

HIGHLINE PUBLIC SCHOOLS

Budget Recommendation

2023-24 School Year

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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 17,000 students grades PK-12 in the communities of Burien, Des Moines, Normandy Park, SeaTac and White Center in Washington State.

The district has 35 schools, employs more than 2,000 staff members, and offers a wide variety of educational opportunities from early childhood to college preparation.

Fast Facts

At a Glance

- Total Enrollment: 17,001 (K-12)
- Schools: 35
- Languages: 89
- Graduation Rate: 83.5%
- Classroom Teachers: 1,172
- Budget: \$391M

Student Enrollment by Grade Level

- Elementary (K-5): 7,754
- Middle (Grades 6-8): 3,685
- High (Grades 9-12): 5,562

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

Data points from <https://www.highlineschools.org/about/district-information/fast-facts>

Introduction

Budget-at-a-Glance

Federal COVID Relief Funds

Technology Levy

Budget-at-a-Glance

Budget Funds

Our budget has five 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 schools and facilities.
- Debt Service Fund – used to pay the principal and interest on issued bonds.
- Transportation Vehicle Fund – used to purchase and repair student transportation equipment, primarily buses.

2023-24 All Funds Summary

	General Fund	ASB Fund	Capital Projects Fund	Debt Service Fund	Transportation Vehicle Fund
Beginning Fund Balance	\$42,754,047	\$1,049,499	\$280,473,644	\$21,121,704	\$3,100,000
Total Revenues	390,723,807	1,086,130	6,352,656	62,710,707	1,800,000
Other Financing Sources	9,874,361				
Total Expenditures	391,642,911	1,133,103	234,007,130	69,000,000	2,400,000
Transfers Out			(9,874,361)		
Net Change in Fund Balance	(919,104)	(46,973)	(237,528,835)	(6,289,293)	(600,000)
Ending Fund Balance	\$41,834,943	\$1,002,526	\$42,944,809	\$14,832,411	\$2,500,000

All Funds Summary History

General Fund	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Beginning Fund Balance	\$31,862,437	\$35,485,382	\$42,043,636	\$42,754,047
Total Revenues	324,184,988	362,260,664	411,336,156	390,723,807
Other Financing Sources	900,763	16,232,963	12,292,058	9,874,361
Total Expenditures	321,462,806	382,261,364	417,946,157	391,642,911
Net Change in Fund Balance	3,622,944	(3,767,737)	(6,610,001)	(919,104)
Prior Year Corrections				
Ending Fund Balance	\$35,485,381	\$31,717,645	\$35,433,635	\$41,834,943

ASB Fund	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Beginning Fund Balance	\$1,059,980	\$910,000	\$910,000	\$1,049,499
Total Revenues	135,411	713,061	1,090,199	1,086,130
Total Expenditures	240,907	885,608	1,367,605	1,133,103
Net Change in Fund Balance	(105,496)	(172,547)	(277,406)	(46,973)
Ending Fund Balance	\$954,484	\$737,453	\$632,594	\$1,002,526

Capital Projects Fund	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Beginning Fund Balance	\$68,267,891	\$9,440,230	\$47,000,000	\$280,473,644
Total Revenues	44,105,861	64,312,289	15,849,444	6,352,656
Other Financing Sources	0	0	0	0
Total Expenditures	75,248,573	29,330,000	19,281,000	234,007,130
Other Financing Uses-Transfers Out	0	(16,232,963)	(12,292,058)	(9,874,361)
Net Change in Fund Balance	(31,537,116)	18,749,326	(15,723,614)	(237,528,835)
Ending Fund Balance	\$37,125,179	\$28,189,556	\$31,276,386	\$42,944,809

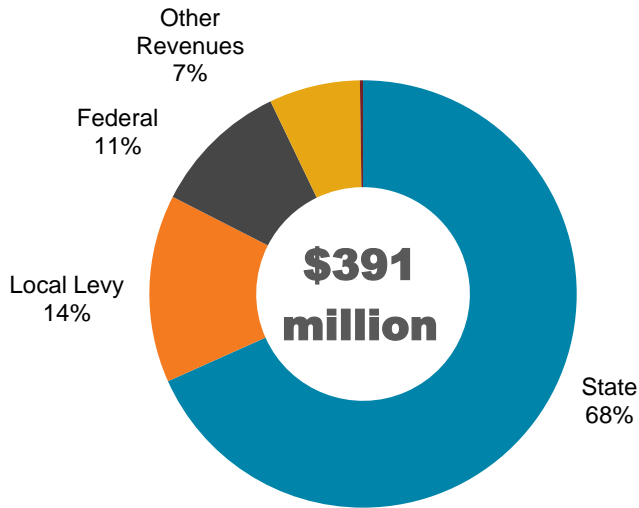
Debt Service Fund	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Beginning Fund Balance	\$22,032,306	\$15,356,491	\$7,914,326	\$21,121,704
Total Revenues	46,846,649	42,324,817	43,432,863	62,710,707
Other Financing Sources	0	300,000	0	0
Total Expenditures	52,950,073	50,681,300	41,000,000	69,000,000
Net Change in Fund Balance	(6,103,424)	(8,056,483)	2,432,863	(6,289,293)
Ending Fund Balance	\$15,928,882	\$7,300,008	\$10,347,189	\$14,832,411

Transportation Vehicle Fund	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Beginning Fund Balance	\$1,420,013	\$1,490,000	\$1,487,787	\$3,100,000
Total Revenues	761,091	650,000	694,615	1,800,000
Total Expenditures	697,148	2,000,000	1,155,698	2,400,000
Net Change in Fund Balance	63,943	(1,350,000)	(461,083)	(600,000)
Ending Fund Balance	\$1,483,956	\$140,000	\$1,026,704	\$2,500,000

General Fund – Where does our money come from?

2023-24 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.

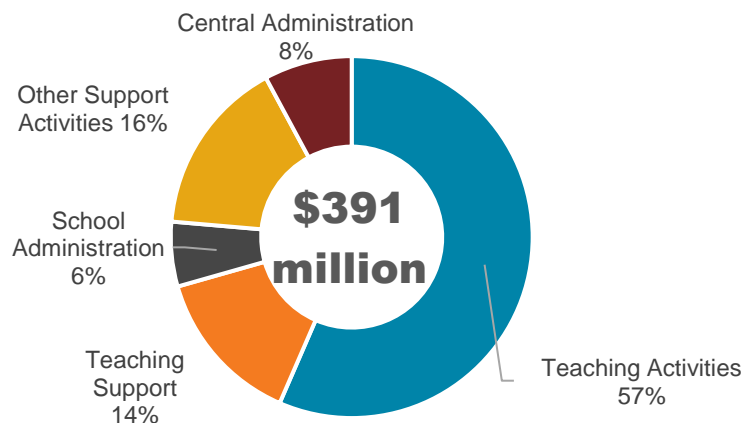
General Fund – Where does our money go?

2023-24 Budgeted Expenditures by Activity

Percentages may not total to 100% due to rounding

71% of our budget is spent on Teaching and Teaching Support.

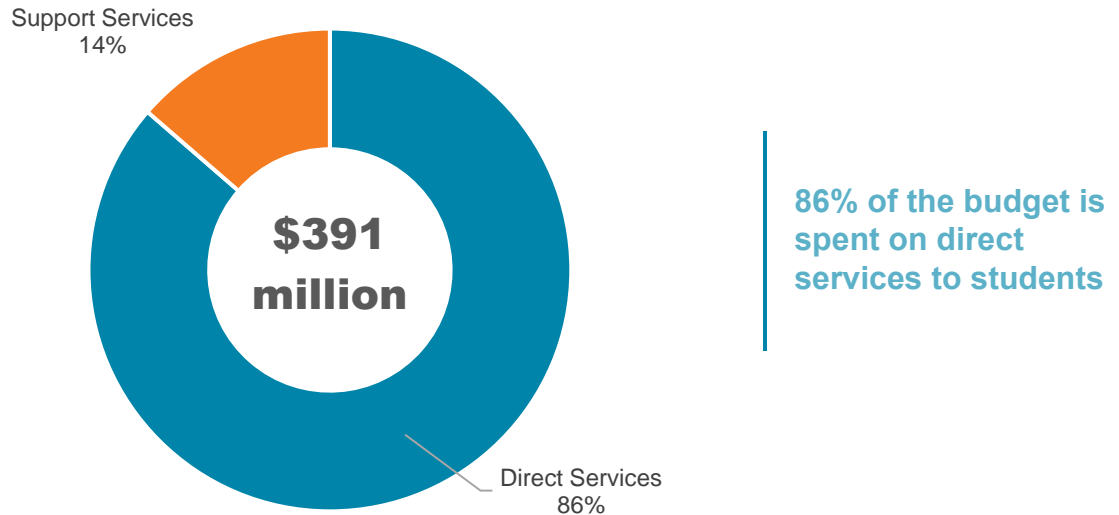
This includes teachers, nurses, librarians, counselors, instructional assistants, textbooks and student supplies.



