



School Finance in Colorado

2026 | Research Publication No. 840



Foreword

The purpose of this publication is to help readers understand how Colorado finances its public elementary and secondary schools. Its major focus is an explanation of the funding formula included in the Public School Finance Act of 2024 (referred to as 2024 Act), which identifies an amount of funding for each of the 178 school districts in the state.

This publication includes an overview of the 2024 Act, including changes made to the act in subsequent years, and the transition from the formula contained in the Public School Finance Act of 1994 (referred to as 1994 Act) to the new 2024 formula. The transition is currently set to occur over seven years, beginning in FY 2025-26.

This publication also includes the following:

- illustrations and examples to help readers calculate funding under the formula;
- a map key for the school districts on page 53;
- a description of several other provisions of law relating to school district funding. These provisions include a description of revenue that must be used for specific functions, other local sources of revenue, and categorical programs.

Please note that this publication is intended to provide a summary overview of programs that affect funding for schools. State law should be consulted for more specific details on the operation of the programs or for information on other programs that provide money to school districts.

[This publication](#) was prepared by the Colorado Legislative Council Staff, the nonpartisan research staff of the Colorado General Assembly.

Table of Contents

Foreword	1
Table of Contents	2
Summary of School Finance Funding.....	3
School Finance Act of 2024.....	6
The Funding Formula.....	6
Implementation of the 2024 Act	17
Who Pays for Total Program?	19
Local Share and State Aid	19
Modifications to the Funding Formula	24
Spending Requirements	25
Additional Funding Options.....	25
Categorical Programs	31
APPENDIX A: Calculation Examples.....	36
APPENDIX B: Public School Finance Act of 1994	44
APPENDIX C: Glossary	49
Appendix D: School District Map Key.....	53
Appendix E: School Districts in Colorado House Districts	56
Appendix F: School Districts in Colorado Senate Districts	68

Summary of School Finance Funding

1) Calculate Total Funding Required for Each District

To determine total funding for each district, add together statewide base per pupil funding, funding based on student characteristics, and funding based on district characteristics.



2) Apply Phase In and Hold Harmless

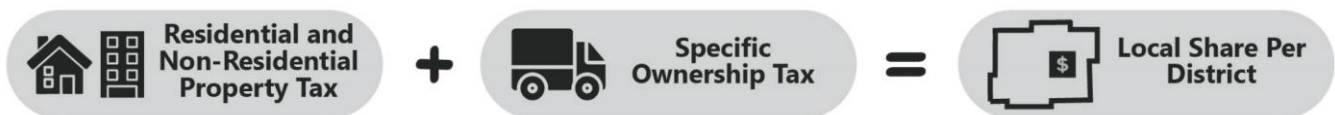
Max of: Hold Harmless or Phased in Total Program



Districts receive the greater of either their phased in total program (a portion of the difference between the total funding amounts calculated under the 2024 Act and 1994 Act) or their hold harmless amount (see page 17).

3) Determine the Local Share of Funding

The local government share of funding comes from property tax and specific owner tax collections from property owners in the district.



4) Determine the Required Amount of State Aid

Subtract the local share of funding across all districts from the total funding required across all districts to determine the total amount of state aid required by the school finance act.



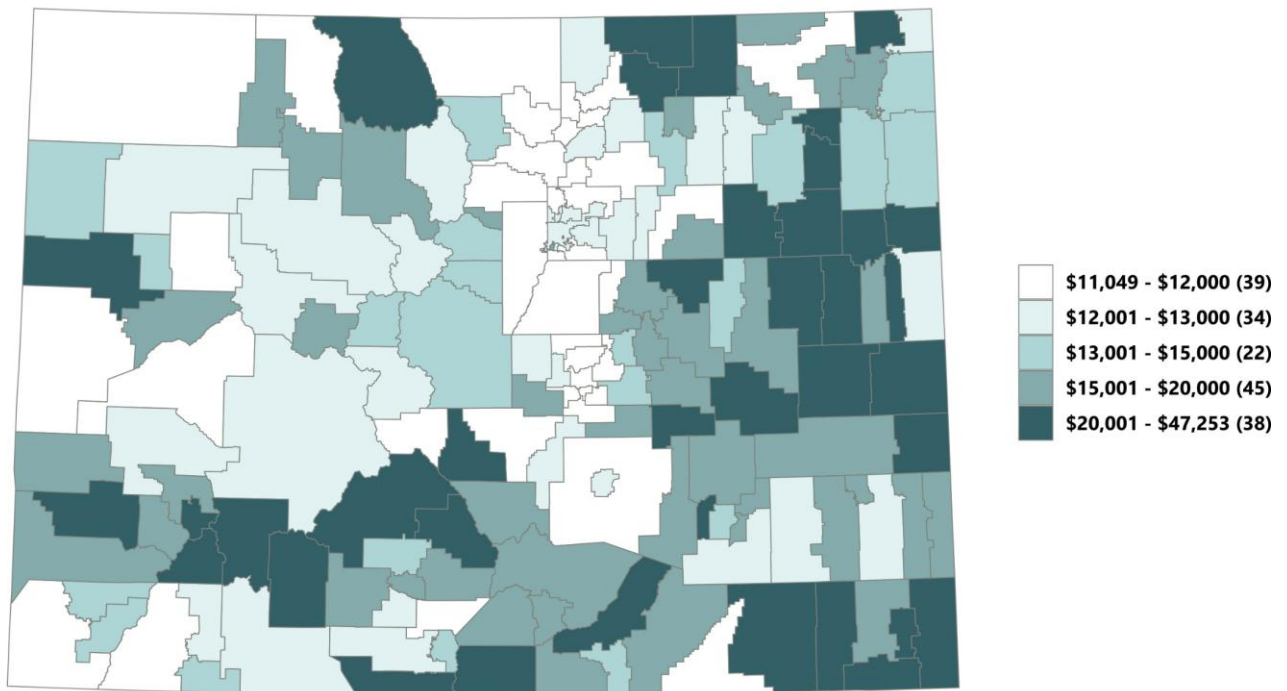
Per Pupil Funding by District



Figure 1 shows total per pupil funding across the state's 178 school districts for FY 2025-26 under the initial appropriation, with per pupil funding for most districts ranging from \$11,000 to \$25,000 per pupil. Two districts, Vilas and Plainview, have particularly high per pupil amounts in FY 2025-26 due to hold harmless provisions and how students in homeschool enrichment programs were counted in prior years.

Per pupil funding is highest in rural districts that are primarily small, geographically remote, and have a high concentration of at-risk students. Per pupil funding is lowest in districts that qualify for little additional funding from the size, cost of living, or at-risk adjustment factors, or have a high number of students. A history of school finance act funding and average per pupil funding is provided on page 43.

Figure 1
FY 2025-26 Total Per Pupil Funding



Source: Legislative Council Staff.

*Note: Numbers in parentheses indicate the number of school districts in each tier.

Who Pays for a School District's Funding?

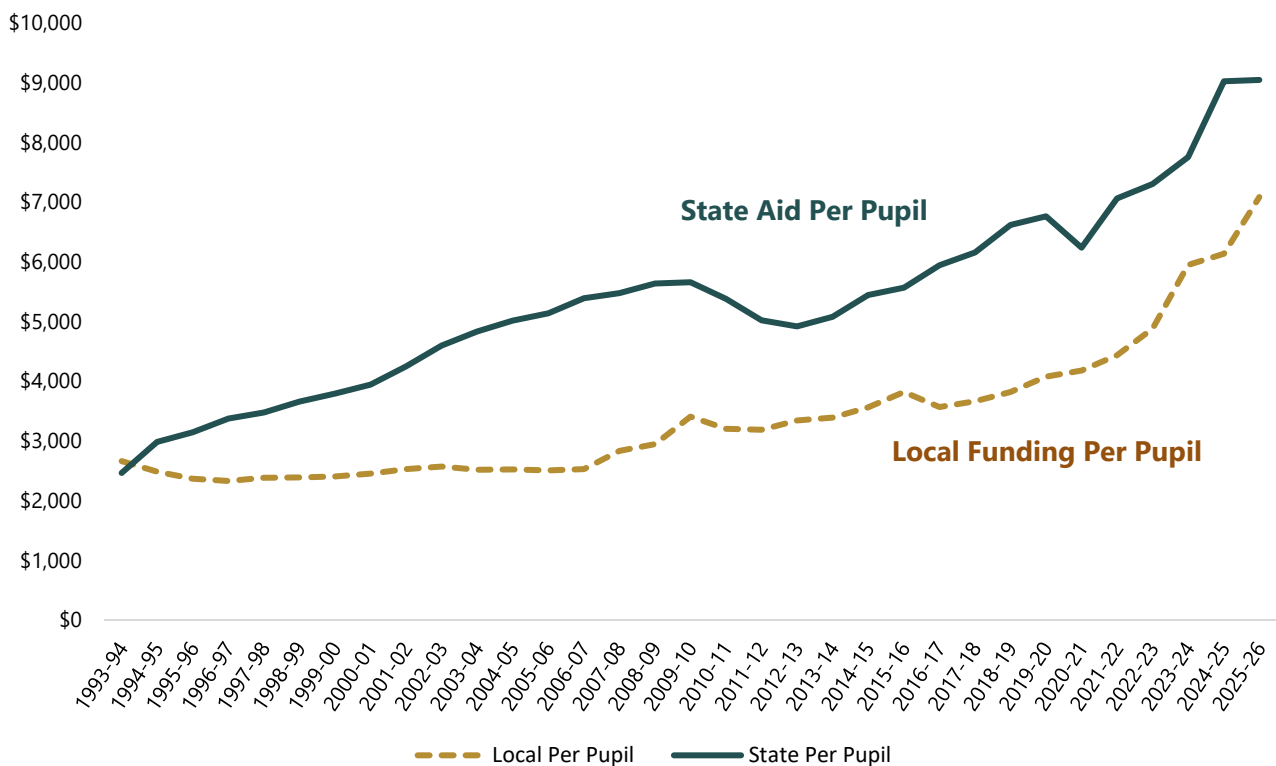
The amount school finance funding that school districts receive, known as **total program funding**, is determined by a formula in state law. For most districts, total program is paid for by a combination of state and local sources of revenue, with state aid making up the difference between a district's total program funding and what is provided from local tax revenue. The

state's share of funding for districts varies based on the amount of local tax revenue generated in each district.

In FY 2025-26, total funding for school finance is \$10.0 billion, with the state contributing \$5.36 billion, or 54 percent of the total, and the local contributing \$4.63 billion, or 46 percent of the total. The average per pupil funding was \$11,876 for all districts. The portion of total program paid by the state ranged from 0 percent to 97 percent.

Over time, the state share of funding across all school districts has increased relative to the local share, as shown in Figure 2. For more information on why the state share has increased, see the Legislative Council Staff memo titled [School Finance and the State Constitution](#).

Figure 2
Statewide Average School Finance Funding Per Pupil



Source: Legislative Council Staff.

School Finance Act of 2024

Colorado’s school finance act is expected to distribute nearly \$10.0 billion in state and local dollars to the state’s 178 school districts for K-12 public education in FY 2025-26. This money is allocated under a law called the “Public School Finance Act of 2024,” a new school finance formula that was adopted in House Bill 24-1448, and first implemented in FY 2025-26.

The 2024 Act contains a formula that calculates a funding amount for each school district based on the individual characteristics of the district, the characteristics of the students enrolled in the district, as well as the number of students enrolled. The school finance formula in the 2024 Act, and the transition from the formula in the 1994 Act, is explained in detail on the following pages. The numbers in this handbook reflect the FY 2025-26 midyear adjustment bill. At the time of publication, the FY 2026-27 School Finance Act had not become law, and it is not reflected here.

The Funding Formula

A district’s funding under the 2024 Act is the sum of eight funding components, known as factors. Each factor provides funding based on either a student characteristic, such as the number of students who are English language learners, or a district characteristic, such as the cost of living in a district.

The factors are each separately calculated using the base per pupil amount and the number of students enrolled in each district, and then are added together to calculate a district’s total program funding.



For FY 2025-26 through FY 2031-32, the total program amount calculated under the 2024 Act is phased in, as the state transitions from the 1994 Act to the 2024 Act. Districts receive the amount determined by the 1994 Act, plus an increasing percentage of the difference between the 1994 and 2024 Acts. If a district’s phased in total program is less than a certain level in a given year, districts instead receive a hold harmless amount.

The following describes how pupils are counted and details how each factor is calculated, and summed to reach a school district’s total program funding under the 2024 Act. A detailed

explanation of the phase in and associated hold harmless provisions is provided on page 17. An in-depth explanation of the 1994 Act, as modified by recent legislation, is provided on page 44.

Funded Pupil Count

The number of pupils for which a district receives funding is called the **funded pupil count**. For foundation funding and funding for district characteristics, districts receive funding based on the funded pupil count excluding the number of online and extended high school students. Funding for student characteristics is based on the number of students exhibiting those characteristics in each district.

How Are Pupils Counted?

Funding is based on the number of pupils enrolled in the school district on October 1. Thus, the number of pupils counted on October 1, 2025, determines funding for the budget year beginning July 1, 2025. Because the fiscal year begins before the count date, state aid is initially distributed based on estimated pupil counts. State aid is adjusted to reflect the actual count, usually starting in January of the fiscal year.

The 2024 Act allows an alternative to the October 1 count date in certain instances, such as when students in a year-round educational program will be on vacation on October 1. This alternative count date must be within 45 calendar days of the first school day after October 1.

The pupil count is expressed in full-time equivalent (FTE) pupils to reflect the amount of time a student spends in an instructional setting. Each full-day student is counted as 1.0 FTE and half-day kindergarten students are counted as 0.58 of a pupil. A school district's pupil count also includes students who are enrolled in multi-district online programs and students who are eligible to complete a fifth year of high school while enrolled in higher education courses. The latter is referred to as extended high school students.

Averaging Provisions

Districts with declining enrollment from one year to next receive funding based on a multi-year average of student counts, a provision intended to recognize that these districts may have difficulty budgeting if funding were to decline at the same pace as pupil counts. For FY 2025-26, a district's pupil count includes a four-year averaging provision where the district may use the greatest of the current year count, or a two-year, three-year, four-year average of the October counts.

Beginning in FY 2026-27, district pupil count will include a three-year averaging provision, meaning that it includes the greatest of the current year count, a two-year average or a three-year average. However, if the 2024 Act is not phased in at 30 percent, the current

four-year averaging provision will be maintained in FY 2026-27. A detailed explanation of the phase in schedule for the 2024 Act is on page 17.

In FY 2027-28, if the balance of the State Education Fund drops to \$200 million or below, district funded pupil count will include a two-year averaging provision, unless the General Assembly adopts a smoothing mechanism to address declining enrollment. State law does not currently define the smoothing mechanism. The State Education Fund balance on June 30, 2027, as projected in the Legislative Council Staff March 2027 forecast, is used to make this determination. The State Education Fund is discussed further on page 23.

The multi-year averaging or smoothing provision adopted for FY 2027-28 will continue to be used in subsequent years.

Online, extended high school, a portion of half-day kindergarten, and Charter School Institute students are not included in the district averaging formula; however, Charter School Institute student enrollment is averaged, using the same method as district students, at the school level. Additionally, the minimum pupil count is 60 FTE, meaning that small districts with enrollment below that level receive funding for a minimum of 60 FTE.

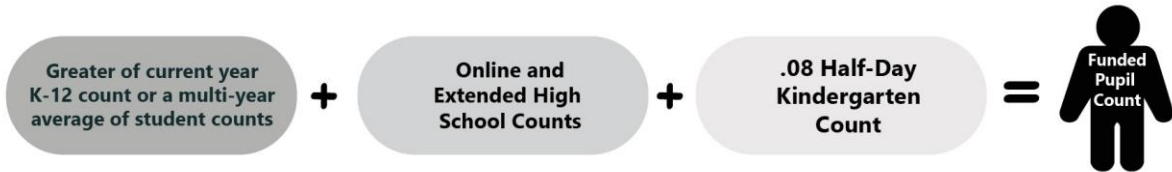
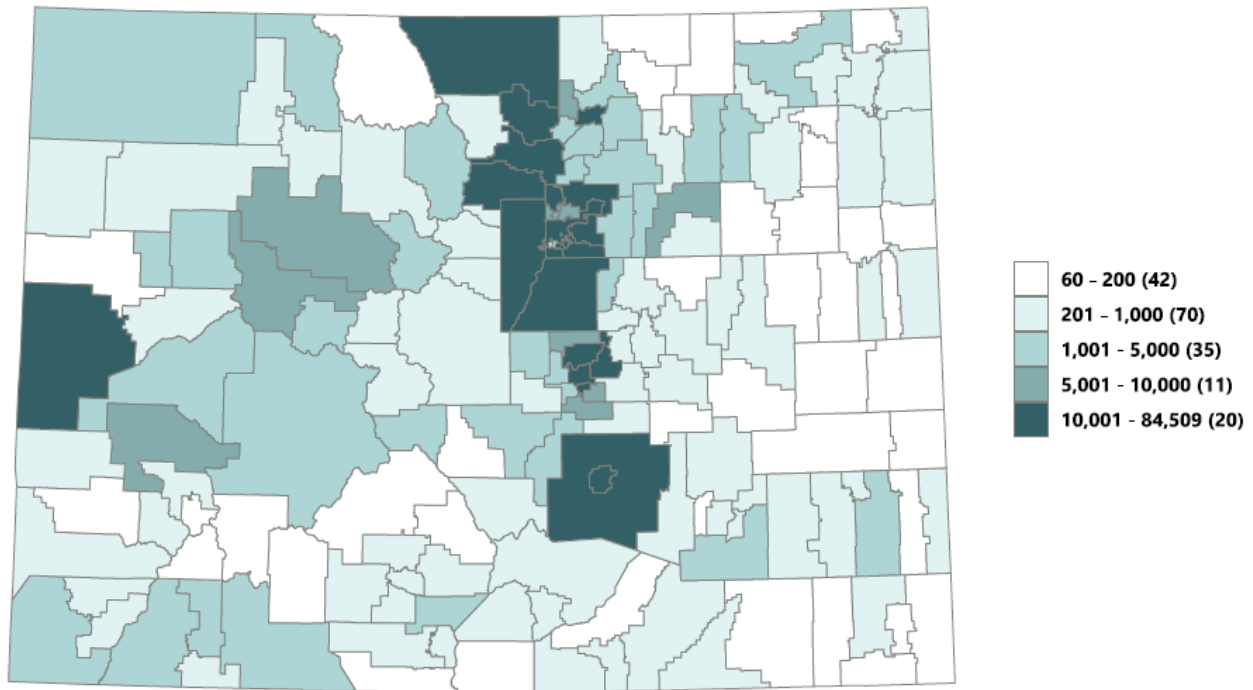


Figure 3 shows the funded pupil count for FY 2025-26, ranging from the smallest districts funded at the minimum level of 60 FTE to Denver, funded at 84,508 FTE. The highest density of students is along the Front Range from Pueblo north through Fort Collins. Other districts with relatively high enrollment districts include the city of Grand Junction and those located along the western I-70 corridor between Summit County and Glenwood Springs. The smallest districts are in the central and southern portions of the Eastern Plains and the northern portion of the San Luis Valley.

Figure 3
FY 2025-26 Funded Pupil Count



Source: Colorado Department of Education. Map created by Legislative Council Staff.

Note: Numbers in parentheses indicate the number of school districts in each tier.

