



Olympia School District

Developing the 2013-14 SY Budget

December 17th Discussion of Process

Budget Process Goals

- Develop budget proposal with robust staff and community input on student needs and priorities.
- Board is given ample time and information to consider options.
- April 15: Avoid Reduction-in-Force by evaluating number of open positions, legislative budget proposals, and reserve. If RIF is necessary, then seek permission from Board at this time.
 - (April 15 is about four weeks prior to May 15th RIF deadline.)
- June 25: Adopt an operating budget that adjusts for state and federal funding changes, supports staff in student improvement efforts, and appropriately invests in implementation of the strategic plan.



Process Overview--DRAFT



February/March Staff Input

- A. Kick off budget process with e-mail to staff: projected deficit or surplus, upcoming process, and request for involvement
 - Formal “All Call” for ideas
- B. Principal and OEA building representative and leadership for classified employee groups are trained on budget detail and feedback process (problem, potential solutions, past reductions)
- C. Teacher team leads staff discussion at a staff meeting: What do we value? Needs assessment for Board: How to best meet goals of Strategic Plan? Which reductions are least harmful? What system changes can we make?
 - Surplus is a potential: What one-time resource improvements should the Board consider?
- D. Classified employee discussion at general membership meetings
- E. Recommendations compiled into a district-wide summary



January – March Board Study Sessions

Detailed review of major 2012-13 budget categories

1. Special Education (state and federal)
2. Title I/LAP/ELL, Title II, Highly Capable
3. Early Learning (preschool and kindergarten)
4. School building formula allocations (including formula, history, and purpose)
5. Activities and Athletics
6. Major provisions of contracts



Strategic Plan

- Draft plan available in late January
- Focus Groups meet January – March
 - Corresponds with Superintendent’s deliberations
- Board is updated for Focus Group input in April
 - Precedes Superintendent’s recommendation to Board in mid-May



Key Budget Dates

Dec 17	Meeting	Title I and LAP	April 15	Meeting	2 nd Reading if RIF is potentially necessary
Jan 14	Meeting	School Allocations	April 22	Study Session	Cancelled
Jan 22	Study Session	Griffin Board Meeting (6pm)	May 13	Meeting	Superintendent Proposal
Feb 11	Meeting		May 20	Study Session	
Feb 19	Study Session	Athletics and Activities Special Education	May 21	Community Forum	Likely Date
Feb 25	Meeting		May 23	Community Forum	Likely Date
March 11	Meeting		May 28	Meeting	
March 18	Study Session	Early Learning ELL, Highly Capable	June 3	Study Session	
March 25	Meeting		June 10	Meeting	Budget 1 st Reading
April 8	New Study Session	Budget Outlook and 1 st Reading if RIF is potentially necessary	June 25	Meeting	Budget 2 nd Reading



Other Process Steps?

- Community forum on special topics?
- Board meet with specific groups?
- In 2012, staff input has been school-building based plus Special Services
 - Other groups with small-group consultation?

