Superintendent's Community Advisory Council

February 3, 2021

How connected to peers do elementary students feel?

The elementary survey question was:
Since school started, do you have opportunities to connect with other kids?
The "percent favorable" is calculated as those reporting feeling
Yes, I have enough opportunities, or *I have some opportunities, but wish I had more*

Elementary survey question: ***Since school started, do you have opportunities to connect with other kids?***

Response	%	# Responses
Yes, I have enough opportunities.	44%	1732
I have some opportunities, but wish I had more.	44%	1739
No, I don't have enough opportunities.	13%	497
ES Average (grades 3-5)	**100%**	**3968**

Table 2: Elementary Connectedness to Peers by Subgroup (November 2020 Panorama Survey)

Group	No, I don't have enough opportunities	I have some opportunities, but wish I had more	Yes, I have enough opportunities	Combined % reporting "some" and "enough" opportunities	# Responses
Overall	**12%**	**44%**	**44%**	88%	3895
Black	9%	34%	57%	91%	106
Asian	11%	47%	43%	90%	1818
Hispanic	15%	42%	44%	86%	494
Multi Ethnic	15%	40%	45%	85%	369
White	14%	42%	44%	86%	1101
Low Income†	14%	41%	45%	86%	478
English Learners	16%	41%	43%	84%	524
Students w/ Disabilities	21%	40%	40%	80%	268
McKinney-Vento	10%	51%	38%	89%	39
Female	11%	45%	43%	88%	1908
Male	13%	42%	44%	86%	1986
Advanced Learning	8%	48%	43%	91%	952
Traditional	14%	42%	44%	86%	2943
Grade 3	14%	43%	43%	86%	1209
Grade 4	13%	45%	42%	87%	1360
Grade 5	11%	43%	46%	89%	1326

†Eligible for free or reduced-price meals.

How connected to peers do secondary students feel?

The secondary survey question was: *How connected do you feel to other students at your school?*

The "percent favorable" is calculated as those reporting feeling *Extremely*, *Quite* or *Somewhat* connected.

