



School Board Briefing/Proposed Action Report

Informational (no action required by Board) **Action Report** (Board will be required to take action)

DATE: September 15, 2016
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Dr. Flip Herndon, Associate Superintendent of Facilities and Operations, 206-252-0644, ltherndon@seattleschools.org
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I. TITLE

Amendments to 2013-20 Growth Boundaries Plan for Student Assignment

For Introduction: October 12, 2016
For Action: November 2, 2016

II. WHY BOARD ACTION IS NECESSARY

Board approval is necessary for any changes to attendance area boundaries, option school GeoZones and assignment rules.

III. FISCAL IMPACT/REVENUE SOURCE

Implementation of these amendments will allow for a more efficient use of school building capacity. Staff estimates that these changes would result in fewer portables at the affected schools, and each portable currently costs the District approximately \$160,000.

The fiscal impact of these changes from a transportation perspective requires a more granular analysis and is difficult to determine at this time. The amendments could produce savings, increase costs, or be cost neutral depending on whether the number of students who will need transportation increases or decreases as a result of this proposal. After detailed enrollment counts take place at the end of September, staff will produce a more detailed analysis of transportation fiscal impacts prior to the scheduled introduction date of October 12, 2016.

The revenue source for this motion is to be determined.
Expenditure: One-time Annual Other Source

IV. POLICY IMPLICATION

Board Policy No. 3130, Student Assignment, states that students shall have the opportunity to attend an elementary, middle, or high school in a designated attendance area based upon home address, unless the school designated by a student’s home address does not have the appropriate services for the student’s needs, as determined by the District.

Any changes to boundaries, geographic zones, or assignment rules subsequent to implementation of the Student Assignment Plan require Board action.

V. RECOMMENDED MOTION

I move that the School Board amend the 2013-20 Growth Boundaries Plan for Student Assignment as shown in Attachment A to the Board Action Report and direct the Superintendent to take any appropriate actions to implement this decision.

VI. BOARD COMMITTEE RECOMMENDATION

The Operations Committee was briefed at its September 15, 2016 meeting. The Committee reviewed the motion and moved the item forward to the full Board for consideration.

VII. BACKGROUND INFORMATION

With the approval of the Growth Boundaries Plan for Student Assignment motion from November 20, 2013, progress toward the end-state 2020 boundaries is to be phased in gradually, at the discretion of staff. The new boundaries, as well as location of services and programs, are intended to be implemented in phases in alignment with the BEX IV construction schedule and enrollment changes. Some changes were already implemented; others cannot be implemented for several years because they are dependent on completion of BEX IV projects.

A number of amendments were passed in concert with the Growth Boundaries Plan for Student Assignment Board Action Report on November 20, 2013. These amendments included action to be taken by staff on a yearly basis in reviewing new data and changes. Specifically, Amendment 12 requested review and/or community interaction during the school year. The following information is included to describe how the staff complied with this amendment.

Amendment 12: Reviewing data annually

The language presented, and passed, for Amendment 12 on the Growth Boundaries Plan for Student Assignment motion at the November 20, 2013 Board meeting was as follows:

“I move that the School Board:

- 1) Acknowledge that the Growth Boundaries Plan for Student Assignment will be reviewed annually and modified as needed, taking into consideration the impact of implementation on students, families, communities, schools, program pathways, transportation, and costs. Community engagement with impacted stakeholders will continue. The intention will be to improve these plans, minimize disruption, maximize flexibility, and manage unforeseen developments and outcomes.”

During the preparation of the Growth Boundaries Plan in late 2013, population growth throughout the city was taken into account, as our projections process anticipates this. Additionally, the Enrollment Planning team continuously investigates possibilities for improving the accuracy of projections. Regardless of Amendment 12, Enrollment Planning carefully reviews enrollment trends and adjusts its models appropriately to adapt to demographic changes. Staff has engaged the communities affected by the iteration of changes, in response to the concerns expressed within Amendment 12. Enrollment Planning works directly with Transportation and Teaching and Learning to ensure logistical and programmatic consistency.

The below community meetings were or will be held to discuss implementation of the 2017-18 school boundary changes.

<u>Date</u>	<u>Location</u>	<u>Audience</u>
April 4, 2016	Ballard	SPS Community
April 21, 2016	JSCEE	SPS Community
April 26, 2016	Roosevelt	SPS Community
September 22, 2016	Eckstein	SPS Community
September 27, 2016	Hamilton Intl	SPS Community
September 29, 2016	Mercer Intl	SPS Community
October 3, 2016	Viewlands	SPS Community
October 11, 2016	Denny Intl	SPS Community

Typically, District staff hold community meetings during the fall prior to implementation to share information and collect feedback. This year, three additional meetings were held in spring 2016 to provide more opportunities for information sharing, feedback, and staff review. These spring meetings ensured that community feedback could be properly heard and considered before the fall recommendations were brought to the Board.

In addition to the community meetings, Enrollment Planning met with many of the principals impacted by the changes to discuss their concerns. These proposed amendments align with principal and community feedback.

Additional Meetings:

- January 12, 2016: JSCEE – Meeting with Sanislo and Denny principals to discuss moving Sanislo into the Denny feeder pattern
- February 17, 2016: Sand Point Elementary School – Meeting with Sand Point and Laurelhurst principals and Sand Point PTA president to discuss 2017-18 boundary changes
- February 20, 2016: JSCEE – Meeting with Sand Point, Laurelhurst, Thornton Creek, and Bryant principals to discuss 2017-18 boundary changes
- May 6, 2016: B. F. Day Elementary School – Meeting with B. F. Day principal, B. F. Day PTA president, and vice president to discuss 2017-18 boundary changes

A feedback summary from the community meetings is attached as Attachment B.

Separately, an additional amendment was passed in concert with “Update on 2013-2020 Growth Boundaries Plan for Student Assignment” on November 4, 2015. Specifically, Amendment 1 requested review of the previously approved Cedar Park, John Rogers, and Olympic Hills boundaries.

The below community meetings were or will be held to discuss Cedar Park, John Rogers, and Olympic Hills boundary and assignment scenarios.

<u>Date</u>	<u>Location</u>	<u>Audience</u>
January 14, 2016	John Rogers	John Rogers Staff
January 28, 2016	Cedar Park	Olympic Hills Staff
February 2, 2016	John Rogers	John Rogers Community
February 9, 2016	Cedar Park	Olympic Hills Community
May 9, 2016	John Rogers	John Rogers Community
May 12, 2016	Cedar Park	Olympic Hills Community

May 25, 2016	Cedar Park	Olympic Hills Staff
September 28, 2016	Cedar Park	Olympic Hills Community
October 5, 2016	John Rogers	John Rogers Community

After convening school staff meetings and community meetings, it was apparent that an additional forum was needed to further review and discuss the boundary changes for Cedar Park, John Rogers, and Olympic Hills. School leaders, teachers, and parents joined with Enrollment Planning and Equity and Race Relations staff to use the District’s Racial Equity Analysis Tool to review and analyze several boundary and assignment scenarios for these three schools. This group, the Cedar Park Racial Equity Analysis Team (CPREAT), was charged with providing recommendations to the School Board that will minimize and mitigate disparate impacts of boundary and assignment changes when Cedar Park Elementary School opens in 2017-18.

Seattle School Board Policy No. 0030, Ensuring Educational and Racial Equity, denounces inequities in schools, identifies the District’s role in eliminating them and declares high expectations to ensure that every student in each school graduates ready for college, career, and life. This policy also called for the development and implementation of a racial equity analysis tool (first approved in the 2014-15 school year).

Taking steps to assess the demographic balance, program placement, and economic status of students attending Cedar Park, John Rogers, and Olympic Hills is a move towards providing racial and educational equity. Enrollment Planning has utilized the Race and Equity tool and worked with the Equity and Race Relations team and impacted school communities to evaluate alternative scenarios to the Board’s approved plan in order to assess impacts of the proposed changes in regards to economic status, English language learners, special education students, and school demographics.

The recommended mitigations as developed by staff (including the principals of Cedar Park, John Rogers, and Olympic Hills elementary schools, the Executive Director of Schools-Northeast Region, the Director of School-Family Partnerships and Race and Equity, the Director of Enrollment Planning, and the Associate Superintendent for Facilities and Operations) are listed in the full Racial Equity Analysis (attached as Attachment C).

VIII. STATEMENT OF ISSUE

Whether to approve the proposed amendments to the Growth Boundaries Plan for Student Assignment.

IX. ALTERNATIVES

If the School Board does not approve the recommended amendments, the changes as outlined in the current Board-approved Growth Boundaries Plan for Student Assignment remain. This is not recommended because it would result in changes to student assignment that are disruptive and unnecessary. In some instances, the previously approved changes would put schools further over capacity if implemented. Additionally, the amendments recommended for Cedar Park, John Rogers, and Olympic Hills are more equitable and incorporate extensive community feedback.

X. RESEARCH AND DATA SOURCES / BENCHMARKS

These recommendations are based on data analysis by Capital Projects and Planning and Enrollment Planning staff, as well as collaboration with Teaching and Learning staff. Enrollment Planning is continuously reviewing student data (assignment/enrollment, residence, educational program, etc.), population data, school capacity, and housing stock changes to ensure that Seattle Public Schools is aware of and able to respond to current and future student growth. Since the 2013-2020 Growth Boundaries Plan was approved in November 2013, Enrollment Planning has been monitoring enrollment growth and changes in class sizes. As a result of the District's decision to take advantage of enhanced funding from the state by reducing class sizes, planning assumptions for building capacities and student enrollment behavior have changed and further support the proposed amendments.

XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT

Upon approval of this motion, these amendments will be implemented beginning in 2017-18.

As our city grows and changes in unanticipated ways, potential modifications to the Growth Boundaries Plan for Student Assignment may be necessary in future years. Should the need for any further changes to the boundaries in the plan arise, staff will analyze and bring a proposal forward for the Board's approval.

XII. ATTACHMENTS

- Attachment A: Growth Boundaries Implementation for 2017-18 Amendment Detail and Map Series
- Attachment B: Community Meeting Feedback Summary (September 1, 2015-June 30, 2016)
- Attachment C: Racial Equity Analysis for Student Assignment to Cedar Park, John Rogers, and Olympic Hills
- Attachment D: Grandfathering and Fiscal Impact Data (to be posted)
- Attachment E: Additional Public Comments (Emails from May 2015 – October 2016; Meeting Comments August 15, 2016-October 11, 2016) (to be posted)

2017-18 Growth Boundaries Community Input Sept. 1, 2015 through June 30, 2016

	A	B	C	D
1	Area ID	Topic	Details	Answer
2	N/A	Amendments and final decisions	A few people asked for clarification on how/when/how likely any amendments would be proposed, who approves them, how to provide input, if the Board will make amendments after Introduction, and when the boundaries would be "final-final."	The 2017-18 boundary changes are the most numerous since the first year of implementation (2014-15). Since that time, only two or three amendments to the previously approved plan were proposed- the School Board ultimately approved these amendments. As we get farther from 2013, new enrollment and capacity information become available- this updated information is reviewed by district staff and included in the annual update to the School Board. Boundary changes have a lot of cascading effects: the changes at one school affect at least one additional school. By starting the feedback process earlier this year, we have been able to analyze options and will be ready to proactively respond to Board questions.
3	N/A	Student Assignment process	There were a few questions about how the student assignment process works and if there were opportunities to get an exemption/protest/ensure sibling assignment. One person asked if being in the walk zone for a school meant they could chose to attend that school instead of their attendance area school.	School assignment is generally determined by the student's home address. Students are guaranteed a seat at their attendance area elementary, middle, or high school. When new school boundaries go into effect, all students entering the school in that (or subsequent) year(s) will be assigned to the attendance area school associated with their home address. This includes kindergarten students, even if older siblings have a grandfathered assignment to a different school. Students may apply to attend a different school through the School Choice process. More information is available at http://www.seattleschools.org/admissions . Walk zones are not the same as attendance area boundaries. To attend a school other than your attendance area school, even if you are within a different school's walk zone, you will need to apply through School Choice.
4	25	BF Day boundary change	Multiple people expressed concerns about reducing the boundary for BF Day by assigning area 25 to Green Lake Elementary and asked that numbers be checked and that area retained in BF Day.	District staff have reviewed the latest enrollment and capacity data for B. F. Day and are recommending an amendment with Area 25 retained in B.F. Day's attendance area. The School Board will take action on proposed amendments this fall.
5	88, 95	Cedar Park opening/John Rogers and Olympic Hills changes	A very large number of concerns were raised about the approved boundaries for Cedar Park and the resulting change to the John Rogers and Olympic Hills boundaries. Concerns included: safety, design of Olympic Hills to meet low-income/high need populations, Olympic Hills families participated in planning and were told would return, use of the race and equity toolkit, diversity changes, capacity of Cedar Park, reduction in size at John Rogers leading to reduced services, equity, segregation, adequacy of the Cedar Park building, need for replacement building for John Rogers, that a feasibility study showed Cedar Park was adequate only for a interim site and needs major improvements before it is fit to be an attendance area school, lack of library and restrooms at Cedar Park, lack of running water in portables, and enrollment projections for the northeast section of the district/city.	District staff have been working closely with the Cedar Park, John Rogers, and Olympic Hills communities to evaluate several assignment and boundary scenarios, including the application of the Racial Equity Analysis Tool to these assignment and boundary scenarios. District staff will recommend an amendment to the previously approved plan for School Board consideration. The School Board will take action on proposed amendments this fall.
6	N/A	Choice	One person asked if a student was enrolled in a school through Choice, would that student be impacted by a geo-split.	Once a student receives a choice assignment, they may remain at that school, through the highest grade served.