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

2023-24 Budget Comparing Direct Services to Support Services

Percentages may not total to 100% due to rounding



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 for our schools.

Federal COVID Relief Funds

Elementary and Secondary School Emergency Relief (ESSER)

Highline will receive \$84 million in federal COVID relief dollars, known as Elementary & Secondary School Emergency Relief (ESSER) funds. The purpose of these one-time, restricted funds is to mitigate the impacts of the pandemic. The funds cannot be used for salary increases or other ongoing expenses. ESSER funding expires in August 2024.

Strategies for the use of ESSER funds 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.

The budget for this area includes family and student engagement, social and emotional wellbeing, and student mental health supports.

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.

The budget for this area includes academic acceleration, summer school, curriculum adoption, targeted support for students, Highline Virtual Academy, and standards-based grading support and transition.

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.

The budget for this area includes software purchases, classroom hardware, professional development for the use digital tool training for efficacy in the classroom and device replacement and support.

Health & Safety

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

The budget for this area includes COVID testing and response, additional nursing support, upgrade and replacement of HVAC systems, cleaning supplies and equipment.

Technology Levy

In November 2020, Highline voters approved a two-year, \$32.5-million technology levy with 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 funds:

New devices and classroom technology	\$12.6 million
Internet connections	\$3.4 million
Upgraded cybersecurity and networking	\$4.4 million
Support and training for teachers and students in Highline	\$1.5 million
Instructional support software applications	\$7.6 million
Upgraded accounting and financial system	\$1.5 million
Digital record keeping	\$1.5 million
TOTAL	\$32.5 million

Funds were used beginning in the spring of 2020-21 and continuing through the school year 2024-25.

Financial Planning

Budget Development Process

Budget Timeline

Financial management for Equity

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, 2023 to August 31, 2024. 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

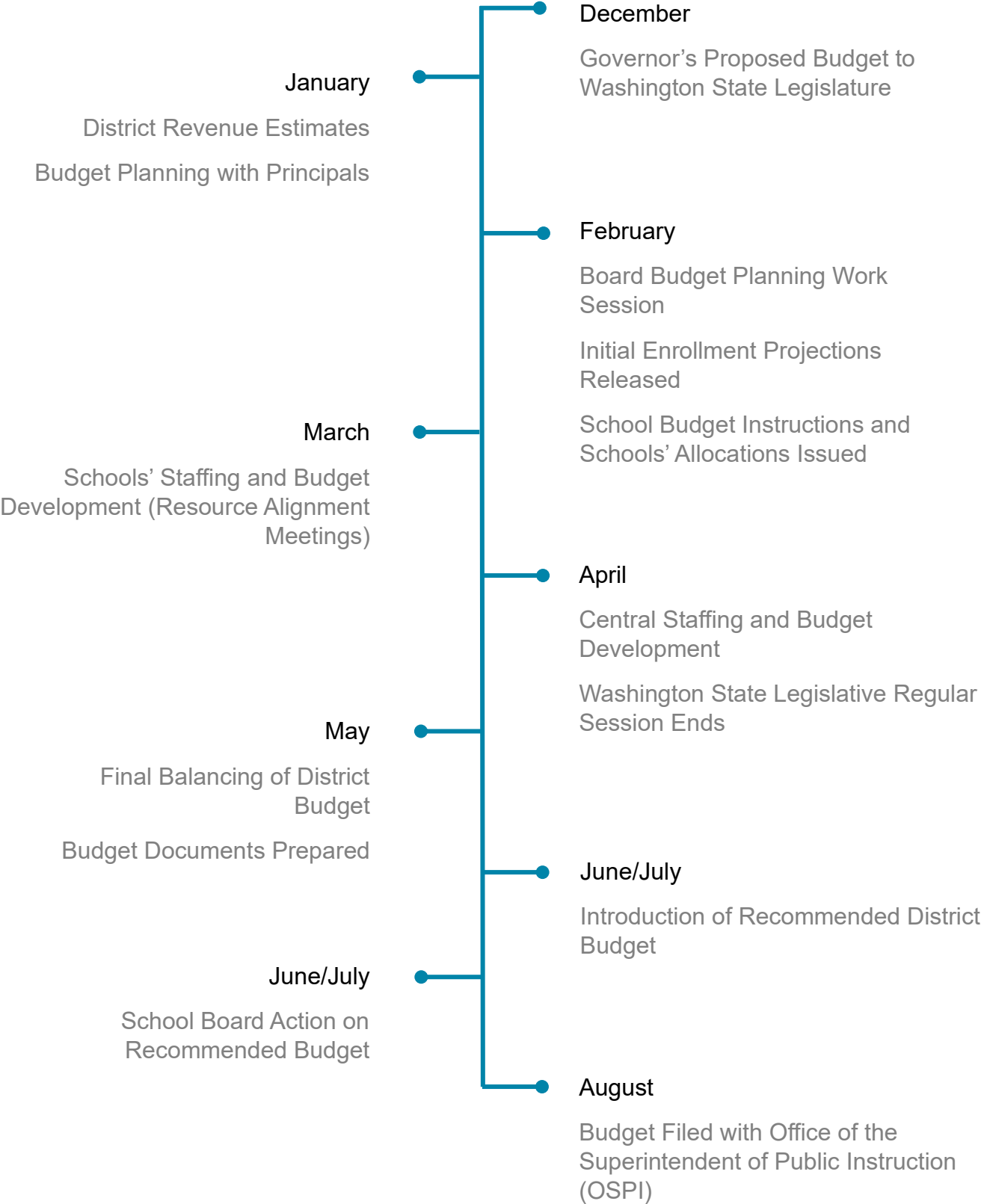
The recommended budget is formally introduced to the School Board in a regular board meeting in June. Board Members hear public comments, request additional information, recommend adjustments, and adopt the final budget in June or July.

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.

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
- 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 May 2023, the average allocation to Highline Public Schools through the General Apportionment formula is estimated to be **\$10,653** per student in the 2022-23 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
<u>Prototypical School Size</u>			
Number of Students	400	432	600
<u>Staff Per School</u>			
Principals & Assistant Principals	1.253	1.353	1.880
Librarians & Media Specialists	0.663	0.519	0.523
School Nurse	0.416	0.612	0.582
Social Workers	0.222	0.060	0.089
Psychologists	0.075	0.016	0.035
Guidance Counselors	0.993	1.716	3.039
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	0.092	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 **\$1,683.67** instead of the allocation below.