Table 4: Secondary Connectedness to Peers Distribution, Fall 2020

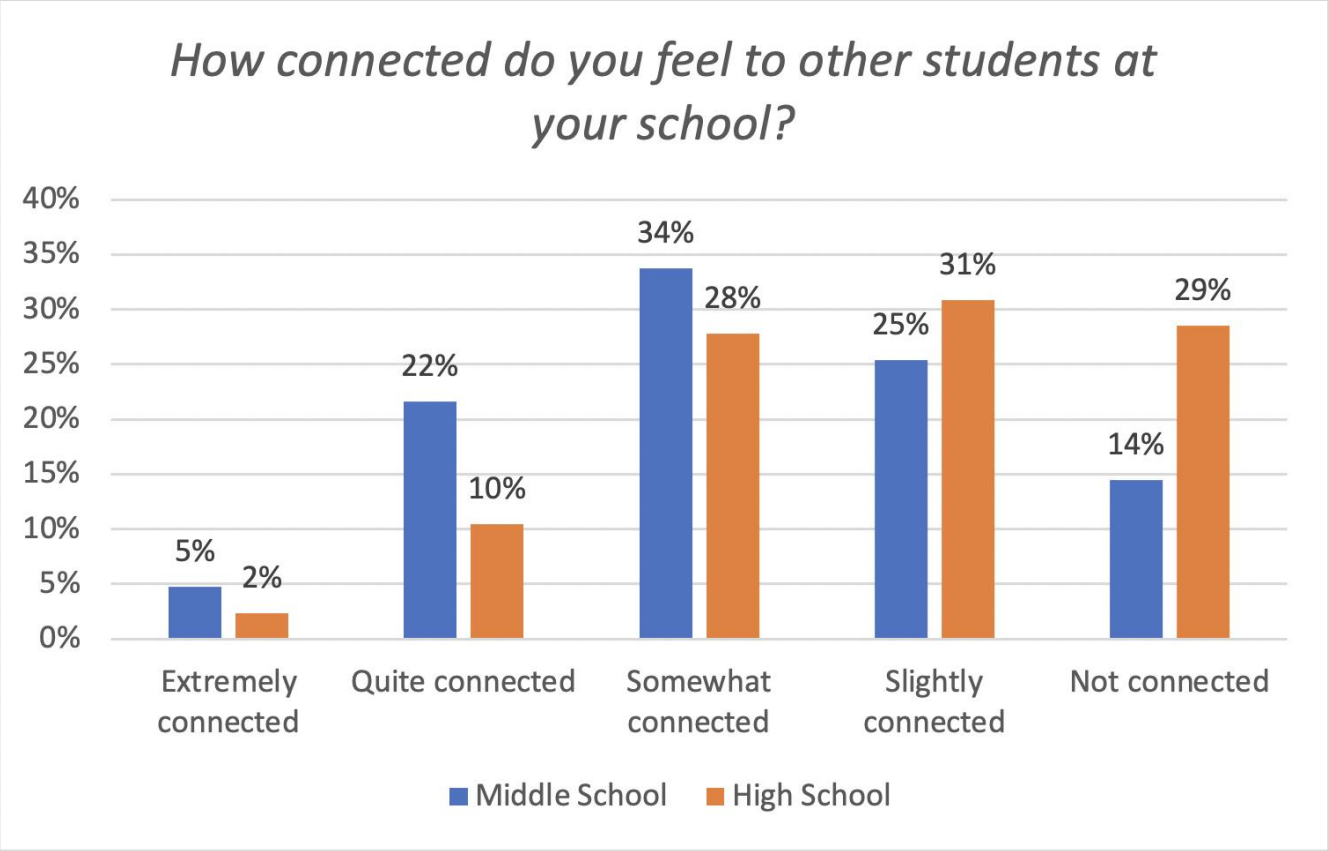


Table 6: Connectedness to peers by subgroup, grades 6-12 (November 2020)

	Grades 6-8		Grades 9-12	
Group	% Favorable*	# Responses	% Favorable*	# Responses
Grand Total	60%	3460	39%	4095
Asian	64%	1638	44%	1830
Black	54%	76	38%	93
Hispanic	64%	337	39%	401
Multi Ethnic	55%	335	34%	387
Pacific Islander	50%	10	30%	10
White	54%	1058	35%	1368
Eligible for Free/Reduced meals	63%	345	39%	350
English Learners	68%	188	56%	185
Students with Disabilities	61%	204	42%	214
Students experiencing homelessness	73%	22	47%	15
Advanced Learning	61%	681	44%	525
Traditional	59%	2779	39%	3570
Female	57%	1758	36%	2137
Male	62%	1701	43%	1955
Grade 6	67%	1233		
Grade 7	60%	1071		
Grade 8	52%	1156		
Grade 9			45%	1233
Grade 10			39%	1133
Grade 11			39%	967
Grade 12			33%	762

*% Favorable is defined as students reporting feeling Extremely, Quite, or Somewhat connected to other students at the school.

