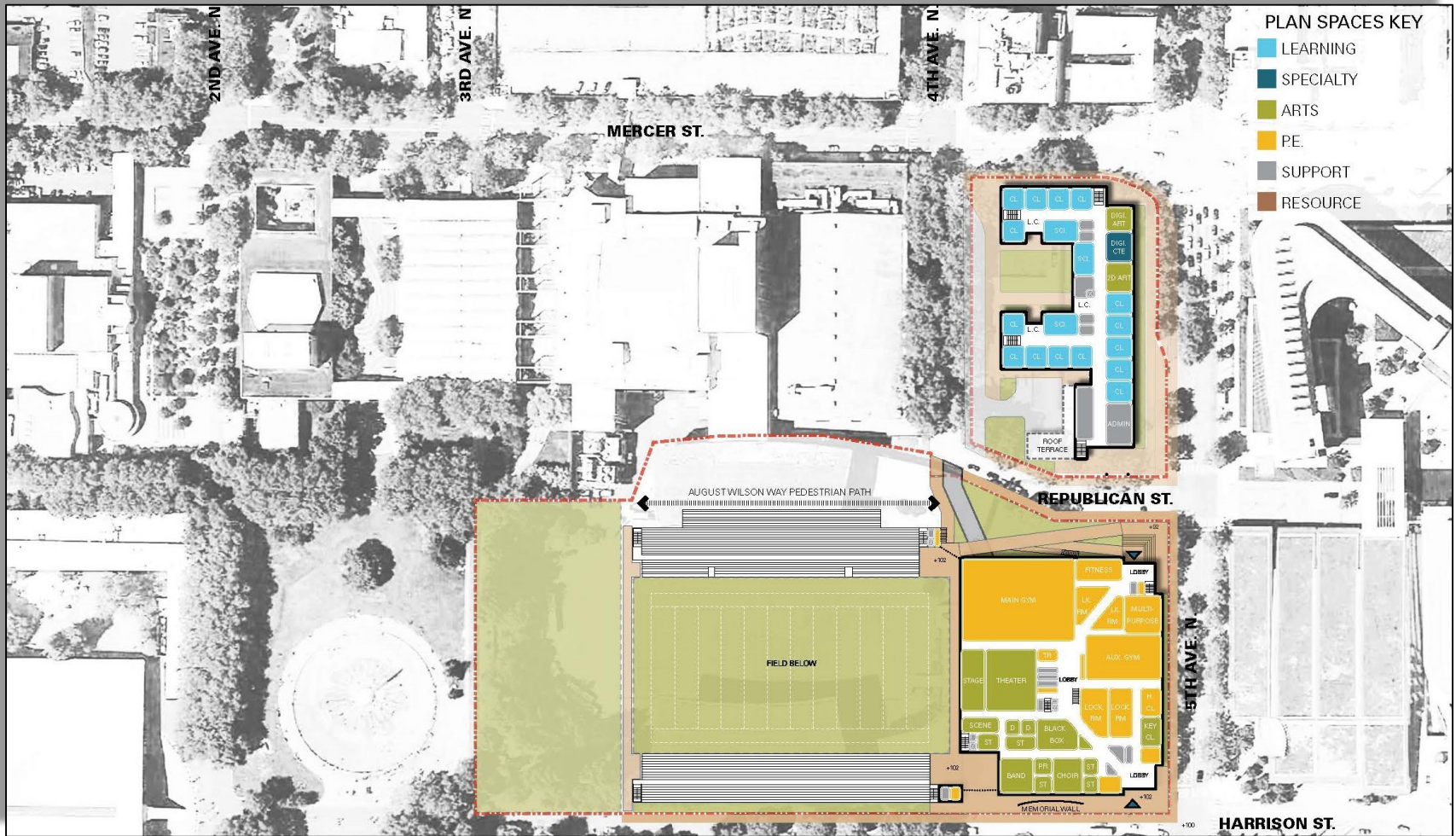
**DOWNTOWN HIGH SCHOOL / OPTION 7B**  
**CURRENT PLANNING STUDY**

# DOWNTOWN HIGH SCHOOL / OPTION 7B - LEVEL 1 - +87' & +92'



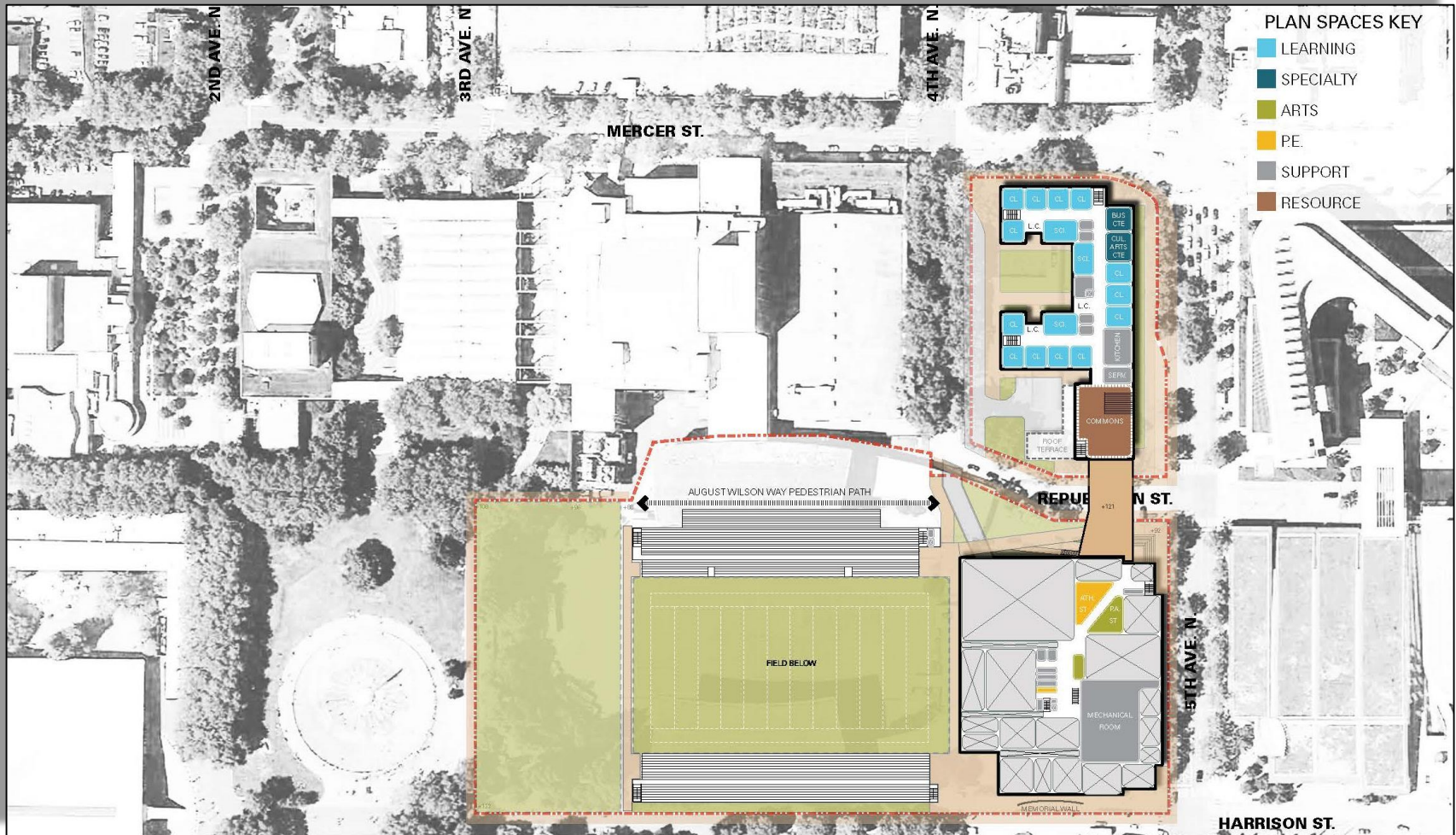


**DOWNTOWN HIGH SCHOOL / OPTION 7B – LEVEL 2 - +102' & +107'**

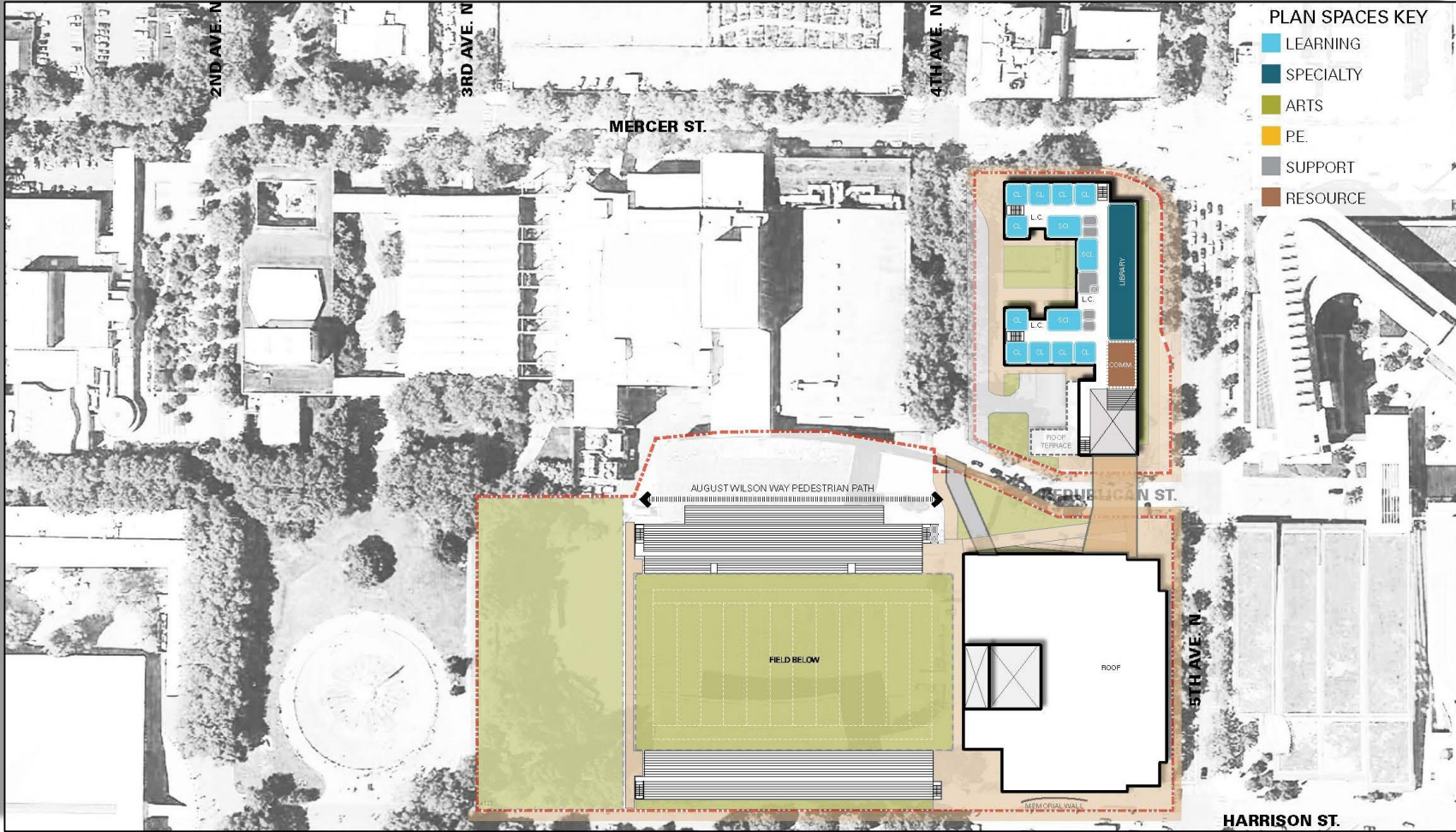




# DOWNTOWN HIGH SCHOOL / OPTION 7B - LEVEL 3 - +117' & +122'



**DOWNTOWN HIGH SCHOOL / OPTION 7B - LEVEL 4 - 137'**





# DOWNTOWN HIGH SCHOOL / OPTION 7B - LEVEL 5 - 152'



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# Q & A

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# **BEX V BOARD WORK SESSION**

## **NEXT STEPS/WAY FORWARD**

### **Activities through March 2018:**

- **Complete Capacity Analysis Evaluation/Identify Projects**
- **Continue Master Planning Efforts**
- **Continue Programmatic Environmental Impact Statement**
- **Identify/Prioritize Building Systems Repairs & Replacements**
- **Identify/Prioritize One-Off Projects**
- **Identify/Prioritize Technology Projects**
- **Identify/Prioritize Academic Projects**
- **Develop Project Specific Cost Estimates**
- **Begin Transition Planning**
- **Begin Equity Analysis Assessment**
- **Refine Communications and Community Engagement Plan**
- **Begin Fiscal Assessment**

**Review Progress with Board Directors: March 28, 2018**

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# **BEX V BOARD WORK SESSION**

## **NEXT STEPS/WAY FORWARD**

### **Board Questions & Discussions**

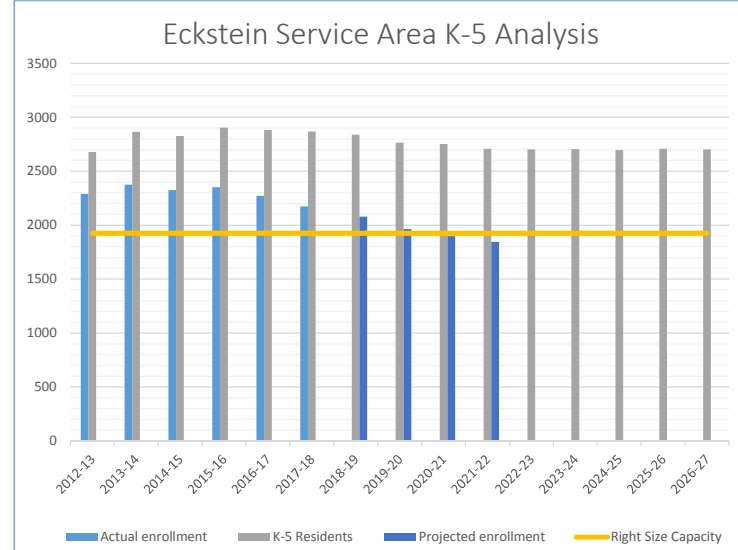
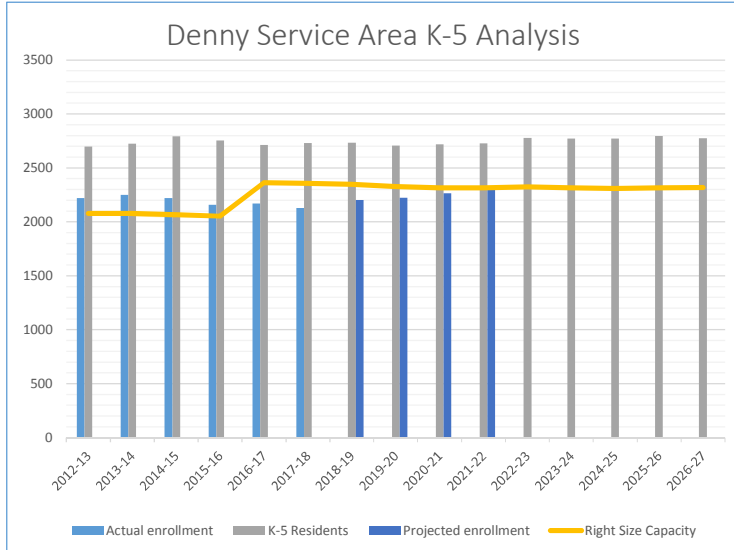
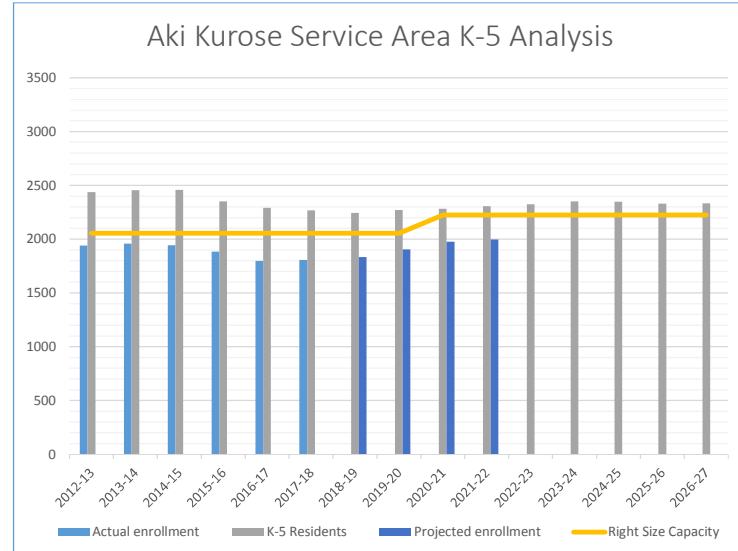
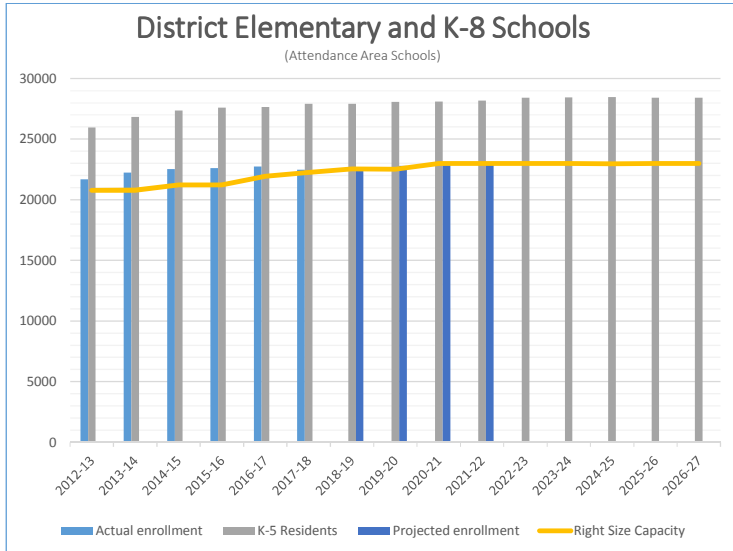


# Seattle Public Schools: Every Student. Every Classroom. Every Day.



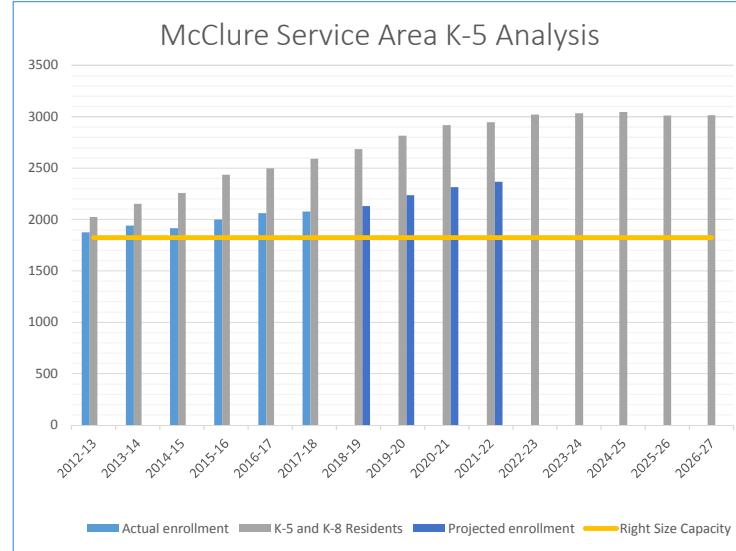
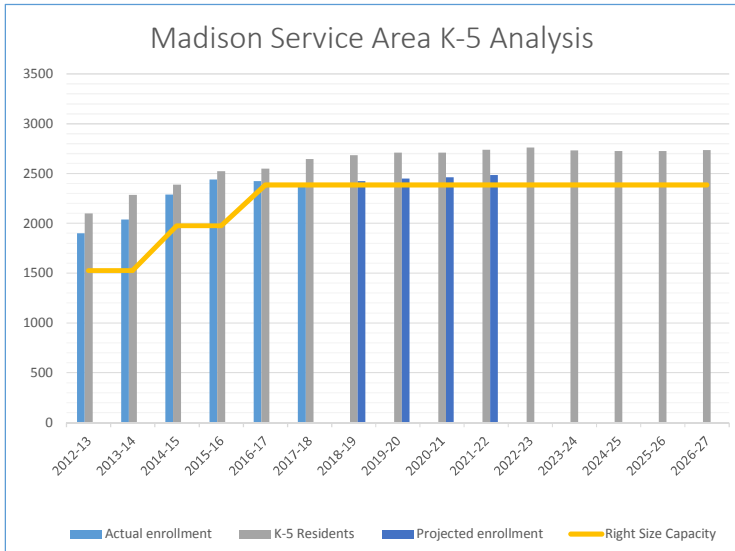
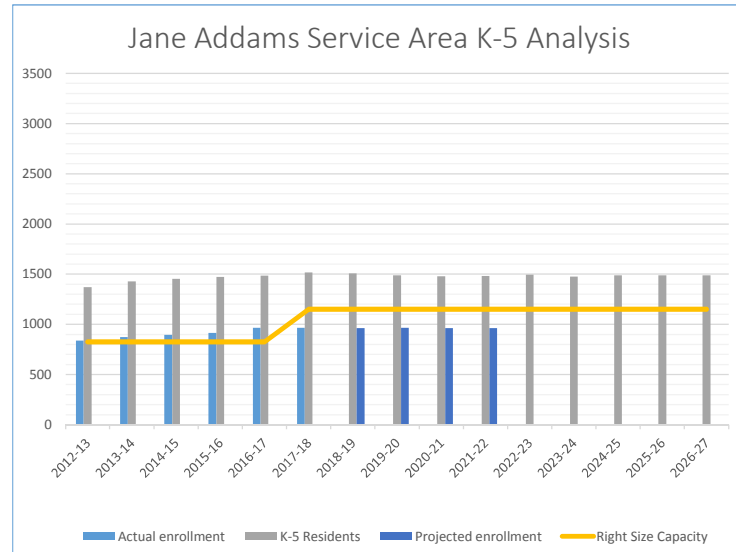
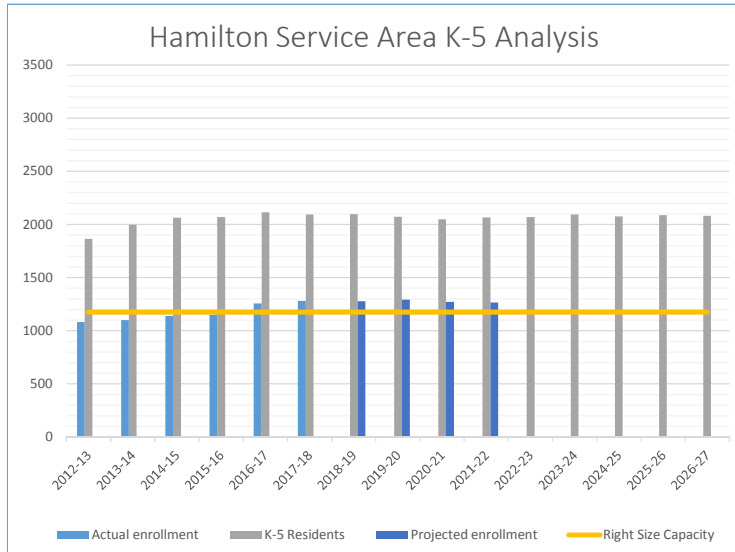


**Middle School Service Areas**  
**Elementary and K-8 School Projected K-5 Residents, Enrollment, and Capacity 2017-2026**