Materials Supplies and Operating Costs (2023-24 Budget)	Grades K-12	Grades 9-12 enhancement
Technology	\$178.98	\$44.04
Utilities and Insurance	416.26	-
Curriculum and Textbooks	164.48	48.06
Other Supplies	326.54	94.07
Library Materials	22.65	6.05
Instructional Professional Development	25.44	8.01
Facilities Maintenance	206.22	-
Security and Central Office	142.87	-
Total MSOC per Student	\$1,483.44	\$200.23

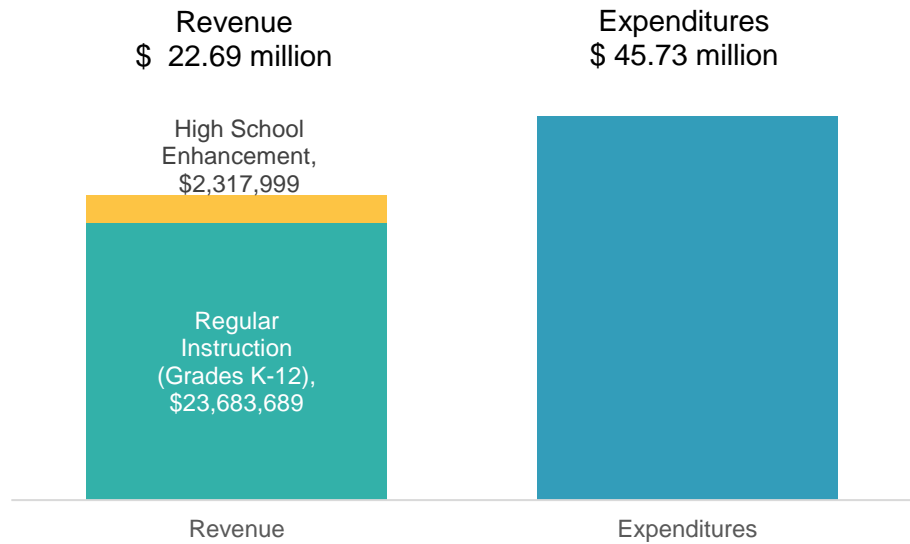
Comparison of Highline to State Funding

Non-Staffing

2023-24 Budgeted Materials Supplies and Operating Costs Comparison of Revenues and Expenditures

\$6.7 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 2022-23 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 **\$2.9 million** in safety net funding in the 2022-23 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.

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 November 2021, 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 2022-23, the enrichment levy will contribute **\$55 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
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	25.088	2.03	1.72	0.66	4.41	\$1,985
2023	28.713	1.93	2.11	0.00	4.04	\$1,818
2024*	29.861	1.88	2.16	0.00	4.04	\$1,818

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 2022-23, 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 1st 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 2023-24 projected enrollment for each individual school. Special Education and Bilingual Education counts are an estimate of 2023-24 programs. Free and Reduced Lunch (FRL) student counts, which are used to calculate some categorical allocations, are as of October 2022.

2022-23 YEAR-TO-DATE SNAPSHOT

October Headcount:
17,331

October FTE:
16,990.89

Estimated AAFTE:
16,811

2021-22 PRIOR YEAR SNAPSHOT

October Headcount:
17,456

October FTE:
17,126.72

AAFTE:
17,143.58

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	2021-22 Actual	2022-23 Budget	2023-24 Budget
Grades K-5	7,904.7	7,681.0	7,666.0
Grades 6-8	3,916.9	3,416.0	3,471.0
Grades 9-12	5,323.2	5,166.0	5,426.0
Sub-Total	17,144.8	16,263.0	16,563.0
Running Start	408.0	416.0	376.0
Open Doors	192.7	193.0	223.0
ALE		583.0	253.0
Total	17,745.5	17,455.0	17,415.0

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:

	2021-22 Budget	2022-23 Budget	2023-24 Budget
Grades K-5	8,213.0	7,681.0	7,666.0
Grades 6-8	3,953.0	3,416.0	3,471.0
Grades 9-12	5,247.0	5,166.0	5,426.0
Total	17,413.0	16,263.0	16,563.0

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 2022 are used to project kindergarten enrollment through the 2025-26 school year. After 2026, 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	\$42,754,047	\$1,049,499	\$280,473,644	\$21,121,704	\$3,100,000
Total Revenues	390,723,807	1,086,130	6,352,656	62,710,707	1,800,000
Other Financing Sources	9,874,361				
Total Expenditures	391,642,911	1,133,103	234,007,130	69,000,000	2,400,000
Transfers Out			(9,874,361)		
Net Change in Fund Balance	(919,104)	(46,973)	(237,528,835)	(6,289,293)	(600,000)
Ending Fund Balance	\$41,834,943	\$1,002,526	\$42,944,809	\$14,832,411	\$2,500,000

General Fund Summary

The general fund is the largest fund in the district and accounts 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	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Beginning Fund Balance	\$31,862,437	\$35,485,382	\$42,043,636	\$42,754,047
Total Revenues	324,184,988	362,260,664	411,336,156	390,723,807
Other Financing Sources	900,763	16,232,963	12,292,058	9,874,361
Total Expenditures	321,462,806	382,261,364	417,946,157	391,642,911
Net Change in Fund Balance	3,622,944	(3,767,737)	(6,610,001)	(919,104)
Prior Year Corrections				
Ending Fund Balance	\$35,485,381	\$31,717,645	\$35,433,635	\$41,834,943

General Fund Summary Detail

General Fund	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Revenue and Other Financing Sources				
Local Tax	47,277,966	48,821,591	52,106,561	55,636,553
Local Support Nontax	1,663,314	5,409,442	8,274,950	10,905,624
State, General Purpose	179,537,573	179,640,791	185,598,980	190,381,919
State, Special Purpose	62,983,237	67,098,746	69,462,409	77,141,015
Federal, General Purpose	4,380	-	-	-
Federal, Special Purpose	29,859,833	58,336,673	80,115,233	40,580,609
Revenues from Other School Districts	901,785	990,000	950,000	1,220,000
Revenues from Other Entities	1,956,900	1,963,421	2,535,965	4,983,726
Other Financing Sources	900,763	16,232,963	12,292,058	9,874,361
Total	325,085,751	378,493,627	411,336,156	390,723,807
Expenditures				
Regular Instruction	167,475,696	208,788,811	186,098,615	185,919,102
Federal Special Purpose	-	-	44,193,088	11,793,389
Special Education	49,596,051	48,130,148	52,457,395	56,445,328
Vocational Education	7,898,709	8,234,451	9,140,452	9,094,645
Skills Center Instruction	4,170,126	4,777,762	7,815,941	5,852,024
Compensatory Education Instruction	36,284,034	40,161,509	39,129,026	40,196,723
Other Instructional Programs	1,897,424	4,694,684	3,602,043	3,070,589
Community Services	2,763,463	2,770,218	2,595,797	3,123,407
Support Services	51,377,303	64,703,781	72,913,800	76,147,704
Total	321,462,806	382,261,364	417,946,157	391,642,911
Revenue less Expenditures	3,622,944	(3,767,737)	(6,610,001)	(919,104)
Beginning Fund Balance				
Carryover of Restricted Revenue	7,283,854	6,846,052	7,400,000	7,804,000
Nonspendable - Inventory & Prepaid Items	282,812	198,928	325,000	150,000
Committed to Other Purposes				10,000,000
Assigned to Other Purposes	12,478,000	1,457,965	1,500,000	1,200,000
Unassigned Fund Balance	11,817,771	26,982,436	32,818,636	23,600,047
Total	31,862,437	35,485,382	42,043,636	42,754,047
Ending Fund Balance				
Carryover of Restricted Revenue	6,846,052	6,500,000	3,400,000	6,800,000
Nonspendable - Inventory & Prepaid Items	198,928	325,000	325,000	150,000
Committed to Other Purposes				7,500,000
Assigned to Other Purposes	1,457,965	-	-	1,000,000
Unassigned Fund Balance	26,982,436	23,305,023	31,767,301	26,384,943
Total	35,485,382	30,130,023	35,492,301	41,834,943

General Fund Total Resources

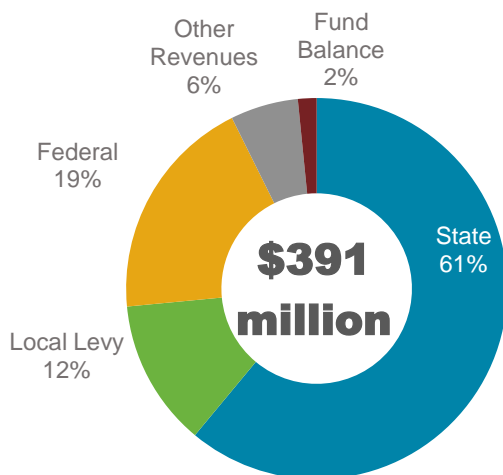
Where does the money come from?

The general fund uses funding from a variety of sources totaling **\$391 million** for the 2023-24 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 **\$.9 million**.

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

2023-24 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 **\$268 million** or 61% of total resources. This amount includes both state general purpose funding and state special purpose funding.

State General Purpose Funding

State general purpose funding, or apportionment, accounts for **\$190 million** or 49% 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 **\$77 million** or 20% 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 \$7.7 million. Changes to state special purpose funding included below.

