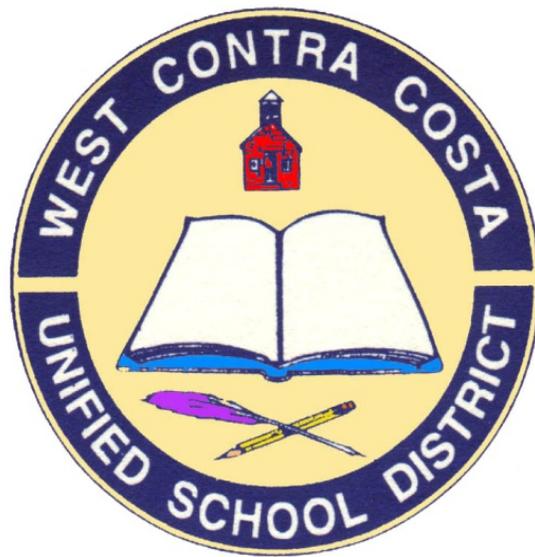


West Contra Costa Unified School District



2013-14 Budget Planning Executive Summary Board Meeting May 1, 2013

Prepared by: Sheri Gamba, Associate Superintendent

State Budget Impact on District Planning

In preparation for 2012-13, for the fourth consecutive year the District struggled with a budget adopted by the State that did not realistically solve its major deficit. The State Budget signed by Governor Brown included revenues generated by the outcome of Proposition 30 in the November election. The downside was, that if the election failed “trigger language” would have been automatically implemented which would have caused a \$12 million loss of revenue to the District in the 2012-13 school year and ongoing. The West Contra Costa Unified School District Board adopted a short term contingency plan in case Proposition 30 failed; it would have meant using the funding that had been set aside in the Special Reserve fund to offset revenue cuts in the current year and working on a plan for the subsequent years to reduce expenses.

The Board adopted budget for 2012-13 assumed that Proposition 30 would pass. This approach was taken to provide stability during the school year for programs, with the understanding that subsequent years would see major cuts if Proposition 30 failed. Since Proposition 30 was successful the District’s original operating budget has remained largely unchanged with the exception of typical adjustments for staffing and carryovers that are expected for each school year.

As we approach the 2013-14, we have the knowledge that Proposition passed and we expect to see legislation that will implement a new funding model for schools in California. However, to date no legislation has been passed or implemented to change the current funding model. There are a variety of pieces to the Governor’s Budget Proposal that are at risk due to political pressures. In addition, revenue trends are improving and the State must respond and plan with these new numbers. The May revision will provide additional information as to the path the Governor hopes to guide us down for school funding, but ultimately, it is the legislation passed that sets the actual program in place.

Due to the timing constraints and uncertainty of legislative process, staff is working on the budget using the general operational and revenue assumptions that are within the District current programs, Board Direction on upcoming programs and activities, and current State law relating to school revenues. At this juncture we would ask the Board to review the assumptions in use and provide any comments or direction toward the preparation of the budget for 2013-14. Once the State has passed the 2013-14 budget into law, staff will prepare a 45 day budget revision for review and adoption to account for any changes necessary.

General Fund Unrestricted

Revenue Limit

Revenue Limit funding is based mainly upon student attendance. Revenue Limit funding is the dollar amount for each student that is in attendance on average during the course of the school or fiscal year. Student attendance based revenues are the primary income component of the school district’s budget.

The Average Daily Attendance (ADA) funding that drives the funding or Revenue Limit is reported in both the restricted and unrestricted revenues of the District because certain ADA, such as for students in Special Education, are earned by the ADA generated in restricted programs.

The funding model in the Governor’s Budget Proposal maintains the construct of average daily attendance funding requirement. However, the concept of the “Revenue Limit” would be changed. The new funding model is called the Local Control Funding Formula (LCFF). The revenues would be generated on a combination of attendance, English language learner enrollment and free and reduced lunch counts.

The preliminary budget will rely on the old Revenue Limit model of funding until the State budget is passed and a revision can be prepared for the Board.

Fund Balance

After three fiscal years of decline the unrestricted ending fund balance increased in 2011 and 2012 based upon final financial reports ending each year. The following table illustrates the unrestricted ending fund balance for each year end closing. The following table illustrates the Districts actual fund balances through June of 2012.

