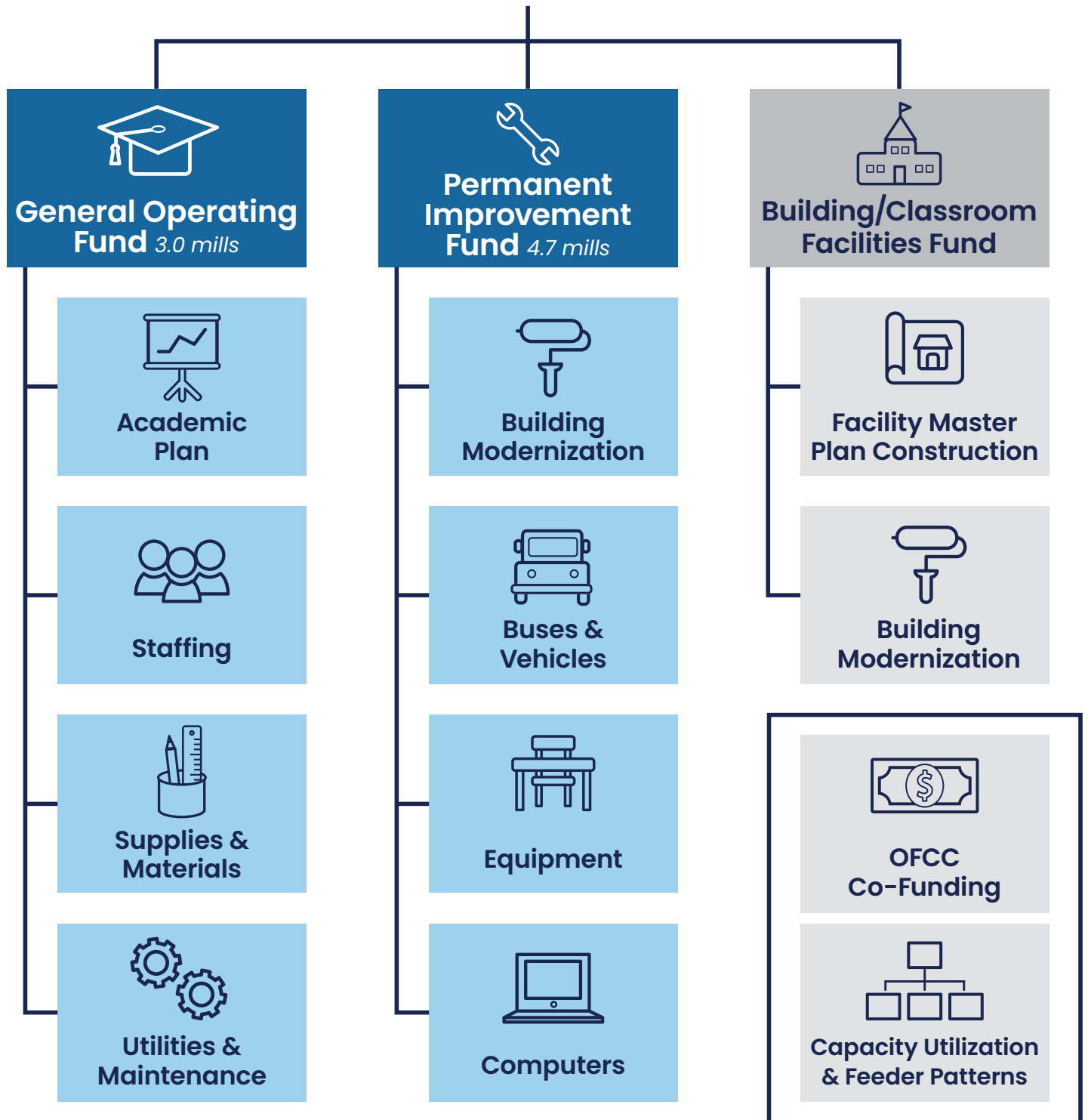


NEW LEVY INVESTMENTS

Budget Buckets



THE MISSION OF COLUMBUS CITY SCHOOLS:

Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.

