



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Organization and
Financing of
Washington's Public
Schools*

ORGANIZATION AND FINANCING

Of Washington's Public Schools

September 2023

T.J. Kelly
Chief Financial Officer

Prepared by:

- **Michelle Matakas**, Director of School Apportionment and Financial Resources
michelle.matakas@k12.wa.us | 360-725-6019



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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ABOUT THIS DOCUMENT

The Office of Superintendent of Public Instruction (OSPI) is pleased to present the fifteenth edition of Organization and Financing of Washington Public Schools. This edition updates most school fiscal data through the 2021–22 school year. If financial information for a particular area was not available at the time of publication, the most recent available year’s information is used and notated.

This publication attempts to make the complex subject of school finance understandable to the general public. It is written for school board members, legislators, educators, and interested citizens. It can also be used as a training manual for new school employees or as a reference manual for school finance professionals. It does not take the place of official OSPI instructions to school districts. School business managers and personnel are advised to refer to OSPI bulletins and handbooks for the most current and authoritative policies of this agency. Individuals seeking additional school financial information may refer to OSPI’s [School Apportionment and Financial Services website](http://ospi.k12.wa.us/policy-funding/school-apportionment) (<http://ospi.k12.wa.us/policy-funding/school-apportionment>).

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Questions regarding this publication may be addressed to School Apportionment and Financial Services at 360-725-6300 or PO BOX 47200, Olympia, Washington 98504-7200.

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Acknowledgements

This report was prepared by OSPI’s School Apportionment and Financial Services staff with the assistance of numerous other staff throughout OSPI.

Rachel Buckle, Charter School Engagement
Carrie Hert, Executive Assistant
Rosauro Bunda, Personnel Reporting
Jackie McDonald, Apportionment Payments
Becky McLean, Enrollment and Institutions Funding
Mike Sando, School District/ESD Financial Reporting
Paul Stone, School District/ESD Accounting
Lee Wlazlak, School District/ESD Budgeting
Melissa Jarmon, Associate Director
Gideon Belmaker, Data Analyst

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EXECUTIVE SUMMARY

The Washington State Constitution establishes the education of all children as the paramount duty of the state. It requires the state to make ample provision for a uniform system of public schools. These constitutional mandates are the foundation of court decisions that make Washington's school funding system unique. To carry out its constitutional responsibility, the state dedicates approximately half of all state General Fund resources to support of the public schools, which ranks Washington state schools among the highest in the nation in the percent of school district revenue provided from state sources. The Washington public school system consists of school districts, charter schools, and tribal compact schools. Unless more specificity is provided, the use of the term "districts" throughout this document is inclusive of school districts, tribal compact schools, and charter schools.

Washington state is a leader in developing student learning standards and assessments to measure student performance. Beginning in 1992, Washington embarked on an ambitious program of education reform with the goal of improving student achievement for all students. The Legislature and the citizens of Washington have shown continued support for education reform goals and programs.

Federal education reform also impacts Washington state. The main federal legislation, the Every Student Succeeds Act (ESSA) replaced No Child Left Behind (NCLB) on December 10, 2015. It is the reauthorization of the Elementary and Secondary Education Act (ESEA). ESSA became fully operational in school year 2017–18 with a transition period during school year 2016–17. The purpose of ESSA includes provisions that will help to ensure success for students and schools; see [Section 1, Chapter 1 J-Key Federal Law](#) for more details.

The public school governance system in the state of Washington consists of the Office of Superintendent of Public Instruction (OSPI), the State Board of Education (SBE), the Professional Educator Standards Board (PESB), and the Washington State School Directors' Association (WSSDA) at the state level; educational service districts (ESDs) at the regional level; and school districts at the local level. These organizations establish state educational policies and administer and supervise the public schools. The governance structure of charter schools and tribal compacts schools differs slightly from the description in this paragraph. Specific variances are described later in this executive summary.

State funding is distributed to school districts through numerous formulas and grants to assure equitable funding that recognizes variable costs of districts and the special needs of disadvantaged students. State funding is supplemented with federal and local funding. Local levy funding is limited by the state's levy lid law. However, the state also partially equalizes local levy funding by providing local effort assistance to eligible school districts.

The financial management of schools rests with locally elected school boards in the state's 295 school districts. The financial management of charter schools rests with boards that are appointed by the charter school operators. Tribal compact schools' financial activities are managed by the tribes which operate those schools. The state, through OSPI, supervises the

budgeting, accounting, and financial reporting of the public school system to provide consistent financial management and accountability. The State Auditor conducts regular examinations of public school's finances to ensure sound accounting practices and compliance with state and federal fiscal policy.

School districts, tribal schools, and charter schools account for the day-to-day maintenance and operations of the district in their General Fund. Other funds are used to account for specialized activities. These include the Capital Projects Fund for the acquisition of land, equipment, and facilities; the Debt Service Fund for redemption of bonds and payment of interest; the Transportation Vehicle Fund for the acquisition and maintenance of student transportation equipment; the Associated Student Body Fund for student activities; and Trust Funds for donations dedicated for specific uses.

OSPI collects information from public schools regarding personnel, salaries, student enrollments, revenues, and expenditures (by program, activity, and object), which is compiled and analyzed for use by local, state, and federal policy makers and the public. Beginning with the 2019–20 school year, the expenditure data from the General Fund of school districts will include location codes and more detailed object codes which will align with the National Center for Education Statistics (NECS) data reporting requirements.

Who is Responsible for Financial Management of Washington Public Schools?

The locally elected school district board of directors is ultimately responsible for the financial management of a school district. School boards hire a superintendent who oversees the day-to-day management of the school district.

Public schools operate within the constraints of:

- Laws passed by the U.S. Congress
- U.S. Department of Education regulations implementing federal law
- Laws and budgets passed by the Washington State Legislature (RCW)
- OSPI and State Board of Education regulations implementing state and federal law (WAC)
- Professional Educator Standards Board (PESB)

The complexity of school finance arises from the number of programs funded and from the many reporting, accounting, and audit requirements of each program.

The governing structure of charter school in Washington State includes an appointed school board and the Washington State Charter School Commission.

Tribal Compact Schools are considered separate governmental agencies which operate under a government-to-government agreement with OSPI. These schools are governed by the tribes and must operate in adherence to the previously mentioned agreements.

School districts and charter schools prepare an annual budget for public review and comment by July 10 of each school year. Budgets must be formally adopted by the school board before the beginning of the school year (September 1). Upon adoption, the budgets are submitted to OSPI. Beginning with the 2018–19 school year, educational entities required to submit a budget must also prepare a four-year budget projection including revenue, expenditures, and enrollment.

School districts, charter schools, and tribal compact schools account for all revenues and expenditures using standard account codes defined in the Accounting Manual for Public School Districts in the State of Washington. All expenditures are identified by program, activity, and object. The annual financial reports are submitted to OSPI.

The Washington state auditor examines school districts', tribal schools', and charter schools' operations and financial records for compliance with applicable state and federal requirements.

Nine regional Educational Service Districts (ESDs) help OSPI implement state and federal policies and collect information from school districts. ESDs also assist school districts by providing cooperative services that are more efficiently performed regionally. ESD programs and cooperatives allow districts to eliminate duplication of services, realize significant savings, and receive special program funding that might otherwise be unavailable to them.

How Do Washington Public Schools Spend Their Money?

Public schools record expenditures in five funds. About 80% of all expenditures are for the day-to-day maintenance and operations of the school district and are recorded in the General Fund. Total 2021–22 school year expenditures by fund are summarized below in millions.

Figure 1: How Washington Public Schools Spend Their Money

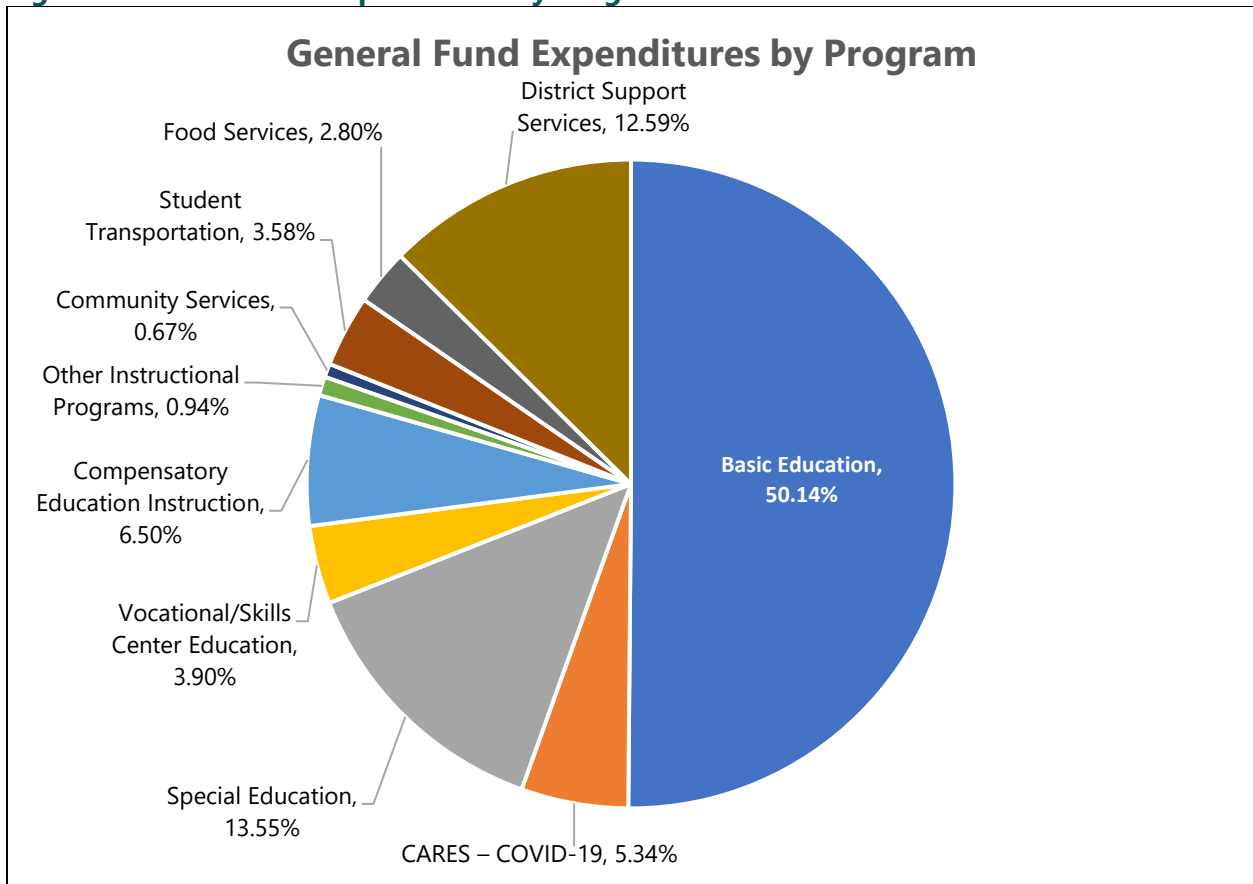
Fund	Amount	Percentage	Purpose
General Fund	\$18,468.6	80.64%	Maintenance and operations
Capital Projects Fund	\$2,673.5	11.67%	Facilities construction/remodeling
Debt Service Fund	\$1,619.5	7.07%	Repayment of bond debt
Transportation Vehicle Fund	\$53.5	0.23%	Purchase of school buses
Associated Student Body Fund	\$81.6	0.36%	Student body activities
Permanent Fund (amounts insignificant)	\$0.006	0.00%	Various dedicated purposes
Other Trust Agency Fund	\$4.6	0.02%	
Total	\$22,901.3	100.00%	

The largest program in the General Fund is basic education. Major programs in the General Fund for the 2021–22 school year are summarized below. *(Dollars are in millions.)*

Figure 2: General Fund Expenditures Breakdown

Program	Amount	Percent
Basic Education	\$9,260.3	50.14%
CARES – COVID-19	985.6	5.34%
Special Education	\$2,502	13.55%
Vocational/Skills Center Education	\$720.5	3.90%
Compensatory Education Instruction	\$1,199.6	6.50%
Other Instructional Programs	\$172.8	0.94%
Community Services	\$123.9	0.67%
Student Transportation	\$661.9	3.58%
Food Services	\$517.4	2.80%
District Support Services	\$2,324.6	12.59%
Total	\$18,468.6	100.00%

Figure 3: General Fund Expenditures by Program



OSPI annually publishes a School District and Educational Service District Financial Reporting Summary containing detailed expenditure data by district. The publication is available electronically from the “Publications” link on the OSPI [School Apportionment and Financial Services website](http://ospi.k12.wa.us/policy-funding/school-apportionment) (<http://ospi.k12.wa.us/policy-funding/school-apportionment>).

What are the Main Sources of Revenue for Washington Public Schools?

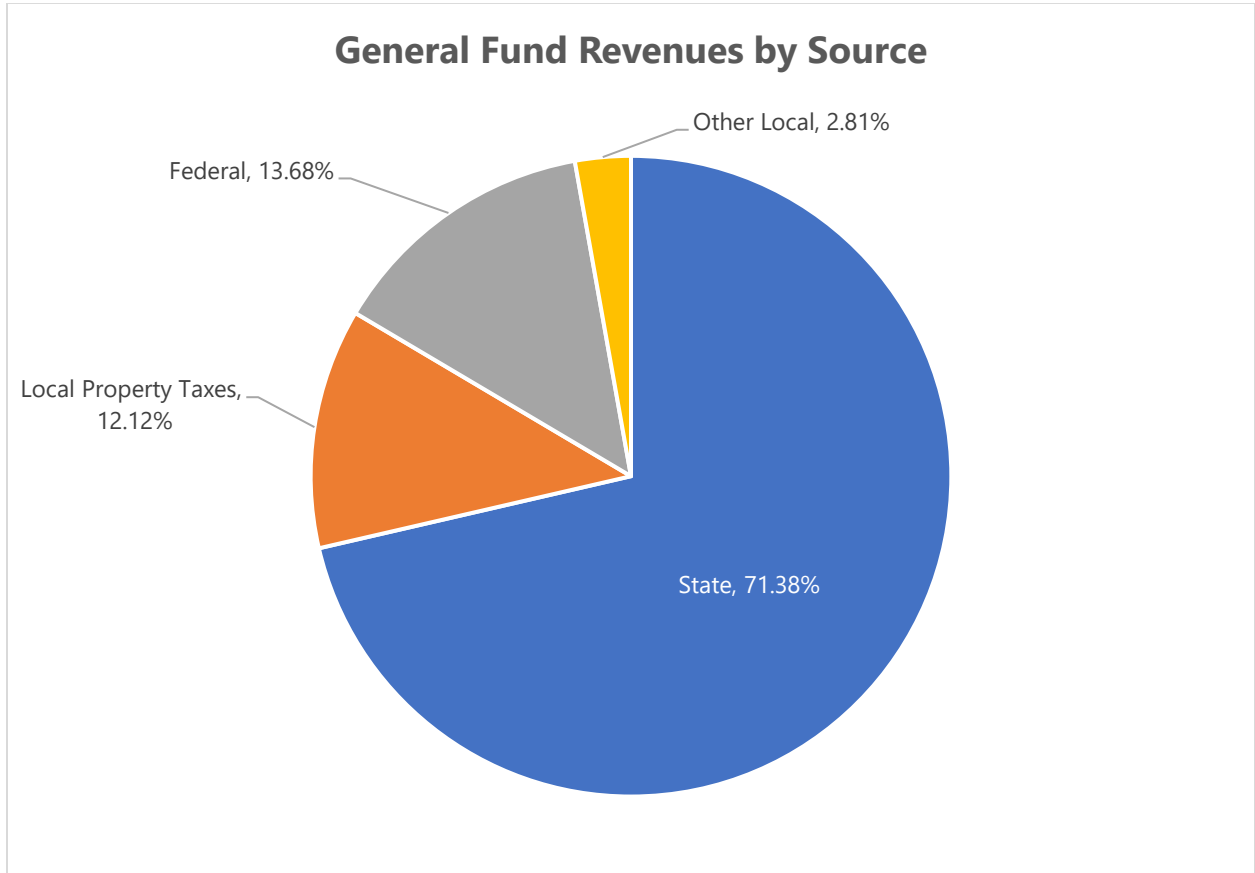
Over 78% of school district General Fund revenue comes from the state. Sources of revenue for the 2021-22 school year are shown below. *(Dollars are in millions.)*

Figure 4: Main Sources of Revenue for Washington Public Schools

Revenue Source	2021-22	Percent
State	\$13,190.7	71.38%
Local Property Taxes	\$2,216.7	12.12%
Federal	\$2,528.5	13.68%
Other Local	\$513.9	2.81%

Revenue Source	2021-22	Percent
Total	\$17,935.9	100.00%

Figure 5: General Fund Revenues by Source



The Washington state Constitution states, “It is the **paramount duty** of the state to make ample provision for the education of all children...” In 1977, a landmark court decision required the Washington State Legislature to define and fully fund a basic education program for all public school students to meet this constitutional obligation. In response to this court ruling, Washington state significantly increased state support and imposed limits on local property tax support for schools. The result is that Washington schools are among the highest in the nation for the proportion of state funding received.

How is Money Allocated to Schools?

Most of the large state entitlement programs (basic education, special education, learning assistance, and bilingual) are paid through state apportionment formulas based primarily upon the reported student enrollments. Funding to a district may fluctuate in response to its actual student enrollment reported during the school year.

The basic education formula is complex. Formula factors include:

- Varying staff/student ratios for different grade levels
- Separate staff unit allocations for administrative, instructional, and classified staff
- Regionalization factors applied to salary allocations based on property values of a school district.
- Allocations for benefits and materials, supplies, and operating costs (MSOC)
- Allocations for substitute teachers
- Enhanced funding for small schools
- Enhanced funding for vocational programs
- Separate rates for Running Start students

The average basic education allocation per full time student in 2021–22 was \$9,407.

[RCW 28A.150.260](#) says that the state allocation formula “shall be for state allocation and equalization purposes only and shall not be construed as mandating specific operational functions of local school districts...” School districts retain responsibility for determining staffing levels, in most areas.

In school year 2019–20, the Legislature reinstated K–3 class size compliance. This policy means the number of teachers allocated in the funding formula in grades K–3 is dependent upon whether districts hire the staff to provide the class sizes established in the state budget. This is one area where the Legislature allocates funding for a specific purpose, and if the funding is not utilized for that purpose, then districts do not receive the maximum possible allocation from the state.

In school year 2022–23, ESHB 1664 was passed into law increasing the state allocation for guidance counselors, school nurses, social workers, and psychologists. This increase also includes a staffing compliance for all staff identified as performing a role helping students with physical, social, and emotional well-being (PSES). Districts are funded at the level of staff they employ up to the maximum amount of state allocation driven through the prototypical funding formula.

In addition, districts are required to employ at least 46 certificated instructional employees per 1,000 students. School districts negotiate employee salaries and benefits in local negotiations with its employees. However, state law limits **average** base contract salaries for certificated instructional staff to the state allocated salary.

The special education allocation is in addition to, or in “excess” of, the full basic education allocation available for any student. The result is that school districts have two primary sources of revenue to support special education services to students: basic education and special education. For more detail on the complex special education formula, see chapter 5, section B.

Many of the smaller state and federal programs are funded through competitive grants. Districts must apply for competitive grants. Applicants are scored and awards are made selectively. Successful applicants claim reimbursement for expenses incurred in providing the program.

When Does the State Distribute Money to Schools?

The state distributes money monthly based on apportionment formulas and reimbursement claimed through the grants management process. The State Treasurer, who is the banker for the state, electronically transmits money to each county treasurer for each of the school districts headquartered within their county. The county treasurers are the bankers for the school districts. Charter Schools and Tribal Compact schools are distributed apportionment and grant reimbursements directly through the Office of the Superintendent of Public Instruction.

How Do School Districts Raise Local Money?

Article 7 of the State Constitution and chapter 84.52 RCW grant school districts the authority to levy local property taxes. Charter schools and tribal compact schools are not granted such authority. School districts may run a levy for a particular fund a maximum of two times in a calendar year. Unsuccessful levies may be resubmitted in subsequent years.

School district levies are of four fund types:

Excess General Fund levies are one- to four-year levies used for day-to-day operations of the school. Such levies are known as enrichment levies. Beginning with calendar 2020 levies, state law limits the majority of school district enrichment levies to a limit of the lesser of \$2,500 per pupil, as increased by inflation, or \$2.50 per \$1,000 assessed property valuation. Districts with greater than 40,000 annual full-time equivalent (FTE) students the previous school year may levy up to \$3,000 per pupil, as increased by inflation.

Local effort assistance (LEA) is state money paid to eligible districts to match voter approved excess General Fund levies. These payments help school districts that have above-average tax rates due to low property valuations. A district is eligible for LEA funding when the amount generated by a levy of \$1.50 per \$1,000 assessed property valuation per pupil in the school districts is less than the state local effort assistance threshold of \$1,550 per pupil, increased by inflation.

Debt Service Fund levies are multi-year levies used to pay principal and interest on general obligation bonds sold to finance school construction and remodeling. Voter approval of a bond issue authorizes the sale of bonds and the levy of taxes over the life of the bonds, which is often 15 to 30 years. Tax revenues are deposited in the Debt Service Fund.

Transportation Vehicle Fund levies are one- or two-year levies used to pay for school buses or other school transportation equipment.

Capital Project Fund levies are one- to six-year levies used to pay for school construction or remodeling.

How Does the State Help Pay for Construction of School Facilities?

The state's School Construction Assistance Program operates as a partnership between local school districts and the state to fund construction of new schools and modernize existing facilities. The state contributes some funding, as well as technical assistance, in facility planning, construction, and contracting.

State funding assistance is provided for "instructional space." Land purchases and auxiliary facilities, such as stadiums and district administrative space, must be funded entirely with local revenues.

State funding assistance is determined using a funding formula based upon three main factors: eligible area, construction and cost allocation, and the funding assistance percentage.

- **Eligible Area:** Eligible area is the square footage of instructional space for which the state will provide funding assistance. It compares the district's current inventory of instructional space to its projected enrollment, multiplied by the student space allocation (SSA).
- **Construction Cost Allocation:** The Construction Cost Allocation (CCA) is the state's recognized cost per square foot. OSPI submits requests to the Legislature for periodic increases in the CCA to keep pace with inflation.
- **Funding Assistance Percentage:** The state applies a funding assistance percentage to equalize state funding. The percentage accounts for differences across school districts in wealth and the ability to generate revenue through property taxes. The minimum percentage is 20% of recognized project costs and can be as much as 100% of the recognized costs, depending on district wealth.

What Are the Sources of State Money for School Construction?

State revenues to fund school construction projects come from multiple sources, including revenues generated from the Common School Trust Lands and state-issued general obligation bonds. The composition of total state funding from these sources changes over time, depending on budget decisions made by the Governor and the Legislature.

What Are the Sources of State General Fund Revenue?

Retail sales tax and the business and occupation tax combined make up almost 75% of all State General Fund revenue. Sources of State General Fund revenue for the 2019–21 Biennium are

shown below. Revenues for the 2021–23 Biennium are also shown here as forecasted by the Economic and Revenue Forecast Council in March 2023. (*Dollars are in millions.*)

Figure 6: Sources of State General Fund Revenue for 2017–19 Biennium

Revenue Source	2019–21		2021–23	
Retail Sales Tax	25,306	49.80%	\$30,615	50.30%
Business and Occupation Tax	9,555	18.80%	11,896	19.50%
Property Tax	7,875	15.50%	8,933	14.70%
Real Estate Excise Tax	2,546	5.00%	3,106	5.10%
All Other	5,521	10.90%	6,330	10.40%
Total	\$50,803	100%	60,880	100%

What Else Is Funded in the State General Fund?

About 57% of all State General Fund expenditures are for public education programs. Higher education receives approximately 7.2%, and kindergarten through grade 12 receives approximately 49.7%. State General Fund expenditures by major functional area are shown below for the 2021–23 Biennium. (*Dollars are in millions.*)

Figure 7: State General Fund Expenditures—By Functional Area

Revenue Source	2019–21		2021–23	
Public Schools (K–12)	\$21,990	50.5%	\$24,617	49.7%
Higher Education	3,232	7.4%	3,548	7.2%
Human Services	14,060	32.3%	16,326	33.0%
General Government, Legislative, Judicial	1,006	2.3%	1,292	2.6%
Natural Resources	355	0.8%	535	1.1%
Other	2,906	6.7%	3,177	6.4%
Total	\$43,551	100%	49,494	100%

What Additional Resources Were Provided to Public Schools in Response to the COVID-19 Pandemic?

In response to the impacts of the COVID-19 pandemic, the federal government provided public schools with three rounds of funding called Elementary and Secondary Schools Emergency Relief (ESSER) funds. Each round of funds was authorized at a different time through the passage of separate legislation at the federal level. Figure 8 shows the name of the authorizing legislation the date which the legislation was passed, and to the total dollars awarded to Washington.

Figure 8: Federal Relief Funds for COVID-19 Pandemic

Authorizing Legislation	Date Authorized	Total Funds for Washington
ESSER I (CARES)	04/30/2020	\$216,892,447
ESSER II (CRRSA)	01/05/2021	824,852,290
ESSER III (ARP)	03/24/2021	1,853,788,024
Total Pandemic Funds		\$2,895,532,761

OSPI is currently tracking the use and impact of these funds as required for federal reporting. Future editions of this publication will have more information on use of funds, as well as what the net fiscal impact was of these funds compared to state formula funds that were reduced due to students and families not enrolling in the public school system. For more information on ESSER funds, please go to the OSPI website.

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SECTION I. FOUNDATIONS OF SCHOOL FINANCE IN WASHINGTON STATE

Chapter 1. Legal Foundations of School Finance

Chapter 2. Educational Organizations

Chapter 3. Financial Management Fundamentals

This section provides background information useful in understanding the context in which public schools operate.

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Chapter 1. Legal Foundations of School Finance

Washington state's public school system is shaped by the State Constitution, state and federal law, administrative rules adopted by the Office of Superintendent of Public Instruction, the State Board of Education, and other state education agencies, and by court decisions.

A. State Constitution

The primary legal foundation for the state's public schools is the State Constitution. Article IX reads as follows:

Article IX

Section 1. *"It is the paramount duty of the state to make ample provisions for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex."*

Section 2. *"The legislature shall provide for a general and uniform system of public schools. The public school system shall include common schools, and such high schools, normal schools, and technical schools as may hereafter be established..."*

The "paramount duty" and "ample provision" language places a priority on education not found in most state constitutions. This constitutional priority on education was the basis of a 1977 lawsuit that reshaped the state's role in school finance. The lawsuit and resulting court decisions are described in detail in [section L](#) of this chapter.

Article III

Article III, Section 1 of the State Constitution establishes the Superintendent of Public Instruction as a separately elected official within the Executive branch of state government. As an elected official, the state superintendent has somewhat more autonomy than superintendents in states where the superintendent is an appointed official. Article III, Section 22 gives the superintendent broad responsibility:

Section 22. *"The superintendent of public instruction shall have supervision over all matters pertaining to the public schools, and shall perform such specific duties as may be prescribed by law..."*

B. State Laws

The Revised Code of Washington

The Revised Code of Washington (RCW) consists of statutory law enacted by the state Legislature. Title 28A RCW encompasses the laws related to the common schools and establishes the organizational structure of Washington state's public school system. Common

schools are public schools subject to local voter control operating a program for kindergarten through twelfth grade or any part thereof. Other types of schools established in the RCW, such as charter schools and technical schools, are non-common schools that are not directly governed by elected school district boards of directors.

Separate chapters define the roles and responsibilities of the Superintendent of Public Instruction (Chapter 28A.300 RCW), the State Board of Education (Chapter 28A.305 RCW), educational service districts (Chapter 28A.310 RCW), school districts (including Chapters 28A.315, 28A.320, and 28A.330 RCW). Other chapters of the RCW define requirements for the allocation of state funds, professional certification, instructional program requirements, student and parent rights, and other subjects of state concern.

Appropriations Acts

The other state laws that shape school finance are the state operating and capital budgets enacted by the Legislature and signed by the Governor. These are called Biennial Appropriations Acts because they provide funding for a two-year period. The Operating Appropriations Act determines the level of state funding for school district operations and provides detailed state funding formulas and requirements for receiving state funding. The Capital Appropriations Acts determine the amount of state matching money provided for school construction and renovation. Appropriation levels can be changed in “supplemental” budgets adopted after the initial biennial budget is approved. Federal funds are also appropriated in the Operating Appropriations Act. However, federal funding levels are determined primarily by the U.S. Congress. Appropriations acts have the force of law but are not codified in the RCW.

OSPI begins the budget development process by requesting budget items in the fall. RCW 28A.300.170 provides:

“...the superintendent of public instruction shall submit such detailed estimates and other information to the governor and in such form as the governor shall determine of the total estimated amount required for appropriation from the state general fund for state support to public schools during the ensuing biennium.”

The Governor considers the OSPI budget request before proposing a budget to the Legislature in December. A budget bill is enacted by the state House of Representatives and Senate and signed by the Governor before taking effect at the beginning of the state fiscal year (July 1).

The laws enacted by the Legislature over the past 25 years have been shaped by three major developments: The court decisions of Judge Doran, the court case of McCleary et al. v. State of Washington, and the education reform movement. These are described below.

C. The Doran Decisions and Basic Education Funding

In response to a lawsuit initiated in 1976 by Seattle School District, State Superior Court Judge Doran directed the state Legislature to define and fully fund a program of basic education for all students in Washington. In the following legislative session, the Legislature adopted the Basic Education Act of 1977. The court case and this landmark law redefined the state role and continue to shape school funding policy in Washington.

The 1977 Act defined the basic education program to require:

- A minimum of 180 school days per year
- Minimum instructional hours for kindergarten, Grades 1–3, 4–6, 7–8, and 9–12
- Specific instructional content for each grade group
- Minimum ratios of certificated staff to students

The State Board of Education was given responsibility for approving school district basic education programs for state funding.

The basic education funding formula created by the Legislature matched the program requirements. Funding was provided for each full-time equivalent student based on staff/student ratios and allocations for staff salaries, benefits, and nonemployee related costs.

Subsequent court decisions in the 1980's expanded the state's basic education responsibility. Special education, bilingual education, institutional education, learning assistance program, and student transportation are now considered "basic" and the state fully funds the formulas defined in law and in the appropriations act.

The state's basic education responsibility explains the unique character of school finance in Washington:

- Once a program is defined as "basic education," it becomes part of a state on-going entitlement program. The state may not reduce the funding level due to state revenue problems.
- The basic education funding formula is not "cast in concrete"; it is the continuing obligation of the Legislature to review the formula as the education system evolves and changes.
- There is a state interest in limiting disparities in local levy revenues; the state levy lid law, and local effort assistance (levy equalization funding) reflect this interest.
- There is a state interest in controlling salary growth; the state funding formula and laws restricting salaries and limiting the amount and use of local levies are intended to assure relative uniform salaries for teachers statewide.

- There is a keen interest in school district reporting of student FTE counts and staff experience and training; these drive state funding and are subject to audit by the State Auditor's Office.

In recent years, many other states have faced lawsuits over the equity and adequacy of state support for public schools and have responded by strengthening the state's role in education funding. Washington's Doran decisions were early and decisive.

Details of the state funding formulas are provided in [Chapter 5](#) of this publication.

D. McCleary Et Al., v. State of Washington

For information on this court case, see the section entitled "Court Decisions Affecting Educational Funding."

E. Education Reform

In the past 20 years, education reform efforts have shaped state and federal education policy. Education reform reflects the recognition that in the information age, education is the key to individual success and the health of the economy. It is reinforced by efforts to improve government by focusing on performance (outcomes) rather than inputs. For education, the desired outcome is student achievement and the goal is improving student learning to meet the challenges of the 21st century.

Education reform in Washington began with the Governor's Council on Education Reform and Funding (GCERF) created by Governor Booth Gardner by Executive Order 91-04 in 1991. The council's farsighted recommendations laid the foundation for reforms that reach well into the 21st century.

In 1992, the Legislature passed SSB 5953, which established the initial framework for education reform in Washington. Most significantly, it established the Commission on Student Learning. The Commission was directed to develop and administer the components of education reform. The Commission was charged with developing clear challenging academic standards; standards-based assessments and other ways of measuring student achievement; and recommendations for an accountability system to hold schools and school districts responsible for results. The Commission on Student Learning worked throughout the 1990s to define essential academic learning requirements (EALRs) for reading, writing, and other prescribed skills and to develop the Washington Assessment of Student Learning (WASL) to measure those skills. The timeline and implementation details of the statewide assessments have been revised many times since 1992.

The second major education reform bill, ESHB 1209 was adopted in 1993. This bill made changes to SSB 5953 and created new learning goals, the Student Learning Improvement Grants (SLIGs) program, and other programs intended to assist educators in helping students meet new academic standards. The goal of the Basic Education Act, set forth in RCW 28A.150.210, was rewritten to reflect the new standards for student learning.

The Basic Education Act was amended to replace instructional content requirements by grade with the new EALRs. More flexibility was provided in instructional hour offerings and waiver provisions were created subject to State Board of Education approval. Changes to the Basic Education Act were written initially to take effect in 1998 after academic accountability measures were in place. The effective date was later changed to September 1, 2000, to allow more time for state assessments to be implemented.

As it now reads, the Basic Education Act requires that each school district shall make available to students enrolled in kindergarten at least a total instructional offering of 450 hours. In grades one through twelve, school districts must offer at least a district-wide annual average of 1,000 instructional hours. The program shall include the EALRs under RCW 28A.655.060 and such subjects and activities as the school district determines to be appropriate for the education of the school district's students. The goal of the Basic Education Act reads as follows:

"The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings with a variety of audiences.
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness.
3. Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems.
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities." (RCW 28A.150.210.)

Much of the school funding debate of the last 20 years in Washington and nationally is over what strategies contribute most to improving student achievement:

- Reducing class size
- Improving teacher quality through professional development and compensation
- Providing more hours of instruction for struggling students
- Setting goals for improving student reading and math skills
- Creating charter schools
- Using technology to promote student learning
- Providing more and better student assessments
- Intervening in failing schools

Class size reduction efforts began in 1989 when the state funded K–4 staffing ratio was increased from 46 certificated instructional staff per 1,000 to 49. The basic education K–4 staffing ratio increased to 55.4:1,000 in the 2001–02 school year and decreased to 54:1,000 in 2002–03. In 2004–05, it was decreased further to 53.2 and continued at that level through 2009–10. In 2010–11, the ratios were changed, with the K–3 ratio remaining at 53.2, and the grade 4 ratio dropping to 47.43. Beginning with the 2011–12 school year, the prototypical school funding formula was used, thus eliminating the per 1,000 staffing ratios as a means for allocating funds to school districts.

Support for professional development of educators was provided beginning in 1993 with the creation of SLIGs. These grants provided training time for educators to understand and implement education reforms. This funding has evolved over time. In 1999, student learning improvement allocations were replaced with funding for three “learning improvement (LID) days” added to the 180-day school year for certificated instructional staff. Starting in 2002–03, and continuing to 2008–09, the three LID days were reduced to two. This was reduced to one LID day in 2009–10 and zero in 2010–11. LID days have remained unfunded since the 2010–11 school year. When funded, LID days were to be used for professional development aimed at improving student achievement. With Engrossed House Bill 2242, professional learning days (PLD) were introduced for certificated instructional staff (CIS). Beginning with school year 2018–19 and ending with school year 2020–21, the state must phase-in an allocation of up to three days of PLD for state funded CIS.

In 1999, a number of education reform duties were reassigned. The Commission on Student Learning expired on June 30, 1999, and the Office of Superintendent of Public Instruction assumed most of the commission’s responsibilities associated with education reform. The Legislature also established the Academic Achievement and Accountability Commission to develop accountability systems for students, schools, and school districts. In 2000, the commission produced recommendations for rewarding successful schools and for intervening to help struggling schools.

In the 2000 session, a number of changes were made in the education reform related programs funded in the budget, such as creation of the Better Schools program. Better Schools funding was provided for reducing class size in grades K–4 and providing additional classroom contact hours to assist struggling students. Better Schools funding was also provided for additional staff professional development for educators. The 2000 Legislature also funded competitive awards for a Reading Corps and a Math Helping Corps. These programs assist students who do not perform well on the reading and mathematics sections of the state assessment at the time.

In November 2000, Washington state voters approved Initiative 728 (I-728), the K–12 2000 Student Achievement Act. I-728 dedicated a portion of the state property tax and state lottery revenues to the Student Achievement Fund. School districts have discretion to use the funding for any of six activities for improving student achievement including class size reduction, additional class time for struggling students, and professional development for educators. For the 2009–10 school year, the state allocated \$131.16 per FTE student to all school districts from the Student Achievement Fund.

In 2001, the Legislature delayed the assessment timeline of some WASL tests and expanded several programs including the Math Helping Corps, Principal Leadership Development Program, and the Teacher Assistance Program. Better Schools funding was transformed into an enhancement to the state K–4 basic education funding formula.

In 2003, for the 2003–05 biennium budget, the Legislature increased focused assistance to school improvement schools and expanded the National Board Certification Bonus for eligible teachers.

F. ESHB 2261 and SHB 2776

ESHB 2261 is a massive education reform bill passed during the 2009 Legislative Session. The bill redefines the state’s “Program of Education,” and the funding amounts and methods needed to fully support it. Bill language establishes the Quality Education Council (QEC) to recommend and inform the ongoing implementation by the Legislature of an evolving program of basic education, and the financing necessary to support such a program. The council is to develop strategic recommendations on the program of basic education for the common schools in Washington state.

Among other enhancements, the bill also begins the process towards establishing a new funding formula for Washington state school districts. The bill implements a prototypical school model as a basis of funding. This model provides resources assumed to be used in both the daily operations of the school buildings, and the entire district. The prototypical school model is further defined in SHB 2776.

SHB 2776 was passed in the 2010 Legislative Session and enacted the details of the new funding formula for public education. It represents a major change to the funding system of public schools, and the ability of the public to understand the differences between what the state assumes to fund, compared to how districts deploy the resources provided by the state. This bill provides funding within the three general areas: school level, district level, and other funding. School level funding in this bill is based on the prototypical school model, which focuses on the assumed resource type necessary to operate a school of a specific size. The legislation details an assumed class size, which varies based upon grade level and some subject areas. The class size is then used along with other variables to calculate the number of teachers assumed to provide instruction within the school. The legislation also provides an assumed funded value for many other roles within the school building such as principals, teacher librarians, guidance counselors, and others.

District level funding is generated by districtwide student full-time enrollment regardless of grade level or subject and is assumed to provide staff that supports the entire district. The staffing for districtwide support assumed to be generated in this area includes maintenance workers, technology staff, and facilities, maintenance and grounds keepers. Also in this area is central administration staffing, which provides calculated units as a percentage of staff generated as K–12 teachers, school level staffing, and districtwide support.

Other funding in SHB 2776 includes categorical programs, special education, small school funding, career and technical education (CTE), and skill centers. Special education and small schools funding did not change from the previous funding model. Categorical program funding switches from a dollar enhancement model to a service delivery model. Therefore, funding is provided based on an assumed amount of additional instructional time per week for a class size of fifteen full-time equivalent students.

G. Engrossed House Bill 2242

EHB 2242, passed in the 2017 Legislative Session, established a comprehensive plan for enhancing the state's program of basic education. The key components of the bill include the following:

- Changes to the salary allocation model for staff allocated through the state funding formula.
- Changes to some components of the general apportionment and categorical program funding models.
- Changes to the calculation structure and/or limitation on state property taxes, school district enrichment levies, and local effort assistance payments.
- Changes to school district auditing and accounting standards.
- Establishment of the School Employees Benefits Board.

Allocations for School District Employee Compensation

The new law, effective with the 2018–19 school year, repealed the state salary schedule to allocate salaries for certificated instructional staff, thus eliminating use of a district's "staff mix" of CIS based on education and years of experience. In lieu of this funding model, the state allocates salary funding to school districts based on minimum statewide average salaries for each of the three school staffing categories. Beginning with the 2018–19 school year, the minimum allocated salaries were to be increased in equal increments to the following amounts for the 2019–20 school year, adjusted by inflation from the 2017–18 school year:

- Certificated Instructional Staff (CIS)—an average salary of \$64,000
- Certificated Administrative Staff (CAS)—an average salary of \$95,000
- Classified Staff (CLS)—an average salary of \$45,912
- These minimum allocated salaries are regionalized to reflect regional differences in the cost to recruit and retain staff and are annual adjusted for inflation.

The bill also required the state, beginning with the 2018–19 school year, to phase in allocations for a total of three professional learning days for state allocated CIS. The learning days must meet the definitions and standards for professional learning and did not create an entitlement for an individual CIS to receive any number of learning days.

Basic Education Funding Formulas for General Apportionment and Categorical Programs

The following changes were made to the prototypical school funding model and categorical programs effective with the 2017–18 school year:

- Learning Assistance Program: A new LAP allocation was provided to fund an additional 1.1 hours of instruction per week for students in high poverty schools.
- Special Education: Funding for students with disabilities was historically limited to 12.7% of the resident student population of a school district. This bill increases that percentage to 13.5%.
- Career and technical education (CTE) and skill centers: The allocation for CTE class size is reduced to 23 students, and skill centers is reduced to 20 students.
- Highly Capable Program: The funded enrollment percentage is increased from 2.314 of current year enrollment to 5%.
- Transitional Bilingual Instruction Program: For students in middle and high school, the funded instructional hours are increased by 2 hours to 6.778 hours per week.

State Property Tax, Enrichment Levies, and Local Effort Assistance

A new state property tax commenced in calendar year 2018 for the support of the common schools. For taxes levied for collection in calendar year 2018 through 2021, the aggregate rate for both the current state levy and the new state levy would be \$2.70 per \$1,000 of assessed valuation. The new state tax is deposited in the State General Fund.

Beginning with calendar year 2019, maintenance and operations levies were renamed “enrichment levies,” and school districts were subject to new levy limitations. A district’s maximum enrichment levy is the lesser of \$2,500 per pupil or a rate of \$1.50 per \$1,000 of assessed valuation.

Local effort assistance (LEA) allocations were amended to provide funds in proportion to the ratio of a school district’s actual enrichment levy compared to the maximum enrichment levy. To qualify for LEA, a school district must have a maximum enrichment levy that is less than \$1,500 per pupil. Local Effort Assistance is provided on a per-pupil allocation basis so that the sum of levy funding and LEA for a qualifying district levying the maximum rate is \$1,500 per pupil.

School District Accounting and Auditing Standards

EHB 2242 required the State Auditor, beginning with the 2019–20 school year, to include in their regular financial audits a review of school district enrichment levies, including supplemental contracts.

Beginning with the 2019–20 school year districts are required to establish a local revenue sub fund of the general fund in which to deposit revenues from enrichment levies. Also, in this year, districts are required to use revenue-to-expenditure accounting to separately document expenditures from respective sources.

Finally, the legislation requires school districts to develop four-year budget plans that include enrollment projections and future cost estimates, including supplemental contracts.

