

# HIGHLINE PUBLIC SCHOOLS

## Budget Recommendation

2021-22 School Year

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# **Introduction**

**Letter from the Superintendent and Chief Financial Officer**

**Federal COVID Relief Funds**

**Technology Levy**

**Budget-at-a-Glance**

## Letter from the Superintendent and Chief Financial Officer

The pandemic has brought unforeseen challenges to our school district budget, as it has in so many other areas. We are grateful for the additional federal funds appropriated by Congress to help us weather these challenges. These one-time funds, however, do not erase our underlying budget challenges.

Over the last four years, enrollment has declined by about 1,200 students. The funding we receive from the state and the amount we can collect through our local levy is based on the number of students enrolled. This is approximately \$15 million reduction in revenue.

The decrease in enrollment is spread across the district, so we still need approximately the same number of teachers and staff to operate and serve children. For example, if we have a districtwide reduction of 30 third-grade students—two children from 15 different schools—we would not be able to reduce the number of third-grade teachers at any of those schools since third-grade classes would still be nearly full.

At the same time, costs continue to increase each year. We will have at least \$7.1 million in increased expenditures in 2021-22:

- We have increased some employees' pay to ensure we are paying a fair, competitive wage along with inflationary increases, resulting in higher employee costs. (\$4.7+ million)
- We had previously committed to opening two new schools in order to provide more options for students and prepare them for the future they choose. (\$1.4 million)
- Increased insurance and utilities costs (\$1+ million)

We are receiving extra funding from the federal government to offset COVID-related expenses over the next two years; these are one-time funds that will soften the shortfall. We will be able to fund additional counselor positions as well as many of the investments described in the next section on Federal COVID Relief Funding.

It is not financially responsible to use one-time funding for ongoing expenses. Prior to the 2020-21 school year, we cut the Central Office budget by six percent by eliminating some positions and other expenses. Due to the uncertainty of federal and state funding, an additional four percent was taken mid-year to balance the budget. We recognize this means a decrease in some services to principals, teachers, staff and families. We have tried to select reductions that will have the least impact.

Due to reductions already taken, combined with the additional federal resources and technology levy, we anticipate that we will be able to avoid major cuts for the next two years. We will monitor our budget carefully and respond appropriately as good stewards of public funds.

## Federal COVID Relief Funds

### Elementary and Secondary School Emergency Relief (ESSER)

Highline is receiving \$84 million in federal COVID relief dollars, known as Elementary & Secondary School Emergency Relief (ESSER) funds. These are not ongoing funds. They are one-time funds to be used to mitigate the impacts of the pandemic, and there are restrictions on how they can be spent. The funds cannot be used for salary increases or other ongoing expenses.

ESSER funds are coming to school districts in phases. Here is a breakdown of how we spent the first round of funding.

Professional Development, Planning and Classroom Supplies	\$289,504
Technology: Devices and Connectivity	\$3,543,245
Health & Safety: PPE, Cleaning Supplies and Building Signage	\$669,271
Maintaining Education Jobs: Waskowitz and Other Positions	\$1,518,113
Reopening Contingency	\$36,498
<b>TOTAL</b>	<b>\$6,056,631</b>

### Community Feedback

We have listened to our families over the months since the pandemic began to learn their needs, concerns and priorities.

Many families have reached out to the superintendent, staff, and the school board directly through email. We have held multiple Thoughtexchange processes asking families to share concerns and needs. Families, students and staff have participated in three perception surveys (Spring 2020, Fall 2020 and Spring 2021.) These feedback loops have guided our decisions about how to spend ESSER funds.

## Remaining ESSER Funds

Strategies under consideration for the remaining two rounds of funding include:

### School Culture

*Vision for this investment:* Provide support to ensure our schools are welcoming and safe places where students and staff are respected and supported to succeed. Students will restore and make new connections and build relationships that will support their success.

<u>Family &amp; Student Engagement</u>	<u>Social &amp; Emotional Wellbeing</u>	<u>Student Mental Health Support</u>
Family Connection Meetings	School Counselors (7.5 FTE)	Behavior Health Navigator (0.5 FTE)
Family Engagement Specialists (2 FTE)*	SEL Specialist (0.5 FTE)	MTSS Coach (2 FTE)
Native Education Secondary Re-Engagement Specialist (1 FTE)		SBIRT Interventionist
		*FTE = full time equivalent position

### Growth & Mastery

*Vision for this investment:* Accelerate student learning so that all students have access to grade level standards. Students will make a minimum of one year of growth annually, meeting or exceeding standards in all grade levels.

<u>Academic Acceleration</u>	<u>Support for Students</u>	<u>Support for Educators</u>
Summer School (including childcare and enrichment opportunities)	Targeted supports in K-3	Data Coaches (2 FTE)
Curriculum Adoption	Enrichment provided by community organizations	Standards based grading support & transition
	Virtual Academy	Goalbook
	PAPER tutoring for all students grades 6-12	
	Team Read	

### Digital & Media Literacy

*Vision for this investment:* Support students with one-to-one access to digital devices. . Support teachers and staff as they prepare students to graduate with the problem-solving and critical thinking skills necessary to live and work responsibly in a digital world.

- Support staff (4 FTE)
- Software (Google Voice, Zoom, School Mint, and AmplifyIT)



- Classroom hardware (Hot Spots, speakers, power strips, personal sound amplification)
- Professional Development (digital tool training for efficacy in the classroom)
- Replace devices at schools (replace iPads for early elementary grade levels)

### Health & Safety

*Vision for this investment:* Students and staff have a safe and healthy environment in which to learn and work.

#### Student & Staff Health & Safety

COVID Testing (screening and response testing) (9 FTE)  
 Nursing Support  
 PPE

#### Facilities Health & Safety

HVAC systems replacements and upgrades  
 Air Filters  
 Cleaning supplies & equipment  
 Custodial overtime for deep cleaning  
 Signage

### District Wide Support

- Adult Wellness
- Mailed communications to families and community
- District-wide COVID Response (director and data analysis)
- Support for enrollment demand during transition back to in-person learning
- Support translations for written documents

## Technology Levy

In November 2020, Highline voters approved a two-year, \$32.5-million technology levy by 73.6 percent of the vote.

The emergency transition to distance learning due to the COVID-19 pandemic demonstrated an urgent need for technology funding—for devices, connection, security, support and training.

Tech levy funds are providing the tools and support students need to prepare for today's careers and addressing the urgent need to support students and teachers with distance learning during the pandemic.

### The tech levy will fund:

New devices and classroom technology	\$16 million
Internet connections	\$3.4 million
Upgraded cybersecurity and networking	\$3.4 million
Support and training for teachers and students in Highline	\$1.5 million
Instructional support software applications	\$5.2 million
Upgraded accounting and financial system	\$1.5 million
Digital record keeping	\$1.5 million
<b>TOTAL</b>	<b>\$32.5 million</b>

Funds will be used over the course of three school years, beginning in the spring of 2020-21 and continuing through school year 2022-23.

## Budget-at-a-Glance

### Budget Funds

Our budget has four funds:

- General Fund – the operating budget. The general fund is split into two sub-funds: state and federal sub-fund and local sub-fund. The levy goes into the local sub-fund.
- Associated Student Body (ASB) Fund – funding raised by students to support extracurricular activities.
- Capital Projects Fund – used to fund construction and renovation of our facilities
- Debt Service Fund – used to pay the principal and interest on bonds we issue.

### 2021-22 All Funds Summary

	General Fund	ASB Fund	Capital Projects Fund	Debt Service Fund	Transportation Vehicle Fund
Beginning Fund Balance	\$34,332,000	\$910,000	\$9,440,230	\$15,356,491	\$1,490,000
Total Revenues	361,826,424	713,061	64,312,289	42,329,255	650,000
Other Financing Sources	16,232,963	0	0	0	0
Total Expenditures	382,261,364	885,608	29,330,000	50,681,300	2,000,000
Transfers Out	0	0	(16,232,963)	0	0
Net Change in Fund Balance	(4,201,977)	(172,547)	18,749,326	(8,352,045)	(1,350,000)
Ending Fund Balance	\$30,130,023	\$737,453	\$28,189,556	\$7,004,446	\$140,000

### All Funds Summary History

General Fund	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Beginning Fund Balance	\$15,229,069	\$28,092,726	\$34,103,006	\$33,932,000
Total Revenues	314,606,950	318,463,588	326,469,873	361,826,424
Other Financing Sources	100	0	0	16,232,963
Total Expenditures	301,743,393	314,693,876	337,804,822	382,261,364
Net Change in Fund Balance	12,863,657	3,769,711	(11,334,949)	(4,201,977)
Ending Fund Balance	\$28,092,726	\$31,862,437	\$22,768,057	\$29,730,023

ASB Fund	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
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Beginning Fund Balance	\$776,235	\$866,932	\$945,721	\$910,000
Total Revenues	861,778	560,904	1,043,660	713,061
Total Expenditures	771,081	404,050	1,146,032	885,608
Net Change in Fund Balance	90,697	156,855	(102,372)	(172,547)
Ending Fund Balance	\$866,932	\$1,023,786	\$843,349	\$737,453

<b>Capital Projects Fund</b>	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Beginning Fund Balance	\$203,906,645	\$143,383,712	\$47,188,983	\$9,440,230
Total Revenues	6,587,634	30,151,458	62,732,583	64,312,289
Other Financing Sources	64,784,381	0	0	0
Total Expenditures	131,894,949	105,267,279	88,350,172	29,330,000
Other Financing Uses-Transfers Out	0	0	0	(16,232,963)
Net Change in Fund Balance	(60,522,933)	(75,115,821)	(25,617,589)	18,749,326
Ending Fund Balance	\$143,383,712	\$68,267,891	\$21,571,394	\$28,189,556

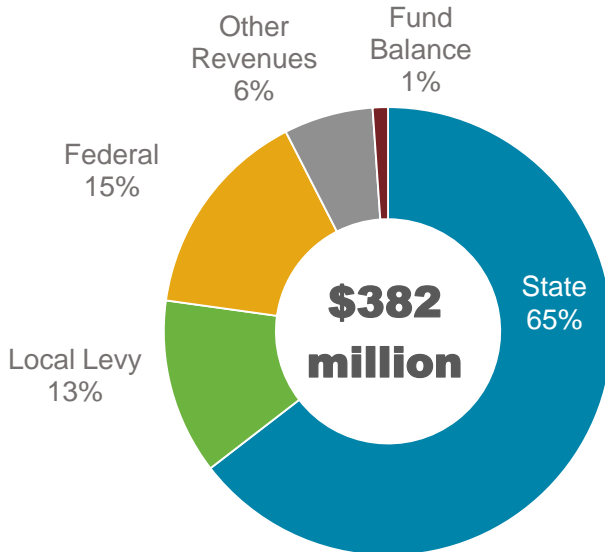
<b>Debt Service Fund</b>	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Beginning Fund Balance	\$14,991,419	\$19,902,782	\$21,607,854	\$15,356,491
Total Revenues	45,385,482	51,981,157	47,431,024	42,329,255
Other Financing Sources	4,953	319,848	0	0
Total Expenditures	40,479,072	50,171,481	53,500,000	50,681,300
Net Change in Fund Balance	4,911,363	2,129,524	(6,068,976)	(8,352,045)
Ending Fund Balance	\$19,902,782	\$22,032,306	\$15,538,878	\$7,004,446

<b>Transportation Vehicle Fund</b>	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Beginning Fund Balance	\$796,758	\$1,311,351	\$1,404,273	\$1,490,000
Total Revenues	802,221	695,055	661,250	650,000
Total Expenditures	287,629	586,392	1,400,000	2,000,000
Net Change in Fund Balance	514,593	108,662	(738,750)	(1,350,000)
Ending Fund Balance	\$1,311,351	\$1,420,013	\$665,523	\$140,000

## General Fund – Where does our money come from?

### 2021-22 Budgeted Resources by Type

Percentages may not total to 100% due to rounding



General fund total resources include district revenue and planned use of fund balance.

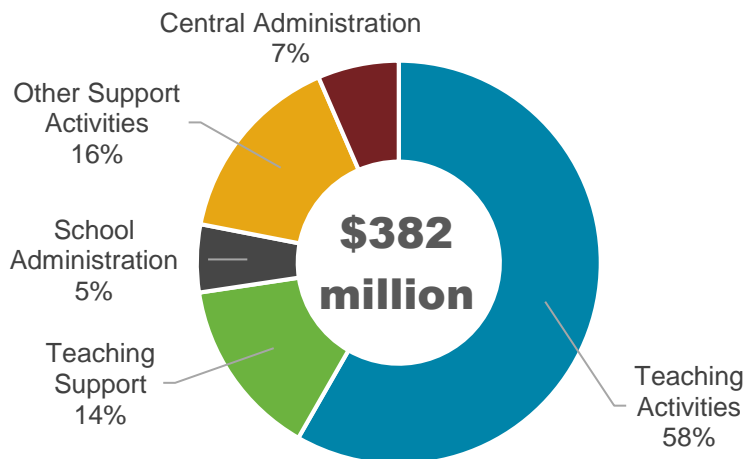
## General Fund – Where does our money go?

### 2021-22 Budgeted Expenditures by Activity

Percentages may not total to 100% due to rounding

**72% of our budget is spent on Teaching and Teaching Support.**

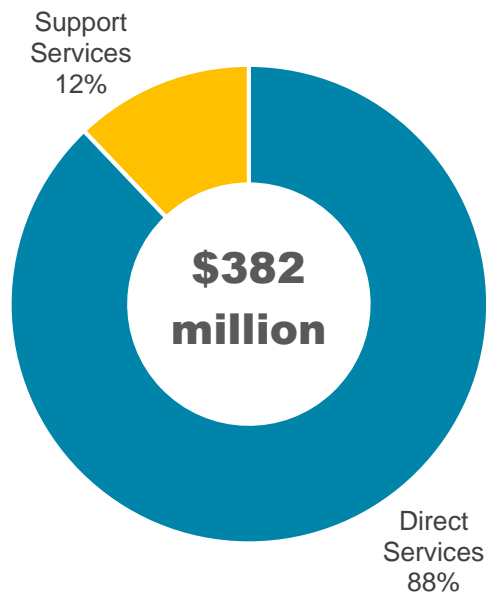
**This includes teachers, nurses, librarians, counselors, instructional assistants, textbooks and student supplies.**



## How Much Do We Spend Directly On Our Students Compared To Support Services?

### 2021-22 Budget Comparing Direct Services to Support Services

*Percentages may not total to 100% due to rounding*



**88% of the budget is spent on direct services to students**

#### How do we classify Direct Services?

Direct Services can be categorized in two groups, 1) the school allocation budget, which is managed by the individual schools, and 2) centrally held budget that pays for staff and supplies that are exclusively in the schools, such as teachers, nurses, instructional assistants, custodians and food service workers. This also includes the costs of transporting students to and from school.

#### How do we classify Support Services?

Support Services include the staff that do not work directly in the schools with students, but rather support the staff in schools and are instrumental to running a district. Support Services include the costs of processing payroll, paying bills, administering programs, managing grants and hiring staff. It also includes the costs of our technology team, warehouse staff, insurance and the utilities that heat our schools.

# Organization

School Board

About Highline

## School Board

The Highline Public Schools Board of Directors is made up of five elected members responsible for oversight and governance of the district's operation including the following areas:



**Vision:** The board, with participation by the community, shall envision the future of the school district's educational program and formulate goals, define outcomes and set the course for the school district. This will be done within the context of racial, ethnic and religious diversity and with a commitment to educational excellence and equity for all students.

**Structure:** To achieve the vision, the board will establish a structure which reflects local circumstances and creates an environment designed to ensure all students the opportunity to attain their maximum potential through a sound organizational framework. This includes employing a superintendent, developing and approving policies, formulating budgets, setting high instructional and learning goals for staff and students, and nurturing a climate conducive to continuous improvement.

**Accountability:** The board's accountability to the community will include adopting a system of continuous assessment of all conditions affecting education, including assessments for measuring staff and student progress towards goals. The public will be kept informed about programs and progress. Staff and board training will be provided to ensure continuous improvement of student achievement.

