Quality Teacher and Education Act (Prop A) Oversight Committee Report
SFUSD Board of Education
April 28, 2015

Oversight Committee members:
Mr. Franco Cirelli (Term Ends May, 2015) – Commissioner Haney Appointment
Ms. Alison Collins
Ms. Peggy Lee Mirpuri
Ms. Cathy Mulkey-Meyer
Ms. Linda Plack
Ms. Tajel Shah
Mr. Chris Wright
Open Position – Commissioner Mendoza-McDonnell Appointment
Open Position – Commissioner Wynns Appointment

SUMMARY
The purpose of the Quality Teacher and Education Act (QTEA) Oversight Committee is to ensure that the proceeds from the proposition passed in June 2008, which brought in revenues last year of approximately $36 million or $219.63 per parcel, are expended for the purposes described in the proposition. Furthermore per the 2008 Board of Education Resolution 811-12Sp3, the QTEA Oversight Committee should "inform the public concerning the expenditure of parcel tax revenues." and "actively review and report on the proper expenditures of taxpayers' money generated by the parcel tax".

The QTEA Oversight Committee (committee or OC) meets approximately every other month. Our meetings are generally comprised of reports from budget department staff, presentations from QTEA program managers such as the Master Teacher Program, and other general matters. At our September 2015 meeting, SFUSD professionals who liaise with the OC conducted an orientation for new members. This orientation seemed to be of value to all members and focus attention on the work required as an oversight committee. Thank you to each of these professionals and the dedicated SFUSD finance and budget professionals.

The OC currently has seven members; one will be terming out after this May’s meeting. We thank Franco Cirelli for his service and wish to acknowledge Shamann Walton who started this fiscal year as committee co-chair along with Franco Cirelli. We look forward to the addition of new members and expect them to receive a thorough orientation before the start of the next school year. To help ensure a seamless transition, new committee officers have already been elected. Congratulations to Peggy Lee Mirpuri and Chris Wright who will serve as the next fiscal year’s co-chairs and Cathy Meyer who will continue performing magnificently in the role of committee secretary.

Representatives from the auditing firm of Vavrinek, Trine, Day & Co., will report on their completed work for the 2013-2014 fiscal year. Following this report, the OC will share information about the recent impact of QTEA funds on the school district and then offer its recommendations. We are scheduled to receive updates at our next meeting from program or department leadership for Instruction, Innovation and Social Justice and Information Technology and will focus this report on two programs from which updates were received at previous committee meetings this year:

I. Innovation
II. Professional Development

QTEA funds undoubtedly have a positive impact on the programs whose operations they are intended to support and help succeed. We hope you will be able to hear some of these presentations from the program managers on a more thorough level than what we are able to
provide this evening. Thanks to each of them for providing reports to the committee, parts of which are used in this report.

ATTACHED FOR REFERENCE:
Appendix A: Ballot Language for Proposition A: Quality Teacher and Education Act of 2008
Appendix B: 2013-2014 QTEA Agreed Upon Procedures Report
Appendix D: Multi-year Budget Analysis Report
Appendix E: 2008 QTEA Memorandum of Understanding

THE 2013-2014 AUDIT

The OC requested that the QTEA Fund Balance of just over $9 million as of the end of FY 2013-14 be designated as “restricted” for QTEA purposes as detailed in footnote #4 to the audited financial statements. Previously, the fund balance had been designated as “unrestricted.”

Furthermore, the OC received periodic updates from ongoing communications between appropriate UESF and SFUSD representatives in an effort to detail and analyze components of the almost $1 million in indirect costs for FY 2013-14. As both parties continue to discuss this matter, the OC expects the final outcome to be a mutually agreeable solution that complies with the provisions of the original ballot measure.

IMPACT OF QTEA FUNDS

Innovation Lab:
The OC scheduled its January 2015 meeting at Thurgood Marshall High School, site of the SFUSD Innovation Lab (iLab), one of the cornerstones of the SFUSD’s vision for the future. Meeting at the site was an opportunity to experience the environment of a QTEA funded program and went beyond receiving a report and hearing a presentation. The iLab, previously reported as a future project to receive QTEA funds, is operational as of now.