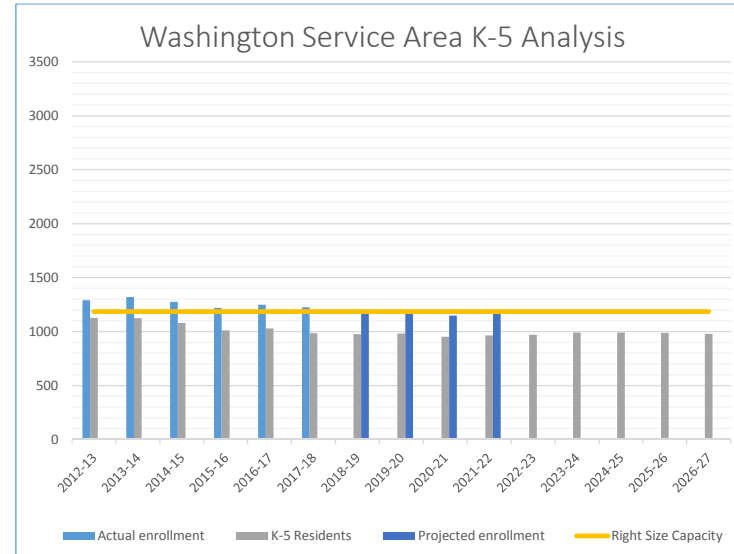
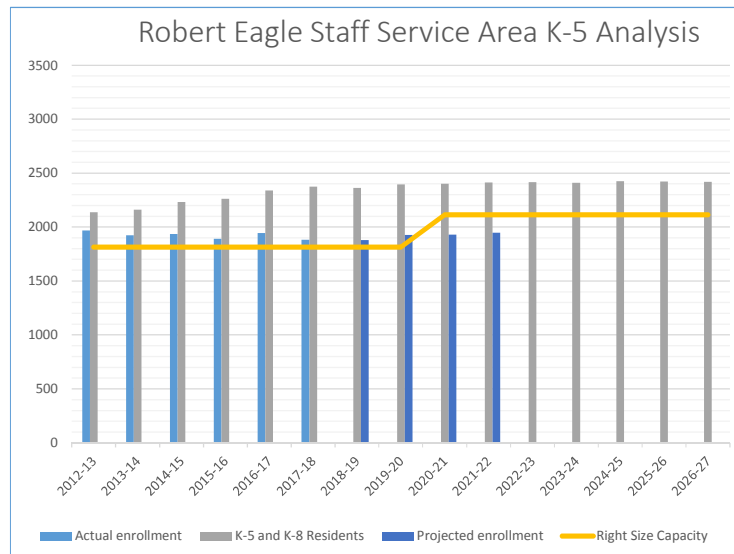
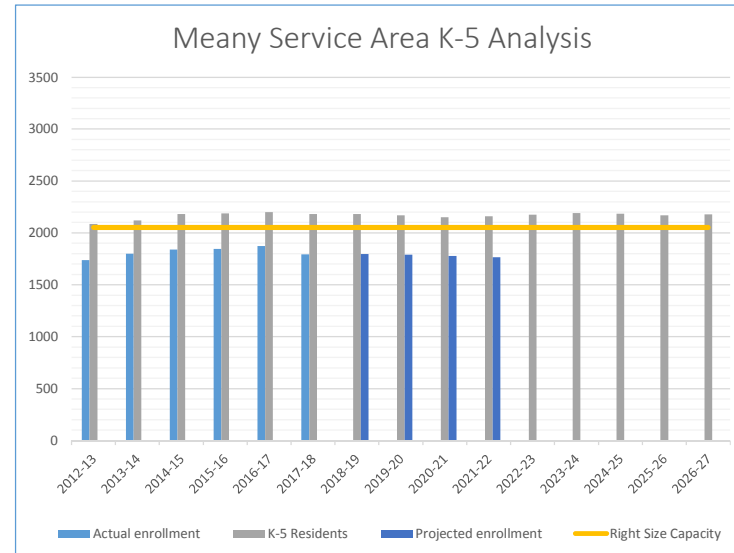
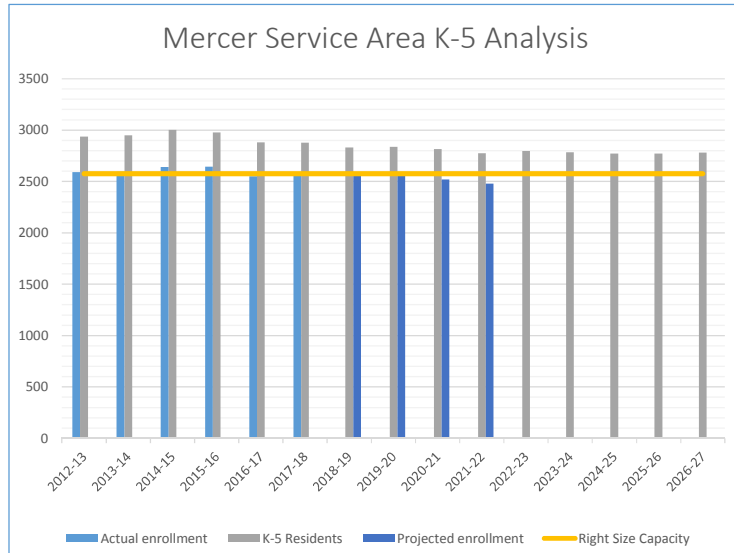
Notes:  
 1) Data from Sept. 2017 Resident Projections Nov. 2017 Updated 5-Year Enrollment Projection  
 2) Assumes 2017-18 class sizes boundaries

Middle School Service Areas  
 Elementary and K-8 School Projected K-5 Residents, Enrollment, and Capacity 2017-2026

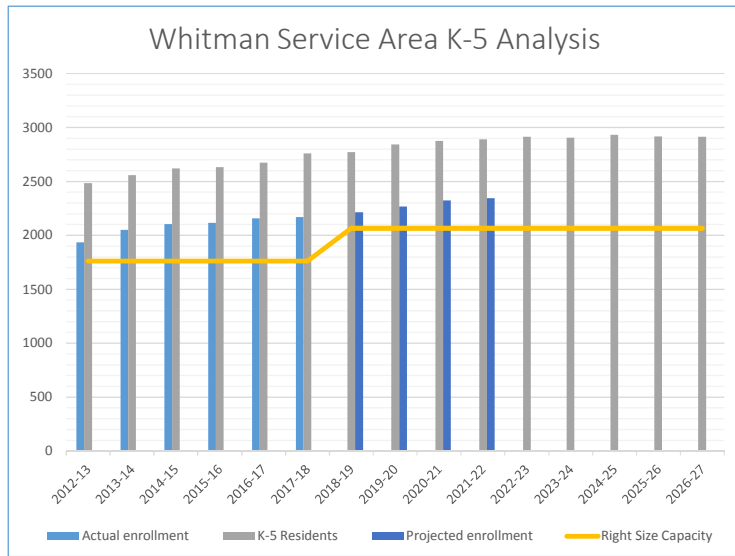


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Middle School Service Areas  
 Elementary and K-8 School Projected K-5 Residents, Enrollment, and Capacity 2017-2026

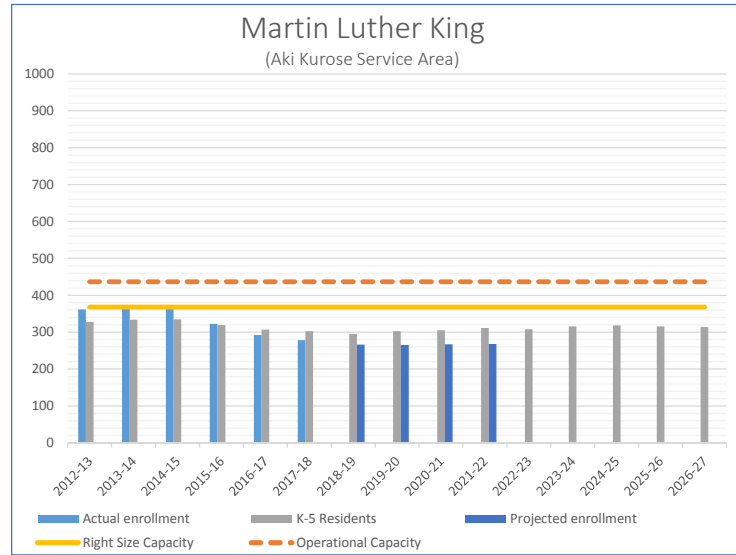
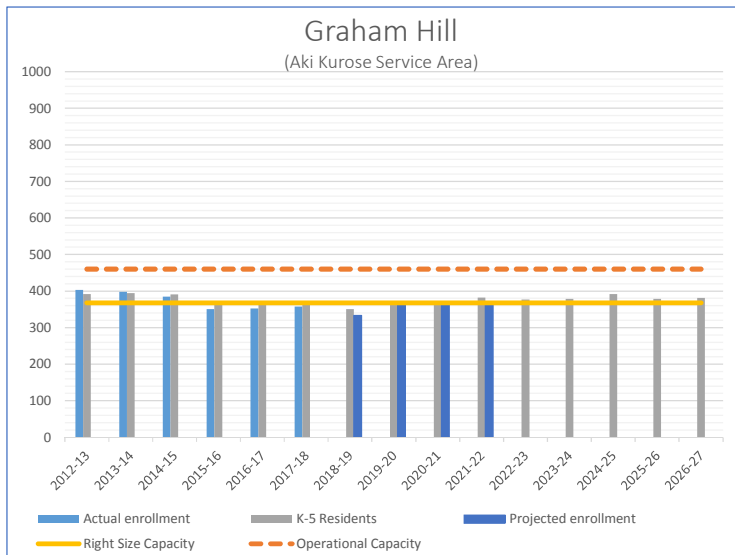
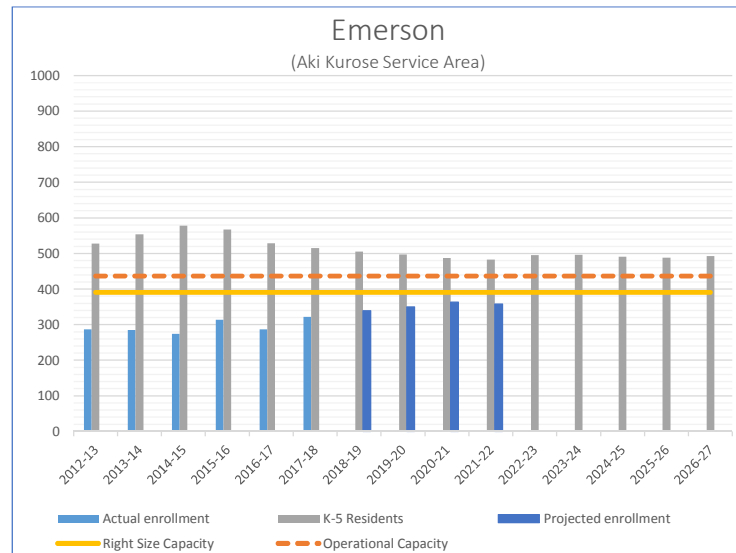
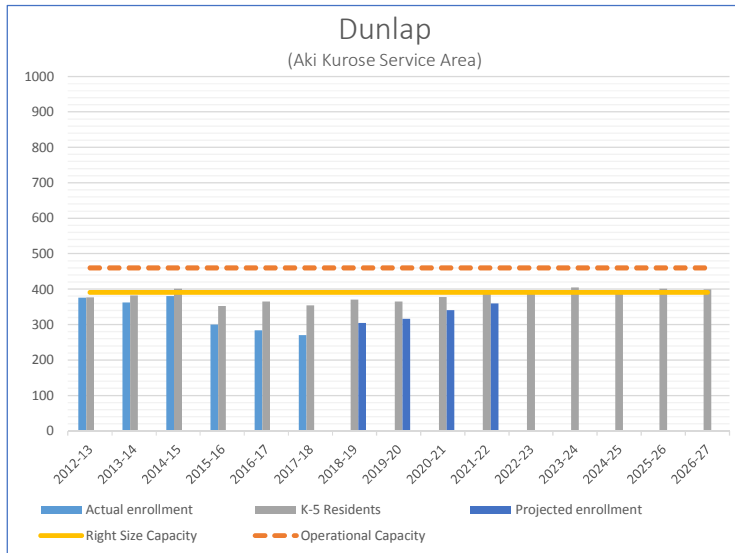


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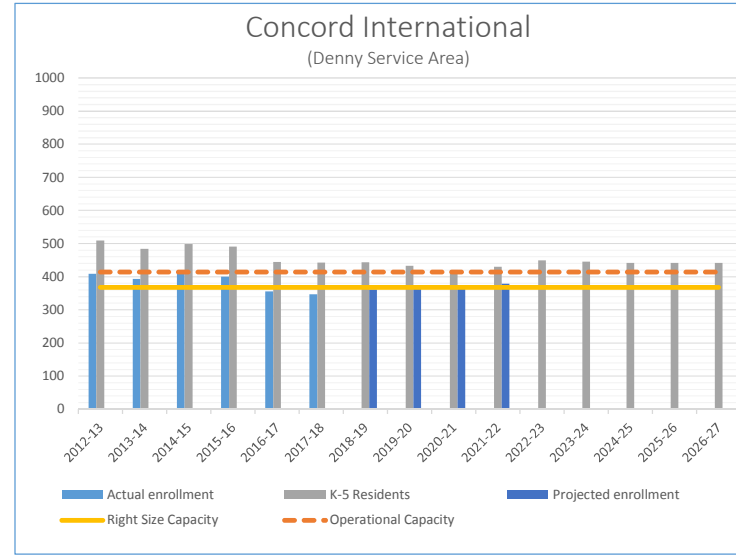
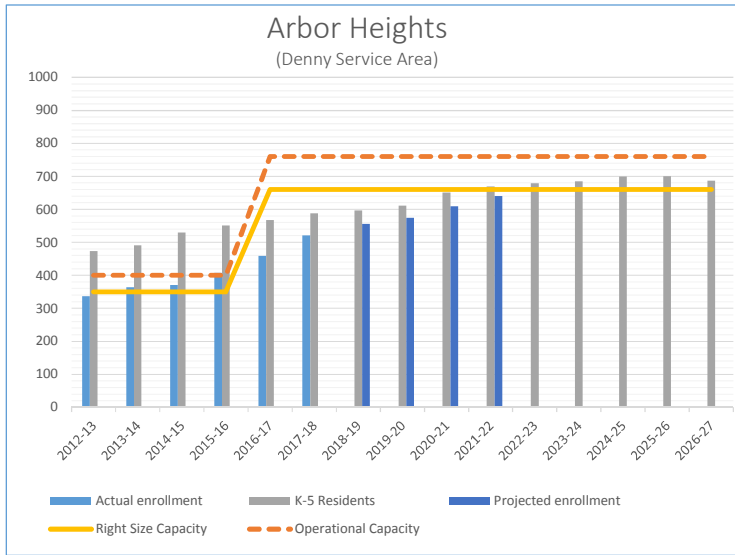
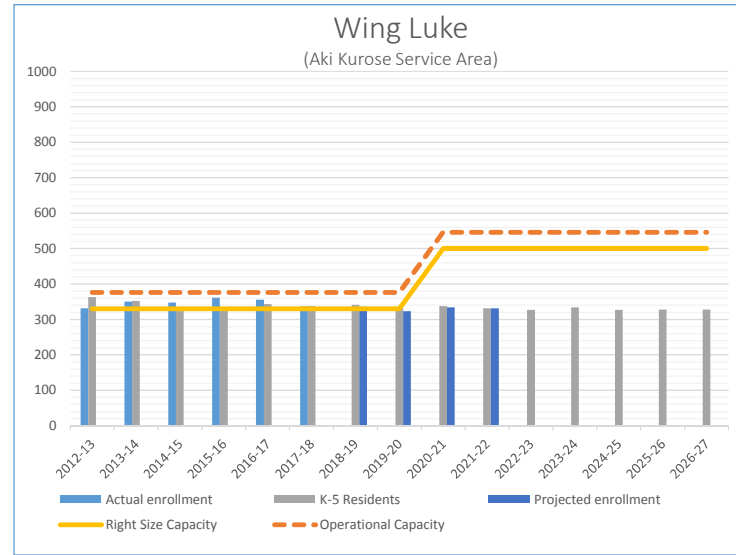
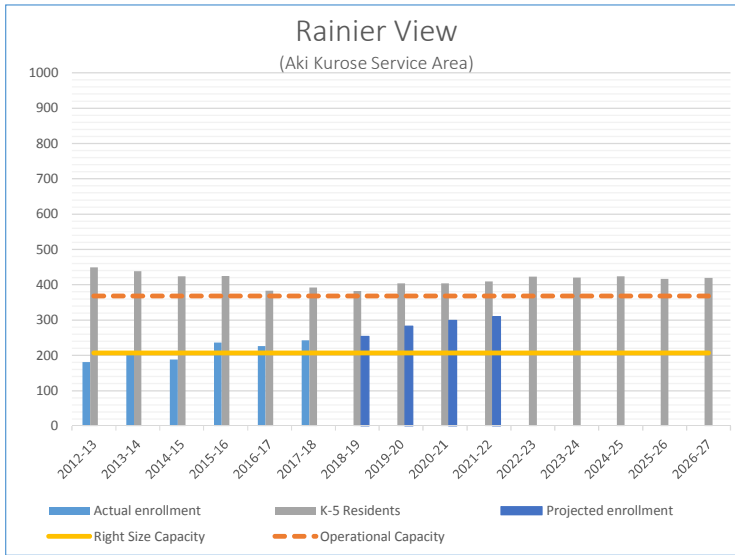


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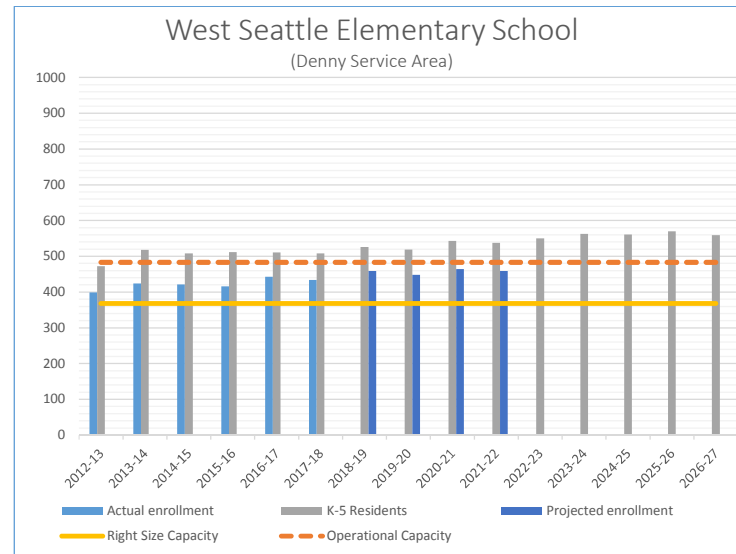
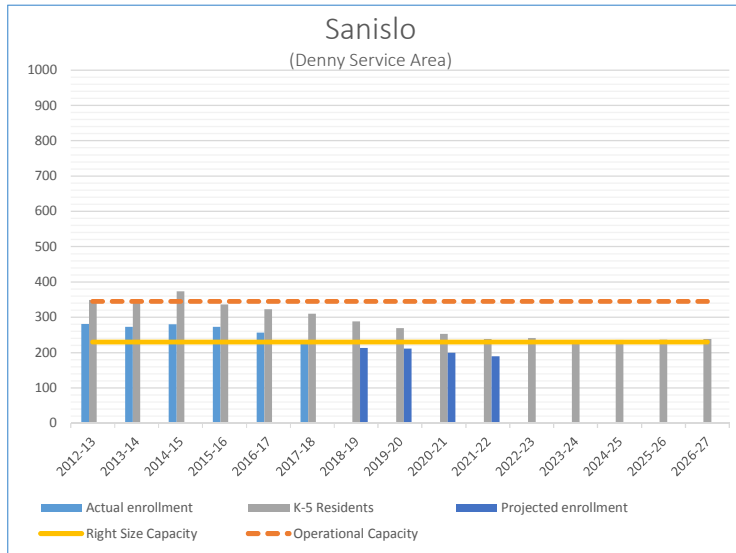
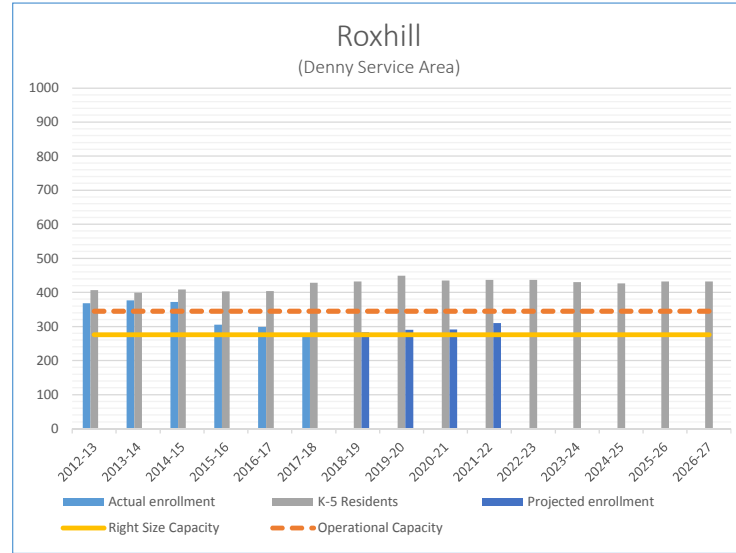
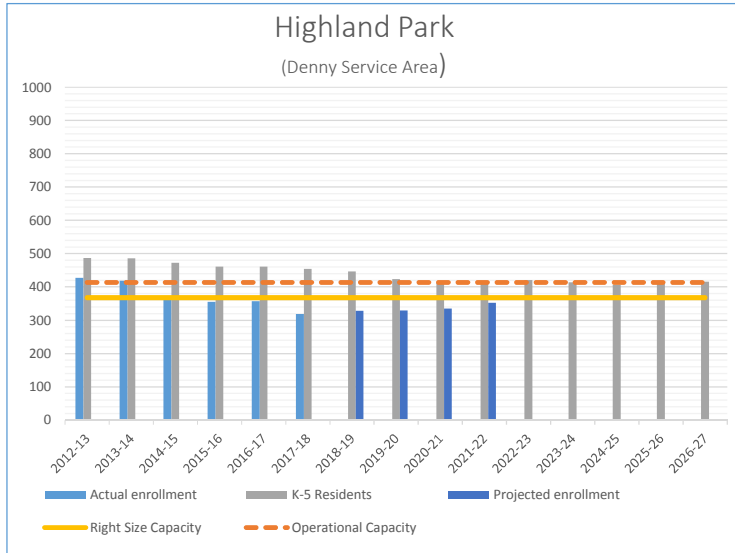