**Advocacy:** The board shall serve as a key advocate on behalf of students and their schools. The board shall work to advance the community's vision for its schools, pursue the district's goals, encourage progress, energize systemic change, and ensure that students are treated as whole persons in a diverse society.

## School Board Governance (Policy 1000)

### Legal Status

The board of directors of the Highline School District is the corporate entity established by the state of Washington to plan and direct all aspects of the district's operations to the end that students shall have ample opportunity to achieve their individual and collective learning needs.



The policies of the board define the organization of the board and the manner of conducting its official business. The board's operating policies are those that the board adopts from time to time to facilitate the performance of its responsibilities.

### **Organization**

The corporate name of this school district is Highline School District No. 401, King County, state of Washington. The district is classified as a first-class district and is operated in accordance with the laws and regulations pertaining to first-class districts.

In order to achieve its primary goal of preparing students for college, career, and citizenship, the board shall exercise the full authority granted to it by the laws of the state. Its legal powers, duties and responsibilities are derived from state statute and regulation. Sources such as the school code (Title 28A RCW), attorney general's opinions and regulations of the state board of education (Title 180 WAC) and the state superintendent of public instruction (Title 392 WAC) delineate the legal powers, duties and responsibilities of the board.

### **Number of Members and Terms of Office**

The board shall consist of five members, elected by ballot by the registered voters of the district. Except as otherwise provided by law, board members shall hold office for terms of four years and until re-election or their successors are elected and qualified. Terms of board members shall be staggered as provided by law.

Newly-elected directors shall take office at the first official meeting of the board of directors after the election results have been certified by the county auditor. Prior to beginning their term, directors shall take and subscribe to an oath of office.

### **School Board Meetings**

The Board holds regular meetings twice a month from September through June and one meeting each in July and August. Special meetings are scheduled and announced publicly as needed. All meetings are open to the public as provided by law, and agenda items are prepared in advance.

## About Highline

Highline Public Schools serves around 19,000 students grades PK-12 in the communities of Burien, Des Moines, Normandy Park, SeaTac and White Center in Washington State.

The district has 33 schools, employs more than 2,000 staff members, and offers a wide variety of educational opportunities from early childhood to college preparation.

We are committed to equity in education, high expectations for all and partnering with families and the community to ensure that all children achieve their potential.

## Fast Facts

### At a Glance

- Total Enrollment: 18,858 (PreK-12)
- Schools: 33
- Languages: 99
- Graduation Rate: 83.8%
- Classroom Teachers: 1,172
- Budget: \$337.8 M

### Student Enrollment by Grade Level

- Elementary (K-5): 8,583
- Middle (Grades 6-8): 4,122
- High (Grades 9-12): 6,153

### Diversity

- American Indian/Alaskan Native - 0.7%
- Asian - 14.9%
- Pacific Islander - 3.5%
- Black - 15.3%
- Hispanic - 39.7%
- White - 18.9%
- Multi-racial - 7.1%

## **Student Demographics**

- Male: 52.6%
- Female: 47.3%
- Gender X/Non-Binary: 0.1%
- Free or reduced-priced meals: 60.8%
- English Language Learners: 29.7%
- Special Education: 15.2%
- Highly Capable: 3.6%

## **Top Eight Languages**

- English
- Spanish
- Vietnamese
- Somali
- Amharic
- Punjabi
- Arabic
- Khmer

*All data points are for the 2020-21 school year.*

# **Financial Planning**

**Budget Development Process**

**Budget Timeline**

**Financial management for Equity**

**Budget Through an Equity Lens**

**Financial Policies**

## Budget Development Process

The budget is the official document that describes the district’s financial plan for the next year. It is also the plan to achieve the district’s goals and objectives expressed in dollars, and a key tool in controlling operations. The budget authorizes a maximum amount of expenditures (called an appropriation) for each fund. By state law, the district may not exceed this maximum spending amount with the exception of some specified emergencies.

The budget covers a single fiscal year, which runs from September 1, 2021 to August 31, 2022. State law requires district staff to prepare a recommended budget no later than July 10. Formal adoption of the budget requires approval of the Board of Directors by August 31 and submission of the approved budget to the state. The district cannot collect tax revenues or incur expenditures until a legally adopted budget is in place.

Budget development is an ongoing process beginning in the fall and concluding with budget adoption in the summer. The process is conducted through cabinet and school input. Schools are engaged in the process through resource alignment meetings allowing each school to provide input.

### PLANNING

The planning phase starts with the creation of a budget calendar listing key activities and dates. Senior administrators meet to assess program needs, analyze enrollment and revenue projections, and discuss goals and initiatives for the upcoming year.

### DEVELOPMENT

Schools and central departments build budgets to reflect goals and objectives for the upcoming year. Central staff compile these plans to create a recommended budget proposal that balances spending plans with anticipated revenues.

### ADOPTION

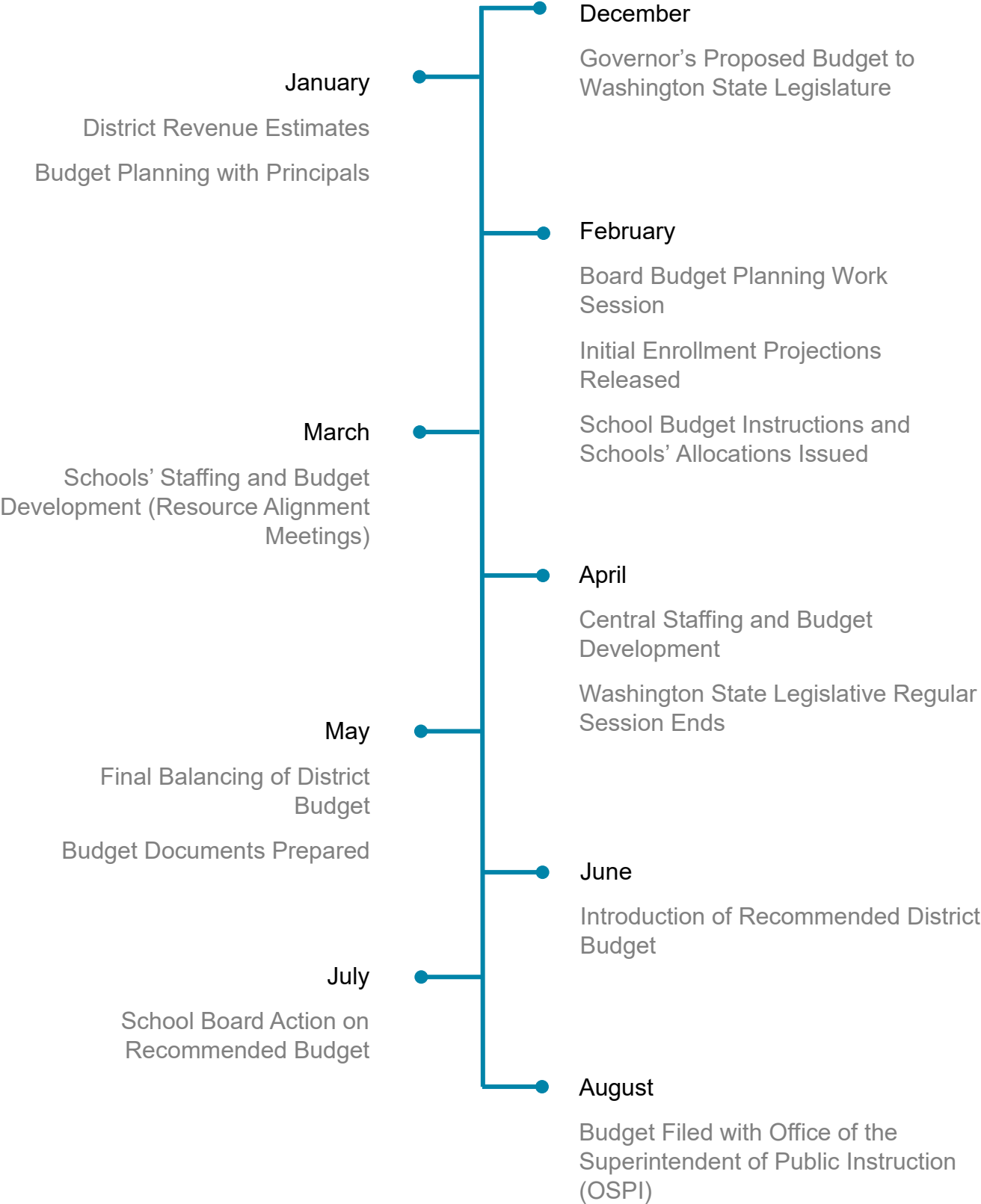
The recommended budget is formally introduced to the School Board in a regular board meeting in June. Board Members hear public comment, request additional information, recommend adjustments, and adopt the final budget in July.

### IMPLEMENTATION

Principals and program managers monitor and make budget adjustments to meet changing needs.



# Budget Timeline



## **Financial Management for Equity (Policy 6000)**

As trustee of local, state, and federal funds allocated for use in public education, the board shall be vigilant in fulfilling its responsibility to see that these funds are used wisely for achievement of the purposes to which they are allocated. The Board is committed to using the District's Equity Lens, as found in Policy and Procedure 0010, when determining the equitable fiscal practices for the district.

The board's goals for district fiscal management, including budget development, are:

1. To distribute Highline resources in a way that considers equity in a student-centered mindset to eliminate or significantly reduce systemic, measurable inequities in achievement.
2. To ensure open communication with staff, families and community as to how the district strategies are guiding resource allocation decisions.
3. To keep in mind the long-term fiscal and academic impacts of any budget decision.
4. To recognize the importance of and maintain adequate resources for operational support for schools, staffs, and students.
5. To provide timely and appropriate information to staff who have fiscal management responsibilities.
6. To establish maximum efficiency procedures for accounting, reporting, business, purchasing and delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.
7. To establish a strong system of internal control to safeguard district assets, to assure management that financial transactions occur as intended, and to protect employees.

## **Schools Budgeting through an Equity Lens**

Policy 0010 is the District's policy on Equity, Race and Identity. Within this policy is a tool, known as the Equity lens, and its aim is to reduce inequities within the institution, including disproportionality in student outcomes. Below is the Equity Lens applied to the process of school budgeting.

### **Overview**

Overtime, the district has worked with labor partners to identify the elements that every school needs to be successful. The result is a school allocation formula that provides a basic foundation for school staffing. School Principals receive a staff allocation and may determine who they hire for these positions.

In addition, schools are provided a categorical allocation that is based on the needs of the students attending the school. Factors include the number of students that are served by the special education program, English language learner program, or are not meeting academic standards. Principals have discretion, within allowable program uses, on how to use funds to meet the needs of students at their schools.

When the categorical allocation is layered on top of the foundational school allocation, resources are distributed more equitably than equally.

### **1. Who are the groups affected by this policy, program, practice or decision? What are the potential impacts on these groups?**

- Consider students with IEPs, Language Learners, and those who may need additional supports to engage in learning.
- Consider families' abilities to be engaged in their students' learning.

### **2. Does this policy, program, practice or decision have unintended consequences, such as ignoring or worsening existing disparities?**

- Principals are able to hire the best fit for the students and the school. This can lead to more experienced teachers concentrating in schools with fewer students that need additional support.

### **3. How have we intentionally involved stakeholders who are also members of the communities impacted by this policy, program, practice or decision? Can the stakeholders validate your assessments in questions 1 and 2?**



We have listened to our families over the months since the pandemic began to learn their needs, concerns and priorities.

Many families have reached out to the superintendent, staff, and the school board directly through email. We have held multiple Thoughtexchange processes asking families to share concerns and needs. Families, students and staff have participated in three perception surveys (Spring 2020, Fall 2020 and Spring 2021.) These feedback loops have guided our decisions about how to spend funds.

**4. What are the barriers to a more equitable implementation of your policy, program, practice or decision? (Consider mandates, politics, emotions, finances, or programs.)**

- Insufficient state funding for prototypical staff and special education. We know that our students need more social emotional and mental health supports in our schools. Currently, we receive state funding for 44 social/emotional support staff for our 33 schools and 18,000 students; we hire 120. (This includes counselors, nurses, psychologists, and social workers.)
- State staffing-level requirements for K-3 class size. The State requires districts to maintain a student-to-staff ratio of 17:1 in grades kindergarten to three. The staff ratio is made up of teachers, librarians, and other specialists. This requirement means that we have low class sizes in these early grades, but jump to much higher class sizes beginning in grade 4.
- An obligation to support staff and manage workloads. The program of education is mainly delivered through the hard work of dedicated staff. To ensure we have the best teachers and support staff, we must maintain high quality working conditions. At times our scarce financial resources mean that staff take on higher workloads and ever increasing demands.

**5. How will you mitigate any negative impacts and address any barriers that you have identified?**

- Supplement state funding with levy dollars.
- Lobby for additional state dollars.
- Address K-3 class size on a district wide average.
- Work closely with labor partners to meet student needs.

## **Financial Policies**

### **Fund Accounting**

Transactions for the district are recorded in five separate “funds”. A fund is a fiscal entity with its own set of accounting records. A budget is presented for the five largest of these funds (the sixth fund is a Private Purpose Trust Fund; no budget is required for this type of fund). The various funds are grouped into governmental and fiduciary funds as follows:

### **Governmental Funds**

#### **General Fund**

All school districts must have a General Fund. State, federal, and local revenues make up the General Fund. These revenues are used to pay for the annual operations of the school district, such as teachers, food services, building maintenance, and student transportation.

#### **Associated Student Body (ASB) Fund**

The ASB Fund is financed in part by the collection of fees from students and non-students as a condition of their attendance at any student activities, such as dances, sporting events, or student performances. These revenues are restricted to uses that benefit students.

#### **Capital Projects Fund**

The Capital Projects Fund is financed from the sale of voted and non-voted bonds, special levies, state capital funding, leases or sales of buildings or land, and interest earnings. These revenues are used to buy land or buildings, construct or remodel buildings, and to purchase equipment. Under certain conditions, as specified in the State’s “Accounting Manual for Public Schools”, expenditures for improvements to buildings and grounds, remodeling of buildings, replacements of roofs, and technology upgrades can be included in the Capital Projects Fund. Based on Accounting Manual guidance, some of these costs are recorded in the General Fund with a reimbursement or “transfer” from the Capital Projects Fund. These transfer amounts have been included in the attached budgets for both the General and Capital funds.

#### **Debt Service Fund**

The Debt Service Fund is used to pay for the principal and interest on bonds the district issues and to account for the accumulation of resources to pay for them. In the case of taxpayer-approved bonds, resources are received from property taxes and interest earnings. In the case of non-voted bonds, money is provided by transfers from the General Fund or the Capital Projects Fund to the Debt Service Fund.

#### **Transportation Vehicle Fund**

The Transportation Vehicle Fund is provided for the purchase and major repair of student transportation equipment, primarily buses. The Transportation Vehicle Fund is generally financed by the state reimbursement to school districts for depreciation of student transportation equipment

## **Fiduciary Funds**

### **Private-Purpose Trust Fund**

The purpose of the Private-Purpose Trust Fund is to account for monies or other assets donated to school districts that benefit individuals or private organizations. Examples are resources donated to school districts for scholarships, student aid, charity, and other like uses. The authority to use the resources comes from the donor who specifies a use or range of allowed uses for assets to be held in trust and, accordingly, the school board has the authority to determine the use of the assets only within the confines of the original trust agreement. For this reason, school boards are required to formalize, by board resolution, the acceptance of any monies or other assets to be held in trust.

### **Basis of Accounting**

Governmental fund financial statements are reported using the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered “measurable” if the amount of the transaction can be readily determined. Revenues are considered “available” when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period.

Expenses are recognized under the modified accrual basis of accounting when the related fund liability is incurred, except for unmatured principal and interest on long-term debt which are recorded when due. Purchases of capital assets are recorded as expenses during the year they are purchased. For federal grants, the recognition of expenses is dependent on when a purchase order has been issued, contracts have been awarded, or goods or services have been received.

### **Budgets**

Chapter 28A.505 Revised Code of Washington (RCW) and Chapter 392-123 Washington Administrative Code (WAC) set school district budget policies and procedures. The board adopts annual budgets for all governmental funds. These budgets are set at the fund level and constitute the legal authority for expenses at that level. Appropriations lapse at the end of the fiscal period.

