

# **PROFILES IN SCHOOL LEADERSHIP:** LEVERAGING STUDENT BASED BUDGETING

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THE CHICAGO PUBLIC EDUCATION FUND



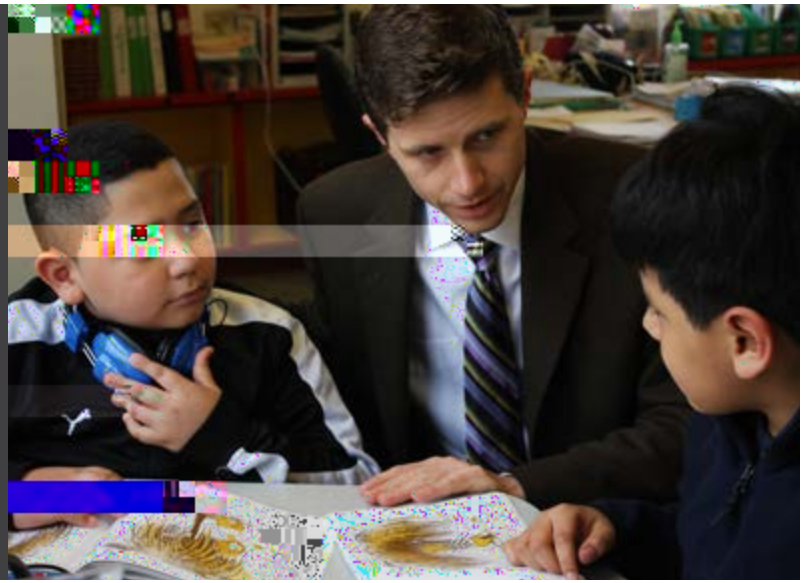
## ABOUT THE FUND







CESAR E. CHÁVEZ  
MULTICULTURAL  
ACADEMIC CENTER



**BUDGET OVERVIEW**





The image shows a table with multiple rows and columns, but the content is almost entirely illegible due to extreme blurring and low contrast. Some faint elements are visible, including dollar signs (\$), the number sequence '00,000', and a negative sign in parentheses '(-)'. The table appears to be a financial or budgetary document.

# DISNEY II

MAGNET SCHOOL



## LESSONS LEARNED FROM BUDGET DECISIONS AT DISNEY II

1. The new school year begins on January 1.

## LEVERAGING STUDENT BASED BUDGETING

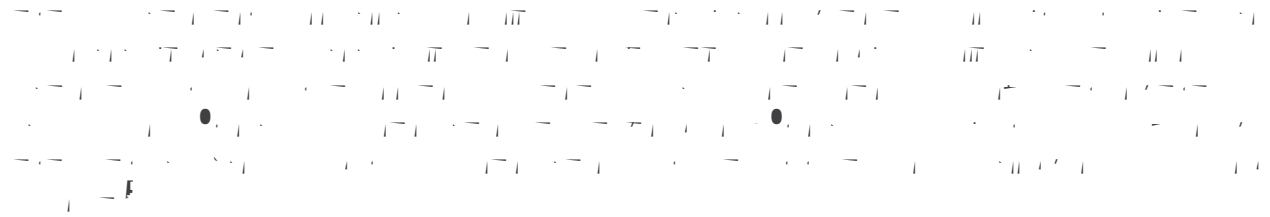
1. The first step in the process is to identify the student population that will be most impacted by the budget cuts. This is typically done by looking at enrollment trends and identifying areas where enrollment is declining or projected to decline significantly.

2. Once the student population has been identified, the next step is to determine the specific programs and services that will be most affected by the budget cuts. This is typically done by looking at the cost of each program and service and identifying areas where cuts are most likely to be made.

3. The final step in the process is to develop a plan to mitigate the impact of the budget cuts on the student population. This typically involves identifying alternative funding sources, such as grants or donations, and developing strategies to reduce costs in other areas of the institution.



## LESSONS LEARNED FROM BUDGET DECISIONS AT NAMASTE



## PLAN FOR STUDENT NEEDS AND FACULTY INTERESTS

1. The first step in the process is to identify the needs and interests of the students and faculty. This can be done through surveys, focus groups, and other methods of data collection. Once the needs and interests are identified, the next step is to develop a plan that addresses these needs and interests. This plan should be developed in collaboration with the students and faculty, and should be based on the data collected in the first step. The plan should outline the specific actions that will be taken to address the needs and interests, and should include a timeline for implementation. Finally, the plan should be monitored and evaluated regularly to ensure that it is effective and that the needs and interests of the students and faculty are being met.

2. The second step in the process is to develop a plan that addresses the needs and interests of the students and faculty. This plan should be developed in collaboration with the students and faculty, and should be based on the data collected in the first step. The plan should outline the specific actions that will be taken to address the needs and interests, and should include a timeline for implementation. Finally, the plan should be monitored and evaluated regularly to ensure that it is effective and that the needs and interests of the students and faculty are being met.





## LESSONS LEARNED FROM BUDGET DECISIONS AT STEINMETZ

1. Tracking the impact of dollars spent helps improve transparency and decision-making over time.



2. Maximize resources toward instruction, especially when resources are limited.





