



# Student Centered Funding Update

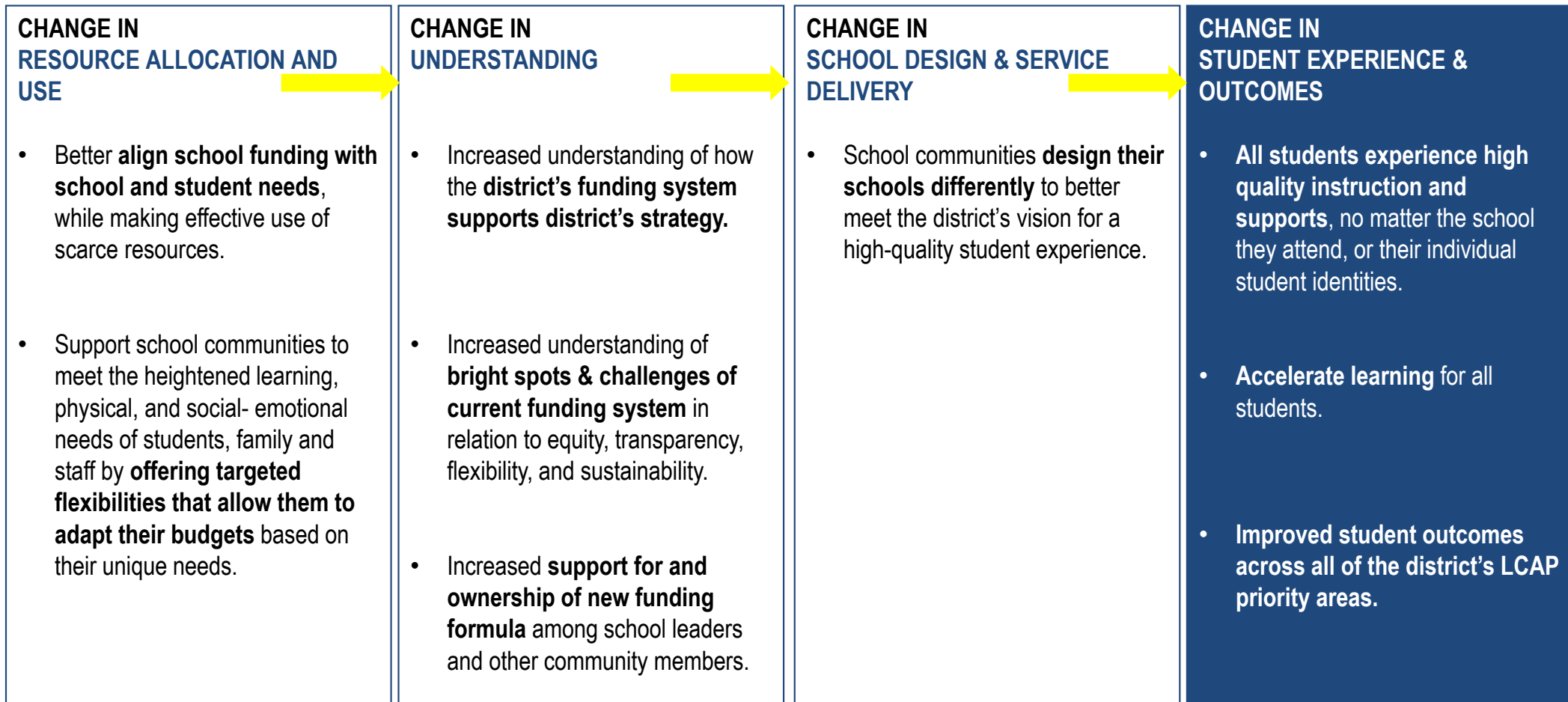
Committee of the Whole

July 13, 2021

# Agenda

- 1** Overview and Timeline
- 2** Resource Pool: Which resources will be in the SCF Pool?
- 3** Formula: Which student characteristics will be in the SCF formula?
- 4** Policies: What policies will support SCF implementation?
- 5** Engagement: How are we moving forward on engagement?
- 6** Next steps

# Why is LA Unified changing the way it funds schools?



# A Student Centered Funding model strengthens the funding system



## Equity

### An equitable system ...

- Distributes resources equitably based on student need.
- Allocates similar funding levels to students with similar characteristics, regardless of which school they attend.

## Transparency

### A transparent system ...

- Includes clear and easily understood rules for where, how, and why dollars flow.
- Makes it clear to all stakeholders who gets what and *why* (Note: the why is often the missing piece).

## Flexibility

### A flexible system ...

- Balances local autonomy and accountability in a way that is in alignment with district strategy.
- Reduces barriers to a school community's ability to maximize spending power, e.g., blending general and non-general funds where possible.

## Stability & Sustainability

### A stable and sustainable system ...

- Provides predictable allocations to support school and district multi-year strategic plans.
- Is in alignment with the district's financial outlook and supports overall district strategy.

