



Seattle Public Schools

**School Closures and Consolidations
Superintendent's Preliminary Recommendations**

Published Analysis

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Executive Summary

Like many school districts across Washington and the United States, Seattle Public Schools (SPS) is experiencing inflation and rising costs of living. These impact not just the district budget, but also the budgets of our employees and the families of our students.

SPS's budget is not fully funded by the state, even when it is supplemented with local, voter-approved levies. This is creating projected deficits in the coming years.

SPS is also witnessing a reduction in the school age population in Seattle and is experiencing declining enrollment.

SPS currently operates 73 schools serving students in pre-kindergarten through fifth grade. Twenty-nine of those schools have fewer than 300 students, which does not provide the desired learning environment for students, teachers, and staff.

To ensure a sustainable future for Seattle Public Schools, we must make a plan that considers our current situation and enrollment trends, as well as our district's vision of a quality education for every student and our commitment to equity and inclusion.

At the Superintendent's direction in consultation with our community and Board of Directors, we are making a recommendation for four school closures, with plans to work closely with each impacted community, and focus on our progress toward student outcomes. The schools proposed for closure would be consolidated with neighboring schools to minimize disruption and provide an opportunity for us to operationalize a strong transition plan for students, families, staff, and community partners. We will monitor progress, share our results, and build a vision for future success and stability for Seattle Public Schools.

To develop the recommendation, we reviewed school building condition, educational environment, and capacity based on a well-resourced model, as well as regional enrollment needs and distribution of schools. To minimize disruption, only schools that can fully consolidate with a neighboring school were considered. Pending further review and analysis of our instructional models and their impact on student outcomes, Option and K-8 schools were not considered for closure at this time.

Transition support plans have been developed to support those facing changes and include personalized transition support for students, staff, and families.

We believe that ALL students will be better served in a stable school system that allocates resources to achieve equity and excellence, in schools with the services they need, and where adults can grow their practice together.

Criteria and Recommendations

Criteria for Right-Sizing

Overview

In developing recommendations for 2025-26 right-sizing school closures, a set of criteria was developed. The following factors were considered on a school-by-school basis: **building condition assessment scores, learning environment scores, and well-resourced capacity.**

The recommendation process also required consideration of regional factors such as **enrollment needs by region, and distribution of schools by region.** SPS only considered schools that could fully consolidate with a neighboring school. Option and K-8 schools were not considered for closure at this time.

School Decision Criteria

Building Condition Assessment Scores

Building Condition Assessment (BCA) Scores factor both Civil, Structural, and Architectural (CSA) systems and Mechanical, Electrical, and Plumbing (MEP) systems. It is possible that the CSA portion of the facility is in good condition while the MEP portion has scored poorly, resulting in a fair or poor overall facility condition due to the weighting of the components and their specific conditions.

1. Each building has score from 1-5; 1=Excellent, 5=Unsatisfactory
 - o Prepared by consulting firm Sazän in 2022 (most recent available data)
2. Score includes assessment of multiple systems including drainage, roofing, electrical, foundations, plumbing, etc.

See scoring details and descriptive details in Appendix A.

Learning Environment Scores

1. Each building has a score from 1-5; 1=Excellent, 5=Unsuitable
 - o Prepared by Sazän in 2022 (most recent available data)
2. An assessment of the functional ability of facilities to support SPS educational programs including:
 - a. Spaces: Adequate size and quantity
 - b. Configuration: Educational priorities, program flexibility, community connections
 - c. Environment: Aesthetics, safety, responsive to human needs

See scoring details and descriptive details in Appendix A.

Well-Resourced Capacity

Ensures that we can plan for well-resourced schools within our current building portfolio while planning for future enrollment.

1. Based on current elementary educational specifications with these clarifications:
 - a. Standard classrooms are approximately 700 sq ft or greater
 - b. General education classroom capacity is 26 students for K-3 and 28 for 4-5 (Collective Bargaining Agreements or CBAs)
 - c. IEP services for students in a Resource model, such as multilingual services and speech–language pathology services (SLP), will be provided in spaces smaller than 700 sq ft
 - d. Each building will have three full size special education intensive services classrooms
 - e. Portables are not included in capacity with some narrow exceptions (portables in good condition, long term plans for expansion at the site)
 - f. Room-use prioritization: Three special education intensive services and two pre-K, core instruction classrooms (including music, art, and physical education), space for before/after care and partners as space allows
 - g. 95% utilization target

Sites that are too small to become well-resourced schools were considered for closures.