June 2007	June 2008	June 2009	June 2010	June 2011	June 2012
\$28,936,748	\$21,567,077	\$20,049,661	\$15,439,421	\$18,438,898	23,376,077
Net Increase (Decrease):	(\$7,369,671)	(\$1,517,416)	(\$4,610,240)	\$2,999,477	4,937,179

During the 2011-12 fiscal year the fund balance increase was largely due to a one-time pay back to the General Fund from the Bond fund in the amount of \$4.5 million, for a legal settlement and legal fees related to a bond matter. It was determined that those costs, which were incurred since 2009, were properly charged to the bond program.

The beginning fund balance for 2013-14 will be estimated as a part of the budget development process. The January 31, 2013 estimate (Second Interim) for this coming year end closing (June 2013) unrestricted ending fund balance is \$20,373,876. This balance has certain required funding designations including the State required 3% designation for economic uncertainty.

Other State and Local Revenue

Other State Revenue includes K-3 Class Size Reduction, State Lottery, Supplemental Instruction and unrestricted Tier III programs. Local Revenue consists of interest earnings, support from the City of Richmond and other miscellaneous revenues. It should be noted that if the LCFF is funded, the majority of revenues in this category will be swept into the funding formula.

Parcel Tax – Local Support for Students

The parcel tax program includes support for a wide variety of services to students of the District. The parcel tax funding, renewed in November of 2012, is accounted for in a locally restricted account and is subject to the review by the Citizens Budget Advisory Committee. The parcel tax was passed with an overwhelming majority of 75%, illustrating the level of commitment for educational programs shared by this community. The parcel tax now expires in 2018-19. The District expects to collect \$9.8 million in 2013-14.

Maintenance and Recreation Assessment District – MRAD

In an effort to raise and sustain funding for the school district in 1994 the District formed a Maintenance and Recreation District. In 1996 the formation of MRAD was followed by a vote of the people to continue these levies. This allows the District to levy taxes to support the maintenance and operations of fields and outdoor areas for the purpose of public use. MRAD revenue is budgeted for 2013-14 in the amount of \$5.5 million which pays for evening/after school custodial services, gardeners and outdoor capital projects.

Local Control Funding Formula (LCFF)

The Governor's Budget Proposal for 2013-14 includes major reforms and restructuring of the way school districts receive funding in the State, the reform is known as the Local Control Funding Formula (LCFF). The proposal collapses the majority of categorical programs and establishes a targeted base rate funding model with four supplemental grant add-ons. The term targeted is used because the State does not expect to fully fund the LCFF until 2019-20 (7 year rollout). The targeted base rate funding model eliminates the current Revenue Limit funding model and creates a targeted base grant amount.

In addition to the targeted base funding school districts would be eligible for supplemental funding for specific student groups. Supplemental funding is provided for English Learners (EL) and Low Income (LI) categories, districts that have 50% or more of their students identified as EL or LI will receive additional concentration grants. Supplemental funding is also provided for K-3 grade levels and high school. K-3 provides an 11.2% augmentation to the targeted base per average daily attendance. High School augmentation is 2.8%, this augmentation is partially due to the "sweep" of funding for Partnership Academy grants.

The LCFF will require new types of spending requirements and a budget and accountability reporting model to be determined by the State Board of Education. The new reporting model is anticipated to have specific accountability measures including a student achievement component. EL and LI supplemental and concentration dollars must be spent for a purpose that benefits those students. EL students would have a funding limitation of five years to become fully English proficient tied to each individual student. When the targeted base funding levels are reached (2019-20) the K-3 program will be required to operate at a 24 to 1 student teacher ratio in order to be eligible for the add on, unless otherwise bargained with the teachers union.

Many of the programs being collapsed and rolled in to the new funding model are included in the Tier III program flexibility model, so the discretion to use those funds as unrestricted already exists in our current budget. There are also several programs rolled into the LCFF that have driven expenses, such as the Economic Impact Aid (EIA) program that supports EL students and the Partnership Academies at our high schools. Those expenses would need to become part of the unrestricted general fund. Two programs are slated to be moved to alternative educational agencies, Adult Education would be funded through the Community College Apportionments and Community Day School for mandatory expulsions would be funded through the County Office of Education. It is unclear how those programs would transition at this time. For the purpose of 2013-14 budget adoption the assumption is that the District continues to run these programs. However, school site allocations for the EIA program are being held until more information emerges from the State. Positions related to EIA have been allocated to sites and departments in a similar fashion as 2012-13 in order to avoid unnecessary employee layoffs.

