

LCAP Goal	Parent Advisory Council (PAC) & District English Learner Advisory Council (DELAC) & African American Parent Advisory Council (AAPAC) Recommendations & Questions	SFUSD & SFCOE Response
Student Achievement	Provide adequate curriculum and appropriate materials for teachers to support English Language Development for all English Learners.	Beginning in the 2017-2018 school year, SFUSD will support the implementation of its new Designated ELD Framework in 20 elementary schools, with plans to support use of the new Framework in all elementary schools over a period of three years. The new Designated ELD Framework draws directly from California's recent ELD Standards, which calls for language learning to be connected to learning in other subjects; to develop students' academic discourse skills; and to build knowledge of grammar, vocabulary, and meaning-making. Support for the use of the new Designated ELD Framework will include professional development, coaching, electronic and print-based teacher resources, materials for students, and access to language development software.
Access & Equity	Increase and monitor student access to computers, and provide time to practice composing academic work on keyboards, to develop the skills necessary to do well on computer-based assessments.	<p>Technology access for students is funded through multiple means in the district, primarily through school-level budgets. The central office expanded access to technology for schools with the introduction of online summative assessments (SBAC) and will continue to provide this added capacity to schools. SFUSD is fortunate to have dedicated funding for technology in the 2016 Bond. While the majority of this funding will support technology infrastructure modernizations, the district plans to dedicate a portion of the funding to increase technology access to schools with additional student devices and classroom technologies to help ensure equity and access, particularly for our most underserved schools and student populations.</p> <p>Digital literacy and fluency is critical for 21st century success and underlies our graduate profile. This is accomplished in schools through a myriad of ways, including specific technology-focused classes such as computer science, digital media, library/media, and technology. Additionally, students develop digital literacy and fluency in their core content subjects through the integration and use of technology aligned to the curriculum. School-based Technology Leads (educators who assume a technology leadership role in the school), work with their school leadership to develop a school-based Technology Integration Plan aligned to the Balanced Scorecard. These plans incorporate how schools will ensure students receive sufficient time to develop digital literacy skills and capacities, including applied uses of devices to support humanities, math, and science throughout the learning day that will help prepare them for online assessments. The goal is that technology is embedded across all content areas to support academic learning, specifically the development of agency, identity, and voice, access to content and construction of knowledge, 21st century skills of communication, collaboration, creativity, critical-thinking, and citizenship, and to demonstrate their learning.</p> <p>In terms of access and equity regarding technology it appears that students have access to technology but are not always given the opportunity to utilize the resources. Utilization varies on teachers comfort in using the computers and fitting it in their curriculum. When implementation fails when resources are available there may be a training gap. We recommend identifying the root cause for non implementation (time, beliefs, training). Once staff is trained we recommend monitoring implementation.</p> <p>Many of our schools are resourced with Ipads, but the SBAC is not administered on Ipads. We recommend providing access to kinds of the computers that students will actually use to take the SBAC. We would also like to see practice time built into student schedules.</p> <p>With the new Bond measure, we are looking to purchase student devices that will more closely mirror the devices that students use for SBAC testing. Additionally, we recognize that utilization and integration of technology varies across teachers at the district. We are working internally to build personalized and blended learning capacities across the district to support better integration of technology into instruction and this work will also require collaboration and coordination with our union partners.</p>
Access & Equity	Take inventory of technological resources and ensure up-to-date equipment in all schools throughout the district to ensure access and equity.	Schools maintain an inventory of their available technology resources and are responsible for ensuring that technology is up-to-date and planned for within their budgeting process. The central office expanded access to technology for schools with the introduction of online summative assessments (SBAC) and will continue to provide this added capacity to schools. SFUSD is fortunate to have dedicated funding for technology in the 2016 Bond. While the majority of this funding will support technology infrastructure modernizations, the district plans to dedicate a portion of the funding to increase technology access to schools with additional student devices and classroom technologies to help ensure equity and access, particularly for our most underserved schools and student populations.