School Employees' Benefit Board (SEBB)

EHB 2242 also established the School Employees' Benefit Board (SEBB) and delegated to the board the following responsibilities:

- Developing school employee benefit plans that include comprehensive, evidence-based health care benefits.
- Authorizing premium contributions, including employee share of the cost for family coverage that does not exceed the required employee share of the cost for employee-only coverage.
- Determining the terms of employee and dependent eligibility criteria and enrollment policies, subject to the condition that employees must work at least 630 hours per year to qualify for coverage.
- Determining the terms for participation in the SEBB plans, and the penalties for failing to comply with participation criteria.
- Participating with the Health Care Authority and in coordination with the Public Employee Benefits Board in the selection of carriers to provide health and dental plans.
- Reporting to legislative policy and fiscal committees by November 30, 2021, regarding whether the provisions of the act have resulted in a cost savings to the state.

The bill required, by January 1, 2020, school districts to participate in the SEBB program, including districts and employees currently participating in the PEBB program.

H. Engrossed Second Substitute House Bill 6362

ESSHB 6362, passed in the 2018 legislative session, made changes to the provisions in EHB 2242 in the areas of school district salary allocations, school district accounting requirements, and other various areas of the prototypical school funding formula.

Allocations for School Employee Salaries

ESSHB 6362 eliminated the phase-in schedule of the new salary allocations and required the target values stated in EHB 2242 to be allocated in full by the 2018–19 school year.

In addition, regionalization factor changes were increased for any school district which shares a boundary with any other district with a regionalization factor more than one tercile higher. The

district with the lower regionalization factor was provided a 0.06 increase, if that district was located west of the Cascade Mountains.

School District Accounting Requirements

The bill required school districts to track expenditures of local funds for the 2018–19 school year using the sub fund accounting structure. These expenditures were to be tracked locally, and not reported to OSPI for the 2018–19 school year. Beginning with the 2019–20 school year, districts will track expenditures of local funds separately and report results to OSPI as part of the annual financial reports.

Other Prototypical School Formula Changes

The special education excess cost multiplier was increased from 0.9309% to 0.9609%, thus generating more per student allocation for severing students with disabilities.

For the 2018–19 and 2019–20 school years, hold harmless funds were provided to districts that meet certain criteria. A school district qualifies if the total state allocation, enrichment levy, and local effort assistance in either of the 2018–19 or 2019–20 school years is less than what the district would have received under the laws as of January 1, 2017. Voters of these school districts must approve an enrichment levy for the district to be eligible for the hold harmless payment.

I. Substitute Senate Bill 5313

Passed in the 2019 legislative session, ESSB 5313 changed the levy authority limits of school districts as well as the local effort assistance (LEA) calculations.

Beginning with taxes levied in calendar year 2020, a school district's maximum enrichment levy is the lesser of \$2.50 per \$2,000 of assessed valuation or \$2,500 per pupil for districts with fewer than 40,000 full-time equivalent students. Any district with greater than 40,000 full-time equivalent students, have a maximum enrichment levy of the lesser of \$3,000 per pupil, or \$2.50 per \$1,000.

Local effort assistance (LEA) calculated in calendar year 2020 will be provided to school districts that do not generate an enrichment levy of at least \$1,550 per pupil when levying at a rate of \$1.50 per \$1,000 of assessed value. An eligible school district's maximum LEA is the difference between the district's per pupil levy amount, based on a rate of \$1.50 per \$1,000 of assessed value, and \$1,550 per pupil, multiplied by the district's resident enrollment. Districts that are eligible for LEA, but do not levy \$1.50 receive LEA in proportion to the lesser of \$1.50 or the school district's actual levy.

J. Key Federal Law

Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA) replaced No Child Left Behind (NCLB) as reauthorized under the Elementary and Secondary Education Act of 1965 (ESEA). The ESSA became effective for school year 2017–18 with a transition period during school year 2016–17.

The purpose of the ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators.
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Through ESSA, Congress continued all of the major overarching fiscal provisions of ESEA. These include:

Supplement/Supplant (SNS)

Under most U.S. Department of Education grants, states and local education agencies (LEAs) may use federal funds only to supplement (increase) and not to supplant (replace) state and local funds that would, in the absence of the federal funds, be made available for the education of students. ESSA substantially changed the SNS provision under Title I, Part A. LEAs no longer have to analyze individual costs against the three presumptions of supplanting (required under NCLB). However, LEAs are required to demonstrate they are in compliance with the SNS provision by using a methodology to allocate state and local fund sources to buildings in a Title I-neutral manner. LEAs must be able to demonstrate that state and local funds were not reduced due to Title I status.

It is important to note that each covered ESEA program has a different SNS provision. LEAs must ensure they are considering each program’s SNS requirement independently.

Maintenance of Fiscal Effort

LEAs may receive funds under most ESEA programs only if they maintain their nonfederal spending for free public education (per student or in the aggregate) at a level of at least 90% of the previous year from one year to the next.

Title I Schoolwide Programs

Eligible schools are able to use their Title I, Part A funds, in combination with other federal, state, and local funds, in order to upgrade the entire educational program of the school and to raise academic achievement for all students. To be eligible as a Title I schoolwide program, at least 40% of the children enrolled in the school or residing in the school attendance area for the initial year of the schoolwide program must be from low-income families. Schools under 40% low-income, who wish to transition to a schoolwide model, may request a waiver from OSPI.

Below is a table listing major ESEA programs awarded to Washington in school year 2021–22.

Figure 9: Major ESEA Programs of the Elementary and Secondary Education Act 2021–22

Title	Name	Purpose	Amount
Title I	Part A—Improving Basic Programs Operated By Local Educational Agencies	Aid for pupils in high-poverty schools	\$273,415,543
	Part C—Education of Migratory Children	Education for migratory children	36,172,055
	Part D—Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	Education for children in institutions for neglected & delinquent children	3,307,571
Title II	Part A—Supporting Effective Instruction	Teacher and principal training, recruitment and retention programs	34,561,891
Title III	Language Instruction for English Learners and Immigrant Students	Language instruction to foster English fluency	18,761,659
Title IV	Part A—Student Support and Academic Enrichment Grants	Student support and enrichment	17,768,528
	Part B—21st Century Community Learning Centers	After-school programs	18,250,836
Title V	Part B, Subpart 1—Small Rural School Achievement Program	Direct grants for small, rural LEAs	
	Part B, Subpart 2—Rural and Low Income Schools Program	State grants for small, rural LEAs	960,729

Title	Name	Purpose	Amount
Title VI	Indian, Native Hawaiian and Alaska Native Education	Direct grants for special programs for Native Americans	4,620,972
Title VII	Impact Aid	Aid for LEAs affected by presence of federal land	54,646,149

Individuals with Disabilities Education Act of 2004 (IDEA)

The Individuals with Disabilities Education Act of 2004, signed into law on December 3, 2004, is intended to improve the educational outcomes for children with disabilities who are eligible for special education.

The purpose of IDEA is to:

- Ensure that all eligible children have available to them a free appropriate public education (FAPE) that emphasizes special education and related services to meet their unique needs and prepare them for employment and independent living.
- Ensure that the rights of eligible children and their parents are protected.
- Assist states, localities, educational service agencies, and federal agencies to provide for the education of all eligible children.
- Assess and ensure the effectiveness of efforts to educate eligible children.

IDEA, Part B is subject to non-supplanting and maintenance of effort requirements. In school fiscal year 2021–22, Washington state’s allocation for IDEA, Part B–Grants to States was \$244,458,392. In addition, the state’s IDEA, Part B Preschool award for the same period was \$8,503,692.

K. Washington Administrative Code

The Washington Administrative Code Process requirements for rule adoption and revision are governed by Chapter 34.05 RCW, the Administrative Procedures Act.

State Board of Education

The State Board of Education (SBE) has the power and duty to “adopt rules to implement and ensure compliance with the program requirements” of the Basic Education Act (RCW 28A.150.220 [4]). These administrative rules are found in [Title 180](#).

The SBE requires an annual review in October of each school district’s kindergarten through twelfth grade program. The purpose is to determine compliance with the statutory basic education requirements and any supplemental basic education requirements the State Board may establish. Staff from the State Board of Education review each district’s report and make recommendations to the SBE. The SBE annually certifies each school district as being in compliance or noncompliance. Basic education support, in an amount established by the SBE,

may be permanently deducted by OSPI for a school district certified as being in noncompliance unless the SBE provides a waiver. (WAC 180-16-195.)

Statutory basic education requirements include minimum instructional hour offerings, students-to-classroom teacher ratio, the 180-day minimum school year, and certificated staff having current and valid certificates.

Superintendent of Public Instruction

The Superintendent of Public Instruction has “the power and duty to make such rules and regulations as are necessary for the proper administration of” laws authorizing reimbursement of school district programs. (RCW 28A.150.290.) These administrative rules are found in Title 392 WAC.

The Superintendent of Public Instruction adopted chapter 392-121 WAC, which carries out laws governing distribution of basic education support to school districts. Chapter 392-121 WAC defines the following terms used in the basic education formula for distributing state moneys appropriated by the Legislature: enrolled student, full-time equivalent student, certificated employee, basic education certificated instructional employee, full-time equivalent basic education certificated instructional staff, eligible credits, certificated years of experience, staff mix factor, and placement on the LEAP salary allocation schedule. (See [Chapter 5 Section A](#) for an explanation of the basic education allocation formula.)

The Superintendent of Public Instruction adopted chapter 392-122 WAC, which implements laws governing distribution of state moneys to school districts for programs other than basic education apportionment and transportation allocations. Provided in this WAC are apportionment rules for the special education program, state institutional education programs, the learning assistance program, the transitional bilingual instruction program, and the state highly capable program.

L. Court Decisions Affecting Educational Funding

Doran Decision I

On January 14, 1977, Thurston County Superior Court issued a declaratory judgment by Judge Doran, known as Doran Decision I, in the case of Seattle School District No. 1, et al., vs. State of Washington, et al. It stated:

“(1) the level of funding provided by the state...was not fully sufficient...to fund the basic program of education offered by the district in accordance with state law;

“(2) Under existing state law, the Legislature has established a general and uniform system for the public schools...but it has not (A) expressly defined basic education or determined the substantive contents of a basic program of

education to which the children of this state are entitled in today's society or (B) provided a method for the fully sufficient funding of such education without reliance on special excess levies."

In Doran Decision I, the Seattle School District was successful in obtaining a judgment which in effect said the state must make ample provision for the basic education program through a regular and dependable tax source instead of a heavy reliance upon annual local special tax levies. The court refused, however, to accept the district's position to constitutionally define basic education and a supportive funding formula. Instead, the court deferred to the Legislature, which, after the Superior Court decision, adopted the "Washington Basic Education Act of 1977."

This act defined the basic education program, established a revised funding formula, substantially increased state funding, and limited the amount and purpose of special levies.

On September 28, 1978, the Washington Supreme Court, 90 Wn.2d 476, affirmed Judge Doran's decision by a 6–3 margin.

Later Legislatures made additional changes.

Doran Decision II

Seattle School District and the other 25 petitioner school districts sought in Doran Decision II a judicial expansion of the Legislature's definition of basic education and an order directing a substantial increase in state funding. Later, the reduction of some \$55 million in the original 1981–83 biennial budget for the common schools also became an issue.

On April 29, 1983, Thurston County Superior Court Judge Doran delivered an oral decision in the case of Seattle School District No. 1, et al., vs. State of Washington, et al. that said in part:

"(1) The legislature's constitutional duty to fully fund basic education includes not only the program contained within the 1977 Basic Education Act, but also the following supplemental programs which the legislature has statutorily mandated or statutorily committed itself to funding: (a) special education programs for handicapped children; (b) transitional bilingual education program; (c) the remediation assistance program; and (d) a transportation program for 'some' children such as the handicapped and children for whom transportation may be necessary due to their distance from school or hazardous walking conditions.

"(2) The legislature is not constitutionally obligated to fund the following programs or costs: (a) gifted education; (b) food services; (c) extracurricular

activities; (d) desegregation costs; (e) deferred maintenance costs; (f) costs (above and beyond such special needs programs as bilingual education and remediation assistance) which are allegedly unique to large and urban districts; and (g) costs associated with enrollment declines.

"(3) Once the legislature has established what it deems to be 100 percent funding for basic education, that level may not be reduced (notwithstanding an economic crisis) unless the amount appropriated was in fact in excess of 100 percent funding.

"(4) The relief granted is limited to a declaratory judgment; no orders directed to the legislature will ensue; and no relief in the form of additional funding to make up for the 1981–83 biennial shortfalls in funding due to the inadequacy of the original appropriation and reductions therein will be provided in connection with this particular case."

Judge Doran found that the petitioners failed to establish that the foregoing in (2) above were constitutionally necessary in order to provide students their constitutional entitlement to a basic education.

The state preserved the Legislature's prerogative to define basic education and establish the funding level for basic education and warded off the attempt to expand the required level of common school funding. The schools also benefited; what the Legislature establishes in terms of programs and funding levels are commitments upon which the Legislature may not renege.

Doran Decision III

A full cost special education program funding model was implemented in 1980–81 and later modified. (Now an excess cost model is used; see [Chapter 5](#) for additional information.) This model provided funding to school districts based on a special education student's educational delay, not on a specific disability condition. The model also determined what portion of time the child spent in the regular basic educational program, and these activities were funded as part of the basic education program.

In 1988, Thurston County Superior Court issued a declaratory judgment by Judge Doran in the case of Washington State Special Education Coalition vs. State of Washington, et al. The judgment did not order the Legislature to take any particular action, upheld the formula approach to funding special education, and upheld the formula itself. Although the court identified a shortcoming in the formula funding approach, a need for some form of "safety net" to address any demonstrable under funding, the court left it to the Legislature to consider and devise an appropriate remedy.

Five school districts and the special education coalition initiated this lawsuit several years earlier. The five districts dropped out when the court did not grant summary judgment, but the coalition continued the suit.

The suit focused narrowly and exclusively upon the state's special education program funding formula. Previous funding lawsuits, particularly Doran Decision II decided by the Superior Court in 1983, established the principles upon which the coalition premised its case. Perhaps the two most significant principles established by Doran Decision II were that:

- The special education program the state is bound to fully fund is determined under current statutes and regulations by the individualized education programs (IEPs) **developed by school districts** for each child.
- The state must distribute funding in support of the program in a manner that is **as close as reasonably practical to the actual cost** of providing the programs set forth in the IEPs.

These two principles could be read as suggesting that the special education program funding formula must be designed to distribute funding based on the actual cost of each student's IEP. The special education program funding formula on the other hand was based on several assumptions.

One of the basic formula assumptions was that the composition of each district's special education student population reflects statewide averages. In addition, the formula addressed only direct special education program costs, not the indirect or overhead costs such as central office administration. With this in mind, the coalition's challenges boiled down to the following:

- **The Severe Learning Disabled (SLD) "E" Component:** First, the coalition mounted a narrowly focused challenge to that element of the formula (the SLD "E" component) which distributed a declining amount of additional funding for SLD student counts that exceeded 4% of a school district's total student enrollment.
- The coalition argued that this formula treatment of SLD counts was not supported by either fact or reason and discriminated against SLD students.
- **Assumed Student Population Characteristics:** Second, the coalition challenged the funding formula as a whole in arguing against funding based on statewide average of students with disabilities population characteristics (as distinguished from, for example, the actual attributes of SLD students enrolled in each school district).
- **Direct Cost Funding Only:** Third, the coalition challenged the formula as a whole in arguing that the formula was either intended to or must, in any case, fund both direct costs and indirect or overhead costs. This latter challenge was premised upon the coalition's perception of the meaning of the statutory commitment (chapter 28A.155 RCW) to fund special education "excess costs."

The Superior Court issued a four-part decision as follows:

- First, the Superior Court refused to piecemeal the formula and invalidate the SLD “E” component. Implicit in the court’s refusal was acceptance of the state’s demonstration that no single formula component acts alone and that the formula components act to generate a pool of funds. The state also provided factual and program-related evidence in support of the practice of reducing the additional allocation per SLD student as a district’s SLD population expands.
- Second, the Superior Court refused to invalidate the formula method of generally providing funding based in part upon statewide average of students with disabilities population characteristics. Implicit in the court’s refusal is the court’s recognition that no formula should be set in “constitutional concrete” and recognition of practical and public policy considerations which the Legislature must be free to consider from time to time.
- Third, the Superior Court refused to hold that the special education program funding formula must single-handedly fund both direct and indirect costs.
- Fourth, the Superior Court did conclude that:
 - The current formula approach resulted in under-funding some districts to an unknown extent.
 - If the current formula approach continued, some form of “safety net” means of providing supplemental funding to districts in “need” must be devised and implemented. The court went on to conclude that the burden was upon a district claiming “need” to establish its need to the state’s satisfaction. The state must be satisfied that a district requesting additional funding was operating a reasonably efficient program, had properly prepared and formulated IEPs for students with disabilities, and was otherwise trying to operate within the basic formula funding provided.

The judgment did not order that the Legislature take any particular action. With customary deference to the Separation of Powers Doctrine and faith in the Legislature, the court simply stated what it believed the general guidelines were as a matter of law and left it to the Legislature to review the funding formula and consider any number of available options.

Since Doran Decision III, the special education funding formula and the “safety net” have been considered by the Legislature. In 1991, the Legislature directed the Superintendent of Public Instruction to propose procedures and standards to meet funding needs beyond the level provided by the current funding formula. The Superintendent of Public Instruction reported back to the Legislature in January 1992.

In 1991, the Legislature developed a new formula for funding special education beginning with the 1995–96 school year. Included with the formula is a safety net formula. These formulas are described in Chapter 5.

McCleary et al., v. State of Washington

In January 2012, the Washington Supreme Court issued a decision in *McCleary v. State of Washington*, 173 Wn.2d 477. The Court concluded that the state has failed to meet its duty under article IX of the state constitution to make ample provision for the education of all children in the state by consistently providing school districts with a level of resources that falls short of the actual costs of the basic education program. At the same time, the Court embraced the Legislature's chosen reform measures as the appropriate remedy. The Court retained jurisdiction over the matter to monitor the Legislature's implementation of the reform measures between 2012 and 2018. In several subsequent rulings issued in 2012 and 2014, the Court continued to find that the state is "not meeting its paramount duty...to make ample provision for the education of all children residing within its borders." In September 2014, the Court held the Legislature in contempt for failing to present a plan showing how it intends to achieve full compliance with article IX by 2018. In August 2015, the Court imposed ongoing sanctions against the Legislature for its continued failure to present a plan.

Following the passage of HB 2242, the Court determined on November 15, 2017, that the state had achieved nearly full compliance with its orders and with the provisions of ESHB 2261 and SHB 2776. The Court retained jurisdiction and continued to impose sanctions, however, because HB 2242 delayed complete implementation of the law's new funding allocation model until the 2019–20 school year. With the enactment of SB 6032 the following year, the Court ruled on June 7, 2018, that the state had complied with the Court's orders to fully implement its statutory program of basic education. With that, the Court lifted the sanctions order and terminated its retention of jurisdiction in *McCleary v. State*.

Chapter 2. Educational Organizations

The Washington public school system consists of the Office of Superintendent of Public Instruction, State Board of Education, Professional Educator Standards Board, Washington State School Directors' Association, and the Charter School Commission, at the state level; educational service districts (ESDs) at the regional level; and school districts, charter schools, and state-tribal education compact schools at the local level. Outside of the public school system are private schools, nonpublic agencies, and other state education agencies involved in kindergarten through twelfth grade education.

A. State Board of Education

The purpose of the State Board of Education, as defined in RCW 28A.305.130, is to provide advocacy and strategic oversight of public education, implement a standards-based accountability system, provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles, and promote achievement of the goals of basic education outlined in RCW 28A.150.210. Specific duties of the state board include:

- **Advocacy and strategic oversight of public education:** The Board provides a public forum to develop policies and provide advocacy to support a system of education that responds to individual student goals and community needs.
- **Basic education compliance:** The Board adopts rules and monitors compliance with a standards-based program of basic education, approves private schools operating in Washington, and approves and monitors districts wishing to authorize charter schools.
- **High school graduation requirements:** The Board establishes credit and non-credit requirements for high school graduation, determines threshold scores for assessments, and alternatives to meet graduation requirements.
- **Accountability and improvement:** The Board adopts goals for the system, consults with OSPI to develop, maintain, and report on the state assessment system, establishes the index for system accountability and metrics for system health, and identifies criteria and approves districts for recognition and improvement.

The State Board of Education (SBE) is a policy-making board comprised of 16 statutory members. Two members are current high school students selected in a manner determined by the board. Seven members are appointed by the governor, subject to confirmation by the Senate. Seven members represent the educational system and seven. The seven members representing the educational system include: five members elected by school board members, two from eastern Washington and three from western Washington; the Superintendent of Public

Instruction; and one member elected by private school leaders. The SBE elects its own chair to two year-terms, with a limit of two terms. All members of the SBE are voting members.

The Board holds [seven regularly scheduled public meetings](#) each year. The State Board of Education is one of the oldest institutions of Washington state government, first established in 1877 by the territorial legislature. [Download a historical banner](#) showcasing the Board's work and make-up since 1877.

B. Superintendent of Public Instruction

The State Superintendent of Public Instruction is one of eight state officials whose offices are established by the State Constitution. The Superintendent of Public Instruction is elected on a nonpartisan basis every four years by the state's voters.

The Superintendent of Public Instruction is an executive officer of state government charged in Section 22 of Article III of the State Constitution with the duty "to supervise all matters pertaining to public schools, and...perform such specific duties as may be prescribed by law." In this role, the Superintendent sets the state's vision for K–12 public education, advancing policy and funding changes so Washington's schools are the best in the nation and are equipped to meet the evolving needs of our students, our communities, and our economy.

The Superintendent's primary responsibilities are to:

- Accurately distribute state and federal funds to local school districts, state-tribal education compact schools, charter schools, and regional ESDs in a timely manner. In fiscal year 2021, OSPI managed the distribution of over half (54%) of the state's Operating Budget (\$14.4 billion), and 24% of the state's Capital Budget (\$624 million).
- Ensure all state and federal laws are followed by providing regular and continuous guidance, support, and compliance reviews of the state's 295 school districts, 7 state-tribal education compact schools, and 2,300 individual schools.
- Direct an agency of 430 employees and support a state K–12 workforce of approximately 150,000 staff, including 70,000 certificated teachers directly certified by OSPI.
- Implement the federal Every Student Succeeds Act, which has enormous impact on all school districts in meeting high accountability standards.
- Advocate for, build coalitions of support behind, and secure needed laws and appropriations from the state and federal governments and implement enacted laws. More than 200 bills affecting public schools are introduced in a typical session of the Washington State Legislature. Usually, 10–20% are passed into law and require OSPI to implement new programs, policies, rules, or procedures.
- Gather and report school and student information to state and federal authorities, prepare requested reports each year, and provide other entities of state government (the

Legislature, Legislative Evaluation and Accountability Program, and the Office of Financial Management) with information for policymaking and budget preparations as needed.

- Collect and maintain a variety of data, including student enrollment, test scores, and educator assignments and salaries. These data drive, affect, and influence decisions on how to make changes that support historically underserved student populations, closing opportunity and achievement gaps, and providing needed student supports.
- Approve and monitor the state’s nine educational service districts (ESDs) and all 295 school districts’ budgets.
- Administer the School Construction Assistance Program, the state’s matching program to fund school construction projects, and other special capital projects and coordinate school district organization and boundary issues.
- Provide technical assistance in finance and curriculum to ESDs and school districts. Monitoring and consultation are conducted in such areas as basic education, the student testing program, student learning objectives and curriculum development, programs for special student populations, and educational technology.
- Issue certificates for teachers, support personnel, and administrators of the K–12 system. Support the safety of students and staff by conducting timely investigations when certificated personnel are accused of misconduct.
- Approve local levy ballots for enrichment and transportation prior to public release. Each levy must have an expenditure plan for the money generated by the levy, and OSPI is required to review and approve of the submission within 30 days.
- Represent the interests and needs of our students, educators, and communities – and advocate for policy changes – by serving on various state boards, including:
 - State Board of Education
 - State Board of Natural Resources
 - Governor’s Resilient Washington Subcabinet
 - Workforce Training and Education Coordinating Board
 - Professional Educator Standards Board
 - State Board for Technical and Community Colleges
 - Educational Opportunity Gap Oversight and Accountability Committee
 - Washington Student Achievement Council
 - Traffic Safety Commission

Besides powers and duties, the vision, mission, values, and commitment to equity of the Superintendent of Public Instruction are as follows:

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Commitment to Equity

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

C. Washington State Professional Educator Standards Board

The Professional Educator Standards Board (PESB) consists of thirteen members, twelve appointed by the Governor and one member representing the Superintendent of Public Instruction (OSPI), the majority of whom are practicing educators. PESB is responsible for policy and oversight of Washington’s system of educator preparation, certification, continuing education, and assignment. PESB works to advance educator workforce development and continuing education, increase workforce diversity, and respond to educator shortage. PESB also serves as an advisory body to the OSPI on issues related to educator recruitment, hiring, mentoring and support, professional growth, retention, evaluation, and revocation and suspension of licensure.

In addition, PESB administers the Paraeducator Board. The Paraeducator Board consists of nine members appointed to four-year terms. The Governor appoints the Chair. The Paraeducator Board ensures statewide professional standards and training for paraeducators, so they are equipped to support diverse student learning. The Board empowers paraeducators to pursue career advancement in education by supporting accessible pathways.

D. Washington State School Directors' Association

The Washington State School Directors' Association (WSSDA) is comprised of all 1,477 school board members from Washington state's 295 public school districts. Founded in 1922, WSSDA is authorized by the state Legislature to be self-governed and self-funded through a president and board of directors elected from school boards from throughout the state. WSSDA's core mission is focused on promoting student learning by ensuring that school board members have the knowledge, tools and services they need to effectively govern their districts and champion public education. In pursuit of its mission, the association provides a wide array of materials and educational services to its members, maintains multiple consultant resources to assist school boards in their work, implements an active governmental relations program to communicate school directors' views to state education policymakers, and convenes a wide array of committee and other meetings to ensure that the association is responsive to its members' needs and direction.

E. Washington State Charter School Commission

Established in Initiative 1240, the Washington State Charter School Commission is an independent state agency whose mission is to authorize high quality public charter schools throughout the state, particularly schools designed to expand opportunities for at-risk students, and to ensure the highest standards of accountability and oversight of these schools.

F. Educational Service Districts

Educational service districts (ESDs) are nine regional administrative units that serve the entire state. See Figure 10: Educational Service Districts—Boundaries, for a map showing the boundaries of the ESD system.

Statutes authorizing and regulating ESDs are in chapter 28A.310 RCW. The State Board of Education has statutory authority relating to the number and boundaries of ESDs. Each ESD is governed by a board of either seven or nine members elected for a four-year term. Each member represents a geographic area of the ESD that are reviewed after every national census to maintain an equitable division of total student enrollment among an ESDs board members. The board members are elected to a four-year term by the school directors of each school district within the ESD. Currently three ESDs have nine member boards. The State Board of Education has a statutory authority relating to the number and boundaries of ESDs.

RCW 28A.310.010 defines ESDs as "regional agencies" which:

- *"Provide cooperative and informational services to local school districts;*
- *"Assist the superintendent of public instruction and the state board of education in the performance of their respective statutory or constitutional duties; and*
- *"Provide services to school districts...to assure equal educational opportunities."*

ESDs are not taxing districts and depend on the state, the federal government, and local school districts and others for funding. The Superintendent of Public Instruction approves and monitors ESD budgets. State aid from the State General Fund is appropriated by the Legislature to the Superintendent of Public Instruction for allocation to ESDs based on a core services funding formula as defined in RCW 28A.310.360. Federal aid is either allocated directly to the ESDs or through grants administered by the Superintendent of Public Instruction. In 2021–22, the revenue of the ESDs totaled about \$486,124,651. Of that amount, \$155,320,192, or 32% were state funds. (See Figure 12: Educational Service Districts—State Summary General Expense Fund FY 20.)

ESDs provide a wide range of services to school districts. Many of these services are provided because, due to reasons of economy, the individual districts could not or would not be able to provide them. Examples of these services include data processing, teacher professional development, and itinerant special education staff activities. ESDs also provide some direct student service programs. Local school districts reimburse ESDs for these services to the degree that they are not funded by state or federal sources.

Figure 10: Educational Service Districts—Boundaries

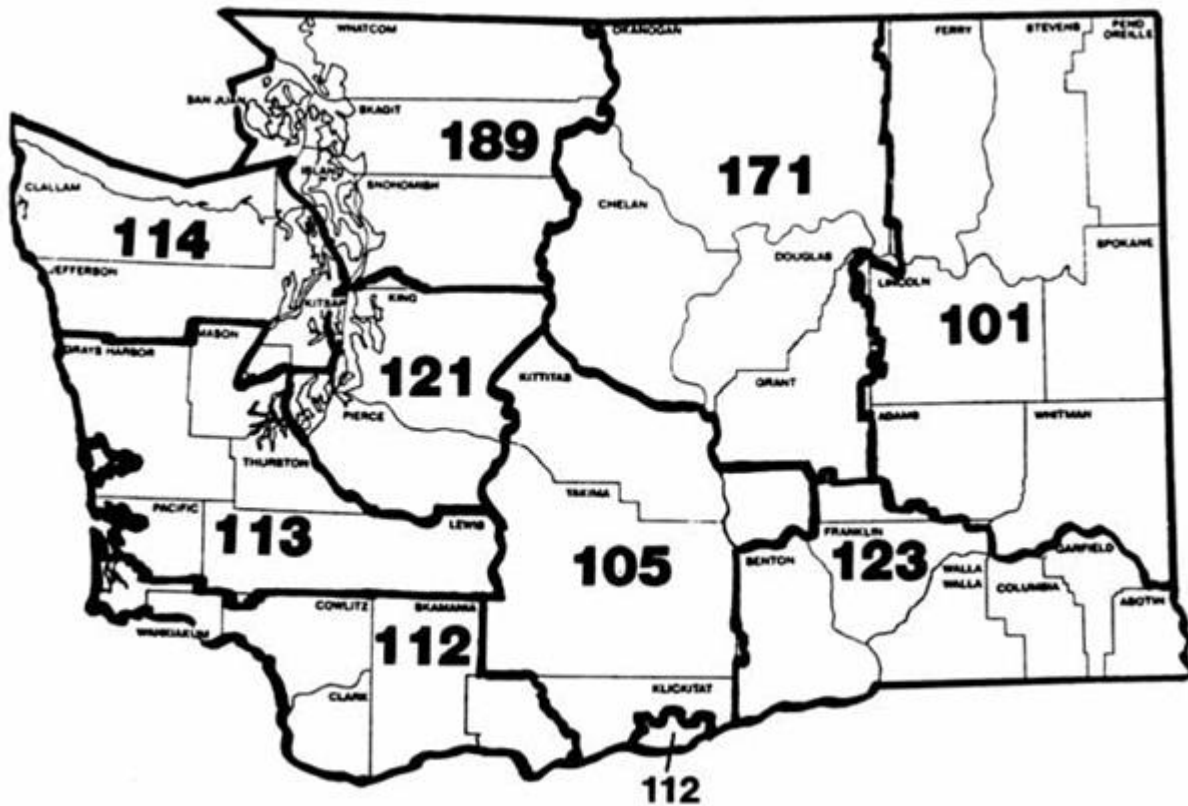


Figure 11: Educational Service Districts—State Summary General Expense Fund FY 2021–22

Educational Service Districts by Number	District Office	School Districts Served	Students Served 2021–22
Northeast Washington Educational Service District 101	Spokane	59	90,729
Educational Service District 105	Yakima	25	64,959
Educational Service District 112	Vancouver	30	95,982
Capital Region Educational Service District 113	Olympia	44	72,528
Olympic Educational Service District 114	Bremerton	15	46,767
Puget Sound Educational Service District 121	Renton	35	413,605
Educational Service District 123	Pasco	23	75,438
North Central Educational Service District 171	Wenatchee	29	47,991
Northwest Educational Service District 189	Anacortes	35	162,643
Total		295	1,070,642

Source: SPI Form P-223 School Enrollment Report, October 2021 as of December 1, 2022. Includes students enrolled Grades K–12, including Running Start and Open Doors programs.

Figure 12: Educational Service Districts—State Summary General Expense Fund FY 2021–22

Revenues	
Local Sources	\$13,683,349
State Sources	146,544,154
State Allotment	8,086,343
Federal Sources	106,978,474
Cooperative Programs	70,281,937
Other Programs	46,994,809
Other Operating Revenue	10,138
Total Operating Revenue	<u>392,579,205</u>
Operating Expenses	
General Operations and Administration	29,081,937
Instructional Support Programs	262,577,814
Non-Instructional Support Programs	69,806,289
Depreciation/Depletion	6,576,750
Other Operating Expenses	187,557
Total Operating Expenses	<u>368,230,347</u>
Operating Income (Loss)	24,348,857
Nonoperating Revenues (Expenses)	
Interest and Investment Income	155,108
Interest Expense and Related Charges	(1,100,592)
Lease Income	411,049
Gains (Losses) on Capital Asset Disposition	(16,831)
Change in Joint Venture	894,952
Change in Compensated Absences	(197,757)
Other Nonoperating Revenues	148,891
Other Nonoperating Expenses	188,099
Total Nonoperating Revenues (Expenses)	<u>482,918</u>
Income (Loss) Before Other Items	<u>24,831,776</u>
Extraordinary Items	6,680,698
Special Items	0
Increase (Decrease) in Net Position	31,512,474
Net Position – Beginning Balance	95,556,542
Prior Period Adjustment	(3,306)
Net Position – Ending Balance	<u>\$127,065,711</u>

G. School Districts

School districts are the statutory delivery system for instruction of our children. RCW 28A.320.010 describes a school district as a corporate body that possesses all the usual powers of a public corporation. The board of directors is elected by the citizens and serves four-year staggered terms. The general powers and duties of the board of directors are prescribed by law, including the requirements that the board shall:

"...be vested with the final responsibility for the setting of policies ensuring quality in the content and extent of its educational program and that such program provide students with the opportunity to achieve those skills which are generally recognized as requisite to learning." (RCW 28A.150.230) and

"Enforce the rules prescribed by the superintendent of public instruction and the state board of education for the government of schools, pupils, and certificated employees." (RCW 28A.600.010)

The board of directors is empowered to make regulations which are not inconsistent with laws or rules and regulations of the Superintendent of Public Instruction or the State Board of Education (RCW 28A.320.040).

Districts are governed by five elected school board members, except for Seattle School District, which has seven.

School districts are managed by a district superintendent who is responsible to the board of directors for carrying out district policy, administering the operation of the district and schools, supervising district personnel, and advising the board of directors on all educational matters for the welfare and interest of the students.

Other district personnel include certificated administrative personnel such as principals; certificated instructional personnel such as teachers; educational staff associates such as counselors, librarians, school nurses, and psychologists; and classified personnel such as clerks, custodians, bus drivers, and food service workers.

There were 295 local school districts in the 2021–22 school year. They enrolled 1,060,459 full time equivalent students in school year 2021–22.

Superintendent's Duties

In addition to duties prescribed by the district school board, a superintendent has duties required by statute (RCW 28A.400.030). They are as follows:

- Attend all meetings of the board of directors and ensure that minutes of the meetings are kept.

- Keep records and reports in a form as required by the district board of directors, laws, rules, or regulations of higher administrative agencies. These records and reports must be turned over to a successor.
- Keep accurate and detailed accounts of all receipts and expenditures of school money. At each annual school board meeting, the superintendent must present his record book of board proceedings for public inspection and make a statement of the financial condition of the district. The record book must always be open for public inspection.
- Make to the educational service district superintendent on or before the fifteenth day of October an annual report verified by affidavit. The report contains such items of information as the following number of schools or departments taught during the year; the number of children, male and female, enrolled in the school, and the average daily attendance; the number of teachers employed, and their compensation per month; the number of days school was taught during the past school year, and by whom; the number of volumes, if any, in the school district library; the number of school houses in the district, and the value of them; and the aggregate value of all school furniture and apparatus belonging to the district. Give notice of all annual or special elections required by law; also give notice of the regular and special meetings of the board of directors.
- Sign all orders for warrants ordered to be issued by the board of directors.
- Carry out all orders of the board of directors made at any regular or special meeting.

District Classification

Local school districts are of two classes:

- **First Class District:** Normally any district having a student enrollment of 2,000 pupils or more. There were 107 first class districts in 2021–23. They served approximately 89.03% of all public-school students. First class districts range in size from 51,027 pupils (Seattle) to 1,957 pupils (Sultan).
- **Second Class District:** Normally all districts having a student enrollment of fewer than 2,000 pupils. There were 203 second class districts in 2021–22. They served 10.97% of public-school students. Second class districts range in size 6,480 pupils (Omak) to 9 pupils (Shaw).

High and Non-high School Districts

School districts are also either high school districts or non-high school districts:

- **High School Districts:** There were 250 high school districts in 2021–22 serving students, or 99.26% of the total public-school students. High school districts must accept students of non-high school districts who elect to attend the high school program provided. High school districts may be either first or second class.

- **Non-high School Districts:** There are 13 grades in a district for which a student is eligible to enroll. Usually, non-high districts do not have a high school program grades 9–12. There were 43 non-high school districts in 2021–22 serving students or 0.74% of the total public-school students. All non-high school districts are second class districts because their enrollments are less than 2,000.

School Buildings

School districts' organizational patterns may vary. Some districts have grades separated into individual elementary and secondary schools, such as K–8 and 9–12; K–6, 7–8 and 9–12; or K–12. The organizational choice may depend on the educational program offered, the capacity of existing school facilities, or the ages of students present in the district. There are over 85 different combinations of grade level organizational patterns within school buildings in the state. (See Figure 13: Washington Public Schools—By County and Grade Level.)

H. Charter Schools

Washington State Initiative 1240 was approved by voters in November of 2013, which allowed for the establishment of Charter Schools within Washington. Charter schools are common schools that are part of the general and uniform system of public schools provided by the Legislature as required by Article IX, section 2 of the state Constitution. Charter schools must be approved by a charter school authorizer before commencing operation. The Washington State Charter School Commission has the authority to authorize charter schools. In addition, school districts may apply to the State Board of Education (SBE) to become a charter school authorizer. At the time of this publication, only Spokane Public Schools has been approved by SBE as a charter school authorizer.

For the 2021–22 school year, there was a total of sixteen charter schools operating. thirteen of which are located in the Puget Sound area of the state, while the other three are located in Eastern Washington.

Charter schools must report student enrollment in the same manner and based on the same definitions of enrolled students and annual average full-time equivalent enrollment as other public schools. OSPI allocates funding for charter schools including general apportionment, special education, categorical, and other non-basic education moneys in the same manner and based on the same funding formulas as school districts in the state.

Since charter schools report their enrollment and financial data to OSPI in the same manner as school districts, their data is included in the statewide totals presented throughout this document.

I. Tribal Compact Schools

Engrossed Second Substitute House Bill 1134, passed during the 2013 legislative session, authorized state tribal education compact schools. As a result of this bill OSPI developed an application and approval process, procedures, and timelines for the negotiation, approval or

disapproval, and execution of state tribal education compacts. The application must be initiated by the governing body of a tribe in the state of Washington, or the governing body of any of the schools in Washington that are currently funded by the federal bureau of Indian affairs.

For the 2021–22 school year, there was a total of seven tribal compact schools operating.

Any school approved by OSPI to operate as a tribal compact school must report student enrollment in the same manner and using the same definitions of enrolled students and annual average full-time equivalent enrollment as is required of school districts. OPSI allocates funding for tribal compact schools including general apportionment, special education, categorical, and other non-basic education moneys.

Data reported by tribal compact schools, including enrollment and actual revenue and expenditure data, is included in the statewide totals presented throughout this document.

J. Private Schools

A private school is a nonpublic school that conducts a program of kindergarten and at least grade one, or a program of any or all grades one through twelve. Private schools must be annually approved by the State Board of Education, maintain a program that ensures a sufficient basic education for students to meet usual state graduation requirements, and meet reasonable standards for health and safety of private school students.

State law RCW 28A.195.010 states that “The legislature hereby recognizes that private schools should be subject only to those minimum state controls necessary to ensure the health and safety of all the students in the state and to insure a sufficient basic education to meet usual graduation requirements.” Private schools must have health and safety inspections of the school buildings, provide instruction by Washington state certificated teachers (or by teachers supervised by a certificated teacher or administrator), and must meet instruction time requirements (a minimum of 1,000 hours or 180 days per year) and subject area requirements. Approved private schools must have full time enrolled students who attend the school.

The State Board of Education annually collects private school enrollment data. Participation in enrollment reporting is not required for private school approval, although enrollment data may be used to verify information used in the approval process. Enrollment data is used in distribution of federal funds. Private schools are encouraged to submit enrollment information. Enrollment numbers are self-reported and are not verified by the State Board. However, the State Board is continually working to improve the process and seeks to report private school enrollment as accurately as possible.

K. Nonpublic Agencies

If a student’s special education needs cannot be met by a local school district, then the district may contract with a nonpublic agency (NPA) for special education and related services; provided, that the school district establishes it cannot provide an appropriate education for the

student with disabilities within the district or another school district. School districts are responsible to provide a free appropriate public education (FAPE) program. Nonpublic agencies must adhere to the same legal requirements as school districts, therefore offering students, for whom they may be contracted to serve, the same rights and protections they are afforded in their local school district.

School districts that intend to contract with a nonpublic agency must notify OSPI’s Special Education Section of its intent to contract with the nonpublic agency. The district and nonpublic agency must complete an application, and the district must conduct an on-site review. The completed application is provided to OSPI with a recommendation to approve or deny. OSPI notifies the applicant of the outcome. School districts are also authorized to contract with other private and public agencies, when the private or public agency does not meet the criteria for nonpublic agencies, but the district determines that the private or public agency can provide the student with a free appropriate public education. The district must still assure that the student has all of the rights of a student eligible for special education who is enrolled in the school district. Information about the application process and a current NPA list can be found at the [Special Education website](https://ospi.k12.wa.us/student-success/special-education/laws-and-procedures/current-nonpublic-agencies) (https://ospi.k12.wa.us/student-success/special-education/laws-and-procedures/current-nonpublic-agencies)

As of October 2021, the 295 operating school districts, 16 charter schools, 7 tribal compact schools, and 4 direct funded technical colleges in Washington state reported a total of 1,070,365 pupils enrolled in public schools. The following chart breaks this reporting down by county and grade level. Grade levels are categorized by the prototypical school model according to the new funding formula implemented September 2011.

