

FY 2011-12 BUDGET DEVELOPMENT: BOARD DISCUSSION ON :
STAFFING FORMULAS/GUIDELINES, DECLARATION OF FINANCIAL
EXIGENCY, PROGRAM CHANGE AND REORGANIZATION IN ACCORDANCE
WITH DISTRICT POLICY DFF (LOCAL)

Austin Independent School District

Meria Carstarphen, Superintendent

Nicole Conley-Abram, CFO

Michael Houser, CHCO

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PRESENTATION OVERVIEW

1

- Update on Financial Condition
- Results from Staff and Parent Survey
- Potential Board Actions on Staffing Formula & Staffing Guidelines
- Review of Policy DFF (Local)

Financial Condition Update

Financial Landscape- *Bleak*

3

□ Local Revenue

- Residential property values are declining despite relief efforts.
- Certified taxable values for 2010 represent a decline of 3.66% decline. The tax appraiser projects another 2.75% decline for 2011 with modest growth of less than one percent for 2012.

□ State Revenue

- State Comptroller just certified \$72.2B in GF revenue for the next Biennium. The Center for Public Priorities projects the shortfall to be at \$22.5B to \$26.8B.
- State used Federal stimulus funds to offset State aid shortfall. AISD received (\$22.6M).
- Public Education accounts for \$35.2B of \$80.6B in state discretionary General Revenue (43.7%).
- Logic dictates that if the state bridges the budget deficit by cutting spending alone, education will be impacted substantially.
- Expected loss of \$4.7M in grant for full day pre-k.

□ Federal Stimulus Funds

- \$74 million over 2 years, ends 2010/11.
- Used to expand important programming, but what happens in 2011/12?

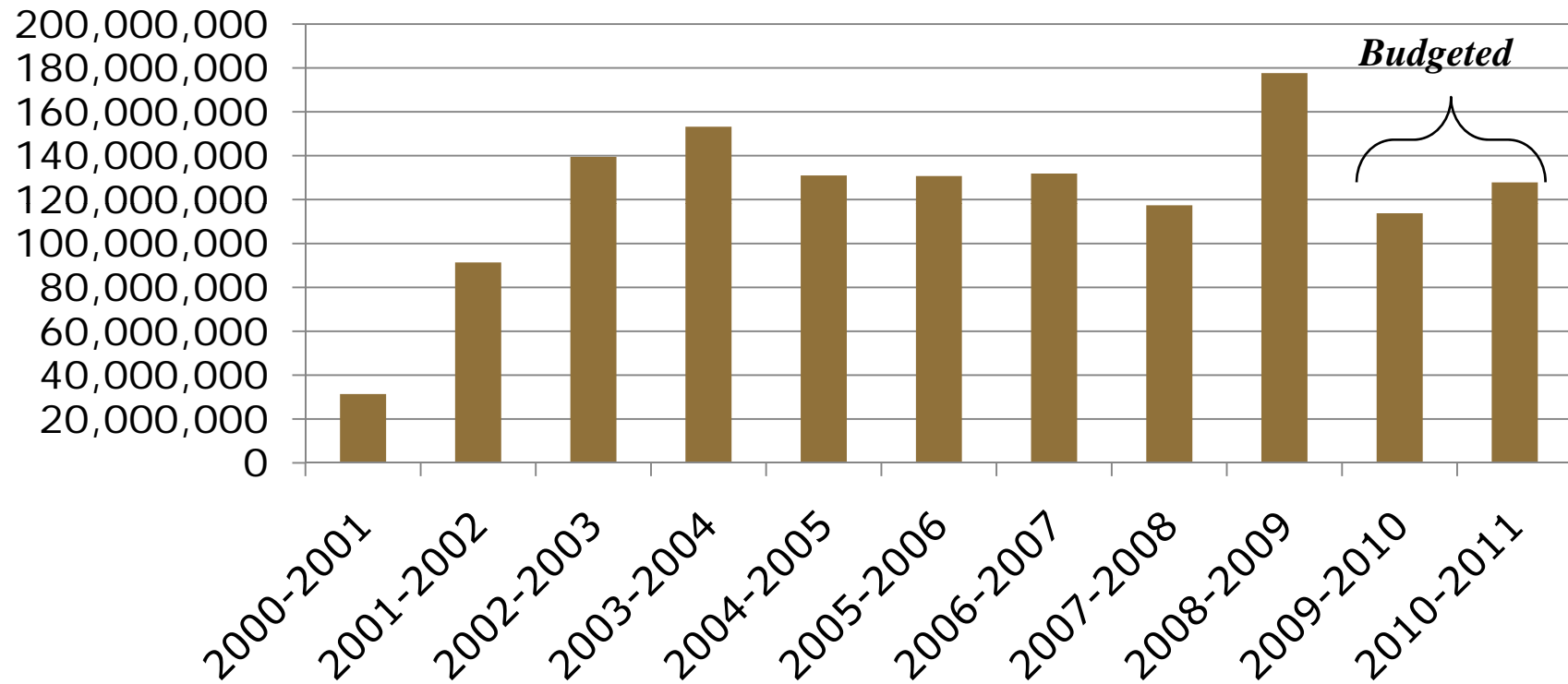
Budget Factors Unique to Austin ISD

4

- Chapter 41- In FY2011, AISD must send \$127.8M to the State under Recapture. Under recapture, AISD must send approximately 45% of every penny of tax revenue generated to the State for redistribution to property poor districts.
- Social Security - Of 1000+ Districts in Texas, Austin is one of less than 20 Districts participating in social security. It costs the district approximately \$44M.
- Loss of State grant for Full Day Pre-k –The District is expected to lose \$4.6M in State grants funds that allow for full day pre-k.
- One time ARRA funding was used to support various positions throughout the district. Funding that is not restored by the local budget will result in other ARRA-related position losses.