Foundation Funding

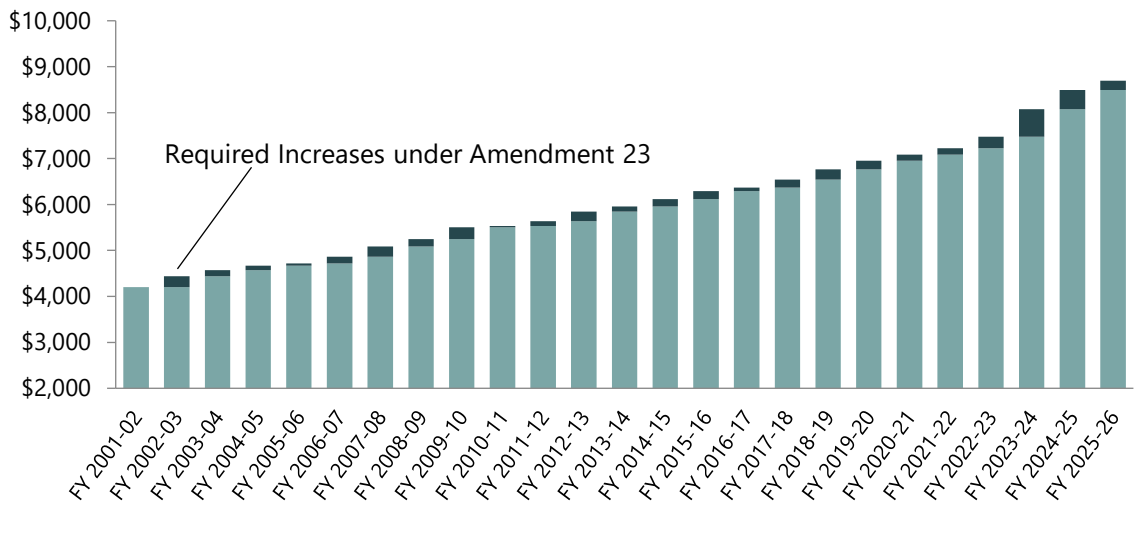


Foundation funding is calculated using the statewide base per pupil amount, set annually by the General Assembly. Article IX, Section 17, of the Colorado Constitution, commonly referred to as Amendment 23, requires the General Assembly to increase base per pupil funding each year at least by the rate of inflation. For example, because the inflation rate for calendar year 2024 was 2.3 percent, a 2.3 percent increase is the minimum increase for FY 2025-26.

Base per pupil funding for FY 2025-26 is \$8,691.80, an increase of \$195.42 per pupil over the prior year. In total, foundation funding accounts for \$7.04 billion, with large districts receiving more foundation funding because the number of students enrolled.

Figure 4 provides a history of statewide base per pupil funding dating back to FY 2001-02. The lighter blue portion of each bar represents the previous year's per pupil funding, while the darker blue portion represents the annual base per pupil increases required by Amendment 23.

Figure 4
Statewide Base Per Pupil Funding



Source: Legislative Council Staff.

Funding Based on District Characteristics

The 2024 Act includes three factors that provide additional funding based on school district characteristics: district cost of living, district enrollment size, and district location or remoteness. These factors are discussed below.

Cost of Living Factor Funding



School district cost of living factor funding is based on each district’s cost of living factor, multiplied by the base per pupil amount, and the district’s funded pupil count, excluding online and extended high school students.

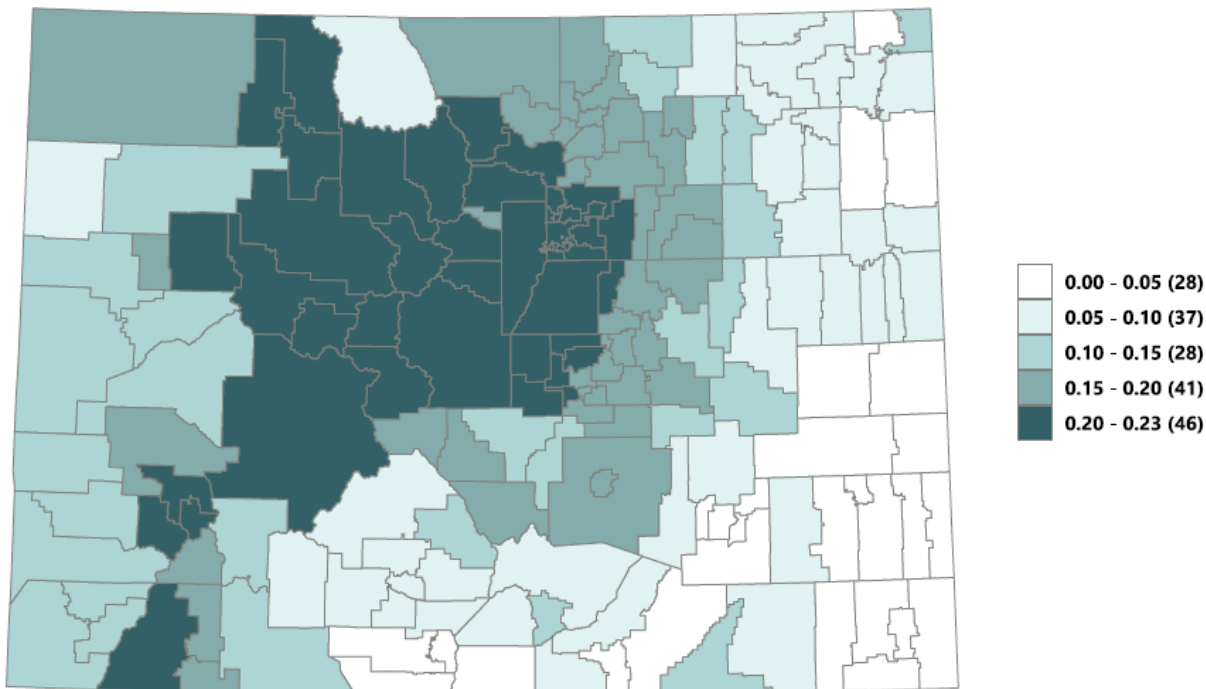
Each school district is assigned a factor to indicate the cost of living in the district relative to the cost of living in other districts in the state. State law contains the method for calculating cost of living factors, but not the actual factors themselves. Cost of living factors are certified to the Colorado Department of Education (CDE) by the Legislative Council Staff every two years, following a study that measures the cost in each district of an identical set of items, such as housing, goods and services, and transportation.

The 2023 study set factors for the 2024-25 and 2025-26 budget years. The district cost of living factor is calculated by taking its cost of living identified through the study, divided by the lowest district cost of living, and subtracting one. Under the 2024 Act, district factors cannot exceed 0.23 and can increase or decrease every two years when the factors are recalculated.

For FY 2025-26, the cost of living factors for school districts range from 0 percent to the statutory max of 23 percent, as shown in Figure 5. An example calculation is available on page

38. Cost of living funding is higher for the Front Range and mountain districts and lower for districts in the Eastern Plains.

Figure 5
FY 2025-26 Cost of Living Factors



Size Factor Funding

\$\$\$ The 2024 Act includes a size factor that provides additional money to small school districts unable to take advantage of economies of scale. District size factor funding is calculated by multiplying the district's size factor by the base per pupil amount and the district's funded pupil count, excluding online and extended high school students.

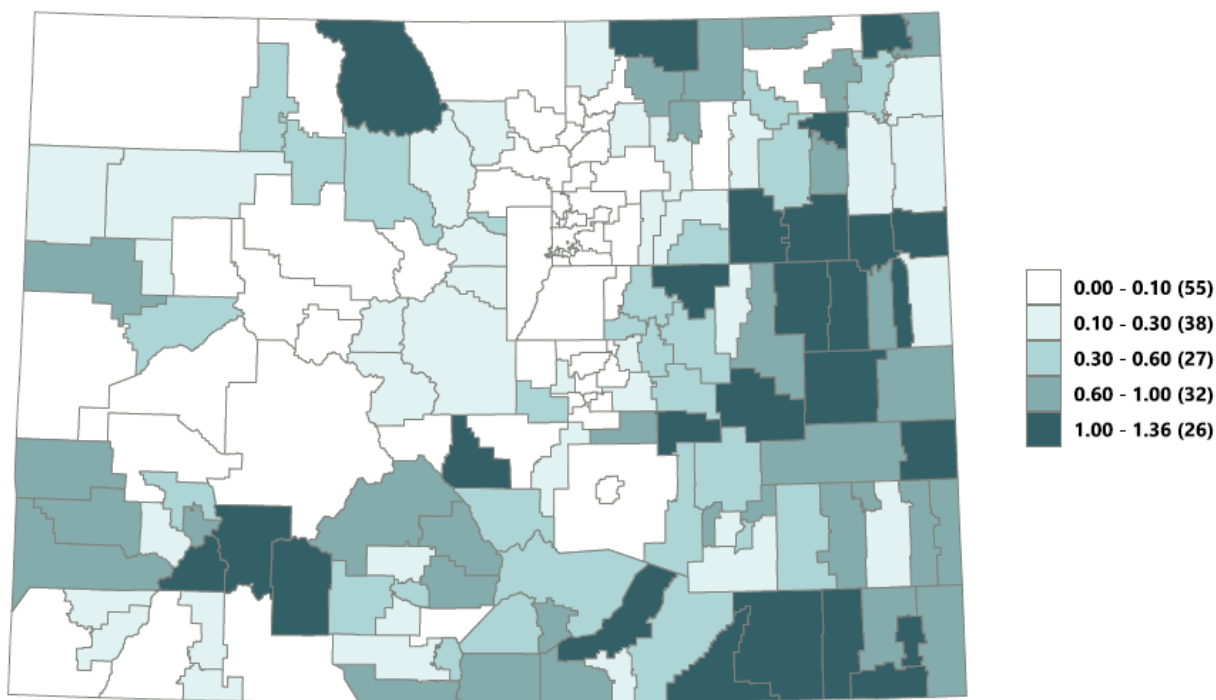
A district size factor is calculated under a formula using district enrollment. Districts with enrollments of fewer than 5,000 students receive the largest size factors and, therefore, more factor funding per pupil. Districts with enrollment between 5,000 and 6,500 students receive smaller size factors. Districts with more than 6,500 students do not receive a size factor. The formula for calculating a school district's size factor excludes multi-district online students, and appears on page 39.

Since the formula for determining the size factor is based on a district's enrollment, the act acknowledges that the formula inherently provides incentives and disincentives for districts to reorganize and take advantage of the formula. For example, when a reorganization results in a lower size factor, and less funding per pupil, the lower size factor is phased in over six years. When a reorganization results in a higher size factor, and more funding per pupil, the district or


districts involved in the reorganization receive the lower size factor of the original district. Thus, the act lessens the negative fiscal impact of reorganization, while prohibiting a district from taking advantage of a higher size factor following reorganization.

Figure 6 shows the size factors for each school district for FY 2025-26. Districts that benefit from the size factor are small rural districts concentrated on the Eastern Plains and the northern and southern portions of the San Luis Valley. The largest enrollment districts, primarily clustered along the Front Range and the western I70 corridor, do not receive size factor funding.

Figure 6
FY 2025-26 District Size Factors



Locale Factor Funding

 The locale factor provides funding based on the remoteness of a district's location. District locale factor funding is determined by a locale factor multiplied by the base per pupil amount and the district's funded pupil count, excluding online and extended high school students.

Locale factors are based on a designation assigned to each district by the federal National Center for Education Statistics (NCES). The designations account for whether a district is located in a city, suburb, town, or rural environment, plus the district's distance from population centers of varying sizes. There are twelve possible designations, of which six are eligible for locale factor funding. Districts receive locale factor funding based on whichever of their two most recent

NCES designations provides the greater factor. Districts designated as rural remote or town remote receive their calculated locale funding, plus \$100,000.

The locale factors specified in state law for each potential designation are in Table 1 below.

Table 1
Locale Factors

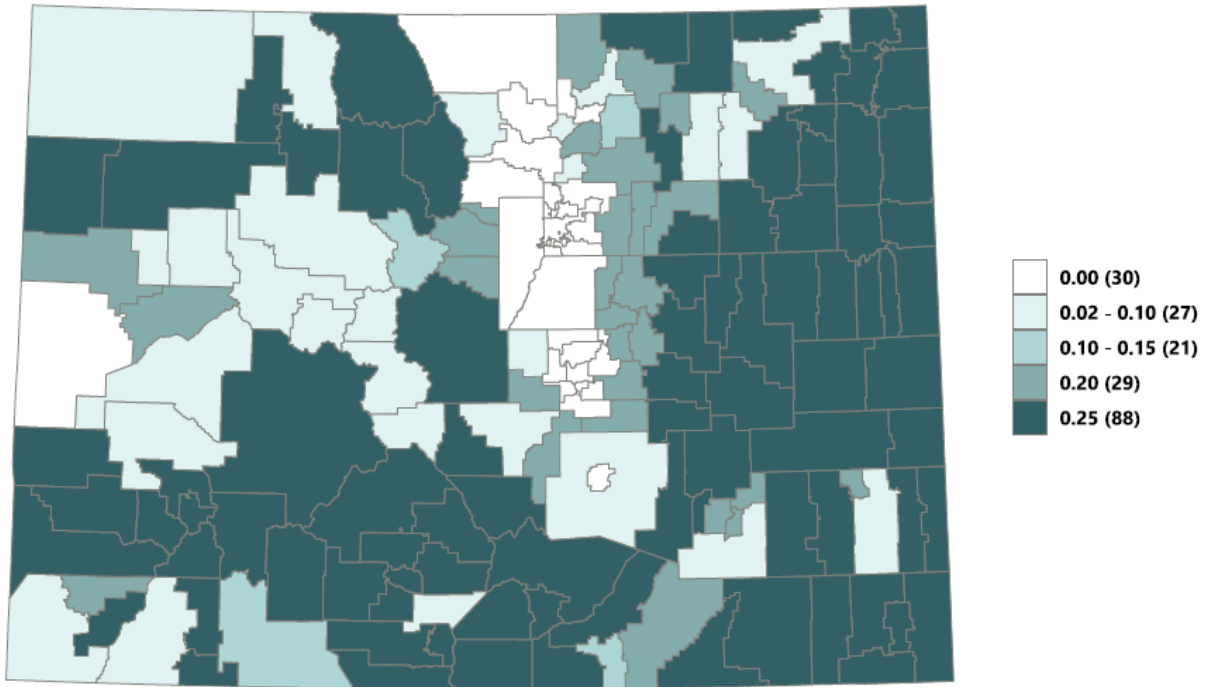
Designation	Factor	Designation	Factor
Town Remote	0.10*	City Large	0.0
Town Distant	0.05	City Midsize	0.0
Town Fringe	0.025	City Small	0.0
Rural Fringe	0.15	Suburban Large	0.0
Rural Distant	0.2	Suburban Midsize	0.0
Rural Remote	0.25*	Suburban Small	0.0

*Districts with town remote or rural remote designations receive an additional \$100,000.

The Colorado Department of Education, in consultation with Legislative Council Staff, is permitted to adjust a district’s locale factor if the NCES designation does not align with the district’s actual characteristics, including online student enrollment.

Figure 7 shows the locale factor for each school district for FY 2025-26. There are currently 148 districts eligible for locale factor funding, with 105 classified as rural remote or town remote. Districts that receive locale factor funding are primarily those not located in the Front Range.

Figure 7
FY 2025-26 District Locale Factors



Funding Based on Student Characteristics

The 2024 Act includes three factors that provide additional funding based on individual student characteristics: at-risk students, English language learners, and special education students. These factors are discussed below.

Funding for At-Risk Students



The 2024 Act provides additional funding for school districts serving students who are at risk of failing or dropping out of school. This funding depends on district enrollment and the proportion of students that qualify as at-risk.

Who qualifies as an at-risk pupil?

At-risk pupils are currently defined as students from low-income families, measured by eligibility for free and reduced-price lunches under the National School Lunch Act. The official date for counting at-risk pupils is October 1.

Students qualify for free and reduced-price meals based on their family income. The act defines at-risk pupils as those who are eligible for free and reduced-price lunches so districts can receive funding for students who do not actually participate in the federal program. As an alternative, the act allows districts to use the proportion of free and reduced-price lunch students in grades one through eight multiplied by district enrollment if it produces a larger number than the actual count. This alternative count is provided as some high schools do not offer free and

reduced-price lunches, and some students choose not to participate in the free and reduced-price lunch program, especially at the high school level.

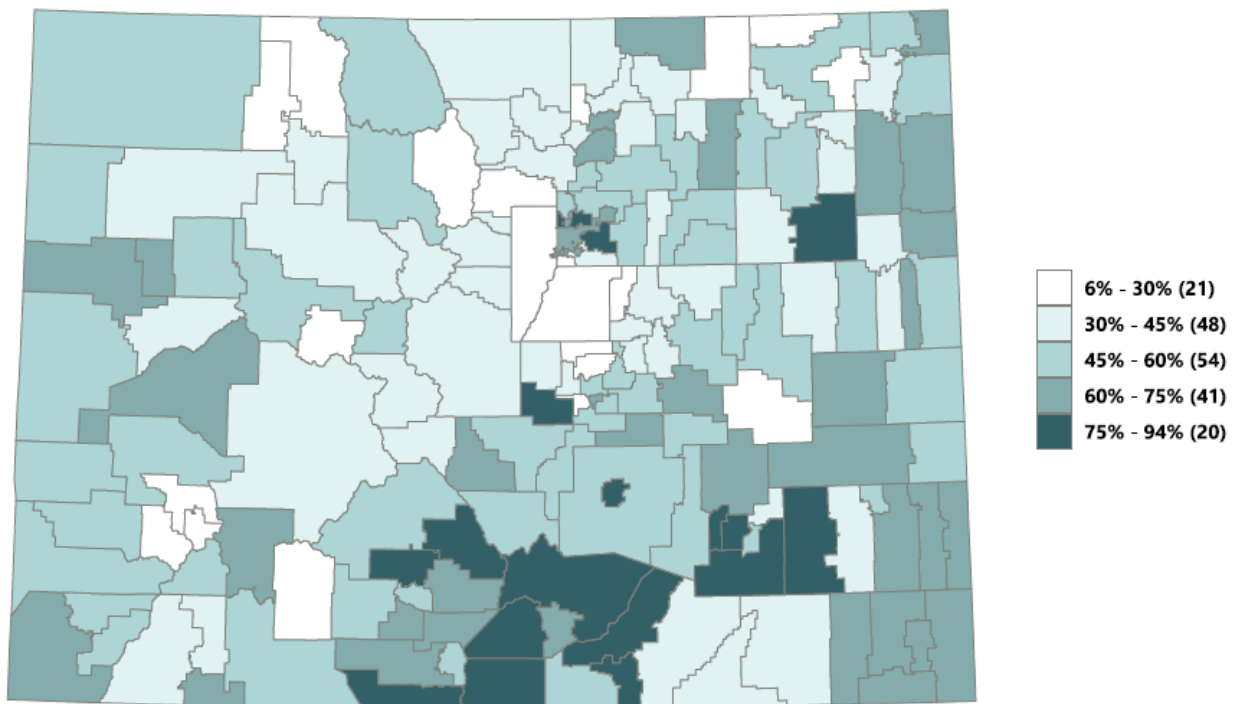
How is at-risk funding calculated?

For most districts, at-risk funding is calculated by multiplying a weight of 0.25 by the statewide base per pupil amount and the number of at-risk students.

Some districts receive an additional at-risk concentration factor. If a district has less than 7,000 students and enrollment is more than 70 percent at-risk, the district receives an additional 0.07 factor for a total at-risk factor of 0.32. In FY 2025-26, 23 districts received the additional at-risk concentration factor. The at-risk funding calculation is shown in detail on page 40.

Figure 8 shows the share of district enrollment classified as at-risk for FY 2025-26. The highest concentrations of at-risk students are in the Denver and Pueblo metro areas and scattered rural districts throughout the state, particularly on the southern plains and in the San Luis Valley. The lowest concentrations are in Boulder and Douglas counties and districts containing the resort communities of Aspen, Steamboat Springs, and Telluride.

Figure 8
FY 2025-26 Share of At-Risk Students



Funding for English Language Learners



The 2024 Act provides additional funding for school districts serving students who are not fully proficient in English. This funding depends on the number of students who qualify as English language learners (ELL).

Who qualifies as an English Language Learner?

Students qualify as an English language learner if they need language support to achieve standards in grade-level content in English and who either:

- are non-English proficient, meaning that they speak a language other than English and do not comprehend or speak English; or
- have limited English proficiency, meaning that they comprehend or speak some English but their primary proficiency is in a language other than English.

How is ELL funding calculated?

A district's ELL funding is calculated by multiplying a weight of 0.25 by the statewide base per pupil amount and the number of ELL students.

Funding for Special Education Students



Districts receive special education factor funding based on the number of students with disabilities that it serves. This funding is in addition to categorical special education funding, discussed on page 32.

Who qualifies for special education factor funding?

Students with disabilities are eligible for special education factor funding through the school finance formula in the 2024 Act. Students with disabilities are defined as children aged 3 to 21 years old who, due one of the conditions specified in state law, are unable to receive reasonable benefit from general education, or meet other specified criteria. Students eligible for special education factor funding are also eligible for categorical Tier A special education funding, as discussed on page 32.

How is special education factor funding calculated?

