



Finance Advisory Committee

February 22, 2022 | 8:00 to 10:00 am

Community Members Roster: William Markert, Stephanie Williamson, Mackenzie Meyer, Sara Shower, Michael Hoban, Allan Ege, Gabriel Benson

PLSAS Administration Roster: Julie Cink, Executive Director of Business Services; Jim Quiram, Executive Director of Human Resources; Jim Dellwo, Director of Operations; Transportation, and Health & Safety; Andrea Murphy, Controller; Joe Kuboushek, Principal of Twin Oaks Middle School; Stacey Ruelle, School Board Treasurer; Dr. Teri Staloch, Superintendent

MEETING MINUTES
Julie Cink welcomed all in attendance and outlined the purpose of the committee with finance focus moving forward. Each member made introductions.
Community Budget Guide and 2022-23 Budget Assumptions: Julie Cink reviewed the contents of these documents with a focus on enrollment and revenues
Financing Education in Minnesota: A Publication of the Minnesota House of Representatives Fiscal Analysis Department <ul style="list-style-type: none">This was included as a resource for understanding district finances
Next Meeting is May 18, 2022 @ 8:00 am at the District Services Center <ul style="list-style-type: none">Discussion will include District Budget, Expenditures and Staffing



Finance Advisory Committee

February 22, 2022 | 8:00 to 10:00 am

DSC - PDC (In-Person)

Community Members Roster: William Markert, Stephanie Williamson, Mackenzie Meyer, Sara Shower, Michael Hoban, Allan Ege, Gabriel Benson

PLSAS Administration Roster: Julie Cink, Executive Director of Business Services; Jim Quiram, Executive Director of Human Resources; Jim Dellwo, Director of Operations; Transportation, and Health & Safety; Andrea Murphy, Controller; Joe Kuboushek, Principal of Twin Oaks Middle School; Sara Sommers; PLHS Teacher; Stacey Ruelle, School Board Treasurer; Dr. Teri Staloch, Superintendent

Purpose:

To assist the Prior Lake-Savage Area School District in financial analysis, long-range financial planning and to provide valuable input as a community member. The purposes of the committee are as follows:

- To understand school district finances in order to properly evaluate and make recommendations to district administration.
- To monitor Strategic Direction #2: Continue fiscal accountability through operational excellence and the alignment of human, financial and physical resources to district goals.
- To review, study, and make recommendations regarding specific financial issues as identified by the school board or district administration.

	AGENDA ITEMS	ACTION
8:00 am	Welcome and committee purpose	Julie Cink
	TOPICS	
	<ul style="list-style-type: none">• Community Budget Book• 2022-23 Budget Assumptions• Financing Education in Minnesota: A Publication of the Minnesota House of Representatives Fiscal Analysis Department	Julie Cink
	Discuss next meeting date and topics	Julie Cink
10:00 am	Meeting Adjourn	Julie Cink



Budget Assumptions



Finance Advisory Committee

February 22, 2022





OUR FRAMEWORK FOR THE FUTURE



OUR MISSION Our mission is to educate all learners to reach their full potential as contributing and productive members of our ever-changing global community.

CORE VALUES

What drives our words and actions

Partnership: Collaboration of resources and talents to achieve high mutual goals for the benefit of all

Innovation: Creative problem solving connecting creativity with usefulness

Respect: Valuing ourselves, each other and our world across all differences

Wise Stewardship: Developing and effectively using our knowledge, human, financial, physical and environmental resources

Accountability: Holding ourselves and each other accountable for our actions and words

Strive for Excellence: Committing to continuous learning and improvement

July 2019

VISION

A compelling educational picture of what we intend to create

Sustainable environmental focus recognized at the state and national levels

Challenging, diverse and personalized learning

A culture of excellence fostering a love of learning and appreciation of the arts and activities

Safe and respectful schools

A district of stakeholder partnerships

Technology enhancing instruction, communication and administration

Innovative and flexible staffing through wise financial stewardship

STRATEGIC DIRECTIONS

Goals that guide educational programs, services and applied resources

Increase measurable student learning and reduce achievement gaps as we provide equitable student opportunities through personalized learning and student engagement

Continue fiscal accountability through operational excellence and the alignment of human, financial and physical resources to district goals

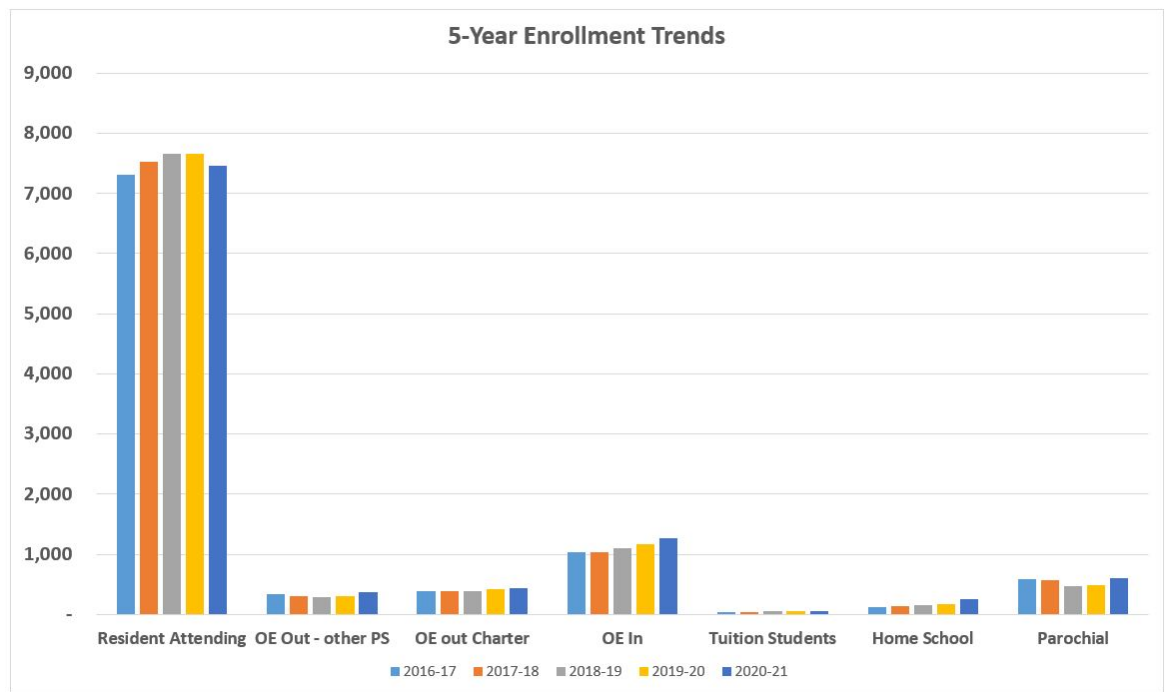
Expand innovation to improve the learner experience

Integrate E-STEM focus across the district

Provide a safe, secure and supportive environment that nurtures the social and emotional well-being of all learners

Engage students, parents, families and community to strengthen a culture of respect and inclusion

ENROLLMENT TRENDS



Year- End Enrollment Analysis

	Resident Attending	OE Out - other PS	OE out Charter	OE In	Tuition Students	Home School	Parochial/Private	TOTAL OUT
2016-17	7,313.55	338.20	383.61	1,031.65	40.78	128.00	588.00	1,478.59
2017-18	7,533.80	305.50	385.70	1,034.08	38.17	137.00	564.00	1,430.37
2018-19	7,656.14	287.35	393.89	1,108.42	55.06	162.00	470.00	1,368.30
2019-20	7,659.83	310.86	424.15	1,164.46	52.85	171.00	491.00	1,449.86
2020-21	7,465.38	367.18	430.30	1,266.74	58.08	252.00	610.00	1,717.56

October 1, 2021 Enrollment

	Resident Attending	OE Out - other PS	OE out Charter	OE In	Tuition Students	Home School	Parochial/Private	TOTAL OUT
2021-22	7,350.00	348.00	346.00	1,350.00	50.00	216.00	716.00	1,676.00

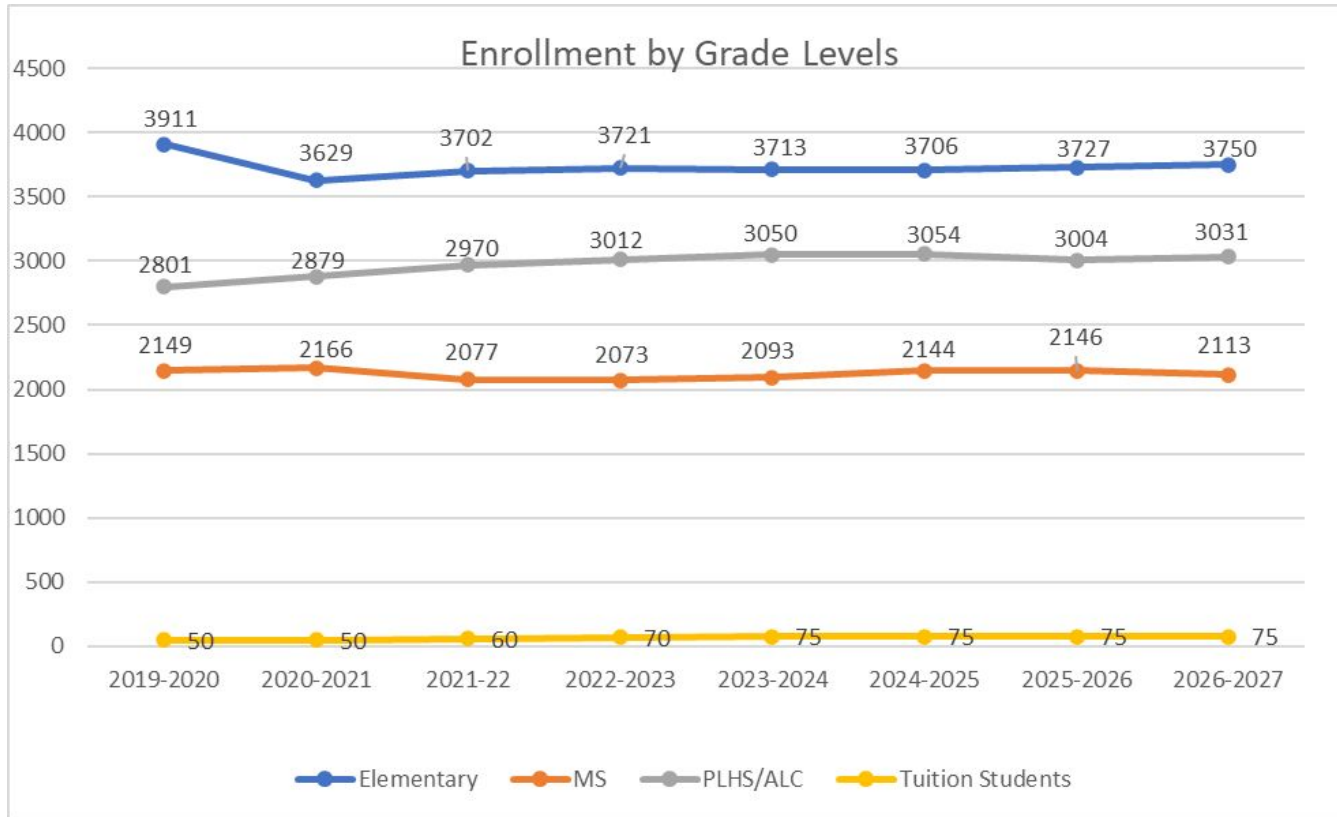
ENROLLMENT PROJECTIONS



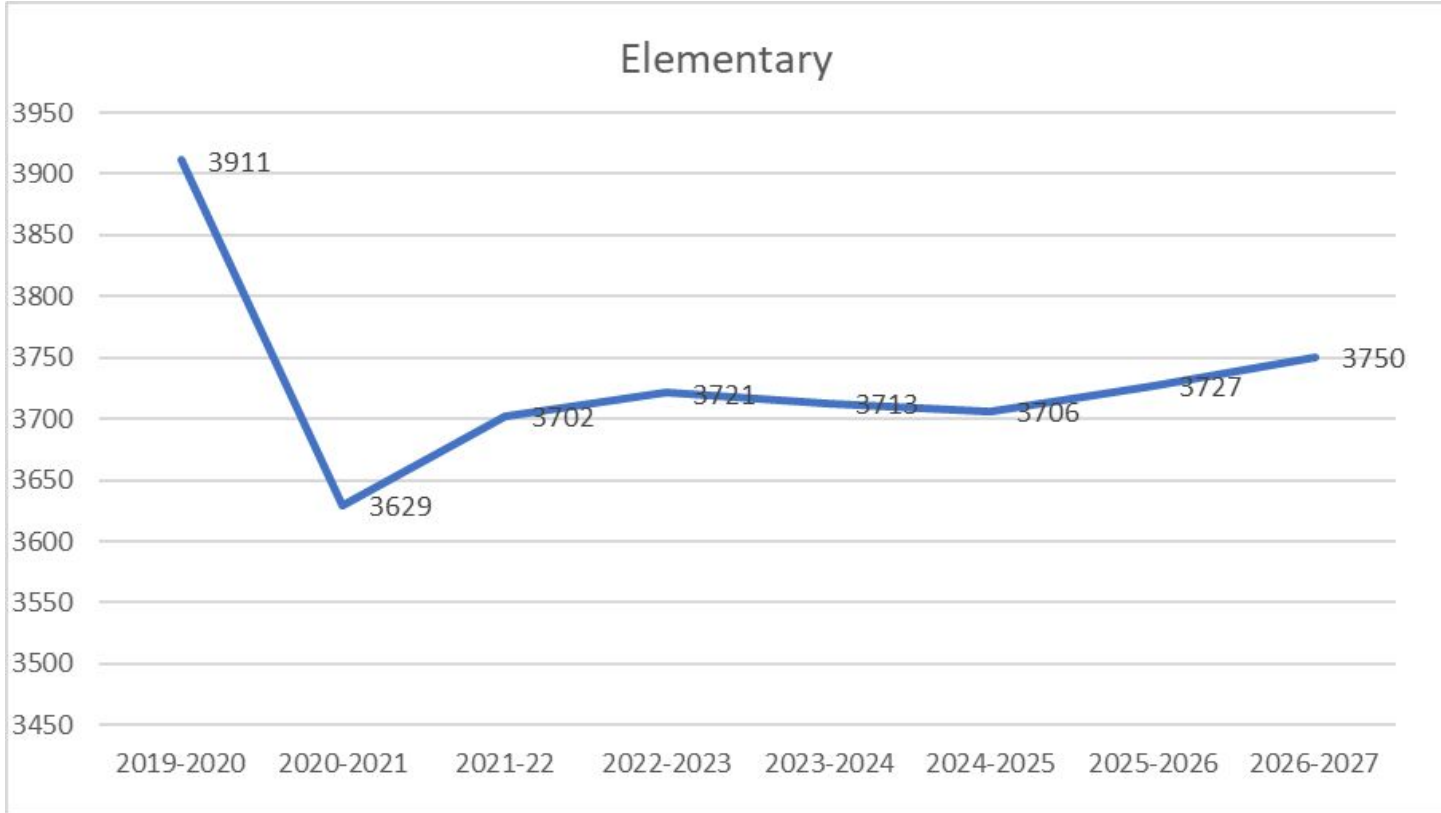
ENROLLMENT GRAPHS & TABLES												10/28/2021	
PRIOR LAKE-SAVAGE AREA											719		Method
The selected History for Tables & Graphs was: <i>END OF YEAR A.D.M.</i>											with <i>Wt Ratio 7 Yrs</i>		(7)
	Enrollment History - END-OF-YEAR ADM DATA							Enrollment Projections - END-OF-YEAR ADM DATA					
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
EC	54.0	67.9	65.5	67.8	62.9	64.0	68.0	70.1	70.2	70.2	69.1	69.2	
VPK	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
K	574.1	616.0	615.4	636.0	664.5	555.1	599.0	608.9	608.9	609.0	609.1	609.2	
1	566.2	611.7	624.1	634.8	645.0	573.4	587.0	598.9	608.7	608.8	608.9	609.0	
2	571.7	611.1	620.3	652.9	649.0	612.3	603.0	599.2	611.3	621.4	621.4	621.5	
3	611.4	612.1	630.6	637.0	657.0	630.0	638.0	615.0	611.1	623.4	633.7	633.8	
4	543.9	645.5	626.1	634.2	647.0	633.6	647.0	644.9	621.7	617.7	630.2	640.6	
5	549.4	584.4	671.0	649.5	649.0	625.9	628.0	654.0	651.9	628.4	624.4	637.0	
6	599.4	631.8	660.4	723.2	699.0	698.7	655.0	678.3	706.4	704.1	678.7	674.4	
7	669.0	648.5	648.2	688.3	747.0	710.1	707.0	674.6	698.6	727.5	725.1	699.0	
8	583.1	696.5	663.6	671.7	702.0	757.4	715.0	721.0	688.0	712.4	741.9	739.5	
9	690.1	650.7	757.9	721.0	719.0	734.2	819.0	770.8	777.3	741.6	768.0	799.8	
10	676.0	693.6	642.6	749.3	721.0	718.5	736.0	817.1	769.0	775.4	739.9	766.2	
11	620.2	672.4	691.1	649.6	738.0	708.2	732.0	735.0	816.0	767.9	774.4	738.9	
12	662.2	643.9	689.5	704.3	673.0	768.0	743.0	759.4	762.6	846.6	796.7	803.4	
K-12	7,916.6	8,318.1	8,540.9	8,751.8	8,910.5	8,725.4	8,809.0	8,877.0	8,931.3	8,984.2	8,952.4	8,972.2	
Pre K-12	7,970.6	8,386.0	8,606.3	8,819.6	8,973.4	8,789.3	8,877.0	8,947.1	9,001.4	9,054.4	9,021.6	9,041.3	
% Change K-12		5.07%	2.68%	2.47%	1.81%	-2.08%	0.96%	0.77%	0.61%	0.59%	-0.35%	0.22%	

Enrollment by Grade for Current Year 2021-22

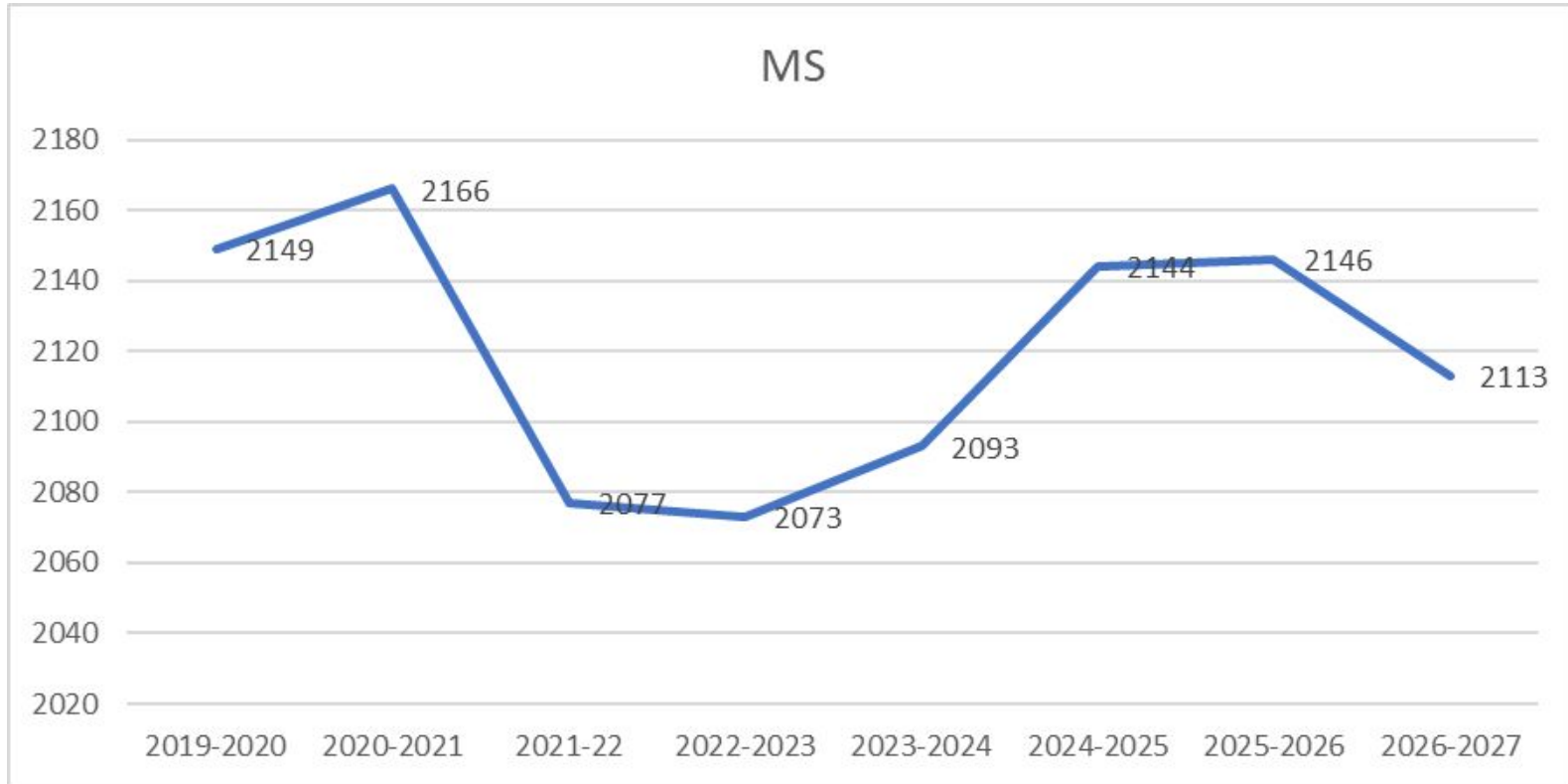
ENROLLMENT PROJECTIONS



ELEMENTARY PROJECTIONS



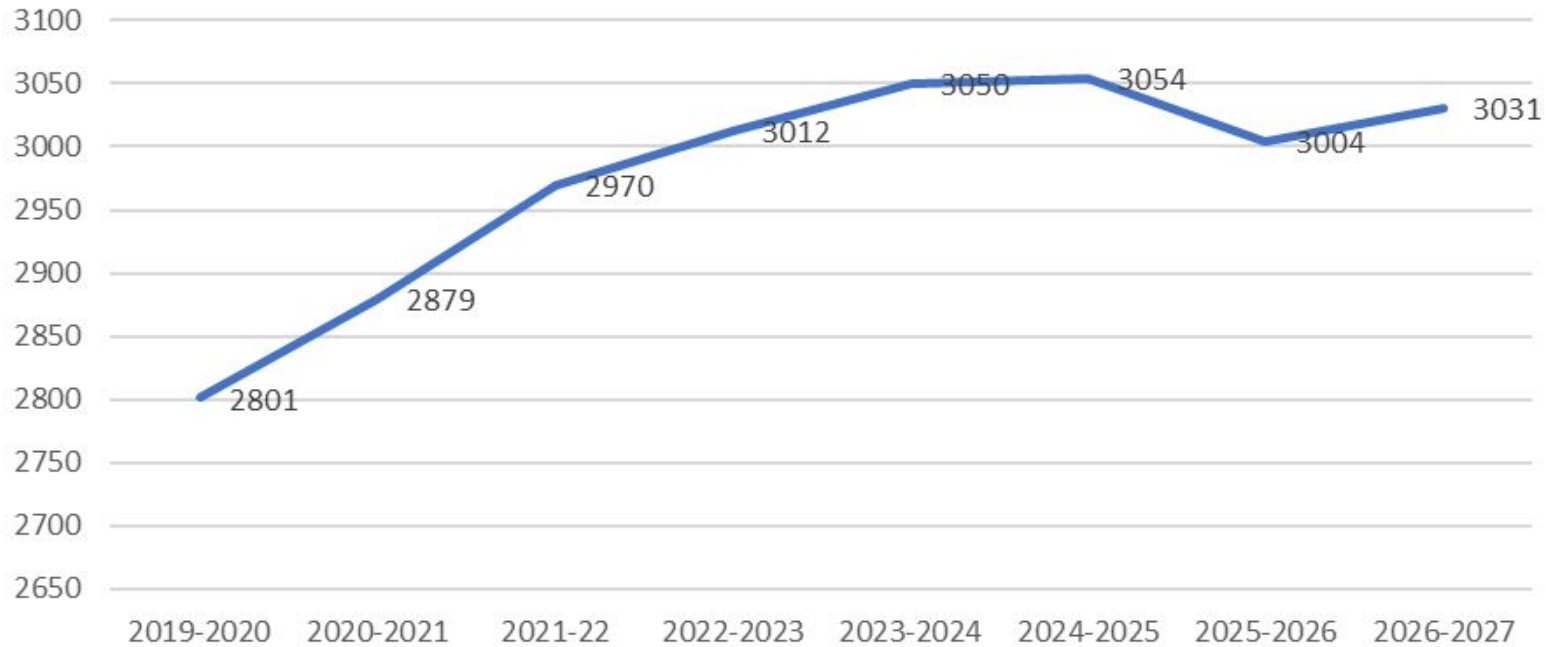
MS PROJECTIONS



PLHS/ALC PROJECTIONS



PLHS/ALC



2022-23 REVENUE UPDATES



- 2% on the basic formula for FY 23 \$1.3M
- Additional students \$700,000
- Special Ed Increase \$400,000
- COVID Funding to be used to offset expenditures \$1.06M

Additional unknown considerations:

- State budget surplus
- Additional COVID funding from state/federal government

EXPENDITURE ASSUMPTIONS/NEEDS



- 4 year average Salary/benefit increases
- Transportation - increased costs 6%
- Increase in fuel/gas/utility costs 5%
- Increased costs of online Curriculum \$200,000
- Increased costs of supplies/materials/paper
- Increased Property/Liability/WC/Cyber Ins. 6%
- Technology - insufficient technology for DL
- District will fill all open positions

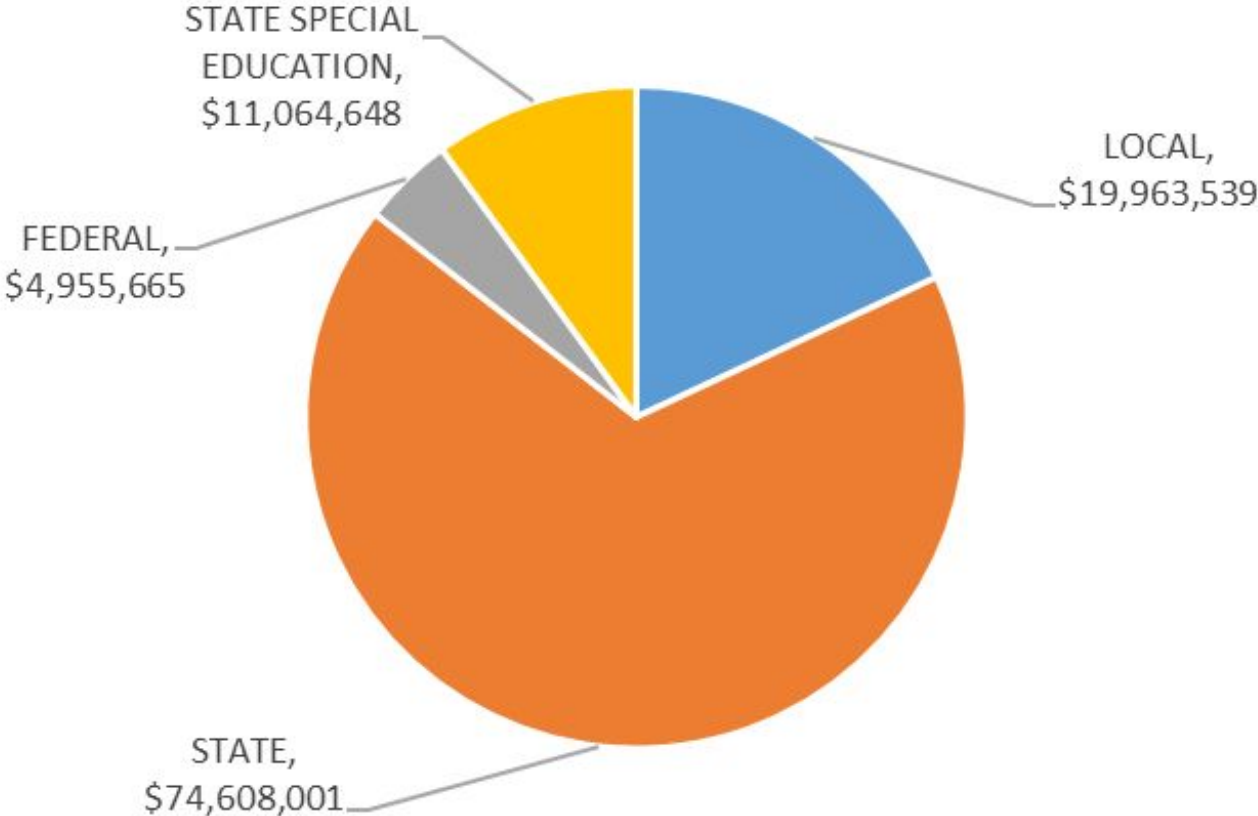
2021-22 COVID EXPENDITURES



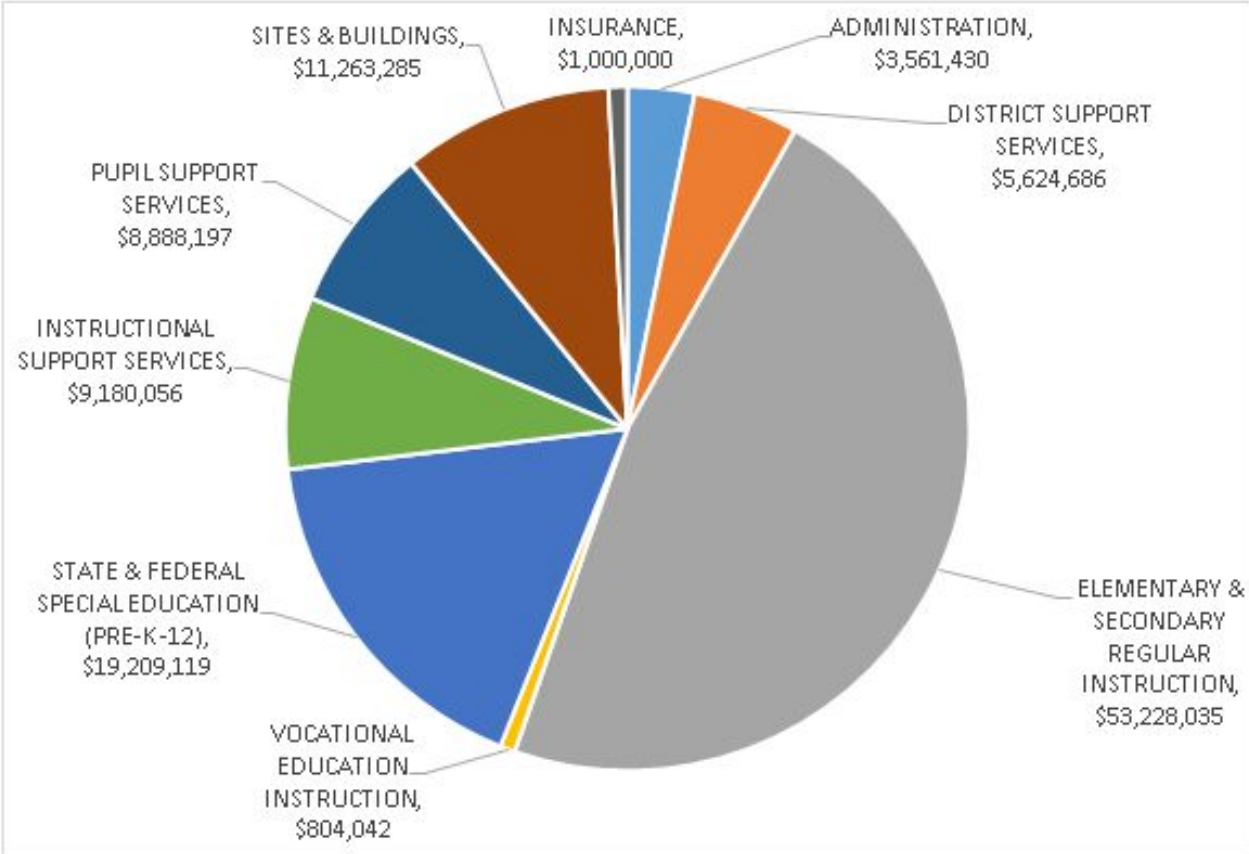
These expenditures utilizing one-time COVID dollars are expected to continue into the 2022-23 school year.