Accountability	Provide tools and build capacity for schools to improve two-way communication with families.	In addition to face to face meetings and/or direct calls between parents and teachers, SFUSD has two primary technology platforms to support school staff with home school communication, including School Messenger for email, text and group phone calls and a family portal that allows for two-way email communication and sharing of information related to student progress including attendance and grade information. In August 2017, SFUSD will transition the family portal from School Loop to Synergy, the district's student information system. Communication practices, however, including use of these tools, varies across district schools. Several departments, including Communications, Office of Family and Community Engagement, and the Department of Technology, are working on supporting school staff with following best practices and utilizing existing tools to enable better timely communication.

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Account ability	<p>Establish clear expectations that school staff will regularly update information shared through the new Gradebook for All system, and will actively reach out to families in a timely way if their student is in danger of failing a course or is not on track to graduate, or their elementary school student is not at grade level prior to parent- teacher conferences.</p>	<p>The Divisions of Technology and Labor will develop guidelines for use of Synergy Gradebook for All similar to what had been established practice for SchoolLoop. We will share these guidelines with our Union partners, UESF and UASF for their input and feedback. Keeping families and students current on their academic progress and grades is an important accountability promise we must honor to ensure our students are on track to graduate. In Spring 2017, all secondary educators were trained to get up and go with the new online gradebook and family portal. Additional training will be provided in August and throughout the fall when educators return.</p> <p>If SFUSD plans on moving towards Grade Book for All we must remember the word ALL. This system has been advertised to our families as a tool to ALL families can use to partner and be engaged in their student's progress. In order to honor the message being communicated to families regarding this system, communication practices can not vary across district schools. How can we ensure that teachers are entering information on Gradebook for All K-12. Our understanding that the only information that must be uploaded is for attendance. Will there be a requirement for ALL TEACHERS to upload student progress, assignments and needs.</p> <p>If school's mandate that I send my child to school daily to comply with Attendance rules, sign documents, read report cards, attend conference etc. should I not expect regular updates from ALL of my children's teachers? If there is a ability gap, we recommend mandatory Grade Book for All training and implementation.</p> <p>We do currently have trainings planned for the roll out of Grade Book for All [Melissa -- can you add more here?]. The intent is that this will be a tool to support communications between families, students and teachers. With the adoption of a new tool, we recognize there will need to be time to ramp up and gain familiarity. At the same time, adoption and usage of this tool will also be a critical area of collaboration with our union partners to ensure teachers have the support needed to leverage this tool to connect meaningfully with families and students.</p>
Account ability	<p>Provide consistent training and ongoing coaching for principals, teachers and site staff. Emphasize the expectation that principals, teachers and other school staff participate in ongoing professional learning opportunities in several key areas:</p> <p>Differentiation of instruction to address the various skill levels in the classroom</p> <p>Inclusive practices to service our students with Individual Education Plans in general education classrooms</p> <p>Cultural competence and implicit bias to work well with our diverse student body</p> <p>Safe and Supportive Schools Implementation, specifically how to navigate challenging behavior, deescalate conflicts and strengthening positive classroom management to minimize disruptions and increase learning</p>	<p>The Division of Curriculum & Instruction will continue its work to support professional learning for paraprofessionals, teachers, principals, and central office leaders. Professional development offered through C&I will include: (1) Two days of QTEA professional development offered to all paraprofessionals, (2) Support for teachers in 20 elementary schools to implement the new Designated ELD Framework; (3) the provision of CTC-approved Induction coaching to all first and second year teachers; (4) support for IRFs, Literacy Coaches, principals and assistant principals, Literacy Specialists, Reading Recovery teachers, RSP and SDC teachers, and central office leaders related to SFUSD's Language Arts and Math Core Curricula and their signature instructional strategies.</p> <p>Work this coming school year will also include the implementation of a new Next Generation Science Standards Core Curriculum in Science in Grades 6 and 9 (with plans for Grades 7,8, and 10 the following year); a 10-school pilot effort related to screening and serving students at-risk of a diagnosis of dyslexia (in response to AB1369); and support for new teachers through programs like the San Francisco Teacher Residency, a new teacher residency partnership with NYU, and the new Pathway to Teaching credentialing program. All of this work will include professional development on differentiation, identity and bias, inclusive practice, and language development.