

# EAGLE COUNTY SCHOOL DISTRICT RE 50J



## 2020-21 ADOPTED BUDGET

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**EAGLE COUNTY  
SCHOOL DISTRICT**

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# WELCOME TO EAGLE COUNTY SCHOOLS

If you are a new reader of our budget document or you need a review, the following section will guide you through the budget document's format and organization as well as the budget preparation process.

## **BUDGET FORMAT**

The budget document is organized into four sections:

- Executive Summary
- Organizational Section
- Financial Section
- Informational Section

The Table of Contents leads the budget document. Summary information is shown on the first few pages of the budget document.

The Executive Summary includes the Letter of Transmittal, a comprehensive narrative overview of the 2020-21 budget and Multiyear Finance Plan. The narrative presents the budget in the context of the District's Mission, Vision, and Values, as outlined in the Strategic Plan. In addition, summary budget information is presented in tabular and graphic format as well as student enrollment history and projections, budget forecasts and benchmark data.

The School Board is responsible for oversight and approval of the budget, and the School Board approves the financial goals guiding the budget process. The Budget at a Glance highlights major budget changes from 2019-20 with an emphasis on the General Fund.

The Organizational Section is comprised of general information about the District and its budget, including the level of education provided, geographic area served, and number of schools and students. Also included in this section are significant budget and financial policies, procedures and regulations as well as a detailed description of the budget process.

The Financial Section contains required information for the District's nine funds and descriptions of significant revenue sources and expenditure categories.

The Informational Section includes detailed historical and projected personnel resource allocations, property tax information and other performance measures used by the District.





**EAGLE COUNTY SCHOOLS**

## **2020-21 ADOPTED BUDGET**

# **BOARD OF EDUCATION**

### **KATE COCCHIARELLA**

*President, District B, Term Expires 2021*

### **SHELLY JARNOT**

*Vice President, District G, Term Expires 2021*

### **MICHELLE STECHER**

*Secretary/Treasurer, District F, Term Expires 2021*

### **FERNANDO ALMANZA**

*Director, District E, Term Expires 2021*

### **KELLY ALTER**

*Director, District A, Term Expires 2021*

### **LUCILA TVARKUNAS**

*Director, District D, Term Expires 2023*

### **DR. TED R. LONG**

*Director, District C, Term Expires 2023*

*\*Board of Education district boundaries  
are included on page 64 & 65.*

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**Government Finance Officers Association**

## **AWARD FOR BEST PRACTICES IN SCHOOL BUDGETING**

Presented to:

**Eagle County School District RE50J  
Colorado**

For Fiscal Year Ending  
June 30, 2019

*Christopher P. Morill*

EXECUTIVE DIRECTOR/CEO

The Award for Best Practices in School Budgeting is presented by the Government Finance Officers Association (GFOA) annually to school districts demonstrating a budget process aligned with GFOAs' best practice recommendations. Budget processes are evaluated based on a number of criteria that focus on alignment of resources towards student achievement focusing on collaboration, communication, and rigorous development, evaluation, and prioritization of strategies to achieve a district's goals and objectives. In addition, the award includes criteria for conveying the results of this budget process through the budget presentation and also utilizing continuous improvement approaches to monitor outcomes.



ASSOCIATION OF  
SCHOOL BUSINESS OFFICIALS  
INTERNATIONAL

This Meritorious Budget Award is presented to

## EAGLE COUNTY SCHOOL DISTRICT

for excellence in the preparation and issuance of its budget  
for the Fiscal Year 2019–2020.

The budget adheres to the principles and standards  
of ASBO International's Meritorious Budget Award criteria.



Thomas E. Wohlleber, CSRM  
President

David J. Lewis  
Executive Director

The Association of School Business Officials International (ASBO) presented a Meritorious Budget Award to Eagle County School District RE50J, Colorado for its annual budget for the fiscal year beginning July 1, 2019.

In order to receive these awards, a governmental unit must publish a budget document that meets program criteria as a policy document, as an operations guide, as a financial plan, and as a communications device.

These awards are valid for a period of one year only. This is the fifth consecutive fiscal year ECS has received and is participating in both award programs. We believe our current budget continues to conform to program requirements, and we are submitting it to both organizations to determine its eligibility for another award.

Thank you to Chelsey Gerard, Director of Finance for your support in producing this document.





# EXECUTIVE SUMMARY



## BOARD OF EDUCATION MEMBERS

Kate Cocchiarella.....	President
Shelly Jarnot.....	Vice President
Michelle Stecher .....	Secretary/Treasurer
Fernando Almanza .....	Director
Kelly Alter .....	Director
Lucila Tvarkunas .....	Director
Dr. Ted R. Long .....	Director



## SUPERINTENDENT'S LEADERSHIP TEAM

Philip Qualman.....	Superintendent
Melisa-Rewold Thuon.....	Asst. Superintendent of Student Services
Catherine Jarnot .....	Asst. Superintendent of Curriculum and Instruction
Sandra Mutchler .....	Chief Operations Officer
Daniel Dougherty.....	Chief Communications Officer
Amy Kendziorski .....	Director of Exceptional Student Services
Anne Heckman .....	Director of Educator Quality
Adele Wilson .....	Director of Human Resources

# LETTER OF TRANSMITTAL

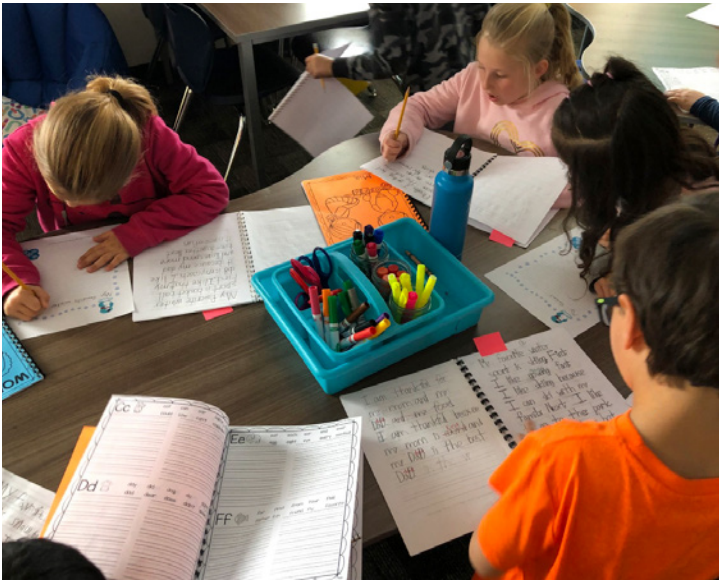
<b>DATE:</b> JUNE 24, 2020	<b>FROM:</b> SANDRA MUTCHLER, Chief Operating Officer
<b>SUBJECT:</b> 2020-21 ADOPTED BUDGET	CATHERINE JARNOT, Asst. Superintendent of Curriculum and Instruction
<b>TO:</b> PHILIP QUALMAN, Superintendent	MELISA REWOLD-THUON, Asst. Superintendent of Student Services

We are pleased to present the 2020-21 Adopted Budget for Eagle County Schools. This budget is presented in compliance with applicable Colorado State Statutes and Colorado Department of Education (CDE) regulations, and includes a balanced budget for all funds. This budget contains information and details on how resources are allocated to support a “world-class” quality education while ensuring the financial stability of the District. We have utilized the Board of Education and Superintendent’s direction in the preparation of the adopted budget.

The 2020-21 Adopted Budget is presented with a total appropriation of \$131,827,019 across all funds and \$86,281,707 for the General Fund. The main source of revenue for Eagle County Schools General Fund is based on the Colorado School Finance Act formula. This fiscal year’s budget includes a 1.9% cost of living increase and is built upon a statewide \$377 million increase of the budget stabilization from the 2019-20 fiscal year, which equates to 69% of the General Fund revenues for a total of \$55.9M. Statewide the budget stabilization amount is increased to \$950M, which is 11.6% of each districts total programming. This equates to a \$4.9M reduction in revenue to ECS for 2020-21 tied to the budget stabilization factor.

These significant reductions in revenue are a result of the financial and economic impact brought about by the COVID-19 pandemic. This situation has brought uncertainty about student enrollment, remote and in school learning needs, and a strong focus on student and staff safety including social and emotional well-being.

Understanding the need for continued flexibility, the budget continues to be built on the foundation of our strategic plan with an intent focus on Equity, Multi-tiered Systems of Support, and Math. For lasting improvement across our district, each school must identify its unique culture along with the necessary changes in practice to provide the most significant impact for their students, parents, and staff. The School Improvement Plan serves as the annual guide for schools to achieve their goals. All aspects of the strategic plan are represented within this budget.



Addressing all of the student needs requires prudent fiscal management and can be very challenging with limited funding sources. In an effort to effectively manage resources the district is prioritizing needs and beginning to calculate the return on investment we get from various programs. We must also keep the district current with state and federal regulations. This budget is built to meet these current requirements and needs while maintaining future stability.

The budget document also describes the budget process, timeline and policies used to develop the budget. It is always our goal to be accountable and responsive to the needs of our community within the projected resources available and to operate our district with sound fiscal principles of integrity, responsibility, and a long-range financial vision. The district budget policy detailed in this book supports this commitment.

This extensive document was prepared by the staff of the Business Services Department, with the support of the academic teams, and to the best of our knowledge and belief, the enclosed data is accurate in all material respects and is reported in a manner to present fairly the financial position and planned operations of Eagle County School District for the 2020-21 fiscal year.





The total 2020-21 Appropriation for all funds is:

FUND	APPROPRIATION	REVENUE SOURCES	FUND BALANCE	ENDING FUND BALANCE
GENERAL	86,281,707	81,424,257	4,857,450	15,529,038
NUTRITION SERVICES	2,638,145	2,640,507	-	100,940
DESIGNATED-PURPOSE GRANT	7,000,000	7,000,000	-	-
TRANSPORTATION	3,404,956	2,495,012	909,944	166,637
BOND	20,657,250	21,219,072	-	18,061,929
BUILDING	171,310	-	171,310	-
CAPITAL RESERVE	3,485,422	2,306,760	1,178,662	1,500,000
DISTRICT HOUSING	255,400	145,000	110,400	771,599
STUDENT ACTIVITY	1,930,050	800,000	1,130,050	48,990
ECCA	6,002,779	4,570,342	1,432,437	1,239,746
<b>TOTAL</b>	<b>\$ 131,827,019</b>	<b>\$ 122,600,950</b>	<b>\$ 9,790,253</b>	<b>\$ 37,418,880</b>

The total 2020-21 Appropriation includes spending fund balance for some funds. The amount of fund balance being spent out of the General Fund is greater in 2020-21 due to the influx of COVID-19 stimulus funding which will intentionally be spent to maintain staffing stability. The purpose is:

FUND	AMOUNT	PURPOSE OF SPENDING FUND BALANCE
GENERAL	4,857,450	Funds are being used to support the strategic plan. The beginning fund balance is sufficient to cover this cost for one year and maintains the fund balance within policy requirements. Future adjustments must be made to revenue and/or expenditures in the fund to maintain financial stability.
TRANSPORTATION	909,944	This is used to support Transportation operating funds. The beginning fund balance is sufficient to cover this cost for one year and maintains the fund balance within policy requirements. Future adjustments must be made to revenue and/or expenditures in the fund to maintain financial stability.
BUILDING	171,310	Fund balance is the main resource for spending. The entire fund balance is appropriated and anticipated to be spent in 2020-21.
CAPITAL RESERVE	1,178,662	Planning to spend funds as assigned in prior year fund balance. The beginning fund balance is sufficient to cover this cost for one year and maintains the fund balance within policy requirements. Future adjustments must be made to revenue and/or expenditures in the fund to maintain financial stability.
DISTRICT HOUSING	110,400	Spending in support of the Employee Housing Master Plan. The beginning fund balance is sufficient to cover this cost for one year and maintains the fund balance within policy requirements. Future adjustments must be made to revenue and/or expenditures in the fund to maintain financial stability.
STUDENT ACTIVITY	1,130,050	Appropriation includes new activity as well as the entire fund balance.
ECCA	1,432,437	Appropriation includes new activity as well as the entire fund balance.
<b>Total</b>	<b>\$ 9,790,253</b>	

## VISION, MISSION AND VALUES

Eagle County Schools is a remarkable school district with a history of innovation, courage, and success. We have been a leader in efforts to revolutionize educator support systems, teacher leadership opportunities, individual accountability, and compensation packages. We have amazing and award-winning schools which have been recognized by the State of Colorado, the U.S. Department of Education, the Bill and Melinda Gates foundation, and U.S. News & World Report.

Unparalleled Altitude, a working plan, was authored by Dr. Jason Glass, Superintendent in October of 2013. This was the beginning of the district focusing on clarity, coherence and compassion followed by the Board of Education adopting an updated vision, mission, values, strategies and tactics September 2014 with a regular, continued focus. Under new leadership of Phil Qualman, Superintendent the Strategic Plan has been updated and we are "Continuing the Trek". Importantly, the core of our values, mission, and vision has not changed. Our focus remains on the student learning experience. Internally, we speak about reaching the hearts and minds of our students. We have to reach their hearts and make them feel loved, welcomed, and respected BEFORE we can expect to reach their minds. The 2020-21 budget is built with a defined focus and identified priorities. We believe in the power of this community and in the talent and passion of the individuals who are part of Eagle County Schools.

The annual development process allows the district decision makers to align budget choices to the desired outcome of student success.



### OUR MISSION

To teach the children of Eagle County to have creative and active minds, compassion for others, enthusiasm for lifelong learning, and the courage to act on their dreams.

### OUR VISION

Global-Ready Graduates

### OUR VALUES

- Engaged Learners
- Inspired Professionals
- A Sense of Adventure
- A Caring Community
- A Commitment to Equity



## STRATEGIC PLAN

Though some argue that public education should be operated more like a business, people who care for others understand that we are not making products, but rather interacting with human beings as they develop and mature as a person. We are working with hearts and minds and know we have to reach the heart first. Students must feel cared for and respected.

To build trust, teachers lead, coach, inspire, and support children, but it is the child who is on the journey. And they are learning so much – they want to please and feel their parents' love, they are learning to be friends, to trust and be trustworthy, to be kind, to be assertive, and on and on. They are also learning to deal with disappointment, challenges, losses, and what to do when things just don't make any sense. As a district, we want to operate with the efficiency of a business, but our passion is preparing children to be compassionate, thoughtful citizens in a pluralist democracy. We help young people dream and be able to put in the work that's necessary to make those dreams come true. It's a journey of transition that starts in the heart and then shapes the mind.

For lasting improvement across our district, each school must identify its unique culture along with the necessary changes in practice to provide the most significant impact for their students, parents, and staff. The School Action Plan serves as the annual guide for schools to achieve their goals. The district must respect and support those plans to provide an environment for success.

## EQUITY

With our diverse student population, it is essential to provide culturally inclusive, respectful, and supportive learning environments. By enhancing our cultural competence and connecting with the hearts of our students first, we believe their minds will be more open to engaging in the academic work necessary to graduate with global-ready skills.

## MATH

Through the perspective of equity, we will focus on math instruction and improve math achievement for all students. This requires consistent levels of instructional support.

## MTSS

Keeping in mind our equity and math goals, we are implementing a consistent Multi-Tiered Systems of Support (MTSS) plan across all schools. This allows teachers, counselors, and administrators to quickly match



**Learning is a journey that changes the traveler along the path.**

Hiking on a trail with Vail's Back Bowls in the distance by Rosemary Woller

a student with the support needed to stay on grade-level and succeed. Additionally, we are fiscally responsible and protective of the assets provided to us by taxpayer dollars, and we make communicating with all of our stakeholder groups (internal and external) a high priority.

Externally, we are working to establish a comprehensive and robust community-wide early childhood system, and we are on a well-established path to creating a system that is collaborative and leverages the resources from other government agencies, the court system, local philanthropies and foundations, non-profit organizations, faith-based organizations, and interested individual community members. Those areas are both internal and external to the organization.

## GLOBAL-READY SKILLS

We have included these skills into our curricula based on the work of Tony Wagner. "Today knowledge is ubiquitous, constantly changing, growing exponentially... Today knowledge is free. It's like air, it's like water. It's become a commodity... There's no competitive advantage today in knowing more than the person next to you. The world doesn't care what you know. What the world cares about is what you can do with what you know." (Tony Wagner) We believe a focus on these skills will prepare our students to do something with what they know. They will be able to reason, analyze, weigh evidence, creatively solve problems, and innovate. They will be global-ready.



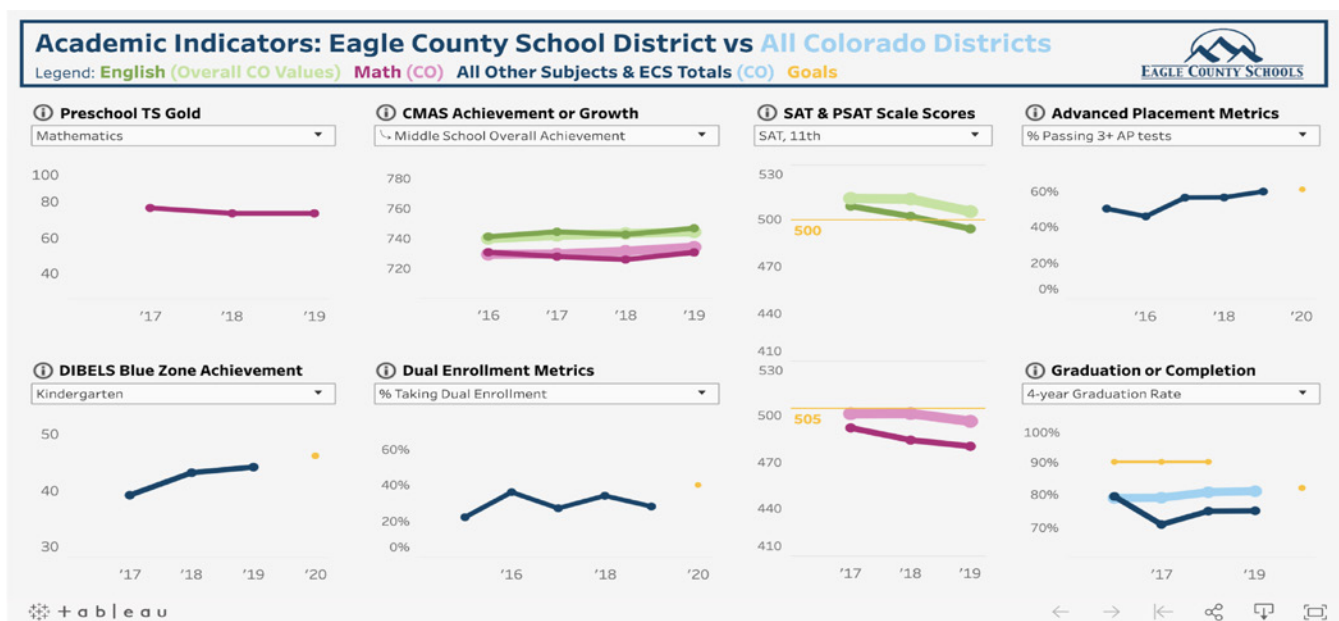
## PERFORMANCE RESULTS

To accurately measure student mastery of skills and expectations, Colorado adopted assessments that align with the Colorado Academic Standards. Colorado Measures of Academic Success (CMAS) assessments are the state's common measurement tool of student progress at the end of the school year in English language arts, math, science and social studies. Designed to be administered online, the tests feature a variety of interactive questions that are engaging and aligned with 21st century teaching and learning practices.

ECS strongly believes that benchmarking our performance against other high-performing systems around the world is an important part of goal-setting and the continuous improvement cycle. As the district worked to develop a system-wide set of performance metrics, three years of data were reviewed in order to set targets. Data included SAT, PSAT, and CMAS results, and as a result, a set of System Academic Indicators was developed. For the past two years, district performance has been compared to and reviewed against these targets. Below identifies ECS' goals and the actual district performance on our System Academic Indicators.

ECS routinely reviews system academic indicators to determine where resources should be focused to increase student achievement. This is clearly reflected in our vision, mission, and goals. Based on our test results, one of our three priorities is Math. Our academic indicators reflect a gap in achievement for at-risk students, therefore we are focusing on equity and fully implementing MTSS.

# SYSTEM ACADEMIC INDICATORS

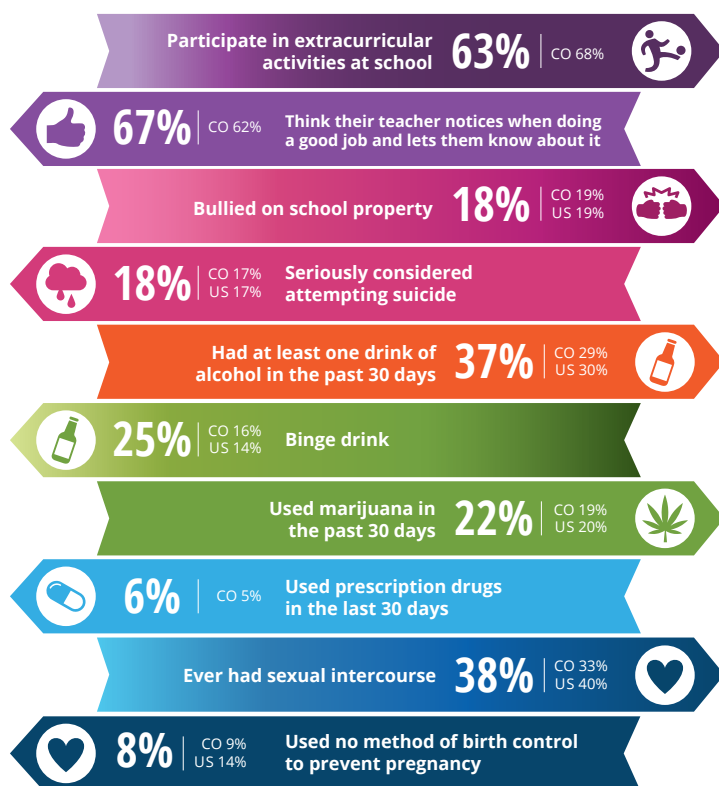


ECS believes that student achievement can only be realized if they feel safe at school. Their beliefs and behaviors reflect their social and emotional health. This stability provides them the ability to be successful in the global world. They need to be able to rise and meet challenges presented to them in the future and contribute to the world in which they live. This type of learning is said to begin during childhood. Children need to learn to first value themselves, their worth, and recognize their abilities and how to be able to do what they want in life. Doing what they want ties into the relationships that they build and how they treat those relationships.

In an effort to track the social and emotional health of our students and transition effectively to meet their supports ECS has identified the following holistic indicators.

# HOLISTIC INDICATORS

Student beliefs and behaviors that provide a metric for tracking social and emotional health.



Data collected in the 2017 Healthy Kids Colorado Survey Grades 5-12

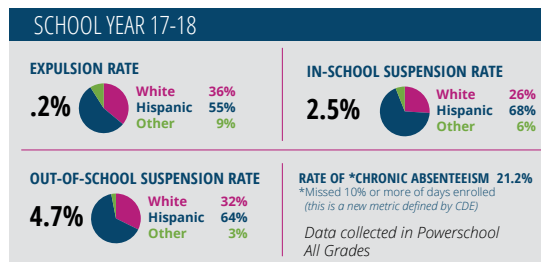
**HOPE INDEX**  
The ideas and energy students have for the future.  
(1-5 scale: 5=Most Hopeful)

ECS 2017	US 2017
4.09	4.20

**ENGAGEMENT INDEX**  
The involvement in and enthusiasm for school.  
(1-5 scale: 5=Most Engaged)

ECS 2017	US 2017
3.82	3.85

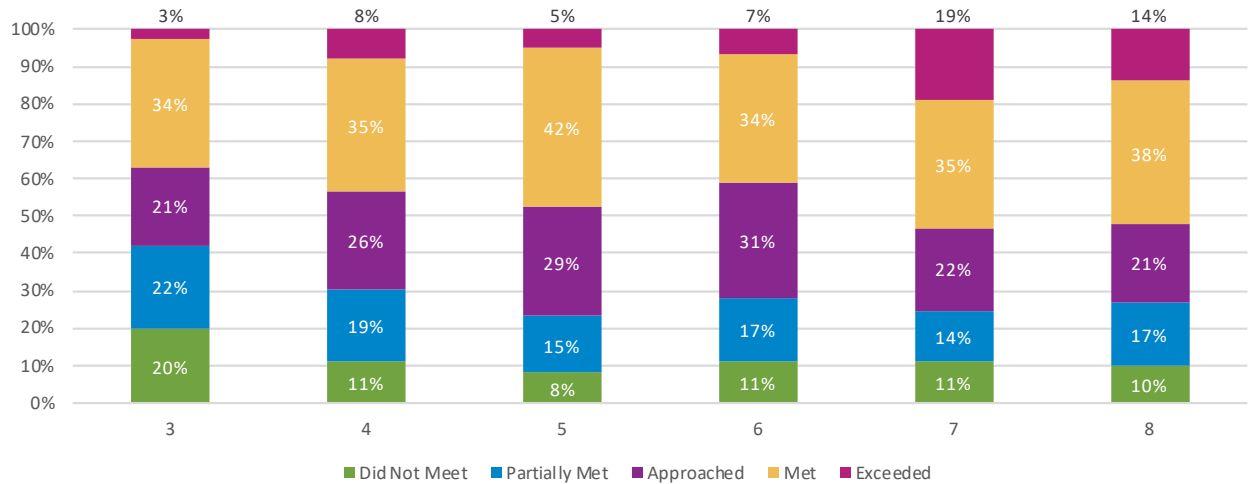
2016 Gallup Student Poll  
Grades 5-12



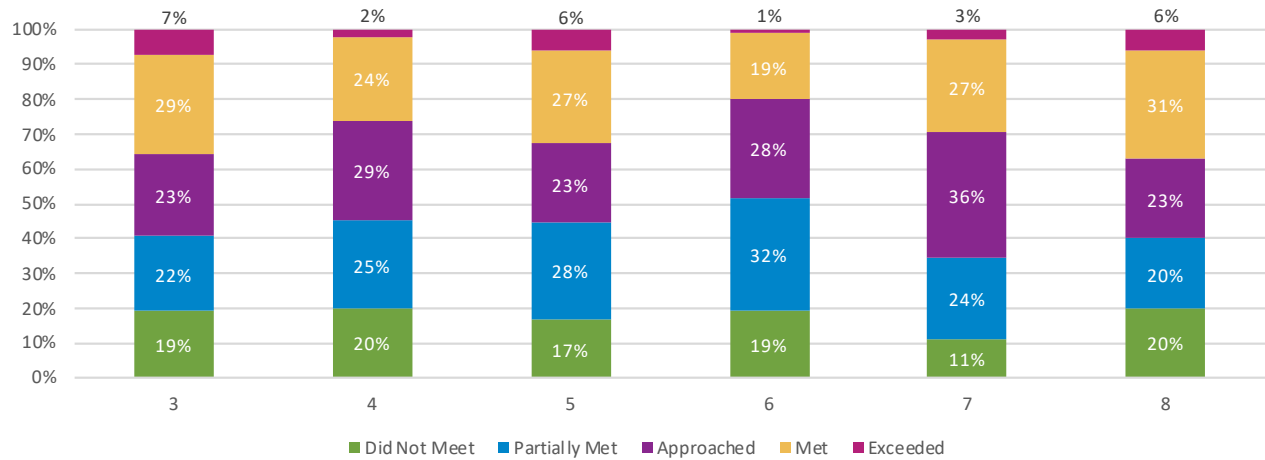
## COLORADO MEASURES OF ACADEMIC SUCCESS

Further detail is provided as measured by the current Colorado Measures of Academic Success (CMAS) results by content and grade level.

### 2018-19 DISTRICT RESULTS — ENGLISH LANGUAGE ARTS

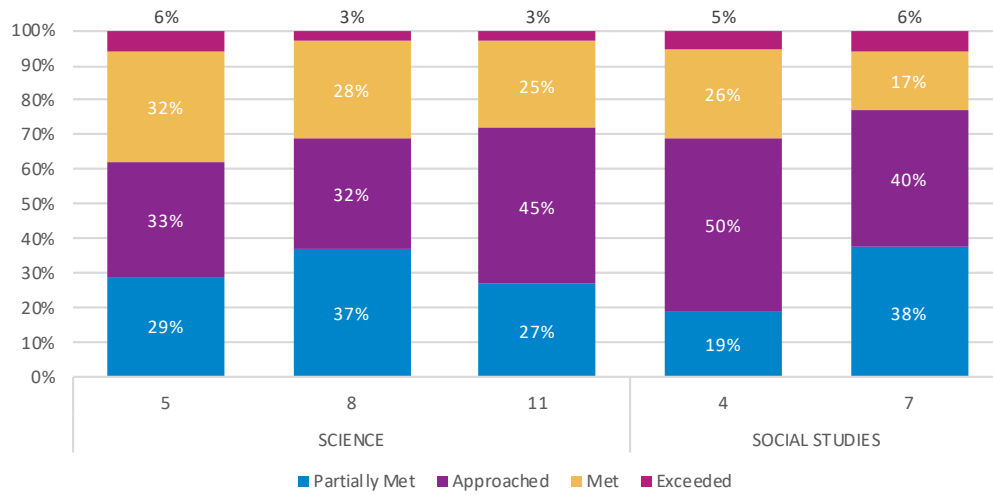


### 2018-19 DISTRICT RESULTS — MATHEMATICS

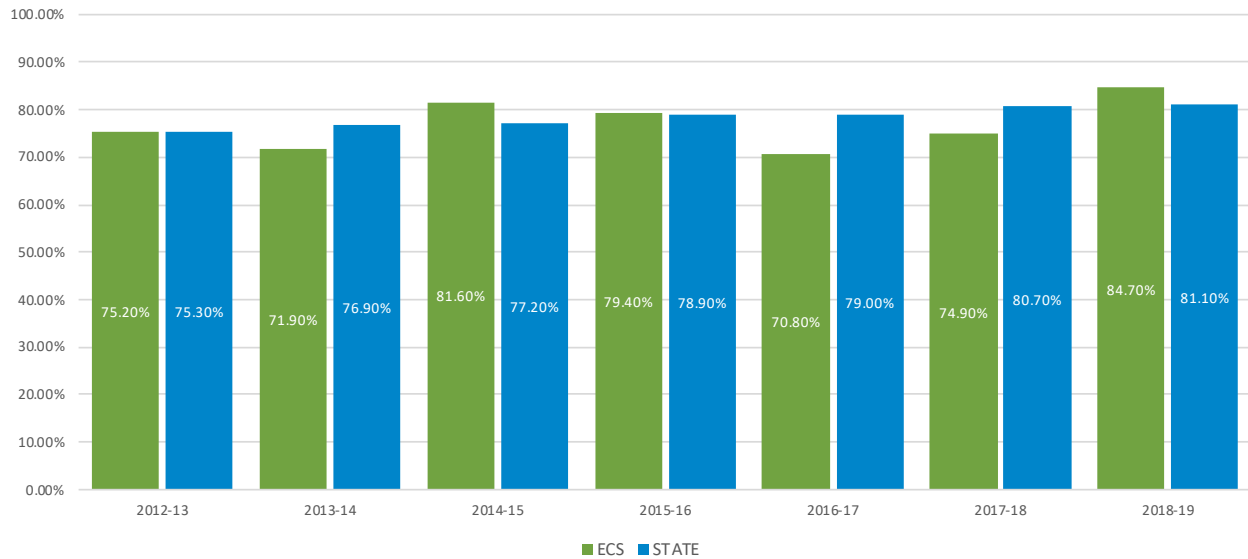




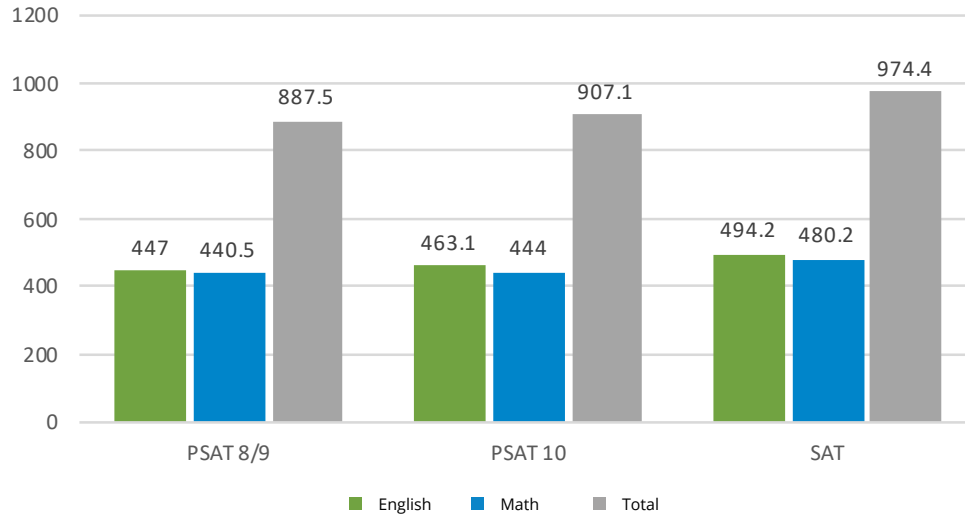
## 2018-19 DISTRICT RESULTS — SCIENCE & SOCIAL STUDIES



## GRADUATION RATES



## 2018-19 COLORADO PSAT/SAT — CONTENT AREA & COMPOSITE SCORES



The Colorado Department of Education's 2019 District Performance Framework Report identifies ECS as "Accredited" overall, with the district meeting accreditation targets for Academic Growth and approaching accreditation targets for Academic Achievement, and Postsecondary and Workforce Readiness. The report can be found on CDE's website here; <https://cedar2.cde.state.co.us/documents/DPF2019/0910-1-Year-Official.pdf>.



## PRINCIPLE ISSUES FACING THE DISTRICT

To address the principle issues facing the district as noted below, resource allocations were made with an effort to maximize the impact to the classroom, while continuing to fund the following priorities: Equity, MTSS, and Math.

### INCREASING STUDENT PROFICIENCY

Closing the achievement gap between economically disadvantaged and economically advantaged as well as the gap between minority and non-minority students is a priority for the district. The 2020-21 budget includes an allocation of \$201K towards Deep Equity work for staff and students in addition to our continued focus to grow all learners including our highest achievers.

Eagle County Schools strives to create inclusive and respectful environments to promote equity in access, opportunity, and outcomes for all students regardless of race, sex, economic status, gender identity, sexual orientation, language background, and exceptional needs.

Our goal is to create schools where all of our students across the many lenses of difference feel accepted, engage at deeper levels, and achieve at higher levels without giving up who they are. Eagle County Schools believes nurturing students' hearts supports challenging their minds.

### SMALL NEIGHBORHOOD SCHOOLS

Eagle County Schools is the home to many small neighborhood schools throughout the district. Small enrollment numbers create high staffing cost to provide adequate programming for each student. As enrollment has been declining, we found ourselves with three small neighborhood schools within a 10-mile radius.

Due to this shrinking student enrollment and budget constraints, the Board of Education made the difficult decision to close June Creek Elementary School (PK-5) and turned it into an early childhood education center (Infant-Preschool). Preschool students from Avon Elementary and Edwards Elementary will begin attending at the newly named facility, Edwards Early Learning Center effective with the 2020-21 school year. June Creek Elementary (K-5) students will attend either Avon Elementary or Edwards Elementary effective with the 2020-21 school year.

Demographic reports, show continued drop in enrollment over the next ten years. The district will continue to monitor the impact on all schools and make adjustments as necessary to provide a world-class education in a cost effective manner.

### COVID-19 PANDEMIC IMPACT

SY2020-21 will be a unique challenge due to the ongoing presence of COVID-19 in our community. In order to “learn together”, we will need to “work together” at an unprecedented level. Collectively, we must pull together and be vigilant about following the rules of containment in order to keep the community's health status in the Comfortable or Cautious categories as determined by Eagle County Public Health.

Eagle County Schools is approaching this year with caution, safety, and hope. Returning to school in the presence of COVID-19 requires a flexible approach to learning that balances the benefits of in-person instruction with student and staff health and continuity of learning. As we move between in-person and remote instruction, the district will face many financial implications, both positive and negative. Monitoring our financial position on a regular basis will be imperative to maintain financial stability in 2020-21 and years to come.

### UNFUNDED STATE MANDATES AND REFORMS

In recent years, the Colorado legislature has implemented significant education reforms, including new state curriculum standards and assessments that rely on substantial school district investments in expanded technology, infrastructure, and equipment; and a new annual principal and teacher evaluation system which requires ongoing investment in professional development and increased personnel to realize the intent of the legislation. Little or no targeted funding from the state has been added to specifically address these increased requirements and expectations.





## STATE FUNDING

The 2020 Colorado Legislative Session began with talks of increasing teacher pay, student mental health services, and school safety. Instead, the COVID-19 Pandemic led to significant budget reductions.

While the Great Recession ended in 2009 and U.S. News even ranked Colorado's economy as the best in the nation, Colorado ranked 42 out of 51 for per pupil expenditures in 2015, the year for which most recent national data is available. According to an analysis by the Colorado School Finance Project, Colorado directed an average of \$9,733 to the education of each of its public school students — \$2,793 less than the national average.

Because of the complicated interactions with our constitution and how the state finances education, it is imperative to understand some Colorado school finance history.



Under Amendment 23, which voters passed in 2000, K-12 funding was required to grow by at least the rate of inflation and to account for student population growth. With falling tax revenues and budget pressures that accompanied the Great Recession, legislators determined in 2009 that Amendment 23 only applied to certain parts of the school finance formula and that other parts didn't have to grow by inflation each year. This is where the "budget stabilization factor" comes in. Now, the legislature determines the amount of funding required under Amendment 23 and compares it to the amount of funding available.

When there isn't enough money available, the gap gets filled with the budget stabilization factor — essentially a negative amount of money that is given to school districts. This mechanism allows compliance with the constitution while simultaneously decreasing funding below the original intent of the amendment. After a few years of cutting via the budget stabilization factor, total funding for K-12 education in Colorado is now \$950M below what it would have been without the budget stabilization factor in 2020-21 and \$9.08B cumulatively.

The State Education Fund was also created with Amendment 23, intended as a savings account to protect Colorado school funding from economic downturns. Unfortunately, over the last decade, the money in the State Education Fund was drained to help maintain education funding when flagging general fund collections were used to support other programs. Thus, the State Education Fund was never able to grow into the large reserve envisioned originally. The savings account became a checking account.

To further complicate things, money spent on K-12 adds to the school funding "base," which then has to grow by inflation each year according to Amendment 23. If the state puts too much extra money into the base this year not knowing if that money will be available next year, it could create budget pressure next year, which would result in either taking money away from other programs funded out of the general fund or requiring cuts to education again.

So, repaying K-12 education is a balancing act. The governor and legislators are trying to put as much money as possible back into Colorado schools without creating budget problems in the future. The state released \$500M of CARES Act funding to K-12 education with the stipulation that it must be used to pay for COVID-19 related expenses. Additional information regarding the CARES Act funding is provided in the Designated Grant Fund section.

## ECONOMIC CONDITIONS AND OUTLOOK

### ANALYSIS OF 2019-20

The Colorado economic recovery continued to accelerate through February of 2020 until the COVID-19 Pandemic created significant reductions through state funding. Supplemental stimulus funds were provided by the state and federal government to help provide financial stability to PK-12 education. Some reductions in expenditures due to school closures also contribute to maintaining financial stability through June 30, 2020. The economic forecast into future years reflects a downturn in the economy that will be taken into consideration in the 2020-21 budget.

The annual influx of \$8.7M from the original 2016 mill levy override continued to support increased salaries, restoration of programs and reduced class sizes, extended preschool programs, technology purchases, new buses and maintenance equipment purchases possible for 2019-20.



## ECONOMIC OUTLOOK FOR 2019-20

On December 9, 2019, the 55th Annual Colorado Business Economic Outlook was presented by the Business Research Division of the Colorado Leeds School of Business. This division is compiled of industry leaders in the state. The economic outlook for Colorado has changed drastically from the forecast presented in December. On May 12, 2020, the Legislative Council Staff presented a revised economic forecast to the Joint Budget Committee of the Colorado Legislature. This forecast can be found here: <https://leg.colorado.gov/publications/forecast-update-may-2020>

Inflation is reported by the Bureau of Labor Statistics for the Denver- Aurora – Lakewood Metropolitan Statistical Area (MSA), which is often used as a proxy for Colorado.

Below is a chart comparing economic data for Colorado to the National Average.

STATE AND NATIONAL ECONOMIC COMPARISON, 2008-2018											
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<b>Colorado</b>											
Real GDP Growth (Percent Change)	1.2	-2.0	0.9	1.5	1.8	3.3	4.7	4.6	2.4	4.0	3.5
Personal Income Growth (Percent Change)	3.4	-4.8	3.3	8.7	6.3	5.1	8.8	4.8	1.9	7.3	7.1
Per Capita Personal Income (\$)	42,689	39,982	40,682	43,570	45,659	47,298	50,700	52,133	52,262	55,335	58,456
Per Capita Personal Income Growth (Percent Change)	1.6	-6.3	1.8	7.1	4.8	3.6	7.2	2.8	0.2	5.9	5.6
Employment Growth (Percent)	0.8	-2.4	-1.5	0.8	1.3	1.5	3.3	2.1	3.1	3.8	2.9
Unemployment Rate (Percent)	4.8	7.3	8.7	8.4	7.9	6.9	5.0	3.9	3.2	2.7	3.3
Labor Force Participation Rate (Percent)	72.1	70.9	70.4	69.7	69.0	68.1	67.6	66.8	67.0	68.0	69.2
CPI-All Items (Percent Change)	3.9	-0.6	1.9	3.7	1.9	2.8	2.8	1.2	2.8	3.4	2.7
All Items Less Food and Energy (Percent Change)	2.8	1.7	1.4	2.3	2.0	3.2	2.9	3.3	4.0	3.1	2.5
Shelter (Percent Change)	1.7	1.2	0.5	1.7	2.7	4.5	5.0	5.7	7.3	5.1	2.7
<b>United States</b>											
Real GDP Growth (Percent Change)	-0.1	-2.5	2.6	1.6	2.2	1.8	2.5	2.9	1.6	2.4	2.9
Personal Income Growth (Percent Change)	3.6	-3.1	4.1	6.2	5.1	1.3	5.7	4.8	2.6	4.7	5.6
Per Capita Personal Income (\$)	40,904	39,284	40,546	42,735	44,599	44,851	47,058	48,978	49,870	51,885	54,446
Per Capita Personal Income Growth (Percent Change)	2.7	-4.0	3.2	5.4	4.4	0.6	4.9	4.1	1.8	4.0	4.9
Employment Growth (Percent)	-0.5	-4.3	-0.7	1.2	1.7	1.6	1.9	2.1	1.8	1.6	1.7
Unemployment Rate (Percent)	5.8	9.3	9.6	8.9	8.1	7.4	6.2	5.3	4.9	4.4	3.9
Labor Force Participation Rate (Percent)	66	65.4	64.7	64.1	63.7	63.2	62.9	62.7	62.8	62.9	62.9
CPI-All Items (Percent Change)	3.8	-0.4	1.6	3.2	2.1	1.5	1.6	0.1	1.3	2.1	2.4
All Items Less Food and Energy (Percent Change)	2.3	1.7	1.0	1.7	2.1	1.8	1.7	1.8	2.2	1.8	2.1
Shelter (Percent Change)	2.5	1.1	-0.4	1.3	2.2	2.3	2.8	3.1	3.4	3.3	3.3



Colorado's recent population growth has been steady yet slowing due to slowing births, increasing deaths, and moderate net migration. Although it is slowing relative to historical trends, it is still increasing relatively fast compared to the United States. Colorado has grown by over 644,000 people since 2010 from both births and migration, and 95% of the growth has been concentrated along the Front Range. A dominate driver for the migration into the state is job growth, which has also predominantly been along the Front Range. The population forecast for Colorado is for continued but slowing growth through 2020.

The following observations are from page 119 of the 2020 Colorado Business Economic Outlook and can be found at [https://www.colorado.edu/business/sites/default/files/attached-files/2020\\_colo\\_business\\_econ\\_outlook.pdf](https://www.colorado.edu/business/sites/default/files/attached-files/2020_colo_business_econ_outlook.pdf)

## NATIONAL AND INTERNATIONAL

- U.S. output will continue to slow in 2020, with real GDP growth at 1.8% in 2020 compared to an estimated 2.3% in 2019.
- Personal consumption expenditures will grow at a moderate pace, tempered by slower employment growth and easing consumer confidence.
- In 2019, the Federal Reserve cut rates three times; it is generally believed that rates will remain flat through 2020, though this could change. Inflation is expected to remain just below the Fed target rate.
- Trade policy (i.e., tariffs), a tight labor market, uncertainty, and the 2020 election year pose risks to growth.

## COLORADO

- Despite slower growth, Colorado will still be in the top 10 states in 2020 for employment growth; wages will increase above the national average.
- Employment growth is projected in 10 of the 11 industries in 2020.
- Given that Professional and Business Services includes upstream engineering, design, and research activities, the strength of this sector bodes well for the state economy.
- Population growth will slow modestly in 2020. The state will still add an estimated 72,100 people, with 49,400 coming from net in-migration according to the State Demography Office.
- Affordable housing, wages, and infrastructure continue to be a concern for employees and employers.
- Colorado's skilled, educated workforce is credited with fueling industry growth among the state's tech sectors. Colorado retains a competitive advantage for attracting, recruiting, and retaining people and businesses, placing the state in the top 10 for economic growth nationally.



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## **UNDERSTANDING SCHOOL FINANCE IN COLORADO**

The district receives its revenue primarily from local sources in the General Fund. Total estimated revenue for the 2020-21 budget is \$81,424,257. The majority of this revenue \$55,902,545 (69%), is available to the district through the Colorado School Finance Act, which authorizes per pupil funding of students in the amount of \$8,338. This revenue is determined through a formula, which utilizes local property taxes; state equalized specific ownership taxes and state funds.

Every homeowner and business owner in Colorado pays property taxes for schools, along with sales taxes for police, fire, and other local public services. The Colorado state government is responsible for funding other public services such as prisons and transportation in addition to determining the funding for schools. Each year, the budget crafted by the legislature and approved by the governor determines how much of the total state budget is allocated to education. The portion earmarked for K-12 education is then divided among 178 school districts throughout the state using formulas in the Colorado School Finance Act. These formulas determine how much money each district will receive per pupil as well as how much of that funding is paid by the state and how much is paid through local taxes.

### **EQUITY IN SCHOOL FUNDING**

While tax dollars are collected locally for education, the state legislature determines how much funding each school district will receive. The SFA is aimed at ensuring that all children in the state receive an equitable educational experience and has devised a formula that evaluates various factors and determines the funding needed to provide an equitable educational experience in each school district. The Colorado School Finance Act is based on the pupil count taken in October 1 of the budget year. Thus, this estimated revenue to the General Fund is based on the projected funded pupil count of 6,704 at \$8,338 per pupil.

### **STATE EQUALIZATION**

Schools are funded from three sources: local property tax, state funds, and vehicle registration fees, known as Specific Ownership Tax (SOT). Although the state determines individual school district funding levels, the amount contributed from the three different sources varies according to local assessed property valuation. ECS receives the majority of its revenue from local property taxes and therefore, the state contribution is less than peer districts. Conversely, those districts whose property assessed valuations are lower typically receive a greater portion of funding from the state.

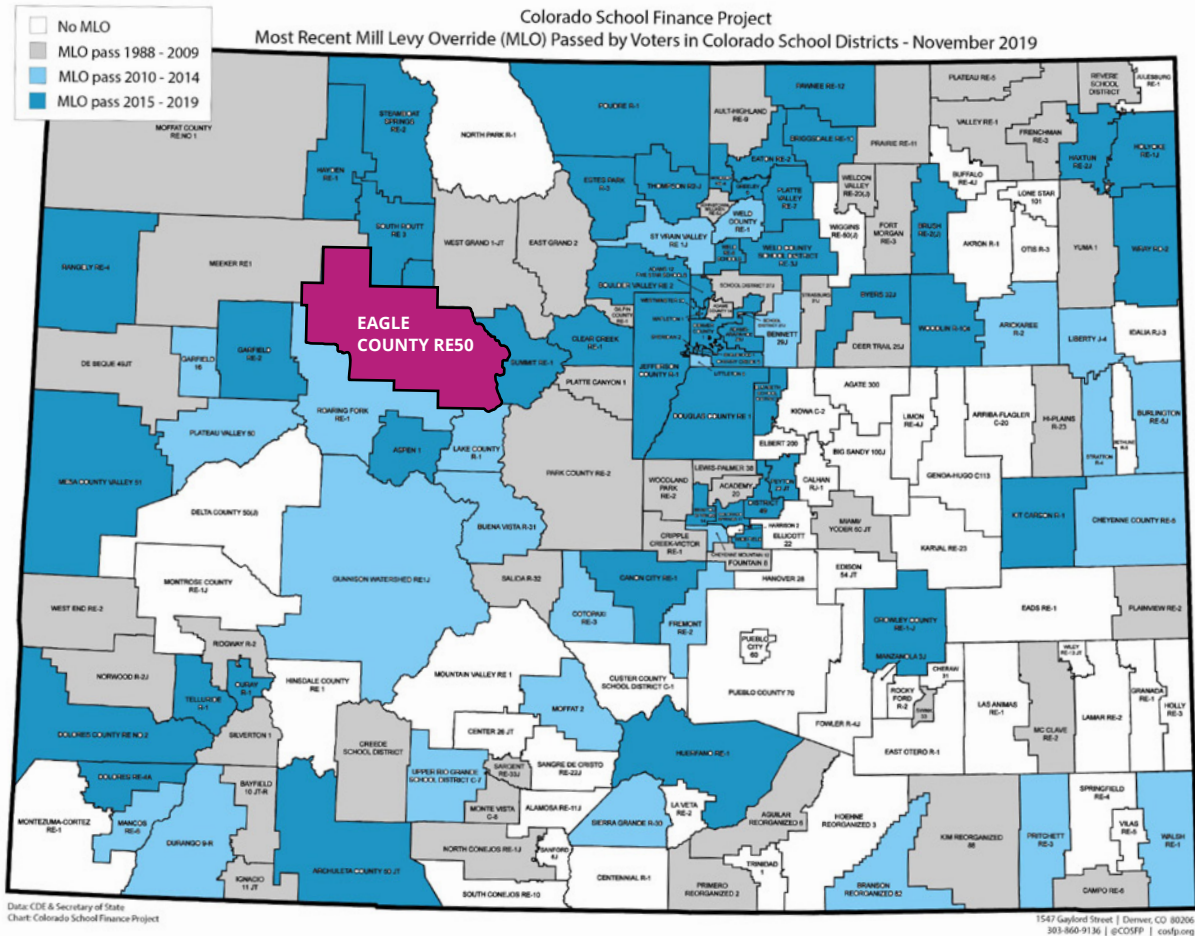
### **AMENDMENTS THAT AFFECT SCHOOL FUNDING**

TABOR – Colorado’s “Taxpayer Bill of Rights” sets taxing and spending limits on all levels of government in the state, from special districts such as fire protection and schools to county and state governments. TABOR’s primary objective is to “restrain the growth of government” as stated in the Colorado Constitution. TABOR has many provisions that impact school funding from the state. The most significant limitations include; requiring voter approval, limiting revenue collections and limiting spending. TABOR also impacts district spending by requiring a school district to hold 3% of expenditures in reserve that can only be spent in an emergency. ECS meets this requirement and holds 3% of expenditures in reserve.



## LOCAL REFERENDA

Colorado law allows local school districts to ask voters to approve override funding for their district through additional mill levies. ECS voters generously approved school overrides including the most recent in 2016 which is scheduled to sunset in 2023. This additional funding is capped by state law at 20 percent of total program funding or 25 percent for fast growing districts. All override revenues come from increased property taxes; no additional state funding occurs. A district's authorization to raise and expend override revenues does not affect the amount of SFA funding the district receives.





## MILL LEVIES

The Colorado SFA was revised in 1994 creating Title 11, Article 50 of the Colorado Revised Statutes, which determines the base revenue of the General Operating Fund of the school district. This 1994 SFA set the standard mill levy at 40 mills for all districts. Due to dramatic increases in property values (assessed valuation) in some areas of Colorado (since 1994), the Act of 1994 was amended during the 2007 legislative session which froze the existing mill levy for most districts in the state, to reduce the pressure on state funding for local school districts.

The total 2020-21 ECS mill levy is projected to be 24.24 mills, which is a 3.5 percent decrease from the prior year. The mill levy is applied to assessed valuation which is projected to increase by 8.8 percent or approximately \$310,296,760. The assessed valuation residential rate remains at 7.2%. For ECS, the General Operating Fund mills have remained at 11.618 since 2006. For 2020, the districts mill levy override elections are projected to result in 5.295 mills. The mill levy for abatements, refunds, and omitted property is 0.283 mills. The Bond Redemption Fund is at 6.728 mills, and the Transportation mill levy is .344 mills, all totaling 24.24 mills collectively. The last ten years of historical information is shown in the chart on the next page with additional historical information on the district's assessed valuation located in the Informational Section at the end of this document.



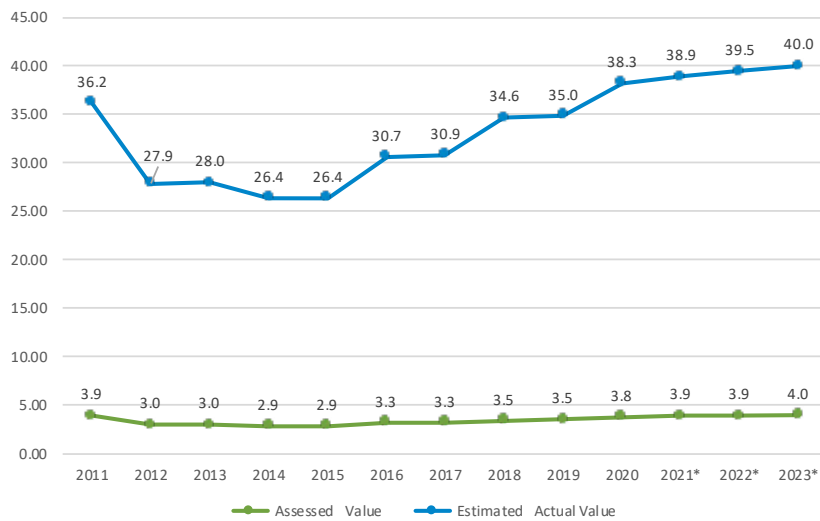
## ASSESSED VALUE & ACTUAL VALUE OF TAXABLE PROPERTY LAST TEN FISCAL YEARS (amounts expressed in thousands)

Fiscal Year Ended June 30,	Real Property		Personal Property		Exemptions of Real Property		Total Value		Ratio of Total Assessed Value to Total Estimated Actual Value
	Assessed Value	Estimated Actual Value	Assessed Value	Estimated Actual Value	Assessed Value	Estimated Actual Value	Assessed Value	Estimated Actual Value	
2011	3,532,369,970	34,694,499,120	92,521,320	319,038,940	306,005,580	1,216,552,680	3,930,896,870	36,230,090,740	10.85%
2012	2,692,812,380	26,668,651,830	87,942,860	303,249,230	239,377,650	958,662,950	3,020,132,890	27,930,564,010	10.81%
2013	2,691,704,460	26,713,889,900	83,138,600	286,684,710	242,758,620	978,147,950	3,017,601,680	27,978,722,560	10.79%
2014	2,566,361,210	25,204,000,320	89,975,170	310,258,390	218,295,890	878,280,780	2,874,632,270	26,392,539,490	10.89%
2015	2,556,149,170	25,252,094,130	86,011,900	296,591,660	218,850,980	880,696,280	2,861,012,050	26,429,382,070	10.83%
2016	2,931,496,730	29,359,108,450	89,128,230	307,339,150	245,741,890	995,239,760	3,266,366,850	30,661,687,360	10.65%
2017	2,944,003,260	29,583,561,050	89,423,480	308,356,230	250,953,490	1,021,359,410	3,284,380,230	30,913,276,690	10.62%
2018	3,141,460,270	33,215,649,100	91,780,670	316,484,280	265,902,800	1,110,810,450	3,499,143,740	34,642,943,830	10.10%
2019	3,149,510,010	33,496,890,960	95,928,100	330,786,260	269,485,260	1,133,697,460	3,514,923,370	34,961,374,680	10.05%
2020	3,440,211,760	36,776,697,810	96,747,720	333,612,270	288,260,650	1,207,628,010	3,825,220,130	38,317,938,090	9.98%
2021*	3,495,787,345	37,326,714,662	98,621,149	340,072,345	293,027,452	1,226,810,490	3,887,435,946	38,893,597,497	10.00%
2022*	3,551,362,930	37,876,731,514	100,494,578	346,532,420	297,794,254	1,245,992,970	3,949,651,762	39,469,256,904	10.01%
2023*	3,606,938,515	38,426,748,366	102,368,007	352,992,495	302,561,056	1,265,175,450	4,011,867,578	40,044,916,311	10.02%

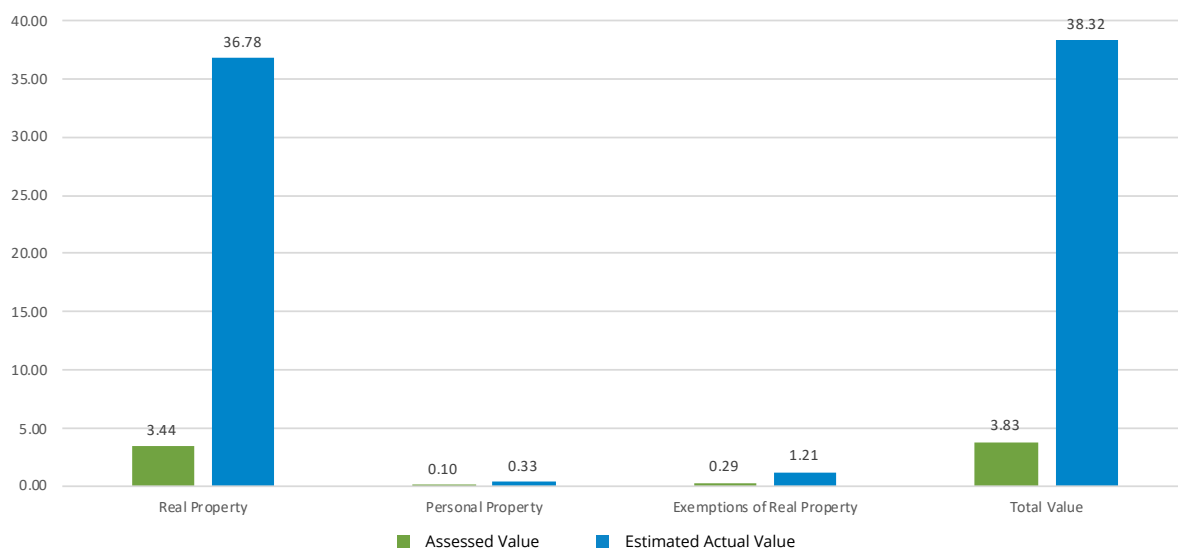
\*Estimated

Source: [https://www.eaglecounty.us/Finance/Documents/Eagle\\_County\\_2019\\_audited\\_CAFR\\_FINAL/](https://www.eaglecounty.us/Finance/Documents/Eagle_County_2019_audited_CAFR_FINAL/)

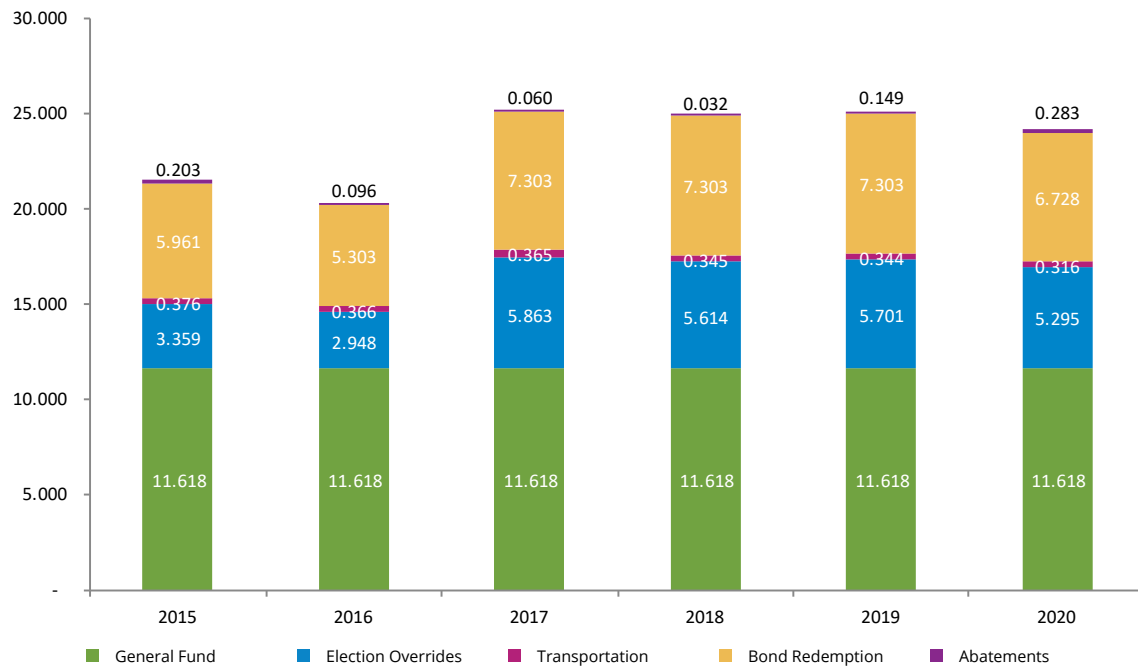
## HISTORICAL ASSESSED VALUE



## COMPOSITION OF PROPERTY TAX 2019 (IN BILLIONS)

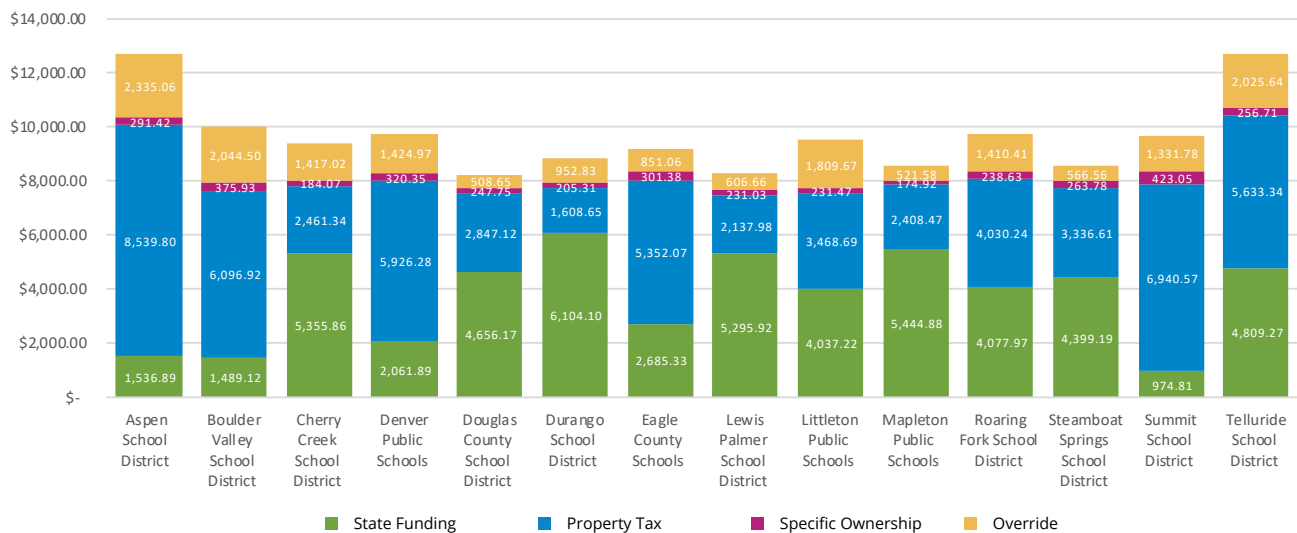


## MILL LEVY HISTORY



Using the same comparative districts, on a Per Pupil basis, you can see in the chart below that additional community support and approval of election overrides can provide a significant amount of additional funding to support the education of our students. ECS election overrides provide an additional \$851.06 per student compared to the Aspen School District that receives an additional \$2,335.06 per student from election overrides.

