

SCHOOL BUDGET DEVELOPMENT AND FUNDING

Principals, teachers, and Local School Councils (LSC) work together to prepare a budget that reflects a school's needs for a specific school year. The budget represents school priorities in terms of educational expenditures and goals, and indicates how those priorities will be funded. Every school-based budget must conform to laws, contractual agreements, and Chicago Board of Education policies.

School Improvement Plan

Development of a school budget begins with creation of a School Improvement Plan, called the SIPAAA, which stands for "School Improvement Plan for Advancing Academic Achievement"; the School Reform Act requires every principal prepare a SIPAAA in partnership with the LSC. The SIPAAA is a blueprint for improving the school and enhancing student performance. The school budget mirrors the goals and programs outlined in the SIPAAA.

Allocation of Resources to Schools

To begin the budget process, schools obtain information detailing next school year's school specific allocations. The primary allocation classifications are: "enrollment based"; "special needs"; "operations and maintenance"; and "categorical programs."

Enrollment Based Allocations

A school's general education student enrollment projection determines the number of quota teachers, support staff, and the allocation of instructional equipment and supplies that is paid for by General Funds. These enrollment projections are calculated by the Office of School Planning and Demographics and are based on five years of enrollment trend data and the cohort survival ratio for each school. Non-personnel items such as textbooks, supplies, repairs and equipment are allocated on a per-pupil basis. To ensure equitable distribution, the number of quota teachers and support staff allocated to a school is calculated using staffing formulas that incorporate student enrollment projections and other inputs established by Board policy and the collective bargaining agreement. It is important to note that additional positions are allocated (based on formula) once the school year begins if actual school membership exceeds the projected enrollment.

Elementary School Position Overview:

The following ratios are used to calculate an elementary school's quota teacher allocation:

Grade Level	Target Pupil-Teacher Ratio
Intermediate/Upper (4-8)	31:1
Primary (1-3)	28:1
Kindergarten*	56:1

* Note that kindergarten is a half-day program with enrollment based on 56 students (28 x 2), with assigned teachers holding both a morning and afternoon class each day. Special funds may be used to provide a full-day program.

Elementary schools are granted quota or board-funded teaching positions based on the following step-by-step formulas:

Intermediate and Upper:

- 1) Total the number of projected Intermediate and Upper general education students.
- 2) Divide total by 31.
- 3) Round the result down to the nearest whole number.
- 4) **This is the number of Intermediate/Upper Teachers to which the school is entitled.**
- 5) Multiply the number of Intermediate/Upper teachers by 31.
- 6) Subtract this number from the total number of projected general education Intermediate/Upper students.
- 7) **This is the remainder of Intermediate/Upper students that will be used in the calculation of Primary teachers.**

Primary:

- 1) Total the number of projected Primary Students and add the remainder of Intermediate/Upper Students.
- 2) Divide this number by 28 and round up to the nearest whole number.
- 3) **This is the number of Primary Teachers to which a school is entitled.**

Kindergarten Teachers:

- 1) Divide number of projected general education Kindergarten students by 56.
- 2) Round the result up to the nearest .5.
- 3) **This is the number of Kindergarten Teachers to which the school is entitled.**

Together, the results total the number of general education classroom quota positions allocated to a school. Elementary school administrators may allocate the positions at their discretion across the categories listed above, but must abide by Board policies and contractual and legal requirements .

Ancillary elementary teaching positions, like library, art, physical education, music, counselors, plus support/administrative staff positions funded by General Funds are determined by formulas using enrollment projections and Board funded teacher data. These formulas are as follows:

Elementary PE and Librarian:

- The number of Physical Education and Library teacher positions is determined by the number of general and special education board-funded self-contained classroom teachers providing instruction to students in regular and self-contained special education classes.

- The number of general and special education board-funded self-contained classroom teachers is determined by the sum of
 - The special-ed provider count from the Office of Specialized Services.
 - The current allocation of Kindergarten, Primary and Intermediate/Upper positions to which a school is entitled.
- Based on the number of general and special education board-funded self-contained classroom teachers the number of authorized PE and Librarian teachers is as follows:

Number of General and Special Education Board Funded Self-Contained Classroom Teachers	PE/Library Teachers
< 15	1
16	1.5
17-30	2
31-37	2.5
38-45	3
46-52	3.5
53-60	4
61-67	4.5
68-75	5
76-82	5.5
83-90	6
91-97	6.5

Elementary Art and Music:

- The number of authorized Art or Music teacher positions is based on projected K – 8 membership as follows:

K – 8 Membership	Art/Music Entitlement
0 - 750	.5
751 +	1.0

Elementary Counselor:

- Counselor positions are allocated to each school based on projected K- 8 membership, as follows:

K – 8 Membership	Counselor Entitlement
Up to 349	.5
350 – 1,199	1.0
1,200 – 1,799	1.5
1,800 and above	2

Elementary Clerks:

- The number of quota clerk positions is based on the number of general education board-funded teacher certified staff, not including special ed teachers, as follows:

Number of Gen Ed Board Funded, Board Certified Teaching Staff	School Clerk Entitlement
1 – 45	1
46 – 75	2
76+	3

Elementary Teaching Assistant Principal :

Each elementary school is entitled to one general education board-funded teaching assistant principal. The teaching assistant principal position is included within the school's entitlement as one of the general education teaching quota positions.

