

State of Rhode Island and Providence Plantations

Executive Summary



Fiscal Year 2019

Gina M. Raimondo, Governor

Appendix D

Aid to Schools

Education Aid to Local Governments

Education Aid to Local Governments totals \$1.195 billion from all sources of funds, of which \$1.159 billion is from general revenue, in the recommended FY 2019 Budget. Total general revenue financed education aid increases by \$18.5 million from the revised FY 2018 Enacted Budget, or 1.6 percent. Total Education Aid includes: local public schools; public charter schools; the RI School for the Deaf; Davies Career and Technical School; the Central Falls School District; the Metropolitan Career and Technical Center; support for the State's share of Teachers' Retirement; the School Housing Aid program; the textbook expansion program; school breakfast program; aid to the Recovery High School; and state support for the E-Rate program.

Fiscal year 2019 represents year eight of the education aid funding formula. As of July 1, 2011, education aid to all districts, public charters, and state schools (Davies and the Met) are formula based. The School for the Deaf is a special education program and therefore not subject to the formula. Based on the principle that the money follows the student, the formula was developed with the following guiding principles: [1] build a strong foundation for all children; [2] improve equity among districts and schools; [3] be transparent; and [4] be financially responsible.

Distributed formula aid is based on the following components:

- *Core Instruction Amount.* Using expenditure data from the National Center of Education Statistics (NCES), the Core Instruction Amount is derived using a four-state average (Connecticut, Massachusetts, New Hampshire, and Rhode Island) for costs that have the greatest impact on a child's ability to learn, including instruction, instructional support, and leadership. Due to the age of the data, the average is inflated using CPI-U (Consumer Price Index for all Urban Consumers). The Core Instruction Amount used in FY 2019 is \$9,422.
- *Student Success Factor.* Calculated by applying an additional allocation equivalent to 40.0 percent of the prevailing Core Instruction Amount for those students eligible for free and reduced-price lunch. The Student Success Factor provides additional funding to support student needs beyond the core services listed above, with the goal of closing student achievement gaps. The Student Success Factor used in FY 2019 is \$3,769.
- *State Share Ratio.* State Share Ratio (applied last) is a formula which addresses two key questions: [1] How to account for differences in the revenue-generation capacity of communities and [2] how to allocate funding to communities based on the supports that students need. The state share ratio is dependent on district property values weighted for median family income and students eligible for free and reduced-price lunch.

Data plays a crucial role in how education aid is distributed to districts, public charter schools, Davies, and the Met Center. The funding formula incorporates annual data updates including student counts, NCES expenditure data, the most recently assessed community property values, and the most recent median family income data to ensure aid distribution is based on the best data available. The formula establishes a platform for creating horizontal equity. It attempts to get a like amount of funding to children who have similar characteristics regardless of where they reside, which in turn gradually rebalances education funding to provide all districts a common level of purchasing power.

Funding formula allocations were phased in over ten years based on a transition model, where overfunded districts shall have a 10-year period of reductions, while underfunded districts underwent a transition of seven years. In FY 2019, the eighth year of formula implementation, the transition periods for underfunded districts are complete, with two additional years remaining for overfunded districts.

Education Aid to Local Governments

In addition, specific categorical funds for certain high-cost items were established outside the formula distribution: high cost special education, career and technical education, early childhood education, transportation, regional transportation, regional district bonuses, and in FY 2017 two new categoricals for English learners and charter density support. “Stabilization Funds” were also created for Central Falls, Davies, and the Met Center to ensure that appropriate funding is available to support the district, in response to concerns regarding local capacity (Central Falls), and the lack of tax levying power at the two state schools.

Working Group to Review the Permanent Education Foundation Aid Formula

On October 22, 2015, Governor Gina M. Raimondo issued Executive Order 15-16, establishing the Funding Formula Working Group. The group organized its deliberations around three areas of review: [1] the degree to which the funding formula is meeting the needs of all students and schools, [2] ensuring formula fairness between school types, and [3] the degree to which the formula incorporates best practices in educational funding, efficiency, and innovation. The group issued a draft report on January 14, 2016, including 20 consensus recommendations, with some that would affect the amount of education aid distributed by the state and others that would affect how the local payment of education aid (which is remitted by sending districts to public schools of choice) is calculated.

