

2018-19 Local Control & Accountability Plan & Budget Responses to the June 19, 2018 Committee of the Whole

Student Voice: 2018-19 LCAP Recommendations Presentation

- Commissioner Walton: Based on the process last year, do you think we captured student input and voice in the budget?
 - Last year, the SAC gave recommendations that included feedback regarding a 7-period day, the need for bilingual counselors, recruitment and retention of more diverse staff and more. Responses and incorporation of these recommendations into the 17-18 LCAP were reflected -- [please see pages 7-8 of the linked document here in which District responses were provided to each recommendation made by the PAC, DELAC and SAC](#) (these have been posted publicly since June 2017).

Having heard the 18-19 recommendations from Student Voice on June 19, the District has reviewed and is working to respond to recommendations. They will be posted online as well as shared at Second Reading of the LCAP on Tuesday, June 26th.

2018-19 Recommended Budget & LCAP Presentation

- UESF Susan Solomon, Commissioner Norton, Commissioner Walton: Please share more details on the reductions that were made, including the reduction of FTEs.
 - Central office department budgets that were funded by the Unrestricted General Fund were reduced by 5.25%. This resulted in a reduction of more than 31 FTE positions, as well as non personnel reductions. Regarding the FTEs reduced, these span the following areas:
 - Administrative Services (reduction of 2.25 FTE): Human Resources restructured and, while the division reduced positions (e.g., benefits analyst positions), it did promote other positions to ensure services were not impacted. Communications reduced a position that had served in a specialist role, and the department increased an administrative assistant position to cover ongoing and growing operational needs within the office. Business Services reorganized within its departments, reducing analyst positions and building capacity of staff to focus on analytics and process improvement.
 - Instructional Supports for Schools (increase of 11.27 FTE): While several areas reduced positions, including RPA and the LEAD office, there were shifts in the Office of Professional Learning and Leadership (OPLL). With the expiration of the Educator Effectiveness Grant, positions serving as coaches to school sites were shifted onto the Unrestricted General Fund.
 - Other School-Based Instructional Supports (reduction of 14.55 FTE): In aiming to maximize restricted resources, Family Engagement and School Health Programs shifted several positions onto alternative funding sources such as Title I, PEEF and other grants.
 - Operational Supports (reduction of 25.66 FTE): Department of Technology reduced positions that supported project management and student systems.

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Some of these supports will be funded through alternative restricted funding sources; overall the department will not be able to take on as many new projects, as it aimed to ensure “lights on” services remained intact. Custodial Services reduced significantly -- the majority of these reductions were vacant positions.

- UESF Susan Solomon, Commissioner Walton, Commissioner Mendoza-McDonnell, Commissioner Cook: For schools that were redesignated (tier 3 redesignated as tier 2; tier 2 redesignated as tier 1), what allocations will they have? Will they maintain their current level of staffing (what they had before redesignation) or the staffing level of their new designation? What is the timeline that schools are notified that reductions might happen?
 - Site allocations are shared in mid-February. School sites have until end of March to plan and appeal allocations. For schools that changed tiers (primarily those going from Tier 3 to Tier 2 or Tier 2 to Tier 1), allocation changes in MTSS FTE Allocations from 2017-18 to 2018-19 are listed below. The MTSS FTE Allocations analyzed were: Assistant Principal, Instructional Reform Facilitator, Literacy Coach, Academic RtI Facilitator, EED Coaching, Nurse, Social Worker, Wellness Coordinator, CHOW, Counselor, Elementary Advisor OR Attendance Liaison (0.75 FTE), Family Liaison, EED Family Support Specialist
 - 449 Carmichael, ↑ from Tier 3 to 2 (ES) -- **No change in MTSS**
 - 525 Cobb, ↑ from Tier 3 to 2 -- **No change in MTSS**
 - 562 Garfield, ↑ from Tier 2 to 1 -- **No change in MTSS**
 - 575 Glen Park, ↑ from Tier 2 to 1 -- **0.5 FTE reduction in MTSS**
 - Decreased 0.5 FTE Social Worker
 - Note: This is being reviewed; Glen Park maintained it’s academic supports at level rates.
 - 618 BVHM, ↑ from Tier 3 to 2 (MS) -- **No change in MTSS**
- UESF Susan Solomon: What is being explored around streamlining professional development through the Middle School Redesign initiative?
 - The current draft of the Middle School Redesign model, which was circulated broadly to UESF, principals, teachers, parents, and community members during the period from January to June 2018, includes an “Aligned Early Release” day for the purpose of creating consistent, effective time for teachers’ professional learning and collaboration. An “Aligned Early Release” day would end the school day for students early, and would make after-school care available to families who need it. Teachers would use this time for a variety of professional learning and collaboration activities, including professional development, planning in teams, looking at student work, and conferring about individual students with particular needs. Currently, about 40 SFUSD schools have some form of Early Release, and the practice is common in many other school districts. An Aligned Early Release day can be viewed as “streamlining” in the sense that several new professional development formats are possible, including school-based and neighborhood-based professional development (where teams of teacher with similar grades or subjects come together in a central location) -- without the use of substitute

