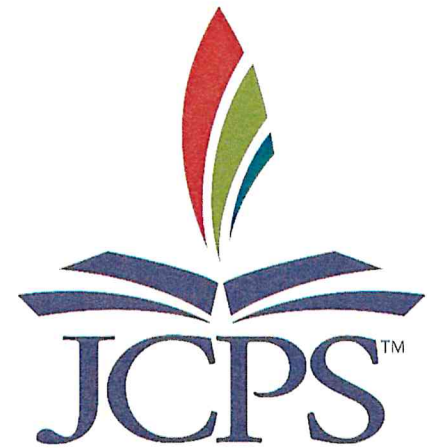


Finance Advisory Committee
Budget Process Work Session
FY 2019-20



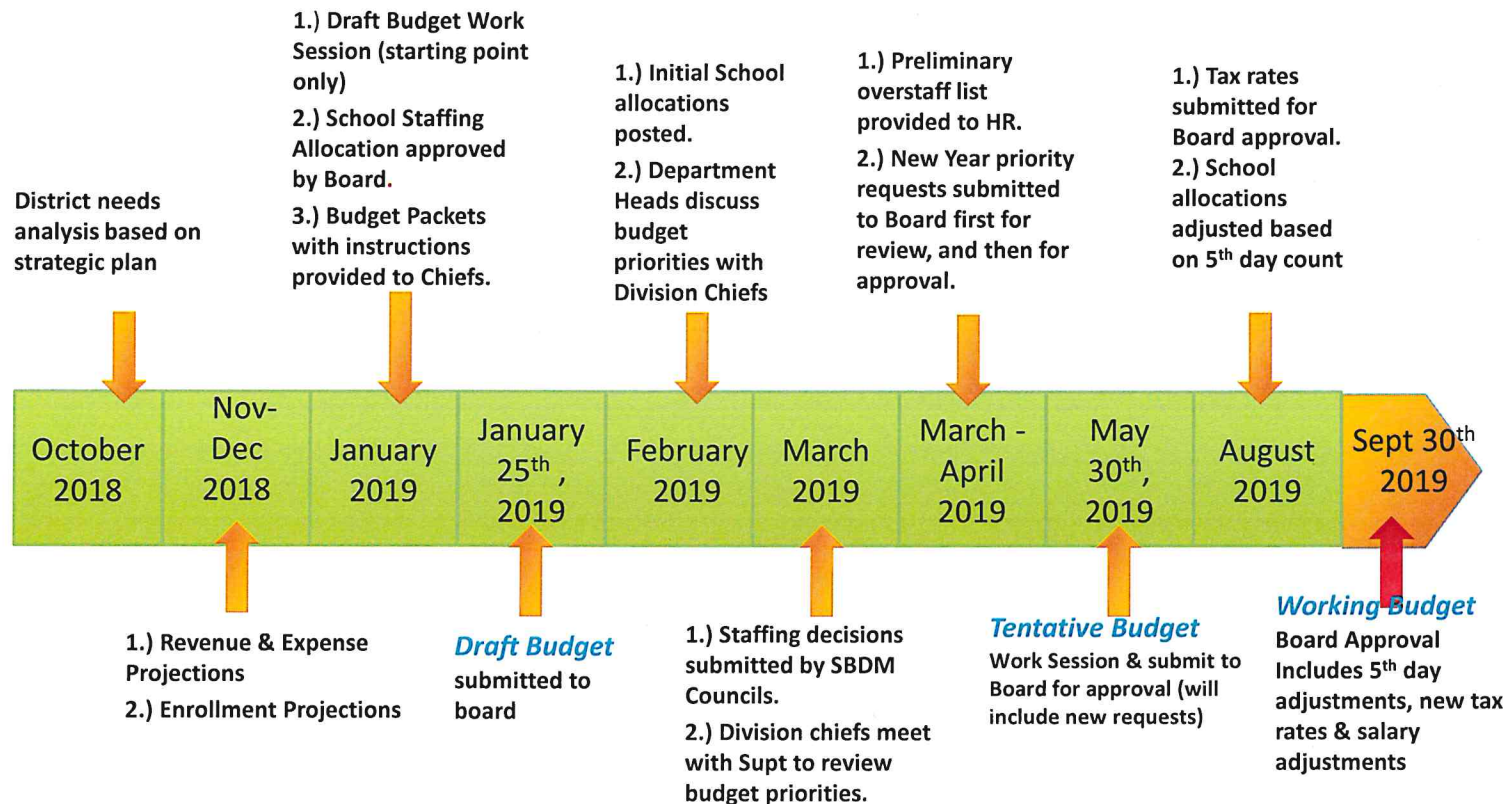
Jefferson County Public Schools
July 12, 2018