2017-18 Growth Boundaries Community Input Sept. 1, 2015 through June 30, 2016

	A	B	C	D
7	N/A	Communication	Various comments were made around communication about boundary changes and the process including: need to notify all families affected in their own languages; need to notify all families at a school with changes; principals need to be briefed on changes; explanations of why projections are off are fine, but you should also apologize; provide information at beginning of meeting or in advance as to what changes you are considering or what concerns you are looking into; give principals school specific information in a timely and accessible way; provide clear/exact responses to our concerns. Need to plan ahead and have all information translated	District staff are considering how we can better serve our school communities. Families who live in the change areas receive communications in their home language. District staff also provide interpretation services for community meetings. Past practice has been to notify only those families that live within the change areas, but central office staff will work more closely with school leaders to ensure that school communities have accurate and timely information about boundary changes.
8	N/A	Eagle Staff boundaries	There were a few questions about the Eagle Staff boundaries and students who are close to the new middle school being sent by bus to Whitman when they could walk to Eagle Staff/ if they were set for sure/why they were set/ what the boundaries are. The request is to reconsider the boundary at 85th as there are many students who are in walking distance but not included in the new school boundary. One person asked if those in the Eagle Staff boundary area would be required to go to Eagle Staff (geo-split.)	Middle school boundaries have been reviewed and the capacity plans and boundary changes as approved are still necessary. These boundaries will be implemented as approved by the School Board in November 2013, including a geo-split requiring all students in the new attendance area to attend their new attendance area middle school.
9	N/A	Future (post implementation) changes	There were a few questions about potential for additional changes after these ones are implemented.	We hope that we will not have to make additional boundary changes in the near future. However, if additional schools are renovated, replaced, or built using future capital levies, boundaries may need to be adjusted to accommodate that capacity change. District staff will also in 2017 begin planning for high school boundary changes, in advance of Lincoln High School opening in 2019.
10	N/A	Geo-split	There were several questions about what/why geo-splits will happen and why new schools won't be opened as roll-ups, especially since other new elementary schools have been roll-ups.	The district aims to grandfather students whenever possible; however, the School Board has directed district staff to ensure that new schools open with a robust population that provides a full educational experience for our students. When a new school opens, its boundaries are developed from existing school boundaries in the surrounding neighborhoods. This means students who previously attended one attendance area school may be reassigned to their new attendance area school.
11	N/A	Geo-Zones	There were a couple of questions about specific geo-zones and why they are drawn as they are John Stanford and Thornton Creek.	Geozones are created as a capacity relief method to reduce crowding at nearby schools. An amendment is being proposed to expand the Thornton Creek geo-zone due to increased capacity in the new school building that opens this fall.

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	A	B	C	D
12	N/A	Grandfathering	Multiple people expressed a desire for grandfathering and asked questions related to grandfathering. In addition, several requested grandfathering of siblings and concerns about grandfathered students not continuing with cohort onto middle school. Some also expressed confusion with grandfathering being decided annually, not a given. One person asked if it was possible to "pre-enroll" a pre-schooler now so that they could be grandfathered into kindergarten.	The district aims to grandfather students whenever possible, however we do have to analyze capacity impacts of grandfathering. Since boundary changes are the result of capacity issues, grandfathering is not always possible. Decisions about grandfathered assignments are announced in the fall preceding boundary changes (e. g. announcement made in October 2016, prior to Open Enrollment for the 2017-18 school year). If grandfathered assignments are offered, they apply only to students who are currently enrolled. All new students, including incoming Kindergartners with older siblings, will be initially assigned to their attendance area school based on their home address. Families may apply for School Choice to attend a different school. If a student receives a choice assignment, they may continue at that school through the highest grade served, as long as that school provides the services needed. The first tiebreaker to determine assignment or waitlist status (to a school, not a program) is always sibling.
13	N/A	Highly Capable Cohort (HCC) Program Placement	There were a few questions about a split to the elementary and middle school highly capable cohorts. These included what the boundary will be if middle school HCC is split to have some students at Eagle Staff and some remaining at Hamilton, and if so, would it be a required split based on address similar to a geo-split; if a split to Cascadia Elementary is expected and where a second HCC elementary would be located; and whether Cedar Park could be used as a highly capable cohort site.	The Advanced Learning Department, in partnership with Enrollment Planning and Capital Planning will make decisions regarding placement of additional Highly Capable Cohort programs and the assignment areas/boundaries if splits are made. Cedar Park will be an attendance area school.
14	N/A	High School Boundaries	There were several questions about high school boundaries and plans to open Lincoln.	Planning for high school boundary changes and community engagement opportunities is scheduled to begin in early 2017. District staff are currently monitoring enrollment trends, capacity and expected growth to inform that planning.
15	N/A	IEP	One person asked if having an IEP would that have an impact on assignment through geo-split or grandfathering.	Special Education services (and assignments) depend on the student's IEP. If the services the student needs are offered at all or most schools, the student's assignment, based on their IEP, may not be impacted by boundary changes.
16	N/A	International Pathways	A question was asked about continuing the international pathways from John Stanford and McDonald to Hamilton once the Hamilton boundary changes when Eagle Staff opens.	Per the Student Assignment Transition Plan for 2016-17, the language immersion pathway for students in the north end continues to be John Stanford or McDonald to Hamilton to Ingraham. Any changes would be reflected in a revision to the student assignment plan.
17	103, 104	Laurelhurst/Bryant/Sand Point boundary changes	A large number of people expressed concerns about the changes to the Sand Point, Laurelhurst and Bryant boundaries with the majority asking that they not be changed. Areas of interest are: projected growth to Sand Point student population with opening of new housing in the next year; Laurelhurst currently over capacity by more than the other two schools; walkability. On the opposite side of concerns, several people expressed a desire to have the changes to move part of Sand Point to Bryant implemented and asked that there not be amendments made to the approved boundaries scheduled to be implemented for 2017-18.	District staff have been listening to and evaluating feedback from the Sand Point, Laurelhurst and Bryant elementary communities around the approved 2017-18 boundaries as well as evaluating enrollment data and projections. District staff will recommend an amendment to the previously approved plan for School Board consideration. The School Board will act on proposed amendments in the fall.

2017-18 Growth Boundaries Community Input Sept. 1, 2015 through June 30, 2016

	A	B	C	D
18	N/A	Meany	There were a few questions about the opening of Meany and whether the proposed amendment will be implemented.	District staff will recommend an amendment that retains Kimball Elementary School in the Mercer International Middle School attendance area (and feeder pattern) and also retains John Muir Elementary School in the Washington Middle School attendance area (and feeder pattern).
19	N/A	Process—2017-18	Several people had questions about the process for the 2017-18 community engagement process, including the likelihood of changes from what was approved, the purpose of the meetings, a schedule for future meetings, whether only "loud" voices are heard during feedback, and timing.	District staff began considering feedback on the 2017-18 boundaries in late 2015. The formal community engagement process began in April 2016. By starting community meetings five months earlier, district staff can proactively address community questions and review scenarios where new data has become available, such as class size reductions for grades K-3, which change school capacities.
20	N/A	Process—Overall	Many people asked questions about the process for changing the boundaries, including timing and why the boundaries were based on information from 2012-13 for implementation so far out, how boundaries are set, whether past changes to an areas' boundaries are considered when deciding on changes, and questions about guiding principles.	The Growth Boundaries Project began in 2013 after Seattle voters approved the BEX IV Capital Levy, which provides additional capacity in our schools through new construction, renovation, and replacement of outdated, inadequate buildings. In November 2013, the Seattle Public Schools Board of Directors approved boundary changes for many elementary and middle school attendance areas through 2020. New capacity is not coming online all at once, so school boundary changes have to be implemented over time. District staff strive to balance enrollment throughout the city using projections for the end-state, after new capacity becomes available. By determining the changes in advance and providing that information, we can better balance school enrollment over time and provide as much time as possible for families to plan ahead. The final changes are based on capacity to ensure that no student is in an overcrowded school environment. Additional information about the project history, including timelines, Board meeting documents and guiding principles, are available on the Growth Boundaries website.
21	N/A	Programs and Services	One person asked about services, such as speech therapy, being available at Cedar Park. One person suggested making JSIS or McDonald an attendance area school and making Cedar Park an option school.	Cedar Park will be an attendance area elementary. Program and service placement is not finalized.
22	N/A	Programs and Services	One person asked if programs/services offered are taken into account when making boundary decisions such as a specific levy grant to support low-income students at Sand Point Elementary.	Programs and services offered are taken into account when changes are made, but changes are largely based on adjusting capacity so that no student is in an overcrowded classroom. Information on specific grants such as the one at Sand Point are part of the annual review the year prior to boundaries being implemented.

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	A	B	C	D
23	N/A	Projections	<p>There were a few questions about how projections are made and how often they are updated -- and why they were "off" so far, as well as requests for more specific data around change areas, particularly for BF Day, West Woodland, Laurelhurst/Sand Point/Bryant and Cedar Park/Olympic Hills/John Rogers. One person asked projections included data regarding a potential split of HCC, which could send more students back to their neighborhood schools.</p>	<p>School enrollment projections are produced annually and are based on the number of state funded students- they take into account all students who currently live in an attendance area, and then use historical data to project how many of those students will enroll in their attendance area school. School projections are produced annually. District projections have historically been within 1.5% of actual enrollment. Some areas of the city grow faster than projected, other areas have seen slower enrollment growth. This demonstrates the need for review of boundary changes, a year in advance of implementation. Analysis of the most up-to-date enrollment data is critical to district decision-making. Projections are aligned with current planning assumptions- in other words, projections are calculated for the Board-approved school boundaries. If an amendment is made to a school's boundary, updated school projections will be produced. The Advanced Learning Department will partner with Enrollment Planning and Capital Planning to make decisions regarding Highly Capable Cohort (HCC) placement and the assignment areas/boundaries if splits are made, as well as addressing any changes in enrollment patterns.</p>
24	N/A	Safety; safe routes to school	<p>This issue, expressed by a very large number of community members, primarily came up in regard to the opening of Cedar Park and the changes to Laurelhurst, Sand Point and Bryant elementary schools. Concerns were expressed about the safety of crossing major arterials/state highways where there are limited safe crossing points and heavy traffic in the morning and afternoons. Many asked why we set walk zones that cross busy streets or highways and if SPS would be making improvements to ensure safety.</p>	<p>School walk zones are determined by the City of Seattle; the City is also responsible for crosswalks and sidewalks. The City of Seattle School Traffic Safety Committee includes a district staff representative- we will continue to partner with the City to improve traffic safety.</p>
25	N/A	School Budgets	<p>There were a couple of question about how reducing school enrollment would affect school budgets.</p>	<p>Every winter, the district produces initial enrollment projections for the following school year. These enrollment projections are refined in the summer, after the School Choice period. The State provides funding to the District based on the actual district enrollment as of October 1st, each year.</p>
26		School capacity vs. grandfathering	<p>One person asked if SPS is considering grade level size when considering grandfathering and boundaries -- for example, if a new classroom was needed to accommodate grandfathering students and new students, would one be added.</p>	<p>Grandfathering decisions are based on current capacity, so there would not be an additional classroom added in order to accommodate grandfathered students.</p>
27	N/A	Southeast changes	<p>One person asked about changes in the SE region and how communication has been done so that the non-English speaking, immigrant and refugee families understand the changes.</p>	<p>Boundary changes for the SE region of Seattle were implemented in previous years. District staff are considering how we can better serve our school communities. Families who live in the change areas receive communications in their home language. District staff also provide interpretation services for community meetings.</p>
28	N/A	Specific address assignment info	<p>A number of people emailed to get information on their particular address or student.</p>	<p>These families received direct replies with their assignment information.</p>
29	N/A	Specific change comments	<p>A few people, within differing boundaries, asked why changes have to be made to their area when the numbers are so small. Why can't they stay the same as there would be minimal impact.</p>	<p>These changes are considered in our annual review. For 17-18, staff is proposing amendments that retain some small areas in their current attendance area.</p>
30	N/A	Transportation	<p>A few people asked why transportation cannot be provided for grandfathered students, saying that with no transportation, lower income families cannot grandfather due to lack of other options for getting to school. One person asked about the costs associated.</p>	<p>Transportation is costly and the School Board has typically said there is no transportation for grandfathering due to the associated costs.</p>

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	A	B	C	D
31	123, 124	West Woodland	Multiple people asked about the reason changes were made to the West Woodland boundaries in the final Board process, expressing frustration that it was changed late in the process as well as with the change in their middle school assignment.	The expected growth in the area has created a need for these changes, which also align with changes to middle school boundaries to reduce crowding at Hamilton International.

Racial Equity Analysis Tool: Cedar Park Boundary and Assignment Review

Last Updated: September 9, 2016

Prepared by: Enrollment Planning

STEP 1: SET OUTCOMES, IDENTIFY AND ENGAGE STAKEHOLDERS

1. What does your department/division/school define as racially equitable outcomes related to this issue?

Seattle School Board Policy No. 0030: Ensuring Educational and Racial Equity, approved on August 15, 2012, denounces race-based disparities in schools and its administration, identifies the district's role in eliminating them and declares high expectations to ensure that every student in each school graduates ready for college, career, and life. This policy also called for the development and implementation of a racial equity analysis tool (first approved in the 2014-15 school year). The School Board has previously approved several policies to promote diversity in a city where neighborhoods and schools have been segregated (e.g. 1978-80 Busing Plan, 1989 New Assignment Plan, 1997-2001 Racial Tiebreaker, etc.).

Enrollment Planning has worked with the Department of Equity and Race Relations and the Cedar Park Racial Equity Analysis Team (CPREAT) to use the district's Racial Equity Analysis Tool in review of numerous alternative scenarios to the currently approved boundary plan for Cedar Park Elementary School. CPREAT is made up of parents and staff from Olympic Hills and John Rogers, the principals of John Rogers, Cedar Park, and Olympic Hills, and other district staff. (Parent and staff representatives were appointed by school principals.)

CPREAT has defined racially equitable outcomes in this scenario as minimizing and mitigating disparate impacts of boundary changes when Cedar Park Elementary School opens in 2017-18 in order to ensure that all students have access to a high quality education that meets their individual needs.

2. How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?

Enrollment Planning held community meetings to share information, explain the decision-making process, and gather feedback. Below is a list of the engagements specifically focused on Cedar Park boundary planning.

- January 14, 2016; 3:30pm; John Rogers staff meeting (at John Rogers)
- January 28, 2016; 3:00pm; Olympic Hills staff meeting (at Cedar Park building)
- February 2, 2016; 6:30pm; John Rogers community meeting (at John Rogers)
- February 9, 2016; 6:30pm; Olympic Hills community meeting (at Cedar Park)
- May 3, 2016; 4:00pm; Cedar Park boundary meeting with northeast principals (at JSCEE)
- May 5, 2016; 1:00pm; Cedar Park boundary meeting with northeast principals (at Cedar Park)
- May 9, 2016; 6:30pm; John Rogers community meeting (at John Rogers)
- May 12, 2016; 6:30pm; Olympic Hills community meeting (at Cedar Park)
- May 20, 2016; 1:00pm; Cedar Park boundary meeting with northeast principals (at John Stanford Intl)
- May 25, 2016; 3:00pm; Olympic Hills staff meeting (at Cedar Park)
- June 16, 2016; 5:30pm; CPREAT meeting (at Cedar Park)
- June 21, 2016; 5:30pm; CPREAT meeting (at Cedar Park)
- July 6, 2016; 5:00pm; CPREAT meeting (at Cedar Park)
- August 3, 2016; 12:30pm; Cedar Park boundary meeting with northeast principals (at West Seattle HS)
- August 4, 2016; 12:30pm; Cedar Park boundary meeting with northeast principals (at West Seattle HS)
- August 16, 2016; 5:30pm; CPREAT meeting (at Cedar Park)
- August 18, 2016; 5:00pm; Equity and Race Advisory Committee (at JSCEE)
- September 28, 2016; 6:30pm; Olympic Hills community meeting (at Cedar Park)
- October 5, 2016; 6:30pm; John Rogers community meeting (at John Rogers)

Below is the anticipated timeline for School Board decision-making:

- September 15, 2016; Board Action Report presented to Operations Committee
- October 12, 2016; Board Action Report presented to School Board for Introduction

- November 2, 2016; Board Action Report presented to School Board for Action

3. How will leadership identify and engage stakeholders: racial/ethnic groups potentially impacted by this decision, especially communities of color, including students who are English language learners and students who have special needs?