State, Special Purpose	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Special Purpose, Unassigned	\$0	\$0	\$0	\$0
Special Education	27,700,562	30,279,090	28,858,922	35,414,024
Special Education - Infants and Toddlers	0	0	0	0
Learning Assistance	14,256,525	14,615,820	15,164,768	14,667,312
Special and Pilot Programs	3,356,552	2,680,100	5,140,100	5,100,000
Transitional Bilingual	10,357,656	9,376,590	10,167,983	10,621,724
Highly Capable	591,513	587,185	602,094	603,497
School Food Services	113,912	185,000	185,000	700,000
Transportation - Operations	4,924,934	7,027,130	6,898,230	7,434,458
Other State Agencies	10,274	0	0	0
Special Education - Other State Agencies	12,748	30,000	0	0
Child Care	1,658,562	2,317,831	2,445,312	2,600,000
Total	\$62,983,237	\$67,098,746	\$69,462,409	\$77,141,015

Local Levy Funding

Local operating levies approved by Highline voters support general education programs and operations. Levy funds will provide **\$55 million** or 14% of budgeted resources in 2023-24 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 2022-23. 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.

Local Operating Levy	2021 Actual	2022 Budget	2023 Budget	2024 Budget
Tax Rate	\$ 2.05	\$ 2.06	\$ 2.27	\$ 2.05
Levy (Calendar Year)	48,328,004	50,713,610	53,249,309	55,911,857
Year-to-Year change	691,004	2,385,606	2,535,699	2,662,548

	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Levy (School Year)	47,277,966	49,525,868	52,047,895	55,611,438
Year-to-Year change	7,422,702	2,247,902	2,522,027	3,563,543

Federal Funding

Federal funding provides **\$41 million** or 10% 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 will receive \$84 million in federal COVID relief dollars, known as Elementary & Secondary School Emergency Relief (ESSER) funds. The purpose of these one-time, restricted funds is to mitigate the impacts of the pandemic. The funds cannot be used for salary increases or other ongoing expenses.

Other Revenue

Other revenue funding provides **\$25.8 million** or 7% of budgeted resources. These monies are grouped into three categories: Local Revenue, Revenue from Other School Districts, and Revenue from Other Entities.

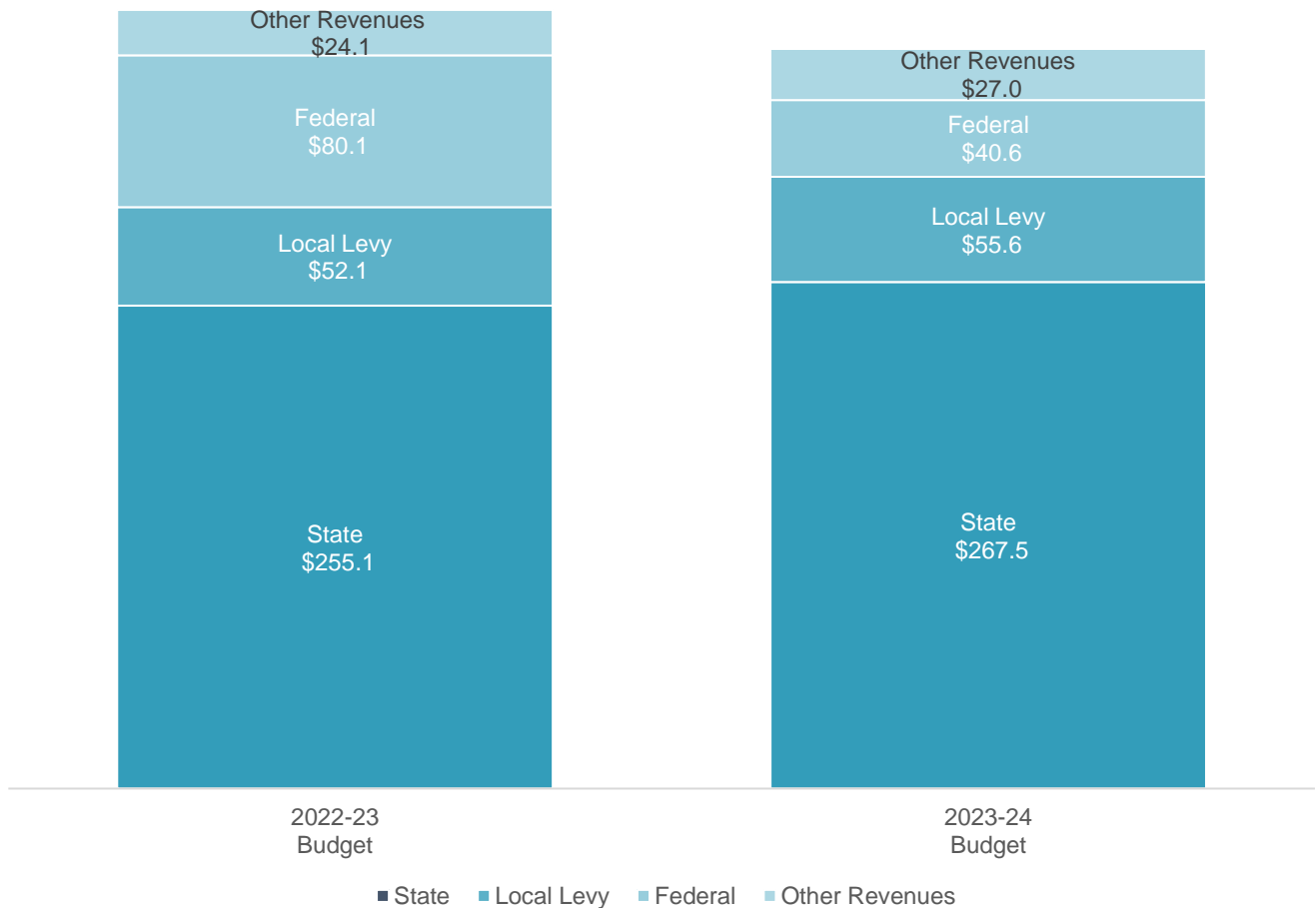
- **Local revenue** includes facility rental income, investment earnings, food service fees, gifts and donations.
- **Revenue from other school districts** is substantially for serving students that are enrolled in another district with special education or transportation needs.
- **Revenue from other 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	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget	Dollar Change	Percent Change
State	\$242,520,810	\$246,739,537	\$255,061,389	\$267,522,934	\$12,461,545	5%
Local Levy	47,277,966	48,821,591	52,106,561	55,636,553	\$3,529,992	7%
Federal	29,864,213	58,336,673	80,115,233	40,580,609	(\$39,534,624)	-49%
Other Revenues	5,422,762	24,595,826	24,052,973	26,983,711	\$2,930,738	12%
Total Revenue	\$325,085,751	\$378,493,627	\$411,336,156	\$390,723,807	(\$20,612,349)	-5%
Fund Balance	(3,622,944)	3,767,737	6,610,001	919,104	(\$5,690,897)	-86%
Total Resources	\$321,462,806	\$382,261,364	\$417,946,157	\$391,642,911	\$60,798,558	19%

Total Resources by Source

Dollars in millions



General Fund Revenues and Other Financing Sources

	2020-21 Actuals	2021-22 Budget	2022-23 Budget	2023-24 Budget
Local Taxes				
Local Property Tax	\$47,277,966	\$48,821,591	\$52,106,561	\$55,636,553
Sale of Tax Title Property	0	0	0	0
Other	0	0	0	0
Total	\$47,277,966	\$48,821,591	\$52,106,561	\$55,636,553

Local Support Nontax				
Tuition and Fees	\$165,286	\$466,000	\$466,000	\$510,000
Sale of Goods, Supplies, and Services	219,396	372,250	272,250	\$308,850
School Food Services	30,393	630,000	630,000	405,000
Investment Earnings	300,977	36,200	36,200	2,400,000
Gifts and Donations	55,468	307,500	157,500	97,500
Fines and Damages	24,742	20,300	15,000	26,500
Rentals and Leases	237,286	665,000	665,000	871,500
Insurance Recoveries	110,000	40,000	40,000	11,500
Local Support Nontax	349,635	2,684,192	4,293,000	4,274,774
E-Rate	170,128	188,000	1,700,000	2,000,000
Total	\$1,663,314	\$5,409,442	\$8,274,950	\$10,905,624

