Board Special Meeting
Work Sessions: Budget; BTA V Levy
December 9, 2020, 4:30 – 7:30 pm
Meeting to be held remotely
By Microsoft Teams
By Teleconference: 206-800-4125 (Conference ID: 719 858 508 #)

Agenda

Call to Order	4:30 pm
Work Session: Budget	4:30 pm
Work Session: Building, Technology, and Academics/Athletics (BTA) V Levy	6:00 pm*
Adjourn	7:30 pm*

IMPORTANT NOTE: This meeting will be held remotely without an in-person location per the Governor's proclamation prohibiting public agencies from conducting meetings subject to the Open Public Meetings Act in-person to curtail the spread of COVID-19. The public is being provided remote access through Microsoft Teams and teleconference as noted above. There is a maximum capacity of 350 meeting participants and other attendees for this remote meeting, and a "waiting room" may be utilized to address capacity. Additional attendees will be admitted from the waiting room as capacity permits.

*Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda. Executive sessions are closed to the public per RCW 42.30. *Times given are estimated.*

Budget Work Session

December 9, 2020

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For questions and more information about this document, please contact the following:

JoLynn Berge
Chief Financial Officer
BudgetOffice@seattleschools.org

Review 2021-22 projections and timeline, update on Participatory Budgeting Process, information provided on three-year outlook, review and provide feedback on 21-22 budget solutions by major category, follow up on additional information: WSS, Strat Plan, Capital, review and provide feedback on equity tier changes for 21-22

Seattle Public Schools

Budget Work Session

www.seattleschools.org | December 9, 2020

Outcomes

1. Review 2021-22 projections and timeline
2. Update on Participatory Budgeting Process
3. Information provided on three-year outlook
4. Review and provide feedback on 21-22 budget solutions by major category
5. Follow up on additional information: WSS, Strat Plan, Capital
6. Review and provide feedback on equity tier changes for 21-22.

FY21-22 Draft Budget Development Calendar

- **October 28, 2020** - Budget Work Session

- **November 16** thru December 16 Community Meetings

- **November 17, 2020 -** Budget Work Session

- **December 9, 2020** – Budget Work Session

- **December 13, 2020 –** Final WSS Changes determined

- **January 6, 2021 -** Budget Work Session to review recommendations
  - Review WSS Changes
  - Review Overall major budget changes/agreement on budget

- **January 11, 2021 –** Legislative session begins

- **January 13 to January 29 -** Central budgets developed

- **January 20, 2021 –** Budget Work Session

- **February 23, 2021 -** Budget Allocations to Schools

- **March 3, 2021 -** Budget Work Session

- **April 26, 2021 -** Regular Legislative session ends

- **April 28, 2021 –** Budget Work Session

- **May 3, 2021 -** Final General Fund Balancing, Budget Book development

- **May 25, 2021 -** Budget Work Session

- **June 7, 2021 -** Board Action Report and Budget Resolution to A&F

- **June 9, 2021 -** Budget Work Session

- **June 23, 2021 -** Introduce Budget to Board

- **July 7, 2021 –** Required Public Hearing

- **July 7, 2021 -** Board Action to adopt school year 2021-22 budget

Estimated General Fund Ending Fund Balances

Fund Balance Projections	2019-20	2020-21
Committed to Economic Stabilization (4% and 3.9%)	$38,700,000	$38,700,000
Inventory	$1,526,685	$1,500,000
Restricted for carryover of restricted revenues	$16,247,619	$10,000,000
School Carryforward	$10,023,108	$9,000,000
Central Baseline Carryforward	$2,930,574	$2,000,000
Legal Settlements/Outside Counsel	$4,902,503	$5,000,000
FY18-19 anticipated underspend for FY20-21		
Salary savings	$14,000,000	
Legislative action above anticipated applied to FY20-21	$16,000,000	
FY19-20 estimated savings		
Salary savings/SEBB billing change	$20,400,000	
FY20-21 estimated salary savings/underspend		$20,000,000
Estimated Enrollment funding loss ($22M less $6M reserve for enrollment)		($16,000,000)
Transportation funding deficit		($11,600,000)
Secondary Science Curriculum Adoption	$854,445	$532,212
Central Office Restoration Escrow	$1,376,543	$1,376,543
Unassigned (UPDATED on Dec 9, 2020 for 2020-21)	$21,830,217	$10,000,000
Total Ending Fund Balance	**$148,791,695**	**$70,508,755**

Note – FY20-21 numbers are estimates

Projections from Four Year Forecasts previously approved as part of the budget

- 2019-20 Budget - Four Year Forecast (approved July 10, 2019)

	2019-20	2020-21	2021-22	2022-23
Enrollment	52,873	52,324	51,865	51,550
General Fund				
Total Resources	$ 973,740,979	$ 1,004,344,249	$ 1,023,029,078	$ 1,042,137,400
Total Expenditures	$ 1,044,890,979	$ 1,063,053,708	$ 1,094,945,320	$ 1,127,793,679
Contribution To/(From) Fund Balance	$ (71,150,000)	$ (58,709,459)	$ (71,916,242)	$ (85,656,279)

- 2020-21 Budget - Four Year Forecast (approved July 8, 2020)

	2020-21	2021-22	2022-23	2023-24
Enrollment	54,698	54,937	55,182	54,841
General Fund				
Total Resources	$ 1,080,904,739	$ 1,033,004,264	$ 1,049,618,050	$ 1,066,551,553
Total Expenditures	$ 1,080,904,739	$ 1,100,147,881	$ 1,133,152,318	$ 1,167,146,887
Contribution To/(From) Fund Balance	$ -	$ (67,143,617)	$ (83,534,268)	$ (100,595,334)

Participatory Budgeting Update

Participatory Budgeting Activities – Areas Chosen

- Ethnic Studies, Black & American Indian Studies

- Restorative Justice

- Dual Language Programs

Participatory Budgeting - Update

- First meetings have been held

- Second meetings held end of this week and next week

- Report out scheduled for January 6 Work Session

Three Year Outlook and Options

FY21-22 Potential Solutions

Estimated Gap of $48m	Option A No reduction to school allocations, use all savings	Option B All areas have reductions	Option C No reduction to economic stabilization	Option D No reduction to capital funding
Economic Stabilization Fund	$ 38,700,000	$ 18,000,000	$ -	$ 15,000,000
Reductions to District Programs	$ 4,300,000	$ 10,000,000	$ 15,000,000	$ 15,000,000
Use Capital Funding	$ 5,000,000	$ 10,000,000	$ 10,000,000	$ -
Reductions to School Funding Allocations	$ -	$ 10,000,000	$ 23,000,000	$ 18,000,000
Total	**$ 48,000,000**	**$ 48,000,000**	**$ 48,000,000**	**$ 48,000,000**
Note: These examples are provided for discussion purposes only.				

