

# Baltimore City Public School System

## DISTRICT BACKGROUND 2009–10:

**Superintendent & Tenure:** Andrés A. Alonso, CEO (since 2007)

**District Enrollment** .....82,866 students (INCREASING)

**Operating Budget** .....\$1.265 billion (DECREASING)

**Operating \$/pp** .....\$12,738 per pupil

**% Free & Reduced Lunch** .....84%

**% Special Education** .....15%

**% English Language Learners** .....2%

**# of Schools in the District** .....192 schools

**Average School Size** .....408 students



Superintendent Andrés A. Alonso with students

## FSF OVERVIEW:

**Name** .....Fair Student Funding

**Year Implemented** .....2008–2009

**% of District General Fund allocated via FSF** .....70%

**Total \$s allocated via FSF** .....\$561m (44% of Operating Budget) \$8,651 per pupil

**Reserve Amount** .....\$10m

**Pilot of FSF** .....No

**Transition Policy to FSF?** .....Yes, schools cannot gain more than 10% or lose more than 15% from previous year

**Average or Actual Salary** .....Average school salary

## WEIGHTING SYSTEM:

**Base Weight:** \$4,785 **1.0**

**Foundation Amount:** —

**School-Level or Grade-Level:** —

**Achievement–High:** \$2,200 **0.45**

**Achievement–Low:** \$2,200 **0.45**

**Poverty:** \$900 for HS only **0.18**

**ELL/LEP:** —

**Special Education:**

LRE A (mainstreamed): \$4,737 **0.99**

LRE B (mainstreamed): \$8,709 **1.82**

LRE C (self-contained): \$6,603–\$7,943 **1.38–1.66**

**Other:** —

## LESSONS LEARNED:

1. Principals need on-going training in the strategic allocation of resources and budget management.
2. System needs to streamline the budget adjustment process when the final enrollment figures are available in the fall to ensure minimal programmatic disruption.
3. Fully integrated, highly detailed and readily accessible data on all aspects of school system operations is an essential ingredient to Fair Student Funding.

## SCHOOL-CONTROLLED RESOURCES:

### Instructional Staff

- ES Homeroom Teachers
- SS Core Subject Teachers
- ELL Teachers
- Special Ed Teachers—Mainstreamed/Resource Room
- Special Ed Teachers—Self-Contained
- Special Ed 1-to-1 Aides (IEP-driven)
- Instructional Coaches
- Librarian

### Pupil Services Staff

- Counselors
- Social Workers
- Psychologists
- Nurses & Health Services Supplies
- Related Services Staff (OT/PT/Speech)

### School Administration Staff

- Principals
- Assistant Principals
- Special Ed Case Managers
- Parent/Community Coordinators or Liaisons
- Secretarial/Clerical Staff

### Operations Staff

- Food Services Staff (Cooks, Porters, etc.)
- Maintenance Staff (Plumber, Electrician,)
- Custodial Staff (Custodians, Cleaners)
- Security Staff (Guard, Sentries, etc.)
- Technology Support Staff (IT Support, Help Desk, etc.)
- Transportation Staff (Drivers, Attendants, etc.)

### Staff Overtime or Substitutes

- Short-term Substitutes
- Long Term Substitutes
- Overtime for Instructional Staff
- Overtime for Administrative/Maintenance Staff
- Extracurricular Supplements
- Other Extra-Duty Supplements

### Staff Development

- Release time for staff development activities
- Travel expenses for school personnel
- Fees and expenses for speakers and consultants
- Staff development supplies and materials

### Instructional Supplies and Services

- Computer Hardware
- Computer Software/Inst. Technology
- Extracurricular/Athletic supplies and materials
- Field Trips—Transportation
- Instructional Supplies
- Library Books and Materials
- Testing and assessment materials
- Textbooks

### Admin/Operational Supplies and Services

- Custodial Services and Supplies
- Maintenance Services and Supplies
- Office/Admin Services and Supplies
- Security Services and Supplies
- Transportation Services and Supplies
- Utilities

## ACHIEVEMENTS:

1. Provided the Principals & School Communities with unprecedented flexibility to respond to school needs in new ways, increasing programming in many academic and youth development areas.
2. Reduced Central Administration staff by 30% and devolved \$581 million dollars from the Central Administration to the Schools since FY 08.
3. Shifted the role of the Central Administration from close supervision to oversight and support.

