**Education Law §3614 School Funding Allocation Report**

**Part F - Narrative Description**

**(A) Describe the local methodology/approach used to allocate funds to each school in the district during the process of budget development and implementation. (B) Please also describe the role(s) of all relevant stakeholders in such budgetary processes and decision-making. (C) Finally, if schools are allocated a significant portion of their funds—either in part or in full—through a formula, outline the nature/mechanics of the formula and the elements impacting each school’s allocation.**

**Specifically, the Division of Budget and the State Education Department would consider a complete response to this question to include explicit answers to the questions included in the rubric below, including a substantive discussion on the translation of students needs into the district's budget (at least 1 sentence per question, when applicable).**

The budget development process begins with the Superintendent and Board of Education goals. The Superintendent and Cabinet members review the goals of the District and develop a list of priorities for the coming year budget. The budget process begins in October. The Business Office prepares the budget files and a budget memo to distribute to Cabinet members, Principals, Directors, and Operational Supervisors. The budget memo includes projected enrollment information by building. The projected enrollment file also includes the projected enrollment by building of Students with Disabilities (SWD) and ENL/ELL students. Additional weighting is applied to enrollment figures for any underfunded high needs designated buildings to ensure that these locations are allocated additional funding.

Budget files are distributed at the end of October/first week of November to all Administrators. Budget files are to be completed and returned to the Business Office by the middle of December. The first budget workshop is typically held in early to mid January. A series of additional workshops are held through the end of March, with the anticipated budget adoption taking place towards the end of March. During the budget workshops the Business Office presents information on various areas of the budget. Information is given on what is included as well as any significant changes that are proposed within each budget area being presented.

For Principal/building budgets, there is an elementary, middle school, and high school per pupil allocation that is applied to the projected enrollment. Additional funding is allocated to the schools based on the SWD projected enrollment and the ENL/ELL projected enrollment. Academic directors meet with building Principals and the Assistant Superintendents to ensure that their proposed budgets best meet the needs of the students at each location and district-wide. Academic Directors and other Administrators are to use the projected enrollment file when allocating departmental funds to the various buildings.

During the budget workshops the Business Office presents information on various areas of the budget. Information on what is included as well as any significant changes that are proposed within each area is presented to the Board of Education and public.

**If applicable, is there anything unique about certain schools which explain why per pupil spending at these locations may be significantly higher/lower than the district average?**

Programs are located at various buildings to best meet the needs of the student population served.

Barton Elementary School is projected to have 8:1:2 and 10:1:2 self-contained classes, co-teaching, resource room and consultant teacher sections of classes in addition to regular education classes. There are projected to be 4 special classes, 6 co-teaching classes which include both a regular education teacher and special education teacher, and 13 regular education classes.

Bay Elementary School is projected to have dual language classes in addition to regular education classes. There are projected to be 6 dual language classes, which convert to 12 needed staff members, as the class is split and rotates between the English teacher and the Dual Language teacher. Although enrollment is lower than some of the other buildings, due to the dual language program, additional staff is allocated to the building to offer this program. Bay is projected to have 7 regular education classes.

Canaan Elementary School is projected to have 15:1:1 self-contained classes, resource room and consultant teacher sections of classes in addition to dual language classes and transitional bi-lingual classes, and regular education classes. There are projected to be 3 special classes, be 6 dual language classes, which convert to 12 needed staff members, as the class is split and rotates between the English teacher and the Dual Language teacher. Canaan is projected to have 1 transitional bilingual class and 14 regular education classes.

Eagle Elementary School is projected to have co-teaching classes in addition to dual language classes, and regular education classes. There are projected to be 6 co-teaching classes which include both a regular education teacher and a special education teacher, 6 dual language classes, which convert to 12 needed staff members, as the class is split and rotates between the English teacher and the Dual Language teacher. Eagle is also projected to have 10 regular education classes.

Medford Elementary School is projected to have 15:1:1 self-contained classes, and consultant teacher sections of classes in addition to dual language classes and transitional bi-lingual class, and regular education classes. There are projected to be 6 special classes, be 6 dual language classes, which convert to 12 needed staff members, as the class is split and rotates between the English teacher and the Dual Language teacher. Medford is projected to have 7 regular education classes.

River Elementary School is projected to have self-contained classes, co-teaching, resource room and consultant teacher sections of classes in addition to regular education classes. There are projected to be 6 co-teaching classes which include both a regular education teacher and special education teacher, and 8 regular education classes, and 3 self-contained classes.

Tremont Elementary School is projected to have 15:1:1 self-contained classes, resource room and consultant teacher sections of classes in addition to regular education classes. There are projected to be 5 special classes, and 20 regular education classes.

Oregon Middle School is projected to have 12:1:2 self-contained classes and 15:1:1 self contained classes.

Saxton Middle School is projected to have 15:1:1 self-contained classes.

South Ocean Middle School is projected to have 15:1:1 self-contained classes.

**If applicable, describe any items which the district feels are anomalous in nature and require additional description.**

Due to the nature of the programs offered at some of our smaller schools, for example, co-teaching classes which include both a special education teacher and a regular education teacher, or dual language classes which are typically smaller in class size, the per pupil allocations can look slightly higher at these respective locations.