

Agenda Independent School District 279 School Board	Regular Business Meeting Educational Service Center - Forum Room 11200 93rd Ave N Maple Grove, MN 55369 Tuesday, November 15, 2022 6:15 PM
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*Our mission is to inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.*

This regular meeting of the Osseo School Board is being conducted in the Board Room of the Educational Service Center, and is open to the public. The meeting can be monitored electronically by streaming online at [district279.org/info-center/school-board](https://district279.org/info-center/school-board) (Watch Livestream). An archived recording will also be available on the district website.

### **Agenda Items**

1. 6:15 p.m. Welcome and purpose  
Kelsey Dawson Walton, Board Chair
2. 6:15 p.m. Check in  
Cory McIntyre, Superintendent
3. 6:20 p.m. World's Best Workforce Results 3  
Bryan Bass, Assistant Superintendent of Equity and Achievement and Robin Gunsolus, Director of Learning and Achievement
4. 7:15 p.m. Long-range Financial Planning (LRFP) Budget Parameters 59  
John Morstad, Executive Director of Finance and Operations and Kelly Benusa, Director of Business Services
5. 8:00 p.m. Long-term Facilities Maintenance (LTFM) Update 90  
John Morstad, Executive Director of Finance and Operations and Dale Carlstrom, Director of Facilities & Transportation Operations
6. 8:30 p.m. 1-year Board Calendar Review  
Cory McIntyre, Superintendent
7. 8:45 p.m. Adjournment

*To accommodate individuals with disabilities, this material will be made available in alternative formats upon request. Individuals with disabilities are invited to request reasonable accommodations to participate in or attend a district activity, call your local school or the school district at least seventy-two (72) hours in advance (two-week notice preferred). Members of the public can view and*

*download School Board meeting notices and regular meeting agendas and materials from the district website [www.district279.org](http://www.district279.org), under "Info Center > School Board."*

OSSEO AREA SCHOOLS

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ISD  279

# Achieving Academic Excellence

*Osseo Area Schools' World's Best Workforce Strategic Plan  
School Board Work Session, November 15th, 2022*

# Outcome of Presentation

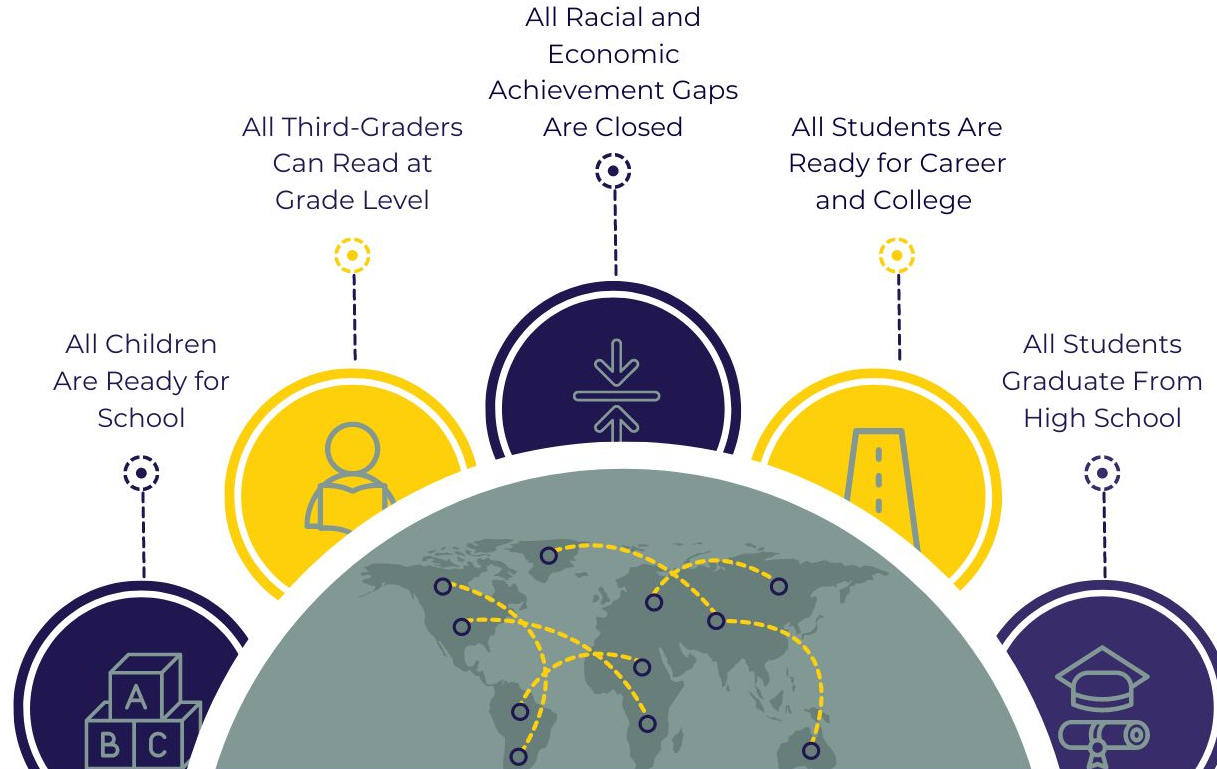
- ▶ Board members will:
  - examine various data points related to Osseo Area Schools' World's Best Workforce Strategic Plan from the 2021-2022 school year; &
  - learn about current strategic improvement actions to positively impact this data.

Osseo Area Schools

# **STRATEGIC DIRECTIONS & ALIGNMENT**

# World's Best Workforce

120B.11



# Strategic Directions

- ▶ Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation, and engagement.
- ▶ Build and nurture a culture of achievement by providing content rich, rigorous, and individualized pathways.
- ▶ Promote inclusive participation of our communities and provide timely, relevant, and easily accessible communication.
- ▶ Create a system of operational innovation, excellence, accountability, and sustainability.
- ▶ Lead, develop, and align our district toward continuous improvement.

## What is World's Best Workforce?

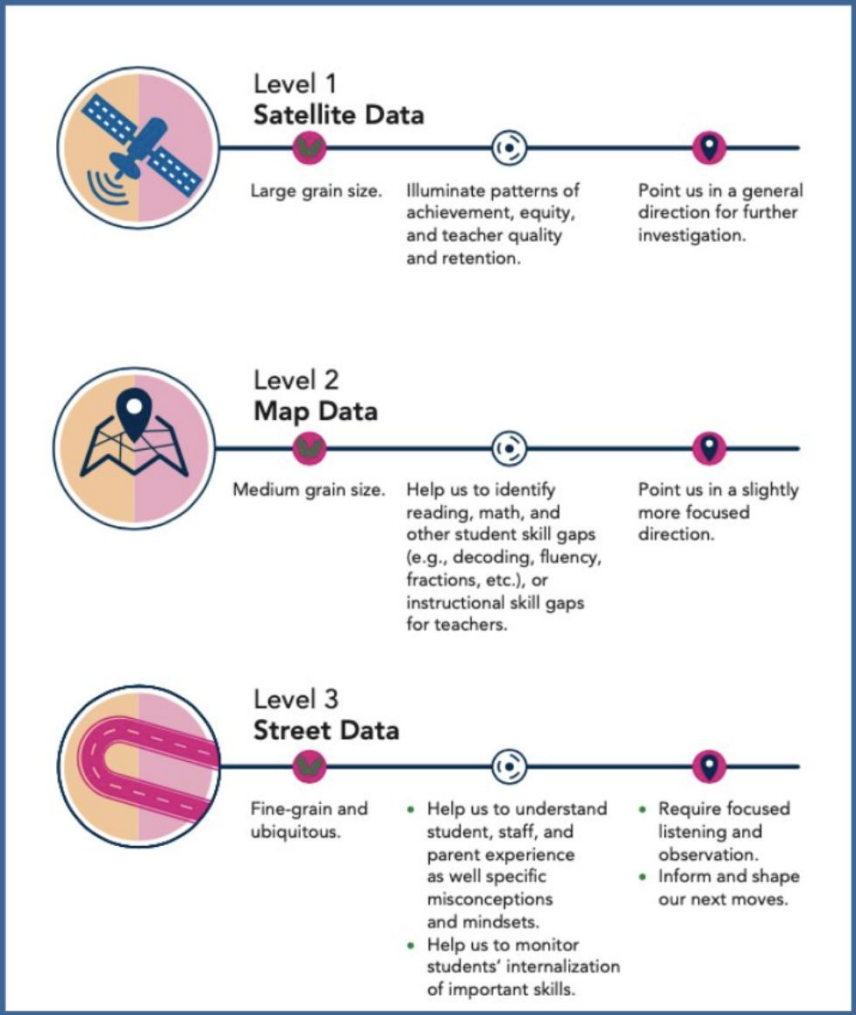
The World's Best Workforce (WBWF) was developed in 2013 ([Minnesota Statutes, section 120B.11](#)) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports. School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address the following five WBWF goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

## What is a WBWF strategic plan?

A WBWF strategic plan is a multi-year, detailed document that illustrates how a district or charter school will execute its goals or initiatives concerning the five WBWF goals. The Minnesota Department of Education (MDE) recommends that districts and charter schools develop goals that are specific, measurable, attainable, realistic and timely (SMART).

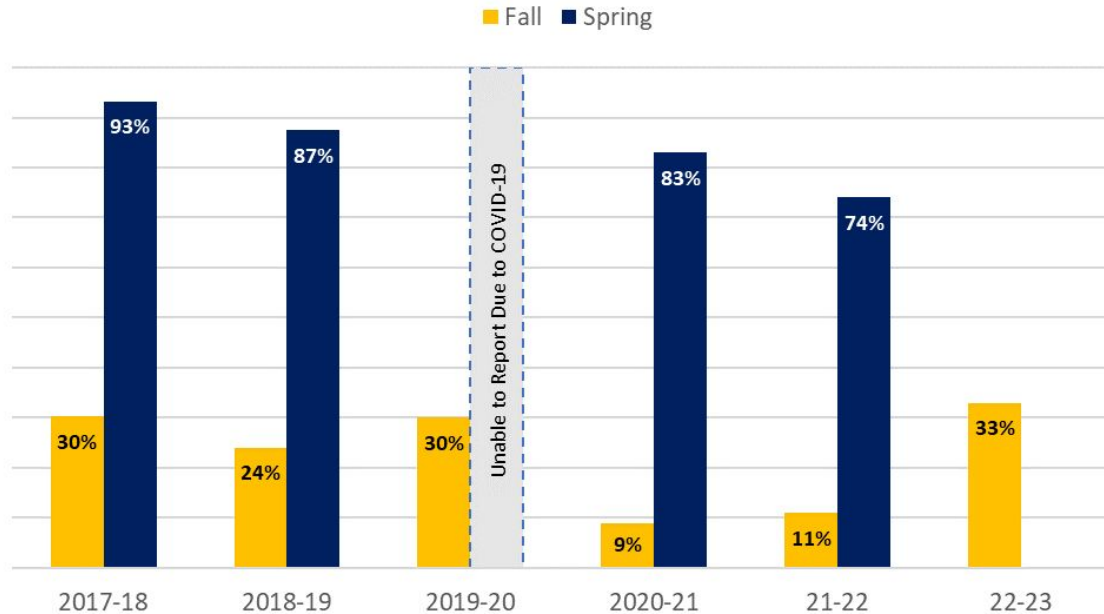
*From Street Data: A Next Generation Model for Equity, Pedagogy, and Transformation.*



Osseo Area Schools

**ALL CHILDREN ARE READY  
FOR SCHOOL**

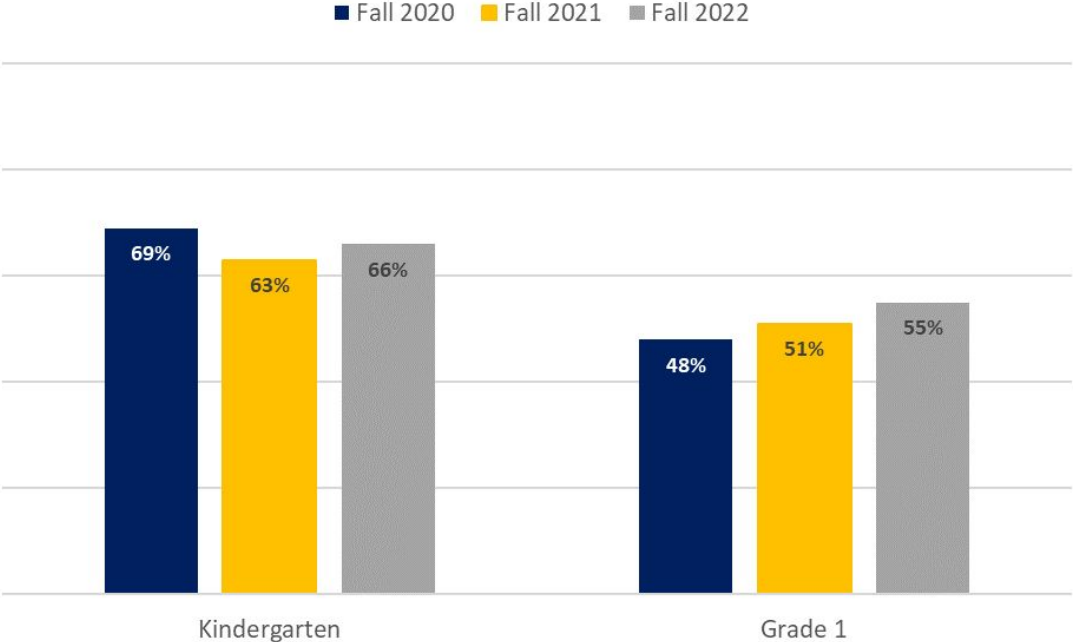
# Teaching Strategies Gold - VPK



N Sizes: 2017 F-279, 2018 Spr-250;  
2018 F-373, 2019 Spr-428;  
2019 F-307, 2020 Spr-N/A  
2020 F-62, 2021 Spr-145  
2021 F-207, 2022 S-116

# Kindergarten and First Grade Readiness

% Low Risk as measured by fall Fastbridge Early Reading



# School Readiness: District Response to the Data

- ▶ Strengthening the collection, analysis, and usage of data to drive instruction.
- ▶ Implementation of HarmonySEL for Social Emotional Learning.
- ▶ Enhancing collaboration between early childhood and early childhood special education staff;
- ▶ Strengthening alignment between area child care providers and Osseo Area Schools to ensure each child is Kindergarten ready.

# School Readiness: Site Response

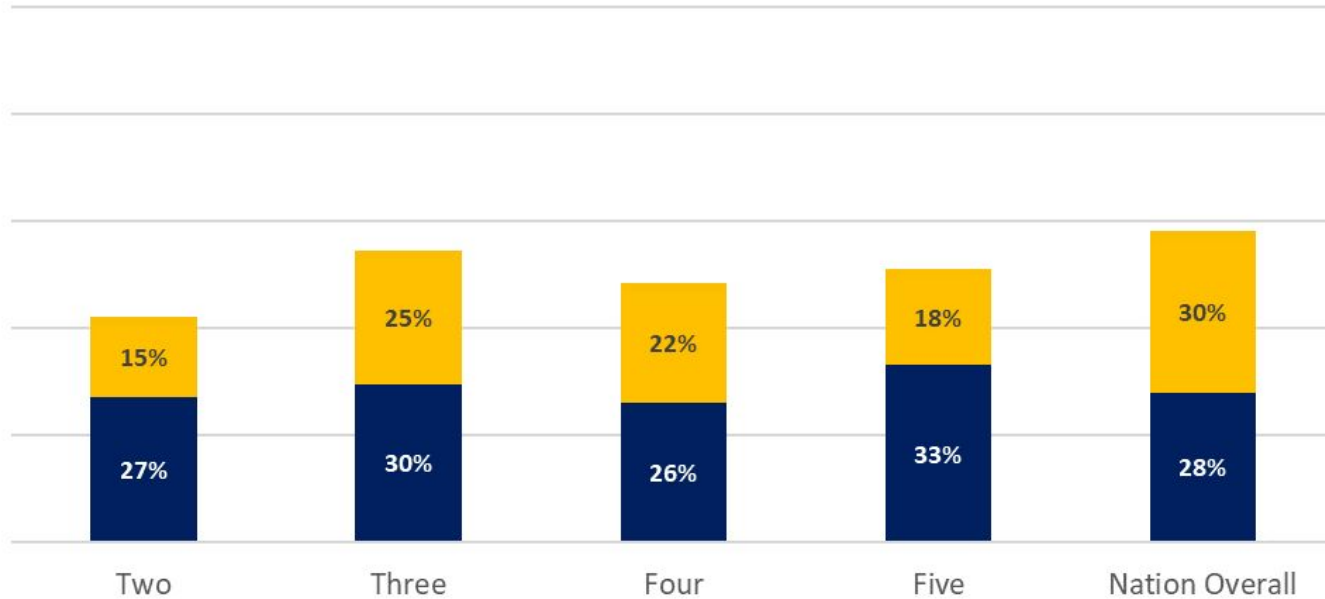
<b>2022-23 Goal Priority</b>	<b>Learning Work Initiatives</b> <i>Research, testing and development of possible initiatives</i>	<b>Implementation Work Initiatives</b> <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	<b>Standard Work Practices</b> <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>
<b>Reading</b>	<b>Science of Reading (SD2)</b> -Pre-K and 2nd grade Piloting MyView curriculum -1st grade Piloting Benchmark Advanced curriculum -LETRS PD available to all licensed staff -determine how science of reading intersects with Benchmark -focus on phonemic awareness, phonics, and word study. -Rhyme Magic intervention -Supported by Instructional Leadership Team	<b>Literacy Coach (SD 2)</b> -provides coaching and support for all areas of literacy with a focus on work in the Implementation and Learning Work columns  <b>Reading Interventions (SD 2)</b> -PreK-2 Heggerty (phonemic awareness) -Whole class Interventions from Local Literacy Site	<b>Balanced Literacy Instruction (SD 2)</b> -Read aloud -Mini lesson -Guided Reading  <b>Use of books that are culturally relevant to students (SD 2)</b>

Osseo Area Schools

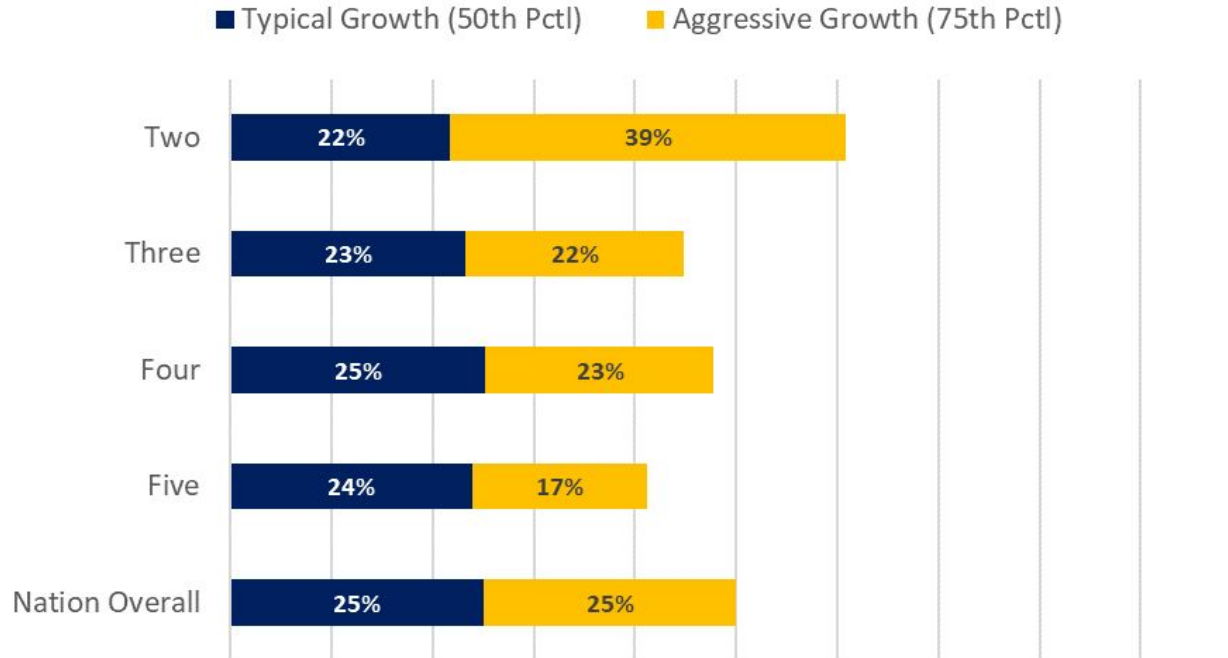
**ALL 3rd GRADERS CAN  
READ AT GRADE LEVEL**

# FastBridge aReading Grades 2-5

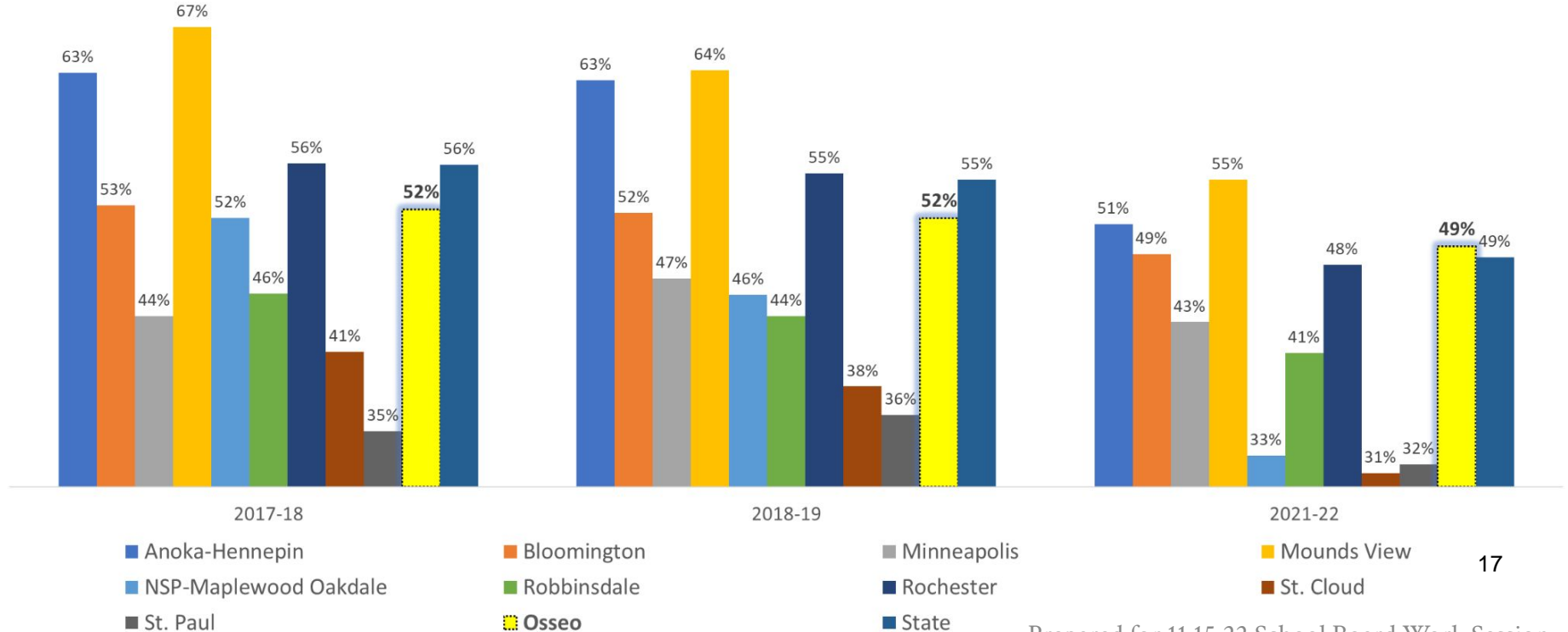
Very Low Risk Low Risk



# aReading (FastBridge) - Grades 2-5 Growth



# MCA Reading Proficiency - 3rd Grade with Comparison Districts



# 3rd Grade Literacy: District Response to the Data

- ▶ Providing opportunities for LETRS training through stipends or board credits to increase teacher knowledge on the science of reading.
- ▶ Creating system-wide Multi-Tiered Systems of Support programming to support sites to meet the individual needs of all learners.
- ▶ Piloting two literacy curriculum resources to increase levels of rigor in our ELA programming.
- ▶ Piloting Heggerty supplemental resources to enhance phonics and phonemic instruction.
- ▶ Piloting site-wide National Urban Alliance (NUA) to help teachers embed student centered practices into their instruction.