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teachers. This has the advantage of making professional development less costly, and permits a higher level of coordination and efficiency between school and central office support providers.

- Commissioner Norton, Commissioner Cook: I would like to see an analysis of Average Daily Attendance decreases. Is it charter school enrollment?
 - While part of the increase in the charter schools average daily attendance can be attributable to the growth in the number of charter schools, the greatest increase in charter ADA is directly attributable to two factors:
 - The rapid growth in the number of 5 Keys charters. These are schools that work inside jails and with incarcerated youth, so the level of ADA is assumed to be high.
 - The rapid growth in the number of 5 Keys charters is combined with the fact that they seek and receive authorization from the state to report ADA for schools located outside of the Bay Area through SFUSD as the sponsoring district, which skews the data.
 - The largest reductions in ADA have been in the K-3 grade span (which dropped by 504 ADA or 3%) and the high schools grade span which reduced by 317 ADA or 2.2% over the 4-year period from 2013-14 and 2017-18.
- Commissioner Norton: It looks like Special Education allocations to school sites were held at level funding. However, it is difficult to tell what reductions were made in the Special Education central budget. Can you share more on this?
 - Special Education absorbed the required Central Office cuts with a 2.75 FTE reduction in clerical staffing and an approximate 2.3 million dollar reduction within the operations budget (e.g., consultants, non-capitalized equipment, and other supplies).
- Commissioner Norton: In Tableau, it is difficult to review exactly where reductions occurred.
 - The Budget Office has made several updates to the Tableau dashboard to make it easier to review and interact with. It now automatically adjusts to different screen sizes. At the top of the dashboard, we added filters for Fund, Resource, and Department/School to make it easier to drill down. In the detailed budget data at the bottom, we re-ordered the Budget and FTE columns and added subtotals to make comparing 2017-18 to 2018-19 easier at a glance. For additional information see [here for the user guide](#) and [here for the dashboard](#).
- Commissioner Walton: Do we already have plans for how we are going to secure the CTEIG funding? And would there be a reduction in CTE services or what is the back-up plan if we do not receive these funds?
 - The Office of College and Career Readiness, led by Director Erik Rice, is working actively to track the availability of new Career Technical Education Incentive Grant (CTEIG) funds. SFUSD is currently receiving the last of three years of CTEIG funds, which have provided full-time CTE Coordinators in four high schools, professional development for

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CTE teachers, and funds for program and equipment upgrades. We anticipate that new CTEIG funds will be competitive, and that SFUSD will submit a grant application at the point that the California Department of Education publishes this grant opportunity. Overall, the State's budget for the CTEIG grant is somewhat less than previous years, and even if SFUSD is successful with our grant application, we may have less money through the CTEIG grant than the current year. Additionally, the Office of College and Career Readiness is exploring other funding options with City and private partners, either a supplement to an eventual CTEIG award from the State, or to backfill current CTEIG positions and supports.

- Commissioner Walton: Does the recommended budget include Proposition G?
 - Proposition G funds are not included at this time. The election will not be certified until July; furthermore, there are elements of the proposition that remain to be further defined. The adopted budget houses detailed SACS-level expenditure plans (Standardized Account Code Structure SACS) and these are not confirmed for Proposition G. That being said, once the election is certified and detailed funding plans are outlined, we will update our financials accordingly. This can occur through the Interim reports that are produced throughout the year.

