FY21 Superintendent's Proposed Budget

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February 10, 2020

What is a Budget?

An organizational plan stated in monetary terms

- A statement of core values
- A financial planning tool
- A communication vehicle

- A strategic road map
- A budget is not etched in stone
- A living document

"A budget is a moral document. What we fund is what we value."

Goal of the Chapter 70 Formula

- To ensure that every district has sufficient resources to meet its foundation budget spending level, through an equitable combination of local property taxes and state aid.

- Section 1. It is the intention of the general court, subject to appropriation, to assure fair and adequate minimum per student funding for public schools in the commonwealth by defining a foundation budget and a standard of local funding effort applicable to every city and town in the commonwealth.

Chapter 70 Aid:
How it is Determined?

A district's Chapter 70 aid is determined in three basic steps:

1. It defines and calculates a foundation budget, an adequate funding level for each district, given the specific grades, programs, and demographic characteristics of its students.

2. It then determines an equitable local contribution, how much of that "foundation budget" should be paid for by each city and town's property tax, based upon the relative wealth of the community. The Dept of Revenue determines the Municipal Revenue Growth Factor for each city, town, or regional system.

3. The remainder is funded by Chapter 70 state aid.

Local Contribution + State Aid = a district's Net School Spending (NSS) requirement.
This is the minimum amount that a district must spend to comply with state law.

The Foundation Formula

Three Major Calculations:

- Foundation Budget
- Local Contribution
- Chapter 70 Aid

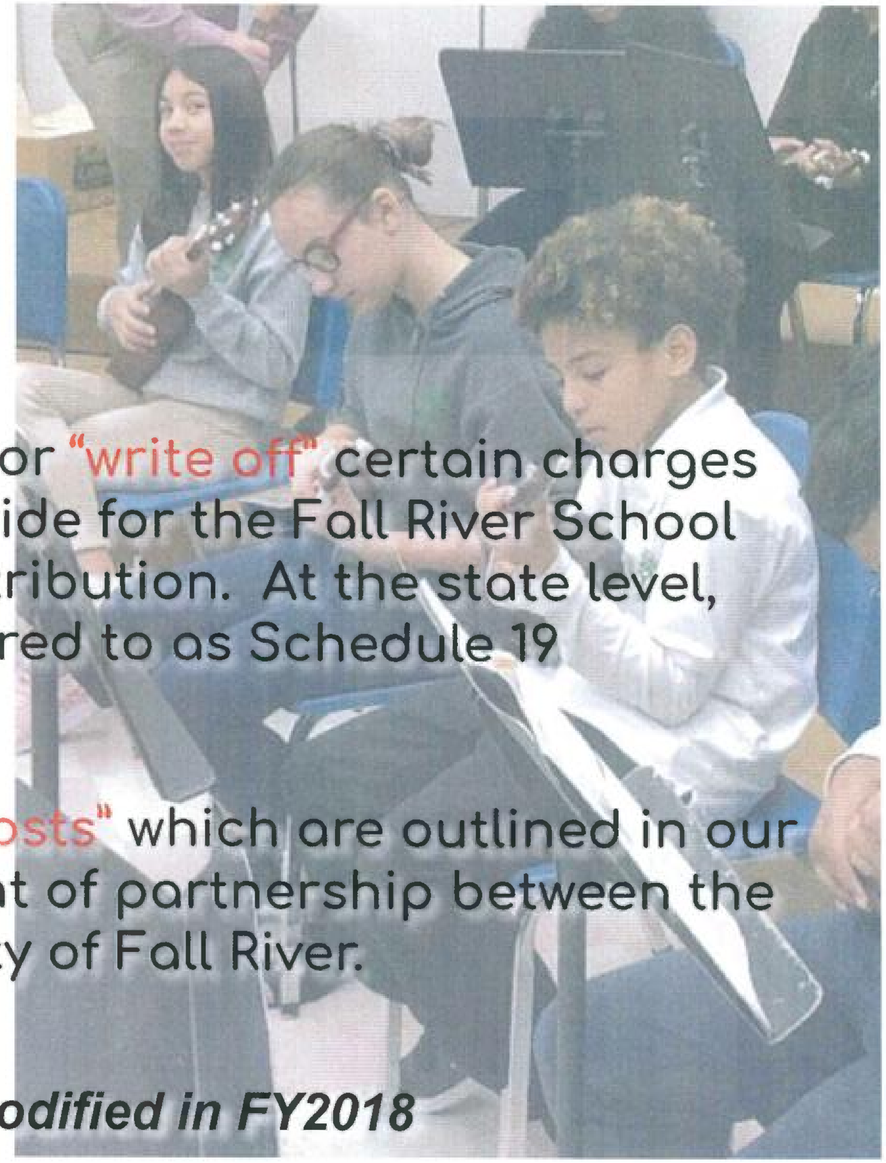
Add the Three Together = Net School Spending

What is Net School Spending?

- Cost directly related to the education of students
- Required Net School Spending (NSS) is set each year by the DESE known as the "foundation budget"
- "Actual Net School Spending" includes town/city indirect spending for schools
- 100% NSS is the minimum amount a community must spend on education

When a potential homebuyer is looking to purchase a home in a certain community and wants to know how much the community spends on its schools, the actual net school spending is the figure that is used…The total reported to the Commonwealth.