# 3rd Grade Literacy: Site Response to the Data

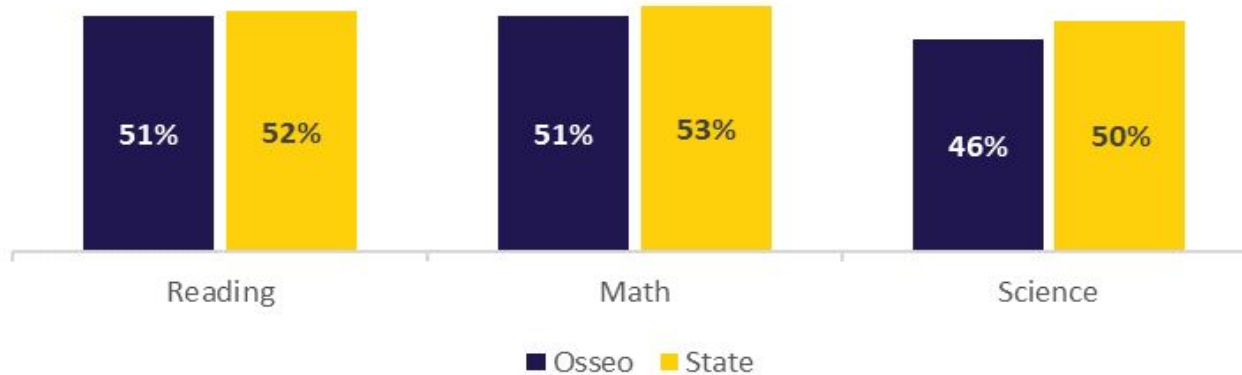
<b>2022-23 Goal Priority</b>	<b>Learning Work Initiatives</b> <i>Research, testing and development of possible initiatives</i>	<b>Implementation Work Initiatives</b> <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	<b>Standard Work Practices</b> <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>
<b>Reading</b>	Program Improvement Process/Review: <ul style="list-style-type: none"> <li>● LETRS Training for staff who have opted into the Science of Reading</li> <li>● ELA pilot 3rd-Advanced Benchmark</li> <li>● ELA pilot 5th-My View</li> </ul> Student Centered Curriculum & Instructional Practices  Adult Professional Learning:	Utilize Fastbridge data to determine focus for whole group and small group instructional  Redesigning WINN time for ALL for Trimester 2	Balanced Literacy -Read-ALouds -Mini-Lessons -Guided Reading  Implementation of reading interventions done with fidelity

Osseo Area Schools

**ALL STUDENTS GRADUATE  
FROM HIGH SCHOOL**

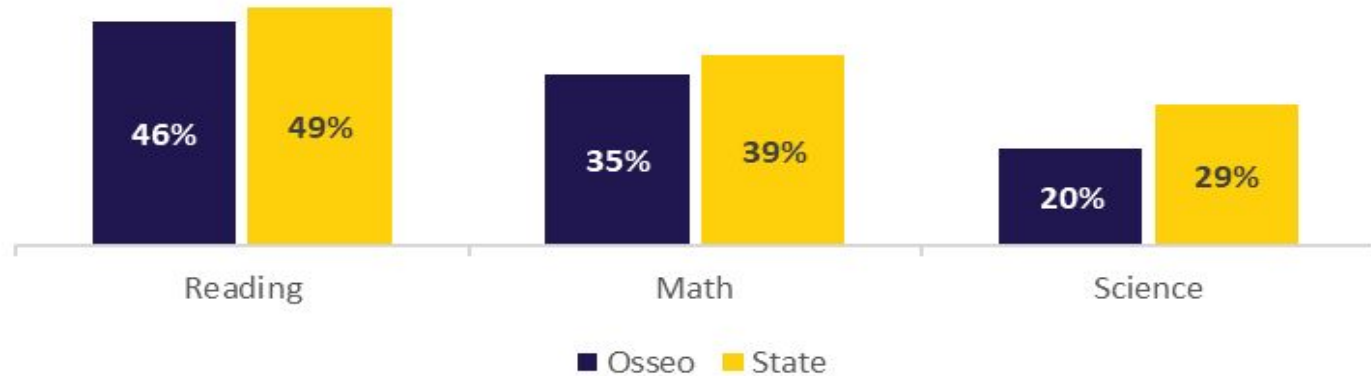
# MCA Proficiency - Elementary

2021-2022 MCA Proficiency - Elementary



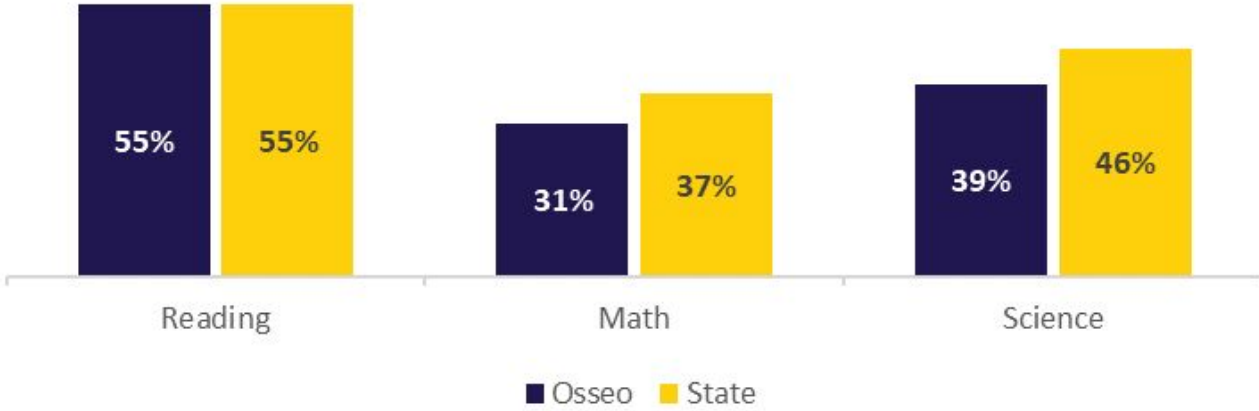
# MCA Proficiency - Middle School

## 2021-2022 MCA Proficiency - Middle School



# MCA Proficiency - High School

## 2021-2022 MCA Proficiency - High School



# Graduation and Dropout Rate Trends

	2018	2019	2020	2021
<b>Osseo 4 year grad rate</b>	<b>84.9%</b>	<b>84.1%</b>	<b>84.4%</b>	<b>79.9%</b>
State 4-year grad rate	83.2%	83.7%	83.8%	83.3%
<b>Osseo 4-year drop rate</b>	<b>4.2%</b>	<b>6.1%</b>	<b>4.5%</b>	<b>6.2%</b>
State 4-year drop rate	4.6%	4.4%	3.7%	4.1%
<b>Osseo 7-year grad rate</b>	<b>91.3%</b>	<b>90.3%</b>	<b>90.5%</b>	<b>90.8%</b>
State 7-year grad rate	87.5%	88.1%	88.3%	88.9%
<b>Osseo 7-year drop rate</b>	<b>7.6%</b>	<b>8.4%</b>	<b>8.3%</b>	<b>8.2%</b>
State 7-year drop rate	7.2%	7.3%	7.2%	6.8%

# 2021 Graduation Rates in Large Districts

4-Year Graduation Rates	ALL	Racial Groups						Gender		Service Groups				
	ALL	AMI	ASI	BLA	HIS	WHI	MULT	FEM	MAL	EL	FRP	SPED	HMLS	SLIFE
Anoka-Hennepin	89%	77%	92%	80%	77%	92%	84%	91%	87%	69%	79%	65%	58%	64%
Bloomington	76%	<b>81%</b>	69%	64%	84%	68%	82%	72%	<b>54%</b>	65%	50%	46%		
Minneapolis	74%	47%	86%	68%	60%	89%	62%	77%	71%	63%	67%	<b>48%</b>	46%	55%
Mounds View	92%		97%	92%	81%	93%	90%	93%	92%	79%	83%	67%	61%	67%
North St. Paul-Mpw/Okd	81%	82%	85%	78%	66%	87%	74%	85%	78%	62%	75%	60%	63%	<b>13%</b>
Robbinsdale	83%		91%	78%	69%	90%	86%	85%	81%	68%	77%	68%	57%	
Rochester	84%		90%	76%	68%	88%	82%	88%	80%	71%	72%	68%	51%	
St. Cloud	<b>69%</b>		89%	<b>63%</b>	<b>58%</b>	<b>78%</b>	<b>44%</b>	<b>73%</b>	<b>65%</b>	63%	<b>59%</b>	52%	<b>34%</b>	63%
St. Paul	76%	<b>44%</b>	82%	65%	65%	87%	75%	79%	73%	67%	71%	49%	39%	47%
<b>Osseo</b>	<b>80%</b>	<b>47%</b>	<b>82%</b>	<b>70%</b>	<b>62%</b>	<b>90%</b>	<b>71%</b>	<b>83%</b>	<b>77%</b>	<b>60%</b>	<b>70%</b>	<b>55%</b>	<b>37%</b>	<b>38%</b>
Statewide	83%	53%	87%	70%	69%	88%	75%	86%	81%	65%	70%	64%	45%	51%

# 2021 Dropout Rates in Large Districts

<i>4-Year Dropout Rates</i>	<i>ALL</i>	<i>Racial Groups</i>						<i>Gender</i>		<i>Service Groups</i>				
	ALL	AMI	ASI	BLA	HIS	WHI	MULT	FEM	MAL	EL	FRP	SPED	HMLS	SLIFE
Anoka-Hennepin	2%	5%	0%	4%	3%	2%	2%	1%	3%	3%	4%	6%	8%	2%
Bloomington	4%		6%	2%	8%	2%	3%	2%	5%	12%	5%	3%	8%	
Minneapolis	6%	22%	3%	6%	12%	2%	15%	4%	8%	9%	8%	9%	13%	21%
Mounds View	1%		1%	0%	1%	1%	0%	0%	1%	0%	2%	5%	6%	2%
North St. Paul-Mpw/Okd	3%	9%	2%	5%	3%	3%	7%	2%	4%	4%	5%	4%	7%	7%
Robbinsdale	3%		0%	5%	7%	1%	2%	2%	4%	6%	5%	5%	11%	
Rochester	4%		1%	5%	4%	4%	2%	3%	5%	2%	7%	5%	15%	
St. Cloud	8%		6%	8%	17%	6%	16%	7%	10%	9%	12%	12%	18%	7%
St. Paul	4%	19%	3%	5%	8%	2%	5%	3%	5%	5%	5%	3%	14%	10%
Osseo	6%	21%	3%	9%	12%	4%	9%	4%	9%	10%	10%	11%	24%	15%
Statewide	4%	15%	2%	5%	9%	3%	6%	3%	5%	8%	8%	7%	14%	14%

# 2021 Number of Dropouts in Large Districts

# of 4-Year Dropouts	<i>ALL</i>	<i>Racial Groups</i>						<i>Gender</i>		<i>Service Groups</i>				
	ALL	AMI	ASI	BLA	HIS	WHI	MULT	FEM	MAL	EL	FRP	SPED	HMLS	SLIFE
Anoka-Hennepin	60	1	1	17	5	31	5	15	45	5	51	24	15	1
Bloomington	29		4	3	13	8	1	6	23	13	21	4	3	
Minneapolis	151	21	4	58	47	13	8	42	109	54	139	35	36	8
Mounds View	6		1	0	1	4	0	2	4	0	5	2	2	
North St. Paul-Mpw/Okd	26	1	3	6	4	10	2	8	18	4	22	5	3	1
Robbinsdale	31		0	16	9	4	2	10	21	6	29	7	6	
Rochester	54		2	11	6	33	1	21	33	3	39	12	12	
St. Cloud	69		1	27	12	22	7	25	44	22	64	20	13	4
St. Paul	105	7	25	30	30	9	4	44	61	44	99	13	18	10
<b>Osseo</b>	<b>97</b>	<b>7</b>	<b>9</b>	<b>35</b>	<b>18</b>	<b>23</b>	<b>8</b>	<b>29</b>	<b>68</b>	<b>17</b>	<b>75</b>	<b>20</b>	<b>20</b>	<b>2</b>
Statewide	2776	185	83	389	547	1397	166	982	1794	403	2222	730	361	27109

# All Students Graduate: District Response to the Data

- ▶ Supporting students in identifying paths to fulfill graduation requirements.
- ▶ Participating in credit recovery programming designed around standards which students have not yet met in order to stay on track for graduation.
- ▶ Engaging in a deeper analysis of individual students' credit accumulation and graduation status, identifying patterns to inform supports and further preventative measures earlier.
- ▶ Creating a stronger sense of belonging for students through the implementation of the social emotional learning curriculum PreK-12th grade.

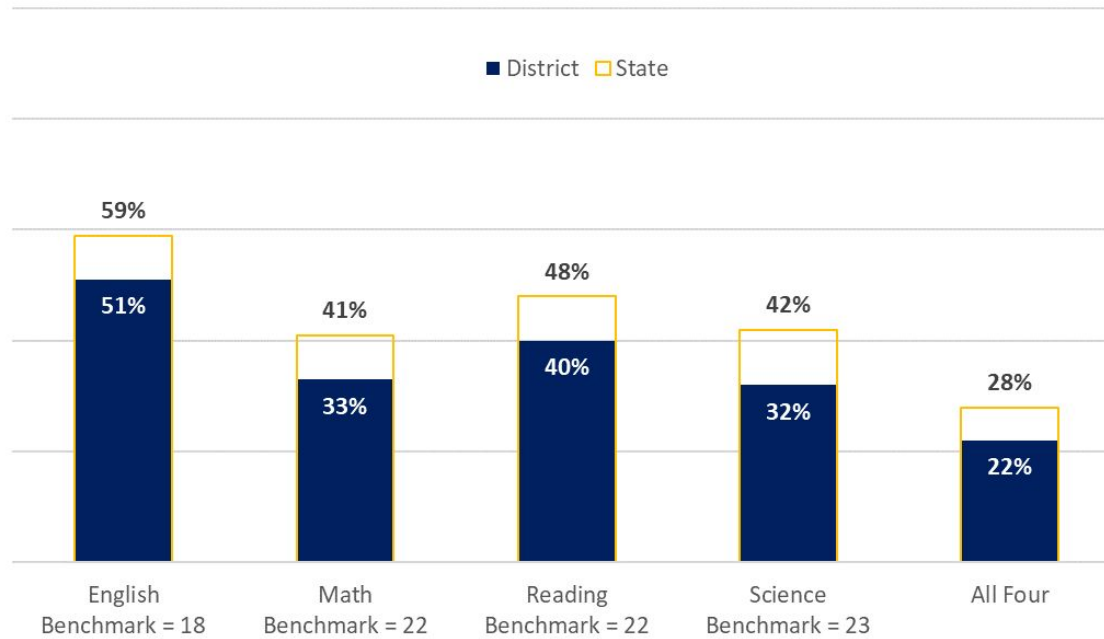
# All Students Graduate: Site Response to the Data

<b>2022-23 Goal Priority</b>	<b>Learning Work Initiatives</b> <i>Research, testing and development of possible initiatives</i>	<b>Implementation Work Initiatives</b> <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	<b>Standard Work Practices</b> <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>
<b>Graduation</b>	<p>Book review (<i>Street Data</i>) to increase staff capacity to deeper investigation/tracking of differences in gender rates &amp; intersectionality of identities (black &amp; hispanic males) by instructional leadership team (ILT) then possibly other committees (SD 4)</p> <p>ML Push-in Pilot: ML newcomers who are new to the English language will be enrolled in English 9 and Science 9, with additional support, in order to remove systemic barriers and enable them to graduate in 4 years. (SD 5)</p> <p>Research special education work-based learning program opportunities for credit towards graduation (SD 4)</p>	<p>Teachers use testing data to plan and provide interventions. Training and support on data provided through PLT time. (SD 4)</p> <p>Instructional Leadership Team of classroom teachers and other license staff to foster distributive, collaborative leadership. The ILT is the primary mechanism for expanding the impact of the vision and goals for student outcomes. In addition, the ILT focuses on school-wide improvements of instructional practice, culture, and systems (SD 2, SD 4)</p>	<p>Credit recovery curriculum (SD 3)</p> <p>Advisory curriculum implementing SEL Curriculum (SD 2)</p> <p>2-person team : partnership with SMS and counselors to support students regarding attendance and grades (SD 2)</p> <p>Tuesday Tutoring : students have access to tutoring in content areas by content teachers once a week (SD 2)</p>

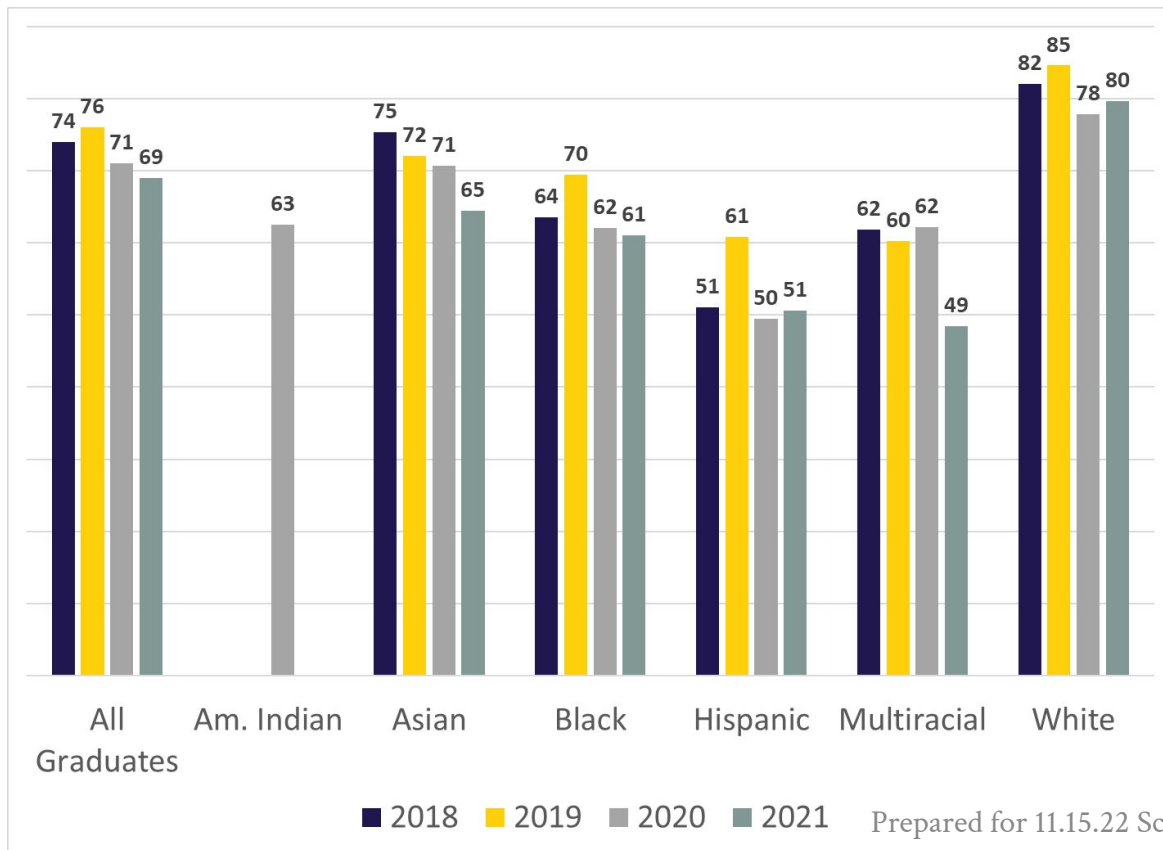
Osseo Area Schools

**ALL STUDENTS ARE READY  
FOR CAREER & COLLEGE**

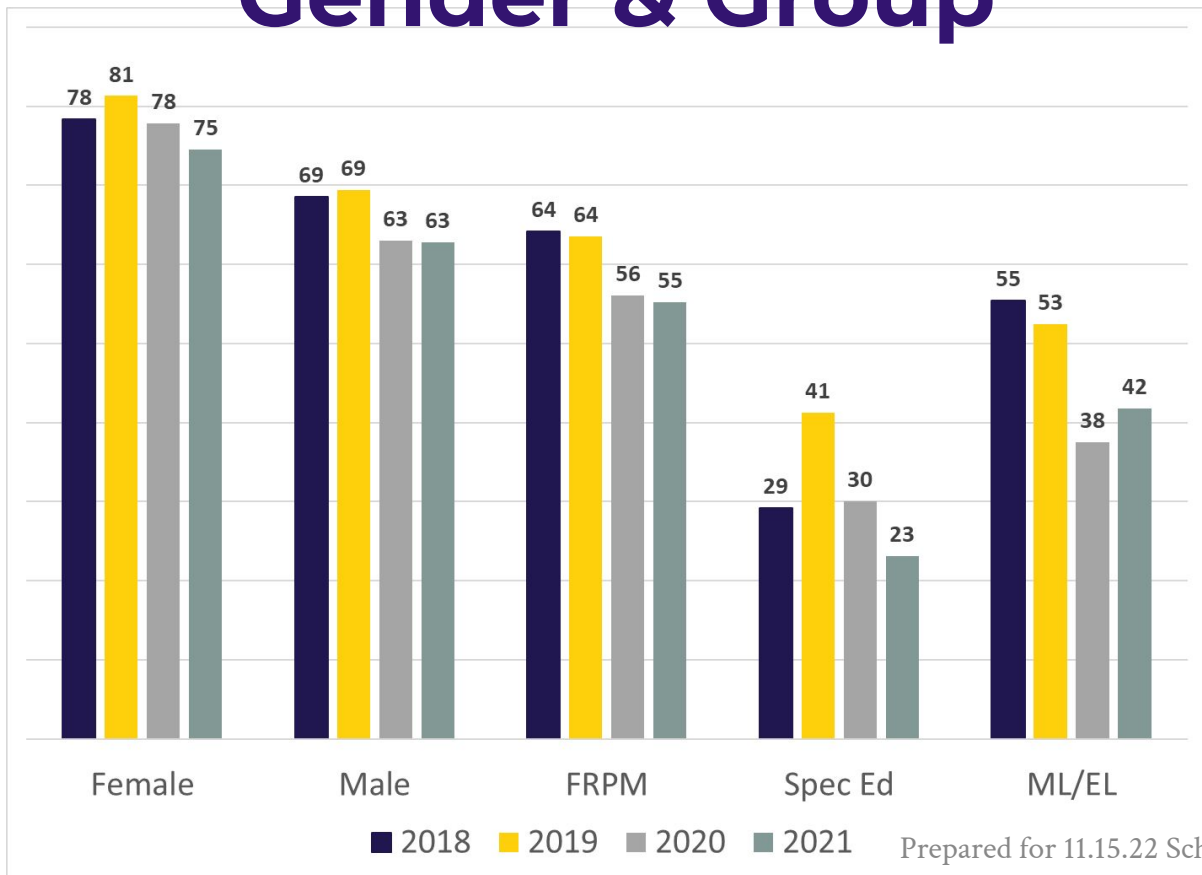
# ACT College Readiness Benchmarks (2022 Graduates)



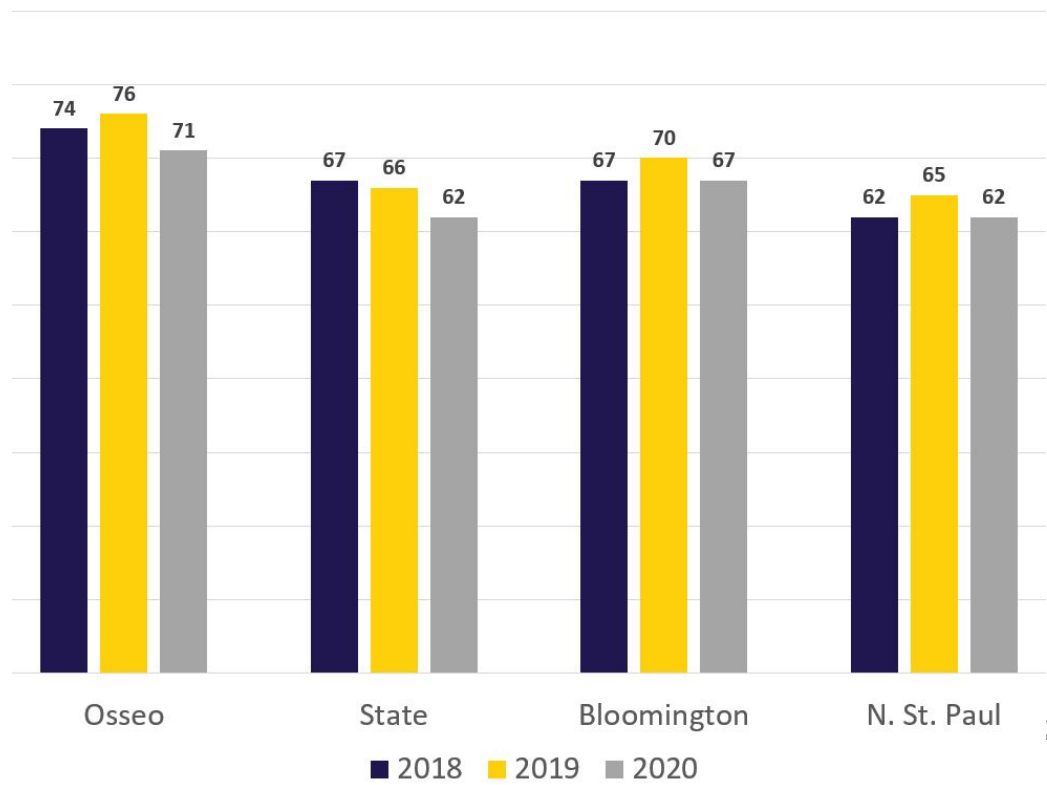
# Higher Ed Enrollment by Race



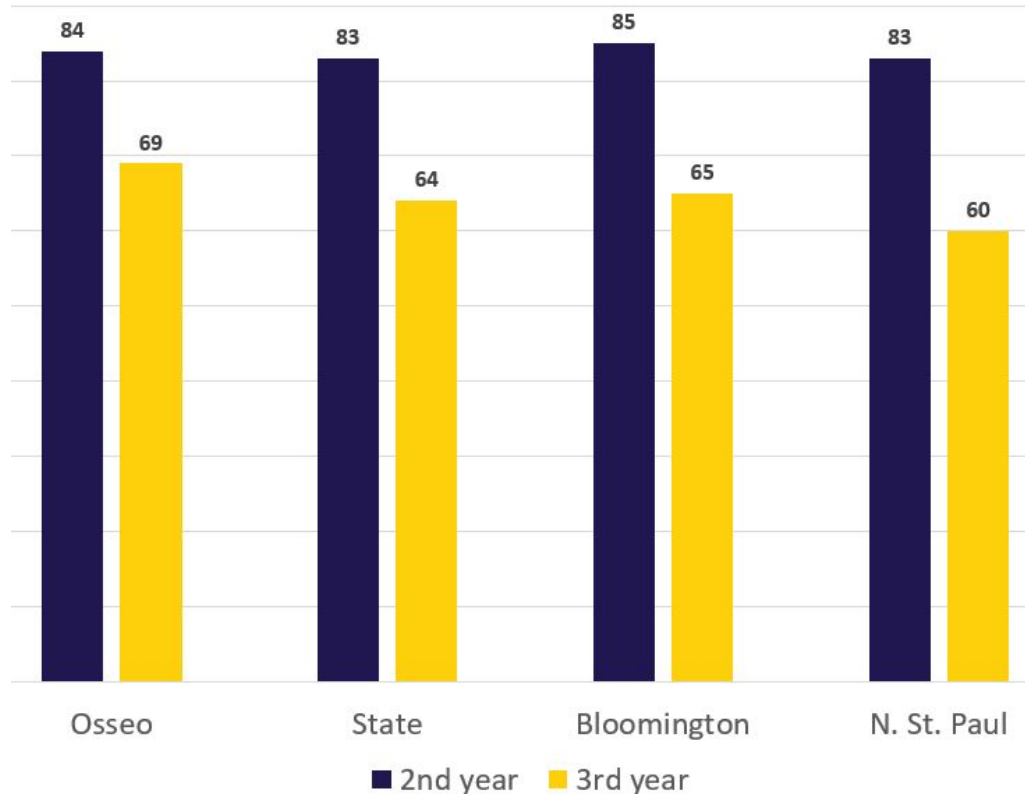
# Higher Ed Enrollment by Gender & Group



# Higher Ed Enrollment - Osseo, State, Comparison Districts



# Higher Ed Persistence - Osseo, State, Comparison Districts



# Career & College Ready: District Response to the Data

- ▶ Assisting in designing pathways for students and researching potential post-secondary opportunities.
- ▶ Modeling and discussing the importance of college and career preparation at all levels.
- ▶ Engaging in dropout prevention work including Check & Connect and other programs.

