



San Diego Unified

SCHOOL DISTRICT

***Investing in California's Future:
Closing the Achievement Gap by Providing
Robust Funding in the Classrooms***
October 21, 2015

Overview



- ❑ Introductions
- ❑ California's Future Depends on Students' Success
- ❑ Background on Education Funding Rankings
- ❑ Purpose for Defining Increases in Funding
- ❑ San Diego Unified's Lens: Investments Needed to Support Student Achievement
- ❑ What this Means for Students
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- ❑ Questions

Introductions

- ❑ Cindy Marten, Superintendent
- ❑ Marne Foster, President of Board of Education
- ❑ Dr. John Lee Evans, Vice President of Board of Education
- ❑ Jenny Salkeld, Chief Financial Officer

California's Future Depends on Student's Success



- ❑ California can prepare virtually all of its students to succeed in school and the workplace through targeted strategies.
- ❑ The academic rigor and creative entrepreneurship needed for solving the state's looming crises – such as climate change, competing in a global economy, and sustaining our enviable way of life – is within our grasp.
- ❑ Diverse sectors of the economy and growing industries require workers who are technologically-savvy, critical thinkers and problem solvers.

Student Achievement and Economic Predictors



- ❑ The Organization for Economic Cooperation and Development recently released an international report on the academic achievement of 78 countries
 - The study was based upon test scores in math and science for 15-year-old students
 - The United States ranks 28th, tied with Italy
- ❑ The report argues that the standard of education is a “powerful predictor of the wealth that countries will produce in the long run”
 - “Poor education policies and practices leave many countries in what amounts to a permanent state of economic recession”
 - The future of our students and our state is dependent not only upon reform efforts and our willingness to wait patiently for results
 - It is also dependent on our willingness to adequately fund our schools and invest in the financial success of California

Student Achievement and Economic Predictors



Countries Ranked by Math and Science Test Scores

1. Singapore	11. Poland	21. Czech Republic
2. Hong Kong	12. Vietnam	22. Denmark
3. South Korea	13. Germany	23. France
4. Japan (tied)	14. Australia	24. Latvia
4. Taiwan (tied)	15. Ireland	25. Norway
6. Finland	16. Belgium	26. Luxembourg
7. Estonia	17. New Zealand	27. Spain
8. Switzerland	18. Slovenia	28. Italy (tied)
9. Netherlands	19. Austria	<u>28. United States</u>
10. Canada	20. United Kingdom	

California Comparisons to Other States



- ❑ The final adjusted 2011-12 expenditure data is in, and at \$8,308, California has moved up in the national rankings from 50th to 46th in per-pupil expenditures
 - The national average for the same period was \$11,735
 - The rankings and U.S. average include all 50 states and the District of Columbia
- ❑ The most recent data from 2011-12 does not include the Proposition 30 temporary tax revenue or the LCFF increases received by some LEAs starting in 2013-14
- ❑ Increased investments under LCFF support equity, but are not sufficient as California still ranks below national average in per-pupil spending
- ❑ The per-pupil expenditures include adjustments to factor in regional cost differences and are weighted for student needs (i.e., for concentrations of special education and low-income students)

California Ranks 46th in Per-Pupil Spending



Ranking	State	Current Expense Per Student (Adjusted for Regional Cost Differences)	Percentage of National Average
1	Vermont	\$18,882	161%
2	Alaska	\$18,113	154%
3	Wyoming	\$17,758	151%
4	New York	\$17,326	148%
5	New Jersey	\$15,421	131%
6	Connecticut	\$15,172	129%
7	Maine	\$14,613	125%
8	New Hampshire	\$14,561	124%
9	District of Columbia	\$13,917	119%
10	Delaware	\$13,902	118%
-	US Average	\$11,735	100%
46	California	\$8,308	71%

Note: 2011-12 per-pupil expenditures adjusted for regional cost differences

What Explains the Differences in Educational Outcomes?