Budgets are adopted on the same modified accrual basis as used for financial reporting. Fund balance is budgeted as available resources and, under statute, the budgeted fund balance may not be negative, unless the district enters into binding conditions with state oversight pursuant to RCW 28A.505.110.

### **District Policy regarding restricted or unrestricted resources**

The district receives state funding for specific categorical education-related programs. Amounts received for these programs that are not used in the current school year may be carried forward into the subsequent school year, where they may be used only for the same

purpose as they were originally intended. When the district has carryover, those funds are used before any amounts received in the current year.

The district also has other restrictions placed on its financial resources. When expenditures are recorded for purposes for which a restriction, commitment, or assignment of fund balance is available, those funds that are restricted, committed, or assigned to that purpose are considered first before any unrestricted or unassigned amounts are used.

# **Funding Background and Information**

**State Basic Education**

**Property Taxes**

**School Staffing and Funding**

**Student Enrollment**

## **State Basic Education**

### **What does the Washington State Constitution provide regarding K-12 public schools?**

"It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste or sex."

—*Washington Constitution, article IX, section 1*

This constitutional provision is unique to Washington. While other states have constitutional provisions related to education, no other state makes K-12 education the "paramount duty" of the state.

### **How has the State implemented the Program of Basic Education?**

Currently, at least some portion of these programs fall within the Legislature's definition of basic education:

- General Apportionment;
- Special Education;
- Pupil Transportation;
- Learning Assistance Program;
- Transitional Bilingual Instruction Program; and
- Highly Capable Program.

### **General Apportionment**

The General Apportionment formula provides foundational state funding to school districts and funds basic education as well as some non-basic education adjustments. The amount received by each school district varies based on certain characteristics of the district with enrollment being the largest factor.

Generally, enrollment drives the number of staff, and the associated salaries and benefits, allocated to the district as well as the allocation of funds for other non-employee related costs.

As of April 2021, the average allocation to Highline Public Schools through the General Apportionment formula is estimated to be **\$9,815** per student in the 2020-21 school year.

## Prototypical School Formula

General Apportionment funding is calculated using what is called the Prototypical School Formula. The prototype illustrates a level of resources to operate a school of a particular size with particular types and grade levels of students. Allocations to school districts are based on actual full-time equivalent (FTE) student enrollment in each grade in the district.

Funding is for allocation purposes only (except for the categorical, or dedicated, programs), and it is up to the school district to budget the funds at the local level.

## Class Size

The number of funded teachers is derived from class size and teacher planning time. Class sizes vary from those allocated by the State because the district must also use these resources to hire other teaching positions like music and arts teachers, physical education teachers, interventionists and specialists.

State Prototypical Class Size	
Grades K-3	17.00
Grades 4-6	27.00
Grades 7-8	28.53
Grades 9-12	28.74
Career & Technical Ed (Grades 7-12)	23.00
Skills Center	19.00
Lab Science (Grades 9-12)	19.98

## Other School Staff

Other staff types are derived by using staff ratios for each school type: elementary, middle, and high school. Each prototype has a theoretical number of students and designated levels of staffing. For example, an elementary school is assumed to have 400 students in the prototypical model. If a district has 800 elementary-grade students, it will receive funding for double the number of staff positions.

School Staff Positions	Elementary School	Middle School	High School
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**Prototypical School Size**

Number of Students	400	432	600
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**Staff Per School**

Principals & Assistant Principals	1.253	1.353	1.880
Librarians & Media Specialists	0.663	0.519	0.523
School Nurse	0.076	0.060	0.960
Social Workers	0.042	0.006	0.015
Psychologists	0.017	0.002	0.007
Guidance Counselors	0.493	1.216	2.539
Instructional Aides	0.936	0.700	0.652
Office Support & Non-Instructional Aides	2.012	2.325	3.269
Custodians	1.657	1.942	2.965
Student & Staff Safety	0.079	0.920	0.141
Family Engagement Coordinators	0.0825	-	-

**District-Wide Support and Central Administration**

District-wide support is funded under the prototypical model in addition to the staffing levels presumed to be needed for individual school buildings, since these services need to be provided across the district. Funding is based on overall student enrollment levels.

District-Wide Support Staff per 1,000 Students	
Technology	0.628
Facilities, Maintenance, Grounds	1.813
Warehouse, Laborers, Mechanics	0.332

Central administration is funded as an additional 5.3 percent of other staffing units generated by the formula. These general staffing units on which the 5.3 percent is calculated include K-12 teachers, school-level staffing, and district-wide support; it does not include additional staffing



for vocational programs, specialized classes, or categorical programs such as programs for highly capable students, special education, or the learning assistance program.

### Materials, Supplies, and Operating Costs (MSOC)

The prototypical funding formula for General Apportionment includes an allocation for MSOC, formerly known as non-employee related costs. MSOCs are funded as dollars per pupil FTE. The general education allocations are listed in the table below. The portion of student FTE that is enrolled in career and technical education or skills center courses generates **\$1,585.55** instead of the allocation below.

Materials Supplies and Operating Costs (2021-22 Budget)	Grades K-12	Grades 9-12 enhancement
Technology	\$140.84	\$40.50
Utilities and Insurance	382.70	-
Curriculum and Textbooks	151.22	44.18
Other Supplies	299.50	86.06
Library Materials	21.54	5.99
Instructional Professional Development	23.39	7.36
Facilities Maintenance	189.59	-
Security and Central Office	131.35	-
<b>Total MSOC per Student</b>	<b>\$1,340.13</b>	<b>\$184.09</b>

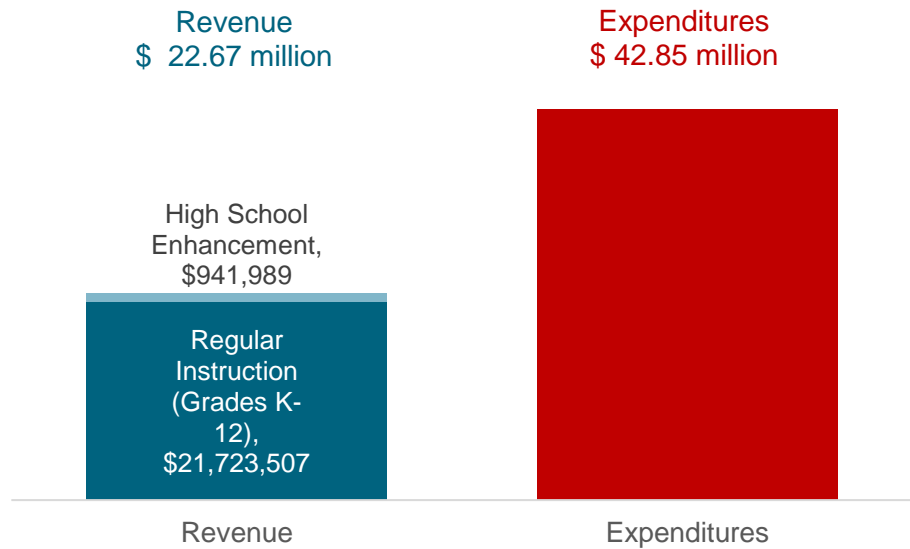
## Comparison of Highline to State Funding

### Non-Staffing

#### 2021-22 Budgeted Materials Supplies and Operating Costs Comparison of Revenues and Expenditures

**\$20 million**

above state  
funding is spent  
on Materials,  
Supplies, and  
Operating Costs



## Special Education

Every student qualifies for basic education services first and the state funding formula for special education is based on the additional "excess costs" of educating students receiving special education services. For five to 21-year old, the state special education allocation is a multiplier of the district's average per-student General Apportionment allocation.

The formula was implemented in 1995 and did not change until the 2018 legislative session when the special education excess cost multiplier was increased from 0.9309 to 0.9609. Beginning in the 2021-22 school year the formula is changing to a tiered multiplier. The tiered multiplier is 1.0075 for students spending 80 percent or more in a general education setting, and 0.995 for students spending less than 80 percent in a general education setting.

For birth through four-year-olds who are eligible for and enrolled in special education, the special education allocation is 115 percent of the district's average per-student General Apportionment allocation.

In addition to the per-student special education allocations described above, the special education funding structure includes safety net funding for districts that can show extraordinary special education program costs beyond state and federal resources. Highline Public Schools applied for **\$2,020,487** in safety net funding in the 2020-21 school year.

## **Pupil Transportation**

A revised transportation formula was effective September 1, 2011, and fully implemented in the 2014-15 school year.

The formula phased in funding for the transportation of students "to and from school" as part basic education. The formula requires the funding to be calculated using a regression analysis of major cost factors that are expected to increase (or decrease) the prior year's pupil-transportation costs, including the count of basic and special education-student ridership, district land area (geography), roadway miles, the average distance to school, and other statistically-significant coefficients.

As part of this funding, the state provides funding for school bus replacement costs using a depreciation schedule. Annual payments are made to districts from the year a bus is purchased until it reaches the end of its scheduled lifecycle. State allocations are deposited into the district's Transportation Vehicle Fund to be used only for the purchase of new buses or for major repairs.

During the COVID-19 pandemic, Highline like many other districts did not transport students to school. Other services were provided such as delivering meals and assisting with connecting students to internet. The legislature recognized the efforts to ensure every student has access to basic education. The formula has been temporarily adjusted for school years 2020-21 and 2021-22 to cover the costs of delivering services.

## **Learning Assistance Program (LAP)**

LAP provides remediation assistance to students scoring below grade level in reading, math, and language arts. However, districts receive LAP allocations based on the number of students in poverty, as measured by eligibility for free or reduced-price lunch.

As with other categorical programs, the prototypical funding formula provides a designated number of hours of instruction per week. (A "categorical" program is one in which funds may be used for only the dedicated program and may not be re-allocated for use elsewhere in the school district.) State law provides 2.3975 hours of LAP instruction per week, assuming class sizes of 15 students per certificated instructional staff.

In 2017 a new program was created within LAP. It is a high-poverty, school-based allocation for schools with at least 50 percent of the students who are eligible for free- or reduced-priced meals. The additional allocation is a statewide average 1.1 hours per week in extra instruction with a class size of 15.

School districts must distribute this high-poverty LAP allocation to the school buildings that generate the allocation. The funding must supplement and not supplant the district's expenditures for LAP for these schools.

## **Transitional Bilingual Instructional Education (TBIP)**

State TBIP funding supports students whose primary language is other than English and whose English skills impair learning to achieve proficiency in English. TBIP funds may also be used to provide training to staff in the TBIP.

As with other categorical programs, the funding formula provides a designated number of hours of instruction. For students in grades K through 6 and assuming class sizes of 15 students per certificated instructional staff, the formula provides 4.778 hours of bilingual instruction per week. Two additional hours of instruction per week is provided for students in grades 7 through 12, increasing the minimum allocation to a total of 6.778 hours, with a class size of 15 students.

Funding for transitional support for up to two years after a student has exited the TBIP is also provided to assist students who have met the proficiency standards. 3.0 hours of additional instruction are provided for students who exited the program in the immediate prior two years.

## **Highly Capable Program**

The Highly Capable, or gifted students, program is funded for up to 5.0 percent of a school district's basic education student enrollment. As with other categorical programs, the funding formula for the Highly Capable Program provides a designated number of hours of instruction per week, in this case 2.159, assuming class sizes of 15 students per certificated instructional staff.

## Property taxes

Property taxes collected by Washington state are distributed to individual school districts based on guidelines set by the state legislature. School districts may choose to augment state funding by asking voters to approve excess taxes levied on taxable property within the district.

Highline Public Schools (HPS) has historically had strong support from the community in renewing the Enrichment (operations) Levy and School Bond. In February 2018, Highline voters approved the expiring enrichment levy. The enrichment levy supports the critical day-to-day HPS operations and needs of students while the bond helps alleviate partial funding from the state on construction and additions for new schools, major maintenance and repairs. In 2021-22, the enrichment levy will contribute **\$48.3 million** to supplement education services not fully funded by the state.

The school levy rate is based on the assessed value of property in the district, the overall amount approved by voters, and any limits set by state law.

- Prior to 2019, the state set the limit that school districts could collect as a percentage of the state and federal funding received by the school district in the prior year.
- In 2019 the maximum enrichment levy changed to the lesser of \$2,500 per pupil or a rate of \$1.50 per \$1,000 of assessed value.
- Beginning in 2020, the maximum enrichment levy increased to the lesser of \$2,500 per pupil or a rate of \$2.50 per \$1,000 of assessed value. The \$2,500 per pupil cap is increased by inflation.

While overall property tax bills may have increased, Highline School District property tax rates have gone down. The assessed value and tax rate table below shows that tax rates decreased as assessed values rose and changes by the legislature limited the allowable levy collections. The lowest tax rates were in calendar year 2019.

In calendar year 2018, the owner of a \$450K home would have paid \$2,421 in property taxes dedicated to Highline Schools. The tax amount dropped to \$2,030 calendar year 2021.

### Tax Rates per \$1000 of Assessed Valuation

Year	Assessed Value (in billions)	Enrichment Levy	Bond	Tech Levy	Total Tax Rate	School Taxes Assessed on a \$450,000 Home
2016	14.953	3.52	1.64	0.00	5.16	\$2,322
2017	16.524	3.38	2.33	0.00	5.71	\$2,570
2018	18.796	3.33	2.05	0.00	5.38	\$2,421
2019	21.292	1.50	2.39	0.00	3.89	\$1,751
2020	22.735	2.10	2.36	0.00	4.46	\$2,007
2021	23.598	2.05	1.78	0.68	4.51	\$2,030
2022*	24.542	2.02	1.75	0.68	4.45	\$2,003

\* estimated

## **How schools are staffed and funded**

### **Allocation Model**

The district allocates staffing based on student to staff ratios defined within labor contracts and student need. In some cases, class size and student to staff ratios are smaller than defined within the contracts due to the prototypical model funded by the state and by district decisions. The model also allocates non-instructional staff such as administrators, office staff, counselors, and librarians, as well as non-staff funding.

Additionally, schools receive allocations for supplemental services to students with special needs. These additional allocations are based on projected enrollment for the transitional bilingual (also called English Language Learners or ELL) program and special education students in various programs.

### **Categorical Funding**

The district uses poverty indicators (Free or Reduced Lunch or FRL), academic achievement needs, and ELL counts to allocate individual school amounts for district-wide categorical grants. Categorical grants include Title I, Learning Assistance Program (LAP) and State Transitional Bilingual Program (STBP). Schools with a high number of students needing extra academic or emotional support receive additional funding.

### **Teacher-Pupil Ratios and Class Size**

Since 2011-2012, the state funds schools according to a “prototypical model”. Along with the prototypical model, the state began phasing in lower class sizes for K-3 students. As of the 2017-18 school year, all grade K-3 students are funded at a ratio of 17:1, provided that each district demonstrates a teacher to pupil ratio that is at or above the state’s funding ratio. For the 2017-18 and 2018-19 school years, the state waived the requirement to demonstrate teacher to pupil ratios at 17:1 in order to receive lower class size funding. Beginning with the 2019-20 school year, the state is no longer waiving the requirement to receive the maximum funding for grades K-3. In 2021-22, Highline Public Schools reduced class size funding will be determined on the number of K-3 teachers the district reports to the state.

### **Class Size**

The funded teacher-pupil ratio is not the same as class size. The Office of Superintendent of Public Instruction (OSPI) has interpreted the teacher to pupil ratios as based on all teachers of students, not only homeroom classrooms. In simplest terms, a student is served by more than one teacher during each school day, and those additional teachers are included in the calculations of the teacher/pupil ratio. The actual number of children assigned to a classroom may be larger than the ratios at which the state funds because more than one teacher works with that group of students throughout the day.

Example: A group of nineteen 1<sup>st</sup> grade students sees art, music and PE teachers during the week, amounting to approximately 0.125 additional teacher time. The nineteen children in the classroom are served by 1.125 teachers, and this reflects a 1-to-17 teacher to pupil ratio.

## **Resources Above the Model**

Due to the variety of programs and student demographics, Highline's schools have many unique needs. The allocations are intended to provide the foundation that every school needs. Other district resources, including categorical grant funding, are used to address the unique academic needs of each school.

