

SHORELINE SCHOOL DISTRICT

# School Capacity Review and Closure Consideration Task Force

September 5, 2024

# School Closure Consideration Task Force

Please sign in at the front table and take this evening's handouts.

**We'll begin at 5:00**

**GuestNet WiFi Password:**

**FKTWvg**



# Introductions

**Going around the room, please briefly re-share:**

- » Your name, role, school(s) to which you are connected
- » One thought you've had about the closure consideration process since our last meeting.



# Land Acknowledgement

The Shoreline School District acknowledges the Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Puyallup, Suquamish, Tulalip, Snoqualmie and Muckleshoot nations.

*Land Acknowledgement Resources: [#HonorNativeLand](#) & [Native Land](#)*



[Understanding Coast Salish Design](#)

# Race & Equity Decision Tool

## Before a Decision:

### **A. Pause and examine YOU - Who are you?**

- Who is involved in making a decision? (race, gender, class etc.)
- What inherent biases do you bring to the table?

### **B. Who is affected?**

- What dimensions of diversity (race, gender, class, sexuality, gender identity, culture, age, ability, immigrant status, etc.) are in the impacted group?
- In which ways is the impacted group involved in the decision-making?

### **C. What are the impacts?**

- How will the decision of this group advance equity in our system?
- What evaluation tools and measures do we need to determine the impacts of our decision?
- What are the potential challenges, structural barriers, or unexpected blind spots?

### **D. What do you think happened?**

- Did you succeed in advancing equity?
  - To what degree?
  - How do you know? (What evaluation tools and measures were used to determine the impacts of our decision?)
- If no, what steps are we taking to ensure equity is still achieved?

The purpose of this tool is to engage everyone involved in Shoreline Schools to learn, think, and address how race and equity impacts choices in instruction, programming, staffing, funding, and policy. All members of the Shoreline Schools community should strive to improve anti-racist practices and equity awareness through all of our activities and choices. We encourage the application of this tool in any decisions that impact students, staff, and families.



# Task Force Purpose

To make a recommendation to our Board and superintendent about the most viable elementary school for potential closure.

- *The task force will bring a final recommendation in October, 2024*
- *Implications and factors related to a closure will be shared with the recommendation*
- ***The Task Force will not recommend whether or not to close a school.***
- *Any closure, if implemented, will not take place until the 25-26 school year*

# School Capacity and Closure Consideration

**Outcomes for this evening:** To review 1) progress on our consideration process, 2) criteria for a recommendation, and 3) potential survey and listening session prompts.

## Agenda:

1. Task Force Purpose and Norms
2. School Closure Consideration Process and Timelines
3. Criteria, Data and Information
4. Family Survey
5. Wrap Up and Next Steps
  - Meeting dates selection

# Norms

1. Be present and persistent - *our work will be challenging*
2. Presume positive intent
3. Listen and ask questions to understand different perspectives; be mindful of airtime
4. Keep students at the center of our work



# 2023-24 School Year Work

## **Fall 2023**

- Small team reviewed capacity of buildings to determine if a closure was feasible.

