



Seattle Public Schools

Budget Work Session

www.seattleschools.org | January 5, 2022



Agenda

1. Participatory Budget
2. WSS Committee Recommendations – Equity Tiers

FY22-23 Draft Budget Development Calendar

- **October 27, 2021** - Budget Work Session
- **October 18 thru December 3rd** Participatory Budget Work sessions
- **November 10, 2021** - Budget Work Session
- **December 9, 2021** – Final WSS Changes determined
- **December 15, 2021** – Budget Work Session
- **January 5, 2022** – Budget Work Session to review recommendations
 - Review WSS Changes
 - PB recommendations
 - Review Overall major budget changes/agreement on budget (move to Jan 19)
- **January 10, 2022** – Legislative session begins
- **January 12 to February 2nd**- Central budgets technical process of staffing/line-item budgeting
- **January 19, 2022** – Budget Work Session
- **February 28, 2022** - Budget Allocations to Schools
- **March 14, 2022** - Regular Legislative session ends
- **March 23, 2022** - Budget Work Session
- **April 27, 2022** – Budget Work Session
- **May 2, 2022** - Final General Fund Balancing, Budget Book development
- **May 25, 2022** - Budget Work Session
- **June 6, 2022** - Board Action Report and Budget Resolution to A&F
- **June 15, 2022** - Introduce Budget to Board
- **June 22, 2022** - Budget Work Session
- **July 6, 2022** – Required Public Hearing
- **July 6, 2022** - Board Action to adopt school year 2022-23 budget



Budget Work Session

January 5, 2022

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

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Participatory budgeting process and School Equity Tiers

Seattle Public Schools | Board Meeting | 0105.22

Participatory Budgeting

Winter 2022 Presentation: Content, Process, and Design

Prepared by Zithri Ahmed Saleem

Principal Design Researcher | **Xecki** (A Division of Zithri Information Associates, LLC)

► **INTRODUCTION**

BACKGROUND
DESIGN PHILOSOPHY

► **OUR APPROACH**

PROCESS OVERVIEW
FUTURE STATE DESIGN
ENGAGEMENT AND SELECTION PROCESS

► **OUR OUTCOMES**

BOARD POLICY 6114
RESTORATIVE JUSTICE PRACTICES
PARTICIPATORY BUDGETING PROCESS

► **NEXT STEPS**

MONTHLY STAKEHOLDER ENGAGEMENT
CODIFY APPROACH

► BACKGROUND

Participatory budgeting (PB) is a way to democratize traditional budgeting processes by having community members directly engaged in making budgetary decisions. A key outcome of the 2021 process is to inform how SPS approaches PB in the future while building SPS capacity and fostering relationships necessary to scale participatory budgeting work.