Three Year Outlook and Options

Three Year Outlook						
General Fund Position over three years	**Available resources**	**2021-22**		**2022-23**		**2023-24**
Revenues		$	1,030,525,426	$	1,049,618,050	$	1,066,551,553
Expenditures		$	1,100,333,183	$	1,133,152,318	$	1,167,146,887
Resource Gap		$	**(69,807,757)**	$	**(83,534,268)**	$	**(100,595,334)**

*Assumption of revenues and expenditures being held constant is for illistration purposes only.

Option A - minimize cuts, use savings and Capital						
General Fund Position over three years	**Available resources**	**2021-22**		**2022-23**		**2023-24**
Revenues		$	1,030,525,426	$	1,049,618,050	$	1,066,551,553
Expenditures		$	1,100,333,183	*$*	*1,132,044,561*	*$*	*1,103,579,387*
Resource Gap		$	(69,807,757)	$	(82,426,511)	$	(37,027,834)

Solutions						
Annual underspend, which equals all of our available fund balance	$ 20,000,000	$	20,000,000	$	20,000,000	$	20,000,000
Economic Stabilization Fund - one time	$ 38,700,000	$	38,700,000	Nothing available		Nothing available	
Capital Funds - may be one time	$ 10,000,000	$	10,000,000	Nothing available		Nothing available	
Total remaining gap		$	(1,107,757)	$	(62,426,511)	$	(17,027,834)
Reduction to District Programs	$ 10,000,000	$	1,107,757	$	8,892,243	$	-
Reduction to School Allocations	$ 40,000,000			$	53,534,268	$	17,027,834
Total remaining gap		$	-	$	-	$	-

Three Year Outlook and Options

Three Year Outlook						
General Fund Position over three years	**Available resources**		**2021-22**		**2022-23**	**2023-24**
Revenues		$	1,030,525,426	$	1,049,618,050	$ 1,066,551,553
Expenditures		$	1,100,333,183	$	1,133,152,318	$ 1,167,146,887
Resource Gap		$	**(69,807,757)**	$	**(83,534,268)**	$ **(100,595,334)**

*Assumption of revenues and expenditures being held constant is for illistration purposes only.

Option B - all areas have reductions						
General Fund Position over three years	**Available resources**		**2021-22**		**2022-23**	**2023-24**
Revenues		$	1,030,525,426	$	1,049,618,050	$ 1,066,551,553
Expenditures		$	1,100,333,183	$	*1,111,344,561*	$ *1,102,958,387*
Resource Gap		$	(69,807,757)	$	(61,726,511)	$ (36,406,834)

Solutions						
Annual underspend, which equals all of our available fund balance	$ 20,000,000	$	20,000,000	$	20,000,000	$ 20,000,000
Economic Stabilization Fund - one time	$ 38,700,000	$	18,000,000	$	-	$ -
Capital Funds - one time?	$ 10,000,000	$	10,000,000	$	-	$ -
Total remaining gap		$	(21,807,757)	$	(41,726,511)	$ (16,406,834)
Reduction to District Programs	$ 10,000,000	$	5,000,000	$	5,000,000	$ -
Reduction to School Allocations	$ 40,000,000	$	16,807,757	$	36,726,511	$ 16,406,834
Total remaining gap		$	-	$	-	$ -

FY21-22 Potential Solutions

Estimated Gap of $48m	Option A No reduction to school allocations, use all savings	Option B All areas have reductions	Option C No reduction to economic stabilization	Option D No reduction to capital funding
Economic Stabilization Fund	$ 38,700,000	$ 18,000,000	$ -	$ 15,000,000
Reductions to District Programs	$ 4,300,000	$ 10,000,000	$ 15,000,000	$ 15,000,000
Use Capital Funding	$ 5,000,000	$ 10,000,000	$ 10,000,000	$ -
Reductions to School Funding Allocations	$ -	$ 10,000,000	$ 23,000,000	$ 18,000,000
Total	**$ 48,000,000**	**$48,000,000**	**$48,000,000**	**$ 48,000,000**
Note: These examples are provided for discussion purposes only.				

Follow Up

Weighted Staffing Standards (WSS)
Teachers and non-staff funds

- Classroom Teachers allocated based on Poverty Levels

Grades	Poverty <40%	Poverty 40% to 79%	Poverty >80%
K-1	20	18	18
2	21	20	18
3	24	20	18
4-5	27	27	27
6-12	29	29	29

- Basic Education Supply Funding per student

Grades	Amount
K-5	$99
6-12	$205

- Equity Dollars per free and reduced lunch student

Grades	Amount	Grades	Amount
K	$226	6-8	$566
1-3	$257	9-12	$580
4-5	$328		

Elementary School Administrative & Support

ELEMENTARY CORE ADMINISTRATIVE & SUPPORT

Elementary School Core Staffing Using Student AAFTE	≤ 300	301-450	451-600	601-750	751+
Principal	1.0	1.0	1.0	1.0	1.0
Admin Secretary - 220	1.0	1.0	1.0	1.0	1.0
Elementary Asst Secretary - 201	0.5	1.0	1.0	2.0	2.0
Librarian	0.5	0.5	0.5	1.0	1.0
Certificated Core Staff			0.5	0.5	0.5
House Administrator					1.0
Nurse **	0.2	0.3	0.4	0.5	0.5

** Nurses allocated thru the WSS formula are staffed centrally.

ELEMENTARY COUNSELOR / SOCIAL WORKER / HEAD TEACHER

0.5 position for school that is:	OSPI Targeted/Comprehensive, or
	Greater than 50% poverty, or
	Social/Emotional Behavior program