The goal of the Governor's proposal is to provide a break even for districts during the first year. Initial analysis indicates that the District would have an estimated increase of \$8 million in revenue compared to 2012-13. Appendix B includes a list of all programs that the Governor's Budget Plan would consolidate under the LCFF.

Staffing Allocations

The District develops the majority of the budget each year based upon the staffing required at each school site. (Appendix A) Union contract and Education Code establishes maximums for class size ratios. The Board may establish priorities that reduce class sizes from those maximums, such as the use of Parcel Tax funding to lower class sized in grades K-3. Additionally, School Site Councils act to allocate categorical funds available at schools. Classified staffing is allocated based upon the grade levels being served and in some cases by enrollment. There are also provisions in the classified union contract that provide for staffing of certain positions.

Another important component of staffing allocation is the review of grant and special revenue proceeds. In many cases school sites and programs are not assured of funding in a subsequent year and some funding sources. For those funding sources, the staffing budget is removed and position is eliminated unless a verifiable funding source is identified.

Per Pupil Allocations

Each school site is provided a budget based upon it's student enrollment for the purpose of consumable supplies.

Ivy League Connection

The budget for Ivy League Connection is estimated to be \$200,000 for the 2013-14 school year.

Mock Trial Program

The Mock Trial program be increased to a total of \$135,000 in order to accommodate adding De Anza High School to the program.

Full Service Community Schools

In order to further the initiative of the Board a budget of \$1 per student district wide will be utilized in coordination with local resources provided by the City of Richmond and other local supporters.

Scholar in Residence

The position of Scholar in Residence effective 2013-14 will add up to \$100,000 in expenditures to the budget.

Music Program

An additional 2.5 FTE beginning in 2013-14 will be added to begin re-implementing the Elementary Music Program in the District.

Large Elementary Schools

There are four large elementary schools in the District where enrollment is over 600. These schools will receive a budget augmentation of \$75,000 each for additional services to incorporate programs of need identified by each site.

General Fund Restricted

The General Fund is the operating fund of the District; it is used to account for the day-to-day operations of the District. The fund is divided into two sections, unrestricted and restricted. Restricted funds are monies received by the District that are categorical in nature, i.e., they can only be used for the purposes allowed by the funding agency or for a designated purpose.

Restricted revenue funding is recognized in two different ways. For funding subject to deferred revenue, the revenue is only recognized once it is spent. This means that any funds received and not spent, with carryover provisions, are deferred into the next fiscal year. For funding subject to ending fund balance, the revenue is recognized in the year received and any funds remaining at the end of the year are recorded as a restricted ending fund balance.

New funding letters are received continually throughout the year adjusting and awarding various grants. Budgets and positions are added and removed based upon the funding received in any given year.

Multi Year Projection

The multi-year projection for the Districts adopted budget will utilize the County Office recommended assumption. These assumptions are typically published by School Services of California for the development of revenue projections. Expenditure projections include estimated step and column increases as well and staffing changes based upon enrollment or expiration of one time funding. Supply and service expenditures utilize the California Consumer Price Index as an estimate for cost increases.

The preliminary Multi-Year Projection does not include the new Local Control Funding Formula included in the Governor's Budget Proposal.

The following are the assumptions used for the development of the multi-year projections.