Back to Building

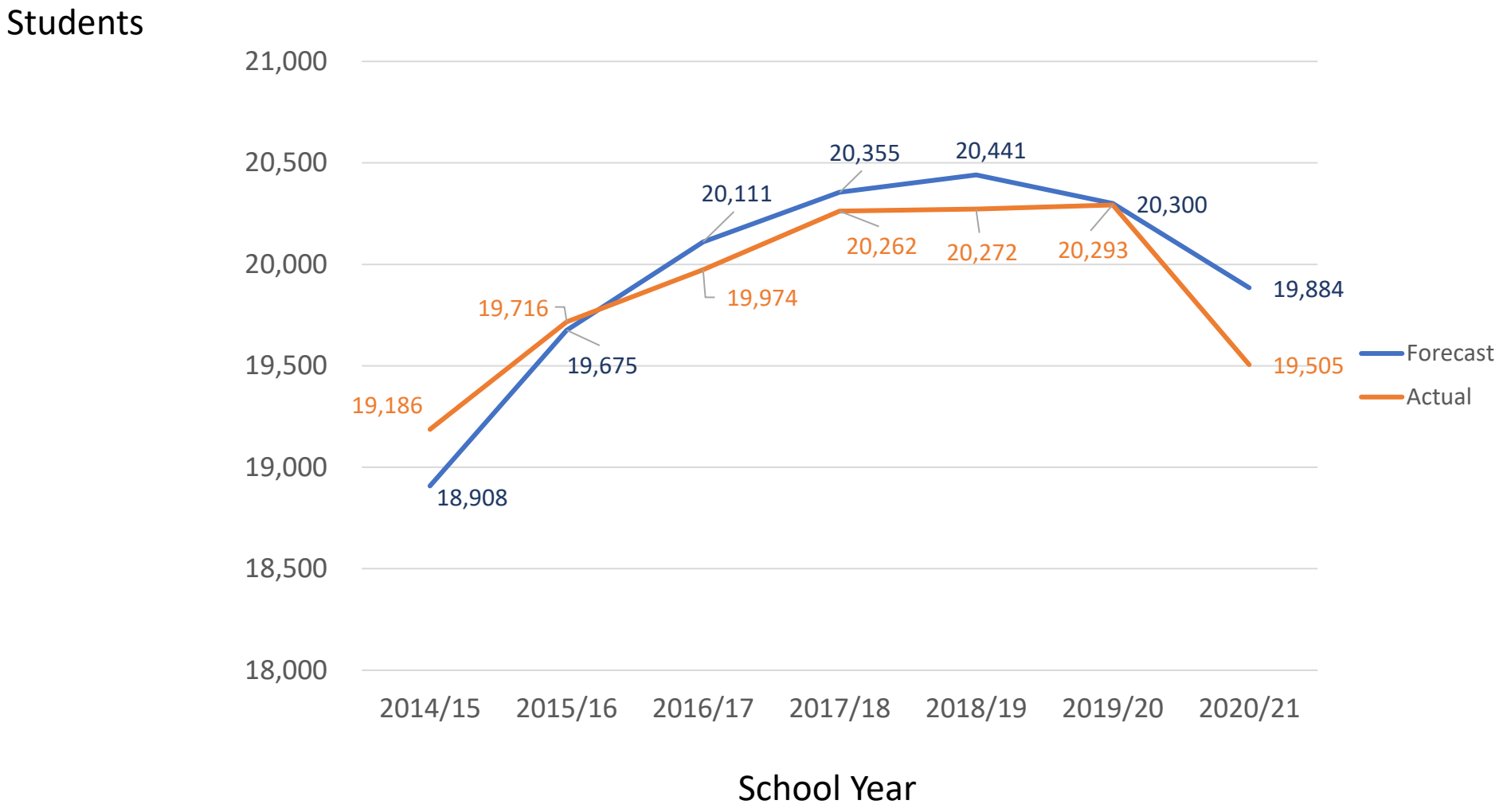
- Planning teams:
  - Grades K-2 full-time return to in-person
  - Grades 3-5 hybrid planning
  - Grades 6-12 remote and hybrid planning
- Continuing
  - In-person services at all levels

