

Taking Stock of Principals' Role in Weighted Student Funding Districts



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Weighted-student funding (WSF) is a resource allocation strategy intended to drive additional resources to high-needs students. Traditionally, school districts distribute resources like staff, programs, and services to schools indirectly (usually based on staffing ratios and enrollment counts), and then pay for those resources centrally. In contrast, WSF formulas allocate dollars, not staff, to schools based on student types, generating more dollars for students with higher needs, such as students living in poverty or English language learners. Principals in WSF districts thus have flexibility to use their dollars on a mix of resources based on the needs of their students. Whether intentionally or not, WSF decentralizes control over resources and empowers principals as financial leaders of their schools.

In this study, we set out to understand how principals in WSF districts are making use of the leadership opportunities WSF provides—even as those opportunities are new and continue to evolve. What role(s) do principals play in the budget development process? How are principals using flexibility to reallocate resources? To what extent are principals engaging local stakeholders in budget development? Answering these and other questions has been stymied by the fact that no common “model” of WSF exists. While some WSF districts embrace the strategy with the aim of empowering school leaders, other school districts espouse different goals and may do more or less to support principals to take on these responsibilities.

Drawing upon the results from our FY17-18 survey of principals in WSF districts (see “About this study”), we find that **principals are actively engaged in the budget process and utilize their flexibilities, but often do not come into their role with the financial leadership training to carry out those tasks.** While these results capture some of the variability in principals’ experiences across WSF districts, more research is needed to understand how these results are shaped by the diversity of rationales motivating districts to adopt this resource allocation strategy, as well as continued evolution of the approach within and across districts.

About this study

This report draws upon a 2017-2018 survey of principals in 14 school districts implementing weighted student funding. Districts were selected based on a comprehensive review of the literature and public documentation to identify all districts currently employing WSF to allocate resources to schools. Districts were only included if they (1) allocate some portion of district funds on a per-pupil basis, including funds for staffing, and (2) differentiate per-student amounts based on student characteristics. The study team identified 19 districts that met these eligibility criteria, of which 14 districts from 11 states ultimately agreed to participate in the survey.¹

The survey was designed to capture principals' understanding of and experience with WSF in their school districts. The survey asked about the budget development process at schools using WSF, how principals use different types of financial flexibility, the extent to which principals exercise the option of opting out of centrally provided services, and what types of training on school budgeting principals have participated in. (See Appendix A for the survey protocol.) To preserve anonymity, no identifying information about schools or principals was collected.

The survey was emailed to every eligible principal in each school district.² Principals received electronic reminders to complete the survey. In two school districts, low response rates to the electronic survey necessitated a shift to mail-based administration.³ Response rates varied from a low of 10% in Jefferson County Public Schools, CO, to a high of 79% in Douglas County, CO. In general, school districts that offered greater advance outreach on behalf of the study secured higher response rates.⁴

Table 1 presents summary data on each school district, including date of WSF adoption, district enrollment, and principal response rates.

Table 1: Characteristics of surveyed districts

| District Name | Year of WSF Adoption | Enrollment FY2019 | Response Rate |
|---|----------------------|-------------------|---------------|
| Boston Public Schools (Boston, MA) | 2012 | 51,433 | 21% |
| Cleveland Metropolitan School District (Cleveland, OH) | 2014 | 37,617 | 51% |
| Denver Public Schools (Denver, CO) | 2008 | 92,039 | 35% |
| Douglas County School District (Castle Rock, CO) | 2009 | 67,591 | 79% |
| Hawaii | 2006 | 181,278 | 22% |
| Houston Independent School District (Houston, TX) | 2000 | 209,772 | 20% |
| Jefferson County Public Schools (Golden, CO) | 2015 | 84,631 | 10% |
| Metro Nashville Public Schools (Nashville, TN) | 2014 | 84,667 | 20% |
| New York City Department of Education (New York City, NY) | 2007 | 922,935 | 19% |
| Norwalk Public Schools (Norwalk, CT) | 2016 | 11,404 | 28% |
| Orleans Parish School Board (OPSB) (New Orleans, LA) | 2017 | 46,203 | 16% |
| Prince George's County Public Schools (Upper Marlboro, MD) | 2013 | 132,657 | 35% |
| San Francisco Unified School District (SFUSD) (San Francisco, CA) | 2002 | 52,417 | 31% |
| Springfield Empowerment Zone (SEZ) (Springfield, MA) | 2016 | 5,288 | 67% |