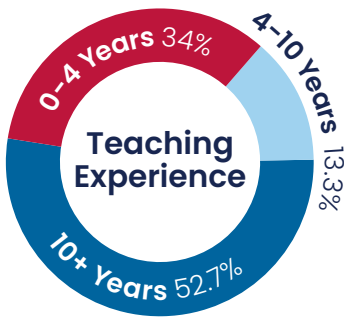


CCS Is Ohio's LARGEST School District

45,327 Students In **113** Schools

Employing **Over 9,000** Teachers And Staff

Our People



67%

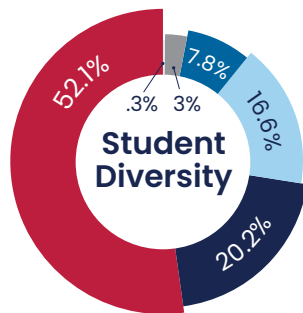
Teachers Hold
A Master's Degree

22:1

Student To
Teacher Ratio

120

Countries Represented
By Our Student Population



- American Indian or Alaskan Native (133 students)
- Asian or Pacific Islander (1,366 students)
- Black, Non-Hispanic (23,617 students)
- Hispanic (7,547 students)
- Multiracial (3,526 students)
- White, Non-Hispanic (9,139 students)

Columbus
Alternative
High School
(22)

Centennial
High School
(202)

Fort Hayes
Arts and
Academics
High School
(378)

Whetstone
High School
(456)

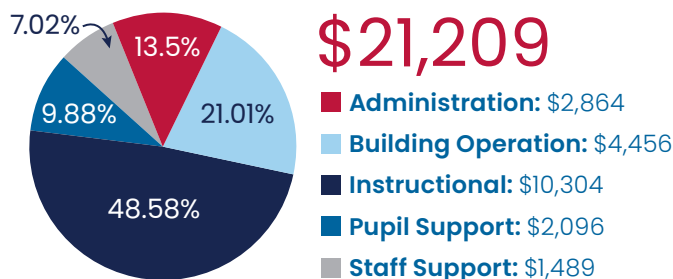
Columbus
International
High School
(467)

Five District High Schools Ranked In The **Top 500** In Ohio

Financials

Our Seven-Member Board Of Education Oversees A **\$1.8 Billion** Budget

Spending Per Pupil:



\$21,209

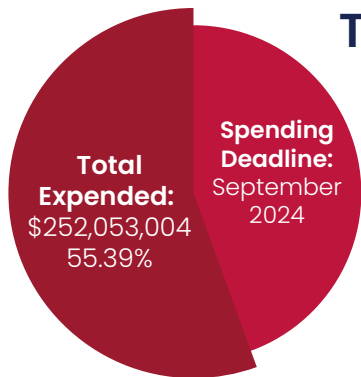
MAY 2023 5-YR FORECAST

Cash Balance Deficit Of
\$67 Million
Projected By FY27

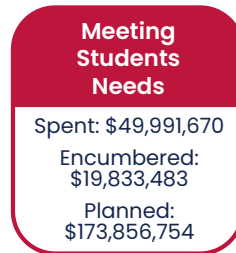
Projected To Increase To
Over \$1.2 Billion
By End Of FY32

WHAT IS ESSER? (Elementary and Secondary School Emergency Relief)

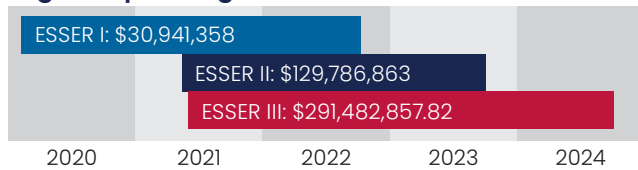
Federal emergency funding designed to help address educational issues arising from the pandemic by providing schools with resources to prevent, prepare for, and respond to the COVID-19 crisis. ESSER funding ends September 2024.



Total Allocation:
\$455,021,458



Eligible Spending Periods:



CCS ESSER Priorities



Learning Recovery & Supports For Schools: 50%

FOR EXAMPLE:

- Social-Emotional Learning & Support
- Curriculum & Accelerated Learning
- Family Ambassadors

Infrastructure Improvements & Operations: 20%

FOR EXAMPLE:

- Ventilation Upgrades
- Auditorium Upgrades
- Additional Custodians

Technology: 10%

FOR EXAMPLE:

- Laptops, Chromebooks, and Computing Devices
- Hot Spots and Broadband Access

Development & Professional Learning: 20%

FOR EXAMPLE:

- Learning Technology
- Staff Development & Talent Pipelines
- LETRS Fundamentals of Literacy

