



## Tulsa Public Schools Finance 101

# Objectives

- 1) Overview of how Tulsa Public Schools receives funding
- 2) Review of the budgeting process and distribution of resources and its implications



# School District Budget Components





# The Funds Behind the School Budget

Fund	Purpose	Primary Sources of Revenue
General Fund	General operating expenses that are noncapital in nature	<ul style="list-style-type: none"><li>• State Aid (unrestricted)</li><li>• Ad Valorem (unrestricted)</li><li>• Federal (restricted)</li><li>• Flexible Benefit Allowance (restricted)</li><li>• County 4 Mill</li><li>• Philanthropic Grants and Contributions (restricted)</li><li>• Motor Vehicle (unrestricted)</li></ul>
Building Fund	<ul style="list-style-type: none"><li>• Repair and maintenance of buildings</li><li>• Purchase of furniture, equipment and computer software</li><li>• Energy and utility costs</li><li>• Fire and casualty insurance</li><li>• Security</li></ul>	<ul style="list-style-type: none"><li>• Ad Valorem</li><li>• Flexible Benefit Allowance</li></ul>
Child Nutrition	All expenses related to the child nutrition program	<ul style="list-style-type: none"><li>• Federal</li><li>• Contracts</li></ul>
Capital Improvement (Bond)	Approved bond proposal <ul style="list-style-type: none"><li>• Construction</li><li>• Technology</li><li>• Textbooks and other durable goods</li><li>• Buses</li></ul>	<ul style="list-style-type: none"><li>• Bond sales</li></ul>
Debt Service	Repayment of bonds and judgements and related interest.	<ul style="list-style-type: none"><li>• Ad Valorem</li></ul>





# The Funds Behind the School Budget

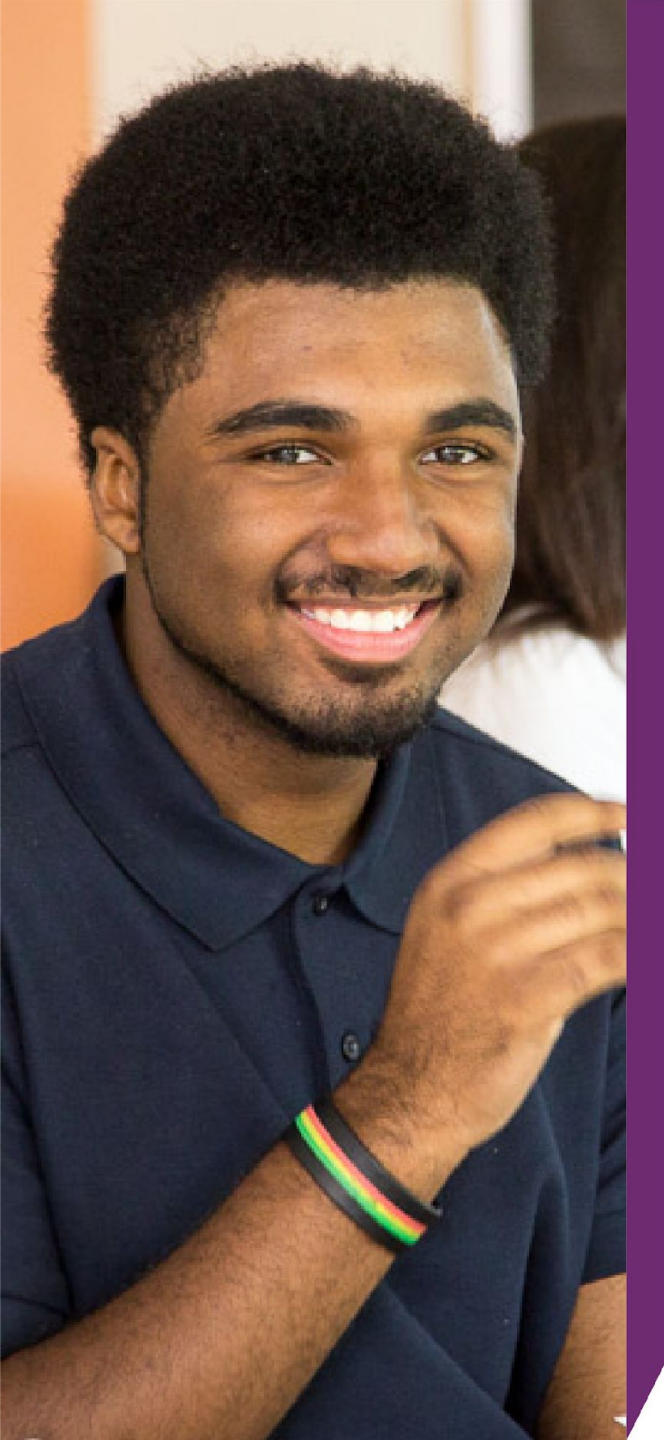
- Several funds make up the Tulsa Public Schools' budget, the general fund is the source of revenue that provides the most flexibility and pays for the majority of our district's costs. This fund is what more accurately ties expenditures and investments between students, families, and the classroom as it includes all costs associated with the daily operations of schools (except those funded for building repair and maintenance, school construction, and debt service on bonds).
- The building fund pays for maintaining the infrastructure of our facilities. We are unable to pay for teacher salaries, principal salaries, classroom supplies, or other items outside the purpose of this fund. This revenue is generated at the local level.
- Child Nutrition is strictly for paying for the services and resources needed to ensure our students receive meals at schools. The biggest driver behind this is a federal subsidy & reimbursement program: the National School Lunch Program (NSLP), sponsored by the United States Department of Agriculture.