AISD Has Paid \$1.3 Billion to State in Chapter 41 Payments Since 2000/01

5



AISD Austerity Planning in FY10 and FY11

6

□ FY2010 Budget Reductions	\$14.6M
□ FY2011 Budget Reductions	<u>\$13.1M</u>
Total	\$27.7M

- FY2010 Budget Reductions eliminated 18 central office positions which saved just over \$700k.
 - FY2010 central office hiring freeze saved district over \$1.5M.
 - FY2011 Budget Reductions included the elimination of 117 central office positions that saved the district an estimated \$5M.
-

FY 2012 State Reduction Estimates for Austin ISD— Assumes \$2 Billion Annual Statewide Cut

7

(Amounts in Millions)	2011-12 Target Revenue Capped @\$4760	Prorated Formula Aid + ASATR (less ASF)	5.82688% General Fund Reduction
AUSTIN ISD	-\$124.2	\$-73.2	-\$39.4

Revised FY2012 Projection

8

	Dec 6 th Projection	Revised (Moak & Casey scenario)
Projected Baseline Expenditures	\$842,252,602	\$842,252,602
Projected Revenue	\$830,870,300	\$830,870,300
Baseline Shortfall	(\$11,382,302)	(\$11,382,302)
Anticipated State Reductions (5.8% Cut)	(\$22,680,502)	(\$39,400,000)
Funding to maintain ARRA programming & other key initiatives	(\$3,572,277)	(\$3,572,277)
Deficit	(\$40,118,558)	(\$54,354,579)

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Potential Losses in State Grants

9

- AISD receives approximately \$21M in State grants.
- It is likely that many of these grants could face elimination as the State considers options to address its shortfall. This affects programming for:
 - ▣ Full day pre-k - \$4.7M
 - ▣ Technology Allotment-\$2.1M
 - ▣ DATE funding- \$5.8M
 - ▣ Accelerated readings- \$.8M
 - ▣ Life skills/childcare for students grant- \$.2M

Potential Funding Increases for FY2012

10

<u>Item</u>	<u>Amount</u>
Fund Project Lead the Way Programs at Ann Richards	25,500
Fund four person PPCD year round evaluation team	100,650
Meet mandatory requirements with IDEA part B and C for increasing auditory impaired students population	137,842
English Language Development Academy for Webb and Garcia Middle School. This program was previously funded by ARRA Funds	500,000
Transition to the one-way dual language program model at 70 out of 80 elementary campuses	189,997
Funds for retakes for students that fail end-of-course assessment	194,250
Sustain Gang Specialist School Resource Officer after grant funding ends in August 2011	64,149
Funds to support Title V losses for Alternative Academic Counselor, Invest and Positive Families Program, Palmer Drug Abuse Program	134,209
Mandatory Instructional Requirements for Education Services Provided in a Juvenile Residential Facility	110,000
Early College & Early College Start at LBJ	760,000
Funds to continue AVID program after ARRA expires	870,000
Development of new software tool to replace the impact system for drop-out prevention	120,000
Funds to support the Laying the Foundation Program as per Dell grant requirements	150,000
<u>Support for expiring ACCESS grant to continue School to Community Liaisons and youth services mapping.</u>	<u>215,680</u>
Total	3,572,277

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Results of Staff and Parent Survey

Highlights of Survey Results

12

- Survey results reflect activity thru Dec 21st.
- Total voters- 6559, comprised of:
 - Staff - 3934
 - Parents - 2607
 - DAC - 18
- Value of options where there was a majority (50% or greater) was \$19.6M.
- Staffing options obtained less than 20% of votes casted.
- Actual savings generated from revenue options may differ from amounts estimated in survey due to administrative and collectability issues.
- The survey provides us with a better understanding of the receptivity of the various options.

Survey Results by Tiers

13

- Tier 1 - Results of 50% or greater from “All” respondents
- Tier 2- Results of 40%-50% from “All” respondents
- Tier 3 - Results of 20% - 40% from “All” respondents
- Tier 4 - Results of 20% or below from “All” respondents

Tier 1: Majority Results (Percentage of 50% or Greater)-\$19.6M

14

Description	Amount	Actual	All	%
Implement a 4 day/10HR work week in July to save on energy costs	\$470,000	\$470,000	5402	82.40%
Implement an aggressive Energy Savings Program	\$500,000	\$500,000	5368	81.80%
Eliminate all centrally funded food	\$320,000	\$320,000	5166	78.80%
Obtain Fixed Pricing for fuel to avoid annual projected increases	\$400,000	\$400,000	5010	76.40%
Continue the current central office hiring freeze and impose a 30 day wait to fill vacant positions	\$1,500,000	\$1,500,000	4493	68.50%
Eliminate all centrally funded travel	\$1,300,000	\$600,000	4120	62.80%
Charge tuition for Full Day Pre-K and open the program up to all 4 year olds where space is available	\$6,200,000	\$2,200,000	3998	61.00%
Close some or up to 6 under-utilized Schools	\$7,100,000	\$600,000	3801	58.00%
Reduce summer school offerings and only offer mandatory programs	\$800,000	\$800,000	3574	54.50%
Transfer Tactical Compensation costs to grant	\$1,000,000	\$1,000,000	3361	51.20%
TOTAL Tier 1	\$19,590,000	\$8,390,000		