Regional Decision Criteria

Right-sizing school recommendations are made using a combination of the three criteria above (Building Condition Score, Learning Environment Score, and Well-Resourced Capacity), along with these additional factors:

- Regional enrollment needs
- Regional distribution of schools
- Full school consolidation with adjacent school
- No option or K-8 schools considered

Superintendent's Preliminary Recommendations

Southwest

Consolidate Sanislo Elementary School and Highland Park Elementary School at Highland Park Elementary School

Close Sanislo Elementary School

1812 SW Myrtle St.
Seattle, WA 98106

School Decision Factors:

- Building Condition Score: 4.25 (1=Excellent to 5=Unsatisfactory) as evaluated by Sazan
- Learning Environment Score: 3.65 (1=Excellent to 5=Unsuitable) as evaluated by Sazan
 - **See scoring details and descriptive details in Appendix A.**
- Well-Resourced Capacity: 236

Regional Decision Factors:

- Regional enrollment needs
- Regional distribution of schools
- Full school consolidation: Sanislo and Highland Park are adjacent
- No option or K-8 schools considered

Highland Park Elementary School

1012 SW Trenton St.
Seattle, WA 98106

- Building Condition Score: 2.19 (1=Excellent to 5=Unsatisfactory) as evaluated by Sazan
- Learning Environment Score: 1.32 (1=Excellent to 5=Unsuitable) as evaluated by Sazan
 - **See scoring details and descriptive details in Appendix A.**
- Well-Resourced Capacity: 506

Combining these two schools creates a potential enrollment of 423.

Central

Consolidate Stevens Elementary School and Montlake Elementary School at Montlake Elementary School

Close Stevens Elementary School

1242 18th Ave. E
Seattle, WA 98112

School Decision Factors:

- Building Condition Score: 2.10 (1=Excellent to 5=Unsatisfactory) as evaluated by Sazan
- Learning Environment Score: 2.56 (1=Excellent to 5=Unsuitable) as evaluated by Sazan
 - **See scoring details and descriptive details in Appendix A.**
- Well-Resourced Capacity: 373

Regional Decision Factors:

- Regional enrollment needs
- Full school consolidation: Stevens and Montlake are adjacent
- No option or K-8 schools considered

Montlake Elementary School

Under construction opening September 2025

2409 22nd Ave. E
Seattle, WA 98112

- Building Condition Score: 1.00 (1=Excellent to 5=Unsatisfactory) as evaluated by Sazan
- Learning Environment Score: 1.00 (1=Excellent to 5=Unsuitable) as evaluated by Sazan
- Well-Resourced Capacity: 500

Combining these two schools will create a potential enrollment of 326.

Northwest

Consolidate North Beach Elementary Schools and Viewlands Elementary School at Viewlands Elementary School

Close North Beach Elementary School

9018 24th Ave. NW
Seattle, WA 98117

School Decision Factors:

- Building Condition Score: 3.65 (1=Excellent to 5=Unsatisfactory) as evaluated by Sazan
- Learning Environment Score: 4.31 (1=Excellent to 5=Unsuitable) as evaluated by Sazan
 - **See scoring details and descriptive details in Appendix A.**
- Well-Resourced Capacity: 186

Regional Decision Factors:

- Regional enrollment needs
- Full school consolidation: North Beach and Viewlands are adjacent
- No option or K-8 schools considered

Viewlands Elementary School

10525 3rd Ave. NW
Seattle, WA 98177

- Building Condition Score: 1.00 (1=Excellent to 5=Unsatisfactory) as evaluated by Săzăn
- Learning Environment Score: 1.00 (1=Excellent to 5=Unsuitable) as evaluated by Săzăn
- Well-Resourced Capacity: 650

Combining both schools will create a potential enrollment of 600 students.

Northeast

Consolidate Sacajawea Elementary School and John Rogers Elementary School at
John Rogers Elementary School

Close Sacajawea Elementary

9501 20th Ave. NE
Seattle, WA 98115

School Decision Factors:

- Building Condition Score: 4.20 (1=Excellent to 5=Unsatisfactory) as evaluated by Săzăn
- Learning Environment Score: 5.00 (1=Excellent to 5=Unsuitable) as evaluated by Săzăn
 - **See scoring details and descriptive details in Appendix A.**
- Well-Resourced Capacity: 184

Regional Decision Factors:

- Regional enrollment needs
- Full school consolidation: Sacajawea and John Rogers are adjacent
- No option or K-8 schools considered

John Rogers Elementary School

Under construction opening September 2025

4030 NE 109th St.
Seattle, WA 98125

- Building Condition Score: 1.00 (1=Excellent to 5=Unsatisfactory) as evaluated by Sazan
- Learning Environment Score: 1.00 (1=Excellent to 5=Unsuitable) as evaluated by Sazan
- Well-Resourced Capacity: 500

Combining these two schools will create a potential enrollment of 444.

