Coachella Valley Unified School District

LCAP BUDGET OVERVIEW
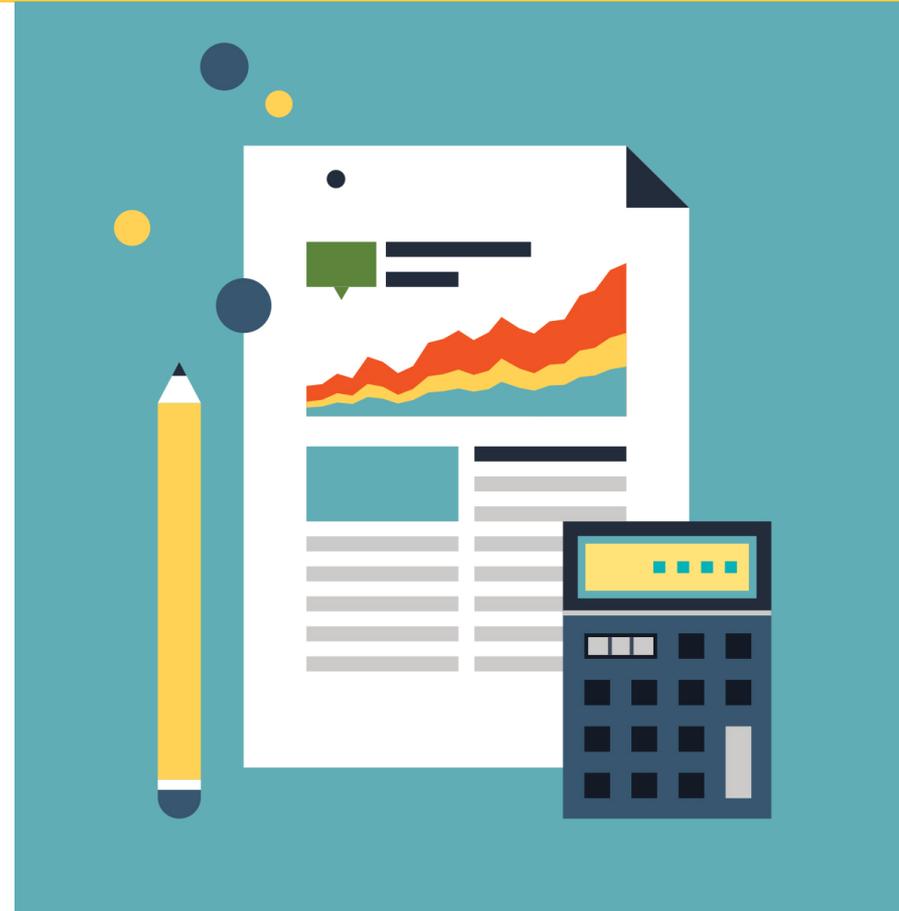
OVERVIEW OF PRESENTATION

About LCFF and LCAP
- *How the Local Control Funding Formula Works*
- *Local Control & Accountability Plans*
- *LCAP Timeline*

The Big Picture
- *Overview of our District*
- *Our District's Student Achievement*

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- *District Fiscal Trends*
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Reflections & Feedback
- *Guiding Questions*
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ABOUT LCFF AND LCAP

LOCAL CONTROL FUNDING FORMULA (LCFF) HOW IT WORKS

In 2013, California dramatically reformed the way it funds our public schools. LCFF established a funding system that provides school districts with base funding and additional funds based on how many low-income students, English learners, and foster youth they serve.

Total CVUSD LCFF Entitlement: $199,560,605

BASE GRANTS

Every student generates a base grant, which funds basic educational costs, such as teacher salaries, retirement costs, instructional materials, etc.

Base LCFF Funding: $141,094,894

Add-on Funding: $3,023,883

SUPPLEMENTAL GRANTS

Every student who **is low-income, learning English,** or in **foster care** generates 20% more funding above the base grant.

These funds must be spent on increasing and improving services for these high-need student groups in order to improve their achievement.

LCFF Supplemental: $26,926,550

CONCENTRATION GRANTS

In districts where at least 55% of students are high-need, those high-need students above the 55% enrollment threshold generate an extra 50% of the base grant.

These funds must also be spent to increase or improve services for high-need students in order to improve their achievement.

LCFF Concentration: $28,515,278

Local Control Funding Formula

Base Grant Funding, *Education Code (EC)* Section 42238.02(d)

Grade Span	2016–17 Base Grant per ADA	2017–18 COLA (1.56%)	Grade Span Adjustments (K-3: 10.4% 9-12: 2.6%)	2017–18 Base Grant/ Adjusted Base Grant per ADA
K-3	$7,083	$110	$748	$7,941
4-6	$7,189	$112	N/A	$7,301
7-8	$7,403	$115	N/A	$7,518
9-12	$8,578	$134	$227	$8,939

Supplemental and Concentration Grant Funding

Funding	Percentage	Grant Calculation
Supplemental Grant *EC* Section 42238.02(e)	20%	**For each grade span:** Base Grant or Adjusted Base Grant per ADA, times total funded ADA, times Unduplicated Pupil Percentage (UPP), times 20 percent.
Concentration Grant *EC* Section 42238.02(f)	50%	**For each grade span:** Base Grant or Adjusted Base Grant per ADA, times total funded ADA, times portion (if any) of UPP[3] that exceeds 55 percent, times 50 percent.

Example of CSR fund impact: For a class of 24 students x $748 per student = $17,952

Example of CTE fund impact: For a class of 32 students x $227 per student = $7,264

What I know about LCFF Funding...

LOCAL CONTROL & ACCOUNTABILITY PLANS (LCAPs)

All school districts must adopt a Local Control & Accountability Plan (LCAP), a 3-year plan for how districts will use state funds to serve all students.

Each district's LCAP must include the following:

- ✓ Goals
- ✓ Actions
- ✓ Related expenditures

LCAPs must include services that target each major student group, including:

- ✓ Racial/ethnic subgroups
- ✓ Low-income students
- ✓ English learners
- ✓ Students with disabilities
- ✓ Foster youth
- ✓ Homeless youth

LCAPs must address the 8 State Priorities:

1. Basic Services
2. Implementation of standards
3. Parental engagement
4. Student achievement
5. Student engagement
6. School climate
7. Access to courses
8. Other student outcomes

CVUSD TIMEFRAME TO DEVELOP THE LCAP
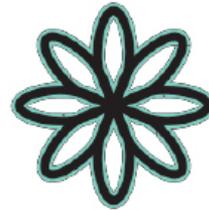
Fall 2017	Winter 2018	Spring 2018	Spring 2018	June, 2018	July, 2018
District and community assess student needs. Implement current plan. Monitor data.	Stakeholder Meetings: • School Sites • Bargaining Units • DAC/DELAC • Regional Forums District creates first draft of plan, incorporating community input.	District presents proposed plan to parent advisory committees and other stakeholders for feedback and advisory input.	District responds in writing to feedback from parent advisory committees and incorporates feedback into plan.	School board adopts plan by July 1st in a public hearing. *Required by Statute*	County Office of Education must approve district LCAP. *Required by Statute*

CVUSD LCAP Goals

Goal 1

Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st century.

Priority 2 – Implementation of Standards
Priority 4 – Pupil Achievement
Priority 7 – Course Access
Priority 8 - Other Pupil Outcomes

Goal 2

Improve conditions of learning in a fiscally solvent and operationally efficient manner.

Priority 1 – Basic Services
- Teachers are appropriately assigned
- Students have sufficient access to standards aligned instructional materials
- Facilities are maintained in good repair

Goal 3

Increase engagement and collaboration among students, parents, staff, and community members.

