



***A citizens' guide to the 2020-21
Everett Public Schools budget***

Where we begin Building our budget starts with...

Our Mission

Inspire, educate, and prepare each student to achieve to high standards, contribute to our community, and thrive in a global society.



Our students will lead and shape the future.

They will be well-rounded, healthy, and flexible thinkers with a global perspective who can access resources and collaborate. They will demonstrate empathy, pride, and advocacy for self, school, and community while respecting the diversity and worth of others. They will acquire the knowledge, attitudes, and skills to adapt to the emerging needs of a changing world.

Our Vision

A word to the public Message from the superintendent

District Address

3900 Broadway
Everett, WA 98201

Board of Directors

[Caroline Mason](#)
President

[Pam LeSesne](#)
Vice President

[Traci Mitchell](#)
Legislative Representative

[April Berg](#)
Parliamentarian

[Andrew Nicholls](#)
Director

Department of Finance and Business Services

[Jeff Moore](#)
Chief Financial Officer
425-385-4150

[Ruth Floyd](#)
Budget Director
425-385-4150

Thank you for being great partners in education for our community and our students. One commitment we have is to be transparent and open about how we run the district and educate students.

For the last eight years, we have published this *Citizens' Guide to the Everett Public Schools Budget* as a way to remove the mystery of state-required reports and to clearly show the ways your money supports student learning and the communities' expectations of its schools and school staff.

This guide is a summary of information required in the state's Form-195. The F-195, our Fiscal Advisory Council report and other financial data are available on our website, or by contacting our finance and business services department.

If you have questions about anything in this document, or something you think could be explained more fully, please let us know. Your thoughts will help improve the publication each year so that we may better serve you and fulfill our responsibilities to you and to our communities' children.

Best safe and be well,

Dr. Ian Saltzman
[Superintendent](#)



*Dr. Saltzman -
Teacher for a Day*

The big picture

How is our budget divided?

This guide is designed to introduce you to the Everett Public Schools budget and help you understand how our public schools are funded.

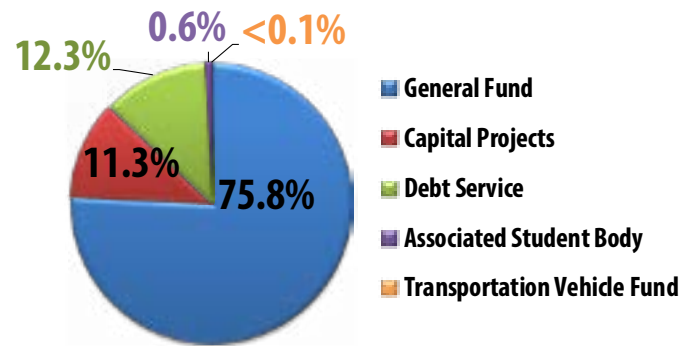
In a district with a \$473 million dollar budget, the budget may seem hard to understand. But our budget is just like yours at home. We use it for multiple purposes: to track income and spending; to help manage priorities; to plan for the future; and to measure financial performance.

This guide is designed to help you understand where the school district's money comes from and how we spend it.

OUR BUDGET HAS FIVE PARTS (FUNDS)

- General fund*, the operating budget which guides our day-to-day activities;
- Capital projects fund*, which covers our long-term school construction and repair needs and cannot be spent on school operations;
- Debt service fund*, which is used to pay the principal and interest on bonds issued to finance school construction and renovation;
- Associated student body fund (ASB)*, which accounts for each middle and high school's extracurricular activities; and
- Transportation vehicle fund*, which is used to buy school buses.

How is our budget divided?



THERE ARE MANY WAYS TO LOOK AT SPENDING

In this guide, we'll look at:

- ★ Where our funding comes from (taxes and grants);
- ★ How the money is distributed (schools, districtwide support, and central offices); and
- ★ What we spend money on (salaries and expenses).