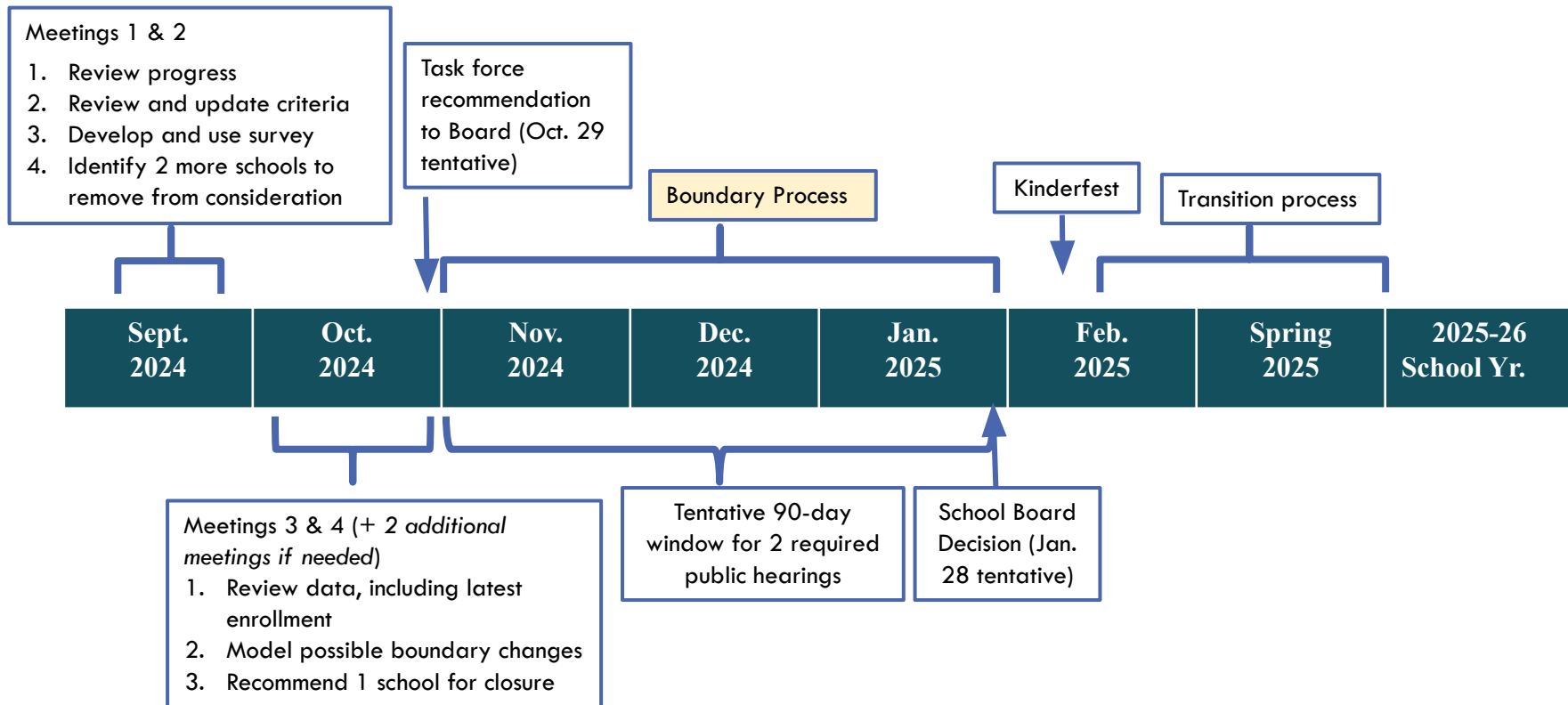
## **January 2024**

- Demographer updated report
- Building condition reports finalized
- Formed task force

## **February - June 2024**

- Task Force:
  1. Reviewed enrollment, demographic, program, school capacity, and building condition data
  2. Established criteria for recommendation
  3. Removed five schools from those being considered for potential closure

