



2024/2025 BUDGET PRESENTATION TO BOARD OF DIRECTORS

BELLEVUE SCHOOL DISTRICT

August 1, 2024

Presented by: Melissa Devita,

Deputy Superintendent, Finance
and Operations

Agenda

2024/2025 Budget

General Fund

Budget Parameters

Underlying Assumptions

Budget Summary

Risks

Changes in Financial Practices

4-year Outlook

Capital and Technology Fund

Appendix

Board of Director Questions and Answers

Additional Information from 8/1/2024 Presentation to
the Board of Directors



2024/2025 Board Budget Parameters

January 2024

Prioritize Each & Every Student

- **Prioritize students** and their educational experiences; start with cuts furthest from the classroom
- Protect the district's **strategic priorities**, moving funds from other areas as needed
- Maintain **equitable support**, services and opportunities to close the opportunity gap and deliver on our Equity and Accountability commitments.

Reduce Expenditures

- Find ways to reduce the budget by \$10 million through **efficiencies and trimming**, versus elimination of programs and services.
- Maintain **consistent and predictable operations and services**, while improving efficiency.

Increase Revenue

- Advocate for regionalization of the local levy during this year's short legislative session
- Build on educational excellence of BSD to **retain and attract students**
- Partner with **community partners**, including the Bellevue Schools Foundation and City of Bellevue, to increase revenue through donations
- Pursue **additional funding opportunities** locally as well as creative opportunities for cost-sharing, cost cutting, efficiencies and revenue generation.

Plan for the Long-term

- Stabilize our **long-term** financial picture
- End 2024/2025 school year with \$21.5 million in general fund reserves
- Allocate resources to successfully launch the **new strategic plan**, including investing in new and innovative opportunities, using an intentional, multi-year, budget-responsible approach to program investments
- Develop a plan to address district **structural issues** that result in budget deficits

2024/2025 General Fund – Budget Summary

(\$000's)	2024/2025 Budget		2023/2024 Budget Extension		2023/2024 Budget	
				Actual 2022/2023 EOY		Actual 2022/2023 EOY
Beginning Fund Balance	\$17,600		\$17,700		\$17,700	
Revenue		\$427,266*		\$397,802		\$383,857
Expenditures		\$425,397*		\$397,787		\$383,182
Difference		\$1,869		\$15		\$675
Ending Fund Balance	\$19,469	4.7%	\$17,700	4.4%	\$18,375	4.8%

Expenditure Breakout	2024/2025 Budget		2023/2024 Budget	
	\$ 000's	Percent	\$ 000's	Percent
School Based Staff	\$283,449*	67%	\$231,321	60%
Other Staff	\$46,748	11%	\$63,573	17%
Materials, Supplies & Operating Costs	\$95,200**	22%	\$88,288**	23%
Total	\$415,397	100%	\$383,182	100%

*Includes \$10 million in contingency expenditures in case of increases in enrollment and corresponding expenditures.

**Includes additional pay beyond base pay for staff such as overtime and additional hours plus benefits associated with that additional pay and Materials, Supplies and Operating Costs for all programs.

Note: The detailed budget report submitted to OSPI is available in [Board Docs, F-195](#)

Supporting our Students

Our budget supports our students and community, strategic goals and annual plan by focusing on these priorities:

- Maintains mental health supports for students and staffs
- Adopts a new literacy curriculum for elementary students
- Maintains class sizes at status quo
- Implements a Welcome Center for Families
- Keeps art and music at all levels
- Invests in multilingual opportunities for students
- Supports developing Human-Centered Systems and Relationships
- Invests in Re-imagining middle schools
- Supports implementation of the Sustainability Plan



2024/2025 Budget Reductions as presented in 4/18/2024

Expense Category	Planned Reductions	Considerations/Comments
Materials, Supplies and Operating Costs (MSOCs)	\$1,800,000	Items charged to MSOCs include outside services, travel, utilities, fuel, curriculum, supplies and labor-based costs such as overtime, hours beyond an employee's work schedule, temporary employees, and substitutes. The cost for school-based supplies is a small portion of the total expenditures of over \$32 million in this area.
Support and Operations Staff	\$945,000	Positions that have been vacated and will not be filled in the coming year.
Special Education – Contracted Para's to Employees	\$1,000,000	This is round 2 of 3 in moving para educators hired from outside vendors to district employees. Should not impact level of service for students.
Central Office Staff	\$1,020,000	Portion of these positions are vacated or will be vacant at the end of the year due to retirements. Re-aligning priority work to other individuals.
Aligning Staff to Enrollment	\$2,844,000	Educators are assigned to buildings based on enrollment forecasts. As enrollment declines, fewer educators are required. There has been no change to staffing ratios but dropping enrollment requires fewer educators. Expected reduction is 18 educators across district. Will be reduced via attrition.
Transferring Expenses to Other Funding Sources	\$3,750,000	Expenses previously charged to general fund will be funded via grants or the capital transfer reducing overall general fund expenditures or increasing revenue via the transfer from capital.
Consolidate Activity buses with low ridership	\$900,000	There are currently 20 activity buses provided for middle schools across the district. Ridership ranges from no students on 5 buses to a high of 23 students on one bus. Most of the buses have less than 10 riders. We are analyzing ridership to reduce the number of activity buses but to provide the same level of services with minimum impact to service level or length of rides.
Reduce Summer School to actual spending levels	\$500,000	Summer school has been overbudgeted by \$500,000 for each of the last two years. Service levels will remain the same and no students will be charged for summer school.
Reduce School MSOCs by 15% and reduce carryover from 30% to 20%	\$675,000	Many schools end the year with more than 30% of their MSOCs budget unspent. Reducing the budget by 15% and limiting the carryover to 20% will have a minimal impact given past spending trends.
Add 6 staff at K-3 to meet 17:1 ratio (salary differential vs. state funding is \$35,000)	(\$210,000)	Based on current enrollment forecast and staffing levels, to meet the states 17:1 calculated student teacher ratio, we need to add 6 teachers at the K-3 grades. The cost of the teachers will be on average \$35,000 more than the funding provided by the state. Will be dependent on actual enrollment and staffing ratio.
Total Reductions	\$13,224,000	



