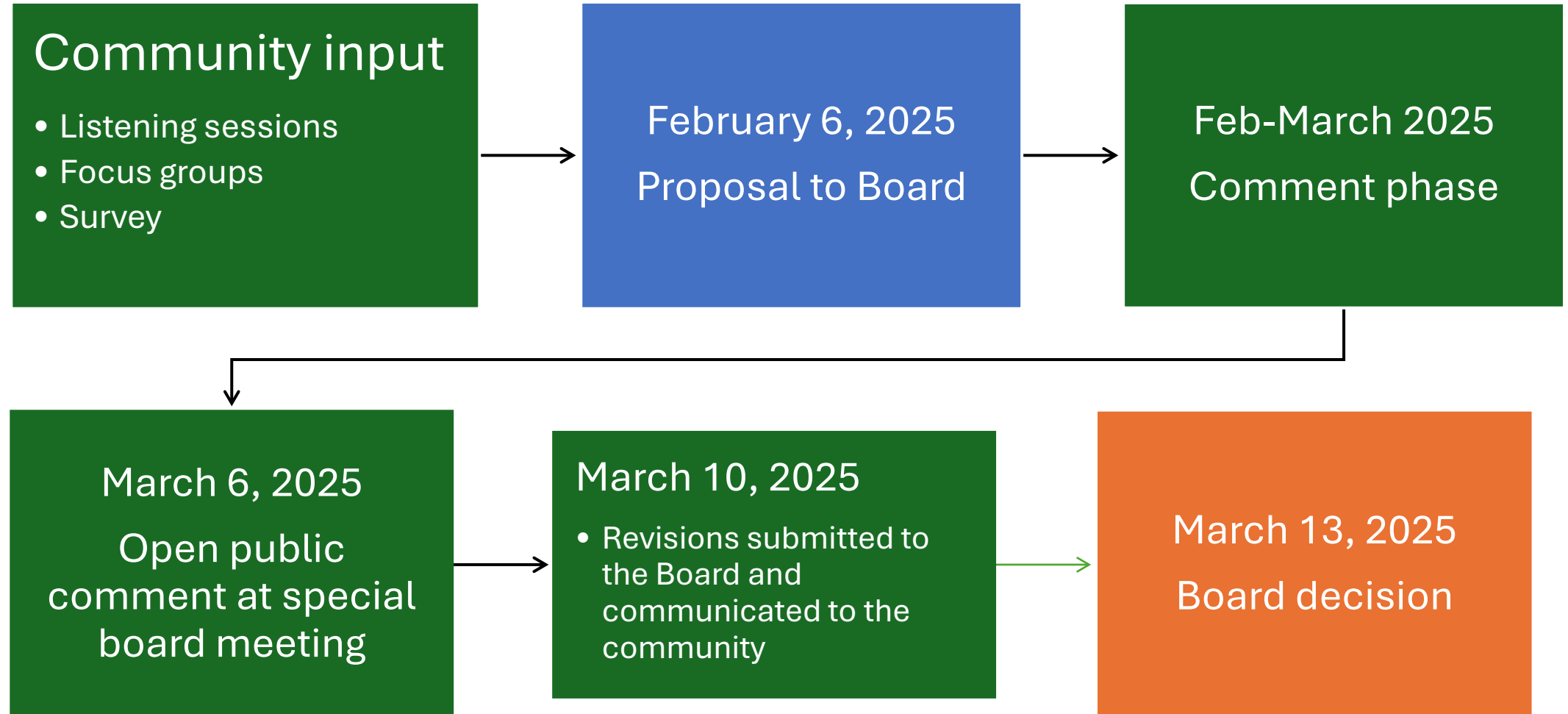


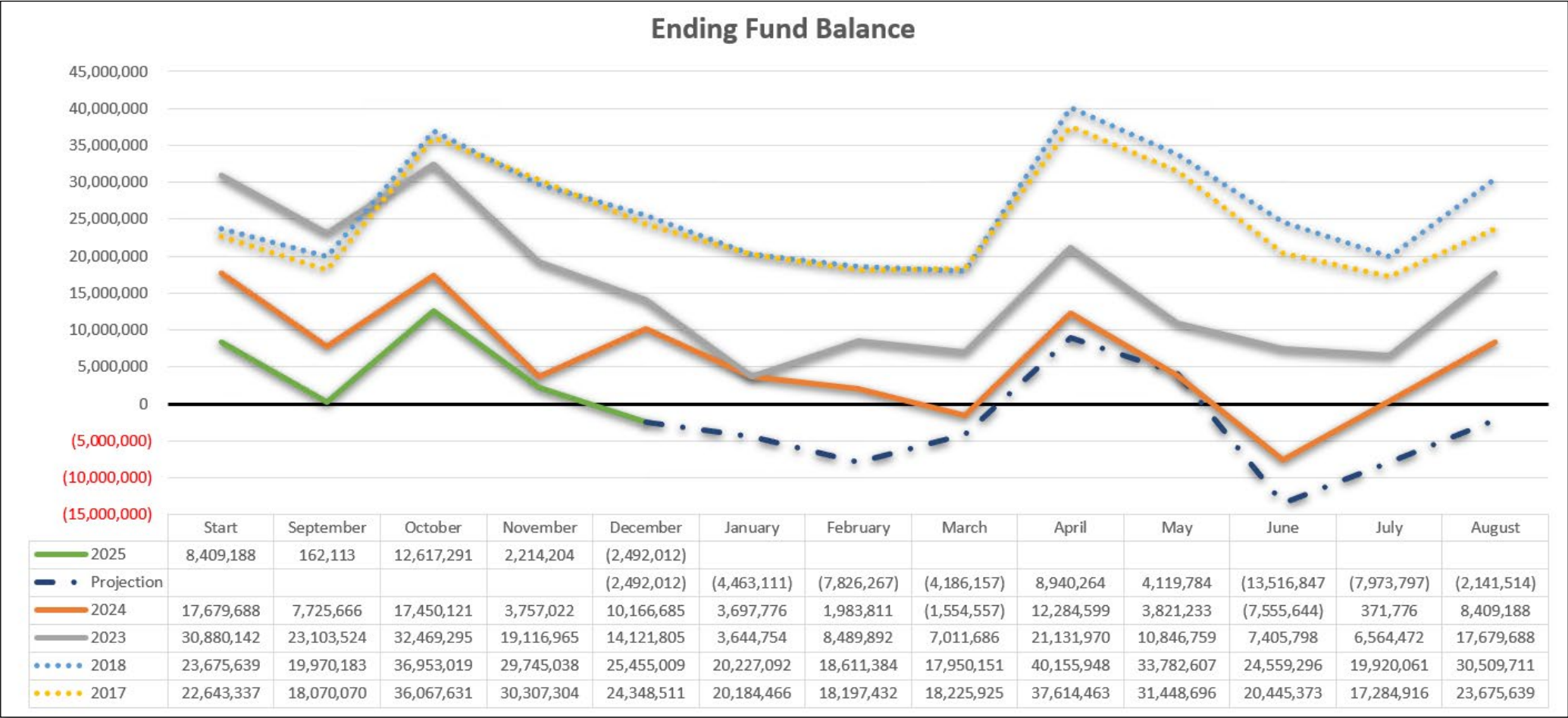
Budget Planning Timeline

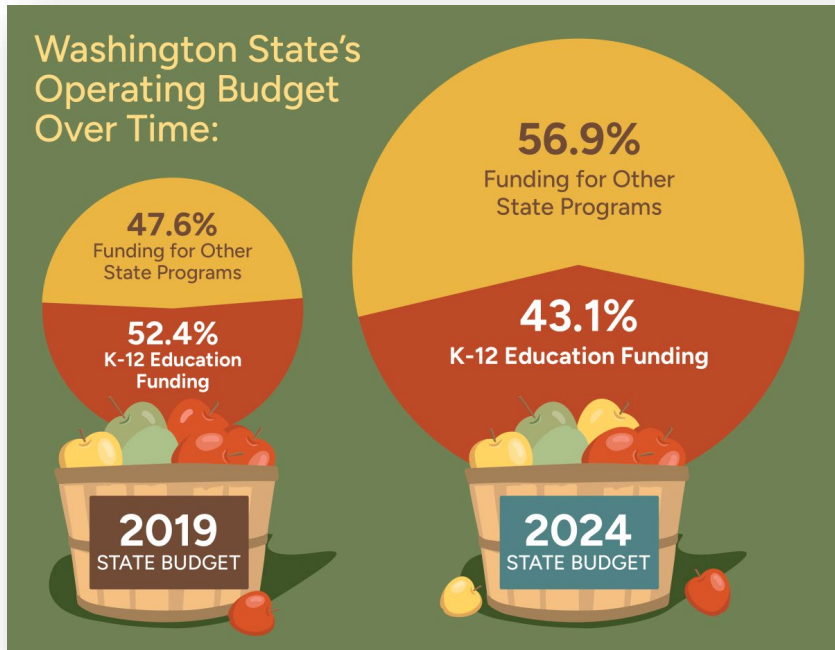


OSPI 2025 Financial Warning List

SCHOOL DISTRICT	1516	1617	1718	1819	1920	20-21	21-22	22-23	23-24
Shelton	3.10	3.10	2.25	1.50	2.20	2.20	1.45	1.80	0.75
Marysville	2.50	2.95	3.15	3.15	2.30	3.15	3.00	1.55	0.80
Bellevue	3.10	3.10	3.15	3.30	2.80	2.45	2.80	1.90	1.00
Prescott	4.00	4.00	4.00	3.90	4.00	4.00	2.50	0.30	1.10
Northshore	3.40	3.40	2.95	3.45	3.30	3.70	2.60	1.55	1.20
Orient	3.70	3.85	3.85	4.00	4.00	2.60	3.00	2.10	1.20
Mabton	3.85	3.85	2.10	3.05	3.15	2.80	1.15	2.90	1.35
Mount Baker	2.50	2.10	2.90	2.95	2.45	2.70	2.70	1.60	1.40