Enrollment Planning has worked with school leaders to identify stakeholders and advertise the listed community meetings about assignment and boundary scenarios. These meetings were held on evenings at school sites, with translation services (in multiple languages), food served, and childcare to increase attendance and participation. Information on the School Board's final decision will be provided in the home language of impacted families.

STEP 2: ENGAGE STAKEHOLDERS IN ANALYZING DATA

1. How will you collect specific information about the school, program, and community conditions to help you determine if this decision will create racial inequities that would increase the opportunity gap?

Enrollment Planning has analyzed updated school building capacities, projected enrollment growth in the northeast region, the number of students who currently attend their attendance area school, and the various demographic characteristics [English Language Learners (ELL), Free and Reduced Price Lunch (FRL), Special Education (SpEd), etc.] of these students. This data has been shared with CPREAT in their review of twelve boundary and assignment scenarios, including several options that were submitted by school community members.

2. Are there negative impacts for specific student demographic groups, including English language learners and students with special needs?

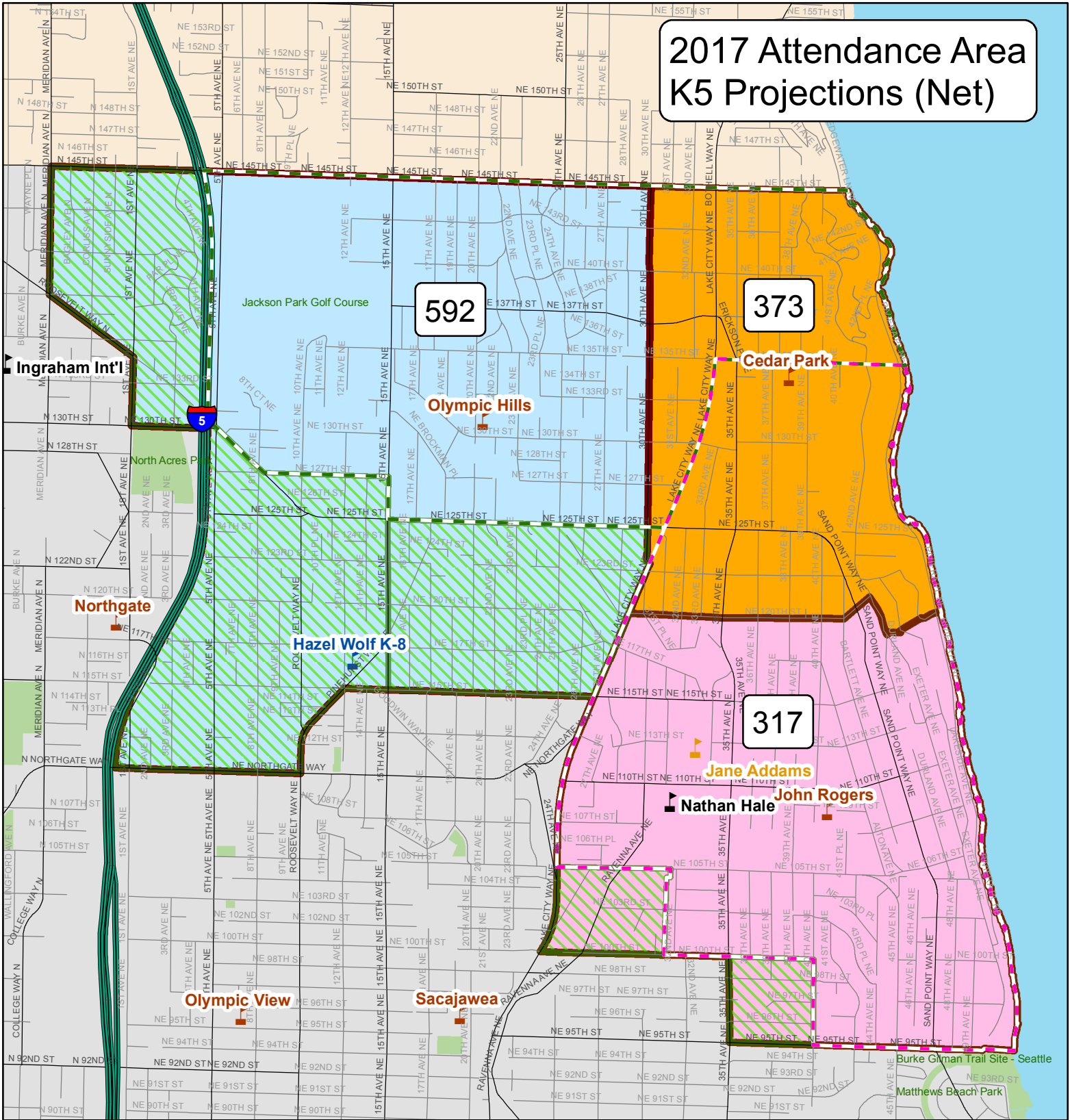
Taking steps to assess the demographic balance, program placement, and economic status of students attending Cedar Park, John Rogers, and Olympic Hills is a move towards providing racial and educational equity. Enrollment Planning utilized the Racial Equity Analysis tool and worked with the Equity and Race Relations team and impacted school communities to evaluate alternative scenarios to the Board's approved plan in order to assess impacts of the proposed changes in regards to economic status, English language learners, special education students, and school demographics.

In 2013, the Seattle Public Schools Board of Directors approved a series of boundary changes for attendance area elementary and middle schools through 2020-21 (Note: The Growth Boundaries decision was made prior to the development of the district's Racial Equity Analysis Tool). These boundary changes were developed to accommodate projected enrollment growth and are implemented annually in alignment with levy-funded construction that adds additional capacity.

Changing the overall landscape in Seattle regarding income structure, housing availability, and public education will take time and a shared effort. The historical impact of redlining, gentrification, incoming migration of highly skilled and educated individuals and families, and the lack of affordable housing and livable wages in Seattle is likely to perpetuate segregation along racial and socio-economic lines. An effective partnership between the District, City of Seattle, and King County, is necessary to keep and support vulnerable families in Seattle.

As a reminder, Cedar Park will open as an attendance area elementary school in 2017-18. The Olympic Hills school community is currently using the Cedar Park building as an interim site. The existing School Board approved plan for boundary changes around the opening of Cedar Park Elementary School (in 2017-18) would likely result in Cedar Park being enrolled significantly over capacity. [A map of the Board approved plan (also known as Scenario A) follows.] This is in part due to our neighborhood student assignment model, where each student who lives within a school's attendance area is guaranteed an assignment to that attendance area school. In addition, the district has experienced steady enrollment growth and capacity challenges that are compounded by *McCleary* class size reductions. These factors have limited the ability of option schools to relieve strained attendance area schools; there are fewer available choice seats at *all* schools.

2017 Attendance Area K5 Projections (Net)



2017 Attendance Area **2015 Attendance Area**

- Cedar Park
- Olympic Hills
- John Rogers
- Addition
- Olympic Hills
- John Rogers

Elementary School **High School**

- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School

0 0.5 1 Miles

Map data: 2017-18 School Year
Map last updated: 6/15/2016

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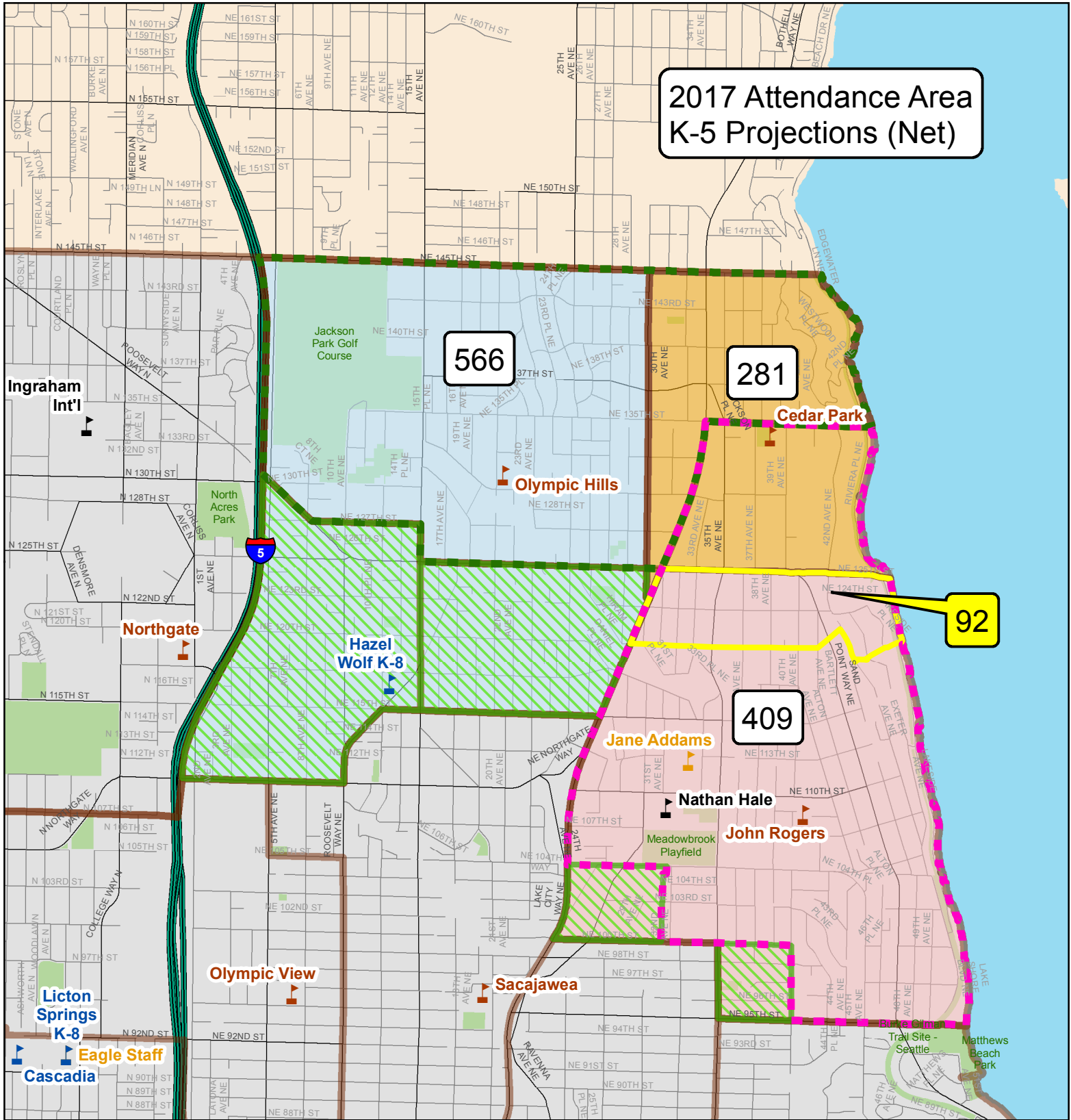
Notes for enclosed data tables and maps:

- The tables in this document use the most recent data available at the time of writing.
- Attendance area geographies may not be consistent between tables- please refer to the accompanying map for additional detail.
- 2017-18 figures are projected data points, not actuals.
- Updated capacity information for the 2017-18 school year was calculated by Capital Projects and Planning; they reflect the negotiated contract on class size and programs currently placed at (or planned for) a school, and are subject to change based on program assumptions.
- The projected K5 count for 2017-18 for each school’s attendance area (also known as non-net projections) include all K5 Seattle Public Schools students who live in the area, regardless of which SPS district school they attend.
- The projected K5 count for 2017-18 at each school (also known as net projections) removes historical option school and Highly Capable Cohort (HCC) enrollment.

Table 1. Board approved (in 2013) plan to be implemented in 2017-18 (also known as Scenario A)

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	425	461	676
2017-18* K5 Count in AA (non-net)	495	503	800
2015-16 K5 Count at AA School	277	235	343
2017-18* K5 Count at AA School (net)	373	317	592
2015-16 ELL Count at AA School	107	15	89
2015-16 ELL % at AA School	38.6%	6.4%	25.9%
2014-15 FRL Count at AA School	181	54	191
2014-15 FRL % at AA School	65.3%	23.0%	55.7%
2015-16 Historically Underserved Count at AA School	200	86	241
2015-16 Historically Underserved % at AA School	72.2%	36.6%	70.3%
2015-16 SpEd Count at AA School	31	20	27
2015-16 SpEd % at AA School	11.2%	8.5%	7.9%

CPREAT’s review (of twelve different boundary and assignment scenarios) has led the principals of Cedar Park, John Rogers, and Olympic Hills elementary schools, the Executive Director of Schools- Northeast Region, the Director of School-Family Partnerships and Race and Equity, the Director of Enrollment Planning, and the Associate Superintendent for Facilities and Operations to recommend that John Rogers Elementary School retain the area south of NE 125th Street within Change Area ID 95. (This amendment area is highlighted on the following map, also known as Scenario F.)



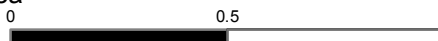
2017 Attendance Area

- John Rogers
- Cedar Park
- Olympic Hills

2015 Attendance Area

- Olympic Hills
- John Rogers
- Change Area

- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School



Map data: 2017-18 School Year
Map last updated: 8/5/2016

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Table 2. Staff recommended amendment to Board approved plan (also known as Scenario F)

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	319	567	643
2017-18* K5 Count in AA (non-net)	387	611	764
2015-16 K5 Count at AA School	210	302	333
2017-18* K5 Count at AA School (net)	281	409	566
2015-16 ELL Count at AA School	92	30	87
2015-16 ELL % at AA School	43.8%	9.9%	26.1%
2014-15 FRL Count at AA School	145	90	184
2014-15 FRL % at AA School	69.0%	29.8%	55.3%
2015-16 Historically Underserved Count at AA School	160	126	234
2015-16 Historically Underserved % at AA School	76.2%	41.7%	70.3%
2015-16 SpEd Count at AA School	23	28	26
2015-16 SpEd % at AA School	11.0%	9.3%	7.8%

It is the belief of district staff that the recommended amendment best balances need and capacity. Cedar Park would open with a sustainable student enrollment and the resources to serve them. This amendment provides continuity for many students who currently attend Olympic Hills- they would continue to attend school with their neighbors at the Cedar Park building. John Rogers would likely be enrolled over capacity, but many historically underserved John Rogers students would also benefit from continuity- those living in the amendment area could, per Board approval, continue to attend John Rogers.

However, this amendment would likely still result in high percentages of ELL, FRL, SpEd and historically underserved students attending Cedar Park, based on current and projected student enrollment data. As such, district staff recommend several mitigations (see STEP 4, Question 2) to support northeast elementary school students through this transition.

