DISTRICT OF COLUMBIA
PUBLIC SCHOOLS
Office of the Chief Operating Officer

School Budgets: LSAT Budget Engagement

New Principal and LSAT Webinar
January 25, 2017

District of Columbia Public Schools   1200 First Street, NE Washington, DC 20002   T 202.442.5885   F 202.442.5026   dcps.dc.gov

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School Budgets

Agenda

1. Welcome, Introductions, and Webinar Norms

    ❑ Remarks by Sara Goldband, Deputy Chief, Procurement and Administration

2. DCPS Budget Process and Timeline

3. School Budgeting 101

4. Initial Budget Allocations

5. LSAT Engagement (Roles and Responsibilities)

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School Budgets

Introductions

School Funding Team
- Allen Francois, Director – allen.francois@dc.gov
- Annie Meyer, Coordinator – annie.meyer@dc.gov
- Sara Goldband, Deputy Chief, Procurement and Administration sara.goldband@dc.gov

Community Action Team
- Cassandra Sànchez, Coordinator – cassandra.sanchez@dc.gov
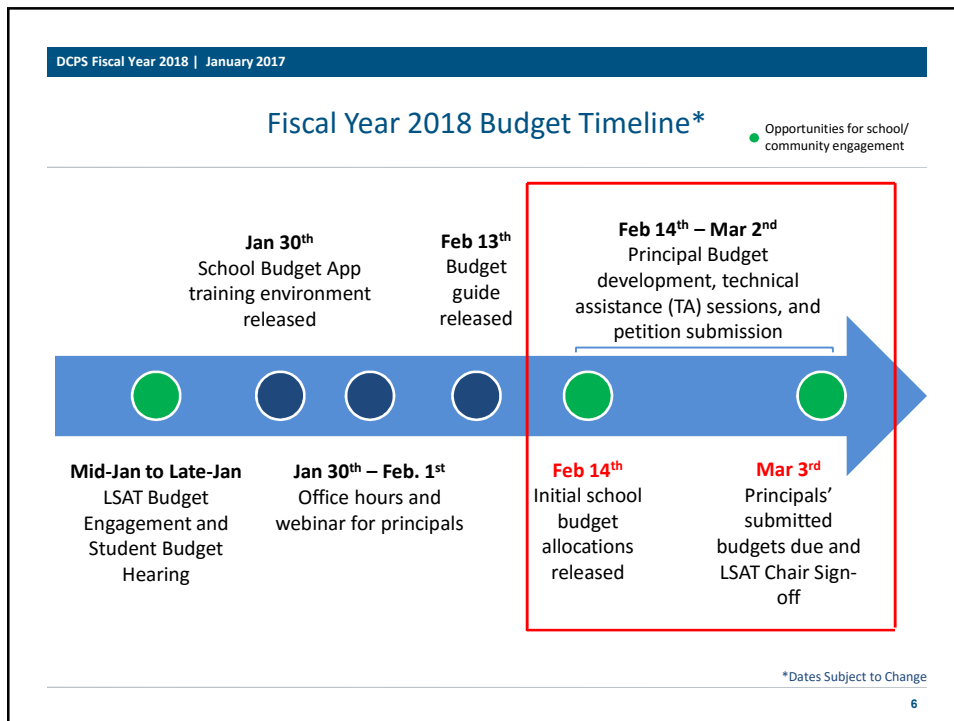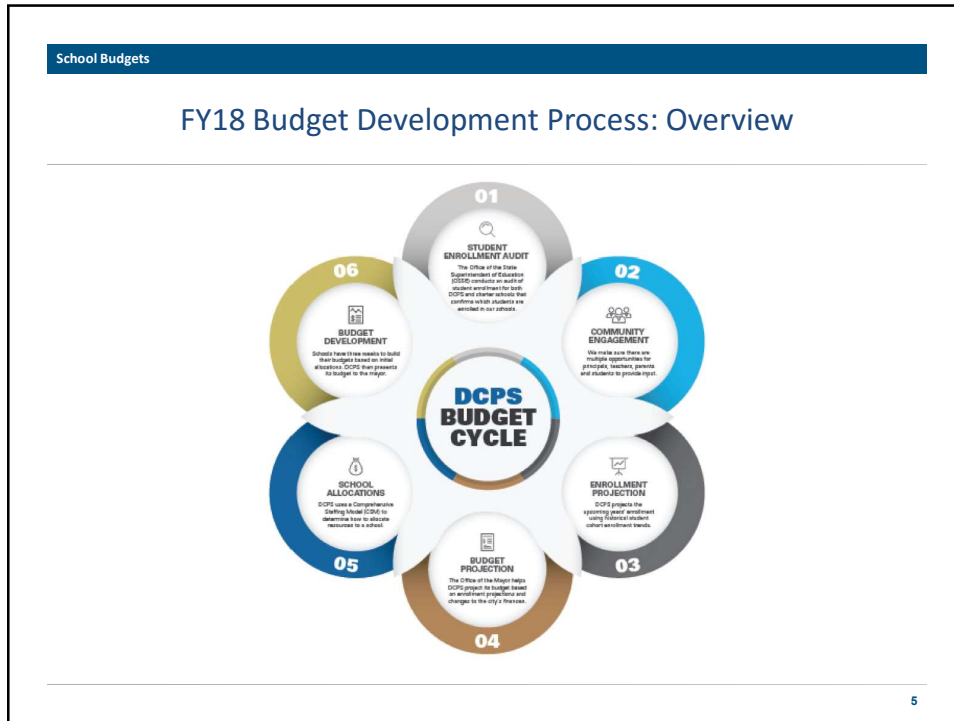- Eli Hoffman, Coordinator – elias.hoffman@dc.gov

