

# Resource Alignment Initiative

Board of  
Education

June 25, 2024



# Resource Alignment:

A roadmap to fulfilling our  
Commitments to Equity and Excellence

Qualified teachers have the subject matter and grade-level expertise to help students make academic and socio-emotional progress, and yet...

A large orange horizontal bar with the text '21%' in a bold, dark blue font centered on it.

**21%**

Of vacant classroom positions were not filled on the first day of school in 2023

A large orange horizontal bar with the text '15%' in a bold, dark blue font centered on it.

**15%**

Of classrooms were staffed by substitute teachers or teachers on special assignment in SY22-23 and SY23-24

As a result, instructional coaches are regularly reassigned to fill teacher vacancies instead of providing crucial guidance and support. Some vacancies are never filled.

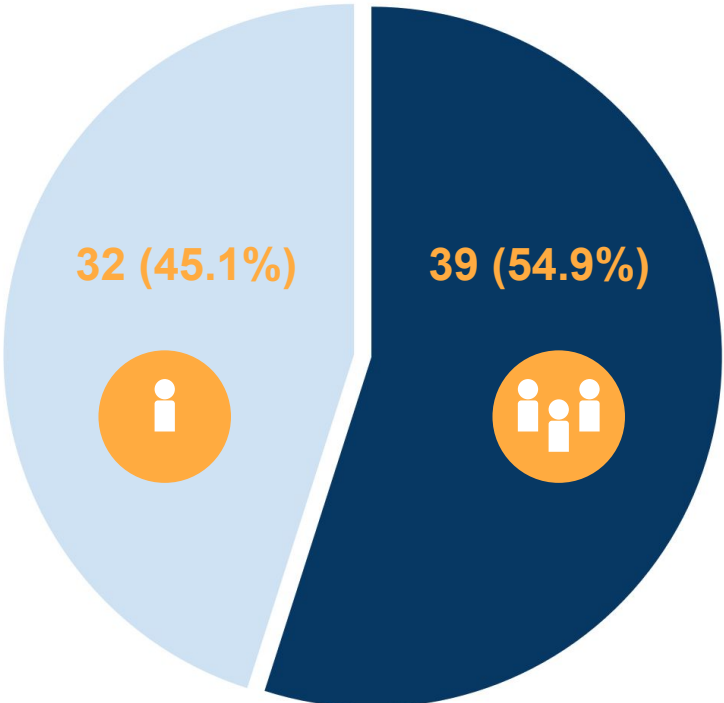
When we have fewer classrooms, we'll have a much better chance of making sure every classroom has a qualified teacher and every elementary school has an instructional coach.



Instructional coaches can then support classroom educators to deliver high-quality, grade-level curriculum.

# Teacher collaboration is critical for quality instruction, yet nearly half of SFUSD's K-5 and K-8 schools have only one teacher per grade level

**32** elementary and K-8 schools have **only one** teacher per grade or combination classes



Just **39** elementary and K-8 schools have **at least two** classrooms per grade level

With fully enrolled schools, more teachers will have grade-level peers to plan, collaborate, and learn with.



SFUSD has many language pathway classrooms, but they are spread thinly across the district creating staffing and instructional challenges

Some language pathway classrooms only have

**10-12**

students

At least **21**

Elementary schools have a combination class in a language program

Combination classes hinder instruction differentiation, and our bilingual teacher pipeline is strained with retirements and credentialing challenges, requiring us to fill language classrooms with unqualified substitutes.

When we have fewer classrooms, we'll have a much better chance of making sure every student has access to a qualified teacher who can deliver rigorous academic content in the language of the program and English.