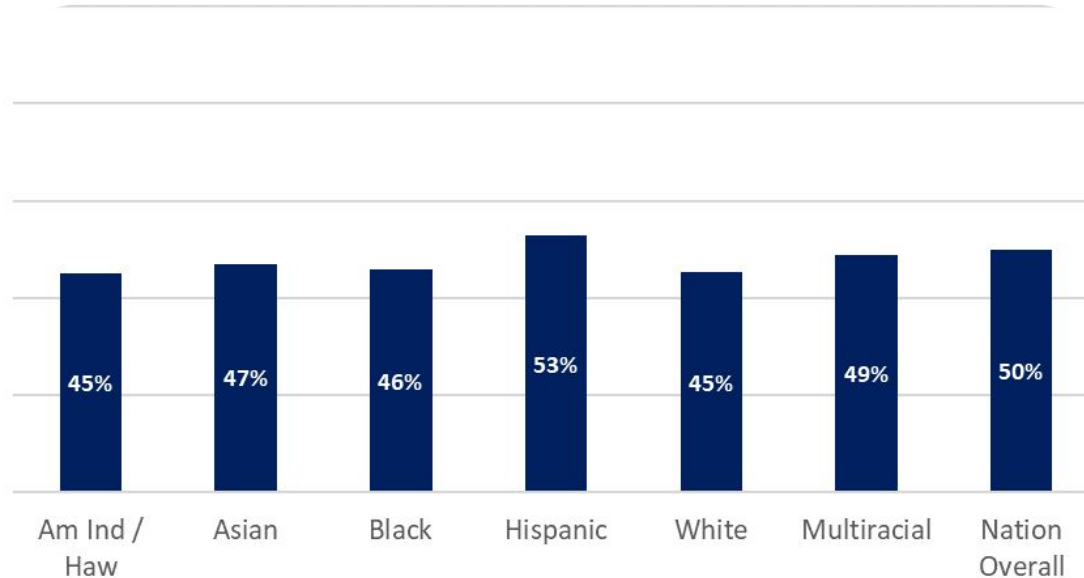
# Career & College Ready: Site Response to the Data

<b>2022-23 Goal Priority</b>	<b>Learning Work Initiatives</b> <i>Research, testing and development of possible initiatives</i>	<b>Implementation Work Initiatives</b> <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	<b>Standard Work Practices</b> <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>
<b>Reading</b>	Professional development with new staff in AVID instructional strategies WICOR. <ul style="list-style-type: none"> <li>• Including, but not limited to . Quickwrites, Costa’s Level of Questioning, Annotation etc.</li> <li>• All staff teaches explicit use of student planners and binders each trimester</li> </ul>	Continue training all staff and implementing AVID instructional strategies. <ul style="list-style-type: none"> <li>• Including, but not limited to . Quickwrites, Costa’s Level of Questioning, Annotation etc.</li> </ul>	Use of culturally responsive texts specifically selected for instruction across 6-8 ELA classes.

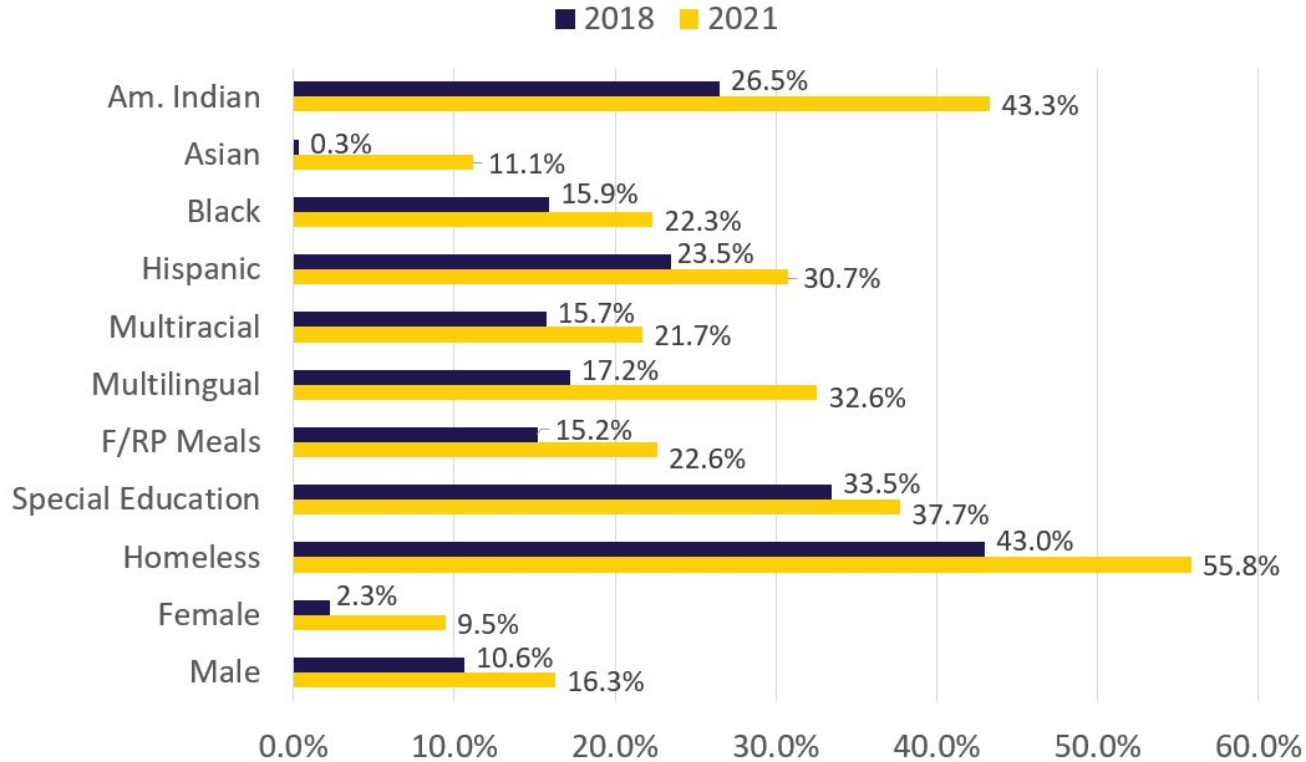
Osseo Area Schools

**ALL RACIAL AND ECONOMIC  
ACHIEVEMENT GAPS BETWEEN  
STUDENTS ARE CLOSED**

# aReading Percent Making Typical or More Growth by Race/Ethnicity



# 4-Yr Grad Rate Gaps (White - Group)



# Closing Achievement Gaps: District Response to the Data

- ▶ Deepening our engagement in the use of culturally responsive instructional strategies and providing culturally responsive instructional materials that allow students to see themselves in the materials and make connections with what they are learning.
- ▶ Professional development on Student Centered Pedagogy including AVID, NUA and other high impact strategies.
- ▶ Emphasizing the importance of relationships between students, teachers, families and the community.
- ▶ Creating system-wide Multi-Tiered Systems of Support programming to support sites to meet the individual needs of all learners.

# Closing Achievement Gaps: Site Response to the Data

<b>2022-23 Goal Priority</b>	<b>Learning Work Initiatives</b> <i>Research, testing and development of possible initiatives</i>	<b>Implementation Work Initiatives</b> <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	<b>Standard Work Practices</b> <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>
<b>Math</b>	<ul style="list-style-type: none"> <li>● Building wide Mathematical Strategy Implementation</li> <li>● Advisory Recovery Time (SD 2), (SD 5)               <ul style="list-style-type: none"> <li>○ Core content reinforcement through activities and small group instruction.</li> </ul> </li> <li>● Title One Lead Targeted Math Support</li> </ul>	<ul style="list-style-type: none"> <li>● Math Curriculum (SD 2)               <ul style="list-style-type: none"> <li>○ Administrative Fidelity Walkthroughs</li> </ul> </li> <li>● Support Classes &amp; Groups               <ul style="list-style-type: none"> <li>○ ADSIS Math Labs</li> <li>○ Tiered Building Level Math Labs</li> </ul> </li> <li>● WICOR, Scaffolding &amp; Rigorous Instructional Practices</li> </ul>	<ul style="list-style-type: none"> <li>● Support Classes &amp; Groups               <ul style="list-style-type: none"> <li>○ AVID Support Classes (SD 1), (SD 2), (SD 4), (SD 4), (SD 5)</li> <li>○ Counseling Groups (SD 5)</li> <li>○ After School Math Support (SD 2)</li> <li>○ 6th Grade Double Dip Math Acceleration (SD 2), (SD 5)</li> </ul> </li> <li>● Collaborative Classrooms               <ul style="list-style-type: none"> <li>○ English Learners support in Math classrooms. (SD 2)</li> <li>○ Special education support in Math classrooms. (SD 2)</li> </ul> </li> <li>● Curriculum Development Process               <ul style="list-style-type: none"> <li>○ Professional Learning Teams (SD 2)</li> </ul> </li> </ul>

OSSEO AREA SCHOOLS

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## Questions or Comments?

*Osseo Area Schools' World's Best Workforce Strategic Plan  
School Board Work Session, November 15th, 2022*

## Executive Summary

### Created for November 15th, 2022 School Board Work Session

**Authors:** Jenna Johnshoy-Aarestad, Coordinator of Data and Assessment  
Tom Watkins, Coordinator of Data and Assessment  
Gao Thor, Data Analyst  
Robin Gunsolus, Director of Learning & Achievement

**Topic:** World's Best Workforce Report

**Purpose:** The purpose of this executive summary is to:

- examine various data points related to Osseo Area Schools' World's Best Workforce Strategic Plan from the 2021-2022 school year; and
- learn about current strategic improvement actions to positively impact this data.

**Background:** Each year, school districts are required by the Minnesota Department of Education (MDE) to submit a World's Best Workforce plan and to share information in a public meeting. This plan is due for submission on December 15th, 2022 and will be posted on our district website.

### World's Best Workforce

#### What is World's Best Workforce?

The World's Best Workforce (WBWF) was developed in 2013 ([Minnesota Statutes, section 120B.11](#)) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports. School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address the following five WBWF goals:

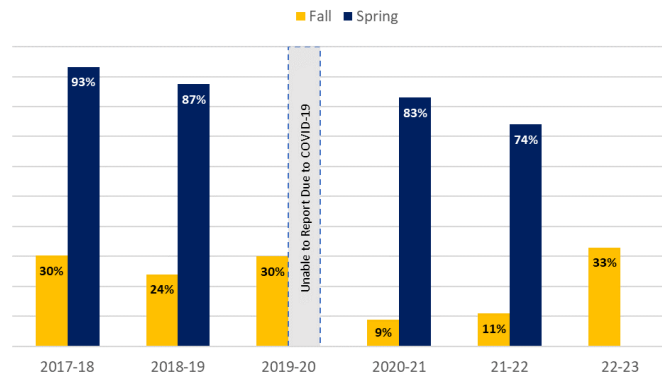
- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

#### What is a WBWF strategic plan?

A WBWF strategic plan is a multi-year, detailed document that illustrates how a district or charter school will execute its goals or initiatives concerning the five WBWF goals. The Minnesota Department of Education (MDE) recommends that districts and charter schools develop goals that are specific, measurable, attainable, realistic and timely (SMART).

## Goal #1: All Children are Ready for School:

### Teaching Strategies Gold - Voluntary Pre-K (VPK)

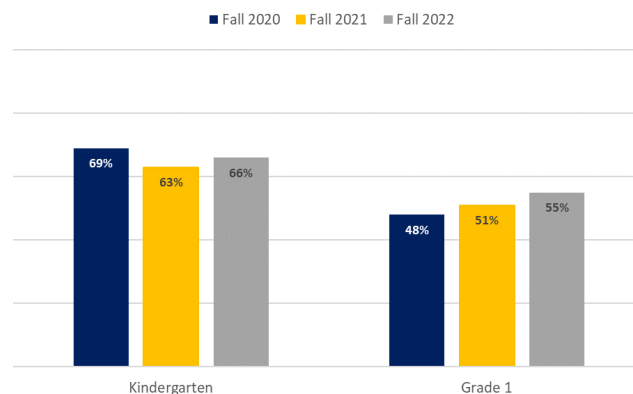


The graph above shows the pre and post-assessment achievement data for Pre-K students in our system using the Teaching Strategies Gold (TS Gold) assessment over the last 5 years and our initial screening for this year. This assessment is designed to provide us with information about the extent to which Pre-K students are ready for kindergarten. It measures early literacy, early numeracy, and social-emotional skill development. You will notice that the yellow bars show the pre-assessment proficiency percentage (Fall) while the blue bars show the post assessment proficiency (Spring).

One point to mention is that the post-assessment results from 2019-2020 were not available as we were unable to administer this assessment due to the pandemic and subsequent school closures.

As we can see, the fall pre-assessment scores for the 2020-2021 and the 2021-2022 school years were lower than in previous years. However, after a year in our district Pre-K program, the change in proficiency was on par or greater than previous years. This year's fall assessment scores were comparable to pre-pandemic years.

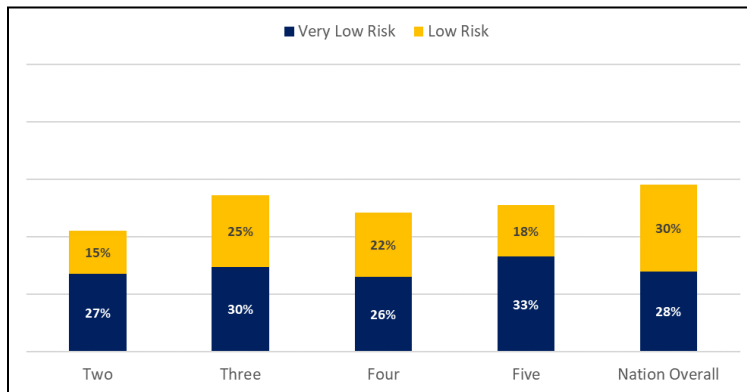
### Kindergarten and First Grade Readiness % Low Risk as measured by fall Fastbridge Early Reading



In the chart above, the bars to the left show the percentage of kindergarten students that were identified as being “low risk” in the fall over the last three years. A student earning a score that places them in the low risk range means they likely do not need academic intervention, and tend to be at grade level in their mastery of standards. The bars to the right show the percentage of first grade students that were identified as being “low risk” in the fall over the last three years. This data helps inform us of how prepared students are when they enter school in both kindergarten and first grade.

**Goal #2: All 3rd Graders Can Read at Grade Level:**

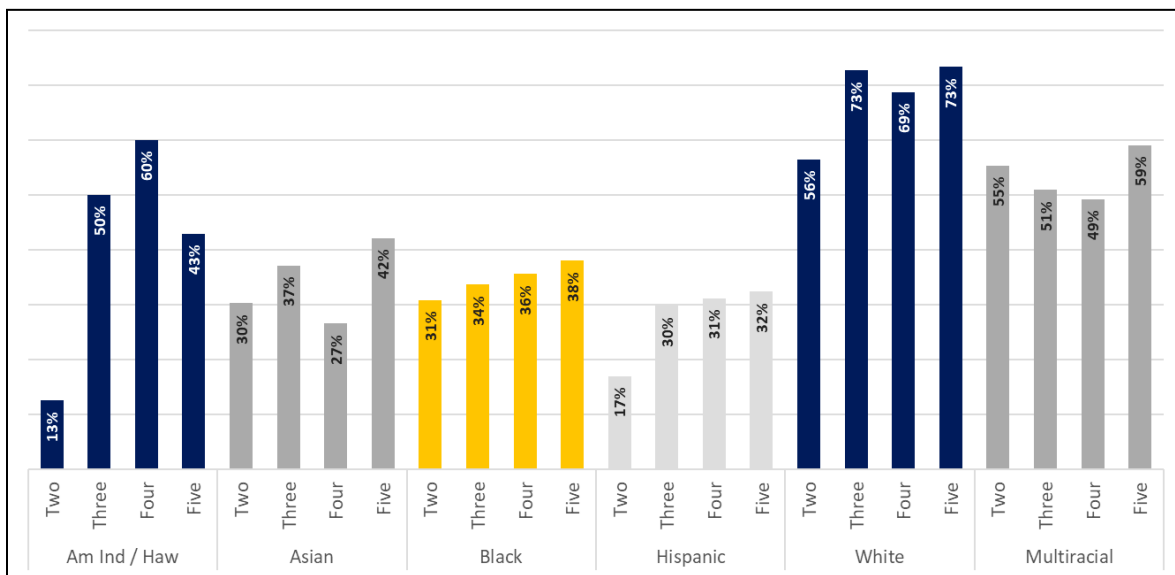
**2021-22 FastBridge aReading Low and Very Low Risk, Grades 2-5**



On the chart above we can see the results of the 2021-2022 Spring aReading FastBridge Assessment. In this chart, we can see two pieces of information - the first are the yellow bars, which represent the percent of students whose scores indicate they are at low risk for needing reading intervention. The second are the blue portion of the bars, which show the percent of students who are at very low risk and are projected to be on track for college and career readiness.

There was little variability in the overall percentage of students that were low or very low risk in third through fifth grade, with grade five having the highest combined percentage at 51% and grade two having the lowest of those grades at 42%. Students at second grade had the lowest % which is a trend we saw across sites last year. We believe this to be the result of the pandemic as students had interrupted learning as they were acquiring the crucial foundational literacy skills. Students not earning scores that place them at low or very low risk are provided with extra support for accelerating their learning. Many sites specifically targeted second grade with whole class, small group and individual interventions. Sites are continuing to support these students as they enter third grade this year.

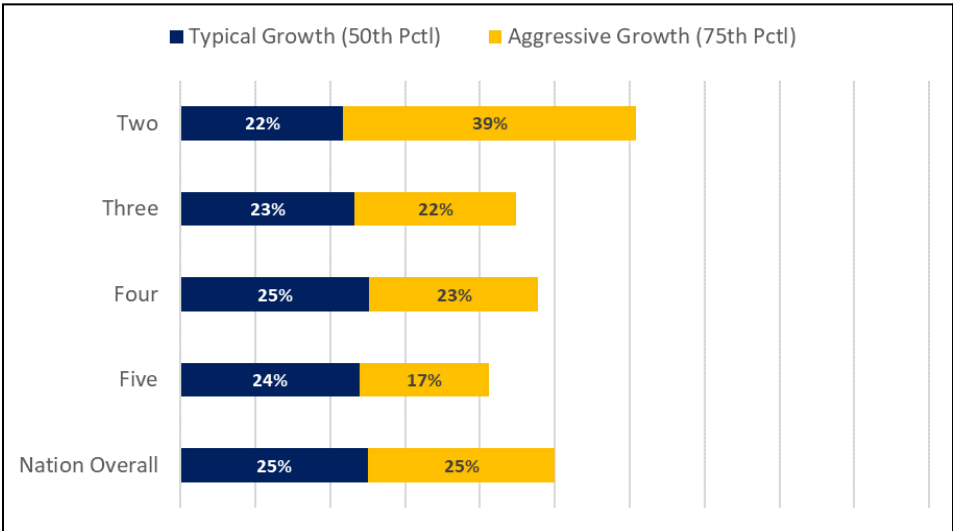
**2021-22 FastBridge aReading Low or Very Low Risk Grades 2-5, by Race and Ethnicity**



The chart at the bottom of the last page shows the percent of scholars at low or very low risk for needing intervention among grades 2-5 segmented by the scholar’s identified race and ethnicity during the 2021-22 school year. The general trend shown in the previous chart continues in this chart with grades 3 and 5 being the among the highest in terms of percentage of scholars at low risk. Another interesting insight is that for each student group the percentage of scholars at low risk tends to increase as the grade level increases. This again, may be due to the effects of the pandemic playing out as the younger grades started their educational experience in distance learning.

This is an area for growth as gaps between scholar groups exist. While this has been a trend in prior years, we also know our scholars who identify as BIPOC were disproportionately affected by the pandemic.

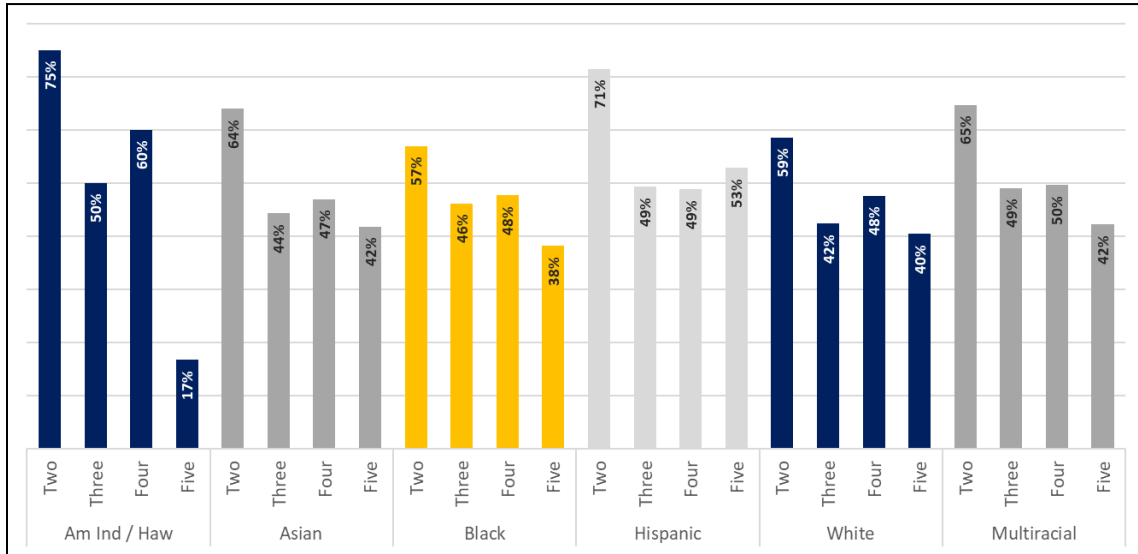
**2021-22 FastBridge aReading Growth, Grades 2-5**



As you look at this chart above, the first area that I want to highlight is at the bottom of the slide, the Nation Overall growth. Growth targets are determined through a national study looking at a representative group of students. Typical growth is the growth that 50% of students in the study achieved and aggressive growth is the growth that 25%, or the top quartile, achieve. FastBridge periodically recreates this study to update the growth targets. The last time that the study was conducted was in the summer of 2019 which was pre-pandemic. Nationally, FastBridge scores have decreased which would mean that the targets would have decreased had their study been updated.

Another area that I would like to highlight is second grade. Previously in this report, we showed you that second grade had the fewest number of students at low risk or very low risk. Here you can see that those students grew faster than expected with 61% achieving typical and aggressive growth. This would indicate that the instruction and support for second grade students was strong.

## 2021-22 FastBridge aReading Growth Grades 2-5, by Race and Ethnicity



Converse to the trend we see in the risk level data, second grade students are making high rates of typical or better growth as measured by the aReading FastBridge assessment across all student groups. This shows the impact of the support our educators have provided, which will logically lead to that cohort of students closing the gap throughout the year and moving to low risk in later grades.

Additionally, we see fewer differences across groups, with many student groups nearing or hitting 50%, which is the national average.

### MCA Reading Proficiency - 3rd Grade with Comparison Districts

	2017-18	2018-19	2019-20	2020-21	2021-22
Anoka-Hennepin	63%	63%	N/A	N/A	51%
Bloomington	53%	52%	N/A	N/A	49%
Minneapolis	44%	47%	N/A	N/A	43%
Mounds View	67%	64%	N/A	N/A	55%
NSP-Maplewood Oakdale	52%	46%	N/A	N/A	33%
Robbinsdale	46%	44%	N/A	N/A	41%
Rochester	56%	55%	N/A	N/A	48%
St. Cloud	41%	38%	N/A	N/A	31%
St. Paul	35%	36%	N/A	N/A	32%
<b>Osseo</b>	<b>52%</b>	<b>52%</b>	<b>N/A</b>	<b>N/A</b>	<b>49%</b>
<b>State</b>	<b>56%</b>	<b>55%</b>	<b>N/A</b>	<b>N/A</b>	<b>49%</b>

The data that you see in this report are the MCA results of our third grade students over the last three years and are compared with demographically similar districts. These districts had at least 800 seniors enrolled in 2020-21 with 24-60% free or reduced-price meals and 35-80% students of color. The green represents the highest proficiency rates and the red represents the lowest proficiency rates across the districts. As you can see on this chart, 3rd grade scholars in Osseo Area Schools consistently fall in the upper third or fourth of this group of schools in proficiency.

The three tables below show third grade MCA proficiency for the three school years. These years were chosen because they do not include years where assessments may have been affected by the pandemic. This data is shown by racial group and compared school districts with similar demographics. The green represents the highest proficiency rates and the red represents the lowest proficiency rates across the districts. NA indicates the size of the student group was less than 10. As you can see from the charts below, third graders in Osseo Area Schools proficiency rate was higher than the state for all groups except for students who identify as Asian in the 2021-22 school year and was in the top fourth of the districts or higher in all areas.

### MCA Reading Proficiency - 3rd Grade by Racial Groups with Comparison Districts

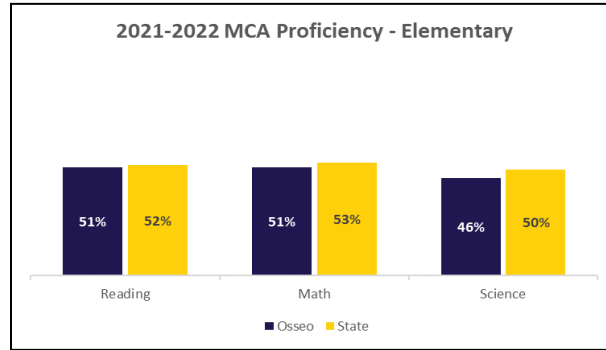
2021-22	Am. Ind.	Asian	Black	Hisp.	Mult.	White
Anoka-Hennepin	N/A	31%	41%	33%	48%	59%
Bloomington	N/A	67%	28%	19%	46%	67%
Minneapolis	17%	29%	16%	18%	50%	73%
Mounds View	N/A	53%	40%	28%	49%	63%
NSP-Maplewood Oakdale	N/A	18%	29%	24%	33%	54%
Robbinsdale	N/A	18%	21%	26%	35%	68%
Rochester	N/A	53%	24%	24%	51%	57%
St. Cloud	N/A	38%	20%	21%	30%	44%
St. Paul	4%	16%	19%	25%	29%	70%
<b>Osseo</b>	<b>N/A</b>	<b>35%</b>	<b>30%</b>	<b>33%</b>	<b>50%</b>	<b>71%</b>
<b>State</b>	<b>24%</b>	<b>38%</b>	<b>28%</b>	<b>29%</b>	<b>46%</b>	<b>58%</b>

2018-19	Am. Ind.	Asian	Black	Hisp.	Mult.	White
Anoka-Hennepin	72%	50%	52%	45%	45%	69%
Bloomington	N/A	44%	30%	35%	60%	65%
Minneapolis	25%	38%	23%	25%	49%	76%
Mounds View	N/A	64%	41%	24%	48%	75%
NSP-Maplewood Oakdale	40%	39%	41%	36%	45%	57%
Robbinsdale	N/A	46%	26%	25%	42%	64%
Rochester	N/A	62%	37%	30%	40%	65%
St. Cloud	N/A	36%	19%	46%	36%	54%
St. Paul	21%	24%	23%	27%	40%	70%
<b>Osseo</b>	<b>44%</b>	<b>37%</b>	<b>35%</b>	<b>30%</b>	<b>54%</b>	<b>68%</b>
<b>State</b>	<b>32%</b>	<b>47%</b>	<b>32%</b>	<b>33%</b>	<b>52%</b>	<b>64%</b>

2017-18	Am. Ind.	Asian	Black	Hisp.	Mult.	White
Anoka-Hennepin	36%	53%	53%	40%	52%	69%
Bloomington	N/A	57%	42%	31%	60%	64%
Minneapolis	15%	42%	22%	24%	50%	77%
Mounds View	N/A	68%	44%	42%	70%	74%
NSP-Maplewood Oakdale	N/A	49%	40%	48%	43%	62%
Robbinsdale	N/A	39%	30%	28%	51%	64%
Rochester	N/A	61%	32%	33%	56%	65%
St. Cloud	N/A	72%	21%	25%	43%	56%
St. Paul	16%	27%	23%	29%	33%	67%
<b>Osseo</b>	<b>N/A</b>	<b>44%</b>	<b>32%</b>	<b>30%</b>	<b>51%</b>	<b>71%</b>
<b>State</b>	<b>34%</b>	<b>50%</b>	<b>32%</b>	<b>34%</b>	<b>52%</b>	<b>65%</b>

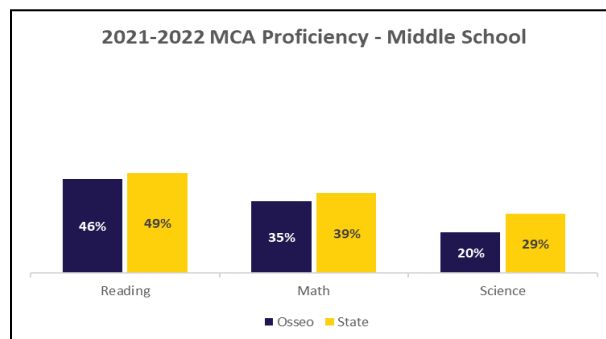
### Goal #3: All Students Graduate from High School:

MCA proficiency for elementary and middle school was included under this goal because the preparation for graduation begins when scholars enter our system.

