



SCHOOL BOARD ACTION REPORT

DATE: June 3, 2019
FROM: Director Scott Pinkham

For Introduction: June 26, 2019
For Action: July 10, 2019

1. TITLE

Amendment to 2019-2020 General Fund and Capital Fund budgets in support of the targeted universalism Smart Goal to direct the Superintendent to fund and re-establish a Native American focused option school that includes grades 9-12 as promised by previous Superintendents and to fund and reopen the African American Academy K-8.

2. PURPOSE

To better support Native American students in Seattle Public Schools and the greater Seattle community which resides on the traditional homelands of the Duwamish and other Coast Salish peoples, we propose to re-establish a Native American focused option school that includes grades 9-12. To better support African American students in Seattle Public Schools, we propose to reopen the African American Academy K-8.

3. RECOMMENDED MOTION

I move that the School Board direct the Superintendent to fund and re-establish a Native American focused option school that includes grades 9-12 and to fund and reopen the African American Academy K-8, with this process beginning in Fall 2019 with specific District staff assigned to work on opening these programs at specific locations in two portables at the Robert Eagle Staff Middle School site for the Native American focused option school and in two portables at the African American Academy site for the African American Academy K-8, or at other temporary sites determined by the Superintendent if immediate constraints do not allow the installation of the portables at these stated locations.

I further move that the School Board amend the 2019-2020 General Fund and Capital Fund budgets to approve \$1.5 million of general funds to re-establish a Native American focused option school that includes, but not limited to grades 9-12, and to approve \$300,000 in capital funds for two portables for the program. This is similar to Option #5 on page 2 of the Native Education Briefing Paper attached to the May 9, 2018 “*Expansion of Native American Educational Programming*” action item, except that the proposal would NOT include ‘truncating Licton Springs’.

I further move that the School Board amend the 2019-2020 General Fund and Capital Fund budgets to approve \$1.5 million of general funds to reopen the African American Academy K-8 and to approve \$300,000 in capital funds for two portables for the program.

4. **BACKGROUND INFORMATION**

a. **Background**

Members of the Native American community have asked for the reopening of Indian Heritage High School for years. Past Superintendents have promised to reopen such a school. Fulfilling this request is the right thing to do and will be a very visible commitment toward meeting the needs of an important group of Seattle Public Schools students.

A consciously Native-focused school will once again be a beacon and a safe alternative of both first and last resort for Native students and families, and all who value the heritage and continual contributions of Native people.

A Native American focused school in the City of Seattle acknowledges the land that our community resides upon and is named for as well as shows our commitment to Eliminate the Opportunity Gap for our Native American students.

Members of the African American community have asked for the reopening of the African American Academy for years. Fulfilling this request is the right thing to do and will be a very visible commitment toward meeting the needs of an important group of Seattle Public Schools students.

A consciously African American-focused school will once again be a beacon and a safe alternative of both first and last resort for African American students and families, and all who value the heritage and continual contributions of African American people.

An African American focused school in the City of Seattle shows our commitment to Eliminate the Opportunity Gap for our African American students.

With recent state education funding changes, this is the time to make a down payment toward establishing such schools.

It is not the intent of this Board action to present a detailed operational plan for the proposed schools. Rather, the intent of this Board action is to give guidance and impetus to District staff to assure that District staff and the Superintendent have the resources needed to make detailed plans and to quickly implement some concrete steps so that such schools are quickly re-established.

1. The previous Indian Heritage High School demonstrated that such an option school can be educationally important for many Native American students and other students who choose it.

2. The previous African American Academy demonstrated that such an option school can be educationally important for many African American students and other students who choose it.

3. The District's May 9, 2018 Native American education review provided an estimate of needed financial resources for such a school at \$1.5 million. Such an amount

for each of the Native American focused school and the African American Academy seems to be a reasonable starting point to make such schools possible.

4. It is important that such schools be provided immediate specific places where staff can plan and begin to implement the schools. Portables may not be large starting spaces, but they would be some starting places.

5. It is important that such schools operate independently of other schools. The schools should not be considered subservient programs that are co-located and/or co-managed by administrations that also manage other programs. The Native American focused school's administration should be focused only on the Native American focused school. The African American Academy's administration should be focused only on the African American Academy. The schools should have independent visibility.

6. It is important that such schools begin to offer some programs as quickly as possible, to signal that this Board action will not simply be a paper promise. For example, it has come to Board members' attention that the United Indians of All Tribes has sought a location to continue its GED program, and such a program might provide a quick concrete sign of the re-establishment of a Native American focused option school.