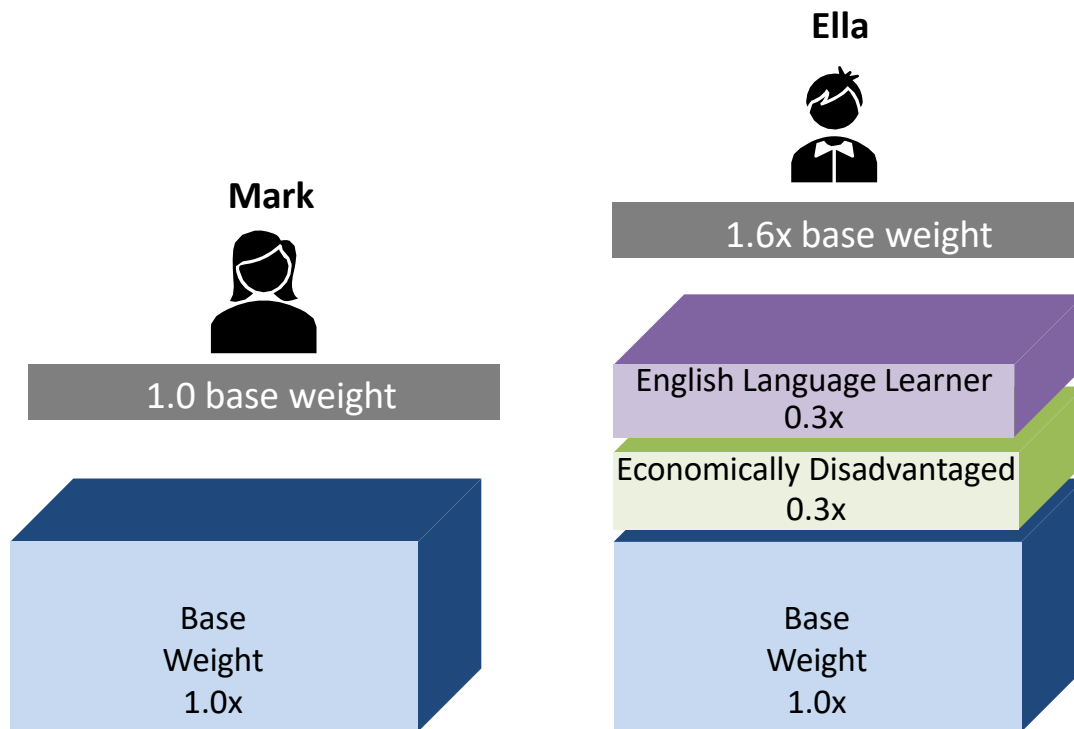
## What SCF *Is*

- An equitable way of funding schools in a large, diverse urban school district.
- A way to strengthen the intent of LCFF and a formula with duplicated counts.
- Provides greater local autonomy and accountability in the pursuit of higher student achievement.

## What SCF *Is Not*

- Not a replacement for Student Equity Needs Index; it is complementary / additive.
- Not new funds coming into the District; it is a reallocation of existing funds.
- Not a silver bullet; it sets the stage and provides resources for improvement

# A Student-Centered funding system is duplicated or additive



## Step 2: Specific student need (e.g. ELL or SPED)

Schools get an additional allocation for each individual student's need profile – weights are additive, so students receive all the weights they meet the criteria for.

## Step 1: Base Weight

Schools get a base amount of money for every single student.

*Hypothetical example -- not intended to reflect LA Unified numbers.*

# Schools are allocated dollars based on student characteristics



## Northwest High School

Total Enrollment: 750 | ELL: 27% | Econ. Disadvantaged: 73% | Low Performance: 53%

### Traditional School Budgeting

Personnel	Non-Personnel
40 Teachers	\$15,000 for Instructional Supplies
3 Assistant Principals	\$5,000 for Athletic Supplies
2 Counselors	\$3,000 for Custodial Supplies
1 Secretary	Etc.
Etc.	

### Schools receive **staff, programs and supplies**

- Central office determines how much funding schools receive and how the funding is spent.
- Schools have limited flexibility over how their total budget is used across personnel and non-personnel resources.

*Note: Hypothetical example -- not intended to reflect LA Unified numbers.*

### Student-Centered Funding

	Enrollment	Weight	Total
All Students	750	1.0 = \$4,250	\$3,187,500
Low Performance	400	0.10 = \$425	\$170,000
Economically Disadvantaged	550	0.05 = \$212	\$116,600
ELL	200	0.20 = \$850	\$170,000
<b>Total:</b>			<b>\$3,644,100</b>

### Schools primarily receive **\$s**, not staff and programs

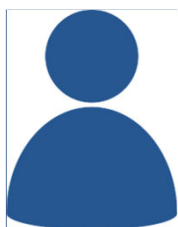
- Central office supports principals by setting guardrails and guidance for how to use new flexibilities.
- Many programs continue to be allocated outside of the SCF formula to ensure compliance and meet unique student needs.
- Multi-year process of expanding flexibilities and SCF pool.