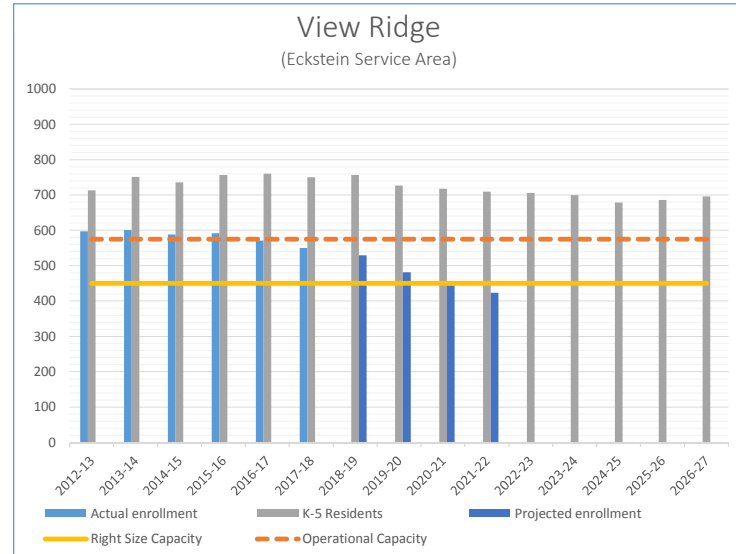
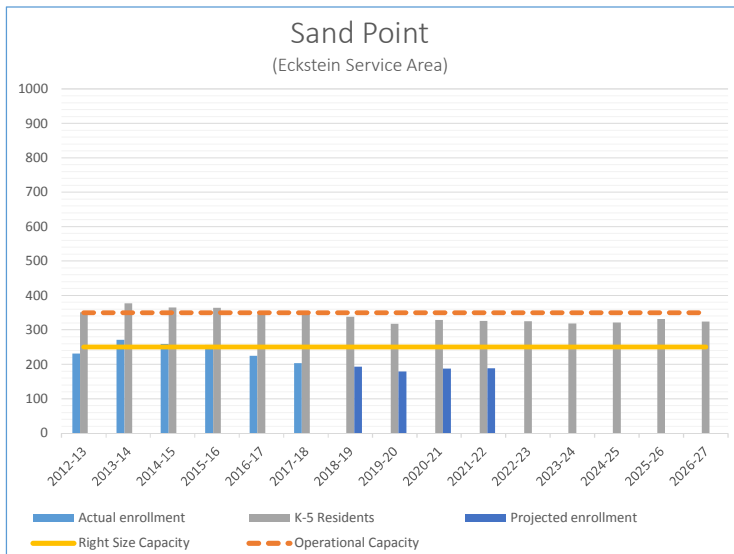
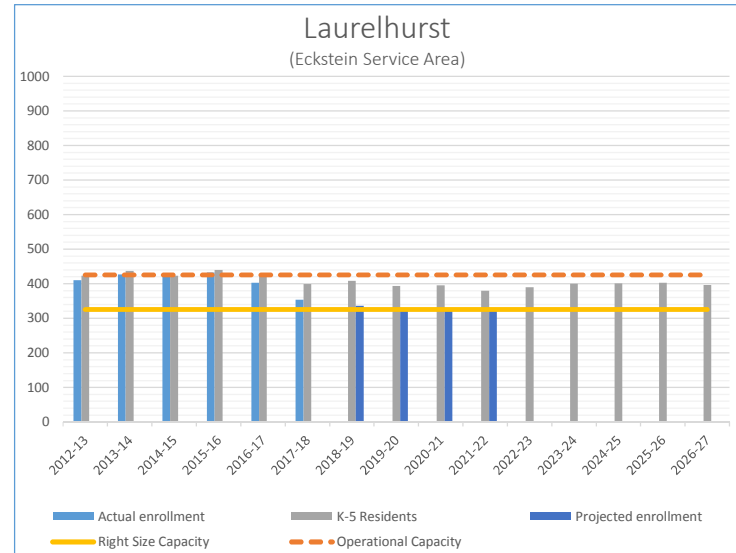
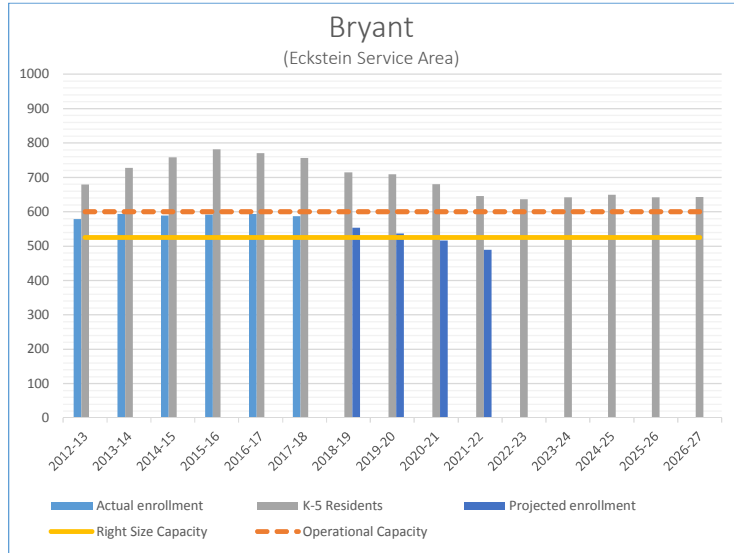
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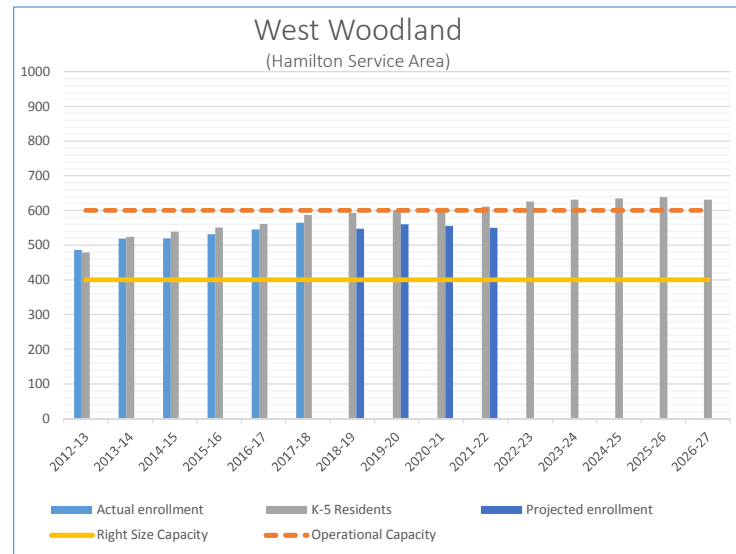
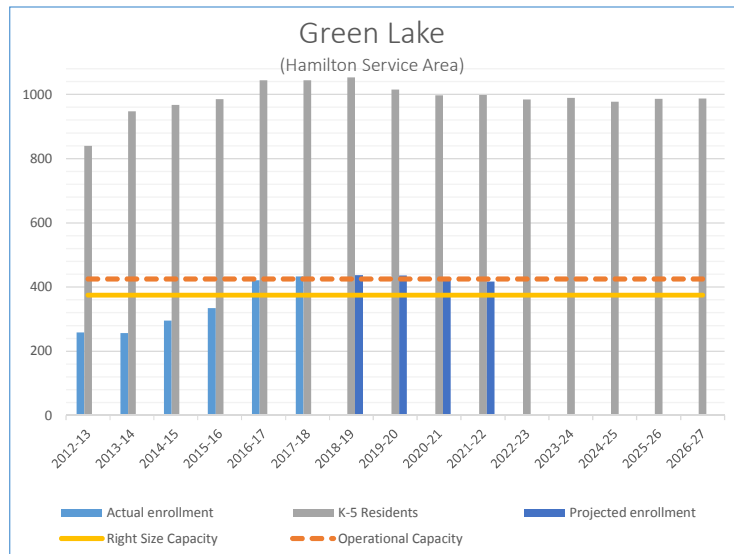
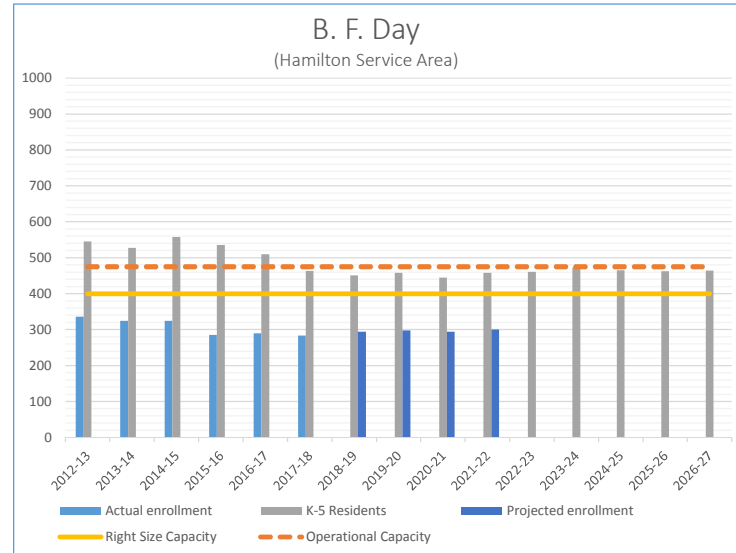
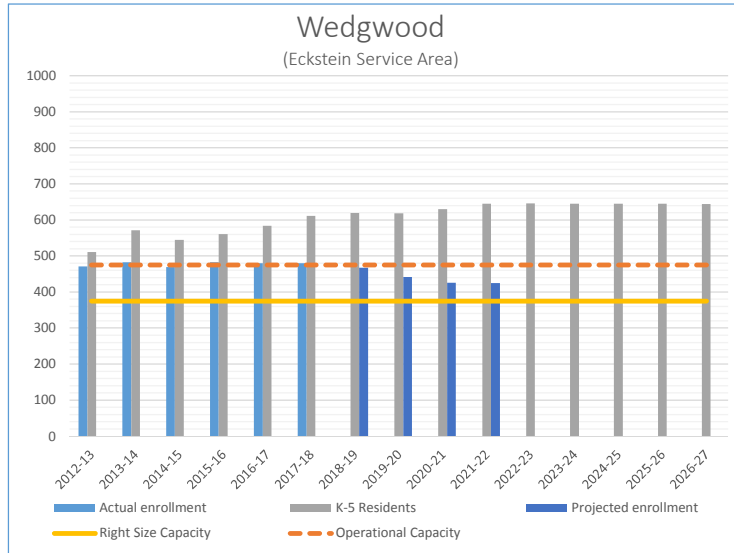


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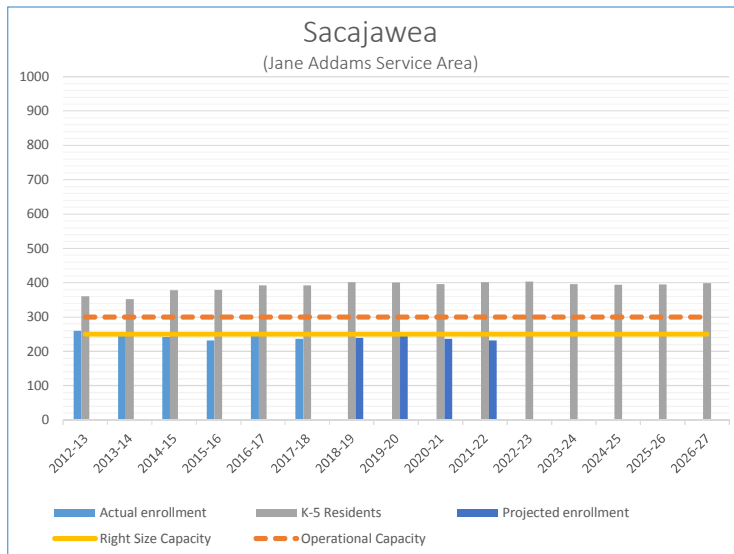
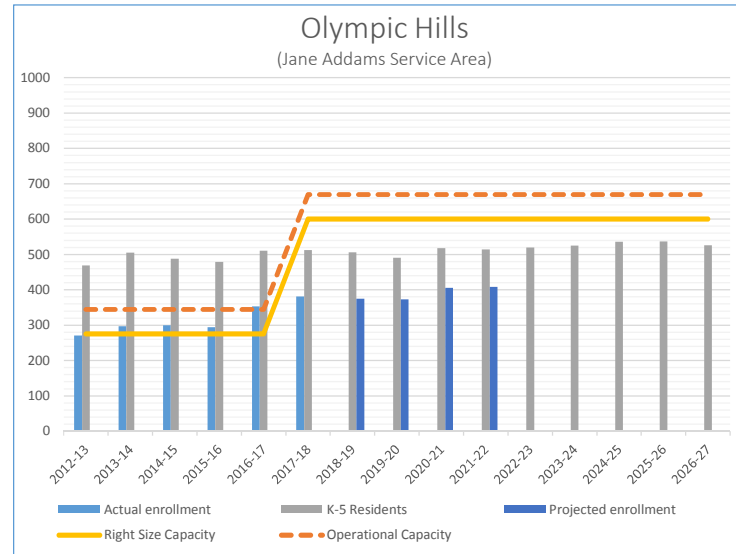
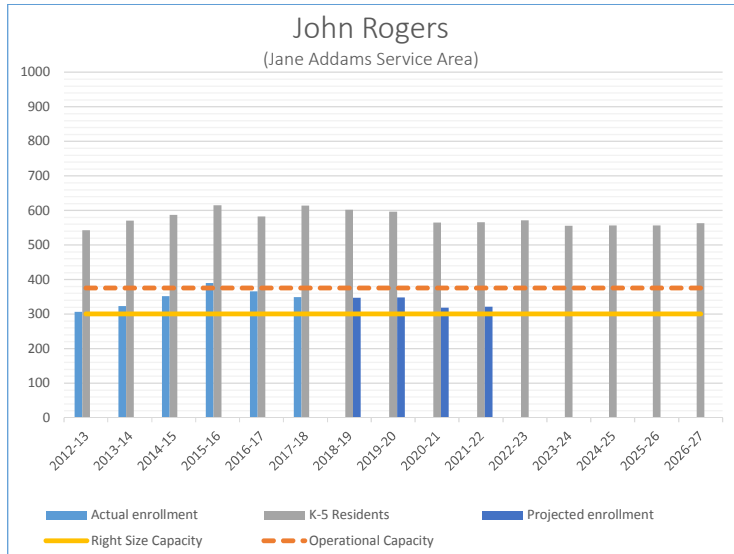


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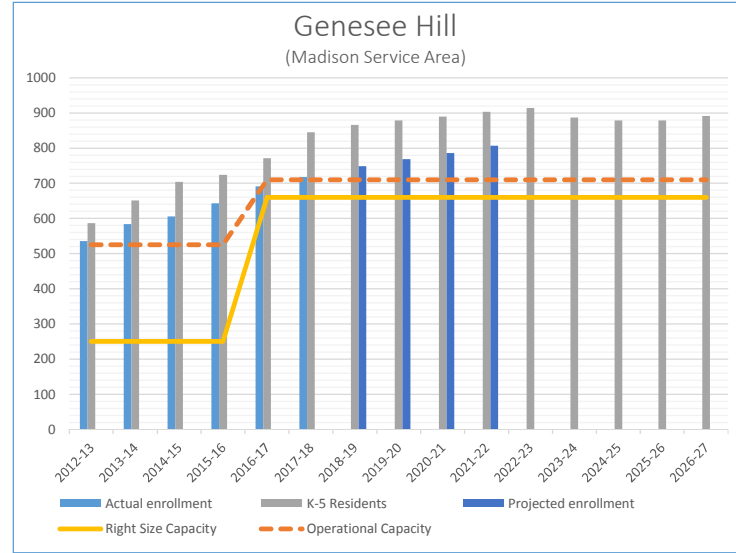
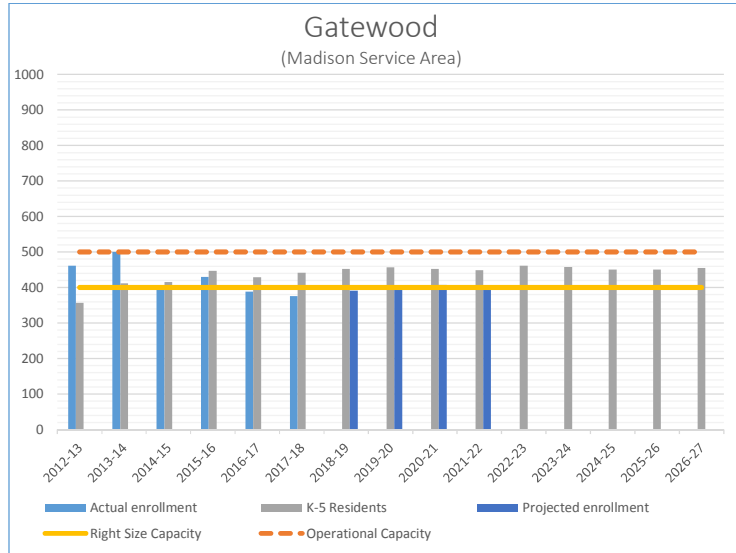
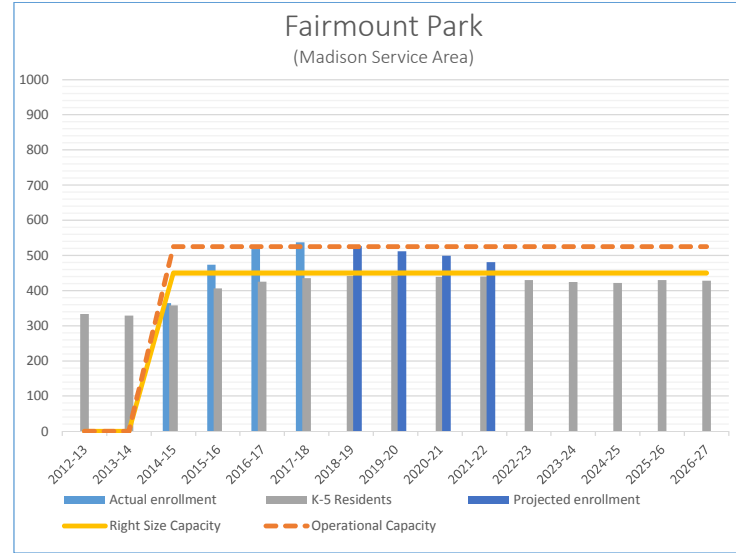
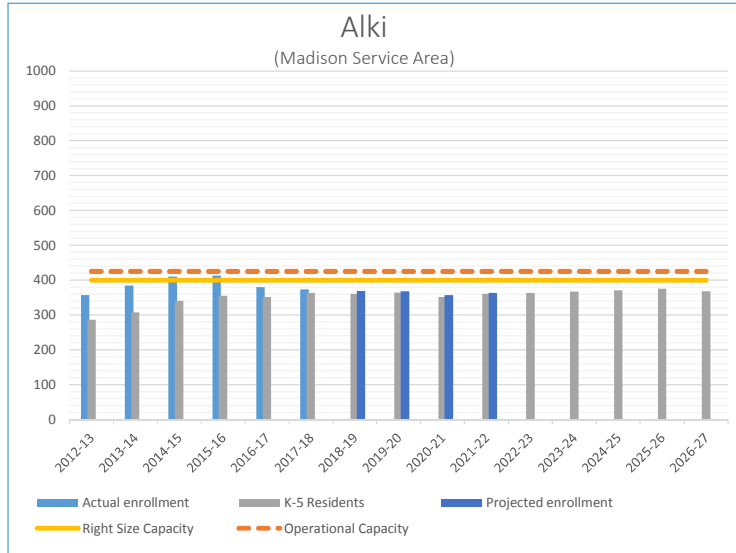




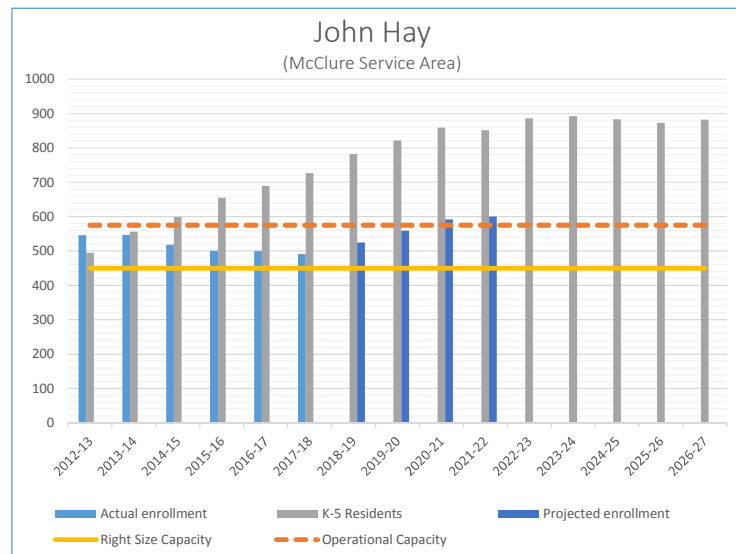
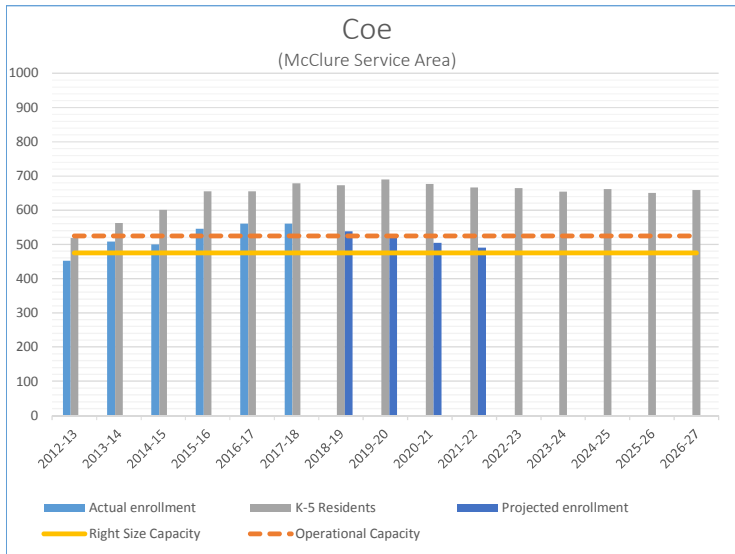
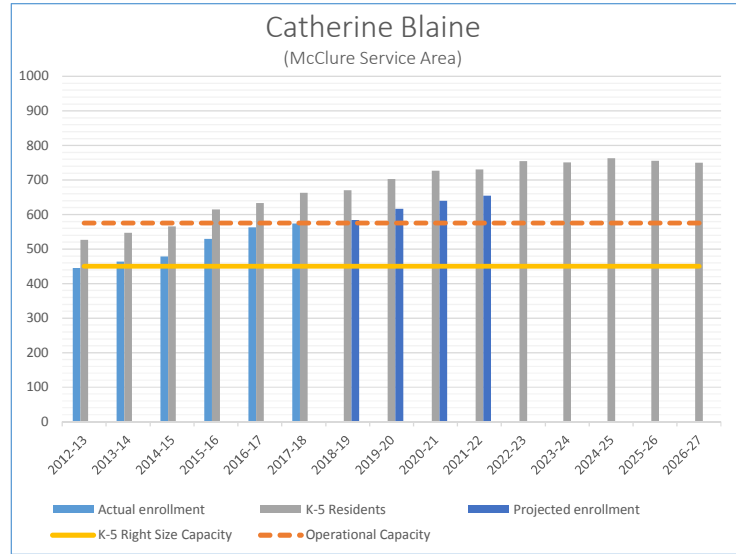
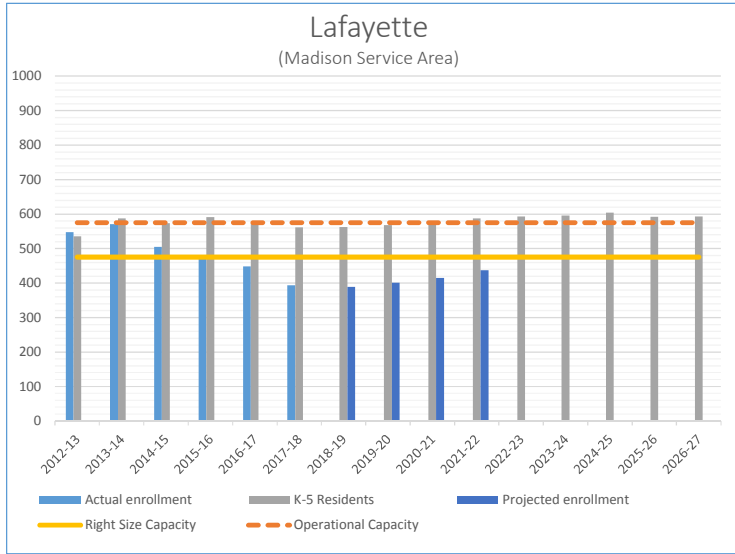
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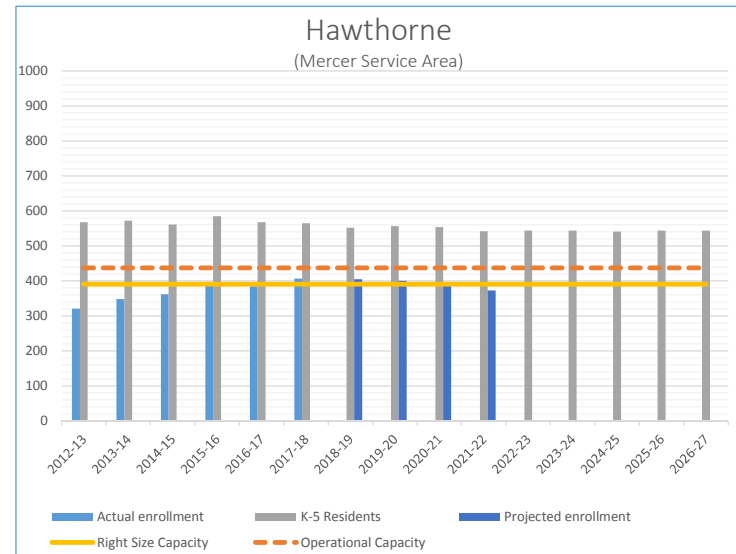
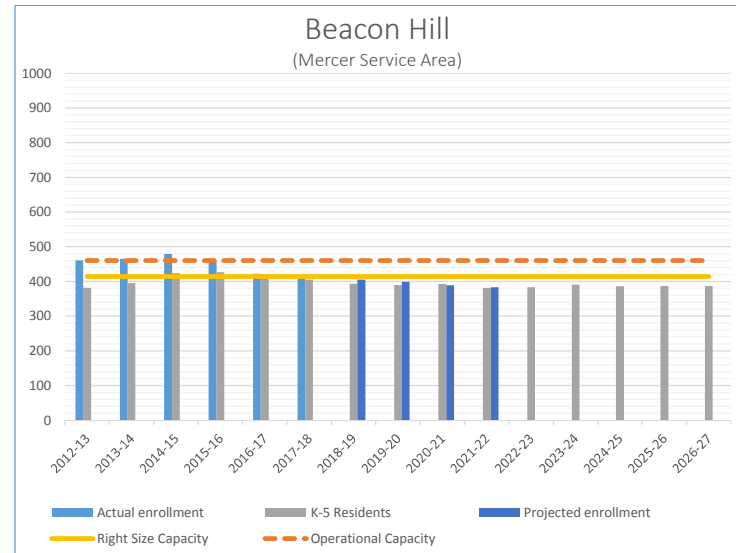
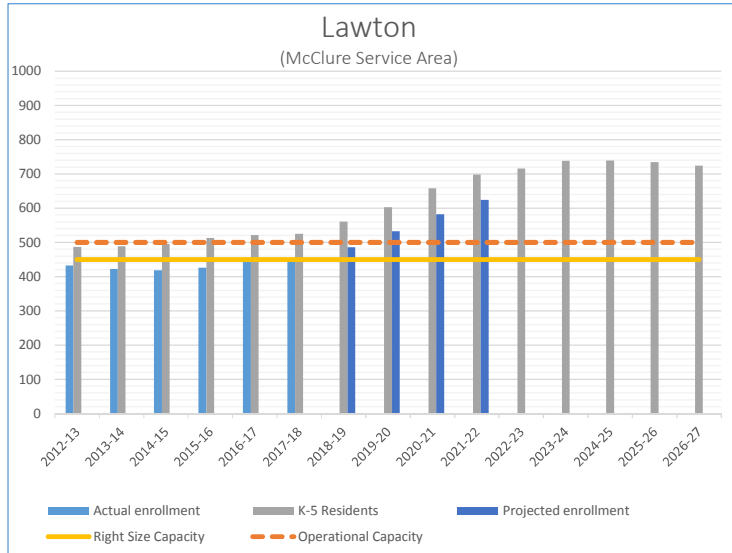