In Fall 2013, SFUSD launched an engagement campaign called “Vision 2025: Reimagining Public Education for the Next Generation”. Emerging from this process were 10 guideposts for the work ahead, one of which was the goal that SFUSD become a center of innovation in education in the Bay Area and beyond. SFUSD is employing five key strategies in the 2014-2015 school year to move from the foundation being set through Impact Learning. Impact Lives. to the Future outlined in Vision 2025. The iLab is a space where design teams can gather – outside of the fray and perceived constraints of daily work life – to dive deeply into a strategic problem of practice and, through a facilitated process, develop prototypes and plans for implementation. Modeled in many ways after the physical space of the Stanford Design School, the SFUSD iLab represents an inviting space that promotes and prompts creative thought, risk taking and team work through its design and the programming it offers.

Impact & Innovation Awards Program:
QTEA calls for support for and recognition of schools modeling effective strategies and schools showing the most growth in student achievement. As part of this effort, SFUSD has worked with UESF to establish the Impact & Innovation Awards.

The Impact and Innovation Awards aim to reward schools that have demonstrated achievement and to develop effective methods of sharing strategies that hard-working staff at these schools employ day-to-day to support student achievement. The awards program is two-fold:
• **Impact Awards**: Recognize schools implementing effective practices that help move our students, staff and schools toward SFUSD’s Six Strategies for Success outlined in *Impact Learning. Impact Lives.*

• **Innovation Awards**: Reward innovative practices which dare to achieve the Vision 2025 Essentials by providing winning schools with seed funding to incubate ideas and practices.

For 2014-15, we received more than 50 applications from more than 30 schools. It was inspiring to see the range of strategies and practices (current and proposed) happening across the city to support our students and community.

This year, the application looked for not only promising practices but also feasibility and ability to successfully implement these practices. Schools were provided a rubric, along with examples of project plans and budgets. The application asked for an overview of the practice(s) a school was pursuing along with an action plan describing how they planned to implement the practice(s). Applications were also asked to give the amount of funds they needed for implementation.

Our Selection Committee, including members from SFUSD, UESF, UASF and the QTEA Oversight Committee, used a blind review process (all school names were scrubbed from applications) and the same rubric to review applications. Categories within the rubric included Alignment to District Goals, Feasibility, Likelihood of Success, Understanding of Impact (all categories were weighted evenly). After the review process, 15 Impact & Innovation Award Winners were selected for 2014-15. You can see their winning applications below:

**2014-15 Impact & Innovation Award Winners (click to see their applications):**

- Alamo Elementary
- Bret Harte Elementary
- Burton High School
- Chinese Immersion School at De Avila
- El Dorado Elementary
- Fairmount Elementary
- Francisco Middle School
- Hoover Middle School
- Mission High School
- Paul Revere K-8
- Ruth Asawa San Francisco School of the Arts
- San Francisco International High School
- SF Community
- Sunnyside Elementary
- Sutro Elementary
- Thurgood Marshall Academic High School

Congratulations to all of our winners!

In addition to reward funding, each winner will also be partnered with Innovation Scouts. The Innovation Scout Program is aimed at helping SFUSD capture the creative and impactful practices that are transforming schools and classrooms and to tell their stories. **Innovation Scouts** will be assigned to visit sites to capture some of the identified practices they are implementing to advance Vision 2025, including the genesis of the practice, the change management and investment strategy they utilized, how it’s working, and what lessons others can learn from their ideas and practices.

The goal is to uncover, unwrap, and understand these practices and unveil them to a broader audience on the soon-to-go-live SFUSD Innovation Web Hub. Here, staff and students alike can observe, incorporate and build upon the practices that are currently happening and add their own
creative spins. Gone will be the days of reinventing the wheel; ahead lies the inspiration of collective genius!