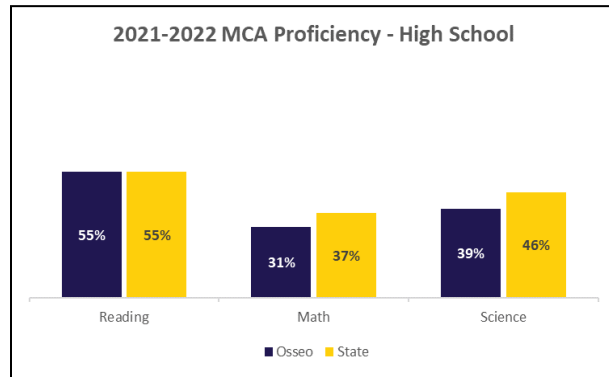


This graph shows the percentage of our elementary students who were proficient on the Minnesota Comprehensive Assessment. The reading and mathematics assessments include 3rd, 4th, and 5th grade students and the science assessment includes only 5th grade science. For each content area, the purple bar on the left is our district results and the gold bar on the right is the statewide results. We can interpret these results in the context of our pre-pandemic results in 2019. For example, in Reading, Osseo Area Schools were approximately 1% below the state average 2022. Yet, in 2019, we were 4% below the state average.

Similarly, for Math, we were 2% below the state average in 2022, but in 2019 we were 4% below the state average. Finally, we are approximately 4% below the state average in science. In 2019, we were 12% below the state average. In each content area, students in Osseo Area Schools achieved at levels closer to the statewide average in 2022 than they did in 2019 prior to the pandemic.



This graph shows the percentage of proficiency for middle schools overall. The reading and math tests include 6th, 7th, and 8th grade students. The science test only includes 8th graders. We can see that Osseo Area Schools was 3% below the state average in reading in 2022, while in 2019 we were 5% below the state average. We were 4% below the state average in math in 2022, while in 2019 we were 7% below the state average. In science, our students were 9% below the state average in 2022, but in 2019 we were 12% below the state average.



This graph shows the proficiency percentage for high schools overall. The reading test includes all 10th graders, The math test includes all 11th graders and the science test includes all students taking biology. Osseo Area Schools was on par with the state average in reading in 2022, but in 2019 we were 2% below. We were 6% below the state average in math in 2022, yet in 2019 we were 8% below the state average. Finally we were 7% below the state average in science in 2022 which was the case in 2019.

### Graduation and Dropout Rate Trends

	2018	2019	2020	2021
<b>Osseo 4 year grad rate</b>	<b>84.9%</b>	<b>84.1%</b>	<b>84.4%</b>	<b>79.9%</b>
State 4-year grad rate	83.2%	83.7%	83.8%	83.3%
<b>Osseo 4-year drop rate</b>	<b>4.2%</b>	<b>6.1%</b>	<b>4.5%</b>	<b>6.2%</b>
State 4-year drop rate	4.6%	4.4%	3.7%	4.1%
<b>Osseo 7-year grad rate</b>	<b>91.3%</b>	<b>90.3%</b>	<b>90.5%</b>	<b>90.8%</b>
State 7-year grad rate	87.5%	88.1%	88.3%	88.9%
<b>Osseo 7-year drop rate</b>	<b>7.6%</b>	<b>8.4%</b>	<b>8.3%</b>	<b>8.2%</b>
State 7-year drop rate	7.2%	7.3%	7.2%	6.8%

In the Graduation and Dropout Rates Trends Graph, the top section of the table contains 4-year graduation and dropout rates for the last four graduating classes as reported by the MN Department of Education in 2021. These are also called on-time graduation and dropout rates. We anticipate receiving results for the Class of 2022 sometime this spring.

When we add our 4-year graduation and dropout rates together it is only about 86%. That’s because at that point about 13% of our students were continuing in high school or had an unknown status.

In the bottom section of the table we are looking at 7-year rates, which is the status of students three years after their typical on-time graduation year. At this point, when we add up the graduation and dropout rates, we can see that only 1% of district students are still continuing or are unknown.

7-year graduation rates have remained above the state average for each of the past eight years. For most of these years, Osseo’s 7-year rate has been above 90%, and the statewide average has not achieved that rate once.

### 2021 Graduation Rates in Large Districts

4-Year Graduation Rates	ALL	Racial Groups						Gender		Service Groups				
	ALL	AMI	ASI	BLA	HIS	WHI	MULT	FEM	MAL	EL	FRP	SPED	HMLS	SLIFE
Anoka-Hennepin	89%	77%	92%	80%	77%	92%	84%	91%	87%	69%	79%	65%	58%	64%
Bloomington	76%	81%	69%	64%	84%	68%	82%	72%	54%	65%	50%	46%		
Minneapolis	74%	47%	86%	68%	60%	89%	62%	77%	71%	63%	67%	48%	46%	55%
Mounds View	92%	97%	92%	81%	93%	90%	93%	92%	79%	83%	67%	61%	67%	
North St. Paul-Mpw/Okd	81%	82%	85%	78%	66%	87%	74%	85%	78%	62%	75%	60%	63%	13%
Robbinsdale	83%	91%	78%	69%	90%	86%	85%	81%	68%	77%	68%	57%		
Rochester	84%	90%	76%	68%	88%	82%	88%	80%	71%	72%	68%	51%		
St. Cloud	69%	89%	63%	58%	78%	44%	73%	65%	63%	59%	52%	34%	63%	
St. Paul	76%	44%	82%	65%	65%	87%	75%	79%	73%	67%	71%	49%	39%	47%
<b>Osseo</b>	<b>80%</b>	<b>47%</b>	<b>82%</b>	<b>70%</b>	<b>62%</b>	<b>90%</b>	<b>71%</b>	<b>83%</b>	<b>77%</b>	<b>60%</b>	<b>70%</b>	<b>55%</b>	<b>37%</b>	<b>38%</b>
Statewide	83%	53%	87%	70%	69%	88%	75%	86%	81%	65%	70%	64%	45%	51%

The graph above compares on-time Osseo and statewide graduation rates for the Class of 2021 with those of other large Minnesota districts with comparable demographics. The comparable districts had at least 800 seniors enrolled in 2020-21 with 24-60% free or reduced-price meals and 35-80% students of color.

Each column designates a different student group - All students, American Indian, Asian, Black, Hispanic, White, Multiracial, female, male, students receiving English Learner services, students eligible for free or reduced price meals, students receiving special education services, students experiencing homelessness and multilingual students with limited or interrupted formal education, or SLIFE students. The district with the highest graduation rate for that particular group is colored green, and the district with the lowest graduation rate for that group is colored red. Results are only reported if the total number of enrolled students is at least 10.

As we look for patterns, first, we can see that Osseo's graduation rate overall was in the average range among these districts - about the same distance between the highest and lowest performing districts. Second, graduation rates for three groups in Osseo were at or above the state average for the same group - this included students who identify as White, students who identify as Black, and students eligible for free or reduced price meals. Third, students who identify as White had the highest graduation rates in our district, and were within 3% of the highest White graduation rate in these districts. Finally, there were three groups with graduation rates below 50% in 2022: students experiencing homelessness, multilingual students with limited or interrupted formal education, and students who identify as American Indian.

### 2021 Dropout Rates in Large Districts by Percentages

4-Year Dropout Rates	ALL	Racial Groups						Gender		Service Groups				
	ALL	AMI	ASI	BLA	HIS	WHI	MULT	FEM	MAL	EL	FRP	SPED	HMLS	SLIFE
Anoka-Hennepin	2%	5%	0%	4%	3%	2%	2%	1%	3%	3%	4%	6%	8%	2%
Bloomington	4%		6%	2%	8%	2%	3%	2%	5%	12%	5%	3%	8%	
Minneapolis	6%	22%	3%	6%	12%	2%	15%	4%	8%	9%	8%	9%	13%	21%
Mounds View	1%		1%	0%	1%	1%	0%	0%	1%	0%	2%	5%	6%	2%
North St. Paul-Mpw/Okd	3%	9%	2%	5%	3%	3%	7%	2%	4%	4%	5%	4%	7%	7%
Robbinsdale	3%		0%	5%	7%	1%	2%	2%	4%	6%	5%	5%	11%	
Rochester	4%		1%	5%	4%	4%	2%	3%	5%	2%	7%	5%	15%	
St. Cloud	8%		6%	8%	17%	6%	16%	7%	10%	9%	12%	12%	18%	7%
St. Paul	4%	19%	3%	5%	8%	2%	5%	3%	5%	5%	5%	3%	14%	10%
<b>Osseo</b>	<b>6%</b>	<b>21%</b>	<b>3%</b>	<b>9%</b>	<b>12%</b>	<b>4%</b>	<b>9%</b>	<b>4%</b>	<b>9%</b>	<b>10%</b>	<b>10%</b>	<b>11%</b>	<b>24%</b>	<b>15%</b>
Statewide	4%	15%	2%	5%	9%	3%	6%	3%	5%	8%	8%	7%	14%	14%

The graph above represents dropout rates for the Class of 2021 with the same group of districts with comparable demographics. Similar to the previous slide, the district with the lowest dropout rate for that particular group is colored green, and the district with the highest dropout rate for that group is colored red.

It is important to note that students may show up in more than one category. As we can see, Osseo’s overall dropout rate of 6% was 2% above the state average. Also, the Osseo student groups with the lowest dropout rates were students identifying as Asian or White, and female students. Additionally, Osseo students identifying as Black and Osseo students experiencing homelessness had the highest dropout rates among their peers in all of these districts.

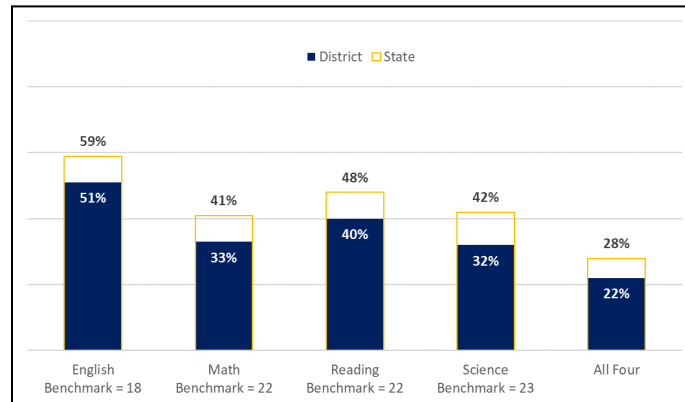
In order to provide some context regarding the rates on the above table, the table below provides the number of students in each group who dropped out. This is important because student group size varies across the different districts. As stated earlier, students may count in more than one category. Osseo Area Schools had 97 students who dropped out in 2021, however in the chart below you will see counts for 234 students, not including the gender categories.

### 2021 Number of Dropouts in Large Districts

# of 4-Year Dropouts	ALL	Racial Groups						Gender		Service Groups				
	ALL	AMI	ASI	BLA	HIS	WHI	MULT	FEM	MAL	EL	FRP	SPED	HMLS	SLIFE
Anoka-Hennepin	60	1	1	17	5	31	5	15	45	5	51	24	15	1
Bloomington	29		4	3	13	8	1	6	23	13	21	4	3	
Minneapolis	151	21	4	58	47	13	8	42	109	54	139	35	36	8
Mounds View	6		1	0	1	4	0	2	4	0	5	2	2	
North St. Paul-Mpw/Okd	26	1	3	6	4	10	2	8	18	4	22	5	3	1
Robbinsdale	31		0	16	9	4	2	10	21	6	29	7	6	
Rochester	54		2	11	6	33	1	21	33	3	39	12	12	
St. Cloud	69		1	27	12	22	7	25	44	22	64	20	13	4
St. Paul	105	7	25	30	30	9	4	44	61	44	99	13	18	10
<b>Osseo</b>	<b>97</b>	<b>7</b>	<b>9</b>	<b>35</b>	<b>18</b>	<b>23</b>	<b>8</b>	<b>29</b>	<b>68</b>	<b>17</b>	<b>75</b>	<b>20</b>	<b>20</b>	<b>2</b>
Statewide	2776	185	83	389	547	1397	166	982	1794	403	2222	730	361	109

## Goal #4: All Students are Ready for Career & College

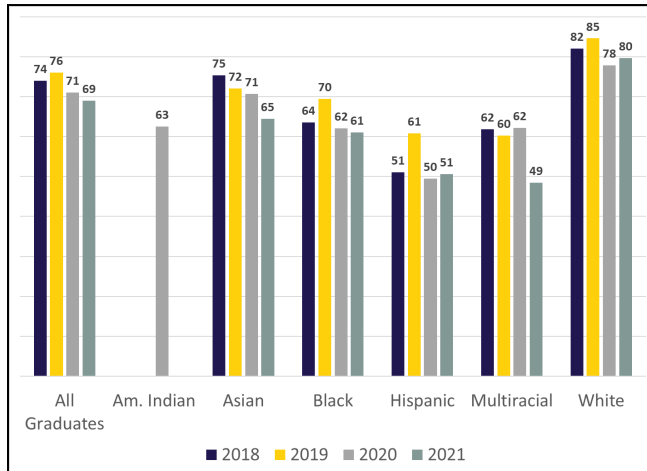
### ACT College Readiness Benchmarks (2022 Graduates)



The graph above represents ACT college readiness benchmark information for the 2022 graduates by test subject and compared to the state. The blue bars indicate the percent of district graduates that met the ACT benchmark for each subject. The yellow line that extends beyond the blue bar indicates the percent of students statewide who met each subject ACT benchmark. The bar furthest to the right within the chart indicates the percent of students that met all four subject benchmarks within the district compared to students statewide.

On the English benchmark, the difference between the state and Osseo Area School scholars was 8%. In both 2019 and 2021 there was approximately an 11% difference. This year, on the Math benchmark there is an 8% difference between our district and the state. In 2021, there was a 16% difference and in 2019 there was an 11% difference. On the Reading benchmark there was an 8% whereas in 2021 there was a 10% difference. In 2019, the difference was the same as this year at 8%. On the Science benchmark this year there was a difference of 10% from the state. Last year there was a 13% gap, and in 2019 there was a 9% gap. The smallest gap between district graduates and the state is the percent meeting all four benchmarks, which shows district graduates at 6% lower than the state. In 2021 this difference was 9% and in 2019 it was 8%.

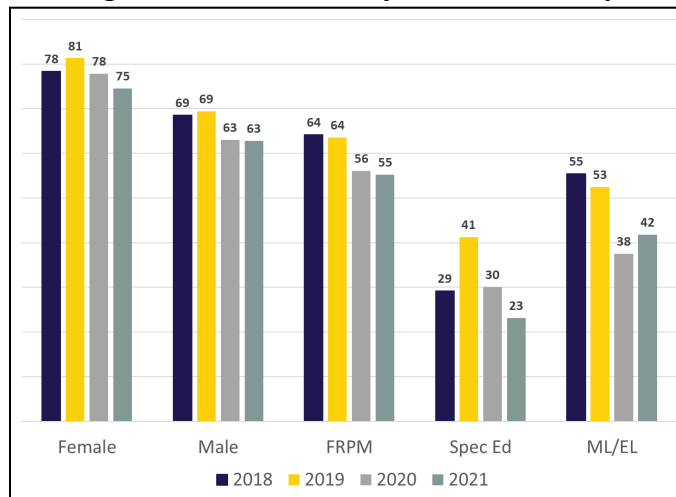
## Higher Ed Enrollment by Race



The data above is received in late November each year from the National Student Clearinghouse (or NSC), which records 97% of all postsecondary student enrollments. The most recent data we have received is for the Class of 2021. The indicator shown on this slide is the percent of our graduates who enrolled in a higher education institution in the first fall after graduation. When we view these results, it is important to remember that we are only looking at results for our graduates.

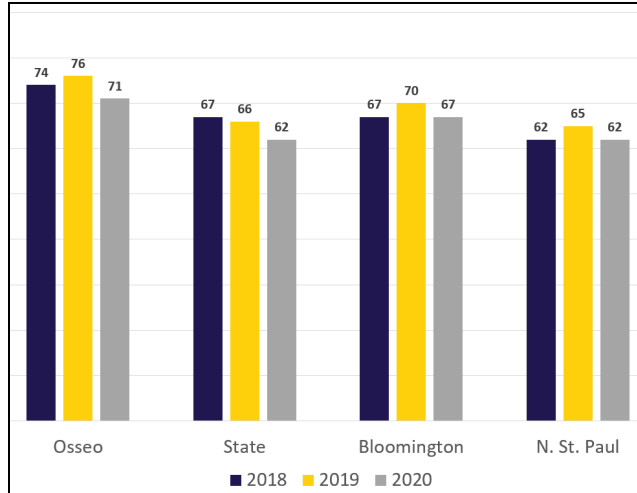
Over the past four years, Osseo's highest rate of postsecondary enrollment was in 2019, just before the pandemic. In each of the four years shown, students who identify as White or Asian had the highest enrollment rates, followed by students who identify as Black and students who identify as American Indian. Students who identify as Hispanic had the lowest enrollment rates in most years, while students who identify as multiracial had rates comparable with American Indian and Black in most years.

## Higher Ed Enrollment by Gender & Group



The graph above is a continuation of the previous slide, with higher education enrollments for Osseo graduates in the first fall after high school graduation. For most groups on this slide, 2019 was the high point for higher education enrollment, as it was for the district as a whole. Female students were nine percent more likely than male students to enroll in college in 2018, and this gap increased to 12% in 2021. Results for students eligible for free or reduced price meals were in the average range of Osseo racial groups, just below the average for students who identify as Black. Results for students receiving special education services were typically more than 10 percent below those of the next highest performing group. Higher education enrollment rates for students eligible for English Learner services decreased more than 10% from before the pandemic to after.

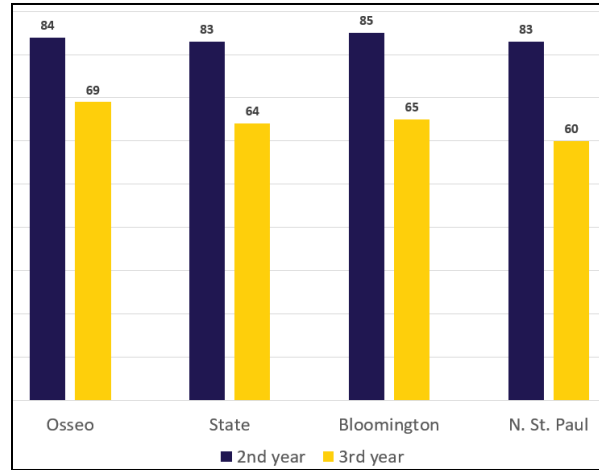
## Higher Ed Enrollment - Osseo, State, Comparison Districts



These statewide results are reported by MDE using data received from the National Student Clearinghouse. The process is that the NSC releases results to individual districts first, and then one year later, these results are reported statewide by MDE. Because of this, the most recent statewide comparison results are for the Class of 2020. Statewide results for the Class of 2021 are expected later this school year. In this chart, we are including only the large districts most closely matched with Osseo which are within 10% of our free/reduced meal percentage and our percent of students of color.

As we look at these results, three patterns emerge: First, for each of these graduating classes, Osseo scholars were at least four percent more likely to enroll in higher education than students statewide and students in our most comparable districts. Second, there was a drop of at least 3% in each district and statewide from 2019 to 2020 offering another indicator of pandemic impact.

### Higher Ed Persistence - Osseo, State, Comparison District

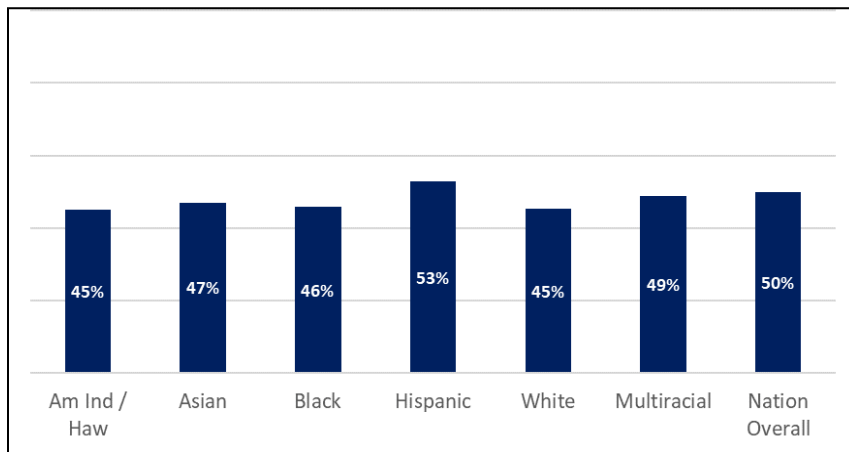


The graph above shows the percent of 2019 graduates enrolling in higher education and persisting or graduating for a 2nd or 3rd year. This is the most recent statewide persistence data available from MDE.

In this graph, we are looking at persistence of our graduates in higher education relative to the state and our most closely matched districts. These statewide results are also reported by MDE using data provided by the National Student Clearinghouse one year after initial release to districts. We can note four things here: First, 84% of Osseo students in the class of 2019 who enrolled in higher education continued into a second year of college. Second, 69% of Osseo students who enrolled in higher education continued on for a third year or graduated. Third, Osseo’s 2nd year enrollment results are one percent above the state and within one percent of Bloomington, which had the highest percentage among comparable districts. Finally, Osseo’s 3rd year persistence is at least 4% above the state and each comparable district. Taken together, there are multiple indicators that our graduates enroll in higher education at a level somewhat higher than the state and comparison districts.

### Goal #5: All Racial and Economic Achievement Gaps Between Students are Closed:

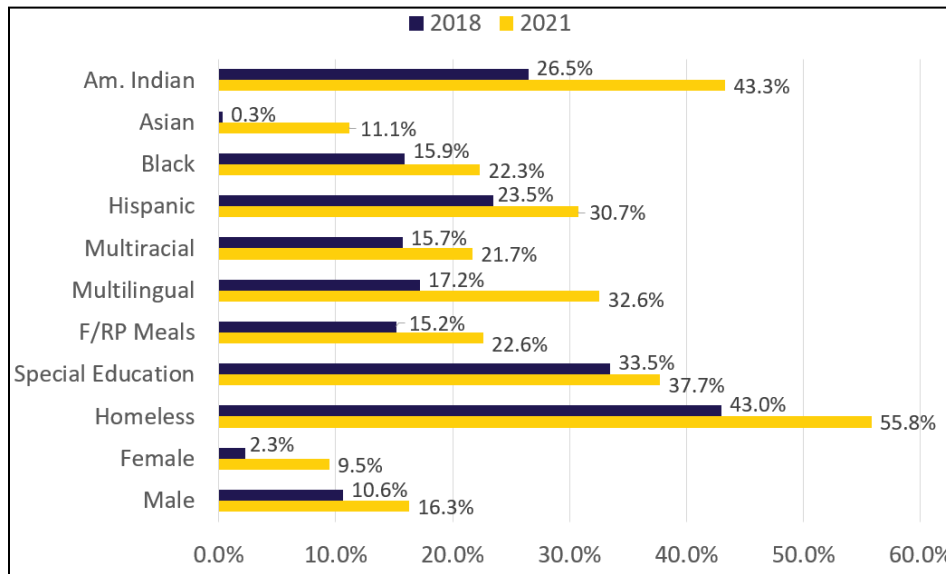
#### aReading Percent Making Typical or More Growth by Race/Ethnicity



In the graph above, we can see the rates of typical or greater growth by student group. These data represent fall to spring growth from the 20-21 school year. We can see on the bar furthest to the right the percent of students making typical or better growth nationally is 50%. Students who identify as Hispanic made a higher rate of growth than students

nationally at 53%, and were the highest among other Osseo student groups. Students who identify as Multiracial were very close to the national benchmark at 49%.

### 4-Yr Grad Rate Gaps (White compared to other Student Groups)



This graph represents the gaps in graduation between students identifying as White and each of the other race, gender and service groups. The years between these dates are the pandemic years. This graph demonstrates what we know from research sources, which is that the pandemic had an impact on all students and higher impact on our more marginalized students. There are three things to note with this data. First, the gap between White students and each of these groups has grown larger over these four years. Second, in both years, the groups with graduation rates closest to the White rate are students identifying as Asian and female students. Third, in both years, the three groups with the lowest graduation rates were students experiencing homelessness, students identifying as American Indian, and students receiving special education services.

#### Next Steps:

This year to focus on site data, we extended the time for August Data Digs and are conducting periodic Data Dig meetings to be held at site. These meetings will create opportunities for sites to receive support in analyzing their data and support the work at sites to continue to align their work with the Strategic Directions and The district’s Three-Year Operational Plans.