► DESIGN PHILOSOPHY

+Transparency

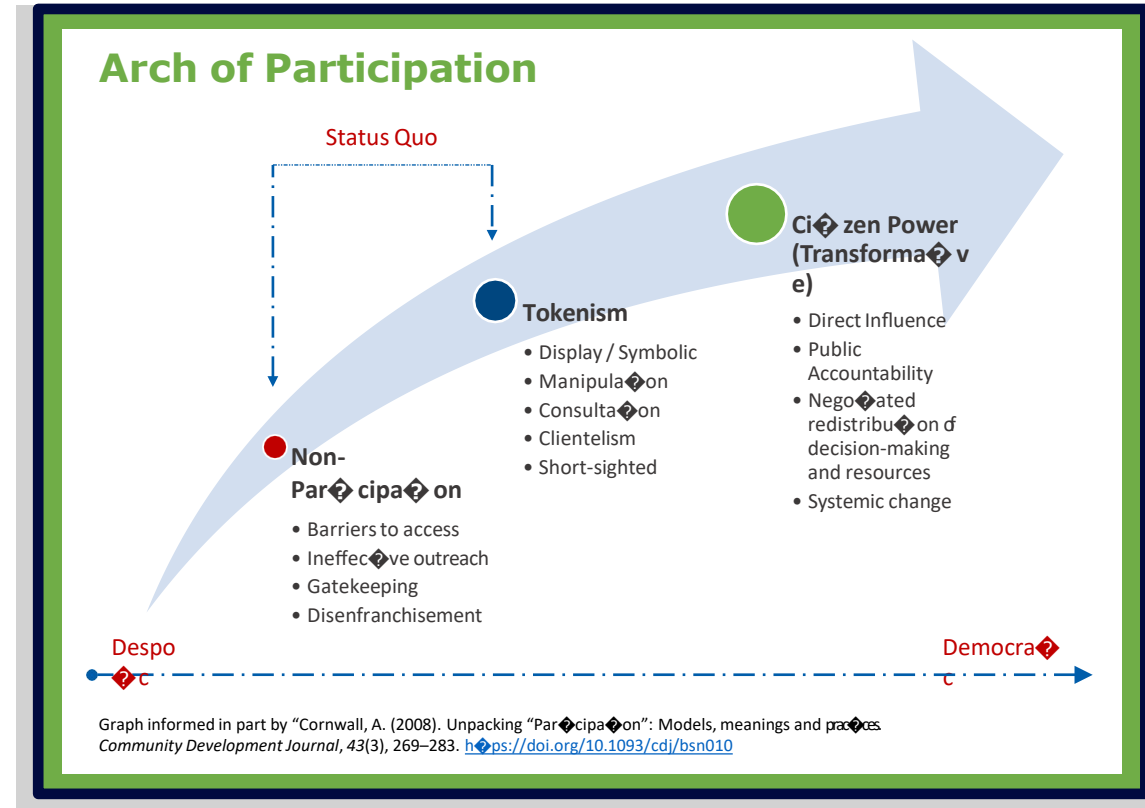
+Trust

+Accountability

+Responsiveness

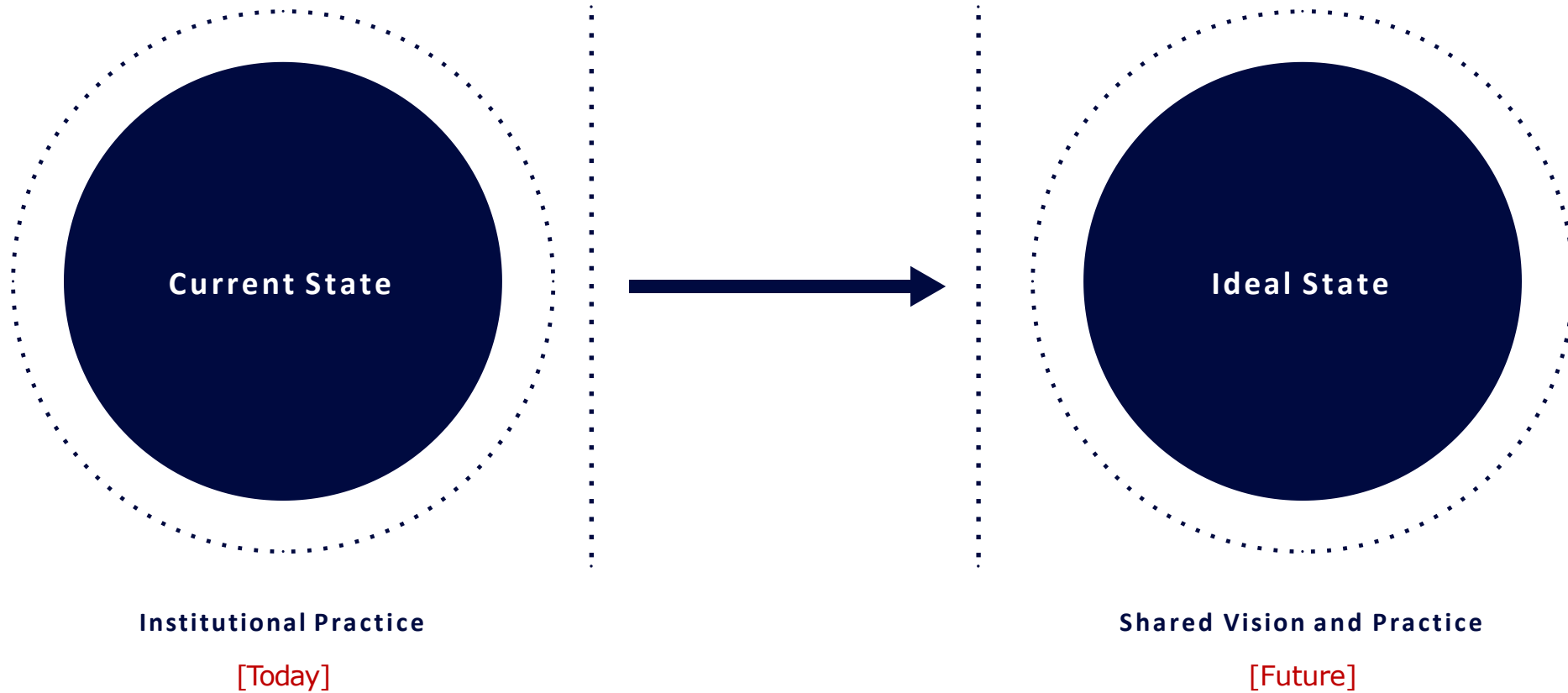
+Inclusivity

**= Anti-Oppressive
Innovation**



We drafted the "Arch of Participation" in last year's initial engagement by situating community contributions in relevant academic literature on participatory design practices.