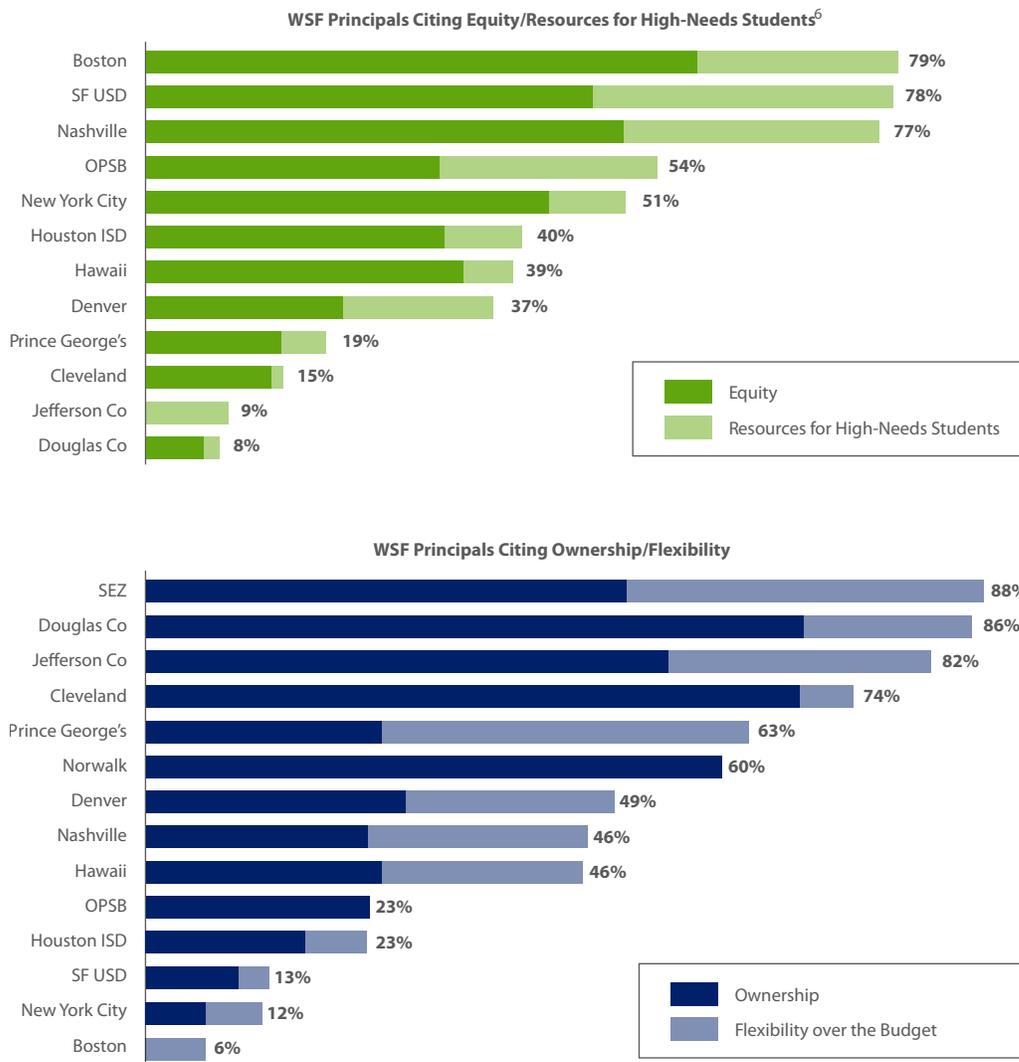
1. WSF is not a districtwide strategy in either Springfield or Norwalk. School districts that met eligibility criteria for the study but opted not to participate include Baltimore, Chicago, Indianapolis, Milwaukee, and Newark.
2. Only principals of K-12 schools currently funded using WSF were surveyed. Charter school principals were excluded since these schools typically operate under distinctive funding rules and possess enhanced flexibilities. The exception to this approach is OPSB, where all schools are charter schools.
3. Mail-based administration was pursued for Metro Nashville and Orleans Parish.
4. Nonresponse does not necessarily induce bias in survey estimates. See <https://academic.oup.com/poq/article-abstract/70/5/646/4084443>

Principals understand how WSF works and why their district is using it

Principals were surveyed about their awareness and use of flexibilities around spending and staffing, the mechanics of the formula, and the rationale for its use. Their responses indicate that the majority of principals understand the rationale and mechanism for WSF—both how and why the dollars flow to their school.

The most frequent responses surveyed principals gave for their district’s rationale for WSF are equity/providing more resources for high-needs students and local ownership/flexibility over the budget—mirroring the rationales given by district leaders.⁵ As shown in Figure 1, the green-colored bar graph indicates the percent of principals citing equity and the ability to provide resources for high-needs students as their district’s rationale for WSF. Similarly, the blue-colored bar graph indicates the percent of principals citing ownership and flexibility over the budget as their district’s rationale. Across all responding principals, 40% cited equity/resources, and 39% cited ownership/flexibility.

Figure 1: Principals cite four major rationales for using WSF in their districts



5. See previous Edunomics Lab study examining district WSF formula features:

<https://edunomicslab.org/2019/07/31/spending-patterns-equity-and-achievement-in-districts-using-weighted-student-funding/>

6. SEZ and Norwalk reported 0% on equity and resources for high-needs students as the district’s rationale for implementing WSF.

