**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 process is lead collaboratively by th District Superintendent and his cabinet working closely with the Board of Education. The Associate Superintendent for Business Services plays a significant role in the budget process. The first major milestone is the proposal of a budget calendar developed by the superintendent cabinet. The Board approves the budget calendar in October of each year. The process takes from October through the budget vote in May. The Board is given monthly status of the budget process from October through December and twice a month status from January through May. The Board has a budget subcommittee that meets frequently throughout the process. Resources are generally allocated based on the student enrollment with consideration for the unique needs of the student population. Grant funds are allocated directly to individual schools based on grant eligibility of the school.

One factor that clouds the picture is the cost of staff which is dependent on their years of experience, so it may appear that one building is receiving greater resources due to having more mature staff. All staff have input into the process through their building Principals and or their academic director.

**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?**

As mentioned above staff experience level drives compensation and can influence spending per pupil. Also grant funding is directly related to the needs of the school and will impact spending per pupil. We have increased ELL programing to 3 elementary schools, 2 middle schools as well as our Jr High and High School. Staffing is in place to support these students. In addition, students needing ELL services that do not attend one of these schools, are able to travel to one of those locations and get the services they need.

We also have a few schools where we run unique, higher cost special education programs that drive up the per pupil spending in these schools. Finally we continue to work hard to drive down our class sizes, particularly in schools with higher free and reduced lunch counts.

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

None

  