- Laker On-line \$575,000
- ESSER II funding for Guidance Counselors \$683,000
- Curriculum \$200,000

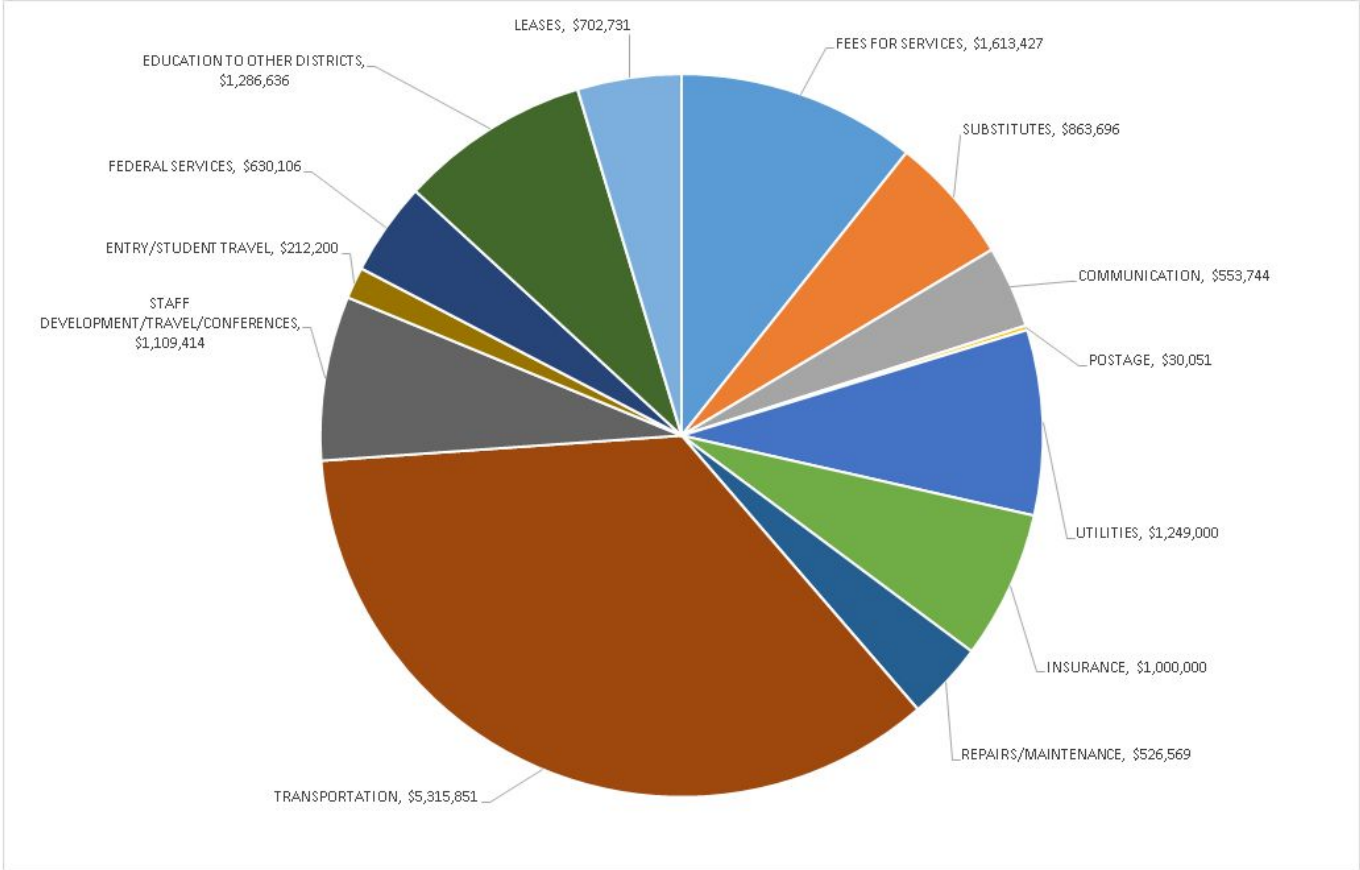
DISTRICT REVENUE- GENERAL FUND FY22



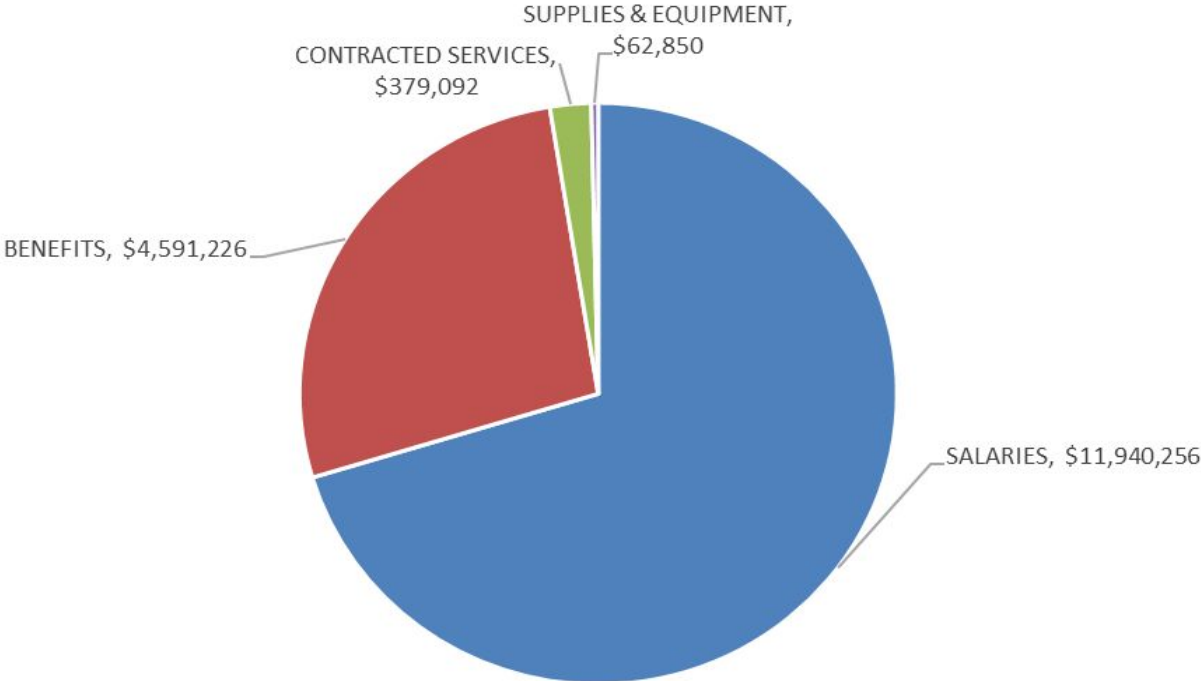
EXPENDITURES BY PROGRAM- GENERAL FUND FY22



PURCHASED SERVICES - GENERAL FUND FY22



STATE SPECIAL ED EXPENDITURES FY22



State Special Education Expenditures (\$16,973,424)

FY22 BUDGET: GENERAL FUND



PRIOR LAKE-SAVAGE AREA SCHOOLS						
ESTIMATED FUND BALANCES THROUGH JUNE 30, 2022						
	6/30/21	2021-22	TRANSFERS	2021-22	TRANSFERS	6/30/22
	AUDITED	ESTIMATED	INTO	ESTIMATED	OUT OF	ESTIMATED
FUND DESCRIPTION	BALANCE	REVENUES	FUNDS	EXPENDITURES	FUNDS	BALANCE
GENERAL FUND						
A. UNASSIGNED - OPERATING	\$7,826,956	\$93,994,706	\$0	\$91,349,168	\$214,884	\$10,257,610
NONSPENDABLE	\$383,569	\$0	\$0	\$0	\$0	\$383,569
ASSIGNED-CASH FLOW	\$1,722,500	\$0	\$0	\$0	\$0	\$1,722,500
ASSIGNED - CLASS SIZE REDUCTION	\$500,000	\$0	\$0	\$0	\$0	\$500,000
ASSIGNED - NEXT YEAR BUDGET DEFICIT	\$3,210,983	\$0	\$0	\$3,210,983	\$0	\$0
ASSIGNED - INNOVATIVE PROGRAMS	\$420,000	\$0	\$0	\$50,000	\$0	\$370,000
ASSIGNED - COVID RELIEF FUNDS	\$0	\$2,937,455	\$0	\$2,937,455	\$0	\$0
ASSIGNED-ALT TEACHER COMP	\$0	\$2,358,993	\$0	\$2,358,993	\$0	\$0
ASSIGNED-SITE CARRYOVER	\$535,999	\$0	\$0	\$535,999	\$0	\$0
TOTAL	\$14,600,007	\$99,291,154	\$0	\$100,442,598	\$214,884	\$13,233,679
B. RESTRICTED FOR						
(1) STUDENT ACTIVITIES	\$133,258	\$175,000		\$165,000		\$143,258
(2) AREA LEARNING CENTER/TARGETED SVC	\$71,172	\$1,036,624		\$1,107,796		\$0
(3) STAFF DEVELOPMENT	\$853,685	\$1,318,150		\$2,145,392		\$26,443
(4) MEDICAL ASSISTANCE	\$103,883	\$220,000		\$220,000		\$103,883
(5) LEARNING AND DEVELOPMENT	\$0	\$1,888,016		\$1,888,016		\$0
(6) GIFTED & TALENTED	\$0	\$126,875	\$103,816	\$230,691		\$0
(7) BASIC SKILLS	\$9,082	\$613,699	\$111,068	\$733,849		\$0
(8) ACHIEVEMENT AND INTEGRATION	\$44,421	\$800,000		\$800,000		\$44,421
(9) SAFE SCHOOLS	\$88,574	\$348,713		\$410,334		\$26,953
(10) LONG TERM FACILITY MAINTENANCE	(\$17,624)	\$2,184,365		\$2,100,000		\$66,741
(11) OPERATING CAPITAL	\$298,497	\$2,589,257		\$2,515,174		\$372,580
TOTAL RESTRICTED	\$1,584,948	\$11,300,699	\$214,884	\$12,316,252	\$0	\$784,279
TOTAL GENERAL FUND (01)	\$16,184,955	\$110,591,853	\$214,884	\$112,758,850	\$214,884	\$14,017,958

FINAL BUDGET: ALL OTHER FUNDS



PRIOR LAKE-SAVAGE AREA SCHOOLS						
ESTIMATED FUND BALANCES THROUGH JUNE 30, 2022						
	6/30/21	2021-22	TRANSFERS	2021-22	TRANSFERS	6/30/22
	AUDITED	ESTIMATED	INTO	ESTIMATED	OUT OF	ESTIMATED
FUND DESCRIPTION	BALANCE	REVENUES	FUNDS	EXPENDITURES	FUNDS	BALANCE
TOTAL FOOD SERVICE (02)	\$1,529,574	\$5,819,778		\$6,022,244		\$1,327,108
COMMUNITY EDUCATION						
NONSPENDABLE	\$119	\$127,549		\$131,507		(\$3,839)
REGULAR COMMUNITY ED	(\$154,066)	\$4,715,293		\$4,348,257		\$212,970
EARLY CHILDHOOD FAMILY ED	\$210,276	\$943,735		\$891,375		\$262,636
ADULT BASIC ED	\$2,211	\$50,111		\$50,111		\$2,211
SCHOOL READINESS	\$265,819	\$862,158		\$863,250		\$264,727
TOTAL COMMUNITY EDUCATION (04)	\$324,359	\$6,698,846		\$6,284,500		\$738,705
BUILDING CONSTRUCTION FUND (06)	\$755,140	\$165,114		\$920,254		0
TOTAL DEBT SERVICE FUND (07)	\$2,129,764	\$31,095,847		\$30,830,206		\$2,395,405
TOTAL TRUST FUND (08)	\$2,857,817	\$600,000		\$11,000		\$3,446,817
TOTAL CUSTODIAL FUND (18)	\$0	\$50,000		\$50,000		\$0
TOTAL INTERNAL SERVICE FUND (20)	\$5,227,399	\$15,922,097		\$15,989,000		\$5,160,496
TOTAL REVOCABLE TRUST* (OPEB 25)	(\$4,348,596)	\$122,100		\$345,000		(\$4,571,496)

*Revocable Trust estimated assets as of 6/30/2021: \$8,319,077



DISCUSSION

BUDGET GUIDE

2021 - 2022



Table of Contents

Letter to Our Community 1

Goals and Strategies 2-3

District Profile 4-5

District Demographics 6

Enrollment 7-8

2021-22 Revised Budget 9-10

Budget Process and Calendar..... 11-12

Revenues and Expenditure Overview 13

Revenue 14-17

Expenditures 18-21

Fund Balance.....22

Table of Contents

Levy History23

Local and Economic Outlook 24

Budget Highlights..... 25

Our District 's Future 26

CARES Coronavirus Aid, Relief and Economic Security..... 27

District History 28-30

Our Leaders 31-32

Our Schools.....33-34

Innovative Programs.....35

Department Highlights 36-38

School Safety39

To Our Community

At Prior Lake-Savage Area Schools, our mission is to educate all learners to reach their full potential as contributing and productive members of our ever-changing global community. We pride ourselves on being a destination for outstanding education, innovation and collaboration.

Our Strategic Plan, written with the help of our community, defines our mission, core values, vision and strategic directions. This plan represents our promise to our community and is designed to guide our educational programs, services and applied resources.

One of the strategic directions calls upon us to work to increase measurable student learning and reduce achievement gaps as we provide equitable student opportunities through personalized learning and student engagement.

We also work to expand innovation to improve the learner experience and our newest strategic direction, which emerged from staff and community input, calls upon us to provide a safe, secure and supportive environment that nurtures the social and emotional well-being of all learners. One of the ways we are doing this is by developing a district wide social-emotional learning program to provide a foundation for safe and positive learning, and enhances students' ability to succeed in school.

PLSAS also has a long-standing tradition of caring about our relationship with the environment. That's why we are developing a comprehensive plan to ensure common understanding of our E-STEM focus to provide effective environmental and sustainability education.

We have worked extensively, thanks to support from our community, over the past 6 years to ensure we have the learning spaces needed for students and have created additions and renovations throughout the district, as well as two new schools.

Finally, we are committed to continuing fiscal accountability through operational excellence, along with engaging students, parents, families and community to strengthen a culture of respect and inclusion.

To that end, in an ongoing effort to be transparent with our stakeholders, we are sharing this document with you to help you understand how your tax dollars are invested and how school finance works in our district.

As you read through this document, you will see that students are at the center of all decisions made at PLSAS and there is much to celebrate. At the same time, in the midst of the COVID-19 pandemic, we have been challenged in our budget work with unanticipated expenditures and a decrease in enrollment. Moving forward, we must work to continue to create a sustainable budget while prioritizing student learning.

It is truly in everyone's best interest to stay informed as we continue to seek and provide the best opportunities possible for all students. Thank you for your continued support of PLSAS.

Sincerely,

PLSAS School Board

Stacey Ruelle, Chair, Michael Nelson, Vice-Chair/Clerk, Jonathan Drewes, Treasurer, Julie Bernick, Director, Amy Crosby, Director, Mary Frantz, Director, Enrique Velázquez, Director, Abby Haferman, Board Student Representative, Dr. Teri Staloch, Superintendent

Goals and Strategies: Mission and Values



OUR MISSION Our mission is to educate all learners to reach their full potential as contributing and productive members of our ever-changing global community.

CORE VALUES

What drives our words and actions

Partnership: Collaboration of resources and talents to achieve high mutual goals for the benefit of all

Innovation: Creative problem solving connecting creativity with usefulness

Respect: Valuing ourselves, each other and our world across all differences

Wise Stewardship: Developing and effectively using our knowledge, human, financial, physical and environmental resources

Accountability: Holding ourselves and each other accountable for our actions and words

Strive for Excellence: Committing to continuous learning and improvement

July 2019

VISION

A compelling educational picture of what we intend to create

Sustainable environmental focus recognized at the state and national levels

Challenging, diverse and personalized learning

A culture of excellence fostering a love of learning and appreciation of the arts and activities

Safe and respectful schools

A district of stakeholder partnerships

Technology enhancing instruction, communication and administration

Innovative and flexible staffing through wise financial stewardship

STRATEGIC DIRECTIONS

Goals that guide educational programs, services and applied resources

Increase measurable student learning and reduce achievement gaps as we provide equitable student opportunities through personalized learning and student engagement

Continue fiscal accountability through operational excellence and the alignment of human, financial and physical resources to district goals

Expand innovation to improve the learner experience

Integrate E-STEM focus across the district

Provide a safe, secure and supportive environment that nurtures the social and emotional well-being of all learners

Engage students, parents, families and community to strengthen a culture of respect and inclusion

Goals and Strategies: Strategic Plan



District Strategic Plan • World's Best Workforce • Reimagine MN System of Continuous Improvement through Shared Leadership



8-12-19

District Profile

WE ARE PLSAS

District Mission: Our mission is to educate all learners to reach their full potential as contributing and productive members of our ever-changing global community.



2021-22
Enrollment

8
8
0
9

Number of
Schools/
Programs

15

Graduation
Rate

98%

Students
attending 2 or 4
year college/
universities

82%

School Board

There are seven elected members serving 4-year terms.

Employees

More than 1,300 people are employed by PLSAS.

Communities Served

Prior Lake, Savage, Credit River, and the Townships of Spring Lake, Sand Creek and Cedar Lake

District Profile

1 WestWood Elementary/SAGE Academy

5370 WestWood Drive SE, Prior Lake
952-226-0400

Edgewood School for Early Learning

5304 WestWood Drive SE, Prior Lake
952-226-0950

La ola del lago at Grainwood Elementary

5061 Minnesota Street, Prior Lake
952-226-0300

Twin Oaks Middle School

15860 Fish Point Road SE, Prior Lake
952-226-0500

Hidden Oaks Middle School

15855 Fish Point Road SE, Prior Lake
952-226-0700

Bridges ALC

15870 Fish Point Road SE, Prior Lake
952-226-0840

2 Glendale Elementary

6601 Connelly Parkway, Savage
952-226-0200

3 Hamilton Ridge Elementary

8100 157th Street, Savage
952-461-7800

Prior Lake High School

7575 150th Street W, Savage
952-226-8600

4 Jeffers Pond Elementary

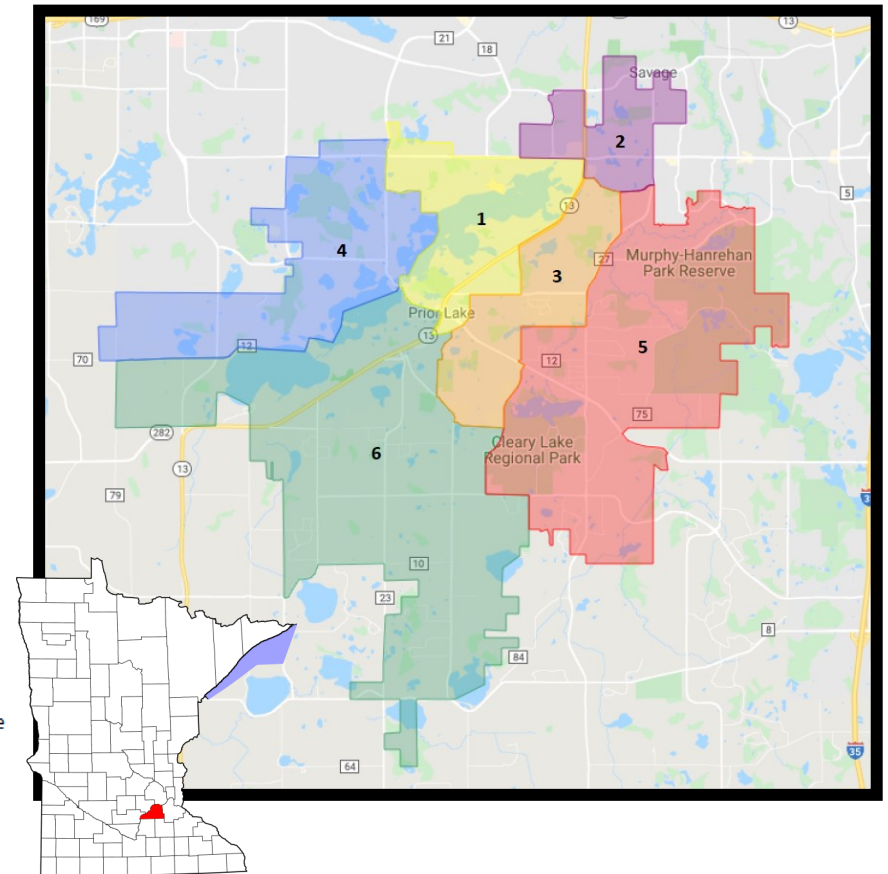
14800 Jeffers Pass, Prior Lake
952-226-0600

5 Redtail Ridge Elementary

15200 Hampshire Avenue, Savage
952-226-8000

6 Five Hawks Elementary

16620 Five Hawks Avenue SE, Prior Lake
952-226-0100



OUR DISTRICT

Prior Lake-Savage Area Schools provides a high-quality education to students in grades K-12 and programs and services to residents from birth through adulthood who live in the cities of Prior Lake, Savage and Credit River, as well as the townships of Spring Lake, Cedar Lake, and Sand Creek.

The community is located in the seven county metropolitan area of Minneapolis and St. Paul. Approximately 8,800 students are enrolled in the district's 15 schools/program. The uniqueness of the community lies in the mixture of suburban and rural living. The City of Prior Lake prides itself on abundant lake and recreation areas while the City of Savage is proud of its heritage and community spirit.

Prior Lake-Savage Area Schools prides itself in the many environmental learning opportunities that have become part of the district's unique culture. PLSAS is the only district in the state to have an environmental education program that grows with students from ECFE to high school. Our K-12 schools are the first district-wide E-STEM schools in the state of Minnesota. E-STEM stands for Environmental Education, Science, Technology, Engineering and Math.

Prior Lake-Savage Area Schools is home to seven full-day Kindergarten through fifth grade elementary schools; including Spanish Immersion; one early childhood center, a school for gifted learners in grades 3-5; two middle schools for grades 6-8; an Area Learning Center for students in grades 9-12; and a high school serving students in grades 9-12.

District Demographics

2021-22 TOTAL STUDENTS 8,809

- Elementary Schools: 3,702
- Middle Schools: 2,077
- High School: 2,931
- ALC: 99

English Learners (EL)

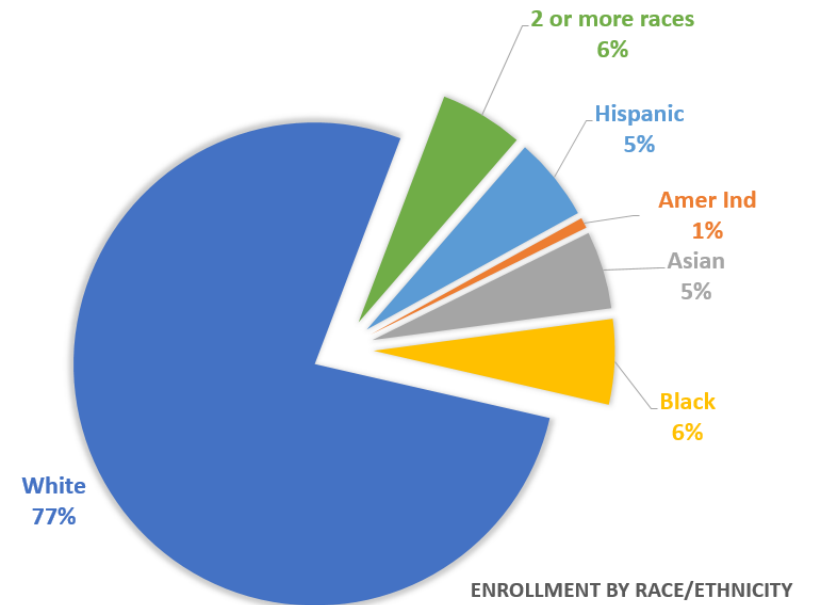
- 2.7% of all students, compared to a Minnesota average of 8.4%

Special Education

- 12% of students qualify to receive special education services, compared to a Minnesota average of 16.7%

Free or Reduced-Price School Meals

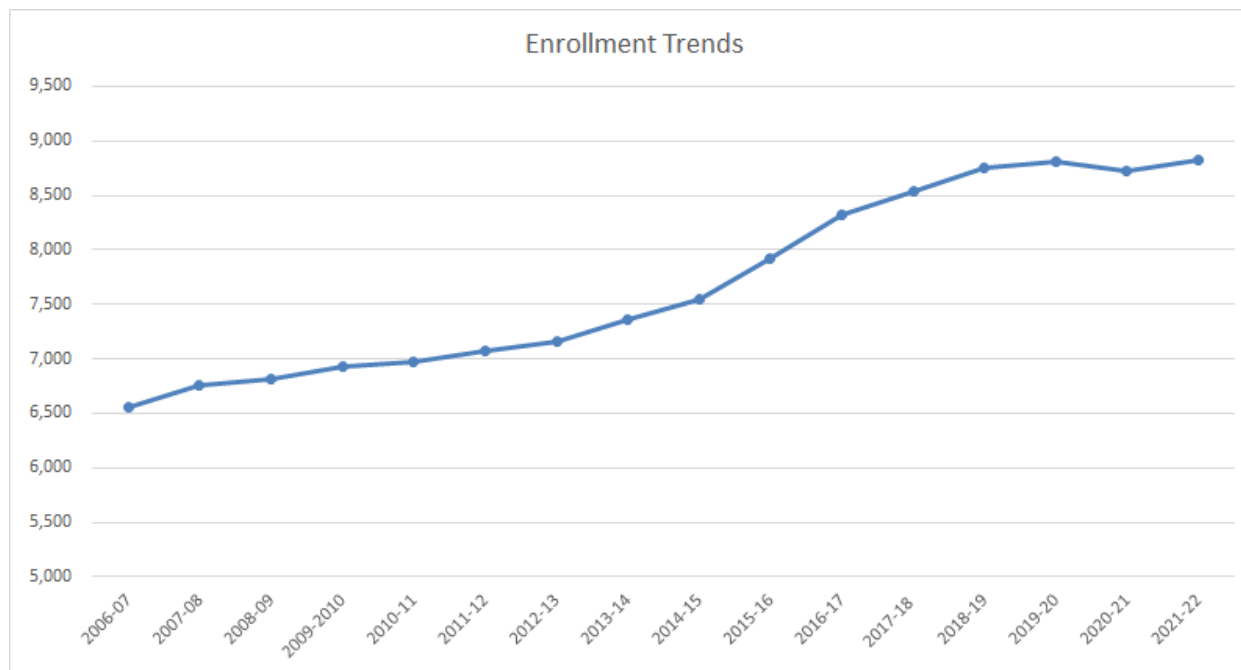
- 11.2% of PLSAS students qualify to receive free or reduced price school meals, compared to 32.2% of students statewide



Demographics Source: Minnesota Report Card. Enrollment # on October 1, 2021

Enrollment

Enrollment is a critical factor in determining revenue with approximately 70% of General Fund revenue being determined by enrollment. For the first time, in 2020-21, Prior Lake-Savage Area School had declining enrollment due to the COVID pandemic. The district predicts slower growth in the future due to the unknown nature of the pandemic.



5-Year Enrollment by Grade					
	FINAL 2017-18	FINAL 2018-19	FINAL 2019-20	FINAL 2020-21	Oct 1, 2021-22
Kindergarten	615	636	597	555	599
First	624	635	650	573	587
Second	620	653	647	612	603
Third	631	637	656	630	638
Fourth	626	634	647	634	647
Fifth	671	649	650	626	628
Sixth	660	723	698	699	655
Seventh	648	688	745	710	707
Eighth	664	672	700	757	715
Ninth	758	721	721	734	819
Tenth	643	749	706	715	736
Eleventh	691	649	729	709	732
Twelfth	689	703	669	768	743
TOTAL	8,540	8,749	8,815	8,722	8,809



PreK-12 Per Pupil Reporting

Per Pupil Report						
Fiscal Year	Enrollment (ADM)	Total Government Funds Expenditures	Cost Per Pupil	Teaching Staff	Pupil-Teacher Ratio	
2011-12	7,112	\$ 83,720,648	\$ 11,772	347.1	20.5	
2012-13	7,211	\$ 90,064,444	\$ 12,490	356.8	20.2	
2013-14	7,402	\$ 112,261,545	\$ 15,166	375.1	19.7	
2014-15	7,590	\$ 113,778,643	\$ 14,991	394.2	19.3	
2015-16	7,971	\$ 102,555,989	\$ 12,866	401.3	19.9	
2016-17	8,386	\$ 111,348,911	\$ 13,278	424.9	19.7	
2017-18	8,606	\$ 91,461,824	\$ 10,628	473	18.2	
2018-19	8,820	\$ 157,001,252	\$ 17,801	478.5	18.4	
2019-20	8,877	\$ 201,588,684	\$ 22,709	495.7	17.9	
2020-21	8,696	\$ 149,069,006	\$ 17,142	422	20.6	

**District records and teaching staff numbers from the Minnesota Department of Education STARS data*

Elementary schools' staffing is based on enrollment at each grade level, with a class-size average of 24:1 for grades K-5 (our goal is to have lower class-size averages for grades K-2). The middle schools staffing is based on 28:1 class size average and high school staffing is based on 32:1 class size average.

Student-educator ratios exclude any early childhood or Adult Basic Education assignments. Ratio of students to all licensed staff includes non-instructional and administrative assignments. This is not the average class size. Enrollment numbers account for statewide ADM adjustments as found on MDE's MN Funding Report



2021-22 Revised Budget—General Fund

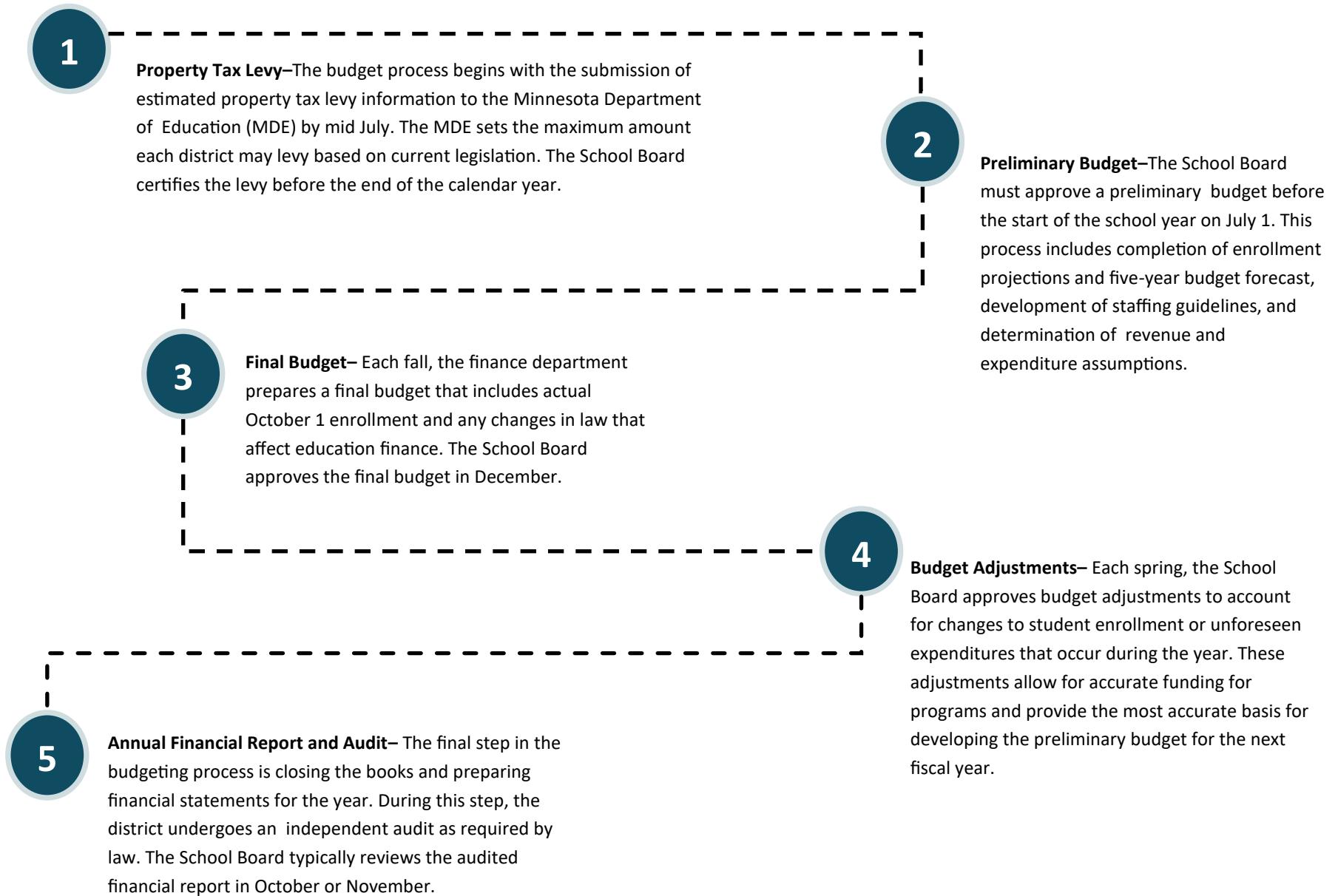
PRIOR LAKE-SAVAGE AREA SCHOOLS						
ESTIMATED FUND BALANCES THROUGH JUNE 30, 2022						
FUND DESCRIPTION	6/30/21 AUDITED BALANCE	2021-22 ESTIMATED REVENUES	TRANSFERS INTO FUNDS	2021-22 ESTIMATED EXPENDITURES	TRANSFERS OUT OF FUNDS	6/30/22 ESTIMATED BALANCE
GENERAL FUND						
A. UNASSIGNED - OPERATING	\$7,826,956	\$93,994,706	\$0	\$91,349,168	\$214,884	\$10,257,610
NONSPENDABLE	\$383,569	\$0	\$0	\$0	\$0	\$383,569
ASSIGNED-CASH FLOW	\$1,722,500	\$0	\$0	\$0	\$0	\$1,722,500
ASSIGNED - CLASS SIZE REDUCTION	\$500,000	\$0	\$0	\$0	\$0	\$500,000
ASSIGNED - NEXT YEAR BUDGET DEFICIT	\$3,210,983	\$0	\$0	\$3,210,983	\$0	\$0
ASSIGNED - INNOVATIVE PROGRAMS	\$420,000	\$0	\$0	\$50,000	\$0	\$370,000
ASSIGNED - COVID RELIEF FUNDS	\$0	\$2,937,455	\$0	\$2,937,455	\$0	\$0
ASSIGNED-ALT TEACHER COMP	\$0	\$2,358,993	\$0	\$2,358,993	\$0	\$0
ASSIGNED-SITE CARRYOVER	\$535,999	\$0	\$0	\$535,999	\$0	\$0
TOTAL	\$14,600,007	\$99,291,154	\$0	\$100,442,598	\$214,884	\$13,233,679
B. RESTRICTED FOR						
(1) STUDENT ACTIVITIES	\$133,258	\$175,000		\$165,000		\$143,258
(2) AREA LEARNING CENTER/TARGETED SVC	\$71,172	\$1,036,624		\$1,107,796		\$0
(3) STAFF DEVELOPMENT	\$853,685	\$1,318,150		\$2,145,392		\$26,443
(4) MEDICAL ASSISTANCE	\$103,883	\$220,000		\$220,000		\$103,883
(5) LEARNING AND DEVELOPMENT	\$0	\$1,888,016		\$1,888,016		\$0
(6) GIFTED & TALENTED	\$0	\$126,875	\$103,816	\$230,691		\$0
(7) BASIC SKILLS	\$9,082	\$613,699	\$111,068	\$733,849		\$0
(8) ACHIEVEMENT AND INTEGRATION	\$44,421	\$800,000		\$800,000		\$44,421
(9) SAFE SCHOOLS	\$88,574	\$348,713		\$410,334		\$26,953
(10) LONG TERM FACILITY MAINTENANCE	(\$17,624)	\$2,184,365		\$2,100,000		\$66,741
(11) OPERATING CAPITAL	\$298,497	\$2,589,257		\$2,515,174		\$372,580
TOTAL RESTRICTED	\$1,584,948	\$11,300,699	\$214,884	\$12,316,252	\$0	\$784,279
TOTAL GENERAL FUND (01)	\$16,184,955	\$110,591,853	\$214,884	\$112,758,850	\$214,884	\$14,017,958

2021-22 Revised Budget—All Other Funds

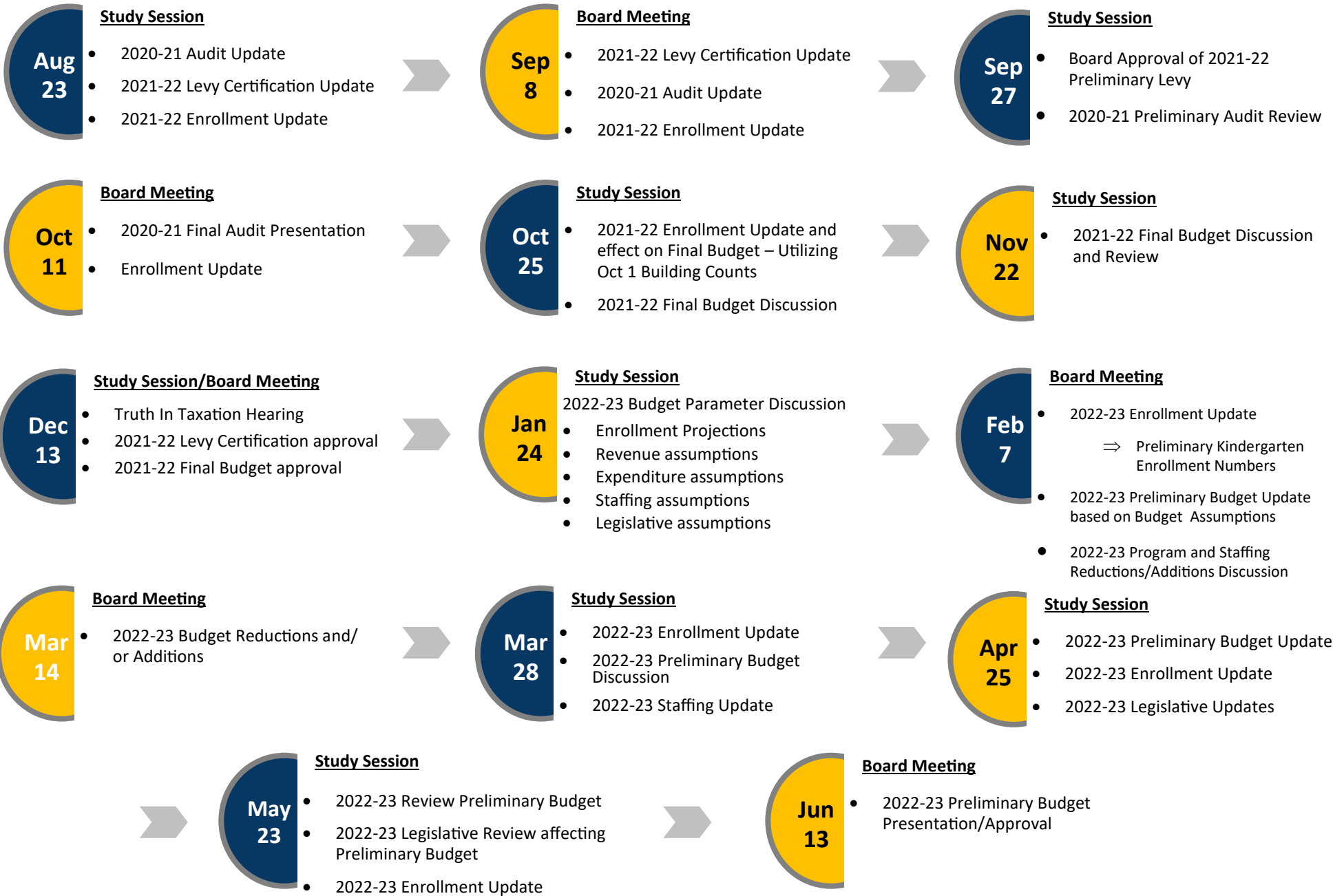
PRIOR LAKE-SAVAGE AREA SCHOOLS						
ESTIMATED FUND BALANCES THROUGH JUNE 30, 2022						
FUND DESCRIPTION	6/30/21 AUDITED BALANCE	2021-22 ESTIMATED REVENUES	TRANSFERS INTO FUNDS	2021-22 ESTIMATED EXPENDITURES	TRANSFERS OUT OF FUNDS	6/30/22 ESTIMATED BALANCE
TOTAL FOOD SERVICE (02)	\$1,529,574	\$5,819,778		\$6,022,244		\$1,327,108
COMMUNITY EDUCATION						
NONSPENDABLE	\$119	\$127,549		\$131,507		(\$3,839)
REGULAR COMMUNITY ED	(\$154,066)	\$4,715,293		\$4,348,257		\$212,970
EARLY CHILDHOOD FAMILY ED	\$210,276	\$943,735		\$891,375		\$262,636
ADULT BASIC ED	\$2,211	\$50,111		\$50,111		\$2,211
SCHOOL READINESS	\$265,819	\$862,158		\$863,250		\$264,727
TOTAL COMMUNITY EDUCATION (04)	\$324,359	\$6,698,846		\$6,284,500		\$738,705
BUILDING CONSTRUCTION FUND (06)	\$755,140	\$165,114		\$920,254		\$0
TOTAL DEBT SERVICE FUND (07)	\$2,129,764	\$31,095,847		\$30,830,206		\$2,395,405
TOTAL TRUST FUND (08)	\$2,857,817	\$600,000		\$11,000		\$3,446,817
TOTAL CUSTODIAL FUND (18)	\$0	\$50,000		\$50,000		\$0
TOTAL INTERNAL SERVICE FUND (20)	\$5,227,399	\$15,922,097		\$15,989,000		\$5,160,496
TOTAL REVOCABLE TRUST* (OPEB 25)	(\$4,348,596)	\$122,100		\$345,000		(\$4,571,496)

*Revocable Trust estimated assets as of 6/30/2021: \$8,319,077

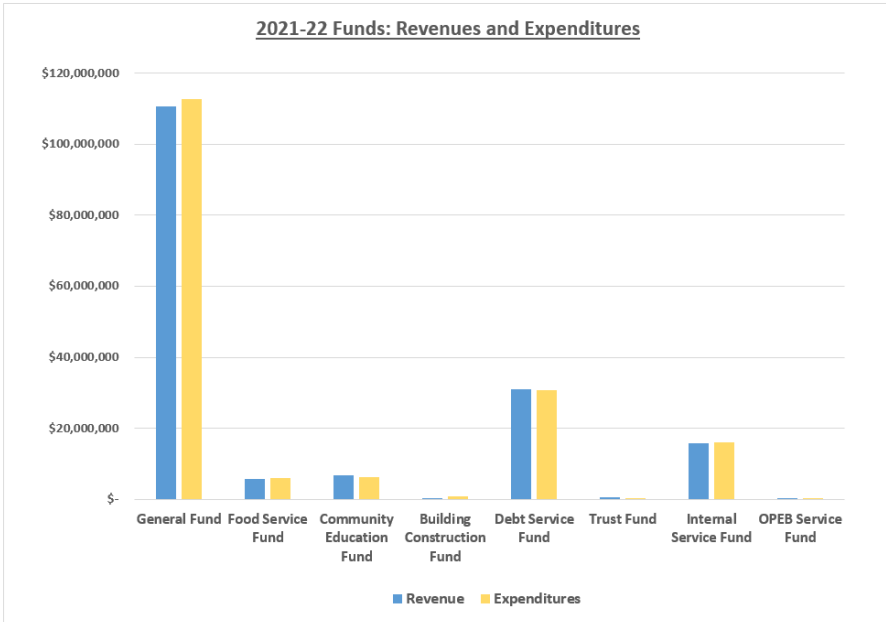
Budget Process



2021-22 Budget Calendar



Funds: Revenues and Expenditures Overview



General Fund is used to account for all revenues and expenditures of the school district not accounted for elsewhere. The General Fund is used to account for educational activities, district instructional and student support programs, expenditures for the superintendent, district administration, normal operations and maintenance, pupil transportation, capital expenditures, and legal school district expenditures not specifically designated to be accounted for in any other fund. A district may use General Fund balances for capital purposes except when the requirements for a specific categorical revenue state that it may not be used for capital purchases.