# School communities use their budget to determine the mix of staff and other resources to match school needs and priorities



## Northwest High School

Total Enrollment: 750 | ELL: 27% | Econ. Disadvantaged: 73% | Low Performance: 53%



I can use the additional funding for my below-proficient students to purchase two additional teacher FTEs and lower class sizes to 18 in 9th grade ELA and Math...

... I will also add a restorative justice coordinator and utilize community providers to support the social and emotional needs of my students.

Item	FTEs	Avg Salary	Total
Classroom Teacher	42.0	\$60,000	\$2,520,000
Assistant Principal	2.0	\$80,000	\$160,000
Restorative Justice Coordinator	1	\$40,000	\$40,000
Community Service Providers			\$50,000
Etc...			
<b>Total:</b>			<b>\$3,644,100</b>

Note: Hypothetical example -- not intended to reflect LA Unified numbers.



# SCF Decisions Roadmap

SCF Design Decision		Timing
Strategy	<b>Define theory of action and vision</b> for SCF <b>Decide how SCF will be rolled out</b> (e.g., pilot with some schools, some flexibilities, buyback model)	Jan - March
Resource Pool	<b>Decide which school-based resources will be allocated via SCF.</b> e.g., instructional staff, non-instructional staff, and supplies	March – July
	<b>Determine level of autonomy schools have over these SCF resources.</b> e.g., (full, partial, none) and develop budgeting guidance and guardrails	
Formula	<b>Develop SCF formula</b> <ul style="list-style-type: none"> <li>• Which characteristics to weight?</li> <li>• Magnitude of each weight?</li> </ul>	April – July
Policies	<b>Make key policy decisions:</b> <ul style="list-style-type: none"> <li>• Baseline policy to support small schools?</li> <li>• Transition/hold harmless policy?</li> <li>• Fall enrollment adjustment policy?</li> <li>• Budget with actual or average salaries?</li> </ul>	May– July
Scenarios	<b>Review scenarios</b> <ul style="list-style-type: none"> <li>• Review impact of proposed SCF system on schools (e.g., which schools gain/lose)</li> <li>• Iterate on flexibilities/formula/policies as needed</li> </ul>	July – August
Engagement	<b>Develop engagement plan</b> <ul style="list-style-type: none"> <li>• Design Engagement Strategy for Community, LD/CoS, Schools, Families and Students, begin Engagement</li> <li>• Engage with stakeholders on implementation strategy, formula design, flexibilities/autonomy, etc.</li> </ul>	Ongoing

Current Phase

# Timeline

Description	Start Date	Due Date	Event / Meeting Date	12-Jul				2-Aug				30-Aug			
				12-Jul	19-Jul	26-Jul	2-Aug	9-Aug	16-Aug	23-Aug	30-Aug	6-Sep	13-Sep	20-Sep	
Develop Materials for Informative Website (Why)	10-May	31-May	NA												
Develop Interactive Engagement Materials	10-May	31-May	NA												
Interactive (Thought Exchange, Balancing Act, etc) for Design	11-Jun	20-Aug	NA												
Stakeholder Engagement of Success Criteria, Key Areas of Focus	17-May	23-Aug	NA												
Formula Design	3-May	24-Aug	NA												
Primary Formula Elements and Policy Preliminary Recommendations to BoE	NA	13-Jul	NA												
BOE Engagement on Trade-offs / Scenario Modeling	14-Jul	17-Aug	NA												
Finalize materials for BoE Approval of SCF Formula	NA	18-Aug	18-Aug												
BoE Approval of SCF Formula	NA	24-Aug	24-Aug												
Submit Application to Department of Educations	N/A	10-Sep	10-Sep												
Stakeholder Engagement - Final Formula Design and Implementation	23-Aug	31-Dec	NA												

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# Key Considerations for determining the pool of resources

Factor	Common Examples from Other Districts
1. Does this resource fall outside of your district's <b>VISION OF THE SCHOOL LEADER'S ROLE</b> ?	<u>Custodial positions and supplies</u> , if vision of the school leader's role centers on instructional leadership
2. Is this resource <b>CRITICAL TO DISTRICT STRATEGY</b> , such that the district needs to determine where and how it is provided?	<u>Nurses</u> , if district/CBA judges that every school needs one, with no exceptions
3. Is there such a <b>HIGH LEVEL OF EXTERNAL COMPLIANCE</b> that would require unreasonable levels of monitoring and evaluation?	<u>Special education resources</u>
4. Does this resource have <b>ECONOMIES OF SCALE</b> that grant large benefits to centralization?	<u>Software or textbook vendors</u>
5. Is this resource needed <b>INFREQUENTLY OR UNPREDICTABLY</b> , making it difficult for schools to budget for it?	<u>Major facilities repairs or crisis response team</u>
6. Does the resource <b>REQUIRE SPECIALIZED SKILLS</b> that a principal is unlikely to have access to?	<u>Speech/language pathologist</u> , if school leaders do not have a deep understanding of how to use these roles