Special education factor funding is calculated by multiplying a factor of 0.25 by the statewide base per pupil amount and the number of students with disabilities.

Funding for Online and Extended High School Students



Students participating in public, multi-district online education programs or extended high school programs are funded separately through the 2024 Act. Online students

participate in programs that serve students from multiple districts, known as multi-district online schools.

Extended high school programs allow students to stay for a fifth year of high school while completing postsecondary courses. Eligible programs include the Accelerating Students through Concurrent Enrollment (ASCENT) program (through FY 2025-26), the Teacher Recruitment Education and Preparation program (TREP), and Pathways in Technology Early College High Schools (P-Tech).

Multi-district online and extended high school students are funded at flat, per pupil rates statewide. Multi-district online students, and students enrolled in the TREP and P-Tech programs are funded at \$10,480 per pupil in FY 2025-26. Students in the ASCENT program are funded at \$7,104 per pupil. The ASCENT program is eliminated beginning in FY 2026-27.

Implementation of the 2024 Act

Phase In and Hold Harmless

The 2024 Act is currently phased in over seven years, beginning in FY 2025-26, and will be fully implemented in FY 2031-32. During the phase in period, district total program is the *greater* of either:

- the district's phased in total program; or
- the district's harmless amount.

The components of this comparison are discussed below and shown in Table 2. An example of this calculation is available on page 37.

Phased In Total Program

A district's phased in total program is their total program calculated under the 1994 Act, plus a percentage of the difference between total program calculated under the 2024 Act and the 1994 Acts. The phase in percentage is scheduled to increase each year, as shown in Table 2. If a district receives less funding under the 2024 Act, that negative amount is also phased in, beginning in FY 2026-27. For a detailed explanation of the 1994 Act, see page 44.

District Hold Harmless

A district's hold harmless is the minimum amount of funding the district can receive during the phase-in period as districts receive the greater of either the hold harmless amount or their phased in total program. In FY 2025-26, 39 districts receive hold harmless funding.

**Table 2
Scheduled Phase-In and Hold Harmless Provisions Through FY 2031-32**

Year	Percent of the Difference Between 1994 and 2024 Acts	Hold Harmless Amount
FY 2025-26	15%	FY 2024-25 Actual Funding
FY 2026-27	30%	FY 2024-25 Actual Funding
FY 2027-28	45%	Total Program Under the 1994 Act + 1%
FY 2028-29	60%	Total Program Under the 1994 Act + 1%
FY 2029-30	75%	Total Program Under the 1994 Act + 1%
FY 2030-31	90%	Total Program Under the 1994 Act + 1%
FY 2031-32	100% (2024 Act fully implemented)	N/A

Conditions to Stop Implementation of 2024 Act

State law specifies three conditions that potentially stop implementation of the phase in of the 2024 Act. If any of these conditions are met, the Joint Budget Committee (JBC) must notify the legislature and the Commissioner of Education, and each district’s total program is calculating by the school finance formula used in the budget year when the condition occurred. The three conditions are:

- in a property tax reassessment year, the change in local share from the prior year is less than inflation minus 2 percent;
- in a property tax non reassessment year, the local share decreases by at least 2 percent over the prior year; or
- the March revenue forecast used by the JBC for the budget estimates that the income tax diversion to the State Education Fund will decrease by 5 percent or more in the current or next budget year. This condition is not met if the JBC determines that the year over year decline is due to a correction to an error in the amount of income tax revenue deposited in the State Education Fund.

Sustainability Plan and Reporting

State law requires that the JBC monitor the fiscal impact of district total program and consider trends in the overall economy, the local share, the State Education Fund, and other relevant factors. The JBC must annually develop a sustainability plan including recommendations for fully funding the 2024 Act beginning January 1, 2026.

Beginning in 2026, CDE must include in its annual SMART Act presentation to the General Assembly an update on the implementation of the 2024 Act, including trends in enrollment and per pupil funding and information on how district total program funding is used at the school level.

Who Pays for Total Program?

Local Share and State Aid

The money to fund the school finance act comes from a combination of local and state sources. Local share is calculated first, and state aid makes up the difference between the local portion and the total funding need identified through the formula. The principle of using state aid to offset differences in local property wealth is called "equalization."

In FY 2025-26, local taxes contributed 46.3 percent of total funding, or \$4.6 billion, while state sources accounted for the remaining 53.7 percent, or \$5.4 billion. These percentages vary widely among individual school districts, however, because districts have different amounts of property wealth and different property tax rates.

How is the Local Share Calculated?

A district's local share comes from two sources — property taxes and specific ownership taxes. Property taxes are paid on real estate, business equipment and production in the case of oil and gas and minerals; specific ownership taxes are paid on motor vehicles. Of the two taxes, property taxes produce the vast majority of the local contribution, 94 percent of the total. Both of these taxes are described in greater detail below.



Property Taxes



Statewide, property taxes are expected to contribute \$4.4 billion in funding for school finance in FY 2025-26, or nearly 44 percent of total school finance act funding. A school district's property taxes are the result of multiplying a district's taxable property value (assessed value) by its property tax rate (mill levy). The assessed value of a district is determined each year, and it includes all taxable property in the district.

Determining a district's total program mill levy. Beginning with the 2021 property tax year, state law specifies how the mill levy is determined for each school district. A district's mill levy is the lesser of:

- 27 mills;
- the number of mills that will generate property tax revenue equal to total program funding, minus specific ownership tax;
- the number of mills levied in the preceding property tax year; or
- for a district that has not obtained voter approval to retain property tax revenue above their constitutional TABOR limit, the number of mills that may be levied to reach that limit.

Currently there is only one district in this position.

Mill levy equalization. Based on a Colorado Supreme Court decision on [House Bill 21-1164](#), state law requires that total program mill levies for the 177 of 178 school districts that have received voter approval to retain property tax revenue above their TABOR limit be increased by 1 mill annually, until the district levies a target number of mills. The total program mill levy target is set to the lesser of:

- 27 mills;
- the number of mills the district levied when it received voter approval; or
- the lowest number of mills necessary to fully fund the district's total program in any year since the district received voter approval.

This system was established in [House Bill 20-1418](#), which reset total program mill levies that were erroneously reduced by CDE for districts that had already received voter approval to retain property tax revenue above their TABOR limit. The bill also required that districts approve tax credits equal to the difference between the target mill levy and the district's current mill levy. House Bill 21-1164 then required that these credits be phased out based on a correction schedule established by CDE, beginning in the 2021 property tax year. The schedule is required to:

- apply consistently to each affected district;
- require each district's tax credit to phase out as quickly as possible, but by no more than 1 mill per year; and
- ensure that tax credits are fully phased out in 19 years.

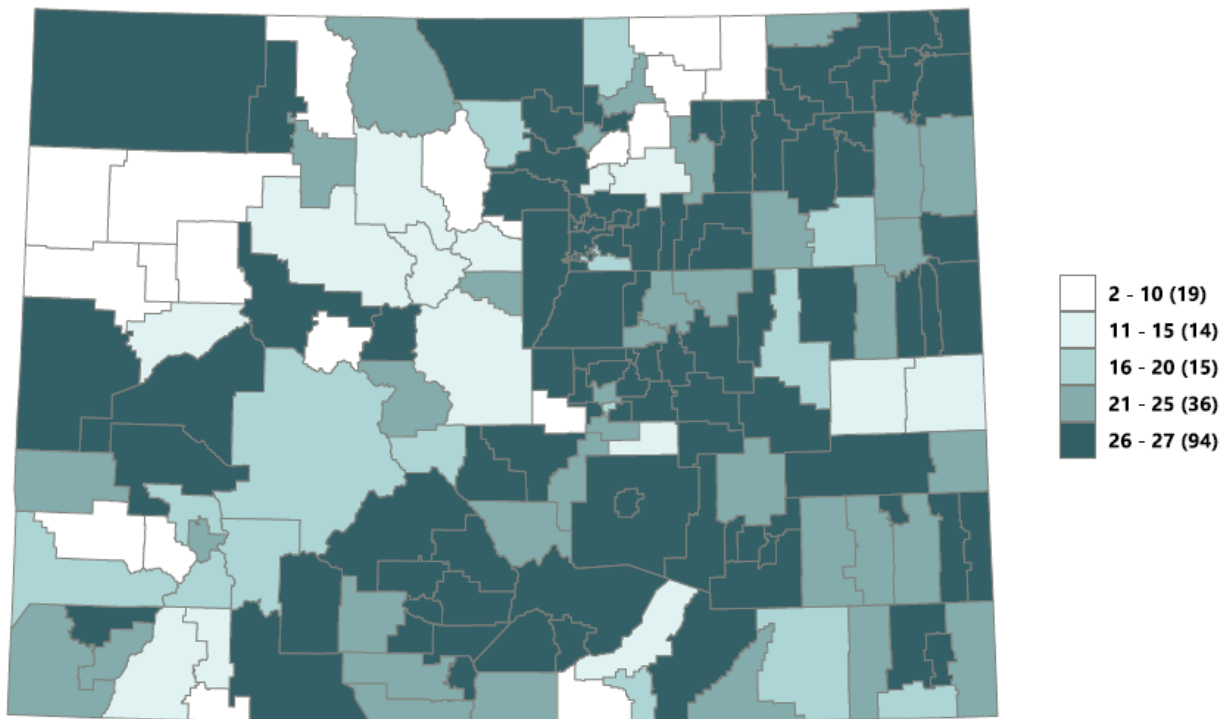
Steamboat Springs School District, the only district that has not yet received voter approval, remains subject to the TABOR property tax revenue limit, effectively reducing its total program mill levy annually.

District mill levies. For each district, total program mills, categorical buyout mills, total program reserve mills, and mill levy credits must sum to the district's reset total program mill levy target.

Total program mill levies are detailed in Figure 9 below, while categorical buyout and total program reserve levies are detailed on page 24.

For FY 2025-26, Figure 9 shows total program mill levies for the local share of school finance across districts, after any tax credits, which range from a low of 2.119 mills to the cap of 27 mills. The districts at or near the cap include most districts in the Denver and Pueblo metro areas, and clusters of rural districts in the Eastern Plains, San Luis Valley, and Western Slope. The districts with lower total program mill levies include high property wealth districts either in the resort communities such as Aspen and Telluride or districts in the oil and gas producing areas of Weld County, the Piceance Basin in northwest Colorado, and the San Juan Basin in southwest Colorado.

Figure 9
Total Program Mill Levies for the School Finance Act, FY 2025-26



Source: Legislative Council Staff. Note: Numbers in parentheses indicate the number of school districts in each tier.

Specific Ownership Taxes



Specific ownership taxes are expected to provide about \$272.6 million for school finance in FY 2025-26, bringing the local share to 46.3 percent of total school finance act funding.

Specific ownership taxes are paid annually on motor vehicles. Counties collect specific ownership taxes and distribute them to all governments in the county that collect property

taxes, such as school districts, cities, special districts, and the county itself. By law, counties distribute specific ownership tax revenue to these governments in proportion to the amount of property taxes collected by each. Thus, a school district that receives 50 percent of all the property taxes collected in a county would receive 50 percent of the specific ownership taxes collected in the county.

The funding formula does not count all specific ownership tax revenue towards the district's local share, however. Some districts collect more specific ownership taxes than others because the voters in those districts have approved additional property taxes. The formula specifically does not count towards the local share any specific ownership tax revenue attributable to a bond redemption (debt) or override (operating) mill levy, if the mill levy was approved by the district's voters.

The formula uses specific ownership taxes collected in the previous fiscal year because they are the most recent actual figures. Thus, the local share in FY 2025-26 reflects the FY 2024-25 specific ownership tax revenue.

How is State Aid Calculated?

State aid provides the difference between a district's total school finance act funding and the district's local share. In school finance, this concept of state assistance supplementing local resources is called "equalization." An equalized school finance system allows similar districts to spend similar amounts per pupil regardless of property wealth. For FY 2025-26, the school finance act authorizes state aid of \$5.4 billion, or 53.7 percent of total funding.



Distribution of State Aid

The state distributes money to school districts in either 12 approximately equal monthly payments, or such that when the state share is combined with local property tax distributions made in March, May, and June, the district receives approximately the same amount each month. Districts may request which distribution schedule they prefer.

In the first half of the fiscal year, the payments are based upon projected pupil count and assessed value estimates, because the state does not know exact pupil counts or district assessed values during that time period. The payments are later adjusted to reflect actual pupil counts and assessed values.

Depending on which payment schedule districts select, and how much property tax revenue a district receives, some districts may experience cash flow problems at certain times of the year.

The state offers a loan program to qualifying school districts to address cash flow issues; this loan program is discussed in further detail on page 29.

State Funding Sources

Three sources of revenue provide money for the state aid appropriation for school finance.

General Fund

In FY 2025-26, the state General Fund provides 82 percent of the appropriation, or \$4.4 billion. The General Fund is primarily made up of income and sales tax revenue.

State Education Fund

The State Education Fund also contributes to the state aid appropriation. The State Education Fund, created by Article IX, Section 17, of the Colorado Constitution (Amendment 23), receives revenue equal to a tax of one-third of 1 percent on federal taxable income. The contribution from the State Education Fund to the state aid appropriation is about \$905.4 billion in FY 2025-26, or 17 percent of total state aid.

Beginning in FY 2026-27, the Kids Matter Account in the State Education Fund will receive revenue equal to a tax of 65 percent of one-tenth of 1 percent on federal taxable income. This money can be used for the state share of school finance funding and categorical programs.

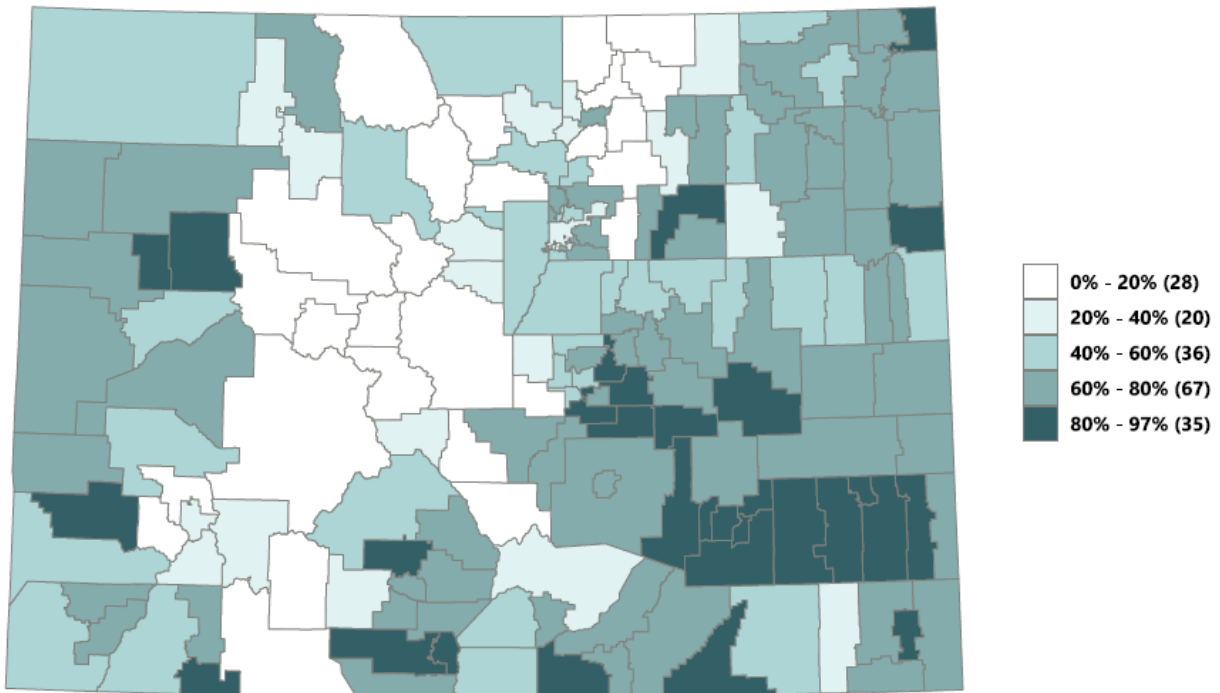
State Public School Fund

The balance comes from the State Public School Fund, which consists primarily of federal mineral lease revenue, marijuana revenue, and a portion of investment earnings from income earned on state public school lands. In FY 2025-26, the State Public School Fund is estimated to contribute 1 percent, or \$70.7 million, to the state share of school finance.

District State Shares

Figure 10 shows the state share of total funding across school districts for FY 2025-26, ranging from a low of 0 percent to a high of 97 percent. Five districts are fully locally funded in FY 2025-26, and 13 districts receive less than \$1,000 in state aid. Districts receiving a relatively low state share include districts in Weld County where oil production drives a large local share and districts containing mountain resort communities.

Figure 10
State Share of Total Funding FY 2025-26



Source: Legislative Council Staff.

Note: Numbers in parentheses indicate the number of school districts in each tier.

Modifications to the Funding Formula

The state's basic funding formula applies to all districts. However, the act makes modifications to the formula to account for unusual situations or to achieve policy objectives. Some modifications may alter the share of a district's funding that comes from state or local sources, including the following.

- *Most districts have received voter approval to exceed constitutional spending limits.* Steamboat Springs is the only district that has not received voter approval. District spending is capped at a district's constitutional spending limit, which increases by inflation plus the percentage change in district enrollment each year. However, districts may exceed that limit with voter approval, which 177 of 178 districts have obtained.
- The *categorical buyout* provisions of the school finance act require certain districts to offset or "buy out" state aid for categorical programs with local property tax revenue. This requirement applies when a district can raise enough money from local property taxes to cover its total formula funding, less specific ownership taxes, with a levy less than the prior year's levy. Depending on the level of increase in the district's property tax base, the district

may maintain its mill at the prior year's level and use the revenue to cover both its school finance funding and "buy out" a portion of its state aid for categorical programs.

Alternatively, if the increase in the property tax base is sufficient to cover both school finance funding and state categorical funding at a lower mill levy, the mill levy will be reduced.

Thirteen districts had a categorical buyout of \$6.0 million in FY 2025-26.

- *Total program reserve fund.* If a school district's mill reset mill levy target in HB20-1418 generates more revenue than the district's total program and categorical buyout requirements, the district may deposit the additional revenue in a total program reserve fund, to fund the costs of providing public education. In FY 2025-26, there are 12 districts expected to collect property tax revenue for their total program reserve fund.

Spending Requirements

School districts are not required to earmark revenue for instructional supplies, materials, capital outlay, capital reserve, and risk management. However, districts are still required to allocate a portion of the at-risk moneys they receive for specific purposes. Seventy-five percent of at-risk moneys must be allocated for instructional programs or staff development efforts that relate directly to at-risk pupils. All other money distributed to school districts under the school finance act can be spent at the discretion of districts.

Additional Funding Options

Unequalized Local Revenue

Many school district revenues are equalized, meaning that the state provides funding to equalize property wealth. However, the school finance act also allows local school districts some discretion to raise additional local revenue, for which the state provides no equalization. A description of these unequalized local revenue sources follows.

Mill Levy Overrides

With voter approval, state law allows districts to raise and spend property taxes over and above those that support the school finance act. These additional property taxes are called mill levy overrides, and their revenue must be used for operational costs.

Historically, state law limited override revenue to 25 percent (30 percent for small rural districts) of a district's total funding or \$200,000, whichever is greater, plus the FY 2001-02 supplemental cost-of-living adjustments. (The FY 2001-02 supplemental cost-of-living adjustment is a flat dollar amount in 104 districts that resulted from a calculation required by law based on the results of the 1999 cost-of-living study.)

Under House Bill 24-1448, from January 1, 2024 through June 30, 2030, a district whose cost of living and size factors under the new formula allocate less revenue than they do under the old 1994 formula for FY 2024-25 may ask its voters for permission levy additional override revenue up the funding difference as a percent of total program. Note that because of the structure of the 1994 Act, the old formula revenue calculation also includes funding attributable to at-risk and ELL factors.

