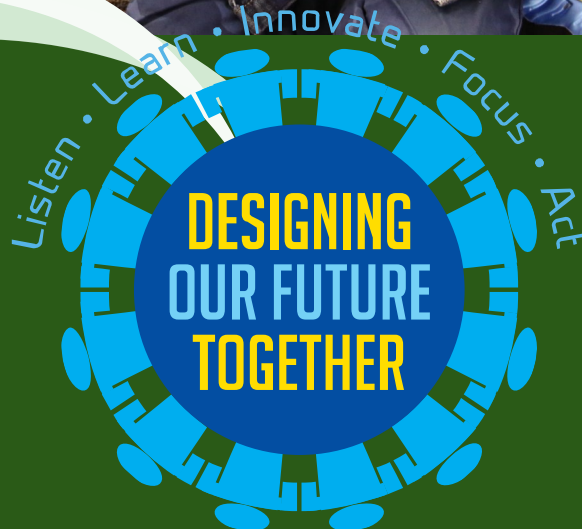
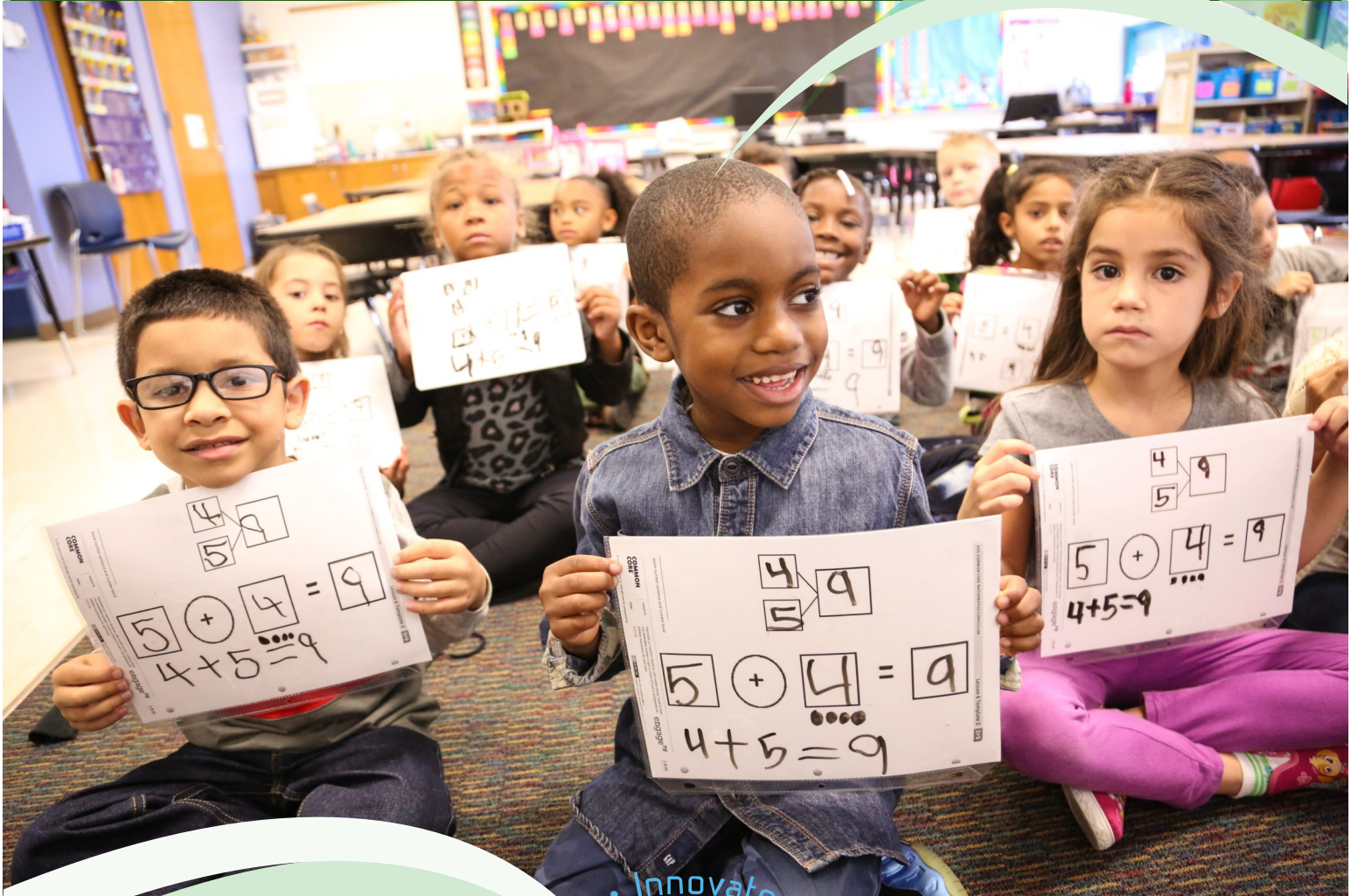




# 100-Day Plan: DISTRICT FINANCES

Recommendations to the Superintendent  
January 12, 2017



Every student by face and name.  
Every school, every classroom.  
To and through graduation.



# Superintendent's Focus Areas

Superintendent Barbara Deane-Williams coached each project team, provided research expertise and supported development of the plans. She has laid out five areas of focus that guide this process and her work as Superintendent.

## **Prioritizing educational equity:**

“It is critical that we create a District where every person, in every department, is responsible and accountable for the education of all students at every school. We must be devoted to eliminating the opportunity and education achievement gaps for urban youth. We can do this by adhering to a theory of action that ensures strong dynamic interaction between great educators, rigorous and cognitively demanding content, engaged students and families, and community partners that bring coherent supports matched to the specific needs of Rochester children.”

## **Building relational capacity:**

“By building shared goals, shared knowledge, and mutual respect, we will improve learning. We will increase engagement and motivation. Recognizing every person’s experience as unique, we can connect to each other through a deep understanding and acknowledgement of race, ethnicity, and culture. This will ensure that we are mindful, respectful, and inclusive.”

## **Nurturing innovation:**

“We need to consider fresh ideas, and help our schools, leaders, teachers, and students customize solutions for their unique needs. Innovation and customization are essential to ensure that every student gets to grade level, that we accelerate their learning, and get them to graduation.”

## **Creating coherence:**

“Fragmentation gets in the way of serving our children, our parents, our teachers, our schools or our community. The “system” needs to be coherent and user-friendly. Coherence does not mean we all must do the same things. It does mean that our work must produce powerful learning for all youth, with equitable and strong outcomes.”

## **Accountability for action:**

“The talent is here. The answers are in Rochester. But there’s a fifth element of my role as your superintendent. It starts with me holding myself accountable. Holding ourselves accountable for action, and working with a strong sense of urgency.”



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*Our students  
deserve Our very best.  
It is Our  
responsibility to  
ensure that all  
resources are aligned  
to provide the best  
education possible.*

## EXECUTIVE SUMMARY

In the Rochester City School District (RCSD), we strive for the success of all youth, and we value equity, cohesiveness and positive school climates. Fiscal stewardship, transparency and stability are vital to our students' success. Our financial future depends on identifying equitable and sustainable programs as we operate in a climate of change, flat revenue streams, increasing student needs and growing enrollments in charter schools.

In the last 10 years, New York State (NYS) Foundation Aid has fallen short of the formula-driven allocation. The NYS funding formula developed in 2007 was intended to drive more money into the high-need districts by giving greater weight to students designated as English Language Learners, students in poverty and students with disabilities. As such, three of the large urban districts (Rochester, Syracuse and Buffalo) are among the poorest districts with the largest shortfalls per student in the state. With Rochester, the poorest of the three, realizing a shortfall of approximately \$100M annually.

Nearly 13.5% of the District's budget depends on grant revenues, but this funding is neither predictable, stable nor timely. Over the last two years the District lost \$31M in American Recovery and Reinvestment Act (ARRA) funding, that was partially offset by an increase in state grant dollars of nearly \$20M. While the District continues to invest more money and resources into programs, the current expenditure patterns, if not changed, will increase 6% in 2017-18, and revenues are projected to decrease 1.5%.

Given these variables, the preparation of an annual budget is challenging and often overwhelming. The District's 2017-18 budget gap, with its current Programs, is expected to be nearly \$65M. The District will be forced to make difficult choices to remedy the structural disparity and allow for the development of an affordable long-range sustainable plan that meets the needs of our students.

The goal of this 100-day plan is to focus on aligning resources for student achievement. The use of data and performance measures, combined with student weightings, will allow us to make strategically informed decisions to move the District forward. We will recommend a series of steps to provide for the alignment of resources that address student achievement.



## INTRODUCTION

Rochester City School District Superintendent, Barbara Deane-Williams, has charged District leaders to find innovative approaches to achieve higher-performing schools and improve District efficiencies. In order to clearly identify challenges and develop effective solutions, the Superintendent has begun an effort to garner significant input from a wide range of stakeholders who work in, support and attend District schools.