# The building blocks of a school budget



## Hypothetical School Budget 2022-2023:

All school-based resources, including norm tables

	2022-2023 Budget	# Students or # FTE	\$s
<b>Centrally allocated staff and \$s</b>	Staff X	15 FTEs	1.1M
	Staff Y	10 FTEs	1.0M
	Program/Grant X	-	0.04M
	Program/Grant Y	-	0.04M
<b>Student Equity Needs Index</b>	<b>SENI 2.0</b>		0.4M
	<b>COVID SENI</b>		0.1M
<b>Student-Centered Funding</b>	<b>STUDENT-LEVEL WEIGHTS</b>		
	• Base Weight	750	1.9M
	• English Language Learner	15	0.03M
	• Economically Disadvantaged	60	0.2M
	• etc.		
<b>Total</b>			<b>\$7.5M</b>

School/Community Characteristics

Additional near-term allocations from Equity is Justice Resolution

Student-level characteristics

- SENI sits within the school-funding system as an additional school-level index to reflect the concentration of need within particular school communities.
- A mature SCF formula incorporates all relevant school and community level indicators to reflect the lessons learned as implementation progresses.

# Proposed pool of resources to be included in SCF pool in year 1

## Instructional Staff

✓	🔒	Gen. Ed. K-12 Teachers
✓	🔒	Librarians
✓		Instructional Coaches
✓		Day-to-Day Substitutes
✓		General Education Teacher Assistants
		Special Ed Teachers
		Special Ed Aides (Baseline and Adult Aides)
		Library Aides

## Pupil Services Staff

✓	🔒	Counselors
✓		Parent & Family Center Staff
		Psychiatric Social Workers
		Pupil Services & Attendance Counselors
		Nurses/Health Staff
		Related Services Staff (OT, PT, Speech, etc)
		All Other Staff (school-based <i>and</i> central office)

## School Admin Staff

?	🔒	Assistant Principals
✓	🔒	Administrative/Office Assistants
		Financial Managers
		Principals

## Instructional Supplies

✓		Instructional Supplies
✓		Parent & Family Center Supplies
✓		Per Pupil School Funds
		Textbooks & Library Books

## Operations Staff

✓		Campus Aides & Supervisors
		Maintenance Staff (Plumber, Electrician)
		Custodial Staff (Custodians, Cleaners)
		Other Security Staff

## Operational Supplies

		Admin Services/Supplies
		Custodial/Maintenance Services/Supplies
		Security Services/Supplies
		Utilities
		All Other Supplies/Programs (school-based <i>and</i> central office)

## Other Resources

		Athletics Programs
		Career & Technical Education Programs
		Foster/Homeless/Migrant Programming
		Gifted & Talented Programs
		International Baccalaureate Programs
		Non-Academic Programs (e.g. CalSAFE)

### Key

✓	<b>In SCF Pool</b>
?	<b>Undecided</b>
	<b>Not in SCF Pool (i.e., Centrally Provided)</b>
🔒	<b>Norm Table / Other Contractual Obligation</b>

# Proposal is to include ~55% of school based funds in SCF formula

Resources currently recommended to be put into the SCF pool:

Resource Buckets	SCF \$*	SCF Buyback**	SENI \$
1) Gen. Ed K-12 Teacher	2.1B	Yes	43M
2) Administrative / Office Assistant	160M		13M
3) Counselor	66M		29M
4) Librarian	22M		N/A
5) Assistant Principal	8M		90M
<b>SCF Inflexible / Buyback \$</b>		<b>~\$2.4B</b> (~90%/SCF; ~50%/total)	
6) Substitute Teacher	65M	No	4M
7) Per Pupil Schools	63M		N/A
8) Campus Aide & Supervisor	46M		15M
9) Gen. Ed Teacher Assistants	26M		11M
10) Instructional Coach	13M		7M
11) Instructional Supplies	13M		5M
12) Parent & Family Center Staff	1M		3M
13) Parent & Family Center Supplies	.1M		.5M
<b>SCF Flexible / Not Buyback \$</b>		<b>~200M</b> (~10%/SCF; (~5%/total))	<b>~\$375M</b> <i>Incl. carryover in SENI</i> (~5%/total)
<b>Recommended for SCF</b>		<b>~\$2.6B</b> (~45%/total)	
<b>Outside SCF and SENI</b>		<b>~\$2.1B</b> (45%/total)	
<b>Total School-Based Resources for included schools/programs</b>		<b>~\$4.9B (100%)</b>	

Implications:

- Most school districts allocate ~30-50% of school-based funds through their formula
- ~90% of resources to be included in SCF pool will require **buyback policies** to meet norm table or other contractual requirements.
- Therefore, although SCF is being implemented, the **majority of flexibility** will come from SENI.
- This is especially true near-term as the SENI pool increases from ~\$400M to ~\$800M (incl. carryover) per the Equity is Justice Resolution.