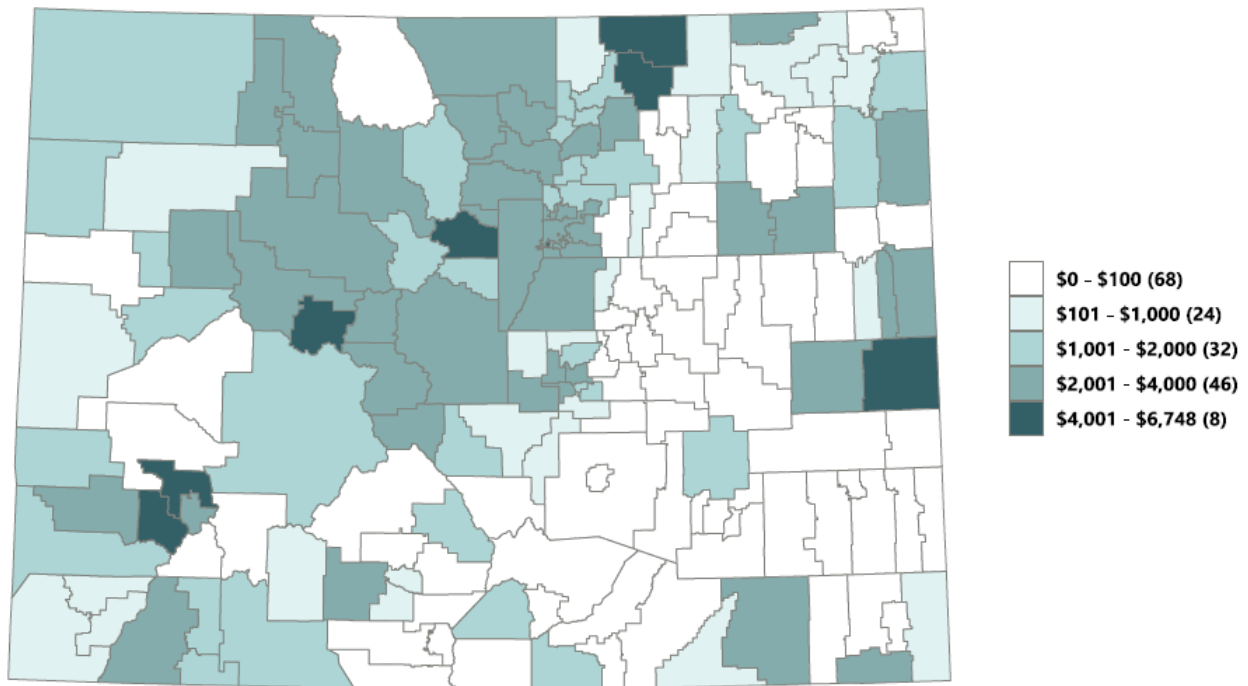
Under this provision, district override limits can range from 25 percent to 50 percent of total program. If a ballot question is approved during this period, the district override limit remains at that level as long as specified in the ballot question. If districts do not ask voter permission or the question is not approved during this period, the district's override limit returns to 25 percent or 30 percent as before.

The school finance act counts other revenue sources against a district's override limit. These sources of revenue may limit a district's ability to request voter approval for a property tax increase equal to the full amount of the limit. For example, in FY 2024-25, the override for 32 districts includes approximately \$21.2 million in property taxes relating to hold harmless provisions that used to be in the law. This funding was designed to hold districts harmless from any decrease in per pupil funding resulting from the passage of the 1994 act.

In FY 2024-25, 113 school districts generated nearly \$1.7 billion in override property taxes. Since some districts are phasing in overrides, the amount of taxes collected may be somewhat less than the amount authorized by voters.

For FY 2024-25, Figure 11 shows per pupil mill levy override funding across districts, as 113 districts received mill levy override revenue, and 65 districts did not. Districts without overrides are concentrated on the Eastern Plains and the southern end of the San Luis Valley. The two Pueblo school districts are the only Front Range districts located in metropolitan areas that do not have an override. Most of the other districts in metropolitan areas have overrides. The highest override per pupil funding levels occur in resort communities and a handful of districts on the Eastern Plains with low enrollment.

Figure 11
Mill Levy Override Funding Per Pupil, FY 2024-25



Source: Legislative Council Staff.

Note: Numbers in parentheses indicate the number of school districts in each tier.

House Bill 17-1375 required that all school districts with mill levy overrides implement a plan to distribute mill levy override revenue to charter and innovation schools, or distribute to those schools 95 percent of mill levy override per pupil revenue, beginning in FY 2019-20. The bill also created the Mill Levy Equalization Fund to provide an annual appropriation for state Charter School Institute schools that are in school districts that have passed mill levy overrides. Any moneys in the fund must be distributed on a per pupil basis. In FY 2025-26, \$53.5 million was appropriated for distribution to charter schools.

Property Taxes to Repay Bonded Debt

Independent of the school finance act, state law permits school districts to request voter approval to incur debt by issuing bonds. This is known as bonded debt. Districts repay the debt with a dedicated mill levy. Bonded debt is generally used by school districts for major capital construction projects. Revenue collected from a bonded debt mill levy must be credited to the district's bond redemption fund and used to repay the bondholders. In FY 2024-25, 132 school districts collected about \$1.4 billion from bonded debt mill levies.

State law imposes a limit on the amount of bonded debt a school district may incur. Districts are prohibited from issuing bonded debt in excess of 20 percent of the district's assessed valuation

or 6 percent of market value, whichever is greater. For districts that meet specified enrollment growth criteria, the limit is the greater of 25 percent of assessed value or 6 percent of market value.

Property Taxes for Capital Improvements in Growth Districts

Growth districts are districts in which the supplemental enrollment count grows by at least 1 percent or 50 students, whichever is less, over the October count. Growth districts may request voter approval to levy additional property taxes for capital projects. The money must be deposited into the district's capital reserve fund and can be used to pay for capital projects outright or to repay loans from the Public School Fund or the Colorado Educational and Cultural Facilities Authority.

The number of mills a growth district may levy is based on a district's property wealth relative to the statewide average. A district with an assessed value per pupil that exceeds the statewide average may impose an additional levy of up to one mill. The number of mills a district may levy increases as district property wealth decreases below the state average, up to a maximum of five mills. For instance, a district with an assessed value per pupil of \$20,000 could impose five mills, if the statewide average assessed value per pupil was \$100,000.

Property Taxes for Transportation

State law permits school districts to request voter approval to impose a levy to pay for transportation costs not reimbursed by the state. The proceeds from this levy must be deposited in the district's transportation fund.

Property Taxes for Full-Day Kindergarten

State law requires school districts to offer full-day or half-day kindergarten to children who are eligible for first grade the next year. The school finance act counts full-day kindergarten students at 1.0 FTE, and half-day kindergarten students at 0.58 FTE. With voter approval, school districts may raise additional property taxes to pay for the excess operating costs of full-day kindergarten programs and the associated capital costs. Excess operating costs of full-day kindergarten programs are defined as the cost of the program less one half of the districts per pupil funding multiplied by the number of students enrolled in the full-day kindergarten program. Property taxes must be deposited in a full day kindergarten fund, and if an election includes a levy for capital purposes, the proceeds of such a levy must be deposited in the capital construction account of the fund.

Property Taxes for Special Building or Technology Levies Projects

School districts may also request voter approval to levy up to 10 mills for up to three years to maintain and construct schools or to purchase and install instructional technology. The proceeds from such a levy are deposited in the district's special building and technology fund.

Cash Flow Loan Program

School districts may participate in an interest-free cash flow loan program sponsored by the state. Under this program, the state borrows money on behalf of school districts and pays the interest costs of the loan. In some circumstances, the state may lend money directly to school districts, charging the district interest. Participating school districts are required to pledge their property taxes toward the loan's repayment.

The loan program was created to help districts deal with the fact that property tax collections occur late in the budget year. A school district applies to the State Treasurer for a loan. A district is eligible for a loan from the state in any month in which the district can demonstrate that a cash deficit will exist in its general fund and that it has the capacity to repay the loan by June 25 of the state fiscal year in which the loan was made. A loan may not be made to provide assistance for matters eligible for payment from the contingency reserve or to cover a foreseeable level of uncollectible property taxes, nor may a loan be used by a district for arbitrage.

State Contingency Reserve

State law requires the General Assembly to annually determine the amount to appropriate to a contingency reserve fund to provide supplemental assistance to school districts. Money in the fund can be allocated by the State Board of Education to school districts for certain types of financial emergencies. Money may also be allocated in the following situations: if a district's abatement levy is insufficient to refund property taxes; if children placed in the district by a court create an unusual financial burden; to offset the impact of a decline in enrollment resulting from a detachment and annexation; or to offset the cost of pupils moving to a district after the count date. This last option is only available for districts with fewer than 2,000 pupils and only for the cost of the additional pupils.

In cases of extreme emergency, the state board may consider factors that are not specifically delineated in law and may provide financial aid from the contingency reserve to districts that could not maintain their schools without such additional assistance. In determining which districts receive payments from the contingency reserve and the amount of the payment, the state board must consider the amount of assistance requested as a percentage of each district's total funding.

In some situations, such as when disputed property taxes are eventually paid to a district, districts reimburse the state, thereby providing a source of revenue for the fund. For FY 2025-26, the General Assembly appropriated \$1.0 million to the fund.

Capital Construction

The state offers several programs to assist with school district capital construction projects. Depending on the program, the state provides assistance as a grant or a matching grant.

Matching Capital Construction Grants to School Districts

Through the Building Excellent Schools Today (BEST) Act, the Public School Capital Construction Assistance Fund provides matching grant money to school districts, charter schools, and boards of cooperative services to ensure that the condition and capacity of public school facilities are sufficient to provide a safe and uncrowded environment that is conducive to learning. The State Treasurer is authorized to enter into lease-purchase agreements and to sell certificates of participation to raise money to finance public school capital construction projects.

Under the law, a board within the Colorado Department of Education is responsible for establishing construction guidelines. These guidelines, which are used to assess and prioritize capital construction needs and evaluate requests for assistance, are required to identify construction, renovation, and equipment standards that meet educational and safety needs at a reasonable cost. In addition, the board is responsible for the conduct of a financial assistance priority assessment. For purposes of awarding assistance, the law prioritizes projects as follows:

- projects that address safety hazards and health or security concerns at existing public school facilities;
- projects that relieve overcrowding;
- projects that will provide career and technical education capital construction; and
- projects that are designed to incorporate technology into the educational environment.

Recipients of assistance from the BEST program are expected to pay a portion of the cost of the project unless a waiver is granted. Among the criteria taken into account in determining the local portion of a project's cost are the property and income wealth of a district and current efforts of districts and schools to finance capital improvements.

The Public School Capital Construction Assistance Fund is capitalized from a variety of revenue sources: state public school lands income; income and earnings from the investment of public school lands income, the proceeds from the sale of certificates of participation; excise tax on retail marijuana; some lottery money; and local matching money. In FY 2024-25, revenue to the fund is capped at \$150 million, with the cap to increase annually by inflation in subsequent years. The JBC is required to annually consider whether to continue the revenue cap. Revenue

from the investment of public school lands income exceeding \$41.0 million is not subject to the cap.

The fund is used to fund capital projects, pay the administrative costs, and make lease payments. The amount of the annual lease payments is limited to \$150 million.

Charter School Capital Construction Funding

The General Assembly appropriated \$42.3 million from the State Education Fund and the Public School Capital Construction Assistance Fund for charter school capital construction in FY 2025-26. A charter school qualifies for money if it has costs associated with constructing, demolishing, remodeling, financing, purchasing or leasing land, buildings, or facilities. Each charter school receives its proportionate share of the appropriation based on the number of pupils enrolled in the charter school.

Categorical Programs

School districts in Colorado receive state revenue through a variety of programs designed to serve special groups of students or student needs. The state constitution designates a specific group of these programs as "categorical programs." Article IX, Section 17, of the Colorado Constitution, commonly referred to as Amendment 23, defines categorical programs as programs for transportation, English language proficiency, expelled and at-risk students, children with disabilities and gifted children, suspended students, vocational education, small attendance centers, comprehensive health education, and any other accountable program specifically identified in law as a categorical program.

The General Assembly is required to increase the sum of funding for all of these programs by the rate of inflation. The General Assembly may use money in the State Education Fund to provide the increased funding. The state appropriation figures and the descriptive paragraphs below are limited to the appropriations that are regulated by Amendment 23, which are primarily paid from the General Fund and State Education Fund. However, federal and local funds are also used to pay for these services. Table 1 summarizes state funding for these categorical programs.

Table 1
State Funding for Categorical Programs
 Millions of Dollars

Categorical Program	FY 2024-25	FY 2025-26	% Change
Special Education	\$375.6	\$388.7	3.5%
Gifted and Talented Children	\$15.7	\$16.7	6.4%
Public School Transportation	\$71.4	\$73.0	2.2%
Vocational Education	\$32.0	\$32.7	2.2%
English Language Proficiency	\$34.6	\$35.9	3.8%
Small Attendance Centers	\$1.6	\$1.6	0.0%
Comprehensive Health Education	\$1.1	\$1.12	0.9%
Expelled & At-Risk Student Services	\$9.5	\$9.5	0.0%
TOTAL	\$541.5	\$559.2	3.3%

Special Education

The state provides special education funding for disabled students, as well as for gifted and talented students. The Exceptional Children's Educational Act (ECEA) dictates how funding is distributed.

Students with Disabilities

State funding for the education of students with disabilities totals \$388.7 million in FY 2025-26. This money is used to provide special services to about 119,500 Colorado public school students with disabilities, or roughly 14 percent of total pupil membership. Funding to provide educational services to students with disabilities is distributed to administrative units. An administrative unit could be a school district, a board of cooperative services, or a combination of school districts.

Tier A and Tier B

Under the law, an administrative unit receives \$1,883 for each student with a disability (known as Tier A funding) in FY 2025-26. Administrative units also receive an additional distribution based on each unit's proportion of students with specific disabilities compared to the number of students statewide with these disabilities (known as Tier B funding). This amount is estimated at \$6,000 per pupil in FY 2025-26. Beginning in FY 2024-25, Tier A and Tier B per student funding amounts must increase by inflation.

These specific disabilities include vision or hearing disabilities, autism, a significant identifiable emotional disability, a traumatic brain injury, multiple disabilities, or significant limited intellectual capacity. These distribution mechanisms account for about \$383.6 million of the special education appropriation.

Specific Purpose Funding

A portion of the appropriation (\$5.0 million) is set aside for a few specific purposes:

- \$500,000 is distributed to administrative units that pay tuition to facilities to provide special education services to students whose parents cannot be located or are incarcerated or whose parents' rights have been relinquished or terminated;
- \$4 million dollars is distributed in grants to administrative units for "high cost" students; and
- \$500,000 is used for translation of individualized education plans and other special education materials.

Gifted and Talented Students

For FY 2025-26, the General Assembly appropriated about \$16.7 million for district gifted and talented programs. These programs serve about 76,000 students, representing about 8 percent of the student population. This money is used to provide staff, activities, and educational materials and equipment to serve gifted students.

Public School Transportation

School districts are reimbursed for some of the cost of transporting pupils between their home and school. The reimbursement formula is two-pronged; it takes into account mileage and costs. The formula provides 37.87 cents for each mile traveled, plus 33.87 percent of the difference between district transportation expenditures and the mileage allowance. Transportation expenditures that are reimbursable include items such as motor fuel and oil, vehicle maintenance costs, equipment, facilities, driver employment costs, and insurance. Districts are not eligible for reimbursement for the cost of purchasing buses or for field trips.

The law sets a minimum funding level equal to the amount a district was entitled to receive in the prior year. However, the law also applies a cap of 90 percent of allowable district transportation expenditures. For FY 2025-26, the General Assembly appropriated \$73.0 million for the transportation program. Each district's funding is prorated if the appropriation is less than the required amount.

Vocational Education

Unlike the school finance act and the other categorical programs discussed in this booklet, which are administered by the Colorado Department of Education, the vocational education program is administered by the State Board for Community Colleges and Occupational Education. Vocational education courses are designed to provide students with entry-level occupational skills and knowledge required by business and industry. Any school district conducting approved vocational education courses is entitled to funding from moneys appropriated by the General Assembly.

Vocational education aid is disbursed to districts according to the full-time equivalent (FTE) cost of a program. The state provides funding for instructional personnel, contracted educational services, books and supplies, and equipment. Each district is required to pay its program costs per FTE at 70 percent of its per pupil revenue. For costs exceeding 70 percent, the state pays 80 percent of the first \$1,250 per FTE and 50 percent of any additional costs above the \$1,250 level. If the state appropriation is less than the amount required by the funding formula, district allocations are prorated. The FY 2025-26 appropriation for this program is \$32.7 million.

English Language Proficiency

The English Language Proficiency Act (ELPA) provides financial assistance to districts with students whose dominant language is not English. Districts are required to identify, assess, and provide programs for students in the following classifications:

1. students who do not comprehend or speak any English;
2. students who comprehend or speak some English but whose predominant language is not English; and
3. students who comprehend and speak English and at least one other language, whose dominant language is difficult to determine, and who score at or below an acceptable level on a state developed test.

ELPA funding is disbursed to districts for up to five years for each participating student. The state appropriation for this program in FY 2025-26 is \$35.9 million. Of this total, a portion is distributed to districts with students in classifications (1) and (2). The remainder is distributed to districts with students in category (3). Money is allocated to districts on a per pupil basis: the respective portions of the appropriation are divided by the total number of students in categories (1) and (2) and the total number of students in category (3); each district receives the per pupil funding amount for qualifying students.

Small Attendance Centers

The state provides additional funding for school districts that operate small attendance centers, which are defined as schools with fewer than 200 pupils that are at least 20 miles from a similar school in the same district. To receive funding for such a school, a district must have received funding prior to the 2008-09 budget year.

Eligible districts receive 35 percent of the difference between the district's per pupil funding and the per pupil funding the school would receive if it were a separate school district. This amount is further refined to take into account the size of the school relative to the cut-off point of 200 pupils for small attendance center funding. Smaller schools receive a higher percentage of the calculated per pupil funding, while larger schools receive a smaller percentage. The General Assembly appropriated \$1.6 million for this program in FY 2025-26, distributed to 11 small attendance centers.

Expelled and At-Risk Student Services Grant Program

For FY 2025-26, the General Assembly appropriated about \$9.5 million to the Colorado Department of Education to distribute as grants for programs to serve expelled and truant students and students at risk of expulsion or suspension. The department may distribute money to school districts, charter schools, public alternative schools, and non-parochial private schools whose programs have been approved by the State Board, boards of cooperative services, the state Department of Military and Veterans Affairs, and pilot schools under contract with the State Board to serve expelled and at-risk students.

In awarding grants, the State Board must consider, among other issues, the quality and cost effectiveness of the services to be provided, the demonstrated effectiveness of services funded by previous grants to an applicant, and the number of students receiving services. Forty-five percent of the appropriation must be awarded to applicants who provide services to students from more than one school district.

Comprehensive Health Education

School districts and boards of cooperative services may receive grants to provide a local comprehensive health education program, which must include a law-related education program to reduce the incidence of gang involvement and substance abuse, and a local student wellness program. State law requires that student wellness programs be coordinated with health education to receive funding. One revenue source for the grant program is money appropriated, but not spent, for school finance; the program receives 50 percent of any unspent money. For FY 2025-26, the General Assembly appropriated \$1.1 million for this program.

APPENDIX A: Calculation Examples

Type of Funding	Formula Used
School District Funding (If 2024 Act Fully Implemented)	Foundation Funding + Cost of Living Funding + Size Factor Funding + Locale Factor Funding + At-Risk Funding + ELL Funding + Special Education Funding + Online and Extended High School Funding <i>See Illustration 2 below for application of phase in and hold harmless</i>
Funded Pupil Count*	Online/Extended High School Counts + .08 x Half Day Kindergarten Count + the greater of the current year's K-12 count or a two-year, three-year, or four-year average of the K-12 counts
District-Related Factor Funding (Cost of Living, Size, Locale)	Base Per Pupil Amount x (Pupil Count - Online and Extended High School Count) x Factor <i>Factors vary by school district.</i>
Student-Related Factor Funding (At-Risk, ELL, Special Education)	Base Per Pupil Amount x Applicable Pupil Count x 0.25 <i>Factor is 0.25 for most school districts, but is 0.32 if the district is more than 70% at-risk and less than 7,000 pupils.</i>
Online and Extended High School Funding	Applicable Per Pupil Rate x Applicable Pupil Count
Local Share	Current Year Property Taxes + Prior Year Specific Ownership Taxes
State Aid	Total Funding – Local Share

*Funded pupil count calculation for FY 2025-26. See page 7 for potential changes to this calculation in subsequent years

Calculation Examples

The following tables are provided for two purposes: first, to help illustrate the calculations included in the formula; and second, to provide data on how to determine the factors used in the formula. The two hypothetical districts used in these illustrations represent (A) a large district with a lower at-risk share and higher cost of living; and (B) a small, rural district with a higher at-risk share and lower cost of living.