**Guiding Change for Long-Range Financial Planning - Focus Question: How do we utilize Long-Range Financial Planning (LRFP) guiding principles and key budget adjustment processes in the annual budget cycle?**

Context and Current Reality (The Why)	Unacceptable Means (Non-Negotiables)	Desired Results (Outcomes)
<ul style="list-style-type: none"> <li>• The analysis of budget adjustments is annually based on a review of the effectiveness of specific programs or services. Information is used to determine which program or initiatives are not getting expected results and should be considered for budget adjustments.</li> <li>• The annual analysis considers the basic requirements for providing the educational program at sites. This analysis establishes the base quality education level that the district does not want to go below, and the essential support services required to deliver the base.</li> <li>• The analysis considers the impact on our work to ensure equitable student achievement.</li> <li>• School board policies are considered to determine if they exceed legally required and mandated essential services and programs or the basic requirements for providing the education program. Do board policies and regulation have financial implications? If so, which policies and/or regulations might be changed?</li> <li>• All proposed adjustments are evaluated using the Program Efficiency Abandonment and Redirection (PEAR) process. The process considers the impact of the reduction, elimination, or restructuring of services on the education</li> </ul>	<ol style="list-style-type: none"> <li>1. Mission/Strategic Plan – We will not approve budget requests that do not align with our Strategic/Operational Priorities</li> <li>2. Legal – We will not violate any legal requirement and School Board Policies</li> <li>3. Process – We will not ignore relevant data, or make decisions in isolation</li> <li>4. Resources – We will not deploy resources without first developing a priority order, based on data, research and strategic priorities</li> <li>5. Communication – We will not fail to communicate our work to our school community.</li> <li>6. We will not allow fund balance to go below targets:             <ol style="list-style-type: none"> <li>a. General Operating/Transp. 5%</li> <li>b. Capital 10%</li> <li>c. Food &amp; Nutrition Services 12%</li> <li>d. Community Service 7%</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>A. Create budget adjustment recommendations that align with our system’s Mission, Strategic Directions, and priority initiatives.             <ol style="list-style-type: none"> <li>a. Strategic direction - Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.</li> <li>b. Strategic direction - Promote inclusive participation of our communities and provide timely, relevant and easily accessible communication.</li> <li>c. Strategic direction - Promote inclusive participation of our communities and provide timely, relevant, and easily accessible communication.</li> <li>d. Strategic direction - Create a system of operational innovation, excellence, accountability and sustainability.</li> <li>e. Strategic direction - Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.</li> </ol> </li> <li>B. Involve school and community stakeholders in determining how to provide a quality education using available resources.</li> </ol>
<ul style="list-style-type: none"> <li>• Staff and citizen idea input is expected in our district, is solicited, and shared with the school board for consideration in the budget planning process, through LRFP Advisory and FISCAL. In addition, other formal district advisory groups, such as DPAC, APAC and CEPAC, inform our work regarding district program priorities which impacts budget priorities.</li> <li>• The district applies a long-range financial planning forecast model.</li> <li>• District revenue is driven by student enrollment.             <ul style="list-style-type: none"> <li>○ Enrollment is flat compared to last year, with the biggest shift in online students coming back to in-person. Enrollment as of Oct. 4, 2022, was 20,164 or 134 students under projection for FY 2023.</li> </ul> </li> <li>• The total district annual budget is approximately \$350,000,000 and includes the following funds, which are carefully directed:             <ul style="list-style-type: none"> <li>○ General</li> <li>○ Capital/Land Proceeds</li> <li>○ Food and Nutrition Services</li> <li>○ Community Service</li> <li>○ Debt Service</li> </ul> </li> </ul>		<ol style="list-style-type: none"> <li>C. Provide budget recommendations for school board approval that achieve a school district budget that maintains required fund balance.</li> <li>D. Operating and Capital Technology levy must be renewed by FY 2025, research potential additional revenues.</li> <li>E. Maximize utilization of available federal and state funds to sustain programs and services.</li> </ol>

# STRATEGIC PLAN



## MISSION STATEMENT

*Our core purpose*

Our mission is to inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.

## CORE VALUES

*Drivers of our words and actions*

### HONOR AND INTEGRITY

Holding ourselves, each other and our system to the highest standards to create the best conditions for learning.

### BELONGING

Developing meaningful relationships that build trust, understanding and community.

### INCLUSION

Intentionally engaging diverse voices and perspectives equitably and respectfully.

### INNOVATION AND EXCELLENCE

Cultivating creativity, ideas, confidence and transformational growth.

### TRANSPARENCY

Communicating, modeling, and making decisions clearly, equitably and openly.

### INTRINSIC VALUE

Each scholar, staff member and family is valued and respected for their perspective, experience and contributions.

## VISION STATEMENT

*What we commit to create*

Unleash and enhance the brilliance of our scholars to thrive and change the world.

## STRATEGIC DIRECTIONS

*Prioritized focus of our time and resources*

- Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.
- Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.
- Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.
- Create a system of operational innovation, excellence, accountability and sustainability.
- Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.

# ISD 279 - Osseo Area Schools Long-Range Financial Model (LRFM) and Annual Budget Framework

The district mission is placed in the center to reflect that it is at the core of the model.

The ovals reflect the operationalizations of the strategic priorities in the annual budget cycle facilitated by our system's budget managers.

The outer boxes reflect long-range financial planning directed by the school board. In the model, the long-range financial forecast is used as a tool to identify annual operating budget targets that result in a financially sustainable plan. These budget targets are considered when strategic priorities are operationalized in department work plan and the annual budget recommendation.

## Long-Range Financial Planning Guiding Principles

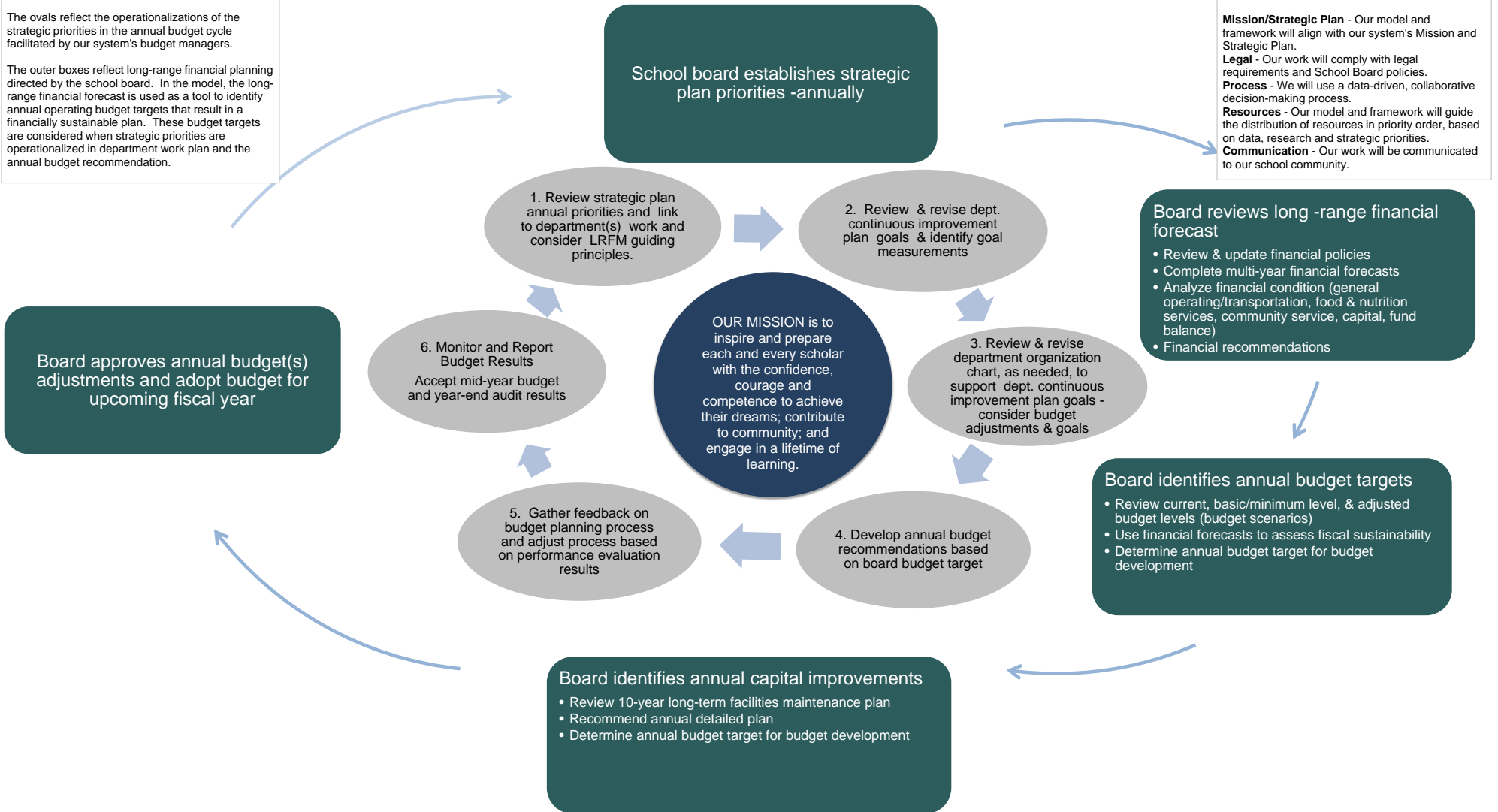
**Mission/Strategic Plan** - Our model and framework will align with our system's Mission and Strategic Plan.

**Legal** - Our work will comply with legal requirements and School Board policies.

**Process** - We will use a data-driven, collaborative decision-making process.

**Resources** - Our model and framework will guide the distribution of resources in priority order, based on data, research and strategic priorities.

**Communication** - Our work will be communicated to our school community.



**General, Food Nutrition Services, and Community Service Funds  
PROGRAM EFFICIENCY, ABANDONMENT, AND REDIRECTION (PEAR) NARRATIVE**

PEAR Title: \_\_\_\_\_  
 PEAR #: \_\_\_\_\_ Fiscal Year: FY 2024  
 Division: \_\_\_\_\_ Budget Manager: \_\_\_\_\_  
 Department: \_\_\_\_\_ Expenditure Type: \_\_\_\_\_

**1. What budgeted resources are being requested?**

**a. Dollar amount and budget code(s):**

**Expenditure Adjustments:**

PEAR Adjustment	FD	ORG	PRG	FIN	OBJ/	CRS

**Revenue Offset:**

Revenue Offset	Revenue Source

**b. net dollar amount (\$):** \_\_\_\_\_ \$0

**c. FTE and Bargaining Group(s) impacted, if applicable:**

FTE Impact	FTE	Bargaining Group	Position Title

**2. PEAR Summary (description of proposal)**

**3. How did you identify and respond to the influence of race and culture in the development of the request?**

**4. What data will be used to measure results and how does the request support equitable student achievement?**

**5. Proposal Impact and Rationale**

**a. What is the expected impact of this proposal on current services, productivity and/or the strategic priorities?**

**b. Are other divisions or departments affected by your proposal?**

**c. If other division or departments are affected, list division/departments contacted**

**6. Are any legal requirements, mandates, or School Board policies affected by this adjustment?  
Yes or No**

**If yes, list requirements**

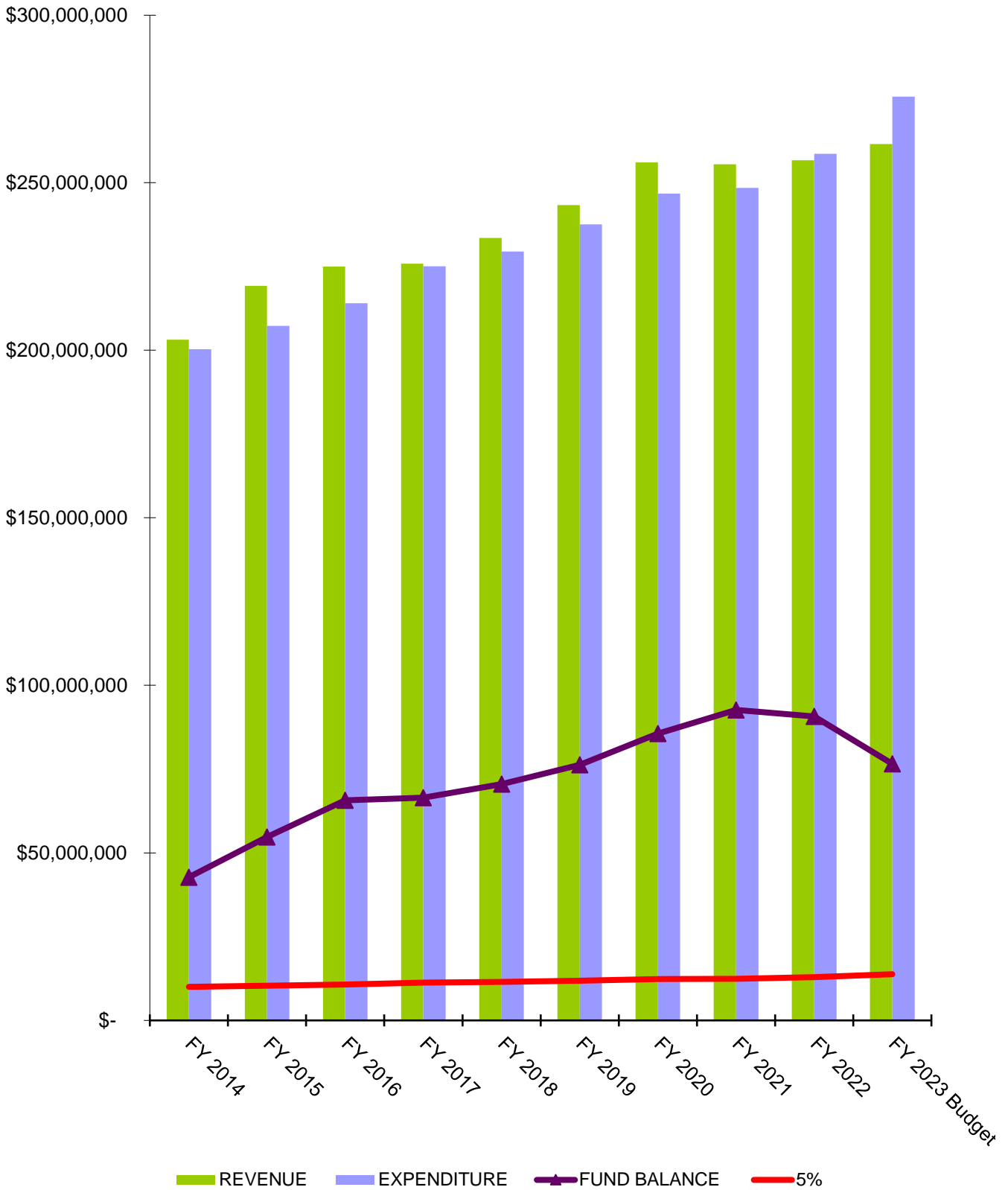
## Fiscal Years 2019 to 2024 Board Approved Budget Adjustments Impacting Programs and Services

Revenue Adjustment						
Decisions Increase (Decrease)	Actual FY2019	Actual FY2020	Actual FY2021	Actual FY2022	Budget FY2023	Projected FY2024
			\$ (600,000)			Levy adjustment for OPEB levy reduction
	\$ 1,395,341	\$ 634,543	\$ (957,071)	\$ (252,140)	\$ 1,300,420	\$ 1,346,460
Revenue Subtotal	<u>\$ 1,395,341</u>	<u>\$ 634,543</u>	<u>\$ (1,557,071)</u>	<u>\$ (252,140)</u>	<u>\$ 1,300,420</u>	<u>\$ 1,346,460</u>
						Increase in voter approved inflation on operating referendum and adjusted for change in Adjusted Pupils
Expenditure Adjustment Decisions Increase (Decrease)						
Decisions Increase (Decrease)	Actual FY2019	Actual FY2020	Actual FY2021	Actual FY2022	Budget FY2023	Projected FY2024
		\$ 381,222	\$ 12,390	\$ 12,792	\$ 13,208	\$ 13,637
		\$ 195,000	\$ (195,000)			
			\$ 343,386	\$ 10,302	\$ 10,611	\$ 10,929
				\$ (2,142,570)		
			\$ (478,915)	\$ (2,415,511)		
				\$ 2,831,933	\$ 65,722	\$ 86,930
					\$ 1,149,817	\$ 34,495
					\$ -	
Expenditure Subtotal	<u>\$ -</u>	<u>\$ 576,222</u>	<u>\$ (318,139)</u>	<u>\$ (1,703,054)</u>	<u>\$ 1,239,358</u>	<u>\$ 145,990</u>
<b>Net Gain (Loss)</b>	<u><u>\$ 1,395,341</u></u>	<u><u>\$ 58,321</u></u>	<u><u>\$ (1,238,931)</u></u>	<u><u>\$ 1,450,914</u></u>	<u><u>\$ 61,062</u></u>	<u><u>\$ 1,200,470</u></u>

# ISD 279 - Osseo Area Schools

## FY 2024 Budget Planning

### Historical Budget Trend



# General Budget

## Division of Community Engagement (CEn) Departments

FY 2023 Budget	\$2,765,901	1%	of total General budget \$275,733,262
FY 2023 Adjustment	\$0		of General total LRFP net \$31,120 adjustment
FY 2023 Adjustment	\$70,445		of General total Strategic Investments \$1,149,817
FY 2023 Adjustment	\$87,624		of General total Learning Loss FY 2023 \$87,624
FY 2023 Adjustment	\$0		of General total Learning Loss FY 2023 and FY 2024 \$2,967,204
FY 2023 Adjustment	\$0		of General total Enrollment Alignment \$1,756,815

Adjustment detail is listed in each department's budget summary under change from prior year section.

### Office of Superintendent

The superintendent is the chief executive officer of the organization and reports to the school board. The superintendent's office functions as a key communicator for the organization and makes high-level decisions about policy and strategy. The office manages school board, superintendent, general counsel, school elections and district initiative budgets.

#### FY 2023 Budget

FY 2023 Budget	\$1,018,520
% of General Budget	0.37%
Per Pupil Cost	\$45.04
Full Time Equivalent (FTE)	4.00

#### Change From Prior Year

-No significant changes made from the previous year's budget

### Community Relations and Enrollment Center

Community Relations and Enrollment Center provides administrative and leadership support to the Osseo Area Schools system through Community Relations, Publications, and Enrollment Center.

#### FY 2023 Budget

FY 2023 Budget	\$1,747,381
% of General Budget	0.63%
Per Pupil Cost	\$77.27
Full Time Equivalent (FTE)	22.50

#### Change From Prior Year

- Add 1 FTE teacher and supplies - Learning Loss FY 2023
- Add 1 FTE administrative educational support professional - Strategic Investment
- Add student and exchange visitor programs (SEVP) certification fee - Strategic Investment

# General Budget

## Division of Leadership, Teaching and Learning (DLTL) Departments

FY 2023 Budget	\$165,728,372	60% of total General budget \$275,733,262
FY 2023 Adjustment	\$31,120	of General total LRFP net \$31,120 adjustment
FY 2023 Adjustment	\$688,084	of General total Strategic Investments \$1,149,817
FY 2023 Adjustment	\$0	of General total Learning Loss FY 2023 \$87,624
FY 2023 Adjustment	\$2,967,204	of General total Learning Loss FY 2023 and FY 2024 \$2,967,204
FY 2023 Adjustment	\$1,756,815	of General total Enrollment Alignment \$1,756,815

**FY 2023 Budget adjustment explained in Fiscal Year 2023 Budget Memo to Board Members and Superintendent McIntyre dated June 21, 2022 - adjustment detail is listed in each department's budget summary under change from prior year section.**

### DLTL Operations and Sites

DLTL Operations is responsible for developing, implementing, managing, and evaluating operational and management support systems for elementary and secondary sites and system level efforts.

### Learning and Achievement (L&A)

The Department of Learning & Achievement (L&A) provides comprehensive professional learning experiences in the areas of curriculum, instructional practice, and assessment; leads program improvement processes to align curriculum, instruction, and assessment to state standards; and ensures high quality culturally responsive instructional design that leads to increased student learning and equitable student achievement. In addition, L&A provides excellence in education through data-supported decision making and enhances student learning by serving the needs of administration, staff, parents, and students for quality, timely achievement and survey data in forms useful for decision making and improvement planning, support of data interpretation and use, and management and support of mandated and local assessment.

#### FY 2023 Budget

FY 2023 Budget	\$96,304,931
% of General Budget	34.93%
Per Pupil Cost	\$4,258.79
Full Time Equivalent (FTE)	1,149.80

#### Change From Prior Year

- Add 20.3 FTE teacher contingency - Enrollment Alignment
- Decrease to sustain programs and services with federal funds for FY 2023 & FY 2024, which will be added back in FY 2025
- Add Minnesota state high school league fee; partially offset by revenue
- Add back one-time savings from March 1, 2022 Board approved mid-year adjustment
- Add Board approved \$750 stipend for staff

#### FY 2023 Budget

FY 2023 Budget	\$14,169,692
% of General Budget	5.14%
Per Pupil Cost	\$626.61
Full Time Equivalent (FTE)	81.77

#### Change From Prior Year

- Add 11.34 FTE teachers for alternative delivery specialized instructional services (ADSIS); partially offset by revenue - Learning Loss FY2023 & FY 2024
- Add 2 FTE library media specialists - Learning Loss FY 2023 & FY 2024

# General Budget

## Division of Leadership, Teaching and Learning (DLTL) Departments

FY 2023 Budget	\$165,728,372	60% of total General budget \$275,733,262
FY 2023 Adjustment	\$31,120	of General total LRFP net \$31,120 adjustment
FY 2023 Adjustment	\$688,084	of General total Strategic Investments \$1,149,817
FY 2023 Adjustment	\$0	of General total Learning Loss FY 2023 \$87,624
FY 2023 Adjustment	\$2,967,204	of General total Learning Loss FY 2023 and FY 2024 \$2,967,204
FY 2023 Adjustment	\$1,756,815	of General total Enrollment Alignment \$1,756,815

**FY 2023 Budget adjustment explained in Fiscal Year 2023 Budget Memo to Board Members and Superintendent McIntyre dated June 21, 2022 - adjustment detail is listed in each department's budget summary under change from prior year section.**

### Educational Equity

The Department of Educational Equity creates transformational change in the system to ensure equitable student achievement by building system-wide capacity to de-institutionalize racial inequity, in order to improve cultural relevancy and to effectively implement the common practices of schools and systems that achieve and sustain equitable student achievement. The English Learning program is administered through the department to assist English Learner students with the attainment of English language proficiency in order to meet the same challenging state academic standards all students are expected to meet.

<b>FY 2023 Budget</b>	
FY 2023 Budget	\$7,995,904
% of General Budget	2.90%
Per Pupil Cost	\$353.59
Full Time Equivalent (FTE)	43.70

- | <b>Change From Prior Year</b>  |
|--|
| -Add 1 FTE family and community engagement (FACE) coordinator - Strategic Investment                                     |
| -Add 1 FTE FACE equity specialist - Strategic Investment   |
| -Add 1 FTE FACE administrative educational support professional - Strategic Investment                                   |
| -Add FACE supply and service budget - Strategic Investment   |
| -Add 12 FTE multilingual communication specialists and eliminate 12 FTE bilingual assistants - Strategic Investment      |
| -Decrease to sustain programs and services with federal funds for FY 2023 & FY 2024, which will be added back in FY 2025 |

# General Budget

## Division of Leadership, Teaching and Learning (DLTL) Departments

<b>FY 2023 Budget</b>	<b>\$165,728,372</b>	<b>60% of total General budget \$275,733,262</b>
<b>FY 2023 Adjustment</b>	<b>\$31,120</b>	<b>of General total LRFP net \$31,120 adjustment</b>
<b>FY 2023 Adjustment</b>	<b>\$688,084</b>	<b>of General total Strategic Investments \$1,149,817</b>
<b>FY 2023 Adjustment</b>	<b>\$0</b>	<b>of General total Learning Loss FY 2023 \$87,624</b>
<b>FY 2023 Adjustment</b>	<b>\$2,967,204</b>	<b>of General total Learning Loss FY 2023 and FY 2024 \$2,967,204</b>
<b>FY 2023 Adjustment</b>	<b>\$1,756,815</b>	<b>of General total Enrollment Alignment \$1,756,815</b>

**FY 2023 Budget adjustment explained in Fiscal Year 2023 Budget Memo to Board Members and Superintendent McIntyre dated June 21, 2022 - adjustment detail is listed in each department's budget summary under change from prior year section.**

### Student Services

Student Services provides services and support to all students to ensure access to and the provision of a free and appropriate public education. Student Services includes special education, counseling and guidance, health services, and other student support services.

#### Special Education

##### FY 2023 Budget

FY 2023 Budget	\$42,478,309
% of General Budget	15.41%
Per Pupil Cost	\$1,878.47
Full Time Equivalent (FTE)	653.09

##### Change From Prior Year

- Add 5 FTE special education building coordinators; partially offset by special education revenue increase
- Reduce 3 FTE special education teachers and 6 FTE special education support professionals; partially offset by special education revenue decrease
- Decrease to sustain programs and services with federal funds for FY 2023 & FY 2024, which will be added back in FY 2025

#### Other Student Support

##### FY 2023 Budget

FY 2023 Budget	\$4,779,536
% of General Budget	1.73%
Per Pupil Cost	\$211.36
Full Time Equivalent (FTE)	73.81

##### Change From Prior Year

- Add 13.4 FTE social workers - Learning Loss FY 2023 & FY 2024
- Add 3.6 FTE psychologists - Learning Loss FY 2023 & FY 2024
- Add 1.495 FTE counselors - Learning Loss FY 2023 & FY 2024
- Add back one-time savings from March 1, 2022 Board approved mid-year adjustment
- Decrease for third party medical expenses
- Decrease to sustain programs and services with federal funds for FY 2023 & FY 2024, which will be added back in FY 2025

# General Budget

## Division of Human Administrative Resources Team (HART) Departments

FY 2023 Budget	\$105,100,333	38% of total General budget \$275,733,262
FY 2023 Adjustment	\$0	of General total LRFP net \$31,120 adjustment
FY 2023 Adjustment	\$391,288	of General total Strategic Investments \$1,149,817
FY 2023 Adjustment	\$0	of General total Learning Loss FY 2023 \$87,624
FY 2023 Adjustment	\$0	of General total Learning Loss FY 2023 and FY 2024 \$2,967,204
FY 2023 Adjustment	\$0	of General total Enrollment Alignment \$1,756,815

**FY 2023 Budget adjustment explained in Fiscal Year 2023 Budget Memo to Board Members and Superintendent McIntyre dated June 21, 2022 - adjustment detail is listed in each department's budget summary under change from prior year section.**

### Human Resources

Human Resources plans for, develops and secures human capital for the organization, delivers employment services, ensures compliance and internal and external employment credibility.

### Employee Benefits

Employee benefits are centrally budgeted. At year-end, employee benefits budget and actual amounts are allocated to the appropriate area, since the District does not use benefit accounting.