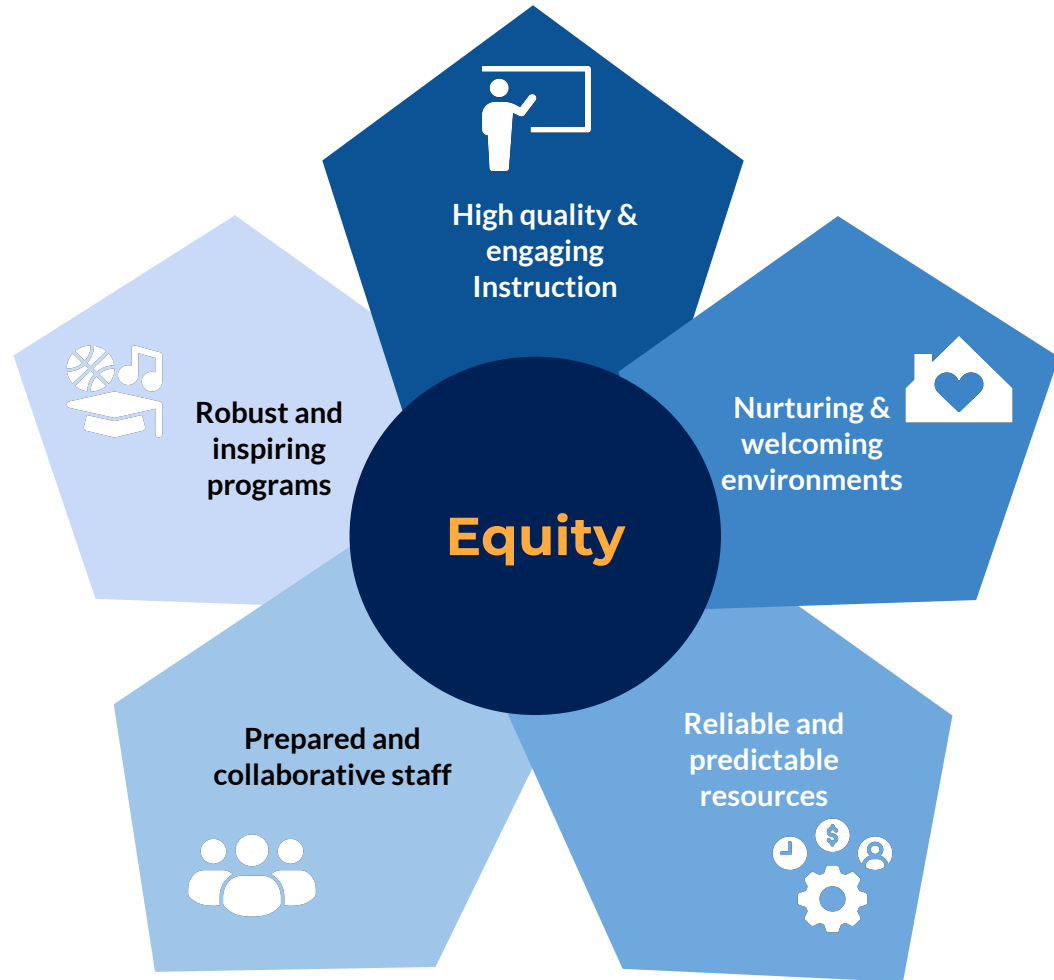




# SFUSD's Commitment to **Equity** and **Excellence**

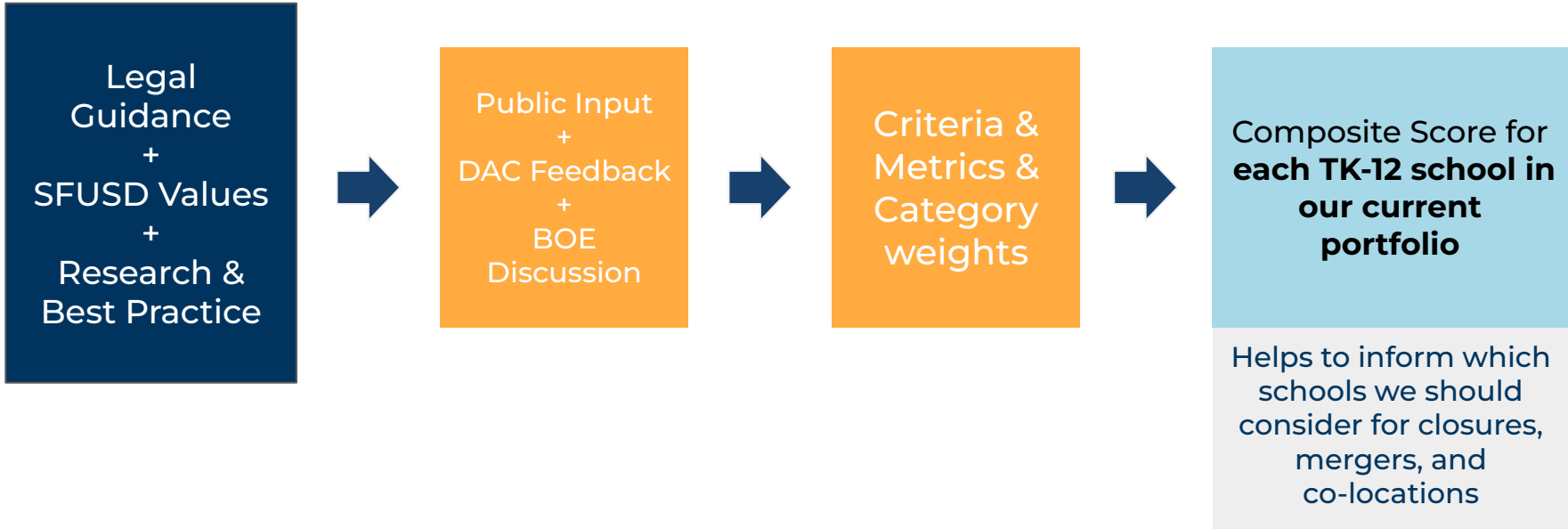
To achieve our ambitious student outcome goals, every SFUSD school must have these elements.

To put these in place, we must realign our resources.



# Superintendent's Recommendations: Composite Score Criteria & Metrics and Equity Audit Metrics

# How will we use the criteria for the **composite score**?



Criteria weights directly from  
community survey results

Category weights adapted from  
DAC's recommendations

Equity Criteria	Avg. coins
School Access	5.0/12
Program Access	4.4/12
Historical Inequities	2.6/12

Excellence Criteria	Avg. coins
School Culture & Climate	3.9/12
SEL Development	3.3/12
Academic	4.8/12

Effective Use of Resources Criteria	Avg. coins
Family Choice & Demand	3.9/12
Teacher Turnover	2.7/12
Student Enrollment	2.9/12
Building Condition	2.5/12

 Equity

**50%**  
of Composite Score

 Excellence

**25%**  
of Composite Score

 Effective Use of Resources

**25%**  
of Composite Score



# In the **Equity Category**, we added 2 metrics to “**Program Access**” criterion and 1 metric to “**School Access**” criterion informed by feedback from the **District Advisory Committee**

School Access	Program Access	Historical Inequities
<p>Average distance between the three closest schools with the same grade span <b>adjusted for population density of the zipcode of the school.</b></p>	<p>Percentage of students in each school identified as <b>low socio-economic status</b> or participating in Language programs, Special Education programs, <b>AVID</b> or Career Technical Education and Pathway programs.</p>	<p>The average amount of neighborhood opportunity, as measured by the Opportunity Insight Lab's "upward mobility index," experienced by students in the school.</p>

# The **Excellence Category** criteria and metrics remain unchanged

<b>School Culture &amp; Climate</b>	<b>Academic Performance</b>	<b>Socio-Emotional Development</b>
<p>The percentage of families, staff, and students responding favorably to survey questions about a sense of belonging, safety, or academic support for learning.</p>	<p>State assessments of English Language Arts and Math performance and growth. (Data from California School Dashboard)</p>	<p>The percentage of students responding favorably to survey questions related to social awareness, self-management, growth mindset, or self-efficacy.</p>

# The **Effective Use of Resources Category** criteria and metrics remain unchanged

<b>Family Choice &amp; Demand</b>	<b>Student Enrollment</b>	<b>Building Condition</b>	<b>Teacher Turnover</b>
<p>The percentage of applicants ranking the school as one of their top three choices in their school application.</p>	<p>A school's 2023-2024 school year enrollment compared to its ideal enrollment.</p>	<p>The school building's facility condition index (FCI) score. The FCI is an aggregate measure of the condition of all individual systems in a given facility. A lower FCI score indicates better school building conditions. (Data from VFA Facility Condition Assessment)</p>	<p>The percentage of teachers who leave a school.</p>

## Overview of Survey 1

The goal of Survey 1 was to determine which criteria to use for closures, mergers, and co-locations

### [Community Survey 1 Results](#)

# 6,849 Complete Responses

Role	Percentage
Parents or Caregivers	71%
School Site Staff	9%
Multiple Roles within District	12%
Students	4%
Central Office Staff	1%
Community Members and Partners	2%

Racial/Ethnic Group	Percentage
White	32.8%
Asian	26%
Latinx	17.7%
Decline to Specify	8.6%
Black	3.7%
Two or More Races	7%
Filipino	3.1%
Pacific Islander	0.8%
American Indian or Alaskan Native	0.4%



