

SCHOOL-LEVEL ACCOUNTABILITY COMMITTEES

A Review of the Roles & Responsibilities

April 2015

Purpose

- As part of our work to continuously improve:
 - Review the Roles and Responsibilities discussed in September
 - Gather your insight on:
 - What is working well?
 - What are some areas in need of improvement?
 - What resources would be helpful for your SAC for the 2015-16 school year?



Important Highlights

- Thank you for volunteering your time to help support our school leaders and our school communities
- SAC serves as an Advisory body to support school leadership
- School principals are responsible for ensuring that the academic programs offered by their school meet or exceed state and local performance expectations for levels of attainment on the state's four key Performance Indicators

Primary Roles for a SAC

- Make recommendations to the principal concerning priorities for spending school funds (including grants)
 - Allocation of funds should align with school improvement priorities as well as the core values of the school
 - Additionally, school fees are reviewed by the SAC
- Provide input for the preparation of the school's Performance, Improvement, Priority Improvement, or Turnaround plan (whichever is applicable)
- Meet at least quarterly to discuss implementation of the school's improvement plan and related student performance data

Roles Continued

- For schools with Priority Improvement or Turnaround plan types
 - Publicize and hold a SAC meeting to discuss strategies to include in a school Priority Improvement or Turnaround plan. This input is used by the principal to make recommendations to the local school board concerning preparation of the school Priority Improvement or Turnaround;
 - Publicize the district's public hearing to review a written school Priority Improvement or Turnaround plan
- Assist school personnel to increase the level of parent engagement in the school
- Provide input and recommendations concerning principal development plans and the principal evaluation process on an advisory basis when requested by the district advisory committee (SPAC) or district administration.

Membership

As far as practical, a SAC should ensure the following minimum membership:

- Principal or designee
- At least one teacher who provides instruction in the school
- At least three parents of students enrolled in the school
- At least one adult member of an organization of parents, teachers, and students recognized by the school (e.g. PTA/PTO)
- At least one member of the community

Just 7 committed adults needed!
But ALL are Welcomed!

Membership Continued

- The principal, with the support of the committee, needs to ensure the number of parent representatives exceeds the number of representatives from the group with the next highest representation (e.g., faculty members) and is consistent with the student populations that are significantly represented within the school.
- Select from its parent members a chair or co-chairs, who is not an employee of the school district
- And we recommend selecting a recorder



Meetings

- SACs should meet at least quarterly
 - Monthly is recommended
- Meeting schedules are to be published
- Meetings are open to all members of the public
- Minutes from each meeting should be published for access by any member of the community



Next Step-Capture your Reflections

- Articulation Areas Activity
 - Gather your insight on:
 - What is working well?
 - What are some areas in need of improvement?
 - What resources would be helpful for your SAC for the 2015-16 school year?
- Thank you for volunteering your time to help support our school leaders and our school communities



Engaging Your Families in School Accountability Committees

Jeffco Public Schools



Presentation Goals



- Understand why parent/family engagement is important
- Introduce strategies and resources to improve committee representation

Family Engagement

Students are more engaged in their learning, achieve at higher levels, and feel better about themselves when their family members are involved in their education.



Common Family Engagement Opportunities



- Advocacy, Advising & Decision Making
 - School Accountability Committee (SAC).
 - Hiring Committees
 - PTA/PTO
 - Focus groups
 - Subcommittee work
- Family Learning Opportunities
- Volunteering
 - Class Parents
 - Watch D.O.G.S.
 - Guest Speakers
 - Boosters
- As audiences
 - Assemblies
 - Performances
 - Sporting Events
 - Recognition/Award Ceremonies
 - Celebrations

Participatory vs Advisory



- Learner
- Volunteer
- Audience



- Hiring Committees
- PTA/PTO
- SAC



Why is it important to ensure diverse representation on advisory committees (SAC)?



- Heterogenous/Diverse groups make better decisions
- Ensure that families' perspectives, desires and needs are reflected in policies and school decisions
- Diversity ensures all parents have a fair and equitable voice in their child's education.



Steps to Success

Step 1: Assess the current representation / participation on your School Accountability Committee (SAC)

- Demographics (school compared to committee)
- Are you including more members than the minimum?
- Have you considered multiple perspectives (Special Education, Ethnicity, Religious, Sexual Orientation, Socio-economic, Cultural & Linguistic Diversity, etc.)?

