



SCHOOL BOARD ACTION REPORT

DATE: January 16, 2018
FROM: Director Eden Mack and Director Rick Burke

For Introduction: January 17, 2018
For Action: January 31, 2018

1. TITLE

Amendment 1 to Approval of the 2019-20 High School Growth Boundaries Plan High School Highly Capable Pathways for 2019-20 and 2020-21: Move the North-end Dual Language Immersion high school pathway from Ingraham to Lincoln in 2019-20 and Develop a Southeast Dual Language Immersion Pathway

2. PURPOSE

This Board Action switches the Dual Language Immersion (DLI) Pathway from Ingraham to Lincoln starting in 2019-20 school year. DLI students entering 9th grade who are not in the Lincoln attendance area will be provided a guaranteed assignment to Lincoln beginning in 2019-20. Existing DLI students at Ingraham would retain their assignment to Ingraham; rising 10th graders in 2019-20 could also choose to attend Lincoln during open enrollment.

This action also directs staff to develop a southeast dual language immersion pathway at the high school level.

3. RECOMMENDED MOTION

I move that the Dual Language Immersion Pathways be amended as follows for the 2019-20 school year:

John Stanford & McDonald > Hamilton > ~~Ingraham~~ Lincoln
Beacon Hill & Dearborn Park > Mercer > Chief Sealth
Concord > Denny > Chief Sealth

Upon approval, this information will be included in the next Student Assignment Transition Plan.

I further move that staff develop and present a southeast high school Dual Language Immersion pathway option to include in the next Student Assignment Transition Plan and take effect starting in the 2019-20 school year.

4. BACKGROUND INFORMATION

a. Background

Pathways are designated for students in various programs as “there will continue to be a

limited number of programs and services that are unique enough and that serve such a limited population that they cannot be offered in every elementary and middle school service area or in every high school attendance area” (2009 Student Assignment Plan, footnote 9). Changes to pathways are updated in the yearly Student Assignment Transition Plans. Pathways are never a required assignment over the attendance area school, but instead a guaranteed choice assignment.

Lincoln is re-opening as a comprehensive high school in the 2019-20 school year. The school board is adopting highly capable pathways and attendance area boundaries in time for open enrollment for the 2018-19 school year to allow students that will be assigned to Lincoln in 2019 as 10th graders (current 8th graders) to have information about pathways and boundaries before they transition to 9th grade in the 2018 school year. The district offers Dual Language Immersion programs at John Stanford International Elementary and McDonald Elementary and at Hamilton International Middle School, all of which are in the proposed Lincoln attendance area boundaries.

The current DLI pathway for high school in the north-end is to Ingraham. In 2016, one recommendation from the Dual Language Task Force was to consider Lincoln as the pathway. Additionally, staff’s recommendation in the briefing paper titled “Draft Briefing Paper: International Schools/ DLI Pathways” dated 12/15/17, is also to move Lincoln as the DLI pathway, “as long as we also build out a high school DLI pathway to support students in the SE at the same time.” The changes in the SE should be placed on the district’s work plan now and recommendations for pathway adoption presented to the board for introduction and action prior to open enrollment for the 2019-20 school year. This pathway change to Lincoln should be adopted per the Task Force recommendation at the same time as the adoption of attendance area boundaries and HC Pathways to provide Dual Language students the same amount of notice as other students impacted by the opening of Lincoln.

Additionally, JSIS and McDonald are option schools, meaning that students that attend the school must apply. Priority is given to students who live in the GeoZone surrounding the schools. Each school also has a 15% seat set aside for students who are native/heritage speakers of Japanese or Spanish. Based off the current enrollment at JSIS and McDonald, 32% (290 of 910 students) of the students live outside of the proposed Lincoln boundary represented in Scenario Fv4.3. Of those 290 students living outside of the Lincoln boundary in Fv4.3, 58% are non-white.

