K-3 Class Size Compliance

Tips for ensuring maximum funding and compliance with statute

Presented by Jacob Kuper, CFO/COO
Issaquah School District 1-28-2019
Overview of K-3 Class Size Funding

What’s the formula?

What certificated staff count towards the 17:1 K-3 Funding?
(Its not really 17 students to each CLASSROOM teacher)

Tools & Tips to ensure maximum apportionment

Updated WAC (Pending Revisions from OSPI)

Questions and Answers
The “Formula” for K-3 Class Size Funding

• Actual Average Student FTE ÷ Eligible K-3 Class Size Compliance Teachers = Funded Class Size Number

• Districts are currently receiving full funding regardless of this formula, but unless the legislature acts this session the 2019-20 apportionment will reflect the calculated amount.

• **Tip** Please calculate at a district level what the impact of the loss of K-3 Funding will be for 2019-20 (This can be done now with 2018-19 staffing/enrollment to focus hiring and build an accurate 2019-20 Budget)
What Staff Count Towards the 17:1 Funding? (WAC 392-140-932)

**Duty Root 31:**
Elementary Homeroom Teacher

**Duty Root 33**
Other Teacher

**Duty Root 34**
Elementary specialist teacher

**Duty Root 52 & 63**
Substitute and Contract teacher

**Special Education Teachers**
Special Education Teachers Coded to Program 2100 (NOT 2400) in grades K-3 multiplied by the annual percentage of the calculation of District’s 3121 Revenue (Student Average FTE in Special Education Instruction) found on report 1220
**Duty Roots or Coding are essential for K-3 Funding (This is still part of the S-275)**

**Duty Root 31** Elementary Homeroom Teacher - Instructs students in self-contained classroom situations for which daily student attendance is kept, normally in any span of grades not above grade 6. Includes the primary instructor for the students, who is responsible for the self-contained classroom situation for the majority of the instructional day. Also includes additional teachers providing instruction at the same time as the homeroom teacher. This may include teachers in the subjects of music, band, physical education, and other specialists, if and only if, the homeroom teacher is actively present in the classroom situation at the same time as the specialist teacher.

- This is where most of your K-3 Teachers are coded but they must be coded accurately to qualify so some split coding is necessary (i.e. breakdown by grade level)

- **Duty Root 33** Other Teacher - Instructs students in ungraded classes, special education, gifted, disadvantaged, early childhood, home or hospital, and adult education.
  - **TIP:** These need to be coded to 0100 to qualify for funding so for example if you use your HICAP funds at secondary you may code a portion of your elementary HICAP to 0100 increasing the number of K-3 class size compliance teachers.
Duty Roots or Coding are essential for K-3 Funding (This is still part of the S-275)

Duty Root 34
• 34x Elementary Specialist Teacher - Instructs students in self-contained classes or courses in a classroom situation for which daily student attendance is kept, normally in any span of grades not above grade 6. Includes teachers who are not the primary instructor for the students, who provide instruction to several different groups of students or classes throughout the day. Examples would include music, band, and physical education, or other specialists.

Duty Root 52 and 63
Substitute Teacher - Assignment as a temporary replacement for other teachers assigned duty codes 310, 320, 330, and 340. Instructs students in self-contained classes or courses in a classroom situation for which daily student attendance is kept or in ungraded classes, special education, gifted, disadvantaged, early childhood, home or hospital, and adult education.

630 Contractor Teacher - Employees of a contractor, who, if they had been employees of the district, would have been reported in a basic education or special education program assignment with a duty code 310, 320, 330, or 340. Refer to WAC 392-121-188 for rules governing instruction provided by a contractor.
Duty Roots or Coding are essential for K-3 Funding (This is still part of the S-275)

What about Special Education Teachers?

Special Education Teachers Coded to Program 2100 (NOT 2400) in grades K-3 multiplied by the annual percentage of the calculation of District’s 3121 Revenue (Student Average FTE in Special Education Instruction) found on report 1220

**TIP:** Note that **only teachers coded to 2100** qualify so if possible code your ESA’s (Psychs, SLP’s, OT’s etc, to 2400 and move your classroom certs to 2100, which will give you more teachers that qualify for k-3 Funding
What about Librarians, Deans, TOSA’s or Counselors?

- In my opinion the best course for Districts is to code teachers that will qualify for funding only if they are providing direct instructional services to students

- So if you choose for example to code a portion of a library/media specialist to the 30 series of duty codes, then their job description and actual duties should reflect direct instruction to students (there is still risk in this approach)

- Conversationally with OSPI there is a belief that if there is a separate carved out allocation for the position in the apportionment (library, counselor, etc. then it should not also qualify for K-3 funding

- TOSA’s for example are usually serving the teacher (via PD) and not the students so would or should not be coded for K-3.
Tools for planning, monitoring and maximizing funding

• First off, this is not rocket science just some simple math.

• OSPI has been great and simplified the compliance/funding calculation (As was discussed earlier)
  •  (Total Actual K-3 Student FTE ÷ K-3 Class Size Compliance Teachers)

• This simplification is great for determining overall funding, but for internal purposes you need it by grade level and program

• This allows for staffing to be placed at correct grade levels and strategic budgeting and coding to occur that allows for maximum funding

Remember, this is not a compliance model, there is no legal penalty for not meeting the 17:1, You will just not receive the revenue for each staff member that you are short...
An example...and finally a spreadsheet 😊
OSPI WAC REVISIONS

Adobe Acrobat Document
Thank You

Time for some Q and A