



SCHOOL BOARD ACTION REPORT

DATE: December 7, 2020
FROM: Ms. Denise Juneau, Superintendent
LEAD STAFF: Fred Podesta, Chief Operations Officer
206-252-0102, fhpodesta@seattleschools.org

For Introduction: January 27, 2021
For Action: February 10, 2021

1. TITLE

BEX V: Resolution 2020/21-16 Racial Imbalance Analysis for Lincoln High School Phase 2 project

2. PURPOSE

The purpose of this action helps to secure approximately \$1.1 million in state funding assistance for the Lincoln High School Phase 2 project. The Office of Superintendent of Public Instruction (OSPI) Form D-5 Application requires board acceptance of the resolution certifying that the proposed project will not create or aggravate racial imbalance.

3. RECOMMENDED MOTION

I move that the School Board approve Resolution 2020/21-16 certifying that the proposed Lincoln High School Phase 2 project will not create or aggravate racial imbalance as defined by [WAC 392-342-025](#).

4. BACKGROUND INFORMATION

a. Background

The Capital Projects and Planning Department has recommended improvements to be made on Lincoln High School as outlined in the 2014 Facility Assessment Report by Meng Analysis and the 2019 Building Condition Assessment Update by McKinstry. The Building Excellence V (BEX V) Capital Levy proposes seismic improvements to the 1959 eastern buildings not renovated in the prior renovation phase completed in 2019, plus theater, gymnasium, and Career & Technical Education (CTE) classroom improvements.

The Office of Superintendent of Public Instructions (OSPI) is responsible for administering the School Construction Assistance Program (SCAP), which is OSPI's largest capital program and provides funding assistance for facility planning, new construction, and modernizations. Based on OSPI's work, the legislature makes biennial appropriations to release state funds for school construction assistance through the D-Form approval process which includes the primary documents that form the basis of any agreements between OSPI and the school districts receiving state funding assistance.

The OSPI Form D-5 requires a School Board

Resolution to certify under WAC 392-342-025 that a SCAP funded project will not create or aggravate racial imbalance. If this resolution is not approved in a timely manner, state funding assistance for this project will not be forthcoming. SCAP funding for the Lincoln High School Phase 2 project is estimated to be approximately \$1.1 million.

On June 6, 2018, Resolution 2017-18-13 was approved by the School Board based on an evaluation performed using enrollment data from the 2010-2021 school years to certify under WAC 392-342-025 that the Lincoln High School Modernization project (phase 1) and associated boundaries, which were approved by the Board on January 31, 2018, would not create or aggravate racial imbalance.

Lincoln High School Phase 2 project, which is limited to seismic, theater, gymnasium, and CTE improvements to the eastern buildings, will not require any revisions or changes to the attendance policies and associated boundaries established under Resolution 2017-18-13 and will not create or aggravate racial imbalance.

WAC 392-342-025 definition of racial imbalance in a greater than fifty percent minority, non-multiracial school district such as Seattle Public Schools shall be defined (by current federal categories) as existing when:

Part (a): When the combined minority enrollment of a school varies from the districtwide combined minority percentage by more than plus or minus twenty-five percentage points:

Part (b): When a school's enrollment of a single minority group with a districtwide enrollment of less than thirty percent exceeds fifty percent:

Part (c): When a school's enrollment of a single minority group with a districtwide enrollment of thirty percent or more exceeds the minority group's districtwide percentage by twenty percentage points or more:

Conclusion: The Project meets the requirements outlined by WAC 392-342-025.

b. Alternatives

Do not approve Resolution 2020/21-16. This is not recommended. If Resolution 2020/21-16 is not approved, the D-5 form cannot be submitted to OSPI, and the district will not receive state funding assistance.

c. Research

- WAC 392-342-025 Racial Imbalance Prohibition - Definition and acceptance criteria
- BEX IV and BTA IV: Resolution 2017/18-13: Racial Imbalance Analysis for Lincoln High School Modernization Project
- 2014 Building Condition and Educational Adequacy Assessment Report – Meng Analysis
- 2019 Seattle Public Schools Building Condition Assessment Update – McKinstry

5. FISCAL IMPACT/REVENUE SOURCE

The Lincoln High School Phase 2 project funding source is from the BEX V Capital Levy and anticipated state assistance funding.