Food Service Fund accounts for all revenues and expenditures related to the district's Child Nutrition Services Program. This includes Federal and State Revenue for the number of meals served and milk served to students in grades K-8. Local revenue is received from students participating in the meal service for both breakfast and lunch.

Community Education Fund accounts for Early Childhood Learning Programs such as ECFE, School Readiness and Kids' Company. Programs are offered outside of the school day and summer programming for both children and adults.

Building Construction Fund is utilized only when there are construction projects approved by the community or by eligible Long Term Facility projects.

Debt Service Fund is utilized to pay the bond payments approved by the community for construction projects.

Trust Fund accounts for all current Post Employment Benefits for district employees.

Custodial Fund accounts for Student Activity fundraising Initiatives.

Internal Service Fund accounts for the district's self-insured health and dental programs.

OPEB Fund accounts for past Post Employment Benefits for district employees. These benefits have been sunset and this fund will eventually be eliminated.

	Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20	Actual 2020-21	Revised Budget 2021-22
General Fund	\$ 85,667,901	\$ 91,159,232	\$ 99,311,830	\$ 103,502,573	\$ 105,224,513	\$ 110,591,853
Food Service Fund	\$ 4,454,979	\$ 4,596,695	\$ 4,929,623	\$ 5,093,402	\$ 5,114,642	\$ 5,819,778
Community Education Fund	\$ 6,810,909	\$ 7,259,401	\$ 7,615,945	\$ 6,451,605	\$ 5,251,064	\$ 6,698,846
Building Construction Fund	\$ 12,710,000	\$ 110,357,453	\$ 2,233,849	\$ 1,719,927	\$ 445,008	\$ 165,114
Debt Service Fund	\$ 12,255,287	\$ 12,996,595	\$ 15,609,950	\$ 16,079,272	\$ 15,864,982	\$ 31,095,847
Trust Fund				\$ 506,897	\$ 595,692	\$ 600,000
Internal Service Fund	\$ 11,856,000	\$ 13,413,147	\$ 14,266,202	\$ 14,774,024	\$ 16,069,816	\$ 15,922,097
OPEB Service Fund	\$ 15,706	\$ 770,613	\$ 129,602	\$ 155,132	\$ 153,530	\$ 122,100
TOTAL	\$ 133,770,782	\$ 240,553,136	\$ 144,097,001	\$ 148,282,832	\$ 148,719,247	\$ 171,015,635

	Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20	Actual 2020-21	Revised Budget 2021-22
General Fund	\$ 85,304,837	\$ 91,461,824	\$ 96,414,815	\$ 104,817,156	\$ 108,222,062	\$ 112,758,850
Food Service Fund	\$ 4,512,807	\$ 4,554,721	\$ 4,863,554	\$ 4,896,923	\$ 4,974,444	\$ 6,022,244
Community Education Fund	\$ 6,821,529	\$ 7,491,287	\$ 7,915,612	\$ 6,523,447	\$ 5,736,941	\$ 6,284,500
Building Construction Fund	\$ 4,580,000	\$ 8,133,100	\$ 32,446,556	\$ 69,499,392	\$ 13,915,667	\$ 920,254
Debt Service Fund	\$ 37,139,483	\$ 12,560,207	\$ 15,360,714	\$ 15,851,766	\$ 16,219,892	\$ 30,830,206
Trust Fund				\$ 22,569	\$ 10,572	\$ 11,000
Internal Service Fund	\$ 11,347,373	\$ 11,997,500	\$ 13,628,634	\$ 13,788,482	\$ 15,064,544	\$ 15,989,000
OPEB Service Fund	\$ -	\$ -	\$ -	\$ 1,070,184	\$ 1,159,848	\$ 345,000
TOTAL	\$ 149,706,029	\$ 136,198,639	\$ 170,629,885	\$ 216,469,919	\$ 165,303,970	\$ 173,161,054

Basic General Education Revenue

BASIC GENERAL EDUCATION REVENUE The largest single funding source for Minnesota school districts is basic general education aid. Each year, the Legislature sets a basic formula allowance. Total basic general education revenue is calculated by multiplying the formula allowance by the number of pupil units for which a district is entitled to aid. Pupil units are calculated using a legislatively determined weighting system applied to average daily membership (ADM). Over the years, various modifications have been made to this calculation, including changes in weighting and special consideration for districts with declining enrollment .

The table below represents a summary of the formula allowance. The amount of the formula allowance and the percentage change from year-to-year excludes temporary funding changes, the “roll-in” of aids that were previously funded separately, and changes that may vary dependent on actions taken by individual districts. The \$529 increase in 2015 was offset by changes to pupil weightings and the general education aid formula that resulted in an increase equivalent to approximately \$105, or 2.0 percent, state-wide.

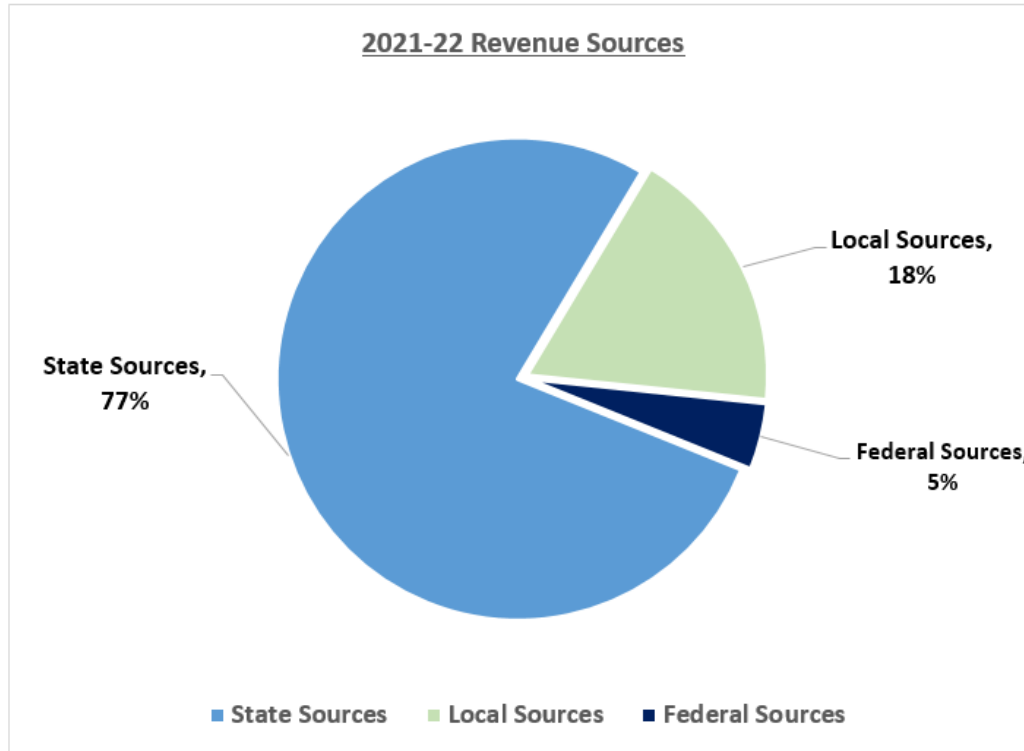
Funding for Minnesota school districts generally has not kept pace with inflation and an increasing need for services, despite recent enhancements to the basic general education state aid formula and other categorical aids. This has increased reliance on local revenue sources like voter-approved operating referendum and user fees to maintain district programs. The COVID-19 pandemic has and will continue to create additional financial challenges, as districts struggle to provide a safe and effective learning experience for their students under unprecedented circumstances.



Fiscal Year Ended June 30,	Formula Allowance	
	Amount	Percent Increase
2012	\$ 5,174	1.00 %
2013	\$ 5,224	1.00 %
2014	\$ 5,302	1.50 %
2015	\$ 5,831	2.00 %
2016	\$ 5,948	2.00 %
2017	\$ 6,067	2.00 %
2018	\$ 6,188	2.00 %
2019	\$ 6,312	2.00 %
2020	\$ 6,438	2.00 %
2021	\$ 6,567	2.00 %
2022	\$ 6,728	2.45 %
2023	\$ 6,863	2.00 %

* Data source: PLSAS annual Audit

2021-22 Revenue by Source Series



State Sources \$85,672,649 (77%)

These include per pupil basic general education aid; special education regular and excess cost aid; Basic Skills aid, including compensatory education aid, English Learners aid and Literacy Incentive aid; operating capital state aid for equipment and facilities maintenance, and aid for gifted and talented education. The Minnesota Legislature determines the level of funding provided by the state.

Local Sources \$18,162,074 (18%)

These are local taxes the district collects from property owners. The Minnesota Legislature determines the maximum amount the district can levy each year. The district also has authority to seek additional property taxes (up to a maximum amount per pupil established by the Legislature) to support special programs or basic operations through a voter-approved levy referendum.

Federal Sources \$4,955,665 (5%)

These include federal grants for Title programs such as Title I, which focuses on improving the achievement of educationally disadvantaged students, and aids to support special education services for students with special needs.

Other \$1,801,465 (0%)

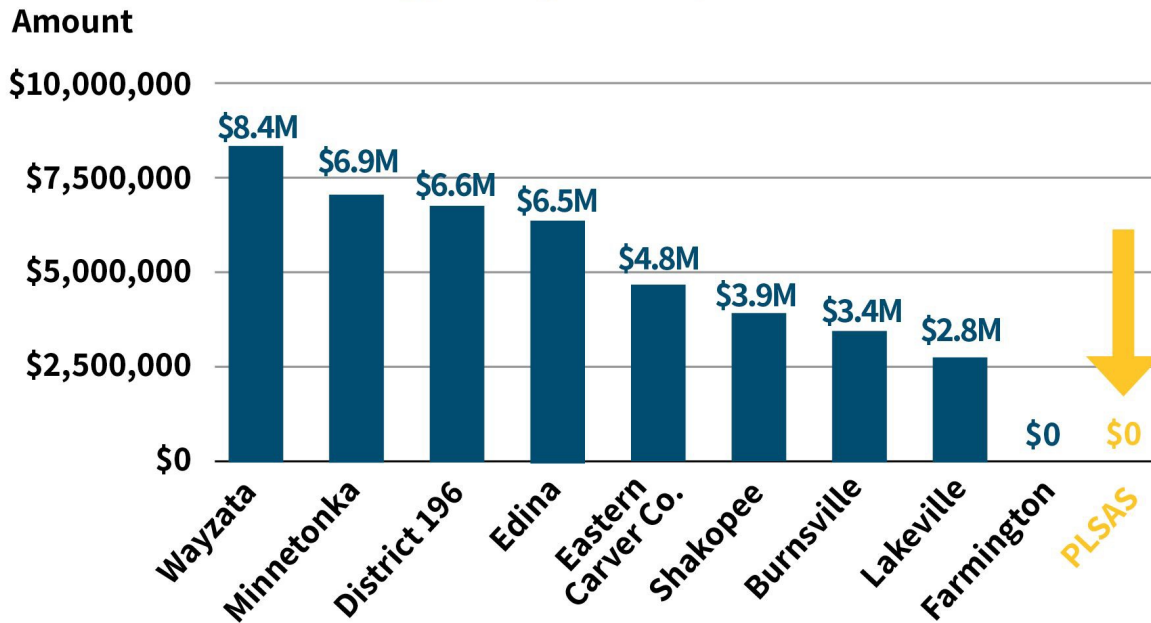
These revenues include miscellaneous School Board-approved fees for co-curricular activities, student parking, and admission to athletic and fine arts performances. It also includes interest income from the district's short-term investments, gifts to the district and permanent transfers from other funds.

Revenues by Source					
	Actual 2017-18	Actual 2018-19	Actual 2019-20	Actual 2020-21	Budget 2021-22
State Sources	\$ 70,692,619	\$ 78,378,274	\$ 81,484,180	\$ 81,587,153	\$ 85,672,649
Local Sources	\$ 14,170,104	\$ 17,224,663	\$ 17,914,284	\$ 18,006,602	\$ 18,162,074
Federal Sources	\$ 1,445,497	\$ 1,812,714	\$ 1,710,552	\$ 3,894,019	\$ 4,955,665
Other	\$ 1,881,950	\$ 1,896,179	\$ 2,393,557	\$ 1,736,739	\$ 1,801,465
TOTAL	\$ 88,190,170	\$ 99,311,830	\$ 103,502,573	\$ 105,224,513	\$ 110,591,853

* Data source: PLSAS annual Audit

2021-22 Technology Levy Comparison

Annual Technology Levy: comparable districts



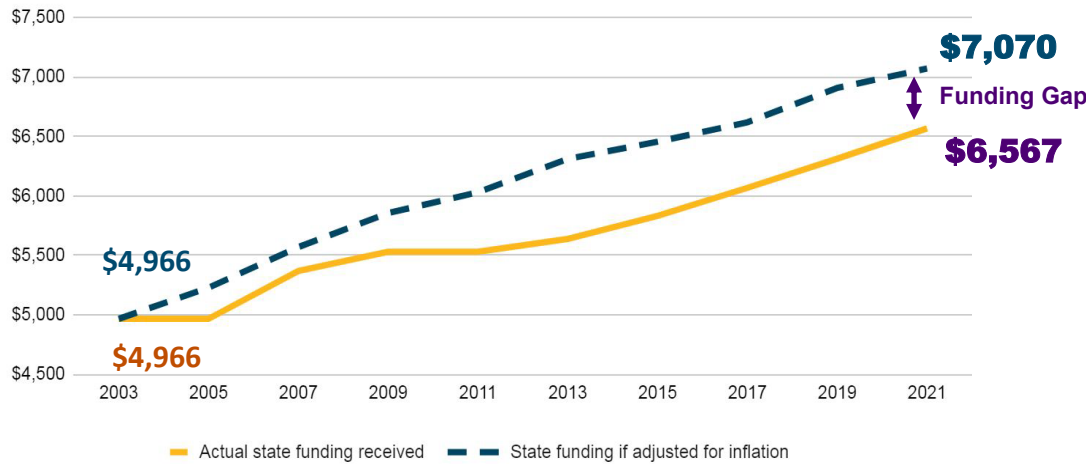
Source: MN Dept. of Education, 2020-21

In Minnesota, the state does not provide aid to school districts for technology needs. Schools without a tech levy must utilize general fund dollars to fund the technology needs of the school district. Prior Lake-Savage Area Schools does not have a technology levy while most surrounding districts receive this additional funding. School districts must ask voters to approve the funding for a technology levy. In November 2021, the district asked voters to approved a \$3.5 million dollar Technology Levy. Unfortunately, the Technology Levy request was not approved with 49.3% voting yes and 50.7%. voting no.



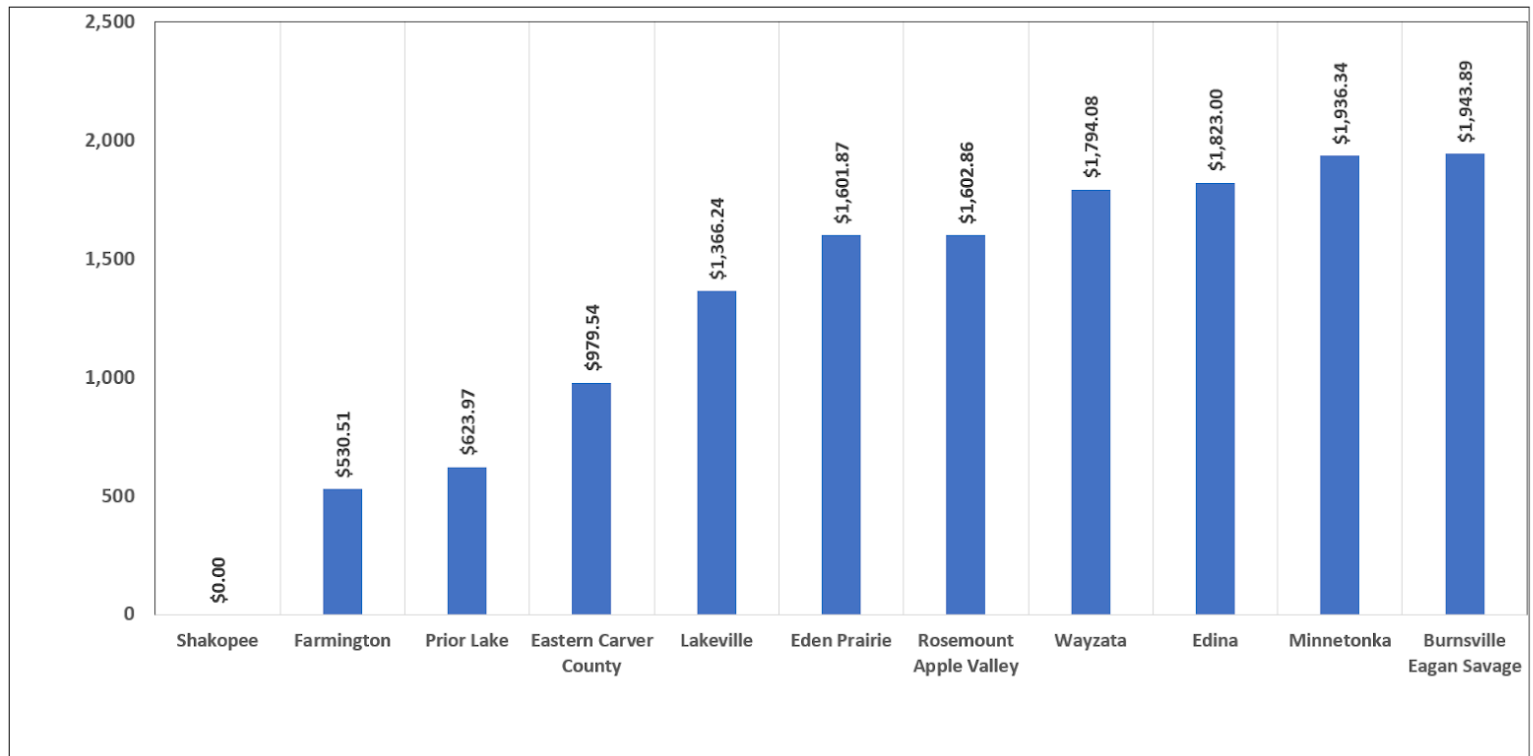
2021-22 Operating Referendum Comparison

State Basic Education Funding, Per Student (2003-2021)



An operational referendum gives voters local control to invest in their school district through a property tax increase above the mandated state limit for school revenue. The funding from the state is not sufficient at 1% or 2% to cover basic operating expenditure increases. An operating levy provides funds to operate schools by paying for educational programming, teachers and other staff, instructional and classroom materials, utilities and transportation costs. Prior Lake-Savage Area Schools' operating levy is one of the lowest in our area. In November 2021, Shakopee passed an Operating Levy which will give the district \$1,266 per pupil starting in 2022-23. Eastern Carver County also passed an Operating Levy increasing the per pupil funding to \$1,530 beginning 2022-23.

If state funding had kept pace with inflation since 2003, we would have received \$5 million more last year alone.



Source: MN Department of Education

2021-22 Expenditures by Object Series

General Fund Expenditures by Object Series					
	Actual 2017-18	Actual 2018-19	Actual 2019-20	Actual 2020-21	Revised Budget 2021-22
Salaries	\$ 53,092,657	\$ 55,667,343	\$ 58,566,138	\$ 59,293,789	\$ 62,296,482
Employee Benefits	\$ 21,447,196	\$ 21,846,344	\$ 22,843,762	\$ 23,724,505	\$ 26,001,797
Purchased Services	\$ 10,898,662	\$ 11,880,243	\$ 12,569,484	\$ 12,463,132	\$ 15,002,529
Supplies and Materials	\$ 2,522,217	\$ 2,835,275	\$ 2,729,204	\$ 2,337,540	\$ 3,673,733
Capital Expenditures	\$ 2,269,565	\$ 2,780,766	\$ 6,439,833	\$ 8,835,473	\$ 4,219,485
Debt Services	\$ 1,010,853	\$ 1,011,116	\$ 1,205,519	\$ 1,096,621	\$ 1,096,622
Other Expenditures	\$ 220,674	\$ 393,728	\$ 463,216	\$ 471,002	\$ 468,202
TOTAL	\$91,461,824	\$ 96,414,815	\$104,817,156	\$ 108,222,062	\$ 112,758,850

Salaries: includes the salaries for district administrators, principals, teachers, secretarial and clerical employees, building chiefs, custodians, transportation and other staff.

Employee Benefits: Expenditures incurred by the school district for the personal benefit of employees, not included in their gross salary.

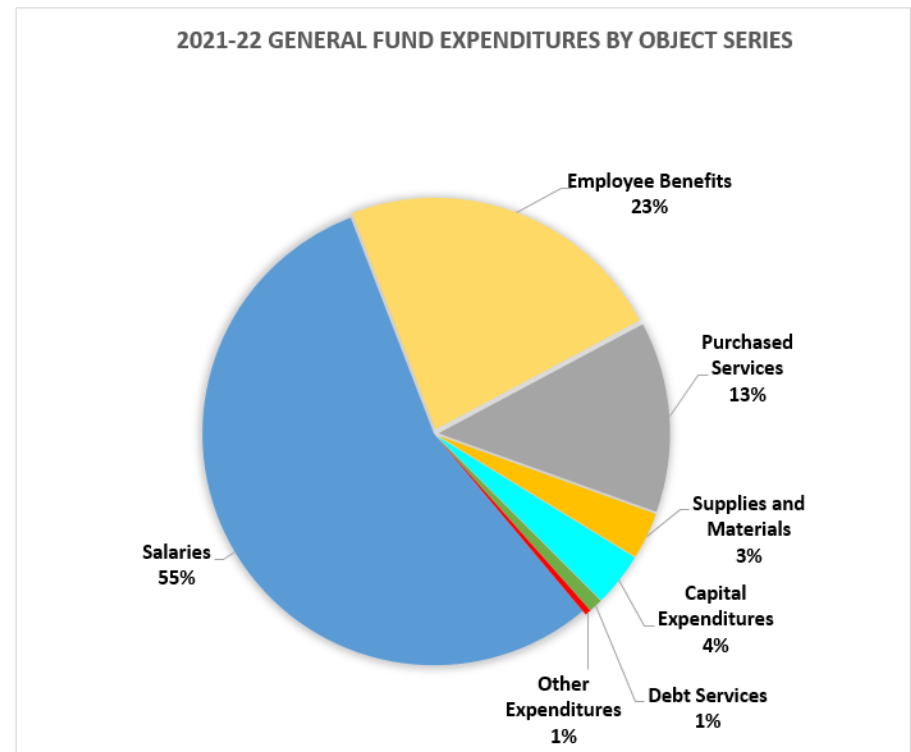
Purchased Services: Includes expenditures for services rendered by personnel who are not on the payroll of the school district and other services the district may purchase. The purpose or use of the service is further defined by other dimension codes. Payments are coded using the same dimension codes as if the expenditures were made within the district.

Supplies and Materials: A supply item (as opposed to an equipment item) is any article of material that meets one or more of the following conditions: a) It is consumed in use; b) It loses its original shape or appearance with use; c) It is expendable; that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to replace it with an entirely new unit rather than repair it; d) It loses its identity through incorporation into a different or more complex unit or substance.

Debt Services: The Debt Service Fund is used to record revenues and expenditures for a school district's outstanding bonded indebtedness, whether for building construction, operating capital, LTFM, or for initial or refunding bonds.

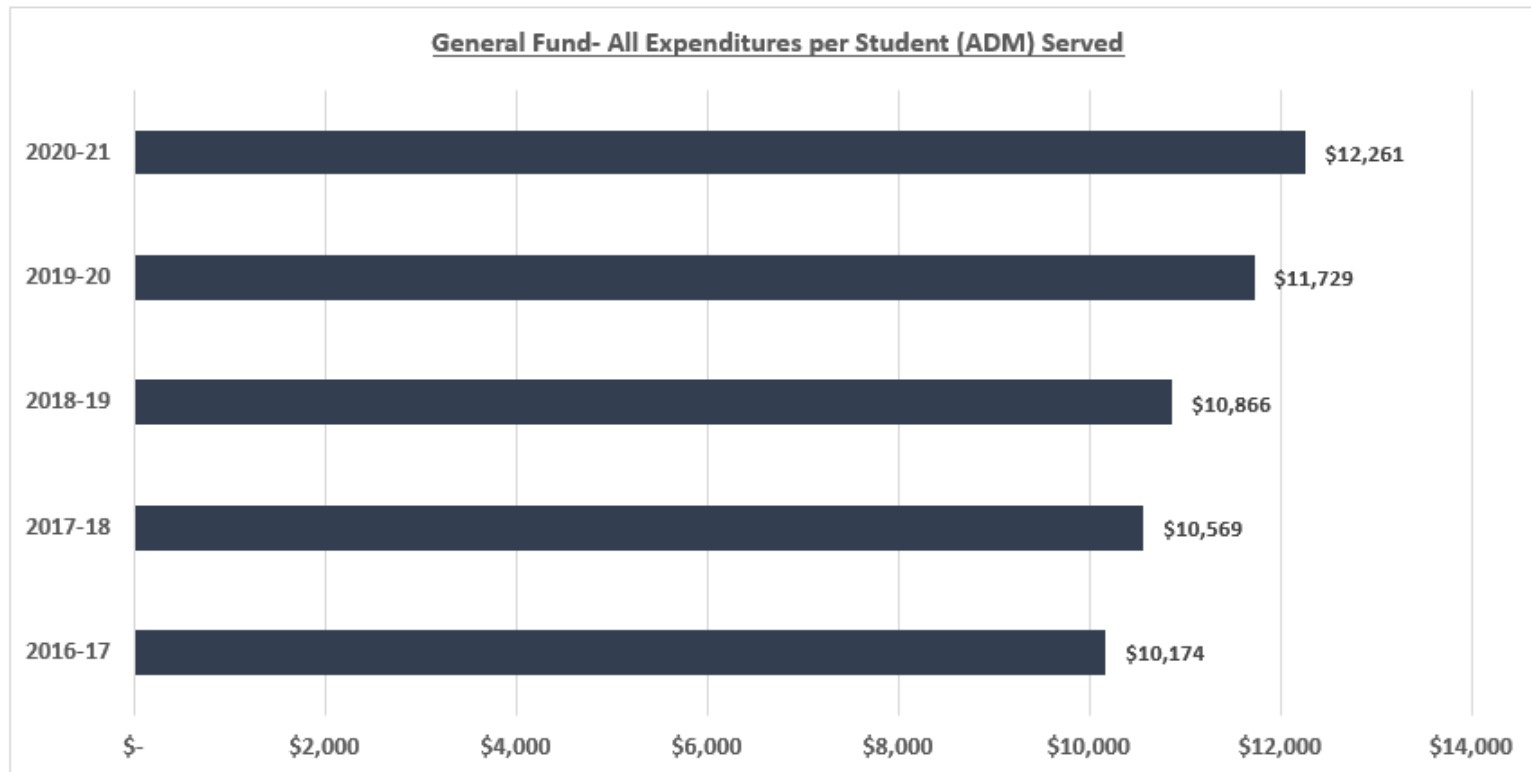
Capital Expenditures: Capital expenditures consist of expenditures for acquisition, additions or improvement of a capital asset, which may include land, improvements to land, easements, buildings, building improvements, vehicles, machinery, equipment, works of art and historical treasures, infrastructure, and all other tangible or intangible assets that are used in operations and that have initial useful lives extending beyond a single reporting period.

Other Expenditures: Expenditures for all other capital expenditures not classified above.



Data source: PLSAS annual Audit

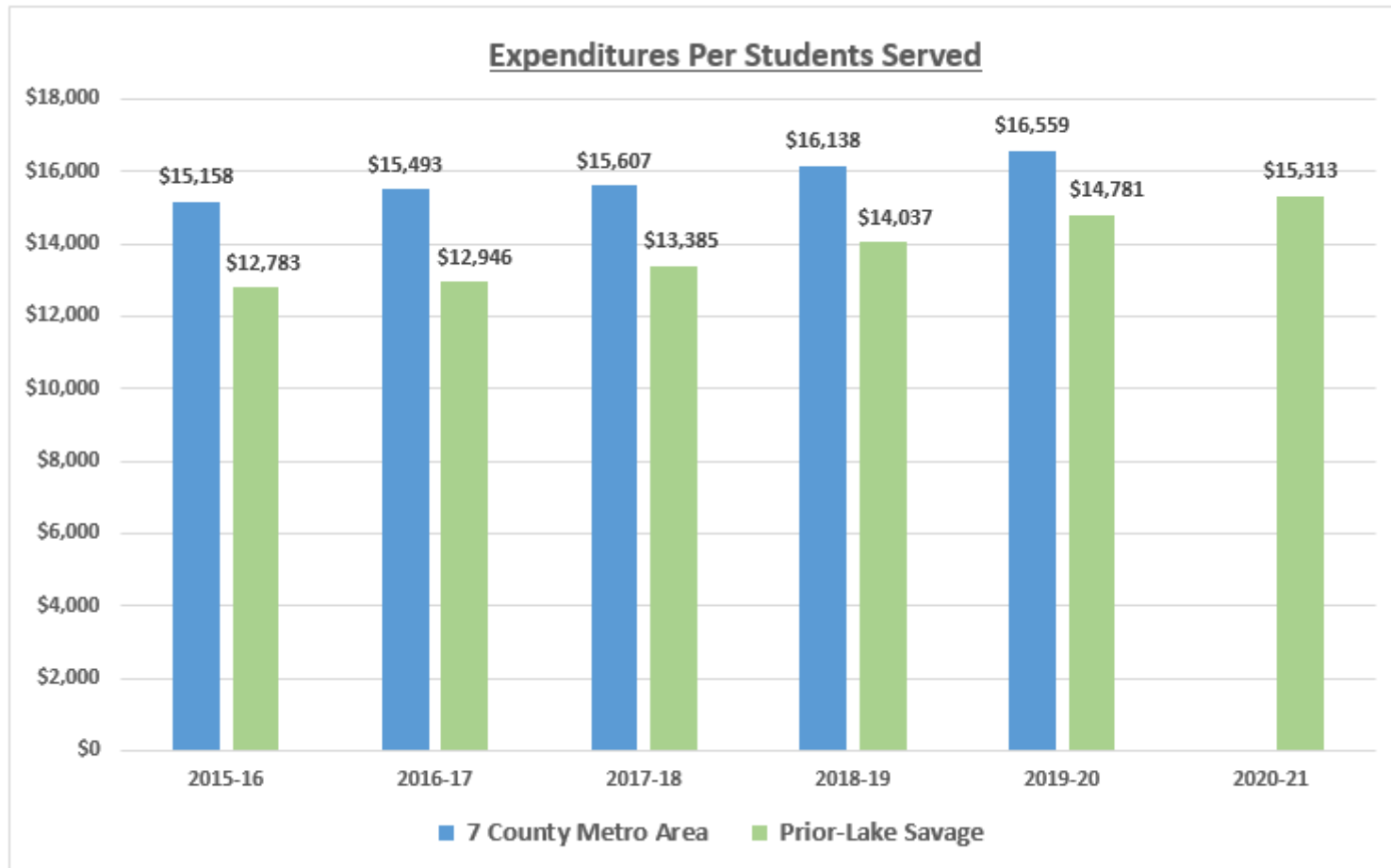
Expenditures Per Student



The district’s expenditures for Average Daily Membership (ADM) have been well below the metro area average in recent years, mainly in General Fund instructional areas, including elementary, secondary and Special Education. Pupil support services, which include transportation, administration and district support services are also well below these averages. In 2020-21, due to the COVID pandemic, the district’s loss of students and increase of expenditures resulted in an increased cost per student of \$532.

Districts received an additional 2 percent onto the basic funding formula in 2020–2021. The basic formula is \$6,567. Weighting for students K–6 is 1.0, for students Grade 7–12, the weighting factor is 1.2. For students that attend the Alternative Learning Center, the number of seat hours is calculated to determine their average daily membership.

Expenditures Per Student Compared to Metro Area



This is the most recent data available for Metro Area comparison. Seven-county metro area comprises Anoka, Carver, Dakota, Hennepin, Ramsey, Scott and Washington counties. Prior Lake-Savage Area Schools historically receives less revenue and spends less than the 7-county metro area.

2021-22 Governmental Funds Expenditures by Program

Includes General Fund, Food Service Fund, Community Service Fund and Debt Service Fund.

Governmental Funds- Expenditures by Program					
	Final 2017-18	Actual 2018-19	Actual 2019-20	Actual 2020-21	Revised Budget 2021-22
Admin	\$3,106,186	\$3,342,384	\$3,388,129	\$3,422,971	\$3,561,430
District Support	\$3,395,533	\$3,352,532	\$5,749,775	\$5,643,134	\$5,473,434
Regular Instruction	\$45,011,355	\$46,037,634	\$48,890,812	\$48,087,571	\$53,228,035
Vocational Instruction	\$684,120	\$522,227	\$634,312	\$707,129	\$804,042
Special Education Instruction	\$16,672,827	\$17,589,772	\$18,758,254	\$18,783,076	\$19,209,119
Instructional Support	\$5,981,560	\$6,853,603	\$6,899,808	\$7,533,434	\$9,180,056
Pupil Support	\$6,911,160	\$7,949,447	\$8,164,678	\$8,537,288	\$8,888,197
Sites/Buildings	\$6,094,660	\$6,551,166	\$10,712,642	\$13,905,920	\$10,317,915
Fiscal and Other Fixed Cost	\$324,005	\$424,168	\$413,227	\$504,918	\$1,000,000
Food Services	\$4,369,240	\$4,796,737	\$4,896,923	\$4,974,444	\$6,022,244
Community Services	\$7,295,691	\$7,857,141	\$6,523,447	\$5,736,941	\$6,284,500
Principal, Interest and Fiscal Charges on Long-Term Liabilities	\$1,010,853	\$1,011,116	\$1,205,519	\$1,096,621	\$1,096,622
TOTAL	\$100,857,190	\$106,287,927	\$116,237,526	\$118,933,447	\$125,065,594

Administration: These programs include all costs for general administration, instructional administration and school site administration for the school district. Administrative services are defined as those provided by head administrators who are in charge of instructional or instruction-related units. This includes the School Board, superintendent, principals, assistant superintendents and directors of instructional areas. Included are the costs of their immediate offices, including those individuals in direct support of the administrator.