Demographic and Integration Analysis

Overview

The Demographic and Integration Analysis identifies whether proposed closures and potential boundary changes disproportionately impact specific groups and whether the changes will increase or decrease school segregation by considering whether schools reflect our overall district racial demographics. Additionally, the analysis identifies whether schools would experience a significant shift (more than 10%) in any racial or ethnic group for further study and consideration.

Considerations

- Identify whether recommended changes disproportionately impact certain demographic groups
- Identify schools with a demographic shift of 10% or more in any racial/ethnic group for further consideration and planning
- Identify schools where the enrollment of students of color varies from the districtwide total percentage of students of color by more than plus or minus 25 percentage points
- Identify schools where the enrollment of a single racial or ethnic group with districtwide enrollment of less than 30% exceeds 50%¹

Impact of School Closures

SPS has 23,215 K-5 students enrolled for the 2024-25 school year; 826 students attend schools proposed for closure, or 3.56% of K-5 students.

Table 1: Seattle Public Schools 2024-25 Racial Demographics (District Total, K-12)

Asian	Black	Hispanic	Pacific Islander	American Indian/Alaskan Native	Multiracial	White
11.8%	13.8%	15.3%	0.6%	0.4%	12.8%	45.3%

¹ These thresholds for analysis are based on Washington Administrative Code (WAC) 392-342-025; racial imbalance prohibition. This WAC does not apply to school closures, but the acceptance criteria provide a useful framework for identifying whether a proposed change exacerbates or alleviates racial imbalance.

Table 2: Demographics of Students Attending Four Closing Schools (826 Students)

Asian	Black	Hispanic	Pacific Islander	American Indian/Alaskan Native	Multiracial	White
6.4%	9.9%	15.3%	0.0%	0.1%	15.1%	53.1%

There are 92 students receiving special education intensive services at schools proposed for closure, or 10.6% of all students at schools proposed for closure.² Districtwide, 4.4% of K-12 students are eligible for intensive services.

The four consolidated schools will be able to provide a continuum of IEP services at each school, making it possible for more students receiving intensive services to continue to attend their attendance area school.

At four schools proposed for closure, 32.3% of students are eligible to receive free or reduced-price lunch; the overall district average is 31.3%.

Key Details of Analysis

Schools with a demographic shift of 10% or more in any racial/ethnic group identified for further study and consideration

One school, Viewlands, has a racial or ethnic group that would change by more than 10% in the composition of the school community. Currently Viewlands has 48.1% white students; the consolidated student population of North Beach and Viewlands would be 60% white. The proportion of Black students and Hispanic students would decrease at consolidated Viewlands.

This would make the demographics of Viewlands less similar to overall district demographics, but North Beach students will be at a school that is more representative of overall district demographics.

Schools where the enrollment of students of color varies from the districtwide total percentage of students of color by more than plus or minus 25 percentage points

Before closure, none of the eight impacted schools have enrollment of students of color that varies from the districtwide total percentage of students of color by plus or minus 25 percentage points. School closures do not change this. After closures, none of the four consolidated schools will have enrollment of students of color that varies from the districtwide total by plus or minus 25 percentage points.

² Racial demographic data in this analysis is from October 2024. Data on Special Education eligibility and Free or reduced-price lunch eligibility is from October 2023 because 2024 data was not available at the time of analysis.

- Districtwide total percentage of students of color is 54.7%.
- North Beach Elementary doesn't meet the threshold for analysis (enrollment of students of color 25% less than districtwide total) but it is very close.
 - North Beach serves 30.5% students of color; 24.2% less than the districtwide total percentage of students of color
 - After closure of North Beach, the consolidated Viewlands would enroll 40% students of color, much closer to the districtwide total percentage

Schools where the enrollment of a single racial or ethnic group with districtwide enrollment of less than 30% exceeds 50%

Before closure, none of the eight impacted schools have more than 50% enrollment of a single racial or ethnic group with districtwide enrollment of less than 30%.

School closures do not change this. After closures, none of the four consolidated schools will have more than 50% enrollment of a single racial or ethnic group with districtwide enrollment of less than 30%.

