



Seattle Public Schools

2012

Facilities Master Plan

Adopted by
Seattle School Board
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EXECUTIVE SUMMARY

Seattle Public Schools serve over 48,000 students in grades PK-12 across the City of Seattle. Students from a wide variety of ethnic groups and neighborhoods attend one of 57 elementary schools, 10 K-8 schools, nine middle schools, and 12 high schools. All in all, the District owns 119 schools and sites.

There have been a number of facility master plans preceding this one. This plan will depart from the format of prior plans. However, like prior plans, it is based on Seattle Public School policies, staff and consultant facility studies, and a host of other documents that affect District facilities. As such, this document guides the future direction of facility improvements. This facility improvement program may include renovations of existing facilities and additions to existing buildings. Further, it may involve the construction of new schools to replace outdated ones or the addition of new schools to accommodate increased enrollment.

All facility improvements must meet the basic, common sense goal of enhancing the educational program. The basic educational programs include literacy, mathematics, science, social studies, physical education, performing art, fine arts, technology, and foreign language. In addition, there are a number of advanced learning programs, career technical programs, early childhood programs, English Language Learner programs, and Special Education programs. Clearly, Seattle Public Schools has a rich offering of education programs. Through long range planning and the use of various funding mechanism, the District can develop a sustainable capital program that supports these educational programs through predictable capital construction and can extend the life-span of buildings and building systems.

Student enrollment is growing and is projected to grow further in the coming decade. By 2022, over 57,000 students are projected to attend schools that have a present capacity of approximately 51,700. This growth of nearly 9,000 students will easily outstrip the capacity of the schools, especially at elementary and middle school levels.

To compound the problem, many schools are showing signs of aging and deterioration, despite an aggressive maintenance program. A number of schools and sites are small and may not be sized for cost-effective operation. Traditionally, facility planning has emphasized the physical condition of buildings and sites. With the changing curriculum and student assessment programs, some schools are not designed to support the educational programs being offered. Therefore, this plan also takes the educational adequacy of the schools into account.

Given all this information, the Seattle School Board has provided policy guidance to the capital planning team. The Capital Planning Staff has used the Board priorities along with a data-driven approach to project selection.

1.0 INTRODUCTION

1.1 Background

Since the adoption of the first Facilities Master Plan (FMP) in 1992, the Master Plan has been amended three times with adoption of the 1999, 2010 and 2020 FMP. Each of these adoptions looked ahead to the “horizon date” stated in the title. For example, the 2020 FMP was written in 2008 and looked ahead to 2020. Because predicting school facility needs so far in advance is difficult, past Facility Master Plans have been more general in nature.

This document will mark the fourth Facility Master Plan and will depart from the format of prior plans. The date of this Facility Master Plan will be the date of publication and will provide planning information for a period of 10 years, to school year 2021-22. Based on the past capital improvement activities for Seattle Public Schools, a period of 10 years will span one major capital effort (BEX) and inform one minor capital effort (BTA). Nevertheless, this plan, like prior plans, will be based on Seattle Public School policies, staff and consultant facility studies, and a host of other documents that affect District facilities. As such, this document guides the future direction of facility improvements.

1.2 Purpose

The primary rationale for development of the Facilities Master Plan is to shift Seattle Public Schools’ building improvement efforts from a reactive repair program to a data-driven, proactive renovation/building replacement program that supports the educational program. This building improvement program may include renovations of existing facilities and additions to existing buildings. Further, it may involve the construction of new schools to replace outdated ones or the addition of new schools to accommodate increased enrollment.

School facility improvement planning requires the District to balance a number of needs by setting priorities. These priorities are discussed in more detail in subsequent chapters, but include safety, adequate capacity, updated building systems, and educational adequacy while simultaneously addressing deferred maintenance projects in all school buildings.

Through long range planning, the District can develop a sustainable capital program of predictable capital construction and extend the life-span of buildings and building systems.



1.3 Funding

The Facilities Master Plan provides the basis to seek funding thru strategic capital construction programs. Seattle Public Schools has multiple sources of funds to address facilities:

- BEX (Building Excellence): Major capital projects funded by voter approval of a bond or levy every 6 years. Seattle Public Schools is completing the third phase (BEX III), and is preparing for phase four (BEX IV).
- BTA (Building, Technology, and Academics): Major maintenance, technology and academic improvements to facilities funded by voter approval of a bond or levy every 6 years. Seattle Public Schools is currently in the third phase (BTA III).
- CEP (Capital Eligible Programs): Proceeds from real estate transactions dedicated to capital projects; the expanded use of capital for major maintenance items as authorized by House Bill 1619 in 2010.
- General Fund: Limited dollars targeted to maintenance and custodial (non-capital eligible).
- OSPI Matching Funds: Washington State Office of Public Instruction capital matching funds based on OSPI Seattle Public Schools approved Study and Survey and FMP.

2.0 SEATTLE PUBLIC SCHOOLS - AN OVERVIEW

2.1 Community Information

Seattle lies on a narrow strip of land between the salt waters of Puget Sound and the fresh waters of Lake Washington. Beyond the waters lie two rugged mountain ranges, the Olympics to the west and the Cascades to the east. It is a city built on hills and around water, in a mild marine climate that encourages prolific vegetation and abundant natural resources. Settlers landed in 1851, warmly greeted by Chief Seattle on West Seattle's Alki point. It was the gateway to the Alaska Gold Rush of the early 1900's, the 1962 world's fair and a major shipping and trading center with Asia. In the 160 years since it was settled, Seattle has grown to a population of nearly 600,000. The City is known for its arts, cultural institutions and home to Microsoft and Starbucks.

2.1.1 Neighborhoods

There are 13 distinct neighborhoods within Seattle's city limits: Ballard, Central, Delridge, Downtown, East, Greater Duwamish, Lake Union, Magnolia/Queen Anne, North, Northeast, Northwest, Southeast and Southwest.

The Department of Neighborhood's Mission Statement reads as follows:

The Department of Neighborhoods works to bring government closer to the residents of Seattle by engaging them in civic participation; helping them become empowered to make positive contributions to their communities; and by involving more of Seattle's underrepresented residents, including communities of color and immigrants, in civic discourse, processes, and opportunities.

The Department of Neighborhood's web annual report has a section entitled "Major Institutions and Schools Program." Reported education or school school-related activities included:

- Neighbors participated in master planning for Seattle University, Seattle Pacific University, and University of Washington.
- New or revised plans have begun for redevelopment of Seattle Central Community College.
- Staff inaugurated the Major Institutions and Schools website which includes master plans, advisory committee information and meeting minutes, along with recommendations and decisions.

Exhibit 2-1 is a map of the different neighborhoods.

EXHIBIT 2-1 SEATTLE NEIGHBORHOODS



Source: City of Seattle, 2011

2.2 The School District

Seattle Public Schools (SPS) is the largest PK-12 school system in Washington State and serves more than 48,000 students in 94 schools. The District employs over 2,840 teachers and 3,050 support staff.

2.2.1 Academic Vision

We are focused on improving academic achievement for all students and committed to ensuring that all students graduate from high school prepared for college, careers, and life. We strive to provide excellent teachers in every classroom, set high expectations for every student, meet the needs of our diverse learners, and prepare our students to excel.

And from the Strategic Plan.....

Our Vision

At Seattle Public Schools (SPS), we see a city where:

- All students achieve at high levels, receive the support they need and leave high school prepared for college, career and life;
- Every school is a high quality school;
- District leadership and staff model excellence and accountability; and
- The whole community is engaged as partners in supporting and strengthening the school system.

Our Goals

To realize this vision we must be clear about what success looks like: success is all students achieving. With this Strategic Plan, we will hold ourselves accountable for achievement and growth at all levels from kindergarten through 12th grade. We will judge our success at both closing the achievement gap and accelerating learning for all students. Our work is aimed at creating a system that supports all our students in meeting or exceeding expectations, so that all students graduate prepared for college, career and life.

Over the next five years, we will work to ensure that:

- 88 percent of third grade students meet or exceed reading standards (up from 72 percent in 2006-07);
- 80 percent of seventh grade students meet or exceed math standards (up from 53 percent in 2006-07); and 75 percent of students graduate from high school in four years (up from 62 percent in 2006-07).

This Strategic Plan is our road map to achieving this vision and meeting these goals. Over the next two years we will move forward with a set of foundational

strategies that will help us focus our work.

Strategies for Action

Ensure Excellence in Every Classroom

- Strengthen our teaching of math and science and build on our success with reading and writing
- Develop assessment tools to consistently track student progress and use data to drive improvements
- Create a system that recognizes high performing schools and helps struggling schools

Strengthen Leaders System-wide

- Retain and hire the best teachers and principals
- Hold all employees to high expectations and support them in meeting those expectations
- Implement effective performance evaluations at all levels

Build an Infrastructure that Works Well

- Adopt and adapt technologies to allow for more efficient student assignment
- Develop budget protocols and evaluation tools to ensure efficiency and efficacy

2.3 Schools

Seattle Public Schools are generally organized in a PK-5, PK-8, K-8, 6-8, 9-12 pattern with 57 elementary schools, 10 K-8 schools, nine middle schools, 12 high schools, and five service schools. The PK-8 grades of the District are further organized with each elementary school feeding into a single middle school. High schools do not have a direct feeder pattern and may be fed by multiple middle or PK-8 schools.

Some of the schools are called “option schools.” Option schools offer a variety of approaches and instructional methods. Students must apply to attend an option school, but they are available for students at all grade levels. In addition to option schools, there are “service schools” to meet individual student needs. Unlike attendance area schools and option schools, students may transition into or out of service schools during the school year.

Exhibit 2-2 lists the schools in the District while Exhibit 2-3 lists the administrative sites. Exhibits 2-4 through 2-8 list the various schools in the district by grade configuration.

**EXHIBIT 2-2
SUMMARY OF DISTRICT FACILITIES**

Total number of district owned buildings and sites - 119	
Total number of administrative and other sites - 6	JSCEE (John Stanford Center for Educational Excellence) Van Asselt Field Athletic Office Memorial Stadium/Athletics Office/Mercer St. Parking Lot Old Denny Site Cleveland Memorial Forest
Total numbers of Essential (active) school buildings - 90 <i>(Does not include co-located program sites)</i>	Number of elementary schools - 57 Number of middle schools - 9 Number of K-8's - 10 Number of high schools - 12 Number of Services Schools - 5
Total Numbers of Inventoried (Closed / leased) buildings - 13	Number of Closed and vacant - 4 Number of Closed and leased - 9
Total Number of leased sites - 8	Number of closed and leased sites - 8
Total number of Interim Sites - 2	Lincoln Boren

Source: Seattle Public Schools, 2011

**EXHIBIT 2-3
ADMINISTRATIVE SITES**

Athletic Office & Memorial Stadium	401 5th Ave. N	Seattle	98109
John Stanford Center	2445 3rd Ave. S	Seattle	98134

Source: Seattle Public Schools, 2011

**EXHIBIT 2-4
ELEMENTARY SCHOOLS**

Adams	6110 28th Ave. NW	Seattle	98107
African American Academy (Van Asselt)	8311 Beacon Ave. S	Seattle	98118
Alki	3010 59th Ave. SW	Seattle	98116
Arbor Heights	3701 SW 104th St.	Seattle	98146
B.F. Day	3921 Linden Ave. N	Seattle	98103
Bagley	7821 Stone Ave. N	Seattle	98103
Beacon Hill Int'l	2025 14th Ave. S	Seattle	98144
Blaine (K-8)	2550 34th Ave. W	Seattle	98109
Martin Luther King Jr.	6725 45th Ave. S	Seattle	98118
Broadview-Thomson (K-8)	13052 Greenwood Ave. N	Seattle	98133
Bryant	3311 NE 60th St.	Seattle	98115
Coe	2424 7th Ave. W	Seattle	98119
Concord Int'l	723 S Concord St.	Seattle	98108
Decatur (Thornton Creek)	7711 43rd Ave. NE	Seattle	98115
Dearborn Park	2820 S Orcas St.	Seattle	98108
Dunlap	4525 S Cloverdale St.	Seattle	98118
Emerson	9709 60th Ave. S	Seattle	98118
Gatewood	4320 SW Myrtle St.	Seattle	98136
Gatzert	1301 E Yesler Way	Seattle	98122
Graham Hill	5149 S Graham St.	Seattle	98118
Green Lake	2400 N 65th St.	Seattle	98103
Greenwood	144 NW 80th St.	Seattle	98117
Hawthorne	4100 39th Ave. S	Seattle	98118
Hay	201 Garfield St.	Seattle	98109
Highland Park	1012 SW Trenton St.	Seattle	98106
Latona (John Stanford Int'l School)	4057 5th Ave. NE	Seattle	98105
Kimball	3200 23rd Ave. S	Seattle	98144
Lafayette	2645 California Ave. SW	Seattle	98116
Laurelhurst	4530 46th Ave. NE	Seattle	98105
Lawton	4000 27th Ave. W.	Seattle	98199
Leschi	135 32nd Ave.	Seattle	98122
Lowell	1058 E Mercer St.	Seattle	98102
Loyal Heights	2511 NW 80th St.	Seattle	98117
Madrona (K-8)	1121 33rd Ave.	Seattle	98122
Maple	4925 Corson Ave. S	Seattle	98108
McDonald (under renovation, temporarily housed in Lincoln)	144 NE 54th St.	Seattle	98105
McGilvra	1617 38th Ave. E.	Seattle	98112
Montlake	2409 22nd Ave. E.	Seattle	98112
Muir	3301 S Horton St.	Seattle	98144

**EXHIBIT 2-4 (Continued)
ELEMENTARY SCHOOLS**

North Beach	9018 24th Ave. NW	Seattle	98117
Northgate	11725 1st Ave. NE	Seattle	98125
Olympic Hills	13018 20th Ave. NE	Seattle	98125
Olympic View	504 NE 95th St.	Seattle	98115
<u>Queen Anne (K-5)</u>	<u>411 Boston St.</u>	<u>Seattle</u>	<u>98109</u>
Rainier View	11650 Beacon Ave. S	Seattle	98178
Rogers	4030 NE 109th St.	Seattle	98125
Roxhill	9430 30th Ave. SW	Seattle	98126
Sacajawea	9501 20th Ave. NE	Seattle	98115
Sand Point	6208 60th Ave. NE	Seattle	98115
Sanislo	1812 SW Myrtle St.	Seattle	98106
Schmitz Park	5000 SW Spokane St.	Seattle	98116
Stevens	1242 18th Ave. E	Seattle	98112
Thurgood Marshall	2401 S Irving St.	Seattle	98144
View Ridge	7047 50th Ave. NE	Seattle	98115
Viewlands	10525 3rd Ave. NW	Seattle	98177
Wedgwood	2720 NE 85th St.	Seattle	98115
West Seattle Elem.	6760 34th Ave. SW	Seattle	98126
West Woodland	5601 4th Ave. NW	Seattle	98107
Whittier	1320 NW 75th St.	Seattle	98117
Wing Luke	3701 S Kenyon St.	Seattle	98118

Source: Seattle Public Schools, 2011

**EXHIBIT 2-5
MIDDLE SCHOOLS**

Aki Kurose	3928 S Graham St.	Seattle	98118
David T. Denny Int'l	2601 SW Kenyon St.	Seattle	98126
Eckstein	3003 NE 75th St.	Seattle	98115
Hamilton Int'l	1610 N 41st St.	Seattle	98103
Madison	3429 45th Ave. SW	Seattle	98116
McClure	1915 1st Ave. W	Seattle	98119
Mercer	1600 S Columbian Way	Seattle	98108
Washington	2101 S Jackson St.	Seattle	98144
Whitman	9201 15th Ave. NW	Seattle	98117

Source: Seattle Public Schools, 2011

**EXHIBIT 2-6
PK-8 SCHOOLS**

<u>Blaine (K-8)</u>	<u>2550 34th Ave. W</u>	<u>Seattle</u>	<u>98199</u>
<u>Broadview-Thomson (K-8)</u>	<u>13052 Greenwood Ave. N</u>	<u>Seattle</u>	<u>98133</u>
Cooper (Pathfinder K-8)	1901 SW Genesee St.	Seattle	98106
Jane Addams (K-8)	11051 34th Ave. NE	Seattle	98125
Monroe (Salmon Bay K-8)	1810 NW 65th St.	Seattle	98117
<u>Meany (Nova 9-12)</u>	<u>300 20th Ave. E</u>	<u>Seattle</u>	<u>98112</u>
Pinehurst (K-8)	11530 12th Ave. NE	Seattle	98125
<u>Queen Anne (K-5)</u>	<u>411 Boston St.</u>	<u>Seattle</u>	<u>98109</u>
Seward (TOPS K-8)	2500 Franklin Ave. E	Seattle	98102
South Shore (PreK-8)	4800 S. Henderson St.	Seattle	98118
Whitworth (Orca K-8)	5215 46th Ave. S	Seattle	98118

Source: Seattle Public Schools, 2011

**EXHIBIT 2-7
HIGH SCHOOLS**

Ballard	1418 NW 65th St.	Seattle	98117
Cleveland	5511 15th Ave. S	Seattle	98108
Franklin	3013 S Mt. Baker Blvd.	Seattle	98144
Garfield	400 23rd Ave.	Seattle	98122
Ingraham	1819 N 135th St.	Seattle	98133
Nathan Hale	10750 30th Ave. NE	Seattle	98125
Rainier Beach	8815 Seward Park Ave S	Seattle	98118
Roosevelt	1410 NE 66th St.	Seattle	98115
Chief Sealth Int'l	2600 SW Thistle St.	Seattle	98126
West Seattle	3000 California Ave. SW	Seattle	98116
The Center School	305 Harrison St.	Seattle	98109
Meany (Nova 9-12)	300 20th Ave. E	Seattle	98112

Source: Seattle Public Schools, 2011

**EXHIBIT 2-8
OTHER SCHOOLS**

Columbia Annex (Interagency Academy 9-12)	3100 S Alaska St.	Seattle	98108
Meany (The World School)	301 21st Ave. E	Seattle	98112
South Lake High School	8601 Rainier Ave. S	Seattle	98118
Wilson (Home School Resource Center & Middle College)	1330 N 90th St.	Seattle	98103

High School)

Source: Seattle Public Schools, 2011

2.4 Potential Future School Sites

In addition to the schools listed above, Seattle Public Schools has a number of closed or vacated schools sites that could potentially be reactivated. ~~Some of these properties will only require relatively minor renovations in order to become fully operational. Others will require extensive renovations in order to become fully operational.~~ Exhibit 2-9 details the different closed or vacated schools ~~and whether their renovation would be major or minor.~~

EXHIBIT 2-9 CLOSED OR VACATED SCHOOLS

Site / Status	School/Site Name	School/Site Address	Site Acreage	Building on Site
Closed/Leased	Cedar Park	3737 NE 135th St.	4.3	Yes
Closed/Leased	Columbia	3528 S Ferdinand St.	3.2	Yes
Closed/Leased	Fauntleroy	9131 California Ave. SW	3.2	No
Closed/Leased	Hughes	7740 34th Ave. SW	3.6	Yes
Closed/Leased	Interbay Playfield	16th Ave. NW & W Barrett St.	1.7	No
Closed/Leased	Interlake	4416 Wallingford Ave. N	1.7	No
Closed/Leased	Jefferson	4720 42nd Ave. SW	3.2	No
Closed/Leased	John Marshall	520 NE Ravenna Blvd.	3.2	Yes
Closed/Leased	Lake City	2611 NE 125th St.	2.7	No
Closed/Leased	Mann	2410 E Cherry St.	1.7	Yes
Closed/Leased	North Queen Anne	2919 1st Ave. W	2.2	Yes
Closed/Leased	Oak Lake	10040 Aurora Ave. N	8.1	No
Closed/Leased	Queen Anne Gym	1431 2nd Ave. N	0.9	Yes
Closed/Leased	Ross Playground	NW 43rd & 3rd Ave. NW	2.3	No
Closed/Leased	T.T. Minor	1700 E Union St.	3.4	Yes
Closed/Leased	Webster	3014 NW 67th St.	2.3	Yes
Closed/Leased	West Queen Anne	1401 5th Ave. W	1.7	No
Closed/Vacant	Fairmount Park	3800 SW Findlay St.	3.1	Yes
Closed/Vacant	Genesee Hill	5012 SW Genesee St.	6.2	Yes
Closed/Vacant	Magnolia	2418 28th Ave. W.	2.4	Yes
Closed/Vacant	Van Asselt	7201 Beacon Ave. S	9.4	Yes
Vacant Site	Denny site	8402 30th Ave. SW	1.8	No

Source: Seattle Public Schools, 2011

3.0 THE EDUCATIONAL PROGRAM

3.1 Our Commitment

Seattle Public Schools has a commitment to ensure a high quality education for every child in the system. Multiple efforts are underway to ensure consistency across the district so that every classroom offers appropriate content, rigorous instruction, and high expectations, presented in a positive, culturally-responsive environment.

3.2 Teacher and Instructional Leadership Quality

Teacher quality is often noted in research to be the single most important factor in determining student outcomes. Seattle Schools is working to strengthen teacher quality throughout the system so that every teacher offers strong instruction in a positive environment. All teachers are offered an array of professional development opportunities, both on-site and cross-district (offered centrally.) In addition, Seattle Schools is implementing a new teacher evaluation system, aimed at enhancing professional growth.

Principals and other district academic leaders are focused on instructional leadership. All district leaders participate in professional development intended to strengthen and enhance understanding of strong classroom instruction and support of teachers. Principals work closely with the Executive Directors of Schools to review school-based data and observe in classrooms, for the purpose of strengthening instruction. The district's principals and many managers are evaluated using a new evaluation system, initially implemented during the 2011-12 school year.

Both teachers and principals are offered some school-based support through close work with their supervisors, mentors, and coaches. The district's STAR program supports new teachers and experienced teachers who request support, such when changing grade levels or content areas. In addition, some schools have experienced teachers on-site who receive a stipend to support colleagues in the roles of Demonstration Teachers and Mentor Teachers.

3.3 Content and Instructional Approaches

A basic education includes the arts, health, literacy, math, physical education, science, social studies, and technology. All instruction incorporates high leverage strategies intended to move students to higher levels of thinking. Essential support services to assist students to bridge the education gap include Special Education, English Language Learner (ELL) education, and other interventions including extended learning time. Advanced learners' academic program options include acceleration of knowledge and skill acquisition. Some schools offer alternative learning experiences. High quality out-of-school-time enrichment programs keep students connected to school and anchor

academic learning. Schools have the option to enhance course offerings, as appropriate for their student populations.