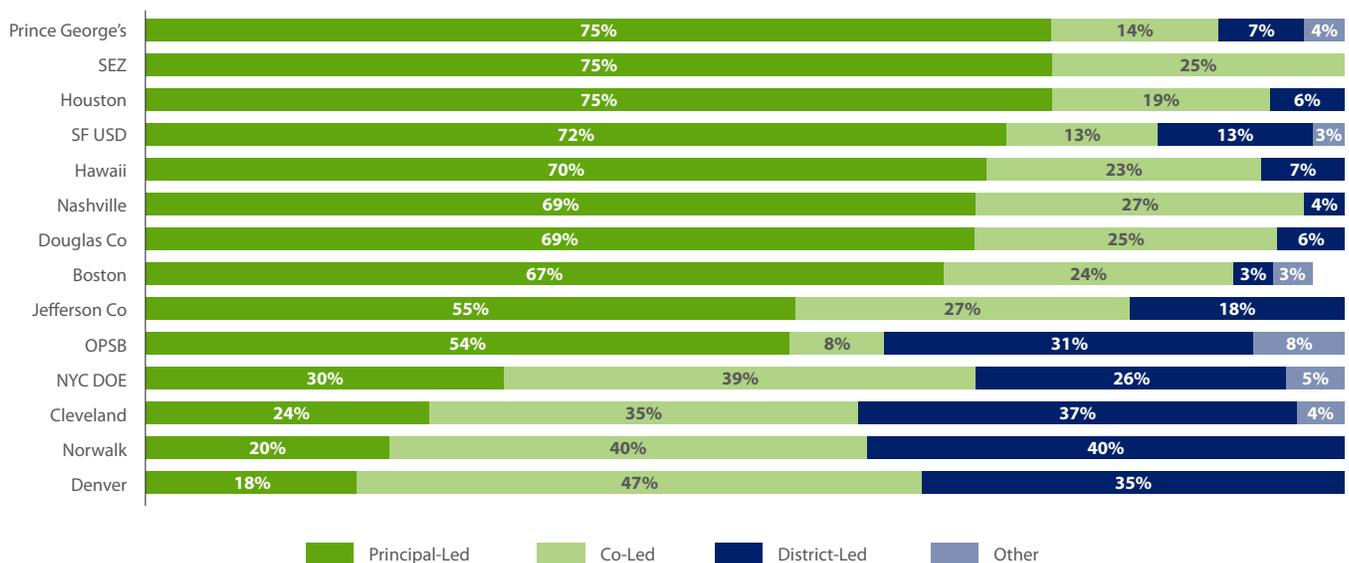
When asked what strategies were available to them to increase funding at their schools, 61% of principals reported correctly that increasing enrollment was a way to do so. This suggests that these WSF principals understand that enrollment is the primary driver of resources available to their schools. This understanding lays the groundwork for principals to play an active role in the budget process and make strategic decisions to support their students' success. However, while a majority of principals are aware of this strategy, 39% did not identify this relationship between enrollment and funding. This gap in understanding reinforces the need for increased training opportunities for school leaders to fully leverage their role in the budget process.

Principals in WSF districts take the lead on budget decisions for their schools

In most school districts around the country, the answer to the question of who decides how public education dollars are spent is the locally elected school board. That may be changing in districts implementing WSF, where the vast majority of principals report contributing to the budget development process at their school.

Figure 2 shows how principals perceive their role in the budget development process. When asked whether the process is “principal-led,” “district-led,” or “jointly led,” 79% of principals in our sample reported either leading or co-leading the process—and in some districts, virtually all principals reported leading or co-leading the budget process. Principals also had the option to report “other” and write in their answer.

Figure 2: Majority of principals lead or co-lead budget development in WSF districts



**Boston does not add up to 100% because one respondent did not answer this question.*

Wide variability is evident in how principals in different WSF districts perceive their role in budget development. For example, just under half of responding principals in Denver reported that the district leads the budget development process, with only 18% of principals reporting any contribution. This stands in contrast to results from Prince George's County, Springfield, and Houston, where 3 out of 4 principals in each of those districts reported leading the budget development process.

As far as we can tell, this variation does not fall along predictable divisions among these districts. For example, principals are no more likely to report a leadership role in budget development in the districts that have a larger share of dollars in their WSF formula (e.g., Denver with 45% of their per-pupil spending through the WSF formula) compared to those districts

that have a smaller share (e.g., Prince George’s with 21% through the WSF formula).⁷ Similarly, principals in districts that have utilized WSF for a longer period of time are no more likely to report a leadership role in the budget process than those with fewer years of experience (e.g., SEZ implemented WSF in 2016, and Houston ISD in 2000, and 75% of principals in both districts report leading the budget).