For more in-depth and detailed discussion and other financial information, please see our [Comprehensive Annual Financial Report \(CAFR\)](#); [Fiscal Advisory Council Reports](#); and [Everett Public Schools; Our District; Budget](#) web page.

General fund

Where does our funding come from?

Community investment

Everett Public Schools has a strong history of local support for educational program and operation levies, capital levies, and capital bonds.

LEAST RESTRICTION ON USE

LOCAL

Local revenues account for 16 percent of income for the general fund. The majority of this is from local property taxes. Other local resources include non-taxes that come from a variety of sources which include lunch fees, fines, summer school, rental income, interest earnings, and donations.

STATE

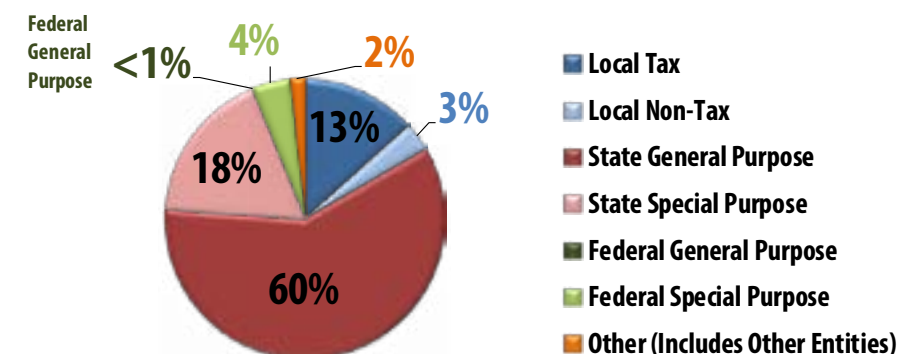
The largest source of revenue for the district, 78 percent, comes from the state in two areas: state general purpose funds, called "state apportionment;" and state special purpose funds, called "categorical program funding." The amount each district receives is based upon the annual average number of students enrolled in the district and a series of formulas that take into consideration base salaries, employee benefits, as well as supplies, materials, and operating cost allocations. These formulas are set by the state legislature. State special purpose funds support programs such as special education, student transportation, transitional bilingual, and learning assistance. Most of this money is designated for specific programs and cannot be used for other purposes.

FEDERAL

Federal funds are very restrictive and can only be used for specifically designated programs. Federal funds are the smallest source of revenue for the district and account for less than 6 percent of the district's budget. Federal funds support specialized programs that support school improvement (Title II), disadvantaged students (Title I), and students with limited English proficiency (Title III). In addition, federal funds provide free and reduced price lunch programs as well as supplemental funds for special education.

MOST RESTRICTION ON USE

Where does our general fund money come from?



General fund

How is the money distributed?

Two basic factors determine how resources are allocated to schools:

- ★ The number of students at the school, and
- ★ The special needs of students, such as poverty, disabilities, and limited English language skills.



“We estimate an increase of approximately 175 students for the 2020-21 school year.”

STUDENT ENROLLMENT & STAFFING

What is Headcount and FTE?

Headcount is the number of students enrolled. FTE stands for Full Time Equivalency. A student who goes to school all day would be considered a 1.0 FTE. Districts are funded less for students with less than 1.0 FTE.















Student headcount has increased over the past three years, growing by an average of 147 per year. We estimate an increase of approximately 175 students for the 2020-21 school year. Long-term projections suggest enrollment will increase over the next ten years by approximately six percent, or about 1,300 students by the year 2030.

(Note: Following budget adoption, actual fall enrollment was 806 below projection as a result of the COVID-19 pandemic.)

At traditional schools, the number of students projected to enroll in the fall determines the number of teachers and support staff that each school receives. That is, enrollment translates into staff positions, which translates into salaries and benefits.

School operating budgets, textbooks, and equipment are allocated on a per-pupil FTE basis.