As an additional point of reference, current (at the time of writing) assignment demographics for John Rogers and Olympic Hills are listed below.

Table 3. Current Assignment Demographics for John Rogers and Olympic Hills

	John Rogers	Olympic Hills
2015-16 October 1 Actual Count	390	294
2015-16 ELL Count	67	96
2015-16 ELL %	17.2%	32.7%
2014-15 FRL Count	149	266
2014-15 FRL %	42.6%	77.1%
2015-16 Historically Underserved Count	187	223
2015-16 Historically Underserved %	47.9%	75.9%
2015-16 SpEd Count	44	49
2015-16 SpEd %	11.3%	16.7%

STEP 3: ENSURING EDUCATIONAL AND RACIAL EQUITY/ DETERMINE BENEFIT OR BURDEN

District staff recommend the School Board approve Scenario F: John Rogers Elementary School retains the area south of NE 125th Street within Change Area ID 95. However, as mentioned above, CPREAT reviewed twelve boundary and assignment scenarios. Potential benefits, unintended consequences, and necessary mitigations plans for negative impacts were developed and identified by CPREAT, for each of the twelve scenarios, and are included as an attachment to this document (beginning on page 10).

1. What are the potential benefits or unintended consequences?

The potential benefits of adopting the staff recommended amendment are many.

- In addition to reducing overcrowding in northeast elementary schools, this amendment provides greater stability and continuity for historically underserved students at John Rogers in the amendment area. Some Olympic Hills students will also benefit from continuing to attend school with their neighbors at the Cedar Park building.
- Students living in the amendment area would not have to cross a transportation arterial (NE 125th St) to attend John Rogers.
- Furthermore, John Rogers is more likely to retain Title 1 status- this funding is critical to serving John Rogers students.
- Cedar Park would likely be enrolled under capacity, allowing for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space.
- John Rogers and Olympic Hills will also likely have sustainable student enrollment.

However, the amendment alone does not address the following challenges.

- Some students will still have to change schools. This challenge is not unique to the opening of Cedar Park Elementary School, but it will still be a significant transition for some students and their families.
- The amendment is a change from the previous Board approved plan. This departure requires extensive community engagement to inform and support impacted families through the transition.
- Cedar Park would likely still have the highest percentage of ELL, FRL, SpEd and historically underserved students based on current and projected enrollment data.
- Students living west of Lake City Way NE will require transportation and/or safety improvements to cross Lake City Way NE to attend Cedar Park.
- Cedar Park and John Rogers students would not have access to planned health resources at Olympic Hills.

2. What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?

District staff believe that the recommended mitigations (STEP 4, Question 2) will appropriately support Cedar Park, John Rogers, and Olympic Hills students and school communities through this transition.

STEP 4: EVALUATE SUCCESS INDICATORS AND/OR MITIGATION PLANS

1. How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families, and staff?

District and school leadership are continuing to review and discuss the below mitigations and will provide accountability measures at a later time.

2. What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with stakeholders to ensure educational equity for every student?

CPREAT and district staff developed and recommend the following mitigations to support northeast elementary school students through this transition:

- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Conduct an assessment of facilities/capital needs for Cedar Park and John Rogers buildings; fund building improvements at Cedar Park to include additional bathrooms, a full library, and potentially a computer lab
- Supply all new materials (furniture, books, etc.) for Cedar Park Elementary School
- Provide support for John Rogers students if they lose their Title 1 funding
- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Expand community engagement in advance of 2017-18 School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model, to serve their high-needs students during the transition

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**CPREAT Boundary and Assignment Scenario Review:
Benefits, Challenges, and Mitigations**

Below is a summary of the scenarios reviewed by the Cedar Park Racial Equity Analysis Team (CPREAT). This team was comprised of parents and staff from Olympic Hills and John Rogers, the principals of John Rogers, Cedar Park, and Olympic Hills, and other district staff. After the summary, a map for each scenario; its benefits, challenges, and mitigations developed by CPREAT; and any available accompanying enrollment data are included.

A: No amendment to previously approved plan

B: Grandfathering for 4th and 5th graders (at John Rogers and Olympic Hills) in 2017

C: Added tiebreaker during School Choice for current John Rogers and Olympic Hills students

D: Olympic Hills retains Lake City Way NE slice

E: John Rogers retains Areas 1 & 2

F: John Rogers retains Area 1

G: John Rogers and Olympic Hills both retain requested areas

H: Cedar Park opens as an option school

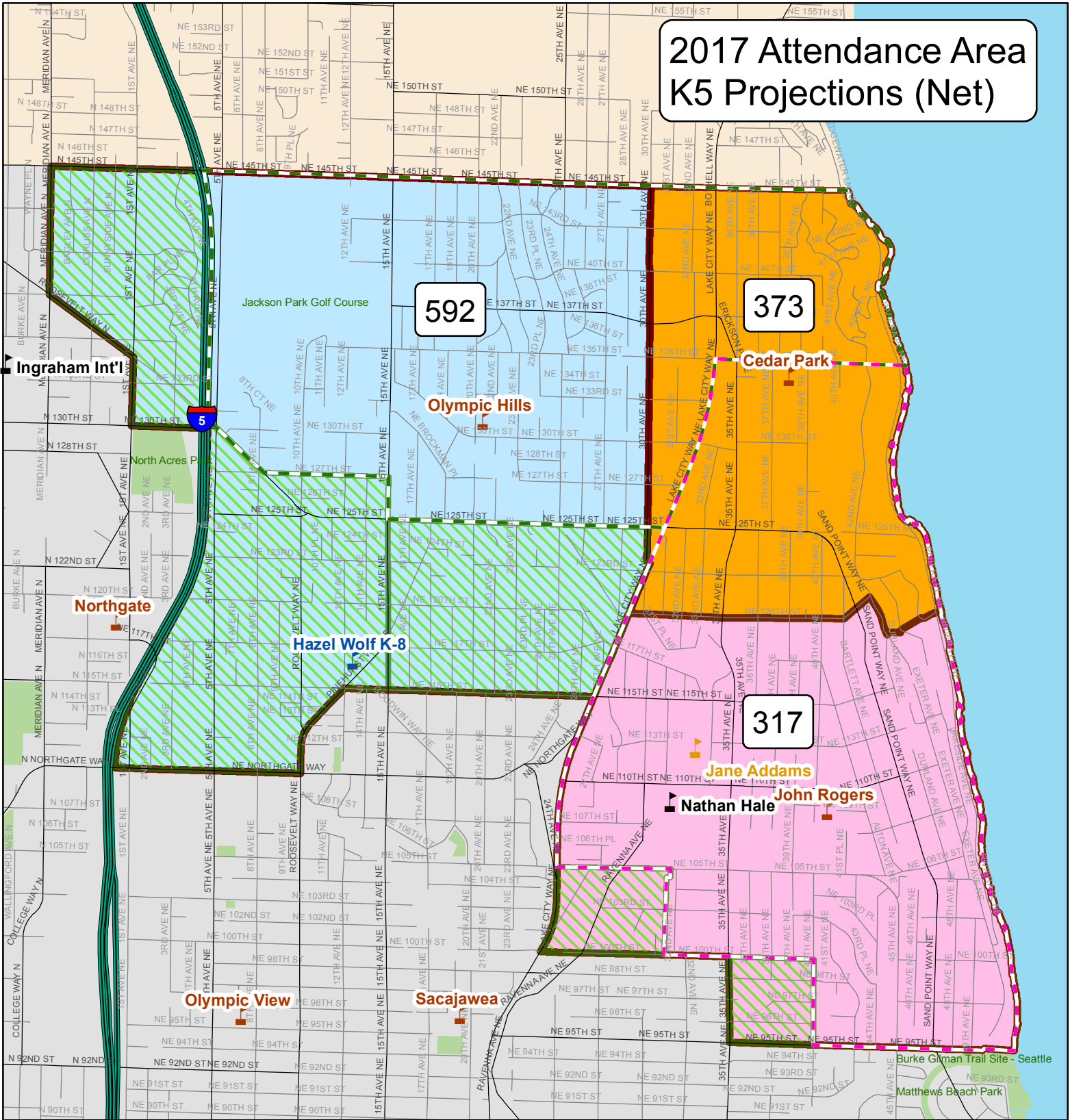
I: Cedar Park opens as a small attendance area school and as an HCC site

J: Grandfathering for all requested area students

K: Cedar Park retains part of the Lake City Way NE slice; John Rogers retains Area 1

L: Olympic Hills retains entire Lake City Way NE slice; John Rogers retains part of area south of NE 125th

2017 Attendance Area K5 Projections (Net)



2017 Attendance Area **2015 Attendance Area**

- Cedar Park
- Olympic Hills
- John Rogers
- Addition
- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School

0 0.5 1 Miles

Map data: 2017-18 School Year
Map last updated: 6/15/2016

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Scenario A: No amendment to previously approved plan

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	425	461	676
2017-18* K5 Count in AA (non-net)	495	503	800
2015-16 K5 Count at AA School	277	235	343
2017-18* K5 Count at AA School (net)	373	317	592
2015-16 ELL Count at AA School	107	15	89
2015-16 ELL % at AA School	38.6%	6.4%	25.9%
2014-15 FRL Count at AA School	181	54	191
2014-15 FRL % at AA School	65.3%	23.0%	55.7%
2015-16 Historically Underserved Count at AA School	200	86	241
2015-16 Historically Underserved % at AA School	72.2%	36.6%	70.3%
2015-16 SpEd Count at AA School	31	20	27
2015-16 SpEd % at AA School	11.2%	8.5%	7.9%

Benefits:

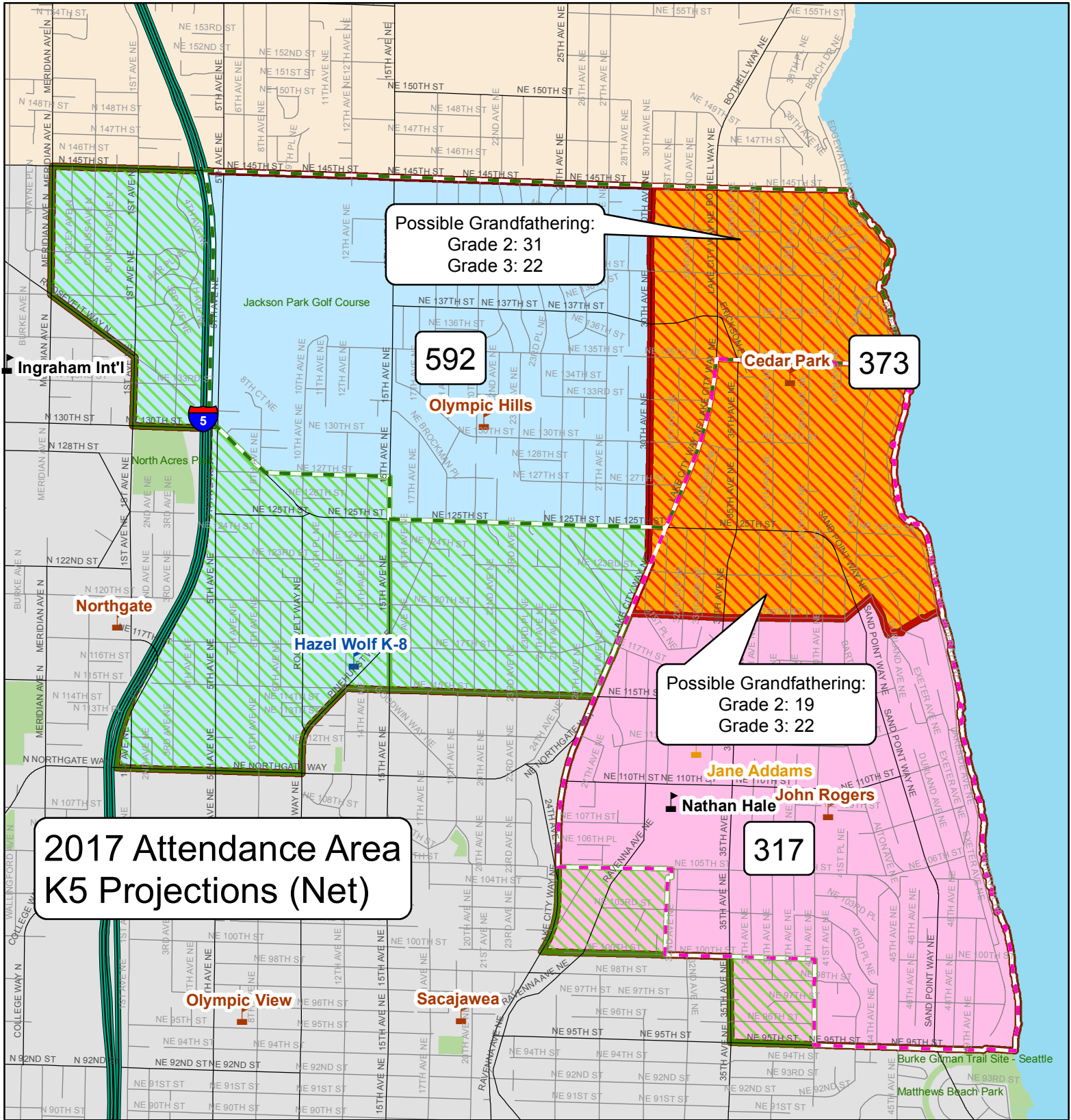
- No change to the Board approved plan, information is consistent (across several years) to families in the region
- Reduces overcrowding at John Rogers and Olympic Hills
- Stability and continuity for Olympic Hills students currently attending school at the Cedar Park building
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire

Challenges:

- Cedar Park would likely open over capacity, with limited ability to accommodate future projected growth
- Cedar Park walk zone does not address safety concerns regarding NE 125th St
- Students living west of Lake City Way NE will need transportation to attend Cedar Park
- Cedar Park would likely have the highest percentage of ELL, FRL, SpEd and historically underserved students
- Historically underserved student groups lack access to planned health resources at Olympic Hills building
- John Rogers would likely lose Title 1 status and funding, despite still needing to serve their Title 1 students

Mitigations:

- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Provide support for John Rogers students if they lose their Title 1 funding
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)



2017 Attendance Area **2015 Attendance Area**

- Cedar Park
- Olympic Hills
- John Rogers
- Olympic Hills
- John Rogers
- Addition

Elementary School **High School**

- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School

0 0.5 1 Miles

Map data: 2017-18 School Year
Map last updated: 6/15/2016

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Scenario B: Grandfathering for 4th and 5th graders (at John Rogers and Olympic Hills) in 2017

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	425	461	676
2017-18* K5 Count in AA (non-net)	495	503	800

Additional student data would not be available until after Open Enrollment for 2017-18

Benefits:

- Reduces overcrowding at John Rogers and Olympic Hills
- Stability and continuity for the 4th and 5th grade students who have been at John Rogers and Olympic Hills and for Olympic Hills students currently attending school at the Cedar Park building
- Some families have more options- they may choose to attend Cedar Park if they so desire