FY 2023 Budget	
FY 2023 Budget	\$2,115,949
% of General Budget	0.77%
Per Pupil Cost	\$93.57
Full Time Equivalent (FTE)	25.16

FY 2023 Budget	
FY 2023 Budget	\$60,849,849
% of General Budget	22.07%
Per Pupil Cost	\$2,690.90
Full Time Equivalent (FTE)	-

**Change From Prior Year**

- Add 1 FTE recruitment and retention partner - Strategic Investment
- Add 3 FTE 12-month educational support professionals - Strategic Investment

**Change From Prior Year**

- Medical insurance and HSA employer portion increases for Preferred One and PEIP and 4% employee plan migration
- TRA rate increase from 8.34% to 8.55%, effective July 1, 2022; offset by revenue increase; Board approved TRA portion of \$750 stipend for staff; and estimated retro settlement increases for FY 2022
- Add back one-time savings from March 1, 2022 Board approved mid-year adjustment

# General Budget

## Division of Human Administrative Resources Team (HART) Departments

FY 2023 Budget	\$105,100,333	38% of total General budget \$275,733,262
FY 2023 Adjustment	\$0	of General total LRFP net \$31,120 adjustment
FY 2023 Adjustment	\$391,288	of General total Strategic Investments \$1,149,817
FY 2023 Adjustment	\$0	of General total Learning Loss FY 2023 \$87,624
FY 2023 Adjustment	\$0	of General total Learning Loss FY 2023 and FY 2024 \$2,967,204
FY 2023 Adjustment	\$0	of General total Enrollment Alignment \$1,756,815

**FY 2023 Budget adjustment explained in Fiscal Year 2023 Budget Memo to Board Members and Superintendent McIntyre dated June 21, 2022 - adjustment detail is listed in each department's budget summary under change from prior year section.**

### Administration

Administration works closely with schools and district administration in planning facilities, operating, nutrition services, and providing financial services, student services, and student transportation. The budget focuses on providing professional development for HART administration consulting and legal services for district wide priorities and general liability insurance.

### Business Services and Warehouse

Business Services plans, develops, secures, and effectively manages fiscal resources in compliance with internal and external accountability requirements, which encompass accounting, accounts payable, payroll, purchasing, and warehouse, to support the education of all students.

<b>FY 2023 Budget</b>	
FY 2023 Budget	\$2,487,233
% of General Budget	0.90%
Per Pupil Cost	\$109.99
Full Time Equivalent (FTE)	3.10

<b>FY 2023 Budget</b>	
FY 2023 Budget	\$595,918
% of General Budget	0.22%
Per Pupil Cost	\$26.35
Full Time Equivalent (FTE)	26.17

- Change From Prior Year**
- Increase in purchased services; decrease for technology staff transferred to capital fund
  - General liability insurance anticipated increase of up to 20%
  - Add back one-time savings from March 1, 2022 Board approved mid-year adjustment

- Change From Prior Year**
- Federal indirect rate change from 3.7% to 3.6%
  - Add back one-time savings from March 1, 2022 Board approved mid-year adjustment

# General Budget

## Division of Human Administrative Resources Team (HART) Departments

<b>FY 2023 Budget</b>	<b>\$105,100,333</b>	<b>38% of total General budget \$275,733,262</b>
<b>FY 2023 Adjustment</b>	<b>\$0</b>	<b>of General total LRFP net \$31,120 adjustment</b>
<b>FY 2023 Adjustment</b>	<b>\$391,288</b>	<b>of General total Strategic Investments \$1,149,817</b>
<b>FY 2023 Adjustment</b>	<b>\$0</b>	<b>of General total Learning Loss FY 2023 \$87,624</b>
<b>FY 2023 Adjustment</b>	<b>\$0</b>	<b>of General total Learning Loss FY 2023 and FY 2024 \$2,967,204</b>
<b>FY 2023 Adjustment</b>	<b>\$0</b>	<b>of General total Enrollment Alignment \$1,756,815</b>

**FY 2023 Budget adjustment explained in Fiscal Year 2023 Budget Memo to Board Members and Superintendent McIntyre dated June 21, 2022 - adjustment detail is listed in each department's budget summary under change from prior year section.**

### Custodial and Maintenance

Custodial and Maintenance provides district-wide administration of custodial services, site level operations of 34 facilities including utilities, and prepares the building for staff, students and community members. The maintenance team members are the stewards of the physical plant and grounds for all district facilities. It is our responsibility to design and conduct proactive preventive maintenance systems and strategies, respond to breakdowns in mechanical systems and design and operate energy efficient mechanical systems.

### Transportation

Transportation develops and oversees transportation services with sound fiscal resources to provide transportation to all eligible students in a safe and efficient manner with students arriving to school prepared and ready to learn.

<b>FY 2023 Budget</b>	
FY 2023 Budget	\$15,474,549
% of General Budget	5.61%
Per Pupil Cost	\$684.31
Full Time Equivalent (FTE)	164.60

<b>FY 2023 Budget</b>	
FY 2023 Budget	\$22,453,458
% of General Budget	8.14%
Per Pupil Cost	\$992.94
Full Time Equivalent (FTE)	41.11

- | <b>Change From Prior Year</b>   |
|---|
| <ul style="list-style-type: none"> <li>-Add 0.5 FTE custodian - Strategic Investment</li> <li>-Utilities anticipated decrease for electric</li> <li>-Add back one-time savings from March 1, 2022 Board approved mid-year adjustment</li> </ul> |

- | <b>Change From Prior Year</b>  |
|--|
| <ul style="list-style-type: none"> <li>-Reduce transportation contracted services</li> <li>-Increase transportation contract 3%</li> <li>-Add back one-time savings from March 1, 2022 Board approved mid-year adjustment</li> </ul> |

# General Budget

## Division of Human Administrative Resources Team (HART) Departments

FY 2023 Budget	\$105,100,333	38% of total General budget \$275,733,262
FY 2023 Adjustment	\$0	of General total LRFP net \$31,120 adjustment
FY 2023 Adjustment	\$391,288	of General total Strategic Investments \$1,149,817
FY 2023 Adjustment	\$0	of General total Learning Loss FY 2023 \$87,624
FY 2023 Adjustment	\$0	of General total Learning Loss FY 2023 and FY 2024 \$2,967,204
FY 2023 Adjustment	\$0	of General total Enrollment Alignment \$1,756,815

**FY 2023 Budget adjustment explained in Fiscal Year 2023 Budget Memo to Board Members and Superintendent McIntyre dated June 21, 2022 - adjustment detail is listed in each department's budget summary under change from prior year section.**

### Risk Management

Risk Management is responsible for providing a safe and healthy learning and work environment for our staff, students, and community members. The primary responsibilities of the Risk Management Department are to develop, communicate, implement, and manage school district safety and security procedures including crisis training and preparation.

<b>FY 2023 Budget</b>	
FY 2023 Budget	\$1,123,377
% of General Budget	0.41%
Per Pupil Cost	\$49.68
Full Time Equivalent (FTE)	2.40

- | <b>Change From Prior Year</b>  |
|--|
| -Add 1 FTE assistant director of risk management and eliminate 1 FTE risk management coordinator |
| -Add 1 FTE risk management specialist - Strategic Investment                                     |
| -Decrease for spend down of one-time safe schools levy carryover funds                           |

# General Budget

## Division of Instructional and Information Technology Team (I2T2) Departments

<b>FY 2023 Budget</b>	<b>\$2,138,656</b>	<b>1%</b>	<b>of total General budget \$275,733,262</b>
<b>FY 2023 Adjustment</b>	<b>\$0</b>		<b>of General total LRFP net \$31,120 adjustment</b>
<b>FY 2023 Adjustment</b>	<b>\$0</b>		<b>of General total Strategic Investments \$1,149,817</b>
<b>FY 2023 Adjustment</b>	<b>\$0</b>		<b>of General total Learning Loss FY 2023 \$87,624</b>
<b>FY 2023 Adjustment</b>	<b>\$0</b>		<b>of General total Learning Loss FY 2023 and FY 2024 \$2,967,204</b>
<b>FY 2023 Adjustment</b>	<b>\$0</b>		<b>of General total Enrollment Alignment \$1,756,815</b>

Adjustment detail is listed in each department's budget summary under change from prior year section.

### Instructional and Information Technology

I2T2 ensures equitable and reliable technology access, facilitate ongoing support and training, and to explore and develop new technology opportunities for students, families, and employees.

#### FY 2023 Budget

FY 2023 Budget	\$2,138,656
% of General Budget	0.78%
Per Pupil Cost	\$94.58
Full Time Equivalent (FTE)	27.56

#### Change From Prior Year

- Increase 9 FTE 10-month technology educational support professionals to 12-month technology educational support professionals and reduce casual salaries
- Decrease for technology staff transferred to capital fund; offset by increase in purchased services

# Food & Nutrition Services Budget

FY 2023 Budget	\$14,174,695	100% of total Food & Nutrition Services budget \$14,174,695
FY 2023 Adjustment	\$0	100% of total Food & Nutrition Services adjustment \$0

**FY 2023 Budget adjustment explained in Fiscal Year 2023 Budget Memo to Board Members and Superintendent McIntyre dated June 21, 2022 - adjustment detail is listed in each department's budget summary under change from prior year section.**

## Food & Nutrition Services

Food & Nutrition Services administers the day-to-day preparation and service of safe nutritious school meals to students and staff. A primary objective of this department is to enhance the school environment by keeping the school district's mission at the center of our work. Included in this fund is the cost of salaries, benefits, supplies and equipment necessary to provide breakfast, lunch and a variety of other meal options such as ala carte and dinner.

<b>FY 2023 Budget</b>	
FY 2023 Budget	\$14,174,695
% of Food & Nutrition Services Budget	100.00%
Per Pupil Cost	626.83
Full Time Equivalent (FTE)	96.42

**Change From Prior Year**

- Decrease due to operating under national school lunch program rather than seamless summer option program

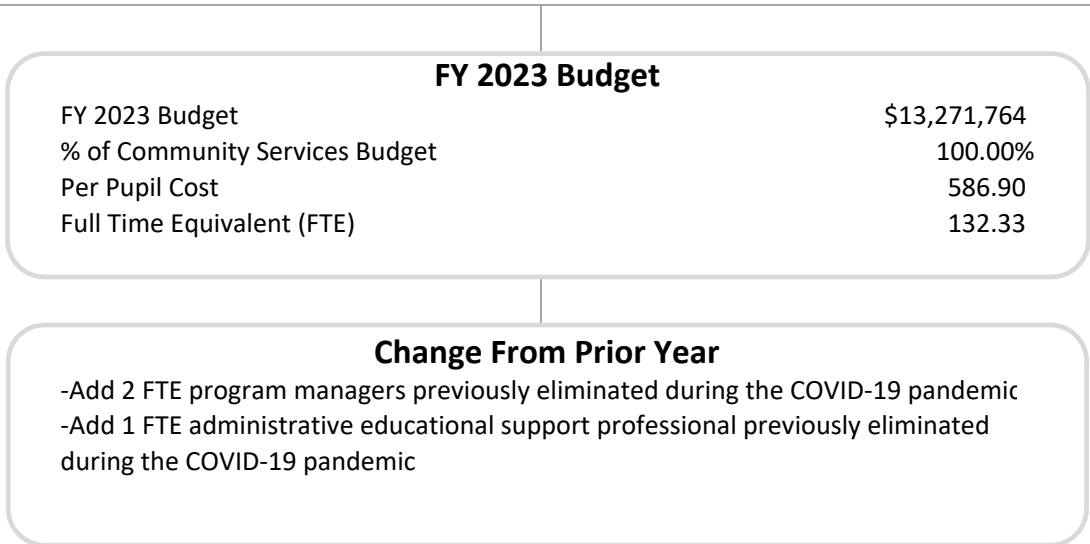
# Community Services Budget

<b>FY 2023 Budget</b>	<b>\$13,271,764</b>	<b>100% of total Community Services budget \$13,271,764</b>
<b>FY 2023 Adjustment</b>	<b>\$0</b>	<b>100% of total Community Services adjustment \$0</b>

**FY 2023 Budget adjustment explained in Fiscal Year 2023 Budget Memo to Board Members and Superintendent McIntyre dated June 21, 2022 - adjustment detail is listed in each department's budget summary under change from prior year section.**

## Community Services

Community Services provides opportunities for all 145,000 learners in our district by providing quality programs and services for all ages, from the very youngest through to our adult and senior programs. Program areas include: Early Childhood, School Age Care, Adult Basic Education, Youth and Adult Enrichment, Facilities and Volunteers.



# Capital Budget

<b>FY 2023 Budget</b>	<b>\$18,084,296</b>	<b>100%</b> of total Capital budget \$18,084,296
<b>FY 2023 Adjustment</b>	<b>\$723,318</b>	<b>100%</b> of total Capital adjustment \$723,318

**FY 2023 Budget adjustment explained in Fiscal Year 2023 Budget Memo to Board Members and Superintendent McIntyre dated June 21, 2022 - adjustment detail is listed in each department's budget summary under change from prior year section.**

## Operating Budget

Included in the operating budget are expenditures for technology, major repair, remodeling and leasing of facilities, improvements to sites, and equipment.

### FY 2023 Budget

FY 2023 Budget	\$9,758,189
% of Capital and Land Budget	53.96%
Per Pupil Cost	431.53
Full Time Equivalent (FTE)	-

### Change From Prior Year

-Purchase furniture, fixtures and equipment for the flex rooms, Terrazzo maintenance/repair equipment, storage shed for Osseo Middle School, and add office lockdown capabilities at all school sites (year 1 of 3 year lease)

## Technology Levy

Included in the technology levy budget are expenditures for technology, major repair, improvements to sites, and equipment.

### FY 2023 Budget

FY 2023 Budget	\$8,326,107
% of Capital and Land Budget	46.04%
Per Pupil Cost	368.20
Full Time Equivalent (FTE)	48.07

### Change From Prior Year

-Replace student and staff mobile devices at middle school sites (year 1 of 3 year lease)

ISD 279 - Osseo Area Schools  
 FY 2024 and FY 2025 Budget Planning Comparison Benchmark Districts: Budget Assumptions and Trends

	<b>FY 2022 Student Demographics</b>					<b>Through November 2022 Elections</b>		<b>Revenue Assumptions</b>		<b>Expenditures Trends</b>		<b>Anticipated Reductions</b>		<b>Unassigned Fund Balance</b>		<b>Notes</b>
	Students Served Plus Tuitioned Out	Percent Students of Color	Percent Special Education	Percent English Learners	Percent Eligible for Free or Reduced Meals	Operating Referendum	Capital Levy	FY 2024	FY 2025	FY 2024	FY 2025	FY 2024	FY 2025	FY 2023	Unassigned Fund Balance Policy	
<b>Anoka</b>	38,230	39.9%	14.6%	7.2%	29.5%	\$ 1,097	\$ 5,017,735	2% increase on formula, \$1.25 million special education growth, 5% increase referendum, and 0.6% adjusted pupil unit increase	2% increase on formula, \$1.25 million special education growth, 2% increase referendum, and 0.5% adjusted pupil unit increase	2.5% salaries and benefits, 5% health, dental, life and other insurances, 2.55% transp., 3% utilities, \$875,000 enrollment growth	2.5% salaries and benefits, 5% health, dental, life and other insurances, 4% transp., 3% utilities, \$897,000 enrollment growth	\$16.2 million in strategic investments	\$ -	\$56.3 million or - 9.4%	minimum of 10%; excess of 10% will be transferred to an assigned fund balance to be allocated towards school board approved strategic investments	
<b>Rosemount, Apple Valley, Egan</b>	29,245	41.5%	13.5%	8.4%	17.1%	\$ 1,816	\$ 7,365,343	0%	0%	3% salaries and non-benefits, 5% health insurance; utilities/transportation increase for historical growth rates	3% salaries and non-benefits, 5% health insurance; utilities/transportation increase for historical growth rates	\$ -	\$ -	\$63 million or - 13.83%	minimum of 5%	Potential bond referendum Spring of 2023
<b>Osseo</b>	20,609	60.4%	12.3%	11.2%	39.7%	\$ 2,111	\$ 11,192,923	2.06%	2.06%	3.00%	3.00%	\$ -	\$ -	\$76.6 million or - 27.77%	minimum of 5%	November 8, 2022: Voter approved revoke and replace operating ref. and revoke and replace capital levy
<b>South Washington</b>	18,994	37.1%	13.9%	5.3%	15.3%	\$ 1,932	\$ 2,832,894	2.0%	2.0%	3% overall (3% salaries, 4% benefits, 0% other)	3% overall (3% salaries, 4% benefits, 0% other)	Reduce COVID added positions	Reduce COVID added positions	\$20 million or 12%	Unrestricted (Unassigned and Assigned) fund balance policy maintain 16.6%	Building bond and capital projects levy Fall 2023
<b>Rochester</b>	17,617	45.4%	14.9%	9.7%	36.0%	\$ 903	\$ -	2%	2%	3.5% salaries/benefits, 3% other	3.5% salaries/benefits, 3% other	\$11 million	\$ -	\$32.9 million or 13.1%	minimum of 8%	Potential Nov. 2023 operating and capital referendum
<b>Elk River</b>	13,847	17.2%	14.4%	3.0%	11.1%	\$ 1,411	\$ -	2%	2%	3.5%	3%	\$ -	\$ -	\$14 million or 10%	minimum of 5%	adding \$1 million in exp for FY 2024 and FY 2025
<b>Wayzata</b>	12,018	40.2%	8.7%	4.0%	6.9%	\$ 2,073	\$ 9,191,345									
<b>Robbinsdale</b>	11,362	65.0%	14.1%	12.4%	46.2%	\$ 2,059	\$ 5,863,119	2%	2%	salary/benefits, 2% other	salary/benefits, 2% other	\$ 7,000,000	\$ 4,000,000	\$10.7 million or 6.5%	minimum of 6%	
<b>North Saint Paul</b>	10,450	69.4%	15.7%	15.7%	53.8%	\$ 970	\$ -									

"For governments that compare "unreserved fund balance" to expenditures: A minimum balance of no less than 8 to 17 percent (i.e., one to two months) of regular general fund operating expenditures." Source: Government Finance Officers Association "An Elected Official's Guide to Fund Balance and Net Assets Using the GASB 34 Model"

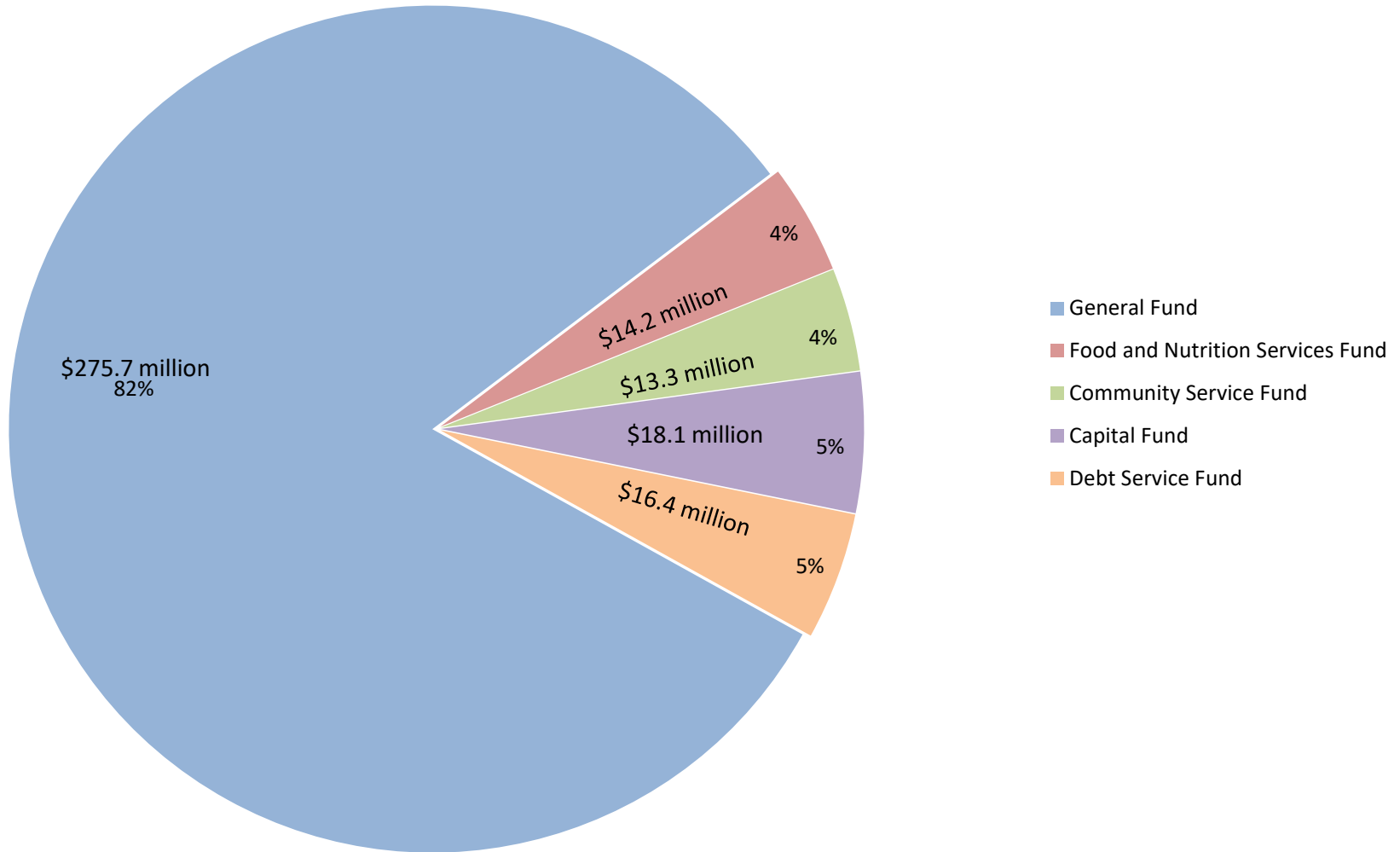
ISD 279 - Osseo Area Schools  
 FY 2024 Budget Planning  
 Estimated Major Cost Drivers

	FY 2023 Adopted Budget	FY 2024 Changes		Percent Change Projected for FY 2024
Salaries	\$ 169,839,124			
Benefits	\$ 64,489,139			
Purchased Services	\$ 36,408,710			
Supplies, Other	\$ 4,997,289			
	<u>\$ 275,734,262</u>	<u>\$ 284,006,290</u>		
<b>Planning Assumption</b>		<u>\$ 8,272,028</u>		3.00%
	<b>FY 2023 Adopted Budget</b>	<b>FY 2024 Amount of Known Change</b>		<b>Known Change Projected for FY 2024</b>
<b>Known Increases (Decreases)</b>				
Salary roll-up for all unsettled contracts	\$ 152,637,434	\$ 2,925,300		1.92%
Settled contracts (Custodians and Hourly Technical) for FY 2024	11,281,723	226,615		2.01%
\$750 one-time stipend - salary portion	1,703,052	(1,703,052)		-100.00%
Other Salaries	4,216,915			
Subtotal for Salaries	<u>\$ 169,839,124</u>			
Health Insurance*	\$ 26,471,124	529,422		2.00% <b>A</b>
High deductible HSA contribution	5,838,231	233,529		4.00% <b>A</b>
FICA increase for salary estimate change	12,259,014	241,122		1.97%
Defined Benefit Pension	14,121,505	259,598		1.84%
TRA rate increase - built into revenue increases				
\$750 one-time stipend - FICA benefit portion	<b>374,395</b>	(374,395)		-100.00%
\$750 one-time stipend - TRA benefit portion	<b>204,781</b>	(204,781)		-100.00%
Other Benefits	5,220,089			
Subtotal for Benefits	<u>\$ 64,489,139</u>			
Transportation	\$ 19,588,861	587,666		3.00% <b>B</b>
Utilities (Electricity)	3,081,576	477,644		15.50% <b>C</b>
Heating Fuel	961,000	558,341		58.10% <b>C</b>
Other Purchased Services	12,777,273			
Subtotal for Purchased Services	<u>\$ 36,408,710</u>			
Other Supplies, Other	4,997,289			
Subtotal for Supplies, Other	<u>\$ 4,997,289</u>			
<b>Subtotal of known increases (decreases)</b>		<u>3,757,009</u>		<u>1.36%</u>
<b>Remaining capacity</b>		<u>\$ 4,515,018</u>		<u>1.64%</u>
<p><b>A</b> - Health insurance renewal occurs January 1, 2023 for PEIP groups (teachers, ESPs, AESPs, and nurses). Contract increases for PEIP increases for calendar year 2023 are unknown (1st 6 months of FY 2024). No information is available from PEIP regarding claim loss ratios. Preferred One renewal occurs July, 1, 2023 for all remaining groups. Assumptions will include a migration factor from High plan to Value and HSA plans for FY 2024.</p> <p><b>B</b> - Transportation contract for FY 2024 to FY 2025 includes a 3.0% increase.</p> <p><b>C</b>- Consumer Price Index (CPI) September 2022.</p> <p>* Other known increases(decreases) from prior year's included: actuarial study results, tuition, general liability insurance, unemployment, and workers compensation.</p>				

FY 2024 Budget Planning Timeline for Operating Fund Budgets								
Operating Funds include: General, Food Nutrition Service, and Community Service								
Date		Outcome	Business Services	School Board Action	School Board Work Session	Budget Managers	Division Contacts	LRFP/FISCAL
April – July 2022	Business Services	Pre-Planning aligned to strategic priority results and LRFP 1. Review/revise Program Efficiency Abandonment and Redirection (PEAR) narratives 2. Identify additional PEAR narratives as needed	X					
September 27, 2022	School Board Regular Meeting	Approve preliminary FY 2024 levy at maximum		X				
October 7, 2022	Budget Managers	1. Provide preliminary direction to budget managers to complete PEAR narratives as required; including Capital Fund zero based budget 2. Provide target for capital budget 3. Provide HR related direction on staffing-related PEARS				X		
November 1, 2022	Division Contacts	Complete google slides with preliminary budget proposals for operating funds and capital budget requests for November budget manager meeting					X	
November 15, 2022	School Board Work Session	1. Agree to FY 2024 budget planning process 2. Provide direction on budget planning 3. Prepare for December approval of FY 2024 Levy Limitation and Certification			X			
November 17, 2022	Budget Managers	1. Provide information and feedback regarding preliminary list of FY 2024 Operating funds PEAR narratives & Capital fund requests 2. Provide updated School Board direction (if necessary) following the November 15th work session 3. Provide HR related direction on staffing-related PEARS				X		
November 22, 2022	School Board Regular Meeting	Accept FY 2022 Audit Results		X				
November 23, 2022	Division Contacts *	Provide first draft of Operating PEAR narratives and Capital fund worksheets electronically to Director of Business Services 4:00 p.m.					X	
December 1, 2022	Budget Managers	1. Understand overall scope of DRAFT PEAR narratives 2. Learn about changes to PEAR requests and Capital requests from November 15th based on feedback				X		
December 13, 2022	School Board Regular Meeting	Approve FY 2024 Levy Limitation Certification		X				
December 15, 2022	Division Contacts *	Final Operating PEAR narratives and Capital fund request worksheets for FY 2024, and Data Measurement Analysis for FY 2022 due electronically to Director of Business Services 1:00 p.m.					X	
January 20, 2023	LRFP & FISCAL Advisory Team	Review PEAR proposals (excluding Capital fund)						X
February 7, 2023	School Board Work Session	FY 2024 Operating fund budget development & proposal; budget managers with PEARS should attend FY 2024 Capital budget development and proposal; budget managers with capital requests should attend			X	X		
February 21, 2023	School Board Regular Meeting	Approve FY 2023 mid-year budget adjustments Approve FY 2024 Capital expenditure budget Approve FY 2024 Operating fund adjustments (PEAR Summary)		X				
Jan - June, 2023	Administrative Services	Review budget based on legislative changes; adjustment as necessary	X					
April, 2023	Budget Managers	Debrief via survey FY 2024 budget planning process				X		
June 6, 2023	School Board Work Session	FY 2024 Operating, Capital & Non-Operating Fund Budgets; prepare to take action at June 20th regular meeting			X			
June 20, 2023	School Board Regular Meeting	Approve FY 2024 Operating, Capital & Non-Operating Fund Budgets		X				
July, 2023	Business Services	Prepare for FY 2023 Audit	X					