# The Funds Behind the School Budget

- Voters approve these general obligation bonds and they are strictly for projects as outlined in the bond measure(s). A bond oversight committee made up of members of the public oversee the bond investments and also approve whether bond funds are to be repurposed for other investments. Bond funds can only be used to support capital investments (items that can be depreciated), so teacher and school site salaries or routine expenses cannot be paid from bond funds. In March 2015, Tulsa voters approved \$415 million in bonds. As of the last issuance of bonds in July-2018, out of the \$415 million, there is approximately \$188 million pending sale (available for upcoming projects).
- Debt service (sinking) fund is a legal requirement that mandates we set aside money in order to pay for our debt, such as paying back our bonds. General obligation bonds are issued with the belief that a municipality will be able to repay its debt obligation primarily through taxation levied on properties.

**When we consider the desire to innovate our schools, redesign teacher compensation, assess impact of student enrollment, address the social emotional needs of our students, or other needs or initiatives, the focus is on the general fund.**

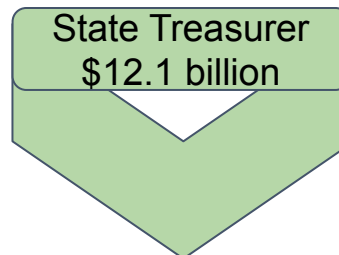


## General Fund: State and Local Revenue

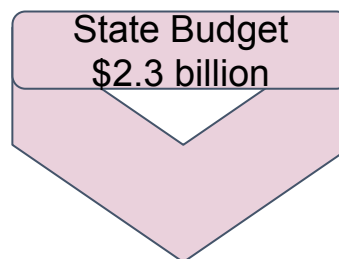


# State & Local Funding Overview

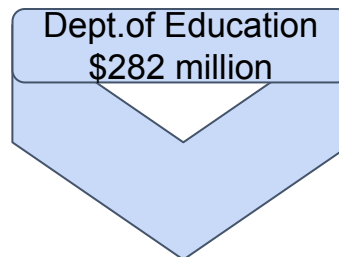
So how does it all get started?



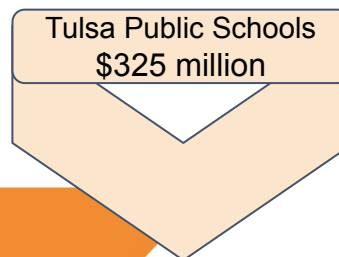
- Treasurer confirms gross receipts; that is the total available revenue for the state's obligations.
- For the fiscal year ending June 30, 2018, the State of Oklahoma collected approximately \$12.1 billions dollars (see appendix for chart on gross receipts over time).



- The Office of Management and Enterprise Services (OMES) determines information for proposed budget appropriations for the State's respective agencies.
- State legislature and the Governor work to develop and approve budgets for agencies.
- One of those agencies is the Oklahoma Department of Education, where \$2.3 billion was set aside for the State Aid Formula for the school year 2018-2019 (see appendix for chart of Oklahoma education funding trends).



- A district's enrollment, demographics, and local ad valorem (taxes) will determine its share of the funding formula and impact to collecting local revenue.
- For the school year 2018 - 2019, we are estimating State revenue of \$167 million and local revenue of approximately \$115 million - a total of \$282 million.