# Cincinnati Public School District

## DISTRICT BACKGROUND 2009–10:

**Superintendent & Tenure:** Mary A. Ronan (since 2009)

**District Enrollment** .....34,012 students (DECREASING)

**Operating Budget** .....\$467m (DECREASING)

**Operating \$/pp** .....\$13,731 per pupil

**% Free & Reduced Lunch** .....66%

**% Special Education** .....19%

**% English Language Learners** .....4%

**# of Schools in the District** .....58 Schools

**Average School Size** .....586 students



Cincinnati Public Schools' Superintendent Mary Ronan (right) at Oylar School during a visit to Cincinnati by Ohio's State Superintendent Deborah Delisle (left).

## FSF OVERVIEW:

**Name** ..... Student-Based Funding

**Year Implemented** ..... 1999–2000

**% of District General Fund**

**allocated via FSF** .....49%

**Total \$s allocated via FSF** .....\$227m

**Reserve Amount** ..... 1.5–2% of Student Based Budget (SBB)

**Pilot of FSF** ..... unknown

**Transition Policy to FSF?** ..... unknown

**Average or Actual Salary** ..... Average salary

## WEIGHTING SYSTEM:

<b>Base Weight:</b>	\$4,873	<b>1.0</b>
<b>Foundation Amount:</b> Principal/Clerical/Casher/Engineer (proposed)		
<b>School-Level or Grade-Level:</b> K–3 and 9–12: \$975		<b>0.2</b>
<b>Achievement–High:</b>		<b>–</b>
<b>Achievement–Low:</b>	\$1,413	<b>0.29</b>
<b>Poverty:</b>	\$244	<b>0.05</b>
<b>ELL/LEP:</b>	\$2,353	<b>0.4828</b>
<b>Special Education:</b>		
CD, OHI-m, SLD:	\$2,264	<b>0.4645</b>
VI	\$4,873	<b>1.0</b>
ED	\$8,623	<b>1.7695</b>
OH/OHH/OHI-M	\$10,818	<b>2.22</b>
HI	\$13,352	<b>2.74</b>
MD, PS	\$13,498	<b>2.77</b>
AU, DB, TBI	\$17,981	<b>3.69</b>
<b>Other:</b>		
Career path participation		<b>0.60</b>
Preschool disabilities		<b>1.0</b>

## LESSONS LEARNED:

1. Recording of actual data needs to be compared to budgeted revenues to keep weighting in line with needs
2. Data driven initial student projections are critical to budget process for proper and adequate personnel in place before school starts.
3. Building Administrators need to have an understanding of basic budgeting, funding sources and compliance requirements of grants.

## SCHOOL-CONTROLLED RESOURCES:

### Instructional Staff

- ES Homeroom Teachers
- SS Core Subject Teachers
- ELL Teachers
- Special Ed Teachers—Mainstreamed/Resource Room
- Special Ed Teachers—Self-Contained
- Special Ed 1-to-1 Aides (IEP-driven)
- Instructional Coaches
- Librarian

### Pupil Services Staff

- Counselors
- Social Workers
- Psychologists
- Nurses & Health Services Supplies
- Related Services Staff (OT/PT/Speech)

### School Administration Staff

- Principals
- Assistant Principals
- Special Ed Case Managers
- Parent/Community Coordinators or Liaisons
- Secretarial/Clerical Staff

### Operations Staff

- Food Services Staff (Cooks, Porters, etc.)
- Maintenance Staff (Plumber, Electrician,)
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- Security Staff (Guard, Sentries, etc.)
- Technology Support Staff (IT Support, Help Desk, etc.)
- Transportation Staff (Drivers, Attendants, etc.)