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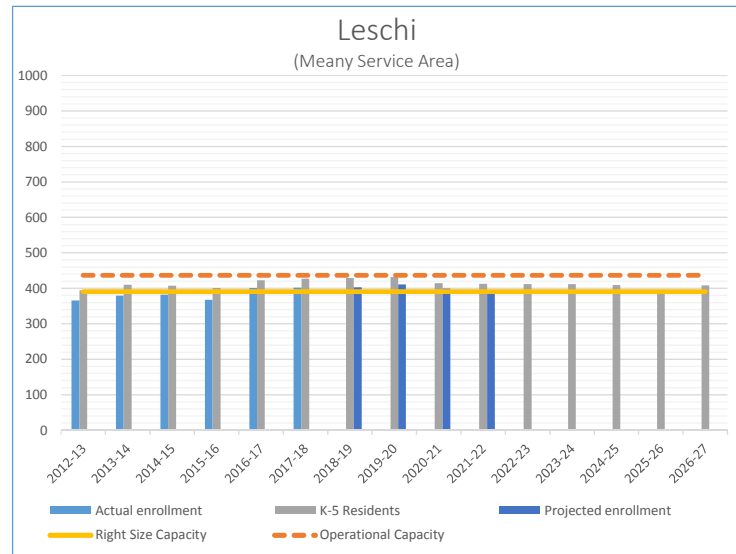
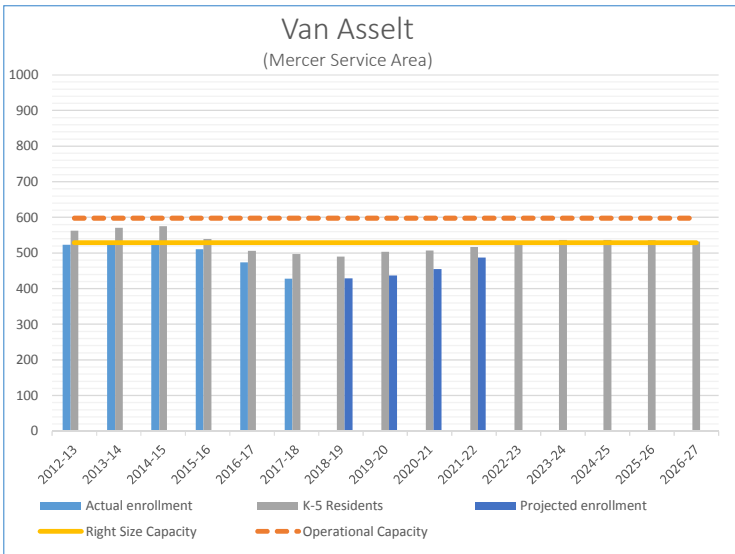
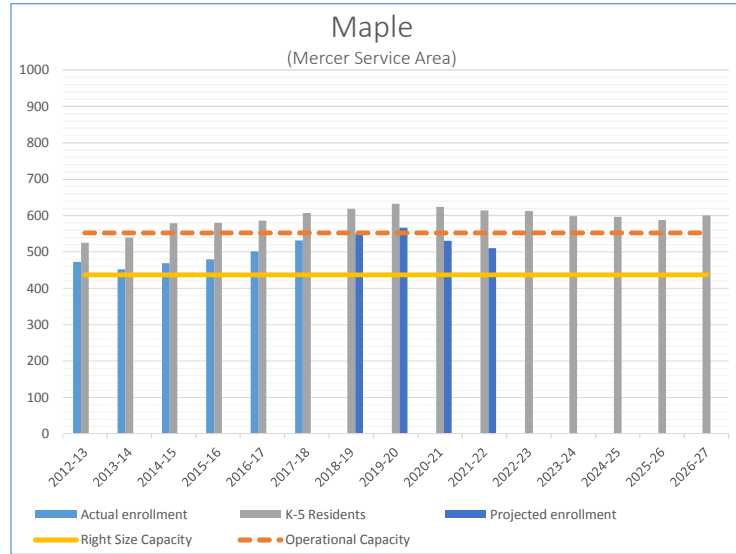
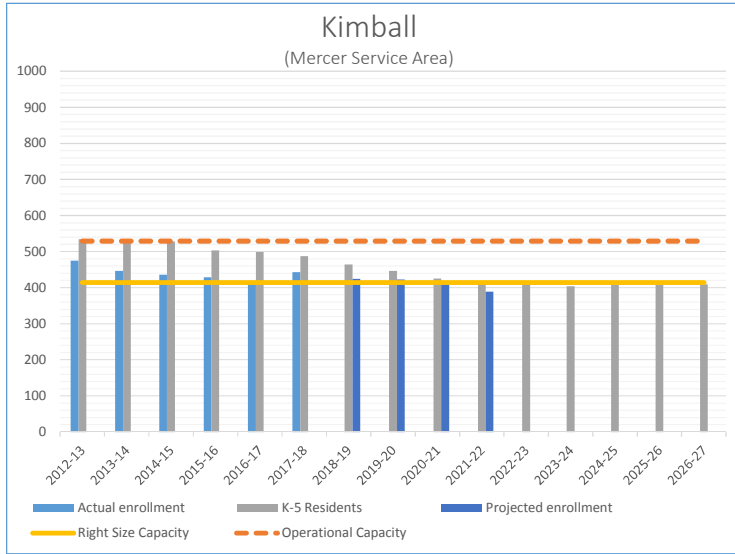


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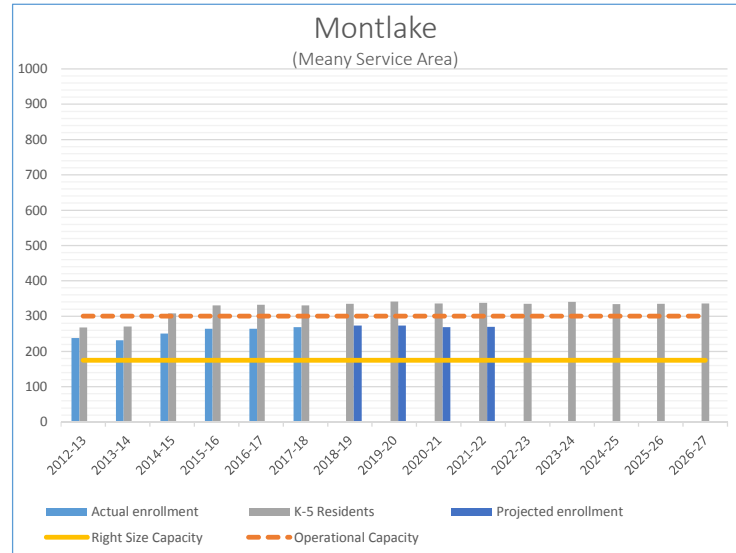
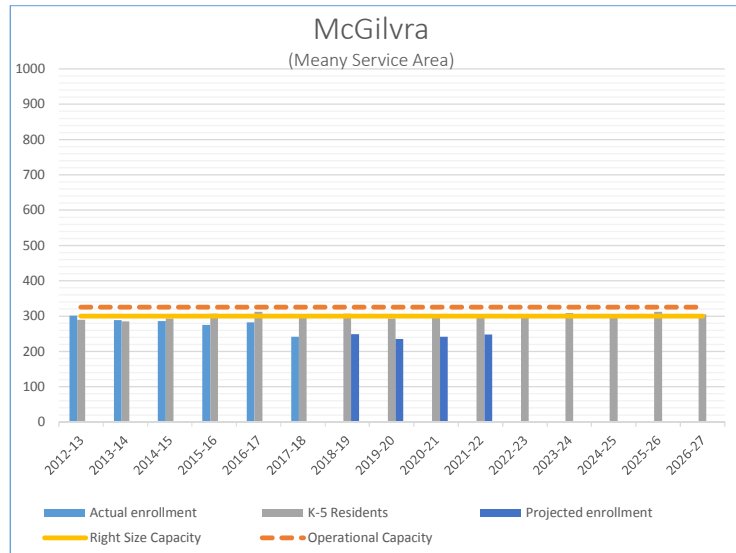
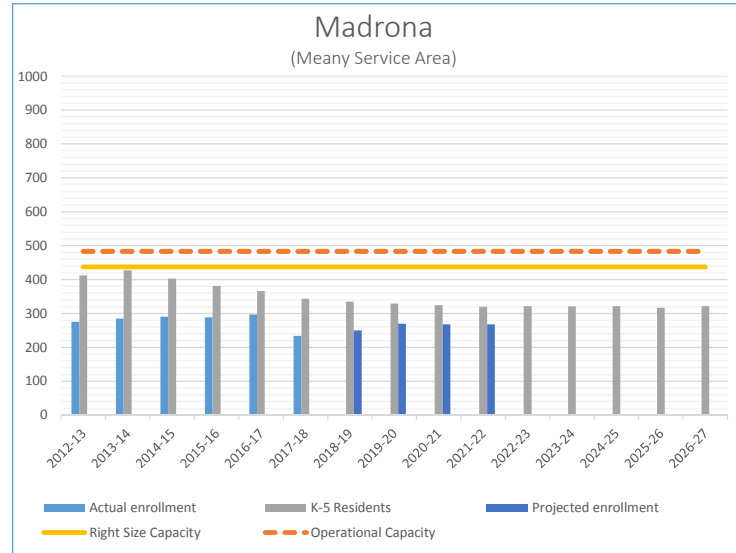
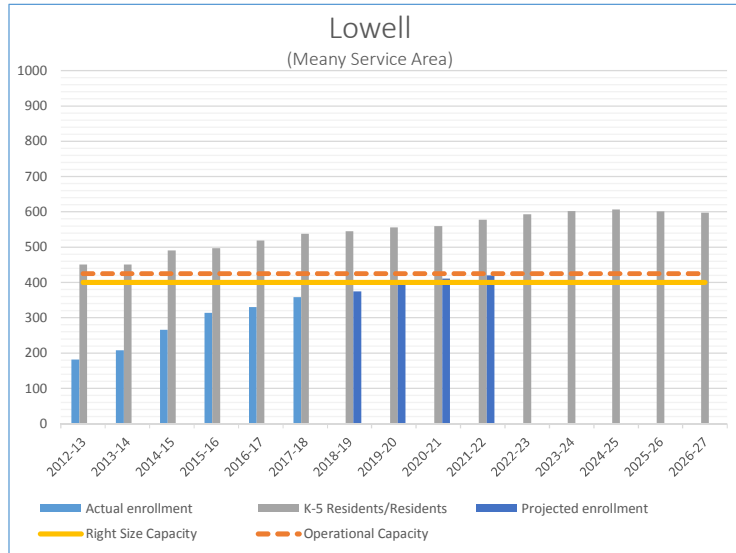




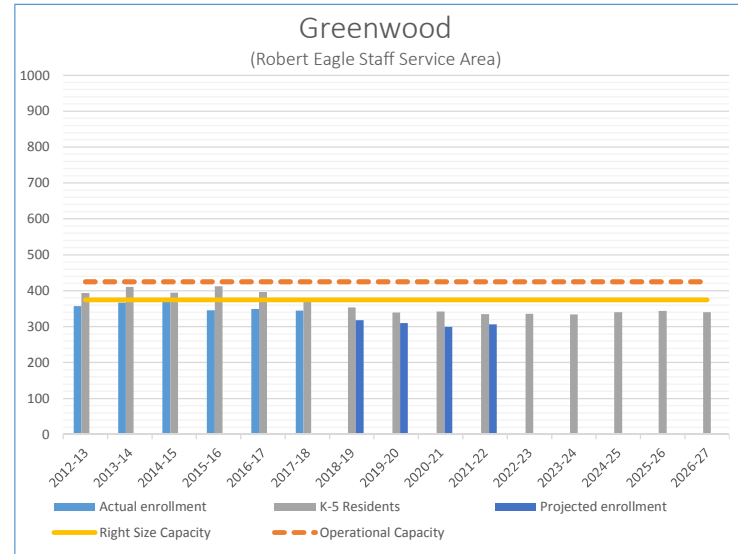
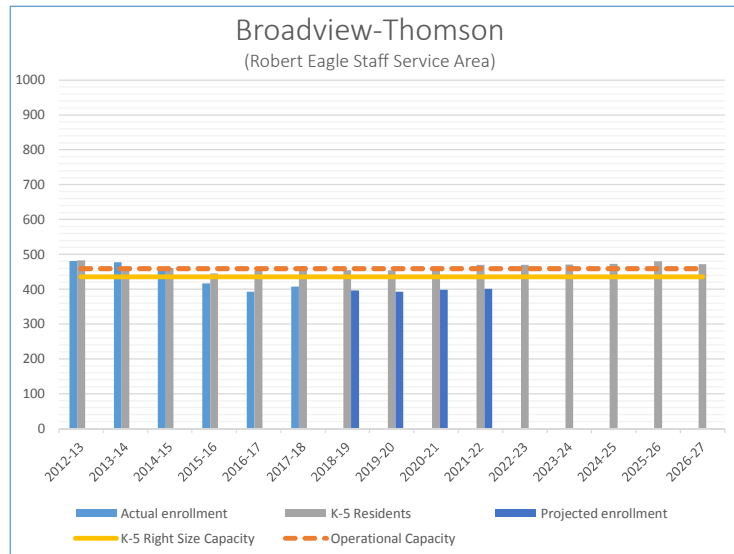
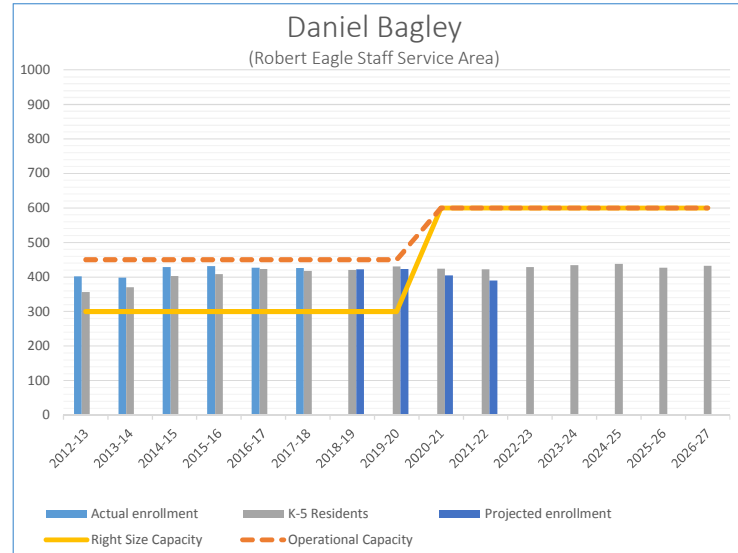
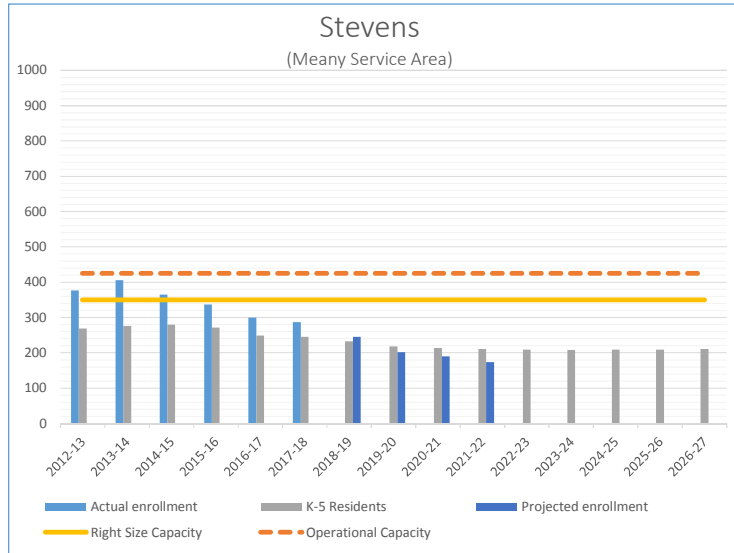
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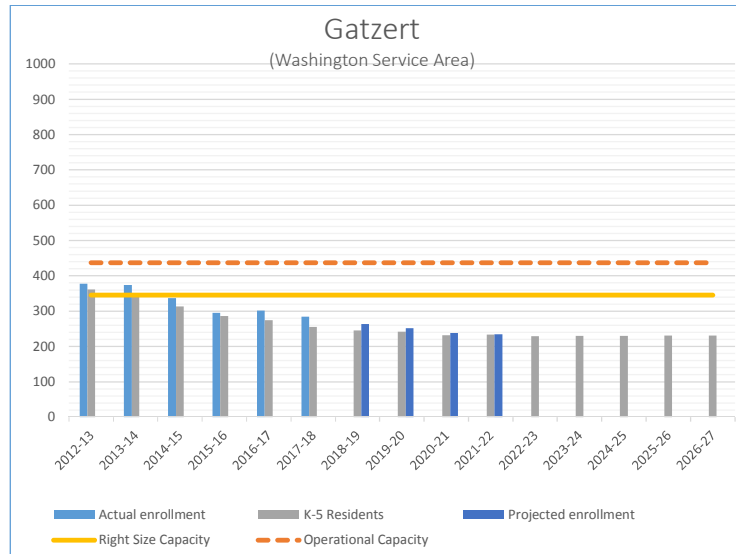
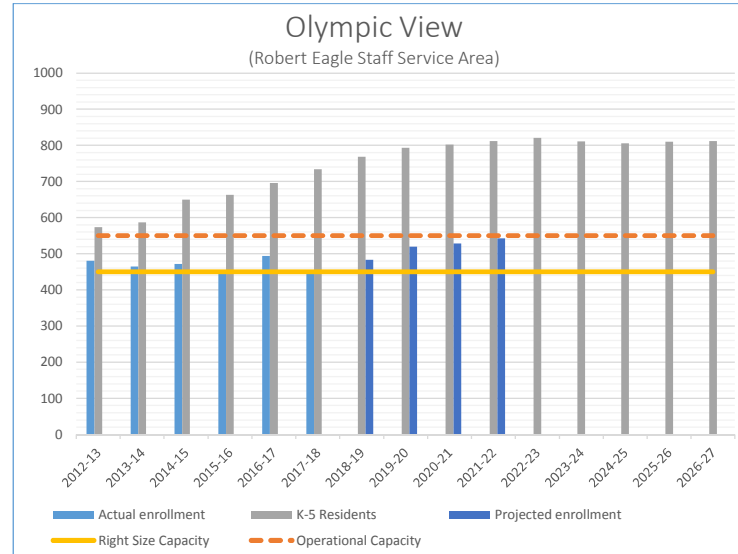
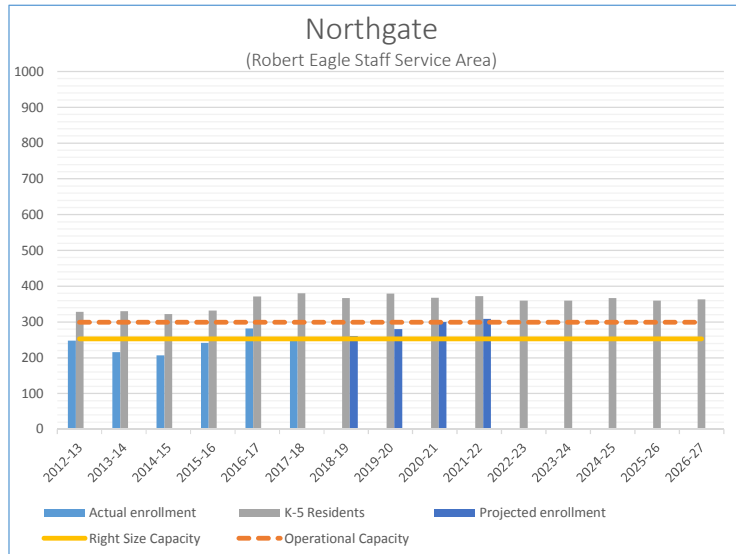


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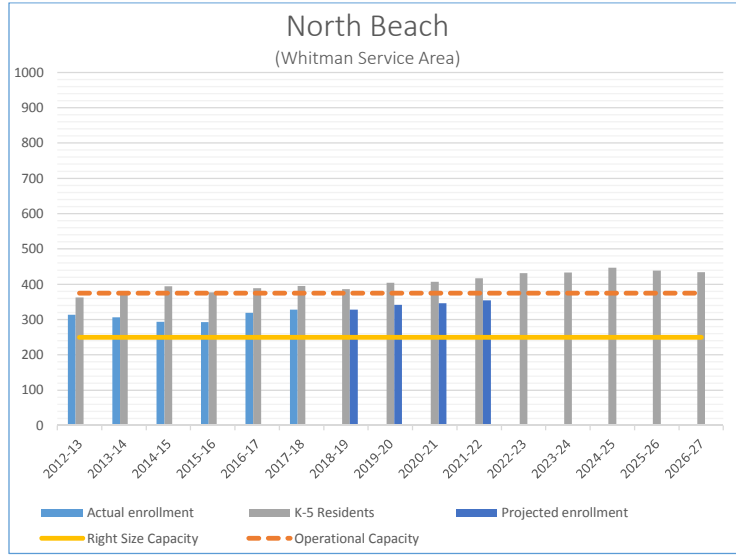
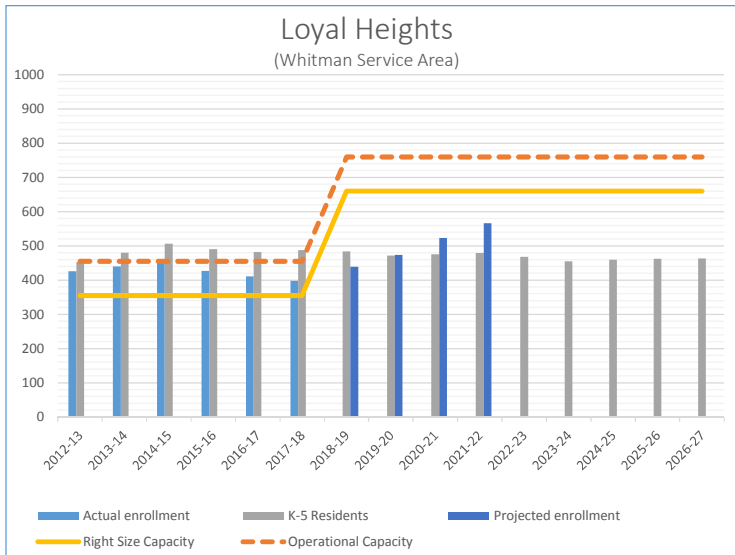
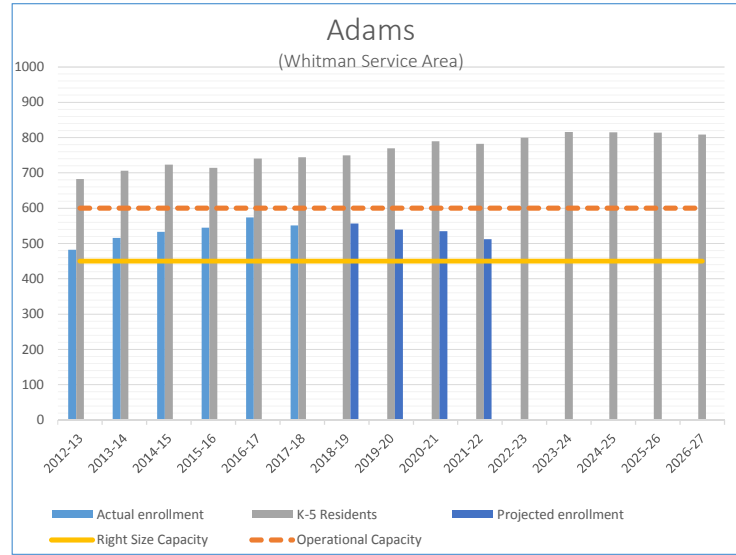
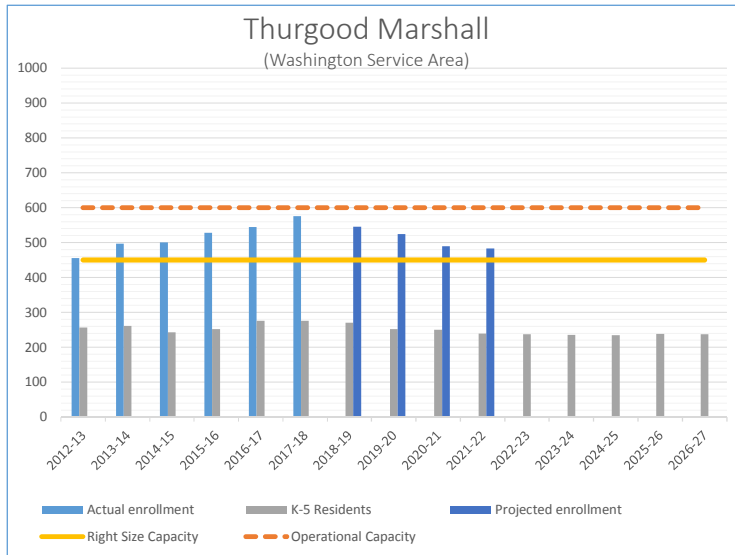