Arlington	3.10	3.10	3.15	3.85	3.70	3.35	2.75	1.55	1.50
Cascade	2.95	2.55	2.25	2.25	2.60	3.00	3.00	1.90	1.50
Freeman	2.50	2.50	2.60	3.00	3.00	3.15	2.45	2.25	1.50
Kalama	3.70	3.70	3.85	3.85	3.85	3.50	2.75	1.45	1.50
Vancouver	3.25	2.85	2.80	3.15	3.00	3.00	3.00	1.90	1.50
Ferndale	3.10	3.70	3.65	3.55	3.55	3.70	3.15	2.60	1.55
Lopez	3.10	2.70	3.55	3.50	1.90	3.55	2.45	1.70	1.60
Chehalis	3.70	3.30	2.50	2.50	2.95	3.05	3.10	1.45	1.70
Pioneer	4.00	4.00	3.80	3.65	3.65	3.70	3.90	2.15	1.70
Yakima	3.10	3.25	2.05	3.05	2.85	3.05	3.00	2.60	1.70

Ending Fund Balance





How We Got Here.
The Perfect Storm.

State	Local
<ul style="list-style-type: none">• Decline in % of Funding to Education in State Budget• Skyrocketing Operating Costs & Inflation• Insufficient Funding (ex. Special Education, Nursing, Mental Health, Administration)• Cap of Local Levy Dollars• Unfunded Mandates (ex. Medical Insurance)	<ul style="list-style-type: none">• Declining Enrollment Post COVID• Issues with Budget Assumptions (ex. operating costs, CBAs)• End of ESSER Funds While Continuing ESSER Investments• Rising Needs of Students• Budget & Spending Oversight• Communication & Transparency for School Board

GAPS IN STATE FUNDING



SPECIAL EDUCATION



Since 2020, BSD has been underfunded for Special Education by **\$133.5 Million.**