Priority 3 – Parent Involvement
Priority 5 – Pupil Engagement
- Attendance rate
- Chronic Absenteeism rate
- Graduation rate
Priority 6 – School Climate
- Suspension rate
- Other local measures

Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st century.

Priority 2 – Implementation of Standards
Priority 4 – Pupil Achievement
Priority 7 – Course Access
Priority 8 - Other Pupil Outcomes

Expected Annual Measureable Outcomes

Metrics

- Implementation of Academic Standards:
  - Professional Development
  - Instructional Materials
  - Implementing Policies/Programs
  - EL Access to Common Core and ELD standards
- EL Progress
- EL Reclassification Rate
- CAASPP – ELA & Math Assessment (grades 3-8, 11)
- UC/CSU A-G completion rate
- AP courses completion/passing rate
- CTE Pathway Completion
- Dual Enrollment

CVUSD LCAP Goal 2

Improve conditions of learning in a fiscally solvent and operationally efficient manner.

Priority 1 – Basic Services

Expected Annual Measureable Outcomes
Metrics

- Appropriately Assigned Teachers
- Access to Curriculum-Aligned Instructional Materials
- Safe, Clean, and Functional School Facilities

CVUSD LCAP Goal 3

Increase engagement and collaboration among students, parents, staff, and community members.

Priority 3 – Parent Involvement
Priority 5 – Pupil Engagement
Priority 6 – School Climate

Expected Annual Measureable Outcomes
Metrics

- Parent Engagement
- School Attendance
- Chronic Absenteeism
- Middle School Dropout Rate
- High School Dropout Rate
- High School Graduation Rate
- Pupil Suspension Rate
- Pupil Expulsion Rate
- California Healthy Kids Survey – administered to students, parents, and teachers

Table Talk – What I know about the LCAP Goals

THE BIG PICTURE

OVERVIEW OF CVUSD (2016-17)

Source: DataQuest

# of Schools	# of Students	# of Staff Districtwide	# of Students by Race/Ethnicity	# of Students by Subgroup
Elementary: 14	**Transitional Kindergarten – Grade 6:** 10,521	**Classified Staff:** 813	**African American:** 0.2%	**Low-Income:** 94.3% 17,198 students
Middle: 3	**Grades 7-8:** 2,769	**Teachers:** 1,034	**American Indian:** 0.5%	**English Learners:** 50.2% 9,293 students **R-FEPS:** 29.9%
High School: 3	**Grades 9-12:** 5,211	**Administrators:** 64	**Filipino:** 0.1%	**Homeless Youth:** 4.0% 746 students
Alternative/ Continuation High School: 1	**Total:** 18,501		**Hispanic:** 97.7%	**Foster Youth:** 0.3% 64 students
			White: 0.8%	**Migrant:** 10.5% 1,948 students
			Two or More Races: 0.1%	**Students with Disabilities (SWD):** 9.7%
			Not Reported: 0.5%	**Unduplicated or High Need:** 94.7% 17,524 students

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- The Dashboard contains reports that display the performance of local educational agencies **(LEAs), schools, and student groups** on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

- The California School Dashboard incorporates six state performance measures and four local indicators.

The six state measures are:

- Academic Indicator, which includes results on standardized tests

- Career/College Readiness

- English Learner Progress

- Graduation Rate

- Suspension Rate

- Chronic Absenteeism

The four local indicators are:

- Basic Services and School Conditions

- Implementation of State Academic Standards

- Parent Engagement

- School Climate

- The state's former accountability system— the **Academic Performance Index (API)— relied exclusively on standardized tests and gave schools a single score.**

- California's new ***accountability and continuous improvement system*** is based on a five-by-five colored table that produces 25 results using five colors. The reports display the schools' (by district) and student groups' placement on the five-by-five colored tables.

https://www.youtube.com/watch?v=DSgr84y4oHo&feature=youtu.be

Review: Performance Level (Color) is a Combination of Status and Change

- For each indicator there are 5 *status* levels and 5 *change* levels:

Five Status Levels
Very High
High
Medium
Low
Very Low

Five Change Levels
Increased Significantly
Increased
Maintained
Declined
Declined Significantly

- The combination of *status* and *change* results in a performance level (color):

	Change				
Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Yellow	Green	Blue	Blue	Blue
High	Orange	Yellow	Green	Green	Blue
Medium	Orange	Orange	Yellow	Green	Green
Low	Red	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Yellow

Performance Levels	
Blue (Highest Performance)	
Green	
Yellow	
Orange	
Red (Lowest Performance)	

Riverside County Office of Education

Example of 5 by 5 Grid

Coachella Valley Unified (Riverside County)

English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement

CHANGE – comparison with the previous year

STATUS – current year rating

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 45 or more points above	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 10 points above to less than 45 points above	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
Medium 5 points below to less than 10 points above	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
Low More than 5 points below to 70 points below	Orange (None)	Orange (None)	Orange (None)	Yellow • White	Yellow (None)
Very Low More than 70 points below	Red (None)	Red (None)	Red • All Students (District Placement) • English Learners • Homeless	Orange (None)	Orange (None)

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Fall 2017 CVUSD
California School Dashboard Report

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism ⬈	N/A	N/A	N/A
Suspension Rate (K-12)	🟠	9	5
English Learner Progress (1-12)	🟢	1	0
Graduation Rate (9-12)	🟢	5	1
College/Career (9-12) Select for one year of available data	N/A	N/A	N/A
English Language Arts (3-8)	🔴	7	6
Mathematics (3-8)	🟠	7	6

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Performance Levels:

🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Fall 2017
CVUSD California School Dashboard Report

Enrollment: 18,501   **Socioeconomically Disadvantaged:** 94.3%   **English Learners:** 50.2%   **Foster Youth:** 0.3%

Dashboard Release:

Fall 2017

Grade Span: P-Adult   **Charter School:** No

| Equity Report | Status and Change Report | Detailed Report | Student Group Report |

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asia
Chronic Absenteeism ⧉	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	🟠	🟡	🔴	🟡	🟠	🔴	🟡	🔴	*
English Learner Progress (1-12)	🟢	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)	🟢	🟡	*	🟡	🟢	🟠	*	*	*
English Language Arts (3-8)	🔴	🔴	*	🔴	🔴	🔴	*	🔴	*
Mathematics (3-8)	🟠	🔴	*	🟠	🟠	🔴	*	🟠	*

Performance Levels:

