

# Cincinnati Public School District

## DISTRICT BACKGROUND 2009–10:

**Superintendent & Tenure:** Mary A. Ronan (since 2009)

**District Enrollment**.....34,012 students (DECREASING)

**Operating Budget**.....\$467m (DECREASING)

**Operating \$/pp**.....\$13,731 per pupil

**% Free & Reduced Lunch**.....66%

**% Special Education**.....19%

**% English Language Learners**.....4%

**# of Schools in the District**.....58 Schools

**Average School Size**.....586 students



Cincinnati Public Schools' Superintendent Mary Ronan (right) at Oyler School, during a visit to Cincinnati by Ohio's State Superintendent Deborah Delisle (left).

## FSF OVERVIEW:

**Name**.....Student-Based Funding

**Year Implemented**.....1999–2000

**% of District General Fund allocated via FSF**.....49%

**Total \$s allocated via FSF**.....\$227m

**Reserve Amount**.....1.5–2% of Student Based Budget (SBB)

**Pilot of FSF**.....unknown

**Transition Policy to FSF?**.....unknown

**Average or Actual Salary**.....Average salary

## WEIGHTING SYSTEM:

<b>Base Weight:</b>	\$4,873	<b>1.0</b>
<b>Foundation Amount:</b>	Principal/Clerical/Casher/Engineer (proposed)	
<b>School-Level or Grade-Level:</b>	K–3 and 9–12: \$975	<b>0.2</b>
<b>Achievement–High:</b>		<b>–</b>
<b>Achievement–Low:</b>	\$1,413	<b>0.29</b>
<b>Poverty:</b>	\$244	<b>0.05</b>
<b>ELL/LEP:</b>	\$2,353	<b>0.4828</b>
<b>Special Education:</b>		
CD, OHI-m, SLD:	\$2,264	<b>0.4645</b>
VI	\$4,873	<b>1.0</b>
ED	\$8,623	<b>1.7695</b>
OH/OHH/OHI-M	\$10,818	<b>2.22</b>
HI	\$13,352	<b>2.74</b>
MD, PS	\$13,498	<b>2.77</b>
AU, DB, TBI	\$17,981	<b>3.69</b>
<b>Other:</b>	Career path participation	<b>0.60</b>
	Preschool disabilities	<b>1.0</b>

## LESSONS LEARNED:

1. Recording of actual data needs to be compared to budgeted revenues to keep weighting in line with needs
2. Data driven initial student projections are critical to budget process for proper and adequate personnel in place before school starts.
3. Building Administrators need to have an understanding of basic budgeting, funding sources and compliance requirements of grants.

## SCHOOL-CONTROLLED RESOURCES:

### Instructional Staff

- ES Homeroom Teachers
- SS Core Subject Teachers
- ELL Teachers
- Special Ed Teachers—Mainstreamed/Resource Room
- Special Ed Teachers—Self-Contained
- Special Ed 1-to-1 Aides (IEP-driven)
- Instructional Coaches
- Librarian

### Pupil Services Staff

- Counselors
- Social Workers
- Psychologists
- Nurses & Health Services Supplies
- Related Services Staff (OT/PT/Speech)

### School Administration Staff

- Principals
- Assistant Principals
- Special Ed Case Managers
- Parent/Community Coordinators or Liaisons
- Secretarial/Clerical Staff

### Operations Staff

- Food Services Staff (Cooks, Porters, etc.)
- Maintenance Staff (Plumber, Electrician, etc.)
- Custodial Staff (Custodians, Cleaners)
- Security Staff (Guard, Sentries, etc.)
- Technology Support Staff (IT Support, Help Desk, etc.)
- Transportation Staff (Drivers, Attendants, etc.)

### Staff Overtime or Substitutes

- Short-term Substitutes
- Long Term Substitutes
- Overtime for Instructional Staff
- Overtime for Administrative/Maintenance Staff
- Extracurricular Supplements
- Other Extra-Duty Supplements

### Staff Development

- Release time for staff development activities
- Travel expenses for school personnel
- Fees and expenses for speakers and consultants
- Staff development supplies and materials

### Instructional Supplies and Services

- Computer Hardware
- Computer Software/Inst. Technology
- Extracurricular/Athletic supplies and materials
- Field Trips—Transportation
- Instructional Supplies
- Library Books and Materials
- Testing and assessment materials
- Textbooks

### Admin/Operational Supplies and Services

- Custodial Services and Supplies
- Maintenance Services and Supplies
- Office/Admin Services and Supplies
- Security Services and Supplies
- Transportation Services and Supplies
- Utilities

## ACHIEVEMENTS:

1. SBB holds buildings more accountable.
2. SBB process is used as a positive tool for aligning programs needs with revenue as well as budget.
3. As financial sources become scarce, SBB has forced Principals to work together in a more collaborative way than ever before with Central Office Staff: Assistant Superintendents, Assistant Treasurer/Controller, GF Accountants, Grant Accountants, Student Services, and IT in developing and addressing all variables involved in the budgeting process.