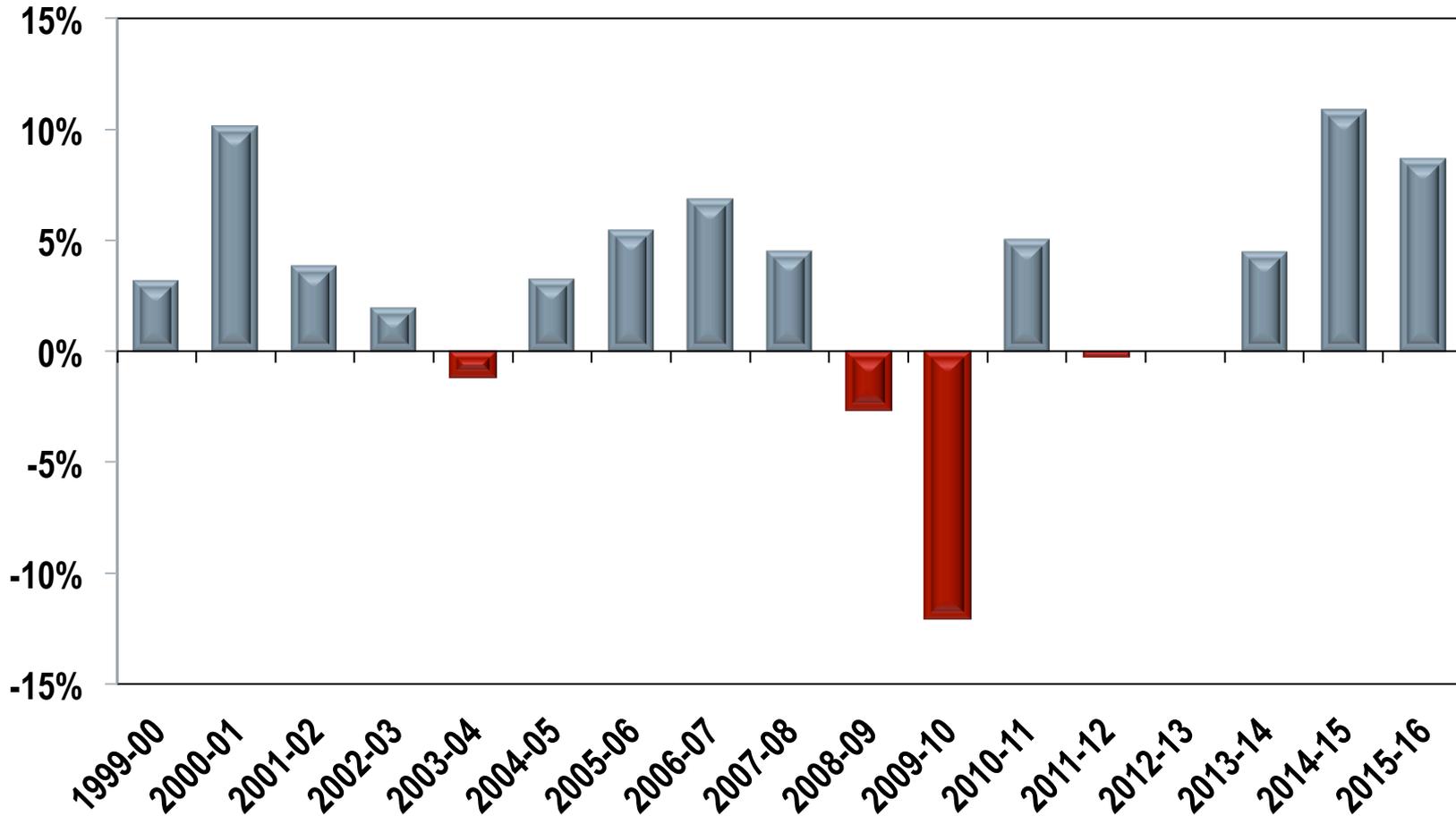
- ❑ Clearly, state spending alone does not explain the differences in student performance among the states

- ❑ What else might influence educational outcomes?
 - **Class size**
 - **Length of school day and year**
 - **Teacher training**
 - **Curriculum**
 - **Instructional materials**
 - **Facilities**
 - **Educational technology**
 - **Support services**
 - **Other factors**

California Per-ADA Funding Volatility



Per-Average Daily Attendance Revenue Change



Purpose for Defining Increases in Funding



- ❑ What would additional funding be used for?
- ❑ What is “robust funding”? Top 10 in the country?
- ❑ Demonstrate why additional investments are needed in the classroom and schools
- ❑ What this means for student improved outcomes
- ❑ Beneficial for California’s future to remain competitive in global economy