2014-15 Assumptions

Funded ADA: 28,053
Revenue Limit COLA: 2.2%
Revenue Limit Deficit: 22.272%
Estimated Supplies Increase: California CPI 2.4% for unrest (1% for restricted)
Step and Column: 1.0%
Active Health Benefits: 0%
Retiree Health Benefits: 5%
Special Reserve Transfer \$6.8 million
Elimination of State Class Size Reduction Flexibility

2015-16 Assumptions

Funded ADA: 28,350
Revenue Limit COLA: 2.4%
Revenue Limit Deficit: 22.272%
Estimated Supplies Increase: California CPI 2.6% for unrest (1% for restricted)
Step and Column: 1.0%
Active Health Benefits: 0%
Retiree Health Benefits: 5%
Elimination of Tier III funding

Education Protection Account

Proposition 30 contained language establishing an Education Protection Account (EPA). This funding model is designed to provide relief to the cash deferrals which had been occurring during previous budget cycles. No new money is provided to school districts under the EPA. The EPA deposits count against the district's regular revenue limit/student attendance funding. However, the legislation requires that each district establish a special fund to account for these deposits and restricts the use of the funding to school service expenditures only, no administrator salaries and benefits may be charged to the new fund. The EPA also requires that each district provide an accounting of these funds on their website and that it be a topic of discussion at a regular board meeting. The District anticipates receiving \$29.5 million earmarked for the EPA fund reporting. Staff has examined the rules provided by the California Department of Education. As a result, all secondary school instructional expenses related to staff have been placed in the EPA fund for 2012-13 and ongoing in the budget for 2013-14.

Funding Flexibility – The Tier III Shift

Over the past five years, with the temporary flexibility provided in the Tier III categorical programs, local leadership has proven that spending patterns will be different than if funding restrictions are dictated by the state. Though we would argue that because a major funding cut accompanied flexibility, the result of local control will be even greater as funding is restored.

We have always anticipated that when Tier III flexibility ended there would be a major overhaul of categorical funding. Under current law, all of the Tier III programs would revert to their 2007-08 status, but we believe this is simply not possible, especially without full restoration of funding. If the LCFF were not on the table, the Governor could achieve his "Local Control" goals by simply making all categorical funding fully flexible, a proposal he offered, but dropped, for last year's Budget. The LCFF expands on this concept by changing the rules for the distribution of categorical funding to include more money for services for poor children and English learners.

The 2009 Budget Act enacted a series of reductions to the revenues of school districts and also contained language permitting districts to seek relief from these cuts by repurposing funds from what has traditionally been restricted funding. The practical application of repurposing these funds requires that school districts either cut the programs and staffing associated with the State funds or find alternative funding sources to support the ongoing efforts of these programs.

The Board took action for 2009-10, 2010-11, 2011-12 and 2012-13 school years to identify the programs and estimated amounts available for the Tier III shift and used that funding to offset cuts from the State. The 2012-13 Second Interim budget includes the continued use of Tier III funding in the estimated amount of \$14.5 million. Tier III flexibility has been extended to June of 2015. This means that absent corrective legislation that the multi-year projection for 2015-16 would include the loss of this funding.

The Board has elected to keep the Adult Education Program in place at a reduced level of funding. There is an additional estimated, \$2 million in additional Tier III funding transfer available for the District's general fund should the Board choose to downsize the Adult Education program. The multi-year projection assumes the program is funded at the same level as 2012-13 for the 2013-14, 2014-15 and 2015-16 school years.

The Tier III funding resolution was adopted by the Board April 24, 2013.

Deficit Spending

During budget development it is important to plan toward eliminating deficit spending if deficits are anticipated in the coming years. Deficit spending can be tracked by monitoring the ending fund balance each year. Strictly speaking it is the comparison of current year revenues to current year expenses. It is reflected in the State reports and is described as the net decrease in fund balance.

During the 2009 and 2010 fiscal years the unrestricted ending fund balance declined. While this is not a desirable trend, the fund balance had been carefully monitored to make sure the appropriate funds are in place for a 3% reserve. The following table illustrates the unrestricted ending fund balance for each year end closing plus the projections for fund balance which are included in the multi-year projection.