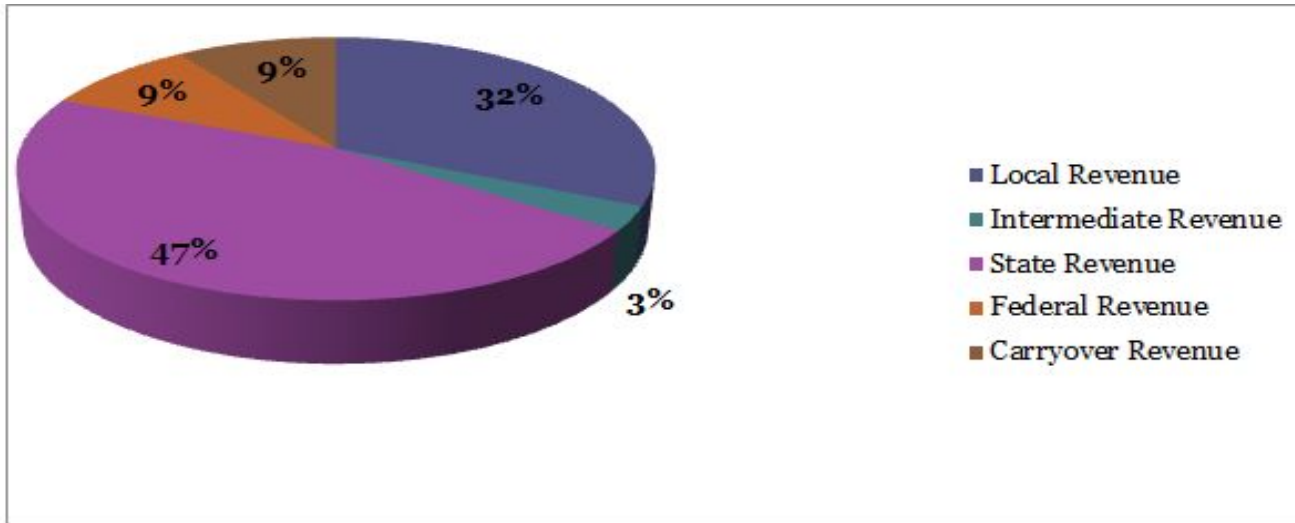


- In addition to receiving the state and local funding (approximately \$282 million), we also receive funds from the County of Tulsa (intermediate funds), and federal funds that are restricted to specific federal initiatives.
- All of this funding creates our general fund. For 2018-2019, it's approximately \$325 million of new revenue. It does not include carryover funds (i.e. fund balance).
- With this funding, Tulsa Public Schools creates a staffing plan that distributes resources and staff to school sites based on the total number of students.





# Tulsa Public Schools General Fund Revenue Sources for FY 18-19



2018-19 TPS Preliminary Budget

Local revenue	\$114,777,257.00	32.0%
Intermediate revenue	\$ 10,583,240.00	2.9%
State revenue	\$167,077,228.00	46.5%
Federal revenue	\$ 32,726,597.00	9.1%
Carryover revenue	\$ 33,986,533.00	9.5%

Every year the majority of our funding, approximately 80%, comes from state, county & local sources. Carryover revenue is unspent revenue from the previous year(s) and creates our fund balance which helps with cash-flow and reserves (i.e. rainy day fund).



# General Fund: The State Aid Formula



# State & Local Funding

- Understanding the components of the general fund is important, but as important is understanding how the money makes its way to the school district's general fund
  - A school district's number of students and the demographic composition of the student population determines how much revenue it receives.
- The state aid formula provides funding per student based on weight levels to account for various needs and those whose circumstances may require a greater number of dollars to educate (see appendix for full listing of weights).

# State & Local Funding

- Weights are applied to each student depending on grade level, gifted status, bilingual, disability, and if they are economically disadvantaged.
  - This creates the “WADM,” which is the weighted average daily membership.
- Based on the State’s annual education budget, a state aid factor is determined. This factor is a dollar value that is based per student.
  - For the 2018-19 school year, the state aid factor was \$3,422/WADM.



# State Aid Example

Taking the weights into account, if Clarisa is a second grader who is speech impaired and bilingual, she would generate a weight of 1.651.

Category	Weight
Second Grade	1.351
Speech Impaired	0.05
Bilingual	0.25
TOTAL STUDENT WEIGHT =	1.651

**This weight multiplied against the state aid factor:**

$$1.651 \times \$3422 = \$5,650$$

**This student generates \$5,650 in state funding.**

# Another State Aid Example

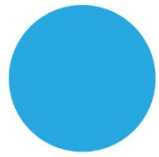
If Rick is a tenth grader who is economically disadvantaged and gifted, his weight would be:

Category	Weight
10th grader	1.2
Economically Disadvantaged	0.25
Gifted	0.34
TOTAL STUDENT WEIGHT =	1.79

**This weight multiplied against the factor provides the funding generated by this student:**

$$1.79 \times \$3422 = \$6,125$$

As a district, the Tulsa Public Schools' weighted average is about 1.6 per student.



# Weighted Average Daily Membership

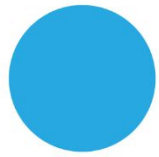
- As we consider our student population in order to determine revenue for the general fund, the State allows districts to use:
  - the highest of our two previous year ends' weighted enrollment (WADM), or
  - the current year first quarter weighted average daily membership.
  - Districts select the higher count because it provides for more revenue.
- For the 2018-19 school year, we project to use the 2016-17 year end WADM of 64,205.



## General Fund: The equalizing effect

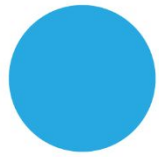






# Chargeables

- The Oklahoma state education funding formula takes into account a school district's local and county taxes (e.g. ad valorem, vehicle tags) and deducts that from its state funding - these deductions are known as chargeables.
  - This means the more a city or county contributes to schools (for example, through increase property values, new businesses or construction), the less it receives from the State.
- The goal behind the chargeables is to equalize the formula and assist school districts in rural areas or where their ability to collect local and county taxes is minimal.



# Chargeables

- Because a school district with larger local and county revenue receives less in state aid funding, it therefore leaves more funding available at the State level to distribute to school districts with minimal local and county revenue.
- However, for a district like Tulsa Public Schools, it makes it difficult for the city and county government to propose funding measures to support the school district. If new revenue is generated, then it is offset at the State level and doesn't actually result in an increase in funding for the district.