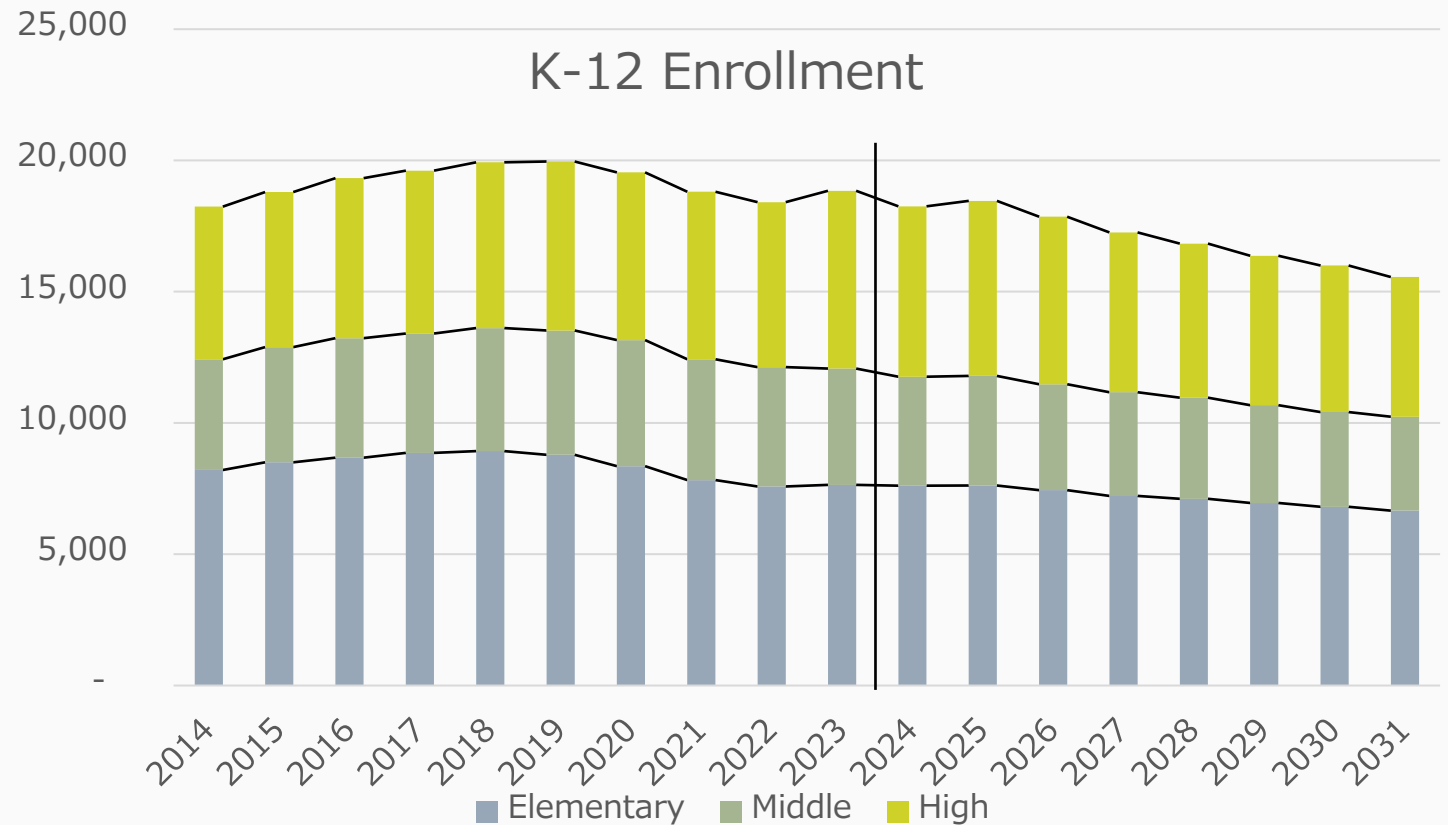
Risks

- Actual enrollment being lower than forecasted.
- Significant variations in enrollment at the school level resulting in overstaffing or understaffing.
- Special education needs and spending continues exceed budget.
- Adding new positions not in the original budget.
- Transportation ridership being lower than planned.
- Cost of substitutes and need for substitutes grows.
- Actual ending fund balance for 2023/2024 being lower than current estimates.

Enrollment History and Outlook

As of July 22nd:

- Kindergarten enrollment to date for the 24/25 school year is indicating with will meet the forecast of 1,200 kinder students or exceed it by a small margin.
- Currently for the 24/25 school year there are 141 more students open enrolled in BSD schools from other districts than in 2023/2024
- The enrollment forecast for revenue for 2024/2025 school year of 18,450 students is 391 students less than end of year enrollment for the 2023/2024 school year.