- b. **Alternatives** No Action: Leave Ingraham as the DLI pathway. This is not recommended because most students in the dual language programs in the north end reside in the proposed Lincoln attendance area. These students would need to travel 4 + miles to participate in the pathway. Additionally students who are in the pathway but do not live in the Lincoln attendance area would not have a guaranteed assignment to Lincoln. This would split the cohort between Ingraham and Lincoln, making it difficult to provide sufficient course offerings at both schools.
- c. **Research** District staff briefing paper and the 2016 report from the International School/Dual Language Immersion Task Force

5. FISCAL IMPACT/REVENUE SOURCE

~~The cost of potential mitigation for dual language at Lincoln is estimated at \$250,000, or approximately 2 FTE. This cost assumes no grandfathering for 10th graders. If 10th graders could choose either Lincoln or Ingraham there likely would be additional staffing mitigations costs, potentially at either Lincoln or Ingraham. Cost for grandfathering is estimated at an additional \$250,000, for a total cost of \$500,000. This additional funding would be required starting in 2019-20 and for the transition period only.~~

~~The cost estimate for potential mitigation for a southeast dual language immersion pathway is similar. Staff estimate the cost to be \$250,000, or approximately 2 FTE. As this would be a new program and not a move of an existing program, this additional cost would be ongoing starting in 2019-20.~~

Potential mitigation staffing estimates have been refined using additionally provided information:

For a DLI Pathway to Lincoln:

.4 in 2019-20 to enable them to offer at least 1 Level 4 class in Japanese and Spanish

.4 in 2020-21 to enable them to offer at least 1 Level 5 (AP class) in Japanese and Spanish

For a SE DLI Pathway to Cleveland:

.4 in 2019-20 to enable them to offer at least 1 Level 4 courses in Chinese and Spanish

.4 in 2020-21 to enable them to offer at least 1 Level 5 (AP class) in Chinese and Spanish

For a SE DLI Pathway to Rainier Beach (IB Chinese/Spanish 4 does not start until 11th grade, but they do have some capacity for language classes):

.6 in 2019-20

.6 in 2020-21

For a SE DLI Pathway to Franklin (they need more support, as they currently don't have any AP level classes there):

.8 in 2019-20

.8 in 2020-21

The staffing range is a total of .8 to 1.2 FTE each year, which translates to \$90,000 to \$135,000. An additional \$20,000 is needed for curriculum.

The revenue source for this motion is general fund.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

- Not applicable
- Tier 1: Inform
- Tier 2: Consult/Involve
- Tier 3: Collaborate

The International Schools/Dual Language Immersion Task force was convened in spring 2016 and was comprised of district staff and community members. This Task force made recommendations in August 2016. Subsequently, many parents of students at McDonald and John Stanford International schools have written to the school board and requested this change.

7. EQUITY ANALYSIS

Staff conducted an equity analysis of dual language immersion program changes and concluded it would be inequitable to allocate resources for a north-end pathway change without also moving forward a built-out pathway in the southeast. This board action asks for both by the 2019-20 school year.

8. STUDENT BENEFIT

This will benefit students by supporting them in attending their neighborhood high schools AND providing them a sufficient dual language immersion cohort to ensure that SPS can provide the dual language courses these students should receive. Additionally, adopting this now will provide DLI students the same notice as other students that will be impacted by the boundary and pathway assignments to Lincoln in 2019-20.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item
- Other: Any amendments to assignment pathways previously adopted by the Board require Board approval _____

10. POLICY IMPLICATION

Policy No. 3130, Student Assignment and Enrollment, discusses the attendance area and choice assignment systems. Board-adopted language regarding student assignment pathways for the DLI program exists in the annual Student Assignment Transition Plans.

Policy No. 2177, International Education, expresses the vision of the District’s International Education program “To educate and prepare all students to achieve today and tomorrow in a global community and economy.”

Policy No. 2200, Equitable Access to Programs and services states, “It is the policy of the Seattle School Board that programs and services be developed, replicated, and placed in support of district-wide academic goals that address systemic needs and support quality education for all students within the context of the current student assignment plan.”

11. BOARD COMMITTEE RECOMMENDATION

This motion was not discussed at a Committee.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the DLI pathway for 2019-20 will be amended.

13. ATTACHMENTS

- None