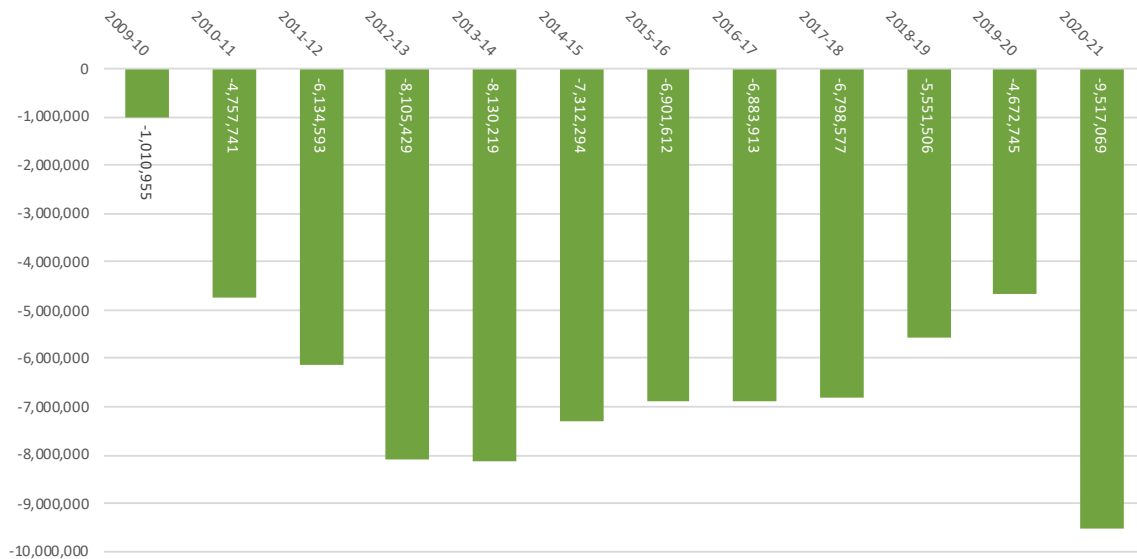
## 2020-21 PER PUPIL FUNDING WITH OVERRIDE



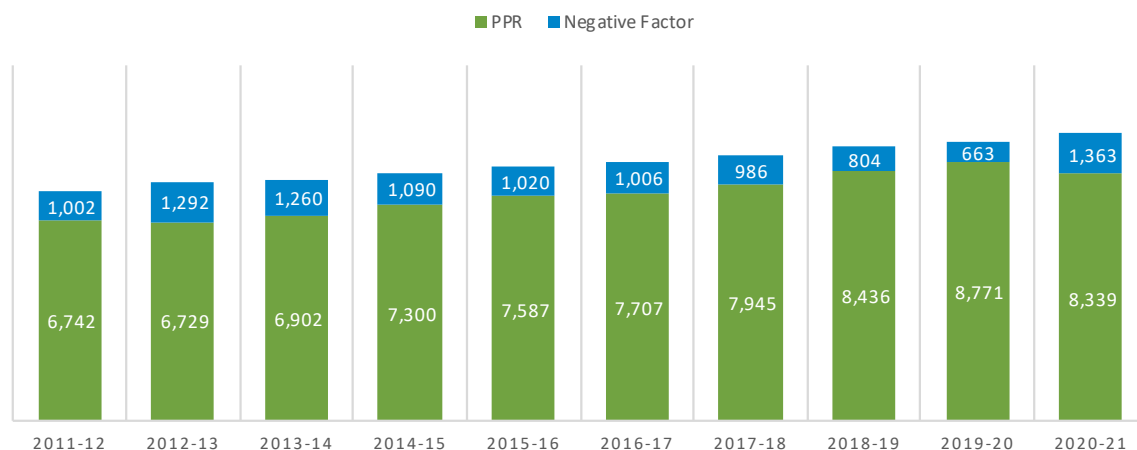
## CURRENT SCHOOL FINANCE ACT

ECS is projecting and moving forward under the parameters of the current School Finance Act. School districts in Colorado are funded via the School Finance Act (SFA). The SFA prescribes total program funding using a per-pupil funding formula. To accommodate state revenue challenges, the state has incorporated what has been titled as a budget stabilization factor into the school finance funding formula. The budget stabilization factor is a formulaic factor that proportionately reduces otherwise prescribed funding levels for each school district. This budget stabilization factor is the mechanism the state has implemented to reduce the level of K-12 funding while remaining within acceptable legal limits of the funding formula. The charts below reflect the Per Pupil Funding after the budget stabilization factor.

This budget stabilization factor has created a deficit funding gap of more than \$950M state wide. This means that school districts across the state are receiving \$950M less than they should be receiving under a fully funded school finance formula. The reduction of funding has been spread across districts in Colorado. ECS alone has been impacted by receiving \$75.8M less in funding since 2009-10.



The following chart demonstrates the difference between fully funded levels and actual funding levels, on a per pupil basis, after the application of the budget stabilization factor.

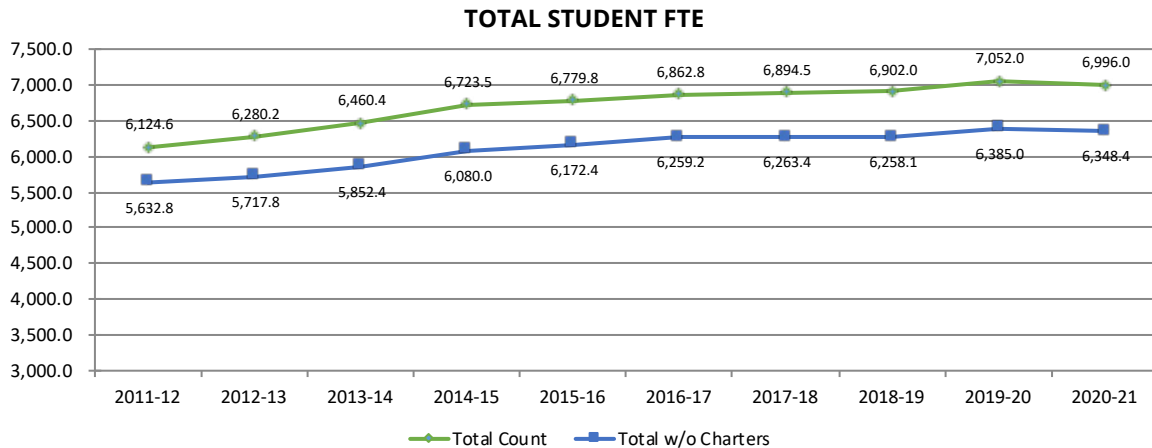


The deficit gap created by the budget stabilization factor has grown in each of the years since its inception. However, beginning in 2014-15 K-12 funding began to increase as the state realized increases in revenue. The gap was slightly decreasing until the economic downturn from the COVID-19 Pandemic. The budget stabilization factor increased for the 2020-21 year.



## ENROLLMENT FTE PROJECTIONS

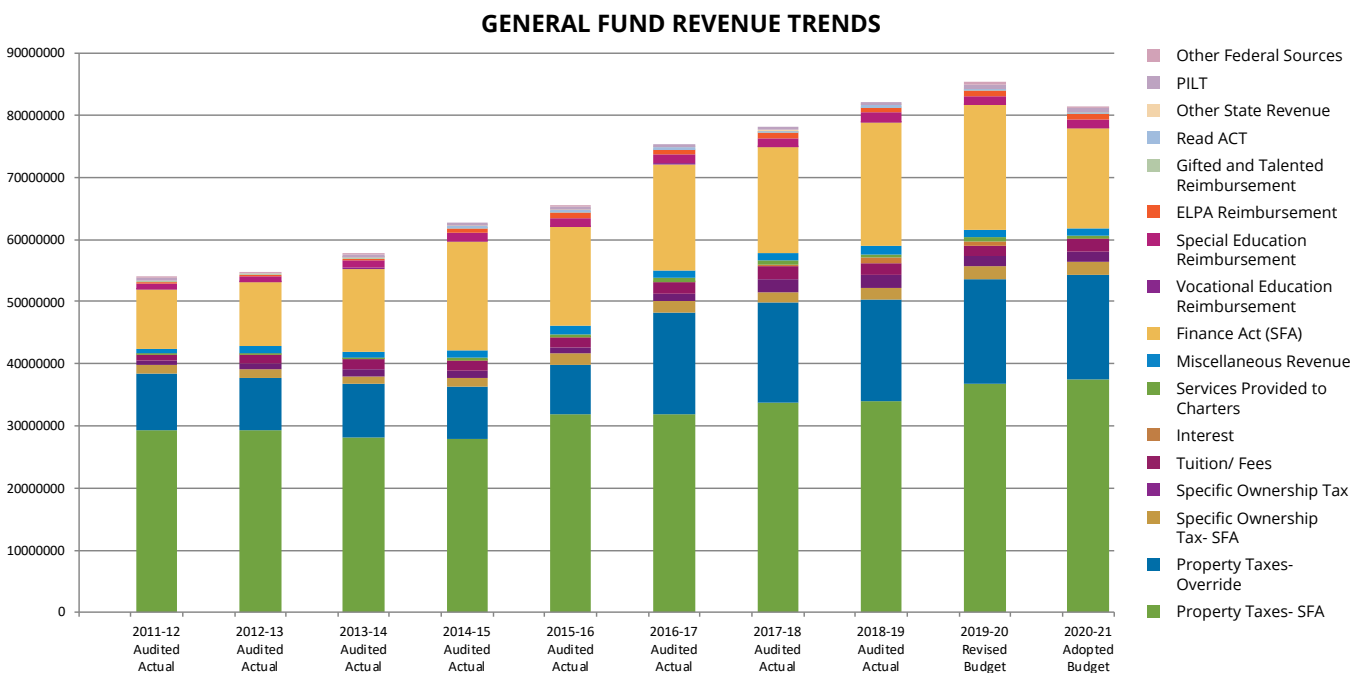
The 2020-21 enrollment FTE projections include a decrease of 56 FTE for a total of 6,996, including charter school enrollment for in-district and Charter School Institute (CSI) schools. The projected decrease of 56 varies from the demographers projection noted on page 140 due to the most current enrollment information and the ability to average funding up to a five year period. The following chart shows the historical change in ECS enrollment.



## OTHER REVENUE SOURCES

In addition, the Colorado School Finance Act allows the district to levy mills to collect property taxes for the override election of November 1989, 1998; the “hold-harmless” provision in the Colorado School Finance Act; the cost of living election in November 2001; the override election of November 2017 and for the recovery of abated taxes. This revenue is estimated at \$16,927,854.

In addition to the Colorado School Finance Act, the district receives categorical funding for pupil transportation, the Exceptional Children’s Education Act (special education), English as a Second Language and Career and Ed Tech from the state.



## BENCHMARK DATA

Benchmark data comparing districts and schools is accessible through the Colorado Department of Education website <http://www.cde.state.co.us/schoolview>. This provides a historic profile of individual schools and districts as well as state education data up to 2014.



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-  **Data Center**  
View historical profiles of individual schools and districts as well as state education data up to 2014, including district and school performance frameworks, performance results, enrollment, disciplinary actions and more.  
*See also: [Performance results from 2015 to the present on the Assessment website](#)*
-  **Colorado Growth Model**  
View growth data for Colorado's public schools, including individual school and district growth reports.
-  **District and School Dashboard**  
View state data for district and school staff to support effective systems analysis and improvement planning.
-  **Data Lab**  
Query the state's achievement and growth data to analyze results by school, district, state, and demographics.  
*See also: [Historical achievement and growth data from 2013-14 and prior](#)*
-  **Colorado Education Statistics**  
Download annual education statistics including graduation, dropout, suspension/expulsion and enrollment rates.

## BUDGET PROCESS

Eagle County Schools considers the budget process to be year round with a continual focus on funding supporting the academic achievement of our students. ECS focuses heavily on the partnership between the academic and finance staff in creation of our budgets. We have a Budget Committee that sets measures for success of the budget process and it is reviewed annually.

### OCTOBER - FEBRUARY:

Schools and departments present to the District Accountability and Advisory Committee their strategic plans and detailed tactic work which include their SMARTER goals, milestones and leading indicators. In February, DAAC makes a formal recommendation to the Board of Education where they would like to focus resources.

Current levels of student learning and student growth are analyzed through various forms of data to monitor success and determine next steps for continued academic growth and the related funding necessary to implement these steps.

### DECEMBER:

The Budget Committee reviews and revises, when necessary, the Budget Principles and Policies that will be used throughout the process and setting the budget.

### JANUARY - JUNE:

Regularly scheduled board of education work sessions are used to update the board on revenue and expenditure assumptions, negotiation progress, enrollment changes, staffing allocation needs, school fees and any legislative impacts on the district.

Budget requests are due in February, allowing time in March and April for review of the requests and the opportunity to prioritize the requests through a Budget Review Tool, that can be found in Appendix F. A revised budget is allowed per Colorado Revised Statue to be adopted the following January based on any new information that is received. The complete process, along with a calendar on page 54 is available in the organizational Section as well as Critical Dates in Appendix B.

### JANUARY - MARCH:

Staffing allocations are provided to principals and department managers based on student enrollment as well as student designation. The purposeful and practical allocation of resources to support equitable access to high-quality learning opportunities is a major component of education policy at the federal, state, and local levels. ECS leaders are charged with making decisions about how to effectively distribute and leverage resources to support teaching and learning within their school and department. Each school is allocated staffing based on a weighted full time equivalent (FTE) per student ratio to address their specific strategic plan and student needs.

In this respect, leaders are concerned not only with the level of resources and how they are distributed, but also with how these investments translate into improved learning.

The staffing formulas can be found on page 121.

## EMPLOYEE COMPENSATION

Education is a profession that relies on people – teachers and support personnel. Personnel costs (salaries and benefits) account for 82% of the district's General Fund total expenditures. ECS provides district paid benefits and offers additional benefits that can be purchased by the employee. Retirement and healthcare costs have continued to rise and have had a significant impact on the budget. In an effort to contain cost increases, the district participates in an insurance pool model. The cost of benefits, directly affect the dollars available for employee compensation. The average cost of benefits is 41.5% of salaries.

For the 2020-21 year, the district provided a cost of living increase of 1.9% as well as educational lane advancement for certified staff. The budget included and anticipated increase of 10% to health insurance costs. The district will absorb this entire cost with no increase to the employee.

## PERSONNEL TRENDS

The number of 2020-21 estimated full-time employees (FTE) in ECS in all funds is 924.10. Typically, budgeted FTE fluctuate with changing student enrollment, funding changes that necessitate the implementation or reduction of new programs or positions funded with one-time resources. Reduced enrollment resulted in a reduction of 11.27 FTE. Eagle County Schools is dedicated to maintaining current staffing ratios as long as possible in the current state of reduced funding.

In fact, we continue to strive to increase staffing levels to what they were in 2008 in an effort to support reduced class sizes. It will take adequate funding before we are able to reach this goal.

## FUND BALANCE REQUIREMENTS

In order to meet the challenges of school funding in Colorado, ECS adopted Board of Education Governance Policy EL-8 which dictates a minimum level of year-end fund balance in order to ensure the districts on-going financial stability. It specifically states to: Not allow General Fund balance to fall below 10% of actual General Fund expenditures or \$10,000,000 whichever is greater at fiscal year-end.



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## COMPLIANCE STATEMENTS

The following statements were prepared in accordance with the state's Financial Policies and Procedures to comply with certain requirements in state statute.

The revenue projections were prepared using information provided by the Colorado Department of Education, the county assessor, the federal government, and other sources using methods recommended in the Financial Policies and Procedures Handbook. These budget expenditure estimates were prepared based on program needs, enrollment projections, mandated requirements, employee contracts, contracted services, and anticipated changes in economic conditions using methods described in the Financial Policies and Procedures Handbook. Beginning fund balances and revenues equal or exceed budgeted expenditures and reserves.

This budget includes the audited revenues, expenditures, and fund balances for the last completed fiscal year. Audited figures are detailed in ECS's Comprehensive Annual Financial Report and are available for review on the district's website: [www.eagleschools.net](http://www.eagleschools.net), in the district's business office, the Colorado Department of Education, or the state auditor's office.

The 2020-21 Adopted Budget was prepared in compliance with the revenue, expenditures, tax limitation, and reserve requirements of Section 20 of Article X of the State Constitution as well as the ECS Board of Education Governance Policies and the Administrative Policies.

## BOARD OF EDUCATION GOVERNANCE POLICIES

The Board of Education adopted Policy Governance in 1998 with the guidance of the Colorado Association of School Boards.

**EXECUTIVE LIMITATIONS** - Contains policies related to students, staff and safety as well as policies related to budgeting and fiscal management.

**BOARD STAFF RELATIONSHIP** - Contains policies related to the work of the Board and the Superintendent.

**GOVERNANCE PROCESS** - Contains policies related to how the Board works and governs themselves.

## BUDGET POLICIES

The following bullets are excerpt from Section D: Fiscal Management because they specifically affect the budget. The entire policy can be found in the Appendix A located in the Informational Section of this document.

The only change in the budget process and policies is to adjust fund balance requirements to now have the 10% include TABOR reserve requirements allowing approximately \$2.6M of fund balance in an effort to sustain current staffing levels.

- **DB: Annual Budget** – Defines the budget process, including; 3 year budget plan, summary and detail requirements for reporting, maintaining a fund balance of 10% of the district's current fiscal year adopted budget or \$10M, whichever is greater
- **DBD: Determination of Budget Priorities** – Prioritize and reflect how resources are spent by school, grade and program; determine whether the current allocation of resources is effective in raising student achievement; identify ways to better use resources to achieve educational opportunities and defines a balanced budget, staff compensation, program review including funding new programs, and spending any year-end savings
- **DBF: Budget Hearings and Reviews** – The Board will conduct one or more public hearings; publish notice in local newspaper
- **DBG: Budget Adoption** – The Board will consider adoption at a board meeting; revise by January 31; supplemental appropriation needed after January 31 based on additional resources
- **DBK: Fiscal Emergencies** – Defines a fiscal emergency, who declares it, and how it's managed
- **DCA: Management of Capital Resources / DID: Inventories** – This policy governs if transactions are in compliance and appropriately managed
- **DD: Grants Management / DEA: Funds from Local Tax Sources** – These policies define compliance requirements for spending



## ADMINISTRATIVE POLICIES

The following main sections of policies guide the Eagle County School District through the budget development and implementation process as well as policies that direct operational procedures of the district. A detailed description of each policy associated within each section can be found in the Appendix A located in the Informational Section of this document. The district also implemented Budget Principles for the development of the 2020-21 budget.

### **SECTION A: Foundations and Basic Commitments -**

Contains policies, regulations, and exhibits regarding the district's legal role in providing public education and the basic principles underlying school board governance.

### **SECTION B: Board Governance and Operations -**

Includes policies regarding how the school board is appointed or elected, how it is organized, how it conducts meetings, and how the board operates.

### **SECTION C: General School Administration -**

Contains policies, regulations, and exhibits on school management, administrative organization and school building and department administration.

### **SECTION D: Fiscal Management -** Includes the policies on school finances and the management of funds. Policies on the financing of school construction and renovations are included in Section F, Facilities Development.

### **SECTION E: Support Services -** Contains policies on non-instructional services and programs, particularly those on business management.

### **SECTION F: Facilities Development -** Contains policies on facility planning, financing, construction, and renovation. Also includes the topics of temporary facilities and school closings.

### **SECTION G: Personnel -** Contains policies that pertain to all district employees.

### **SECTION H: Negotiations -** Contains policies guiding negotiating procedures.

### **SECTION I: Instruction -** Contains policies regarding instruction, curriculum, resources, and achievement.

### **SECTION J: Students -** Includes policies regarding student admissions, attendance, rights and responsibilities, conduct, discipline, health and welfare, and school-related activities.

### **SECTION K: School-Community Relations -** Contains policies, regulations, and exhibits on parent and community involvement in schools.

### **SECTION L: Education-Agency Relations -** Policies include school district's relationship with other education agencies – including other school systems, regional or service districts, private schools, colleges and universities, educational research organizations, and state and national educational agencies.



## ALL FUNDS SUMMARY

	General Fund	Nutrition Services Fund	Designated Purpose Grant Fund	Transportation Fund	Bond Fund	Building Fund
<b>Beginning Fund Balance</b>	<b>20,386,488</b>	<b>98,578</b>	<b>-</b>	<b>1,076,581</b>	<b>17,500,107</b>	<b>171,310</b>
<b>Revenue:</b>						
Property taxes	\$ 54,359,700	\$ -	\$ -	\$ 1,000,000	\$ 21,219,072	\$ -
Specific ownership taxes	3,814,000	-	-	50,000	-	-
State and federal revenue	19,698,229	1,281,590	6,133,604	530,000	-	-
Interest income	50,000	-	-	-	-	-
Other local revenue	3,502,328	736,737	866,396	701,000	-	-
Transfer in Charter School	-	-	-	-	-	-
Transfer in 3A Charter School	-	-	-	-	-	-
<b>Total revenue</b>	<b>81,424,257</b>	<b>2,018,327</b>	<b>7,000,000</b>	<b>2,281,000</b>	<b>21,219,072</b>	<b>-</b>
<b>Expenditures:</b>						
Salaries	47,998,684	1,052,153	3,109,647	1,767,590	-	-
Benefits	19,907,915	520,800	1,243,859	844,366	-	-
Purchased services	6,121,584	66,200	1,071,027	298,000	-	-
Supplies & Equipment	5,644,655	998,992	1,575,467	495,000	-	-
Debt service	-	-	-	-	20,657,250	-
Capital outlay	-	-	-	-	-	171,310
Depreciation/amortization	-	-	-	-	-	-
Subsidy and/or Financing	-	-	-	-	-	-
Charter School	3,494,441	-	-	-	-	-
<b>Total expenditures</b>	<b>83,167,279</b>	<b>2,638,145</b>	<b>7,000,000</b>	<b>3,404,956</b>	<b>20,657,250</b>	<b>171,310</b>
<b>Net Change in Fund Balance</b>	<b>(1,743,022)</b>	<b>(619,818)</b>	<b>-</b>	<b>(1,123,956)</b>	<b>561,822</b>	<b>(171,310)</b>
Transfers	(1,620,000)	520,000	-	-	-	-
Transfers 3A	(1,494,428)	102,180	-	214,012	-	-
Nonspendable Inventories	-	-	-	-	-	-
Restricted for Debt Service	-	-	-	-	18,061,929	-
Restricted for Capital Outlay	-	-	-	-	-	-
Restricted for Student Activity	-	-	-	-	-	-
Restricted for 3A	754,595	-	-	-	-	-
Restricted for Multi-Year Contracts	-	-	-	-	-	-
Restricted for Emergencies	2,589,174	-	-	-	-	-
Assigned	-	-	-	-	-	-
Assigned for Future Projects	146,250	-	-	-	-	-
Assigned to Capital Outlay	-	-	-	-	-	-
Assigned to Transportation	-	-	-	166,637	-	-
Assigned to Nutrition Services	-	100,940	-	-	-	-
Unrestricted, Unassigned	12,039,019	-	-	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 15,529,038</b>	<b>\$ 100,940</b>	<b>\$ -</b>	<b>\$ 166,637</b>	<b>\$ 18,061,929</b>	<b>\$ -</b>
<b>Appropriation</b>	<b>\$ 86,281,707</b>	<b>\$ 2,638,145</b>	<b>\$ 7,000,000</b>	<b>\$ 3,404,956</b>	<b>\$ 20,657,250</b>	<b>\$ 171,310</b>

## ALL FUNDS SUMMARY (CONTINUED)

	Capital Reserve Fund	District Housing Fund	Student Activity Fund	Charter School Fund	2020-21 Total	2019-20 Estimated
<b>Beginning Fund Balance</b>	<b>2,678,662</b>	<b>881,999</b>	<b>1,179,040</b>	<b>1,432,437</b>	<b>45,405,203</b>	<b>45,286,000</b>
<b>Revenue:</b>						
Property taxes	\$ -	\$ -	\$ -	\$ -	\$ 76,578,772	\$ 75,786,873
Specific ownership taxes	-	-	-	-	3,864,000	3,800,000
State and federal revenue	-	-	-	94,446	27,737,869	31,567,578
Interest income	-	-	-	12,874	62,874	512,434
Other local revenue	28,524	145,000	800,000	968,581	7,748,566	6,419,389
Transfer in Charter School	-	-	-	3,057,049	3,057,049	3,396,721
Transfer in 3A Charter School	-	-	-	437,392	437,392	429,237
<b>Total revenue</b>	<b>28,524</b>	<b>145,000</b>	<b>800,000</b>	<b>4,570,342</b>	<b>119,486,522</b>	<b>121,912,232</b>
<b>Expenditures:</b>						
Salaries	-	-	-	2,181,030	56,109,104	54,268,817
Benefits	-	-	-	975,638	23,492,578	21,705,820
Purchased services	-	36,600	-	1,113,719	8,707,130	5,908,261
Supplies & Equipment	-	80,200	1,930,050	398,200	11,122,564	9,468,558
Debt service	-	-	-	-	20,657,250	20,678,555
Capital outlay	3,485,422	-	-	94,446	3,751,178	5,938,060
Depreciation/amortization	-	14,000	-	-	14,000	14,000
Subsidy and/or Financing	-	124,600	-	-	124,600	-
Charter School	-	-	-	-	3,494,441	3,825,958
<b>Total expenditures</b>	<b>3,485,422</b>	<b>255,400</b>	<b>1,930,050</b>	<b>4,763,033</b>	<b>127,472,845</b>	<b>121,808,029</b>
<b>Net Change in Fund Balance</b>	<b>(3,456,898)</b>	<b>(110,400)</b>	<b>(1,130,050)</b>	<b>(192,691)</b>	<b>(7,986,323)</b>	<b>104,203</b>
Transfers	1,100,000	-	-	-	-	315,000
Transfers 3A	1,178,236	-	-	-	-	-
Nonspendable Inventories	-	-	-	-	-	-
Restricted for Debt Service	-	-	-	-	18,061,929	17,500,107
Restricted for Capital Outlay	-	-	-	-	-	-
Restricted for Student Activity	-	-	48,990	-	48,990	1,179,040
Restricted for 3A	-	-	-	-	754,595	788,014
Restricted for Multi-Year Contracts	-	-	-	-	-	-
Restricted for Emergencies	-	-	-	-	2,589,174	2,623,400
Assigned	-	-	-	-	-	1,092,250
Assigned for Future Projects	-	-	-	-	146,250	171,310
Assigned to Capital Outlay	1,500,000	-	-	-	1,500,000	2,678,662
Assigned to Transportation	-	-	-	-	166,637	1,076,581
Assigned to Nutrition Services	-	-	-	-	100,940	1,531,015
Unrestricted, Unassigned	-	771,599	-	1,239,746	14,050,365	16,764,823
<b>Ending Fund Balance</b>	<b>\$ 1,500,000</b>	<b>\$ 771,599</b>	<b>\$ 48,990</b>	<b>\$ 1,239,746</b>	<b>\$ 37,418,880</b>	<b>\$ 45,705,203</b>
<b>Appropriation</b>	<b>\$ 3,485,422</b>	<b>\$ 255,400</b>	<b>\$ 1,930,050</b>	<b>\$ 6,002,779</b>	<b>\$131,827,019</b>	

## APPROPRIATION 2020-21

The adoption of the budget by the Board of Education includes the formal approval of both the Budget Resolution and the Appropriation Resolution, as defined in the Colorado State Statute 22-44-103(1). The resolutions set the maximum amount of funds which can be utilized in a given fiscal year. Each accounting fund is included in each of the resolutions. A board of education of a school district shall not expend any moneys in excess of the amount appropriated by resolution for a particular fund, C.R.S 22-44-115(1).

FUND	AMOUNT	PURPOSE OF SPENDING FUND BALANCE
GENERAL	4,857,450	Funds are being used to support the strategic plan. The beginning fund balance is sufficient to cover this cost for one year and maintains the fund balance within policy requirements. Future adjustments must be made to revenue and/or expenditures in the fund to maintain financial stability.
TRANSPORTATION	909,944	This is used to support Transportation operating funds. The beginning fund balance is sufficient to cover this cost for one year and maintains the fund balance within policy requirements. Future adjustments must be made to revenue and/or expenditures in the fund to maintain financial stability.
BUILDING	171,310	Fund balance is the main resource for spending. The entire fund balance is appropriated and anticipated to be spent in 2020-21.
CAPITAL RESERVE	1,178,662	Planning to spend funds as assigned in prior year fund balance. The beginning fund balance is sufficient to cover this cost for one year and maintains the fund balance within policy requirements. Future adjustments must be made to revenue and/or expenditures in the fund to maintain financial stability.
DISTRICT HOUSING	110,400	Spending in support of the Employee Housing Master Plan. The beginning fund balance is sufficient to cover this cost for one year and maintains the fund balance within policy requirements. Future adjustments must be made to revenue and/or expenditures in the fund to maintain financial stability.
STUDENT ACTIVITY	1,130,050	Appropriation includes new activity as well as the entire fund balance.
ECCA	1,432,437	Appropriation includes new activity as well as the entire fund balance.
<b>Total</b>	<b>\$ 9,790,253</b>	



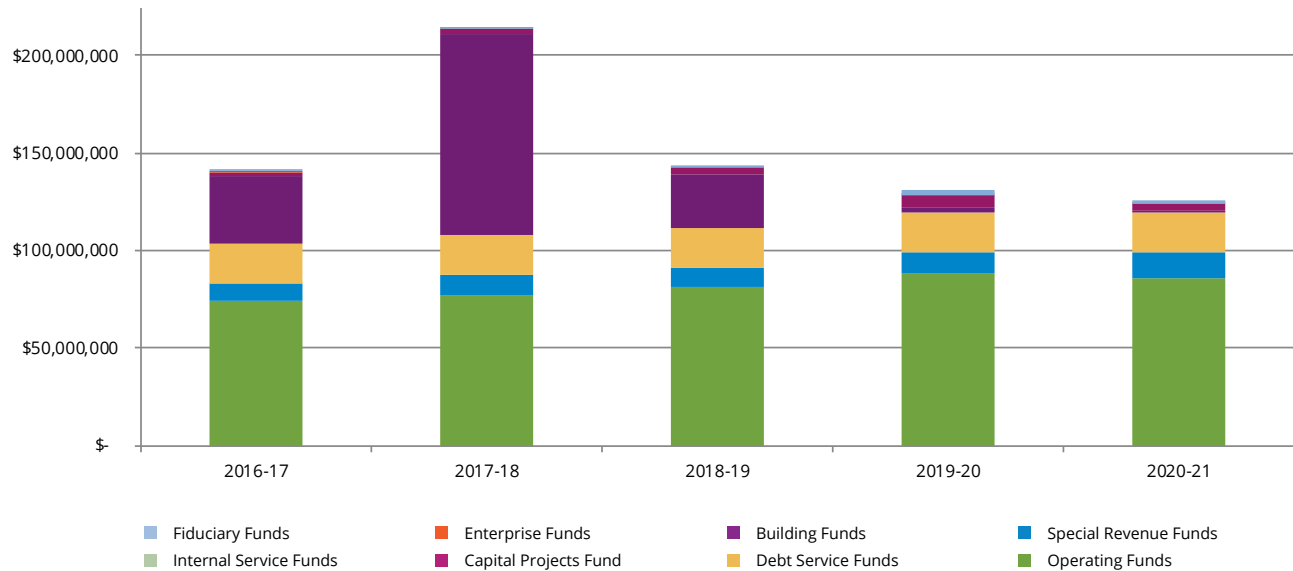


## FIVE YEAR APPROPRIATIONS BY FUND TYPE

Fund Types	2016-17	2017-18	2018-19	2019-20	2020-21
Operating Funds	\$ 74,750,763	\$ 76,947,604	\$ 81,046,320	\$ 88,749,012	\$ 86,281,707
Special Revenue Funds	8,864,414	10,376,440	10,278,100	10,423,726	13,043,101
Debt Service Funds	19,690,793	20,682,963	20,682,931	20,680,425	20,657,250
Building Fund	34,967,316	102,582,367	27,116,260	2,729,983	171,310
Capital Projects Fund	2,007,954	2,482,290	3,159,990	5,862,610	3,485,422
Enterprise Funds	368,500	164,400	119,220	128,400	255,400
Internal Service Funds	-	-	-	-	-
Fiduciary Funds	1,194,067	1,245,000	1,250,000	2,097,035	1,930,050
	<b>\$ 141,843,807</b>	<b>\$ 214,481,064</b>	<b>\$ 143,652,821</b>	<b>\$ 130,671,191</b>	<b>\$ 125,824,240</b>

Note: As of July 1, 2014, the Nutrition Services Fund was re-designated from an Enterprise Fund to a Special Revenue Fund, per C.R.S. 2245-R-3.03(2). The table and chart reflect Nutrition Services Fund as a Special Revenue Fund for all periods for comparison purposes only.

### APPROPRIATIONS



## BUDGET ADJUSTMENT PLAN NARRATIVE

With our direction affirmed by the community and our District Advisory and Accountability Committee, we made the following significant budgetary decisions:

### GENERAL FUND

A decrease in Enrollment projections, increase of per pupil funding combined with a statewide increase of the Budget Stabilization Factor will cause a decrease in the forecasted revenue of \$3.3M related to School Finance Act Funding. Other adjustments have been made to revenues based on Federal, State and Local information including a significant reduction of interest income due to the economic downturn related to the COVID-19 Pandemic.

A step and lane salary schedule for teachers and counselors was implemented for the 2019-20 school year. In the 2020-21 school year, educational lane advancements were granted to all certified staff members along with a 1.9% cost of living salary increase district-wide. Two additional contract days were added for certified staff. Total cost to the district for these adjustments are projected at \$1.9M.

The district is anticipating savings on FTE due to decreased enrollment numbers. This trend in decreasing enrollment also pushed the district to make the difficult decision to close June Creek Elementary and open an early childhood center (Edwards Early Learning Center). The estimated savings for these adjustments are over \$2M.

Additional FTE was allocated to support the Teacher Leader model at the secondary and early childhood levels, allowing for release time for Teacher Leaders for a total cost of \$344K.

There is an anticipated increase to health insurance premiums of 10%. The district is absorbing this cost of approximately \$800K. Additional employer-paid PERA increase of 0.5% is effective with the 2020-21 budget year.

Significant cuts were made to district level controllable accounts resulting in \$1.3M in reductions to help maintain financial stability through this economic downturn and future years to come.

Strategy and tactic work has been prioritized as we strive to address our mission. Other resources are allocated through this plan to make the largest impact possible on student achievement. More detailed information is provided in the Financial Section of the budget document.

### NUTRITION SERVICES FUND

The adopted budget includes the same compensation and benefit increases as the General Fund. Catering to our schools, district, and community are offered as an additional source of revenue.

### GRANTS FUND

Any compensation and benefit related expenditures include the same increases as the General Fund. The district will continue to receive funding in 2020 - 21 from two key sources, ESSA (Every Child Succeeds Act) and IDEA Part B. Additionally, awards received in prior years that continue to be funded include; Head Start, Carl Perkins, and several other smaller private grants. New grant funding included in the 2020-21 budget is the Federal CARES Act. The district continues to pursue grant opportunities in various areas to improve programs offered by the district.

### TRANSPORTATION FUND

The transportation mill levy is set to provide \$1M towards operational expenditures. This adopted budget includes the same cost of living and employee benefits increases as the General Fund. Funding through 3A has been beneficial enabling the district to begin renewing the high mileage, high maintenance bus fleet.



## BOND FUND

The Bond Redemption Fund mill levy is projected at 6.728 mills to provide the appropriate funding for the district's debt service obligations. The chart below illustrates the district's annual principal and interest payments. The changes in debt reflect principal payments made.

YEAR ENDED JUNE 30,	PRINCIPAL	INTEREST	TOTAL
2021	10,605,000	10,050,750	20,655,750
2022	11,120,000	9,517,850	20,637,850
2023	11,670,000	9,014,813	20,684,813
2024	12,135,000	8,482,225	20,617,225
2025-2029	63,215,000	34,085,375	97,300,375
2030-2034	69,210,000	18,805,775	88,015,775
2035-2037	39,270,000	2,471,000	41,741,000
	<b>217,225,000</b>	<b>92,427,788</b>	<b>309,652,788</b>

## BUILDING FUND

The Building Fund is used to account for all resources available for acquiring capital sites, buildings and equipment. Examples of such resources include bond sale proceeds, grants, donations and interfund transfers. This fund was created in 2016-17 to account for all the projects funded by the 3B bond proceeds. The 2020-21 Adopted Budget reflects the remaining bond proceeds and planned or scheduled to be spent on expanding bandwidth across the district. All funds are planned to be spent by the end of 2020-21

## CAPITAL RESERVE FUND

Resources of \$1.1M transferred from the General Fund are available for 2020-21 capital improvements that will support various annual allocations including; roof repairs, concrete replacement and HVAC repairs as well as break/fix items. Other resources from 3A are also transferred and reported to in the Capital Reserve Fund to support capital purchases for; technology, custodial and maintenance equipment, buses and white fleet replacements.

## DISTRICT HOUSING FUND

The District Housing Fund includes budget to maintain affordable employee homes and some limited renovation dollars. There is additional money for the 2020-21 year for subsidy and/or financing costs.

## STUDENT ACTIVITY FUND

No significant changes are anticipated in the 2020-21 fiscal year.



## GENERAL FUND

### HIGHLIGHTS

#### 2020-21 Total Resources: \$81.4M

- Local property taxes generate 67% of our revenue source followed by 24% from State and Federal sources.
- Mill levy overrides account for \$16.8M of the \$54.4M collected in property taxes with an additional \$3.8M in Specific Ownership Taxes
- The remaining 9% of revenues are generated from local sources including: \$3.8M in Specific Ownership Taxes, e-rate funding, preschool tuition, student fees, donations, utility rebates and other miscellaneous sources

#### 2020-21 Total Expenditures: \$83.1M

- Salaries and benefits make up 81.6% of the expenditures prior to transfers. The \$47.9M in salaries includes the educational lane advancement for all certified staff, and a 1.9% cost of living increase for all employees district wide.
- Health insurance premium and employer-paid PERA rate benefit increases average 41.5% of salaries for a total of \$19.9M
- Purchased services include some contracted services, technology maintenance agreements, utilities, legal and other miscellaneous fees for a total allocation of \$6.1M.
- Supplies of \$5.6M are available through school and departmental allocations
- Multiple tactics continue to receive the various levels of funding to continue the path set to reach their goals.

#### 2020-21 Total Transfers: \$6.6M

- Transfer of \$0 to the Transportation Fund
- Transfer of \$520,000 to the Nutrition Services Fund
- Transfer of \$1.1M to the Capital Reserve Fund for capital improvements
- Transfer of \$3M to the Charter School Fund based on PPR
- Transfer of \$1.9M for 3A expenditures

#### 2020-21 Total Ending Reserves: \$15.5M

- Carryover of 3A mill levy override attributes to \$755K of the carryover
- A required TABOR contingency of \$2.6M is included
- Unassigned fund balance is budgeted at \$12M
- Assigned fund balance is budgeted at \$146K

### SIGNIFICANT CHANGES IN FUND BALANCE

- The fund balance for the General Operating fund has a planned significant increase from the 2019-20 Budget to be used as the 2020-21 beginning fund balance. This is made possible due to the influx of stimulus dollars allowing spending into the fund balance in 2020-21 to sustain current staffing levels. The forecasts reflect continued intentional spending within policy. Any adjustments needed are addressed on an annual basis.
- Eagle County Schools has a mill levy override that sunsets in 2023. The Board of Education is currently studying the best time to go to the voters and request an extension of this mill levy.
- There's a planned change in the building fund balance. This is due to the spending down of bond proceeds.
- Any other negative trends will be addressed by reallocating resources on an annual basis.





## BUDGET FACTS AND ASSUMPTIONS

The 2020-21 Adopted Budget was developed knowing certain facts and making certain assumptions based on information available at the time of preparation. These facts and assumptions are as follows:

### Facts:

1. The budget has been prepared with per pupil revenue of \$8,338 based on the 2020 legislative approved Colorado Public School Finance Act of 1994.
2. Beginning fund balances plus revenues equal expenditures and ending reserves in all funds.
3. A 1.9% cost of living increase for all employees was given as well as educational lane advancements for certified staff members.
4. An additional 0.5% increase to PERA funding to meet our obligations to the state retirement system and the employee contribution to PERA will be increased by 1.25% for a total of 10%
5. Closing the achievement gap between economically disadvantaged and economically advantaged as well as the gap between minority and non-minority students is a priority for the district. The 2020-21 budget includes a direct allocation of \$201K towards Deep Equity work. Indirect expenditures tied to equity include district-wide professional development days and focused instructional practices on a daily basis.
6. Multi-Tiered Systems of Supports (MTSS) is used to meet the diverse needs of our students. Direct expenditures related to MTSS equate to \$5.9M. Much of the work is done indirectly with a constant focus on MTSS.
7. With the assistance of MTSS and through the perspective of equity, we will focus on math instruction and improve math achievement for all students being supported through indirect costs.

### Assumptions:

1. The revenue projections were prepared using information provided by the Colorado Department of Education, the County Assessor, the federal government, and other sources using methods recommended in the Colorado Department of Education's Financial Policies and Procedures Handbook
2. Actual funding to the district is primarily provided by the Colorado Public School Finance Act, which is calculated from the projected pupil counts. ECS funded pupil count is projected to decrease by 56 students to 6,996 in 2020-21.
3. Public School Finance Act, State categorical and federal funding is based on preliminary allocations provided directly by those agencies.

4. Projections for local sources are based on historical trends and knowledge of transitions in tuition rates and student fees.
5. This budget's expenditure estimates were prepared based on program needs, enrollment projections, mandated requirements, employee negotiations, contracted services and anticipated changes in economic conditions.
6. Health insurance is projected to increase by 10%. This increase will be absorbed by the district.
7. The ratio for assessment of residential property is estimated at 7.2%. The ratio for assessment of commercial property will remain the same at 29%.

### Projection Assumptions:

Assumptions are based on actual year to date transactions and adjusted for historical trends.

### Forecasted Assumptions:

1. School Finance Act dollars decrease an average of 5% for the next two years, before leveling off in the third year.
2. With the economic downturn and the potential for reductions in revenues, we are expecting a decrease in salaries of 5% in year one, 11% in year two, and 15% in year three.
3. Benefits are anticipated to increase annually; 42% in year one, 44% in year two and 48% in year three related to the total cost of salaries.
4. Purchased services, supplies and equipment are assumed to remain consistent in year one, decrease 10% in year two and three.
5. Resources will be reallocated on an annual basis in an effort to meet district wide goals and to ensure future financial stability.
6. It is evident that the general operating costs are trending to be greater than anticipated revenues. The forecasts reflect continued intentional spending within policy. Any adjustments needed are addressed on an annual basis.
7. Eagle County Schools has a mill levy override that sunsets in 2023. The Board of Education is currently studying the best time to go to the voters and request an extension of this mill levy.

\*Some forecasts have been adjusted in order to maintain a positive fund balance.

## DOCUMENT SUMMARY

This concludes the **EXECUTIVE SUMMARY**. The purpose of this document is to help the reader understand school finance issues and the process used to create a budget that is fiscally responsible and supports the needs of all students for the upcoming year. The 2020-21 Adopted Budget document provides summary information for a broad look at the financial plan of the district.

The school district's budget is a living document representing the investment our community makes in educating its children. Each year, the district evaluates programs, staffing patterns, and other expenditures in relation to the strategic directions set by the Board of Education, with particular emphasis on student achievement. We are proud of the fact that this community places a premium on academic achievement for all children.

This budget reflects the mission and goals of the Eagle County Schools to provide educational services to its students to the end that the attainments of their goals as members of society are enhanced. The expectation of moderate inflation, improvement of educational services, and continued stabilization of the student population created challenges to maintain necessary expenditures within the limits of available resources and restrictions imposed by the state legislature.

This budget is a prudent plan that balances the many needs of our students within the economic realities of our state and district. The members of the Board of Education have provided outstanding support for the educational services of the district, and the budget reflects the commitment of the board and the community for quality educational programs.

The remaining sections of this document provide detailed and supplementary information to support the budgets as presented.

The **ORGANIZATIONAL SECTION** provides detailed information on the ECS government profile, its facilities, and geographical area. It provides insights into the district's vision, goals, and strategies in the context of supporting student achievement. It details the district's administrative structure, operating departments along with accounting descriptions of fund types, revenue and expenditure classifications, budget, and management practices that regulate operations.

The **FINANCIAL SECTION** provides all the information necessary to understand the structure of the district's financial documents; detailed budget schedules for all funds are included to provide historical financial standings along with debt obligations. Included are the beginning balance, revenue, expenditure, transfers, emergency reserves, and ending balance for all of the district's funds including staffing formulas. Sub-sections include General Fund, Other Funds, and the Charter School Fund detailing five years of revenues and expenditures, three years forecasted and program and staffing summaries.

The **INFORMATIONAL SECTION** includes enrollment trends, historical data comparisons, data, charts, and assorted information in support of the budgets. This section is intended to help the reader have a better understanding of the history and future of the district as a growing entity. Sub-sections include the Appendices and Glossary that provide historical information on the ECS assessed valuation, mill levies, enrollment and pupil count funding, the Colorado Department of Education critical dates, and terms used in the budget document.

The Adopted Budget is available for public review in the Finance Department and the Superintendent's Office at 948 Chambers Avenue, Eagle, (970) 328-6321. The Adopted Budget is also available in PDF format on our website at: <http://www.eagleschools.net/finance/>

For additional district financial information, readers should refer to the Comprehensive Annual Financial Report, which is also available on the district's Finance Department web page.



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# ORGANIZATIONAL SECTION

## PROFILE OF THE SCHOOL DISTRICT

Serving Pre-K through 12th grade students from Vail to Dotsero, including Bond and McCoy, Eagle County Schools is an innovative district comprised of approximately 900 professionals engaging almost 6,900 students. Our vision is to prepare all of our students to be internationally competitive graduates, who will be successful in their careers or college experience and contribute to their communities in positive and effective ways. The District benchmarks international top performing schools to model practices that lead to success for all students. We believe that the only way to

improve learning outcomes for students is through better instruction. Consequently, we focus our efforts on an instructional core of educators, learners, and standards. All actions, initiatives, and efforts are viewed through this lens with the expectation that they must shape on of these tenets to be effective.

The majority of the school district resides in Eagle County where the economy continues to be dominated by the ski industry, real estate, and other tourism-related businesses. Vail and Beaver Creek ski areas, operated by Vail Resorts, are two of the most popular winter destination ski resorts in the U.S. The County is home to premier golf courses designed by Arnold Palmer, Greg Norman, Robert Trent Jones, Jr. and Tom Fazio, among others.

In addition to world-class skiing and snowboarding at Vail and Beaver Creek, tourists visiting the County's scenic, historical and summer recreational areas make a significant contribution to the County's economy. Summer recreational activities in the County include rafting, kayaking, paddle boarding, horseback riding, camping, ghost town exploration, backpacking, mountain climbing, mountain biking, and tennis. In addition, fishing and big game hunting for deer and elk are also large contributors to our economy.

Eagle County Regional Transportation Authority (ECO Transit/Trails) provides a transportation system throughout Eagle County. The system consists primarily of bus transport; however, its mission also includes providing trails and other enhancements to transportation in Eagle County.

**AWARDS & RECOGNITION**

Eagle County Schools have been recognized frequently over the last decade. Schools have been consistently awarded the John Irwin School of Excellence Award (Brush Creek and Eagle County Charter Academy), been a National Blue Ribbon Award winner (Avon Elementary), recognized with Governor's Distinguished Improvement Award (Eagle Valley Elementary) and designated Centers of Excellence (Gypsum and Avon Elementaries). Our high schools have been ranked in the top 10% in the nation for career and college readiness, and been in the top 10% in the state for SAT scores (Vail Ski and Snowboard Academy). Our staff has been recognized for excellence by their peers including, Principals of the Year in Colorado, Rookie Principal of the Year in Colorado, and Superintendent of the Year in Colorado. Transportation staff members have been nominated for awards by School Transportation News. Our finance department has been recognized by ASBO and GFOA and our communications department has received awards from COSPRA (Colorado School Public Relations Association). As a district, Eagle County Schools is dedicated to excellence, and it shows!

**DEMOGRAPHICS**

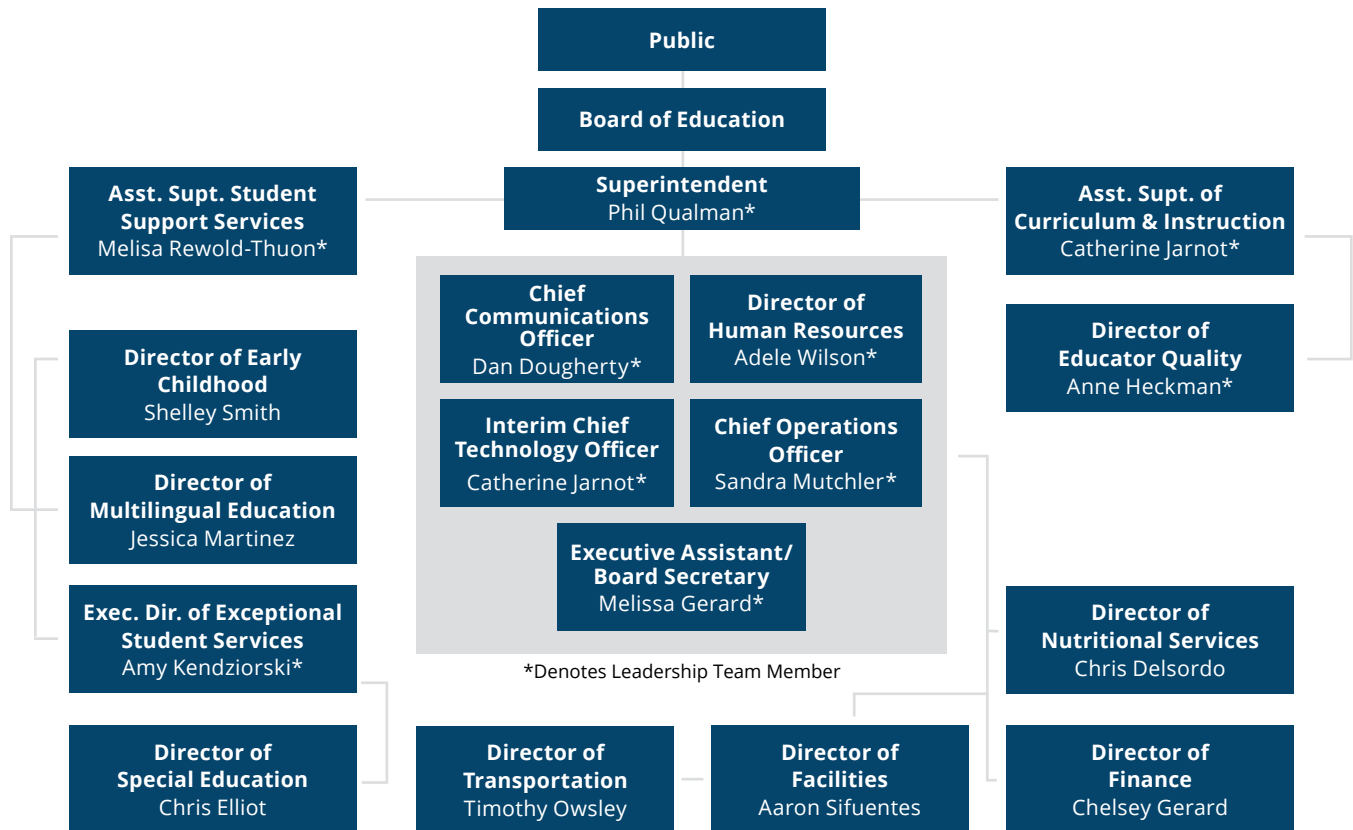
Our student population is diverse in both demographics and economic background. With 37% of students being English Language Learners compared with the state average of 13.5% we are also uniquely positioned to evolve into a dual language district with bilingual graduates supporting our vision of international competitiveness. While geographically positioned near affluent communities like Vail and Beaver Creek, 28.8% of our students qualify for free and reduced lunch. Our schools and students are supported by active PTA's, local non-profit foundations, youth services-focused organizations, and a variety of private-public partnerships and individual philanthropists.

**BOARD OF  
EDUCATION MEMBERS**

- Kate Cocchiarella . . . . . President
- Shelly Jarnot. . . . . Vice President
- Michelle Stecher . . . . . Secretary/Treasurer
- Fernando Almanza . . . . . Director
- Kelly Alter. . . . . Director
- Lucila Tvarkunas . . . . . Director
- Dr. Ted R. Long . . . . . Director



## 2020-2021 DISTRICT ORGANIZATION



## IN SUPPORT OF OUR SCHOOLS

### ELEMENTARY SCHOOLS

<b>Avon</b> Dana Harrison 291 Students	<b>Edwards</b> Matt Abramowitz 340 Students
<b>Brush Creek</b> Brooke Cole 370 Students	<b>Gypsum</b> Mitch Forsberg 286 Students
<b>Eagle County Charter</b> Kim Walter 221 Students (K-5)	<b>Homestake Peak</b> Stephanie Gallegos 210 Students (K-5)
<b>Eagle Valley Elementary</b> Tiffany Dougherty 367 Students	<b>Red Hill</b> Eric Olsen 326 Students
<b>Red Sandstone</b> Marcie Laidman 181 Students	

### MIDDLE SCHOOLS

<b>Berry Creek</b> Amy Vanwel 270 Students
<b>Eagle County Charter</b> Kim Walter 114 Students (6-8)
<b>Eagle Valley Middle</b> Eric Mandeville 377 Students
<b>Gypsum Creek</b> Dave Russell 341 Students
<b>Homestake Peak</b> Stephanie Gallegos 325 Students
<b>Vail Ski &amp; Snowboard</b> Wade Hill 100 Students (5-8)

### HIGH SCHOOLS

<b>Battle Mountain</b> Rob Parish 945 Students
<b>Eagle Valley</b> Greg Doan 968 Students (6-8)
<b>Red Canyon</b> Troy Dudley 196 Students
<b>Vail Ski &amp; Snowboard</b> Wade Hill 112 Students (9-12)
<b>World Academy</b> Troy Dudley 27 Students

Student count reflects 2020-21 projected enrollment

■ Feeder Schools to Battle Mountain High School

■ Feeder Schools to Eagle Valley High School

Our vision is to prepare all of our students to be global-ready graduates, who will be successful in their careers or college experience and contribute to their communities in positive and effective ways.

The District benchmarks international top performing schools to model practices that lead to success for all students. We believe that the only way to improve learning outcomes for students is through better instruction. Consequently, we focus our efforts on an instructional core of educators, learners, and standards. All actions, initiatives, and efforts are viewed through this lens with the expectation that they must shape one of these three tenets in order to be effective.

## DELIVERING GLOBAL-READY GRADUATES

### OUR MISSION

We teach the children of Eagle County to have creative and active minds, compassion for others, enthusiasm for lifelong learning, and the courage to act on their dreams.

### OUR VALUES

- Engaged Learners
- Inspired Professionals
- A Sense of Adventure
- A Caring Community
- A Commitment to Equity

### REACHING HEARTS & MINDS

We care for our students and celebrate their uniqueness.

We maintain safe environments for students and staff.

We look for new ways to engage students with learning, to connect parents with the district, and to inform the community of our mission.

We take children from all walks of life, create high expectations for their individual success, and guide them through thirteen years of education and social development so they can succeed.

We strive to inspire every student, every moment, to develop a life-long passion for learning.

**We ignite curiosity, fuel confidence, protect innocence, create joy, feed intelligence, soften sadness, stimulate creativity, all while preparing global-ready graduates.**

It's nothing short of miracle work, but that's what we do.



# TEACHERS & CLASSROOMS DELIVER A SYSTEM OF CUSTOMIZED LEARNING



## **MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)\***

Utilize MTSS to meet the diverse needs of our students. MTSS includes:

- Customized Pathways
- English Language Acquisition
- Tailored Instruction for Exceptional Students
- Online & Blended Learning
- Wellness

## **EQUITY\***

Create inclusive and respectful classroom environments to promote equity in access, opportunity, and outcomes for all students regardless of race, gender, economic status, gender identity, sexual orientation, and exceptional needs.

## **MULTI-LINGUAL EDUCATION**

Encourage multi-lingual opportunities across the district so that every graduating student can speak multiple languages

## **EARLY CHILDHOOD EDUCATION**

Promote ECS' Early Childhood Education to give students the best start possible.

## **EXTEND AND EXPAND LEARNING OPPORTUNITIES**

Extend and expand learning opportunities to supplement classroom learning experiences. This includes maximizing learning opportunities with community organizations.

## **INTEGRATE TECHNOLOGY**

Collaborate with EdTech Specialists to integrate technology into the student learning experience.

## **PARENT ENGAGEMENT**

Engage and involve parents and families around class work, student behavior, and opportunities for involvement through a parent-specific communication plan.

## **GRASSROOTS ADVOCACY**

Drive grassroots advocacy efforts to increase broad support, understanding, and appreciation of public education as the primary influence for a community's future.



## **PRINCIPALS & SCHOOLS ADVANCE A PROFESSIONAL MODEL OF TEACHING**



### **SCHOOL IMPROVEMENT PLANS\***

Develop and implement School Improvement Plans that are responsive to the specific needs of students and staff in each school.

### **RECRUIT QUALITY EDUCATORS**

Recruit and select high-quality educators with the assistance of Human Resources.

### **RETAIN QUALITY EDUCATORS**

Retain quality educators through competitive compensation, recognition, and support.

### **PATHWAYS IN EDUCATION**

Create pathways in education to develop teachers and administrators from current Eagle County students and staff.

### **EMPOWER EDUCATORS**

Empower educators by providing professional development that improves content knowledge and pedagogy.





## **DISTRICT LEADERSHIP TEAM ALIGN CURRICULUM & PRACTICES TO HIGH STANDARDS**



### **MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)\***

Provide teachers, counselors, and principals with reliable and consistent structures for MTSS.

### **ALIGN CURRICULUM AND RESOURCES**

Follow established cycles to align curriculum, formative assessments, and resources in all content areas with the Colorado Academic Standards.

- Ensure that students and teachers are engaging in tasks aligned to global-ready skills

### **FORMATIVE ASSESSMENTS**

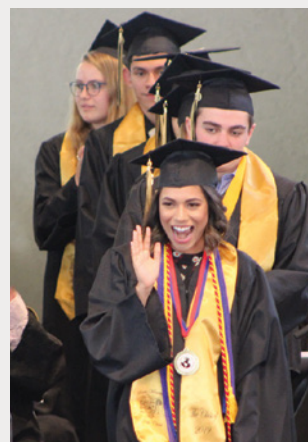
Use formative assessments aligned to standards to track student learning during the school year, adjusting practices and supports as needed to remain on target.

### **COMMUNITY ORGANIZATIONS**

Partner with community organizations to align efforts, increase capacity, and advance the goals of all.

### **GRADING PRACTICES**

Ensure timely and actionable grading practices that empower students, staff, and parents to improve student achievement.



*\*Priority tactics for SY19-20*

## **OPERATIONS**

### **FACILITIES**

Maintain a safe and functional learning environment.

### **TRANSPORTATION**

Provide safe and reliable transportation of students.

### **NUTRITION**

Provide healthy and nutritious meals.

### **EARLY CHILDHOOD SERVICES**

Provide a comprehensive and robust community-wide system around early childhood education.

## **FINANCE**

### **STRATEGIC FINANCIAL MANAGEMENT**

Develop and maintain a comprehensive five-year budget.

### **FINANCIAL TRANSPARENCY**

Maintain a positive perception that the district manages resources effectively and that all are well-informed about the financial condition of the district.

### **FINANCE COMMITTEE**

Invite qualified members of the public to provide fiscal oversight for the district.

### **FACILITIES MASTER PLAN**

Maintain a long-range Facilities Master Plan in concert with the academic program.

### **HOUSING MASTER PLAN**

Develop and maintain a Master Plan of available district-owned and operated housing, including maintenance.

## **COMMUNICATIONS**

### **COMMUNICATIONS PLAN**

Maintain a comprehensive communications plan to meet the information needs of core audiences: students, teachers, parents, and community.

### **EMERGENCY AND SAFETY COMMUNICATIONS**

Maintain a systematic and efficient emergency-level communications and safety protocol focused on preparedness and in-the-moment response.

## **TECHNOLOGY**

### **STUDENT DEVICES**

Provide high-quality, state-of-the-art devices for each student.

### **INFRASTRUCTURE**

Enhance and maintain a secure, scalable infrastructure to support a dynamic learning environment.

## NEXT THREE YEARS

For lasting improvement across our district, each school must identify its unique culture along with the necessary changes in practice to provide the most significant impact for their students, parents, and staff. The School Improvement Plan serves as the annual guide for schools to achieve their goals. The district must respect and support those plans to provide an environment for success.

### EQUITY

With our diverse student population, it is essential to provide culturally inclusive, respectful, and supportive learning environments. By enhancing our cultural competence and connecting with the hearts of our students first, we believe their minds will be more open to engaging in the academic work necessary to graduate with global-ready skills.

### MTSS

Part of this work includes implementing a consistent MTSS plan across all schools. Multi-tiered Systems of Support allow teachers, counselors, and administrators to quickly match a student with the support needed to stay on grade-level and succeed.

### MATH

With the assistance of MTSS and through the perspective of equity, we will focus on math instruction and improve math achievement for all students.

That's our focus for the next three years: equity, multi-tiered systems of support, and math. We can do these three things well, and when we do, the learning experience improves for all children.

## PROGRESS MADE

In the past five years, ECS has made progress in developing and implementing a strategic plan. Processes and practices have been established. Budgeting has been prioritized against strategic goals. The community supported our mission by passing 3A and 3B in 2016. Consequently, buildings have been updated, refreshed, renovated, and rebuilt. Technology has expanded, and we're within sight of one-to-one devices for our students. We've added Career-X, Early College, more counselors, and expanded STEM programs.

## PLAN-ON-A-PAGE

No amount of written direction can encompass the highly complicated process of educating children. We rely on our staff and their creative, conceptual, and rational abilities, along with the direct application of their education, experience, and judgment to activate this plan. We trust teachers to motivate and reach each student.

## FLUIDITY

Weather changes. Trails close. This plan is a starting point from which we make continuous decisions in response to conditions. Just like teaching a lesson plan. This plan is not a static mandate.

## BUDGET DEVELOPMENT PROCESS

School boards and superintendents in all 178 Colorado districts face many budget challenges. At ECS, driving forces considered by the Board of Education and the Superintendent for the 2020-21 budget included: a global pandemic that led to an economic downturn, an increase in employer contributions to the Public Employment Retirement Association (PERA), the impact of decisions made by the 2020 legislature, all while keeping achievement for students at the top of our priorities.

This budget, as proposed to the Board of Education, was prepared considering the needs and values of students, parents, employees, and taxpayers. Throughout the stages of the budget process, the board must balance the needs of students, parents, and employees with the fiscal responsibility it has to the taxpayers. Although ECS students exceed in aggregate the state average on all universally administered performance measures, achievement gaps exist for certain targeted groups. The budget development process brings to the forefront the needs of those students and allows funding decisions to be made that provide the necessary resources to increase the proficiency level of all students.

### BUDGET OVERVIEW

The annual operating budget represents the district's plan to ensure financial resources are spent as efficient and effective as possible to meet the district's goals. It has been developed to allocate the district's resources to programs and services that add value to the educational excellence the district provides its students.

The purpose of this budget document is to serve as a policy document, financial plan, operational guide and communication device.

### BUDGET PROCESS

Eagle County School's budget process is on-going. It is developed to strategically focus the district's resources into programs and services that meet the changing needs of students.

Based upon input from the Board of Education, the Administrative Team, the District Finance Committee, Budget Committee, salary agreements and other relevant information, the Budget Committee develops budget principles and Budget Review Tool for allocation of funds. The budget principles, guidelines, and all information necessary to develop a budget are sent to each budget manager to determine the placement of allocated funds which best meets the needs of their students or departments.

In addition to the School Finance Act the district receives other revenue sources from tuition based programs, donations, e-rate and utility rebates as well as various other local sources. These are reviewed on an annual basis and include the following amounts for 2020-21.

OTHER REVENUE SOURCES	2020-21 BUDGET
Tuition	\$1,198,993
Donations	0
Fees	752,226
Interest	50,000
Other	1,551,109

During May, the Superintendent of Schools submits to the Board of Education a proposed budget for all funds for the fiscal year commencing the following July 1. The budget includes proposed expenditures and the means of financing them. Public comment is encouraged by the Board of Education to obtain taxpayer comments. Prior to June 30, the budget is adopted by formal resolution.