</p> <p>SFCS and Special Education are working with several consultants and also the San Francisco Human Rights Commission to strengthen our efforts around Implicit Bias. Implicit Bias has always been a part of PBIS, Restorative Practices, Trauma- informed practices, but we recognize that we need to call this out more intentionally. All future professional development agendas will specifically identify how our biases play a critical role in the implementation of strategies and practices aimed at building a pro-social positive school climate and culture.</p> <p>AAPAC has consistently asked that teachers and staff be training in cultural competence and humility, so we are grateful that these trainings will be offered but we are concerned if these trainings are offered as an optional training and not required we will reach the choir and not the staff that actually need it. Who will do the training?</p> <p>SFCS and Special Education partner with key supports to provide training to staff, including Safety Care and Rob Horner [Kevin did you want to add additional partners and/or share why these folks were selected]. Both support services have been met with positive feedback from staff who attended the trainings and we plan to continue these in 2017-18. Additionally, we have heard from sites that working with Zaretta Hammond has been helpful and therefore are also partnering with her to provide trainings to staff.</p>

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Account ability	Track, quantify and monitor staff professional development, trainings and coaching, and its impact on student outcomes.	<p>SFUSD uses a range measures to gauge the implementation of its initiatives, including student outcome data from tests, benchmark assessments, grades, report cards, office discipline, attendance, and high school credit earning; school audits (in the case of monitoring the requirements of the Lau Consent Decree); school visits (including instructional rounds); the collection of reports and schedules (in the case of PE); self-reports (in the case of the Tiered Fidelity Index, which relates to a school's overall use of strategies associated with Safe and Supportive Schools); and participation in training. Still, the measurement of implementation can be improved, and SFUSD is involved in promising research partnerships with Stanford and a variety of private research firms to quantify the adoption of strategies in classrooms and schools.</p> <p>What is the implementation year for these trainings? What will be the methods for measuring outcomes of teachers? The onus seems to be on our students. Are teachers graded when they do not use the knowledge gained from the trainings? What if student outcomes don't improve? Who is accountable?</p> <p>We currently have a few systems that track attendance of trainings (Cornerstone) and also BASIS which tracks interventions that are logged for students. This system also houses who provided the intervention. Based on this information we can see who attended trainings and how/if they might be employing the practices they gained from the trainings. From a teacher evaluation standpoint, we do have evaluations in place to see how teachers engage with and provide instruction to students. We are looking to invest in a Learning Management System to better align the supports needed by a teacher with trainings and professional development opportunities that suit their capabilities and growth areas.</p>
Account ability	Develop a clear implementation plan to address the social- emotional wellbeing of students, and monitor and increase access to behavioral interventions to decrease the number of out class referrals, increasing learning and ensure greater access to academic material.	<p>SFCSD has provided the Safe and Supportive School Report (presented to the board in May 2017 with a follow up of yearly results scheduled for August 2017) with data on professional development participation, TFI results, suspensions, ODRs, etc. so that schools can set measureable goals to decrease out of classroom time and increase participation in instruction in the classroom. Concerns have been raised around implementation, in particular of Restorative Practices, that many schools are experiencing challenges with fidelity of implementation and that we need to strengthen the on-site support and coaching at schools. We have just begun providing personal outreach to staff after they have participated in professional development and asking:</p> <p>a.) Are they utilizing the strategies they learned in PD? b.) Are they having success with the outcomes as evidenced by students adopting more pro-social and positive responses to situations and are the strategies helping to enhance their positive relationship with students? c.) Would they like a coach to visit their classroom/school and provide personal feedback?</p> <p>We are pleased to see that SFUSD continues to promote restorative practices and is looking into measuring how they are being implemented. We agree that many schools are struggling with fidelity and often times in the schools where it is most needed. Because of these practices being optional based on teacher's choice, beliefs or ability to implement our students will continue to suffer. What ways can we better encourage implementation and monitoring of that implementation? Additionally, the questions that are being asked of staff who have been trained</p> <p>"a.) Are they utilizing the strategies they learned in PD? b.) Are they having success with the outcomes as evidenced by students adopting more pro-social and positive responses to situations and are the strategies helping to enhance their positive relationship with students? c.) Would they like a coach to visit their classroom/school and provide personal feedback?"