Figure 13: Washington Public Schools—By County and Grade Level

County	Preschools*	Elementary (K–6)	Middle (7–8)	High (9–12)	Grand Total
Adams	52	2,745	844	1,534	5,175
Asotin	23	1,578	443	1,031	3,075
Benton	278	19,124	5,833	11,999	37,234
Chelan	93	6,267	2,21	3,961	12,342
Clallam	60	4,539	1,568	4,282	10,449
Clark	496	36,896	12,078	24,700	74,170
Columbia	2	374	99	124	599
Cowlitz	170	8,663	2,635	5,178	16,646
Douglas	58	3,619	1,236	2,225	7,138
Ferry	3	474	128	276	881
Franklin	138	10,663	3,345	6,614	20,760
Garfield	5	206	57	56	364

County	Preschools*	Elementary (K-6)	Middle (7-8)	High (9-12)	Grand Total
Grant	156	10,883	3,401	6,383	20,823
Grays Harbor	93	5,397	1,638	3,102	10,230
Island	123	4,191	1,177	2,318	7,809
Jefferson	22	1,525	466	739	2,752
King	2,070	146,402	44,107	85,785	278,364
Kitsap	355	17,685	5,454	11,571	35,065
Kittitas	52	2,677	832	1,589	5,150
Klickitat	23	2,000	706	1,539	4,268
Lewis	83	6,085	1,860	3,604	11,632
Lincoln	11	1,070	317	690	2,088
Mason	82	5,291	1,598	2,575	9,546
Okanogan	76	5,930	2,082	3,446	11,534
Pacific	17	1,437	488	929	2,871
Pend Oreille	12	807	250	529	1,598
Pierce	1,125	70,144	20,823	39,830	131,922
San Juan	12	931	299	555	1,797
Skagit	176	9,348	2,964	6,062	18,550
Skamania	11	540	157	268	976
Snohomish	1,025	55,681	16,695	33,897	107,298
Spokane	654	39,422	11,869	23,742	75,687
Stevens	32	3,423	1,067	1,856	6,378
Thurston	376	21,457	6,540	13,199	41,572
Wahkiakum	3	218	70	164	455
Walla Walla	65	4,219	1,349	2,923	8,556
Whatcom	265	14,079	4,148	8,209	26,701
Whitman	51	2,426	666	1,414	4,557
Yakima	430	26,656	8,664	17,603	53,353
Grand Total	8,778	555,072	169,974	336,541	1,070,365

Source: SPI Form P-223 School Enrollment Report, October 2021 as of December 1, 2022.

*Preschool numbers primarily represent preschool Special Education students served in the school districts.

As of October 2021, 495 approved private schools operating in Washington state reported a total of 81,840 pre-kindergarten through grade12 pupils enrolled in private schools. The following chart breaks this reporting down by county and grade level.

Figure 14: Washington Private Schools—By County and Grade Level

County	Preschool	Elementary School (K–5)	Middle School (6–8)	High Schools (9–12)	Grand Total
Adams	0	20	6	7	33
Asotin	39	98	40	0	177
Benton	272	1,167	474	130	2,043
Chelan	114	387	96	37	634
Clallam	59	200	68	18	345
Clark	357	1,864	674	479	3,374
Cowlitz	249	305	127	89	770
Ferry	5	14	3	1	23
Franklin	33	250	109	221	613
Grant	59	282	83	44	468
Grays Harbor	17	93	29	0	139
Island	71	200	38	12	321
Jefferson	38	167	36	0	241
King	3,451	16,409	9,228	9,358	38,446
Kitsap	262	1,062	483	238	2,045
Kittitas	27	84	25	6	142
Klickitat	28	70	13	0	111
Lewis	39	209	86	22	356
Lincoln	0	78	35	30	143
Mason	33	118	31	10	192
Okanogan	5	21	4	0	30
Pacific	0	0	1	1	2
Pierce	1,046	4,317	1,861	2,222	9,446
San Juan	0	121	73	94	288
Skagit	58	487	276	172	993
Snohomish	531	2,742	1,117	878	5,268
Spokane	987	2,779	1,232	1,756	6,754
Stevens	15	72	30	11	128
Thurston	207	984	456	243	1,890
Walla Walla	21	459	214	270	964
Whatcom	374	1,590	684	422	3,070
Whitman	0	76	36	25	137
Yakima	257	950	389	427	2,023
Unspecified	10	109	34	78	231
Total	8,664	37,784	18,091	17,301	81,840

Source: Washington State Board of Education, October 2021

Chapter 3. Financial Management Fundamentals

Responsibility for financial management of each school district and charter school rests with the local school board and the superintendent or the administrator they retain to manage the operations of the school district or charter school. However, the district’s or charter’s financial management is regulated by state law and supervised by the Superintendent of Public Instruction. School districts and charter schools must follow uniform guidelines for budgeting, accounting, and financial reporting practices. These guidelines ensure consistent and comparable data for each of the state’s school districts and charter schools. The Washington State Auditor audits school district and charter school financial records for compliance with laws and regulations, general accounting practices, and adequate internal controls.

A. The Budget Process

Each school district and charter school develops and adopts its own budget and four-year budget plan summary prior to the beginning of each school year. The budget process is governed by state law (Chapters 28A.505 RCW and 28A.710 RCW), regulations (chapter 392-123 WAC), and instructions provided by the Superintendent of Public Instruction. Budgets are prepared, submitted, and adopted in the format prescribed by OSPI as set forth in Chapters 28A.505 RCW and 28A.710 RCW.

The time schedule for preparation, adoption, and filing of the annual budget and four-year budget plan summary is set forth in Chapter 392-123-054 WAC as follows:

Figure 15: Budget Process Time Schedule

Final Action Date	First Class Districts	Second Class Districts	Public Charter Schools
July 10, or last business day prior to July 10	<p>Final date to prepare budget and four-year budget plan summary.</p> <p>Final date to have copies of said budget and four-year budget plan summary available to the public.</p> <p>Final date to forward said budget and four-year budget plan summary to ESD for review and comment.</p>	<p>Final date to prepare budget and four-year budget plan summary.</p> <p>Final date to have copies of said budget and four-year budget plan summary available to the public.</p> <p>Final date to forward said budget and four-year budget plan summary to ESD for review and comment.</p>	<p>Final date to prepare budget and four-year budget plan summary.</p> <p>Final date to have copies of said budget and four-year budget plan summary available to the public.</p> <p>Final date to forward said budget and four-year budget plan summary to the charter school’s authorizer.</p>

Final Action Date	First Class Districts	Second Class Districts	Public Charter Schools
On or before August 1		Final date for board of directors to meet in public hearing and adopt said budget and four-year budget plan summary.	
On or before August 3		Final date to forward adopted said budget and four-year budget plan summary to the ESD for review, alteration, and acceptance.	
August 31, or last business day prior to August 31	Final date for the board of directors to meet in public hearing and adopt said budget and four-year budget plan summary.	Final date for the budget review committee to approve said adopted budget and accept adopted said four-year budget plan summary.	Final date for the board of directors to meet in public hearing and adopt said budget and four-year budget plan summary.
September 3, or last business day prior to September 3	Final date to file adopted said budget and four-year budget plan summary with ESD.		Final date for the charter school to file adopted said budget and four-year budget summary plan with OSPI and the charter school's authorizer.
September 10, or last business day prior to September 10	Final date for ESD to file said adopted budget and four-year budget plan summary with OSPI.	Final date for OSPI to return a copy of the approved said adopted budget to the local school district.	

Second class districts' budgets are required by law to be approved by a budget review committee. This committee consists of an educational service district representative, a representative of the local school district, and a representative of the Superintendent of Public Instruction. First class districts' budgets are required by law to be filed with the Superintendent

of Public Instruction. Charter schools' budgets are required by law to be filed with the Superintendent of Public Instruction following the charter school board's submission of the budget to the charter school's authorizer. Charter schools' four-year budget summary plans are required both by law and signed charter school contract to be filed with the Superintendent of Public Instruction. In the absence of specific legislation, the adoption and filing of all four-year budget summary plans prepared under RCW 28A.505.040 follow the same time schedule as outlined for the budget in WAC 392-123-054.

B. General Accounting Practices

The *Accounting Manual for Public School Districts in the State of Washington* prescribes uniform accounting practices for school districts, charter schools, and tribal compact schools. The Accounting Manual is developed by the Washington State School District Accounting Advisory Committee under the joint direction of the Superintendent of Public Instruction and the State Auditor. Authority for the Accounting Manual is provided under RCW 43.09.200, RCW 28A.505.140 and WAC 392-123-010.

The manual provides for a basic double entry modified accrual system of accounting with general ledger controls over revenues, expenditures, receivables, inventories, liabilities, fund balance, and budgetary accounts. School districts with an annual average FTE (full-time equivalent) enrollment of less than 1,000 pupils for the preceding fiscal year may use a cash basis system of accounting per RCW 28A.505.020. The accounting principles and procedures included in the manual represent basic minimums necessary for the achievement of school district reporting objectives. It is intended that the school districts maintain detailed revenue and expenditure accounts as well as required periodic reports.

The accounting system described in the accounting manual is organized and operated on a fund basis. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein, which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations. Funds that school districts, charter schools, and tribal compact schools may use are those established in law. They are:

- General Fund
- Associated Student Body Fund (a Special Revenue Fund)
- Debt Service Fund
- Capital Projects Fund
- Transportation Vehicle Fund (a Capital Projects Fund)
- Fiduciary Funds

- Permanent Fund

C. Financial Reports

Annual Financial Reports

A set of annual fund financial statements presents all major funds. The set includes:

- Balance Sheet—All Funds
- Statement of Revenues, Expenditures, and Changes in Fund Balance—All Funds
- Budgetary Comparison Schedules—All Funds
- Statement of Fiduciary Net Position
- Statement of Changes in Fiduciary New Position
- Schedule of Long-Term Liabilities
- Report of Revenues and Other Financing Sources—All Funds
- Program/Activity/Object Report

The notes to the financial statements are intended to communicate information necessary for a fair presentation of financial position and results of operations that are not readily apparent from, or cannot be included in, the financial statements themselves. The notes are therefore an integral part of the financial statements.

Financial statements and reports are prepared by school district administration on a monthly basis as required by WAC 392-123-110. The reports contain the most current information available at the time of preparation. These financial reports provide the board of directors of the district with certain financial information necessary for the proper financial management of the district.

Monthly Budget Status Report

The school district is required by WAC 392-123-115 to prepare a monthly budget status report for each fund. Each member of the district board of directors is required to be provided a copy at the board's regular monthly meeting. The report contains the most current approved budget amounts by summary level accounts and the fund balance at the beginning and end of the period being analyzed. OSPI prescribes use of Form F-198 Budget Status Report.

As part of the budget status report, the administration is required to provide each member of the board of directors with a brief written explanation of any significant deviations in revenue and expenditure projections that may affect the financial status of the district. Districts are not required to report monthly budget status reports to OSPI.

Monthly Statement of Financial Condition

The school district administration is required by WAC 392-123-120 to provide the board of directors with a monthly statement of financial condition. The “statement of revenues, expenditures, and changes in fund balance” in state Form F-196, is an example of the type of format and level of information necessary for this report.

Monthly Personnel Budget Status Report

Each school district is required to maintain the capability to prepare a monthly personnel status report according to WAC 392-123-125. This report displays the combined responsibilities of the district’s administrative staff for personnel management and budget control and shows the status of expenditures and commitments for salaries and wages. The report also shows the number of certificated and classified positions planned in the budget and the amount of funds budgeted for those positions summarized by program and responsibility area. The number of positions filled, and the amount of funds expended and encumbered in support of these positions are also shown in a manner that can be compared with budget. Any significant variance between budgeted positions and actual should be explained.

A district’s board of directors may use the personnel status report with a monthly budget status report and the statement of financial condition to manage the financial position of the district.

D. School District Cash Flow

Several agencies must be included in any discussion of school district cash flows and related reports. The school district, county treasurer, educational service district, Superintendent of Public Instruction (OSPI), and state treasurer all play a part in the process.

The county treasurer acts as banker for each school district within the county. All school district revenue and expenditure moneys are deposited with and released by the county treasurer. Charter and Tribal Compact schools’ payments are deposited directly from OSPI.

The school district may have revenues from federal, state, and local sources. Monthly, the Superintendent of Public Instruction authorizes state and federal monies to be electronically transmitted by the state treasurer to the county treasurer. Other federal monies may be transmitted directly to the school district by federal authorities. Local taxes are collected directly by the county for the school districts. Other monies, such as school lunch receipts, are collected by the school district and deposited with the county treasurer.

Many districts experience significant variations in their cash reserve depending upon the month of the year. The table below illustrates the flow of cash into the school district General Fund.

Figure 16: School District Cash Flow into General Fund

Sources	Type of Revenue Transferred or Deposited	Transactions Occur
Superintendent of Public Instruction	State revenues; Federal revenues passing through SPI	Monthly according to apportionment schedule
Federal agencies	Federal revenues	Various times according to agency schedule and district requests for reimbursements
Local tax payers	Property taxes	Daily, with bulk of payments occurring in the months of April and October
Local school district	School lunch receipts; ASB activity receipts, etc.	Receipts deposited daily

Expenditure warrants are authorized by the school district board of directors and paid from available funds held by the county treasurer.

School districts and county treasurers are required by law to prepare various forms and reports (RCW 28A.510.270 and RCW 28A.400.030). Other forms and reports are required of districts by OSPI.

Monthly Reporting by OSPI

At the end of the month, OSPI calculates state funding for the school districts and prepares several reports for each school district.

- Report 1191** Estimated Funding Account 3100
- Report 1191ED** Student Full Time Enrollment and Calculated Staff Units
- Report 1191EE** Calculated Staff Units—Elementary School
- Report 1191EM** Calculated Staff Units—Middle School
- Report 1191EH** Calculated Staff Units—High School
- Report 1191CTE** Career and Technical Education—High School
- Report 1191MSCTE** Career and Technical Education—Middle School
- Report 1191SC** Skill Center
- Report 1191MSOC** Materials, Supplies, and Operating Costs
- Report 1191FG** Grants Administration
- Report 1191FS** School Food Services Allocation
- Report 1191PLD** Professional Learning Days
- Report 1191SE** Special Education Allocation
- Report 1191SER** Special Education Rate
- Report 1191SN** Learning Assistance, Bilingual, and Highly Capable Allocation
- Report 1191SI** State Institutions (for districts with state-funded programs)

Report 1191TRN	Transportation Operations and Depreciation Allocations
Report 1192CSC	Class Size Compliance (January, March, and June only)
Report 1197	Monthly Apportionment by Account
Report 1197OFee	Authorizer Oversight Fee (Charter School Authorizers Only)
Report 1159	Certificated Instructional Staff Ratios (January–August only)

Three other reports are prepared as part of the monthly calculations. The first is sent to the ESD, the second to the county treasurer, and the third to the state treasurer.

Report 1196	Monthly Apportionment for All Districts in the County
Report 1198	Monthly Apportionment by County

The state treasurer uses Report 1198 as authorization to transmit moneys to the county treasurer. The county treasurer uses Report 1196 to reconcile moneys received from the state treasurer with individual school district funds. The school district then reconciles its records with the county treasurer’s.

Payments to school districts are made monthly on a school fiscal year basis, September through August. Initially based on estimates, the formula amounts are adjusted during the year to reflect actual enrollments and, in the case of basic education, certain local revenues. The payment schedule prior to 2019–20 school year is as follows:

Figure 17: Monthly Payments to School Districts Schedule Prior to 2019–20

Month	Payment Percent		Month	Payment Percent
September	9.0%		March	9.0%
October	9.0%		April	9.0%
November	5.5%		May	5.5%
December	9.0%		June	6.0%
January	9.0%		July	10.0%
February	9.0%		August	10.0%
			Total:	100%

During the 2017 Special Session engrossed House Bill 2242 changed the allocation schedule effective 2019–20 school year:

Figure 18: Monthly Payments to School Districts Schedule Effective 2019–20

Month	Payment Percent		Month	Payment Percent
September	9.0%		March	9.0%
October	8.0%		April	9.0%

Month	Payment Percent		Month	Payment Percent
November	5.0%		May	5.0%
December	9.0%		June	6.0%
January	8.5%		July	12.5%
February	9.0%		August	10.0%
			Total:	100%

Monthly Reporting by County Treasurers

The county treasurer prepares and submits to each school district superintendent in the county a written report (RCW 28A.510.270 and WAC 392-123-132) of the state of district finances as of the last day of the preceding month. The report must:

- Be certified by the county auditor.
- Contain the cash balance on the first of the preceding month; the receipts during the month; warrants paid during the month, including any interest; the number of warrants issued and not paid; and the cash balance as of the end of the month.

After each monthly settlement with the county commissioners, the county treasurer submits a statement of all canceled district warrants to the school district superintendent. The statement is verified by the county auditor. The canceled warrants of each district must be preserved separately and be open to inspection by the school district superintendent or by any authorized accountant of the district.

Monthly Reporting by School Districts

The school district reports to OSPI enrollments as of the fourth school day of September and first school day of each month, October through June. Enrollment is the major component in determining state funding to the school district.

The school district must keep accurate and detailed accounts of all receipts and expenditures of school district money. The records must always be open for public inspection.

The school district reconciles ending net cash and investments, revenues, and expenditures reported by the county treasurer with district records for all funds. Any differences are noted and adjustments to school district records are made if necessary.

Monthly financial statements and reports are prepared by school district administration on a monthly basis as discussed in [Section C](#) of this chapter.

Year-End Reporting by School Districts

At the end of the year, the school district submits to OSPI Form SPI F-196, Annual Financial Statement for School Districts (also discussed in [Section C](#) of this chapter). These data sets are used in many calculations, one of which is the recapture of unspent state categorical funding.

Year-End Reporting by OSPI

In January of the following school year, state funding is recalculated using final enrollment, final staff data, final revenue, and final expenditure data for the prior school year. Any recovery is treated as if the district received an advance on its apportionment payment in the prior year.

E. School District Audits

School Districts are audited by the Washington State Auditor's Office (SAO). Districts that expend more than \$750,000 in federal funds are required to have a federal and financial audit annually. For accountability audits, districts may be audited on a cyclical basis according to SAO's audit frequency policy. While all audits are planned individually, audits may include examining school district records for compliance with federal and state laws and regulations, general accounting practices, and adequate internal controls. The audit also may encompass areas affecting state funding such as student enrollment (including basic, vocational, bilingual, special education, et. cetera.), transportation ridership, and personnel reporting. Errors discovered because of an audit may require revised reports and/or adjustments to state or federal funding and may result in recovery and/or payment to the district. The State Auditor's reports may be found on their website at the following link: <https://www.sao.wa.gov/reports-data/audit-reports/>

SECTION II. FUNDING FOR MAINTENANCE AND OPERATIONS OF SCHOOLS

Chapter 4. Sources of State Support for Maintenance and Operations

Chapter 5. State Funding for Basic Education

Chapter 6. Local Funding for Enrichment Enhancement to Basic Education

Chapter 7. Federal Funding for Maintenance and Operations

Maintenance and operations include all the normal, recurring operations of the district such as instruction of students, maintenance of plant and facilities, administration of the district, food services, and student transportation. In the 2018–19 school year, a combination of state, local, and federal revenues provided a total of \$15.9 billion dollars for school district maintenance and operations of the districts.

Maintenance and operations are accounted for in the school district's General Fund

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Chapter 4. Sources of State Support for Maintenance and Operations

In the 2021–22 school year 71.38% of school district General Fund (maintenance and operations) revenues came from state government. The Legislature appropriates state moneys for schools from the State General Fund. As shown in Figure 21, public schools make up 42.6% of all budgeted State General Fund expenditures in the 2021–23 Biennium.

Taxes are the primary sources of State General Fund revenue as shown in Figure 19.

A. Retail Sales Tax

Washington state's chief revenue source is the retail sales tax. The state levies a tax of 6.5% on retail sales and rental of tangible personal property and the sale of many services, such as cleaning, repair, construction, accommodations, and certain recreational activities. For the 2021–23 biennium, retail sales taxes are forecasted to provide 50.3% of State General Fund revenue collections.

B. Business and Occupation Tax

The business and occupation tax is a tax on the gross receipts of most businesses in the state of Washington. The tax rate varies by class of business. The most significant tax rates are: 0.484% for manufacturing and wholesaling, 0.471% for retailing, and 1.5% or 1.75% for service and other activities. The business and occupation tax is Washington's second largest source of General Fund State revenue. For the 2021–23 biennium, business and occupation taxes are forecasted to provide 19.5% of General Fund State revenue collections.

C. Property Tax

Property owners pay taxes to the state and to several local jurisdictions based on the assessed value of their property. The taxes are paid to county treasurers who distribute the moneys to the various jurisdictions. The state property tax levy proceeds are sent to the state treasurer and are deposited in the State General Fund. For the 2021–23 biennium, property taxes are forecasted to provide 14.7% of General Fund State revenue collections.

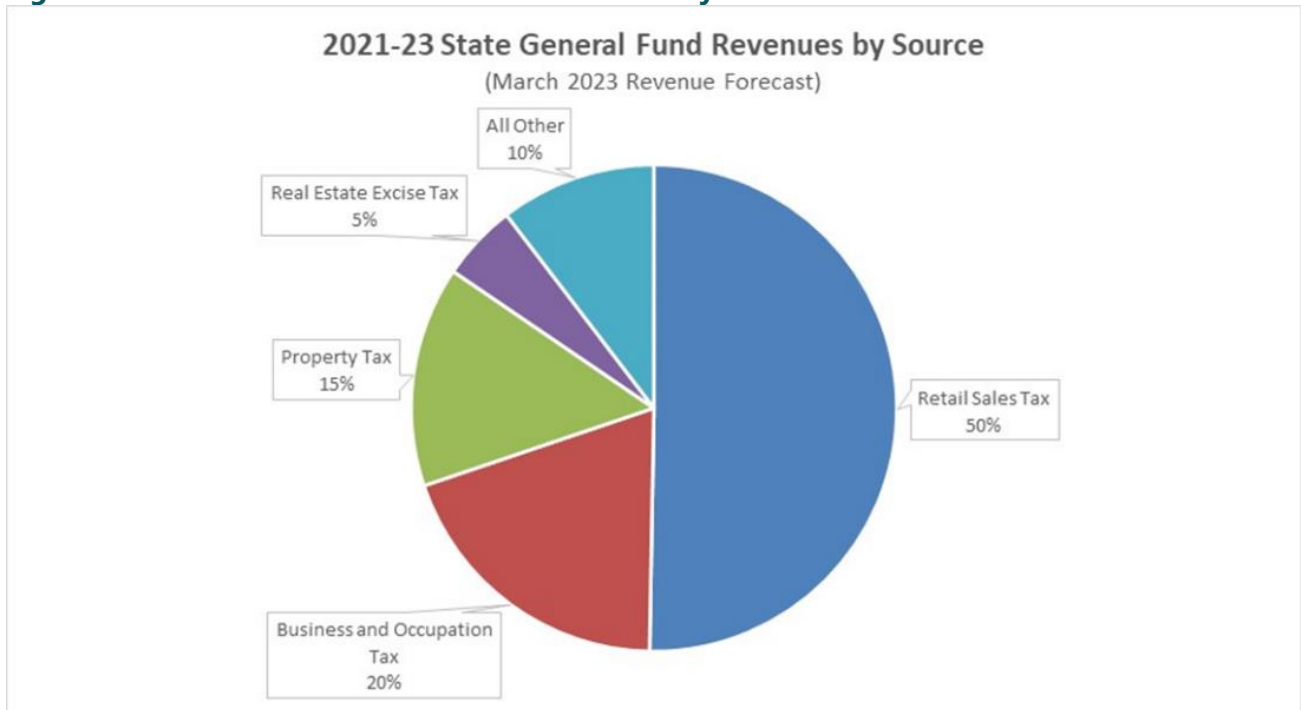
(For a discussion of property taxes levied by school districts, see [Chapter 6 Section A.](#))

The state property tax was revised January 1, 1975, as part of a total property tax limitation plan enacted by constitutional amendment in November 1972. This amendment limited regular property taxes to 1% of true and fair valuation (\$10 per \$1,000 true and fair valuation). Prior to this change, the constitutional limit was 40 mills on an assessed valuation of 50% of true and fair value, or an effective 2% levy limit.

Figure 19: State General Fund Revenues by Source, 2015–17 Biennium through 2021–23 Biennium (Dollars in Millions)

Source	2015–17	%	2017–19	%	2019–21	%	2021–23	%
Retail Sales	\$18,386	49.0	\$21,339	48.3	\$25,306	49.8	\$30,615	50.3
Business and Occupation	7,450	19.9	8,587	19.5	9,555	18.8	11,896	19.5
Property Taxes	4,133	11.0	5,142	11.6	7,875	15.5	8,933	14.7
Real Estate Excise Tax	1,891	5.0	2,183	4.9	2,546	5.0	3,106	5.1
All Other	5,633	15.0	6,891	15.6	5,521	10.9	6,330	10.4
Total	\$37,492	100	\$44,143	100	\$50,803	100	\$60,880	100

Figure 20: 2021-23 State General Fund Revenues by Source



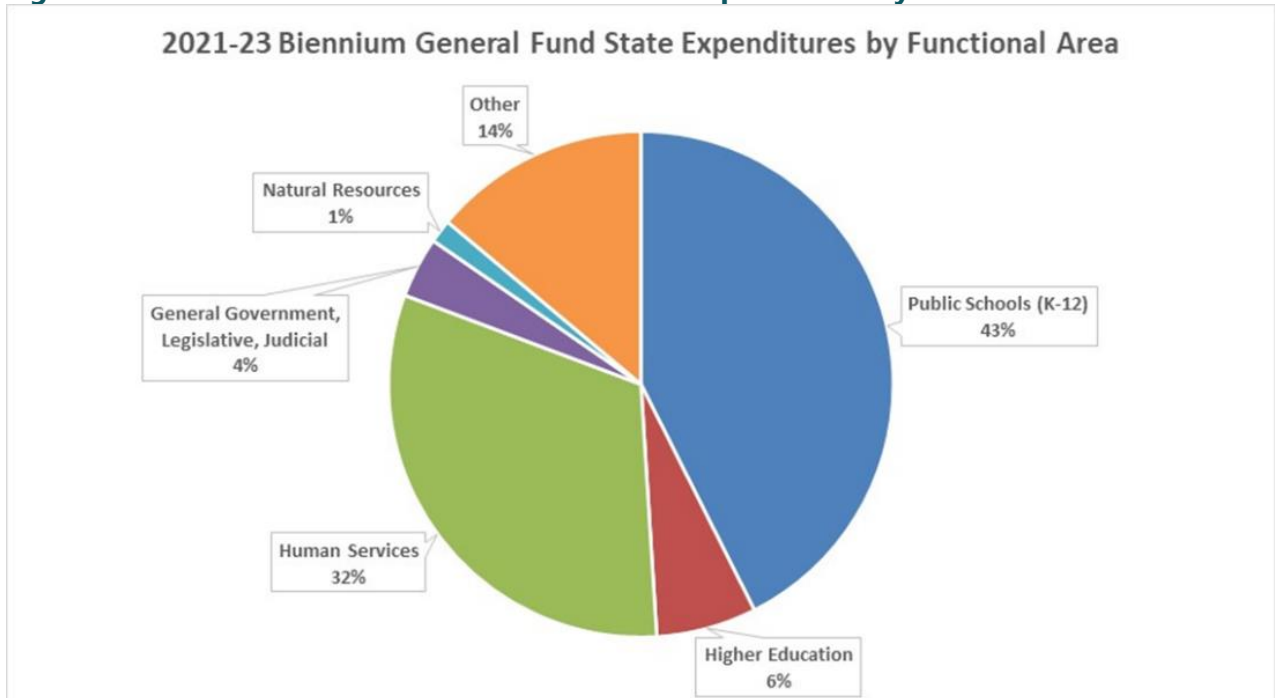
Source: Economic and Revenue Forecast, March 2023.

Figure 21: State General Fund Expenditures by Functional Area, 2015–17 Biennium through 2021–23 Biennium (Dollars in Millions)

Source	2015–17	%	2017–19	%	2019–21	%	2021–23	%
Public Schools	\$14,899	45.1	\$18,088	47.9	\$21,990	50.5	\$24,617	49.7
Higher Education	2,676	8.1	3,132	8.3	3,232	7.4	3,548	7.2
Human Services	12,011	36.4	12,490	33.1	14,060	32.3	16,326	33.0
General Government	849	2.6	939	2.5	1,006	2.3	1,292	2.6
Natural Resources	\$270	0.8	292	0.8	355	0.8	535	1.1
Other	2,300	7.0	2,848	7.5	2,906	6.7	3,177	6.4
Total	\$33,005	100	\$37,789	100	\$43,551	100	\$49,494	100.0

Note: All biennia reflect final enacted second supplemental budgets except for the 2021–23 biennium, which reflects the enacted first supplemental budget.

Figure 22: 2021–23 Biennium General Fund-State Expenditures by Functional Area



Source: Office of Financial Management.

The following is a schedule of maximum statutory taxing district regular levy rates:

Tax Authority	Tax Rates per \$1,000	
	Incorporated Areas	Unincorporated Areas
State	\$3.60	\$3.60
Counties	1.80	1.80
County Roads	-	2.25
Cities	3.375	-
Other	<u>1.225</u>	<u>2.35</u>
Total	\$10.00	\$10.00

In 1972, a constitutional limit of 1.0% was adopted by the voters; this applies to all regular levies (except port and PUD district levies). It states that the aggregate of such levies cannot exceed 1.0% of the current market value of any individual property (real or personal). This limit would equate to a regular levy rate of \$10.00 per \$1,000 of assessed value, if the property were assessed at its true and fair value. The greater of the county's real or personal property ratio, as determined by the Department of Revenue, is applied to the \$10 limit adjusting this limit based on the level of assessment in each county.

During the 1980s, property values began to slow from the fast pace of the previous decade. As taxing districts raised rates in order to maintain levies, they began to come up against statutory maximums. In 1987, the Legislature ranked taxing districts to provide for orderly proration of levy rates and in 1988 removed the state levy from the possibility of proration.

The 1979 Legislature limited the growth of the state levy to 106% of the highest tax levy of the three most recent years, exclusive of new construction. This change caused the growth in levy yield to be reduced significantly from what would have been collected absent a 106% limitation. This same 106% limitation applied to other taxing district's regular levies, but in the late 1980's the 6% growth applied to the highest lawful levy since 1985, except for the state school levy. School district excess tax levies are exempt because they are approved by voters in dollar amounts.

During the early 1980s, the state levy rate declined substantially below the statutory \$3.60 rate because of the 106% limit. Late in the decade, as a result of lower inflation in property values, the school levy rate rose to its statutory maximum of \$3.60. Recently, however, property values have risen rapidly. Referendum 47 passed in 1997, limiting the growth of the state levy to the rate of inflation as measured by the implicit price deflator. Because property values have grown faster than inflation, Referendum 47 causes the state property tax rate to decline. In 2001, the voters approved Initiative 747. I-747 further limited the growth in the state property tax levy to the lesser of the rate of inflation or 1%. As a result, the state levy rate declined further. The resulting school levy rate for 2017 collections was \$1.89 based on equalized assessed valuations. For tax years 2018 through 2021 the legislators created a second part to the State School levy and changed it from a budget-based tax to a rate based tax. The equalized levy rate is \$2.70 per

market value for the 2018, 2020, and 2021 tax years. The equalized rate for the 2019 tax year was \$2.40 per \$1,000 market value. Beginning with taxes due in 2022, the state levy returned to a budget-based system with a maximum levy rate of \$3.60 per \$1,000 market value. The state levy is capped at the lesser of the 1 percent growth factor or inflation, plus additional amounts for new construction and increases in the value of state assessed property.

The state property tax is equalized by countywide ratios determined by the Department of Revenue for each tax assessment year. The ratios are the comparison of real estate sales and appraisals to corresponding values on the assessor's rolls and a comparison of the value of personal property as determined by the Department of Revenue to the value of personal property on the assessor's rolls.

The percent of true and fair value to county assessed value for both real and personal property is called the combined indicated ratio. For 2022 (for 2023 taxes), the combined indicated ratio ranged from 65.4% for Whitman County to 97.4% for Wahkiakum County. The statewide average combined indicated ratio is 92.0%. Dividing the state tax rate of \$2.15 by 92.0% yields \$2.37, which is the average state tax rate based on county-assessed valuations.

Each county's ratio is used to adjust the state levy rate to provide an equalized yield. For example, if a county is determined to be assessed at 75% of true and fair value, the 2023 levy rate of \$2.15 would be adjusted to \$2.87 by dividing by 0.75. If a county was determined to be at 100% assessment level, the full \$2.15 would be collected on the assessor's valuation. This approach provides that all taxpayers of the state pay their state taxes on an equal basis regardless of the assessment practices of their county.

By statute, state property tax levies are designated as exclusively for the support of the common schools, but the money goes to the State General Fund. Therefore, changes in state property tax collections have no direct impact on state allocations to schools.

Initiative 728, passed in 2000, directed \$140 per pupil of state property tax to be placed in the Student Achievement Fund for calendar years 2001 through 2003. The Initiative directed that this amount would increase in 2004 to \$450 per pupil and be adjusted for inflation thereafter. The 2003 Legislature revised the per pupil amounts of state property tax to be placed in the Student Achievement Fund to \$140 in 2003–04, \$254 in 2004–05, \$300 for 2005–06, \$375 for 2006–07, \$450 for 2007–08 and adjusted annually for inflation thereafter. The Legislature suspended the requirements of I-728 as of September 1, 2010, and repealed I-728 effective July 10, 2012.

D. Other

There are approximately 18 other tax sources that support the State General Fund. Major sources include the use tax, real estate excise tax, public utilities tax, cigarette tax, several taxes on alcoholic beverages, and the insurance premiums tax.

In addition, the state receives revenue from nontax sources including licenses and fees, college tuition, sales of property and state-owned timber, charges for services, net proceeds of the lottery and excess liquor funds derived from the state's price markup.

Chapter 5. State Funding for Basic Education

State funding for public schools is determined by the Legislature in the biennial (two-year) operating budget. State funding for public schools takes two basic forms: formula allocations and competitive grants.

Formula allocations are based on student enrollments and other characteristics of each school district and are paid on a predefined allocation schedule. All the large state-funded programs (prototypical model, special education, student transportation, etc.) are formula allocations. Most state formula allocations are funded as entitlements. This means that a district’s funding rises or falls automatically when the district’s enrollment and other funding factors change. The Legislature provides an initial appropriation based on estimates and provides additional funding in a supplemental budget if needed.

Competitive grants are numerous but usually of smaller amounts. Districts typically apply or compete for the grants and receive reimbursement after they incur the expenses. The Legislature typically appropriates a fixed amount, which is divided among qualifying districts. Most competitive grants are funded in Education Reform or Statewide Programs.

State moneys are paid out to school districts by the Superintendent of Public Instruction based on the language in the biennial operating budget. When needed, the Superintendent of Public Instruction adopts rules defining exactly what districts must do to qualify and how allocations will be calculated. These rules are codified in Title 392 of the Washington Administrative Code (WAC).

State funding makes up 71% of all school district operating (General Fund) revenues. The State appropriations to K–12 education (excluding construction) for the 2022 state fiscal year are summarized below:

Figure 23: State Appropriations for 2021–22 Fiscal Year

2022 State Fiscal Year	Total (millions)	Percent of Total
Basic Education	\$9,698	73.6%
Special Education	1,465	11.1%
Student Transportation	605	4.6%
Learning Assistance Program (LAP)	449	3.4%
Local Effort Assistance (LEA)	297	2.3%
Bilingual Education	217	1.7%
Education Reform	134	1.0%
State Office (OSPI) Statewide Programs	101	0.8%
Compensation Increase	97	0.7%
Highly Capable (Gifted)	32	0.2%
State Administration	32	0.2%

2022 State Fiscal Year	Total	Percent
	(millions)	of Total
Educational Service Districts	29	0.2%
Institutional Education	14	0.1%
Food Services	12	0.1%
Total	\$13,182	100%

Source: 2021–23 Biennial Operating Appropriations Act, 2022 Supplemental Budget.

- Amounts shown are State appropriations for the 2022 state fiscal year from the 2021–23 Biennial Operating Appropriations Act (Part V, Education, Chapter 297, Laws of 2022). Amounts shown above include salary and benefit increases for school district and ESD staff.
- State Office (OSPI) Statewide programs—represents monies that flow through OSPI to school districts, ESDs, and other educational entities.

A. Basic Education

Washington was the first state in the nation except for Hawaii, a single school district state, to assume the responsibility for a fully funded basic education program for its public-school system.

Basic education is an entitlement in Washington State. The Basic Education Act defines the basic education program in terms of a minimum program hour offering in the various grade levels (RCW 28A.150.220). To receive state basic education moneys, the school district’s basic education program must be approved by the State Board of Education.

State funds, supplemented by certain school district resources, are distributed to school districts through the basic education funding formula to equalize education opportunities throughout the state. Washington’s formula is now intended to provide equalization in three major aspects:

- **Program content**, as evidenced in the Basic Education Act of 1977 as amended.
- **The staffing and nonemployee allocations**, as evidenced in the formula set forth in the operating budget.
- **The resources**, at the prescribed level identified in the Basic Education Act and the operating budget without dependence on local property tax levies.

The prototypical funding formula, in brief, begins with student enrollment. School districts report the number of full-time equivalent (FTE) students enrolled on the fourth school day of September and the first school day of October through June. (An FTE student is one enrolled four hours per day for grades 1–3 and five hours per day for grades 4–12.) These ten counts are then averaged to obtain an annual average FTE (AAFTE) to determine the number of allocated certificated instructional, certificated administrative and classified staff units to input into the

prototypical school funding formula to determine the number of allocated certificated instructional, certificated administrative and classified staff units.

These staff units are then translated into dollars by multiplying the units by the district's state-recognized salary level for instructional, administrative, and classified staff. Salary increases, benefits, and allocations for materials, supplies, and operating costs and substitute teachers are then added into the formula. Finally, several adjustments must be made before the allocation is determined.

As of January 2023, the average basic education allocation per FTE student in the 2021–22 school year was \$9,407. Each district's allocation per student varies based on the formula factors described below.

The state funding formula determines the state dollars allocated to each school district. Each school district determines the actual number and type of staff it will employ with the dollars generated by the formula. Salaries paid by school districts are also negotiated locally by the school district and its employees. State law sets a minimum and maximum average salary for basic education certificated instructional staff. State law also sets a minimum salary for a certificated instructional employee with at least five years of experience.

The following sections describe steps in the basic education funding formula in more detail.

a. Prototypical School Funding Formula

Beginning in September 2011, a new funding model as described in SHB 2776 for the maintenance and operations of public schools was implemented. It represented a major change to the funding system, but it did not provide an immediate increase in funding for school districts. While this funding formula contains much more detail than its predecessor, it is for allocation purposes only. There is nothing in legislation that requires school districts to staff their buildings according to the prototypical model. The district maintains full decision-making authority with respect to how to utilize state funds to best meet the needs of their students. The funding model under SHB 2776 provides funding within the three general areas of school level, district level, and other funding.

All staffing units that are derived from the following formulas are labeled as either certificated instructional staff (CIS), certificated administrative staff (CAS), or classified staff (CLS). For more on how salary allocation for each of these is calculated see [Chapter 10](#) of this publication.

School Level Funding

School level funding is based on the assumed resource type necessary to operate a school of a specific size. According to the formula, prototypical school sizes are defined by grade level and student FTE as follows:

Figure 24: Prototypical School Sizes by Grade Level and Student FTE

Category	Elementary (K–6)	Middle (7–8)	High Grades (9–12)
Base Enrollment (Student FTE)	400	432	600

When calculating state apportionment allocations, grade level takes precedence over the school classification that grade is part of within the district. For example, sixth grade students will always generate funding for the district at the elementary level, even if they are physically part of the middle school. The model is also perfectly scalable, in that if the student population in grades K–6 in a district is twice the prototypical school size, then the district receives twice the resources.

Teaching units allocated to a district are derived by the following calculation:

$$(\text{Enrollment} / \text{Class Size}) * (1 + \text{Planning Time Factor}) = \text{Teacher Units}$$

The class size used in the above equation is determined by the Legislature and may differ by grade level or subject matter. The following chart details the assumed funded class size, by grade level and/or subject for the 2021–22 school year.

Figure 25: Assumed Funded Class Size by Grade Level and/or Subject

Grade Level	Class Size (Basic Ed)
Grades K–3	17.00
Grade 4	27.00
Grades 5–6	27.00
Grades 7–8	28.53
Grades 9–12	28.74
Career and Technical Education Grades 7–8	23.00
Career and Technical Education Grades 9–12	23.00
Skill Centers	19.00
Laboratory Science Grades 9–12	19.98

The planning time factor used in the calculation for teacher units is a statewide assumption that is also determined by the Legislature. Currently, the planning time factor for elementary grades (K–6) is 15.5%, and for secondary grades (7–12) is 20%. The planning time factor represents the increased number of teachers, expressed by percentage, needed to cover the classes of teachers who are not in front of students due to planning time. The actual percentage of the day

assumed for teachers as planning time is 45 minutes out of a 5.5-hour day for elementary grades, and one hour out of a six-hour day for secondary grades.

In the 2017–19 biennium, districts received funds for a K–3 class size of 17.00 without demonstrating an actual class size. However, beginning with the 2019–20 school year the K–3 class size enhancement is no longer for allocation purposes only. In the 2019 legislative session for the 2019–20 biennium the class size compliance was reinstated, and districts will receive an allocation based on their actual class size until maximum funding is realized. Districts must meet class size compliance requirements that prove they are providing staffing to meet the legislatively approved class size to get the maximum allocation possible from the state. Districts will receive an allocation for K–3 teachers based on a maximum class size of 25.23. If districts can staff to provide class size of less than 25.23, they will receive an allocation based on their actual class size until maximum funding of 17.00 is realized.

The funding formula also provides allocations for various other staffing positions necessary to operate a school based upon enrollment within the prototypical school model. The following chart shows the amount of each staffing position provided by the funding formula.

Figure 26: Prototypical Model—Funded Staffing Positions

Other School Staffing	Elementary (K–6)	Middle (7–8)	High (9–12)	Staff Type
Base Enrollment	400	432	600	Student FTE
Principals	1.253	1.353	1.880	CAS
Teacher Librarians	0.663	0.519	0.523	CIS
Guidance Counselors	0.493	1.216	2.539	CIS
School Nurses	0.076	0.060	0.096	CIS
Social Workers	0.042	0.006	0.015	CIS
Psychologists	0.017	0.002	0.007	CIS
Teaching Assistance	0.936	0.700	0.652	CLS
Office Support	2.012	2.325	3.269	CLS
Custodians	1.657	1.942	2.965	CLS
Student & Staff Safety	0.079	0.092	0.141	CLS
Parent Involvement	0.0825	-	-	CLS

In the 2019–21 biennium a funding enhancement was provided to 20 schools with the lowest overall student school score in the 2018–19 school year for additional guidance counselors. To receive enhancement, schools must demonstrate actual staffing that meets or exceeds the units listed in the above chart. Elementary schools received an additional 0.307 and middle schools received 0.512 guidance counselor per prototypical school.

In the 2021–22 school year the initial 20 schools were replaced with all schools that qualify for poverty funding greater than 50 percent. Elementary schools received an additional 0.186 and middle schools received 0.704 guidance counselor per prototypical school.