If this resolution is not approved in a timely manner, the state funding assistance for Lincoln High School Phase 2 project will not be forthcoming. This resolution is a requirement of the State D-5 Application for Assistance. Approximately \$1.1 million in state assistance funding is anticipated for Phase 2 construction.

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 selection of projects in the BEX V program went through an extensive community vetting process and ultimately received 73% approval from voters in February 2019.

The design of the Lincoln High School Phase 2 project was developed in conjunction with the School Design Advisory Team (SDAT) that included staff, students, parents, and community members from Lincoln High School. This group met during the summer of 2020 to provide site-specific information about facility use, programs and educational goals upon which the design is based. The Lincoln High School Phase 2 project will support the district's current educational goals as well as providing a safe and secure school facility.

7. EQUITY ANALYSIS

The district's Racial Equity Analysis toolkit was utilized to guide the planning process for the BEX V Capital Levy, influencing community engagement methods, preparation of the 2018 update to the Facilities Master Plan, and ultimately the final proposed levy package. The board's guiding principles stated that racial and educational equity should be an overarching principle for the BEX V Capital Levy planning efforts in accordance with Board Policy 0030, Ensuring Educational and Racial Equity. Projects identified for inclusion in the BEX V Capital Levy will ultimately improve conditions for all students in the affected schools. Improved building conditions create a better environment for learning and can provide facilities to better position students for academic success.

8. STUDENT BENEFIT

It is the goal of the district to continue the process of implementing the Buildings, Technology, and Academics/Athletics (BTA) and BEX Capital levy programs and to provide students with safe and secure school buildings.

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: A Board Resolution is required by OSPI as a part of the state funding assistance process to certify under WAC 392-342-025 that the project will not create or aggravate racial imbalance.

10. POLICY IMPLICATION

This action aligns with Board Policy No. 6100, Revenues from Local, State, and Federal Sources, which states: “It is the policy of the Seattle School Board to pursue systematically those funding opportunities that are consistent with district priorities from federal, state, and other governmental units, as well as from private and foundation sources.” In addition, it states: “The Board agrees to comply with all federal and state requirements that may be a condition for the receipt of federal or state funds.”

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Operations Committee meeting on January 14, 2021. The Committee moved the item forward to the full Board with a recommendation for approval.

12. TIMELINE FOR IMPLEMENTATION

Upon approval, this resolution will be transmitted to the state to continue through the funding approval process. Construction is anticipated to be completed by the start of the 2022 school year.

13. ATTACHMENTS

- Resolution 2020/21-16 (for approval)
- Resolution 2017-18-13 (for reference, approved June 6, 2018)

Seattle School District #1
Board Resolution
Resolution No. 2020/21-16



A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington certifying that the Lincoln High School Phase 2 project named in the project application (Form D-5) submitted to the Office of Superintendent of Public Instruction will not create or aggravate racial imbalance within the District boundaries.

WHEREAS, it has been determined that racial imbalance, as defined by WAC 392-342-025, does not currently exist in the catchment area of the Lincoln High School enrollment area; and

WHEREAS, Seattle Public Schools attendance policies will not be revised or changed as a result of the Lincoln High School Phase 2 project; and

WHEREAS, the proposed project at Lincoln High School will not create or aggravate a racial imbalance in student enrollment in the Lincoln High School enrollment area as defined by WAC 392-342-025;

NOW THEREFORE, BE IT

RESOLVED, Seattle School Board of Directors certifies that the Lincoln High School Phase 2 project will not create or aggravate racial imbalance within the District boundaries as defined for greater than fifty percent minority, non-multiracial school districts in WAC 392-342-025.