K-8 and Middle School Administrative & Support

K-8 Core Administrative & Support

K-8 School Core Staffing Using Student AAFTE	≤ 300	301-400	401-500	501-700	701+
Principal	1.0	1.0	1.0	1.0	1.0
Admin Secretary - 220	1.0	1.0	1.0	1.0	1.0
Elementary Asst Secretary - 201	0.5	1.0	1.0	2.0	2.0
Librarian	0.5	0.5	1.0	1.0	1.0
MS Counselor *	* 375 : 1				
Certificated Core Staff				0.5	0.5
Nurse **	0.2	0.3	0.4	0.5	0.5

Middle School Core Administrative & Support

Middle School Core Staffing Using Student AAFTE	≤ 700	701-900	901+
Principal	1.0	1.0	1.0
Admin Secretary - 260	1.0	1.0	1.0
Asst Secretary - 201		1.0	1.0
Attendance Specialist	1.0	1.0	1.0
Data Registrar Specialist - 220	1.0	1.0	1.0
Librarian	1.0	1.0	1.0
MS Counselor *	* 375 : 1		
Certificated Core Staff	0.5	0.5	0.5
House Administrator			1.0
Nurse **	0.5	0.5	0.5

* Secondary counselors are assigned on a ratio of approximately 375:1.

** Nurses allocated thru the WSS formula are staffed centrally.

High School Administrative & Support

HIGH SCHOOL CORE ADMINISTRATIVE & SUPPORT

High School Core Staffing Using Student AAFTE	≤ 800	801-1100	1101+
Principal	1.0	1.0	1.0
Admin Secretary - 260	1.0	1.0	1.0
Asst Secretary - 220		1.0	1.0
Attendance Specialist - 201	1.0	1.0	1.0
Data Registrar Specialist - 220	1.0	1.0	1.0
Fiscal Specialist - 220	1.0	1.0	1.0
Activity Coordinator	1.0	1.0	1.0
Librarian	1.0	1.0	1.0
HS Counselor *	*375 : 1		
Counseling Secretary			1.0
Academic Intervention Specialis	1.0	1.0	1.0
Nurse **	1.0	1.0	1.0

* Secondary counselors are assigned on a ratio of approximately 375:1.

** Nurses allocated thru the WSS formula are staffed centrally.

HIGH SCHOOL ASSISTANT PRINCIPALS

Assistant Principal FTE	Certificated Teacher FTE Allocated thru WSS*
0.5	> 23 FTE
1.0	> 27 FTE
2.0	> 37 FTE
3.0	> 61 FTE

District Level Ideas

Option School Transportation	$	740,000
Fall Enrollment Reserve	$	4,000,000
School mitigation Reserve	$	2,000,000
Infrastructure improvement resources	$	2,000,000
Curriculum Funds not yet committed	$	954,212
Central Office Reductions	$	3,500,000
	$	**13,194,212**

School Level Options

	Amount	Staff FTE	
Teaching Staff to contract limit			
Grade 4-12 increase class size by one student	$ 5,786,358	41.40	FTE
Support Staff Reductions			
House Administrators to 0.5	$ 342,785	2.50	FTE
High School Academic Intervention Specialist to 0.5	$ 740,883	5.50	FTE
High School Activity Coordinators to 0.5	$ 689,678	5.50	FTE
Half of Assistant Principals	$ 8,818,523	47.50	FTE
One third of all clerical staff	$ 6,551,703	82.17	FTE
Half of Librarians	$ 4,722,635	32.25	FTE
All remaining House Admin, Academic Intv, Activity Coord & Cert Core	$ 4,196,269	30.50	FTE
Half of School Supply budget	$ 3,822,534		
Equity Dollars	$ 6,955,087		
Admin Funding for Sped Pre-school	$ 851,525		
Extra Funding for Head Start	$ 83,550		
Extra Funding for Running Start	$ 759,386		
Extra Funding for Credit Recovery	$ 132,000		
Extra Funding for International Baccalaureate	$ 465,560		
Extra Funding in Non-Traditional Schools - Rent	$ 368,700		
Extra Funding in Non-Traditional Schools - Other	$ 1,622,656		
Above Model Enhancement - Non-Traditional	$ 973,618		
Above Model Enhancement - Middle School	$ 447,674		
	$ 48,331,124		

K-3 Class size increase (if legislative change)

Options	Amount	Staff FTE
Increase K-3 class sizes by one student	$ 6,353,153	50.5
or		
If K-3 class sizes were reset to contract level of 26:1	$ 28,243,223	224.5

Strategic Plan staffing 2020-21

List of Positions (includes salary and benefits)	General Fund	LAP	Title I	Title IV	AAMA	FTE
Goal #1 Students of color who are furthest from educational justice will feel safe and welcome in school						
Directors of Schools	$617,865					2.5
Office Specialist	$68,259					1.0
Program Manager, Behavioral Health	$63,905					0.4
Program Manager, Mental Health	$155,678					1.0
Project Manager, Data Assessment				$139,390		1.0
Goal #1 Total	**$905,707**			**$139,390**		**5.9**
Goal #2 Students of color who are furthest from educational justice will read at grade level by 3rd grade						
Coordinator School Family Partnerships	$120,000					1.0
Instructional Svcs School Coach		$210,045	$630,140			6.0
Project Manager, Continuous Improvement	$156,151					1.0
Project-Program Coordinator	$484,000					4.0
Senior Research Associate	$139,889					1.0
Goal #2 Total	**$900,040**	**$210,045**	**$630,140**			**13.0**
Goal #4 Students of color who are furthest from educational justice will finish 9th grade on track for on-time graduation						
Attendance Intervention/Success Coord.		$255,685		$248,276		4.0
Project Manager, High School Transition	$146,345					1.0
Social Worker				$124,139		1.0
Goal #4 Total	**$146,345**	**$255,685**		**$372,415**		**6.0**

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Strategic Plan staffing 2020-21
Continued