Fund Balance Summary				
Jun-08	Jun-09	Jun-10	Jun-11	Jun-12
\$21,567,077	\$20,049,661	\$15,439,421	\$18,438,898	\$23,376,077
Net Increase (Decrease):	(\$1,517,416)	(\$4,610,240)	\$2,999,477	\$4,937,179
Multi-Year Projection		Jun-13	Jun -14	Jun-15
		projected	projected	projected
Fund Balance		\$20,373,875	\$17,359,262	\$11,341,810
Net Increase (Decrease):		(\$3,002,202)	(\$3,014,614)	(\$6,017,452)

The Board set in place a plan to narrow the budget gap, or deficit spending, for 2012-13 year using Special Reserve funds. Absent the planned use of fund balance and Special Reserve funds the District's deficit is \$5.9 million. According to current projections it will be necessary to utilize \$3.8 million of the Special Reserve plus \$3.0 million in unrestricted general fund balance in 2013-14. In 2014-15 it is projected that the District will utilize \$6.0 million in unrestricted fund balance and \$6.8 million in Special Reserves. There is \$13.5 million in Special Reserve, which would be depleted by the end of 2014-15 under the current projection. (See Special Reserve Section)

In order to close the operational deficit (use of reserves for ongoing operations) the Board may need to identify reductions unless State revenues improve for the 2015-16 school year.

If the LCFF is funded the increased revenue would offset the unrestricted general fund's deficit spending. This would provide the Board with the opportunity to identify the use of the Special Reserve fund balances, if it so chooses. These commitments include:

Why is the District projecting deficit spending?

The Board has made commitments to provide the maximum educational and safety support to the students of our District. In addition, we are honoring the commitments to employees to restore furloughs and related pay. These commitments include:

- Maintaining a full 180 day instructional calendar for K-1 2 students – current law requires only 175/Cost: \$3.9 million per year
- Continued funding for School Resource Officers/Cost: \$2 million per year (includes addition of one officer for Hercules effective Spring of 2013)
- Provide Educational Services for Adult Learners/Cost: \$1.5 million per year
- Restore furlough days and related pay/Cost: \$2.5 million per year
- Improve working conditions for employees by increasing district benefit contributions and providing a modest 1% raise for classified employees
- Maintains the summer school credit recovery program when carry over grant funding is no longer available \$500,000 per year

Costs are increasing and Class Size Reduction revenues are impacted in projections, including:

- Increased health care costs for retirees: \$1 million estimated per year the total cost is now \$19.6 million per year

- Employees estimated incremental pay increases (years of service): \$ 2.1 million over two years
- Cost of utilities, materials and supplies go up \$700 thousand over two years
- Class Size Reduction Flexibility expires in 2014-15 loss of revenue: \$6.9 million

Special Reserve Fund

Over the course of the past two years the Board has managed the impending threat of State cuts. With each budget plan and revision the Board has diligently set aside funding to prepare for the State’s newly announced cuts. The Special Reserve fund has been used to house the reserves set aside by the Board for the “Mid-Year Triggers” threatened by the State. By the end of 2012 the Board had set aside \$13.5 million in Special Reserve. The following chart indicates the planned use of these reserves over the next three years.

Special Reserve Fund - 17	Adopted Budget & Multi Year
Balance June 30, 2012	\$ 13,500,000
2012-13	\$ (2,800,000)
2013-14	\$ (3,800,000)
2014-15	\$ (6,800,000)
2015-16	\$ (100,000)
Special Reserve Fund Balance Projection June 2016:	\$ 0

K-3 Class Size Reduction

The State budget includes the continued flexibility for the class size reduction program. The flexibility is designed to provide financial relief and flexibility to school districts during these difficult times. In accordance with State funding flexibility, the Board has adopted a modified class size reduction program. Class size targets have been set at 28 for Kindergarten through Third grade. Parcel tax funding is provided in the amount of \$2.3 million toward this program, which is equivalent to the cost of 31 teachers. Class sizes in grades K-3 were set in 2012-13 using only parcel tax funding to reduce class sizes. The multi-year projection includes funding K-3 Class Size reduction using the parcel tax for 2013-14 and 2014-15. Class size flexibility legislation expires in June of 2014. Therefore, the District’s unrestricted flexibility funding is projected to be cut by \$6.9 million in 2014-15, absent corrective legislative action in the State budget.

Should the State budget include the implementation of the LCFF funding model K-3 Class Size Reduction must be implemented at 24:1 by the 2019-20 school year.

Because the LCFF funding model is not funded in full until that time it is staff’s recommendation to begin implementation as soon as funding begins and gradually decrease the class sizes using a cohort progression as shown below.