**EXHIBIT 3-1
SEATTLE PUBLIC SCHOOLS
EDUCATIONAL PROGRAM MATRIX**

Content	Elementary	Middle	High
Arts	All 4 th /5 th grade students are offered instrumental music and most elementary schools have a music, dance, multi-arts, or visual arts teacher on staff to provide a sequential K-5 Arts Program aligned with state and national standards. The focus of elementary arts programs vary due to site-based program and staffing decisions. A number of our elementary schools offer more than one art form.	In the arts, all comprehensive middle schools have a music program and most have a visual arts program. A few middle schools have theater programs. Most K-8 middle school programs offer music (choral and/or instrumental) and visual arts.	All comprehensive high schools have music (band, orchestra, and/or choir) and visual arts programs. Most also offer theater programs.
Health	The health curriculum uses the Great Body Shop program (K-5) and the Family Life and Sexual Health program (grade 5.) <i>Note: Great Body Shop is not used in every school.</i>	One health class is required in middle school. The curriculum is taught using the Health Smart and Family Life and Sexual Health programs. Health may be taught as a stand-alone class or integrated into science or physical education classes.	Health is taught using the Guide to Wellness program. Most students take the class in 9 th grade.

Content	Elementary	Middle	High
Literacy	<p>Seattle Public Schools uses a Balanced Literacy program, incorporating reading, writing, and communication. Components of balanced literacy include guided reading (small group instruction), independent reading, interactive read aloud, and writing instruction. All K-2 classrooms, and in Title 1 schools, 3-5 classrooms, have a collection of leveled books, allowing teachers to guide students to both fiction and non-fiction books that are appropriate for the student's individual reading level. Students hear examples of quality literature across the years. Writing in a variety of genres begins in first grade. Some schools use a Reading and Writing Workshop approach to instruction.</p>	<p>A Balanced Literacy approach, with a focus on Writers Workshop and elements of Readers Workshop, is used in all middle schools. Students become proficient in strategies and skills for reading fiction and non-fiction texts. They also write in a variety of genres, including personal narrative, persuasive, and literary essay.</p>	<p>Literacy is approached through teaching students to analyze a variety of literature and to develop the critical thinking skills needed to read, interpret and discuss content area literature and informational text at appropriate levels of complexity to support the reading demands of college and career. Writing is integrated throughout all language arts courses, teaching students to write in a variety of genres with an emphasis on informational and argumentative writing.</p>

Content	Elementary	Middle	High
Math	Math instruction incorporates a balance of conceptual understanding, procedural proficiency, and problem solving/mathematical processes and is provided using the Everyday Math program and supplemented with Singapore or other computational fluency practice programs.	Math instruction incorporates a balance of conceptual understanding, procedural proficiency, and problem solving/mathematical processes and is taught using Connected Math Program 2, followed by Algebra I, and Geometry, as appropriate. Students ready for Algebra II may need to take the course through a neighboring high school if there is not a full class in their middle school.	Math instruction incorporates a balance of conceptual understanding, procedural proficiency, and problem solving/mathematical processes and is taught using the Discovering Math Series. Courses follow a sequence of Algebra I, Geometry, Algebra II, Pre-Calculus, and AP Calculus, and include an option for AP Statistics.
Physical Education	Physical education is required for all students for a minimum of 100 minutes per week. The newly adopted physical education curriculum uses the Basic Five for Life program.	Middle School students take an average of 100 minutes per week of physical education each year. The newly adopted physical education curriculum uses the Intermediate Basic Five for Life program.	High schools use the Advanced Five for Life program in all physical education classes.

Content	Elementary	Middle	High
Science	Science instruction is provided using three researched-based science units per grade level. Expository science writing is a researched-based feature where there is a symbiotic relationship between the science and writing to bring more equitable outcomes for all students. Science provides every student the opportunity to directly experience scientific principles through guided inquiry.	Science is approached from the perspective of scientists. Students engage in an inquiry-based program using researched-based science modules that align well with elementary and high school science programs.	Secondary science programs lead students to an understanding of key concepts in life and physical science. Research-based curriculum has been adopted for 10th grade. A three-year adoption process has begun for 9th, 11th, and 12th grades.
Social Studies	The social studies curriculum is comprised of a developmental sequence: Families, neighborhoods, communities, Washington State history up to statehood, U.S. geography, and U.S. history from pre-colonization through the revolution.	Social Studies includes the study of ancient civilizations, U.S. history to 1877, world geography, and Washington State history from statehood to the present.	Social Studies is comprised of world history, U.S. history, American government and economics.

Content	Elementary	Middle	High
Technology	Technology is incorporated throughout the day in elementary schools. Every school has at least one computer for every five students and all classrooms are wired to the Internet and have a document camera and projector.	Technology is incorporated throughout the day in middle schools. Every school has at least one computer for every five students and all classrooms are wired to the Internet and have a document camera and projector.	Technology is incorporated throughout the day in high schools. Every school has at least one computer for every five students and all classrooms are wired to the Internet and have a document camera and projector.
World Language		At least one world language is offered in every comprehensive middle school.	At least two world languages are offered at every comprehensive high school.
Advanced Placement			Advanced Placement courses are offered in every comprehensive high school.

Source: Seattle Public Schools, 2011

3.4 Advanced Learning Programs

The Seattle Public Schools Advanced Learning Department provides for the learning needs of students who are academically gifted, academically highly gifted, and high achievers/motivated learners through programs that provide rigorous and accelerated curricula.

3.4.1 Accelerated Progress Program (APP) 1st-12th Grade:

The Accelerated Progress Program (APP) provides a rigorous, accelerated curriculum in language arts, mathematics, science, and social studies that challenges students to apply complex thinking skills when working with core skills and concepts. The curriculum is presented at a significantly accelerated learning pace and focuses on grade level expectations that are significantly above the students' assigned grade level with a significantly advanced level of complexity and depth.

Service delivery is through a self-contained program during grades 1-8. A cohort-based model is available at the high school level during which students enroll in honors courses and Advanced Placement courses in grades 9 through 12 at Garfield High School or in an accelerated International Baccalaureate program at Ingraham High school.

APP serves students who are academically highly gifted (98/99th percentile range in cognitive ability and the 95th percentile range or above in both reading and math achievement). Students who are academically highly gifted present significantly different learning styles, learning pace, and curricular needs that require comprehensive and substantial modification to the general education curriculum and classroom experience to achieve educational benefit.

Eligible students enrolled in the program are expected to: (a) demonstrate mastery of grade level expectations in all areas; (b) work toward mastery of expectations significantly beyond grade level in reading and mathematics (typically, two grades or more above current grade assignment); and (c) demonstrate mastery beyond grade level expectations in social studies, writing and science.

The program is guided by four principles:

1. Provide a rigorous and accelerated curriculum in language arts, mathematics, social studies, and science.
2. Support student social/emotional development as well as academic development.
3. Move students through the program as a cohort.
4. Provide instruction by teachers familiar with the needs of students who are academically highly gifted.

3.4.2 Advanced Learning Opportunities (ALO) 1st-8th Grade:

Advanced Learning Opportunity schools (ALOs) are district-supported programs that serve students who demonstrate skills and readiness for participation in an accelerated, rigorous, and enriched curriculum.

Service delivery is typically through an inclusive approach in the general education setting with an emphasis on differentiated instruction and flexible grouping. Within heterogeneous and inclusive learning groups and settings, ALO schools provide an accelerated standards-based curriculum that presents learning at a pace, depth, and intensity that meets students' intellectual needs and motivational levels. ALO programs are for students who are academically ready and have the motivation for an extended curricular challenge.

ALO schools serve two primary student groups: (a) students who are district-identified as academically highly gifted or academically gifted, and (b) teacher-identified students who demonstrate skills and readiness for participation in an accelerated curriculum that is based on Spectrum curricular guidelines. Students participating in an ALO program are expected to (a) demonstrate mastery of grade level expectations in all areas and (b) work toward mastery beyond grade level in reading and mathematics (typically one grade or more above current grade assignment in reading and mathematics).

The program is guided by four principles:

1. Provide a rigorous curriculum.
2. Accelerate reading and mathematics curriculum utilizing flexible grouping strategies.
3. Provide differentiated instruction within heterogeneous, inclusive classroom settings.
4. Provide instruction by teachers familiar with the needs of advanced learners.

3.4.3 Spectrum 1st-8th Grade:

The Spectrum Program provides a rigorous and accelerated curriculum that challenges students to apply complex thinking skills when working with core skills and concepts. The reading and mathematics curricula are presented at an accelerated learning pace, are focused on grade level expectations that are above students' assigned grade levels in reading and mathematics, and emphasize an advanced level of complexity and depth.

The Spectrum program serves students who are district-identified as academically gifted or academically highly gifted. Spectrum students have different learning styles, learning paces, and curricular needs that require daily and systematic modification to a general education curriculum and classroom experience to achieve educational benefit.

The program is guided by four core principles:

1. Provide a rigorous curriculum.
2. Provide an accelerated curriculum that focuses on student proficiency in grade level expectations and one grade level beyond or more in reading and mathematics
3. Bring district-identified students together through self-contained or cluster-grouping strategies to form classroom rosters.
4. Provide instruction by teachers familiar with the needs of students who are academically gifted.

3.4.4 Advanced Placement and International Baccalaureate 9th-12th Grade:

Seattle Public Schools' high schools offer Advanced Placement (AP) and International Baccalaureate (IB) courses for students who are motivated and ready for a challenging college-level course experience. Testing by the Advanced Learning office is not required to register for high school AP and IB courses.

Nine high schools offer Advanced Placement courses. AP courses follow the College Board's curriculum and present high school students the opportunity to master college-level curriculum while still in high school. Registration for AP courses is done at the schools when registering for high school classes. During May of each year, the Seattle Public Schools' Advanced Learning office coordinates the administration of AP examinations. High school students register and pay for AP exams in March at their school and should contact their high school counselor or AP teachers for more information.

Two high schools, Ingraham and Sealth, offer the International Baccalaureate program (IB). The IB Diploma Program is a demanding college prep series of courses and exams developed for academically ambitious juniors and seniors. It follows a two-year comprehensive program that incorporates the best elements of college prep programs from a number of countries. Students study topics in 6 core academic areas, take a special Theory of Knowledge course, write 16+ page researched essay, and participate in community service. IB exams are administered by school staff and graded by a combination of internal and external evaluators. A dedicated IB coordinator at each school oversees the administration of the program.

3.5 Career and Technical Education

Career and Technical Education (CTE) is a planned program of courses and learning experiences that begins with exploration of career options, supports academic and life skills, and enables achievement of high academic standards, leadership, and preparation for career and college.

3.5.1 CTE Programs and Courses:

CTE program opportunities include individual CTE Courses, Career Academies, CTE Pathways, Programs of Study, City Campus, Skills Center, Tech Prep, Career and Technical Student Organizations (CTSOs), and Inspiring Girls Now In Technology Evolution (IGNITE).

3.5.2 Career Academies:

A Career Academy is part of a small learning community where students choose to focus on a specific career theme within the context of their education plans.

The classes are taught by a cohort of teachers who plan curriculum together so that all academy classes are inter-related. Industry professionals assist by providing the money and experiences in the real world i.e. job shadows, guest speakers, industry specific field trips, career conferences, mentors, and internships. These partners also raise money for scholarships and often are on-going supporters of our graduates following into college and adulthood. Academies provide a relevant educational experience, meeting the Washington State and Seattle Public Schools academic standards, while preparing the students for their future of college and careers.

National Academy Foundation (NAF)

NAF Academies are in 490 schools, 41 states and the District of Columbia plus the US Virgin Islands. The NAF Academies established in 1982; have been a part of Seattle Public Schools since 1987. Seattle Public Schools hosts the following NAF Programs:

- Academy of Finance at Ballard, Chief Sealth, and Franklin High Schools
- Academy of Hospitality & Tourism at Chief Sealth High School
- Academy of Information Technology at Ingraham High School

Other Career Academies:

- Ballard Maritime Academy
- Biotechnology Academy at Ballard
- CREATE Academy at Franklin
- John Stanford Public Service Academy at Franklin

Cleveland High School STEM Career Academies:

Cleveland STEM stands for Science, Technology, Engineering and Mathematics, fields that are the underpinnings of modern life. The STEM Program at Cleveland High School will give students the opportunity for rigorous and advanced study in these subjects. The two academies that students can choose from are:

- School of Life Sciences
- Engineering and Design

3.5.3 City Campus

City Campus classes are open to all Seattle Public School students. The City Campus program includes Health Occupations, Autobody Collision Technology,

Automotive Technology and C-WEST. City Campus classes are 2-3 periods long and students can earn 1.0-1.5 high school credits per semester. Students who earn a "B" or better grade in the yearlong programs for Health Occupations, Autobody Collision Technology and Automotive Technology also earn up to 20 college credits through Tech Prep.

To enroll in a City Campus class:

- Student must be at least sixteen years old
- Complete a City Campus application available from the school counselor or career and college specialist.
- Send the completed application, signed by the student, parent/guardian and school counselor to the Career and Technical Ed. Department at the John Stanford Center.
- The application is processed and the student is notified where and when to report to class.

3.5.4 Skills Center:

The Skills Center will open in the fall of 2012. A Skills Center is a secondary public education vehicle for delivering advanced Career + Technical Education programming, generally for high school juniors and seniors. Recent legislation allows Seattle Public Schools to operate a single-district Skills Center. Seattle Public Schools ~~We~~ will initially offer programming in the fall of 2012 in Health Services, Aerospace, Game Design and Animation, and Information Technology. ~~those programs with the highest enrollment will launch in the fall of 2012.~~ Additional program development will follow at a later time in Hospitality and Tourism; Biotechnology; Marketing; Green Technology (energy and manufacturing); and a full complement of Green Tech (transportation; engineering; construction; manufacturing; and energy).

Work on Seattle Public Schools' Skills Center includes significant input and partnering, in particular from business and industry; the Seattle Community College District; the Manufacturing Industrial Council; and the City of Seattle. Seattle Public Schools has completed its feasibility study and has made a fiscal request to OSPI to proceed to the pre-design/design phase.

We will distribute programs to sites and facilities throughout the district; thus the term 'distributed model' for our Skills Center (i.e., not a single building/location). Community college and community-based sites will also be considered. No large new buildings will need to be built; we have adequate existing square footage. Construction will be along the lines of remodeling and renovation.

The pre-design/design phase also includes explorations and research on curriculum, staffing, geography, transportation, and equipment/supplies. All Skills Center programs will be high-rigor (state-approved preparatory), and keyed to labor market forecasts for high-wage careers; student interest; and available teacher talent. For a Skills Center to succeed, we will need strong CTE programming at every middle and high school, allowing students to complete their prerequisite courses.

21st Century CTE Skills Centers have something to offer every student, and course offerings will be challenging to the highest-achieving students, accommodate students with disabilities, and congenial to students from diverse cultures. They are accessible to all. The Skills Center can offer 3-hour courses in AM, PM, Evening, and summer sessions. The state will allocate funding up to 1.6 student FTE's, thus minimizing any disincentives for high schools to encourage Skills Center enrollment and attendance. Major expansions of the skills center program are scheduled for the 2013-14 biennium and the 2015-16 biennium.

3.5.5 Inspiring Girls Now In Technology Evolution (IGNITE):

IGNITE is a Seattle based non-profit organization with a 10+ year history of showing young girls the possibilities represented by STEM (science, technology, engineering, and math) careers. IGNITE offers an affordable, community based, multifaceted approach to STEM education – providing toolkits and curriculum which allow educators across the globe to replicate the successful model that thrives in Seattle public schools. IGNITE brings together young women, educators and women professionals who work for local companies and agencies and live in nearby neighborhoods.

3.6 Early Learning Programs

Research has firmly established that investing in early learning yields powerful benefits for children; both in early elementary and in as a cornerstone to their overall educational success. Yet it is not enough to provide quality education for a year or two in a child's early years. At Seattle Schools our vision is for every child to experience a quality, cohesive and joyful learning experience from Pre-K through 3rd grade that will provide the strong foundation needed to succeed in school and life.

3.6.1 Goals:

Seattle Schools is committed to working with our partners to create a well- aligned educational continuum providing access for all children to high quality, full-day Pre-K which is aligned to quality full day Kindergarten, 1st, 2nd and 3rd grades.

To realize this vision Seattle Schools, along with our private and City of Seattle partners have drafted a five year Pre-K-3rd Action Plan, with the following goals:

- Expand access to quality Pre-K and Full Day Kindergarten
- Increase quality of education across the Pre-K-3rd continuum
- Develop and implement aligned standard assessment tools and data systems
- Create seamless transitions across the continuum
- Increase support and Intervention for children who need it most

3.6.2 Early Learning Programs & Initiatives:

Through partnerships and collaboration, the Early Learning department seeks to create an equitable system of early education, anchored in cultural relevance, effective instruction and whole-child development. Our current efforts to create an equitable education for all children include:

- Seattle Public Schools Head Start (half day and full day models)
- Kindergarten
- South Shore Elementary – Pre-K-3rd Partnership with the New School Foundation
- Community Alignment Partner Programs - child care, before and after school care and community learning centers housed in Seattle Schools
- Seattle Schools Pre-K-3rd Professional Development
- Pre-K-3rd Partnership - a district/City of Seattle and private partnership for early learning.
- 3 Collaborative-An advisory team of teachers, directors and principals (practitioners) that meet to discuss and bridge the gap Pre-K-3. (Seattle Public Schools, City of Seattle providers)

3.7 English Language Learner Programs

Teaching and learning at Seattle Public Schools are enriched by the diversity of our students and staff. We enroll students from more than 98 countries, and more than 121 languages are spoken in our schools. Our goal is to provide a range of services that assist English Language Learner students and their families to feel welcome at school, achieve academic success and support students' needs emotionally and socially.

Ensuring excellence in every classroom and that all students are proficient in English is our primary strategic focus. By focusing on program alignment, a new academic delivery model, professional development for instructional assistants, ELL and mainstream

teachers and meaningful and collaborative community engagement we will ensure excellence in every classroom for all our ELL students.

Our services include:

- General ELL services in 64 schools
- 4 Elementary Bilingual Orientation Centers, West Seattle, Hawthorne, Dunlap and Viewlands
- 1 Secondary Bilingual Orientation Center – World School
- 6 International Schools
- 4 Dual Immersion schools
- Support of Migrant and Refugee students via two grants

Goals:

- Successfully design, implement, and expand programs to ensure equity and access for all students
- District meets all requirements of state and federal compliance monitoring
- Establish, develop and sustain a talented, highly skilled, dedicated, and collaborative staff
- Ensure that all resources (money, time, and people) are allocated efficiently and effectively, driven by student needs and data
- Collaborate effectively with district staff, families, communities and higher education institutions

Current Initiatives:

- Program Excellence
- Compliance
- Talent Management
- Resource Management
- Stakeholder Engagement

Resources:

ELL students receive academic support from ELL teachers and bilingual instructional assistants. All instructional assistants speak one of our top ten languages and support students in their native language. The top nine languages our students speak are Spanish, Somali, Vietnamese, Chinese, Tagalog, Amharic, Tigrinya, Oromo and, Cambodian.

3.7.1 Bilingual Orientation Centers (BOCs) and World School:

Bilingual Orientation Centers serve ELL students who have been in the United States for less than a year and have stated on the enrollment form that the student speaks another language other than English at home. The BOC's are the first entry point for many of our immigrant, refugee and ELL students who are transitioning from another country and require intensive academic as well as support in acclimating to the U.S. culture. All BOC centers honor and promote the diverse student population and also support native language maintenance when possible. Students transition from the BOC centers within two to three semesters.

At the World School ELL newcomer students are co-located with a high school. At this secondary site, students receive core subject credit classes and additional services from the Health Clinic and the World School Family and Enrollment Center. Many community organizations support the school with extended day programs and opportunities for family engagement.

3.7.2 International Schools

Our International Schools provide students with linguistic skills, higher-order thinking skills, and a global perspective that will help them to contribute to, and succeed in, a 21st century world.

"Today's high school students will graduate into a world vastly different from that of the 20th century. To succeed in this new global age, our students will need a new skill set that goes beyond reading, math, and science to include international knowledge and skills." - Vivien Stewart, Vice President, Education, Asia Society

International Schools help students engage in intellectually rigorous schoolwork and prepare them for college, career and life. International Schools help close both the academic achievement gap as well as the "global achievement gap".

Seven Components of International Education at SPS:

- Academic Excellence
- Global perspective
- World Languages
- Technology
- Innovative Teaching
- Cultural Competency
- Partnerships

Goals:

- Preparing students for success in a 21st century, Global Society.
- Engage students in rigorous, standards-based curriculum in all content areas to ensure high academic achievement.
- Develop and sustain a talented, highly skilled, dedicated and collaborative international school staff.
- Collaborate effectively with all stakeholders including: families, district staff, higher education, and local and international communities and businesses.

Current Initiatives:

- Expansion of the International School pathways.
- Ongoing professional development for principals and staff of International Schools.
- Increase the diversity of the International Education Advisory Board.
- Collaborate and coordinate with the Confucius Institute of the State of Washington

International Schools:

North

John Stanford International School
McDonald Elementary (International designation, fall of 2012)
Hamilton International Middle School
Ingraham High School (International designation, fall of 2013)

West Seattle

Concord International School
Elementary School (TBD)
Denny International Middle School
Chief Sealth International High School

South

Beacon Hill International School
Elementary School TBD
Mercer Middle School (International designation TBD)
Franklin High School (International designation TBD)

3.8 Special Education Services

The Special Education department works collaboratively with school and District leaders, teachers, students, and families to provide the tools, guidance, supports, and services needed to ensure access and success for students with disabilities.

Goals:

Goals of the Special Education department for students receiving special education services are:

- High quality learning for every student
- Increased performance on State assessments for students with disabilities
- Increased graduation rate for students with disabilities
- Students with disabilities are full and authentic members of their school communities
- Universal design for learning throughout all our schools
- Advocacy and support for our students and families

Current Initiatives:

The Special Education Department partners with schools and other departments to meet District goals. Some of the larger initiatives, which are directly related to the Department's primary goals, include:

- Building more inclusive learning opportunities in all of our schools, with a specific focus on a year-by-year implementation of an integrated comprehensive service model.
- Deepening our focus on creating data-driven, effective transition plans for our students with disabilities. These transition plans should reflect our students' strengths and areas of need, as well as guide their educational programming, particularly in High School.
- Improving our Information Management systems so that we can more effectively track and guide student achievement; in particular, a focus on analyzing IEP Progress reports to determine the impact of service models on student growth.
- Conducting weekly learning walks with Special Education Supervisors, Consulting Teachers, Directors, and School Leaders in order to assess the extent to which our students have access to and success in general education.
- Partnering with the Curriculum and Instruction department to provide co-taught professional development in core content areas so that teachers of students with disabilities have access to that training and

general education teachers learn how to differentiate instruction and support students with disabilities.