In the 2021–22 legislative session, house bill 1664 was passed into law increasing the state allocation for guidance counselors, school nurses, social workers, and psychologists to be phase-in over three years. This increase includes a staffing compliance for all staff identified as performing a role helping students with physical, social, and emotional well-being (PSES). The first year of implementation of this increase and compliance is school year 2022–23. During the two years of phase-in, schools with 50 percent poverty or greater will receive an additional 0.333 guidance counselors per prototypical school. Compliance staff calculations include guidance counselors, school nurses, social workers, psychologists, student and staff safety and parent involvement coordinators. See Figure 27: PSES Staffing Allocations for School Year 2022–23 below for updated PSES staff allocations.

Figure 27: PSES Staffing Allocations for School Year 2022–23

School Staffing part of compliance	Elementary (K–6)	Middle (7–8)	High (9–12)	Staff Type
Guidance Counselors	0.660	1.383	2.706	CIS
Guidance Counselors for High Poverty Schools	0.993	1.716	3.039	CIS
School Nurses	0.246	0.336	0.339	CIS
Social Workers	0.132	0.033	0.052	CIS
Psychologists	0.046	0.009	0.021	CIS
Student & Staff Safety	0.079	0.092	0.141	CLS
Parent Involvement	0.0825	-	-	CLS

District Level Funding

District level funding is intended to provide staffing positions and cover costs related to the operation of the entire school district, not just a particular school or program. This type of funding is generated through the three main categories of districtwide support, central administration, and materials, supplies, and operating costs.

Funding for districtwide support is allocated by staffing position at the following levels, based upon total district enrollment without respect to grade level:

Figure 28: Prototypical Model—Districtwide Support by Staffing Position

Districtwide Support	All Grades	Staff Type
Base Enrollment	1,000	Student FTE
Technology	0.628	CLS
Facilities, Maintenance, and Grounds	1.813	CLS

Districtwide Support	All Grades	Staff Type
Warehouse, Laborers, and Mechanics	0.332	CLS

Staffing units for central administration total 5.3% of staffing units generated as K–12 teachers, school level staffing, and districtwide support. The percentage is not applied to staffing enhancements. Examples of which include but are not limited to advanced placement, international baccalaureate, or categorical program staffing.

After total units are calculated by using the 5.3%, they are separated into certificated administrative staff and classified staff at a ratio of 25.47% and 74.53% respectively. The following chart illustrates how the funding for central administrative staffing is derived:

Figure 29: Prototypical Model—Districtwide by Central Administration

Central Administration	Percent	Staff Type
Total Central Admin	5.3%	
Percent Certificated Admin	25.47%	CAS
Percent Classified Staff	74.53%	CLS

Small Schools

For small school districts and remote and necessary plants with fewer than 25 FTE enrollment, the formula ensures the provision of a minimum number of certificated staff units. These minimum levels are as follows:

Figure 30: Small School Districts with < 25 FTE Minimum Number of Certificated Staff

Program Level	FTE Enrollment Between		Instructional Staff Units	Administrative Staff Units
K–6	0	5	1.76	0.24
K–8	0	5	1.68	0.32
K–6	5	25	$1.76 + [(FTE - 5)/20]$	0.24
K–8	5	25	$1.68 + [(FTE - 5)/10]$	0.32

For small school districts and remote and necessary plants with 25 or more FTE enrollment, but not more than 100 FTE in grades K–8, the formula provides certificated staff units as follows:

Figure 31: Small School Districts with >= 25 FTE Minimum Number of Certificated Staff

Program Level	FTE Enrollment Up To	Minimum Instructional Staff Units	Minimum Administrative Staff Units
K–6	60	2.76	0.24

Program Level	FTE Enrollment Up To	Minimum Instructional Staff Units	Minimum Administrative Staff Units
7–8	20	0.92	0.08

For K–6 programs with FTE enrollment of more than 60 and 7–8 programs with FTE enrollment of more than 20, staff units are calculated based on the regular ratio described above.

For non-high districts meeting the enrollment conditions described below, the formula provides an additional 0.5 certificated instructional staff unit. The enrollment conditions and additional units are provided as follows:

Figure 32: Non-high District Enrollment Conditions and Additional Units

Program Level	FTE Enrollment Between	Additional Instructional Staff Units
K–8	70 and 180 FTE	0.5
K–6 or 1–6	50 and 180 FTE	0.5

For districts operating not more than two high schools having total grades 9–12 FTE enrollment of not more than 300 in each high school, the formula ensures a minimum number of certificated staff units. This does not apply to alternative schools. The FTE enrollment used for determining eligibility includes vocational FTE. Staff units are reduced at the rate of 46 certificated instructional staff units and four certificated administrative staff units per 1,000 vocational FTE. For districts meeting the above criteria, the formulas for calculating certificated instructional and certificated administrative staff units are as follows:

R&N Plants with High School Students*

Figure 33: Formulas for Calculating Certificated Instructional and Certificated Administrative Staff

Instructional	4.5 [Voc FTE X .046]
Administration	0.25 [Voc FTE X .004]
<u>60 or less High School FTE</u>	
Instructional	9.0 [Voc FTE X .046]
Administration	0.5 [Voc FTE X .004]
<u>60 to 300 High School FTE</u>	
Instructional	9.0 + [(FTE - 60)/43.5 X .8732] - [Voc FTE X .046]
Administration	0.5 + [(FTE - 60)/43.5 X .1268] - [Voc FTE X .004]

* For remote and necessary schools with grades 9–12 students and total K–12 FTE enrollment of 25 or less.

One classified staff unit is allowed for every three certificated staff units in the small schools discussed above and an additional one half of a classified unit is provided for any non-high school district with an enrollment between 50 and 180.

The small school factor takes into consideration the sparsity factor over which many of our small schools have no control. During 2021–22, there were 8 small districts and 5 remote and necessary plants with enrollment under 25 FTE, 44 small districts and 3 remote and necessary plants with enrollment between 25 and 100 FTE, 14 non-high districts that received 0.5 additional certificated instructional staff units and 78 school districts that had small high schools.

Figure 34: Small Schools Statistics

Small Schools	Number
Districts with less than 25 FTE	8
R&N plants with less than 25 FTE	5
Districts with 25–100 FTE	44
R&N plants with 25–100 FTE	3
Non-highs between 50–180 FTE	14
Small high schools (under 300 FTE) *	78

* One district has two small high schools.

The following school districts are identified with a remote and necessary school.

Figure 35: Districts with Remote and Necessary Schools

District	School	Grades Served
Lake Chelan	Holden Village School	K–12
Lopez	Decatur Elementary School	K–8
Orcas Island	Waldron Island Elementary School	1–8
Ferndale	Beach Elementary School	K–5
Cascade	Beaver Valley Elementary School	K–4
Woodland	Yale Elementary School	K–4
Steilacoom Historical	Anderson Island Elementary School	K–3
Blaine	Point Roberts School	K–3

Career and Technical Education and Skill Centers

Funding for these programs is allocated through the same general structure as basic education funding. Teachers for these programs are allocated through the same calculation based upon

class size, and teacher planning time as described on page 75 of this document. The following class sizes are used to determine the amount of assumed funded teacher units:

Figure 36: CTE Class Sizes

Program/Grade Level	Class Size
Middle School CTE (Grades 7–8)	23.00
High School CTE (Grades 9–12)	23.00
Skill Centers	19.00

Other school staffing is generated through multiplying enrollment FTE by a staffing factor. These staffing factors are derived by converting the allocations described in Figure 26 into per student ratios.

Summer Enrollment

In addition, the formula provides for funding to school districts for some summer enrollments. Funding for summer enrollment is based on an annual average full-time equivalent (AAFTE) which is calculated by dividing the actual number of hours of summer instruction with 1,000.

Running Start

Students enrolled in a community college or technical college under the Running Start program (see [Chapter 12 Section B.](#)) are reported and funded separately. Running Start enrollment is funded at a uniform statewide rate estimated at \$8,726.20 per AAFTE non-vocational student and \$9,718.57 per AAFTE vocational student for 2021–22 school year. Moneys generated by Running Start students are collected by the school district and paid to the community or technical college. School districts may retain up to 7% of moneys generated by Running Start enrollment.

b. Certificated Instructional Salaries

The Washington Legislature in 2017 and 2018 made significant changes to how school districts were funded for school staff salaries. The Legislature discontinued “staff mix” after the 2017–18 school year and no longer provided funding to each school district for teacher salary and benefits tied to their education level (degree and credits) and certificated years of experience.

State salary allocations for certificated instructional staff (CIS), certificated administrative staff (CAS), and classified staff (CLS) were substantially increased, as well as how salaries are adjusted in the future. State salary allocations are now updated as necessary to provide market-rate salaries, and regionalization adjustments reflect economic differences between school districts, such as housing costs for staff. Districts with housing costs (median residential value) that exceed the statewide average receive one of four regionalization factors (1.00; 1.06; 1.12; or 1.18).

Certificated instructional staff unit salary allocations are calculated by multiplying the statewide salary allocation rate for CIS (\$68,937 for 2021–22 and \$72,728 for 2022–23) times the school district’s regionalization factor for that school year. There is also a 0.04 experience factor added for school districts with above the state average education and experience for their certificated instructional staff.

Funding is provided for maintenance of the school district’s legislatively authorized certificated instructional salaries for basic education.

- “Maintenance salaries” are the continuation of the previous biennium’s salary levels.
- There was a 2.0% CIS salary allocation increase for 2021–22 and a 5.5% increase for 2022–23.
- For 2021–22 there is a minimum salary of \$43,085 times the school district’s regionalization factor and experience mix factor for that school year.
- For 2022–23 there is a minimum salary of \$45,455 (+5.5%) times the school district’s regionalization factor and experience mix factor for that school year.

See Figure 37: Regionalization Factors, Experience Factor for CIS; and District Salaries (LEAP)

for table of salary totals, regionalization amounts, and experience factor added to school year 2021–22 and 2022–23.

c. Certificated Administrative Salaries

Certificated administrative staff unit salary allocations are calculated by multiplying the statewide salary allocation rate for CAS (\$102,327 for 2021–22 and \$107,955 for 2022–23) times the school district’s regionalization factor for that school year. There is no experience factor for certificated administrative staff salaries.

Funding is provided for maintenance of the school district’s legislatively authorized certificated administrative salaries for basic education.

- “Maintenance salaries” are the continuation of the previous biennium’s salary levels.
- There was a 2.0% CAS salary increase for 2021–22 and a 5.5% increase for 2022–23.

See Figure 37 for table of salary totals and regionalization amounts added to school year 2021–22 and 2022–23.

d. Classified Salaries

Classified staff unit salary allocations are calculated by multiplying the statewide salary allocation rate for CLS (\$49,453 for 2021–22 and \$52,173 for 2022–23) times the school district’s regionalization factor for that school year. There is no experience factor for classified staff salaries.

Funding is provided for maintenance of the school district’s legislatively authorized classified salaries for basic education.

- “Maintenance salaries” are the continuation of the previous biennium’s salary levels.
- There was a 2.0% CLS salary increase for 2021–22 and a 5.5% increase for 2022–23.

See Figure 35

Figure 37 for table of salary totals and regionalization amounts added to school year 2021–22 and 2022–23.

Figure 37: Regionalization Factors, Experience Factor for CIS; and District Salaries (LEAP)

School District	Region. Adj.	+ Exp. Adj. for CIS	Region. Adj.	+ Exp. Adj. for CIS	Salary Allocation for CIS		Salary Allocation for CAS		Salary Allocation for CLS	
	2021–22	2021–22	2022–23	2022–23	2021–22	2022–23	2021–22	2022–23	2021–22	2022–23
01 109 Washtucna	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
01 122 Benge	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
01 147 Othello	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
01 158 Lind	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
01 160 Ritzville	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
02 250 Clarkston	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
02 420 Asotin-Anatone	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
03 017 Kennewick	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
03 050 Paterson	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
03 052 Kiona-Benton City	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
03 053 Finley	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
03 116 Prosser	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
03 400 Richland	1.04	1.04	1.03	1.03	71,694	74,910	106,420	111,194	51,431	53,738
04 019 Manson	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
04 069 Stehekin	1.04	1.04	1.03	1.03	71,694	74,910	106,420	111,194	51,431	53,738
04 127 Entiat	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
04 129 Lake Chelan	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
04 222 Cashmere	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
04 228 Cascade	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
04 246 Wenatchee	1.04	1.04	1.03	1.03	71,694	74,910	106,420	111,194	51,431	53,738
04 901 Pinnacles Prep	1.04	1.04	1.03	1.03	71,694	74,910	106,420	111,194	51,431	53,738
05 121 Port Angeles	1.04	1.04	1.03	1.03	71,694	74,910	106,420	111,194	51,431	53,738
05 313 Crescent	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
05 323 Sequim	1.06	1.06	1.06	1.06	73,073	77,092	108,467	114,432	52,420	55,303
05 401 Cape Flattery	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
05 402 Quillayute Valley	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
05 903 Quileute	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
06 037 Vancouver	1.06	1.06	1.06	1.06	73,073	77,092	108,467	114,432	52,420	55,303
06 098 Hockinson	1.06	1.06	1.06	1.06	73,073	77,092	108,467	114,432	52,420	55,303
06 101 Lacenter	1.06	1.10	1.06	1.10	75,831	80,001	108,467	114,432	52,420	55,303
06 103 Green Mountain	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
06 112 Washougal	1.06	1.06	1.06	1.06	73,073	77,092	108,467	114,432	52,420	55,303
06 114 Evergreen (Clark)	1.06	1.06	1.06	1.06	73,073	77,092	108,467	114,432	52,420	55,303
06 117 Camas	1.10	1.10	1.09	1.09	75,831	79,274	112,560	117,671	54,398	56,869

School District	Region.	+ Exp.	Region.	+ Exp.	Salary		Salary		Salary	
	Adj.	Adj.	Adj.	Adj.	Allocation for		Allocation for		Allocation for	
School Year	2021-22	2021-22	2022-23	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
06 119 Battle Ground	1.06	1.06	1.06	1.06	73,073	77,092	108,467	114,432	52,420	55,303
06 122 Ridgefield	1.06	1.06	1.06	1.06	73,073	77,092	108,467	114,432	52,420	55,303
07 002 Dayton	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
07 035 Starbuck	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
08 122 Longview	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
08 130 Toutle Lake	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
08 401 Castle Rock	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
08 402 Kalama	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
08 404 Woodland	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
08 458 Kelso	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
09 013 Orondo	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
09 075 Bridgeport	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
09 102 Palisades	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
09 206 Eastmont	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
09 207 Mansfield	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
09 209 Waterville	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
10 003 Keller	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
10 050 Curlew	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
10 065 Orient	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
10 070 Inchelium	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
10 309 Republic	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
11 001 Pasco	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
11 051 North Franklin	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
11 054 Star	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
11 056 Kahlotus	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
12 110 Pomeroy	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
13 073 Wahluke	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
13 144 Quincy	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
13 146 Warden	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
13 151 Coulee-Hartline	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
13 156 Soap Lake	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
13 160 Royal	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
13 161 Moses Lake	1.04	1.04	1.03	1.03	71,694	74,910	106,420	111,194	51,431	53,738
13 165 Ephrata	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
13 167 Wilson Creek	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
13 301 Grand Coulee Dam	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
14 005 Aberdeen	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
14 028 Hoquiam	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
14 064 North Beach	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
14 065 McCleary	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
14 066 Montesano	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
14 068 Elma	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
14 077 Taholah	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
14 097 Lake Quinalt	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
14 099 Cosmopolis	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
14 104 Satsop	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
14 117 Wishkah Valley	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173

School District	Region.	+ Exp.	Region.	+ Exp.	Salary		Salary		Salary	
	Adj.	Adj.	Adj.	Adj.	Allocation for	Allocation for	Allocation for	Allocation for	Allocation for	Allocation for
School Year	2021-22	for CIS	2022-23	for CIS	CIS	CAS	CAS	CLS	CLS	CLS
	2021-22	2021-22	2022-23	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
14 172 Ocosta	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
14 400 Oakville	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
15 201 Oak Harbor	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
15 204 Coupeville	1.12	1.16	1.12	1.16	79,967	84,364	114,606	120,910	55,387	58,434
15 206 South Whidbey	1.20	1.24	1.18	1.22	85,482	88,728	122,792	127,387	59,344	61,564
16 020 Queets-Clearwater	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
16 046 Brinnon	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
16 048 Quilcene	1.06	1.06	1.06	1.06	73,073	77,092	108,467	114,432	52,420	55,303
16 049 Chimacum	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
16 050 Port Townsend	1.06	1.10	1.06	1.10	75,831	80,001	108,467	114,432	52,420	55,303
17 001 Seattle	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 210 Federal Way	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
17 216 Enumclaw	1.12	1.16	1.12	1.16	79,967	84,364	114,606	120,910	55,387	58,434
17 400 Mercer Island	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 401 Highline	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 402 Vashon Island	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
17 403 Renton	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 404 Skykomish	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 405 Bellevue	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 406 Tukwila	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 407 Riverview	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 408 Auburn	1.16	1.16	1.15	1.15	79,967	83,637	118,699	124,148	57,365	59,999
17 409 Tahoma	1.18	1.22	1.18	1.22	84,103	88,728	120,746	127,387	58,355	61,564
17 410 Snoqualmie Valley	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 411 Issaquah	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 412 Shoreline	1.20	1.20	1.18	1.18	82,724	85,819	122,792	127,387	59,344	61,564
17 414 Lake Washington	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 415 Kent	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 417 Northshore	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 902 Summit: Sierra	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 903 Muckleshoot	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 905 Summit: Atlas	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 906 Green Dot: Excel	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 908 Rainier Prep	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 910 Rainier Valley LA	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 911 Impact	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 916 Impact Salish Sea	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
17 917 Why Not You Acad	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
18 100 Bremerton	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
18 303 Bainbridge	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
18 400 North Kitsap	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
18 401 Central Kitsap	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
18 402 South Kitsap	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
18 901 Catalyst Bremerton	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
18 902 Suquamish	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
19 007 Damman	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
19 028 Easton	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173

School District	Region. Adj.	+ Exp. Adj. for CIS	Region. Adj.	+ Exp. Adj. for CIS	Salary Allocation for CIS		Salary Allocation for CAS		Salary Allocation for CLS	
	School Year	2021-22	2022-23	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
19 400 Thorp	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
19 401 Ellensburg	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
19 403 Kittitas	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
19 404 Cle Elum-Roslyn	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
20 094 Wishram	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
20 203 Bickleton	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
20 215 Centerville	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
20 400 Trout Lake	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
20 401 Glenwood	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
20 402 Klickitat	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
20 403 Roosevelt	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
20 404 Goldendale	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
20 405 White Salmon	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
20 406 Lyle	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
21 014 Napavine	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
21 036 Evaline	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
21 206 Mossyrock	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
21 214 Morton	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
21 226 Adna	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
21 232 Winlock	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
21 234 Boistfort	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
21 237 Toledo	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
21 300 Onalaska	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
21 301 Pe Ell	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
21 302 Chehalis	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
21 303 White Pass	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
21 401 Centralia	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
22 008 Sprague	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
22 009 Reardan	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
22 017 Almira	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
22 073 Creston	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
22 105 Odessa	1.04	1.08	1.03	1.07	74,452	77,819	106,420	111,194	51,431	53,738
22 200 Wilbur	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
22 204 Harrington	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
22 207 Davenport	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
23 042 Southside	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
23 054 Grapeview	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
23 309 Shelton	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
23 311 Mary M. Knight	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
23 402 Pioneer	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
23 403 North Mason	1.06	1.06	1.06	1.06	73,073	77,092	108,467	114,432	52,420	55,303
23 404 Hood Canal	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
24 014 Nespelem	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
24 019 Omak	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
24 105 Okanogan	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
24 111 Brewster	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
24 122 Pateros	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173

School District	Region. Adj.	+ Exp. Adj. for CIS	Region. Adj.	+ Exp. Adj. for CIS	Salary Allocation for CIS		Salary Allocation for CAS		Salary Allocation for CLS	
	2021-22	2021-22	2022-23	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
24 350 Methow Valley	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
24 404 Tonasket	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
24 410 Oroville	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
25 101 Ocean Beach	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
25 116 Raymond	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
25 118 South Bend	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
25 155 Naselle-Grays R.	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
25 160 Willapa Valley	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
25 200 North River	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
26 056 Newport	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
26 059 Cusick	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
26 070 Selkirk	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
27 001 Steilacoom Hist.	1.04	1.04	1.03	1.03	71,694	74,910	106,420	111,194	51,431	53,738
27 003 Puyallup	1.06	1.06	1.06	1.06	73,073	77,092	108,467	114,432	52,420	55,303
27 010 Tacoma	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
27 019 Carbonado	1.06	1.10	1.06	1.10	75,831	80,001	108,467	114,432	52,420	55,303
27 083 University Place	1.06	1.10	1.06	1.10	75,831	80,001	108,467	114,432	52,420	55,303
27 320 Sumner	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
27 343 Dieringer	1.12	1.16	1.12	1.16	79,967	84,364	114,606	120,910	55,387	58,434
27 344 Orting	1.06	1.06	1.06	1.06	73,073	77,092	108,467	114,432	52,420	55,303
27 400 Clover Park	1.06	1.06	1.06	1.06	73,073	77,092	108,467	114,432	52,420	55,303
27 401 Peninsula	1.12	1.16	1.12	1.16	79,967	84,364	114,606	120,910	55,387	58,434
27 402 Franklin Pierce	1.06	1.06	1.06	1.06	73,073	77,092	108,467	114,432	52,420	55,303
27 403 Bethel	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
27 404 Eatonville	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
27 416 White River	1.06	1.06	1.06	1.06	73,073	77,092	108,467	114,432	52,420	55,303
27 417 Fife	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
27 901 Chief Leschi	1.06	1.06	1.06	1.06	73,073	77,092	108,467	114,432	52,420	55,303
27 902 Impact Comm Bay	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
27 904 Green Dot: Destiny	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
27 905 Summit: Olympus	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
28 010 Shaw Island	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
28 137 Orcas Island	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
28 144 Lopez Island	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
28 149 San Juan Island	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
29 011 Concrete	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
29 100 Burlington-Edison	1.16	1.16	1.15	1.15	79,967	83,637	118,699	124,148	57,365	59,999
29 101 Sedro-Woolley	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
29 103 Anacortes	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
29 311 La Conner	1.12	1.16	1.12	1.16	79,967	84,364	114,606	120,910	55,387	58,434
29 317 Conway	1.10	1.14	1.09	1.13	78,588	82,183	112,560	117,671	54,398	56,869
29 320 Mt Vernon	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
30 002 Skamania	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
30 029 Mount Pleasant	1.06	1.06	1.06	1.06	73,073	77,092	108,467	114,432	52,420	55,303
30 031 Mill A	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
30 303 Stevenson-Carson	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
31 002 Everett	1.20	1.20	1.18	1.18	82,724	85,819	122,792	127,387	59,344	61,564

School District	Region.	+ Exp.	Region.	+ Exp.	Salary		Salary		Salary	
	Adj.	Adj.	Adj.	Adj.	Allocation for	Allocation for	Allocation for	Allocation for	Allocation for	Allocation for
School Year	2021-22	for CIS	2022-23	for CIS	CIS	CAS	CAS	CLS	CLS	CLS
	2021-22	2021-22	2022-23	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
31 004 Lake Stevens	1.20	1.20	1.18	1.18	82,724	85,819	122,792	127,387	59,344	61,564
31 006 Mukilteo	1.20	1.20	1.18	1.18	82,724	85,819	122,792	127,387	59,344	61,564
31 015 Edmonds	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
31 016 Arlington	1.16	1.16	1.15	1.15	79,967	83,637	118,699	124,148	57,365	59,999
31 025 Marysville	1.16	1.16	1.15	1.15	79,967	83,637	118,699	124,148	57,365	59,999
31 063 Index	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
31 103 Monroe	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
31 201 Snohomish	1.20	1.20	1.18	1.18	82,724	85,819	122,792	127,387	59,344	61,564
31 306 Lakewood	1.16	1.16	1.15	1.15	79,967	83,637	118,699	124,148	57,365	59,999
31 311 Sultan	1.18	1.18	1.18	1.18	81,346	85,819	120,746	127,387	58,355	61,564
31 330 Darrington	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
31 332 Granite Falls	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
31 401 Stanwood-Camano	1.16	1.20	1.15	1.19	82,724	86,546	118,699	124,148	57,365	59,999
32 081 Spokane	1.04	1.04	1.03	1.03	71,694	74,910	106,420	111,194	51,431	53,738
32 123 Orchard Prairie	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
32 312 Great Northern	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
32 325 Nine Mile Falls	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
32 326 Medical Lake	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
32 354 Mead	1.04	1.04	1.03	1.03	71,694	74,910	106,420	111,194	51,431	53,738
32 356 Central Valley	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
32 358 Freeman	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
32 360 Cheney	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
32 361 East Valley (Spo)	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
32 362 Liberty	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
32 363 West Valley (Spo)	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
32 414 Deer Park	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
32 416 Riverside	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
32 901 Spokane Int'l Acad	1.04	1.04	1.03	1.03	71,694	74,910	106,420	111,194	51,431	53,738
32 903 Lumen	1.04	1.04	1.03	1.03	71,694	74,910	106,420	111,194	51,431	53,738
32 907 PRIDE Prep	1.04	1.04	1.03	1.03	71,694	74,910	106,420	111,194	51,431	53,738
33 030 Onion Creek	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
33 036 Chewelah	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
33 049 Wellpinit	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
33 070 Valley	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
33 115 Colville	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
33 183 Loon Lake	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
33 202 Summit Valley	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
33 205 Evergreen (Ste)	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
33 206 Columbia (Ste)	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
33 207 Mary Walker	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
33 211 Northport	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
33 212 Kettle Falls	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
34 002 Yelm	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
34 003 North Thurston	1.04	1.04	1.03	1.03	71,694	74,910	106,420	111,194	51,431	53,738
34 033 Tumwater	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
34 111 Olympia	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
34 307 Rainier	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173

School District	Region.	+ Exp.	Region.	+ Exp.	Salary		Salary		Salary	
	Adj.	Adj.	Adj.	Adj.	Allocation for	Allocation for	Allocation for	Allocation for	Allocation for	Allocation for
School Year	2021-22	for CIS	2022-23	for CIS	CIS	CAS	CAS	CLS	CLS	CLS
34 324 Griffin	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
34 401 Rochester	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
34 402 Tenino	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
34 901 Wa He Lut Indian	1.04	1.04	1.03	1.03	71,694	74,910	106,420	111,194	51,431	53,738
35 200 Wahkiakum	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
36 101 Dixie	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
36 140 Walla Walla	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
36 250 College Place	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
36 300 Touchet	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
36 400 Columbia (Wal)	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
36 401 Waitsburg	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
36 402 Prescott	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
36 402 Prescott	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
37 501 Bellingham	1.10	1.10	1.09	1.09	75,831	79,274	112,560	117,671	54,398	56,869
37 502 Ferndale	1.10	1.10	1.09	1.09	75,831	79,274	112,560	117,671	54,398	56,869
37 503 Blaine	1.12	1.16	1.12	1.16	79,967	84,364	114,606	120,910	55,387	58,434
37 504 Lynden	1.06	1.06	1.06	1.06	73,073	77,092	108,467	114,432	52,420	55,303
37 505 Meridian	1.06	1.06	1.06	1.06	73,073	77,092	108,467	114,432	52,420	55,303
37 506 Nooksack Valley	1.06	1.06	1.06	1.06	73,073	77,092	108,467	114,432	52,420	55,303
37 507 Mount Baker	1.12	1.12	1.12	1.12	77,209	81,455	114,606	120,910	55,387	58,434
37 902 Whatcom Interg'l	1.10	1.10	1.09	1.09	75,831	79,274	112,560	117,671	54,398	56,869
37 903 Lummi	1.10	1.10	1.09	1.09	75,831	79,274	112,560	117,671	54,398	56,869
38 126 Lacrosse	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
38 264 Lamont	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
38 265 Tekoa	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
38 267 Pullman	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
38 300 Colfax	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
38 301 Palouse	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
38 302 Garfield	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
38 304 Steptoe	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
38 306 Colton	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
38 308 Endicott	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
38 320 Rosalia	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
38 322 St. John	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
38 324 Oakesdale	1.00	1.04	1.00	1.04	71,694	75,637	102,327	107,955	49,453	52,173
38 901 Pullman Com Mon	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
39 002 Union Gap	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
39 003 Naches Valley	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
39 007 Yakima	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
39 090 East Valley (Yak)	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
39 119 Selah	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
39 120 Mabton	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
39 200 Grandview	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
39 201 Sunnyside	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
39 202 Toppenish	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
39 203 Highland	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
39 204 Granger	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173

School District	Region. Adj.	+ Exp. Adj. for CIS	Region. Adj.	+ Exp. Adj. for CIS	Salary Allocation for CIS		Salary Allocation for CAS		Salary Allocation for CLS	
					2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
School Year	2021-22	2021-22	2022-23	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
39 205 Zillah	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
39 207 Wapato	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
39 208 West Valley (Yak)	1.04	1.04	1.03	1.03	71,694	74,910	106,420	111,194	51,431	53,738
39 209 Mount Adams	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173
39 901 Yakama Nation	1.00	1.00	1.00	1.00	68,937	72,728	102,327	107,955	49,453	52,173

Source: Legislative Evaluation and Accountability Program Committee (LEAP).

e. Payroll Taxes and Benefits

School districts receive additional allocations for payroll taxes and benefits required by law. These include employer contributions to OASDI, industrial insurance, medical aid and the supplemental pension contribution, unemployment compensation, certificated employee Teachers' Retirement System contribution, and classified employee Public Employees' Retirement System contribution.

Funding percentages as listed in the 2021-23 biennial budget to be applied to the 2021-22 school year salary allocations are:

- 22.71% for certificated salary maintenance
- 22.07% for certificated salary increase
- 24.75% for classified salary maintenance
- 19.25% for classified salary increase

f. Insurance Benefits

School districts receive state funding for employee insurance benefits at a rate of \$968.00 per month from September 2021 through August 2022 for each formula certificated and classified staff unit. This results in an annual allocation of \$11,616.00 per formula unit.

Full-time equivalent classified employees are determined based on 1,440 hours (instead of 2,080 hours) solely for the purpose of calculating the amount of state funding necessary to contribute toward insurance benefits for classified employees who work for nine months in state supported programs. For funding purposes, this is recognized by multiplying the classified formula-generated staff units by 1.152.

School Employees' Benefits Board (SEBB) was established in 2017 Legislative session ESHB2242 a consolidated school district employees health benefits purchasing program in the Health Care Authority. In 2019 legislative session ESHB 1109 states all school districts must participate in the SEBB program beginning January 1, 2020.

For fiscal year 2022, the monthly employer funding rate is \$968, and an additional multiplier is added to adjust employees based on 630 hours of work per year; certificated staff units are multiplied by 1.02 and classified staff units are multiplied by 1.43.

Insurance benefits include such items as liability, life, health, health care, accident, disability, and salary protection insurance. School districts must pay \$72.08 per month per full-time employee to the state Health Care Authority to fund a reduction in premiums for retired school employees.

g. Materials, Supplies, and Operating Costs

While staffing represents the largest expense for districts, there are many costs to running a school district which are non-staff related. The funding model provides an allocation to cover these costs by providing for Materials, Supplies, and Operating Costs (MSOC) at a specific rate per student. The Legislature sets the funding level for MSOC in the budget bill. Basic education Skill Center and Career and Technical Education (CTE) MSOC are an established rate. Funding is provided in eight specific categories of Technology, Utilities and Insurance, Curriculum and Textbooks, Other Supplies, Library Materials, Instructional Professional Development (CLS and CIS), Facilities Maintenance, and Security and Central Office. The rates for the 2021–22 school year were as follows:

Figure 38: MSOC Rates

Materials, Supplies, and Operating Costs (MSOC)	Basic Education	Grades 9–12	Skill Center	CTE
Total Per Student FTE	\$1,340	\$184	\$1,586	\$1,586
Technology	144	41	X	
Utilities and Insurance	383	-		
Curriculum and Textbooks	151	44		
Other Supplies	300	86		
Library Materials	22	6		
Instructional Professional Development (CIS/CLS)	23	7		
Facilities Maintenance	190	-		
Security and Central Office	131	-		

h. Substitute Teacher Pay

In addition to providing state dollars for teachers, the funding formula also includes funding for the cost of substitute teachers. Funding for substitute teachers for the 2021–22 school year is provided at a daily rate of \$151.86 for a total of 4 days per teacher FTE. This allocation value has not changed since the implementation of the prototypical school funding formula in the 2022–23 school year. The formula is as follows:

(Teacher FTE) * (Substitute Days) * (Substitute Rate) = Total Substitute Allocation

i. Local Deductible Revenues

The total (the sum of the amounts calculated in subsections a. through h. above) is supported by state funds amounting to more than 99% of the formula amount and less than 1% from deductible local revenues. For 2021–22, revenues from the following sources are formula deductibles pursuant to law or rule of the Superintendent of Public Instruction:

- Local in lieu of taxes include county in lieu of tax payments by housing authorities or from lands purchased by the Department of Natural Resources.
- State forests removed from deductible calculations as of 2017–18 school year.
- Federal in lieu of taxes includes revenue from the Federal Housing Administration, Bureau of Land Management, military forest yield pursuant to Public Law 9799, and reclamation projects.
- Federal forests revenue diverted to the Capital Projects and Debt Service Funds. Since the 2015–17 biennium budgets these funds have been temporarily removed.

Deductible revenues from any of the foregoing sources received by a school district due solely to the district's Capital Projects Fund or Debt Service Fund excess tax levy do not constitute school district General Fund revenues and are not deducted in the computation of the district's annual basic education allocation.

Formula-deductible revenues amounted to almost \$1.4 million in the 2021–22 school year.

j. Fire District Payments

Eligible school districts under the formula receive state funds as part of the July apportionment to reimburse fire districts for the costs of fire protection services. The state payment is \$1.150715 per pupil for 2021–22. Fire district payments received but not expended by school districts for this purpose are recovered by the state.

Fire district payments, while part of the basic education allocation, are not part of the basic education entitlement.

B. Special Education

In 1971, House Bill 90 was adopted by the Legislature. This bill became the foundation of chapter 28A.155 RCW, which states its purpose is to ensure that all children with disabilities "have the opportunity for an appropriate education at public expense as guaranteed to them by the Constitution of this state." This law is known as the "Education for All Act of 1971."

Under the Act, an “appropriate education” is defined as an education directed to the unique needs, abilities, and limitations of children with disabilities who are enrolled either full or part time in a school district.

RCW 28A.155.020 further states that “Students with disabilities are those children whether enrolled in a school or not who through an evaluation process are determined eligible for special education due to a disability.”

The Superintendent of Public Instruction has the duty and authority (RCW 28A.155.090) to:

- Assist school districts in the formation of total school programs to meet the needs of children with disabilities.
- Develop interdistrict cooperative programs for children with disabilities as authorized in RCW 28A.225.250.
- Provide, upon request, to parents or guardians of children with disabilities, information about the special education programs offered within the state.
- Assist, upon request, the parent or guardian of any child with disabilities in the placement of any child who is eligible for but not receiving special educational services for children with disabilities.
- Approve school district and agency programs as being eligible for special excess cost financial aid to students with disabilities.
- Consistent with state and federal requirements, administer administrative hearings and other procedures to ensure procedural safeguards of children with disabilities.
- Promulgate such rules and regulations as are necessary to carry out state laws relating to special education and to ensure appropriate access to and participation in the general education curriculum and participation in statewide assessments for all students with disabilities.

a. Special Education Allocation Formula

The special education allocation is in addition to, or in “excess” of, the full basic education allocation available for any student. The result is that school districts have two primary sources of revenue to support special education services to students: basic education and special education.

Prior to 1995–96, the special education allocation formula earmarked funds for special education on the basis of disability category and the instructional settings in which they were placed. Students with disabilities were not considered basic education students for the time they spent in the special education program. Consistent with changes in federal law, multiple studies at the state level, and a series of lawsuits, the Legislature revised the formula in 1995–96.

The state special education formula currently consists of a basic education allocation for students with disabilities ages 5 and enrolled in kindergarten to 21 plus a supplemental allocation for students with disabilities aged birth to 5 and not yet enrolled in kindergarten. The allocation for students with disabilities age kindergarten–21 is indexed at 13.5% of the resident district K–12 full-time enrollment. The allocation for students with disabilities aged birth to 5 and not yet enrolled in kindergarten is not indexed.

Until the 2020–21 school year the annual average headcount of age Kindergarten–age 21 special education enrollment, limited to 13.5% of annual average K–12 resident FTE, times the district’s BEA rate times .995. Then enrollment was broken into two student groups; students eligible for and receiving special education who spend 80 percent or more of their school day in general education settings and eligible students who spend less than 80 percent of their school day in general education settings.

The formula for 2021–22 is as follows:

- The annual average headcount of birth through age 5 and not enrolled in kindergarten special education enrollment, times the district’s basic education allocation (BEA) rate per student, times 1.15.
- Plus, the annual average headcount of age Kindergarten–age 21 for students receiving special education who spend 80 percent or more of their school day in general education settings times the district’s BEA rate times 1.0075.
- Plus, the annual average headcount of age Kindergarten–age 21 for students receiving special education who spend less than 80 percent of their school day in general education settings times the district’s BEA rate times .995.
- It is not known which group will calculate funding over 13.5 percent, so this calculation is done after calculating full funding. If the percentage of special education students in the school district is greater than 13.5 percent, then the percentage over is applied to the funding and reduced.

The terms used above in the special education formula are defined as follows:

“BEA allocation” is based on staff ratios of 49 per 1,000 for grades K–3 and 46 per 1,000 for grades 4–12. K–3, vocational, and small school enhancements are not included.

“Annual average K–12 resident FTE basic education enrollment” means the resident enrollment, including students enrolled through choice and students from non-high districts, and excluding students residing in another district enrolled through interdistrict cooperatives.

Special education enrollments are reported in individual counts (headcount rather than in full-time equivalents (FTE). Average headcounts for the months of October through June are used to calculate state allocations.

State funding for special education programs is provided on an excess cost basis, pursuant to RCW 28A.150.390. School district must ensure that special education students are basic

education students first and as a class are entitled to their full share of basic education allocation.

The Legislature appropriated \$1,421,059,000 for special education programs for the 2022 state fiscal year.

b. Home and Hospital Allocation

Home and Hospital services is reimbursed at \$60 per week for students receiving services at home and \$55 per week for students receiving services at a hospital.

c. Safety Net Allocation

Safety net funding is available to school districts with a demonstrated need for special education funding more than state and federal funding otherwise provided. Upon demonstration of capacity for funding, district applications based upon the extraordinary high-cost needs of one or more students or a community impact factor resulting in a higher number of families with children in need of special education services are considered. High-cost reimbursement more than an established threshold is available for special education and related services provided to an individual student and documented by a properly formulated individualized education program (IEP).

C. Student Transportation

Each school district electing to provide student transportation to and from school is entitled to state student transportation funding at the rate provided by the state. Prior to 1982–83, state support for the operation of the student transportation program was on a reimbursement basis and was computed on the basis of approved route miles, driving time, drivers' salaries, maintenance, operation, and supervision costs. This reimbursement method for funding approved transportation costs was replaced by an allocation system effective with the 1982–83 school year. The allocation system enabled the state to better estimate transportation costs, provided school districts with a more stable and predictable source of funding, and removed the state from compliance review. Local control increased and paperwork decreased.

In the 1982–83 transition year, the basis for this allocation system was "eligibility" which meant state funding to districts was based on the number of pupils eligible to ride buses.

In 1983–84 the allocation system was changed again with the adoption of RCW 28A.160.150 through 28A.160.190. The allocation basis was "ridership" which meant allocations to districts were based on the number of students eligible to ride who actually ride buses. The system provided the following:

- Allowed school districts to determine which students were to be transported and which routes were to be used.
- Authorized school districts to transport students enrolled in their schools living in other school districts.

- Established an allocation formula to distribute the state transportation appropriation to districts.

The allocation formula used the following factors:

- Number of students transported in all radius mile intervals
- Distance weighting factors assigned to distances in one radius mile intervals from pickup location to school location (measured along a straight line between the two locations)
- A minimum load factor for certain school districts intended to provide additional funding to school districts which could not achieve cost effective bus operation due to reasons beyond their control
- Special load factor ratios for bus routes that served students with disabilities
- Use of motor pool (passenger car) vehicles for student transportation
- A standard legislatively established allocation rate

In 1996, RCW 28A.160.160 through 28A.160.190 was amended to provide for eligibility funding of K–5 students living within one radius mile of their school of enrollment. Previously all students whose bus stops were within one radius mile of their school of attendance and who were transported due to the existence of hazardous walking conditions were funded. With the revised law, all kindergarten through Grade 5 students living within one radius mile, whether transported or not, generated funding. The number of students (less the number of K–5 special education riders within one radius mile) was multiplied by a factor of 1.29 and further multiplied by the allocation rate.

Excluded from allocation formula calculations were field trips, extended day or activity runs, and extracurricular transportation.

In the 2011–12 school year, the Legislature implemented the Student Transportation Allocation Reporting System (STARS), a new funding methodology using a regression analysis to calculate each district's expected cost of providing school transportation services based on local characteristics. The new system provided the ability for the Legislature to allocate funding to districts for student transportation services more closely aligned with actual expenditures. Fully implemented, STARS provides districts with the lesser of their calculated expected costs or their prior year (adjusted) student transportation expenditures. The allocation system for student transportation provides the following:

- Allows school districts to determine which students are to be transported and which routes are to be used.
- Authorizes school districts to transport students enrolled in their schools who live in other school districts.

- Requires school districts to establish safe walk areas for any school where transportation service is provided within one road mile (except for special education program transportation).

The STARS formula is based on the following local site characteristics:

- The number of basic education program students transported.
- The number of special program students transported.
- The average distance between school bus stops and associated destinations
- The school district land area (excluding forest roads and other non-usable roadways)
- The number of destinations served.
- The transportation provided to high school students by non-high districts.

D. Local Effort Assistance

In 1987, the Legislature approved payments of State General Fund moneys to match excess General Fund levies in eligible districts. These moneys, known as local effort assistance (LEA), help school districts with above-average tax rates due to low property valuations. The state began making LEA payments to school districts in January 1989.

“Eligible districts” were those districts with a 14% levy rate, which exceeds the statewide average 14% levy rate. The district 14% levy rate is the tax rate needed to collect a levy equal to 14% of the district’s levy base.

In the 2017 legislative session, House Bill 2242 was passed, redefining enrichment levies (see chapter 6 for more on levies) and how local enrichment levy is calculated for eligible school districts. In the next biennial session of 2019, Engrossed Substitute Senate Bill 5313 is passed clearly defining “eligible districts” using the new rate and per pupil-based levy system.

Current law defines “Eligible districts” where the amount generated by a levy of \$1.50 per \$1,550 as increased by inflation from the 2020 calendar year of assessed value in the school district, divided by the school district’s total student enrollment in the prior school year, is less than the state local effort assistance threshold per pupil. In calendar year 2022, state-tribal education compact schools are also eligible for this funding using the assessed value of the school district in which the state-tribal education compact school is located. 2022 values listed below.