* Division Contacts	
HART	Laurel Anderson/John Morstad
Leadership Teaching & Learning	Bryan Bass/Stephen Flisk/Kelli Parpart
I2T2	Anthony Padmos
Community Engagement	Brian Siverson-Hall

## FY 2023 Adopted Expenditure Budgets for All Budgeted Funds - \$337.7 Million



# Osseo Area Schools ISD # 279

## Five-Year Financial Projection - General Fund

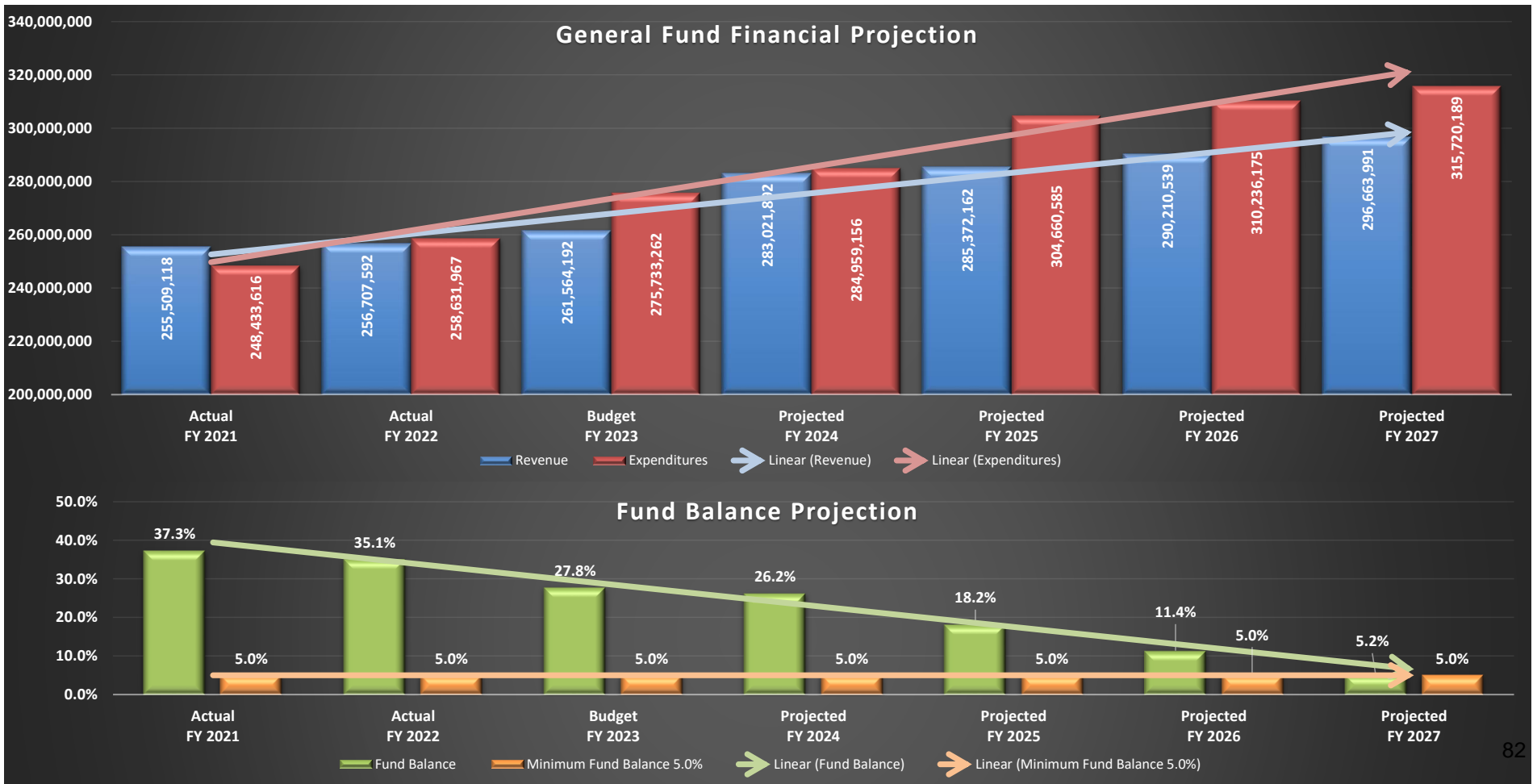
Categories	Actual FY 2021	Actual FY 2022	% Chg	Adopted Budget FY 2023	% Chg	Projected FY 2024	% Chg	Projected FY 2025	% Chg	Projected FY 2026	% Chg	Projected FY 2027	% Chg
Revenue	255,509,118	256,707,592	0.5%	261,564,192	1.9%	283,021,892	8.2%	285,372,162	0.8%	290,210,539	1.7%	296,663,991	2.2%
Expenditures	248,433,616	258,631,967	4.1%	275,733,262	6.6%	284,959,156	3.3%	304,660,585	6.9%	310,236,175	1.8%	315,720,189	1.8%
Difference over/(under)	7,075,502	(1,924,375)		(14,169,070)		(1,937,264)		(19,288,423)		(20,025,636)		(19,056,198)	
Assigned/Unassigned Fund Balance	92,662,870	90,738,495		76,569,425		74,632,161		55,343,738		35,318,102		16,261,904	
Fund Balance %	37.3%	35.1%		27.8%		26.2%		18.2%		11.4%		5.2%	
Operational Adjustments										(4,000,000)		(5,000,000)	

### Assumptions

General Formula increase of 2.06% annually (10 year weighted average)

Expenditure increase of 3.0% annually

(9,000,000) total operational adjustments



**ISD 279 - Osseo Area Schools  
General Fund  
FY 2024 Budget Planning Scenario Financial Forecast**

	Actual 2019	Actual 2020	Actual 2021	Actual 2022	Adopted 2023	Projected 2024	Projected 2025	Projected 2026	Projected 2027
<b>Baseline</b>									
Revenues	\$243,327,332	\$256,049,222	\$255,509,118	\$256,707,592	\$261,564,192	\$263,471,984	\$279,554,350	\$281,481,346	\$284,975,617
Expenditures	238,475,362	246,768,853	248,433,616	258,631,967	275,733,262	285,383,926	296,359,646	304,863,112	310,809,346
Known adjustments to revenue				-	-	12,935,435			
Known one-time adjustments to revenues				-	-	3,920,362			
Known adjustments to expenditures	(928,733)	-	-	-	-	953,896	1,194,086	435,773	1,176,929.00
Baseline operating balance									
Fund Balance (beginning of year)	70,526,296	76,306,999	85,587,368	92,662,870	90,738,495	76,569,425	72,467,176	56,855,965	33,909,972
Fund Balance (end of year)	76,306,999	85,587,368	92,662,870	90,738,495	76,569,425	72,467,176	56,855,965	33,909,972	9,253,172
Change in fund balance	\$5,780,703	\$9,280,369	\$7,075,502	(\$1,924,375)	(\$14,169,070)	(\$4,102,249)	(\$15,611,210)	(\$22,945,994)	(\$24,656,800)
Operational reductions to maintain fund balance at 5%	-	-	-	-	-	-	(3,000,000)	(5,000,000)	(6,000,000)
Adjusted fund balance	\$76,306,999	\$85,587,368	\$92,662,870	\$90,738,495	\$76,569,425	\$70,559,384	\$55,560,002	\$36,742,464	\$15,731,806
Fund Balance as a % of Budgeted/Projected Expenditure	32.12%	34.68%	37.30%	35.08%	27.77%	24.64%	18.86%	12.24%	5.14%
<b>Tactics</b>									
Revenues with tactics	\$243,327,332	\$256,049,222	\$255,509,118	\$256,707,592	\$261,564,192	\$263,471,984	\$282,658,400	\$287,299,158	\$293,704,810
Expenditures with tactics	238,475,362	246,768,853	248,433,616	258,631,967	275,733,262	285,383,926	294,932,726	315,323,706	321,094,441
<b>Tactics related to revenue</b>									
Revenue assumption based on 10-year weighted average change for basic formula allowance (FY 2014 to FY 2023)							2,694,111	2,713,761	2,911,382
Prior year levy adjustments (equity, transition, local optional, reemployment, and other) - one-time (Known)						3,920,362			
Current year levy changes (referendum) (Known)						6,201,412			
Operating levy approved at cap (Known)						7,079,023			
Decrease in equity revenue (Known)						(345,000)			
<b>Operating referendum timeline (10 year)</b>						<b>1</b>	<b>2 (GE)</b>	<b>3</b>	<b>4 (GE)</b>
<b>Tactics related to expenditures</b>									
Enrollment alignment adjustment (Known)						953,896	1,194,086	435,773	1,176,929
Other - reduce trend to 3.00%						(1,378,666)	(1,424,796)	(1,523,303)	(1,551,181)
ADSLIS program paid with Federal Funds/Learning Loss for FY 2022, FY 2023 & FY 2024; add exp. for FY 2025 (Known)				-			536,330		
New restricted fund balance requirement for third party billing - one-time only (Known) Reduced for spend down in FY 2018 and FY 2019	(928,733)								
Sustain programs and services with Federal funds for FY 2023 and FY 2024; add back expenditures for FY 2025							9,422,239		
Operational reductions								(4,000,000)	(5,000,000)
Baseline operating balance (post tactic)									
Fund Balance (beginning of year)	70,526,296	76,306,999	85,587,368	92,662,870	90,738,495	76,569,425	74,632,161	55,343,738	35,318,102
Fund Balance (end of year)	76,306,999	85,587,368	92,662,870	90,738,495	76,569,425	74,632,161	55,343,738	35,318,102	16,261,904
Change in fund balance	\$5,780,703	\$9,280,369	\$7,075,502	(\$1,924,375)	(\$14,169,070)	(\$1,937,264)	(\$19,288,423)	(\$20,025,636)	(\$19,056,198)
<b>Fund Balance Target</b>									
Fund Balance as a % of Budgeted/Projected Expenditure	32.12%	34.68%	37.30%	35.08%	27.77%	26.19%	18.17%	11.38%	5.15%
5% of Budgeted/Projected Expenditures Minimum	\$11,877,331	\$12,338,443	\$12,421,681	\$12,931,598	\$13,786,663	\$14,247,958	\$15,233,029	\$15,511,809	\$15,786,009
									Projected Revenue Assumption (FY 2024 - FY2027) 0.00%
									Projected Expenditure Assumption (FY 2024 - FY2027) 3.50%

Note: Projected revenue also includes fiscal year projected enrollment change and projected increase for voter-approved operating referendum inflation.

GE - General Election year

\* Operating referendum approved November 2022 for 10 years expires in FY 2033

# Osseo Area Schools ISD # 279

## Five-Year Financial Projection - Food & Nutrition Services

Categories	Actual FY 2021	Actual FY 2022	% Chg	Adopted Budget FY 2023	% Chg	Projected FY 2024	% Chg	Projected FY 2025	% Chg	Projected FY 2026	% Chg	Projected FY 2027	% Chg
Revenue	12,954,709	16,830,516	29.9%	12,921,140	-23.2%	13,052,538	1.0%	13,186,565	1.0%	13,320,591	1.0%	13,457,298	1.0%
Expenditures	11,655,856	14,960,691	28.4%	14,174,695	-5.3%	14,303,936	0.9%	14,520,304	1.5%	14,543,163	0.2%	14,366,708	-1.2%
Difference over/(under)	1,298,853	1,869,825		(1,253,555)		(1,251,397)		(1,333,739)		(1,222,572)		(909,410)	
Restricted Fund Balance	4,698,150	6,567,975		5,314,420		4,063,023		2,729,284		2,840,451		1,819,874	
Fund Balance %	40.3%	43.9%		37.5%		28.4%		18.8%		19.5%		12.7%	

Operational Adjustments

(200,000)

(400,000)

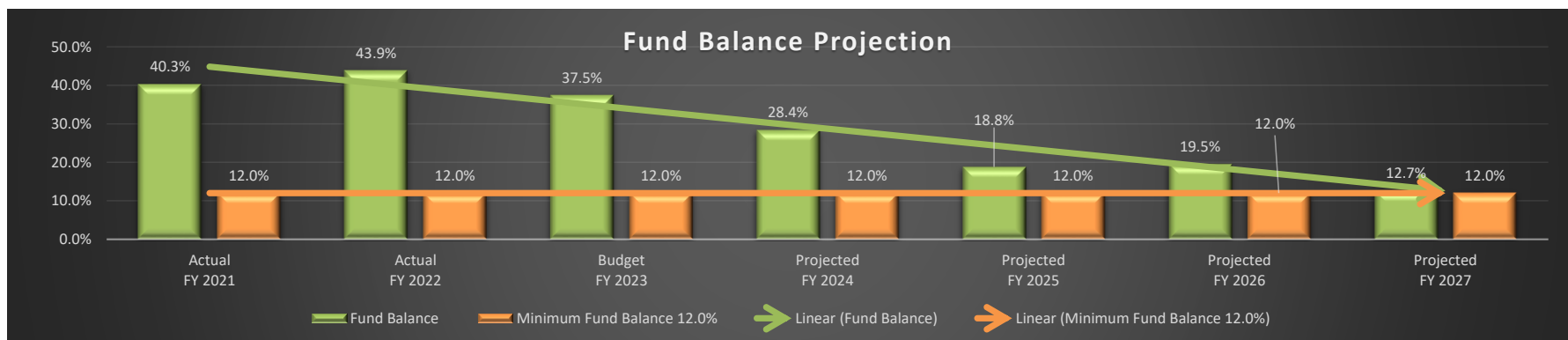
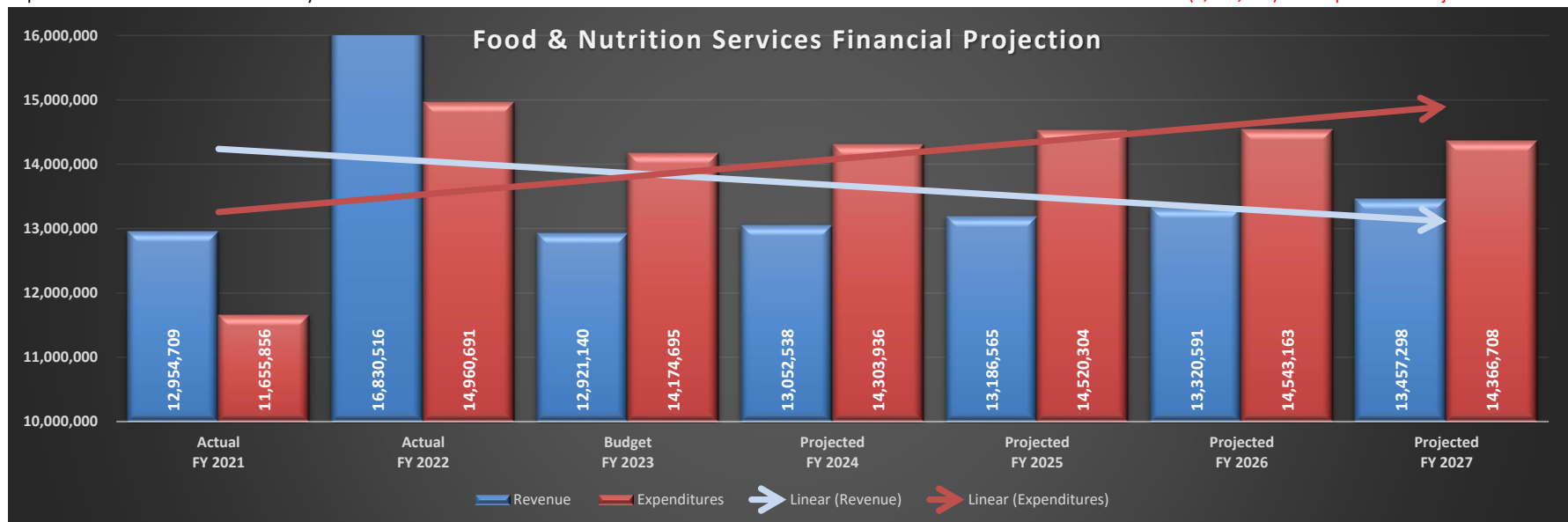
(600,000)

### Assumptions

Revenue increase of 2.0% annually

Expenditure increase of 3.0% annually

(1,200,000) total operational adjustments





# Osseo Area Schools ISD # 279

## Five-Year Financial Projection - Community Service Fund

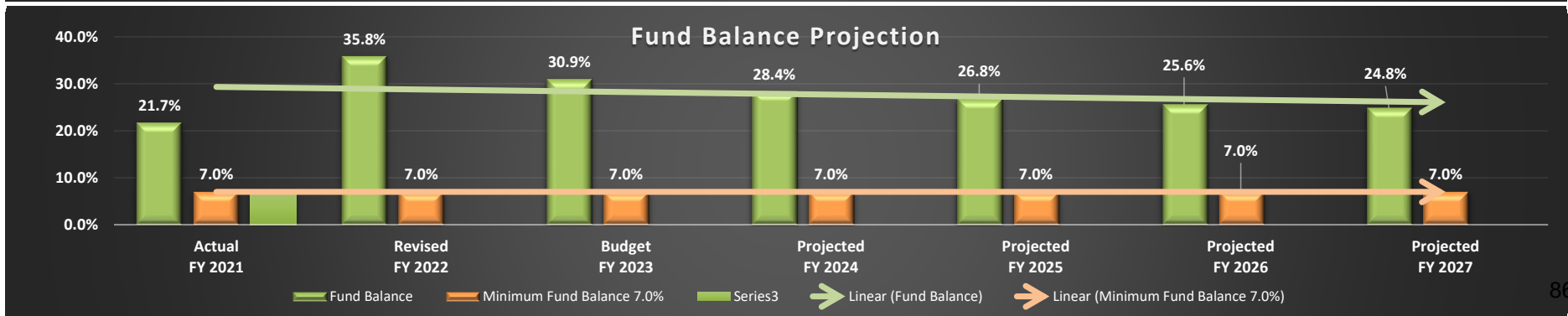
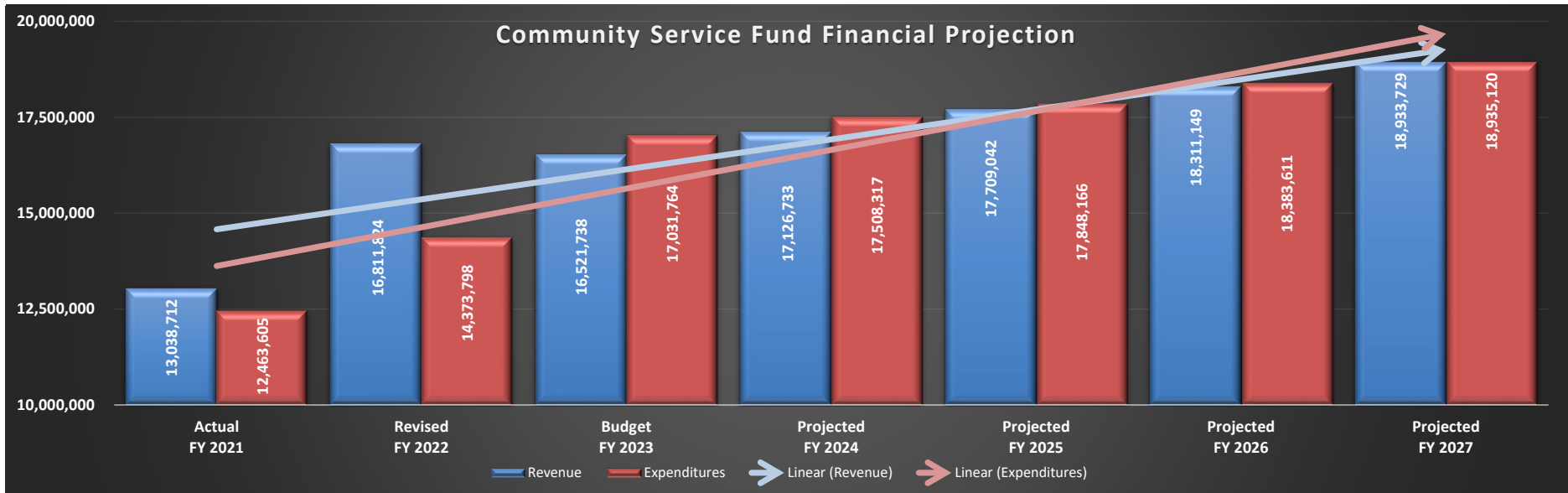
Categories	Actual FY 2021	Actual FY 2022	% Chg	Adopted Budget FY 2023	% Chg	Projected FY 2024	% Chg	Projected FY 2025	% Chg	Projected FY 2026	% Chg	Projected FY 2027	% Chg
Revenue	13,038,712	16,811,824	28.9%	16,521,738	-1.7%	17,126,733	3.7%	17,709,042	3.4%	18,311,149	3.4%	18,933,729	3.4%
Expenditures	12,463,605	14,373,798	15.3%	16,551,764	15.2%	17,328,317	4.7%	17,848,166	3.0%	18,383,611	3.0%	18,935,120	3.0%
Difference over/(under)	575,107	2,438,026		(30,026)		(201,584)		(139,124)		(72,462)		(1,391)	
Restricted Fund Balance	2,707,449	5,145,475		5,115,449		4,913,865		4,774,741		4,702,279		4,700,888	
Fund Balance %	21.7%	35.8%		30.9%		28.4%		26.8%		25.6%		24.8%	
		Operational adjustments		480,000.00		180,000							

### Assumptions

Revenue increase of 3.4% annually

Expenditure increase of 3.4% annually

660,000 total operational adjustments



**ISD 279 - Osseo Area Schools  
Community Service Fund  
FY 2024 Financial Forecast**

	Actual 2019	Actual 2020	Actual 2021	Actual 2022	Adopted 2023	Projected 2024	Projected 2025	Projected 2026	Projected 2027
<b>Baseline</b>									
Revenues	\$19,779,910	\$17,735,896	\$13,038,712	\$16,811,824	\$13,721,738	\$17,083,477	\$17,664,315	\$18,264,902	\$18,885,909
Expenditures	19,737,599	18,604,603	12,463,605	14,373,798	13,271,764	16,618,204	17,493,423	18,088,199	18,703,198
Total Levy Increase (decrease) from prior year estimates						43,256			
Known revenue for special funded projects					2,800,000				
Known expenditures for special funded projects					2,800,000				
Known adjustments to Expenditures - other grant sources						300,000			
<b>Baseline operating balance</b>									
Fund Balance (beginning of year)	2,958,738	3,001,049	2,132,342	2,707,449	5,145,475	5,595,449	5,803,978	5,974,871	6,151,573
Fund Balance (end of year)	3,001,049	2,132,342	2,707,449	5,145,475	5,595,449	5,803,978	5,974,871	6,151,573	6,334,284
Change in fund balance	42,311	(868,707)	575,107	2,438,026	449,974	208,529	170,892	176,703	182,711
Operational reductions to maintain fund balance at 7%									
Adjusted fund balance	3,001,049	2,132,342	2,707,449	5,145,475	5,595,449	5,803,978	5,974,871	6,151,573	6,157,581
Fund Balance as a % of Budgeted/Projected Expenditure	15.2%	11.5%	21.7%	35.8%	34.8%	34.3%	34.2%	34.0%	32.9%

<b>Tactics</b>									
Revenues with tactics	\$19,779,910	\$17,735,896	\$13,038,712	\$16,811,824	\$13,721,738	\$17,083,477	\$17,709,042	\$18,311,149	\$18,933,729
Expenditures with tactics	19,737,599	18,604,603	12,463,605	14,373,798	13,271,764	16,914,524	17,917,480	18,455,004	19,008,654
<b>Tactics related to revenue</b>									
Recurring special funded projects (Known)					2,800,000				
Total Levy Increase (decrease) from prior year estimates						43,256			
<b>Tactics related to expenditures</b>									
Recurring special funded projects (Known)					2,800,000				
Sustain programs and services with Federal funds for FY 2022 and FY 2023; add back remaining expenditures for FY 2024 (Known)						300,000			
Operational adjustments - One-time					200,000				
Operational adjustments					280,000	180,000			
Other - reduce trend to 3.00%						(66,207)	(69,313)	(71,393)	(73,534)
<b>Baseline operating balance (post tactic)</b>									
Fund Balance (beginning of year)	2,958,738	3,001,049	2,132,342	2,707,449	5,145,475	5,115,449	4,913,865	4,774,741	4,702,279
Fund Balance (end of year)	3,001,049	2,132,342	2,707,449	5,145,475	5,115,449	4,913,865	4,774,741	4,702,279	4,700,888
Change in fund balance	42,311	(868,707)	575,107	2,438,026	(30,026)	(201,584)	(139,124)	(72,462)	(1,391)

<b>Fund Balance Target</b>									
Fund Balance as a % of Budgeted/Projected Expenditure	15.2%	11.5%	21.7%	35.8%	30.9%	28.4%	26.8%	25.6%	24.8%
7% of Budgeted/Projected Expenditures Minimum	\$1,381,632	\$1,302,322	\$872,452	\$1,006,166	\$1,158,623	\$1,212,982	\$1,249,372	\$1,286,853	\$1,325,458
						Projected Revenue Assumption (FY 2024 - FY 2027)			3.40%
							Projected Expenditure Assumption (FY 2024 - FY 2027)		3.40%

