Budgeting for Student Achievement

A presentation to
The Council for Great City Schools
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LAUSD has four core strategies to meet it’s goals and ensure all students are college-prepared and career-ready.

We are accountable for our students’ success. We will use data to personalize the supports that all of our employees need to be efficient and successful, from professional development and training, to creating measurable performance goals.

Use data to drive standards – based, effective instruction for all students, coupled with support and intervention, when students need extra assistance or accelerated learning.

We will make the District budget more transparent, align resources for greater impact and equity, and give schools the ability to target resources to meet their school specific needs, bringing funding and decision-making closer to schools and classrooms.

We will analyze multiple data points to differentiate the service and support we deliver to schools. In addition, we will capture and share best practices across all of our schools regardless of school models.
Centralized resource allocation constrains innovation, equity and accountability

By allocating resources to schools centrally we have unintentionally disempowered principals and school communities, and undermined local accountability for learning outcomes.
LAUSD explicitly connects resources to goals and to learning outcomes

BSA allocates resources and decision rights to schools and supports them to make tailored, data-driven spending decisions as a key lever for improving student outcomes.

Board establishes strategic goals for transparency, equity, flexibility and student learning

Align district policy, standards and practices

Central office creates “user-friendly” systems & provides training, leader development & tools

Enable school control over the means of success

Connect resources to learning goals

School leadership teams align resources to meet learner needs and achieve their goals for students

Improved learning outcomes

Data drives participatory decision making
Budgeting for Student Achievement: Why Budget on a Per Pupil Basis?

- **Transparency**: Build stakeholder understanding of revenue and costs, both district-wide and at the school level.
- **Flexibility**: Give school communities flexibility to make individualized spending decisions that improve student outcomes.
- **Accountability & Support**: Create structures that support school flexibility and hold schools accountable for results.
- **Equity**: Achieve a funding model that equitably resources schools to meet the needs of all students.

Budgeting for Student Achievement

LAUSD
All Youth Achieving

5
BSA Implementation Timeline

**Upcoming trainings**
- **May-July**
  - VISTA Leaders
- **August**
  - Principals and School Fiscal Specialists
  - VISTA Members
- **September-November**
  - School Site Councils
  - Parents and community members

**Upcoming milestones**
- Align practice and policy for LAUSD departments.
- Recommend equity funding policy for Board approval.
- Train all schools on BSA budgeting process.
- Implement communication strategy to stakeholders.
- All schools receive per pupil allocation amounts in order to plan 2012-13 budget.
What does equity mean?

• Equity does NOT mean equal, but rather, the quality of being fair or impartial; fairness

• So, what does that mean when looking at our Budget?
  
  – General Fund allocations should be fairly distributed, on a per student basis, with those at greatest need receiving appropriate funding.
  
  – Categorical funds should **supplement** General Fund allocations so that resources are aligned to student need.
What could an equity-based funding allocation look like on a per pupil basis?

In an Equity-based funding system, the base General Fund allocation for every pupil would be the same.
What could an equity-based funding allocation look like on a per pupil basis?

In an Equity-based funding system, the base General Fund allocation is supplemented by additional per pupil allocations based on an explicit funding policy identifying how additional resources fund student needs.
In an equity-based model the General Fund allocation per child should be flat.

Average Restricted and Unrestricted Middle School Per-Pupil Expenditures Across Poverty Deciles in 2009-10

Average value of GF allocations: $3,511

Source: American Institutes of Research, February, 2011
## Selected Schools for Comparison based on 09-10 Unrestricted Per-Pupil Expenditures

<table>
<thead>
<tr>
<th>School name</th>
<th>Enrollment</th>
<th>Free and Reduced Price Lunch (FRL)</th>
<th>Unrestricted Per-Pupil Expenditure</th>
<th>Expenditure Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Avenue Elementary</td>
<td>711</td>
<td>98.3 %</td>
<td>$3,611</td>
<td>Low</td>
</tr>
<tr>
<td>Figueroa Street Elementary</td>
<td>461</td>
<td>97.1%</td>
<td>$5,132</td>
<td>High</td>
</tr>
<tr>
<td>Thomas A. Edison Middle</td>
<td>1,759</td>
<td>92.6%</td>
<td>$3,061</td>
<td>Low</td>
</tr>
<tr>
<td>El Sereno Middle</td>
<td>1,634</td>
<td>90.3%</td>
<td>$3,981</td>
<td>High</td>
</tr>
<tr>
<td>Arleta High</td>
<td>1,969</td>
<td>84.8%</td>
<td>$3,365</td>
<td>Low</td>
</tr>
<tr>
<td>Belmont Senior High</td>
<td>1,345</td>
<td>85.4%</td>
<td>$4,419</td>
<td>High</td>
</tr>
</tbody>
</table>

Source: Expenditure data provided by LAUSD. Enrollment and Free and Reduced Lunch obtained from the California Department of Education.
Lessons for policymakers

• WSF at a district level is doable and districts are interested in doing it – even in a declining resources environment
  – including LAUSD (second largest in the nation)
  – but also Twin Rivers Unified School District (a highly representative district)
Why do it now?

• The politics may be easier without new money.
• The goals that are achievable now are important:
  – Budget transparency
  – Gives principals control of the conditions for their own success which ....
  – Facilitates increased accountability
More about why now

- Incentivize development of technology tools for budget development and resource allocation that will allow districts to:
  - Track the connection between poverty and expenditures
  - Begin to think analytically about ROI
  - These tools and processes could both promote greater efficiency and be viable alternatives to a regulatory approach to ensuring equity.
LAUSD is supported by Strategic School Funding for Results (SSFR)

Two Partners

Two Districts
For more information

• Budgeting for Student Achievement
  – http://bsa.lausd.net/

• Strategic School Funding for Results
  – http://www.schoolfundingforresults.org

• Pivot Learning Partners
  – http://www.pivotlearningpartners.org/research+development/district_redesign_workshop.html#ssfr

• American Institutes for Research
  – http://www.air.org/focus-area/education/?id=5