List of Positions (includes salary and benefits)	General Fund	LAP	Title I	Title IV	AAMA	FTE
Office of African American Male Achievement (supports multiple goals)						
Chief of African Amer Male Achievement	$229,550					1.0
Family Support Worker	$187,226					2.0
Mgr, African Amer. Male Achievement	$381,410				$330,698	4.0
Student and Family Advocate	$260,349					2.4
Total Office of AAMA	**$1,058,535**				**$330,698**	**9.4**
Communications and Customer Service (supports multiple goals)						
Customer Affairs Analyst	$115,190					1.0
Specialist Video Operations	$67,085					0.5
Total Communications and Customer Service	$182,275					1.5
TOTAL	**$3,192,902**	**$465,730**	**$630,140**	**$511,805**	**$330,698**	**35.8**

Possible Transfer from Capital Fund 2021-22

Current Uncommitted Capital Fund Balances and MPM Fund Balance:

BTA II	$1.1
BEX III	$0.5
BTA III	$2.0
CEP	$4.8
MPM (Major Prev. Maint.)	$34.4
TOTAL	$42.8M

Notes:

- Community Schools funds have been set aside and are not recommended to be used. They will remain available.
- $5.8M Estimated CEP Ending Fund Balance Reported at Operation includes CS Funds and 7 Year Planned Expenditures
- Legislative changes allows for greater spending flexibility in our major preventive maintenance (MPM) dollars, of which we currently have $34.4M

Capital Eligible Program
(CEP Fund)

Capital Eligible Program 1 Year Projection
Assumes JSCEE Bond Interest FY 21

CEP Fund Balance	$	3,575,039
Revenue FY 21	$	1,410,355
JSCEE Bond Interest Payment FY 21	$	232,217
CEP Expenditures FY 21	$	-
	$	232,217
CEP Estimated Ending Fund Balance	$	**4,753,177**

Capital Eligible Program 7 Year Projection
Assumes JSCEE Bond Interest FY 21-27

CEP Fund Balance	$	3,575,039
Revenue FY 21-27	$	10,410,355
JSCEE Bond Interest Payments FY 21-27	$	920,998
CEP Expenditures Plan	$	5,154,799
	$	6,075,797
CEP Estimated Ending Fund Balance	$	**7,909,597**

Notes:
Current Fund Balance as of September 30th 2020
CEP revenue sources: lease income and interest earnings

Capital Eligible Program (CEP Fund)

Capital Eligible Program 1 Year Projection
Assumes JSCEE Bond Interest FY 21

CEP Fund Balance	$	3,575,039
Revenue FY 21	$	1,410,355
JSCEE Bond Interest Payment FY 21	$	232,217
CEP Expenditures FY 21	$	-
	$	232,217
CEP Estimated Ending Fund Balance	**$**	**4,753,177**

Capital Eligible Program 7 Year Projection
Assumes JSCEE Bond Interest FY 21-27

CEP Fund Balance	$	3,575,039
Revenue FY 21-27	$	10,410,355
JSCEE Bond Interest Payments FY 21-27	$	920,998
CEP Expenditures Plan	$	5,154,799
	$	6,075,797
CEP Estimated Ending Fund Balance	**$**	**7,909,597**

Capital Eligible Program 7 Year Projection
Assumes JSCEE Bond Payments FY 25-27 and no future capital levy

CEP Fund Balance	$	3,575,039
Revenue FY 21-27	$	10,410,355
JSCEE Bond Principal & Interest	$	10,696,998
CEP Expenditures Plan	$	5,154,799
	$	15,851,797
CEP Estimated Ending Fund Balance	**$**	**(1,866,403)**

Notes:

Current Fund Balance as of September 30th 2020

CEP revenue sources: lease income and interest earnings

Equity Tier Methodology

Outcomes

1. Review 2021-22 projections and timeline
2. Update on Participatory Budgeting Process
3. Information provided on three-year outlook
4. Review and provide feedback on 21-22 budget solutions by major category
5. Follow up on additional information: WSS, Strat Plan, Capital
6. Review and provide feedback on equity tier changes for 21-22.

Questions?

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School Equity Tiers

Department of
Research & Evaluation

December 2020

School Equity Tiers | Methodology

Method uses data for <u>**6 student groups**</u>:

1. **Underserved Students of Color** = Non-white students with lower achievement historically

2. **Low Income Students of Color** = Non-white students who qualify for free/reduced meals

3. **Low Income Students** = All students who qualify for free/reduced meals

4. **English Language Learners** = Students currently served by ELL program and recently exited ELLs

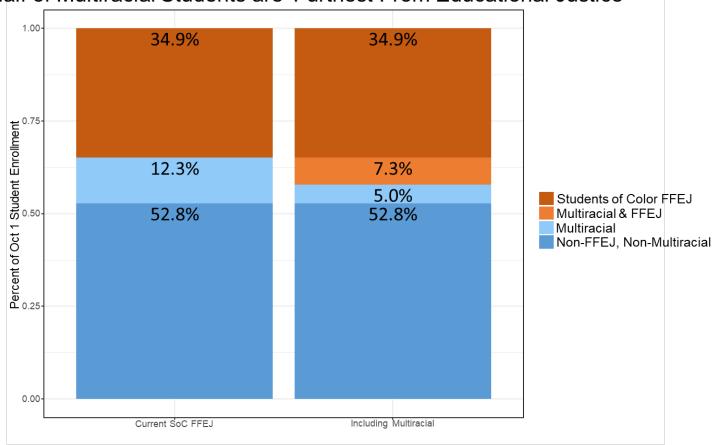5. **Immigrant Students =** students not born in USA

6. **Homeless Students**

3 measures calculated for each student group:

1. Count of students enrolled (Oct 1)

2. Percent of students enrolled (Oct 1)

3. Percent meeting standard (ELA SBA)

Three measures for each of six groups yields **up to 18 measures for each school**

Measures converted to **Equity Tiers**

- Each measure (up to 18 for each school) is converted to a **Decile (1-10)** based on the districtwide distribution and averaged to create an **Equity Index (1.0 to 10.0)** for each school. This Index is converted to **Equity Tiers (1-4)** using cutpoints (based on std. devs.)

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School Equity Tiers | Recommended Changes

Recommended Updates to Equity Tiers for 2020-21

1. **Carryover prior SBA ELA proficiency data** for 2020-21 index values.
    -   SBA exams were not administered in 2019-20; removing the SBA component altogether leads to large changes in school tiers.