### Staff Overtime or Substitutes

- Short-term Substitutes
- Long Term Substitutes
- Overtime for Instructional Staff
- Overtime for Administrative/Maintenance Staff
- Extracurricular Supplements
- Other Extra-Duty Supplements

### Staff Development

- Release time for staff development activities
- Travel expenses for school personnel
- Fees and expenses for speakers and consultants
- Staff development supplies and materials

### Instructional Supplies and Services

- Computer Hardware
- Computer Software/Inst. Technology
- Extracurricular/Athletic supplies and materials
- Field Trips—Transportation
- Instructional Supplies
- Library Books and Materials
- Testing and assessment materials
- Textbooks

### Admin/Operational Supplies and Services

- Custodial Services and Supplies
- Maintenance Services and Supplies
- Office/Admin Services and Supplies
- Security Services and Supplies
- Transportation Services and Supplies
- Utilities

## ACHIEVEMENTS:

1. SBB holds buildings more accountable.
2. SBB process is used as a positive tool for aligning programs needs with revenue as well as budget.
3. As financial sources become scarce, SBB has forced Principals to work together in a more collaborative way than ever before with Central Office Staff: Assistant Superintendents, Assistant Treasurer/Controller, GF Accountants, Grant Accountants, Student Services, and IT in developing and addressing all variables involved in the budgeting process.

# Denver Public Schools

## DISTRICT BACKGROUND 2009–10:

**Superintendent & Tenure:** Tom Boasberg (since 2009)

**District Enrollment** .....70,316 students (INCREASING)

**Operating Budget** .....\$714 million (DECREASING)

**Operating \$/pp** .....\$10,150 per pupil

**% Free & Reduced Lunch** .....71%

**% Special Education** .....12%

**% English Language Learners** .....31%

**# of Schools in the District** .....160 Schools

**Average School Size** .....ES–417, MS–618,  
HS–1,149 students



Tom Boasberg

Superintendent Tom Boasberg

## FSF OVERVIEW:

**Name** .....Student-Based Budgeting

**Year Implemented** .....2007–2008

**% of District General Fund allocated via FSF** .....64%

**Total \$s allocated via FSF** .....\$366m includes Title I ARRA

**Reserve Amount** .....\$2.7m (1% of FSF General Fund Pool)

**Pilot of FSF** .....No

**Transition Policy to FSF?** .....Hold Harmless transition of RAM to FSF

**Average or Actual Salary** .....Average for full-time positions but have started to pilot Actual

## WEIGHTING SYSTEM:

**Base Weight:** \$3,335 **1.0**

**Foundation Amount:** —

**School-Level or Grade-Level:** —

**Achievement–High:** —

**Achievement–Low:** —

**Poverty:** ES: \$256 **0.08**  
SS: \$290 **0.09**

**ELL:** —

**SPED:** Mild to moderate disabilities:

Qualify for FRL: \$351 **0.11**

Do not qualify for FRL: \$234 **0.07**

**Other:** —

## LESSONS LEARNED:

1. Places a large burden on the principals which requires additional support from multiple departments within the district (i.e. HR for strategic staffing)
2. Hold harmless was difficult for many equity-rich (i.e., resource-rich) schools
3. More focus was placed on enrollment data and the impact of a student on revenue.

## ACHIEVEMENTS:

1. Easier to communicate where the money goes. Increased transparency.
2. Put us in a place where we can now have meaningful conversations regarding different weights.
3. Schools acknowledge the importance of the strategic use/management of all of their resources.

## SCHOOL-CONTROLLED RESOURCES:

### Instructional Staff

- ES Homeroom Teachers
- SS Core Subject Teachers
- ELL Teachers
- Special Ed Teachers—Mainstreamed/Resource Room
- Special Ed Teachers—Self-Contained
- Special Ed 1-to-1 Aides (IEP-driven)
- Instructional Coaches
- Librarian

### Pupil Services Staff

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- Psychologists
- Nurses & Health Services Supplies
- Related Services Staff (OT/PT/Speech)

### School Administration Staff

- Principals
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### Staff Overtime or Substitutes

- Short-term Substitutes
- Long Term Substitutes
- Overtime for Instructional Staff
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- Other Extra-Duty Supplements