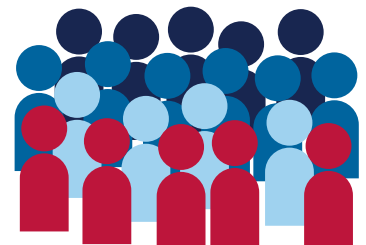


ESSER Funded Staff Positions

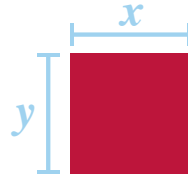
CCS ESSER SITE:



- ☐ School Counselors & ESL Teachers
- ☐ Safety and Security Specialists
- ☐ Custodians
- ☐ Instructional Coaches
- ☐ Teachers to Reduce Class Size
- ☐ Specialized Instruction Staff for Students with IEPs



45 Average
Age Of Our
YEARS Buildings



8.3 Million
Square Feet Of Facilities Space

1895 Oldest Building Built

Newest Facility Completed **2017**

54 Buildings Exceed 50 Years In Age, 9 Exceed 80 Years In Age

Operation: Fix It

Funded by voter approval in 2016, Issue 57 financed a five-year, \$125 million initiative addressing DEFERRED MAINTENANCE NEEDS across the District



+\$48.1 Million

In ESSER-Funded HVAC Improvements
STILL IN PROGRESS
on target to be finished by August 2024

A Lot of Work Still To Do

**BUILDING AND
SUSTAINING
21st-CENTURY
LEARNING
ENVIRONMENTS**

- Classroom Renovations
- Auditorium/Window Upgrades
- Ongoing Roofing Replacements
- Playground Replacements
- Athletic Field Upgrades
- Exterior Site Improvements



66
Legacy Buildings

STUDENTS LEADING THE WAY



COLUMBUS
CITY SCHOOLS

Board of Education Goals and Guardrails

Goals



Strengthen Reading Proficiency

The percentage of third-grade students proficient in Reading on the Ohio State Test (OST) will increase from 43% (or a decline in the benchmark due to COVID) in School Year 2018-2019 to 55% by June of 2026.



Close Opportunity Gaps

The percentage of 4-year graduation cohort students who complete state and district graduation requirements will increase from 81.4% in August 2020 (or a decline in the benchmark due to COVID) to 86% in August 2026.



Develop Portrait-Ready Graduates

The percentage of the Class of 2028 who earn the Portrait of a Graduate Seal will increase from 0% in June 2022 to 25% by June 2028.

Guardrails

Guardrails are operational actions, typically strategic not tactical, which the superintendent may not use or allow in pursuit of the district's goals. Guardrails are based on the community's values, aligned with the district's educational vision and goals, and are non-negotiable.

Support Intervention Systems

The superintendent will not allow Multi-Tiered Systems of Support (MTSS) to be under-resourced.

Align Resources Equitably

The superintendent will not allow any region to be without strong learning communities.

Prioritize A Whole Child Focus

The superintendent will not allow the district to ignore a whole child approach.

Ensure A Culturally-Responsive Staff

The superintendent will not allow cultural non-responsivity to impact student experience or staff effectiveness.



Columbus City Schools Board of Education

Jennifer Adair, President • Christina Vera, Vice President

Carol Beckerle • Eric S. Brown • Michael Cole • Dr. Tina D. Pierce • Ramona R. Reyes



STUDENTS LEADING THE WAY

• PORTRAIT OF A GRADUATE •



ADAPTABILITY

Our students will be agile in thoughts and actions, responding productively to positive and negative feedback while balancing diverse views to reach workable solutions.



COMMUNICATION

Our students will effectively express thoughts and ideas using oral, written, and nonverbal skills while being active listeners able to decipher meaning and intention.



CREATIVITY

Our students will be imaginative and explore original ideas and innovative solutions by transcending traditional thoughts, patterns, and relationships.



CRITICAL THINKING

Our students will analyze and apply evidence-based reasoning to understand “big picture” challenges and how solutions affect other parts of a system.



GLOBAL EMPATHY

Our students will value and engage diverse cultures and unique perspectives through mutual respect and open dialogue while taking action to make the world more equitable and inclusive.




TECHNOLOGY

Our students will leverage traditional and emerging technology to consume, create, communicate, and connect while practicing responsible citizenship in an increasingly digital world.