Illustration 1 shows how a district's total program is calculated, if the new formula in the 2024 Act was fully implemented, by adding each of the individual factors together. District A benefits from the cost of living factor and the student-related factors. District B, because it is smaller and rural, benefits from the size, at-risk, and locale factors.

ILLUSTRATION 1: Total Program Funding if 2024 Act was Fully Implemented

Formula	District A	District B
Foundation Funding	\$260,754,000	\$3,911,310
+ Cost of Living Factor Funding	+ \$59,973,420	+ \$367,663
+ Size Factor Funding	+ \$0	+ \$923,851
+ Locale Factor Funding	+ \$0	+ \$1,077,828
+ At-Risk Funding	+ \$16,297,125	+ \$903,947
+ English Language Learners Funding	+ \$869,180	+ \$108,648
+ Special Education Funding	+ \$8,691,800	+ \$184,701
+ Online and Extended High School Funding	+ \$752,240	+ \$52,400
= Total Funding If Fully Implemented	= \$347,337,765	= \$7,530,348

Illustration 2A and 2B show the application of the phase in and hold harmless provisions to determine a district's actual total program during the seven-year phase in period. In this example, District A receives the hold harmless, and District B does not.

ILLUSTRATION 2A: Phased In Total Program

Formula	District A	District B
Total Program Under 2024 Act If Fully Implemented	\$347,337,765	\$7,530,348
- Total Program Under 1994 Act	- \$328,451,597	- \$5,629,931
= Difference	= \$18,886,168	= \$1,900,416
x Phase in Percent (FY 2025-26)	x 15%	x 15%
=Phase In Amount	= \$2,832,925	= \$285,062
+ Total Program Under 1994 Act	+ \$328,451,597	+ \$5,629,931
= Phased In Total Program	= \$331,284,523	= \$5,914,994

ILLUSTRATION 2B: Application of Hold Harmless

Formula	District A	District B
Hold Harmless (2024-25 Funding)	\$331,646,665	\$5,503,349
Phased In Total Program	\$331,284,523	\$5,914,994
Final Total Program Max of hold harmless or phased in total program	\$331,646,665	\$5,914,994

Illustration 2C shows the calculation of district per pupil funding.

ILLUSTRATION 2C: Per Pupil Funding

Formula	District A	District B
Final Total Program	\$331,646,665	\$5,914,994
Funded Pupil Count	30,075	455
Per Pupil Funding	\$11,027	\$13,000

Illustration 3 shows how a district’s foundation funding is calculated, based on the statewide base per pupil amount and a district's pupil count.

ILLUSTRATION 3: Foundation Funding

Formula	District A	District B
Base Per Pupil	\$8,691.8	\$8,691.8
x Pupil Count*	x 30,000	x 450
= Foundation Funding	= \$260,754,000	= \$3,911,310

*funded pupil count excluding online and extended high school students

Illustration 4 shows how a district’s cost of living factor funding is calculated.

ILLUSTRATION 4: Cost of Living Factor Funding

Formula	District A	District B
Base Per Pupil	\$8,691.8	\$8,691.8
x Cost of Living Factor	x 0.23	x 0.094
x Pupil Count*	x 30,000	x 450
= Cost of Living Funding	= \$59,973,420	= \$367,663

*funded pupil count excluding online and extended high school students

Illustration 5A shows how a district’s size factor funding is calculated. Smaller districts receive more size factor funding. **Illustration 5B** shows how a district’s size factor is calculated, as specified in state law. Districts with more than 6,500 funded pupils do not receive size factor funding.

ILLUSTRATION 5A: Size Factor Funding

Formula	District A	District B
Base Per Pupil	\$8,691.8	\$8,691.8
x Size Factor	x 0.0	x 0.23620
x Pupil Count*	x 30,000	x 450
= Size Factor Funding	= \$0	= \$923,851

*funded pupil count excluding online and extended high school students

ILLUSTRATION 5B: Determining the Size Factor

For a pupil count* of: The district's size factor is:	
Less than 276	$1.5457 + (0.00376159 \times \text{the difference between the district's pupil count* and 276})$
276 or more but less than 459	$1.2385 + (0.00167869 \times \text{the difference between the district's pupil count* and 459})$
459 or more but less than 1,027	$1.1215 + (0.00020599 \times \text{the difference between the district's pupil count* and 1,027})$
1,027 or more but less than 2,293	$1.0533 + (0.00005387 \times \text{the difference between the district's pupil count* and 2,293})$
2,293 or more but less than 3,500	$1.0368 + (0.00001367 \times \text{the difference between the district's pupil count* and 3,500})$
3,500 or more but less than 5,000	$1.0297 + (0.00000473 \times \text{the difference between the district's pupil count* and 5,000})$
5,000 or more But less than 6,500	1.0297
6,500 or more	0

*funded pupil count excluding online students.

Illustration 6A shows how a district's locale factor funding is calculated. **Illustration 6B** shows the factor for each NCES designation.

ILLUSTRATION 6: Locale Factor Funding

Formula	District A	District B
Local Designation	Suburban: Large	Rural: Remote
Base Per Pupil	\$8,691.8	\$8,691.8
x Locale Factor	x 0.0	x 0.25
x Pupil Count*	x 30,000.0	x 450.0
= Prelim Locale r Funding	= \$0	= \$977,828
+ Additional Local Funding	+ \$0	+ \$100,000
= Total Locale Funding	= \$0	= \$1,077,828

*funded pupil count excluding online and extended high school students

ILLUSTRATION 6B: Determining the Locale Factor*

Designation	Locale Factor	Designation	Locale Factor
City: Large	0.0	Rural: Distant	0.20
City: Midsize	0.0	Rural: Remote	0.25, plus \$100,000
City: Small	0.0	Rural: Fringe	0.15
Suburban: Large	0.0	Town: Distant	0.05
Suburban: Midsize	0.0	Town: Fringe	0.025
Suburban: Small	0.0	Town: Remote	0.10, plus \$100,000

* Districts utilize the most recent NCES designation, or the prior one, whichever results in a larger factor.

Illustration 7A and 7B show how a district's at-risk factor and associated funding are determined. In most districts, the funding for each at-risk student is the same; however, districts with fewer than 7,000 pupils and an at-risk percentage of greater than 70% receive a larger amount of funding for each at-risk pupil.

ILLUSTRATION 7A: At-Risk Factor

Formula	District A	District B
At-Risk Count	25%	71%
Is the At-Risk Percentage Greater than 70%?	No	Yes
Funded Pupil Count	30,075	455
Is the Funded Pupil Count less than 7,000?	No	Yes
Get At-Risk Concentration? <i>If Yes to both questions above, at-risk factor is 0.32. If not, it is 0.25.</i>	No	Yes
At-Risk Factor	0.25	0.32

ILLUSTRATION 7B: At-Risk Factor Funding

Formula	District A	District B
Base Per Pupil	\$8,691.8	\$8,691.8
x At-Risk Factor	x 0.25	x 0.32
x At-Risk Pupil Count	x 7,500.00	x 325.00
= At-Risk Funding	= \$16,297,125	= \$903,947

Illustration 8 shows how a district's ELL factor funding is calculated. The funding for each ELL student is the same, meaning districts with more ELL students receive more funding from this factor.

ILLUSTRATION 8: ELL Factor Funding

Formula	District A	District B
Base Per Pupil	\$8,691.8	\$8,691.8
x ELL Factor	x 0.25	x 0.25
x ELL Pupil Count	x 400	x 50
= ELL Funding	= \$869,180	= \$108,648

Illustration 9 shows how a district's special education factor funding is calculated. The funding for each special education student is the same, meaning districts with more special education students receive more funding from this factor.

ILLUSTRATION 9: Special Education Factor Funding

Formula	District A	District B
Base Per Pupil	\$8,691.8	\$8,691.8
x Sp. Ed. Factor	x 0.25	x 0.25
x Sp. Ed. Pupil Count	x 4000	= 85
= Sp. Ed. Funding	= \$8,691,800	= \$184,701

Illustration 10A through 10C shows how a district's funding for online and extended high school students is determined. There is one flat per pupil rate for online students, and students in the PTech and TREP programs, and a different rate for students in the ASCENT program. The ASCENT program will be eliminated beginning in FY 2026-27.

ILLUSTRATION 10A: Online, PTech, and TREP Funding

Formula	District A	District B
Online/TREP/PTech Rate	\$10,480	\$10,480
x Online/TREP/PTech Pupil Count	x 65	x 5
= Online/TREP/PTech Funding	= \$681,200	= \$52,400

ILLUSTRATION 10B: ASCENT Funding*

Formula	District A	District B
ASCENT Rate	\$7,104	\$7,104
x ASCENT Pupil Count	x 10	x 0
= ASCENT Funding	= \$71,040	= \$0

*Reflects ASCENT per pupil rate for FY 2025-26. ASCENT program is eliminated beginning in FY 2026-27.

ILLUSTRATION 10C: Total Online and Extended High School Funding

Formula	District A	District B
Online/TREP/PTech Funding	\$681,200	\$52,400
+ ASCENT Fundings	+ \$71,040	+ \$0
= Online & Extended High School Funding	= \$752,240	= \$52,400

Table X
History of School Finance Act Funding

Dollars in thousands, except for per pupil funding

State share and total funding are after the budget stabilization factor in 2010-11 through 2023-24

Year	Pupil Count³	Pct Chg	Local Share¹	Pct Chg	State Share²	Pct Chg	Total Funding	Pct Chg	Per Pupil Funding	Pct Chg
1993-94	598,723	N/A	\$1,173,360	N/A	\$1,333,473	N/A	\$2,506,833	N/A	\$4,187	N/A
1994-95	612,503	2.30%	\$1,212,975	3.40%	\$1,442,538	8.20%	\$2,655,513	5.90%	\$4,336	3.50%
1995-96	627,934	2.50%	\$1,257,025	3.60%	\$1,524,452	5.70%	\$2,781,477	4.70%	\$4,430	2.20%
1996-97	644,226	2.60%	\$1,301,484	3.50%	\$1,644,771	7.90%	\$2,946,255	5.90%	\$4,573	3.20%
1997-98	657,531	2.10%	\$1,372,814	5.50%	\$1,724,017	4.80%	\$3,096,831	5.10%	\$4,710	3.00%
1998-99	670,913	2.00%	\$1,417,205	3.20%	\$1,848,346	7.20%	\$3,265,110	5.40%	\$4,867	3.30%
1999-00	681,749	1.60%	\$1,476,033	4.20%	\$1,929,349	4.40%	\$3,405,202	4.30%	\$4,995	2.60%
2000-01	693,644	1.70%	\$1,538,639	4.20%	\$2,046,026	6.10%	\$3,584,665	5.30%	\$5,168	3.50%
2001-02	707,202	2.00%	\$1,626,653	5.80%	\$2,229,715	8.90%	\$3,856,367	7.60%	\$5,453	5.50%
2002-03	717,465	1.50%	\$1,676,235	2.90%	\$2,481,879	11.50%	\$4,158,114	7.90%	\$5,796	6.30%
2003-04	722,980	0.80%	\$1,673,550	-0.20%	\$2,623,125	5.70%	\$4,296,675	3.30%	\$5,943	2.50%
2004-05	729,377	0.90%	\$1,688,649	0.90%	\$2,741,477	4.50%	\$4,430,127	3.10%	\$6,074	2.20%
2005-06	741,328	1.60%	\$1,702,468	0.80%	\$2,869,702	4.70%	\$4,572,170	3.20%	\$6,168	1.50%
2006-07	753,065	1.60%	\$1,730,169	1.60%	\$3,058,693	6.60%	\$4,788,862	4.70%	\$6,359	3.10%
2007-08	760,884	1.00%	\$1,915,780	10.70%	\$3,152,505	3.00%	\$5,068,285	5.80%	\$6,661	4.80%
2008-09	778,108	2.30%	\$1,955,982	2.10%	\$3,393,038	7.60%	\$5,349,019	5.50%	\$6,874	3.20%
2009-10	789,511	1.50%	\$2,068,809	5.80%	\$3,518,763	3.70%	\$5,587,572	4.50%	\$7,077	3.00%
2010-11	798,677	1.20%	\$2,018,856	-2.40%	\$3,422,747	-2.70%	\$5,441,603	-2.60%	\$6,813	-3.70%
2011-12	808,139	1.10%	\$1,900,525	-5.90%	\$3,331,921	-2.70%	\$5,232,446	-3.80%	\$6,475	-5.00%
2012-13	817,645	1.18%	\$1,918,249	0.93%	\$3,379,714	1.43%	\$5,297,963	1.25%	\$6,480	0.07%
2013-14	830,831	1.61%	\$1,938,833	1.07%	\$3,588,100	6.17%	\$5,526,934	4.32%	\$6,652	2.67%
2014-15	844,528	1.65%	\$1,983,293	2.29%	\$3,950,500	10.10%	\$5,933,793	7.36%	\$7,026	5.62%
2015-16	852,323	0.92%	\$2,259,786	13.94%	\$3,979,716	0.74%	\$6,239,501	5.15%	\$7,321	4.19%
2016-17	858,796	0.76%	\$2,257,705	-0.09%	\$4,115,128	3.40%	\$6,372,832	2.14%	\$7,421	1.37%
2017-18	865,017	0.72%	\$2,507,348	11.06%	\$4,120,569	0.13%	\$6,627,917	4.00%	\$7,662	3.24%
2018-19	870,085	0.59%	\$2,598,751	3.65%	\$4,468,585	8.45%	\$7,067,336	6.63%	\$8,123	6.01%
2019-20	896,001	2.98%	\$2,977,176	14.56%	\$4,628,743	3.58%	\$7,605,919	7.62%	\$8,489	4.51%
2020-21	891,118	-0.54%	\$3,013,628	1.22%	\$4,224,466	-8.73%	\$7,238,094	-4.84%	\$8,122	-4.31%
2021-22	886,243	-0.55%	\$3,279,266	8.81%	\$4,709,740	11.49%	\$7,989,006	10.37%	\$9,014	10.98%
2022-23	879,405	-0.8%	\$3,449,247	5.18%	\$4,989,404	5.94%	\$8,438,651	5.63%	\$9,596	6.45%
2023-24	859,783	-2.2%	\$4,178,810	21.15%	\$4,995,052	0.11%	\$9,173,862	8.71%	\$10,670	11.19%
2024-25	853,934	-0.7%	\$4,186,738	0.19%	\$5,592,212	11.96%	\$9,778,950	6.60%	\$11,452	7.33%
2025-26	841,832	-1.4%	\$4,633,283	10.67%	\$5,364,774	-4.07%	\$9,998,057	2.24%	\$11,877	3.71%

¹ The local share includes property and specific ownership taxes to support total program in the school finance act.

² For FY 1993-94, the state share includes funding for increasing enrollment and House Bill 93-1320; for FY 2010-11, the state share includes \$216.4 million in federal funds.

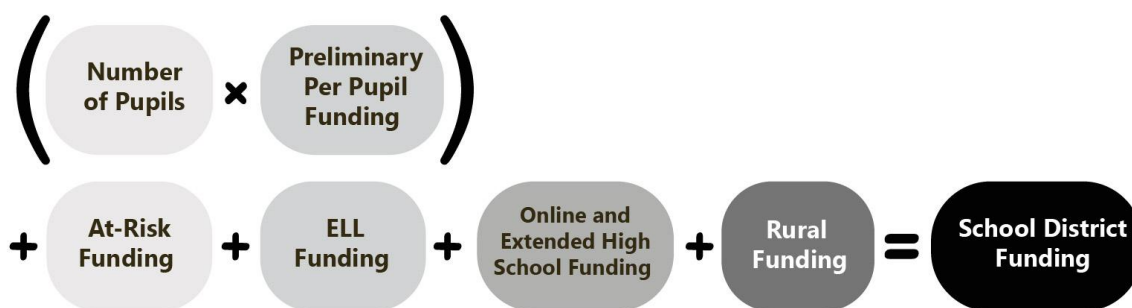
³ Beginning in FY 2019-20, the pupil count includes full-day kindergarten students counted as 1.0 FTE.

APPENDIX B: Public School Finance Act of 1994

Prior to FY 2025-26, school finance funding was distributed to the state’s 178 school districts under the “Public School Finance Act of 1994.” Details of how the 1994 formula differs from the 2024 Act are provided below. A full explanation of the 1994 formula is available in [a previous version of this handbook](#).

Formula Structure

Under the 1994 Act, a district’s funding is the number of pupils in the district multiplied by the district’s preliminary per pupil funding level, plus an amount of money provided to compensate a district for at-risk pupils, online students, English language learner students (ELL) and extended high school students. Each district’s preliminary per pupil funding amount is used to calculate at-risk and ELL funding, making it a multiplicative formula.



How Are Pupils Counted?

Determining a district’s **funded pupil count** under the 1994 Act is the same as in the new formula, with two primary differences.

Minimum pupil count

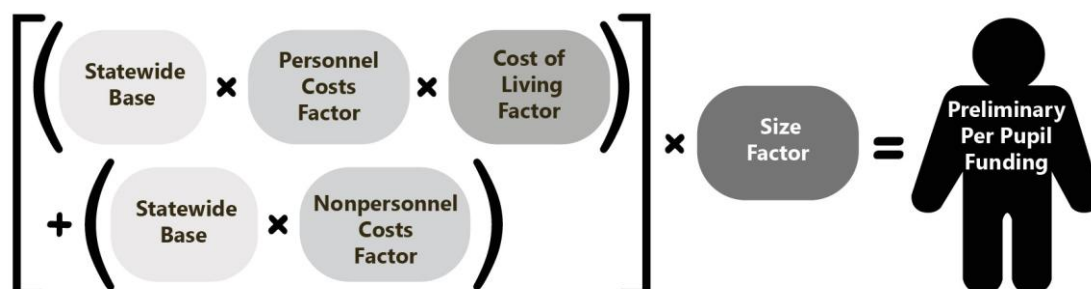
Districts receive funding for a minimum of 50 student FTE in the 1994 Act compared to 60 under the 2024 Act.

Student Count Averaging

Like the 2024 Act, the 1994 Act includes enrollment allowances for districts that have declining enrollment. The pupil count for declining enrollment districts in the 1994 Act is the greater of a two-year, three-year, four-year, or five-year average of the October counts. Beginning in FY 2027-28 through the remainder of the phase in period, the 1994 Act will utilize the same student averaging provision as is used in the 2024 Act.

Preliminary Per Pupil Funding

A district's preliminary per pupil funding is the result of adjusting the statewide base by various factors representing district-specific characteristics, including cost-of-living, personnel and nonpersonnel costs, and enrollment size.



Statewide Base Is Starting Point

The calculation of each district's pupil funding starts with a statewide base per pupil funding amount, set annually by the General Assembly. The base is the same under the new and old formulas.

The Statewide Base Is Adjusted for Cost of Living

Each school district is assigned a factor to indicate the cost of living in the district relative to the cost of living in other districts in the state. Because of different statutory calculation methodologies, district cost of living factors are different under the new and old formulas. For FY 2025-26, the district cost of living factors under the 1994 Act range from about 1.015 to 1.652.

Under the 1994 Act, a district's factor from the prior two-year cycle is increased when the cost of living in the district increases by a greater percentage than the increase in the statewide average teacher salary used in the study. For example, the 2023 study used representative purchases made by a household earning an average teacher's salary of \$63,822 per year. This amount reflects the average salary for a teacher with a bachelor's degree and ten or more years of teaching experience, and represents a 6.7 percent increase over the \$59,834 salary for a comparable teacher in 2021.

In periods when average salaries increase by 1.0 percent or more, the increase in the factor is equal to the percentage change in the district's cost of living divided by the percentage change in the salary level divided by 1,000. The increase in the factor is rounded to three decimal places.

Personnel Costs Factor Adjusts a Portion of the Statewide Base for Cost of Living

The 1994 Act recognizes that differences in the cost of living primarily affect the salaries that must be paid to hire and retain qualified personnel. Therefore, the cost-of-living factor is applied

only to the portion of the base that relates to personnel, as defined by the personnel costs factor.