The Last Piece of the Budget Puzzle



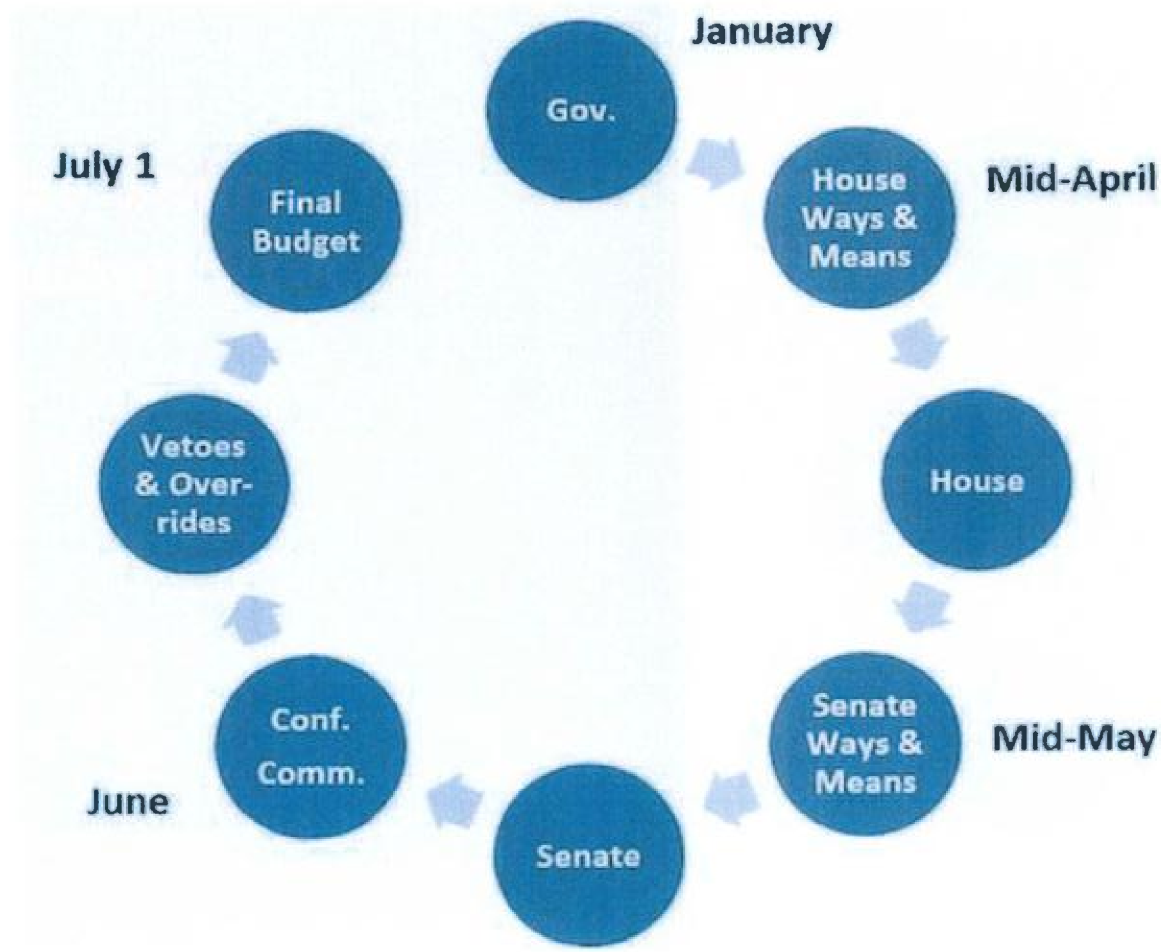
- The City is allowed to "charge back" or "write off" certain charges and expenses for services they provide for the Fall River School Department against the Local Contribution. At the state level, these municipal "fees" are also referred to as Schedule 19 charges.

- In Fall River we call these "indirect costs" which are outlined in our shared cost agreement - a statement of partnership between the Fall River Public Schools and the City of Fall River.

** The shared cost agreement was last modified in FY2018*

The State Budget Process

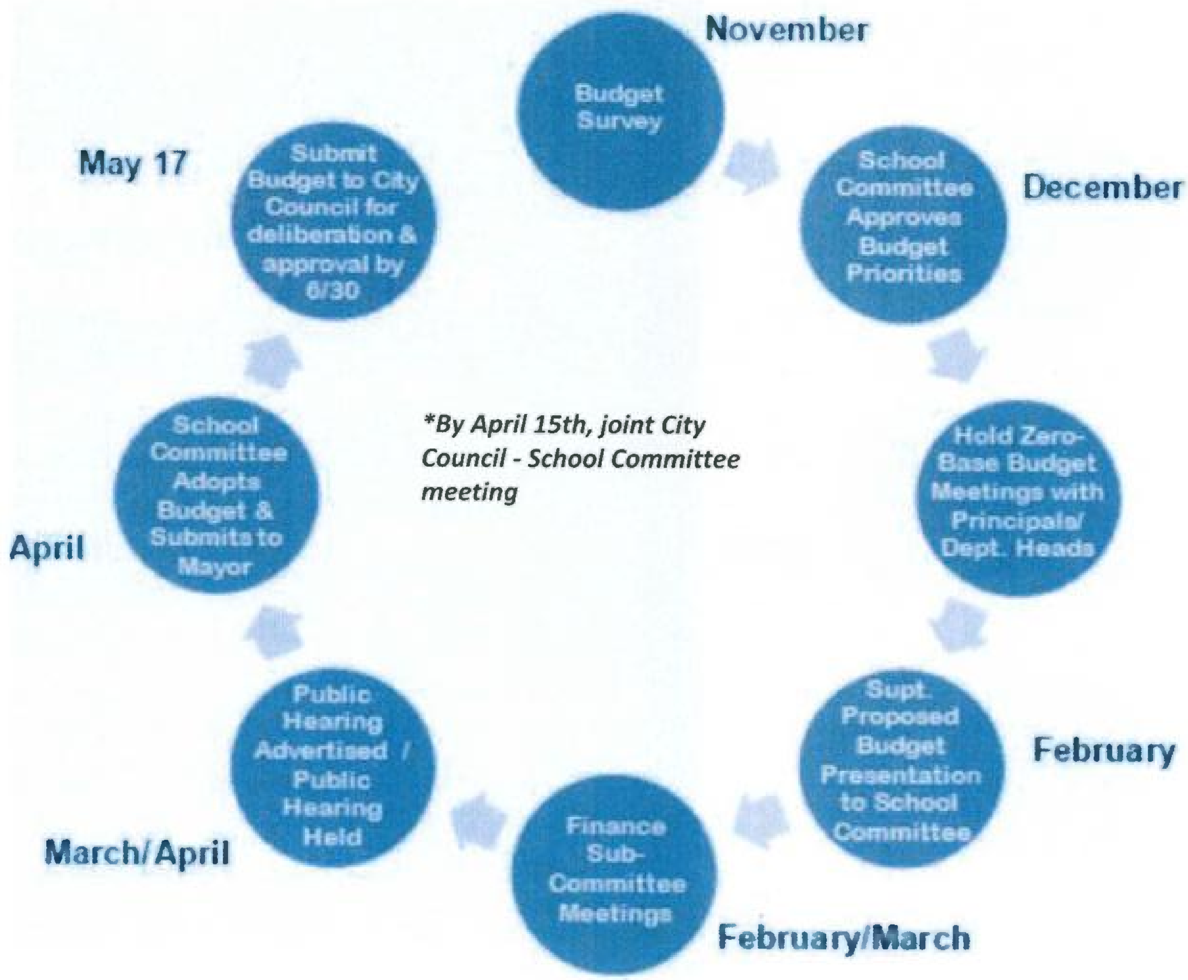
Governor Baker's House II budget was released on January, 22nd 2020.