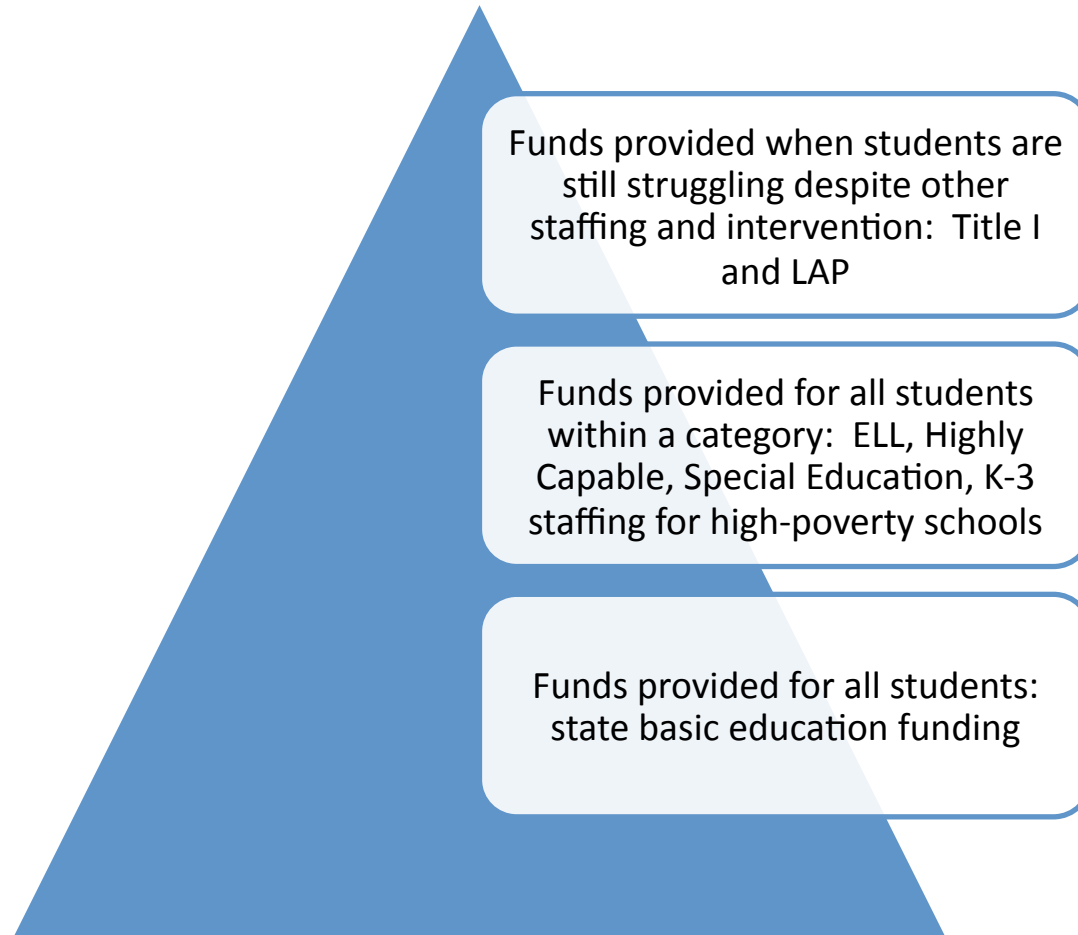


Funding for Struggling Students

FEDERAL TITLE I AND STATE LEARNING ASSISTANCE PROGRAM



Funds Targeted for Struggling Students



Learning Assistance Program and Title I Basics

	LAP	Title I
Basis for Allocation from Government	Absolute poverty within state	Relative poverty ranked across districts nationally
Categorical Allocation	\$672,293	\$1,145,166
Intended Use of Funds	Direct instruction for struggling students to improve their achievement	After set-asides, same as LAP
Major Policy Decisions	What schools receive LAP allocations; how much?	How to divide money among optional set asides and eligible schools?



Learning Assistance Program

	Teacher FTE
Jefferson	1.6
Marshall	1.2
Reeves	1.2
Washington	0
Avanti	.1
Capital	.8
Olympia	.8
Subtotal	5.7
Instructional Coaches	1.2
Total	6.9



Fiscal Tests Imposed

Targeting Students for Services	Within a school, funds shall be used to serve highest-need students based on ranked-order list for need. (Exception, where school-level poverty is > 40% the school is designated a Schoolwide and all students can benefit from extra services.)	Both
Targeting Highest Need Schools	In general, schools with the highest need will be allocated Title I and/or LAP funding. LAP = highest poverty school. Title I = highest poverty schools plus tests below.	Both
Comparability	Neediest schools provided with the highest basic funds in addition to funds for struggling students.	Title I
Supplement	Funds are not used to replace basic funds and are instead used to supplement basic funds.	Title I
Maintenance of Effort	OSD must maintain its expenditures for education from one year to the next (state and local sources).	Title I
Per Pupil Ranking	Highest poverty schools must receive most Title I on a per pupil basis.	Title I



Title I Set-Asides

	Required	District Choice
Parent Involvement, St. Mikes, Homeless, Neglected	\$38,223	
Clerical, Coordinator, PD, Substitutes		\$126,870
Preschool (\$0 tuition for low-income peers)		\$183,708
2 Math Coaches		\$130,493
Literacy Support (Coach)		\$15,000
Subtotal	\$38,223	\$456,070
Total Set-Asides	\$494,303	
Available for Schools	\$650,863	



Title I Allocation to Schools

	% FRPL	# F/R Lunches	Teacher FTE	Para Hours	Supplies/ PD	Total	Per Pupil Allocation
Garfield	62.13	203	2.0	25.5	\$21,426	\$253,953	\$1,251
Madison	52.75	88	1.0	10.0	\$1,092	\$110,000	\$1,250
LP Brown	43.22	113	1.0	10.0	\$2,918	\$107,350	\$950
Roosevelt	40.98	156	1.0*	0	\$6,168	\$80,028	\$513
Hansen	36.55	163	1.0*	0	\$164	<u>\$83,456</u>	\$512
Subtotal						\$634,787	
Misc. Supply						\$16,076	
Total						\$650,863	

*Reading Coach



Key Policy Decisions for OSD

Question	Options	OSD Decision To Date
1. Where to allocate Title I resources?	Elementary, Secondary, or Both	Elementary; including secondary increases number of schools that NCLB accountability applies to and therefore, waters down funding
2. How much Title I to spend on Preschool?	None, Less, More	17% used to provide preschool services to peer students that would otherwise have to pay tuition. (All students with an IEP are free, regardless of income.)
3. Whether or not to provide FDK using basic education \$ at a non-Title school?	Provide basic \$ = cannot use Title I OR no basic \$ = can use Title I	Use of Title I was eliminated for 2012-13. Once we close the 2012-13 school year, cannot revert to former use.
4. How will money be divided among Title I schools?	a. Lump allocation or model of services b. If model: is each school fully funded or is each component fully funded	a. Model of services and b. Each school is fully funded until funding is allocated.



Title I Model

Model

- a. Reading coach
- b. Para hours
- c. Balance: supplies to meet fiscal PPE test

Schools are ranked by highest to lowest poverty, each school is fully funded, then next school is fully funded.

	Fully Fund Each School	Fully Fund Each Component
Garfield	Reading coach + para hours + supplies	Reading coach + para hours + supplies
Madison	Reading coach + para hours + supplies	Reading coach + para hours
LP Brown	Reading coach + para hours + supplies	Reading coach + para hours
Roosevelt	Reading coach + para hours + supplies	Reading coach + para hours
Hansen	Only partial reading coach can be funded	Reading coach + para hours

