

## Consolidated Results for Budget Package 2: Educational Services

RATING CRITERIA	Weighted Average 1(strong negative), 2(moderate negative), 3(neutral) 4(moderate positive), 5(strong positive)					QUESTIONS/NOTES/COMMENTS
	1	2	3	4	5	
1. Rationale				X 4.00		<p>Will reducing the number of literary coaches be ok? Alignment and budget cutting. To have 11 coaches is pretty unprecedented. In line with world of education to have fewer. Literacy coaches used to be funded by Ed Foundation. Brought in due to revenue.</p> <p>These cuts are less personal and not a direct hit to the classroom. Generally, not a lot of push back because the perception is that these need to happen</p> <p>Do we accept the rationale? The concept of going centralized or decentralized. The rationale is understood, but the teachers and administrators would have a better understanding of their needs. Literacy Coaches vs Instructional 5 Coaches 5 Moderately Positive to the change of Literacy Coaches- 2 Moderate Negative -Expectations from our community needs to be considered when changes are made. The same level of service must be something that has to be shared with the community. We are working with less, rather than more. -The rationale should be re-considered depending on where we are upon returning to school in the fall. (In-School/Hybrid/Distance Learning)</p> <p>Why are we doing it? How are we doing is less clear, but think due to efficiency. Dr. Mora's rationale that it won't impact the students.</p> <p>Dr. Kelly mentioned positions that are vacant and are not being filled for the new school year. And they cut 11 coaches to 5 and will be dispersed to school sites as needed. We should be building capacity. We should utilize technology to provide support remotely of through online services. These are tough decisions. Literacy coaches and now instructional coaches.</p>
2. Impact to students						<p>How does one person travel and give the same amount of service? We don't really know and won't know until we do it. Site by site will be different. Elementary schools may adapt easily, but high school might not adapt as easily. Moving coaches into high school might be good, but it might be hard to accomplish.</p>

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		X 2.25				<p>Instruction coaches will have an impact on students. Contracted work may impact.</p> <p>The literacy coaches (Instructional Coaches) support teachers and their instructional practices in the classroom. Moderate Positive 1 Moderate Negative 4 Neutral 2 More LLI, because students will need more direct services. We are going from 11 to 5. Can this be done effectively with less people?</p> <p>None of the instructional coaches are very trained in math and NGSS.</p> <p>We can test the centralized model and assess impact to make changes in the future.</p>
<b>3. Efficiency and effectiveness of operations</b>			X 3.25			<p>We don't know until it happens. Depends on the site and school.</p> <p>Whenever you take away something is going to have a negative impact on the efficiency and effectiveness. These roles are relatively newer but they are a part of the culture, There is a loss to the school site losing connection to a person that is assigned to a site who now will travel around.</p> <p>The individuals at the sites cannot do all things. The impact on the teachers and administrators. Questions are still be raised around the structure and what that will actually look like in the future. Moderate Positive- We are really 2.5 We understand the cuts but want the community to understand that with a loss comes changes and a different level of expectations.</p> <p>Centralized learning of district curriculum needs vs. loss of site-specific details. - More consistency in supporting school sites.</p>

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4. Expected losses		X 2.67				<p>Things may slow down. More to do with fewer people. The fear that kids who don't advocate for themselves may get lost in the shuffle and fall through the cracks. They build capacity with staff and co-teach and build capacity with staff. They interact with the coaches. Overall losses will be the number of teacher hours interacting with the coach. Having a full-time coach is a luxury. Might need to align coaches to newer teachers or those asking for help.</p> <p>What losses? The services? or the positions? The school loss? Didn't realize that the coaches were teaching staff. Dr. Kelly explained the seniority process and that the teachers would have bumping rights since they are more senior staff. What does our vote mean when we vote on the time line? Dr Drati joined the groups and the issue of seeing it all in the big picture format rather than part by part. Dr Drati explained how this process is beneficial to see the inside first and towards the end we will look at it all as a whole.</p> <p>Prioritize data centric practices/ student data analysis by site leads</p> <p>Difficult to make a honest vote on impact without knowing the impact compared to all proposed cuts as a whole.</p> <p>The group discussed the issue of meeting formats and agenda items and the scheduling of the particular items. Check slide 48 or 43</p>
5. Expected gains			X 3.67			<p>Expanding to secondary is a gain. If coaches are only trained in literacy, how will they assist with science and engineering. Will they be more literacy-based because they are more elementary-based? We can have 2 or 3 people doing math. They would be supported by coordinator.</p> <p>It is a necessary budget cut and will have an impact on students/services. The gain is that we may find someone else in the district that will provide support in the areas of loss. SMMUSD has some strong teacher leaders and they should be able to step up to the</p>

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						<p>plate. Moderately Negative because we don't have a full school educational model. 2.5 is what we really wanted to say, but it was not a choice.</p> <p>Love more consistency at the district!</p>
<b>6. Consistency with district values</b>			<b>X 3.67</b>			<p>Aligned and emphasized social justice and PBL and that can be positive. That needs to be balanced with the amount that one person can do and the implementation. Instructional coaches can be invaluable at the high school level. Wondering if coordinators are the sacred cow rather than the instructional coaches. Could it be TOSAs? Maybe have a larger discussion about coordinator roles. We are trying to find \$9 million when we are only cutting \$750,000 dollars. Discussed the responsibilities in the coordinator roles. Ed services has cut several directors and have more to do.</p> <p>We have to look at this as an efficiency process.</p> <p>Examine comparable school districts on how they utilize instructional coaches within education services.</p> <p>We are forced to take steps back. The Director of Instructor and Curriculum was not replaced. Her work fell on the coordinators. Before that we had a high school and elementary school curriculum director. Parents don't understand what all the functions are in the Ed Services department. What is the big picture? 2 of the 5 coordinators are new, correct? Are these all essential to the basic functioning of the school? There were some threes in the group.</p>