“Designing Our Future Together” is a 100-day project for listening, learning and creating focus for 2016-2017 and beyond. The District Finance Department—which consists of Accounting, Budget and Revenue, Financial Grant Management, Payroll, and Procurement and Supply—has been charged with creating a plan to **Focus and Align Resources for Results**. A cross-functional team was convened under the leadership of the Chief Financial Officer to accomplish this task.

This Team developed the following report based on national research studies and input collected via discussions, focus groups, surveys and interviews with parents, community groups, Principals, teachers, District Cabinet members, District staff, the Board of Education and District administrators. This report also provides recommendations for managing the best use of District resources in the following five key areas:

Academic Return on Investment (AROI)

Weighted Student Funding (WSF)

School-Based Budgets - Autonomy Continuum

Budget Process

Opportunities for the Realignment of Resources  
(Decentralizing various School-Based Positions which are budgeted and assigned from Central Office)

- ◆ Everton Sewell  
Chief Financial Officer
- ◆ James Giordano  
Consultant
- ◆ Timothy Schmandt  
Dir. of Procurement & Supply
- ◆ Sara Bauza  
Position Management Specialist
- ◆ Diane Bachmann  
Executive Assistant to the CFO

## **METHODS**

In executing the charge, the Team solicited input from 218 key stakeholders between August and October 2016. This work included conducting 39 interviews and group discussions and completing 61 surveys with the following stakeholders:

- \* School and Alternative Program Principals
- \* District Board of Education's Finance Committee
- \* Teaching and Learning Directors - Bilingual Education, English Language Arts, Mathematics, Social Studies, Science, Extended Learning Time, Special Education, Reading by Third Grade, Career Pathways, Office of School Innovation
- \* Central Office Chiefs - Chief of Elementary Priority Schools, Chief of Elementary Schools, Chief of Secondary Schools and Programs, Chief of Operations, Chief of Communications, Chief Accountability Officer
- \* Central Office Directors - Arts and Music; Physical Education, Health and Athletics; Library Services; Office of Professional Learning
- \* Community groups and events - Parent Advisory Council (PAC), Bilingual Council, Hispanic Heritage event at School No. 9, PTA meeting at School No. 33
- \* Department of Operations Directors - Facilities, Transportation, Office of Auditor General, Student Placement, Food Service, Office of Parent Engagement, Safety and Security, Information Management and Technology

## **SAMPLE SURVEY QUESTIONS**

Parent groups were asked the following questions regarding the budget process:

- \* Going forward how can we better include you in the process?
- \* How do we gather your input in the process?
- \* What should we change?
- \* What should we keep?
- \* How can we hear your voice?
- \* What should we stop doing?
- \* How would you like us to communicate with you?
- \* What are your main areas of concern and/or interest?

Cabinet and Principal members were asked to rate:

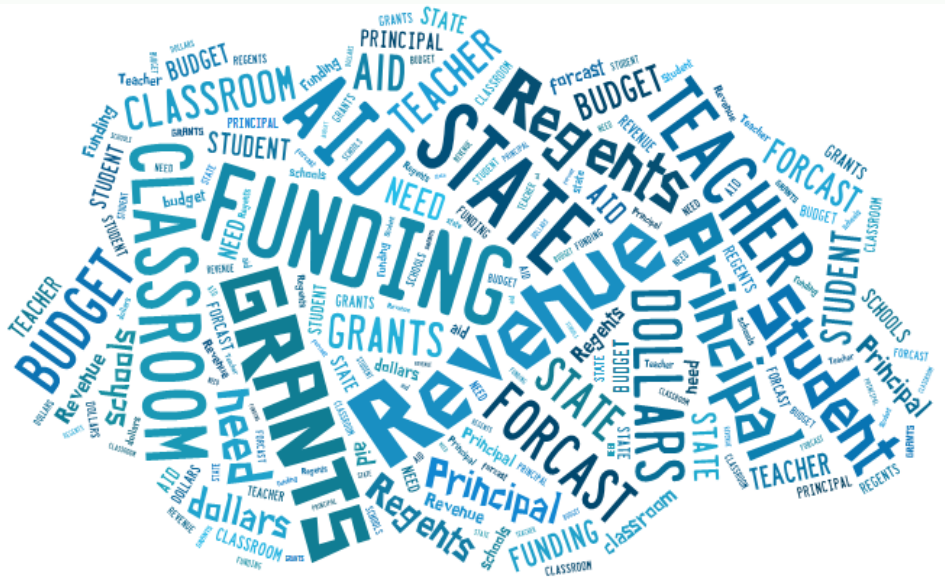
- \* Specific Areas of Instruction and Academic Programs that AROI should be used to help analyze and measure results
- \* Whether they agreed or disagreed with decentralizing various positions
- \* Questions about equitable distribution of school building funds



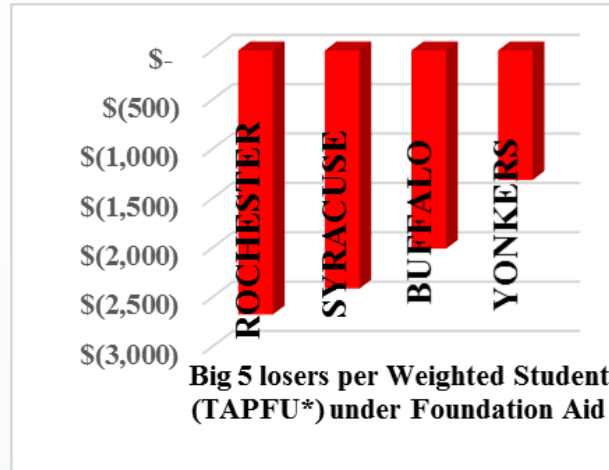
## BACKGROUND

### REVENUE STREAMS

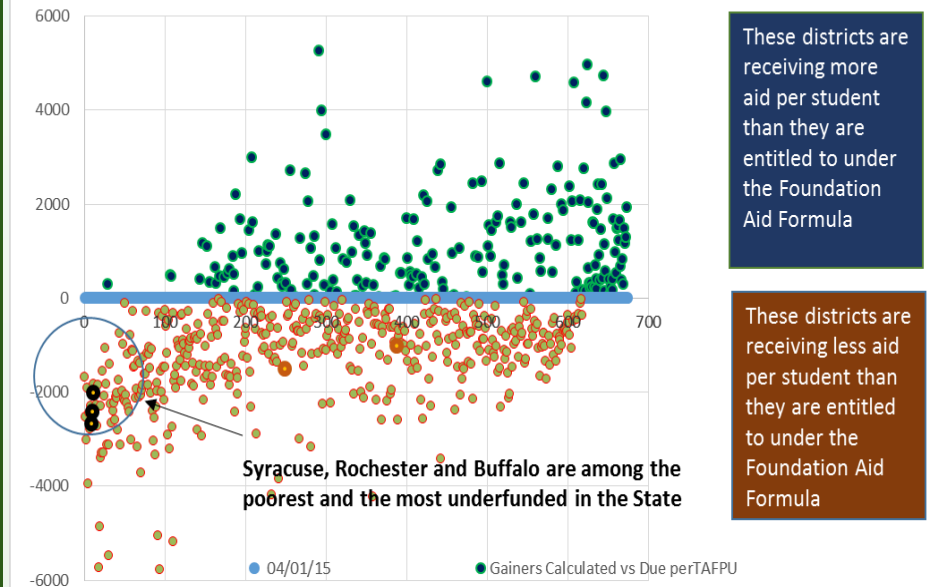
For the 2016-17 school year, NY State Aid represents 67% of the District’s revenue budget. This formula-driven funding is weighted based on student needs, census data and a base cost of providing an adequate education in New York State. The District receives \$406M of the weighted student funding, or 79% of the amount due based on the state formula. The annual shortfall in operating aid is approximately \$100M per year.



While Yonkers is not among the poorest districts, Syracuse, Rochester, Buffalo and Yonkers are all shorted on Foundation Aid. The district with the highest shortfall is Rochester. Therefore, we are struggling with serving our students with inadequate funding. In the formula, the definition of adequacy relates to the cost of educating students in a successful school model. The formula does not address the additional costs of providing a quality education for students in areas of high concentrations of poverty. The following graphs illustrate the funding per student for the Big 4 as well as the excess and shortages of State Aid per student calculated for the NYS districts’ populations.