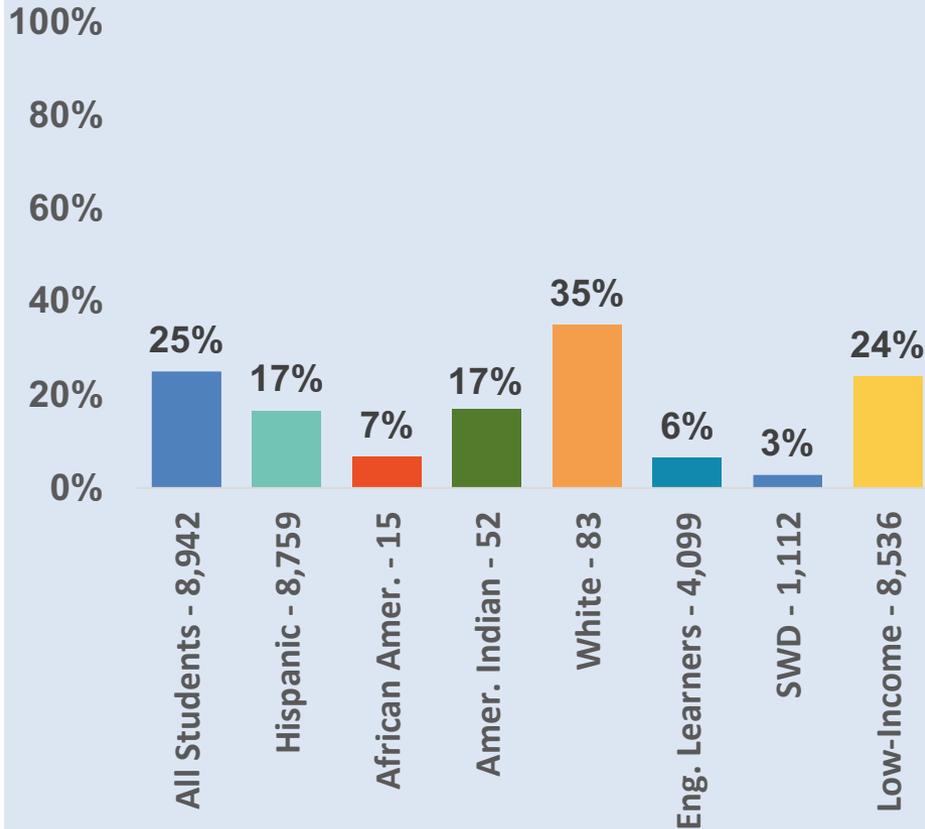🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.
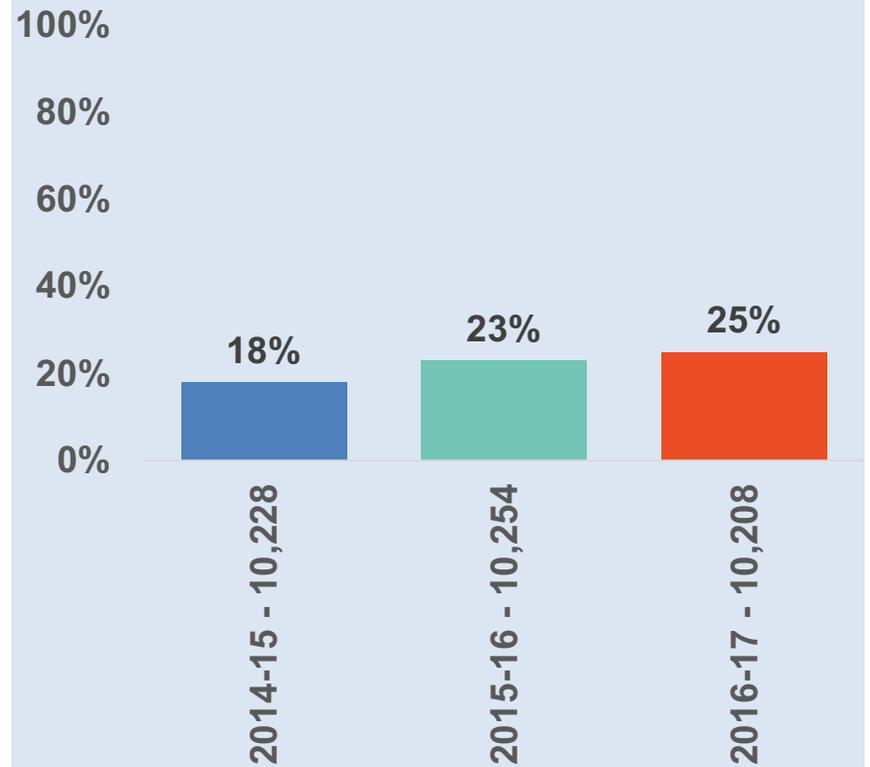
CVUSD STUDENT ACHIEVEMENT
English Language Arts   Grades 3 – 8

2016-17 Students meeting/exceeding standards in English Language Arts *

Category	Percentage
All Students - 8,942	25%
Hispanic - 8,759	17%
African Amer. - 15	7%
Amer. Indian - 52	17%
White - 83	35%
Eng. Learners - 4,099	6%
SWD - 1,112	3%
Low-Income - 8,536	24%

3 Year Trend – Students meeting/ exceeding standards in English Language Arts *

Year	Percentage
2014-15 - 10,228	18%
2015-16 - 10,254	23%
2016-17 - 10,208	25%

CVUSD STUDENT ACHIEVEMENT
English Language Arts   Grades 3 – 8

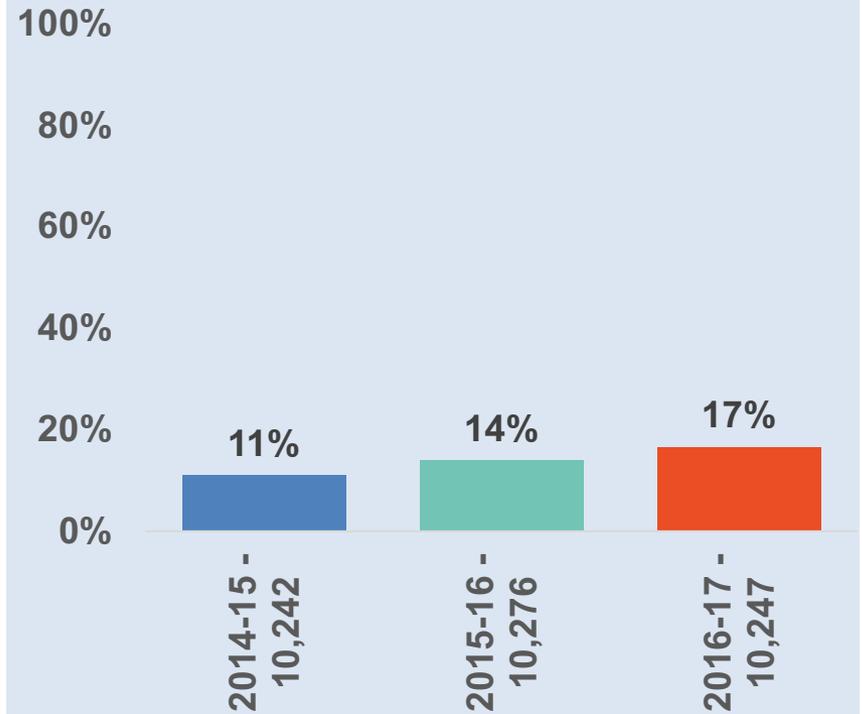|	Student Performance	Number of Students	Status	Change
All Students	🔴	8,613	Very Low 70.9 points below level 3	Maintained +0.9 points
English Learners	🔴	6,383	Very Low 79.8 points below level 3	Maintained +0.3 points
Foster Youth		33	Very Low 80.9 points below level 3	Maintained -1.6 points
Homeless	🔴	426	Very Low 76.5 points below level 3	Maintained -1.6 points
Socioeconomically Disadvantaged	🔴	8,239	Very Low 73.1 points below level 3	Maintained +0.7 points
Students with Disabilities	🔴	1,021	Very Low 153.6 points below level 3	Maintained -2.2 points
African American		12	Low 64.9 points below level 3	*
American Indian	🔴	49	Very Low 98 points below level 3	Maintained +0.5 points
Asian		2	*	*
Filipino		2	*	*
Hispanic	🔴	8,459	Very Low 71 points below level 3	Maintained +0.9 points
Pacific Islander		0	*	*
Two or More Races		8	*	*
White	🟡	63	Low 49.1 points below level 3	Increased +10.6 points

CVUSD STUDENT ACHIEVEMENT
Math   Grades 3-8

(*Source: Fall 2017 caaspp.cde.ca.gov – based on number of students tested)