2. **Include African American Males** in place of the *intersectional* measure: "Students of Color + FRL students"
    -   **Students of color** and **FRL** remain as *independent* measures in the model

3. Replace "Historically Underserved Students of Color" with **Students of Color Furthest From Educational Justice, including Multiracial SoCFFEJ**
    -   This brings the Equity Tiers definition into alignment with the strategic plan definition, while also including multi-racial students of color FFEJ.

Note: Changes will apply to calculation of index values for both 2020-21 and 2019-20 data. (The new model will apply to both years in the 2-year average.)

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School Equity Tiers | Recommended Changes

Student Groups used in Equity Tiering Model

Prior Model

1. **Underserved Students of Color:** Non-white Fed7 groups with historically lower achievement

2. **Low Income Students of Color:** Non-white students who qualify for free/reduced meals

3. **Low Income Students:** All students who qualify for free/reduced meals

4. **English Language Learners:** Students currently served by the ELL program and recently exited ELLs

5. **Immigrant Students:** Students not born in USA

6. **Homeless Students**

Recommended for 2020-21

1. **African American Male Students**

2. **Students of Color Furthest From Educational Justice:** Black/African American, Native American, Pacific Islander, Hispanic/LatinX, or Southeast Asian (*including multi-racial students from these groups*)

3. **Low Income Students:** All students who qualify for free/reduced meals

4. **English Language Learners:** Students currently served by the ELL program and recently exited ELLs

5. **Immigrant Students:** Students not born in USA

6. **Homeless Students**

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School Equity Tiers | Recommended Changes

More Than Half of Multiracial Students are 'Furthest From Educational Justice'

Multiracial & FFEJ includes mixed-race/ethnicity students who's race ethnicity includes at least one of Black/African American, Native American, Pacific Islander, Hispanic/LatinX, or Southeast Asian

School Equity Tiers | Impact of Changes

Tier	Count in 2018-19	Count in 2019-20	Count in 2020-21*
1	7	9	9
2	13	11	12
3	22	24	20
4	58	58	61
Total	100	102	102

Assuming recommended changes applied

Schools moving in or out of Tiers 1 & 2 in 2020-21

	Schools
Moving up to Tier 1 (from Tier 2)	South Shore PK-8 School
Moving up to Tier 2 (from Tier 3)	Dearborn Park International School John Muir Elementary
Moving down to Tier 2 (from Tier 1)	Denny International Middle School
Moving down to Tier 3 (from Tier 2)	Sanislo Elementary

Last Year: Net change from '18-19 to '19-20:
- 12 schools changed tier
    - 4 schools moved down (towards tier 4)
    - 8 schools moved up (towards tier 1)
- 2 more schools in Tier 1
- 2 less schools in Tier 2

This Year: Net change from '19-20 to '20-21:
- 10 schools change tier
    - 6 schools move down (towards T4)
    - 4 schools move up (towards T1)
- No change in total schools in Tier 1
- 1 more school in Tier 2

Additional Notes
- **One school moved to Tier 3 from Tier 4**: Boren K-8 School
- **Four schools moved to Tier 4 from Tier 3**: Cleveland High School, Maple Elementary, Eagle Staff Middle School, and South Lake High School

SEATTLE PUBLIC SCHOOLS

School Equity Tiers | 2020-21 Tiers

2020-21 School Equity Tiers *

Tier 1

School Name	Index 2-Year Avg.
Seattle World School	9.4
Aki Kurose Middle School	9.2
Rising Star Elementary	9.1
Rainier Beach High School	9.0
Emerson Elementary	8.7
Interagency	8.7
Martin Luther King Jr. Elementary	8.6
Bailey Gatzert Elementary	8.6
South Shore PK-8 School	8.6

Tier 2

School Name	Index 2-Year Avg.
Denny International Middle School	8.2
Washington Middle School	8.1
Lowell Elementary	8.1
Chief Sealth International High School	7.9
Concord International School	7.9
Broadview-Thomson K-8 School	7.8
Highland Park Elementary	7.8
Dearborn Park International School	7.8
Rainier View Elementary	7.8
John Muir Elementary	7.6
Dunlap Elementary	7.5
Wing Luke Elementary	7.5

Tier 3

School Name	Index 2-Year Avg.
Franklin High School	7.4
Graham Hill Elementary	7.3
John Rogers Elementary	7.3
Sanislo Elementary	7.3
Nathan Hale High School	7.2
Meany Middle School	7
Mercer International Middle School	7
Northgate Elementary	7
Roxhill Elementary	7
Kimball Elementary	7
Jane Addams Middle School	6.9
Hawthorne Elementary	6.9
Leschi Elementary	6.9
Garfield High School	6.8
Olympic Hills Elementary	6.8
Louisa Boren STEM K-8 School	6.8
Ingraham International High School	6.7
West Seattle Elementary	6.7
Sand Point Elementary	6.7
Beacon Hill International School	6.6

Tier 4

School Name	Index 2-Year Avg.	School Name	Index 2-Year Avg.	School Name	Index 2-Year Avg.
Madrona Elementary	6.4	John Stanford International School	3.7	The Center School	1.9
Cleveland STEM High School	6.3	Nova High School	3.6	West Woodland Elementary	1.8
Maple Elementary	6.2	Hamilton International Middle School	3.6	Montlake Elementary	1.6
Thurgood Marshall Elementary	6.1	View Ridge Elementary	3.6	Stephen Decatur Elementary	1.2
Licton Springs K-8 School	6	Cedar Park Elementary	3.5		
Eagle Staff Middle School	5.9	Magnolia Elementary	3.4		
South Lake High School	5.9	Middle College High School	3.3		
Eckstein Middle School	5.8	Lincoln High School	3.2		
Viewlands Elementary	5.8	Salmon Bay K-8 School	3.2		
TOPS K-8 School	5.8	McDonald International Elementary	3.1		
Orca K-8 School	5.8	Adams Elementary	3		
West Seattle High School	5.4	Green Lake Elementary	3		
Olympic View Elementary	5.4	Whittier Elementary	3		
Stevens Elementary	5.1	Frantz Coe Elementary	2.9		
Laurelhurst Elementary	4.9	Alki Elementary	2.8		
Gatewood Elementary	4.8	Catharine Blaine K-8 School	2.8		
Hazel Wolf K-8 School	4.8	Pathfinder K-8 School	2.8		
Whitman Middle School	4.7	Wedgwood Elementary	2.5		
Arbor Heights Elementary	4.7	Greenwood Elementary	2.4		
Daniel Bagley Elementary	4.6	North Beach Elementary	2.4		
Madison Middle School	4.5	Queen Anne Elementary	2.4		
Sacajawea Elementary	4.5	Loyal Heights Elementary	2.3		
Ballard High School	4.4	Genesee Hill Elementary	2.2		
John Hay Elementary	4.4	Cascadia Elementary	2.2		
Roosevelt High School	4	Bryant Elementary	2.1		
McClure Middle School	4	Lawton Elementary	2.1		
Fairmount Park Elementary	3.9	McGilvra Elementary	2.1		
Lafayette Elementary	3.9	Thornton Creek Elementary	2		
B.F. Day Elementary	3.8				