School Roll Call

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School Budgets

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1. Welcome, Introductions and Webinar Norms (Annie)

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School Budgets

FY18 Budget Development Process: Overview

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DCPS Fiscal Year 2018 | January 2017

Fiscal Year 2018 Budget Timeline*

● Opportunities for school/
community engagement

Jan 30th
School Budget App
training environment
released

Feb 13th
Budget
guide
released

Feb 14th – Mar 2nd
Principal Budget
development, technical
assistance (TA) sessions, and
petition submission

Mid-Jan to Late-Jan
LSAT Budget
Engagement and
Student Budget
Hearing

Jan 30th – Feb. 1st
Office hours and
webinar for principals

Feb 14th
Initial school
budget
allocations
released

Mar 3rd
Principals'
submitted
budgets due and
LSAT Chair Sign-
off

*Dates Subject to Change

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Budget 101

Where does money for education come from?	• 80% from local taxpayers • Federal grant funds • Intra-District Funds • Private Donations
How is DCPS funded?	• Based on Enrollment • UPSFF – Uniform Per Student Funding Formula • Foundation level for each student (FY17 = $9,682) • At-Risk funding & additional weights for sub-populations
How are schools funded?	• Comprehensive Staffing Model - Each major school type follows an allocation model for staff and for non-personnel funds.

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School Budgets

How are schools funded?
DCPS uses a Comprehensive Staffing Model (CSM)

> For each school type, positions and non-personnel funds are allocated according to a model that provides for the number and type of students enrolled at that school

- When an item is "allocated," the **funding is provided** for that position or non-personnel category based on a formula
- The model includes **mandatory positions** (principal, core and related arts teachers, related service providers, etc) and **flexible positions** (business manager, assistant principals, etc)
- The CSM includes funding for **both positions and programs** at each school (e.g. NAF academies, JROTC, etc).
- After the CSM has been modeled for a school, we ensure that it has resulted in meeting our **per-pupil funding minimum** ($9K per student), and that the **budget has not decreased by more than 5%** from the previous years (known as stabilization). Adjustments are made as necessary.

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Budgeting for School-Based Staff

- DCPS budgets for all school-based staff based on the **average cost** of the staff member.
- DCPS is required to budget this way based on the WTU contract.

2 Teachers Allocated to the school ✕ **$93,805** Average Cost = **$187,610** Funding allocated to the School

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FY18 Budget Development Process: Overview

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What Happens During Budget Development: Initial Allocations

Funding is allocated for Staff based on the CSM for each school type.

Funding is allocated for non-personnel (i.e. technology and supplies, etc.)

Grant and flexible funds allocated.

Schools Initial Budget Allocation

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FY18 School Budget Development

Example Comprehensive Staffing Model

DCPS Comprehensive Staffing Model

This Comprehensive Staffing Model shows how DCPS allocates funds to individual schools, based on projected student enrollment and other key factors. The model ensures that every school has certain resources that are needed for the school to operate, and it also provides school leaders with the flexibility to staff their school in ways that support the school's unique goals.

High School

FY 2017

SCHOOL LEADERSHIP

School Principal	Every school receives a principal.
Assistant Principal	Schools receive 1 assistant principal for every 300 students.
Assistant Principal - Ninth Grade Academy	Schools operating a Ninth Grade Academy receive 1 full-time Ninth Grade Academy assistant principal.