- Working toward implementing social skills curriculum across the system for ALL primary grade students.
- Engaging in a redesign of our services for students with Emotional and Behavioral disabilities.
- Using student first language: Students with Disabilities, not “Special Education Students.”

3.9 Educational Specifications

Educational specifications are the written record through which educators and other stakeholders identify the program factors that are necessary for teaching and learning in order to inform architects and engineers during the design process.

The Washington Office of Superintendent of Public Education (OSPI) states that educational specifications should describe the following:

- Instructional subjects and methods.
- Instructional and non-instructional activities that will be in the proposed facility.
- Spatial relationship between the facility and the site.
- Interrelationship of instructional activities with each other and with non-instructional facilities.
- Major items of furniture and equipment to be used.
- Special environmental provisions which would improve the learning environment and promote staff efficiency.
- Future needs and flexibility requirements.

To develop educational specifications, Seattle Public Schools engages a variety of stakeholders to develop the information to be included in the educational specifications document. Each stakeholder contributes to the process from his or her area of expertise. Typically, there are multiple levels of engagement to gain necessary input from a comprehensive list of stakeholders. These stakeholders include instructional heads, Directors of Instruction, O&M Managers, BEX/BTA/Facilities Planning, Nutrition Services, Security, Risk Management Student Health, Transportation, Playgrounds, Functional Capacity Planning, and various other SPS staff members.

Generic educational specifications have been developed for Seattle Public Schools. These generic educational specifications will be “site adapted” for each school construction project. Exhibit 3-2 describes some of the major characteristics of instructional and support services for each school type.

**EXHIBIT 3-2
MAJOR SPACE CHARACTERISTICS
OF SCHOOLS BY TYPE**

Space	Elementary	Middle	K-8	High
General Education classroom capacity	30 students	30 students	30 students	32 students
General Education classroom size	1,090 square feet	1,090 square feet	1,090 square feet	1,090 square feet
Administration	Principal office, volunteer office staff lounge, waiting, reception area, adult toilet, workroom, nurse station	Principal office, volunteer office staff lounge, waiting, reception area, adult toilet, workroom, wellness center, counseling offices	Can be either elementary or middle school description	In addition to middle – s Separate public and private reception areas, registration,
Head Start Kindergarten	1,205 square feet, including wet area sink with hard surface floor, internal toilet and carpeted area, adjacent storage space	N/A	S same as elementary	N/A
Special Education	1,200 square feet, including wet area sink with hard surface floor, internal toilet and carpeted area, adjacent storage space	1,200 square feet, including wet area sink with hard surface floor, internal toilet and carpeted area, adjacent storage space; access to least restrictive environment	S same as elementary	S see middle

Space	Elementary	Middle	K-8	High
Science	General e Education classroom equipped with additional sinks and storage – can be combined with Arts room	Lab space to accommodate all students for middle school science. Includes computer data jacks and additional sinks	S ame as elementary	Multiple s Specialized spaces to accommodate multiple science offerings of general science, biology, physics and chemistry in a technology rich environment. Storage and safety equipment as necessary
Child Care / Preschool	Licensed space for either Model A, B or C		S ame as elementary	In some locations, an infant toddler lab Model C may serve students, staff and parents
Arts	General e Education classroom equipped with additional sinks and storage and kiln- can be combined with s Science room	Large classroom equipped with sinks and storage to allow for exploration with various media such as drawing, painting and clay art	Can be either elementary or middle school description	Multiple separate classes for working with different media such as drawing, painting, mixed media, ceramics, jewelry
CTE	N/A	Large classroom equipped for project space to allow for exploration of current and future technology	S ame as middle school if applicable	Multiple large classroom equipped for project space to allow for exploration of current and future technology, home and family life, graphics, occupational education and exploratory work

Space	Elementary	Middle	K-8	High
Music	General e Education room equipped with storage or can be part of cafeteria stage	Band, c Choral and performance space. Instrument storage and practice rooms	Can be either elementary or middle school description	Multiple specialized acoustically appropriate spaces for band, choral, e Ensemble, instrument, uniform and general storage, teacher offices, practice rooms, close proximity to auditorium
Theatre / Drama	General Education room equipped with storage or can be part of cafeteria stage	L arge performance space adequate for band, choral and drama, typically located	Can be either elementary or middle school description	Performing arts center capable of supporting music and drama, host performances and instruction; adjacent black box/little theatre, scene shops and loading areas.
PE / Athletics	Elementary size gym with folding partition into cafeteria, storage for PE equipment,	Middle s School regulation sized facility with bleachers, lockers, concessions, for both PE and after school activities	Can be either elementary or middle school description	Adult sized regulation facilities with support facilities for PE and athletics, weight and dance facilities, offices, storage and ability to control access for ticketed events and concessions
Computer Lab	Lab for 30 students optional, may be located in library; computers may be distributed into classrooms alternatively	See e Elementary. Typically located adjacent to L ibrary	See e Elementary. Typically located adjacent to L ibrary	Lab for up to 40 students, - typically adjacent to L ibrary.
Kitchen / Dining	Servers in c Cafeteria, combined with student cafeteria	Servers and k Kitchen adjacent to commons	S ee middle	S ee middle



Space	Elementary	Middle	K-8	High
Commons	N/A	Multipurpose gathering space that serves as cafeteria, meeting space and social activities	S ee middle	S ee middle- sized to house larger high school populations

Source: Seattle Public Schools, 2011

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4.0 ENROLLMENT PROJECTIONS

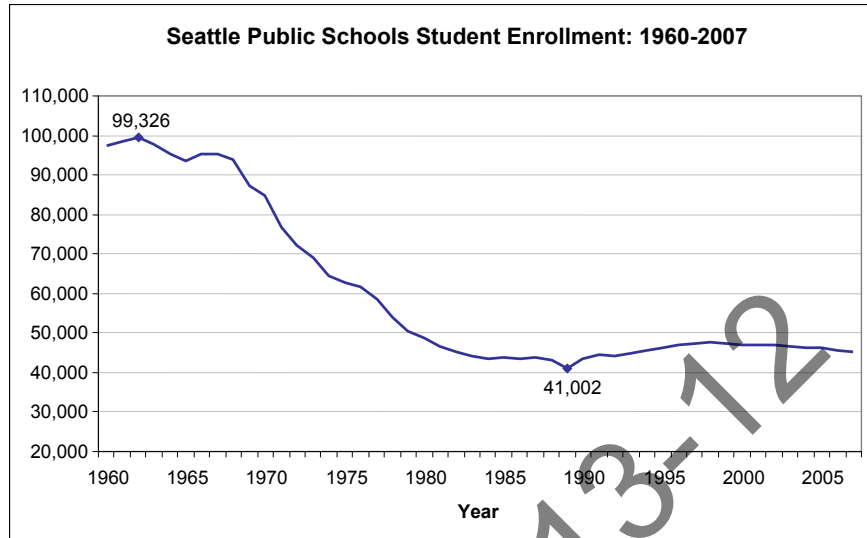
This chapter is devoted to reviewing community growth issues, trends in student enrollment patterns, historical enrollment data, and computerized enrollment projection models. Some information from City of Seattle agencies and the U.S. Census data have also been used as a background for these projections. The District has used both qualitative and quantitative information to develop the projections.

A variety of enrollment projection models have been used as a means of looking at future growth in different ways. Because most of these models use historical information as the basis for projections, and because the information that forms the basis for this report will change over time, the Seattle Public Schools is encouraged to annually update the data to ensure that capacity planning proceeds based upon the most accurate data available.

4.1 Data Sources – Historical Enrollments

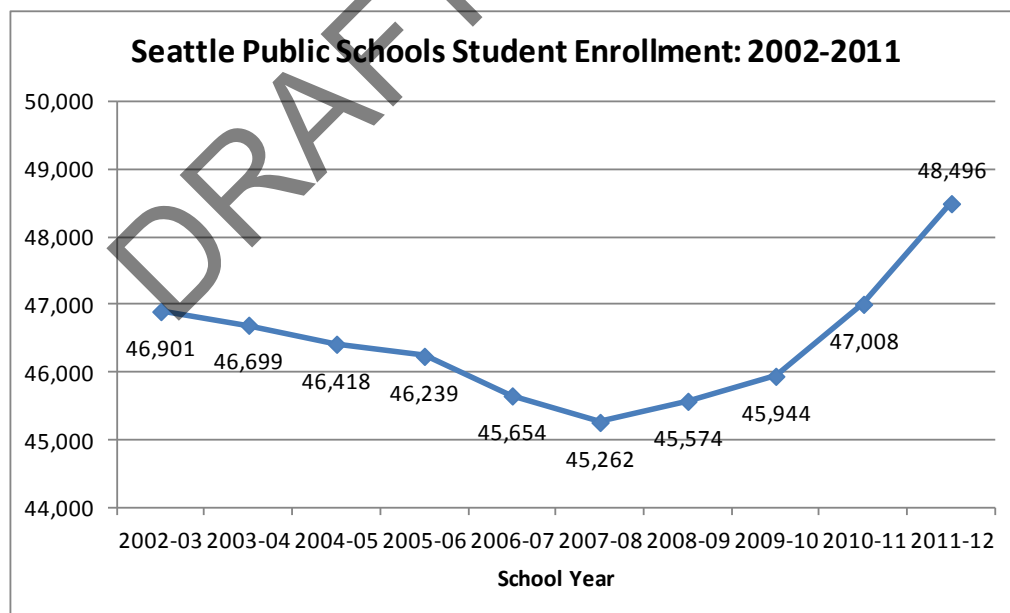
Student enrollment in Seattle Public Schools has changed dramatically during the last 50 years (see Exhibit 4-1). As baby boomers entered school in the 1950s and early 1960s, enrollment quickly increased until it reached its peak of 99,326 students in 1962. It then decreased rapidly during the 1960s and 1970s, before finally leveling off in the mid-1980s. After dropping to a low of 41,002 students in 1989, student enrollment then gradually increased for the next ten years. Between 1998 and 2007, enrollment was slowly declining. After 2007 (see Exhibit 4-2), we have seen a steady increase in enrollment. Future projections show this trend continuing.

EXHIBIT 4-1 HISTORICAL ENROLLMENTS



Source: Seattle Public Schools, 2011

EXHIBIT 4-2 RECENT HISTORICAL ENROLLMENTS CHART



Source: Seattle Public Schools, 2011

4.2 Projection Methodology

There are several methods of calculating future enrollments. One of the most basic types is the simple “roll over” method. It is commonly used to calculate the coming year enrollments, but is less effective for predicting enrollments two or more years out. It works well if student populations are fairly stable.

Another projection methodology is the annual percentage increase model. This average model calculates future school enrollment growth based on the historical average growth. This simple model multiplies the historical average percentage increase times the prior year enrollment to project future enrollments. It is a useful model for predicting enrollments over a period of one to three years. Like the “roll over” model, it works best with stable student populations or populations that are growing or declining at a steady rate.

Some school systems use a “linear regression” model to predict enrollments. This mathematical approach estimates unknown future enrollments by performing calculations on known historical enrollments. Once calculated, future enrollments for different future dates can then be plotted to provide a “regression line” or “trend line”.

There are many types of regression formulas. Most use a straight-line model that finds the “best fit” future enrollment values based on the historical enrollment data. Results from this model are usually very similar to the percentage increase model.

Probably the most commonly used and one of the most accurate enrollment projection models is the cohort survival model. This model is the one used by Seattle Public Schools. The cohort survival method projects a “survival rate” for each grade, based on the proportion of students who historically continue from one grade to the next. That rate is then applied to the current enrollment in each grade, and then to the estimated “surviving” cohorts for each year of the projection. In order to project future kindergarten enrollment, a “birth-to-kindergarten ratio” is estimated, based on the proportion of children born in Seattle who historically enroll in Seattle Public Schools five years later. That ratio is then applied to the number of live births (live births five years prior to the school year being projected). The actual number of births is known through 2010, and for subsequent years a weighted average of births between 2006 and 2010 was used. This generates an enrollment projection based on a projection (of live births) as the basis for ten-year projections. Because of this, projections beyond five years are less robust than projections based on known live births.

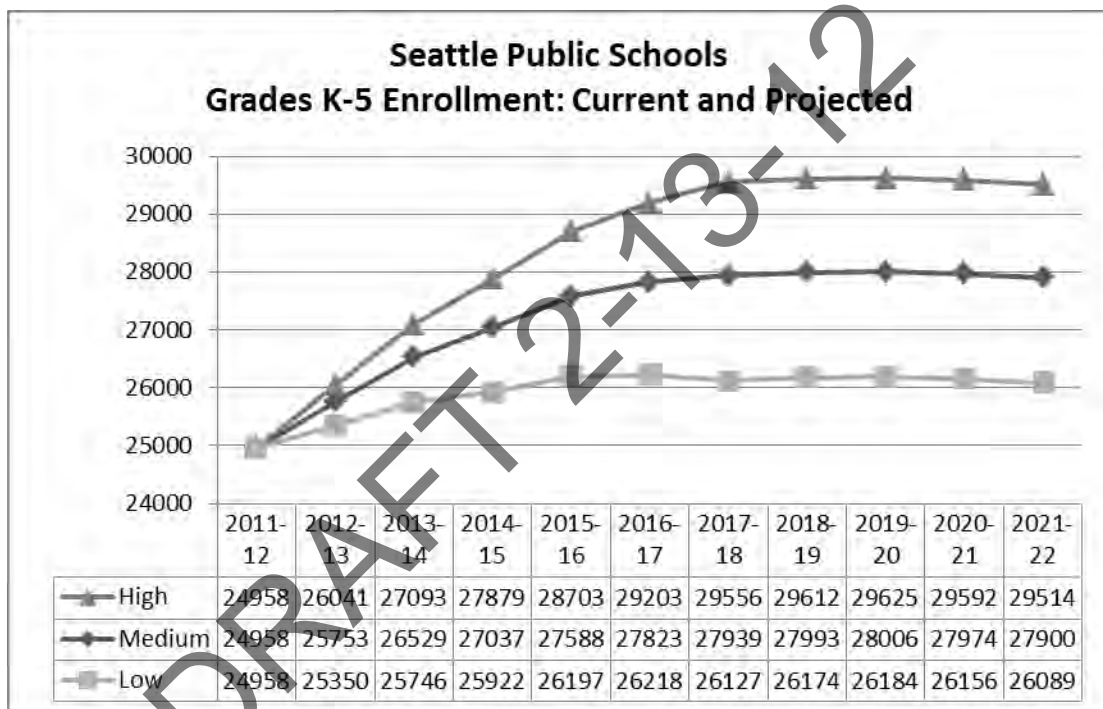
4.3 District Projections

Exhibit 4-3 details the projected K-5 enrollments for the entire District using the cohort survival method based on the enrollment over the last 10 years. The kindergarten

projection in this model is based on the live birth information and birth-to-kindergarten ratio as described above.

The mid-range, or medium, enrollment projection shows a steady growth of approximately 3,000 students for the next five years. After that, the enrollment steadies for the last five years of the 10 year projection period.

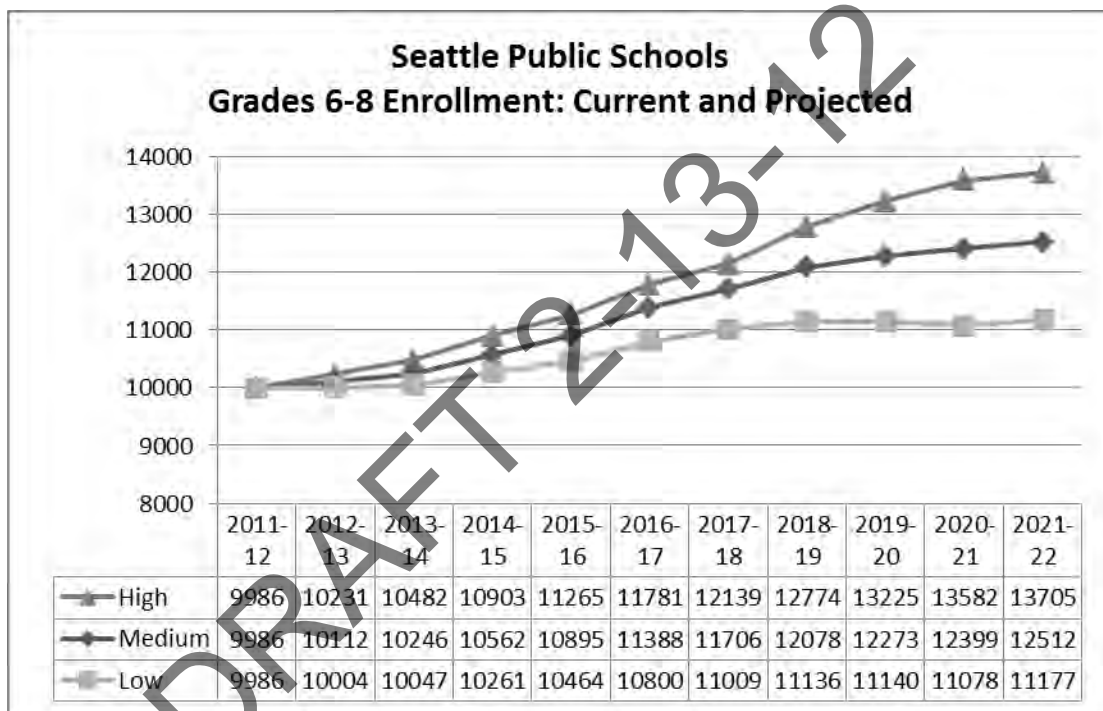
**EXHIBIT 4-3
GRADES K-5 ENROLLMENT PROJECTIONS**



Source: Seattle Public Schools, 2011

Exhibit 4-4 details the projected grade 6-8 enrollments for the entire District using the cohort survival method. The mid-range, or medium, enrollment projection shows a steady growth of approximately 2,500 students over the next 10 years. Unlike the K-5 projection, there does not appear to be a “flattening” of enrollment growth during the 10 year projection period.

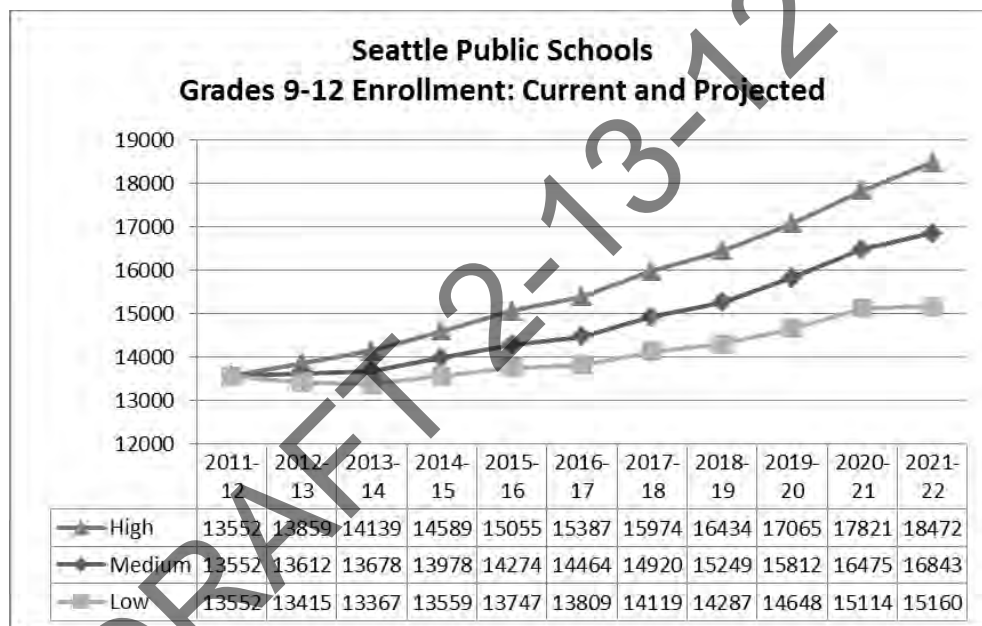
**EXHIBIT 4-4
GRADES 6-8 ENROLLMENT PROJECTION CHARTS**



Source: Seattle Public Schools, 2011

Exhibit 4-5 details the projected grade 9-12 enrollments for the entire District using the cohort survival method. The mid-range, or medium, enrollment projection shows very little change in enrollment for the next three years. However, the last 6-7 years of the 10 year projection period show a steady, if not slightly accelerating, growth of approximately 250 students per year.

**EXHIBIT 4-5
GRADES 9-12 ENROLLMENT PROJECTION CHARTS**



Source: Seattle Public Schools, 2011

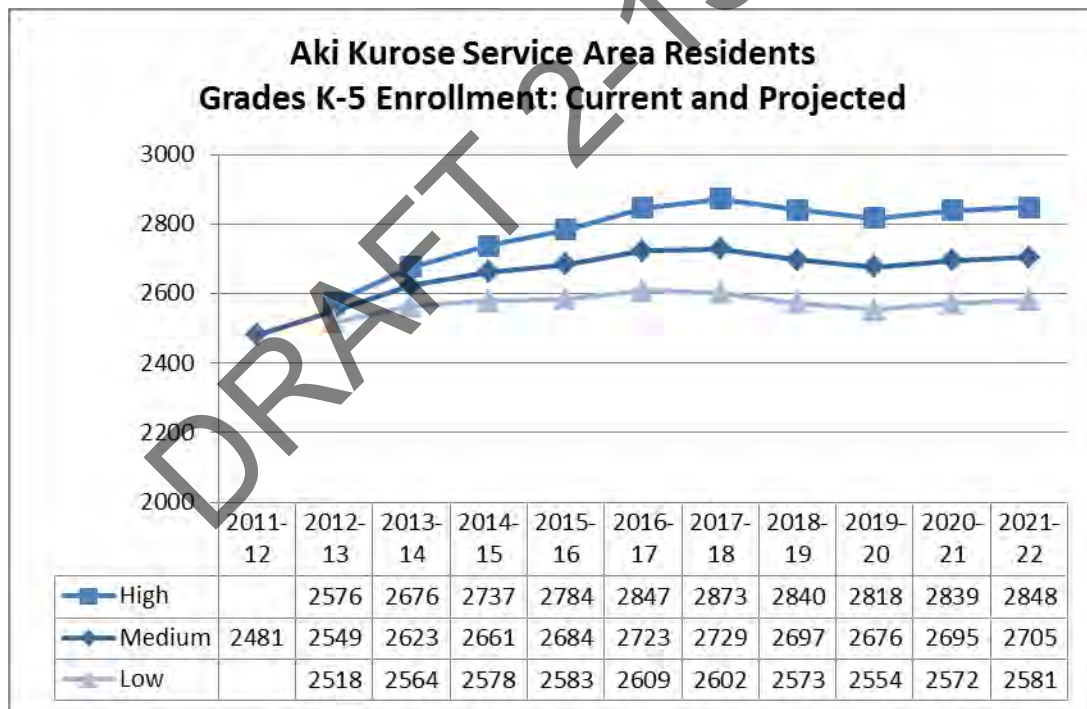
4.4 Projections by Service Area

Exhibits 4-6 through 4-23 are a series of tables and charts detailing the projected enrollments by service area using the cohort survival method based on the enrollment over the last 10 years. The kindergarten projections in this model are based on birth-to-kindergarten ratios and then applied to birth data from the Washington State Department of Health.