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Tier 1 Results By Group

	TIER 1-50% or Greater	Below % Exceptions
ALL	Implement a 4 day/10HR work week in July to save on energy costs	<input checked="" type="checkbox"/>
	Implement an aggressive Energy Savings Program	<input checked="" type="checkbox"/>
	Eliminate all centrally funded food	<input checked="" type="checkbox"/>
	Obtain Fixed Pricing for fuel to avoid annual projected increases	<input checked="" type="checkbox"/>
	Continue the current central office hiring freeze and impose a 30 day wait to fill vacant positions	<input checked="" type="checkbox"/>
	Eliminate all centrally funded travel	<input checked="" type="checkbox"/>
	Charge tuition for Full Day Pre-K and open the program up to all 4 year olds where space is available	<input checked="" type="checkbox"/>
	Close some or up to 6 under-utilized Schools	<input checked="" type="checkbox"/>
	Reduce summer school offerings and only offer mandatory programs	<input checked="" type="checkbox"/>
	Transfer Tactical Compensation costs (only of 43.4% of parents)	P/T2
Staff	Implement across-the-board cuts and reduce central departments by at least 2%	
	Charge fees for Magnet School Transportation based on a sliding scale	
	Eliminate central office positions that assist schools with implementing the Positive Behavior Support program	
Parents	Provide standard plan for health insurance coverage at 100% and offer an optional 'buy-up' plan that employees can elect to participate in with an employee contribution	
	DAC	Implement across-the-board cuts and reduce central departments by at least 2%
		Provide standard plan for health insurance coverage at 100% and offer an optional 'buy-up' plan that employees can elect to participate in with an employee contribution

Tier 2: Percentage of 40%-50%-\$11.1M

Description	Amount	Actual	All	%
Charge fees for Magnet School Transportation based on a sliding scale	\$920,000	\$350,000	3276	49.90%
Implement across-the-board cuts and reduce central departments by at least 2%	\$1,500,000	\$1,500,000	3247	49.50%
Postpone/Cancel the opening of a Multiple Pathways School	\$1,450,000	\$1,450,000	3125	47.60%
Provide standard plan for health insurance coverage at 100% and offer an optional 'buy-up' plan that employees can elect to participate in with an employee contribution	\$4,400,000	\$4,400,000	2909	44.40%
Eliminate central office positions that assist schools with implementing the Positive Behavior Support program FTE-6	\$480,000	\$480,000	2848	43.40%
Eliminate transportation for Magnet schools FTE-10	\$920,000	\$920,000	2838	43.30%
Change the work schedule for newly hired custodial staff from 12 months to 10 months and use custodial teams in the summer months	\$200,000	\$200,000	2773	42.30%
Reduce Athletics Program by 10%	\$1,160,000	\$1,160,000	2734	41.70%
Eliminate teacher retire and rehire program.	\$150,000	\$150,000	2628	40.10%
TOTAL Tier 2	\$11,180,000	\$10,610,000		

Tier 2 Results by Group

TIER 2- 40% to 50%		Below % Exceptions
	Postpone/Cancel the opening of a Multiple Pathways School	DAC/T3
	Provide standard plan for health insurance coverage at 100% and offer an optional 'buy-up' plan that employees can elect to participate in with an employee contribution	S/T3
A	Eliminate central office positions that assist schools with implementing the Positive Behavior Support program FTE - 6	DAC & P/T3
L	Eliminate transportation for Magnet schools FTE:10	P/T3
	Change the work schedule for newly hired custodial staff from 12 months to 10 months and use custodial teams in the summer months	<input checked="" type="checkbox"/>
	Reduce Athletics Program by 10%	DAC & P/T3
	Eliminate teacher retire and rehire program	DAC & P/T3
Staff	Close and relocate Central headquarters (CAC)	
Parents	Eliminate Full Day Pre-k and only offer 1/2 day pre-k	
DAC	No Additions	