Quick Conversation

- What does committee representation look like at your school?
- Does it reflect the diversity of your student population and community?





Steps to Success

Step 2: Celebrate and / or consider how to engage a more representative group of families

- **Gateways to an effective SAC**

- Warm, respectful and welcoming environment
- Increase involvement at participatory activities
- Make opportunities meaningful and relevant
- Increase two-way communication opportunities
- Move families from participatory activities to advisory opportunities
- Give gifts with a purpose, resources that engage



Steps to Success: Step 2 continued

- Inform Families about SACs:
 - Include SAC information at all school events
 - In multiple ways, announce meeting content, dates & times
 - Work with staff to identify parents (personal invitations)
 - Invite people to attend without pressure of commitment
 - Clearly define the role and scope of the group
 - Advisory and/or decision making
 - Time commitment
 - Be aware of potential challenges in regards to content and support families in learning that content (SAC, UIP, SPF, SPAC)
 - Communicate SAC updates to families frequently

Strategies to Increase Overall Participation



- Communication:
 - many ways and many times
 - Always address individuals by name
 - Ensure all language needs are met
- Consider the time and dates of meetings
 - Provide advance notice
 - Avoid conflicts with religious and cultural observances
- Provide food and child care
- Show appreciation for all family contributions
- Engage students when possible

District Tools and Resources

- [School Demographics](#)
- [Family Engagement Website](#) (ESL/Dual Language Department)
 - Self-Assessment Rubric & Resources
- [SAC Resource Guide](#)
- [Communications Link](#)



Additional Tools and Resources

- [Colorado State Advisory Council for Parent Involvement in Education \(SACPIE\)](#)
- [SEDL Center for Family and Community Connections with Schools](#)
- [Partnership Schools- John Hopkins](#)



Action!



- Consider one or two actions you might take to improve your committee's membership for next school year...

Thanks!





SPAC/SAC Budget Update

April 21, 2015

Budget Update **Overview**

- ▶ **School Finance**
- ▶ **Revenue – Where \$'s Come From...**
- ▶ **Expenditures – Where \$'s Go...**
- ▶ **Projections**
- ▶ **SBB Overview**