</p> <p>These are all closed ended questions and does not allow for teachers to give solid examples. Can the questions be open ended and scaled? How is student data being used to monitor behavior interventions and IF they are even being used?</p> <p>Staff across the district are being trained in Restorative Practices and have been trained since the board resolution of 2009. Parents and students have a right to ask for restorative practices when disciplinary issues occur at schools. Some issues such as certain weapons and issues of a sexual nature are not appropriate for circles and this is determined by the school administrator in consultation with the legal department. Restorative Practices is most effective when used proactively to build community before issues occur, and that is part of how we train schools and site staff. Parents are welcome to attend the regular Restorative Practices training and also to bring their concerns and questions directly to the Restorative Practices Coordinator at the district level.</p>

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1	<p>What is SFUSD doing to accelerate achievement for African American, Latino, English Learner and other students?</p>	<p>Several key departments in SFUSD are collaborating to raise African American student achievement, including the Early Education Department, LEAD, and the Superintendent's Office through the African American Achievement & Leadership Initiative. AAALI's annual report details districtwide efforts to raise African American student achievement(http://www.sfUSD.edu/assets/sfUSD-staff/councils-and-committees/files/AAPAC/AAALI%20Report%20FINAL.pdf).</p> <p>In general, SFUSD has made efforts in 2016-2017 and will continue in 2017-2018 to raise achievement through a focus on high-quality literacy instruction, individual learning and postsecondary plans for African American students in K-12, and increasing site-based staff and community-based organization (CBO) supports for African American students.</p> <p>To accelerate achievement for English Learners, C&I, LEAD, RPA, and the Superintendent's Office are collaborating to ensure the consistent implementation of quality designated English Language Development (ELD) instruction leveled by proficiency level as well as integrated ELD during content instruction. Each site will be examining its implementation of ELD through a cycle of ongoing improvement including, 1) reviewing EL achievement data; 2) conducting classroom walk-throughs to review ELD instruction; and 3) providing specific supports to address areas of improvement.</p> <p>LCAP Goal 1 to accelerate African American student achievement can not rest on AAALI as indicated in the response to our questions. How can we ensure that all stakeholders are responsible for implementation of SFUSD's plan for student acceleration? The language also says efforts will continue in 2017-18, but we would like a greater commitment to be made to this goal. How can this be permanent focus?</p> <p>For 2017-18 planning, SFUSD had acceleration of achievement for focal students as its top priority, in addition to compensation to recruit and retain top talent. These two are tied -- we believe that employing, growing and retaining quality teachers will in turn support the needs of our most vulnerable students. Additionally we recognize that more needs to be done to serve our focal students in order to accelerate achievement. This was the lens with which we reviewed planning for 2017-18 and we continue to hear this as an area of need among stakeholders. With Achievement being a District-wide goal and as Vision 2025 outlines, this remains a focus and is the core tenant of our work as a district.</p>
2	<p>How is the district addressing the needs of historically underserved students with small numbers, such as American Indian, Pacific Islander, Southeast Asian communities?</p>	<p>As part of our work with the CORE districts, we have included student subgroups with 20 or more students as part of our accountability measures. Previously, only students with subgroups of 100 or more were included. While this shift has enabled us to make more students visible, we do recognize that this is an area that needs more focused attention.</p> <p>With respect to our American Indian population we receive Title VII Federal Grant funds close to \$27,000. In addition to this federal grant, SFUSD allocates additional support for our American Indian student population. This additional support includes:</p> <p>PEEF: \$35,291 for Academic Mentoring and Tutoring - Year 2 Use of Title I funds to support a 1.0 FTE Program Coordinator, 0.2 FTE Supervisor and additional clerical support</p>
3	<p>How does the district evaluate programs and strategies to know if they are effective?</p>	<p>We have identified strategies across SFUSD, starting with our three district goals of access and equity, student achievement and accountability. School Balanced Score Cards/Single Plans for Student Achievement (BSC/SPSA) and our district's Local Control Accountability Plan (LCAP) identify actions and measures that we work to employ. We are committed to using cycles of continuous improvement to review progress toward our goals, implementation of our strategies, the impact of our work, and if needed, realign strategies and resources to meet our goals. The cycle of continuous improvement is one SFUSD uses to reflect on current practice or address a shared problem.</p>

