

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
- 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

TOP THREE REASONS FOR MOVING AWAY FROM FSF:

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