THE POWER OF ONE

STUDENTS LEADING THE WAY

 Greatness doesn't just happen. It is created one step at a time. A skyscraper starts with one plan. A masterpiece starts with one simple brushstroke. And a student fully prepared to lead and serve begins with one community pulling together for the benefit of all. One teacher can inspire. One caring adult can support. One idea can change everything. And when we come together as one with students leading the way, we can accomplish the incredible.

MISSION

Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.

VISION

A world-class model of public education that prepares all students to be Portrait-ready graduates and reach their full potential.

PORTRAIT OF A GRADUATE

Our North Star -- the hopes, dreams, and aspirations we have for all students.



STRATEGIC PRIORITIES

Through a year-long community engagement process, Columbus City Schools identified four strategic priorities that will guide the organization over the next five years. These priorities are aligned with specific goals adopted by the Board of Education and support the district's mission, vision, and Portrait of a Graduate.

As part of the Strategic Plan work, Columbus City Schools will also identify strategic objectives within its business and operations teams to provide a foundation of support that enables the organization to produce its targeted student outcomes.

Priority
1

WHOLE-CHILD FOCUSED

Columbus City Schools will design and implement curriculum with a holistic approach, so that students find their education more relevant, rewarding, and rigorous.

Priority
2

EQUITABLE OPPORTUNITIES FOR ALL

Columbus City Schools will ensure equitable outcomes for all students and employees, in order to create communities that promote excellence, personal and professional growth, and a culture of belonging.

Priority
3

STRONG LEARNING COMMUNITIES IN EVERY REGION

Columbus City Schools will strengthen a high-quality, interdependent set of learning communities so that within and among these centers of growth are reliable sources of support, identity, and hope.

Priority
4

AUTHENTIC ENGAGEMENT

Columbus City Schools will actively engage all stakeholders to ensure that every experience with the district engenders mutual trust, develops quality relationships, and strengthens collective support for the benefit of our students.

→ Learn more at ccsoh.us/PowerOfOne

REGION 1

Area Superintendent:

Scott Nelson, 380-997-1637

Executive Secretary:

Theonita Steward

Regional Family Engagement Coordinator:

Odalíz Freytes, 380-997-6075

- Avondale ES
- Binns ES
- Briggs HS
- Burroughs ES
- Eakin ES
- Georgian Heights ES
- Highland ES
- Hilltonia MS
- Lindbergh ES
- Starling PreK-8
- Sullivant ES
- Valleyview ES
- Wedgewood MS
- West HS
- West Broad ES
- Westgate ES
- West Mound ES
- Westmoor MS

REGION 2

Area Superintendent:

Stephanie Patton, 380-997-3282

Executive Secretary:

Theonita Steward

Regional Family Engagement Coordinator:

Kayrisha Taylor, 380-997-3324

- Beatty Park ES
- Broadleigh ES
- Cols. City Prep. School for Boys
- Cols. City Prep. School for Girls
- Cols. Scioto 6-12
- Easthaven ES
- Fairmoor ES
- Independence HS
- Johnson Park MS
- Leawood ES
- Liberty ES
- Oakmont ES
- Olde Orchard ES
- Scottwood ES
- Shady Lane ES
- Sherwood MS
- Walnut Ridge HS
- Woodcrest ES
- Yorktown MS

REGION 3

Area Superintendent:

Dr. Sandy D. Womack, Jr., 380-997-1638

Executive Secretary:

Dionne Hannah

Regional Family Engagement Coordinator:

Marquita Curry, 380-997-5501

- Buckeye MS
- Cedarwood Alternative ES
- Champion MS
- East HS
- East Columbus ES
- Eastgate ES
- Fairwood ES
- Lincoln Park ES
- Livingston ES
- Marion-Franklin HS
- Moler ES
- Ohio Avenue ES
- Parsons ES
- Siebert ES
- South HS 7-12
- Southwood ES
- Stewart Alternative ES
- Trevitt ES
- Watkins ES

REGION 4

Area Superintendent:

Dr. Keith Harris, 614-365-5786

Executive Secretary:

Dionne Hannah

Regional Family Engagement Coordinator:

Amanda Hughes, 380-997-0684

- Centennial HS
- Clinton ES
- Colerain ES
- Cols. Global Academy 9-10
- Cols. International HS
- Cols. Spanish Immersion Academy
- Como ES
- Cranbrook ES
- Dominion MS
- Ecole Kenwood French Immersion
- Gables ES
- Hubbard ES
- Indianola Informal K-8
- Indian Springs ES
- Ridgeview MS
- Salem ES
- Weinland Park ES
- Whetstone HS
- Winterset ES
- World Language MS