State, General Purpose				
Apportionment	\$173,376,009	\$173,522,785	\$179,856,385	\$184,242,811
Special Education - General Apportionment	6,161,564	6,118,006	5,742,595	6,139,108
Local Effort Assistance	0	0	0	0
Total	\$179,537,573	\$179,640,791	\$185,598,980	\$190,381,919

State, Special Purpose				
Special Purpose, Unassigned	\$0	\$0	\$0	\$0
Special Education	27,700,562	30,279,090	28,858,922	35,414,024
Special Education - Infants and Toddlers	0	0	0	0
Learning Assistance	14,256,525	14,615,820	15,164,768	14,667,312
Special and Pilot Programs	3,356,552	2,680,100	5,140,100	5,100,000
Transitional Bilingual	10,357,656	9,376,590	10,167,983	10,621,724
Highly Capable	591,513	587,185	602,094	603,497
School Food Services	113,912	185,000	185,000	700,000
Transportation - Operations	4,924,934	7,027,130	6,898,230	7,434,458
Other State Agencies	10,274	0	0	0
Special Education - Other State Agencies	12,748	30,000	0	0
Child Care	1,658,562	2,317,831	2,445,312	2,600,000
Total	\$62,983,237	\$67,098,746	\$69,462,409	\$77,141,015

	2020-21 Actuals	2021-22 Budget	2022-23 Budget	2023-24 Budget
Federal, General Purpose				
Federal Forests	\$4,380	\$0	\$0	\$0
Total	\$4,380	\$0	\$0	\$0
Federal, Special Purpose				
GEER	\$1,218,807	\$0	\$0	\$0
ESSER II	6,237,858	14,668,464	4,846,334	0
ESSER III	0	16,296,060	42,347,315	11,725,381
ESSER III - Learning Loss	0	0	7,369,909	0
Special Education	4,361,381	4,090,000	4,090,000	4,290,000
Secondary Vocational Education	145,406	160,000	160,000	160,000
Skill Center	102,460	110,000	110,000	110,000
Disadvantaged	6,450,860	10,050,437	7,729,381	8,926,486
School Improvement	1,177,491	2,017,824	1,989,958	1,770,979
Limited English Proficiency	668,368	1,090,233	1,201,788	1,115,541
ESSER I	1,725,081	0	0	0
School Food Services	6,563,057	8,677,175	9,525,548	11,832,222
Direct Special Purpose Grants	551,687	90,000	0	0
Indian Education	70,535	95,000	0	0
Federal Grants Through Other Agencies	204,810	66,480	95,000	0
Medicaid Administrative Match	172,272	150,000	150,000	150,000
Special Education - Medicaid Reimbursement	26,689	40,000	0	0
Youth Training	0	15,000	0	0
USDA Commodities	183,071	720,000	500,000	500,000
Total	\$29,859,833	\$58,336,673	\$80,115,233	\$40,580,609
Revenues from Other School Districts				
Special Education	\$831,577	\$640,000	\$600,000	\$950,000
Skill Center - Facility Upgrades	27,350	0	0	0
Transportation	40,348	350,000	350,000	270,000
Nonhigh Participation	2,510	0	0	0
Total	\$901,785	\$990,000	\$950,000	\$1,220,000
Revenues from Other Entities				
Governmental Entities	\$763,910	\$690,000	\$398,900	\$459,467
Private Foundations	1,136,081	1,123,421	1,972,065	4,524,259
Nonfederal, ESD	56,909	150,000	165,000	0
Total	\$1,956,900	\$1,963,421	\$2,535,965	\$4,983,726
Other Financing Sources				
Sale of Bonds	\$0	\$0	\$0	\$0
Capital Fund Transfers	\$900,763	\$16,232,963	\$12,292,058	\$9,874,361
Total	\$900,763	\$16,232,963	\$12,292,058	\$9,874,361
Total General Fund Revenue	\$325,085,751	\$378,493,627	\$411,336,156	\$390,723,807

General Fund Expenditures

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.

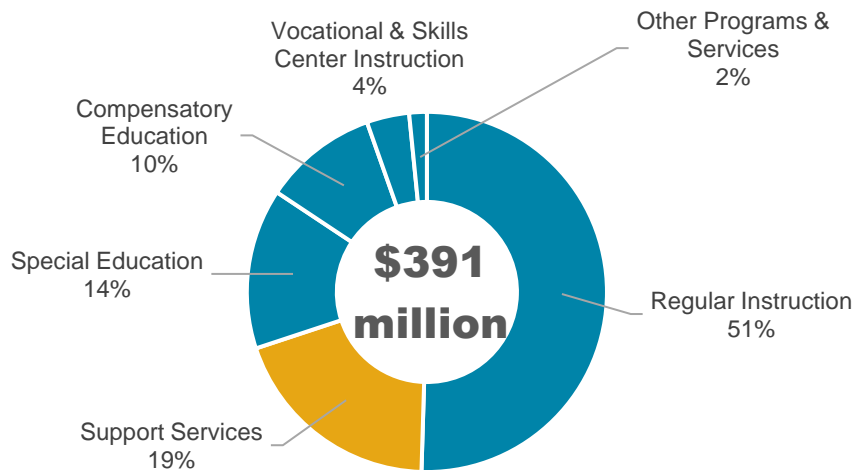
General Fund Expenditures	2021-22 Budget	% of Total	2022-23 Budget	% of Total	2023-24 Budget	% of Total
By Program						
Regular Instruction	\$208,788,811	55%	\$230,291,703	55%	\$197,712,491	50%
Special Education	48,130,148	13%	52,457,395	13%	56,445,328	14%
Vocational Education	8,234,451	2%	9,140,452	2%	9,094,645	2%
Skills Center Instruction	4,777,762	1.2%	7,815,941	1.9%	5,852,024	1.5%
Compensatory Education	40,161,509	11%	39,129,026	9%	40,196,723	10%
Other Instructional Programs	4,694,684	1.2%	3,602,043	0.9%	3,070,589	0.8%
Community Services	2,770,218	0.7%	2,595,797	0.6%	3,123,407	0.8%
Support Services	64,703,781	17%	72,913,800	17%	76,147,704	19%
Total	\$382,261,364	100%	\$417,946,157	100%	\$391,642,911	100%
By Activity						
Teaching Activities	\$222,799,227	58%	\$233,290,884	56%	\$221,344,186	57%
Teaching Support	54,836,068	14%	62,481,615	15%	55,139,695	14%
School Administration	20,743,855	5%	22,594,760	5%	22,618,127	6%
Other Support Activities	59,034,883	15%	68,183,925	16%	61,730,520	16%
Central Administration	24,847,331	7%	31,394,973	8%	30,810,383	8%
Total	\$382,261,364	100%	\$417,946,157	100%	\$391,642,911	100%
By Object						
Debit Transfer	\$411,410	0%	\$446,820	0%	\$579,070	0%
Credit Transfer	(411,410)	0%	(446,820)	0%	(579,070)	0%
Certificated Salaries	152,482,128	40%	169,241,364	40%	168,222,813	43%
Classified Salaries	64,635,099	17%	70,744,893	17%	74,114,076	19%
Employee Benefits	84,517,377	22%	89,340,308	21%	87,105,929	22%
Supplies & Materials	31,398,974	8%	28,165,663	7%	22,672,896	6%
Purchased Services	48,924,725	13%	59,423,404	14%	39,207,194	10%
Travel	218,061	0%	145,525	0%	270,003	0%
Capital Outlay	85,000	0%	885,000	0%	50,000	0%
Total	\$382,261,364	100%	\$417,946,157	100%	\$391,642,911	100%

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.