## **Resource Alignment Meetings**

In March of each year, cross-functional district leaders meet with each school's administration to discuss the strategic alignment and use of resources for the upcoming year. This analysis is based on data-driven rationale and individual school need. Specific school allocations are evaluated during the meeting, including the use of allocated and categorical funds.

## **Do Allocations Change During the Year?**

School staffing is reviewed and may be adjusted in the fall once actual enrollment is confirmed. Typically, enrollment stabilizes after the first month of the school year, with October being the highest enrollment of the year for most schools. Occasionally, a school's staffing may need to be adjusted later in the year due to a significant change in general enrollment or special needs students; these changes are addressed as they occur.

## **Support to Schools Funded Centrally**

In addition to the funding supplied directly to schools through the allocation model and categorical funding, the district provides support to each school for student support services. Budget is held centrally for student health services (nurses), school and staff safety personnel, pupil transportation, student nutrition, custodial and maintenance services. Some special education services are also budgeted centrally, including, audiologists, occupational therapists, physical therapists, and psychologists. These support services are managed out of centrally budgeted resources to reduce the administrative burden on the schools.

## **Understanding the Individual School Budgets**

The School Budget section shows the individual budgets for each school. Student headcount and FTE are 2021-22 projected enrollment for each individual school. Special Education and Bilingual Education counts are an estimate of 2021-22 programs. Free and Reduced Lunch (FRL) student counts, which are used to calculate some categorical allocations, are as of October 2020.

## 2020-21 YEAR-TO-DATE SNAPSHOT

October Headcount:  
17,741

October FTE:  
17,498.75

Estimated AAFTE:  
17,511.01

## 2019-20 PRIOR YEAR SNAPSHOT

October Headcount:  
18,130

October FTE:  
17,739.04

AAFTE:  
17,699.31

### Student Enrollment

#### What is meant by “enrollment”?

The term “Enrollment” can have several different meanings as it applies to various aspects of K-12 school funding. Some of the most basic definitions are as follows:

#### Headcount Enrollment

Headcount is the total number of students calculated by counting each individual student enrolled as “1” (e.g. the total number of individual students), as of a specific point in time, such as the first school-day of each month. Headcount is useful for determining classroom capacity.

#### Full Time Equivalent (FTE) Enrollment

Each student’s Full Time Equivalent (FTE) enrollment is based on a state-mandated minimum number of hours averaged per year. This minimum is 1,000 annual instruction hours for students enrolled in grades K-8, and 1,080 annual instruction hours for students enrolled in grades 9-12. A student enrolled for less than the minimum shall be counted as a partial full-time equivalent student. As an example, a secondary student enrolled in a course of study covering 1,388 minutes per week would be enrolled as a 0.83 FTE.

#### Annual Average FTE (AAFTE) Enrollment

The Office of Superintendent of Public Instruction (OSPI) averages the monthly FTE reported over ten months, from September to June, and uses the resulting Annual Average FTE (AAFTE) as the basis for funding school districts.

#### How enrollment generates funding from the state

Annual Average Full Time Equivalent (AAFTE) is the major variable that determines each districts’ funding from the state. Because districts update enrollment monthly, AAFTE changes each month and the state recalculates district revenue. The district’s 10-month AAFTE determines final state funding for that school year. Each district must also report specific enrollment sub-sets that may be included in, or be in addition to, the total enrollment.

The table below reflects the AAFTE for students enrolled in regular education, career and technical education (CTE), skills center programs, and alternative learning education (ALE). This number is the basis on which basic education funding is allocated by the state.



State-funded Basic Education Enrollment	2018-19 Actual	2019-20 Actual	2020-21 YTD	2021-22 Budget
Grades K-5	8,843.3	8,596.5	8,170.0	8,213.0
Grades 6-8	3,890.7	4,007.9	4,096.8	3,953.0
Grades 9-12	5,019.6	5,092.6	5,244.2	5,247.0
Sub-Total	17,753.5	17,696.9	17,511.0	17,413.0
Running Start	480.5	455.0	478.0	424.9
Open Doors	326.6	284.6	267.7	295.3
Total	18,560.6	18,436.6	18,256.7	18,133.2

*YTD as of May 2021*

In addition to the basic education enrollment shown above, the district reports enrollment separately for students attending classes on college campuses through running start and open doors credit retrieval students.

Student enrollment in Alternative Learning (ALE), Career and Technical (CTE), and Skills Center programs are included in the basic education enrollment totals (shown above). Students receiving special services, such as special education and transitional bilingual Instruction, are first included in the basic education enrollment and reported again separately for the specific state funded supplemental services they receive.

### **How enrollment is used for schools' allocations**

School allocations are calculated on projected October FTE enrollment. These projections are based on an estimated October headcount for the upcoming year, adjusted by individual grade-by-grade FTE factors for each school. As historic FTE factors for grades kindergarten through five are generally negligible, FTE for these grades mirror headcount at the school level. FTE factors for most high school grades range between 89% and 93.8%, and between 99.2% and 100% for middle school grades.

### **Enrollment used in the School Allocations:**

	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Grades K-5	8,867.7	8,591.3	8,322.0	8,213.0
Grades 6-8	3,893.6	4,011.5	4,109.0	3,953.0
Grades 9-12	5,094.4	5,136.2	5,063.0	5,247.0
Total	17,855.6	17,739.0	17,494.0	17,413.0

## **Enrollment projections**

Student enrollment projections have been developed with a contracted demographer using two methods: 1) cohort survival – this method applies historical enrollment trends to the classes of existing students progressing through the system; and, 2) development tracking – this method projects the number of students anticipated from new development.

### **Cohort Survival**

King County live birth data is used to predict future kindergarten enrollment. Actual King County live births through 2018 are used to project kindergarten enrollment through the 2023-24 school year. After 2024, the number of live births is based on King County projections. Historical data is used to estimate the future number of kindergarten students that will be generated from county births.

For other grade levels, cohort survival trends compare students in a particular grade in one year to the same group of students in prior years. From this analysis, a cohort survival trend is determined. This historical trend is applied to predict future enrollment.

### **Development Tracking**

To ensure the accuracy and validity of enrollment projections, a major emphasis has been placed on the collection and tracking of data of known new housing developments within the district. This information is obtained from the cities and county. It provides the foundation for a database of known future developments and assures the district's plan is consistent with the comprehensive plans of the local permitting jurisdictions.

### **Regional Trends**

We also consider regional population and K-12 population trends, making sure that the District projections align with expected population growth within King County and the Puget Sound.

# **Budget**

**All Funds Summary**

**General Fund**

**Budget Capacity**

**Major Grants**

**Other Funds**

**Staff Summary**

**Staff Changes**

## All Funds Summary

	General Fund	ASB Fund	Capital Projects Fund	Debt Service Fund	Transportation Vehicle Fund
Beginning Fund Balance	\$33,932,000	\$910,000	\$9,440,230	\$15,356,491	\$1,490,000
Total Revenues	361,826,424	713,061	64,312,289	42,329,255	650,000
Other Financing Sources	16,232,963	0	0	0	0
Total Expenditures	382,261,364	885,608	29,330,000	50,681,300	2,000,000
Transfers Out	0	0	(16,232,963)	0	0
Net Change in Fund Balance	(4,201,977)	(172,547)	18,749,326	(8,352,045)	(1,350,000)
Ending Fund Balance	\$29,730,023	\$737,453	\$28,189,556	\$7,004,446	\$140,000

## General Fund Summary

The general fund is the largest fund in the district and account for the day to day operations of Highline Public Schools. It supports funding for all schools and supporting departments. The following includes a summary and detailed view of the general fund.

General Fund	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Beginning Fund Balance	\$15,229,069	\$28,092,726	\$34,103,006	\$34,332,000
Total Revenues	314,606,950	318,463,588	326,469,873	361,826,424
Other Financing Sources	100	0	0	16,232,963
Total Expenditures	301,743,393	314,693,876	337,804,822	382,261,364
Net Change in Fund Balance	12,863,657	3,769,711	(11,334,949)	(4,201,977)
Ending Fund Balance	\$28,092,726	\$31,862,437	\$22,768,057	\$30,130,023

## General Fund Summary Detail

General Fund	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
<b>Revenue and Other Financing Sources</b>				
Local Tax	\$46,313,270	\$39,855,263	\$47,819,383	\$48,387,351
Local Support Nontax	7,910,758	6,806,633	7,868,901	5,409,442
State, General Purpose	172,262,166	177,824,653	180,034,003	179,640,791
State, Special Purpose	63,534,287	67,058,228	65,362,966	67,098,746
Federal, General Purpose	5,616	4,871	0	0
Federal, Special Purpose	21,923,886	24,767,464	22,327,020	58,336,673
Revenues from Other School Districts	1,062,725	764,339	600,000	990,000
Revenues from Other Entities	1,594,242	1,382,137	2,457,600	1,963,421
Other Financing Sources	0	0	0	16,232,963
<b>Total</b>	<b>\$314,606,950</b>	<b>\$318,463,588</b>	<b>\$326,469,873</b>	<b>\$378,059,387</b>
<b>Expenditures</b>				
Regular Instruction	\$154,598,440	\$162,103,226	\$181,033,138	\$181,758,957
Special Education	45,244,420	48,377,191	46,353,370	48,130,148
Vocational Education	6,716,720	6,764,094	7,604,781	8,234,451
Skills Center Instruction	3,942,267	4,274,575	4,698,310	4,777,762
Compensatory Education Instruction	34,497,139	34,184,426	35,585,983	40,171,509
Other Instructional Programs	2,629,547	2,522,798	2,940,160	31,714,538
Community Services	1,902,487	4,626,004	3,006,187	2,770,218
Support Services	52,212,372	51,841,562	56,582,893	64,703,781
<b>Total</b>	<b>\$301,743,393</b>	<b>\$314,693,873</b>	<b>\$337,804,822</b>	<b>\$382,261,364</b>
<b>Revenue less Expenditures</b>	<b>\$12,863,557</b>	<b>\$3,769,711</b>	<b>(\$11,334,949)</b>	<b>(\$4,201,977)</b>
<b>Beginning Fund Balance</b>				
Carryover of Restricted Revenue	\$4,952,666	\$6,006,249	\$6,100,000	\$6,500,000
Nonspendable - Inventory & Prepaid Items	224,344	227,131	250,000	250,000
Assigned to Other Purposes	936,789	12,978,000	8,230,856	2,900,000
Unassigned Fund Balance	9,115,270	8,881,345	19,522,150	24,682,000
<b>Total</b>	<b>\$15,229,069</b>	<b>\$28,092,726</b>	<b>\$34,103,006</b>	<b>\$34,332,000</b>
<b>Ending Fund Balance</b>				
Carryover of Restricted Revenue	\$6,006,249	\$7,283,854	\$1,600,000	\$6,500,000
Nonspendable - Inventory & Prepaid Items	227,131	282,812	325,000	325,000
Assigned to Other Purposes	12,978,000	12,478,000	2,620,943	0
Unassigned Fund Balance	8,881,345	11,817,771	18,222,114	23,305,023
<b>Total</b>	<b>\$28,092,726</b>	<b>\$31,862,437</b>	<b>\$22,768,057</b>	<b>\$30,130,023</b>

## General Fund Total Resources

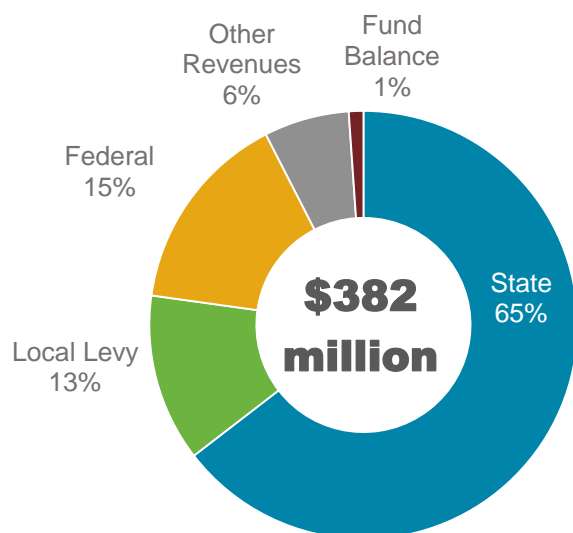
Where does the money come from?

The general fund uses funding from a variety of sources totaling **\$378 million** for the 2021-22 budget. There are four major revenue types including state, local levy, federal, and other revenue. In addition to revenue, the general fund uses the district fund balance of **\$4.2 million**.

The following section is an explanation of each type of resource and major changes anticipated this year.

### 2021-22 Budgeted Resources by Type

*Percentages may not total to 100% due to rounding*



**General fund total resources include district revenue and planned use of fund balance.**

## State Funding

State funding provides the largest portion of district revenue at **\$246.7 million** or 65% of total resources. This amount includes both state general purpose funding and state special purpose funding. Overall, state funding is anticipated to increase by \$1.5 million compared to 2020-21.

### State General Purpose Funding

State general purpose funding, or apportionment, accounts for **\$180 million** or 47% of total general fund revenue. Apportionment is calculated using the number of students attending our schools multiplied by a legislative funding formula.

### State Special Purpose Funding

State special purpose funding provides **\$67 million** or 18% of budgeted resources. State special purpose funding is designated for programs such as special education, English language learner education, student transportation, and education enhancements. Most of these revenues are provided for a specific program and are not available for other purposes. State special purpose funds are budgeted to increase by \$1.5 million. Changes to state special purpose funding included below.

State, Special Purpose	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Special Purpose, Unassigned	\$30	\$40	\$0	\$0
Special Education	25,914,476	27,890,367	30,302,092	30,279,090
Special Education - Infants and Toddlers	1,817,132	2,012,089	0	0
Learning Assistance	13,689,678	13,867,518	14,179,950	14,615,820
Special and Pilot Programs	2,764,907	2,730,075	1,935,322	2,680,100
Transitional Bilingual	8,920,905	9,727,635	9,717,507	9,376,590
Highly Capable	564,674	587,714	594,670	587,185
School Food Services	254,042	120,295	136,000	185,000
Transportation - Operations	7,694,305	7,686,190	6,167,425	7,027,130
Other State Agencies	(9,793)	0	0	0
Special Education - Other State Agencies	32,491	13,316	30,000	30,000
Child Care	1,891,439	2,422,988	2,300,000	2,317,831
Total	\$63,534,287	\$67,058,228	\$65,362,966	\$67,098,746

## Local Levy Funding

Local operating levies approved by Highline voters support general education programs and operations. Levy funds will provide **\$48.4 million** or 13% of budgeted resources in 2021-22 and are the third largest revenue source for Highline Public Schools.

The maximum amount the district was allowed to collect from voters in levy elections in calendar year 2018 was set by the legislature to a percentage of our state and federal revenue. In calendar year 2019, the maximum amount was changed to a maximum tax rate of \$1.50 per \$1,000 of assessed property values. Beginning calendar year 2020, the maximum

amount was changed to student enrollment multiplied by \$2,500, adjusted for inflation. Operating levy revenue is anticipated to increase by \$500,000 in 2021-22. In calendar year 2022, districts are allowed to use enrollment from school year 2019-20 rather than 2020-21 as the basis for the calculation. This legislative change is in response to COVID-19 pandemic and is for one year only.

Voter approved collection of total local levy amounts do not change after they are approved; however, the dollar rate of collection is adjusted as property values change. If property values increase, the dollar rate per thousand decreases. If property values decrease, the dollar rate per thousand increases. For calendar year 2021, Highline had a tax rate at \$2.05 per \$1,000 of assessed value.

<b>Local Operating Levy</b>	2019 Actual	2020 Actual	2021 Budget	2022 Budget
Tax Rate	\$1.50	\$2.10	\$2.05	\$2.02
Levy (Calendar Year)	\$31,938,000	\$47,637,000	\$47,980,992	\$48,549,951
Year-to-Year change		\$15,699,000	\$343,992	\$568,959

	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Levy (School Year)	\$46,313,270	\$39,855,263	\$47,819,383	\$48,387,351
Year-to-Year change		(\$12,963,656)	\$7,964,120	\$567,968

## **Federal Funding**

Federal funding provides **\$58.3 million** or 15% of Highline Public School’s resources. These monies fund programs such as Title programs. They also provide additional funding for special education programs and support free and reduced rate lunches in the food service program. These revenues may only be used for their specific program purpose.