Tier 3: Percentage of 20% - 40%

Description	Amount	Actual	All	%
Close and relocate Central headquarters (CAC)	\$TBD	\$TBD	2586	39.40%
Eliminate Full Day Pre-k and only offer 1/2 day pre-k	\$6,200,000	\$6,200,000	2544	38.80%
Eliminate the Transition Fund program which supports first time 6th and 8th graders transitioning to middle and high school	\$270,000	\$270,000	2215	33.80%
Charge fees for athletic participation (Pay to Play) based on a sliding scale	\$620,000	\$620,000	2140	32.60%
Implement across-the-board cuts and reduce all campus budgets by at least 5%	\$22,400,000	\$22,400,000	2115	32.20%
Eliminate the Quality of Life program	\$170,000	\$170,000	2083	31.80%
Recommend a tax rate increase of five cents, calling for a Tax Ratification Election (TRE) to support Full Day Pre-k and other key programming	\$15,500,000	\$15,500,000	2080	31.70%
Eliminate one planning period for all secondary (middle and high) teachers	\$17,400,000	\$17,400,000	1864	28.40%
Pursue legislation that would allow the minimum contract year to be modified to implement furlough day(s).	\$2,100,000	\$2,100,000	1789	27.30%
Eliminate the Account for Learning Program which provides Title I schools with Parent Support Specialists positions and tutoring support	\$3,500,000	\$3,500,000	1770	27.00%
Eliminate district contribution to Austin Partners in Education (APIE), which provides programs and tutors to AISD students.	\$500,000	\$500,000	1699	25.90%
Reduce local funding for the Turnaround Initiative which supports local school reform efforts for struggling schools	\$400,000	\$400,000	1505	22.90%
Total Tier 3	\$69,060,000	\$69,060,000		

Tier 3 Results by Group

TIER 3- 20% to 40%		Below % Exceptions
ALL	Close and relocate Central headquarters (CAC)	DAC/T4
	Eliminate Full Day Pre-k and only offer 1/2 day pre-k	DAC/T4
	Eliminate the Transition Fund program which supports first time 6th and 8th graders transitioning to middle and high school	DAC/T4
	Charge fees for athletic participation (Pay to Play) based on a sliding scale	<input checked="" type="checkbox"/>
	Implement across-the-board cuts and reduce all campus budgets by at least 5%	<input checked="" type="checkbox"/>
	Eliminate the Quality of Life program	DAC/T4
	Recommend a tax rate increase of five cents, calling for a Tax Ratification Election (TRE) to support Full Day Pre-k and other key programming	DAC/T4
	Eliminate one planning period for all secondary (middle and high) teachers. FTE - 315	<input checked="" type="checkbox"/>
	Pursue legislation that would allow the minimum contract year to be modified to implement furlough day(s).	<input checked="" type="checkbox"/>
	Eliminate the Account for Learning Program which provides Title I schools with Parent Support Specialists positions and tutoring support FTE - 69	<input checked="" type="checkbox"/>
Eliminate district contribution to Austin Partners in Education (APIE), which provides programs and tutors to AISD students.	P/T4	
Reduce local funding for the Turnaround Initiative which supports local school reform efforts for struggling schools	<input checked="" type="checkbox"/>	
Staff	Recommend a tax rate increase of two cents, calling for a Tax Ratification Election (TRE) to support Full Day Pre-k	
	Eliminate central support for the Read 180 program.	
Parents	Adjust secondary (middle and high) staffing formula to increase average student to teacher workload from 140:1 to 147:1 FTE - 94	
	Eliminate one planning period for non-core secondary (middle and high) teachers. FTE - 180	
	Eliminate Hardship Leave for employees that experience extreme health challenges, after Extended Leave has been exhausted	
DAC	Increase Special Area Teacher (i.e. art, music, PE) allocation in elementary from 1:7.5 to 1 to 9. FTE - 50	
	Eliminate one planning period for non-core secondary (middle and high) teachers FTE - 180	
	Eliminate Hardship Leave for employees that experience extreme health challenges, after Extended Leave has been exhausted	
	Increase Special Area Teacher (i.e. art, music, PE) allocation in elementary from 1:7.5 to 1 to 8 (For every 8 teachers, 1 Special Area Teacher is assigned to the campus) FTE - 24	
	Adjust secondary (middle and high) staffing formula to increase average student to teacher workload from 140:1 to 150:1 FTE - 131	
	Eliminate the Read 180 program. READ 180, which is an intensive reading intervention program that helps the problem of adolescent illiteracy using technology, print, and professional development. Read 180 is currently offered at Anderson, Austin, Crockett and McCallum High Schools	
Increase Special Area Teacher (i.e. art, music, PE) allocation in elementary from 1:7.5 to 1 to 8.5 (For every 8.5 teachers, 1 Special Area Teacher is assigned to the campus) FTE - 38		

Tier 4: 20% and below

Description	Amount	Actual	All	%
Eliminate central support for the Read 180 program.	\$300,000	\$300,000	1276	19.50%
Increase Special Area Teacher (i.e. art, music, PE) allocation in elementary from 1:7.5 to 1 to 9. FTE - 50	\$2,700,000	\$2,700,000	1265	19.30%
Eliminate one planning period for non-core secondary (middle and high) teachers FTE - 180	\$9,900,000	\$9,900,000	1262	19.20%
Recommend a tax rate increase of two cents, calling for a Tax Ratification Election (TRE) to support Full Day Pre-k	\$6,225,000	\$6,225,000	1245	19.00%
Eliminate Hardship Leave for employees that experience extreme health challenges, after Extended Leave has been exhausted	\$400,000	\$400,000	1148	17.50%
Adjust secondary (middle and high) staffing formula to increase average student to teacher workload from 140:1 to 147:1 FTE - 94	\$5,200,000	\$5,200,000	1125	17.20%
Increase Special Area Teacher (i.e. art, music, PE) allocation in elementary from 1:7.5 to 1 to 8. FTE - 24	\$1,300,000	\$1,300,000	1084	16.50%
Reduce the number of Special Education Instructional Assistants who support special education students and classrooms. FTE - 70	\$2,000,000	\$2,000,000	1058	16.10%
Adjust secondary (middle and high) staffing formula to increase average student to teacher workload from 140:1 to 150:1 FTE - 131	\$7,300,000	\$7,300,000	775	11.80%
Eliminate one planning period for non-core middle school teachers FTE - 38	\$2,100,000	\$2,100,000	600	9.10%
Increase Special Area Teacher (i.e. art, music, PE) allocation in elementary from 1:7.5 to 1 to 8.5. FTE - 38	\$2,000,000	\$2,000,000	557	8.50%
Eliminate one planning period for all middle school teachers FTE - 106	\$5,880,000	\$5,880,000	266	4.10%
Total Tier 4	\$45,305,000	\$45,305,000		