High School Position Overview

Classroom Quota Teachers

The formulas used to allocate Board funded high school classroom teachers take into targeted student teacher classroom ratios and the typical school model for including students with special education needs in general education classrooms, according to least restrictive environment (LRE) classifications. For high school core and most elective subject courses targeted student-teacher ratio is 28:1. The target for Art is 31:1, Music is 34:1, and Physical Education is 40:1. Other factors included in the formulas are the standard number of subjects each students takes (7) and the standard number of classes each teacher must instruct (5).

<u>Category of Teachers</u>	<u>Formula</u>
Math	(Projected General Education students + projected students with LRE1 classification)/28/5
English	(Projected General Education students + projected students with LRE1 classification)/28/5
Science	(Projected General Ed Students + projected students with + LRE1 and LRE2 classifications)/28/5
Social Studies	(Projected General Ed Students + projected students with + LRE1 and LRE2 classifications)/28/5
PE, Music, Electives*	(Total School Membership*3)/31/5

* The PE, Music and Electives category formula uses as an average class size of 31 as determined by class size targets and student requirements for these courses, and thus is more generous than the actual targeted class size.

- The sum of all formula categories is rounded up to the nearest .2 position.

- This value equals the overall number of board-funded quota high school classroom teachers.
- Within the overall high school classroom quota teacher category, school administrators may allocate teachers at their discretion across the core subject areas. The categories simply allow for a standard design template in determining the appropriate allocation.

High School Librarians

High school librarian positions are allocated to each school based on membership as follows:

- All high schools receive 1 librarian position.
- Schools with a total membership greater than 1,500 students receive an additional quota librarian position.

High School Counselors

- Counselor positions are allocated to each school based on projected total high school student membership as follows:

High School Membership	Number of Counselors
Up to 360	1
361 – 720	2
721 – 1,080	3
1,081 – 1,440	4
1,441 – 1,800	5
1,801 – 2,160	6
2,161 – 2,520	7
2,521 – 2,880	8
2,881 – 3,240	9
3,241 – 3,600	10
3,601 – 3,960	11
3,961 and above	12

High School Assistant Principals

- General Education High Schools

Total school membership excluding pre-school	Number of Assistant Principals
501 – 1,500	1
1,501 – 2,500	2
2,501 – 3,500	3
3,501 and above	4

Allocations Based on the Special Needs of Students

In addition to the basic distributions described above, positions and funds are budgeted to schools based on the number of eligible students served in certain categories, such as “special education” and “students with limited English proficiency.” State regulations for class sizes determine the number of special education teachers and related service providers a school requires. These regulations are specific to the student disability identified as needing special education support. The number of Pupil Support Services personnel allocated to a school (nurses, social workers, psychologists, etc.) is determined by the number of special education students requiring individual services and the needs of regular education children in the school.

Special Education:

The formulas for special education services are as follows for each student:

- Based on 1500 minutes per week of total instructional time
- **Amount of Required Services (ARS)**
C = Less than 750 minutes per week
F = More than (or equal to) 750 minutes per Week
- **Location of Services (LRE = Least Restrictive Environment)**
1 = Less than 20% of week removed from General Education Setting
2 = 20-60% of week removed from General Education Setting
3 = More than 60% of week removed from General Education Setting

Primary Disability Category	Least Restrictive Environment Code	Amount of Required Service Code	Teacher (minimum shown for first teacher)	+ Aide
Resource (All Disabilities) (z)	1,2	C or F	1-20	—
Cross-Categorical (z)	3	F	5-12	13-15
Autism	3	C or F	5-7	two per teacher
Severe Profound	3	C or F	4-8	one per teacher
Trainable Mentally Handicapped	3	C or F	13-15	one per teacher
Hearing Impaired (elementary school)	3	C or F	6-8	—
Hearing Impaired (high school)	3	C or F	6-10	—
Visually Impaired (elementary school)	3	C or F	6-8	—
Visually Impaired (high school)	3	C or F	9-12	one per teacher
Pre-School Blended - Under Age 6 (All Disabilities except HI and VI)	1,2	F	1-12** am/pm	—
Pre-School Instructional (all disabilities except HI, VI, and AUT)	3	C or F	1-20*** am/pm	one per teacher
HI and VI Pre-School Instructional	3	C or F	5-7 full day	one per teacher

Footnotes:

* Students not serviced by these formulas are serviced by itinerant staff.