Highline is receiving \$84 million in federal COVID relief dollars, known as Elementary & Secondary School Emergency Relief (ESSER) funds. These are not ongoing funds. They are one-time funds to be used to mitigate the impacts of the pandemic, and there are restrictions on how they can be spent. The funds cannot be used for salary increases or other ongoing expenses.

## **Other Revenue**

Other revenue funding provides **\$24.6 million** or 6% of budgeted resources. These monies are grouped into three categories: Local Revenue, Revenue from Other School Districts, and Revenue from Other Entities.

- **Local revenue** includes facility rental income, investment earnings, food service fees, gifts and donations.



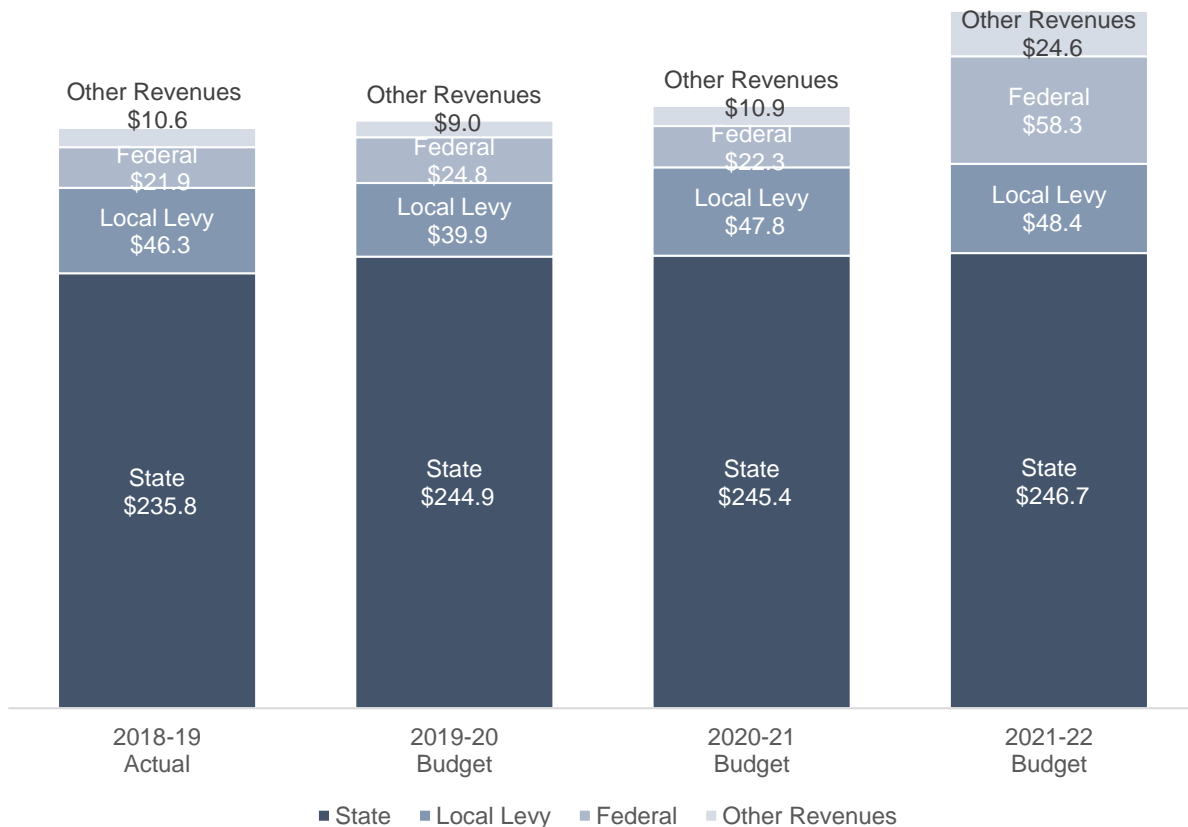
- **Revenue from other school districts** is substantially for serving students that are enrolled in another district with special education or transportation needs.
- **Revenue from other entities** comes from private foundations and government entities like King County grants for Best Start for Kids and Chronic Absenteeism.

### Four Year Comparison of Total Resources

General Fund	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	Dollar Change	Percent Change
State	\$235,796,453	\$244,882,880	\$245,396,969	\$246,739,537	\$1,342,568	1%
Local Levy	46,313,270	39,855,263	47,819,383	48,387,351	567,968	1%
Federal	21,929,502	24,772,336	22,327,020	58,336,673	36,009,653	161%
Other Revenues	10,567,725	8,953,108	10,926,501	24,595,826	13,669,325	125%
Total Revenue	\$314,606,950	\$318,463,588	\$326,469,873	\$378,059,387	\$51,589,514	16%
Fund Balance	(12,863,557)	(3,769,711)	11,334,949	4,201,977	(7,132,972)	-63%
Total Resources	\$301,743,393	\$314,693,876	\$337,804,822	\$382,261,364	\$44,456,542	13%

### Total Resources by Source

Dollars in millions



## General Fund Revenues and Other Financing Sources

	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
<b>Local Taxes</b>				
Local Property Tax	\$46,306,230	\$39,854,273	\$47,819,383	\$48,387,351
Sale of Tax Title Property	7,021	990	0	0
Other	19	0	0	0
<b>Total</b>	<b>\$46,313,270</b>	<b>\$39,855,263</b>	<b>\$47,819,383</b>	<b>\$48,387,351</b>
<b>Local Support Nontax</b>				
Tuition and Fees	\$692,036	\$251,541	\$168,000	\$466,000
Sale of Goods, Supplies, and Services	666,740	517,504	325,750	372,250
School Food Services	978,121	737,023	605,000	630,000
Investment Earnings	720,693	550,062	340,000	36,200
Gifts and Donations	431,941	175,020	267,500	307,500
Fines and Damages	23,658	25,428	17,500	20,300
Rentals and Leases	825,009	619,012	160,000	665,000
Insurance Recoveries	51,816	45,605	28,000	40,000
Local Support Nontax	1,834,490	517,149	4,029,000	2,684,192
E-Rate	1,686,254	3,368,289	1,928,151	188,000
<b>Total</b>	<b>\$7,910,758</b>	<b>\$6,806,633</b>	<b>\$7,868,901</b>	<b>\$5,409,442</b>
<b>State, General Purpose</b>				
Apportionment	\$165,450,538	\$171,739,797	\$173,806,044	\$173,522,785
Special Education - General Apportionment	5,793,418	6,084,856	6,227,959	6,118,006
Local Effort Assistance	1,018,211	0	0	0
<b>Total</b>	<b>\$172,262,166</b>	<b>\$177,824,653</b>	<b>\$180,034,003</b>	<b>\$179,640,791</b>
<b>State, Special Purpose</b>				
Special Purpose, Unassigned	\$30	\$40	\$0	\$0
Special Education	25,914,476	27,890,367	30,302,092	30,279,090
Special Education - Infants and Toddlers	1,817,132	2,012,089	0	0
Learning Assistance	13,689,678	13,867,518	14,179,950	14,615,820
Special and Pilot Programs	2,764,907	2,730,075	1,935,322	2,680,100
Transitional Bilingual	8,920,905	9,727,635	9,717,507	9,376,590
Highly Capable	564,674	587,714	594,670	587,185
School Food Services	254,042	120,295	136,000	185,000
Transportation - Operations	7,694,305	7,686,190	6,167,425	7,027,130
Other State Agencies	(9,793)	0	0	0
Special Education - Other State Agencies	32,491	13,316	30,000	30,000
Child Care	1,891,439	2,422,988	2,300,000	2,317,831
<b>Total</b>	<b>\$63,534,287</b>	<b>\$67,058,228</b>	<b>\$65,362,966</b>	<b>\$67,098,746</b>

## General Fund Revenues and Other Financing Sources, cont.

	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
<b>Federal, General Purpose</b>				
Federal Forests	\$5,616	\$4,871	\$0	\$0
<b>Total</b>	<b>\$5,616</b>	<b>\$4,871</b>	<b>\$0</b>	<b>\$0</b>
<b>Federal, Special Purpose</b>				
Special Education	\$3,998,926	\$4,268,932	\$3,900,000	\$4,090,000
Secondary Vocational Education	107,585	104,919	160,000	160,000
Skill Center	74,865	98,141	100,000	110,000
Disadvantaged	5,850,381	6,109,424	7,766,740	10,050,437
School Improvement	1,094,800	1,043,239	1,361,481	2,017,824
Limited English Proficiency	701,109	465,047	736,263	1,090,233
Targeted Assistance - ESSER	0	4,477,164		30,964,524
Child Care	95,885	84,327	0	0
Other Community Services	116,842	1,102,436	0	0
School Food Services	7,385,314	4,798,801	6,817,936	8,582,175
Direct Special Purpose Grants	1,064,777	1,030,872	539,000	90,000
Indian Education	79,095	91,870	95,000	95,000
Federal Grants Through Other Agencies	85,982	55,419	55,600	161,480
Medicaid Administrative Match	191,424	276,679	200,000	150,000
Special Education - Medicaid Reimburse	82,189	29,271	80,000	40,000
Head Start	28,943	0	0	0
Youth Training	234,619	58,053	15,000	15,000
USDA Commodities	731,152	672,870	500,000	720,000
<b>Total</b>	<b>\$21,923,886</b>	<b>\$24,767,464</b>	<b>\$22,327,020</b>	<b>\$58,336,673</b>
<b>Revenues from Other School Districts</b>				
Special Education	\$676,773	\$625,919	\$400,000	\$640,000
Skill Center - Facility Upgrades	22,475	8,650	0	0
Transportation	356,216	128,900	200,000	350,000
Nonhigh Participation	7,261	870	0	0
<b>Total</b>	<b>\$1,062,725</b>	<b>\$764,339</b>	<b>\$600,000</b>	<b>\$990,000</b>
<b>Revenues from Other Entities</b>				
Governmental Entities	\$844,813	\$492,797	\$698,000	\$690,000
Private Foundations	599,513	819,482	1,607,600	1,123,421
Nonfederal, ESD	149,916	69,857	152,000	150,000
<b>Total</b>	<b>\$1,594,242</b>	<b>\$1,382,137</b>	<b>\$2,457,600</b>	<b>\$1,963,421</b>
<b>Other Financing Sources</b>				
Sale of Bonds	\$100	\$0	\$0	\$0
Capital Fund Transfers				\$16,232,963
<b>Total</b>	<b>\$100</b>	<b>\$0</b>	<b>\$0</b>	<b>\$16,232,963</b>
<b>Total General Fund Revenue</b>	<b>\$314,607,050</b>	<b>\$318,463,588</b>	<b>\$326,469,873</b>	<b>\$378,059,387</b>

## General Fund Expenditures

### Where Does the Money Go?

Highline Public Schools records and reports its general fund expenses through a Program-Activity-Object format as specified in the Accounting Manual for School Districts published by the Office of Superintendent of Public Instruction (OSPI) in Washington State. Each expense is categorized with these classifications so that expenses may be viewed in different ways that describe the purpose of the expense. The following is a summary of each expenditure format.

General Fund Expenditure	2019-20 Actual	% of Total	2020-21 Budget	% of Total	2021-22 Budget	% of Total
<b>By Program</b>						
Regular Instruction	\$162,103,226	52%	\$181,033,138	54%	\$181,758,957	48%
Special Education	48,377,191	15%	46,353,370	14%	48,130,148	13%
Vocational Education	6,764,094	2%	7,604,781	2%	8,234,451	2%
Skills Center Instruction	4,274,575	1%	4,698,310	1.4%	4,777,762	1.2%
Compensatory Education	34,184,426	11%	35,585,983	11%	40,171,509	11%
Other Instructional Programs	2,522,798	1%	2,940,160	0.9%	31,714,538	8.3%
Community Services	4,626,004	1%	3,006,187	0.9%	2,770,218	0.7%
Support Services	51,841,562	16%	56,582,893	17%	64,703,781	17%
<b>Total</b>	<b>\$314,693,876</b>	<b>100%</b>	<b>\$337,804,822</b>	<b>100%</b>	<b>\$382,261,364</b>	<b>100%</b>

<b>By Activity</b>						
Teaching Activities	\$186,336,679	59%	\$208,068,696	62%	\$222,799,227	58%
Teaching Support	44,628,924	14%	40,660,523	12%	54,836,068	14%
School Administration	19,348,754	6%	21,167,350	6%	20,743,855	5%
Other Support Activities	42,667,751	14%	44,861,069	13%	59,034,883	15%
Central Administration	21,711,767	7%	23,047,184	7%	24,847,331	7%
<b>Total</b>	<b>\$314,693,876</b>	<b>100%</b>	<b>\$337,804,822</b>	<b>100%</b>	<b>\$382,261,364</b>	<b>100%</b>

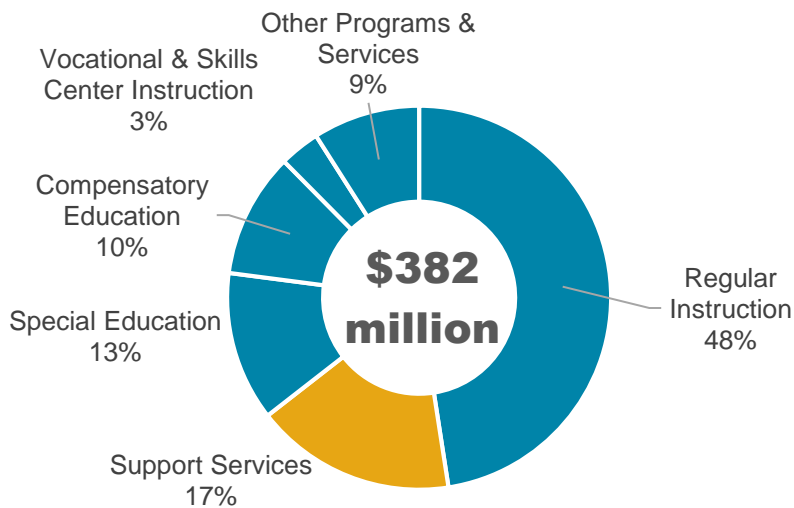
<b>By Object</b>						
Debit Transfer	\$2,215,285	1%	\$517,299	0%	\$411,410	0%
Credit Transfer	(2,215,285)	-1%	(517,299)	0%	(411,410)	0%
Certificated Salaries	137,482,531	44%	142,823,898	42%	152,482,128	40%
Classified Salaries	53,425,315	17%	57,265,499	17%	64,635,099	17%
Employee Benefits	73,539,071	23%	84,098,366	25%	84,517,377	22%
Supplies & Materials	15,275,368	5%	18,636,050	6%	31,398,974	8%
Purchased Services	34,313,530	11%	34,528,577	10%	48,924,725	13%
Travel	259,791	0%	194,581	0%	218,061	0%
Capital Outlay	398,270	0%	257,851	0%	85,000	0%
<b>Total</b>	<b>\$314,693,876</b>	<b>100%</b>	<b>\$337,804,822</b>	<b>100%</b>	<b>\$382,261,364</b>	<b>100%</b>

## Expenditure Programs

Program codes describe the direct expenses using state defined programs (e.g. basic education, special education, school food services, etc.). State defined activity codes label expenses by the activities accomplished with the expense (e.g. teaching, counseling, maintenance, utilities, etc.). Certain activity codes, such as teaching, may be used with many programs, while other activities are restricted to a limited number of programs.