Data

Table 3: Demographics, closing schools

School Name	Asian	American Indian/ Alaska Native	Black	Hispanic	Multi-Racial	Pacific Islander	White	Total Enrollment
North Beach	4.2%	< 10	3.3%	9.1%	13.6%	< 10	69.5%	331
Sacajawea	7.1%	< 10	8.2%	20.9%	15.8%	< 10	48.0%	196
Stevens	< 10	< 10	10.4%	14.9%	15.6%	< 10	53.9%	154
Sanislo	11.7%	< 10	26.9%	22.1%	17.2%	< 10	22.1%	145

Table 4: Demographics, receiving schools

School Name	Asian	American Indian/ Alaska Native	Black	Hispanic	Multi-Racial	Pacific Islander	White	Total Enrollment
Viewlands	7.0%	< 10	10.7%	20.4%	12.6%	< 10	48.1%	270
John Rogers	9.7%	< 10	24.2%	19.4%	10.1%	< 10	35.5%	248
Montlake	10.5%	< 10	< 10	7.0%	21.1%	< 10	57.3%	171
Highland Park	9.4%	< 10	13.8%	35.5%	10.5%	< 10	30.4%	276

Table 5: Demographics, consolidated schools

School Name	Asian	American Indian/ Alaska Native	Black	Hispanic	Multi- Racial	Pacific Islander	White	Total Enrollment
Viewlands	5.5%	< 10	6.7%	14.2%	13.2%	< 10	60.0%	600
John Rogers	8.6%	< 10	17.1%	20.0%	12.6%	< 10	41.0%	444
Montlake	8.0%	< 10	7.1%	10.7%	18.4%	< 10	55.5%	326
Highland Park	10.2%	< 10	18.2%	30.7%	12.8%	< 10	27.4%	423

Conclusion

Four school closures and consolidation do not make SPS elementary schools more or less segregated than they are currently.

- Viewlands Elementary has the greatest demographic change for a single racial or ethnic group; 12% increase in the proportion of white students. For Viewlands students, the consolidated school will be less like districtwide demographics. For North Beach students, the consolidated school will be more like districtwide demographics.

Analytical framework and caveats

- This analysis compares the October 2024 enrolled students at eight impacted schools (closing and receiving) to the combined enrollment at four consolidated schools. For example, the October 2024 enrollment of Sanislo is combined with the October 2024 enrollment at Highland Park to approximate the demographics at the consolidated Highland Park Elementary.
- There will be some changes in special education service pathway placement. Those changes may have a small impact on school demographics.

Site Classification and Long-Range Plan for Facility Use

Overview

The district's Facilities Master Plan classifies district property into one of three categories:

- Essential – property used for either instructional program or instructional program support.
- Inventoried – property not currently in use for instructional program or instructional program support but can be reactivated for instructional use and is being kept for possible future use.
 - Non-Essential (surplus) – property in long-term leases to other parties and not available to be reactivated; property not projected to be needed in the future and may be disposed of, through sale or long-term lease.

No decisions have been made regarding the future use of any school sites.

Sites where there will not be K-5 school programs beginning in 2025-26 will be classified as “Inventoried,” maintaining their status as active properties in SPS’s portfolio. This will allow us to engage authentically with stakeholders, including internal SPS programs, to determine long-range use of properties.

Board Policy No. 6882, Rental, Lease and Sale of Real Property, directs that facilities and properties owned by the district which are not currently needed for district purposes will be managed to carry out the following objectives:

- Reflect the district’s short, intermediate, and long-term educational needs;
- Provide revenue and other financial support to district needs; and
- Support, to a limited extent, youth education activities.

The policy covers management of **inventoried properties**, which could include rental of closed buildings, typically at market rate and with early termination agreements within the lease.

Also, per Policy 6882, management of non-essential (surplus) properties should maximize long-term revenue to the district either through long-term lease or sale. Lease or sale proceeds are required to be directed to the Capital Eligible Fund and may not be used for district operating expenses.

SPS will be evaluating uses for any closed buildings to determine the best use of those buildings that will also best position the district long-term, for the next enrollment growth cycle. These should be uses that support the long-range plan for the district, benefit the district, and are compatible with the neighborhood. Any closed buildings or sites will continue to be maintained to preserve the district’s assets, including security upkeep.

If there is a proposal to change the use of a building to a non-school use, SPS will follow the processes in Policy 6882. The neighborhood community surrounding the property would be provided with a timeline and invited to comment in advance and their views would be considered by the Superintendent and the School Board. As part of any evaluation process, the district will consider the compatibility of the proposed use of the property with the neighborhood.