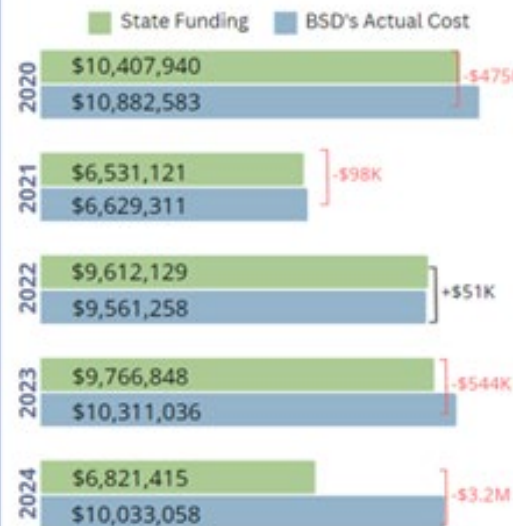
MATERIALS, SUPPLIES & OPERATING COSTS (MSOC)



Since 2020, BSD has been underfunded for MSOC by **\$29.37 Million.**



TRANSPORTATION



Since 2020, BSD has been underfunded for Transportation by **\$4.27 Million.**

SINCE 2020, FUNDING GAPS HAVE COST BSD \$167.14M.



Community Engagement



- **Phase 1: Community Input (January)**
 - Equity Driven Decision Making “Spectrum of Engagement”: *Inform and Consult*
 - Purpose: to understand our community’s perspectives and ideas on ways to reduce spending, generate revenue, and prioritize trade-offs
 - Includes: listening sessions, focus groups, and survey
- **Phase 2: Comment Phase (February – March)**
 - EDDM Spectrum of Engagement: *Inform and Consult*
 - Purpose: to provide an opportunity for our community to comment on the Spending Reductions Proposal that will be shared on February 6
 - Will include a survey and public comment

Part 1: Community Input

STUDENT OUTREACH

- Chinook
- Student Advisory Group
- Interlake High School ASB
- Tillicum
- Newport High School Black Student Union Group

STAFF LISTENING LUNCHES

- All 28 Schools (16 elementary, 5 middle, 4 high school, 2 choice, and Digital Discovery)
- ESC, ESC-West, MSC, and WISC



FAMILY OUTREACH

- Focus on underserved communities
- Spanish session at Highland
- Families of students receiving special education, multilingual, and advanced learning services
- Families experiencing housing insecurity
- With support from our community partners

SURVEY

- Open January 13 - 24

EMAIL

- communityinput@bsd405.org

COMMUNITY LISTENING SESSIONS

- Two in-person Community Listening Sessions
- One online Listening Session

ADMINISTRATOR LISTENING SESSIONS

- Two elementary sessions
- Two secondary sessions

Part 2: Community Feedback

STUDENT OUTREACH

- Chinook Student Leadership Group
- BSD Student Advisory Group
- Tillicum Student Leadership Groups
- Newport High School Black Student Union

FAMILY & COMMUNITY OUTREACH

- Highland Cafecito (Latinx parents)
- Safe Parking
- Mary's Place

SURVEY & EMAIL

- Open February 10 – 28



Revisions Based on Feedback

Mental Health Services

- Goal is to maintain five MHAT counselors

Family Engagement Specialists

- Maintain six full-time family engagement specialists

Transportation Efficiencies

- Adjust school start and end times in 5-6 schools
- Approximately \$200K in savings

School-based Administrative Support

- Schools with fewer than 700 students will reduce by one assistant principal with the following exceptions: schools eligible for Title 1 funding, 6-12 Choice Schools

Central Office Reductions

- Reduce additional executive and central leadership positions
- Restructure district leadership team to more efficiently support schools

Summit Program at High School

- Find ways to maintain Summit support for students



Overview of Reductions

Reduction Area	Original Proposal		Revised Proposal	
	# Positions Reduced	Reduction Amount	# Positions Reduced	Reduction Amount
Central Office	40-49	\$5,375,000 - \$6,670,000	42-49	\$6,115,000 - \$6,870,000
ESSER-Funded	25-31.5	\$3,245,000 - \$4,288,500	23.5-25.5	\$3,237,500 - \$3,553,500
School-Based	70-98	\$10,040,000 - \$14,320,000	72-96	\$10,480,000 – \$13,880,000
TOTAL	135-178.5	\$18,976,000 - \$25,278,500	135-172	\$19,832,500 - \$24,303,500