**Excess and shortages of State Aid Per Student  
Distribution in 2014-15  
From the Poorest to the Wealthiest**





## REVENUE STREAMS CONT'D

Nearly 13.5% of the District's budget depends on grant revenue. The grant funding for the District is not predictable nor stable. Funding for the American Recovery and Reinvestment Act (ARRA) ended in 2014, and more than \$31M in ARRA grants were discontinued. State funding increased by nearly \$20M, but was not enough to offset the loss of the Federal Grants. The Every Student Succeeds Act (ESSA), signed into law in 2015, is expected to align funding which ties accountability standards, statewide assessments, state and LEA report cards and equitable funding tests "to provide all children significant opportunity to receive a fair, equitable and high-quality education, and to close educational achievement gaps." The allocations under ESSA may replace the current Title formulas. NY State ESSA regulations are still under design, which further create uncertainty in the District's funding stream and fiscal strategy.

In 2017-18, the District will have realized a reduction of nearly \$24M in grant dollars from current Receivership, Title 1 (1003a), Title II Math Science Partnership and School Improvement Grants. The release of NYS competitive and discretionary grant Request for Proposals (RFPs), often received after the start of the District's fiscal year, is another contributing factor that further impedes long-term strategic planning and sustainability. Furthermore, multi-year funded grants (typically school specific) end at a time when schools begin to show improvement. These factors impact the District's ability to hire and retain highly qualified, diverse teachers; provide a stable continuum of staff and programs; execute contracts; and develop a long-range financial plan that will support successful student achievement.

The Rochester City School District is a dependent school district, which means that its budget is approved by the City of Rochester. The District does not raise its own taxes, but is reliant on the City of Rochester for its share of the local tax collections. Local legislative support from the City of Rochester provides \$119M in stable funding for the support of the School District. There are no escalation clauses in this support for the District, so although there is a maintenance of effort requirement, the funding level has been unchanged for 11 years.



## EXPENDITURES: HOW DID WE GET HERE?

### Program Additions 2014-15:

Category	FTEs	Cost
Extended Learning Time		\$13,000,000
Summer Program		\$1,300,000
Music, Art	3.5	\$612,319
Technology	27	\$2,200,000
Reading by Third Grade	18	\$8,900,000
Formative Assessments		\$257,000
Model Teachers		\$43,000
Expanded Special Education Services		\$3,600,000
Additional Sports Programs	3.0	\$250,000
Social Workers	10.6	\$1,077,140

### Program Additions 2015-16:

Category	FTEs	Cost
East High EPO	37.7	\$10,134,754
Additional Expanded Learning Time		\$4,900,000
Additional Summer Program		\$2,200,000
Learning by Third Grade	5	\$484,753
Reading Teachers-all Grade Levels	35	\$3,200,000
Taskforce on School Climate		\$500,000
Instructional Excellence		\$6,600,000
CTE, Online Recovery, IB Program		\$2,300,000

### Program Additions 2016-17

Category	FTEs	Cost
Code of Conduct		\$90,000
Restorative Practices	3	\$275,000
Help Zones		\$700,000
Psychologists	9	\$942,629
Culturally Responsive Curriculum		\$300,000

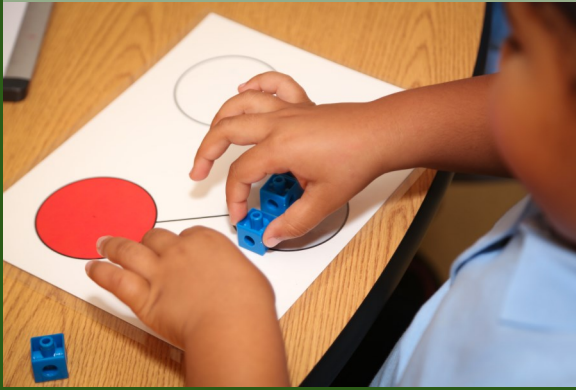
After many years of cost reductions, the 2014-15 budget reflected additional funding totaling nearly \$31M. In 2015-16 additional program funding totaled \$30M. Transportation costs climbed sharply due to unanticipated contract changes. In addition to more school-based programs and services, growth in teacher retirement and employee retirement costs, health insurance and charter school tuition created a budget gap of \$40.5M. Of the \$40.5M in proposed reductions, only \$20.5M was realized, leaving a \$20M funding deficit in 2015-16.

While planning for the 2016-17 school year, the District budget gap was compounded by the need to:

- ◇ sustain newly added positions and programs
- ◇ add negotiated labor contracts that provided for unbudgeted, retroactive salaries and benefits
- ◇ add expenses for bus purchases, textbook purchases, technology software licenses and maintenance charges formally purchased with a \$10M allocation for cash capital
- ◇ add charter school tuition increases
- ◇ add social emotional, code of conduct and restorative supports

In an effort to mitigate the expanded budget gap, \$5M in contingency funds were eliminated; transportation contract costs reflected tiered schedules; general fund support for adult education classes were addressed; and substitute costs were reduced by staffing earlier in the year.

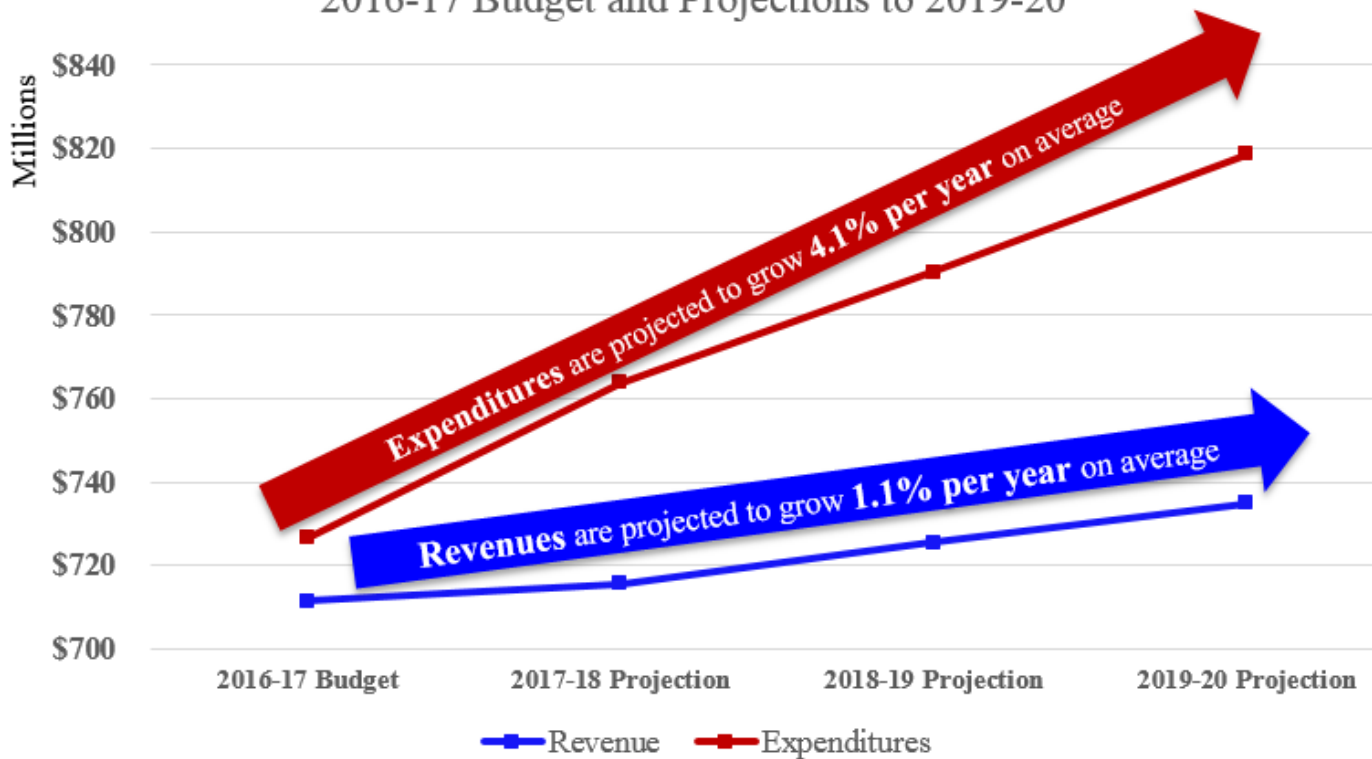
Despite the efforts of the District to align resources, reading teachers, special education services and English Language Learners services still warrant additional funding, and mandated services are still not adequately provided. We are forced to be even more strategic in our budgeting. Our goal is to provide equity in services, adequate resources in schools and improve student achievement.