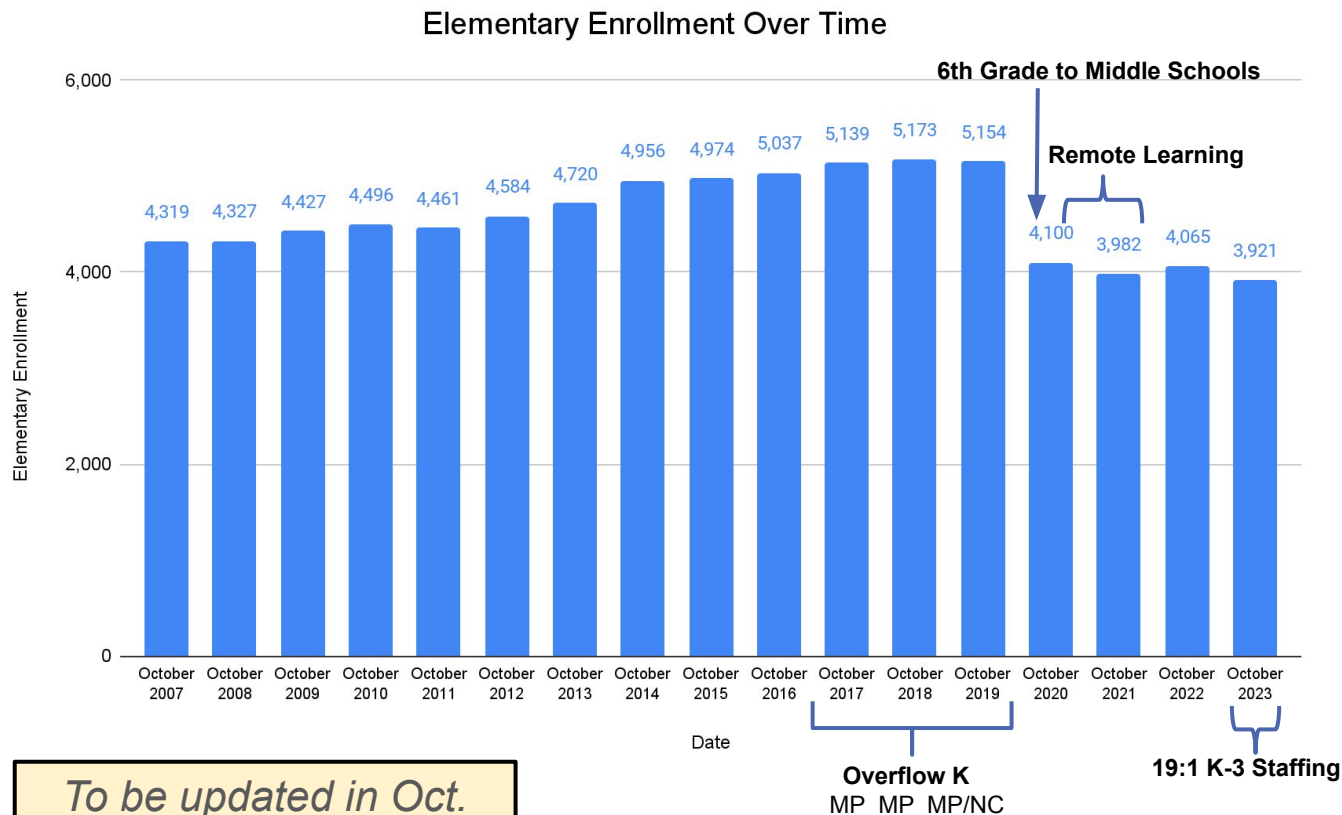
# Process and Timeline: 2024-25 School Year



# Information and Data

# 23-24 Status: Elementary Enrollment Trends

| Date         | Enrollment |
|--------------|------------|
| October 2007 | 4,319      |
| October 2008 | 4,327      |
| October 2009 | 4,427      |
| October 2010 | 4,496      |
| October 2011 | 4,461      |
| October 2012 | 4,584      |
| October 2013 | 4,720      |
| October 2014 | 4,956      |
| October 2015 | 4,974      |
| October 2016 | 5,037      |
| October 2017 | 5,139      |
| October 2018 | 5,173      |
| October 2019 | 5,154      |
| October 2020 | 4,100      |
| October 2021 | 3,982      |
| October 2022 | 4,065      |
| October 2023 | 3,921      |



# Current Budget Status: 4-Year General Fund Forecast

| General Fund                | Budgeted Amounts  |                   | Forecasted Amounts  |                      |
|-----------------------------|-------------------|-------------------|---------------------|----------------------|
|                             | 2024-25           | 2025-26           | 2026-27             | 2027-28              |
| Beginning Fund Balance      | \$8,264,000       | \$4,149,000       | \$656,000           | <b>\$-6,359,000</b>  |
| + Revenues                  | 178,145,000       | 180,616,000       | 183,767,000         | 184,998,000          |
| - Expenditures              | 182,260,000       | 184,109,000       | 190,782,000         | 194,030,000          |
| Revenues minus Expenditures | <b>-4,115,000</b> | <b>-3,493,000</b> | <b>-7,015,000</b>   | <b>-9,032,000</b>    |
| Ending Fund Balance         | \$4,149,000       | \$656,000         | <b>\$-6,359,000</b> | <b>\$-15,391,000</b> |
| Unreserved Fund Balance     | 851,700           | <b>-1,497,300</b> | <b>-8,512,300</b>   | <b>-17,544,300</b>   |
| Fund Balance %              | .5%               | <b>-8%</b>        | <b>-4.5%</b>        | <b>-9%</b>           |

Binding Conditions (if no reductions are made)

Cuts will be required to reach a balanced budget over the next several years. Additional reductions will be needed to reach a minimum unreserved fund balance of 4-5% per Board Policy 7130.