San Diego Unified Defines Investments in the Classroom to Close Achievement Gap



- ❑ Since December 2014, a cross-functional team of the district's operational and instructional leaders have been collaborating with the finance department to develop a model that defines the academic support systems needed to ensure success for all students.
- ❑ Local conversations and input received from parent leaders, employee groups and a focus group

Investment Model



- ❑ Template highlights staffing and cost projections, divided between the current reality for our school district using the 2014-15 fiscal year as a baseline and what the more appropriate scenario would be if K-12 public education was adequately funded.
- ❑ Difference between the current and adequate funding levels is referred to as an “opportunity” or “investment gap”

Template using 2014-15 as Baseline

Elementary:² BASIC

Funding Levels for *Elementary*: 243 Student

Class Size	Current			Adequate		
	Allocation Ratio	FTE	Amount	Actual Class Ratio	FTE	Amount
TK-3	25.5:1	6.5	660,000	20:1	9.2	
4-6	32.13:1	2.4	240,000	25:1	3.3	
Total		9.0	\$ 910,000		13.00	\$ 1,100,000

Fundamental Programs ⁴	Current		Adequate	
	FTE	Amount	FTE	Amount
Arts	-	-	1.0	
Sciences	-	-	1.0	
Physical Education	0.7	70,000	1.0	
World Language	-	-	1.0	
Total	0.7	\$ 70,000	4.00	\$ 400,000

Capacity Building	Current		Adequate	
	FTE	Amount	FTE	Amount
English Learner	-	-	1.0	
Literacy Specialist ³	-	-	1.0	
Math Specialist	-	-	1.0	
Total	-	\$ -	3.0	\$ 300,000

Template using 2014-15 as Baseline

Districtwide

Funding Adequacy: Funding Gap

Districtwide		Total Expenditures
Current	\$	473,000,000
Adequate	\$	821,000,000

Elementary School		Total Expenditures
Current	\$	228,000,000
Adequate	\$	428,000,000

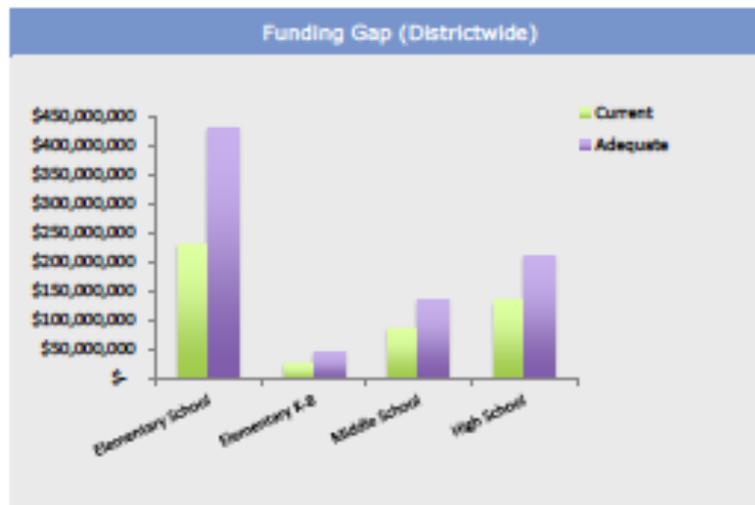
Elementary K-8		Total Expenditures
Current	\$	27,000,000
Adequate	\$	47,000,000

Middle School		Total Expenditures
Current	\$	85,000,000
Adequate	\$	136,000,000

High School		Total Expenditures
Current	\$	133,000,000
Adequate	\$	210,000,000

Total Funding Gap

(\$350,000,000)



Note: Analysis for atypical/alternative schools are included in the high school model.

Examples of costs not included in the model:

- Increases in CalSTRS and CalPERS contribution rates
- Electricity
- Administrator Costs
- Centralized Campus Police Officers
- Custodians, Janitors, etc.