RELATED ARTS

Art Teacher	
Music Teacher	Staff are allocated to meet all scheduling requirements, including a minimum of 20 academic electives and 8 Advanced Placement courses.
Physical Education/ Health Teacher	
World Language Teacher	
Librarian/Media Specialist	• Schools with 300 or fewer students receive a part-time librarian. • Schools with more than 300 students receive 1 full-time librarian.

GENERAL EDUCATION

| Core Content | Staff are allocated to meet all scheduling requirements, including a minimum of 20 academic electives and 8 Advanced Placement courses. |
| Career and Technical Education (CTE) Teachers | |

Shaded items are flexible for Principals

For all school type staffing models visit www.dcpsdatacenter.com

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Example: High School
(**Projected Enrollment**: >550; **At Risk Population**: 93%)

Category	Item Name	Allocation	FTE	$ Amount
School Leadership	Principal	✓	1.0	$167,314
	Assistant Principal	1:300 Students	1.9	$251,140
	Assistant Principal - Ninth Grade Academy	✓	1.0	$132,179
General Ed. & Related Arts	Core Content & Related Arts Teachers	Sched. Req.	32.5	$3,048,663
	Library Media Specialist	>300 Students	1.0	$93,805
	JROTC Teacher	✓	2.0	$181,295
	Coordinator - Athletics & Activities	✓	1.0	$99,451
	TLI Teacher Leader	Opt-In Program	0.8	$70,354
	Director - NAF	(No NAF Acad.)	0.0	$0
	Coordinator - NAF	(No NAF Acad.)	0.0	$0
Schoolwide Instructional Support	Instructional Coach	✓	1.0	$93,805
	School Psychologist	Formula based on history, IEPs	2.0	$187,610
	Social Worker		5.0	$469,025
	Coordinator - Twilight Academy	✓	1.0	$99,451
	Coordinator - Pathways	✓	1.0	$99,451
	Guidance Counselor	1:250 Students	2.3	$249,131

Example: High School
(**Projected Enrollment**: >550; **At Risk Population**: 93%)

Category	Item Name	Allocation	FTE	$ Amount
Special Education	Special Education Teacher	Formula based on programs, history, IEPs	23.0	$2,157,515
	Special Education Aide		13.0	$334,464
	Behavior Technicians		3.0	$132,190
Other Building Staff	Business Manager	>300 Students	1.0	$75,673
	Administrative Aide	✓	1.0	$53,397
	Clerk	1:400 Students	1.4	$57,169
	Registrar	✓	1.0	$46,136
	Attendance Counselor	✓	2.0*	$114,502
	Custodial Foreman	✓	1.0	$64,700
	RW-5 Custodian	Bldg. Size	3.0	$150,705
	RW-3 Custodian	Bldg. Size	3.0	$120,116
Personnel Subtotal			**105.9**	**$8,549,240**

*Model generates 1 Attendance Counselor, additional counselor funded with At-Risk

School Budgets

Example: High School
(Projected Enrollment: >550; At Risk Population: 93%)

Category	Item Name	Allocation	$ Amount
Non-Personnel Services	NPS Flex Calculation	1.5% of personnel budget	$121,031
	Ninth Grade Academy NPS & Field Trips	Title Funds	$10,500
	Ninth Grade Academy Admin Premium	Title Funds	$30,000
	Twilight Academy Admin Premium	✅	$15,000
	Evening Credit Recovery	Assessment of Needs	$97,104
	Supplies for Related Arts & Library	$105 per student + Replacements	$63,581
	Computer Lab	✅	$12,240
	Custodial Supplies	$2,456 + $0.07/sq ft	$14,339
	Overtime (Admin Premium & Custodial)	$87 per student	$49,866
At-Risk Supplement	At-Risk Technology Investment	$40 per student	$21,240
Title Allocation	Title I & Title II		$250,641
Non-Personnel Subtotal			**$685,542**

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Initial Budget Allocation Worksheet

Required positions

Allocated, but not required positions

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Initial Budget Allocations
and more at
www.dcpsdatacenter.com

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School Budgets

Questions?