AGENDA



- SHARE CURRENT PROCESS FOR BUDGET DEVELOPMENT
- EXAMPLES OF NEEDS ASSESSMENT and RELATED GOALS
- SHARE LIST OF MAJOR INVESTMENTS
- OPEN DISCUSSION FOR NEXT STEPS FOR INCLUDING FINANCE ADVISORY COMMITTEE IN ESTABLISHMENT OF BUDGET PRIORITIES

Budget Process & Timeline for 2019-2020



Draft includes estimates for school allocations, but typically no new approvals; it is meant to be a starting point only.

Tentative includes line item distribution of codes, approvals from previous Board decisions, and 2% reserve.

Working includes new tax rates, salary approvals, carryover & carry forward from previous year, update on revenue projections.

EXAMPLE of Needs Assessment Overview 2017-2018

Learning, Growth and Development: Student Learning

Learning Readiness and Growth

- Overall reading and math achievement: 50% or less students P/D over 4 years per school level.
- Graduates: 57.1% of graduates classified as CCR in 2017 with graduation rates remaining at 80% for four years.
- Gap, priority, and focus students:
 - 20-40% lower in achievement than non-gap/priority with declines in ES and stagnant in MS and HS over time.
 - 10-30% less likely to graduate.
 - 23-66% less likely college-career ready.

Student Engagement/Behavior

- Suspension rates: 61% average increase over last 4 years; 35% average increase in 2016-17.
- Disproportionality: Suspensions 2- to 4-times higher for African American students than other race/ethnicity (varies by school level).
- Mental health: 7% average increase in referrals in each of the past three years.
- Student perceptions of culture/climate (CSS): Majority of students responded favorably across items (82.1% ES; 72.8% MS; 74% HS); items on 'bullying' received lowest ratings at all levels.

Increasing Capacity and Improving Culture: Culture and Climate

School Staff Capacity and Transition

- Culturally diverse, competent workforce:
 - 16% of teachers are minority, while 56% of students are minority.
 - 26.9% teacher turnover in priority schools; 16.2% in non-priority schools.
 - Gap student results suggest staff training needs on culturally diverse practices.

PD and Leadership Development Opportunities

- Curriculum and learning environment: Teachers/school staff need assistance in the following areas (based on data from Infinite Campus, PD Central, Tell Survey, etc.).
 - Literacy and math frameworks
 - Assessment use/literacy (KPREP, MAP, project-based)
 - Classroom management techniques
 - Behavior resolution and coding
- Leadership development program needs:
 - Applications for district leadership programs exceed space.
 - 27.8% priority school principals/APs have 0-3 yrs experience; 2.7% non-priority admin have 0-3 yrs experience.

Culture & Climate: Teacher Perceptions (CSS)

- School culture: About 25% of schools still need improvements in school culture based on CSS responses (e.g., less than 50% of school staff in some schools agreed with item "I am satisfied with my department/work place").

Improving Infrastructure and Integrating Systems: Organizational Coherence

Coherent Core Processes and Practices

- Corrective Action Plans: The KDE Management Review indicated a need for improvements in several areas.
 - Improve written procedures and protocols,
 - Improved follow-up processes on implementation and data analysis,
 - Increase support for individual schools based on data analysis,
 - Enhance professional developments to improve staff understanding.
- Resource Allocation: Budget constraints require analysis of:
 - funding streams and procedures.
 - maximum impact strategies for high priority areas.