An elementary school with about 500 students might translate into the following staff:

Classroom Teachers	25	
Other Teachers	3.0	 (Physical education, technology, music, etc.)
Principal	1	
Assistant Principal	1	
Math Specialist	1	
Reading Specialist	1	
Librarian	1	
Counselor	1	
Office Manager	1	
Office Assistant	.95	
Health Room Assistant	.63	
Para Educators	3.88	
Food Service Staff	2	
Custodians	2	

General fund

How is the money used?



THE GENERAL FUND IS USED IN FOUR WAYS

Most of the general fund pays to support student learning in four ways.

Teaching and teaching support

Includes teachers, para educators, librarians, counselors, psychologists, speech and health services, security officers, coaches, and activity advisors, as well as the things that support learning, like teaching supplies, textbooks, curriculum implementation, and professional development;

School administration

Includes principals, assistant principals, and office staff, as well as school office supplies;

Central administration

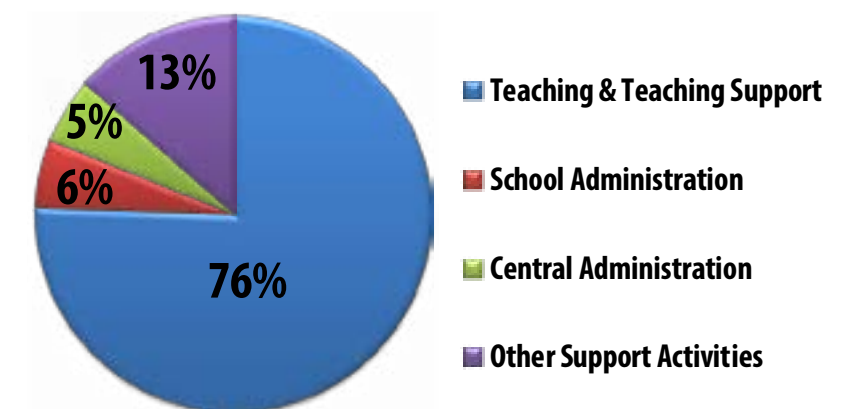
Includes the superintendent, deputy, and assistant superintendents, board of directors, human resources, financial services, and other support services supervision; and

Other support activities

The costs to keep school buildings running, including building maintenance, grounds-keeping, custodial services, food services, technology support, and data processing, as well as property and liability insurance, utilities, transportation, and cleaning supplies.

How the money is used can also be considered expenses by “activity.” Activity is a state-required term that refers to the kind of work done in a school district.

How is the money used?



General fund

What do we spend money on?

We spend it on people who educate our children - teachers, para educators, principals, and assistant principals - and the people who support them.



What we spend money on can be considered expenses by "object." Object refers to the ways that school districts use funding for people, materials, and services that support student learning.

SALARIES & BENEFITS

Of the money spent on these "activities," 86 percent pays for salaries and benefits for our employees who serve over 20,000 students. That includes certificated teachers and principals, as well as school support personnel such as para educators, security officers and office staff. *Certificated* staff are those who hold a teaching certificate. All other staff are *classified*.

The state legislature and the Everett Education Association contract determines teacher salaries. Teachers earn more as they gain experience and tenure. They also earn more if they obtain advanced degrees and certificates such as master's degrees, doctorates, or National Board Certification (NBC). Everett Public Schools employs 190 NBC teachers; more than fourteen percent of the district's teaching staff.

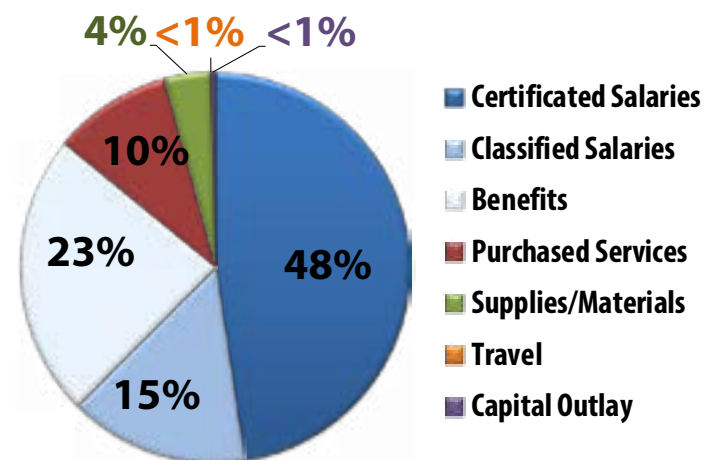
Everett Public Schools also pays benefits such as Medicare and Social Security, pension, health care, and unemployment compensation. As you might expect, the cost of providing these benefits to our employees increases each year, just as it does in every other business.