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Tier 4 Results by Group

TIER 4- 20% & under		Above % Exceptions
ALL	Eliminate central support of the Read 180 program	S & DAC/T3
	Increase Special Area Teacher (i.e. art, music, PE) allocation in elementary from 1:7.5 to 1 to 9. FTE - 50	P/T3
	Eliminate one planning period for non-core secondary (middle and high) teachers. FTE - 180	P & DAC/T3
	Recommend a tax rate increase of two cents, calling for a Tax Ratification Election (TRE) to support Full Day Pre-k	S/T3
	Eliminate Hardship Leave for employees that experience extreme health challenges, after Extended Leave has been exhausted	P & DAC/T3
	Adjust secondary (middle and high) staffing formula to increase average student to teacher workload from 140:1 to 147:1 FTE - 94	S/T3
	Increase Special Area Teacher (i.e. art, music, PE) allocation in elementary from 1:7.5 to 1 to 8. FTE - 24	DAC/T3
	Reduce the number of Special Education Instructional Assistants who support special education students and classrooms. FTE - 70	<input checked="" type="checkbox"/>
	Adjust secondary (middle and high) staffing formula to increase average student to teacher workload from 140:1 to 150:1 FTE - 131	DAC/T3
	Eliminate one planning period for non-core middle school teachers FTE - 38	<input checked="" type="checkbox"/>
	Increase Special Area Teacher (i.e. art, music, PE) allocation in elementary from 1:7.5 to 1 to 8.5. FTE - 38	DAC/T3
Eliminate one planning period for all middle school teachers. FTE - 106	<input checked="" type="checkbox"/>	

Other Key Findings

- Results indicate a preference for assessing fees for Magnet transportation (49.90%) rather than eliminating it altogether (43.30%), with parents favoring eliminating magnet transportation the least (38.4%).
- Results indicate that most favored the option of a five cent TRE (31.7%) which generates \$15.5M for pre-k and other key programming over a two cent (19.0%) increase and eliminating the planning period for all secondary teachers (28.4%).
- Implementing a 5% across the board cut to campuses was preferred (32.2%) over eliminating quality of life (31.8%), a five cent (31.7%) increase/TRE for Pre-k and eliminating the planning period for all secondary teachers (28.4%).
- Of the four staffing options presented related to the planning period and the two options presented for increasing the teacher workload, eliminating one planning period across the board was the highest ranked option.
- Of the three staffing options presented related to changing the allocation for Specialty Area teachers, increasing the ratio from 1: 7.5 to 1:9 was the highest ranked.

Possible Staffing Formulas & Staffing Guidelines Actions

Criteria Used to Formulate Administrative Recommendations

24

- Survey results were used to gauge feasibility and acceptance of proposals.
- All proposals were considered against their impact on the Strategic plan.
- Ensure compliance with Board's Budget Parameters.
- Effort to realize greater operational efficiencies to minimize the number of reductions that would otherwise be necessary (i.e. health plan, energy).
- Administrative feasibility.
- Maintain compliance with mandatory Federal/State laws and grant maintenance of efforts and match requirements.

Base Survey Recommendations (Non Staffing)-\$20.2M

25

Option	Amount
Implement a 4 day/10HR work week in July to save on energy costs	\$470,000
Implement an aggressive Energy Savings Program	\$500,000
Eliminate all centrally funded food (which includes food for meetings like this one)	\$320,000
Obtain Fixed Pricing for fuel to avoid annual projected increases	\$400,000
Continue the current central office hiring freeze and impose a 30 day wait to fill vacant positions	\$1,500,000
Eliminate all centrally funded travel	\$600,000
Close some or up to 6 under-utilized Schools (as per MGT Efficiency Study)	\$600,000
Reduce summer school offerings and only offer mandatory programs	\$800,000
Transfer Tactical Compensation costs from general fund to the TIF grant	\$1,000,000
Implement across-the-board cuts and reduce central departments by at least 2%.	\$1,500,000
Postpone/Cancel the opening of a Multiple Pathways School	\$1,450,000
Provide standard plan for health insurance coverage at 100% and offer an optional 'buy-up' plan that employees can elect to participate in with an employee contribution	\$8,800,000

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Base Survey Recommendations (Non-Staffing)-\$20.2M cont..