## WHAT CREATES A STRUCTURAL DEFICIT?

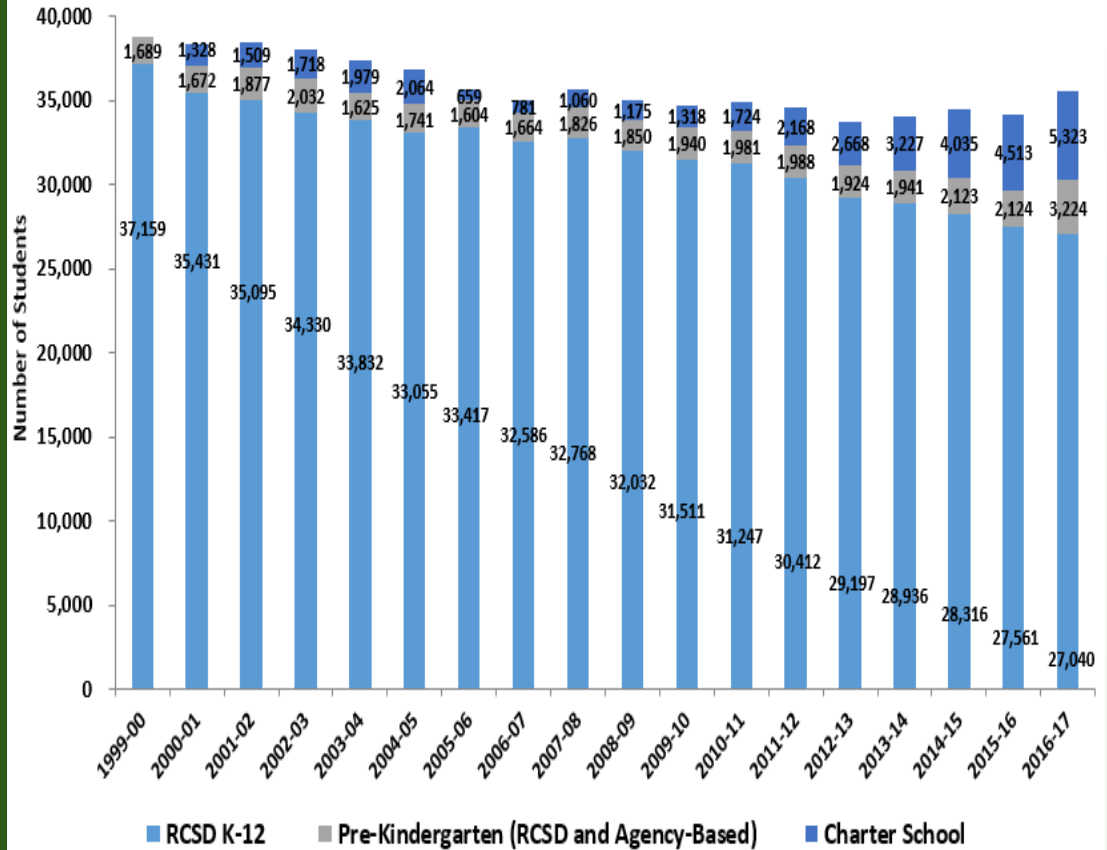
The structural deficit in the District exists because expenditure increases are outpacing revenue increases. Currently 60% of our budget expenditure is for salaries and benefits, and the collective bargaining agreements dictate those salary increases. Of the \$50M increase in 2017-18 projected expenditures, \$32M is for salary and benefit increases under collective bargaining agreements, \$10M in charter school tuition increases and \$8M in other contractual and operating increases. Compounded with a \$10M loss in State Aid revenue and a tentative \$5M decrease in applied fund balance, the preliminary GAP projection for next year exceeds \$65M.

General Fund Revenue and Expenditure Projections  
2016-17 Budget and Projections to 2019-20

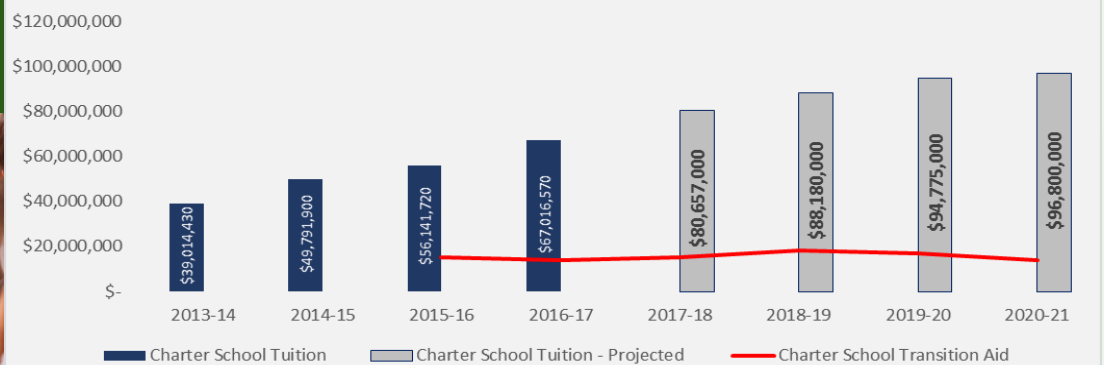


**Charter school enrollments** increased from 1,323 in 2000-2001 to 5,323 in 2016-17. Overall enrollment in the District dropped from 38,843 in 1999-2000 to 30,264 in 2016-17, including Pre-K students. The tuition payments rise in relationship to the student enrollment and District operating costs. The state reimburses the District for a portion of the cost of new charter school students through transition aid. It is not intended to reimburse the District for charter school tuition. Its purpose is to help the transition of students out of the classroom and it phases out over time.

### Charter School Enrollment Trends



### Charter School Tuition







## Findings and Observations from the Council of Great City Schools

Of the over 274 instructional, management and operational reviews the Council of Great City Schools has conducted in 50 large urban school districts, 175 have involved reviews of school districts' organizational and administrative structures, as well as the financial, business services, human resources, information technology and other support service operations of member districts. Their White Paper outlines a number of general observations about issues that have emerged from the reviews that the Council has conducted on the financial and related operations in these districts. Cumulatively, most of the issues can be directly linked to leadership and result from a lack of planning, coordination and analysis of results, i.e., the causal variables associated with performance.

### Leadership and Strategic Direction

- The overall goals, priorities and major initiatives of districts are not supported by business plans or detailed action plans to guide these efforts.
- Departmental mission statements, goals, or objectives, if there are any, are not aligned with those of the districts.
- Budgets do not clearly reflect and support the goals and major initiatives of districts.
- The long-term cost implications of goals are not recognized as part of districts' budget processes.
- Proper planning, including the identification and monitoring of milestones, cost drivers, target completion dates or owners responsible for the completion of projects, is not a requirement for allocating resources.
- Priorities and resource allocations are not based on evaluations of program effectiveness, analyses of the cost-benefits or returns on investment from previous year decisions.
- Resources are not strategically and equitably distributed either because there are no well-defined allocation policies and formulas, or because districts do not have the ability or the data to determine if they are appropriately distributed.
- Disaster recovery and business continuity plans are not developed to deal with different contingencies.
- Organizational and administrative structures are not regularly reviewed or adjusted to address current or emerging issues.





## ACADEMIC RETURN ON INVESTMENT (AROI)

- Academic Return on Investment =
- (Increase in Student Learning) X
- (Number of Students Helped) /
- \$ Spent

*Under (AROI), the leadership team looks at the District's investments to identify where current resources are not working well for students and teachers in order to re-align investments with high-priority, high-return areas.*

*Spending Money Wisely: Getting the Most from School District Budgets, Nathaniel Levinson, et al, District Management Council*

Academic Return on Investment is a critical tool in assessing the alignment of financial resources with student achievement. The opportunities outlined by Levinson, et al, incorporate four measures: financial benefit, impact on student achievement, political feasibility and the certainty of gain relative to implementation complexity.

Academic Return on Investment places emphasis on the increase in student learning, the number of students helped, and allows us to compare the costs of strategies as we work within tighter fiscal constraints.

The stagnant revenue streams, escalating costs, increasing student needs, increasing mandates and persistent achievement gaps force districts to create systems that allow them to make decisions on the best use of funds and shift resources for effectiveness. It is based on continuous, rigorous and data-driven analysis.

Specific recommendations from Levinson include creating induction and training programs for CFOs, building networks for continuous learning and support for CFOs, increasing transparency and establishing decision-support dashboards and implementing programs that support increased fiscal equity and flexibility.