State LEA threshold Per pupil	<i>minus</i>	District per pupil Amount generated By \$1.50/\$1,691.70av	<i>Multiplied by</i>	Prior School year enrollment
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For districts with a voter approved levy rate (VAL) less than \$1.50 per \$1,000 assessed valuation, the school district’s actual local effort assistance funding is equal to the maximum LEA multiplied by a fraction equal to the school district’s actual enrichment levy rate divided by \$1.50.

Per Pupil		Prior		Actual
LEA	<i>Multiplied by</i>	School year	<i>Multiplied by</i>	VAL /
amount		enrollment		\$1.50

In calendar year 2022, 146 of the state’s 295 school districts, as well as all seven state-tribal education compact schools received LEA allocations totaling \$239.6 million. LEA allocations make up about 2.7% of all school district revenues statewide, are paid into school districts’ General Fund, and may be spent on enrichment General Fund programs.

E. Learning Assistance Program (LAP)

In 1979, the Legislature enacted the “Remediation Assistance Act of 1979” to provide statewide remediation assistance to public school students who are deficient in basic skills achievement. “Basic skills” means reading, mathematics, and language arts. All students participating in the program must be educationally deprived by consequence of being below grade level in basic skills achievement.

The 1979 act created the statewide remediation assistance program for grades 2 through 6. In 1984, the Legislature expanded the program to grades 7 through 9. Finally, in 1987, the Legislature replaced the remediation program with a broader range of program options known as the Learning Assistance Program.

Through 2004–05, the Learning Assistance Program allocation was based upon a grades K–6 component, a grades 7–9 component, a grades 10–11 component, and a poverty component. Funding for each grade component was based upon the percentage of students scoring in the lowest quartile of the test. The poverty component provided additional funding for a district if the district’s free and reduced-price lunch, FRPL, count exceeded the state average.

Commencing in 2005–06, the funding methodology was revised to two components based upon a district’s FRPL count.

The prototypical school funding model changed the way the LAP program is funded. Funding is provided through a service delivery model that focuses on the additional instructional hours per week offered to students in the program. For each prototypical class size of 15 students (FTE), the formula allocates an additional 2.3975 hours per week of additional instructional hours. These additional hours per week are converted to staffing FTE which are allocated as teachers. Salary and benefits are allocated to these programs based upon teacher FTE generated by this calculation.

Beginning in the 2017–19 biennium, the budget included an additional funding formula for students in qualifying high-poverty school buildings of 1.1 instructional hours per week. For each prototypical class size of 15 student (FTE), the formula allocates total prior years' full-time equivalent enrollment for qualifying school buildings multiplied by 1.1 hours per week of additional instructions hours. These additional hours per week are converted to staffing FTE which are allocated as teachers. These funds are required to be spent in the school that generated the funds.

F. Bilingual Education

Bilingual education is the use of two languages as mediums of instruction: English and one other. The non-English language is a bridge, a language the child understands, that can be used while English skills are being acquired.

The Transitional Bilingual Instruction Act of 1979, amended in 1984, provides funding to school districts to implement programs of bilingual education for students who qualify. The funding is intended for those with the greatest need; therefore, not all students who have a primary language other than English may be eligible. However, many students do qualify, especially if they are non-English speaking or almost non-English speaking.

Under the transitional bilingual instructional program, eligible students have a primary language other than English and their English language skills are sufficiently deficient or absent to impair learning. Initial assessment must be made by the district to identify eligible students. An individual annual reassessment must be made for a student to continue in the program. A student's program eligibility ends whenever the student scores above the 35th percentile in reading and language arts. A student cannot stay in a bilingual program more than three school years unless English language skills remain below the 35th percentile. The program is administered through chapter 392-160 WAC.

The prototypical school funding model changed the way the transitional bilingual program is funded. Funding is provided through a service delivery model that focuses on the additional instructional hours per week offered to students in the program. For each prototypical class size of 15 students (FTE), the formula allocates an additional 4.7780 hours per week of additional instructional hours. These additional hours per week are converted to staffing FTE which are allocated as teachers. Salary and benefits are allocated to these programs based upon teacher FTE generated by this calculation.

In 2013 the Legislator acknowledged students need additional assistance after exiting the program. District can include an additional three hours of instruction per week for the head count number of students who have exited the program within the previous school year based on their performance on the English proficiency assessment.

The total transitional bilingual allocation is reduced by a withholding percentage as determined by the Legislature. The purpose of this withholding is to cover the cost of assessment testing for

the students in the program. For the 2021–22 school year, the transitional bilingual withholding percentage was 1.77.

G. Education Reform Programs

The 2019–21 biennium state budget provided \$366.85 million in funding from a combination of state and federal sources. This includes a variety of components funded to support the state’s four learning goals, raise academic standards, and improve student achievement. Programs funded this biennium are directed toward increasing and improving the skills of both students (for example, Assessment of Student Learning) and practitioners (for example, National Teacher Certification). Programs receiving more than \$1 million in funding in State Fiscal Year 2021 are broken out as follows:

Education Reform Component	State Fiscal Year 2021*
State Assessment System	27,000
National Board Teacher Certification	73,000
Federal Assessment	8,000
Federal-Education Reform Programs	40,000
Performance Based Evaluations	3,000
Teacher and Principal Evaluation Program under ESSB 5895	4,000
Education Reform Programs Administrative Support	2,000
Failing Schools	14,500
Beginning Educator Support Program	10,500
Total	\$182,000

* In thousands.

Beginning Educator Support Program: Funding is provided for a beginning educator support program, in which districts and/or regional consortia may apply. The program provides mentoring, development of professional growth plans, and teacher observation time.

Provisions of the bill include providing enhancement for high demand programs, programs of study, and collections of evidence for career and technical education programs.

Federal Assessment: Funding is provided from federal sources for development and implementation of a state-wide assessment system to the requisite student population in the state of Washington.

Performance Based Evaluations: Funding is provided to create new evaluation criteria for both teachers and principals united by common themes. Evaluation is now focused on continuous improvement for every educator every year and on academic growth for students.

National Board Teacher Certification: The purpose/objective of this program is to support the statewide coordination and oversight efforts for the National Board Certification Program.

Education Reform Programs Administrative Support: Funding is provided for administrative support of education reform programs.

State Assessment System: Funding is provided for development and implementation of the Washington statewide assessment system, including: (1) development and implementation of retake assessments for high school students who are not successful in one or more content areas; and (2) development and implementation of alternative assessments or appeals procedures.

Teacher and Principal Evaluation Program: Funding is provided for assistance relating to the Teacher and Principal Evaluation Program (TPEP).

Federal Education Reform Program: Federal funding is provided for improving teacher quality grants.

Failing Schools: The 2013 Washington State Legislature passed E2SSB 5329 to support three main performance outcomes within public schools in Washington state.

- Create a differentiated system of accountability and support that permeates all schools in Washington state.
- Rewarding exemplar schools and identifying schools that are under-performing, both Title I and non-Title.
- Recommend to the State Board of Education those schools within Washington state that, despite significant intervention, continue to be amongst the lowest performing, for RAD (Required Action District). Support through targeted investment: Fiscal Grant, Leadership and Instructional Coaching to ensure the success of all Non-Title Priority, Focus, and RAD schools statewide.

H. Institutional Education

The state funds a 220-day educational program for juveniles in certain institutions. Institutional education moneys are allocated to the school districts, educational service districts, or others that provide the educational program on a monthly basis. Other costs of the institutions are funded from other sources.

The six types of institutions receiving institutional education program moneys are described below:

- **Residential habilitation centers** provide educational services for their residents with disabilities, most of whom are profoundly intellectually disabled, physically impaired, and/or severely behaviorally disordered. There are five centers maintained by the Division of Developmental Disabilities and the Division of Mental Health of the Department of Social and Health Services (DSHS).

- **Community facilities** (previously known as group homes) provide educational services for adjudicated youth. There are eight community facilities maintained by the Juvenile Rehabilitation Administration of DSHS.
- **Long-term juvenile institutions** provide educational services to juveniles committed by the courts and confined at the institutions. There are two institutions maintained by the Juvenile Rehabilitation Administration of DSHS.
- **County detention centers** provide educational services to juveniles who have been placed under protective custody or have committed a criminal offense. There are 21 centers maintained by county governments.
- **State corrections facilities** provide educational services to juveniles less than 18 years of age but committed as adults. There is one correctional facility operated by the Department of Corrections that houses juvenile inmates.
- **County and city adult jails** provide educational services to juveniles who enter the jail and are less than 18 years of age. There were two county jails that provide an educational program for these juvenile inmates for the 2021–22 school year.

The biennial operating budget requires the Superintendent of Public Instruction to monitor school district expenditure plans for these programs to ensure that the expenditure plans provide for a full 220- day school year.

State funding for each type of institution is provided based on a formula resembling the basic education funding formula. Each full-time equivalent student generates staff units, which in turn generate dollars for salaries, benefits, and other costs of the program. Allocations are paid to the school district or educational service district operating the educational program in the same manner as the basic education allocation.

The Legislature budgeted \$17.8 million for institutional education programs in the 2021–22 state fiscal year.

I. State Office (OSPI)—Statewide Programs

The state budget in section 1501 of Chapter 334, Laws of 2021 (the 2021 Supplemental Budget) provides funding to the Superintendent of Public Instruction for a variety of statewide programs during the 2021 state fiscal year. Most of this money flows through OSPI to school districts and other educational institutions for specific activities that benefit Washington students. Those activities receiving more than \$1 million are described in detail in the table below.

Figure 39: Activities Receiving More than \$1 Million

Activity	Amount*
Computer Science Grants	\$1,000

Activity	Amount*
Homeless Students	1,200
Dual Language Grants	1,450
Scholarship Eligibility Outreach	1,454
Longitudinal Student Information	1,802
Career and Technical Education	2,052
Science Grants	2,127
WaKIDS Inventory	2,590
Science Teacher Training	3,000
Technology Academy Program	3,000
Educational Outcomes	3,395
Dual Credit Program Grants	4,894
Washington State Achievers Scholarship Program	4,940
Total	\$32,094

* In thousands

Achievers Scholarship Program: Funds are provided for the Washington state achievers scholarship program. The funds shall be used to support community involvement officers that recruit, train, and match community volunteer mentors with students selected as achievers scholars.

Apportionment System and Data Governance: Funding provided solely for maintenance of the apportionment system, including technical staff and the data governance working group.

Career and Technical Education: Grants awarded solely for secondary career and technical education, including parts of programs that service students in grades four through six.

Computer Science Grants: The Computer Science and Education Program provides funds to: train and credential teachers in computer sciences; provide and upgrade technology needed to learn computer science; and to introduce students to and engage them in computer science.

Dual Credit Program Grants: Funds are provided to implement dual credit programs, subsidies for Advanced Placement (AP) and International Baccalaureate (IB) courses and exams for students who are low income.

Dual Language Grants: Grants are awarded to schools to establish a two-way or one-way dual language program; or to expand recently established dual language programs.

Educational Outcomes: Funds are provided solely for a contract with a nongovernmental entity or entities for demonstration sites to improve the educational outcomes of students who are dependent to chapter 13.34 RCW (foster youth edu. outcomes).

Homeless Students: Grants are awarded to district to strengthen educational services to students experiencing homelessness.

Longitudinal Student Information: Funds are provided for implementing a comprehensive data system to include financial, student, and educator data, including development and maintenance of the comprehensive education data and research system (CEDARS).

Science Teacher Training: Funds are provided to award grants to school and educational services for science teacher training in the Washington State Science Learning Standards.

Science Grants: Funds are provided solely for annual startup, expansion, or maintenance of existing programs in maritime, construction, aerospace, and advanced manufacturing programs.

Scholarship Eligibility Outreach: Funds are provided for contracting with a college scholarship organization with expertise in conducting outreach to students concerning eligibility for the Washington college bound scholarship consistent with E2SSB 5098 (2007).

Technology Academy Program: Funding provided solely for a statewide information technology academy program.

WaKIDS Inventory: Funds are provided for implementing 2SSB 5427 (2011) and ESHB 2586 (2012). This includes the development and implementation of the Washington kindergarten inventory of developing skills (WaKIDS).

J. State Administration

The state budget provides a total of \$13.95 million in the 2021 fiscal year solely for administrative expenses of OSPI, the State Board of Education, and the Washington Professional Educator Standards Board.

The budget provides \$11.087 million to the Superintendent of Public Instruction for the 2021 state fiscal year for core functions of the agency, which include administration of state laws and state funding for schools. Certain grant programs also allow a portion of state funding to be used for administration. However, almost all funding provided for instructional programs such as basic education, special education, bilingual education, etc., flows through to school districts without deduction for OSPI administrative expenses.

The budget provides \$1,198,000 for the operation and expenses of the State Board of Education and \$1,665,000 for the operation and expenses of the Washington Professional Educator Standards Board.

K. Highly Capable Students

In an effort to provide for the realization of each individual's potential, one's right to learn at one's own rate, and individual responsibility for one's own education, programs for students exhibiting high achievement and unique creative thinking have been initiated.

Under this program established by the Legislature in 1984, a highly capable student is defined as a student assessed to have superior intellectual or creative ability as demonstrated by multiple criteria. The ultimate goal of the program is to expand the state support for this program to 3% of the student population. Engrossed House Bill 2242 in the 2017 3rd Special Session increased the percent to 5 starting with the 2017–18 school year.

The appropriation for the 2021–22 school year was \$32.3 million. School districts with highly capable student programs may apply to the Superintendent of Public Instruction and receive funding based on up to 5% of the district's total fulltime equivalent (FTE) enrollment. Eligible enrollment is converted to number of prototypical class sizes before going through the funding formula. For each prototypical class size of 15 students (FTE), the formula allocates an additional 2.159 hours per week of instructional hours. These additional hours per week are converted to staffing FTE which are allocated as teachers. Salary and benefits are allocated to these programs based upon teacher FTE generated by this calculation.

L. Educational Service Districts

The state budget provided \$29 million for the 2021–22 state fiscal year for core funding for educational service districts. The core funding is provided for ESD assistance to OSPI and the State Board of Education in administering state laws and collecting information from school districts.

M. School Food Services

For school year 2021–22, the Washington State Legislature appropriated \$11.5 million in support of Child Nutrition Programs. Of the funds appropriated, the following was spent by category:

Elimination of Reduced-Price Co-pays

The USDA requires a standard co-pay for reduced-price meals - 30 cents for breakfast, 40 cents for lunch. Normally, school districts would collect this fee from households that participate in the Child Nutrition programs. The legislature provides funding for the reduced-price breakfast and lunch co-pay, allowing students eligible for reduced-price meals to eat school meals at no cost.

Plant-Based Meals Grant

The Washington State Legislature provided \$150,000 to assist with offering students plant-based meal options for breakfast and lunch. A total of 17 schools will receive awards for a variety of projects with the overall goal of increasing student access to plant-based meals.

Breakfast After the Bell

The Washington Kids Ready to Learn Act of 2018 requires schools with a free and reduced-price percentage of 70% or greater to implement Breakfast After the Bell (BAB). As a result, 389 schools operated BAB during the first year of implementation. Breakfast After the Bell allows students the opportunity to eat a nutritious breakfast after the start of the school day, ensuring that they are ready to learn. School closures and remote learning paused BAB implementation, which is planned to resume in the 2022–23 school year.

Meals for Kids Grants

Each year, Child Nutrition Services administers grants for start-up and expansion of Summer Meal Programs and School Breakfast Programs. Funding is provided by the Washington State Legislature. For summer 2022, a total of seven community-based organizations and schools sponsoring the Summer Food Service Program received awards. For school year 2021–22, 34 schools received Breakfast Meals for Kids awards.

Safe School Meals and Summer Meals Grant

Two grants were offered in school year 2021–22 to assist with pandemic related meal service challenges ensuring safe and healthy meals. Federal Elementary and Secondary School Emergency Relief (ESSER III) funds totaling \$4 million were passed through the Washington State Legislature. A total of 241 public school districts including Tribal Compact, Charter Schools, and 34 Summer Food Service Programs benefited from the funds.

WSDA Farm to School Purchasing Grant

The Legislature provided \$5 million in the 2021–23 state budget to make Farm to School grants available to schools and childcare centers for the purchase and use of Washington-grown foods in Child Nutrition programs. OSPI and Washington State Department of Agriculture (WSDA) partnered to administer these grants. During state fiscal year 2022, 52 childcare centers, schools, and school districts were awarded approximately \$906,000.

In a second round of grants, 86 childcare centers, schools, and school districts were awarded approximately \$3.6 million for state fiscal year 23.

Chapter 6. Local Funding for Enrichment

Local revenues made up about 13% of total school district enrichment (General Fund) revenues for the 2021–22 school year. Districts differ significantly in their dependence on local funding. Local revenues discussed in this chapter include enrichment levies, timber excise tax, revenues from other districts, and other local receipts.

A. Enrichment Levies

The State Constitution (Article VII, Section 2) gives school districts authority to levy local property taxes provided the voters of the district approve the levy. Such local levies are sometimes called “excess special levies” because they require voter approval. School district levies may be of four types: excess General Fund (Enrichment Levies), Debt Service Fund levies, Transportation Vehicle Fund levies, and Capital Project Fund levies. Debt Service Fund levies, Transportation Vehicle Fund levies, and Capital Project Fund levies will be discussed in Chapters 8, 9, and 10. This chapter addresses only General Fund (enrichment) levies.

In 2022, 288 of the state’s 295 school districts had General Fund levies. The average local revenue per FTE student statewide was \$2,160. Levy revenues are deposited in the school district’s General Fund. In the 2021–22 school year levies made up about 12.1% of total school district operating revenues statewide.

Reliance on levies has declined since the 1977 Supreme Court decision in Seattle vs. State of Washington. Before 1977, levies made up as much as 30% of school district operating revenues statewide. The failure of Seattle School District’s 1976 levy led to a court case and to the Doran decision requiring the state to fully fund “basic education.” (See [Chapter 1 Section C](#) for more information about Doran Decision I.)

In response to the court case, the Legislature passed the Basic Education Act in 1977, increasing state support to schools. The same year the Legislature passed the “levy lid law” limiting school district levies.

As a result of the passage of the Basic Education Act and the levy lid law, state funding as a percent of total school district revenues has increased from 51% in the 1974–75 school year to 71% in the 2013–14 school year. During the same period, General Fund levy revenues as a percent of total operating revenues for the school year declined from 32% in the 1974–75 school year to 8% in the 1980–81 school year and has gradually increased to 26% in 2013–14.

The average levy tax rate declined from \$7.10 per \$1,000 for the 1975 collection year to \$1.39 per \$1,000 for the 1981 collection year and stands at \$1.48 in the 2022 collection year.

Voter Approval Process

Local school boards may submit levies for initial voter consideration on state primary, state general, or standardized election dates as provided by law. Enrichment levies may be for one through four years. School districts may run a levy only two times in a calendar year. Unsuccessful levies may be resubmitted in subsequent years. Additional levies ran on top of

existing levies to provide for subsequently enacted increases affecting the district's levy authority may also be submitted.

In order to receive voter approval, the levy must receive a majority of "yes" votes.

The Levy Lid

In 1977, when the state assumed additional responsibility for funding schools, the Legislature limited school district levy authority by passing the levy lid law (RCW 84.52.0531). This law sets the maximum amount of a school district's levy for a calendar year. This maximum levy is also known as the district's "levy authority."

The original 1977 levy lid law, which took effect in 1979, sought to limit excess General Fund levy revenue to 10% of the school district's state basic education allocation for the school year prior to the levy collection year. The 1977 law allowed local levies to make up for less than 100% state funding of basic education during the 1978–79 school year. The law also contained a "grandfather clause" which permitted districts that historically relied heavily on levies to exceed the 10% limit. The law provided for gradual reduction of grandfathered levy authority and elimination by 1982.

Since 1977, the Legislature has amended the levy lid law as follows:

In 1979, the Legislature expanded the "levy base" on which the 10% levy lid was calculated effective with levies collected in 1981. State categorical funding, such as allocations for transportation and special education, were added to basic education allocations in determining the base on which the 10% levy amount is calculated.

The 1979 amendments also provided that effective with 1981 levy collections, transfers of levy authority would occur between school districts for nonresident students served in interdistrict cooperatives and for high school students residing in a school district not operating a high school and attending school in another district.

In 1981, the Legislature modified the grandfather provision in the levy lid law. The 1981 amendments temporarily froze the levy amounts for 1983 collections at the 1982 level and provided for a gradual seven-step phase out of grandfathered levy authority percentage from 1984 to 1990, at which time all levies would be limited to 10% of the prior year's state and local funding.

In 1985, the Legislature once again revised the timetable for phasing out grandfathered levy authority. Levy lid percentages were temporarily frozen at 1985 levels for 1986 through 1988 collection and a five-year phase out was implemented beginning in 1989 and ending in 1993, when all districts would be at 10%.

In 1987, the Legislature modified the levy lid for 1988 collections and thereafter by:

- Expanding the levy base to include selected federal revenues and state block grant revenues.

- Expanding the levy base by multiplying the prior school year's revenue in the levy base by the percentage increase in state basic education allocations per pupil between the prior and current school years.
- Increasing all districts' levy authority percentage to at least 20% of their levy base.
- Changing the reduction of grandfathered levy authority for those districts with levy authority percentages over 20% from a five-year phase out of levy authority to 10% to having levy authority reduction occur only when the Legislature provides increases in state funding known as "levy reduction funds."
- Implementing a new program providing state matching money known as "local effort assistance" for levies in eligible school districts beginning with 1989 levy collections.
- Reducing school district levy authority by the maximum possible amount of a school district's local effort assistance for the school year effective with 1989 levy collections.

In 1988, the Legislature revised the meaning of levy reduction funds effective with 1989 levy collections.

In 1989, the Legislature again revised the meaning of levy reduction funds to require that they be identified as such by the Legislature in the biennial operating budget. This was effective with 1989 levy collections and thereafter.

In 1992, the Legislature expanded the levy base for levies collected in 1993 and thereafter by dividing the percentage increase in state basic education allocations per pupil by 55%.

In 1993, the Legislature increased the levy authority percentage by 4% for the 1994 and 1995 collection years. This resulted in a minimum levy authority percentage of 24%. After 1995 the percentage was to revert to the 1993 figure with a 20% minimum.

In 1995, the Legislature extended the 4% increase to the levy authority percentage for the 1996 and 1997 collection years. After 1997 the percentage was to revert to the 1993 percentage. For levies for 1998 collection and thereafter, the amount submitted to the voters was to be calculated consistent with the levy limitation.

In 1997, the Legislature reduced the 4% increase to the levy authority percent to 2% for the 1998 collection year. For levies for the 1999 collection year and thereafter, the percentage was restored to the 4% increase. Also, the limitation of the dollar amount submitted to the voters for approval was repealed. Note this repeal only impacts the amount that voters can approve. The repeal does not allow districts to collect levy amounts in excess of the levy lid.

In 2010, the Legislature increased the levy authority percentage by 4% starting with the 2011 collection year. This resulted in a minimum levy authority percentage of 28%. The levy equalization percentage was increased by 2% to 14%. These increases were also applied to grandfathered districts.

In 2017, the Legislature passed house bill 2242, redefining how levies were to be collected from local school districts. Beginning with calendar year 2019, maintenance and operations levies were renamed “enrichment levies,” and school districts were subject to new levy limitations. A district’s maximum enrichment levy is the lesser of \$2,500 per pupil or a rate of \$1.50 per \$1,000 of assessed valuation, whichever is less. Per pupil amounts adjusted annually by inflation.

B. Timber Excise Tax

The state collected timber excise tax is imposed on all timber harvested from state, federal, or privately owned land. The tax rate on public timber is 5% of the harvest value, and all revenue goes to the State General Fund. The tax on private timber is composed of a 4% county tax and a 1% state tax for a combined rate of 5% of harvest value. The 4% county tax is distributed quarterly to local taxing districts, including schools.

Distributions to local school districts are based on a timber assessed value (TAV) formula. A TAV is calculated annually by the Department of Revenue for each county. County treasurers, in turn, compute a TAV for each school district. In order to receive timber excise tax revenues, a school district must have a TAV and a property tax special levy.

C. Revenues From Other Districts

State law promotes cooperation among school districts. This cooperation often involves payments between districts for the programs and services that are provided.

Non-high Participation

Forty-four school districts do not offer a full range of grades kindergarten through 12 to their resident students. These are known as “non-high” districts. Students in these non-high districts are eligible to enroll in any “high” school districts when they reach the grade levels not offered in their resident district. The high school districts report the enrollment of the non-high student and receive all state monies generated by that enrollment. The non-high district makes a payment to the “high” school districts designed to cover the additional local costs of educating the non-high students. This payment protects the high school district’s taxpayers from subsidizing the education of the non-high students attending school in the “high” school district.

The Superintendent of Public Instruction calculates the amount payable by the non-high district based on the excess enrichment levy per pupil in the “high” school district. Non-high payments are made in two installments per year at about the same time as property tax collections for the year. The first payment, made in May, is 50% of the amount due for the year based on estimated non-high enrollment. The second payment, made in November, is based on actual non-high enrollment for the school year just ended. For example, the November 2022 payment is the actual amount due for the 2021–22 school year minus the May 2022 payment, which was based on estimated 2021–22 enrollment. Calculation of payments to high school districts from non-high districts that will occur during FY 2021–22 can be estimated as follows:

November 2022 Payment

Actual 2022 high school district payable levy
-- Divided by --
Actual FY 2021–22 high school district resident FTE enrollment
-- Times --
Actual FY 2021–22 enrollment from non-high district
-- Minus --
50 percent of the estimated payment for FY 2021–22 (amount paid in May 2022)

May 2023 Payment

Actual 2023 high school district payable levy
-- Divided by --
Actual FY 2022–23 as of March 2023 high school district resident FTE enrollment
-- Times --
Estimated FY 2022–23 FTE enrollment from non-high district
-- Times 50 percent --

A high school district may elect to assess a smaller non-high payment. The high school district cannot assess a higher amount without the consent of the non-high district board of directors.

Interdistrict Cooperatives

Some districts cooperate in providing special education, vocational, or alternative education programs. These interdistrict cooperative arrangements often involve payments between districts.

If the district that is providing the program will be reporting any nonresident students for state funding, there must interdistrict agreements in place for each student detailing the amount of FTE that will be claimed.

Except for special education moneys, the district providing the program receives state moneys generated by these students including the nonresident students. The resident district receives the state special education moneys generated by their students. The nonresident district bills the resident district for the cost to provide the special education services. The interdistrict cooperative agreement should outline the amount that the resident district will pay the nonresident district for the services that they provide.

D. Other Local Receipts

Other local receipts include student fees, investment earnings, grants, gifts, donations, lunch reimbursement, sale of supplies and materials, fines, and insurance recoveries.

Figure 40: History of Certified Excess General Fund Levies—1995–2022

Collection Year	Special Levy Assessed Value	Certified Levy	FTE Students	Assessed Value/FTE	LevyRate \$/1000	Levy Per Student
1995	295,748,277,143	735,351,127	868,720	340,441	2.49	846
1996	309,961,781,124	812,709,036	886,176	349,775	2.62	917
1997	326,501,379,600	862,880,332	903,719	361,286	2.64	955
1998	347,549,016,191	832,987,308	923,432	376,367	2.40	902
1999	373,370,987,239	922,972,370	936,390	398,734	2.47	986
2000	401,891,342,161	1,011,793,800	946,345	424,677	2.52	1,069
2001	438,809,026,285	1,048,450,507	948,445	462,662	2.39	1,105
2002	476,021,739,578	1,099,723,067	950,965	500,567	2.31	1,156
2003	504,889,825,032	1,172,630,366	956,524	527,838	2.32	1,226
2004	533,143,521,495	1,230,268,152	958,774	556,068	2.31	1,283
2005	572,408,582,574	1,278,350,252	962,254	594,862	2.23	1,328
2006	636,010,368,816	1,352,377,199	966,262	658,217	2.13	1,400
2007	736,625,482,962	1,429,760,953	971,948	757,886	1.94	1,471
2008	842,874,139,414	1,514,881,459	973,512	865,808	1.80	1,556
2009	917,215,877,118	1,638,446,684	975,436	940,314	1.79	1,680
2010	855,537,313,114	1,737,022,329	980,901	872,196	2.03	1,771
2011	819,111,141,572	1,925,850,244	988,112	828,966	2.35	1,949
2012	786,743,975,567	1,997,978,053	992,279	792,866	2.54	2,014
2013	761,725,196,210	2,085,032,325	998,089	763,184	2.74	2,089
2014	803,926,100,917	2,138,425,187	1,002,848	801,643	2.66	2,132
2015	879,184,925,000	2,284,888,517	1,020,435	861,579	2.60	2,239
2016	945,950,816,276	2,372,918,984	1,032,735	915,967	2.51	2,298
2017	1,028,950,696,693	2,460,534,159	1,056,514	973,911	2.39	2,329
2018	1,125,165,905,271	2,582,216,527	1,078,393	1,043,373	2.30	2,395
2019	1,279,131,346,161	2,166,753,088	1,088,448	1,175,189	1.69	1,991
2020	1,378,166,225,566	2,041,077,151	1,090,642	1,263,628	1.48	1,871
2021	1,448,310,511,480	2,041,140,076	1,100,312	1,316,272	1.41	1,855
2022	1,606,892,332,006	2,384,156,731	1,103,692	1,455,924	1.48	2,160

*FTE students for 1976–85 are October full-time equivalent (FTE) students for the prior year.

Beginning in 1986, FTE students are annual average FTE students for the school year ending in the prior calendar year.

Figure 41: Statewide—Illustrating Levy Authority and Local Effort Assistance

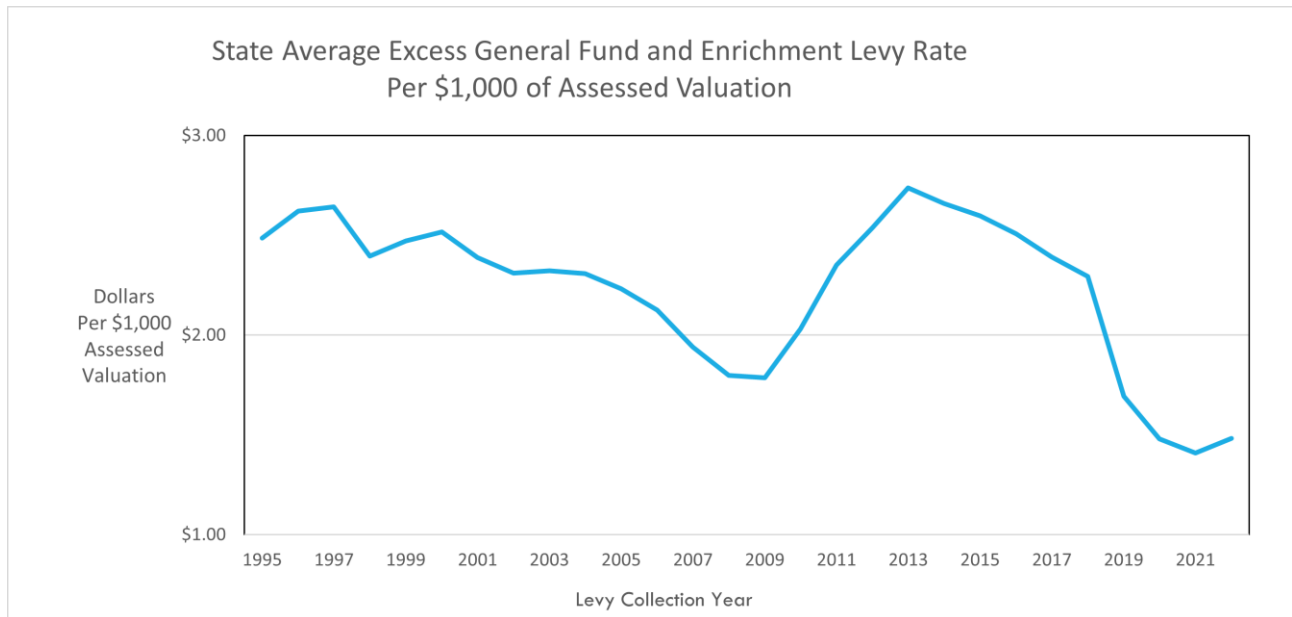


Figure 42: 2022 Levy Authority and Local Effort Assistance (LEA)

2022 Levy Authority

2021 Assessed Valuation (AV),		
A.	2022 Levies	\$1,758,564,529 (From county assessor(s) Prior year enrollment with adjustments to high/non-high enrollment transfers & Innovative Academy)
B.	Greater of 2020–21 or 2019–20 Enrollment	3,223.93
C.	Maximum Levy Per Tax	\$4,396,411 (A × \$2.5 /1,000)
D.	Maximum Levy Per Pupil	\$8,838,662 (B × 2,741.58) if enroll greater than 40,000 (B × 3,289.90)
E.	Estimated Levy Revenue	\$4,396,411 Minimum of (C, D or Certified Levy)

2022 Local Effort Assistance (LEA)

a.	Per Pupil Eligible for LEA	\$818 ((A * \$1.5 / 1000)/ B)
b.	Maximum LEA Per Pupil	\$873 (1,691.70 - a)
c.	2022 Certified Levy	\$5,200,000 (Certified in November 2021)
d.	Certified Levy Rate	\$2.96 (c / A × 1,000]
e.	LEA Per Pupil	\$873 / \$1.5)
f.	Estimated Maximum LEA	\$2,816,076 (B × b)

	2022 Estimated Certified		
g.	Enrichment Levy Amount	\$4,396,411	(Lesser of E or c]
h.	Rollback	\$803,589	(if c is greater than g then c - g) (if a is greater than \$1,691.70 then (\$1,691.70 - a) × lesser of \$1.5 or d
i.	LEA Per Pupil	\$873	/ \$1.5)
j.	2022 LEA Payable	\$2,816,076	(B * i)

Rules governing levy authority and LEA calculations are codified in chapter 392-139 WAC.

Chapter 7. Federal Funding for Maintenance and Operations

Revenues from federal sources made up 13.68% of school district General Fund revenue in the 2021–22 school year. Sources of federal revenues for the 2021–22 school year are shown below:

Figure 43: Maintenance and Operations—Sources of Federal Revenues

2021–22 School Year Federal Revenues	Revenue Account Code	Dollars in Millions	Percentage of Total
School Food Services & USDA Commodities	6198, 6298, 6398, 6998	557.30	42.42%
Programs Under ESSA			
Title I, Part A, Basic Title I, Part D Neglected & Delinquent Title I, Part G, AdVanced Placement Title X, Part C, McKinney-Vento School Improvement Grants	6151, 6251, 6351	272.61	20.75%
Title I, Part C, Migrant	6153, 6253, 6353	21.25	1.62%
School Improvement	6152, 6252, 6352	56.68	4.31%
Title VIII, Federal Impact Aid	5300, 5329	54.65	4.16%
Title III, Limited English Proficient	6164, 6264, 6364	14.77	1.12%
Title VII, Indian Education	6167, 6168, 6267, 6268, 6367, 6368	5.04	0.38%
IDEA Special Education, Supplemental	6124, 6224, 6324	233.95	17.80%
Medicaid Administrative Match	6310	1.47	0.11%
Special Purpose	6100, 6200, 6300	41.82	3.18%
Federal Forests	5500	7.95	0.60%
Head Start	6161, 6261, 6361	20.04	1.52%
Carl Perkins - Vocational Education	6138, 6238, 6338	7.39	0.56%
Special Education, Medicaid	6121, 6221, 6321	8.77	0.67%
Other Federal Revenues	5400, 6157, 6162, 6188, 6189, 6262, 6276, 6289, 6362, 6376, 6389	6.42	0.49%
Skills Center, Youth Training Programs	6146, 6178, 6278, 6378	1.43	0.11%
Direct Federal Grants—General Purpose	5200	2.68	0.20%
Total		1,314.22	100.00%

* The School Improvement revenue account encompasses the following Federal programs under ESSA:

Title II, Part A—State Grants for Improving Teacher Quality

Title II, Part B—Mathematics and Science Partnerships

Title IV, Part B—21st Century Learning Centers

Title VI, Part B (1) and (2)—Rural and Low Income School

A. School Food Services & USDA Commodities

a. National School Lunch and School Breakfast Programs

The school meal programs promote the health and well-being of children by providing nutritious meals to participating students. These programs can be operated by public and non-profit private schools and residential child care institutions (RCCIs).

In school year (SY) 2021–22, students started returning to learning in the classroom. The USDA also extended operational waivers allowing for school meals to be served at no cost to all students. This resulted in the number of breakfasts and lunches served by public school districts to surpass pre-pandemic levels.

Who Operates School Nutrition Programs?

Washington state law requires public schools serving grades 1–4 that have 25% or more students qualified for free or reduced-price lunch to implement a school lunch program (RCW 28A.235.160 (2)). Public schools with 40% or more students qualified for free or reduced-price lunches are required to implement a school breakfast program (RCW 28A.235.160 (3)). With the return to in-person learning in SY 2021–22, the number of school sites returned to pre-pandemic levels.

347 Local Education Agencies (LEAs) in Washington state that participate in School Meal includes:

- 322 public school districts
- 40 private schools

Free and Reduced-Price Eligibility

Federal regulations require OSPI Child Nutrition Services to gather October Building Data which is enrollment information as of the last meal service day in October. Enrollment represents the number of children eligible for free, reduced-price, or paid meals in the Local Education Agency (LEA) with access to meals in the National School Lunch Program (NSLP). October Building Data is used for determining area eligibility for other Child Nutrition Programs, the Fresh Fruit & Vegetable Program (FFVP) application, and federal or state equipment grants.

The number of students qualifying for free and reduced-priced meals increased significantly between school years 2020–21 and 2022–23. This is due to the economic impact of COVID and

how data from schools participating in the Community Eligibility Provision (CEP) is reported. All students in CEP schools receive meals free of charge, therefore school meal applications are not collected. CEP schools report the number of directly certified students which is then multiplied by the USDA defined multiplier of 1.6 resulting in an estimate of the total number of students qualifying for free or reduced-price meals.

Figure 44: Free and Reduced-Price Meal Eligibility

Year	Free Eligible *	Reduced Eligible **	# of Students ***	Free %	Reduced %
2016–17	405,921	71,165	1,097,705	37%	6%
2017–18	396,664	73,061	1,107,153	36%	7%
2018–19	406,941	75,861	1,111,411	37%	7%
2019–20	404,431	77,463	1,113,662	36%	7%
2020–21	411,371	67,617	1,045,550	39%	6%
2021–22	423,355	67,414	1,048,820	40%	6%

*Free ≤ 130% of federal poverty guidelines

**Reduced-price ≤ 185% of federal poverty guidelines

*** Represents students enrolled and have access to school meals

Figure 45: School Meals Served

Date range from September - June

Includes NSLP, SBP, SSO, and SFSP Breakfast and Lunch

Year	Breakfast	Lunch	Snack
2018–19	30,474,495	78,139,675	1,691,815
2019–20	34,285,584	67,534,369	1,492,789
2020–21	42,062,529	46,016,166	126,763
2021–22	36,358,743	85,492,806	778,906

Federal Support for Public School Meal Programs

The chart below represents the reimbursement for participating schools in SY 2021–22.

Reimbursement was significantly higher due to the impacts of the COVID-19 pandemic as compared to previous years. Reasons for this increase:

- All Students had access to meals at no cost resulting in increased participation.
- All Meals were reimbursed at the Federal free rate including a substantially higher reimbursement rate.

Figure 46: Federal Reimbursement Dollars by Meal Served

Date range from September - June

Includes NSLP, SBP, SSO, and SFSP Breakfast and Lunch

Year	Total
2017–18	\$234,506,118.07
2018–19	\$264,814,560.12
2019–20	\$281,483,948.19

Year	Total
2020–21	\$327,265,945.72

Federal Initiatives

Washington state has also been awarded several USDA grants and received additional federal pandemic–relief funding.

Team Nutrition – Recipe Standardization Grant

- In fall 2020, Washington was awarded a USDA Team Nutrition Training Grant to develop and standardize culturally relevant scratch recipes featuring Washington agricultural products for use in the NSLP and SBP.
- OSPI CNS worked with four districts, Bellingham Public Schools, Highline Public Schools, La Conner School District, and Orcas Island School District, to develop and standardize 16 unique recipes.
- All recipes passed student approval tests with at least an 85% acceptance rate and are currently being served as part of reimbursable meals.

Team Nutrition – School Nutrition Professional Readiness & Retention Grant

- OSPI CNS received a second USDA Team Nutrition Training Grant in May 2022 to expand the successful Child Nutrition Cooperative school nutrition mentorship program started at Northeast Washington ESD 101 (NEWESD 101).
- This project expands the mentorship program to four additional ESDs across the state, including Capital Region ESD 113, ESD 123, ESD 105, and North Central ESD 171.
- This project will support 23 districts to receive one–on–one mentorship from experienced food service directors, including assistance with menu planning, meeting program requirements, and assistance with scratch cooking and culinary training in SY 2022–23.
- OSPI plans to expand this project to an additional seven districts in SY 2023–24.

Local Foods for Schools Funds

- Washington was awarded \$3.64 million in funding through the Local Food in Schools Cooperative Agreement with USDA’s Agricultural Marketing Services.
- With this funding, OSPI CNS hopes to reduce barriers surrounding centralized purchasing and delivery of Washington grown food to school districts participating in the NSLP.
- This project will prioritize socially disadvantaged producers and distributors who identify as and/or source from socially disadvantaged producers.

State Support for Public School Meal Programs

For school year 2021–22, the Washington State Legislature appropriated \$11.5 million in support of Child Nutrition Programs. Of the funds appropriated, the following was spent by category:

Elimination of Reduced-Price Co-pays

- The USDA requires a standard co-pay for reduced-price meals – 30 cents for breakfast, 40 cents for lunch.
- Normally, school districts would collect this fee from households that participate in the Child Nutrition programs.
- The legislature provides funding for the reduced-price breakfast and lunch co-pay, allowing students eligible for reduced-price meals to eat school meals at no cost.

Plant-Based Meals Grant

- The Washington State Legislature provided \$150,000 to assist with offering students plant-based meal options for breakfast and lunch.
- A total of 17 schools will receive awards for a variety of projects with the overall goal of increasing student access to plant-based meals.

Breakfast After the Bell

- The Washington Kids Ready to Learn Act of 2018 requires schools with a free and reduced-price percentage of 70% or greater to implement Breakfast After the Bell (BAB).
- As a result, 389 schools operated BAB during the first year of implementation.
- Breakfast After the Bell allows students the opportunity to eat a nutritious breakfast after the start of the school day, ensuring that they are ready to learn.
- School closures and remote learning paused BAB implementation, which is planned to resume in the 22–23 school year.

Meals for Kids Grants

- Each year, Child Nutrition Services administers grants for start-up and expansion of Summer Meal Programs and School Breakfast Programs.
- Funding is provided by the Washington State Legislature.
- For summer 2022, a total of seven community-based organizations and schools sponsoring the Summer Food Service Program received awards.
- For school year 2021–22, 34 schools received Breakfast Meals for Kids awards.