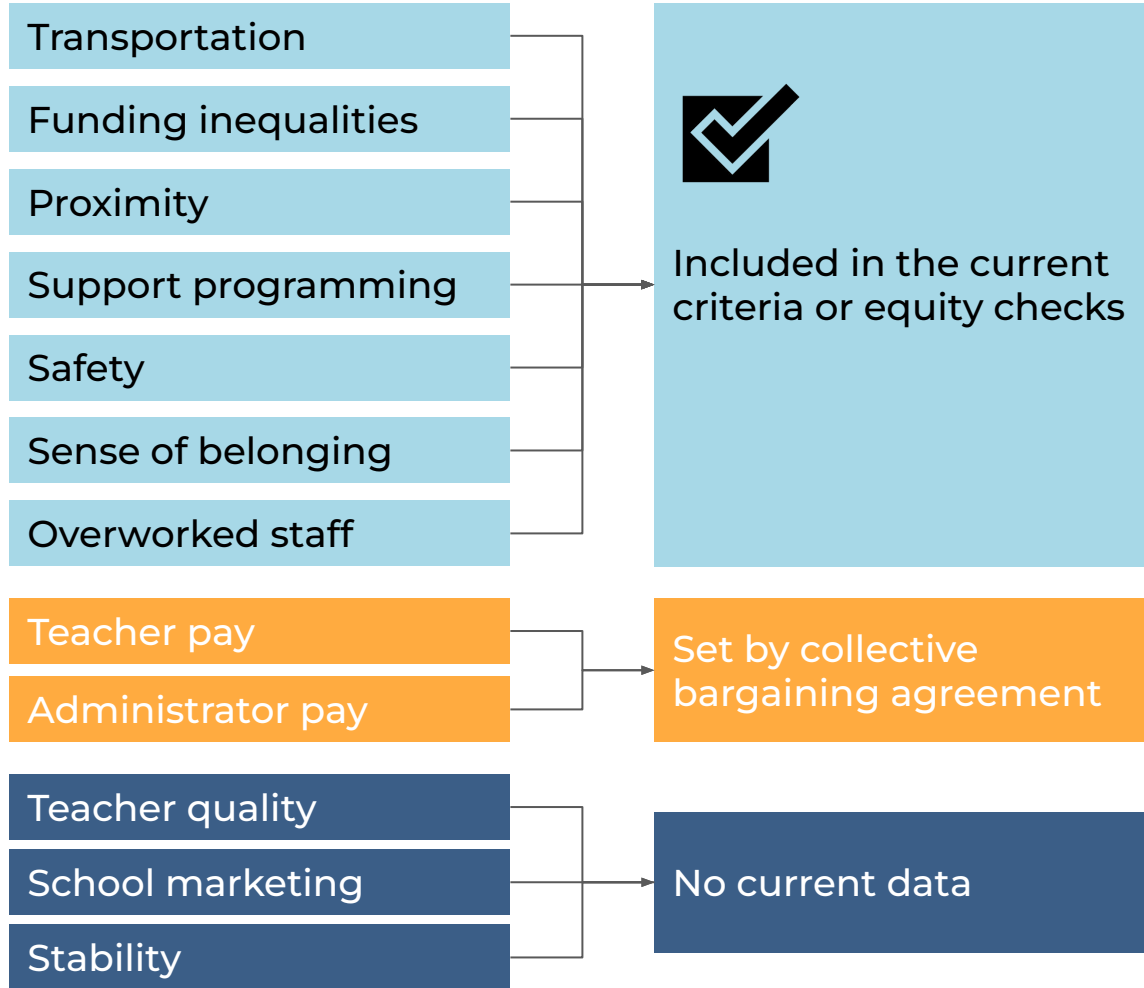
# Results of Survey 1

Using the “weighted mean,” we selected the **top three criteria** in each category from the community survey

		Unadjusted mean	Weighted mean
Equity	Historical Inequities (Schools)	3.4	3.5
	Historical Inequities (Neighborhoods)	3.5	3.6
	School Access	4.2	4.2
	Program access	4.0	4.1
	<b>Category average</b>	<b>3.8</b>	<b>3.8</b>
Excellence	Academic performance	4.2	4.2
	School culture and climate	4.4	4.4
	Socio-emotional development	4.2	4.2
	School discipline	3.8	4.0
	Attendance	3.8	3.9
<b>Category average</b>	<b>4.1</b>	<b>4.2</b>	
Effective use of resources	Student enrollment (current and projected)	3.9	3.9
	Family choice and demand for the school	4.1	4.1
	Building use	3.6	3.7
	Building condition	3.9	3.9
	Cost-per-pupil	3.4	3.5
	Operating cost savings	3.3	3.4
	Teacher turnover	4.0	4.0
	<b>Category average</b>	<b>3.7</b>	<b>3.8</b>

Twelve themes emerged from Survey 1 criteria suggestions we received in the survey...

...most of them were included in the draft criteria



## Overview of Survey 2

The goal of Survey 2 was to weigh the importance of the criteria

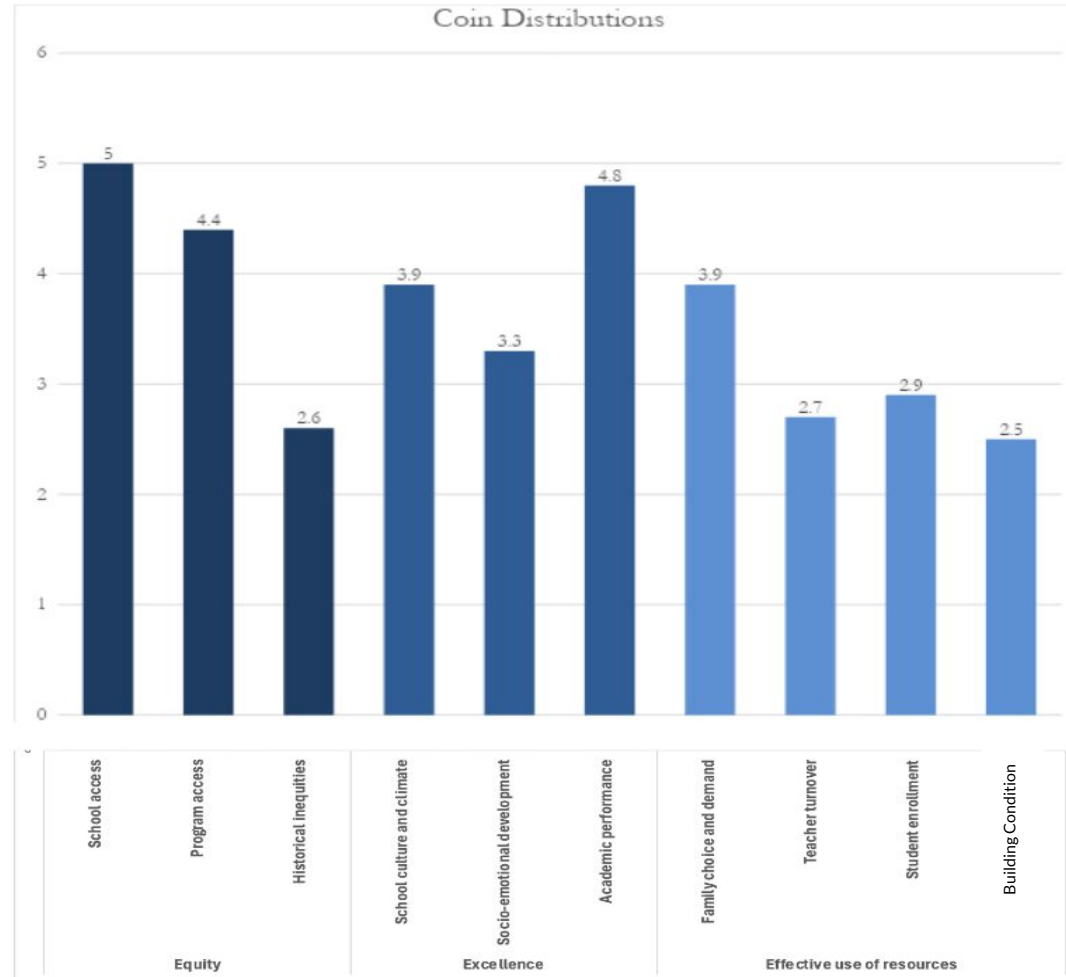
### [Community Survey # 2](#)