Board Policy 6883, School & Instructional Site Closures, requires that for each proposed site closure the district must identify the proposed site classification and the relationship of the proposed closure to any on-going, established long-range program for facility use.

Proposed Classifications and Relationship to Long-Range Facilities Plan

For sites proposed for closure, see the chart below showing proposed site classification and the relationship to the long-range facilities plan.

Site	Region	Proposed Site Classification	Relationship to Long-Range Facilities Plan
North Beach	NW	Inventoried	Retain property for future district use; Evaluate building for district program space needs
Sacajawea	NE	Inventoried	Retain property for future district use; Evaluate building for district program space needs
Sanislo	SW	Inventoried	Retain property for future district use; Evaluate building for district program space needs
Stevens	C	Inventoried	Retain property for future district use; Evaluate building for district program space needs

Appendix A: Details from the January 28, 2022, Facilities Condition Assessment

Facility Condition Assessment (FCA)

A formal FCA is usually conducted by an independent, third-party facility consultant to document the condition of both site and facility systems and subsystems. The 2022 FCA was performed by a team of professional K-12 facility consultants with expertise in building design, construction, operations, and maintenance and cost estimating for public K-12 facilities. The 2022 FCA report contains both qualitative and quantitative condition information.

The Building Condition Assessment (BCA) provides scores for Civil, Structural, and Architectural elements (CSA), and Mechanical, Electrical, and Plumbing (MEP) elements.

Scoring detailed in the following table:

Score	Condition
1.0-1.99	Excellent/New
2.0-2.99	Good
3.0-3.99	Fair
4.0-4.99	Poor
5.0	Unsatisfactory

Learning Environment Assessment (LEA)

SPS has been assessing the “Educational Adequacy” of key program areas at each school since 2002. School use, programs, services, and educational standards have changed in the ensuing years, and a new LEA evaluation was developed to update some of the elements of the assessment tool. The LEA reports the “functional ability of school facilities to support SPS educational programs using three main evaluation criteria categories: Space, Configuration, and Environment.” (Säzän 2021 FCA, LEA, Accessibility Assessment Report)

Sanislo

Overall Building Scores

Weighted Average Building Condition Assessment Score	4
Average Learning Environment Assessment Score	4
Year Built	1972
Year Modified	1998
Facility Need - CSA	Total Replacement
Facility Need - MEP	Total Replacement
Facility Need - LEA	Total Replacement

Building Condition Details

The building has major structural issues, water intrusion problems, ADA (Americans with Disabilities Act) non-compliance, and a severely inadequate thermal envelope. Cost for remediating the issues far outweighs the cost of replacement.

Learning Environment - Analysis Elements

Element	Space	Configuration	Environment	Average
Administration, Teacher Flex/Group, Conference, Counseling	3	3	3	3
Core Learning (General Classrooms)	1	2	4	2.3
Small Group Learning Areas	3	3	4	3.3
Kindergarten	1	2	4	2.3
Preschool, Child Care, Head Start	4	4	4	4
Resource, IEP Services	4	3	4	3.7
Library, Information Resources	2	3	4	3
Specialty: STEM Science, Art	3	3	4	3.3
Food Service, Cafeteria, Multi-Purpose, Commons	4	3	3	3.3
Performing Arts	4	2	3	3
Gym, Fitness, Covered Play	4	3	3	3.3
CTE, Technology, etc.	N/A	N/A	N/A	N/A
Service, Storage, General Restrooms, Custodial	4	3	4	3.7
Community, Special Services	5	5	5	5
General Circulation, Lobby, Corridors, Public Areas	3	3	4	3.3

Playfields	1	4	3	2.7
Site: Parking, Drop-Off, Bus	3	3	3	3

LEA Score: 3.27

Sacajawea

Overall Building Scores

Weighted Average Building Condition Assessment Score	4
Average Learning Environment Assessment Score	5
Year Built	1959
Year Modified	N/A
Facility Need-CSA	Total Replacement
Facility Need-MEP	Major Modification
Facility Need-LEA	Total Replacement

Building Condition Details

Overall condition is “poor.” Building needs significant ADA accessibility upgrades as well as energy efficiency upgrades. Plumbing fixtures and sinks are old and deteriorated.