Challenges:

- Transportation is not provided for grandfathered students
- Siblings may be initially assigned to different schools; families would need to know how to navigate the School Choice process if they wanted their children to attend the same school- per the Student Assignment Plan, the only guaranteed method that keeps all students in a family (assuming they are in the same tier) together is transitioning to the new attendance area school
- Some families with multiple students in different grades may not be able to take advantage of a grandfathered assignment if they cannot logistically have their children attend two different schools; historically underserved students would be more likely to remain at their new attendance area school in the absence of district-provided transportation to their former (grandfathered) attendance area school
- Cedar Park walk zone does not address safety concerns regarding NE 125th St
- Students living west of Lake City Way NE will need transportation to attend Cedar Park
- Cedar Park would likely be enrolled over capacity in the long term because its boundaries have not been amended
- Historically underserved student groups lack access to planned health resources at Olympic Hills building
- John Rogers may lose Title 1 status and funding, despite still needing to serve their Title 1 students
- Cedar Park may open with a very small 4th and 5th grade cohort; this creates additional difficulties to plan for and appropriately serve these students with limited resources
- It will not be known which or how many students will attend Cedar Park, John Rogers or Olympic Hills until after Open Enrollment; this creates additional difficulties to plan for and appropriately serve all students

Mitigations:

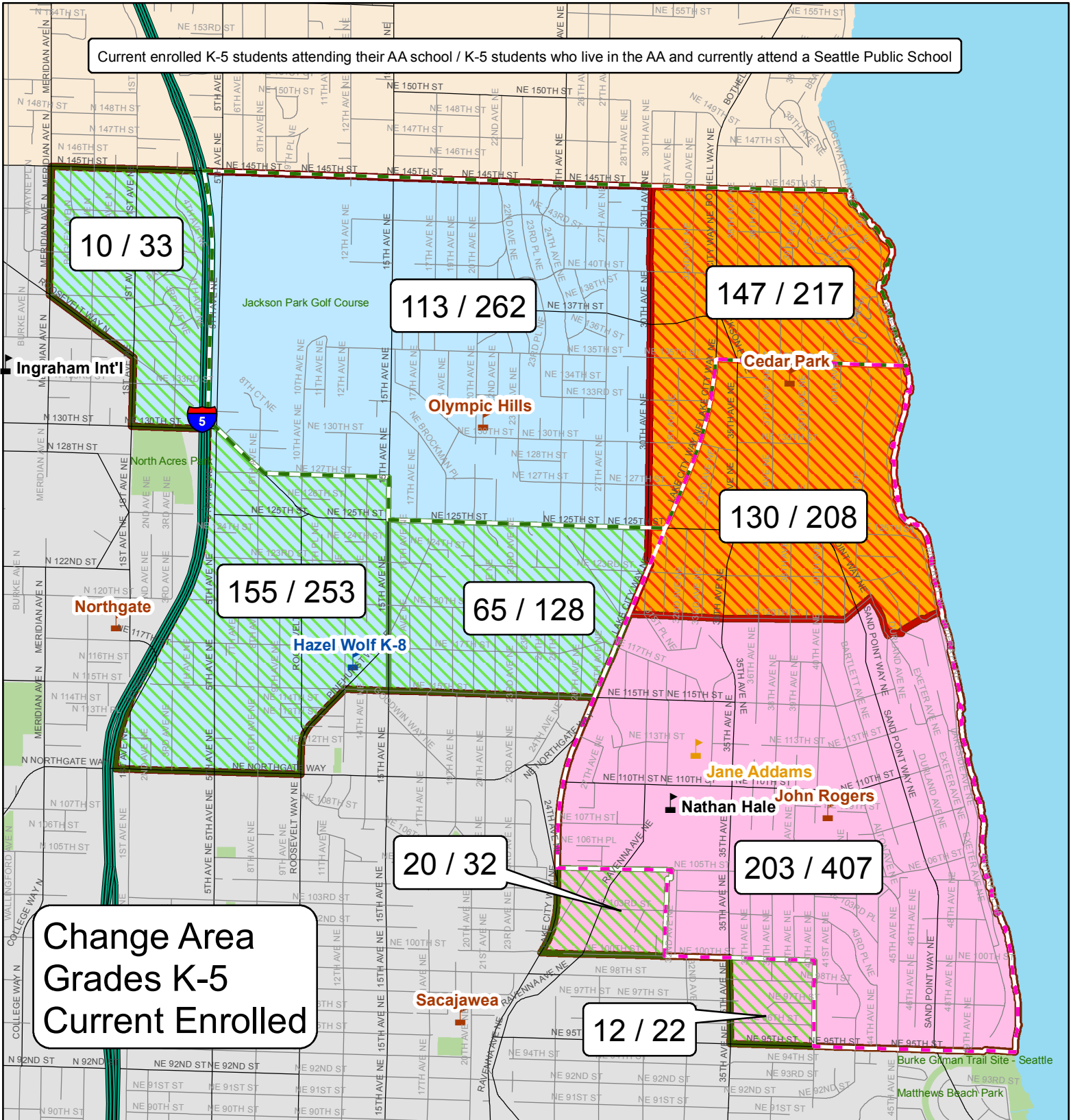
- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Provide support for John Rogers students if they lose their Title 1 funding
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park (4th and 5th grades) outside of WSS model

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Scenario C: Added tiebreaker in School Choice for current John Rogers and Olympic Hills students

Elementary School Attendance Area

Current enrolled K-5 students attending their AA school / K-5 students who live in the AA and currently attend a Seattle Public School



**Change Area
Grades K-5
Current Enrolled**

	2017 Attendance Area		2015 Attendance Area		Elementary School		High School	N
	Cedar Park		Olympic Hills		Option Elementary School		Option High School	
	Olympic Hills		John Rogers		Middle School		Service School	
	John Rogers		Addition	Map data: 2017-18 School Year Map last updated: 6/15/2016				

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Scenario C: Added tiebreaker during School Choice for current John Rogers and Olympic Hills students

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	425	461	676
2017-18* K5 Count in AA (non-net)	495	503	800

Additional student data would not be available until after Open Enrollment for 2017-18

Benefits:

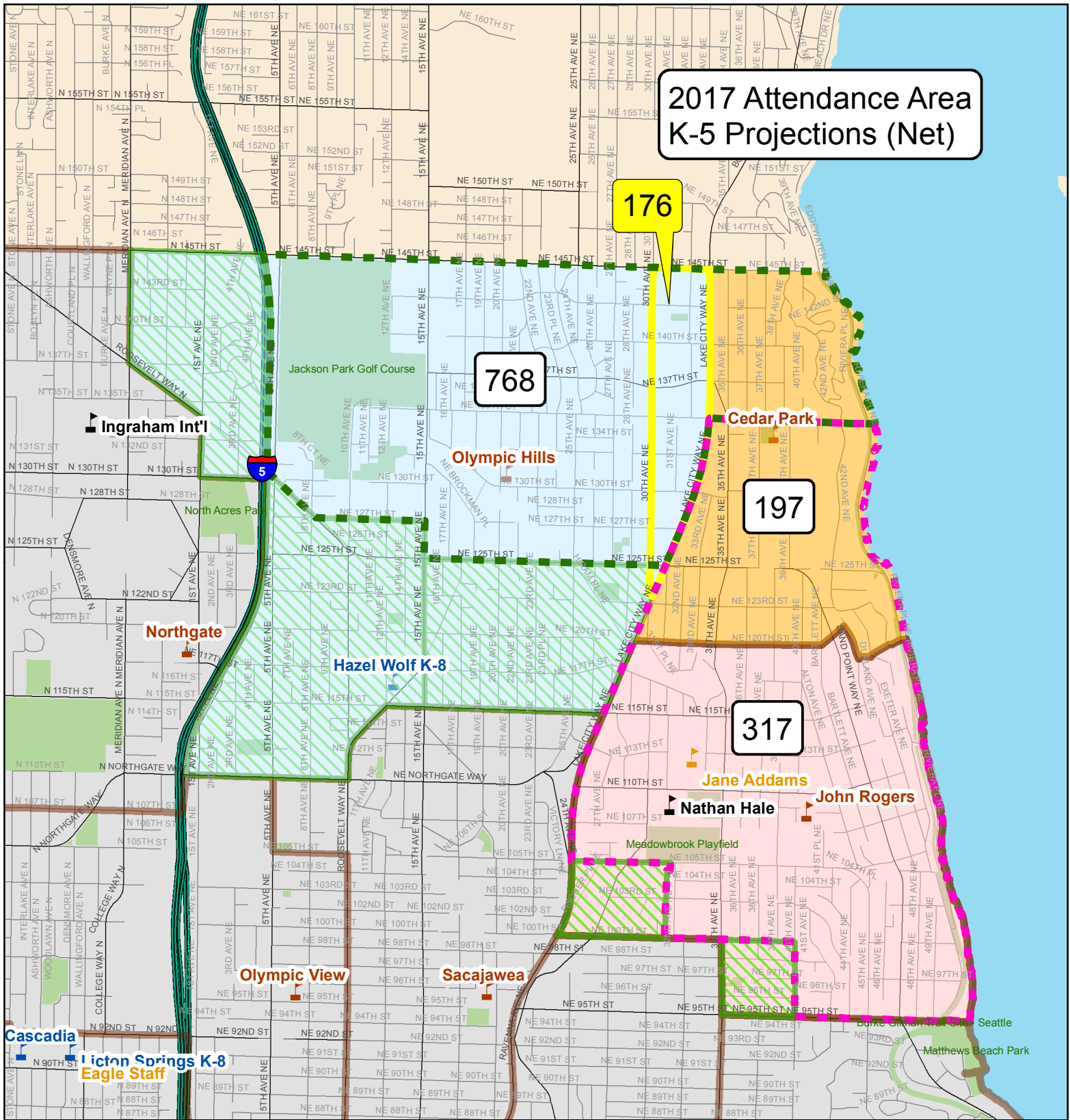
- Reduces overcrowding at John Rogers and Olympic Hills
- Stability and continuity for some John Rogers and Olympic Hills students and for Olympic Hills students currently attending school at the Cedar Park building
- Some families have more options- they may apply to attend John Rogers or Olympic Hills if they so desire

Challenges:

- Transportation is not provided for choice students
- Siblings may be initially assigned to different schools; families would need to know how to navigate the School Choice process if they wanted their children to attend the same school- per the Student Assignment Plan, the only guaranteed method that keeps all students in a family (assuming they are in the same tier) together is transitioning to the new attendance area school
- Some families with multiple students in different grades may not be able to take advantage of a choice assignment if they cannot logistically have their children attend two different schools; historically underserved students would be more likely to remain at their new attendance area school in the absence of district-provided transportation to their new choice school
- Cedar Park walk zone does not address safety concerns regarding NE 125th St
- Students living west of Lake City Way NE will need transportation to attend Cedar Park
- Cedar Park would likely be enrolled over capacity in the long term because its boundaries have not been amended
- Historically underserved student groups lack access to planned health resources at Olympic Hills building
- John Rogers may lose Title 1 status and funding, despite still needing to serve their Title 1 students
- It will not be known which or how many students will attend Cedar Park, John Rogers or Olympic Hills until after Open Enrollment; this creates additional difficulties to plan for and appropriately serve all students

Mitigations:

- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Provide support for John Rogers students if they lose their Title 1 funding
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park, John Rogers, and Olympic Hills outside of WSS model



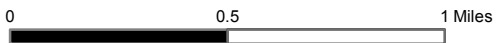
2017 Attendance Area

- Cedar Park
- Olympic Hills
- John Rogers

2015 Attendance Area

- Olympic Hills
- John Rogers
- Change Area
- The slice

- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School



Map data: 2017-18 School Year
Map last updated: 6/15/2016

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Scenario D: Olympic Hills retains Lake City Way NE slice

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	247	461	854
2017-18* K5 Count in AA (non-net)	288	503	1007
2015-16 K5 Count at AA School	147	235	463
2017-18* K5 Count at AA School (net)	197	317	768
2015-16 ELL Count at AA School	44	15	150
2015-16 ELL % at AA School	29.9%	6.4%	32.4%
2014-15 FRL Count at AA School	77	54	288
2014-15 FRL % at AA School	52.4%	23.0%	62.2%
2015-16 Historically Underserved Count at AA School	88	86	346
2015-16 Historically Underserved % at AA School	59.9%	36.6%	74.7%
2015-16 SpEd Count at AA School	10	20	47
2015-16 SpEd % at AA School	6.8%	8.5%	10.2%

Benefits:

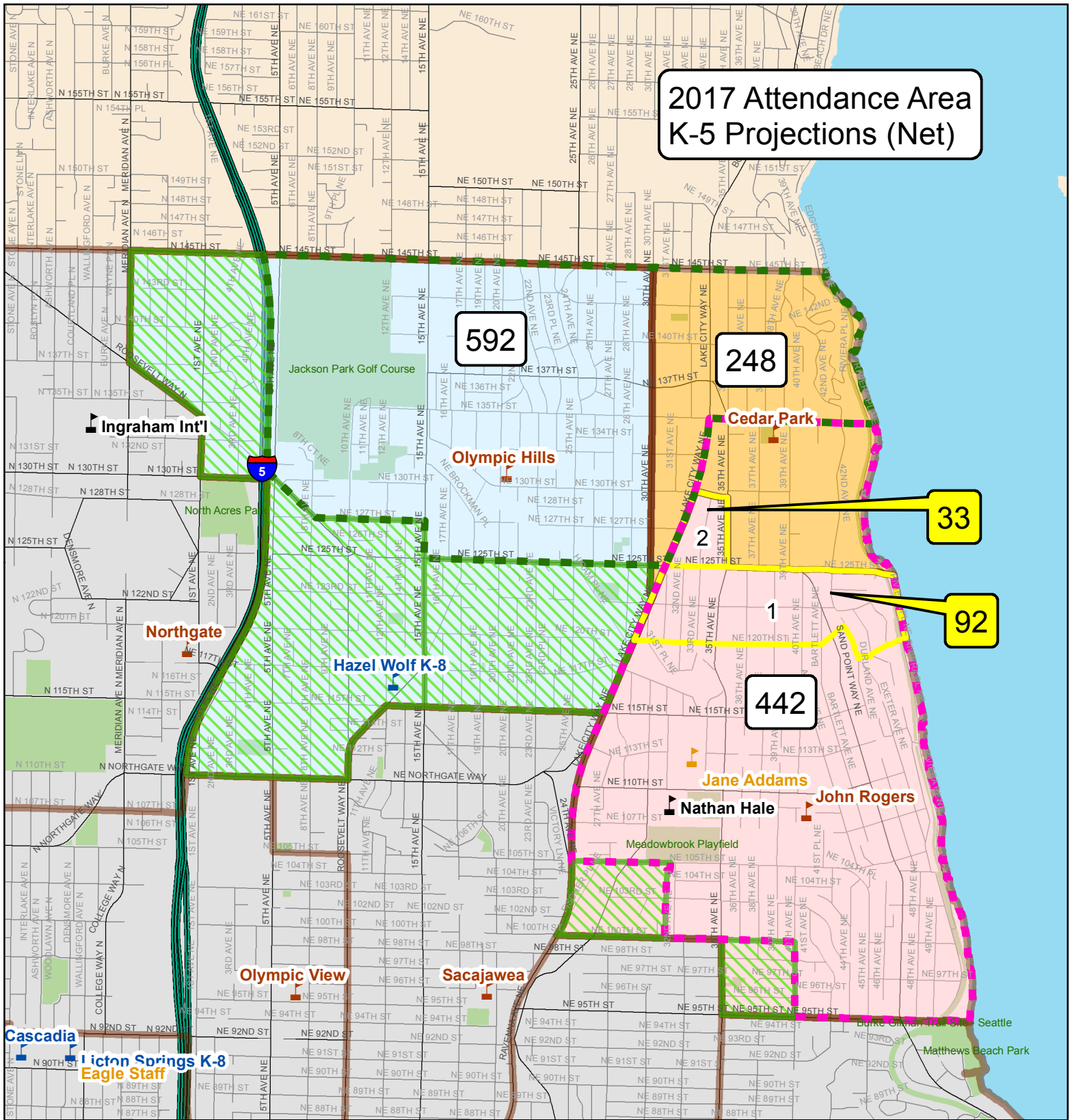
- Stability and continuity for Olympic Hills students living in Lake City Way NE slice
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- Students living west of Lake City Way NE would not have to cross an arterial to attend Olympic Hills
- More students have access to existing resources at Olympic Hills; the new building has the greatest capacity of all three schools and its planned design could meet the needs of a large number of historically underserved students
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space