REGION 5

Area Superintendent:

Diane Agnes, 380-997-1639

Executive Secretary:

Nichelle Elder

Regional Family Engagement Coordinator:

LaKisha Meadows, 614-365-6238

- Alpine ES
- Avalon ES
- Beechcroft HS
- Cassady ES
- Cols. Online Academy
- Devonshire ES
- East Linden ES
- Forest Park ES
- Huy ES
- Innis ES
- Maize ES
- Medina MS
- Mifflin HS
- Mifflin MS
- North Linden ES
- Northgate Intermediate
- Northland HS
- Northtowne ES
- Parkmoor ES
- Valley Forge ES
- Woodward Park MS

REGION 6

Area Superintendent:

Dr. Luther E. Johnson Jr., 380-997-1634

Executive Secretary:

Nichelle Elder

Regional Family Engagement Coordinator:

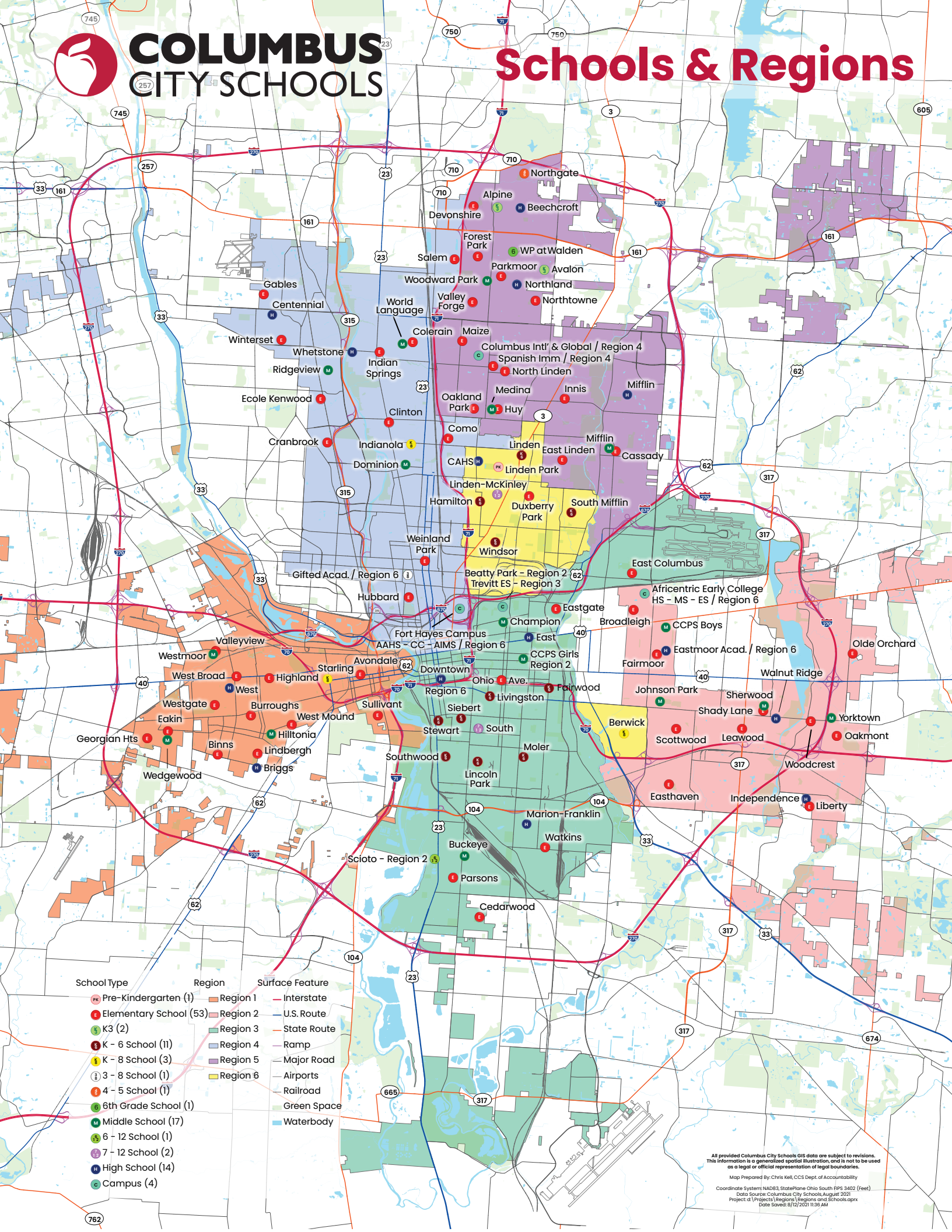
Clyde Johnson III, 380-997-3085

- Arts Impact MS
- Berwick Alternative PreK-8
- Cols. Africentric Early College PreK-12
- Cols. Alternative HS (CAHS)
- Cols. Downtown HS
- Cols. Gifted Academy 3-8
- Duxberry Park Arts Impact ES
- Eastmoor Academy
- Fort Hayes Arts and Academics HS
- Fort Hayes Career Center
- Hamilton STEM Academy
- Linden-McKinley STEM Academy 7-12
- Linden Park Early Childhood Ed. Cntr.
- Linden STEM Academy
- Oakland Park ES
- South Mifflin STEM Academy
- Windsor STEM Academy



COLUMBUS CITY SCHOOLS

Schools & Regions





Book	Board Policies
Section	7000 Property
Title	FACILITIES PLANNING
Code	po7100
Status	Active
Adopted	June 30, 2015

7100 - **FACILITIES PLANNING**

The Board of Education is committed to ensuring that Learning Environments are student – centered, efficient and stable and also recognizes that planning must be grounded on accurate data. In order to assure that future District construction supports the educational program and responds to community needs, the Board will prepare a Facilities Master Plan and will revise that plan periodically thereafter. The plan shall include a thorough description and analysis of local and regional demographic factors which influence general population growth and public school enrollments.

In order to apprise the Board of the continuing relevance of the Board's Facilities Master Plan, the Superintendent shall monitor District enrollment and building usage, capacity, and conditions. A plan for building usage shall be developed and updated by the superintendent at least every three years. A report to the Board including such matters as usage and capacity, state of repair, enrollment over the last three year period and future enrollment trends shall be included in the report.

In planning for the enlargement or modification of its facilities, the Board shall consider not only the number of children whose educational needs must be met, but also the physical requirements of the program it deems best suited to meet those needs. The District shall provide suitable accommodations to carry out the educational program of the school including provision for the disabled, pursuant to law and regulation.