District Support: Activities related to general administrative support are not included in the Administration Program Expenditure. Included activities are human resources, communications, technology support, purchasing and administration support.

Instructional: This includes instruction in Special Education, regular and vocational. Regular Instruction is all activities involving teaching of pupils, in the classroom and co-curricular activities at the K-12. Special Education activities provide learning experiences for pupils of any age who, because of certain atypical characteristics or conditions, have been identified as requiring, or who would benefit by, educational programs differentiated from those provided for pupils in regular or vocational instruction. Vocational courses provide learning experiences for students seeking career exploration and employability.

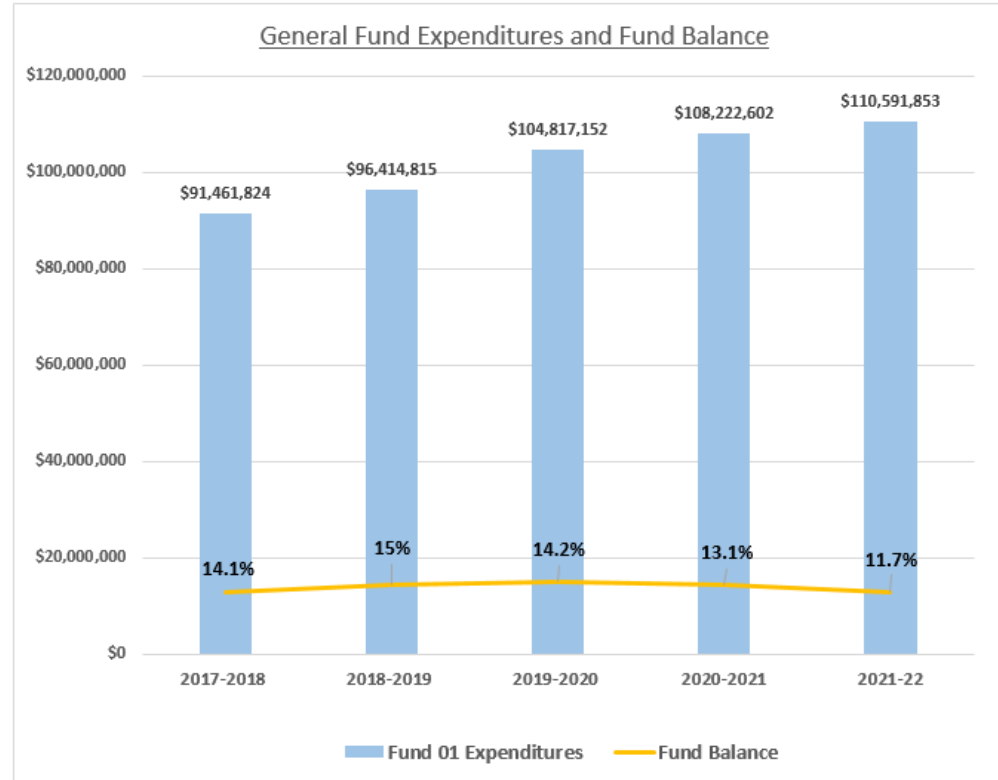
Pupil Support: This includes all services provided to pupils which do not qualify as instructional services

Instructional Support: Instructional support services include activities for assisting the instructional staff with the content and process of providing learning experiences for pupils in kindergarten through 12th grade.

Sites/Buildings: Activities related to the acquisition (including leasing), operation, maintenance, repair, and remodeling of all physical plant, facilities, and grounds of the school district. Equipment purchases should be charged to the program area utilizing the equipment.

Fiscal and Other: Fiscal and fixed cost activities that are not recorded elsewhere.

Fund Balance



The School Board has formally adopted a Fund Balance Policy regarding maintaining a minimum fund balance for the General Fund. Policy 701.2 states that the district will strive to maintain a minimum total unassigned and assigned General Fund balance of 8 to 12 percent of the annual budget (4–6 weeks of operating expenses).

In 2019-20, unrestricted fund balance (consisting of any committed, assigned, or unassigned fund balances) at year-end totaled \$14,834,171, an increase of \$358,184. As a percentage of total expenditures, the fund balance percentage decreased from 15.01% to 14.15%. In total, General Fund expenditures were more than revenue and other financing sources by \$579,383. This compares to a budget that projected a decline in fund balance of \$3,827,096. Due to the pandemic, the district buildings were closed. The district saw reduced expenditures in utility costs and substitute teacher costs.

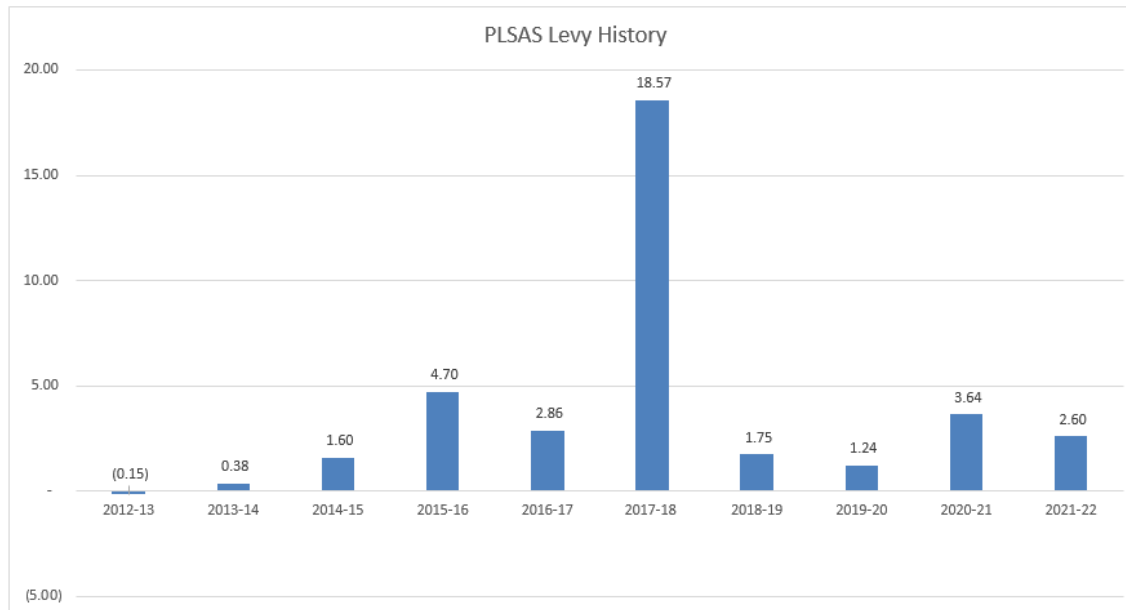
In 2020-21, the district realized a decline in student enrollment due to the pandemic. The pandemic increases the pressure on the general fund to educate students in a safe and secure manner and in a variety of models to include in-person, hybrid and distance learning. Additionally, some savings were realized because the district was not able to hire or retain sufficient staff or substitute teachers because of the pandemic. Employees were also not able to attend or travel to professional development meetings and conferences.

Levy History

Property Tax Revenues Levied				
	General Fund	Community Service	Debt Service	TOTAL
2013-14	\$ 13,088,481	\$ 597,882	\$ 11,605,207	\$ 25,291,570
2014-15	\$ 13,239,027	\$ 590,036	\$ 11,866,157	\$ 25,695,220
2015-16	\$ 14,030,608	\$ 621,944	\$ 12,249,878	\$ 26,902,430
2016-17	\$ 14,138,686	\$ 643,470	\$ 12,890,347	\$ 27,672,503
2017-18	\$ 17,176,096	\$ 596,039	\$ 15,038,943	\$ 32,811,078
2018-19	\$ 17,590,862	\$ 483,922	\$ 15,308,928	\$ 33,383,712
2019-20	\$ 17,546,941	\$ 574,271	\$ 15,675,019	\$ 33,796,231
2020-21	\$ 18,295,994	\$ 650,366	\$ 16,080,810	\$ 35,027,170
2021-22	\$ 18,618,647	\$ 706,595	\$ 16,612,209	\$ 35,937,451

The district levy has been consistently below 5% for the past 10 years, excluding 2017-18. The district voters approved a building bond and operating referendum in 2017 which increased the levy.

For 2020 - district taxes were \$3,754/ADM compared to an average of \$4,485/ADM in the Severn-County Metro Area.



Local and Economic Outlook

The district serves all or part of three cities and three townships in Scott County encompassing 46 square miles. However, the vast majority of the district's households are in the cities of Prior Lake and Savage.

Growth was rapid in the 1990's also, when district households increased by nearly 60 percent. Housing growth continues to expand in both Prior Lake and Savage. Over the past five years, the City of Savage has seen average growth of 220 units per year and the City of Prior Lake (the City) has seen growth of 160 units. The housing growth is expected to continue, but at a slower rate for both cities. In 2020, the City of Savage issued 75 single-family building permits and 15 permits for townhomes. The City issued 162 single-family units in 2020, of which 50 percent to 60 percent are located in the boundaries of the district. In the next 3 years, the City anticipates 135–150 permits each year, the majority of these developments are in the district boundaries.

Learners in the district attend 12 educational sites, with 1,509,345 square feet of space. The average age of the buildings in the district is 25 years. The district has 7 elementary schools for students in Grades K–5, 2 middle schools for students in Grades 6–8, and Prior Lake High School (PLHS) for students Grades 9–12. In addition, the district has Bridges Alternative Learning Center (ALC), for students in Grades 9–12 and Edgewood School offering preschool education opportunities for district families.

WestWood Elementary is the home of SAGE Academy, the gifted and talented program for students in Grades 3–5. The District's Spanish Immersion Program, La ola del lago, moved into the Grainwood Elementary Building for the 2020–2021 school year and was renamed La ola del lago at Grainwood. Hamilton Ridge is the District's newest elementary and opened in 2020–2021.

District expenditures per pupil are consistently among the lowest in the 7-county metro area. The district spends about \$2,000 less per student than the seven-county metro average and has one of the lowest administrative costs per student in the metro area.

The district employs over 1,300 staff members. Our staff is focused on our mission: "Our mission is to educate all learners to reach their full potential as contributing and productive members of an ever-changing global community."

The district is considered a "destination district." Parents are moving into the District boundaries in order for their child(ren) to attend the schools within the district. This is due to the success of the progressive programs that are offered at the district, including: digital learning, Spanish Immersion, SAGE Academy, an E-STEM focus, Spanish Immersion, Bridges ALC, MNCaps, Advanced Placement classes, College in the Schools, Environmental Pre-School program, Personalized Learning, along with many other opportunities and programs.

On July 30, 2020, the Governor of Minnesota issued an executive order authorizing and directing the Commissioner of Education to require school districts and charter schools to provide a safe and effective learning environment for Minnesota's students during the 2020–2021 school year, due to the COVID-19 pandemic. The district developed a Safe Learning Plan following the guidelines developed by the Commissioner of Education. The district's crisis management team met weekly reviewing information from state and county health officials and critical local data in order to provide a quality education to students during the pandemic.

The district established a distance learning academy for students who chose to attend school virtually every day. Other students transitioned between hybrid learning, regular school days, and distance learning based on the guidelines from the executive order and the district's Safe Learning Plan.

Due to the pandemic, the district enrollment decreased for the first time in 25 years, declining by over 60 students.

Budget Highlights

Over the course of the year, the district revises the annual operating budget in December and if necessary, one other time during the fiscal year. The budget amendments fall into the following categories:

- Updating budgets due to changes in enrollment as of October 1.
- Implementing budgets for specially funded projects, which include both federal and state grants; and reinstating prior year budget carried over.
- Changes in appropriations for significant unbudgeted costs.

While the district's final budget for the General Fund anticipated that expenditures would exceed revenues by \$6,206,436, reducing fund balance, the actual results for the year show a decrease of \$2,997,549.

- Actual revenues were \$676,368 less than projected. Property taxes exceeded budgeted amounts by \$328,287 as the rate of collections were better than projected. State sources were under budget by \$686,768, primarily due to general education aid ending lower than budget, due to a decrease in average daily membership (ADM). Federal sources were under budget by \$338,195 across various programs.
- Actual expenditures were \$3,885,255 under budget, or a 3.5 percent variance. This is mainly made up of under budget in elementary and secondary regular education, special education, and instructional support services programs. Under budget in these areas are:
 1. combination of budgeted positions not being filled
 2. reduction in supplies and materials purchases
 3. less professional services
 4. fewer substitute teachers
 5. less staff development, i.e. travel, conferences, etc.



Our District's Future



The Legislature has added \$161, or 2.45 percent, per pupil to the formula for fiscal year 2022. Recent experience demonstrates that legislated revenue increases have not been sufficient to meet instructional program needs due to increased costs from inflation and required mandates. The district will strive to maintain its long-standing commitment to academic excellence and educational opportunity for students. The district will continue to use the long-range financial model and annual budget framework to ensure that expenditures are aligned with revenues. Efforts will continue to be made to influence legislators to recommit to their financial support for public education.

The COVID-19 pandemic has impacted how the district provides instruction. The district offers Laker Online for students wanting a virtual learning option. Increased expenditures for personal protective equipment, sanitation supplies, and technology will continue in the upcoming fiscal years.

The amount of aid the district receives is dependent on the number of students it serves, meaning attracting and retaining students is critical to the district's financial well-being. The COVID-19 pandemic will impact how many students the district attracts and maintains. Students choosing to enroll in other educational options will mean less revenue for the district.

CARES– Coronavirus Aid, Relief and Economic Security

Through the Coronavirus Relief Fund, the CARES Act provides for payments to State, Local and Tribal governments navigating the impact of the COVID-19 outbreak. These funds cannot supplant the district’s current budgeted expenditures. The COVID outbreak began to impact schools during the spring of 2020. For the 2019-20 school year Prior Lake-Savage Area Schools received \$692,561. For the 2020-21 school year we received \$4,690,654. This current 2021-22 school year we have received \$1,982,490.

More information regarding COVID funding can be found on our district website under [District Financials](#).



GRANT	Total FY22 Allocation/Carryover	Remaining at June 30, 2022 (Estimate)	Use of Funds
ESSER 9.5%	\$ 78,247	\$ -	PPE Supplies, Hot Spots
GEER	\$ 52,284	\$ -	Hot spots
ARP Summer Academic & Mental Health	\$ 248,655	\$ 100,655	TBD
ESSER II 90% to LEAs	\$ 683,546	\$ -	Staffing - Counselors
ESSER III 90% to LEAs	\$ 1,228,118	\$ 121,803	Curriculum, Staffing - Laker Online & Elementary Paraprofessionals
ESSER III 90% to LEAs - Learning Recovery Specific	\$ 307,029	\$ 232,029	TBD
ESSER II - Summer Program	\$ 48,900	\$ -	Staffing and Transportation
ARP Individuals w/Disability Act (SPED)	\$ 402,372	\$ 152,372	TBD
ARP IDEA Pre-K Incentive ages 3-5 (SPED)	\$ 33,812	\$ 18,812	TBD
ARP Homeless	\$ 5,558	\$ 4,558	Supplies
ESSER III 5% to LEAs - Learning Recovery, Lost Instructional Time	\$ 1,061,584	*	
Covid-19 Testing	\$ 479,163	\$ -	Staffing - Nurses, Testing supplies, Technology, Postage, Contracted services
	\$ 4,629,269		

*Carryover from prior year

* Use of funds TBD at this time

District History

Pre 50s

Ten rural school districts grow and decide to merge with Urban District 49 (Prior Lake) and form the new “Independent Consolidated School District 78.”

50s

1951 Rural school buildings sold

1952 Prior Lake School built

1957 Name changed to Independent School District 719

1959 24,500 sq. ft. addition to the Prior Lake School

60s

1963 WestWood Elementary school was built

1966 18,000 sq. ft. addition to WestWood

1968 6,000 sq. ft. addition to WestWood

1969 Prior Lake Senior High built (old school became Prior Lake Junior High)

70s

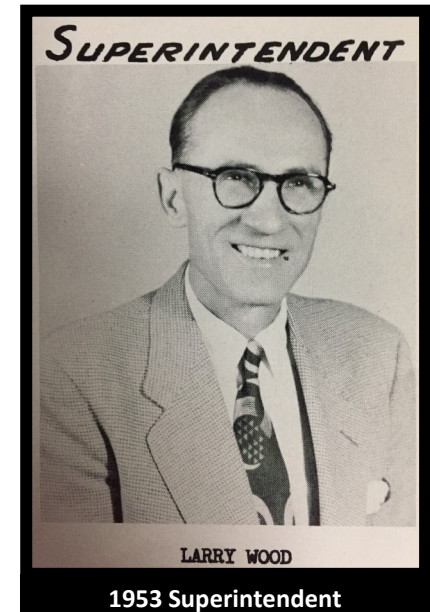
1973 Five Hawks Elementary was built

1979 Split shifts took place before the second half of Prior Lake Senior High was opened. 9th Grade was moved to the High School.

80s

1985 1,100 sq. ft. addition to WestWood Elementary

1989 Hidden Oaks Middle School was opened



District History

90s

1990 Opened a remodeled "Grainwood" (previously called Prior Lake Junior High)

1996 6,600 sq. ft. addition to Five Hawks

1997 44,500 sq. ft. addition to Hidden Oaks Middle School and Glendale Elementary opens

00-09

2005 Kindergarten room additions at Glendale and Grainwood

2005 Former High School (now Twin Oaks) is converted to an elementary school (Oakridge) for one year while Jeffers Pond is being built

2005 Lakers Foundation is formed

2006 Twin Oaks open as district's second Middle School

2006 Edgewood School and Jeffers Pond open

2006 First year of Extended-Day Kindergarten

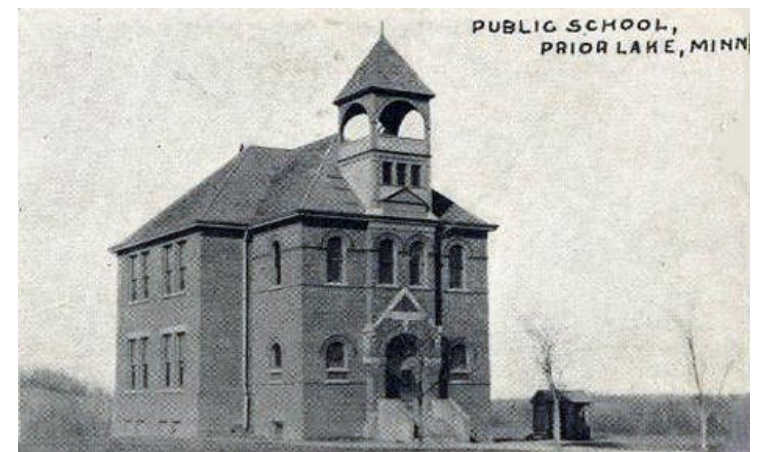
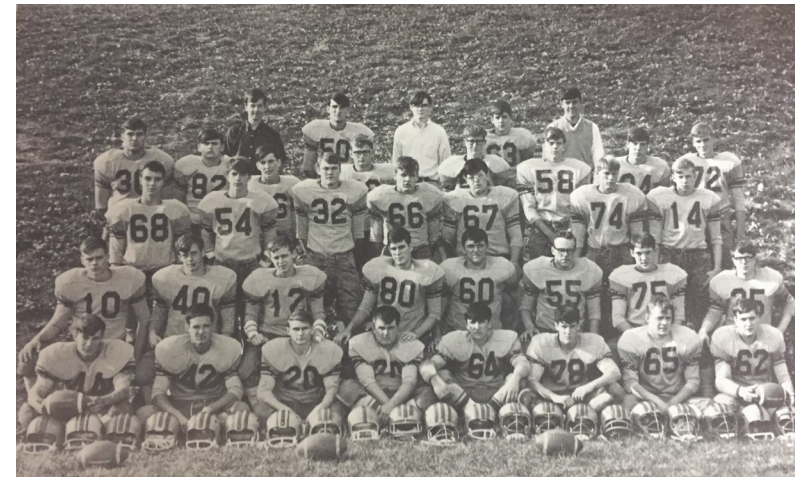
2006 Special Education programs phased into PLSAS from MN River Valley Special Ed Coop

2007 Hidden Oaks pool opens, Twin Oaks pool closes for updates

2009 SAGE Academy opens

2009 Redtail Ridge Elementary school opens

2009 Bridges Area Learning Center opens in Northgate Mall



District History

10-20

2010 Atlas alternative learning program opens at Twin Oaks Middle School

2011 Beginning of E-STEM implementation

2014 PLSAS begins 1:1 initiative grade 8

2014 Synthetic turf fields open at PLHS and Laker Field

2014 La ola del lago Spanish Immersion opens in Edgewood School

2014 Tuition free, full-day Kindergarten

2014 Twin Oaks Middle School renovations and secure entrance added

2016 MNCAPs opens

2017 Referendum passes

2018 Construction begins for building additions and the new Bridges ALC building

2019 Bridges ALC new building opens, WestWood/Edgewood new multi-purpose cafeteria is complete and construction begins on Hamilton Ridge Elementary.

2020 Hamilton Ridge Elementary opens, additions to Prior Lake High School, Twin Oak Middle School and Hidden Oaks Middle School are completed, and La ola del lago moves to Grainwood, along with Community Ed offices

2021 - present

2021 Laker Online. The district developed an online school for students in grade K-12 in response to the COVID pandemic



Our Leaders

The Prior Lake-Savage Area Schools Board of Directors is comprised of seven citizens elected to represent the community in setting district goals and policies, adopting the budget, placing tax levies and bond issues on the ballot, hiring personnel including the Superintendent, and providing the necessary facilities for the education of our community's youth.

Members serve in staggered four-year terms. School Board members must be citizens of the United States and qualified voters residing in the district. They are elected to serve by nonpartisan popular vote from the total school district. The state does not limit the numbers of terms a director may serve.

School Board general elections are held on the first Tuesday after the first Monday in November of the even-numbered year. Except as may be necessary to fill a vacancy, school board members elected will be elected for four year terms. Four board members constitute a quorum for transacting business. Official action can only be taken at a regular board meeting or special board meeting for which public notice has been given. Board action has the force of law.

SCHOOL BOARD

Board Chair	Stacey Ruelle
Vice Chair/Clerk	Michael Nelson
Treasurer	Jonathan Drewes
Director	Julie Bernick
Director	Amy Crosby
Director	Mary Frantz
Director	Enrique Velazquez
Superintendent of Schools	Dr. Teri Staloch
Student Representative	Bella Drewes



Dr. Teri Staloch
Superintendent



Dr. Daniel Edwards
Director of Teaching & Learning



Julie Cink
Executive Director of Business Services



Jim Quiram
Executive Director of Human Resources



Jim Dellwo
Director of Operations/Transp./ Health & Safety



Khrisslyn Goodman
Director of Assessment, Evaluation & District Improvement



Emily Malone
Director of Child Nutrition Services



Kristi Mussman
Director of Communications



Marcus Milazzo
Director of Technology



Sam Ouk
Director of Equity & Inclusion

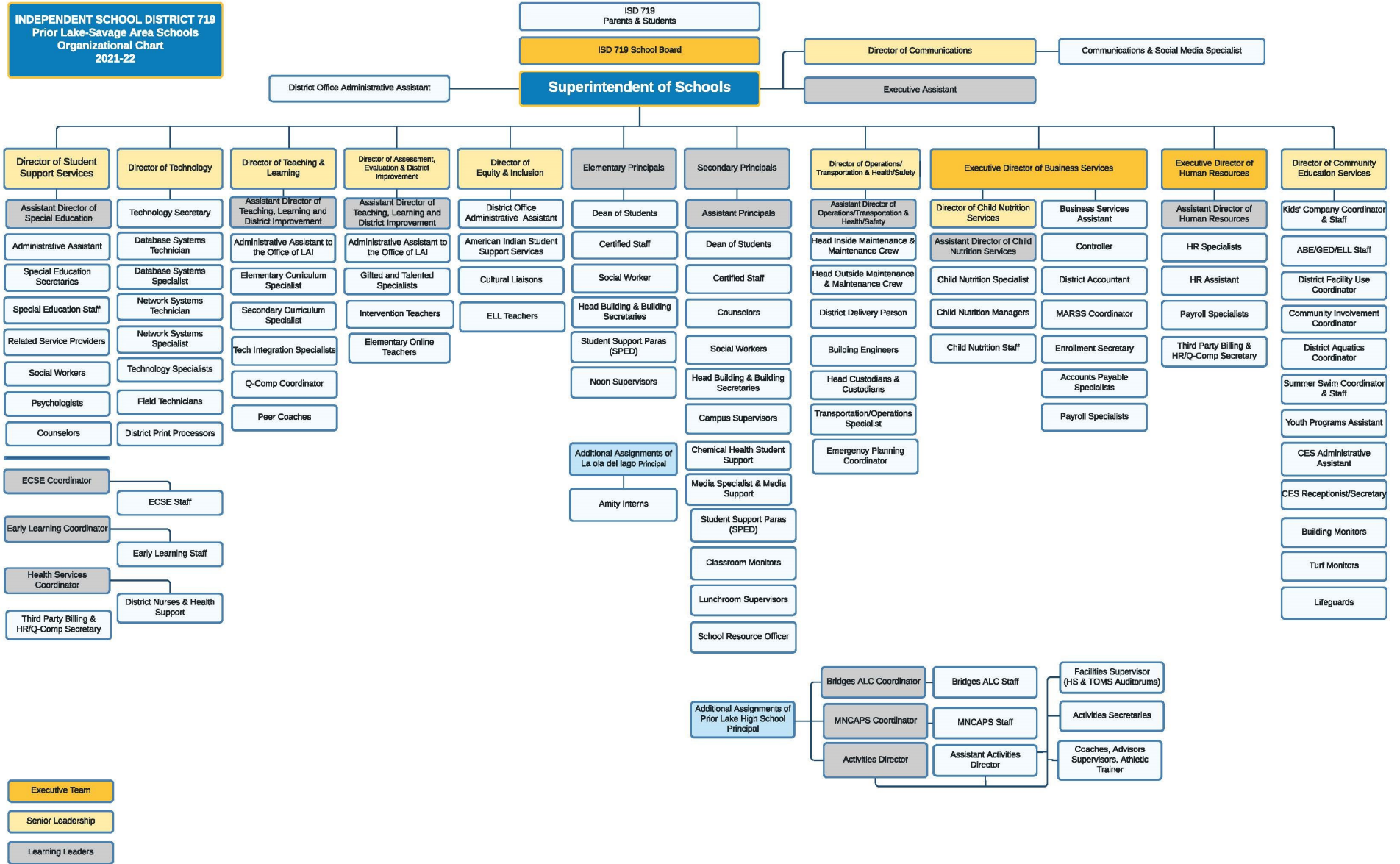


Debra Anderson
Director of Student Support Services



Leanne Weyrauch
Director of Community Education

District Organization Chart



Our Schools

Elementary Schools

School	Abbreviation	Founded	Principal/Director
Edgewood School	EW	2006	Erin Metoxen
Five Hawks	FH	1973	Katy Schuerman
Glendale	GD	1997	Jennifer Molitor
Hamilton Ridge	HRE	2020	Karen Zwolenski
Jeffers Pond	JP	2006	Patrick Glynn
La ola del lago at Grainwood, Spanish Immersion	LODL	2014	Richie Kucinski
Redtail Ridge	RR	2009	Barb Yetzer
School for the Advancement of Gifted Education Academy	SAGE	2009	Dr. Karoline Warner
WestWood	WW	1963	Dr. Karoline Warner

Middle Schools

School	Abbreviation	Founded	Principal
Hidden Oaks	HOMS	1989	Sasha Kuznetsov
Twin Oaks	TOMS	2006	Joe Kuboushek
Achieve to Learn Academic Success Alternative Learning Program	ATLAS	2010	Joe Kuboushek

High Schools

School	Abbreviation	Founded	Principal
Prior Lake High School	PLHS	1951	Dr. John Bezek
Bridges Area Learning Center	ALC	2009	Dave Brown
Minnesota Center for Advanced Professional Studies	MNCAPS	2016	Erik Sill

Our Schools

Edgewood School



Five Hawks Elem : 485 students



Glendale Elem : 555 students



Hamilton Ridge Elem : 546 students



La ola del lago Elem: 406 students



Jeffers Pond Elem : 524 students



Redtail Ridge Elem : 592 students



WestWood /SAGE Elem : 531 students



Hidden Oaks Middle: 1028 students



Twin Oaks Middle : 1017 students



Prior Lake High : 2899 students



Bridges ALC : 99 students



Laker Online K-12: 127 students

Innovative Programs

BRIDGES AREA LEARNING CENTER

At Bridges Area Learning Center, our goal is to reach all learners— especially those who struggle in a traditional school setting. Our alternative high school program offers personalized instruction with staff who have a flexible approach to teaching.

CIRCLE OF FRIENDS PRESCHOOL

Circle of Friends Preschool, a 4-Star Parent Aware rated program, is part of Prior Lake-Savage Area Schools and offers exceptional, personalized learning for ALL students through exploration, inquiry and discovery in supportive environments. Preschool classrooms are developmentally aligned to Minnesota's early learning standards to prepare our learners for success in kindergarten and beyond.

E-STEM

E-STEM (Environmental Education - Science, Technology, Engineering and Math) is an interdisciplinary approach to instruction and learning focused on inquiry and real world problem-solving in the 21st Century, applying hands-on science, technology, engineering and mathematical practices with projects and field experiences related to the environment.

FAB LAB

Prior Lake High School and Bridges ALC students have the opportunity to use state-of-the art equipment and technology in our small-scale Fabrication Laboratory, or Fab Lab. In the lab, students can make almost anything, from decals to phone cases.

GIFTED & TALENTED PROGRAM - SAGE ACADEMY

The School for the Advancement of Gifted Education (SAGE) Academy at WestWood Elementary is a full-time program for Gifted students in grades 3, 4 and 5 who qualify for enrollment. SAGE is designed to challenge, support and inspire learners through rigorous, developmentally-appropriate curriculum that emphasizes critical and abstract thinking and logical reasoning skills, all in an environment that celebrates curiosity, self-direction and a love of learning.

LA OLA DEL LAGO AT GRAINWOOD

La ola del lago - our Spanish Immersion program - offers a full day of curriculum in Spanish to students in kindergarten through fifth grade.

MNCAPS

The Minnesota Center for Advanced Professional Studies (MNCAPS) program is a joint program between Prior Lake-Savage Area Schools and Farmington Public Schools. MNCAPS provides students with real-world immersion learning in professional settings.

Laker Online

The district developed an online school for students in grades K-12 in response to the COVID pandemic. Parents who wish their student to attend school virtually all year can enroll their child in Laker Online.

Department Highlights

Teaching and Learning

The Teaching and Learning department develops and implements strategic action plans which focus on meeting the needs of all learners, utilizing technology to maximize student learning, and ensures best practices in instruction and assessment. Standards-based instruction is of primary importance, building on the skills and knowledge that each student brings to us.

We are committed to differentiating instruction to meet the individual learning needs of each student. PLSAS is moving toward personalized, student-driven learning integrating culturally and linguistically responsive teaching and learning.

Technology

At Prior Lake-Savage Area Schools, our goal is to utilize technology to increase engagement and opportunities to learn anytime, anywhere. In previous years, PLSAS has implemented a 1:1 (student to computing device) program for grades 8-12 using Apple iPads to create a seamless and dynamic educational experience for our students. Due to COVID and distance learning, the District has continued providing 1:1 devices for grades K-12 during the 2021-22 school year. Other digital tools to help students, parents, and teachers include Schoology, Seesaw app, and Infinite Campus.

Student Services

The year 2021 continued to bring changes for our Special Education staff, students and families. Due to new legislation, all of our families with special education students were offered a meeting to discuss COVID-19 Special Education Recovery Services by December 1st. More than 1,000 parents were contacted and offered meetings to discuss the impact of COVID-19 on their specific student. We continue to provide Special Education services in person or through Laker Online.

Community Education

Community Education Services provides a wide variety of learning opportunities for youth and adults. Community Education also offers a robust early learning program, including a successful nature-based preschool program. Programming also includes Early Childhood Family Education and Early Childhood Screening, along with Kids' Company child care.

Department Highlights

Business Services

For several years, our Business Services Department has received the Minnesota Department of Education School Finance Award for exhibiting fiscal health, sound fiscal management and accountability. For 12 years in a row, our district has also received the Association of School Business Officials International Certificate of Excellence in Financial Reporting Award.

In addition, Moody's Investor Services evaluated the finances of Prior Lake-Savage Area Schools and set the bond (credit) rating as a AA2, indicating that PLSAS has a very strong capacity to meet its financial commitments. This strong credit score is a testament to responsible financial management and strong fiscal oversight by our business office and administration.

Transportation

The district contracts with Prior Lake School Bus Association Inc., to transport approximately 8,000 students, which includes students from PLSAS, St. Mike's Catholic School and Aspen Academy. We have 53 buses and 36 van/small buses that drive over 1,000,000 miles every year with three tiers of service every day.

Equity and Inclusion

Prior Lake-Savage Area Schools is dedicated to providing an equitable educational experience for our students. Equity and Inclusion work is based around providing students and staff with cultural competency skills and closing the achievement gap.

PLSAS Equity and Inclusion includes work in Achievement and Integration, English Language Learners (ELL), American Indian Education and Culturally and Linguistically Relevant (CLR) teaching and learning.

Our Focus is to reduce achievement disparities, provide differentiated instruction and targeted interventions to increase student achievement, further develop professional development resources and training to improve achievement for all students and implement strategies and activities to assist all students in post-secondary planning, awareness, readiness and participation.

Department Highlights

Child Nutrition

The PLSAS Child Nutrition Services department is made up of 10 on-site kitchens with 75 hardworking team members. We pride ourselves on serving all students wholesome, well-balanced, fresh foods, cooked mostly from scratch in our school kitchens. Child Nutrition Services prioritizes serving clean-label foods, featuring locally grown foods to support our farmers and community along with being good environmental stewards of our resources. Since the beginning of the COVID-19 global pandemic, the PLSAS Child Nutrition team has reinvented school food service several times over and has served more than 869,000 free meals to the community's children.

Communications

At Prior Lake-Savage Area Schools, we are committed to keeping residents informed about our work to educate all learners to reach their full potential. We know our schools are strongest when parents and community members play an active role in our district, which is why we are committed to keeping the community informed.

The PLSAS Communications department is a two-person team, working under the direction of the Superintendent, and consists of a Director of Communications and a Communications and Social Media Specialist. The goal of the Communications department is to develop, implement and maintain a coordinated, district-wide communications program designed to build understanding, morale, goodwill, cooperation and support for the schools and related programs. We stay engaged with our community through print publications, social media, website information, video content and more.

Operations and Health and Safety

The PLSAS Operations and Health and Safety Department is responsible for the care and maintenance of the District's 1.68 million square feet in 13 buildings, 1 leased space, and over 323 acres of land. We oversee the implementation of state and federal health and safety standards, regulations and laws; manage waste disposal while optimizing recycling and ensuring the safe disposal of hazardous materials. Additionally, we provide maintenance, repairs, deliveries, and custodial services for the district's buildings and grounds, and support our district's "Wise Stewardship" core value by implementing energy saving and sustainability initiatives.

School Safety

Security and emergency preparedness is vital to the safety and well-being of our students, staff and visitors. PLSAS has a comprehensive Crisis Management Plan that incorporates all four phases of Crisis Management: Prevention/Mitigation, Preparedness, Response and Recovery.

PLSAS' plan was designed with the help of local law enforcement, emergency management, and public health officials, along with guidance provided by the Federal Emergency Management Agency and the U.S. Department of Homeland Security. The district is committed to continually reevaluating its school safety procedures and protocols.

Law Enforcement Partnerships: PLSAS enjoys a strong working relationship with Prior Lake and Savage police and fire departments, Scott County Emergency Management and Mdwakanton Public Safety. The district has two School Resource Officers: one at the middle schools and one at Prior Lake High School. Police officers also have strong relationships with our elementary schools.