4-Year Outlook

\$ Millions	2024/25	2025/26	2026/27	2027/28
Beginning Fund Balance	\$17.6	\$19.5	\$21.4	\$21.8
Revenue/Transfers (A)	\$427.3*	\$419.4	\$422.4	\$424.3
Expenditures (B)	\$425.4*	\$427.9	\$436.9	\$446.1
Revenues v. Expenditures (C)	\$1.9	(\$8.5)	(\$14.5)	(\$21.8)
Ending Fund Balance (D)	\$19.5	\$10.6	\$6.9	\$0
Min. Fund Balance at 5.0% (E)	\$20.8	\$21.4	\$21.8	\$22.3
Budget Shortfall for Min. Fund Balance (F)	(\$1.3)*	(\$10.8)	(\$14.9)	(\$22.3)
If we do not balance our budget or maintain the min. fund balance – (G)	\$19.5	\$10.6	(\$3.9)	(\$25.6)

- Assumes 100% of students moving through the system by grade level (i.e. Kinder to 1st grade) (A)
- Increase in state appropriation based on state inflation factor provided by state.(A)
- Expenses include increases in salaries, benefits based and MSOCs based on contract expectations and inflation adjustments. (B)
- Reflects structural funding issues at the state level. (C)
- The ending fund balance will decline without budget reductions in future years. (D)
- The budget shortfall assumes maintaining the general fund balance at 5.0% (E) & (F)
- The total shortfall over the next 3 years will be \$48 million with no changes to state or local funding (F)

*Includes \$10 million in contingency expenditures in case of increases in enrollment and corresponding expenditures.

2024/25 Materials, Supplies and Operating Costs (MSOCs)

State law requires the following disclosure during the budget hearing process:

2024/2025 Budget	Amount
Total MSOC Allocation**	\$29,517,755
Total MSOC Budget**	\$43,923,479
Net Difference	\$(14,405,724)

**Includes only Materials, Supplies and Operating Costs (MSOCs) for General Education including CTE. It does not include MSOCs for other programs or additional pay beyond base pay for staff such as overtime and additional hours plus benefits associated with that additional pay.



A photograph of a construction site during the day. In the foreground, there is a complex structure of metal scaffolding and wooden formwork. A large, circular, blue object, possibly a piece of machinery or a wheel, is visible in the lower-left corner. In the background, a large, white, rectangular building is under construction, with its walls partially visible. The sky is clear and blue, and there are trees in the distance. The text "CAPITAL BUDGET" is overlaid on the left side of the image in a white, sans-serif font.

CAPITAL BUDGET

Capital and Technology Levy

Est. Beginning Fund Balance	\$53,601
Capital and Tech Levy Revenue	\$57,092
Total Available Funds	\$110,694
Total Planned Expenditures	\$69,257
EOY Planned Fund Balance	\$41,437

	\$000's
Salaries	\$19,879
Tech Stipends	\$6,917
Athletics Fields	\$100
Facility Modernizations & Renovations	\$13,500
Data Center & Projects	\$2,200
Application Licenses	\$4,571
Tech Infrastructure	\$1,400
Staff Laptops	\$1,500
Classroom Tech	\$2,637
Student Laptops	\$4,500
Computer-Based Curriculum	\$6,053
Contingency	\$6,000
Total	\$69,257



Capital Building Fund (\$000's)



Beginning Fund Balance	\$61,262
Sale of Bonds	\$100,000
Total Available Bond Funds	\$161,262
Total Bond Fund Expenditures	\$88,513
End of Year Planned Fund Balance	\$72,749

Bond Projects	\$000's
Newport High School	\$28,000
Evergreen Transition	\$4,000
Puesta del Sol (old site)	\$1,000
Big Picture	\$25,000
Interlake	\$6,000
International	\$3,000
Total Bond Projects	\$67,000
Staff Salary & Benefits	\$1,113
Bond Services	\$400
Total Management	\$1,513
Contingency	\$20,000
TOTAL BOND FUND EXPENDITURES	\$88,513

- Newport High School capacity expansion started in June 2022 and will be complete in August 2025.
- Evergreen Transition project will be completed August 2024
- Planned sale of \$100 million in new bonds

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LOOKING FORWARD



Preparing for the 2025/2026 Budget



Implement improved financial practices and mitigation strategies.



Complete negotiations with Bellevue Education Association, Bus Drivers and Warehouse employees.



Advocate to eliminate the structural K-12 funding issues in Washington State.



Implement priority budgeting process to focus on future needs vs. past spending.



Improve engagement process for budget development.



QUESTIONS AND COMMENTS



APPENDIX

BOARD OF DIRECTORS QUESTIONS AND RESPONSES



Board of Director Questions from July 29, 2024

Do we have plans on how to cover deficits over the next 3-years?

Based on our assumptions regarding enrollment and the state-provided inflation factor increases, we anticipate needing to further reduce expenditures by a total of \$48 million between the 2025/2026 and 2027/2028 fiscal years (see slide 17 for more details). To date, we have been fortunate to keep a significant proportion of the reductions away from classrooms and school buildings. Unfortunately, this may not be the case going forward. To reduce budgets while continuing to serve students and implement our strategic plan, the district will need to make difficult decisions regarding priorities. A few options that could be considered include:

- Further consolidation of programs and schools based on actual enrollment.
- Increasing revenue by offering enrollment and educational opportunities to students not currently attending our schools.
- Considering a reduction of workdays or hours for staff members.
- Eliminating part-time positions with significant costs associated with benefits.
- Restructuring the school day.
- Eliminating inefficiencies in school scheduling and staffing by establishing a minimum class size for classes being offered and taught.