Back to Building: K-2 In-Person and Virtual

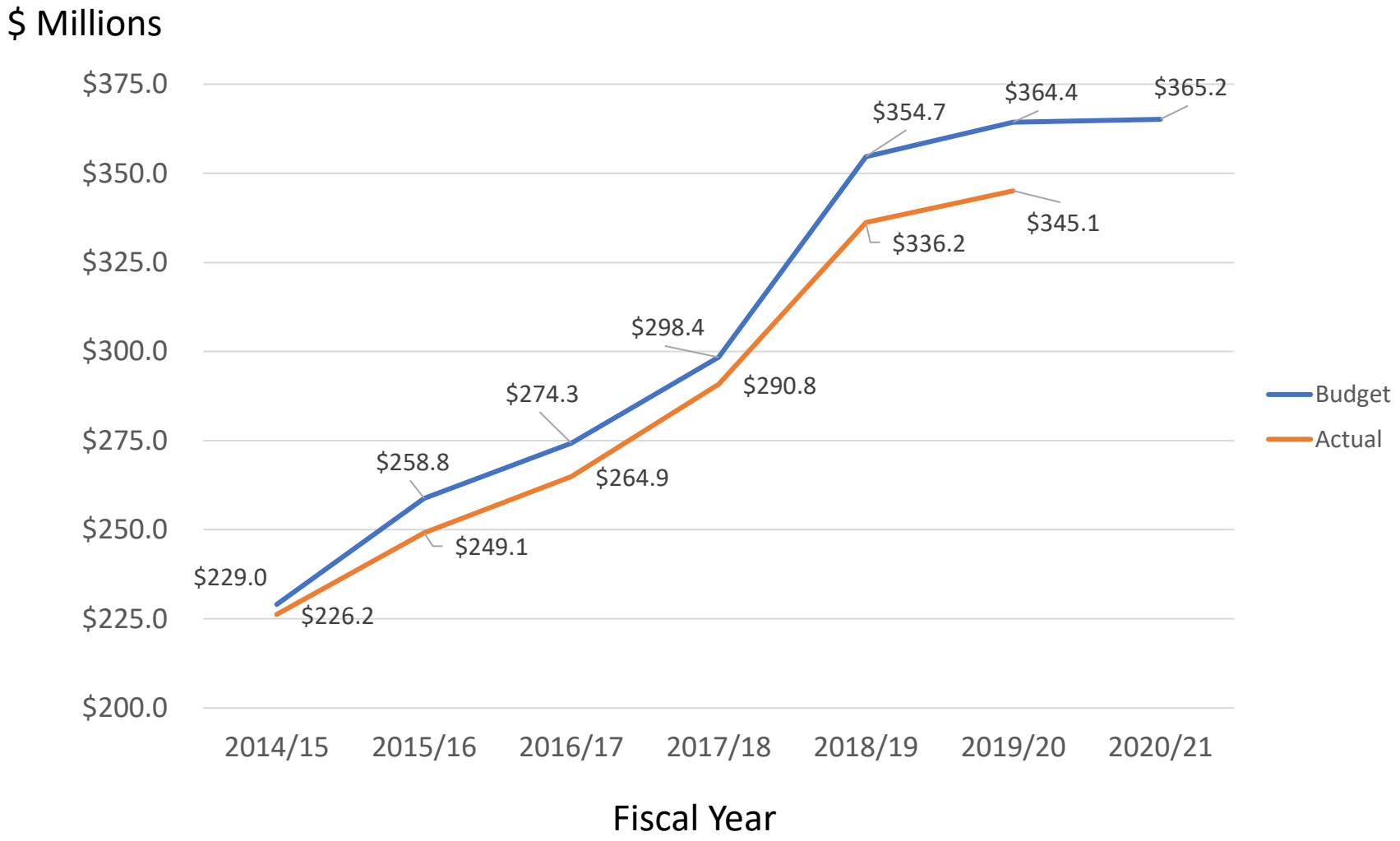
	Total	Asian		Black		Latino		Two or More		White	
Total Enrollment Students Grades K-2	3841	1842	48%	135	4%	470	12%	365	10%	1016	26%
# requests to move from Hybrid to Virtual	296	160	54%	14	5%	38	13%	29	10%	55	19%
# requests to move from Virtual to Hybrid	104	61	59%	7	7%	15	14%	5	5%	15	14%
# requests fullfilled	400	221	55%	21	5%	53	13%	34	9%	70	18%
Total enrollment (after changes) in Hybrid	2549	985	39%	94	4%	357	14%	264	10%	839	33%
Total enrollment (after changes) in Virtual	1292	857	66%	41	3%	113	9%	101	8%	177	14%
Percentage of subgroup in Hybrid	66%		53%		70%		76%		72%		83%
Percentage of subgroup in Virtual	34%		47%		30%		24%		28%		17%

	ELL		Special Education		Low Income		Advanced Learning		Dual Language	
Total Enrollment Students Grades K-2	1363	35%	283	7%	610	16%	278	7%	665	17%
# requests to move from Hybrid to Virtual	133	45%	13	4%	57	19%	13	4%	42	14%
# requests to move from Virtual to Hybrid	42	40%	6	6%	24	23%	4	4%	28	27%
# requests fullfilled	175	44%	19	5%	81	20%	17	4%	70	18%
Total enrollment (after changes) in Hybrid	869	34%	224	9%	473	19%	151	6%	493	19%
Total enrollment (after changes) in Virtual	494	38%	59	5%	137	11%	127	10%	172	13%
Percentage of subgroup in Hybrid		64%		79%		78%		54%		74%
Percentage of subgroup in Virtual		36%		21%		22%		46%		26%