\*SCF \$ currently exclude federal fund \$\$ and SENI \$\$.  
 \*\*Connected to existing norm tables or contractual obligations  
 Note: All dollar amounts are still subject to additional vetting

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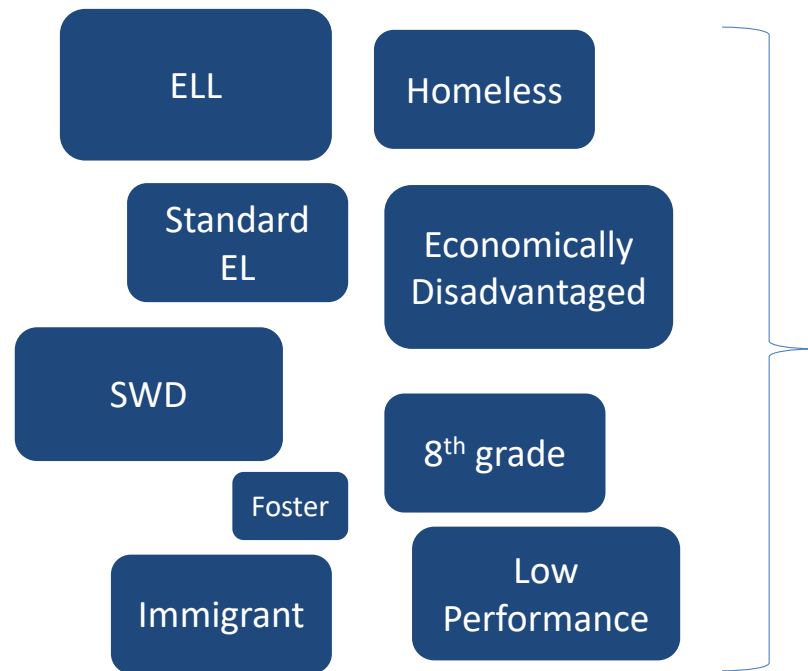
# 5 Principles for determining student characteristics to weight

## An effective student need weight under SCF is...

- |                       |   |
|-----------------------|---|
| <b>1. Relevant</b>    | Tied to a real student need that <b>typically requires additional resources to be addressed effectively.</b>  |
| <b>2. Measurable</b>  | Objective, <b>quantifiable</b> , and from a data source that is widely considered to be accurate and reliable.  |
| <b>3. Independent</b> | <b>Not something that schools can control.</b> Otherwise, weights can create unintentional (and sometimes perverse) incentives (e.g., current student performance). |
| <b>4. Significant</b> | <b>Present in at least 3 to 5 percent of the student population</b> without applying to all students.   |
| <b>5. Diversified</b> | <b>Present at more than one school</b> and has significant variation across schools.  |

# We need to evaluate weights collectively and holistically

*Once we develop a set of prioritized characteristics to weight in the SCF formula,*



*We will evaluate the weights as a group and select those that make a coherent set*

- **Are any of the weights strongly correlated?** If so, their impact on school funding will likely be redundant.
- **Are any of the weights strongly negatively correlated?** If so, these weights will work at cross purposes.
- **Are any of the weights redundant with resources outside of the pool?** Typically, districts will create weights to match what is in their SCF pool resources.
- **Are there too many weights in the formula?** This may be an area of tension between the goals of simplicity/transparency and equity .
- **Is there enough funding to support these weights?** Designating funding for particular student characteristics means that there will be less funding for the base weight that all students receive.

# A fixed resource environment



# Student characteristics have highly variable weights

	Atlanta (SY2021)	Boston (SY2122)	Cleveland (SY1718)	San Francisco (SY2021)	LA SENI	LA SCF
<b>Total per pupil</b>	\$16,607	\$24,000	\$20,813	--		
<b>SCF Base Weight</b>	\$4,437	\$4,581	\$4,751	--	N/A	TBD
<b>Low-income background</b>	0.50x +0.60x for concentration	0.10x +0.10x for concentration		0.10x-0.12x	20% <i>(unduplicated count)</i>	TBD
<b>ELL</b>	0.15x	0.06x-0.61x	0.34x-0.54x	0.10x	5%	TBD
<b>SWD</b>	0.03x	1.0x-6.80x	0.15x-1.7x	0.02x		TBD
<b>Grade Weight</b>	0.03x-0.60x	1.30x-1.90x	0.03x-0.10x	0.30x		TBD
<b>Low Performance</b>	0.05x-0.10x		0.32x	0.15x	20-30%	TBD
<b>High Performance</b>			0.16x-0.32x			TBD
<b>Gifted</b>	0.50x-0.60x					
<b>Foster/ Homeless</b>		0.10 +0.10x for concentration (homeless)			5% each	TBD
<b>Other Weights</b>		Community Index Factors	Mobility, Attendance	Newcomer, Targeted concentration	Low-income SWD, Standard English Learner, Other school/community factors	TBD