With 85% of our expenditures going towards staff salaries and benefits, it is not possible to make these reductions without impacting the number of people employed by the district. Implementing new budgeting practices, such as priority-based budgeting, will help the district focus on the future rather than past spending patterns.

Do we plan to use more than one demographer in the future?

We do not plan to use multiple demographers on a regular basis unless we are considering major changes, such as school consolidations, based on enrollment forecasts. Last fall, when we used two different demographers to assess middle school enrollment, both provided similar projections regarding future trends. Instead of employing two demographers annually, we believe that hiring multiple or different demographers for specific studies will continue to provide valuable input.

What is the true impact of consolidating activity buses for middle school students especially on our most vulnerable populations?

Last year we had 21 activity buses at a cost of \$1,240,000. On average, these buses transported 8.2 students each. Six of the activity bus routes had no riders. The capacity of a bus is 60 students. We do not want to extend bus rides unreasonably nor do we not want to provide service to students. We have combined some routes with others and removed stops with 0 riders. However, after the start of the school year, working with the schools and the community we will re-assess ridership and add either stops or an activity bus if needed to support students.

What is position control and how does it work?

Position control is a functionality in our budget, HR and finance software platform (Munis). This functionality was not available on the software we replaced with Munis. While it does not measure efficiency of our labor force or positions, it does restrict hiring to the number of positions in the budget. In some areas and for some staff such as paras or general school assistants, hiring has been more fluid and resulted in overstaffing. This functionality will eliminate the potential for over hiring without prior approval.

There were some large items missed in the 2023/2024 budget. What processes are we putting in place to ensure this does not happen again?

The items missing from the budget were not aligned to a budget owner to monitor and ensure the appropriate amounts were included in the budget. The budget owner was the budget department and not a specific person or role. We have now made sure that each of these items are owned by a department leader. For example, there is a budget line item for substitutes that is in the Human Resources budget. There is also a line item for optional professional development that is also owned by Human Resources. Having owners for these items will ensure they are included in future budgets.

Board of Director Questions from July 29, 2024

Do we have any wiggle room in this budget?

Yes, we have built in contingencies in the areas of enrollment and staffing which are the largest drivers of both revenue and expenditures. On the revenue side, we have a 300-student buffer which is equivalent to \$3.4 million in state apportionment. If our actual enrollment is within 300 students of the forecast, our budget can absorb that difference with minimal impact. We have also included expenses for more staff members than currently assigned to schools increase budgeted expenditures by \$2.4 million. Finally, we have budgeted a surplus of \$1.9 million (revenues greater than expenditures) which we would like to maintain to help build back the general fund balance but is available if needed to balance greater than budgeted expenditures. The total “wiggle” room in the budget is \$7.7 million.

Can you explain contingency staffing? Are they already hired? How do you incorporate the Equity Driven Decision Making when assigning contingency staff?

Contingency staff are not already hired. If contingency staff were hired prior to the start of school, then we would be responsible for their contracts for the year whether we had a higher than forecasted students or not. We assign contingency staff based on need as the school year starts. Class sizes and higher than forecasted enrollment are the primary drivers for determining need. Working with principals, we target schools with the greatest needs taking into consideration demographics and student achievement data in addition to class sizes.

Who are the other staff where reductions occurred between the current year and the 2024/2025 school year?

The reductions were in support organizations and teaching and learning at the district office the following departments/functions were impacted:

- Transportation – Garage and Office Staff
- Facilities – Maintenance and Grounds
- Finance/Budget/Payroll – Financial Compliance, Payroll staff
- Records Management
- Teaching and Learning – Director and coordinator positions
- Administrative Support positions

Can you explain the impact of the 17:1 ratio for kinder through 3rd grade from a financial perspective?

BSD’s budget is built assuming we will achieve a 17:1 class size ratio for K-3rd grade classrooms. This is a calculated ratio and includes homeroom teachers, co-teachers, elementary specialists, librarians, etc. If we do not achieve a 17:1 ratio then we will receive less than anticipated revenue for these students. In other grade levels, the state assumes class sizes but does not change the apportionment based on the actual class sizes at those grade levels. If BSD staffs at a ratio lower than 17:1 for K-3, the state will only pay apportionment at the 17:1 ratio and it will cost the district more money than we are being reimbursed. In 2023/2024, the actual class size ratio for K-3 was 17.7:1, resulting in lower than budgeted revenue for these classrooms.

How much funding do we receive for Digital Discovery students? Is it a net gain or net loss for the district?

Kinder through 5th grade Digital Discovery students are receiving enough hours of synchronized instruction to be funded as general education students under the state appropriation model. Secondary students are funded based on the estimated statewide annual average allocation per full-time equivalent student in grades nine through twelve in general education. In essence resulting in a similar funding level to in-person students.

Board of Director Questions from July 29, 2024

Do we have checks and balances with respect to the enrollment forecast?

The best checks and balances for enrollment forecasts is to compare the forecast to actual enrollment. BSD has been working with the current demographer since 2013. Below is the comparison between the forecast provided in spring each year and actual fall enrollment for the past 9 years. The largest variances occurred in 2020/2021 which was in the middle of the pandemic, when the enrollment forecast exceeded actual enrollment by 3.78% and in 2023/2024 when the district began taking more non-resident students to support enrollment, when the enrollment forecast underestimated actual enrollment by 3.83%. The average variance between actual and forecasted enrollment excluding these anomalies has been (0.42%).