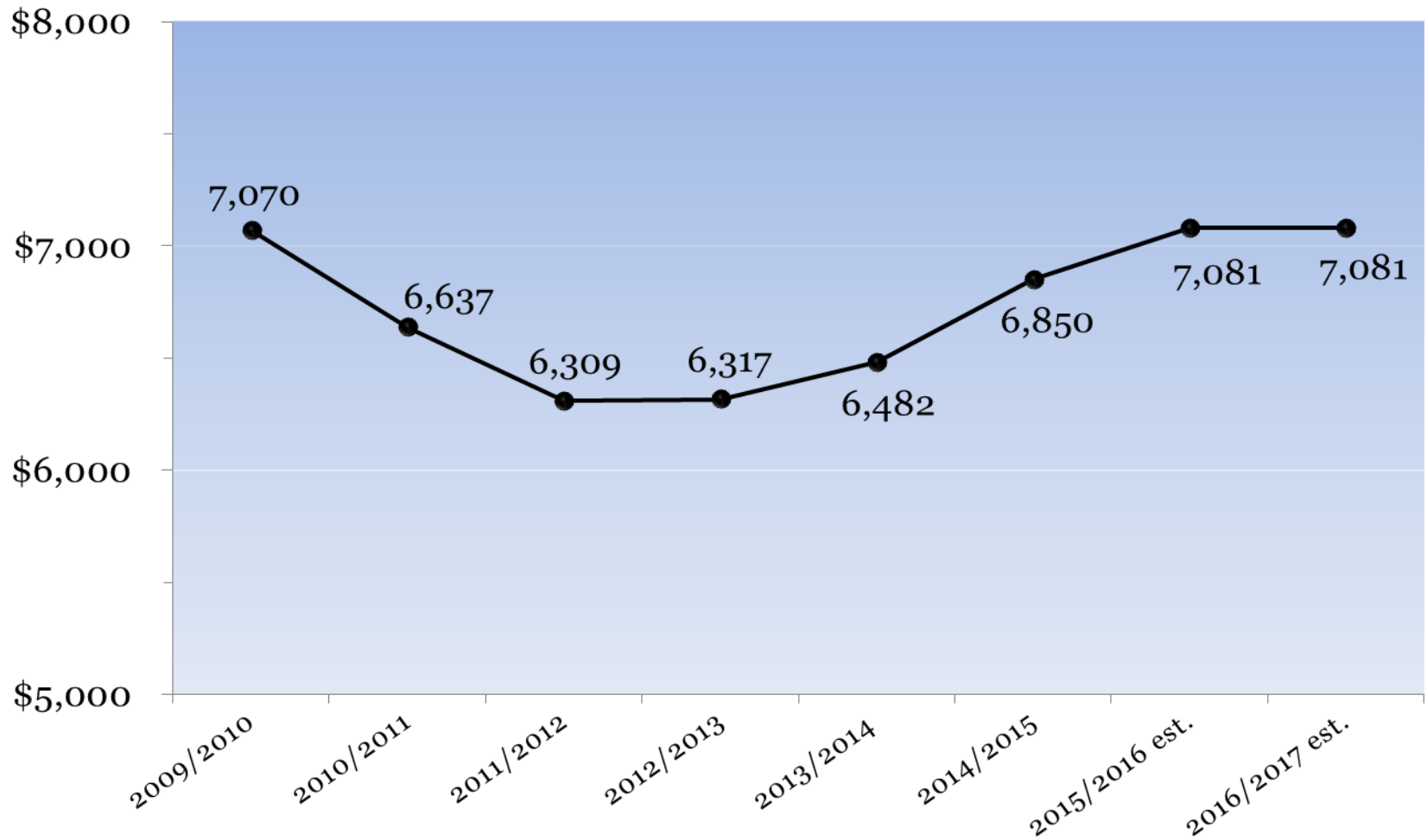
Understanding **School Finance**

▶ **School Finance Act/Total Program Funding**

- The state defines the amount of funding that each school district receives through the funding formula prescribed in the School Finance Act – legislated by the state and last revised in 1994.
- **Local Share** and **State Share** are the two sources of revenue that combine to equal

| | | | | |
|--------------------|----------|--------------------|----------|------------------------------|
| Local Share | + | State Share | = | Total Program Funding |
|--------------------|----------|--------------------|----------|------------------------------|