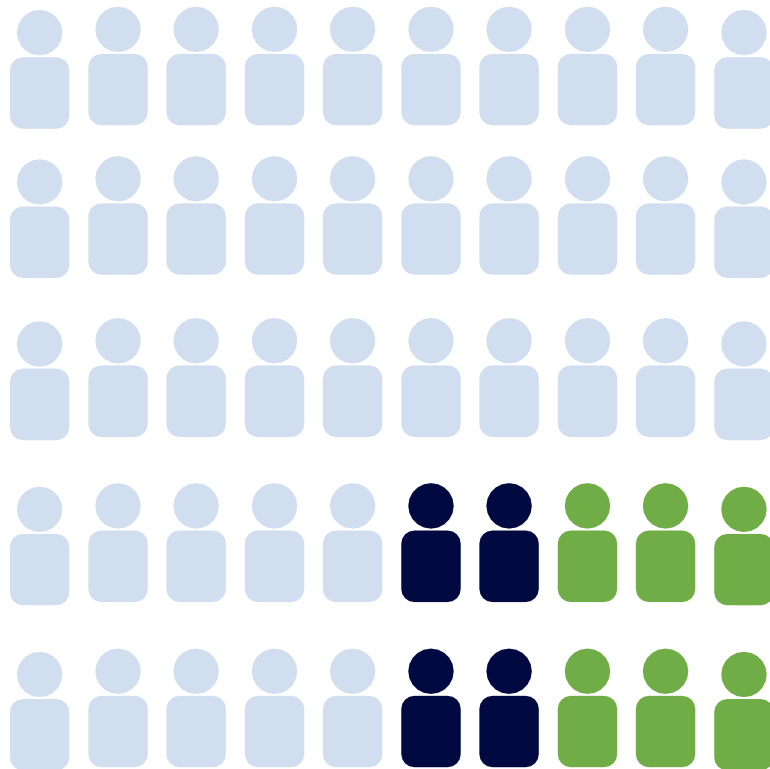
► FUTURE STATE DESIGN



► PROCESS OVERVIEW

		CONTENT	PROCESS	DESIGN
YEAR 1	•	Board Driven	Short Sprint	Exploratory
	■		Consultative	Current State
YEAR 2	■	Board Driven	Extended	Constructive
	■		Collaborative	Future State
FUTURE STATE	■	Community-Negotiated	Continuous	Iterative
	■		Collaborative	
	•		Responsive	