OTHER EXPENSES

Non-personnel costs make up the remaining 14 percent of the budget and include costs required to keep our school buildings running such as utilities and custodial services, supplies and materials (from paper and textbooks to cleaning supplies), as well as the cost of transportation, travel, and equipment.

Everett Public Schools contracts with a student transportation vendor to save costs of owning and staffing school buses. As a result, the district's percentage for purchased services is larger than that of districts that pay for school buses and the classified salaries for their drivers.

What do we spend money on?



General fund

How do we compare?



TEACHING AND TEACHING SUPPORT

Did you know that Everett ranks high among the top large districts in our state for money spent on classroom teaching and support? In a statewide comparison with the 20 other large school districts of our size, Everett spends **more on teaching and learning** than 16 of those districts.

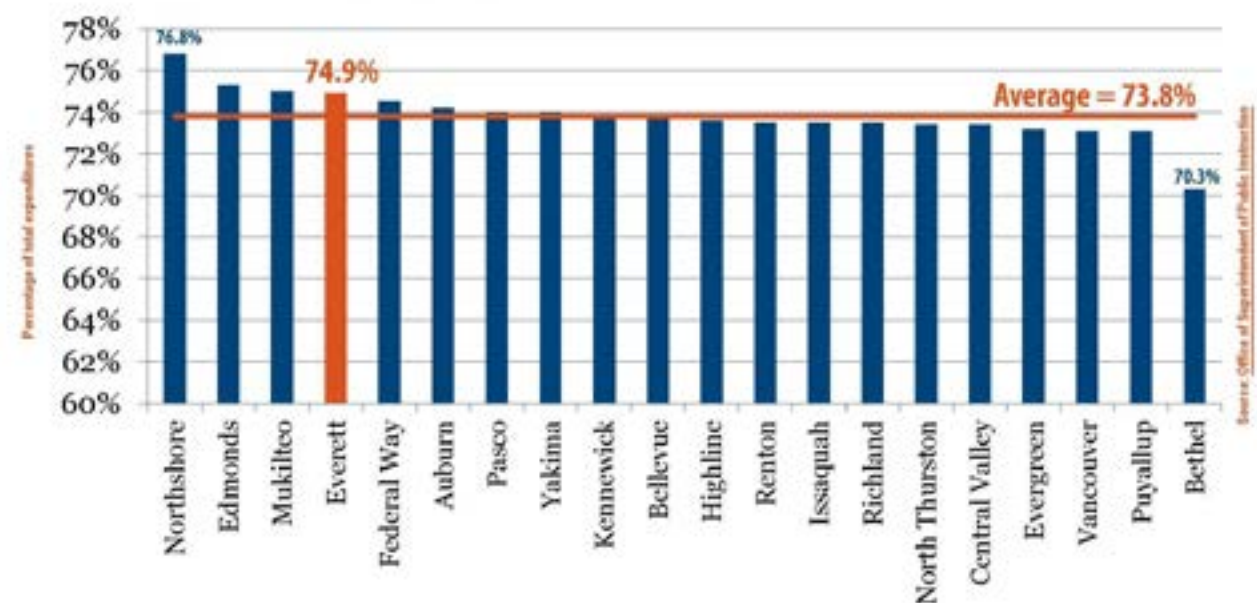
Source: OSPI website

(2019-20 data to be released in the spring of 2021)

Large district comparison

Total teaching: 2018-19 (includes teaching support)

Teachers, para educators, supplies, coaches, activity advisors, librarians, counseling, student security, recess supervision, psychologists, speech, and health services



Capital projects fund

How do we plan for capital improvements?