4.4.1 Aki Kurose Service Area

The Aki Kurose Service Area growth pattern for K-5 is very similar to the overall elementary growth pattern –enrollment growth of approximately 300 students over the next five years, and later enrollment stability.

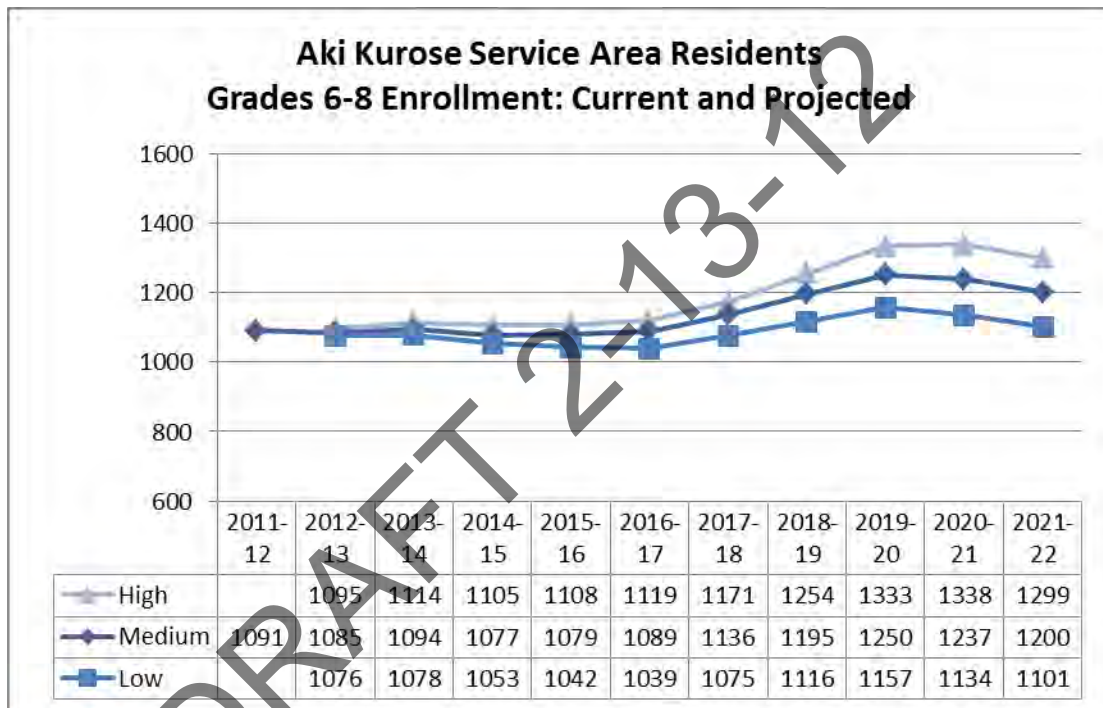
**EXHIBIT 4-6
AKI KUROSE GRADES K-5 ENROLLMENT PROJECTION TABLE**



Source: Seattle Public Schools, 2011

The Aki Kurose Service Area growth pattern for grades 6-8 is quite flat for the first five years with some moderate growth in the second five year period. The last two years of the 10-year projection period show some enrollment decline.

**EXHIBIT 4-7
AKI KUROSE GRADES 6-8 ENROLLMENT PROJECTION CHART**

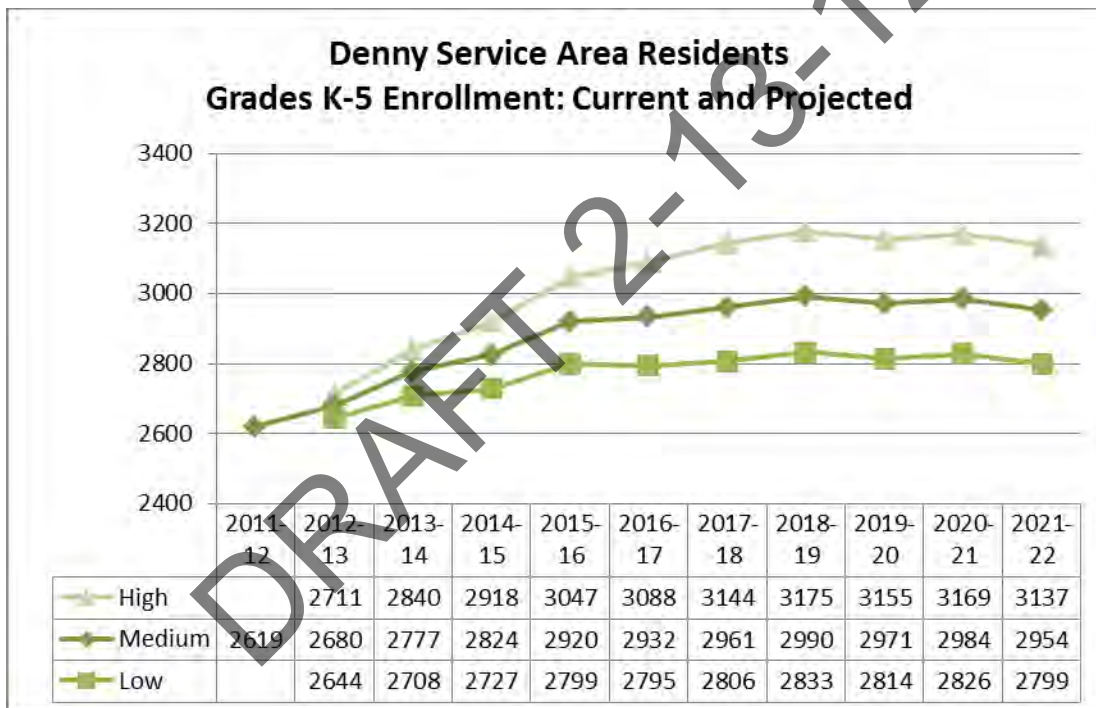


Source: Seattle Public Schools, 2011

4.4.2 Denny Service Area

The Denny Service Area growth pattern for K-5 is very similar to the overall elementary growth pattern –enrollment growth of approximately 400 students over the next five years, and later enrollment stability. The Denny pattern is somewhat different because the “flattening” pattern appears to begin a little later than the overall pattern.

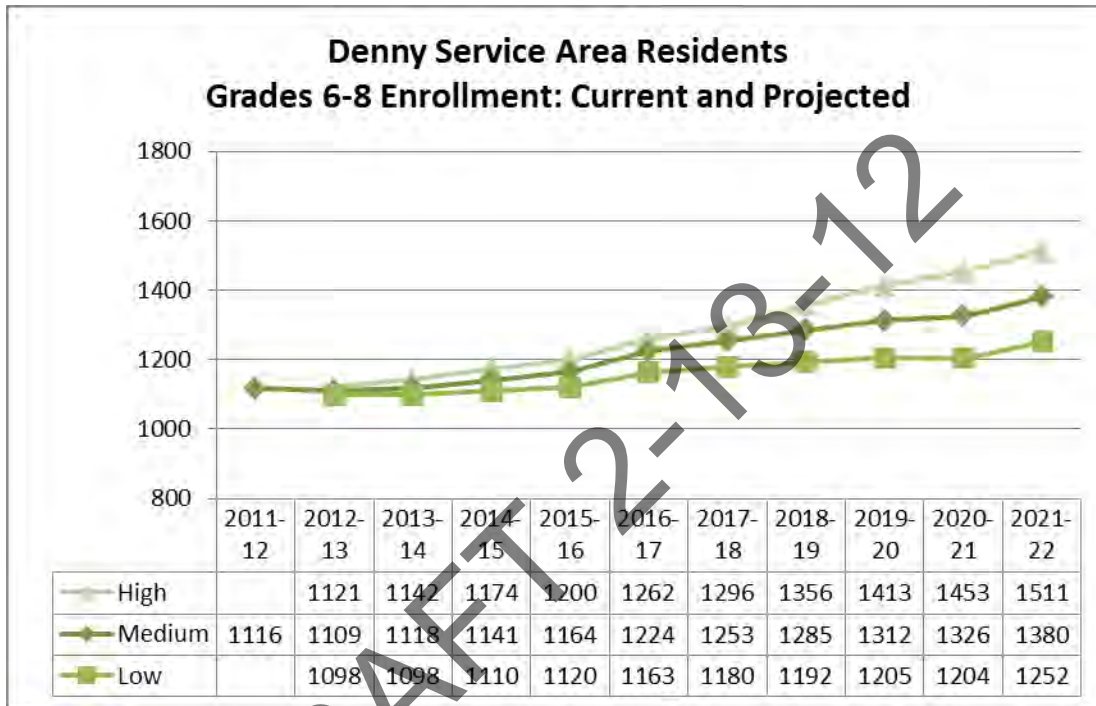
**EXHIBIT 4-8
DENNY GRADES K-5 ENROLLMENT PROJECTION TABLE**



Source: Seattle Public Schools, 2011

The Denny Service Area growth pattern for grades 6-8 is quite flat for the first few years with moderate growth of just over 250 students thereafter.

**EXHIBIT 4-9
DENNY GRADES 6-8 ENROLLMENT PROJECTION CHART**

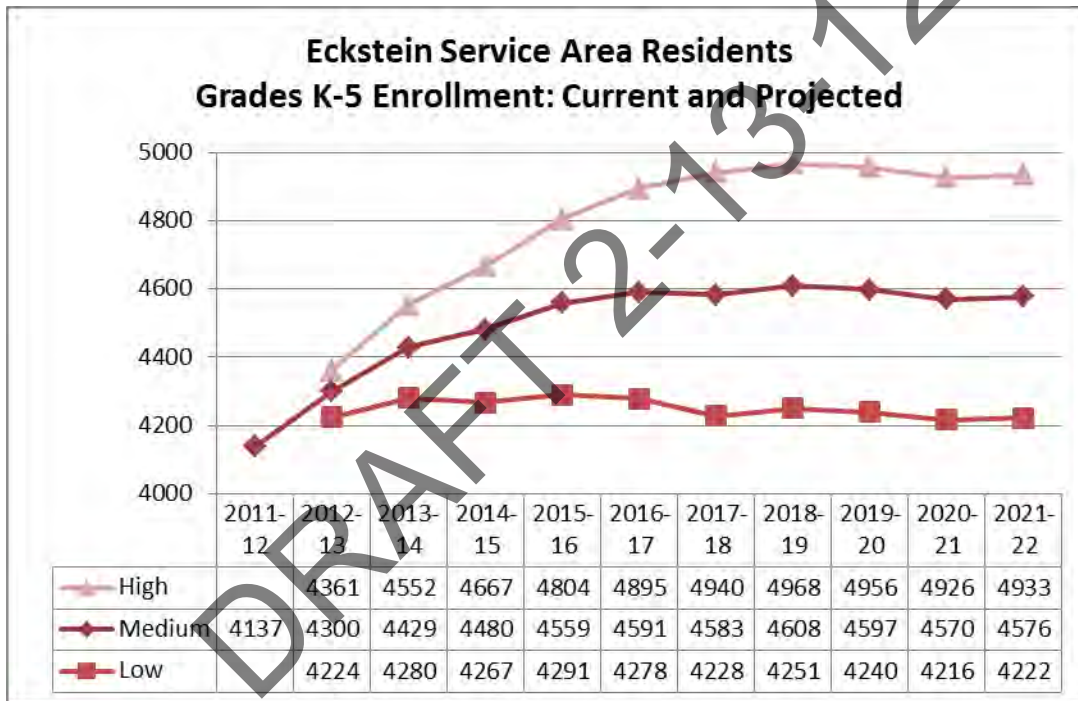


Source: Seattle Public Schools, 2011

4.4.3 Eckstein Service Area

The Eckstein Service Area growth pattern for K-5 is very similar to the overall elementary growth pattern – enrollment growth of approximately 500 students over the next five years, followed by enrollment stability.

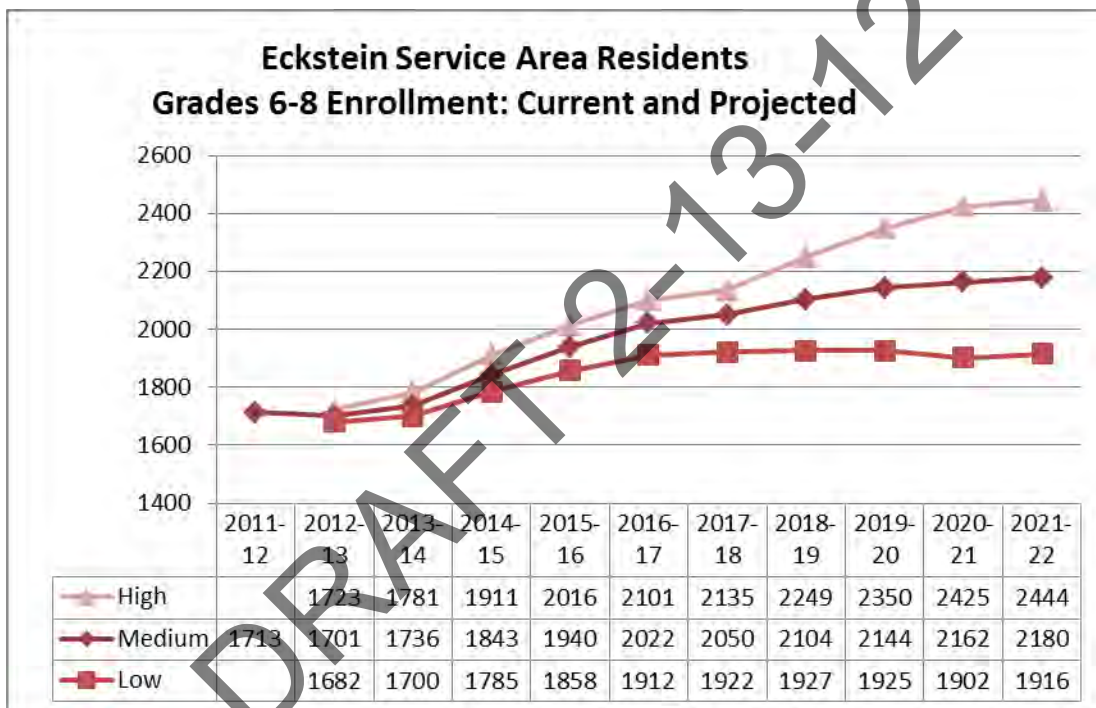
**EXHIBIT 4-10
ECKSTEIN GRADES K-5 ENROLLMENT PROJECTION TABLE**



Source: Seattle Public Schools, 2011

The Eckstein Service Area growth pattern for grades 6-8 is quite flat for the first few years, followed by growth of approximately 300 students by 2016-17, and then more moderate growth to an increase of 450 students by the end of the ten-year period.

**EXHIBIT 4-11
ECKSTEIN GRADES 6-8 ENROLLMENT PROJECTION CHART**

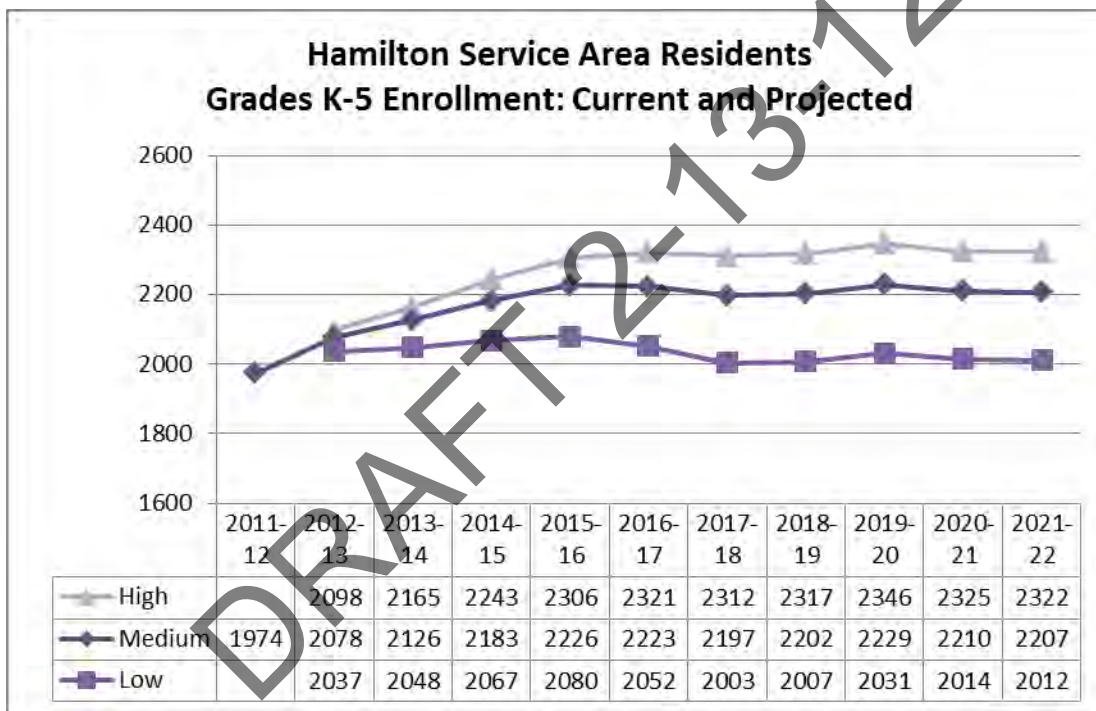


Source: Seattle Public Schools, 2011

4.4.4 Hamilton Service Area

The Hamilton Service Area growth pattern for K-5 is very similar to the overall elementary growth pattern – early enrollment growth of approximately 200 students and later enrollment stability. The Hamilton pattern is somewhat different because the “flattening” pattern appears to begin a little earlier than the overall pattern.

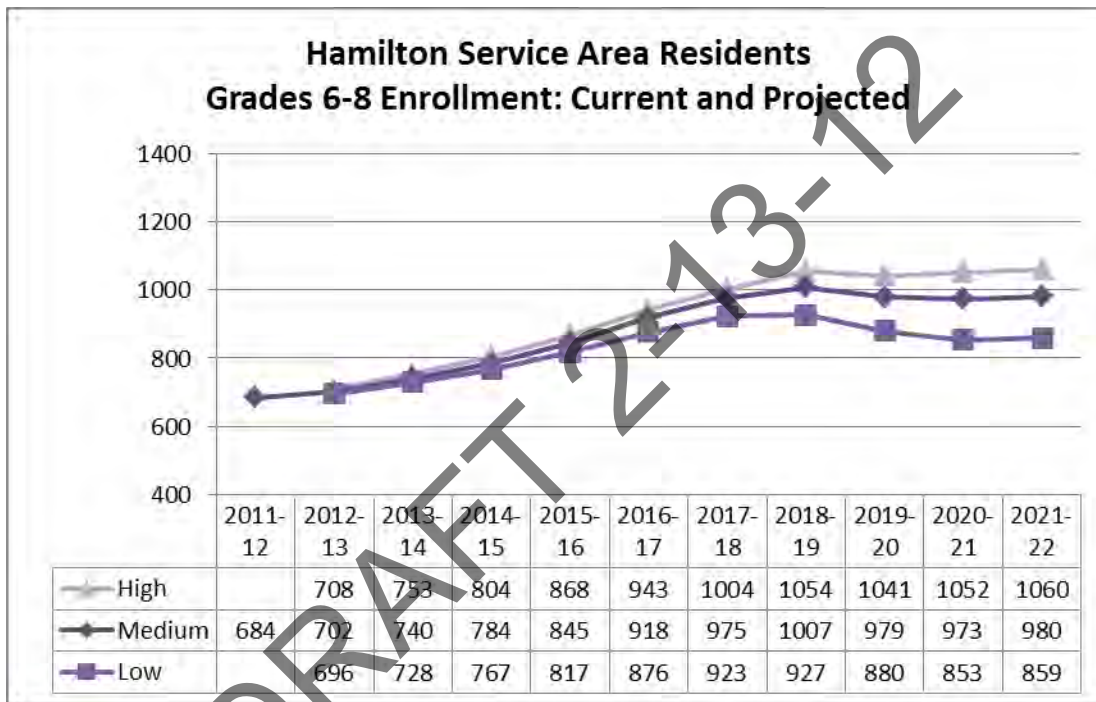
**EXHIBIT 4-12
HAMILTON GRADES K-5 ENROLLMENT PROJECTION TABLE**



Source: Seattle Public Schools, 2011

The Hamilton Service Area growth pattern for grades 6-8 is similar to the K-5 pattern – early enrollment growth of over 300 students and later enrollment stability.

**EXHIBIT 4-13
HAMILTON GRADES 6-8 ENROLLMENT PROJECTION CHART**

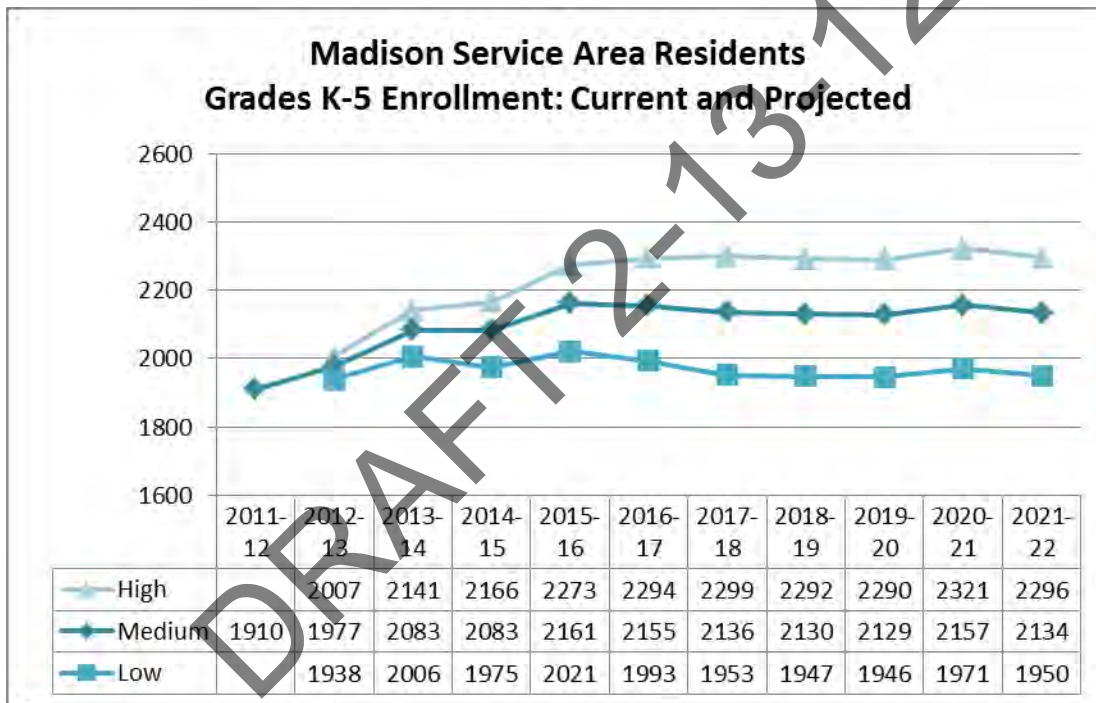


Source: Seattle Public Schools, 2011

4.4.5 Madison Service Area

The Madison Service Area growth pattern for K-5 is very similar to the overall elementary growth pattern – early enrollment growth of approximately 250 students and later enrollment stability. The Madison pattern, like Hamilton, is somewhat different because the “flattening” pattern appears to begin a little earlier than the overall pattern.