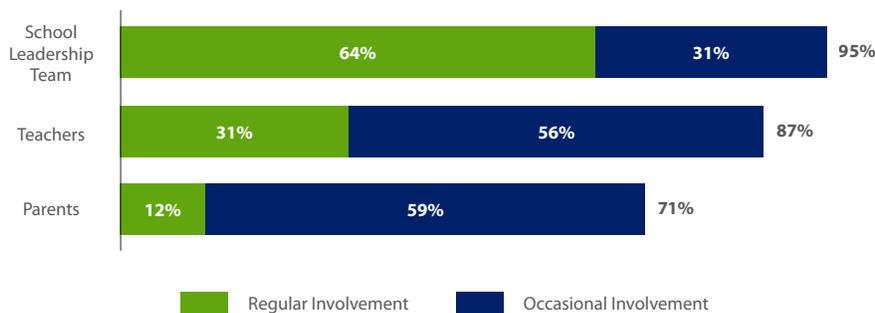
School stakeholders are engaged in the budget development process in WSF districts, but role varies

Like other policies that aim to shift authority from central office staff to school staff, implicit to WSF is the idea that school-level stakeholders, such as teachers and parents, are an important decision-making resource. To the extent that WSF creates space for school-level stakeholders to engage in resource allocation decisions, it may make up for the gaps evident in many districts when it comes to engaging community members.⁸ We find overall that school-level stakeholders in WSF districts have an elevated role in budget development compared to central office administrators, but this varies considerably across districts.

Figure 3 indicates that principals are involving stakeholder groups that are traditionally excluded from the budget development process. For example, 87% of principals reported involving teachers regularly or occasionally in budget decisions, and 71% of principals reported including parents regularly or occasionally. Nearly all principals, 95%, said they involve their school leadership team. While every district defines their school leadership team differently, it’s typical to see a PTA representative and union representative; in other words, a parent and a teacher/staff member.

Including key stakeholders in the budget process can build community support and trust in the principal and simultaneously draw on the knowledge of those who interact most directly with students. Involving parents and teachers in budget decisions can lay the groundwork for a budget that is more responsive to student needs than are traditional allocation methods.

Figure 3: Most WSF principals involve school-level stakeholders often left out of the budget development process