Money received for capital projects cannot be used for the general fund. Meaning, money allocated for new buildings, modernizations, or capital projects cannot be set aside or used to pay for more teachers, staff, or school operating costs.



CAPITAL PROJECTS FUND

While day-to-day expenses come out of the general fund, capital funds pay to build new schools and facilities, and to renovate and expand existing schools.

The most significant means to generate capital funds is to issue voter-approved bonds, which is similar to taking out a home loan today and repaying it over time. Because we raise bond proceeds specifically to make capital improvements, by law we cannot use capital funds on operating expenses. By maintaining a 48-year modernization cycle, districts can structure a stable tax rate by issuing new bonds as prior bonds are paid off. While voters strongly supported the 2016 bond measure, economic decline and COVID-19 contributed to measures in 2018 and 2020 to fall just short of the 60 percent supermajority. This will impact the ability to stay on the planned modernization cycle and improve our oldest buildings.

Capital funds are utilized in three main areas.

New Facility Construction, Modernizations, and Renovations

The Capital Projects Fund is used to build new buildings, add space to existing buildings, or renovate existing buildings. Proceeds from the 2016 bond measure funded the major modernizations of North Middle School, Woodside Elementary School, and the new construction of Tambark Creek Elementary School.

Major Projects

Capital funds are also spent to extend the useful life of Everett Public Schools existing buildings. Proceeds from the 2016 bond measure have funded the exterior preservation improvements at Everett High School's main building, synthetic turf replacement at Lincoln field, HVAC upgrades at eight sites, Gateway Middle School roof replacement, technology infrastructure upgrades and replacements, 14 new portables for student enrollment growth, and to purchase property for a future elementary school.

Technology, Systems, and Other Projects

Another significant source of capital funds is a capital levy, which is interest-free real-time funding. Unlike a bond in which funding is received up front, proceeds from the 2016 6-year capital levy are received annually from property tax assessments and accordingly, projects have been occurring over time. Projects funded by the 2016 capital levy include safety and security upgrades to school entrances, building upgrades, 1:1 student computers, instructional software, professional development on instructional best practices in a 1:1 integrated technology classroom, and network service upgrades. Because no debt is issued, capital levy funds can also support building improvements such as HVAC, roofs, flooring, and interior finishes that extend building life between major modernizations.

Debt service, ASB, and transportation vehicle fund

What are these funds?



DEBT SERVICE FUND

Debt service funds are set aside for paying back voter-approved bond loans, including principal and interest. The funds in this account come from interest income from various investments.

ASB FUND

Making up less than one percent of the district's total budget, the ASB fund pays for student extracurricular activities in middle and high schools. The revenues come primarily from fees, fund raising activities and donations. Each school's student body prepares and submits, for school board approval, an ASB revenue and expenditure plan each year.

TRANSPORTATION VEHICLE FUND

This makes up less than one tenth of one percent of the district's total budget to buy and repair school buses. Everett Public Schools contracts with a student transportation service provider, currently Durham School Services, which is primarily funded by the general fund. As a result, the district's transportation vehicle fund is much smaller than those districts that pay for school buses and the salaries for their drivers. The district also owns and operates 24 buses and 24 vans to transport homeless students under the McKinney-Vento Act.

Projects funded by the 2016 capital levy included safety and security upgrades to school entrances, building upgrades, 1:1 student computers...



Accomplishments and challenges

33 years of excellence in financial reporting

“Everett Public Schools is one of approximately 162 school districts in the nation to earn the COE for 25 or more years.”

WHAT IS A CAFR?

School districts are required by law to produce financial reports that meet the state’s minimum standards.

However, Everett Public Schools goes beyond that requirement with the Comprehensive Annual Financial Report (CAFR) which presents financials in a manner consistent with private sector corporations.