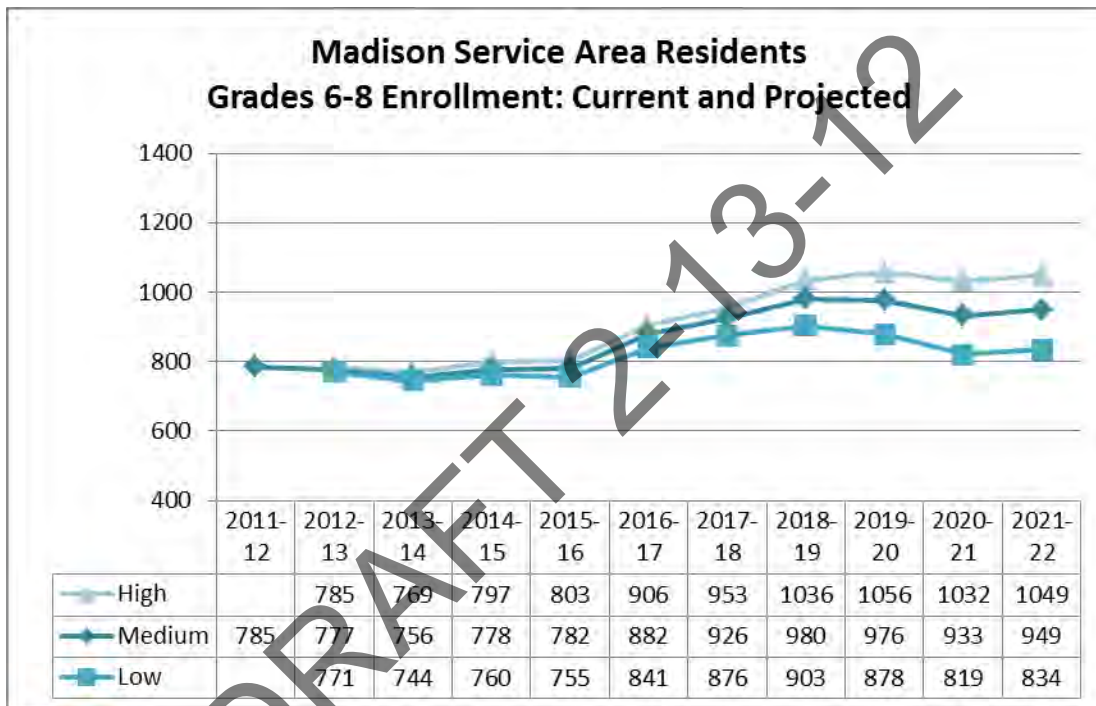
**EXHIBIT 4-14
MADISON GRADES K-5 ENROLLMENT PROJECTION TABLE**



Source: Seattle Public Schools, 2011

The Madison Service Area growth pattern for grades 6-8 is quite flat for the first four years with some moderate growth of approximately 200 students in the next three year period. The last three years of the 10-year projection period show some minor enrollment decline.

**EXHIBIT 4-15
MADISON GRADES 6-8 ENROLLMENT PROJECTION CHART**

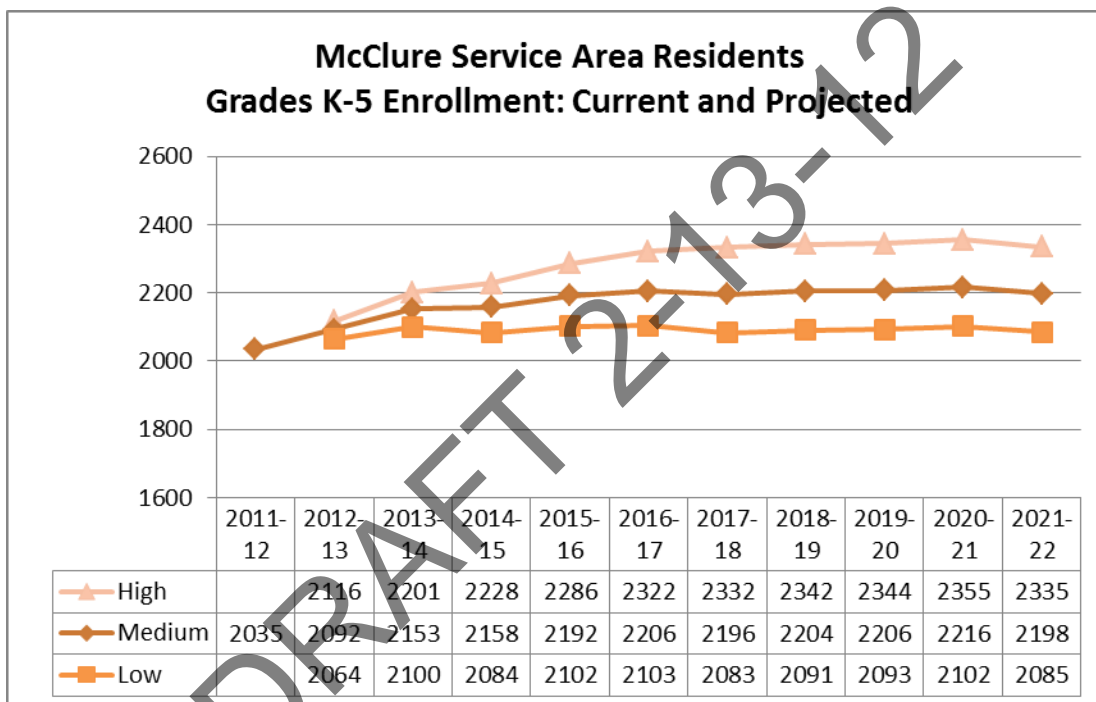


Source: Seattle Public Schools, 2011

4.4.6 McClure Service Area

The McClure Service Area growth pattern for K-5 is very similar to the overall elementary growth pattern – enrollment growth of approximately 200 students over the first five years, and later enrollment stability.

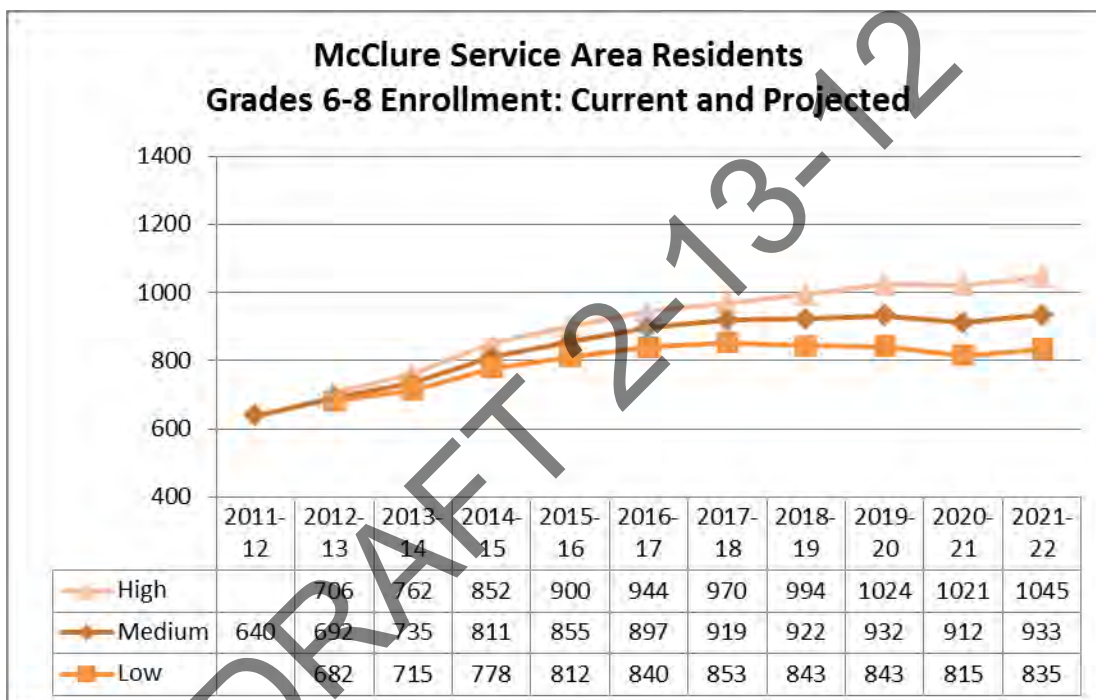
**EXHIBIT 4-16
McCLURE GRADES K-5 ENROLLMENT PROJECTION TABLE**



Source: Seattle Public Schools, 2011

The McClure Service Area growth pattern for grades 6-8 is very similar to the overall middle school growth pattern – steady growth of approximately 300 students over the 10 year projection period.

**EXHIBIT 4-17
McCLURE GRADES 6-8 ENROLLMENT PROJECTION CHART**

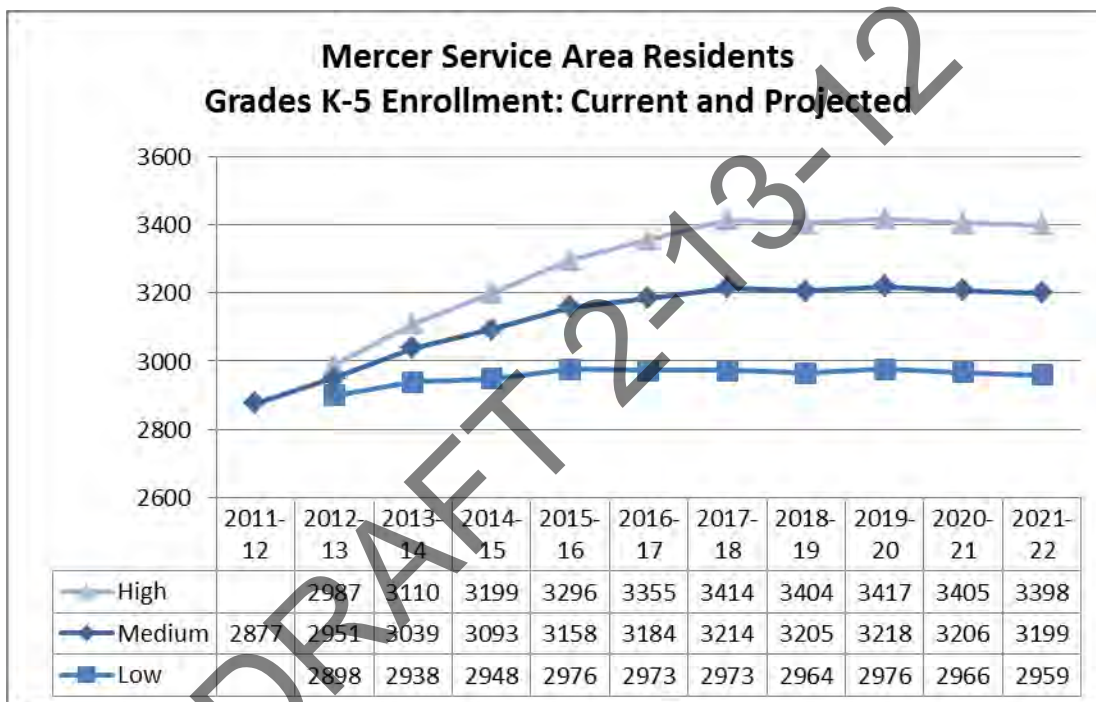


Source: Seattle Public Schools, 2011

4.4.7 Mercer Service Area

The Mercer Service Area growth pattern for K-5 is very similar to the overall elementary growth pattern – early enrollment growth of approximately 300 students and later enrollment stability.

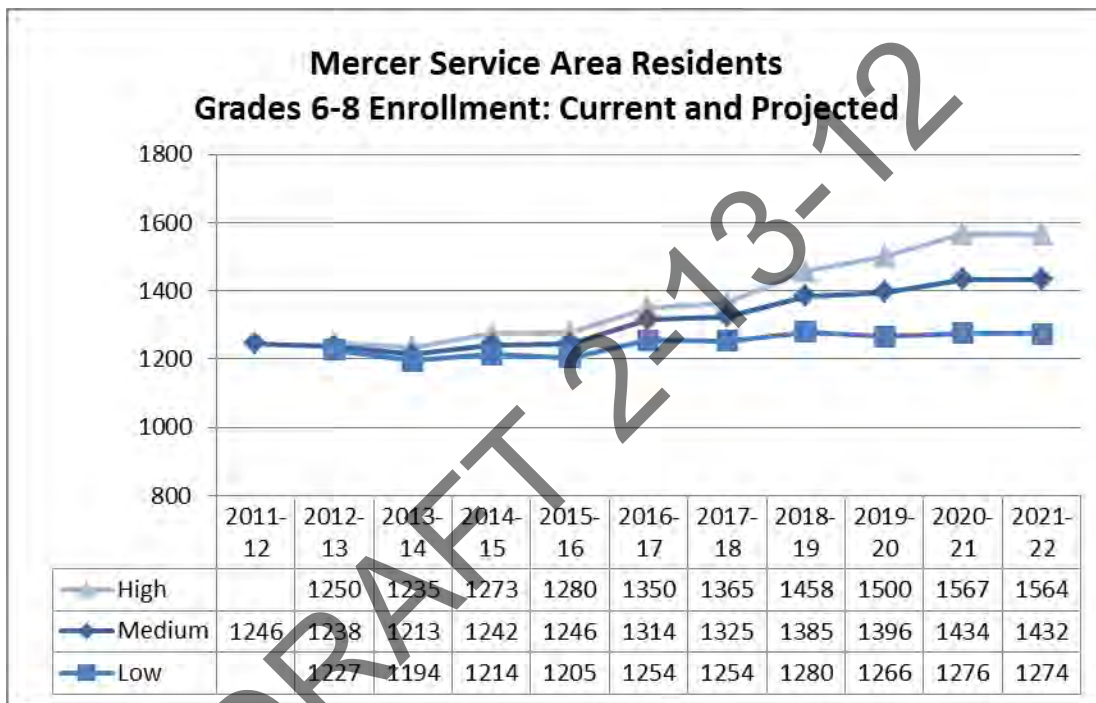
**EXHIBIT 4-18
MERCER GRADES K-5 ENROLLMENT PROJECTION TABLE**



Source: Seattle Public Schools, 2011

The Mercer Service Area growth pattern for grades 6-8 is quite flat for the first four years with some moderate growth thereafter of approximately 200 students.

**EXHIBIT 4-19
MERCER GRADES 6-8 ENROLLMENT PROJECTION CHART**

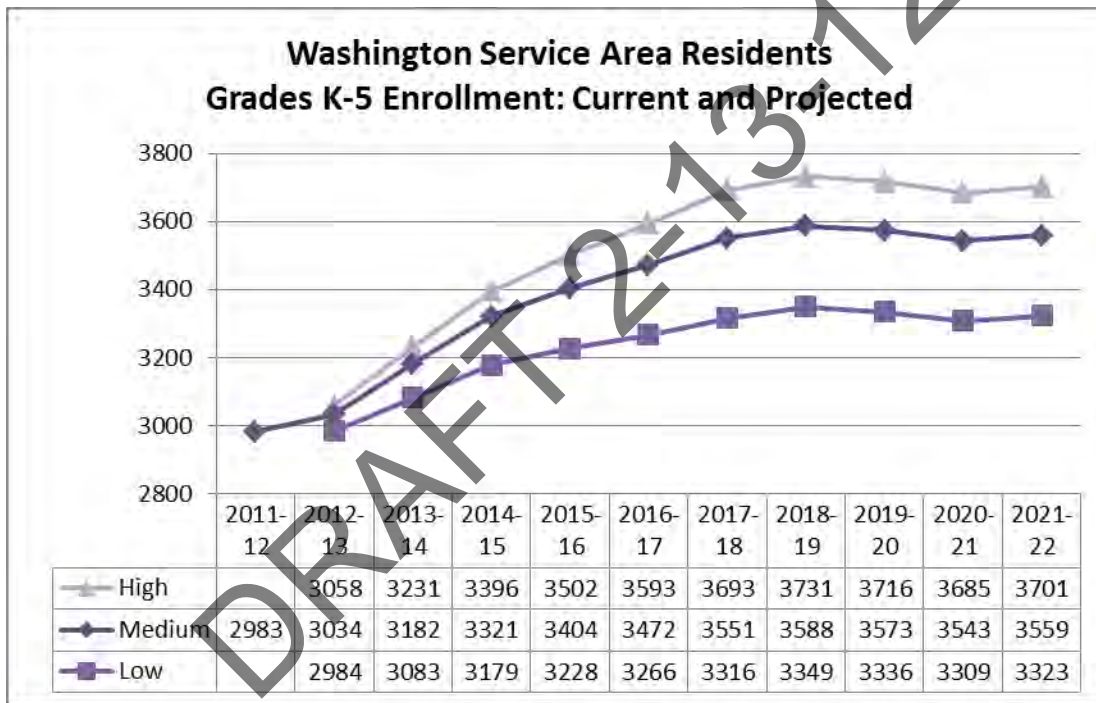


Source: Seattle Public Schools, 2011

4.4.8 Washington Service Area

The Washington Service Area growth pattern for K-5 is very similar to the overall elementary growth pattern – early enrollment growth of approximately 500 students and later enrollment stability. The Washington pattern is somewhat different because the “flattening” pattern appears to begin a little later than the overall pattern.

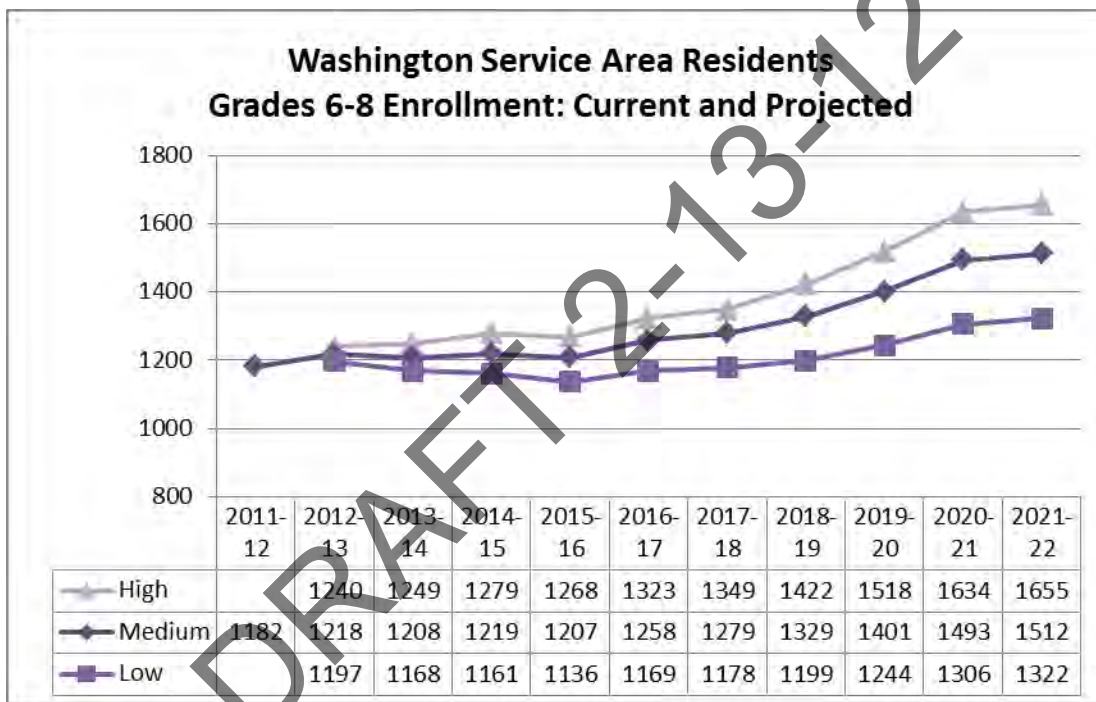
EXHIBIT 4-20
WASHINGTON GRADES K-5 ENROLLMENT PROJECTION TABLE



Source: Seattle Public Schools, 2011

The Washington Service Area growth pattern for grades 6-8 is quite flat for the first four years with some moderate growth thereafter of approximately 300 students.