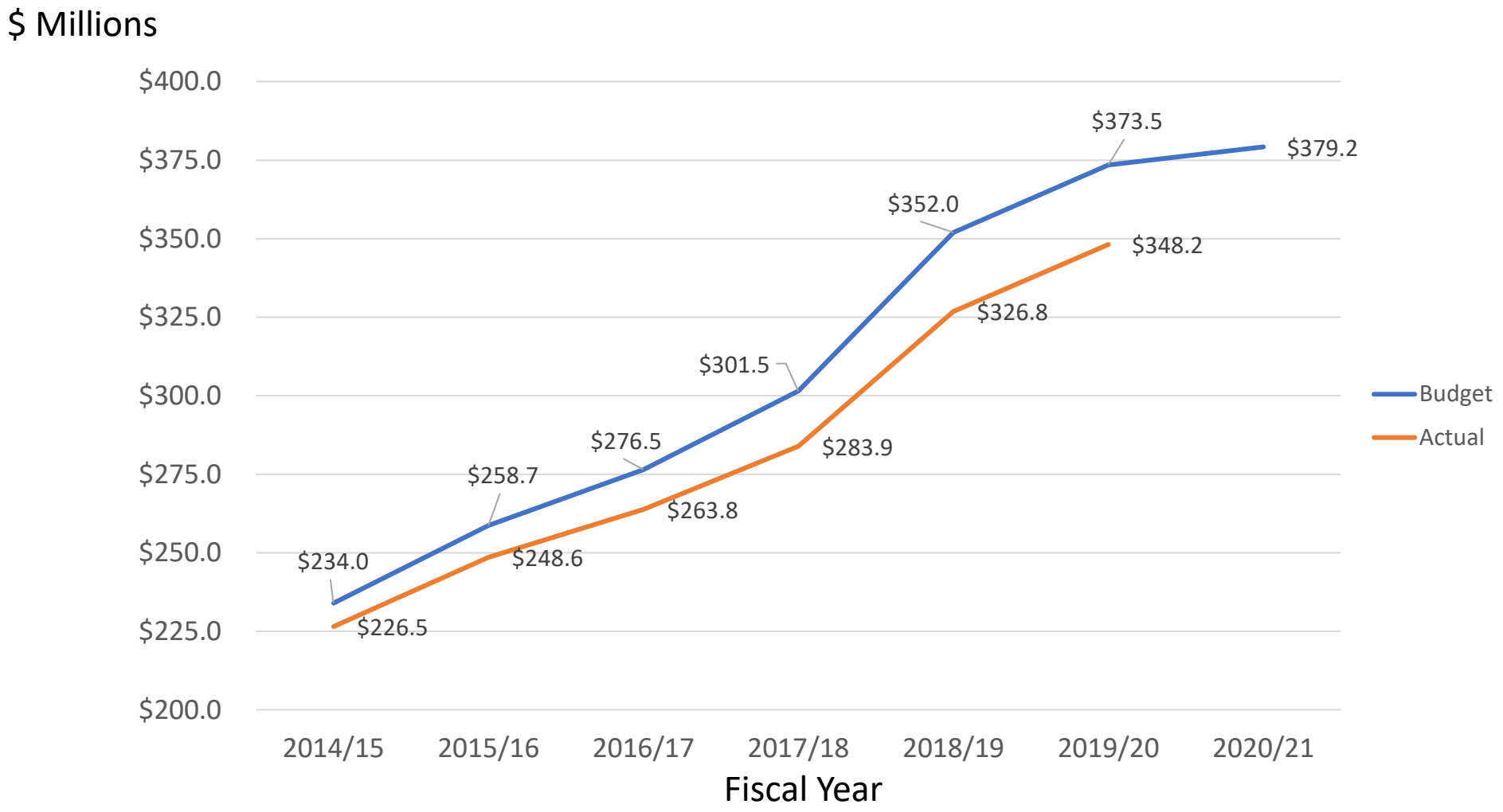
Historical Perspective - Enrollment



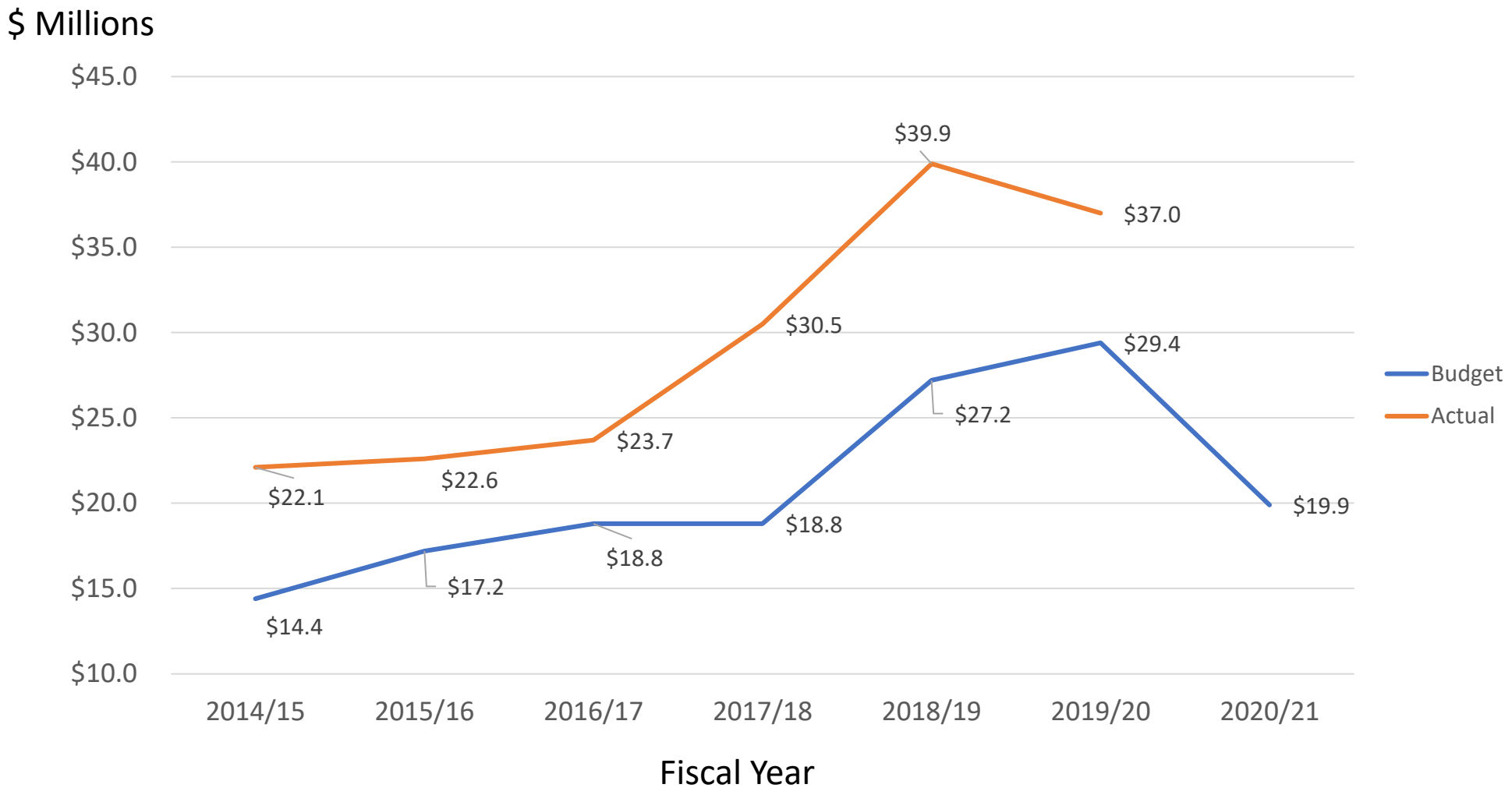
Historical Perspective - Revenue



Historical Perspective - Expenditures



Historical Perspective - Reserves



Changing Financial Position

$000's

	Budget	Actual to Date	Difference
Reserve at start of 2020/2021	$33,947	$36,974	$3,027
Reduction in Reserve during 2020/2021	($14,023)	($14,023)	
Reduction in overstaffing		$4,050	$4,050
December 2020 Cares Funding*		$6,000	$6,000
Loss of Title I Funding		($1,200)	($1,200)
Net Operating loss from Childcare		($1,300)	($1,300)
Loss of Transportation Revenue*		($1,600)	($1,600)
Net Change in Financial Position			**$8,227**
Budget Reduction Estimate 2021/2022	**($13,000)**		**($4,773)**
Budget Reduction Estimate 2022/2023	**($13,000)**		**($13,000)**

*OSPI issued a recommendation last week supplementing the CARES Funding that would result in $21 M, needs to be passed by the legislature