# 5,357 Complete Responses

Role	Percentage
Parents or Caregivers	72%
School Site Staff	10%
Multiple Roles within District	12%
Students	<4%
Central Office Staff	<2%
Community Members and Partners	<2%

Racial/Ethnic Group	Percentage
White	34.7%
Asian	27.4%
Latinx	14.2%
Decline to Specify	8.6%
Black	3.8%
Two or More Races	7.4%
Filipino	3.1%
Pacific Islander	0.6%
American Indian or Alaskan Native	0.3%

# Survey II: Weighting based on coin distribution



# Challenges with survey development and administration

## Challenge 1: Achieving response rates that reflect the racial diversity of SFUSD families.

Despite significant outreach to SFUSD's many communities, respondents did not represent SFUSD racially. We increased outreach efforts for the second survey.

After analysis, "survey results are unlikely to be significantly biased by any racial disproportionality observed in survey participation."

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## Challenge 2: Balancing accessibility and complexity.

Our commitment to transparency means the surveys were long and complex, but staff prioritized transparency over the desire to simplify.

To compensate for the complexity, SFUSD staff offered opportunities for in person conversations throughout the engagement process to support our commitment to equity.



# District Advisory Committee Recommendations and SFUSD Actions

DAC Recommendation	SFUSD Recommendation
Weight the Equity Category more than Excellence or Effective Use of Resources categories	Final category weights were adapted from DAC’s recommendations. 50% Equity Category; 25% Excellence Category; 25% Effective Use of Resources Category.
Calculate composite scores comparing schools only to other schools in their gradespan rather than to all schools.	SFUSD has articulated that the consolidation process is across all schools not within grade spans. Following that decision, all schools in the current portfolio will be compared based on their composite score. However, once the composite scores are calculated for all schools, the composite scores can be rank ordered by grade span.
Include AVID in the Program Access criterion	Add Advancement Via Individual Determination (AVID) as a metric for Program Access criterion.
Include Ethnic Studies in the Program Access criterion	Ethnic studies is a requirement for high schools and there would not be variation between schools; therefore do not include as a metric for Program Access
Add in socioeconomic status of the students in the school as part of program access.	Add Socioeconomic status of the students in the school as a metric for Program Access Criterion.
Use a clearer metric for Historical Inequities such as Qualifying Census Tracts, or HCD opportunity areas that are used by the state	Historical Inequities metric remains the same. The proposed metrics are generally based on current (or relatively recent) labor market conditions and outcomes. The Opportunity Index score measures historical conditions and are only weakly correlated with traditional proxies for local economic success (Chetty et al, 2020)
Add “Density of students living close to a school” as an additional criterion	Add “ density” as part of the metric for School Access criterion.

**No single criteria or metric on its own** will determine the final decision for any school

Equity Audit  
Metrics: A  
**third-party equity  
audit** aims to  
minimize  
disproportionality  
in SFUSD's school  
closure process by  
quantifying  
disproportionality  
and focusing on  
key dimensions of  
inequality.

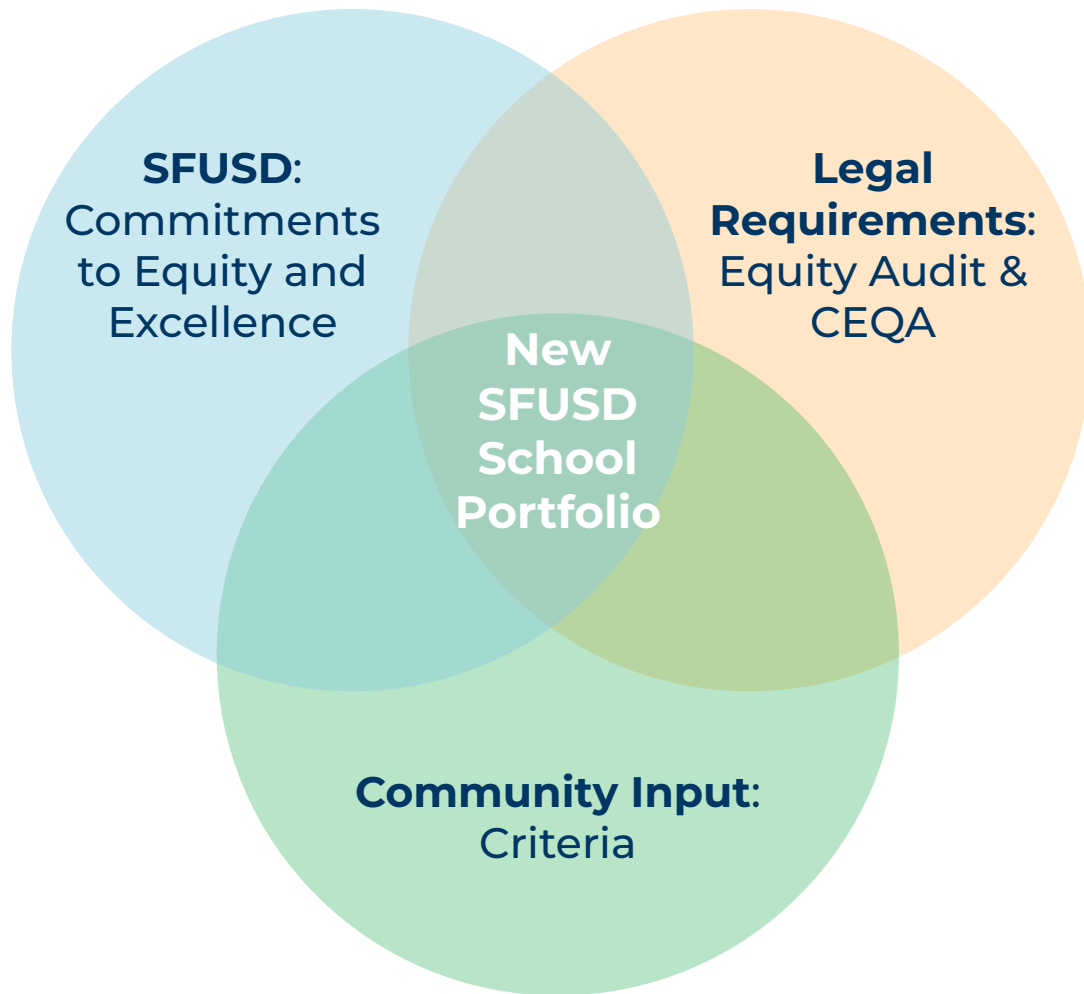
1. Use the Metrics listed in the **Assembly Bill 1912** (below)
2. Include “**Spatial Inequality**” which measures uneven distribution of resources (in this case, schools) as recommended by Dr. Pearman
  - (A) The condition of a school facility
  - (B) The operating cost of a school and the associated savings resulting from a closure or consolidation.
  - (C) The capacity of a school to accommodate excess pupils.
  - (D) Special programs available at the schools being considered for closure or consolidation and whether those programs will be provided at the same current level at the schools to which pupils will be diverted.
  - (E) Environmental factors, including, but not limited to, traffic and proximity to freeway access.
  - (F) Balance of pupil demographics, including race or ethnicity, pupils with disabilities, English learners, foster youth, and homeless youth, in the schools being considered for closure or consolidation, and the resulting demographic balance of pupils after placement in other schools, in order to determine if the decision to close or consolidate will have a disproportionate impact on any particular demographic group.
  - (G) Transportation needs of pupils.
  - (H) Aesthetics and the opportunity for blight and negative impact on the surrounding community.
  - (I) Impact on feeder school attendance patterns with the closure of any particular school and whether the closure will attenuate attendance at other schools or specialized programs as a result