**EXHIBIT 4-21
WASHINGTON GRADES 6-8 ENROLLMENT PROJECTION CHART**

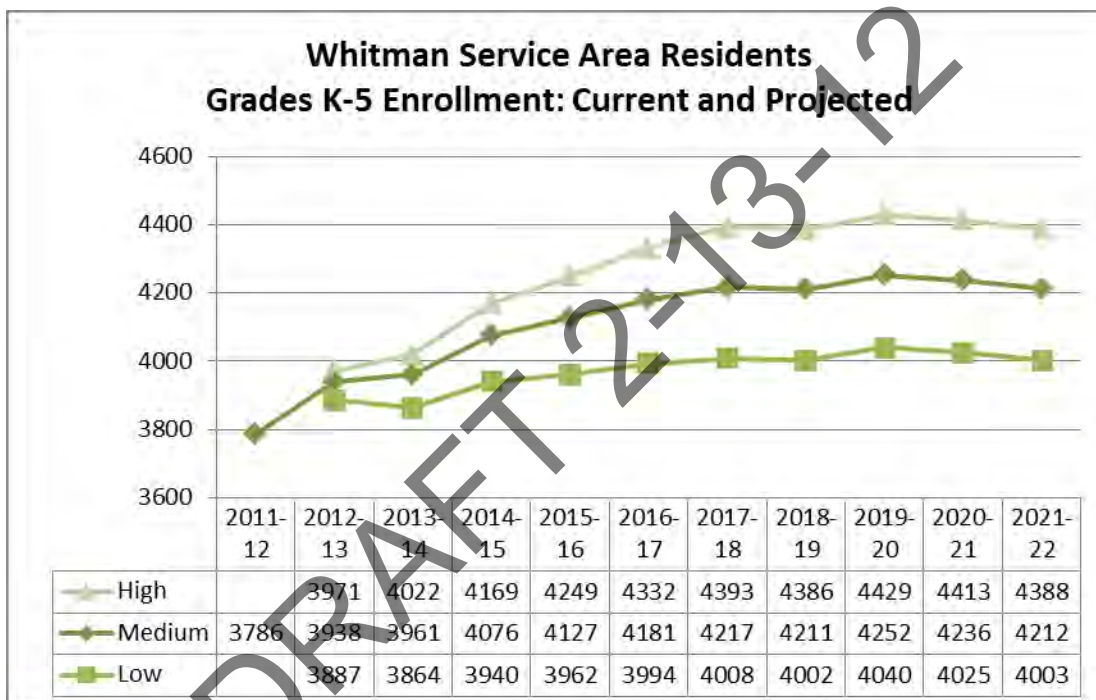


Source: Seattle Public Schools, 2011

4.4.9 Whitman Service Area

The Whitman Service Area growth pattern for K-5 is very similar to the overall elementary growth pattern – early enrollment growth of approximately 425 students and later enrollment stability.

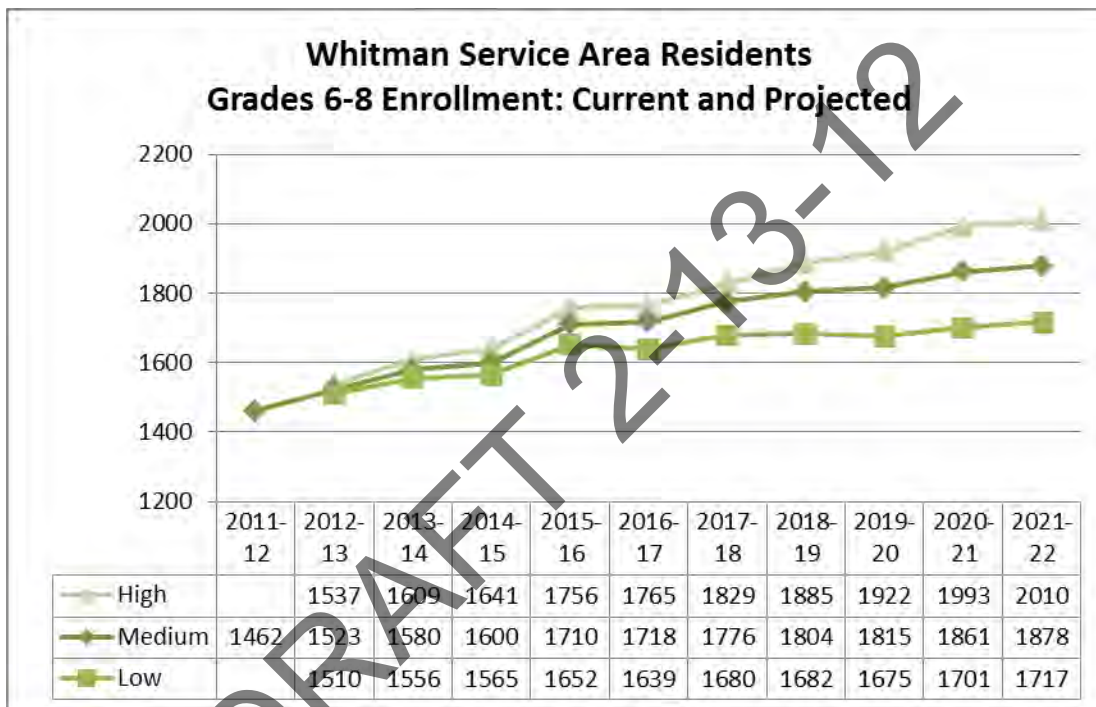
EXHIBIT 4-22
WHITMAN GRADES K-5 ENROLLMENT PROJECTION TABLE



Source: Seattle Public Schools, 2011

The Whitman Service Area growth pattern for grades 6-8 is very similar to the overall middle school growth pattern – steady growth of approximately 400 students over the 10 year projection period.

**EXHIBIT 4-23
WHITMAN GRADES 6-8 ENROLLMENT PROJECTION CHART**



Source: Seattle Public Schools, 2011

4.5 Demographic Issues

As Seattle Public Schools looks to the future, there have been several points of discussion about demographic issues that may affect the District. Perhaps of most concern is how the region's economy may affect future school enrollments. Some of the questions yet to be answered are:

- Has the recent rise in enrollment been caused by students coming from private schools?

- If so, is that because of the poor economy and families are unable to afford private education?
- If the economy improves, will those students return to private schools and leave Seattle Public Schools with excess capacity, at least in some areas, once again?
- ~~If the economy improves and students are faced with an opportunity to return to private schools, what changes in Seattle Schools might be implemented to persuade them to stay in the public school system?~~
- During difficult economic times, do families tend to leave more expensive suburb housing and move to the city?
- If so, as the economy improves, and families become more financially capable of improving their housing, will they return to the suburbs and leave Seattle Public Schools with excess capacity, at least in some areas, once again?

As the District moves ahead, answers to these questions and others will become increasingly important. It is worth reiterating the earlier recommendation that because most of these models use historical information as the basis for projections, and because the information that forms the basis for this report will change over time, updating these projections annually will provide the most accurate data possible for future capacity planning ~~(or something like that).~~

5.0 CAPACITY AND FUTURE UTILIZATION

The capacity of a school building is driven by four main factors: (1) the physical size of the instructional spaces, (2) the class size limits, (3) the schedule of uses, and (3) the programs that are offered by the school. Because capacity formulas often apply different “weights” to these factors, one can find a number of capacity definitions across the country. For the Seattle Public Schools, a single method of calculating capacity is used. This brings both consistency and clarity to the process of determining capacity.

Once capacity is determined, it can be compared to enrollments or projected future enrollments. This comparison produces a “utilization factor” that is discussed later in this chapter.

5.1 Capacity Defined

School capacity is maximum number of students a building can reasonably accommodate, given the programs that will be delivered in the school over time. Determination of capacity is largely driven by the number of students assigned to each class, the number of square feet in the classroom, the number of periods in the class schedule, where teacher preparation occurs, and the programs offered.

5.2 Capacity Standards

One of the major factors in the determination of capacity is the class size limit imposed by the District. Like most districts, Seattle Public Schools sets this limit through their negotiated agreement. For Seattle Public Schools, classroom enrollment sizes are:

Kindergarten – Grade 3	=	26 student limit (28 maximum)
Grades 4-5	=	28 student limit (30 maximum)
Grades 6-12	=	30 student limit (32 maximum)

5.3 Methodology for Calculating Capacity

Building capacity calculations are based on information gathered in a variety of sources. This information includes:

- a. class size (enrollment) limitations,
- b. plans, maps, diagrams, and drawings of existing buildings,
- c. information regarding the numbers of teaching spaces and their uses,
- d. square footage information for each school, and
- e. interviews with staff.

In order to obtain the numbers of each classroom type, the Capital Planning team analyzed a simple floor plan of each school. Once the number of classrooms for each type of space was determined, the capacity for each school was calculated by multiplying the number of spaces (for each space type) times the capacity value from the capacity standards chart above.

Many special learning spaces (art, music, library, P.E., etc.) do not have student capacity for PK-5 because the students are counted in their home rooms. These special learning spaces are used for “pull-out” programs and many “special needs” programs require smaller class sizes with more area per student. In addition, they often require specialized utilities and equipment plus space for specialists to serve their needs. Examples of the programs needing different spaces include programs for the cognitively impaired, learning disabled, seriously emotionally impaired, speech and hearing therapy, Title I (remedial reading and mathematics), ESL, science, PE, and music.

Capacity is then calculated by multiplying the number of teaching spaces by type (e.g. kindergarten rooms, primary grade rooms, intermediate grade rooms, special education rooms, PE teaching spaces, music rooms, secondary general classrooms, art rooms, etc.) times the class size limit as stated in the negotiated agreement. The sum of the products in elementary schools would be multiplied by a “scheduling factor.” Scheduling factors are used to reflect the fact that not every classroom can be scheduled to have a “perfect fit” of students in the attendance zone when compare to capacity standards. For elementary schools, a scheduling factor of 95% reflects this imperfect fit. In addition, the District must account for the practice of having each middle school and high school teacher use of their classrooms without students for their preparation period. At middle school and high school levels, the enrollment would be multiplied by 83% to reflect the planning period for each teacher in a six period instructional day.

An example of the capacity calculation for an elementary school is detailed in Exhibit 5-1. Exhibit 5-2 details the calculations for a sample middle school.

EXHIBIT 5-1 SAMPLE ELEMENTARY SCHOOL CAPACITY CALCULATION

Example:				
<u>Acme Elementary School</u>				
K-3 General Classrooms	=	12 X 26	=	312
4-5 General Classrooms	=	6 X 28	=	168
PE, Music, & Art Rooms	=	3 X 0	=	0
Special Ed Classrooms	=	2 X 0	=	0
Total	=			480 X 95% = 456

Source: Seattle Public Schools, 2011

EXHIBIT 5-2 SAMPLE MIDDLE SCHOOL CAPACITY CALCULATION

Example:

Acme Middle School

General Classrooms	=	27 X 30	=	810
Music & PE Classrooms	=	4 X 30	=	120
Science Classrooms	=	3 X 30	=	90
SpEd. self-cont'd Classrooms	=	2 X 9	=	18
Total	=			1,038 X 83% = 861

Source: Seattle Public Schools, 2011

5.4 Portable Classrooms

Portable classrooms have not been included in any calculations for capacity. Although the District has numerous portable classrooms in use, they are not the preferred facility for housing students in the long term. By excluding portable classrooms from the calculations, a more accurate picture of student facilities needs can be ascertained. A list of portable classrooms by location can be found in the Capital Projects Department.

5.5 School Capacities

Exhibit 5-3 details the total elementary capacity for each service areas in the District.

EXHIBIT 5-3 ELEMENTARY SCHOOL CAPACITY BY SERVICE AREA

Service Area	Capacity without Portables
Aki Kurose	2,763
Denny	2,517
Eckstein	3,755
Hamilton	2,014
Madison	1,744
McClure	2,114
Mercer	3,273
Washington	3,448
Whitman	3,493
Total	25,121

Source: Seattle Public Schools, 2011

Exhibit 5-4 details the total middle school capacity for each of the service areas in the District.

**EXHIBIT 5-4
MIDDLE SCHOOL CAPACITY BY SERVICE AREA**

Service Area	Capacity without Portables
Aki Kurose	1,191
Denny	1,215
Eckstein	1,287
Hamilton	1,013
Madison	1,142
McClure	824
Mercer	1,019
Washington	1,250
Whitman	1,419
Total	10,360

Source: Seattle Public Schools, 2011

Exhibit 5-5 details the high school capacity for each school.

**EXHIBIT 5-5
HIGH SCHOOL CAPACITIES**

High School	Capacity without Portables
Wilson-Pacific Service Schools	270
Center School	276
Meany (Nova/SBOC) High School	852
Rainier Beach High School	1,318
Ingraham High School	1,393
Roosevelt High School	1,869
Franklin High School	1,617
West Seattle High School	1,294
Cleveland High School	968
Chief Sealth High School	1,395
Ballard High School	1,786
Garfield High School	1,677
Nathan Hale High School	1,468
Total	16,183

Source: Seattle Public Schools, 2011

5.6 Future Utilization

In order for school buildings to be “right-sized,” capacity and enrollment must be matched. When capacity exceeds enrollment (under-utilization) capital expenditures may be reduced or facilities removed from inventory. When enrollment exceeds capacity (over-utilization) capital expenditures may need to be increased and facilities added to the inventory.

Utilization of a building or a larger attendance zone is calculated by dividing the enrollment by the capacity (enrollment ÷ capacity = utilization) and is expressed as a percentage. For example, if a school has a projected enrollment of 475 students and a capacity of 415 students, the utilization is 108% ($475 \div 415 = 1.08$ or 108%).

In 2009, Seattle Public Schools adopted a plan to allow each student to attend school in a facility in their resident attendance area. The Student Assignment Plan states, “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 school district." Therefore, there must be enough capacity in each school serving an attendance area to meet the number of students residing in that attendance area.

Many larger school districts like Seattle Public Schools look at utilization in the larger view of service areas, or middle school attendance zones, when doing long range facility planning. Planning on a more "macro" scale for a long range plan increases the likelihood that there will be sufficient flexibility for intermediate and short range planning. This is especially true for Seattle Public Schools as it continues to implement the goals of the Student Assignment Plan.

DRAFT 2-13-12

Exhibit 5-6 details the utilization of elementary school facilities on a service area basis.

**EXHIBIT 5-6
2011 SERVICE AREA SPACE UTILIZATION
FOR ELEMENTARY SCHOOLS**

Service Area	Capacity without Portables	Enrollment Projections		Capacity Shortfall	Utilization	
		2012-13 Enrollment Projection	2021-22 Enrollment Projection		2012-13 Utilization	2021-22 Utilization
Aki Kurose	2,763	2481	2729	-36	89.8%	98.8%
Denny	2,517	2619	2990	498	104.1%	118.8%
Eckstein	3,755	4137	4608	898	110.2%	122.7%
Hamilton	2,014	1974	2229	226	98.0%	110.7%
Madison	1,744	1910	2161	439	109.5%	123.9%
McClure	2,114	2035	2216	107	96.2%	104.8%
Mercer	3,273	2877	3218	-57	87.9%	98.3%
Washington	3,448	2983	3588	148	86.5%	104.1%
Whitman	3,493	3786	4252	799	108.4%	121.7%
Total	25,121	24,802	27,991	3,021	98.7%	111.4%

Source: Seattle Public Schools, 2011

Exhibit 5-7 details the utilization of middle school facilities on a service area basis.

**EXHIBIT 5-7
2011 SERVICE AREA SPACE UTILIZATION
FOR MIDDLE SCHOOLS**

Service Area	Capacity without Portables	Enrollment Projections		Capacity Shortfall	Utilization	
		2012-13 Enrollment Projection	2021-22 Enrollment Projection		2012-13 Utilization	2021-22 Utilization
Aki Kurose	1,191	1091	1250		91.6%	105.0%
Denny	1,215	1116	1380		91.9%	113.6%
Eckstein	1,287	1713	2180		133.1%	169.4%
Hamilton	1,013	684	1007		67.5%	99.4%
Madison	1,142	785	980		68.7%	85.8%
McClure	824	640	933		77.7%	113.2%
Mercer	1,019	1246	1434		122.3%	140.7%
Washington	1,250	1182	1512		94.6%	121.0%
Whitman	1,419	1462	1878		103.0%	132.3%
Total	10,360	9,919	12,554		95.7%	121.2%

Source: Seattle Public Schools, 2011



Exhibit 5-8 details the utilization of high school facilities.

**EXHIBIT 5-8
2011 SPACE UTILIZATION
FOR HIGH SCHOOLS**

High School	Capacity without Portables	Enrollment Projections		Capacity Shortfall	Utilization	
		2012-13 Enrollment Projection	2021-22 Enrollment Projection		2012-13 Utilization	2021-22 Utilization
Total	16,183	13,552	16,843	795	83.7%	104.1%

Source: Seattle Public Schools, 2011

6.0 BUILDING CONDITION

Assessing the condition of schools is a fundamental process in the development of a facility master plan. Historically, only the physical condition of a school was assessed and other important aspects of the school were either ignored or treated through anecdotal reports. Seattle Public Schools has taken the time and effort to assess the condition of their schools in three ways: the physical condition of the buildings, the functional adequacy of each school's buildings, and the condition of the site infrastructure.

6.1 Facility Condition Index

The physical condition of each school building was assessed as part of the District's ongoing planning activities. Some schools have only one building while others have multiple buildings. For this assessment, a school-wide physical condition score has been calculated that takes into account the condition of each individual building on that school's campus. Exhibit 6-1 details the various building subcomponents assessed and placed in the facilities database.

EXHIBIT 6-1 BUILDING SUBCOMPONENTS ASSESSED IN MENG STUDY

Components of the Building Condition Scores
Basement Walls
Ceiling Finishes
Communications and Security Systems
Controls and Instruments
Cooling Generation Systems
HVAC Distribution Systems
Domestic Water Distribution
Electrical Service and Distribution
Elevators and Lifts
Exterior Doors
Exterior Lighting
Exterior Walls
Exterior Windows
Fire Protection Sprinkler Systems

Source: Seattle Public Schools, 2011

Components of the Building Condition Scores
Fixed and Movable Partitions
Fixed Furnishings and Equipment
Floor Construction
Floor Finishes
Heat Generation Systems
Interior Doors
Lighting and Branch Wiring
Plumbing Fixtures
Roof Construction
Roof Coverings
Roof Openings
Slab On Grade
Special Electrical Systems
Stair Construction
Stair Finishes
Stand Foundation
Terminal and Package Units
Wall Finishes

Source: Seattle Public Schools, 2011

Calculations on the various subcomponent scores provide Seattle Public Schools with a "facility condition index." The facilities condition index (FCI) is a score indicating the relative condition of facilities. The FCI is expressed as a ratio of the cost of remedying maintenance deficiencies to the current replacement value. The FCI provides a method of measurement to determine the relative condition of a group of buildings or schools. Meng Analysis assessed the physical condition of each building using a five point scale. Then, a school-wide physical condition score was calculated to take into account the condition of each individual building on that school's campus. The lower the FCI, the lower the need for remedial or renewal funding relative to the facility's value. In other words, a score of 1 is low and a score of 5 is high. For example, an FCI of 1 signifies fewer, smaller deficiencies and an FCI of 4 means that a building needs extensive work or that it needs replacing.

Exhibit 6-2 details the school-by-school facility condition scores for Seattle Public Schools.

**EXHIBIT 6-2
SCHOOL-BY-SCHOOL
FACILITY CONDITION SCORES**

	School Site	Facility Condition Score
Aki Kurose	Wing Luke	3.3
	Graham Hill	3.3
	Rainier View	3.0
	Dunlap	2.2
	Emerson	2.5
	ML King Jr.	2.0
	South Shore (K-5 portion)	2.0
	Old Van Asselt (Aki Kurose portion)	na
	Aki Kurose	3.4
	South Shore (6-8 portion)	2.0
Mercer	Columbia (Closed)	3.2
	Kimball	3.1
	Maple	3.2
	Dearborn Park	3.1
	Beacon Hill International	2.8
	Whitworth-Orca (K-5 portion)	2.8
	Hawthorne	2.7
	Van Asselt (New)	2.3
	Old Van Asselt (Mercer portion)	na
	Mercer	3.4
	Whitworth-Orca (6-8 portion)	2.8
	Meany	3.4

	School Site	Facility Condition Score
Washington	Mann (Closed)	3.4
	Montlake	3.3
	Lowell ⁴	3.1
	McGilvra	3.3
	T.T. Minor (Closed)	3.4
	Leschi	2.8
	Gatzert	3.0
	John Muir	2.7
	Thurgood Marshall ⁴	2.5
	Seward-TOPS (K-5 portion)	2.0
	Stevens	2.0
	Madrona (K-5 portion)	2.3
	Washington ⁴	3.4
	Seward-TOPS (6-8 portion)	2.0
	Madrona (6-8 portion)	2.3
	Meany	3.4
Denny	Arbor Heights	3.4
	Roxhill	3.4
	West Seattle Elementary	2.5
	Hughes (Closed)	3.4
	Sanislo	2.9
	Concord International	2.8
	Highland Park	2.2
	Denny site (site only)	na
	Fauntleroy (small portion of site only)	na
	Denny ²	1.0

	School Site	Facility Condition Score
Madison	Fairmount Park (closed)	3.5
	Alki	3.4
	Lafayette	3.3
	Schmitz Park	3.5
	Gatewood	2.8
	Cooper-Pathfinder (K-5 portion) ³	2.1
	Jefferson (site only)	na
	Genesee Hill (Presently closed)	3.5
	Madison	2.9
	Cooper-Pathfinder (6-8 portion) ³	2.1
Eckstein	Cedar Park (Closed)	3.6
	Thornton Creek	3.3
	View Ridge	3.2
	Pinehurst (K-5 portion)	3.2
	Green Lake	3.2
	Rogers	3.4
	Sacajawea	3.0
	Olympic Hills	3.2
	Wedgwood	3.3
	Sand Point	2.8
	Jane Addams (K-5 portion)	2.9
	Olympic View	2.7
	Bryant	2.5
	Lake City (site only)	na
	Pinehurst (6-8 portion)	3.2
	Eckstein	3.1
	Jane Addams (6-8 portion)	2.9

	School Site	Facility Condition Score
Hamilton	Laurelhurst	3.4
	McDonald	2.6
	West Woodland	2.7
	Day, B.F.	2.8
	John Stanford Int'l	2.3
	Interlake (site only)	na
	Ross Playground (site only)	na
	Hamilton ⁴	2.0
McClure	Magnolia (Closed)	3.5
	North Queen Anne (Closed)	3.4
	Blaine (K-5 portion)	3.3
	Queen Anne	3.2
	Lawton	2.6
	Hay	2.5
	Coe	2.1
	Queen Anne Gym	na
	West Queen Anne (site only)	na
	Interbay Playfield (site only)	na
	Blaine (6-8 portion)	3.3
	McClure	3.3

	School Site	Facility Condition Score
Whitman	Bagley	3.3
	Monroe-Salmon Bay (K-5 portion) ⁵	3.1
	Broadview-Thomson (K-5 portion)	3.1
	Loyal Heights	3.1
	Northgate	2.9
	North Beach	3.1
	Viewlands	2.6
	Adams	2.6
	Greenwood	2.0
	Whittier	2.1
	Webster (Closed)	na
	Oak Lake (site only)	na
	Monroe-Salmon Bay (6-8 portion) ⁵	3.1
	Broadview-Thomson (6-8 portion)	3.1
	Whitman	3.2
High Schools	Wilson-Pacific Service Schools	na
	Center School	na
	Meany (Nova/SBOC) High School ³	3.4
	Rainier Beach High School	3.2
	Ingraham High School	3.5
	Roosevelt High School	2.9
	Franklin High School	2.9
	West Seattle High School	2.5
	Cleveland High School	2.1
	Chief Sealth High School ²	2.0
	Ballard High School	2.1
	Garfield High School	2.1
	Nathan Hale High School	1.3
Other	John Marshall ⁶	3.5
	Boren School ⁶	3.2
	Lincoln School	3.0

Source: Seattle Public Schools, 2011

6.1.1 Safety and Security Issues

Although numerous building deficiencies were identified throughout the development of this Facility Master Plan, no building safety and security issues were identified that would require immediate action on the part of Seattle Public Schools. Safety and security issues are high priority items and identified deficiencies have been addressed as they were discovered.