RESOLVED, that duly certified copies of this resolution shall be presented to the Office of Superintendent of Public Instruction.

ADOPTED this 10th day of February, 2021

Chandra N. Hampson, President

Brandon K. Hersey, Vice President

Lisa Rivera-Smith, Member-at-Large

Zachary DeWolf

Leslie Harris

Liza Rankin

ATTEST: _____
Denise Juneau, Superintendent
Secretary, Board of Directors
Seattle School District No. 1
King County, WA



Racial Imbalance Analysis

Lincoln High School Phase 2

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

Capital Projects
ziyang@seattleschools.org

Resolution 2017-18-13

SCHOOL BOARD ACTION REPORT

DATE: April 24, 2018
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Dr. Lester Herndon, Associate Superintendent, Facilities and Operations
(206) 252-0644, ltherndon@seattleschools.org

For Intro: May 23, 2018
For Action: June 6, 2018

1. TITLE

BEX IV and BTA IV: Resolution 2017/18-13: Racial Imbalance Analysis for Lincoln High School Modernization Project

2. PURPOSE

This resolution certifies that the [Lincoln High School Modernization Project](#) will not create or aggravate racial imbalance, and is a required process step under state codes.

3. RECOMMENDED MOTION

I move that the School Board approve Resolution 2017/18-13 certifying that the proposed Lincoln High School Modernization project will not create or aggravate racial imbalance as defined by WAC 392-342-025.

4. BACKGROUND INFORMATION

a. Background:

The Enrollment Planning Department has identified a need for additional capacity in the Wallingford community. They have recommended that Lincoln High School be renovated and re-opened in fall 2019 to meet projected capacity needs. When completed, the project will add 1,600 seats to the north Seattle capacity.

The Office of Superintendent of Public Instructions (OSPI) is responsible for administering the School Construction Assistance Program (SCAP), which is OSPI's largest capital program and provides funding assistance for facility planning, new construction, and modernizations. Based on OSPI's work, the Legislature makes biennial appropriations to release state funds for school construction assistance through the D-Form approval process that includes the primary documents that form the basis of any agreements between OSPI and the school districts receiving state funding assistance.

OSPI Form D-5 requires a School Board Resolution to certify under WAC 392-342-025 that the project will not create or aggravate racial imbalance. If this resolution is not approved in a timely manner, state funding assistance for this project will not be forthcoming. SCAP funding for Lincoln High School Modernization project is estimated to be approximately \$8,295,926 million dollars.

An evaluation was performed using enrollment data from the 2010 through the 2021 school program years to certify under WAC 392-342-025 that the Lincoln High School Modernization project and associated boundaries, which were approved by the Board on January 31, 2018 will not create or aggravate racial imbalance.

WAC 392-342-025 definition of racial imbalance in a greater than fifty percent minority, non-multiracial school district such as Seattle Public Schools shall be defined (by current federal categories) as existing when:

Part (a): When the combined minority enrollment of a school varies from the district-wide combined minority percentage by more than plus or minus twenty-five percentage points:

Part (b): When a school's enrollment of a single minority group with a district-wide enrollment of less than thirty percent exceeds fifty percent:

Part (c): When a school's enrollment of a single minority group with a district-wide enrollment of thirty percent or more exceeds the minority group's district-wide percentage by twenty percentage points or more:

- Lincoln High School WAC 392-342-025 Part (a) analysis:
 - The newly approved boundary to create Lincoln High School was shown to be racially balanced as defined by the WAC 392-342-025 (a) in 5 of the 8 years studied with the last five years trending toward a more balanced racial make-up developing at the school.
- Lincoln High School WAC 392-342-025 Part (b) analysis:
 - The “new” boundary for Lincoln High School does not contain a single minority group with a district-wide enrollment of less than thirty percent that exceeds fifty percent.
- Lincoln High School WAC 392-342-025 Part (c) analysis:
 - Not applicable since no single minority group in the years included in the study has a district-wide enrollment of thirty percent or more.
- Roosevelt High School WAC 392-342-025 Part (a) analysis:
 - The “new” and “existing” boundaries were racially balanced as defined by WAC 392-342-025 Part (a) in 5 of the 8 years studied with the last five years trending toward a more balanced racial make-up developing at the school.
- Roosevelt High School WAC 392-342-025 Part (b) analysis:
 - The “new” and “existing” boundary for Roosevelt High School does not contain a single minority group with a district-wide enrollment of less than thirty percent that exceeds fifty percent.
- Roosevelt High School WAC 392-342-025 Part (c) analysis:
 - Not applicable since no single minority group in the years included in the study has a district-wide enrollment of thirty percent or more.
- Ballard High School WAC 392-342-025 part (a) analysis:
 - Both the “new” and “existing boundaries for Ballard High School were found to be racially imbalanced as defined by WAC 392-342-025 Part (a) in all 8-years studied with a trend in both towards a more balanced racial

make-up. For this particular analysis it was important to extend the school years studied to the date when Lincoln would house the full complement of grade bands (9th through 12th grades). When this analysis was performed both schools became racially balanced by the time Lincoln was fully occupied by all grade bands in school year 2021-22.

- Ballard High School WAC 392-342-025 Part (b) analysis:
 - The “new” and “existing” boundary for Ballard High School does not contain a single minority group with a district-wide enrollment of less than thirty percent that exceeds fifty percent.
- Ballard High School WAC 392-342-025 Part (c) analysis:
 - Not applicable since no single minority group in the years included in the study has a district-wide enrollment of thirty percent or more.

Conclusion: The newly formed boundary for Lincoln High School meets the requirements outlined by WAC 392-342-025 Parts (a-c) for racial balance in a greater than fifty percent minority, non-multiracial school district.

b. Alternatives:

Do not approve the Resolution. This is not recommended. If the Resolution is not approved, the Lincoln High School Modernization project will not receive an estimated \$8,295,926 of state funding assistance.

c. Research

- Office of Superintendent of Public Instruction, School Construction Assistance Program, D-Forms 101 on-line resources
- WAC 392-342-025 Racial imbalance prohibition – Definition and acceptance criteria.
- Enrollment Data specific to the evaluation of WAC 392-342-025 Racial imbalance prohibition

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will ultimately be the receipt of \$8,295,926.
The revenue source for this motion is \$8,295,926 of state funding assistance.

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 selection of projects in the \$694.9 million Building Excellence IV (BEX IV) Capital Levy went through an extensive community vetting process and was ultimately approved by more than 72 percent of Seattle voters in February 2013. BEX IV projects were chosen based on four criteria as approved by the School Board: safety and security, capacity needs, building condition, and maximizing flexibility for programs and services.

The selection of projects in the Buildings, Technology and Academics/Athletics (BTA) IV program went through an extensive community vetting process and ultimately received 72.1% approval on February 9, 2016. Additionally, the Preliminary Environmental Impact Statement (PEIS) for the BTA IV program included a public comment period from May 19, 2016 to June 24, 2016. A total of two comments were received and were addressed in Chapter 7 of the Final PEIS.

The design of the Lincoln High School Modernization project was developed by teachers, building support staff, principals, administrators, and community members. This group met throughout 2016, to gather and provide information about facility use, district and school programs, and educational goals, upon which the design was based. The Lincoln High School Modernization project will support the district's current educational goals as well as providing the flexibility to accommodate emerging educational programs.

7. EQUITY ANALYSIS

The selection of projects in both the BEX IV and BTA IV levies was designed to provide equitable access to schools across the city. As the district planned for the BEX IV and BTA IV program, it looked at needs through an equity lens to determine which projects should be prioritized. The final Lincoln high School boundary plan is not expected to affect the distribution of racial equity.