NOTE: *The number of positions and reduction amounts are approximate*



Central Office Reductions

Central Office Reductions	Original Proposal		Revised Proposal	
	# Positions Reduced	Reduction Amount	# Positions Reduced	Reduction Amount
Cabinet, Director Level Positions	5-8	\$1,350,000 - \$2,160,000	7-8	\$1,890,000 - \$2,160,000
Central Office Furloughs, Contract Holdbacks	N/A	\$1,050,000	No Change	No Change
Central Office Staff (certificated, classified)	25-30	\$1,875,000 - \$2,250,000	No Change	No Change
Operations Staff	10-11	\$1,100,000 - \$1,210,000	No Change	No Change
Transportation Bell Time Adjustments			N/A	\$200,000
TOTAL	40-49	\$5,375,000 - \$6,670,000	42-49	\$6,115,000 - \$6,870,000

NOTE: The number of positions and reduction amounts are approximate



ESSER Funded Reductions

ESSER Funded Reductions	Original Proposal		Revised Proposal	
	# Positions Reduced	Reduction Amount	# Positions Reduced	Reduction Amount
Co-Teachers at Title 1 Schools (maintain Title grant funded positions)	1-3	\$158,000 - \$474,000	No Change	No Change
Mental Health Assistance Team (MHAT)	15-19.5	\$2,025,000 - \$2,632,500	14.5	\$1,957,500
Family Engagement (maintain at highest need schools)	3-5	\$180,000 - \$300,000	4	\$240,000
Summit Program	4	\$632,000	No Change	No Change
Tutoring	N/A	\$250,000	N/A	No Change
TOTAL	23-31.5	\$3,245,000-\$4,288,500	23.5-25.5	\$3,237,500-\$3,553,500

NOTE: The number of positions and reduction amounts are approximate



School-Based Reductions

School-Based Reductions*	Original Proposal		Revised Proposal	
	# Positions Reduced	Reduction Amount	# Positions Reduced	Reduction Amount
Assistant Principals	12-16	\$2,640,000 - \$3,520,000	14	\$3,080,000
Elementary & Secondary Certificated Staff	30-40	\$4,740,000 – \$6,320,000	No Change	No Change
Non-Classroom Certificated Staff	10-20	\$1,580,000 - \$3,160,000	No Change	No Change
Classified Staff	18-22	\$1,080,000 - \$1,320,000	No Change	No Change
TOTAL	70-98	\$10,040,000 – \$14,320,000	72-96	\$10,480,000 – \$13,880,000

NOTE: *The number of positions and reduction amounts are approximate*

*Minimize reductions at Title I schools



A Reminder: *What's Not Being Cut*

- 7-period day
- AP and IB Classes
- Advanced Learning Services
- Career and Technical Education Classes
- Language Programs & Choice Schools
- Athletics, Activities, Extracurriculars & Clubs
- Elementary Specialists
- Elementary Counselors
- Nursing



Restoration Plan Priorities

- **Restore Fund Balance to \$20M (\$15M in cash savings critical)**
- School-Based Staffing
- Student Behavior and Mental Health Supports
- Strategic Plan Investments
- Operational Excellence

