



Communities for DC Public Schools

Vision and Budget Proposal

Agenda



- Quick intros of C4DC participants
- Chancellor intro
- Presentation of C4DC vision and barriers to delivering this vision
- Presentation on C4DC work on FY20 budget and recommendations
- Discussion of how to improve impact and effectiveness of public engagement

Vision

A citywide system of DCPS neighborhood public schools that is equitably invested in and that provides predictable and fair access to high quality schools in all of the city's communities.

- Student Assignment Committee Report
2014

Final Recommendations on Student Assignment Policies and DCPS School Boundaries

Prepared by the DC Advisory Committee on Student Assignment



Key Elements of a High-Quality School

- **Climate:** A place that is nurturing and respectful to children, youth, families and community; solves problems with students, staff, families, and community as partners.
- **Educational programs:** content rich, inclusive of special needs students, meets children where they are and stridently advances their knowledge, skills, world view, and regard for each other, their community, environment and the world.
- **Staff:** Appropriately educated and trained, experienced, dedicated to school and its community, supported by school and central office administration, racially diverse and culturally sensitive.
- **Buildings and Grounds:** Healthy, safe, educationally inspiring, community accessible, and located to connect to families and community.

Barriers to System-wide Delivery on this Vision

- **DCPS Closed too many neighborhood schools in low income communities**—depressing and churning enrollments, cutting budgets and staff, losing trust of families.
- **Been reluctant and slow to expand high-demand elementary school offerings:** Montessori, dual language, and early childhood in DCPS by right schools.
- **Neglected to support feeder middle schools**--their facilities, programs, support services, and transportation.
- **Used operating funds to open application HS seats** rather than invest in programs, supports, and services in comprehensive high schools.
- **Engaged in little public planning for education or facilities** in the last 10 years so the District could counter the systemic and structural bias against low income families and communities.
- **Unstable DCPS Budget allocations, problems with enrollment and supplanting general education funds with at-risk funding** in schools with large # of at risk students.