8. STUDENT BENEFIT

The modernization of Lincoln High School will further address the student capacity needs in the Northwest region of the district. This action will also benefit students by providing the necessary funding to design and construct a school facility which meets current educational specifications and operational goals.

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: Office of Superintendent of Public Instruction application process for state assistance funding.

10. POLICY IMPLICATION

Certifying the intent to construct is a requirement of the Office of Superintendent of Public Instruction State Funding Assistance Form D-9. This action is consistent with Board Policy No. 6100, Revenues from Local, State, and Federal Sources, which states, “It is the policy of the Seattle School Board to pursue systematically those funding opportunities that are consistent with district priorities from federal, state, and other governmental units, as well as from private and foundation sources,” and “the Board agrees to comply with all federal and state requirements that may be a condition for the receipt of federal or state funds....”

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Operations Committee meeting on May 10, 2018. The Committee reviewed the motion and moved this item forward to the full board with a recommendation for approval.

12. TIMELINE FOR IMPLEMENTATION

Upon the Board’s approval of this motion the Capital Projects Project Manager will submit the signed Resolution to OSPI as required.

13. ATTACHMENTS

- Resolution 2017/18-13 (for approval)
- Analysis

**Seattle School District #1
Board Resolution
Resolution No. 2017/18-13**



**SEATTLE
PUBLIC
SCHOOLS**

A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington certifying that the Lincoln High School modernization project named in the project application (Form D-5) submitted to the Office of Superintendent of Public Instruction will not create or aggravate racial imbalance within the District boundaries.

WHEREAS, it has been determined that racial imbalance, as defined by WAC 392-342-025, does currently exist in the catchment area of Ballard High School; and

WHEREAS, the proposed construction project is a modernization project to Lincoln High School; and

WHEREAS, the proposed project at Lincoln High School will not create or aggravate racial imbalance within the District boundaries as defined by WAC 392-342-025;

NOW THEREFORE, BE IT

RESOLVED, that the Seattle School Board of Directors certifies that the Lincoln High School modernization project will not create or aggravate racial imbalance within the District boundaries as defined for greater than fifty percent minority, non-multiracial school districts in WAC 392-342-025.

RESOLVED, that duly certified copies of this resolution shall be presented to the Office of Superintendent of Public Instruction.

ADOPTED this 16th day of June, 2018



Leslie Harris, President



Richard Burke, Vice President

Jill Geary, Member – at – Large



Betty Patu, Member



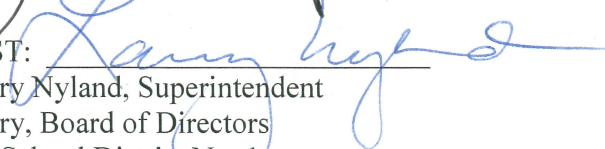
Eden Mack, Member



Scott Pinkham, Member



Zachary DeWolf, Member

ATTEST: 

Dr. Larry Nyland, Superintendent
Secretary, Board of Directors
Seattle School District No. 1

King County,

District Wide Enrollment Data

									"Cell A"
School		% Native				% Multi-	% Pacific		% Total
Year	District Category	American	% Asian	% Black	% Hispanic	Racial	Island	% White	Minority
2010-11	Greater than 50%, nonmultiracial	1.33%	19.12%	19.14%	12.16%	4.86%	0.60%	42.80%	57.20%
2011-12	Greater than 50%, nonmultiracial	1.19%	18.48%	18.45%	12.22%	5.65%	0.56%	43.45%	56.55%
2012-13	Greater than 50%, nonmultiracial	1.02%	17.62%	17.55%	12.54%	6.60%	0.53%	44.14%	55.86%
2013-14	Greater than 50%, nonmultiracial	0.83%	16.73%	16.97%	12.73%	7.43%	0.52%	44.80%	55.20%
2014-15	Greater than 50%, nonmultiracial	0.72%	15.89%	16.28%	12.45%	8.39%	0.47%	45.74%	54.21%
2015-16	Greater than 50%, nonmultiracial	0.63%	15.14%	15.51%	12.24%	9.19%	0.47%	46.81%	53.19%
2016-17	Greater than 50%, nonmultiracial	0.62%	14.58%	15.24%	12.21%	10.04%	0.39%	46.92%	53.08%
2017-18	Greater than 50%, nonmultiracial	0.54%	13.99%	14.86%	12.01%	10.73%	0.45%	47.42%	52.58%