Secure Front Entrances: Those who wish to visit a building during the school day are currently only granted access through one door to the main office, or check-in desk, where they are greeted by a staff member who will make sure they know their business with the school and properly sign in using our visitor management system. This system allows us to track visitors in our buildings and enhance our existing school safety plans.

During the school day, visitors are asked to present a government-issued ID, such as a driver's license or passport, which is scanned into the system. The system will then conduct an on-the-spot background check against the national sex-offender database. Once entry is approved, a sticker badge with photo ID will be issued. When leaving the building, visitors turn in their badge at the main office or check-in desk.

11 Annual Drills: All schools in Minnesota are required to have five lockdown drills, five fire drills and one tornado drill each year by state law. The drills help students better understand their environments and give them confidence to respond in an emergency situation. The drills also help staff review their plans and provide them an opportunity to report any issues.

Reporting Systems: Our middle schools and high schools offer a safe, confidential way for students to report bullying or help someone facing mental health issues. If the issue does not require immediate action, the report can be made anonymously through our confidential reporting system

PLSAS also offers a Tip Line for students, parents or anyone in the community to report weapons, threats of violence or any activity that could potentially endanger students, staff or property. The confidential Tip Line phone number is **(952) 226-0005**.

Standard Reunification Method: Should an emergency situation arise in our community or one of our buildings while school is in session, we want you to be aware that our district has made preparations to respond effectively and appropriately.

Prior Lake-Savage Area Schools has a detailed, all-hazards emergency plan that has been formulated to provide direction to its staff and students during an emergency. This Reunification process was planned with the help of local law enforcement and is designed to ensure parents and students are safely reunited during an emergency.

Financing Education in Minnesota

2020-21

A Publication of the Minnesota House of Representatives Fiscal Analysis Department

For additional information, contact:

Emily Adriaens
Fiscal Analyst, E-12 Education Finance
Department of Fiscal Analysis
Minnesota House of Representatives
328 State Office Building
100 Rev. Dr. Martin Luther King Jr. Blvd.
St. Paul, Minnesota 55155

(651) 296-4178
emily.adriaens@house.mn

Additional copies of this publication are available upon request,
or online at the Fiscal Analysis Department website:
<http://www.house.mn/fiscal/home/issuebriefs>
(Please scroll down to the bottom of the page and find it under "Other Documents.")

Table of Contents

Introduction.....	1
Minnesota Education Finance Terms.....	2
General Education Program Revenue.....	11
Basic Aid	12
Extended Time Revenue.....	13
Gifted and Talented Revenue	14
Declining Enrollment Revenue.....	15
Basic Skills Revenue	16
Secondary Sparsity Revenue	19
Elementary Sparsity Revenue.....	20
Operating Capital Revenue.....	21
Transportation Sparsity Revenue.....	22
Equity Revenue.....	24
Small Schools Revenue	28
Transition Revenue.....	29
Reserved Revenue and Reductions.....	31
Referendum Revenue.....	32
Referendum Equalization Examples.....	34
Local Optional Revenue	35
K-12 Categorical Programs.....	36
Special Education	36
American Indian Education Aid	40
Alternative Teacher Compensation Revenue (Q-Comp).....	41
Permanent School Fund Revenue.....	43
Capital Expenditure Related Programs.....	44
Long-Term Facilities Maintenance Revenue.....	44
Debt Service Revenue.....	48
Telecommunications Access Revenue	50
Charter School Revenue	51
Achievement and Integration Revenue (AIM)	52
Literacy Incentive Aid	52
Nutrition Programs	53
Library Programs	53
Nonpublic Pupil Programs.....	53
Miscellaneous Revenue Programs.....	54
Family and Early Childhood Programs.....	55
Adult Basic Education	55
Adults with Disabilities	57
Early Learning Scholarships.....	58
Voluntary Pre-Kindergarten Program.....	58
Community Education.....	60
Early Childhood and Family Education	62
School Readiness	63
School Readiness Plus	64
School-Age Care.....	65
Other Categorical Family and Early Childhood Revenues.....	66

Property Taxes	67
Property Tax Relief Aids	67
Market Value Exclusion	67
Agricultural Credits	67
Referendum Tax Base Replacement Aid.....	67
Property Tax Calculation - Residential Property.....	68
Property Tax Calculation - Agricultural Homestead Property	69
Effect of Tax Relief Aids on School District Revenue.....	71
Finances	72
Education Finance Appropriations	72
School District Property Tax Levies.....	73
Property Tax Relief Aid Payments	74
Education Revenue Sources	75
State and Local Revenue Sources.....	76
Additional Resources	76



Introduction



“The stability of a republican form of government depending mainly upon the intelligence of the people, it is the duty of the legislature to establish a general and uniform system of public schools. The legislature shall make such provisions by taxation or otherwise as will secure a thorough and efficient system of public schools throughout the state.”

- Minnesota Constitution, Article XIII, Section 1

The financing of elementary and secondary education in Minnesota comes through a combination of state-collected taxes (primarily income and sales) and locally collected property taxes. Revenue to school districts is received in three major categories, all of which are described in greater detail in this booklet. In summary, the three categories are:

1. State Education Finance Appropriations (funded with state-collected taxes)
 - A. General Education Aid - The largest share of the education finance appropriation, general education aid, is intended to provide the basic financial support for the education program.
 - B. Categorical Aids - Categorical revenue formulas are generally used to meet costs that vary significantly between districts (i.e., special education) or promote certain types of programs (i.e., literacy incentive aid, adult basic education aid).
2. State Paid Property Tax Credits (funded with state-collected taxes)

Property tax credits reduce the amount of property taxes paid. To make up for this reduction, the state pays the difference between what was levied in property taxes and what is actually received in property taxes to school districts and other taxing districts.



3. Property Tax Levies

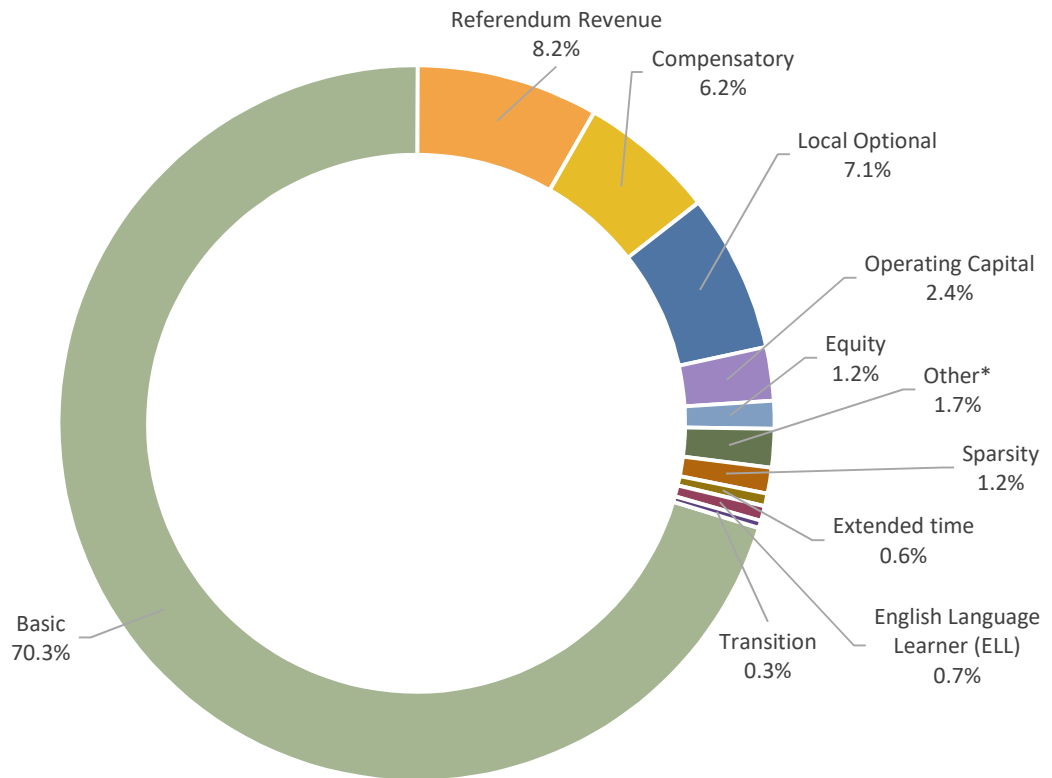
Property tax levies are made with voter approval, or at the discretion of individual school boards, usually up to limits or for expenditures in categories authorized in law by the Legislature. The largest share of the property tax levies made by school districts is from voter-approved levies: the excess operating referendum and debt service levies.

Minnesota Education Finance Terms

General Education Program - The general education program is the method by which school districts receive the majority of their financial support. There are several components to the general education program. The chart below illustrates the various categories of general education funding and the narrative that follows explains each category in detail.

Note: FY 2021 is the 2020-2021 school year.

General Education Program Components (FY 2021)



*Other includes Declining Enrollment, Small Schools, Gifted & Talented, PSEO and various other Adjustments.

1. Basic General Education Formula Revenue

The basic general education formula establishes the minimum level of funding for school districts. Basic general education aid is determined by multiplying the formula allowance by adjusted pupil units. The basic formula allowance is set for each year in legislation. For FY 2021, the basic formula allowance is \$6,567. School districts and charter schools will receive \$6.2 billion in basic formula allowance revenue in FY 2021.

Prior to FY 2015, the general education formula revenue was funded solely with state aid. The Student Achievement Levy, which was first effective for the 2014-15 school year, was designed to raise \$20,000,000 annually, statewide. This levy expired after FY 2018 and raised \$0 in FY 2019.

The following chart shows recent annual formula allowances and tax rates:

School Year	Basic Formula Allowance	Tax Rate
2007-08	\$5,074	0.00%
2008-09	\$5,124	0.00%
2009-10	\$5,124	0.00%
2010-11	\$5,124	0.00%
2011-12	\$5,174	0.00%
2012-13	\$5,224	0.00%
2013-14	\$5,302	0.00%
2014-15	\$5,831	0.35%
2015-16	\$5,948	0.33%
2016-17	\$6,067	0.30%
2017-18	\$6,188	0.14%
2018-19	\$6,312	0.00%
2019-20	\$6,438	0.00%
2020-21	\$6,567	0.00%

Of a district’s basic general education revenue, a fixed dollar amount per average daily membership (\$299 for kindergarten pupils and \$459 for first through sixth grade pupils) must be reserved for the purpose of reducing or maintaining the district’s average class size for kindergarten through third grade classrooms. The goal for these grade levels is to have an average class size of 17 students to 1 full-time classroom teacher.

2. Extended Time Revenue

Extended time allows students to generate up to an additional 0.2 (for a total of 1.2 maximum) ADM, which is then used to calculate the district’s weighted pupil count, which is multiplied by the extended time formula amount of \$5,117 to calculate extended time revenue. The revenue can be used for extended day, week or year programs, as well as vacation break academies and summer term academies. Charter schools operating an extended day, extended week or summer program are eligible for extended time revenue equal to 25 percent of the statewide average extended time revenue per adjusted pupil. For FY 2021, charter schools will receive \$10 per adjusted pupil unit. 145 districts and 36 charter schools qualify for a total of \$50.2 million in extended time revenue.



3. Gifted and Talented Revenue

Districts qualify for \$13 per pupil for gifted and talented revenue. Gifted and talented revenue must be used to identify gifted and talented students, to provide programming for those students and to provide staff development for teachers of those students. All districts and charter schools qualify for a total of \$12.2 million in gifted and talented revenue.

4. Declining Enrollment Revenue

Districts that experience declining enrollment from year to year are eligible for declining enrollment revenue. Previously, declining enrollment revenue was captured as part of “marginal cost pupil unit” calculations in many funding formulas. Due to pupil weighting simplification effective for fiscal year 2015, a separate declining enrollment category was established. Declining enrollment



revenue acknowledges that lost per pupil funding due to fewer students does not always align neatly with the district’s ability to cut its personnel and other operating costs. The declining enrollment formula is 28 percent (\$1,839 for FY 2021) of the current year formula allowance times the difference between the current year and previous year weighted pupil count. 237 districts and 62 charter schools qualify for a total of \$39.8 million in declining enrollment revenue.

5. Basic Skills Revenue

Basic skills revenue includes compensatory, English learner (EL) and EL concentration revenues. The funding for basic skills revenue is based on separate formulas for the individual components. The components are:

- **Compensatory revenue.** School sites where pupils eligible for free and reduced priced lunches attend generate compensatory revenue based on the number of eligible pupils at the site. Compensatory revenue per pupil increases as the percent of free and reduced price pupils at a particular school site increases (however, the percent is capped). School boards may allocate up to 50 percent of compensatory revenue on a district-wide basis, but at least 50 percent must remain at the site that generates the revenue.
- **English Learner (EL) revenue.** Districts receive EL revenue based on the number of English Learners enrolled in their district. Students are eligible for EL revenue for up to seven years (increased from 6 years). In addition, a per pupil amount is provided to districts with concentrations of EL students. The per pupil funding increases as the concentration increases (though the concentration percentage is capped).

All school districts receive some portion of \$601 million in basic skills revenue, which includes \$542 million in compensatory revenue and \$59 million in the EL revenue.

6. Sparsity Revenue

Sparsity revenue provides additional revenue for small and isolated schools. This revenue acknowledges the higher cost of necessarily small education programs, where options to increase the number of students in a school would require students to travel an unacceptable amount of time. There are two parts to the sparsity formula, one for secondary schools and one for elementary schools. The secondary school sparsity formula takes into account a secondary school's enrollment, distance from the secondary school to the nearest secondary school and the geographic area of the secondary school attendance area. The elementary sparsity formula provides additional funding for elementary schools that average 20 or fewer pupils per grade and that are 19 miles or more from the nearest elementary school. Districts that are relatively small in enrollment and large in geographic area tend to have the largest sparsity allowances. Charter schools are eligible for sparsity revenue based on the state average sparsity revenue per pupil. 103 districts and all charter schools receive a total of \$28.6 million in sparsity revenue.



7. Transportation Sparsity Revenue

Transportation sparsity revenue provides districts with additional funding based on the number of pupils per square mile in a school district. \$73.7 million of transportation sparsity revenue is divided among 307 districts and 69 charter schools.

8. Operating Capital Revenue

The operating capital formula has a component representing the former equipment and technology formulas (\$79 per pupil unit), and a component representing the former facilities formula (\$109 times the district's maintenance cost index). Operating capital revenue is an equalized formula. The equalizing factor for fiscal year 2021 is \$23,885 and it is \$22,912 in FY 2022. Operating capital revenue ranges from \$188 to \$243 per adjusted pupil unit per district and totals \$213.6 million statewide.

9. Equity Revenue

Equity revenue is intended to reduce the per pupil disparity between the highest and lowest revenue districts on a regional basis. For the purposes of equity revenue, there are two regions in the state: the seven-county metropolitan area and the balance of the state. In each region, districts are ranked according to their basic and referendum revenue. There are three components to the equity formula: regular, low-referendum and a supplemental amount. The regular component is based on a district's ranking in their region (rural or metro), the low-referendum component provides additional revenue for districts with referendum amounts below 10 percent of the state average referendum amount, and the supplemental component is a fixed amount (\$50 per pupil) for all districts. Only districts below the 95th percentile of revenue in referendum and basic revenue are eligible for the regular and low-referendum equity revenue, except



districts in cities of the first class as of 7/1/99 (Minneapolis, St. Paul and Duluth), which are automatically excluded. Equity revenue is an equalized formula, equalized at \$510,000 of referendum market value per pupil.

For the regular equity program, a district without an excess levy referendum is eligible for \$14 per pupil unit. A district with an excess levy referendum is eligible for \$14 per pupil unit, plus an additional amount based on its percentile ranking. To determine how much regular equity revenue a district receives, the district's equity index is calculated by dividing the difference between a district's basic and referendum revenue by the regional 95th percentile of basic and referendum revenue. The result is multiplied by \$80. The product of that calculation is added to the basic \$14 to generate the district's equity revenue.

Districts with referendum amounts below 10 percent of the state average referendum amount are also eligible for the supplemental low-referendum equity portion of equity revenue. Qualifying districts receive an amount per pupil equal to the difference between their referendum amount and 10 percent of the state average referendum amount, with a \$100,000 limit.

For FY 2017, FY 2018 and FY 2019, the revenue amount resulting from both the regular and low-referendum equity calculations was multiplied by 1.25 for metro districts and 1.16 for non-metro districts. For FY 2017 only, the 1.16 adjustment for non-metro districts came in the form of 100 percent state aid. ***Beginning in FY 2020, all districts are eligible for the 1.25 adjustment.*** Prior to FY 2017, only districts located in the seven county metropolitan area were eligible for the 1.25 adjustment.

Finally, all districts are eligible for an additional \$50 per pupil.

Statewide, all districts qualify for equity revenue, sharing a total of \$109.3 million, with revenue amounts ranging from \$50 to \$170 per pupil per district.

10. Small Schools Revenue

School districts (excluding charter schools) with fewer than 960 pupil units qualify for small schools revenue, with the revenue amount per pupil increasing as the enrollment size of the district decreases. The maximum amount a district could theoretically qualify for under the formula is \$544 per pupil. 162 school districts qualify for \$16.6 million in aid. The small schools revenue program includes small high schools in districts with more than one high school in geographically isolated areas.



11. Transition Revenue

Transition revenue guarantees a district that changes to various funding formulas will not result in the district receiving less money in the current year than it received in the prior year. It is in essence a “hold harmless” provision. For example, the 2013 Legislature made changes to the special education revenue program. A district that received special education revenue under the pre-2013 funding formulas would be able to continue funding its program at the same level as the previous year, regardless of changes to the formula that would otherwise indicate that the district was eligible for less revenue. Transition revenue is undesignated revenue which may be used for any general

fund purpose. Transition revenue is a mix of aid and levy, levied against referendum market value using \$510,000 per pupil as the equalizing factor. \$29.4 million of transition revenue is divided among 199 school districts and 36 charter schools.

12. Referendum Revenue

Referendum revenue allows districts to increase their general fund revenue with the approval of the voters in the district, and in limited cases, by board approval. A referendum to obtain voter approval for an increase in general fund revenue may be held on the first Tuesday following the first Monday in November (Election Day). Elections may be held at a different time if the election is held by mail ballot. If a district is in statutory operating debt and receives the commissioner's approval, the district may hold an additional election on a different day. A referendum election may be held in the calendar year before it is levied or one year earlier.

The referendum revenue formula is an equalized formula; that is, the state pays in aid the difference between what is raised by a local levy and a guaranteed revenue amount.

The referendum revenue program has a two-tier equalization aid formula as follows:

- First tier revenue (up to \$460 per pupil) equalized at \$567,000
- Second tier revenue (revenue from \$460 to 25 percent of the basic formula allowance, which is \$1,642 for FY 2021) equalized at \$290,000. Districts that qualify for sparsity revenue are not subject to the second tier revenue limit of \$1,642 for equalization. All revenue above \$460 is eligible for equalization at the \$290,000 level for sparsity districts.



Equalization is used to apply the same property tax burden to districts that have similar per pupil referendum revenues, but varying tax bases. The relationship of a district's referendum market value per pupil unit to the equalizing factor (\$567,000 in the case of the first \$460 of referendum revenue) indicates how much referendum revenue the district will receive from property taxes. If a district's property valuation per pupil unit were \$283,500 for example (50 percent of \$567,000), the district would receive 50 percent of its revenue from its referendum levy and 50 percent from state equalization aid. If a district's referendum market value per pupil unit is greater than \$567,000, that district will receive all of its referendum revenue from the local levy. The closer a district's referendum market value per pupil is to \$0, the higher the percentage of state aid the district receives for referendum levies below \$460 per pupil. The same district with \$283,500 per pupil in market value would levy 98 percent ($\$283,500 / \$290,000 = 0.98$) of the revenue for a referendum amount between \$460 and \$1,642 per pupil.

Prior to fiscal year 2021, school boards could convert up to \$300 per pupil of existing referendum authority to "board approved" authority. Starting in FY 2021, the first \$300 per pupil is moved to local optional revenue. This is a revenue neutral change.

Referendum revenue is calculated based on an adjusted pupil unit (APU) basis, which factors in open enrollment. However, referendum equalization *aid* is computed on a *resident* pupil unit basis.

The maximum amount per pupil that districts can generate in referendum revenue is capped by statute. For fiscal year 2021, the standard cap is \$1,780. The standard cap is adjusted annually based on changes in the Consumer Price Index. Districts eligible for sparsity revenue are *not* subject to the standard referendum cap.

For fiscal year 2021, 230 school districts have referendum authority totaling \$722.4 million in revenue, with amounts up to \$3,546 per pupil unit. Some districts with referendum revenue receive referendum equalization aid, which totals \$35.1 million statewide (and is included in the \$722.4 million).

Referendum levies must be certified on referendum market value rather than adjusted net tax capacity (ANTC). ANTC provides tax advantages for residential and agricultural property compared to commercial and industrial property; referendum market value treats most residential and commercial property the same. Agricultural land and seasonal recreational cabin properties are excluded from referendum market value.

13. Local Optional Revenue

The 2013 Legislature added an additional component to the general education program called location equity, or local optional revenue. It allows school districts to access up to \$724 per adjusted pupil unit in board-approved revenue.



Like referendum revenue, local optional revenue is an equalized levy formula certified on referendum market value. The first \$300 per adjusted pupil unit is equalized at \$880,000 of referendum market value per pupil, and the amount between \$300 and \$724 per adjusted pupil unit is equalized at \$510,000 of referendum market value per pupil. For fiscal year 2021, an estimated 330 districts chose to access local optional revenue. Total local optional revenue is projected to be \$628.6 million: \$502.3 million coming from local levy and \$126.3 million coming from state aid.

Equalizing Factor – The dollar amount used to calculate the state and local shares in formulas that are equalized. Most equalizing factors are fixed, such as that for operating capital revenue, which is set at \$23,885 for FY 2021. A fixed equalizing factor is a guarantee by the state that a certain tax rate will generate a certain amount of revenue for a school district, regardless of the district’s property value. In the case of operating capital revenue, the state guarantees that a 1 percent tax rate will generate \$239 (*calculation*: $0.01 \times \$23,885$) in revenue for the district, whether it is raised via the local property tax, or provided by the state. The percent of revenue in a given formula which will be raised through local levies is equal to the district’s property value (in ANTC or market value for referendum) divided by the equalizing factor. In the case of operating capital revenue, for example, a district with \$7,870 in ANTC per pupil unit will raise 33 percent of its revenue locally ($\$7,870 / \$23,885 = 0.33$), with the balance provided through state aid.

Pupil Weighting – A weighted count of pupils used to determine revenue in many funding formulas. The weights are as follows:

<u>Grade Level</u>	<u>Pupil Weight</u>
Voluntary Pre-Kindergarten Pupil	0.6 pupil units
One Kindergarten Pupil	1.0 pupil units (full) / 0.55 (half)
One Elementary Pupil (grade 1-3)	1.0 pupil units
One Elementary Pupil (grade 4-6)	1.0 pupil units
One Secondary Pupil (grade 7-12)	1.2 pupil units

A preschool pupil with disabilities is counted as 1.0 pupil unit for the ratio of hours of service to 825, with a minimum of 0.28 ADM and a maximum of 1.0 pupil unit.

Adjusted Pupil Units (APU) – Each student is weighted by grade level according to the weights listed above. For example, if a district has 1,000 students in grades seven through twelve, its adjusted pupil count for these secondary students is 1,200 (*calculation: 1,000 × 1.2 pupil units*).

Weighted Average Daily Membership (WADM) is another term for Adjusted Pupil Units (APU). It is the total of the above weighted pupil unit categories for a school district.

Pupils in Average Daily Membership (ADM) is the total headcount of students in a school district. Each student may not count for more than 1.0 ADM.

Note: In the examples presented in this booklet, “pupil units” means adjusted pupil units, unless otherwise noted.

Categorical Revenues – Additional resources for specific school programs. Examples of categorical revenues include:

1. Special Education Revenue
2. School Lunch Aid
3. Debt Service Equalization Aid

Market Value – The value assigned to property by an assessor.

Referendum market value (RMV) – Allows certain types of property that have classification rates below one to have a lower market value than the value assigned by the assessor, and excludes cabins and agricultural land.



Property Tax Classification Rates – Percentages applied to the market value of property to arrive at the adjusted net tax capacity. For example, residential homestead property under \$500,000 has a class rate of 1 percent; the amount over \$500,000 has a class rate of 1.25 percent.

Adjusted Net Tax Capacity (ANTC) – The property value used for calculating most school taxes. ANTC is determined by equalizing differences in tax capacities by property type in different counties. This equalization process compares market values to actual sales and is intended to neutralize the effect of differing assessment practices. Also, the ANTC reflects the application of the classification rates to the market value of property.

Tax Capacity Rate – The rate of taxation for a specific program. Tax capacity rates are expressed as a percent of the adjusted net tax capacity. Many tax capacity rates are set in law.

Uniform Financial Accounting and Reporting Standards (UFARS) – A statewide accounting procedure that must be used by school districts to record financial transactions and report financial information to the State Department of Education.

School Funds – A set of financial accounts to manage school operations.

a. Operating Funds

- i. General Fund – general operations of the school district including salaries and benefits, instructional materials, supplies and custodial operations, transportation, ongoing capital expenditures and equipment
- ii. Food Service Fund – school lunch and breakfast programs
- iii. Community Service Fund – community service, early childhood family education, adult and recreation programs

b. Non-Operating Funds

- i. Building Construction Fund – bond proceeds used to pay for building construction
- ii. Debt Service Fund – used to pay principal and interest on building project bonds
- iii. Trust Fund
- iv. Agency Fund

Districts Off The Formula – In districts with high property values per pupil unit, the levy rate for particular programs may generate revenue that is equal to or greater than the total revenue the district is entitled to for the program. These districts are referred to as being “off the formula” for that program, because all of the revenue is paid by local property taxes.



General Education Program Revenue

General education revenue is a combination of several revenue categories that provide the major share of funding for school districts. Most of the general education revenue is for the general operation of the school district and is not designated by the state for a specific purpose. General education revenue is part aid and part levy; the levies for general education include local portions of equity, transition, operating capital, referendum and local optional revenue. These local portions of general education revenue are equalized.

The basic general education formula for FY 2021 is \$6,567 per pupil unit. Basic general education revenue plus several additional components (extended time, gifted and talented, declining enrollment, small schools, basic skills, secondary sparsity, elementary sparsity, transportation sparsity, operating capital, equity, pension adjustment, transition, referendum and local optional) make up total general education revenue.

Example – Gopherville School District (\$ per pupil unit)



Number of Pupil Units *	=	900
Basic Revenue	=	\$6,567
Extended Time Revenue	=	\$30
Gifted & Talented Revenue	=	\$13
Declining Enrollment Revenue	=	\$85
Small Schools Revenue	=	\$144
Basic Skills Revenue	=	\$50
Secondary Sparsity Revenue	=	\$10
Elementary Sparsity Revenue	=	\$0
Operating Capital Revenue	=	\$200
Transportation Sparsity Revenue	=	\$62
Equity Revenue	=	\$100
Transition Revenue	=	\$16
Referendum Revenue (voter-approved)	=	\$460
Local Optional Revenue	=	\$724

General Education Revenue = (Basic Revenue + Extended Time Revenue + Gifted & Talented Revenue + Declining Enrollment Revenue + Small Schools Revenue + Basic Skills Revenue + Secondary Sparsity Revenue + Elementary Sparsity Revenue + Operating Capital Revenue + Transportation Sparsity Revenue + Equity Revenue + Transition Revenue + Referendum Revenue (voter-approved) + Local Optional Revenue) x Pupil Units

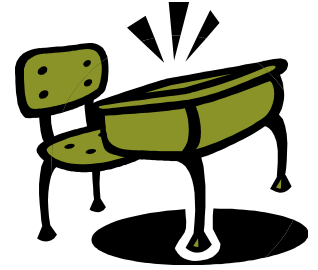
$$\begin{aligned}
 &= (\$6,567 + \$30 + \$13 + \$85 + \$144 + \$50 + \$10 + \$0 + \$200 + \$62 + \$100 + \$16 + \$460 + \\
 &\quad \$724) \times 900 \\
 &= \$8,461 \times 900 \\
 &= \$7,614,900
 \end{aligned}$$

**As noted earlier, all references to “pupil units” are references to adjusted pupil units (APU).*

Basic Aid



Basic aid is calculated as the basic formula allowance (\$6,567 for fiscal year 2021) times the district's adjusted pupil units (APU). Basic aid is also referred to as basic formula aid, or formula revenue. [126C.10, subd. 2]



Example – Gopherville School District

FY 2021 Adjusted Pupil Units (APU)	1,000
General Education Formula Allowance	\$6,567

$$\begin{aligned} \text{Basic Aid} &= \text{Adjusted Pupil Units} \times \text{General Education Formula Allowance} \\ &= 1,000 \times \$6,567 \\ &= \$6,567,000 \end{aligned}$$

Extended Time Revenue

Extended time revenue replaces the former learning year pupil program. This revenue stream allows districts to generate additional funding for students who are enrolled for more than a standard school year equivalent. Extended time revenue allows students to count as up to an additional 0.2 (for a total of 1.2 maximum) ADM, which is then used to generate an APU based on the student's grade level. The APU total for extended time ADM is then multiplied by the extended time formula amount to calculate total extended time revenue. The extended time formula amount is fixed at \$5,117. Extended time revenue can be used for extended day, week or year programs.



Extended time revenue for charter schools operating an extended day, extended week or summer program is equal to 25 percent of the statewide average extended time revenue per adjusted pupil unit. [124E.20; 126C.05, subd. 15; 126C.10, subd. 2a]

Example – Gopherville School District

ADM between 1.0 and 1.2	=	10
APU for ADM between 1.0 and 1.2*	=	10
Formula Allowance for Extended Time	=	\$5,117

Extended Time Revenue

$$\begin{aligned} &= \text{APU for ADM between 1.0 and 1.2} \times \text{Extended Time Formula Allowance} \\ &= 10 \times \$5,117 \\ &= \$51,170 \end{aligned}$$

**Assumes all extended time students in this example are in grades 1 through 6.*

Example – Gopherville Charter School

Adjusted Pupil Units	=	200
Statewide Average Extended Time Revenue per APU	=	\$40.56

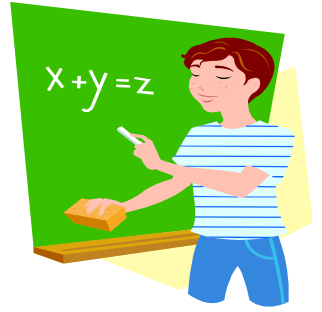
Extended Time Revenue

$$\begin{aligned} &= \text{APU} \times 25\% \text{ of Statewide Average Extended Time Revenue per APU} \\ &= 200 \times (0.25 \times \$40.56) \\ &= 200 \times \$10.14 \\ &= \$2,028 \end{aligned}$$

Gifted and Talented Revenue



Gifted and talented revenue is equal to \$13 per adjusted pupil unit. A district's gifted and talented revenue must be used to identify gifted and talented students, to provide programs for those students, and to train teachers for working with gifted and talented students. [126C.10, subd. 2b]



Example – Gopherville School District

Adjusted Pupil Units (APU) = 1,000
Gifted & Talented Revenue Formula Amount = \$13

Gifted and Talented Revenue

$$\begin{aligned} &= \text{APU} \times \text{Gifted \& Talented Formula Allowance} \\ &= 1,000 \times \$13 \\ &= \$13,000 \end{aligned}$$

Declining Enrollment Revenue

Districts that experience declining enrollment from year to year are eligible for declining enrollment revenue. Previously, declining enrollment revenue was captured as part of “marginal cost pupil unit” calculations in many funding formulas. Declining enrollment revenue acknowledges that lost per pupil funding due to fewer students does not always align neatly with the district’s ability to scale back its personnel and other operating costs. The declining enrollment formula is 28 percent of the current year formula allowance (\$1,839 for the fiscal year 2021) times the difference between the current year and previous year weighted pupil count. [126C.10, subd. 2d]



Example – Gopherville School District

Adjusted Pupil Units - Current Year (2020-21)	=	950
Adjusted Pupil Units - Previous Year (2019-20)	=	1,000
General Education Formula Allowance	=	\$6,567

Declining Enrollment Revenue

$$\begin{aligned} &= (28\% \text{ of Formula Allowance}) \times \text{the greater of (a) Zero or} \\ &\quad \text{(b) APU Previous Year} - \text{APU Current Year} \\ &= (0.28 \times \$6,567) \quad \times \quad (1,000 - 950) \\ &= \$1,839 \quad \times \quad 50 \\ &= \$91,950 \end{aligned}$$

Basic Skills Revenue

Basic skills revenue includes compensatory revenue, English learner (EL) revenue and EL concentration revenue. While these revenues are combined into a single category, the total revenue is based on separate formulas for the individual components. [126C.10, subd. 4; 126C.15; 124D.65]

Compensatory revenue. Districts receive additional funding for students eligible to receive free and reduced price lunches, based on the October 1 count of the previous year. Districts, with board approval, may allocate up to 50 percent of the compensatory revenue on a district-wide basis; the other 50 percent must be allocated to the school site in which the pupils who generated the revenue receive instruction. The revenue must be used to meet the educational needs of pupils whose progress (based on state or local content or performance standards) is below their appropriate age level. Each school site's decision-making team – or instruction and curriculum advisory committee – must make recommendations on how the revenue is to be spent. Districts that receive compensatory revenue must maintain separate accounts for the revenue and report on their expenditures. In fiscal years 2018 through 2020, a percentage of this revenue was required to be used for extended time activities: 1.7 percent in FY 2018, 3.5 percent in FY 2019, and 3.5 percent plus the percentage change in the formula allowance in FY 2019 and FY 2020.

Compensatory revenue for each building in the district is calculated by multiplying compensatory pupil units times the total of the general education formula allowance minus \$839 (\$5,728 for FY 2021). Compensatory pupil units equal $0.6 \times$ (the sum of the number of students receiving free lunch and $0.5 \times$ students receiving reduced price lunches) \times the lesser of (a) 1, or (b) the quotient of the following calculation divided by 80: the number of free lunch pupils plus half the number of reduced price lunch pupils divided by the total number of pupils times 100. Beginning in fiscal year 2018, a district's compensatory revenue is the sum of the compensatory revenue calculation and the amounts designated under Laws 2015, 1st Special Session chapter 3, article 2, section 70, subd. 8, if applicable.



English Learner programs revenue. School districts with English learning (EL) (formerly limited English proficient) students receive aid to recognize the additional cost of educating these students. For funding purposes, an EL student is defined as one whose primary language is not English, whose English language skills do not allow full classroom participation, whose prior year score on an emerging academic English test is below the cutoff score, and who is enrolled in an EL educational program but has not been enrolled in Minnesota public schools for six or more years. A student who has passed the emerging academic English test, but has not yet received seven years of EL services is eligible to continue to be counted as eligible for EL funding if the student's classroom teacher determines that the student has not demonstrated academic language proficiency in English.

EL regular revenue is equal to \$704 times the greater of 20 or the number of eligible EL pupil units. Districts also receive EL concentration revenue, which provides additional revenue when a district has a higher concentration of EL pupils. EL concentration revenue is computed by taking the lesser of 1, or the result of dividing the concentration percentage (which is 100 times the ratio of current year EL pupils to total average daily membership) by 11.5 and multiplying that number by the number of current year EL students and the concentration revenue formula amount of \$250.