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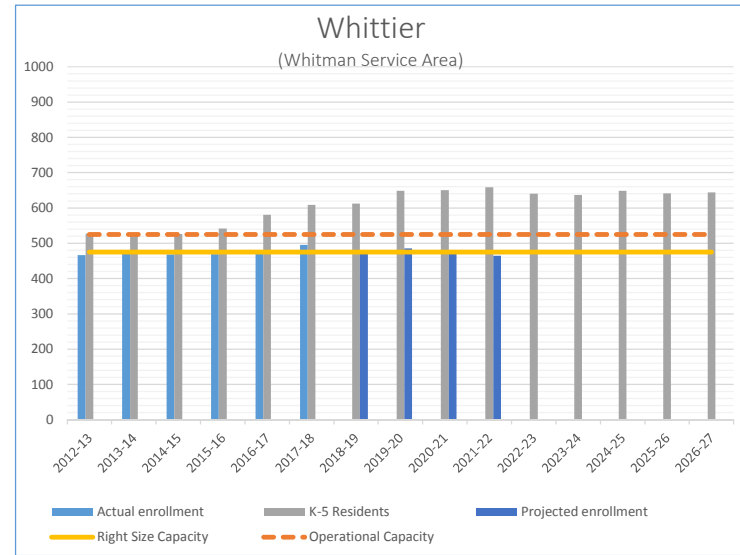
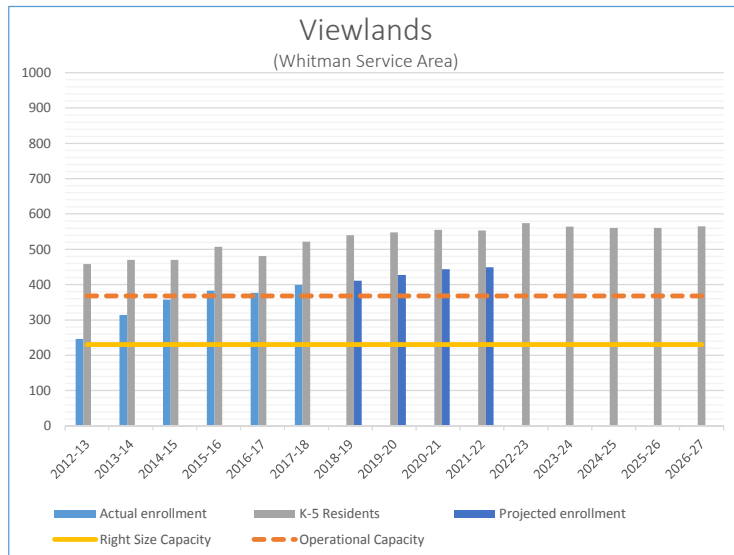




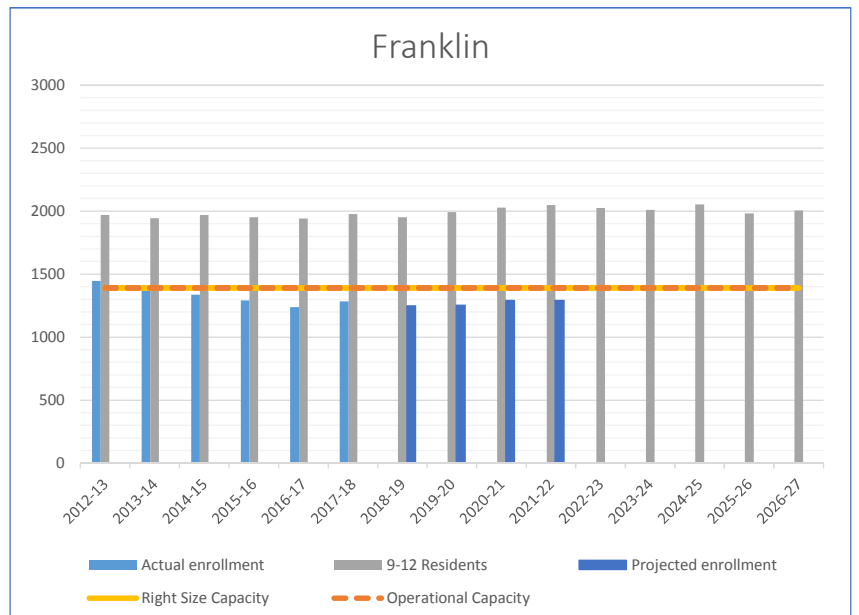
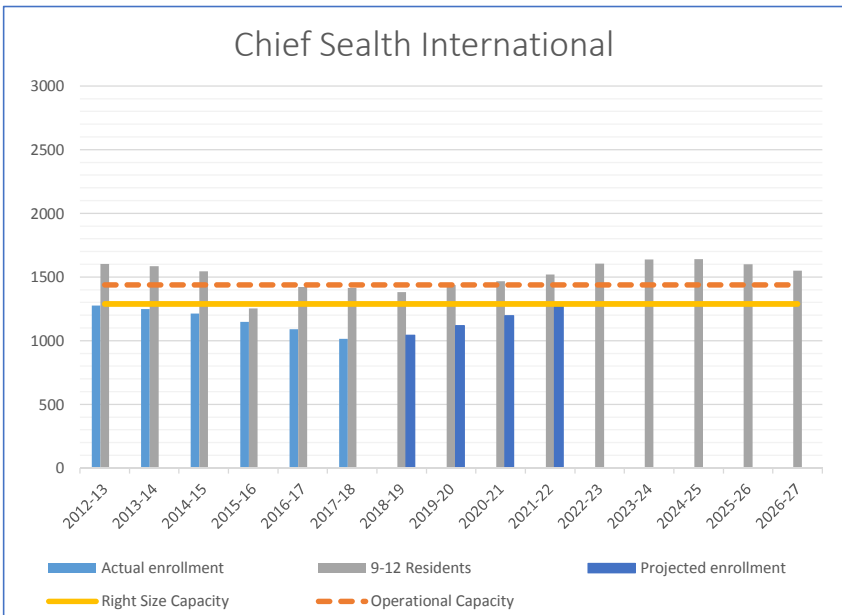
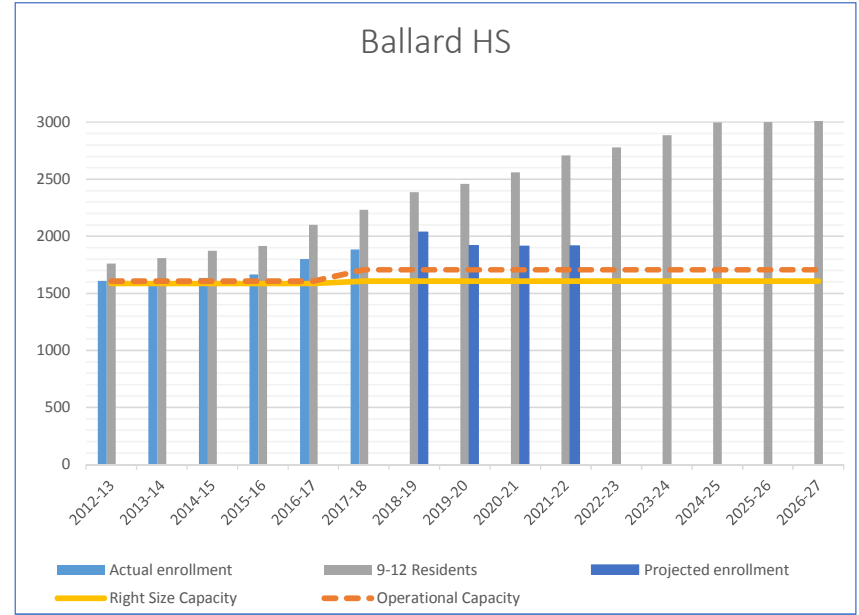
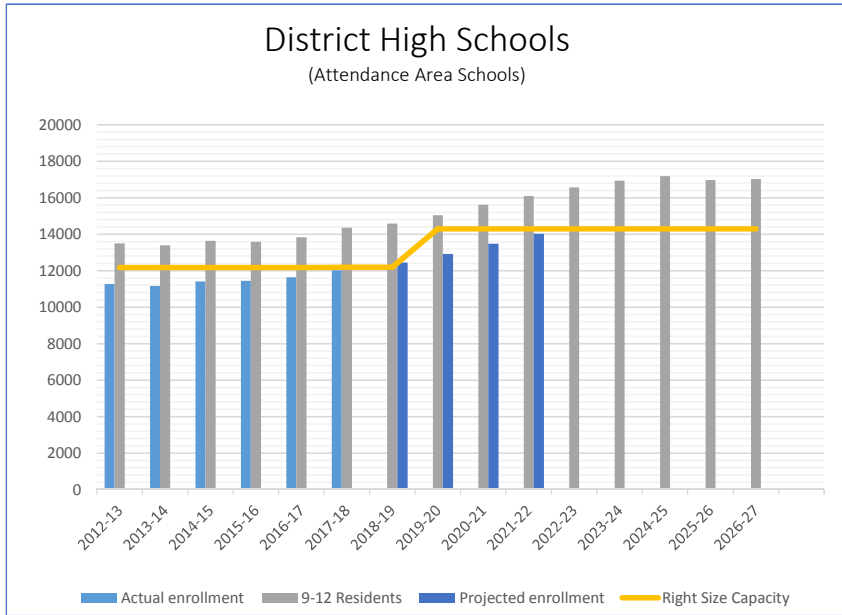
- Notes:
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  - 2) Assumes 2017-18 class sizes boundaries
  - 3) Operational Capacity includes portables and other classroom sized spaces



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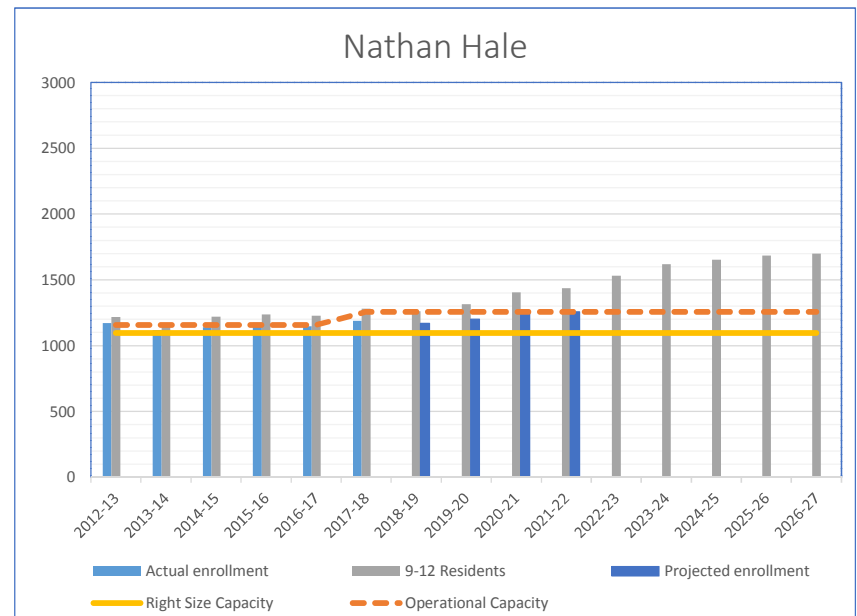
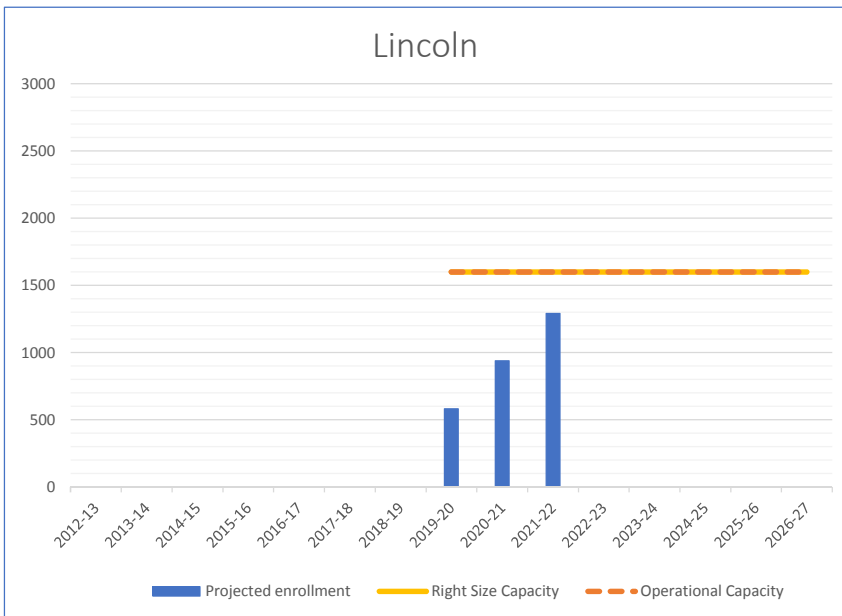
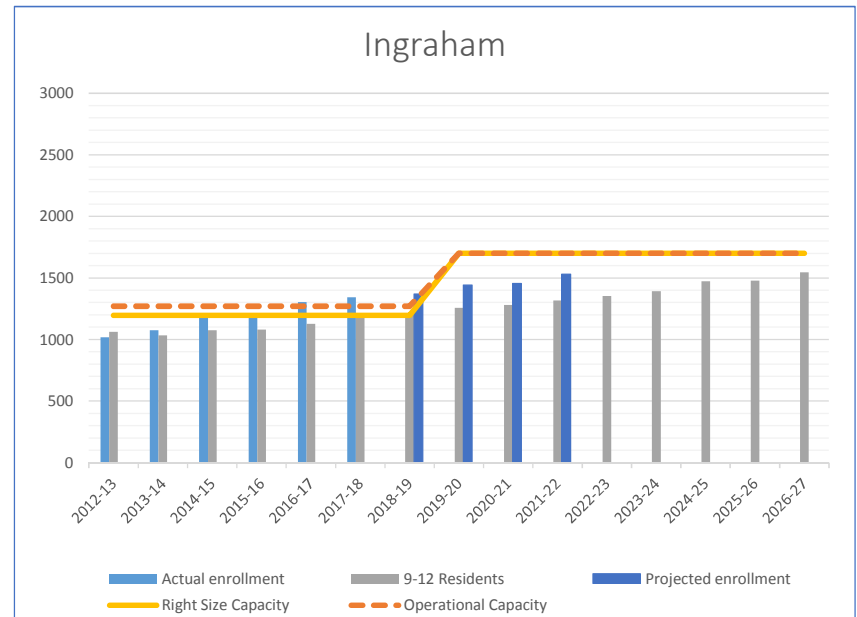
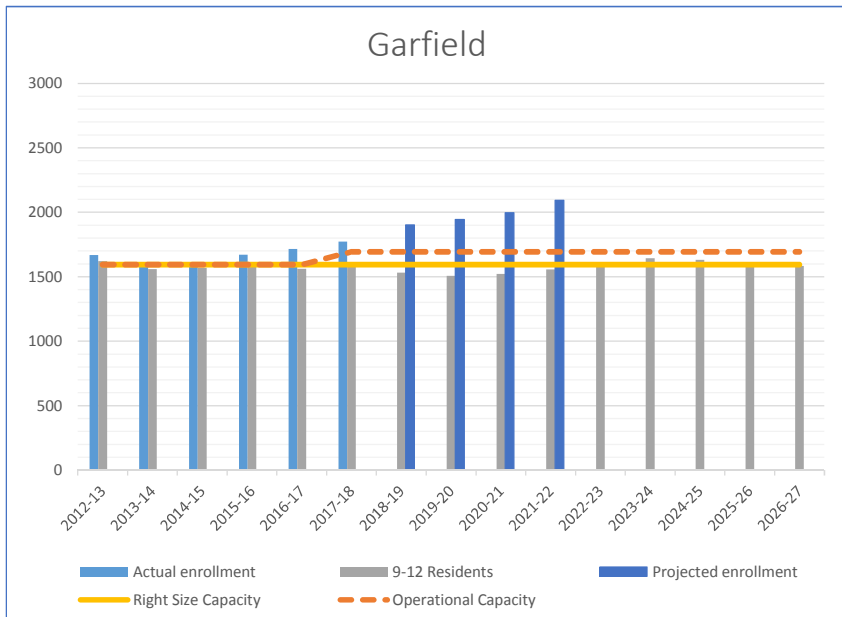
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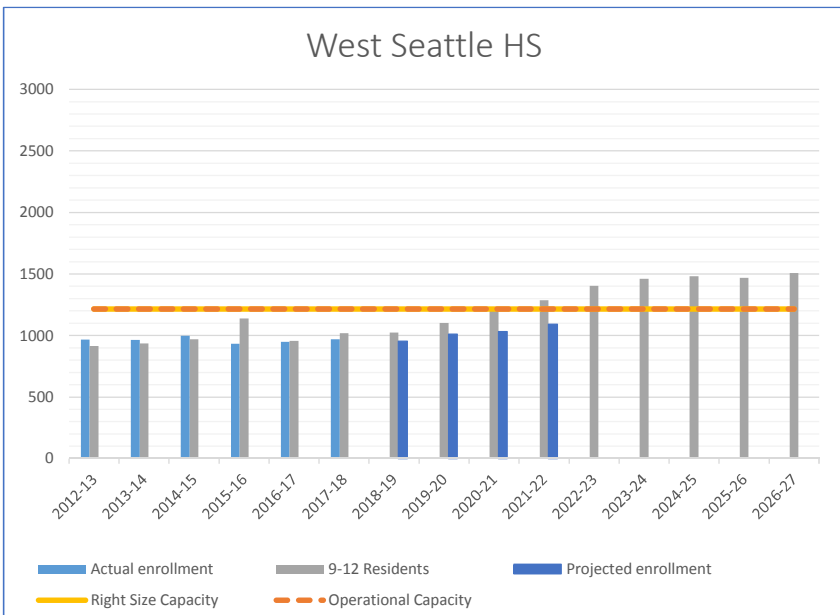
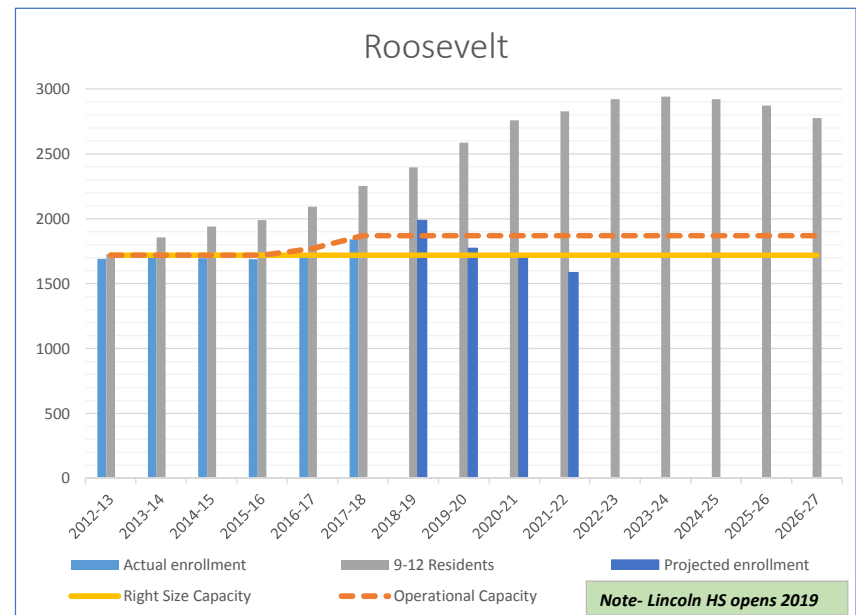
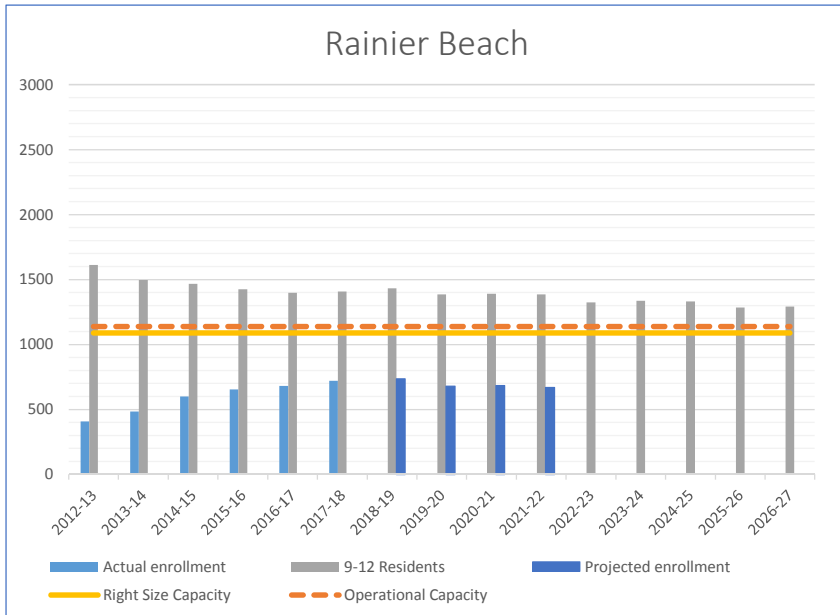
High School Projected 9-12 Residents, Enrollment, and Capacity 2017-2026



Notes:

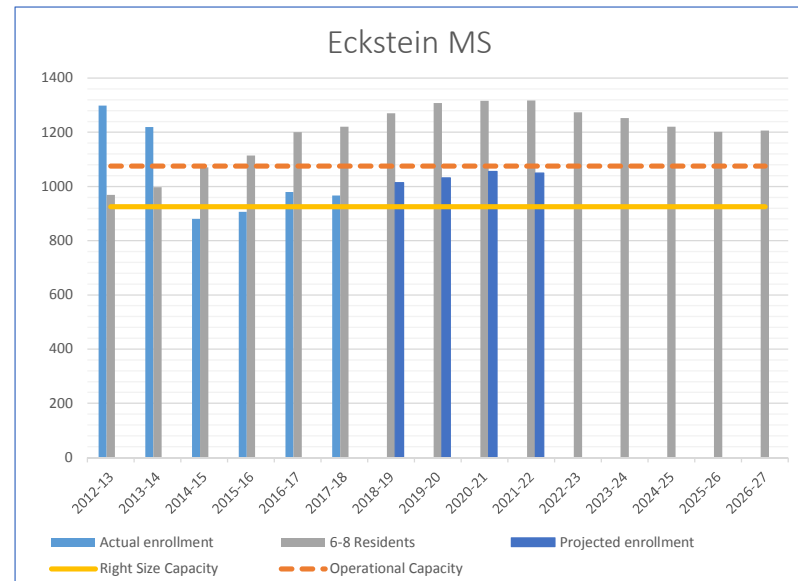
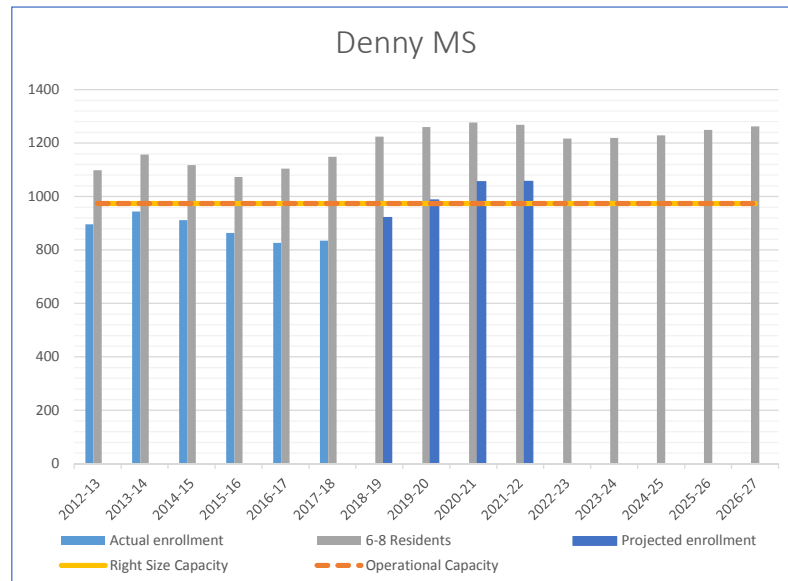
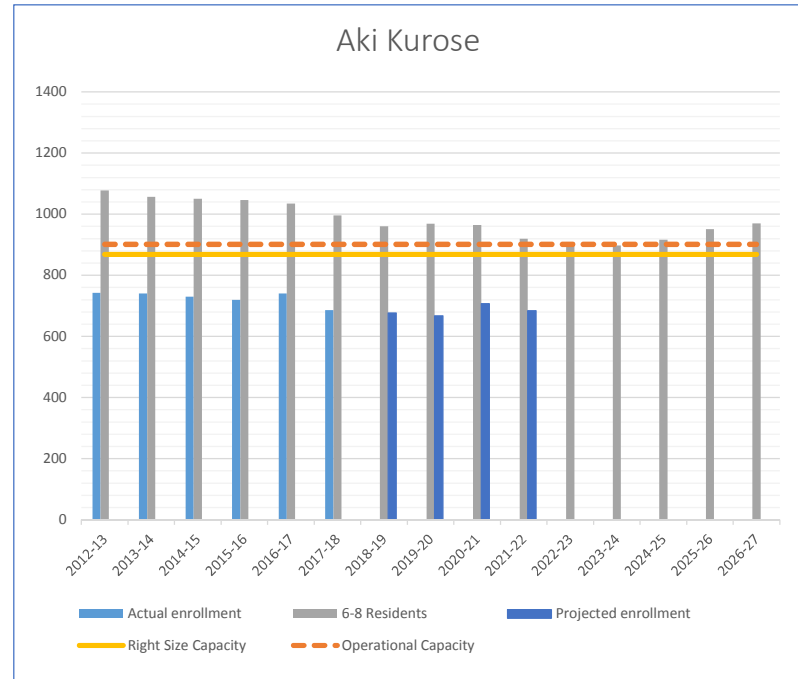
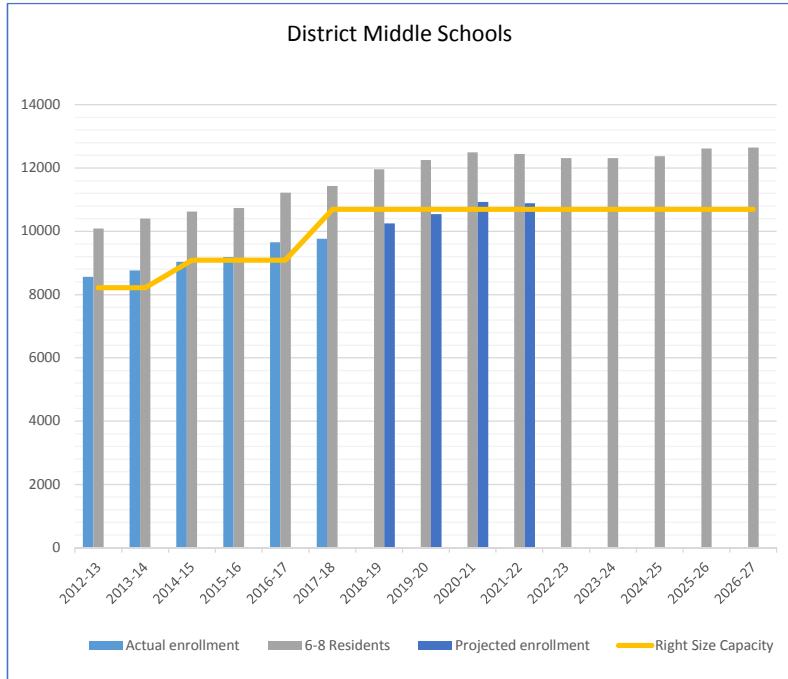
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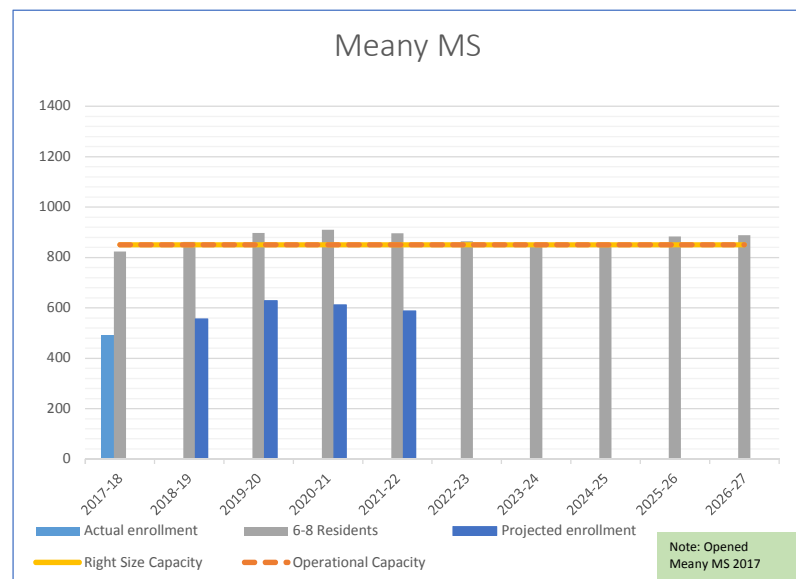
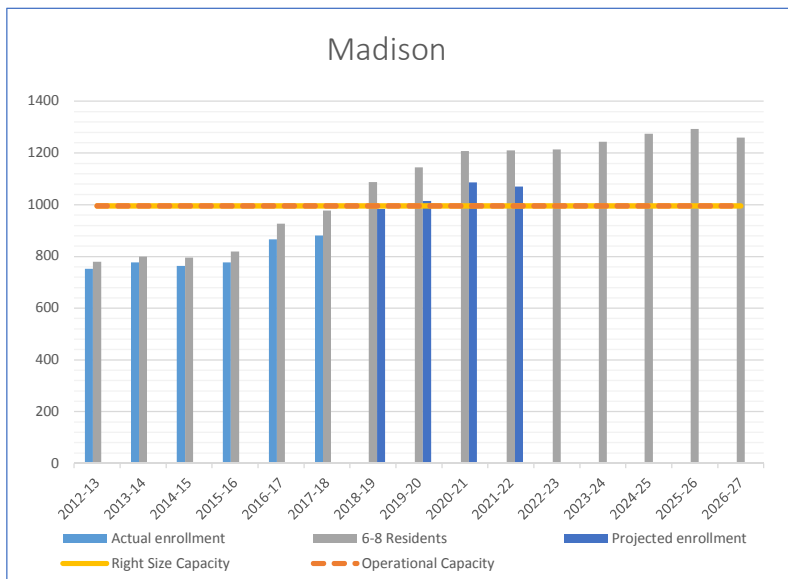
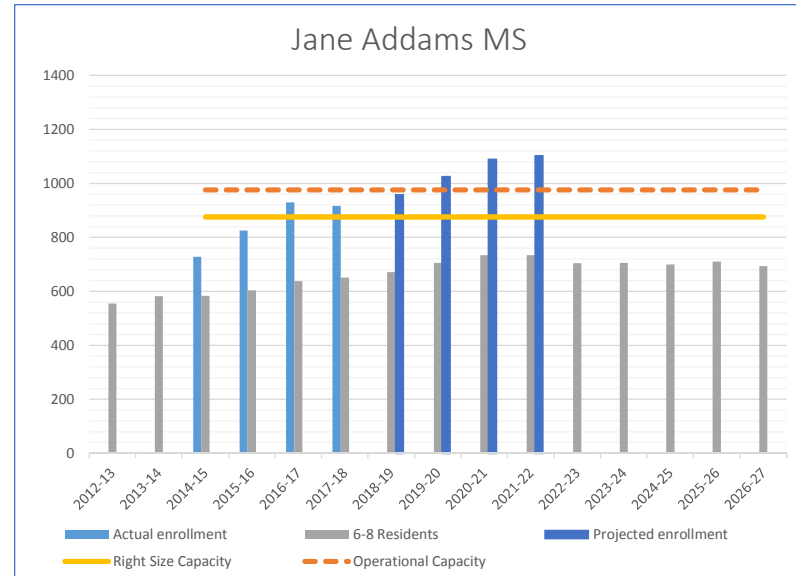
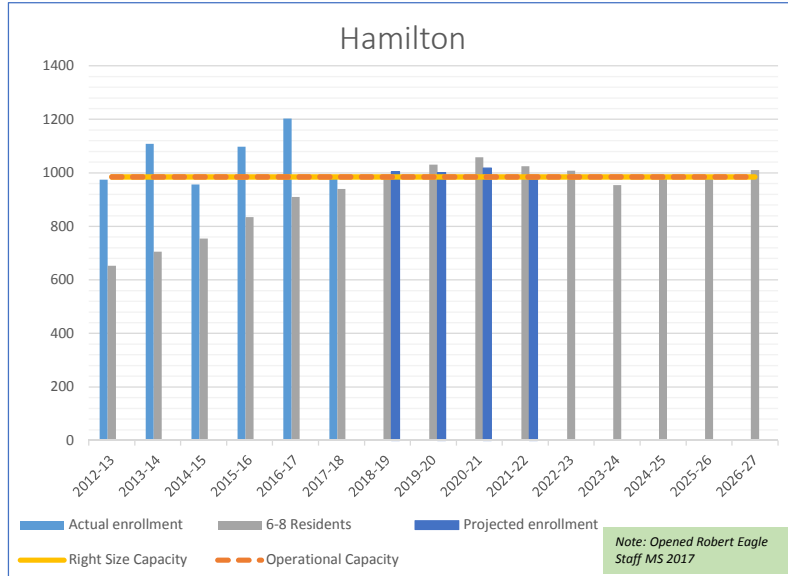
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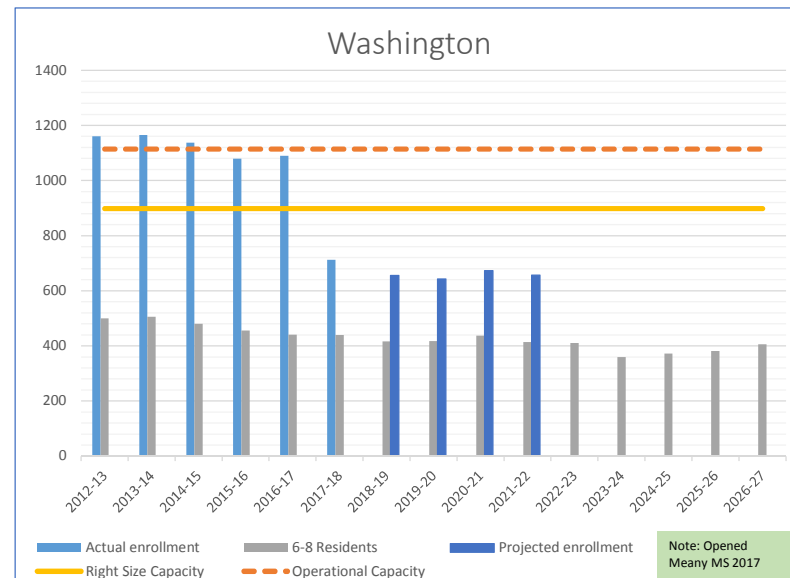
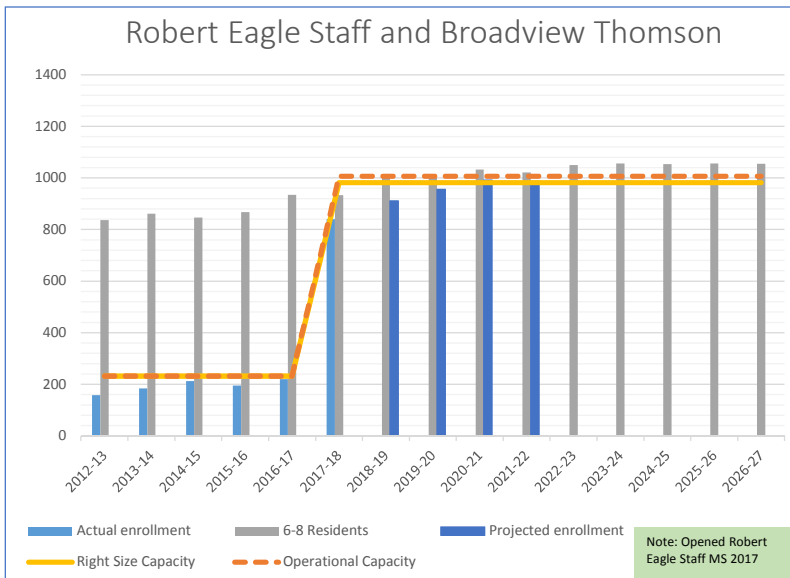
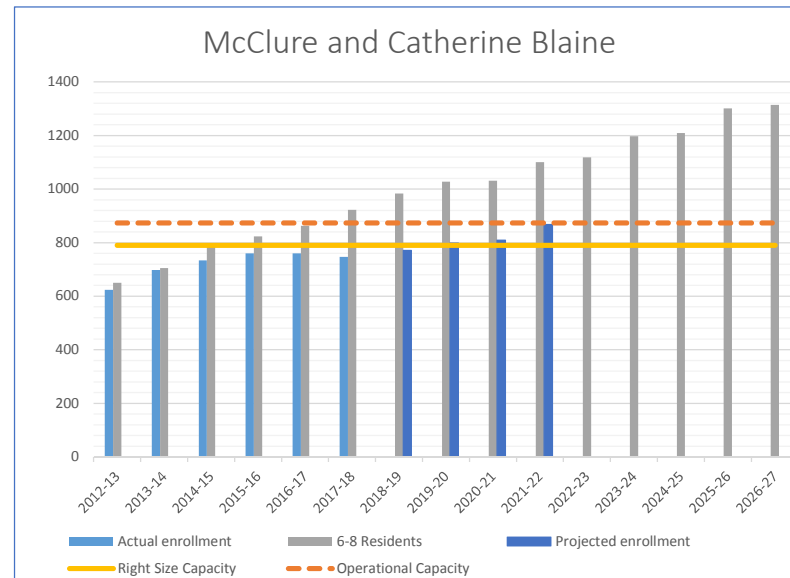
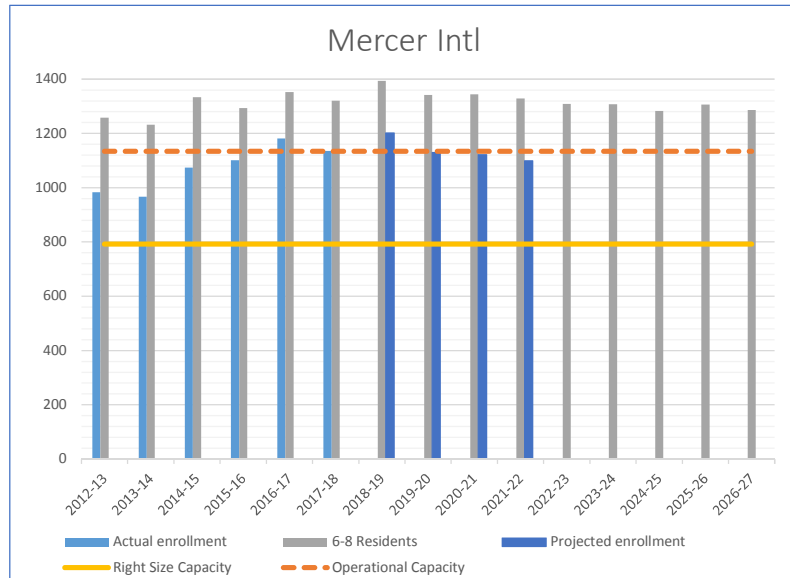
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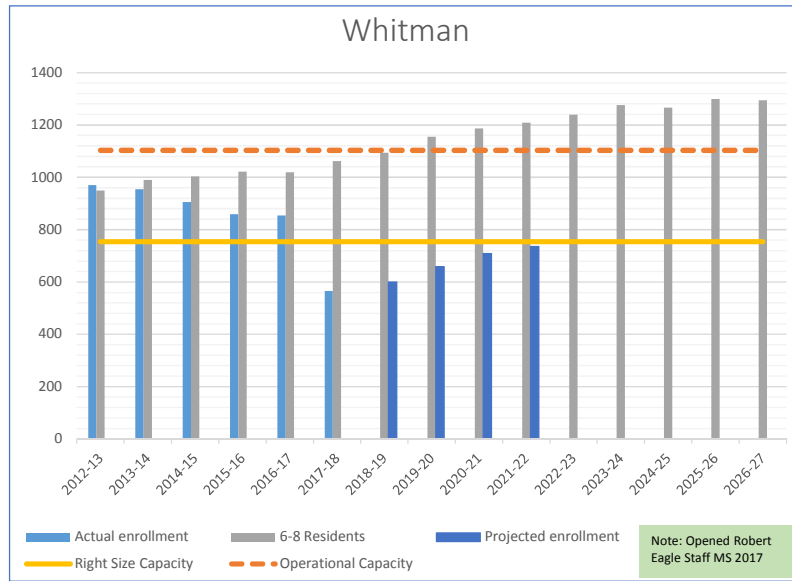


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# Board Goals Work Session

December 13, 2017

School Board Work Session Cover Memo

Lead Staff: Nate Van Duzer, Director of Policy and Board Relations



## **Purpose**

Board Policy No. 1820, Evaluation of the Board, requires the Board to set goals and annually evaluate itself. This session is the chance for the Board to establish that process for itself for 2018.

## **Outcomes**

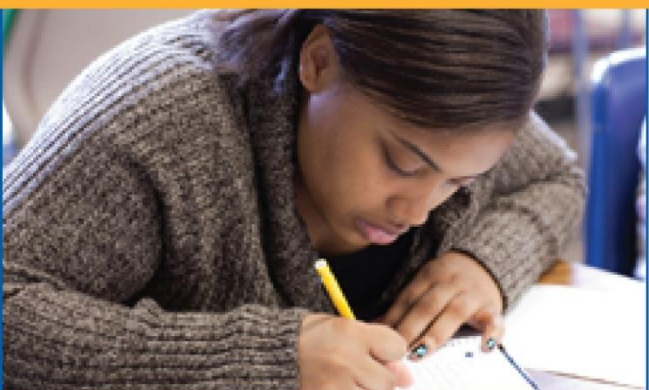
The Board will decide what sort of goal-setting and evaluation process it wants for 2018. If there is time, the Board will give feedback on specific goals or areas of growth it would like to pursue.

## **Next Steps**

Staff will take director suggestions and finalize the Board goals (or take any other appropriate next steps) for the Board to review at a later session.



# Seattle Public Schools



## Board Self-Evaluation Planning Work Session

December 13, 2017  
Prepared by Nate Van Duzer

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# Purpose

**Decide next steps for the what and the how of the Board self-evaluation for the coming year.**

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# Background Info

- **Board Policy No. 1820, Evaluation of the Board**

“At the conclusion of each school year, the Board shall evaluate its own performance in terms of generally accepted principles of successful Board operations and in relation to its annual goals and objectives. The Board’s self-evaluation shall address performance in the key functions of school Boards - vision, structure, accountability and advocacy. The results of the self-evaluation shall be used in setting goals for the subsequent year.”

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# 2017 Adopted Board Goals

- 1) **Community Engagement.** Each quarter, each Director will aim to:
- Reach out to and meet with a community group s/he has not met with before.
  - Meet with a school leader s/he hasn't met with before to hear about the joys and challenges of that particular school community.
  - Meet with a group of students s/he hasn't met with before. This could be observing and participating in a classroom activity, meeting with students in a particular club, or in some other environment.

At each quarterly Board retreat, a short amount of time will be set aside so that each Director can take a few minutes to report on the meetings that were held and any insights or perspectives from the individuals with whom the Director met.

- 2) **Leadership Development.** At each quarterly retreat (or in a separate work session in place of time at a retreat) the Board will receive training or leadership development, focusing in particular this year on topics related to racial equity or cultural competency.



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# The “What” – Options

Option 1: Continue one or both current goals

Option 2: One or two goals from rubric areas

Option 3: One or two goals, not from rubric areas

Option 4: WSSDA self-eval survey and follow up

Option 5: No Self-Evaluation (Repeal Board Policy No. 1820)

# The “How” - Menu



- Regular check-ins
- Retreat topics and focused professional development sessions
- Formal work sessions through the year
- Surveys
- Formal evaluation work session at end of cycle
- Written evaluation narrative at end of cycle
- Others?

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# Questions?



## 2016 Self Assessment Survey Questions

Question ID	Standard Number	Benchmark Letter	<b>QuestionText</b>
1			Select your School District:
2			What is your role?
3			How long have you served in this position?
			<b><i>To what extent does our board:</i></b>
4	1	A	Base its decisions on what is best for students' success?
5	1	A	Commit to a clear and shared purpose?
6	1	B	Provide information to the public that supports board discussions and decisions?
7	1	B	Follow a defined process for gathering input prior to making critical decisions?
8	1	B	Carry out annual assessments of its performance?
9	1	B	Set goals for its improvement?
10	1	C	Delegate authority to the superintendent to manage district operations and implement policy?
11	1	C	Honor the roles and responsibilities of the superintendent?
12	1	C	Use written protocols for its interactions?
13	1	D	Govern using policies that align with research-based best practices?
14	1	D	Focus policy decisions on what is necessary for all students to achieve at high levels?
15	1	D	Collaborate with colleagues across the region, state, or nation regarding current and emerging trends, issues, and policy solutions?
16	1	E	Provide an opportunity for stakeholders, such as staff, students, parents, and community members, to make presentations to the board?
17	1	E	Promote continuous improvement throughout the organization?
18	1	E	Treat all individuals, including fellow board members, staff, students, and community members, with respect?
19	1	F	Work with the superintendent to achieve mutual trust and commitment?
20	1	F	Pursue professional development to improve board members' knowledge and skills by attending conferences, holding study sessions, etc.?
21	1	F	Use collaborative processes that result in well-informed problem-solving and decision-making?
22	1	F	Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?
23	2	A	Through policies and actions, express our belief that all students can learn?
24	2	A	Through policies and actions, communicate high expectations for all students?
25	2	A	Foster a culture of collaboration around the shared purpose of improving student achievement?
26	2	B	Include stakeholders when developing and revising the district's vision?
27	2	B	Communicate its rationale for decisions to the community?
28	2	C	In collaboration with staff and the community, formulate and maintain a district plan with goals and outcomes?
29	2	C	Base its ongoing work, such as policy development, decision-making, and budgeting, on the district goals?
30	2	C	Continually monitor progress toward the goals and outcomes of the district plan?
31	2	D	Together with the superintendent agree that high expectations for all students is the highest priority?

## 2016 Self Assessment Survey Questions

Question ID	Standard Number	Benchmark Letter	QuestionText
32	2	D	Together with the superintendent review student achievement regularly?
33	3	A	Ensure that facilities comply with current health, safety, security, and accessibility standards?
34	3	A	Have policies that require regular evaluation and management of safety and security
35	3	B	Have policies that ensure hiring and retention of highly qualified staff?
36	3	B	Have policies for evaluating staff based on student success?
37	3	B	Have policies that support research-based, best practices for staff development?
38	3	C	Have an established course of study for students and graduation requirements that align with high expectations for student achievement?
39	3	C	Have policies that ensure students receive the curriculum, support and supplemental materials necessary for high achievement?
40	3	C	Adopt a budget that supports quality staff development and resources for curriculum implementation?
41	3	C	Have a process that includes community and parent involvement in selecting curriculum?
42	3	C	Have policies that require rigorous and regular evaluation of curriculum and supplemental materials to ensure they align with state and district standards?
43	3	C	Have a process in place to support evaluation and updating of technology?
44	3	C	Have a long-term facilities plan in place for construction and maintenance?
45	3	D	Communicate an expectation that all classrooms will implement effective instructional practices?
46	3	D	Provide for evaluation of district operations to ensure there is an efficient and effective learning environment?
47	3	E	Keep the community informed about the district's financial status?
48	3	E	Seek public input during the budget process?
49	3	E	Provide guidelines for budget development, including a clearly defined expectation for a reasonable ending fund balance?
50	3	E	Adopt a fiscally responsible annual budget that is aligned with the district's vision and
51	3	E	Regularly monitor the budget and fiscal status of the district?
52	4	A	Follow a schedule for the timely review of the district plan?
53	4	A	Ensure a high degree of coherence between the district plan and school improvement
54	4	A	Annually review and make recommendations to the district plan and school improvement plans?
55	4	A	Publicly recognize the efforts of schools in improving student learning?
56	4	B	Have written goals for the superintendent that focus on specific outcomes for student learning?
57	4	B	Communicate performance expectations for the superintendent to our community?
58	4	B	Base decisions about the superintendent's contract on objective evaluation of his or her performance and achievement of agreed upon goals?
59	4	C	Require the effective use of data throughout the system to monitor student achievement and district performance?
60	4	C	Regularly review and understand the criteria, assessment tools, and methods that measure student achievement and district performance?