► ENGAGEMENT AND SELECTION



Transferability

Narrative / Storytelling

Relationality

Depth of Experiences

Community Knowledge as Sacred

Knowledge Construction

Related Readings:

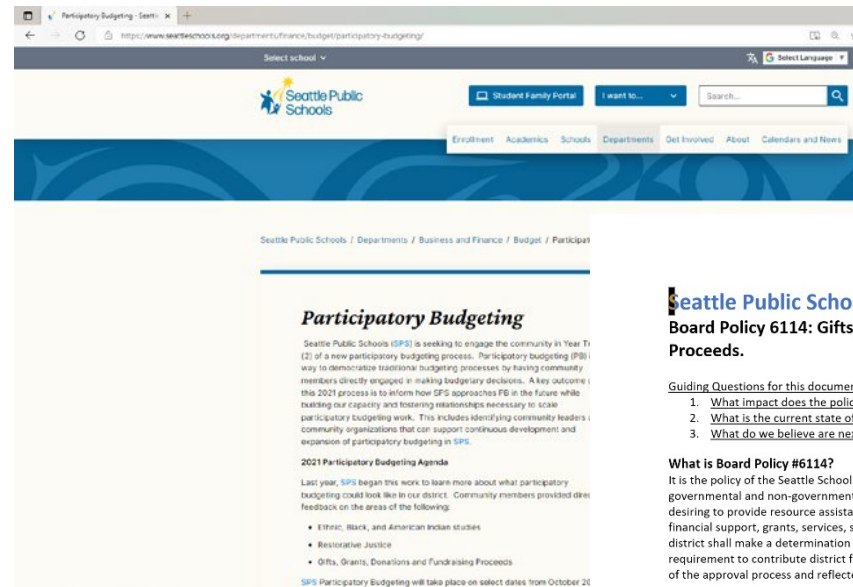
Brown, L., & Strega, S. (Eds.). (2015). Research as Resistance, 2nd Edition (2 edition). Canadian Scholars' Press Inc.

Wilson (2008) Research is Ceremony pg 62-96.pdf. (2008).

► Summary of Outputs

Briefing Papers and Docs Created:

- Frequently Asked Questions
- Board Policy 6114
- American Indian Studies
- Black Studies
- Budget Process
- Ethnic Studies
- Restorative Practices



► Board Policy 6114

To achieve equity in experience and opportunities, school funding structures must disrupt longstanding asymmetries in communities' access to capital (e.g., informational, financial, social) that are rooted in practices such as discrimination and redlining.

Essential Questions for Equity:

- Why do some schools get more money than others?
- What might a district-wide analysis of supplemental funding data tell us about educational equity in our city?
- How can we make sure that systemic inequities that limit schools from equitable fundraising are not reproduced through supplemental school funding policies?

Key Recommendations

1. Set policy around supplemental funding for equity as targeted-universal approach to all schools.
2. 25% of all PTSA funds allocated toward PB pool restricted to high needs schools.
3. Includes direct gifts to schools through district.
4. Community group is responsible for oversight.
5. Seek corporate and philanthropic matching funds.

► Board Policy 6114

Community Voices and Commentary

- *High poverty schools get more funding but it doesn't need to be made up. They need more!*
- *It's about evening the playing field of opportunities and access to experiences.*
- *This is not about my district doesn't give us a counselor so we can buy one.*

► Restorative Justice (RJ) Practices

Restorative Justice is a set of peacemaking practices, that centers relational trust and serves as an alternative to punitive discipline. In the best cases, RJ can be resource for students to keep them safely engaged in their education. In other cases, RJ can be weaponized against students to reproduce status quo marginalizations.

Essential Questions for Equity:

- How can SPS ensure restorative practices aren't merely symbolic and go deeper to address adult behaviors that harm students?
- What can SPS learn from five (5) schools that recieved additional resources from city for more robust implementations of RJ?
- How can SPS center the voices and experiences of students and families who have been adversely affected by disciplinary policies in the design of future efforts?