### Staff Development

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- Transportation Services and Supplies
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# Hartford Public Schools

## DISTRICT BACKGROUND 2009–10:

**Superintendent & Tenure:** Dr. Steven J. Adamowski (since 2006)

**District Enrollment** .....24,758 students (DECREASING)

**Operating Budget** .....\$395 million (NO CHANGE)

**Operating \$/pp** .....\$15,980 per pupil

**% Free & Reduced Lunch** .....92%

**% Special Education** .....15%

**% English Language Learners** .....17%

**# of Schools in the District** .....48 Schools

**Average School Size** .....410 students



Superintendent Steven J. Adamowski in a classroom.

## FSF OVERVIEW:

**Name** .....Student Based Budgeting

**Year Implemented** .....2008–2009

**% of District General Fund allocated via FSF** .....70%

**Total \$s allocated via FSF** .....\$184.5m

**Reserve Amount** .....5% at school level plus 1% centrally for mid-year adjustments (October 1 and January 1)

**Pilot of FSF** .....No pilot, phased in over 3 years but for all schools

**Transition Policy to FSF?** .....Each school will receive 1/3 of their gain/loss over three years until equity is achieved

**Average or Actual Salary** .....Average school salary

## WEIGHTING SYSTEM:

**Base Weight:** \$6,606 for G4–6 **1.0**

**Foundation Amount:** \$265K for schools <260 students

**School-Level or Grade-Level:** K: \$5,615 **0.85**

G1–3: \$7,927 **1.2**

G7–8: \$7,267 **1.1**

G9–12: \$8,588 **1.3**

**Achievement–High:** \$661 **0.1**

**Achievement–Low:** Well below: \$661 **0.26**

Below: \$330 **0.23**

**Poverty:** —

**ELL:** 0–30 months: \$2,576 **0.39**

30–60 months: \$1,652 **0.25**

60+ months: \$859 **0.13**

**Special Education:**

Level 1: \$5,285 **0.80**

Level 2: \$8,588 **1.30**

Level 3: \$15,788 **2.39**

Level 4: \$26,886 **4.07**

**Other:** —

## LESSONS LEARNED:

1. The transition has been easier for larger schools, much tougher for smaller schools.
2. Hold harmless was difficult for many equity-rich schools.
3. Mid-year disruption is very challenging, especially in a flat/declining-revenue environment and seniority-based system.

## ACHIEVEMENTS:

1. Ownership of budgets by principals.
2. Higher public understanding of school budgets.
3. Better ability to align resources with student needs.

## SCHOOL-CONTROLLED RESOURCES:

### Instructional Staff

- ES Homeroom Teachers
- SS Core Subject Teachers
- ELL Teachers
- Special Ed Teachers—Mainstreamed/Resource Room
- Special Ed Teachers—Self-Contained
- Special Ed 1-to-1 Aides (IEP-driven)
- Instructional Coaches
- Librarian

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- Extracurricular Supplements
- Other Extra-Duty Supplements

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### Instructional Supplies and Services

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- Field Trips—Transportation
- Instructional Supplies
- Library Books and Materials
- Testing and assessment materials
- Textbooks

### Admin/Operational Supplies and Services

- Custodial Services and Supplies
- Maintenance Services and Supplies
- Office/Admin Services and Supplies
- Security Services and Supplies
- Transportation Services and Supplies
- Utilities

# Houston Independent School System

## DISTRICT BACKGROUND 2009–10:

**Superintendent & Tenure:** Terry B. Grier (since 2009)

**District Enrollment** .....202,773 students (DECREASING)

**Operating Budget** .....\$1.63 billion (NO CHANGE)

**Operating \$/pp** .....\$8,074 per pupil

**% Free & Reduced Lunch** .....79%

**% Special Education** .....8%

**% English Language Learners** .....4%

**# of Schools in the District** .....299 Schools

**Average School Size** .....678 Students



## FSF OVERVIEW:

**Name** .....Weighted Student Formula

**Year Implemented** .....2000–01

**% of District General Fund allocated via FSF** .....90%

**Total \$s allocated via FSF** .....\$818m (direct RAS);  
\$856m (Direct RAS + Other)

**Reserve Amount** .....\$469m  
(29% of FSF Pool)

**Pilot of FSF** .....No

**Transition Policy to FSF?** .....Provision for Small School Subsidy, Appeal Process and Hold-Harmless for Whole School Magnet programs.