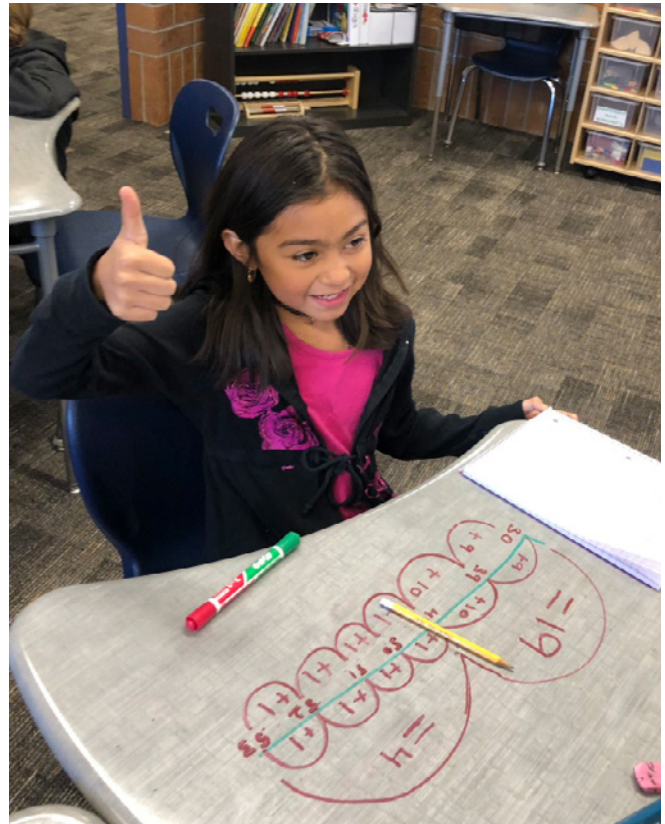
ECS began the budget process with the development of a calendar. The following chart summarizes the process, timelines, and decision points of the budget development process. From year to year, the timeline varies only slightly as statutory and contractual deadlines provide the milestones for the process. Similarly, information and data generally becomes available in a parallel timeline. Additional details on the budget process are included in Appendix A, Policy DB: Annual Budget; DBD: Determination of Budget Priorities; DBF: Budget Hearings and Reviews; DBG: Budget Adoption; DBG-E: Deadlines in Budgeting Process Set by Statute; DBI: Budget Implementation; DBJ: Budget Transfers

### **BUDGET PROCESS FOR CAPITAL RESERVE**

Tactic owners and budget managers can submit requests for capital projects that are not currently being addressed through bond proceeds. These requests are reviewed and evaluated by the Director of Facilities. Projects that address health and safety are considered first priority. These projects are presented to the Board as part of the budget process and approval.

### **BUDGET PROCESS FOR OTHER LOCAL REVENUE SOURCES**

ECS annually evaluates opportunities to generate other local revenue sources. We currently received revenues for cell towers, tuition, rental income, and fees charged.



## 2020-21 BUDGET DEVELOPMENT CALENDAR

Throughout the budget development process, decisions are driven by our budget principles. Decisions are made based on data, cost-effectiveness, and prioritization of the “instructional core” in all schools. These budget principles can be found in Appendix D.

The budget process does not end with the final approval of the new fiscal year’s budget. As costs are incurred during the current year, they are recorded against the program and line item budget amount so that an accurate picture of the comparison between expenditures and budget allocation always exists. Any revisions that alter the total of any fund appropriation must be approved by the Board of Education.

Also per C.R.S.22-44-110 (5) After the adoption of the budget, the board may review and change the budget, with respect to both revenues and expenditures, at any time prior to January 31 of the fiscal year for which the budget was adopted. After January 31, the board shall not review or change the budget except as authorized by this article; except that, where money for a specific purpose from other than ad valorem taxes subsequently becomes available to meet a contingency, the board may adopt a supplemental budget for expenditures not to exceed the amount of said money and may appropriate said money therefrom.



## BASIS OF BUDGETING AND ACCOUNTING

Eagle County Schools reports 10 funds. The description and structure they follow is defined below. All funds are appropriated.

FUND TYPES	SAME METHODOLOGY IS USED FOR BUDGETING & ACCOUNTING	
	BASIS OF BUDGETING	BASIS OF ACCOUNTING
<b>Governmental Funds:</b> <ul style="list-style-type: none"> <li>• General Fund</li> <li>• Special Revenue Funds <ul style="list-style-type: none"> <li>• Nutrition Services Fund</li> <li>• Grants Fund</li> <li>• Transportation Fund</li> <li>• Activity Fund</li> </ul> </li> <li>• Bond Fund</li> <li>• Building Fund</li> <li>• Capital Reserve Fund</li> </ul>	<b>MODIFIED ACCRUAL</b> – Revenues are recognized as soon as they are both measurable and available. Expenditures are recorded when the related liability is incurred, with the exception of general obligations and capital lease debt service, which is recognized when due, and certain accrued sick and personal pay, which are accounted for as expenditures when expected to be liquidated with expendable available financial resources. Encumbrances lapse at year-end.	<b>MODIFIED ACCRUAL</b> – Revenues are recognized as soon as they are both measurable and available. Expenditures are recorded when the related liability is incurred, with the exception of general obligations and capital lease debt service, which is recognized when due, and certain accrued sick and personal pay, which are accounted for as expenditures when expected to be liquidated with expendable available financial resources. Encumbrances lapse at year-end.
<b>Proprietary Funds – Business-type activities:</b> <ul style="list-style-type: none"> <li>• District Housing Fund</li> </ul>	<b>FULL ACCRUAL</b> – Recognition occurs when revenues are earned and expenses are incurred. Encumbrances lapse at year-end.	<b>FULL ACCRUAL</b> – Recognition occurs when revenues are earned and expenses are incurred. Encumbrances lapse at year-end.

## FINANCIAL INFORMATION

### INTERNAL CONTROL

District management is responsible for establishing and maintaining internal controls designed to ensure that the assets of the district are protected from loss, theft, or misuse. Adequate accounting data must also be compiled to allow for the preparation of financial statements in conformity with GAAP. The internal controls are designed to provide reasonable, but not absolute, assurance that these objectives are met. The concept of reasonable assurance recognizes that:

1. the cost of a control should not exceed the benefits likely to be derived
2. the valuation of costs and benefits requires estimates and judgments by management.

### SINGLE AUDIT

As a recipient of federal, state, and local financial assistance, the district is responsible for ensuring that adequate internal controls are in place to guarantee compliance with all related applicable laws and regulations related to financial programs. As a part of the district's single audit, tests are made to determine the adequacy of internal control, including that portion related to federal award programs as well as to determine that the district has complied with applicable laws and regulations, contracts, and grants. The results of the district's single audit for the fiscal year ended June 30, 2018, provided no instances of material weaknesses or reportable conditions in internal control or material violations of applicable laws, regulations, contracts, and grants.

### BUDGETING CONTROLS

The district maintains numerous budgetary controls. The objective of these controls is to ensure compliance with legal provisions embodied in the annual appropriated budget adopted by the Board of Education. Budgetary controls include an encumbrance accounting system, expenditure control, and position control. The district's financial system provides budget managers with online capabilities to view outstanding orders and available funds for all accounts in their department or school. Encumbered amounts lapse at year end and are generally re-established in the following year as an obligation against that year's appropriated budget. The policies adopted by the Board of Education related to fiscal management and the budget process can be found in the Informational Section of this document.

## CASH MANAGEMENT

The cash management and investment practices of the district follow ECS's Investment Policy and state law. The district's investments are managed in a manner that optimizes the return on investments and minimizes risk while providing needed liquidity. The board receives a quarterly investment portfolio report in the regular quarterly financial report. In order to meet its cash flow requirements, the district will participate in the State of Colorado's Interest Free Loan Program. This program allows the district to borrow funds from the State Treasury as needed to fund its operations, repaying those funds once property tax revenues begin flowing into the district in March.

## RISK MANAGEMENT

The district participates in a self-insurance pool, for property/liability insurance. The property/liability insurance for the district is provided through the Colorado School Districts Self-Insurance Pool, which is comprised of over 100 school districts. The workers' compensation coverage for the district is provided through the Pinnacol.

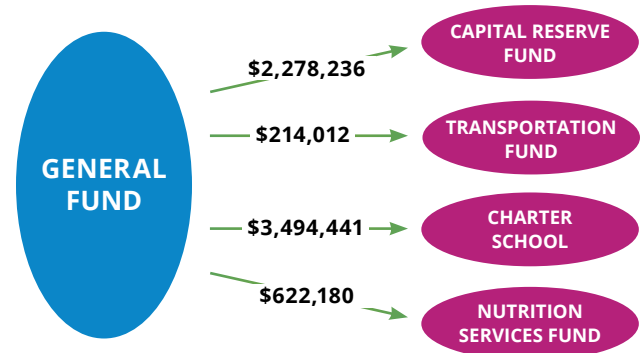
## FINANCE COMMITTEE

In October 2012, under the Board of Education Governance Policy EL-6, a Finance Committee was established. The committee is made up of five community members with financial experience, two Board of Education members, the district's chief operating officer; the district's director of finance.

**The primary goals of the committee are as follows:**

- The Finance Advisory Committee shall review and monitor the financial operation of the district.
- The committee shall review and make recommendations with respect to the proposed annual budget as it aligns to the Strategic Plan. Such review and recommendations shall consider and include an evaluation of the total revenue available for school district expenditures during the budgetary year and determine if proposed expenditures are aligned with the Strategic Plan.
- The committee shall review financial statements and periodically monitor revenues and expenses for compliance with the budget as adopted.
- The committee shall review short-term and long-term financial planning options.
- Stay informed on current legislation and other events that may affect school finance.
- The committee shall consider long-range capital improvement programs and related financing.
- The committee will review the proposed annual budget and shall report and provide opinions on the alignment with the strategic plan and district financial policies and procedures.

Resources can be transferred between funds as illustrated below:





### 3A CITIZEN OVERSIGHT COMMITTEE

The Board of Education affirmatively placed two tax proposals on the ballot for the November 2016 election. The first of these, known as question 3A (a mill levy override), includes an accountability provision requiring the creation of a citizen oversight committee. The purpose of this memorandum is to state the charge to the oversight committee, representative membership, meetings, consensus processes and reporting to the public.

The Mill Levy Override Citizen Oversight Committee serves to review the expenditures related to the November 2016 ballot question known as 3A and report on those expenditures to the Eagle County community. The Oversight Committee shall review expenditures of 3A revenues, monitoring that they are all being spent in accordance with the identified categories noted in the ballot question, including:

- Recruiting and retaining quality teachers and staff;
- Reduce class sizes;
- Restoring programs like art, music, technology, counseling and physical education which were cut;
- Replace outdated textbooks & learning materials;
- Expand services in the district's current preschool programs;
- Fund ongoing necessary maintenance of school facilities and funding transportation.

In addition, the committee shall review and report on the district's adherence to the accountability provisions also noted in ballot question 3A, specifically that none of these funds are spent on senior district administration.

The function of this committee is to validate that and report that funds are spent in accordance with the categorical areas approved by voters. The authority to make determinations on specific allocations within these aforementioned categories is reserved as a budgeting responsibility to the Board of Education and is specifically outside the scope of this committee.

### BUDGET COMMITTEE

In November 2016 the district committed to joining the GFOA (Government Finance Officers Association) Alliance for Excellence in School Budgeting. Their focus is around developing, communicating and encouraging best practice implementation in budgeting and financial planning. As part of the best practice we have created a budget committee to provide a governance structure for the budget process. The participants were charged with establishing Budget Principles. These documents can be found in Appendix G. Participants included:

- Chief Operations Officer
- Director of Finance
- Assistant Superintendent of Curriculum and Instruction
- Assistant Superintendent of Student Support Services
- Director of Exceptional Student Services
- Director of Early Childhood
- Director of Educator Quality
- Director of Multilingual Education
- Principals from Elementary, Middle & High School
- Education Technology Specialist
- Director of Human Resources
- Superintendent
- Budget Analyst
- Equity Coordinator
- Teachers Association Representative

The Budget Committee will continue to evolve and judge the success of the budget process, including establishing additional measures to determine if the criteria are being met.

### INDEPENDENT AUDIT

State statute requires an annual audit by independent certified public accountants. The accounting firm of McMahan and Associates, LLC was appointed by the Board of Education to perform these audits beginning with the June 30, 2018, fiscal year. In addition to meeting the requirements set forth in state statutes, the audit is also designed to meet the requirements of the Single Audit Act of 1984 and related OMB Circular A-133. The Comprehensive Annual Financial Report (CAFR) for the year ended June 30, 2019, as well as previous fiscal years, can be found on the district's website at: <http://www.eagleschools.net/district-info/finance>.

### FUND BALANCE REQUIREMENTS

In order to meet the challenges of school funding in Colorado, ECS adopted Board of Education Governance Policy EL-8 which dictates a minimum level of year-end fund balance in order to ensure the districts on-going financial stability. It specifically states to: Not allow General Fund balance to fall below 10% of actual General Fund expenditures or \$10,000,000 whichever is greater at fiscal year-end.

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## GOVERNING POLICIES

The 2020-21 Adopted Budget is developed in accordance with Board of Education Governance Policies as well as the District Administrative policies and procedures. Specific policies that pertain to the development and implementation of the district budget are described below, and the entire policy statements have been included in the Informational Section of this document. The policies referenced throughout this document may be found on the district website at: <http://www.eagleschools.net/employees/administration-policies>.

**Board Powers and Responsibilities (BBA)** - Powers and mandatory duties of the board are defined in state statutes. Included in the policy are the functions that the board considers most important.

**Fiscal Management Goals/ Priority Objectives (DA)** - The Board recognizes that money and money management comprise the foundational support of the whole school program.

**Financial Administration (DAB)** - The superintendent shall be responsible for receiving and properly accounting for all funds of the district. The accounting system used shall conform to the requirements of the State Board of Education and with generally accepted accounting principles which will provide the appropriate separation of accounts, funds, and special monies.

**Annual Budget (DB)** - The annual budget is the financial plan for the operation of the school system. It provides the framework for both revenue and expenditures for the year. The budget translates into financial terms the educational programs and priorities of the district.

**Determination of Budget Priorities (DBD)** - In order to fulfill its trustee obligation with regard to district resources, the Board must know how resources are currently allocated, whether such allocation is effective and what changes should be made to achieve the greatest educational returns. The Superintendent shall develop a comprehensive and ongoing system to collect and analyze resource allocation information. The analysis of this information shall form the basis for the budget prepared by the Superintendent for presentation to the Board.

**Budget Hearings and Reviews (DBF)** - The Board will conduct one or more public hearings on the proposed budget, at which time any member of the public may comment.

**Budget Adoption (DBG)** - Following consideration of the budget proposal presented by the administration, the Board shall approve a proposed budget and so notify the public.

**Deadlines in Budgeting Process Set by Statute (DBG-E)** - The Colorado Department of Education annually notifies each district of critical dates in accordance with statutory requirements.

**Budget Implementation (DBI)** - The total amount which may be expended during the fiscal year for the operation of the school system will be set forth in the budget approved annually by the Board of Education. The budget will serve as the control on expenditures.

**Budget Transfers (DBJ)** - Under law, the Board of Education may, upon the recommendation of the superintendent, transfer any unencumbered monies from the contingency reserve account (which is within the General Fund) to any school and/or program budget accounts.

**Fiscal Emergencies (DBK)** - If the Board of Education determines during any budget year that the anticipated revenues and amounts appropriated for expenditure in the budget exceed actual revenues available to the district due, in whole or in part, to action of the legislature or governor, the Board may declare a fiscal emergency.

**Management of Capital Reserves (DCA)** - The Board of Education wants to assure that all transactions from the Capital Reserve Fund are in compliance with Colorado State Law while, at the same time, retaining all of the flexibility possible from that account.

**Funding Proposals, Grants and Special Projects (DD)** - The Board is to be kept informed of all possible sources of state, federal, and other special funds outside regular District sources for the support of the schools and/or for the enhancement of educational opportunities in the District.

**Funds from Local Tax Sources (DEA)** - If the Board of Education is of the opinion that revenues in excess of those provided through equalization program funding are necessary to provide for the needs of the district, the Board may seek authorization at an election to raise additional local property tax revenues.

**Loan Programs (DEB)** - The superintendent shall notify the board when it becomes evident that cash balances will not meet anticipated obligations. Under such circumstances the board may negotiate, under the provisions of Colorado statutes, for a loan in amounts as may be required to meet such obligations. Such a loan may not be obtained without prior approval of the board.

**Revenues from Investments/Use of Surplus Funds (DFA-DFAA)** - The Board of Education recognizes the importance of prudent and profitable investment of district monies and its responsibility in overseeing this part of the district's financial program.

**Donation of Staffing Funds (DFG)** - The Board of Education believes that Donated Funds, when implemented with appropriate precautions, can be used to support district designated staffing.

**Banking Services-Deposit of Funds, Authorized Signatures and Check Writing (DG)** The Board of Education authorizes the superintendent to effectively manage the district's financial assets and to invest all funds not needed immediately. District funds shall be invested in accordance with Colorado statutes.

**Bonded Employees and Officers (DH)** - All school employees who are responsible for moneys controlled by the Board or who may have more than \$50 from such funds in their custody shall be insured at \$150,000 per loss with a \$100 deductible.

**Inventories (DID)** - The Board of Education directs that the district maintain a system for the inventory of all fixed assets including land, buildings, vehicles, and equipment. The district will also maintain an inventory of infrastructure assets including roads, bridges, tunnels, drainage systems, sidewalks, curbs, and water/sewer distribution collection systems.

**Audits/Financial Monitoring (DIE)** - In accordance with state law, all funds and accounts of the district shall be audited annually, following the close of the fiscal year. The board shall issue a Request for Proposal (RFP) or use some other similar process for selection of an independent auditor licensed to practice in Colorado and knowledgeable in government accounting to conduct the audit.

**Establishment of Purchasing Card Purchases (DJBA)** - The District is authorized to establish a purchasing card to supplement the ordering of supplies of a nominal value. The purpose of the purchasing card is to provide flexibility, convenience and security with small purchases while conducting District business.

**Purchasing/Purchasing Authority (DJ-DJA)** - The Board's authority for the purchase of materials, equipment, supplies and services is extended to the superintendent through the detailed listing of such items compiled as part of the budget-making process and approved by the Board through its adoption of the annual operating budget.

**Payment Procedures (DK)** - All suppliers must render invoices in duplicate for materials, supplies, services, and equipment after delivery to the school. Invoices accompanied by a signed copy of the delivery receipt should be mailed to the Eagle County School District Accounts Payable office.

**Salary Deductions (DKB)** - Deductions shall be made from the compensation of all employees for federal and state income tax in keeping with federal and state requirements. The superintendent authorizes deductions for PERA, credit union, savings bond, life survivor's insurance, health and dental insurance, tax savings plans, employee contributions, and professional dues from employee salaries, provided the employee has filed the proper permission for payroll withholding.

**Expense Authorization/Reimbursement (DKC)** - Employees who are required to travel from school to school and/or out of town on district business shall be reimbursed with application by the employee and supervisor approval.

**School Properties Disposition (DN)** - The Board may, by resolution duly adopted, sell, convey, dispose, or lease District property which has been determined to have no future value to the District upon such terms and conditions as it may approve, subject to the limitations contained in this policy (regardless of future value).

## TYPE AND DESCRIPTION OF FUNDS

The district has 10 funds in total, each identified within their type (Operating Funds, Special Revenue Funds, Debt Service Fund, Capital Project Funds, Enterprise Fund, Internal Service Funds, and Fiduciary Funds) including the General Fund.

A fund is an independent fiscal and accounting entity with a self-balancing set of accounts for recording the source and use of cash and other financial resources. It contains all related assets, liabilities, and reserves or ending balances.

Funds are established to carry out specific activities or attain certain objectives of the school district according to special legislation, regulations, or other restrictions for the purposes described.

**OPERATING FUNDS** are accounts for all financial resources except those required to be accounted for in another fund. Section 22-45-103(1)(a), C.R.S., states that all revenues, except those revenues attributable to the Bond Fund, the Capital Reserve Fund, and any other fund authorized by the State Board of Education, shall be accounted for in the General Fund. Any lawful expenditure of the school district, including any expenditure of a nature that could be made from any other fund, may be made from the General Fund.

**10 - General Fund:** This fund accounts for the largest portion of the total district budget and covers day-to-day operating expenditures including salaries and benefits for employees, textbooks, and business services. Funding comes from local property taxes and the state of Colorado. Funds are transferred from the General Fund to the Capital Reserve Fund and Transportation Fund.

**11 - Charter School Fund:** This fund is used to account for the financial activities associated with charter schools, which are treated as component units of the district.

**SPECIAL REVENUE FUNDS** are accounts for the proceeds from special revenue sources (other than major capital projects) that are legally restricted to expenditure for specified purposes. A separate fund may be used for each restricted source.

**21 - Nutrition Services Fund:** This fund accounts for all financial activities associated with the district's school lunch program.

**22 - Governmental Designated-Purpose Grants Fund:** This fund is provided to account for monies received from various federal, state, and local grant programs.

**25 - Transportation Fund:** This fund accounts for all the transportation services for the Eagle County Schools. It was developed after voters approved the transportation mill levy in November 1998.

**DEBT SERVICE FUND** is to be used to service the long-term general obligation debt of the school district including principal, interest, and related expenses. This fund may be used to service other long-term voter-approved debt of the school district.

**31 - Bond Redemption Fund:** This fund is authorized by Colorado law. It provides revenues based upon a property tax mill levy set by the school board to satisfy the district's bonded indebtedness on an annualized basis.

**CAPITAL PROJECT FUNDS** are used to account for financial resources used to acquire or construct major capital facilities, sites, and equipment. These funds are designated to account for acquisition or construction of capital outlay assets which are not acquired directly by the General Operating Fund, special revenue funds, or enterprise funds.

**41 - Building Fund:** This fund is used to account for all resources available for acquiring capital sites, buildings and equipment. ECS uses this fund to account for all projects financed through bond sale proceeds and related financial resources.

**43 - Capital Reserve Fund:** This fund is used to fund ongoing capital needs such as site acquisition, major maintenance, and equipment purchases that are funded through the sale of assets and transfers from the General Fund.

**ENTERPRISE FUNDS** are used to record operations that are financed and operated in a manner similar to private business enterprises where the stated intent is that the costs (expenses, including depreciation and indirect costs) of providing goods or services to the students or general public on a continuing basis are financed by charges for services or products. Enterprise funds are also used to account for operations where the school board or state regulatory agency has decided that periodic determination of revenues earned, expenses incurred, and net income generated is appropriate for capital maintenance, public policy, management control, accountability, or other purposes.

**52 - District Housing Fund:** This fund accounts for all financial activities associated with the district's employee housing program.

**FIDUCIARY FUNDS** are used to report assets held in a trustee or agency capacity for others and therefore cannot be used to support the government's own programs. The key distinction between trust funds and agency funds is that trust funds normally are subject to a trust agreement that affects the degree of management involvement and the length of time that the resources are held. An agency fund does not involve a formal trust agreement and the government's role is purely custodial.

**74 - Pupil Activity Fund:** This fund is provided to account for receipts and disbursements from student activities and district fundraising.



## DEFINITION OF ACCOUNT CODE STRUCTURE

Eagle County Schools account code structure is aligned with the Colorado Department of Education's FPP Handbook – Chart of Accounts. These account code elements comprise the account string used for electronic data communications.

**Fund** - an independent fiscal and accounting entity with a self-balancing set of accounts for recording cash and other financial resources. It contains all related assets, liabilities, and residual equities or balances, or changes therein. Funds are established to carry on specific activities or attain certain objectives of the school district according to special legislation, regulations, or other restrictions.

OPERATING FUNDS
10 = General Operating Fund
11 = Charter School Fund
SPECIAL REVENUE FUNDS
21 = Nutrition Services Fund
22 = Grants Fund
25 = Transportation Fund
DEBT SERVICE FUND
31 = Bond Fund
CAPITAL PROJECT FUNDS
41 = Building Fund
43 = Capital Reserve Fund
ENTERPRISE FUND
52 = District Housing Fund
FIDUCIARY FUNDS
74 = Activity Fund

**Location** - a dimension used as a way to identify schools, attendance centers, operational units, buildings, or sites as budgetary units or cost center designators, as a means of segregating costs.

1XX = Elementary
2XX = Middle
3XX = Senior
4XX = Vocational/Technical
5XX = Combination (e.g. K-8, 6-12)
6XX = Centralized Administration Departments
7XX = Service Centers (e.g. Transportation, Warehouse)
8XX = District-Wide Costs
9XX = Charter/Service Centers

**Special Reporting Element (SRE)** - describes the activity for which a service or material object is acquired, much like a function. This element is optional but may be used with the program element to differentiate program costs.

1X = Instruction
2X = Support Services
3X = Non-Instructional Service
4X = Facilities Acquisition and Construction Services
5X = Other Uses
9X = Reserves

**Program** - a dimension which describes the activity for which a service or material object is acquired. The programs of a school district are classified into six broad areas: Instruction, Support Services, Operation of Non- Instructional Services, Facilities Acquisition and Construction Services, Other Uses, and Reserves.

0010-1799 = Instructional
1800-2099 = Co-curricular Activities
2100-2999 = Support Services
3000-3399 = Non-instructional Services
3400-3999 = Adult Education
4000-9900 = Facilities Acquisition and Construction Services, Other Uses, Reserves

**Source/Object** - a combination dimension which is used to identify the type of account: Revenue (Sources), or Expenditure (Object). Object is the service or commodity obtained.

1XX = Salaries
2XX = Benefits
3XX = Purchased Professional and Technical Services
4XX = Purchased Property Services
5XX = Other Purchased Services
6XX = Supplies
7XX = Property & Equipment
8XX = Other Objects
9XX = Other Uses of Funds

**Job Classification** - a dimension which enables school districts to break down expenditures for salaries and employee benefits by the employee's job classification.

100-199 = Administration
200-207 = Classroom Instruction
210-220 = Instructional Support
231-242 = Other Support
300-371 = Professional Support
380-382 = Computer Technology
400-424 = Paraprofessionals
500-516 = Office/Administrative Support
600-636 = Crafts, Trades, and Services

**Designated Grant/Project** - an award of financial assistance in the form of cash or a contribution or gift of other assets from another government to an eligible grantee to be used for a specified or designated purpose, activity or facility.

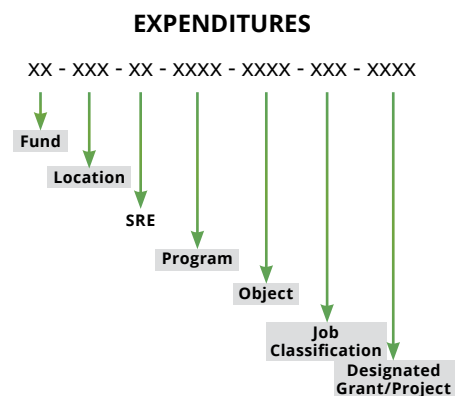
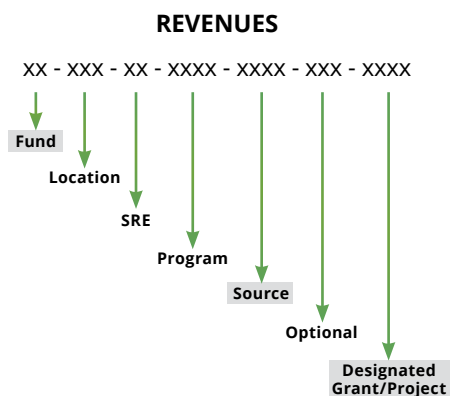
**Fiscal Year** - a twelve-month account period (July 1 through June 30) to which the annual budget applies.

## REVENUE AND EXPENDITURE ACCOUNTS

All account types—revenues and expenditures accounts—use the same basic multidimensional account code structure as shown below:

REVENUE DIMENSIONS	EXPENDITURE DIMENSIONS
Fund ..... (2 digits)	Fund ..... (2 digits)
Location (required for Charter Schools) ..... (3 digits)	Location (required for Charter Schools) ..... (3 digits)
SRE ..... (2 digits)	SRE ..... (2 digits)
Program ..... (4 digits)	Program ..... (4 digits)
Source ..... (4 digits)	Object ..... (4 digits)
Job Classification (n/a) ..... (3 digits)	Job Classification (n/a) ..... (3 digits)
Designated Grant/Project ..... (4 digits)	Designated Grant/Project ..... (4 digits)

Regardless of account type, this basic account code structure contains seven dimensions and the same number of digits in each dimension. Some of the dimensions in the revenue, expenditure, and balance sheet account codes differ in purpose; however, the length, placement, and separation of the dimensions are identical for computer programming purposes.



## REVENUE DIMENSIONS

1-Local
2-Intermediate Source
3-State
4-Federal
5-Other

## FACILITIES, LAND/BUILDINGS, COMMUNITIES AND GEOGRAPHIC INFORMATION

### FACILITIES

SCHOOLS	PROGRAMS AND ADMINISTRATION BUILDINGS
1 Early Learning Center	
7 Elementary Schools	4 District Offices
1 K-8 School	2 Bus Terminals
1 5-12 School	
3 Middle Schools	
2 Senior High Schools	
1 Alternative High School (2 Campuses)	
2 Charter Schools (1 district and 1 authorized by CSI)	
1 Online School (World Academy)	
<b>20 Total Schools</b>	<b>6 Total Buildings</b>

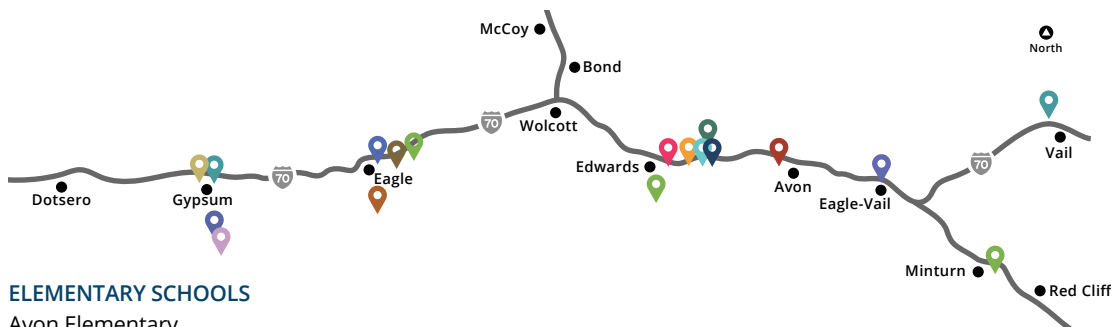
### LAND/BUILDINGS

Eagle County Schools owns almost 400 acres of property and maintains two artificial turf athletics fields and 22 buildings, 9 employee housing units/18 trailer space rentals over approximately 1,685 square miles. The district also holds several varying size prime vacant land totaling 70 acres. Detailed information can be found in the Facility Master Plan, completed in January 2016 and can be found on the district website at: <https://www.eagleschools.net/district-info/facility-master-plan>

### COMMUNITIES

Eagle County Schools encompasses the communities of Vail, Minturn, Red Cliff, Eagle-Vail, Avon, Edwards, Eagle, Gypsum, Dotsero, Bond & McCoy.

## 20 SCHOOLS SERVING 11 EAGLE COUNTY COMMUNITIES



### ELEMENTARY SCHOOLS

Avon Elementary  
Brush Creek Elementary  
Eagle County Charter Academy  
Eagle Valley Elementary  
Edwards Early Learning Center  
Edwards Elementary  
Gypsum Elementary  
Homestake Peak School  
Red Hill Elementary  
Red Sandstone Elementary  
World Academy

### MIDDLE SCHOOLS

Berry Creek Middle School  
Eagle County Charter Academy  
Eagle Valley Middle School  
Gypsum Creek Middle School  
Homestake Peak School  
Vail Ski & Snowboard Academy  
World Academy

### HIGH SCHOOLS

Battle Mountain High School  
Battle Mountain Early College High  
Eagle Valley High School  
Eagle Valley Early College High  
Red Canyon High School  
Vail Ski & Snowboard Academy  
World Academy

## ORGANIZATIONAL STRUCTURE AND OPERATING DEPARTMENTS

### REPORTING ENTITY

The District was formed under the laws of the State of Colorado and operates under an elected Board of Education. As required by generally accepted accounting principles, the financial statements of the reporting entity include those of the District. ECS is the authorizer of one charter school which is included in the financial statements of the District since it is financially accountable to the District.

The District does not exercise oversight responsibility over any other entity, nor is the District a component unit of any other governmental entity.

### GENERAL ADMINISTRATION

The organizational structure of Eagle County Schools is designed around two main functional areas, learning and support services, under the leadership of the Assistant Superintendent of Learning Services and the Superintendent. The organizational chart is available in the Executive Summary as well as each of the areas are described below.

### BOARD OF EDUCATION AND SUPERINTENDENT

The Board of Education provides education of the highest character for the residents of the district in which the board operates, taking into account the needs and desires of the residents of the district and their ability and willingness to support such a program of education in accordance with the laws of Colorado. This budget supports the operations of the seven member Board of Education.

EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$562,457	\$400,865	\$419,061	\$406,121	\$67
Benefits	\$113,670	\$151,148	\$133,429	\$160,710	\$27
Purchased Services	\$354,549	\$499,000	\$343,804	\$387,490	\$64
Supplies	\$256,595	\$278,300	\$194,819	\$203,400	\$34
Equipment	\$4,710	\$6,000	\$139	\$6,000	\$1
<b>Total</b>	<b>\$1,291,981</b>	<b>\$1,335,313</b>	<b>\$1,091,251</b>	<b>\$1,163,721</b>	<b>\$193</b>

### DISTRICT BOUNDARIES

District A (Kelly Alter) encompasses the southeastern portion of the School District generally east of West Lake Creek, south of U. S. Highway 6 (from Edwards to Avon Road), the area between US Highway 6 and Interstate 70 from Avon Road east to the Minturn interchange, including Eagle-Vail, and all areas west and south of U. S. Highway 24 and the U. S. Highway 24 corridor in general extending south to the District boundary/county line.

District B (Kate Cocchiarella) encompasses the eastern portion of the School District including all areas east of the U. S. Highway 24 corridor from the southern District boundary to the Minturn interchange with Interstate 70, the Town of Vail, East Vail. It includes the majority of the Red Sandstone Elementary School attendance area east of the U. S. Highway 24 corridor.

District C (Ted Long) encompasses the north-central and northwestern portions of the School District from Director District B's western boundary west to the District's western boundary and generally north of Interstate 70 except in the Eagle area. In the Eagle area, District C excludes the area north of I-70 between Rube Creek on the east and Cottonwood Creek on the west and encompassing the area about six miles north along both Castle Creek and Eby Creek. It includes a small area south of I-70 bounded by Reserve Road, the Eagle River and the Edwards Access Road on the east almost to Hilcrest Drive on the west and south to US Highway 6. Further, it includes the area south of US Highway 6 that is north of Edwards Village Boulevard and east of Lake Creek Road. The Wolcott area and the northwest corner of the Dotsero Mobile Home Park are also in Director District C.



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District D (Lucila Tvarkunas) encompasses the area north of I-70 between Rube Creek on the east and Cottonwood Creek on the west and encompassing the area about six miles north along both Castle Creek and Eby Creek as well as most of the Town of Eagle. Within the Town of Eagle Director District D includes the area around Eagle Valley Elementary and Middle Schools south to Eagle Ranch Road. It also includes the area between Interstate 70 and US Highway 6 between the Town of Eagle and Eagle River Road on the west.

District E (Fernando Almanza) encompasses the southwestern portion of the School District including the Town of Gypsum and Dotsero excluding its northeast corner north of Interstate 70. It includes the majority of the Dotsero Mobile Home Park, excluding the northeast corner of that neighborhood. It excludes the area between Union Pacific Railway and I-70 from Eagle River Road on the east to the Gypsum interchange on the west (in district C). It is bounded on the east, generally, by Buckhorn Valley Boulevard and Road 8382 including most of the Spring Creek valley and the Gypsum Creek valley south to its confluence with the Miller Ditch.

District F (Michelle Stecher) includes portions of Eagle-Vail and Avon north of US Highway 6 and south of Interstate 70 from Avon Road west to Reserve Road, then north to the Eagle River and west to the Edwards Access Road (in the June Creek attendance area). It includes the Avon Elementary attendance area north of I-70 from the western town limits to Avon Rd. and northerly along Buck Creek as well the small portion of the June Creek Elementary attendance area mentioned previously.

District G (Shelly Jarnot) encompasses the south-central portion of the District generally south of Highway 6 westerly to Interstate 70, generally west of the Edwards Access Road, including the majority of the Homestead Court Club area, Cordillera and most of Edwards Elementary School's attendance area as well as the rural area of Eagle Valley Elementary School's attendance area south of I-70. It extends westerly to approximately Buckhorn Valley Road east of Gypsum. Further, it encompasses the upper Gypsum Creek area south of its confluence with the Miller Ditch and southerly to the southern district boundary.

## COMMUNICATIONS AND COMMUNITY RELATIONS

**Daniel Dougherty**, *Chief Communications Officer*

The Communications Department is responsible for fostering awareness, understanding, and support for the district's schools, students, and staff.

The Communications Team addresses four main areas:

- Public Information
- Crisis Communication
- Public Engagement
- Marketing/Public Relations

Multiple Layers of Communication Working Together

- District communications provides the broad overview of vision, strategy, tactics, and challenges
- School communications provides school-specific information on goals, events, and activities
- Classroom communications provides learning-specific information related to goals and activities

### The Role of District Communications

We strive to engage our parents, staff, students, and community with essential information about the district, our strategic plan, and our challenges as they arise. We reach out to the community through our website, our Facebook, Twitter, Instagram, and YouTube accounts, plus connect directly through special events and community events. We maintain supporting partnerships with area non-profits who provide essential services and outreach to the community. We also act as a community liaison between departments, schools, parents and the public; assist print and broadcast journalists; and provide media advice to schools and staff.

We strive to send out all district-level communications in English and Spanish, including informational and emergency messages to parents. In addition, we provide interpretation services at key district events

EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$127,351	\$183,384	\$167,140	\$235,961	\$39
Benefits	\$29,184	\$73,024	\$44,360	\$99,105	\$16
Purchased Services	\$99,183	\$107,650	\$65,909	\$76,300	\$13
Supplies	\$29,250	\$28,700	\$32,275	\$41,550	\$7
Equipment	\$9,665	\$3,500	\$0	\$1,200	\$0
<b>Total</b>	<b>\$294,633</b>	<b>\$396,258</b>	<b>\$309,683</b>	<b>\$454,116</b>	<b>\$75</b>

## HUMAN RESOURCES

**Adele Wilson**, *Director of Human Resources*

Eagle County Schools is a progressive and dynamic employer! Our schools are on the cutting edge of education and we offer employees the chance to work in an environment where their efforts make a difference. Together, we are a world-class organization preparing students to be internationally competitive.

We offer a competitive package of salary and benefits (including health insurance and Colorado PERA retirement) for qualifying employees, plus the chance to work in a positive and supportive organization.

EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$425,487	\$624,949	\$480,753	\$559,477	\$93
Benefits	\$164,155	\$345,797	\$206,892	\$277,831	\$46
Purchased Services	\$736,724	\$889,400	\$804,241	\$847,000	\$140
Supplies	\$79,028	\$71,000	\$92,673	\$87,400	\$14
Equipment	\$1,782	\$2,000	\$10,820	\$2,000	\$0
<b>Total</b>	<b>\$1,407,177</b>	<b>\$1,933,146</b>	<b>\$1,595,379</b>	<b>\$1,773,708</b>	<b>\$294</b>

## STUDENT SUPPORT SERVICES

**Melisa Rewold-Thuon**, *Assistant Superintendent- Student Support Services*

Every student in our community has the right to and is deserving of an excellent education. Meeting the needs of our diverse learners and individualizing the educational experience for all students in our community is the focus of the Student Support Services Department.

**Programs, Services and departments falling under the management umbrella of Student Support Services include:**

- Exceptional Student Services (Special Education and Gifted and Talented)
- Multilingual Education
- Multi-Tiered System of Supports (Tier 2-Targeted Interventions and Tier 3-Intensive Interventions)
- Title I, Title II, Title III, Title IV
- Every Student Succeeds Act (ESSA)
- READ Act
- Mental Health Services

The key strategy of the Student Support Services Department is to provide a Multi-Tiered System of Supports (MTSS) that quickly identifies students' needs and offers customized services and supports for each of our unique learners.

EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$317,947	\$298,766	\$282,052	\$293,730	\$49
Benefits	\$65,238	\$128,331	\$74,964	\$122,171	\$20
Purchased Services	\$252,111	\$309,900	\$275,885	\$325,859	\$54
Supplies	\$175,530	\$129,416	\$101,788	\$136,556	\$23
Equipment	2,362	5,000	-	1,500	\$0
<b>Total</b>	<b>\$813,188</b>	<b>\$871,413</b>	<b>\$734,690</b>	<b>\$879,816</b>	<b>\$146</b>

## SYSTEMS AND ASSESSMENT

**Philip Qualman**, *Superintendent*

Collecting and interpreting information that can be used to inform teachers, students, and, when applicable, parents/guardians or other district personnel about students' progress in attaining the knowledge, skills, attitudes, and behaviors to be learned or acquired in school is at the heart of any assessment program.

ECS is committed to an assessment program that provides meaningful information about students' strengths, learning needs and that helps shape future learning choices. Finding the right balance, meaning employing effective assessment practices and using them with intention so that they add value in providing feedback to students about their performance as well to teachers in order to adjust instruction, is the goal.

ECS seeks to balance required state assessments with the use of day-to-day formative assessment practices that support student learning. Ultimately, we believe that knowing what students are able to do with what they have learned is the most important reason to assess, and therefore more heavily value the kinds of daily assessment practices that provide students and teachers with 'in-the-moment' information about student levels performance and learning.

EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$104,452	\$63,210	\$63,210	\$16,400	\$3
Benefits	\$26,664	\$21,600	\$21,600	\$5,200	\$1
Purchased Services	\$189,961	\$263,400	\$229,170	\$268,250	\$44
Supplies	\$160,678	\$169,500	\$195,601	\$178,071	\$30
Equipment	-	-	-	-	\$0
<b>Total</b>	<b>\$481,756</b>	<b>\$517,710</b>	<b>\$509,581</b>	<b>\$467,921</b>	<b>\$78</b>

## TECHNOLOGY

**Catherine Jarnot**, *Interim Chief Technology Officer*

ECS values the role and use of technology in the daily work of staff and students. ECS prides itself on providing our staff and students with cutting edge technology to support the educational systems that create a learning experience that allows us to compete at a global level. Additionally, it is a goal of the district to provide continuous staff development and unique opportunities to showcase student work through the use of technology. To this end, ECS will focus on developing a media-rich environment, providing our students a state-of-the-art devices, improving our instructional technology and technology curriculum.

EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$1,177,472	\$1,274,084	\$1,284,990	\$1,324,332	\$220
Benefits	\$431,612	\$506,837	\$487,466	\$555,861	\$92
Purchased Services	\$932,236	\$971,000	\$1,005,223	\$802,004	\$133
Supplies	\$50,856	\$35,500	\$30,743	\$27,880	\$5
Equipment	\$73,339	\$22,500	\$19,122	\$13,000	\$2
<b>Total</b>	<b>\$2,665,516</b>	<b>\$2,809,921</b>	<b>\$2,827,544</b>	<b>\$2,723,077</b>	<b>\$451</b>

## EDUCATOR QUALITY

**Anne Heckman, Ed.S., M.Ed.**, *Director of Educator Quality*

Great educators are a foundational component to any great education system. Educator quality is achieved through stringent efforts to recruit, hire, and retain. Once a member of the Eagle County Schools' family, our educators are supported by teacher leaders within their school, embedded professional learning, and collaboration with other high-quality professionals.

Our primary role is to provide evidence-based support and research to schools to enhance their professional learning opportunities and to meet the goals outlined in their School Improvement Plans, thus solving the issues closest to students.

### Other Responsibilities:

- Recruiting the best candidates from the best teacher preparation programs
- Create pathways for current ECS students and Eagle County Residents into the education profession
- Support new and existing teachers to increase the retention rates of our best staff
- Support and further develop our existing career ladder
- Empower our educators by providing professional learning opportunities to enrich their content knowledge and to keep them abreast of new and emerging best practices
- Support principals in supporting their teachers

EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$244,284	\$326,642	\$267,889	\$286,208	\$47
Benefits	\$76,790	\$123,389	\$88,373	\$116,144	\$19
Purchased Services	\$135,404	\$104,500	\$45,841	\$81,500	\$14
Supplies	\$57,389	\$62,600	\$44,507	\$56,000	\$9
Equipment	-	-	-	-	\$0
<b>Total</b>	<b>\$513,867</b>	<b>\$617,131</b>	<b>\$446,610</b>	<b>\$539,852</b>	<b>\$89</b>



## MULTILINGUAL EDUCATION

**Jessica Martínez, M.Ed.,** *Director of Multilingual Education*

Eagle County Schools' Multilingual Education Department is committed to language development and academic success for all students through culturally responsive instructional practices.

Almost half of Eagle County Schools students come to school already speaking a language other than English at home. English language learners are supported through English language development programs in order to speak, comprehend, read, and write in English proficiently. English Language Development (ELD) teachers collaborate with classroom teachers to provide language instruction aligned with content, as well as additional language instruction based on students' particular language needs. This may include co-planning, co-teaching, ESL classes and sheltered instruction.

Many of our schools are also able to provide 50/50 Dual Language programs for all students where all students develop academic proficiency in two languages. Students learn how to speak, comprehend, read, and write in both English and Spanish, regardless of native language. All teachers support language development of either English or Spanish through integration of language, literacy and content. Teachers use strategies for language development, active participation, student collaboration and discussion.

**The goals for the Multilingual Education Department are:**

- English language learners have access to the same skills and content as native English speakers have.
- English language learners will reach the same academic standards that native English speakers are expected to reach.
- English language learners will become proficient in English in addition to their first language.
- English language learners will graduate from high school.

EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$2,082,391	\$2,259,120	\$2,085,036	\$2,206,923	\$366
Benefits	\$795,850	\$889,682	\$796,638	\$918,816	\$152
Purchased Services	\$24,598	\$68,130	\$15,266	\$24,900	\$4
Supplies	\$93,201	\$36,050	\$72,752	\$61,800	\$10
Equipment	-	4,000	\$976	\$1,500	\$0
<b>Total</b>	<b>\$2,996,040</b>	<b>\$3,256,982</b>	<b>\$2,970,668</b>	<b>\$3,213,939</b>	<b>\$533</b>



## EARLY CHILDHOOD EDUCATION

**Shelley Smith M.Ed.,** *Director Early Childhood Programs*

The Eagle County School District's Early Childhood Program is a blended center-based program that includes Head Start, Colorado Preschool, Early Childhood Special Education, and traditional preschool programming. Recognizing the importance of early childhood experiences on school success, Eagle County Schools continues to take an active role in fully integrating early childhood programs into the district.

The Early Childhood Program values small class sizes, low teacher-child ratios, individualized programs, and building collaborative partnerships with families. We help our children develop the skills they need to be ready to start their elementary education based on the Early Learning and Developmental Guidelines and Colorado State Standards.

Our Early Childhood Program Goals:

- Support children to be school ready and lifelong learners by supporting their language, physical, cognitive, mathematical, social and emotional growth through developmentally appropriate practices.
- Develop trusting and collaborative relationships with parents to support them as they nurture the development of their children.
- Provide families support and connections to resources in an environment that ensures a comprehensive, integrated array of services for families.
- Provide high quality responsive services for children and families through the development of highly trained, caring, and adequately compensated program staff.
- Provide a comprehensive and robust community-wide system around early childhood. (See Wrap-around Tactic Three for more information)

## PRESCHOOL PLUS AND EXTENDED DAY RESULTS

Through the Mill Levy funds the ECS Preschool Program was able to extend their programming to provide services in the summer starting in May 2017 and extend their hours to 5:00 pm. The program was funded to serve 135 of our 300+ children by having one classroom open at each school. This capacity seems to be meeting the needs of the community.

Not only does extending services better support the needs of our working families, it has resulted in fewer families declining services provided by our Special Education, Head Start and Colorado Preschool Programs due to hours of operation. We also know that continuity of care is critical for children, especially those at-risk, so we anticipated that the more consistent and extended services would show growth in outcomes for children. We are excited to report that more children who attended Preschool Plus Summer Program and/or Extended Day program met the age level expectations than the average number of children district wide.

As you can see by the data above, the difference was as much as 30% in Language Development and there was growth in all developmental areas during our fall assessment checkpoint.

EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$2,892,228	\$3,442,113	\$3,222,032	\$2,744,749	\$455
Benefits	\$1,350,140	\$1,564,995	\$1,538,186	\$1,274,324	\$211
Purchased Services	\$136,577	\$196,375	\$153,131	\$126,584	\$21
Supplies	\$104,771	\$116,695	\$81,235	\$70,440	\$12
Equipment	\$2,494	\$4,000	\$3,923	\$7,000	\$1
<b>Total</b>	<b>\$4,486,211</b>	<b>\$5,324,178</b>	<b>\$4,998,506</b>	<b>\$4,223,097</b>	<b>\$700</b>

## EXCEPTIONAL STUDENT SERVICES

**Amy Kendziorski**, Director of Exceptional Student Services

**Chris Elliott**, Assistant Director of Exceptional Student Services

Exceptional Student Services consists of the Gifted and Talented Services and the Special Education Services. Our goal is to tailor instruction for all students with exceptional needs. We educate all students to the same high standards, while providing learning opportunities to meet our student's individual needs. The Exceptional Student Services Department values teamwork, innovation, and professional pride. We hold a true commitment to our students who qualify and receive services through gifted and special education. We honor and respect the diversity of all our learners. Our staff strives to be responsive to the unique needs of students and families.

### SPECIAL EDUCATION

The Special Education Department is devoted to serving our students with disabilities. We provide our students with the individualized instruction and services they need to be successful in school and in life. Our service providers and teams are committed to identifying students with disabilities and determining their individual needs. Our department supports classroom teachers and special education teachers by providing them with coaching, skills, and materials they need to work with their students with disabilities.

### GIFTED & TALENTED

The Mission of Eagle County School District is to educate every student for success. We recognized that some children have abilities that are significantly advanced and need additional support to become successful lifelong learners.

EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$4,850,809	\$5,570,288	\$5,223,607	\$5,865,718	\$972
Benefits	\$2,057,575	\$2,168,766	\$2,202,682	\$2,408,473	\$399
Purchased Services	\$295,888	\$344,880	\$293,673	\$255,875	\$42
Supplies	\$54,868	\$128,670	\$109,902	\$111,700	\$19
Equipment	\$2,875	\$13,000	\$8,885	\$7,500	\$1
<b>Total</b>	<b>\$7,262,015</b>	<b>\$8,225,604</b>	<b>\$7,838,749</b>	<b>\$8,649,266</b>	<b>\$1,434</b>





## CURRICULUM & INSTRUCTION

**Katie Jarnot**, *Assistant Superintendent of Curriculum & Instruction*

All teachers have access to curriculum, assessments, and resources aligned with high standards and global-ready skills and be provided with implementation support, so that all students will access instruction to high standards. Teachers must also have access to tasks aligned with global-ready skills and support for implementation, so that students will receive opportunities to activate global-ready skills and engage with tasks that better prepare them for the “new world of work.”

We must also provide all students access to individualized learning opportunities, robust college and career guidance, and customized pathways to meet personal and professional goals. We will also use formative assessments aligned to standards to track student learning during the school year, adjusting practices and supports as needed to remain on target.

Curriculum is evaluated and aligned on a three-year cycle. As the Colorado State Department of Education releases new standards, the curricular frameworks are examined and resources are evaluated. Formative assessment, progress monitoring tools, and universal screeners are available for math and language arts in elementary, middle and high schools.

**We have robust district wide opportunities for college course work:**

- AP & DE offered in all district high schools
- More teachers trained in AP district wide
- Early College High School offers the opportunity for students to achieve an Associates Degree or Industry Certification in four years.

Implementation of AVID strategies across all schools help prepare ALL students for college level rigor. We are building diverse partnerships to provide experiential opportunities for our students. CareerX and CareerWise provide exploration, internship, and apprenticeships for students.

EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$579,346	\$773,678	\$622,385	\$634,727	\$105
Benefits	\$213,308	\$308,363	\$228,373	\$252,906	\$42
Purchased Services	\$273,354	\$334,250	\$186,037	\$94,100	\$16
Supplies	\$513,348	\$524,140	\$416,630	\$431,550	\$72
Equipment	\$11,259	\$0	\$126,442	\$203,550	\$34
PILT	\$310,750	\$370,970	\$370,970	\$338,283	\$56
<b>Total</b>	<b>\$1,901,365</b>	<b>\$2,311,401</b>	<b>\$1,950,838</b>	<b>\$1,955,116</b>	<b>\$324</b>





## BUSINESS SERVICES

**Sandy Mutchler, CPA**, *Chief Operating Officer*

**Chelsey Gerard**, *Director of Finance*

Like other organizations, the finance department of Eagle County Schools is essential in our mission to provide educational services to the community's approximately 7,000 students. School Finance is heavily regulated and audited each year to ensure public confidence. Eagle County also has a Finance Committee comprised of qualified community members. They review our budgets, audit reports, and make suggestions to improve public understanding of complex accounting processes and terminology.

School Finances are at once the easiest and most complex part of public education. The easy part: 30% of local property taxes fund public schools and state funds equalize per pupil funding across the state. The complex part: per pupil funding worksheets hundreds of lines deep and detailed budgets hundreds of pages long.

EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$471,184	\$488,003	\$485,472	\$504,621	\$84
Benefits	\$152,984	\$192,603	\$168,047	\$207,982	\$34
Purchased Services	\$782,020	\$812,720	\$860,171	\$788,410	\$131
Supplies	\$58,413	\$54,000	\$43,522	\$71,792	\$12
Equipment	\$11,102	\$21,988	\$2,574	\$12,000	\$2
<b>Total</b>	<b>\$1,475,705</b>	<b>\$1,569,314</b>	<b>\$1,559,787</b>	<b>\$1,584,805</b>	<b>\$263</b>

## FACILITIES

**Aaron Sifuentes**, *Director of Facilities*

By completing employee requests for service and repairs we maintain buildings in good repair and safe operational condition. By continually auditing and monitoring all facility systems we assure proper system operation and provide early diagnosis of failures to allow us to maintain safe and comfortable student environment while minimizing classroom disruptions. By focusing on preventive maintenance, we can extend the life of equipment and reduce operational down time and assure that the district is following all legally required Federal and Colorado Statute requirements while effectively managing the use of limited capital funding. By focusing on maintaining our assets we can improve staff and student safety and security while maximizing the life of our facilities.

EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$1,172,611	\$1,240,690	\$1,256,703	\$1,210,101	\$201
Benefits	\$433,841	\$492,081	\$462,646	\$506,481	\$84
Purchased Services	\$305,763	\$250,000	\$233,490	\$165,200	\$27
Supplies	\$376,200	\$388,756	\$382,569	\$352,747	\$58
Equipment	\$25,045	\$13,000	\$11,103	\$7,000	\$1
<b>Total</b>	<b>\$2,313,460</b>	<b>\$2,384,527</b>	<b>\$2,346,511</b>	<b>\$2,241,529</b>	<b>\$372</b>



# EDWARDS EARLY LEARNING CENTER

**194** TYPICAL STUDENT COUNT

**1121 MILLER RANCH RD**  
**EDWARDS, CO 81632**  
**(970) 328-3942**

Edwards Early Learning Center (EELC) serves Infant Toddler through Pre-K students in the communities of Edwards and Avon. The Early Childhood Program is a blended center-based program that includes Head Start, Colorado Preschool, Early Childhood Special Education, and traditional preschool programming. We help our children develop the skills they need to be ready to start their elementary education based on the Early Learning and Developmental Guidelines and Colorado State Standards. The Early Childhood Program values small class sizes, low teacher-child ratios, individualized programs, and building collaborative partnerships with families.



EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$0	\$0	\$0	\$1,522,862	\$9,229
Benefits	\$0	\$0	\$0	\$626,211	\$3,795
Purchased Services	\$0	\$0	\$0	\$34,510	\$209
Supplies	\$0	\$0	\$0	\$63,020	\$382
Equipment	\$0	\$0	\$0	-	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$2,246,603</b>	<b>\$13,616</b>

## Students Infant - PK:

Total Enrollment	0	0	0	165
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# AVON ELEMENTARY SCHOOL

**264** TYPICAL STUDENT COUNT

**0850 W. BEAVER CREEK BLVD.  
AVON, CO 81620  
(970) 328-2950**

Through the support of their community, Avon Elementary School (AES) became fully authorized as an International Baccalaureate (IB) Primary Years Program (PYP) in March 2019. Avon Elementary prepares students to be active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. AES is a dual language school, meaning students are taught literacy and content in two languages. Dual language programs foster bilingualism and biliteracy. Avon Elementary School is also home to the district's in-school health clinic, which provides free or reduced-cost health and dental care.



EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$1,168,315	\$1,322,159	\$1,232,559	\$1,519,637	\$5,222
Benefits	\$405,543	\$526,288	\$443,321	\$631,026	\$2,168
Purchased Services	\$59,102	\$46,900	\$48,251	\$52,979	\$182
Supplies	\$93,709	\$101,048	\$77,980	\$97,920	\$336
Equipment	\$714	\$100	\$0	100.00	\$0
<b>Total</b>	<b>\$1,727,384</b>	<b>\$1,996,495</b>	<b>\$1,802,111</b>	<b>\$2,301,662</b>	<b>\$7,909</b>

## Students K-5:

Total Enrollment	264	195	211	291
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# BRUSH CREEK ELEMENTARY

## 400 TYPICAL STUDENT COUNT

**333 EAGLE RANCH ROAD**  
**EAGLE, CO 81631**  
**(970) 328-8930**

Brush Creek Elementary School (BCES) serves Pre-K through 5th-grade students in the community of Eagle Ranch. BCES is a member of the Eco Schools U.S. program, with their sights set on earning the program's highest award: the Green Flag Award. Brush Creek uses multi-age classrooms for a collaborative learning environment with a focus on academics, integrity, and compassion in order to succeed.



EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$1,568,956	\$1,776,641	\$1,736,963	\$1,746,529	\$4,720
Benefits	\$611,419	\$697,353	\$671,649	\$714,707	\$1,932
Purchased Services	\$35,713	\$48,750	\$47,961	\$44,900	\$121
Supplies	\$142,635	\$181,551	\$121,740	\$116,084	\$314
Equipment	\$987	\$1,000	\$3,896	\$855	\$2
<b>Total</b>	<b>\$2,359,710</b>	<b>\$2,705,295</b>	<b>\$2,582,208</b>	<b>\$2,623,075</b>	<b>\$7,089</b>

### Students K-5:

Total Enrollment

400

374

360

370



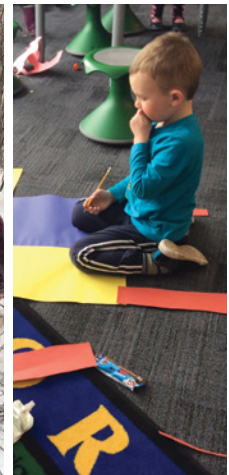


# EAGLE VALLEY ELEMENTARY SCHOOL

**417** TYPICAL STUDENT COUNT

**737 E. THIRD STREET  
EAGLE, CO 81631  
(970) 328-6981**

Eagle Valley Elementary School (EVES) is an International Baccalaureate (IB) World School serving the community of Eagle. The International Baccalaureate Program focuses on a transdisciplinary curriculum that is engaging, relevant, challenging, and significant for learners in Pre-K through 5th grade. At Eagle Valley Elementary School, every student is educated for success in both English and Spanish by developing into inquisitive, informed, and compassionate citizens. EVES creates students that are independent thinkers, problem solvers, lifelong learners, and responsible members of a multicultural society.



EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$1,681,730	\$1,775,922	\$1,678,915	\$1,761,884	\$4,801
Benefits	\$675,519	\$716,130	\$705,265	\$740,393	\$2,017
Purchased Services	\$59,791	\$121,757	\$124,577	\$118,225	\$322
Supplies	\$165,115	\$134,129	\$122,741	\$127,385	\$347
Equipment	\$8,834	\$12,000	\$11,067	\$10,000	\$27
<b>Total</b>	<b>\$2,590,989</b>	<b>\$2,759,938</b>	<b>\$2,642,565</b>	<b>\$2,757,887</b>	<b>\$7,515</b>

## Students K-5:

Total Enrollment 417 365 369 367

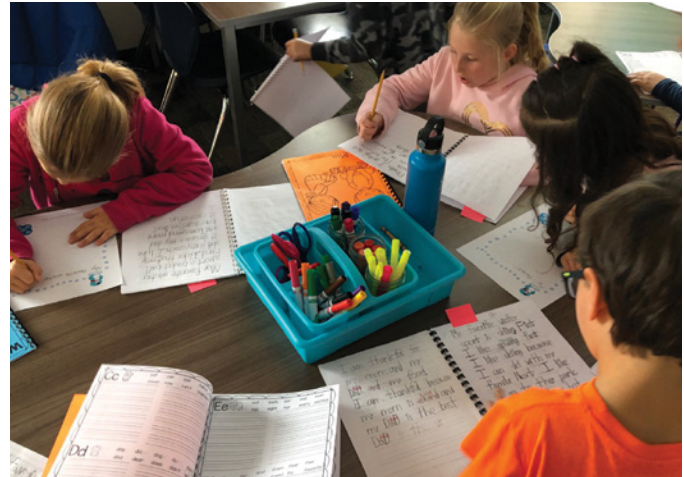


# EDWARDS ELEMENTARY SCHOOL

## 288 TYPICAL STUDENT COUNT

**0022 MEILE LANE**  
**EDWARDS, CO 81632**  
**(970) 328-2970**

Edwards Elementary School (EES) is a dual language school serving Pre-K through 5th-grade students in both English and Spanish instruction. EES is recognized as a Project Lead The Way (PLTW) Distinguished School for increasing access, engagement, and achievement in PLTW programs. Project-based learning inspires and engages students in science, technology, engineering, and math (STEM). It prepares students with the knowledge and skills they'll need to succeed in any career path they choose. Project-based learning promotes critical thinking, collaboration, and creativity for success in the modern world.



EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$1,274,047	\$1,334,040	\$1,315,239	\$1,711,202	\$5,033
Benefits	\$451,924	\$529,920	\$470,606	\$709,868	\$2,088
Purchased Services	\$75,785	\$73,300	\$62,707	\$54,109	\$159
Supplies	\$83,577	\$98,914	\$64,349	\$80,728	\$237
Equipment	\$598	\$500	\$0	\$1,000	\$3
<b>Total</b>	<b>\$1,885,930</b>	<b>\$2,036,674</b>	<b>\$1,912,902</b>	<b>\$2,556,907</b>	<b>\$7,520</b>

### Students K-5:

Total Enrollment 288 265 257 340





# GYPSUM ELEMENTARY SCHOOL

## 321 TYPICAL STUDENT COUNT

**0720 SCHOOLSIDE STREET**  
**GYPSUM, CO 81637**  
**(970) 328-8940**

Gypsum Elementary School (GES) serves Pre-K through 5th-grade students in Gypsum and Dotsero. Gypsum Elementary is a traditional community school with a focus on science, technology, engineering, the arts, and mathematics (STEAM) coursework to promote 21st century thinking and collaborative skills. The school's philosophy is a strong emphasis on shared ownership of the educational experience of each student. The school culture is collaborative and student-focused, encouraging all students, teachers, and parents to take pride in the school and contribute to its ongoing improvement. Gypsum Elementary School is led by Principal Mitch Forsberg, who was the 2011 Colorado National Distinguished Principal of the Year.



EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$1,299,947	\$1,403,877	\$1,355,033	\$1,468,814	\$5,136
Benefits	\$545,455	\$588,853	\$599,211	\$633,157	\$2,214
Purchased Services	\$30,748	\$30,800	\$30,667	\$30,073	\$105
Supplies	\$118,387	\$109,615	\$102,679	\$102,667	\$359
Equipment	\$0	\$1,000	\$308	\$1,000	\$3
<b>Total</b>	<b>\$1,994,537</b>	<b>\$2,134,145</b>	<b>\$2,087,898</b>	<b>\$2,235,711</b>	<b>\$7,817</b>

### Students K-5:

Total Enrollment	321	278	280	286
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# JUNE CREEK ELEMENTARY SCHOOL

## 245 TYPICAL STUDENT COUNT

**1121 MILLER RANCH ROAD  
EDWARDS, CO 81632  
(970) 328-2980**

June Creek Elementary School (JCES) is a Pre-K through 5th-grade school focused on developing caring, lifelong learners who can think creatively and problem solve in order to contribute to the greater good of the global community. JCES is a dual language school, meaning students are taught literacy and content in two languages. Dual language programs foster bilingualism and biliteracy. Students and staff at June Creek Elementary are dedicated to honoring diversity, collaborating with others, and fostering a safe, positive, and encouraging environment.



EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$1,197,339	\$1,229,551	\$1,185,752	\$0	\$0
Benefits	\$517,501	\$488,363	\$502,754	\$0	\$0
Purchased Services	\$39,524	\$38,000	\$38,212	\$0	\$0
Supplies	\$99,994	\$158,392	\$64,832	\$0	\$0
Equipment	\$2,778	\$3,000	\$1,483	\$0	\$0
<b>Total</b>	<b>\$1,857,136</b>	<b>\$1,917,306</b>	<b>\$1,793,033</b>	<b>\$0</b>	<b>\$0</b>

### Students K-5:

Total Enrollment	245	198	201	0
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# RED HILL ELEMENTARY SCHOOL

## 368 TYPICAL STUDENT COUNT

**100 GRUNDEL WAY  
GYPSUM, CO 81637  
(970) 328-8970**

Red Hill Elementary School (RHES) is a traditional community Pre-K through 5th-grade elementary school located in the neighborhood of Cotton Ranch. Red Hill is a respectful and supportive community where lifelong learners grow and thrive together. Students and families excel at Red Hill because of their commitment to one another and their surrounding community.