Assuming recommended changes applied

SEATTLE PUBLIC SCHOOLS

Agenda

- Welcome, Introductions and Meeting Outcomes – Fred Podesta

- Background Information – Richard Best

- BTA V Levy Board Guiding Principles Discussion – Director Mack

- Next Steps – Fred Podesta

Meeting Outcomes

- Develop an understanding of the Board's priorities for development of the proposed BTA V levy list

- Develop an understanding of Board's preferred approach to community engagement for the levy and guiding principles

- Confirm continuation of district-wide 1:1 technology

- Develop initial draft of BTA V Board Guiding Principles

Background Information: SPS Capital Levies

Levy Elements

- Buildings
  - Construction projects: Condition and capacity
  - Systems projects: Condition, safety, major preventive maintenance, equipment

- Technology
  - Infrastructure
  - Software/Licenses
  - Operations and Support

- Academics/Athletics
  - Academics — Art/Science, Special Education, Performing Arts, Program Placement
  - Athletics — Fields, Playgrounds, Athletic Equipment

Background Information: SPS Capital Levies

Levy Election Year (All February)	BEX Capital Levy in $ Millions	BTA Capital Levy in $ Millions
2019	$1,400 (BEX V)	-
2016	-	$475.3 (BTA IV)
2013	$694.9 (BEX IV)	-
2010	-	$270 (BTA III)
2007	$490 (BEX III)	-
2004	-	$178 (BTA II)
2001	$398 (BEX II)	-
1998	-	$150 (BTA I)
1995	$330 (BEX I)	-

BUILDING FOR LEARNING
EDUCATION LEVIES

SEATTLE PUBLIC SCHOOLS

Background Information: District Facilities

- 105 School Facilities
- 55 schools over 50 years old (as of 2020)
- 17 schools over 100 years old (as of 2020)
- 35 landmarked schools
- 285 portable classrooms
- October 2019 enrollment 53,627

BTA V Levy Planning Process:
Buildings — Facilities Life Cycle Planning

Background Information: Buildings, Technology and Academics/Athletics Capital Levy (BTA)

- Small renovations, major maintenance and improvement projects
- Construction of Sacajawea, Aki Kurose (Design funded in BEX V Capital Levy)
- Technology and infrastructure improvements
- BTA V will be the next proposed levy (2022)

Board Policy 6901: Priorities

- Racial and educational **equity**;
- The **health, safety and security** of students, staff, and public;
- Meeting **capacity management** needs 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, and structural;
- **Educational adequacy** of buildings, focusing on raising student achievement;
- **History** of past capital projects and future levy plans.

Proposed Board Policy 6902: Information Technology Planning

- Recognizes that to efficiently manage the district's present and future technology needs, the district should prepare a Technology Master Plan that aligns with curricular goals

- Ensures planning in order to anticipate future technology investments for learning and support systems

- Recommendation of the proposed policy passed unanimously at the Information Technology Advisory Committee (ITAC)

- Anticipated that the new policy will move forward for Board review and approval early 2021

BTA V Capital Levy: Board Policy

- Board Policy 6901: Capital Levy Planning

  – Requires that we score and rank proposed projects

  The scoring and relative ranking of proposed projects shall be presented to the School Board for approval as part of the levy planning process

- Scoring and ranking will reflect the Board Guiding Principles

BTA V Levy: Priorities

- List of levy projects/needs likely will exceed desired levy amount/rate, staff need guidance for prioritizing projects

- Board Guiding Principles

  – Provide guidance for levy project priorities

  – BTA IV guiding principles were used to prioritize the types of major systems projects typical for a BTA levy as well as major construction projects

  – BEX V guiding principles were used to score and rank major construction projects

(see handouts)

BTA V Levy List Development

- Developing a levy project list:

  – **Board Guiding Principles**; Plus policy 6901 and Strategic Plan priorities

  – Building Condition and Educational Adequacy Assessment

  – Facilities data: work orders, major preventive maintenance schedules, Facilities/Operations personnel knowledge of existing systems

  – Capacity issues

  – Technology needs

  – One-off projects

  – Review with Capacity, Enrollment and Facility Master Plan Advisory Committee

Questions and Discussion

Discussion:
Focus Areas for BTA V Capital Levy

Board Priorities Discussion

BEX V focus areas:

- Equity
- Building Safety and Security
- Right-Size Capacity
- Building Conditions and Educational Alignment
- Environmental and Financial Sustainability
- Updating Technology

Discussion:
Guiding Principles for BTA V Capital Levy

BTA V Suggested Guiding Principle

Equity

With the overarching framework of Ensuring Educational and Racial Equity (Board Policy No. 0030) where "This means differentiating resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to succeed academically…"

BTA V Suggested Guiding Principles

Building Safety and Security

Include projects that improve accessibility and safety of district facilities, to specifically include critical seismic upgrades, security systems upgrades, emergency response equipment, *accessibility (Americans with Disabilities Act (ADA) improvements),* and safe, accessible playgrounds.