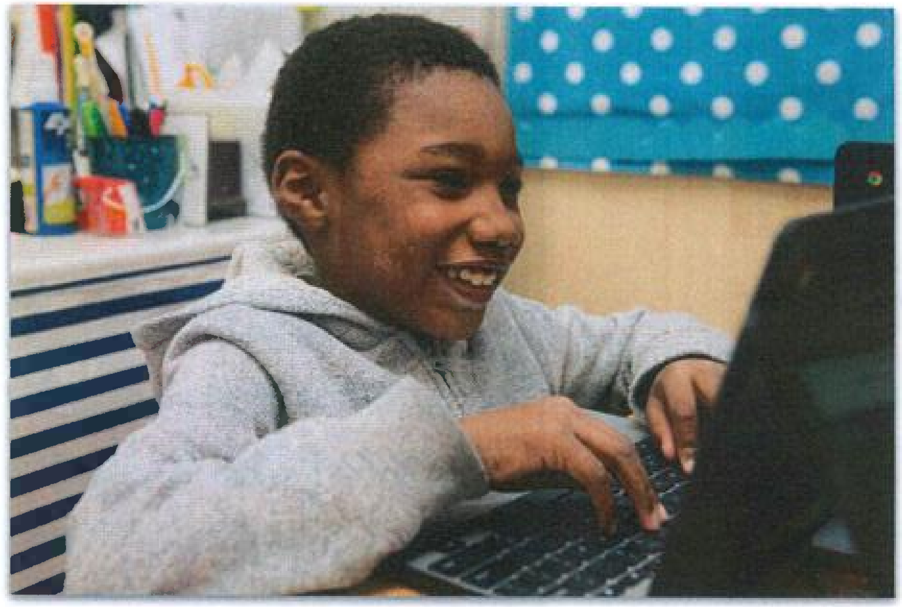
The FRPS Budget Process

The Superintendent's Proposed Budget presentation is set for February 10th, 2020.

Goal: An educationally sound, transparent, and student centered budget – completed, approved, and adopted by our School Committee.



Fall River: Strategic investments for future success and long term sustainability



Developing a strategically focused, publically transparent, and forward thinking budget that is inclusive of all learners to ensure access and equity is the heart of our work to improve student achievement outcomes.

Fall River At a Glance 2019-2020

Student Enrollment: 10,229		
Race	**% of District**	**% of State**
African American	8.6	9.2
Asian	3.7	7.1
Hispanic	28.9	21.6
Native American	0.1	0.2
White	50.0	57.9
Native Hawaiian, Pacific Islander	0.0	0.1
Multi-Race, Non-Hispanic	8.6	3.9

Fall River At a Glance
2019-2020

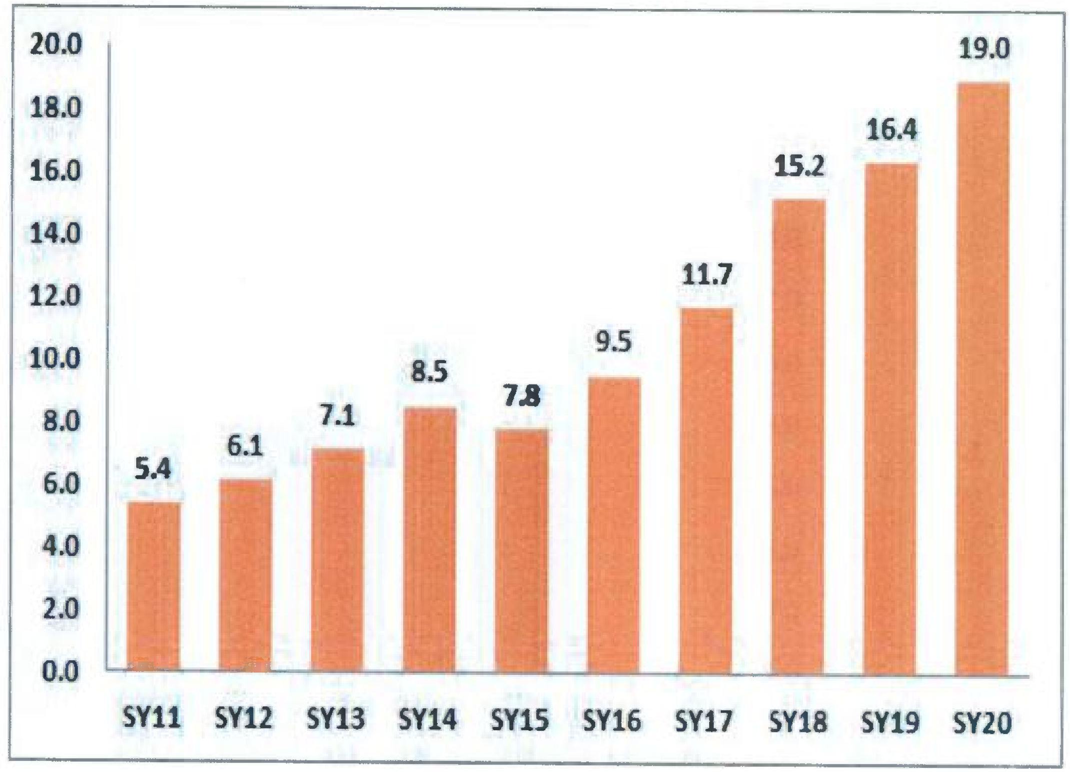
Select Populations:	% of District	% of State
First Language not English	27.4	23.0
English Language Learner	19.0	10.8
Students With Disabilities	22.6	18.4
High Needs	78.3	48.7
Economically Disadvantaged	70.0	32.8