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4	How are schools being held accountable when there is a lack of inclusivity and transparency regarding budget decisions?	<p>All schools have a School Site Council (SSC) with publicly noticed meetings to discuss budgets and the SSC roster/signature page is uploaded with the BSC of each school.</p> <p>In response to Goal 4, although all schools may have School Site Councils how many of them are properly functioning? Do they reflect and represent the total school population? Stakeholders have repeatedly shared that the budget process is not inclusive or transparent. Who and how often are school's practices around this monitored?</p> <p>Guidance to school sites regarding School Site Councils - has changed significantly since the inception of LCFF with respect to the role of the School Site Council- is provided and information can be found here (http://www.sfusd.edu/en/councils-committees/school-site-council.html). The oversight of SSCs resides largely with site leaders and they in turn work with their communities to identify SSCs for reviewing the budget and BSC. For schools that receive Title I funds, SSCs are to review the use of and sign off on the portion of the BSC which corresponds with Title I funding. For schools not receiving Title I, SSCs must still be current, have parity and they must participate in the budgeting process. These plans (the BSCs) are then reviewed twice a year by several central office departments, including LEAD, MultiLingual Pathways and State & Federal Programs Departments and this information is also shared with Federal agencies that oversee Title I allocations. Audits and reports are required on a regular basis and we continue to provide this information regularly to Federal agencies. Sites who have not participated in the process are not allowed expenditure of their BSC funds until such time as they do.</p>
5	How do we ensure schools that continually get new students after the 10 day count also receive the additional resources they needed to serve them?	<p>We recognize that enrollment shifts occur across schools and that, while some schools may see reductions, others may see increases. For schools that see an influx of students, we do have discussions across departments (LEAD, Instruction, Innovation & Social Justice, Policy & Operations, Enrollment, Budget) to review the status of enrollment and the increased needs for staffing. Based on these discussions, there are schools that have received additional funding to cover additional staffing needs that result from increased from enrollment mid-year.</p>
6	How are schools expected to sustain improvements in student outcomes and increase growth when the vital supports are removed after gains?	<p>We recognize that some schools, when shifting from Tier 3 to Tier 2 based on input data regarding students and teachers (as opposed to student outcomes) as described in responding to #8 below, received some reductions in centrally-funded supports. Some schools are able to sustain improvements as retention of staff may be high and capacity that was built among staff could continue to live within the school environment. However, there are schools that continue to require additional supports. With the most recent increase in PEEF funding (per the June Amendment), we are looking closely at sites that were impacted with reductions in centrally-funded supports and the increased revenue will allow us to restore some of these supports. Discussions will occur with site leaders and across departments to ensure decisions reflect the greatest needs at sites.</p> <p>When schools lose funding after gains, why are the cuts immediate? Is there a way to slowly remove services that were essential to school's growth? Although we are being told that administrators are being consulted, we have heard from Principals that they are not included in all of the decisions. There seems to be a disconnect.</p> <p>Via the Multi-Tiered System of Supports (MTSS), there is a methodology that reviews a range of data to inform allocation decisions. There are academic and social indicators included, student demographic data and staffing indicators as well. Beyond this, there are several layers of conversations that occur, involving administrators, assistant superintendents, district leadership and others. Where concerns are raised regarding allocations, there is a process to review these inquiries and allow for revisions when appropriate. We recognize that, while some sites show growth, it requires sustained supports to maintain growth and build capacity. Several initial reductions in MTSS allocations have since been restored, specifically at sites that moved from Tier 3 to Tier 2. As we look ahead to next year, the concerns, trends and feedback from prior years can help inform and improve the MTSS allocation methodology.</p>