**Master Teacher Program:**
Stephanie Ervin’s presentation to the OC drew a great deal of attention once again this spring because anecdotal evidence such as organization and continuity along with the numerical data we heard supported the idea that QTEA funding leads to improvements in the district. In 2013-14, 65 teachers in Cohort 4 Network in 11 high need schools and 16 Master Teachers participated in this program whose primary goal is retention and development. The goal of the program is detailed as follows:

> The Master Teacher is a job embedded PD model that develops teachers from within the system. As teachers mature and desire to contribute beyond their classroom, this program provides a formal pathway for them to further develop and exercise professional leadership.

The vision of the Master Teacher program is that it “contributes to the equitable academic, social, and emotional development and success of every student in SFUSD by creating and sustaining a pathway that invites, involves, and supports continuous learning and development for the classroom.”

**COMMITTEE RESULTING ACTIONS AND RECOMMENDATIONS**
The OC has made recommendations in the past when we reported to the School Board. Instead of repeating any these past recommendations, we intend to focus this section of our report on process. Specifically, it would be of great benefit to have a member of your board assigned to the role of ensuring that the OC’s recommendations receive the proper attention and adequate responses necessary from the SFUSD. The communications between the board and the OC should occur more regularly rather than once annually at this meeting. Supporting the citizen volunteers who serve for the benefit of the students, teachers and the rest of the SFUSD community is vital for optimizing impact of QTEA funds and to send the right message in preparation for future ballot measures that seek to help fund our schools.

In addition, when the SFUSD and UESF conduct negotiations at which QTEA funds are being discussed, the OC needs to be represented in order to prevent its members from being the last ones to learn about the outcome of these negotiations through a press release as occurred in November 2014. As the OC learned this past year, a memorandum of understanding on the use of QTEA funds was completed between SFUSD and UESF leaders in early 2008 whereas the ballot measure was not passed until June 2008, and the OC did not convene for the first time until a couple of years later. The OC is presenting these findings before this board, in a public forum naturally, with the expectation that process will improve accordingly for the benefit of everyone especially SFUSD students.

Finally, the OC’s web presence continues to improve to allow easier public access to QTEA materials to foster communications, transparency and accountability. For example, the Impact and Innovation Award update earlier in this report represents information available on the QTEA section of the website, and the public may use this website to view important, relevant studies:

> Policy Analysis for California Education (PACE) and the Center for Education Policy Analysis (CEPA) at Stanford University have documented the development of the parcel tax and are studying the first three years of implementation. Links to their papers on QTEA are available at the following link - [http://cepa.stanford.edu/qtea/publications](http://cepa.stanford.edu/qtea/publications)
Our final meeting of this year is scheduled for Tuesday, May 5, 2015, after which the new committee chairs will assume their roles and look forward to receiving nominations for the soon-to-be three vacancies on the committee.

Respectfully submitted by the QTEA Oversight Committee April 28, 2015
APPENDIX A

PROPOSITION A: THE QUALITY TEACHER AND EDUCATION ACT OF 2008

Whereas: The Board of Education of the San Francisco Unified School District believes that a qualified special tax is necessary to maintain quality education for all of the students of the San Francisco Unified School District (the "District"); and

Whereas: Funding from the State of California (the "State") and Federal Government have been inadequate to meet these objectives and the Board has no assurance that the State or Federal funding will permit the District to meet these objectives in the future; and

Whereas: Since Proposition 13 passed in 1978, California's per-pupil spending has slid to one of the lowest in the nation, in January 2008, as Education Week report ranked California 46th in education spending nationwide; and

Whereas: San Francisco has the 2nd highest cost of living of any city in the country but there are 13 cities in California alone that pay teachers more than San Francisco, and

Whereas: The District has a difficult time attracting and retaining quality teachers, with some schools suffering from high teacher turn over and some subjects, such as bilingual education, math, and science, experiencing teacher shortages; and