Challenges:

- Students living outside of the requested area do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- Olympic Hills would likely open enrolled over capacity, with limited ability to accommodate future projected growth because its boundaries have been amended
- Olympic Hills would likely have the highest percentage of ELL, FRL, SpEd students and historically underserved students, in addition to the greatest number of students; a large number of historically underserved students would be attending a significantly overcrowded school
- Enrollment at Cedar Park would be very low, likely between 147 and 197 students; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students
- Cedar Park walk zone does not address safety concerns regarding NE 125th St
- John Rogers may lose Title 1 status and funding, despite still needing to serve their Title 1 students

Mitigations:

- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Provide support for John Rogers students if they lose their Title 1 funding
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model





2017 Attendance Area

- John Rogers
- Cedar Park
- Olympic Hills

2015 Attendance Area

- Olympic Hills
- John Rogers
- Change Area
- John Rogers

Elementary School

- Option Elementary School
- Middle School

High School

- Option High School
- Service School

0 0.5 1 Miles

Map data: 2017-18 School Year
Map last updated: 6/15/2016

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Scenario E: John Rogers retains Areas 1 & 2

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	267	619	676
2017-18* K5 Count in AA (non-net)	328	669	800
2015-16 K5 Count at AA School	180	332	333
2017-18* K5 Count at AA School (net)	248	442	592
2015-16 ELL Count at AA School	73	49	87
2015-16 ELL % at AA School	40.6%	14.8%	26.1%
2014-15 FRL Count at AA School	121	114	184
2014-15 FRL % at AA School	67.2%	34.3%	55.3%
2015-16 Historically Underserved Count at AA School	138	148	234
2015-16 Historically Underserved % at AA School	76.7%	44.6%	70.3%
2015-16 SpEd Count at AA School	23	28	26
2015-16 SpEd % at AA School	12.8%	8.4%	7.8%

Benefits:

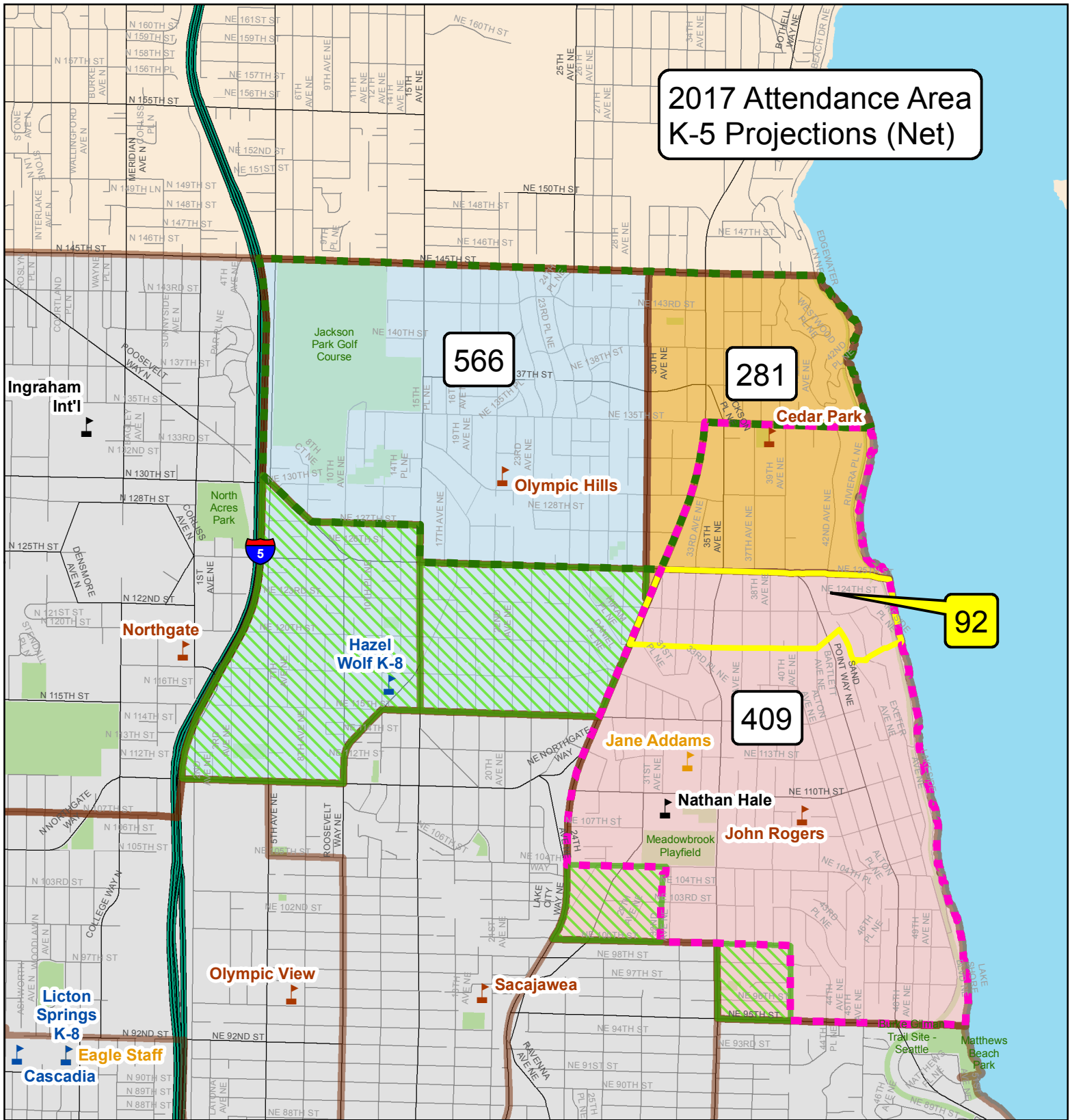
- Stability and continuity for John Rogers students living in Areas 1 & 2 and for Olympic Hills students currently attending school at the Cedar Park building
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- Students living south of NE 125th St would not have to cross an arterial to attend John Rogers
- John Rogers may retain Title 1 status and funding
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

Challenges:

- Students living outside of the requested areas do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- John Rogers would likely be enrolled over capacity, with limited ability to accommodate future projected growth because its boundaries have been amended
- Cedar Park would likely have the highest percentage of ELL, FRL, SpEd and historically underserved students
- Enrollment at Cedar Park would be very low, likely between 180 and 248 students; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students
- Students living west of Lake City Way NE will need transportation to attend Cedar Park
- Students living north of NE 125th St will need transportation to attend John Rogers
- Historically underserved student groups lack access to planned health resources at Olympic Hills building

Mitigations:

- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model



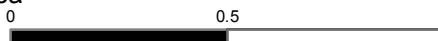
2017 Attendance Area

- John Rogers
- Cedar Park
- Olympic Hills

2015 Attendance Area

- Olympic Hills
- John Rogers
- Change Area

- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School



Map data: 2017-18 School Year
Map last updated: 8/5/2016

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Scenario F: John Rogers retains Area 1 (Staff Recommended Amendment)

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	319	567	643
2017-18* K5 Count in AA (non-net)	387	611	764
2015-16 K5 Count at AA School	210	302	333
2017-18* K5 Count at AA School (net)	281	409	566
2015-16 ELL Count at AA School	92	30	87
2015-16 ELL % at AA School	43.8%	9.9%	26.1%
2014-15 FRL Count at AA School	145	90	184
2014-15 FRL % at AA School	69.0%	29.8%	55.3%
2015-16 Historically Underserved Count at AA School	160	126	234
2015-16 Historically Underserved % at AA School	76.2%	41.7%	70.3%
2015-16 SpEd Count at AA School	23	28	26
2015-16 SpEd % at AA School	11.0%	9.3%	7.8%

Benefits:

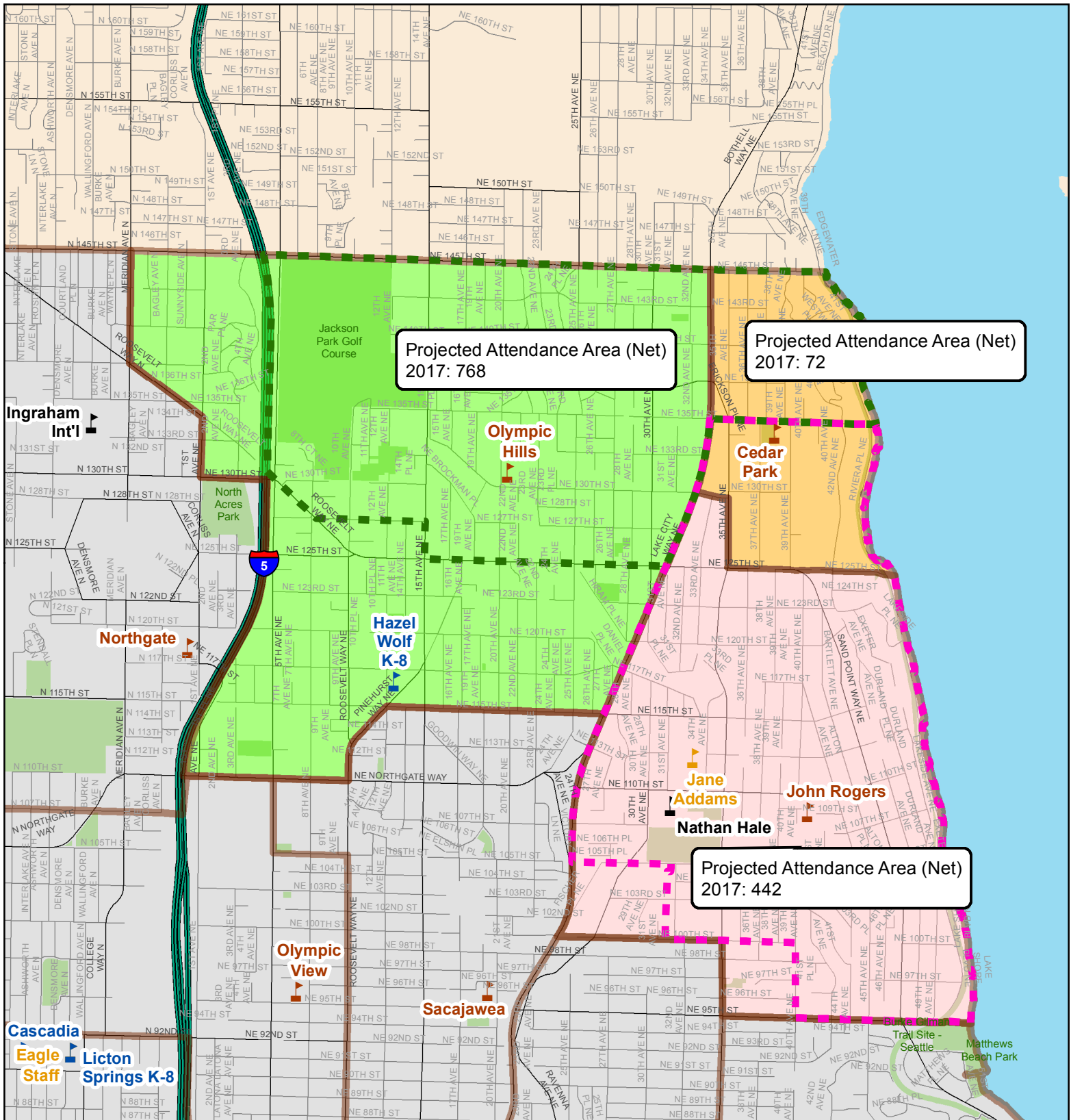
- Stability and continuity for John Rogers students living in Area 1 and for Olympic Hills students currently attending school at the Cedar Park building
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers students would not have to cross an arterial (NE 125th St) to attend school
- John Rogers may retain Title 1 status and funding
- Cedar Park's enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

Challenges:

- Students living outside of the requested area do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- John Rogers would likely be enrolled over capacity, with limited ability to accommodate future projected growth because its boundaries have been amended
- Cedar Park would likely have the highest percentage of ELL, FRL, SpEd and historically underserved students
- Enrollment at Cedar Park would be low, likely between 277 and 281 students, but closest to ideal capacity; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students
- Students living west of Lake City Way NE will need transportation to attend Cedar Park
- Historically underserved student groups lack access to planned health resources at Olympic Hills building

Mitigations:

- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Provide support for John Rogers students if they lose their Title 1 funding
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model



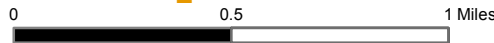
2017 Attendance Area **2015 Attendance Area**

- John Rogers
- Cedar Park
- Olympic Hills

- Olympic Hills
- John Rogers

- Elementary School
- Option Elementary School
- Middle School

- High School
- Option High School
- Service School



Map data: 2017-18 School Year
Map last updated: 6/15/2016

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Scenario G: John Rogers and Olympic Hills both retain requested areas