2023-24 Budget Expenditures by State Program

Percentages may not total to 100% due to rounding



Programs	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Regular Instruction				
Basic Education	\$157,673,849	\$178,274,737	\$182,959,864	\$181,916,131
Alternative Learning Experience	535,019	537,840	638,722	922,978
Dropout Reengagement	2,550,450	2,956,380	2,500,029	2,285,853
Transitional Kindergarten	0	0	0	794,140
GEER	1,219,652	0	0	0
ESSER II	5,496,725	12,923,754	0	0
ESSER III	0	14,096,100	37,591,169	10,730,337
ESSER III - Learning Loss	0		6,601,919	1,063,052
Total	\$167,475,696	\$208,788,811	\$230,291,703	\$197,712,491
Special Education Instruction				
Special Education, Supplemental, State	\$44,332,983	\$44,200,759	\$48,698,539	\$52,706,435
Special Education, Infants & Toddlers, State	0	0	0	
Special Education, ARP, IDEA, Federal			89,599	
Special Education, Supplemental, Federal	5,263,068	3,929,389	3,669,257	3,738,893
Total	\$49,596,051	\$48,130,148	\$52,457,395	\$56,445,328

Programs	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Vocational Education Instruction				
Vocational, Basic, State	\$6,181,527	\$6,528,059	\$7,693,009	\$7,747,573
Middle School Career & Technical Ed, State	1,576,544	1,546,392	1,447,443	1,208,072
Vocational, Federal & Other Categorical	140,638	160,000	0	139,000
Total	\$7,898,709	\$8,234,451	\$9,140,452	\$9,094,645
Skills Center Instruction				
Skills Center, Basic, State	\$4,071,036	\$4,667,549	\$7,730,260	\$5,788,325
Skills Center, Federal	99,090	110,213	85,681	63,699
Total	\$4,170,126	\$4,777,762	\$7,815,941	\$5,852,024
Compensatory Education Instruction				
Disadvantage, Federal	\$6,262,535	\$9,537,362	\$7,723,882	\$8,544,699
School Improvement, Federal	1,138,883	1,967,771	1,989,958	1,755,741
Learning Assistance, State	13,862,026	15,435,803	15,940,785	15,355,704
Special and Pilot Programs, State	3,130,377	1,032,582	1,100,000	1,549,733
Head Start, Federal	0	0	0	0
Limited English Proficiency, Federal	646,453	1,055,699	1,206,788	1,115,541
Transitional Bilingual, State	9,852,396	9,589,000	9,591,738	10,516,663
Indian Education, Federal	68,113	95,009	75,875	92,101
Other	1,323,252	1,448,283	1,500,000	1,266,541
Total	\$36,284,034	\$40,161,509	\$39,129,026	\$40,196,723
Other Instructional Programs				
Highly Capable	555,949	547,435	602,043	627,000
Targeted Assistance, Federal (ESSER)	78,261	0	0	0
Youth Training Programs, Federal	10,274	15,000	0	
Other Instructional Programs	1,252,939	4,132,249	3,000,000	2,443,589
Total	\$1,897,424	\$4,694,684	\$3,602,043	\$3,070,589
Community Services				
Child Care	\$2,164,075	\$2,507,628	\$2,235,694	\$2,341,534
Other Community Services	599,388	262,590	360,103	781,873
Total	\$2,763,463	\$2,770,218	\$2,595,797	\$3,123,407
Support Services				
District-Wide Support	\$39,367,922	\$46,277,512	\$50,970,711	\$53,392,633
School Food Services	6,257,245	8,535,419	11,163,159	11,455,842
Pupil Transportation	5,752,136	9,890,850	10,779,930	11,299,229
Total	\$51,377,303	\$64,703,781	\$72,913,800	\$76,147,704
Total General Fund Expenditures	\$321,462,806	\$382,261,364	\$417,946,157	\$391,642,911

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.

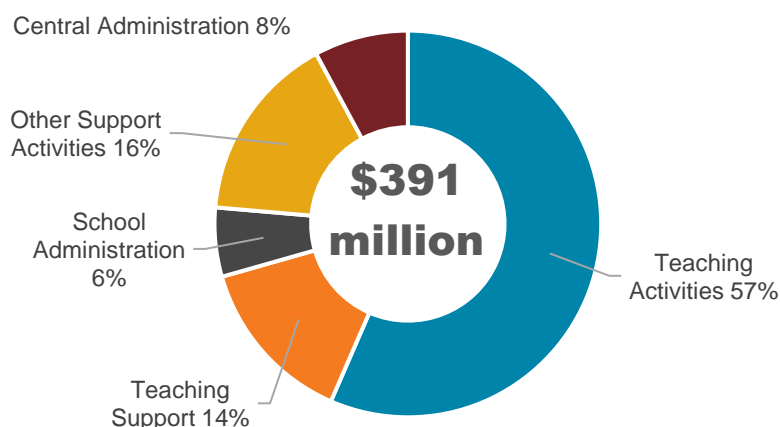
Principal's Office – Principal's office (also called school administration) includes principals, assistant principals, school office support, and school office supplies.

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.

2023-24 Budget Expenditures by State Activity

Percentages may not total to 100% due to rounding



Activities	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Teaching Activities				
Teaching	\$192,929,708	\$221,040,178	\$231,496,127	\$219,517,626
Extracurricular	1,426,530	1,759,049	1,794,757	1,826,560
Other School Districts	135,395	0	0	0
Total	\$194,491,632	\$222,799,227	\$233,290,884	\$221,344,186
Teaching Support				
Learning Resources	\$2,842,456	\$2,838,070	\$3,082,219	\$3,113,775
Guidance and Counseling	8,572,729	9,693,286	12,552,145	12,267,048
Pupil Management and Safety	3,626,899	4,362,370	4,902,449	5,078,187
Health Related Services	15,403,096	17,003,131	16,417,809	18,223,407
Instructional Professional Development	4,420,854	8,184,034	8,318,096	9,027,649
Instructional Technology	4,809,085	11,635,889	10,202,855	4,727,004
Curriculum	690,025	1,117,536	4,182,047	1,020,598
Professional Learning State	3,013,966	1,752	2,823,995	1,682,027
Total	\$43,379,111	\$54,836,068	\$62,481,615	\$55,139,695
Other Support Activities				
Nutrition Services	\$1,808,938	\$3,745,000	\$4,674,500	\$4,704,500
Nutrition Services - Operations	3,803,782	3,972,649	5,543,633	6,321,224
Nutrition Services - Transfers	(11,830)	0	0	0
Transportation	4,403,317	7,782,090	7,306,521	9,147,993
Transportation - Transfers	(299,897)	(330,000)	(349,500)	(479,836)
Grounds Maintenance	1,691,256	1,810,999	1,722,027	2,040,717
Operation of Buildings	7,820,184	8,568,840	9,851,330	10,092,579
Maintenance	4,449,024	10,855,310	15,066,509	4,856,500
Utilities	6,113,077	5,074,523	5,365,450	4,606,340
Building and Property Security	993,542	1,011,800	1,041,678	1,740,786
Insurance	3,027,985	3,537,850	4,039,500	4,000,000
Information Systems	6,250,559	12,517,268	13,379,838	14,084,845
Printing	0	0	0	0
Warehousing and distribution	318,188	361,944	401,290	442,942
Motor Pool	(0)	(63,900)	(73,400)	(75,900)
Public Activities	267,706	190,510	214,549	247,830
Total	\$40,635,833	\$59,034,883	\$68,183,925	\$61,730,520
School Administration				
Principal's Office	\$20,602,490	\$20,743,855	\$22,594,760	\$22,618,127
Total	\$20,602,490	\$20,743,855	\$22,594,760	\$22,618,127

Activities	2020-21 Actual	2021-22 Budget	2021-22 Budget	2023-24 Budget
Central Administration				
Board of Directors	\$454,680	\$497,030	\$390,200	\$393,950
Superintendent's Office	1,614,114	2,224,706	1,977,801	3,114,384
Business Office	2,279,541	2,448,117	3,275,643	3,135,795
Human Resources	3,673,559	4,235,540	5,555,906	6,033,361
Public Information	942,074	1,120,725	1,566,957	1,361,958
Supervision of Instruction	10,767,499	11,660,133	15,492,181	13,651,866
Supervision of Nutrition Services	810,785	817,770	956,726	806,498
Supervision of Transportation	1,053,899	1,146,960	1,281,090	1,493,520
Supervision of Maintenance and Operation	757,590	696,350	898,469	819,051
Total	\$22,353,741	\$24,847,331	\$31,394,973	\$30,810,383
Total General Fund Expenditures	\$321,462,806	\$382,261,364	\$417,946,157	\$391,642,911