6.2 Educational Adequacy

MENG Analysis assessed each facility for its ability to support current and/or planned educational programming for the site. They looked at the overall building as well as specific program areas and evaluated their adequacy. For the assessments, Meng reviewed the district's existing educational specifications with critical goals and objectives as well as program space definitions summarized and used as a standard for comparison.

For this assessment, a school-wide score has been calculated that takes into account the educational adequacy of that school as a whole. Exhibit 6-3 details the various educational adequacy subcomponents assessed and placed in the facilities database.

EXHIBIT 6-3 EDUCATIONAL ADEQUACY SUBCOMPONENTS ASSESSED IN MENG STUDY

Components of the Educational Adequacy Scores
Capacity (size and quantity)
Configuration (Layout, adaptability, connections)
Environment (aesthetics, safety, comfort)
Implementation Score

Source: Seattle Public Schools, 2011

MENG Analysis' surveyors assigned scores to each facility, and individual program spaces (1-5), to evaluate current conditions, as well as scores for the ease with which the district could bring the facility or space up to the appropriate standards.

Similar to the FCI described earlier, Meng Analysis assigned an educational adequacy score to each school. Each score was based on a five-point scale with 1 being fewer deficiencies and 5 being many deficiencies. Exhibit 6-4 details the school-by-school educational adequacy scores for Seattle Public Schools.

**EXHIBIT 6-4
SCHOOL-BY-SCHOOL
EDUCATIONAL ADEQUACY SCORES**

	School Site	Educational Adequacy Score
Aki Kurose	Wing Luke	3.7
	Graham Hill	3.3
	Rainier View	3.9
	Dunlap	2.2
	Emerson	2.5
	ML King Jr.	1.0
	South Shore (K-5 portion)	1.0
	Old Van Asselt (Aki Kurose portion)	na
	Aki Kurose	2.6
	South Shore (6-8 portion)	1.0
Mercer	Columbia (Closed)	4.1
	Kimball	4.1
	Maple	3.7
	Dearborn Park	3.7
	Beacon Hill International	3.7
	Whitworth-Orca (K-5 portion)	3.3
	Hawthorne	3.3
	Van Asselt (New)	1.6
	Old Van Asselt (Mercer portion)	na
	Mercer	2.9
	Whitworth-Orca (6-8 portion)	3.3
	Meany	2.6

	School Site	Educational Adequacy Score
Washington	Mann (Closed)	4.6
	Montlake	4.0
	Lowell ⁴	3.3
	McGilvra	3.7
	T.T. Minor (Closed)	3.7
	Leschi	3.3
	Gatzert	3.1
	John Muir	2.6
	Thurgood Marshall ⁴	2.8
	Seward-TOPS (K-5 portion)	2.8
	Stevens	2.4
	Madrona (K-5 portion)	2.6
	Washington ⁴	2.8
	Seward-TOPS (6-8 portion)	2.3
	Madrona (6-8 portion)	2.6
	Meany	2.6
Denny	Arbor Heights	4.2
	Roxhill	3.9
	West Seattle Elementary	2.9
	Hughes (Closed)	3.9
	Sanislo	2.9
	Concord International	2.2
	Highland Park	1.8
	Denny site (site only)	na
	Fauntleroy (small portion of site only)	na
	Denny ²	1.5

	School Site	Educational Adequacy Score
Madison	Fairmount Park (closed)	3.8
	Alki	3.4
	Lafayette	3.6
	Schmitz Park	3.4
	Gatewood	2.2
	Cooper-Pathfinder (K-5 portion) ³	1.6
	Jefferson (site only)	na
	Genesee Hill (Presently closed)	4.5
	Madison	1.1
	Cooper-Pathfinder (6-8 portion) ³	1.6
Eckstein	Cedar Park (Closed)	3.8
	Thornton Creek	3.9
	View Ridge	3.5
	Pinehurst (K-5 portion)	4.1
	Green Lake	3.1
	Rogers	3.5
	Sacajawea	3.4
	Olympic Hills	3.4
	Wedgwood	3.7
	Sand Point	3.5
	Jane Addams (K-5 portion)	2.9
	Olympic View	2.8
	Bryant	1.6
	Lake City (site only)	na
	Pinehurst (6-8 portion)	4.1
	Eckstein	2.0
	Jane Addams (6-8 portion)	2.9

	School Site	Educational Adequacy Score
Hamilton	Laurelhurst	3.1
	McDonald	4.1
	West Woodland	2.9
	Day, B.F.	2.8
	John Stanford Int'l	2.0
	Interlake (site only)	na
	Ross Playground (site only)	na
	Hamilton ⁴	1.0
McClure	Magnolia (Closed)	4.2
	North Queen Anne (Closed)	4.4
	Blaine (K-5 portion)	2.6
	Queen Anne	3.0
	Lawton	2.9
	Hay	2.8
	Coe	1.6
	Queen Anne Gym	na
	West Queen Anne (site only)	na
	Interbay Playfield (site only)	na
	Blaine (6-8 portion)	2.6
	McClure	2.7

	School Site	Educational Adequacy Score
Whitman	Bagley	4.0
	Monroe-Salmon Bay (K-5 portion) ⁵	2.8
	Broadview-Thomson (K-5 portion)	2.8
	Loyal Heights	3.5
	Northgate	3.3
	North Beach	3.5
	Viewlands	4.6
	Adams	2.6
	Greenwood	2.1
	Whittier	1.4
	Webster (Closed)	na
	Oak Lake (site only)	na
	Monroe-Salmon Bay (6-8 portion) ⁵	2.8
	Broadview-Thomson (6-8 portion)	2.9
	Whitman	2.6
High Schools	Wilson-Pacific Service Schools	na
	Center School	na
	Meany (Nova/SBOC) High School ³	2.6
	Rainier Beach High School	2.9
	Ingraham High School	3.1
	Roosevelt High School	1.0
	Franklin High School	1.3
	West Seattle High School	1.4
	Cleveland High School	2.0
	Chief Sealth High School ²	2.0
	Ballard High School	1.2
	Garfield High School	1.1
	Nathan Hale High School	1.0
Other	John Marshall ⁶	2.8
	Boren School ⁶	4.0
	Lincoln School	3.3

Source: Seattle Public Schools, 2011

6.3 Site Infrastructure Score

The site infrastructure score provides the Seattle Schools with a comparative score based on those site-related components listed in Exhibit 6-1. Exhibit 6-5 details the various site infrastructure subcomponents assessed and placed in the facilities database.

EXHIBIT 6-5 BUILDING SUBCOMPONENTS ASSESSED IN MENG STUDY

Components of the Site Infrastructure Scores
Parking
Pedestrian Paving
Roadways
Landscaping
Site Development
Storm Sewer Systems

Source: Seattle Public Schools, 2011

Exhibit 6-6 details the school-by-school site infrastructure scores for Seattle Public Schools.

EXHIBIT 6-6 SITE INFRASTRUCTURE SCORES

	School Site	Site Infrastructure Score
Aki Kurose	Wing Luke	4.2
	Graham Hill	3.6
	Rainier View	3.2
	Dunlap	2.8
	Emerson	2.0
	ML King Jr.	2.2
	South Shore (K-5 portion)	2.1
	Old Van Asselt (Aki Kurose portion)	na
	Aki Kurose	3.5
	South Shore (6-8 portion)	2.1

	School Site	Site Infrastructure Score
Mercer	Columbia (Closed)	3.6
	Kimball	3.3
	Maple	3.0
	Dearborn Park	3.0
	Beacon Hill International	3.2
	Whitworth-Orca (K-5 portion)	2.9
	Hawthorne	2.9
	Van Asselt (New)	2.6
	Old Van Asselt (Mercer portion)	na
	Mercer	3.4
	Whitworth-Orca (6-8 portion)	2.9
	Meany	4.7
Washington	Mann (Closed)	4.7
	Montlake	3.1
	Lowell ⁴	3.4
	McGilvra	2.8
	T.T. Minor (Closed)	2.1
	Leschi	3.2
	Gatzert	2.7
	John Muir	2.9
	Thurgood Marshall ⁴	2.1
	Seward-TOPS (K-5 portion)	2.8
	Stevens	2.7
	Madrona (K-5 portion)	2.0
	Washington ⁴	3.9
	Seward-TOPS (6-8 portion)	2.8
	Madrona (6-8 portion)	2.0
	Meany	4.7

	School Site	Site Infrastructure Score
Denny	Arbor Heights	4.6
	Roxhill	4.6
	West Seattle Elementary	3.5
	Hughes (Closed)	4.5
	Sanislo	2.6
	Concord International	2.5
	Highland Park	2.0
	Denny site (site only)	na
	Fauntleroy (small portion of site only)	na
	Denny ²	1.0
Madison	Fairmount Park (closed)	4.7
	Alki	3.9
	Lafayette	3.9
	Schmitz Park	3.4
	Gatewood	2.2
	Cooper-Pathfinder (K-5 portion) ³	3.7
	Jefferson (site only)	na
	Genesee Hill (Presently closed)	4.4
	Madison	3.0
	Cooper-Pathfinder (6-8 portion) ³	3.7

	School Site	Site Infrastructure Score
Eckstein	Cedar Park (Closed)	3.3
	Thornton Creek	3.7
	View Ridge	3.8
	Pinehurst (K-5 portion)	3.1
	Green Lake	3.6
	Rogers	2.7
	Sacajawea	3.2
	Olympic Hills	2.8
	Wedgwood	2.4
	Sand Point	3.2
	Jane Addams (K-5 portion)	3.1
	Olympic View	2.7
	Bryant	2.6
	Lake City (site only)	na
	Pinehurst (6-8 portion)	3.1
	Eckstein	3.5
	Jane Addams (6-8 portion)	3.1
Hamilton	Laurelhurst	4.6
	McDonald	3.9
	West Woodland	3.1
	Day, B.F.	2.9
	John Stanford Int'l	2.0
	Interlake (site only)	na
	Ross Playground (site only)	na
	Hamilton ⁴	2.0

	School Site	Site Infrastructure Score
McClure	Magnolia (Closed)	4.6
	North Queen Anne (Closed)	3.9
	Blaine (K-5 portion)	3.3
	Queen Anne	2.1
	Lawton	3.0
	Hay	2.9
	Coe	3.0
	Queen Anne Gym	na
	West Queen Anne (site only)	na
	Interbay Playfield (site only)	na
	Blaine (6-8 portion)	3.3
	McClure	2.4
Whitman	Bagley	3.6
	Monroe-Salmon Bay (K-5 portion) ⁵	3.8
	Broadview-Thomson (K-5 portion)	3.6
	Loyal Heights	3.0
	Northgate	3.2
	North Beach	2.7
	Viewlands	2.7
	Adams	2.3
	Greenwood	2.2
	Whittier	2.0
	Webster (Closed)	na
	Oak Lake (site only)	na
	Monroe-Salmon Bay (6-8 portion) ⁵	3.8
	Broadview-Thomson (6-8 portion)	3.6
	Whitman	3.3

	School Site	Site Infrastructure Score
High Schools	Wilson-Pacific Service Schools	na
	Center School	na
	Meany (Nova/SBOC) High School ³	4.7
	Rainier Beach High School	3.6
	Ingraham High School	2.0
	Roosevelt High School	3.0
	Franklin High School	2.7
	West Seattle High School	2.0
	Cleveland High School	2.0
	Chief Sealth High School ²	2.0
	Ballard High School	2.3
	Garfield High School	2.0
	Nathan Hale High School	1.3
Other	John Marshall ⁶	3.2
	Boren School ⁶	2.5
	Lincoln School	3.2

Source: Seattle Public Schools, 2011

6.4 Seismic Issues

Several Seattle Public School buildings have seismic deficiencies that need to be corrected. These buildings were identified through analysis by several professional architectural and engineering firms. Level 1 means life/safety issues related to the building components' ability to remain intact, primarily found in masonry structures. Level 2 means life/safety issues related to the building components' ability to transfer load, primarily found in wood- and steel-framed structures. Exhibit 6-7 identifies those buildings requiring seismic upgrades according to a Level 1 or a Level 2. Some buildings have both Level 1 and Level 2 requirements.

**EXHIBIT 6-7
BUILDINGS NEEDING SEISMIC UPGRADES**

School Site	Seismic
Adams	1,2
Aki Kurose	1,2
Alki	1,2
Arbor Heights	1,2
Beacon Hill International	1,2
Blaine (6-8 portion)	1,2
Blaine (K-5 portion)	1,2
Broadview-Thomson (6-8 portion)	1,2
Broadview-Thomson (K-5 portion)	1,2
Bryant	2
Coe	2
Concord International	2
Cooper-Pathfinder (6-8 portion) ³	2
Cooper-Pathfinder (K-5 portion) ³	2
Dearborn Park	1,2
Dunlap	2
Eckstein	1,2
Emerson	2
Franklin High School	1,2

<Insert table here.>

School Site	Seismic
Gatzert	2
Graham Hill	1,2
Green Lake	2
Greenwood	2
Hawthorne	2
Hay	2
Highland Park	2
Ingraham High School	1,2
Jane Addams (6-8 portion)	1,2
Jane Addams (K-5 portion)	1,2
John Muir	1,2
John Stanford Int'l	2
Kimball	1,2
Lafayette	1,2
Laurelhurst	1,2
Lawton	2
Leschi	1,2
Lincoln School	1,2
Loyal Heights	1,2
Madrona (6-8 portion)	2
Madrona (K-5 portion)	2
Maple	1,2
McClure	1,2
Mercer	1,2
ML King Jr.	1,2
Montlake	1,2
North Beach	1,2
Northgate	1,2
Olympic Hills	1,2
Olympic View	2
Pinehurst (6-8 portion)	1,2
Pinehurst (K-5 portion)	1,2
Queen Anne	1,2

School Site	Seismic
Rainier Beach High School	1,2
Rogers	1,2
Roxhill	1,2
Sacajawea	1,2
Sand Point	1,2
Sanislo	2
Schmitz Park	1,2
Seward-TOPS (6-8 portion)	2
Seward-TOPS (K-5 portion)	2
Stevens	2
Thornton Creek	1,2
Thurgood Marshall ⁴	2
Van Asselt (New)	2
View Ridge	1,2
Viewlands	2
Washington ⁴	1,2
Wedgwood	1,2
West Seattle Elementary	2
West Seattle High School	2
West Woodland	2
Whitman	1,2
Whittier	2
Whitworth-Orca (6-8 portion)	1,2
Whitworth-Orca (K-5 portion)	1,2
Wilson-Pacific Service Schools	1,2
Wing Luke	1,2

Source: Seattle Public Schools, 2011

6.5 Historical Buildings

Seattle Public Schools complies with the City of Seattle Landmark Preservation ordinance. The District evaluates each building on a case by case basis. The District will continue to self-nominate those capital projects that affect buildings meeting the minimum criteria of being 25 years or older. Early in the planning for capital programs, the City of Seattle, the Landmarks Preservation Board, and the District will cooperatively identify landmark issues associated with identified schools. This will allow for better planning and cost estimating. Exhibit 6-8 lists the current school facilities that meet the Landmark Preservation criteria.

EXHIBIT 6-8 BUILDINGS CURRENTLY MEETING LANDMARK PRESERVATION CRITERIA

School Site
Bagley
Bryant
Coe
Concord International
Day, B.F.
Dunlap
Eckstein
Emerson
Gatewood
Hamilton
John Stanford Int'l
Loyal Heights
Madison
McGilvra
Montlake
Queen Anne
Stevens

Source: Seattle Public Schools, 2011

7.0 **BUILDING COMPONENTS AND MAINTENANCE**

Seattle Public Schools provides ongoing care and maintenance of its buildings in three fundamental ways: custodial services, maintenance, and capital projects. Most of this facility plan document addresses the capital project functions of the District. However, maintenance and capital project activities are closely linked, share a number of common databases, and in some cases share funding sources. The maintenance functions that are linked with capital project activities are the focus of this chapter. (Although some of the most fundamental work is done by the custodial services employees, their efforts are funded exclusively through the general fund and are considered part of ongoing operations. As such custodial services are not addressed in this plan.)

7.1 **Building Maintenance**

Building Maintenance is separated into three separate categories: cCritical mMaintenance, routine preventative maintenance, and mMajor pPreventative mMaintenance, and Routine Preventative Maintenance. Seattle Public Schools utilizes and maintains a computerized maintenance management system (CMMS) to schedule and track all maintenance categories.

7.1.1 **Critical Maintenance**

Critical maintenance is a general fund expense and is defined as any unscheduled maintenance or repair activity that is conducted when a system or equipment item breaks down prematurely or is damaged. Critical maintenance requests are scheduled and completed based on a priority system.

School Dude (CMMS) Priority	-	Service Level Agreement (SLA)
Emergency		24 Hour Completion
High		7-Day Completion
Medium		30-Day Completion
Low		365-Day Completion

Emergency — Life Safety/Security related work orders. (i.e., broken water pipe, major roof leaks, no heat, fire alarms, inoperative security system, ground level broken windows

High — (immediate but not Life, Safety or Security related) requires immediate response by staff, corrective action within 7 days. (i.e. graffiti, roof leaks, single fixture repairs, storm/sewer blocks, classroom outages, playscapes, etc.)



~~Medium — Limited Service (any issue that limits academic continuity and/or if left unattended will result in possible elevation to “High” or “Emergency” priority (i.e. leaking faucet, one toilet/urinal inoperative, inoperative light ballast, etc.)~~

~~Low — (Non-critical Maintenance) — routine work orders that are required to support the academic process (i.e. hole in wall, interior painting, surplus furniture moves, etc.)~~

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Work Orders Received per year

Priority	- - Total
Emergency	950
High	7,000
Medium	20,000
Low	6,000

7.1.2 Major Preventative Maintenance

Major preventative maintenance is a general fund expense reimbursed by the capital budget using BTA III funds. Major preventive maintenance is scheduled in accordance with Washington State House Bill 1619 which allocates capital expenditure on "major renovation and replacement of facilities and systems where periodic repairs are no longer economical OR extend the useful life of the facility or system beyond its original planned useful life". HB 1619 provides some general examples of this type of work: "major repairs, exterior painting of facilities, replacement and refurbishment of roofing, exterior walls, windows, heating and ventilation systems, floor covering in classrooms and public or common areas, and electrical and plumbing systems". Major Preventative Maintenance staff focuses on these types of major preventive maintenance and system replacement items.

Examples of projects currently scheduled: thermostat and steam trap replacement, univent refurbishment or replacement, replacement of existing galvanized pipe with copper, bathroom renovations, floor tile replacement or asbestos tile overlay, exterior building painting, lighting system replacement. Each project, given an appropriate size of scope, will qualify for capital funding under this legislation... The reallocation of resources from unplanned work to prioritizing planned preventative maintenance work has been studied and is well documented. This transformation is allowing the district to provide a better environment to the schools and to better care for the investment the district has in its building assets.

7.1.37.1.2 Routine Preventative Maintenance

Routine preventative maintenance is a general fund expense. Routine preventative maintenance consists of cleaning, lubricating, adjusting, and replacing minor component parts (i.e., filters, belts, hoses, fluids, etc.) to maximize efficiency and minimize malfunction and breakdown. In addition, regular scheduled completion of routine preventative maintenance tasks increases the service life of district facility assets. Routine preventative maintenance tasks are scheduled in our CMMS system (~~PM Direct~~) on a monthly, quarterly, semi-annual and annual

frequency. The majority of the District routine preventive maintenance is conducted by the Custodial Services department (90%). The percent of routine preventive maintenance done by Maintenance Services is 10% - fairly small. ~~Exhibit 7-1 details the work orders complete by type. The work order process is detailed in Exhibit 7-2.~~

EXHIBIT 7-1
PREVENTATIVE MAINTENANCE
work orders completed by type

PM Type	Mont hly	Yea rly	Gra nd Tot al
Air Distribution	144	48	192
Drainage and Containment	94	95	189
Electrical Power	18	18	36
Elevators	249	415	664
Fire and Smoke Protection		3	3
Fire Protection Specialties		257	257
Food Service Equipment	68	181	249
Hazardous Material Remediation	51		51
Heat Generation Equipment		76	76
Heating, Ventilating, and Air Conditioning	427	212	639
Plumbing Fixtures and Equipment	36	465	501
Process Piping		1	1
Refrigeration Equipment		62	62
Roof Specialties and Accessories	183		183
Site Improvements and Amenities		14	14
Theater and Stage Equipment		24	24
Utility Services	103	9	112
Vehicle Service Equipment	1		1
Vehicles	300	221	521
Water Supply and Treatment Equipment		154	154

—Source: Seattle Public Schools, 2011

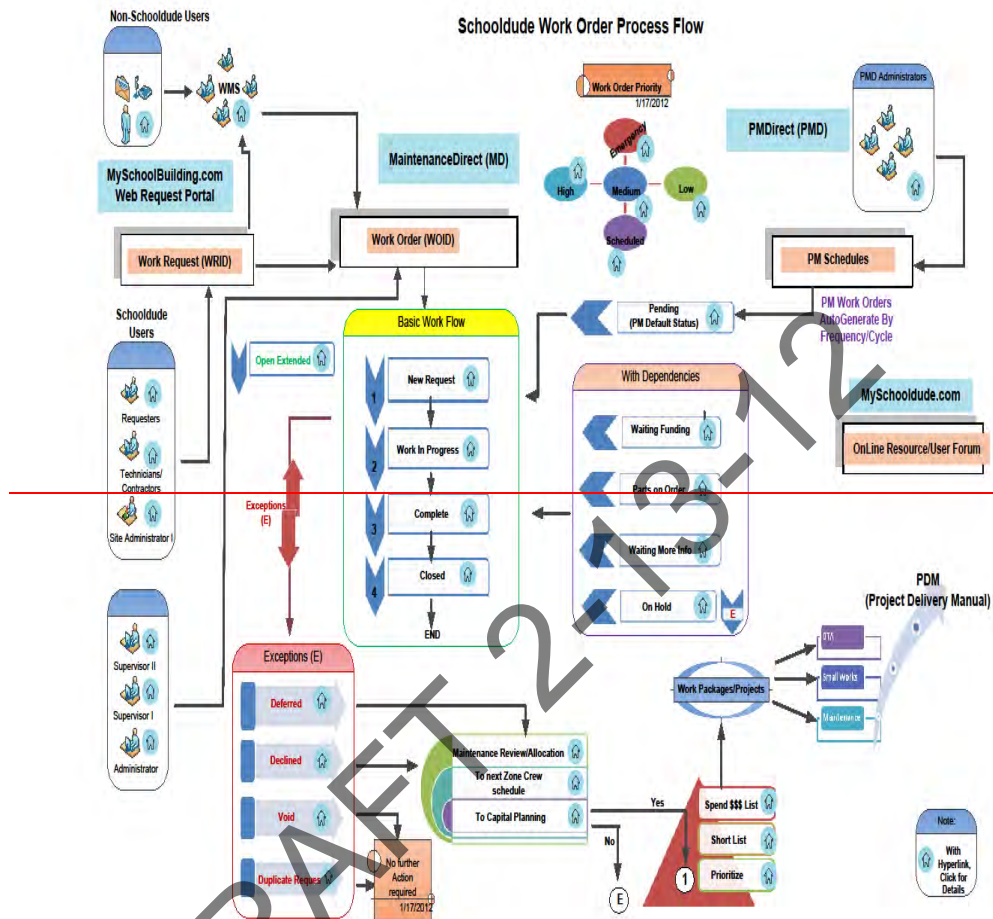
7.1.3 Major Preventative Maintenance

Major preventative maintenance may be funded through the capital budget using BTA funds. Major preventive maintenance is scheduled in accordance with Washington State House Bill 1619 which allocates capital expenditure on “major renovation and replacement of facilities and systems where periodic repairs are no

longer economical OR extend the useful life of the facility or system beyond its original planned useful life". HB 1619 provides some general examples of this type of work: "major repairs, exterior painting of facilities, replacement and refurbishment of roofing, exterior walls, windows, heating and ventilation systems, floor covering in classrooms and public or common areas, and electrical and plumbing systems". Major Preventative Maintenance staff focuses on these types of major preventive maintenance and system replacement items.