Four-Year Shift in Demographics

	CHANGE 16-19	CHANGE 16-19	October 2019	October 2019	October 2016	October 2016
	% of District	% of State	% of District	% of State	% of District	% of State
District Enrollment	66 STUDENTS		10229 STUDENTS		10163 STUDENTS	
African American	*1.1*	*0.3*	8.6	9.2	7.5	8.9
Asian	*-0.5*	*0.4*	3.7	7.1	4.2	6.7
Hispanic	*4.0*	*2.2*	28.9	21.6	24.9	19.4
Native American	*-0.1*	*0.0*	0.1	0.2	0.2	0.2
White	*-5.6*	*-3.4*	50.0	57.9	55.6	61.3
Native Hawaiian, Pacific Islander	*-0.1*	*0.0*	0.0	0.1	0.1	0.1
Multi-Race, Non-Hispanic	*1.2*	*0.5*	8.6	3.9	7.4	3.4
First Language not English	*5.7*	*2.9*	27.4	23.0	21.7	20.1
English Language Learner	*7.3*	*1.3*	19.0	10.8	11.7	9.5
Students With Disabilities	*2.6*	*1.0*	22.6	18.4	20	17.4
High Needs	*4.6*	*3.5*	78.3	48.7	73.7	45.2
Economically Disadvantaged	*4.2*	*2.6*	70.0	32.8	65.8	30.2

Fall River at a Glance
2019-2020

ENGLISH LANGUAGE LEARNERS POPULATION GROWTH



Our Team: FY20
Human Capital

899 Teachers/Nurses/Behaviorist

282 Paraprofessionals

136 Administrators/Counselors

28 Government Programs

117 Facilities, Maintenance, and Operations

183 Nutrition (183 = 47 FTE, incl. 136 PT)

40 Clerical

16 Security

76 Individual Service Contract/Non-Union

Total FTE 1641

FY21 Budget Process

September - October 2019: Central Office Senior Staff review of FY20 budget process.

November 2019: Development of budget calendar and administration of budget survey to Principals and Department Heads.

December 2019 - January 2020: Principals and site-level teams work on budget templates and submission.

December 2019 - February 2020: Stakeholder input sought through ELPAC, SEPAC, meetings with community partners, a Community Forum, and parent, staff, and community surveys.

January 2020: School Committee approval of budget priorities.

January - February 2020: Principals/Department Heads hold budget meetings with Superintendent and Central Office Senior Staff with a focus on student, programmatic, and human capital needs.

February 6, 2020: Voluntary meeting with Principals/ Department Heads to discuss proposed budget for feedback.

February 10, 2020: Presentation to the School Committee.

Parameters:

- Use best practices for each school and cost center
- Student needs drive decisions
- Allow principals to make site based decisions for conversions
- Conservative austerity balanced with transparent granularity
- Prioritize areas of investment as outlined in SOA

FY21 School Committee/Superintendent Budget Priorities

1) **Invest in SEL Support & Staffing**
   a. Further development of SEL programming and supports for students
   b. Professional development for Tier 2 intervention
2) **Invest in Instructional Technology**
   a. Hardware and software upgrades necessary to support learning and teaching across the district
   b. Human Capital to support technology integration in all classrooms (Integration Specialists)
3) **Invest in Academic Direct Support to close achievement gaps**
   a. Core curricular resources – aligned to state standards and coherent across grade levels
   b. Class size reduction – expansion of class size reduction efforts to upper elementary grades (Grades 3-5)
   c. Instructional Paraprofessionals, and school based funds for part-time Instructional Interventionists (Retirees/Tutors)
   d. Continue to expand success pathways for students
   e. Increase academic partnership with A-Net
   f. Expand offerings for 4 year olds.
4) **Invest in English Language Learning and Special Education**
   a. Expansion and development of ESL and Special Education programming and supports
   b. Professional development for teachers specializing in ESL and Special Education, as well as mainstream/inclusion teachers
5) **Invest in District-Wide Operations**
   a. Safety & Security
   b. Ongoing/Preventative Maintenance
   c. Student transportation
   d. Capital Improvements

