



**Seattle Public Schools**

**School Closures and Consolidations  
Additional Analysis for Preliminary Recommendations  
of 2025-26 School Closures**

**Requested in [Resolution No. 2024-25-11](#)**

Presented to the Seattle School Board

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Dr. Brent Jones, Superintendent

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## Impacts on Student Assignment

Students will be assigned to their new attendance area school, with the option to submit a choice form for a different school.

- Students experiencing homelessness and their families will be given options regarding the schools nearest to their original school in accordance with the McKinney-Vento Act.
- Special education intensive pathways service models will move with the closing schools to the new consolidated school. Additional pathways will be established at other sites to provide services closer to home for many students. Individual assignments for students receiving special education intensive services will depend on their service pathway placement, as outlined in the linked schools chart, and will be reviewed by school and district staff to ensure that students receive support throughout the transition.
- Students with choice assignments at closing schools will be assigned to the consolidating sites with the option to submit a choice form during open enrollment.

Enrollment Planning will follow the standard school projections process to develop enrollment projections for all schools, including those that are consolidating.

## Operating and Per-Pupil Costs

Operating costs reflect Weighted Staffing Standards (WSS) office staff, WSS non-teaching, WSS mitigation, custodial, average nutrition, utilities, transportation, grounds, and maintenance. The data reflects averages of building-by-building costs as of June 25, 2024, provided during the June 26, 2024, board meeting. Operating costs **do not** include teaching staff.

The average cost per student is an average derived from dividing operating costs by number of students.

The number of schools reflected relates to the number of K-5 attendance based on Oct. 2024 enrollment of impacted schools, not projected enrollment.

School Size	Average \$ per student	Current School Size of 8 Impacted Buildings	School Size Following 4 Consolidations
150 or below	\$15,692	1 school	N/A
150-199	\$8,205	3 schools	N/A
200-249	\$6,771	1 school	N/A
250-299	\$5,901	2 schools	N/A
300-349	\$4,954	1 school	1 school
350-399	\$4,947	N/A	N/A
400-449	\$4,423	N/A	2 schools
450-499	\$3,682		
500+	\$3,681		1 school

## Revenue Impacts

In Washington state, school funding is based on student enrollment. Additional funds are provided for students qualifying for services such as Individualized Education Program (IEP) services (special education), multilingual services, and Highly Capable services. Seattle Public Schools per pupil spending is currently higher than our per pupil revenue.

Enrollment projections show a continued decline in overall student population as graduating cohorts have consistently been larger than incoming cohorts. While there is a risk that families may choose to leave Seattle Public Schools because of school closures, we expect that our consolidated schools will be more comprehensive, better resourced, and will provide stronger learning for our students.

An additional area where funding will be impacted is transportation. Current funding formulas (the STARS formula) are based on multiple factors including ridership and number of destinations. While Seattle Public Schools expects the total number of destinations to decrease with school closures, we project overall efficiencies to decrease total spending on transportation.

## Impact on Strategic Objectives

### Third Grade Reading Impacts

The Academics Department will be part of the transition team tasked with planning support for students and educators in the newly consolidated schools. Our goal is to maximize previous investments in third grade reading by shifting from targeted initiatives to universal implementation across all consolidated school communities.

We are currently assessing which staff members have participated in various training programs and creating plans to ensure that all staff have access to professional development opportunities. For example, 13 of our elementary schools have received comprehensive training in the science of reading. As students and educators from the consolidated schools integrate into these 13 schools, they will have the chance to learn effective strategies and participate in instructional routines that provide high-quality, explicit literacy instruction.

One benefit of school consolidation can be the ability to have multiple teachers at each grade level. This structure supports diverse student social groupings and is essential for professional collaboration among educators at the same grade level. Additionally, the consolidated schools are planned to include preschool classrooms, which will strengthen the pathway from preschool through third grade, ensuring a more seamless educational experience for our students and families.

### Proposed staffing structure

Any changes to WSS impacting the 2025-26 school year are not reflected in the staffing structure shown.

Any above model staffing allocations identified by the Superintendent are not reflected.

Individual school data includes adopted budget allocations, except for basic ed teaching and music/pe/art teachers, which were updated to include any June and/or October adjustments.

Combined school data represents updated WSS output based on combining the two school's enrollment numbers for basic ed.

Special education, preschool, and multilingual are combined, assuming two programs will merge. Staffing for special education and preschool will follow eligible students depending on final service placement (see Services and Program section).