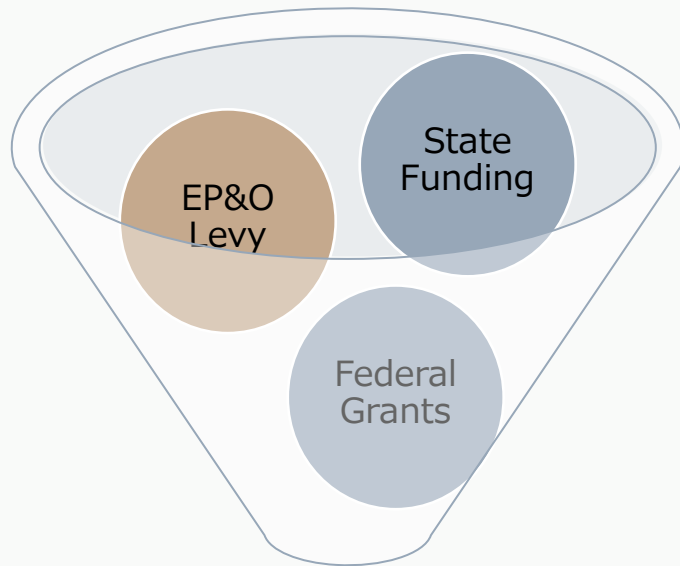




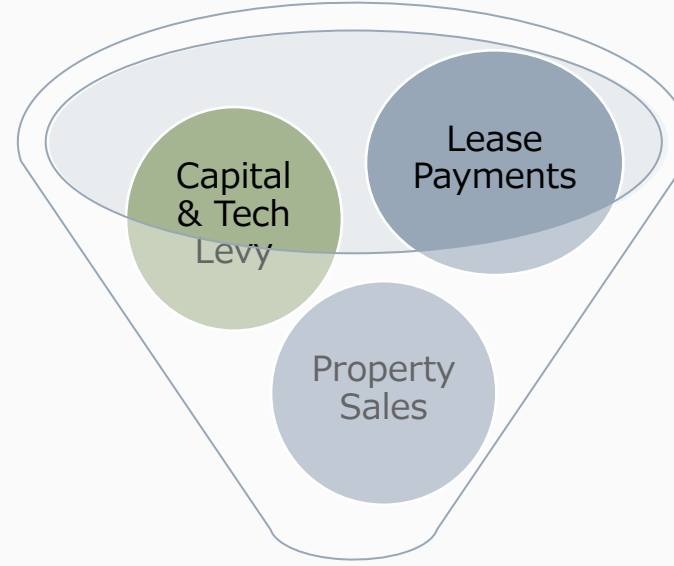
Other Relevant Information

Budget Basics, Frequently Asked Questions, Etc.

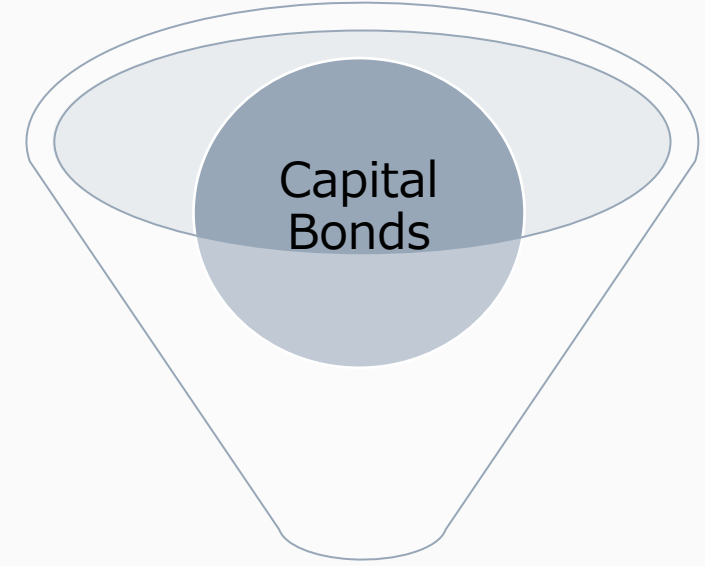
School Funding 101



General Funds
For Day-to-Day
Operations



Capital & Technology
Technology Expenditures
& Building Maintenance



Buildings
New Buildings and
Additions

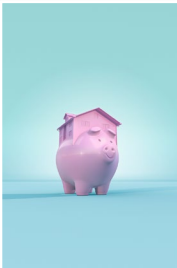
6 Things to Know About School Budgeting



The budget must **balance**. We have savings (called a **fund balance** or reserve) that are there to ensure we can pay our bills each month, can cover months with lower apportionment allocations, and buffer when there are unexpected budget shortfalls.



We pay high **taxes** for education, but a significant portion goes to the state which apportions it back to districts via a formula



Local levies help a lot! However, the amount that can be collected is limited and the specific uses of levies are restricted. We cannot collect enough locally to make up for the shortfall in education funding.



Capital funds for technology and buildings are separated by law from money for operations (general fund) and cannot be mixed. We cannot sell property, for example, to pay for day-to-day operations.



Class size is dictated by the number of teachers we can pay for from the general fund and how many students are at each grade level—not by school size.