The CAFR is submitted each year to the national depository. Investors there issue bond funds for schools based upon school fiscal stability. Based upon the CAFR’s information and investor assessment of district finances, Everett Public Schools has earned one of the highest bond ratings for public schools in the state.

The CAFR not only serves an important purpose, it earns national awards for its accuracy and transparency.

For the last 33 years, the CAFR has earned a *Certificate of Excellence in Financial Reporting* (COE) from the Association of School Business Officials International (ASBO), which references the COE on their web page as “The Gold Standard in Comprehensive Annual Financial Reports.”



There are 295 school districts in Washington State, and although not all districts apply, **Everett Public Schools is one of only a few districts in Washington to earn the Certificate of Excellence this year.** Everett Public Schools is one of approximately 162 school districts in the nation to earn the COE for 25 or more years.



In addition to this being the 33rd year the CAFR has earned the COE from ASBO, this may also be the fourteenth consecutive year the CAFR has earned the Government Finance Officers Association (GFOA) *Certificate of Achievement for Excellence in Financial Reporting* (COA). (Award is pending.)

WHY DOES IT MATTER?

A CAFR, especially an award winning one that has been nationally recognized by multiple associations:

- » Shows the community that the district is credible and committed to fiscal integrity.
- » Helps the district achieve a better bond rating from credit evaluations by clearly disclosing all required information.
- » Demonstrates the district’s transparency as it shares financial information above and beyond what GAAP (generally accepted accounting principles) require.

Accomplishments and challenges

Recognitions and COVID budget impacts

TWO SCHOOLS HONORED IN WASHINGTON STATE RECOGNITION PROGRAM



The State Board of Education, the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) and the Office of the Superintendent of Public Instruction (OSPI) have identified 391 schools state-wide to receive recognition based on state-level and local information under three routes this year: achievement, closing gaps and growth. The state has re-imagined the recognition system to highlight schools that have received support and are thriving, and highlight positive systems changes happening all over the state.

- ★ Sequoia High School is being recognized for closing gaps for all students for improving the graduation rate. Kelly Shepherd, principal, says the recognition "belongs with our amazing kids who continue to persevere and rise to the challenges we put in front of them; an astounding and talented staff team including paras, custodial, food services, secretaries, teachers and counselors who support students to engage to their potential and knock down barriers to their success; and family, community partnerships and support to help us meet the needs of the whole student."
- ★ Hawthorne Elementary School is being recognized for growth for students identifying with two or more races. For a school to be identified under the Growth route for a student group, at least one student group at the school must have posted outcomes in the top 10 percent of schools on at least 60 percent of the measures for which the school was eligible. Principal Page Nguyen, says, "Hawthorne Elementary is a very unique school because of its students, families and staff. Its rich diversity and backgrounds bring us together to overcome all obstacles and unites us towards our common goals to ensure success for each student. We are honored to receive this recognition on behalf of the Hawthorne Learning Community."
- ★ "Now more than ever, schools are the heart of our community," said Superintendent Ian Saltzman. "I am so proud of the recognition of our educators at Sequoia High School and Hawthorne Elementary for their commitment to continually improve outcomes for their students."

COVID IMPACTS ON THE ADOPTED OPERATING BUDGET

The annual budget development cycle strives to complete the majority of budget decisions for the March budget workshop with the school board. Adjustments are made following the workshop, allowing staff to begin building and balancing the operating budget within the state required software. This labor-intensive process requires 4 to 6 weeks to accomplish for review by the Northwest Educational Service District. The process culminates with the first reading of the operating budget in June and adoption by the board in early July.

The depth and breadth of the COVID pandemic was yet to unfold and districts were planning for the return of students to buildings in late spring. In May, the Governor directed K-12 to stay in remote learning for the remainder of the year. While districts prepared and adopted budgets for school as normal in the fall of 2020, they concurrently created operational plans for 100 percent remote learning in the new school year knowing that with students not in schools, enrollment would decline and cost-saving measures would need to be implemented. Accordingly, the district enacted numerous cost-saving strategies such as not filling vacant positions and cutting non-salary spending.