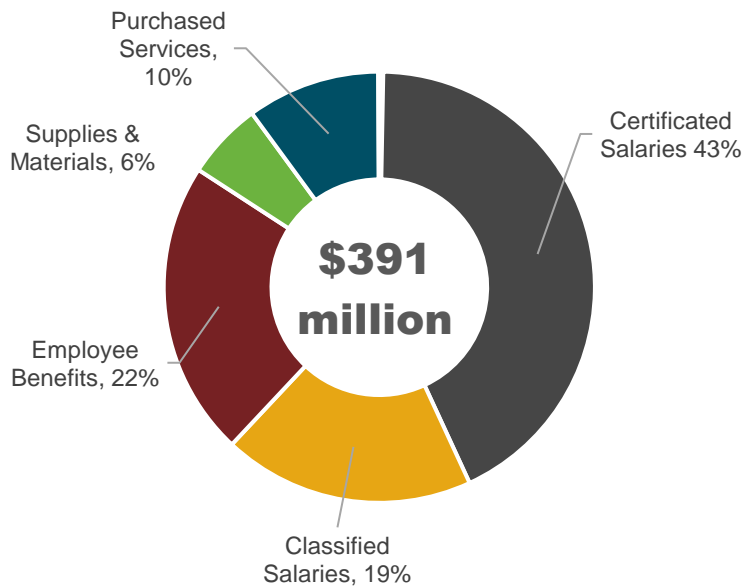
Expenditure Objects

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.

2023-24 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%.



	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Object Codes				
Debit Transfer	\$593,834	\$411,410	\$446,820	\$579,070
Credit Transfer	(593,834)	(411,410)	(446,820)	(579,070)
Certificated Salaries	141,222,097	152,482,128	169,241,364	168,222,813
Classified Salaries	52,440,278	64,635,099	70,744,893	74,114,076
Employee Benefits	77,616,938	84,517,377	89,340,308	87,105,929
Supplies & Materials	16,929,016	31,398,974	28,165,663	22,672,896
Purchased Services	32,977,605	48,924,725	59,423,404	39,207,194
Travel	43,658	218,061	145,525	270,003
Capital Outlay	233,215	85,000	885,000	50,000
Total	\$321,462,806	\$382,261,364	\$417,946,157	\$391,642,911

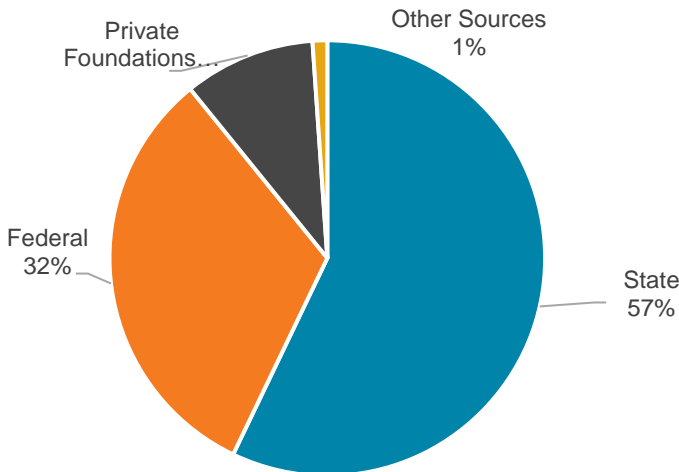
Major Grants

Highline Public Schools grant resources are projected to total **\$51.1 million** for the 2023-24 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.

2023-24 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	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget	Dollar Change
Federal	\$10,634,084	\$13,381,494	\$15,281,127	\$16,373,006	\$1,091,879
State	26,427,449	27,259,695	28,134,845	29,192,533	\$1,057,688
Local Government	698,000	690,000	398,900	459,467	\$60,567
Gifts, Donations, PTSA	267,500	307,500	157,500	97,500	(\$60,000)
Private Foundations	1,172,600	1,123,421	2,578,635	4,983,726	\$2,405,091
Other Financing Sources	152,000	150,000	165,000	0	(\$165,000)
Total Revenue	\$39,351,633	\$42,912,110	\$46,716,007	\$51,106,232	\$3,560,477

Federal Grants

Federal formula grants make up a large portion of the district's grant revenue, at **\$16,373,006**. 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 **\$29,192,533** 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 **\$14,667,312**. LAP Base Allocation supports Kindergarten through 4th 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 5th through 8th grade students performing below grade level in reading and math. Secondary schools utilize their LAP dollars for transition services for 9th grade students and graduation assistance for 11th and 12th 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 11th and 12th 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 2023-24.

State Transitional Bilingual Instructional program

The State Transitional Bilingual Instructional Program (TBIP) provides approximately **\$10,621,724** 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 **\$459,467**.

Gifts, Donation, PTSA

This portion of district grant revenue is primarily from Parent Teacher Student Association (PTA/PTSA) groups across the district totaling **\$97,500**.

Private Foundations

Private foundation grant funding totals nearly **\$4,983,726** 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 2023-24 ASB Fund is **\$1,133,103**.

ASB Fund	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Beginning Fund Balance	\$1,059,980	\$910,000	\$910,000	\$1,049,499
Total Revenues	135,411	713,061	1,090,199	1,086,130
Total Expenditures	240,907	885,608	1,367,605	1,133,103
Net Change in Fund Balance	(105,496)	(172,547)	(277,406)	(46,973)
Ending Fund Balance	\$954,484	\$737,453	\$632,594	\$1,002,526

ASB Fund	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Revenue				
General Student Body	\$76,620	\$375,390	\$662,499	\$430,360
Athletics	18,085	106,550	165,400	282,700
Classes	1,620	41,400	31,300	47,400
Clubs	4,014	149,321	183,675	271,705
Private Moneys	35,072	40,400	47,325	56,965
Total	\$135,411	\$713,061	\$1,090,199	\$1,089,130
Expenditures				
General Student Body	\$121,193	\$382,785	\$762,682	\$417,800
Athletics	62,099	222,500	271,600	283,550
Classes	4,748	53,328	31,600	56,400
Clubs	10,324	179,903	240,498	314,378
Private Moneys	42,542	47,092	61,225	60,975
Total	\$240,907	\$885,608	\$1,367,605	\$1,133,103
Revenue less Expenditures	(\$105,496)	(\$172,547)	(\$277,406)	(\$43,973)
Beginning Fund Balance				
Restricted to Fund Purposes	\$1,059,980	\$910,000	\$1,099,947	\$1,049,499
Total	\$1,059,980	\$910,000	\$1,099,947	\$1,049,499
Ending Fund Balance				
Restricted to Fund Purposes	\$954,484	\$737,453	\$822,541	\$1,002,526
Corrections or Restatements				
Total	\$954,484	\$737,453	\$822,541	\$1,002,526

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 **\$234,007,130** which includes planning for new buildings and critical upgrades at existing buildings.

Capital Projects Fund	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Beginning Fund Balance	\$68,267,891	\$9,440,230	\$47,000,000	\$280,473,644
Total Revenues	44,105,861	64,312,289	15,849,444	6,352,656
Other Financing Sources	0	0	0	0
Total Expenditures	75,248,573	29,330,000	19,281,000	234,007,130
Other Financing Uses-Transfers Out	(394,404)	16,232,963	12,292,058	9,874,361
Net Change in Fund Balance	(31,537,116)	18,749,326	(15,723,614)	(237,528,835)
Ending Fund Balance	\$37,519,583	\$28,189,556	\$31,276,386	\$42,944,809

Project Description	2023-24 Budget
Capital Non-Bond	\$799,781
Small Works Project Salaries	322,524
Central Warehouse Improvements	990,000
Capital Projects Legal Fees	70,000
Resource Conservation	235,600
PSSC 10-year improvement plan	1,757,263
Bond Salaries	1,485,400
Evergreen High School	103,057,559
Tyee High School	100,598,428
Pacific Middle School	9,571,426
Critical Needs	2,800,000
Maritime High School Contribution	2,400,000
Management Support	222,609
Safety, Security and Critical Improvements	3,596,540
Program Contingency	2,600,000
ESSER	3,500,000
Total Expenditures	\$234,007,130