### 2021-22 Budget Expenditures by State Program

Percentages may not total to 100% due to rounding



Programs	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
<b>Regular Instruction</b>				
Basic Education	\$151,003,525	\$158,910,836	\$177,744,648	\$178,264,737
Alternative Learning Experience	381,322	516,521	525,381	537,840
Dropout Reengagement	3,213,594	2,675,869	2,763,109	2,956,380
<b>Total</b>	<b>\$154,598,440</b>	<b>\$162,103,226</b>	<b>\$181,033,138</b>	<b>\$181,758,957</b>
<b>Special Education Instruction</b>				
Special Education, Supplemental, State	\$38,283,809	\$40,913,685	\$41,942,630	\$44,200,759
Special Education, Infants & Toddlers, State	1,550,487	1,928,484	35,271	0
Special Education, Supplemental, Federal	5,410,124	5,535,022	4,375,469	3,929,389
<b>Total</b>	<b>\$45,244,420</b>	<b>\$48,377,191</b>	<b>\$46,353,370</b>	<b>\$48,130,148</b>

<b>Programs</b>	<b>2018-19 Actual</b>	<b>2019-20 Actual</b>	<b>2020-21 Budget</b>	<b>2021-22 Budget</b>
<b>Vocational Education Instruction</b>				
Vocational, Basic, State	\$5,520,306	\$5,319,099	\$6,050,621	\$6,528,059
Middle School Career & Technical Ed, State	1,091,973	1,343,369	1,394,160	1,546,392
Vocational, Federal & Other Categorical	104,441	101,626	160,000	160,000
<b>Total</b>	<b>\$6,716,720</b>	<b>\$6,764,094</b>	<b>\$7,604,781</b>	<b>\$8,234,451</b>
<b>Skills Center Instruction</b>				
Skills Center, Basic, State	\$3,869,590	\$4,179,514	\$4,604,690	\$4,667,549
Skills Center, Federal	72,678	95,061	93,620	110,213
<b>Total</b>	<b>\$3,942,267</b>	<b>\$4,274,575</b>	<b>\$4,698,310</b>	<b>\$4,777,762</b>
<b>Compensatory Education Instruction</b>				
Disadvantage, Federal	\$5,674,401	\$5,935,992	\$7,242,599	\$9,537,362
School Improvement, Federal	1,062,810	1,012,084	1,335,887	1,967,771
Learning Assistance, State	13,512,889	13,376,648	14,240,859	15,445,803
Special and Pilot Programs, State	2,747,591	2,771,908	861,913	1,032,582
Head Start, Federal	10,340	0	0	0
Limited English Proficiency, Federal	687,362	450,452	710,535	1,055,699
Transitional Bilingual, State	8,518,641	9,747,892	9,388,084	9,589,000
Indian Education, Federal	77,815	89,033	95,000	95,009
Other	2,205,290	800,418	1,711,106	1,448,283
<b>Total</b>	<b>\$34,497,139</b>	<b>\$34,184,426</b>	<b>\$35,585,983</b>	<b>\$40,171,509</b>
<b>Other Instructional Programs</b>				
Summer School	\$17,684	\$0	\$0	\$0
Highly Capable	544,536	553,806	552,127	547,435
Targeted Assistance, Federal (ESSER)	0	67,356	0	27,019,854
Youth Training Programs, Federal	240,484	23,967	15,000	15,000
Other Instructional Programs	1,826,843	1,877,670	2,373,033	4,132,249
<b>Total</b>	<b>\$2,629,547</b>	<b>\$2,522,798</b>	<b>\$2,940,160</b>	<b>\$31,714,538</b>
<b>Community Services</b>				
Child Care	\$392,369	\$2,274,682	\$2,300,000	\$2,507,628
Other Community Services	1,510,117	2,351,321	706,187	262,590
<b>Total</b>	<b>\$1,902,487</b>	<b>\$4,626,004</b>	<b>\$3,006,187</b>	<b>\$2,770,218</b>
<b>Support Services</b>				
District-Wide Support	\$35,179,905	\$37,323,994	\$37,993,048	\$46,277,512
School Food Services	8,474,927	6,572,893	8,936,572	8,535,419
Pupil Transportation	8,557,540	7,944,674	9,653,273	9,890,850
<b>Total</b>	<b>\$52,212,372</b>	<b>\$51,841,562</b>	<b>\$56,582,893</b>	<b>\$64,703,781</b>
<b>Total General Fund Expenditures</b>	<b>\$301,743,393</b>	<b>\$314,693,876</b>	<b>\$337,804,822</b>	<b>\$382,261,364</b>

## Expenditure Activities

Activity codes are divided amongst five activity group categories of operating expenditures and include the following description and summary detail of district expenditures within these categories.

**Teaching** – Teaching includes expenditures for teachers, educational assistants, extracurricular activities, and teaching supplies.

**Teaching Support** – Teaching support includes librarians, counselors, psychologists, health services, security officers, playground and lunch supervisors, coaches, and student safety personnel. Also included are textbooks, curriculum, instructional technology, professional development, assessment, and curriculum development.

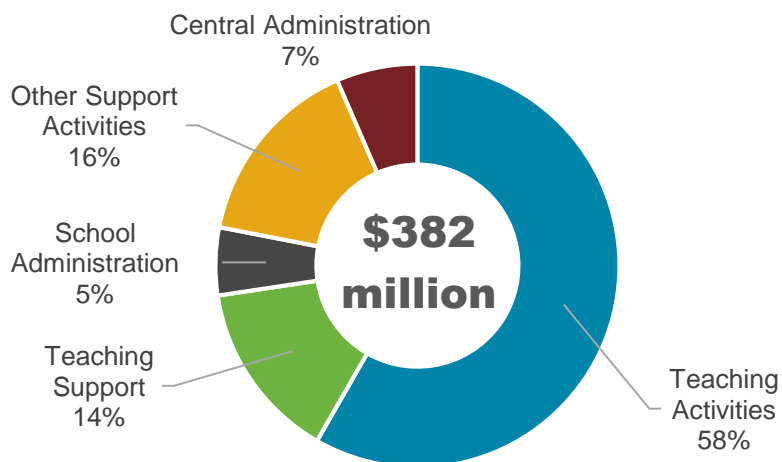
**Principal’s Office** – Principal’s office (also called school administration) includes principals, assistant principals, school office support, and school office supplies.

**Other Support Activities** – Other support activities include the cost of building operations, including grounds, building maintenance, custodial services, utilities, property management, property and liability insurance, technology services, printing, mailroom services, procurement, and warehouse services. This group also includes the expenses for school buses, Metro bus passes, and the food and operations of the district lunch and breakfast program.

**Central Administration** – Central administration includes the Superintendent, Deputy Superintendent, Assistant Superintendents and the Board of Directors. Also included are business and human resource services, communications, legal costs, and the supervision of the central departments mentioned above in Other Support Activities.

### 2021-22 Budget Expenditures by State Activity

*Percentages may not total to 100% due to rounding*



<b>Activities</b>	<b>2018-19 Actual</b>	<b>2019-20 Actual</b>	<b>2020-21 Budget</b>	<b>2021-22 Budget</b>
<b>Teaching Activities</b>				
Teaching	\$174,832,259	\$183,961,023	\$206,258,139	\$221,040,178
Extracurricular	2,349,266	2,218,849	1,810,557	1,759,049
Other School Districts	201,775	156,807	0	0
<b>Total</b>	<b>\$177,383,300</b>	<b>\$186,336,679</b>	<b>\$208,068,696</b>	<b>\$222,799,227</b>

<b>Teaching Support</b>				
Learning Resources	\$4,959,307	\$2,873,709	\$2,846,348	\$2,838,070
Guidance and Counseling	7,671,869	8,464,427	8,642,400	9,693,286
Pupil Management and Safety	4,517,520	4,037,842	4,384,270	4,362,370
Health Related Services	15,291,540	16,190,698	13,814,978	17,003,131
Instructional Professional Development	6,077,163	4,920,183	7,580,217	8,184,034
Instructional Technology	4,148,214	6,215,509	2,195,689	11,635,889
Curriculum	1,253,317	1,001,425	1,098,571	1,117,536
Professional Learning State	684,541	925,131	98,050	1,752
<b>Total</b>	<b>\$44,603,471</b>	<b>\$44,628,924</b>	<b>\$40,660,523</b>	<b>\$54,836,068</b>

<b>Other Support Activities</b>				
Nutrition Services	\$4,085,946	\$3,265,797	\$3,829,000	\$3,745,000
Nutrition Services - Operations	4,280,985	5,642,306	4,593,430	3,972,649
Nutrition Services - Transfers	(74,928)	(1,351,869)	(3,500)	0
Transportation	7,808,947	6,595,270	8,137,061	7,782,090
Transportation - Transfers	(1,255,426)	(621,642)	(442,044)	(330,000)
Grounds Maintenance	1,613,317	1,558,639	2,032,649	1,810,999
Operation of Buildings	7,407,546	7,760,081	7,719,071	8,568,840
Maintenance	4,318,778	3,956,293	4,063,990	10,855,310
Utilities	6,555,367	6,108,392	5,564,147	5,074,523
Building and Property Security	829,453	1,061,418	1,020,613	1,011,800
Insurance	2,344,591	2,718,429	2,859,000	3,537,850
Information Systems	3,743,216	5,183,563	4,926,872	12,517,268
Printing	0	2,651	0	0
Warehousing and distribution	393,098	311,490	364,036	361,944
Motor Pool	(0)	(0)	(60,000)	(63,900)
Public Activities	807,073	476,833	256,744	190,510
<b>Total</b>	<b>\$42,857,963</b>	<b>\$42,667,751</b>	<b>\$44,861,069</b>	<b>\$59,034,883</b>

<b>School Administration</b>				
Principal's Office	\$17,721,613	\$19,348,754	\$21,167,350	\$20,743,855
<b>Total</b>	<b>\$17,721,613</b>	<b>\$19,348,754</b>	<b>\$21,167,350</b>	<b>\$20,743,855</b>



Activities	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
<b>Central Administration</b>				
Board of Directors	\$189,931	\$394,623	\$350,200	\$497,030
Superintendent's Office	1,449,875	1,517,753	1,547,209	2,224,706
Business Office	1,995,413	2,219,476	2,409,082	2,448,117
Human Resources	3,404,513	3,568,892	4,091,171	4,235,540
Public Information	662,526	882,157	885,384	1,120,725
Supervision of Instruction	8,904,554	10,539,999	11,168,808	11,660,133
Supervision of Nutrition Services	687,235	719,909	788,303	817,770
Supervision of Transportation	1,079,156	1,082,842	1,110,548	1,146,960
Supervision of Maintenance and Operation	803,844	786,116	696,479	696,350
<b>Total</b>	<b>\$19,177,047</b>	<b>\$21,711,767</b>	<b>\$23,047,184</b>	<b>\$24,847,331</b>
<b>Total General Fund Expenditures</b>	<b>\$301,743,394</b>	<b>\$314,693,876</b>	<b>\$337,804,822</b>	<b>\$382,261,364</b>

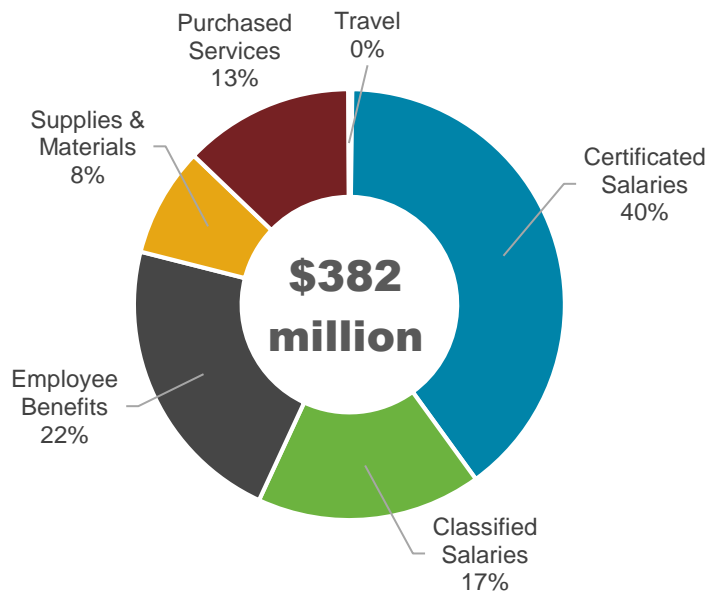
## Expenditure Objects

Object codes represent expenses in a way that describes the item or service that was purchased or performed such as salaries and benefits, supplies and materials, contract services, etc. Objects may be used in combination with nearly all program and activity codes.

### 2021-22 Budget Expenditures by State Object

Percentages may not total to 100% due to rounding

Note: Travel and Capital Outlays are not shown due to percentages totaling less than 1%.



	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
<b>Object Codes</b>				
Debit Transfer	\$1,729,292	\$2,215,285	\$517,299	\$411,410
Credit Transfer	(1,729,292)	(2,215,285)	(517,299)	(411,410)
Certificated Salaries	132,607,622	137,482,531	142,823,898	152,482,128
Classified Salaries	49,303,464	53,425,315	57,265,499	64,635,099
Employee Benefits	67,979,738	73,539,071	84,098,366	84,517,377
Supplies & Materials	15,859,204	15,275,368	18,636,050	31,398,974
Purchased Services	35,175,810	34,313,530	34,528,577	48,924,725
Travel	498,105	259,791	194,581	218,061
Capital Outlay	319,450	398,270	257,851	85,000
<b>Total</b>	<b>\$301,743,393</b>	<b>\$314,693,876</b>	<b>\$337,804,822</b>	<b>\$382,261,364</b>

## Budget Capacity

The adoption of the budget limits the total spending of the district to a set amount, and it is necessary to build room in the budget, for potential unknown revenues, called budget capacity. Included in the general fund budget is **\$11.9 million** of budget capacity: which are reserves not backed by revenue at this time.

Without this capacity, the district would need to go through the expensive and time-consuming process of formally requesting and filing a budget extension with the Washington State Office of Superintendent of Public Instruction (OSPI) each time one of the following events occurs:

- A need arises to use unanticipated prior year under-spend
- New funds are received such as new or increased grant awards
- Additional funding is granted from the state legislature after this budget is published
- Staff adjustments based on actual enrollment versus budgeted enrollment projections

To allow the school board and staff to focus on educational issues, the district adds capacity to the budget, based on history and future estimates.

Budget capacity funds are released for expenditures only when the final amounts from the prior school year are known or if new funds are received.

<b>Budget Capacity</b>	2021-22
Capacity for new grants or grant funding increases received after the budget is adopted	\$2,179,192
Capacity to allow schools and central departments to carry into 2020-21 potential under spend from the prior school year	4,700,000
Capacity for funds to allow schools and departments to receive and expend funds collected in the current school year	5,000,000
<b>Total</b>	<b>\$11,879,192</b>

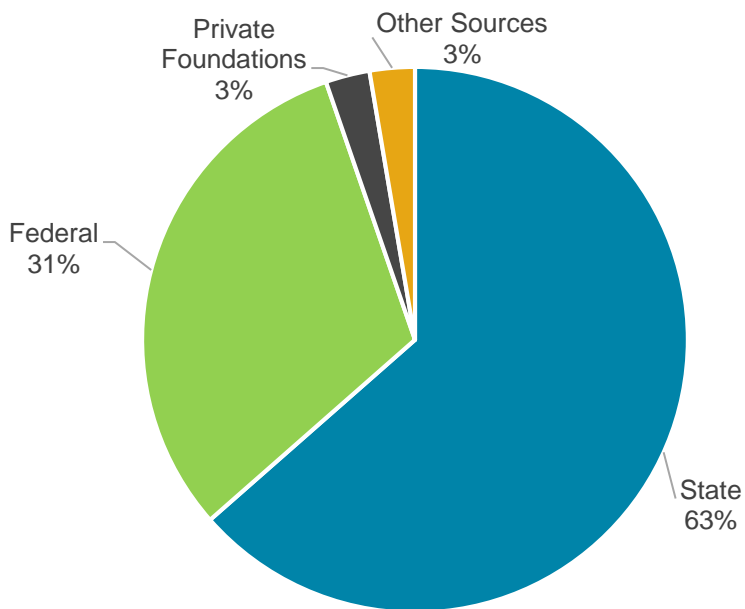
## Major Grants

Highline Public Schools grant resources are projected to total **\$42.9 million** for the 2021-22 budget. The major revenue types Highline Public Schools receives includes State, Local Government, Federal, Gifts, Donations, PTSA, and Private Foundations. The following section is an explanation of each type of grant resource.

Each grantor has its own set of rules and regulations governing the grants that it makes. Grants are intended to supplement, not replace, basic funding for a schools' operations.