Conclusions of the Working Group:

English Learners. The working group found that English Learners (ELs) have unique needs and their services are more extensive than general education ones. Further, the group found that while ELs will benefit from additional support through the funding formula, this support should not come at the expense of other educational programs. This led to the establishment of the EL categorical.

Density Aid. The working group found that “fixed and marginal costs are real issues for all schools. Enrollment change affects marginal costs; precipitous or sustained enrollment decline can make this effect significant.” Further, the working group found that student movement to public schools of choice has an effect on school budgets because it results in the transfer of both the state and local funding from the sending school to the new school. This led to the establishment of the Density Aid.

Differences in Expense Profiles of Traditional Districts and Public Schools of Choice. The working group found that “the differences in expenses between charter public schools and traditional districts are largely the result of differences in fundamental nature, regulations, or statute. The differences, in and of themselves, cannot be used as a basis for qualitative judgment of practice.” Further, the group concurred “with the House Study Commission in finding that the critical categories that require adjustment are: [1] pre-school screening and services; [2] ages 18-to-21 pupil services; [3] nonpublic-school services; [4] career & technical education costs; [5] expenses associated with out-of-district placement; [6] retiree health expenses; [7] debt service; and [8] rental costs. The latter two are associated almost exclusively with charter public schools while the preceding six are associated almost exclusively with traditional districts.” The results of this finding led to the General Assembly passing a new calculation to be used by local districts. Known as “differentiated costs”, local districts are now able to retain either 7.0 percent or a subsequent higher percentage due to the unique costs borne by public schools with respect to charter or state schools.

State School Stabilization Funds. The working group found that “expenditure data indicate that free-standing career & technical education centers unaffiliated with a district are one of the most expensive delivery models. Though more expensive, these centers can provide unique benefits to students.” Towards this end, the Governor recommended the creation of Stabilization (also referred to as “Supplemental”) Funds for the William M. Davies Career and Technical High School and the Metropolitan Regional Career and Technical Center.

Education Aid to Local Governments

The following sections summarize changes to the various aid categories that comprise total FY 2019 Education Aid.

Distributed Aid

Beginning in FY 2012, distributed aid reflects aid to both districts and public charter schools as a result of the education aid funding formula. In prior years, charter schools were displayed within the non-distributed aid category of the education aid tables following this section. In FY 2019, total Distributed Education Aid, which includes formula aid to districts, Central Falls, charter schools, and group home aid, increases by \$13.5 million over the revised FY 2018 Budget. The recommended FY 2019 Budget includes a reduction of \$532,463 in group home aid to reflect updated group home bed census figures as of December 31, 2017, when compared to the Enacted FY 2018 Budget.

Moreover, the FY 2019 recommendation continues with the sixth year of funding the Urban Collaborative, in accordance with the change made to RIGL §16-3.1-11 during the 2012 session of the General Assembly. Although this change is budget-neutral to the state, the five current sending communities (Central Falls, Cranston, North Providence, Providence, and Warwick) will see a reduction in state education aid due students sent. The Urban Collaborative increases by \$48,256 from general revenues compared to the FY 2018 revised. Finally, as required by RIGL 16-7.2-6(d), additional funding for the Central Falls Stabilization Fund is included in the Governor's FY 2019 Budget. In FY 2019 the Governor recommends \$8.4 million for Central Falls Stabilization Fund, an increase of \$1.7 million from the FY 2018 enacted level, to cover costs outside of those calculated by the education aid funding formula.

State Schools

Davies Career and Technical School, Metropolitan Career and Technical School, and Rhode Island School for the Deaf are collectively financed at \$29.0 million in general revenue for FY 2019. This include stabilization funds for Davies (\$4.0 million) and the Met Center (\$1.3 million). Relative to the FY 2018 enacted level, this represents a total increase of \$40,698 from general revenue.