### Sources:

*Spending Money Wisely: Getting the Most from School District Budgets, Nathaniel Levinson, et al, District Management Council*

*Strategies for re-aligning resources for student achievement taking into account financial impact, impact on student achievement, political feasibility and the certainty of gain, relative to implementation complexity. (The New Education CFO, Don Hovey and Ulrich Boser, Center for American Progress, June 2014)*



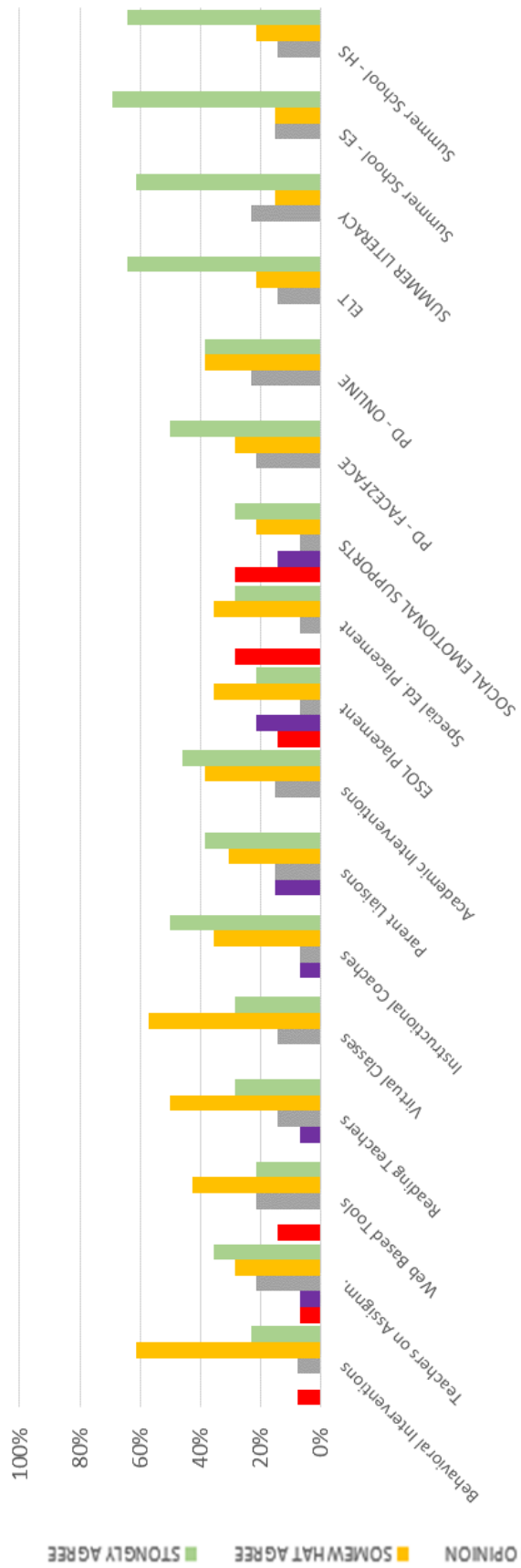
## **FEEDBACK**

The team members surveyed Cabinet members and Principals on the use of Academic Return on Investment. We started with a list of the most commonly mentioned items from the previous years' budget sessions. There were meetings with mid-level managers to brainstorm other areas that could be considered. We then asked of the Principals whether they thought that Academic Return on Investment should be used to analyze various program areas. **The results of those surveys are in the following exhibits.**

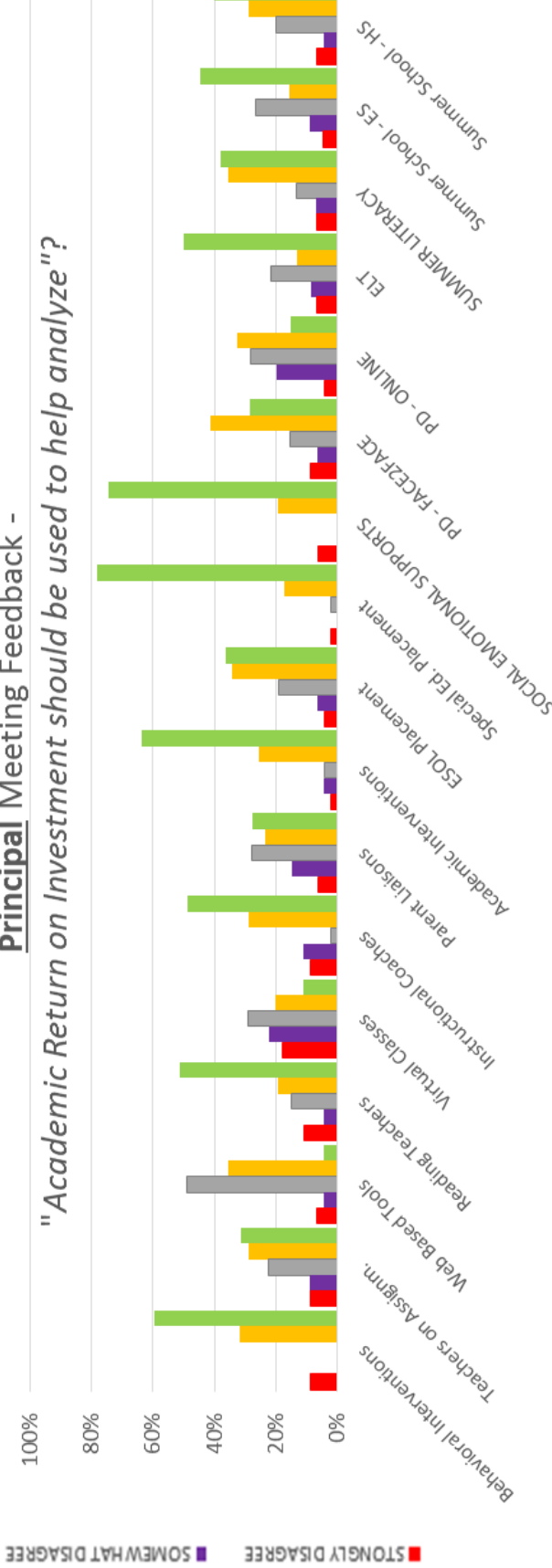




**Cabinet Meeting Feedback -**  
 "Academic Return on Investment should be used to help analyze"?



**Principal Meeting Feedback -**  
 "Academic Return on Investment should be used to help analyze"?





The Principal feedback targeted social-emotional supports, special education placements, behavioral interventions and academic interventions as the areas that they would find AROI analysis useful. Cabinet member responses were not as favorable towards using AROI for social emotional supports and special education placements.

*The following steps are recommended by Frank and Hovey, "System Strategy – Five Key Steps ROI: Five Key Steps:*

*Identify the core need: What fundamental student performance need are we focusing on, and what's our theory of change for addressing it?*

*Consider a broad range of investment options: What are the investments we currently make to address this need, and what else could we do?*

*Define ROI metrics and gather data: What are the relative returns (costs weighed against (benefits) to the set of current/potential options?*

*Weigh investment options: What other factors do we need to consider in order to select from among the options?*

*Make investment decisions: How can we free resources to do what we want to do?"*

Source: *Return on Investment in Education*, Stephen Frank and Don Hovey, Education Resource Strategies, 2014

## STAKEHOLDER FEEDBACK ON AROI

### Principals:

"Principals need to know the District priorities."

"Principals should be at the table in the beginning with priorities."

"I think this level of analysis should be done across the board and leave room for differentiation and flexibility."

"Night school is a waste."

"Programs that succeed should be exempt. (We) did well by graduating 217 students, then our staff gets cut 40%."

"NorthSTAR students are the neediest of the population, but they start the school year with all substitute teachers."

"The District needs to assess the program effectiveness, i.e., viability, graduation rates."

"Are these the right programs, vs. a day treatment program?"

"Restore the LPT group of LPT type communication."

"Listen to the kinds of schools and their needs."

### Department Heads:

"Requirements should be fulfilled."

"Lack of commitment to fund library service."

## Recommendation

Convene a multi-disciplinary workgroup to further research AROI, identify and prioritize opportunities, define measures of success and make recommendations.



## **BOSTON PUBLIC SCHOOLS**

*The weighted student funding model allocates money based on students and their needs rather than based on programs, people or other proxies for students' needs.*

*The particularities of the WSF model vary depending on the district context. The central office retains control over some parts of the budget, although the extent to which the budget is decentralized varies by district.*

*Once we determined what needed to be controlled centrally and what could be pushed out to schools, we provided the base amount for administrative purposes and allocated the rest of the dollars based on the number of students and their weightings.*

*Improving Equity and Access through Weighted Student Funding, Boston Public Schools, John McDonough. The District Management Journal, 2012*