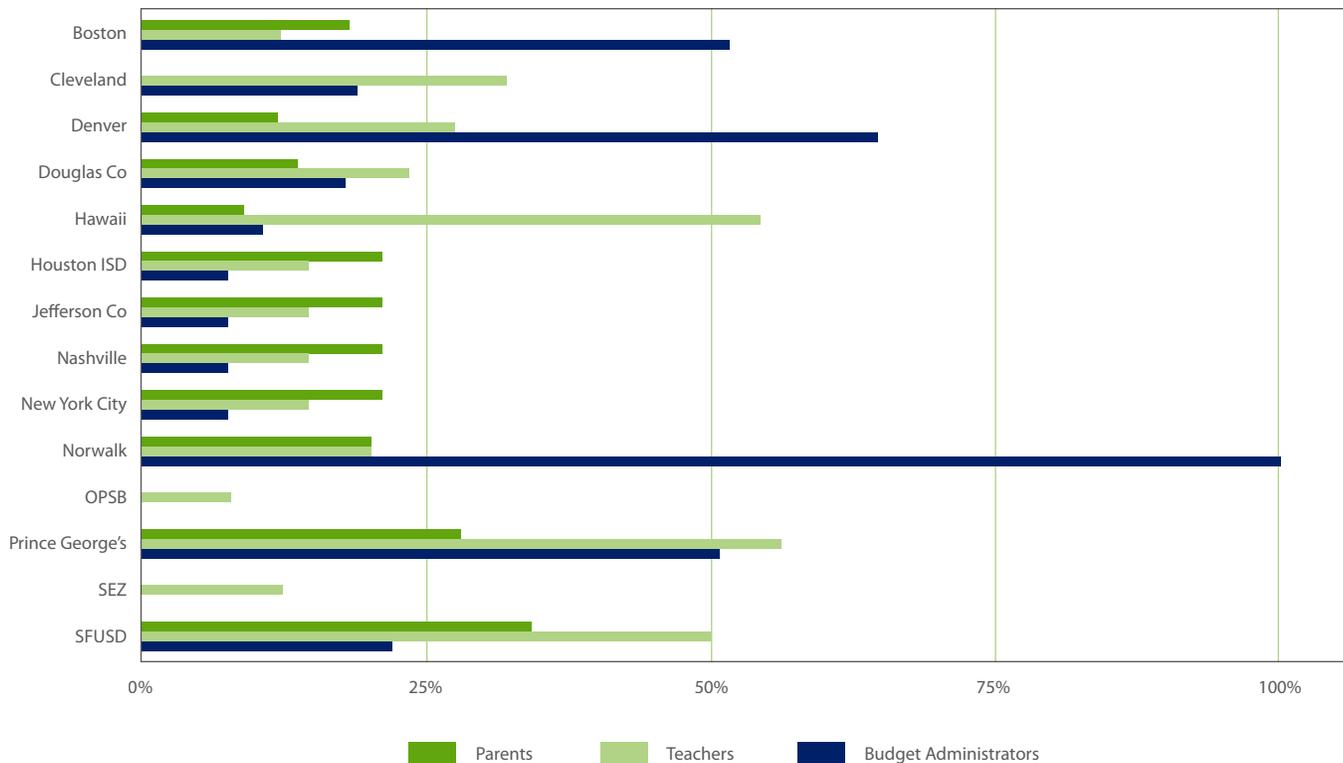


Important differences in stakeholder involvement are also evident (see Figure 4). According to principals, district budget administrators play significant roles in school budget development in some districts (e.g., Denver, New York, and Norwalk) but not in others (e.g., Springfield, Orleans Parish, and Hawaii), suggesting that oversight and support of WSF implementation varies depending on the district. Similarly, principals report differing levels of regular involvement among both parents and teachers, with San Francisco, Prince George’s, and Nashville reporting higher levels of involvement compared to other districts. Interestingly, the pattern of stakeholder engagement suggests that as district central office administrators are more likely to be regularly involved, teachers and parents are less likely to be regularly involved, an issue that merits additional research.

7. See %SBA district graph, <https://edonomicslab.org/our-research/student-based-allocations/> accessed Sept. 8, 2020.

8. Julie A. Marsh et al., “Democratic engagement in district reform: The evolving role of parents in the Los Angeles Public School Choice Initiative,” *Educational Policy* 29, no. 1 (2015): 51-84.

Figure 4: Where district administrators are more regularly involved in budget development, teachers and parents are less likely to be regularly involved



Note: Principals were asked about stakeholder involvement in budget development and could report “regular,” “occasional” or “no” involvement for parents, teachers, and budget administrators. Figure 4 indicates the percent of principals reporting regular involvement for three stakeholder groups. OPSB and SEZ principals reported either occasional or no involvement for parents and budget administrators.

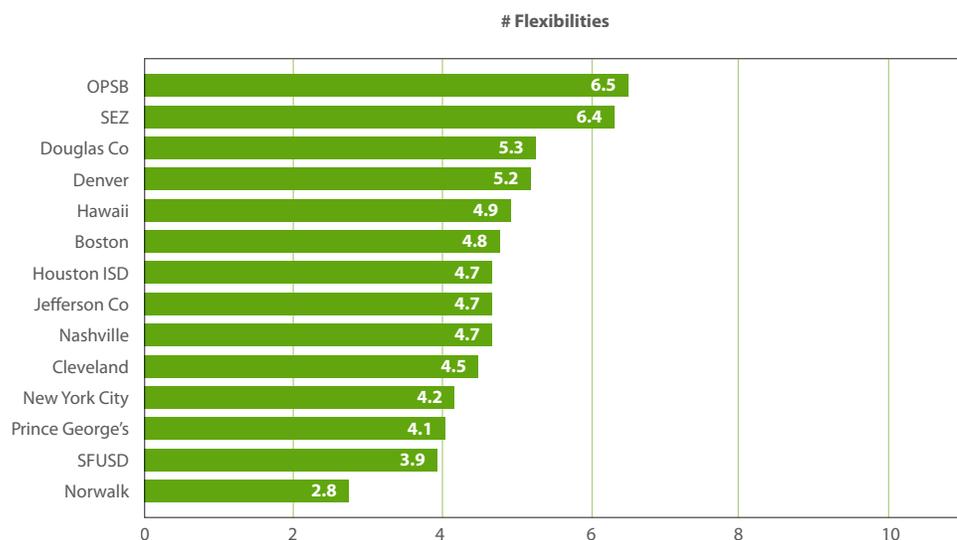
Principals in WSF systems customize spending for their school community

One rationale for WSF is that the strategy provides principals the necessary budget flexibility to customize the educational services offered at their school to the unique needs of students and strengths of staff. While the emphasis on budget flexibility varies across districts, we find principals are taking advantage of the opportunity to make different decisions around spending.⁹ Figure 5 shows the average number of financial flexibilities principals reported using. Across the 14 districts, principals reported using 4.8 of 10 financial flexibilities we asked about.¹⁰ The number of flexibilities used ranges from a high of 6.5 in Orleans Parish to a low of 2.8 in Norwalk.

While these numbers are perhaps lower than expected for proponents of financial decentralization, not every district offers every financial flexibility. Additionally, some of the financial flexibilities we asked about, such as changing staff base pay or benefits, are very uncommon in traditional public school districts (even as they may be available to charter schools and private schools that operate independently from the district). Thus, while the survey asked about principals’ use of 10 flexibilities, many principals do not have the option of using all, or in some cases most, of these flexibilities. In other words, some principals are using every flexibility available to them under the district’s policy environment.