# Looking Ahead:


## Process & Timeline for the New Portfolio


Ultimately, our new portfolio will be determined by a number of factors combining **art** and **science** to create the New School Portfolio



# Ultimately, our new portfolio will be determined by a number of factors combining **art** and **science** to create the New School Portfolio recommendation

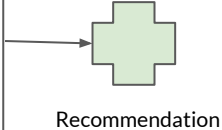
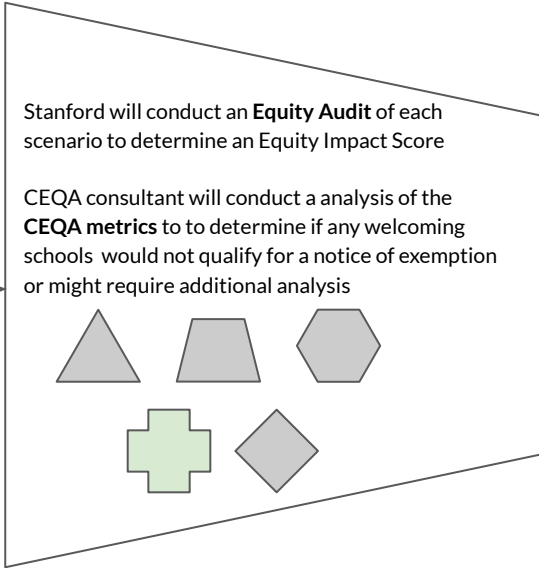
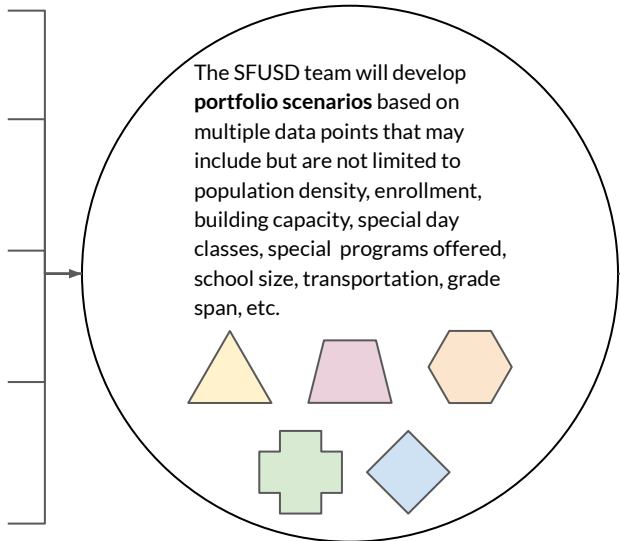
 Each School will receive a **composite score** based on community input and DAC recommendations.

 **Optimal school size** for a predictable and reliable budget

 **90-95% building utilization** to maximize our spaces

 **Our Commitments to Equity and Excellence**

 **School site staffing and budget plan**





# June 2024 – August 2025

## Key Dates for School Mergers, Co-Locations, and Closures

<b>June 25, 2024</b>	BOE Meeting to review Criteria for closures, mergers & co-locations and DAC recommendations
<b>July 31 - August 2</b>	All Admin Institute Mandatory Session Resource Alignment Initiative (site & central)
<b>August 27, 2024</b>	BOE Workshop to review portfolio planning to-date; preview the process for supporting and transitioning affected schools once announced
<b>September 18, 2024</b>	Superintendent Wayne shares the district's proposed list of schools affected by mergers, co-locations, and closures with the community
<b>September 18 through November 2024</b>	District staff facilitate at least two engagements with each school community affected by a proposed merger, co-location, or closure
<b>November 12, 2024</b>	The Board of Education begins discussing the Superintendent's recommendations
<b>December 10, 2024</b>	The Board votes on the portfolio recommendation
<b>September 2024 through August 2025</b>	SFUSD deeply supports families, students, and staff to plan for mergers, co-locations, or closures

The *Transition Plan* will guide schools' "transition" activities from September 2024 through August 2025

In September, alongside the announcement of the new portfolio, we will share a **comprehensive transition plan, guide, and resources** to support students, families, educators, and school communities.

01

**Supporting staff** through any changes to their employment with a process that honors staff skills and service, provides resources and guidance, uses clear and regular communication, and, ultimately, achieves SFUSD Commitments to Equity and Excellence.

02

**Supporting our families** through any changes to their child's enrollment for the 2025-26 school year by providing outreach and support for families at affected school sites when they need information, assistance with enrollment forms, or making an enrollment decision.

03

**Ensuring operational readiness** by facilitating a smooth transition of school and staff resources from the current school to the new school site by providing clear and proactive information, offering guidance and assistance, and focusing on solutions that will guide each staff member through this transition.

04

**Building school communities** by providing both affected and welcoming students, families, and staff with activities, events, meetings, and facilitation support to honor their school communities while also building new relationships and a sense of belonging at a new school.

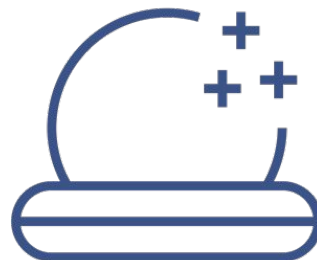
The Board adopted a new enrollment policy in 2020.