2016-17 Students meeting/exceeding standards in Math *
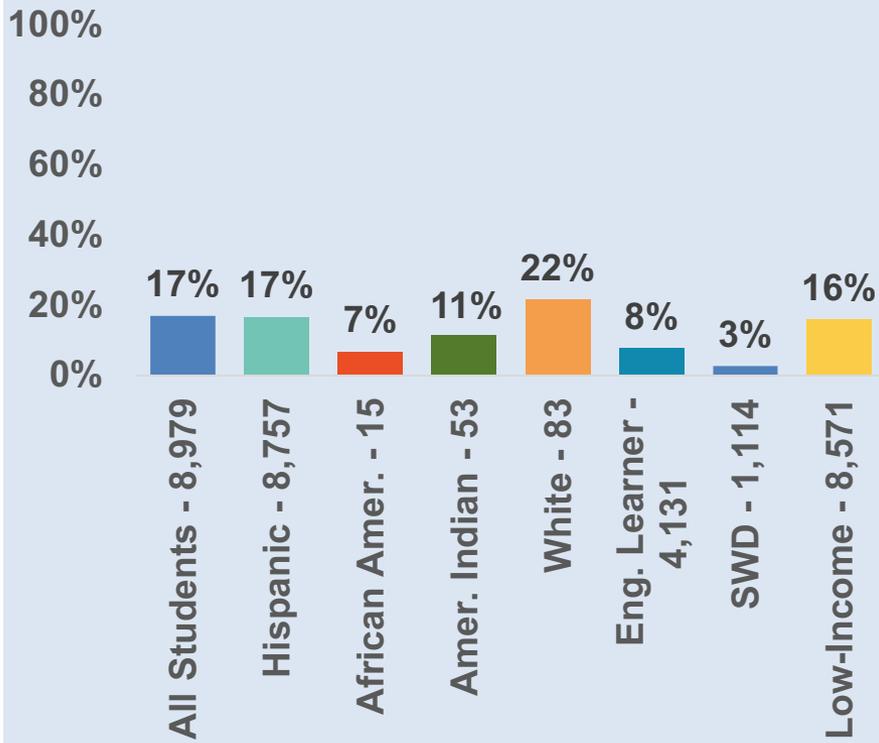
Category	%
All Students - 8,979	17%
Hispanic - 8,757	17%
African Amer. - 15	7%
Amer. Indian - 53	11%
White - 83	22%
Eng. Learner - 4,131	8%
SWD - 1,114	3%
Low-Income - 8,571	16%

3 Year Trend – students meeting/exceeding standards in Math *

Category	%
2014-15 - 10,242	11%
2015-16 - 10,276	14%
2016-17 - 10,247	17%

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CVUSD STUDENT ACHIEVEMENT
Math   Grades 3-8
(Source: Fall 2017 caschooldashboard.org)

	Student Performance	Number of Students	Status	Change
All Students		8,613	Low 90.9 points below level 3	Maintained +2.6 points
English Learners		6,384	Very Low 96.5 points below level 3	Maintained +1.7 points
Foster Youth		33	Very Low 101.2 points below level 3	Increased +11.5 points
Homeless		426	Very Low 98.1 points below level 3	Increased +3 points
Socioeconomically Disadvantaged		8,240	Low 92.9 points below level 3	Maintained +2.3 points
Students with Disabilities		1,023	Very Low 180.8 points below level 3	Declined -5.2 points
African American		12	Very Low 125.8 points below level 3	*
American Indian		50	Very Low 131.6 points below level 3	Increased +7.6 points
Asian		2	*	*
Filipino		2	*	*
Hispanic		8,458	Low 90.8 points below level 3	Maintained +2.6 points
Pacific Islander		0	*	*
Two or More Races		8	*	*
White		63	Low 73.9 points below level 3	Increased +8.6 points

Academic Indicators (Grades 3-8): Distance from Level 3

	2015	2016	2017
ELA	-81.8	-71.9	-70.9
Math	-99.0	-93.5	-90.9

Legend: ELA (purple), Math (green)
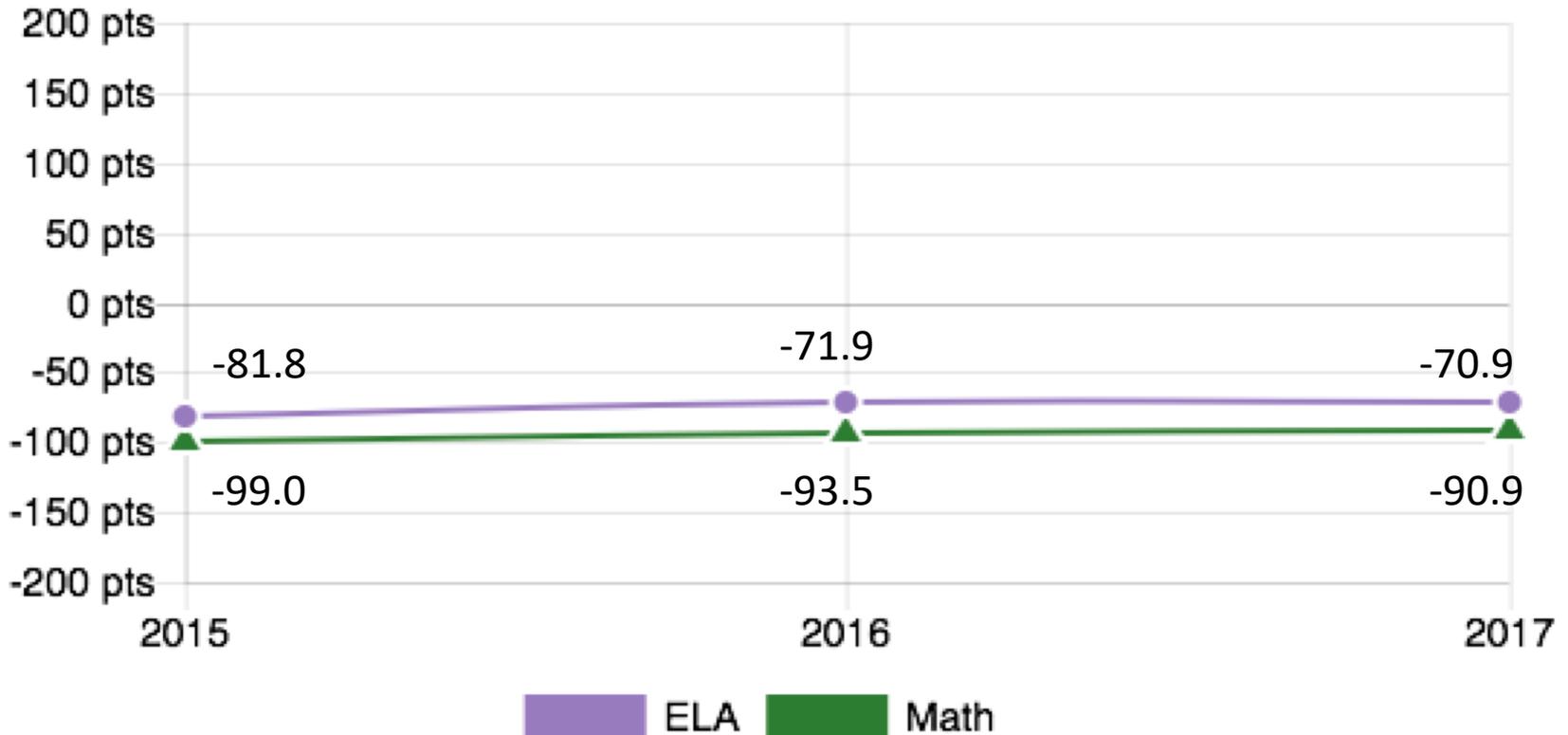
CVUSD GRADUATION REQUIREMENTS