7	What cuts are being made to central administrative offices? How do we evaluate performance to justify continued funding?	<p>Given our fiscal landscape, revenue growth will likely not keep up with current expenditure levels. Yet we recognize our priorities -- both accelerating achievement for focal students and investing in our talent -- will require significant investment of resources. In order to meet these priorities, we began the process of identifying areas to reduce expenditures, making tradeoffs to shift resources toward our priorities. This included making three percent reductions across central office departments. These reductions have resulted in reductions in staffing (some were vacant positions and others filled) across many departments, including Business Services, Curriculum & Instruction, Department of Technology, Early Education, MTSS, Special Education and Students, Family & Community Supports. There were also reductions in consultant services, including those in Legal, Fund Development, Students, Family & Community Supports and Special Education. These reductions are likely to continue given current projections for slowing revenue.</p> <p>In terms of evaluating performance, we recognize that many services provided in central administration can have an impact on sites, ranging from Human Resources (recruiting and hiring staff) to LEAD and instructional supports and Curriculum & Instruction (providing access to curriculum and professional development opportunities). These supports and programs can contribute to student outcomes, often via the impact they have on school site staff. We gather feedback from sites to understand how effective programs are being received and also to understand where there are areas for improvement. With this information we are able to better shift and shape programs to meet the needs of sites. Additionally, given the likelihood of increased need for savings and tradeoffs, we are looking to become more efficient in how we can deliver services to sites, while maintaining effectiveness, particular for sites that see higher turnover and house a higher concentration of our focal students.</p>

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8	What criteria were used to determine site-based cuts?	<p>The Multi-tiered System of Supports is based on two sets of input data---demographic characteristics of underserved students and human capital characteristics (teacher retention rates and teacher experience). Schools with the highest level of needs are categorized as Tier 3. Those with moderate levels of needs are categorized as Tier 2, and the remainder as Tier 1. The tiers are determined based on relative needs each year, and more resources and supports are directed to higher needs schools. Even if a school's needs remain high from one year to the next, resources may be directed to others whose needs are greater. In addition to a decline in their relative needs, some schools have been able to build their staff capacity. This led to some shifting in the the resource allocation model and to some Tier 2 schools experiencing a reduction in supports.</p> <p>As mentioned in a prior response, with the most recent increase in PEEF funding (per the June Amendment), we are looking closely at sites that were impacted with reductions in centrally-funded supports and the increased revenue will allow us to restore some of these supports. Discussions will occur with site leaders and across departments to ensure decisions reflect the greatest needs at sites.</p>
9	How do we ensure schools are participating in the full implementation of Restorative Practices with a culturally appropriate and responsive lens?	<p>We are implementing the Tiered Fidelity Inventory (TFI) as a tool for schools to assess the level and effectiveness of implementation of PBIS, of which RP is a component, and using the TFI to identify school sites where we need to provide additional support. We are also using suspension and Office Discipline Referral (ODR) data to identify schools where we need to provide more coaching. In addition, we are now following up all professional development with a survey to participants inquiring as to if they are utilizing the strategies and if they need additional coaching to be successful.</p> <p>AAPAC is pleased to see that a tool has been implemented to assess the level of effectiveness. When is the timeline for looking at results of the Tiered Fidelity Report? How are we ensuring that the practices have a culturally appropriate lens? What are the specific strategies to look at the cultural relevance?</p> <p>The TFI data is a tool schools and the district use to measure implementation of Positive Behavioral Interventions and Supports. A Culturally Responsive Companion to the TFI is now being implemented in the High School to directly improve our cultural competence as it relates to school climate. The TFI and the Cultural companion can be accessed at PBIS.org.</p>
10	What intentional actions will be taken to ensure our schools with the greatest needs are getting the appropriate resources and staffing to meet their goals?	<p>Similar to the responses above, the Multi-tiered System of Supports is informed by a range of data and schools are then placed into Tier 1, 2, 3 -- Tier 3 being schools with greater concentrations of focal students and often higher turnover of staff. As such, we are intentional about ensuring that Tier 3 schools are receiving a higher infusion of much needed resources.</p> <p>Additionally, when allocating the Weighted Student Formula (WSF) to sites, we look at student demographics to allocate supplemental and concentration grant funding to schools that have low income students, English Learners, and Foster Youth. The WSF also takes into consideration core staff positions that each school requires and ensures this as part of "floor funding."</p> <p>Lastly, as mentioned in a prior response, for 2017-18, with the most recent increase in PEEF funding (per the June Amendment), we are looking closely at sites that were impacted by reductions in centrally-funded supports and this increase will allow us to restore some of these supports.</p>