7. It is important that such schools aim to make available to their students a wide array of course offerings.

b. Alternatives

Do not approve this action. This is not recommended because the District should not wait any longer to re-establish a Native American focused option school toward providing a consciously Native-focused program to serve Seattle Public School students, and because the District should not wait any longer to reopen the African American Academy toward providing a consciously African American-focused program to serve Seattle Public School students.

c. Research

See May 9, 2018 "Expansion of Native American Educational Programming" action item.

5. FISCAL IMPACT/REVENUE SOURCE

\$3 million from the General Fund and \$600,000 from the Capital Fund. The \$3 million of general funds would be split, with \$1.5 million used to re-establish a Native American focused option school and the other \$1.5 million used to reopen the African American Academy. The \$600,000 of capital funds would be split, with \$300,000 used to provide two portables for a Native American focused option school and the other \$300,000 used to provide two portables for the African American Academy.

District budget staff have described to the School Board that recent changes in state education funding include allowing a broader use of capital funds for certain costs previously required to be covered by the general fund. If needed, the District can expend capital funds in such a way to free up general fund resources to cover general fund costs of this proposal. The District has

demonstrated that it has the ability to reallocate capital funds to cover such costs and to cover the costs of the proposed portables.

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 re-establishment of Indian Heritage High School and the African American Academy must be done collaboratively with the Seattle community. This amendment is in response to community feedback after the closure of both schools. See May 9, 2018 “*Expansion of Native American Educational Programming*” action item.

7. **EQUITY ANALYSIS**

The previous loss of Indian Heritage High School and the African American Academy deprived the District of focal points for Native and African American education. Restoring these visible focal points will serve Native American and African American students and families as well as all students and families.

8. **STUDENT BENEFIT**

The benefit of having a Native American focused option school that includes grades 9-12 available to serve students has been demonstrated through previous work at Indian Heritage High School and by the respect that was shown by naming a middle school after the former principal of Indian Heritage High School, Robert Eagle Staff.

The benefit of having an African American focused option school available to serve students has been demonstrated through previous work at the African American Academy and by the respect that was shown by naming a school site the African American Academy.

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: Re-establishing a Native American focused option school and reopening the African American Academy

10. POLICY IMPLICATION

N/A

11. BOARD COMMITTEE RECOMMENDATION

This motion was not discussed by a Board Committee.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the Superintendent will proceed to allocate District staff and money for fall 2019 to support the re-establishment of a Native American focused option school and to reopen the African American Academy, and to provide space using portables for these purposes.

13. ATTACHMENTS

- May 9, 2018 “*Expansion of Native American Educational Programming*”

Native Education Briefing

Problem Statement/Question: While improvements have been made in serving some of our Native American students, we are not yet serving all of our Native American students as well as they need or deserve. Graduation rates for Native American students fluctuate between 50-55%. Engagement with Native American parents and community shows a consistent concern about: identity threat, negative stereotyping, and demeaning treatment. Parents also worry about preserving cultural knowledge for Native American students. How do we, Seattle Public Schools (SPS), ensure opportunities for greatness for each and every Native American student? How do we ensure positive educational outcomes for each and every Native American student?

Background:

SPS's Native American students are widely distributed across the city but tend to be moving farther south as Seattle gentrifies. The definition of a Native American student is difficult under current national requirements:

- 280 students check the "Native American" box.
- 534 students are "enrolled" in a Tribe and qualify for Title VI funding.
- Approximately 1200 students identify as Native American even though they check the Multi Ethnic box
- An estimated 2800 students have some Native American heritage

Our Current Native American Education Program

Under Gail Morris' leadership, incredible work is being accomplished. We serve 534 students enrolled under Title VI and approximately 1200 students that self-identify as Native American. Here are the current programs and how they relate to our Multi-Tiered System of Support design:

- All Students: Tier 1 core instruction includes training for teachers in cultural awareness and "Since Time Immemorial" curriculum. Our desire is that trained teachers will provide greater identity safety and cultural relevance for decades to come. We have reached most middle level social studies teachers and most (180 out of 200) of our fourth-grade teachers – with one-time funding. Currently, we do not have a source of ongoing funding, nor do we have a means to ensure that it is being taught across the district. Cost: \$350/teacher.
- Tutoring and mentoring. Tier 2 supports include:
 - After school programs at two locations, Sandpoint and Highland Park elementary schools. We can serve about 30 students. We believe we could serve more if we could provide transportation. Cost: \$500/student.
 - One Secondary Liaison for 400 potential secondary students. Cost: \$250/student
- Intensive student support. Tier 3 supports at two locations:
 - Denny-Sealth serves 60 (Gr: 6-12) students in Southwest Seattle. Cost \$2900/student.
 - Licton Springs serves 160 (K-8) students in North Seattle; 30 of the students are Native American. Cost: \$16,000++/student.