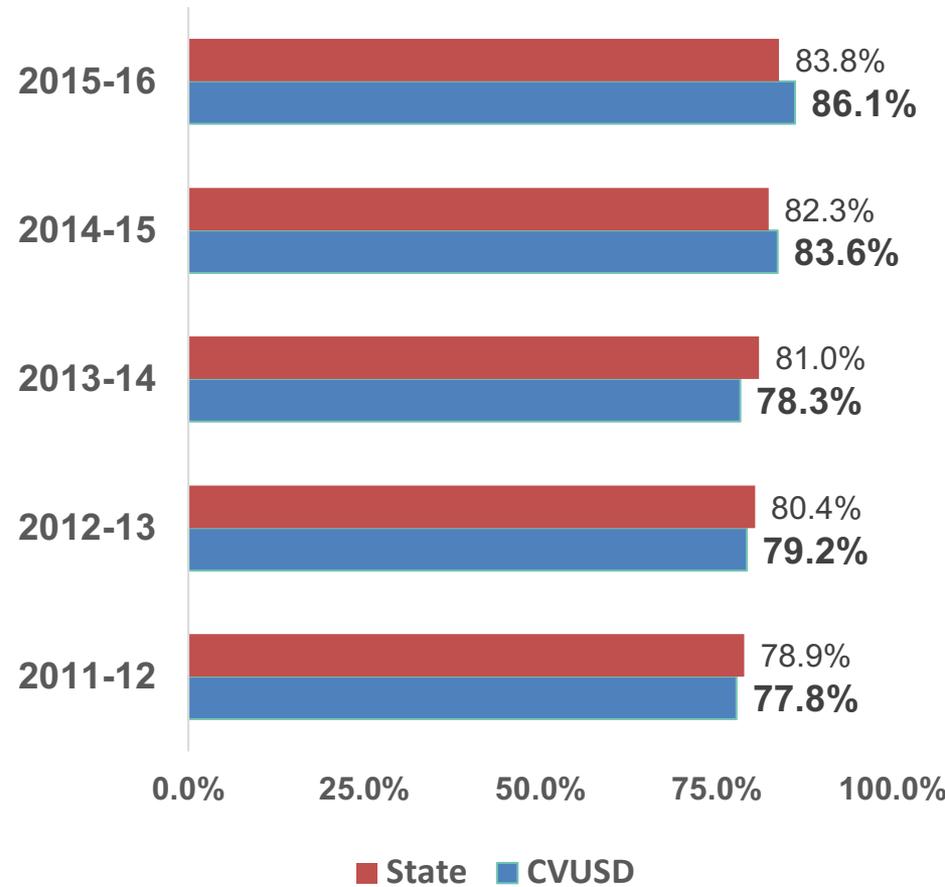| Subject	Graduating Classes of 2018 & 2019	Graduating Classes of 2020 & 2021
English (40 credits)	4 years	4 years
Math (30 credits)	3 years	3 years
Social Science (30 credits)	3 years	3 years
Science (20 credits)	2 years	2 years
Foreign Language (20 credits)	2 years	2 years
Visual and Performing Arts (10 credits)	1 year	1 year
Physical Education (20 credits)	2 years	2 years
Ethnic Studies – as an elective or integrated in Multi-Cultural Literature (10 credits)		1 year
Electives - (or make up a class required for graduation).	(50 credits)	(40 credits)
Total number of credits needed to graduate:	**220 credits**	**220 credits**

CVUSD GRADUATION RATE

(Source: dq.cde.ca.gov and caschooldashboard.org))

Graduation Rate by Student Group

Student Group	Rate
All students	86.1%
Hispanic	86.6%
Amer...	80.0%
African...	50.0%
White	80.0%
ELs	81.8%
SWD	75.2%
Low Income	86.3%

Graduation Rate

Year	State	CVUSD
2015-16	83.8%	86.1%
2014-15	82.3%	83.6%
2013-14	81.0%	78.3%
2012-13	80.4%	79.2%
2011-12	78.9%	77.8%
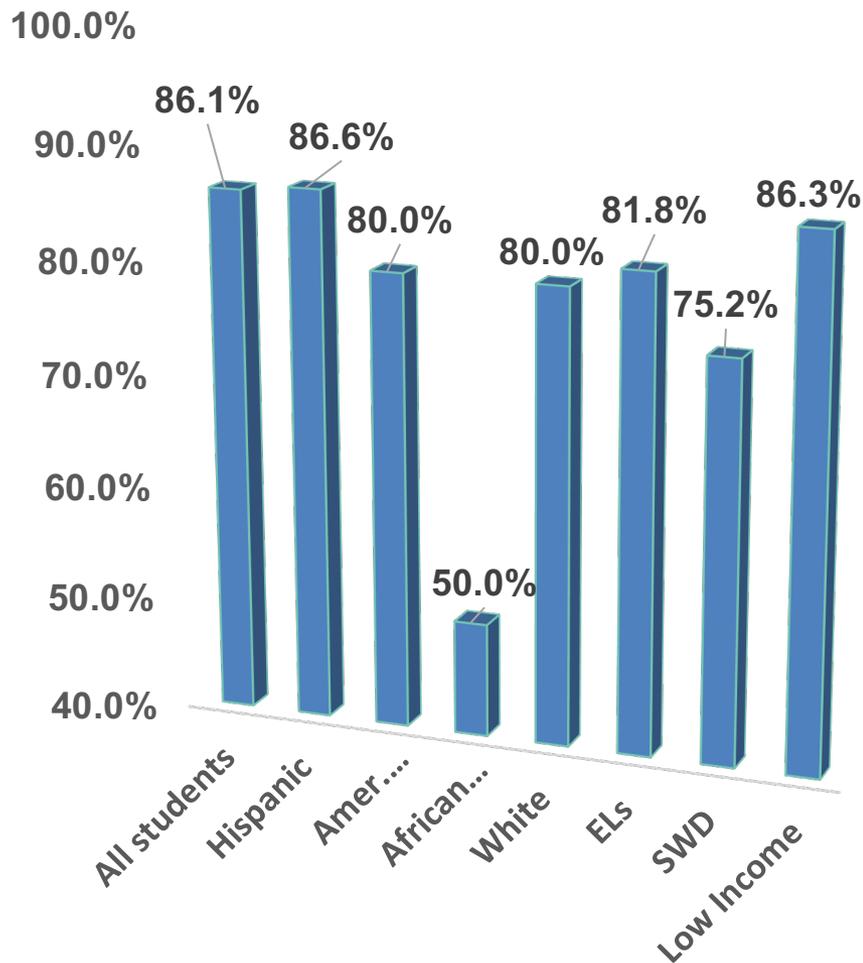
■ State   ■ CVUSD

2015-16 Graduation Rate

CVUSD GRADUATION RATE

(Source: caschooldashboard.org)

	Student Performance	Number of Students	Status	Change
All Students	🟢	1,096	Medium 86.6%	Increased +4.2%
English Learners	🟡	577	Low 81.8%	Increased Significantly +8.4%
Foster Youth		3	*	*
Homeless	🟡	105	Low 78.1%	Increased +1.2%
Socioeconomically Disadvantaged	🟢	1,060	Medium 86.3%	Increased +4%
Students with Disabilities	🟠	121	Low 75.2%	Declined -2.5%
African American		2	*	*
American Indian		5	*	*
Asian		0	*	*
Filipino		3	*	*
Hispanic	🟢	1,059	Medium 86.8%	Increased +4.2%
Pacific Islander		0	*	*
Two or More Races		0	*	*
White		15	Low 80%	Increased +3.2%

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UC/CSU A-G COMPLETION REQUIREMENTS