BTA V Suggested Guiding Principles

Right-Size Capacity

Plan for buildings to have sufficient classrooms and core facilities in permanent structure (i.e. typically less than 10 percent of school in temporary/portable classrooms) to match student enrollment demand and appropriate lot coverage.

BTA V Suggested Guiding Principle

Building Conditions and Educational Alignment

Prioritize systems improvements for the poorest condition systems to ensure healthy, inclusive and inspiring educational environments which appropriately support educational programming.

BTA V Suggested Guiding Principles

Environmental and Financial Sustainability

Projects should focus on conservation of resources both for ongoing operational costs as well as preservation of district investments.

BTA V Suggested Guiding Principles

Updating Technology

Balance investments between central office infrastructure, student and employee data security and privacy, and updating classroom hardware and software with a focus on tools that assist student learning and enhance educator instruction.

Questions and Discussion

BTA V Guiding Principles: Next Steps

- Board develops and adopts Guiding Principles for the BTA V Levy (via Board Action Report)

  – Goal: January 2021

  – Is community engagement needed and at what level: inform or consult?

- Staff develop scoring and ranking method for Board approval

BTA V Levy: Communications and community engagement

- Winter 2020-21
  - Develop capital levy web page
  - Post web/e-news story on levy planning
  - Conduct community engagement: Feedback mechanism for Guiding Principles?
  - **Develop detailed communications and engagement plan, both levies**
- Spring 2021
  - Community engagement: Present information/receive input on proposed levy projects
- Summer 2021 through February 2022 election
  - Continue community engagement and communications based on detailed plan

BTA V Levy: Planning Timeline

- Fall/Winter 2020-21
    - Develop and refine proposed levy list (utilize Guiding Principles, Equity Tool Kit)
    - Review proposed levy list with district leads, advisory committees, School Board
    - Develop communications and engagement plan

- Spring 2021
    - Community engagement – Present/obtain input & feedback on proposed levy projects

- Summer 2021
    - Refine proposed levy list; score and rank projects

- Fall 2021
    - Finalize proposed levy list
    - Board approval of levy (October/November)

- February 2022 – Special election

Meeting Outcomes Recap

- Develop an understanding of the Board's priorities for development of the proposed BTA V levy list

- Develop an understanding of Board's preferred approach for community engagement for the levy and guiding principles

- Confirm continuation of district-wide 1:1 technology

- Develop initial draft of BTA V Board Guiding Principles

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BTA IV Board Priorities and Guidance

Buildings:

- Use the Meng analysis as a guide for prioritizing projects, with an emphasis on those projects replacing items with a remaining useful life of fewer than four years and with a priority placed on student and staff safety and on protection of building envelopes.

- Include possible projects that position District to meet capacity management needs, especially increased enrollment in specific areas of the District.

- Align with long-term building maintenance plans to address and reduce the building maintenance backlog. Include an analysis of possible projects focusing on preventative maintenance.

- Include project(s) that reduce energy usage and enhance environmental stewardship, especially projects using new "green" technologies.

- Ensure the preservation of the value of our properties by addressing items that threaten damage (e.g. exterior envelope, roof replacements, window repair, flooding issues, etc.)

- Use project suggestion input from school sites as an additional means of identifying projects that meet these priorities

- Align and select projects that can be efficiently and effectively carried out with an appropriate schedule, recognizing that levy monies are collected over six years and that projects within a given school must be coordinated.

Technology

- Modernize core technology infrastructure that has reached or exceeded "end-of-support" by manufacturer, including servers, network electronics, storage arrays and ancillary systems.

- Modernize or replace outdated classroom and learning technologies including projectors, document cameras, A/V equipment, collaborative learning systems and more.

- Implement and support a modern Learning Management System (LMS) to support both blended and distance education, parent/guardian access to curriculum information, and more.

- Modernize student devices and reduce the Student to Computer ratio to align with current educational trends and improve equitable access to technology for all students.

- Modernize and expand the District's primary communication systems including voice communications, web services, video/web conferencing, mobile access, etc.

- Integrate and expand key enterprise applications to eliminate manual processes and provide efficient "user experiences" for schools, teachers, students, parents and others.

- Modernize systems to address regulatory compliance concerns and audit requirements (i.e. Accessibility compliance for all systems/software, cash management systems, etc.)

- Implement modern and effective Business Intelligence capabilities to provide District and School leaders seamless access to timely administrative and academic/instructional information.

- Mitigate operational risk resulting from outdated or single-point-of-failure technology that is critical to efficient and effective District operations.

- Deliver performance based, secure and reliable technology hardware, software, access and support services necessary to achieve the District's Technology Vision for Teaching & Learning.

Academic/Athletics:

- Invest in capital expenditures that enhance student learning

- Invest in projects that improve the learning environment

- Replace turf sports fields where needed. Improve field lighting as needed and to improve energy cost efficiencies.

Building Excellence V (BEX V) Guiding Principles

Adopted by the School Board May 9, 2018

With the overarching framework of Ensuring Educational and Racial Equity (Board Policy No. 0030) where "This means differentiating resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to succeed academically…" the Board adopts the following guiding principles for the Building Excellence (BEX) V Capital Levy:

Building Safety and Security

Healthy, accessible and safe facilities to specifically include critical seismic upgrades, safe drinking water, security systems, emergency response equipment, sufficient core spaces (i.e. lunchrooms, libraries, and bathrooms), and safe playgrounds.

Right-Size Capacity

Plan for buildings to have sufficient classrooms and core facilities in permanent structure (i.e. typically less than 10 percent of school in temporary/portable classrooms) to match student enrollment demand and appropriate lot coverage.

Building Conditions and Educational Alignment

Prioritize renovating the poorest condition and most crowded schools to ensure healthy, inclusive and inspiring educational environments which appropriately support education programming.

Environmental and Financial Sustainability

Buildings to be constructed or renovated with a focus on conservation of resources both for ongoing operational costs as well as preservation of district investments.

Updating Technology

Balance investments between central office Infrastructure, student and employee data security and privacy, and updating classroom hardware and software with a focus on tools that assist student learning and enhance educator instruction.

Board Policy

In addition to the guiding principles adopted on May 9, 2018, the School Board Policy 6901 establishes priorities for selection of capital levy projects and directs that in addition, Guiding Principles will be set for each capital levy.