<b>Chargeable</b>	<b>% Against State Aid</b>
Ad Valorem Taxes	100%
County 4-mill	75%
School Land Earnings	100%
Gross Production	100%
Motor Vehicle Taxes	100%
REA Tax	100%

Chargeables “equalize” the formula.

# The Equalization Effect Example

- If we project that weighted average daily student membership will be 64,205 and the State Aid Factor to be \$3,422 (therefore  $\$3,422 \times 64,205 = \$219,709,510$ );
- **AND** if the applicable local and county revenues (chargeables) that Tulsa Public Schools projected to collect were \$117,000,000, then...
- We would have general fund revenue of  $(\$117,000,000 + \$219,709,510) = \$336,709,510!!!$   
...But because of chargeables, that's not the case :-)

# The Equalization Effect Example

- Our state aid of \$219,709,510 is reduced by the local collected amount of \$117 million.
- Therefore state aid received is reduced to \$102,709,510.
- Ultimately, instead of \$336 million for the general fund, because of chargeables, we instead have a projected total for the general fund of \$219,709,510.





## General Fund: Federal Revenue

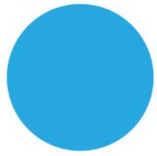




## Federal Funding

Who determines federal funding?

- Another very important funding source of the general fund are federal dollars. Federal dollars account for about 9% to 10% of the general fund budget.
- The President of the United States proposes a budget each year to indicate his educational priorities, but ultimately it is Congress that determines which grants are funded and how much to award to states and districts.
- Budgets are determined at the federal and state level one year at a time. Tulsa Public Schools' budgets follow a fiscal year that runs from July 1<sup>st</sup> through June 30<sup>th</sup>.



## Federal Funding

Who determines federal funding?

- Most of the federal education money flows from the US Department of Education through the Oklahoma State Department of Education to Tulsa Public Schools.
- The Every Student Succeeds Act of 2015 outlines the rules by which the funds must be spent and lists allowable activities.

U.S.  
Congress



U.S.  
Department of  
Education



Oklahoma State  
Department of  
Education



## Federal Funding

Who determines federal funding?

- Because much of our federal education funding follows a formula to determine the amount a district receives, Tulsa Public Schools can depend on receiving certain grants from year to year. Examples of these grants include:

Federal Grant	Name of Program	Formula is based on...
Title I, Part A	Improving the Academic Achievement of the Disadvantaged	Poverty data for Tulsa County
Title II, Part A	Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders	Percentage of families living in poverty
Title III, Part A	Language Instruction for English Learners and Immigrant Students	Number of English learners or immigrant students
Title VI, Part A	Indian, Native Hawaiian, and Alaska Native Education	Number of Native American students

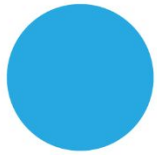


## Federal Funding

Who determines federal funding?

- Each year, Tulsa Public Schools must submit an application and a budget to the Oklahoma State Department of Education (OSDE) in order to spend our federal dollars.
- Oklahoma is a reimbursement state, which means that, for grants that flow through the State, we must spend our own dollars first and then submit monthly reports to the State asking to be reimbursed for our investments.





## Federal Funding

Why do some schools receive Federal dollars and others don't?

- Currently, Title I, Part A is the only federal grant Tulsa Public Schools has that flows from the district directly to eligible schools. Only eligible schools can benefit from Title I, and not all meet the criteria.
- A school becomes eligible for Title I funding once it reaches a poverty level of 35%, meaning that 35% of its students are eligible for free or reduced lunch. These counts are taken in October of each year for the following year's Title I dollars.

Date counts taken	School year
October 2016	2017-2018
October 2017	2018-2019



# Federal Funding: Title IA funding

Why do some schools receive Federal dollars and others don't?







## Federal Funding

Why do some schools receive Federal dollars and others don't?

- To determine the poverty percentage, we take the number of students eligible for free or reduced lunch and divide it by the number of students enrolled at the beginning of October.

	School A	School B
October count of free/reduced lunch students	100	300
October enrollment count	450	450
% poverty	22.2%	66.7%
<b>Eligible for Title I?</b>	<b>NO</b>	<b>YES</b>



## Federal Funding

Why do some schools receive Federal dollars and others don't?

- Districts must serve all schools with a poverty percentage of 75% or greater, but may choose **not** to serve those under 75% poverty.
- At Tulsa Public Schools, we serve all eligible schools – any school with a poverty percentage of 35% or greater receives Title I funding.

School Year	# of Title I schools
2016-2017	75
2017-2018	73*
2018-2019	71**

\*This decrease in served schools is due to the consolidation of schools and creation of Clinton West ES.

\*\*This decrease in served schools is due to an additional 2 schools falling below 35% poverty.



## Federal Funding

Why do some schools receive Federal dollars and others don't?

- Before spending its Title I dollars, schools must create a plan and budget that describes the needs of the school and how the school will use its Title I dollars to address those needs.
- The plan and budget should be developed by a team including parents, teachers, and administrators. Principals are encouraged to include others on the team, such as community partners or church leaders





## Federal Funding

Why do some schools receive Federal dollars and others don't?