This is to inform **Seattle Public Schools (SPS)** that the Seattle Department of Education and Early Learning (DEEL) intends to allocate up to a maximum amount of **\$439,200** including indirect for 2021-22 school year Restorative Justice programming. Funding will be additive to School Based Investment contracts as follows:

2021-22 SY Restorative Justice Investment					
	Appx. Staffing FTE	Staffing	Professional Development	Indirect (9.8%)	TOTAL
Middle Schools					
Aki Kurose	1	\$100,000	\$10,000	\$10,780	\$120,780
Robert Eagle Staff	0.5	\$50,000	\$10,000	\$5,880	\$65,880
Subtotal MS:	1.5	\$150,000	\$20,000	\$16,660	\$186,660
High Schools					
Rainier Beach	0.5	\$50,000	\$10,000	\$5,880	\$65,880
Cleveland STEM	0.5	\$50,000	\$10,000	\$5,880	\$65,880
Chief Sealth	1	\$100,000	\$10,000	\$10,780	\$120,780
Subtotal HS:	2	\$200,000	\$30,000	\$22,540	\$252,540
GRAND TOTAL:	3.5	\$350,000	\$50,000	\$39,200	\$439,200

This investment is funded by the City of Seattle General Fund and is subject to the terms of the Partnership Agreement and General Agency Agreement. These amounts will be confirmed as the contract with **Seattle Public Schools** is finalized.

Please contact Sean Flikke (Sean.Flikke@seattle.gov and 206-503-0409) if you have any questions.

► Restorative Justice

Voices and Commentary

- *Families need to be involved. Hearing their voices in terms of the RJ process.*
- *HR matters. Who are these people and how are they hired and selected?*
Budget Work Session January 5, 2022
- *Five schools recieved grants for the RJ process. What do we know about their experience?*

Key Recommendations

1. Center the voices of students and families most adversely affected by disciplinary policies in the design and rollout of RJ.
2. Establish family engagement as key part of related HR decisions including confirmation by affected communities.
3. Balance the focus on RJ between discipline and support. It needs to more realistically accounts for on-the-ground punitive actions towards communities that
 - constitute the disciplinary pipeline.
4. Ensure there is sufficient money and time set aside to properly do this work.

► Participatory Budgeting Process

PB@SPS requires both community and institutional learning such that the relationship is collaborative rather than consultative. There needs to be continuous equitable engagement around the values, language, time orientations, and goals of PB. The current priority is to establish a shared community and district vision for leveraging PB to support students and families furthest from educational justice.

Essential Questions for Equity:

- How might demographic shifts in Seattle impact the long-term viability of the policy?
- How can/does **PB@SPS** align to existing policies and practices including SPS's commitment to targeted universalism?
- How will SPS recruit and select a community steering team to continuously guide the development and scale of this work?

► Recommendations for PB@SPS

1. Allocate sustainable funding sources for **PB@SPS** including supplemental and discretionary funds (e.g., 25% of PTSA funds).
2. Embrace anti-oppressive design practices and discourses to maintain focus on equity throughout evolution of the process.
3. Increase institutional focus and commitment and protect participatory budgeting from weaponization.
4. Seek broad-based engagement including corporate and philanthropic matching funds.

EXAMPLE The group used a supplemental funding amount of **\$3,629,329** based on a snapshot of last year's budget. Reallocation of **25%** of that amount would yield **\$907,332** to be reallocated toward high needs schools and students through a targeted PB process.