- 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 must be met to assure that the 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 shall be considered.

- Educational adequacy of buildings shall be considered, focusing on raising student achievement.

- Planning will take into account past capital projects and future levy plans.

Buildings Technology Academics/Athletics (BTA) V

Board Priorities and Guidance

With the overarching framework of Ensuring Educational and Racial Equity (Board Policy No. 0030) where "This means differentiating resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to succeed academically…" the Board adopts the following guiding principles for the Buildings, Technology, Academics/Athletics (BTA) V Capital Levy:

Building Safety and Security:

Include projects that improve accessibility and safety of district facilities, to specifically include accessibility improvements, critical seismic upgrades, security systems, emergency response equipment and safe, accessible playgrounds.

Right-Size Capacity:

Plan for buildings to have sufficient classrooms and core facilities in permanent structure (i.e., typically less than 10 percent of school in temporary/portable classrooms) to match student enrollment demand and appropriate lot coverage.

Building Conditions and Educational Alignment:

Prioritize systems improvements for the poorest condition systems to ensure healthy, inclusive and inspiring educational environments which appropriately support educational programming.

Environmental and Financial Sustainability:

Projects should focus on conservation of resources both for ongoing operational costs as well as preservation of district investments.

Updating Technology [ITAC recommendation]

- Technology Investments shall strive to address areas of Digital Equity and access and align with the commitments identified under Board Policy No. 0030, ensuring Educational and Racial Equity, and provide for progress toward achieving the goals and commitments outlined under the policy. The IT capabilities will implement and strive to continuously improve all relevant strategies for eliminating equity gaps and barriers to accessing technology (1:1, Digital Equity/Access);
- Balance investments between central office infrastructure, student and employee data security and privacy, and updating classroom hardware and software with a focus on tools that assist student learning and enhance educator instruction;
- Prioritize improving the technology-influenced user experience of stakeholders, including its usability and accessibility based on feedback and data-driven decisions;
- IT investments shall seek emerging solutions and opportunities that improves students' and educators' experience and access to digital academic resources.

Buildings Technology Academics/Athletics (BTA) V
Board Priorities and Guidance

The Information Technology Advisory Committee (ITAC) discussed levy planning at their November 2020 meeting, and developed the following principles for the Board to consider for the BTA V levy:

Technology [ITAC recommendation]

- Technology Investments shall strive to address areas of Digital Equity and access and align with the commitments identified under Board Policy No. 0030, ensuring Educational and Racial Equity, and provide for progress toward achieving the goals and commitments outlined under the policy. The IT capabilities will implement and strive to continuously improve all relevant strategies for eliminating equity gaps and barriers to accessing technology (1:1, Digital Equity/Access);

- Balance investments between central office infrastructure, student and employee data security and privacy, and updating classroom hardware and software with a focus on tools that assist student learning and enhance educator instruction;

- Prioritize improving the technology-influenced user experience of stakeholders, including its usability and accessibility based on feedback and data-driven decisions;

- IT investments will include funding and plans for educators' professional learning for updates and additions to classroom hardware and software;

- IT investments shall seek emerging solutions and opportunities that improves students' and educators' experience and access to digital academic resources;

- The IT Program shall be consistent with Board Policy No. 0010, Instructional Philosophy, and the district's commitment to the goal that students will use technology effectively and responsibly;

- IT Investments shall align with Board Policy No. 2022, Electronic Resources/Use of the Internet, and provide opportunities for the broad use of electronic resources in alignment with curricular goals and operational needs;

- The IT investment shall manage, recycle, and reclaim equipment in an environmentally sensitive manner, in alignment with Board Policy No. 6810, Natural Resources Conservation.

Buildings Technology Academics/Athletics (BTA) V

Board Priorities and Guidance

Is this overarching framework/preamble still our direction to staff?

With the overarching framework of Ensuring Educational and Racial Equity (Board Policy No. 0030) where "This means differentiating resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to succeed academically…" the Board adopts the following guiding principles for the Buildings, Technology, Academics/Athletics (BTA) V Capital Levy:

Are the below headings the right focus areas? If not, what would you add/remove?

Building Safety and Security

Right-Size Capacity

Building Conditions and Educational Alignment

Environmental and Financial Sustainability

Updating Technology

If these are the right headings, what are your priorities under each? If you added different headings, what priorities do you have for the new heading(s)?

Building Safety and Security:

Include projects that improve accessibility and safety of district facilities, to specifically include accessibility improvements, critical seismic upgrades, security systems, emergency response equipment and safe, accessible playgrounds.

Are these your priorities for this focus area? If not, what would you add/remove?

Right-Size Capacity:

Plan for buildings to have sufficient classrooms and core facilities in permanent structure (i.e., typically less than 10 percent of school in temporary/portable classrooms) to match student enrollment demand and appropriate lot coverage.

Are these your priorities for this focus area? If not, what would you add/remove?

Building Conditions and Educational Alignment:

Prioritize systems improvements for the poorest condition systems to ensure healthy, inclusive and inspiring educational environments which appropriately support educational programming.

Are these your priorities for this focus area? If not, what would you add/remove?

Environmental and Financial Sustainability:

Projects should focus on conservation of resources both for ongoing operational costs as well as preservation of district investments.

Are these your priorities for this focus area? If not, what would you add/remove?

Updating Technology [ITAC recommendation]

- Technology Investments shall strive to address areas of Digital Equity and access and align with the commitments identified under Board Policy No. 0030, ensuring Educational and Racial Equity, and provide for progress toward achieving the goals and commitments outlined under the policy. The IT capabilities will implement and strive to continuously improve all relevant strategies for eliminating equity gaps and barriers to accessing technology (1:1, Digital Equity/Access);
- Balance investments between central office infrastructure, student and employee data security and privacy, and updating classroom hardware and software with a focus on tools that assist student learning and enhance educator instruction;

- Prioritize improving the technology-influenced user experience of stakeholders, including its usability and accessibility based on feedback and data-driven decisions;
- IT investments shall seek emerging solutions and opportunities that improves students' and educators' experience and access to digital academic resources.

Are these your priorities for this focus area? If not, what would you add/remove?