Non-Distributed Aid

Non-distributed aid in FY 2019 decreases by \$261,460 from the revised FY 2018 Budget, from \$26.7 million to \$26.5 million. Non-Distributed aid includes:

- *Categorical Funds – Density Aid.* In FY 2019 the Governor recommends a general revenue decrease of \$412,500 for the density aid categorical fund when compared to the FY 2018 Enacted Budget. Density aid is distributed to traditional school districts which send greater than 5.0 percent of their total enrollment to public schools of choice. FY 2019 represents the third and final year of the density aid categorical fund as enacted by the General Assembly.
- *Categorical Funds – English Learners.* Consistent with the FY 2018 Enacted Budget, the Governor recommends \$2.5 million for the English Learners categorical fund. Monitored by the Department, this categorical is meant to fund evidence based programs to improve the outcomes of English Learners (ELs). This EL categorical is calculated at the level of 10.0 percent of the Core Instruction Amount, applied to qualified students.
- *Categorical Funds – High Cost Special Education.* Consistent with the FY 2018 Enacted Budget, the Governor recommends \$4.5 million for the high cost special education categorical fund in FY 2019. The high cost special education categorical provides financial support to districts that are serving students with extraordinary needs. The threshold for qualifying for the High Cost Special

Education Aid to Local Governments

Education categorical is five times the core foundation amount (Core Instruction Amount plus the Student Success Factor).

- *Categorical Funds – Early Childhood.* The Governor recommends \$7.4 million for the early childhood categorical fund in FY 2019, \$1.1 million greater than the FY 2018 enacted level. The overall state commitment for this initiative includes \$6.2 million from general revenue and \$1.1 million from the Permanent School Fund. The early childhood categorical is used to increase access to high quality pre-kindergarten programs, with the Department distributing funds on a competitive basis. This increase is part of the overall goal to triple the number of state-sponsored high-quality pre-kindergarten classrooms, which currently total 60, compared to 17 classrooms in FY 2015. The heightened state commitment in FY 2019 also ensures the continued leveraging of \$4.9 million in federal expansion grant funds for this purpose.
- *Categorical Funds – Transportation.* The Governor recommends \$3.0 million for the transportation categorical fund in FY 2019, consistent with the FY 2018 enacted level. The transportation categorical is used to reimburse districts for a portion of costs associated with transporting students to out-of-district, non-public schools. Districts must participate in the statewide transportation system to be reimbursement eligible.
- *Categorical Funds – Regional District Transportation.* The Governor recommends \$3.8 million for the Regional District Transportation fund in FY 2019, consistent with the FY 2018 enacted level. This categorical fund is used to reimburse regional school districts for a portion of intra-district transportation costs. Districts must participate in the statewide transportation system to be reimbursement eligible.
- *Categorical Funds – Career and Technical.* The Governor recommends \$4.5 million for the career and technical education categorical fund in FY 2019, consistent with the FY 2018 enacted level. The career and technical categorical fund is used to support the start-up of new programs and to offset the higher than average per-pupil costs associated with existing career and technical programs.
- *E-Rate.* The Governor recommends \$400,000 from general revenue for the State E-Rate program in FY 2019, consistent with the FY 2018 enacted level. The E-Rate program is used to bring Wi-Fi and broadband connectivity to schools.
- *School Breakfast.* Per R.I.G.L. 16-8-10.1, all public schools are required to provide a breakfast program and the Department of Education provides a subsidy for each breakfast served to students. The Governor recommends \$270,000 from general revenue for this purpose in FY 2019, consistent with the enacted (and revised) FY 2018 Budget.
- *Non-Public Textbooks.* Pursuant to R.I.G.L. 16-23-3.1, the Department is required to reimburse LEAs for the cost of providing English/language arts and history/social studies textbooks for students in grades K-12 attending non-public schools. The Governor recommends a reduction of \$151,040 from general revenue for this program in FY 2018, attributable to actual reimbursement requests received by the Department for FY 2018. The Governor recommends \$240,000 for this purpose in FY 2019, consistent with the FY 2018 enacted budget.
- *Recovery High School.* In FY 2019 the Governor recommend \$500,000 for the State’s recovery high school, consistent with the enacted (and revised) FY 2018 Budget. The high school provides

Education Aid to Local Governments

individualized programs to students recovering from substance abuse, supporting both personal recovery and academic achievement.