# Proposed student characteristics to include in scenario modeling

Characteristics	SCF Model	Additional considerations	Related resources in the SCF pool?	Included in SENI?
Low-income background	Include	<ul style="list-style-type: none"> <li>Likely only “Free” weight</li> </ul>	Yes	Yes, unduplicated count
Foster and/or Homeless and/or Migrant Youth	Maybe	<ul style="list-style-type: none"> <li>Test relative to low-income background during scenarios phase</li> </ul>	Yes	Yes, 1) unduplicated count, 2) Foster Youth, 3) Homeless Youth
Grade Level(s)	Include ES weight	<ul style="list-style-type: none"> <li>Need to factor in lower elementary class sizes and higher average teacher salaries</li> </ul>	Yes	Allocates more \$ to high schools than elementary schools on a per-pupil basis
English learners	Include	<ul style="list-style-type: none"> <li>Consider disaggregating EL ELPAC levels for weights</li> <li>Consider EL vs. Standard EL weight</li> </ul>	Yes	Yes, 1) unduplicated count, 2) ELL, 3) Standard English Learners
African-American/ Black Students	Maybe	<ul style="list-style-type: none"> <li>Unclear if highest impact would be through weights, or supporting schools on 1) how to best support African-American students irrespective of potentially dedicated resourcing and 2) targeted district investments such as HEET schools</li> <li>We are assessing the legality of this type of weight with LA Unified General Counsel</li> </ul>	Partially	No
Students with Disabilities	Exclude	<ul style="list-style-type: none"> <li>All special education resources are being managed outside the SCF process</li> </ul>	No	Yes, low-income SWD
Low Incoming Performance	Exclude	<ul style="list-style-type: none"> <li>Significant data challenges and high correlation with low-income background make weighting challenging</li> </ul>	Partially	Yes, 1) 1 <sup>st</sup> grade DIBELS, 2) 6 <sup>th</sup> /9 <sup>th</sup> grade SBAC
High Incoming Performance	Exclude	<ul style="list-style-type: none"> <li>Significant data challenges and could counteract any low incoming performance weight</li> </ul>	Partially	No
Gifted Students	Exclude	<ul style="list-style-type: none"> <li>Gifted magnet programs already receive additional resources through norm tables</li> </ul>	Partially	No
Climate	Exclude	<ul style="list-style-type: none"> <li>All special education and SHHS staff are outside the SCF pool</li> </ul>	Partially	Yes, chronic absenteeism and suspension rates
Health metrics	Exclude	<ul style="list-style-type: none"> <li>All special education and SHHS staff are outside the SCF pool</li> </ul>	No	Yes, asthma and gunshot injury rates

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# Policy Proposals

- **Norm Table Supplements:** In Year 1, all schools must receive sufficient funding to afford norm tables / contractual obligations → therefore, schools who do not receive enough funding through their student enrollment and demographics via the SCF formula, will receive a “norm table supplement” to accommodate these requirements. The expectation is that these supplements will phase out over time as they detract from the district’s funding equity efforts.
- **Transformation costs:** In Year 1, we will implement a transformation policy, potentially using ESSER funds, to limit any additional losses that schools experience due to the shift to SCF.
- **Average vs. Actual Salary:** We will proceed with our tentative plan to ask schools to budget using average salaries and provide a CoS supplement for schools with less experienced staff, and then adjust if needed based upon DOE requirements
- **School-level Engagement / Oversight:** We will work with staff and the board of education to determine what level of engagement / oversight is required at the school level and the roles of the Local School Leadership Councils, School Site Councils and other committees

# Norm Table Supplements

In Year 1, we propose that schools that don't generate enough funding through SCF formula (via student demographics/enrollment) will receive a supplement to buy back existing norm table requirements

Resources currently recommended to be put into the SCF pool:

Resource Buckets	Approximate \$*	Norm Table Supplement	Additional Considerations
1) Gen. Ed K-12 Teacher	2.1B	<b>Supplement will ensure schools can purchase the appropriate norm table (i.e., PBHAO, Magnet, Affiliated Charter)</b>	Given current <b>contractual obligations</b> , schools will continue to meet the required levels of services across these resources. In future years, the intention is to <b>increase autonomies</b> in these areas.
2) Administrative / Office Assistant	160M		
3) Counselor	66M		
4) Librarian	22M		
5) Assistant Principal	8M		
6) Substitute Teacher	65M	<b>Supplement will not cover these resources.</b>	Schools will be able to use the \$s associated with these resource buckets <b>flexibly</b> (towards these or other resources); central office can provide guidance and guardrails.
7) Per Pupil Schools	63M		
8) Campus Aide & Supervisor	46M		
9) Gen. Ed Teacher Assistants	26M		
10) Instructional Coach	13M		
11) Instructional Supplies	13M		
12) Parent & Family Center Staff	1M		
13) Parent & Family Supplies	.1M		

\*Dollar approximations currently exclude federal fund \$s and SENI \$s..

Note: All dollar amounts are still subject to additional vetting



# Transformation Costs

- In Year 1, we propose to implement a transformation cost policy, potentially using ESSER funds, to limit the losses that schools experience due to the shift to SCF
- **Over time, these transformation costs will be phased out.**
- We will explore options that limit losses (e.g., schools lose no more than 5%) due to concerns that complete hold harmless (i.e., no losses) would limit improvements to funding equity.
- If ESSER funds are not identified to pay for this hold harmless, we will need to cap gains (e.g., schools gain no more than 5%) in order to pay for these costs at schools losing money.
- We will also need to determine how this will address enrollment fluctuations.
- Exact policies will be modeled and shown this summer before being approved.