General Fund Budget Summary

For more information Helpful links

RESOURCES	Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Budget 2019-20	Budget 2020-21
Property Tax	48,821,588	52,030,165	51,498,857	41,325,039	39,406,906	46,526,400
Local Revenue	5,827,155	5,754,218	6,376,646	6,791,407	12,419,437	11,235,077
State General Purpose	125,562,505	133,687,680	151,931,750	193,913,466	203,266,426	206,453,210
State Special Education	20,541,577	22,570,439	20,811,077	29,254,250	31,282,744	30,815,599
State Learning Assistance Program	3,999,216	4,099,187	5,818,859	6,411,188	7,234,022	7,451,492
State Transitional Bilingual	2,891,124	3,188,632	3,833,036	5,233,934	5,527,118	5,735,906
State Transportation	9,608,609	10,359,642	11,086,090	15,084,566	13,350,000	11,100,000
State Other	1,938,557	1,980,147	2,504,613	2,825,707	5,447,540	6,466,112
Federal Special Education	4,210,612	4,342,345	4,471,655	4,363,956	5,093,458	4,750,405
Federal Title I Grant	3,200,415	3,087,707	3,917,129	3,282,188	3,661,796	3,656,764
Federal Food Service	4,924,674	5,009,810	5,021,828	5,093,929	5,093,249	5,165,945
Federal Other	1,825,414	1,787,912	1,498,287	1,562,419	1,910,297	1,904,302
Revenue from Other Entities	1,992,920	2,066,731	2,336,792	2,442,485	2,541,284	2,758,530
Transfers From Other Funds / Other Sources	1,311,939	1,419,175	2,240,000	2,015,701	2,650,000	3,050,000
Total Resources	236,656,305	251,383,790	273,346,619	319,600,235	338,884,277	347,069,742

EXPENDITURES	Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Budget 2019-20	Budget 2020-21
Basic Education	130,611,955	142,841,794	153,310,357	176,492,148	195,170,244	202,553,435
Special Education - State	26,886,811	29,121,425	33,446,136	40,473,084	44,715,600	47,650,365
Special Education - Federal	4,067,984	4,195,423	4,336,524	4,242,517	4,945,882	4,619,610
CTE - State High School	6,046,098	6,429,725	7,570,704	10,624,314	12,676,280	13,643,029
CTE - State Middle School	1,912,932	2,010,151	2,636,996	3,596,608	4,065,753	4,030,430
CTE - Federal	103,218	131,881	111,231	119,746	136,945	110,412
Title I - Federal	3,080,210	2,961,731	3,781,614	3,181,845	3,537,783	3,537,205
School Improvement - Federal	649,654	613,125	581,998	721,271	834,411	748,315
Learning Assistance Program - State	3,940,548	4,116,235	5,036,172	6,174,465	7,660,974	7,930,263
Special and Pilot Programs - State	1,544,102	1,615,326	1,784,784	2,013,840	2,018,257	2,302,787
Limited English Proficiency - Federal	381,570	408,338	251,817	250,685	471,386	532,935
Transitional Bilingual - State	2,568,951	2,964,946	3,404,510	4,659,078	5,024,652	5,214,452
Compensatory - Other	125,923	105,749	142,339	168,791	196,140	189,138
Summer School	260,769	212,885	315,517	303,779	508,000	428,000
Highly Capable	257,269	243,618	433,472	580,669	613,110	620,532
Instructional Programs - Other	3,408,314	2,779,426	2,929,702	1,937,042	1,454,664	1,624,624
Child Care			87,534	2,216,944	2,319,112	2,504,984
Community Services	570,823	584,183	785,862	797,303	718,665	655,656
District Wide Support	25,688,564	27,101,387	33,372,849	34,211,853	36,207,681	37,499,220
Food Services	6,696,812	6,825,231	7,273,972	7,480,176	7,908,017	7,963,278
Pupil Transportation	9,875,430	10,541,487	11,180,505	11,747,695	16,149,993	13,884,497
Total Expenditures	228,677,937	245,804,066	272,774,595	311,993,853	347,333,549	358,243,167