Whereas: Education studies have shown that one of the most important factors determining student achievement is a fully supported, well-trained and consistent teacher in the classroom; and

Whereas: The Board of Education has determined in its best judgment that in order to improve quality education in San Francisco for all students that an election is advisable and necessary to request voters to authorize a qualified special tax in the amount of $198 per year per parcel of taxable real property, to be collected beginning July 1, 2008; and

Whereas: Section 4 of Article XIIIA of the California Constitution and Sections 50075, 50076, 50077, 50079, and 53722 et seq. of the California Government Code, authorize a school district, upon approval of two-thirds of the electorate voting on the proposition, to levy a qualified special tax for specified purposes following notice and a public hearing, and

Whereas: The Board of Education has conducted hearing after due notice regarding the proposed authorization of the special tax, as required by law, and

THEREFORE BE IT RESOLVED: That based upon these findings, the Board of Education of the San Francisco Unified School District provides as follows:

Section 1: TERMS OF THE SAN FRANCISCO QUALITY TEACHER AND EDUCATION ACT OF 2008.

(a) Terms and Purposes: Upon approval of two-thirds of those voting on this proposition, the District shall be authorized to and shall levy a qualified special tax of $198 per year per parcel of taxable real property in the District. Commencing July 1, 2008, and adjusting for inflation each year thereafter by the San Francisco All Items Consumer Price Index for all Urban Consumers (CPI-I) as reported by the US Department of Labor's Bureau of Labor Statistics. The qualified special tax shall be known and referred to as the "San Francisco Quality Teacher and Education Act of 2008". Proceeds of the San Francisco Quality Teacher and Education Act of 2008 shall be authorized to be used to:

- Strategically raise the salary of teachers and provide retention bonuses so the District can compete with other districts in attracting and retaining the best teachers to support student achievement;
- Provide additional compensation/stipends to teachers who work at schools with high teacher turnover and in hard-to-fill subject areas:
• Provide additional training to staff, including Child Development Programs and K-12 teachers and paraprofessionals;
• Provide more competitive compensation and/or benefits to other school personnel;
• Develop a Master Teacher program and provide incentives for exceptional teachers to stay in the classroom to support student achievement and promote professional learning communities;
• Expand and improve the Peer Assistant and Review program and increase teacher support and accountability;
• Support best practices at schools by providing additional recognition and resources to schools that model effective school-wide strategies and show the most growth in students achievement;
• Improve academic innovation, technology and other support resources to assure continuous growth of innovative teaching and learning opportunities and provide students, parents, and teachers with access to current technology and adequate resources to support students achievement;
• Allocate a portion of funds to public charter schools; and
• Conduct the election and provide oversight to make sure the proceeds from the parcel tax are only spent in the manner approved by the voters.

(b) Senior Citizen Exemption Available: An optional exemption from the special tax will be made available annually to each individual in the District who attains 65 years of age prior to July 1 of the tax year, and who owns a beneficial interest in the parcel, and who uses that parcel as his or her principal place of residence, and who applies to the District on or before determined by the Board of Education. Any application for such exemption must be submitted to the District and must be renewed annually.

Section 2: ACCOUNTABILITY MEASURES

(a) Oversight Committee: An independent oversight committee shall be appointed by the Board of Education to ensure that the proceeds from this proposition are expended for the purposes described in the proposition.

(b) Government Code Section 50075.1 Compliance: The members of the Board, the Superintendent of the District, and officers of the District are hereby requested and directed, individually and collectively, to provide accountability propositions pursuant to Government Code Section 50075.1 that include, but are not limited to all of the following:
   (i) a statement indicating the specific purposes of the qualified special tax,
   (ii) a requirement that the proceeds be applied only to the specific purposes identified pursuant to subsection (i),
   (iii) The creation of a separate special account into which the proceeds from the special taxes shall be deposited, and
   (iv) An annual report pursuant to Section 50075.3 of the Government Code.