** Not to exceed, 6 students per section.

*** Not to exceed 10 students per section.

(z) Cross Categorical includes the following categories: {LD, EBD, TBI, OHI, EMH} 3F, as well as low incidence disabilities that are not self-contained (i.e. "3F")

English language Learners:

The formulas for services to eligible students that limited English proficient are as follows:

Allocation of supplemental bilingual education teacher(s) is formula based. The formula is based on the adjusted number of English Language Learners (ELLs) in each school. The adjusted number is based on the number of years an ELL is in the program. Program years 0-3 count as **1.0** and any students beyond 4 years are counted as **0.5**. Half day kindergarten is also counted as **0.5**.

		No. of ELLs (Same Language Background)	Supplemental Teacher Allocation
Transitional Bilingual Education (TBE)	Elementary School TBE Program	20 - 175*	1.0
		176* or more	2.0
	High School TBE Program	20 - 200*	1.0
		200* or more	2.0

		No. of ELLs	Supplemental Teacher Allocation
Transitional Program of Instruction** (TPI)	Elementary School TPI Program	1* - 15*	0.0
		16* - 35*	0.5
		36* or more	1.0
	High School TPI Program	1* - 40*	0.0
		41* or more	1.0

* = Number is adjusted based on number of years in the program
 ** = Fewer than 20 ELLs of the same language background

Operations and Maintenance

Schools are given allocations to support their building operation and maintenance costs. Both school square footage and enrollment determine needed repairs, custodial supplies and custodial staff. The Board funds an engineer at every school. Lunchroom staff is allocated by the number of meals per man-hour for various criteria. Additionally, schools are provided with custodial workers. The number of custodial workers is allocated based on cleanable square footage. Schools requiring capital improvements must go through a three year review process to which determinations are made based on priority. Security personnel are allocated per a formula including student membership and specific security issues.

Categorical Funds and Other Programs

Additional funding is provided for programs supported by special local, State, and Federal funds. These programs and projects are over and above the basic instructional programs available in all schools. Two significant funding sources allocated during the school budget process are Supplemental General State Aid (SGSA) and NCLB Federal Title I.

Supplemental General State Aid:

Supplemental General State Aid is part of the General State Aid that CPS receives from the State. SGSA funds are designed to supplement regular and basic programs supported by the General Education Fund. The amount of money a school receives depends on how many of its students are eligible to receive free or reduced-price meals, multiplied by the per-pupil allocation. CPS uses poverty data generated yearly by the number of students who are eligible to receive free or reduced lunch. The data is taken at one point in time for the entire school system (i.e. first Friday in December). Once data is collected, CPS establishes a flat rate per pupil amount and calculates the SGSA allocation based on the number of eligible students for each qualifying school. For FY 2007, the per pupil rate is \$716. The following table delineates estimated allocations:

Students on FRL	Allocation Rate	Total Allocation
1	\$716	\$716
100	\$716	\$7,160
1,000	\$716	\$71,600

NCLB Title I:

CPS allocates NCLB Federal Title I funds to schools with a high concentration of low-income children, to provide supplementary services for educationally disadvantaged students. The formula used to determine a school's eligibility for these funds is based on the ratio of TANF (Temporary Assistance to Needy Families) and free and reduced-price lunch school data as a percentage of enrollment. CPS uses poverty data generated yearly by the number of students, ages 5-17, who are eligible to receive free or reduced lunch (60% weight), and the number of children, ages 5-17, from families which receive financial assistance through TANF – Temporary Assistance for Needy Families (40% weight). The data is taken at one point in time for the entire school system (the first Friday in December). Once data is collected, CPS ranks schools and allocates additional funding to those schools serving a population greater than 40%. Distribution to schools is on a sliding scale basis per eligible pupil with higher poverty schools receiving a higher per pupil amount as indicated in the table below:

Poverty Index	Allocation Rate	Eligible Students	Total Allocation
<40%	\$0 (below threshold)	100	\$0
40-40.99%	\$430	100	\$43,000
41-41.99%	\$440	100	\$44,000
99-99.99%	\$1,020	100	\$102,000

Schools can budget Supplemental General State Aid and NCLB Title I funds at their discretion but must remain in compliance with regulations and guidelines, and adhere to the SIPAAA.

Additional Funds and Positions

During the budget process, schools receive additional positions and funds to support various demonstrated needs and initiatives. Additional programs are available to schools based on need and/or through the request for proposal (RFP) process. Some of these programs include Education to Careers, Safe and Drug Free Schools, and Community Schools.