	Kindergarten	1st Grade	2nd	3rd	Teachers Added	Estimated Cost Increase Per year
2013-14	27	28	28	28	5	\$ 450,000
2014-15	26	27	28	28	7	\$ 630,000
2015-16	25	26	27	28	8	\$ 720,000
2016-17	24	25	26	27	9	\$ 810,000
2017-18	24	24	25	26	10	\$ 900,000
2018-19	24	24	24	25	10	\$ 900,000
2019-20	24	24	24	24	11	\$ 990,000
			Total Teachers Added		60	\$ 5,400,000

These estimates do not include potential changes in student enrollment in grades K-3, or any salary or benefit increases that may occur during this period. This chart is only meant to illustrate a potential plan of reimplementation. Specific staffing and budgetary figures would have to be developed each year.

School Resource Officers

The following table represents the contracts and costs associated with the School Resource Officer program. It should be noted that in all cases the Police Departments at each agency offer special programs to school sites as well as special services at school events such as athletics, dances and special assemblies as a part of their contract. The 2012-13 budget, along with the multi-year projection includes the funding for this service.

School Resource Officers 2013-14 Budget

City	Total # of Officers	# paid by City	Contract Amount	Coverage
Hercules	2	0	\$200,000	Hercules Family Schools
San Pablo	1	1	\$0	San Pablo Family Schools
CC Sheriff	1	0	\$227,175	Unincorporated, North Campus, Crespi
El Cerrito	3	0	\$420,000	El Cerrito Family Schools
Richmond	7	1	\$876,000	Richmond, Kennedy and DeAnza Family Schools
Pinole	3	1	\$320,000	Pinole Family
Total	17	3	\$2,043,175	

Other Post Retirement Benefit Liability (OPEB) or Retiree Lifetime Benefits

The Board has taken action, with the cooperation of employee groups, to substantially reduce the District's long term liability for post-employment health care. In the actuarial study completed in 2008 it was determined that the Governmental Accounting Standards Board or "GASB 45" liability was \$495 million. Had the program not been amended the GASB 45 liability would have grown to \$550 million. With the implementation of new retiree benefit provisions the 2012 actuarial study indicates the

GASB 45 liability is now \$364 million, resulting in long term savings to the District of \$186 million. While this change has stabilized the program and protected the District from increases in costs for future retirees it has not changed the fact that the District has a pay-as-you go program where costs are escalating for those who retired prior to July of 2010.

School Closure

The West Contra Costa Unified School District has experienced a decline in enrollment of over 5,000 students since the 2002-03 school year. School sizes in the West Contra Costa Unified School District are smaller on average than comparable school districts in California. In order to address the structural deficit, the School Board passed a resolution on February 11, 2009 to close schools and other facilities under a three year plan.

The City of Richmond will continue its financial commitment to keep Kennedy, Grant and Olinda Schools open by granting the District \$1.5 million per year, ongoing.

Long Term Debt

The District has made enormous progress toward eliminating the burden long term debt that originated in the 1990's. The Certificates of Participation (COPS) are the one outstanding debt from that period. The COP was refunded in 2005 and included a "make whole" provision which means that in order to pay the debt off early the District must pay interest guaranteed to investors when the debt was refunded.

Long Term Debt Table	Principal June 2013	12-13 Payment	Pay off year
COPS	\$ 7,915,000	\$ 925,867	2024
State Emergency Loan	-0-	-0-	2012 (was 2018) *
Voluntary Integration	-0-	-0-	2012
IBM	-0-	-0-	2012 (was 2015) **
Total	\$ 7,915,000	\$ 925,867	
* Paid off using site sale debt service fund deposits			
** Paid off using one-time fund balance in 2012			

Strategic Plan

The District is currently engaged in a strategic planning process which involves community, parents, student and employee stakeholder groups. The plan will bring about a new vision for WCCUSD, establish goals, activities, timelines and deliverables. It will be important to quantify budgetary commitments related to activities or initiatives that are an outcome of the planning process.

Support Systems and Operational Driven Costs

District plans to fund the support, operational and communication needs of the District's schools and communities have been placed on the "back burner" during these tough economic times.

