



# Coffee Chat on School Budgets




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# Key Questions about School Funding

 **ADEQUACY:** Is the overall budget **enough** to support an **adequate education** for all?

 **EQUITY:** Is the money allocated in a way to **address systemic inequities**, and to provide each student what they need to succeed?

 **TRANSPARENCY:** Is the budget **information clear** and **available**?

 **ENGAGEMENT:** How are **parents, students, and school staff engaged**?

# What do we need to know for the upcoming school year?



**Overall funding increases:** *Are they enough?*



**Allocation to schools:** *Are they fair and adequate across schools and across sectors?*



**Federal money:** *How much is left and how will it be used?*



**Generally:** *What are DCPS and charter schools doing to address the ongoing impacts of the pandemic?*



# The main funding issue: UPSFF

*All public schools receive their funding based on the Uniform Per Student Funding Formula (UPSFF), which accounts for:*

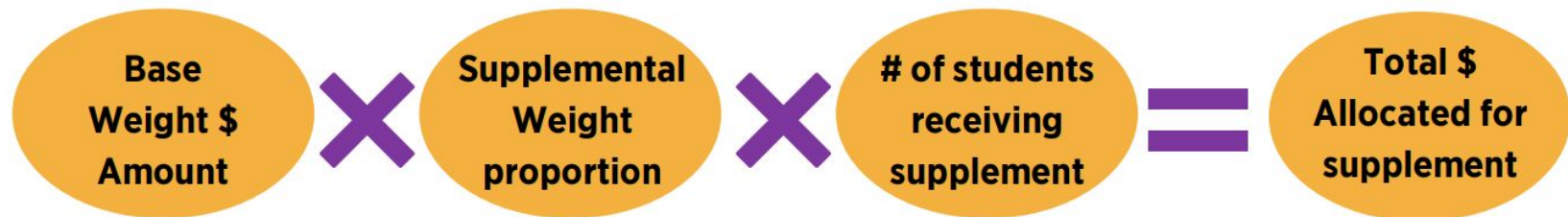
- School administration, school support staff, and teachers
- Direct services provided by the school (food, technology, etc.)
- Central Office management
- Instructional support and resources
- Operations



**Adequacy** can be determined by the UPSFF **base** per student



**Equity** can be addressed with UPSFF **supplements** (ex. special education, at-risk, and English language learners (ELL)):





# What we already know for SY2022-2023

UPSFF base = \$12,419 (5.87% increase from SY2021-22)

<i>Category</i>	<i>Weight in Formula</i>	<i>Additional Funding Per Student</i>	<i>% of Public School Population in DC</i>
At-risk*	0.24	\$2,981	45.5%
Elementary EL	0.5	\$6,210	12.2%
Secondary EL	0.75	\$9,314	12.2%
Special Education**	0.97-3.49	\$12,046-\$43,342	14.6%

*\*Over-age high school students will receive both the standard "at-risk" weight and the supplemental weight of 0.06 or an added \$745 per student.*

*\*\*Special education needs are broken up into four levels based on the extent of their need or disability. Level 4 includes students with the greatest needs and therefore the highest weight/funding.*



# At-risk funding

This is a **key** part of the formula to support equity, supposed to address inequities for:

- Students experiencing **homelessness** or are in **foster care**
- Students whose families receive **SNAP** and/or **TANF**
- Students who are at least **one year older than the high school grade** that they are enrolled in

## The purpose:


Provide supplemental support to students in their learning and academic achievement to offset adverse impacts of the weight's identifiers

## Where it falls short:

- **Deficit** focused term
- Needs to expand **qualifications**
- Money is supposed to follow children to their school, but up to **half is diverted every year**
- At-risk # of students and money is not reflected in school budgets → **lack of transparency**



# Federal Funds

 Each year DCPS and selected charter schools get **Title I funding**

 Schools receive funds from the **Individuals with Disabilities Act (IDEA)**

 **The American Rescue Plan (ARP)** allocated over **\$3.8M** to be spent by FY2024

- Currently there is a **lack of transparent information** on how the federal funds are being spent *AND* how much is left
- This is a **common issue across all states**



# Private Sources of Funds

Funding from charity or Parent Teacher Organizations (PTOs) looks **VERY different** across all of our schools, but the ***majority of schools do not raise significant amounts***

Nearly **half** of all public school **students** are considered **“at-risk.”** Many families in DC are not able to help fundraise for their school, while wealthier families are.