Equitable Access in Systems for Gap, Focus, and Priority Students

- Student and educator data: Gaps in student learning and behavior coupled with gaps in experience and professional opportunities of educators serving these students suggests a need for larger system changes.
- Integrated District and Community Support
- Multi-tiered systems of support: CSS data indicated need for greater, coordinated systems for learning, behavior, and mental health interventions for students and families.

Vision

All JCPS students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful responsible citizens of our diverse, shared world



CDIP Overview 2017-2018

Mission

To challenge and engage each learner to grow through effective teaching and meaningful experiences with caring, supportive environments

Learning, Growth and Development: Student Learning

Goals/Outcomes include (not limited to):

- ⬆ Student engagement, voice/agency, sense of belonging, attendance, well-being
- ⬆ Deeper learning- student critical thinking, caring, and communicating skills, capacities, and dispositions
- ⬆ Proficiency, Gap Proficiency, Growth
- ⬆ Transition Readiness and College and Career Readiness
- ⬆ Graduation

Key Strategies

- Reflective, personalized deeper learning experiences for all students (1,2)
- Curriculum Framework for Literacy and Math (3-4)
- Assessment Literacy (5)
- Equitable access and opportunities to quality programming (i.e. advanced, ESL) (8,11)
- Academies of Louisville (9)

(strategy #)

Increasing Capacity and Improving Culture: Culture and Climate

Goals/Outcomes include (not limited to):

- ⬆ Positive, safe school culture and climate (for students, staff, and families)
- ⬆ Teacher/staff retention, satisfaction
- ⬆ Integration of teaching, assessment, and deeper learning opportunities
- ⬇ Suspensions

Key Strategies

- Restorative Practices (12)
- Multi-tiered systems of support (13)
- Cultural competence (14)
- Trauma-informed care and Socio-emotional learning (15)
- Leadership training opportunities - Professional learning/educator growth system to support Deeper Learning (16,18)

Improving Infrastructure and Integrating Systems: Organizational Coherence

Goals/Outcomes include (not limited to):

- ⬆ School support/ working conditions
- ⬆ Coherent core processes and practices (e.g., cross department teams; budgeting)
- ⬆ Equitable access in systems for gap, focus, and priority students
- ⬆ Parent/family engagement and satisfaction

Key Strategies

- Monitoring of Corrective Action Plans (6,7,10,17)
- Choice system (20)
- Cycle-based budgeting (19,21)
- Louisville Promise (22)
- Parental communication and access to information (23)
- Technology integration (24)
- Minority recruitment and hiring (25)
- Differentiated support for priority schools (26)
- Alignment of resource allocation with physical & instructional infrastructure needs (27)

EXCELLENCE WITH EQUITY

Budget Development Cycle Important Dates

January 31

Draft Budget reviewed by school board (KRS 160.470)

January / February

School Staffing Formula approved by the school board

March 5

Allocations to school councils (KRS 160.345, 702 KAR 3:246)

March 31

School councils advise superintendent/board of staffing levels

April 30

Notification of re-employment of certified staff for next year
(KRS 161.750)

May 1

Updated allocations to councils

May 1

KDE sends forecasted state SEEK for next year fiscal year

DECISIONS: Integrating the Finance Advisory Committee into the Budget Process



What is the role of the committee in the budget process?

What information does the committee need in order to fulfill that role?

What points in time does the committee need to take action?

Other questions?

Budget Development Cycle Important Dates



January 31 -Draft Budget reviewed by school board (KRS 160.470);
School Staffing Formula approved by the school board

March 1 - Allocations to school councils (KRS 160.345, 702 KAR 3:246)

March 15 – Board reviews new-year priorities

March 31 - School councils advise superintendent/board of staffing levels

April 30 - Notification of re-employment of certified staff for next year (KRS 161.750)

May 1 - Updated allocations to councils

Budget Development Cycle Important Dates



May 15th - Notification of certified staff of reduction in duties or salary [KRS 161.760 (3)]; Notification of certified staff of non-renewal

May 30 - Section 7 allocations if any, to each school council [702 KAR 3:246 (7)]

May 30 - Tentative Budget adopted by the school board includes 2% reserve – [KRS 160.470(6)]

July 25 - Annual Financial Report sent to KDE

August (within 30 days of receipt of assessment) - Tax rate levied by the school board