9. According to research by Edunomics Lab, flexibility was the second most cited rationale for adopting WSF, cited by 15 of 19 WSF districts. See Marguerite Roza, “Weighted Student Funding Is On The Rise. Here’s What We Are Learning,” Inside IES Research, May 9, 2019.
 10. The flexibilities were a) increased number of teachers, b) increased number of administrators, c) increased number of support staff, d) changed the mix of staff, e) increased staff base pay, f) changed the benefits offered to staff, g) offered staff stipends for increased workload, h) offered staff non-workload-based pay (e.g., performance pay), i) reallocated resources across spending categories (e.g., staff, services, and supplies), j) issued a contract to an outside provider.

Figure 5: Principals use the budget flexibilities available in their districts



That being said, the vast majority of WSF principals reported using the budget flexibilities that are available to them, as Table 2 indicates. Overall, 82% of responding principals reported increasing the number of teachers in their budget from a given year to another; 76% said they increased the number of support staff; and 62% said they changed their mix of staff. Importantly, more than 3 out of 4 principals are using their budget flexibility to reallocate resources across spending categories, which suggests principals are making tradeoffs between staff and other resources as they construct their budgets. These responses suggest that principals are aware of what their students need and use their budgetary flexibilities to spend on the mix of staff that can best meet those needs.

Table 2: Majority of principals use budget flexibility to reallocate resources and increase staffing

| District | Increase # of Teachers | Increase # of Support Staff | Change Mix of Staff | Offer Stipends for Workload | Relocate Resources Across Categories | Issues Contract |
|-----------------|------------------------|-----------------------------|---------------------|-----------------------------|--------------------------------------|-----------------|
| Boston | 85% | 73% | 55% | 82% | 76% | 70% |
| Cleveland | 73% | 61% | 67% | 31% | 86% | 71% |
| Denver | 71% | 80% | 71% | 71% | 78% | 73% |
| Douglas Co | 90% | 94% | 80% | 86% | 76% | 37% |
| Hawaii | 95% | 86% | 67% | 49% | 68% | 75% |
| Houston ISD | 83% | 90% | 69% | 58% | 81% | 29% |
| Jefferson Co | 100% | 82% | 73% | 27% | 73% | 55% |
| Nashville | 81% | 77% | 69% | 73% | 88% | 19% |
| New York City | 81% | 70% | 52% | 24% | 80% | 59% |
| Norwalk | 80% | 40% | 20% | 20% | 60% | 60% |
| OPSB | 69% | 69% | 69% | 77% | 77% | 85% |
| Prince George's | 93% | 72% | 72% | 19% | 74% | 30% |
| SFUSD | 56% | 72% | 34% | 63% | 75% | 84% |
| SEZ | 100% | 100% | 63% | 75% | 100% | 50% |

Note: Results presented for top 6 response categories.

We also find important differences across districts. For example, just over half of principals in San Francisco reported using their budget flexibility to increase the number of teachers, compared to 95% of principals in Hawaii. Similarly, principals in Boston and Douglas County are much more likely to report offering staff stipends for increased workload compared to those in Prince George’s County or New York City. As most WSF systems allow principals to offer workload-based stipends, it is not clear what explains these or other differences across principals working in different school systems. One explanation may be that principals prefer to invest in additional staff over increasing existing staff workload when teaching ratios are higher.

A closer look at staffing customization

After reviewing these survey responses, we wanted to further investigate if the tailored staffing decisions principals said they were making would show up in actual staffing patterns. To do this, we analyzed staffing in five of the 14 survey districts.¹¹ In each of the five districts, we looked within the highest-poverty quartile and lowest-performing quartile of elementary schools for evidence of customization among these schools, such as different ratios of teachers, aides, support staff, counselors, and so on. This let us assess if principals of similar schools were making different—or customized—decisions about how to spend their dollars.

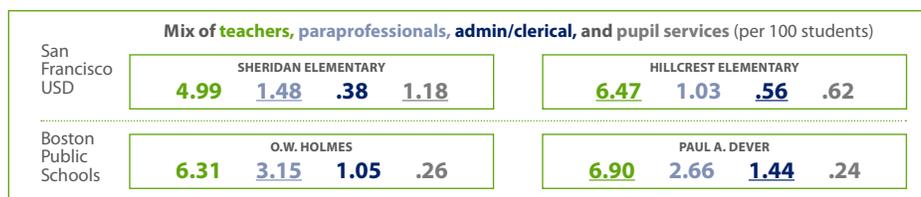
Figure 6 shows staffing patterns in two of the lowest-performing elementary schools in two districts—San Francisco Unified School District and Boston Public Schools. The underlined staffing ratios show that individual principals are, in fact, spending on different mixes of staff to serve their individual school community. For instance, Marshall Elementary in San Francisco Unified has proportionally more teachers and administrative staff per 100 students compared to Fairmont Elementary, which has comparatively higher rates of paraprofessionals and pupil services staff.

Figure 6: Lowest-performing elementary schools in the same district have different staff mix



Similarly, Figure 7 shows different staff mixes in the same two districts’ highest-poverty schools. For example, O.W. Holmes in Boston has higher rates of paraprofessionals per 100 students than Paul A. Dever, which favors a higher mix of teachers and administrative staff instead. Again, this seems to validate principals’ survey responses about customizing spending for their schools.