## North Beach and Viewlands

Schools Detail	Current North Beach	Current Viewlands	Combined at Viewlands (applying current WSS)
Fall Enrollment <sup>1</sup>	329	269	598
Basic Ed Teachers	14	11	27
Music/Art/PE	2.5	1.5	3.5
Principal	1	1	1
Assistant Principal	0	0	1
Librarian	.5	.5	.5
Elementary Counselor/Social Worker	.5	.5	1
Admin Secretary	1	1	1
Office Assistant	1	.5	1
Bilingual Teacher	.4	.8	1.2
Nurse	.3	.2	.4

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<sup>1</sup> Fall 2024 enrollment is used for staffing analysis and may be slightly different than other enrollment numbers such as the official Oct. enrollment.

## Sacajawea and John Rogers

Schools Detail	Current Sacajawea	Current John Rogers	Combined at John Rogers (applying current WSS)
Fall Enrollment	194	242	436
Basic Ed Teachers	9	11	20
Music/Art/PE	2	2	3
Principal	1	1	1
Assistant Principal	0	0	.5
Librarian	.5	.5	.5
Elementary Counselor/Social Worker	.5	.5	1
Admin Secretary	1	1	1
Office Assistant	.5	.5	1
Bilingual Teacher	.4	1.2	1.6
Nurse	.2	.2	.3

## Stevens and Montlake

Schools Detail	Current Stevens	Current Montlake	Combined at Montlake (applying current WSS)
Fall Enrollment	151	171	322
Basic Ed Teachers	6	7	14
Music/Art/PE	1	1	2
Principal	1	1	1
Assistant Principal	0	0	0
Librarian	.5	.5	.5
Elementary Counselor/Social Worker	.5	.5	.5
Admin Secretary	1	1	1
Office Assistant	.5	.5	1
Bilingual Teacher	.2	.2	.4
Nurse	.2	.2	.3

## Sanislo and Highland Park

Schools Detail	Current Sanislo	Current Highland Park	Combined at Highland Park (applying current WSS)
Fall Enrollment	140	263	403
Basic Ed Teachers	8	12	20
Music/Art/PE	1.5	2	3
Principal	1	1	1
Assistant Principal	0	0	.5
Librarian	.5	.5	.5
Elementary Counselor/Social Worker	.5	.5	1
Admin Secretary	1	1	1
Office Assistant	.5	.5	1
Bilingual Teacher	1	1.2	2.2
Nurse	.2	.2	.3

## Changes in Service and Program Placement

### Special Education Intensive Services (Extended Resource, Focus, Distinct)

Resource Pathway will continue to exist in all elementary schools. The special education department will continue to monitor enrollment and capacity to determine the potential need for additional Pathway options. Information on preschool special education programs such as Developmental Pre-K is in the preschool program section.

Nearby schools such as Madrona and Wedgwood will also increase intensive service pathway options to move toward a continuum of services in more schools. This means families will have more options during open enrollment; families can submit choice forms for other pathway sites including sites that might be closer to home.<sup>2</sup>

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<sup>2</sup> Special Education Intensive Service section and table updated 11/01/24



Region	Closed Pathways	Receiving School Pathways	Recommended Pathway Placement
NE	Sacajawea <ul style="list-style-type: none"> <li>Extended Resource</li> <li>Distinct</li> </ul>	John Rogers <ul style="list-style-type: none"> <li>Extended Resource</li> </ul>	John Rogers-Continuum of services <ul style="list-style-type: none"> <li>Extended Resource (existing)</li> <li>Distinct (add)</li> </ul>
NW	North Beach <ul style="list-style-type: none"> <li>Extended Resource</li> <li>Focus</li> </ul>	Viewlands <ul style="list-style-type: none"> <li>Distinct</li> </ul>	Viewlands-Continuum of services <ul style="list-style-type: none"> <li>Distinct (existing)</li> <li>Extended Resource (add)</li> <li>Focus (add)</li> </ul>
Central	Stevens <ul style="list-style-type: none"> <li>Extended Resource</li> </ul>	Montlake <ul style="list-style-type: none"> <li>Extended Resource</li> </ul>	Montlake-Building toward a continuum <ul style="list-style-type: none"> <li>Extended Resource (existing)</li> </ul>
SW	Sanislo <ul style="list-style-type: none"> <li>Focus</li> </ul>	Highland Park <ul style="list-style-type: none"> <li>Extended Resource</li> </ul>	Highland Park-Continuum of Resources <ul style="list-style-type: none"> <li>Extended Resource (existing)</li> <li>Focus (add)</li> </ul>

### Multilingual Services

English learner (EL) services are provided at every school with eligible multilingual learner students.