Revenue and Investments:

Compared to other districts with significant Native American populations: Seattle serves a more diverse and dispersed Native American enrollment, invests more base line funds, and receives far less tribal support. We receive \$121,000 in funding for "enrolled" Native American students from Title VI; with our legally constituted Parent Advisory Committee governing those funds. Using local levy resources, Seattle Schools supplements Title VI funding with about \$250,000 in baseline funds; an additional \$250,000 of Title I funds, an additional application of \$30,000 of ELL funds, and we also receive \$10,000 from Muckleshoot Tribe; and \$48,000 from the City of Seattle (Human Services Department).

Legal Partners: Under state and federal law, we work with:

- The Muckleshoot Tribe; our federally designated and recognized tribe;
- Our Title VI Parent Advisory Committee; and
- Teach *Since Time Immemorial* in 4th grade and as a part of Washington State History course. Last year (2016-2017 school year) we trained 200 teachers which is about 90% of the teachers at those levels.

Native Education Briefing

Engagement: SPS held five community engagement meetings for Native American parents during Spring/Fall 2017. Parents raised concerns about identity threat, bias and bullying, transportation, opportunity gaps, unwelcoming schools, desire to add Šəqačib Program in the north end, lack of supplemental services, absence of support for preservation of culture, Indian Heritage HS, accessible services district-wide, and the lack of Native American students participating in advanced learning. A review of our student survey data shows that Native American students report stereotype threat issues at rates like African American and other historically underserved students. UNEA has long advocated for reopening Indian Heritage HS.

Community Input: In our meetings with the Parent Advisory Committee, and their presentation to the board, they have recommended Options 1 through 4 below. UNEA has requested Option 5; which has now been analyzed in some detail as outlined in Policy No. F21.

Option	Pros	Decision Variables/Cons
1. Teacher PD: Training teachers and administrators in implementation of the Since Time Immemorial (STI) curriculum: Develop on-line MOOC (cost \$30,000); require all new 4th and 8th grade teachers to participate (cost: 40 teachers at \$400 each; \$16,000/year).	<ul style="list-style-type: none"> • Contributes to identity safety throughout the system for Native students • Ensures we meet State requirements for STI with properly trained teachers. • Provides improved cultural understanding for Native American students and all Non-Native students as well 	<ul style="list-style-type: none"> • One-time cost of \$30K and ongoing cost of \$16K/year
2. Šəqačib Program: Offer program like Denny-Sealth program in the North (Cost: \$180,000; 60 students @ \$3000 / student)	<ul style="list-style-type: none"> • Results from Chief Sealth HS are positive • Addresses identity safety and cultural preservation needs for a significant number of students. • Allows students to receive support at comprehensive high schools and participate in extracurricular activities • Allows students to attend schools with multiple course offerings 	<ul style="list-style-type: none"> • Added ongoing cost of \$180,000 per year. • Still difficult for students to get to those locations, however an improvement over the one location we have now • Cost/pupil in North Seattle will be higher because there are less students
3. Add 1.0 FTE: After school programs at additional locations (cost: \$100,000 @ \$1000 / student).	<ul style="list-style-type: none"> • Provides for additional coaching and push-in support services for Native 	<ul style="list-style-type: none"> • Added ongoing cost of \$100K • Difficult to get services into the dozens of locations where Native American students attend
4. Case Management: Add a 2 nd Secondary Liaison case manager (making one north; one south). (Cost: \$110,000)	<ul style="list-style-type: none"> • Increases personal attention for high school students • Improvement over the 1.0 FTE that covers the entire district 	<ul style="list-style-type: none"> • Added ongoing cost of \$110K
5. Open a Native American High School for grades 6-12. Would include truncating Licton Springs. *Attachment outlines the analysis steps from Policy No. F21	<ul style="list-style-type: none"> • Satisfies UNEA if located in North • Contributes to ID safety • Gives more personal experiences • Serves up to 100 students; 70 Native American students 	<ul style="list-style-type: none"> • Serves a small number of students at great cost. • Added cost of \$1.5M (\$15K/student). • Graduation rates appear to have been lower (30-50%) than present SPS rates • This would be the only locally funded Native HS with no BIE/Tribal support. • No/limited extra-curricular activities • Limited course offerings due to low enrollment • Transportation costs/difficulty getting to one location

Native Education Briefing

Funding:

Assistant Superintendent JoLynn Berge has allocated a \$250,000 increase in baseline funding for Native American education in the preliminary budget which is now being considered for board approval. That source of funding would be sufficient to address Options 1 and 2 above.