This creates a ***huge*** disparity in funding available for programs and resources at schools.





# How does funding reach DCPS schools?

**Mayor** Determines  
Education Budget



**Chancellor or Charter  
ED/CEO** Allocate Money to  
Their Schools



**School Leaders (Principals)**  
Inform School Budgets

**Not all money from the UPSFF follows the student to their school.** The UPSFF is multiplied by DCPS projected enrollment, and the **Chancellor** is responsible for directing that total amount to **three categories**:

- **Central Operations (~5%):** management roles, including the Office of the Chancellor, the Office of Family and Public Engagement, and operational support
- **School Support (~11%):** includes food service, data systems, curriculum development, attendance, and special education services
- **Direct School Operations (~84%):** funds go directly to schools and are managed by the principal, used for staff, programs, and resources in schools

# Funding DCPS Schools



## *Comprehensive Staffing Model (CSM)* *Previous Budgeting Model*

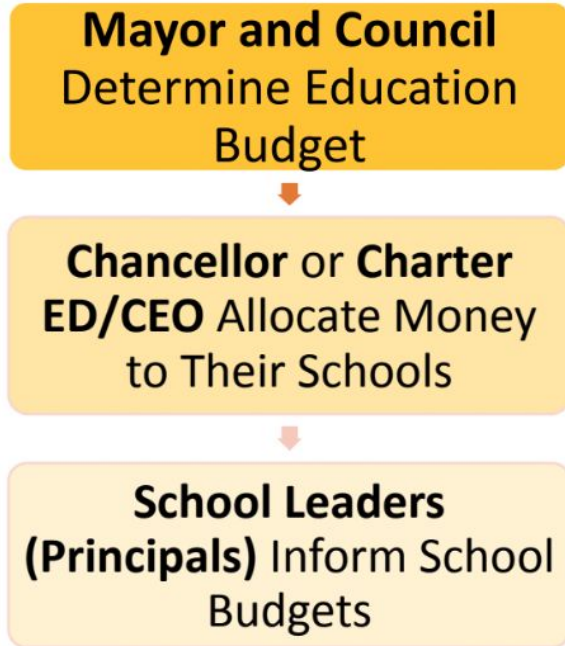
DCPS allocated staffing and non-personnel services to schools based on enrollment and school level

This model did **not** allocate funding on a per-pupil basis

## NEW Budgeting Model

- **Student-based budgeting model** that allocates dollars to schools based on the number of enrolled students
- Students are funded through a **base weight** and **additional supplemental weights** based on student need
- Three types of funding:
  - **Enrollment** based
  - **Targeted** support
  - **Stability** funding
- This all gives principals and LSATs more **discretion** over spending decisions and changes which positions are **required vs. flexible**

# How does funding reach charter schools?




Each **Local Education Agency (LEA)** has broad control over and flexibility in the use of its funds


- **LEA leaders** can direct funds to the priorities of their school model, with oversight from the DC public charter school board (DCPCSB)
- Individual school leaders input **varies widely across all charters**
- Those school budgets are posted to PCSB's website, but there is **no uniform budget template or spending categories** for charter schools
- Charters receive funds via **quarterly payments** that are dependent on audited enrollment (*can increase or decrease*)

# Where do we go from here?




 **Local funding:** Work with **Council** for more UPSFF, at-risk, ELL

 **School allocations:** Work with individual **charter LEAs, DCPS, or DC Council** to fix budget cuts and budget transparency, including using federal funds

 **Federal funds:** Work with **Mayor, OSSE, and DC Council** to establish a spending plan, transparency, public engagement

- ***Fiscal cliff*** (evaporation of the one-time federal funding AND local funding that the Mayor puts in FY23 and FY24)



**How can you encourage  
transparency on the system-level?**



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# Part Two: Getting Involved in YOUR School Budget!

**On Thursday, July 21st at 4pm, we will continue this series and dive more into school budgets. We will:**

- Discuss what is included in school budgets
- Find ways to be involved in your school budget year-round
- Analyze sample school budgets
- Create a toolkit of questions and ideas to get involved in your school budget!