RHES believes in educating the whole child to be prepared to succeed in middle school, high school, and their futures. Principal Dr. Eric Olsen has been selected as the next President of the Colorado Association of Elementary School Principals.



EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$1,481,013	\$1,683,687	\$1,644,739	\$1,703,626	\$5,226
Benefits	\$530,110	\$671,298	\$607,137	\$707,770	\$2,171
Purchased Services	\$51,747	\$34,250	\$30,322	\$33,250	\$102
Supplies	\$230,356	\$180,079	\$140,390	\$124,496	\$382
Equipment	\$0	\$2,500	\$5,051	\$2,500	\$8
<b>Total</b>	<b>\$2,293,226</b>	<b>\$2,571,814</b>	<b>\$2,427,640</b>	<b>\$2,571,642</b>	<b>\$7,888</b>

### Students K-5:

Total Enrollment

368

348

322

326



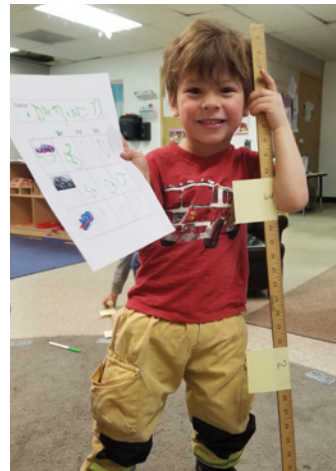
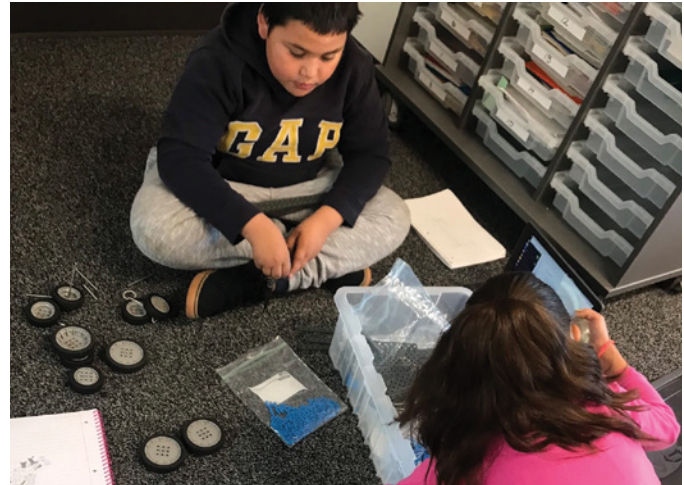
# RED SANDSTONE ELEMENTARY SCHOOL

## 179 TYPICAL STUDENT COUNT

**1121 MILLER RANCH ROAD  
EDWARDS, CO 81632  
(970) 328-2980**

Established in 1977, Red Sandstone Elementary School (RSES) is a true community school that is nestled in the beautiful mountains of Vail. RSES focuses on providing a strong foundation for all students in both academics and character development from Pre-K through 5th-grade.

Their mission is to encourage all students to be lifelong, collaborative learners driven by inquiry and empowered by curiosity to solve tomorrow's challenges.



EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$1,130,758	\$1,301,513	\$1,215,252	\$1,107,779	\$6,120
Benefits	\$504,382	\$527,717	\$541,790	\$472,762	\$2,612
Purchased Services	\$57,096	\$48,950	\$42,059	\$44,850	\$248
Supplies	\$94,044	\$149,841	\$89,387	\$70,275	\$388
Equipment	\$11,251	\$0	\$5,365	\$0	\$0
<b>Total</b>	<b>\$1,797,531</b>	<b>\$2,028,021</b>	<b>\$1,893,854</b>	<b>\$1,695,666</b>	<b>\$9,368</b>

### Students K-5:

Total Enrollment 179 181 176 181

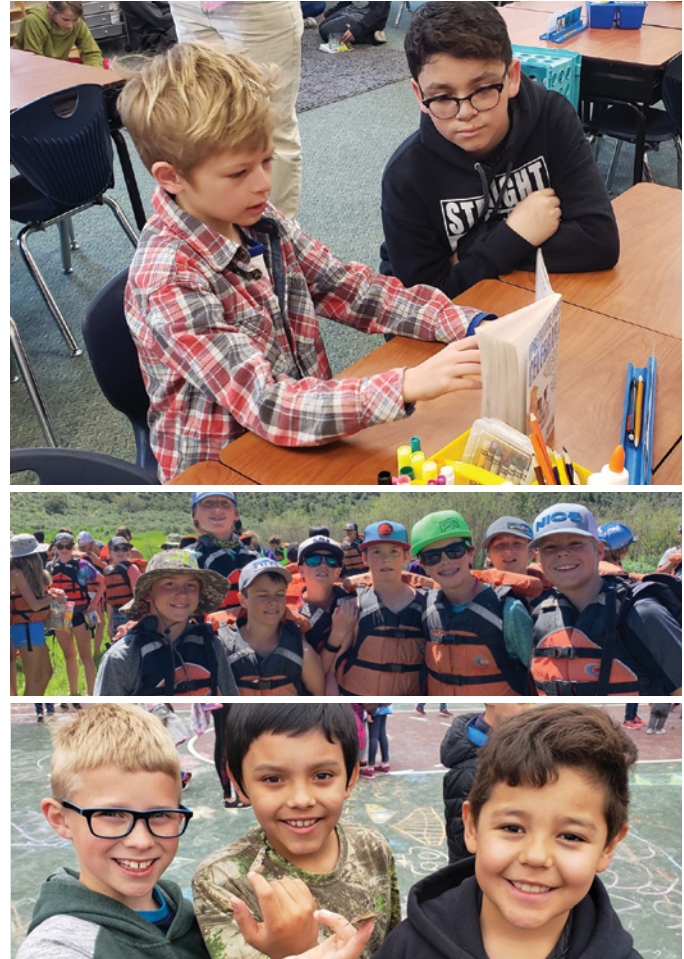


# HOMESTAKE PEAK SCHOOL

**296 (PRE-K-5) 309 (6-8) TYPICAL STUDENT COUNT**

**750 EAGLE ROAD**  
**EAGLE VAIL, CO 81620**  
**(970) 328-2940**

Homestake Peak School (HPS) is a Pre-K through 8th-grade dual language school where learning is active, challenging, meaningful, and collaborative. HPS holds a collaborative vision for learning, where teachers, students, and parents work together as a synchronized team to support students to achieve more than they think possible. Homestake Peak aims to produce learners who are supported, held to high expectations, and are prepared to make positive changes in the world.



EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$2,477,956	\$2,750,988	\$2,718,739	\$2,542,026	\$4,751
Benefits	\$938,300	\$1,076,716	\$1,001,952	\$1,038,856	\$1,942
Purchased Services	\$104,996	\$115,400	\$113,432	\$93,000	\$174
Supplies	\$274,720	\$372,304	\$280,186	\$240,368	\$449
Equipment	\$17,831	\$17,000	\$21,201	\$13,000	\$24
<b>Total</b>	<b>\$3,813,803</b>	<b>\$4,332,408</b>	<b>\$4,135,510</b>	<b>\$3,927,250</b>	<b>\$7,341</b>

## Students K-8:

Total Enrollment

605

610

588

535





# BERRY CREEK MIDDLE SCHOOL

**297** TYPICAL STUDENT COUNT

**1000 MILLER RANCH ROAD  
EDWARDS, CO 81632  
(970) 328-2960**

Berry Creek Middle School (BCMS) serves 6th- through 8th-grade students in the areas of Vail, Avon, and Edwards. The Berry Creek Middle School community teaches students how to learn, how to achieve at their highest levels, and how to prepare to contribute to the betterment of their community. BCMS offers opportunities for students to continue their dual language elementary education, as well as an Advancement Via Individual Determination (AVID) program for first-generation students interested in pursuing college opportunities.



EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$1,397,536	\$1,556,850	\$1,500,708	\$1,492,974	\$5,530
Benefits	\$501,360	\$605,165	\$550,855	\$632,289	\$2,342
Purchased Services	\$39,500	\$34,600	\$34,041	\$35,800	\$133
Supplies	\$147,804	\$185,488	\$149,883	\$129,934	\$481
Equipment	\$3,208	\$2,600	\$7,438	\$2,100	\$8
<b>Total</b>	<b>\$2,089,408</b>	<b>\$2,384,703</b>	<b>\$2,242,926</b>	<b>\$2,293,097</b>	<b>\$8,493</b>

## Students 6-8:

Total Enrollment	297	279	280	270
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# EAGLE VALLEY MIDDLE SCHOOL

## 346 TYPICAL STUDENT COUNT

**747 E. THIRD STREET  
EAGLE, CO 81631  
(970) 328-8917**

Eagle Valley Middle School (EVMS) serves students 6th- through 8th-grade in the Eagle area. Eagle Valley Middle School inspires students to be lifelong learners for academic and personal success. All school and community members are involved in the process of educating students to achieve academic, emotional, social, and physical success. EVMS is led by Principal Eric Mandeville, the 2019 Colorado Rookie Secondary Principal of the Year.



EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$1,515,032	\$1,800,955	\$1,780,286	\$1,867,322	\$4,953
Benefits	\$589,937	\$699,409	\$668,632	\$757,867	\$2,010
Purchased Services	\$56,863	\$50,300	\$40,710	\$50,600	\$134
Supplies	\$125,005	\$179,561	\$131,467	\$138,523	\$367
Equipment	\$2,930	\$9,500	\$6,431	\$7,000	\$19
<b>Total</b>	<b>\$2,289,766</b>	<b>\$2,739,725</b>	<b>\$2,627,526</b>	<b>\$2,821,312</b>	<b>\$7,484</b>

### Students 6-8:

Total Enrollment	346	381	377	377
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# GYPSUM CREEK MIDDLE SCHOOL

**399** TYPICAL STUDENT COUNT

**401 GRUNDEL WAY**  
**GYPSUM, CO 81637**  
**(970) 328-8930**

Gypsum Creek Middle School (GCMS) serves 6th- through 8th-grade students in the areas of Dotsero and Gypsum. Gypsum Creek Middle School cultivates a welcoming, caring, safe, and rigorous Culture of Learning for students. With a focus on STEAM education, students at Gypsum Creek Middle School are challenged to think creatively to solve real-world problems while collaborating to meet the needs of the world around them. GCMS practices AVID curriculum schoolwide to foster career and college readiness in all students.



EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$1,567,048	\$1,805,465	\$1,785,078	\$1,722,368	\$5,051
Benefits	\$611,625	\$705,462	\$683,007	\$682,458	\$2,001
Purchased Services	\$40,253	\$47,916	\$35,756	\$39,550	\$116
Supplies	\$174,203	\$238,097	\$153,966	\$147,933	\$434
Equipment	\$13,212	\$19,522	\$23,003	\$4,500	\$13
<b>Total</b>	<b>\$2,406,341</b>	<b>\$2,816,462</b>	<b>\$2,680,811</b>	<b>\$2,596,809</b>	<b>\$7,615</b>

## Students 6-8:

Total Enrollment	399	415	378	341
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A collage of four photographs. The top photo shows three female students smiling in a pottery studio; one is painting a grey ceramic cup. The bottom-left photo shows three male soccer players in black and gold uniforms celebrating on a field at night. The bottom-right photo shows three female students laughing and posing together, with one wearing face paint and a colorful lei.

945





# EAGLE VALLEY HIGH SCHOOL

## 1,009 TYPICAL STUDENT COUNT

**641 VALLEY ROAD**  
**GYPSUM, CO 81637**  
**(970) 328-8960**

Eagle Valley High School is a 4-year comprehensive high school serving the communities of Eagle, Gypsum, and Dotsero. EVHS students have access to academic and technical opportunities of enrichment to prepare them for college or career following graduation. Through partnerships with Colorado Mountain College, Vail Health, and other local organizations, Eagle Valley High School students have the opportunity to graduate with their diploma and an associate degree. Eagle Valley High School is a member of the Colorado Council of High School/ College Relations.



EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$4,003,558	\$4,272,015	\$4,254,246	\$4,520,022	\$4,669
Benefits	\$1,494,702	\$1,637,624	\$1,602,095	\$1,812,958	\$1,873
Purchased Services	\$524,526	\$650,400	\$551,060	\$569,400	\$588
Supplies	\$595,703	\$721,702	\$485,717	\$622,907	\$643
Equipment	\$4,651	\$8,300	\$9,896	\$7,350	\$8
<b>Total</b>	<b>\$6,623,140</b>	<b>\$7,290,041</b>	<b>\$6,903,013</b>	<b>\$7,532,637</b>	<b>\$7,782</b>

### Students 9-12:

Total Enrollment                      1009                      999                      959                      968





# RED CANYON HIGH SCHOOL

## 118 TYPICAL STUDENT COUNT

**0151 MILLER RANCH ROAD**  
**EDWARDS, CO 81632**  
**(970) 328-2852**

Red Canyon High School (RCHS) is the alternative high school for Eagle County Schools with two campuses, one in Edwards and one in Gypsum. Red Canyon's educational community is centered around meeting the diverse needs of their students through small group instruction. RCHS provides a safe, customized learning environment, where all students acquire the skills, knowledge, and confidence necessary to be respectful, community-minded, hopeful, self-aware, and contributing citizens in an ever-changing world.

**ENROLLMENT BY INTERVIEW ONLY.**



EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$1,109,486	\$1,356,756	\$1,338,729	\$1,350,591	\$7,380
Benefits	\$431,085	\$541,279	\$534,292	\$562,248	\$3,072
Purchased Services	\$69,860	\$54,050	\$39,656	\$51,534	\$282
Supplies	\$92,179	\$153,836	\$125,804	\$119,110	\$651
Equipment	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$1,702,610</b>	<b>\$2,105,921</b>	<b>\$2,038,481</b>	<b>\$2,083,483</b>	<b>\$11,385</b>

### Students 9-12:

Total Enrollment

188

199

184

183



# VAIL SKI & SNOWBOARD ACADEMY

**93 (5-8) 88 (9-12) TYPICAL STUDENT COUNT**

## 1 ACADEMY LOOP MINTURN, CO 81645 (970) 328-2832

Located in Minturn, Vail Ski & Snowboard Academy (VSSA) is the country's first public ski and snowboard academy, which allows serious athletes the opportunity to balance world-class training and competition while developing independent learning skills essential for future collegiate and Olympic athletes. Students of VSSA must be full-time athletes with one of VSSA's partner organizations, and complete an evaluation of the student's athletic and academic background. In addition to having Olympic athletes, Vail Ski and Snowboard Academy SAT scores earned by student-athletes ranked the school 7th in SAT scores for the state of Colorado in 2018.

Enrollment for Vail Ski & Snowboard Academy is not based on the boundary maps. Enrollment is done through an application and selection process. For more information, go to [eagleschools.net](http://eagleschools.net).

### ENROLLMENT BY APPLICATION AND SELECTION ONLY.



EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$1,026,632	\$1,150,929	\$1,149,255	\$1,168,526	\$5,512
Benefits	\$355,180	\$458,777	\$400,330	\$486,874	\$2,297
Purchased Services	\$104,876	\$113,471	\$92,794	\$104,232	\$492
Supplies	\$118,538	\$193,300	\$99,619	\$175,361	\$827
Equipment	\$479	\$200	\$1,566	\$200	\$1
<b>Total</b>	<b>\$1,605,706</b>	<b>\$1,916,677</b>	<b>\$1,743,563</b>	<b>\$1,935,193</b>	<b>\$9,128</b>

### Students 5-12:

Total Enrollment

181

173

207

212





# WORLD ACADEMY

## 40 TYPICAL STUDENT COUNT

**PO BOX 4811**  
**EAGLE, CO 81631**  
**(970) 328-2852**

World Academy is a Kindergarten—12th grade online program that aims to provide students who are looking for a unique learning path with a self-paced, challenging core content curriculum package. Many children simply cannot get the focused and flexible learning they need in a traditional classroom setting. World Academy provides challenging and engaging content, individualized learning plans and instructional coaches, delivered through cutting-edge technology and old-fashioned human interaction.

World Academy partners with K12 Education and Odesseyware, whose mission is to develop each child, full potential with engaging, individualized learning. Both programs develop their own curriculum, widely regarded as the highest quality available online, and remains devoted to fulfilling the promise of education for every child.

World Academy uses licensed teachers to provide a tuition-free individualized 21st century learning opportunity. It's available to students of Eagle County, homeschooled children, AND students of surrounding counties!

The 2020-21 Budget for salaries and benefits reflects zero dollars due to these budget items being absorbed under the Red Canyon High School budget.



EXPENDITURES BY OBJECT	2018-19 ACTUAL	2019-20 BUDGET	2019-20 ESTIMATED	2020-21 BUDGET	COST PER STUDENT
Salaries	\$1,050	\$0	\$0	\$0	\$0
Benefits	\$225	\$0	\$0	\$0	\$0
Purchased Services	\$3,640	\$2,710	\$0	\$900	\$23
Supplies	\$13,000	\$21,446	\$27,750	\$3,740	\$94
Equipment	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$17,915</b>	<b>\$24,156</b>	<b>\$27,750</b>	<b>\$4,640</b>	<b>\$116</b>

### Students K-12:

Total Enrollment 30 38 32 40





# FINANCIAL SECTION

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## **TYPES OF REVENUE SOURCES AND EXPENDITURE CATEGORIES BY FUND**

### **GENERAL FUND (OPERATING FUND)**

The revenue in the General Fund comes from several sources. State and Federal revenues now account for approximately 24 percent of the total general fund operating revenues leaving 76 percent from local sources. Local property taxes account for the major portion of the local revenues, with specific ownership taxes, delinquent taxes, penalties and interest and other local revenue comprising the remainder. The federal contribution to school finance is approximately 4 percent of school districts' total operating revenues, but most of the federal money flows to school districts through the state.

State aid, allocated annually through the Public School Finance Act, is the primary source of state revenue. Most of the remaining state revenue is provided in the form of funding for categorical programs, including career and technical education, English language proficiency, special education, gifted and talented education and transportation.

Federal revenue is generally provided for specific purpose programs. Examples of these programs include vocational education, special education, compensation for the impact of federal facilities in the district and funding that provides assistance to districts for at-risk students. Use of federal revenues is strictly regulated by federal law.

### **NUTRITION SERVICES FUND**

The revenue in Nutrition Services Fund are generated through student paid meals, state and federal reimbursement for free and reduced meals. These sources support the employee compensation and benefits, food purchases and other supplies necessary to serve meals.

### **DESIGNATED PURPOSE GRANTS FUND**

Grants are awarded at federal, state and local levels for specific purposes and are accounted for in the Designated Purpose Grant Fund. Expenditures in grants can support employee compensation and benefits, purchased services for professional development, supplies for classrooms, etc.

### **TRANSPORTATION FUND**

ECS collects property taxes through a mill levy override for the majority of the revenue reported in the Transportation Fund. There is a State reimbursement for approximately 20% of the cost for route miles and the rest of the revenue sources are generated through local use and cost allocations from other district cost centers. Expenditures in this fund include employee compensation and benefits for bus drivers, schedulers, trainers, mechanics and office staff. Fuel for the buses as well as parts and supplies for providing routes and trips for our students are accounted for here.

### **BOND FUND**

Bond Fund revenues are generated through local property taxes. These property taxes pay for the principal and interest payments on the bonds.

### **BUILDING FUND**

Bond proceeds were collected through the sales of bonds and reported in the Building Fund to pay for our construction projects and equipment as outlined in the scope of the bond documents.

### **CAPITAL RESERVE FUND**

Transfers from the General Fund support Capital Reserve projects which include equipment, technology, buses and other construction projects not included in the scope of the bond.

### **DISTRICT HOUSING FUND**

ECS offers affordable housing and collects rents from employees to support the upkeep and utility costs of the homes and trailer spaces.

### **STUDENT ACTIVITY FUND**

All revenues in this fund are generated through donations and fundraisers for a specific purpose. Expenditures generally focus on supplies and purchased services for students to do special trips and activities.

### **CHARTER SCHOOL FUND**

ECS has one charter school that is reported here. This is a comprehensive combination of all the other funds reported in summary for both revenue and expenditures.

## BUDGET FACTS AND ASSUMPTIONS

The 2020-21 Adopted Budget was developed knowing certain facts and making certain assumptions based on information available at the time of preparation. These facts and assumptions are as follows:

### Facts:

1. The budget has been prepared with per pupil revenue of \$8,338 based on the 2020 legislative approved Colorado Public School Finance Act of 1994.
2. Beginning fund balances plus revenues equal expenditures and ending reserves in all funds.
3. A 1.9% cost of living increase for all employees was given as well as educational lane advancements for certified staff members.
4. An additional 0.5% increase to PERA funding to meet our obligations to the state retirement system and the employee contribution to PERA will be increased by 1.25% for a total of 10%
5. Closing the achievement gap between economically disadvantaged and economically advantaged as well as the gap between minority and non-minority students is a priority for the district. The 2020-21 budget includes a direct allocation of \$201K towards Deep Equity work. Indirect expenditures tied to equity include district-wide professional development days and focused instructional practices on a daily basis.
6. Multi-Tiered Systems of Supports (MTSS) is used to meet the diverse needs of our students. Direct expenditures related to MTSS equate to \$5.9M. Much of the work is done indirectly with a constant focus on MTSS.
7. With the assistance of MTSS and through the perspective of equity, we will focus on math instruction and improve math achievement for all students being supported through indirect costs.

### Assumptions:

1. The revenue projections were prepared using information provided by the Colorado Department of Education, the County Assessor, the federal government, and other sources using methods recommended in the Colorado Department of Education's Financial Policies and Procedures Handbook
2. Actual funding to the district is primarily provided by the Colorado Public School Finance Act, which is calculated from the projected pupil counts. ECS funded pupil count is projected to decrease by 56 students to 6,996 in 2020-21.
3. Public School Finance Act, State categorical and federal funding is based on preliminary allocations provided directly by those agencies.

4. Projections for local sources are based on historical trends and knowledge of transitions in tuition rates and student fees.
5. This budget's expenditure estimates were prepared based on program needs, enrollment projections, mandated requirements, employee negotiations, contracted services and anticipated changes in economic conditions.
6. Health insurance is projected to increase by 10%. This increase will be absorbed by the district.
7. The ratio for assessment of residential property is estimated at 7.2%. The ratio for assessment of commercial property will remain the same at 29%.

### Projection Assumptions:

Assumptions are based on actual year to date transactions and adjusted for historical trends.

### Forecasted Assumptions:

1. School Finance Act dollars decrease an average of 5% for the next two years, before leveling off in the third year.
2. With the economic downturn and the potential for reductions in revenues, we are expecting a decrease in salaries of 5% in year one, 11% in year two, and 15% in year three.
3. Benefits are anticipated to increase annually; 42% in year one, 44% in year two and 48% in year three related to the total cost of salaries.
4. Purchased services, supplies and equipment are assumed to remain consistent in year one, decrease 10% in year two and three.
5. Resources will be reallocated on an annual basis in an effort to meet district wide goals and to ensure future financial stability.
6. It is evident that the general operating costs are trending to be greater than anticipated revenues. The forecasts reflect continued intentional spending within policy. Any adjustments needed are addressed on an annual basis.
7. Eagle County Schools has a mill levy override that sunsets in 2023. The Board of Education is currently studying the best time to go to the voters and request an extension of this mill levy.

\*Some forecasts have been adjusted in order to maintain a positive fund balance.

## ALL FUNDS SUMMARY

	General Fund	Nutrition Services Fund	Designated Purpose Grant Fund	Transportation Fund	Bond Fund	Building Fund
<b>Beginning Fund Balance</b>	<b>20,386,488</b>	<b>98,578</b>	<b>-</b>	<b>1,076,581</b>	<b>17,500,107</b>	<b>171,310</b>
<b>Revenue:</b>						
Property taxes	\$ 54,359,700	\$ -	\$ -	\$ 1,000,000	\$ 21,219,072	\$ -
Specific ownership taxes	3,814,000	-	-	50,000	-	-
State and federal revenue	19,698,229	1,281,590	6,133,604	530,000	-	-
Interest income	50,000	-	-	-	-	-
Other local revenue	3,502,328	736,737	866,396	701,000	-	-
Transfer in Charter School	-	-	-	-	-	-
Transfer in 3A Charter School	-	-	-	-	-	-
<b>Total revenue</b>	<b>81,424,257</b>	<b>2,018,327</b>	<b>7,000,000</b>	<b>2,281,000</b>	<b>21,219,072</b>	<b>-</b>
<b>Expenditures:</b>						
Salaries	47,998,684	1,052,153	3,109,647	1,767,590	-	-
Benefits	19,907,915	520,800	1,243,859	844,366	-	-
Purchased services	6,121,584	66,200	1,071,027	298,000	-	-
Supplies & Equipment	5,644,655	998,992	1,575,467	495,000	-	-
Debt service	-	-	-	-	20,657,250	-
Capital outlay	-	-	-	-	-	171,310
Depreciation/amortization	-	-	-	-	-	-
Subsidy and/or Financing	-	-	-	-	-	-
Charter School	3,494,441	-	-	-	-	-
<b>Total expenditures</b>	<b>83,167,279</b>	<b>2,638,145</b>	<b>7,000,000</b>	<b>3,404,956</b>	<b>20,657,250</b>	<b>171,310</b>
<b>Net Change in Fund Balance</b>	<b>(1,743,022)</b>	<b>(619,818)</b>	<b>-</b>	<b>(1,123,956)</b>	<b>561,822</b>	<b>(171,310)</b>
Transfers	(1,620,000)	520,000	-	-	-	-
Transfers 3A	(1,494,428)	102,180	-	214,012	-	-
Nonspendable Inventories	-	-	-	-	-	-
Restricted for Debt Service	-	-	-	-	18,061,929	-
Restricted for Capital Outlay	-	-	-	-	-	-
Restricted for Student Activity	-	-	-	-	-	-
Restricted for 3A	754,595	-	-	-	-	-
Restricted for Multi-Year Contracts	-	-	-	-	-	-
Restricted for Emergencies	2,589,174	-	-	-	-	-
Assigned	-	-	-	-	-	-
Assigned for Future Projects	146,250	-	-	-	-	-
Assigned to Capital Outlay	-	-	-	-	-	-
Assigned to Transportation	-	-	-	166,637	-	-
Assigned to Nutrition Services	-	100,940	-	-	-	-
Unrestricted, Unassigned	12,039,019	-	-	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 15,529,038</b>	<b>\$ 100,940</b>	<b>\$ -</b>	<b>\$ 166,637</b>	<b>\$ 18,061,929</b>	<b>\$ -</b>
<b>Appropriation</b>	<b>\$ 86,281,707</b>	<b>\$ 2,638,145</b>	<b>\$ 7,000,000</b>	<b>\$ 3,404,956</b>	<b>\$ 20,657,250</b>	<b>\$ 171,310</b>



## ALL FUNDS SUMMARY (CONTINUED)

	Capital Reserve Fund	District Housing Fund	Student Activity Fund	Charter School Fund	2020-21 Total	2019-20 Estimated
<b>Beginning Fund Balance</b>	<b>2,678,662</b>	<b>881,999</b>	<b>1,179,040</b>	<b>1,432,437</b>	<b>45,405,203</b>	<b>45,286,000</b>
<b>Revenue:</b>						
Property taxes	\$ -	\$ -	\$ -	\$ -	\$ 76,578,772	\$ 75,786,873
Specific ownership taxes	-	-	-	-	3,864,000	3,800,000
State and federal revenue	-	-	-	94,446	27,737,869	31,567,578
Interest income	-	-	-	12,874	62,874	512,434
Other local revenue	28,524	145,000	800,000	968,581	7,748,566	6,419,389
Transfer in Charter School	-	-	-	3,057,049	3,057,049	3,396,721
Transfer in 3A Charter School	-	-	-	437,392	437,392	429,237
<b>Total revenue</b>	<b>28,524</b>	<b>145,000</b>	<b>800,000</b>	<b>4,570,342</b>	<b>119,486,522</b>	<b>121,912,232</b>
<b>Expenditures:</b>						
Salaries	-	-	-	2,181,030	56,109,104	54,268,817
Benefits	-	-	-	975,638	23,492,578	21,705,820
Purchased services	-	36,600	-	1,113,719	8,707,130	5,908,261
Supplies & Equipment	-	80,200	1,930,050	398,200	11,122,564	9,468,558
Debt service	-	-	-	-	20,657,250	20,678,555
Capital outlay	3,485,422	-	-	94,446	3,751,178	5,938,060
Depreciation/amortization	-	14,000	-	-	14,000	14,000
Subsidy and/or Financing	-	124,600	-	-	124,600	-
Charter School	-	-	-	-	3,494,441	3,825,958
<b>Total expenditures</b>	<b>3,485,422</b>	<b>255,400</b>	<b>1,930,050</b>	<b>4,763,033</b>	<b>127,472,845</b>	<b>121,808,029</b>
<b>Net Change in Fund Balance</b>	<b>(3,456,898)</b>	<b>(110,400)</b>	<b>(1,130,050)</b>	<b>(192,691)</b>	<b>(7,986,323)</b>	<b>104,203</b>
Transfers	1,100,000	-	-	-	-	315,000
Transfers 3A	1,178,236	-	-	-	-	-
Nonspendable Inventories	-	-	-	-	-	-
Restricted for Debt Service	-	-	-	-	18,061,929	17,500,107
Restricted for Capital Outlay	-	-	-	-	-	-
Restricted for Student Activity	-	-	48,990	-	48,990	1,179,040
Restricted for 3A	-	-	-	-	754,595	788,014
Restricted for Multi-Year Contracts	-	-	-	-	-	-
Restricted for Emergencies	-	-	-	-	2,589,174	2,623,400
Assigned	-	-	-	-	-	1,092,250
Assigned for Future Projects	-	-	-	-	146,250	171,310
Assigned to Capital Outlay	1,500,000	-	-	-	1,500,000	2,678,662
Assigned to Transportation	-	-	-	-	166,637	1,076,581
Assigned to Nutrition Services	-	-	-	-	100,940	1,531,015
Unrestricted, Unassigned	-	771,599	-	1,239,746	14,050,365	16,764,823
<b>Ending Fund Balance</b>	<b>\$ 1,500,000</b>	<b>\$ 771,599</b>	<b>\$ 48,990</b>	<b>\$ 1,239,746</b>	<b>\$ 37,418,880</b>	<b>\$ 45,705,203</b>
<b>Appropriation</b>	<b>\$ 3,485,422</b>	<b>\$ 255,400</b>	<b>\$ 1,930,050</b>	<b>\$ 6,002,779</b>	<b>\$131,827,019</b>	

## ALL FUNDS

	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Budget	2019-20 Estimated	2020-21 Budget	2021-22 Forecasted	2022-23 Forecasted	2023-24 Forecasted
<b>Beginning Fund Balance</b>	\$ 29,483,633	\$ 166,849,405	\$ 83,952,152	\$ 45,286,000	\$ 45,286,000	\$ 45,405,203	\$ 37,418,880	\$ 32,032,401	\$ 30,435,415
<b>Revenue:</b>									
Property taxes	\$ 69,355,274	\$ 71,846,612	\$ 72,466,934	\$ 75,812,264	\$ 75,786,873	\$ 76,578,772	\$ 73,860,792	\$ 71,278,702	\$ 62,412,478
Specific ownership taxes	3,136,892	3,761,219	3,997,752	3,869,670	3,800,000	3,864,000	3,673,300	3,492,140	3,492,140
State & Federal revenue	25,463,533	25,520,605	28,305,315	34,099,351	31,567,578	27,737,869	24,722,808	23,761,386	23,736,294
Interest income	718,428	1,995,630	1,068,524	726,648	512,434	62,874	68,000	63,500	63,500
Other revenue	152,691,254	8,876,306	9,009,071	8,272,902	6,419,389	7,748,566	7,866,896	8,150,295	8,667,319
Transfer in Charter School	2,956,075	3,047,902	3,201,755	3,396,721	3,396,721	3,057,049	2,904,200	2,758,990	2,758,990
Transfer in Charter School 3A	402,093	413,918	427,006	429,237	429,237	437,392	437,392	437,392	-
<b>Total revenue</b>	<b>254,723,549</b>	<b>115,462,192</b>	<b>118,476,358</b>	<b>126,606,793</b>	<b>121,912,232</b>	<b>119,486,522</b>	<b>113,533,388</b>	<b>109,942,405</b>	<b>101,130,721</b>
<b>Expenditures &amp; Transfers:</b>									
Salaries	\$ 47,300,595	\$ 49,017,643	\$ 50,002,043	\$ 56,952,365	\$ 54,268,817	\$ 56,109,104	\$ 53,038,970	\$ 48,064,526	\$ 42,019,341
Benefits	16,926,135	18,404,638	19,293,737	22,671,688	21,705,820	23,492,578	22,561,163	21,366,134	20,226,410
Purchased services	7,211,866	7,875,955	8,243,016	9,899,323	5,908,261	8,707,130	8,276,869	7,677,061	7,153,568
Supplies & Equipment	8,194,323	8,811,262	8,997,851	14,021,254	9,468,558	11,122,564	9,122,441	8,469,106	7,929,463
Debt Service	17,468,699	20,681,328	20,681,061	20,680,425	20,678,555	20,657,250	20,639,350	20,686,313	20,618,725
Capital Outlay	17,144,944	90,093,152	46,282,396	8,691,952	5,938,060	3,551,178	1,625,480	1,539,868	357,250
Depreciation/Amortization	13,648	13,648	13,645	14,000	14,000	14,000	14,000	40,000	40,000
Subsidy and/or Financing	-	-	-	-	-	124,600	300,000	500,000	500,000
Charter School	3,358,168	3,461,820	3,628,761	3,825,958	3,825,958	3,494,441	3,341,592	3,196,382	2,758,990
<b>Total Expenditures</b>	<b>117,618,378</b>	<b>198,359,445</b>	<b>157,142,510</b>	<b>136,756,965</b>	<b>121,808,029</b>	<b>127,272,845</b>	<b>118,919,866</b>	<b>111,539,391</b>	<b>101,603,748</b>
<b>Net Change in Fund Balance</b>	<b>\$ 137,105,171</b>	<b>\$ (82,897,253)</b>	<b>\$ (38,666,152)</b>	<b>\$ (10,150,172)</b>	<b>\$ 104,203</b>	<b>\$ (7,786,323)</b>	<b>\$ (5,386,478)</b>	<b>\$ (1,596,986)</b>	<b>\$ (473,027)</b>
Transfers In	\$ 780,000	\$ 1,585,000	\$ 3,220,000	\$ 2,240,000	\$ 2,540,000	\$ 1,620,000	\$ 1,690,000	\$ 1,729,000	\$ 2,209,000
Transfers Out	2,486,746	1,585,000	3,220,000	2,240,000	2,225,000	1,620,000	1,690,000	1,729,000	2,209,000
Transfers In - 3A	1,706,746	1,202,650	1,546,580	1,466,652	1,626,170	1,494,428	1,494,428	1,494,428	-
Transfers Out - 3A	-	1,202,650	1,546,580	1,466,652	1,626,170	1,494,428	1,494,428	1,494,428	-
Restatement	260,601	-	-	-	-	-	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 166,849,405</b>	<b>\$ 83,952,152</b>	<b>\$ 45,286,000</b>	<b>\$ 35,135,828</b>	<b>\$ 45,705,203</b>	<b>\$ 37,618,880</b>	<b>\$ 32,032,402</b>	<b>\$ 30,435,415</b>	<b>\$ 29,962,388</b>

## OPERATING FUNDS

	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Budget	2019-20 Estimated	2020-21 Budget	2021-22 Forecasted	2022-23 Forecasted	2023-24 Forecasted
<b>Beginning Fund Balance</b>	\$ 12,484,459	\$ 15,881,709	\$ 17,537,303	\$ 18,490,014	\$ 18,490,014	\$ 21,561,648	\$ 15,796,616	\$ 10,095,838	\$ 8,138,435
<b>Revenue:</b>									
Property taxes	\$ 49,298,002	\$ 50,788,763	\$ 51,334,713	\$ 54,593,192	\$ 54,567,801	\$ 55,359,700	\$ 52,641,720	\$ 50,059,630	\$ 41,193,406
Specific ownership taxes	3,136,892	3,761,219	3,997,752	3,869,670	3,800,000	3,864,000	3,673,300	3,492,140	3,492,140
State & Federal revenue	25,307,306	25,430,581	27,791,235	33,698,030	31,166,257	27,643,423	24,630,564	23,673,754	23,653,044
Interest income	153,394	371,926	720,769	700,000	500,000	50,000	45,000	40,500	40,500
Other revenue	5,210,241	5,783,309	6,579,562	6,374,506	5,069,769	5,806,461	5,616,606	5,435,806	5,421,656
Transfers	530,000	585,000	700,000	1,140,000	1,440,000	520,000	1,370,000	1,490,000	1,970,000
3A Transfers	287,006	293,350	303,320	310,296	310,296	316,192	316,192	316,192	-
<b>Total revenue</b>	<b>\$ 83,922,841</b>	<b>\$ 87,014,148</b>	<b>\$ 91,427,351</b>	<b>\$ 100,685,694</b>	<b>\$ 96,854,123</b>	<b>\$ 93,559,776</b>	<b>\$ 88,293,382</b>	<b>\$ 84,508,022</b>	<b>\$ 75,770,746</b>
<b>Expenditures &amp; Transfers:</b>									
Salaries	\$ 45,302,507	\$ 46,949,773	\$ 47,810,058	\$ 54,678,895	\$ 51,995,347	\$ 53,928,074	\$ 50,928,137	\$ 45,912,277	\$ 39,824,847
Benefits	16,204,470	17,625,746	18,397,110	21,731,372	20,765,504	22,516,940	21,565,281	20,326,666	19,140,805
Purchased services	6,371,499	6,966,686	7,314,059	8,917,979	4,933,717	7,556,811	7,102,187	6,479,827	5,933,327
Supplies & Equipment	7,062,802	7,566,880	7,716,193	11,481,309	8,410,793	8,714,114	7,872,534	7,326,844	6,829,124
Transfers	5,442,821	4,632,902	6,421,755	5,636,721	5,621,721	4,677,049	4,594,200	4,487,990	4,967,990
3A Transfers	402,093	1,616,568	1,973,586	1,895,889	2,055,407	1,931,820	1,931,820	1,931,820	-
<b>Total Expenditures</b>	<b>\$ 80,786,192</b>	<b>\$ 85,358,554</b>	<b>\$ 89,632,761</b>	<b>\$ 104,342,165</b>	<b>\$ 93,782,489</b>	<b>\$ 99,324,808</b>	<b>\$ 93,994,160</b>	<b>\$ 86,465,425</b>	<b>\$ 76,696,094</b>
<b>Net Change in Fund Balance</b>	<b>\$ 3,136,649</b>	<b>\$ 1,655,594</b>	<b>\$ 1,794,590</b>	<b>\$ (3,656,471)</b>	<b>\$ 3,071,634</b>	<b>\$ (5,765,032)</b>	<b>\$ (5,700,778)</b>	<b>\$ (1,957,403)</b>	<b>\$ (925,348)</b>
Restatement	260,601	-	(841,879)	-	-	-	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 15,881,709</b>	<b>\$ 17,537,303</b>	<b>\$ 18,490,014</b>	<b>\$ 14,833,543</b>	<b>\$ 21,561,648</b>	<b>\$ 15,796,616</b>	<b>\$ 10,095,838</b>	<b>\$ 8,138,435</b>	<b>\$ 7,213,086</b>

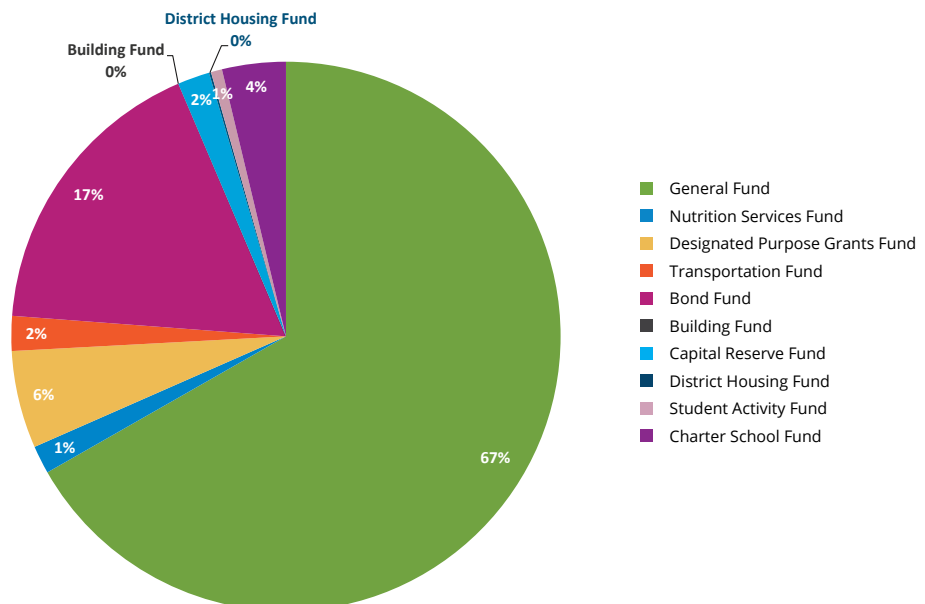
## BEGINNING FUND BALANCE SUMMARY

Fund	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 BUDGETED	2019-20 ESTIMATED	2020-21 BUDGET
General Fund	\$ 12,014,038	\$ 15,146,932	\$ 16,944,819	\$ 18,113,164	\$ 18,113,164	\$ 20,386,488
Nutrition Services Fund	411,774	468,842	278,482	79,139	79,139	98,578
Designated Purpose Grants Fund	-	-	-	-	-	-
Transportation Fund	58,647	265,935	314,001	297,710	297,710	1,076,581
Bond Fund	12,202,188	16,186,060	16,583,973	16,953,515	16,953,515	17,500,107
Building Fund	-	129,718,187	44,131,565	2,448,251	2,448,251	171,310
Capital Reserve Fund	1,804,954	1,667,954	2,084,366	3,770,393	3,770,393	2,678,662
District Housing Fund	852,716	854,368	828,907	861,085	861,085	881,999
Student Activity Fund	1,194,067	1,291,253	1,367,902	1,247,035	1,247,035	1,179,040
Employee Benefit Trust Fund	-	-	-	-	-	-
Charter School Fund	945,249	1,249,874	1,418,136	1,515,707	1,515,707	1,432,437
<b>TOTAL APPROPRIATION</b>	<b>\$29,483,633</b>	<b>\$166,849,405</b>	<b>\$83,952,152</b>	<b>\$45,286,000</b>	<b>\$45,286,000</b>	<b>\$ 45,405,203</b>

## REVENUE SUMMARY

The following chart shows that of the district's 10 active funds, the General Operating Fund accounts for 67% of all revenues, while all other funds combined make up the difference.

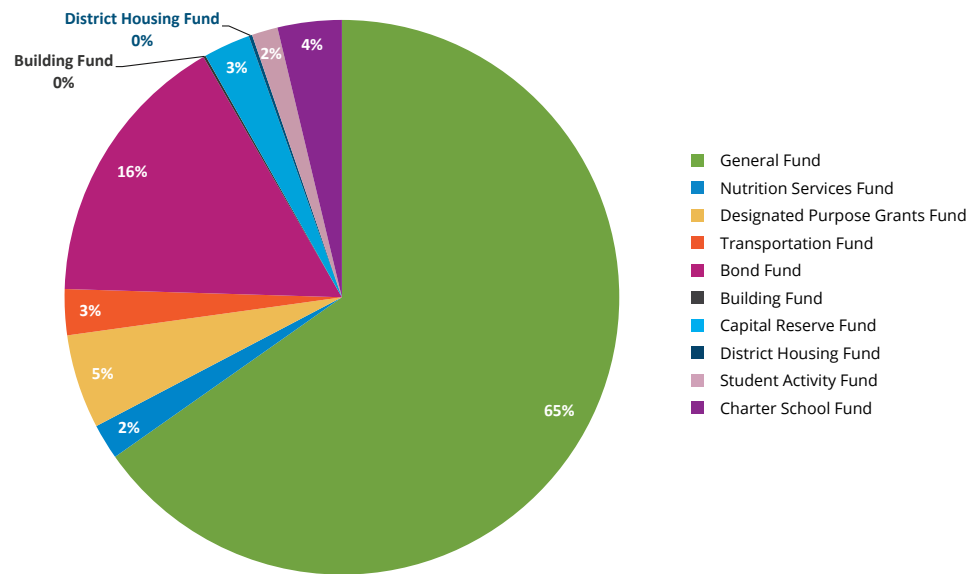
Fund	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 BUDGETED	2019-20 ESTIMATED	2020-21 BUDGET
General Fund	\$75,462,209	\$78,126,082	\$82,230,414	\$85,295,248	\$83,813,925	\$81,424,257
Nutrition Services Fund	1,927,853	1,774,467	1,941,107	2,144,500	1,629,783	2,018,327
Designated Purpose Grants Fund	3,489,123	3,975,727	3,973,335	9,369,427	7,369,427	7,000,000
Transportation Fund	2,949,791	3,043,072	3,084,475	3,526,245	3,390,714	2,495,012
Bond Fund	20,057,272	21,079,241	21,050,603	21,219,072	21,225,147	21,219,072
Building Fund	146,289,155	2,725,964	1,513,486	281,732	2,047	-
Capital Reserve Fund	1,716,320	2,105,184	3,832,959	2,592,218	2,767,982	2,306,760
District Housing Fund	127,184	116,375	120,682	145,000	142,514	145,000
Student Activity Fund	903,294	892,614	836,133	850,000	546,860	800,000
Charter School Fund	4,194,229	4,316,316	4,461,724	4,539,729	4,539,729	4,570,342
<b>TOTAL APPROPRIATION</b>	<b>\$ 257,116,430</b>	<b>\$ 118,155,042</b>	<b>\$ 123,044,918</b>	<b>\$ 129,963,171</b>	<b>\$ 125,428,128</b>	<b>\$ 121,978,770</b>



## EXPENDITURE SUMMARY

Fund	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 BUDGETED	2019-20 ESTIMATED	2020-21 BUDGET
General Fund	\$69,842,569	\$73,540,545	\$75,453,610	\$85,042,360	\$77,689,431	\$83,167,279
Nutrition Services Fund	1,964,650	2,059,627	2,338,470	2,571,756	2,260,618	2,638,145
Designated Purpose Grants Fund	3,489,123	3,975,727	3,973,335	9,369,427	7,369,427	7,000,000
Transportation Fund	3,003,104	2,995,006	3,100,766	3,651,970	2,611,843	3,404,956
Bond Fund	16,073,400	20,681,328	20,681,061	20,680,425	20,678,555	20,657,250
Building Fund	16,570,968	88,312,586	44,038,679	2,729,983	2,278,988	171,310
Capital Reserve Fund	1,853,320	1,688,772	2,146,932	5,862,610	3,859,713	3,485,422
District Housing Fund	125,532	141,836	88,504	128,400	121,600	255,400
Student Activity Fund	806,108	815,965	957,000	2,097,035	614,855	1,930,050
Charter School Fund	3,889,604	4,148,054	4,364,153	4,622,999	4,622,999	4,763,033
<b>TOTAL APPROPRIATION</b>	<b>\$117,618,378</b>	<b>\$198,359,445</b>	<b>\$157,142,510</b>	<b>\$136,756,965</b>	<b>\$122,108,029</b>	<b>\$127,472,845</b>

The General Operating Fund accounts for 65% of all expenditures, while all other funds combined make up the difference.





## ENDING FUND BALANCE SUMMARY

The fund balance will continue to show a decline in the Building Fund as bond proceeds are spent and construction projects near completion. Other declines are due to the projected economic downturn and the need to spend fund balance.

Fund	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 BUDGETED	2019-20 ESTIMATED	2020-21 BUDGET
General Fund	\$ 15,146,932	\$ 16,944,819	\$ 18,113,164	\$ 14,659,400	\$ 20,386,488	\$ 15,529,038
Nutrition Services Fund	468,842	278,482	79,139	2,157	98,578	100,940
Designated Purpose Grants Fund	-	-	-	-	-	-
Transportation Fund	265,935	314,001	297,710	171,985	1,076,581	166,637
Bond Fund	16,186,060	16,583,973	16,953,515	17,492,162	17,500,107	18,061,929
Building Fund	129,718,187	44,131,565	2,448,251	-	171,310	-
Capital Reserve Fund	1,667,954	2,084,366	3,770,393	500,001	2,678,662	1,500,000
District Housing Fund	854,368	828,907	861,085	877,685	881,999	771,599
Student Activity Fund	1,291,253	1,367,902	1,247,035	-	1,179,040	48,990
Charter School Fund	1,249,874	1,418,136	1,515,707	1,432,437	1,432,437	1,239,746
<b>TOTAL APPROPRIATION</b>	<b>\$ 166,849,405</b>	<b>\$83,952,152</b>	<b>\$45,286,000</b>	<b>\$35,135,828</b>	<b>\$45,405,203</b>	<b>\$ 37,418,880</b>

In the fund financial statements, governmental funds report fund balance classifications that comprise a hierarchy based primarily on the extent to which the district is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

Fund balances are classified as follows:

- NON-SPENDABLE** Amounts that are not in a spendable form (such as inventory) or are required to be maintained intact (such as the corpus of an endowment fund).
- RESTRICTED** Amounts constrained to specific purposes by their providers (such as grantors, bondholders, and higher levels of government), through constitutional provisions, contract provisions, or by enabling legislation.
- COMMITTED** Amounts constrained to specific purposes through resolution by the board of education are reported as committed. Amounts cannot be used for any other purpose unless the board takes the same action to modify or rescind the commitment.
- ASSIGNED** Amounts constrained by the district for specific purposes, but are neither restricted nor committed. Through resolution, the board of education has authorized the district's superintendent to assign fund balances.
- UNASSIGNED** The residual amount reported when the balances do not meet any of the above criterion. The district reports positive unassigned fund balance only in the general fund. Negative unassigned balances may be reported in all funds.

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## GENERAL FUND

### HIGHLIGHTS

#### 2020-21 Total Resources: \$86.4M

- Local property taxes generate 67% of our revenue source followed by 24% from State and Federal sources.
- Mill levy overrides account for \$16.8M of the \$54.4M collected in property taxes with an additional \$3.8M in Specific Ownership Taxes
- The remaining 9% of revenues are generated from local sources including: \$3.8M in Specific Ownership Taxes, e-rate funding, preschool tuition, student fees, donations, utility rebates and other miscellaneous sources

#### 2020-21 Total Expenditures: \$83.1M

- Salaries and benefits make up 81.6% of the expenditures prior to transfers. The \$47.9M in salaries includes the educational lane advancement for all certified staff, and a 1.9% cost of living increase for all employees district wide.
- Health insurance premium and employer-paid PERA rate benefit increases average 41.5% of salaries for a total of \$19.9M
- Purchased services include some contracted services, technology maintenance agreements, utilities, legal and other miscellaneous fees for a total allocation of \$6.1M.
- Supplies of \$5.6M are available through school and departmental allocations
- Multiple tactics continue to receive the various levels of funding to continue the path set to reach their goals.

#### 2020-21 Total Transfers: \$6.6M

- Transfer of \$0 to the Transportation Fund
- Transfer of \$520,000 to the Nutrition Services Fund
- Transfer of \$1.1M to the Capital Reserve Fund for capital improvements
- Transfer of \$3M to the Charter School Fund based on PPR
- Transfer of \$1.9M for 3A expenditures

#### 2020-21 Total Ending Reserves: \$15.5M

- Carryover of 3A mill levy override attributes to \$755K of the carryover
- A required TABOR contingency of \$2.6M is included
- Unassigned fund balance is budgeted at \$12M
- Assigned fund balance is budgeted at \$146K

### SIGNIFICANT CHANGES IN FUND BALANCE

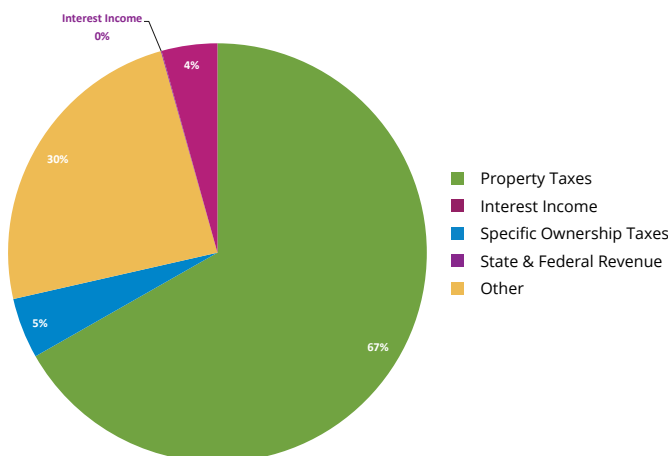
- The fund balance for the General Operating fund has a planned significant increase from the 2019-20 Budget to be used as the 2020-21 beginning fund balance. This is made possible due to the influx of stimulus dollars allowing spending into the fund balance in 2020-21 to sustain current staffing levels. The forecasts reflect continued intentional spending within policy. Any adjustments needed are addressed on an annual basis.
- Eagle County Schools has a mill levy override that sunsets in 2023. The Board of Education is currently studying the best time to go to the voters and request an extension of this mill levy.
- There's a planned change in the building fund balance. This is due to the spending down of bond proceeds.
- Any other negative trends will be addressed by reallocating resources on an annual basis.

## GENERAL FUND SUMMARY

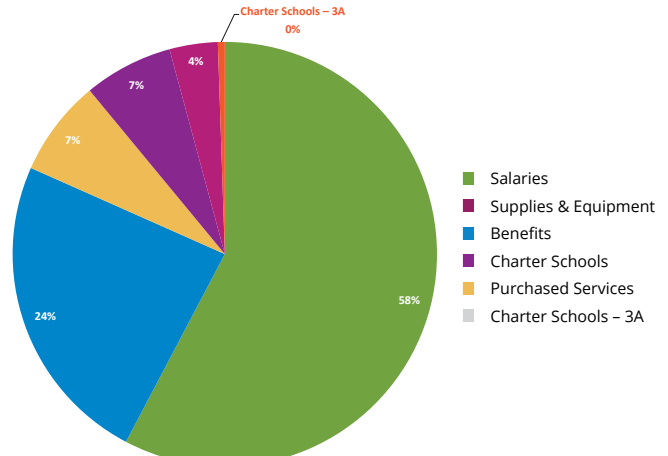
	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Budget	2019-20 Estimated	2020-21 Budget	2021-22 Forecasted	2022-23 Forecasted	2023-24 Forecasted
<b>Beginning Fund Balance</b>	\$ 12,014,038	\$ 15,146,932	\$ 16,944,819	\$ 18,113,164	\$ 18,113,164	\$ 20,386,488	\$ 15,529,038	\$ 9,837,098	\$ 7,882,888
<b>Revenue:</b>									
Property taxes	\$ 48,289,570	\$ 49,793,076	\$ 50,343,022	\$ 53,593,192	\$ 53,567,331	\$ 54,359,700	\$ 51,641,720	\$ 49,059,630	\$ 40,193,406
Specific ownership taxes	3,086,534	3,707,906	3,942,706	3,819,670	3,753,000	3,814,000	3,623,300	3,442,140	3,442,140
State and federal revenue	20,546,674	20,410,788	22,699,488	23,759,736	23,573,000	19,698,229	18,713,320	17,777,650	17,777,650
Interest income	153,394	371,926	720,769	700,000	500,000	50,000	45,000	40,500	40,500
Other revenue	3,386,037	3,842,386	4,524,429	3,422,650	2,420,594	3,502,328	3,327,210	3,160,850	3,160,850
<b>Total revenue</b>	<b>75,462,209</b>	<b>78,126,082</b>	<b>82,230,414</b>	<b>85,295,248</b>	<b>83,813,925</b>	<b>81,424,257</b>	<b>77,350,550</b>	<b>73,480,770</b>	<b>64,614,546</b>
<b>Expenditures &amp; Transfers:</b>									
Salaries	\$ 40,749,499	\$ 42,100,340	\$ 42,997,610	\$ 47,823,160	\$ 46,504,496	\$ 47,998,684	\$ 45,598,750	\$ 40,582,890	\$ 34,495,460
Benefits	14,601,371	15,934,889	16,603,785	19,098,402	18,431,687	19,907,915	19,151,480	17,856,470	16,557,820
Purchased services	5,721,408	6,279,582	6,468,367	7,449,905	3,838,038	6,121,584	6,121,580	5,495,620	4,946,060
Supplies & Equipment	5,412,123	5,763,914	5,755,087	6,844,935	5,089,252	5,644,655	5,644,660	5,080,190	4,572,170
Charter Schools	2,956,075	3,047,902	3,201,755	3,396,721	3,396,721	3,057,049	2,904,200	2,758,990	2,758,990
Charter Schools- 3A	402,093	413,918	427,006	429,237	429,237	437,392	437,392	437,392	-
<b>Total Expenditures</b>	<b>69,842,569</b>	<b>73,540,545</b>	<b>75,453,610</b>	<b>85,042,360</b>	<b>77,689,431</b>	<b>83,167,279</b>	<b>79,858,062</b>	<b>72,211,552</b>	<b>63,330,500</b>
<b>Net Change in Fund Balance</b>	<b>5,619,640</b>	<b>4,585,537</b>	<b>6,776,804</b>	<b>252,888</b>	<b>6,124,494</b>	<b>(1,743,022)</b>	<b>(2,507,512)</b>	<b>1,269,218</b>	<b>1,284,046</b>
Transfers Out	2,486,746	1,585,000	3,220,000	2,240,000	2,225,000	1,620,000	1,690,000	1,729,000	2,209,000
Transfers Out- 3A	-	1,202,650	1,546,580	1,466,652	1,626,170	1,494,428	1,494,428	1,494,428	-
Restatement	-	-	(841,879)	-	-	-	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 15,146,932</b>	<b>\$ 16,944,819</b>	<b>\$ 18,113,164</b>	<b>\$ 14,659,400</b>	<b>\$ 20,386,488</b>	<b>\$ 15,529,038</b>	<b>\$ 9,837,098</b>	<b>\$ 7,882,888</b>	<b>\$ 6,957,934</b>
<b>Appropriation</b>						<b>86,281,707</b>			
Carryover - 3A	\$ 1,876,142	\$ 1,572,198	\$ 1,449,943	\$ 1,100,536	\$ 788,014	\$ 754,595	\$ 375,595	\$ -	\$ -
Tabor	2,375,000	2,534,700	2,623,400	2,623,400	2,623,400	2,589,174	2,471,378	2,354,218	1,938,436
Assigned	-	852,382	4,039,821	808,750	1,092,250	146,250	147,710	149,190	150,680
Unassigned	10,895,790	11,985,539	10,000,000	10,126,714	15,882,824	12,039,019	6,842,415	5,379,480	4,868,817
<b>Total</b>	<b>\$ 15,146,932</b>	<b>\$ 16,944,819</b>	<b>\$ 18,113,164</b>	<b>\$ 14,659,400</b>	<b>\$ 20,386,488</b>	<b>\$ 15,529,038</b>	<b>\$ 9,837,098</b>	<b>\$ 7,882,888</b>	<b>\$ 6,957,934</b>

Local property taxes make up 67% of the revenue sources and 24% come from State sources and 4% from other local revenue which include tuition, fees, donations, interest, cell tower lease, and other miscellaneous sources. Forecasting represents an annual decrease of 5-10% for all revenue sources.

### REVENUES BY SOURCE



### EXPENDITURES BY OBJECT



Salaries and benefits make up 82% of the total expenditures plus transfers and benefits are an average of 41% of salaries. Forecasting estimates are based on an annual decrease in salaries of 5-15%, purchased services of 0-10%, supplies and equipment of 0-10%. Expenditure allocations are reviewed and adjusted on an annual basis and focus on the key activities of the strategic plan.