Example – Compensatory Component of Basic Skills

Gopherville School District, Central School

Number of Pupils (October 1 st Enrollment)	=	800
Number of Pupils Receiving Free Lunches	=	100
Number of Pupils Receiving Reduced Price Lunches	=	200
General Education Formula Allowance	=	\$6,567

Compensatory Pupil Units = $[(100 + (200/2)) \times 0.6] \times \text{the lesser of either (a) 1 or (b) } \frac{(100 + (200/2))}{100} \times \frac{800}{80}$

= $120 \times \text{the lesser of either (a) 1 or (b) } 25.0 \div 80$

= $120 \times \text{the lesser of either (a) 1 or (b) } 0.313$

= $120 \times 0.313 = 37.6$

Maximum Compensatory

Revenue	=	Compensatory Pupil Units	×	General Ed Formula Allowance - \$839
	=	37.6	×	\$6,567 - \$839
	=	37.6	×	\$5,728
	=	\$215,373		

Gopherville School District, Country School

Number of Pupils (October 1 st Enrollment)	=	200
Number of Pupils Receiving Free Lunches	=	10
Number of Pupils Receiving Reduced Price Lunches	=	20
General Education Formula Allowance	=	\$6,567

Compensatory Pupil Units = $(10 + (20/2)) \times 0.6 \times \text{the lesser of either (a) 1 or (b) } \frac{(10 + (20/2))}{100} \times \frac{200}{80}$

= $12 \times \text{the lesser of either (a) 1 or (b) } 10.0 \div 80$

= $12 \times \text{the lesser of either (a) 1 or (b) } 0.125$

= $12 \times 0.125 = 1.5$

Maximum Compensatory

Revenue	=	Compensatory Pupil Units	×	General Ed. Formula Allowance - \$839
	=	1.5	×	\$6,567 - \$839
	=	1.5	×	\$5,728
	=	\$8,592		

Example – English Learner Component of Basic Skills

Gopherville School District

Number of Pupils	=	1,000
Number of Eligible EL Students	=	68
Concentration Revenue Formula Amount	=	\$250

EL Revenue = Regular Revenue + EL Concentration Revenue

EL Regular Revenue

$$\begin{aligned} &= \$704 \times \text{the greater of either (a) 20 or (b) Eligible EL Pupil Units} \\ &= \$704 \times \text{the greater of either (a) 20 or (b) 68} \\ &= \$704 \times 68 \\ &= \$47,872 \end{aligned}$$

EL Concentration Revenue

$$\begin{aligned} &= 2020\text{-}21 \text{ EL Students} \times \text{Concentration Formula} \times \text{Concentration Pupil Units} \\ &= 68 \times \$250 \times \text{the lesser of either (a) 1 or (b) } \frac{100 \times (68/1000)}{11.5} \\ &= 68 \times \$250 \times \text{the lesser of either (a) 1 or (b) 0.59} \\ &= 68 \times \$250 \times 0.59 \\ &= \$10,030 \end{aligned}$$

EL Total Revenue = EL Regular Revenue + EL Concentration Revenue

$$\begin{aligned} &= \$47,872 + \$10,030 \\ &= \$57,902 \end{aligned}$$

Gopherville School District Total Basic Skills Revenue

Compensatory Revenue (Central School Site)	=	\$215,373
Compensatory Revenue (Country School Site)	=	\$8,592
EL Revenue	=	\$57,902

Basic Skills Revenue = Compensatory Revenue (Central + Country) + EL Revenue

$$\begin{aligned} &= (\$215,373 + \$8,592) + \$57,902 \\ &= \$281,867 \end{aligned}$$

Secondary Sparsity Revenue

Districts with one or more sparsely populated high school attendance areas may be eligible for additional revenue to meet the higher cost of operating a secondary program with a small number of students. To be eligible, a high school must meet two requirements: 1) an isolation index greater than 23 and 2) fewer than 400 pupils in average daily membership. If a district has more than one high school, the district’s sparsity revenue is the sum of the calculation for each high school. Districts with certain reforested lands have an additional factor in the formula that increases sparsity revenue. A district that certifies that it would not close a school building unless it continues to qualify for secondary sparsity revenue at the previous amount (with the building remaining open) may close a school building and not have its secondary sparsity revenue reduced.
 [126C.10, subd. 6, 7, & 8a]

Example – Gopherville School District

Adjusted Pupil Units = 700
 Secondary Average Daily Membership (ADM) = 300
 General Education Formula Allowance for Sparsity = \$6,037 (*calculation: \$6,567 - \$530*)
 High School Attendance Area = 356 Square Miles
 Distance from High School to Nearest High School = 22 Miles

$$\begin{aligned}
 \text{Isolation Index (ii)} &= \sqrt{.55 \times \text{Attendance_Area}} + \text{Miles to Nearest High School} \\
 &= \sqrt{.55 \times 356} + 22 \\
 &= \sqrt{196} + 22 \\
 &= 14 + 22 \\
 &= 36
 \end{aligned}$$

$$\begin{aligned}
 \text{Secondary Sparsity Revenue} &= \frac{(400 - \text{Sec ADM})}{\text{Formula Allowance} \times \text{Sec. ADM} \times (400 + \text{Sec ADM})} \times \text{the lesser of (a) 1.5 or (b) } \frac{\text{ii} - 23}{10} \\
 &= \$6,037 \times 300 \times \frac{(400 - 300)}{(400 + 300)} \times \text{the lesser of (a) 1.5 or (b) } \frac{36 - 23}{10} \\
 &= \$6,037 \times 300 \times \frac{100}{700} \times \text{the lesser of (a) 1.5 or (b) } (13/10) \\
 &= \$6,037 \times 300 \times 0.14 \times \text{the lesser of (a) 1.5 or (b) 1.3} \\
 &= \$6,037 \times 300 \times 0.14 \times 1.3 \\
 &= \$329,620
 \end{aligned}$$

$$\begin{aligned}
 \text{Secondary Sparsity Revenue per Pupil Unit} &= \$329,620 / 700 \\
 &= \$470.89
 \end{aligned}$$

Elementary Sparsity Revenue



Districts with a sparsely populated elementary school attendance area may be eligible for additional revenue to operate the elementary school. To be eligible, an elementary school must have an average of 20 or fewer pupils per grade level and be located 19 miles or more from the nearest elementary school. A district that certifies that it would not close a school building unless it continues to qualify for elementary sparsity revenue at the previous amount (with the building remaining open) may close a school building and not have its elementary sparsity revenue reduced. [126C.10, subd. 8]

Example – Gopherville School District ABC Elementary School

Grades K-6 Pupil (ADM)	=	100
General Education Formula Allowance for Sparsity	=	\$6,037 (<i>calculation: \$6,567 - \$530</i>)
Distance to Nearest Elementary School	=	23 miles

Elementary Sparsity Revenue

$$\begin{aligned} &= \text{Elementary ADM} \times \text{Formula Allowance} \times \frac{(140 - \text{Elem ADM})}{(140 + \text{Elem ADM})} \\ &= 100 \times \$6,037 \times \frac{(140 - 100)}{(140 + 100)} \\ &= 100 \times \$6,037 \times \frac{40}{240} \\ &= 100 \times \$6,037 \times 0.1667 \\ &= 100 \times \$1,006 \\ &= \$100,600 \end{aligned}$$

Note: The 140 used in the formula assumes 20 pupils in each of grades K-6. If this elementary school had fewer than seven grades, the formula would be adjusted for the actual number of grades.

Operating Capital Revenue

Operating capital revenue is available for repair and betterment of facilities, acquisition of land, purchase or lease of equipment, and purchase of books. Operating capital revenue is placed in the operating capital account in the general fund. Operating capital revenue is based on the two former components of a capital expenditure funding formula: facilities revenue and equipment revenue. The facilities component of the formula generates revenue of \$109 per pupil unit plus a weighting for the average age of the district’s buildings. The equipment revenue component is \$79 per pupil unit. In addition, a district with a learning year program receives an additional \$31 per pupil unit at the site a program is in place. Operating capital revenue is an equalized formula, with an equalizing factor of \$23,885 of ANTC per pupil for FY 2021. In FY 2022, the equalizing factor will be \$22,912. [126C.10, subd. 13]

Example – Gopherville School District

Number of Pupil Units	=	1,000
ANTC per Pupil Unit	=	\$6,000
Operating Capital (Facilities Component)	=	\$109 per Pupil Unit
Operating Capital (Equipment Component)	=	\$79 per Pupil Unit
Average Age of District Buildings	=	25 years
Maintenance Cost Index	=	1.25 (1 + Ratio of Average Age to 100)

Operating Capital Revenue per Pupil
 = Equipment Component + (Facilities Component × Maint. Cost Index)
 = \$79 + (\$109 × 1.25)
 = \$79 + \$136
 = \$215

Revenue = Pupil Units × Operating Capital per Pupil Revenue
 = 1,000 × \$215
 = \$215,000

Levy = Revenue × (ANTC per Pupil / Operating Capital Equalizing Factor)
 = \$215,000 × (\$6,000 / \$23,885)
 = \$215,000 × 0.251
 = \$53,965

Aid = Revenue – Levy
 = \$215,000 – \$53,965
 = \$161,035



Transportation Sparsity Revenue

In 1996-97, a major portion of the funding of transporting students, equal to \$170 per pupil, was rolled into the basic general education formula. To recognize the additional costs of transporting students in those districts with fewer students per square mile, the transportation sparsity formula provides additional funding based on the number of students per square mile. The actual formula uses logarithms to calculate a revenue amount. The final part of the formula subtracts 4.66 percent of the basic formula amount, which in 1997 was the \$170 by which the general education formula was increased due to the “roll-in” of transportation revenue, adjusted for the changes in the basic formula since 1996-97. [126C.10, subd. 18]



For this formula, sparsity index means the greater of 0.2 or the number of square miles in the district divided by the number of adjusted pupil units. Density index means the number of square miles divided by the number of adjusted pupil units; however, the density index may not be greater than 0.2 or less than 0.005.

Example – Gopherville School District

Adjusted Pupil Units (APU)	=	1,000
Number of Square Miles	=	90
General Education Formula Allowance	=	\$6,567
District Sparsity Index	=	0.20
District Density Index	=	0.09

Transportation Sparsity Revenue per Pupil Unit = [(Formula Allowance × 0.141) × (District Sparsity Index raised to the 0.26 power) × (District Density Index raised to the 0.13 power)] - (Formula Allowance × 0.0466)

$$\begin{aligned}
 &= [(\$6,567 \times 0.141) \times (0.20^{0.26}) \times (0.09^{0.13})] - (\$6,567 \times 0.0466) \\
 &= [\$926 \times 0.658063 \times 0.731226] - \$306 \\
 &= \$446 - \$306 \\
 &= \$140
 \end{aligned}$$

Total Transportation Sparsity Revenue	=	Revenue per APU × APU
	=	\$140 × 1,000
	=	\$140,000

The 2017 Legislature amended the Transportation Sparsity Revenue allowance by adding the Pupil Transportation Adjustment to the calculation. The formula takes a portion (18.2 percent) of the difference between a district's transportation costs and the sum of: a portion (4.66 percent) of its basic revenue; previous transportation sparsity revenue; and charter school transportation adjustment. For this formula, transportation costs include regular and excess public transportation costs, as well as costs associated with depreciation of the bus fleet. It does *not* include special education transportation or transportation among buildings.

Example – Pupil Transportation Adjustment

Gopherville School District

Transportation Costs (2020)	=	\$2,740,000
Transportation Costs (2019)	=	\$2,700,000
Basic Revenue (2020)	=	\$10,000,000
Transportation Sparsity Revenue (2020)	=	\$500,000
Charter School Transportation Adjustment (2020)	=	\$0

Pupil Transportation Adjustment = $0.182 \times [(\text{the lesser of (a) Previous Year Transportation Costs or (b) } 1.05 \times \text{Second Previous Year Transportation Costs}) - ((\text{Previous Year Basic Revenue} \times 0.0466) + \text{Previous Year Transportation Sparsity Revenue} + \text{Previous Year Charter School Transportation Adjustment})]$

$$\begin{aligned}
 &= 0.182 \times [(\text{the lesser of (a) } \$2,740,000 \text{ or (b) } \$2,835,000) - ((\$10,000,000 \times 0.0466) + \$500,000 + 0)] \\
 &= 0.182 \times [\$2,740,000 - (\$466,000 + \$500,000 + 0)] \\
 &= 0.182 \times [\$2,740,000 - \$966,000] \\
 &= 0.182 \times [\$1,774,000] \\
 &= \$322,868
 \end{aligned}$$

Equity Revenue



Equity revenue is intended to reduce the disparity in revenue per pupil unit between the highest and lowest revenue districts on a regional basis, with the regions defined as the seven county metropolitan area and the balance of the state, using a set of three formulas: one for regular equity, one for low-referendum equity, and one for supplemental equity.

Regular equity revenue is calculated by ranking all districts in each region according to their total basic and referendum revenue. Districts below the 95th percentile of revenue in those two components combined are eligible for regular and low-referendum equity revenue, except school districts located in cities of the first class on July 1, 1999 (Duluth, Minneapolis and St. Paul), which are automatically excluded. All eligible districts receive \$14 per pupil unit, but districts with operating referendum receive additional revenue based on their percentile ranking compared to the rest of the region the district is in. To determine how much extra revenue a district receives, the district's equity index is calculated by dividing the difference between the district's revenue in the two categories by the 95th percentile of revenue in those two categories. The result is multiplied by \$80.

Low-referendum equity was created to provide additional aid for districts with referendum amounts per pupil below ten percent of the state average referendum amount (the state average referendum revenue per pupil is \$832.14 for FY 2021). Low-referendum equity is equal to difference between a district's referendum per pupil and 10 percent of the state average referendum amount, with the total low-referendum supplemental equity amount not to exceed \$100,000 for any one district.

For FY 2017, FY 2018 and FY 2019 the revenue amount resulting from both the regular and supplemental low-referendum equity formulas was multiplied by 1.25 for metro districts, and 1.16 for non-metro districts. For FY 2017 only, the 1.16 adjustment for non-metro districts came in the form of 100 percent state aid. ***Beginning in FY 2020, all districts are eligible for the 1.25 adjustment.*** Prior to FY 2017 only districts in the seven county metro region were eligible for the 1.25 adjustment.

Finally, supplemental equity provides \$50 per pupil of revenue for all districts.

Equity revenue is equalized at \$510,000 of referendum market value (RMV) per pupil.
[126C.10, subd. 24-30]



Example – Gopherville School District

Number of Pupil Units	=	1,000
Basic Revenue	=	\$6,567
Local Optional Revenue per Pupil	=	\$724
Referendum Revenue per Pupil	=	\$460
7-County Metro Area	=	no
Rural 95 th Percentile	=	\$8,647
Rural 5 th Percentile	=	\$6,867
Metro 95 th Percentile	=	\$8,680
Metro 5 th Percentile	=	\$6,878
State Average Referendum Revenue per Pupil	=	\$832
Gopherville Referendum Market Value (RMV) per Pupil	=	\$300,000

Regular Equity Revenue

Regional Equity Gap (Rural)	=	95 th Percentile - 5 th Percentile \$8,647 - \$6,867	=	\$1,780
District Equity Gap	=	95 th Percentile – (Dist. Basic + Referendum + Local Optional) \$8,647 - \$7,751	=	\$896
Equity Index	=	[District Equity Gap / Regional Equity Gap] \$896 / \$1,780	=	0.503
Regular Equity Rev.	=	Pupil Units × [\$14 + (\$80 × Equity Index)]		
	=	1,000 × [\$14 + (\$80 × 0.503)]		
	=	1,000 × [\$14 + \$40.24]		
	=	1,000 × \$54.24		
	=	\$54,240		

Supplemental Low-Referendum Equity Revenue

Low-Referendum Equity Revenue	=	Pupils × [(\$832 × 10%) – District Ref.]
	=	1,000 × [(\$832 × 0.10) - \$460]
	=	1,000 × (\$83.20 - \$460)
District ref. authority less than 10% of statewide average?	=	No. (\$460 > \$83.20)
	=	\$0

Subtotal – Equity Revenue (Regular and Low-Referendum)

$$\begin{aligned} \text{Subtotal Equity Revenue} &= \text{Regular Equity Revenue} + \text{Low-Referendum Equity Revenue} \\ &= \$54,240 + \$0 \\ &= \$54,240 \end{aligned}$$

25% Equity Revenue Adjustment

$$\begin{aligned} \text{25\% Adjustment} &= \text{Equity Revenue (Parts 1 \& 2)} \times 0.25 \\ &= \$54,240 \times 0.25 \\ &= \$13,560 \end{aligned}$$



Supplemental Equity Revenue

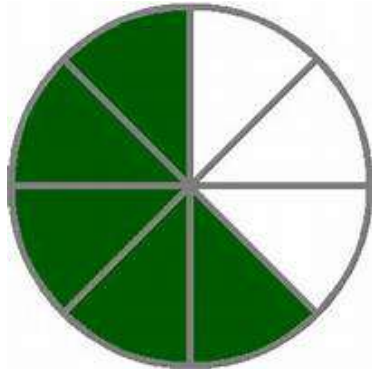
$$\begin{aligned} \text{Supplemental Equity Rev.} &= \text{Pupils} \times \text{Supplemental Equity Formula Amount} \\ &= 1,000 \times \$50 \\ &= \$50,000 \end{aligned}$$

Grand Total Equity Revenue

$$\begin{aligned} \text{Grand Total Equity Rev} &= \text{Regular Equity Revenue} + \text{Low-Referendum Equity Revenue} + \\ &\quad \text{25\% Equity Revenue Adjustment} + \text{Supplemental} \\ &\quad \text{Equity Revenue} \\ &= \$54,240 + \$0 + \$13,560 + \$50,000 \\ &= \$117,800 \end{aligned}$$

Equity Revenue – Aid and Levy Calculation

$$\begin{aligned} \text{Equity Levy} &= \text{Grand Total Equity Rev.} - 25\% \text{ Adjust.*} \times \frac{\text{RMV/Pupil Unit}}{\$510,000} \\ &= \$117,800 - \$13,560 \times \frac{\$300,000}{\$510,000} \\ &= \$104,240 \times 0.588 \\ &= \$61,293 \\ \text{Equity Aid} &= \text{Total Equity Revenue} - \text{Equity Levy} \\ &= \$117,800 - \$61,293 \\ &= \$56,507 \end{aligned}$$



Small Schools Revenue



Small Schools revenue is allocated to school districts (excluding charter schools) based on their enrollment. Districts with less than 960 adjusted pupil units qualify for the revenue. The formula for the revenue is \$544 times the district's adjusted pupil units, multiplied by a factor that allocates more revenue per pupil to smaller school districts on a sliding scale. The definition of a "district" for small schools revenue purposes includes a high school that is eligible for sparsity aid in a district with at least two high schools. [126C.10, subd. 2c]

Example – Gopherville School District

Adjusted Pupil Units (APU)	=	200
Small Schools Formula Allowance	=	\$544

$$\begin{aligned} \text{Small Schools Revenue} &= (\text{Small Schools Allowance} \times \text{APU}) \times \frac{(960 - \text{APU})}{960} \\ &= (\$544 \times 200) \times \frac{(960 - 200)}{960} \\ &= \$108,800 \times 0.79 \\ &= \$85,952 \end{aligned}$$

Example – Gopher City School District

Number of Pupil Units	=	750
Small Schools Formula Allowance	=	\$544

$$\begin{aligned} \text{Small Schools Revenue} &= (\text{Small Schools Allowance} \times \text{APU}) \times \frac{(960 - \text{APU})}{960} \\ &= (\$544 \times 750) \times \frac{(960 - 750)}{960} \\ &= \$408,000 \times 0.22 \\ &= \$89,760 \end{aligned}$$

Note: Since the Gopher City school district has more pupils, its total revenue is greater than Gopherville, but the smaller district (Gopherville) has more revenue per pupil (\$430 versus \$120).

Transition Revenue

Transition revenue provides districts with a guarantee that changes to various funding formulas will not result in less revenue in the current fiscal year than they received in the prior fiscal year. It is, in essence, a “hold harmless” provision. Transition revenue was originally a revenue guarantee for 2003-2004 revenue, fixed at the 2004-2005 amount per pupil. Since then it has been expanded to include the following components: 1) achievement and integration revenue transition, 2) pension adjustment transition, 3) special education transition, and 4) excess cost aid transition.

Transition revenue is a fixed amount that is undesignated and may be used for any general fund purpose. Transition revenue is a mix of aid and levy, levied against referendum market value (RMV), using \$510,000 as the equalizing factor. [126C.10, subd. 31-33]

Example – Gopherville School District

FY 2015 Pupil Units	=	1,000
FY 2021 Pupil Units	=	950
FY 2015 Old Law Transition Revenue	=	\$20,000
FY 2015 Old Law Revenue (includes the sum of what the district would have received for general education revenue, integration revenue, pension adjustments, special education aid and excess cost aid under 2012 Statutes)	=	\$6,750,000
FY 2015 New Law Revenue (includes the sum of general education revenue – excluding transition revenue – and achievement and integration revenue and special education aid)	=	\$6,740,000
Referendum Market Value Per Pupil Unit	=	\$400,000

FY 2021 Transition Allowance = [FY 2015 Old Law Transition Revenue + the greater of (a) \$0 or (b) the difference between FY 2015 Old Law Revenue and FY 2015 New Law Revenue] / FY 2015 Adjusted Pupil Units

= [\$20,000 + the greater of (a) \$0 or (b) the difference between \$6,750,000 and \$6,740,000] / 1,000

= [\$20,000 + \$10,000] / 1,000

= \$30,000 / 1,000

= \$30



$$\begin{aligned}
 \text{Total Transition Revenue} &= \text{Transition Allowance} \times \text{FY2021 Adjusted Pupil Units} \\
 &= \$30 \times \$950 \\
 &= \$28,500
 \end{aligned}$$

$$\begin{aligned}
 \text{Transition Levy} &= \text{Transition Revenue} \times \frac{\text{RMV per Pupil}}{\$510,000} \\
 &= \$28,500 \times \frac{\$400,000}{\$510,000} \\
 &= \$28,500 \times 0.784 \\
 &= \$22,344
 \end{aligned}$$

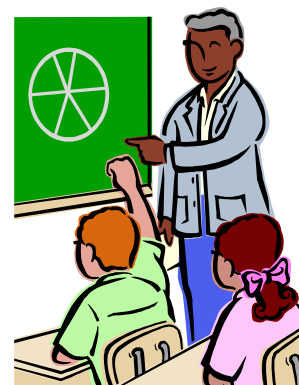
$$\begin{aligned}
 \text{Transition Aid} &= \text{Transition Revenue} - \text{Transition Levy} \\
 &= \$28,500 - \$22,344 \\
 &= \$6,156
 \end{aligned}$$



Reserved Revenue and Reductions

Learning and Development Revenue

Of a district's basic general education revenue, a fixed dollar amount per average daily membership (\$299 for kindergarten pupils and \$459 for first through sixth grade pupils) must be reserved for the purpose of reducing or maintaining the district's average class size for kindergarten through third grade classrooms. The goal is to have average class sizes be 17 students to 1 full-time classroom teacher for these grade levels. [126C.12]



Revenue for Staff Development

An amount equal to two percent of the basic formula amount (\$131.34 per pupil unit for fiscal year 2021) must be spent on staff development. Staff development revenue may be used for teacher evaluation activities. Each year, if a district's licensed teachers and school board agree via a vote, this reserve may be waived. In addition, a district in statutory operating debt is exempt from this reserve requirement. [122A.61]



Referendum Revenue

Referendum revenue allows districts to increase the revenue available in the district’s general fund with the approval of the voters in the district. Referendum revenue up to \$460 per pupil unit is equalized at \$567,000 of market value; and revenue above \$460, up to 25 percent of the basic formula allowance (\$1,642 for FY 2021), is equalized at \$290,000. Districts that qualify for sparsity revenue are eligible for equalization of \$290,000 on the entire amount of referendum authority above \$460. Starting in FY 2021, the first \$300 in referendum revenue will be moved to local optional revenue and the new referendum revenue calculation will consist of two equalized tiers, not three.

Referendum revenue is subject to an annual cap. For fiscal year 2021, the standard cap is estimated to be \$1,780 per adjusted pupil unit. The cap is adjusted annually for inflation based on the Consumer Price Index. District referendum revenue, except in districts eligible for sparsity revenue, may not exceed this cap. [126C.17]

Example – Gopherville School District

Note: This example assumes voter approval of a referendum and a school board decision to levy the full authorized amount.

Adjusted Pupil Units	=	1,000
Referendum Market Value	=	\$285,000,000
Referendum Market Value per Pupil	=	\$285,000
Referendum Revenue per Pupil Unit	=	\$800
First Tier Equalization Factor	=	\$567,000
Second Tier Equalization Factor	=	\$290,000

To calculate a district’s total referendum levy, and the amount that will be paid to the district from the state in the form of referendum equalization aid, first calculate referendum revenue in each tier (remembering that if the district’s referendum revenue per pupil is less than \$460, the \$460 in the first tier calculation would be replaced with the actual approved amount, and the second tier calculation would be unnecessary):

$$\begin{aligned}
 \text{First Tier Referendum Revenue} &= \$460 \times \text{Pupil Units} \\
 &= \$460 \times 1,000 \\
 &= \$460,000
 \end{aligned}$$

$$\begin{aligned}
 \text{Second Tier Referendum Revenue} &= (\text{Referendum per Pupil Unit} - \$460) \times \text{Pupil Units} \\
 &= (\$800 - \$460) \times 1,000 \\
 &= \$340 \times 1,000 \\
 &= \$340,000
 \end{aligned}$$

Next, calculate the levy portion of referendum revenue by calculating the amount of levy for each tier of referendum revenue:

$$\begin{aligned}
 \text{First Tier Levy} &= \text{First Tier Revenue} \times \frac{\text{Referendum Market Value per Pupil}}{\text{First Tier Equalizing Factor}} \\
 &= \$460,000 \times \frac{\$285,000}{\$567,000} \\
 &= \$460,000 \times 0.50 \\
 &= \$230,000
 \end{aligned}$$

$$\begin{aligned}
 \text{Second Tier Levy} &= \text{Second Tier Revenue} \times \frac{\text{Referendum Market Value per Pupil}}{\text{Second Tier Equalizing Factor}} \\
 &= \$340,000 \times \frac{\$285,000}{\$290,000} \\
 &= \$340,000 \times 0.98 \\
 &= \$333,200
 \end{aligned}$$

$$\begin{aligned}
 \text{Total Levy} &= \text{First Tier Levy} + \text{Second Tier Levy} \\
 &= \$230,000 + \$333,200 \\
 &= \$563,200
 \end{aligned}$$

Finally, calculate the aid portion of referendum revenue by subtracting the total levy from the total referendum revenue generated:

$$\begin{aligned}
 \text{Aid} &= \text{Referendum Revenue} - \text{Referendum Levy} \\
 &= \$800,000 - \$563,200 \\
 &= \$236,800
 \end{aligned}$$

This aid amount may be reduced by the amount of referendum tax base replacement aid that the district receives. (See page 67 for a discussion of referendum tax base replacement aid.)

Referendum Equalization Examples

As illustrated by the table below, districts with different tax bases in referendum market value per pupil unit can have a significantly different mixes of referendum levy and referendum equalization aid. The table shows, using the formulas described in the previous pages, the referendum aid and levy in a district with high, medium and low market values per pupil unit with \$900 per pupil unit of referendum revenue authorized.

Calculating the tax rate for the total levy in each school district shows how equalization works. The tax rate is calculated by dividing total levy by total tax base (which is referendum market value per pupil unit multiplied by referendum pupil units). In each of these cases, the tax rate is the same for the equalization factor, so although the low value district has the same effective tax rate as the high value district, and less property value per pupil than the high value district, the low value district receives the same amount of revenue per pupil as the high value district, up to the level of the equalizing factor, due to the referendum equalization aid provided by the state, with a tax rate that is the same. Once a district's tax base per pupil exceeds the equalizing factor, the tax rate declines as value grows.

	School District Referendum Market Value		
	<u>Low</u>	<u>Medium</u>	<u>High</u>
Market Value per Pupil Unit	\$250,000	\$500,000	\$750,000
Referendum Amount per Pupil Unit	\$900	\$900	\$900
Referendum Pupil units	750	2,000	10,000
Total Revenue	\$675,000	\$1,800,000	\$9,000,000
First Tier Revenue	\$345,000	\$920,000	\$4,600,000
Second Tier Revenue	\$330,000	\$880,000	\$4,400,000
First Tier Levy	\$151,800	\$809,600	\$4,600,000
Second Tier Levy	\$283,800	\$880,000	\$4,400,000
First Tier Aid	\$193,200	\$110,400	\$0
Second Tier Aid	\$46,200	\$0	\$0
Total Levy	\$435,600	\$1,689,600	\$9,000,000
Total Aid	\$239,400	\$110,400	\$0
Percent Levy	64.5%	93.9%	100.0%
Percent Aid	35.5%	6.1%	0.0%
Tax Rate	0.232%	0.169%	0.12%

Local Optional Revenue

In FY 2021, districts are eligible for up to \$724 per pupil in local optional revenue. Local optional revenue is a mix of local property tax levy and state aid. [126C.10, subd. 2e]

Example – Gopherville School District

Adjusted Pupil Units (APU)	=	2,500
Local Optional Revenue per Pupil Unit	=	\$724
Referendum Market Value (RMV) per APU	=	\$475,000
First Tier Equalization Factor	=	\$880,000
Second Tier Equalization Factor	=	\$510,000

This calculation is similar to the referendum levy calculation – first, calculate local optional revenue in each tier (if the district’s local optional revenue per pupil is less than \$300, the \$300 in the first tier calculation is replaced with the actual amount, and the second tier calculation is unnecessary):

$$\begin{aligned} \text{First Tier Local Optional Revenue} &= \$300 \times \text{Pupil Units} \\ &= \$300 \times 2,500 \\ &= \$750,000 \end{aligned}$$

$$\begin{aligned} \text{Second Tier Local Optional Revenue} &= (\text{Local Optional per Pupil Unit} - \$300) \times \text{Pupil Units} \\ &= (\$724 - \$300) \times 2,500 \\ &= \$424 \times 2,500 \\ &= \$1,060,000 \end{aligned}$$

Next, calculate the amount of levy for each tier of local optional revenue:

$$\begin{aligned} \text{First Tier Levy} &= \text{First Tier Revenue} \times (\text{RMV per APU} / \text{First Tier Equalization Factor}) \\ &= \$750,000 \times (\$475,000 / \$880,000) \\ &= \$750,000 \times 0.54 \\ &= \$405,000 \end{aligned}$$

$$\begin{aligned} \text{Second Tier Levy} &= \text{Second Tier Revenue} \times (\text{RMV per APU} / \text{Second Tier Eq. Factor}) \\ &= \$1,060,000 \times (\$475,000 / \$510,000) \\ &= \$1,060,000 \times 0.931 \\ &= \$986,860 \end{aligned}$$

$$\begin{aligned} \text{Total Levy} &= \text{First Tier Levy} + \text{Second Tier Levy} \\ &= \$405,000 + \$986,860 \\ &= \$1,391,860 \end{aligned}$$

Finally, calculate the aid portion of local optional revenue:

$$\begin{aligned} \text{Total Aid} &= \text{Local Optional Revenue} - \text{Local Optional Levy} \\ &= \$1,810,000 - \$1,391,860 \\ &= \$418,140 \end{aligned}$$

K-12 Categorical Programs

Special Education

Districts receive funding to recognize a portion of the additional costs of providing required services to students with disabilities. All operating districts receive some special education aid, but the amount can vary greatly between districts. The total aid entitlement for FY 2021 is \$1.74 billion.

The special education aid has historically been allocated on a partial cost reimbursement basis – districts received special education aid for the current year based on a portion of its certified special education related expenditures from the previous year. Since FY 2015, the state has moved toward a “census-based” model, one that accounts for a wider range of cost factors like overall district average daily membership served, poverty concentration, district size, and the average costs of educating students with different primary disabilities.

The three average cost categories for serving different primary disabilities in FY 2021:

- 1) \$13,300 times the December 1 child count for the primary disability areas of: autism spectrum disorder, developmental delay and severely multiply impaired (*Category 1*);
- 2) \$19,200 times the December 1 child count for primary disability areas of deaf and hard-of-hearing and emotional behavioral disorders, (*Category 2*); and
- 3) \$25,200 times the December 1 child count for primary disability areas of developmentally cognitive mild-moderate, developmentally cognitive severe-profound, physically impaired, visually impaired and deafblind (*Category 3*).

Initial Aid includes the *least* of:

- a) 62 percent of the district’s old formula special education expenditures for the prior fiscal year, excluding pupil transportation expenditures;
- b) 50 percent of the district’s nonfederal special education expenditures for the prior year, excluding pupil transportation expenditures;
- c) or 56 percent of the product of the sum of the census-based amounts, computed using prior fiscal year data. [125A.76]

Example – Special Education Initial Aid

Gopherville School District

District ADM Served	= 1,000
Total “Old Formula” Special Education Expenditures	= \$1,900,000
Total Nonfederal Special Education Expenditures	= \$2,300,000
Free Lunch Eligible Students	= 300
Reduced Lunch Eligible Students	= 60
Ratio of Free and Reduced/Enrollment	= 0.33
Category 1 Students	= 35
Category 2 Students	= 12
Category 3 Students	= 5

The least of (a), (b) or (c) below:

$$\begin{aligned} \text{(a) } & 62\% \times \text{Total "Old Formula" Special Education Expenditures} \\ & = 0.62 \times \$1,900,000 \\ & = \$1,178,000 \end{aligned}$$

$$\begin{aligned} \text{(b) } & 50\% \times \text{Total Nonfederal Special Education Expenditures (Prior Year)} \\ & = 0.50 \times \$2,300,000 \\ & = \$1,150,000 \end{aligned}$$

$$\text{(c) } 56\% \times (\text{Census-Based Allocation}^* + \text{Category 1} + \text{Category 2} + \text{Category 3})$$

*Census-Based Allocation = Basic Allowance + District Size Allowance + Poverty Allowance

$$\begin{aligned} & = 1,000 \text{ ADM served} \times [\$460 + (1,000 \times 0.008) + (\$405 \times 0.33)] \\ & = 1,000 \text{ ADM served} \times [\$460 + 8 + \$134] \\ & = 1,000 \times \$602 \\ & = \$602,000 \end{aligned}$$

$$\begin{aligned} \text{Category 1 Students} & \times \$13,300 \\ & = 35 \times \$13,300 \\ & = \$465,500 \end{aligned}$$

$$\begin{aligned} \text{Category 2 Students} & \times \$19,200 \\ & = 12 \times \$19,200 \\ & = \$230,400 \end{aligned}$$

$$\begin{aligned} \text{Category 3 Students} & \times \$25,200 \\ & = 5 \times \$25,200 \\ & = \$126,000 \end{aligned}$$



$$\begin{aligned} & = 56\% \times (\$602,000 + \$465,500 + \$230,400 + \$126,000) \\ & = 0.56 \times \$1,423,900 \\ & = \$797,384 \end{aligned}$$

The least of: (a) \$1,178,000
(b) \$1,150,000 or
(c) \$797,384

Total Special Education Initial Aid = \$797,384

Special Education – Excess Cost Aid

Excess cost aid is intended to compensate districts that have a large unreimbursed special education costs relative to the district’s general education revenue. [125A.79]

Excess cost aid is calculated as the greatest of:

- (1) 56 percent of the difference between the district’s unreimbursed nonfederal special education costs and 7 percent of the district’s general education revenue, OR
- (2) 62 percent of the difference between the district’s unreimbursed “old formula” special education costs and 2.5 percent of the district’s general education revenue, OR
- (3) Zero

Example – Gopherville School District

Unreimbursed Nonfederal Special Education Expenditures	=	\$2,300,000
Unreimbursed “Old Formula” Special Ed. Expenditures	=	\$1,900,000
Prior Year General Education Revenue	=	\$7,300,000

Excess Cost Aid, the greatest of:

$$\begin{aligned} (1) \quad & 56\% \times [\text{Unreimbursed Nonfederal Expend.} - (7\% \text{ of General Ed. Revenue})] \\ & 0.56 \times [\$2,300,000 - (0.07 \times \$7,300,000)] \\ & 0.56 \times [\$2,300,000 - \$511,000] \\ & 0.56 \times \$1,789,000 \\ & = \$1,001,840 \end{aligned}$$

$$\begin{aligned} (2) \quad & 62\% \times [\text{Unreimbursed Old Formula Expend.} - (2.5\% \text{ of General Ed Revenue})] \\ & 0.62 \times [\$1,900,000 - (0.025 \times \$7,300,000)] \\ & 0.62 \times [\$1,900,000 - \$182,500] \\ & 0.62 \times \$1,717,500 \\ & = \$1,064,850 \end{aligned}$$

$$(3) = \text{Zero}$$

Excess Cost Aid for Gopherville = \$1,064,850



Special Education – Cross Subsidy Reduction Aid

Legislation was enacted in 2019 to reduce the amount of funds that districts must redirect in order to cover mandatory special education costs. Charter schools are not eligible for cross subsidy aid. The cross subsidy aid factor was 2.6 percent in FY 2020 and 6.43 percent in FY 2021 and later. [125A.76]

Example – Gopherville School District

FY 2020 Nonfederal Special Education Expenditures	=	\$5,000,000
FY 2020 Transportation for Students with Disabilities	=	\$650,000
FY 2020 State Special Education Aid	=	\$3,300,000
FY 2020 General Education Revenue for Special Ed.*	=	\$350,000

**This revenue reflects the services outside of the regular classroom for students who receive special education for more 60 percent of the school day.*

Special education cross subsidy is calculated as the greater of:

(1) (FY20 Special Ed. Expenditures + FY20 Transportation for Students with Disabilities) – FY20 State Special Education Aid – FY20 General Ed. Revenue for Special Education, OR

(2) Zero

$$\begin{aligned} \text{Gopherville Cross Subsidy} &= (\$5,000,000 + \$650,000) - \$3,300,000 - \$350,000 \\ &= \$2,000,000 \end{aligned}$$

$$\begin{aligned} \text{Cross Subsidy Aid} &= \text{Special Education Cross Subsidy} \times \text{Cross Subsidy Aid Factor (current year)} \\ &= \$2,000,000 \times 0.0643 \\ &= \$128,600 \end{aligned}$$

Home Based Travel Aid

Aid is provided to reimburse 50 percent of the travel costs of personnel providing home-based travel services to children under age five with a disability. [125A.75, subd. 1]

Special Pupil Aid

Districts are reimbursed for the special education costs not covered by other special education funding or the general education formula for students with a disability residing in public or private residential facilities in the district and for whom there is no school district of residence because parental rights have been terminated or the parents cannot be located. [125A.75, subd. 3]

American Indian Education Aid

Districts, charters or American Indian-controlled tribal contract or grant schools with at least 20 American Indian students, and operating an American Indian education program, are eligible for American Indian Education Formula Aid. Districts must submit a plan for approval by the Indian Education Director that outlines uses of the funds and program outcomes. The formula guarantees a base funding level of \$20,000 for districts with at least 20 American Indian students. In addition, districts receive \$358 per American Indian pupil above the qualifying 20 student threshold. [124D.81]

Example – Gopherville School District

American Indian Students Served on Oct 1 of Previous Year	= 250
Formula Amount per American Indian Student	= \$358

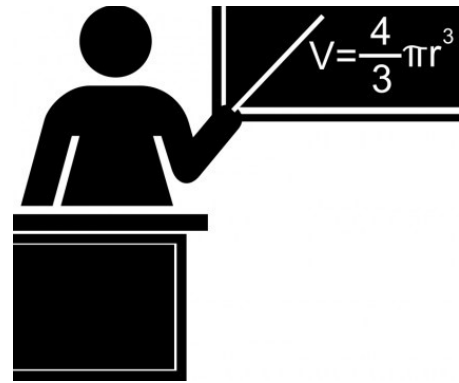
$$\begin{aligned} \text{American Indian Education Aid} &= \$20,000 + (\$358 \times \text{Eligible Students Greater than 20}) \\ &= \$20,000 + [\$358 \times (250 - 20)] \\ &= \$20,000 + [\$358 \times 230] \\ &= \$20,000 + \$82,340 \\ &= \$102,340 \end{aligned}$$

Total American Indian formula aid = \$102,340



Alternative Teacher Compensation Revenue (Q-Comp)

Alternative teacher compensation (also commonly called “Q-Comp Revenue”) was created to encourage districts to adopt alternative pay structures for teachers. Q-Comp revenue of \$260 per prior year unweighted pupils is available to school districts, intermediate school districts and charter schools that develop and implement an alternative teacher pay system by October 1st of that school year. In general, in order to qualify for the revenue, the district must, one full school year prior to the year of implementation, notify the Commissioner of Education of the district’s intent to implement an alternative pay system. Individual school sites may also qualify for alternative teacher compensation revenue, even if the school district in which the site is located does not qualify. The state aid cap for Q-Comp was increased from \$75.8 million to \$88.1 million in FY 2017. Revenue is projected to go to 109 school districts, 72 charter schools, and one intermediate district.