In FY 2025-26, the personnel costs factor ranges from 80 percent to 91 percent and differs by district according to enrollment. Smaller districts have smaller factors and, therefore, a smaller portion of the base is increased for cost of living. Larger districts spend a higher proportion of their budgets on personnel costs than smaller districts, and thus receive a larger increase to their base from the cost of living factor.

Each district's "*nonpersonnel costs factor*" is the difference between 100 percent and the district's personnel costs factor. It is the portion of the base that is *not* adjusted for cost of living and ranges from 10 percent to 20 percent.

Size Factor Adjusts for Economies of Scale

The 1994 Act includes a size factor that provides additional money to all school districts, but particularly small school districts unable to take advantage of economies of scale.

Like the personnel costs factor, a size factor is calculated under a formula using district enrollment. The smallest districts — districts with enrollments of fewer than 5,000 students — receive the largest size factors and, therefore, more funding per pupil. All other districts receive a size factor, which provides an increase in per pupil funding of about 3 percent.

The 1994 Act also attempts to minimize the effect that charter schools may have on the size factor of small school districts. The size factor for districts with fewer than 500 pupils is calculated using the district's enrollment minus 65 percent of the pupils enrolled in charter schools.

Funding for At-Risk Students

The 1994 Act provides additional funding for school districts serving students who are at risk of failing or dropping out of school, based on the district's preliminary per pupil funding, the number of at-risk students, and the proportion of at-risk students in the district.

Definition of At-Risk Students

At-risk pupils under the 1994 Act are defined as students from low-income families, measured by eligibility for free and reduced-price lunches under the National School Lunch Act. This is the same method as is used for the 2024 Act.

At-Risk Funding

Under the 1994 Act, the proportion of at-risk students in a district determines the amount of funding a district receives for its at-risk pupils. Every district receives at least 12 percent of its preliminary per pupil funding for each at-risk pupil.

Districts with higher-than-average proportions of at-risk students receive a premium above this initial amount. The premium amount depends upon district enrollment and the degree to which the district's share of at-risk students exceeds the statewide average. For districts with enrollments between 459 and 50,000, the premium is equal to 12 percent plus 0.30 of a percentage point for each percentage point that the district's at-risk percentage exceeds the statewide average. Thus, if the statewide average is 30 percent, and 41 percent of a particular district's students qualify for at-risk funding, the district would receive a premium of 15.3 percent ($12.0 + (0.3 \times 11) = 15.3$) for qualifying students.

For districts with enrollments greater than 50,000, the premium is equal to 12 percent plus 0.36 of a percentage point for each percentage point that the district's at-risk percentage exceeds the statewide average. The at-risk factor is capped at 30 percent, so 18 percentage points is the maximum premium that can be added to the base 12 percent of per pupil funding provided for each at-risk student.

The at-risk funding premium is provided only for pupils over the statewide average percentage of at-risk pupils. Only districts with more than 459 pupils qualify for the at-risk funding premium.

Funding for English Language Learners

Students not fully proficient in English are funded through the ELL factor. Criteria for student eligibility for ELL funding is explained on page 16. The factor is 8 percent of each district's preliminary per pupil funding multiplied by district ELL enrollment.

Funding for Online and Extended High School Students

Online and extended high school student eligibility and funding is the same under both the 1994 and 2024 Acts, as described on page 16.

Funding for Rural School Districts

Beginning in FY 2024-25, the 1994 Act provides additional funding for districts designated as rural or small rural by CDE. Small rural districts must have less than 1,000 pupils, and rural districts must have between 1,000 and 6,500 pupils. This funding is calculated as the greater of \$100,000, or a district's funded pupil count multiplied a per pupil rate that increases annually by

inflation. In FY 2025-26, rural districts receive \$181.89 per pupil and small rural receive \$481.58 per pupil.

Minimum Funding

The 1994 Act guarantees that all districts receive a minimum level of per pupil funding. Minimum per pupil funding level is benchmarked at 95 percent of the state average per pupil funding, excluding online funding, and applies to any district that would otherwise receive a lesser per pupil amount under the formula.

Budget Stabilization Factor

In an effort to generate budget savings for the state, House Bill 10-1369 included a factor called the budget stabilization factor. For most districts, after all the funding adjustments required by the school finance act were calculated, this factor reduced total funding proportionately across districts. Districts with limited state aid were instead required to contribute through a buyout of state spending on categorical programs. It remained in place through FY 2023-24 and was eliminated beginning in FY 2024-25. The budget stabilization factor has also been known as the negative factor.

APPENDIX C: Glossary

1994 Act: The school finance formula adopted in the Public School Finance Act of 1994. It is being phased out through 2031-32.

2024 Act: The school finance formula in the Public School Finance Act of 2024, adopted through House Bill 24-1448. First implemented in FY 2025-26, it will be phased in over seven years.

Accelerating Students through Concurrent Enrollment (ASCENT): A program that allows eligible students to complete a fifth year of high school while enrolled concurrently in higher education courses. Students who have completed at least 9 credit hours of postsecondary coursework prior to completion of their 12th grade year may be eligible to remain enrolled with their local education provider for one year following their 12th grade year. The education provider receives per pupil funding that it uses to pay their college tuition at the resident community college rate. Students receive their high school diplomas at the end of their ASCENT year. The program is repealed beginning in FY 2026-27.

Amendment 23: A constitutional amendment adopted in 2000 that sets minimum levels of increase in the statewide base per pupil funding amount and for total categorical program funding. It also creates the State Education Fund and earmarks a portion of income tax revenue for the fund. Amendment 23 is codified as Article IX, Section 17, Colorado Constitution.

Assessed Value: The taxable value of property as determined by a tax assessor or government agency. Property taxes are paid on the basis of a property's assessed valuation, which represents only a fraction of a property's market value.

At-Risk Factor: The percentage increase in a district's per pupil funding for the presence of at-risk pupils. Districts receive an at-risk factor of 0.25, or if they have less than 7,000 pupil and more than 70 percent of students are at-risk, the district receives an at-risk factor of 0.32.

At-Risk Pupils: Students who are eligible for the federal free or reduced-price meal program because they come from families with incomes below a certain level. The act provides additional funding based on the number of at-risk pupils enrolled in each district.

Base Funding Amount: See Statewide Base Per Pupil Funding Amount.

Bonded Indebtedness: Obligations of a school district to make payments on a loan, generally for major capital construction projects. With voter approval, districts can issue bonded debt and impose a mill levy to repay the debt over time.

Budget Year: Same as a fiscal year, the period beginning on July 1 of each year and ending on the following June 30.

Capital Outlay: Money spent to acquire fixed assets that can be expected to last for more than one year. Fixed assets include land, buildings, machinery, and furniture.

Capital Reserve Fund: A fund used by school districts for long-term capital outlay expenditures. Districts can only use the capital reserve fund to acquire land and buildings, construct new buildings or additions to buildings, purchase equipment and furnishings, alter or improve existing buildings when the cost exceeds \$2,500, acquire school buses or other equipment with a per unit cost of at least \$1,000, enter into long-term lease agreements, or purchase software licenses that cost at least \$1,000.

Categorical Programs: Programs that are funded separately from the school finance act and are identified in the state constitution. Examples include vocational education, special education, and pupil transportation.

Charter School: A public school operated by a group of parents, teachers, and/or community members as a semi-autonomous school of choice within a school district, operating under a charter between the members of the charter school community and an authorizer, which is either the local board of education or the state Charter School Institute.

Constitutional Spending Limit: The maximum allowable change in a school district's spending from one year to the next. The limit for school districts is equal to the percentage change in a district's enrollment plus the Denver Aurora-Lakewood inflation rate in the prior calendar year.

Cost of Living Factor: One of the factors used in calculating a district's per pupil funding. The cost of living factor reflects the relative differences among the state's 178 districts in the costs of housing, goods, and services for the regions in which districts are located.

English Language Learners: Students who need language support to achieve standards in grade-level content in English. These students either speak a language other than English and do not comprehend or speak English, or speak some English but their primary comprehension is in a language other than English.

Enrollment: The number of pupils enrolled on October 1 within the budget year.

Equalization Aid: State funding provided to equalize the property wealth of districts.

Extended High School: Students who are enrolled in a postsecondary course through the ASCENT, P-Tech, or TREP programs, or are in grades 13 or 14 in a p-tech school. TREP, P-Tech, or ASCENT students may be counted as either full-time or part-time based on the number of postsecondary credits in which they are enrolled.

Foundation Funding: This funding is calculated by multiplying the base per pupil amount by the district's funded pupil count, excluding online and extended high school students.

Growth Districts: School districts whose February enrollment count grows by at least 1 percent or 50 students, whichever is less, over the October count. Growth districts can request voter approval to levy additional property taxes for capital projects.

Locale Factor: The locale factor provides funding based on district remoteness, using a district level designation from the federal National Center for Education Statistics (NCES).

Local Share: The portion of a district's total program contributed directly by local taxpayers of the district. A district's local share includes revenue from property taxes and specific ownership taxes.

Mill Levy: A property tax rate based on dollars per thousand of assessed valuation. One mill is the same as one tenth of 1 percent (.001). Thus, 1 mill will generate \$1 when levied on \$1,000 of a property's assessed value.

Mill Levy Override: Local voter-approved property tax revenue in excess of funding provided through the school finance act, used for operational costs.

Budget Stabilization Factor: A factor introduced in House Bill 10-1369 and extended indefinitely in Senate Bill 11-230, to achieve budget savings for the state. The budget stabilization factor was eliminated beginning in FY 2024-25.

Online Students: Students enrolled in an online education program that provides a sequential program of instruction through the use of technology via the internet in a virtual or remote setting. Some students participate in programs that serve students from more than one school district (multi-district programs), and some participate in programs offered by their own district (single district programs). Only multi-district online students are funded as online students in the formula; single-district online students are funded as regular pupils.

Per Pupil Revenues/PPR: A district's total funding divided by its funded pupil count. It represents a district's final per pupil funding.

Property Tax: A local tax that is calculated by applying a mill levy to assessed value. Revenue from the property tax represents the primary source of local funding for K-12 public education.

Pupil Count/Funded Pupil Count: The number of pupils for which a school district receives funding under the school finance act. For funding purposes, pupils are counted on October 1 within the applicable budget year.

Size Factor: One of the factors used in calculating a district's per pupil funding. The size factor is designed to compensate smaller districts for being unable to realize economies of scale. It is formula-driven and based on enrollment.

Specific Ownership Tax: A tax paid annually on motor vehicles instead of property taxes. Specific ownership taxes are part of a district's local contribution to school funding.

Small Attendance Center: A school of fewer than 200 students that is located more than 20 miles from a similar school in the same district. Small attendance centers are eligible for categorical program funding.

Special Education Students: Students with disabilities defined as children from 3 years old to 21 years old who, due one of the conditions specified in state law, are unable to receive reasonable benefit from general education, or meet other criteria specified in state law.

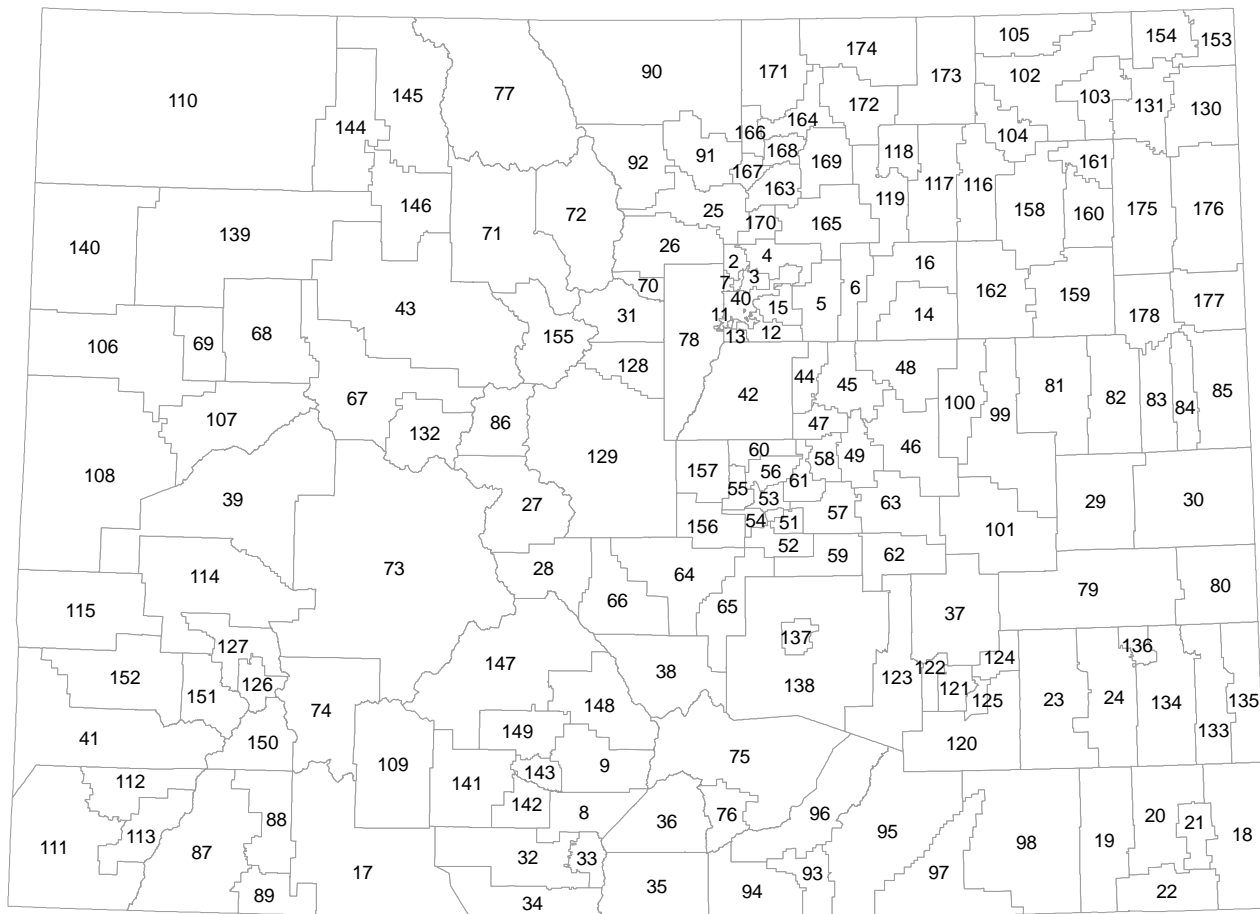
State Aid: Funding provided by the state under the school finance act. State aid is the difference between a district's total funding and what is provided from local property and specific ownership taxes.

Statewide Base Per Pupil Funding Amount: The dollar amount to which the factors are applied in determining each district's per pupil funding level, and the amount used to calculate each district's foundation funding. Each district receives the same base per pupil funding amount.

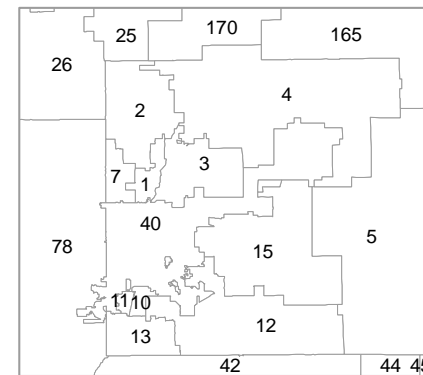
Total Program Funding: The total funding amount for each district through the school finance act. It is the sum of the local share and state aid.

APPENDIX D: School District Map Key

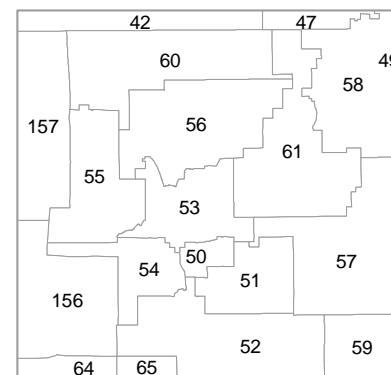
Colorado School Districts



Denver Area



Colorado Springs Area

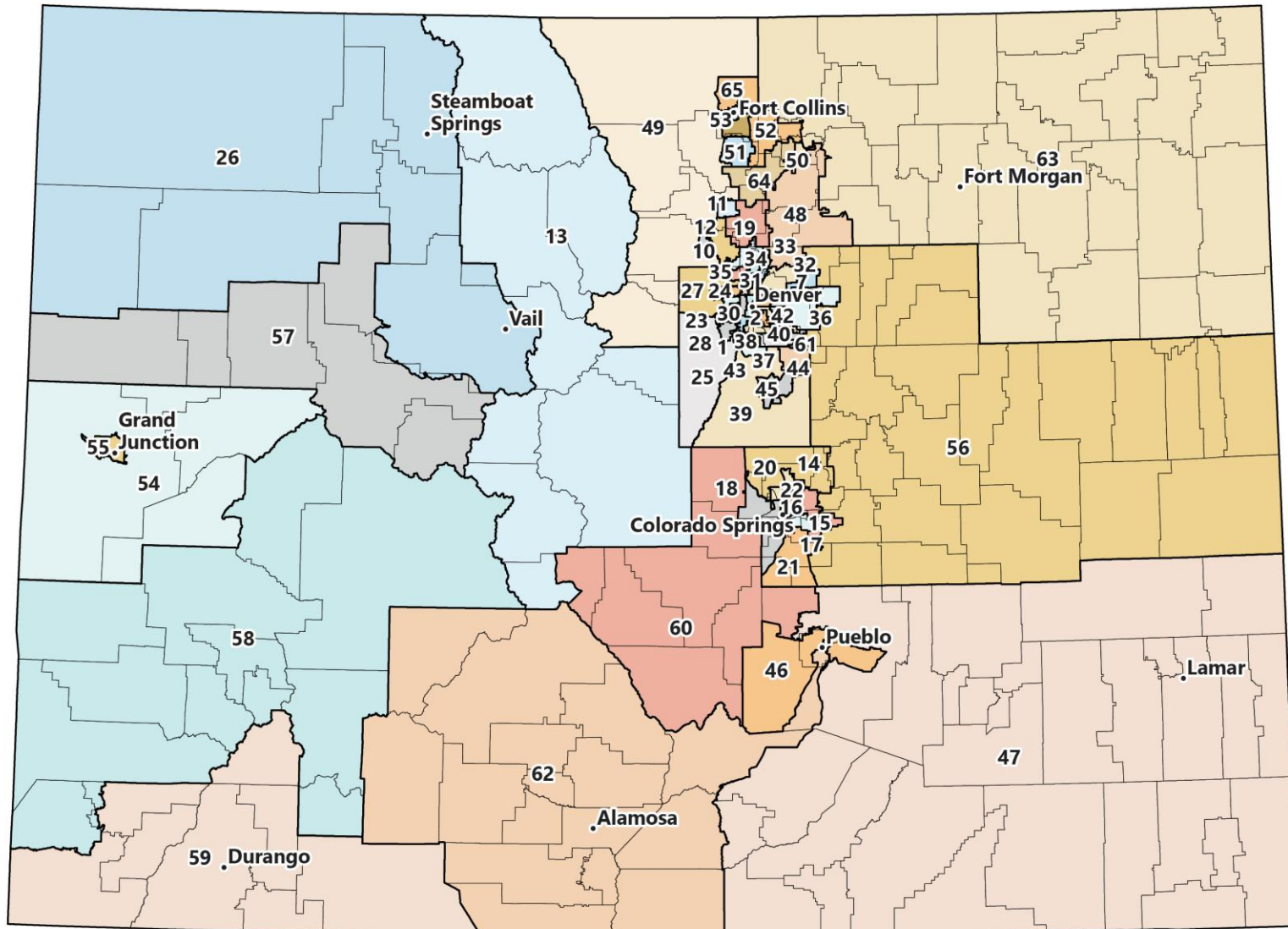


School District Identification Number Corresponding to Map

#	School District	#	School District	#	School District	#	School District
1	Mapleton	30	Cheyenne R-5	59	Hanover	88	Bayfield
2	Adams 12	31	Clear Creek	60	Lewis-Palmer	89	Ignacio
3	Commerce City	32	North Conejos	61	Falcons	90	Poudre
4	Brighton	33	Sanford	62	Edison	91	Thompson
5	Bennett	34	South Conejos	63	Miami-Yoder	92	Estes Park
6	Strasburg	35	Centennial	64	Canon City	93	Trinidad
7	Westminster	36	Sierra Grande	65	Florence	94	Primero
8	Alamosa	37	Crowley	66	Cotopaxi	95	Hoehne
9	Sangre de Cristo	38	Westcliffe	67	Roaring Fork RE-1	96	Aguilar
10	Englewood	39	Delta	68	Rifle	97	Branson
11	Sheridan	40	Denver	69	Parachute	98	Kim
12	Cherry Creek	41	Dolores County RE-2	70	Gilpin	99	Genoa-Hugo
13	Littleton	42	Douglas	71	West Grand	100	Limon
14	Deer Trail	43	Eagle	72	East Grand	101	Karval
15	Aurora	44	Elizabeth	73	Gunnison	102	Valley
16	Byers	45	Kiowa	74	Hinsdale	103	Frenchman
17	Archuleta	46	Big Sandy	75	Huerfano	104	Buffalo
18	Walsh	47	Elbert	76	La Veta	105	Plateau
19	Pritchett	48	Agate	77	North Park	106	DeBeque
20	Springfield	49	Calhan	78	Jefferson	107	Plateau Valley
21	Vilas	50	Harrison	79	Eads	108	Mesa Valley
22	Campo	51	Windsor	80	Plainview	109	Creede
23	Las Animas	52	Fountain	81	Arriba-Flagler	110	Moffat County RE 1
24	McClave	53	Colorado Springs	82	Hi Plains	111	Montezumas
25	St. Vrain	54	Cheyenne Mountain	83	Stratton	112	Dolores RE-4A
26	Boulder	55	Manitou Springs	84	Bethune	113	Mancos
27	Buena Vista	56	Academy	85	Burlington	114	Montrose
28	Salida	57	Ellicott	86	Lake	115	West End
29	Kit Carson	58	Peyton	87	Durango	116	Brush