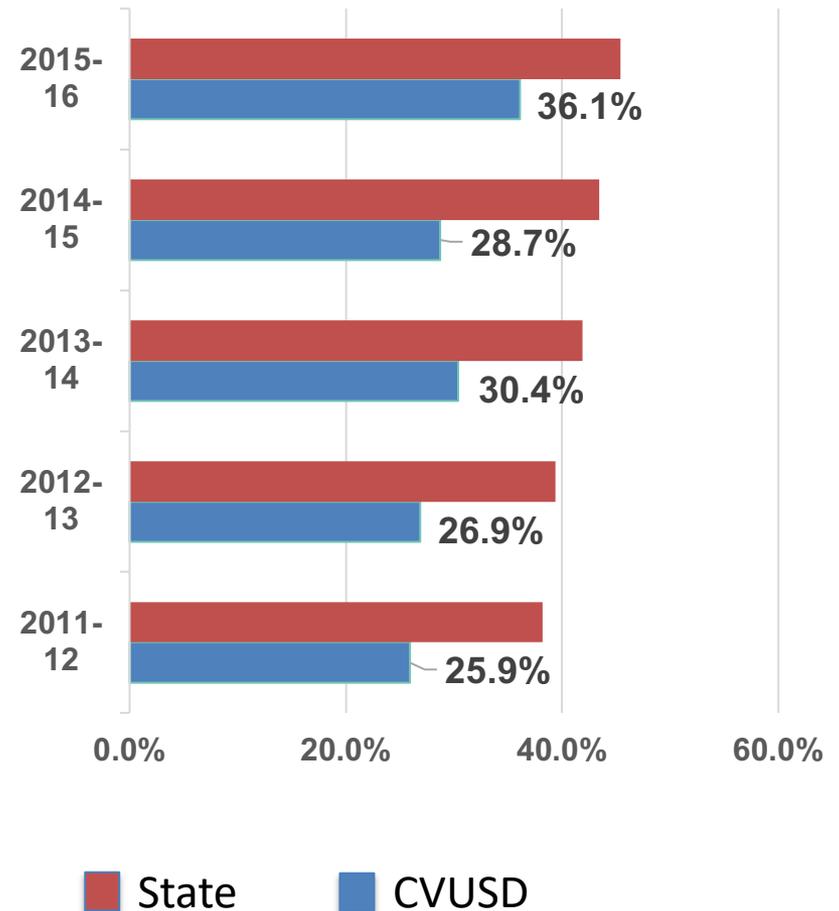|	Course	Number of years (Must earn a C or better Grade)
A.	History/Social Science	2
B.	English (College Preparatory)	4
C.	Mathematics (including algebra & geometry)	3
D.	Laboratory Science (2 of 3 - biology, chemistry, physics)	2
E.	Language other than English (2 years of the same language)	2
F.	Visual and Performing Arts (dance, music, theater, or the visual arts).	1
G.	College-preparatory elective (chosen from the a-f courses beyond those required)	1

CVUSD A-G COMPLETION RATE

A – G Completion Rate by Student Group

Values by student group:
- All Students: 36.1%
- Latino: 36.0%
- African Amer.: 100.0%
- White: 50.0%
- ELs: 8.3%
- SED: 35.5%
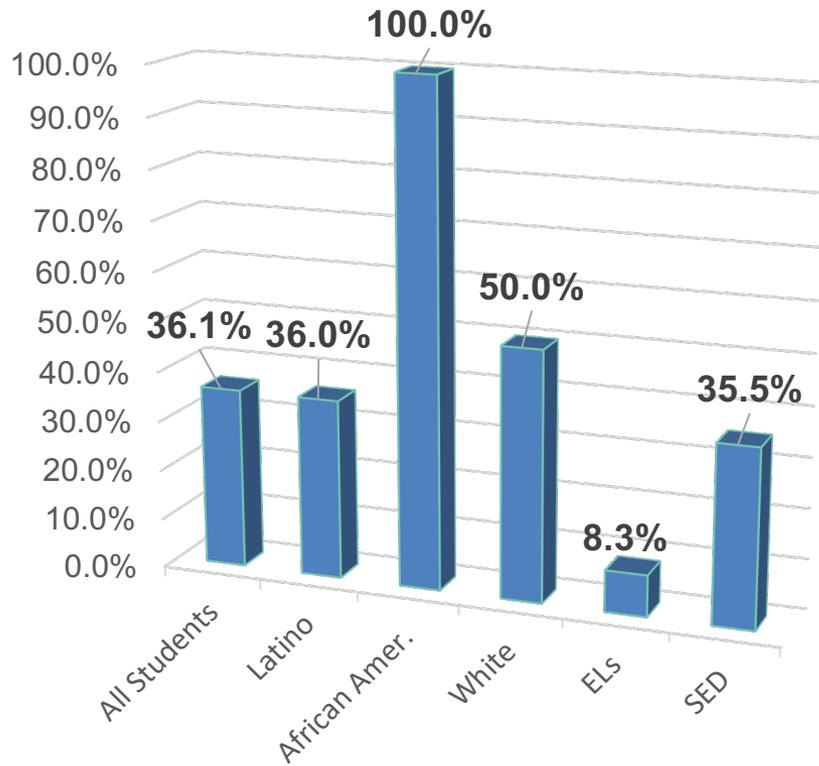
Percent of Students who have completed A-G courses for UC/CSU eligibility

Year	CVUSD
2015-16	36.1%
2014-15	28.7%
2013-14	30.4%
2012-13	26.9%
2011-12	25.9%

Legend: State ■ (red) CVUSD ■ (blue)

CVUSD A-G COMPLETION RATE

	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	1,090	Low 24.8%	N/A
English Learners	N/A	573	Low 11.9%	N/A
Foster Youth	N/A	3	*	N/A
Homeless	N/A	105	Low 21.9%	N/A
Socioeconomically Disadvantaged	N/A	1,054	Low 24.2%	N/A
Students with Disabilities	N/A	115	Very Low 3.5%	N/A
African American	N/A	2	*	N/A
American Indian	N/A	5	*	N/A
Asian	N/A	0	*	N/A
Filipino	N/A	3	*	N/A
Hispanic	N/A	1,053	Low 24.7%	N/A
Pacific Islander	N/A	0	*	N/A
Two or More Races	N/A	0	*	N/A
White	N/A	15	Medium 46.7%	N/A