## 2016 Self Assessment Survey Questions

Question ID	Standard Number	Benchmark Letter	<b>QuestionText</b>
61	4	C	Regularly review data, including disaggregated student achievement data, to measure progress toward district goals?
62	4	C	Regularly evaluate and adjust resources and strategies for closing achievement gaps to maximize their effectiveness?
63	5	A	Advocate at the local, state and federal levels on behalf of students and the district?
64	5	A	Model cultural, racial, and ethnic understanding and sensitivity?
65	5	A	Establish policies and partnerships that promote and expand educational opportunities for all students?
66	5	A	Follow an effective process for responding to questions, concerns, comments, or feedback from citizens?
67	5	B	Ensure the public is well informed of the board's roles and responsibilities?
68	5	B	Conduct its business in a transparent and accountable manner?
69	5	C	Communicate proactively to disseminate information that addresses issues throughout the system and community?
70	5	C	Communicate district performance to the public in clear and understandable ways?
71	5	D	Seek community and staff input in its decision-making to gain community and staff support?
72	5	D	Carefully consider community and staff input in its decision-making?
73			I am familiar with Washington School Board Standards, including Benchmarks of Success and Indicators for Evaluation?
74			Which of these methods does the board use to study and gain a deeper understanding of issues?
75			Prior to making critical decisions, our board systematically gathers input from:
76			To ensure input from a wide spectrum of the community, our board provides ongoing opportunities for input from:
77			In our district planning process, the board incorporates:
78			Our board uses the district vision and mission to guide and drive efforts in:
79			What is your year of birth?
80			What is your highest level of education?
81			Are you male or female?
82			What is your ethnicity?
83			School District

## Board Rubric Overview

<b>Standard I: Oversight and Governance</b>	<b>Standard II: Fiscal &amp; Fiduciary Responsibility</b>	<b>Standard III: Board-Superintendent Relationship</b>	<b>Standard IV: Board Relations &amp; Public Engagement</b>
<b>A. Mission, Vision, and Core Beliefs</b> 1. Adoption, Commitment, and Alignment	<b>A. Fiscal Responsibility and Alignment with Strategic Plan</b> 1. Budget Adoption 2. Budget Monitoring	<b>A. Delegation of Authority and Responsibility to Superintendent</b> 1. Supportive Delegation of Executive Authority and Responsibility 2. Procedures and Communication	<b>A. Communication</b> 1. Interpersonal, Written, and Verbal Communication 2. Public Engagement
<b>B. Governance</b> 1. Policy Alignment	<b>B. Internal and External Audits</b> 1. Audits and Compliance	<b>B. Evaluation of Superintendent</b> 1. Objectivity, Tools, and Processes	<b>B. Safe Environment for Divergent Opinions</b> 1. Internal and External Engagement Practices
<b>C. Evaluation of District Operations</b> 1. District Annual Operations Data Dashboard 2. Oversight Work Sessions 3. Committees 4. Code of Conduct, Ethics, and Whistleblower Policies			<b>C. Cultural, Racial, and Ethnic Understanding and Responsiveness</b> 1. Continuous Improvement
<b>D. Transparency and Accountability</b> 1. Open Public Meetings Act			<b>D. Confidentiality of Private Information</b> 1. Adherence to Policy
<b>E. Development and Progress-Monitoring of Strategic Plan</b> 1. Collaborative Development, Progress-Monitoring, and Course Correction			<b>E. Orientation of New Members</b> 1. Shared Responsibility for Training
<b>F. Efficacy and Efficiency</b> 1. Tools, Protocols, and Processes			

# **Budget**

December 13, 2017

School Board Work Session Cover Memo

Lead Staff: JoLynn Berge, 206.252.0087; [jdberge@seattleschools.org](mailto:jdberge@seattleschools.org)



## **Purpose**

1. *Recap for Board Directors*
2. *SMART Goal 3 – Program Summaries/Other Follow Up*
3. *WSS Committee work update*
4. *2016-17 Year End*
5. *Current projection for 2018-19 and beyond*
  - *Levies*
  - *Transportation*

## **Outcomes**

- *Final list of SMART Goal 3 – Program Summaries for 2017-18*
- *Understanding of 2016-17 Year End*
- *Understanding of current projection for 2018-19 and beyond*

## **Next Steps**

*Next work session will be held on January 10, 2018*

- *Staff will complete Program Summaries*
- *Staff will provide the board with WSS Committee recommendations*
- *Staff will ask for consensus on Items that Need a Decision*

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# Budget Work Session

December 13, 2017

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# Agenda

1. Recap for Board Directors
2. SMART Goal 3 – Program Summaries/Other Follow Up
3. WSS Committee work update
4. 2016-17 Year End
5. Current projection for 2018-19 and beyond
  - Levies
  - Transportation



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# Outcomes

- Final list of SMART Goal 3 – Program Summaries for 2017-18
- Understanding of 2016-17 Year End
- Understanding of current projection for 2018-19 and beyond

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# Budget Recap for Board Directors



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# Our Budget Has Four Funds

*General Fund* – the operating budget

*Associated Student Body (ASB) Fund* – accounts for funds raised by students to support extracurricular activities

*Debt Service Fund* – used to pay the principal and interest on bonds we issue

*Capital Projects Fund* – used to fund construction, renovation of our facilities and improvements to our systems

# 2017-18 Adopted Budget

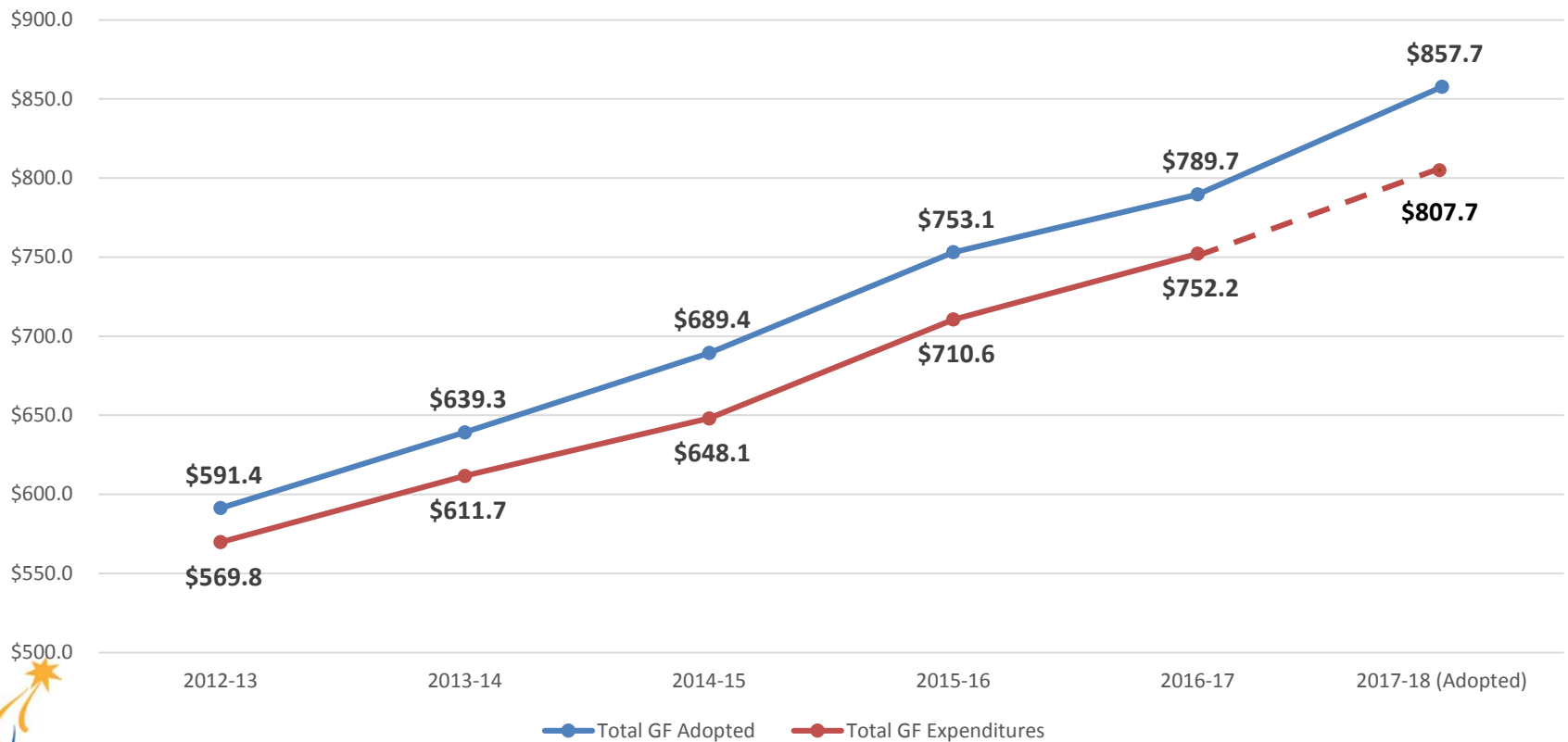
Total Expenditures	General Fund	ASB Fund	Debt Service Fund	Capital Projects Fund
	\$857,737,940	\$6,707,000	\$2,576,650	\$279,592,533

*Adopted Budget is only for Expenditures*



# Five Year Trend – Actual Expenditure/ Budget

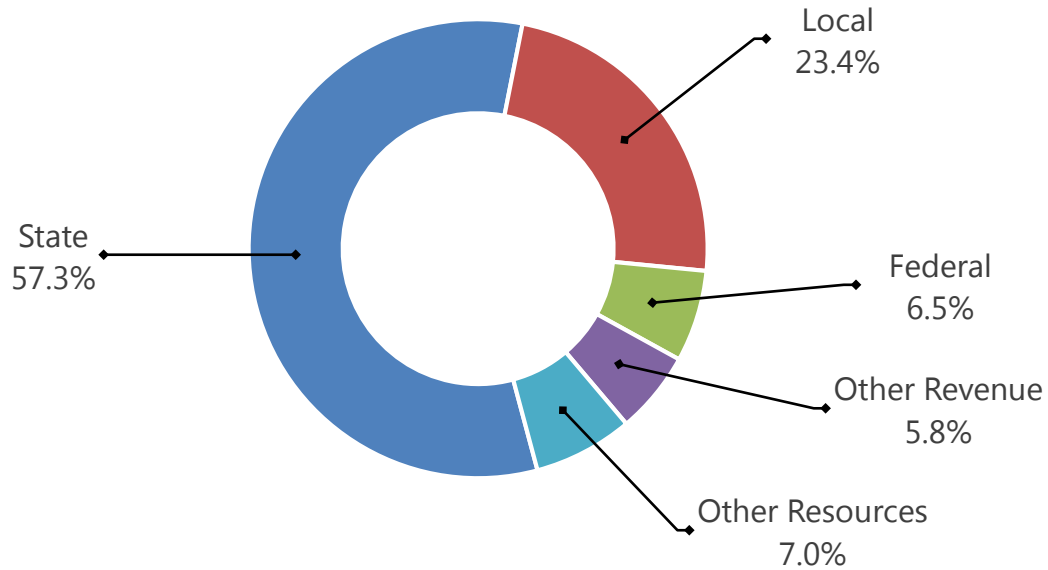
Total General Fund  
Adopted Budget vs. Actual Expenditures





# Where does our money come from?

**2017-18 Budgeted Resources by Type**  
*percentages may not total to 100% due to rounding*



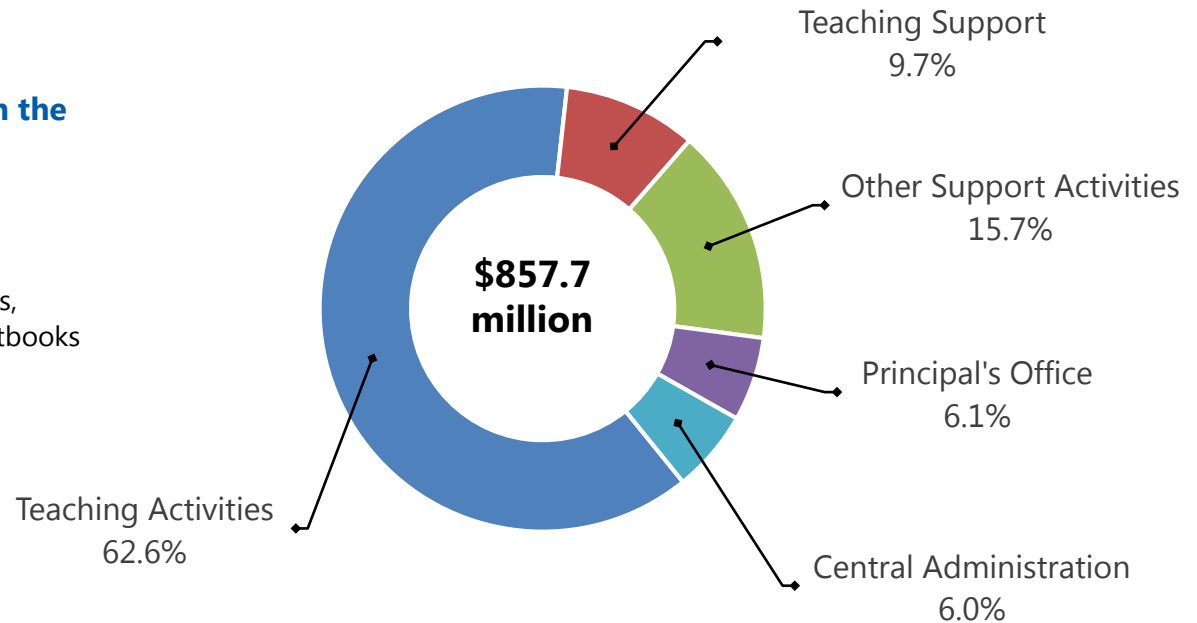
# Where does our money go by state activity?

## 2017-18 Budgeted Expenditure by State Activity

*percentages may not total to 100% due to rounding*

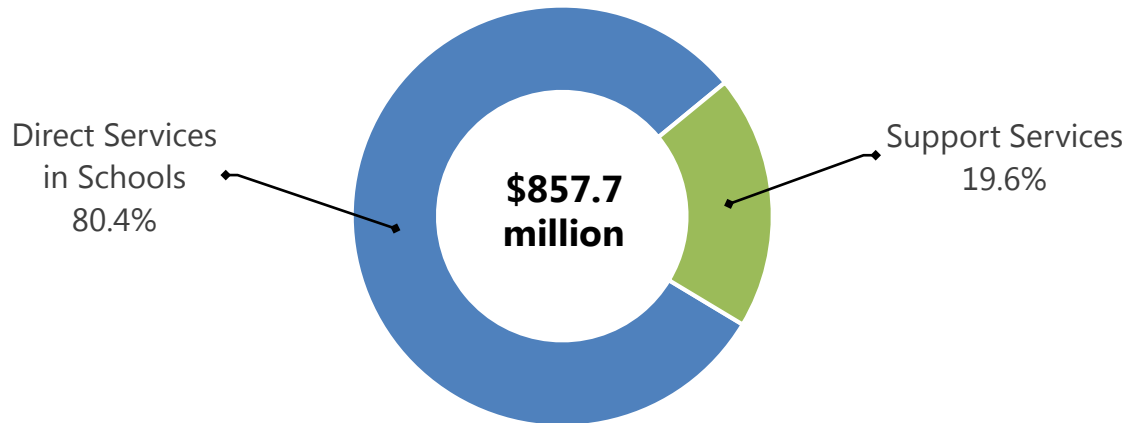
**72.3 % of our budget is spent on the state activity for Teaching and Teaching Support.**

This includes teachers, nurses, librarians, counselors, instructional assistants, textbooks and student supplies.



# How much do we spend directly on our students compared to support services?

## 2017-18 Budget Comparison Direct Services to Support Services



### HOW DO WE CLASSIFY DIRECT SERVICES?

Direct Services can be categorized in two groups, 1) the school allocation budget which is managed by the individual schools, and 2) centrally held budget that pays for staff and supplies that are exclusively in the schools, such as teachers, nurses, instructional assistants, custodians and food service workers. This also includes the utilities that heat our schools and the costs of transporting students to and from school.

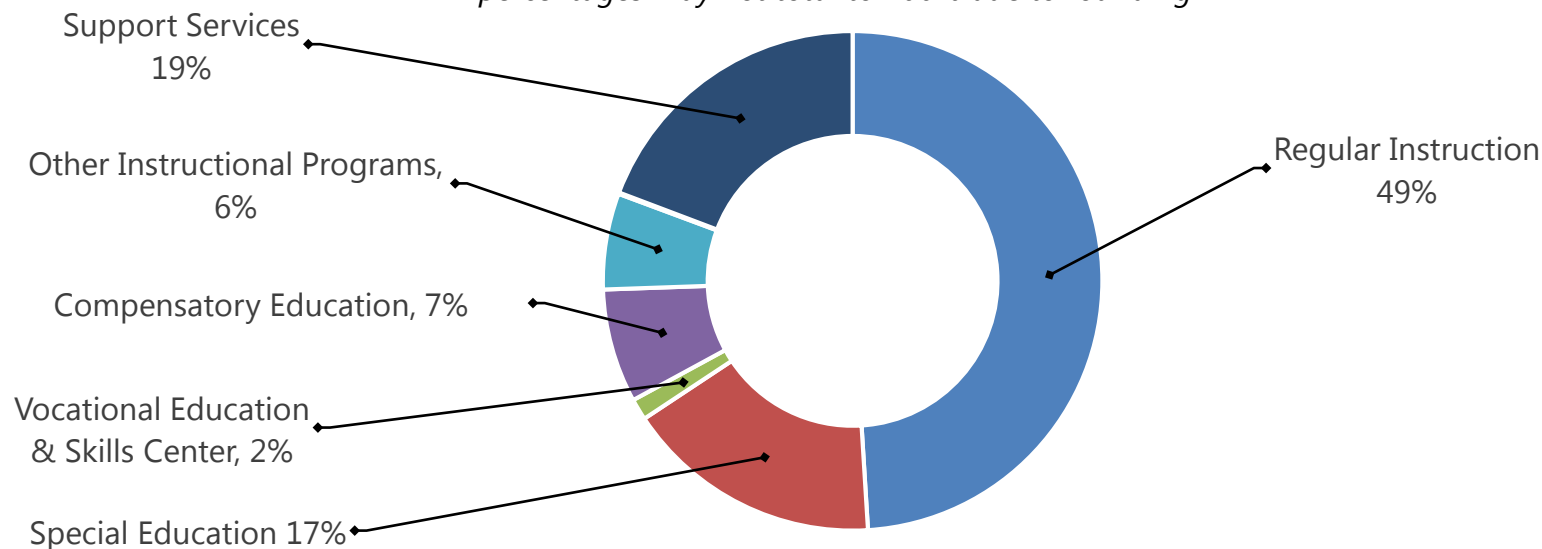
### HOW DO WE CLASSIFY SUPPORT SERVICES?

Support Services include the staff that do not work directly in the schools with students, but rather support the staff in schools and are instrumental to running a district. Support Services include the costs of processing payroll, paying bills, administering programs, managing grants and hiring staff. It also includes the costs of our technology team, our delivery drivers, warehouse staff and insurance.

# Where does our money go by state program?

## 2017-18 Budgeted Expenditures by State Program

*percentages may not total to 100% due to rounding*

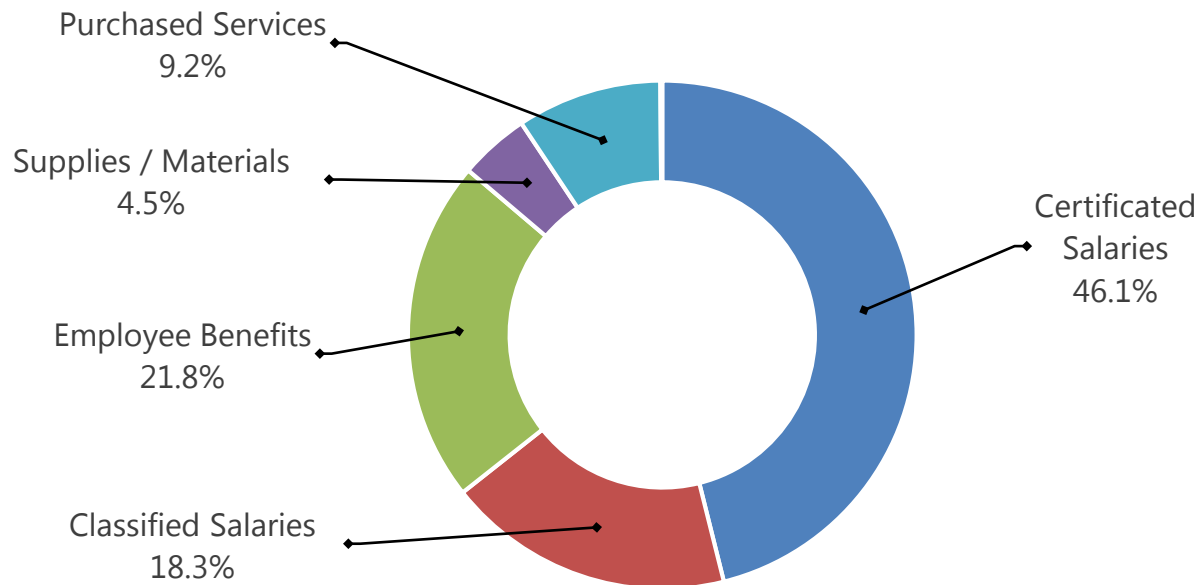


Program codes describe the direct expenses using state defined programs (e.g. basic education, special education, etc.). State defined Activity codes label expenses by the activities accomplished with the expense (e.g. teaching, counseling, maintenance and utilities, etc.). Certain Activity codes, such as teaching, may be used with many programs, while other activities are restricted to a limited number of programs.

# Where does our money go by state object?

## 2017-18 Budgeted Expenditure by State Object

*percentages may not total to 100% due to rounding*



Object codes represent expenses in a way that describes the item or service that was purchased or performed such as salaries and benefits, supplies and materials, contract services, etc. Objects may be used in combination with nearly all program and activity codes.

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# SMART Goal 3 – Program Summaries/Other Follow Up



# SMART Goal 3 Update

- BAR will come to the next A&F meeting to change language from “Program Review” to “Program Summary”
- Reformatted list
- Added Decatur, Fairmont Park and Thurgood Marshall, but will include them as part of Advanced Learning
- Eliminated Athletic Directors
- Combined Athletic Programs and Athletic Transportation into Athletics
- Retitled Nurses/Health Services to Health Services
- Selection of final 10 Program Summaries

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# Selection of final 10 Program Summaries

## Recommended for final 10

1. Athletics
2. Career Ladder Teachers
3. Mentor Teachers
4. Master Teachers
5. STAR Mentors
6. MTSS
7. International Baccalaureate
8. Resource Conservation
9. Open Doors
10. Advanced Learning/AP

# Program Review: Analysis

## Categorization of Programs for Review

Category	Examples	Description
Student services	English Language Learners Highly Capable Special Education Special Education transportation	Services and supports that follow all students regardless of the school attended
	Athletics Programs	
	Behavior Health Homeless transportation	
Educational programs	Creative Advantage Schools K-8 Programs Proyecto Saber Skills Center Small schools per 1997 Standard	Educational programs offered in some schools but not others
	Advanced Learning/AP International Baccalaureate	
	Arts on the Classroom Creative Approach schools Elementary instrumental music Instructional TV International Schools Native American Summer School KNHC radio station	
Advanced Learners	Cascadia	Education programs for advanced learners
	Decatur Fairmont Park Thurgood Marshall	

# Program Review: Analysis

## Categorization of Programs for Review

Category	Examples	Description
Non-Traditional Programs	South Lake	
	Open Doors	
	Cascade K-12 Parent Partnership Interagency Original Van Asselt	
Option schools	Cedar Park Elementary Center High School F.A. McDonald International Elementary Grover Cleveland STEM High School Hazel Wolf K-8 John Stanford International Elementary Licton Springs K-8 Lousia Boren STEM K-8 Orca K-8 Pathfinder K-8 Queen Anne Elementary Salmon Bay K-8 Seattle World School South Shore K-8 TOPS K-8	Schools families can request during Open Enrollment and students apply to attend
Alternative schools	Nova Middle College	Alternative Learning Experience (ALE) schools for students supervised by a student learning plan

# Program Review: Analysis

## Categorization of Programs for Review

Category	Examples	Description
School staffing	Career ladder teachers Master Teachers Mentor Teachers Multi-tiered system of Supports (MTSS) STAR Mentors	FTE positions and stipends for school-based educational staff
	Elementary counselors Family support workers Librarian services Nurses/Health Services	
Non-educational programs	Building rentals Custodial overtime	Other investments not directly linked to educational services and programming
	Resource conservation program	
	Two tier busing Breakfast After the Bell	

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# Reminder – Program Summaries

- These are in NO particular order. Meant to be limited to 2 pages.
- **They do NOT indicate programs/operations considered for budget cuts or budget adds, its simply a gathering of information/facts.**
- Programs/Operations listed are those which we have received questions about.
- Budget staff are drafting these and asking program staff for assistance.
- We list each option school separately at this point to gather history about each one.