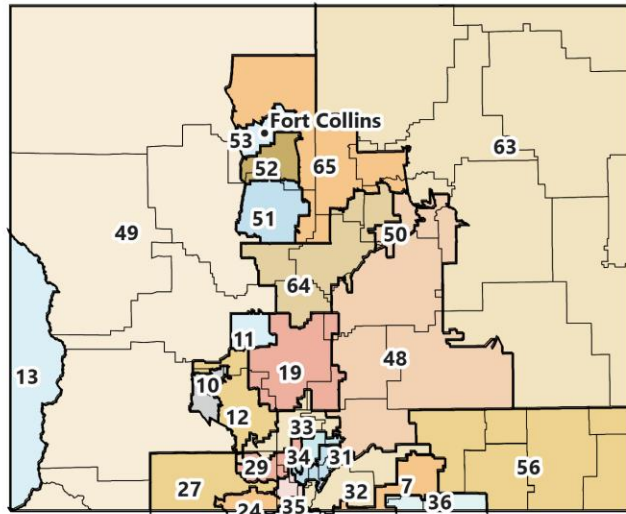
#	School District	#	School District	#	School District	#	School District
117	Fort Morgan	133	Granada	149	Center	165	Keenesburg
118	Weldon	134	Lamar	150	Silverton	166	Windsor
119	Wiggins	135	Holly	151	Telluride	167	Johnstown
120	East Otero	136	Wiley	152	Norwood	168	Greeley
121	Rocky Ford	137	Pueblo City	153	Julesburg	169	Platte Valley RE-7
122	Manzanola	138	Pueblo Rural	154	Platte Valley RE-3	170	Fort Lupton
123	Fowler	139	Meeker	155	Summit	171	Ault-Highland
124	Cheraw	140	Rangely	156	Cripple Creek	172	Briggsdale
125	Swink	141	Del Norte	157	Woodland Park	173	Prairie
126	Ouray	142	Monte Vista	158	Akron	174	Pawnee
127	Ridgway	143	Sargent	159	Arickaree	175	West Yuma
128	Platte Canyon	144	Hayden	160	Otis	176	East Yuma
129	Park County	145	Steamboat Springs	161	Lone Star	177	Idalia
130	Holyoke	146	South Routt	162	Woodlin	178	Liberty
131	Haxtun	147	Mountain Valley	163	Gilcrest		
132	Aspen	148	Moffat 2	164	Eaton		

APPENDIX E: School Districts in Colorado House Districts

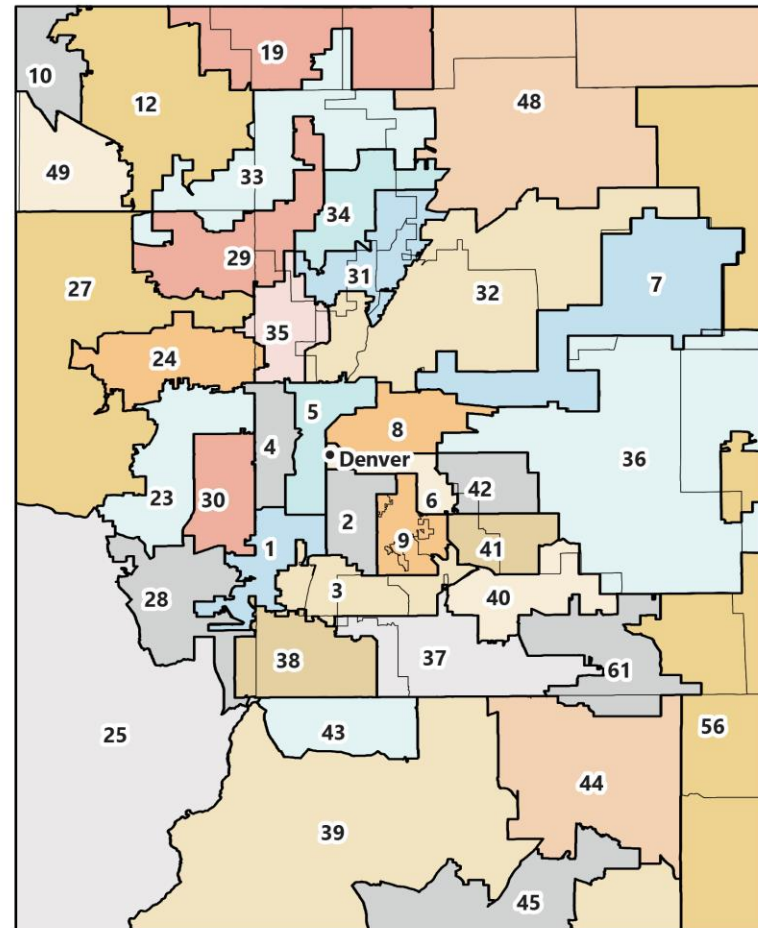


APPENDIX E: School Districts in Colorado House Districts (cont'd)

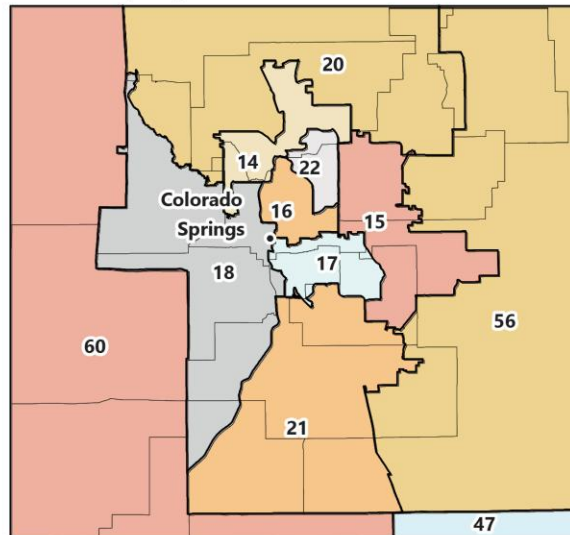
Fort Collins-Loveland Area



Denver Area



Colorado Springs Area



House District 1 – Representative Javier Mabrey

Map Number	School District	Share of School District in Leg. District
40	Denver	10.4%

House District 2 – Representative Steven Woodrow

Map Number	School District	Share of School District in Leg. District
40	Denver	8.0%

House District 3 – Representative Meg Froelich

Map Number	School District	Share of School District in Leg. District
10	Englewood	98.8%
11	Sheridan	96.6%
12	Cherry Creek	5.9%
40	Denver	3.8%

House District 4 – Representative Cecelia Espenosa

Map Number	School District	Share of School District in Leg. District
40	Denver	7.4%

House District 5 – Representative Alex Valdez

Map Number	School District	Share of School District in Leg. District
40	Denver	9.9%

House District 6 – Representative Sean Camacho

<u>Map Number</u>	<u>School District</u>	Share of School District in Leg. District
40	Denver	5.8%

House District 7 – Representative Jennifer Bacon

<u>Map Number</u>	<u>School District</u>	Share of School District in Leg. District
40	Denver	36.7%

House District 8 – Representative Lindsay Gilchrist

Map Number	School District	Share of School District in Leg. District
40	Denver	11.2%

House District 9 – Representative Emily Sirota

Map Number	School District	Share of School District in Leg. District
12	Cherry Creek	3.4%
40	Denver	5.9%

House District 10 – Representative Junie Joseph

Map Number	School District	Share of School District in Leg. District
26	Boulder	5.1%

House District 11 – Representative Karen McCormick

Map Number	School District	Share of School District in Leg. District
25	St. Vrain	7.3%

House District 12 – Representative Kyle Brown

Map Number	School District	Share of School District in Leg. District
25	St. Vrain	4.0%
26	Boulder	13.1%

House District 13 – Representative Julie McCluskie

Map Number	School District	Share of School District in Leg. District
27	Buena Vista	100%
28	Salida	50.6%
71	West Grand	94.1%
72	East Grand	100%
77	North Park	100%
86	Lake	100%
128	Platte Canyon	100%
129	Park	100%
155	Summit	100%

House District 14 – Representative Ava Flanell

Map Number	School District	Share of School District in Leg. District
53	Colorado Springs	10.2%
56	Academy	27.3%

House District 15 – Representative Scott Bottoms

Map Number	School District	Share of School District in Leg. District
51	Widefield	32.5%
53	Colorado Springs	3.2%
57	Ellicott	13.7%
61	Falcon	25.0%

House District 16 – Representative Rebecca Keltie

Map Number	School District	Share of School District in Leg. District
53	Colorado Springs	33.0%

House District 17 – Representative Regina English

Map Number	School District	Share of School District in Leg. District
50	Harrison	85.8%
51	Widefield	20.0%
53	Colorado Springs	10.1%

House District 18 – Representative Amy Paschal

Map Number	School District	Share of School District in Leg. District
50	Harrison	13.0%
52	Fountain	19.8%
53	Colorado Springs	24.7%
54	Cheyenne Mountain	99.2%
55	Manitou Springs	74.0%
65	Florence	3.7%

House District 19 – Representative Dan Woog

Map Number	School District	Share of School District in Leg. District
25	St. Vrain	19.4%
163	Gilcrest	3.9%
170	Ft. Lupton	27.1%

House District 20 – Representative Jarvis Caldwell

Map Number	School District	Share of School District in Leg. District
55	Manitou Springs	25.8%
56	Academy	69.5%
58	Peyton	11.2%
60	Lewis-Palmer	99.7%
61	Falcon	42.7%

House District 21 – Representative Mary Bradfield

Map Number	School District	Share of School District in Leg. District
51	Widefield	43.8%
52	Fountain	53.9%
59	Hanover	15.1%
65	Florence	15.6%

House District 22 – Representative Ken DeGraaf

Map Number	School District	Share of School District in Leg. District
53	Colorado Springs	17.4%
56	Academy	3.2%

House District 23 – Representative Monica Duran

Map Number	School District	Share of School District in Leg. District
78	Jefferson	3.7%

House District 24 – Representative Lisa Feret

Map Number	School District	Share of School District in Leg. District
7	Westminster	4.2%
78	Jefferson	3.3%

House District 25 – Representative Tammy Story

Map Number	School District	Share of School District in Leg. District
78	Jefferson	60.2%

House District 26 – Representative Meghan Lukens

Map Number	School District	Share of School District in Leg. District
43	Eagle	73.2%
67	Rangely	100%
71	West Grand	5.9%
139	Moffat County	100%
144	Hayden	100%
145	Steamboat	100%
146	South Routt	100%
148	Meeker	100%

House District 27 – Representative Brianna Titone

Map Number	School District	Share of School District in Leg. District
78	Jefferson	23.3%

House District 28 – Representative Sheila Lieder

Map Number	School District	Share of School District in Leg. District
78	Jefferson	3.7%

House District 29 – Representative Lori Goldstein

Map Number	School District	Share of School District in Leg. District
2	Adams 12	19.5%
7	Westminster	13.2%

House District 30 – Representative Rebekah Stewart

Map Number	School District	Share of School District in Leg. District
78	Jefferson	2.3%

House District 31 – Representative Jacque Phillips

Map Number	School District	Share of School District in Leg. District
1	Mapleton	25.8%
2	Jefferson	15.2%
3	Commerce City	10.4%

House District 32 – Representative Manny Rutinel

Map Number	School District	Share of School District in Leg. District
1	Mapleton	60.9%
3	Commerce City	89.6%
4	Brighton	17.8%
7	Westminster	4.4%

House District 33 – Representative Kenny Nguyen

Map Number	School District	Share of School District in Leg. District
2	Adams 12	36.2%
4	Brighton	4.0%

House District 34 – Representative Jenny Willford

Map Number	School District	Share of School District in Leg. District
2	Adams 12	24.6%

House District 35 – Representative Lorena Garcia

Map Number	School District	Share of School District in Leg. District
1	Mapleton	13.2%
2	Adams 12	3.1%
7	Westminster	78.1%

House District 36 – Representative Michael Carter

Map Number	School District	Share of School District in Leg. District
5	Bennett	18.8%
15	Aurora	79.6%

House District 37 – Representative Chad Clifford

Map Number	School District	Share of School District in Leg. District
12	Cherry Creek	26.2%
13	Littleton	20.4%

House District 38 – Representative Gretchen Rydin

Map Number	School District	Share of School District in Leg. District
13	Littleton	77.4%

House District 39 – Representative Brandi Bradley

Map Number	School District	Share of School District in Leg. District
42	Douglas	77.9%

House District 40 – Representative Naquetta Ricks

Map Number	School District	Share of School District in Leg. District
12	Cherry Creek	17.0%

House District 41 – Representative Jamie Jackson

Map Number	School District	Share of School District in Leg. District
12	Cherry Creek	4.7%
15	Aurora	7.2%

House District 42 – Representative Mandy Lindsay

Map Number	School District	Share of School District in Leg. District
15	Aurora	10.1%

House District 43 – Representative Bob Marshall

Map Number	School District	Share of School District in Leg. District
42	Douglas	2.4%

House District 44 – Representative Anthony Hartsook

Map Number	School District	Share of School District in Leg. District
42	Douglas	7.2%

House District 45 – Representative Max Brooks

Map Number	School District	Share of School District in Leg. District
42	Douglas	9.1%

House District 46 – Representative Tisha Mauro

Map Number	School District	Share of School District in Leg. District
137	Pueblo City	70.6%
138	Pueblo Rural	33.2%

House District 47 – Representative Ty Winter

Map Number	School District	Share of School District in Leg. District
18	Walsh	100%
19	Pritchett	100%
20	Springfield	100%
21	Vilas	100%
22	Campo	100%
23	Las Animas	100%
24	McClave	100%
37	Crowley	92.1%
62	Edison	100%
75	Huerfano	52.6%
76	La Veta	100%
79	Eads	100%
80	Plainview	100%
93	Trinidad	100%
94	Primero	100%
95	Hoehne	100%

Map Number	School District	Share of School District in Leg. District
96	Aguilar	100%
97	Branson	100%
98	Kim	100%
120	East Otero	100%
121	Rocky Ford	100%
122	Manzanola	100%
123	Fowler	100%
124	Cheraw	100%
125	Swink	100%
133	Granada	100%
134	Lamar	100%
135	Holly	100%
136	Wiley	100%
137	Pueblo City	3.1%
138	Pueblo Rural	50.5%

House District 48 – Representative Carlos Barron

Map Number	School District	Share of School District in Leg. District
4	Brighton	33.7%
154	Platte Valley	7.2%
163	Gilcrest	92.4%
165	Keenesburg	38.2%
168	Greeley	18.1%
170	Ft. Lupton	79.0%

House District 49 – Representative Lesley Smith

Map Number	School District	Share of School District in Leg. District
25	St. Vrain	51.4%
26	Boulder	77.4%
31	Clear Creek	100%
70	Gilpin	100%
90	Poudre	88.7%
91	Thompson	64.6%
92	Estes Park	100%

House District 50 – Representative Mary Young

Map Number	School District	Share of School District in Leg. District
168	Greeley	28.0%

House District 51 – Representative Ron Weinberg

Map Number	School District	Share of School District in Leg. District
91	Thompson	19.7%

House District 52 – Representative Yara Zokaie

Map Number	School District	Share of School District in Leg. District
90	Poudre	2.1%
91	Thompson	1.4%

House District 53 – Representative Andrew Boesenecker

Map Number	School District	Share of School District in Leg. District
90	Poudre	1.8%

House District 54 – Representative Matt Soper

Map Number	School District	Share of School District in Leg. District
39	Delta	42.3%
106	De Beque	16.0%
107	Plateau Valley	100%
108	Mesa Valley	96.8%

House District 55 – Representative Rick Taggart

Map Number	School District	Share of School District in Leg. District
108	Mesa	3.1%

House District 56 – Representative Chris Richardson

Map Number	School District	Share of School District in Leg. District
4	Brighton	39.0%
5	Bennett	81.2%
6	Strasburg	100%
12	Cherry Creek	18.2%
14	Deer Trail	100%
16	Byers	100%
29	Kit Carson	100%
30	Cheyenne	100%
37	Crowley	7.9%
44	Elizabeth	100%
45	Kiowa	100%
46	Big Sandy	100%
47	Elbert	100%
49	Calhan	100%
51	Weld	3.7%
52	Fountain	26.3%
57	Ellicott	86.0%
58	Peyton	88.8%
59	Hanover	85.0%
61	Falcon	32.2%
62	Edison	91.2%
63	Miami-Yoder	100%
82	Hi Plains	100%
83	Stratton	100%
84	Bethune	100%
85	Burlington	98.5%
99	Genoa-Hugo	100%
100	Limon	100%

Map Number	School District	Share of School District in Leg. District
101	Karval	10%
119	Wiggins	7.9%
165	Keenesburg	6.4%

House District 57 – Representative Elizabeth Velasco

Map Number	School District	Share of School District in Leg. District
43	Eagle	26.8%
67	Roaring Fork	97.5%
68	Rifle	100%
69	Parachute	100%
106	De Beque	84.0%
132	Aspen	100%

House District 58 – Representative Larry Don Suckla

Map Number	School District	Share of School District in Leg. District
17	Archuleta	18.9%
39	Delta	57.7%
42	Dolores County	100%
73	Gunnison	79.1%
74	Hinsdale	100%
111	Montezuma	35.2%
112	Dolores	13.5%
114	Montrose	100%
115	West End	100%
126	Ouray	100%
127	Ridgway	100%
151	Telluride	100%
152	Norwood	100%

House District 59 – Representative Katie Stewart

Map Number	School District	Share of School District in Leg. District
17	Archuleta	81.1%
88	Bayfield	100%
112	Dolores	86.5%
177	Ignacio	100%
113	Mancos	100%
111	Montezuma	64.8%
150	Silverton	100%

House District 60 – Representative Stephanie Luck

Map Number	School District	Share of School District in Leg. District
28	Salida	49.4%
38	Westcliffe	100%
64	Cañon City	100%
65	Florence	80.6%
66	Cotopaxi	100%
138	Pueblo Rural	10.3%
156	Cripple Creek	100%
157	Woodland Park	9.8%

House District 61 – Representative Eliza Hamrick

Map Number	School District	Share of School District in Leg. District
12	Cherry Creek	22.5%

House District 62 – Representative Matthew Martinez

Map Number	School District	Share of School District in Leg. District
8	Alamosa	100%
9	Sangre de Cristo	100%
32	North Conejos	100%
33	Sanford	100%
34	South Conejos	100%
35	Centennial	100%
36	Sierra Grande	100%
73	Gunnison	20.9%
75	Huerfano	43.3%
109	Creede	100%
137	Pueblo City	26.3%
138	Pueblo Rural	6.0%
141	Del Norte	100%
142	Monte Vista	100%
143	Sargent	100%
147	Mountain Valley	100%
149	Center	100%
148	Moffat	100%