Safe School Meals and Summer Meals Grant

- Two grants were offered in school year 2021–22 to assist with pandemic related meal service challenges ensuring safe and healthy meals.
- Federal Elementary and Secondary School Emergency Relief (ESSER III) funds totaling \$4 million were passed through the Washington State Legislature.
- A total of 241 public school districts including Tribal Compact, Charter Schools, and 34 Summer Food Service Programs benefited from the funds.

WSDA Farm to School Purchasing Grant

- The Legislature provided \$5 million in the 2021–23 state budget to make Farm to School grants available to schools and child care centers for the purchase and use of Washington-grown foods in Child Nutrition programs. OSPI and Washington State Department of Agriculture (WSDA) partnered to administer these grants. During state fiscal year 2022, 52 child care centers, schools, and school districts were awarded approximately \$906,000.
- In a second round of grants, 86 child care centers, schools, and school districts were awarded approximately \$3.6 million for state fiscal year 23.

Community Eligibility Provision (CEP)

The Community Eligibility Provision (CEP) provides an alternative approach for offering school meals in low-income areas. The CEP is a meal service option that allows qualifying schools and districts to serve breakfast and lunch at no cost to all enrolled students. Participation in CEP helps to decrease stigma associated with meal benefits, eliminates meal charge debt, reduces administrative tasks, and increases participation in school meals. Schools, groups of schools, or districts must have an Identified Student Percentage (ISP) of 40% or greater to be eligible to participate in CEP. The ISP is the proportion of “identified students,” out of total enrolled students, who are directly certified for free school meals through means other than a household application.

Beginning in school year 2022–23, all schools in Washington state with an Identified Student Percentage (ISP) of 40% or greater are required to participate in CEP. The new law also ensures that CEP schools receive the highest possible per-meal reimbursement with the state supplementing the federal reimbursement so that all meals served are reimbursed at the federal, free rate.

Figure 47: Total Students Enrolled at CEP Schools

Year	Total
2018–19	57,791
2019–20	119,598
2020–21	150,621
2021–22	196,628

b. USDA Food Distribution

School districts, private schools, and residential childcare institutions that participate in the National School Lunch Program (NSLP) are eligible to receive food purchased by USDA. The OSPI Child Nutrition Services Food Distribution Program coordinates the delivery, storage, and contracting of USDA Foods.

Entitlement Allocation

The USDA Foods Program provides foods such as fruits and vegetables, poultry, eggs, other meat items, nuts, grains, oils, and cheese. NSLP sponsors receive an entitlement of \$0.37 per Total Lunches Served during the previous school year.

Types of Food

USDA Direct Foods: Products purchased by USDA for delivery to schools. This includes unprocessed and minimally processed products, as well as “value-added” items.

Washington State USDA Foods Processing: OSPI CNS may divert bulk USDA Foods to commercial food processors who will convert the USDA Foods into cost-effective ready-to-use/finished end products.

USDA Foods Processing: Sponsors may divert bulk USDA Foods to commercial food processors who will convert the USDA Foods into ready-to-use/finished end products.

DoD Fresh Fruit and Vegetable Program: Allows sponsors to use USDA Foods entitlement dollars to buy fresh, U.S. grown produce. The program is operated by the Defense Logistics Agency (DLA) at the Department of Defense.

Figure 48: Value of USDA Food Distributed in Washington

Year	Value
2018–19	\$29,020,000
2017–18	\$30,400,000
2019–20	\$30,850,000
2020–21	\$32,210,000

c. Special Milk Program

The Special Milk Program (SMP) was established to offer fluid milk in settings where students do not have access to other Child Nutrition Programs. The SMP provides reimbursement for milk served to children in schools, child care institutions, and summer camps. Participation in SMP was greatly impacted by the COVID-19 pandemic when many private schools and camps paused the program. It is anticipated that the number of participating sponsors and number of pints served will continue to increase in SY 2022–23.

Figure 49: Milk Reimbursement Amounts

Program Year	Reimbursement Amount
2017–18	\$184,495.18
2018–19	\$189,436.03
2019–20	\$82,475.5
2020–21	\$39,902.14

d. Fresh Fruit and Vegetable Program

The Fresh Fruit and Vegetable Program (FFVP) was established to increase access to fresh produce for students at lower income elementary schools. Enrolled students in qualifying schools are offered free fruits and vegetables during the school day outside of normal mealtimes at least twice per week. Students can taste new items alongside peers in a low-risk environment, develop their palate, and increase their overall produce consumption. Participating schools must offer meaningful nutrition education and are reimbursed for produce and labor costs.

Figure 50: Trends in the Fresh Fruit and Vegetable Program

School Year	Total USDA Funding
2016–17	\$3,447,502
2017–18	\$3,651,830
2018–19	\$3,604,715
2019–20	\$4,074,772
2020–21	\$2,567,789
2021–22	\$4,100,185

e. Summer Meals

The Summer Food Service Program (SFSP) provides meals to children during summer when school is not in session, typically at the end of May through August. Programs operate in areas where 50% or more of the children are in households at or below 185% of the federal poverty level and feed children aged 18 and younger. Sponsors may serve a maximum of two meal types per day, except for camps and migrant sites, which can serve up to three meal types per day.

Summer 2022 was the first year since the pandemic that SFSP operators served meals within traditional Program requirements. While USDA operational waivers were available, they were only to be used for the extent and duration necessary, while still supporting a return to normal operation. The shift back to normal SFSP operational requirements, combined with continued staffing shortages, food storage availability and supply shortages resulted in a reduced number of meals served compared to the previous two summers.

Figure 51: July Summer Meals Served

Year	Meals	Reimbursement Amount
2018	1,123,701	\$1,123,701
2019	1,107,767	\$1,107,767
2020	4,112,899	\$4,112,899
2021	2,794,463	\$2,794,463

B. Elementary and Secondary Education Act – Selected Programs

a. Title I, Part A, Basic

Title I, Part A, Basic is the largest ESEA program. It provides flexible funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools. The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Increased flexibility in Title I Schoolwide Programs allows schools to consolidate or blend funds from any funding source overseen by the Department of Education (including ESEA, IDEA, and Perkins) to support the needs of students described in the Schoolwide Plan. These consolidated funds can be used for any purpose to support the Schoolwide plan, regardless of the requirements of the original funding source, as long as the intent and purpose of that funding source are met in the plan.

Title I is allocated based on four separate funding formulas: Basic Grants, Concentration Grants, Targeted Grants, and Education Finance Incentive Grants. Allocations are based primarily on the number of low-income students in each school district's attendance area as determined by the U.S. Census Bureau's annual poverty estimate.

b. Title I, Part C, Migrant

This program provides funds to establish and improve programs that are designed to meet the special educational needs of children of migratory agricultural workers or migratory fishers. Funds are allocated to states through a formula based on each state's per-pupil education expenditure for education and its count of migratory children, age 3–21, residing within the state and an adjustment for those students receiving summer services. The state education agency then provides migrant education services either directly or through subgrants to school districts or other entities.

Services to migrant children and their families may include:

- Supplemental academic programs to assist in the achievement of state academic standards
- Instructional training
- Health programs
- Preschool programs (readiness, transitioning to elementary education)
- Family home visiting and academic counseling services
- Parental involvement
- Migrant student data and collection
- Student leadership opportunities
- Summer schools programs
- Secondary credit accrual and exchange
- Grants for supplemental secondary services, dropout prevention and retrieval, and alternative education programs; and

- Dissemination of information

c. Title I, Part D, Prevention and Intervention Programs for Neglected or Delinquent Children or Youth

This program includes two parts. Subpart A provides financial assistance to state educational agencies for educational services to neglected and delinquent children and youth under age 21 in state-run institutions, and Subpart B provides financial assistance to local education agencies for educational services to children and youth in local correctional facilities and to other at-risk populations.

The goals of Title I, Part D, are to:

- Improve educational services for these children so they have the opportunity to meet challenging State academic content and achievement standards;
- Provide them with services to successfully transition from institutionalization to further schooling or employment; and
- Prevent youth who are at-risk from dropping out of school, and to provide dropouts and children and youth returning from correctional facilities with a support system to ensure their continued education.

Subpart 1

Under SEA programs (Title I, Part D, Subpart 1), states receive formula funds based on the number of children in state-operated institutions and per-pupil educational expenditures. Each state's allocation is generated by child counts in state juvenile institutions that provide at least 20 hours of instruction from nonfederal funds and adult correctional institutions that provide 15 hours of instruction a week. The SEA then makes subgrants to state agencies based on their proportional share of the state's adjusted enrollment count of neglected or delinquent children and youth.

Subpart 2

Under local agency programs (Title I, Part D, Subpart 2), the SEA awards subgrants to districts with high numbers or percentages of children and youth in locally operated juvenile correctional facilities, including facilities involved in community day programs.

d. Title I, Continuous School Improvement Grants

1003 School Improvement Funds are a 7% set-aside of Title I-A funds used to support schools identified for improvement under the Washington School Improvement Framework (WSIF). The purpose of this program is to raise student achievement and reduce opportunity gaps for the lowest performing 5% of Title I schools with all students performing below the WSIF threshold, schools with 3 or more targeted groups performing under the threshold, schools where English Learner Progress fell below the threshold, and secondary schools with fewer than 67% of students graduating in 4 years. Funds are awarded to Local

Educational Agencies (LEAs) through school-level and district-level Continuous School Improvement Grants. All grant funds provided are expressly for the implementation of the school improvement plan for identified schools. School improvement plans are focused on closing opportunity gaps for students, specifically those driving identification, and are compliant with the requirements for all schools found under state law (WAC 180-16-220 (2)) and federal law (ESSA Sec. 1111 (d)(1)).

e. Title II, Part A, State Grants for Improving Teacher Quality

The Elementary and Secondary Education Act of 2001 authorized this program that combines the Eisenhower Professional Development State Grants and Class-Size Reduction programs into one program that focuses on preparing, training, and recruiting high-quality teachers, principals and other school leaders.

Title II, Part A is a U.S. Department of Education (ED) grant program that provides supplemental funding to help support effective instruction. ED awards Title II, Part A funds to state educational agencies (SEAs), such as the Office of Superintendent of Public Instruction (OSPI), which then subgrant funds to local education agencies (LEAs). Funds are allocated to LEA's through a formula grant, weighted 20% on child population (age 5–17) and 80% on child poverty (age 5–17), as measured by the US Census. For convenience, this section will refer to the Title II, Part A program as "Title II." For more information about the Title II program in Washington State, please visit the [Improving Teacher and Principal Quality \(Title II\) website](https://ospi.k12.wa.us/policy-funding/grants-grant-management/improving-teacher-and-principal-quality-title-ii-part) (<https://ospi.k12.wa.us/policy-funding/grants-grant-management/improving-teacher-and-principal-quality-title-ii-part>)

Purpose of the Title II Program

In general, Title II funds can be used to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders.

The purpose of Title II is to:

1. Increase student achievement consistent with state standards,
2. Improve the quality and effectiveness of teachers, principals, and other school leaders,
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools and
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Eligible Staff Types Title II, Part A funds can be used to support:

- Teachers
- Principals
- Other School Leaders
- Paraprofessionals/Paraeducators

f. Title III, English Language Acquisition, Enhancement and Academic Achievement

Under NCLB, this section consolidates 13 previous separate bilingual and immigrant education programs into a state formula program. It provides funds for programs that help children who are limited English proficient (LEP) attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and achievement standards as all children are expected to meet.

The state receives formula allocations based on the state's share of limited English proficient students (80%) and recent immigrant students (20%). States allocate funds to school districts based on their share of the limited English proficient student population, except that states can reserve up to 15% for school districts that have experienced significant increases in the percentage or number of immigrant students or that have limited or no experience in serving immigrant students.

g. Title IV, Part A, Student Support and Academic Enrichment

The Student Support and Academic Enrichment (Title IV, Part A) Program provides funding to improve students' academic achievement by increasing school district capacity. This helps to provide all students with access to a well-rounded education, improve school conditions for student learning and increase the use of technology to enhance the academic achievement and digital literacy of all students.

h. Title IV, Part B, Nita M. Lowey 21st Century Community Learning Centers Program

The 21st Century Community Learning Center (21st CCLC) program is an out of school-time academic enrichment program.

The purpose is to:

- a. provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards.
- b. offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students.
- c. offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Entities eligible to apply for a 21st CCLC grant are: A local educational agency, community-based organization, Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)), another public or private entity, or a consortium of 2 or more such agencies, organizations, or entities.

Applications for a 21st CCLC grant are submitted jointly by eligible entities consisting of not less than one local educational agency receiving funds under part A of Title I; and another eligible entity; and demonstrating that the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or would expand accessibility to high-quality services that may be available in the community.

Funds are distributed by formula to states. States then run a competitive subgrant program to distribute the funds to the local level.

i. Title V, Part B, Rural Education Initiative (REAP)

This program provides funds to rural districts that lack the personnel and resources to compete effectively for Federal competitive grants and that receive grant allocations in amounts that are too small to be effective in meeting their intended purposes.

Under the Small, Rural School Achievement Program, funds are allocated directly to districts in an amount equal to: (1) \$20,000 plus \$50 for each student in average daily attendance above 50 students served by the district, except that no district may receive more than \$60,000; (2) minus the amount the district received the previous year under the Teacher Quality, Innovative Programs, Safe and Drug-Free Schools, and Educational Technology Programs.

Under the Rural and Low-Income School Program, states receive formula grants based on each state's share of students in average daily attendance in eligible districts. Washington state then awards subgrants to districts by formula based on districts' share of the number of students in average daily attendance in eligible districts within the state.

j. Title VI, Part A, Indian Education

Indian Education Formula Grant is a supplemental program to address the unique cultural, language, and educationally related needs of American Indian and Alaska Native (AI/AN) students, including preschool children. Formula grants are awarded directly to eligible applicants including:

- LEAs;
- Elementary and secondary schools funded by the Bureau of Indian Affairs; and
- Indian tribes if the LEA has not established a parent committee and the tribe represents at least one-half of the eligible Indian students served by the LEA.

For an LEA to be eligible, a minimum of 10 Indian children must be enrolled in the applicant's schools or constitute at least 25 percent of the total enrollment, except for schools in Alaska, California and Oklahoma, or any school located on a reservation or in proximity to a reservation.

These programs, funded through the U.S. Department of Education's Office of Indian Education, support local educational agencies in their efforts to reform elementary and secondary school programs that serve AI/AN students. Grant funding is based upon AI/AN students who are:

1. A member of an Indian tribe or band, as membership is defined by the Indian tribe or band, including any tribe or band terminated since 1940, and any tribe or band recognized by the State in which the tribe or band resides.
2. A descendant of a parent or grandparent who meets the requirements described in paragraph of this definition.
3. Considered by the Secretary of the Interior to be an Indian for any purpose.
4. An Eskimo, Aleut, or other Alaska Native; or
5. A member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect on October 19, 1994.

AND who have completed the federal [506 form](#).

Annually each applicant develops and submits to the Department a comprehensive plan for meeting the needs of Indian children. Applicants must develop this plan in collaboration with a local committee comprised primarily of parents and family members of Indian children and must include student performance goals, a description of professional development activities that the applicant will carry out, and an explanation of how it will assess students' progress toward meeting its goals and will provide the results of this assessment to the parent committee, Indian community and tribes whose children are served by the LEA. [Title VI Indian Education Programs in Washington State](#).

k. Title VII, Federal Impact Aid

This program provides financial assistance to school districts affected by federal activities. Impact Aid helps replace the lost local revenue that would otherwise be available to districts to finance the education of their students. Programs include basic support payments; payment for children with disabilities; facilities maintenance; payments for federal property; and construction.

Except for facilities maintenance and the competitive portion of construction, all Impact Aid funds are awarded on a formula basis. The formula funds are distributed directly to school districts using formulas that are all based, in part, on the number and type of federally connected students in the districts.

l. Title IX, Part A, Amendments to the McKinney-Vento Homeless Assistance Act

This program provides funds to state education agencies to ensure that homeless children have equal access to public education, including access to services that enable them to meet the

same state student academic and achievement standards that all students are expected to meet.

States that receive McKinney-Vento funds are prohibited from segregating homeless students. School districts must, at the request of the parent or guardian, provide or arrange for transportation to the homeless child's school of origin when that school is within the district. When the school of origin is in a different district from the district where the homeless child is living, the districts must agree on a method for sharing transportation responsibility and costs. All school districts, not just districts receiving subgrants, must designate a local liaison for homeless children and youth.

Funds are allocated to states by formula based on each state's current year Title I share. State educational agencies then provide competitive subawards to districts.

C. IDEA—Special Education, Supplemental

Federal funds are provided to eligible states or territories to support special education and related services for eligible students ages 3–21.

After reserving funds for state-level activities, remaining funds are allocated or flow through to eligible Local Education Agencies (LEAs) that apply to the state for IDEA B funds. A formula is applied separately to IDEA Section 611 and Section 619 subgrants ([34 CFR 300.705](#), [300.815-817](#)).

The allocation formula uses a census-based formula composed of three district factors:

1. Original base payment amounts using 75% of its federal fiscal year (FFY) 1999 IDEA B Section 611 grant and using 75% of its FFY 1997 IDEA B Section 619 grant.
2. Population amounts, using October 1 enrollment, are based on relative numbers of students enrolled in public and private elementary and secondary schools within a LEA's jurisdiction.
3. Poverty amounts use the district's rate of poverty.

D. Special Purpose—Direct

Revenues from special purpose direct grants do not flow through OSPI but go directly to the districts. Examples of Special Purpose—Direct programs are Taylor Grazing and Federal Emergency Management Act (FEMA).

E. Medicaid Administrative Match

These funds are received from the Washington State Department of Social and Health Services for outreach and linkage services to students and families eligible for Medicaid benefits.

F. Special Purpose—OSPI

Revenues from many federal sources that are distributed through OSPI are recorded in this category by school districts. Examples of Special Purpose—OSPI programs are Head Start or Individuals with Disabilities Act (IDEA).

G. Federal Forests

Over 21% of all Washington state land is in national forests. These lands are exempt from local property tax. The federal government shares a portion of the revenues from the management of these lands with public schools, universities, community colleges, and state institutions. The majority of the revenues are derived from the harvest of timber. Current statutes require county commissioners to distribute the proceeds from national forests between schools and roads in their counties. The division between schools and roads is legally specified at not less than 50% for the schools, based on prorated enrollment of the districts in which timber was cut the previous year.

The amount of funds varies greatly from year to year, depending on the harvesting activities in the federal forestlands within the various counties.

H. Head Start

Head Start is authorized by the Community Opportunities, Accountability, Training and Educational Services Act of 1998 to provide comprehensive health, educational, nutritional, social and other services primarily to economically disadvantaged preschool children and to involve parents in activities with their children so that the children will attain overall social competence. This program is administered by the Office of Community, Trade and Economic Development.

I. Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

This Strengthening Career and Technical Education for the 21st Century Act of 2018, also known as Perkins V, reauthorized the Carl D. Perkins Vocational and Technical Education Act of 2006.

Perkins V was designed to improve and expand high-quality Career and Technical Education (CTE) programs that meet both student and employer needs. It maintains a strong focus on academic rigor in CTE programs, while also emphasizing development of technical skills and employability skills that prepare students to be career and college ready after graduation. Perkins V promotes stronger connections between secondary and postsecondary education through greater emphasis on Programs of Study (POS), and stronger connections between education and industry through greater emphasis on work-based learning (WBL) experiences and industry-recognized credentials.

Implementation of Perkins V ensures that career and technical education programs are an integral part of a well-rounded secondary education, meeting the needs of students and educational systems as part of Washington's "Every Student Succeeds Act" (ESSA) plan.

The Workforce Training and Education Coordinating Board is statutorily designated as the State Board of Career and Technical Education (RCW 28C.18.050) and is responsible for the receipt and distribution of federal funds for career and technical and workforce education in Washington state. The Perkins V funds are distributed between secondary education, through the Office of Superintendent of Public Instruction and postsecondary education, through the State Board for Community and Technical Colleges.

J. Other Federal Revenues

Federal funding is also provided for several other specialized purposes. The majority of these are direct grants made by the federal government to school districts.

SECTION III. FUNDING OTHER SCHOOL DISTRICT FUNCTIONS

Chapter 8. School Construction and Other Capital Projects

Chapter 9. Purchase of School Buses

Chapter 10. Associated Student Body, Permanent, and Trust and Agency Funds

This section deals with specialized activities that are not accounted for in each school district's General Fund. School districts are required to account for these activities separately because they are not recurring operating costs of the district or because funding for the activities must be kept separate.

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Chapter 8. School Construction and Other Capital Projects

The cost of constructing or remodeling school buildings or acquiring certain other school property is accounted for in the school district's Capital Projects Fund interest earned on the bonds is deposited in the school district's Debt Service Fund.

A. Capital Projects

School districts may use the Capital Projects Fund to account for the purchase or improvement of school sites; the construction of new facilities; remodeling or modernization of existing buildings; and for initial expenditures for the purchase of library books, textbooks, and reference books in new buildings. Capital projects are budgeted as needed, typically annually, in large or growing districts. In smaller districts and those with stable or declining enrollments, this fund is often dormant.

The decision to purchase sites or construct facilities is entirely within the authority of the local district board of directors.

Moneys accrue to the Capital Projects Fund from local revenues and miscellaneous sources and, in addition, the state provides funding assistance for many projects.

a. State Revenues

Housing the state's education program requires a major public investment that is shared by the local district and the state. A program of state assistance to school districts in providing school plant facilities was established in 1947 to respond to the disparities in wealth and fiscal capacity between local school districts. The intent was to eliminate the disparities and equalize the tax burden of providing educational facilities so that the constitutional guarantee of equal educational opportunity could be achieved. State financial assistance is available for new construction projects or additions needed to accommodate enrollment growth and for modernization projects that upgrade existing buildings to new educational standards or building codes.

The School Construction Assistance Program (SCAP) is a partnership between local school districts and the state to fund construction of new schools to accommodate enrollment growth and to fund modernization of existing facilities to comply with health and building codes, to change grade span groupings, or to reduce the number of facilities.

The Office of Superintendent of Public Instruction administers the SCAP under statutory authority found in both statute and administrative rules (RCW 28A.525 and WAC 392-341 through WAC 392-347).

School districts are eligible for state funding assistance if they demonstrate need for space, and if they demonstrate local support for a construction project by raising revenues.

- Need for space or eligible area: The eligible area for new construction or modernization is calculated by comparing the current districtwide capacity (in square feet) to the district's projected enrollment growth and future space needs.
- Local funding: Districts may obtain local funds to finance capital improvements from a variety of sources. Most commonly, school districts finance local portions of large capital projects through the sale of Unlimited Tax General Obligation Bonds (UTGO Bonds).

If a school district meets the two SCAP eligibility requirements, and receives project approval from OSPI, then it is authorized to proceed with a school construction project. Major construction projects receiving state funding assistance through the SCAP follow a process commonly known as the D-Form process.

Note: A district may construct any facilities it desires without OSPI's approval or state funding assistance whenever local funds are available.

The state's funding assistance is limited by formula, and the costs recognized within that formula. Some costs are not recognized, and the state does not share those costs with the school district. The formula establishes the maximum amount of state funding based on enrollment projections, space, and cost allocations set by the Legislature, and the state funding assistance percentage.

The state funding assistance percentage is intended to equalize funding by providing a higher percentage of assistance to less wealthy school districts, as demonstrated by a district's ability to raise funds measured in terms of assessed value per student. Wealthier districts receive a 20% state funding assistance percentage, while poorer districts may receive a percentage approaching 100%. The goal is to provide, on average, a 50% state funding assistance percentage statewide.

Growth-related and condition-related projects share some common priority factors, including the type of space, local priority, joint funding in cooperation with other entities, and modified calendar (to encourage higher use of school buildings). In addition, projects can receive points based on unique factors depending on whether the school facility projects are growth-related, or condition related.

Since 1999, the state has been able to provide construction assistance for all eligible projects that have been submitted for funding. For this reason, while OSPI calculates points and ranks all projects annually, the prioritization system has not been formally used to screen projects and to receive assistance. Prior to 1999, there were several biennia where the state was unable to fund all eligible projects.

The Legislature appropriated more than \$0.5 billion for the School Construction Assistance Program for the 2021–23 biennium which included more than \$2.0 million for studies and surveys.

In addition to the School Construction Assistance Program, the Legislature provided additional funding in the 2021–23 biennium to support other K–12 capital programs which include school

seismic safety grant program (\$100 million); skill centers (\$25.44 million); distressed schools (\$30.42 million); school district health and safety (\$8.89 million) small district modernization (\$49.72 million); healthy kids and healthy schools (\$8.09 million); career preparation and launch grants (\$2.0 million) and agricultural science in schools grants (\$2.0 million).

b. Local Revenues

These are derived from three major sources:

Sale of Bonds

In recent years, the sale of bonds has been the primary source of funding. Bond issues authorized at a special or regular election must have at least 60% of the voters casting ballots. A further qualification requires that there must be a 40% voter turnout based upon the number of votes cast in the most recent state General Election. Such bonds are amortized by an annual levy over a period of years, which is authorized at the time the issue is approved and set each year by county authorities.

Additional authority to contract indebtedness is authorized in RCW 28A.530.080. This allows districts the ability to incur debt without a vote of the qualified electors of the district. They may issue bonds, notes, or other evidence of indebtedness, which shall be sold in accordance with chapter 39.46 RCW.

The statutory limit for school district voted and non-voted debt is 5% as follows:

- 0.375% without a vote of the people
- 2.5% with a vote of the people—to include the 0.375%
- 2.5% with a vote of the people if this added 2.5% is used for capital outlay

Approval of Excess Capital Projects Fund Levies

An excess levy for a school district's Capital Projects Fund is subject to simple majority for passage; similar to an excess levy for the district's General Fund. Capital projects fund levies have a six-year limitation.

Interest on Investments

The most common minor revenue source available to the Capital Projects Fund is interest earned from investing building fund moneys. Following the sale of a bond issue, there is often a period before payments must be made to contractors. It is permissible for districts to invest these funds in U.S. government securities with interest accruing to the Capital Projects Fund.

c. Other Revenues

Federal Aid

From 1950 to 1994, districts that qualified for impact aid maintenance and operation assistance may have also qualified for capital construction needs through Public Law 81-815. Said public law was repealed in 1994 by the Improving America's School Act (IASA). The impact aid provision of IASA continues to provide for some construction assistance through section 7007

construction grants. Eligible school districts must apply to the U.S. Department of Education for this type of funding.

Insurance Settlements

Insurance proceeds that represent reimbursement for loss of a building and contents are placed in the district’s Capital Projects Fund.

Sale of School Property

Whenever a school building or site is sold, the money is either deposited in the Capital Projects Fund or used to reduce bonded indebtedness.

Developer Fees

One-time developer (impact) fees paid to local government on residential developments to help offset facility needs may be placed in the district’s Capital Projects Fund.

Other Sources

Receipts derived from federal forestlands or state forestlands may be placed in the school district’s Capital Projects Fund. Under certain circumstances, various other local resources may become available to the Capital Projects Fund.

Figure 52: State Summary—Capital Projects Fund

**Statement of Revenues, Expenditures, and Changes in Fund Balance
For the Fiscal Year Ended August 31, 2022**

Revenues		
Local		993,485,341
State		515,561,564
Federal		71,733,897
Other		5,062,115
Total Revenues		<u>1,585,842,916</u>
Expenditures		
Capital Outlay		
Sites		219,874,757
Building		2,086,130,702
Equipment		179,680,756
Instructional Technology		148,912,658
Energy		28,036,854
Sales and Lease		828,776
Debt Service		
Bond/Levy Issuance		4,503,497
Principal		5,211,876

Interest and Other	405,948
Total Expenditures	<u>2,673,585,825</u>
Excess of Revenues Over (Under) Expenditures	(1,087,742,909)
Other Financing Sources (Uses)	
Bond Sales	766,174,553
Long-Term Financing	7,724,722
Transfers In	59,793,511
Transfers Out	(202,220,826)
Other Funding Uses	-
Other Sources	<u>62,309,643</u>
Total Other Financing Sources (Uses)	<u>693,781,603</u>
Excess of Revenues/Other Financing Sources Over (Under) Expenditures and Other Financing Uses	(393,961,306)
Beginning Fund Balance (September 1, 2021)	4,066,822,273
Correction of Prior Year(s) Errors	<u>2,508</u>
Ending Fund Balance (August 31, 2022)	<u><u>3,672,863,475</u></u>

Source: SPI Report F-196, Annual Financial Statement for School Districts.

B. Debt Service Fund

When voters of a school district authorize a bond issue to finance a capital project, they also authorize the levy of property taxes to pay interest and repay the principal over the life of the bond (which is often 20–30 years). RCW 28A.320.330 creates the school district Debt Service Fund for accounting for tax proceeds and disbursements for this purpose.

Prior to each tax collection year, school district and county officials determine the levy amount and tax rate needed for payments of principal and interest. Property taxes collected for this purpose are deposited with the county treasurer in the school district's Debt Service Fund. Disbursements are made by the county treasurer or fiscal agent; school district warrants are not issued from this fund.

The Attorney General has ruled that it is improper to levy excessive taxes to retire bonds in advance of the redemption schedule.

Revenues and expenditures from the Debt Service Fund are shown below.

Figure 53: State Summary—Debt Service Fund

Statement of Revenues, Expenditures, and Changes in Fund Balance For the Fiscal Year Ended August 31, 2022

Revenues

Local	1,605,863,574
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State	4,262,022
Federal	9,992,270
Total Revenues	<u>1,620,117,866</u>
Expenditures	
Debt Service	
Principal	975,769,903
Interest and Other	643,676,410
Total Expenditures	<u>1,619,446,313</u>
Excess of Revenues Over (Under) Expenditures	671,553
Other Financing Sources (Uses)	
Bond Sales	353,145,321
Transfers In	-
Transfers Out	57,294,008
Other Financing Uses	(11,264,279)
Other Financing Sources	<u>(340,935,027)</u>
Total Other Financing Sources (Uses)	<u>58,240,022</u>
Excess of Revenues/Other Financing Sources Over (Under) Expenditures and Other Financing Uses	<u>58,911,575</u>
Beginning Fund Balance (September 1, 2021)	877,945,507
Prior Year(s) Corrections or Restatements	
Ending Fund Balance (August 31, 2019)	<u><u>936,857,082</u></u>

Source: SPI Report F-196, Annual Financial Statement for School Districts.

Chapter 9. Purchase of School Buses

Most school districts purchase and operate their own school buses. Fifteen districts contract with private operators to provide student transportation service.

A. Transportation Vehicle Fund

School districts use a Transportation Vehicle Fund, authorized by RCW 28A.160.130, to account for purchases of student transportation vehicles (school buses).

Figure 54: State Summary—Transportation Vehicle Fund provides a summary of 2021–22 revenues and expenditures for the Transportation Vehicle Fund. School districts may also finance bus purchases. See Figure 54: State Summary—Transportation Vehicle Fund for more information.

B. Sources of Revenue to the Transportation Vehicle Fund

Transportation Vehicle Fund revenue sources are state funding, local levies, and transfers from other funds. Proceeds from the sale of used school buses are also required to be deposited into this fund.

The state funding formula for transportation equipment is defined in chapter 392-142 WAC, Transportation—Replacement and Depreciation Allocation. State funding provides annual payments based on depreciation (for contracting districts) and/or payments based on replacement costs for school buses owned by the school district. The scheduled lifetimes of new buses are either 8 or 13 years depending on the type of bus. State funding provided \$63.4 million for school district owned school buses in the 2021–22 school year. This is in addition to state funding for transportation operations. (See [Chapter 5 Section C](#) for a description of state funding of student transportation operating costs.)

School districts may levy a local property tax for deposit into the Transportation Vehicle Fund. Levies may be for one or two years. Authority for such levies is found in Article VII, Section 2 of the State Constitution and RCW 84.52.053. Levies must receive a majority yes vote. (See [Chapter 6 Section A](#) for a description of maintenance and operation levies.) In 2021, no district submitted a Transportation Vehicle Fund levy.

Transfers from other funds provided \$5.4 million in revenue to the Transportation Vehicle Fund in the 2021–22 school year.

C. Student Transportation

Each school district electing to provide student transportation to and from school is entitled to state student transportation funding through the Student Transportation Allocation Reporting System (STARS). STARS uses a regression analysis to calculate each school district's expected cost of providing student transportation services based on the number of students transported and other local characteristics. STARS provides districts with the lesser of their calculated

expected costs or their prior year (adjusted) student transportation expenditures. The allocation system for student transportation provides the following:

- Allows school districts to determine which students are to be transported and which routes are to be used.
- Authorizes school district to transport students enrolled in their schools who live in other school districts.
- Requires school districts to establish safe walk areas for any school where the transportation service is provided within one road mile (except for special education program transportation)

The STARS formula is based on the following local site characteristics:

- The number of basic education program students transported.
- The number of special program students transported.
- The average distance between school bus stops and associated destinations
- The school district land area (excluding forest lands and other non-service areas)
- The number of destinations served.
- The transportation provided to high school students by non-high districts.

The system is based on the expectation that districts will receive close to full funding for the operation of student transportation services associated with all basic education services. (For instance, while shuttle bus services to skill centers are not reported, the system is designed to cover the costs of such required auxiliary services.) Extended day academic programs are specifically included in the definition of basic transportation service beginning with the 2011–12 school year.

The funding system also provides a comparative efficiency rating system using a linear programming statistical model. Each school district is compared to a target district made up of the weighted characteristics of the districts that are most similar. Each district is then compared with their target district to determine the efficiency percentage. Districts with an efficiency rating of less than 90% will have their transportation operations reviewed by their regional transportation coordinator to attempt to determine what changes a school district could make to operate the student transportation system more efficiently from operating more efficiently.

The replacement of approved transportation equipment is also supported with state funds. School districts are reimbursed for all district-owned school buses placed on depreciation schedules. The allocation for transportation vehicle replacement and depreciation is governed by RCW 28A.160.195-200 and chapter 392-142 WAC.

Payments for district owned school buses are based on the state-supported purchase price determined by an annual school bus quote process conducted by OSPI. (The state quote process

allows school districts to purchase school buses without having to conduct an individual bid and without the requirement of purchasing the low quote). Depreciation payments are adjusted annually to include imputed interest assumed to be earned at the annualized 90-day "T" bill rate on prior depreciation payments to school districts. This is designed to provide districts with sufficient funds to replace buses when they have reached the end of their useful lifetimes. Transportation depreciation payments go into the district's Transportation Vehicle Fund and can only be used for the purchase of new buses, or major repairs to student transportation vehicles receiving prior approval by OSPI.

Beginning in the 2005–06 school year, the formula was modified to use a five-year average price for reimbursement payments until the final year on the system, when the actual state supported price is used. This process provides school districts with reduced annual variation in school bus reimbursement. Beginning with the 2010–11 school year, state and local tax was removed from the five-year annual price determination but remains paid in full on the final year a bus is in the system. Beginning with the 2011–12 school year, the depreciation payment for school district owned vehicles is included in the August apportionment, instead of the September apportionment.

The Superintendent of Public Instruction also authorizes school bus drivers. Drivers must meet the following requirements for authorization, as specified in chapter 392-144 WAC:

- Have an acceptable driving record.
- Demonstrate acceptable understanding of school bus operational concepts.
- Have an acceptable background free of certain crimes.
- Take annual in-service training as required.
- Pass a biennial (or more frequent, if required by the medical examiner) Department of Transportation medical examination
- Hold a valid first aid card.

About 2,050 drivers are authorized each year. In any given year there are about 10,600 authorized drivers.

During the Fall 2021 ridership count, school districts reported a 658,944 combined count of a.m. and p.m. students transported between home and school by school buses. In the 2021–22 school year school buses traveled 87.1 million miles transporting these students to and from school, over 1.7 million miles transporting students on academically related field trips, and over 4.4 million miles on extracurricular trips.

Payments to Contracting Districts

School districts that contract with private operators of school buses receive "in lieu of depreciation" payments from the state for buses operated under contract to the district instead of the replacement payments allocated for district-owned buses. Such payments are deposited

in the district's General Fund to assist with the payment of the capital cost of the contractor's services. State payments in lieu of depreciation totaled \$9 million in the 2021–22 school year.

Figure 54: State Summary–Transportation Vehicle Fund

**Statement of Revenues, Expenditures, and Changes in Fund Balance
For the Fiscal Year Ended August 31, 2022**

Revenues	
Local	1,809,961
State	63,415,674
Federal	-
Other	554,683
Total Revenues	65,780,317
Expenditures	
Capital Outlay	
Transportation Equipment	52,948,165
Debt Service	
Bond/Levy Issuance	340
Principal	433,903
Interest and Other	35,489
Total Expenditures	53,417,896
Excess of Revenues Over (Under) Expenditures	12,362,421
Other Financing Sources (Uses)	
Bond Sales	-
Long-Term Financing	1,051,032
Transfers In	5,393,097
Transfers Out	(2,666,155)
Other Financing Uses	-
Other	1,689,193
Total Other Financing Sources (Uses)	5,467,166
Excess of Revenues/Other Financing Sources Over (Under) Expenditures and Other Financing Uses	17,829,587
Beginning Fund Balance (September 1, 2021)	133,664,760
Prior Year(s) Corrections or Restatements	156,477
Ending Fund Balance (August 31, 2022)	151,650,824

Source: SPI Report F-196, Annual Financial Statement for School Districts.

Chapter 10. Associated Student Body, Permanent, and Fiduciary Funds

Separate funds are used to account for certain other school district functions.

A. Associated Student Body Funds

RCW 28A.325.030 creates “a fund on deposit with each county treasurer for each school district of the county having an associated student body as defined in RCW 28A.325.020.” The fund is financed by fees collected from students and nonstudents attending optional noncredit extracurricular events of the district that are cultural, athletic, recreational or social in nature, as well as donations and fundraisers.

The school district board of directors approves budgets for all associated student bodies in the district. Accounting records are maintained for each associated student body and provide separate accounting when there is more than one associated student body. Disbursements are made with the approval of the associated student body and school district board of directors and are paid by warrant.

In the 2021–22 school year, school districts reported \$89.2 million in revenues to the Associated Student Body Fund. Figure 55: State Summary–Associated Student Body Fund provides a summary of 2021–22 revenues and expenditures for the Associated Student Body Fund.

B. Permanent Funds

Permanent funds are used where resources are legally restricted such that only the earnings, not the principal, may be expended, and where those resources can be used for the support of the district. Such moneys that benefit individuals or specific organizations should be accounted for as private-purpose trust funds. The determining factor is who may benefit, not the legal requirement that only earnings may be spent. Scholarship moneys, for example, benefit individuals and are accounted for in private-purpose trust funds whether or not the principal may be expended.

C. Fiduciary Funds

Fiduciary funds are used to account for resources in situations where the school district is acting as a trustee or agent for parties outside the government. Fiduciary funds cannot be used to support the government’s own programs. Most school districts in Washington state will only have two types of fiduciary activity: the private-purpose trust fund and custodial funds.

The private-purpose trust fund is used to report all fiduciary activities created under a trust arrangement in which the income and principal benefits individuals, private organizations, or other governments. Examples include moneys for scholarship, student aid, charitable, and other similar purposes. The authority to use the resources comes from the donor who specifies a use

or range of allowed uses for assets held in trust, and the school board has the authority to determine the use of the assets only within the confines of the original trust agreement. For this reason, school board are required to formalize by board resolution the acceptance of any moneys or other assets to be held in trust.

Custodial funds are used to report fiduciary activity that are not required to be reported in pension (and other employee benefit) trust fund or private-purpose trust fund. Custodial funds differ from a private-purpose trust fund in that there is no formal trust agreement. The school district is acting in an agent capacity for some other organization, government, or individual. Custodial funds are used where the government's role is purely custodial, such as the receipt, temporary investment, and remittance of fiduciary resources to individuals, private organizations, or other governments.

Figure 55: State Summary—Associated Student Body Fund

Statement of Revenues, Expenditures, and Changes in Fund Balance For the Fiscal Year Ended August 31, 2022

Revenues	
General Student Body	\$ 31,690,072
Athletics	25,257,568
Classes	5,845,706
Clubs	23,871,438
Private Moneys	2,559,916
Total Revenues	<u>89,227,701</u>
Expenditures	
General Student Body	21,296,807
Athletics	28,884,470
Classes	5,401,146
Clubs	24,010,791
Private Moneys	1,973,376
Total Expenditures	<u>81,566,590</u>
Excess of Revenues Over (Under) Expenditures	<u>7,658,110</u>
Beginning Fund Balance (September 1, 2021)	95,114,983
Prior Year F-196 Manual Revisions	(140,890)
Beginning Total Fund Balance	94,974,093
Prior Year(s) Corrections and Restatements	(7,926)
Ending Fund Balance (August 31, 2022)	<u>\$ 102,624,277</u>

Source: SPI Report F-196, Annual Financial Statement for School Districts.

Chapter 11. History of School Personnel and Compensation

For state funding purposes, school employees are identified as either “certificated” or “classified” personnel.

Certificated personnel are those employed in a position for which a certificate issued by the Professional Educator Standards Board is required. The Professional Educator Standards Board issues certificates for teachers, administrators, vocational instructors, and educational staff associates. Educational staff associates include counselors, school nurses, occupational therapists, physical therapists, psychologists, social workers, behavior analysts, and communication disorders specialists. Beginning in the 1987–88 school year, state funding formulas distinguish between certificated instructional staff (teachers, vocational instructors, and educational staff associates) and certificated administrative staff.

Classified personnel include all school district personnel other than certificated personnel. Classified personnel include instructional aides, office/clerical workers, crafts/trades workers, bus drivers, and many directors and supervisors (other than superintendents and deputy/assistant superintendents).

A. Compensation Legislation

Every school district board of directors has the responsibility to determine salaries and compensation for its employees. This is influenced, but not controlled, by state law and state salary allocations. State policy determines salary allocations to the school districts. Local collective bargaining and employment contracts determine how much any employee is paid. However, state law limits salaries paid to certificated instructional staff as described below.

In past years, RCW 28A.400.200 required that the minimum salary paid to certificated instructional staff not be less than the state allocated salary for an employee with a bachelor’s degree and zero years of service.

The state salary lid law, RCW 28A.400.200(3), required that a district’s actual average salary paid to basic education and special education certificated instructional employees shall not be greater than the district’s state allocated salary for formula staff units. This salary limit applies to the base contract salaries, which do not include supplemental pay for additional time, responsibilities, and incentives. The salary lid law does not apply to classified staff or certificated administrative staff of the school district.

With the passing of EHB 2242 in 2017, RCW 28A.400.200 was updated to require that the minimum salary paid to certificated instructional staff be at least \$43,085 in school year 2021–22, with a +5.5% inflationary measure in school year 2022–23. The maximum salary for certificated instructional staff was \$96,942 in school year 2021–22, with a +5.5% inflationary

measure in school year 2022–23, subject to adjustment for regional differences (additional 6, 12, or 18%) in the cost of hiring staff, plus a +4% experience factor adjustment (starting in school year 2019–20), for school districts with certificated instructional staff above the state average in education and experience. A district may pay a salary that exceeds this maximum salary by up to 10% for full-time certificated instructional staff:

- Who are educational staff associates; or
- Who teach in the subjects of science, technology, engineering, or math; or
- Who teach in the transitional bilingual instruction or special education programs

References to salary increases authorized by the Legislature contained in this chapter refer to increases in state allocated salaries, which are applied to state formula staff units in the various funding formulas (basic education, special education, etc.). Actual salary increases paid to school employees are determined locally, as described above. This section references significant legislative changes to the funding formula for the years 1991–2023.