Lincoln Boundary

		"Cell B"	"Cell B - Cell A"													
		Lincoln %	Comparing District	If "Cell B - Cell A" is Greater than												
		of Total	wide total minority	+/- 25% racial imbalance exist as												
		Minority	total minority	defined by Part "A" of the WAC												
			enrollment													
School					% Native				%	% Multi-	% Pacific	Racial Imbalance Analysis			Racial Imbalance Analysis Part "C"	
Year	District Category				American	% Asian	% Black	Hispanic	Racial	Island		Part "B"				
2010-11	Greater than 50%, nonmultiracial	28.82%	-28.38%	Yes	1.11%	9.94%	3.84%	8.77%	4.95%	0.21%		NO	When a school's enrollment of a single minority group with a district wide enrollment of less than 30% exceeds 50%		NA	When a school's enrollment of a single minority group with a district wide enrollment of less than 30% exceeds 50%
2011-12	Greater than 50%, nonmultiracial	29.16%	-27.39%	Yes	1.00%	9.49%	3.79%	9.18%	5.52%	0.17%		NO			NA	
2012-13	Greater than 50%, nonmultiracial	29.59%	-26.27%	Yes	0.87%	9.20%	3.64%	9.02%	6.72%	0.13%		NO			NA	
2013-14	Greater than 50%, nonmultiracial	30.35%	-24.85%	No	0.79%	9.30%	3.46%	8.93%	7.73%	0.15%		NO			NA	
2014-15	Greater than 50%, nonmultiracial	30.11%	-24.10%	No	0.61%	8.57%	3.17%	8.62%	8.97%	0.19%		NO			NA	
2015-16	Greater than 50%, nonmultiracial	30.89%	-22.30%	No	0.58%	8.24%	3.31%	8.16%	10.44%	0.16%		NO			NA	
2016-17	Greater than 50%, nonmultiracial	31.51%	-21.57%	No	0.45%	8.23%	3.58%	7.90%	11.23%	0.11%		NO			NA	
2017-18	Greater than 50%, nonmultiracial	32.04%	-20.54%	No	0.38%	8.63%	3.06%	8.44%	11.42%	0.11%		NO			NA	

Roosevelt Existing Boundary

		"Cell B - Cell A" Comparing District wide total minority enrollment to														
School		"Cell B" Roosevelt % of Total Minority	Roosevelt total minority enrollment	If "Cell B - Cell A" is Greater than +/- 25% racial imbalance exist as defined by Part "A" of the WAC		% Native American	% Asian	% Black	% Hispanic	% Multi- Racial	% Pacific Island	Racial Imbalance Analysis Part "B"		Racial Imbalance Analysis Part "C"		
2010-11	Greater than 50%, nonmultiracial	29.58%	-27.63%	Yes	Greater than 50% minority when the combined minority exceeds the district wide minority by +/- 25%	0.64%	12.52%	3.69%	6.81%	5.84%	0.06%	NO	When a school's enrollment of a single minority group with a district wide enrollment of less than 30% exceeds 50%	NA	When a school's enrollment of a single minority group with a district wide enrollment of less than 30% exceeds 50%	
2011-12	Greater than 50%, nonmultiracial	30.57%	-25.98%	Yes		0.57%	12.07%	3.96%	7.26%	6.68%	0.03%	NO		NA		
2012-13	Greater than 50%, nonmultiracial	30.53%	-25.32%	Yes		0.46%	11.35%	3.51%	7.47%	7.73%	0.03%	NO		NA		
2013-14	Greater than 50%, nonmultiracial	30.87%	-24.33%	No		0.48%	10.87%	3.54%	7.55%	8.38%	0.04%	NO		NA		
2014-15	Greater than 50%, nonmultiracial	30.97%	-23.24%	No		0.38%	10.09%	3.41%	7.52%	9.53%	0.04%	NO		NA		
2015-16	Greater than 50%, nonmultiracial	31.38%	-21.81%	No		0.29%	9.86%	3.49%	7.17%	10.50%	0.06%	NO		NA		
2016-17	Greater than 50%, nonmultiracial	32.44%	-20.64%	No		0.33%	9.89%	3.64%	7.09%	11.44%	0.06%	NO		NA		
2017-18	Greater than 50%, nonmultiracial	32.65%	-19.93%	No		0.32%	9.50%	3.18%	7.47%	12.10%	0.07%	NO		NA		