**We are revisiting changes to this enrollment policy as we develop a new portfolio of schools.**

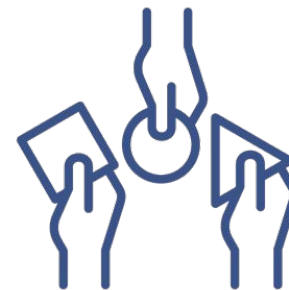
# Enrollment Policy Priorities



Proximity



Predictability



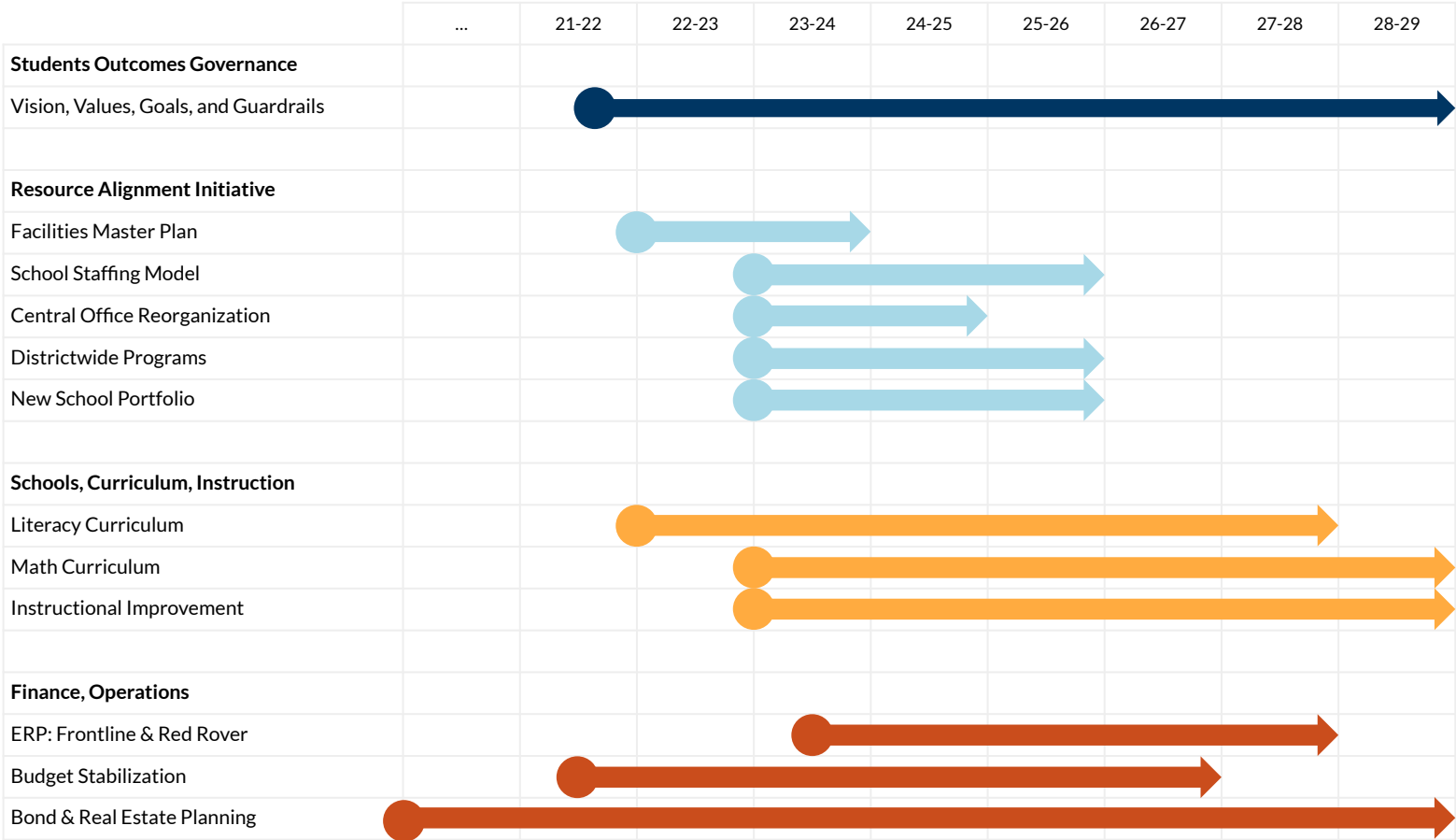
Diversity

# Resource Alignment:

A roadmap to fulfilling our  
Commitments to Equity and Excellence



# SFUSD is pursuing multiple change efforts simultaneously to build a stable, sustainable, more equitable school system

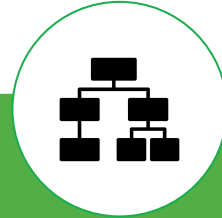


# The Resource Alignment Initiative has five focus areas. They are all needed to achieve the District's goals.



## Create a New School Staffing Model

Establish a school staffing model so that each school is staffed based on each school's enrollment and student characteristics



## Reorganize the Central Office

Restructure districtwide services to serve students and sites more effectively and efficiently



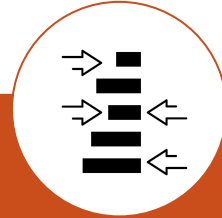
## Explore Generating Revenue from Properties

Explore opportunities to leverage the district's property to generate more value for district students



## Invest in Priority District Wide Programs

Prioritize resourcing programs at schools that have demonstrated success toward positive student outcomes