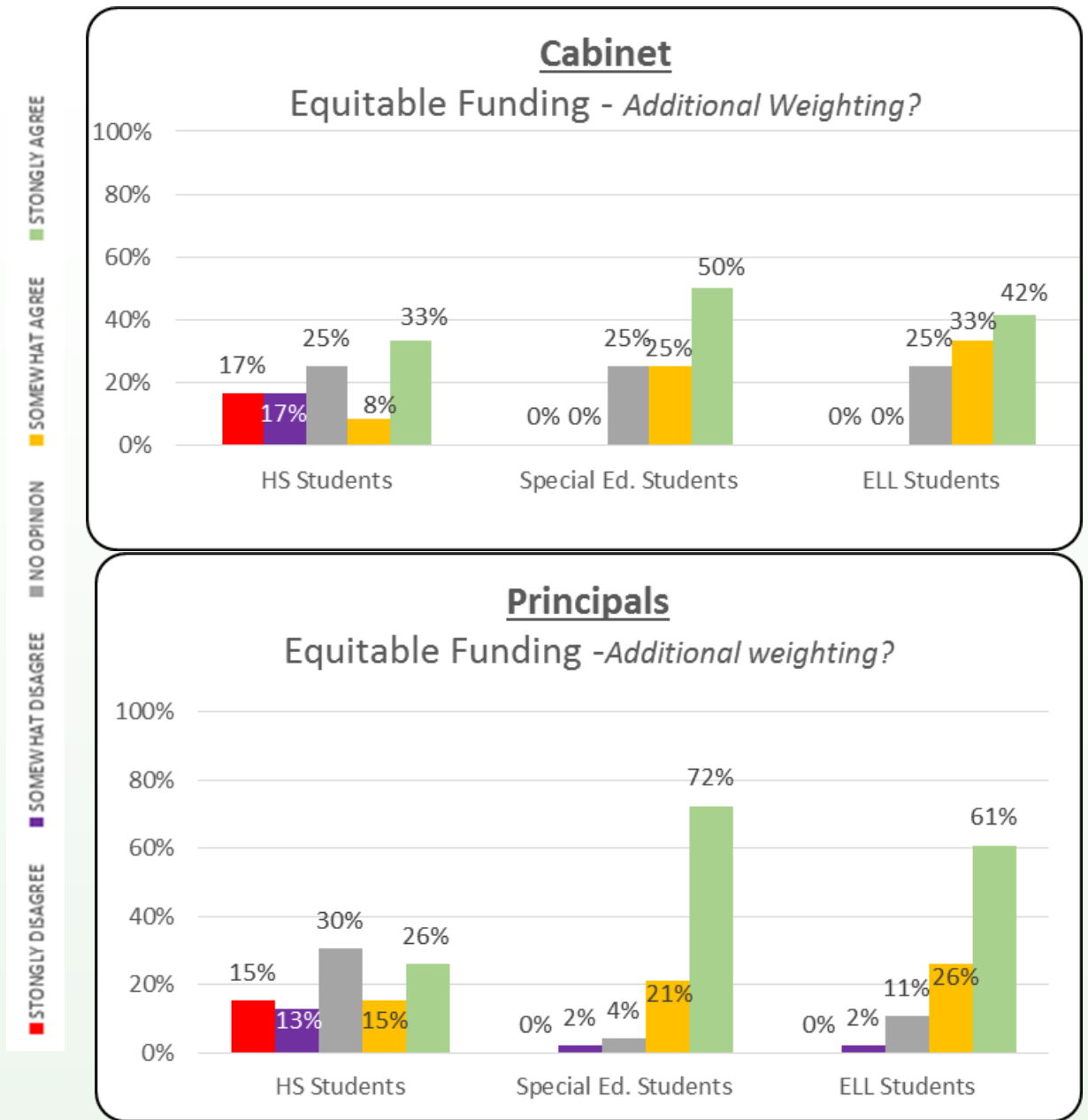
## **WEIGHTED STUDENT FUNDING**

Weighted student funding allocates funding to the buildings based on the enrollment, needs of the students, grade levels and any other factor deemed to be significant in providing services for students. Integral to determining the equity of resources is the weight that is placed on varying student groups. Because it costs more to educate a special education student or ELL student, those students are given additional weight that drive more dollars into the school.

Using weighted student funding to allocate resources is not a new concept in New York State. The District has used variations of the weighted formulas to distribute discretionary dollars to individual schools. The recommendations for additional weights for the size of the building, the configuration of the building and the student scores in the building were strongly supported in our interviews and discussions with stakeholders. What we have come to see is that the formulas need to be revisited and perhaps used on a larger scale to distribute a larger portion of the budget to the schools.

In 2011, when the District introduced weighted student funding (known as Equitable Student Funding), there were problems with the implementation that were cited by both Central Office and building leaders. The largest discontentment among the Principals in the implementation of equitable student funding for building-based budgets was the implementation of the plan, not the plan itself. Most believed that the implementation was rushed, that there was not enough training or preparation and that the adjustment was made too quickly, without an acceptable time to draw up the plans to accommodate the changes. It was expressed by the Cabinet members as well, that the Principals were not properly trained in the implementation.

The following are the results of the Survey of Cabinet members and Principals:



There is overwhelming agreement that special education and ELL students should be more heavily weighted than the regular education students.

### Recommendation

- Convene a focus group to further research WSF, analyze our current weights and make recommendations for changes.





A higher degree of autonomy requires a higher degree of accountability for student performance.

## SCHOOL-BASED BUDGETS – AUTONOMY

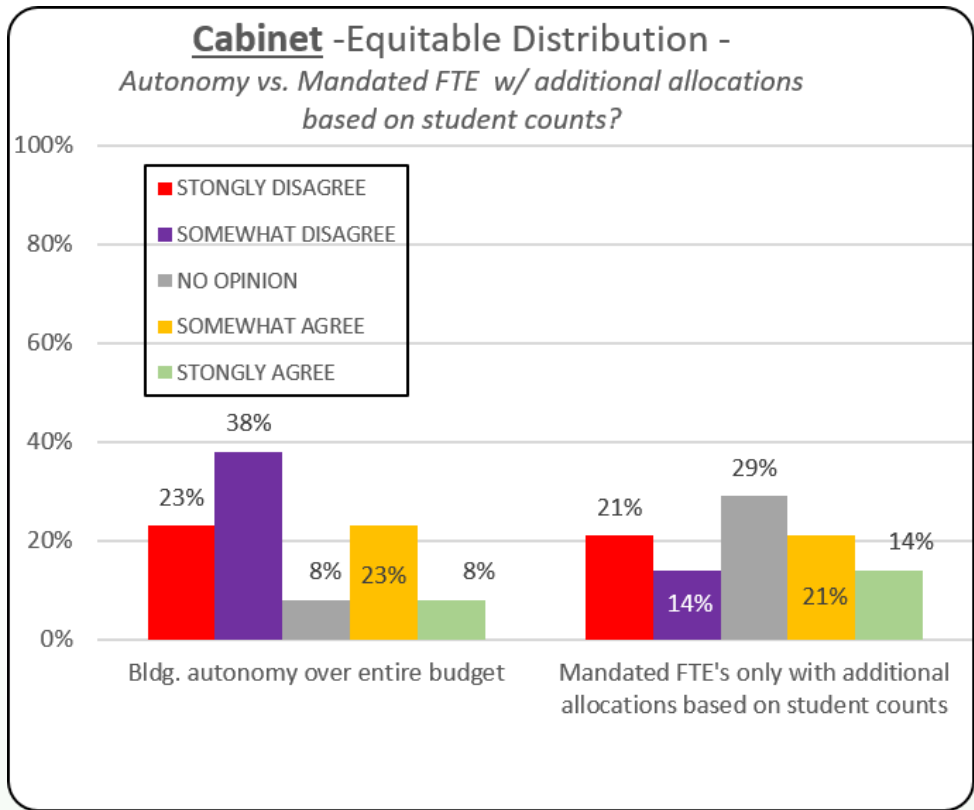
The degree of autonomy in education is a hot discussion topic among educators at every level – government, district, building and classroom. Our discussion revolves around building autonomy. It refers to the degree to which the building leaders are empowered to make decisions over their budgets, hiring, operations, academic program and leadership. A higher degree of autonomy requires a higher degree of accountability for student performance. The belief in building autonomy is based on the opinion that the building leaders are the most knowledgeable and most invested in the success of their students and therefore are more likely to act in the best interests of students.

Bounded autonomy provides operational guidelines for the schools. With legal requirements, contract restrictions and District expectations, the guidelines would outline what every school would need to have in their budget. With clear guidance the schools would have control over the budget, but they would have to manage within the parameters set by the District.