## GENERAL FUND REVENUE SUMMARY

	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Revised Budget	2019-20 Estimated	2020-21 Adopted Budget
<b>REVENUE</b>					
<b>Local Sources</b>					
Property Taxes- SFA	\$33,700,794	\$34,057,392	\$36,832,993	\$36,807,132	\$37,384,220
Property Taxes- Override	16,092,281	16,285,630	16,760,199	16,760,199	16,925,480
Specific Ownership Tax- SFA	1,594,764	1,921,223	2,043,810	2,043,810	2,105,124
Specific Ownership Tax	2,113,142	2,021,483	1,775,860	1,709,190	1,708,876
Tuition/ Fees	2,155,134	2,003,485	1,654,275	1,542,695	1,951,219
Interest	322,873	720,769	700,000	500,000	50,000
Services Provided to Charters	561,237	575,277	610,000	580,000	580,000
Miscellaneous Revenue	1,175,069	1,323,725	1,158,375	741,345	1,021,109
<b>Subtotal Local Sources</b>	<b>\$57,715,294</b>	<b>\$58,908,984</b>	<b>\$61,535,512</b>	<b>\$60,684,371</b>	<b>\$61,726,028</b>
<b>State Sources</b>					
Finance Act (SFA)	\$17,137,182	\$19,940,865	\$20,184,718	\$20,241,118	\$16,254,076
Vocational Education Reimbursement	70,356	\$49,099	\$52,389	67,160	53,437
Special Education Reimbursement	1,449,950	\$1,493,360	\$1,371,221	1,413,425	1,394,532
ELPA Reimbursement	733,824	\$771,797	\$848,274	848,274	858,882
Gifted and Talented Reimbursement	64,081	\$65,087	\$64,987	64,987	65,767
Read ACT	323,966	\$327,238	\$237,145	237,145	237,145
Other State Revenue	91,224	52,042	55,000	56,589	21,310
<b>Subtotal State Sources</b>	<b>\$19,870,582</b>	<b>\$22,699,488</b>	<b>\$22,813,734</b>	<b>\$22,928,698</b>	<b>\$18,885,149</b>
<b>Federal Sources</b>					
PILT	\$540,206	\$621,942	\$647,197	\$647,197	673,080
Other Federal Sources	-	-	298,805.00	70,343.00	140,000
<b>Subtotal Federal Sources</b>	<b>\$540,206</b>	<b>\$621,942</b>	<b>\$946,002</b>	<b>\$717,540</b>	<b>\$813,080</b>
<b>TOTAL REVENUE</b>	<b>\$78,126,082</b>	<b>\$82,230,414</b>	<b>\$85,295,248</b>	<b>\$84,330,609</b>	<b>\$81,424,257</b>





## GENERAL FUND EXPENSES BY OBJECT

	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Revised Budget	2019-20 Estimated	2020-21 Adopted Budget
<b>EXPENDITURES</b>					
101-125 Administrators & Principals	\$4,864,671	\$4,704,621	\$4,688,620	\$4,688,620	\$4,666,988
201-220 Teachers	26,010,059	26,639,196	30,455,331	29,046,395	29,987,163
231-239 Psych/SocWkr/Occup & Phys Therapists	1,240,665	1,203,859	1,126,267	1,068,904	1,416,252
300-359 Professional Support Staff	396,833	520,951	591,490	541,030	591,539
360-390 Technical Support Staff	1,060,556	1,031,663	1,170,248	1,160,601	1,239,138
401-490 Para Educators & Aides	3,744,502	3,901,317	4,537,775	4,224,438	4,735,462
500-513 Office & Administrative Support Staff	2,267,203	2,375,644	2,538,733	2,404,425	2,567,470
600-637 Crafts/Trades Services	2,515,851	2,620,359	2,728,616	2,702,117	2,794,672
<b>Subtotal Salaries</b>	<b>\$42,100,340</b>	<b>\$42,997,610</b>	<b>\$47,837,080</b>	<b>\$45,836,530</b>	<b>\$47,998,684</b>
Employee Benefits	15,934,889	16,603,785	19,103,710	18,334,612	19,907,915
<b>Subtotal Personnel Expenditures</b>	<b>\$58,035,229</b>	<b>\$59,601,395</b>	<b>\$66,940,790</b>	<b>\$64,171,143</b>	<b>\$67,906,599</b>
Purchased Prof & Tech Services	\$1,413,586	\$1,556,804	\$1,702,510	\$1,480,556	\$1,313,893
Purchased Property Services	1,287,755	1,319,776	1,387,529	1,374,004	1,296,373
Other Purchased Services	3,578,241	3,591,786	4,128,020	3,679,336	3,511,318
Supplies	4,328,593	4,490,796	5,877,258	4,952,476	4,490,636
Property & Equipment	423,749	216,864	189,210	276,784	328,855
Other Uses of Funds	1,011,572	1,047,427	991,085	996,084	825,164
<b>Subtotal Non Personnel Expenditures</b>	<b>\$12,043,496</b>	<b>\$12,223,454</b>	<b>\$14,275,612</b>	<b>\$12,759,241</b>	<b>\$11,766,239</b>
<b>TOTAL EXPENDITURES</b>	<b>\$70,078,725</b>	<b>\$71,824,849</b>	<b>\$81,216,402</b>	<b>\$76,930,384</b>	<b>\$79,672,838</b>



## GENERAL FUND EXPENSES BY PROGRAM

	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 BUDGET	2020-21 BUDGET
<b>EDWARDS EARLY LEARNING CENTER</b>					
0010 General Instruction	-	-	-	-	8,000
0040 Preschool Program	-	-	-	-	2,046,215
2600 Custodial	-	-	-	-	128,688
2620 Utilities	-	-	-	-	63,700
	\$ -	\$ -	\$ -	\$ -	\$ 2,246,603

	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 BUDGET	2020-21 BUDGET
<b>EAGLE VALLEY ELEMENTARY</b>					
0010 General Instruction	1,756,342	1,678,426	1,796,827	1,995,596	1,963,782
0080 Instructional Media	597	4,467	3,329	3,500	3,500
1800 Activities/Athletics	24,220	20,419	24,095	20,750	20,666
2100 Guidance Services	-	76,388	106,254	66,883	69,061
2134 Nursing Services	-	-	39,200	41,826	42,810
2213 Staff Training Services	15,215	63,557	37,094	42,207	42,450
2400 Office of the Principal	226,614	296,507	326,357	284,265	293,987
2600 Custodial	99,108	137,206	146,914	143,911	149,931
2620 Utilities	112,395	125,170	110,919	161,000	171,700
	\$ 2,234,491	\$ 2,402,138	\$ 2,590,989	\$ 2,759,938	\$ 2,757,887

	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 BUDGET	2020-21 BUDGET
<b>BRUSH CREEK ELEMENTARY</b>					
0010 General Instruction	1,842,627	1,852,160	1,710,992	2,037,898	1,942,876
0080 Instructional Media	3,437	2,143	198	1,000	1,000
1800 Activities/Athletics	24,660	24,323	26,479	23,000	22,500
2100 Guidance Services	47,562	57,612	75,847	83,675	86,418
2134 Nursing Services	-	-	20,910	23,013	23,107
2213 Staff Training Services	51,529	40,745	33,018	35,250	34,000
2222 School Library Services	-	-	48,881	41,834	43,269
2400 Office of the Principal	248,671	273,586	266,393	265,580	273,602
2600 Custodial	135,711	139,504	114,166	128,045	131,103
2620 Utilities	57,382	57,599	62,826	66,000	65,200
	\$ 2,411,579	\$ 2,447,671	\$ 2,359,710	\$ 2,705,295	\$ 2,623,075

	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 BUDGET	2020-21 BUDGET
<b>AVON ELEMENTARY</b>					
0010 General Instruction	1,202,000	1,062,595	1,186,224	1,383,714	1,581,946
0080 Instructional Media	1,353	1,235	1,080	1,000	1,000
1800 Activities/Athletics	9,613	10,971	12,399	7,500	12,355
2100 Guidance Services	-	-	23,189	95,614	115,053
2134 Nursing Services	-	-	28,039	30,592	31,046
2213 Staff Training Services	19,943	46,159	42,814	36,000	36,500
2400 Office of the Principal	386,946	393,468	251,353	255,659	334,718
2600 Custodial	125,207	113,468	113,675	117,416	120,544
2620 Utilities	78,862	65,548	68,610	69,000	68,500
	\$ 1,823,924	\$ 1,693,444	\$ 1,727,384	\$ 1,996,495	\$ 2,301,662

<b>RED SANDSTONE ELEMENTARY</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0010 General Instruction	1,202,900	1,178,439	1,250,786	1,469,297	1,131,581
0080 Instructional Media	373	-	-	-	-
1800 Activities/Athletics	10,381	16,226	17,750	18,762	9,500
2100 Guidance Services	28,132	52,786	55,133	63,013	65,037
2134 Nursing Services	-	-	36,741	30,112	35,658
2213 Staff Training Services	1,106	27,135	23,410	22,170	22,670
2400 Office of the Principal	226,379	240,663	237,587	246,009	241,286
2600 Custodial	95,324	91,390	83,085	99,658	118,834
2620 Utilities	52,690	54,510	93,039	79,000	71,100
	\$ 1,617,285	\$ 1,661,148	\$ 1,797,531	\$ 2,028,021	\$ 1,695,666

<b>GYPSUM ELEMENTARY</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0010 General Instruction	1,396,078	1,360,047	1,103,209	1,276,594	1,334,255
0080 Instructional Media	5,500	5,437	2,334	5,500	5,500
1600 Computer Technology	-	-	45,695	39,522	40,350
1800 Activities/Athletics	15,920	21,917	25,457	17,509	16,500
2100 Guidance Services	56,950	116,007	119,310	121,449	125,963
2134 Nursing Services	-	-	39,071	43,511	44,573
2213 Staff Training Services	48,218	31,722	29,021	31,000	21,600
2222 School Library Services	-	-	43,999	39,476	40,390
2400 Office of the Principal	270,134	354,001	367,570	341,649	392,659
2600 Custodial	147,055	139,887	151,309	141,435	146,621
2620 Utilities	71,376	69,639	67,562	76,500	67,300
	\$ 2,011,231	\$ 2,098,657	\$ 1,994,537	\$ 2,134,145	\$ 2,235,711

<b>EDWARDS ELEMENTARY</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0010 General Instruction	1,385,466	1,349,009	1,225,015	1,318,859	1,739,143
0080 Instructional Media	5,253	4,636	4,779	5,000	5,000
1800 Activities/Athletics	21,930	18,864	25,396	19,000	21,145
2100 Guidance Services	34,437	34,590	36,444	81,847	84,523
2134 Nursing Services	-	-	38,223	43,389	44,445
2213 Staff Training Services	59,789	37,135	35,362	35,800	35,800
2222 School Library Services	-	-	65,314	71,311	92,158
2400 Office of the Principal	232,094	238,965	250,995	279,243	358,043
2600 Custodial	137,801	128,936	135,251	109,925	125,762
2620 Utilities	63,589	68,744	69,153	72,300	50,888
	\$ 1,940,359	\$ 1,880,878	\$ 1,885,930	\$ 2,036,674	\$ 2,556,907

<b>RED HILL ELEMENTARY</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0010 General Instruction	1,613,754	1,708,282	1,680,960	1,926,332	1,913,370
0080 Instructional Media	-	-	-	-	-
1800 Activities/Athletics	16,676	21,639	22,150	22,500	21,000
2100 Guidance Services	66,265	36,525	62,235	71,706	74,128
2134 Nursing Services	-	-	35,511	39,945	40,840
2213 Staff Training Services	487	31,000	33,767	32,500	32,500
2400 Office of the Principal	239,092	233,226	259,196	278,426	284,184
2600 Custodial	127,293	118,117	125,690	125,905	129,420
2620 Utilities	68,330	72,368	73,718	74,500	76,200
	\$ 2,131,897	\$ 2,221,158	\$ 2,293,226	\$ 2,571,814	\$ 2,571,642

<b>JUNE CREEK ELEMENTARY</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0010 General Instruction	1,231,008	1,319,197	1,190,280	1,287,361	-
0080 Instructional Media	4,224	4,848	5,298	3,500	-
1800 Activities/Athletics	11,997	14,058	16,080	10,800	-
2100 Guidance Services	112,227	100,222	104,451	111,006	-
2134 Nursing Services	-	-	33,777	37,190	-
2213 Staff Training Services	40,022	30,151	33,631	21,660	-
2222 School Library Services	-	-	42,121	-	-
2400 Office of the Principal	224,067	228,341	234,559	257,640	-
2600 Custodial	130,728	119,955	124,212	127,649	-
2620 Utilities	65,653	68,334	72,728	60,500	-
	\$ 1,819,926	\$ 1,885,107	\$ 1,857,136	\$ 1,917,306	\$ -

<b>EAGLE VALLEY MIDDLE</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0020 General Instruction	1,251,383	1,441,035	1,381,721	1,664,394	1,754,073
0080 Instructional Media	751	406	703	400	400
1800 Activities/Athletics	102,311	105,538	120,000	153,170	147,404
2100 Guidance Services	93,484	125,436	148,411	233,280	230,100
2134 Nursing Services	-	-	31,836	37,562	38,263
2213 Staff Training Services	45,012	28,444	33,828	33,800	34,300
2222 School Library Services	-	-	45,232	542	-
2400 Office of the Principal	346,758	341,666	360,953	379,247	393,368
2600 Custodial	112,306	104,162	74,536	135,830	142,104
2620 Utilities	133,513	110,425	92,546	101,500	81,300
	\$ 2,085,518	\$ 2,257,113	\$ 2,289,767	\$ 2,739,725	\$ 2,821,312

<b>BERRY CREEK MIDDLE</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0020 General Instruction	1,325,445	1,252,875	1,191,458	1,371,093	1,333,671
0080 Instructional Media	4,686	4,550	4,729	5,300	5,300
1800 Activities/Athletics	113,871	120,566	129,506	132,500	63,794
2100 Guidance Services	111,983	97,305	102,257	203,569	208,802
2134 Nursing Services	-	-	29,419	29,756	40,718
2213 Staff Training Services	52,098	35,283	35,563	30,500	30,500
2222 School Library Services	-	-	51,161	43,139	25,221
2400 Office of the Principal	342,398	346,473	360,032	386,404	393,589
2600 Custodial	103,580	99,357	105,677	110,242	113,302
2620 Utilities	84,816	71,741	79,605	72,200	78,200
	\$ 2,138,877	\$ 2,028,150	\$ 2,089,408	\$ 2,384,703	\$ 2,293,097

<b>GYPSUM CREEK MIDDLE</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0020 General Instruction	1,339,455	1,435,852	1,491,608	1,754,009	1,536,129
0080 Instructional Media	3,640	5,842	2,515	5,500	4,500
1800 Activities/Athletics	117,670	121,651	128,028	152,946	146,920
2100 Guidance Services	123,750	136,732	119,933	218,065	224,723
2134 Nursing Services	-	-	49,042	46,125	47,227
2213 Staff Training Services	37,225	43,073	37,904	32,287	32,000
2222 School Library Services	-	-	24,365	34,120	34,466
2400 Office of the Principal	335,213	346,443	352,306	352,766	356,380
2600 Custodial	118,709	117,119	120,072	132,144	135,964
2620 Utilities	87,130	83,338	80,568	88,500	78,500
	\$ 2,162,792	\$ 2,290,050	\$ 2,406,341	\$ 2,816,462	\$ 2,596,809



<b>GYPSUM CREEK MIDDLE</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0020 General Instruction	1,339,455	1,435,852	1,491,608	1,754,009	1,536,129
0080 Instructional Media	3,640	5,842	2,515	5,500	4,500
1800 Activities/Athletics	117,670	121,651	128,028	152,946	146,920
2100 Guidance Services	123,750	136,732	119,933	218,065	224,723
2134 Nursing Services	-	-	49,042	46,125	47,227
2213 Staff Training Services	37,225	43,073	37,904	32,287	32,000
2222 School Library Services	-	-	24,365	34,120	34,466
2400 Office of the Principal	335,213	346,443	352,306	352,766	356,380
2600 Custodial	118,709	117,119	120,072	132,144	135,964
2620 Utilities	87,130	83,338	80,568	88,500	78,500
	\$ 2,162,792	\$ 2,290,050	\$ 2,406,341	\$ 2,816,462	\$ 2,596,809

<b>HOMESTAKE PEAK</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0018 General Instruction	2,477,698	2,723,441	2,685,393	3,096,005	2,609,496
0080 Instructional Media	33	-	813	500	-
1800 Activities/Athletics	108,832	108,368	122,700	123,460	113,158
2100 Guidance Services	72,479	110,175	139,748	191,332	237,704
2134 Nursing Services	-	-	42,770	40,417	32,381
2213 Staff Training Services	88,920	55,727	49,220	51,000	49,000
2222 School Library Services	-	-	-	700	1,000
2400 Office of the Principal	431,199	400,530	469,992	510,037	545,621
2600 Custodial	168,362	170,011	144,978	158,457	183,190
2620 Utilities	148,197	143,692	158,190	160,500	155,700
	\$ 3,495,720	\$ 3,711,946	\$ 3,813,803	\$ 4,332,408	\$ 3,927,250

<b>BATTLE MOUNTAIN HIGH</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0030 General Instruction	3,578,344	3,818,949	4,255,601	4,874,162	4,754,884
0080 Instructional Media	2,724	5,025	3,403	3,000	3,000
1800 Activities/Athletics	703,542	728,398	727,274	698,587	700,854
2100 Guidance Services	280,545	345,673	338,032	373,476	380,999
2134 Nursing Services	-	-	30,414	37,186	38,934
2213 Staff Training Services	61,696	61,358	54,347	67,500	70,000
2222 School Library Services	-	-	43,597	37,400	38,127
2400 Office of the Principal	659,820	700,067	772,585	781,122	845,894
2600 Custodial	311,693	284,903	298,449	246,428	271,651
2620 Utilities	260,118	302,706	295,263	324,000	315,500
	\$ 5,858,482	\$ 6,247,077	\$ 6,818,966	\$ 7,442,861	\$ 7,419,843

<b>EAGLE VALLEY HIGH</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0030 General Instruction	3,408,750	3,842,626	4,107,803	4,686,368	4,883,627
0080 Instructional Media	3,378	4,145	4,008	3,950	4,000
1800 Activities/Athletics	692,731	740,165	697,823	712,476	668,130
2100 Guidance Services	291,324	341,810	313,725	315,242	414,032
2134 Nursing Services	-	-	31,366	36,529	32,381
2213 Staff Training Services	50,702	62,426	57,911	77,000	55,500
2222 School Library Services	-	-	34,557	46,982	47,995
2400 Office of the Principal	703,992	719,839	796,002	822,766	833,438
2600 Custodial	240,046	234,384	335,762	366,970	376,834
2620 Utilities	201,579	194,730	232,685	211,000	216,700
2660 Security	-	-	11,499	10,758	11,262
	\$ 5,592,502	\$ 6,140,124	\$ 6,623,139	\$ 7,290,041	\$ 7,532,637

<b>EAGLE VALLEY HIGH</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0030 General Instruction	3,408,750	3,842,626	4,107,803	4,686,368	4,883,627
0080 Instructional Media	3,378	4,145	4,008	3,950	4,000
1800 Activities/Athletics	692,731	740,165	697,823	712,476	668,130
2100 Guidance Services	291,324	341,810	313,725	315,242	414,032
2134 Nursing Services	-	-	31,366	36,529	32,381
2213 Staff Training Services	50,702	62,426	57,911	77,000	55,500
2222 School Library Services	-	-	34,557	46,982	47,995
2400 Office of the Principal	703,992	719,839	796,002	822,766	833,438
2600 Custodial	240,046	234,384	335,762	366,970	376,834
2620 Utilities	201,579	194,730	232,685	211,000	216,700
2660 Security	-	-	11,499	10,758	11,262
	\$ 5,592,502	\$ 6,140,124	\$ 6,623,139	\$ 7,290,041	\$ 7,532,637

<b>RED CANYON HIGH</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0030 General Instruction	995,209	910,063	1,094,565	1,315,412	1,317,640
0080 Instructional Media	-	-	-	-	-
1800 Activities/Athletics	6,311	12,835	12,391	6,700	6,700
2100 Guidance Services	65,513	117,813	131,922	298,093	236,434
2134 Nursing Services	-	-	-	-	-
2300 Staff Training Services	2,891	19,160	22,255	23,000	23,500
2400 Office of the Principal	343,763	322,454	322,248	348,286	359,806
2600 Custodial	56,838	56,933	55,207	58,430	61,603
2620 Utilities	35,036	67,880	64,020	56,000	77,800
	\$ 1,505,561	\$ 1,507,139	\$ 1,702,610	\$ 2,105,921	\$ 2,083,483

<b>VAIL SKI AND SNOWBOARD</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0030 General Instruction	992,423	1,040,344	970,336	1,289,007	1,283,648
0080 Instructional Media	-	-	-	-	-
1800 Activities/Athletics	15,795	18,528	23,079	804	800
2100 Guidance Services	140,768	103,912	95,920	96,410	99,770
2134 Nursing Services	-	-	12,957	22,430	22,828
2213 Staff Training Services	6,280	26,422	23,896	20,500	20,500
2400 Office of the Principal	304,357	287,524	310,077	307,702	323,083
2600 Custodial	100,879	98,216	92,748	105,324	108,364
2620 Utilities	69,475	63,484	76,692	74,500	76,200
	\$ 1,629,977	\$ 1,638,429	\$ 1,605,706	\$ 1,916,677	\$ 1,935,193

<b>WORLD ACADEMY</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0030 General Instruction	64,229	32,484	17,915	24,156	4,640
	\$ 64,229	\$ 32,484	\$ 17,915	\$ 24,156	\$ 4,640

<b>EXCEPTIONAL STUDENT SERVICES</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0070 Gifted & Talented Education	640,172	747,189	731,189	885,004	878,033
1700 Special Education	4,496,900	4,386,756	4,399,249	5,177,861	5,364,644
1800 Activities/Athletics	8,540	27,419	34,741	3,900	14,000
2100 Support Services- Students	1,821,258	1,869,846	1,297,029	1,268,232	1,622,062
2200 Support Service- Instructional	990,565	1,129,373	742,772	791,487	669,139
2849 Information Systems Services	-	77,209	80,286	99,120	101,388
	7,957,435	8,237,793	7,285,266	8,225,604	8,649,266

<b>ENGLISH LANGUAGE LEARNERS</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0620 ELL Acquisition	2,857,309	2,681,021	2,463,091	2,700,897	2,685,935
2213 Staff Training Services	90,682	103,457	102,902	38,000	68,300
2239 Supervision	-	-	430,047	518,085	459,704
	2,947,991	2,784,478	2,996,040	3,256,982	3,213,939

<b>EARLY CHILDHOOD EDUCATION</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0040 General Preschool Education	2,173,791	2,426,121	2,419,949	2,919,389	2,019,878
1791 Special Education Preschool	754,644	839,734	1,123,821	1,257,438	1,074,898
2120 Guidance Services	-	17,299	-	-	-
2134 Nursing Services	-	-	36,163	37,373	37,727
2213 Staff Training Services	-	28,654	127,682	127,275	153,100
2200 Office of the Director	575,693	794,535	734,216	955,808	910,505
2660 Security	-	-	21,129	26,895	26,989
	3,504,128	4,106,344	4,462,960	5,324,178	4,223,097

<b>BOARD OF EDUCATION &amp; SUPERINTENDENT</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
2100 Support Services- Students	-	-	94,711	119,667	122,646
2300 Support Services- General	1,103,561	1,008,580	1,080,269	1,056,386	920,815
2800 Support Services- Central	214,611	217,036	117,001	159,260	120,260
	1,318,172	1,225,617	1,291,981	1,335,313	1,163,721

<b>COMMUNITY RELATIONS</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
2820 Community Services	318,990	270,161	294,633	396,258	454,116
	318,990	270,161	294,633	396,258	454,116

<b>EDUCATOR QUALITY</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
2100 Support Services- Students	-	-	34,650	-	-
2200 Support Services- Instructional	623,669	591,809	462,898	592,501	519,725
2832 Recruitment	32,892	16,099	16,319	24,630	20,100
	656,561	607,908	513,867	617,131	539,825

<b>SYSTEMS &amp; ASSESSMENT</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
2100 Support Services - Students	-	-	43,359	53,000	53,000
2110 Attendance Services	-	-	5,603	-	-
2211 Supervision of Instruction	-	-	109,234	10,000	23,821
2214 Assesment	149,116	105,291	182,668	159,200	169,700
2239 Supervision	-	-	79,036	162,510	98,900
2600 Security & Safety	-	-	61,855	133,000	122,500
	149,116	105,291	481,756	517,710	467,921

<b>BUSINESS SERVICES</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
2510 Business/ Fiscal Services	752,076	890,937	991,558	937,326	915,805
2520 Utilities	59,285	16,880	16,914	25,000	8,000
2850 Risk Management Services	388,928	337,653	398,229	531,000	600,000
2890 District Office	-	204,474	69,004	75,988	61,000
	1,200,289	1,449,944	1,475,705	1,569,314	1,584,805

<b>SUPPORT SERVICES</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0010 General Instruction	-	-	363,125	267,146	255,145
0060 General Integrated Education	-	-	7,932	8,924	8,924
2100 Support Services - Students	-	150,714	13,000	68,000	117,000
2120 Guidance Services	-	-	122,538	160,000	160,000
2211 Supervision of Instruction	661,452	793,855	233,977	221,610	220,171
2212 Curriculum Development	616,939	519,252	72,616	145,733	118,576
	1,278,391	1,463,820	813,188	871,413	879,816

<b>INSTRUCTION &amp; CURRICULUM</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0060 General Integrated Education	124,151	104,282	193,959	279,648	205,930
2100 Student Support Services	453,945	401,975	131,139	160,000	150,000
2110 Attendance Services	-	-	-	11,850	10,940
2120 Guidance Services	-	-	237,681	352,251	306,317
2210 Improv. of Instruction	-	-	129,570	136,374	-
2211 Supervision of Instruction	-	328,179	364,656	386,039	399,804
2212 Curriculum Development	-	-	488,069	504,150	433,350
2213 Evaluation of Instruction	-	-	45,542	107,919	110,492
2600 Security & Safety	-	58,197	-	-	-
2830 Staff Services	-	2,984	-	2,200	-
3300 PILT	239,500	270,000	310,750	370,970	261,540
	817,596	1,165,616	1,901,365	2,311,401	1,878,373

<b>HUMAN RESOURCES</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
2830 Staff Services	810,544	821,094	767,576	1,193,146	1,018,708
2850 Risk Management Services	564,545	714,662	639,600	740,000	755,000
	1,375,089	1,535,755	1,407,177	1,933,146	1,773,708

<b>MAINTENANCE</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
2600 Operation & Maintenance	1,574,937	623,931	715,992	768,867	735,151
2620 Utilities	159,759	1,175,063	1,314,815	1,291,412	1,245,756
2625 Custodial	176,749	247,752	282,653	324,248	260,622
	1,911,445	2,046,746	2,313,460	2,384,527	2,241,529

<b>TECHNOLOGY</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
2840 Technology Services	2,499,184	2,905,339	2,665,515	2,809,921	2,723,077
	2,499,184	2,905,339	2,665,515	2,809,921	2,723,077

## GENERAL FUND EXPENSES BY OBJECT

<b>EDWARDS EARLY LEARNING CENTER</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	-	-	-	-	1,522,862
0200 Benefits	-	-	-	-	626,211
0300 Purchased Services	-	-	-	-	34,510
0600 Supplies	-	-	-	-	63,020
0700 Equipment	-	-	-	-	-
	-	-	-	-	2,246,603



<b>EAGLE VALLEY ELEMENTARY</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	1,527,751	1,588,213	1,681,730	1,775,922	1,761,884
0200 Benefits	492,469	575,403	675,519	716,130	740,393
0300 Purchased Services	81,021	82,410	59,791	121,757	118,225
0600 Supplies	124,813	150,908	165,115	134,129	127,385
0700 Equipment	8,438	5,205	8,834	12,000	10,000
	2,234,492	2,402,138	2,590,989	2,759,938	2,757,887

<b>BRUSH CREEK ELEMENTARY</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	1,636,850	1,546,604	1,568,956	1,776,641	1,746,529
0200 Benefits	599,775	623,451	611,419	697,353	714,707
0300 Purchased Services	42,308	35,141	35,713	48,750	44,900
0600 Supplies	128,595	241,253	142,635	181,551	116,084
0700 Equipment	4,053	1,223	987	1,000	855
	2,411,581	2,447,671	2,359,710	2,705,295	2,623,075

<b>AVON ELEMENTARY</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	1,267,228	1,153,950	1,168,315	1,322,159	1,519,637
0200 Benefits	398,545	394,757	405,543	526,288	631,026
0300 Purchased Services	74,792	64,738	59,102	46,900	52,979
0600 Supplies	82,682	79,660	93,709	101,048	97,920
0700 Equipment	676	338	714	100	100
	1,823,923	1,693,444	1,727,384	1,996,495	2,301,662

<b>RED SANDSTONE ELEMENTARY</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	1,078,729	1,041,575	1,130,758	1,301,513	1,107,779
0200 Benefits	425,818	434,952	504,382	527,717	472,762
0300 Purchased Services	48,053	46,087	57,096	48,950	44,850
0600 Supplies	63,578	137,921	94,044	149,841	70,275
0700 Equipment	1,107	612	11,251	-	-
	\$ 1,617,285	\$ 1,661,148	\$ 1,797,531	\$ 2,028,021	\$ 1,695,666

<b>GYPSUM ELEMENTARY</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	1,352,170	1,410,674	1,299,947	1,403,877	1,468,814
0200 Benefits	494,109	512,998	545,455	588,853	633,157
0300 Purchased Services	25,880	25,314	30,748	30,800	30,073
0600 Supplies	132,501	144,584	118,387	109,615	102,667
0700 Equipment	6,571	5,087	-	1,000	1,000
	\$ 2,011,231	\$ 2,098,657	\$ 1,994,537	\$ 2,134,145	\$ 2,235,711

<b>EDWARDS ELEMENTARY</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	1,341,302	1,286,244	1,274,047	1,334,040	1,711,202
0200 Benefits	471,370	460,287	451,924	529,920	709,868
0300 Purchased Services	57,761	61,935	75,785	73,300	54,109
0600 Supplies	69,925	72,412	83,577	98,914	80,728
0700 Equipment	-	-	598	500	1,000
	\$ 1,940,358	\$ 1,880,878	\$ 1,885,930	\$ 2,036,674	\$ 2,556,907

<b>RED HILL ELEMENTARY</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	1,473,664	1,533,253	1,481,013	1,683,687	1,703,626
0200 Benefits	487,964	513,317	530,110	671,298	707,770
0300 Purchased Services	37,215	25,666	51,747	34,250	33,250
0600 Supplies	132,100	135,756	230,356	180,079	124,496
0700 Equipment	955	13,167	-	2,500	2,500
	\$ 2,131,898	\$ 2,221,158	\$ 2,293,226	\$ 2,571,814	\$ 2,571,642

<b>JUNE CREEK ELEMENTARY</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	1,233,941	1,211,644	1,197,339	1,229,551	-
0200 Benefits	466,856	547,821	517,501	488,363	-
0300 Purchased Services	33,438	34,383	39,524	38,000	-
0600 Supplies	84,938	89,729	99,994	158,392	-
0700 Equipment	753	1,530	2,778	3,000	-
	\$ 1,819,926	\$ 1,885,107	\$ 1,857,136	\$ 1,917,306	\$ -

<b>EAGLE VALLEY MIDDLE</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	1,385,358	1,499,210	1,515,032	1,800,955	1,867,322
0200 Benefits	492,914	570,110	589,937	699,409	757,867
0300 Purchased Services	75,008	50,392	56,863	50,300	50,600
0600 Supplies	128,629	134,854	125,005	179,561	138,523
0700 Equipment	3,609	2,547	2,930	9,500	7,000
	\$ 2,085,518	\$ 2,257,113	\$ 2,289,766	\$ 2,739,725	\$ 2,821,312

<b>BERRY CREEK MIDDLE</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	1,456,188	1,394,341	1,397,536	1,556,850	1,492,974
0200 Benefits	500,623	476,664	501,360	605,165	632,289
0300 Purchased Services	31,824	30,568	39,500	34,600	35,800
0600 Supplies	145,981	123,398	147,804	185,488	129,934
0700 Equipment	4,261	3,179	3,208	2,600	2,100
	\$ 2,138,877	\$ 2,028,150	\$ 2,089,408	\$ 2,384,703	\$ 2,293,097

<b>GYPSUM CREEK MIDDLE</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	1,436,132	1,499,571	1,567,048	1,805,465	1,722,368
0200 Benefits	500,899	557,182	611,625	705,462	682,458
0300 Purchased Services	37,463	42,673	40,253	47,916	39,550
0600 Supplies	183,924	181,899	174,203	238,097	147,933
0700 Equipment	4,374	8,725	13,212	19,522	4,500
	\$ 2,162,792	\$ 2,290,050	\$ 2,406,341	\$ 2,816,462	\$ 2,596,809

<b>HOMESTAKE PEAK</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	2,306,515	2,429,878	2,477,956	2,750,988	2,542,026
0200 Benefits	812,768	907,394	938,300	1,076,716	1,038,856
0300 Purchased Services	132,268	94,759	104,996	115,400	93,000
0600 Supplies	237,335	274,668	274,720	372,304	240,368
0700 Equipment	6,834	5,248	17,831	17,000	13,000
	\$ 3,495,720	\$ 3,711,946	\$ 3,813,803	\$ 4,332,408	\$ 3,927,250

<b>BATTLE MOUNTAIN HIGH</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	3,599,447	3,744,905	4,052,843	4,352,940	4,444,754
0200 Benefits	1,265,199	1,396,763	1,519,777	1,662,340	1,772,129
0300 Purchased Services	399,796	448,028	594,146	553,300	520,200
0600 Supplies	586,691	650,383	647,442	857,281	665,760
0700 Equipment	7,349	6,999	4,758	17,000	17,000
	\$ 5,858,482	\$ 6,247,077	\$ 6,818,966	\$ 7,442,861	\$ 7,419,843

<b>EAGLE VALLEY HIGH</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	3,507,323	3,782,172	4,003,558	4,272,015	4,520,022
0200 Benefits	1,243,239	1,385,729	1,494,702	1,637,624	1,812,958
0300 Purchased Services	296,507	407,875	524,526	650,400	569,400
0600 Supplies	543,236	552,020	595,703	721,702	622,907
0700 Equipment	2,198	12,327	4,651	8,300	7,350
	\$ 5,592,503	\$ 6,140,124	\$ 6,623,140	\$ 7,290,041	\$ 7,532,637

<b>RED CANYON HIGH</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	1,040,301	995,257	1,109,486	1,356,756	1,350,591
0200 Benefits	365,192	371,787	431,085	541,279	562,248
0300 Purchased Services	42,331	55,425	69,860	54,050	51,534
0600 Supplies	57,737	84,671	92,179	153,836	119,110
0700 Equipment	-	-	-	-	-
	\$ 1,505,561	\$ 1,507,139	\$ 1,702,610	\$ 2,105,921	\$ 2,083,483

<b>VAIL SKI AND SNOWBOARD</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	993,723	1,050,593	1,026,632	1,150,929	1,168,526
0200 Benefits	330,850	367,470	355,180	458,777	486,874
0300 Purchased Services	110,882	89,601	104,876	113,471	104,232
0600 Supplies	188,405	130,587	118,538	193,300	175,361
0700 Equipment	6,118	179	479	200	200
	\$ 1,629,978	\$ 1,638,429	\$ 1,605,706	\$ 1,916,677	\$ 1,935,193

<b>WORLD ACADEMY</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	27,136	2,137	1,050	-	-
0200 Benefits	5,677	731	225	-	-
0300 Purchased Services	2,820	3,014	3,640	2,710	900
0600 Supplies	28,596	26,602	13,000	21,446	3,740
0700 Equipment	-	-	-	-	-
	\$ 64,229	\$ 32,484	\$ 17,915	\$ 24,156	\$ 4,640

<b>EXCEPTIONAL STUDENT SERVICES</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	5,282,959	5,330,979	4,850,809	5,570,288	5,865,718
0200 Benefits	2,039,568	2,181,466	2,057,575	2,168,766	2,408,473
0300 Purchased Services	508,454	618,800	295,888	344,880	255,875
0600 Supplies	115,861	103,255	54,868	128,670	111,700
0700 Equipment	10,592	5,098	2,875	13,000	7,500
	\$ 7,957,434	\$ 8,239,596	\$ 7,262,015	\$ 8,225,604	\$ 8,649,266

<b>ENGLISH LANGUAGE LEARNERS</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	2,054,637	1,916,641	2,082,391	2,259,120	2,206,923
0200 Benefits	742,490	746,160	795,850	889,682	918,816
0300 Purchased Services	16,490	15,766	24,598	68,130	24,900
0600 Supplies	134,375	99,954	93,201	36,050	61,800
0700 Equipment	-	5,957	-	4,000	1,500
	\$ 2,947,992	\$ 2,784,478	\$ 2,996,040	\$ 3,256,982	\$ 3,213,939

<b>EARLY CHILDHOOD EDUCATION</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	2,256,624	2,607,611	2,892,228	3,442,113	2,744,749
0200 Benefits	961,120	1,205,584	1,350,140	1,564,995	1,274,324
0300 Purchased Services	196,121	211,258	136,577	196,375	126,584
0600 Supplies	89,348	78,871	104,771	116,695	70,440
0700 Equipment	912	3,020	2,494	4,000	7,000
	\$ 3,504,125	\$ 4,106,344	\$ 4,486,211	\$ 5,324,178	\$ 4,223,097

<b>BOARD OF EDUCATION &amp; SUPERINTENDENT</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	454,771	464,979	562,457	400,865	406,121
0200 Benefits	130,493	115,065	113,670	151,148	160,710
0300 Purchased Services	398,141	401,016	354,549	499,000	387,490
0600 Supplies	325,746	242,582	256,595	278,300	203,400
0700 Equipment	9,021	1,973	4,710	6,000	6,000
	\$ 1,318,172	\$ 1,225,617	\$ 1,291,981	\$ 1,335,313	\$ 1,163,721

<b>COMMUNITY RELATIONS</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	111,472	106,942	127,351	183,384	235,961
0200 Benefits	30,650	32,254	29,184	73,024	99,105
0300 Purchased Services	143,519	100,715	99,183	107,650	76,300
0600 Supplies	29,824	28,550	29,250	28,700	41,550
0700 Equipment	3,525	1,700	9,665	3,500	1,200
	\$ 318,990	\$ 270,161	\$ 294,633	\$ 396,258	\$ 454,116

<b>EDUCATOR QUALITY</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	363,251	382,490	244,284	326,642	286,208
0200 Benefits	111,275	111,130	76,790	123,389	116,144
0300 Purchased Services	131,540	70,513	135,404	104,500	81,500
0600 Supplies	50,493	43,775	57,389	62,600	56,000
0700 Equipment	-	-	-	-	-
	\$ 656,559	\$ 607,908	\$ 513,867	\$ 617,131	\$ 539,852

<b>SYSTEMS &amp; ASSESSMENT</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	11,214	10,457	104,452	63,210	16,400
0200 Benefits	2,358	2,260	26,664	21,600	5,200
0300 Purchased Services	11,255	-	189,961	263,400	268,250
0600 Supplies	124,289	92,574	160,678	169,500	178,071
0700 Equipment	-	-	-	-	-
	\$ 149,116	\$ 105,291	\$ 481,756	\$ 517,710	\$ 467,921



<b>BUSINESS SERVICES</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	390,195	426,153	471,184	488,003	504,621
0200 Benefits	118,838	140,015	152,984	192,603	207,982
0300 Purchased Services	656,817	830,490	782,020	812,720	788,410
0600 Supplies	31,187	44,246	58,413	54,000	71,792
0700 Equipment	3,252	9,039	11,102	21,988	12,000
	\$ 1,200,289	\$ 1,449,944	\$ 1,475,705	\$ 1,569,314	\$ 1,584,805

<b>STUDENT SUPPORT SERVICES</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	410,558	472,113	317,947	298,766	293,730
0200 Benefits	124,922	138,719	65,238	128,331	122,171
0300 Purchased Services	119,708	255,966	252,111	309,900	325,859
0600 Supplies	623,203	597,023	175,530	129,416	136,556
0700 Equipment	-	-	2,362	5,000	1,500
	\$ 1,278,391	\$ 1,463,820	\$ 813,188	\$ 871,413	\$ 879,816

<b>INSTRUCTION &amp; CURRICULUM</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	187,367	436,459	579,346	773,678	634,727
0200 Benefits	77,610	154,495	213,308	308,363	252,906
0300 Purchased Services	237,563	240,953	273,354	334,250	94,100
0600 Supplies	74,109	62,185	513,348	524,140	431,550
0700 Equipment	1,448	1,523	11,259	-	203,550
0800 PILT	239,500	270,000	310,750	370,970	338,283
	\$ 817,597	\$ 1,165,616	\$ 1,901,365	\$ 2,311,401	\$ 1,955,116

<b>HUMAN RESOURCES</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	430,011	467,617	425,487	624,949	559,477
0200 Benefits	170,520	187,247	164,155	345,797	277,831
0300 Purchased Services	707,892	806,477	736,724	889,400	847,000
0600 Supplies	66,666	71,132	79,028	71,000	87,400
0700 Equipment	-	3,282	1,782	2,000	2,000
	\$ 1,375,089	\$ 1,535,755	\$ 1,407,177	\$ 1,933,146	\$ 1,773,708

<b>MAINTENANCE</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	950,195	1,096,359	1,172,611	1,240,690	1,210,101
0200 Benefits	332,983	391,723	433,841	492,081	506,481
0300 Purchased Services	263,812	181,981	305,763	250,000	165,200
0600 Supplies	341,713	363,838	376,200	388,756	352,747
0700 Equipment	22,742	12,846	25,045	13,000	7,000
	\$ 1,911,445	\$ 2,046,746	\$ 2,313,460	\$ 2,384,527	\$ 2,241,529

<b>TECHNOLOGY</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 ACTUAL</b>	<b>2019-20 BUDGET</b>	<b>2020-21 BUDGET</b>
0100 Salary	1,161,229	1,187,082	1,177,472	1,274,084	1,324,332
0200 Benefits	399,869	426,798	431,612	506,837	555,861
0300 Purchased Services	801,458	947,640	932,236	971,000	802,004
0600 Supplies	106,746	30,875	50,856	35,500	27,880
0700 Equipment	29,882	312,944	73,339	22,500	13,000
	\$ 2,499,184	\$ 2,905,339	\$ 2,665,516	\$ 2,809,921	\$ 2,723,077

## FULL TIME EQUIVALENT (FTE) SUMMARY

	100-104	105-125	201-209	210-220	230-239	300-358	360-399	400-499	500-599	600-699	
Location	District Admin	School Admin	Teachers	Other Teachers	ESS Certified Staff	Professional Staff	Technical Support	Instructional Support Staff	Office/Admin Support	Trades & Services	2020-21 Budgeted
<b>General Fund</b>											
104 Edwards Early Learning Center			4.85					25.91		2.00	32.76
110 Eagle Valley Elementary		1.00	29.74	1.81				16.65	2.25	2.00	53.45
120 Brush Creek Elementary		1.00	24.91	1.00				7.71	2.00	2.00	38.62
130 Avon Elementary		1.00	28.17	1.00				2.92	1.88	2.00	36.97
140 Red Sandstone Elementary		1.00	15.66	0.80				5.91	1.62	1.75	26.74
160 Gypsum Elementary		1.00	22.86	2.00				12.08	2.00	2.00	41.94
170 Edwards Elementary		1.00	25.50	2.00				1.88	2.00	2.00	34.38
180 Red Hill Elementary		1.00	28.54	0.81				13.67	2.00	2.00	48.02
210 Eagle Valley Middle		2.00	27.31	2.00				1.76	2.00	3.00	38.07
230 Berry Creek Middle		2.00	20.98	2.00				3.14	1.50	1.81	31.43
240 Gypsum Creek Middle		2.00	24.25	2.00				4.19	2.00	2.00	36.44
310 Battle Mountain High		4.00	53.89	4.00				5.28	6.41	5.00	78.58
320 Eagle Valley High		3.00	55.43	5.00				5.40	6.13	7.00	81.96
340 Vail Ski and Snowboard Academy		1.50	12.72	1.50					1.00	1.63	18.35
390 Red Canyon High		2.00	15.72	2.00					2.00	1.00	22.72
501 Homestake Peak School		3.00	40.61	3.00				6.27	3.00	3.00	58.88
610 Superintendent & Board of Education	1.00					1.00					2.00
619 Gifted & Talented		1.00	7.00					1.00			9.00
620 Educator Quality	1.00			1.00					1.00		3.00
621 Instructional Services	1.00			1.00							2.00
622 Student Services	1.00			3.00		1.00	1.00		3.00		9.00
623 Assessment											0.00
624 Nursing					3.00			12.64			15.64
625 Exceptional Student Services	2.00		1.00	3.94	16.97	1.00	1.00	3.10	4.00		33.01
626 English Language Acquisition (ELA)		1.00				4.00					5.00
627 Preschool	0.35			1.35		0.75		5.57	2.40		10.42
629 Community Relations						2.00		1.00			3.00
630 Business Services	2.00					1.00			3.00		6.00
640 Human Resources		1.00	3.00						4.00		8.00
650 Technology	1.00						15.00		1.00	1.00	18.00
710 Maintenance						2.00			1.00	18.26	21.26
950 ECCA			0.60					1.00			1.60
<b>General Fund Total</b>	<b>9.35</b>	<b>29.50</b>	<b>442.74</b>	<b>41.21</b>	<b>19.97</b>	<b>12.75</b>	<b>17.00</b>	<b>137.08</b>	<b>57.19</b>	<b>59.45</b>	<b>826.24</b>
<b>Other District Funds</b>											
21 Nutrition Services Fund						1.00			1.00	30.42	32.42
22 Grants Fund			18.55	3.30	2.00	1.43		8.16			33.44
25 Transportation Fund						2.00			4.00	26.00	32.00
52 District Housing Fund											0.00
<b>Total District Funds</b>	<b>0.00</b>	<b>0.00</b>	<b>18.55</b>	<b>3.30</b>	<b>2.00</b>	<b>4.43</b>	<b>0.00</b>	<b>8.16</b>	<b>5.00</b>	<b>56.42</b>	<b>97.86</b>
<b>Total All Funds</b>	<b>9.35</b>	<b>29.50</b>	<b>461.29</b>	<b>44.51</b>	<b>21.97</b>	<b>17.18</b>	<b>17.00</b>	<b>145.24</b>	<b>62.19</b>	<b>115.87</b>	<b>924.10</b>

\*Numbers from Salary Budget Spreadsheets. Historical FTE Data can be found on page 141.

## SCHOOL REVENUE & EXPENDITURE ALLOCATION FORMULAS

### STUDENT FEES

Students shall not be charged an instructional fee as a condition of enrollment in school or as a condition of attendance in any class that is considered part of the academic portion of the District's educational program, except tuition when allowed by law. However, the District requires students to pay for expendable materials above the basic requirement, athletic/activity fees and miscellaneous fees for field trips. The fees for Eagle County School District RE50J for 2020-21 are as follows:

ELEMENTARY SCHOOLS	
Technology/Communication/Book/Trip Fee	\$35 per student
MIDDLE SCHOOLS	
Activity/Trip Fee	\$35 per student
Art fee	\$15 per class
Athletic fee	\$35 per sport
Band Fee	\$15 per class
Drama Fee	\$25 per class
Family Athletic Pass (2 adult/2 kids) ( <i>admission to all home events</i> )	\$35 annually
Planner Replacement Fee	\$5 per student
Shop fee/STEM	\$15 per class
Summer School Fee	\$100 per year
Technology fee	\$15 per student
HIGH SCHOOLS	
Advanced placement classes	\$95 or current rate set by AP
Athletic/Activity Fee	\$110 per sport
Baseball • Basketball • Football • Cross Country • Spirit (Cheer & Dance) • Track • Golf • Nordic Skiing • Soccer • Softball • Volleyball • Wrestling • Lacrosse • Speech & Debate • Pro Start	
Hockey	\$850 per student
Alpine Skiing	\$220 plus competitive registrations
Art fee	\$35 per class
Class fees	
Freshman/Sophomore	\$20 per student
Junior/Senior	\$30 per student
Band	\$30 per student
Choir	\$30 per student
Family Athletic Pass (2 adult/2 kids) ( <i>admission to all home events</i> )	\$150 annually
Foreign Language Workbook	\$30 per semester
Life Management fee	
Career Connections Family Studies	\$30 per class
Foods & Nutrition	\$50 per class
ProStart	\$100 per class
Textiles & Design	\$30 per class
Industrial Tech fee	\$30 per class
Auto • Broadcasting/Video • Drafting • Woodworking/Woods II • Introduction to STEM • Engineering Comprehension • Engineering Design	

HIGH SCHOOLS (CONTINUED)	
Outdoor PE	\$25 per semester
Sports Physiology	\$25 per semester
Photography class fee	\$35 per semester
PSAT/Plan test	\$32 Actual Cost
Student planner fee	\$10 per student
Student Activity Card	\$35 per student
Summer school	\$150 per semester
Technology Fee	\$20 per student
<b>Red Canyon High School</b>	\$75 per student
<b>VSSA</b>	\$550 per student

Students will be required to provide instructional supplies including paper, pencils, tape, scissors, glue, notebooks, etc. Students have the option of purchasing such items as t-shirts, yearbooks, field trips, learn-to-ski and projects from art and shop class. Students participating in extra curricular and co-curricular activities programs shall pay an annual participation fee. Students with financial need may request a waiver of the fee through the principal of the school. In order to qualify for the scholarship the student must qualify for free lunch (100% waived) or reduced lunch (50% waived). A copy of the Eligibility Notification Letter must be provided at the time of registration to request the scholarship.

## USER CHARGES

The user charges for Eagle County Schools for 2020-21 are as follows:

PRESCHOOL	
Full day preschool tuition	\$40 per day
Half day AM preschool tuition	\$28 per day
Half day PM preschool tuition	\$28 per day
Extended Day preschool tuition	\$50 per day

FOOD SERVICE LUNCH PRICES	
Elementary	\$3.25 per meal
Secondary	\$3.50 per meal
Adult	\$4.00 per meal
Milk	\$.50 per carton

## STAFFING ALLOCATIONS

Each of the district's schools are allocated resources based on projected funded pupil count. This funding is designated through two formulas, which cover the costs of:

- Staffing, i.e. teachers, aides, counselors, librarians, principals, office personnel, etc.
- Supplies, equipment, and staff development.

Staffing is allocated through a staffing formula, which ensures that staffing is distributed to schools equitably. Schools may allocate their staff differently depending on the needs of their student population. The staffing allocation includes principals, assistant principals, deans, athletic directors and classified staff in addition to classroom teachers. These ratios do not reflect actual classroom sizes, which are generally in the low twenties for elementary, mid to upper twenties for middle and high school. This flexibility encourages the collaborative input of local school advisory committees. The staffing levels for each educational level are:



Staffing Allocations	
Preschool	1.0 Certified Teacher/30-60 students
	0.5 Special Education Teacher/2 classroom site
	1.0 Special Education Teacher/3-4 classroom site
	Additional TA's assigned to maintain ratio of 1:8

School Allocations			
Base Enrollment Allocation	Elementary School	1 FTE/14.75 students	
	Middle/High School	1 FTE/15.75 students	
	VSSA & RCHS	1 FTE/14.75 students	
Academic At-Risk Allocation		19 FTE Distributed to schools using standardized testing data	
Neighborhood School Allocation	>200	= 2.00	251-275 = 1.25
	201-225	= 1.75	276-300 = 1.00 FTE
	226-250	= 1.50	
Teacher Leader Release		0.25 FTE/Teacher Leader	

Block allocations add to school allocations			
Title I		Based on Free and Reduced %	
English Language Learners (ELL):	Elementary	ELL FTE = Total ELLs/80	
		Additional NEP Factor = Total ELLs/100	
	Secondary	ELL FTE = Total ELLs/80	
		Additional NEP Factor = Total ELLs/40	
	Dual Language Secondary	0.25 FTE/Section Needed (Class of 25)	
ESS Students	Mild — Moderate Needs*	1.00 Teacher/15 Students (Elem/ Middle)	
		1.00 Teacher/20 Students (High School)	
		1 Para/Elem	
	Affective Needs*	1.00 Teacher/program	
		1.00 Para/program	
	Significant Support Needs*	1.00 Teacher/Elem program	
		2.00 Para/Elem program	
		1.00 Teacher/Middle program	
		3.00 Para/Middle program	
		2.00 Teacher/High program	
		2.00 Para/High program	
		1.00 Teacher/Transition program	
		2.00 Para/Transition program	
*add/remove paraprofessionals as needed for health, safety of enrolled students			
Perm Sub		≤ 499	1.00
		≥ 500	2.00
BOE Approved Counselors	Middle School	1.00 FTE	
	Red Canyon High School	2.00 FTE	
Grants		Based on grant award	

## SCHOOL DISCRETIONARY ALLOCATIONS

Schools are allocated discretionary dollars based mostly on a per pupil amount. The base funding includes \$145 per pupil regardless of grade level.

Additional funding is then provided based on flat and weighted amounts to support activities.

- Elementary Schools receive a flat dollar amount of \$3,000
- Middle Schools receive \$70 per pupil
- High Schools receive \$192.50 per pupil

The final allocation includes \$66.50 per pupil of their Free and Reduced lunch count.

The chart below shows the three levels of allocations and the total 2020-21 discretionary allocations.

School Name	2020-21 Student Projection	Oct. 2019 FRL Count	General Allocation	Activity Allocation	FRL Allocation	2020-21 Total School Allocation	2020-21 \$/pupil
Avon Elementary	291	266	42,195	3,000	17,689	\$62,884	216.1
Brush Creek Elementary	370	23	53,650	3,000	1,530	\$58,180	157.24
Eagle Valley Elementary	367	104	53,215	3,000	6,916	\$63,131	172.02
Edwards Elementary	340	168	49,300	3,000	11,172	\$63,472	186.68
Gypsum Elementary	286	165	41,470	3,000	10,973	\$55,443	193.86
Red Hill Elementary	326	99	47,270	3,000	6,584	\$56,854	174.4
Red Sandstone Elementary	181	18	26,245	3,000	1,197	\$30,442	168.19
Homestake Peak	210	107	30,450	3,000	7,116	\$40,566	193.17
Berry Creek Middle	270	141	39,150	18,900	9,377	\$67,427	249.73
Eagle Valley Middle	377	60	54,665	26,390	3,990	\$85,045	225.58
Gypsum Creek Middle	341	117	49,445	23,870	7,781	\$81,096	237.82
Homestake Peak	325	132	47,125	22,750	8,778	\$78,653	242.01
Battle Mountain High	945	255	137,025	181,913	16,958	\$335,895	355.44
Eagle Valley High	968	176	140,360	186,340	11,704	\$338,404	349.59
Red Canyon High	191	41	27,695	36,768	2,727	\$67,189	351.77
VSSA	212	1	30,740	-	67	\$30,807	145.32
World Academy	32	-	4,640	-	-	\$4,640	145
<b>Grand Total</b>	<b>6,032</b>	<b>1,873</b>	<b>\$874,640</b>	<b>\$520,930</b>	<b>\$124,555</b>	<b>\$1,520,128</b>	<b>252.01</b>

### General Allocation:

\$145/Student

### Activity Allocation:

Elementary/Red Canyon: \$3000

Middle School: \$70/Student

High Schools: \$192.50/Student

### Free and Reduced Allocation:

\$66.50/Student

\*2020-21 projected student enrollment for budget allocation purposes reflects K-12 enrollment only.

## OTHER FUNDS

State law requires each Board of Education to approve expenditures of all funds. A fund is an independent fiscal and accounting entity with a self-balancing set of accounts and with its own assets, liabilities, and fund equity, which are segregated for the purpose of conducting specific activities of the district in accordance with special regulations, restrictions, and limitations.

This section of the budget document presents all funds, other than the General Fund, for review and comparison purposes. In order, they are:

- Nutrition Services Fund
- Designated Purpose Grants Fund
- Transportation Fund
- Bond Redemption Fund
- Building Fund
- Capital Reserve Fund
- District Housing Fund
- Student Activity Fund
- Charter School Fund

## NUTRITION SERVICE FUND

We provide the children of Eagle County a healthy, nutritious, sustainable lunch program with an emphasis on scratch cooking techniques, whole grains, unlimited fresh fruits and vegetables & synthetic hormone free milk, healthy vending, plus Universal Free Breakfast to our high needs schools to prepare our students for learning.



- Decreased child intake of highly processed foods and increased whole grains- all entrées are made from scratch cooking techniques and 90% of grains are whole grain rich.
- In partnership with Youth Power 365, providing fruit for all after school power hour programs and Universal Free Summer School Lunch program in 5 schools.
- Providing Breakfast to our high needs community- Providing Universal Free Breakfast to 3 of our 4 highest need schools.

Of the appropriated \$2.6M, ECS plans on decreasing the fund balance by \$619,818 while continuing to support increased food, salary and benefit costs. The fund balance is sufficient to cover the additional expenditures.

Due to reduced in school instruction we anticipate the number of meals served to drop which in turn creates a loss of food sales and federal reimbursement. Eagle County Schools considers Nutrition Services staff essential workers and whether we are serving students in the school or through grab and go, we will need to continue paying staff so they are available to move between service type. This combination will create a continued net decrease and will require an increased transfer from the General Fund to maintain a positive fund balance.

	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Budget	2019-20 Estimated	2020-21 Budget	2021-22 Forecasted	2022-23 Forecasted	2023-24 Forecasted
<b>Beginning Fund Balance</b>	\$ 411,774	\$ 468,842	\$ 278,482	\$ 79,139	\$ 79,139	\$ 98,578	\$ 100,940	\$ 103,375	\$ 99,907
<b>Revenue:</b>									
Food sales	\$ 649,555	\$ 662,399	\$ 826,366	\$ 843,500	\$ 673,819	\$ 736,737	\$ 722,000	\$ 707,560	\$ 693,410
Federal reimbursement	1,093,441	958,735	958,919	1,112,000	783,764	1,097,900	1,075,940	1,054,420	1,033,330
USDA donated commodities	146,340	118,510	116,646	140,000	140,000	140,000	140,000	140,000	140,000
State reimbursement	38,517	34,823	39,176	49,000	32,200	43,690	37,700	38,080	38,460
<b>Total Revenue</b>	<b>1,927,853</b>	<b>1,774,467</b>	<b>1,941,107</b>	<b>2,144,500</b>	<b>1,629,783</b>	<b>2,018,327</b>	<b>1,975,640</b>	<b>1,940,060</b>	<b>1,905,200</b>
<b>Expenditures:</b>									
Salaries	\$ 820,741	\$ 814,137	\$ 899,667	\$ 1,037,434	\$ 982,211	\$ 1,052,153	\$ 1,052,150	\$ 1,052,150	\$ 1,052,150
Benefits	342,091	339,502	386,461	454,672	461,639	520,800	526,075	547,118	589,204
Purchased services	6,380	51,695	29,435	35,300	62,367	66,200	59,580	60,180	60,180
Supplies & Materials	649,098	715,708	856,923	875,000	613,354	854,292	862,830	871,460	871,460
Equipment	-	20,075	49,338	29,350	1,047	4,700	4,750	4,800	4,800
Commodities	146,340	118,510	116,646	140,000	140,000	140,000	140,000	140,000	140,000
<b>Total Expenditures</b>	<b>1,964,650</b>	<b>2,059,627</b>	<b>2,338,470</b>	<b>2,571,756</b>	<b>2,260,618</b>	<b>2,638,145</b>	<b>2,645,385</b>	<b>2,675,708</b>	<b>2,717,794</b>
<b>Net Change in Fund Balance</b>	(36,797)	(285,160)	(397,363)	(427,256)	(630,835)	(619,818)	(669,745)	(735,648)	(812,594)
<b>Transfer from General Fund</b>	-	-	100,000	250,000	550,000	520,000	570,000	630,000	815,000
<b>Transfers In- 3A</b>	93,865	94,800	98,020	100,274	100,274	102,180	102,180	102,180	-
<b>Ending Fund Balance</b>	<b>\$ 468,842</b>	<b>\$ 278,482</b>	<b>\$ 79,139</b>	<b>\$ 2,157</b>	<b>\$ 98,578</b>	<b>\$ 100,940</b>	<b>\$ 103,375</b>	<b>\$ 99,907</b>	<b>\$ 102,313</b>
<b>Appropriation</b>						<b>2,638,145</b>			

## DESIGNATED PURPOSE GRANTS FUND

The Designated Purpose Grants Fund is provided to maintain separate accounting for grant programs, which are restricted as to the type of expenditures for which they may be used, and which may have a different fiscal period than that of the district. The district seeks grants from other sources to provide additional and/or alternative funding for school district programs. ECS is appropriating \$7M for planned 2020-21 expenditures.

Significant grants currently received by the district include:

- Head Start - Provides a preschool program for children identified as low income.
- Special Ed IDEA Part B - Provides salary and benefits to a portion of our Special Education teachers and assistants.
- Title I - Provides salary and benefits for interventionists at Avon, Gypsum, Edwards, and Homestake Peak Elementary Schools as well as Berry Creek Middle School.
- PLTW (Project Lead the Way) – Provides resources to support this program at Edwards Elementary School.
- ESSER (Elementary and Secondary School Emergency Relief) - Colorado has been allocated \$120,993,782 from the U.S. Department of Education from the ESSER Fund. Eagle County Schools prorated share is \$488,267.
- CRF (Coronavirus Relief Funds) - The CARES Act established the \$150 billion Coronavirus Relief Fund to support states with expenses due to the public health emergency with respect to the COVID-19 incurred from March 1, 2020, to Dec. 30, 2020. On May 18, Gov. Polis signed Executive Order 20-070, which directed the transfer of \$510 million from the State of Colorado's CARES Act Coronavirus Relief Fund to the Colorado Department of Education to be awarded to school districts, the Charter School Institute, the Colorado School for the Deaf and the Blind and facility schools on a per pupil basis. Eagle County Schools prorated share equals \$4,045,671 which is split between 2019-20 and 2020-21.

	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Budget	2019-20 Estimated	2020-21 Budget	2021-22 Forecasted	2022-23 Forecasted	2023-24 Forecasted
<b>Beginning Fund Balance</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Revenue:</b>									
Federal grants	\$ 2,774,071	\$ 2,885,846	\$ 2,901,849	\$ 7,194,811	\$ 5,194,811	\$ 5,605,971	\$ 3,605,971	\$ 3,605,971	\$ 3,605,971
State grants	271,802	497,274	561,442	762,260	762,260	527,633	527,633	527,633	527,633
Local grants	443,250	592,607	510,044	1,412,356	1,412,356	866,396	866,396	866,396	866,396
<b>Total Revenue</b>	<b>3,489,123</b>	<b>3,975,727</b>	<b>3,973,335</b>	<b>9,369,427</b>	<b>7,369,427</b>	<b>7,000,000</b>	<b>5,000,000</b>	<b>5,000,000</b>	<b>5,000,000</b>
<b>Expenditures:</b>									
Salaries	\$ 1,996,268	\$ 2,295,051	\$ 2,244,572	\$ 3,892,064	\$ 3,092,064	\$ 3,109,647	\$ 2,509,647	\$ 2,509,647	\$ 2,509,647
Benefits	580,657	643,644	722,310	1,353,887	1,206,378	1,243,859	1,003,931	1,003,931	1,003,931
Purchased services	529,764	526,193	615,249	1,243,674	871,574	1,071,027	771,027	771,027	771,027
Supplies and Equipment	216,578	396,428	293,019	2,512,217	1,831,826	1,274,312	539,238	539,238	539,238
Indirect Costs	165,856	114,411	98,185	367,585	367,585	301,155	176,156	176,156	176,156
<b>Total Expenditures</b>	<b>3,489,123</b>	<b>3,975,727</b>	<b>3,973,335</b>	<b>9,369,427</b>	<b>7,369,427</b>	<b>7,000,000</b>	<b>5,000,000</b>	<b>5,000,000</b>	<b>5,000,000</b>
<b>Net Change in Fund Balance</b>	-	-	-	-	-	-	-	-	-
<b>Transfer From General Fund</b>	-	-	-	-	-	-	-	-	-
<b>Ending Fund Balance</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Appropriation</b>						<b>\$ 7,000,000</b>			





## TRANSPORTATION FUND

Eagle County Schools Transportation Department operates 44 buses running 24 regular routes. We also transport kids all over the state to sporting events, field trips, and cultural learning opportunities. Altogether, our buses log around 400,000 miles annually. We have operated without a passenger injury for over two decades. Safe operation of school buses requires cooperation and collaboration of drivers, riders, parents, and schools. The revenue for the Transportation Fund is property tax revenue and the reimbursement from the state for categorical transportation expenses. The projected mill levy for 2020-21 is .316 mills. Expenditures for this fund are the current operating expenditures for providing pupil transportation to and from school, exclusive of the purchase or lease of pupil transportation vehicles or other capital outlays. Expenditures include salary and benefits of bus drivers, maintenance and repair of vehicles, motor fuel and oil and supervision of the transportation department.

ECS will appropriate \$3.4 million, of which an additional \$214,012 will come from the General Fund transfer and \$1,123,956 will come from the beginning fund balance to support salary and benefit cost. The beginning fund balance is sufficient to cover this cost for one year. Future adjustments must be made to revenue and/or expenditures in the fund to maintain financial stability.

Due to reduced in school instruction we anticipate the number of miles to drop which in turn creates a loss of local revenue. Eagle County Schools considers Transportation staff essential workers and whether we are transporting students for in school instruction or they are doing distance learning, we will need to continue paying staff so they are available to move between service type. This combination will create a continued net decrease and will require an increased transfer from the General Fund in future years to maintain a positive fund balance.

	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Budget	2019-20 Estimated	2020-21 Budget	2021-22 Forecasted	2022-23 Forecasted	2023-24 Forecasted
<b>Beginning Fund Balance</b>	\$ 58,647	\$ 265,935	\$ 314,001	\$ 297,710	\$ 297,710	\$ 1,076,581	\$ 166,637	\$ 155,364	\$ 155,640
<b>Revenue:</b>									
Property tax	\$ 1,008,432	\$ 995,687	\$ 991,691	\$ 1,000,000	\$ 1,000,470	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000
Specific ownership tax	50,358	53,313	55,046	50,000	47,000	50,000	50,000	50,000	50,000
State categorical	436,461	524,605	513,715	680,223	680,222	530,000	530,000	530,000	530,000
Other income	731,399	685,917	718,723	696,000	563,000	701,000	701,000	701,000	701,000
<b>Total Revenue</b>	<b>2,226,650</b>	<b>2,259,522</b>	<b>2,279,175</b>	<b>2,426,223</b>	<b>2,290,692</b>	<b>2,281,000</b>	<b>2,281,000</b>	<b>2,281,000</b>	<b>2,281,000</b>
<b>Expenditures:</b>									
Salaries	\$ 1,735,999	\$ 1,740,245	\$ 1,668,209	\$ 1,926,237	\$ 1,416,576	\$ 1,767,590	\$ 1,767,590	\$ 1,767,590	\$ 1,767,590
Benefits	680,351	707,711	684,554	824,411	665,800	844,366	883,795	919,147	989,850
Purchased services	113,947	109,216	201,008	189,100	161,738	298,000	150,000	153,000	156,060
Supplies and equipment	472,807	437,834	546,995	712,222	367,729	495,000	504,900	515,000	525,300
<b>Total Expenditures</b>	<b>3,003,104</b>	<b>2,995,006</b>	<b>3,100,766</b>	<b>3,651,970</b>	<b>2,611,843</b>	<b>3,404,956</b>	<b>3,306,285</b>	<b>3,354,737</b>	<b>3,438,800</b>
<b>Net Change in Fund Balance</b>	(776,454)	(735,484)	(821,591)	(1,225,747)	(321,151)	(1,123,956)	(1,025,285)	(1,073,737)	(1,157,800)
<b>Transfer from General Fund</b>	530,000	585,000	600,000	890,000	890,000	-	800,000	860,000	1,155,000
<b>Transfer from General Fund- 3A</b>	193,141	198,550	205,300	210,022	210,022	214,012	214,012	214,012	-
<b>Restatement</b>	260,601	-	-	-	-	-	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 265,935</b>	<b>\$ 314,001</b>	<b>\$ 297,710</b>	<b>\$ 171,985</b>	<b>\$ 1,076,581</b>	<b>\$ 166,637</b>	<b>\$ 155,364</b>	<b>\$ 155,640</b>	<b>\$ 152,839</b>
<b>Appropriation</b>						<b>\$ 3,404,956</b>			



## BOND REDEMPTION FUND

The Bond Redemption Fund provides revenues based on a property tax mill set by the School Board to satisfy the District's bonded indebtedness on an annual basis. The sole revenue for the Bond Redemption Fund is property tax revenue. The projected mill levy for 2020 paid in the spring of 2021 is 6.728 mills based on an estimated assessed valuation of \$3,825,220,130. The expenditures for this fund are principal, interest, and service fees for the voter approved bonds. Outstanding indebtedness at June 30, 2020, will be \$217,225,000 with final maturity scheduled for December 1, 2037. The annual principal and interest payments for fiscal year 2020-21 will be \$20,655,750. The reserve balance represents a timing issue in the Bond Redemption Fund. Taxes collected in the spring must be used to pay the June and December debt payment of the same calendar year. Therefore, at the end of the District's fiscal year, June taxes have been collected but the second calendar debt payment has not been made. The taxes are held in reserve to make the December principal and interest payment.