School Year	Actual Enrollment	Forecasted Enrollment	Difference Actual vs. Forecast	% Difference
2015/2016	19,716	19,675	41	0.21%
2016/2017	19,974	20,111	(137)	(0.69%)
2017/2018	20,262	20,355	(93)	(0.46%)
2018/2019	20,272	20,441	(169)	(0.83%)
2019/2020	20,295	20,300	(5)	(0.02%)
2020/2021	19,545	20,283	(738)	(3.78%)
2021/2022	18,808	18,931	(123)	(0.65%)
2022/2023	18,409	18,497	(88)	(0.48%)
2023/2024	18,841	18,120	721	3.83%

Board of Director Questions from July 29, 2024

What is the growth in enrollment in special education from the beginning of the year to the end of the year and how does this compare to the change in expenditures for special education? Also, does a significant amount of the extra spent get reimbursed by safety net?

Following is some data regarding special education services spending over the previous 6 years including 2023/2024 end of year estimates.

School Year	Budgeted Expenditures (\$000's)	Actual Expenditures (\$000s)	Under/ (Over) Budget	% Change in Actual Expenditures	Ave Monthly SPED Students	Cost Per Student	% Change Cost per Student
2018/19	\$43,683	\$44,883	(\$1,200)		1,623	\$27,645	
2019/20	\$47,914	\$51,168	(\$3,254)	14.0%	1,650	\$31,001	12.1%
2020/21	\$51,513	\$53,504	(\$1,991)	4.6%	1,695	\$31,566	1.8%
2021/22	\$53,325	\$56,386	(\$3,061)	5.4%	1,634	\$34,491	9.3%
2022/23	\$58,749	\$66,046	(\$7,297)	17.13%	1,742	\$37,914	9.9%
2023/24	\$66,951	\$75,951	(\$9,000)	15.0%	1,912	\$39,723	4.8%

Enrollment growth over the school year for special education for the 2023/2024 school year was from 1,838 to 2,002 or 8.9% over the course of the year. However, we had budgeted for 1,933 students which is more than the actual average monthly number of students.

With respect to Safety Net funding, Safety Net funding kicks in when the cost of serving an individual student exceeds \$39,000. The average funding we receive for students with special needs is approximately \$23,000 leaving a gap of \$16,000 the district must fund before receiving safety net funding. When comparing the safety net submissions with our neighboring districts, I am concerned that our submission as a percentage of special education expenditures is significantly lower than both Lake Washington and Northshore – see table below.

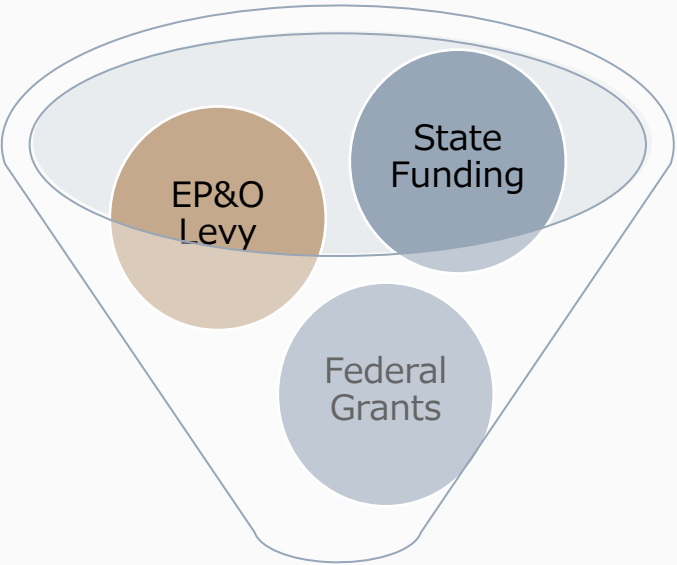
District	Special Ed Expenditures	Safety Net Submission	% of SPED expenditures
Bellevue	\$76 Million	\$6.8 Million	8.9%
Lake Washington	\$75 Million	\$15 Million	20.0%
Northshore	\$70 Million	\$11 Million	15.7%

In addition, the average spending per student with special needs is lower in both Lake Washington and Northshore. We plan to look at our safety net billing practices in comparison to other districts to be closer to their submission levels for reimbursement.