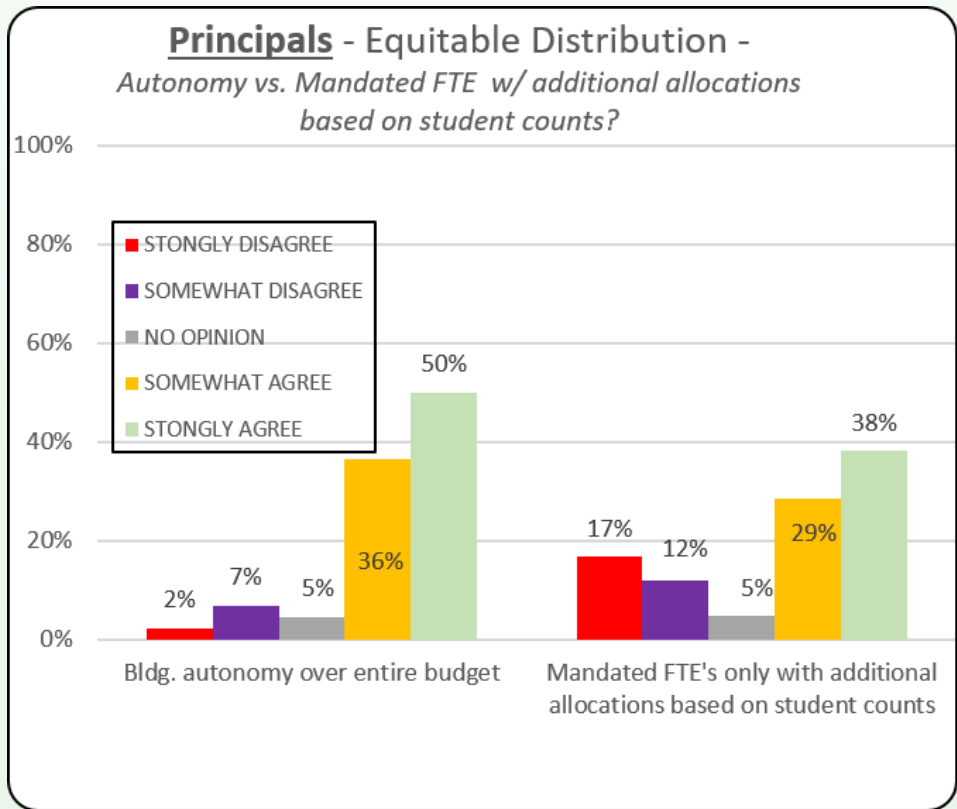
The survey results show that there are disparities between the Cabinet feedback and the Principal responses as they pertain to having autonomy over the entire budget. Eighty-six percent of Principals agreed or strongly agreed versus 31% from the Cabinet. This result is not surprising as it is consistent with some of the research findings. This sheds light on the importance of strong communication, clarity and training with the entire organization. We need to assess the level of comfort within bounded autonomy and ensure there is a thorough knowledge of the responsibilities and restrictions.

### Recommendation

Convene a workgroup to explore the various configurations of autonomy and bounded autonomy. Make recommendations as to the level of autonomy that could be granted while meeting the students' needs.



■ STONGLY DISAGREE   
 ■ SOMEWHAT DISAGREE   
 ■ NO OPINION   
 ■ SOMEWHAT AGREE   
 ■ STONGLY AGREE



# AUTONOMY

## PROS



## CONS

**Nimble** - Easy to make changes at the school level. Much faster to react.

**Flexible** - Each school can have its own identity. Less bureaucracy.

**Empowerment** - Schools have ownership of their results.

**Build local capacity** - Schools can develop specific local skill sets to handle their schools' individualized needs.

**Community** - With more local control, the hope is that the community will bond and be a bigger part of the individual school.

- **Bond** - Closer pulse to the needs of the students and community in which that individual school serves.
- **"Non cookie-cutter"** - By having local autonomy, the ability to match unique needs is easier.
- **Problem solving** - Autonomy should foster creativity and resourcefulness.
- **Personal enhancement** - Better sense of accomplishment, better morale and self-actualization. Professional growth.

**Accountability** - With autonomy comes accountability and responsibility. Some Principals may not be equipped or welcome the additional work involved.

**Control** - With nimbleness and flexibility often comes lack of control and standardization.

**Resources** - Local schools may not have the resources or expertise to be effective.

**Leverage** - The ability to share resources and leverage learnings broadly is compromised.

**Inconsistency** - With each school having its own identity and strengths, the ability to drive other District strategies may be compromised such as neighborhood schools.

• **Authority** - Decision-making and functional authority may be less clear.

• **Strategic alignment** - Individual school goals may be easier to manage, but the priorities and District strategies may not be clearly aligned and may even conflict.

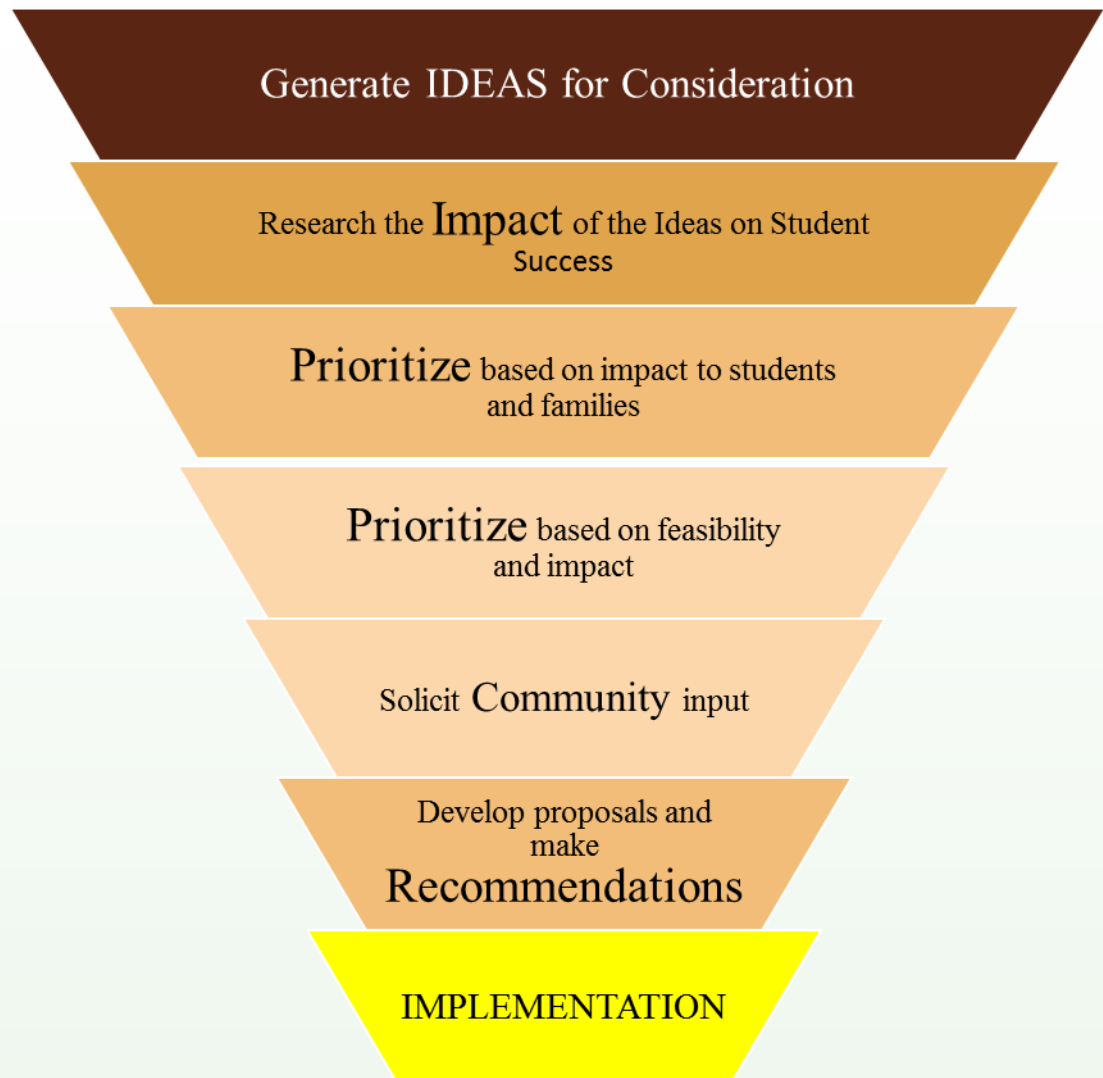
• **Efficiency** - Harder to standardize processes and best practices.

• **Consistency** - Lack uniform common language. District expertise is not in one spot, so it is difficult to go to one place to get the correct answers.





## HOW CAN WE FOCUS and ALIGN RESOURCES?



### OPPORTUNITIES

The following is a list of the ideas and suggestions that have been brought forward by staff. It is not a comprehensive list. It does, however, highlight a number of the areas that will be considered over the next budget season and certainly in the long-range planning. Each idea will be addressed in terms of efficiencies to be gained, the impact on students, families, and community, the feasibility of accomplishing change and prioritized with other options.

## **DISCUSSIONS, INTERVIEWS AND STAKEHOLDER INPUT**

### ***Bilingual Council Meeting - 10.11.16***

“Include us (Bilingual Council) as part of the process rather than handing down decisions.”

“Give students the opportunity to voice their opinions – Let their voices be heard.”

### ***PTA Meeting # 33 - 10.24.16***

“Money should be allocated by need – schools with more poverty have different needs compared to schools with more affluent families.”

### ***Principals’ Meeting - 10.13.16***

“Principals must be at the table early in the process for determining allocations. We are all different and need different.”

“Principals should strategically inform budget, FTE, etc. based on standard approach, guidelines, parameters and level of accountability.”

### ***Principal Interviews -***

“Conversation for the next year’s budget planning should start with the registrar in April/May – have all stakeholders at the table – very cumbersome process to get staffing requests through the system.”