Approved in March 7, 2012 by the California State Board of Education, the Common Core State Standards (CCSS) have now come to the forefront and require the adoption of new curriculum and the deployment of technology. The District has developed its own local plan for CCSS systems implementation based on local needs and resources. As the plan is implemented it will be important to identify the funding sources for the various activities and purchases required.

As the District opens and operates new campuses the Board should consider the level of staffing provided to keep these campuses in top operating condition. Past studies indicate the District is understaffed for the square footage we are operating in terms of the maintenance and custodial staff. As we add more sophisticated building components, such as technology infrastructure, climate control and sophisticated security systems it is important to consider the number and types of staff provided to keep these investments in good working order for our students. It would be worthwhile for the Board to consider a support staff study to quantify the types and levels of staffing that are desirable for newly constructed schools.

The Board directed staff to include an Energy Management position in the budget for 2013-14. The position will be part of the Maintenance and Operations department.

Communication and collaboration with community groups, employees, federal, local and state government as well as corporate supporters can help the District improve its overall image and leverage fundraising and grant funding support. The Communications Department was dissolved during previous budget cuts. While staff has done it's best to provide communication through existing avenues the District lacks the communication outreach, both on the web and through other communication tools that would enable us to communicate the needs as well as the good news on our efforts to serve students and community.

Next Steps

The Board has reacted and responded to extraordinary budget cuts imposed by the State over the course of several years. In doing so, the Board has addressed many of the ongoing fiscal issues pointed out in recovery plans and management studies. Unfortunately, the State's economy has been slow to recover and funding for schools has been volatile, at best. Now, the Board is faced with unprecedented opportunity to plan for and implement a bold school finance reform effort. For that reason, the Board must continue to be diligent in planning for the District as new funding models and State and Federal budgets are developed and communicated.

Budget planning is underway and the District may not have sufficient information to adopt the outcome of legislation around the LCFF by June 30. In order to take a conservative approach the recommendation is to move forward with the budget and staffing program currently in place. Federal funding may be subject to sequestration, so those budgets will be reduced accordingly. Once legislation is adopted the Board will be provided with the information to revise the District's budget within 45 days. Staff will provide the Board with a full report of the Governor's May revision. The preliminary unrestricted budget will be presented on June 12, 2013 and the Budget Adoption on June 26, 2013.

Appendix A – Staffing Matrix

Elementary			
	School Secretary		
	1		
	Principal		
	1		
Proposal: Provide \$75,000 per year in site discretionary funding for additional services at Elementary sites that are over 600 in student enrollment.			
	Yard Duty Supervisors		
Per 100 enrollment	1 hour/day (Rounded up always)		
	Typist Clerk I		
Under 500 enrollment	3 hours/day		
500 enrollment or more	3.5 hours/day		
Local 1 Contract			
	Librarian & Assistants		
Enrollment not a factor - (Parcel Tax Funded)	Library assistants will be assigned to cover all the elementary schools - one day assigned per elementary school/K-8 (positions are roving)		
	Custodial Support		
	1 Head Custodian - Day		
	1 Night Custodian		
	Teachers		
By Enrollment	Grades K-3	Grades 4-6	
	1 FTE for every 28 students	1 FTE for every 33 students	
Parcel Tax	Additional FTE to bring allocation to 1 FTE for every 28		

Appendix A – Staffing Matrix

K-8				
	Principal			
	1			
	School Secretary	Typist Clerk 1	Typist Clerk II	
Stewart	1		1	
Mira Vista	1	0.47		
	Yard Duty Supervisors			
Per 100 enrollment	1 hour/day (Rounded up always)			
	Librarian & Assistants			
Enrollment not a factor - (Parcel Tax Funded)	Library assistants will be assigned to cover all the elementary schools - one day assigned per elementary school/K-8 (positions are roving)			
Stewart & Mira Vista	Custodial Support			
	1 Head Custodian - Day			
	1 Night Custodian			
	Teachers			
By Enrollment	Grades K-3	Grades 4-8		
	1 FTE for every 28 students	1 FTE for every 33 students		
Junior High/Middle Schools				
	Office Manager	Attendance Clerk	Typist Clerk II	
	1	1	1	
	Librarian	Information Media and Literacy Assistant		
Enrollment not a factor (Parcel Tax funded)	1.00	1.00		
	Principal	Asst. Principal		
	1	1		
Enrollment divided by 338 (Parcel Tax funded)	Counselors			
Enrollment of 338	1	(Round up to full-time FTE)		
	Campus Security Officer I			
Under 900	1			
Over 900	2			
	Campus Security Officer II			
All	1			
	Custodial Support			
	1 Custodial Supervisor			
Paid partially with Parcel Tax and MRAD funding	2-4 Custodians depending upon site size, complexity and enrollment			
	Teachers			
By Enrollment	1 FTE for every 32 Students			