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	89	619	854
2015-16 K5 Count at AA School	50	332	463
2017-18* K5 Count at AA School (net)	72	442	768
2015-16 ELL Count at AA School	10	49	150
2015-16 ELL % at AA School	20.0%	14.8%	32.4%
2014-15 FRL Count at AA School	17	114	288
2014-15 FRL % at AA School	34.0%	34.3%	62.2%
2015-16 Historically Underserved Count at AA School	26	148	346
2015-16 Historically Underserved % at AA School	52.0%	44.6%	74.7%
2015-16 SpEd Count at AA School	<10	28	47
2015-16 SpEd % at AA School	4.0%	8.4%	10.2%

Benefits:

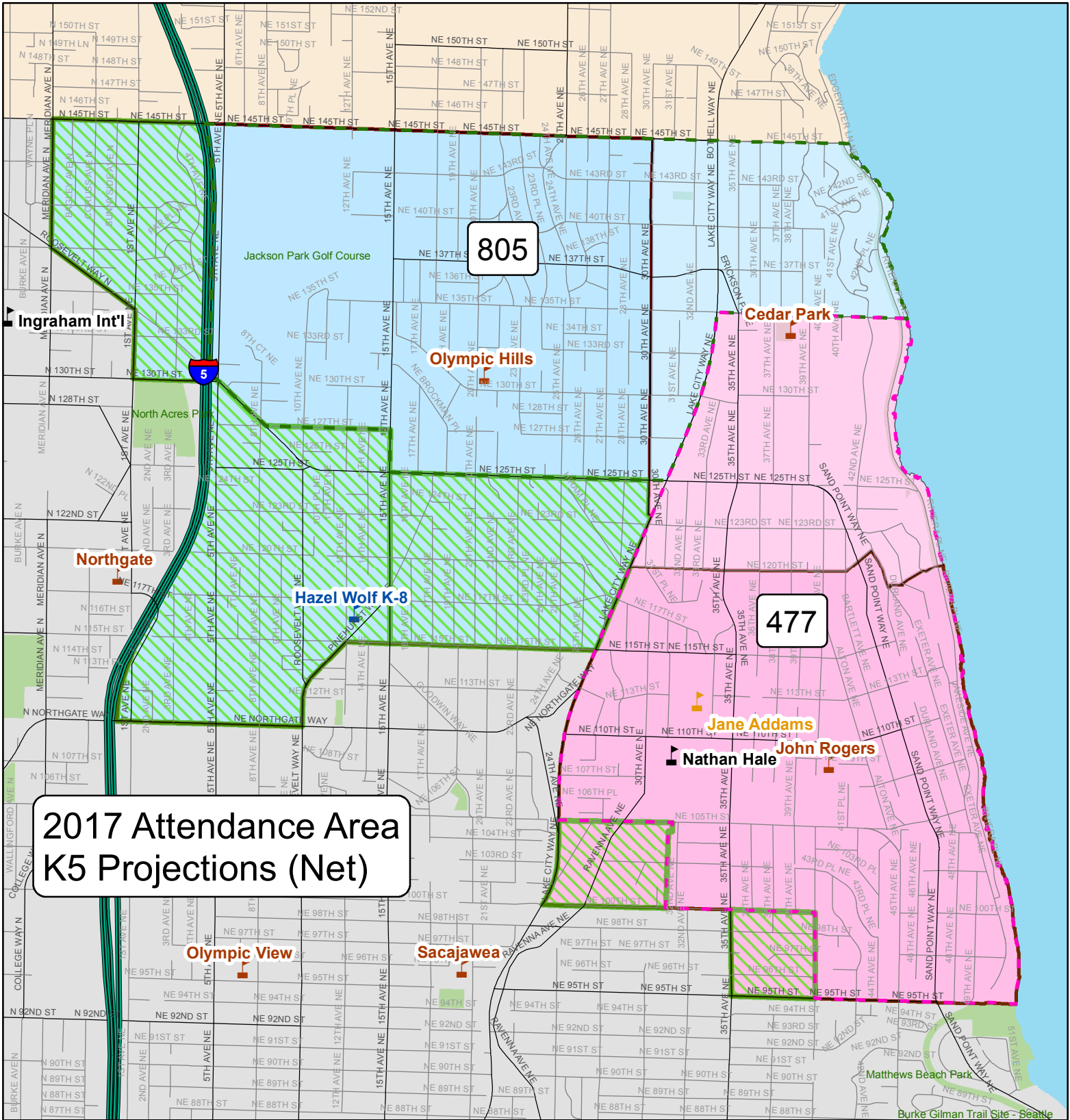
- Stability and continuity for Olympic Hills students living in Lake City Way NE slice and for John Rogers students living in Areas 1 & 2
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers may retain Title 1 status and funding
- Students living west of Lake City Way NE would not have to cross an arterial to attend Olympic Hills
- Students living south of NE 125th St would not have to cross an arterial to attend John Rogers
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

Challenges:

- Students living outside of the requested areas do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- John Rogers and Olympic Hills would likely be enrolled over capacity, with limited ability to accommodate future projected growth because their boundaries have been amended- this scenario does not address overcrowding in northeast elementary schools
- Students living north of NE 125th St will need transportation to attend John Rogers
- Enrollment at Cedar Park would be very low, likely between 50 and 72 students; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students- this scenario does not result in a sustainable enrollment for Cedar Park
- Olympic Hills would likely have the highest percentage of ELL, FRL, SpEd and historically underserved students, in addition to the greatest number of students; a large number of historically underserved students would be attending a significantly overcrowded school

Mitigations:

- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model



2017 Attendance Area K5 Projections (Net)

	2017 Attendance Area	2015 Attendance Area		Elementary School		High School
	Olympic Hills			Option Elementary School		Option High School
	John Rogers			Middle School		Service School
	Addition					

0 0.5 1 Miles

Map data: 2017-18 School Year
Map last updated: 6/16/2016

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Scenario H: Cedar Park opens as an option school

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	-	669	893
2015-16 K5 Count at AA School	-	365	480
2017-18* K5 Count at AA School (net)	-	477	805
2015-16 ELL Count at AA School	-	57	152
2015-16 ELL % at AA School	-	15.6%	31.7%
2014-15 FRL Count at AA School	-	127	292
2014-15 FRL % at AA School	-	34.8%	60.8%
2015-16 Historically Underserved Count at AA School	-	169	351
2015-16 Historically Underserved % at AA School	-	46.3%	73.1%
2015-16 SpEd Count at AA School	-	29	48
2015-16 SpEd % at AA School	-	7.9%	10.0%

Benefits:

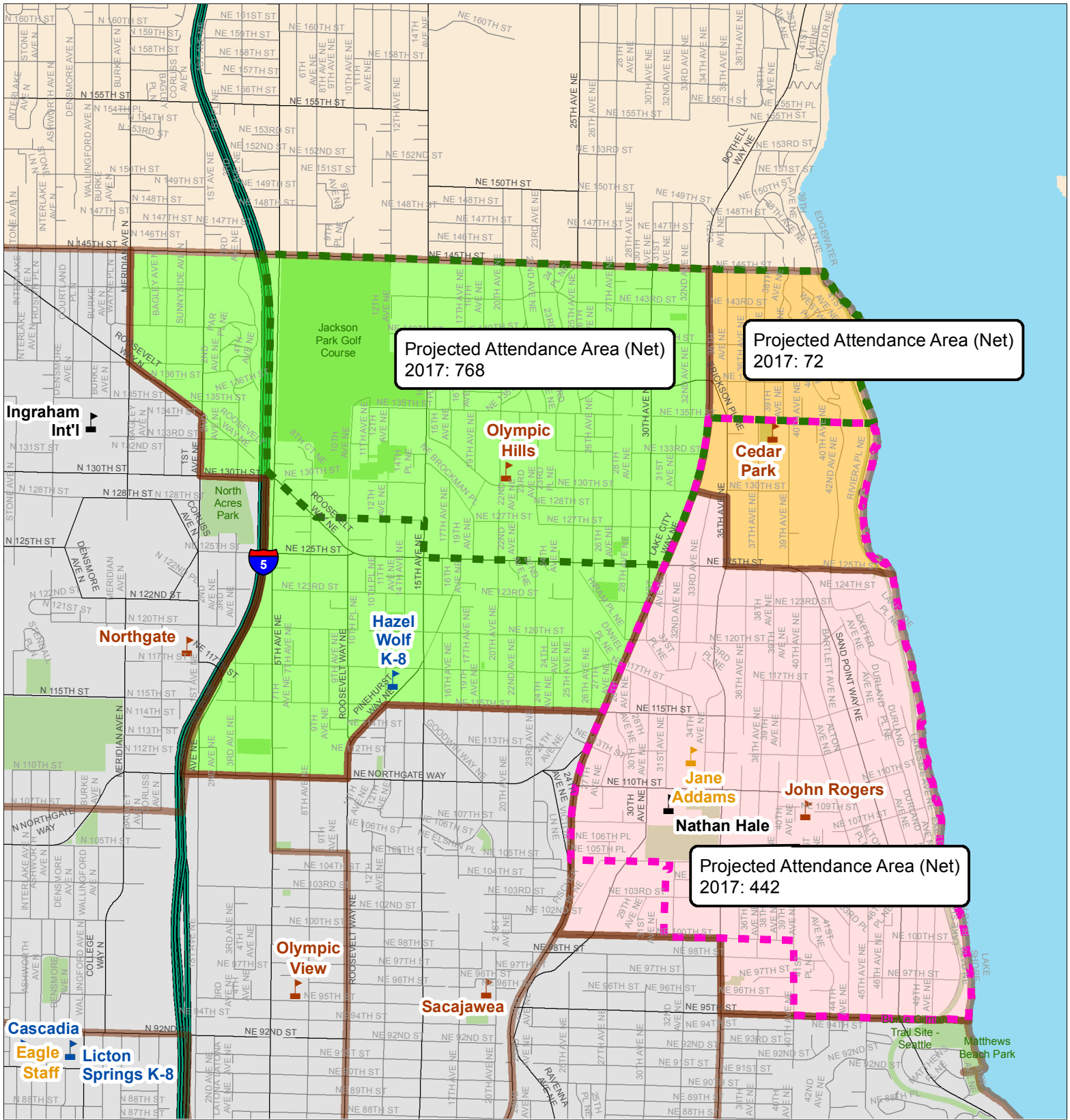
- Stability and continuity for John Rogers and Olympic Hills students
- Additional option school located in the northeast region of the district
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers may retain Title 1 status and funding
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

Challenges:

- John Rogers and Olympic Hills would likely be enrolled over capacity, with limited ability to accommodate future projected growth because their boundaries have been amended- this scenario does not address overcrowding in northeast elementary schools
- Northeast families would need to know how to better navigate the School Choice process if they wanted their children to attend an option school; historically option schools serve students from across the district; option school enrollment demographics do not always reflect its surrounding neighborhood
- Olympic Hills would likely have the highest percentage of ELL, FRL, SpEd students and historically underserved students, in addition to the greatest number of students; a large number of historically underserved students would be attending a significantly overcrowded school
- Students living north of NE 125th St will need transportation to attend John Rogers
- Student living east of Lake City Way NE will need transportation to Olympic Hills
- Cedar Park would likely open significantly under capacity, as no student is guaranteed an assignment to an option school; as a result, Cedar Park may not initially have adequate funding and resources to serve high-needs students
- It will not be known which or how many students will attend Cedar Park, John Rogers or Olympic Hills until after Open Enrollment; this creates additional difficulties to plan for and appropriately serve all students

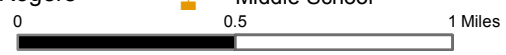
Mitigations:

- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model



2017 Attendance Area	2015 Attendance Area
John Rogers	Olympic Hills
Cedar Park	John Rogers
Olympic Hills	

Elementary School	High School
Option Elementary School	Option High School
Middle School	Service School



Map data: 2017-18 School Year
Map last updated: 6/15/2016

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Scenario I: Cedar Park opens as a small attendance area school and as an HCC site

	Cedar Park*	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	89	619	854
2015-16 K5 Count at AA School	50	332	463
2017-18* K5 Count at AA School (net)	72	442	768
2015-16 ELL Count at AA School	10	49	150
2015-16 ELL % at AA School	20.0%	14.8%	32.4%
2014-15 FRL Count at AA School	17	114	288
2014-15 FRL % at AA School	34.0%	34.3%	62.2%
2015-16 Historically Underserved Count at AA School	26	148	346
2015-16 Historically Underserved % at AA School	52.0%	44.6%	74.7%
2015-16 SpEd Count at AA School	<10	28	47
2015-16 SpEd % at AA School	4.0%	8.4%	10.2%

**Cedar Park demographics only reflect AA students; HCC is not included*

Benefits:

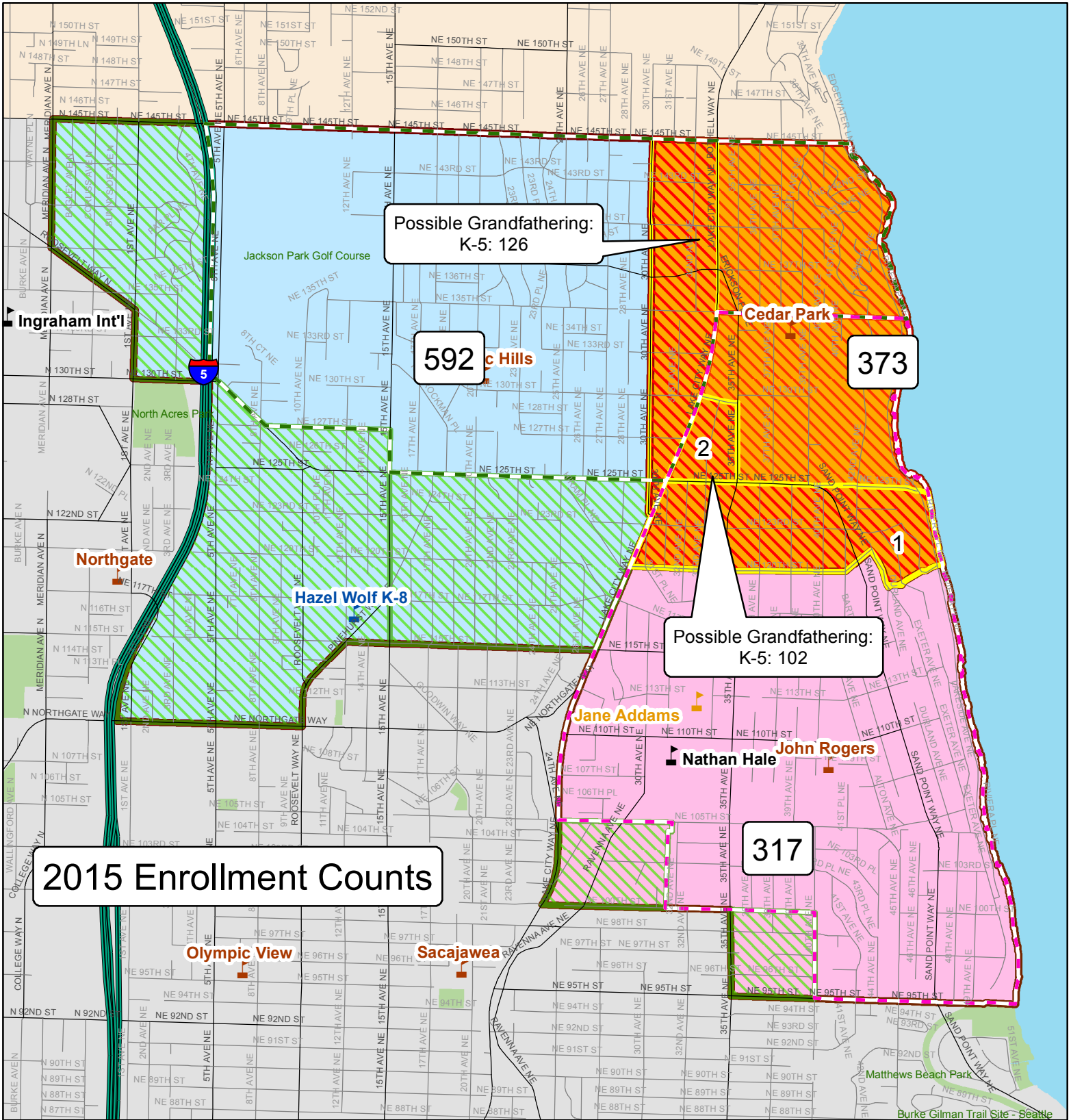
- Stability and continuity for most John Rogers and Olympic Hills students
- First HCC site located in the northeast region of the district- additional option site for HCC families
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers may retain Title 1 status and funding
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