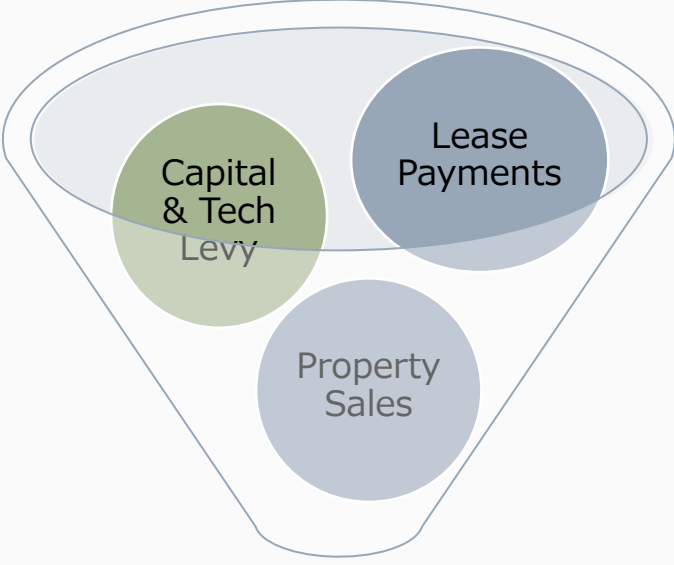


ADDITIONAL INFORMATION
FROM 8/1/2024
PRESENTATION TO
BOARD OF DIRECTORS

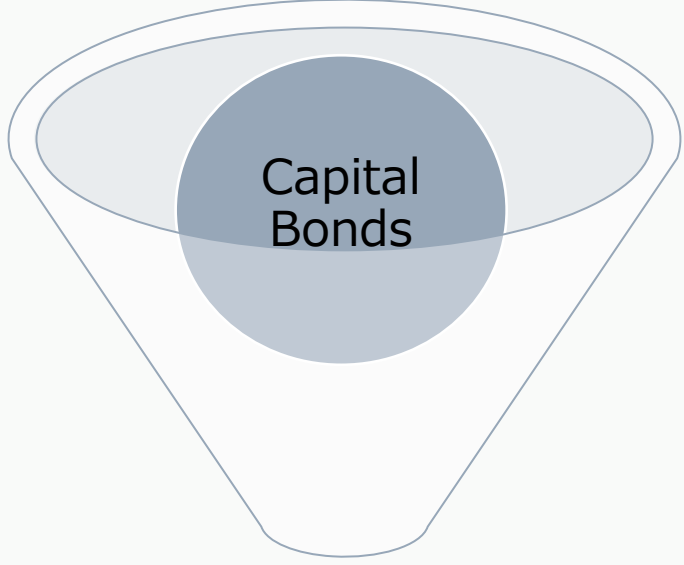
School Funding 101



General Funds
For Day-to-Day
Operations



Capital & Technology
Technology Expenditures
& Building Maintenance



Buildings
New Buildings and
Additions

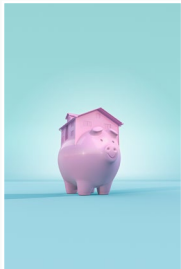
6 Things to Know About School Budgeting



The budget must **balance**. We have savings (called a **fund balance** or reserve) that are there for a rainy day, but not to solve ongoing budget shortfalls.



We pay high **taxes** for education, but a significant portion goes to the state which apportions it back to districts via a formula



Local levies help a lot! However, the amount that can be collected is limited and the specific uses of levies are restricted. We cannot collect enough locally to make up for the shortfall in education funding.



Capital funds for technology and buildings are separated by law from money for operations (general fund) and cannot be mixed. We cannot sell property, for example, to pay for day-to-day operations.



Class size is dictated by the number of teachers we can pay for from the general fund not by school size.



The **Bellevue Schools Foundation** and **PTSA**s raise critical money to support enrichment and innovation for our schools but can't donate enough each year to make up for the budget shortfall. Donations cannot be counted on as recurring revenue.

December 14, 2023



April 18, 2024



August 1, 2024

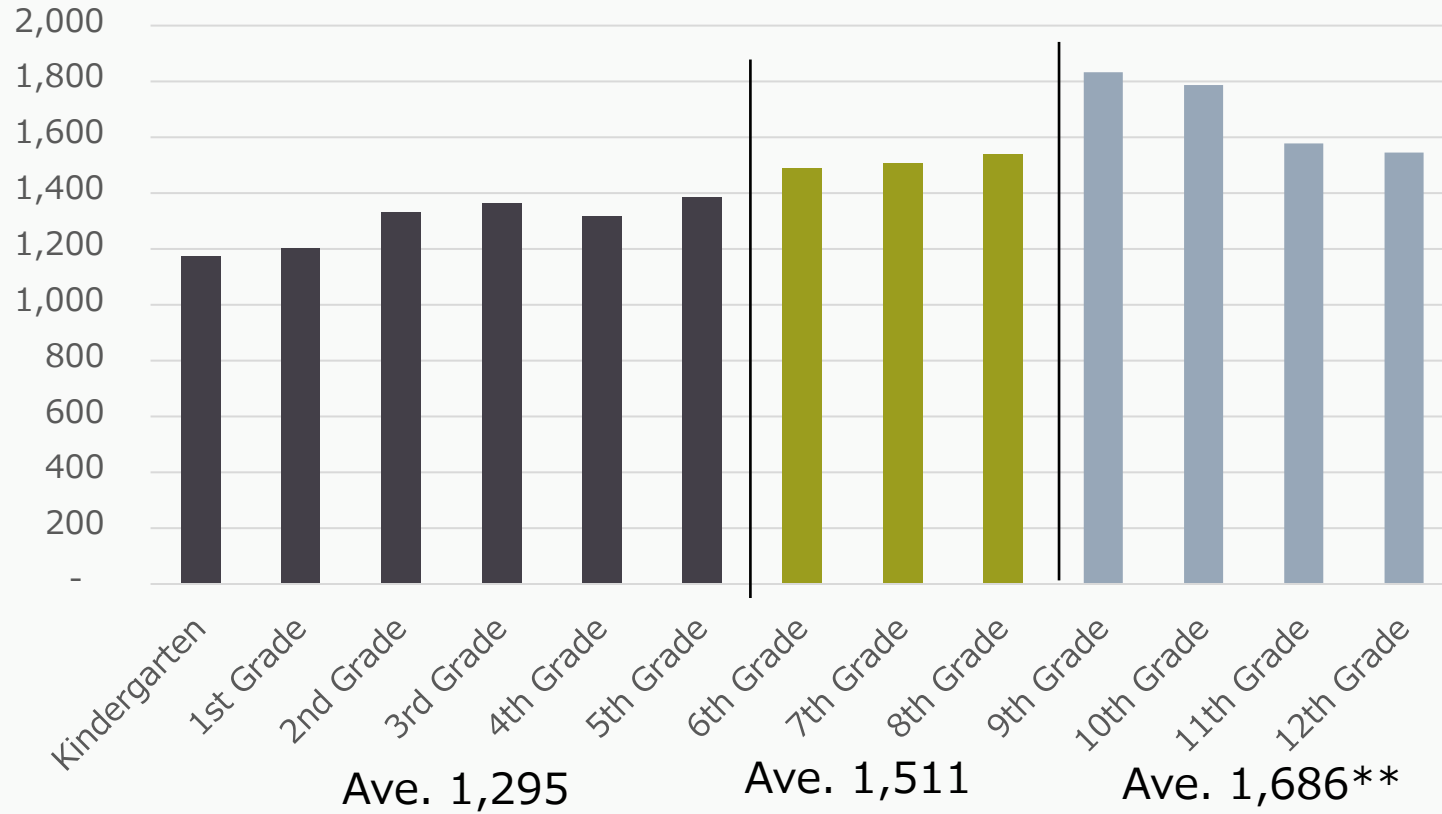
- Actual starting fund balance was \$17.7 million
- Higher than forecasted enrollment
- Ending Fund Balance expected to be \$20.7 million
- Anticipated 2024/2025 shortfall \$10 million