### 2021-22 Grant Revenue by Type

*Percentages may not total to 100% due to rounding. Other Sources includes Local Government, Gifts and Donations, and other Financing Sources.*



Grant Resource Type	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	Dollar Change	Percent Change
Federal	\$9,139,252	\$10,832,651	\$10,634,084	\$13,381,494	\$2,747,410	26%
State	28,137,397	25,903,168	26,427,449	27,259,695	\$832,246	3%
Local Government	844,813	957,000	698,000	690,000	(\$8,000)	-1%
Gifts, Donations, PTSA	431,941	407,000	267,500	307,500	\$40,000	15%
Private Foundations	599,513	472,644	1,172,600	1,123,421	(\$49,179)	-4%
Other Financing Sources	149,916	154,000	152,000	150,000	(\$2,000)	-1%
<b>Total Revenue</b>	<b>\$39,302,832</b>	<b>\$38,726,463</b>	<b>\$39,351,633</b>	<b>\$42,912,110</b>	<b>\$3,560,477</b>	<b>9%</b>

## Federal Grants

Federal formula grants make up a large portion of the district's grant revenue, at **\$13,381,494**. Many federal grants, such as the Elementary and Secondary Education Act (e.g., Title I, Part A) may be "passed through" to the district from the primary grantee recipient within the state such as the Office of Superintendent of Public Instruction (OSPI). Major federal grants include the following:

- Title I, Part A supports our highest poverty elementary schools, middle and high schools. 30 schools in Highline receive Title I, Part A funding to provide support for struggling students in mathematics, reading and writing. Title I, Part A is allocated to schools based on the number of students qualifying for Free or Reduced Lunch (FRL) at each building. Elementary schools with 35% or higher FRL, Middle schools 65% or higher FRL and all schools with 75% or higher FRL receive a Title I allocation. Schools typically use Title I, Part A budget to provide supporting instructional materials and services in ways of literacy and math intervention teachers along with after school, Saturday school or summer school programs. These services are to help students meet the state academic standards aligned with common core. Additionally, Title I, Part A budget supports district and building level professional development and family engagement activities.
- Individuals with Disabilities Education Act (IDEA) allows the district to provide early intervention, special education and related services to youth within the district. The district's special education program uses the IDEA grant to provide services that are based on student Individualized Education Programs.
- Title II Part A budget provides teachers with professional development in efforts to increase student academic achievement. The district uses school-based specialists to support teachers with developing and implementing strategies and activities that improve the quality of the teaching force.
- Title III, Part A Transitional Bilingual Instruction Program helps to ensure that children with limited English proficiency, including immigrant children and youth, attain English proficiency. This grant supports professional development for teachers to integrate English language development into their daily lessons. Title III also provides funding for Native American literacy development programs.
- Additional federal formula grants include Title I Part D, Title III, Carl Perkins and the ESEA Priority and Focus school grants.
- In accordance with Title IX, Part E equitable service rules, the district must use a portion of federal formula grants to provide services to eligible private school students and teachers within the Highline Public Schools.

## State Grants

State grants total **\$27,259,695** and may be received from various state agencies such as OSPI and the Department of Social and Health Services.

### Learning Assistance Program

The largest portion of district revenue from state formula grants comes from the Learning Assistance Program (LAP) at **\$14,615,820**. LAP Base Allocation supports Kindergarten through 4<sup>th</sup> grade students who are below grade level in reading and math. Elementary schools typically use their allocation to fund school-based specialists or interventionists who provide students with one-on-one or small group instruction. Funding is also used to provide para educator support and extended day programs. Additionally, LAP base allocation supports 5<sup>th</sup> through 8<sup>th</sup> grade students performing below grade level in reading and math. Secondary schools utilize their LAP dollars for transition services for 9<sup>th</sup> grade students and graduation assistance for 11<sup>th</sup> and 12<sup>th</sup> grade students who are off track to graduate or credit deficient. Secondary schools often add additional teaching staff to provide a second math or language arts class for underperforming students. The secondary schools may offer additional sections of core courses for 11<sup>th</sup> and 12<sup>th</sup> grade students who need to repeat a class to graduate and some secondary schools fund extended day and extended year tutoring programs.

LAP High Poverty School Allocation was created in the 2017 Legislative session and resulted in an additional LAP distribution for schools with 50% or more of their students qualifying for Free and Reduced Lunch. 28 schools will receive the LAP High Poverty School Allocation. LAP High Poverty is intended to provide supports above and beyond those funded by LAP Base. Classified support for small groups, professional development for staff, and social-emotional learning (SEL) will be the areas of focus in 2021-22.

### State Transitional Bilingual Instructional program

The State Transitional Bilingual Instructional Program (TBIP) provides approximately **\$9,376,590** in support for over 5,000 English language learners in Highline. The program funds ELL teachers and bilingual para-educators who provide direct services to students as well as school-based and district-based specialists who manage testing, monitor student progress, and provide professional development to staff on strategies for English language development and accessible content instruction for English learners. The TBIP grant also provides substantial support for dual language programs that are designed to develop English skills while maintaining strong home language skills, allowing students to achieve high levels of bilingualism and biliteracy as part of Highline's strategic plan goals.

## Local Government

This portion of district grant revenue is primarily from King County for Best Start for Kids and Chronic Absenteeism totaling **\$690,000**.

### **Gifts, Donation, PTSA**

This portion of district grant revenue is primarily from Parent Teacher Student Association (PTA/PTSA) groups across the district totaling **\$307,500**.

### **Private Foundations**

Private foundation grant funding totals nearly **\$1,123,421** and supports students directly in schools as well as districtwide support services.

## Other Funds

### Associated Student Body (ASB) Fund

The Associated Student Body (ASB) Fund is used to account for funds raised by students to support optional, extra-curricular activities that promote the cultural, athletic, recreational, or social growth of students. ASB programs were created to encourage students to participate in extra-curricular activities outside of their basic education classes. In order to have ASB activities, Washington State law requires each school, grade seven or higher, to establish a student led Associated Student governing body.

The ASB is a formal organization where student involvement in decision-making is integral to the program's management. Students are required to submit a constitution, bylaws and an annual budget for their school's planned activities. Student leaders must approve all expenses for their programs and ensure that they have both enough revenues to pay bills as well as sufficient spending authority within their budget to cover costs.

The ASB Fund may consist of both public and private money. School districts who charge a fee for attendance at or participation in any optional, noncredit extracurricular event must adopt a policy for waiving all fees for students who are low income. The process for charging and collecting Associated Student Body (ASB) card fees, school-based athletic program fees, optional noncredit school club fees, and other fees from students in grades 9–12 must be the same for all students, regardless of their free or reduced-price lunch (FRPL) eligibility. Private money includes donations or money raised from charitable activities such as funds for local community projects, or relief funds for natural disasters.

Each individual school is responsible for managing and working within its ASB budget limitations. The district submits a combined ASB program budget for all schools to the School Board for approval on an annual basis. The recommended budget for the 2021-22 ASB Fund is **\$885,608**.

<b>ASB Fund</b>	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Beginning Fund Balance	\$776,235	\$866,932	\$945,721	\$910,000
Total Revenues	861,778	560,904	1,043,660	713,061
Total Expenditures	771,081	404,050	1,146,032	885,608
Net Change in Fund Balance	90,697	156,855	(102,372)	(172,547)
Ending Fund Balance	\$866,932	\$1,023,786	\$843,349	\$737,453

<b>ASB Fund</b>	<b>2018-19 Actual</b>	<b>2019-20 Actual</b>	<b>2020-21 Budget</b>	<b>2021-22 Budget</b>
<b>Revenue</b>				
General Student Body	\$435,149	\$327,673	\$480,000	\$375,390
Athletics	162,248	120,017	150,000	106,550
Classes	51,078	8,399	42,500	41,400
Clubs	201,433	86,043	351,050	149,321
Private Moneys	11,870	18,773	20,110	40,400
<b>Total</b>	<b>\$861,778</b>	<b>\$560,904</b>	<b>\$1,043,660</b>	<b>\$713,061</b>

<b>Expenditures</b>				
General Student Body	\$313,108	\$194,431	\$401,041	\$382,785
Athletics	168,251	107,747	284,225	222,500
Classes	39,429	18,200	47,100	53,328
Clubs	201,752	76,656	388,855	179,903
Private Moneys	48,541	7,015	24,811	47,092
<b>Total</b>	<b>\$771,081</b>	<b>\$404,050</b>	<b>\$1,146,032</b>	<b>\$885,608</b>
<b>Revenue less Expenditures</b>	<b>\$90,697</b>	<b>\$156,855</b>	<b>(\$102,372)</b>	<b>(\$172,547)</b>

<b>Beginning Fund Balance</b>				
Restricted to Fund Purposes	\$776,235	\$866,932	\$945,721	\$910,000
<b>Total</b>	<b>\$776,235</b>	<b>\$866,932</b>	<b>\$945,721</b>	<b>\$910,000</b>

<b>Ending Fund Balance</b>				
Restricted to Fund Purposes	\$866,932	\$1,023,786	\$843,349	\$737,453
<b>Total</b>	<b>\$866,932</b>	<b>\$1,023,786</b>	<b>\$843,349</b>	<b>\$737,453</b>



## Capital Projects Fund

The Capital Projects Fund is used for the construction, renovation, and major maintenance of facilities, technology systems, and equipment. Capital projects support educational programs, conservation programs, and health and safety for all persons in our buildings.

Planned expenditures total **\$29,330,000** which includes completion of the new Highline High School building, planning for new buildings and critical upgrades at existing buildings.

<b>Capital Projects Fund</b>	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Beginning Fund Balance	\$203,906,645	\$143,383,712	\$47,188,983	\$9,440,230
Total Revenues	6,587,634	30,151,458	62,732,583	64,312,289
Other Financing Sources	64,784,381	0	0	0
Total Expenditures	131,894,949	105,267,279	88,350,172	29,330,000
Other Financing Uses-Transfers Out	0	0	0	16,232,963
Net Change in Fund Balance	(60,522,933)	(75,115,821)	(25,617,589)	18,749,326
Ending Fund Balance	\$143,383,712	\$68,267,891	\$21,571,394	\$28,189,556

<b>Project Description</b>	<b>2021-22 Budget</b>
Highline High School	\$3,300,000
Safety, Security & Critical Improvements	2,500,000
Evergreen High School	5,800,000
Pacific Middle School	4,000,000
Tyee High School	5,800,000
Management and Staff Support	1,800,000
Program Contingency	1,000,000
Capital Non-Bond	5,000,000
Resource Conservation	130,000
<b>Total Expenditures</b>	<b>29,330,000</b>

<b>Capital Projects Fund</b>	<b>2018-19 Actual</b>	<b>2019-20 Actual</b>	<b>2020-21 Budget</b>	<b>2021-22 Budget</b>
<b>Revenue and Other Financing Sources</b>				
Local Taxes	0	0	0	\$16,232,963
Local Nontax Support	\$5,974,299	\$3,615,374	\$4,167,034	0
State Special Purpose	613,335	26,536,084	40,088,723	21,000,000
Federal General Purpose	0	0	18,476,826	13,379,326
Other Financing Sources	64,784,381	0	0	13,700,000
<b>Total</b>	<b>\$71,372,015</b>	<b>\$30,151,458</b>	<b>\$62,732,583</b>	<b>\$64,312,289</b>
<b>Expenditures</b>				
Sites	\$11,539	\$47,182	\$13,079,559	\$7,930,000
Buildings	130,795,893	105,007,089	70,791,621	18,900,000
Equipment	714,235	213,008	4,478,992	2,500,000
Bond/Levy Issuance	373,281	0	0	0
<b>Total</b>	<b>\$131,894,948</b>	<b>\$105,267,279</b>	<b>\$88,350,172</b>	<b>\$29,330,000</b>
<b>Other Financing Uses- Transfers Out</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16,232,963</b>
<b>Revenue less Expenditures</b>	<b>(\$60,522,933)</b>	<b>(\$75,115,821)</b>	<b>(\$25,617,589)</b>	<b>\$18,749,326</b>
<b>Beginning Fund Balance</b>				
Restricted from Bond Proceeds	\$195,083,007	\$138,013,577	\$47,188,983	\$9,440,230
Restricted from State Proceeds	1,560,949	0	0	0
Restricted from Other Proceeds	7,262,689	0	0	0
Assigned to Fund Purposes	0	5,370,135	0	0
Unassigned Fund Balance	0	0	0	0
<b>Total</b>	<b>\$203,906,645</b>	<b>\$143,383,712</b>	<b>\$47,188,983</b>	<b>\$9,440,230</b>
<b>Ending Fund Balance</b>				
Restricted from Bond Proceeds	\$138,013,577	\$66,384,439	21,571,394	0
Restricted from Other Proceeds	0	0	0	0
Assigned to Fund Purposes	5,370,135	1,883,451	0	28,189,556
<b>Total</b>	<b>\$143,383,712</b>	<b>\$68,267,891</b>	<b>\$21,571,394</b>	<b>\$28,189,556</b>

## **Debt Service Fund**

The Debt Service Fund is used to account for the accumulation of resources for, and the payment of, general long-term debt principal, interest, and related expenses.

The district's long-term expected debt totals **\$389 million** as of September 2021 and is in the form of seven Unlimited Tax General Obligation (UTGO) bonds. The budget for the debt service fund is as follows:

<b>Debt Service Fund</b>	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Beginning Fund Balance	\$14,991,419	\$19,902,782	\$21,607,854	\$15,356,491
Total Revenues	45,385,482	51,981,157	47,431,024	42,329,255
Other Financing Sources	4,953	319,848	0	0
Total Expenditures	40,479,072	50,171,481	53,500,000	50,681,300
Net Change in Fund Balance	4,911,363	2,129,524	(6,068,976)	(8,352,045)
Ending Fund Balance	\$19,902,782	\$22,032,306	\$15,538,878	\$7,004,446

### Debt Service Fund Summary Details

<b>Debt Service Fund</b>	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
<b>Revenue and Other Financing Sources</b>				
Local Taxes	\$45,385,482	\$51,981,157	\$47,431,024	\$42,329,255
Local Nontax Support	0	0	0	0
Other Financing Sources	0	0	0	0
Total	\$45,385,482	\$51,981,157	\$47,431,024	\$42,329,255

<b>Expenditures</b>				
Matured Bond Expenditures	\$20,485,000	\$29,885,000	\$34,927,200	\$32,900,000
Interest on bonds	19,994,072	20,286,481	18,562,800	17,471,300
Bond Transfer Fees	0	0	10,000	310,000
Total	\$40,479,072	\$50,171,481	\$53,500,000	\$50,681,300
<b>Revenue less Expenditures</b>	<b>\$4,906,410</b>	<b>\$1,809,676</b>	<b>(\$6,068,976)</b>	<b>(\$8,352,045)</b>

<b>Beginning Fund Balance</b>				
Restricted for Debt Service	\$14,991,419	\$19,902,782	\$21,607,854	\$15,356,491
Total	\$14,991,419	\$19,902,782	\$21,607,854	\$15,356,491

<b>Ending Fund Balance</b>				
Restricted for Debt Service	\$19,902,782	\$22,032,306	\$15,538,878	\$7,004,446
Assigned to Fund Purposes	0	0	0	0
Total	\$19,902,782	\$22,032,306	\$15,538,878	\$7,004,446

## Bond Rating

Highline School District continues to maintain a bond rating of Aa3 from Moody's Investors. This credit rating is on par with the State of Washington and allows the district to sell bonds in a competitive market with a favorable interest rate.

## Debt Policy

It is the current policy of the School Board that prior to borrowing any funds or issuing bonds, the district shall identify and designate the source of funds to pay all debt service, including principal and interest. Special levies are used to fund voted bonds. In the case of non-voted bonds, the debt service is paid by transfers from the general or capital funds. The schedule of annual requirements to pay debt as of September 2020 is as follows:

Fiscal Year	Principal	Interest	Total
2021-22	32,900,000	17,471,300	50,371,300
2022-23	26,840,000	16,180,243	43,020,244
2023-24	26,365,000	14,910,475	41,275,475
2024-25	21,050,000	13,546,700	34,596,700
2025-30	122,365,000	47,573,575	169,938,575
2030-35	119,175,000	23,488,575	142,663,575
2035-37	17,770,000	355,400	18,125,400
<b>Total</b>	<b>\$366,465,000</b>	<b>\$133,526,269</b>	<b>\$499,991,269</b>

## Transportation Vehicle Fund

The Transportation Vehicle Fund accounts for the purchase and major repairs of pupil transportation vehicles. Revenue for this fund includes state depreciation funds and investment income. Approximately **\$650,000** in projected revenue comes from the State of Washington for the purchase of school buses. The allocation is generated based on a depreciation schedule of the district's bus fleet.