The **Bellevue Schools Foundation** and **PTSAs** raise critical money to support enrichment and innovation for our schools but can't donate enough each year to make up for the budget shortfall. Donations cannot be counted on as recurring revenue.

FAQ: How will we support student mental health moving forward?

- 5 MHAT Counselors (limited direct services at high school, community coordination, and middle school support)
- Reduced screening to maintain capacity for direct services
- Partnership Expansion with Youth Eastside Services (mental health and substance use specialist), Asian Counseling and Referral Services, SeaMar, Consejo, Sound Mental Health
- Maintain Care Solace services to help staff, families, and students find additional care



FAQ: Is Advanced Learning cost efficient?

- Regional **self-contained services** are offered at 4 elementary schools (Cherry Crest, Medina, Woodridge, and Somerset), 2 middle schools (Tyee and Odle) and Interlake High School. Advanced learning services for students who choose to stay in their **neighborhood schools** or who qualify for **domain-specific services** are also provided.
- There are no significant additional costs associated with advanced learning services. The state provides approx. **\$700,000 in categorical funds** to support curriculum development, testing, curriculum materials, and teacher support.
- **Transportation** is provided as advanced learning services (like special education services) are considered basic education.



FAQ: Are choice schools and language programs value adding and cost efficient?

- A feature of BSD education is the **vast portfolio of learning opportunities and options** for students. In our new strategic plan, for example, opportunities to develop bilingualism in our global world is a priority of our global community.
- Other than Big Picture which has a different staffing model based on its design, **staffing is actually more efficient** at our choice schools (International, Jing Mei, Puesta del Sol), because we can control enrollment.
- Choice attracts families and increases enrollment which increases district revenues. **Jing Mei and International** have the longest waitlists in the district. **Puesta del Sol** has 116 students from out of district which generates almost \$2 million in revenue. **Japanese** (2025) has 72 students enrolled in K and 1 with 26 students on the waitlist. **Arabic** and **Korean** both have waitlists for kindergarten for fall 2025.
- **Transportation** is provided to choice schools (JM, PdS) for equity of access; however hubs are created to increase efficiency. Schools located in the center of the district improve efficiency. Transportation to new heritage programs is limited to neighborhood-school zones unless pre-existing routes are already available.
- The new **Bellevue Discover Family Partnership Program** connected to Bellevue Digital Discovery has approx. 70 new-to-district students enrolled for fall 2025 which will bring in \$1 million in revenue, with minimal additional fiscal impact to Digital Discovery. More importantly, it creates a much-needed, innovative service to families who want to engage in flexible learning including home-based learning in partnership with the Bellevue School District.



FAQ: Why Start New Programs?

- **Funding** is based on enrollment.
- Since COVID, Bellevue has seen a decline in **enrollment**—similar to the rest of region. Bellevue was one of the only districts to see an increase in enrollment—driven in large part by newer programs.
- **For Our Future World:** We need to keep building for the future, and not focusing just on cutting. Bellevue families in general expect more than basic education; many want options that will prepare their children for future opportunities that don't even exist today.



FAQ: Can we sell or rent buildings?

- The district has **vacant properties and school buildings** that are valuable assets. The District could sell property; however, any proceeds are required by state law to be used for capital (building) expenditures and cannot be used for operating costs or general fund costs. Additionally, any proceeds from property sale would be "one-time" funds.
- The one exception is that **interest collected** from properties that are sold can be used for general fund expenditures.
- Revenue from **property rentals** can and is used for general fund expenditures. That said, we are limited by the availability of our buildings which are prioritized for student use (ex. PAC rentals depend on school theater and music schedules)



FAQ: Is Preschool cost efficient? Could we make more money on preschool?

- Pre-school operates as a **cost neutral program** and is primarily tuition funded. We do receive some state funding for lower income families and students with disabilities and the Bellevue Schools foundation generously provides a grant to assist families in need with tuition. We have pre-school programs at 14 of our elementary schools.



FAQ: Do we leverage partnerships, purchasing power, and philanthropy?