	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Budget	2019-20 Estimated	2020-21 Budget	2021-22 Forecasted	2022-23 Forecasted	2023-24 Forecasted
<b>Beginning Fund Balance</b>	\$ 12,202,188	\$ 16,186,060	\$ 16,583,973	\$ 16,953,515	\$ 16,953,515	\$ 17,500,107	\$ 18,061,929	\$ 18,641,651	\$ 19,174,410
<b>Revenue:</b>									
Property taxes	\$ 20,057,272	\$ 21,057,849	\$ 21,132,221	\$ 21,219,072	\$ 21,219,072	\$ 21,219,072	\$ 21,219,072	\$ 21,219,072	\$ 21,219,072
Delinquent taxes, penalties, and interest	-	21,392	(81,618)	-	6,075	-	-	-	-
<b>Total Revenue</b>	<b>20,057,272</b>	<b>21,079,241</b>	<b>21,050,603</b>	<b>21,219,072</b>	<b>21,225,147</b>	<b>21,219,072</b>	<b>21,219,072</b>	<b>21,219,072</b>	<b>21,219,072</b>
<b>Expenditures:</b>									
Principal	\$ 8,800,000	\$ 9,205,000	\$ 9,665,000	\$ 10,130,000	\$ 10,130,000	\$ 10,605,000	\$ 11,120,000	\$ 11,670,000	\$ 12,135,000
Interest	7,272,285	11,476,328	11,014,931	10,547,425	10,547,425	10,050,750	9,517,850	9,014,813	8,482,225
Paying agent fees	1,115		1,130	3,000	1,130	1,500	1,500	1,500	1,500
<b>Total Expenditures</b>	<b>16,073,400</b>	<b>20,681,328</b>	<b>20,681,061</b>	<b>20,680,425</b>	<b>20,678,555</b>	<b>20,657,250</b>	<b>20,639,350</b>	<b>20,686,313</b>	<b>20,618,725</b>
<b>Net Change in Fund Balance</b>	<b>3,983,872</b>	<b>397,913</b>	<b>369,542</b>	<b>538,647</b>	<b>546,592</b>	<b>561,822</b>	<b>579,722</b>	<b>532,759</b>	<b>600,347</b>
<b>Ending Fund Balance</b>	<b>\$ 16,186,060</b>	<b>\$ 16,583,973</b>	<b>\$ 16,953,515</b>	<b>\$ 17,492,162</b>	<b>\$ 17,500,107</b>	<b>\$ 18,061,929</b>	<b>\$ 18,641,651</b>	<b>\$ 19,174,410</b>	<b>\$ 19,774,757</b>
<b>Appropriation</b>						<b>\$ 20,657,250</b>			

## LEGAL DEBT MARGIN

C.R.S. 22-42-104. Limit of bonded indebtedness, defines the amount a Colorado school district can bond. In general, it is limited to twenty percent of the latest valuation for assessment of the taxable property in such district, as certified by the county assessor to the board of county commissioners. There are some exceptions that are clearly defined in the statute. The calculation is shown below.

2020 Assessed Valuation	\$3,825,220,130
Debt Limit Percentage	20.00%
Legal Debt Limit	765,044,026
Debt Outstanding (total bonded debt as of June 30, 2020)	217,225,000
Legal Debt Margin	\$547,819,026

There is no significant change in principal and interest payments until the 2027-28 fiscal year when the 2013 series is paid off. Therefore budgets will remain consistent in future years. Revenues for bond payments are generated through mill levies leaving no impact on the General Fund.

## GENERAL OBLIGATION BONDS

\$131,770,000 General Obligation Refunding Bonds, Series 2017, were issued to construct new and renovate school facilities as well as provide for other capital improvement projects. Principal payments are due annually on December 1, through 2037. Also, the proceeds were used to repay principal and interest on the September 2010 Certificates of Participation through 2041. Proceeds in the amount of \$8,461,997 were deposited in an irrevocable trust with an escrow agent to provide for the future debt service requirements. Interest payments are due semi-annually on June 1 and December 1, with interest accruing at 5% per annum.

\$102,245,000 General Obligation Refunding Bonds, Series 2013, were issued to refund a portion of the outstanding General Obligation Bonds, Series 2007. Principal payments are due annually on December 1, through 2026. Interest payments are due semi-annually on June 1 and December 1, with interest accruing at rates ranging from 2% to 5% per annum.

\$13,800,000 General Obligation Refunding Bonds, Series 2009, were issued to refund a portion of the outstanding General Obligation Improvement and Refunding Bonds, Series 1999. Principal payments are due annually on December 1, through 2018. Interest payments are due semi-annually on June 1 and December 1, with interest accruing at rates ranging from 2.25% to 5% per annum.

\$128,370,000 General Obligation Bonds, Series 2007, were issued to construct new school facilities and provide for other capital improvements projects. Principal payments are due annually on December 1, through 2026. Interest payments are due semi-annually on June 1 and December 1, with interest accruing at rates ranging from 4.5% to 5% per annum.

\$33,870,000 General Obligation Refunding Bonds, Series 2005, were issued to refund a portion of the General Obligation Improvement and Refunding Bonds, Series 1999. Principal payments are due annually on December 1, through 2018. Interest payments are due semi-annually on June 1 and December 1, with interest accruing at rates ranging from 3.5% to 5% per annum.

## DEBT SERVICE SCHEDULE

Date	Principal	Interest	Annual P & I	Fiscal Year P & I
12/1/20	10,605,000	5,154,913	20,914,825	-
6/1/21	-	4,895,838	-	20,655,750
12/1/21	11,120,000	4,895,838	20,911,675	-
6/1/22	-	4,622,013	-	20,637,850
12/1/22	11,670,000	4,622,013	20,914,025	-
6/1/23	-	4,392,800	-	20,684,813
12/1/23	12,135,000	4,392,800	20,920,600	-
6/1/24	-	4,089,425	-	20,617,225
12/1/24	12,750,000	4,089,425	20,928,850	-
6/1/25	-	3,834,425	-	20,673,850
12/1/25	13,255,000	3,834,425	20,923,850	-
6/1/26	-	3,503,050	-	20,592,475
12/1/26	13,920,000	3,503,050	20,926,100	-
6/1/27	-	3,294,250	-	20,717,300
12/1/27	11,360,000	3,294,250	17,948,500	-
6/1/28	-	3,010,250	-	17,664,500
12/1/28	11,930,000	3,010,250	17,950,500	-
6/1/29	-	2,712,000	-	17,652,250
12/1/29	12,525,000	2,712,000	17,949,000	-
6/1/30	-	2,398,875	-	17,635,875
12/1/30	13,150,000	2,398,875	17,947,750	-
6/1/31	-	2,070,125	-	17,619,000
12/1/31	13,810,000	2,070,125	17,950,250	-
6/1/32	-	1,724,875	-	17,605,000
12/1/32	14,500,000	1,724,875	17,949,750	-
6/1/33	-	1,362,375	-	17,587,250
12/1/33	15,225,000	1,362,375	17,949,750	-
6/1/34	-	981,750	-	17,569,125
12/1/34	15,985,000	981,750	17,948,500	-
6/1/35	-	582,125	-	17,548,875
12/1/35	16,785,000	582,125	17,949,250	-
6/1/36	-	162,500	-	17,529,625
12/1/36	6,500,000	162,500	6,825,000	-
6/1/37	-	-	-	6,662,500
	217,225,000	92,428,263	314,808,175	309,653,263



## DEFEASED DEBT

In February 2017, proceeds of the General Obligation Bonds, Series 2017, in the amount of \$8,462,505 were deposited in an irrevocable trust with an escrow agent to provide for the future debt service requirements of \$7,385,000 of the Certificates of Participation 2010A and 2010B. The refunding resulted in an accounting loss of \$903,920, and a minimal economic loss (the difference between the present values of the old and new debt service payments). As a result the refunded bonds are considered defeased and the liability has been removed from the financial statements. The outstanding balance of the defeased debt at June 30, 2017, was \$7,385,000.

In June, 2013, proceeds of the General Obligation Refunding Bonds, Series 2013, in the amount of \$119,849,331 were deposited in an irrevocable trust with an escrow agent to provide for the future debt service requirements of \$103,590,000 of the General Obligation Refunding Bonds, Series 2007. As a result the refunded bonds are considered defeased and the liability has been removed from the financial statements. The outstanding balance of the defeased debt was called and paid on December 1, 2016.

## BUILDING FUND

The Building Fund is used to account for all resources available for acquiring capital sites, buildings, and equipment. Examples of such resources include bond sale proceeds, grants, donations, and interfund transfers. This Fund was created in 2016-17 to account for all the projects funded by the 3B bond proceeds.

The budget reflects an estimated \$171,310 being expended in 2020-21 leaving an ending fund balance of \$0 since all projects are scheduled to be completed this year.

	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Budget	2019-20 Estimated	2020-21 Budget	2021-22 Forecasted	2022-23 Forecasted	2023-24 Forecasted
<b>Beginning Fund Balance</b>	\$ -	\$ 129,718,187	\$ 44,131,565	\$ 2,448,251	\$ 2,448,251	\$ 171,310	\$ -	\$ -	\$ -
<b>Revenue:</b>									
Bond Proceeds	\$ 123,307,495	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bond Premiums	22,332,115	-	-	-	-	-	-	-	-
Interest Income	555,574	1,602,391	310,399	1,000	2,047	-	-	-	-
Other Income	32,898	1,123,573	792,700	280,732	-	-	-	-	-
State and Federal Revenue	61,073	-	410,387	-	-	-	-	-	-
<b>Total Revenue</b>	<b>146,289,155</b>	<b>2,725,964</b>	<b>1,513,486</b>	<b>281,732</b>	<b>2,047</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>-</b>
<b>Expenditures:</b>									
Site Acquisition	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Salary	-	-	-	-	-	-	-	-	-
Benefits	-	-	-	-	-	-	-	-	-
COP Payments	-	-	-	-	-	-	-	-	-
Principal	200,000	-	-	-	-	-	-	-	-
Interest	207,538	-	-	-	-	-	-	-	-
Debt Issuance Costs	987,761	-	-	-	-	-	-	-	-
Construction Projects	15,175,669	88,312,586	44,038,679	2,729,983	2,278,988	171,310	-	-	-
<b>Total Expenditures</b>	<b>\$ 16,570,968</b>	<b>\$ 88,312,586</b>	<b>\$ 44,038,679</b>	<b>\$ 2,729,983</b>	<b>\$ 2,278,988</b>	<b>\$ 171,310</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Net Change in Fund Balance</b>	<b>129,718,187</b>	<b>(85,586,622)</b>	<b>(42,525,193)</b>	<b>(2,448,251)</b>	<b>(2,276,941)</b>	<b>(171,310)</b>	<b>-</b>	<b>-</b>	<b>-</b>
Restatement	-	-	841,879	-	-	-	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 129,718,187</b>	<b>\$ 44,131,565</b>	<b>\$ 2,448,251</b>	<b>\$ -</b>	<b>\$ 171,310</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Appropriation</b>						<b>\$ 171,310</b>			



## CAPITAL RESERVE FUND

The Capital Reserve Fund is used to account for the acquisition of land, construction of new facilities, alterations and improvements to existing structures, and the acquisition of school buses and/or other equipment. The expenditures in this fund must exceed \$3,500 per remodel at facilities or per unit for equipment. Following the completion of \$155M worth of facility improvements accomplished through General Obligation Bonds, Series 2016 funding, the district is in the process of updating the Facility Master Plan and anticipate completion by October 2020. A copy of the 2016 plan can be found at <http://www.eagleschools.net/sites/default/files/website/pdf/ECSD%20Facility%20Master%20Plan%202016.pdf>.

Capital Reserve projects for 2020-21 are limited to the following:

- Completion of major roof replacement at Gypsum Creek Middle School — Summer of 2020
- Roof replacement at the Spring Creek campus that houses Technology and Transportation.
- Renovating June Creek Elementary School to become Edwards Early Learning Center.
- Planned asphalt repairs at various locations.
- Track repairs at Homestake Peak School.
- Transportation radio upgrade.
- Copier replacement cycle.
- New flooring at Brush Creek Elementary
- Preventative maintenance items are addressed throughout the year.
- Other Capital Reserve Expenditures are occurring throughout the year for equipment funded through 3A for technology, maintenance equipment and new buses.

The long range capital improvement plan reflects a reduction in the General Fund transfer due to unknown economic impacts from COVID-19 in an effort to focus resources on classroom instruction. At this time, there is no plan to seek additional funding outside of the General Fund transfer.

	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Budget	2019-20 Estimated	2020-21 Budget	2021-22 Forecasted	2022-23 Forecasted	2023-24 Forecasted
<b>Beginning Fund Balance</b>	\$ 1,804,954	\$ 1,667,954	\$ 2,084,366	\$ 3,770,393	\$ 3,770,393	\$ 2,678,662	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000
<b>Revenue:</b>									
Federal and State Sources	\$ -	\$ -	\$ -	\$ 300,862	\$ 300,862	\$ -	\$ -	\$ -	\$ -
Other local income	46,580	95,884	69,699	35,000	51,246	28,524	35,000	35,000	35,000
Sale of Capital Asset	-	100,000	-	-	-	-	-	-	-
<b>Total Revenue</b>	<b>46,580</b>	<b>195,884</b>	<b>69,699</b>	<b>335,862</b>	<b>352,108</b>	<b>28,524</b>	<b>35,000</b>	<b>35,000</b>	<b>35,000</b>
<b>Expenditures:</b>									
Facility Improvements	\$ 710,282	\$ 150,546	\$ 199,158	\$ 736,957	\$ 490,255	\$ 315,858	\$ 255,000	\$ 174,000	\$ 174,000
Roof Replacement/Repair	40,844	17,068	279,069	3,000,000	985,247	1,183,098	-	-	-
Concrete/Asphalt	19,516	-	15,765	114,500	36,500	20,000	-	-	-
Flooring	-	-	-	150,000	150,000	50,000	-	-	-
HVAC	-	-	-	300,000	-	563,978	-	-	-
Track	-	-	172,888	78,000	143,768	-	-	-	-
Health & Safety Maintenance	-	165,925	-	200,000	147,042	189,000	100,000	100,000	100,000
June Creek Consolidation	-	-	-	-	300,000	200,000	-	-	-
Rent	47,448	47,448	49,346	-	-	-	-	-	-
Bus	-	-	78,620	-	-	-	-	-	-
Copiers	-	-	-	100,000	98,167	101,833	-	-	-
Equipment	-	-	-	-	9,000	-	-	-	-
<b>3A Expenditures</b>									
Buses	360,000	205,307	441,380	313,469	692,275	-	378,806	378,806	-
White Fleet	354,659	85,907	155,423	62,225	-	83,663	21,438	21,438	-
Maintenance Equipment	23,044	20,199	82,347	95,524	95,524	64,120	64,120	64,120	-
Custodial Equipment	26,780	50,319	43,897	50,763	50,763	49,036	49,036	49,036	-
Technology	270,747	946,053	629,039	661,172	661,172	664,836	664,836	664,836	-
<b>Total Expenditures</b>	<b>\$ 1,853,320</b>	<b>\$ 1,688,772</b>	<b>\$ 2,146,932</b>	<b>\$ 5,862,610</b>	<b>\$ 3,859,713</b>	<b>\$ 3,485,422</b>	<b>\$ 1,533,236</b>	<b>\$ 1,452,236</b>	<b>\$ 274,000</b>
<b>Net Change in Fund Balance</b>	<b>(1,806,740)</b>	<b>(1,492,888)</b>	<b>(2,077,233)</b>	<b>(5,526,748)</b>	<b>(3,507,605)</b>	<b>(3,456,898)</b>	<b>(1,498,236)</b>	<b>(1,417,236)</b>	<b>(239,000)</b>
<b>Transfer from General Fund</b>	<b>250,000</b>	<b>1,000,000</b>	<b>2,520,000</b>	<b>1,100,000</b>	<b>1,100,000</b>	<b>1,100,000</b>	<b>320,000</b>	<b>239,000</b>	<b>239,000</b>
<b>Transfer from General Fund- 3A</b>	<b>1,419,740</b>	<b>909,300</b>	<b>1,243,260</b>	<b>1,156,356</b>	<b>1,315,874</b>	<b>1,178,236</b>	<b>1,178,236</b>	<b>1,178,236</b>	<b>-</b>
<b>Ending Fund Balance</b>	<b>\$ 1,667,954</b>	<b>\$ 2,084,366</b>	<b>\$ 3,770,393</b>	<b>\$ 500,001</b>	<b>\$ 2,678,662</b>	<b>\$ 1,500,000</b>	<b>\$ 1,500,000</b>	<b>\$ 1,500,000</b>	<b>\$ 1,500,000</b>
<b>Appropriation</b>						<b>\$ 3,485,422</b>			

## DISTRICT HOUSING FUND

The District Housing Fund is used to account for the rental and maintenance of housing provided to district employees. Currently the district leases sixteen trailer spaces at Maloit Park, one trailer space in Gypsum, two apartments attached to the East Bus Barn, three houses in Gypsum, one duplex and one cabin at Maloit Park. The district is also in partnership with Eagle County Housing and Development Authority with housing master leases on 5 apartments in the Two10 @ Castle Peak Building.

Monthly leases are set at \$300/month for a trailer space, \$1400-\$1500 for the three bedroom units and \$1000 for the two bedroom units in Gypsum and Maloit Park. The Two10 @ Castle Peak Apartments are \$1800 for the 2 bedroom, 2 bath units; \$1600 for the 1 Bedroom Plus, 1 bath units and \$1500 for the 1 Bedroom, 1 Bath units.

The revenue received is from rent paid by tenants. Expenditures are directly attributable to upkeep and repair of the properties. Appliances, carpet and tile are replaced on a rotating schedule or as needed basis. ECS is not responsible for the upkeep of the common areas of the Two10 @ Castle Peak Building. We will be responsible for any repairs needed for the five apartments that we have leased when the five year lease is complete in 2023.

	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Budget	2019-20 Estimated	2020-21 Budget	2021-22 Forecasted	2022-23 Forecasted	2023-24 Forecasted
<b>Beginning Fund Balance</b>	\$ 852,716	\$ 854,368	\$ 828,907	\$ 861,085	\$ 861,085	\$ 881,999	\$ 771,599	\$ 577,799	\$ 448,199
<b>Revenue:</b>									
Rental Income	\$ 127,184	\$ 116,375	\$ 120,682	\$ 145,000	\$ 142,514	\$ 145,000	\$ 300,000	\$ 600,000	\$ 600,000
<b>Total Revenue</b>	<b>127,184</b>	<b>116,375</b>	<b>120,682</b>	<b>145,000</b>	<b>142,514</b>	<b>145,000</b>	<b>300,000</b>	<b>600,000</b>	<b>600,000</b>
<b>Expenditures by Program:</b>									
Salaries	\$ 24,087	\$ 19,775	\$ 19,436	\$ -	\$ -	\$ -	\$ 40,000	\$ 40,000	\$ 40,000
Benefits	8,481	7,597	7,312	-	-	-	18,000	18,800	20,400
Repairs and maintenance	48,402	65,869	13,542	80,200	80,200	80,200	81,800	90,000	91,800
Subsidy and/or Financing Costs	-	-	-	-	-	124,600	300,000	500,000	500,000
Utilities	30,914	34,947	34,569	34,200	27,400	36,600	40,000	40,800	41,620
Depreciation/amortization	13,648	13,648	13,645	14,000	14,000	14,000	14,000	40,000	40,000
<b>Total Expenditures</b>	<b>125,532</b>	<b>141,836</b>	<b>88,504</b>	<b>128,400</b>	<b>121,600</b>	<b>255,400</b>	<b>493,800</b>	<b>729,600</b>	<b>733,820</b>
<b>Net Change in Fund Balance</b>	<b>1,652</b>	<b>(25,461)</b>	<b>32,178</b>	<b>16,600</b>	<b>20,914</b>	<b>(110,400)</b>	<b>(193,800)</b>	<b>(129,600)</b>	<b>(133,820)</b>
<b>Ending Fund Balance</b>	<b>\$ 854,368</b>	<b>\$ 828,907</b>	<b>\$ 861,085</b>	<b>\$ 877,685</b>	<b>\$ 881,999</b>	<b>\$ 771,599</b>	<b>\$ 577,799</b>	<b>\$ 448,199</b>	<b>\$ 314,379</b>
<b>Appropriation</b>						<b>\$ 255,400</b>			



## STUDENT ACTIVITY FUND

The Student Activity Fund provides extracurricular activities at the elementary, middle, and high school levels, which are completely self-supporting. This fund receives revenue from pupil participation fees and other fund-raising activities. ECS is appropriating \$1,930,050 to pay for planned expenditures in 2020-21.

	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Budget	2019-20 Estimated	2020-21 Budget	2020-21 Forecasted	2021-22 Forecasted	2022-23 Forecasted
<b>Beginning Fund Balance</b>	\$ 1,194,067	\$ 1,291,253	\$ 1,367,902	\$ 1,247,035	\$ 1,247,035	\$ 1,179,040	\$ 48,990	\$ 48,990	\$ 48,990
<b>Revenue:</b>									
Student programs	\$ 903,294	\$ 892,614	\$ 836,133	\$ 850,000	\$ 546,860	\$ 800,000	\$ 720,000	\$ 648,000	\$ 648,000
<b>Total Revenue</b>	<b>903,294</b>	<b>892,614</b>	<b>836,133</b>	<b>850,000</b>	<b>546,860</b>	<b>800,000</b>	<b>720,000</b>	<b>648,000</b>	<b>648,000</b>
<b>Expenditures:</b>									
Elementary programs	\$ 321,011	\$ 235,818	\$ 320,534	\$ 562,423	\$ 165,641	\$ 481,289	\$ 179,544	\$ 161,589	\$ 161,589
Middle school programs	112,883	132,771	144,295	273,897	65,582	254,768	95,040	85,536	85,536
High school programs	359,306	429,421	469,997	1,226,421	383,449	1,159,547	432,566	389,310	389,310
District Programs	12,908	17,955	22,174	34,294	183	34,446	12,850	11,565	11,565
Public Education Foundation	-	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>806,108</b>	<b>815,965</b>	<b>957,000</b>	<b>2,097,035</b>	<b>614,855</b>	<b>1,930,050</b>	<b>720,000</b>	<b>648,000</b>	<b>648,000</b>
<b>Net Change in Fund Balance</b>	97,186	76,649	(120,867)	(1,247,035)	(67,995)	(1,130,050)	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 1,291,253</b>	<b>\$ 1,367,902</b>	<b>\$ 1,247,035</b>	<b>\$ -</b>	<b>\$ 1,179,040</b>	<b>\$ 48,990</b>	<b>\$ 48,990</b>	<b>\$ 48,990</b>	<b>\$ 48,990</b>
<b>Appropriation</b>						<b>\$ 1,930,050</b>			





## CHARTER SCHOOL FUND

ECCA is an Eagle County public school that was granted the second charter in the state of Colorado in 1994. Originally, ECCA started with 64 students in grades 5-7, but has expanded over the years to include primary grades and Kindergarten. Today, the school serves nearly 350 students in grades K - 8.

Paramount to the school's philosophy on education is character education, small class sizes, and rigorous academics. Limiting class size also limits funding available to the school from tax revenues, so parent volunteers, parent financial donations and fundraising are critical to the continued operation of the school. The consistent emphasis on character development for all ages is recognized by "Hawk Honors" awards presented to outstanding students in the areas of "Hawk Traits": **Growth, Work, Respect, Camaraderie, Integrity and Leadership.**

All teachers at ECCA develop and implement their own rigorous curricula, based on Colorado State Content Standards and Benchmarks, yet teachers are also given the flexibility to be innovative regarding their particular instructional style.

As authorized through its charter contract, ECCA purchases services through the district such as special education, middle school athletics and professional development to provide opportunities that benefit its students and staff. Along with this partnership, however, ECCA also enjoys the flexibility of a charter school—maintaining autonomy with regard to curricular and calendar decisions and financial independence. The Colorado League of Charter Schools provides resources and support for ECCA as it refines its practices as a charter school. ECCA is proud of both of these partnerships and strives to maintain these mutually beneficial relationships.

	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Budget	2019-20 Estimated	2020-21 Budget	2021-22 Forecasted	2022-23 Forecasted	2023-24 Forecasted
Beginning Fund Balance	\$ 945,249	\$ 1,249,874	\$ 1,418,136	\$ 1,515,707	\$ 1,515,707	\$ 1,432,437	\$ 1,239,746	\$ 1,168,123	\$ 1,125,381
<b>Revenue:</b>									
Per Pupil Revenue	\$ 2,547,496	\$ 2,639,715	\$ 2,792,769	\$ 3,033,527	\$ 3,033,527	\$ 2,871,505	\$ 2,952,166	\$ 3,040,731	\$ 3,131,953
District Mill Levy	807,283	819,663	831,818	861,573	861,573	911,880	933,110	928,718	924,326
Tuition & Fees	296,065	295,883	284,286	128,519	128,519	224,350	228,837	233,414	238,082
Food Service Fees	82,955	83,850	88,248	67,159	67,159	96,900	98,838	100,815	102,831
Foundation Contributions	338,643	347,936	257,192	261,657	261,657	260,000	260,000	260,000	260,000
Other Contributions	15,898	17,932	15,627	10,387	10,387	12,874	13,131	13,394	13,662
Investment Income	9,460	21,313	37,356	25,648	25,648	23,000	23,000	23,000	23,000
Other Revenue/ESSER Funding	1,275	-	-	-	-	24,587	-	-	-
Capital Construction	91,766	87,582	99,519	96,624	96,624	94,446	92,244	87,632	83,250
PERA Non-Employer Rev.	-	-	50,734	50,800	50,800	50,800	50,800	50,800	50,800
READ Grant	3,388	2,442	4,174	3,835	3,835	-	-	-	-
<b>Total Revenue</b>	<b>4,194,229</b>	<b>4,316,316</b>	<b>4,461,724</b>	<b>4,539,729</b>	<b>4,539,729</b>	<b>4,570,342</b>	<b>4,652,126</b>	<b>4,738,503</b>	<b>4,827,903</b>
<b>Expenditures:</b>									
Salaries	\$ 1,974,001	\$ 2,048,095	\$ 2,172,549	\$ 2,273,470	\$ 2,273,470	\$ 2,181,030	\$ 2,070,833	\$ 2,112,249	\$ 2,154,494
Benefits	713,184	771,295	889,315	940,316	940,316	975,638	977,882	1,020,668	1,065,205
Purchased Services	809,453	874,322	894,388	947,144	947,144	1,113,719	1,134,682	1,156,434	1,178,621
Supplies & Equipment	201,429	291,784	231,276	307,800	307,800	311,300	359,469	313,851	268,320
Capital Outlay	115,955	91,794	96,785	99,359	99,359	94,446	92,244	87,632	83,250
Food Service	75,582	70,764	79,839	54,910	54,910	86,900	88,638	90,411	92,219
<b>Total Expenditures</b>	<b>3,889,604</b>	<b>4,148,054</b>	<b>4,364,153</b>	<b>4,622,999</b>	<b>4,622,999</b>	<b>4,763,033</b>	<b>4,723,749</b>	<b>4,781,245</b>	<b>4,842,109</b>
<b>Net Change in Fund Balance</b>	304,625	168,262	97,571	(83,270)	(83,270)	(192,691)	(71,623)	(42,742)	(14,206)
<b>Ending Fund Balance</b>	<b>\$ 1,249,874</b>	<b>\$ 1,418,136</b>	<b>\$ 1,515,707</b>	<b>\$ 1,432,437</b>	<b>\$ 1,432,437</b>	<b>\$ 1,239,746</b>	<b>\$ 1,168,123</b>	<b>\$ 1,125,381</b>	<b>\$ 1,111,175</b>
<b>Appropriation</b>						<b>\$ 6,002,779</b>			



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# INFORMATIONAL SECTION

## **A GENERATION OF COLORADO SCHOOL FINANCE**

The timeline below (compliments of Colorado School Finance Project) illustrates major milestones in Colorado school finance. We take a look at nearly 40 years of school finance in Colorado, the legislative, economic, and demographic changes that shaped the way our schools are financed. It is useful to review the remainder of this document in the context of these environmental factors that have affected the district.

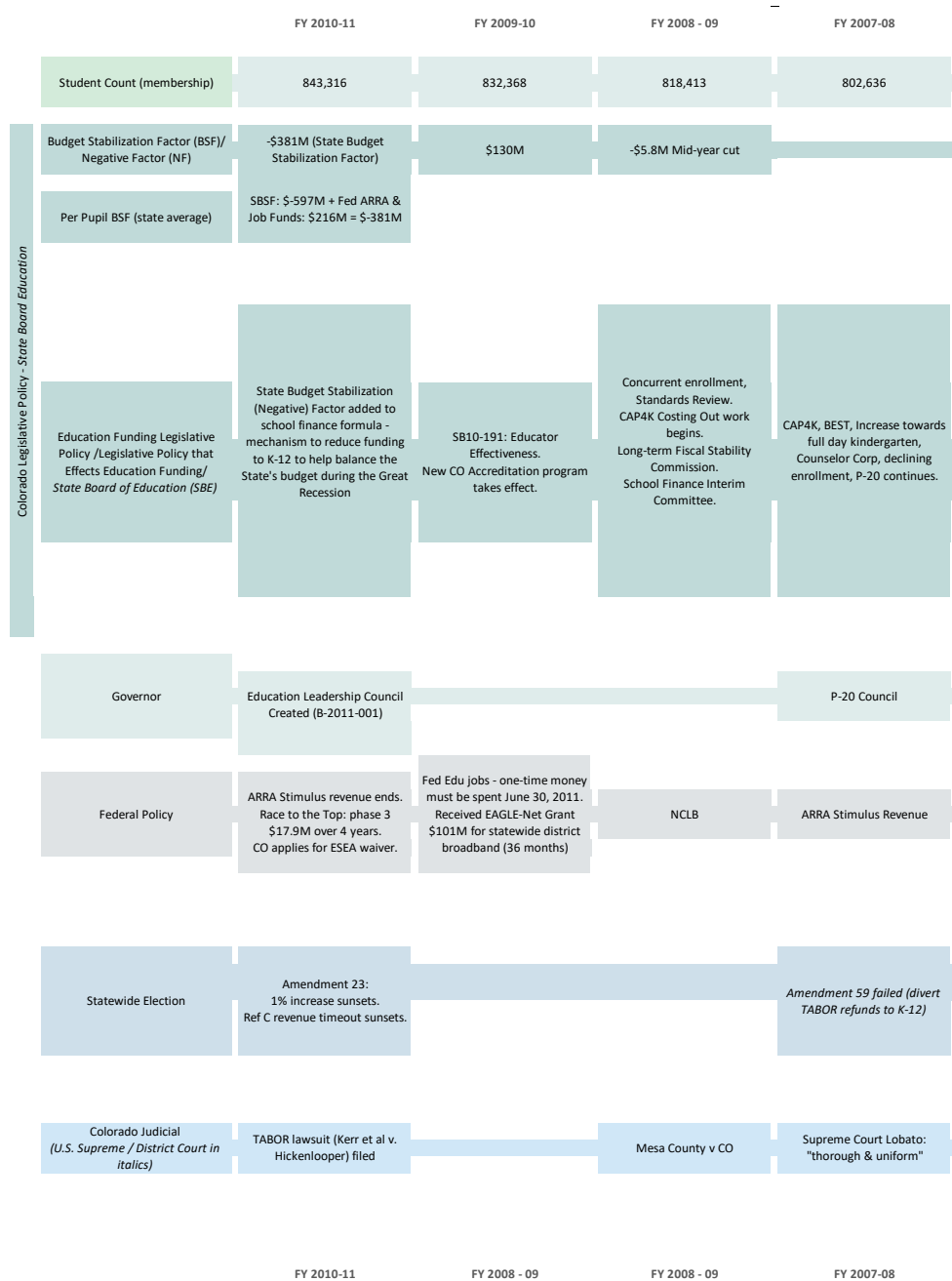
Colorado School Finance and Education Reform Timeline FY 2018-19 to 1982

	FY 2019-20	FY 2018-19	FY 2017-18	FY 2016 - 17	FY 2015-16
Student Count (membership)	913,223	911,536	910,280	905,019	899,112
Budget Stabilization Factor (BSF)/ Negative Factor (NF)	-\$1.17B (BSF) increase of \$617M	-\$572.4M (BSF)	-\$828.3M (BSF)	-\$828.3M (NF)	-\$830.7M (NF)
Per Pupil BSF (state average)	-\$1,281	-\$628	-\$958	-\$964	-\$974
Education Funding Legislative Policy /Legislative Policy that Effects Education Funding/ State Board of Education (SBE)	Legislature recessed for COVID-19 beginning 3/14/2020 House Joint Resolution 20-1006, resumed on 5/26/2020; HB20-1418; HB20-1420 (Tax Fairness Act) \$113M to SEF in 2021 and \$23M in 2022; \$617M increase to the budget stabilization factor, a loss of \$134M in education grants (including \$100M to BEST cash grants), no state PERA increase of \$225M, and two referred measures by the legislature: one to Repeal Property Tax Assessment Rates/Gallagher (SCR20-001) and one to tax vaping and tobacco products (HB20-1427) with \$25M going to Rural Schools Fund in 2020-21, \$30M in 2021-22, \$35 in 2022-23; then funds go to preschool program.	School Finance Interim Cmte extended (SB19-1094); Public School Finance Act (SB19-246), includes \$22M for tier b Special Education and \$20M for Rural districts (one time), and a \$100M buydown of BS Factor; READ Act (SB19-199) changes requirements and accountability; BEST (HB19-1055) includes one time facility \$ and added, to overall grant revenue stream; Full-Day Kindergarten (HB19-1262); High-Cost Special Education Trust Fund Grants (SB19-066); Gallagher Amendment to Residential Assessment Rate (SB19-255) lowers rate to 7.15%.	2017 SF Interim Cmte (HB17-1340). HB18-1379: Buydown BS Factor \$150M, \$30M Rural assistance, +1K ECARE slots. SBE: 2021 graduation class proof of competency (HB12-1240).	SB17-267: \$30M to Rural schools. SB17-296 SFA: rename Neg Factor to Budget Stabilization Factor. HB17-1340: School Finance Interim Cmte 2017 & 2018 Interims. HB17-1375: Districts share MLO w/charters 2019-20. HB17-1003 CDHE/CDE teacher shortage study, report 12/17.	HB16-1354: New MLO for cash funding school technology, capital construction, facility needs; outside current 25% cap (30% rural districts).
Governor	Education Leadership Council	Education Leadership Council	ELC renamed: Colorado Education Leadership Council	Education Leadership Council (ELC) redesigned (B 2011-001)	
Federal Policy	CARES \$510M distributed using BEST Capital Constuction distribution method and ESSER Act Stimulus \$121M for Title I, to help with COVID	ESSA	ESSA	ESSA	ESSA
Statewide Election	TWO REFERRED MEASURES- Repeal Property Tax Assessment Rates- Gallagher (SCR20-001) & Cigarette Tobacco and Nicotine Products Tax (HB20-1427)- Rural Schools Fund and Preschool funding	Amendment 73 Failed: Raise \$1.6B/yr - deposit in Quality Public Education Fund. Voter Approval To Retain Revenue for Ed & Transp (HB19-1257) allows Prop CC for "de-brucing" to be on Nov 2019 ballot		Amendment 71 pass: Requirements for Constitutional Amendments, set number of signatures in senate districts statewide, pass w/ 55% of votes cast	
Colorado Judicial (U.S. Supreme / District Court in italics)	CO SC responds to Interrogatory on House Joint Resolution 20-1006	Denver Court: Ruling for plaintiffs: CASE/CASB/ 5 Districts - HB18-1306 transportation section doesn't	CO SC dismisses Taxpayers for Douglas Cnty Schl Dist, DCSD rescinded voucher program. U.S. District Court ruling Andrew F. v Douglas Cnty - District must reimburse plaintiff.	TABOR lawsuit ruling: plaintiffs lack standing, appeal is possible. U.S. Supreme Court Ruling: Andrew F. v Douglas County, ruling in favor of plaintiff.	Douglas Cnty Schl Dist v Taxpayers for Public Education
	FY 2019-20	FY 2018-19	FY 2017-18	FY 2016 - 17	FY 2015-16

Colorado School Finance and Education Reform Timeline FY 2018-19 to 1982

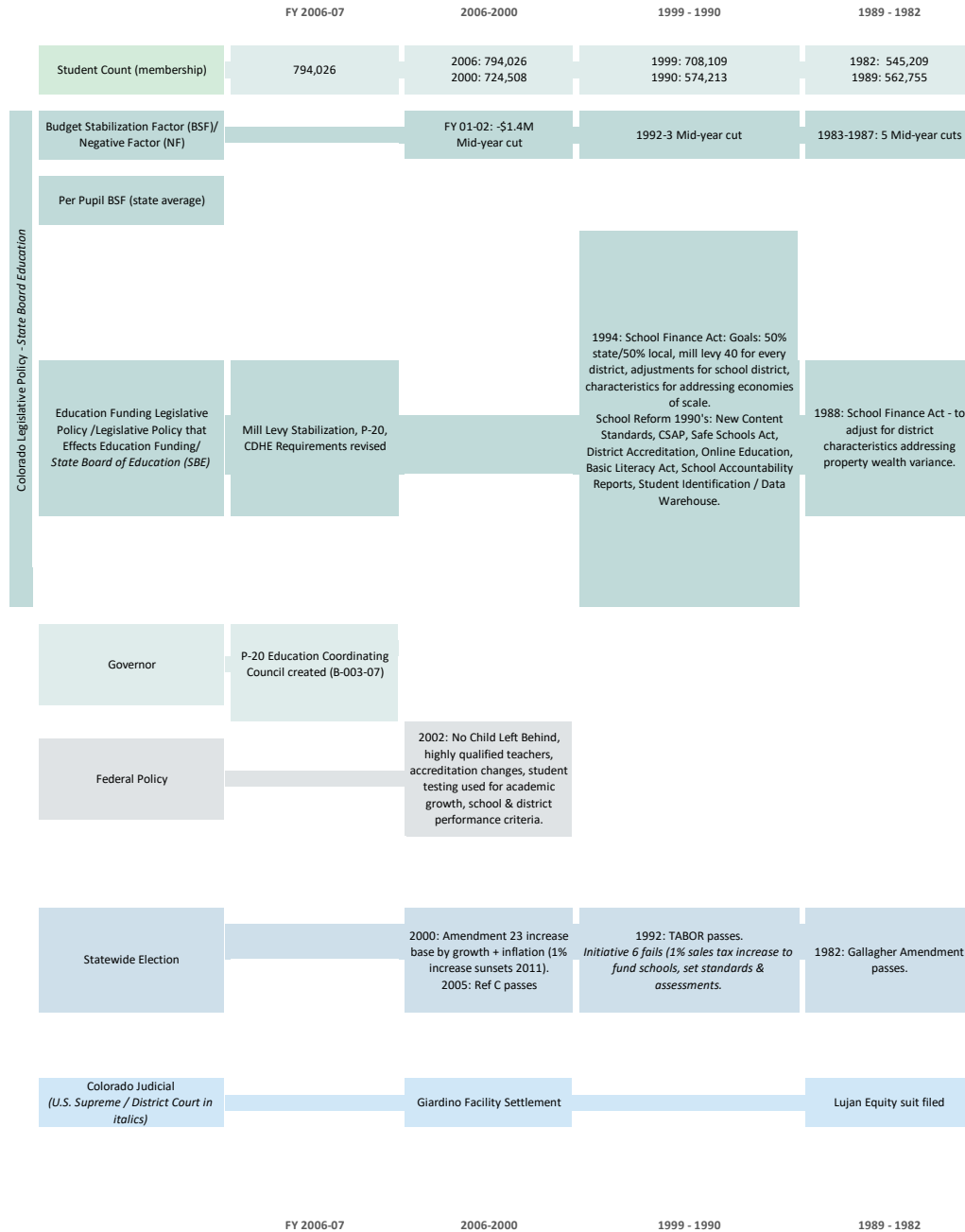
	FY 2014-15	FY 2013-14	FY 2012-13	FY 2011-12
Student Count (membership)	889,006	876,999	863,561	854,265
Budget Stabilization Factor (BSF)/ Negative Factor (NF)	-\$880.1M (NF)	-\$1.004B (NF)	-\$1.011B (NF)	-\$774M (NF)
Per Pupil BSF (state average)	-\$1,042	-\$1,209	-\$1,237	-\$958
Education Funding Legislative Policy /Legislative Policy that Effects Education Funding/ State Board of Education (SBE)	Reduced Negative Factor & \$5M At-Risk (free lunch), \$10M rural schools < 1,000 students. SB15-213 Claire Davis School Safety Act.	HB14-1298: \$110M reduce Negative Factor & add \$17M for 5,000 PreK slots. Charters \$18M for facilities, BEST capped \$40M for Lease/Purchase, \$3M CDE transparency website, \$2M BOCES. \$18M READ Act. HB14-1298: \$27M for ELL. COLA Adjustment.	SB12-260: PreK +3,200 slots. Charter school facilities: \$1M. \$200K from SEF to Great Teachers/Leaders, SPED +\$20M Tier B. SB13-213; Not implemented, A66 failed at statewide ballot. SBE: High school class 2021 graduation proof of competency (HB12-1240).	HB12-1240: SBE Graduation Requirements, CDE Cost Study PWR diploma endorsements. HB12-1345: READ Act \$5.4M SB12-172: SBE join PARCC, SBE adopt Common Core standards. CAP4K Costing Out final report. SBSF renamed to Negative Factor
Governor	ELC	ELC	ELC	ELC
Federal Policy	NCLB	NCLB	NCLB	Receive ESEA Waiver
Statewide Election		Marijuana/Cannabis: Excise tax revenue up to \$40M for BEST Capital Construction Program, no \$ to General Fund.	Amendment 66 failed: funding for SB13-213.	Prop 103 fails (\$563M temporary increase for education).
Colorado Judicial (U.S. Supreme / District Court in italics)	Supreme Court Rulings 1) Dwyer v CO-Amendment 23: Legislature can reduce funding via Negative Factor. 2)Taxpayers for Public Education v Douglas Cnty Schl Dist- per CO constitution: school district can't aid religious school.		Supreme Court Ruling: Current school finance system is constitutional. Taxpayers for Public Ed. V Douglas Cnty School District filed.	8/11: District Court: Lobato trial begins. 12/11 Ruling: Colorado school finance system "irrational and inadequate, unconscionable." 2012: State appeals Lobato decision to Supreme Court.
	FY 2014-15	FY 2013-14	FY 2012-13	FY 2011-12

Colorado School Finance and Education Reform Timeline FY 2018-19 to 1982





Colorado School Finance and Education Reform Timeline FY 2018-19 to 1982



In 1982, the Gallagher Amendment was passed which fixed the percentage ratio for property taxes at 45 percent for residential property and 55 percent for commercial property.

Mid-year revenue rescissions occurred in 1983, 1984, 1986, 1987, 1988, 1991, and 1993 primarily because state tax revenues could not keep pace with rapid enrollment growth in Colorado. The rescissions occurred so frequently that the Eagle County School District budgeted for the rescissions in advance.

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In 1988, the Colorado Public School Finance Act was revised significantly. This revision re-set the standard for state equalization to distribute state funding for districts throughout Colorado taking under-funded districts into consideration, comparing rural districts vs. urban districts or large districts vs. small districts. At the time, the state provided 40 percent of per pupil funding to districts across Colorado, and districts provided 60 percent of the funding. Today state funding plays a much larger role by providing 64 percent of per pupil funding and districts providing 36 percent, on a state-wide average.

In 1992, the TABOR Amendment of the Colorado Constitution was passed, which requires districts to set aside 3 percent of defined, planned spending that cannot be used to address revenue shortfalls, salary or fringe benefit increases, or other economic conditions. TABOR also requires voter approval of tax increases and limits revenue collections.

Also in 1992, the district converted from a Calendar Year budget cycle to a Fiscal Year and the 1992 budget was based on a Transitional Fiscal Year. Because the Eagle County School District receives a majority of its tax collections in the spring, the district has had to borrow cash for the first half of the fiscal year in order to operate. Generally, this function has been performed through the state's interest-free loan program, since 1993.

District administrative responsibilities have also increased dramatically since 1988 due to a host of new federal and state regulations:

#### **Federal regulations**

- Omnibus Transportation Employee Testing Act, Gun-Free Schools Act, Children's Online Privacy Act,
- Digital Millennium Copyright Act, and the Equal Access Act, among others

#### **State regulations**

- New regulations associated with Section 504/ Americans with Disabilities Act
- New regulations associated with the Colorado Basic Literacy Act
- CSAP Testing and CELA Assessments
- Standards-based education
- Bilingual education
- Changes to state accreditation requirements
- School Accountability Reports
- Adopted state standard Chart of Accounts
- New budget processes associated with TABOR
- Expanded choice legislation, Open Enrollment, charter schools and focus schools

In 2000, Amendment 23 to the Colorado Constitution was passed which guarantees increases in funding to public elementary and secondary schools at a rate of inflation plus 1 percent for a total of 10 years. The increase is guaranteed at the rate of inflation thereafter. The goal of this amendment was to restore public funding, adjusted for inflation, back to 1988 funding levels.

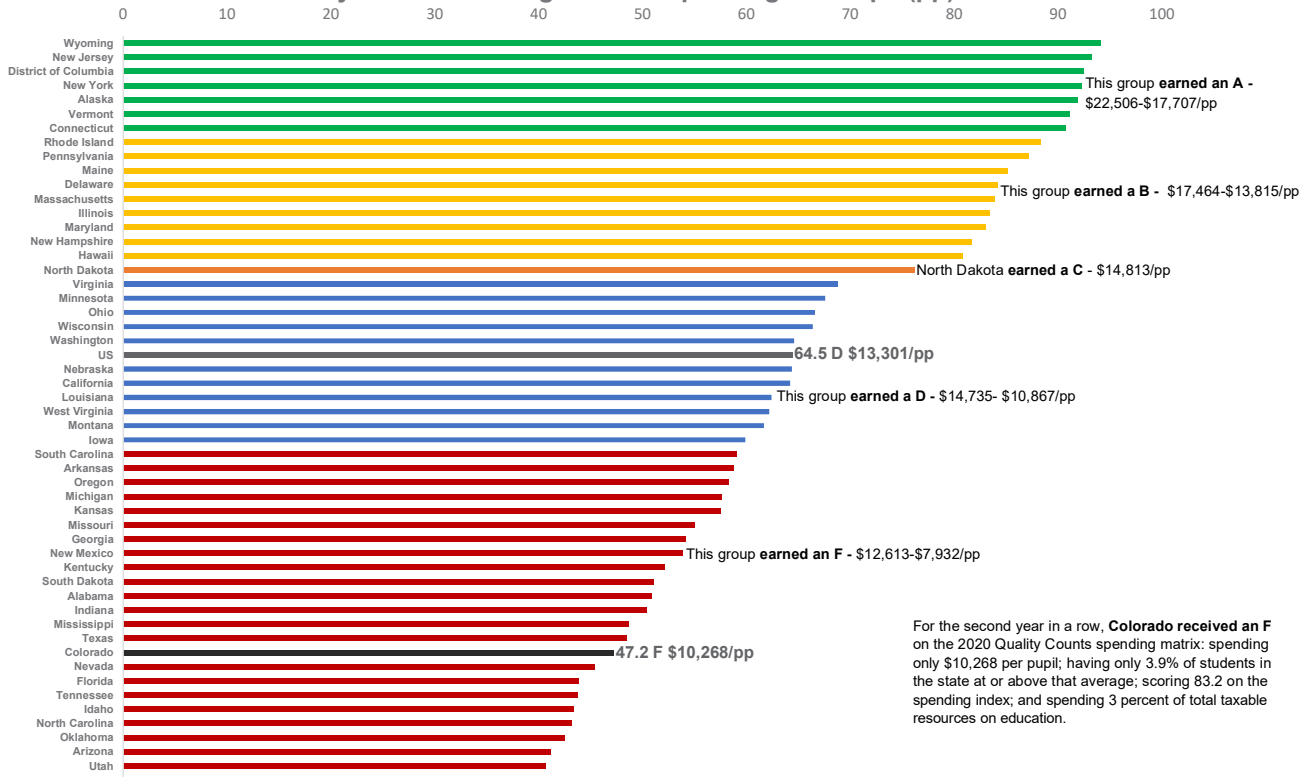
In 2002, the federal No Child Left Behind Act (NCLB) was implemented along with new regulations.

In 2004, the Colorado Commission on Higher Education (CCHE) added requirements for high school graduates.

In 2005, Colorado voters passed Referendum C which suspends the tax limits in the TABOR Amendment for five years, allowing the state to return to pre-recession levels. While this amendment will not likely affect school funding significantly, it assures Colorado school districts that the state will be prepared to sustain Amendment 23 funding.

In 2010, Colorado voters passed a ballot measure that provides 25 percent of total program funding for restoring budget cuts, mitigating future budget cuts, supplementing teacher and staff compensation, and funding early childhood programs

## 2020 Quality Counts Grading of State Spending Per Pupil (pp) on Education



Data Source: Ed Week Quality Counts 2020

For the second year in a row, **Colorado received an F** on the 2020 Quality Counts spending matrix: spending only \$10,268 per pupil; having only 3.9% of students in the state at or above that average; scoring 83.2 on the spending index; and spending 3 percent of total taxable resources on education.

## ENROLLMENT BY STUDENT

The district's School Finance Act total program funding is based on the funded pupil count, which is determined by full-time equivalent (FTE) students. The pupil count is held on October 1, it accounts for preschool and part-time kindergarten through twelfth grade students within the fiscal year for which funding is received. The chart below reflects kindergarten through twelfth grade full-time FTE student head count. Detailed forecast information can be found in the districts master facility plan (<http://www.eagleschools.net/sites/default/files/website/pdf/ECSD%20Facility%20Master%20Plan%202016.pdf>). The district contracts with a demographer to provide enrollment projections.

The factors that are considered when forecasting school enrollments include the following:

- Historic School Enrollment Growth
- Birth Rates
- Overall Population Growth Expectations and In-Migration
- School-aged Composition of Expected Growth
- Grade-level Differences within the K-12 Population
- Job Growth and Economic Outlook
- Housing Availability and Affordability
- Future Land Development Plans

The ECSD seems to be entering a period of enrollment decline. Declines in birth rates and housing affordability issues are affecting family populations State-wide and are resulting in a decline that is not being off-set by new construction.

Based on student enrollment, the District needed to make the decision to convert June Creek Elementary into Edwards Early Learning Center. This consolidation changed Avon Elementary and Edwards Elementary from a PK-5 to a K-5 and shifted their PK classes to the Early Learning Center.

### STUDENT HEAD COUNT ENROLLMENT 2014-15 Actual through 2022-2023 Forecast

	Actual 2014-15	Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-2021	Forecast 2021-2022	Forecast 2022-2023
Avon Elementary	320	312	292	290	264	211	291	271	264
Brush Creek Elementary	423	421	431	420	400	360	370	377	377
Eagle Valley Elementary	326	376	404	400	417	369	367	412	420
Edwards Elementary	323	316	305	302	288	257	340	382	368
Gypsum Elementary	401	363	390	346	321	280	286	329	331
Homestake Peak	561	551	574	589	605	588	535	508	474
June Creek Elementary	323	320	317	271	245	201	-	-	-
Red Hill Elementary	377	380	402	401	368	322	326	320	319
Red Sandstone Elementary	265	236	233	222	179	176	181	200	210
Berry Creek Middle	381	384	340	303	297	280	270	247	226
Eagle Valley Middle	319	349	326	337	346	377	377	317	299
Gypsum Creek Middle	366	371	373	391	399	378	341	326	296
Battle Mountain High	844	861	925	972	990	955	945	754	716
Eagle Valley High	752	822	921	944	1,009	959	968	854	838
Vail Ski & Snowboard Academy	172	177	191	189	181	207	212	172	169
Red Canyon High	179	174	170	168	188	184	183	181	177
World Academy	35	45	53	38	30	32	40	40	40
<b>Total</b>	<b>6,367</b>	<b>6,458</b>	<b>6,647</b>	<b>6,583</b>	<b>6,527</b>	<b>6,136</b>	<b>6,032</b>	<b>5,690</b>	<b>5,524</b>
Eagle County Charter Academy	346.0	346.0	346.0	348.0	347.0	346.0	356.0	356.0	356.0
Family Learning Center	19.0	20.0	15.0	20.0	8.0	8.0	8.0	8.0	8.0
<b>Total w/ Other Facilities</b>	<b>6,732.0</b>	<b>6,824.0</b>	<b>7,008.0</b>	<b>6,951.0</b>	<b>6,882.0</b>	<b>6,490.0</b>	<b>6,396.0</b>	<b>6,054.0</b>	<b>5,888.0</b>
Change From Prior Year	197.0	92.0	184.0	-57.0	-69.0	-392.0	-94.0	-342.0	-166.0
% Change From Prior Year		1.37%	2.70%	-0.81%	-0.99%	-5.70%	-1.45%	-5.35%	-2.74%

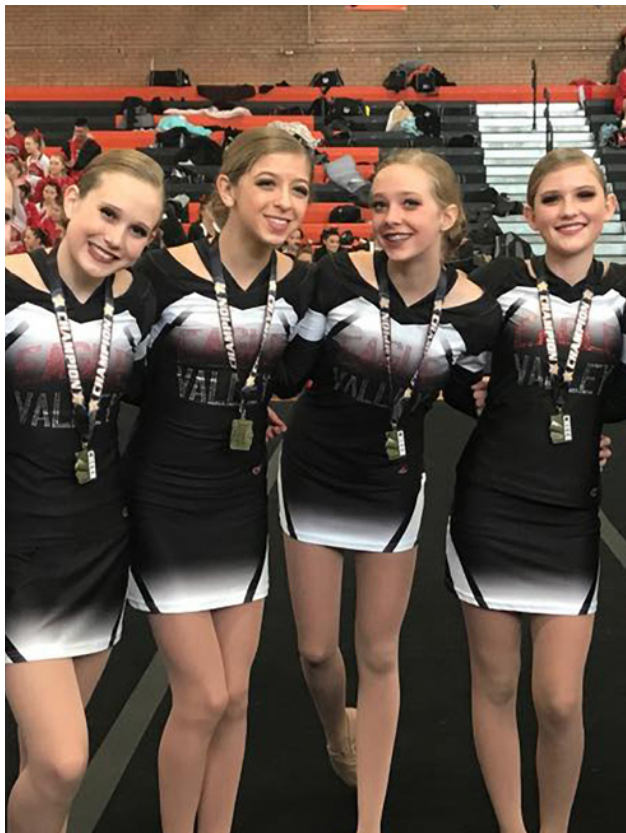
\*Made internal adjustments to the forecast. Will not match demographer report



## AUTHORIZED EMPLOYEE FTE HISTORY SUMMARY

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 BUDGET
100-104	District Admin	18.00	18.00	18.00	18.00	10.00	9.00	9.35
105-125	School Admin	30.50	30.20	30.50	30.50	32.09	32.00	29.50
201-209	Teachers	406.61	419.88	430.63	463.04	456.89	481.50	461.29
210-220	Other Teachers	33.50	33.50	33.50	35.59	37.06	42.67	44.51
230-239	ESS Certified Staff	22.15	22.15	22.15	22.15	22.19	24.19	21.97
300-358	Professional Staff	10.20	13.20	8.23	8.23	14.00	15.00	17.18
360-399	Technical Staff	12.60	12.80	13.00	16.00	14.00	16.00	17.00
400-499	Instructional Staff	140.85	140.85	140.85	144.35	149.47	139.00	145.24
500-599	Office/Admin Support	56.90	56.90	56.90	59.20	65.31	65.31	62.19
600-699	Trades & Services	102.64	102.64	103.64	107.14	110.40	110.70	115.87
Total FTE'S		833.95	850.12	857.40	904.20	911.41	935.37	924.10

TEACHER RETENTION RATE					
	2015-16	2016-17	2017-18	2018-19	2019-20
District	17.05%	14.49%	16.86%	15.80%	14.31%
State	20.65%	20.46%	19.71%	16.39%	15.78%



## CURRENT PERFORMANCE MEASURES

### DISTRICT PERFORMANCE FRAMEWORK

Each year, Colorado schools and districts receive performance ratings to let them and their communities know how well they are doing. These reports are called the District Performance Frameworks (DPFs) and School Performance Frameworks (SPFs). The overall ratings assigned are based on achievement and growth on state assessments, along with such postsecondary measures as graduation rates, drop-out rates, college entrance exams and college matriculation rates. The ratings help the Colorado Department of Education (CDE) and State Board of Education (SBE) make decisions about how to help struggling schools. The most recent official district performance framework from the Colorado Department of Education can be found on their website here: <https://cedar2.cde.state.co.us/documents/DPF2019/0910-1-Year-Official.pdf>

### DISTRICT AND SCHOOL UNIFIED IMPROVEMENT PLANS

District and individual School Unified Improvement plans can also be found on their website here: <http://www.cde.state.co.us/schoolview/performance>.

## PUBLIC OPINION SURVEYS

### GALLUP STUDENT POLL

Since its launch in 2009, the Gallup Student Poll has helped schools better serve students by providing additional non-academic measures that matter for future success.

The 24 core items in the Gallup Student Poll measure several dimensions of student success, including engagement with school, hope for the future, entrepreneurial aspiration and career/financial literacy.

GALLUP® Student Poll

## Gallup Student Poll

### Engaged Today – Ready for Tomorrow

EAGLE COUNTY SCHOOL DISTRICT NO. RE 50

2019 SCORECARD

#### INTRODUCTION

The Gallup Student Poll is a 24-question survey that measures the engagement, hope, entrepreneurial aspiration and career/financial literacy of students in grades five through 12. The Gallup Student Poll includes noncognitive metrics with links to student success. This scorecard reflects overall results from surveys completed in U.S. public schools.



**Engagement:** The involvement in and enthusiasm for school.



**Hope:** The ideas and energy students have for the future.



**Entrepreneurial Aspiration:** The talent and energy for building businesses that survive, thrive and employ others.



**Career/Financial Literacy:** The information, attitudes and behaviors that students need to practice for healthy participation in the economy.

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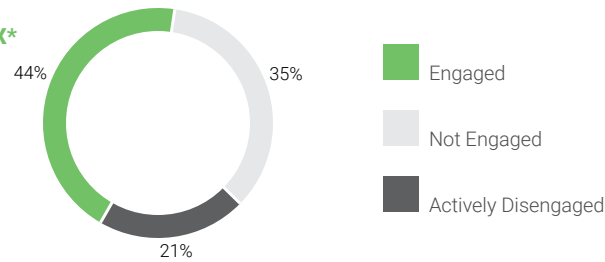


## Engagement

The involvement in and enthusiasm for school.

### ENGAGEMENT INDEX\*

N=2,825



### ENGAGEMENT GRANDMEAN

	Your District		U.S. Overall
	2018	2019	2019
Overall	3.86	3.83	3.82
At this school, I get to do what I do best every day.	3.46	3.45	3.50
My teachers make me feel my schoolwork is important.	3.89	3.85	3.94
I feel safe in this school.	3.99	3.94	3.77
I have fun at school.	3.50	3.44	3.40
I have a best friend at school.	4.32	4.33	4.38
In the last seven days, someone has told me I have done good work at school.	3.68	3.61	3.57
In the last seven days, I have learned something interesting at school.	3.89	3.80	3.80
The adults at my school care about me.	3.85	3.84	3.80
I have at least one teacher who makes me excited about the future.	4.03	4.04	4.06

### GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
4.20	4.08	3.80	3.81	3.67	3.62	3.64	3.71

### ITEM RESPONSES

	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
At this school, I get to do what I do best every day.	2,983	5	10	36	35	14
My teachers make me feel my schoolwork is important.	3,038	3	8	23	36	31
I feel safe in this school.	3,025	3	7	19	33	37
I have fun at school.	3,052	9	13	27	30	22
I have a best friend at school.	2,997	5	4	9	17	65
In the last seven days, someone has told me I have done good work at school.	2,826	13	9	17	25	35
In the last seven days, I have learned something interesting at school.	3,010	7	8	19	30	36
The adults at my school care about me.	2,814	4	7	23	33	33
I have at least one teacher who makes me excited about the future.	2,970	5	7	15	26	47

\*A minimum n size of 100 is required for full index results and an n size of 30 for percentage engaged only results.  
 \*\* This scorecard reflects overall results from surveys completed in U.S. public schools.

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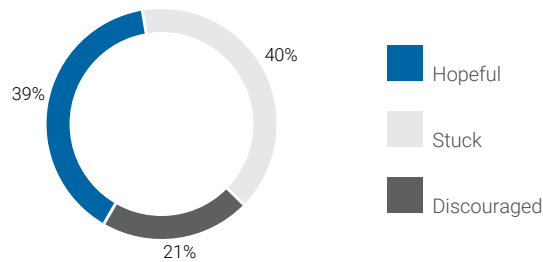


## Hope

The ideas and energy students have for the future.

### HOPE INDEX\*

N=2,968



### HOPE GRANDMEAN

	Your District		U.S. Overall
	2018	2019	2019
Overall	4.12	4.11	4.17
I know I will graduate from high school.	4.55	4.54	4.61
I have a great future ahead of me.	4.27	4.23	4.32
I can think of many ways to get good grades.	4.04	4.02	4.11
I have many goals.	3.97	3.97	4.08
I can find many ways around problems.	3.79	3.81	3.85
I have a mentor who encourages my development.	3.42	3.49	3.47
I know I will find a good job in the future.	4.25	4.24	4.31

### GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
4.22	4.16	4.08	4.09	4.06	4.05	4.12	4.14

### ITEM RESPONSES

	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
I know I will graduate from high school.	2,909	1	1	8	22	67
I have a great future ahead of me.	2,817	1	3	15	32	49
I can think of many ways to get good grades.	3,034	2	5	21	34	39
I have many goals.	3,032	3	7	21	29	40
I can find many ways around problems.	3,011	2	6	27	38	27
I have a mentor who encourages my development.	2,771	10	11	25	27	26
I know I will find a good job in the future.	2,807	1	3	15	32	49

\*A minimum n size of 100 is required for full index results and an n size of 30 for percentage hopeful only results.  
 \*\* This scorecard reflects overall results from surveys completed in U.S. public schools.

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## Entrepreneurial Aspiration

The talent and energy for building businesses that survive, thrive and employ others.

### ENTREPRENEURIAL ASPIRATION

N=1,966

ENTREPRENEURIAL ASPIRATION GRANDMEAN	Your District		U.S. Overall
	2018	2019	2019
Overall	2.53	2.50	2.38
I will invent something that changes the world.	2.68	2.60	2.57
I plan to start my own business.	3.20	3.17	3.00
I am learning how to start and run a business.	2.51	2.49	2.34
I have my own business now.	1.60	1.58	1.51

### GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
2.85	2.67	2.49	2.49	2.27	2.32	2.44	2.47

### ITEM RESPONSES

	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
I will invent something that changes the world.	2,360	26	21	29	14	10
I plan to start my own business.	2,545	15	16	26	20	22
I am learning how to start and run a business.	2,824	32	23	22	12	11
I have my own business now.	2,886	74	9	8	4	6

\* This scorecard reflects overall results from surveys completed in U.S. public schools.

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## Career/Financial Literacy

The information, attitudes and behaviors that students need to practice for healthy participation in the economy.

### CAREER/FINANCIAL LITERACY

N=2,620

CAREER/FINANCIAL LITERACY GRANDMEAN	Your District		U.S. Overall
	2018	2019	2019
Overall	3.50	3.53	3.27
I have a paying job now.	2.46	2.50	2.09
I am learning how to save and spend money.	3.75	3.79	3.71
I have a bank account with money in it.	3.58	3.63	3.19
I am involved in at least one activity, (i.e. music, sports, or volunteering).	4.14	4.08	4.06

### GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
3.49	3.46	3.45	3.46	3.28	3.59	3.68	3.87

### ITEM RESPONSES

	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
I have a paying job now.	2,947	46	10	13	10	21
I am learning how to save and spend money.	3,034	8	9	21	23	40
I have a bank account with money in it.	2,813	25	4	6	10	54
I am involved in at least one activity, (i.e. music, sports, or volunteering).	3,001	14	4	8	10	65

\* This scorecard reflects overall results from surveys completed in U.S. public schools.