**Average or Actual Salary** .....Average for General Funds; Actual for Special Funds

## WEIGHTING SYSTEM:

**Base Weight:** Differs by grade level

**Foundation Amount:** Add'l \$1,116/pp for ES<500,  
MS<750, HS <1000

**School-Level or Grade-Level:** ES: \$3,390 **1.0**  
MS: \$3,415 **1.0**  
HS: \$3,379 **1.0**  
+ \$200 from State HS Allotment

**Achievement–High:** \$405–\$410 **0.12**

**Achievement–Low:** –

**Poverty:** \$507–\$512 **0.15**

**ELL:** \$338–\$342 **0.10**

**SPED:** \$507–\$512 **0.15**  
—excludes SPED staffing

**Other:** Mobility (> than 40%): \$338–\$342 **0.10**  
Vocational education: \$1,183 **0.35**

## LESSONS LEARNED:

1. Training and clarity on functions and programs.
2. Effective communication during planning phase through implementation.
3. Provide a parameter of operation designed to satisfy with local, state, and federal compliance.

## ACHIEVEMENTS:

1. More equitable funding of resources to students
2. Provide schools with flexibility, choices and operational efficiency.
3. Empowering schools with relevant decision making authorities.

## SCHOOL-CONTROLLED RESOURCES:

### Instructional Staff

- ES Homeroom Teachers
- SS Core Subject Teachers
- ELL Teachers
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  - Special Ed Teachers—Self-Contained
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- Instructional Coaches
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- Security Services and Supplies
- Transportation Services and Supplies
- Utilities

# New York City Department of Education

## DISTRICT BACKGROUND 2009–10:

**Superintendent & Tenure:** Chancellor Joel Klein (since 2002)

**District Enrollment** ..... 1,030,277 students (DECREASING)

**Operating Budget** ..... \$18.45 billion (DECREASING)

**Operating \$/pp** ..... \$17,908 per pupil

**% Free & Reduced Lunch** ..... 76%

**% Special Education** ..... 14%

**% English Language Learners** ..... 15%

**# of Schools in the District** ..... 1,553 (citywide),  
1,472 (FSF schools only)

**Average School Size** ..... 640 students  
(FSF schools only)



## FSF OVERVIEW:

**Name** ..... Fair Student Funding

**Year Implemented** ..... 2007–2008

**% of District General Fund allocated via FSF** ..... 53%

**Total \$s allocated via FSF** ..... \$4.3b

**Reserve Amount** ..... \$0

**Pilot of FSF** ..... No

**Transition Policy to FSF?** ..... Over-formula schools were “held harmless”; Under-formula schools receive 55% up to a max of \$400K

**Average or Actual Salary** ..... Average (citywide for allocations, school-wide budgeting)

## WEIGHTING SYSTEM:

**Base Weight:** \$4,003 for K–5 **1.0**

**Foundation Amount:** \$225k + collective bargaining increases

**School-Level or Grade-Level:** G6–8: \$4,323 **1.08**  
G9–12: \$4,123 **1.03**

**Achievement–High:** —

**Achievement–Low:**

G6–12 Only: Well Below: \$1,601–2,000 **0.4-0.5**  
G6–12 Only: Below: \$1,000–1,401 **0.25-0.35**

**Poverty:** K–5 Only: FRL: \$960 **0.24**

**ELL/LEP:** K–5 \$1,601 **0.4**  
G6–12 \$2,000 **0.5**

**SPED:** <20%: \$2,242 **0.56**  
20-60%: \$2,722 **0.68**  
>60% (self-contained) \$2,922–4,924 **0.73-1.23**  
>60% (integrated) \$9,127–\$10,087 **2.28-2.52**