Capital Projects Fund	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Revenue and Other Financing Sources				
Local Taxes		\$16,232,963	\$7,849,444	\$0
Local Nontax Support	\$9,563,820		\$0	\$0
State Special Purpose	22,007,988	21,000,000	1,200,000	1,852,656
Federal General Purpose	12,277,665	13,379,326	4,000,000	3,500,000
Other Financing Sources	256,388	13,700,000	2,800,000	1,000,000
Total	\$44,105,861	\$64,312,289	\$15,849,444	\$6,352,656
Expenditures				
Sites	\$4,580,474	\$7,930,000	\$1,448,000	\$13,186,362
Buildings	70,668,099	18,900,000	16,694,900	198,489,175
Equipment	0	2,500,000	988,100	21,243,083
Bond/Levy Issuance	0		150,000	852,910
Energy				\$235,600
Total	\$75,248,573	\$29,330,000	\$19,281,000	\$234,007,130
Other Financing Uses-Transfers Out	\$394,404	(\$16,232,963)	(\$12,292,058)	(\$9,874,361)
Revenue less Expenditures	(\$31,142,712)	\$18,749,326	(\$15,723,614)	(\$237,528,835)
Beginning Fund Balance				
Restricted from Bond Proceeds	\$66,384,439	\$9,440,230	\$0	\$228,116,500
Restricted from Levy Proceeds				\$11,500,000
Restricted from State Proceeds	0		9,500,000	
Restricted from Other Proceeds	0			
Assigned to Fund Purposes	1,883,451		37,500,000	40,857,144
Unassigned Fund Balance	0			
Total	\$68,267,891	\$9,440,230	\$47,000,000	\$280,473,644
Ending Fund Balance				
Restricted from Bond Proceeds	12,277,665			\$6,381,078
Restricted from Levy Proceeds				\$1,625,639
Restricted from Other Proceeds	8,314,480			

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 budget for the debt service fund is as follows:

Debt Service Fund	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Beginning Fund Balance	\$22,032,306	\$15,356,491	\$7,914,326	\$21,121,704
Total Revenues	46,846,649	42,324,817	43,432,863	62,710,707
Other Financing Sources	0	300,000	0	0
Total Expenditures	52,950,073	50,681,300	41,000,000	69,000,000
Net Change in Fund Balance	(6,103,424)	(8,056,483)	2,432,863	(6,289,293)
Ending Fund Balance	\$15,928,882	\$7,300,008	\$10,347,189	\$14,832,411

Debt Service Fund Summary Details

Debt Service Fund	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Revenue and Other Financing Sources				
Local Taxes	\$46,846,649	\$42,010,983	\$43,432,863	\$62,710,707
Local Nontax Support	0	13,834		
Other Financing Sources	0	300,000		
Total	\$46,846,649	\$42,324,817	\$43,432,863	\$62,710,707

Expenditures				
Matured Bond Expenditures	\$34,385,000	\$32,900,000	\$24,575,694	\$39,932,558
Interest on Bonds	18,565,073	17,471,300	15,914,306	29,057,442
Bond Transfer Fees	0	0	500,000	
Arbitrage Rebate	0	310,000	10,000	10,000
Total	\$52,950,073	\$50,681,300	\$41,000,000	\$69,000,000
Revenue less Expenditures	(\$6,103,424)	(\$8,356,483)	\$2,432,863	\$2,432,863

Beginning Fund Balance				
Restricted for Debt Service	\$22,032,306	\$15,356,491	\$7,914,326	\$21,121,704
Total	\$22,032,306	\$15,356,491	\$7,914,326	\$21,121,704

Ending Fund Balance				
Restricted for Debt Service	\$15,928,882	\$7,000,008	\$10,347,189	\$14,832,411
Assigned to Fund Purposes	0			
Total	\$15,928,882	\$7,000,008	\$10,347,189	\$14,832,411

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
2022-23	23,520,000	15,914,306	39,434,306
2023-24	29,730,000	14,876,325.00	44,606,325
2024-25	21,050,000	13,546,700	34,596,700
2025-26	34,965,000	12,205,050	47,170,050
2026-27	38,535,000	10,415,525	48,950,525
2027-2032	90,085,000	37,306,000	127,391,000
2032-2036	126,725,000	12,891,775	139,616,775
Total	\$364,610,000	\$117,155,681	\$481,765,681

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 **\$800,000** 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.

Transportation Vehicle Fund	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Beginning Fund Balance	\$1,420,013	\$1,490,000	\$1,487,787	\$3,100,000
Total Revenues	761,091	650,000	694,615	1,800,000
Total Expenditures	697,148	2,000,000	1,155,698	2,400,000
Net Change in Fund Balance	63,943	(1,350,000)	(461,083)	(600,000)
Ending Fund Balance	\$1,483,956	\$140,000	\$1,026,704	\$2,500,000

Transportation Vehicle Fund	2020-21 Actual	2021-22 Budget	2022-23 Budget	2023-24 Budget
Revenue and Other Financing Sources				
Sales of Goods, Supplies, and Services	\$15,960	\$0	\$0	\$0
Investment Earnings	8,103			
Transportation Reimbursement				
Depreciation	549,528	650,000	694,615	800,000
Sale of Equipment	0	0	0	0
Governmental Entities	187,500	0	0	1,000,000
Total	\$761,091	\$650,000	\$694,615	\$1,800,000

Expenditures				
Transportation Equipment	\$697,148	\$2,000,000	\$1,154,898	\$2,400,000
Interest	\$0	\$0	\$800	\$0
Total	\$697,148	\$2,000,000	\$1,155,698	\$2,400,000
Revenue less Expenditures	\$63,943	(\$1,350,000)	(\$461,083)	(\$600,000)

Beginning Fund Balance				
Restricted to Fund Purposes	\$1,420,013	\$1,490,000	\$1,487,787	\$3,100,000
Total	\$1,420,013	\$1,490,000	\$1,487,787	\$3,100,000

Ending Fund Balance				
Restricted to Fund Purposes	\$1,483,956	\$140,000	\$1,026,704	\$2,500,000
Total	\$1,483,956	\$140,000	\$1,026,704	\$2,500,000

Staff Summary

	Job Type*	2021-22 Budget	2022-23 Budget	2023-24 Budget
11	Superintendent	1.0	1.0	1.0
12	Deputy/Assistant Superintendent	8.0	8.0	9.0
13	Other District Administrator	23.0	24.0	28.0
21	Elementary Principal	19.0	19.0	18.0
22	Elementary Vice Principal	14.0	18.0	17.0
23	Secondary Principal	15.0	16.0	16.0
24	Secondary Vice Principal	15.0	16.0	16.0
25	Other School Administrator	1.0	0.0	0.0
31	Elementary Homeroom Teacher	360.0	346.0	347.0
32	Secondary Teacher	438.4	466.6	465.4
33	Other Teacher	174.1	173.9	178.2
34	Elementary Specialist Teacher	62.3	56.0	53.6
40	Other Support Personnel	146.0	136.2	137.6
41	Library Media Specialist	27.0	27.0	27.0
42	Counselor	57.1	59.5	67.0
43	Occupational Therapist	17.3	21.5	22.6
44	Social Worker	11.9	14.9	13.0
45	Speech Language Pathologist or Audiologist	41.5	41.5	44.0
46	Psychologist	23.4	23.4	23.9
47	Nurse	19.6	18.5	19.0
48	Physical Therapist	3.7	4.5	4.3
49	Behavior Analyst	0.0	0.0	0.0
51	Extracurricular	0.0	0.0	0.0
52	Substitute Teacher	13.0	12.0	10.0
61	Certificated on Leave	1.0	1.0	1.0
63	Contractor Teacher	0.0	0.0	0.0
64	Contractor ESA	0.0	0.0	0.0
90	Classified on Leave	0.0	0.0	0.0
91	Aide	318.6	335.4	335.2
92	Crafts/Trades	28.5	27.5	29.5
93	Laborer	13.0	12.0	13.0
94	Office/Clerical	128.3	128.6	129.6
95	Operator	66.1	47.1	48.1
96	Professional	91.7	106.8	108.1
97	Service Worker	166.1	174.9	176.9
98	Technical	44.0	48.6	44.7
99	Director/Supervisor	24.0	28.2	24.5
	Total	2,372.5	2,413.6	2,428.2

*As defined by state duty code

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 4th 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.

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 11th 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.