- Even if a school is not Title I and does not get its own budget to spend for its school, it benefits from other federal dollars Tulsa Public Schools receives.
  - For example, Title IIA pays for Instructional Mentors who work with new teachers at any school, regardless of the poverty level of the school.

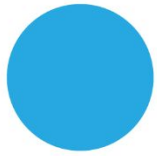




## Federal Funding

How do federal funds get distributed to schools?

- Districts are required to reserve some dollars “off the top” of its Title I budget to meet certain requirements of the Every Student Succeeds Act (ESSA).
- Some of these include:
  - Services for homeless students
  - Services for students who live in Tulsa Public Schools boundaries but attend private schools
  - Transportation costs for foster students
  - Family and community engagement



## Federal Funding

How do federal funds get distributed to schools?

- In addition to the required reservations, a district may choose to set aside additional dollars to support initiatives based on need and the district Title I plan. Current examples in Tulsa include:
  - 46 literacy and math coaches who work in the schools
  - Stipends for teachers participating in literacy and math professional development outside of the work day
  - A contract with City Year, which provides reading and math tutoring and mentoring in 9 schools
  - Summer school



## Federal Funding

How do federal funds get distributed to schools?

- Once the district subtracts the dollars for the mandatory and optional reservations, the rest of the dollars are given to schools on a per pupil basis, calculated by the number of students eligible for free or reduced lunch (FRL).
- Tulsa Public Schools has the discretion to determine the per pupil amounts for each school, as long as certain requirements are met.
- Schools who have a higher percent poverty may receive more dollars per pupil than a school with a lower poverty rate. This helps the district ensure equity across our schools who have varied needs.



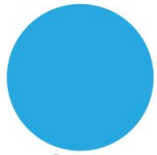


## Federal Funding

How do federal funds get distributed to schools?

School	% poverty of the school	# of FRL students	Per pupil amount	Title I site dollars
A	90%	400	\$400	\$160,000
B	77%	250	\$400	\$100,000
C	50%	500	\$200	\$100,000
D	38%	400	\$150	\$60,000

In this example, even though School A and School D have the same number of free/reduced lunch students, School A receives more dollars per pupil since it has 90% poverty compared to School D at 38% poverty.



## Federal Funding

How do federal funds get distributed to schools?

- Schools may spend their Title I dollars for resources that meet the needs identified in their Title I plans. Common expenses include:
  - Teachers to provide interventions for struggling students
  - After-school tutoring
  - Materials and supplies
  - Computer software
  - Professional development
  - Parent involvement
- In summary, Federal funds are restricted for specific uses as mandated by the Federal Government and/or the State.



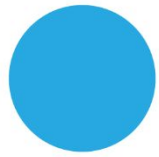


## General Fund: Fund Balance



# Fund Balance

- Now that we know about the sources of revenue that make up the general fund, what happens to the funds that are not spent?
- Once the school year is over, there is usually a balance of funds that are not encumbered (i.e. not an obligated expenditure).
- This could be for a variety of reasons such as fuel costs being less than budgeted, vacancy savings because an employee was hired mid-year, vendors providing services at a discount, etc.
- These unspent (unencumbered) funds carry over to the next year which creates a fund balance.



# Fund Balance

- A portion of this fund balance may have certain conditions.
  - For example, Title I funds that carry over to the new year, must still be used for Title I initiatives.
- For the fund balance without conditions, the district can use it as a rainy day fund or more routinely to support cash flow.
- Because the district does not receive all of its revenue in a consistent cycle that matches the spending cycle, we need money in the bank to pay bills before the next infusion of revenue is received.
- As of the 2018-2019 budget cycle, the district needs a minimum of \$16 million in its fund balance to ensure it can meet its obligations between revenue deposits.



# In Summary...

- The revenue the district receives is divided into 5 main funds (general fund, building fund, Child Nutrition fund, bond/capital fund, and sinking fund) each with respective and obligated uses.
- The general fund is the fund that provides us with the most flexibility for the day-to-day operations of our schools, including salaries for certified staff and central support staff.
- The general fund is primarily funded through state, local and federal Funds. However, it's important to note that federal funds are restricted to specific initiatives as defined by the federal government and/or the State of Oklahoma.
- The state funding formula takes into account the State's budget and student needs to determine a state aid factor and student weights, respectively.
- The State takes into account the local funds (chargeables) a school district receives and reduces the state funding accordingly.



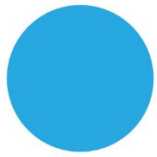
# School Budgets & Distribution of Resources





## School Level Budgeting and Distribution of Resources

- There are two widely used practices for distributing resources to school sites: (1) staff allocation model or (2) student based budgeting
- **Staff allocation model:** distributes staff and/or dollars based on student ratios and usually for specific purposes (e.g. for every 27 students the school earns a teacher) as outlined in a staffing plan.
  - In the majority of cases, the per pupil funding at the school level is the same regardless of a student's unique needs; however, because funds are distributed via a standard staffing plan, this allows for consistent expectations of staffing levels across schools.