- Commissioner Walton: Regarding the loss of funding to cover ExCel afterschool programming, is DCYF able to fill the gaps in funding?
 - In the past two years, SFUSD has lost close to \$6M in federal 21st Century grants for two reasons:
 - 1) CDE has moved towards equity funding between rural and urban counties resulting in less funding being available to urban counties and therefore more competition for the limited funds, and
 - 2) due to the limited funds and increased competition, the F/R cut off point has increased and many SFUSD schools' rates are below the cut off.
 - Of the \$6M in lost funding, we have been able to backfill \$1.5M of the lost funding with a combination of DCYF and UGF funds. In 17-18, SFUSD backfilled \$1.2M of the \$3.3M loss of 21st Century grants. The majority of the funding was through the DCYF Master Contract and ExCEL Master Contract. A fee structure was introduced to make up the difference. In 18-19, DCYF has designated 27 SFUSD schools as Beacon sites which helped to offset 21st Century funding loss at those schools. However, for FY 18-19, SFUSD lost another \$2.5M in 21st Century grants for 10 high schools and 29 ES/MS summer programs. The \$1.2M to sustain the high schools is coming from UGF. An additional \$389,241 is coming from DCYF to sustain summer programs. DCYF does not fund high schools as part of their out-of-school time strategy. DCYF funds Wellness Centers at high schools as their high school strategy along with academic and other supports such as workforce development.

- Commissioner Mendoza-McDonnell: How do revenue increases compare with the rising costs of pensions?

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- The STRS employer contribution rate is expected to increase by 1.85% for 2018-19 and another 1.85% in 2019-20. Projected COLA for revenue growth in these years are 3.71% and 2.57%, respectively. Furthermore, a three-year review of pension costs shows a rise of nearly 2% of overall payroll costs -- in the 2014-15 school year, pension costs comprised 12.4 percent of the district's payroll, or \$51.5 million; in 2016-2017, those costs jumped to 14.2 percent, or \$67.3 million.
- Commissioner Mendoza-McDonnell: Regarding the \$125M of one-time state funds for recruitment and retention of Special Education teachers, how do we plan to tap into those funds? How will the state distribute these funds?
 - SFUSD staff from both Special Education and the Office of Professional Learning and Leadership met this spring with leaders from the California Commission on Teacher Credentialing, the CDE agency that will likely administer these State funds. Once approved by the State legislature, the CTC will load these funds and then, likely in the Fall of 2018, publish a "Request for Proposals" focused on the development or expansion of teacher residency programs for Special Education teachers. We are in conversation with our San Francisco Teacher Residency partners (UESF, USF, and Stanford) about applying for this grant jointly, and that we will propose to use these grant funds to expand SFTR to include a Special Education credential.
- Commissioner Mendoza-McDonnell: Regarding Exhibit 9 on slide 7, what is in the Self Insurance fund and does this budget fluctuate? If so, what causes it to fluctuate?
 - The Self Insurance Fund includes insurance coverage for workers' compensation, Delta Dental insurance, property and liability insurance. Insurance contracts have risen. We see the fund staying steady. It is primarily funded through payroll deductions across the district.
- Commissioner Mendoza-McDonnell: Regarding KALW, what constitutes the \$3M budget?
 - KALW's budget is operated in Fund 63, which is an enterprise fund. This fund is included in the District's general fund and the activities of the fund are reported as part of the district budget; however, there is no contribution from district funds to KALW. The station generates its own funding through grants, gifts, and donations to fully cover operating costs.
- Commissioner Murase: The format of the budget book and LCAP improve every year. It would be helpful to have an index with the goal and page number and also see where school level budgets can be reviewed.
 - The Budget Office has updated the format of the Budget Book and included tabs for the LCAP. There is a [link to a Tableau dashboard](#) that includes an interactive view of school level budgets. You may also reference [Exhibit 8 in the Budget Book](#) (pg 77) for school level budgets.