26

Option	Amount
Reduce Athletics Program by 2%	\$232,000
Close and relocate Central headquarters (CAC). NOTE: This actual reduction, savings, and relocation would not be realized until 2014, according to Master Facility Plan Task Force analysis	0
Eliminate the Transition Fund program	\$270,000
Eliminate the Quality of Life program which supports various community partnerships who work to provide enrichment experiences for children of color	\$170,000
Reduce district contribution to Austin Partners in Education (APIE) by 2%.	\$10,000
Reduce local funding for the Turnaround Initiative which supports local school reform efforts for struggling schools	\$400,000
Eliminate central support of the Read 180 program.	\$300,000
Eliminate Hardship Leave for employees that experience extreme health challenges, after Extended Leave has been exhausted	\$400,000
Implement hub Pick up for Magnet student transportation.	\$200,000
Hold custodial Supply allocation flat.	\$250,000
Subtotal Non-staffing Options	\$20,172,000

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Base Survey Recommendations (Staffing) - \$4.6M

27

Option	Amount	FTE
Eliminate central office positions that assist schools with implementing the Positive Behavior Support	\$480,000	6
Increase Special Area Teacher (i.e. art, music, PE) allocation in elementary from 1:7.5 to 1 to 9	\$2,700,000	50
Eliminate the Account for Learning Program at secondary campuses only	\$870,000	19
Change the work schedule for newly hired custodial staff from 12 months to 10 months a	\$200,000	0
Warehouse personnell reduction	\$340,000	8
Subtotal Staffing Options	\$4,590,000	83
GRAND TOTAL	\$ 24,762,000	
Projected shortfall	\$54,354,579	
Difference	\$29,592,579	

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Options to Close the Gap

Options to Close the FY2012 Budget Gap			
	<u>Option 1</u>	<u>Option 2</u>	<u>Option 3</u>
Base/Survey Option Reductions	24,762,000	24,762,000	24,762,000
Use of half of Fund Balance amount beyond 14% policy (\$15M)	7,500,000	7,500,000	7,500,000
Implementation of TASB Recommendations	5,000,000	5,000,000	5,000,000
Reduce Professional Development pullout costs (substitutes)	1,100,000	1,100,000	1,100,000
Subtotal	38,362,000	38,362,000	38,362,000
Staffing Formula Option: increase teacher workload to 174	8,800,000	8,800,000	
Offer 1/2 Day Pre-k only		4,700,000	
Move to a 6 out of 7 period day (i.e. eliminating one planning period)			17,400,000
TOTAL	47,162,000	51,862,000	55,762,000
Gap	54,354,579	54,354,579	54,354,579
(Deficit)/Surplus	(7,192,579)	(2,492,579)	1,407,421

Secondary Staffing Options

AISD 2011-12 SECONDARY TEACHER ALLOCATION SCENARIOS: Formula = (# students X # student classes) / student load per teacher

HIGH SCHOOL		2011-12 Student Proj No Sp Ed	CURRENT 28/Class, 140 Load 5 out of 7 # Tchrs 9-12 Including CATE	SCENARIO 1 28/Class, 168 Load 6 out of 7 # Tchrs 9-12 Including CATE	Change from CURRENT FORMULA	SCENARIO 2 29/Class, 174 Load 6 out of 8 # Tchrs 9-12 Including CATE	Change from CURRENT FORMULA	SCENARIO 3 25/Class, 175 Load 7 out of 8 # Tchrs 9-12 Including CATE	Change from CURRENT FORMULA
017	Akins	2704	135	113	(22)	124	(11)	124	(11)
009	Anderson	2062	103	86	(17)	95	(8)	94	(9)
002	Austin	2275	114	95	(19)	105	(9)	104	(10)
013	Bowie	2876	144	120	(24)	132	(12)	131	(13)
008	Crockett	1612	81	67	(14)	74	(7)	74	(7)
020	Eastside Global (a)	301	17	14	(3)	15	(2)	16	(1)
019	Eastside Green (a)	386	22	18	(4)	20	(2)	20	(2)
018	LASA - Magnet (b)	900	56	47	(9)	52	(4)	51	(5)
014	LBJ	983	49	41	(8)	45	(4)	45	(4)
004	Lanier	1590	80	66	(14)	73	(7)	73	(7)
005	McCallum	1823	91	76	(15)	84	(7)	83	(8)
006	Reagan	864	43	36	(7)	40	(3)	39	(4)
028	Richards	657	33	27	(6)	30	(3)	30	(3)
007	Travis	1387	69	58	(11)	64	(5)	63	(6)
029	International HS (a)	180	10	8	(2)	9	(1)	9	(1)
TOTAL		20600	1047	872	(175)	962	(85)	956	(91)

(a) Exception to Standard Formula: both Eastside Schools and International HS are staffed at target of 3 students/class LESS than other schools (lower student load).
 (b) Since LASA is a magnet school, 100% of the students receive the additional magnet weight. The weight factor is 25%.