► Next Steps

1. Monthly follow-up with past and new contributors
2. Revise process recommendations
3. Identify additional contributors

School Equity Tiers 2021-22

Eric Anderson

Board Policy No. 0030

ENSURE EDUCATIONAL AND RACIAL EQUITY

Guiding Principle

(I)t is the right of every student to have an equitable educational experience within the Seattle Public School District... *This means differentiating resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to succeed academically.*

School Equity Tiers | Intro

Applications

- The WSS Committee developed Equity Tiering for the annual school budgeting process to **identify priority schools** for *protection* during adverse fiscal cycles (e.g., avoid loss of staffing) or for *additional support* when surplus funds are available (e.g., extra staffing)
- BEX V Capital Levy: Equity Tiers were used as a weighted factor in **capital levy scoring** to prioritize schools for major capital projects (i.e., replacement, modernization)
- Equity Tiering is used by several other central office departments for equity-centered planning, budgeting or programmatic purposes – e.g., Transportation, ELL



Tiering methodology aimed to meet key *objectives*:

- Account for *factors other than just poverty* – such as race and ethnicity, language proficiency, cultural heritage – that impact equitable educational opportunities and outcomes.
- Accounts for factors not addressed through other funding
- Tiering results sufficiently stable across years
- Does not penalize successful gap-closing schools

School Equity Tiers | Methodology

Method uses data for 6 student groups:

1. **Black/African American Male Students** (Any Black/African American Males, including those classified as Multiracial and Hispanic/LatinX per Federal 7 rules)
2. **Students of Color Furthest From Educational Justice** (Black/African American, Native American, Pacific Islander, Hispanic/LatinX, or Southeast Asian, including Multiracial students from these groups)
3. **Low Income Students** (Students who qualify for free/reduced meals)
4. **English Language Learners** (Students currently served by the ELL program and recently exited ELLs)
5. **Students born outside the US**
6. **Homeless Students**

Two measures calculated for each student group:

1. **Count of students enrolled** (Oct 1)
2. **Percent of students enrolled** (Oct 1)

Two measures for each of six student groups yields up to 12 measures for each school

Measures converted to Equity Tiers

- Each measure (up to 12 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 standard deviations)
- Annual Equity Tiers based on **2-Year rolling average** of each school's Equity Index



School Equity Tiers | Changes in 2021-22

Changes to '21-22 Equity Tiers Recommended by WSS Committee:

1. Removed student achievement from the Equity Tier formula

- State test (SBA) results no longer included as a component measure in annual Equity Tier calculations.

2. Expanded the definition of students counted as African American Males

- Definition expanded to include *Any* Black/African American male (AAM), including AAM students counted as Multiracial or Hispanic/LatinX per the Federal 7 race/ethnicity categories.

Note: Changes will apply to calculation of index values for both 2020-21 and 2021-22 data. (The new model will apply to both years in the 2-year average.)



School Equity Tiers | 2021-22 Final Results

Tier	Count in 2018-19	Count in 2019-20	Count in 2020-21	Count in 2021-22
1	7	9	9	14
2	13	11	12	15
3	22	24	20	12
4	58	58	61	61
Total	100	102	102	102

Net changes from '20-21 to '21-22:

- 24 schools changed Tier
 - 17 schools move up (towards Tier 1)
 - 7 schools move down (towards Tier 4)
- 5 more schools in Tier 1
- 3 more school in Tier 2

School Equity Tiers | 2021-22 Final Results

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

Change	Schools
Moving up to Tier 1	Broadview-Thomson K-8 School Chief Sealth International High School Denny International Middle School Dunlap Elementary Franklin High School Mercer International Middle School Washington Middle School
Moving up to Tier 2	Cleveland STEM High School Garfield High School Graham Hill Elementary Ingraham International High School Meany Middle School Nathan Hale High School Olympic Hills Elementary West Seattle Elementary
Moving down to Tier 2	Interagency Martin Luther King Jr. Elementary
Moving down to Tier 3	Dearborn Park International School Highland Park Elementary

Additional Notes

- **2 schools moved up to Tier 3 from Tier 4:** Maple Elementary, Olympic View Elementary
- **3 schools moved down to Tier 4 from Tier 3:** Louisa Boren STEM K-8 School, Sand Point Elementary, Sanislo Elementary