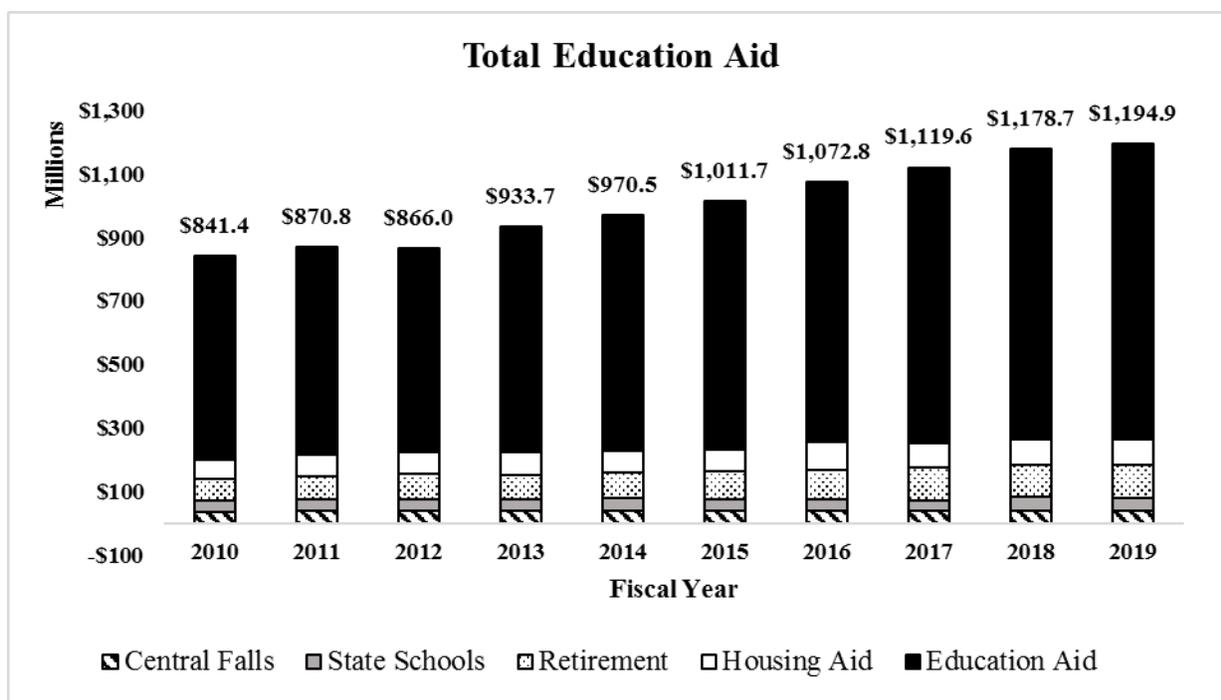
Other Aid

Other aid includes School Construction Aid and state appropriations to the Teachers' Retirement program. Other aid in FY 2019 increases by \$5.3 million from general revenue when compared to the FY 2018 enacted level, increasing from \$181.8 million to \$187.1 million.

- *School Construction.* Within the School Housing Aid program, the Governor recommends FY 2019 appropriations of \$80.0 million from general revenue, comprised of \$69.4 million for the school housing aid program established by R.I.G.L. 16-7-35, and \$10.6 million for the School Building Authority Fund, established by R.I.G.L. 45-38.2-2. Total school construction aid is consistent with the FY 2018 Enacted (revised) Budget. Funds within this program will be expended in conjunction with the proposed \$250.0 million school construction bond.
- *Teacher Retirement.* Within the Teacher Retirement program, the Governor recommends FY 2019 appropriations of \$107.1 million from general revenue, \$5.3 million greater than the FY 2018 enacted level. Per RIGL 16-16-22, the state funds 40.0 percent of the employer share of retirement contributions on behalf of teachers who are members of the Teacher's Retirement System.

Total Education Aid – All Sources of Funds

The following graph displays total school aid from FY 2010 to FY 2019, from all sources of funds. The "Education Aid" component is comprised of all aid categories under the standard Education Aid program. For FY 2012 and on, this includes such items as the Funding Formula Distribution and Group Home Aid, as well as non-distributed aid. FY 2011 and prior years include, but are not limited to, discontinued aid categories such as General Aid, Targeted Aid, Charter School Aid, and the Student Investment Initiatives. Other components of total aid include: State Contributions for Teachers' Retirement; School Housing Aid; Central Falls School District; and State Schools (Davies, Deaf, and the Metropolitan School).