## School Level Budgeting and Distribution of Resources

- **Student Based Budgeting:** Student-based budgeting is a means of allocating dollars not only according to the number of students enrolled in a school, but also taking into account each student's individual needs with each need carrying a weight.
  - Therefore, the per pupil funding each student earns for the school can vary. The total amount of revenue for a school site is meant to provide school site leaders with funding that is better aligned with the student population's unique needs, and when planned for properly, it generates the opportunity for a more customized staffing plan that meets its student's needs.
- There are instances where a hybrid approach may exist, but **the most important factor is understanding the balance between the desired instructional plan and the fiscal prudence to fund it.**



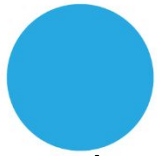
## School Level Budgeting and Distribution of Resources

- The importance of defining an instructional strategy will determine the curriculum, master schedule, number of teachers, and support staff to ensure the success of the instructional strategy. All of this carries a cost.
- The revenue a school earns to cover the cost of its specific instructional strategy is based on the number of enrolled students and their demographic composition.
- Regardless of the funding strategy a district elects for distributing resources (student based budgeting vs. student allocation model), fiscal prudence dictates that there be enough students enrolled in the district to cover the investment in the instructional strategy and the operational strategy.
- In the budget cycle of 2018-2019, Tulsa Public Schools is projected to use approximately \$4 million dollars from its fund balance (rainy day account).
- Considering the current district model is requiring the use of the fund balance, this indicates the total funding generated by the district's weighted student enrollment is **not enough** to cover the investments in our current strategy.



## Distribution of Resources: Staffing Plan

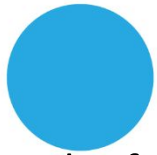




# Tulsa Public Schools Staffing Plan

What is its purpose?

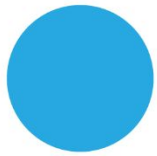
- Tulsa Public Schools uses a staff allocation model to distribute resources to schools and this is primarily accomplished via a staffing plan.
- The goal of the staffing plan is to document the criteria or formula used to allocate administrative, teaching, clerical, and other positions funded with unrestricted district dollar for all school sites.
- This ensures schools are treated the same across the district.
- The staffing plan includes allocations to support special programs
  - Supplemental allocations support some schools unique programmatic needs.
- Title I provides additional funds based upon a school's poverty level. Funds are used to support students as identified in the school's Title I plan and can be used to purchase additional allocations (e.g. Academic Engagement Teacher, reading interventionist, or teacher assistant).



# Tulsa Public Schools Staffing Plan

How is it developed or revised?

- The first formalized staffing plan was approved in school year 2001-2002.
- The plan is reviewed annually through a collaborative process involving the Teaching & Learning, Exceptional Student Services, Student & Family Support Services, Talent Management, Schools, and Financial Services teams.
- Financial Services estimates the cost of any proposed changes and the School Board approves the staffing plan each year.
- Student forecast is developed early spring and takes into consideration current student count, historical trends, and other changes such as housing options in school attendance zones.
  - The forecast is important because the student count will determine most distribution of allocations to school sites (e.g. teachers, counselors, librarians) per the ratios outlined in the staffing plan.
  - In addition Exceptional Students Supports Services, the Teaching & Learning, and Finance teams work to identify other student needs that requiring additional allocations.



# Tulsa Public Schools Staffing Plan

What happens after the plan is approved?

- Principals have the flexibility to convert allocations earned for one purpose into something to be used for another purpose that may better serve the students of the school or more closely align with the instructional plan
  - For example, a school can convert a counselor to a dean, or a teacher to 3 teacher assistants.
- Schools are given an initial allocation sheet late winter/early spring so they may plan for the school year that begins in August.





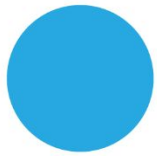
# Tulsa Public Schools Staffing Plan

What formula is used to determine number of classroom teachers for elementary schools?

- The following is an excerpt from our 2018-2019 staffing plan. The entire staffing plan is accessible online at [www.tulsaschools.org](http://www.tulsaschools.org).
- Elementary classroom teacher allocations are based upon number of students in each grade. However, for secondary schools it is based on the populations for the entire school.

Grade	Student Count Range	Allocations
Kindergarten-3 <sup>rd</sup> Grade	<27	1
	27-52	2
	53-78	3
	79-104	4
	105-130	5
	131-156	6

School	Student Count	Allocations
School A	45	2
School B	65	3
School C	71	3



# Tulsa Public Schools Staffing Plan

What is rebalance?

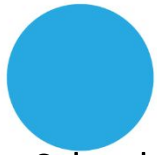
- Some nuances in the rebalance process are associated with our staffing plan. For example, because we allocate teachers by grade level in elementary schools, they can see an overall increase or decrease in student count and *not* see a change in the total number of teachers allocated.
- It is also possible for an elementary site to *not* have an overall increase or decrease in student count, but still gain or lose an allocation.



# Tulsa Public Schools Staffing Plan

What is rebalance?