EXHIBIT 7-2
Work Order Process

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Source: Seattle Public Schools, 2011

7.2 Major Maintenance

<Insert language here regarding the how the district identifies major maintenance projects (sorting of School Dude database). Once the methodology has been presented, there needs to be a table detailing the projects by type and cost.>

EXHIBIT 7-3

Major maintenance projects

<Insert table here.>

Source: Seattle Public Schools, 2011

7.2 Future Projects

Each year, work completed by the Capital Projects Department is reflected in the District's CMMS. Often, the work completed will address items listed on the Maintenance Department's major preventative maintenance list. Of course, as buildings age additional items are being added to that list, too. The result of this interaction between the two Departments is a list, or database, that changes each year. Because this database is dynamic, predicting what projects will be on that database at what time is impractical.

Nevertheless, Seattle Public Schools must periodically, probably annually, examine how the Capital Projects Department through their funding sources can help reduce any backlog of major preventative maintenance. The synergy of these two Departments working together on major preventative maintenance projects will extend the life of buildings and create better learning environments for students in the process.

8.0 SUMMARY

This summary chapter provides a number of observations and conclusions based on the data contained in the previous chapters. Underlying these observations and conclusions is the direction provided by the Capital Projects Department in School Board Policy.

8.1 Priorities

The Seattle School Board has adopted a policy that guides long range facility planning and determines priorities. These priorities are listed in rough descending order of importance, but no single factor is determinative.

- All projects should align with the District's mission and vision.
- The health, safety and security of students, staff, and public are important and must be protected.
- Capacity Management needs must be met to assure that short, intermediate and long-term enrollment are matched with available space, taking into account costs and educational adequacy of facilities.
- Building condition scores for building systems, such as exterior, HVAC, plumbing, structural (Note: this is a change from BTA III, in that plumbing systems are not called out for separate special treatment)
- Educational adequacy of buildings, focusing on raising student achievement
- Planning will take into account past capital projects and future levy plans.

8.2 Analysis of Scores

The data presented in the previous chapters has been presented as a series of scores on

- Utilization (enrollment ÷ capacity = utilization)
- Building condition
- Site infrastructure
- Educational adequacy

In order to use these scores and the data behind them, a rational method needed to be developed to combine them in order to provide an overall view of each facility, review the overall facility conditions across the district, and to provide a means for prioritization.

The basic building blocks for this data are contained in the facility condition matrices that follow in this chapter. This matrix provides the following information:

- The name of the school
- The grades served (e.g. elementary, middle, high)
- The service area
- Total square footage
- Acreage
- Seismic Qualified
- Landmark Status
- Current and projected utilization
- Building condition, educational adequacy, and site infrastructure scores
- A combined score for prioritization purposes (this is based on 50% weight to condition, 30% site infrastructure, and 20% adequacy)
- Cost estimates for projects

This information is used as the basic building blocks for determining needs across the District. A summary of this information is provided in Exhibits 8-1 through 8-3 on the following pages. The footnotes for the summary spreadsheets follows Exhibit 8-3.

EXHIBIT 8-1 SCORING SUMMARY

								Enrollment Projections			Utilization		Meng Study																				
	School Site	Landmarks	Grade Configuration	Site Size (Acres)	Gross Square Footage	Seismic ⁷	Capacity ¹ without Portables	2011-12 Enrollment	Highest Resident Enrollment Projection Through 2021-22	Capacity Shortfall	2012-13 Utilization	Highest Utilization Projection Through 2021-22	Facility Condition Score	Site Infrastructure Score	Educational Adequacy Score	Weighted Composite Score	New School In Area	Replace	Addition	Renovate	Re-Purpose	Close	Effect on Capacity	Cost Estimate	Notes								
Aki Kurose	Wing Luke		E	6.8	51,721	1,2	331						3.3	4.2	3.7	3.65																	
	Graham Hill		E	4.5	56,228	1,2	378						3.3	3.6	3.3	3.39																	
	Rainier View		E	8.9	36,308		174						3.0	3.2	3.9	3.24																	
	Dunlap	D	E	4.9	75,605	2	441						2.2	2.8	2.2	2.38																	
	Emerson	D	E	1.8	78,804	2	428						2.5	2.0	2.5	2.35																	
	ML King Jr.		E	3.4	66,475	1,2	378						2.0	2.2	1.0	1.86																	
	South Shore (K-5 portion)		E	11.4	138,705		481						2.0	2.1	1.0	1.83																	
	Old Van Asselt (Aki Kurose portion)		E	9.4	69,226		153						na	na	na	na																	
							2,763	2,481	2,729	(36)	89.8%	98.8%																					
	Aki Kurose		M	4.8	160,645	1,2	892						3.4	3.5	2.6	3.27																	
South Shore (6-8 portion)		M	11.4	na		299						2.0	2.1	1.0	1.83																		
						1,191	1,091	1,250	71	91.6%	105.0%														BTA Project (Shared with Mercer)								
Mercer	Columbia (Closed)	PN	E	3.2	32,208		Closed						3.2	3.6	4.1	3.50																	
	Kimball		E	4.8	45,946	1,2	407						3.1	3.3	4.1	3.36																	
	Maple		E	6.7	50,546	1,2	456						3.2	3.0	3.7	3.24																	
	Dearborn Park		E	9.5	52,609	1,2	428						3.1	3.0	3.7	3.19																	
	Beacon Hill International		E	1.9	34,969	1,2	456						2.8	3.2	3.7	3.10																	
	Whitworth-Orca (K-5 portion)		E	3.4	59,955	1,2	304						2.8	2.9	3.3	2.93																	
	Hawthorne		E	2.6	51,672	2	366						2.7	2.9	3.3	2.88																	
	Van Asselt (New)		E	10.9	98,357	2	557						2.3	2.6	1.6	2.25																	
	Old Van Asselt (Mercer portion)		E	9.4	69,226		300						na	na	na	na																	
							3,273	2,877	3,218	(57)	87.9%	98.3%																					
	Mercer		M	8.4	123,182	1,2	870						3.4	3.4	2.9	3.30																	
	Whitworth-Orca (6-8 portion)		M	3.4	na	1,2	149						2.8	2.9	3.3	2.93																	
	Meany		M	1.8	126,351								3.4	4.7	2.6	na																	
						1,019	1,246	1,434	500	122.3%	140.7%								X	X		500	Repurpose Meany with Washington Area										
Washington	Mann (Closed)	PN	E	1.7	32,647		Closed						3.4	4.7	4.6	4.03																	
	Montlake	PN	E	1.7	21,129	1,2	154						3.3	3.1	4.0	3.38																	
	Lowell ⁴		E	3.9	73,769		508						3.1	3.4	3.3	3.23																	
	McGilvra	PN	E	2.5	36,505		230						3.3	2.8	3.7	3.23																	
	T.T. Minor (Closed)		E	3.4	50,909		Closed						3.4	2.1	3.7	3.07																	
	Leschi		E	3.0	55,353	1,2	379						2.8	3.2	3.3	3.02																	
	Gatzert		E	6.8	52,028	2	376						3.0	2.7	3.1	2.93																	
	John Muir		E	3.3	58,933	1,2	429						2.7	2.9	2.6	2.74																	
	Thurgood Marshall ⁴		E	4.5	62,622	2	383						2.5	2.1	2.8	2.44																	
	Seward-TOPS (K-5 portion)		E	1.8	77,658	2	304						2.0	2.8	2.3	2.30																	
	Stevens	D	E	2.4	62,078	2	380						2.0	2.7	2.4	2.29																	
	Madrona (K-5 portion)		E	1.0	66,994	2	304						2.3	2.0	2.6	2.27																	
							3,448	2,983	3,588	148	86.5%	104.1%																					
	Washington ⁴		M	10.9	128,764	1,2	952						3.4	3.9	2.8	3.43																	
	Seward-TOPS (6-8 portion)		M	1.8	na	2	149						2.0	2.8	2.3	2.30																	
	Madrona (6-8 portion)		M	1.0	na	2	149						2.3	2.0	2.6	2.27																	
	Meany		M	1.8	126,351								3.4	4.7	2.6	na																	
							1,250	1,182	1,512	316	94.6%	121.0%																	X	X		352	Repurpose Meany with Mercer Area

Source: Seattle Public Schools, 2011

EXHIBIT 8-2
SCORING SUMMARY

								Enrollment Projections			Utilization		Meng Study																									
	School Site	Landmarks	Grade Configuration	Site Size (Acres)	Gross Square Footage	Seismic ²	Capacity ¹ without Portables	2011-12 Enrollment	Highest Resident Enrollment Projection Through 2021-22	Capacity Shortfall	2012-13 Utilization	Highest Utilization Projection Through 2021-22	Facility Condition Score	Site Infrastructure Score	Educational Adequacy Score	Weighted Composite Score	New School In Area	Replace	Addition	Renovate	Re-Purpose	Close	Effect on Capacity	Cost Estimate	Notes													
Denny	Arbor Heights		E	5.7	49,953	1,2	353						3.4	4.6	4.2	3.92																						
	Roxhill		E	2.7	40,397	1,2	228						3.4	4.6	3.9	3.86																						
	West Seattle Elementary		E	6.9	50,701	2	397						2.5	3.5	2.9	2.88																						
	Hughes (Closed)	PN	E	3.6	46,667		404						3.4	4.5	3.9	3.83																						
	Sanislo		E	8.5	39,990	2	279						2.9	2.6	2.9	2.81																						
	Concord International	D	E	3.4	53,050	2	402						2.8	2.5	2.2	2.59																						
	Highland Park		E	3.7	71,714	2	453						2.2	2.0	1.8	2.06																						
	Denny site (site only)		E	5.0	na		na						na	na	na	na										na												
	Fauntleroy (small portion of site only)		E	3.2	na		na						na	na	na	na										na												
							2,517	2,619	2,990	498	104.1%	118.8%					X							400	PK-8 on Old Denny Site (K-5 portion)													
Denny ²		M	17.2	355,682		1,215							1.0	1.0	1.5	1.10	X							235	PK-8 on Old Denny Site (6-8 portion)													
						1,215	1,116	1,380	199	91.9%	113.6%																											
Madison	Fairmount Park (closed)			3.1	39,929		Closed						3.5	4.7	3.8	3.92																						
	Alki		E	1.4	171,393	1,2	306						3.4	3.9	3.4	3.55																						
	Lafayette		E	7.5	57,855	1,2	481						3.3	3.9	3.6	3.54																						
	Schmitz Park		E	8.9	33,746	1,2	251						3.5	3.4	3.4	3.45																						
	Gatewood	D	E	3.6	56,326		403						2.8	2.2	2.2	2.50																						
	Cooper-Pathfinder (K-5 portion) ³		E	6.8	74,468	2	304						2.1	3.7	1.6	2.48																						
	Jefferson (site only)		E	3.2	na		na						na	na	na	na										na												
	Genesee Hill (Presently closed)		E	6.2	34,309		Closed						3.5	4.4	4.5	3.97																						
							1,744						1,910	2,161	439	109.5%										123.9%					X							500
	Madison	D	M	7.9	134,918		993						2.9	3.0	1.1	2.57																						
Cooper-Pathfinder (6-8 portion) ³		M	6.8	na	2	149						2.1	3.7	1.6	2.48																							
						1,142	785	980	(195)	68.7%	85.8%																											
Eckstein	Cedar Park (Closed)		E	4.3	32,677		Closed						3.6	3.3	3.8	3.55																						
	Thornton Creek		E	9.9	38,202	1,2	276						3.3	3.7	3.9	3.54																						
	View Ridge		E	9.1	59,579	1,2	405						3.2	3.8	3.5	3.44																						
	Pinehurst (K-5 portion)		E	3.2	34,005	1,2	176						3.2	3.1	4.1	3.35																						
	Green Lake		E	3.4	36,227	2	226						3.2	3.6	3.1	3.30																						
	Rogers		E	9.0	37,814	1,2	277						3.4	2.7	3.5	3.21																						
	Sacajawea		E	3.7	34,397	1,2	255						3.0	3.2	3.4	3.14																						
	Olympic Hills		E	6.5	36,276	1,2	252						3.2	2.8	3.4	3.12																						
	Wedgwood		E	4.5	44,300	1,2	355						3.3	2.4	3.7	3.11																						
	Sand Point		E	4.2	35,136	1,2	199						2.8	3.2	3.5	3.06																						
	Jane Addams (K-5 portion)		E	18.0	160,645	1,2	351						2.9	3.1	2.9	2.96																						
	Olympic View		E	4.3	49,706	2	454						2.7	2.7	2.8	2.72																						
	Bryant	D	E	3.3	75,174	2	530						2.5	2.6	1.6	2.35																						
	Lake City (site only)		E	2.7	na		na						na	na	na	na										na												
							3,755	4,137	4,608	898	110.2%	122.7%																										
	Pinehurst (6-8 portion)		M	3.2	na	1,2	75						3.2	3.1	4.1	3.35																						
	Eckstein	D	M	13.9	175,565	1,2	963						3.1	3.5	2.0	3.00																						
	Jane Addams (6-8 portion)		M	18.0	na	1,2	249						2.9	3.1	2.9	2.96																						
						1,287	1,713	2,180	1,076	133.1%	169.4%					X								1,000	Repurposed Rogers MS													
Hamilton	Laurelhurst		E	2.7	52,639	1,2	380						3.4	4.6	3.1	3.70																						
	McDonald		E	2.2	46,930		400						2.6	3.9	4.1	3.29																						
	West Woodland		E	3.5	55,513	2	454						2.7	3.1	2.9	2.86																						
	Day, B.F.	D	E	3.9	66,588		401						2.8	2.9	2.8	2.83																						
	John Stanford Int'l	D	E	2.2	85,484	2	379						2.3	2.0	2.0	2.15																						
	Interlake (site only)		E	1.7	na		na						na	na	na	na										na												
	Ross Playground (site only)		E	2.3	na		na						na	na	na	na										na												
							2,014						1,974	2,229	226	98.0%										110.7%												
	Hamilton ⁴	D	M	2.4	99,600		1,013																				2.0	2.0	1.0	1.80								
							1,013	684	1,007	(7)	67.5%	99.4%																										

Source: Seattle Public Schools, 2011

EXHIBIT 8-3
SCORING SUMMARY

								Enrollment Projections		Utilization		Meng Study																											
	School Site	Landmarks	Grade Configuration	Site Size (Acres)	Gross Square Footage	Seismic ²	Capacity ¹ without Portables	2011-12 Enrollment	Highest Resident Enrollment Projection Through 2021-22	Capacity Shortfall	2012-13 Utilization	Highest Utilization Projection Through 2021-22	Facility Condition Score	Site Infrastructure Score	Educational Adequacy Score	Weighted Composite Score	New School In Area	Replace	Addition	Renovate	Re-Purpose	Close	Effect on Capacity	Cost Estimate	Notes														
McClure	Magnolia (Closed)	PN	E	2.4	47,744		Closed						3.5	4.6	4.2	3.97																							
	North Queen Anne (Closed)		E	2.2	22,119		Closed						3.4	3.9	4.4	3.75																							
	Blaine (K-5 portion)		E	8.3	109,594	1,2	428						3.3	3.3	2.6	3.16																							
	Queen Anne	D	E	3.0	43,881	1,2	324						3.2	2.1	3.0	2.83																							
	Lawton		E	5.0	54,986	2	429						2.6	3.0	2.9	2.78																							
	Hay		E	3.2	51,582	2	479						2.5	2.9	2.8	2.68																							
	Coe	D	E	2.9	75,214	2	454						2.1	3.0	1.6	2.27																							
	Queen Anne Gym		E	0.9	35,805		na						na	na	na	na																							
	West Queen Anne (site only)		E	1.7	na		na						na	na	na	na																							
	Interbay Playfield (site only)		E	1.7	na		na						na	na	na	na																							
							2,114	2,035	2,216	107	96.2%	104.8%																											
	Blaine (6-8 portion)		M	8.3	na	1,2	149																																
McClure		M	2.3	91,682	1,2	675	3.3																			3.3	2.6	3.16											
							824	640	933	131	77.7%	113.2%							X	X				150															
Whitman	Bagley	PN	E	3.9	40,690		353						3.3	3.6	4.0	3.53																							
	Monroe-Salmon Bay (K-5 portion) ⁵		E	4.2	117,116		277						3.1	3.8	2.8	3.25																							
	Broadview-Thomson (K-5 portion)		E	9.3	131,013	1,2	559						3.1	3.6	2.8	3.19																							
	Loyal Heights	PN	E	2.8	40,785	1,2	304						3.1	3.0	3.5	3.15																							
	Northgate		E	5.8	42,614	1,2	277						2.9	3.2	3.3	3.07																							
	North Beach		E	6.9	35,619	1,2	226						3.1	2.7	3.5	3.06																							
	Viewlands		E	6.5	33,041	2	286						2.6	2.7	4.6	3.03																							
	Adams		E	3.4	57,298	1,2	428						2.6	2.3	2.6	2.51																							
	Greenwood		E	2.8	62,526	2	352						2.0	2.2	2.1	2.08																							
	Whittier		E	2.7	67,235	2	431						2.1	2.0	1.4	1.93																							
	Webster (Closed)	PN	E	2.3	47,963		Closed	na	na	na	na																												
	Oak Lake (site only)		E	8.1	na		na	na	na	na	na																												
							3,493	3,786	4,252	799	108.4%	121.7%																											
	Monroe-Salmon Bay (6-8 portion) ⁵		M	4.2	na		324							3.1	3.8	2.8	3.25																						
	Broadview-Thomson (6-8 portion)		M	9.3	na	1,2	174							3.1	3.6	2.9	3.21																						
	Whitman		M	14.6	147,726	1,2	921							3.2	3.3	2.6	3.11																						
						1,419	1,462	1,878	553	103.0%	132.3%						X							1,000	Repurpose Wilson-Pacific as MS														
High Schools	Wilson-Pacific Service Schools		H	na	na	1,2	270						na	na	na	na																							
	Center School		H	na	na		276						na	na	na	na																							
	Meany (Nova/SBOC) High School ³		H	1.8	126,351		852						3.4	4.7	2.6	3.63																							
	Rainier Beach High School		H	21.5	182,589	1,2	1,318						3.2	3.6	2.9	3.26																							
	Ingraham High School		H	28.2	229,122	1,2	1,393						3.5	2.0	3.1	2.97																							
	Roosevelt High School		H	9.2	269,297		1,869						2.9	3.0	1.0	2.55																							
	Franklin High School		H	12.2	254,928	1,2	1,617						2.9	2.7	1.3	2.52																							
	West Seattle High School		H	8.0	208,981	2	1,294						2.5	2.0	1.4	2.13																							
	Cleveland High School		H	11.0	204,961		968						2.1	2.0	2.0	2.05																							
	Chief Sealth High School ²		H	17.2	355,682		1,395						2.0	2.0	2.0	2.00																							
	Ballard High School		H	12.3	242,795		1,786						2.1	2.3	1.2	1.98																							
	Garfield High School		H	9.0	254,523		1,677						2.1	2.0	1.1	1.87																							
	Nathan Hale High School		H	18.4	234,966		1,468						1.3	1.3	1.0	1.24																							
							16,183						13,552	16,843	795	83.7%										104.1%													
	Other	John Marshall ⁶		O		88,143							760															3.5	3.2	2.8	3.27								
Boren School ⁶			O		121,399		760	3.2	2.5	4.0	3.15																												
Lincoln School			O		241,067	1,2		3.0	3.2	3.3	3.12																												
							1,520	na	na	na	na	na							X	X					Interim School Interim School Interim School														

Source: Seattle Public Schools, 2011

Footnotes:

¹ Note: Capacity is calculated by multiplying the number of teaching spaces by type (e.g. kindergarten rooms, primary grade rooms, intermediate grade rooms, special education rooms, PE teaching spaces, music rooms, secondary general classrooms, art rooms, etc.) times the class size limit stated in the negotiated agreement. The sum of the products in elementary schools would be multiplied by a factor of 95% to reflect that the number of students in the attendance zone does not perfectly fit the classroom configuration. At middle school and high school levels, the sum of the products would be multiplied by 83% to reflect the planning period for each teacher in a six period instructional day.

² Denny Middle School and Chief Sealth High School share the same building complex.

³ Shared building

⁴ Cooper (Pathfinder K-8) serves both Denny and Madison service areas.

⁵ Monroe (Salmon Bay K-8) also serves the Hamilton service area.

⁶ Capacity is based on a K-5 configuration.

⁷ Level 1: Life/safety issues related to building components' ability to remain intact. Primarily found in masonry structures.

Level 2: Life/safety issues related to building components' ability to transfer load. Primarily found in wood- and steel-framed structures.

8.3 Potential Projects

Several capital projects are suggested by the data in the preceding chapters and the tables above.

DRAFT 2-13-12