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7. Cost savings				X 4.00		<p>Don't know until we know the impact on the schools. We have to make cuts and there is no easy way to do it. Overall cost savings in the department were discussed.</p> <p>The impact is not as much as cutting a teacher. There may not be gains in this new model in terms of operation.</p> <p>It's hard to find large savings. This makes sense.</p>
8. Overall			X 3.33			<p>What is the value of the coordinator vs. instructional coaches. Why are coordinators valued more? Coordinators take abstract ideas and prepare presentations to the Board rather than feet on the ground. Maybe coordinators can be more active in helping teachers. Or Board and Superintendent has a vision of what is needed and coordinators make it happen and structure it for the sites. We are looking at a tiny fraction and debating that.</p> <p>We are very neutral on most of this, but understand that we have to consider the budget. Financially this makes sense, but we are not 100% on the impact of the school sites. Our preference is to keep control of our budget and not give control to LACOE. It is hard to evaluate impact on children, when the model has not been created. Please share with us what was done before this position was created. Managing public expectations needs to be considered. Please educate the public as we move forward.</p> <p>Please look at other district data on structure of ed services department. Please compare and also track impact of changes in the coming 2 years. Build a feedback loop to tweak if needed.</p>

## Emerging Themes from SBAC Group Discussions

1. Centralization leading to efficiency is important
  - a. Compare SMMUSD spending levels and how carried out in other districts.
  - b. Assure plan has realistic levels and functioning of personnel and services
  - c. Determine differences at elementary versus middle and high school levels
  - d. Rationale needs to hold up when we return to Post-Covid in-classroom operations
  
2. Consider the direct impact of this proposal to classrooms and sites
  - a. Distinguish between benefits outside of elementary language and literacy and transition to high school
  - b. Determine if possible, application at high school level
  - c. Capacity may already exist for these roles
  - d. Consider value of the coordinator role vs. instructional coaches role
  - e. Consider cost benefit with respect to realignment
  - f. Educational Foundation funding is no longer available for instructional aides
  
3. Structure and function are important
  - a. Figure out how SMMUSD can maintain its effectiveness with less people
  - b. Building and strengthening staff and site capacity are critical
  - c. Utilize technology in different ways
  - d. Assure academic competency across subjects and grade levels
  
4. School culture will shift and change based on new structure
  - a. Aligns with values
  - b. Messaging to community necessary to be sure they understand rationale, impact and alignment with their expectations
  - c. Advocacy on behalf of students need addressing so as not to widen achievement gaps
  - d. Workload at site level –loss of connections and relationships from current to new
  
5. Test centralized model going forward to assess impact to students
  - a. Pilot, assess, make adjustments
  - b. Contrast centralized learning model vs site-specific approach
  - c. Evaluate based on efficiency with less personnel
  - d. Verify impact on overall budget on school sites
  - e. Prioritize data centric practices/ student data analysis by site leads

## Comments and Thoughts for Recommendations to the Superintendent:

### Concerns, Considerations, Recommendations:

Notes: - SMMUSD must make budget changes to to maintain control of the district and not yield to LACOE

Notes: - 2020-21 Budget Realignment in Education Services, Curriculum & Instruction related \$717,537 by reducing Instructional Coaches (from 11 to 5) and shift to centralized model

Notes: - Will coaches no longer work in the classrooms? Permanent employees so they will be afforded options to fill other open, appropriate and available roles. These reductions will result in bumping of other certificated staff/ teachers if there are no open positions, resignations, retirements to offset these 6 reductions. - There are 2 director positions for Instruction and Curriculum that the District has not hired so the coordinators have absorbed these roles and are already have a full plate of responsibilities.

Considerations: - Look at similar districts (basic aide, similar sized etc.) and see how Ed Services (instructional coaches) are structured.

The group expressed the need to be able to look at all these cuts together and weigh them all together as one group of potential cuts rather than piece by piece by department or services. This format is missing the mark on the presentation Dr. Kelly suggested that this was presented by request of the group. Feels like we are being cornered by the format of the presentation being too narrow.

The group spent quite a bit of time discussing the format and the presentation of the data and cuts, Dr. Kelly explained the reasoning. BOE meeting with present the 20-21 budget. Dr. Kelly suggested that that presentation will make this information more clear.

What's the impact to classroom with these cuts? It decreases support to teachers and Professional Development (PD), substitutes, Everything affects the classroom indirectly. Most people do not ever feel the impact and it seems easier and not as a big impact. These are necessary cuts and all departments have to make cuts. It was suggested that knowing the actual impact to students these cuts will have on students and in the classroom would be helpful;

General comments: Impact to teachers should be added to the rubric. We should also look at these cuts effect our students of color and will it benefit these students and help to bridge the gap