Challenges:

- John Rogers and Olympic Hills would likely be enrolled over capacity, with limited ability to accommodate future projected growth because their boundaries have been amended- this scenario does not address overcrowding in northeast elementary schools
- Students living north of NE 125th St will need transportation to attend John Rogers
- Attendance area enrollment at Cedar Park would be very low, likely between 50 and 72 students; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students
- Olympic Hills would likely have the highest percentage of ELL, FRL, SpEd and historically underserved students, in addition to the greatest number of students; a large number of historically underserved students would be attending a significantly overcrowded school
- Historically HCC sites serve students from across the district; HCC enrollment demographics do not always reflect surrounding neighborhoods
- It will not be known which or how many HCC students will attend Cedar Park until after Open Enrollment; this creates additional difficulties to plan for and appropriately serve all students

Mitigations:

- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model



2017 Attendance Area **2015 Attendance Area**

- Cedar Park
- Olympic Hills
- John Rogers
- Olympic Hills
- John Rogers
- Addition

Elementary School **High School**

- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School

0 0.5 1 Miles

Map data: 2017-18 School Year
Map last updated: 6/16/2016

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Scenario J: Grandfathering for all requested area students (all grades)

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	373	317	592

Additional student data would not be available until after Open Enrollment for 2017-18

Benefits:

- Stability and continuity for most John Rogers and Olympic Hills students
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers may retain Title 1 status and funding
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

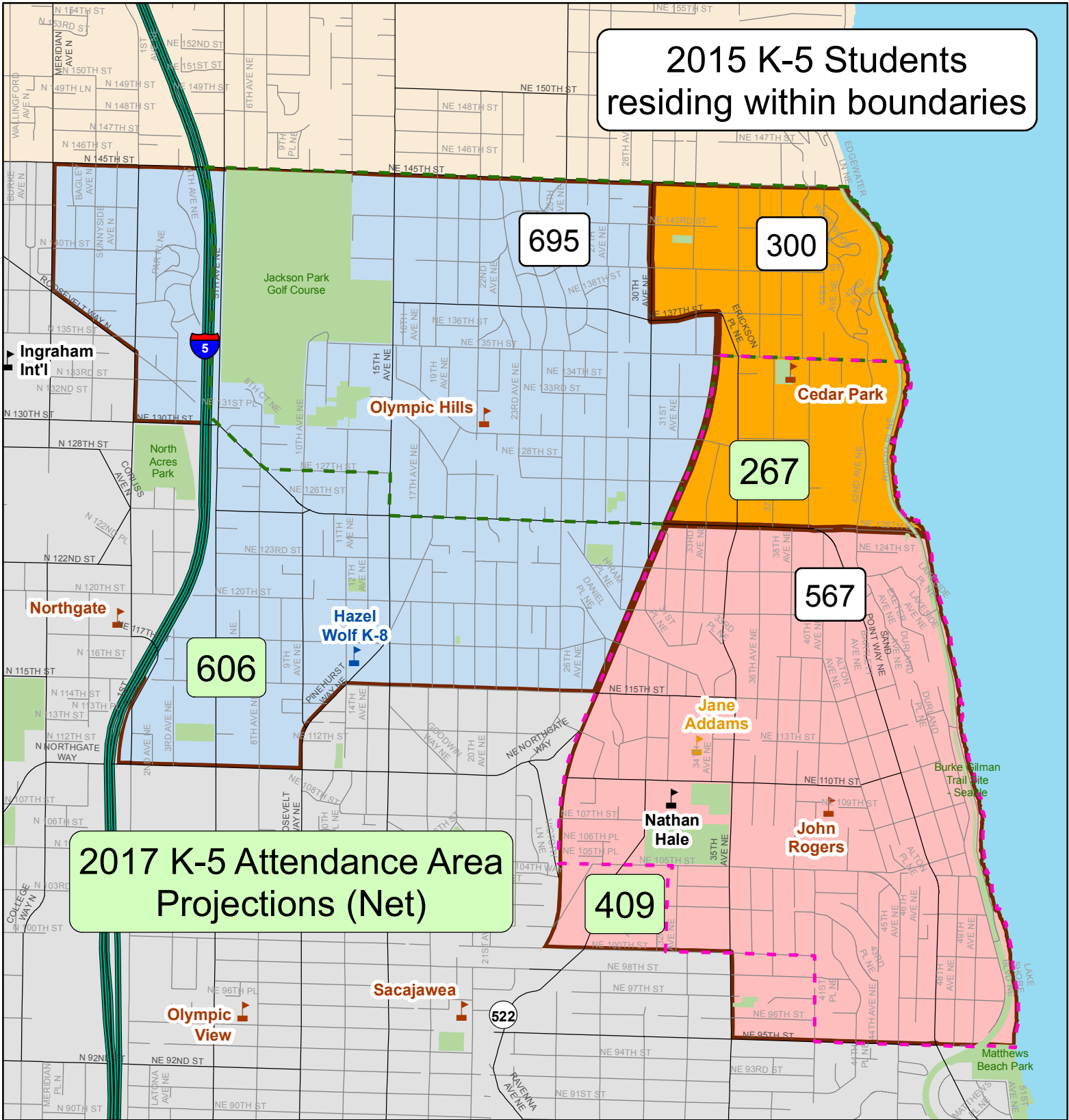
Challenges:

- Students living outside of the requested areas do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- Transportation is not provided for grandfathered students; historically underserved students may not be able to take advantage of this option in the absence of district-provided transportation to their former (grandfathered) attendance area school
- John Rogers and Olympic Hills would likely be enrolled over capacity, with limited ability to accommodate future projected growth because their boundaries have been amended- this scenario does not immediately address overcrowding in northeast elementary schools
- Olympic Hills would likely have the highest percentage of ELL, FRL, SpEd and historically underserved students, in addition to the greatest number of students; a large number of historically underserved students would be attending a significantly overcrowded school
- Enrollment at Cedar Park would initially be very low; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students
- It will not be known which or how many students will attend Cedar Park, John Rogers or Olympic Hills until after Open Enrollment; this creates additional difficulties to plan for and appropriately serve all students

Mitigations:

- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model

2015 K-5 Students residing within boundaries



John Rogers **2015 Attendance Area**

Olympic Hills

Cedar Park

Olympic Hills

John Rogers

Elementary School

Option Elementary School

Middle School

High School

Option High School

Service School

N

0 0.5 1 Miles

Map data: 2017-18 School Year
Map last updated: 6/15/2016

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Scenario K: Olympic Hills retains part of the Lake City Way NE slice; John Rogers retains Area 1

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	300	567	695
2015-16 K5 Count at AA School	196	302	347
2017-18* K5 Count at AA School (net)	267	409	606
2015-16 ELL Count at AA School	83	30	96
2015-16 ELL % at AA School	42.3%	9.9%	27.7%
2014-15 FRL Count at AA School	134	90	195
2014-15 FRL % at AA School	68.4%	29.8%	56.2%
2015-16 Historically Underserved Count at AA School	148	126	246
2015-16 Historically Underserved % at AA School	75.5%	41.7%	70.9%
2015-16 SpEd Count at AA School	22	28	27
2015-16 SpEd % at AA School	11.2%	9.3%	7.8%

Benefits:

- Stability and continuity for some John Rogers and Olympic Hills students
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers may retain Title 1 status and funding
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

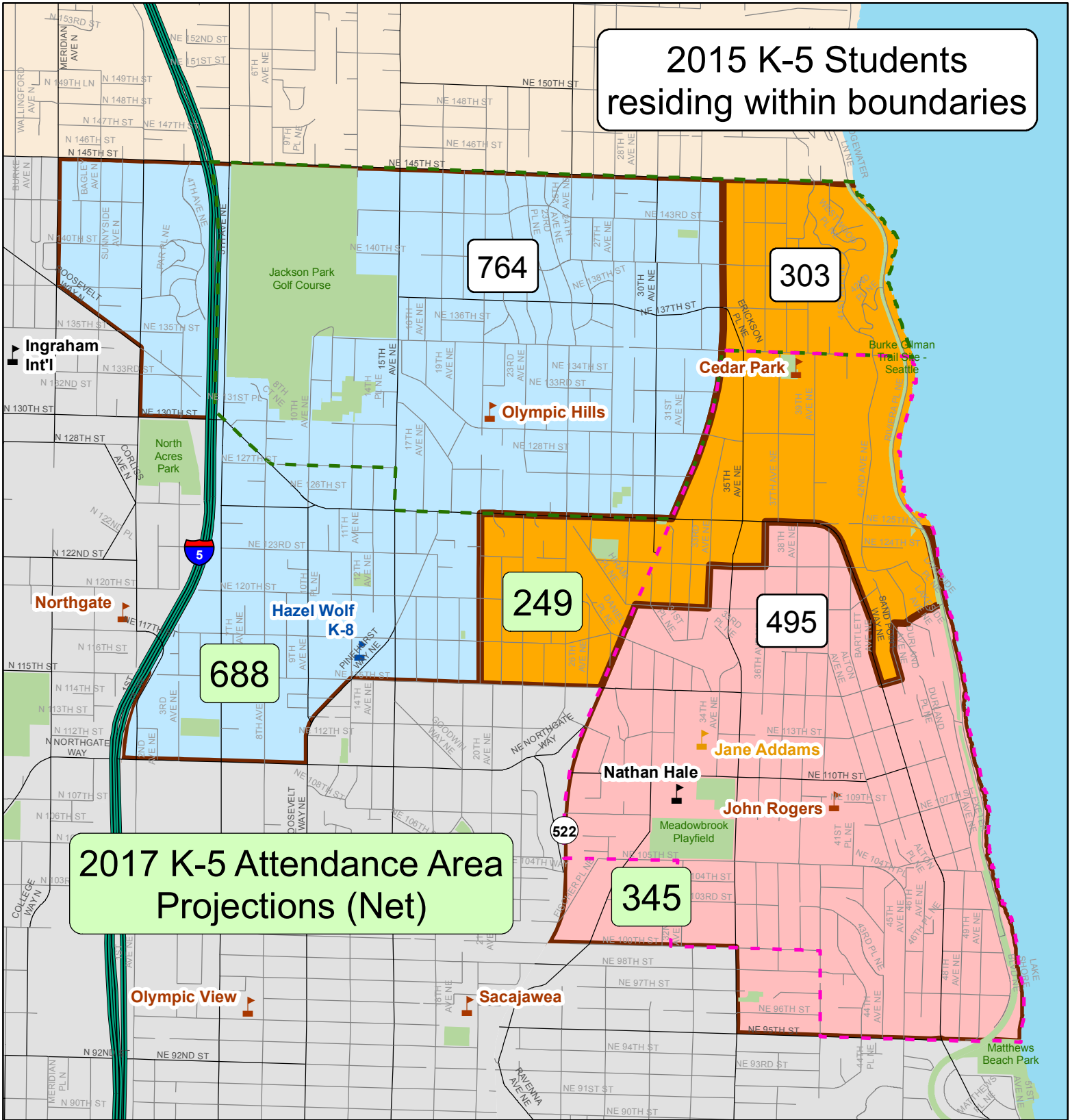
Challenges:

- Students living outside of the requested areas do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- John Rogers and Olympic Hills would likely be enrolled over capacity, with limited ability to accommodate future projected growth because their boundaries have been amended
- Cedar Park would likely have the highest percentage of ELL, FRL, SpEd students and historically underserved students
- Enrollment at Cedar Park may be low, likely between 196 and 267 students; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students

Mitigations:

- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Provide support for John Rogers students if they lose their Title 1 funding
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model

2015 K-5 Students residing within boundaries



SEATTLE PUBLIC SCHOOLS

	Cedar Park		2015 Attendance Area		Elementary School		High School	
	Olympic Hills		Olympic Hills		Option Elementary School		Option High School	
	John Rogers		John Rogers		Middle School		Service School	

Map data: 2017-18 School Year
Map last updated: 8/17/2016

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Scenario L: Olympic Hills retains entire Lake City Way NE slice; John Rogers retains part of area south of NE 125th

	Cedar Park	John Rogers	Olympic Hills
2017-18* School Capacity	340	340	558
2015-16 K5 Count in AA	303	495	764
2015-16 K5 Count at AA School	171	256	418
2017-18* K5 Count at AA School (net)	249	345	688
2015-16 ELL Count at AA School	44	20	145
2015-16 ELL % at AA School	25.7%	7.8%	34.7%
2014-15 FRL Count at AA School	87	66	266
2014-15 FRL % at AA School	50.9%	25.8%	63.6%
2015-16 Historically Underserved Count at AA School	107	94	319
2015-16 Historically Underserved % at AA School	62.6%	36.7%	76.3%
2015-16 SpEd Count at AA School	20	20	37
2015-16 SpEd % at AA School	11.7%	7.8%	8.9%

Benefits:

- Stability and continuity for some John Rogers and Olympic Hills students
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers may retain Title 1 status and funding
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

Challenges:

- Students living outside of the requested areas do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- John Rogers and Olympic Hills would likely be enrolled over capacity, with limited ability to accommodate future projected growth because their boundaries have been amended
- Olympic Hills would likely have the highest percentage of ELL, FRL, and SpEd students, in addition to the greatest number of students; a large number of historically underserved students would be attending a significantly overcrowded school
- Enrollment at Cedar Park would be low, likely between 171 and 249 students; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students

Mitigations:

- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Provide support for John Rogers students if they lose their Title 1 funding
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model