- Enrollment remained higher than forecasted
- Transportation ridership was down
- Missed the K-3 17:1 staffing ratio
- Special Education expenses forecasted to overrun by \$5 million
- Material, Supplies and Operating Costs (MSOCs) higher than budgeted for insurance, running start and utilities.
- Shared planned reductions for 2024/2025.

- Special Education overspend reached \$7 million
- 2023/2024 budget understated expenditures by \$15 million for substitute pay, optional professional development for educators, stipends for classified employees, and certificated salaries.
- For 2024/2025 budget, included \$12.4 million of these additional expenditures.
- Further leveraged capital and technology funds including interest transfer which helped maintain an estimated ending fund balance of \$17.6 million.

Past and Current Updates 23/24

2023/2024 EOY Enrollment



Enrollment by Grade

*Note: 333 11th and 12th grade students were full-time running start and not included in these enrollment counts.

** Average includes full-time running start students for 11th and 12th grades for high school grade levels is 1,769.

Budget Assumptions

A budget estimates revenue and expenses for a specified future period of time based on a series of assumptions.

Our annual plan is based on our strategic plan.

Our budget is our financial plan based on what we want to achieve in our annual plan.



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- Enrollment forecast for budget development revenues is 18,450 for K-12 including ALE and for expenditures is 18,750.
- Classroom staffing assumptions remained consistent with prior years and totaled 795.8 classroom certificated staffing.
- All contractual salary increases are included.
- Average certificated educator position cost (salary and benefits) is \$157,000.
- Includes 10 contingency certificated general education staff and 5 contingency certificated special education staff.
- Digital Discovery increased enrollment from 116 to 206.
- No increase in non-resident student enrollment in the forecast.

Previous Budget Reductions

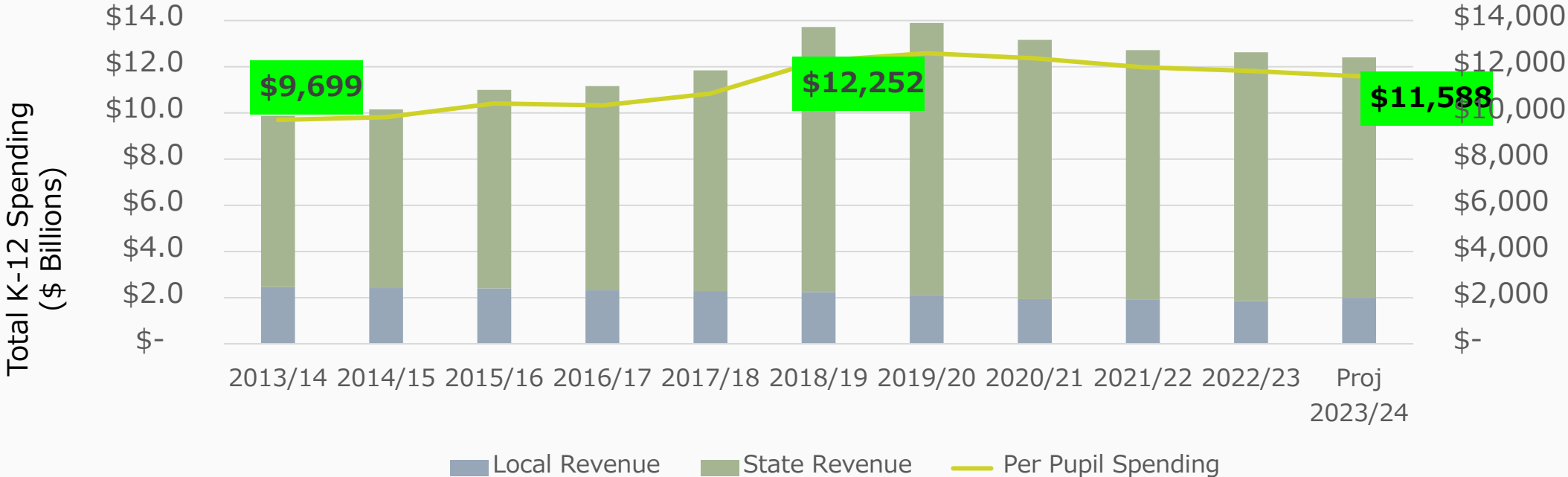
Budget reductions were made coming into the 2023/2024 school year. Many of these reductions are resulting in on-going annual savings including:

Budget Reduction	Annual Savings (\$000's)
Consolidating 2 elementary schools	\$6,589
Replacing outside contracted staff with district employees	\$1,000
Operational Staff Reductions	\$1,822
Central Office Staff Reductions	\$3,858
Materials, Supplies, and Operating Cost Reductions District-wide	\$5,270
Matching School Staff to Enrollment	\$6,347
Total	\$24,886



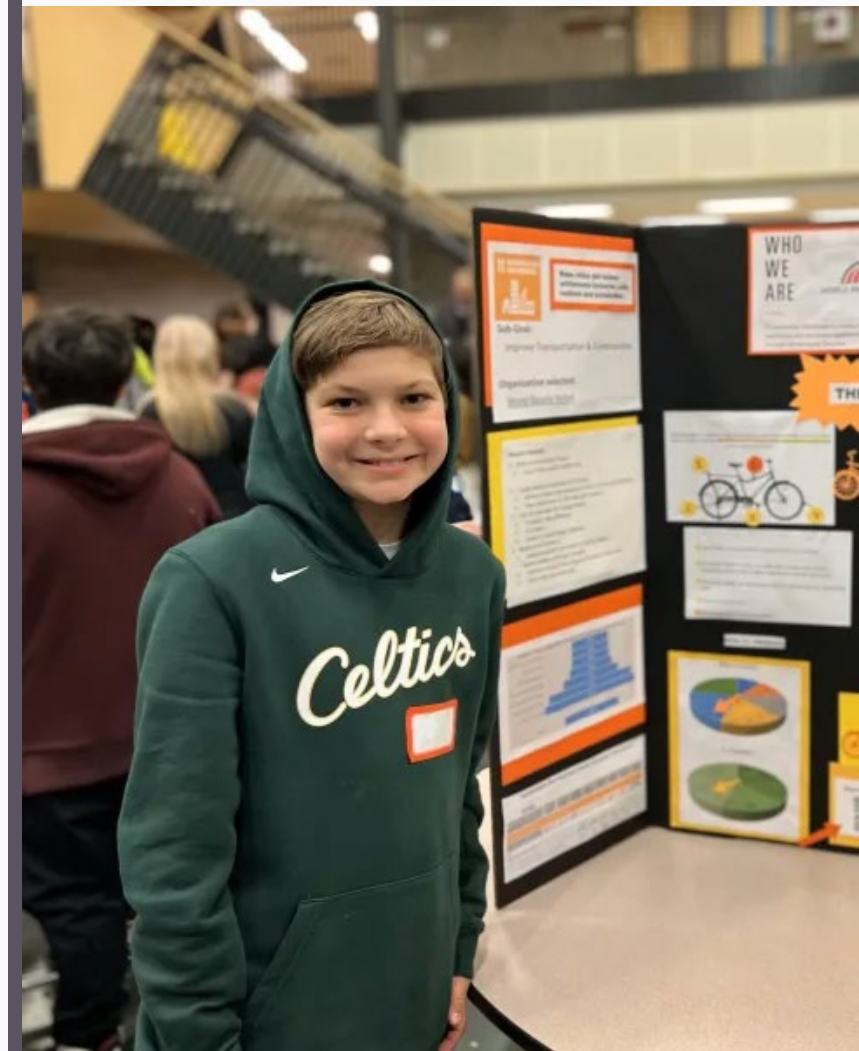
State Structure Funding Issues

In Washington state, **school districts must reduce budgets year-over-year even if enrollment is flat and employee wage increases are equivalent to the inflationary adjustments** provided by the state. This is a **structural funding issue the state must address** to, at a minimum, maintain per pupil funding after inflationary adjustments year-over-year.



Improved Financial Practices and Other Mitigation Strategies

Improve Monitoring	<ul style="list-style-type: none"> • Budget includes previously missed expenses allowing all expenses to be better monitored. • Implement position control to monitor staffing levels against approved positions. • Conduct a program review on special education to better understand service practices and improvement opportunities to better support students and control spending. • Implement spending control limiting departments and schools' ability to enter purchase orders exceeding budget.
Proactive Partnering	<ul style="list-style-type: none"> • Budget analysts are expected to partner with budget owners to be more proactive regarding spending patterns and potential overruns. • Budget analysts will be on project teams to add cost as a consideration for decision making. • Solidify budget development processes including strategic investments and departmental budget asks.
Improve Reporting	<ul style="list-style-type: none"> • Continue to implement and improve monthly revenue and expenditure trend analysis and tracking model to forecast end of year expectations throughout the fiscal year. • Improve monthly financial status reporting to board to include visuals and forecasts not just historical perspective.



Next Steps

- Public Notice in each of the two weeks prior to the Budget Hearing
- Budget Hearing for public comment – prior to August 15 Board Meeting
- Budget Presented to the Board for Approval at August 15 Board Meeting