## Create a New Portfolio of Schools

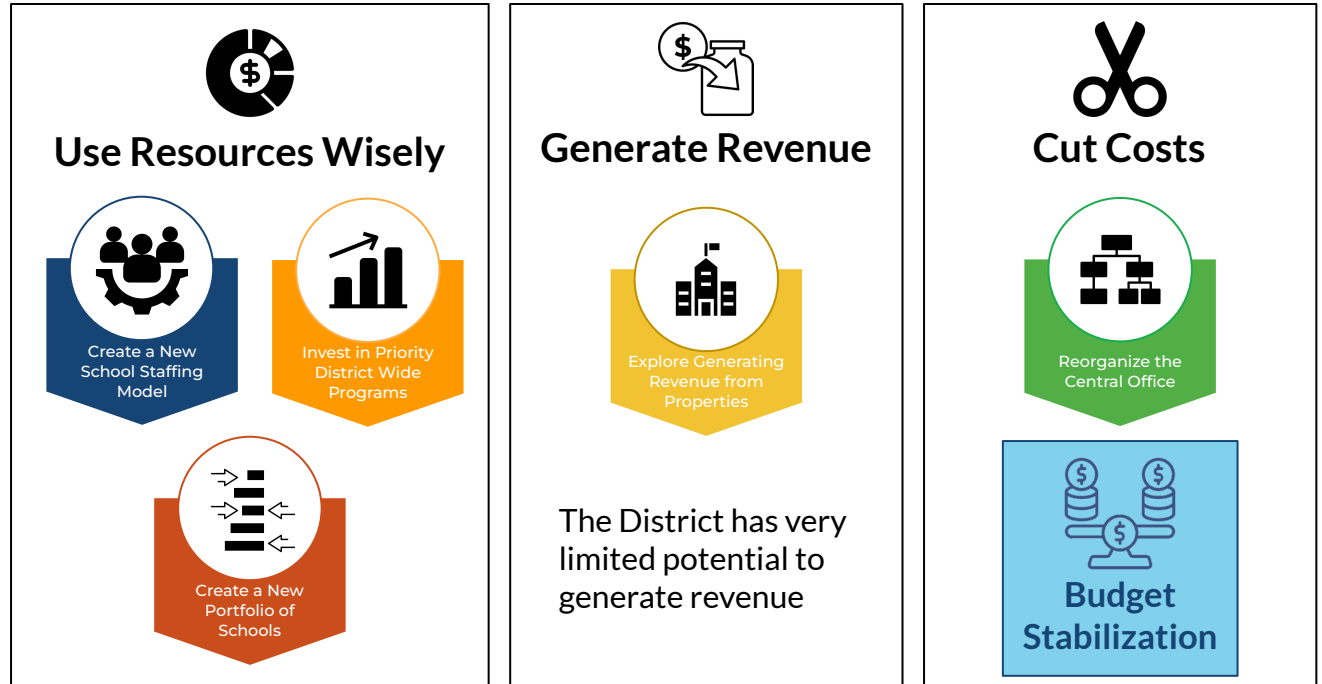
Recommend changes to SFUSD's portfolio of schools to concentrate and equitably distribute resources for strong and supportive learning environments.

# SFUSD's Budget Stabilization and Resource Alignment activities fall into three categories

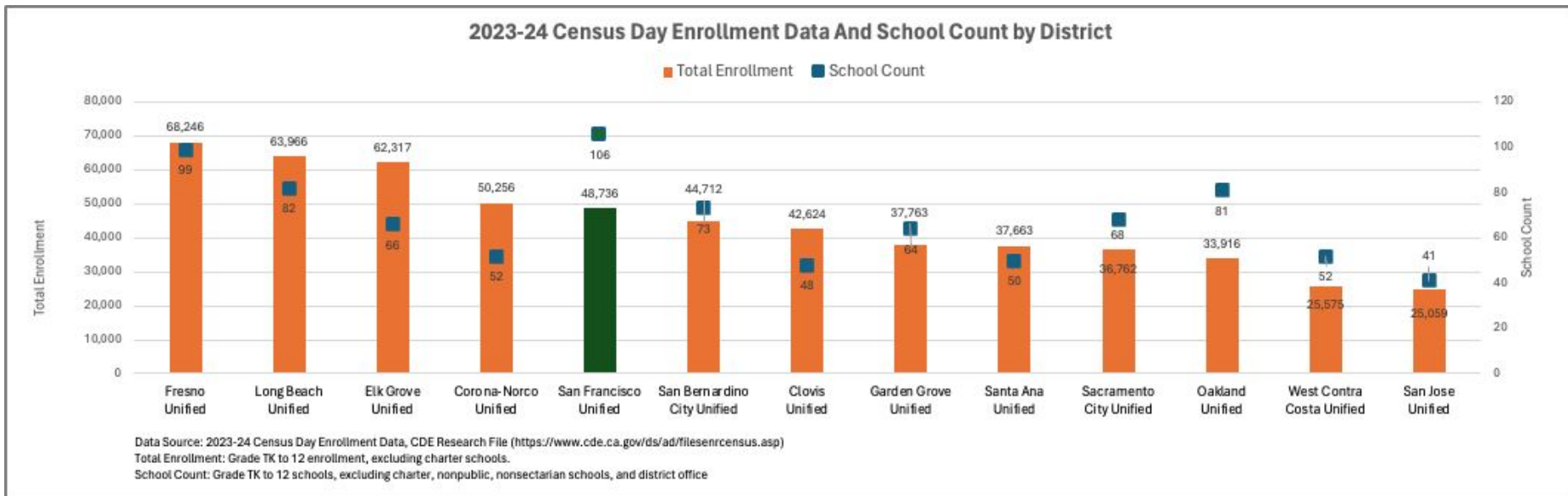
SFUSD is also undertaking a budget stabilization process to eliminate its structural deficit.

The Resource Alignment Initiative and Budget Stabilization process share the goal of directing the District's limited resources toward the activities that will help achieve its student outcome goals.

You can learn more about SFUSD's Budget Stabilization process [here](#).



# SFUSD's school number to enrollment disproportionately high compared to other California districts\*



\*106 schools: 64 elementary, 4 stand alone TK sites, 8 K-8, sites, 13 middle, 17 high excluding charter & county schools.

# The Resource Alignment Initiative aims to Create a new portfolio of schools through school closures, mergers, and co-locations