- Rebalance is the process of shifting allocations between school sites around the 10<sup>th</sup> day of school. Changes are made based upon actual student count once the school year begins.
- Rebalance occurs because we have a finite amount of resources. If School A does not meet its student enrollment and has excess staff, then that staff (e.g. teacher, Assistant Principal, etc.) may be transferred to School B who has more enrollment than projected and thus need the additional allocation(s).
  - Although it is disruptive to move staff once school begins, from a fiscal perspective, it is cost prohibitive to avoid rebalance.



## School Site Discretionary Budget

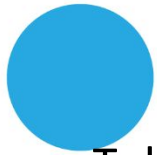
- Schools are allocated a discretionary budget to cover various expenses.
- The substitute teacher budget is based on number of certified staff.
- Optional special assignment budget covers additional staff stipends for additional duties such as coaching (secondary), department chair, team lead, class sponsor, etc. Sites select from an approved list of options.
- Schools are allocated dollars to cover supply-type expenses or other staff needs (e.g., purchase a Teaching Assistant):

School Type	Base Amount	Per Student Amount
Elementary	\$5,750	\$38
Middle Schools/Junior Highs	\$5,750	\$39
High Schools	\$6,000	\$39
Alternative Ed (non- residential)	\$5,550	\$34.50
Alternative Ed (residential)	\$950	\$28.50

*Also important to note: other expenses are assigned to school sites such as utility costs, teacher salaries and benefits, custodial supplies, but those are not at the discretion of the school*



# Conclusion



## Conclusion

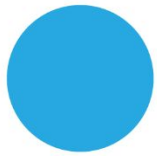
- Tulsa Public schools primarily relies on the general fund to support the main activities in running the district and its schools.
- The general fund is made up of revenue from the state, local, and federal level which is dependant not only on the number of students but their demographic composition. Chargeables hamper how much money we can raise locally for the school district because State aid is reduced by that amount.
- Tulsa Public Schools uses a staff allocation model that distributes resources based on student-to-staff ratios and may supplement additional resources based on a school's unique needs.
- Regardless of how funds and resources are allocated to schools, a balance between fiscal prudence and the instructional design of the district is important and should be aligned to the district's ability to operate without using funds from the fund balance.