House District 63 – Representative Dusty Johnson

Map Number	School District	Share of School District in Leg. District
102	Valley	100%
103	Frenchman	100%
104	Buffalo	100%
116	Brush	100%
117	Ft. Morgan	100%
118	Weldon	100%
119	Wiggins	92.1%
130	Holyoke	100%
131	Haxtun	100%
153	Julesburg	100%
154	Platte Valley RE-3	100%
158	Akron	100%
159	Arickaree	100%
160	Otis	100%
161	Lone Start	100%
162	Woodlin	100%
164	Eaton	84.9%
165	Keenesburg	55.5%
166	Windsor	9.6%
168	Greeley	19.9%
169	Platte Valley RE-7	92.8%
171	Ault-highland	100%

Map Number	School District	Share of School District in Leg. District
172	Briggsdale	100%
173	Prairie	100%
174	Pawnee	100%
175	Yuma	100%
176	Wray	100%
177	Idalia	99.8%
178	Liberty	87.5%

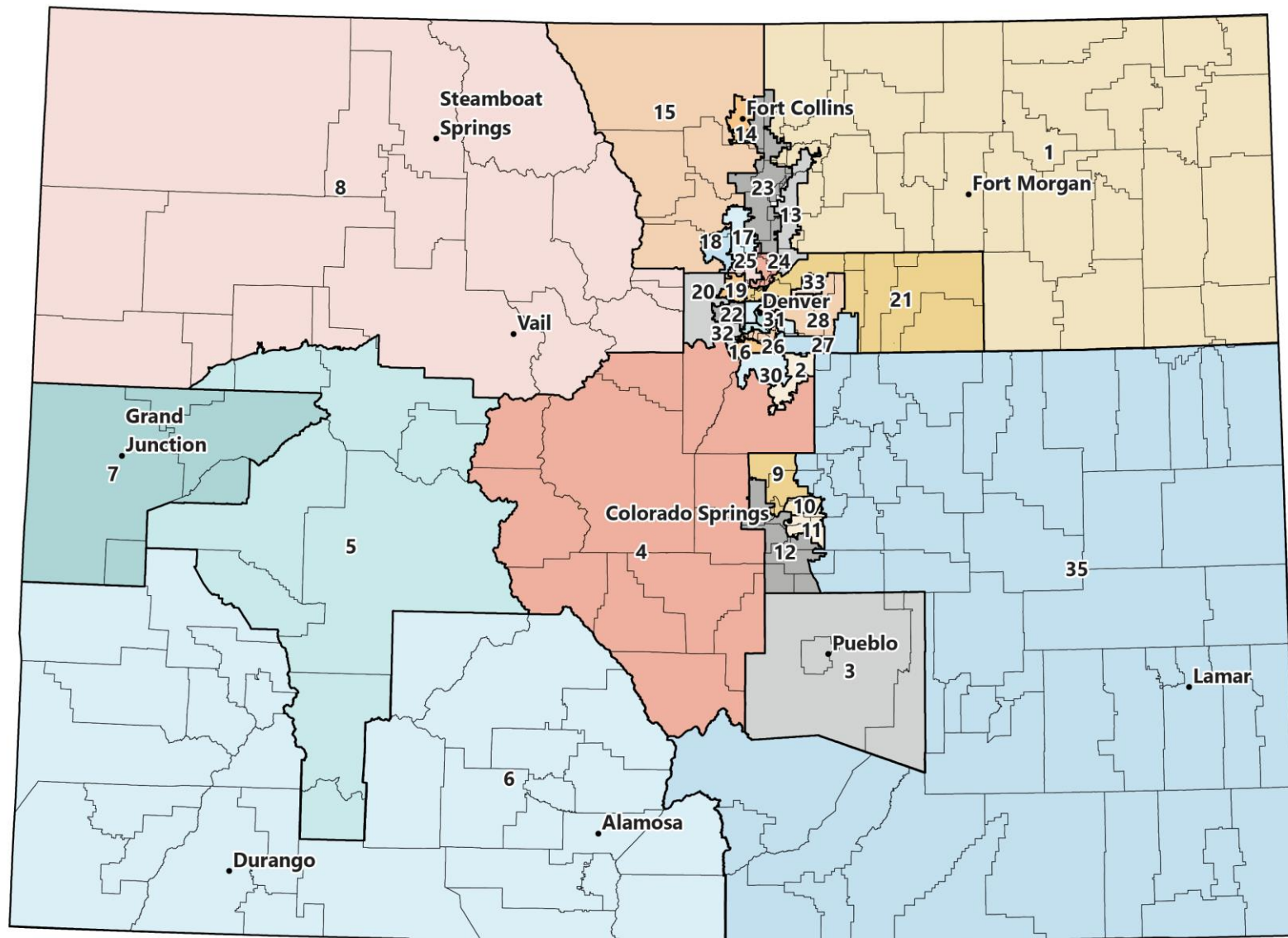
House District 64 – Representative Scott Slauch

Map Number	School District	Share of School District in Leg. District
25	St. Vrain	9.3%
91	Thompson	10.2%
166	Windsor	14.7%
167	Johnstown	86.9%
168	Greeley	26.4%

House District 65 – Representative Lori Garcia Sander

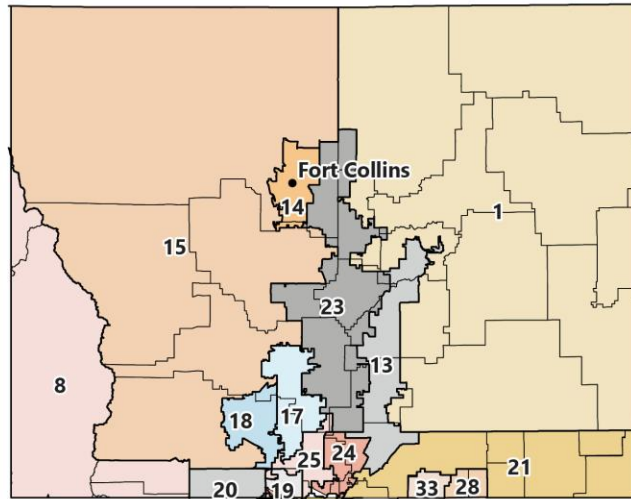
Map Number	School District	Share of School District in Leg. District
90	Poudre	7.3%
91	Thompson	4.2%
164	Eaton	15.1%
166	Windsor	75.7%
167	Johnstown	10.9%
168	Greeley	7.5%

Appendix F: School Districts in Colorado Senate Districts

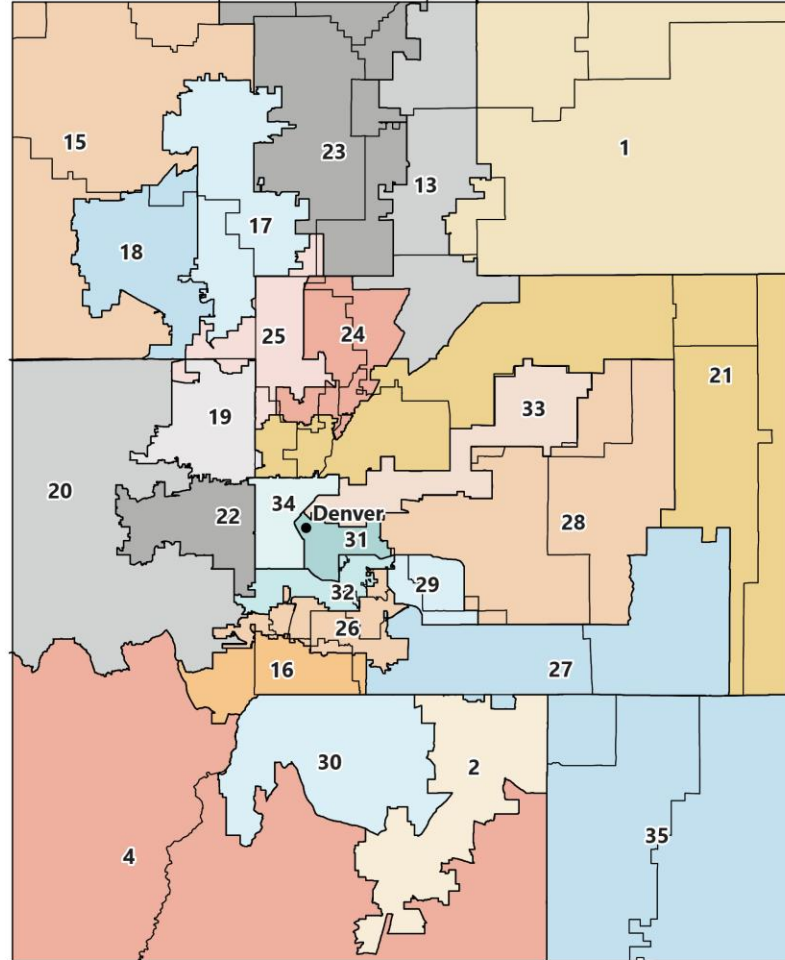


Appendix F: School Districts in Colorado Senate Districts

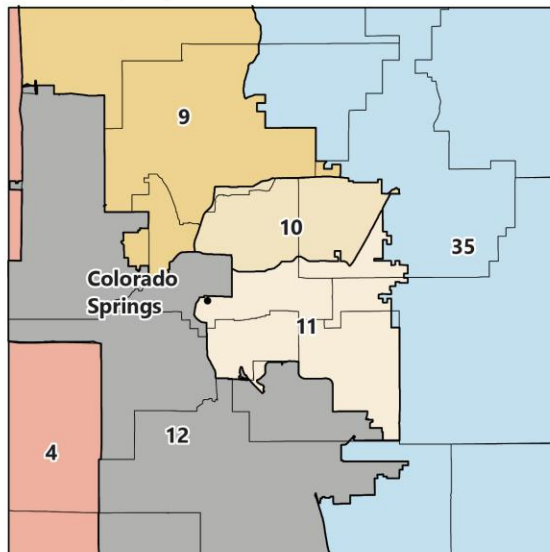
Fort Collins-Loveland Area



Denver Area



Colorado Springs Area



Senate District 1 – Senator Byron Pelton

Map Number	School District	Share of School District in Leg. District
102	Valley	100%
103	Frenchman	100%
104	Buffalo	100%
107	Plateau Valley	100%
116	Brush	100%
117	Ft. Morgan	100%
119	Wiggins	92.1%
130	Holyoke	100%
131	Haxtun	100%
153	Julesburg	100%
154	Platte Valley	100%
158	Akron	100%
159	Arickaree	100%
160	Otis	100%
161	Lone Star	100%
169	Platte Valley RE-7	100%
162	Woodlin	100%
163	Gilcrest	49.4%
164	Eaton	99.4%
165	Keenesburg	93.6%
166	Windsor	46.7%
167	Johnstown	5.9%
168	Greeley	64.9%
118	Weldon	100%
170	Ft. Lupton	13.5%
171	Ault-Highland	96.4%
172	Briggsdale	100%
173	Prairie	100%
174	Pawnee	100%
175	Yuma	100%
176	Wray	100%
177	Idalia	99.8%
178	Liberty	87.5%

Senate District 2 – Senator Lisa Frizell

Map Number	School District	Share of School District in Leg. District
42	Douglas	13.4%

Senate District 3 – Senator Nick Hinrichsen

Map Number	School District	Share of School District in Leg. District
62	Edison	8.8%
123	Fowler	67.9%
137	Pueblo City	100%
138	Pueblo Rural	100%

Senate District 4 – Senator Mark Baisley

Map Number	School District	Share of School District in Leg. District
27	Buena Vista	100%
28	Salida	100%
38	Westcliffe	100%
42	Douglas	82.5%
64	Cañon City	100%
65	Florence	80.6%
66	Cotopaxi	100%
78	Jefferson	48.5%
86	Lake	100%
128	Platte Canyon	100%
129	Park	100%
156	Cripple Creek	100%
157	Woodland Park	99.8%

Senate District 5 – Senator Marc Catlin

Map Number	School District	Share of School District in Leg. District
17	Archuleta	18.9%
39	Delta	79.3%
67	Roaring Fork	86.2%
68	Rifle	42.0%
73	Gunnison	79.1%
74	Hinsdale	100%
114	Montrose	43.3%
132	Aspen	100%

Senate District 6 – Senator Cleave Simpson

Map Number	School District	Share of School District in Leg. District
8	Alamosa	100%
9	Sangre de Cristo	100%
17	Archuleta	81.1%
32	North Conejos	100%
33	Sanford	100%
34	South Conejos	100%
35	Centennial	100%
36	Sierra Grande	100%
73	Gunnison	20.9%
87	Durango	100%
88	Bayfield	100%
109	Creede	100%
111	Montezuma	100%
112	Dolores	100%
113	Mancos	100%
114	Montrose	56.7%
115	West End	100%
126	Ouray	100%
127	Ridgway	100%
141	Del Norte	100%

Map Number	School District	Share of School District in Leg. District
142	Monte Vista	100%
143	Sargent	100%
147	Mountain Valley	100%
148	Moffatt	100%
149	Center	100%
150	Silverton	100%
151	Telluride	100%
152	Norwood	100%
177	Ignacio	100%

Senate District 7 – Senator Janice Rich

Map Number	School District	Share of School District in Leg. District
39	Delta	20.7%
106	De Beque	16.0%
107	Plateau Valley	100%
108	Mesa Valley	100%

Senate District 8 – Senator Dylan Roberts

Map Number	School District	Share of School District in Leg. District
26	Boulder	14.3%
31	Clear Creek	100%
43	Eagle	99.9%
67	Roaring Fork	13.8%
68	Rifle	58.0%
69	Parachute	75.6%
70	Gilpin	100%
71	West Grand	100%
72	East Grand	100%
77	North Park	100%
106	De Beque	84.0%
110	Moffat County	100%
139	Meeker	100%
140	Rangely	100%
144	Hayden	100%
145	Steamboat Springs	100%
146	South Routt	100%
155	Summit	100%

Senate District 9 – Senator Lynda Zamora Wilson

Map Number	School District	Share of School District in Leg. District
53	Colorado Springs	16.2%
55	Manitou Springs	3.6%
56	Academy	67.1%
60	Lewis-Palmer	73.3%

Senate District 10 – Senator Larry Liston

Map Number	School District	Share of School District in Leg. District
53	Colorado Springs	34.1%
61	Falcon	16.7%

Senate District 11 – Senator Tony Exum

Map Number	School District	Share of School District in Leg. District
50	Harrison	98.8%
51	Widefield	55.0%
53	Colorado Springs	26.5%
57	Ellicott	55.0%
61	Falcon	7.1%

Senate District 12 – Senator Marc Snyder

Map Number	School District	Share of School District in Leg. District
51	Widefield	43.9%
52	Fountain	69.6%
53	Colorado Springs	23.2%
54	Cheyenne Mountain	99.2%
55	Manitou Springs	96.2%
59	Hanover	14.9%
65	Florence	19.4%

Senate District 13 – Senator Scott Bright

Map Number	School District	Share of School District in Leg. District
4	Brighton	21.3%
163	Gilcrest	36.1%
168	Greeley	30.5%
170	Fort Lupton	49.9%

Senate District 14 – Senator Cathy Kipp

Map Number	School District	Share of School District in Leg. District
90	Poudre	4.0%

Senate District 15 – Senator Janice Marchman

Map Number	School District	Share of School District in Leg. District
25	St. Vrain	54.7%
26	Boulder	61.4%
90	Poudre	92.9%
91	Thompson	84.5%
92	Estes Park	100%

Senate District 16 – Senator Chris Kolker

Map Number	School District	Share of School District in Leg. District
13	Littleton	89.8%

Senate District 17 – Senator Katie Wallace

Map Number	School District	Share of School District in Leg. District
25	St. Vrain	19.0%
26	Boulder	6.5%

Senate District 18 – Senator Judy Amabile

Map Number	School District	Share of School District in Leg. District
26	Boulder	15.6%

Senate District 19 – Senator Lindsey Daugherty

Map Number	School District	Share of School District in Leg. District
7	Westminster	4.4%
78	Jefferson	6.5%

Senate District 20 – Senator Lisa Cutter

Map Number	School District	Share of School District in Leg. District
78	Jefferson	35.3%

Senate District 21 – Adrienne Benevidez

Map Number	School District	Share of School District in Leg. District
1	Mapleton	74.1%
3	Commerce City	89.0%
4	Brighton	55.8%
5	Bennett	33.6%
6	Strasburg	100%
7	Westminster	72.1%
14	Deer Trail	100%
16	Byers	100%
119	Wiggins	7.9%
165	Keenesburg	6.4%

Senate District 22 – Senator Jessie Danielson

Map Number	School District	Share of School District in Leg. District
78	Jefferson	6.7%

Senate District 23 – Senator Barbara Kirkmeyer

Map Number	School District	Share of School District in Leg. District
25	St. Vrain	23.7%
90	Poudre	3.1%
91	Thompson	14.3%
163	Gilcrest	14.5%
166	Windsor	53.3%
167	Johnstown	93.4%
168	Greeley	4.7%
170	Fort Lupton	35.1%
171	Ault-Highland	3.6%

Senate District 24 – Senator Kyle Mullica

Map Number	School District	Share of School District in Leg. District
1	Mapleton	25.9%
2	Adams 12	44.9%
3	Commerce City	11.0%
4	Brighton	10.6%

Senate District 25 – Senator William Lindstedt

Map Number	School District	Share of School District in Leg. District
2	Adams 12	53.0%
7	Westminster	21.6%

Senate District 26 – Senator Jeff Bridges

Map Number	School District	Share of School District in Leg. District
10	Englewood	98.8%
11	Sheridan	96.9%
12	Cherry Creek	15.5%
13	Littleton	10.2%

Senate District 27 – Senator Tom Sullivan

Map Number	School District	Share of School District in Leg. District
5	Bennett	33.2%
12	Cherry Creek	68.9%

Senate District 28 – Senator Mike Weissman

Map Number	School District	Share of School District in Leg. District
4	Brighton	11.7%
5	Bennett	33.1%
15	Aurora	88.5%

Senate District 29 – Senator Iman Jodeh

Map Number	School District	Share of School District in Leg. District
12	Cherry Creek	9.3%
15	Aurora	11.3%

Senate District 30 – Senator John Carson

Map Number	School District	Share of School District in Leg. District
42	Douglas	13.9%

Senate District 31 – Senator Matt Ball

Map Number	School District	Share of School District in Leg. District
40	Denver	11.9%

Senate District 32 – Senator Robert Rodriguez

Map Number	School District	Share of School District in Leg. District
40	Denver	15.0%

Senate District 33 – Senator James Coleman

Map Number	School District	Share of School District in Leg. District
40	Denver	46.9%

Senate District 34 – Senator Julie Gonzales

Map Number	School District	Share of School District in Leg. District
40	Denver	17.0%

Senate District 35 – Senator Rod Pelton

Map Number	School District	Share of School District in Leg. District
18	Walsh	100%
19	Pritchett	100%
20	Springfield	100%

Map Number	School District	Share of School District in Leg. District
21	Vilas	100%
22	Campo	100%
23	Las Animas	100%
24	McClave	100%
29	Kit Carson	100%
30	Cheyenne	100%
37	Crowley	100%
44	Elizabeth	100%
45	Kiowa	100%
46	Big Sandy	100%
47	Elbert	100%
48	Agate	100%
49	Calhan	100%
52	Fountain	30.3%
56	Academy	31.4%
56	Peyton	100%
57	Ellicott	96.7%
59	Hanover	85.1%
60	Lewis Palmer	26.4%
61	Falcon	30.3%
62	Edison	91.2%
63	Miami Yoder	100%
75	Huerfano	100%
76	La Veta	100%
79	Eads	100%
80	Plainview	100%
81	Arriba Flager	100%
82	Hi Plains	100%
83	Stratton	100%
84	Bethune	100%
85	Burlington	98.5%
93	Trinidad	100%
94	Primero	100%
95	Hoehne	100%
96	Aguilar	100%
97	Branson	100%
98	Kim	100%
99	Genoa Hugo	100%
100	Limon	100%
101	Karval	100%
109	Creede	100%
120	East Otero	100%
121	Rocky Ford	100%
122	Manzanola	100%
123	Fowler	32.1%
124	Cheraw	100%
125	Swink	100%

Map Number	School District	Share of School District in Leg. District
133	Granada	100%
134	Lamar	100%
135	Holly	100%
136	Wiley	100%
178	Liberty	12.5%