Jeffco's Per Pupil Revenue

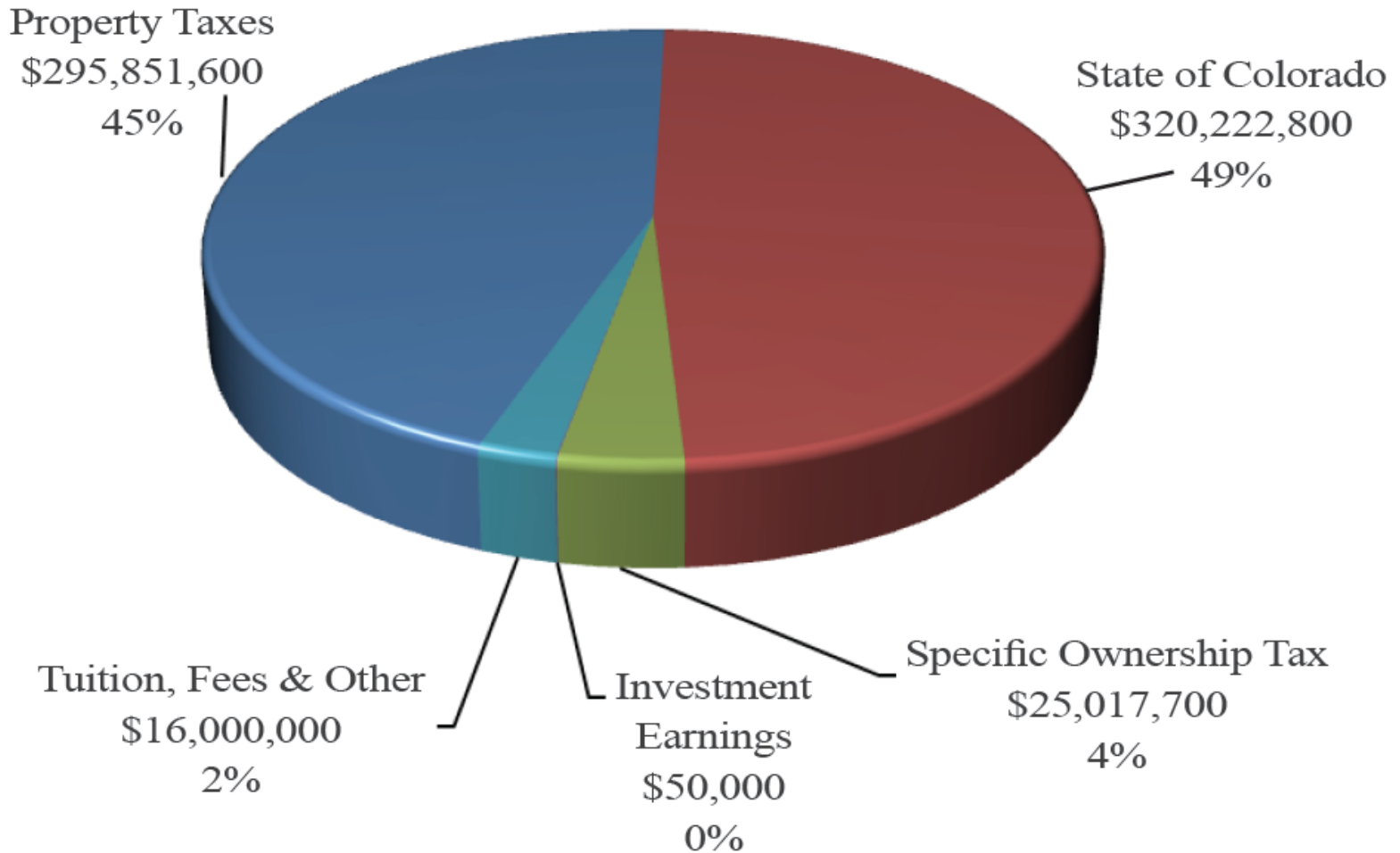


**2014/2015 - CDE has based Total Program and Per Pupil funding numbers on the adoption of the supplemental.

**2015/2016 - CDE has based Total Program and Per Pupil funding numbers on projected enrollment and adoption of the Governor's Revised Budget Request