**Other:** Portfolio Schools: **0.25**  
Selective Academic **0.35**  
Selective Audition **0.05–0.26**  
Career/Tech Ed **0.40**  
Transfer **0.40**

## LESSONS LEARNED:

1. There is no right answer for how to develop and “price” the needs weights. Should they reflect the cost of educational interventions (and, if so, which ones), or should they reflect policy priorities?
2. While a single pot of funds promotes the concept that “all dollars are green,” it also creates difficulty in tracking and analyzing how principals actually use funds generated by the weights. For example, are funds generated to support ELL pupils shifted to other needs?
3. Developing FSF is an iterative process. We continue to challenge some of our initial decisions, including but not limited to: budgeting at school-wide average teacher salaries; not creating “floor” allocations for small schools and “caps” for very large schools; and allowing students to generate multiple need weights.

## SCHOOL-CONTROLLED RESOURCES:

### Instructional Staff

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## ACHIEVEMENTS:

1. There is much greater transparency around how New York City schools are funded than prior to the implementation of FSF.
2. While the budget crisis prevented us from fully bringing the under-formula schools to parity, they have more operating funds as a result of FSF.
3. The development and implementation of FSF precipitated a citywide equity discussion.

# Oakland Unified School District

## DISTRICT BACKGROUND 2009–10:

**Superintendent & Tenure:** Tony Smith, Ph. D. (since 2009)

**District Enrollment** .....38,826 students (DECREASING)

**Operating Budget** .....\$419.3 million (DECREASING)

**Operating \$/pp** .....\$5,642 per pupil

**% Free & Reduced Lunch** .....67%

**% Special Education** .....13%

**% English Language Learners** .....31%

**# of Schools in the District** .....109 Schools

**Average School Size** .....341 for ES/MS  
421 for HS



## FSF OVERVIEW:

**Name** .....Results-Based Budgeting

**Year Implemented** .....2004–2005

**% of District General Fund allocated via FSF** .....87%

**Total \$s allocated via FSF** .....\$221m

**Reserve Amount** .....\$3m (1.4% of FSF Pool)

**Pilot of FSF** .....Yes, 14 school pilot in 2003–04

**Transition Policy to FSF?** .....Yes, subsidize expensive teachers in short-term; Never made full transition, hold harmless still in place in 0910

**Average or Actual Salary** .....Actual Salaries

## WEIGHTING SYSTEM:

**Base Weight:** \$3,380 **1.0**

**Foundation Amount:** —

**School-Level or Grade-Level:** ES: \$3,380 **1.0**  
MS: \$3,645 **1.0784**  
HS: \$3,693 **1.0926**

**Achievement—High:** —

**Achievement—Low:** categorical \$s only

**Poverty:** \$673 for K–5 only **0.2**

**ELL/LEP:** \$400 for K–5 only **0.12**

**Special Education:** categorical \$s only

**Other:** —

## LESSONS LEARNED:

1. Over communicate.
2. Work closely with your labor organizations.
3. Ensure you have adequate funding to support the transition and invest heavily in support tools for principals and finance staff.

## ACHIEVEMENTS:

1. Academic Performance: Oakland Unified School District is the most improved urban school district in California over the last 5 years.
2. Equitable Outcomes: All student subgroups have shown an increase in academic performance.
3. Fiscal Responsibility: In 2003 Oakland Unified had a negative fund balance, it now has a positive fund balance.

## SCHOOL-CONTROLLED RESOURCES:

### Instructional Staff

- ES Homeroom Teachers
- SS Core Subject Teachers
- ELL Teachers
- Special Ed Teachers—Mainstreamed/Resource Room
- Special Ed Teachers—Self-Contained
- Special Ed 1-to-1 Aides (IEP-driven)
- Instructional Coaches
- Librarian

### Pupil Services Staff

- Counselors
- Social Workers
- Psychologists
- Nurses & Health Services Supplies
- Related Services Staff (OT/PT/Speech)

### School Administration Staff

- Principals
- Assistant Principals
- Special Ed Case Managers
- Parent/Community Coordinators or Liaisons
- Secretarial/Clerical Staff

### Operations Staff

- Food Services Staff (Cooks, Porters, etc.)
- Maintenance Staff (Plumber, Electrician,)
- Custodial Staff (Custodians, Cleaners)
- Security Staff (Guard, Sentries, etc.)
- Technology Support Staff (IT Support, Help Desk, etc.)
- Transportation Staff (Drivers, Attendants, etc.)