NET OPERATING INCREASE/DEFICIT	Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Budget 2019-20	Budget 2020-21
Total Resources	236,656,305	251,383,790	273,346,619	319,600,235	338,884,277	347,069,742
Less Total Expenditures	228,677,937	245,804,066	272,774,595	311,993,853	347,333,549	358,243,167
Less Transfers Out		1,064,000				
Net Operating Increase/(Deficit)	7,978,368	4,515,724	572,024	7,606,382	(8,449,272)	(11,173,425)

UNASSIGNED FUND BALANCE	Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Budget 2019-20	Budget 2020-21
Beginning Fund Balance	12,410,554	20,388,922	24,904,646	25,476,670	31,700,000	32,800,000
Plus Net Operating Increase/(Deficit)	7,978,368	4,515,724	572,024	7,606,382	(8,449,272)	(11,173,425)
Less Legal Restrictions of Fund Balance	(1,601,513)	(1,680,570)	(2,782,208)	(6,309,231)	(2,150,000)	(1,500,000)
Less Inventory and Prepaid Items	(1,683,457)	(1,689,754)	(2,794,080)	(2,102,950)	(1,600,000)	(1,600,000)
Less Assignments for Carryover and Other	(914,073)	(663,116)	(1,491,413)	(884,278)	(552,000)	(802,000)
Unassigned Fund Balance	16,189,879	20,871,206	18,408,969	23,786,593	18,948,728	17,724,575

TOTAL FUND BALANCE	Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Budget 2019-20	Budget 2020-21
Beginning Fund Balance	12,410,554	20,388,922	24,904,646	25,476,670	31,700,000	32,800,000
Plus Net Operating Increase/(Deficit)	7,978,368	4,515,724	572,024	7,606,382	(8,449,272)	(11,173,425)
Total Ending Fund Balance	20,388,922	24,904,646	25,476,670	33,083,052	23,250,728	21,626,575

DISTRICT FINANCIAL INFORMATION

Budget (F-195)

- [2020-21](#)
- [2019-20](#)
- [2018-19](#)
- [2017-18](#)
- [2016-17](#)
- [2015-16](#)

Comprehensive Annual Financial Report (CAFR)

- [2018-19 CAFR](#)
- [2017-18 CAFR](#)
- [2016-17 CAFR](#)
- [2015-16 CAFR](#)
- [2014-15 CAFR](#)

Fiscal Advisory Council (FAC) Report

- [2020 FAC Report](#)
- [2019 FAC Report](#)
- [2018 FAC Report](#)
- [2017 FAC Report](#)
- [2016 FAC Report](#)
- [2015 FAC Report](#)

DISTRICT COMMUNICATIONS

- [Everett Schools--Community Report Newsletters](#)
- [News Releases Points of Pride](#)
- [2020-21 School Calendar](#)



OTHER INFORMATION

- [Everett Public Schools Web Site](#)
- [Finance and Business Services Web Page](#)
- [BoardDocs--Board Meeting Materials](#)
- [Office of Superintendent of Public Instruction \(OSPI\)](#)
- [How do we compare to other districts of our size?](#)
- [Parent Tips on various subjects](#)

A citizens' guide to the 2020-21 Everett Public Schools budget

Designated to handle inquiries about nondiscrimination policies are

Title IX/Civil Rights Officer

Mary O'Brien
P.O. Box 2098
Everett, WA 98213
425-385-4106
mo'brien@everettsd.org

Section 504 Coordinator

Dave Peters
P.O. Box 2098
Everett, WA 98213
425-385-4063
dpeters@everettsd.org

ADA Coordinator

Randi Seaberg
P.O. Box 2098
Everett, WA 98213
425-385-4104
rseaberg@everettsd.org

Everett Public Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal, and provides equal access to the Boy Scouts and other designated youth groups.