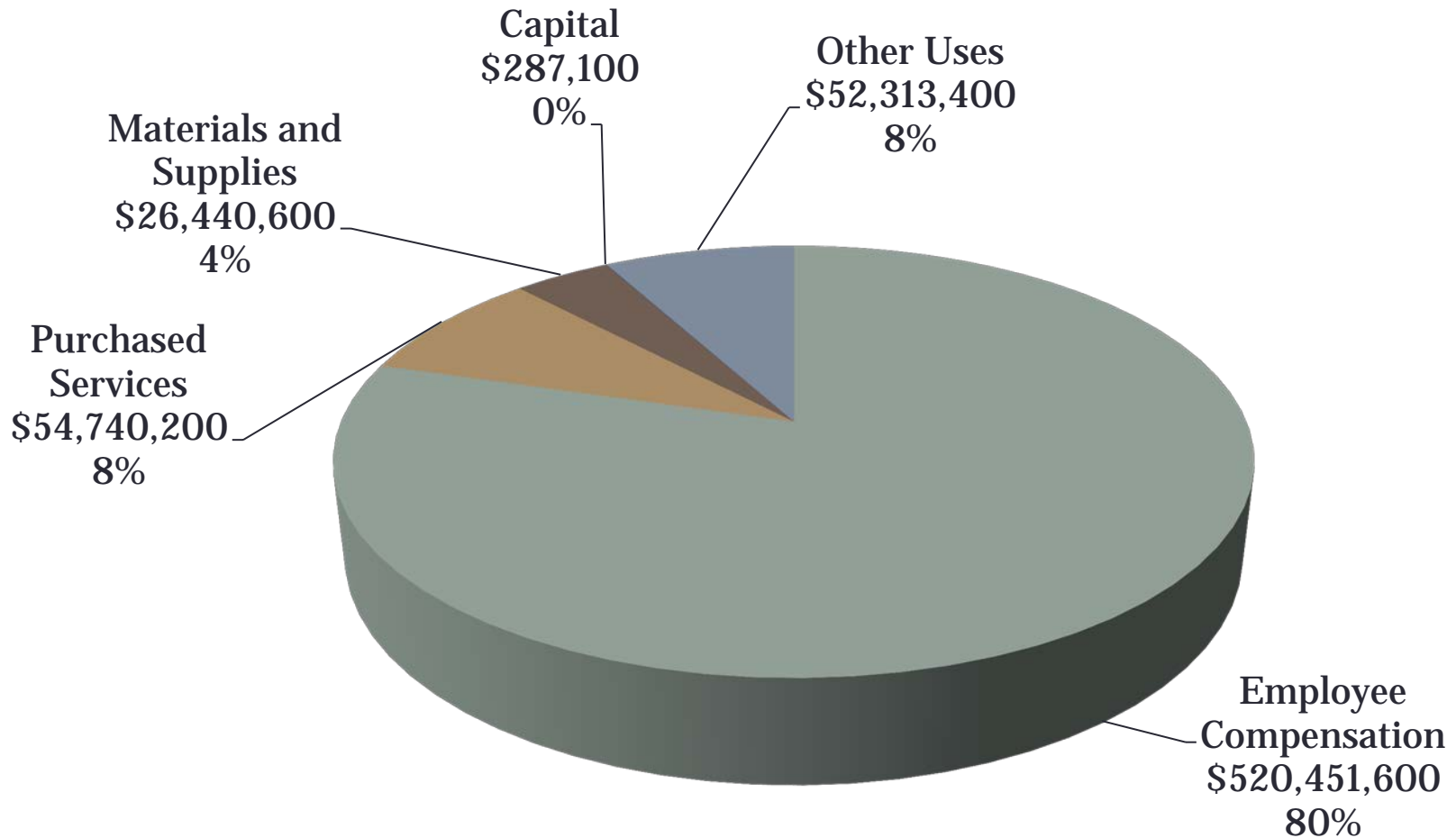
**2016/2017 assumes the negative factor remains at the 2014/2015 level of \$894M, and enrollment stays flat compared to 2015/2016

Where Do the \$'s Come From?



2014/2015 Adopted Budget
Total Revenues: \$657,142,100

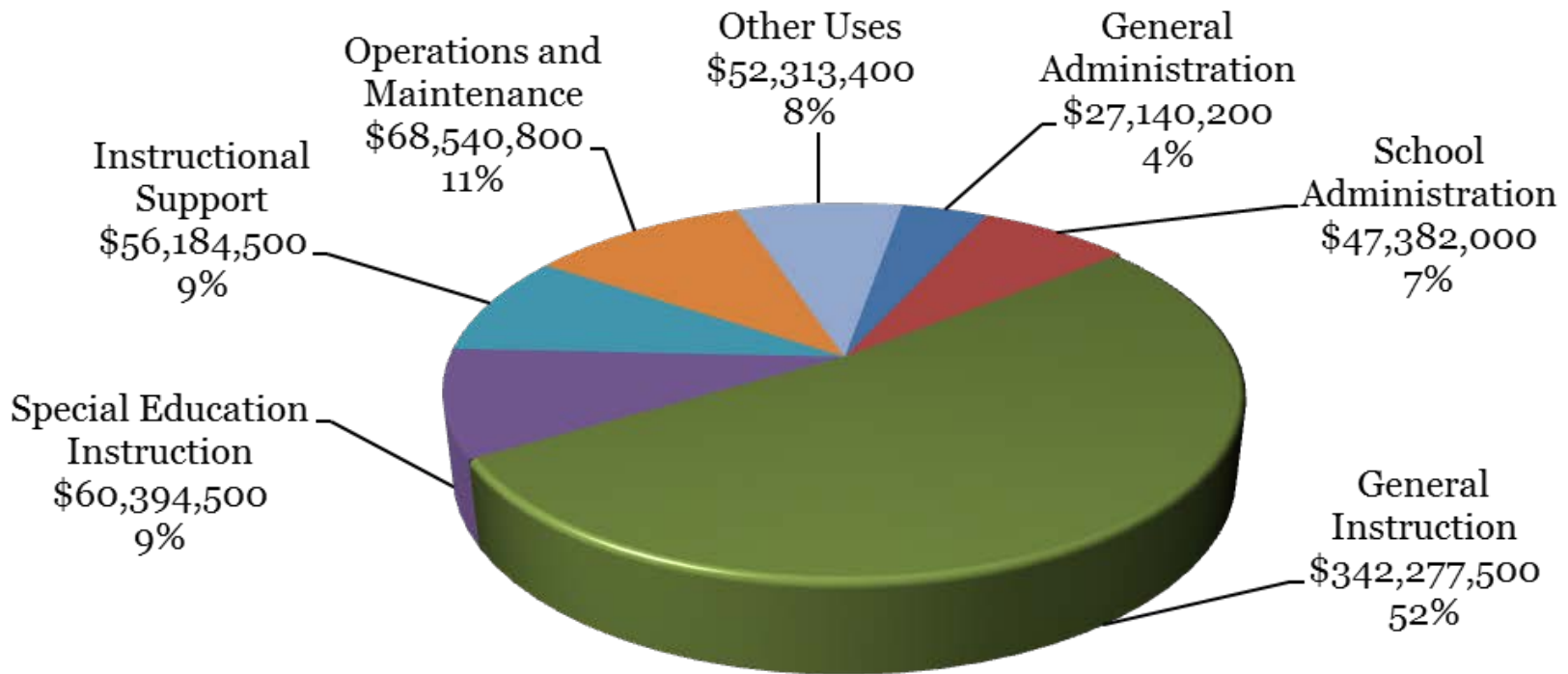
Where Do the \$'s Go?