MIDDLE SCHOOL		2011-12 Student Proj No Sp Ed	CURRENT 28/Class, 140 Load 5 out of 7 # Tchrs 6-8 EXcluding CATE	SCENARIO 1 28/Class, 168 Load 6 out of 7 # Tchrs 6-8 EXcluding CATE	Change from CURRENT FORMULA	SCENARIO 2 29/Class, 174 Load 6 out of 8 # Tchrs 6-8 EXcluding CATE	Change from CURRENT FORMULA	SCENARIO 3 25/Class, 175 Load 7 out of 8 # Tchrs 6-8 EXcluding CATE	Change from CURRENT FORMULA
059	Bailey	1034	52	43	(9)	48	(4)	47	(5)
054	Bedichek	1050	53	44	(9)	48	(5)	48	(5)
046	Burnet	997	50	42	(8)	46	(4)	46	(4)
057	Covington	790	40	33	(7)	36	(4)	36	(4)
055	Dobie	630	32	26	(6)	29	(3)	29	(3)
043	Fulmore - Magnet (c)	1003	55	46	(9)	50	(5)	29	(5)
056	Garcia	630	32	26	(6)	29	(3)	29	(3)
062	Gorzycki	1031	52	43	(9)	47	(5)	47	(5)
044	Kealing - Magnet (d)	1233	74	62	(12)	68	(6)	68	(6)
045	Lamar	575	29	24	(5)	28	(3)	26	(3)
051	Martin	610	31	25	(6)	28	(3)	28	(3)
058	Mendez	875	44	36	(8)	40	(4)	40	(4)
052	Murchison	1330	67	55	(12)	61	(6)	61	(6)
047	O. Henry	910	46	38	(8)	42	(4)	42	(4)
061	Paredes	930	47	39	(8)	43	(4)	43	(4)
048	Pearce	430	22	18	(4)	20	(2)	20	(2)
060	Small	453	28	40	(8)	44	(4)	44	(4)
053	Webb	592	30	25	(5)	27	(3)	27	(3)
TOTAL		15603	804	665	(139)	732	(72)	731	(73)

(c) Fulmore magnet est. = 31.0% of student projection. Magnet students receive 30% extra weight.
 (d) Kealing magnet est. = 66.0% of student projection. Magnet students receive 30% extra weight.

TOTALS	1851	1537	(314)	1694	(157)	1687	(164)
SAVINGS (IN MILLIONS)			\$17.40		\$8.70		\$9.09

TASB Staffing Review

30

- The results of the TASB staffing review will not be available in mid January.
- Preliminary results provided by TASB indicate the following when compared to peer district and state averages:
 - Overstaffing in the following areas:
 - Teachers
 - Campus Administration, primarily APs and Directors as a result of small schools and add-ons for struggling and specialty campuses
 - Auxiliary staff, which includes transportation, food service, maintenance and custodial workers, secretaries and clerks at both central and campuses
 - Special Education
 - Understaffing in the following areas:
 - Central Administration
 - Professional support
 - Educational Aides
- Initial analysis indicates that we are overstaffed by 334 positions
- It is anticipated that we will be able to implement additional recommendations from the study to generate savings beyond those already identified.

DRAFT—For discussion purposes only.

Discussion of Policy DFF Local

What are the District's Policies on Financial Exigency Program Change and Reorganization?

32

- **“Financial exigency”** shall mean any event or occurrence that creates a need for the District to reduce financial expenditures for personnel, including but not limited to a decline in the District’s financial resources, a decline in enrollment, a cut in funding, a decline in tax revenues, or an unanticipated expense or capital need. (Local DFF)
- **“Program change”** shall mean any elimination, curtailment, or reorganization of a curriculum offering, program, school operation, or department. The term shall include, but not be limited to, a change in curriculum objectives, a modification or reorganization of staffing patterns on a particular campus or Districtwide, a redirection of financial resources to meet the educational needs of the students, a lack of student response to particular course offerings, legislative revisions to programs, a reorganization, or a consolidation of two or more individual schools, administrative districts, or departments. (Local DFF)
- **“Reorganization”** shall mean a change in positions due to:
 - A change in, or elimination or closure of, a department or school, or consolidation of a function within a department or school; or
 - A change in the role, responsibility, qualifications, or skill level of one or more employees within a department, school, or within a category of employees.

Timeline to Implement Staffing Changes

DATE	ACTIVITY
1/10/11	Board Work Session: Administration recommends SY 2011-2012 staffing formulas, guidelines, program changes and reorganization. Administration and Board discuss implications of Board Policy DFF (Local) Termination of Employment/Reduction In Force by Declaring Financial Exigency, Program Change and Reorganization.
1/24/11	Regular Board Meeting: Board takes action identifying SY 2011-2012 staffing formulas, guidelines, program changes and reorganization.
1/31/11	SY 2011-2012 BTO's distributed to secondary schools in workshops.
2/3/11	SY 2011-2012 BTO's distributed to elementary schools in workshops.
2/11/11	Supervisors/Human Resources complete the identification of positions and employees impacted by the adopted SY 2011-2012 staffing formulas, guidelines, program changes and reorganization. Supervisors meet with displaced employees sharing information prepared by Human Resources.
2/14/11	Displaced employees will be contacted by a Human Resources Representative to begin addressing employment issues/options as identified in the Department of Human Resources Action Plan.
2/14/11	Board Work Session: Administration and Board discuss positions impacted by the adopted SY 2011-2012 staffing formulas, guidelines, program changes and reorganization resulting from Board actions at the 1/24/11 Regular Board Meeting.
2/24/11	Human Resources submits list of positions impacted by the adopted SY 2011-2012 staffing formulas, guidelines and program changes to the Board in preparation for the Regular Board Meeting on February 28, 2011.
2/28/11	Regular Board Meeting: Board takes action to support or not support the Termination of Employment/Reduction In Force by Declaring Financial Exigency, Program Change and Reorganization. Only the titles of positions are identified.