Roosevelt New Boundary

		"Cell B - Cell A" Comparing District wide total minority enrollment to Roosevelt total														
School Year	District Category	"Cell B" % of Total Minority	Roosevelt minority enrollment	Racial Imbalance Analysis Part "A"	Greater than 50% minority when the combined minority exceeds the district wide minority by +/- 25%	% Native American	% Asian	% Black	% Hispanic	% Multi- Racial	% Pacific Island	Racial Imbalance Analysis Part "B"		Racial Imbalance Analysis Part "C"		
2010-11	Greater than 50%, nonmultiracial	28.97%	-28.23%	Yes		0.59%	12.99%	3.79%	5.68%	5.87%	0.05%	NO	When a school's enrollment of a single minority group with a district wide enrollment of less than 30% exceeds 50%	NA	When a school's enrollment of a single minority group with a district wide enrollment of less than 30% exceeds 50%	
2011-12	Greater than 50%, nonmultiracial	30.52%	-26.03%	Yes		0.58%	12.69%	4.24%	6.02%	6.96%	0.02%	NO		NA		
2012-13	Greater than 50%, nonmultiracial	30.37%	-25.48%	Yes		0.47%	11.83%	3.70%	6.39%	7.94%	0.04%	NO		NA		
2013-14	Greater than 50%, nonmultiracial	30.87%	-24.33%	No		0.48%	11.22%	3.91%	6.56%	8.63%	0.06%	NO		NA		
2014-15	Greater than 50%, nonmultiracial	31.18%	-23.03%	No		0.33%	10.59%	3.78%	6.75%	9.67%	0.06%	NO		NA		
2015-16	Greater than 50%, nonmultiracial	31.35%	-21.84%	No		0.23%	10.20%	3.82%	6.40%	10.60%	0.09%	NO		NA		
2016-17	Greater than 50%, nonmultiracial	32.70%	-20.38%	No		0.33%	10.57%	3.77%	6.31%	11.62%	0.09%	NO		NA		
2017-18	Greater than 50%, nonmultiracial	32.70%	-19.88%	No	0.35%	10.02%	3.22%	6.76%	12.25%	0.11%	NO	NA				