Chapter 70 Overview

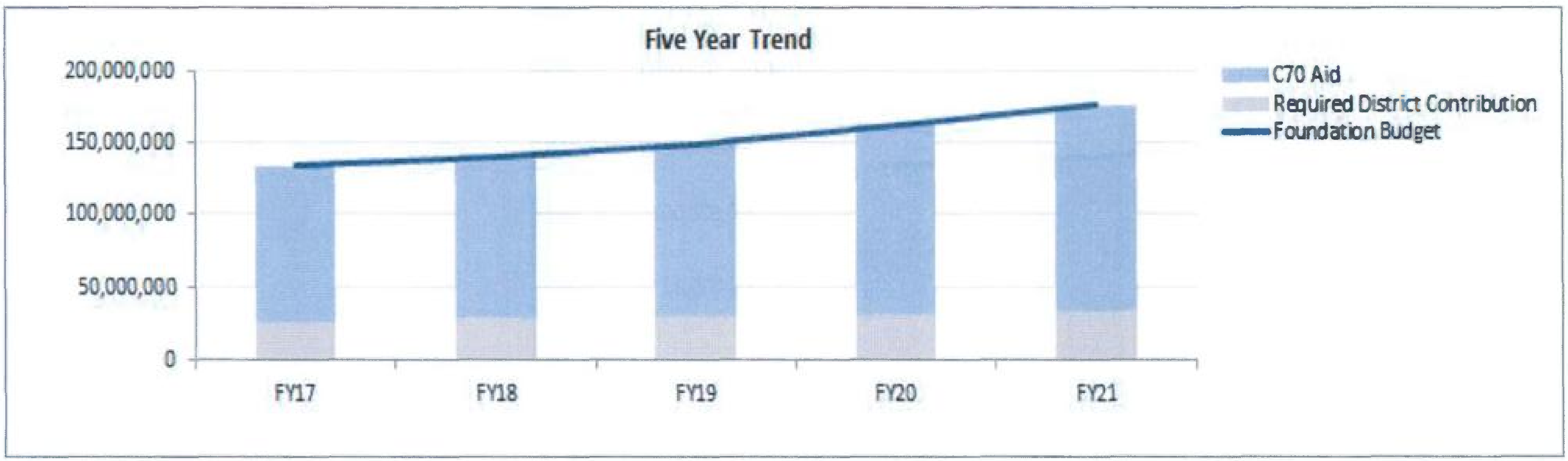
	FY20	FY21	Change
Enrollment	11,987	12,096	**109**
Foundation Budget	162,111,259	175,667,709	**13,556,450**
Required District Contribution	31,184,570	32,851,740	**1,667,170**
Chapter 70 aid	130,926,689	142,815,969	**11,889,280**
Required net school spending (100% NSS)	162,111,259	175,667,709	**13,556,450**
Target aid share	76.81%	77.43%	**0.62%**
C70 % of foundation	80.76%	81.30%	**0.54%**

FY21 Revenue (House II)

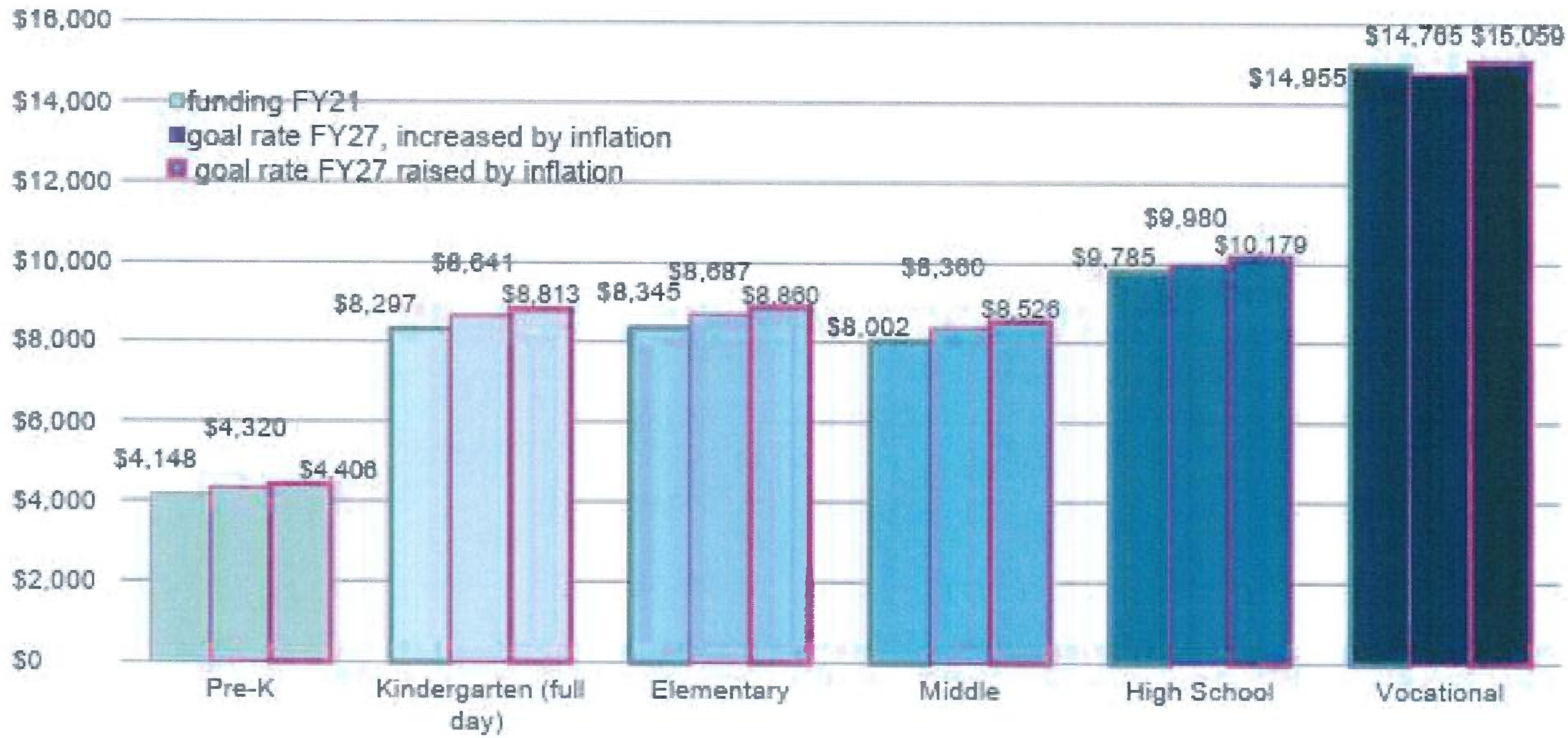
- Chapter 70 – State Aid – $142,815,969
  - $11,889,280 increase over final FY20 Chapter 70 aid
  - Minimum required increase is $30 per student
- City Contribution – $32,851,740
  - Increase of $1,667,170 over June 2019 Required City Contribution
- Appropriation (Chapter 70 + City Contribution) – $175,667,709
  - Increase of $13,556,450 over FY20 Required Net School Spending