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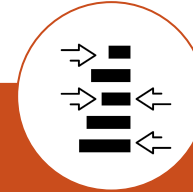
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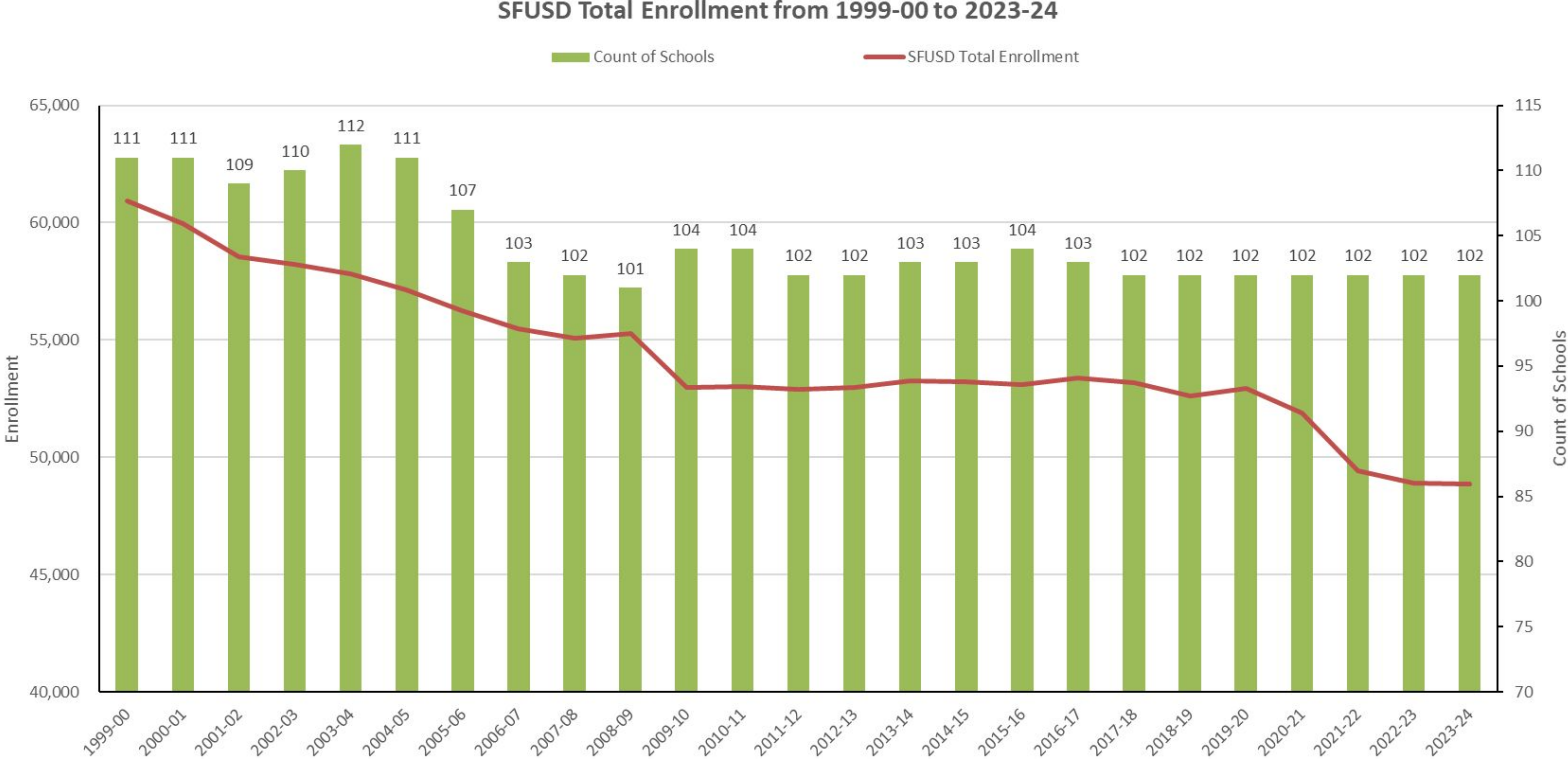
Recommend changes to SFUSD's portfolio of schools to concentrate and equitably distribute resources for strong and supportive learning environments.

The primary goal of these actions is to use the District's limited resources to create strong and supportive learning environments for every student and teacher.

Although school closures, mergers, and co-locations may reduce the District's spending, the savings are only part of the solution to eliminate the structural deficit.

# SFUSD school count and total enrollment over the last 25 years.

SFUSD has maintained 102 schools since 2017, while enrollment has declined by 4,293 students



Source: Data notes: based on CBEDS annual summary reports. Not including charter, county, or Early Education schools with PK/TK only.

SFUSD has experienced this process **before**. We have a responsibility to ensure *care and transparency* through this process **now**.


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## Parents, teachers fight for schools / S.F. education board postpones vote to close or merge 26 of them

By **Heather Knight**, *Chronicle Staff Writer*  
Jan 13, 2006



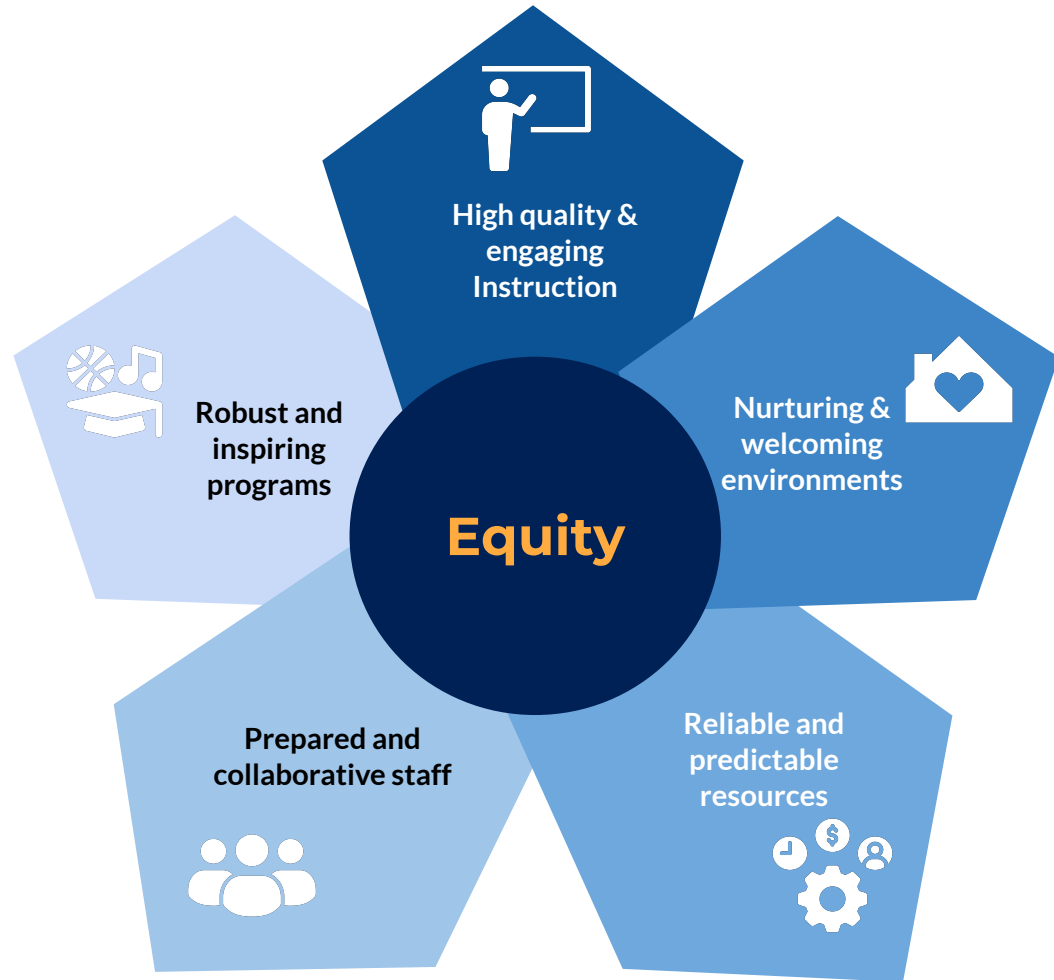
*“Choosing which schools to close, however, has proved divisive and controversial. The board started by listing schools with fewer than 250 students and that use less than 75 percent of their space.*

*Those schools, though, predominantly serve African American children and largely are situated in black neighborhoods, including the Western Addition and Bayview-Hunters Point. Roughly 30 percent of the students at targeted schools are black, though they make up only 13.7 percent of the school district's 56,578 students.”*

# SFUSD's Commitment to **Equity** and **Excellence**

To achieve our ambitious student outcome goals, every SFUSD school must have these elements.

To put these in place, we must realign our resources.





# Board Discussion

Questions and feedback on the process moving forward