Timeline to Implement Staffing Changes

cont...

DATE	ACTIVITY
3/1/11	Human Resources will continue to meet individually with displaced employees to discuss implications of Termination of Employment/Reduction In Force due to Declaring Financial Exigency, Program Change and Reorganization.
3/28/11	Regular Board Meeting: Board takes action regarding proposed contract non-renewals related to performance and proposed contract non-renewals and contract terminations at the end of SY 2010-2011 due to a Reduction In Force based on Financial Exigency, Program Change and Reorganization as appropriate.
3/29/11	Human Resources sends letter to impacted employees notifying them of Board action regarding proposed contract non-renewals and contract terminations at the end of SY 2010-2011 as appropriate and appeal process information.
April-May	Possible Appeal Hearings by classified and professional employees held before the Executive Director for Human Resources, the Board of Trustees or an independent hearing examiner assigned by the Texas Education Agency as necessary and appropriate.
4/25/11	Regular Board Meeting: Board takes final action to support or not support non-renewal and termination of professional employment contracts at the end of SY 2010-2011 that do not require an Appeal Hearing due to a Reduction in Force based on Financial Exigency, Program Change and Reorganization as appropriate. Board also approves renewal of employment contracts as presented by Human Resources.
5/23/11	Regular Board Meeting: After scheduled Appeal Hearings, Board takes final action regarding non-renewal and termination of professional employment contracts at the end of SY 2010-2011 as appropriate.
5/24/11	Human Resources sends letter to impacted employees notifying final Board action related to appeal.
6/20/11	Regular Board Meeting: After scheduled Appeal Hearings, Board takes final action regarding non-renewal and termination of professional employment contracts at the end of SY 2010-2011 as appropriate.
6/21/11	Human Resources sends letter to impacted employees notifying final Board action related to appeal.
Note:	Appeal Hearings as well as possible continued employment may continue beyond 6/21/11.

Efficiencies Identified to Address the Gap

Efficiencies Implemented in FY2011 to Close the Gap

36

Proposed Efficiencies, Savings & Adjustments	Estimated Savings	Chief	Status
Elimination of printed payroll checks, pay advices and on-line benefits processing	\$65,000	CFO	Fully Implemented
Consolidation of insurance policies	\$10,000	CFO	Fully Implemented
Utilities, energy, and gas management	\$507,000	COO	Partially Realized
Transition to self insured for health benefits	\$3,500,000	CFO	Fully Implemented
Installation of Virtual servers	\$180,000	CHCO	Fully Implemented
TOTAL	\$4,262,000		

Efficiencies To Close the FY2012 Budget Gap

Proposed Efficiencies	Estimated Savings	Chief
Implement a 4 day/10HR work week in July to save on energy costs	\$470,000	COO
Implement an aggressive Energy Savings Program	\$500,000	COO/CSO
Obtain Fixed Pricing for fuel to avoid annual projected increases	\$400,000	CFO/COO
Standardize health benefits and offer buy-up option	\$8,800,000	CFO
Close some or up to 6 under-utilized Schools	\$600,000	COO/CSO
TASB staffing recommendations (minimum \$5M)	TBD	TBD
TOTAL	\$10,770,000 + TBD	

Aggressive Energy Savings/Cost Avoidance Initiatives

38

- Since 2005:
 - ▣ Installed reflective replacement roofing on (74) campuses
 - ▣ Installed HVAC controls and/or replaced equipment on 95 campuses
 - Implementing campus-based initiatives this year:
 - ▣ Reducing scheduled hours for weekday and weekend operation of HVAC systems
 - ▣ Reducing indoor and exterior lighting usage
 - ▣ Implement other energy saving opportunities e.g. doors and windows closed, turning off computers, printers, copy machines, appliances, etc., when not in use
 - ▣ Assigning a campus sustainability/energy leader to organize and lead campus efforts to reduce energy usage
-

Future Energy Saving Initiatives

39

- Implement summer shutdown during week of July 3-9 and implement a four-day work week during the following weeks:
 - ▣ June 27, July 11, July 18 and July 25
 - Expand summer pilot program to consolidate activities and reduce HVAC usage during summer months
 - Install solar arrays on the roofs of four secondary schools to generate at least 315,444 kilowatt/hours of electricity per year, pending grant approval by the State Energy Conservation Office (SECO)
-

Future Energy Saving Initiatives (cont'd.)

40

□ Complete the following energy-savings initiatives (pending approval of two SECO loans) :

- Continuous commissioning projects of 11 AISD schools/facilities
- Replace current fluorescent lighting with lower wattage lighting
- Install occupancy sensors for indoor lighting controls at 20 campuses
- Install more efficient variable frequency drives on air handling units at eight (8) campuses
- Install more efficient variable frequency drives on pumps at nine (9) campuses
- Replace HVAC systems at two (2) campuses
- Replace heating boilers nearing end of useful life at four (4) campuses
- Upgrade energy management systems at four (4) campuses
- ~~□ Implement additional continuous commissioning projects at 14 campuses~~