“Problem arose when budget became a part of staffing – it was all about the \$\$\$.”

“Look at and recognize schools’ changes year over year – demographics of gender, race, ethnicity.”

“Value differences in the schools – apply flexibility.”

“Know profile of school and work with Principal.”

“Principals should be at the table at the beginning with priorities.”

“Are there things that are already in place, if so, what are they?”

“Have to base the overall money allocated on the building size, unique programs, etc.”

### ***CO Director Interviews -***

“Stop cutting without discussion with budget owner/managers.”

“The budget process SUCKS.”

“Communicate any change for dollars and staffing.”

“If they ask for a dollar amount based on student count, do not change.”

“Need decisions early in the budget process to plan effectively.”

“Put communication out and let them react to it, especially the facilities planning team.”

“The numbers put together and submitted in their budget are not the numbers they end up with for the budget.”

“Clear and timely communication of initiative.”

“Timely communication of decisions.”

“Data and decisions are communicated back on the final budget – not sure of budget dollars and how much they are getting.”

“Avoid the make believe stuff – this creates a lot of busy work and rework – give us the real stuff to do meaningful work.”

“Cuts need to be communicated.”

“Keep the budget dollars that are submitted – the budget gets cut and by the end of the year they run out of dollars.”

“Changes from year to year with no communication.”

“Need clear understanding of the process.”

## IDEAS for SAVINGS and EFFICIENCIES

- ◇ Revised criteria for use and payment of consultants
- ◇ Look at long-term contracts for cost creep
- ◇ Consultant contracts vs. employees who can do the work
- ◇ Evaluate consultant contracts

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- ◇ Timely decision making—summer school changes, timeframes with conviction, do not mandate that the decision makers are present
  - ◇ Review Policies—1.5 mandate policy, we do not make equitable decisions, we do not enforce across the board, either change policy or bear the \$\$ - HS/K8; early vs. late; re: sports alignment; early finalized school schedules
  - ◇ Decisions are made that increase RISK for the District because they are not universally applied across the board throughout District (private, parochial, charter—i.e. walkers in the dark)
  - ◇ Consistency needed—stable—make decisions and stick with it (stop going back and forth)
  - ◇ Communication BEFORE action—provides opportunity for discussion of pros and cons
  - ◇ Increase online PD for teachers—reduce space at OPL
  - ◇ Increase accountability for District property
  - ◇ Stop doing things that do not work, leverage things that work i.e. ROI evaluations, processes spending
  - ◇ Align every \$\$ to student learning and achievement
  - ◇ Reevaluate school of choice, requires remapping /rezoning school areas
  - ◇ Home schools requiring no transportation– provides flexibility in bell times, creates nourishes communities / builds relationships
  - ◇ Create corner stops for students, currently 90% of students picked up at homes

- ◇ Working with community agencies / orgs to provide training for all people working with RCSD students i.e. Rec center staff trained in best practices in literacy to provide extensive opportunities and additional tutoring at low to no cost or equipping Rec / CBO staff w/ literacy-based curriculum and activities to strengthen reading and writing
- ◇ Compare job descriptions and functions to look at duplication of svcs and maximize efficiencies
- ◇ Review current resumes, some current employees have skills we are underutilizing
- ◇ Crosswalk positions / job description with outside agency work to increase personnel efficiencies
- ◇ Accountability for short- and long-term absences (increase contract language)
- ◇ Reduce security hours at CO (i.e. Saturday)
- ◇ More wellness education may decrease absences and increase climate

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- ◇ Reevaluate grade 7 and 8 in elementary buildings
  - ◇ Better use of long-term planning project dollars with regard to rehabbing buildings, often buildings do not have what they need after the rehab and things fall apart fast
  - ◇ Reduce building abuse and vandalism, charge the family when student vandalism occurs
  - ◇ Enact four 10-hour days and revolving schedules to eliminate / reduce OT (i.e. facilities dept)
  - ◇ Plan building changes, use CIP to do work 98% aided from state, all work done by maintenance is 100% local share
  - ◇ Evaluate summer usage of buildings so PD could use blds also to avoid paying for venues
  - ◇ Fix and realign, do not always replace

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- ◇ Have graduations at District vs. outside venues, energy / utility costs
  - ◇ Gadgets and gizmos are great, but we have to have stable, properly built buildings that last and are made from great materials, low cost is not always the best
  - ◇ Unplug copy machine, smart boards, computers during summer to decrease "ghost" electrical costs
  - ◇ Replace florescent light with LED, initial cost is high, however, long-range cost is low and high energy efficiency



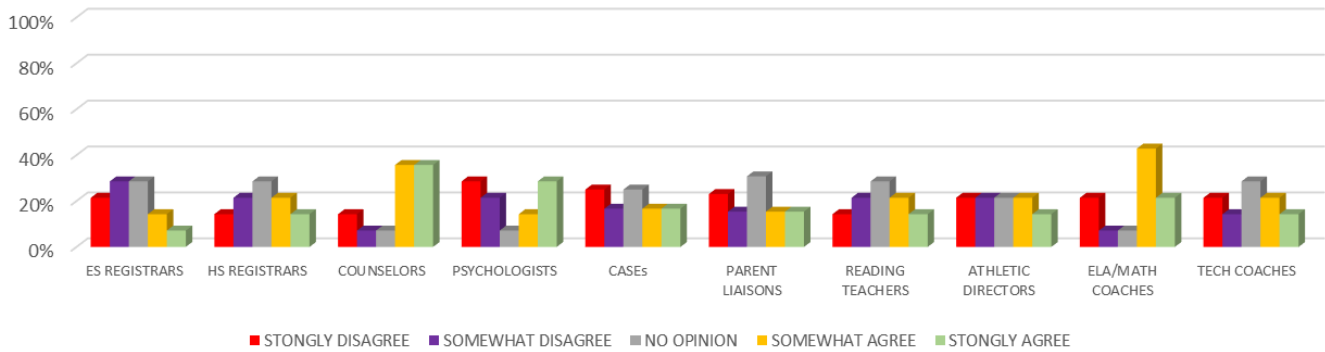
- ◇ Set expectations for staff re: energy use, no refrigerator in classrooms, etc.
  - ◇ Dress for the weather so we can keep rooms cooler in winter
  - ◇ Turn off all lights at night
  - ◇ Educate on saving energy
  - ◇ Mandate plug load reduction in classrooms (microwave, fridge, etc.) enact pay-for-use permitted equipment \$10 per month?)
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- ◇ Increase e-system efficiencies to connect programs to run analysis in a fluid and timely manner
- ◇ Look at any and all expenditures that do not have direct impact on student learning and prioritize based on evidence and impact aligned with District priorities
- ◇ New student management system
- ◇ Look for bulk purchasing options i.e. paper Districtwide
- ◇ Summer online registration / enrollment, reduce CORE staff being hired and reduce mistakes, use tech to streamline processes

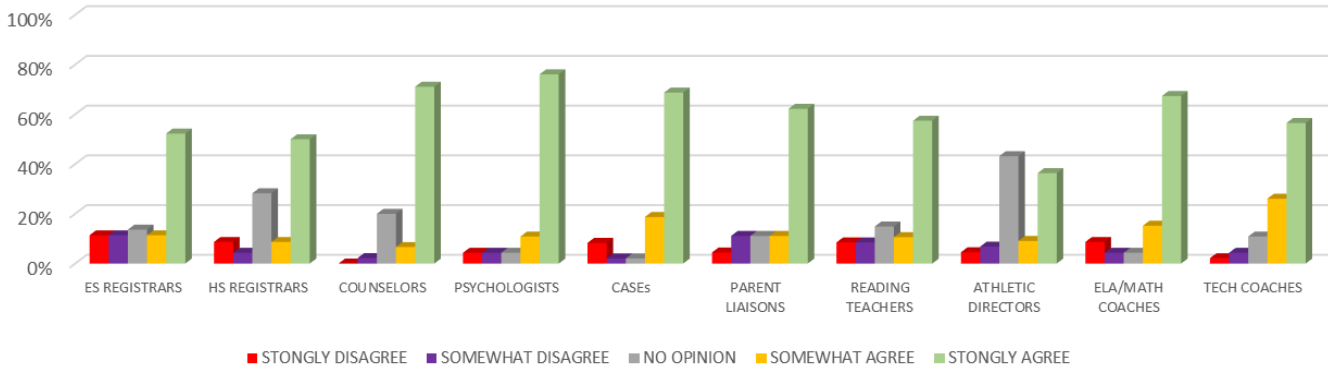


## Centralize vs. Decentralize

**Cabinet** Feedback -  
*Should these positions be Decentralized?*



**Principal Meeting** Feedback -  
*Should these positions be Decentralized?*



## Recommendation

Review and analyze the school-based positions that are budgeted in Central Office but assigned to schools. Make determination and recommendations regarding alignments that will maintain compliance and support the schools.



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