### Staff Overtime or Substitutes

- Short-term Substitutes
- Long Term Substitutes
- Overtime for Instructional Staff
- Overtime for Administrative/Maintenance Staff
- Extracurricular Supplements
- Other Extra-Duty Supplements

### Staff Development

- Release time for staff development activities
- Travel expenses for school personnel
- Fees and expenses for speakers and consultants
- Staff development supplies and materials

### Instructional Supplies and Services

- Computer Hardware
- Computer Software/Inst. Technology
- Extracurricular/Athletic supplies and materials
- Field Trips—Transportation
- Instructional Supplies
- Library Books and Materials
- Testing and assessment materials
- Textbooks

### Admin/Operational Supplies and Services

- Custodial Services and Supplies
- Maintenance Services and Supplies
- Office/Admin Services and Supplies
- Security Services and Supplies
- Transportation Services and Supplies
- Utilities

# San Francisco Unified School District

## DISTRICT BACKGROUND 2009–10:

**Superintendent & Tenure:** Carlos Garcia (since 2007)

**District Enrollment** .....56,000 students (DECREASING)

**Operating Budget** .....\$597 million (DECREASING)

**Operating \$/pp** .....\$6,842 per pupil

**% Free & Reduced Lunch** .....57%

**% Special Education** .....10%

**% English Language Learners** .....28%

**# of Schools in the District** .....139 Schools

**Average School Size** .....ES–369, MS–712, HS–928 students



Superintendent Carlos Garcia with staff.

## FSF OVERVIEW:

**Name** ..... Weighted Student Formula

**Year Implemented** .....2002–2003

**% of District General Fund allocated via FSF** .....56%

**Total \$s allocated via FSF** .....\$216m

**Reserve Amount** .....\$0M (0% of FSF Pool) after final allocations

**Pilot of FSF** ..... Yes, in 2001–02 with 27 schools

**Transition Policy to FSF?** ..... Schools could not lose more than \$25/pp per year or gain more than \$300/pp per year

**Average District Salary** ..... Average school salary

## WEIGHTING SYSTEM:

**Base Weight:** \$2,772 1.0

**Foundation Amount:** Principal and clerk for all schools (except K–8s who also get a counselor and 0.2 librarian)

**School-Level or Grade-Level:**

K: \$3,512	1.27	G6–8: \$3,160	1.14
G1–3: \$3,686	1.33	G9–12: \$3,298	1.19
G4–5: \$2,772	1.00		

**Achievement–High:** –

**Achievement–Low:** –

**Poverty:** \$249 0.09

**ELL/LEP:** Beg/Int: \$200–\$530 0.0724–0.1919  
Advanced: \$155 0.0561  
LT non-redesignated: \$240 0.0869

**SPED:** Small amount for PD and supplies—everything else staffed centrally.

Resource program:	\$27	0.0097
Special Day Class—Nonsevere:	\$49–\$52	0.0179–0.0189
Special Day Class—Severe:	\$81–\$90	0.0315–0.0328

**Other:** –

## LESSONS LEARNED:

1. School site councils (local site teams) must be engaged and trained for the change in role.
2. Central offices must be prepared to work differently to support sites.
3. Increased transparency in the schools appeared to lead to an increased demand for transparency in the district office.

## ACHIEVEMENTS:

1. Increased parental engagement.
2. Spending/poverty relationship became stronger after implementation of WSF.
3. Decisions on how to use resources are more tailored to specific school's needs.