# Demographer Report

- King County enrollment is currently 13,000 students below pre-pandemic levels, mirroring regional trends (-23,000 for King, Kitsap, Pierce, Snohomish)
- Births in King County have decreased since 2016, contributing to slowed population growth in the county and the region.
- Anticipated slower K-12 enrollment growth and potential declines align with birth rate declines and state population forecasts.
- Estimate that Shoreline School District will see modest growth and possibly declines, in the near term with growth in the latter part of the decade.
- The district is not seeing a significant increase in enrollment from development activity, but expectation that the sheer number of new units will eventually lead to district growth..

## Shoreline School District Enrollment Trends, Demographics, and Projections

Prepared by  
William L. ("Les") Kendrick Ph.D.  
Educational Data Solutions, LLC  
P.O. Box 9693  
Seattle, WA 98109

March 2023  
EDS  
Educational Data Solutions

# Elementary Classrooms (2023-24)

| School Name      | Enrollment  | Total Classrooms | Empty Classrooms |
|------------------|-------------|------------------|------------------|
| Briarcrest       | 468         | 22               | 1                |
| Brookside        | 356         | 24               | 9                |
| Cascade K-8      | 181         | 12               | 3                |
| Echo Lake        | 401         | 24               | 5                |
| Highland Terrace | 330         | 23               | 4                |
| HEE              | 126         | 8                | 3                |
| Lake Forest Park | 391         | 23               | 4                |
| Meridian Park    | 515         | 38               | 13               |
| Parkwood         | 407         | 22               | 1                |
| Ridgecrest       | 451         | 23               | 1                |
| Syre             | 462         | 24               | 2                |
| <b>Total</b>     | <b>4088</b> | <b>243</b>       | <b>46</b>        |

# Building Conditions

| ELEMENTARY SCHOOLS | SITE ADDRESS        | 2015      | 2023      |
|--------------------|---------------------|-----------|-----------|
|                    |                     | S&S Score | S&S Score |
| ALDERCREST         | 2800 NE 200 ST      |           | 90.00     |
| BRIARCREST         | 2715 NE 158 ST      | 71.62     | 85.34     |
| BROOKSIDE          | 17447 37 AVE NE     | 83.46     | 87.62     |
| ECHO LAKE          | 19345 WALLINGFORD N | 75.55     | 72.92     |
| HIGHLAND TERRACE   | 100 N 160 ST        | 79.24     | 84.02     |
| LAKE FOREST PARK   | 18500 37 AVE NE     | 66.76     | 80.54     |
| MERIDIAN PARK      | 17077 MERDIAN AVE N | 72.73     | 72.06     |
| NORTH CITY         | 816 N 195 ST        | 69.29     | 89.09     |
| PARKWOOD           | 1815 N 155 ST       |           | 94.72     |
| RIDGECREST         | 16516 AVE 10 NE     | 80.89     | 76.77     |
| SYRE               | 19545 12 AVE NW     | 76.85     | 83.42     |



# 2024-25 Preliminary Data

| Enrollment       |         |         |
|------------------|---------|---------|
| School           | 2023-24 | 2024-25 |
| Brookside        | 356     | 371     |
| Echo Lake        | 401     | 409     |
| Highland Terrace | 330     | 324     |
| Syre             | 462     | 440     |