Engagement Plan:

We have already engaged with many of the stakeholders; Parents, PAC, Tribal Partners, Gail's team, students, and Community Partners. Going forward this recommendation will be reviewed with the above stakeholders for input. The final recommendation will go to the School Board for approval in May or June 2018.

Next Steps:

- Meet with the Indian Education Parent Executive Committee and Muckleshoot representatives to consider next steps.
- Report out to parents and stakeholders this information in response to our first round of conversations.
- Share information at School Board C&I Policy committee meeting on April 17th.
- Respond formally to UNEA request with analysis of reinstating Indian Heritage HS.
- Take forward to the School Board a formal recommendation to approve \$250K in new expenditures for the Native American student programming.
- Address the capacity issues at Robert Eagle Staff / Licton Springs during the 2018-19 year; in advance of open enrollment for 2019-20.

Native Education Briefing Restoration of Indian Heritage HS:

Analysis: SPS does not have a specific policy regarding opening new schools. Policy No. F21 does provide a check list of eight items to be considered regarding closing a facility and could be used “backwards” to analyze the potential reopening of Indian Heritage High School. A summary is provided below.

A. Place programs or services in support of district-side academic goals.

Graduation rates for Native American students are among the lowest in Seattle and Statewide. State graduation rate is 61%. Heritage HS in Marysville/Tulalip is 60%*. Muckleshoot is 47%*. Neah Bay Cape Flattery is 100%. Seattle’s Native graduation is 50%. Interagency graduation is 21%. Historical graduation rates at Seattle Indian Heritage HS were 30-50%. At present, Seattle funds one district wide case manager and special support classes at Chief Sealth. *Note: Starred schools receive significant support from local tribes.

B. Place programs or services equitably across the district; and

C. Place programs where students reside:

Native students are distributed widely across the district. We offer secondary school support at Denny-Chief Sealth where we have the most Native American students. We do not currently provide intensive supports in the north where we have slightly fewer Native American students. JAMS/Nathan Hale seem to have the greatest potential Native American enrollment.

D. Follow the rules of the current student assignment plan:

The student assignment plan does not speak to Indian Heritage HS. IHHS would likely be an option school. It could be a Native focused school; however, I-200 prohibits the hiring, staffing or enrolling based on ethnicity.

E. Engage stakeholders ...

UNEA has advocated for the restoration of Indian Heritage HS for many years; most recently in December, 2017. SPS held a series of parent meetings in the fall of 2017. Those meetings raised issues of: bias and bullying; transportation; opportunity gaps; unwelcoming schools; lack of supplemental services; identity safety needs; Indian Heritage HS; accessible services district-wide; and Native American student lack of participation in Highly Capable (HC).

F. Utilize physical space resources effectively ...

Licton Springs/Robert Eagle Staff is the requested location. That building is designed for 1000 students and will be full starting in the 2018-19 school year. It is already over capacity based on the board actions in support of: Licton Springs (250); Neighborhood boundaries; and HC pathways. Other sites could be considered: Webster School (formerly Nordic Heritage Museum) is scheduled for remodeling, Lake City (currently leased) will be coming back to the district’s control, and Roxhill in the southwest is closer to concentration of Native students.

G. Consider current and future fiscal impacts:

Currently the district invests federal funds (\$121K), plus \$600K (\$600 x 1000 students). Licton Springs costs \$16K per student. Interagency costs \$15K per student. Based on those numbers, serving 100 students could cost \$1.5M. The cost could be less if Indian Heritage became: a) part of Interagency or b) Licton Springs was expanded to include grades K-12. Enrollment in all of our alternative programs (Middle College, Interagency and South Lake) is declining.

H. Analyze the impact ... data, research and best practice:

Could serve up to 100 students; with possibly 70 being Native American. Former IHHS struggled to enroll 100 students, had low graduation rates and high suspension rates. Enrollment declined following Robert Eaglestaff’s service as principal. Other similar programs across the state require considerable support from Tribal and/or WA Compact (Charter). With the exception of Cape Flattery, these programs do not have improved outcomes for students. Cape Flattery has greater access to students because of their geographic location.