2014/2015 Adopted Budget

Total Expenditures and Transfers: \$654,232,900

What Does the Budget Buy?

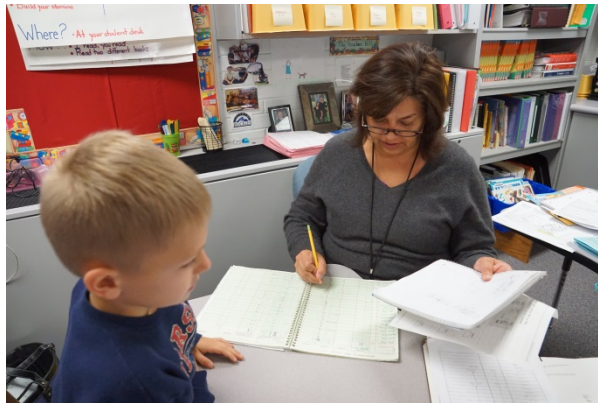


2014/2015 Adopted Budget

Looking Ahead...Changes for 2015/2016

▶ State Funding – looks promising

- Governor's Budget Request is recommending an increase for K-12 funding.
- There are many steps and groups that will edit, revise, and counter propose as the school finance bills work through the legislative session.



Jeffco 2015/2016 Revenue Estimates

| <i>Amounts in millions</i> | Ongoing |
|---------------------------------------|---------|
| Joint Budget Committee Recommendation | \$19.5 |
| Pass through to Charters | \$(2.3) |
| Pass through to Child Care | \$(0.2) |
| General Fund | \$17.0 |

Budget Process **Community Engagement**

▶ **Summary of Findings – Forums, Survey, Staff and Leadership, SAC/SPAC**

- **Compensation and facilities** at the top of priorities for all except SPAC/SAC.
- SPAC/SAC asked for **greater school autonomy resources.**

2015/2016 Budget Timeline

Apr 2015

- **Month of April -**
- Develop Proposed Budget for May 26 Board of Education (BOE) meeting

**We
Are
Here**

May 2015

- **May 7 – Board Study Session**
- Budget Update, Board direction

- **May 26 – Board Regular Meeting**
- Presentation of Proposed Budget
- 1st Public Hearing (will include a revised forecast if any legislation is final.)
- Proposed budget must be presented to the BOE no later than June 1 per C.R.S. 22-44-108(1)
- BOE Final Revisions to Proposed Budget

Jun 2015

- **June 11 – Board Regular Meeting**
- 2nd Public Hearing; and
- Budget Adoption



Student Based Budgeting (SBB)

An Update for SPAC and SACs

April 2015

Desired Outcomes

- Provide an update on School Based Budgeting (SBB)
- Discuss key findings from the initial review of submitted school budgets
- Gather SAC insights on improving processes for the 2015-16 school year
 - During your Articulation Areas Activity



SBB Purpose

- ▶ To provide the opportunity for principals, with input from all stakeholders, to make **site-specific, student-based, decisions** on the deployment of resources to obtain the greatest **student achievement outcomes**.