The 1991 Legislature

For 1991–92, certificated instructional staff unit salaries were increased by 4%, including the 34 school districts still above the state salary allocation schedule. Minimum salary levels for certificated instructional staff were increased to \$20,801 when the highest degree was a bachelor's and \$24,939 for a master's. A further increase of 3.547% was authorized for the 1992–93 school year.

LEAP Document 1R was revised to LEAP Document 1A in order to return a value of 1.00 to the upper left-hand corner of the table.

Certificated administrative staff units received an increase of 4% of the 1990–91 state-recognized average salary for certificated administrative staff for 1991–92. This was \$1,872 per funded staff unit. A further increase of 3.547% was authorized for the 1992–93 school year.

Classified staff units received an increase of 4% of the 1990–91 state-recognized average salary for classified staff. This was \$853 per funded staff unit. A further increase of 3.547% was authorized for the 1992–93 school year.

The 1992 Legislature

The 1992 Legislature reduced the increase provided for all staff units for 1992–93 from 3.547% to 3%.

The 1993 Legislature

The 1993 Legislature did not grant any salary increases for 1993–94 and 1994–95. Also, the Legislature encouraged districts not to grant salary increases to administrative employees who earned more than \$45,000 a year. Allocated administrative salaries were reduced by 10%.

The 1995 Legislature

For 1995–96, certificated instructional staff unit salaries were increased by 4%, including the 34 school districts still above the state salary allocation schedule. Minimum salary levels for certificated instructional staff were increased to \$22,282 for a bachelor’s degree and \$26,715 for a master’s degree.

Certificated administrative staff units received an increase of 4% for 1995–96. However, the increase was applied to the 1994–95 district-recognized average salary for certificated administrative staff after that salary had been reduced by multiplying it by .951. This is a net 1.095% decrease from 1994–95 allocation salaries.

Classified staff units received an increase of 4% of the 1994–95 district-recognized average salary for classified staff.

No salary increases were provided for 1996–97.

The 1997 Legislature

For 1997–98, certificated instructional staff units, certificated administrative staff units, and classified staff units all increased by 3%, including the 34 school districts still above the state salary allocation schedule.

No salary increases were provided for 1998–99.

The 1999 Legislature

For 1999–2000, LEAP Document 1A was revised to LEAP Document 1S. Certificated instructional staff unit salary increases ranged from 12.05% in the zero years of service cells in the salary schedule to 4.72% in the years six through 15 cells. The 34 “grandfathered” school districts continued their allocation above the state salary allocation schedule. In addition, a “16 years of service” row was added to the salary schedule.

The increase included funding for three additional contract days. The days were provided for activities related to improving student learning consistent with education reform implementation. If fewer than three days were added to the district’s base contract for these activities, the salary allocation was reduced accordingly.

Certificated administrative units and classified staff units received an increase of 3% for 1999–2000.

For 2000–01, certificated instructional staff units, certificated administrative staff units, and classified staff units all received 3% increases.

The 2001 Legislature

In November 2000, Washington state voters approved Initiative 732. Initiative 732 provides cost-of-living salary adjustments to school employees based on the Puget Sound area consumer price index as determined by the U. S. Department of Labor, Bureau of Labor Statistics. Previously, the Legislature determined state allocated salary increases in the state operating

budget. The state allocated increases greatly influenced, but did not dictate, salaries set by school districts in the collective bargaining process.

The state budget funded this increase for all state-funded formula staff units; however, it did not provide for salary increases for federally funded or locally funded staff.

School employee advocates filed a lawsuit seeking a declaration that the Initiative required the state to fund the cost-of-living adjustment for all school employees, including those supported by federal and local revenues. In December 2002 the State Supreme Court sided with the plaintiffs and held that the language of the Initiative required state funding sufficient to provide a cost-of-living increase for all employees. However, the court struck down part of the Initiative that made the increase a part of the basic education mandate on the Legislature. During the following session, the Legislature amended the language of the law to conform to its original understanding that sufficient state funding is provided for costs-of-living increases for state-funded formula staff units.

The 2002 Legislature

The 2002 Legislature reduced the number of funded learning improvement days, originated during the 1999 Legislature, from three to two. The salary allocation for certificated instructional staff was reduced accordingly.

The 2003 Legislature

The Legislature amended I-732 to clarify that state funds for the automatic salary increases are provided for state-funded staff units only. In addition, the Legislature suspended I-732 for the 2003–05 biennium, citing a weak economy and a large state budget deficit. Therefore, no cost-of-living adjustments were provided for the 2003–04 or 2004–05 school years.

However, a salary adjustment was provided for state formula certificated instructional staff in their first seven years of service. Specifically, the Legislature provided funding to increase the salary of certificated instructional staff (CIS) units in the 2003–04 school year by the following percentages:

- 3.0% for CIS in their first and second years of service
- 2.5% for CIS in their third year of service
- 1.5% for CIS in their fourth year of service
- 1.0% for CIS in their fifth year of service
- 0.5% for CIS in their six and seventh years of service

Similar increases for CIS were funded for 2004–05. No increase was funded for certificated administrative staff. No increase was funded for classified staff for 2003–04.

The 2004 Legislature

The 2004 Legislature provided a 1.0% increase for classified staff for 2004–05.

The 2005 Legislature

The 2005 Legislature provided a 1.2% increase for certificated instructional staff, certificated administrative staff, and classified staff for 2005–06. Also, minimum certificated administrative staff salary allocations were set at \$45,000 for the 2005–06 school year, which applied to 23 school districts.

The 2006 Legislature

The 2006 Legislature provided a 2.8% cost-of-living increase for the 2006–07 school year, plus a 0.5% “catch up” for when increases were suspended during the 2003–05 biennium, for certificated instructional staff, certificated administrative staff, and classified staff. Total salary increases were 3.3%.

The 2007 Legislature

The 2007 Legislature provided a 3.7% cost-of-living increase for the 2007–08 school year for state-funded certificated instructional staff, certificated administrative staff, and classified staff. The 2007 Legislature also provided varying “salary equity” increases.

In addition to Initiative 732 cost-of-living increases of 3.7% in the 2007–08 school year, salaries for certificated instructional staff in non-grandfathered salary districts were increased an additional 0.6%, resulting in total salary increases for certificated instructional staff in non-grandfathered districts of 4.3% in the 2007–08 school year. This reduced the total number of grandfathered salary districts from 34 to 24 and reduced the difference between the top grandfathered certificated instructional staff salary district (Everett) and the rest of the state from 6.3% to 5.7%.

Minimum certificated administrative staff salary allocations were increased from \$45,485 to \$54,405 in the 2007–08 school year, a statewide increase of 0.5% above the Initiative 732 salary increases. Individual districts receive varying amount based on their current position on the LEAP 1 schedule. The increase brought the total number of districts at the minimum salary level to 61 districts and reduced the difference between the districts with the highest and lowest certificated administrative salary allocations from 68% to 49%.

Minimum classified staff salary allocations were increased from \$22,454 to \$30,111 in the 2007–08 school year, a statewide increase of 0.55 above the Initiative 732 salary increases. Individual districts received varying amount based on their current position on the LEAP 2 schedule. This brought the total numbers of districts at the minimum classified salary to 171 and reduced the difference between the districts with the highest and lowest classified salary allocations from 51% to 17%.

The 2008 Legislature

The 2008 Legislature provided a 3.9% cost-of-living increase for the 2008–09 school year for state-funded certificated instructional staff, certificated administrative staff, and classified staff. The 2008 Legislature also provided varying “salary equity” increases.

In addition to Initiative 732 cost-of-living increases of 3.9% in the 2008–09 school year, salaries for certificated instructional staff in non-grandfathered salary districts were increased an additional 1.2%, resulting in total salary increases for certificated instructional staff in non-grandfathered districts of 5.1% in the 2008–09 school year. This reduced the total number of grandfathered salary districts from 24 to 13 and reduced the difference between the top grandfathered certificated instructional staff salary district (Everett) and the rest of the state from 5.7% to 5.0%.

Minimum certificated administrative staff salary allocations were increased from \$54,405 to \$57,986 in the 2008–09 school year, a statewide increase of 2.7% above the Initiative 732 salary increases. Individual districts receive varying amount based on their current position on the LEAP 1 schedule. The increase brought the total number of districts at the minimum salary level to 89 districts and reduced the difference between the districts with the highest and lowest certificated administrative salary allocations from 49% to 45%.

Minimum classified staff salary allocations were increased from \$30,111 to \$31,865 in the 2008–09 school year, a statewide increase of 1.9 above the Initiative 732 salary increases. Individual districts received varying amount based on their current position on the LEAP 2 schedule. This brought the total numbers of districts at the minimum classified salary to 225 and reduced the difference between the districts with the highest and lowest classified salary allocations from 17% to 15%.

The 2009 Legislature

The 2009 Legislature reduced the number of funded learning improvement days, originated at three during the 1999 Legislature and reduced from three to two during the 2002 Legislature, from two to one for the 2009–10 school year. The salary allocation for certificated instructional staff was reduced accordingly. The salary allocation for certificated administrative staff and classified staff remained the same as the previous school year.

The 2010 Legislature

The 2010 Legislature reduced the number of funded learning improvement days, originated at three during the 1999 Legislature and reduced from three to two during the 2002 Legislature and reduced from two to one during the 2009 Legislature, from one to zero for the 2010–11 school year. The salary allocation for certificated instructional staff was reduced accordingly. The salary allocation for certificated administrative staff and classified staff remained the same as the previous two school years.

The 2011 Legislature

The 2011 Legislature reduced the salary allocation for certificated instructional staff and classified staff by 1.9% and the salary allocation for certificated administrative staff by 3.0% for the 2011–12 and 2012–13 school years.

The 2012 Legislature

The 2012 Legislature made no changes to the 2012–13 salary allocation rates set by the 2011 Legislature.

The 2013 Legislature

The 2013 Legislature restored the salary allocation rates for 2013–14 and 2014–15 back to the rates for 2010–11, resulting in a 1.9% increase for certificated instructional staff and classified staff, and a 3.0% increase for certificated administrative staff.

The 2014 Legislature

The 2014 Legislature made no changes to the 2014–15 salary allocation rates set by the 2013 Legislature.

The 2015 Legislature

The 2015 Legislature provided a 3.0% increase for certificated instructional staff, certificated administrative staff, and classified staff for the 2015–16 school year, and a 1.8% increase for the 2016–17 school year. Additional salary increases were provided as a one-biennium salary increase for the 2015–16 and 2016–17 school years as the state continued to review and revised state-funded salary allocations.

The 2016 Legislature

The 2016 Legislature made no changes to the 2016–17 salary allocation rates set by the 2015 Legislature.

The 2017 and 2018 Legislature

The 2017 and 2018 Legislature provided an increase for certificated instructional staff, certificated administrative staff, and classified staff of 2.3% for the 2017–18 school year and 1.9% for the 2018–19 school year.

During this legislative session, the Washington Legislature made significant changes to how school districts were funded for school staff salaries. The Legislature discontinued staff mix after the 2017–18 school year. Beginning with school year 2018–19, the Legislature allocates salary funding to school districts based on statewide average salaries for each of the three school staffing categories. In addition, the annual inflation index for salaries changed from consumer price index (CPI) to implicit price deflator (IPD). Based on

the IPD of 1.9% inflating the salaries after the 2017 session, the allocated state salaries for the first year of implementation of this new policy in the 2018–19 school year were:

- Certificated instructional staff: \$66,520.
- Certificated administrative staff: \$98,741.
- Classified staff: \$47,720.

In addition to the salary adjustment for inflation, these allocated salaries by staff type were regionalized to reflect regional differences in the cost to recruit and retain staff. Regionalization factors were based on median value housing prices in each district. Regional adjustments for 2018–19 were at 6, 12, 18, or 24%. (The districts at 24% are set to be gradually reduced to 18% by the 2022–23 school year.)

Additional requirements for established for certificated instructional staff salaries:

- Districts may not pay certificated instructional staff less than \$40,000.
- Districts may not pay certificated instructional staff more than \$90,000.
- Salaries for certificated instructional staff with five years' experience must be at least 10% more than the minimum salary.
- All values stated above are for base salaries and do not include supplemental contracts and must be increased with regionalization and annual inflation.

Beginning with the 2023–24 school year, and every four years thereafter, the Legislature is required to review and rebase salary allocations to ensure that salary allocations reflect market rates, and that regionalization reflects actual economic differences among districts.

The 2019 and 2020 Legislature

The 2019 and 2020 Legislature provided an increase for certificated instructional staff, certificated administrative staff, and classified staff of 2.0% for the 2019–20 school year and 1.6% for the 2020–21 school year. Additionally, beginning school year 2019–20, the Legislature included a 4% "experience factor" to the funding for certificated instructional staff salaries. This factor is added for those districts:

- with advanced degrees (Master's and higher) were a higher percentage than the statewide average, and
- whose certificated instructional staff had more average certificated years of experience than the statewide average.

The 2021 and 2022 Legislature

The 2021 and 2022 Legislature provided an increase for certificated instructional staff, certificated administrative staff, and classified staff of 2.0% for the 2021–22 school year and 5.5% for the 2022–23 school year. In the 2022 legislative session, as required when first established, both regionalization and experience mix were rebased. No changes were made to the methodology of the original calculation, however districts who were negatively impacted due to

the rebase were given the reduction in percentage over two years instead of just one school year. The new rebase will take effect SY 2023–24.

B. Personnel Staffing History

Pupil-Teacher Ratios

As education receives more national attention, pupil-teacher ratios also receive increasing scrutiny. The Legislature has made efforts in recent years to improve Washington state’s pupil-teacher ratios. Pupil-teacher ratios are expressed “20 pupils per teacher” or simply 20:1. School finance in this state, however, historically worked with what is called the teacher-pupil ratio. The teacher-pupil ratio, which is equivalent to the example above, is written “50 teachers per 1,000 pupils” or simply 50:1000. The rest of this section will show, for clarity, both methods of expressing the same ratio.

Prior to the 1986–87 school year, the basic education funding formula provided for 50 certificated staff per 1,000 full-time equivalent (FTE) pupils, and 1 classified staff per 3 certificated staff (in other words, 16 2/3 classified staff per 1,000 FTE pupils). Certificated staff included certificated instructional staff (teachers and educational staff associates such as librarians, counselors, and student health services staff) and certificated administrative staff (such as principals), although these groups were not yet defined in law. Between 1987 and 1990, ratios were established for certificated administrative, certificated instructional, and classified staff and the K–3 funding formula was enriched to:

- 48 certificated instructional staff per 1,000 pupils in 1987–88
- 49 certificated instructional staff per 1,000 pupils in 1988–89
- 51 certificated instructional staff per 1,000 pupils in 1989–90
- 52.3 certificated instructional staff per 1,000 pupils in 1990–91

The 1991 Legislature further increased the K–3 formula staff ratio by 2 to a maximum of 54.3:1,000 (18.42:1). Districts with actual K–3 staffing ratios less than 54.3:1,000 and greater than 49:1,000 were funded at their actual K–3 ratio. Districts with actual K–3 ratios of less than 49:1,000 were funded at the statutory minimum of 49:1,000. Under certain circumstances, up to 1.3 of the 54.3 funding ratio could be used to increase classified instructional assistants.

The 1999 Legislature revised the funding ratio for K–3 into a funding ratio for K–4. Beginning in the 1999–2000 school year, school districts were allocated up to 53.2 certificated instructional staff per 1,000 FTE K–4 students (18.80:1).

The 2000 Legislature funded a new Better Schools program for the 2000–01 school year. This provided for an additional 2.2 certificated instructional staff units per 1,000 K–4 students to supplement the basic education certificated staffing allocations. This additional staffing could also be provided under a supplemental contract for additional classroom contact hours beyond the normal school day.

The 2001 Legislature rolled funding for Better Schools into the funding for basic education. In the 2001–02 school year, school districts were allocated up to 55.4 certificated instructional staff per 1,000 K–4 students (18.05:1). As state funding for Student Achievement increased (see next paragraph), Better Schools funding for additional certificated staff units decreased. In the 2002–03 school year, school districts were allocated up to 54.0 certificated instructional staff per 1,000 K–4 students. In 2004–05, the K–4 funding ratio was reduced to 53.2, the original funding level when K–4 funding was implemented beginning in the 1999–2000 school year. The K–4 funding ratio remained at 53.2/1,000 (18.80:1) through the 2009–10 school year.

The 2010 Legislature reduced the K–4 funding ratio for 2010–11 and split it into a K–3 funding ratio of 50.75 certificated instructional staff per 1,000 pupils (19.70:1) and a separate Grade 4 funding ratio of 46.27 certificated instructional staff per 1,000 pupils (21.61:1).

The 2011–12 school year ushered in the era of staff funding based on prototypical schools models. The prototypical schools model replaced the staffing per 1,000 pupils model that had been used for many years. The prototypical schools model assumed a number of factors, such as class size and planning time for teachers, and is modeled on prototypical schools with enrollments of:

- 400 pupils in elementary schools (Grades K–6)
- 432 pupils in middle schools (Grades 7–8)
- 600 pupils in high schools (Grades 9–12)

The prototypical schools model is scalable, and funded staff units change proportionately as enrollment increases or decreases from the prototypical size. The prototypical assumption of class size that drives staff funding began at:

Figure 56: Prototypical Assumption of Class Size

<u>Grade Level</u>	<u>Class Size</u>
K–3	25.23
4	27.00
5–6	27.00
7–8	28.53
9–12	28.74

Class size could vary based on other factors, such as smaller classes for schools with high poverty or classes in career and technical education. For example, during the 2014–15 school year, career and technical education classes were funded for a class size of 26.57. And high poverty schools, where more than fifty percent of the students are eligible for free and reduced-price meals, were funded for a class size of 20.30 in K–1 and a class size of 24.10 in Grades 2–3.

For the 2015–16 school year districts received an allocation for K–3 teachers based on a maximum class size of 25.23. If districts are able to staff for a class size of less than 25.23, they

received an allocation based on their actual class size until maximum funding is realized at the class sizes shown in the below chart.

Figure 57: K–3 Maximum and Minimum Class Sizes

Grade Level	Maximum Class Size	Minimum Class Size Non-High Poverty Schools	Minimum Class Size High Poverty Schools
K	25.23	22.00	18.00
1		23.00	19.00
2		24.00	22.00
3		25.00	24.00

Beginning school year 2019–20, the class size allocation for grades K–3 became a maximum funding of 17.00 students-per-teacher based on actual class size.

See Figure 70 for information about staff ratios.

Other Personnel Staffing History

The tables presented in this section are intended to provide a statistical overview of personnel in the common schools for the past several years. Certificated and classified employees of school districts are reported annually on the S-275 reporting process. Personnel information, contract data, and assignment information are reported for every employee in the district as of October 1 of each year.

S-275 personnel data are used by OSPI to calculate staff mix factors (through school year 2017–18) and staffing ratios used for calculating state funding. Further information is available in prior issues of this handbook or under Publications/Personnel Summary Reports on the [OSPI School Apportionment and Financial Services website](https://www.k12.wa.us/policy-funding/school-apportionment) (https://www.k12.wa.us/policy-funding/school-apportionment)

Figure 58: Historical Comparison of Statewide School District Personnel Salaries, Annualized Average Salaries, and Per Capita Income

School Year	Average Base Salary per 1.0 FTE			Washington Average	Average Base Salary as a % of Average Income		Adjusted to Constant 2021–22 Dollars			
	All Certificated		All Classified	per Capita Income	All Certificated	All Classified	School Year CPI-U	All Certificated	All Classified	Per Capita Income
1994–95	\$38,100		\$24,042	\$23,548	162%	102%	1.510	\$72,045	\$45,462	\$44,528
1995–96	\$39,900	A	\$25,092	\$24,861	160%	101%	1.554	\$73,313	\$46,104	\$45,680
1996–97	\$39,868	A	\$25,314	\$26,368	151%	96%	1.593	\$71,460	\$45,373	\$47,263
1997–98	\$40,914	A	\$26,332	\$28,231	145%	93%	1.622	\$72,039	\$46,364	\$49,707
1998–99	\$40,900	A	\$26,662	\$29,774	137%	90%	1.654	\$70,606	\$46,027	\$51,399
1999–2000	\$43,359	A	\$27,735	\$31,709	137%	87%	1.703	\$72,684	\$46,492	\$53,154
2000–01	\$44,588	A	\$28,896	\$32,250	138%	90%	1.754	\$72,585	\$47,040	\$52,500
2001–02	\$46,053	A	\$30,122	\$32,567	141%	92%	1.789	\$73,489	\$48,067	\$51,969
2002–03	\$47,677	A	\$31,512	\$33,136	144%	95%	1.826	\$74,539	\$49,267	\$51,806
2003–04	\$48,141	A	\$31,828	\$35,218	137%	90%	1.873	\$73,403	\$48,530	\$53,698
2004–05	\$48,481	A	\$32,513	\$35,955	135%	90%	1.932	\$71,664	\$48,059	\$53,148
2005–06	\$49,198	A	\$33,350	\$39,267	125%	85%	1.995	\$70,415	\$47,732	\$56,201
2006–07	\$50,900	A	\$34,735	\$41,529	123%	84%	2.054	\$70,758	\$48,287	\$57,730
2007–08	\$53,103	A	\$36,316	\$43,728	121%	83%	2.126	\$71,309	\$48,767	\$58,720
2008–09	\$55,902	A	\$38,402	\$41,638	134%	92%	2.148	\$74,299	\$51,040	\$55,341
2009–10	\$56,296	A	\$38,677	\$42,514	132%	91%	2.169	\$74,098	\$50,908	\$55,957
2010–11	\$56,226	A	\$38,914	\$44,145	127%	88%	2.226	\$72,112	\$49,909	\$56,617
2011–12	\$55,605	A	\$39,158	\$45,939	121%	85%	2.280	\$69,626	\$49,032	\$57,523
2012–13	\$55,653	A	\$39,487	\$46,853	119%	84%	2.319	\$68,535	\$48,627	\$57,697
2013–14	\$56,507	A	\$40,229	\$49,525	114%	81%	2.355	\$68,522	\$48,783	\$60,055
2014–15	\$56,307	A	\$41,147	\$51,502	109%	80%	2.369	\$67,866	\$49,594	\$62,074
2015–16	\$57,822	A	\$43,048	\$54,570	106%	79%	2.390	\$69,080	\$51,429	\$65,195
2016–17	\$58,821	A	\$44,704	\$56,559	104%	79%	2.434	\$69,003	\$52,442	\$66,349
2017–18	\$60,388	A	\$47,275	\$62,017	97%	76%	2.491	\$69,220	\$54,189	\$71,088
2018–19	\$77,203	A	\$50,404	\$64,250	120%	78%	2.541	\$86,753	\$56,639	\$72,198
2019–20	\$81,082	A	\$53,464	\$68,359	119%	78%	2.577	\$89,828	\$59,231	\$75,733
2020–21	\$83,879	A	\$56,377	\$71,465	117%	79%	2.669	\$89,724	\$60,305	\$76,444
2021–22	\$86,308	A	\$58,168	\$73,689	117%	79%	2.855	\$86,308	\$58,168	\$73,689
SALARY NOTES							SOURCES			
A Includes contractor staff.							2021–22 School District Personnel Summary Reports.			
ABBREVIATIONS							PER CAPITA INCOME NOTES			
CPI-U = Consumer Price Index – Urban U.S.							Per capita income is influenced by the increase in two income families.			

Figure 59: Historical Comparison of Statewide School District Personnel Full-Time Equivalents and Annualized Average Salaries

	Certificated Staff										Classified Staff	
School	Administration				Instructional				Total Certificated		Total	
Year	Central		Unit		Teachers		ESA's					
	FTE	Salary	FTE	Salary	FTE	Salary	FTE	Salary	FTE	Salary	FTE	Salary
1998-99	1,059.3	\$74,495	2,621.4	\$67,314	49,597.6	\$38,693	6,009.3	\$41,600	59,457.9	\$40,900	33,118.7	\$26,662
1999-2000	1,075.8	\$78,183	2,658.2	\$70,892	50,238.6	\$41,047	6,346.7	\$44,132	60,488.0	\$43,359	34,195.9	\$27,735
2000-01	1,088.5	\$81,494	2,673.2	\$73,864	50,855.1	\$42,143	6,341.9	\$45,427	61,138.8	\$44,588	34,765.3	\$28,896
2001-02	1,142.6	\$84,703	2,713.3	\$77,238	52,566.7	\$43,470	6,592.9	\$47,030	63,204.2	\$46,053	35,638.5	\$30,122
2002-03	1,168.7	\$88,245	2,741.6	\$80,318	53,100.1	\$44,961	6,710.0	\$48,614	63,912.3	\$47,677	36,157.3	\$31,512
2003-04	1,146.6	\$89,363	2,751.0	\$80,957	52,892.4	\$45,437	6,747.2	\$48,848	63,721.8	\$48,141	36,041.7	\$31,828
2004-05	1,126.0	\$91,145	2,799.4	\$81,880	53,253.8	\$45,722	6,911.9	\$49,135	64,273.5	\$48,481	36,602.0	\$32,513
2005-06	1,161.6	\$93,343	2,837.0	\$83,976	53,633.4	\$46,317	7,015.8	\$49,700	64,816.5	\$49,198	36,748.5	\$33,350
2006-07	1,171.2	\$97,440	2,804.0	\$88,228	53,956.6	\$47,880	7,151.2	\$51,272	65,262.1	\$50,900	36,882.5	\$34,735
2007-08	1,192.0	\$102,006	2,844.9	\$92,320	54,181.1	\$49,887	7,311.9	\$53,568	65,702.2	\$53,103	37,306.8	\$36,316
2008-09	1,158.5	\$106,892	2,876.9	\$96,959	54,657.7	\$52,568	7,384.7	\$56,397	66,221.2	\$55,902	37,516.2	\$38,402
2009-10	1,107.1	\$108,114	2,791.9	\$98,544	53,620.4	\$53,003	7,250.8	\$56,290	64,913.4	\$56,296	36,905.1	\$38,677
2010-11	1,109.8	\$109,392	2,792.6	\$99,005	53,881.0	\$52,930	7,299.3	\$55,977	65,241.9	\$56,226	37,110.0	\$38,914
2011-12	1,076.6	\$110,375	2,807.7	\$99,218	53,016.5	\$52,237	7,186.1	\$55,058	64,249.5	\$55,605	36,199.8	\$39,158
2012-13	1,106.3	\$110,873	2,864.2	\$99,715	53,563.2	\$52,238	7,302.1	\$54,916	64,995.6	\$55,653	36,450.1	\$39,487
2013-14	1,141.7	\$113,763	2,958.7	\$101,835	54,727.6	\$52,969	7,617.4	\$55,594	66,599.7	\$56,507	37,273.8	\$40,229
2014-15	1,234.4	\$115,871	3,092.4	\$103,898	56,183.3	\$52,510	8,109.9	\$55,272	68,807.3	\$56,307	38,598.2	\$41,147

	Certificated Staff										Classified Staff	
School	Administration				Instructional				Total Certificated		Total	
Year	Central		Unit		Teachers		ESA's					
	FTE	Salary	FTE	Salary	FTE	Salary	FTE	Salary	FTE	Salary	FTE	Salary
2015-16	1,310.2	\$121,037	3,243.9	\$108,385	57,912.0	\$53,707	8,440.5	\$56,714	71,122.4	\$57,822	39,845.1	\$43,048
2016-17	1,375.5	\$125,274	3,423.3	\$111,519	59,566.4	\$54,460	8,910.6	\$57,526	73,560.3	\$58,821	41,509.7	\$44,704
2017-18	1,413.3	\$131,577	3,502.1	\$117,249	61,010.8	\$55,698	9,060.5	\$58,777	75,229.1	\$60,388	42,510.0	\$47,275
2018-19	1,421.2	\$138,250	3,609.7	\$122,668	62,545.2	\$73,060	9,527.9	\$77,975	77,351.0	\$77,203	44,335.5	\$50,404
2019-20	1,382.5	\$146,676	3,589.5	\$131,035	63,034.3	\$76,753	9,552.3	\$81,280	77,777.4	\$81,082	44,743.1	\$53,464
2020-21	1,414.4	\$150,748	3,614.1	\$136,215	62,691.4	\$79,409	9,704.6	\$83,545	77,704.4	\$83,879	40,987.4	\$56,377
2021-22	1,502.3	\$156,274	3,737.9	\$140,913	63,929.6	\$81,576	10,211.5	\$86,014	79,771.1	\$86,308	44,038.9	\$58,168

<u>Includes</u>	Superintendent, Assistant / Deputy Supt. Other Administrators Assistant/Deputy Supt. Other Administrators	Elementary Principal, Elem Vice Principal, Secondary Principal Elementary Vice Principal Secondary Principal	Elementary Teacher, Secondary Teacher, Other Teacher Secondary Teacher Other Teacher	Library Media Specialist, Counselor, Physical / Occup Therap., Social Wkr, Speech Path or Audiologist, Nurse, Reading Resource Specialist	Central Administration, Unit Admin, Classroom Teachers, ESAs	Director / Supervisor, Aides, Crafts, Trades, Laborers, Office / Clerical, Operators, Professional, Service Workers
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Figure 60: Historical Comparison of Statewide School District Personnel for All Programs and Basic Education Programs

ALL PROGRAMS	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
All Certificated									
FTE staff	66,599.7	68,807.3	71,122.4	73,560.3	75,229.1	77,351.0	77,777.4	77,704.5	79,771.1
Avg. base salary per 1.0 FTE	\$56,507	\$56,307	\$57,822	\$58,821	\$60,388	\$77,203	\$81,082	\$83,879	\$86,308
Avg. LEAP 1Sb/1 mix	1.571	1.560	1.550	1.544	1.541	N/A	N/A	N/A	N/A
Derived base	\$35,972	\$36,098	\$37,302	\$38,102	\$39,179	N/A	N/A	N/A	N/A
Administrative Cert									
FTE staff	4,100.3	4,326.8	4,554.1	4,798.7	4,915.3	5,030.9	4,972.1	5,028.5	5,240.2
Avg. base salary per 1.0 FTE	\$105,156	\$107,314	\$112,025	\$115,462	\$121,369	\$127,070	\$135,384	\$140,303	\$145,317
Avg. LEAP 1Sb/1 mix	1.715	1.706	1.694	1.688	1.681	N/A	N/A	N/A	N/A
Derived base	\$61,306	\$62,910	\$66,112	\$68,398	\$72,196	N/A	N/A	N/A	N/A

ALL PROGRAMS		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Instructional Cert										
FTE staff		62,345.0	64,293.2	66,352.5	68,477.0	70,071.3	72,073.0	72,586.6	72,396.0	74,141.2
Avg. base salary per FTE		\$53,290	\$52,858	\$54,089	\$54,859	\$56,096	\$73,710	\$77,349	\$79,964	\$82,187
Avg. LEAP 1Sb/1 mix		1.561	1.550	1.540	1.534	1.531	N/A	N/A	N/A	N/A
Derived base		\$34,136	\$34,105	\$35,121	\$35,766	\$36,631	N/A	N/A	N/A	N/A
Avg. supplemental		\$10,153	\$10,926	\$12,118	\$14,089	\$16,497	\$8,641	\$8,363	\$8,659	\$8,169
All Classified										
FTE staff		37,273.8	38,598.2	39,845.1	41,509.7	42,510.0	44,335.5	44,743.1	40,987.4	44,038.9
Avg. base salary per FTE		\$40,229	\$41,147	\$43,048	\$44,704	\$47,275	\$50,404	\$53,464	\$56,377	\$58,168
BASIC EDUCATION PROGRAMS										
All Certificated										
FTE staff		53,569.6	55,427.8	57,404.1	59,456.1	60,500.7	61,795.9	61,863.3	61,162.8	61,242.6
Avg. base salary per FTE		\$57,027	\$56,788	\$58,292	\$59,265	\$60,894	\$77,617	\$81,528	\$84,492	\$86,999
Avg. LEAP 1Sb/1 mix		1.575	1.562	1.551	1.544	1.542	N/A	N/A	N/A	N/A
Derived base		\$36,219	\$36,359	\$37,586	\$38,387	\$39,496	N/A	N/A	N/A	N/A
Administrative Cert										
FTE staff		3,703.6	3,899.7	4,112.3	4,328.3	4,433.3	4,530.6	4,476.3	4,486.2	4,584.2
Avg. base salary per FTE		\$105,754	\$107,895	\$112,554	\$115,887	\$121,894	\$127,671	\$135,841	\$140,987	\$146,495
Avg. LEAP 1Sb/1 mix		1.715	1.705	1.694	1.688	1.681	N/A	N/A	N/A	N/A
Derived base		\$61,654	\$63,290	\$66,441	\$68,648	\$72,504	N/A	N/A	N/A	N/A
Instructional Cert										
FTE staff		49,732.1	51,370.5	53,113.4	54,884.1	55,860.7	57,054.4	57,198.6	56,442.5	56,351.2
Avg. base salary per FTE		\$53,380	\$52,891	\$54,073	\$54,804	\$56,037	\$73,628	\$77,266	\$80,004	\$82,207
Avg. LEAP 1Sb/1 mix		1.564	1.551	1.540	1.533	1.531	N/A	N/A	N/A	N/A
Derived base		\$34,134	\$34,104	\$35,121	\$35,759	\$36,613	N/A	N/A	N/A	N/A
All Classified										
FTE staff		19,823.6	20,568.4	21,188.3	22,010.9	22,330.5	22,973.1	22,767.7	21,355.8	22,550.2
Avg. base salary per FTE		\$43,200	\$44,249	\$46,326	\$48,154	\$50,915	\$54,172	\$57,668	\$60,721	\$62,626

Figure 61: Historical Comparison of Statewide School District Staff Ratios K-12, K-3, and K-4 Staff per 1,000 Enrolled Students

K-12	School Year	Avg. Ann. Enroll P-223**	----- All Education Programs -----					----- Basic Education Programs* -----				
			----- Certificated Staff -----					Class. Total Staff	----- Certificated Staff -----			Class. Total
			Admin		Instructional		Total Staff		Admin	Instr.	Total	
			Central	Unit	Teacher	ESA						
	1997-98	929,914	1.13	2.79	52.71	6.26	63.08	35.14	3.59	50.70	54.29	19.49
	1998-99	938,974	1.13	2.79	52.82	6.40	63.32	35.27	3.59	50.59	54.18	19.53
	1999-2000	940,395	1.14	2.83	53.42	6.75	64.32	36.36	3.63	50.94	54.57	20.07
	2000-01	942,323	1.16	2.84	53.97	6.73	64.88	36.89	3.62	50.56	54.18	20.00

K-12 School Year	Avg. Ann. Enroll P-223**	----- All Education Programs -----						----- Basic Education Programs* -----			
		----- Certificated Staff -----					Class. Total Staff	----- Certificated Staff -----			Class. Total
		Admin		Instructional		Total Staff		Admin	Instr.	Total	
		Central	Unit	Teacher	ESA						
2001-02	947,622	1.21	2.86	55.47	6.96	66.70	37.61	3.66	50.79	54.45	20.29
2002-03	949,294	1.23	2.89	55.94	7.07	67.33	38.09	3.68	50.55	54.23	20.45
2003-04	952,113	1.20	2.89	55.55	7.09	66.93	37.85	3.68	50.12	53.80	20.35
2004-05	955,614	1.18	2.93	55.73	7.23	67.26	38.30	3.70	49.76	53.45	20.39
2005-06	960,592	1.21	2.95	55.83	7.30	67.48	38.26	3.74	49.49	53.23	20.38
2006-07	961,749	1.22	2.92	56.10	7.44	67.86	38.35	3.70	49.42	53.12	20.39
2007-08	967,237	1.23	2.94	56.02	7.56	67.93	38.57	3.74	47.51	51.24	20.41
2008-09	975,872	1.19	2.95	56.01	7.57	67.86	38.44	3.71	47.49	51.20	20.35
2009-10	982,748	1.13	2.84	54.56	7.38	66.05	37.55	3.46	47.61	51.07	19.65
2010-11	986,584	1.12	2.83	54.61	7.40	66.13	37.61	3.45	48.72	52.17	19.51
2011-12	984,285	1.09	2.85	53.86	7.30	65.28	36.78	3.54	48.81	52.35	19.52
2012-13	987,757	1.12	2.90	54.23	7.39	65.80	36.90	3.62	49.17	52.78	19.60
2013-14	1,002,609	1.14	2.95	54.59	7.60	66.43	37.18	3.69	49.60	53.30	19.77
2014-15	1,013,525	1.22	3.05	55.43	8.00	67.89	38.08	3.85	50.68	54.53	20.29
2015-16	1,036,133	1.26	3.13	55.89	8.15	68.64	38.46	3.97	51.26	55.23	20.45
2016-17	1,058,218	1.30	3.23	56.29	8.42	69.51	39.23	4.09	51.86	55.95	20.80
2017-18	1,067,358	1.32	3.28	57.16	8.49	70.48	39.83	4.15	52.34	56.49	20.92
2018-19	1,069,087	1.33	3.38	58.50	8.91	72.35	41.47	4.24	53.37	57.61	21.49
2019-20	1,076,933	1.28	3.33	58.53	8.87	72.22	41.55	4.16	53.11	57.27	21.14
2020-21	1,036,809	1.36	3.49	60.47	9.36	74.95	39.53	4.33	54.44	58.77	20.60
2021-22	1,038,499	1.45	3.60	61.56	9.83	76.81	42.41	4.41	54.26	58.68	21.71

*Beginning in 2007-08, an accounting methodology was changed which resulted in fewer special education certificated instructional staff being partially reported in basic education.

**Enrollment figures include P-240 enrollment and exclude special education program student FTEs. Beginning in 1995-96, enrollment figures exclude program FTE for University of Washington and direct-funded technical colleges. Enrollment figures for the same period are the enrollments used for apportionment purposes. Only staff assigned to basic education are used in the computation of the ratios. Beginning in 2007-08, enrollment included state-funded full-day kindergarten.

*****Source:** SPI Form 1159. This measurement is made pursuant to chapter 392-140 WAC. Enrollment periods used in the calculation of these ratios may be selected by school districts and may differ among school district.

Chapter 12. School Enrollment

A. Enrollment History

Washington public school enrollment declined from 1970 through 1984, reaching a low of about 700,000 full-time equivalent (FTE) students in the 1983–84 school year. Beginning in 1984–85, enrollment grew by 43%, reaching 1,000,345 FTE students in the 2010–11 school year.

For the 2011–12 school year, enrollment declined for the first time in two decades. The enrollment fell by 0.21% to 998,201 FTE. This decline was the result of the policy change enacted by the Legislature that added the month of June to the average annual calculation. June is typically the lowest month of enrollment—resulting in a decline in enrollment when averaged over ten months.

After 2011–12, enrollment continued to grow. For the 2017–18 school year, enrollment reached 1,092,434 FTE—an increase of 9.4%.

A smaller increase of 0.28% in enrollment occurred for the 2018–19 school year due to another policy change. The calculation of how a student's FTE was determined. A 1.0 FTE changed to be based on 27 weekly hours and 45 minutes for all grades. Prior to this change, FTE was based on 20 weekly hours for grades K–3 and 25 weekly hours for grades 4–12.

In March 2020, many schools closed their in-person instruction and went remote due to the COVID19 pandemic. Enrollment for the months, April 2020 through June 2020 was projected. Projections were based on prior year trends applied to February 2020 enrollment. For the 2020–21 school year, enrollment decreased by 3.63%. For 2021–22 school year, enrollment continued to decrease by a 0.23%.

Demographics: Births have been increasing since 2002. During this time frame, more juniors and seniors are remaining in school. The combination of these forces results in relatively small total enrollment increases.

Immigration: More families are moving into Washington state than are moving out. New families moving to this state bring children that must be educated.

The tables presented in this chapter are intended to provide a statistical overview of pupils over the past decade.

Figure 71 shows average annual headcount enrollments for 2012–13 through 2021–22 as reported by school districts on Form P-223 and shown on SPI Report 1251H. Headcount enrollment is the average number of individual students enrolled on the ten monthly count dates of the school year (September–June).

Figure 72 shows average annual full-time equivalent (FTE) students for 2012–13 through 2021–22 as reported by school districts on Form P-223 and shown on SPI Report 1251. Students not enrolled full time in Grades K–12 are reported as a partial FTE. Included also in this table is

enrollment in Running Start and Open Doors Youth Reengagement programs, as well as state funded summer school. The AAFTE is the average monthly enrollment of the ten monthly count days of the school year (September–June).

Figure 63 shows special education enrollment by age category for 2012–13 through 2021–22 as reported on Form P-223H. The special education enrollment is the average number of individual students in each category on nine monthly count dates (October through June) from SPI Report 1735T.

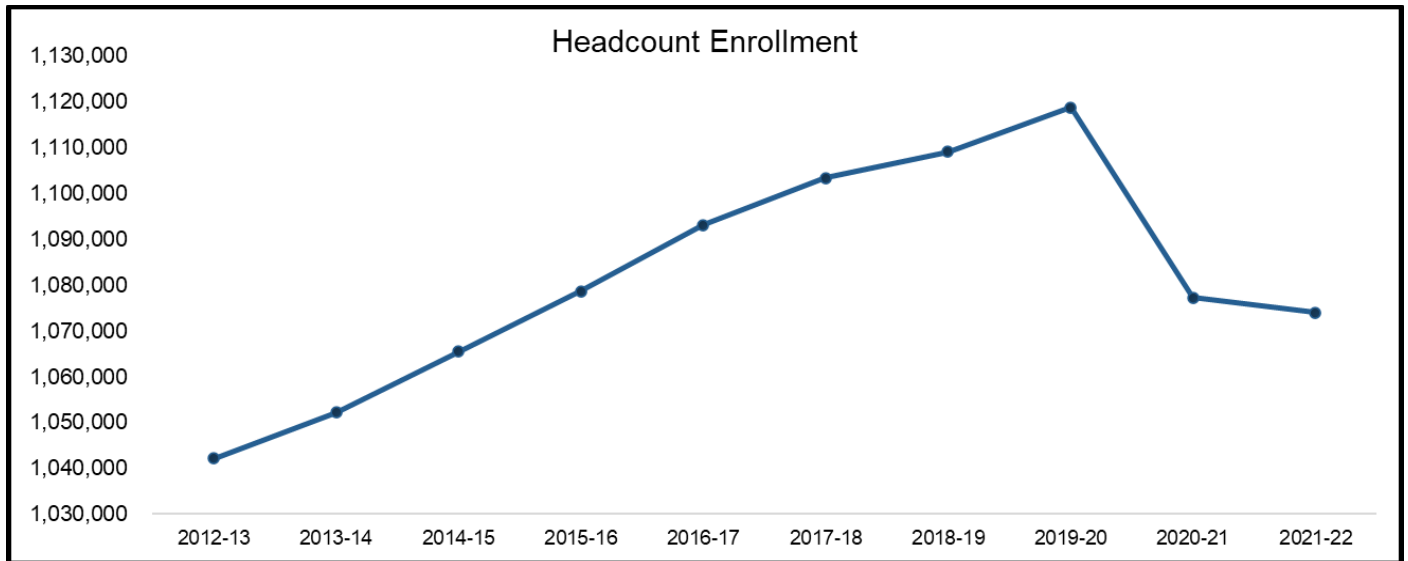
Figure 644 shows private school enrollments from 2012–13 through 2021–22.