Respond → **Revive** → Reimagine

Potential Investment Portfolio I for Revival

	Item	Annual Cost	Impact
Family Resource and Support	Family Resource Support at Schools – 6 schools	$300,000	Strong theoretical impact, no empirical evidence
	Multi-Language Learner and Special Ed outreach and early parenthood education	$560,000	4 Add'l Staff members for a total of 6. Facilitating building stronger relationships between schools and families. Medium impact – strongest impact is relationship between teacher and family.
Social Emotional Well Being	Increase mental health staffing and support	$1,000,000	Obtain greater access for students to mental health supports via outsourcing. Could be hard to find.
	Provide cognitive behavior therapy training for counselors and teachers	$100,000	Training with some school visits to supplement. Cognitive Behavior Therapy can be high impact but will be reduced with staff turnover.
Academic Support	Provide Tutoring to students to accelerate learning – focus on students below standard. Goal is to close learning gaps.	$1,440,000	Provide tutoring to students below standard to close the gap. Use 4 students to 1 tutor model for 2,000 over the full year. Note: student may participate for only a portion of the year creating opportunities for others.
	Provide enrichment opportunities at Title I schools during breaks (Drama, Choir, Chess, Art, Robotics, etc.)	$280,000	High impact on students if quality enrichment is provided. Would be during school breaks – Winter Break, Mid-winter Break and Spring Break. Not during summer.
	Advisory for all secondary	$200,000	Cost is for curriculum developer and deployment. Little empirical evidence re: impact of advisory. Heavily dependent on implementation.
		$3,880,000	

Respond → **Revive** → Reimagine

Potential Investment Portfolio II for Revival

	Item	Annual Cost	Impact
Family Resource and Support	Expand Health Centers in two additional schools	$0	No on-going annual cost. Start up cost of creating the facility. Positive impact on mental and physical health. Link to education outcomes is limited and mixed.
	Multi-Language Learner and Special Ed outreach and early parenthood education	$560,000	4 Add'l Staff members for a total of 6. Facilitating building stronger relationships between schools and families. Medium impact – strongest impact is relationship between teacher and family.
Social Emotional Well Being	Expand Medical Health Assistance Teams at high schools beyond 10th grade	$1,400,000	10 additional staff members (2 per high school and 1 for each 6-12 school). Impact on student mental health is at schools where implemented. 80% of students with a clinical diagnosis improve to the normal range after 12 weeks of mental health interventions.
	Restructure school day to increase social interaction activities	$200,000	Could include advisory as well. Cost is for curriculum developer and deployment. Little empirical evidence re: impact of advisory. Heavily dependent on implementation.
Academic Support	Provide Tutoring to students to accelerate learning – focus on students below standard. Goal is to close learning gaps.	$1,440,000	Provide tutoring to students below standard to close the gap. Use 4 students to 1 tutor model for 2,000 over the full year. Note: student may participate for only a portion of the year creating opportunities for others.
	Restructure summer school	$500,000	Math jump start for secondary, restructure elementary
	Provide enrichment opportunities at Title I schools during breaks (Drama, Choir, Chess, Art, Robotics, etc.)	$280,000	High impact on students if quality enrichment is provided. Would be during school breaks – Winter Break, Mid-winter Break and Spring Break. Not during summer.
		$4,380,000	

Respond → **Revive** → Reimagine

Potential Investment Portfolio III for Revival

	Item	Annual Cost	Impact
Family Resources	Multi-Language Learner and Special Ed outreach and early parenthood education	$560,000	4 Add'l Staff members for a total of 6. Facilitating building stronger relationships between schools and families. Medium impact – strongest impact is relationship between teacher and family.
Social Emotional Well Being	Expand Mental Health Assistance Team at secondary level beyond 10th grade	$2,100,000	15 additional staff members (2 per high school, 1 per middle school). Impact on student mental health is at schools where implemented. 80% of students with a clinical diagnosis improve to the normal range after 12 weeks of mental health interventions.
	Provide cognitive behavior therapy training for counselors and teachers	$100,000	Training with some school visits to supplement. Cognitive Behavior Therapy can be high impact but will be reduced with staff turnover.
Academic Support	Provide enrichment opportunities at Title I schools during breaks (Drama, Choir, Chess, Art, Robotics, etc.)	$280,000	High impact on students if quality enrichment is provided. Would be during school breaks – Winter Break, Mid-winter Break and Spring Break. Not during summer.
	Hire interventionists to work with students using a tutoring model – full-time at schools with the greatest gaps, part-time at other schools on an as needed basis.	$2,240,000	High impact if tutoring model is used. Full-time interventionists at Lake Hills, Ardmore, Sherwood Forest, Stevenson, Odle, Highland, Interlake and Sammamish for total of 8 staff members. 8 additional staff to work amongst all other schools. $140,000 per staff member.
		$5,280,000	