Appendix A – Staffing Matrix

High Schools					
	Office Manager	Attendance Clerk	Typist Clerk II	Cashier	Registrar
Under 1000 enrollment	1	1	1	1	1
Over 1000 enrollment	1	1	2	1	1
Work Experience Office Support			0.47		
	Principal	Assistant Principal			
	1	2			
Enrollment divided by 800 (Parcel Tax funded)	Counselors	(Round up to full-time FTE)			
	1				
	Librarian	Information Media and Literacty Assistant			
Enrollment not a factor (Parcel Tax funded)	1.00	1.00			
	Campus Security Officer I				
Under 900	2				
Over 900	3				
	Campus Security Officer II				
All	1				
	Custodial Support				
	1 Custodial Supervisor				
Paid partially with Parcel Tax and MRAD funding	4-6 Custodians depending upon site size, complexity and enrollment				
	1 Building Maintenance/Utility Worker				
	Teachers				
By Enrollment	1 FTE for every 32 Students				

Appendix A – Staffing Matrix

Alternative Education Program					
	Principal	Office Manager			
<i>Each Site</i>	1	1			
Gompers Continuation					
	Campus Security Officer I		Typist Clerk II		
	1		1		
	Campus Security Officer II				
	1				
	Counselor	Teachers			
	1	7.6			
North Campus Continuation			Attendance Clerk		
	Campus Security Officer I		1		
	1				
	Campus Security Officer II				
	1				
	Counselor	Teachers			
	1	8.2			
Vista High	Counselors	Teachers	Typist Clerk II		
	0.4	10.2	1		
Middle College	Counselors	Teachers			
	0.6	10			

Categorical Programs Governor Would Consolidate Into Local Control Funding Formula	2012-13 Program Amount
<i>Currently Flexible/ Tier III</i>	
Adult Education	\$ 3,010,706
School and Library Improvement Block Grant	\$ 1,955,450
Summer School Programs	\$ 605,960
Instructional Materials Block Grant	\$ 1,662,531
Deferred Maintenance	\$ 1,090,587
Professional Development Block Grant	\$ 1,297,889
Grade 7.12 Counseling	\$ 779,939
Teacher Credentialing Block Grant	\$ 580,534
Arts and Music Block Grant	\$ 420,824
School Safety	\$ 188,673
Pupil Retention Block Grant	\$ 1,162,036
California High School Exit Exam Tutoring	\$ 271,761
Professional Development for Math and English	\$ 223,463
Gifted and Talented Education	\$ 190,648
Community Day School (extra hours)	\$ 50,090
Community-Based English Tutoring	\$ 272,212
Physical Education Block Grant	\$ 410,919
Alternative Credentialing	\$ 190,975
Staff Development	\$ 122,950
Certificated Staff Mentoring	\$ 147,779
Advanced Placement Fee Waiver Program	\$ 2,088
Nat'l Board for Prof Teaching Standards Cert	\$ 13,416
Principal Training	\$ 33,946
Oral Health Assessments	\$ 18,568
<i>Subtotal</i>	\$ 14,703,944
<i>Newly Consolidated</i>	
K-3 Class Size Reduction	\$ 6,665,904
Economic Impact Aid	\$ 5,330,930
Partnership Academies	\$ 1,137,359
Community Day Schools (for mandatorily expelled)	\$ 47,011
<i>Subtotal</i>	\$ 13,181,204
Total	\$ 27,885,148
Maintained as Permanent Add-Ons to Formula:	
Targeted Instructional Improvement Block Grant (b)	\$ 2,461,173
Home-to-School Transportation (b)	\$ 1,915,236
(b) Associated program requirements would be eliminated, but funding allocations locked in at 2012-13 levels.	