For San Diego Unified roughly \$70M GRU Impact by 2019/20 based on current 2014/15 data
For San Diego Unified roughly \$5.5M GRU Impact by 2016/17

Smaller Class Sizes and Other Investments



Class Size	Current (2014-15) Ratio	Adequate Ratio
TK-3 (basic elementary)	25.5:1	20:1
TK-3 (high need elementary)	24:1	17:1
4-6 (basic elementary)	32.13:1	25:1
4-6 (high need elementary)	32.12:1	20:1
Middle School (basic)	30:1	25:1
High School (basic)	30:1	25:1

Results are listed as Full Time Equivalent



Investments Needed to Support Student Achievement and Close the Achievement Gap

- ❑ Instruction in arts, sciences and world languages at elementary school sites
- ❑ Specialized literacy, math and English learner support
- ❑ Nursing and counselor support for social-emotional wellness and college and career readiness
- ❑ Parent education support
- ❑ Increased clerical support (library/media/central support)
- ❑ 80 hours of additional instructional time
- ❑ \$176 per student for classroom supplies

Potential Cost Increases Not Included in Calculation



- ❑ Preschool (not part of traditional K—12 funding)
- ❑ Ongoing implementation costs of California State Standards and Next Generation Science Standards
- ❑ Supplemental programs identified in the Local Control and Accountability Plans
- ❑ Instructional programs
- ❑ Special education
- ❑ Nutrition Program
- ❑ Technology improvements, hardware and software
- ❑ Expansion of course offerings in Career Technical Education

Potential Cost Increases Not Included in Calculation



- ❑ Routine and deferred maintenance
- ❑ Utilities
- ❑ Custodial and other facilities costs
- ❑ Home-to-School Transportation
- ❑ District support overhead
- ❑ Employee compensation
- ❑ Higher employer contributions for employee retirement (CalSTRS and CalPERS)
- ❑ Health care costs

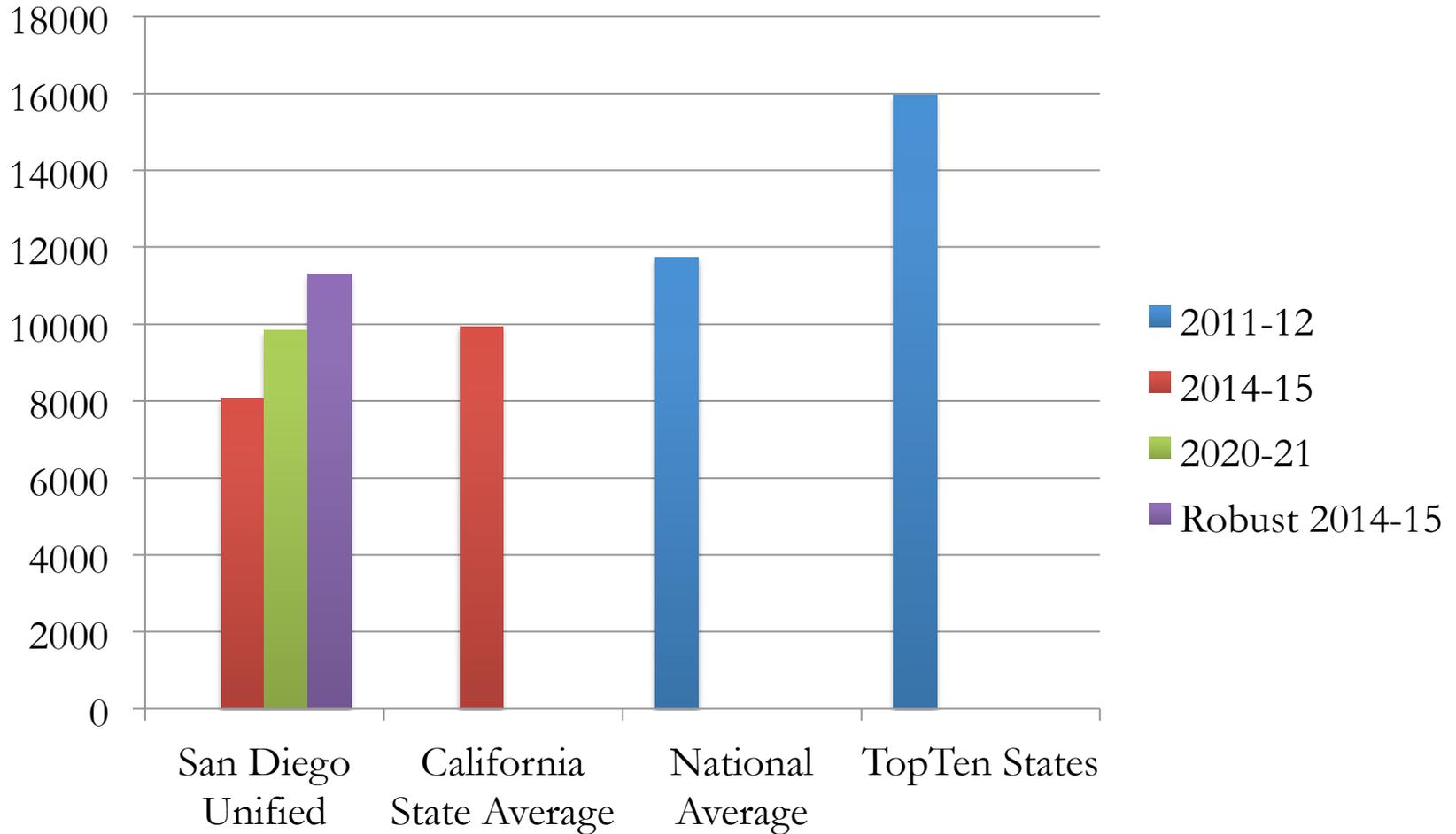
Defining Additional Investments in Schools