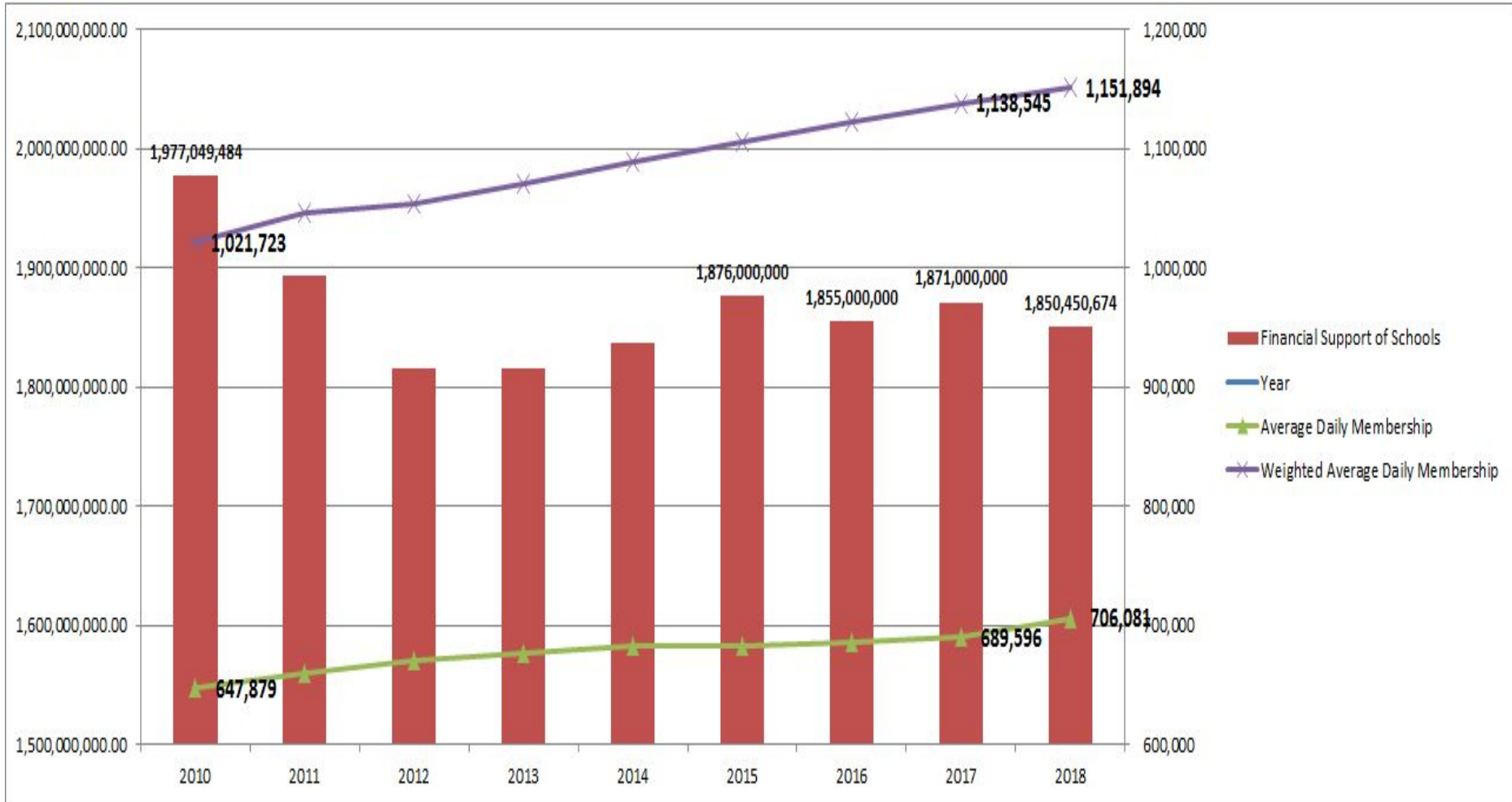


# Appendix





## Total State Appropriations for Financial Support of Schools FY 2010-2018





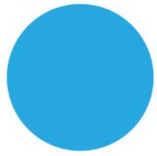
# State Aid Grade Weights

GRADE WEIGHTS	
Early Childhood-PK3	1.20
Early Childhood-Half Day	0.70
Early Childhood-Full Day	1.30
Kindergarten-Half day	1.30
Kindergarten-Full day	1.50
Grade 1	1.351
Grade 2	1.351
Grade 3	1.051
Grade 4	1.000
Grade 5	1.00
Grade 6	1.00
Grade 7	1.20
Grade 8	1.20
Grade 9	1.20
Grade 10	1.20
Grade 11	1.20
Grade 12	1.20
Out of Home Placement	1.50

# Additional Student Weights

<u>SPECIAL EDUCATION WEIGHTS</u>	
DEAF & HARD OF HEARING	2.90
DEAF	2.90
SPEECH IMPAIRED	0.05
VISUAL IMPAIRMENT	3.80
EMOTIONALLY DISTURBED	2.50
ORTHOPEDICALLY IMPAIRED	1.20
OTHER HEALTH IMPAIRED	1.20
LEARNING DISABILITIES	0.40
DEAF-BLIND	3.80
MULTIPLE HANDICAP	2.40
AUTISM	2.40
TRAUMATIC BRAIN INJURY	2.40
MENTALLY RETARDED	1.30
SUMMER PROGRAM	1.20

GIFTED	0.34
BILINGUAL	0.25
ECONOMICALLY DISADVANTAGED	0.25



# State Formula Aid Breakdown FY 2017 - 2018

	Revenue	Percentage
State Formula Aid	\$ 83,909,544.00	41.7%
County 4-mill Levy Revenue	\$ 6,375,802.50	3.2%
School Land Earnings	\$ 6,255,221.00	3.1%
Gross Production Revenue	\$ 22,747.00	0.0%
Motor Vehicle Licenses Revenue	\$ 15,382,504.00	7.6%
REA Tax Revenue	\$ 10,682.00	0.0%
Ad Valorem	\$ 89,324,756.06	44.4%
 TOTAL	 \$201,281,257	 100%

# Ad Valorem Taxes Overview

- Over 50% of real estate taxes collected goes to TPS
- A “mill” is equal to 1/1000 of a dollar
- The “millage rate” is the tax rate required to satisfy budget needs as well as to pay bonded indebtedness
- The “assessment ratio” is the percentage of the value of the property taxed

# Tulsa District Mill Levies

TPS	71.86	52.4%
City of Tulsa	22.44	16.4%
Tulsa County	22.24	16.2%
Tulsa Community College	7.21	5.3%
Tulsa Vo-Tech	<u>13.33</u>	<u>9.7%</u>
TOTAL	137.08	100.0%

# Ad Valorem Taxes Overview

Sample calculation of property taxes collected		
Home value	\$100,000.00	
Assessment ratio	11%	
Gross value	11,000	
Homestead exemption	(1,000)	
Net assessed value	10,000	
Tax rate	137.08	<i>mills for all agencies in Tulsa County, including TPS</i>
Taxes	\$ 1,370.80	52.4% of this goes towards TPS (\$718.30)

# Fund Balance Cash Flow Cycle

- Because the district does not receive all of its revenue in a consistent cycle that matches the spending cycle, we need money in the bank to pay bills before the next infusion of revenue is received.
  - State aid is sent to us monthly August through June.
  - Almost 97% of ad valorem taxes are collected between January 1 and June 30
  - Around 85% of federal reimbursements are collected between January 1 and June 30



# Tulsa Public Schools Staffing Plan

## Rebalance Example

In this example, an elementary school gained 37 students, but its teacher allocations did not increase since the changes were in individual grade levels. Those changes at the individual grade level are still in line with the respective student ratio per the staffing plan.

Grade	Projected Student Count	Allocations	Actual Student Count	Allocation	Change in Student Count
Pre-K	20	1	20	1	0
Kdgn	35	2	50	2	15
1st	42	2	49	2	7
2nd	39	2	45	2	6
3rd	49	2	51	2	2
4th	45	2	50	2	5
5th	40	2	42	2	2
Total	270	13	307	13	37