# Goal 3. Fiscal Integrity

Nbr	Performance Measure	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	2016-2017 Actual	Change from last year (up = improved, down = declined, sideways = less than 1 percent change)	Business Owner
16	Percent of budget spent on instruction (s)	77.2% (y)	78.0%	76.9% (y)	77.3%	▲	JoLynn Berge
17	Percent of Fund Balance - General Fund (t)	4.1%	4.3%	4.1%	3.0% (y)	▼	JoLynn Berge
18	Central Office administration as a percent of total expenditures (d) (s)	5.8%	6.4%	6.2%	6.2%	◀▶ (no change)	JoLynn Berge
19	Percent of Prior Years' Audit issues resolved	81.0%	62.5%	68.9%	72.0%	▲	JoLynn Berge
20	Audit findings resolved as determined by subsequent audits (w) (x)	86.0%	73.0%	78.3%	91.3%	▲	JoLynn Berge
21	Strategic sourcing as a percent of total spend	17.0%	21.6%	25.7%	17.1%	▼	JoLynn Berge
22	Standard & Poor's non-tax vs tax; Moody's non-tax vs tax bond ratings	AA/Aaa (y)	AA/Aaa (y)	AA/Aaa (y)	AA/Aaa	◀▶ (no change)	JoLynn Berge
23	OSPI Financial Indicator Index - Below 1.5 is "Financial Warning"	3.25	3.25	3.40	TBD by OSPI in Mar 2018	TBD	JoLynn Berge

## Notes:

(d): A lower number indicates better performance or result.

(s): Source is F-196 Activity Expenditure Summary.

(t): Funds and methodology changed: Economic Stabilization Account or "Committed FB" as a "percent of the total actual general fund expenditures of the most recently completed fiscal year." (Policy No. 6022)

(w): Metric 20: Minor change is to remove the word "state". Original metric name: 'Audit findings resolved as determined by subsequent state audits'. The new metric's name: 'Audit findings resolved as determined by subsequent audits'. The District's new Audit Response Manager feels the consolidated measure address the core of the issue: How timely the district closes out audit issues.

(x): Metric 20 definition: Audit issues include all Financial, Federal, Accountability, Performance, and Investigative findings as measured by Audit Reports issued by the State Auditor's Office (SAO) and by the Seattle Public Schools internal auditor. Per Audit Standards the District must report on the status of prior audit findings. The data comes from the Audit Log prepared by the Audit Response Manager.

(y): Data revised from previously reported performance.

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# WSS Committee

# Draft Proposals - Review

1. Title I and LAP staffing used in Assistant Principal allocations - \$1.05M
2. Rename Free and Reduced Lunch allocations to “Equity Dollars” - no cost
3. Inflate Equity Dollars based on inflation - \$123k
4. Inflate Per Student Allocation based on inflation - \$114k

# Draft Proposals – New

## High School

- More differentiation by enrollment in formula
- Maintain flexibility

## Middle School

- Reduce class size
- All schools receive .5 House Administrator for restorative justice/MTSS

## Elementary School

- In process of completing survey
- Focusing on use of K-3 staffing

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# Draft Proposals – New

## K-3 Class Size

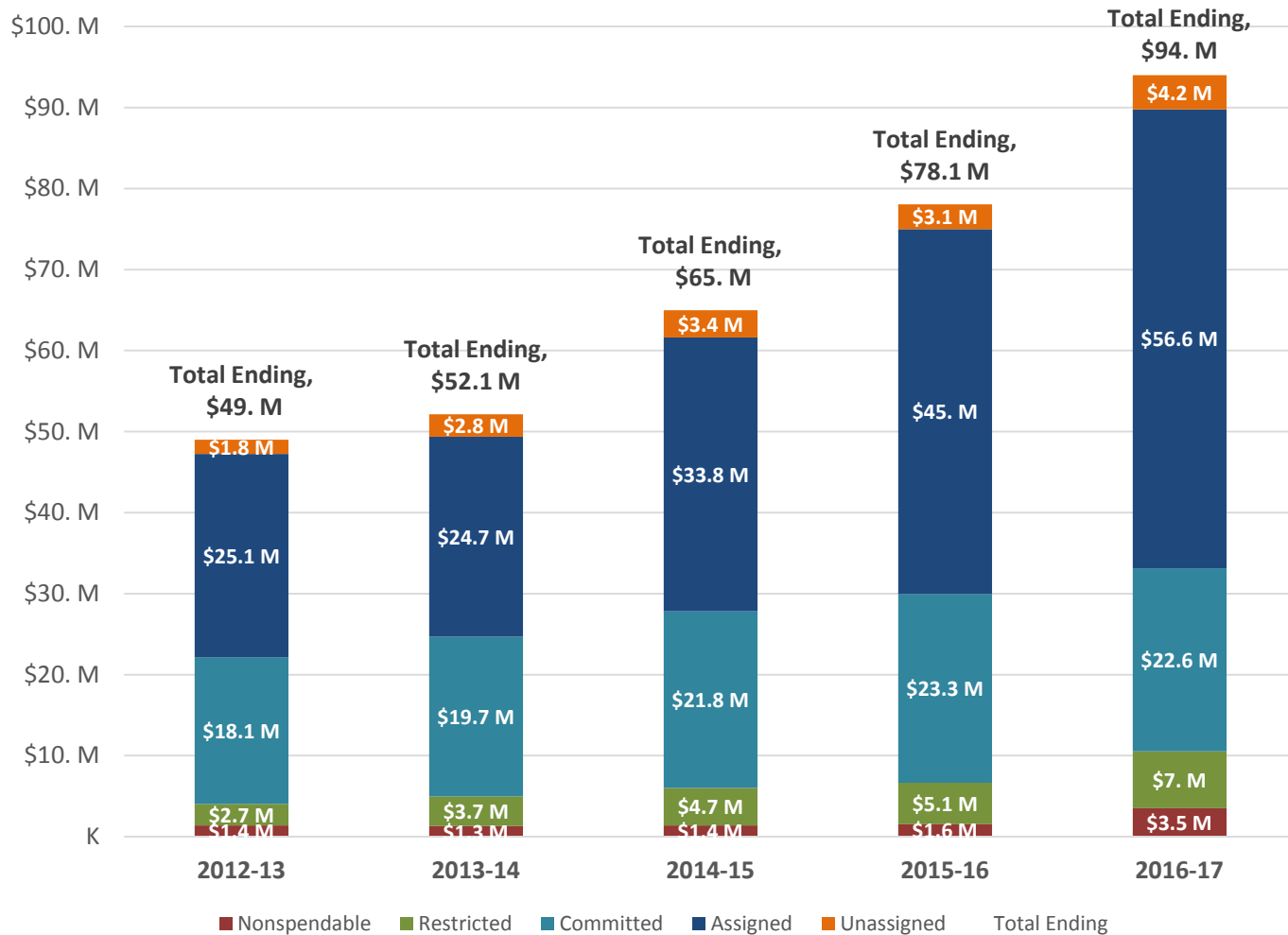
- \$14m-\$15m and over 100 FTE
- Increase staffing to non-high poverty schools
- Increase staffing to other schools based on Equity Tiering that already receive more staffing
- Menu of choices
  - Lack of physical space
  - Focus on gap closing strategies/MTSS
  - Increase flexibility to meet individual school needs

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# 2016-17 Year End



# Five Year Trend – Fund Balance



# 2016-17 Ending Fund Balance

Category of Fund Balance	Amount	Description
Nonspendable	\$3,527,573	Inventory and Prepaid Items
Restricted	\$7,009,467	Grant carryforward
Committed	\$22,600,000	Economic Stabilization Fund (3%)
Assigned	\$56,630,212	Detail on next slide
Unassigned	\$4,233,508	Unassigned Fund Balance



# Assigned Fund Balance

Description	Amount
School Non-Staff (WSS) Carry Forward	\$2,304,159
School Self Help Carry Forward	\$3,895,906
Central Baseline Carry Forward	\$2,442,423
Central Self Help Carry Forward	\$1,609,018
Carry Forward Advances	\$2,760,887
Funds to Balance 2017-18 Budget	\$29,850,526
Legal Settlements and Outside Counsel	\$3,767,292
2016-17 Underspend to Balance 2018-19 / 2019-20 Budgets	<u>\$10,000,000</u>
<b>Total Assigned Fund Balance</b>	<b>\$56,630,212</b>



Note: Amounts may not total due to rounding

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# Current Projections for 2018-19 Budget and Beyond

# FY 2018-19 Budget Development Calendar

- **October 25, 2017** - Budget Work Session
- ~~**November 29, 2017** - Budget Work Session~~
  - Review 2016-17 final numbers
- **December 13, 2017** - Budget Work Session
- **January 10, 2018** - Budget Work Session to review recommendations
  - Review WSS Changes
  - Review Overall major budget changes
- **January 8 to March 8???** - State Legislative Session
- **January 24, 2018** - Budget Work Session
  - Consensus on budget
- **January 15 to February 16** - Central budgets developed
- **February 28, 2018** - Budget Allocations to Schools/ Budget Work Session
- **March 28, 2018** - Budget Work Session
- **May 2018** - Final General Fund Balancing, Budget Book development
- **May 2, 2018** - Budget Work Session
- **June 11, 2018** - Board Action Report and Budget Resolution to A&F
- **June 27, 2018** - Introduce Budget to Board
- **July 2018** – Required Public Hearing
- **July 11, 2018** - Board Action to adopt school year 2018-19 budget

# Transportation Funding

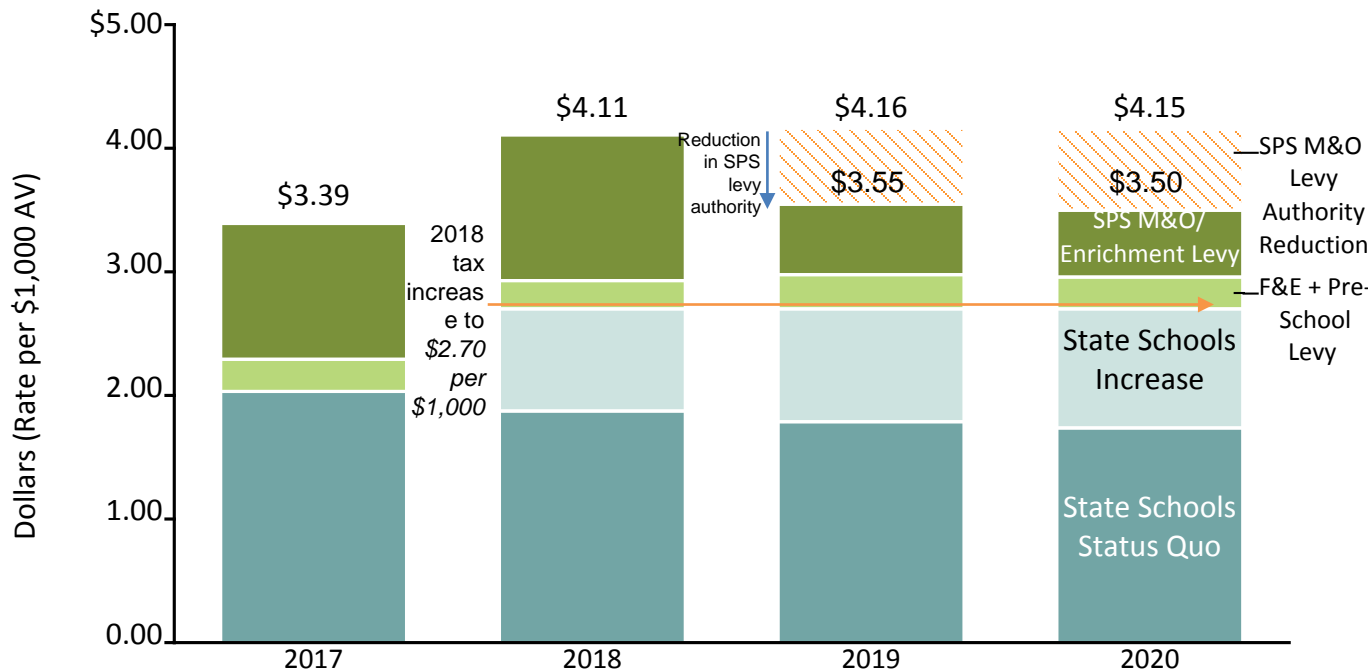
<b>Transportation Revenues and Expenditures</b>					
<b>School Year</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18 budget</b>	<b>Projected for 2018-19</b>
Total Revenue	\$ 34,865,962	\$ 32,005,244	\$ 33,405,497	\$ 35,557,207	\$ 35,557,207
Revenue Other Districts	\$ 193,981	\$ 161,890	\$ 535,761	\$ 200,000	\$ 200,000
City Two Tier	\$ -	\$ -	\$ -	\$ 2,300,000	\$ -
Total Expenditures	\$ 30,937,085	\$ 33,228,957	\$ 34,850,267	\$ 37,478,479	\$ 38,602,833
Suplus (Deficit)	\$ 4,122,858	\$ (1,061,823)	\$ (909,009)	\$ 578,728	\$ (2,845,626)



# Levy Change - Tax Impact on Seattle Voters

In 2019, the SPS levy will decrease, however the total levy rate per \$1,000 of assessed home value (AV) is still higher than 2017

Tax Revenue per \$1,000 of Assessed Home Value



- By 2020, the total property tax burden with HB2242 is expected to be \$3.55, an increase of \$.16 per \$1,000 of assessed home value over 2017
- By 2019 SPS is restricted to raising the max of \$2,500 per student or \$1.50\* per \$1,000 of AV and as a result the SPS M&O levy declines by (\$.61) per \$1,000 of assessed home value (\$4.16-\$3.55)

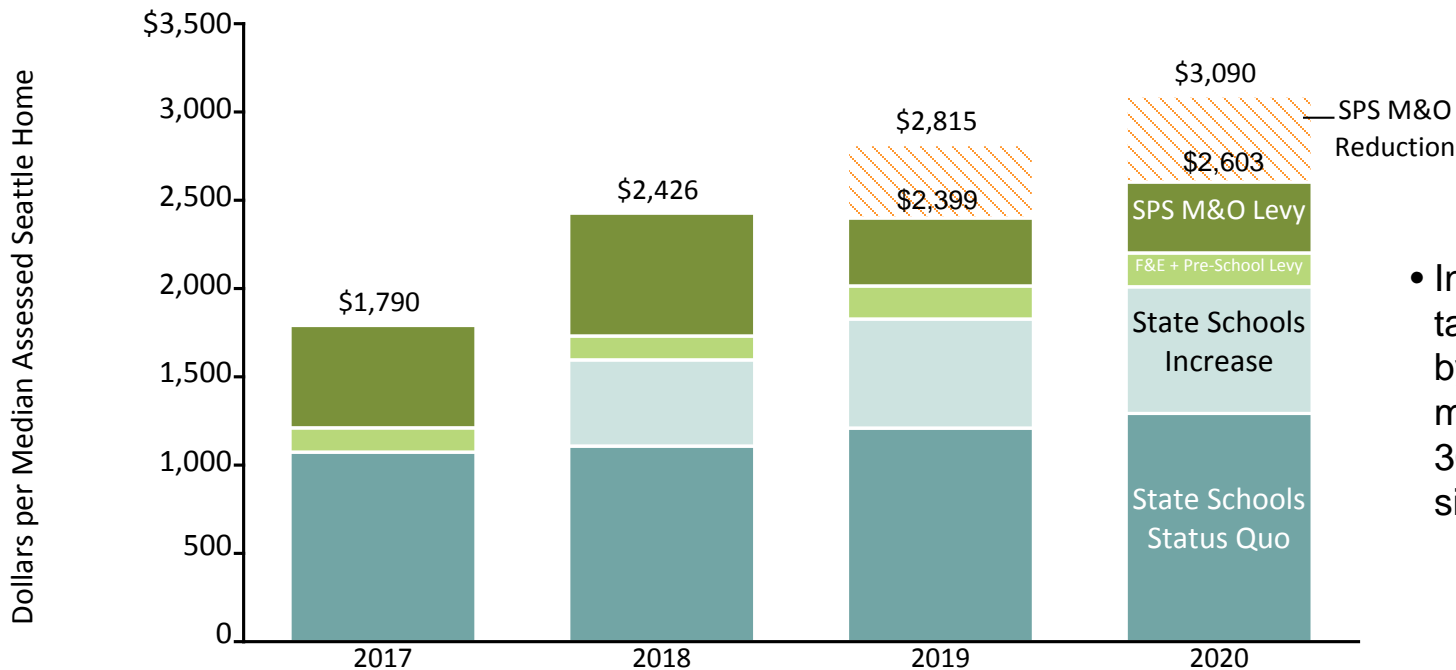


Source: David Hennes analysis "School Funding Impact Analysis Updated\_11-14-2017.xls"

# Levy Change - Tax Impact on Seattle Voters

Projected increases in median home values result in higher property taxes over time despite the SPS levy restriction

Projected Tax Burden on Median Assessed Home in Seattle



- In 2018 property taxes will increase by \$636 for a median home, a 36% increase in a single year



Source: David Hennes analysis "School Funding Impact Analysis Updated\_11-14-2017.xls"

Budget Work Session 12/13/2017

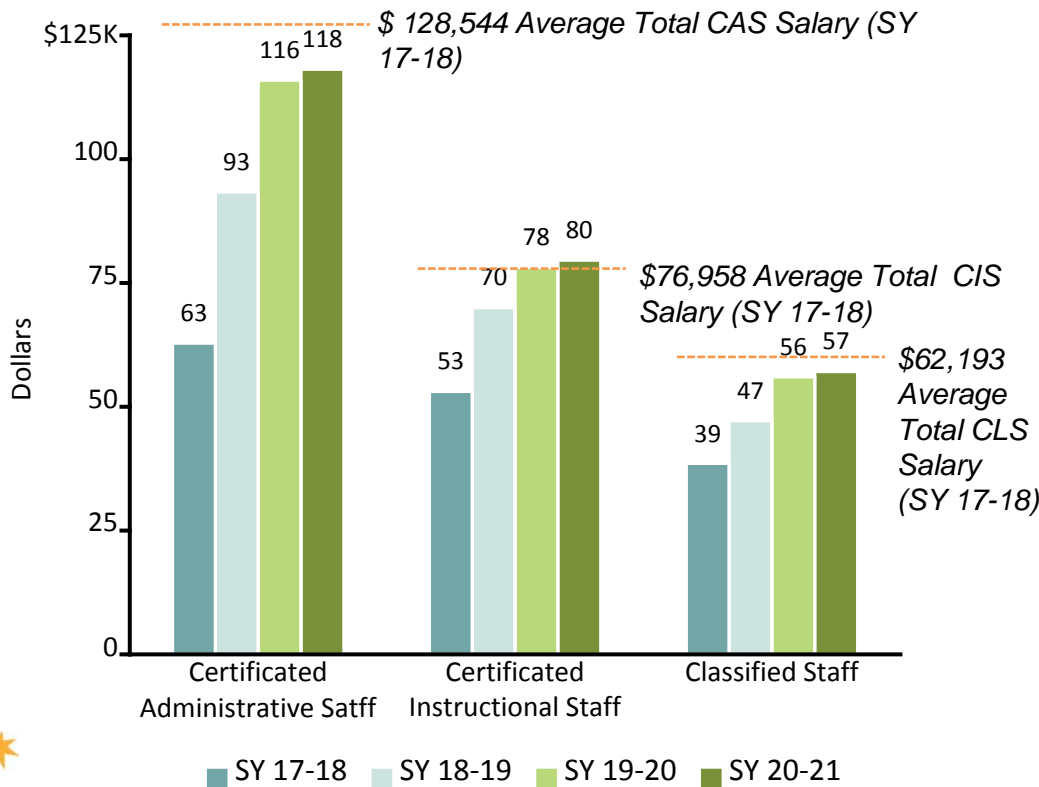
Presented by JoLynn Berge



# SPS Impact: Salary Allocation Increases

SPS will receive increases in state allocations per staff type over the next two biennium

State Salary Allocations\* for SPS by Staff Type



- In SY 18-19 new allocations are a flat amount per staff type with a regionalization factor applied (SPS' regionalization factor is 1.18)
- Estimated salaries by SY 20-21
  - CAS \$139,840
  - CIS \$82,731
  - CLS \$66,858

# FY18-19 Projected Budget

FY18-19 Major Budget Changes (Dollars in Millions)	Surplus/(GAP)
<b>Items Required or Previously Decided</b>	
Materials, Supplies, Operating Costs (MSOC)	\$1.20
State Salary Allocations	\$86.70
Operations Levy	\$21.70
Operations Levy \$2,500/fte vs status quo	(\$60.50)
Grades K-3 Student:Teacher ratio	(\$14.40)
Grades K-3 Assistant Principals	(\$1.20)
24 Credit Graduation	(\$9.00)
Labor cost increases	(\$15.10)
City of Seattle two-tier busing grant expires	(\$2.30)
Onetime Funds to balance FY17-18	(\$29.90)
Items funded for FY17-18 only	\$6.00
Ongoing Legislative funding not planned for expenditures in 2017-18	\$11.20
Items < \$1.0M	(\$4.50)
FY18-19 Current Budget GAP	(\$10.10)
<b>Items that need a decision</b>	
Instructional Materials adoptions	(\$5.00)
WSS	(\$4.00)
SMART GOALS/Formula for Success	(\$3.00)
Fall enrollment/Equity Funds	(\$2.00)
Increase Economic Stabilization Fund above minimum 3% to 3.6%	(\$4.50)
Non-Capital infrastructure	(\$4.00)
Sub total	(\$22.50)
<b>Total Projected Deficit</b>	<b>(\$32.60)</b>

# FY18-19 Potential Solutions

FY18-19 Current Budget Gap (Dollars in Millions)		\$(32.60)
Onetime use of FY17-18 Legislative resources carried forward	\$	11.2
Onetime use of FY16-17 Assigned Fund Balance (\$10m split over 2 years)	\$	5.0
Onetime use of FY16-17 Unassigned Fund Balance	\$	4.0
FY17-18 Projected underspend	\$	12.4
FY18-19 Budget GAP balance after solutions		\$ -

# FY19-20 Projected Budget

FY19-20 Current Budget Gap (Dollars in Millions)	Surplus/(Gap)
Materials, Supplies, Operating Costs (MSOC)	\$1.30
State Salary Allocations	\$55.30
National Board Certified Teacher bonus	(\$3.60)
Operations Levy \$2,500/fte in 2019, \$2,545/fte in 2020	(\$43.20)
Labor cost increases	(\$12.10)
WSS Enrichment	(\$1.00)
Core Staff and Operating Costs for opening Lincoln HS	(\$2.10)
Onetime Funds to balance FY18-19	(\$16.20)
Items < \$1.0M	\$0.10
<b>FY19-20 Current Budget GAP</b>	<b>(\$21.50)</b>



# FY20-21 Projected Budget

FY20-21 Current Budget Gap (Dollars in Millions)	Surplus/(Gap)
Materials, Supplies, Operating Costs (MSOC)	\$1.40
State Salary Allocations	\$10.30
Operations Levy \$2,545/fte in 2020, \$2,593/fte in 2021	\$4.50
Labor cost increases	(\$12.90)
WSS Enrichment	(\$1.00)
Onetime Funds to balance FY19-20	(\$5.00)
Items < \$1.0M	(\$0.60)
<b>FY20-21 Current Budget GAP</b>	<b>(\$3.20)</b>

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# Outcomes

- Final list of SMART Goal 3 – Program Summaries for 2017-18
- Understanding of 2016-17 Year End
- Understanding of current projection for 2018-19 and beyond