Education Aid to Local Governments

School Construction Aid

School Construction Aid (or “Housing Aid”) provides school districts and charter schools with a reimbursement for approved and completed school construction, repair, and renovation projects supported by bonds or capital reserve funds. This aid is provided in order to guarantee adequate school housing for all public-school children in the State and to prevent the cost of school housing from interfering with the effective operation of schools. The program proposes support of school-district building and infrastructure needs based on reimbursement of successfully completed locally funded capital projects. The reimbursement is linked to district fiscal capacity, with relatively poorer communities receiving a higher reimbursement, all else equal.

The 2015 General Assembly established a School Building Authority (SBA) at the Department of Elementary and Secondary Education to ensure equitable and adequate school housing for all public school children. The SBA within the Department oversees and manages the school housing aid program and the SBA capital fund. The fund is administered by the RI Health and Educational Building Corporation (RIHEBC). Upon transfer of the funding from the Department of Elementary and Secondary Education, RIHEBC holds the funds in trust until they are ready for release to the appropriate LEA.

In FY 2019 the Governor recommends the transfer of the SBA from RIDE to RIHEBC, and recommends that a GO bond referendum of \$250.0 million, specific to school construction, be placed on the 2018 ballot.

Teachers’ Retirement

RIGL 16-16-22 requires the State of Rhode Island to make contributions to the teacher retirement system. The State shall contribute a percentage of the employer’s share, with the school districts contributing the balance. The State’s share has varied over the years based upon the total actuarially determined rate of payroll, but since FY 1993 it has been fixed at 40.0 percent, with the municipalities contributing 60.0 percent. Each district receives the same percentage, regardless of district wealth.

The State deferred the State’s contributions to Teachers’ Retirement in both FY 1991 and FY 1992. Most municipalities also deferred the local portion of teacher retirement contributions for this period. The state deferrals, valued at \$22.4 million in FY 1991 and \$22.2 million in FY 1992, was financed over twenty years, as was the local deferral. The annual calculation applied to the state contribution to Teachers’ Retirement included an adjustment to accommodate the deferred liability.

Education Aid to Local Governments

Contribution Rates for Teachers' Retirement Fund

- Defined Benefit Retirement Plan

	Actuarial Contribution Rate of Payroll	Employer Share			Teacher Contribution
		Local (60%)*	State (40%)*	Total Employer Share	
1999	21.02%	6.62%	4.90%	11.52%	9.50%
2000	24.14%	8.43%	6.21%	14.64%	9.50%
2001	21.51%	6.86%	5.15%	12.01%	9.50%
2002	19.45%	5.73%	4.22%	9.95%	9.50%
2003	21.47%	6.93%	5.04%	11.97%	9.50%
2004	23.22%	7.99%	5.73%	13.72%	9.50%
2005	24.34%	8.72%	6.12%	14.84%	9.50%
2006	25.97%	9.72%	6.75%	16.47%	9.50%
2007	29.14%	11.62%	8.02%	19.64%	9.50%
2008	31.51%	13.04%	8.97%	22.01%	9.50%
2009	29.57%	11.89%	8.18%	20.07%	9.50%
2010	29.57%	11.89%	8.18%	20.07%	9.50%
2011	28.51%	11.25%	7.76%	19.01%	9.50%
2012	31.82%	13.23%	9.09%	22.32%	9.50%
2013	23.04%	11.41%	7.88%	19.29%	3.75%
2014	24.43%	12.26%	8.42%	20.68%	3.75%
2015	26.35%	13.41%	9.19%	22.60%	3.75%
2016	26.89%	13.73%	9.41%	23.14%	3.75%
2017	26.88%	13.18%	9.95%	23.13%	3.75%
2018	26.88%	13.24%	9.89%	23.13%	3.75%
2019	27.69%	13.70%	10.24%	23.94%	3.75%
2020	28.36%	14.12%	10.50%	24.62%	3.75%

*Adjusted for deferral liability

*Rate components may not sum due to rounding.