Learning Environment - Analysis Elements

Element	Space	Configuration	Environment	Average
Administration, Teacher Flex/Group, Conference, Counseling	5	5	5	5
Core Learning (General Classrooms)	4	5	5	4.7
Small Group Learning Areas	5	5	5	5
Kindergarten	3	4	5	4
Preschool, Child Care, Head Start	5	5	5	5
Resource, IEP Services	5	5	5	5
Library, Information Resources	3	4	4	3.7
Specialty: STEM Science, Art	3	3	4	3.3
Food Service, Cafeteria, Multi-Purpose, Commons	4	3	4	3.7
Performing Arts	4	5	5	4.7
Gym, Fitness, Covered Play	5	4	5	4.7
CTE, Technology, etc.	N/A	N/A	N/A	N/A
Service, Storage, General Restrooms, Custodial	4	4	5	4.3
Community, Special Services	5	5	5	5

General Circulation, Lobby, Corridors, Public Areas	3	3	5	3.7
Playfields	4	5	5	4.7
Site: Parking, Drop-Off, Bus	N/A	N/A	N/A	N/A

LEA Score: 4.42

Stevens

Overall Building Scores

Weighted Average Building Condition Assessment Score	3
Average Learning Environment Assessment Score	2
Year Built	1906
Year Modified	2001
Facility Need - CSA	Minor Modification
Facility Need - MEP	Minor Modification
Facility Need - LEA	No Significant Changes

Building Condition Details

The campus buildings are in reasonably good shape and well maintained. There are some areas showing wear, such as the older carpet and wood flooring that are now showing their age. The primary concern is lack of good weather seals on the doors and some of the windows. The other significant energy efficiency issue is that the roof for the older building does not appear to be insulated.

Learning Environment - Analysis Elements

Element	Space	Configuration	Environment	Average
Administration, Teacher Flex/Group, Conference, Counseling	2	2	2	2
Core Learning (General Classrooms)	2	2	2	2
Small Group Learning Areas	4	3	3	3.3
Kindergarten	3	3	2	2.7
Preschool, Child Care, Head Start	3	3	2	2.7
Resource, IEP Services	2	2	2	2
Library, Information Resources	1	1	1	1
Specialty: STEM Science, Art	3	3	2	2.7
Food Service, Cafeteria, Multi-Purpose, Commons	4	2	2	2.7
Performing Arts	4	2	2	2.7
Gym, Fitness, Covered Play	1	2	2	1.7
CTE, Technology, etc.	N/A	N/A	N/A	N/A
Service, Storage, General Restrooms, Custodial	2	2	2	2
Community, Special Services	2	2	2	2
General Circulation, Lobby, Corridors, Public Areas	2	2	2	2

Playfields	4	3	2	3
Site: Parking, Drop-Off, Bus	3	3	3	3

LEA Score: 2.33

North Beach

Overall Building Scores

Weighted Average Building Condition Assessment Score	4
Average Learning Environment Assessment Score	4
Year Built	1957
Year Modified	N/A
Facility Need-CSA	Total Replacement
Facility Need-MEP	Major Modification
Facility Need-LEA	Total Replacement

Building Condition Details

The school is an older building that has been well maintained but is having issues due to age of building and equipment. The facility is past its useful life and needs replacement. There are issues with storm drainage and erosion along the western edge of the property as well as water penetration between classroom wings and taller central structure. Doors are non-ADA compliant. Windows are single pane glazed. Ventilation provides outside air via miscellaneous fans throughout the building that are past their useful life. Twelve portables are onsite to provide additional learning spaces, however over half of these are in fair to poor condition and should be replaced or upgraded.

Learning Environment - Analysis Elements

Element	Space	Configuration	Environment	Average
Administration, Teacher Flex/Group, Conference, Counseling	4	4	4	4
Core Learning (General Classrooms)	5	4	4	4.3
Small Group Learning Areas	5	5	5	5
Kindergarten	3	3	3	3
Preschool, Child Care, Head Start	4	4	4	4
Resource, IEP Services	3	3	3	3
Library, Information Resources	4	3	3	3.3
Specialty: STEM Science, Art	4	3	3	3.3
Food Service, Cafeteria, Multi-Purpose, Commons	4	4	3	3.6
Performing Arts	4	3	3	3.3
Gym, Fitness, Covered Play	3	4	3	3.3
CTE, Technology, etc.	N/A	N/A	N/A	N/A

Service, Storage, General Restrooms, Custodial	4	4	4	4
Community, Special Services	5	5	5	5
General Circulation, Lobby, Corridors, Public Areas	4	3	5	4
Playfields	3	4	4	3.6
Site: Parking, Drop-Off, Bus	4	4	5	4.3

LEA Score: 3.83