QuickBase Budget Application
https://octo.quickbase.com

School Budget Guide Website
http://www.dcpsschoolbudgetguide.com/

DCPS Interactive Data Center
http://www.dcpsdatacenter.com/

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What Happens During Budget Development: Engagement

Engagement

LSAT and Community

School Staff

Central Office

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School Budgets

Preparing for Budget Season

LSAT Preparation for Budget Season:

- Ensure that your LSAT information is up to date.
  - To ensure OFPE has the correct and most updated information, LSAT Chairs should send current rosters of LSAT members to ofpe.info@dc.gov
- Review LSAT guidelines, FAQs, and other resources available on the DCPS website at http://dcps.dc.gov/page/local-school-advisory-teams-lsat
- Convene an LSAT meeting in January or early February prior to being provided Budget Allocation

School Budgets

Budget Season Roles and Responsibilities

LSAT	PRINCIPAL
Advise the principal on priorities and goals	Attend all Local School Advisory Team meetings
Align LSAT goals with school priorities	Ensure that all stakeholders (parents, teachers, staff, students, and community members) are represented on the LSAT
Review data in order to be informed about school needs and trends	Provide copies of all material--data, budgets, DCPS school policies and mandates to the LSAT--necessary for the team to make an informed recommendation to the principal
Be prepared to voice your thoughts and opinions	Promote an atmosphere of inclusion, with dialogue focused on successful research- based approaches that benefit *all* students.

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Principal and LSAT Collaboration

Principals are responsible for **final decisions** regarding budget

The Principal is expected to:

- Share initial budget allocation with LSAT
- Discuss impact of new or changing programs and resources on budget
- Ask LSAT for recommendation as to positions to be excessed or added
- Share final budget to be submitted

The LSAT is expected to:

- Hold meetings and work throughout budget season
- Keep conversations confidential, especially discussions about specific staff
- Respect opinions of fellow LSAT members and principal; it's OK to disagree

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What Does This Look Like?

Example from Two DCPS School FY17 discussions:

- LSAT meets monthly throughout the school year
- Holds three budget-focused LSAT meetings during budget season
  1. Late January to discuss priorities for the school in anticipation of receiving their school's budget allocation
  2. Mid February after receiving their budget allocation
  3. Late February to review and finalize budget decisions

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What Does This Look Like?
School A – Principal and LSAT Ultimately Agree

Pre-Budget Season
- Principal hopes to add an instructional coach
- Her focus was on stronger classroom instruction

Late January Meeting
- LSAT expresses their main priority was to address the school's culture and climate- there had been a lot of bullying and suspensions.

Mid-February Meeting
- Principal and LSAT discussed how they could prioritize both by working on a creative solution.

Late February Meeting
- In the end, they added an instructional coach and worked with central office to prioritize the school for a new innovative school climate imitative- at no cost to the school.

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What Does This Look Like?
School B – Principal and LSAT Don't Reach Agreement

Pre-Budget Season
- Principal hopes to add a school social worker
- Her focus was on the social-emotional needs of her at-risk student population

Late January Meeting
- LSAT expressed their main priority was to expand the specials classes offered
- Wanted to hire a school garden coordinator to create and manage a school garden and teach gardening as a special

Mid-February Meeting
- Principal and LSAT go back and forth on what would help impact student achievement the most

Late February Meeting
- Against the recommendation of the LSAT, the principal decides to fund a social worker instead of a garden coordinator.

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Principal Rationale for departing from LSAT Recommendation

5.2 Rationale Template for Departing from LSAT or Personnel Committee (PC) Recommendation

Instructions

Principals, please list below your reason(s) for departing from: (1) The Local School Advisory Team's (LSAT) recommendation as to the area of certification to be affected by an excessing division and/or (2) the Personnel Committee's (PC) recommendation as to the individual employee to be affected by an excessing decision. Complete one form for each instance in which you've deviated from an LSAT or PC recommendation. Please provide your completed form(s) to your staffing specialist.

LSAT or PC Recommendation:	
Principal's Final Decision:	
Reason(s) for Departure:	

Principal Name: _____

Principal Signature: _____   Date: _____

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LSAT: Sign Off

There are three sign off options to verify the level of LSAT budget participation:

Option 1
The LSAT was consulted, and the budget is consistent with its recommendations.

Option 2
The LSAT was consulted, but the budget is *not* consistent with its recommendations

Option 3
The LSAT was not consulted.

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1/27/2017

School Budgets

LSAT: Review and Sign Off

Logging into QuickBase

1. **Log in to octo.quickbase.com**
   - *Username*: Your full DCPS email address
   - *Password*: Your normal DCPS email password
   - Note: Non-DCPS LSAT chairs must set up a QuickBase account through OFPE

2. **Select the "FY18 School Budget" application**
   - You will be directed to the LSAT Landing Page

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Main Themes and Lessons Learned

1. LSATs and principals should engage early and often around the budget for the following school year
2. The role of the LSAT is to advise. Final decisions lie with the principal.
3. Principals should ensure that LSAT members have the info they need to provide informed input
4. Always keep student achievement first when making budget decision
5. Healthy disagreement is the hallmark of an effective LSAT

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Questions?

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Thank You!

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