$175,667,709 is our 100% Net School Spending Number for FY21

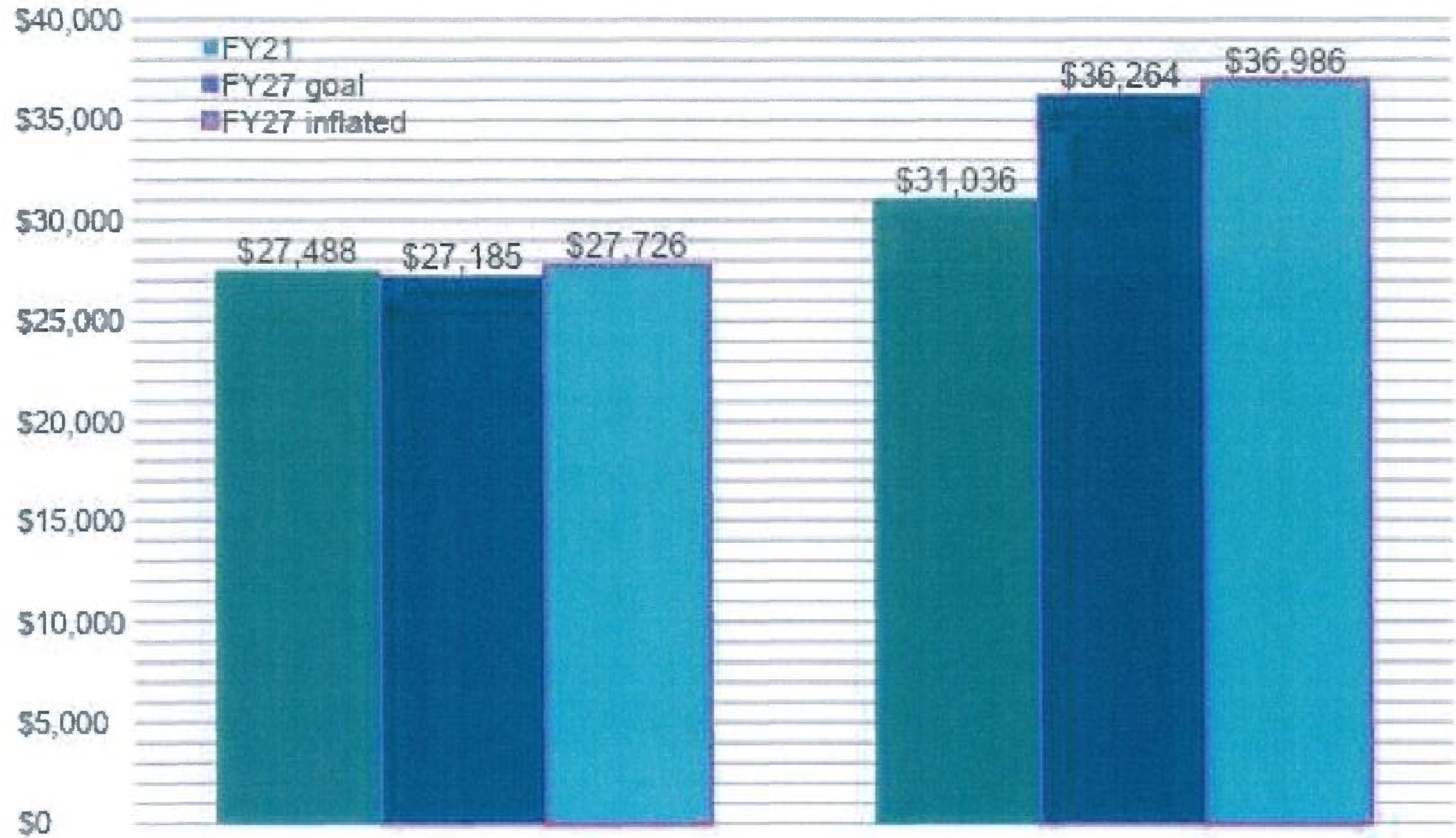
Foundation Budget - Fall River



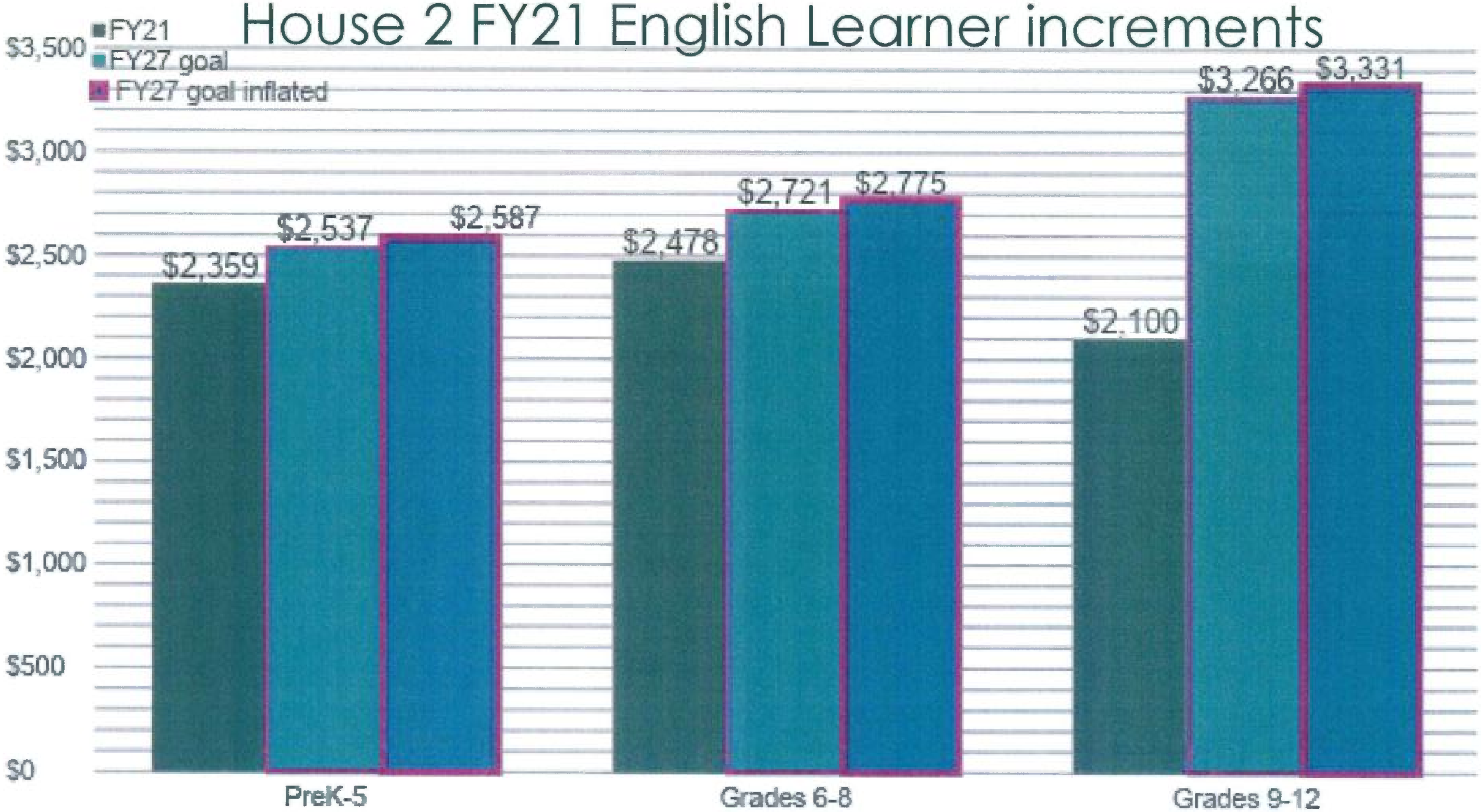
House 2 FY21 base rates



House 2 FY21 Special Education*



House 2 FY21 English Learner increments



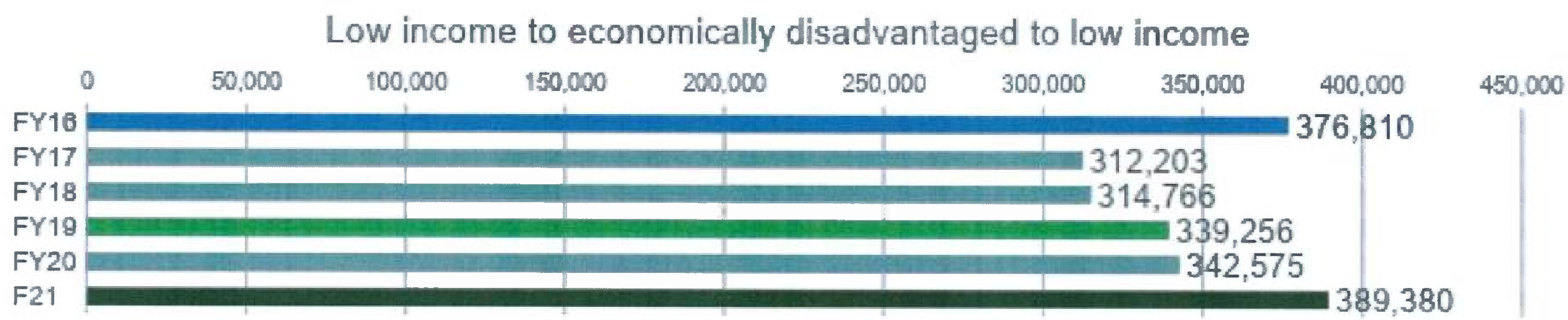
Low Income to Economically Disadvantaged back to Low Income*

Beginning in FY17, the "low income" designation was replaced by an "economically disadvantaged" designation. The state has been counting the number of students in the district who are signed up for:

- **Supplemental Nutrition Assistance Program (SNAP)**
- **Transitional Assistance for Families with Dependent Children (TAFDC)**
- **Department of Children and Families' (DCF) foster care program**
- **MassHealth (Medicaid)**.

This is called direct certification.

*As part of the implementation of the Student Opportunity Act, for the FY21 budget ONLY, the count is EITHER a district's 2010-20 direct certification count OR a district's FY16 percentage of low income enrollment, whatever is higher.



House 2 FY21 low income rates

Four statutory requirements for district evidence-based plans

Goal of plans is to reduce "persistent disparities in achievement among student subgroups"

1 Evidence based practices

What new programs will best reduce disparities for student subgroups?

- ✓ Expanded learning time (day or year: e.g., acceleration academies)
- ✓ Common planning time for teachers
- ✓ Social-emotional and physical health services
- ✓ Hiring school personnel to improve student performance
- ✓ Increased or improved PD (e.g., principal training / pipelines)
- ✓ Curriculum materials/equipment aligned to state standards
- ✓ Expanding early education and pre-kindergarten programming
- ✓ Diversifying the educator and administrator workforce
- ✓ Additional pathways to strengthen college and career readiness (e.g., early college)

***Or any other program determined to be evidence-based by the Commissioner*

2 Parent/community engagement

How to meaningfully engage stakeholders?