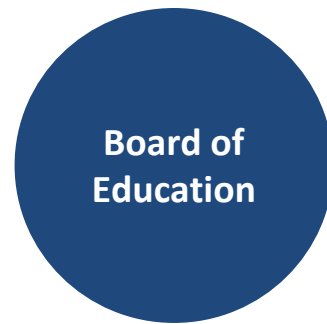
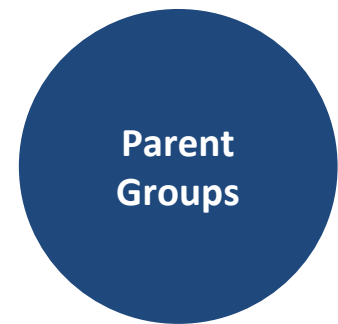
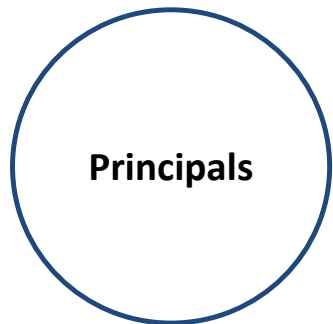
## Average vs. Actual Salary:

- We propose to budget using average salaries and provide a CoS supplement for schools with less experienced staff, and then adjust if needed based upon DOE requirements
- The tentative plan is to **ask schools to budget using average salary**, and then set aside additional reserve money (potentially via ESSER funds) to fund a CoS supplement for schools with less experienced staff
  - CoS would then allocate \$s to their schools for additional PD supports for less experienced teachers
  - Schools with more experienced/expensive staff would still get to budget using average salary without penalty.
- However, the flexibility agreement with the DOE requires that the SCF system include all school-level actual salaries into the pool, and that the district charge schools using actual personnel and non-personnel expenditures
  - We may need to ensure that each school receives the full amount of funds it generates through the formula
  - We are **asking the DOE for more details** on the specifics of these requirements

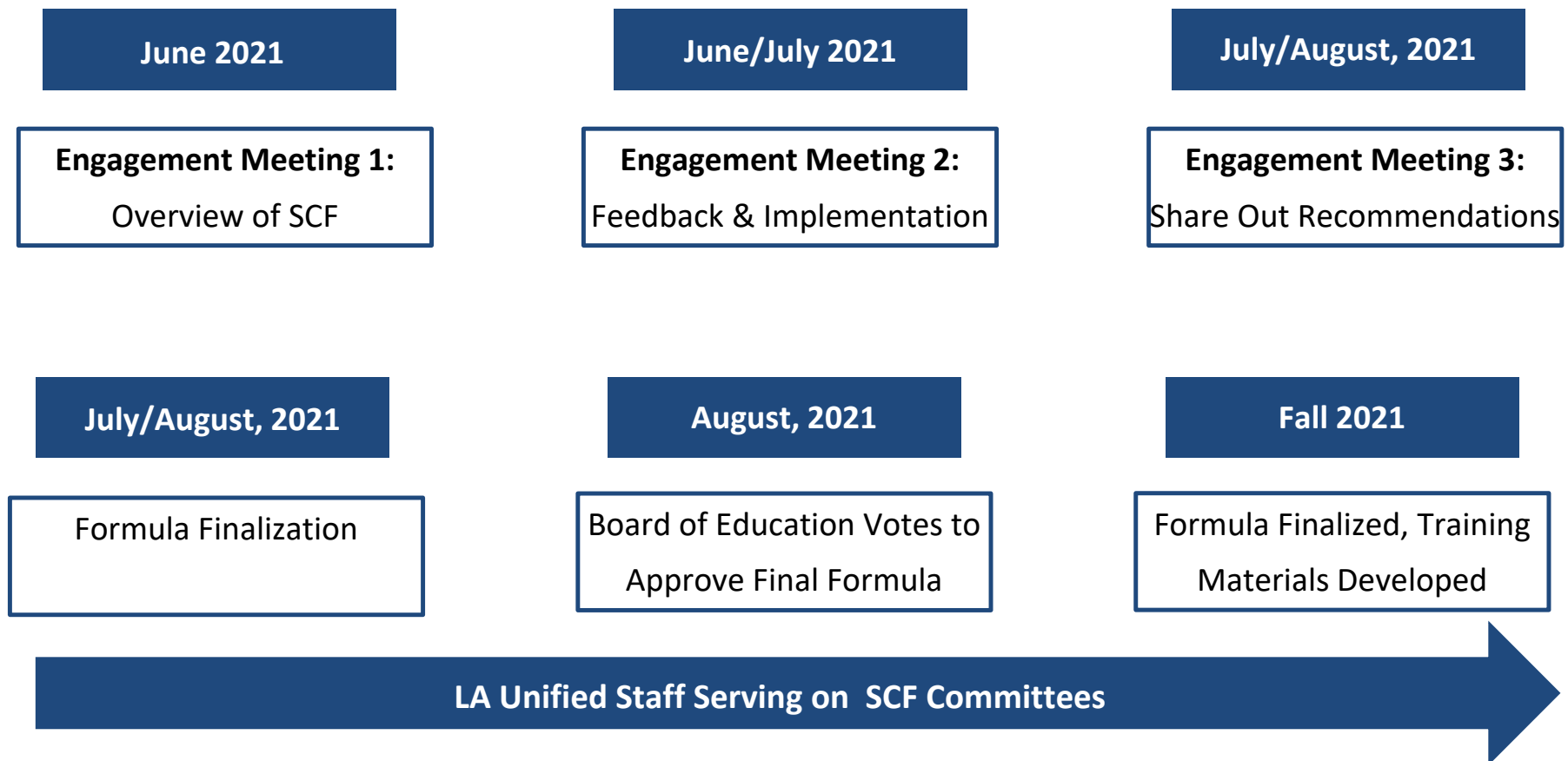
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# Engagement in Spring and Summer 2021