Figure 62: Historical Comparison of Statewide School District Enrollments—Average Annual Headcount

GRADE	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20 *	2020-21	2021-22
K	81,246	82,053	81,723	80,299	81,668	81,775	82,568	83,293	72,064	80,229
1	80,882	83,684	84,585	84,202	82,704	83,362	82,930	84,001	78,655	75,486
2	79,164	80,752	84,384	85,740	85,368	83,632	83,979	83,543	79,713	79,303
3	78,885	79,453	81,669	85,468	87,009	86,205	84,182	84,728	79,654	80,069
4	78,554	79,224	80,077	82,826	86,507	87,951	86,699	84,741	81,112	79,646
5	77,603	78,751	79,936	81,038	84,022	87,304	88,365	87,278	81,683	80,797
6	79,145	77,841	79,130	80,632	81,803	84,442	87,617	88,691	84,201	80,857
7	79,567	79,624	78,605	80,118	81,579	82,617	84,956	88,285	86,488	83,617
8	79,377	80,069	80,413	79,643	81,219	82,282	83,130	85,613	86,705	85,810
9	83,158	82,839	82,999	83,030	82,097	83,437	84,375	85,251	85,664	87,606
10	80,222	80,710	81,262	82,315	83,137	81,944	83,126	84,454	83,758	84,455
11	76,765	77,168	77,820	77,996	79,218	79,065	77,485	78,926	78,842	79,425
12	79,652	78,639	79,351	79,613	79,077	79,657	78,153	78,089	77,117	79,220

SUMMARY	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K	81,246	82,053	81,723	80,299	81,668	81,775	82,568	83,293	72,064	80,229
GR. 1-3	238,931	243,889	250,637	255,411	255,081	253,199	251,090	252,272	238,021	234,858
GR. 4-6	235,302	235,816	239,143	244,496	252,333	259,697	262,680	260,710	246,995	241,300
GR. 7-8	158,944	159,693	159,018	159,761	162,798	164,899	168,086	173,898	173,193	169,427
GR. 9-12	319,797	319,356	321,432	322,954	323,529	324,104	323,138	326,719	325,381	330,706
Running Start	7,983	9,026	10,218	11,714	13,118	14,286	15,238	15,762	16,226	12,467
Open Doors		2,428	3,356	4,044	4,609	5,396	6,270	6,145	5,362	5,029
TOTAL	1,042,203	1,052,261	1,065,527	1,078,678	1,093,136	1,103,355	1,109,070	1,118,799	1,077,242	1,074,017

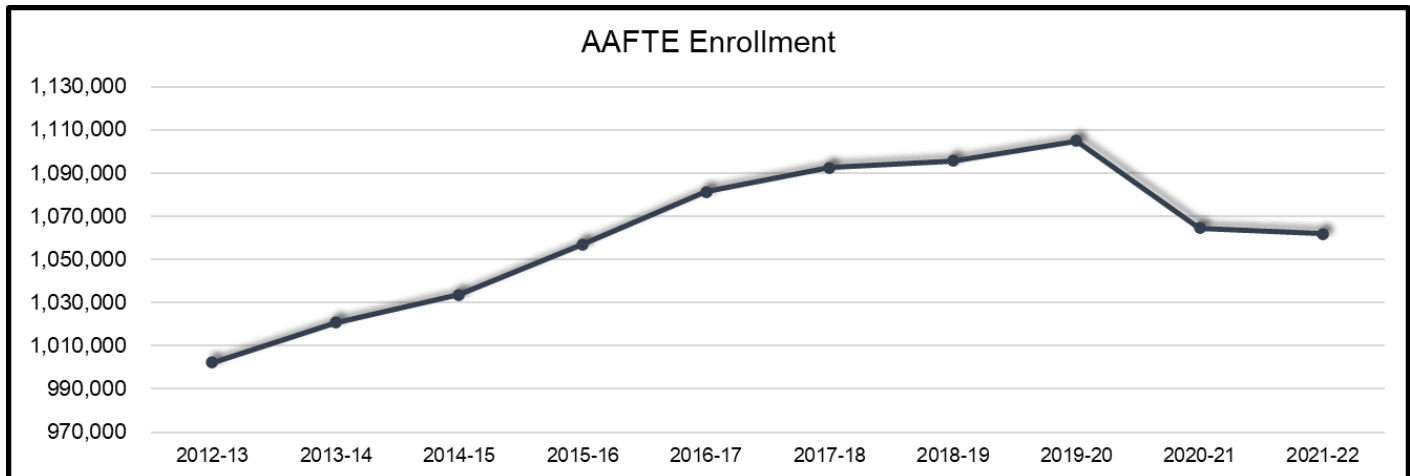
* For 2019–20, Numbers represent the actual enrollment reported for the months, September through March only due to COVID-19 pandemic shutdown.



Source: SPI Form P-223, Monthly Report of School District Enrollment Eligible for Basic Support.

Figure 63: Average Annual Full-time Equivalent (FTE) Students

GRADE	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K	49,440	58,902	58,416	68,656	79,804	81,131	81,878	82,949	71,065	79,437
1	80,744	83,551	84,426	83,998	82,471	83,117	82,691	83,780	78,265	75,200
2	78,990	80,592	84,203	85,549	85,112	83,385	83,709	83,375	79,353	78,975
3	78,666	79,258	81,459	85,252	86,746	85,914	83,902	84,500	79,284	79,766
4	78,335	79,011	79,853	82,596	86,229	87,656	86,397	84,534	80,726	79,372
5	77,385	78,528	79,699	80,764	83,743	87,016	88,082	87,026	81,366	80,501
6	78,887	77,577	78,845	80,339	81,447	84,143	87,259	88,312	83,813	80,511
7	79,293	79,352	78,330	79,842	81,222	82,206	84,596	87,833	86,066	83,221
8	78,996	79,676	80,025	79,218	80,804	81,848	82,619	85,108	86,238	85,368
9	83,506	83,297	83,422	83,456	82,584	83,930	84,593	85,458	85,265	87,692
10	79,588	80,117	80,686	81,675	82,554	81,371	82,414	83,562	83,708	83,910
11	71,848	71,933	72,100	71,608	72,310	71,657	69,032	69,513	70,449	71,758
12	72,798	71,640	72,129	71,794	71,208	71,340	68,330	67,302	67,740	69,522
SUMMARY										
K	49,440	58,902	58,416	68,656	79,804	81,131	81,878	82,949	71,065	79,437
GR. 1-3	238,399	243,401	250,088	254,800	254,329	252,417	250,302	251,655	236,902	233,941
GR. 4-6	234,607	235,117	238,396	243,698	251,419	258,815	261,738	259,872	245,905	240,384
GR. 7-8	158,289	159,028	158,355	159,060	162,026	164,054	167,214	172,940	172,304	168,590
GR. 9-12	307,740	306,986	308,337	308,533	308,657	308,299	304,369	305,836	307,161	312,881
Running Start	13,623	15,090	17,070	18,562	20,560	22,484	24,023	25,197	25,693	21,425
Open Doors		2,058	2,905	3,561	4,117	4,785	5,553	6,055	5,120	4,887
OTHER	114	107	108	116	455	449	445	464	259	354
TOTAL	1,002,213	1,020,689	1,033,674	1,056,986	1,081,367	1,092,434	1,095,522	1,104,968	1,064,409	1,061,899

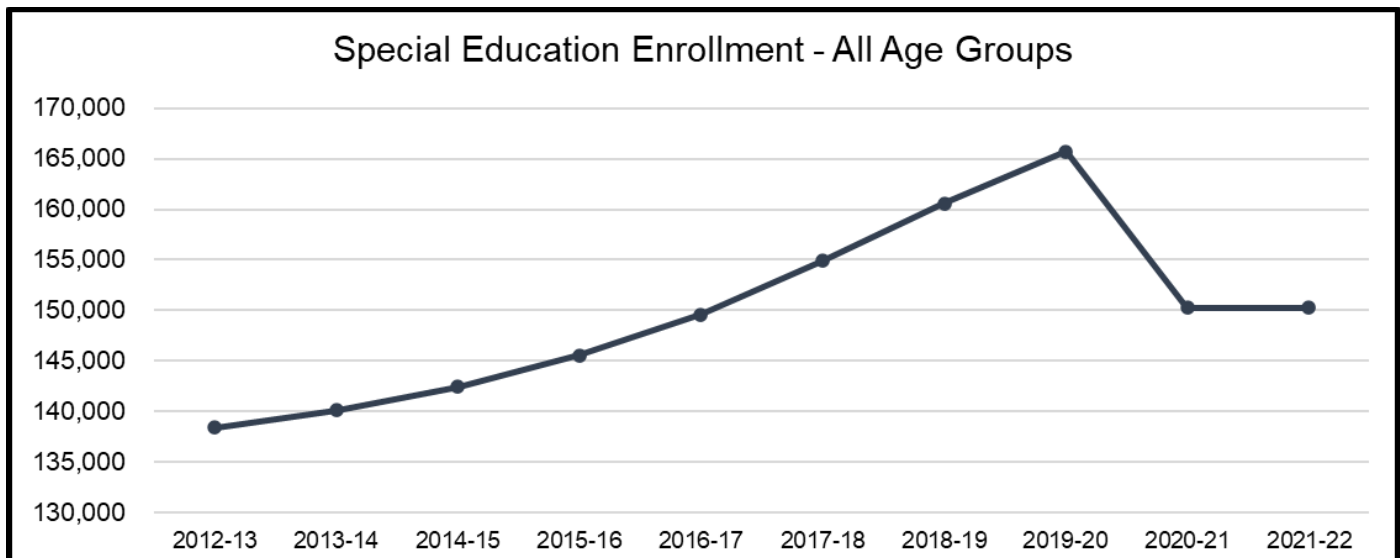


Footnote: Other Enrollment includes the University of Washington and Washington Youth Academy enrollment.

Source: SPI Form P-223, Monthly Report of School District Enrollment Eligible for Basic Support.

Figure 64: Special Education Enrollment by Age Category

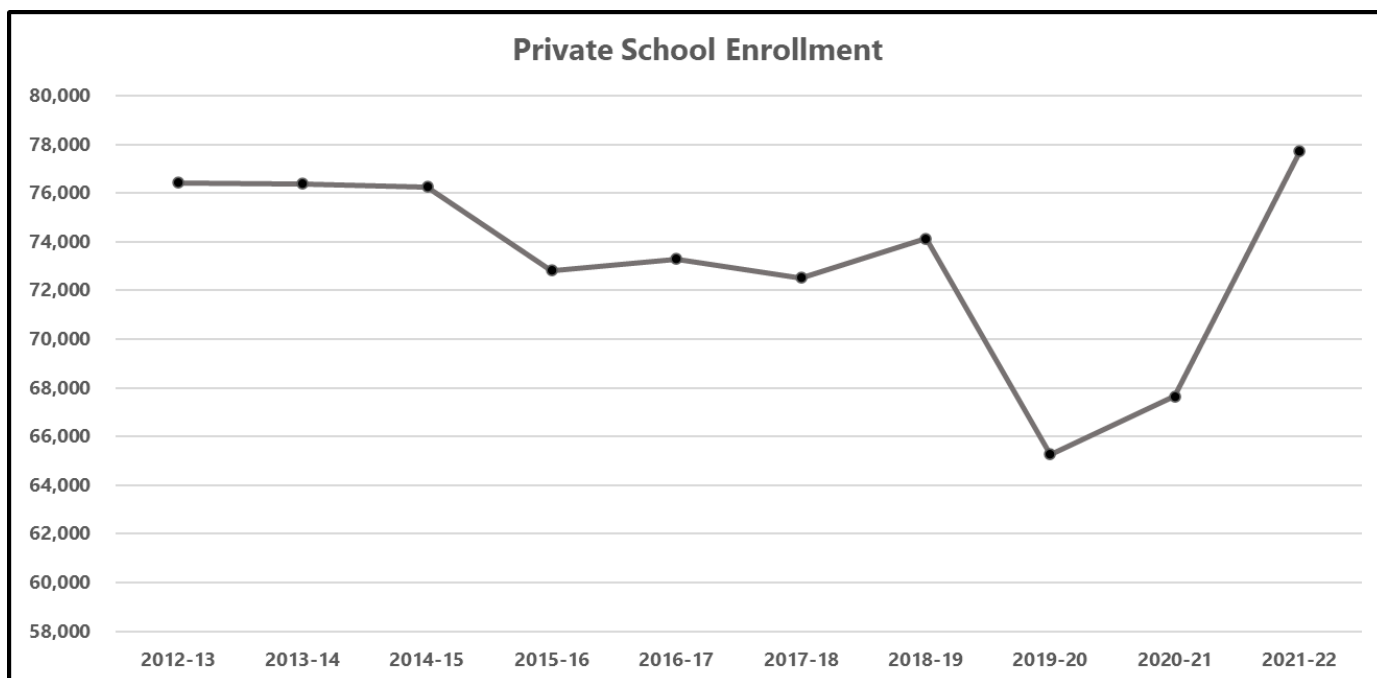
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Age 0-2	6,685	5,880	6,454	7,069	7,441	8,220	9,275	9,773		
Age 3-PK	10,711	11,559	11,751	12,093	12,291	13,029	13,750	14,188	11,839	11,792
Age K-21	121,029	122,724	124,231	126,385	129,893	133,627	137,556	141,748	138,424	138,499
TOTAL	138,425	140,163	142,437	145,547	149,626	154,876	160,581	165,709	150,263	150,291



Source: SPI Form P-223H, Monthly Report of School District Special Education Enrollment.

Figure 65: Private School Enrollments from 2012–13 through 2021–22

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
76,429	76,377	76,258	72,829	73,300	72,510	74,130	65,270	67,647	77,718



Source: SPI Form P-105B School Enrollment Report—Private School.

B. Choice Enrollment

In 1990 the Legislature passed the Student Enrollment Options law (Chapter 9, Laws of 1990 1st extraordinary session), also known as the Choice law. The chief elements of the Choice law are:

- Choice Transfer which facilitates transfers of students between school districts.
- Intradistrict Choice which requires districts to adopt policies regarding transfers between schools within the district.
- Running Start, which permits students to attend a college and simultaneously earn high school and college credit.
- 7th and 8th Grade Choice which permits seventh and eighth grade students to earn high school credit for qualifying courses.

The Choice law also requires school districts to publicize student enrollment options. With the exception of 7th and 8th grade Choice, the enrollment options existed in some form before the passage of the Choice law. Many districts allowed interdistrict and/or intradistrict transfers. Several districts allowed students to fulfill high school graduation requirements by taking selected college courses.

The Choice law broadens these options. It requires all districts to adopt interdistrict and intradistrict transfer policies and makes it more difficult to deny the release of a student to another district. It allows students to gain high school credit for most college courses. And it gives greater publicity to the enrollment options. Beginning with 1993–94, it prohibits school districts from charging a transfer fee or tuition.

The Superintendent of Public Instruction does not collect data on transfers between schools or districts or college credit.

The Choice laws are codified within RCW 28A.225; seventh and eighth grade Choice laws are codified in RCW 28A.230.

Chapter 13. School District General Fund Revenues and Expenditures

This chapter presents several figures displaying summaries of General Fund revenues and expenditures as reported on the school district’s annual financial statement, the F-196. Summaries for the 2021–22 fiscal school year cover the period September 1, 2021, through August 31, 2022.

Figure 66: Expenditures by Fund—2021–22 School Year shows expenditures for all funds. Note that General Fund expenditures make up over 80% of all school district expenditures. The General Fund is used for the day-to-day maintenance and operations of the districts. The other funds are used for special purposes such as school construction and remodeling (Capital Projects) and Associated Student Body activities. Expenditures for the other funds are discussed in Chapters 8, 9, and 10.

All 295 school districts, 16 charter schools, 7 tribal compact schools, and 9 ESDs submit their annual financial statement to the Office of Superintendent of Public Instruction after the close of the school year. Revenue and expenditure reports are summarized and consolidated in the *Financial Reporting Summary* published each year by OSPI. The publication is available on the [School Apportionment and Financial Services website](https://www.k12.wa.us/policy-funding/school-apportionment/school-publications/%C2%A0organization-and-financing-washington-public-schools) under “Publications” (<https://www.k12.wa.us/policy-funding/school-apportionment/school-publications/%C2%A0organization-and-financing-washington-public-schools>).

District-to-district comparisons are available in the publication. Most comparisons are made by grouping districts of similar enrollment sizes based on the number of full-time equivalent students and by county. The *Financial Reporting Summary* is particularly useful to districts during budget preparation and provides information to individuals and groups interested in the financial operations of school districts and ESDs in the state of Washington.

Figure 66: Expenditures by Fund—2021–22 School Year

Fund	Dollars	Percent of Total	\$ Per Student FTE
General Fund	\$18,468,601,374	80.64%	\$17,214
Capital Projects Fund			
Building Sites	2,086,130,702	9.11%	\$1,944
Equipment	219,874,757	0.96%	\$205
Instructional Technology	179,680,756	0.78%	\$167
Energy	828,776	0.00%	\$1
Sales and Lease	148,912,658	0.65%	\$139
	28,036,854	0.12%	\$26

Debt	10,121,321	0.04%	\$9
Total CPF Expenditures	2,673,585,825	11.67%	\$2,492
Fund	Dollars	Percent of Total	\$ Per Student FTE
Debt Service Fund			
Principal	975,769,903	4.26%	\$909
Interest	643,676,410	2.81%	\$600
Total DSF Expenditures	1,619,446,313	7.07%	\$1,509
Transportation Vehicle Fund			
Equipment	52,948,165	0.23%	\$49
Debt	469,732	0.00%	\$0
Total TVF Expenditures	53,417,896	0.23%	\$50
Associated Student Body Fund	81,566,590	0.36%	\$76
Permanent Fund	56,586	0.00%	\$0
Fiduciary Funds	4,620,172	0.02%	\$4
Total Expenditures All Funds	22,901,294,756	100.00%	\$21,345

Source: SPI Report F-196 Annual Financial Statements for School Districts.

Figure 67: General Fund Expenditures by Program, School Year 2021–22

displays a summarized total of all district funds for the 2021–22 school year. A fund is defined as a self-balancing set of accounts that are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with regulations, restrictions, or limitations. Total average annual FTE pupil enrollment for 2021–22 (1,072,894.77) is used to calculate the dollars per FTE pupil calculation.

Figure 67: General Fund Expenditures by Program, School Year 2021–22

Fund	Dollars	Percent of Total	\$ Per Student FTE
Basic Instruction	9,260,296,178	50.14%	\$8,631
CARES - COVID-19	985,621,810	5.34%	\$919
Special Education	2,501,934,069	13.55%	\$2,332
Vocational/Skill Center	720,476,782	3.90%	\$672
Student Transportation	661,945,644	3.58%	\$617
School Food Services	517,380,540	2.80%	\$482
Compensatory	10,069,230	0.05%	\$9

Fund	Dollars	Percent of Total	\$ Per Student FTE
Disadvantaged	265,713,302	1.44%	\$248
Learning Assistance	430,211,255	2.33%	\$401
Limited English Proficiency	256,306,780	1.39%	\$239
Special and Pilot Programs	125,655,592	0.68%	\$117
Institutions	11,063,982	0.06%	\$10
All Others	100,527,942	0.54%	\$94
Total Compensatory Education	1,199,548,083	6.50%	\$1,118
Other Instruction	121,037,234	0.66%	\$113
Highly Capable	44,478,080	0.24%	\$41
Summer School	4,183,606	0.02%	\$4
Targeted Assistance	1,073,782	0.01%	\$1
All Others	2,072,110	0.01%	\$2
Total Other Instruction	172,844,812	0.94%	\$161
Community Support	123,916,493	0.67%	\$115
Other Support Services	2,324,636,963	12.59%	\$2,167
Total Expenditures - All Programs	18,468,601,374	100.00%	\$17,214

Source: SPI Report F-196 Annual Financial Statements for School Districts.

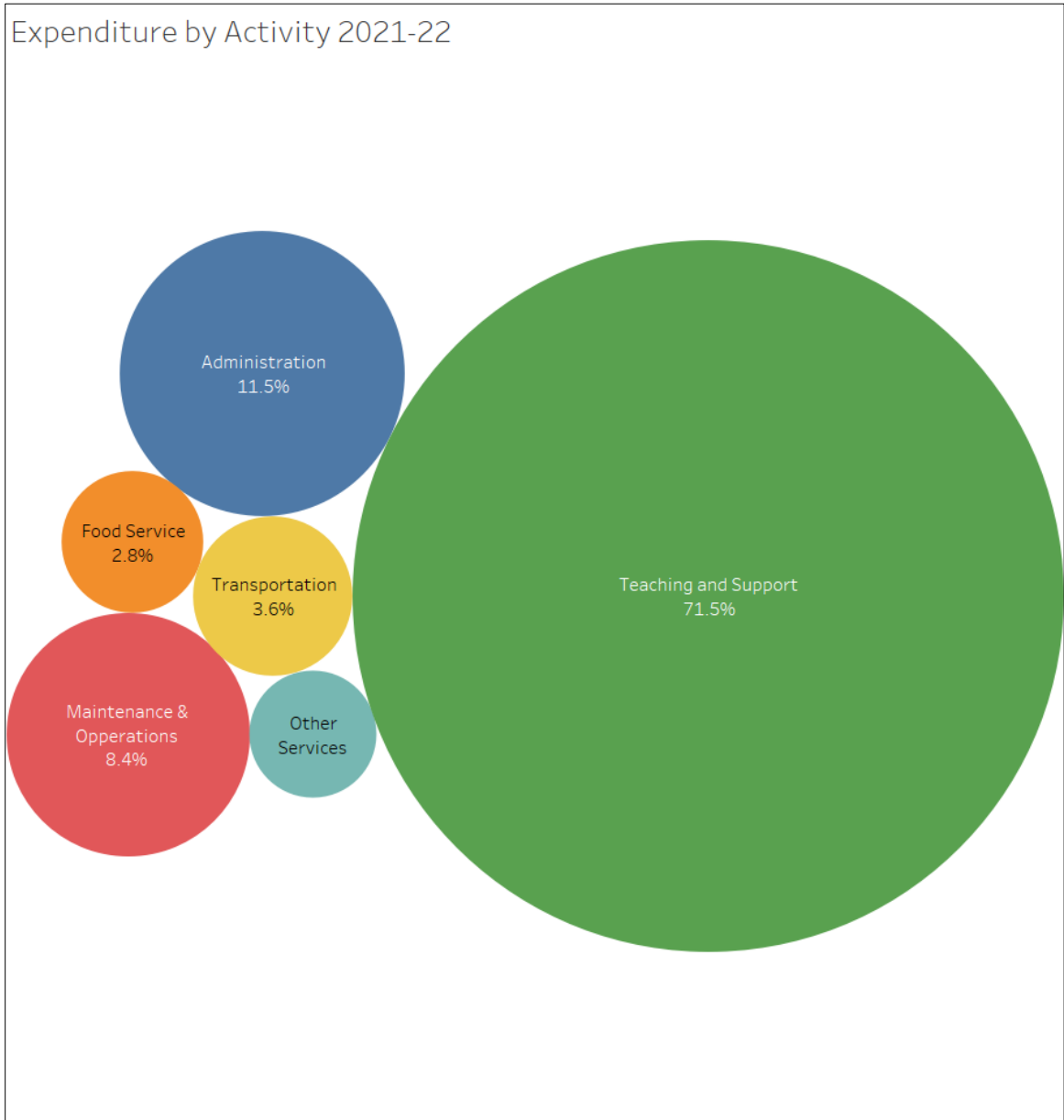
Figure 68: Expenditures by Activity, School Year 2021–22

presents a summarized comparison of district student expenditures by program for the 2021–22 school year. Total average annual FTE pupil enrollment for 2021–22 is used to calculate the dollars per FTE pupil calculation and not the enrollment in the individual programs. Programs of expenditures describe the categories that are directly involved in the instruction and education of students.

Figure 68: Expenditures by Activity, School Year 2021–22

Activity	Dollars	Percent of Total	\$ Per Student FTE
Administration	\$2,117,996,816.08	11.47%	\$1,974.10
Teaching & Teaching Support	13,199,689,260.55	71.47%	\$12,302.87
Maintenance & Operations	1,544,869,469.80	8.36%	\$1,439.91
Student Transportation	661,971,404.52	3.58%	\$617.00
School Food Services	523,372,326.87	2.83%	\$487.81
Other	420,702,096.30	2.28%	\$392.12
Grand Total	\$18,468,601,374.12	100.00%	\$14,221

Figure 69: Expenditures by Activity, School Year 2021–22



Source: SPI Report F-196 Annual Financial Statements for School Districts.

Figure 69: Expenditures by Activity presents a summarized comparison of district expenditures by activity. Activities categorize district expenditures by a functional area.

Figure 70: General Fund Expenditures by Object—School Year 2021–22

Object	Dollars	Percent of Total	\$ Per Student FTE
Certificated Salaries	\$8,128,305,583	44.01%	\$7,576
Classified Salaries	2,992,783,899	16.20%	\$2,789

Object	Dollars	Percent of Total	\$ Per Student FTE
Employee Benefits & Payroll Taxes	4,143,106,087	22.43%	\$3,862
Supplies, Instructional Resources & Non-Capitalized Items	997,675,004	5.40%	\$930
Purchased Services	2,043,808,818	11.07%	\$1,905
Travel	29,842,068	0.16%	\$28
Capital Outlay	133,079,915	0.72%	\$124
Grand Total	18,468,601,374	100.00%	\$17,214

Source: SPI Report F-196 Annual Financial Statements for School Districts.

Figure 71: State Summary—General Fund Statement of Revenues, Expenditures, and Changes in Fund Balance

Statement of Revenues, Expenditures, and Changes in Fund Balance	
For the Fiscal Year Ended August 31, 2022	
Revenues:	
Local	2,449,682,439
State	13,190,713,420
Federal	2,528,523,646
Other	120,926,183
Total Revenues:	18,289,845,688
Expenditures (Less Capital Outlay):	
Basic Instruction	9,252,291,783
Special Education Instruction	2,501,466,832
Vocational Education	653,572,780
Skill Center Instruction	56,185,059
Compensatory Education	1,194,897,253
Other Instructional Programs	171,723,546
Federal COVID-19	936,845,826
Community Services	123,287,961
Support Services	3,422,387,682
Capital Outlay	133,079,915
Debt Service Principal	19,797,758

Statement of Revenues, Expenditures, and Changes in Fund Balance	
For the Fiscal Year Ended August 31, 2022	
Interest and Other	3,064,978
Total Expenditures:	18,468,601,374
Revenues Over (Under) Expenditures:	-178,755,686
Other Financing Sources (Uses):	
Bond Sales	157,696
Long-Term Financing	26,641,485
Transfers In	159,471,290
Transfers Out	65,716,526
Other Financing Uses	22,777
Other Financing Sources	2,624,855
Total Other Financing Sources (Uses)	123,156,023
Excess of Revenues/Other Financing Sources Over (Under) Expenditures and Other Financing Uses:	-55,599,663
Beginning Fund Balance (September 1, 2018):	2,488,422,615
Prior Year(s) Corrections or Misstatements:	1,866,557
Ending Fund Balance (August 31, 2019):	2,434,689,509

Source: SPI Report F-196, Annual Financial Statement for School Districts.

Figure 72: General Fund Revenue Sources by Percent

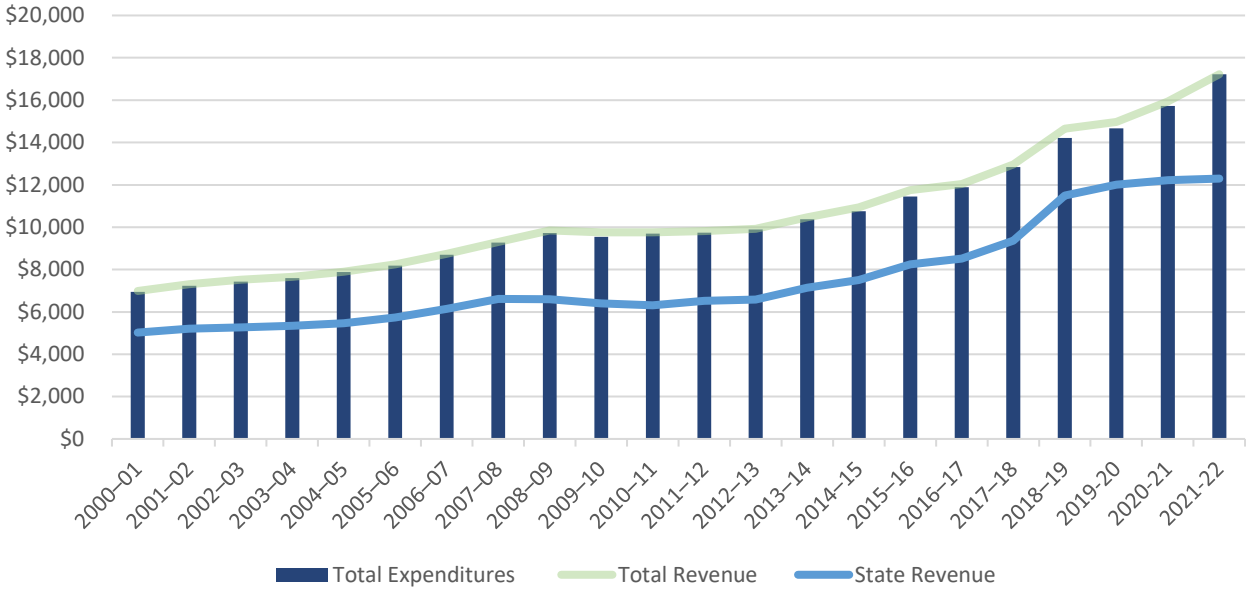
School Year	Local Taxes	State Revenue	Federal Revenue	Local Fees and Other Revenue
1978–1979	20.20%	59.95%	8.98%	10.87%
1979–1980	11.36%	70.87%	8.33%	9.44%
1980–1981	7.90%	73.57%	8.59%	9.94%
1981–1982	8.77%	79.71%	6.20%	5.32%
1982–1983	10.85%	77.68%	6.58%	4.89%
1983–1984	11.15%	77.51%	6.38%	4.96%
1984–1985	10.92%	78.18%	6.09%	4.81%
1985–1986	11.01%	77.74%	6.71%	4.54%
1986–1987	11.17%	78.14%	6.56%	4.13%
1987–1988	11.75%	77.78%	6.41%	4.06%
1988–1989	11.88%	77.43%	6.47%	4.22%
1989–1990	11.82%	77.74%	6.25%	4.19%
1990–1991	11.50%	78.50%	6.00%	4.00%
1991–1992	11.89%	78.46%	5.98%	3.67%

School Year	Local Taxes	State Revenue	Federal Revenue	Local Fees and Other Revenue
1992–1993	12.47%	78.08%	5.98%	3.47%
1993–1994	13.60%	76.61%	6.22%	3.57%
1994–1995	13.78%	76.28%	6.29%	3.65%
1995–1996	14.12%	75.76%	6.18%	3.94%
1996–1997	14.70%	75.00%	6.32%	3.98%
1997–1998	14.35%	73.95%	7.12%	4.57%
1998–1999	15.91%	73.95%	7.12%	3.02%
1999–2000	15.16%	72.58%	7.71%	4.55%
2000–2001	15.22%	71.87%	8.20%	4.71%
2001–2002	15.12%	71.22%	8.84%	4.82%
2002–2003	15.59%	70.21%	9.46%	4.74%
2003–2004	16.12%	69.71%	9.79%	4.38%
2004–2005	16.24%	69.27%	10.11%	4.38%
2005–2006	16.20%	70.29%	9.77%	4.52%
2006–2007	16.08%	70.12%	9.23%	4.57%
2007–2008	15.84%	70.98%	8.82%	4.36%
2008–2009	15.79%	66.96%	13.14%	4.11%
2009–2010	16.99%	65.62%	13.25%	4.14%
2010–2011	18.44%	64.63%	12.76%	4.17%
2011–2012	19.72%	66.44%	9.57%	4.27%
2012–2013	20.30%	66.37%	8.96%	4.37%
2013–2014	19.48%	68.22%	8.08%	4.22%
2014–2015	19.40%	68.62%	7.82%	4.16%
2015–2016	18.50%	70.14%	7.43%	3.93%
2016–2017	18.32%	70.77%	7.13%	3.78%
2017–2018	17.50%	72.17%	6.48%	3.85%
2018–2019	12.29%	78.42%	5.83%	3.46%
2019–2020	10.47%	80.20%	6.26%	3.07%
2020–2021	12.10%	76.61%	9.03%	2.26%
2021–2022	12.12%	71.38%	13.68%	2.81%

Figure 73: Historical Comparison of Statewide School District General Fund—Revenues and Expenditures Per Pupil

School Year	Total FTE Enrollment	Total Revenue and Other Financing Sources Per FTE Pupil	State Revenue Per FTE Pupil	Total Expenditures Per FTE Pupil
2000–01	964,037	\$6,987	\$5,024	\$ 6,945
2001–02	969,838	7,301	5,200	7,225
2002–03	972,639	7,512	5,274	7,436
2003–04	976,466	7,651	5,339	7,598
2004–05	980,716	7,891	5,470	7,876
2005–06	986,877	8,248	5,736	8,189
2006–07	986,877	8,751	6,137	8,692
2007–08	994,250	9,308	6,607	9,267
2008–09	1,004,285	9,850	6,596	9,730
2009–10	1,012,357	9,754	6,400	9,544
2010–11	1,017,158	9,760	6,308	9,694
2011–12	1,015,428	9,815	6,522	9,739
2012–13	1,018,977	9,919	6,583	9,886
2013–14	1,037,835	10,465	7,140	10,371
2014–15	1,051,083	10,937	7,505	10,747
2015–16	1,074,909	11,754	8,244	11,450
2016–17	1,099,227	12,037	8,518	11,882
2017–18	1,112,719	12,966	9,357	12,835
2018–19	1,118,811	14,655	11,493	14,221
2019–20	1,127,527	14,977	12,012	14,660
2020–21	1,075,247	15,944	12,214	15,719
2021–22	1,072,895	17,223	12,295	17,214

School District Totals Per Pupil



Sources: SPI Form F-196, Annual Financial Statement for School Districts. Per pupil is calculated using SPI Form P-223 plus enrollment reported in programs for preschool special education, and state institutions.

Chapter 14. History of Education in Washington

A. First Schools

The first known school in the Oregon Country was taught during the winter of 1832–33 at Fort Vancouver by John Ball, a graduate of Dartmouth College, who had come west with Nathaniel Wyeth, a Boston merchant who attempted to build a fur-trading and salmon fishing business in Oregon. Ball agreed to teach the children of the fort, including the son of Dr. John McLoughlin, the fort's factor. His class contained mostly Indian and part Indian children of several different tribes.¹

About the time that John Ball began his school at Fort Vancouver, a Spokane Indian, Spokane Garry, started a school among his people near Spokane Falls within the present city limits of Spokane. The school structure was 20 by 50 feet and made of poles over which were stretched tulle or reed mats. In 1825 young Garry had been taken to the Red River Valley by Sir George Simpson, governor-general of the Hudson's Bay Company.

Garry spent five years there studying both English and French in addition to the Christian religion. On his return to Spokane, he began to preach and teach among the Indians.²

Other schools, conducted by missionaries, lasted for a period of some ten years, but none of these early schools, except those at Fort Vancouver and Willamette, continued after 1847. In November 1852, the first school for white children on Puget Sound was opened in his home in Olympia by the postmaster, A. W. Moore. Three such schools were in existence north of the Columbia River by the end of 1853.

B. Establishment of Common School System

The common school system of the State of Washington dates from the passage in 1854 of the basic common school law of Washington Territory by the first territorial Legislature. This law was enacted in response to a stirring address to the Legislature by Governor Isaac I. Stevens, first territorial governor, urging that special attention be given to public education. It provided for the formation of school districts by action of the county superintendent, created the offices of school director and county superintendent and prescribed the duties of these officers, authorized the levying of a school district tax by vote of the electors, and created the Permanent School Fund.

C. Early Administration of Common Schools

Although the first territorial Legislature established the offices of county superintendent and directors of school districts, it failed to provide for a chief school administrative officer for the territory. During the next 18 years, except for the one year—1861–62—the highest school

¹ Bolton, Frederick E. and Bibb, Thomas W. *History of Education in Washington*. U.S. Bulletin No. 9. Washington D.C.: U.S. Government Printing Office, 1935. pp. 33–35.

² Ibid p. 41.

administrative office in the territory was that of the county superintendent. No qualifications were required of this official. The term was one year; the salary set at \$25 (increase possible); and the duties were to visit schools, to examine persons wishing to teach, to divide the inhabited part of the county into school districts, and to continue to make such divisions as the need arose.

In 1861 the Legislature established the office of Territorial Superintendent of the Common Schools and appointed B. C. Lippincott of Olympia as superintendent for a term of three years. His duties were to collect information about the schools, to make an annual report of such information to the Legislature, and to make recommendations for improvements. His report, made in 1862, showed 53 schools in the territory and more than 2,000 children between 4 and 21 years.³

The territorial superintendent of schools was removed from office and the office itself abolished in 1862 because of Lippincott's recommendation against the establishment at that time of a territorial university.

In 1871 the Legislature created the office of Territorial Superintendent of Public Instruction, the superintendent to be elected for a term of two years by the two houses of the Legislature in joint session. Nelson Rounds, who had just resigned as president of Willamette University, was appointed superintendent. Except for Lippincott's report in 1861, little is known about the schools of the territory until Rounds made his report in 1872.

Since no provision had been made by law for the maintenance of the territorial superintendent's office. Rounds and his successors maintained their offices in their homes. As a result, six towns served at times as the Territory's school center—Olympia, Goldendale, Waitsburg, Port Townsend, Garfield, and Ellensburg.

Establishment of Territorial Board of Education

The Legislature established the Territorial Board of Education in 1877. The board consisted of the Territorial Superintendent of Public Instruction and one person from each of the three judicial districts to be appointed for a term of two years by the Governor with the approval of the Legislature. The chief duties of this board were to adopt textbooks and to prepare a course of study for the common schools. The composition and duties of this board remained practically unchanged until statehood in 1889.

D. Growth and Development of Common Schools During Territorial Period

The Legislature in 1854 established three months as the minimum length of the school term but reports of the superintendents indicate this was extended until, when Washington became a

³ Washington Territory. "Report of the Territorial Superintendent of Common Schools." House Territorial Journal for 1861. Olympia, Washington: State Printing Plant.

state in 1889, the term ranged from three to eight months with an average of four and one-half months.⁴

Other noteworthy developments during the territorial period were (1) establishment of graded schools (made mandatory in 1877 for towns having 500 or more pupils), (2) beginning of the movement for the uniting of school districts for purposes of improving educational services, and (3) extension of the powers and duties of boards of directors of school districts to permit more expeditious and effective operation of schools. Authority of the board to employ a superintendent of schools for the district and to levy a specified local district tax with authorization of the voters was established by law prior to statehood.

E. Financial Support of Common Schools 1854 to 1956

Support during Territorial Period

Common school support has been recognized as the joint responsibility of the territory or state, the county, and the local district since enactment of the first school law by the Territorial Legislature of 1854. The question at issue throughout the years has been the measure of responsibility of each unit.

In establishing the Permanent School Fund, the 1854 Legislature provided that the interest from the fund should be divided annually among the school districts of the territory on the basis of the number of census children in each district. The support accruing to local districts from this source was relatively small throughout the territorial period because the amount of the Permanent School Fund was extremely limited. The law of 1854 also provided that each board of county commissioners should levy a two-mill county property tax, the proceeds to make up a county school fund to be used for matching on a fifty-fifty basis the funds raised by local district taxation. To be eligible for county matching funds, a school district had to operate a school for three months during each school year. Although this early law governing school support was modified from time to time, no adequate provision was made for the support of schools in all districts during the entire territorial period. Only those districts that had a substantial per-pupil valuation found it possible to maintain schools for six months or more during each year.

State Support Since Statehood

The principles on which state financial support of education are based may be found in Sections 1 and 2 of Article IX of the State Constitution: first, that it is "the paramount duty of the State to make ample provision for the education of all children residing within its borders;" and second, that there shall be "a uniform system of public schools." In accordance with these principles, when Washington became a state it continued apportioning the interest from the Permanent School Fund to the districts. In 1895 the Barefoot School Boy Law was enacted by the Legislature providing for an annual state tax which, when added to the interest of the Permanent School Fund, would equal \$6 per annum for each child of school age residing in the state.

⁴ Washington Territory. Superintendent of Public Instruction. *Ninth Report of Superintendent of Public Instruction, 1889*. Tacoma, Washington: Puget Sound Printing Company, 1889. pp. 33–35.

The amount of state support was increased later by the Legislature from \$6 to \$8 for each census child; later still to \$10; and, in 1920, to \$20. Subsequent to 1920 the following increases in the amount of state support were made by legislative acts: in 1933, to 25 cents for each day of attendance credit computed in the manner prescribed by law or \$45 per annum; in 1945, to 30 cents per day or \$54 per annum; and in 1953, to 40 cents per day or \$72 per annum.

In addition, the 1937 Legislature adopted a special equalization plan whereby the relatively poor districts were given additional state funds to supplement their resources to approximately the state average. Furthermore, since 1943 the state has provided supplemental allotments to districts where special conditions, such as necessarily small classes in the small schools, call for the expenditure of additional funds to maintain reasonable standards of school service.

County Support Since Statehood

The first state Legislature made provision for the continuance of county support for schools by increasing the territorial county school levy from 2 mills to a millage that should be not less than 4 mills or more than 10.⁵ This more than doubled county school support. In 1909 the county fund was changed to equal the state's \$10 for each census-counted child.

When state school support was changed in 1933 to the attendance day basis, the amount of county support was also changed to 5 cents for each day of attendance credit.

This amount was changed from time to time until 1949 when it was fixed at 10 cents for each day of attendance credit, but the county property tax as the source of the revenue was eliminated. The necessary funds were paid to the counties from the proceeds of the statewide motor vehicle tax.

Finally, in 1951, the amount of county support was fixed at 17 cents for each day of attendance credit, the funds to be derived from a 1% excise tax on the sale of real estate within each county supplemented by allotments from the proceeds of the statewide motor vehicle tax to make up the deficiency, if any, in receipts from the real estate excise tax.

Local District Support Since Statehood

From the date of admission of the state into the Union until 1951, boards of directors of school districts possessed almost uniformly the power to authorize a 10 mill school district tax levy without a vote of the electors. In 1951, this levy was fixed by law at 12 mills; in 1953, at 14 mills. Any levy in excess thereof has required authorization by the voters.

⁵ Laws of Washington, 1889–90. p. 374, sec. 52.

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