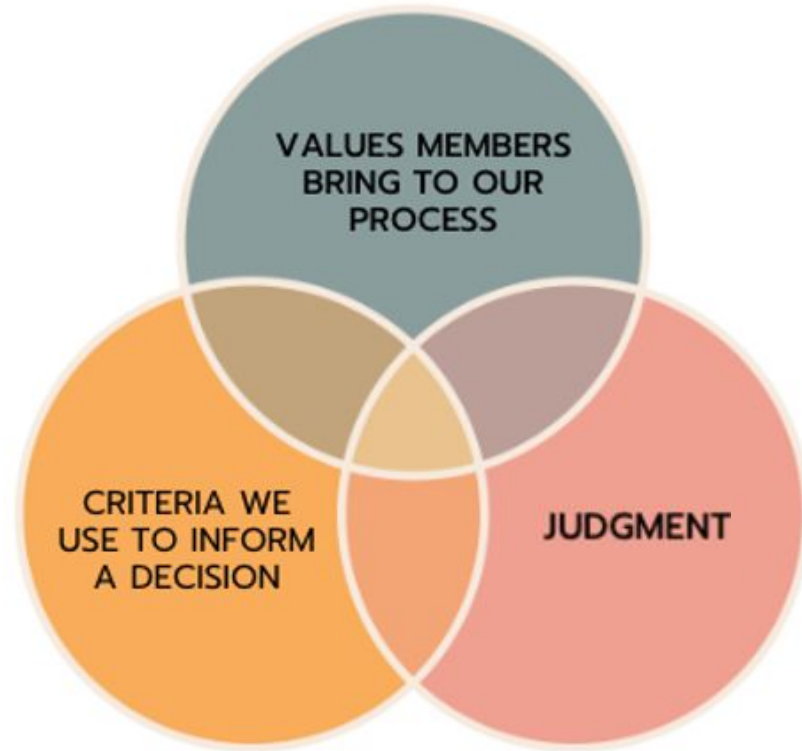
| Programs 2024-25               |                      |                   |                |   |
|--------------------------------|----------------------|-------------------|----------------|---|
| Free and Reduced Price Lunches | Multilingual Learner | Special Education | Highly Capable | Self-Contained Special Education Classrooms |
| 28.3%                          | 7.8%                 | 9.2%              | 11.3%          | 0   |
| 38.1%                          | 17.6%                | 15.6%             | 8.6%           | 2   |
| 17.3%                          | 5.9%                 | 21.9%             | 13.0%          | 3   |
| 13.9%                          | 4.5%                 | 14.3%             | 12.3%          | 2   |

| Demographics 2024-25 |                                |       |       |                  |   |                   |       |
|----------------------|--------------------------------|-------|-------|------------------|---|-------------------|-------|
| School               | American Indian/ Alaska Native | Asian | Black | Hispanic/ LatinX | Native Hawaiian/ Other Pacific Islander | Two or More Races | White |
| Brookside            | 0.0%                           | 9.7%  | 10.5% | 13.2%            | 1.3%                                    | 11.9%             | 53.4% |
| Echo Lake            | 0.2%                           | 10.8% | 12.7% | 23.0%            | 0.7%                                    | 13.4%             | 39.1% |
| Highland Terrace     | 0.3%                           | 15.4% | 2.8%  | 10.8%            | 0.0%                                    | 12.7%             | 58.0% |
| Syre                 | 0.0%                           | 10.9% | 4.3%  | 10.7%            | 0.0%                                    | 15.0%             | 59.1% |

# Criteria

| Criteria  | Criteria Descriptions<br>More Likely to Consider for Closure  | Criteria Descriptions<br>Less Likely to Consider for Closure  |
|---|---|---|
| <b>District Capacity</b>                              | Closure of the school is not likely to result in a lack of classroom space for students in the district within the next 5 years (based on medium growth projections).   | Closure of the school is likely to result in a lack of classroom space for students in the district within the next 5 years (based on medium growth projections).                                 |
| <b>Facilities and Operations</b>                      | School has relatively high maintenance and operations costs and/or is relatively more challenging to maintain.  | School has relatively lower maintenance and operations costs and/or is relatively less challenging to maintain.   |
| <b>Impact on Populations of Students and Families</b> | Closure of the school does not have a disproportionate and negative impact on a historically marginalized group/ community of students and families.  | Closure of the school has a disproportionate and negative impact on a historically marginalized group/ community of students and families.  |
| <b>Impact on Programs</b>                             | Closure of the school does not result in significant, negative impact on one or more district programs (SPED, Title, MLL, Dual Language, Highly Capable)  | Closure of the school has a significant, negative impact on one or more district programs (SPED, Title, MLL, Dual Language, Highly Capable)   |
| <b>State and Federal Funding Distribution</b>         | Closure of the school does not have a significant, negative impact on students and families served by state and federal programs  | Closure of the school has a significant, negative impact on students and families served by state and federal programs  |
| <b>Middle School Enrollment</b>                       | Closure of the school and related boundary adjustments do not significantly change middle school enrollment patterns.   | Closure of the school and related boundary adjustments significantly changes middle school enrollment patterns.   |
| <b>Transportation</b>                                 | Closure of the school and related boundary adjustments do not significantly increase travel times for students, and transportation changes do not disproportionately impact historically marginalized families. | Closure of the school and related boundary adjustments significantly increase travel times for students, and transportation changes disproportionately impact historically marginalized families. |