College/Career Indicator

	Class of 2016
Prepared	24.8%
Approaching Prepared	22.3%
Not Prepared	52.9%
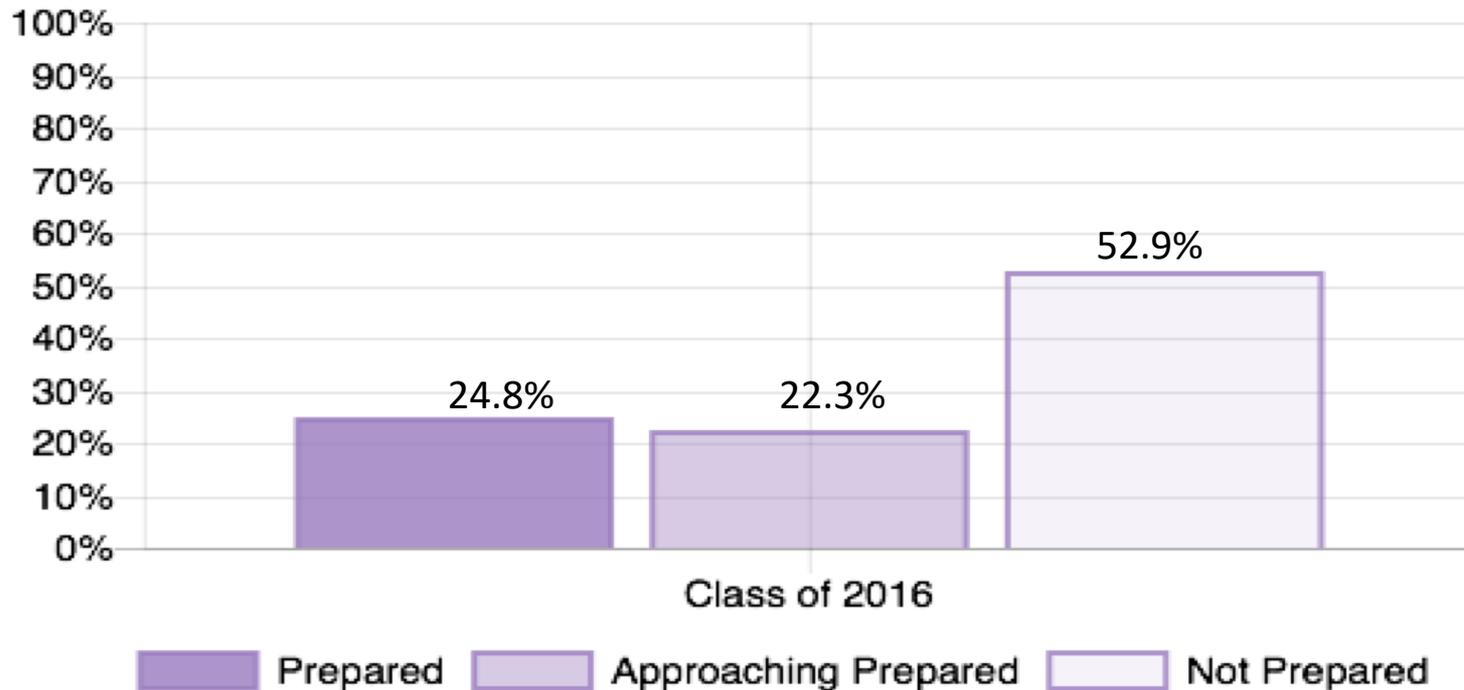
For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

CVUSD SCHOOL CLIMATE – Suspension Rates
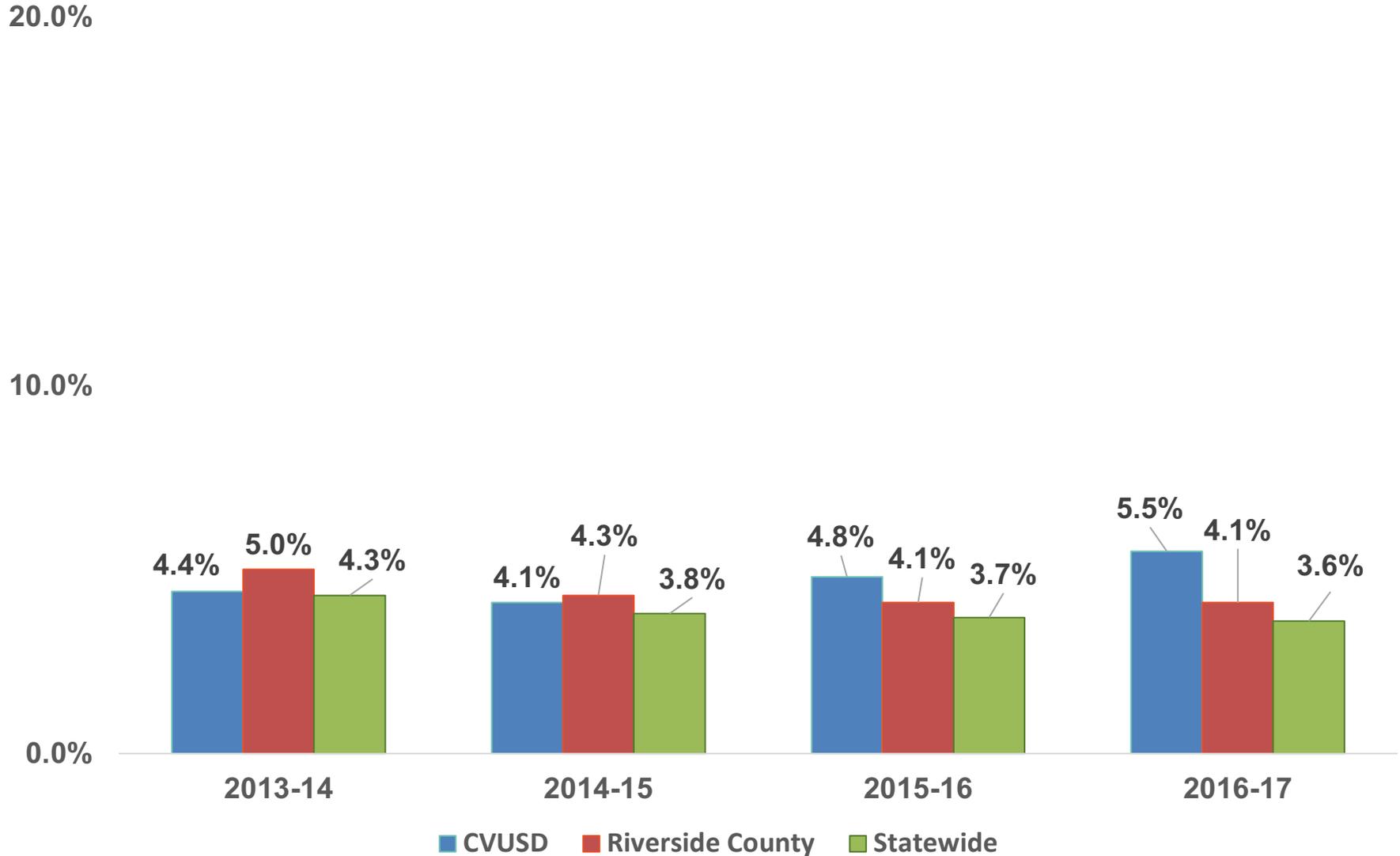
CVUSD SCHOOL CLIMATE – Suspension Rate

	Student Performance	Number of Students	Status	Change
All Students		19,452	High 5.4%	Increased +0.6%
English Learners		9,876	Medium 4.3%	Maintained -0.2%
Foster Youth		129	Very High 14%	Increased Significantly +5.1%
Homeless		785	High 5.1%	Declined -1.2%
Socioeconomically Disadvantaged		18,288	High 5.5%	Increased +0.6%
Students with Disabilities		2,073	Very High 9.5%	Maintained -0.1%
African American		40	High 5%	Declined Significantly -15.9%
American Indian		98	Very High 14.3%	Increased Significantly +2.3%
Asian		13	Very Low 0%	*
Filipino		13	Very Low 0%	Maintained 0%
Hispanic		18,963	High 5.3%	Increased +0.6%
Pacific Islander		0	*	*
Two or More Races		34	Very High 11.8%	Increased Significantly +3.1%
White		189	Medium 4.2%	Declined Significantly -4.3%