# Phase I of Engagement: Design



# Phase II of Engagement: Implementation

**Fall 2021-Winter 22**

Year 1 SCF Budget  
Development. Community  
outreach.

**School Year 22-23**

First year of phased  
implementation. Capacity  
building.

**Fall 2022-Winter 23**

Year 2 SCF Budget  
Development. Community  
outreach.

**School Year 23-24**

Increase resources allocated  
via formula. Capacity building.  
Progress monitoring.

**Fall 23-Winter 24**

Year 3 SCF Budget  
Development. Community  
outreach.

**School Year 24-25**

First year of full SCF  
implementation. Progress  
monitoring.

# Current Engagement Status

- 20+ meetings with more than 400 stakeholders including parent groups, SSC members, Labor partners, staff, students, principals and established committees to date
- Developed Student Centered Funding website (<https://achieve.lausd.net/scf>)
  - Includes resources to learn about SCF including webinars, resources from other districts and organizations, presentations to BoE, etc
  - Engagement calendar
  - Developed a Thought Exchange to solicit input on student characteristics (additional TE's coming)



tejoin.com  
460-597-860

In pursuit of equity, what student characteristics would benefit from additional resources and support from schools? You are welcome to add multiple groups.

- Additional resources under development including videos from district leadership, Board member toolkits, etc

# Top Characteristics from Thought Exchange

**Youth in  
the Foster  
System**

**Justice  
Involved  
Youth**

**English  
Learners**

**Black &  
Latinx**

**Students  
with  
Disabilities**

**First Gen  
Students**

**Low Income**

**Chronically  
Absent**

**Unhoused  
Students**

**Low Academic  
Performance**



# Agenda

- 1** Overview and Timeline
- 2** Resource Pool: Which resources will be in the SCF Pool?
- 3** Formula: Which student characteristics will be in the SCF formula?
- 4** Policies: What policies will support SCF implementation?
- 5** Engagement: How are we moving forward on engagement?
- 6** Next steps

## Next Steps

- Staff will work to develop scenarios and impacts to Board and Local districts / CoS / schools / students
- Continued community engagement including formula design and implementation
- Board engagement on scenario analysis and formula design
- Develop application to DoE for formula design and flexibilities agreement
- Board vote on formula design and flexibilities agreement (8/24)
- Application due to DoE (9/10)

# During the scenarios process, we will review how scenarios affect Board and Local districts / CoS / schools / students

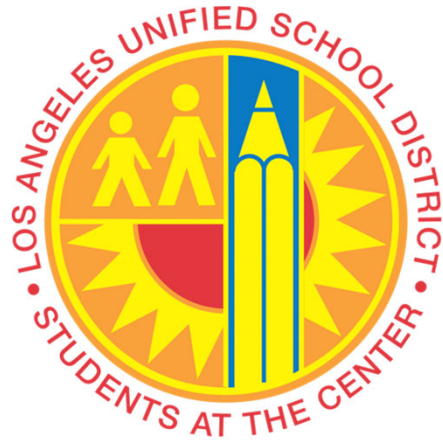
*Illustrative examples*

Group	Which schools are more likely to experience an increase in funds in the new model?	Which schools are more likely to experience a decrease in funds in the new model?
<b>Local/ BoE district</b>	<ul style="list-style-type: none"> <li>On average, Local District X sees modest increases in per pupil funding</li> </ul>	<ul style="list-style-type: none"> <li>On average, Local District Y sees modest decreases in per pupil funding</li> </ul>
<b>Race</b>	<ul style="list-style-type: none"> <li>On average, Black and Latino students across the district experience increases in per pupil funding</li> </ul>	<ul style="list-style-type: none"> <li>On average, White students and students with other racial identities experience decreases in per pupil funding</li> </ul>
<b>School categories</b>	<ul style="list-style-type: none"> <li>Secondary or larger schools with a higher concentration of higher-need students</li> <li>Historically lower funded schools per pupil</li> </ul>	<ul style="list-style-type: none"> <li>Schools, especially small schools, with lower relative concentrations of higher need students</li> <li>Historically higher-funded schools per pupil</li> </ul>

**For scenarios development:**

What other insights about student weights will help us make final recommendations?

What other insights about how school allocations will change will help us make final recommendations?



Thank You