Intermediates districts and cooperative units were eligible to participate in the Q-Comp revenue program beginning in FY 2017. Revenue for qualifying intermediates or cooperatives equals \$3,000 times the number of licensed teachers employed by the district or cooperative.

The \$260 per pupil of revenue is a mix of aid and levy, with 65 percent of the per pupil amount, \$169, coming in the form of state aid and the balance, \$91 per pupil, in the form of equalized levy revenue. The levy revenue is equalized using an equalizing factor of \$6,100 of adjusted net tax capacity per pupil. Qualifying districts may choose to receive only the basic aid portion of the revenue (the \$169 per pupil) or at the district's discretion, may opt to also access the additional equalized levy (the \$91 per pupil). In addition, charter schools (which do *not* have levy authority) receive a prorated aid amount based on the percentage of \$260 per pupil that all districts receive. [122A.413-416]

Example – Gopherville School District

Prior Year October 1 st Enrollment	=	1,000
Qualifies for Revenue?	=	Yes
Alternative Compensation Revenue Formula Amount per Pupil	=	\$260
ANTC per Pupil Unit	=	\$4,000

Alternative Compensation Revenue

$$\begin{aligned} &= \text{Alternative Compensation Formula} \times \text{Prior Year October 1}^{\text{st}} \text{ Enrollment} \\ &= \$260 \times 1,000 \\ &= \$260,000 \end{aligned}$$

Alternative Compensation Basic Aid

$$\begin{aligned} &= \$169 \times \text{Prior Year October 1}^{\text{st}} \text{ Enrollment} \\ &= \$169 \times 1,000 \\ &= \$169,000 \end{aligned}$$



Alternative Compensation Equalized Levy Revenue

$$\begin{aligned} &= \$91 \times \text{Prior Year October 1}^{\text{st}} \text{ Enrollment} \\ &= \$91 \times 1,000 \\ &= \$91,000 \end{aligned}$$

However, the Alternative Compensation Levy Revenue is itself a mix of aid and levy, so:

Alternative Compensation Equalized Levy Revenue

$$= \text{Alternative Compensation Levy} + \text{Alternative Compensation Equalization Aid}$$

Alternative Compensation Levy

$$\begin{aligned} &= \text{Alternative Compensation Equalized Levy Revenue} \times \frac{\text{ANTC per Pupil Unit}}{\$6,100} \\ &= \$91,000 \quad \times \quad \frac{\$4,000}{\$6,100} \\ &= \$91,000 \quad \times \quad 0.656 \\ &= \$59,696 \end{aligned}$$

Alternative Compensation Equalization Aid

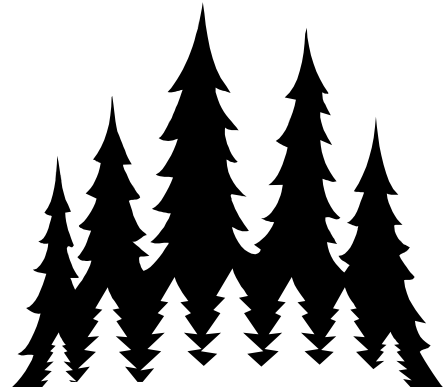
$$\begin{aligned} &= \text{Alternative Compensation Equalized Levy Revenue} - \text{Alternative Compensation Levy} \\ &= \$91,000 \quad - \quad \$59,696 \\ &= \$31,304 \end{aligned}$$

Alternative Compensation Revenue = Alternative Compensation Basic Aid + Alternative Compensation Levy + Alternative Compensation Equalization Aid

$$\begin{aligned} &= \$169,000 + \$59,696 + \$31,304 \\ &= \$260,000 \end{aligned}$$

Permanent School Fund Revenue

School Districts and charter schools receive revenue from the state’s Permanent School Fund, which is established in the state constitution (Article XI, section 8). The constitution makes provisions for the proceeds from school trust fund lands that were placed in trust after being granted from the federal government to the state in 1857, 1860 and 1866 for that purpose. The constitution requires that trust fund lands be managed to generate income for the Permanent School Fund. Initially, much of the land was sold, and the money deposited in the school trust fund. In addition to sale proceeds, income generated by the land (primarily through logging and mining activities) is deposited into the fund. At the end of FY 2020, the trust fund balance was \$1.62 billion. (MN State Board of Investment 2020 Annual Report). The constitution requires that the principal remain in the fund “perpetual and inviolate forever.” Any interest generated by the investment of the principal in the fund is allocated based on the number of students in the district.



Permanent School Fund revenue is paid twice during the school year, with one payment in September and one in March. Permanent School Fund revenue is paid based on the number of students in average daily membership (the headcount) served by the district or charter school during the previous year. Permanent school fund revenue received by school districts and charter schools is undesignated general fund revenue, and thus available for any purpose.

During the 2020-21 school year, \$37 million was allocated to school districts, with each district receiving \$42.53 per student served in average daily membership.
[MN Constitution, Art. XI, section 8; M.S. 127A.33]

Example – Gopherville School District

2019-20 Adjusted (Served) ADM	= 1,000
2020-21 Permanent School Fund Formula	= \$42.53

Permanent School Fund Revenue:

=	Adjusted (Served) ADM × Permanent School Fund Formula
=	1,000 × \$42.53
=	\$42,530

Long-Term Facilities Maintenance Revenue

Beginning in fiscal year 2017, all districts, charter schools, intermediate districts and cooperative units are eligible for the new Long-Term Facilities Maintenance Revenue Program (LTFM). This program “folds in” the previous the Health and Safety, Alternative Facilities and Deferred Maintenance revenue programs.



Allowed uses of the long-term facilities maintenance revenue include:

- (1) Deferred capital expenditure and maintenance necessary to prevent further erosion of facilities;
- (2) Approved Health and Safety Capital Projects;
- (3) Increased accessibility to school facilities and
- (4) Transfers from the LTFM reserve in the general fund to the debt redemption fund (by board resolution)
- (5) Approved expenditures associated with remodeling instructional space for Voluntary Pre-K programs.
- (6) Charter schools are allowed to use the revenue for any purpose related to the school.

Long-term facilities maintenance revenue *must not* be used for construction of new facilities, remodeling of existing facilities (except for voluntary pre-kindergarten), purchase of portable classrooms, to finance a lease purchase agreement, energy efficiency projects, facilities used for post-secondary instruction, violence prevention, security, ergonomics or emergency communication devices.

All participants in the LTFM program must have a 10-year facilities plan. The plan must be updated annually and approved by both the school’s governing board *and* Commissioner of Education.

Districts must indicate if they plan to issue general obligation bonds or use an annual levy to finance project costs (referred to as “pay as you go”). Districts that issue bonds must additionally provide a debt service schedule ensuring that debt service revenue for the principal and interest on the bonds will not exceed projected LTFM revenue for the year. Intermediate districts may also issue bonds, by resolution of all member school districts and approval of the Commissioner.

Voter-approval is *not* required for issuance of general obligation bonds for LTFM projects. However, notice must be posted at least 20 days prior to the earliest solicitation of bids, sale of bonds, or final certification of levies. The published notice must outline the scope of the projects, the amount of the bond issue and the total district indebtedness.

Long-term facilities maintenance revenue is an equalized levy (consisting of local property tax levy and state aid, depending on property value per pupil relative to the state average). **For the purposes of LTFM equalized levy only, the district’s adjusted net tax capacity (ANTC) value is reduced by 50 percent of the value of class 2a agricultural land in the district.** (The house, garage and one acre (HGA) of the farm is not included in the agricultural value). This has the effect of making districts with a large amount of agricultural land value eligible for increased LTFM equalization aid, which lowers the local property tax impact. The equalizing factor is 123 percent of statewide average adjusted net tax capacity (ANTC) per adjust pupil unit.

The program was phased in over three years with revenue allowances for each year as follows:

For School Districts

For FY 2017: \$193 × APU

For FY 2018: \$292 × APU

For FY 2019 and later: \$380 × APU

For Charter Schools

For FY 2017: \$34 × APU

For FY 2018: \$85 × APU

For FY 2019 and later: \$132 × APU



Example – Gopherville School District

Number of APU	= 1,000
District Average Building Age	= 20 years
Average Building Age Index	= 35 years
Old Law Deferred Maintenance Revenue	= \$34,000
Old Law Alternative Facilities Revenue	= \$0
Old Law Health & Safety Revenue	= \$0
FY 2021 Approved Health & Safety Projects*	= \$125,000
Adj. Net Tax Capacity (ANTC) Value	= \$5,000,000
Class 2a Agricultural Land Value	= \$2,000,000
LTFM Adjusted ANTC	= \$4,000,000
Adjusted ANTC per Pupil	= \$4,000
State Average ANTC per Pupil	= \$8,570
123% of State Average ANTC	= \$10,541
Member of an Intermediate District?	= No
Pre-K Program Approved Remodeling Cost	= \$40,000

**Approved projects include: indoor air quality, fire alarm and suppression, or asbestos abatement with an estimated cost per site of \$100,000 or more.*

For FY 2021, the LTFM Revenue for a district equals the greater of:

- a) $(\$380 \times \text{Adjusted Pupil Units} \times \text{Building Age Index}) + \text{Approved Health \& Safety Capital Projects} + \text{Approved Voluntary Pre-K Allowed Remodeling Cost}$
- or
- b) The sum of the amount the district would have qualified for under M.S. 2014 Alternative Facilities, Deferred Maintenance, and Health and Safety Revenue programs

$$\begin{aligned}
 \text{a)} &= (\$380 \times \$1,000 \times (\text{the lesser of i) 1 or ii) } 20/35)) + \$125,000 + \$40,000 \\
 &= (\$380 \times \$1,000 \times 0.5714) + \$165,000 \\
 &= (\$380,000 \times 0.5714) + \$165,000 \\
 &= \$217,132 + \$165,000 \\
 &= \$382,132 \\
 \text{b)} &= \$0 + \$34,000 + \$0 \\
 &= \$34,000
 \end{aligned}$$



The greater of (a) \$382,132 or (b) \$34,000 = \$382,132

Next, calculate the district's LTFM Equalization Revenue:

LTFM Equalization Revenue = the lesser of (a) $\$380 \times \text{APU}$ or (b) LTFM Revenue

$$\begin{aligned}
 \text{(a)} &= \$380,000 \\
 \text{(b)} &= \$382,132
 \end{aligned}$$

The lesser of (a) \$380,000 or (b) \$382,132 = \$380,000

Next, calculate the levy and aid share of the LTFM Equalization Revenue:

The first step is to determine the LTFM Equalized Levy amount.

LTFM Equalized Levy = LTFM Equalized Revenue - the greater of (a) or (b)

$$\text{a)} = \text{the lesser of i) LTFM Equalization Revenue or ii) Old Law Alternative Facilities Aid}$$

$$\text{b)} = \text{LTFM Equalization Revenue} \times 1 - \frac{\text{Prior Year District ANTC per Pupil}}{123\% \text{ of Prior Year Statewide Average ANTC/Pupil}}$$

$$a) = \text{the lesser of i) } \$380,000 \text{ or ii) } \$0 = \$0$$

$$b) = \$380,000 \times \text{the greater of i) } 0 \text{ or ii) } 1 - \frac{\$4,000}{\$10,541}$$

$$= \$380,000 \times 0.621$$

$$= \$235,980$$



$$\text{The greater of (i) } \$0 \text{ or (ii) } \$235,980 = \$235,980$$

$$\$380,000 - \$235,980 = \$144,020$$

The second step is to determine the LTFM Equalized Aid amount:

$$\text{LTFM Equalized Aid} = \text{LTFM Equalized Revenue} - \text{LTFM Equalized Levy}$$

$$= \$380,000 - \$144,020$$

$$= \$235,980$$

Next, determine total LTFM Unequalized Levy:

$$\text{LTFM Unequalized Levy} = \text{LTFM Revenue} - \text{LTFM Equalization Revenue}$$

$$= \$382,132 - \$380,000$$

$$= \$2,132$$

Next, calculate the total LTFM Levy.

$$\text{LTFM Total Levy} = \text{LTFM Equalized Levy} + \text{LTFM Unequalized Levy}$$

$$= \$144,020 + \$2,132$$

$$= \$146,152$$

In summary: LTFM Total Levy	= \$146,152
LTFM Aid	= <u>\$235,980</u>
LTFM Revenue	= \$382,132

Debt Service Revenue

School districts may issue general obligation bonds to finance capital improvements. Generally, the issuance of the bonds for new construction must be approved by a majority of the voters in a referendum. The district must then levy each year an amount necessary to meet its debt obligation. The amount of debt service revenue needed each year is equalized at varying rates in relation to the ratio of the amount of debt service revenue to the district’s total adjusted net tax capacity.



Beginning in FY 2017, districts may issue general obligation bonds for Long-Term Facilities Maintenance Revenue projects without an election. Debt service calculations for traditional general obligation bonds as noted in the example below are different from debt service calculations for Long-Term Facilities Maintenance Revenue general obligation bonds. See the previous section for further explanation of Long-Term Facilities Maintenance Revenue calculations.

In FY 2017, debt service levies were equalized at \$4,430 for the amount of debt service that totaled between 15.74 percent and 26.24 percent of the district’s adjusted net tax capacity and \$8,000 for the amount of debt service that exceeded 26.24 percent of the district’s adjusted net tax capacity.

Debt service levies for FY 2018 and later will be equalized at the greater of: (1) \$4,430 or (2) 55.33 percent of the initial equalizing factor for the first tier; and the greater of: (1) \$8,000 or (2) 100 percent of the initial equalizing factor for the second tier. The initial equalizing factor equals the state average adjusted net tax capacity (ANTC) per adjusted pupil unit for the year before the year the levy is certified. [123B.53]

Example – Gopherville School District

FY 2018 Number of Pupil Units	=	1,000
FY 2018 ANTC	=	\$2,000,000
FY 2018 ANTC per Pupil Unit	=	\$2,000*
Debt Service Revenue for 2020-21	=	\$700,000
First Tier Equalization Factor	=	\$4,742
Second Tier Equalization Factor	=	\$8,570

** This example doesn’t show a “typical” Minnesota school district. \$2,000 of ANTC per pupil unit would be a very low-value district, and is used to display the entire debt service equalization aid calculation. The average ANTC per pupil is \$8,570.*

To calculate a district’s total debt service levy, and the amount that will be paid to the district from the state in the form of debt service equalization aid, first calculate the revenue amounts in the first and second tier that are eligible for equalization:

$$\begin{aligned}
\text{First Tier Debt Service Revenue} &= \text{Debt Revenue} - 15.74\% \text{ of ANTC} - \text{Second Tier Debt Revenue} \\
&= \$700,000 - [0.1574 \times \$2,000,000] - \$175,200 \\
&= \$700,000 - \$314,800 - \$175,200 \\
&= \$210,000
\end{aligned}$$

$$\begin{aligned}
\text{Second Tier Debt Service Revenue} &= \text{Debt Service Revenue} - 26.24\% \text{ of District ANTC} \\
&= \$700,000 - [0.2624 \times \$2,000,000] \\
&= \$700,000 - \$524,800 \\
&= \$175,200
\end{aligned}$$

Next, for each tier and for the initial unequalized portion, calculate how much of the revenue will be raised in local levy:

$$\begin{aligned}
\text{Unequalized Debt Service Levy} &= 15.74\% \times \text{ANTC} \\
&= 0.1574 \times \$2,000,000 \\
&= \$314,800
\end{aligned}$$

$$\begin{aligned}
\text{First Tier Debt Service Levy} &= \text{First Tier Debt Service Revenue} \times \\
&\quad \frac{\text{District ANTC/APU}}{\text{the greater of (a) } \$4,430 \text{ or (b) } 55.33\% \text{ of ANTC/APU}} \\
&= \$210,000 \times \frac{\$2,000}{\$4,742} \\
&= \$210,000 \times 0.422 \\
&= \$88,620
\end{aligned}$$

$$\begin{aligned}
\text{Second Tier Debt Service Levy} &= \text{Second Tier Debt Service Revenue} \times \\
&\quad \frac{\text{District ANTC/APU}}{\text{the greater of (a) } \$8,000 \text{ or (b) } 100\% \text{ of ANTC/APU}} \\
&= \$175,200 \times \frac{\$2,000}{\$8,570} \\
&= \$175,200 \times 0.23 \\
&= \$40,296
\end{aligned}$$

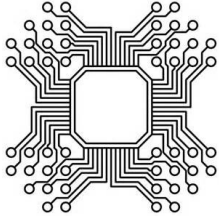
Next, calculate the total levy, by adding the levy component of the two equalized tiers of the revenue to the initial un-equalized levy amount:

$$\begin{aligned}
\text{Total Debt Service Levy} &= \text{Unequalized Levy} + \text{First Tier Levy} + \text{Second Tier Levy} \\
&= \$314,800 + \$88,620 + \$40,296 \\
&= \$443,716
\end{aligned}$$

Finally, calculate the amount of aid by subtracting the levy total from the total revenue need:

$$\begin{aligned}
\text{Debt Service Aid} &= \text{Debt Service Revenue} - \text{Total Debt Service Levy} \\
&= \$700,000 - \$443,716 \\
&= \$256,284
\end{aligned}$$

Telecommunications Access Revenue



School districts and charter schools receive reimbursement for their eligible telecommunication and Internet access costs from the previous fiscal year. Eligible costs are defined as ongoing costs for Internet access, data lines and video links for certain purposes, recurring contractual costs for certain portions of a district’s network, recurring costs for shared regional delivery of access between school districts, postsecondary institutions and public libraries, and installation fees for new lines or increased bandwidth. Certain costs, such as staff support, telephone service, network hardware and fiber optic or wiring installation are defined as ineligible for reimbursement. School districts are also required to provide telecommunications and Internet access to nonpublic schools within the district’s boundaries, with nonpublic school responsible for paying for any costs in excess of the revenue received by the district. To access telecommunication access revenue, districts must apply for federal Internet funding, called “e-rate” funding.

Telecommunications Access Revenue for a district is equal to the district’s eligible costs for the prior year, minus any e-rate funding received, that exceeds \$16 per pupil. If a district is a member of a telecommunications access cluster, the district’s revenue is not reduced by \$16 per pupil, and the revenue is distributed directly to the cluster. District revenue is prorated so that total state aid payments do not exceed the appropriation for the fiscal year, regardless of how high eligible costs are. [125B.26]

Example – Telecommunications Access Revenue Gopherville School District

Number of Pupil Units	=	1,000
Eligible Telecommunications Costs	=	\$37,000
Federal E-Rate Funding	=	\$1,000
Cluster Member?	=	No *
Statewide Initial Revenue (Est.)	=	\$7,237,000
Available State Appropriation	=	\$3,750,000

Initial Telecommunications Access Revenue

=	Eligible Costs - E-Rate Reimbursement	- (\$16 × Pupil Units)*
=	\$37,000 - \$1,000	- (\$16 × 1,000)
=	\$37,000 - \$1,000	- \$16,000
=	\$20,000	

Telecommunications Access Revenue Proration Rate

=	Available State Appropriation / Initial Statewide Revenue
=	\$3,750,000 / \$7,237,000
=	51.8%

Net Telecommunications Access Revenue	=	Initial Revenue	×	Proration Rate
	=	\$20,000	×	0.518
	=	\$10,360		

** If the district was a member of a telecommunications cluster, the calculation of initial revenue would not include the subtraction of \$16 times the district’s pupil units.*

Charter School Revenue



Charter schools in Minnesota are public schools, and are defined as being part of the state's system of public education. They are not school sites of the school district within which they are located, although they may have been sponsored by the school district within which they are located. Although they are public schools, charter schools are exempt in law from many, but not all of the requirements governing public schools and school districts. In regard to revenue, charter schools are eligible for general education revenue, special education aid, building lease aid, long-term facilities maintenance revenue, start-up grants, and other revenue school districts receive. [124E.20 to 124E.26]

Charter school revenue sources include:

General Education Revenue – Charter schools receive general education revenue per pupil just as school districts do, with a few exceptions. First, if the charter school does not provide transportation services, the charter school receives \$300 less per pupil (an amount equal to 4.66 percent of the basic formula) and will not receive their transportation sparsity revenue. If transportation services are not provided by the charter school, the district in which the charter school is located must provide transportation to charter school students in the same way it provides transportation to students residing in or attending school in the public school district, and the school district receives the \$300 per pupil and the charter's transportation sparsity revenue to help pay for that transportation. Basic skills, transportation sparsity, transition and pension adjustment revenues are calculated for the charter school, but a charter school receives the state average for all other components of general education revenue, except referendum revenue. Charter schools receive only the aid portion of referendum revenue, calculated based on the resident district of each charter school student. Finally, the operating capital component of general education revenue may be used for any purpose by the charter school. Charter schools operating an extended day, extended week or summer program are eligible for extended time revenue equal to 25 percent of the statewide average extended time revenue per adjusted pupil unit.

Special Education Aid – Charter schools receive special education aid just as school districts do, and are allowed to bill a special education student's resident school district for any eligible special education costs that are unreimbursed. Charter schools (except those that primarily serve a special education population) are required to cover 10 percent of unfunded special education costs.

Charter School Building Lease Aid – Charter schools with building leases qualify for aid equal to 90 percent of the approved cost of the lease, or \$1,314 per pupil, whichever is less.

Long-Term Facilities Maintenance Revenue – Charter schools are eligible for Long-Term Facilities Maintenance Revenue. Charter schools may use this revenue for any purpose related to the school. In FY 2018, the revenue per pupil was \$85. In FY 2019 (and later) the revenue per pupil is \$132.

Other Aid, Grants, and Revenue – A charter school is eligible to receive other aids, grants, and revenue as though it were a school district, unless a property tax levy is required to obtain the money. Further, a charter school may receive money from any source for capital facilities' needs.

Achievement and Integration Revenue (AIM)



Achievement and Integration Revenue is intended to pursue racial and economic integration, increase student achievement, and reduce academic disparities in Minnesota’s public schools. An eligible district’s initial achievement and integration revenue equals the sum of (1) \$350 times the district’s pupil units for that year times the ratio of the district’s enrollment of protected students for the previous school year to total enrollment for the previous school year and (2) the greater of zero or 66 percent of the difference between the district’s integration revenue for the prior year and the district’s integration revenue for the current year. In addition, “incentive” revenue of \$10 per pupil unit may be generated, provided the district is implementing a voluntary plan to reduce racial and economic enrollment disparities as part of its achievement and integration plan. Each year, 0.3 percent of a district’s achievement and integration revenue is transferred to the department for oversight and accountability activities.

In order to receive this revenue districts must:

- (1) Develop a three year Achievement and Integration plan; the plan must be incorporated into the district’s comprehensive strategic plan;
- (2) Have the school board approve the plan and corresponding budget; both must be submitted to the department for review by March 15 of the year prior to implementation;
- (3) Hold at least one formal annual hearing to publicly report its progress in realizing its goals;
- (4) Limit the amount of revenue spent on administrative services to no more than 10 percent.

If the district is not meeting the goals outlined in its plan, the Commissioner has the authority to withhold up to 20 percent of the district’s achievement and integration revenue and use it to help the district implement an improvement plan.

The revenue is split: 70 percent from state aid and 30 percent from local levy. For FY 2021, 170 districts qualify for \$124 million in Achievement and Integration Revenue. [124D.862]

Literacy Incentive Aid

Schools are eligible for additional aid based on how well students in the third grade read (called “Proficiency Aid”), and how much progress is being made between the third and fourth grades in reading skills (called “Growth Aid”). Proficiency aid is calculated by multiplying \$530 times the average percentage of students in a school that meet or exceed proficiency over the current year and previous two years on the third grade reading portion of the Minnesota Comprehensive Assessment, multiplied by the number of students enrolled in the third grade at the school in the previous year. Similarly, Growth Aid is calculated by multiplying \$530 times the percentage of students that make medium or high growth on the fourth grade reading Minnesota Comprehensive Assessment multiplied by the previous year’s fourth grade student count. [124D.98]



Nutrition Programs

School Breakfast Aid – Schools are eligible to receive 55 cents for each fully paid breakfast and 30 cents for each reduced price breakfast served to students in grades 1 through 12. Voluntary pre-kindergarten and kindergarten students who are in the fully paid category generate \$1.30 for each breakfast served. Districts that receive school breakfast aid must provide breakfast without charge to those students eligible for free and reduced price meals. All voluntary pre-kindergarten pupils and kindergarten pupils are eligible for school breakfast without charge, regardless of family income. [124D.1158]



School Lunch Aid – Schools are eligible to receive up to 12.5 cents of state funding for each lunch served. Districts receive 52.5 cents per reduced price lunch meal served. [124D.111]

Library Programs

Library Basic Support Aid – Aid to regional public libraries for operations, interlibrary programs and services. These funds can be used for data and video access costs, improving or maintaining electronic access, and connecting the library system with the state information infrastructure. [134.355]

Multi-county, Multi-type Library System Grants – Multi-county or multi-type libraries are eligible to receive grants for development or operations. Consideration of costs for sparsely populated or large geographic areas must be made when the grants are made. [134.353]

Regional Library Telecommunications Aid – Funds for regional public library systems to cover data and video access, maintenance, equipment, or installation of telecommunications lines. [134.355, subd. 9]



Nonpublic Pupil Programs

Nonpublic Pupil Aid – Public school districts receive aid to fund services and textbooks for the benefit of nonpublic school students. The funding can be used for secular textbooks and other instructional materials, and the services include health services and secondary guidance and counseling services. The textbook funding level is set at the average amount expended in public schools per pupil for similar materials in the second prior year, multiplied by a factor equal to the growth in the basic formula amount between the second prior year and the current year. Similarly, health services are reimbursed on a per pupil basis to the public school district at the rate of the lesser of their actual cost or the average cost of providing those services to public school students in the second prior year, and guidance and counseling services are reimbursed on a per secondary pupil basis at the rate of the lesser of their actual cost or the average cost of providing those services to public school secondary students in the second prior year. [123B.40, 123B.48]



Nonpublic Pupil Transportation – Nonpublic pupil transportation revenue is equal to the cost per pupil of providing transportation services in the second preceding school year, and then adjusted for the change in the general education formula allowance between the current year and the second preceding school year. [123B.92]

Miscellaneous Revenue Programs

Abatement Revenue – A replacement for anticipated property tax receipts because property valuation has been reduced after the levies were certified. The aid applies to equalized levies only; districts may make an adjustment levy the next year for the remaining revenue loss. Districts may also levy for the shortfall in abatement aid. [126C.46]

Advanced Placement and International Baccalaureate Programs – The state pays all Advanced Placement and International Baccalaureate exam fees for low income students, and a portion of those exam fees on a sliding scale based on income for all other students. The state also subsidizes a portion of the training costs for teachers in advanced placement or international baccalaureate courses. [120B.13]



Consolidation Transition Revenue – Districts that consolidate are eligible for state aid of \$200 per pupil unit in the first year of the consolidation and \$100 per pupil unit in the second year. The number of pupil units used to calculate this aid may not exceed 1,500. This funding is intended to cover early retirement costs of employees, operating debt of the districts, enhancing learning opportunities and for other costs of reorganization. If this aid is not adequate to cover the early retirement costs, the district may levy for the additional amount. [123A.485]

Safe Schools Levy – A district may levy up to \$36 per pupil unit for the costs of peace officers used for school liaison services, drug prevention programs, gang resistance education programs, voluntary opt-in suicide prevention tools, facility security enhancements, efforts to improve school climate, costs associated with mental health services and security costs in the district's schools and on school property. The levy may also be used for school counselors, nurses, social workers, psychologists, and alcohol and chemical dependency counselors. Districts that are members of an intermediate school district may levy an additional \$15 for these same purposes. [126C.44]

In addition to the Safe Schools Levy, \$30 million in one-time funding for Safe Schools supplemental aid was approved by the 2019 Legislature to be used for the activities outlined under the Safe Schools Levy.

Family and Early Childhood Categorical Programs

Adult Basic Education

Adult Basic Education (ABE) provides instruction to eligible adults in basic academic skill areas of reading, writing, speaking and math. ABE courses include workforce instruction, literacy tutoring, English proficiency for speakers of other languages, citizenship training, work readiness, high school diploma instruction, and transition to post-secondary education. ABE participants must be over 16 years of age and currently not attending secondary or elementary education. Programs are delivered primarily through public school districts as well as through collaboration non-profit organizations, community and technical colleges and state and local correctional institutions. School districts may cooperate and form an ABE consortium, working with other districts and combining ABE aid. School boards and consortiums offering an ABE program may charge a sliding scale fee for students over 21 who are able to pay. [124D.52, 124D.531]

ABE aid has four components, which are connected to the needs of ABE students: basic population aid, contact hour aid, English Learner (EL) aid and aid for adults over age 25 with no diploma. Basic population aid is equal to the greater of \$3,844 or \$1.73 times the population of the district. Once basic population aid is subtracted from the state appropriation for ABE, the balance is distributed as follows:

- 84 percent for contact hour aid, distributed to ABE providers based on the total number of contact hours provided during the prior program year. Money is distributed based on the number of contact hours provided in the prior year multiplied by a variable dollar rate which is based on the total number of contact hours and the available funds. Contact hour aid cannot grow from the previous year by an amount equal to the greater of 11 percent of the prior year or \$10,000.
- 8 percent for EL aid, distributed based on the proportion of the state's K-12 EL student enrollment at the ABE program.
- 8 percent for high school diploma aid based on the school district population of adults over age 25 who do not have a high school diploma.



Example – Gopherville School District

District Population	=	39,000
Contact Hours	=	16,000
Contact Hour Rate *	=	\$6.50
Prior Year Contact Hour Aid	=	\$72,000

EL Enrollment	=	200
EL Rate *	=	\$44.70
Over 25, No Diploma Count	=	1,000
Over 25, No Diploma Rate *	=	\$8.01

** Rates are calculated by the Department of Education and are based on the available appropriation and the census in each type of these types of funding. Rates stated here are the rates based on the statutory entitlement.*

$$\begin{aligned}
 \text{Basic Population Aid} &= \$1.73 \times \text{District Population} \\
 &= \$1.73 \times 39,000 \\
 &= \$67,470
 \end{aligned}$$

$$\begin{aligned}
 \text{Contact Hour Aid} &= \text{Contact Hour Rate} \times \text{Contact Hours} \\
 &= \$6.50 \times 16,000 \\
 &= \$104,000
 \end{aligned}$$

$$\begin{aligned}
 \text{EL Aid} &= \text{EL Rate} \times \text{EL Enrollment} \\
 &= \$44.70 \times 200 \\
 &= \$8,940
 \end{aligned}$$

$$\begin{aligned}
 \text{Over 25, No Diploma} &= \text{Over 25, No Diploma Rate} \times \text{Over 25, No Diploma Count} \\
 &= \$8.01 \times 1,000 \\
 &= \$8,010
 \end{aligned}$$

$$\begin{aligned}
 \text{ABE Aid Total} &= \text{Basic Population Aid} + \text{Contact Hour Aid} \\
 &\quad + \text{EL Aid} + \text{Over 25, No Diploma Aid} \\
 &= \$67,470 + \$104,000 + \$8,940 + \$8,010 \\
 &= \$188,420
 \end{aligned}$$



Adults with Disabilities

As a part of the Community Education program, districts may offer programs for adults with disabilities. The adults with disabilities program supports activities such as increasing public awareness of the roles of people with disabilities, classes for adults with disabilities, outreach and marketing strategies to identify and encourage adults needing service, and services that meet consumer needs and enhance the role and contribution of people with disabilities in communities. Districts receive revenue equal to actual program expenditures up to \$60,000, with that revenue split one-half aid and one-half levy. Districts may receive additional revenue from public or private sources that will not change the aid amount received from the state. [124D.19, subd. 7 & 8, 124D.56]



Example – Gopherville School District

Adults with Disabilities Program Cost = \$60,000

Revenue = Program Cost, up to \$60,000
= \$60,000

Levy = Revenue \times 0.5
= \$60,000 \times 0.5
= \$30,000

Aid = Revenue \times 0.5
= \$60,000 \times 0.5
= \$30,000

Early Learning Scholarships

The Early Learning Scholarships Program provides scholarships to high need, at-risk children under the age of five to expand access to high quality pre-school programs. The Department of Education’s Office of Early Learning reports that over 14,000 scholarships were awarded in FY 2020. In order to qualify for a scholarship, a child’s family must have income equal to or less than 185 percent of the federal poverty level or be able to demonstrate participation in other state or federal need based programs like nutrition assistance, child care assistance and/or Head Start.



For school year 2020-21, over \$70 million is available for scholarships. Each eligible child may be awarded a scholarship worth up to \$7,500 per year. A student awarded a scholarship must continue to receive a scholarship until she/he enters kindergarten. Siblings of a student awarded a scholarship are eligible for scholarships as well, provided the siblings attend the same program.

In order to be eligible to accept early learning scholarship funds, programs or individual child care providers must participate in the Parent Aware four-star rating system. Providers must earn a three or four-star rating in order to be eligible to accept early learning scholarships.

There are two “pathways” by which scholarships are awarded. Pathway I allows for direct award of scholarships to families, and must be used at three or four-star rated programs. The funds are paid to the qualifying provider on behalf of the family and “follow the child.” Pathway II provides scholarships directly to four-star rated providers, like Head Start and school district based pre-school programs. These programs then fill the scholarship slots in their program with qualified children. [124D.165]

Voluntary Pre-Kindergarten Program

The 2016 Legislature enacted a voluntary pre-kindergarten program, beginning in fiscal year 2017. All school districts and charters or groups of districts and charters are eligible to apply for voluntary pre-k program funding. Districts may also choose to use a “mixed-delivery” model, by partnering with Head Start programs, childcare centers, licensed family childcare providers and community-based programs. [124D.151]



In order to be eligible for participation in a voluntary pre-k program, a child must be 4 years of age by September 1 of that academic year, must have completed a health and developmental screening assessment within 90 days of program initiation and must provide documentation of immunizations. No fees may be charged for participation in the voluntary pre-k program.