- We have strong partnerships with **cities** (ex. Bellevue, Clyde Hill, Medina), **local non-profits** (ex. Jubilee Reach, Bellevue Lifespring, Rainier Athletes, Boys and Girls Club, Eastside Pathways), and **post-secondary institutions** (ex. Bellevue College). These partnerships do bring in additional revenue and supports for students. We are continuing to grow and develop partnerships to help bridge funding and service gaps.
- Bellevue is part of **purchasing consortiums** for materials and supplies, food, and other services. We belong to the Puget Sound Joint Purchasing Cooperative, approx. 130 school districts, that provides collective buying power and negotiation power to purchase food, bread, milk, produce, etc. We belong to KCDA (originally King County Directors' Association), a purchasing cooperative owned by Washington's public school districts, which offers centralized procurement services and savings for materials and supplies.
- We also partner closely with **companies and philanthropic organizations**. Amazon supports our Family Hubs at Stevenson and Highland. The Bellevue Schools Foundation is one of our most important partners. They have been dedicated to supporting BSD initiatives and innovation since 1979. They help coordinate philanthropic giving by individuals and corporations to provide resources for mental health, STEM learning, and grants for teachers. Join us at the Auction on April 19 at the Westin!



FAQ: What cuts have we made so far at central office and what cuts are we expecting?

- Over the past few years, we have reduced our **teaching and learning** directors/ executive directors from 26 (high in 2020) to 20 (2024)—a 23% cut. This coming year, we will reduce another 4 leaders in teaching and learning to reach 16 (40% cut since 2020).
- Remaining central office leadership reductions will include some **operational departments**. Specifics will be communicated once affected staff have been notified. We will prioritize protecting key services and supports to schools as much as possible.
- A **new organizational chart** that prioritizes service and supports to our students, schools, and families will be posted and communicated out after spring break.



Prototypical School Model

- A prototypical school is a fixed theoretical school size that is used for modeling purposes.

Category	Elementary (K-6)	Middle (7-8)	High (9-12)
Base Enrollment	400	432	600

- Funding is generated based on the grade level reported rather than a school's classification.
- The state allocates a # of positions plus a \$ for each position (neither of which are sufficient).



Prototypical Model Comparison – FTE

	State Funds	BSD Currently Staffs	BSD '25-26 Staff Proposal
Elementary Administrators	24.5 FTE \$3,356,492	32 FTE \$5,333,280*	20 FTE \$3,333,300*
MHAT High School Counselors	0 FTE	7 FTE \$846,797	5 FTE \$604,855
Elementary Nurses	13.628 FTE \$1,055,734	8.8 FTE \$1,064,545	8.8 FTE \$1,064,545
Family Engagement Specialists**	0 FTE	10 FTE \$710,110	6 FTE \$426,066

Data Source: [OSPI February 2025 Apportionment Report](#)

Compensation only, does not include insurance or other benefits

*See BSD Salaries on Prototypical Model Comparison – Salaries slide

Prototypical Model Comparison - Salaries

	Salary from the State	BSD Salary
Principal <ul style="list-style-type: none"> • Elementary Principal • Elementary Assistant Principal • Middle School Principal • Middle School Assistant Principal • High School Principal • High School Assistant Principal 	\$136,989	\$166,665* \$145,000* \$173,887* \$155,222* \$181,109* \$159,443
Guidance Counselor	\$92,287	\$120,971**
MHAT Counselor	\$0	\$120,971**
School Nurse	\$92,287	\$120,971**
Family Involvement Coordinators (Family Engagement Specialists)	\$66,204	\$71,011**



Data Source: OSPI February 2025 Apportionment Report
Compensation only, does not include insurance or other benefits

**BSD Starting Salary*

***BSD Average Salary*

****Additional district base cost adds ~\$15,000*

2025 LEGISLATIVE SESSION



We need these senate numbers.

**The Big 3 (2) that
Matter for BSD:**

**Special Education
SB 5263 **\$4.96M****

**MSOC
SB 5192 **\$2.4M****



A Note on the Human Aspect of All This

- Livelihoods
- Workload and Stress
- Family
- Unmet Expectations
- Service Levels
- Students and Families in Need
- Climate & Morale





Looking to the Future