- Defined Contribution Retirement Plan

Required Contribution		Employer Share*			Teacher Share
Rate of Payroll		Local (60%)	State (40%)	Subtotal	
2018 and 2019	6.0% to 6.5%	0.6% to 0.9%	0.4% to 0.6%	1.0% to 1.5%	5.0%
2018 and 2019 (Non-Social Security-eligible position)	10.0% to 10.5%	2.6% to 2.9%	0.4% to 0.6%	3.0% to 3.5%	7.0%

*For teachers with less than 20 years of service as of June 30, 2012 the employer contribution varies from 1.0% to 1.5% (for Social Security eligible positions). Teachers with 20+ years of service have no further contributions, employer or employee, as of July 1, 2015.

Education Aid to Local Governments

State Contributions for Teacher Retirement

<u>Fiscal Year</u>	<u>State Share</u>
1999 Actual	\$30,202,943
2000 Actual	\$40,719,407
2001 Actual	\$35,365,234
2002 Actual	\$30,652,207
2003 Actual	\$38,242,690
2004 Actual	\$45,039,269
2005 Actual	\$48,503,125
2006 Actual	\$54,537,733
2007 Actual	\$70,286,753
2008 Actual	\$83,028,510
2009 Actual	\$73,592,722
2010 Actual	\$68,550,306
2011 Actual	\$70,286,261
2012 Actual	\$80,385,930
2013 Actual	\$75,777,027
2014 Actual	\$80,351,295
2015 Actual	\$89,529,396
2016 Actual	\$91,610,186
2017 Actual	\$100,358,782
FY 2018 Revised	\$101,973,928
FY 2019 Recommend	\$107,118,409

Explanation of Education Aid Table by LEAs

The following table displays education aid by apportionment among the state's local and regional education agencies. "Distributed LEA Aid" consists of the various categories of aid that are directly distributed to school districts on a regular (usually monthly) basis, including formula aid to all districts, public charter schools, and group home aid. "State Schools" include the Met Center, Davies, and the RI School for the Deaf. "Non-Distributed Aid" includes several categories of aid such as the various categorical funds, some of which are distributed on a monthly basis and others that are not distributed at regular intervals. "Other Aid" consists of allocations for School Construction Aid and state contributions to the Teachers' Retirement Fund.

Education Aid to Local Units of Government

	FY 2018 Revised	FY 2019 Recommend	Difference
Distributed LEA Aid			
Barrington	\$ 5,157,779	\$ 5,287,105	\$ 129,326
Bristol/Warren	14,303,218	13,323,397	(979,821)
Burrillville	13,120,656	12,691,399	(429,257)
Central Falls (1)	39,878,367	40,397,886	519,519
Chariho District	114,962	76,641	(38,321)
Charlestown	1,660,642	1,620,632	(40,010)
Coventry	23,146,889	22,435,721	(711,168)
Cranston	57,344,910	60,518,727	3,173,817
Cumberland	18,967,499	20,144,873	1,177,374
East Greenwich	2,535,361	2,951,511	416,150
East Providence	35,415,921	35,212,950	(202,971)
Exeter/W Greenwich	5,065,171	4,819,816	(245,355)
Foster	1,142,883	1,087,244	(55,639)
Foster/Glocester	4,623,247	4,496,792	(126,455)
Glocester	2,389,577	2,310,862	(78,715)
Hopkinton	5,273,139	5,246,990	(26,149)
Jamestown	452,432	447,829	(4,603)
Johnston	18,225,966	17,719,732	(506,234)
Lincoln	12,437,303	11,744,439	(692,864)
Little Compton	397,073	357,135	(39,938)
Middletown	8,184,684	7,944,579	(240,105)
Narragansett	2,102,116	2,330,130	228,014
New Shoreham	122,100	153,821	31,721
Newport	11,532,490	12,186,580	654,090
North Kingstown	10,705,101	10,153,444	(551,657)
North Providence	21,666,106	22,197,831	531,725
North Smithfield	5,949,172	6,019,261	70,089
Pawtucket	88,483,075	88,976,869	493,794
Portsmouth	4,412,704	4,115,532	(297,172)
Providence	245,716,152	248,002,247	2,286,095
Richmond	4,676,150	4,657,134	(19,016)
Scituate	3,548,200	3,261,958	(286,242)
Smithfield	6,227,896	7,739,839	1,511,943
South Kingstown	6,728,512	5,985,163	(743,349)
Tiverton	6,456,229	6,759,687	303,458
Warwick	38,571,348	37,686,822	(884,526)
West Warwick	24,295,114	25,203,697	908,583
Westerly	8,690,035	8,599,370	(90,665)
Woonsocket	59,415,195	60,586,828	1,171,633
Subtotal (1) (2)	\$ 819,135,374	\$ 825,452,474	\$ 6,317,100