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- Commissioner Murase: Where can I find a breakdown on funding across various languages/language pathways?
 - Support for language programs in SFUSD can be thought about in several categories.
 - First, schools' WSF allocations are used to support teaching positions in language programs at the elementary and middle school levels, and to support World Language courses at the high school level. The majority of staffing costs for language programs are supported in this way, and these expenses are represented in the budget at the school level.
 - Second, supplemental funds from the Public Education Enrichment Fund (PEEF) are used to support pathways. These funds support the expansion of biliteracy and immersion programs at Grades 4 and 5 (where differences in class size between Grades K-3 and Grades 4-5 can create funding challenges for schools); at the middle school level to support biliteracy teachers with an additional planning period per day; and, in more limited ways, at the high school level to support individual courses. These funds were represented in the PEEF budget for 2018-2019 that was approved by the Board of Education in May.
 - A third category of support for language pathways comes from the Multilingual Pathways Department (MPD) budget. These funds support coaching staff, supplemental instructional materials, language assessments, and professional development for language program teachers. Title III funds are a critical part of the funding for MPD, but are specific to supports for English Learners; Title III funds are applied as a supplement to other revenue in the MPD budget. Language program support from MPD is represented in the department's budget.

- Commissioner Murase: There is an expectation that transportation costs will decrease. Has this happened? Why or why not?
 - General Education transportation has stayed level; there were efforts many years ago to decrease this budget and it has since remained at the lower expenditure level. Special Education transportation is where we see increases. A variety of factors have contributed to increased costs. For example,
 - there is a greater array of school destinations because of SFUSD's inclusionary practices,
 - the number of students assigned to Non-Public Schools has grown from 34 to 54,
 - the bell schedules have shifted significantly and become more complex as individual schools have changed their start and end times and added early release and late starts, and
 - the fees charged by First Student (the provider of bus transportation for SFUSD) have increased.
 - Regarding opportunities to achieve efficiencies, we have introduced protocols for when students are eligible for transportation. We have begun exploring whether there are other vendors who can provide high quality, safe transportation services for students

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with disabilities at a lower cost. SpEd, EPC, and Transportation have convened a working group so we can begin to streamline and strengthen how we're providing transportation services to students with IEPs. During the 2018-19 school year, a cross-departmental team will launch an effort to align bell schedules and optimize routes and schedules so that we can realize savings while strengthening services.

- Commissioner Murase: I'd like to know more about investments in a 7-period day. For example, what investments are we making through the Middle School Redesign initiative and at the high school level?
 - Currently, there are three middle schools (Willie Brown, Martin Luther King, Jr., and Visitation Valley) partnering with the New Tech Network to pilot work in project-based learning and course integration. Throughout 2017-18, SFUSD designed potential new middle school master schedules to resolve current issues related to access to courses and electives, and has now proposed to the public a draft 8-period middle school master schedule. This model, which we call "Acceleration for All" features a "modified block schedule" in which only some classes meet on any given day. This draft master schedule would permit all students access to an Exploratory Wheel, a year-long elective, and to a range of acceleration options -- like reading, math, and English language development -- for students in need of additional support while not restricting access to elective courses.
- Commissioner Murase: Were we able to put any money toward driver training for students in continuing ed programs?
 - Yes, we included \$30,000 to contract for services to provide driver training for students in these programs.
- Commissioner Cook: Regarding the *Our Children Our Families* (OCOF) initiative and the *Public Education Enrichment Fund* (PEEF), how do we align funding from PEEF to the broader goals and outcomes of OCOF, particularly relating to access and equity?
 - The OCOF recommendations on outcomes and targets was adopted very recently (in the last few weeks). Based on the outcomes that were reviewed, there were disparities highlighted. In looking ahead, it will be important to align PEEF activities to the goals of OCOF. Additionally, the OCOF Council is chaired by the Superintendent and District Executive Chiefs are also on the council -- as such, there is representation from SFUSD at the OCOF to help inform and align services and activities.
- Commissioner Cook: Can we receive an update on teacher housing? When is that expected to be completed?
 - Regarding teacher housing, the majority of the funds will come from the City. From SFUSD, two major investments include the commitment of land (Francis Scott Key annex) as well as staff time. There are about 2-3 staff in particular who dedicate time on implementation of this project.