# Our Decision-Making



# Review of Criteria, Data, and Information

## 1. Individually:

- Review our criteria and data & information shared during our meetings last school year.

## 2. With your assigned group (using note-form provided)

- Identify any criteria that need to be clarified and offer suggestions for clarification.
- Identify any additional data or information that may be needed to help with a recommendation.

### Group #1

Andrew  
Natalie  
Lyn  
Rob  
Ellen

### Group #2

John  
Kristin  
Jessica  
Erin  
Eliseo

### Group #3

Lara  
Barb  
Matt  
Evangelina  
Angela

### Group #4

Melissa  
Travis  
Heather  
Dan  
Ina



# Survey

1. In your groups, review the sample questions from other districts and then identify potential survey and/or listening session areas and questions.
2. These areas and questions can be for:
  - **“Input”** - to provide direction and guidance for our work.
    - For example, what’s most important for the district to consider when....
  - **“Feedback”** - to provide responses to ideas or information being considered
    - For example, which of the following criteria are most important to you....
3. Record your items on the note sheet provided and be ready to share at:

| Survey or Listening Session Questions  |  |  |
|--|--|--|
| <b>Examples from Other Districts</b>   |  |  |
| <b>Bellevue School District</b>  |  |  |
| Question 1: What aspects of the elementary school experience are most important to you/your student?                               |  |  |
| Question 2: If we were to close one elementary school, what priorities or factors are important that you think we should consider? |  |  |
| Question 3: What questions do you have?  |  |  |

| Survey or Listening Session Questions  |   |                       |
|--|---|-----------------------|
| <b>Directions</b>  |   |                       |
| 1. In your groups, review the sample questions from other districts and then identify potential survey and/or listening session areas and questions.   |   |                       |
| 2. These areas and questions can be for:   |   |                       |
| <ul style="list-style-type: none"><li>● <b>“Input”</b> - to provide direction and guidance for our work.<ul style="list-style-type: none"><li>○ For example, what’s most important for the district to consider when....</li></ul></li><li>● <b>“Feedback”</b> - to provide responses to ideas or information being considered<ul style="list-style-type: none"><li>○ For example, which of the following criteria are most important to you....</li></ul></li></ul> |   |                       |
| 3. Record your items on the note sheet provided and be ready to share at:  |   |                       |
| <b>Potential Questions</b>   | <b>Format:</b><br><i>Survey, listening session, interviews, affinity groups, etc.</i> | <b>Notes/Comments</b> |
|  |   |                       |
|  |   |                       |
|  |   |                       |

*Tentative window: 9/8 -9/15*

# Scoring Review

## **Make motion for school(s) to remove from list for further consideration.**

- a. Member makes a motion. A “second” allows motion to move forward for discussion and vote.
- b. If a “second” obtained, each member will have an opportunity to make comments.
- c. All members will vote using the scale to the right.
- d. 85% up or sideways votes = motion carries

*Fully support  
recommendation(s)*



*Can support  
recommendation(s) but  
need to share reservations*



*Cannot support  
recommendation*



Discussion: Process for voting on final two options.

# Next Steps

## September

- Update Committee Membership
  - One member no longer available
  - Recommendation to add one member to fill vacancy

## September - October

- Family survey
- Review survey and enrollment data
- Recommend one school for closure

## November - February

- Public hearings
- Begin boundary process
- Board action

## Fall Meeting Dates:

- Sept 5 and one the week of the 16th
- Oct 3 and 10
- *Additional dates if needed Oct. 17 & 24*
- Present Recommendation to the Board Oct 22 or 29



# Thank you!