Education Aid to Local Units of Government

	FY 2018 Revised	FY 2019 Recommend	Difference
Distributed LEA Aid- Charter Schools			
ACE (Textron)	\$ 2,291,526	\$ 2,249,040	\$ (42,486)
Achievement First	9,209,052	12,319,930	3,110,878
Beacon Charter School	2,761,557	2,910,823	149,266
Blackstone Academy	3,713,520	3,778,160	64,640
Compass School	454,750	419,937	(34,813)
Greene School	1,259,306	1,270,754	11,448
Highlander	5,489,465	5,809,363	319,898
Hope Academy	1,415,780	1,813,121	397,341
International Charter School	3,166,641	3,301,617	134,976
Kingston Hill Academy	574,403	549,538	(24,865)
Learning Community	6,323,147	6,481,890	158,743
New England Laborers	1,142,634	1,161,548	18,914
Nowell Academy	1,594,720	1,562,235	(32,485)
Nurses Institute	2,589,415	2,644,295	54,880
Paul Cuffee Charter School	8,401,014	8,598,891	197,877
RIMA Blackstone Valley	15,265,732	16,758,648	1,492,916
RISE Mayoral Academy	1,351,280	1,887,883	536,603
Segue Institute for Learning	2,716,009	2,758,154	42,145
Southside Elementary	1,034,710	1,324,672	289,962
Times 2 Academy	7,545,913	7,723,427	177,514
Trinity Academy	2,187,948	2,239,482	51,534
Village Green	2,260,023	2,310,271	50,248
Subtotal	\$ 82,748,545	\$ 89,873,681	\$ 7,125,136
Urban Collaborative (RIGL 16-3.1-11)	\$ 1,494,741	\$ 1,542,997	\$ 48,256
Subtotal	\$ 903,378,660	\$ 916,869,151	\$ 13,490,491
Non-Distributed Aid			
Textbook Expansion	\$ 88,960	\$ 240,000	\$ 151,040
School Breakfast	270,000	270,000	-
Telecommunications Access	400,000	400,000	-
Recovery High School	500,000	500,000	-
Early Childhood Demonstration (3)	6,240,000	6,240,000	-
Transportation Categorical	3,038,684	3,038,684	-
Regional District Transportation	3,772,676	3,772,676	-
High Cost Special Ed Categorical	4,500,000	4,500,000	-
Career and Tech Categorical	4,500,000	4,500,000	-
English Learner Categorical	2,494,939	2,494,939	-
Density Fund - Choice Schools	910,500	498,000	(412,500)
Subtotal	\$ 26,715,759	\$ 26,454,299	\$ (261,460)

Education Aid to Local Units of Government

	FY 2018 Revised	FY 2019 Recommend	Difference
State Schools			
Metropolitan School (1)	\$ 9,342,007	\$ 9,342,007	-
School for the Deaf	6,250,147	6,339,177	89,030
Davies School (1)	13,275,359	13,329,558	54,199
Subtotal (1)	\$ 28,867,513	\$ 29,010,742	\$ 143,229
 Other Aid			
Teachers' Retirement	\$ 101,973,928	\$ 107,118,409	\$ 5,144,481
School Housing Aid (4)	80,000,000	80,000,000	-
Subtotal	\$ 181,973,928	\$ 187,118,409	\$ 5,144,481
Total	\$ 1,140,935,860	\$ 1,159,452,601	\$ 18,516,741

(1) Includes both Formula aid and Stabilization funds in FY 2018 and FY 2019.

(2) Non-Charter LEAs include Group Home Aid within distributed aid totals.

(3) FY 2019 total does not reflect the \$1.1 million increase in Permanent School Funds dedicated for this categorical.

(4) Includes the School Building Authority Capital Fund.

