

Baltimore City Public School System

DISTRICT BACKGROUND 2009–10:

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

District Enrollment82,866 students (INCREASING)

Operating Budget\$1.265 billion (DECREASING)

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

% Free & Reduced Lunch84%

% Special Education15%

% English Language Learners2%

of Schools in the District192 schools

Average School Size408 students



Superintendent Andrés A. Alonso with students

FSF OVERVIEW:

NameFair Student Funding

Year Implemented2008–2009

% of District General Fund allocated via FSF70%

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

Reserve Amount\$10m

Pilot of FSFNo

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

Average or Actual SalaryAverage 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 Enrollment34,012 students (DECREASING)

Operating Budget\$467m (DECREASING)

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

% Free & Reduced Lunch66%

% Special Education19%

% English Language Learners4%

of Schools in the District58 Schools

Average School Size586 students



Cincinnati Public Schools' Superintendent Mary Ronan (right) at Oyley 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 FSF49%

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:

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

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.

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- Counselors
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- Psychologists
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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

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- Testing and assessment materials
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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 Enrollment70,316 students (INCREASING)

Operating Budget\$714 million (DECREASING)

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

% Free & Reduced Lunch71%

% Special Education12%

% English Language Learners31%

of Schools in the District160 Schools

Average School SizeES–417, MS–618,
HS–1,149 students



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 SS: \$290 | 0.08 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.

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- Transportation Services and Supplies
- Utilities

Hartford Public Schools

DISTRICT BACKGROUND 2009–10:

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

District Enrollment24,758 students (DECREASING)

Operating Budget\$395 million (NO CHANGE)

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

% Free & Reduced Lunch92%

% Special Education15%

% English Language Learners17%

of Schools in the District48 Schools

Average School Size410 students



Superintendent Steven J. Adamowski in a classroom.

FSF OVERVIEW:

NameStudent Based Budgeting

Year Implemented2008–2009

% of District General Fund allocated via FSF70%

Total \$s allocated via FSF\$184.5m

Reserve Amount5% at school level plus 1% centrally for mid-year adjustments (October 1 and January 1)

Pilot of FSFNo 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 SalaryAverage 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

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- SS Core Subject Teachers
- ELL Teachers
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- Special Ed Teachers—Self-Contained
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Houston Independent School System

DISTRICT BACKGROUND 2009–10:

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

District Enrollment202,773 students (DECREASING)

Operating Budget\$1.63 billion (NO CHANGE)

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

% Free & Reduced Lunch79%

% Special Education8%

% English Language Learners4%

of Schools in the District299 Schools

Average School Size678 Students



FSF OVERVIEW:

NameWeighted Student Formula

Year Implemented2000–01

% of District General Fund allocated via FSF90%

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

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

Pilot of FSFNo

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

Average or Actual SalaryAverage 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

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- 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: | |
| | Selective Academic | 0.25 |
| | Selective Audition | 0.35 |
| | Career/Tech Ed | 0.05–0.26 |
| | 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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- Special Ed Teachers—Self-Contained
- Special Ed 1-to-1 Aides (IEP-driven)
- Instructional Coaches
- Librarian

Pupil Services 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 Enrollment38,826 students (DECREASING)

Operating Budget\$419.3 million (DECREASING)

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

% Free & Reduced Lunch67%

% Special Education13%

% English Language Learners31%

of Schools in the District109 Schools

Average School Size341 for ES/MS
421 for HS



FSF OVERVIEW:

NameResults-Based Budgeting

Year Implemented2004–2005

% of District General Fund allocated via FSF87%

Total \$s allocated via FSF\$221m

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

Pilot of FSFYes, 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 SalaryActual 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:

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- 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
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- Library Books and Materials
- Testing and assessment materials
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Admin/Operational Supplies and Services

- Custodial Services and Supplies
- Maintenance Services and Supplies
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- Utilities

San Francisco Unified School District

DISTRICT BACKGROUND 2009–10:

Superintendent & Tenure: Carlos Garcia (since 2007)

District Enrollment56,000 students (DECREASING)

Operating Budget\$597 million (DECREASING)

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

% Free & Reduced Lunch57%

% Special Education10%

% English Language Learners28%

of Schools in the District139 Schools

Average School SizeES–369, MS–712, HS–928 students



FSF OVERVIEW:

Name Weighted Student Formula

Year Implemented 2002–2003

% of District General Fund allocated via FSF56%

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
- 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
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Seattle Public Schools

DISTRICT BACKGROUND 2009–10:

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

District Enrollment45,800 students (INCREASING)

Operating Budget\$566 million (DECREASING)

Operating \$/ppn/a

% Free & Reduced Lunch39.9%

% Special Education14.4%

% English Language Learners12.4%

of Schools in the District86 Schools

Average School SizeES–387, MS–787,
HS–1,090 students



Marie L. Goodloe-Johnson

FSF OVERVIEW:

NameWeighted Student Funding

Year Implemented1997 (Ended 2008)

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

Total \$s allocated via FSF42%

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

Pilot of FSFNo

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

Average or Actual SalaryAverage 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.

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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