### Advanced Learning and Highly Capable Services

Advanced learning and highly capable services are provided at all elementary schools. All teachers will provide teaching and learning that is delivered with Universal Design for Learning (UDL) and differentiated to meet the needs of students within their grade level. The approach includes three tiers of service for students depending on individual needs, delivered in a way that honors individual cultures and backgrounds. More information is available on the [Advanced Learning webpage](#).

## Preschool Programs

Region	Programs at closing schools	Programs at receiving schools	Recommended program placement and expansion
NW	North Beach <ul style="list-style-type: none"> <li>1 SPP<sup>3</sup> Plus classroom</li> </ul>	Viewlands <ul style="list-style-type: none"> <li>2 CBO SPP classrooms</li> <li>1 Head Start classroom</li> </ul>	Loyal Heights <ul style="list-style-type: none"> <li>2 SPP Plus classrooms (add)</li> </ul> Viewlands <ul style="list-style-type: none"> <li>1 Developmental PreK (add)</li> <li>2 CBO SPP Classrooms</li> <li>1 Head Start classroom</li> </ul>
NE	Sacajawea <ul style="list-style-type: none"> <li>2 Developmental PreK classrooms</li> </ul>	John Rogers <ul style="list-style-type: none"> <li>none</li> </ul>	John Rogers <ul style="list-style-type: none"> <li>1 Developmental PreK classroom (add)</li> </ul> Olympic View <ul style="list-style-type: none"> <li>1 Developmental PreK (add)</li> <li>1 SPP (add)</li> </ul>
Central	Stevens <ul style="list-style-type: none"> <li>CBO PreK, Listen and Talk</li> </ul>	Montlake <ul style="list-style-type: none"> <li>none</li> </ul>	Montlake <ul style="list-style-type: none"> <li>none</li> </ul> Stevens <ul style="list-style-type: none"> <li>CBO PreK remains at Stevens (non-school) site</li> </ul>
SW	Sanislo <ul style="list-style-type: none"> <li>none</li> </ul>	Highland Park <ul style="list-style-type: none"> <li>1 CBO SPP</li> <li>1 SPP</li> <li>1 Developmental PreK</li> </ul>	Highland Park <ul style="list-style-type: none"> <li>1 CBO SPP</li> <li>1 SPP</li> <li>1 Developmental PreK</li> </ul>

**In the Northwest region**, the closure of North Beach Elementary will result in the displacement of one Seattle Preschool Program (SPP) Plus classroom. Early Learning recommends that this program move to Loyal Heights Elementary. In addition, we also recommend that an additional SPP Plus classroom be added at Loyal Heights to increase inclusive learning opportunities in the region. In alignment with our goals to provide two district preschool classrooms per school and in alignment with our Special Education programs, Early Learning also recommends the

<sup>3</sup> SPP = Seattle Preschool Program, Plus programs (SPP Plus and Head Start Plus) serve students with individualized education plans (IEPs)

CBO = Community Based Organization, indicates a program not run by SPS

placement of one new Developmental Preschool classroom at Viewlands Elementary. These moves and additional classrooms will result in the addition of 25 seats for students with IEPs and no loss of capacity in the region due to the closure of North Beach.

**In the Northeast region,**<sup>4</sup> the closure of Sacajawea Elementary will result in the displacement of two Developmental Preschool classrooms. Early Learning recommends that one Developmental Preschool be moved to John Rogers Elementary and one Developmental Preschool be moved to Olympic View Elementary. These moves will result in no loss of capacity in the region due to the closure of Sacajawea Elementary.

**In the Central region,** the closure of Stevens Elementary impacts our Community Based Partnership with Listen and Talk. Listen and Talk contracts with our Early Childhood Special Education department to provide services for Deaf and Hard of Hearing (DHH) students. Early Learning recommends that Listen and Talk remain at Stevens Elementary. We recommend that space is dedicated to Early Learning at Stevens Elementary for the purpose of Preschool Assessment Team, Community Based Organization Partners, and overflow Developmental Preschool classrooms.

**In the Southwest region,** the closure of Sanislo Elementary does not have an impact on Early Learning Programing.

### Child Care and Community Partnerships

Seattle Public Schools is working with our Partnerships team and Early Learning department to support transitions impacting community partners.

SPS has formed a Partner Transition support team that is responsible for collaborating with community based organizational partners through transitions. Team deliverables include regular and timely communication with impacted partner organizations, and a framework for program placement to ensure continued family access to key supports and transition planning supports including planning for space sharing and building use.

All service, program, and partnership decision and transition teams will use SPS's Racial Equity Framework, engaging with data, and determining the benefit and burden of each decision and transition process. This will include setting success outcomes with benchmarks, and regular reporting to our community with transparency and accountability.