What is the data telling us?
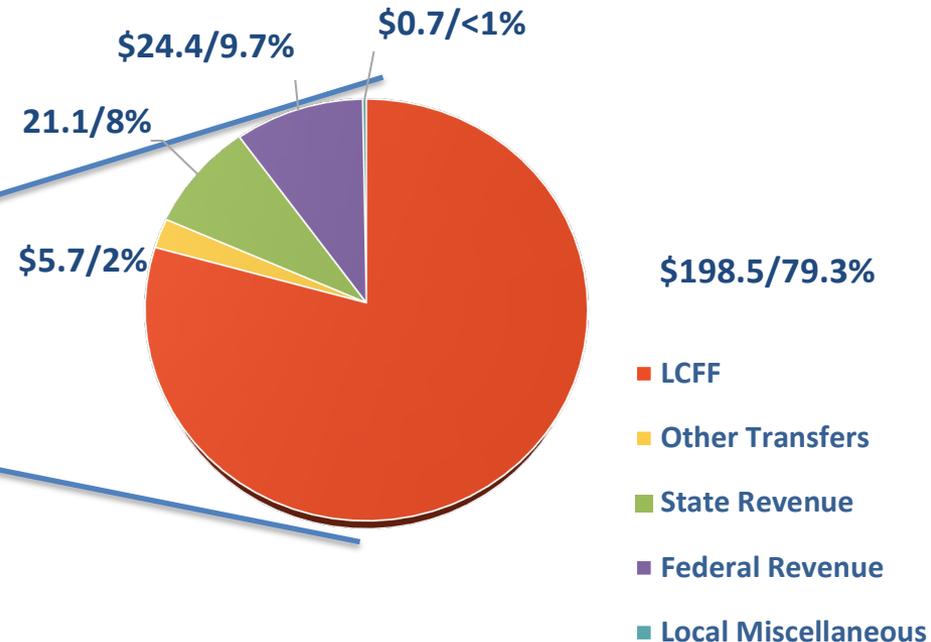
BUDGET DEVELOPMENT

DISTRICT FISCAL TRENDS
PROJECTED GENERAL FUND REVENUE

Increase in Revenue from 2017-18 to 2018-19= $4,014,804

2018-19 General Fund Revenue in Millions: $250,659,724

Total General Fund Revenue 2016-2019, in Millions

$24.4/9.7%

$0.7/<1%

21.1/8%

$5.7/2%

$198.5/79.3%

- ■ LCFF
- ■ Other Transfers
- ■ State Revenue
- ■ Federal Revenue
- ■ Local Miscellaneous

$400.00

$300.00

$200.00

$100.00

$0.00

$241.8

$246.6

$250.6

2016-17   2017-18   2018-19

***LCFF Covers essentials, teachers, textbooks**

PROJECTED GENERAL FUND EXPENDITURES 2018-2019

Total Expenditures in Millions:
$258,333,262
(note: includes $924,278 credit in recovered support costs)
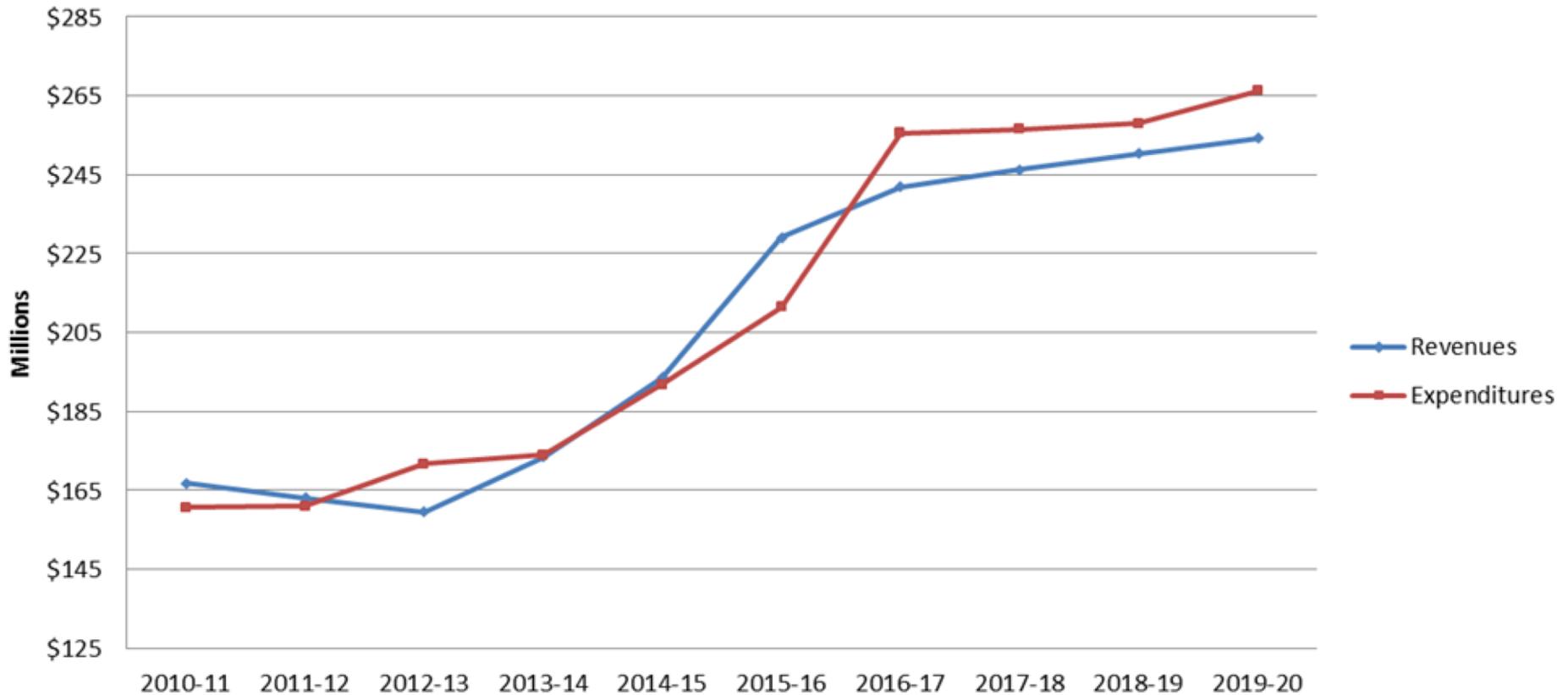
- **Salaries & Benefits - All Employees: $225,142,998**

- **Books & Supplies: $8,240,973**

- **Services/Operating Expenses: $24,036,847**

- **Capital Outlay: $752,733**

- **Other Outgo: $1,083,990**

$0.8 /0.03%

$1.0

$24.7/9.6%

$8.2/3%

$225.1 /87%

Salaries & Benefits Comparison:
Desert Sands USD*   85%
Palm Springs USD**   84.5%

CVUSD GENERAL FUND REVENUES & EXPENDITURES TREND

(Based on: 2018-19 Proposed Governor's Budget)

Table Talk

2017 -18 Stakeholder Engagement

- **January**
  - ➢ Principals trained on LCAP presentation
-
  February/March LCAP Presentations
  - ➢ Community Members
  - ➢ CVTA Executive Board
  - ➢ CSEA Executive Board
  - ➢ EL Services
  - ➢ Parent Liaisons
  - ➢ CVUSD Classified Staff
  - ➢ Fiscal Services, Nutrition, Maintenance, Facilities
  - ➢ School Sites (SSC, ELAC, teachers, classified staff)
  - ➢ Stakeholder Support Committee

2017 -18 Stakeholder Engagement

- **April/May/June**
  - Stakeholder Support Committee
  - Regional Forums
  - District Committees (DAC/DELAC/PLATA)
  - Public Hearings

REFLECTIONS
&
FEEDBACK

REFLECTIONS & FEEDBACK

Questions for discussion:

- *What questions do you have about the information we presented? Is there anything we need to clarify?*

- *In what ways do these spending priorities resonate with you? In what ways do they not resonate with you?*

- *Which investments might we increase or add, and why? Which investments might we decrease or eliminate, and why?*

- *In what ways is this spending plan helping to close opportunity and achievement gaps within our district?*

THANK YOU!

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