<b>Community Service Fund Balance Summary</b>									
Restricted for community education programs	426,458	49,420	835,666	3,194,465.00	3,091,755				
Restricted for early childhood family education programs	1,410,474	1,376,612	1,354,159	1,438,240	1,561,402				
Restricted for school readiness	1,159,496	701,689	513,003	482,681	432,203				
Restricted for adult basic education	4,621	4,621	4,621	30,089	30,089				
<b>Total Community Service Fund Balance</b>	\$ 3,001,049	\$ 2,132,342	\$ 2,707,449	\$ 5,145,475	\$ 5,115,449				

# Osseo Area Schools ISD # 279

## Five-Year Financial Projection - Capital Fund

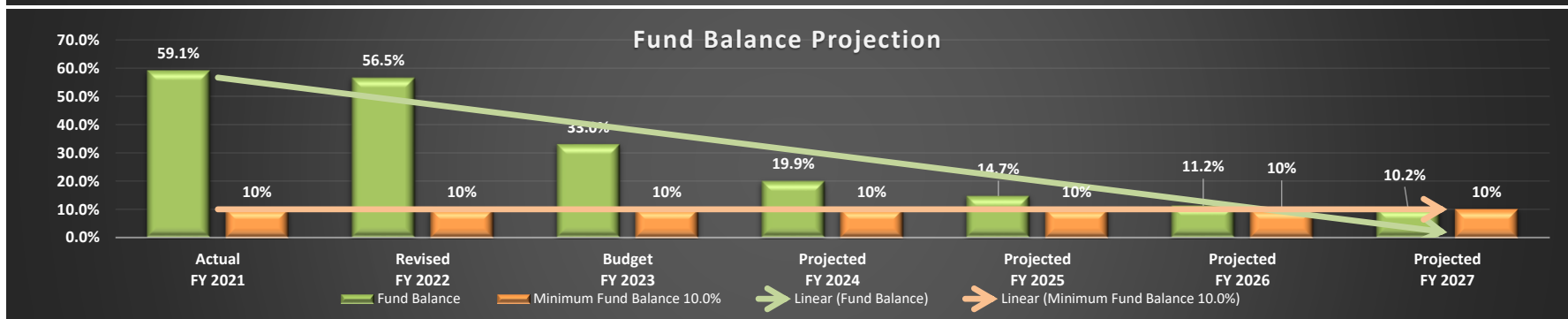
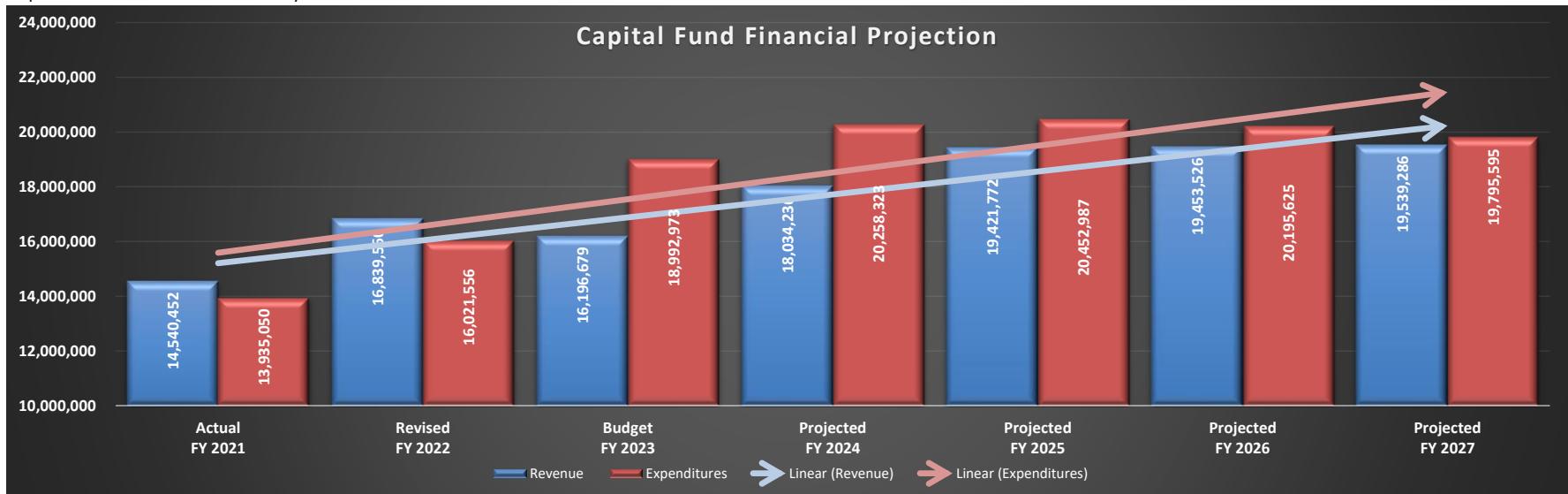
Categories	Actual FY 2021	Revised Budget FY 2022	% Chg	Adopted Budget FY 2023	% Chg	Projected FY 2024	% Chg	Projected FY 2025	% Chg	Projected FY 2026	% Chg	Projected FY 2027	% Chg
<b>Revenue</b>	14,540,452	16,839,560	15.8%	16,196,679	-3.8%	18,034,236	11.3%	19,421,772	7.7%	19,453,526	0.2%	19,539,286	0.4%
<b>Expenditures</b>	13,935,050	16,021,556	15.0%	18,992,973	18.5%	20,258,323	6.7%	20,452,987	1.0%	20,195,625	-1.3%	19,795,595	-2.0%
<b>Difference over/(under)</b>	605,402	818,004		(2,796,294)		(2,224,087)		(1,031,215)		(742,099)		(256,309)	
<b>Restricted Fund Balance</b>	8,241,772	9,059,776		6,263,482		4,039,395		3,008,181		2,266,082		2,009,773	
<b>Fund Balance %</b>	59.1%	56.5%		33.0%		19.9%		14.7%		11.2%		10.2%	
<b>Operational Adjustments</b>						2,000,000	-	(400,000)	(600,000)				

**Assumptions**

Revenue increase of 0.0% annually

Expenditure increase of 0.0% annually

1,000,000 total operational adjustments



**ISD 279 - Osseo Area Schools  
Capital Fund - Operating Capital and Capital Tech Levy  
FY 2024 Budget Planning Scenario Financial Forecast**

	Actual 2019	Actual 2020	Actual 2021	Actual 2022	Adopted 2023	Projected 2024	Projected 2025	Projected 2026	Projected 2027
<b>Baseline</b>									
Revenues	\$14,246,353	\$15,657,622	\$14,540,452	\$16,839,560	\$16,196,679	\$16,266,187	\$19,421,772	\$19,453,526	\$19,539,286
Expenditures	13,790,771	13,775,665	13,935,050	16,021,556	18,084,296	18,084,296	20,258,323	20,452,987	20,595,625
Levy (Known)						3,068,575			
<b>Levy one-time (Known)</b>						<b>(1,300,526)</b>			
Known adjustments to expenditures						174,027	194,664	142,638	199,970
Known one time expenditure adjustment					908,677				
Baseline operating balance									
Fund Balance (beginning of year)	5,298,831	5,754,413	7,636,370	8,241,772	9,059,776	6,263,482	4,039,395	3,008,181	1,866,082
Fund Balance (end of year)	5,754,413	7,636,370	8,241,772	9,059,776	6,263,482	6,039,395	3,008,181	1,866,082	609,773
Change in fund balance	\$455,582	\$1,881,957	\$605,402	\$818,004	<b>(\$2,796,294)</b>	<b>(\$224,087)</b>	<b>(\$1,031,215)</b>	<b>(\$1,142,099)</b>	<b>(\$1,256,309)</b>
Operational increases (reductions) to maintain fund balance at 10%						2,000,000			
Adjusted fund balance	\$5,754,413	\$7,636,370	8,241,772	9,059,776	6,263,482	4,039,395	3,008,181	1,866,082	609,773
Fund Balance as a % of Budgeted/Projected Expenditure	41.73%	55.43%	59.14%	56.55%	34.63%	19.94%	14.71%	9.06%	2.93%

<b>Tactics</b>									
Revenues with tactics	\$14,246,353	\$15,657,622	\$14,540,452	\$16,839,560	\$16,196,679	\$16,266,187	\$19,421,772	\$19,453,526	\$19,539,286
Expenditures with tactics	13,790,771	13,775,665	13,935,050	16,021,556	18,084,296	18,084,296	20,258,323	20,452,987	20,195,625
<b>Tactics related to revenue</b>									
Change in other levy adjustments (Known)						201,759			
Change in lease levy and py operating capital adjust- one-time (Known)						<b>(1,300,526)</b>			
Increase in capital tech levy (Known)						485,850			
Increase capital tech levy authority (Known)						2,380,966			
Capital technology levy timeline (10 years)						<b>1</b>	<b>2 (GE)</b>	<b>3</b>	<b>4 (GE)</b>
<b>Tactics related to expenditures</b>									
Salary and benefit increase 3.00% (Known)						104,519	107,654	110,884	114,210
Enrollment alignment adjustment (Known)						69,508	87,010	31,754	85,760
Copier/print study implementation - cash on-time					808,722				
Copier/print study implementation - lease					99,955				
Operational increases (reductions)						2,000,000		<b>(400,000)</b>	<b>(600,000)</b>
Baseline operating balance (post tactic)									
Fund Balance (beginning of year)	5,298,831	5,754,413	7,636,370	8,241,772	9,059,776	6,263,482	4,039,395	3,008,181	2,266,082
Fund Balance (end of year)	5,754,413	7,636,370	8,241,772	9,059,776	6,263,482	4,039,395	3,008,181	2,266,082	2,009,773
Change in fund balance	\$455,582	\$1,881,957	\$605,402	\$818,004	<b>(\$2,796,294)</b>	<b>(\$2,224,087)</b>	<b>(\$1,031,215)</b>	<b>(\$742,099)</b>	<b>(\$256,309)</b>

<b>Fund Balance Target</b>											
Fund Balance as a % of Budgeted/Projected Expenditure	41.73%	55.43%	59.14%	56.55%	32.98%	19.94%	14.71%	11.22%	10.15%		
10% of Budgeted/Projected Expenditures Minimum	\$1,379,077	\$1,377,567	\$1,393,505	\$1,602,156	\$1,899,297	\$2,025,832	\$2,045,299	\$2,019,562	\$1,979,559		
						Projected Revenue Assumption (FY 2024 - FY2027)				0.00%	
										Projected Expenditure Assumption (FY 2024 - FY2027)	0.00%

**Note: The Capital Fund does not include the Capital Land Proceeds Fund**  
 Note: Projected revenue also includes fiscal year projected enrollment change.  
 GE - General Election year  
 \* Capital technology levy approved November 2022 for 10 years expires in FY 2033

2022

OSSEO AREA SCHOOLS

ISD  279

# Long Term Facilities Maintenance Update

*School Board Work Session, November 15, 2022*

# Outcomes

## Board members will be informed about:

10-year plan development and progress

Results from the 2022-23 construction season

The current LTFM financial picture

The construction work planned for the summer of 2023

The role LTFM plays in the BBF plan

# ISD 279 LTFM Overview

2017 established \$241M 10-year Plan

- Sixth year of the 10-year plan
- Current 10-year \$287M

Expenditures to Date, \$165,800,000

- Under Budget, \$3M

All facilities impacted

# LTFM Objectives, Moving from Repair to Maintenance

## Reduction in work order number and turnaround time

- 2000 outstanding W/O (2017)
- Today we are under 200 W/O

## Reduction in fund 01 capital expenditures, emergency repairs

- \$600,000 (2017)
- Today \$250,000

## Improved run-time performance

- HVAC Automation has improved response time and performance

## Occupant comfort

- Fewer complaints and more consistent space temperatures

# LTFM Measures of Success

## Energy savings

- Consistent energy cost avoidance

## Improved mechanical systems

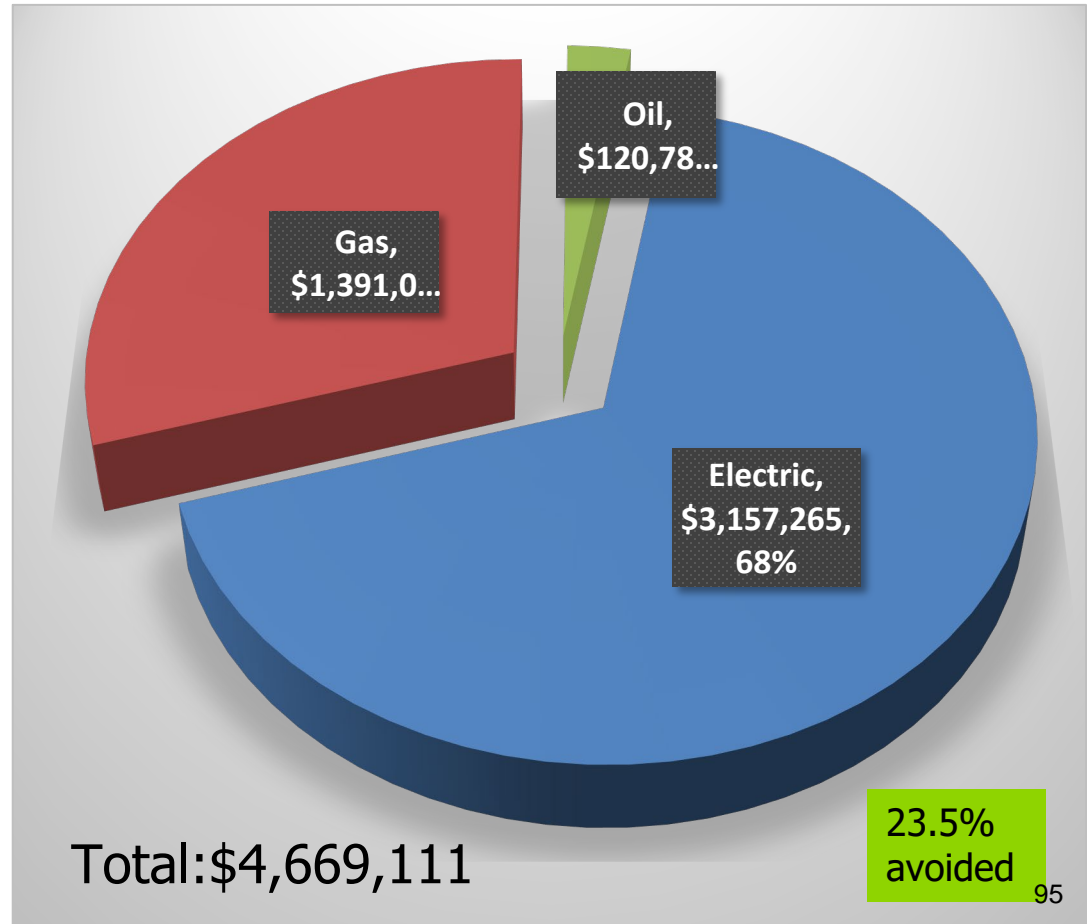
- Reliability
  - Service orders
- Serviceability
  - Down time, W/O Response time
- Occupant comfort
  - Complaints, Building Automation flags and alarm notifications
- No catastrophic failures
  - No school, classroom, common space taken out of service

## Renovated finishes, casework, doors, restrooms

- Appears clean, maintained and visually appealing to students and community
- Stakeholder feedback

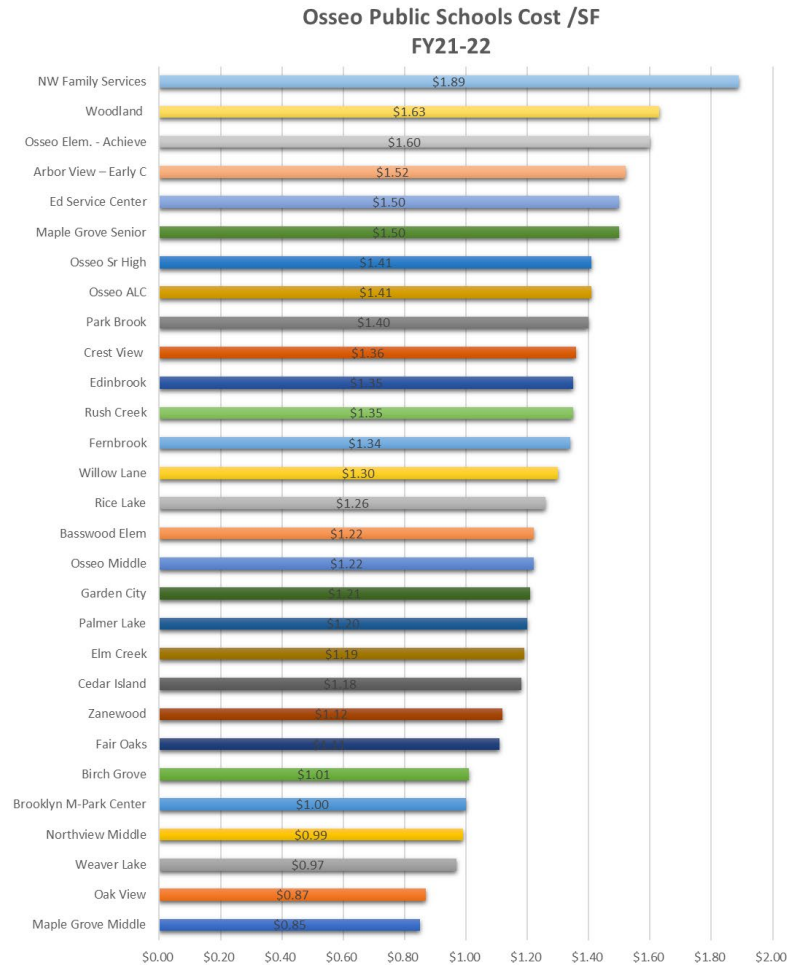
## Utility Cost FY21-22

- 23.5 % Under Baseline (2016)
- \$1,438,113 Utility Cost Avoidance



# ISD 279 Site Comparison

- Utility Cost per Square Foot
  - LTFM Projects Lead in Savings



# Major Project vs. No Project

Site	Equiv- kBtu/Sq. Ft.	% change in kBtu/Sq.Ft.	\$/Sq. Ft.	% Change in \$/Sq. Ft.	Dollars Avoided
Fair Oaks	66	36%	\$1.11	45%	\$68,862
Birch Grove	53	26%	\$1.01	47%	\$66,612
Zanewood	46	52%	\$1.12	42%	\$64,974
Cedar Island	77	7%	\$1.18	7%	\$5,566
Fernbrook	79	-18%	\$1.20	23%	\$26,074
Edinbrook	77	0%	\$1.35	7%	\$11,144

# LTFM Projects

**2022-23**

**CONSTRUCTION UPDATE**

# LTFM Major Projects

- Osseo Senior High East Wing
- Palmer Lake Elementary Phase I
- Elm Creek/ Rice Lake Air Handling Unit Replacements
- Osseo Senior High Stadium Renovations
- PCSH Roof Replacement
- PCSH Locker Room Reno. (March 2023 start)

# 2022 Major Project Results

- ▶ Substantial completion in August
- ▶ On Budget
- ▶ Supply Chain Challenges
  - Extended lead-times
- ▶ Shortages in the construction trades
  - Fatigued workers and overtime pressure
- ▶ Inflation pressures
  - Contractors are not able to anticipate cost increases

# Osseo Senior High East Wing Reno.

## Phase III

- Multi-phase Reno.
- East Wing Renovation (1952)

Budget \$4,870,800

Actual \$4,725,451

# Osseo Senior High East Wing Reno

Before



After



# Vertical Unit Ventilator to Chilled Beam

Before



Less Noise

More Space

Occupant  
Comfort

Increased  
Reliability

After



# Extensive Demolition

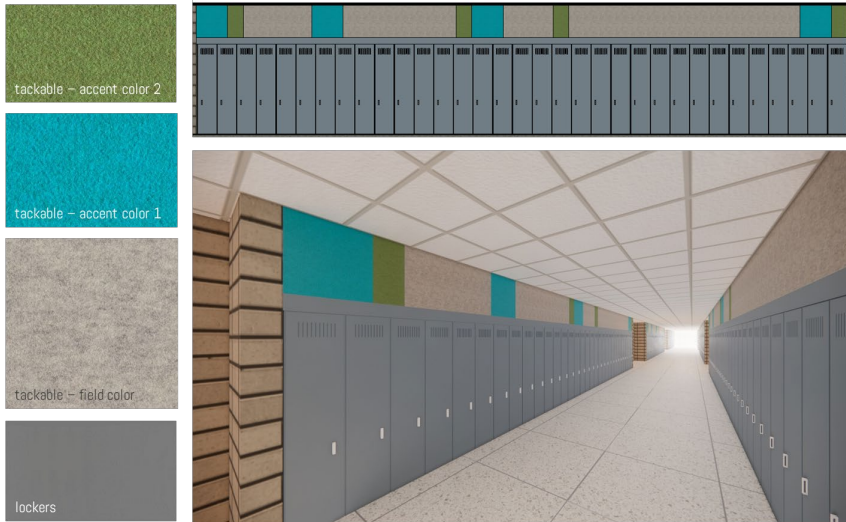


## Osseo Senior High Stadium Reno

- Turf (2009) \$566,198
- Stadium Lights (1974) \$441,575
- Visitor Bleacher (1990's) \$433,533
- Total Expenditures:
  - Budget \$1,493,600
  - Actual \$1,441,306



# Palmer Lake Renovations



## Phase I

- Budget \$4,612,500
- Actual \$3,986,019

## Total Project

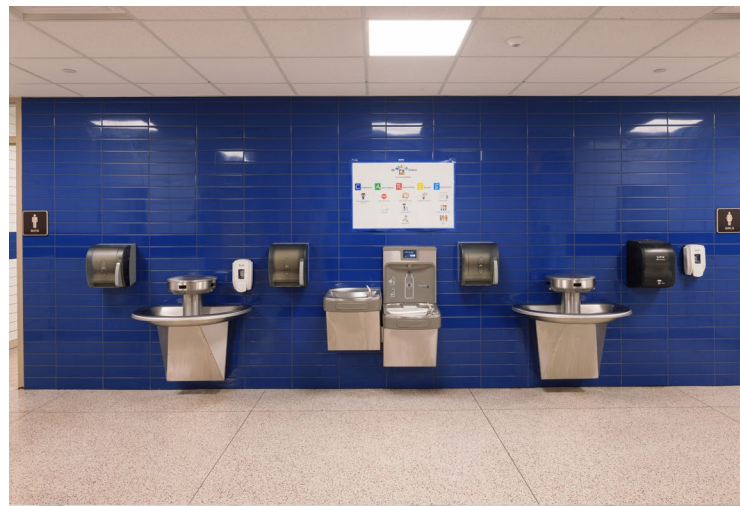
- \$7,181,111

# Classroom Renovations

Casework Replacement



# Palmer Lake Restroom Renovations



# Playground Renovations



- ▶ Three new playgrounds
  - Edinbrook
  - Fair Oaks
  - Basswood
- ▶ Budget \$600,000
- ▶ Actual \$585,520
- ▶ Summer 2023
  - Park Brook
  - Palmer Lake
  - Weaver Lake



# PCSH Locker/Team Room Restoration



- ▶ Five Locker Rooms
- ▶ Four Classroom/Team Rooms
- ▶ 1971
- ▶ Designed to reflect current student needs and Interests
  - Choice
  - Privacy
  - Security
  - School pride and branding
- ▶ Updated project budget
  - \$7,072,000

# 2023-24 LTFM Budget

- ▶ Total Budget \$23,588,000
  - Levy, \$18,128,000
  - Bond, \$5,460,000

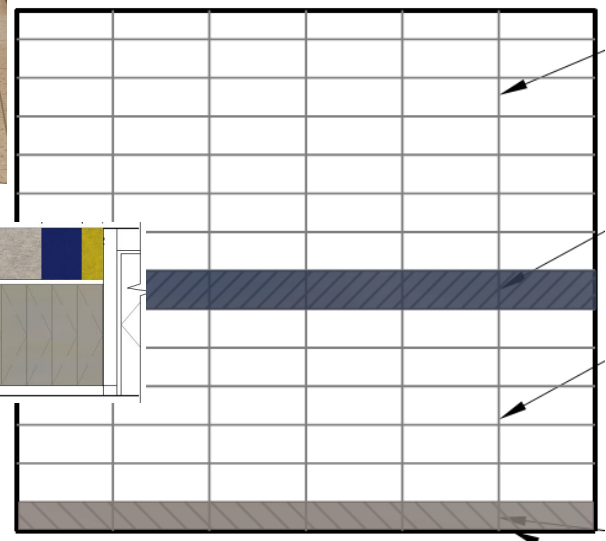
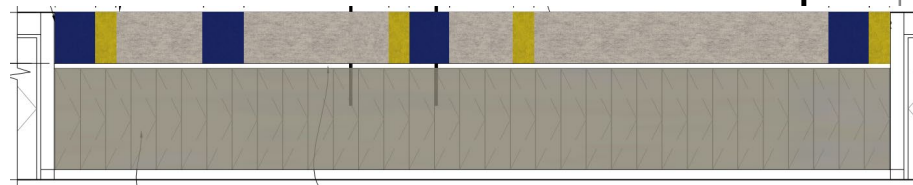
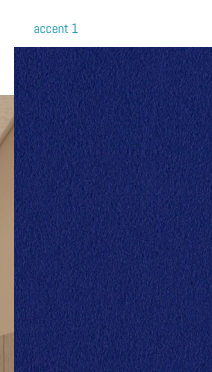
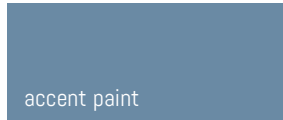
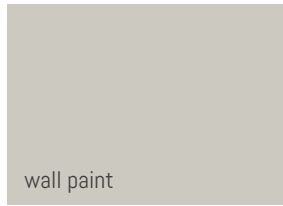
# Summer 2023 Major Projects

- ▶ Cedar Island Phase I
- ▶ Palmer Lake Phase II
- ▶ Basswood Mechanical
- ▶ Elm Creek and Rice Lake Restrooms
- ▶ Park Center Senior High Stadium Turf
- ▶ Osseo Senior High stadium home bleachers

# Cedar Island Phase I and II

- ▶ Cedar Island (1970)
  - Last of the sister schools
    - FO, BG, PL, CI
  - Total Expended on 4 sites approx. \$26M
    - Not including prior boiler plant renovations

# Cedar Island Finishes



# Basswood Mechanical Renovations (1995)

- ▶ Mechanical Replacement Project
  - Budget Est. \$4,000,000
    - Bid Opening December 5, 2022
  - Air Handling Units
  - Chiller
  - Variable Air Volume units (classrooms)

# Elm Creek/Rice Lake Restroom Reno.

- ▶ Two remaining Restrooms at each site
- ▶ Total Project Estimate \$1,000,000
- ▶ Mechanical restorations complete
- ▶ Positioned for future classroom remodel



# LTFM and Building a Better Future

- ▶ Positioning our sites for future initiatives
  - Prioritizing LTFM work to limit scope of future bond work.
  - Leveraging the LTFM Ten-Year plan
- ▶ Limit or eliminate undoing LTFM work

**Questions?**