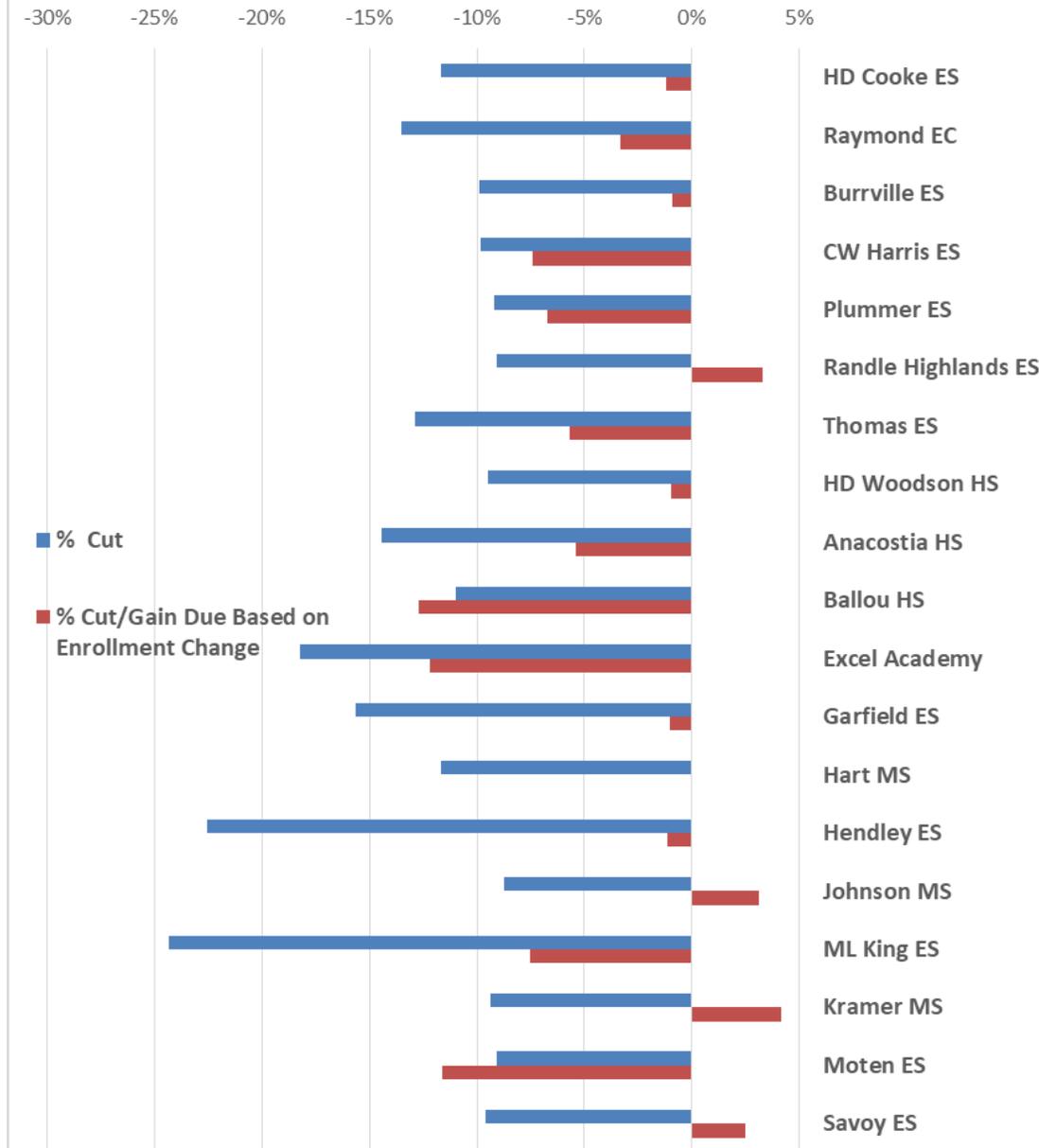
For example, FY2020 Budget

DCPS added \$56.2 million to FY20 school budgets over the total proposed school budgets in FY19.

But, that nominal **increase is more than offset** by other changes affecting the budget

- \$26.9 million due to the increased cost of positions, e.g., the budgeted cost of a teacher went from \$104,633 in FY19 to \$109,114 in FY20 (a 4.3% increase).
- \$20.7 million due to security costs being moved from central to school budgets
- \$14.2 million to fund new schools – BardDC and Ida B Wells
- \$6.0 million to cover approximately 900 more students in FY20.

Cuts From FY 2019 Budget in Real \$\$ Compared to Cuts or Gains Due Based on Enrollment Change



D.C. can Deliver, but it Requires Reform

- The way D.C. structures public education
 - 68 Local Education Agencies, in 68 square miles, nearly 250 schools for less than 100,000 students.
 - DCPS doesn't leverage its power as a public system.
- The way D.C. organizes schools
 - Empty seats across sectors, and opening schools even when no demand.
- The way D.C. funds LEAs
 - Charters collectively have accumulated hundreds of millions in assets and unrestricted cash.
 - On average, they are overpaid their facilities allocation and their UPSFF, since they retain funds for kids who leave midyear.
 - DCPS is underfunded for the challenges it faces, the enrollment churn, responsibilities as municipal system, and the system of right.

C4DC Proposal

- \$30 million to DCPS to **reverse buying power cuts**, ensure at-risk dollars supplement and brace schools to address midyear mobility.
- **Transparent budgeting** for both DCPS and charter schools, including for the DCPS central office and charter school administrative costs.
- **Start the DCPS budget process for FY21 in the fall** working with stakeholders to develop school plans and build budgets based on those plans.
- Ensure the District retains its buildings to **serve its communities and feeder patterns**, for example [retaining Hardy](#), retaining [Shaw at Shaw](#) and addressing the need for a middle school feeder to Woodson HS.

Process for Engaging

What Might Improve the Quality and Impact of Parent and Community Engagement?

Reference: Points of Parent and Community Interaction on DCPS Plans, Policies, Practices, and Budgets--matrix