School Equity Tiers | 2021-22 Final Results

2021-22 School Equity Tiers

Tier 1		Tier 2		Tier 4			
School Name	Index 2yr Avg	School Name	Index 2yr Avg	School Name	Index 2yr Avg	School Name	Index 2yr Avg
Rainier Beach High School	9.8	Wing Luke Elementary	8.4	Madrona Elementary	6.4	Lafayette Elementary	3.6
Aki Kurose Middle School	9.7	Martin Luther King Jr. Elementary	8.2	Sanislo Elementary	6.3	McDonald International Elementary	3.6
Seattle World School	9.6	Garfield High School	8.2	Orca K-8 School	6.2	Middle College High School	3.6
Franklin High School	9.2	Interagency	8.2	Eagle Staff Middle School	6.2	Cedar Park Elementary	3.5
Emerson Elementary	9.1	Lowell Elementary	8.2	Viewlands Elementary	6.1	Gatewood Elementary	3.5
South Shore PK-8 School	9.1	Meany Middle School	8.2	Louisa Boren STEM K-8 School	6.0	Nova High School	3.4
Chief Sealth International High School	9.1	Olympic Hills Elementary	8.2	TOPS K-8 School	6.0	Frantz Coe Elementary	3.3
Bailey Gatzert Elementary	8.9	Cleveland STEM High School	8.1	Sand Point Elementary	5.9	Magnolia Elementary	3.3
Mercer International Middle School	8.9	West Seattle Elementary	8.1	Thurgood Marshall Elementary	5.8	Green Lake Elementary	3.2
Rising Star Elementary	8.9	Concord International School	8.0	West Seattle High School	5.8	Cascadia Elementary	3.1
Denny International Middle School	8.8	John Muir Elementary	8.0	John Hay Elementary	5.7	Salmon Bay K-8 School	3.0
Dunlap Elementary	8.6	Nathan Hale High School	8.0	Eckstein Middle School	5.6	View Ridge Elementary	3.0
Broadview-Thomson K-8 School	8.5	Ingraham International High School	7.9	Alan T. Sugiyama High School	5.4	Thornton Creek Elementary	2.5
Washington Middle School	8.5	Graham Hill Elementary	7.7	Hazel Wolf K-8 School	5.1	McGilvra Elementary	2.5
		Rainier View Elementary	7.5	Madison Middle School	5.1	Adams Elementary	2.4
				Roosevelt High School	5.1	Catharine Blaine K-8 School	2.4
				Laurelhurst Elementary	5.0	Alki Elementary	2.3
				McClure Middle School	4.9	The Center School	2.3
				Ballard High School	4.8	Loyal Heights Elementary	2.3
				Licton Springs K-8 School	4.7	Pathfinder K-8 School	2.3
				Fairmount Park Elementary	4.6	Genesee Hill Elementary	2.3
				Lincoln High School	4.4	Greenwood Elementary	2.2
				B.F. Day Elementary	4.3	Wedgwood Elementary	2.2
				John Stanford International School	4.3	Whittier Elementary	2.1
				Whitman Middle School	4.3	Bryant Elementary	1.9
				Daniel Bagley Elementary	4.2	Lawton Elementary	1.9
				Sacajawea Elementary	4.2	North Beach Elementary	1.9
				Stevens Elementary	4.1	West Woodland Elementary	1.6
				Queen Anne Elementary	4.0	Stephen Decatur Elementary	1.5
				Hamilton International Middle School	3.9	Montlake Elementary	1.4
				Arbor Heights Elementary	3.8		
Tier 3							
School Name	Index 2yr Avg						
Highland Park Elementary	7.4						
Jane Addams Middle School	7.4						
Beacon Hill International School	7.2						
Northgate Elementary	7.1						
Leschi Elementary	7.0						
Dearborn Park International School	6.9						
Maple Elementary	6.9						
Kimball Elementary	6.8						
John Rogers Elementary	6.7						
Roxhill Elementary	6.7						
Hawthorne Elementary	6.5						
Olympic View Elementary	6.5						





Questions?

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