The only expenditure planned in the Transportation Vehicle Fund will be for school buses.

<b>Transportation Vehicle Fund</b>	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Beginning Fund Balance	\$796,758	\$1,311,351	\$1,404,273	\$1,490,000
Total Revenues	802,221	695,055	661,250	650,000
Total Expenditures	287,629	586,392	1,400,000	2,000,000
Net Change in Fund Balance	514,593	108,662	(738,750)	(1,350,000)
Ending Fund Balance	\$1,311,351	\$1,420,013	\$665,523	\$140,000

<b>Transportation Vehicle Fund</b>	<b>2018-19 Actual</b>	<b>2019-20 Actual</b>	<b>2020-21 Budget</b>	<b>2021-22 Budget</b>
<b>Revenue and Other Financing Sources</b>				
Sales of Goods, Supplies, and Services	\$923	\$0	\$0	\$0
Investment Earnings	15,200	31,261	11,250	0
Transportation Reimbursement Depreciation	642,396	663,793	650,000	650,000
Sale of Equipment	0	0	0	0
Governmental Entities	143,702	0	0	0
<b>Total</b>	<b>\$802,221</b>	<b>\$695,055</b>	<b>\$661,250</b>	<b>\$650,000</b>
<b>Expenditures</b>				
Transportation Equipment	\$287,629	\$586,392	\$1,400,000	\$2,000,000
<b>Total</b>	<b>\$287,629</b>	<b>\$586,392</b>	<b>\$1,400,000</b>	<b>\$2,000,000</b>
<b>Revenue less Expenditures</b>	<b>\$514,593</b>	<b>\$108,662</b>	<b>(\$738,750)</b>	<b>(\$1,350,000)</b>
<b>Beginning Fund Balance</b>				
Restricted to Fund Purposes	\$796,758	\$1,311,351	\$1,404,273	\$1,490,000
<b>Total</b>	<b>\$796,758</b>	<b>\$1,311,351</b>	<b>\$1,404,273</b>	<b>\$1,490,000</b>
<b>Ending Fund Balance</b>				
Restricted to Fund Purposes	\$1,311,351	\$1,420,013	\$665,523	\$140,000
<b>Total</b>	<b>\$1,311,351</b>	<b>\$1,420,013</b>	<b>\$665,523</b>	<b>\$140,000</b>

## Staff Summary

Job Type*	2017-18 Actual	2018-19 Actual	2019-20 Actual	20-21 Actual	2021-22 Budget
11 Superintendent	1.0	1.0	1.0	1.0	1.0
12 Deputy/Assistant Superintendent	5.3	5.0	8.0	8.0	8.0
13 Other District Administrator	24.1	27.2	22.3	23.0	23.0
21 Elementary Principal	19.9	19.0	20.0	20.0	19.0
22 Elementary Vice Principal	15.8	15.9	13.0	13.0	14.0
23 Secondary Principal	12.0	13.0	13.7	15.0	15.0
24 Secondary Vice Principal	14.8	12.9	14.0	14.0	15.0
25 Other School Administrator	1.0	1.0	1.0	1.0	1.0
31 Elementary Homeroom Teacher	469.6	417.9	365.7	353.1	360.0
32 Secondary Teacher	405.3	381.3	434.7	432.6	422.4
33 Other Teacher	148.8	154.3	156.2	170.5	190.1
34 Elementary Specialist Teacher	36.4	67.7	56.2	56.5	62.3
40 Other Support Personnel	86.1	122.0	121.4	126.6	146.0
41 Library Media Specialist	23.4	26.2	26.1	27.0	27.0
42 Counselor	45.5	45.4	54.4	52.7	57.1
43 Occupational Therapist	16.7	14.7	16.1	19.0	17.3
44 Social Worker	8.0	10.7	11.7	11.5	11.9
45 Speech Language Pathologist & Audiologist	31.9	36.6	38.5	40.4	41.5
46 Psychologist	23.6	23.7	22.7	21.9	23.4
47 Nurse	12.9	15.5	17.6	17.2	19.6
48 Physical Therapist	2.0	3.0	2.8	3.7	3.7
49 Behavior Analyst	0.0	0.0	0.0	0.0	0.0
51 Extracurricular	0.0	0.0	0.0	0.0	0.0
52 Substitute Teacher	5.0	4.0	6.0	13.7	13.0
61 Certificated on Leave	1.0	1.0	1.0	1.0	1.0
63 Contractor Teacher	0.0	0.0	0.0	0.0	0.0
64 Contractor ESA	0.0	0.0	0.0	0.0	0.0
90 Classified on Leave	0.0	0.0	0.0	0.0	0.0
91 Aide	269.4	255.7	336.4	335.0	318.6
92 Crafts/Trades	26.4	29.5	27.9	25.5	28.5
93 Laborer	10.4	11.3	11.1	13.9	13.0
94 Office/Clerical	130.0	131.2	129.9	121.0	128.3
95 Operator	19.2	14.5	47.7	27.0	66.1
96 Professional	65.6	73.1	79.8	73.9	91.7
97 Service Worker	149.0	150.6	160.8	157.5	166.1
98 Technical	30.5	29.7	38.8	38.6	44.0
99 Director/Supervisor	16.1	16.7	20.2	21.2	24.0
<b>Total</b>	<b>2,126.4</b>	<b>2,131.1</b>	<b>2,276.6</b>	<b>2,256.0</b>	<b>2,372.5</b>

\*As defined by state duty code

## Staff Comparison

Comparison of Staff FTE by Activity Group	<u>General Purpose</u>		Change
	2020-21 Actual	2021-22 Budget	
Teaching	1,283.2	1,279.1	(4.1)
Teaching Support	288.4	290.6	2.3
School Administration	152.9	157.5	4.6
Central Administration	124.3	126.3	2.0
Other Supportive Activities	180.3	278.4	98.1
<b>Total</b>	<b>2,029.1</b>	<b>2,131.9</b>	<b>102.9</b>

Comparison of Staff FTE by Activity Group	<u>Special Purpose</u>		Change
	2020-21 Actual	2021-22 Budget	
Teaching	181.3	179.9	(1.4)
Teaching Support	20.5	35.4	14.9
School Administration	0.0	0.0	0.0
Central Administration	25.2	25.2	0.0
Other Supportive Activities	0.0	0.0	0.0
<b>Total</b>	<b>227.0</b>	<b>240.5</b>	<b>13.5</b>

Comparison of Staff FTE by Activity Group	<u>All Staff</u>		Change
	2020-21 Actual	2021-22 Budget	
Teaching	1,464.5	1,459.0	(5.5)
Teaching Support	308.8	326.0	17.2
School Administration	152.9	157.5	4.6
Central Administration	149.5	151.5	2.0
Other Supportive Activities	180.3	278.4	98.1
<b>Total</b>	<b>2,256.0</b>	<b>2,372.5</b>	<b>116.4</b>

# Other Information

Glossary of Terms



## Glossary of Terms

**Activity** – Specific and distinguishable service performed by a school district to accomplish a function for which the school district is responsible.

**Alternative Learning Experience Schools (ALE)** – These schools offer learning experiences for public school students developed and supervised by individual student learning plans and certificated teachers. They provide an academic program which supports a variety of student interests and abilities.

**Annual Average FTE (AAFTE)** – School districts report to the Office of Superintendent of Public Instruction the number of full-time equivalent (FTE) students enrolled on the fourth school day of September and the first school day of October through June. These ten counts are then averaged to obtain an annual average FTE enrollment count.

**Apportionment** – A state formula funded revenue allocation provided to school districts, subject to recovery if not expended for a specific purpose during the school year. It can be for general purpose or capital needs. It can also be advanced or redirected.

**Appropriation** – Maximum expenditure authorization during a given fiscal period. The Seattle Public Schools budget authorizes a maximum amount of expenditures for each fund, and by state law, cannot exceed these.

**Associated Student Body (ASB) Fund** – A special revenue fund that is financed in part, by the establishment and collection of fees from students and non-students, both public and private, as a condition of their attendance at any optional non-credit extracurricular events of the district that promote cultural, athletic, recreational, or social growth of students. As a Special Revenue Fund, the ASB Fund is under the control, supervision, and approval of the board of directors, and the school district legally owns the resources accounted for in the ASB fund.

**Benefits** – Payments made for employees for services provided under an annuity, pension plan, or insurance policy including industrial insurance, health insurance and the supplemental pension contribution, unemployment compensation, certificated employee Teachers' Retirement System contribution, and classified employee Public Employees' Retirement system contributions. An object used to record all expenditures for employee payroll-generated benefits and employer taxes.

**Bond** - A written promise, generally under seal, to pay a specified sum of money, called the face value, at a specified date or dates in the future, called the date of maturity, and carrying interest at a fixed rate, usually payable periodically. The difference between a note and a bond is that the latter usually runs for a longer period and requires greater legal formality. Bonds are used to fund capital improvements and new construction.

**Budget** – A plan of operations based on an estimate of expected income and expense for a given period. Also, a plan to achieve the district's goals and objectives expressed in dollars, and a tool in controlling operations.

**Capital Projects Fund** – A fund used to account for all moneys and resources set aside for the acquisition of capital assets through construction and remodeling projects.

**Career Technical Education (CTE)** – A planned program of courses and learning experiences that begins with exploration of career options; supports academic and life skills; and enables achievement of high academic standards, leadership, and preparation for career and college.

**Debt Service Fund** – A fund that is used to account for the redemption of outstanding bonds and the payment of interest incurred by the bonds.

**Enrollment** – A count of students attending school, used as a basis for providing resources to schools. In Washington state, districts are required to report enrollment the 4<sup>th</sup> school day of September and the first school day of each month. Enrollment is reported as both headcount and as full-time enrollment (FTE).

**Expenditure** – The process of making a payment or an appropriation for benefits, goods, supplies, or services. A decrease in net financial resources.

**Free and Reduced Lunch (FRL)** – A program required for participation in the federally funded school lunch program under the National School Lunch and Child Nutrition Acts. It provides free or reduced-price meals to children determined to be eligible under the program. The enrollment of these students is included in calculations for the distribution of discretionary or grant allocations to schools.

**Full-Time Equivalence** - The amount of staff time required in a part-time position expressed in proportion to that required in a full-time position, with “1.0” representing one full-time position. It may be expressed as a percentage or as a fraction. It is derived by dividing the amount of employed time required in the part-time position by the amount of employed time required in a corresponding full-time position.

**Full-Time Equivalent Student** - Each individual student who is enrolled full time in each of the prescribed count days for the school months running from September through June. To be full-time, a student must be enrolled to attend school for a given number of minutes each day. Form SPI P-223 provides the minimum qualifying time by category of students such as kindergarten, elementary, and secondary.

**Fund** – An independent fiscal and accounting entity with a self-balancing set of accounts recording cash and/or other resources together with all related liabilities, obligations, restrictions, and equities which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations.

**Fund Balance.** The difference between assets and liabilities reported in a governmental fund.

**General Fund** – A fund that is available for any legally authorized purpose and which is therefore used to account for all revenues and all activities not provided for in other funds. The general fund is used to finance the ordinary operations of a school system.

**Grant** – Contributions or gifts of cash or other assets from another government or other entity to be used or expended for a special purpose, activity, or facility for which no repayment is expected.

**Headstart** – A federal grant that provides a comprehensive child development program to children ages three to five years old from income-eligible families.

**High Poverty LAP** – Distribution of Learning Assistance Program funds to schools based on the number of low-income students above 50% established by the Office of Superintendent of Public Instruction.

**Individualized Education Program (IEP)** - A written document that includes (1) a statement of the student's present level of functioning, (2) a statement of annual goals and short-term objectives for achieving those goals, (3) a statement of services to be provided and the extent of regular programming, (4) the starting date and expected duration of services, and (5) evaluation procedures and criteria for monitoring progress. The IEP is developed mutually by the child's parents with a team of Highline Public Schools specialists.

**Individuals with Disabilities Education Act (IDEA)** – 1975 federal mandate to provide education for all children with disabilities. In 1986 Congress added Infants and Toddlers with Disabilities – Part H to IDEA that created a mandatory early intervention program for developmentally delayed infants and toddlers, aged birth to 3, and their families. In 1997 it was strengthened, providing a new emphasis on improving educational results. It was signed into law on December 3, 2004 with the intent to improve the educational outcomes for children with disabilities who are eligible for special education. IDEA Part B has been allocated for special education supplemental and special education preschool in Washington state based on October 1 enrollment, the district rate of poverty, and the district's hold harmless award known as the base.

**Interfund Activity or Transfer** – The activity between the funds of the primary government, including blended component units. Interfund activities are divided into two broad categories: reciprocal and nonreciprocal. Reciprocal interfund activity comprises interfund loans and interfund services provided and used. Non-reciprocal interfund activity comprises interfund transfers and interfund reimbursements.

**International Baccalaureate (IB)** – The IB program is a rigorous high school curriculum based on an internationally developed and reviewed curricular program that can lead to college credit. The IB learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

**Learning Assistance Program (LAP)** - Washington state funded program that provides additional academic support to eligible students. LAP funds are available to support programs in grades K-12 in reading, writing, mathematics, and readiness for those subjects.

**Levy** – To impose taxes or special assessments; or the total of taxes or special assessments imposed by a governmental unit. There are four types of school district levies: excess general fund levies (also known as maintenance and operations levies), debt service fund levies, transportation vehicle fund levies, and capital project fund levies.

**Multi-Tiered System of Support (MTSS)** – A system used by Highline Public Schools to communicate the belief that for a child to reach his or her highest potential, the needs of the whole child must be considered. It emphasizes integration of both academics and behavior as critical to student success through support rather than intervention. The four domains of every learner encompass academic, social, emotional and behavioral needs.

**Object of Expenditures** – A class of expenditures that are a sub-classification of the program and activity codes. They describe the general nature of the goods purchased or services obtained, as distinguished from the results obtained from expenditures, that are required to accomplish the objectives of the program and activity codes. It includes debit and credit transfers, certificated and classified employees, benefits and payroll taxes, supplies and instructional resources, purchased services, travel, and capital outlay.

**Program** – A plan of activities designed to accomplish a set of objectives. Educational programs consist of activities of a school district that are directly involved in the instruction and education of students. Supportive service programs consist of activities of a school district that support the educational programs. This includes basic education, special education, compensatory education, other instructional programs, community and support services.

**Private Purpose Trust Fund (PPT)** – A fiduciary-type of fund used to report assets held by a district in a trust capacity or as agent for individuals, private organizations, or other governmental units.

**Purchased Services** – An object used to record expenditures for services and associated goods from independent contractors or service providers (persons, organizations or other agencies) that are rendered to the school district under expressed or implied contracts, with the exception of specific expenditures entered into for the expressed purposes of travel.

**Revenue** – Additions to the assets of a fund of a school district during a fiscal period that are available to finance the fund's expenditures during the fiscal period. Revenue does not accompany the increase of liabilities or represent refunds of previous

expenditures. Revenue may be in the form of cash or in the form of non-cash assets such as donated commodities.

**Running Start** – A recognized alternative course offered by colleges made available to high school students who have earned enough credits to obtain at least 11<sup>th</sup> grade standing. Students must demonstrate readiness for college level or professional/technical coursework in a college environment.

**Salary** – A total amount regularly paid or stipulated to be paid to an individual, before deductions, for personal services rendered while on the payroll of the school district.

**Supply** – Material items of an expendable nature that are consumed, worn out, or deteriorated in use or lose their identity through fabrication or incorporation into different or more complex units or substances.

**Title I, Part A** - A federal program that provides financial assistance to local educational agencies and public schools with high numbers or high percentages of poor children to help ensure all children meet challenging state academic standards, and for "improving the academic achievement of the disadvantaged."

**Title II-Part A** - A federal program that focuses attention on addressing the learning outcomes of students at highest risk of not meeting academic standards, by providing training to teachers that enables them to assist students to meet challenging academic content standards.