(c) Government Code Section 50075.3 Compliance. Pursuant to Section 50075.3 of the Government Code, the Board directs that the Chief Financial Officer of the District file a report with the Board no later than January 1, 2009, and at least once a year thereafter. The annual report shall contain both of the following:
   (i) the amount of funds collected and expended from the special taxes, and
   (ii) the status of any projects or programs required or authorized to be funded as identified in subsection (a)(i) herein from the proceeds of the special taxes.

(d) Specific Purposes: All of the purposes set forth in the proposition shall continue the specific purposes of the San Francisco Quality Teacher and Education Act of 2008, and the proceeds of that special tax shall be applied only for such purposes, and shall not fund any program, project or reduction other than those authorized above.
Section 3: PROTECTION OF FUNDING
If the adoption of this Proposition results in any decrease in State or Federal funding to the District, then the amount of the special taxes authorized by this Proposition will be reduced annually as necessary in order to restore any such reduction in State or Federal funding; or the Board may authorize the Tax Collector to transfer to the City's Children's Fund, or such other fund as the Board may designate for activities that are consistent by the Board to be necessary to restore any such reduction in State or Federal funding.

Section 4: LEVY AND COLLECTION
(a) Collection: The San Francisco Quality Teacher and Education Act of 2008 special tax shall be collected by the City and County of San Francisco's Office of the Treasurer and Tax Collector (the "Tax Collector") at the same time and in the same manner and shall be subject to the same penalties as ad valorem property taxes collected by the Tax Collector. The collection of taxes under the Quality Teacher and Education Act of 2008 shall not decrease the funds available from other sources of the District in any period from the effective date hereof.
(b) Definition: "Parcel of taxable real property" as used herein shall be defined as any unit of real property in the City and County of San Francisco that receives a separate tax bill for ad valorem property taxes from the Tax Collector's Office.
(c) Exemption: All property that the Tax Collector has determined to be otherwise exempt from or on which are levied no ad valorem property taxes in any year shall be exempt from the San Francisco Quality Teacher and Education Act of 2008 in such year. The Tax Collector's determination of exemption or relief for any reason of any parcel from taxation, other than the Senior Citizen Exemption, shall be final on the taxpayer for purposes of the San Francisco Quality Teacher and Education Act of 2008. Taxpayer desiring to challenge the Tax Collector's determination should do so under the procedures established by the Tax Collector's Office and Section 4876.5 of the California Revenue and Taxation Code or other applicable law. Taxpayers seeking any refund of taxes paid pursuant to the San Francisco Quality Teacher and Education Act of 2008 shall follow the procedure applicable to tax refunds pursuant to the California revenue and Taxation Code.
(d) List of Senior Citizen Exemption: Parcels owned and occupied by individuals who are 65 years of age or older may be exempt pursuant to Senior Citizen Exemption provisions set forth above. The District shall annually provide a list to the Tax Collector, on or before a date established by the Tax Collector each year, of the parcels, which the District has approved for the Senior Citizen Exemption as, described above.
(e) Duration: The collection of taxes pursuant to the San Francisco Quality Teacher and Education Act of 2008 shall commence July 1, 2008 and expire June 30, 2028.
(f) Appropriations Limit: The Board shall provide pursuant to Section 7902.1 of the Government Code or any successor provision of law, for any increase in the District's appropriations limit as shall be necessary to ensure that the proceeds of the special tax may be collected and spent for the authorized purposes.

Section 5: SEVERABILITY
The Board hereby declares, and the votes by approving this proposition concur, that every section, paragraph, sentence and clause of this proposition has independent value, and the Board and the votes would have adopted each provisions hereby regardless of every other provisions hereof. Upon approval of this proposition by the voters, should any part be found by a court of competent jurisdiction to be invalid for any reason, all remaining parts hereby shall in full force and effect to the fullest extent allowed by law.

Appendix B: 2013-2014 QTEA Agreed Upon Procedures Report
Appendix D: Multi-year Budget Analysis Report
Appendix E: 2008 QTEA Memorandum of Understanding