Figure 7: Highest-poverty elementary schools in the same district have different staff mix



Principals appear to be taking advantage of the spending flexibilities afforded them to customize spending, presumably to meet their students’ needs based on their individual mix of students and staff.

11. Boston Public Schools, Hawaii DOE, Norwalk Public Schools, Orleans Parish School Board, San Francisco USD. These districts were chosen based on availability and thoroughness of staffing data.

Many principals lack formal training to fully leverage the benefits of WSF

How principals make use of the leadership opportunities in WSF is in part shaped by their understanding of the model and preparation to implement expected changes. As a result, how districts communicate about and support principals to implement WSF may be an important shaper of their experiences. While our survey finds principals are acting as financial leaders, it also found principals are not receiving financial leadership training in their certificate programs.¹²

We asked principals about their participation in three formal training opportunities: (1) training from the district on the WSF system, (2) training from the district on school budgeting, and (3) training on school budgeting from a principal certification program. While 63% of responding principals reported getting training on their district's WSF system, far fewer have access to training that will go beyond showing them how to input their budget books—the focus of most district-offered WSF training opportunities. Around half of principals reported having participated in budget training, either provided by the district (56%) or through a principal training program (46%). When asked where they received training on how to budget (principals responding “other”), many principals cited their time as an assistant principal and mentorship from other school leaders—a potentially powerful, if underutilized, training opportunity for districts pursuing WSF.

We also observe variation in principals' access to training across districts. Looking across the three types of training opportunities, principals in Houston, Jefferson County, and Hawaii stand out as being more likely to report participating in training related to WSF or school budgeting, while principals in Springfield, Norwalk, and Orleans Parish are less likely to report participation. (See Table 3.)

Table 3: Principals' training opportunities vary across WSF districts

| District | Training from district in WSF | Training from district on budgeting | Training in Principal Certification | Other |
|-----------------|-------------------------------|-------------------------------------|-------------------------------------|-------|
| Boston | 79% | 58% | 52% | 9% |
| Cleveland | 65% | 30% | 31% | 7% |
| Denver | 78% | 55% | 59% | 4% |
| Douglas Co | 73% | 43% | 45% | 12% |
| Hawaii | 77% | 49% | 70% | 5% |
| Houston ISD | 71% | 88% | 58% | 6% |
| Jefferson Co | 73% | 64% | 64% | 18% |
| Nashville | 78% | 87% | 17% | 0% |
| New York City | 45% | 68% | 44% | 14% |
| Norwalk | 80% | 0% | 20% | 0% |
| OPSB | 23% | 23% | 54% | 23% |
| Prince George's | 81% | 35% | 28% | 9% |
| SFUSD | 44% | 53% | 47% | 19% |
| SEZ | 63% | 25% | 0% | 13% |

12. Jacquelyn Davis, “Improving University Principal Preparation Programs: Five Themes From the Field,” The Wallace Foundation, February 2016.

Conclusion: Variation is the norm in principals' experiences with WSF

This study provides a comparative look at principals' experiences in 14 WSF districts, and results suggest they are taking advantage of the leadership opportunities afforded by this resource allocation strategy. Principals are contributing to the budget development process, engaging school stakeholders in how resources are allocated, and customizing spending at their schools. The findings also surface important variation in principals' roles and experiences across WSF districts. As our related research makes clear, there is no single "model" of WSF. Districts vary in their rationales for adopting the change, how they articulate it, and how they provide support to principals along the way.¹³ These differences in the WSF policy environment likely have implications for whether and how principals exercise financial leadership under WSF.

Though principals' experiences with WSF vary, one point of consistency is the lack of financial training they receive. Given some of the findings surfaced in this survey—that principals want and use the flexibility built into the formula, and that they engage stakeholders in the budget process—additional training stands to benefit principals and their school communities alike. Empowering principals as financial leaders may lead to increased retention.¹⁴ Longer tenure allows principals to more deeply understand the needs of their students. And increased training can help principals align resources to best serve those needs.

A shared financial vision between the district and the principal that puts students at the center can create an environment to boost student success. For principals in WSF districts, exercising budgetary control to carry out this vision is an integral component of the job. Ensuring principals have the strategic financial skills needed to spend wisely will increase their likelihood of success, and ultimately improve outcomes for students.

Acknowledgments

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Edunomics Lab is a university-based research center dedicated to exploring and modeling complex education fiscal decisions and growing the capacity of education leaders on the topic of education finance. The Edunomics Lab is affiliated with the McCourt School of Public Policy at Georgetown University.

13. Roza, "Weighted Student Funding Is On The Rise."

14. Stephanie Levin and Kathryn Bradley, "Understanding and Addressing Principal Turnover: A Review of the Research." Reston, VA: National Association of Secondary School Principals, 2019.