Effective 7/1/15

Cross References [po5120 - ASSIGNMENT WITHIN DISTRICT](#)



Book	Board Policies
Section	7000 Property
Title	CLOSING OF SCHOOL BUILDINGS
Code	po7105
Status	Active
Adopted	June 30, 2015

7105 - **CLOSING OF SCHOOL BUILDINGS**

In determining which school or schools shall be closed, a task force comprised of internal and external participants shall be created by the Superintendent and approved by the Board of Education. This task force shall consider appropriate factors for closing a school building, including, but not limited to, the following:

- A. educational program (i.e., efficacy of educational program at a building, accommodation of the planned educational program in the schools remaining open)
- B. capacity (i.e., space for the efficient, effective and educationally sound organization of the total enrollment)
- C. safety and access (e.g., student safety and ease of access to the building; distance, time and cost of transporting students)
- D. relocation (i.e., number of students whose school assignment will be changed, capacity and projected enrollment at receiving school)
- E. burden (i.e., equitable sharing by students throughout the district of the effects of school closings)
- F. diversity (i.e., impact on socioeconomic status and race and ethnicity in the schools)
- G. accessibility for the handicapped (i.e., present or potential capability of the building to accommodate handicapped persons)
- H. age and condition (e.g., operation and maintenance costs, transportation costs, cost of closing facility, energy consumption and costs, cost to renovate)
- I. future use (e.g., marketability, conversion to another use, sale, or use as an alternative school)
- J. circumstances (i.e., unique situations within the school or district, impact of closing on neighborhood or community)
- K. student enrollment trends (i.e., projected assigned population and anticipated residential growth or decline)
- L. space to accommodate choice of community schools and open enrollment. Space to accommodate community/school collaborations and other district initiatives
- M. location and site characteristics
- N. ability to maintain feeder patterns from elementary school to middle school to high school to assure K-12 continuity
- O. other variables

Since conditions may not permit giving equal weight to all factors, decisions shall be based on overall balance and objectivity.

The report to the Board on the closing of specific schools shall include the factors used in the selection process. A statement of rationale for each school affected by the closing of a specific school shall be included in the report and made available to parents and the community.

Effective 7/1/15