– **Defined Autonomy** –
School choice within
established guidelines

SBB Why?

- ▶ **Flexibility**—support individual school strategies that target student needs and school achievement goals
 - Empowering principals to make decisions about the use of resources for the benefit of students
- ▶ **Equity**—uniform and consistent funding across all schools
 - Resources based on individual student needs
- ▶ **Transparency**—fewer funds will be budgeted at the central level and application of consistent factors

SBB Equity

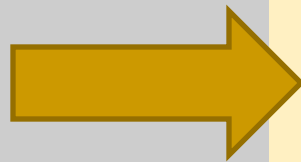
- ▶ School funding currently varies by building for a variety of reasons.
- ▶ SBB wipes the board clean and resets everyone to an equitable starting point.
- ▶ This will result in some schools losing the approved “exceptions” they have gotten in the past and other schools getting more resources.

**Takes the subjectivity
out of school funding**

SBB Comparison of Basics

Current

- Staff is allocated to schools
- Discretionary dollars allocated to schools



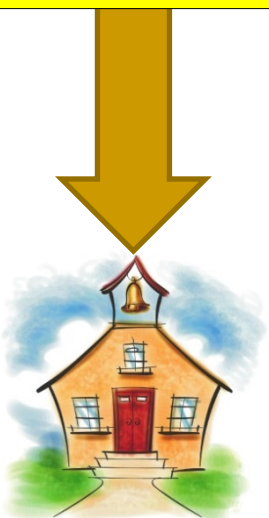
SBB

- Funds for staffing and discretionary resources are allocated to schools for local decision making based on *factors*
- Additional staff allocated by central departments

Central Allocation vs. SBB

- Teaching and other staffing FTEs allocated to schools
- Funding for free-FDK
- Administrative FTEs
- BFR monies
- Instructional coaches
- \$150/per free student for At-Risk (FRL) Needs

\$281,000,000



-Schools are allocated FTEs with no ability to convert to local needs
-If enrollment increases school must request additional funds from central depts.

- Funds used to provide FTE allocations
- Funds for free-FDK
- BFR Monies
- Sub-pay
- **\$820/per free student for At-Risk needs**
- \$65,000

Base Factor

At Risk Factor

Alternative Education Factor (HS only)

\$281,000,000



-Schools determine staffing & resource needs
-If enrollment increases schools receive funds based on factors

Starting Point

- The following slides outline SBB for the 2015-16 school year
 - SBB is a living system that will evolve and change
 - Changes to current factors and/or new factors may be applied as the process is reviewed in current and subsequent budgeting years
-

Note on Option Schools

- 7 of the 10 Options schools will not follow SBB



- 3 option schools (Dennison, Manning, & D'Evelyn) are budgeted like a neighborhood school and utilize SBB funding
-

Defined Autonomy

District Guidelines

- o There are defined parameters for programs and staffing schools must include in their planning
 - o Examples:
 - o Art-Music-PE for 1st through 6th grades
 - o Course offerings to meet graduation requirements
-

Defined Autonomy

Contract Compliance

- o All items currently outlined in the association contracts for JCEA and CSEA must be followed by every school
 - o This applies to minimum and maximum staffing levels and any other resources identified in the contracts
 - o Schools can, as they have in the past, request a variance if:
 - o supported by the school staff,
 - o documented expected outcomes,
 - o positive impact on student achievement and/or student growth
-

SBB Base Factor

| Level | Amount Per Pupil |
|------------|------------------|
| Elementary | \$ 3,580 |
| Middle | \$ 3,710 |
| Senior | \$3,380 |

The SBB Base Factor resulted in a shift of \$2.0 million from HS to ES to address inequity of student to teacher ratios

SBB At-Risk Factor

| Level | Amount Per Pupil |
|------------|------------------|
| Elementary | \$ 820 |
| Middle | \$ 820 |
| Senior | \$ 820 |

Flow through of state funding directly to the schools for every student qualifying for **free** lunch

SBB Alternative Education Factor

| Level | Amount per School |
|------------|-------------------|
| Elementary | N/A |
| Middle | N/A |
| Senior | \$65,000 |

- There is no defined amount or maximum a school may invest in Alternative Education programs.
- This is merely an additional amount of money that adds to the total available financial resources.