3 Resource allocation plan

What resources can be allocated to these programs?

4 Outcome metrics

What will we track to ensure improvement in student subgroup performance?

Guiding principles for district SOA plans

Make it easy to make good choices: DESE will provide a menu of evidence-based initiatives districts can select from

Incentivize adoption of 2-3 "Commissioner Priority" strategies across districts, ideally through competitive grants

1. Full-day, **high-quality Pre-K** for all four-year-olds & **evidence-based early literacy**
2. Increase percentage of high school students enrolled in **early college**
3. Recruitment and retention strategies to **diversify the educator and administrator workforce**

Districts can also submit programs outside of the menu in their plans, but they will require Commissioner review

Key dates this year for SOA plans

January → February → March → April → May - June

Late January:
- Jan. 22: Governor Baker releases House 2 budget numbers
- Plan templates & guidance document released to districts

February - March:
- Districts work with local stakeholders to develop plans
- DESE supports with technical assistance
- Local school committees should vote on plans before they are submitted to DESE

April 1:
Plans due to DESE for review

May - June:
Inform districts if plans require amendments

SY21 Budget Highlights

- Meets the FY21 SC-approved Budget Priorities
- Continued budget development protocols aimed at increasing face-to-face, facilitative meetings between site-level and central office leaders
- Built trust, transparency, and teamwork between school sites and central office
- Incorporated stakeholder input sought through ELPAC, SEPAC, meetings with community partners, a Community Forum, and parent, staff, and community surveys
- Includes 22.5 FTE conversions, reduction of 9.5 FTEs in grants, and addition of 116.76 program improvement FTEs to operating budget. This is a net gain of 107.26 new positions.

SY21 Strategic Investments

Enhanced Core Instruction

- Expansion of Pre-K programming, including conversion of current half day programs for 4 year olds to full day programs
- Purchase of curricular materials to support student learning

Targeted Student Support

- Additional staffing for substantially separate, inclusion, and ESL classrooms
- Expansion of Grade 6 foundational program (Kuss/Morton)
- Addition of six school adjustment counselors

Talent Development

- Addition of ISL positions as vehicle for educator development concurrent with direct service to students
- Increased staffing and programming to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers

Conditions for Student Success

- Addition of Community Facilitator and Parent Community positions to support home-school partnership

FY21 Proposed Budget

FY20 Operational Budget	162,193,332
FY21 Net School Spending/House One	175,667,709
FY21 Proposed Budget	**176,656,809**
FY21 Delta	989,100
% above net school spending	.56%

- Site level and department cost centers
- Student needs driven program improvements
- Cost containments and repurposed allocations
- Human capital conversion
- Strategic reductions to reduce costs

100.56%
Net School Spending

FY 2021 Operating Budget

Category	FY 2020	FY 2021	Increase/ (Decrease)	% Change	% of Budget
Salary and Benefits	87,070,413	98,271,442	11,201,029	12.86%	74.94%
Contractual Services	27,459,979	28,183,125	723,146	2.63%	21.49%
Materials & Supplies	2,017,857	2,785,166	767,309	38.03%	2.12%
Insurance/Other	1,725,732	1,897,668	171,936	9.96%	1.45%
Totals	**118,273,981**	**131,137,401**	**12,863,420**	**10.88%**	**100%**

FY21 Concerns - AKA "Budget Busters"

- Transportation
- Grant reductions
  - School Redesign Grant (SRG)
  - Inclusive Preschool
  - ELT: Elimination of State Grant (Kuss, Silvia, Viveiros)
- Charter School/School Choice expenses
- Out of District SpEd tuition
- Utilities
- Capital infrastructure

FY21 Capital Budget Need Requests

Safety and Security Year 2 - Replace obsolete cameras and related equipment, replace door access systems in the remaining 8 schools. Cost-$558,000

Henry Lord Phase 2 - Provide second means of egress from parking lots and dead end street to enhance pick-up, drop-off procedure and improve traffic flow. Cost-$165,000

Silvia Phase 2 - Provide second means of egress from west parking lot to enhance the pick-up/drop off procedure, and improve traffic flow. Cost-Design & Permitting-$120,000 Remaining work. Cost-Unknown

Talbot Phase 2- Parking lots, sidewalks, curbs and drainage improvements. Cost-$475,000

Henry Lord - Replace two hydronic boilers, unit ventilators, roof top and chiller. Cost-$2,700,000

Total Cost - $4,018,000 *Does not Include Silvia as those costs TBD.

Important Budget Planning Dates

- Presentation to School Committee: February 10, 2020
- Schedule School Committee Finance Sub-committee Meetings:

  February - March 2020
- School Committee Budget Deliberations: March - April 2020
- School Committee SOA Plan Adoption: March 2020
- SOA Plan Submission: April 1, 2020
- Joint City Council - School Committee meeting: April 2020
- Submit School Committee Adopted Budget to Mayor: April 2020
- School Committee Budget Hearing: May 2020
- Submit Final Budget to City Council: May 2020

FY21 Budget Recognition

- Kevin Almeida, Chief Financial Officer
- Dr. Tracy Curley, Director of Assessment, Accountability and Research
- Dr. Ann Dargon, Assistant Superintendent of Social Emotional Learning
- Michael Losche, Assistant Superintendent of Special Education
- Ken Pacheco, Chief Operating Officer
- Thomas Coogan, Executive Director of Human Resources
- Frank Farias, Director of Technology Integration
- Brian Mikolazyk, Systems Coordinator
- Paula Soares, Executive Assistant to the Superintendent
- Debra Cabral, Executive Assistant to the Superintendent
- Principals and their site level leadership teams
- All Senior Department Directors
- Rebecca Cusick, FREA President
- Tracy Novick, MASC
- School Committee, Fall River Public Schools