Appendix A. Survey Protocol

This survey asks about the implementation of weighted-student funding (otherwise known as student-based allocation), a new resource allocation strategy that shifts away from deploying resources to schools based on uniform staffing formulas to instead allocating funds to schools based on the particular mix of students in the building. In [Name of School District] ([Acronym of School District e.g., DPS]), this resource allocation strategy is called [Name of WSF System] ([Acronym WSF System]).

We are conducting an anonymous survey of [Acronym of School District e.g., DPS] principals in an effort to learn more about this resource allocation model. The survey will take approximately 10 minutes to complete and participation is voluntary. All responses will be kept strictly confidential and individual responses will never be identified by name or in any other manner that could allow another researcher, government official, or member of the public to infer any of the respondents' identities or specific school sites. Your responses will help to inform policymakers, educators, and researchers at the local, state, and national level about how education finance systems shape the experiences of school principals. If you have any questions, please email wsfstudy@uw.edu. Thank you for participating!

1. Including the current school year (2017-2018), how many years have you been a principal:
 - a. In your current school
 - b. In your current school district
 - c. In any school district
2. Does your school currently have a designation that offers additional autonomy above and beyond what is offered to other schools in the district (e.g., innovation school status)?
 - a. Yes
 - b. No
3. Once you know your school's total funding allocation, which of the following statements best describes the school's budget development process?
 - a. District staff prepare a draft budget for me (or my school's leadership) to review and modify.
 - b. I (or my school's leadership) draft a budget based on the dollar amount the district allocates to my school.
 - c. I (or my school's leadership) work collaboratively with district staff to prepare a budget.
 - d. Other (Please describe):
4. How much are each of the following groups of people involved in the budget development process at your school? For each item, please indicate whether the group has no involvement, occasional involvement, or regular involvement.
 - a. Parents
 - b. Teachers
 - c. School leadership team
 - d. School site council or governing board
 - e. Principal supervisor (e.g., area superintendent)
 - f. District federal program (e.g., Title I) administrators
 - g. District budget/finance administrators
 - h. Superintendent/CEO of school district
 - i. School board
 - j. State education agency administrators
 - k. Other (e.g., other community stakeholders). Please describe:

5. Which of the following decisions can you and/or your school's leadership make as part of the budget process (without separate permission or a waiver from district administrators)?
- Determine the number of staff
 - Determine the type of staff (e.g., teachers, administrators)
 - Choose the base salary offered to staff
 - Choose the benefits offered to staff
 - Offer stipends to individual staff for increased workload
 - Offer non-workload-based pay increments (e.g., performance pay, bonuses)
 - Flexibly allocate the school's dollars across spending categories (e.g., staff, supplies, services)
 - Issue contracts to outside providers
 - Other (please describe):
6. During your time as a principal in this school district, have you and/or your school's leadership used your ability to flexibly allocate resources to make any of the following changes? Select all that apply.
- Increased the number of teachers
 - Increased the number of administrators
 - Increased the number of support staff
 - Changed the mix of staff (e.g., teachers, administrators, and support staff)
 - Increased staff base pay
 - Changed the benefits offered to staff
 - Offered staff stipends for increased workload
 - Offered staff non-workload-based pay (e.g., performance pay or bonus)
 - Reallocated resources across spending categories (e.g., staff, supplies, and services)
 - Issued a contract to an outside provider
 - Other (Please describe):
 - None
7. Consider the below list of typical central office services. Please indicate whether your school's leaders are permitted to opt your school out of the service. Select all that apply. No, I am not able to opt out of the service. Yes, I can opt out but I do not receive cash in-lieu of the service. Yes, I can opt-out and I do receive cash in-lieu of the service. If yes, check here if you are currently opting out of the service.
- Professional development
 - Curriculum and instruction support
 - Special education services
 - Operational support (e.g., janitorial services)
 - Transportation services
 - Food and nutrition services
 - Technology services
 - Other (Please describe):
8. Which of the following strategies is available to your school as a means to increase the funds available to your school? Select all that apply.
- Roll over surplus funds from last year
 - Actively recruit new students to the school
 - Increase the total number of students permitted to enroll in the school (i.e., expand capacity)
 - External fundraising (e.g., grants)
 - Other (Please describe):

9. As a principal, have you received training on school budgeting? Select all that apply.
- a. Yes, training from my district in [Name of WSF System]
 - b. Yes, training from my district on school budgeting
 - c. Yes, training on budgeting as part of a principal certification program
 - d. Yes, other (Please describe):
 - e. No, I have not received training on school budgeting
10. To the best of your knowledge, which of the following reasons best describes the district's rationale for implementing [Name of WSF System]. Select one.
- a. Increase equity
 - b. Enhance accountability
 - c. Improve financial transparency
 - d. Increase flexibility of customized spending
 - e. Promote school autonomy/ownership or local control
 - f. Drive additional resources to high need students
 - g. Cut costs and make schools more efficient
 - h. Other (Please describe):
 - i. Unsure