Ballard Existing Boundary

		"Cell B - Cell A"		Racial Imbalance Analysis Part "A"								Racial Imbalance Analysis Part "B"		Racial Imbalance Analysis Part "C"	
School Year	District Category	"Cell B" Ballard % Minority	Comparing District wide total minority enrollment to Ballard total minority enrollment			% Native American	% Asian	% Black	% Hispanic	% Multi-Racial	% Pacific Island				
2010-11	Greater than 50%, nonmultiracial	24.35%	-32.85%	Yes	Greater than 50% minority when the combined minority exceeds the district wide minority by +/- 25%	1.04%	7.03%	3.51%	7.40%	5.18%	0.19%	No	When a school's enrollment of a single minority group with a district wide enrollment of less than 30% exceeds 50%	NA	When a school's enrollment of a single minority group with a district wide enrollment of less than 30% exceeds 50%
2011-12	Greater than 50%, nonmultiracial	24.76%	-31.78%	Yes		0.91%	6.75%	3.19%	7.85%	5.90%	0.17%	No		NA	
2012-13	Greater than 50%, nonmultiracial	25.58%	-30.28%	Yes		0.67%	6.42%	2.96%	8.37%	7.03%	0.13%	No		NA	
2013-14	Greater than 50%, nonmultiracial	26.11%	-29.09%	Yes		0.63%	6.27%	2.85%	8.37%	7.84%	0.14%	No		NA	
2014-15	Greater than 50%, nonmultiracial	25.75%	-28.45%	Yes		0.46%	5.72%	2.61%	8.09%	8.71%	0.17%	No		NA	
2015-16	Greater than 50%, nonmultiracial	25.44%	-27.75%	Yes		0.44%	5.49%	2.52%	7.26%	9.57%	0.16%	No		NA	
2016-17	Greater than 50%, nonmultiracial	25.81%	-27.27%	Yes		0.46%	5.40%	2.44%	7.16%	10.18%	0.16%	No		NA	
2017-18	Greater than 50%, nonmultiracial	26.41%	-26.17%	Yes		0.34%	5.75%	2.26%	7.35%	10.53%	0.18%	No		NA	

Note: shows a .84% trend toward racial balance per year of study.

Ballard New Boundary

				Racial Imbalance Analysis Part "A"								Racial Imbalance Analysis Part "B"		Racial Imbalance Analysis Part "C"	
School Year	District Category	% Total Minority	Delta Compared to District Wide Total Minority Enrollment	Racially Imbalanced	Greater than 50% minority when the combined minority exceeds the district wide minority by +/- 25%	% Native American	% Asian	% Black	% Hispanic	% Multi-Racial	% Pacific Island				
2010-11	Greater than 50%, nonmultiracial	23.59%	-33.62%	Yes		0.90%	6.69%	3.36%	7.21%	5.27%	0.16%	No	When a school's enrollment of a single minority group with a district wide enrollment of less than 30% exceeds 50%	NA	When a school's enrollment of a single minority group with a district wide enrollment of less than 30% exceeds 50%
2011-12	Greater than 50%, nonmultiracial	24.00%	-32.55%	Yes		0.74%	6.51%	2.98%	7.63%	6.03%	0.11%	No		NA	
2012-13	Greater than 50%, nonmultiracial	24.88%	-30.98%	Yes		0.47%	6.04%	2.69%	8.41%	7.19%	0.09%	No		NA	
2013-14	Greater than 50%, nonmultiracial	25.14%	-30.06%	Yes		0.50%	5.64%	2.51%	8.38%	8.02%	0.09%	No		NA	
2014-15	Greater than 50%, nonmultiracial	24.71%	-29.50%	Yes		0.38%	4.93%	2.41%	8.04%	8.85%	0.10%	No		NA	
2015-16	Greater than 50%, nonmultiracial	24.19%	-29.01%	Yes		0.37%	4.80%	2.32%	7.19%	9.39%	0.11%	No		NA	
2016-17	Greater than 50%, nonmultiracial	24.41%	-28.67%	Yes		0.45%	4.52%	2.13%	7.15%	10.02%	0.14%	No		NA	
2017-18	Greater than 50%, nonmultiracial	24.96%	-27.62%	Yes		0.32%	4.74%	2.14%	7.14%	10.46%	0.17%	No		NA	
2018-19	Greater than 50%, nonmultiracial	NA	-26.87%	Yes											
2019-20	Greater than 50%, nonmultiracial	9-10	-26.12%	Yes											
2020-21	Greater than 50%, nonmultiracial	9-11	-25.37%	Yes											
2021-22	Greater than 50%, nonmultiracial	9-12	-24.62%	No											

Note: shows a .75% trend toward racial balance per year of study.