### Building Condition

These scores range from 1.00 to 5.00 with 1.00 meaning "excellent" and 5.00 meaning "unsatisfactory." They are taken from evaluations done by consulting firm Săzăn after full

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<sup>4</sup> Updated 11/4/2024 to remove potential early learning changes not related to proposed school closures

evaluations in 2022. The Preliminary Recommendation has a detailed explanation of building condition scores for each site proposed for closure.

- North Beach Building Condition Score: 3.65
- Sacajawea Building Condition Score: 4.20
- Sanislo Building Condition Score: 4.25
- Stevens Building Condition Score: 2.10

## Community Use of Facility and Historical Context

To view the resources available at each school, visit <https://sps.communitypartnerplatform.org>.

The historical context for each school is available at:

- [North Beach building history](#)
- [Sacajawea building history](#)
- [Sanislo building history](#)
- [Stevens building history](#)

## Suitability of Site for Future District Use

Site classification proposal and its alignment with the long-range facilities plan are shared in the Superintendent’s Preliminary Recommendation for School closures. The proposed site classification for four sites slated for closure is “inventoried,” which preserves their status as active properties in SPS’s portfolio. This approach enables authentic engagement with stakeholders, including internal SPS programs, to determine the best long-term use of the properties, consistent with the requirements of School Board policy 6882.

SPS has formed a Building Use Planning transition workgroup that will oversee the planning for use of closed sites. The Building Use Planning transition workgroup will establish a framework for the maintenance and use of closed school properties, ensure compliance with School Board policies on use of school properties, and engage the community by keeping residents informed about potential plans and opportunities to provide feedback.

## Transition Support

### Transition Support Teams

Seattle Public Schools has created nine transition workgroups, each focusing on supporting a different aspect of school consolidation implementation and building for strong future schools.

#### Envision and Empower Together

Team	Goal	Team Leads
<b>Student &amp; Family</b> Transition Plan	Develop and deploy a series of tools to support students and families including personalized transition support, student success indicator tracking and regular communication and engagement  100% of impacted families are engaged and supported personally with care	Public Affairs, Enrollment Services, Regional Executive Directors of Schools, School Leaders
<b>Staff</b> Transition Plan	Provide tools to support staff transitions including personalized transition support, regular engagement, and communication.  100% of impacted staff engaged and supported	Human Resources, Public Affairs, Staff Wellness, Coordinated School Health, School Leaders
<b>Community</b> Transition Plan	Support partner organizations through transitions and plan for family access to important partner services  100% of community partners engaged and supported	Partnerships, Early Learning

## Build on Strengths, Services, and Outcomes

Team	Goal	Team Leads
<b>Student and Family</b> Services and Programs Transition Plan	Ensure consistent access to services and programs aligned with SPS's vision for inclusive learning opportunities  100% of families know what services, programs, and supports their school will provide	Curriculum, Assessment and Instruction, Special Education, Early Learning, Multilingual Learning, Advanced Learning, Coordinated School Health
<b>Staff</b> Human Resources Transition Plan	Facilitate and smooth placement and transition process for staff impacted by school closures  100% of impacted staff have finalized assignment and transition support	Human Resources, Budget, Enrollment Planning
<b>Community</b> Vision Transition Planning	Support consolidating schools to develop an aligned vision and planning to help all students excel.  ALL consolidated schools have updated instructional vision, goals, engagement, and learning plans reflecting the full community	Curriculum, Assessment and Instruction, Accountability, Department of Racial Equity Advancement, Research and Evaluation

## Implement With Precision

Team	Goal	Team Leads
<b>Student and Family</b> Relocation and Physical Transitions	Plan and implement smooth physical relocations  Relocation and Physical Transition completed by July 2025	Capital, Relocation, Maintenance, Operations
<b>Staff</b> Instructional Materials Transition Plan	Support smooth transition of libraries and instructional materials through school closures  Instructional Materials Plan Transition Plan completed by July 2025	Human Resources, Budget, Enrollment Planning
<b>Community</b> Building Use Transition Plan	Support consolidating schools to develop an aligned vision and planning to help all students excel.  ALL consolidated schools have updated instructional vision, goals, engagement, and learning plans reflecting the full community	Capital, Facilities

### School-Based Transition Planning Teams

Each Consolidating school community will form a Transition Planning Team (TPT) led by school leaders from both schools with support from regional executive directors and the well-resourced schools team. These teams will work to build updated goals, structures, and strategies focused on student success.

Teams will consist of staff, family members, and student leaders from both schools, working collaboratively to create a vision for the new community.

The consolidating schools will receive a small grant to support this key vision and transition work.