- ❑ San Diego Unified's investment gap of **\$350 million** above the 2014-15 baseline, adjusted every year based on the additional funding given by the state over the previous year
- ❑ Example: $\$350 \text{ million} - (x) + (y) = z$
 - x = funding increase from State over previous year
 - y = unavoidable increased costs
 - Z = investment Gap
- ❑ Per-student increase would be a minimum of \$3,250

	San Diego Unified Funding	Per Student Funding
2014-15 Baseline	\$843 million	\$8,063
Robust Funding 2014-15	\$1.193 billion	\$11,313

San Diego Unified Comparison to National Rankings



What this Means for Students



- ❑ All students will graduate with the skills, motivation, curiosity, and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow
- ❑ High school graduates will be actively literate, civically engaged and contributing members of society who are critical and creative thinkers
- ❑ Decrease the opportunity and achievement gap for students from all background
- ❑ Improving student outcomes by growing students' grade level proficiency in all academic subject areas
- ❑ Improve graduation rates to nearly 100 percent and reduce dropout rates
- ❑ College and career ready to compete in global economy and meet the needs of the local industries

What this Means for California's Future



- ❑ California leads the nation, if not the world, when it invests in its children and schools
- ❑ Support sustainable communities emphasizing strong economies, social equity and environmental stewardship
- ❑ Continue to grow competitiveness as world's 8th largest economy
- ❑ Lead the world in technological innovations, agriculture, medical advances, expansion of exports and trade business
- ❑ Reduce income inequality and racial disparities
- ❑ High school graduates entering the workforce and postsecondary institutions prepared to solve state's future challenges including climate change, drought, access to affordable housing and transit-friendly infrastructure projects

Call to Action to Other Districts



- ❑ Discuss with local communities your own priorities, fill out the template and engage in this discussion with local stakeholders and elected officials
- ❑ Local community dialogues on the importance of investing in public education and needs for an educated workforce
- ❑ Join San Diego Unified in urging the Legislature to convene informational hearings as soon as possible to consider long-term plan to invest in public education to finance the future California needs that does not depend on year-to-year temporary solutions

Ongoing Local Conversation on Why Investments in the Classroom Matter



□ Future Public Education Town Halls

- Status of Public Education Funding and Why it Matters for California's Future
 - *Wednesday, November 4, 2015 – 6:30-8:00 p.m.*
- Community Conversation on Funding Adequacy, What it Means for San Diego and How You Can Get Involved
 - *Tuesday, January 19, 2016 – 6:30-8:00 p.m.*
- Review of Draft 2016-17 LCAP Annual Update and Implementation of Vision 2020
 - *Tuesday, March 15, 2016 – 6:30-8:00 p.m.*
- Eugene Brucker Education Center Auditorium
4100 Normal Street, San Diego, CA 92103

Special Thanks and Complimentary Work around Funding Adequacy



- ❑ Association of California School Administrators (ACSA)
- ❑ California Association of School Business Officials (CASBO)
- ❑ California School Boards Association (CSBA)
- ❑ California State Parent Teacher Association (PTA)

Thanks to School Services of California for Guest Article

Questions?

District Website with Frequently Asked Questions and other Resources:

<https://www.sandiegounified.org/funding-adequacy>

To get involved, contact:

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