There are a number of program requirements outlined in statute including: alignment with state early learning and K-3 academic standards, formative and summative assessment of students growth from beginning to the end of the year, coordination with other early learning programs and community based services, parent involvement in program and transition planning, staff-to-student ratios of 1:10, with a maximum of 20 students per classroom; salaries for pre-k instructors that are

comparable to K-12 instructors; and alignment with outcomes of the district's World's Best Workforce plan.

Funding will follow the per pupil unit funding model used for grades K-12, but the weighting for pre-k students is limited to a maximum of 0.60 pupil units. Priority for funding will go to high poverty schools.

Districts or charters choosing to apply for program eligibility must submit an application to the commissioner of education that includes the anticipated hours of instruction per week, estimated number of eligible children to be served at each site and a statement of assurances from the superintendent or charter school director that the program will meet all program requirements outlined in statute.

The commissioner must divide eligible applications for new or expanded programs into four groups, as follows:

- (1) Minneapolis and St. Paul districts
- (2) Other school districts located in the metro equity region
- (3) School districts located in the rural equity region, and
- (4) Charter schools



Within each of these four categories, the schools must be ordered by rank using a sliding scale based on the following criteria:

- (1) ***Concentration of kindergarten students eligible for free and reduced price lunches (a proxy for poverty level) by school site on October 1 of the previous school year.*** For schools without a free and reduced price lunch count concentration, the district-wide average concentration of kindergarten students must be used for ranking order.

and

- (2) ***Presence or absence of 3 or 4-star rated Parent Aware programs within the school district or in close proximity to it.*** Sites with the highest concentration of kindergarten free and reduced lunch count concentration that *do not* have a 3 or 4-star rated Parent Aware program within the district will receive the highest priority, while sites with the lowest concentration of free and reduced lunch count concentration that have a 3 or 4-star rated program will receive lowest priority.

The application deadline is January 30 of the fiscal year prior to the fiscal year of anticipated program implementation. The program, along with School Readiness Plus, is capped at 7,160 students. (At the end of fiscal year 2021, 4,000 of those seats are set to expire.) Once a school site is approved for voluntary pre-k aid, it remains eligible if it continues to meet program requirements, regardless of changes in free and reduced price lunch concentration.

Community Education



Community education programs provide learning and involvement opportunities for people of all ages including providing school district residents with the opportunity to utilize educational facilities and programs during non-school hours. Community education programs may also be offered to K-12 students during the summer and other non-school times, and fees may be charged for those programs. Community education revenue can also be used for educational programming, including: adults with disabilities, school age care, ABE, School Readiness and ECFE.

Community education revenue is equal to \$5.42 multiplied by the population of the district (per capita), or 1,335, whichever is greater. A district that implements a youth service program is also eligible for an additional \$1.00 per capita. Districts with a youth after-school enrichment program also receive \$1.85 times the greater of (a) 1,335 residents or (b) the population of the district, up to 10,000. Districts with populations over 10,000 offering a youth after-school enrichment program also receive \$0.43 times the population greater than 10,000 in the district. To be eligible for its full community education revenue, a district must levy a maximum rate of .94 percent of its adjusted net tax capacity, with the rate limited so that the levy may not exceed total annual revenue. [124D.20]

First, the calculation for a district WITHOUT an after school youth enrichment program:

Example – Gopherville School District

District Population	=	12,000
Adjusted Net Tax Capacity (ANTC)	=	\$5,000,000
Youth Service Program?	=	Yes
After School Enrichment Program?	=	No

Community Education Rate

$$= \text{Community Education Rate} + \text{Youth Service Rate (if applicable)}$$

$$= \$5.42 + \$1.00 = \$6.42$$

Community Education Revenue

$$= \text{Community Education Rate} \times \text{the greater of (a) 1,335 or (b) District Population}$$

$$= \$6.42 \times \text{the greater of (a) 1,335 or (b) 12,000}$$

$$= \$6.42 \times 12,000$$

$$= \$77,040$$

$$\text{Community Education Levy} = 0.94 \text{ percent} \times \text{ANTC}$$

$$= 0.0094 \times \$5,000,000$$

$$= \$47,000$$

$$\begin{aligned}
\text{Community Education Aid} &= \text{Community Education Revenue} - \text{Community Education Levy} \\
&= \$77,040 - \$47,000 \\
&= \$30,040
\end{aligned}$$

Now, the calculation for community education revenue for a district WITH an after school youth enrichment program:

Example – Loon Lake School District

$$\begin{aligned}
\text{District Population} &= 14,000 \\
\text{Adjusted Net Tax Capacity (ANTC)} &= \$7,000,000 \\
\text{Youth Service Program?} &= \text{Yes} \\
\text{After School Enrichment Program?} &= \text{Yes}
\end{aligned}$$

$$\begin{aligned}
\text{Community Education Rate} &= \text{Community Education Rate} + \text{Youth Service Rate (if applicable)} \\
&= \$5.42 + \$1.00 = \$6.42
\end{aligned}$$

$$\begin{aligned}
\text{Regular Community Education Revenue} &= \text{Community Education Rate} \times \text{the greater of (a) 1,335 or (b) District Population} \\
&= \$6.42 \times \text{the greater of (a) 1,335 or (b) 14,000} \\
&= \$6.42 \times 14,000 \\
&= \$89,880
\end{aligned}$$

$$\begin{aligned}
\text{Youth After School Enrichment Program Revenue} &= \$1.85 \times \text{the lesser of (a) District Population or (b) 10,000} \\
&\quad + \$0.43 \times \text{District Population over 10,000} \\
&= (\$1.85 \times 10,000) + (0.43 \times 4,000) \\
&= \$18,500 + \$1,720 \\
&= \$20,220
\end{aligned}$$

$$\begin{aligned}
\text{Total Community Education Revenue} &= \text{Regular Revenue} + \text{Youth After School Revenue} \\
&= \$89,880 + \$20,220 \\
&= \$110,100
\end{aligned}$$

$$\begin{aligned}
\text{Community Education Levy} &= 0.94 \text{ percent} \times \text{ANTC} \\
&= .0094 \times \$7,000,000 \\
&= \$65,800
\end{aligned}$$

$$\begin{aligned}
\text{Community Education Aid} &= \text{Community Education Revenue} - \text{Community Education Levy} \\
&= \$110,100 - \$65,800 \\
&= \$44,300
\end{aligned}$$

Early Childhood and Family Education

As a part of the Community Education program, districts may offer an Early Childhood and Family Education (ECFE) program providing educational services to expectant parents and the parents and other relatives of children between birth and kindergarten. To the extent that funds are insufficient to serve all eligible children, the program must focus on children from birth to age three. School districts must also establish a reasonable sliding fee for ECFE classes and must waive fees for any participant unable to pay. ECFE program revenue is equal to the formula allowance for the year (\$6,567 for FY 2021) times 0.023, times the greater of 150 or the number of people under five years of age in the district on October 1 of the previous school year. For FY 2021, districts must certify a levy at a tax rate of 0.276411 percent to be eligible for the full ECFE revenue (but the total levy cannot exceed a district’s total revenue for the year). The tax rate is based on a statutory requirement that in total, districts must levy \$22.1 million statewide for ECFE revenue. In addition, a district may also levy an additional \$3 per child under age 5 for a home visiting program. [124D.13; 124D.135]

Example – Gopherville School District

Children under Age 5	=	1,000
Formula Allowance for FY 2021	=	\$6,567
Adjusted Net Tax Capacity (ANTC)	=	\$2,000,000

$$\begin{aligned}
 \text{ECFE Revenue} &= \text{Formula Allowance} \times 0.023 \times \text{Children Under Age 5} \\
 &= \$6,567 \times 0.023 \times 1,000 \\
 &= \$151.04 \times 1,000 \\
 &= \$151,040
 \end{aligned}$$

$$\begin{aligned}
 \text{ECFE Levy} &= 0.276411 \text{ percent} \times \text{ANTC} \\
 &= 0.00276411 \times \$2,000,000 \\
 &= \$5,528
 \end{aligned}$$



$$\begin{aligned}
 \text{ECFE Aid} &= \text{ECFE Revenue} - \text{ECFE Levy} \\
 &= \$151,040 - \$5,528 \\
 &= \$145,512
 \end{aligned}$$

$$\begin{aligned}
 \text{Home Visiting Levy} &= \text{Children Under Age 5} \times \$3.00 \\
 &= 1,000 \times \$3.00 \\
 &= 3,000
 \end{aligned}$$

School Readiness

The School Readiness program prepares children ages three to five to enter kindergarten. A School Readiness program must assess each child at program entrance and exit, and provide a comprehensive program based on early childhood research and professional practice.



Half of the state appropriation for school readiness aid is divided among school districts in direct proportion to the number of four-year-old children in the district, compared to the number of four-year-olds in the state, and half of the state appropriation for school readiness aid is divided among school districts in direct proportion to the number of students in the district from families eligible for free and reduced price lunches, compared to the number of students from families eligible for free and reduced price lunches in the state. Districts must adopt a sliding fee schedule based on family income, but must waive the fee if a participant is unable to pay.

Districts must use state aid to serve children with at least one of the following risk factors: qualifies for free or reduced-price lunch; is an English language learner; is homeless; has an individualized education plan (IEP) or standardized written plan; is identified, through early childhood health and developmental screening, as having a potential risk factor that may influence learning; or, is defined as at risk by the school district. Children who do not meet these eligibility criteria may still participate in School Readiness, but only on a fee-for-service basis. [124D.15; 124D.16]

Example – Gopherville School District

Four Year Old Children in the District	=	500
Four Year Old Children in the State	=	60,000
District Students - Free or Reduced Lunch Families	=	1,500
State Students - Free or Reduced Lunch Families	=	300,000
State School Readiness Aid, 2020-21	=	\$33,683,000

School Readiness Aid

$$\begin{aligned}
 &= (\text{District Four Year Olds} / \text{State Four Year Olds}) \times (50\% \text{ of State School Readiness Aid}) \\
 &+ (\text{District Free-Reduced Students} / \text{State Free-Reduced Students}) \times (50\% \text{ of State School Readiness Aid}) \\
 &= ((500/60,000) \times (0.5 \times \$33,683,000)) + ((1,500/300,000) \times (0.5 \times \$33,683,000)) \\
 &= (0.008 \times \$16,841,500) \quad + \quad (0.005 \times \$16,841,500) \\
 &= \$134,732 \quad + \quad \$84,208 \\
 &= \$218,940
 \end{aligned}$$

School Readiness Plus

The 2017 Legislature enacted the School Readiness Plus (SRP) program, which provides early education services to four and five-year old children who are not yet in kindergarten. Interested school sites apply under the same selection criteria used for the voluntary prekindergarten (VPK) program. In FY 2018 the commissioner selected 95 school sites, serving 3,160 children. This program, combined with VPK, is capped at 7,160 students in FY 2021.

To be eligible, children must be at least four years old on September 1 and may participate on a fee-for service basis. If a child meets one of the following at-risk factors, he or she can attend the program at no cost:

- qualifies for free or reduced-price lunch;
- is an English language learner;
- is homeless;
- has an individualized education program (IEP) ;
- is identified through health & developmental screening; or
- is in foster care.

In order to qualify for School Readiness Plus, a school must follow these requirements:

- staff teachers who are knowledgeable in early childhood learning;
- maintain a child to staff ratio that does not exceed 10 children per staff person and 20 children per licensed teacher;
- provide a minimum of 350 instructional hours each year;
- assess children as they enter and exit the program;
- provide content and activities that are aligned with state guidelines;
- encourage parental involvement;
- coordinate with relevant community-based services; and
- prepare children for kindergarten transition.

Schools that qualify and are selected may choose between funding for School Readiness Plus or funding for VPK. Approximately 12 school sites that qualified chose SRP and the remaining sites participated in VPK.

School Age Care / Disabled

Districts with a community education program may offer a school age care program for children in kindergarten through grade 6 for the purposes of expanding learning opportunities when school is not in session. Districts may charge participants a sliding fee based on family income, and may receive money from private or other public sources for school age care programs. Districts are eligible for school age care revenue for the additional cost of providing services to children with disabilities or to children experiencing family or related problems of a temporary nature that participate in the school age care program. Revenue is equal to the approved additional cost of providing services to children with disabilities or children experiencing family or related problems of a temporary nature that participate in a school age care program. School age care revenue is an equalized aid and levy, with an equalizing factor of \$2,318. Because of the relatively low equalizing factor, nearly all revenue is in the form of local levy. [124D.19, subd. 11; 124D.22]

Example – Gopherville School District

Pupil Units	=	1,000
Adjusted Net Tax Capacity (ANTC)	=	\$2,300,000
District ANTC per Pupil Unit	=	\$2,300
Equalizing Factor for School Age Care	=	\$2,318
Approved School Age Care Revenue	=	\$100,000

Revenue = Amount Approved as Additional Cost
 = \$100,000

Levy = Revenue × the lesser of (a) 1 or (b) $\frac{\text{District ANTC per Pupil Unit}}{\$2,318}$

= Revenue × the lesser of (a) 1 or (b) $\frac{\$2,300}{\$2,318}$

= Revenue × the lesser of (a) 1 or (b) 0.992

= \$100,000 × 0.992

= \$99,200

Aid = Revenue – Levy

= \$100,000 - \$99,200

= \$800



Other Categorical Family and Early Childhood Revenues

Commissioner-Selected High School Equivalency Test Fees – In fiscal year 2021, there is reimbursement of 100 percent of a fee charged for the full battery of the commissioner-selected high school equivalency tests (formerly general education development test). Reimbursement is limited to the cost of one full battery of tests per year for each individual. [124D.55]

Head Start – Head Start is a federal program, with additional state funding, provided to low-income children ages birth to five and their families. The program is designed to meet emotional, social, health, nutritional and psychological needs of the children, and promote the economic self-sufficiency of the parents. There are 32 Head Start grantees, including 21 community action agencies, 3 single purpose agencies, 1 school district and 7 tribal governments. State funds are allocated based on: (1) grantees' share of federal Head Start funds, and; (2) grantees' proportion of eligible children in the grantee service area who are not being currently served. [119A.50; 119A.51; 119A.52; 119A.53]

Health and Development Screening Aid – School districts receive state aid for health and developmental screening services provided to children ages 3 through 6, prior to or within 30 days of enrollment in a public school kindergarten. The reimbursement rates are \$75 for each three-year-old screened, \$50 for each four-year-old screened and \$40 for each five-year-old or six-year-old screened prior to kindergarten enrollment; and \$30 for children who have not previously been screened and are screened within 30 days after first enrolling in kindergarten. Screening is required for public school enrollment. A child need not submit to developmental screening provided by a school district if the child's health records indicate they have received comparable developmental screening from a public or private health care organization or individual health care provider, or if the child's parent or guardian submits to the school a signed statement that the child has not been screened because of conscientiously held beliefs of the parent or guardian. [121A.16; 121A.17; 121A.18; 121A.19]

Hearing Impaired Adults – A program which provides interpreters or note-taker services for adults with hearing impairments wishing to continue their education on a part-time basis. Grantees include local school district adult education programs, adult technical college programs and vocational educational programs sponsored by public/private community agencies. [124D.57]



Property Taxes

Property Tax Relief Aids

Property tax aids are state payments to local taxing jurisdictions that are intended to replace property tax levy revenues. Property tax credits are state payments that reduce property taxes for individual taxpayers. In both cases, the effect is that property taxpayers pay less than what the taxes would be otherwise, and the state makes up the difference by providing payments to the taxing district. The major tax relief programs are the homestead market value exclusion; the agricultural homestead credit and school building bond credit; referendum tax base replacement aid; local government (city) aid; county program aid; and township aid. Most school districts receive some level of aid under all of these programs except those specifically designated for only cities, counties or townships.

Two other major property tax relief programs are the Homestead Credit Refund and the Rental Property Tax Refund. These programs do not reduce individual property tax amounts, but rather provide refunds to eligible property tax payers based on the relationship between their income and property tax liability. Property tax payers with low income relative to their property tax bills have a portion of their tax refunded. Similarly, renters may be eligible to receive a property tax refund based on the assumption that a portion of their rent is property taxes.

Market Value Exclusion

The homestead market value exclusion replaces the homestead market value credit. It reduces a homeowner's overall property tax burden, particularly for low-valued homes. The exclusion reduces the taxable market value of all residential homesteads, including the house, garage, and one-acre of farm homesteads, and equals 40 percent multiplied by the market value of the property up to a maximum exclusion of \$30,400 with the exclusion being phased out for home values over \$76,000. The rate of phase-out equals 9 percent times the market value above \$76,000, resulting in the credit being fully phased-out for homes valued above \$413,800.

Agricultural Credits

The **Agricultural Homestead Market Value Credit** reduces the overall property tax burdens for farmers, particularly for low-valued agricultural homesteads. The credit applies to all agricultural homesteads, but does not apply to the house, garage, and surrounding one acre of farmland, since that portion of the property benefits from the homestead market value exclusion. The credit equals 0.3 percent for the first \$115,000 of value and 0.1 percent for market value above \$115,000. The maximum credit is \$490. The 2017 Legislature created a new tax credit called the **School Building Bond Agricultural Credit**, designed to limit the tax burden of school building projects on agricultural property. It applies to all property classified as agricultural, but does not apply to the house, garage, and surrounding one acre of farmland. For FY 2021, the credit equals 50 percent of the property tax that is attributed to school district bonded debt levies. The state aid entitlement cost of this credit for taxes payable in 2020 is approximately \$38 million.

Referendum Tax Base Replacement Aid

Operating referendum levies are not assessed on agricultural land or non-commercial seasonal recreational property (cabins, for example). In order to prevent the shift of tax burden for referendum levies from these types of properties to other classes of property, districts are paid referendum tax base replacement aid. Payments to school districts equal the amount of taxes cabins and farms would have otherwise paid for existing levies had they not been exempted, based on referendum amounts in existence in 2003.

Property Tax Calculation – Residential Property

Tax Calculation for Homestead Property in a City
(For Property Taxes Payable in 2020 for FY 2021)

Estimated Market Value	=	\$185,000
Class Rate	=	1%
 Taxable Market Value	=	Estimated Market Value – Exclusion *
	=	\$185,000 - \$20,590
	=	\$164,410
 Tax Capacity	=	Taxable Market Value × Class Rate
	=	(164,410 × 0.01)
	=	\$1,644
 Tax Capacity Net Tax	=	Tax Rate × Tax Capacity
	=	Tax Rate × \$1,644
 Market Value Net Tax	=	Tax Rate × Estimated Market Value
	=	Tax Rate × \$185,000

Calculation of Tax	<i>Tax Capacity</i>		<i>Market Value</i>	
	Tax Rate	× \$1,644	Tax Rate	× \$185,000
County Rate	51.7%	\$850	0.0%	\$0
City Rate	38.3%	\$630	0.0%	\$0
School Rate	25.4%	\$418	0.2%	\$370
Special Rate	5.0%	\$82	0.0%	\$0
Gross Tax	120.4%	\$1,980	0.2%	\$370

Net Tax	=	Tax Capacity Net Tax + Market Value Net Tax
	=	\$1,980 + \$370
	=	\$2,350

*** Calculation of the Homestead Market Value Exclusion**

Maximum Exclusion = \$30,400

Phase-Out Portion	=	(\$185,000 – 76,000) × 0.09
	=	\$109,000 × 0.09
	=	\$9,810

Exclusion = \$30,400 - \$9,810 = \$20,590

Property Tax Calculation – Agricultural Homestead Property



Tax Calculation for Agricultural Homestead
(For Property Taxes Payable in 2020 for FY 2021)

Estimated Market Value	=	\$360,000
Home, Garage & 1 Acre Estimated Market Value	=	\$100,000
Farm Land Estimated Market Value	=	\$260,000
Class Rate = For Home, Garage and 1 acre:	1.0%	
For Agriculture land:	0.5%	

Taxable Market Value = Est. Market Value (House, Garage & 1 Acre) - Exclusion * (next page)

= \$100,000 - \$28,240

= \$71,760

Tax Capacity = Taxable Market Value x Class Rate

Tax Capacity, Home = (\$71,760 × 0.01)

= \$718

Tax Capacity, Land = (260,000 × 0.005)

= \$1,300

Tax Capacity, Home and Farmland = \$718 + \$1,300 = \$2,018

Tax Capacity Gross Tax = Tax Rate × Tax Capacity

= Tax Rate × \$2,018

Market Value Net Tax = Tax Rate × Market Value

= Tax Rate × \$100,000 ** (next page)

Calculation of Tax	<i>Tax Capacity</i>		<i>Market Value</i>	
	Tax Rate	×	Tax Rate	×
		\$2,018		\$100,000
County Rate	51.7%	\$1,043	0.0%	\$0
Township Rate	8.3%	\$167	0.0%	\$0
School Rate	25.4%	\$513	0.2%	\$200
Special Rate	5.0%	\$101	0.0%	\$0
Tax Capacity Gross Tax	90.4%	\$1,824		
Agriculture Credit * (next page)		(\$490)		
Market Value Net Tax				\$200
Total Net Tax		\$1,334	+	\$200
			=	\$1,534

*** Calculation of Homestead Market Value Exclusion and the Agricultural Homestead Market Value Credit**

Homestead Market Value Exclusion

$$\begin{aligned} \text{Maximum Exclusion} &= \$30,400 \\ \text{Phase-out portion} &= (\$100,000 - 76,000) \times 0.09 \\ &= \$24,000 \times 0.09 \\ &= \$2,160 \\ \text{Exclusion} &= \$30,400 - \$2,160 = \$28,240 \end{aligned}$$

Agricultural Homestead Market Value Credit

$$\begin{aligned} \text{Maximum Credit} &= \$490 \\ \\ \text{Part I} &= \$115,000 \times 0.003 \\ &= \$345 \\ \\ \text{Part II} &= (\$260,000 - \$115,000) \times 0.001 \\ &= \$145,000 \times 0.001 \\ &= \$145 \\ &= \$345 + \$145 \\ \\ \text{Total Credit} &= \$490 \end{aligned}$$

*** Farm land is excluded from Market Value for most school levies that are levied against Market Value, so this example excludes the farm land from the Market Value used to calculate the Market Value Net Tax.*



Effect of Tax Relief Aids on School District Revenue

Gopherville School District

Total Property Tax Levies Certified by the School Board = \$1,670,000
 Total Direct State Education Aid Payments = \$2,435,000

Sum of the portion of the Agricultural Homestead Market Value Credit allocated to school levy, summed for all agriculture homesteads in the school district = \$100,000

		Agricultural Homestead Credit		Net School Property Tax
<u>Levy</u>	-		=	
\$1,670,000		\$100,000		\$1,570,000

This is the amount of school property tax that will actually be received from property owners in the school district after reductions for the agriculture homestead market value credit.

The district receives the amount of the agricultural homestead market value credit as state aid in addition to other state aid paid on education funding formulas.

<u>Direct State Aid Payments</u>		Agricultural Homestead MV Credit		Total State Aid Payments
\$2,435,000	+	\$100,000	=	\$2,535,000



Finances

Education Finance Appropriations

Fiscal Years 2020 and 2021, General Fund
(\$ in thousands, from February 2021 forecast)

	FY 2020	FY 2021	Biennium
General Education	\$7,380,180	\$7,452,457	\$14,832,637
Education Excellence	272,021	283,401	\$555,422
Teachers	95,257	93,473	\$188,730
Special Programs	1,598,463	1,727,621	\$3,326,084
Facilities & Technology	133,405	140,981	\$274,386
Health & Safety	36,592	94	\$36,686
Nutrition Programs	28,481	8,682	\$37,163
Libraries	18,070	18,070	\$36,140
Early Childhood Education	171,888	168,398	\$340,286
Community Ed. & Prevention	4,958	4,867	\$9,825
Lifelong Learning	50,295	51,858	\$102,153
Education Department	23,750	31,075	\$54,825
Prof. Ed. Licensing & Standards Board	2,496	3,016	\$5,512
Minnesota State Academies	13,194	14,339	\$27,533
Perpich Center for Arts Education	6,689	7,886	\$14,575
	\$9,835,739	\$10,006,218	\$19,841,957

There is a statutory requirement that the state pay the majority of education aid payments over a two year period. The law requires a majority percentage of the current year's entitlement to be paid in the current year, plus the balance of the previous year's entitlement, which is adjusted for changes in formula variables (pupil counts, for example). For FY 2021, this percentage “split” amounts to a state appropriation of 90 percent of the current year entitlement, plus the final 10 percent payment from the prior year, FY 2020. [127A.45]

When the aid payment percentages are changed, there are significant changes in the education finance appropriations, mostly on a one-time basis. For example, in 2012-13, the increase in the majority percentage appropriation from 64.3 percent to 86.4 percent increased the state aid appropriation for that year by over \$1.5 billion.

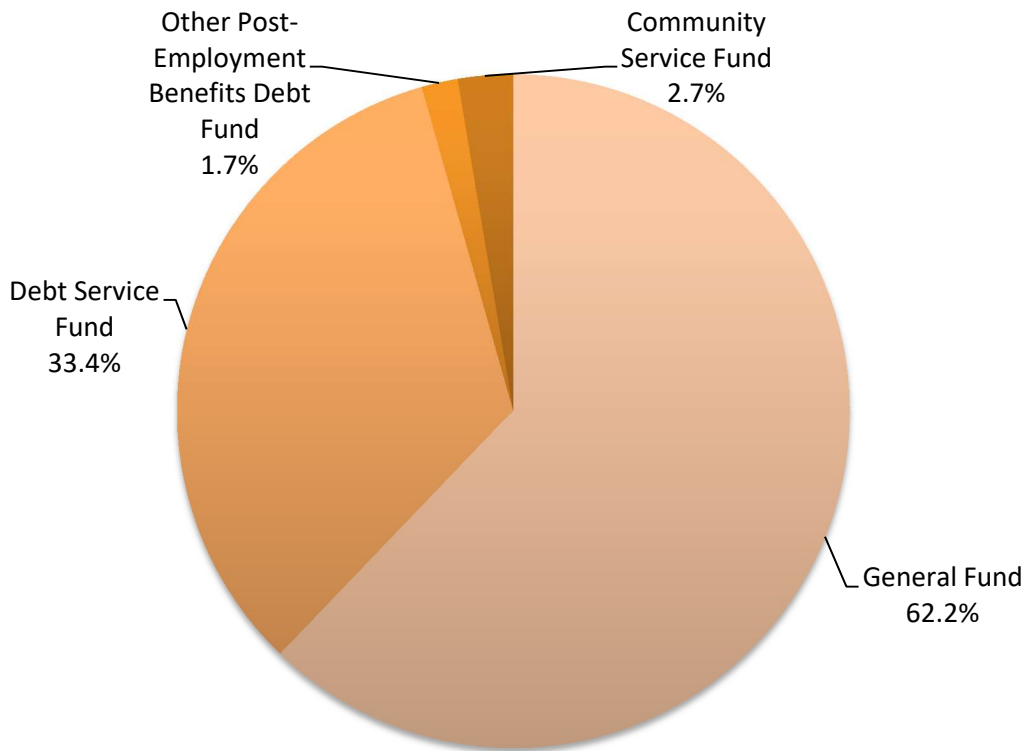


School District Property Tax Levies

	FY 2020 <u>Payable 2019</u>	FY 2021 <u>Payable 2020</u>
General Fund	\$ 1,958,036,500	\$ 2,061,236,100
Debt Service Fund	\$ 998,302,500	\$ 1,107,543,900
Other Post-Employment Benefits Debt Fund	\$ 68,960,400	\$ 57,702,700
Community Service Fund	\$ 86,025,000	\$ 87,939,700
Total Levies	\$ 3,111,324,400	\$ 3,314,422,400

These are the levies certified (before applying the tax relief aids) for a specific year. Levy figures for payable 2019 are the amounts that are certified for 2019 in the fall of 2018 and levy figures for payable 2020 are the amounts certified for 2020 in the fall of 2019. Levies certified in the fall of 2018 are paid by taxpayers in May and October of 2019. Levies certified in the fall of 2019 are paid by taxpayers in May and October of 2020.

**FY 2021, Pay 2020 Levies
Total Levy: \$3.31 billion**

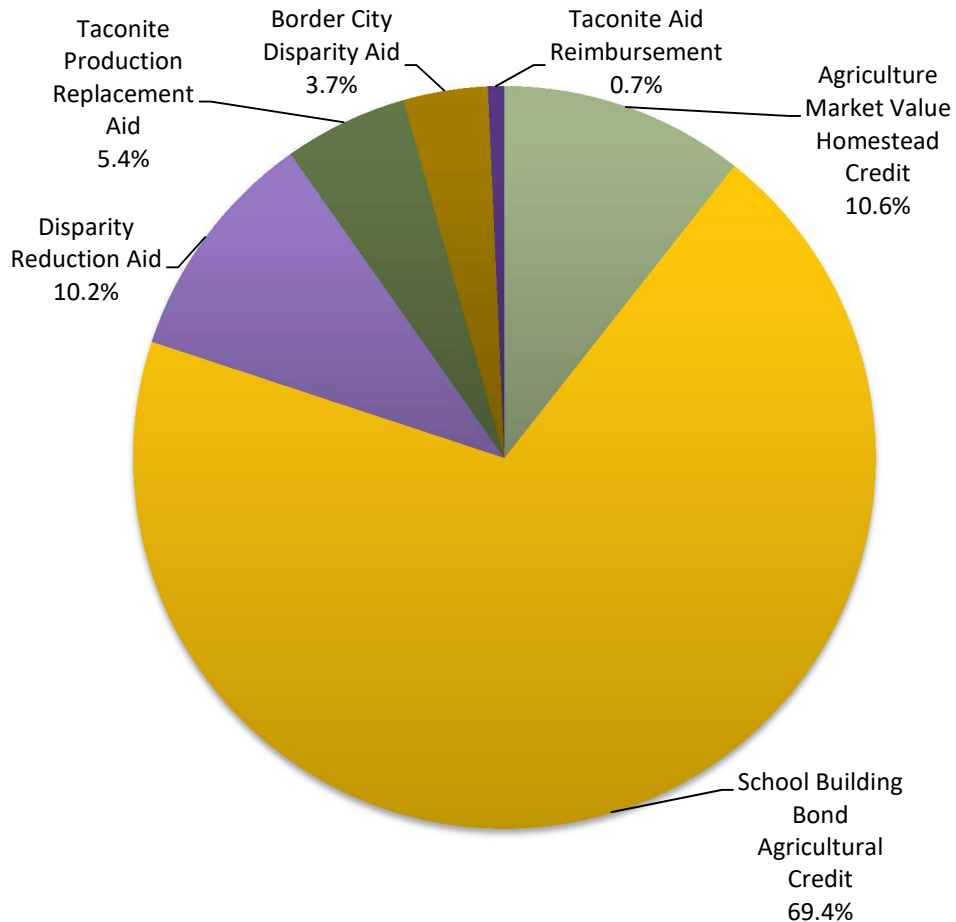


Property Tax Relief Aid Payments to School Districts

	<u>FY 2020</u>	<u>FY 2021</u>
Agriculture Market Value Homestead Credit	\$ 8,635,000	\$ 8,437,000
School Building Bond Agricultural Credit	\$ 37,852,000	\$ 55,142,000
Disparity Reduction Aid	\$ 7,971,000	\$ 8,074,000
Taconite Production Replacement Aid	\$ 4,298,000	\$ 4,277,000
Border City Disparity Aid	\$ 2,534,000	\$ 2,918,000
Taconite Aid Reimbursement	\$ 561,000	\$ 561,000
Disaster Credit	\$ 28,000	\$ 4,000
	<hr/>	
	\$ 61,879,000	\$ 79,413,000

Tax relief aids are appropriated based on a percentage of the current year's entitlement plus the balance of the previous year's entitlement adjusted for changes in formula variables. Under current law for FY 2021, state appropriations equal 90 percent of the current year entitlement, and the final 10 percent from FY 2020. [127A.45]

FY 2021 Property Tax Relief Aid Payments



Education Revenue Sources

This chart shows the revenue available for education from state and local sources. All state education finance appropriations – as well as funding for the Department of Education, Minnesota State Academies, the Perpich Center for Arts Education, tax relief aid payments to districts, various dedicated revenues, and net education property tax levies – are included. The net levy calculation starts with the certified levy total (page 73) and reduces that tax amount by the credit and aid total (page 74). Federal revenues and fees charged by districts are *not* included. These are total revenue figures, not revenue per pupil unit.

School District Revenue

	<u>FY 2020</u>	<u>FY 2021</u>
Appropriations (1)	9,835,739,000	10,006,218,000
Tax Credits (2)	61,879,000	79,413,000
Net Levy (3)	3,049,445,400	3,235,009,400
Dedicated Funds (4)	59,518,447	60,641,695
Total		
	13,006,581,847	13,381,282,095
Percent from State Sources	76.6%	75.8%
Percent from Local Sources	23.4%	24.2%

(1) The state appropriation includes K-12 education appropriations (including state agencies), early childhood and family education appropriations, special TRA contributions for first class cities and maximum effort debt service. A note: appropriations for programs are different than the formula-based revenue calculated for those programs, due to the statutory requirement that the state pay most education aids over a two year period, with a majority percentage of the current year's entitlement paid in the current year, plus the balance of the previous year's entitlement, which is adjusted for changes in formula variables (pupil counts, for example). Under current law, for FY 2021, state appropriations equal 90 percent of the current year entitlement, and the final 10 percent payment from FY 2020.

(2) Tax credits include border city disparity credits, disparity reduction aid credits, disaster credits, agricultural homestead market value credits, agricultural school building bond credits, replacement taconite production tax credits and taconite reimbursement aid credits.

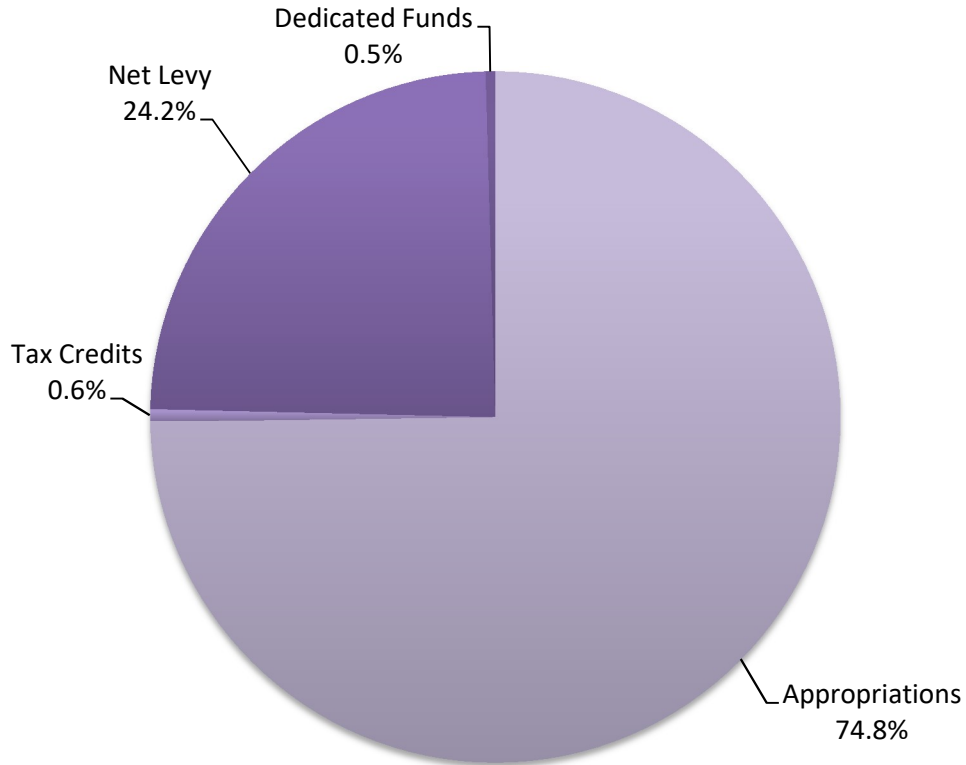
(3) The property tax figure is the amount levied or estimated to be levied for the school year.

(4) Dedicated funds include the permanent school fund and taconite revenues.



State and Local Revenue Sources

FY 2021 Total State & Local Revenue: \$13,381,282,095



Additional Resources

Additional information on Minnesota's school finance system is available online:

Minnesota House of Representatives – Minnesota School Finance: A Guide for Legislators
<http://www.house.leg.state.mn.us/hrd/pubs/mnschfin.pdf> (House Research)

Minnesota Department of Education – School Finance Website
<http://education.state.mn.us/MDE/dse/schfin/>

Minnesota Management & Budget – State Budget Forecast and Biennial Budget documents
<http://mn.gov/mmb/forecast/forecast/>