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## ITEMS BY GRADE

	Your District							
	5th	6th	7th	8th	9th	10th	11th	12th
<b>ENGAGEMENT GRANDMEAN BY GRADE</b>	<b>4.20</b>	<b>4.08</b>	<b>3.80</b>	<b>3.81</b>	<b>3.67</b>	<b>3.62</b>	<b>3.64</b>	<b>3.71</b>
At this school, I get to do what I do best every day.	3.68	3.56	3.37	3.42	3.34	3.30	3.34	3.51
My teachers make me feel my schoolwork is important.	4.29	4.19	3.70	3.82	3.68	3.58	3.66	3.72
I feel safe in this school.	4.40	4.11	3.89	3.65	3.89	3.80	3.74	3.93
I have fun at school.	4.04	3.70	3.30	3.35	3.32	3.14	3.18	3.34
I have a best friend at school.	4.50	4.49	4.58	4.45	4.28	4.11	4.08	3.94
In the last seven days, someone has told me I have done good work at school.	3.83	3.67	3.59	3.78	3.52	3.50	3.38	3.49
In the last seven days, I have learned something interesting at school.	4.26	4.15	3.70	3.79	3.55	3.50	3.63	3.65
The adults at my school care about me.	4.30	4.14	3.81	3.80	3.56	3.62	3.61	3.75
I have at least one teacher who makes me excited about the future.	4.42	4.32	3.88	3.99	3.73	3.90	4.06	3.96
<b>HOPE GRANDMEAN BY GRADE</b>	<b>4.22</b>	<b>4.16</b>	<b>4.08</b>	<b>4.09</b>	<b>4.06</b>	<b>4.05</b>	<b>4.12</b>	<b>4.14</b>
I know I will graduate from high school.	4.43	4.44	4.49	4.53	4.51	4.61	4.70	4.66
I have a great future ahead of me.	4.35	4.24	4.17	4.26	4.22	4.18	4.23	4.14
I can think of many ways to get good grades.	4.08	4.05	4.00	4.07	3.97	3.94	4.08	4.00
I have many goals.	4.07	3.90	3.83	3.91	3.96	3.94	4.09	4.15
I can find many ways around problems.	3.78	3.75	3.66	3.84	3.74	3.81	3.93	4.03
I have a mentor who encourages my development.	3.91	3.60	3.41	3.28	3.35	3.32	3.37	3.64
I know I will find a good job in the future.	4.49	4.38	4.26	4.23	4.21	4.06	4.12	4.11
<b>ENTREPRENEURIAL ASPIRATION GRANDMEAN BY GRADE</b>	<b>2.85</b>	<b>2.67</b>	<b>2.49</b>	<b>2.49</b>	<b>2.27</b>	<b>2.32</b>	<b>2.44</b>	<b>2.47</b>
I will invent something that changes the world.	2.96	2.83	2.47	2.54	2.36	2.44	2.51	2.69
I plan to start my own business.	3.49	3.35	3.01	3.18	3.01	3.05	3.12	3.11
I am learning how to start and run a business.	2.86	2.71	2.54	2.43	2.20	2.28	2.44	2.41
I have my own business now.	1.80	1.63	1.65	1.51	1.47	1.42	1.53	1.54
<b>CAREER/FINANCIAL LITERACY GRANDMEAN BY GRADE</b>	<b>3.49</b>	<b>3.46</b>	<b>3.45</b>	<b>3.46</b>	<b>3.28</b>	<b>3.59</b>	<b>3.68</b>	<b>3.87</b>
I have a paying job now.	2.20	2.00	2.14	2.20	2.21	2.78	3.29	3.56
I am learning how to save and spend money.	4.10	3.93	3.83	3.71	3.47	3.74	3.68	3.74
I have a bank account with money in it.	3.17	3.41	3.43	3.55	3.50	3.88	4.04	4.21
I am involved in at least one activity, (i.e. music, sports, or volunteering).	4.24	4.34	4.31	4.28	3.94	3.85	3.65	3.86

- No data available

## DEMOGRAPHIC ITEMS

## WHAT IS YOUR AGE IN YEARS?

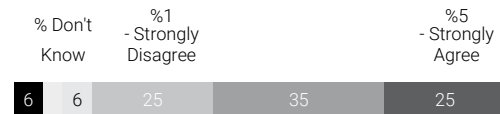
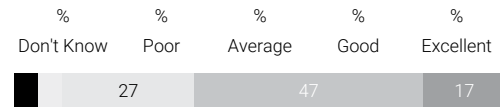
10 or under	11	12	13	14	15	16	17	18 or over
11%	14%	13%	14%	12%	12%	11%	9%	3%

## WHAT IS YOUR GENDER?

Male	49%
Female	48%
Choose not to answer	3%

## AFTER I FINISH HIGH SCHOOL, I WILL MOST LIKELY:

Attend a four-year college or university	56%
Attend a two-year college	10%
Attend training to learn a skill or trade	2%
Enter the military	3%
Work at a paid job	5%
Volunteer or serve on a mission	0%
Take time off	2%
Start my own business	3%
Other	6%
Don't know	14%

COMPARED TO MOST STUDENTS, I DO WELL  
IN SCHOOL.WHICH OF THE FOLLOWING BEST DESCRIBES  
THE GRADES YOU GET AT SCHOOL?

## HOW OFTEN DID YOU MISS SCHOOL LAST YEAR?

A lot	11%
Some	27%
Not much	47%
None at all	11%
Don't know/Choose not to answer	4%



## APPENDIX

**SHARING GALLUP STUDENT POLL RESULTS**

Gallup encourages schools and districts to share their Gallup Student Poll results with their local community and key stakeholders. Below are some guidelines for the public release of school, district and the overall convenience sample data and results.

- You can share the Gallup Student Poll participation results for your school and/or district. The N sizes on the scorecard represent the total number of respondents for your school or district. Your school or district participation rate is based on the total number of eligible students in your school or district. Students in fifth through 12<sup>th</sup> grade are eligible to participate in the Gallup Student Poll.
- Please include the Gallup Student Poll Methodology and Limitations of Polling. If most eligible students in fifth through 12<sup>th</sup> grade were polled, the district (or school) may indicate that the data represent a census.
- Please do not compare your school's or district's data to the overall line of data on your scorecard when publicly sharing results. Because the overall data in your school or district report are an aggregate of a convenience sample of U.S. public schools that have opted to participate in the Gallup Student Poll, the data are not representative of the U.S. population of students in fifth through 12<sup>th</sup> grade and are thereby not fit for data comparisons. This scorecard reflects overall results from surveys completed in U.S. public schools.
- You can share district or school plans to use the data to inform strategies and focus.

**GALLUP STUDENT POLL METHODOLOGY AND LIMITATIONS OF POLLING**

The annual Gallup Student Poll is available for schools and districts in the U.S. and Canada for a fee. The online poll is completed by a convenience sample of schools and districts each fall. Gallup does not randomly select schools participating in the annual Gallup Student Poll. Schools receive a scorecard with school-specific data. Participation rates vary by school. The poll is conducted during a designated survey period and available during school hours Monday through Friday only. The Gallup Student Poll is administered to students in fifth through 12<sup>th</sup> grade. The Gallup Student Poll adds additional elements for understanding school success beyond cognitive measures.

The overall data from the annual administration of the Gallup Student Poll may not reflect responses from a nationally representative sample of students. The overall data are not statistically weighted to reflect the U.S. student population; therefore, local schools and districts should use the overall data and scorecards cautiously as a data comparison. School and district data and scorecards provide meaningful data for local comparisons and may inform strategic initiatives and programming, though the results are not generalizable beyond the participating school or district.



**July 19<sup>th</sup>, 2018**

**MEMORANDUM**

**TO: INTERESTED PARTIES**

**FR: DAVID FLAHERTY, MAGELLAN STRATEGIES**

**RE: EAGLE COUNTY SCHOOL DISTRICT 2018 SURVEY SUMMARY**

This memorandum is a summary of the annual Eagle County School District survey of residents and parents. This year the school district was able to expand the research by conducting an online survey of Eagle County School 564 parents in addition to fielding a telephone and online survey of 401 parents and residents. The interviews for both surveys were conducted from June 21<sup>st</sup> to July 11<sup>th</sup>, 2018.

The telephone and online survey has a margin of error of +/- 4.86% and the online survey has a margin of error of +/- 4.09%, both at the 95% confidence interval. The survey results are weighted to be representative of the demographics of the registered voter population within the school district. For all comparisons of the 2018 survey data to the 2017 survey data we will use the parent responses from the 401n telephone survey to maintain consistency unless otherwise noted.

**Key Findings:**

- When asked to grade Eagle County Schools, 60% said "A" (14%) or "B" (46%), a slight increase from 57% grading ECS with an "A" or "B" in 2017. The percentage of respondents that graded ECS with a "C" was 24%, compare to 22% in 2017 and only 5% graded ECS with a "D" or "F".
- There was a 5-point increase in the percentage of respondents that would be very or somewhat likely to recommend Eagle County Schools to friend or colleague, going from 72% to 77%.
- Among all respondents, 55% think Eagle County Schools is headed in the right direction, 17% feel ECS is off on the wrong track and 28% did not have an opinion. The primary reasons why people believe ECS is headed in the right direction include new school building construction and improvements, interacting with well trained, hard working teachers who care about students and approval of how funds are being spent. The dual-language program was also mentioned as a positive. However, frustrations with the dual-language program was a top reason why some believe ECS is on the wrong track.
- According to the parent only survey, 36% of Eagle County School parents said they were very engaged with their school and what their children were learning

and 43% said they were somewhat engaged. Overall, many respondents were satisfied with the frequency and interaction with their school's teachers and what their children were learning. However, there were a few comments that engagement with teachers and knowing what was being taught after elementary school.

- Among all respondents, 65% think Eagle County Schools spends money wisely and invests in students and 23% do not. This is an improvement from 59% in 2017. Among parents, 70% think ECS has spent money wisely, a 9-point increase from 2017.
- The two most important aspects of education that Eagle County Schools should be focusing on among all respondents was attracting and retaining talented teachers (29%) and teaching students global ready skills (26%). The third most important aspect was teaching basic subjects including math, reading and writing (16%). These responses were nearly identical to the responses in the 2017 survey.
- The level of awareness among all respondents about what is happening in school district is good, with 18% being very informed and 66% being somewhat informed.
- The level of awareness among all respondents about the school district's financing and funding has declined slightly, with 51% saying they are somewhat informed compared to 58% in 2017. However, the percentage of respondents that say they are very informed about the schools financing has remained the same, 10% now compared to 11% last year.
- Awareness levels of the management and operations have improved since 2017. Among all respondents, 10% are very informed and 54% are somewhat informed compared to 9% being very informed and 45% being somewhat informed.
- Awareness of Eagle County School community events has improved significantly among parents. In 2017, 24% of parents were very informed and now 34% are very informed.
- There is a 5-point increase in the percentage of respondents who say they are very informed about how the funds are being spent from Ballot Issue 3B, with 13% of respondents being very informed in 2017 compared to 18% now. Among households that do not have a student in Eagle County Schools there was a 7-point increase, with 17% saying they are very informed compared to 11% in 2017.
- Overall, parents and residents of the school district stay informed about Eagle County Schools using multiple information sources including social media, articles in the Vail Daily, the school district website and newsletters.



### **Eagle County Schools Parent and Resident Grades**

The survey asked respondents to provide an overall grade for Eagle County Schools (ECS), with an "A" being "extremely good" and an "F" meaning a failing grade. In comparison to the 2017 survey, the percentage of all respondents grading ECS with an "A" declined by 4 points from 18% to 14%. However, the percentage of respondents grading ECS with a "B" increased by 7 points, from 39% to 46%. Overall, the percentage of respondents that grades ECS with an A or B was 60%, compared to 57% in 2017.

Among households that do not have a student attending ECS, there was a 7-point drop in the percentage of respondents that graded ECS with an "A" (15% to 8%) and a 10-point increase that graded ECS with a "B" (37% to 47%). Interestingly, among respondents that rent their home, 89% graded ECS with an "A" or "B", compared to 72% of respondents who own their home.

<u>All Respondents</u>	<u>2018</u>	<u>2017</u>
A.....	14%	18%
B.....	46%	39%
C.....	24%	23%
D.....	4%	5%
F.....	1%	2%
Unsure/Refused.....	11%	13%

<u>All Parents*</u>	<u>2018</u>	<u>2017</u>
A.....	26%	24%
B.....	43%	43%
C.....	24%	24%
D.....	4%	4%
F.....	2%	4%
Unsure/Refused.....	1%	1%

\*The 2018 numbers have a margin of error of +/- 8.7%, the 2017 numbers have a MoE of +/- 9.8%.

*Similar to grading in schools, what grade would you give Eagle County Schools in general? With "A" being Extremely good and "F" meaning a failing grade, what letter best describes the grade you would give Eagle County Schools?*

	<u>All Voters</u>	<u>Men</u>	<u>Wom</u>	<u>ECS Par.</u>	<u>Not Par.</u>	<u>Avon</u>	<u>Eagle</u>	<u>Edw.</u>	<u>Gyp</u>	<u>Vail</u>	<u>Rep</u>	<u>Dem</u>	<u>Una</u>
A	14%	16%	11%	26%	8%	18%	6%	13%	27%	4%	22%	11%	8%
B	46%	42%	50%	43%	47%	52%	44%	47%	42%	42%	41%	56%	42%
C	24%	22%	28%	24%	25%	18%	28%	24%	22%	27%	22%	20%	29%
D	4%	6%	2%	5%	4%	3%	3%	7%	7%	2%	5%	3%	3%
F	1%	1%	2%	2%	1%	2%	4%	0%	1%	0%	5%	1%	1%
Unsure	11%	13%	7%	0%	15%	7%	15%	9%	2%	25%	5%	9%	17%

Margins of error: Men 6.8%, women 7.0%, ECS parent 8.7%, not ECS parent 5.9%, Avon 9.9%, Eagle 10.9%, Edwards 10.4%, Gypsum 11.8%, Vail 12.4%, Republicans 9.8%, Democrats 9.6%, unaffiliated 7.6%



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### **Likelihood to Recommend Eagle County Schools**

Among all respondents, 36% are very likely to recommend Eagle County Schools to a friend and 41% are somewhat likely. Comparing the responses to the 2017 survey, we find a 5-point increase from 36% to 41% among those that say they are somewhat likely to recommend ECS to a friend. We also find a 7-point decrease in the percentage of respondents that say they are not likely at all to recommend ECS to a friend, dropping from 11% to 4%.

Among households with a child attending ECS, 51% are very likely to recommend the schools to a friend. Among households that do not have a student attending ECS, the percent that are very likely to recommend ECS is much lower than households that do have an ECS student 30% to 51% respectively. We presume the primary reason for the lower percentage is a lack of familiarity with ECS.

<u>All Respondents</u>	<u>2018</u>	<u>2017</u>
Very Likely .....	36%	36%
Somewhat Likely .....	41%	36%
Not Too Likely .....	13%	11%
Not Likely at All .....	4%	11%
Unsure or Refused .....	6%	6%

<u>All Parents*</u>	<u>2018</u>	<u>2017</u>
Very Likely .....	51%	46%
Somewhat Likely .....	33%	35%
Not Too Likely .....	11%	12%
Not Likely at All .....	4%	7%
Unsure or Refused .....	1%	0%

The 2018 numbers have a margin of error of +/- 8.7%, the 2017 numbers have a MoE of +/- 9.8%.

### *How likely are you to recommend Eagle County Schools to a friend or colleague?*

	<u>All Voters</u>	<u>Men</u>	<u>Wom</u>	<u>ECS Par.</u>	<u>Not Par.</u>	<u>Avon</u>	<u>Eagle</u>	<u>Edw.</u>	<u>Gyp</u>	<u>Vail</u>	<u>Rep</u>	<u>Dem</u>	<u>Una</u>
Very	36%	34%	40%	51%	30%	35%	40%	36%	45%	29%	43%	35%	32%
Smwt.	41%	41%	40%	33%	44%	44%	38%	45%	34%	44%	32%	53%	39%
Not Too	13%	13%	13%	11%	14%	11%	9%	11%	13%	15%	14%	7%	16%
Not at All	4%	5%	3%	4%	4%	4%	6%	2%	7%	0%	8%	3%	2%
Unsure	6%	7%	4%	1%	8%	6%	7%	6%	1%	12%	3%	2%	11%

Margins of error: Men 6.8%, women 7.0%, ECS parent 8.7%, not ECS parent 5.9%, Avon 9.9%, Eagle 10.9%, Edwards 10.4%, Gypsum 11.8%, Vail 12.4%, Republicans 9.8%, Democrats 9.6%, unaffiliated 7.6%



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### **Eagle County Schools Right Direction/Wrong Track**

Among all respondents, 55% think Eagle County Schools are headed in the right direction and 17% feel that things are off on the wrong track. Compared to 2017, the right direction percentage has dropped 5-points from 60% to 55%. However, the percentage of respondents who feel things are on the wrong track has declined by 4 points, from 21% to 17%. The percentage that are unsure or do not have an opinion increased by 11 points, indicating a slightly larger percentage of Eagle County voters are less informed about ECS.

<u>All Respondents</u>	<u>2018</u>	<u>2017</u>
Right Direction.....	55%	60%
Wrong Track .....	17%	21%
Unsure or Refused.....	28%	19%

<u>All Parents*</u>	<u>2018</u>	<u>2017</u>
Right Direction.....	56%	68%
Wrong Track .....	17%	22%
Unsure or Refused.....	27%	10%

<u>Non-Parents**</u>	<u>2018</u>	<u>2017</u>
Right Direction.....	54%	56%
Wrong Track .....	17%	21%
Unsure or Refused.....	29%	23%

\*\*The 2018 numbers have a margin of error of +/- 5.86%, the 2017 numbers have a MoE of +/- 6.92%.

*“Generally speaking, do you think schools in Eagle County are headed in the right direction or do you feel that things are off on the wrong track?”*

	<u>All Voters</u>	<u>Men</u>	<u>Wom</u>	<u>ECS Par.</u>	<u>Not Par.</u>	<u>Avon</u>	<u>Eagle</u>	<u>Edw.</u>	<u>Gyp</u>	<u>Vail</u>	<u>Rep</u>	<u>Dem</u>	<u>Una</u>
Right	55%	53%	57%	56%	54%	63%	54%	53%	53%	52%	55%	64%	49%
Wrong	17%	17%	17%	17%	17%	14%	13%	15%	30%	16%	23%	10%	16%
Unsure	28%	30%	26%	27%	29%	23%	33%	32%	17%	32%	22%	26%	35%

Margins of error: Men 6.8%, women 7.0%, ECS parent 8.7%, not ECS parent 5.9%, Avon 9.9%, Eagle 10.9%, Edwards 10.4%, Gypsum 11.8%, Vail 12.4%, Republicans 9.8%, Democrats 9.6%, unaffiliated 7.6%

### **Reasons Some Think ECS is Headed in the Right Direction**

Respondents were asked why they felt Eagle County Schools were headed in the right direction. The major themes were the excellent teachers who are well trained, work hard and truly cared about the students. There are many comments about the ongoing school construction and improvements to school buildings.

There were many positive comments about the dual-language education program. Many respondents mentioned their approval of how the school district was investing and spending their funding. Other comments referenced how the schools were embracing



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new learning techniques, which was a good thing to these respondents. The following are a sampling of responses about why they think ECS is heading in the right direction.

*"Because the teachers are doing hard work for children growth, and give them the full education they need." – Avon resident*

*"The hands-on education is better and the learning atmosphere is good." – Avon resident*

*"We have been very happy with the teaching and administrative staff at HPS. Dual language and expeditionary learning programs are engaging and beneficial to the students. Sports and extra-curricular offerings are varied and of high quality."*

*"Upgrades to infrastructure, support for teachers." – Avon resident*

*"Many diverse opportunities are available to students if they are motivated to pursue them." – Avon resident*

*"Construction and remodeling of old buildings, focusing on professional development and team building for staff." – Avon resident*

*"They are trying to embrace the bi-lingual community that we have which is great. And they are trying college preparedness for high school students through the classes they are offering." – Avon resident*

*"They are investing their money in the right and proper manner so that each and every student should get and equivalent education." – Avon resident*

*"There is a plan to improve achievement and people are responsible for following up and evaluating the plan." – Eagle-Wolcott resident*

*"We are increasing salaries, allowing us to be competitive with neighboring counties and states. We continue to embrace new teaching techniques while still applying tried and true practices. Balance of the new with what we know works." – Eagle-Wolcott resident*

*"Not all schools within the district are under the traditional school model. In my opinion this represents growth and the willingness to leave the beaten path to find the best way to teach our children." – Eagle resident*

#### **Why Some Voters Feel Eagle County Schools are Off on the Wrong Track**

Only 17% of respondents believe Eagle County Schools are off on the wrong track. One primary reason they feel this way is their opposition to the dual language program. Other reasons include a belief that school funding is not being spent wisely and disagreements with teaching methods or the curriculum.



*"Understaffed and staff are underpaid. Lack of necessary resources. Class sized are too big. No effective help for special needs kids." – Avon resident*

*"The emphasis on dual enrollment set students up for extra stress and the most, little return." – Avon resident*

*"Our personal experience with the dual language program for our older son hasn't gone very well." – Avon resident*

*"The children are not challenged. They are more interested in non-English speaking students versus having talented and gifted programs or having advanced programs." – Eagle resident*

*"The emphasis on dual enrollment set students up for extra stress and for most, little return." – Avon resident*

*"They want to spend money on facilities and staff and not do anything for the school kids. They need to put more emphasis on educating the kids, and they don't have any vocational education." – Eagle resident*

*"I don't think we should emphasize dual language. The Hispanic kids should learn to speak English, as they are the immigrants to this country. We should put way more emphasis on science and math." – Eagle-Wolcott resident*

*"Trying too many things and change programs and curriculum too often. Too much screen time." –Edwards resident*

*"It seems to be a lot of just with it and hope it works out. Not sure that any of these schools have a statistical report supporting whatever they are trying to do." –Edwards resident.*

#### **Opinion of Eagle County Schools Compared to Other Schools in Colorado**

One-third of respondents thought Eagle County Schools were better than other schools in Colorado, 40% thought they were the same, 7% thought they were worse and 18% did not have an opinion. Compared to 2017, there was a 6-point drop in the percentage of respondents who thought Eagle County Schools are better than other public schools.

However, there was a 6-point increase in the percentage of respondents who thought ECS were the same as other schools in the state. Among parents, the percentage that thought ECS schools were better than other schools decreased by 8 points, from 41% to 33%. However, the percentage that thought ECS schools were about the same as other schools in Colorado increased by 12 points, going from 30% to 42%.



<u>All Respondents</u>	<u>2018</u>	<u>2017</u>
Better .....	35%	41%
About the same .....	40%	34%
Worse .....	7%	10%
Unsure or Refused .....	18%	15%

<u>All Parents*</u>	<u>2018</u>	<u>2017</u>
Better .....	33%	41%
About the same .....	42%	30%
Worse .....	6%	12%
Unsure or Refused .....	19%	17%

\*The 2018 numbers have a margin of error of +/- 8.7%, the 2017 numbers have a MoE of +/- 9.8%.

*“Do you think Eagle County Schools are better, about the same, or worse than public schools across other parts of Colorado?”*

	All Voters	Men	Wom	ECS Par.	Not Par.	Avon	Eagle	Edw.	Gyp	Vail	Rep	Dem	Una
Better	35%	39%	30%	33%	35%	42%	27%	30%	45%	30%	39%	33%	33%
Same	40%	37%	44%	42%	40%	31%	43%	38%	39%	51%	33%	47%	41%
Worse	7%	8%	5%	6%	8%	5%	7%	8%	10%	6%	17%	1%	4%
Unsure	18%	16%	21%	19%	17%	22%	23%	24%	6%	13%	11%	19%	22%

Margins of error: Men 6.8%, women 7.0%, ECS parent 8.7%, not ECS parent 5.9%, Avon 9.9%, Eagle 10.9%, Edwards 10.4%, Gypsum 11.8%, Vail 12.4%, Republicans 9.8%, Democrats 9.6%, unaffiliated 7.6%

### Parent Engagement with Their Public Schools and Student Curriculum

Questions were added to the survey this year regarding parent engagement with their student's school and what they are learning. The following are responses are from the online survey of 564 parents.

*“As a parent or guardian of a student attending Eagle County Schools, how engaged would you say you are with your student's school and what they are learning? Would you say you are very engaged, engaged a good amount, somewhat engaged or not engaged at all?”*

	All Voters	Men	Wom	Wht	Hisp	Avon	Eagle	Edw.	Gyp	Vail	Rep	Dem	Una
Very Eng.	36%	36%	36%	39%	21%	42%	41%	35%	31%	37%	43%	40%	34%
Good Am.	43%	43%	43%	44%	45%	30%	43%	46%	42%	51%	37%	43%	49%
Somewhat	18%	17%	17%	16%	30%	25%	14%	18%	21%	12%	17%	16%	15%
Not at All	2%	3%	2%	1%	3%	3%	2%	1%	5%	0%	2%	1%	2%
Unsure	1%	1%	0%	0%	1%	0%	0%	1%	1%	0%	1%	0%	0%

Margins of error: Men 9.2%, women 4.6%, white 4.9%, Hispanic 10.1%, Avon 11.9%, Eagle 9.8%, Edwards 6.6%, Gypsum 8.5%, Vail 14.9%, Republicans 10.3%, Democrats 8.4%, unaffiliated 7.0%



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### **ECS Parent Experience Engaging with School and What Their Children are Learning**

Parents were asked to describe what their experiences have been engaging with their student's school and what they are learning.

*"It has been a pleasant experience. All of the teachers are extremely nice, I love volunteering and helping the teachers because they are amazing." – Avon resident, engaged a good amount*

*"One of my daughters was tested for learning deficiencies so I think I have become more engaged and the school has mostly been helpful. But I would like to receive a weekly or monthly update on what they are learning." – Avon resident, engaged somewhat*

*"I have not had any issues being able to contact teachers (elementary & high school) but I have had a difficult time knowing what my high school child is studying in school. I appreciate the idea of Power School and Schoolology but receive excessive notifications from Power School and am unable to view either of my children's school work in Schoolology. I would rather have system that fulfills both needs." – Avon resident, very engaged*

*"I am frustrated by how few days per year kids are in school and learning. When my middle schoolers come home and tell me they are watching movies in class and never have any homework, I wonder what they are actually teaching. It seems that the expectation from the students is very low and there is a lot of babysitting going on." – Avon resident, engaged a good amount*

*"I'd love more communication about what my kids are learning and more advanced notice about things going on in the school, staff changes, etc. For example, my son's school has a lot of staff changes for next year and I only knew that through the grapevine. I feel the principal should communicate that with the parents in a timely manner." – Eagle-Wolcott resident, engaged a good amount*

*"Learning book club and attending field trips has been a great way of experiencing what they are learning. My children love to talk about what they are learning at dinner or while we're in the car. Engaging with them with Spanish work is more difficult." – Eagle-Wolcott resident, engages a good amount*

*"The schools have been very open to working with me as a parent." – Eagle-Wolcott resident, very engaged*

*"In elementary school I was extremely informed and engaged in my child's learning. In middle school, there was a steep drop off in communication and information regarding my student's classes and subjects." – Eagle-Wolcott resident, engages a good amount*



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*"I feel like I know many of my kid's teachers and am able to reach out to them if I have questions. I think having our administration speak at PTA meetings is a great outlet to learn more from them without having to reach out to them individually." – Eagle-Wolcott resident, very engaged*

*"Mostly kept in the dark about the details of what my children are learning on daily/weekly basis. We receive some general updates on what are they are working on but I have no idea what level of math or reading either of my children are at. I get most of my detailed information from my kids or other parents randomly when I reach out." – Edwards resident, somewhat engaged*

*"The school had family nights to get parents involved. This is a great way to create a community within the school. I know the school had a math program, but I have no clue what they do for literacy." – Gypsum resident, very engaged*

#### **Opinions of How Well Eagle County Schools Spends Taxpayer Money**

Two-thirds of all respondents and 70% of parents believe Eagle County Schools spend their funds wisely and invests in students. These are very good numbers for a school district and an a 6-point increase from the 2017 survey among all respondents. Among parents, there has been a 9-point increase in school spending confidence since 2017, going from 61% to 70%. The two towns within the school district with the highest level of confidence are Avon (71%) and Vail (70%), and the town with the lowest level of confidence, (bust still a majority) is Eagle (58%).

<u>All Respondents</u>	<u>2018</u>	<u>2017</u>
Agree .....	65%	59%
Disagree .....	23%	31%
Don't Know/No Opinion .....	12%	10%

<u>Parents*</u>	<u>2018</u>	<u>2017</u>
Agree .....	70%	61%
Disagree .....	19%	34%
Don't Know/No Opinion .....	11%	5%

\*The 2018 numbers have a margin of error of +/- 8.7%, the 2017 numbers have a MoE of +/- 9.8%.

*"Please tell me if you agree or disagree with the following statement: "Eagle County Schools spends taxpayer money wisely and invests in the students."*

	All Voters	Men	Wom	ECS Par.	Not Par.	Avon	Eagle	Edw.	Gyp	Vail	Rep	Dem	Una
Agree	65%	64%	66%	70%	62%	71%	58%	63%	66%	70%	67%	75%	57%
Disagree	23%	23%	23%	19%	25%	19%	30%	20%	27%	15%	22%	18%	28%
No Opin.	12%	13%	11%	11%	13%	10%	12%	17%	7%	15%	11%	7%	15%

Margins of error: Men 6.8%, women 7.0%, ECS parent 8.7%, not ECS parent 5.9%, Avon 9.9%, Eagle 10.9%, Edwards 10.4%, Gypsum 11.8%, Vail 12.4%, Republicans 9.8%, Democrats 9.6%, unaffiliated 7.6%



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### **What Eagle County Schools Should be Focusing on to Ensure a Quality Education**

Survey respondents were asked what they thought ECS should be focusing their time, energy and resources on to ensure quality education for students. There was a wide array of comments and opinions. Many comments suggested “supporting teachers” with better pay, and training. There were several comments about doing something more to help kids that need extra help to succeed, some comments about bullying and many comments about reducing class sizes.

*“Teachers should integrate all children over there, not only English speakers but Spanish speakers as well.” – Avon resident*

*“Bullying, better teachers, better job-preparedness programs.” – Avon resident*

*“Give a little more support to the students that need extra help understanding subjects. Focus on bullying because it is an issue.” – Avon resident*

*“I believe there is not enough emphasis on the kids going four year universities and receiving advanced degrees.” – Eagle resident*

*“Paying teachers well and reducing class size. Making sure every child has access to preschool.” – Eagle resident*

*“They should be focused on advancing the curriculum and they should be focused on students that are not performing well.”*

*“Getting the best teachers possible. Hiring and keeping good teachers in the school.” – Eagle-Wolcott resident*

*“Supporting teachers and professional development that directly impacts students in what they need. Keeping families engaged and involved with what happens in school.” –Eagle-Wolcott*

*“Dual language in all schools. Requiring that charter schools have same racial makeup as the rest of the schools. We suffer from white flight, it’s not fair or equitable.” – Edwards resident*

*“SAFETY first. Then we need to get the kids to be engaged in learning through innovation, cooperation, and teamwork. This is what will prepare them for the real world. We need to invest in 21<sup>st</sup> century techniques of teaching and learning to keep our kids interested.” – Edwards*

*“I think the most important resource is strong educators and reasonable class sizes. After that it is important to have safe, productive learning environments and access to resources such as technology.” – Edwards resident*



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### Opinion of Most Important Aspect of Education ECS Should Focus On

Attracting and retaining talented teachers tops the list of the most important education aspect that respondents think ECS should be focusing on (27%) for the second year in a row. The second most important aspect is teaching students global ready skills (26%). The biggest differences in opinion from last year's survey is a 6-point increase in the importance of ensuring students become bi-lingual and a 6-point decline in providing internships, job shadowing and apprentice opportunities.

<u>All Respondents</u>	<u>2018</u>	<u>2017</u>
Attracting and retaining talented teachers .....	29%	27%
Teaching students global-ready skills .....	26%	26%
Teaching basic subjects: math, reading, writing .....	16%	19%
Ensuring students become bi-lingual.....	8%	2%
Providing every student with access technology .....	5%	5%
Providing internships, job shadowing, apprentice .....	5%	11%
Maintaining safe environments .....	4%	4%
Closing the achievement gap .....	2%	2%
Other aspect of education .....	3%	2%
Unsure or Refused .....	2%	2%

*"Among the following choices, what do you think is the most important aspect of education that Eagle County Schools should be focusing their time, energy and resources on to insure a quality education for all students?"*

	All Voters	Men	Wom	ECS Par.	Not Par.	Avon	Eagle	Edw.	Gyp	Vail	Rep	Dem	Una
Teachers	29%	29%	28%	26%	31%	29%	35%	30%	20%	33%	27%	29%	30%
Skills	26%	26%	25%	25%	26%	17%	28%	36%	16%	35%	25%	31%	22%
Basics	16%	18%	15%	14%	17%	10%	18%	14%	14%	24%	17%	9%	21%
Bi-lingual	8%	10%	6%	14%	5%	10%	4%	3%	24%	1%	18%	8%	4%
Technol.	5%	5%	5%	4%	5%	12%	0%	0%	7%	5%	0%	3%	10%
Internship	5%	5%	4%	4%	5%	3%	7%	6%	8%	0%	5%	3%	5%
Safety	4%	2%	7%	5%	3%	6%	4%	5%	4%	1%	1%	6%	2%
Gap	2%	2%	3%	4%	2%	5%	0%	4%	2%	1%	1%	4%	3%
Other	3%	3%	3%	3%	3%	7%	2%	1%	2%	0%	3%	6%	2%
Unsure	2%	0%	4%	1%	3%	1%	2%	1%	3%	0%	3%	1%	1%

Margins of error: Men 6.8%, women 7.0%, ECS parent 8.7%, not ECS parent 5.9%, Avon 9.9%, Eagle 10.9%, Edwards 10.4%, Gypsum 11.8%, Vail 12.4%, Republicans 9.8%, Democrats 9.6%, unaffiliated 7.6%

### Eagle County Parent and Resident Communication Preferences

The residents and parents within Eagle County Schools use several different sources of information to stay informed. The two most common sources are social media and feature articles in the Vail Daily.



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*“As you may know, Eagle County Schools communicates with students, families and the community in a variety of ways. Among the following list of sources, which do you use the most to stay informed about Eagle County Schools?”*

<u>All Respondents</u>	<u>2018</u>	<u>2017</u>
More than one of these.....	36%	N/A
Social media like Facebook and Twitter.....	13%	12%
A feature article in the Vail Daily.....	11%	31%
School District website .....	8%	6%
Bi-weekly Vail Daily column.....	8%	N/A
School newsletter .....	5%	10%
Community meetings.....	5%	3%
KZYR Radio.....	2%	2%
Board of Education meetings .....	1%	3%
School District financial transparency website .....	0%	1%
Other .....	6%	12%
Unsure or Refused.....	5%	6%

#### **Suggestions of How Eagle County Schools Can Communicate Better with Community**

Respondents were asked for their thoughts and opinions about how Eagle County Schools can communicate better. Many comments simply state that communication has been good, or “they do a good job”. It was also apparent that some respondents were not informed at all that there were existing school newsletters being sent out on a regular basis.

*“Continue to write informative articles for the Vail Daily, those are great. We also get school district emails which are meaningful, but not sure if we will be on the list once our student has graduated.” – Vail-Minturn resident*

*“They communicate well.” – Vail-Minturn resident*

*“Give more notice for school events. Many are announced a week or two in advance but work schedules are already made.” – Vail resident*

*“More articles in the newspaper.” – Minturn resident*

*“I think communication is solid. Keep it up.” – Gypsum resident*

*“The updates to the website need to be more timely.” – Gypsum resident*

*“I think most people have Facebook and it could be used to tell people about events prior, rather than after they happened.” – Gypsum resident*



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*"It would be much more helpful if the newsletter was in the body of the email rather than a link and download." – Edwards resident*

*"Monthly newsletter via email, maybe that already exists?" – Edwards resident*

*"Organizing community events periodically that will help to remove the communication gap." – Eagle resident*

*"The schools are already doing a good job with communicating via e-mail and school websites. I am not sure they can do better than this." – Eagle resident*

*"More frequent direct communications in email format." – Avon resident*

*"I think a monthly newsletter, highlights that shows progress is being done via email or any other media." – Avon resident*

*"More community outreach, direct mail, email list subscriptions." – Avon resident*

**How Informed Eagle County Residents and Parents are About Schools**

*"Would you say you are very informed, somewhat informed or not informed at all about what is happening in your school district?"*

<u>All Respondents</u>	<u>2018</u>
Very Informed .....	18%
Somewhat Informed .....	66%
Not Informed at All.....	14%
Unsure or Refused .....	2%

<u>ECS Parents*</u>	<u>2018</u>
Very Informed .....	28%
Somewhat Informed .....	68%
Not Informed at All.....	1%
Unsure or Refused .....	3%

<u>Non-ECS Parents*</u>	<u>2018</u>
Very Informed .....	13%
Somewhat Informed .....	66%
Not Informed at All.....	19%
Unsure or Refused .....	2%





*“Would you say you are very informed, somewhat informed or not informed at all about the school district’s financing and funding?”*

<u>All Respondents</u>	<u>2018</u>	<u>2017</u>
Very Informed .....	10%	11%
Somewhat Informed .....	51%	58%
Not Informed at All.....	36%	30%
Unsure or Refused .....	3%	1%

<u>ECS Parents*</u>	<u>2018</u>	<u>2017</u>
Very Informed .....	17%	12%
Somewhat Informed .....	50%	68%
Not Informed at All.....	30%	20%
Unsure or Refused .....	3%	0%

<u>Non-ECS Parents*</u>	<u>2018</u>	<u>2017</u>
Very Informed .....	8%	10%
Somewhat Informed .....	51%	54%
Not Informed at All.....	38%	35%
Unsure or Refused .....	3%	1%

*“Would you say you are very informed, somewhat informed or not informed at all about school and community events held by Eagle County Schools?”*

<u>All Respondents</u>	<u>2018</u>	<u>2017</u>
Very Informed .....	20%	15%
Somewhat Informed .....	61%	59%
Not Informed at All.....	16%	25%
Unsure or Refused .....	3%	1%

<u>ECS Parents*</u>	<u>2018</u>	<u>2017</u>
Very Informed .....	34%	24%
Somewhat Informed .....	62%	69%
Not Informed at All.....	2%	6%
Unsure or Refused .....	2%	1%

<u>Non-ECS Parents*</u>	<u>2018</u>	<u>2017</u>
Very Informed .....	14%	11%
Somewhat Informed .....	60%	54%
Not Informed at All.....	23%	34%
Unsure or Refused .....	3%	1%



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*“Would you say you are very informed, somewhat informed or not informed at all about the management and operations of Eagle County Schools?”*

<u>All Respondents</u>	<u>2018</u>	<u>2017</u>
Very Informed .....	10%	9%
Somewhat Informed .....	54%	45%
Not Informed at All.....	33%	45%
Unsure or Refused .....	3%	1%

<u>ECS Parents*</u>	<u>2018</u>	<u>2017</u>
Very Informed .....	16%	13%
Somewhat Informed .....	53%	50%
Not Informed at All.....	28%	37%
Unsure or Refused .....	3%	0%

<u>Non-ECS Parents*</u>	<u>2018</u>	<u>2017</u>
Very Informed .....	7%	7%
Somewhat Informed .....	54%	43%
Not Informed at All.....	36%	49%
Unsure or Refused .....	3%	1%

*“In the fall of 2016 voters in Eagle County passed Ballot Issue 3A, a mill levy override and Ballot Issue 3B, a bond for school renovations and construction. Knowing this, how informed would you say you are about how the money is being spent?”*

<u>All Respondents</u>	<u>2018</u>	<u>2017</u>
Very Informed .....	18%	13%
Somewhat Informed .....	36%	37%
A Little Informed.....	23%	24%
Not Informed at All.....	22%	26%
Unsure or Refused .....	1%	0%

<u>ECS Parents*</u>	<u>2018</u>	<u>2017</u>
Very Informed .....	21%	17%
Somewhat Informed .....	38%	43%
A Little Informed.....	23%	27%
Not Informed at All.....	18%	13%
Unsure or Refused .....	0%	0%



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<u>Non-ECS Parents*</u>	<u>2018</u>	<u>2017</u>
Very Informed .....	17%	11%
Somewhat Informed .....	35%	34%
A Little Informed.....	23%	22%
Not Informed at All.....	24%	33%
Unsure or Refused .....	1%	0%

*"In the past year, how much information have you seen, read or heard about the state of Colorado's funding decisions for public schools in the state?"*

<u>All Respondents</u>	<u>2018</u>	<u>2017</u>
A Lot of Information .....	13%	7%
Some Information .....	39%	27%
A Little Information.....	30%	44%
No Information at All.....	16%	21%
Unsure or Refused .....	2%	1%

<u>ECS Parents*</u>	<u>2018</u>	<u>2017</u>
A Lot of Information .....	10%	6%
Some Information .....	43%	24%
A Little Information.....	28%	51%
No Information at All.....	16%	18%
Unsure or Refused .....	3%	1%

<u>Non-ECS Parents*</u>	<u>2018</u>	<u>2017</u>
A Lot of Information .....	14%	7%
Some Information .....	38%	29%
A Little Information.....	30%	41%
No Information at All.....	16%	23%
Unsure or Refused .....	2%	0%



## HISTORIC PERFORMANCE MEASURES

2016-2017 PARCC DATA MEETS/EXCEEDS			2017-2018 CMAS DATA MEETS/EXCEEDS			2018-2019 CMAS DATA MEETS/EXCEEDS		
ELA	District	42%	ELA	District	43%	ELA	District	46%
	State	42%		State	45%		State	46%
MATH	District	28%	MATH	District	27%	MATH	District	29%
	State	33%		State	34%		State	35%

ACT – MEAN COMPOSITE SCORES				
	2012-13	2013-14	2014-15	2015-16
District	19.8	20.4	19.1	19.7
State	20.1	20.3	20.1	20.1

GRADUATION RATES					
	2014-15	2015-16	2016-17	2017-18	2018-19
District	81.6%	79.4%	70.8%	74.9%	84.7%
State	77.2%	78.9%	79.0%	80.7%	81.1%

PSAT SCORES			SAT SCORES		
	2017-18	2018-19		2017-18	2018-19
District	902.2	897.0	District	985.8	974.0
State	922.4	921.7	State	1014.0	1001.0

PRE-K – TS GOLD				
90% Meeting or Exceeding Widely Held Expectations				
Domains	2015-16	2016-17	2017-18	2018-19
Social-Emotional	91%	88%	81%	87%
Language	75%	75%	72%	70%
Spanish Language	51%	47%	39%	38%
Cognitive	88%	88%	80%	80%
Literacy	86%	83%	70%	75%
Spanish Literacy	68%	67%	46%	43%
Mathematics	79%	76%	73%	73%

DROPOUT RATES					
	2014-15	2015-16	2016-17	2017-18	2018-19
District	2.3%	2.4%	3.0%	2.0%	2.0%
State	2.5%	2.3%	2.3%	2.2%	2.0%

## HISTORIC FREE AND REDUCED RATES

FREE AND REDUCED LUNCH					
	2015-16	2016-17	2017-18	2018-19	2019-20
District	42.0%	41.8%	36.9%	37.6%	30.0%
State	41.8%	42.1%	42.0%	41.0%	41.0%

## ASSESSED VALUE AND ACTUAL VALUE OF TAXABLE PROPERTY *\*Estimated.*

Fiscal Year Ended June 30,	Real Property		Personal Property		Exemptions of Real Property		Total Value		Ratio of Total Assessed Value to Total Estimated Actual Value
	Assessed Value	Estimated Actual Value	Assessed Value	Estimated Actual Value	Assessed Value	Estimated Actual Value	Assessed Value	Estimated Actual Value	
2011	3,532,369,970	34,694,499,120	92,521,320	319,038,940	306,005,580	1,216,552,680	3,930,896,870	36,230,090,740	10.85%
2012	2,692,812,380	26,668,651,830	87,942,860	303,249,230	239,377,650	958,662,950	3,020,132,890	27,930,564,010	10.81%
2013	2,691,704,460	26,713,889,900	83,138,600	286,684,710	242,758,620	978,147,950	3,017,601,680	27,978,722,560	10.79%
2014	2,566,361,210	25,204,000,320	89,975,170	310,258,390	218,295,890	878,280,780	2,874,632,270	26,392,539,490	10.89%
2015	2,556,149,170	25,252,094,130	86,011,900	296,591,660	218,850,980	880,696,280	2,861,012,050	26,429,382,070	10.83%
2016	2,931,496,730	29,359,108,450	89,128,230	307,339,150	245,741,890	995,239,760	3,266,366,850	30,661,687,360	10.65%
2017	2,944,003,260	29,583,561,050	89,423,480	308,356,230	250,953,490	1,021,359,410	3,284,380,230	30,913,276,690	10.62%
2018	3,141,460,270	33,215,649,100	91,780,670	316,484,280	265,902,800	1,110,810,450	3,499,143,740	34,642,943,830	10.10%
2019	3,149,510,010	33,496,890,960	95,928,100	330,786,260	269,485,260	1,133,697,460	3,514,923,370	34,961,374,680	10.05%
2020	3,440,211,760	36,776,697,810	96,747,720	333,612,270	288,260,650	1,207,628,010	3,825,220,130	38,317,938,090	9.98%
2021*	3,495,787,345	37,326,714,662	98,621,149	340,072,345	293,027,452	1,226,810,490	3,887,435,946	38,893,597,497	10.00%
2022*	3,551,362,930	37,876,731,514	100,494,578	346,532,420	297,794,254	1,245,992,970	3,949,651,762	39,469,256,904	10.01%
2023*	3,606,938,515	38,426,748,366	102,368,007	352,992,495	302,561,056	1,265,175,450	4,011,867,578	40,044,916,311	10.02%

\*Estimated

Source: [https://www.eaglecounty.us/Finance/Documents/Eagle\\_County\\_2019\\_audited\\_CAFR\\_\(FINAL\)/](https://www.eaglecounty.us/Finance/Documents/Eagle_County_2019_audited_CAFR_(FINAL)/)

## PROPERTY TAX LEVIES AND COLLECTIONS \*Estimated. Source: Eagle County Schools Finance Department

FISCAL YEAR ENDED JUNE 30	TAXED LEVIED FOR THE FISCAL YEAR	COLLECTED WITHIN THE FISCAL YEAR OF THE LEVY		COLLECTIONS IN SUBSEQUENT YEARS	TOTAL COLLECTION TO DATE	
		AMOUNT	% OF LEVY		AMOUNT	PERCENTAGE OF LEVY
2009	59,888,244	59,413,901	99.2%	1,908,877	61,322,778	102.4%
2010	63,412,390	62,493,060	98.6%	1,503,665	63,996,725	100.9%
2011	63,509,868	60,953,478	96.0%	2,238,913	63,192,391	99.5%
2012	54,551,881	52,555,579	96.3%	1,101,283	53,656,862	98.4%
2013	53,821,226	51,926,679	96.5%	1,185,359	53,112,038	98.7%
2014	50,290,510	49,040,534	97.5%	1,190,365	50,230,899	99.9%
2015	51,642,537	50,911,821	98.6%	1,189,526	52,101,347	100.9%
2016	55,866,894	55,338,250	99.1%	1,086,254	56,424,504	101.0%
2017	69,068,338	68,960,793	99.8%	1,022,365	68,961,670	99.8%
2018	71,940,703	71,717,669	99.7%	1,084,625	72,802,294	101.2%
2019*	73,065,531	72,826,581	99.7%	1,062,893	73,889,474	101.1%
2020*	74,190,359	73,935,493	99.7%	1,062,893	74,998,386	101.1%
2021*	75,315,187	75,044,405	99.6%	1,062,893	76,107,298	101.1%

\*Estimated

Source: Eagle County Schools Finance Department

## ANNUAL MILL LEVIES BY FUND \*Estimated.

	General Fund	Bond Fund	Transportation	Total
2011	14.382	4.785	0.307	19.474
2012	15.085	6.120	0.396	21.601
2013	15.087	5.878	0.397	21.362
2014	15.030	5.382	0.414	20.826
2015	15.180	5.961	0.376	21.517
2016	14.662	5.303	0.366	20.331
2017	17.541	7.303	0.365	25.209
2018	17.264	7.303	0.345	24.912
2019	17.468	7.303	0.344	25.115
2020	17.196	6.728	0.316	24.240
2021*	16.915	6.728	0.316	23.959
2022*	16.634	6.728	0.316	23.678
2023*	16.353	6.728	0.316	23.397

\*Estimated

## ANNUAL SALES TAX REVENUE BY INDUSTRY TYPE

Fiscal Year	General Retail	Grocery	Restaurants Breweries	Car Sales & Automotive Equipment Rentals	Professional Services	Construction Services & Building Materials	Manufacturing Production	Lodging	Utilities & Telecomm	All Others	Total Sales & Use Tax	Total Direct Tax Rate
2010	2,353,186	613,436	1,727,396	135,100	1,283,701	267,877	171,213	2,037,621	348,799	304,744	9,243,073	1.00%
2011	3,114,541	818,864	2,161,950	195,353	1,438,145	352,256	235,198	2,415,385	487,473	476,664	11,695,829	1.00%
2012	3,537,367	886,962	2,218,478	213,916	1,367,995	161,878	195,820	3,124,579	550,591	137,871	12,395,457	1.00%
2013	3,711,757	970,786	2,403,245	233,214	1,455,844	198,775	250,971	3,387,698	558,590	78,002	13,248,882	1.00%
2014	3,612,956	968,323	2,568,932	634,221	666,204	835,574	245,517	3,823,488	825,130	101,121	14,281,466	1.00%
2015	3,777,143	1,037,578	2,743,050	622,585	781,039	1,104,160	216,477	4,291,603	851,301	104,040	15,528,976	1.00%
2016	3,746,873	1,066,302	2,758,419	643,280	961,492	1,384,725	273,328	4,529,459	853,592	90,359	16,307,829	1.00%
2017	3,865,275	1,357,569	2,945,976	615,147	787,351	1,230,997	278,455	4,439,450	893,385	71,351	16,484,956	1.00%
2018	4,185,613	1,430,933	3,099,243	634,939	920,342	1,397,577	279,229	4,791,979	924,048	137,012	17,800,915	1.00%
2019	4,960,945	1,549,674	3,204,368	721,337	1,070,925	1,961,252	439,777	5,311,528	1,108,176	95,061	20,423,043	1.00%

\*Source: Eagle County Government

[https://www.eaglecounty.us/Finance/Documents/Eagle\\_County\\_2019\\_audited\\_CAFR\\_\(FINAL\)/](https://www.eaglecounty.us/Finance/Documents/Eagle_County_2019_audited_CAFR_(FINAL)/)



## SPECIFIC OWNERSHIP TAX

The specific ownership tax (SOT) was enacted in 1937. SOT is assessed on motor vehicles annually and is calculated based on a vehicle's value and age. Exemptions are made for government vehicles, agricultural machinery, mobile homes, and vehicles owned by military personnel and certain veterans.

Revenue from Class A (truck and tractor) vehicles is apportioned to counties according to the number of state highway miles within their jurisdiction. Revenue from all other vehicle classes is collected by counties and apportioned annually among the county and its political subdivisions, such as school districts, cities, and special districts, based on the proportion of property taxes levied within the county during the preceding calendar year. Thus, a school district that receives 50 percent of all the property taxes collected in a county, including the property tax attributable to a bond redemption or an override mill levy, would receive 50 percent of the SOT collected in the county.

In 2019 ECS received 45 percent of the total SOT collections.

	2015-16 AUDITED ACTUAL	2016-17 AUDITED ACTUAL	2017-18 AUDITED BUDGET	2018-19 AUDITED BUDGET	2019-20 REVISED BUDGET	2020-21 ADOPTED BUDGET
Specific Ownership Tax- SFA	1,678,778	1,729,971	1,594,764	1,921,223	2,043,810	2,105,124
Specific Ownership Tax	1,008,990	1,356,563	1,745,836	2,021,483	1,775,860	1,708,876

## ASSESSED (TAXABLE) VALUE OF HOME = \$100,000

Assessment Year	2015-16		2016-17		2017-18		2018-19		2019-20		Changes from 2018-19 to 2019-20
	Mill Levy	Taxes Paid per \$100,000	Mill Levy	Taxes Paid per \$100,000	Mill Levy	Taxes Paid per \$100,000	Mill Levy	Taxes Paid per \$100,000	Mill Levy	Taxes Paid per \$100,000	Increase (Decrease)
School Finance Act	11.618	\$ 92.48	11.618	\$ 83.65	11.618	\$ 83.65	11.618	\$ 83.65	11.618	\$ 83.65	\$ -
Mill Levy Overrides	3.156	\$ 25.12	5.863	\$ 42.21	5.680	\$ 40.90	5.701	\$ 41.05	5.295	\$ 38.12	\$ (2.92)
Bond Redemption Fund	5.308	\$ 42.25	7.303	\$ 52.58	7.303	\$ 52.58	7.303	\$ 52.58	6.728	\$ 48.44	\$ (4.14)
Transportation Fund	0.367	\$ 2.92	0.365	\$ 2.63	0.349	\$ 2.51	0.344	\$ 2.48	0.316	\$ 2.28	\$ (0.20)
Abatement	0.096	\$ 0.76	0.060	\$ 0.43	0.032	\$ 0.23	0.149	\$ 1.07	0.283	\$ 2.04	\$ 0.96
	20.545	\$ 163.54	25.209	\$ 181.50	24.982	\$ 179.87	25.115	\$ 180.83	24.240	\$ 174.53	\$ (6.30)

## CALCULATING A TAX BILL

State law sets the property tax assessment rate. In the 2020 collection year, homeowners will pay an estimated assessment rate of 7.15 percent of the actual assessed value of their home, while businesses will pay a 29 percent assessment rate.

Here's how the math works for each \$100,000 in home value:

- The 7.15 percent of assessed value is calculated to be \$7,150. That's the amount on which taxes are based.
- One tax mill is equal to 1 cent on \$10. So, \$7,150 in value multiplied by 0.001 equals \$7.15 per mill.
- For the 2020 total mills of 24.24, multiplied by \$7.15 equates to \$173.32 in school taxes per \$100,000.

You can use the same formula to calculate your property taxes for your schools if you know your home's assessed value. The same calculations based on a 29 percent business rate net \$702.96 in school taxes for each \$100,000 of taxable business property.

## DEBT SERVICE SCHEDULE

Date	Principal	Interest	Annual P & I	Fiscal Year P & I
12/1/20	10,605,000	5,154,913	20,914,825	-
6/1/21	-	4,895,838	-	20,655,750
12/1/21	11,120,000	4,895,838	20,911,675	-
6/1/22	-	4,622,013	-	20,637,850
12/1/22	11,670,000	4,622,013	20,914,025	-
6/1/23	-	4,392,800	-	20,684,813
12/1/23	12,135,000	4,392,800	20,920,600	-
6/1/24	-	4,089,425	-	20,617,225
12/1/24	12,750,000	4,089,425	20,928,850	-
6/1/25	-	3,834,425	-	20,673,850
12/1/25	13,255,000	3,834,425	20,923,850	-
6/1/26	-	3,503,050	-	20,592,475
12/1/26	13,920,000	3,503,050	20,926,100	-
6/1/27	-	3,294,250	-	20,717,300
12/1/27	11,360,000	3,294,250	17,948,500	-
6/1/28	-	3,010,250	-	17,664,500
12/1/28	11,930,000	3,010,250	17,950,500	-
6/1/29	-	2,712,000	-	17,652,250
12/1/29	12,525,000	2,712,000	17,949,000	-
6/1/30	-	2,398,875	-	17,635,875
12/1/30	13,150,000	2,398,875	17,947,750	-
6/1/31	-	2,070,125	-	17,619,000
12/1/31	13,810,000	2,070,125	17,950,250	-
6/1/32	-	1,724,875	-	17,605,000
12/1/32	14,500,000	1,724,875	17,949,750	-
6/1/33	-	1,362,375	-	17,587,250
12/1/33	15,225,000	1,362,375	17,949,750	-
6/1/34	-	981,750	-	17,569,125
12/1/34	15,985,000	981,750	17,948,500	-
6/1/35	-	582,125	-	17,548,875
12/1/35	16,785,000	582,125	17,949,250	-
6/1/36	-	162,500	-	17,529,625
12/1/36	6,500,000	162,500	6,825,000	-
6/1/37	-	-	-	6,662,500
	217,225,000	92,428,263	314,808,175	309,653,263

## EAGLE COUNTY STATISTICS

Eagle County is made up of thriving communities for families and is home to a vibrant workforce, with personal health and wellness achievable for all. The natural beauty is preserved through purposeful environmental stewardship. It is an international year-round resort destination with a diverse, resilient economy. A few of the demographic statistics are provided below.

EMPLOYER	2019		
	INDUSTRY	NUMBER OF EMPLOYEES	PERCENTAGE OF TOTAL COUNTY EMPLOYMENT
Vail Resorts. Inc.	Ski Resorts	5,591	15.9%
Eagle County School District RE-50J	Education	1,022	2.9%
Vail Health**	Health Care	—	—
City Market	Grocers - Retail	521	1.5%
Eagle County Government	Government	508	1.4%
East West Resorts**	Hotel	—	—
Sonnenalp Resort	Hotel	423	1.2%
Westin Riverfront Resort**	Hotel	—	—
Town of Vail	Government	320	0.9%
Vail Marriot	Hotel	345	1.0%

### POPULATION

YEAR	POPULATION
2010	52,513
2011	52,092
2012	51,768
2013	51,921
2014	52,460
2015	52,921
2016	53,989
2017	54,772
2018	54,993
2019	55,127

### PER CAPITA INCOME

YEAR	PER CAPITA INCOME
2010	76,500
2011	75,400
2012	76,400
2013	77,200
2014	78,300
2015	77,600
2016	79,600
2017	80,600
2018	83,803
2019	84,685

Source: Eagle County



# APPENDICES

## APPENDIX A

### BBA: BOARD POWERS AND RESPONSIBILITIES

Because all powers of the Board lie in its actions as a group, individual Board members exercise authority over the District affairs only as votes are taken at a legal meeting of the Board.

In other instances, an individual Board member has power only when the Board has lawfully delegated authority to him/her.

The Board of Education shall be responsible for carrying out the mandatory laws of the state and shall consider, and accept or reject, the provisions of the permissive laws. In all instances where state laws do not provide or prohibit, the Board shall consider itself responsible for establishing and appraising the educational activities.

The Board of Education shall have the authority to make its own rules and regulations, subject to the provisions set forth in policy; to organize and maintain a system of preschool, elementary, middle, and high schools; and to exercise sole control over the schools and the property of the district.

#### Retention and Delegation of Authority

While the Board of Education of School District Re50J is charged by the state with the responsibility for providing educational opportunities for the children of its schools and of directing those public school activities which the state entrusts to its care and supervision, a carefully planned pattern of authority is observed by the Board. In fulfilling its obligations, the Board acts similarly in its relationships to the schools as do boards of directors to successful business organizations. That is, it acts through the power of legislation, by the determination of policies, and in the evaluation of results.

The direct administration of the school system is delegated to the Superintendent of schools whom the Board appoints to act as executive officer of the Board. The Superintendent is held individually and directly responsible to the Board for the execution of all its policies and its legislation and for such other duties assigned to him/her by the Board of Education.

The Board retains full legislative and judicial authority over the schools in accordance with the school laws and the expressed will of the electorate but delegates all executive, supervisory, and instructional authority to its employees as specified in policy. Legislative service under the law implies the power and the obligation to contract for services and



materials, the authority to pass judgment upon employees and their work, and the authority to veto acts of any or all employees when the acts are deemed contrary to the rights or obligations of the school district or inconsistent with established Board policies.

LEGAL REFS.: C.R.S. 22-32-109

C.R.S. 22-32-110

C.R.S. 22-9-101 et. seq.

CROSS REF.: BB, School Board Legal Status

#### **DA: FISCAL MANAGEMENT GOALS/ PRIORITY OBJECTIVES**

The Board recognizes that money and money management comprise the foundational support of the whole school program. To make that support as effective as possible, the Board intends:

1. To require advance planning through the best possible budget procedures.
2. To explore all practical and legal sources of revenue.
3. To study and guide the expenditure of funds so as to achieve the greatest educational returns.
4. To require maximum efficiency in accounting and reporting procedures.
5. To provide adequate resources to support student achievement.

As trustee of community, state and federal funds allocated for use in local education, the Board has the responsibility to protect the funds and use them wisely.

#### **DAB: FINANCIAL ADMINISTRATION**

With respect to the actual, ongoing financial condition and activities of the district, the Superintendent shall not cause or allow fiscal jeopardy or a material deviation from the annual budget or any budget policies adopted by the Board, or any fiscal condition that is inconsistent with achieving the district's objectives.

##### **Expending district funds**

The Superintendent shall take reasonable steps to ensure that only funds that have been received in the fiscal year to date are expended, unless authorized by Board resolution.

##### **Reporting to Board and community**

###### **• Audits**

All district funds and accounts shall be audited by an independent auditor annually in accordance with state law and Board policy concerning the annual audit. All district funds and accounts shall be audited internally on a quarterly basis. Timely and appropriate corrective actions shall be taken in accordance with any internal or external audit findings.

The Board shall receive all audit reports and be informed of all corrective actions taken.

##### **Financial reports**

###### **• Quarterly Reports**

The Superintendent or designee shall prepare and submit to the Board a quarterly financial status report of all district funds. The quarterly report shall include:

- the actual amounts spent and received as of the date of the report from each of the funds budgeted by the district for the fiscal year, expressed as dollar amounts and as percentages of the annual budget
- the actual amounts spent and received for each fund for the same period in the preceding fiscal year, expressed as dollar amounts and as percentages of the annual budget
- the expected year-end fund balances, expressed as dollar amounts and as percentages of the annual budget
- a comparison of the expected year-end fund balances with the amount budgeted for that fiscal year
- details on the district's major tax and revenue sources, with variance analysis that shows the factors that are affecting revenue inflow.

The format and basis for reporting shall be consistent with the adopted budget and the past year's generally accepted accounting procedures results.

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## **Reconciliation report**

The superintendent or designee shall prepare for the Board an itemized reconciliation between the fiscal year-end fund balances based on the budgetary basis of accounting and the modified accrual basis of accounting. The reconciliation shall include, but is not limited to, the liability for accrued salaries and related benefits. The reconciliation shall be included with the final version of the amended budget and the annual audited financial statements.

The Board shall receive all financial reports in a timely manner and be informed of all corrective actions taken.

The Superintendent or designee shall conduct quarterly financial reviews with the Board using reports described above.

The Board may request other financial reports as needed.

## **Oral notification**

The Superintendent shall assure that immediate verbal notification be given to the Board regarding any potential financial problem or any matter that may affect the district's financial condition or ability to achieve its mission.

## **Available to public**

All financial and audit reports shall be made available to the public and shall be posted on line as required and in accordance with the Public School Financial Transparency Act.

## **Legally-required reports**

Reports and filings required by state and federal law and agencies shall be accurately and timely filed.

## **Record keeping**

Complete and accurate financial records shall be kept for all district funds and accounts.

## **Operating losses or deficits**

The Superintendent, as well as all fund directors, program directors, department heads and school principals, shall take all reasonable steps to identify funds, programs, departments or schools that may end the fiscal year with an operating loss or deficit. A corrective action plan shall be developed and implemented within 30 days of such identification.

The Superintendent, as well as all fund directors, program directors, department heads and school principals, shall develop and implement processes whereby variations or deviations in cash flow, revenues or other important financial indicators can be identified and dealt with in a timely manner.

## **Employee reporting**

The Superintendent shall develop and implement procedures to encourage all district employees to report suspected financial problems or wrongdoing. No adverse employment decisions shall be taken in response to a good faith report by an employee.

## **Contingency planning**

The Superintendent or designee shall continually be aware of the financial and political landscape both internally and externally and shall develop contingency plans against possible events.

CROSS REFS.: KD, Public Information and Communications

LEGAL REFS.: C.R.S. 22-2-113.8 (annual report required regarding additional local property tax revenues received and the amount distributed directly to the district's schools)

C.R.S. 22-44-105 (1.5)(b) (itemized reconciliation)

C.R.S. 22-44-301 et seq. (Public School Financial Transparency Act)

C.R.S. 22-45-102 (1)(b) (quarterly financial reports)

## **DAB-E: FINANCIAL ADMINISTRATION (ONLINE POSTING OF FINANCIAL INFORMATION)**

The Public School Financial Transparency Act, C.R.S. 22-44-301 et seq. (the Act) requires the district to post financial information online, in a downloadable format, for free public access. Once posted, the Act requires the district to maintain the prior two budget years' financial information online until the end of the current budget year.

In accordance with the Act, the district shall post the following financial information and shall update the information within sixty days after the district's completion or receipt of the applicable report, statement or document.

- Annual Budget
- Annual Audited Financial Statements
- Salary Schedules or policies pertaining to salaries
- A link to the districts federal form 990, 990-ez or 990-pf and any associated schedules that the district files.

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The district shall post and update the following financial information, on an annual basis:

- Actual expenditures, including salary and benefit expenditures reported by job category specified in the chart of accounts, at the district level and school site level. This information shall be posted in a format that can be sorted.

If the Board adopts a plan for distributing additional mill levy revenue pursuant to C.R.S. 22-32-108.5(4), the district shall post a copy of the plan and shall update it within 30 days after the Board adopts a new or updated plan.

If the Board does not adopt a plan for distributing additional mill levy revenue pursuant to C.R.S. 22-32-108.5(4), the district shall post the following information, and shall update it within 30 days after the end of each budget year:

- a statement of intent to distribute at least 95% of the additional mill levy revenue to the district's charter schools and innovation schools on a per-pupil basis
- a statement of the total amount of additional mill levy revenue collected by the district for each property tax year
- if applicable and as provided by Board policy,
  - the amount distributed to support students:
  - enrolled in alternative education campuses
  - who qualify for free or reduced-price meals
  - who are identified as English Language Learners
  - who have individualized education programs
  - the total amount distributed for the above student populations and on a per-pupil basis to each charter school and innovation school, as a percentage and as a dollar amount

In addition to the information provided above, the district shall provide a link to the Colorado Department of Education's website, or the address for the website, where a member of the public may access information or reports that are submitted directly to the department.