## SCHOOL-CONTROLLED RESOURCES:

### Instructional Staff

- ES Homeroom Teachers
- SS Core Subject Teachers
- ELL Teachers
- Special Ed Teachers—Mainstreamed/Resource Room
- Special Ed Teachers—Self-Contained
- Special Ed 1-to-1 Aides (IEP-driven)
- Instructional Coaches
- Librarian

### Pupil Services Staff

- Counselors
- Social Workers
- Psychologists
- Nurses & Health Services Supplies
- Related Services Staff (OT/PT/Speech)

### School Administration Staff

- Principals
- Assistant Principals
- Special Ed Case Managers
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### Operations Staff

- Food Services Staff (Cooks, Porters, etc.)
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### Staff Overtime or Substitutes

- Short-term Substitutes
- Long Term Substitutes
- Overtime for Instructional Staff
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- Other Extra-Duty Supplements

### Staff Development

- Release time for staff development activities
- Travel expenses for school personnel
- Fees and expenses for speakers and consultants
- Staff development supplies and materials

### Instructional Supplies and Services

- Computer Hardware
- Computer Software/Inst. Technology
- Extracurricular/Athletic supplies and materials
- Field Trips—Transportation
- Instructional Supplies
- Library Books and Materials
- Testing and assessment materials
- Textbooks

### Admin/Operational Supplies and Services

- Custodial Services and Supplies
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- Security Services and Supplies
- Transportation Services and Supplies
- Utilities

# Seattle Public Schools

## DISTRICT BACKGROUND 2009–10:

**Superintendent & Tenure:** Marie L. Goodloe-Johnson (since 2007)

**District Enrollment** .....45,800 students (INCREASING)

**Operating Budget** .....\$566 million (DECREASING)

**Operating \$/pp** .....n/a

**% Free & Reduced Lunch** .....39.9%

**% Special Education** .....14.4%

**% English Language Learners** .....12.4%

**# of Schools in the District** .....86 Schools

**Average School Size** .....ES–387, MS–787,  
HS–1,090 students



Marie L. Goodloe-Johnson

## FSF OVERVIEW:

**Name** .....Weighted Student Funding

**Year Implemented** .....1997 (Ended 2008)

**% of District General Fund allocated via FSF** .....\$235m

**Total \$s allocated via FSF** .....42%

**Reserve Amount** .....\$2.5m (1% of FSF Pool)

**Pilot of FSF** .....No

**Transition Policy to FSF?** .....(2001–02) Elementary value of 1.0 FTE Teacher  
Secondary value of 1.0 FTE Teacher

**Average or Actual Salary** .....Average on BL, actual for grants

## WEIGHTING SYSTEM:

**Base Weight:** \$3,653 **1.0**

**Foundation Amount:**  
\$237k for ES <250; \$504k for MS <600; \$645k for HS <1000;  
\$238k for Alternative Schools <250

**School-Level or Grade-Level:**  
K–3: \$3,653 **0.087–0.099**  
G4–6: \$3,470 **0.95**  
G6–12: \$3,248 **0.89**

**Achievement–High:** –  
**Achievement–Low:** –  
**Poverty:** K–3: \$318–362 **0.087–0.099**  
G4–5: \$460 **0.126**  
G6–12: \$796–815 **0.218–0.223**

**ELL/LEP:** K–5: \$972 **0.27**  
G6–8: \$1,384 **0.38**  
G9–12: \$1,408 **0.39**

**Special Education:** Level 2: \$3,454 **0.95**  
Level 3: \$3,803–9,635 **1.04–2.64**  
Level 4A, E, B: \$13,599–19,184 **3.72–5.25**

**Other:** –

## LESSONS LEARNED:

1. Discretion % is too small.
2. Hard for the FSF formula not to become too complicated—uneven skill set across the district in working with and understanding the formula.
3. Takes principal focus away from instruction.

## ACHIEVEMENTS:

1. Weighted funding for poverty.
2. Easy to estimate and adjust for financial impacts of enrollment changes.

## SCHOOL-CONTROLLED RESOURCES:

### Instructional Staff

- ES Homeroom Teachers
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## TOP THREE REASONS FOR MOVING AWAY FROM FSF:

1. Illusion of discretion
2. Lack of transparency
3. Difficulty for people to understand FSF formula