SBB Small Senior High School Factor

| Level | Amount per School |
|---|--|
| Elementary | N/A |
| Middle | N/A |
| Senior (Flat amount per qualifying School) | \$87,000 less than 900 \$50,000 901-1300* |

*Added to the program after February review of school budgets

What Needs to be Funded by the School?

- o School Budget Allocation must fund:
 - General Education Building Staff
 - Building Support Staff
 - Administrative Building Staff
 - Instructional Material and Supplies
 - Technology
 - FFE items
-

SBB School Staffing Positions

Administration

- Principal
- Assistant Principal(s)
- Dean(s)

General Education

- Teachers
 - Including:
Librarian, GT,
STEM, IB, AP,
AMP, CTE,
Instrumental
Music, Dual
Language, etc.
- Instructional Coach
- Resource Teacher(s)
- Counselor(s)
- General Ed Social Worker

Support Staff

- Paraprofessional(s)
- Clinic Aide
- Secretaries
- Campus Supervisor
- Site Tech/Technology Coordinator

Career Technical Education (CTE) & SBB

- o There will continue to be a reimbursement for:
 - A portion of the CTE teacher salary
 - Materials and supplies for CTE programs

 - o The reimbursement amount will be in form of dollars directly distributed to schools (pass-through from State funding)
-

Central Departments

Staffing Allocations & Funded Items

- o Special Education
 - o (LS teachers, para-educators, physical therapist, occupational therapist, psychologists, social workers)
 - o English as a Second Language (ESL)
 - o Custodial Services
 - o Other items funded centrally:
 - o Custodial supplies
 - o Athletics
 - o Utilities
 - o Transportation
-

Transitional Assistance

- o All schools will meet a floor funding:
 - Elementary \$1,000,000
 - Middle \$1,800,000
 - Senior \$2,900,000
 - o The change (up or down) in a school budget from one year to the next is capped at 8% based on the prior year's adopted budget.
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Schools Receiving Transitional Assistance

Floor or 8% Reduction

| School Type | Number |
|--------------------|--------|
| Elementary Schools | 18 |
| Middle Schools | 5 |
| High Schools | 8 |

Capped at 8% Growth

| School Type | Number |
|--------------------|--------|
| Elementary Schools | 14 |
| Middle Schools | 2 |
| High Schools | 0 |

Kindergarten for 2015-16

- Budgeting more FRL seats for FDK
- Will need to analyze actual enrollment numbers in Fall of 2015
- Several schools noting fee, but not expecting any funds

| | 2014-15 | 2015-16 |
|---------------------------------------|---------|---------|
| FDK | 88 | 90 |
| Fee-Based FDK | 48 | 64 |
| Free-FDK | 40 | 26 |
| Fee/but not budgeting any collections | n/a | 5 |

Impact on Staffing from Flexibility of SBB Allocation Approach

- Significant increase in ES classroom teachers
- Enhanced coaching and instructional supports
 - Net gain in IC, with two ES adding instructional Admin Intern
- 10 schools purchased AMP; 2 purchased Technology Rotation

| Item | Elementary | Secondary |
|---|------------------------------------|-----------------------------------|
| Additional Classroom Teachers | 47 incr. (12 decr.) | 19 incr. (16 decr.) |
| Increase in Teacher Librarians | 9 Schools 4.95 net incr. FTE | 1 School -0.2 net decr. FTE |
| Additional Mental Health Providers & Counselors | 15 schools 7 FTEs | 4 schools 3.5 FTEs |
| Additional Administrators (APs & Deans) | Net incr. of 7 FTEs added | Net incr. of 1.5 FTEs added |

Important Learnings To Date

- SAC Best Practices Support Needed
- Small school supports for multiple pathways and unique programs
- Guidance on explicit connections to school improvement plans
- Small school financial supports for future years needed as carry-forward dollars are being utilized for the 2015-16 school year





Thank You