### **Waivers**

The Act also requires that if the district has received a waiver of state law or regulation from the State Board of Education, the district shall post a list of waivers it has received. For each statutory waiver posted, the district shall post a copy of the plan that explains the manner in which the district will meet the intent of the waived statute. The district must then update its waiver list within 30 days after a waiver is revoked or a new waiver is granted.

- NOTE 1: All school districts must use a standard website template to display the legally required financial information on the district's website. C.R.S. 22-44-304 (4). This standard template is available on CDE's website.
- NOTE 2: Information followed by an asterisk (\*) shall be posted beginning July 1, 2018. The information posted, however, is regarding the mill levy override distribution to charter schools and innovation schools beginning with the 2019-20 school year and each budget year thereafter. C.R.S. 22-32-108.5 (9), 22-44-304 (1)(f).

### **DAC: FEDERAL FISCAL COMPLIANCE**

Federal funds received by the district shall be administered in accordance with this policy and applicable federal law, including but not limited to the federal Uniform Grant Guidance. The Board designates the Superintendent or designee as the district contact for all federal programs and funding.

The superintendent or designee may develop and implement accompanying regulations to assist in the proper administration of federal funds and implementation of this policy, including but not limited to cash management procedures and allowability of costs.

### **Subrecipient monitoring**

If the district awards subgrants, the district shall monitor grant subrecipients to ensure compliance with applicable law and Board policy.

### **Time and effort reporting**

District employees paid with federal funds shall document the time they expend in work performed in support of each federal program and/or such program's cost objective(s), in accordance with applicable federal law. Time and effort reporting requirements do not apply to contracted individuals.

### **Recordkeeping**

The district shall maintain proper federal fiscal records in accordance with Board policy and applicable law. Such records shall be retrievable and available for programmatic or financial audit.

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LEGAL REFS.: 2 C.F.R. Part 200 (Uniform Grant Guidance)

34 C.F.R. Parts 75, 76 (EDGAR - Education Department General Administrative Regulations)

CROSS REFS.: BCB, School Board Member Conflict of Interest

DJB\*, Federal Procurement

EHB, Records Retention

GBEA, Staff Ethics/Conflict of Interest

## **DB: ANNUAL BUDGET**

The annual budget is the financial plan for the operation of the school system. It provides the framework for both expenditures and revenues for the year and future years and translates into financial terms the educational programs and objectives of the district.

### **Three-year budget plan**

The Superintendent or designee is directed to develop, subject to annual approval by the Board, a three-year budget plan that assures the future financial viability of the district and achievement of the district's objectives and takes into account future revenue, including tax and non-tax revenue, and future increases in operating expenses. If the budget plan does not depict a positive operating position in all three-years of the forecast, the District will strive to balance the operating budget for all years included in the three-year financial forecast.

### **Balanced Budget Requirement**

In order to ensure its ongoing financial health, the District needs to maintain a positive year-end balance across all funds. To meet this end, the General Fund budget will be developed so that the total of annual ongoing expenditures and transfers does not exceed annual revenues.

If the General Fund ends any fiscal year with an ending balance beyond required reserves, this amount can only be budgeted for one-time uses in subsequent years. One-time uses will be defined as expenditures, transfers and/or reserves committed to by the district for a finite period of time, on a non-recurring basis. Uses of one-time funds must be approved by the board.

### **Budget process**

Public school budgeting is regulated and controlled by statutes and by requirements of the State Board of Education that prescribe the form of district budgets in order to ensure uniformity through-out the state.

The budget shall be presented in a summary format that is understandable by any layperson. The budget format shall itemize expenditures of the district by fund and by student. It shall describe the expenditure and show the amount budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year. The district shall review programs annually, to identify programs and services that are not cost-effective and repurpose the funds. When budgeting for any enterprise funds, the district shall use the full accrual basis of accounting. The budget shall summarize revenues by revenue source and expenditures by function, fund and object.

The budget shall include a uniform summary sheet for each fund administered by the district that details the beginning fund balance and anticipated ending fund balance for the budget year; the anticipated fund revenues for the budget year; the anticipated transfers and allocations that will occur to and from the fund during the budget year; the anticipated expenditures that will be made from the fund during the budget year; and the amount of reserves in the fund.

The budget also shall disclose planned compliance with spending limitations outlined in Article X, Section 20, of the Colorado constitution, including holding TABOR reserve funds in an unrestricted general fund or in cash funds.

The Board assigns to the Superintendent overall responsibility for annual budget preparation, budget presentation and budget administration. As part of the Superintendent's budget responsibility, the Superintendent shall cause to be prepared a budget preparation calendar that shall ensure that all deadlines established by law for budget presentation, hearings and adoption and for certification of amounts to be raised by school tax levies are met by the school district. The budget calendar shall take into consideration the possible need to submit a request to raise additional local revenue to a vote by the district's electorate. The Superintendent shall have authority to delegate portions of his or her budget responsibility to the Chief Operating Officer of the district.

The budget prepared and presented by the Superintendent shall be consistent with the budget priorities of the Board as established in policy DBD.

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## Operating Reserve

Maintaining a fiscal year-end fund balance as an operating reserve in the general fund is a beneficial and sound financial management practice. The Board of Education assigns to the Superintendent or designee the responsibility of accumulating and maintaining a general fund balance amounting to 10% of the district's current fiscal year adopted budget or \$10,000,000, whichever is greater at fiscal year-end, as an operating reserve. This amount will include the emergency reserve required by Article X, Section 20 of the Colorado Constitution (Taxpayer's Bill of Rights).

The 10% year-end operating reserve will be used only for an unexpected loss of revenue or an extraordinary expenditure. Expenditures from the operating reserve shall be reported to the board.

If any part of the operating reserve is used in any fiscal year to cover an unexpected loss of revenue or an extraordinary expenditure, those funds will be reallocated to fulfill the 10% required operating reserve before any other budget allocations in the subsequent fiscal year, unless the Board of Education approves otherwise.

## Capital reserve

Maintaining resources in the capital reserve fund is a beneficial and sound business practice and protects the public's investment in school district facilities. The Board directs the superintendent or designee to budget an appropriate amount, determined through the budget process, each year to the capital reserve account for capital outlay expenditures authorized in state law. This amount shall be transferred from the general fund to the capital reserve fund. The amount transferred from the general fund may be reduced by any money collected from the sale of land, buildings or both or any payments collected from the dedication of lands or voluntary contributions from a developer.

The Board assigns to the Superintendent overall responsibility to establish a system for assessing assets and to appropriately plan and budget for any capital maintenance and replacement needs. This should include a complete inventory and periodic measurement of the physical condition of all existing capital assets. The assessment should document the established methods of condition assessment, including any that are used to evaluate below-ground infrastructure. This physical condition inventory and measures used should be kept current, with facility condition ratings updated every one to five years.

LEGAL REFS.: C.R.S. 22-11-302 (1)(a) (district accountability committee budget recommendations)

C.R.S. 22-11-402 (1)(a) (school level accountability committee budget recommendations)

C.R.S. 22-32-109(1)(b)

C.R.S. 22-44-101 through 117 (school district budget law, Board shall cause a proposed budget to be prepared and shall adopt a budget for each fiscal year)

C.R.S. 22-44-106 (operating reserve)

C.R.S. 22-44-301 et seq. (Public School Financial Transparency Act)

C.R.S. 22-45-103 (1)(c) (authorized expenditures from capital reserve fund)

C.R.S. 29-1-103 (3) (budget to reflect lease-purchase payment obligations)

CROSS REFS.: DAB\*, Financial Administration

DB subcodes, (all relate to the budget)

## DBD: DETERMINATION OF BUDGET PRIORITIES

All resources of the district shall be directed toward ensuring that all students reach their learning potential. In order to fulfill its trustee obligation with regard to district resources, the Board must know how resources are currently allocated, whether such allocation is effective and what changes should be made to achieve the greatest educational returns. The Superintendent shall develop a comprehensive and ongoing system to collect and analyze resource allocation information. The analysis of this information shall form the basis for the budget prepared by the Superintendent for presentation to the Board. The system shall:

1. determine how resources are currently allocated by school, grade and program
2. link specific inputs with results for students and determine whether the current allocation of resources is effective in raising student achievement
3. identify ways to better use resources to achieve the district's educational objectives and improve teaching and learning

As part of the budget preparation process, each school-level accountability committee shall make recommendations to the principal relative to priorities for expenditures of district funds by the school. The principal shall consider these



recommendations when formulating budget requests to be presented to the Superintendent. The Superintendent shall also consider the accountability committee recommendations when preparing the budget to be presented to the Board of Education. A copy of the school-level accountability recommendations shall be sent to the district advisory accountability committee and to the Board.

The district advisory accountability committee shall make recommendations to the Board relative to priorities for expenditures of district funds and provide a copy of the recommendations to the Superintendent. The Board shall consider these priorities when it adopts the annual budget. The Superintendent shall consider the district advisory accountability committee recommendations when preparing the budget to be presented to the Board.

Accordingly, the budget prepared and presented by the Superintendent shall:

1. be derived from a three-year plan
2. include contingency plans in the event budget assumptions prove erroneous
3. be in a summary format understandable by a lay person
4. itemize district expenditures by fund
5. include information regarding school-level expenditures
6. adequately describe proposed expenditure
7. show the amount budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year
8. comply with spending limitations in the state constitution
9. consider recommendations made by each school-level accountability committee relative to priorities for expenditures of district funds
10. contain enough information to enable credible projection of revenue and expense
11. disclose budget planning assumptions
12. not excessively rely on nonrecurring revenues
13. not provide for expenditures, interfund transfers or reserves in excess of available revenues and beginning fund balances
14. not include the use of beginning fund balance unless the Board has adopted a resolution as described in state law specifically authorizing such use
15. not reduce without approval of the Board, the current cash reserves at any time to less than the minimum amount required by the spending limitations set forth in the state constitution
16. provide adequate and reasonable budget support for Board development and other governance priorities, including the costs of fiscal audits, Board and committee meetings, Board memberships and district legal fees
17. take into consideration fiscal soundness in future years and plans for the building of organizational capabilities sufficient to achieve the Board's goals in future years
18. reflect anticipated changes in employee compensation including inflationary adjustments, performance increases and benefits
19. maintain 10% of the district's current fiscal year adopted budget or \$10,000,000, whichever is greater at fiscal year end, as an operating reserve. This amount includes the emergency reserve required by Article X, Section 20 of the Colorado Constitution (Taxpayer's Bill of Rights).
20. comply with state and federal law
21. provide sufficient resources to address the district's facility needs

LEGAL REFS.: C.R.S. 22-11-302 (1)(a) (district accountability committee budget recommendations)

C.R.S. 22-11-402 (1)(a) (school-level accountability committee budget recommendations)

C.R.S. 22-44-105 (1.5) (budget parameters regarding expenses not exceeding revenue and use of beginning fund balance)

CROSS REF.: AE, Accountability/Commitment to Accomplishment

#### **DBF: BUDGET HEARINGS AND REVIEWS**

The Board will conduct one or more public hearings on the proposed budget, at which time any member of the public may comment. If, as a result of the proposed budget review, it should be determined that certain changes in the budget are necessary, these changes will be made before the budget is adopted.

Additionally, within ten (10) days of submission of the proposed budget to the Board, a notice shall be published in a newspaper having general circulation within the District that:

1. The proposed budget is available for inspection by the public at the district office during business hours;
2. The Board will consider the adoption of the proposed budget at a board meeting to be held at the date, time and place specified in the notice; and
3. Any interested taxpayer may inspect the proposed budget and file or register any objections thereto at any time prior to final adoption of the budget by the Board.

LEGAL REFS.: C.R.S. 22-44-109

C.R.S. 22-44-110

#### **DBG: BUDGET ADOPTION**

Following consideration of the budget proposal presented by the administration, the Board shall approve a proposed budget.

Within 10 days of submission of proposed budget to the Board, a notice shall be published in a newspaper having general circulation within the school district that:

1. The proposed budget is available for inspection by the public at the district office during business hours.
2. The Board will consider the adoption of the proposed budget at a hearing to be held at the date, time and place specified in the notice.
3. Any interested taxpayer may inspect the proposed budget and file or register any objections thereto at any time prior to final adoption of the budget by the Board.

At the budget hearing specified in the notice, the Board will present and explain the pro-posed budget, inviting questions and discussion from the audience. If the budget is to be adopted at a future meeting, the date, time and place of such meeting shall be entered in the minutes of the hearing.

The Board shall officially adopt the budget and an accompanying appropriations resolution prior to the end of the fiscal year. The adopted budget shall be posted online in accordance with the Public School Financial Transparency Act.

After adoption of the budget, the Board may review and change the budget with respect to both revenue and expenditures at any time prior to January 31 of the fiscal year for which adopted. After January 31, the Board shall not review or change the budget except as otherwise authorized by state law including declaration of a fiscal emergency.

If money for a specific purpose other than ad valorem taxes becomes available to meet a contingency after January 31, the Board may adopt a supplemental budget for expenditures not to exceed that amount.

If the district is authorized to raise and expend additional local property tax revenues at an election, the Board may adopt a supplemental budget and appropriation resolution to cover the remainder of the fiscal year following the election based on the additional dollar amount authorized.

LEGAL REFS.: C.R.S. 22-44-103

C.R.S. 22-44-107 through 111

C.R.S. 22-44-115

C.R.S. 22-44-115.5

C.R.S. 22-44-301 et seq. (Public School Finance Transparency Act)

CROSS REF.: DAB – Financial Administration

DBK\* -- Fiscal Emergencies

DEA – Funds from Local Tax Sources

#### **DBG-E: DEADLINES IN BUDGETING PROCESS SET BY STATUTE**

Note: The Colorado Department of Education annually notifies each district of critical dates in accordance with statutory requirements below.

By December 15	Board of Education must certify to Board of County Commissioners the separate amounts necessary to be raised by taxes for the school district's general, bond redemption, transportation and special building funds [C.R.S. 22-40-102 (1); C.R.S. 39-5-128]
By June 1	Proposed budget must be submitted to Board of Education for tentative approval [C.R.S. 22-44-108(1)]
Within 10 days of above	Notice of proposed budget must be published; budget must be made available for public inspection [C.R.S. 22-44-109 (1)]

Before final adoption	Public hearings must be held [C.R.S. 22-44-110 (1)]
Before end of fiscal year (June 30)	Board must adopt official budget and appropriations resolution [C.R.S. 22-44-103 (1), 22-44-107 (1), 22-44-110 (4)]
Within 60 days of Final Adoption	District must post the Board's adopted budget online, in a downloadable format, for free public access. [C.R.S. 22-44-304 (1)(a)(I), (3)(a)]
By January 31	Board may review and change the budget with respect to both revenues and expenditures [C.R.S. 22-44-110 (5)]

Additional deadlines if district seeks authorization to raise additional local revenues at an election:

At least 60 days prior to election	Ballot question must be delivered to county clerk and recorder [C.R.S. 1-5-203 (3)]
First Tuesday in November in odd-numbered years; general election date in even-numbered years	District may request authorization to raise additional local revenues subject to limitations set forth in law [Colorado Constitution, Article X, Section 20; C.R.S. 22-54-108]
Following election	If the district is authorized to raise and spend additional local revenues, Board may adopt a supplemental budget [C.R.S. 22-44-110 (6)]

### **DBI: BUDGET IMPLEMENTATION**

The total amount which may be expended during the fiscal year for the operation of the school system will be set forth in the budget approved annually by the Board of Education. The budget will serve as the control on expenditures. The superintendent will be directly responsible to the Board for the overall administration of the annual budget for all funds.

Expenditure summary reports can be printed at any time by any budget manager. This report summarizes all accounts which the budget manager is responsible.

Each budget manager shall be responsible for ensuring that the total of all accounts by fund for which the budget manager is responsible are not overspent.

At the conclusion of each fiscal year, the Business Services Department will determine the net unspent funds for each school. This net amount will be transferred into the school's carryover account in the next fiscal year. This carryover is limited to 10% of the total allocation to the school. If any school's carryover exceeds 10%, a written request must be received by the Business Services Department outlining a plan for the expenditure of the funds. Department balances are not carried over.

All expenditures shall be handled in a legal and ethical manner. Expenditures may be made by petty cash, purchase orders, purchasing cards or reimbursements in accordance with the respective policy.

Each budget manager is responsible to staff their building or department within budgeted staffing units.

All staff positions not specifically budgeted for must be approved by the Superintendent and presented to the Board of Education in advance of selection and hiring.

The Chief Operating Officer shall be responsible for communicating the status of the budget to the Board of Education on a quarterly basis and individual budget manager performance to the Superintendent on an annual basis. Budget managers are responsible to monitor the status of their budget on a monthly basis.

CROSS REF.: DB - Annual Budget

### **DBJ: BUDGET TRANSFERS**

Unencumbered moneys shall not be transferred from one fund to another unless authorized in advance by the Board. When a contingency occurs, the Board of Education by resolution may transfer any unencumbered moneys from the contingency reserve account, which is within the general fund, to any other fund or function.

The Board shall not transfer moneys from the bond redemption fund, the special building fund or transportation fund.

### **School budget accounts**

Principals and their designees are responsible for funds budgeted to that school and may transfer moneys between their discretionary accounts. The superintendent and/or Director of Finance shall be notified of such transfers. However, moneys in school staffing salary and benefit accounts cannot be transferred without Director of Finance approval.

### **Program budget accounts**

Program managers and their designees are responsible for funds budgeted to that program and may transfer

discretionary moneys according to procedures established by the program manager. Transfers between programs must have the approval of each program manager's immediate supervisor. The superintendent and/or Director of Finance shall be notified of such transfers.

LEGAL REFS.: C.R.S. 22-32-107

C.R.S. 22-44-102 (3)

C.R.S. 22-44-112

C.R.S. 22-44-113

C.R.S. 22-45-103 (1)(a)(II)

C.R.S. 24-10-115

NOTE: C.R.S. 22-44-113 permits a board to borrow unencumbered moneys in certain funds to use temporarily for another fund.

#### **DBK: FISCAL EMERGENCIES**

If the Board of Education determines during any budget year that the anticipated revenues and amounts appropriated for expenditure in the budget exceed actual revenues available to the district due, in whole or in part, to action of the legislature or governor, the Board may declare a fiscal emergency. Such action shall require the affirmative vote of two-thirds of the members of the Board.

If a fiscal emergency is declared by the Board of Education, the Board may implement a reduction in salaries for all employees of the school district on a proportional basis or may alter the work year of employees. Such reduction in salaries may be made notwithstanding any adopted salary schedule or policy.

Prior to taking such action, the Board shall hold at least one public hearing.

LEGAL REFS.: C.R.S. 22-44-115.5 (reduction in salaries or alteration of work year due to fiscal emergency)

C.R.S. 22-45-112 (2) (a) (sale of real property if fiscal emergency)

C.R.S. 22-54-110 (2) (d) (loans in form of lease-purchase agreements with state treasurer if fiscal emergency)

CROSS REFS.: DEB, Loan Programs

GCBA, Instructional Staff Contracts/Compensation/Salary Schedules

GCL, Professional Staff Schedules and Calendars

GDBA, Support Staff Salary Schedules

GCQA, Instructional Staff Reduction in Force

#### **DCA: MANAGEMENT OF CAPITAL RESERVES**

The Board of Education wants to assure that all transactions from the Capital Reserve Fund are in compliance with Colorado Revised Statute while, at the same time, retaining all of the flexibility possible from that account.

##### **REGULATIONS:**

1. Each Capital Reserve project will be identified in the adopted budget that has been approved by the Board of Education.
2. Each piece of equipment per item and any capital project must exceed \$3,500.
3. All Capital Reserve expenditures will go through the bidding process as identified in policy DJB – Federal Procurement.
4. A Capital Reserve budget for the following year will be submitted to the Board of Education and approved in conjunction with the adopted budget prior to June 30 of each year.
5. The fiscal management of Capital Reserve funds, in all cases, will conform to federal and state laws and regulations.

#### **DD: GRANTS MANAGEMENT**

The District encourages and is receptive to financial support from appropriate federal, state, local governmental and private grantmakers to aid in delivery, maintenance, and improvement of District and school educational, support or operational programs.

The term "grant" encompasses all federal, state, and local governmental, corporate or foundation financial awards that have specific performance requirements or conditions attached and that are applied for and accepted by the District.

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ECSD is the legal applicant and recipient for all grant funds applied for and received by all of its public schools, programs and departments. Contracts awarded to the District consequent to the receipt of a grant by another agency or institution are considered sub-award grants, and are subject to all of same requirements as awards received directly by ECSD. Grants applied for and received by individual District personnel for personal or professional development purposes are not subject to District policies unless they involve students, use of school property, or require the participation of other District personnel.

The District may apply for and receive grants that support the current ECSD Goals or otherwise improve educational resources. The Board reserves the right to approve or decline any grant application or award based upon established principles, and may delegate this authority to the Superintendent or other staff assigned by the Superintendent.

The opportunity to competitively apply for a grant must be available to all District schools under the same eligibility criteria if a grant is used to fund any school personnel position(s). This provision does not apply to the District itself, which may apply for grants to fund personnel at particular schools based upon established principles and demonstrated differentiated needs, including, but not limited to: student achievement, educational equity and school climate.

Any grant application of \$25,000 or more, or made to a state or federal agency, or requiring the expenditure of non-budgeted District or school funds (i.e. cash matching funds) must be approved by the Board. The Superintendent shall have the authority to approve grants applications from \$3,500 up to \$25,000. The Principal or department director shall have the authority to approve grant applications of less than \$3,500. Schools or District departments may not make applications for grants of more than \$25,000, or to a state, or federal agency, or requiring the expenditure of non-budgeted district or school funds, without submission of an Intent to Apply form to the Superintendent or designee, and his or her signed approval.

The Superintendent or designee shall establish procedures for grant administration and for review and approval of all grant applications. The Superintendent or designee shall provide a quarterly report to the Board of all awarded grants

## **DEA: FUNDS FROM LOCAL TAX SOURCES**

### **Mill Levies**

If the Board of Education is of the opinion that revenues in excess of those provided through equalization program funding are necessary to provide for the needs of the district, the Board may seek authorization at an election to raise additional local property tax revenues. The district shall cooperate with the district charter schools regarding any such election in accordance with the requirements of state law. The requested amount shall not exceed 30 percent of the district's total program funding for the budget year in which the limitation was reached or \$200,000, whichever is greater.

The Board shall call an election to raise additional local revenues if an initiative petition containing signatures of at least five percent of the registered electors in the district is properly submitted to the Board. An initiative petition shall be submitted at least 90 days prior to the election date in order to be valid.

Such elections shall be held on the first Tuesday in November in odd-numbered years in conjunction with the regular biennial school election or on general election day in even-numbered years. The election shall be conducted by the county clerk and recorder in accordance with applicable law.

Beginning in the 2019-20 fiscal year, additional mill levy revenue shall be distributed to the district's charter schools and innovation schools in accordance with the plan adopted by the Board pursuant to C.R.S 22-32-108.5(4) and subject to any other purpose specifically approved by the voters. Such plan shall be reviewed and updated as necessary in accordance with applicable state law.

Beginning in the 2019-20 fiscal year, additional mill levy revenue shall be distributed to the district's charter schools and innovation schools in accordance with C.R.S. 22-32-108.5(5) and subject to any other purpose specifically approved by the voters.

### **Transportation mill levies**

The Board of Education may submit the question of whether to impose a mill levy for the payment of excess transportation costs at an election held in conjunction with the regular biennial election in odd-numbered years or with the general election in even-numbered years. The term "excess transportation costs" is defined in state law and generally means the districts operating and capital expenditures for the transportation program that are not reimbursed by the state.

If the measure passes, the district shall deposit the resulting revenue in the transportation fund.



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## **Kindergarten Mill Levy**

The Board of Education may submit the question of whether to impose a mill levy for additional local property tax revenues to provide funding for excess full-day kindergarten program costs. The Board may include a question of whether to impose an additional mill levy of a stated amount and limited duration to meet the initial capital construction needs of the district associated with a full-day kindergarten program. "Excess full-day kindergarten program costs" are defined in state law as the costs that exceed the revenues the district receives from the school funding formula for kindergarten.

## **Bonded indebtedness**

Upon the approval of the electorate, the Board may incur a bonded indebtedness which does not exceed amounts specified by law.

The Board may authorize the issuance of debt to achieve the following goals and objectives:

1. To provide capital improvements which satisfy the district's physical plant needs
2. To provide the capability of financing district equipment needs
3. To refinance existing debt when it is in the best interests of the district

To accomplish these goals the Board has developed the following guidelines for managing the district's debt.

1. The superintendent and a designee shall be responsible for implementing this policy and its procedures.
2. The superintendent and a designee shall serve as the district's liaison with the investment banking community and will keep the Board informed about investment banking activities, changes in laws which affect the issuance of debt, and any topics which bear on the district's financial activities and needs.
3. When developing the district's financial plan, the superintendent shall analyze the need for financial advisory or investment banking assistance in defining the district's financial goals and objectives, establishing its financial plan and preparing for the issuance of debt or the refinancing of existing debt. Based on that analysis, the superintendent may recommend that the district secure the services of financial advisory and/or investment bankers.
4. The type of financial advisory or investment banking services and the method of selecting the firm or firms to provide such services shall be determined by the Board.
5. All investment banking firms or financial advisors employed by the district shall comply with the provisions and rules of the Municipal Securities Regulatory Board when performing services for the district.
6. The superintendent and Chief Operating Officer shall recommend to the Board whether to use a competitive bid or negotiated sale method for each transaction. All financing completed by the district shall be conducted in compliance with state and federal statutes and regulations.

## **Notice to public**

At least 20 days prior to any election wherein the Board has submitted a ballot issue concerning the creation of any debt or other financial obligation, the district shall post on its website [or if the district does not have a website, at the district's main administrative office] a notice regarding financial information as specified in state law. This notice is in addition to other notices required by law.

LEGAL REF.: Constitution of Colorado, Article X, Section 20

C.R.S. 1-1-101 through 1-13-108 et seq. (Uniform Election Code of 1992)

C.R.S. 1-7-908 (financial information district must post prior to any financial election)

C.R.S. 1-45-117 (Fair Campaign Practices Act)

C.R.S. 22-30.5-118 (inclusion of charter schools in district mill levy elections)

C.R.S. 22-30.5-119 (mill levy for charter school operating revenues)

C.R.S. 22-32-108.5 (Additional mill levy revenue sharing with charter schools and innovation schools)

C.R.S. 22-42-101 et seq. (bonded indebtedness)

C.R.S. 22-54-108 (authorization of additional local revenues)

C.R.S. 22-54-108.5 (mill levy to fund full-day kindergarten)

CROSS REFS.: DBG, Budget Adoption

EEA, Student Transportation

FA, Facilities Development Goals/Priority Objectives

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FB, Facilities Planning  
FBC\*, Prioritization of Facility Improvement  
FD, Facilities Funding  
FDA, Bond Campaigns  
LBDA\*, Facilities Planning and Funding for District Charter Schools

NOTE: State law requires a school district that is considering a mill levy ballot question to “invite” its district charter schools to “participate in discussions regarding submission of the question.” C.R.S. 22-30.5-118(4). The district must also include a district charter school representative on any “planning committee” formed to assess and prioritize the district’s needs for operating revenues and to consider seeking additional revenues. C.R.S. 22-30.5-118(3). State law also requires the district to invite a district charter school representative to participate on any long-range facilities planning committee and any committee established to assess and prioritize the district’s capital construction needs. C.R.S. 22-30.5-404(1)(b). For more information on the statutory requirements pertaining to the inclusion of charter schools in the district’s bond elections, see the Charter Schools Facilities Financing Act, C.R.S. 22-30.5-401 et seq. and CASB sample policy LBDA, Facilities Planning and Funding for District Charter Schools and accompanying sample regulation LBDA-R.

## **DEB: LOAN PROGRAMS**

### **Short-term borrowing**

The superintendent shall notify the Board when it becomes evident, early in the fiscal year before substantial tax moneys have been received, that cash balances will not meet anticipated obligations. Under such circumstances the Board may negotiate, under the provisions of Colorado statutes, for a loan in such amounts as may be required to meet such obligations. Such a loan may not be obtained without prior approval of the Board.

The Board may authorize the president and the secretary to execute promissory notes on behalf of the school district from time to time as such borrowing of funds becomes necessary and may further authorize them to execute any and all other documents necessary or incidental to the borrowing of funds. By law, these short-term loans are liquidated within six months of the close of the fiscal year from moneys received by the district for the general fund.

### **State interest-free or low-interest loan program**

When it becomes evident that a general fund cash deficit will occur in any month, the district’s Chief Operating Officer and the Superintendent shall notify the Board. The notice shall explain the need for a loan and the requested amount. Under such circumstances the Board may elect to participate in an interest-free or low-interest loan program through the state treasurer’s office by adopting a resolution approving the amount of the loan prior to the loan being made. The loan may not exceed the amount certified by the district’s Chief Operating Officer and the superintendent. However, the superintendent may not apply for such loan without a resolution of the Board. The state treasurer shall determine the method for calculating cash deficits and appropriate reporting mechanisms.

If, in order to receive an interest-free loan, the district seeks to have tax and revenue anticipation notes issued on its behalf pursuant to state law, the notice to the Board shall not only explain the district’s anticipated cash flow deficit for the upcoming year, but also the total amount of tax and revenue anticipation notes need to cover the deficit.

All loans shall be repaid by June 25 of the fiscal year in which they were made or an alternate date determined by the state treasurer.

### **Lease-purchase agreements with the state**

Under certain conditions the district may sell real property to the state treasurer if the district has been denied a loan or is unable to pay a loan made by the state pursuant to the interest-free loan program.

### **Tax anticipation notes**

The Board may issue tax anticipation notes without an election if it determines that taxes due the district will not be received in time to pay projected budgeted expenses. Tax anticipation notes shall mature on or before August 31 of the fiscal year immediately following the fiscal year in which the tax anticipation notes were issued.

The state treasurer is authorized to issue tax anticipation notes for school districts pursuant to terms and conditions negotiated by the state treasurer and the district.

Tax anticipation notes issued by the district shall not exceed 75 percent of the taxes the district expects to receive in the current fiscal year as shown by the current budget.

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### Loans for renewable energy or energy efficiency projects

The Board may authorize the superintendent to apply to the state energy office for a loan to fund renewable energy projects or energy efficiency projects. Prior to applying for a loan to the state for this purpose, the district shall establish a renewable energy project team in accordance with state law.

LEGAL REFS.: C.R.S. 22-40-107 (short term loans)

C.R.S. 22-45-112 (sale of assets)

C.R.S. 22-54-110 (loans to alleviate cash flow problems)

C.R.S. 22-54-110 (2)(d) (loans in form of lease-purchase agreements with state treasurer if fiscal emergency)

C.R.S. 22-92-101 et seq. (Renewable Energy and Energy Efficiency for Schools Loan Program Act)

C.R.S. 29-15-101 et seq. (Tax Anticipation Note Act)

1 CCR 301-85 (State Board of Education rules governing the renewable energy and energy efficiency for schools loan program)

CROSS REF.: DBK\*, Fiscal Emergencies

### DFA-DFAA: REVENUES FROM INVESTMENTS/USE OF SURPLUS FUNDS

The Board of Education recognizes the importance of prudent and profitable investment of district monies and its responsibility in overseeing this part of the district's financial program.

This policy shall apply to the investment of all financial assets and all funds of the district over which the Board exercises financial control. In order to effectively make use of the district's cash resources, all moneys shall be pooled into one investment account and accounted for separately. The investment income derived from this account shall be distributed to the various district funds as directed by the Board of Education in accordance with state law.

All district funds allocated to a specific use but temporarily not needed shall be invested by the Chief Operating Officer or designee in accordance with state law and in a manner designed to accomplish the following objectives:

1. ensure the safety of funds
2. ensure that adequate funds are available at all times to meet the financial obligations of the district when due
3. ensure a market rate of return on the funds available for investment throughout the budget cycle
4. ensure that all funds are deposited and invested in accordance with state law

The intent of the district is to support financial institutions located within district boundaries. Investments in institutions located outside of the district will be made when competitive rates or lack of collateral available from local financial institutions make this decision in the best interest of the district or when investment timing requires investment alternatives and short-term yields not conveniently available in the district. If the district is contemplating any investment or deposit outside of the state, the Board shall be notified. The Board shall seek legal advice prior to any such investment or deposit.

The Board shall be kept informed of investments and yields through regular quarterly reports. These reports shall be formatted in a manner that allows the Board to evaluate the success of its investment practices in light of its stated objectives.

LEGAL REFS.: C.R.S. 11-10.5-101 et seq.

C.R.S. 11-47-101 et seq.

C.R.S. 22-45-103 (bond redemption fund trustee or escrow requirement)

C.R.S. 24-75-601 et seq.

C.R.S. 24-75-701 et seq.

CROSS REF.: DA, Fiscal Management Goals/Priority Objectives

DG, Banking Services

NOTE: This policy has been adapted from the sample appearing in the CDE Financial Policies and Procedures Handbook.

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## DFG: DONATION OF STAFFING FUNDS

The Board of Education believes that Donated Funds, when implemented with appropriate precautions, can be used to support district designated staffing.

Donated Funds can give a school and the District a greater ability to attract and retain top talent. Donated Funds are for a position or program as opposed to an individual. This is an important distinction for those making the donation and needs to be clear up front. Staffing may be used in any number of ways and directed giving should be for a position, and may or may not be utilized in that manner depending on a school's needs.

Administrators need the freedom to make decisions based on accurately accumulated funds. Principals have complete discretion to determine the use of funds at the end of the fund raising period. The district acknowledges that donors often desire knowledge of how funds will be used, but will continue to support principals in the reality of staffing depending on total accumulated funds available.

### REGULATIONS:

1. A Principal of the Eagle County Schools should initiate the desire to purchase staffing by submitting a formal letter of application to the Eagle County Schools Human Resources (HR) Office. The letter of application should include:
  - a. a rationale for the request;
  - b. how the Funding will benefit the student population;
  - c. the specific FTE needs and objectives to be accomplished by purchasing staffing.

NOTE: The deadline for making application to the Human Resources Office will be August 1. The staffing requests will be reviewed by August 15.

2. The Donated Funds program is restricted to the Education Foundation of Eagle County ("EFEC") who has approved bylaws and organization to support ECS. Principals will work with EFEC on funding.
3. The receiving Principal shall have the authority to direct the Donated Funds. The school Principal is best suited to know the needs of the building. In instances where funds are being directed by a donor and the direction does not agree with the vision/plan for the school building, Principals will be supported by the District to refuse those funds. The Principals will also have the authority to direct the funds to the necessary position. Funds may fill out a position or create a new position. In the event of creating a new position, Principals shall follow the District hiring protocol, posting for at least 5 days and interviewing candidates.
4. The District's Board of Education will make the final decision on personnel filling a position created with Donated Funds. The Board's decision will be included in the consent agenda for personnel actions.
5. Staffing costs will be paid by EFEC to the district. Costs will be calculated in the following manner:
  - Support staffing costs will be calculated as follows: Actual Cost of the individual filling the position + 10% to go to an EFEC equity fund.
  - Certified staffing costs will be calculated as follows: Actual Cost of the individual filling the position + 10% to go to an EFEC equity fund.
  - Staffing costs will be calculated by the District HR Office and communicated to EFEC.
6. Support staff will be hired at the discretion of the Principal receiving donated funds.
  - a. Probationary teacher placements need to be cleared through the Office of Human Resources.
  - b. Non-probationary teacher placements need to be reviewed and cleared in writing through the Office of the Superintendent. Any teaching position that cannot be supported long-term will be denied at this stage.
7. In the case where a position less than .5 is increased to greater than .5, the district will consider this a year of service toward non-probationary status.
8. Use of directed giving as a source of intimidation or leverage to achieve a donor's individual agenda will not be tolerated.
9. This donation policy is intended for instructional staffing. In such, directed giving for a single cause such as a bus route, individual class or technology need, will be at the District's discretion and may not be able to be accommodated.

The administration and the Board of Education are cautioned not to allow a large number of Donated Funding positions in any one school year if these positions might have a negative impact and/or cause disruption to the Eagle County Schools. Donated Funds for Staffing must be considered as temporary funding and thus must not be considered a commitment toward future staffing by any employee in any way.

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## DFCA: DISTRICT HOUSING MANAGEMENT

Because it is difficult to find affordable housing in the Eagle County School District, it is desirable for the District to maintain a number of housing units and/or mobile home spaces to attract and retain new District employees. The District Housing program should not be viewed as a long-term arrangement for any one staff member, but rather should be considered as a planning time so that employees are able to acquire more permanent housing. Therefore, the goals of the District Housing program are as follows:

### GOALS:

1. To provide affordable housing in order to attract and retain new employees through the maintenance of a number of units presently owned by the District.
2. To provide mobile home spaces which will allow employees to purchase mobile homes and be assured of a permanent location on which to place their mobile home for the duration of their tenure with the Eagle County School District.
3. To place the District Housing program on a sound financial basis which will ensure the program does not detract from the General Fund. Rents are to be set at a rate that will cover all costs of the District Housing Fund.

### SUB-GOALS:

1. To ensure a sound management program for District housing (i.e. to be effective and efficient landlords).
2. To establish and update all Board policies related to the District Housing program on an annual basis.
3. To maintain and upgrade the houses and apartments presently owned by the District.
4. To develop and maintain a listing of tenant and District responsibilities (i.e. who is going to do what regarding maintenance, caretaking, and providing materials).
5. To develop and maintain lease agreements that protect the District's and the tenant's interests.
6. To maintain a comprehensive file on each District-owned housing unit. This file is to include an updated report of the condition of the unit, maintenance records, present lease agreement, all pertinent financial records, and any other items designated by the Maintenance Department.

### REGULATIONS:

1. Any employee who works 20 hours or more per week on a regular basis shall be eligible to lease District Housing according to the provisions of this policy. A temporary employee (one working less than 20 hours a week on a regular or temporary basis) may be granted use of District Housing on a temporary basis if a housing unit is vacant and no one is on the waiting list. A temporary employee will be allowed to lease the housing unit on a month-to-month basis and will be required to vacate such premises within 30 days should a regular employee desire that housing.

Employees who resign or are terminated must vacate the District Housing unit within 30 days of their termination, resignation, or at the end of a current lease, whichever comes first. If, on July 1st of a calendar year, there is more than one housing unit vacant and there is no one on the waiting list, the Maintenance Department may extend the lease for one year.

In order to be eligible to lease District Housing, an employee must have his/her name on a waiting list that is maintained at the District Office. An employee may have his/her name placed on this list by contacting the Maintenance Department. Priority will be given to first year employees. Depending on availability, other staff will be placed on a waiting list on a first come, first served basis. The name of the employee will be placed on the waiting list the date upon contact with the Maintenance Department. The procedures for having one's name removed from the waiting list are outlined in Regulation 14.

2. The Maintenance Department shall be charged with the compiling, administering, and updating of the lease agreement in a timely manner.
3. Leases between the School District and one or more employees of the District shall be written up so that all employees' names are written into the lease and all employees' names which appear on that lease shall be equally responsible for payment of rents, damage deposits, damages, and any other items which are written into the lease. Utilities and deposits for utilities shall be the responsibility of the tenant(s).
4. Each lease shall be two years in duration, reviewed annually, and will commence on July 1 and end on June 31.



5. The damage deposit shall be equal to one month's rent. All damage deposits shall be payable at the time the lease is signed. With prior arrangement, the Maintenance Department may allow the employee to spread the payment of the damage deposit over a period of time not to exceed twelve months.
6. No dogs, cats, reptiles, or other animals will be allowed in District Housing or in mobile homes that rent District property.
7. The amount of rent for each unit will be recommended by the Maintenance Department and approved by the Board of Education as part of the annual budget approval.
8. Ownership of a residence or livable property within the Eagle County School District boundaries shall disqualify any employee from being placed in School District housing. Extenuating circumstances may cause this policy to be waived after review and consideration of the Maintenance Department.
9. Monthly rent payments will be deducted by the Payroll Office from the employee's regular salary. Employees not receiving regular paychecks (due to leaves, summer breaks, etc.) are responsible for making arrangements for paying rents due to the School District each month on the date specified in the lease. Failure to pay within 10 days of the day the rent is due will be considered default by the employee, and the lease will be considered terminated 30 days from the original due date of the rent.
10. Responsibilities for Maintenance of properties:
  - a. Lessee will keep property clear of trash and debris.
  - b. Lessee will maintain lawn as required.
  - c. Lessee shall keep sidewalks and driveways clear of snow and prevent snow build-up on the roof.
  - d. Lessor shall provide grass seed, fertilizer, and weed killer for maintaining the lawn area.
  - e. Lessee shall provide any equipment such as lawn mowers, rakes, shovels, etc. for maintenance of lawn and removal of snow.
11. Maintenance needs, repairs, and damages shall be reported to the Maintenance Department immediately by telephone or email, and that communication shall be documented in writing by the Lessee.
12. The District retains the right to inspect each housing unit on a semiannual basis. Adequate notice of inspection will be given to the tenant.
13. A waiting list will be maintained for those employees who wish to have a mobile home space. This list will be first-come, first serve basis.
14. The Maintenance Department or his/her designee may negotiate with an employee whose name is at the top of the list if that employee is single and the housing for which that employee has become eligible is obviously suited for a larger family. The employee, at his/her own approval, may agree to new placement on the District Housing Waiting List in order that the District facilities may be more effectively utilized. However, under no circumstances shall an employee be forced to withdraw his/her name for the dwelling for which (s)he is eligible.
15. When a District employee chooses to sell a mobile home which is situated on a District-owned mobile home space, if that mobile home is purchased by another District employee, the mobile home may be left on the District-owned space.
16. Tenants are required to keep their site neat and clean. No storage of bottles, boxes, appliances, equipment, etc. will be allowed outside of the District Housing unit unless they are stored in an approved storage locker/shed. Storage lockers/sheds that are acceptable in design and appearance will be allowed only after the tenant has acquired the written permission of the Maintenance Department. If it is the intent of the tenant to remove the structure when (s)he leaves, permission to remove that structure must be part of the request for installation.
17. Two motor vehicles are permitted per home site. If the circumstances require additional vehicles, prior written approval for regular parking must be acquired from the Maintenance Department. Tenants will refrain from making major repairs to vehicles or placing vehicles on blocks. All vehicles must be in running condition and must be properly licensed. Junk cars are not permitted and will be towed at the owner's expense.

Tenants shall not keep any boats, trailers, motor homes, campers, or other large pieces of recreational equipment on the District Housing site without the prior written permission of the Maintenance Department.
18. No additions, awnings, carports, structures, fences, or other modifications may be built or installed unless first approved in writing by the Maintenance Department. If modifications are approved, they may not be removed from the District Housing unit/site without the prior written permission of the Maintenance Department. Building permits, when required by the County, shall be the responsibility of the tenant.

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**DG: BANKING SERVICES (AND DEPOSIT OF FUNDS)**

All revenue received by the School District shall be deposited in an official bank or banks or savings and loan institutions as designated by the Board. Such financial institution must qualify as an eligible public depository in accordance with state law.

When moneys are withdrawn from the custody of the County Treasurer, such withdrawn moneys and all other moneys belonging to the District including moneys derived from the food services and school activities shall be deposited by the Director of Finance to the credit of the District in the depository(ies) designated by the Board.

The treasurer or official custodian shall comply with all requirements of state law regarding the deposit of district funds.

**Bond Redemption Fund**

Revenues from a tax levy for the purposes of satisfying bonded indebtedness obligations shall be administered by a commercial bank or depository trust company located in Colorado or placed in an escrow account in accordance with the requirements set forth in state law.

LEGAL REFS.: C.R.S. 11-10.5-101 et seq. (relates to deposits of public funds in banks)  
C.R.S. 11-47-101 et seq. (relates to deposits of public funds in savings and loan institutions)  
C.R.S. 22-32-104 (4)(c)  
C.R.S. 22-32-107 (3),(4),(6)  
C.R.S. 22-32-109 (1)(g)  
C.R.S. 22-32-110 (1)(x)  
C.R.S. 22-40-104 (relates to County Treasurer)  
C.R.S. 22-40-105  
C.R.S. 22-45-103 (bond redemption fund trustee or escrow requirement)  
C.R.S. 22-45-104 (relates to collection and deposit of fees and fines)

CROSS REF.: BDB, Board Officers

**DH: BONDED EMPLOYEES AND OFFICERS**

All district employees who are responsible for moneys controlled by the Board or who may have more than \$50 from such funds in their custody shall be bonded under a group fidelity bond in individual amounts of \$10,000.

The secretary and treasurer of the Board and any custodian of moneys authorized and appointed by the Board shall, as required by Colorado statute, be individually bonded. This bond shall be in an amount not less than \$5,000.

The cost of bonding or insurance coverage shall be borne by the school district.

LEGAL REFS.: C.R.S. 22-32-104 (4)(b),(c),(d)  
C.R.S. 22-32-109 (1)(h)  
C.R.S. 22-32-121 (3)

**DI: FISCAL ACCOUNTING**

The superintendent shall be responsible for receiving and properly accounting for all funds of the district.

All funds received and/or disbursed by any agency of the school system including any and all district transactions shall be accounted for carefully and accurately; shall conform with generally accepted principles of governmental accounting providing for the appropriate separation of accounts, funds and special moneys, and shall be done in a manner that is easily reviewed and lends itself to auditing.

When accounting for any enterprise funds the district shall use the full accrual basis of accounting.

LEGAL REFS.: C.R.S. 22-44-103 (enterprise funds accounting methods)  
C.R.S. 22-45-102

NOTE: The "Financial Policies and Procedures Handbook" adopted by the State Board of Education is to be used by every school district in the keeping of financial records and in the periodic presentation of financial information to the Board. [C.R.S. 22-44-204(3)].

**DIA: ONLINE SCHOOLS AND ONLINE PROGRAMS (PERMISSIBLE DOCUMENTATION)**

The district includes schools and programs that provide blended learning and differentiated instruction for students, including online instruction. This policy addresses the types of documentation the district may utilize as proof of a student's enrollment, attendance, interaction with teachers and participation in any district online school or online program.

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In accordance with applicable state law, documentation of the following educational activities is acceptable for purposes of tracking a student's enrollment, attendance, interaction with teachers and participation in educational activities to support student learning in any district online school or online program:

- assessment,
- orientation and induction activities,
- in-person educational instruction,
- synchronous and asynchronous Internet-based educational activities,
- field trips,
- work study,
- peer mentoring,
- concurrent enrollment, and
- internship hours or similar forms of instruction.

Documentation of these educational activities may be in addition to or as a substitute to any student management system login for the district's online schools and programs. All such documentation shall be used to determine whether the student is enrolled in a district online school or program on a part-time or full-time basis, in accordance with applicable state law.

LEGAL REFS.: C.R.S. 22-30.7-105 (2)(a) (online programs and online schools must document student attendance and participation in educational activities)

C.R.S. 22-54-104 (district total program requirements, including pupil count)

1 CCR 301-39 (Rules for the Administration of the Public School Finance Act of 1994)

1 CCR 301-71, Rules 3.02.9 and 8.0 (must adopt policy tracking student enrollment, attendance and participation if the district authorizes an online program or online school)

#### **DID: INVENTORIES**

The Eagle County School District shall maintain a system for an annual inventory of all real and personal property. The Board shall set the threshold cost required for items to be inventoried. Equipment permanently fixed in a building such as heaters and lockers shall not be inventoried. The Chief Technology Officer shall establish and maintain an inventory control process of certain technology items below \$5,000.

The equipment inventory shall serve both the function of control and conservation.

Responsibility for the system shall lie with the Chief Operating Officer to whom principals and other administrators shall be accountable for the maintenance of proper inventories in their schools.

LEGAL REF.: C.R.S. 29-1-506 (1)

#### **DIE: ANNUAL AUDIT**

In accordance with state law, all funds and accounts of the District shall be audited annually, following the close of the fiscal year.

The Board shall issue a request for proposal (RFP) or use some other similar process for selection of an independent auditor licensed to practice in Colorado and knowledgeable in government accounting to conduct the audit. The independent auditor also shall audit the activities accounts of the District for report to the Board of Education.

The audit report shall contain among other information:

1. Financial statements prepared insofar as possible in conformity with generally accepted governmental accounting principles. (The financial statements are the representation of the District whether prepared by the District or by the auditor.)
2. Disclosures in accordance with the Financial Policies and Procedures Handbook. The supplemental schedules of receipts and expenditures for each fund shall be in the format prescribed by the State Board of Education and shall be in agreement with the audited financial statements of the District.
3. All funds and activities of the School District.
4. A budget to actual comparison for each fund and activity.
5. The auditor's opinion on the financial statements. If the opinion is anything other than unqualified, the reason must be explained. The opinion shall include general fixed assets.
6. Disclosure of all instances of noncompliance with state law, including the Public School Finance Act of 1994, irrespective of materiality.

7. A supplemental listing of all investments held by the District at the date of the financial statement.

8. A calculation of the School District's fiscal year spending in accordance with the state constitution.

The auditor shall meet with the Board to discuss the audit report, make recommendations to the Board concerning its accounting records, procedures and related activities as may appear necessary or desirable and shall perform such other related services as may be requested by the Board.

The audit report shall be completed and submitted by the auditor to the School District within five (5) months after the close of the fiscal year unless a request for an extension of time is granted by the state auditor. Within thirty (30) days after the Board receives the audit, it shall be submitted to the state auditor and the state commissioner of education.

The Board reserves the right to request an audit at more frequent intervals if desired.

LEGAL REFS.: C.R.S. 22-32-109(1)(k)

C.R.S. 24-75-601.3

C.R.S. 29-1-601 et seq

#### **DJ-DJA: PURCHASING/PURCHASING AUTHORITY**

The Board's authority for the purchase of materials, equipment, supplies and services is extended to the superintendent through the detailed listing of such items compiled as part of the budget-making process and approved by the Board through its adoption of the annual operating budget.

Except in emergencies or for reasons of economy, the annual purchase of major pieces of equipment such as school buses shall be scheduled so that annual budgetary appropriations for capital purposes will be of similar size or will show a continuous trend without severe fluctuations.

The superintendent shall direct the purchase of such books, supplies, equipment and other materials as is required and permitted within the limits of the budget. The purchase of these items shall require no further Board approval except in those instances where Board policy requires certain purchases to be put to bid. However, any single, non-budgeted purchase or expenditure greater than \$150,000 shall require advance approval by the Board.

In order to receive the greatest value for each dollar expended, it shall be the policy of the school district to obtain comparative prices based on similar quality, to consider a balance between long-term quality and cost, and to purchase in quantity whenever possible and practical.

LEGAL REF.: C.R.S. 22-32-109 (1)(b)

CROSS REF.: DJB, Federal Procurement

DJE, Bidding Procedures

#### **DJB: FEDERAL PROCUREMENT**

This policy and its accompanying regulation shall apply to the purchase of services, supplies, equipment or other property with federal funds that are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy or its accompanying regulation conflict or are otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of such laws shall control.

NOTE: We recommend the following paragraph to clarify that district employees shall follow other applicable Board policies and state law, such as purchasing authority and competitive bidding, to the extent these policies impose additional requirements or procedures. For example, state law requires districts to conduct criminal background checks for any person providing direct services to students pursuant to a written contract. C.R.S. 22-32-122 (4).

District employees shall follow Board policy concerning employee purchasing authority when making any purchase with federal funds and shall obtain prior Board approval in those instances when it is required by Board policy. District employees shall also follow applicable state law and Board policy concerning competitive bidding, to the extent state law and/or Board policy establish additional requirements that are not inconsistent with this policy and its accompanying regulation.

#### **Micro-purchases (less than \$3,500)**

A "micro-purchase" is a purchase that, in an aggregate amount, is less than \$3,500.

NOTE: The micro-purchase dollar amount is adjusted periodically by the federal government. The threshold most recently established and published in the Federal Register is \$3,500.

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Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy, “reasonable” means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the district will distribute micro-purchases equitably among qualified suppliers when the same or materially interchangeable products are identified and such suppliers offer effectively equivalent rates, prices and other terms.

#### **Small purchases (\$3,500 to under \$150,000)**

A “small purchase” is a purchase that, in an aggregate amount, is \$3,500 or more, but less than \$150,000.

NOTE: Given that the federal government periodically adjusts the micro-purchase dollar amount as well as the amount that requires competitive bidding, the amount considered to be a “small purchase” is currently \$3,500 or more but less than \$150,000.

For small purchases, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources, as detailed in this policy’s accompanying regulation, unless:

1. a valid basis exists under the federal Uniform Grant Guidance for relying on procurement by a noncompetitive proposal (i.e., “single source” procurement); or
2. the district elects to use a more formal competitive bid or request for proposal process.

#### **Large purchases (\$150,000 or more)**

A large purchase is a purchase that, in an aggregate amount, is \$150,000 or more.

NOTE: The dollar amount at which competitive bidding is required is adjusted periodically by the federal government. The threshold most recently established and published in the Federal Register is \$150,000.

The district shall conduct a cost or price analysis for large purchases that, at a minimum, includes making an independent estimate before receiving bids or proposals (including noncompetitive proposals). A cost analysis means evaluating the separate cost elements that make up the price. A price analysis means evaluating the total price, without looking at the individual cost elements.

Whenever appropriate and relevant to the specific transaction, the cost analysis may include life-cycle cost estimates which shall then be incorporated into any solicitations of bids or proposals.

#### **Unnecessary or duplicative items**

The district shall avoid the acquisition of unnecessary or duplicative items.

Consideration shall also be given to consolidating or breaking out purchases to obtain a more economical purchase.

#### **Recordkeeping**

The district shall maintain records sufficient to detail the history of procurements made with federal funds. These records may include, but not necessarily be limited to, the following: rationale for the method of procurement, contractor selection or rejection, and the basis for the contract price (including a cost or price analysis).

Retention of such procurement records shall be in accordance with applicable law and Board policy.

LEGAL REFS.: 2 C.F.R. Part 200 Subpart D (post-award requirements under the federal Uniform Grant Guidance)

2 C.F.R. 200.318 (general standards for procurement supported by federal funds)

2 C.F.R. 200.319 (written procurement standards required)

2 C.F.R. 200.320 (methods of procurement to be followed)

2 C.F.R. 200.323 (cost or price analysis)

2 C.F.R. 200.333 (record retention requirements)

2 C.F.R. 200.336 (access to records)

7 C.F.R. 3016.36 (USDA’s procurement standards)

7 C.F.R. 3016.37 (USDA’s procurement requirements for subgrants)

34 C.F.R. Parts 75, 76 (EDGAR - Education Department General Administrative Regulations)

48 C.F.R. Subpart 2.1 (micro-purchase and competitive bidding thresholds)



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CROSS REFS.: BCB, School Board Member Conflict of Interest

DAC\*, Federal Fiscal Compliance

DJ/DJA, Purchasing/Purchasing Authority

DJE, Bidding Procedures

DKC, Expense Authorization/Reimbursement (Mileage and Travel)

EHB, Records Retention

GBEA, Staff Ethics/Conflict of Interest

### **DJBA: ESTABLISHMENT OF PURCHASING CARD PURCHASES**

The District is authorized to establish a purchasing card to supplement the ordering of supplies of a nominal value. The purpose of the purchasing card is to provide flexibility, convenience and security with small purchases while conducting District business.

The District has used various methods to accomplish the purchase of goods and services. These methods, such as purchase orders, have proven to be costly when purchasing small dollar items, and occasionally merchants may require payments in advance. To promote vendor acceptance and operational efficiency, the District has initiated a purchasing card program.

Purchase transactions using the purchasing card shall not supersede or conflict with the purchasing policies that have been established by the District.

Use of the card is not intended to replace effective procurement planning which enables volume discounts.

The District shall establish procedures for the usage of purchasing cards.

A number of unique controls have been developed for the purchasing card program that does not exist in a traditional credit card environment. Usage shall be limited by total monthly expenditure amount. Type of merchandise allowed for purchase, restrictions of persons authorized to receive the cards, and other procedures may be set at the determination of the Superintendent or his/her designee.

### **DJBR: FEDERAL PROCUREMENT**

#### **“Single source” procurement**

One or more of the following conditions justify procurement of a small or large purchase pursuant to a noncompetitive proposal (i.e., “single source” procurement):

1. The item is only available from a single source;
2. A public exigency or emergency exists and does not permit the delay that would result from a competitive solicitation;
3. After solicitation of a number of sources, the district determines that competition is inadequate; or
4. The federal awarding agency or the state as the pass-through entity has expressly authorized noncompetitive proposals in response to a written request from the district.

The district shall document the grounds for using a single source procurement process in lieu of an otherwise-required competitive method of procurement.\

#### **Standards for obtaining price or rate quotations**

The following standards apply to district procurement decisions that include the consideration of price or rate quotations:

1. Obtain at least two price or rate quotations that represent acceptable procurement options.
2. Price or rate quotations may be obtained from an online search, publicly advertised prices, written quotations prepared upon request or by documenting verbal quotations.
3. The specific price or rate quotation need not be the sole determining factor in the procurement decision if:
  - a. other relevant and material differences exist among the quotations (e.g., quality, functionality, vendor-supplied support services, life-cycle cost estimates, vendor experience in connection with the purchase of services, etc.); and
  - b. such differences predominate over a strict cost comparison.
4. If the district determines that it is in the district's best interests to not select the lowest price or rate quotation based upon the criteria listed in the above paragraph, the reason for deviating from using cost as the determining factor shall be documented.

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Additional standards applicable to procurements under the federal Uniform Grant Guidance

Unless expressly authorized by the federal Uniform Grant Guidance and/or other applicable federal law, the following standards shall apply to district purchases made in whole or in part with federal funds:

1. The district shall take affirmative steps to assure that minority businesses, women's business enterprises and labor surplus area firms are used when possible. These affirmative steps include, but are not limited to, placing qualified small and minority businesses and women's business enterprises on solicitation lists and ensuring the small and minority businesses and women's business enterprises are solicited whenever they are potential sources.
2. A time and materials contract may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk.
3. District procurement supported by federal funds may be subject to the federal Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The general requirements include procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative program for procurement of recovered materials as identified in Environment Protection Agency (EPA) guidelines.

#### **DJE: BIDDING PROCEDURES**

All contractual services and purchases of supplies, materials, and equipment in the amount of \$25,000 or more shall be put to bid. This shall not apply, however, to professional services or instructional services or materials. Other purchases may be made in the open market, but shall, when possible, be based on competitive quotations or prices.

All contracts and all open market orders shall be awarded to the lowest responsible qualified supplier that will be the most advantageous to the District, taking into consideration price, quality of materials or services desired and their contribution to program goals.

When bidding procedures are used, bids shall be advertised through the BidNet Direct ([www.bidnetdirect.com](http://www.bidnetdirect.com)).

Suppliers can register on BidNet Direct to receive direct access to the RFP's, bids, quotes, addenda and awards posted directly by Eagle County Schools. Bid requirements will be outlined in each RFP.

All bids shall be submitted through the BidNet Direct and shall be opened by appropriate district officials or employees.

Eagle County School District reserves the right to reject any or all bids and to accept that bid which appears to be in the best interest of the District. Any bid received after the time and date specified shall not be considered.

The bidder to whom an award is made shall be required to submit to the district proof of liability insurance and when appropriate, proof of workers' compensation insurance, and may be required to enter into a written contract with the district.

Any written contract shall include a provision requiring a criminal background check for any person providing direct services to students under the contract, including but not limited to transportation, instruction or food services as required by law. The contracting entity is responsible for any cost associated with the background check.

#### **Single Source Purchases**

When there is a request to purchase a specific product or to use a specific vendor, exhibit DJE-E must be submitted to the Director of Finance and include the following information to justify the purchase. The justification must include specific business reasons stating why the purchase should not be made competitively.

- The unique features of the product requested must be identified.
- If there are other similar products available, explain the reasons why those products will not meet district needs.
- If maintenance costs are an issue, evidence must be provided to identify problems or benefits.
- If service is an issue, evidence must be provided to identify problems or benefits.

Single source purchases will be made when good reasons are given and approved by the Director of Finance.

LEGAL REFS.: C.R.S. 22-32-109 (1) (b) (board required to adopt bidding procedures)

C.R.S. 22-32-122(4) (background check provision required in service contracts)

C.R.S. 24-18-201(public official's interest in contract)

CROSS REF.: BCB, School Board Member Conflict of Interest

DJB\*, Federal Procurement

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## **DJG: VENDOR RELATIONS**

In an effort to protect the integrity of the Eagle County School District staff, the Board of Education of the Eagle County School District has adopted this policy regarding the relationship between District vendors and employees of the District. Eagle County School District employees are public employees, and therefore, are not expected to use their position to influence others for personal gain or for the personal gain of others. The attitude of a public employee must be different than that of an employee in the private sector in which case it is sometimes considered ethical to use one's position or power to influence others for personal gain.

No favoritism shall be extended to any vendor. All employees of the district must exercise sound judgment in avoiding conflicts of interest or the appearance of impropriety in dealing with vendors. Gifts or gratuities of other than nominal value or which might obligate a district employee in any manner shall be politely and firmly refused.

Any vendor or bidder who offers items in excess or in violation of the spirit of this policy may be disqualified indefinitely.

No person officially connected with or employed in the public schools shall be an agent or be in any way peculiarly or beneficially interested in or receive any compensation or reward of any kind from any vendor for the sale of supplies, material, equipment or services to the district without the express prior written consent of the Board of Education.

The Board shall protect the staff and program against undue invasion of the school day by not allowing any solicitation of employees during the school day. Principals shall not allow material from solicitors to be placed in employee mail boxes or school areas where employees may assemble.

LEGAL REF.: C.R.S. 24-18-104, Code of Ethics – Rules of Conduct

CROSS REF.: BC, School Board Member Conduct  
GBEB, Staff Conduct  
GBEBC, Gifts to and Solicitations by Staff

## **DK: PAYMENT PROCEDURES**

All suppliers must render invoices for materials, supplies, services, and equipment after delivery to the school. Invoices accompanied should be submitted to the Eagle County School District Accounts Payable office.

In instances of a partial shipment, an invoice for the merchandise that has been delivered must be submitted for payment.

Eagle County Schools is a tax exempt entity and no sales tax should be included on any invoice. The tax exempt information should be given to vendors at the time of order.

An invoice to be submitted to the District for approval for payment will qualify when the following conditions are met:

1. It bears the purchase order number, description and price of the items specified on the purchase order, shipping cost and any allowed discounts.
2. It is accompanied by the completed requisition request form and receiving copy of the purchase order bearing the signature of the requisitioner that the item has been received in a satisfactory condition and in the quantity indicated.
3. All extensions and totals have been checked for accuracy.
4. Invoices showing no terms of payment shall be considered net 30 days from the date of invoice.
5. Payment of invoices that have proper documentation and approval shall be made weekly as determined by the Business Services Department.

## **DKA: PAYROLL PROCEDURES/SCHEDULES**

Employees of the District are to receive their salary payments in a timely and consistent manner and in a manner that suits the needs (within legal limits) of the majority of the employees. Employees should receive their salary payments as soon after the pay period as is legally and economically feasible.

### **REGULATIONS**

1. All employees shall be paid bi-weekly, on Friday, per the annual payroll calendar. If a holiday falls on a payroll Friday, employees shall be paid on the day prior.
2. All payments to employees will be made by direct deposit. A deposit advice will be posted in the District Employee Portal providing each employee with the details of their pay.
3. Payments will not be issued to licensed staff members before a valid license of authorization has been registered with the Human Resource Services Office. Any variation from this regulation must be in writing from the Director of Human Resources.

4. If an error is made in the calculation of an employee's paycheck, the employee should notify their supervisor of the error immediately. The supervisor is responsible to work with Payroll and/or Human Resource Services to research and correct if necessary, the error.

If it has been determined that an error occurred, and it exceeds \$100.00 it will be handled as follows:

- If the District Office is the source of the error, the error will be corrected within 24 hours of it being reported.
- If the supervisor is the source of the error, the error will be corrected within 3 working days.
- If the employee is the source of the error, the error will be corrected on the employee's next paycheck.

Any error of less than \$100.00 will be included in the employee's next paycheck.

The employee, supervisor, Human Resource Services and Payroll share responsibility for the accuracy and timely processing of payroll information.

5. In order to facilitate the calculations of payroll, all time keeping and other necessary records must be received by the Payroll Office as noted on the annual payroll calendar.
6. In order to facilitate input of wage calculations, all Personnel Action Notices must be received by Human Resource Services as noted on the annual payroll calendar.
7. All supervisors are responsible for notifying Human Resource Services when an employee terminates his/her employment, takes an unauthorized leave, transfers or when any other movement occurs that may affect that employee's pay, leave or benefits.
8. Hourly employees will record hours worked to the nearest quarter hour (1/4 - .25, etc.) on a daily basis. Any time over 7.5 minutes should be rounded up to the next quarter hour.
9. All employees must attend the first scheduled new employee orientation upon being hired. This will ensure the timelines of their pay and the completeness of their required paperwork.
10. W-2's will be provided to each employee annually by January 31 each year.

#### **DKB: SALARY DEDUCTIONS**

The function of the Business Services and Human Resource Services Departments is to accommodate the needs of the employees within the framework of a sound management system. Staff members should be given the opportunity to understand the system for calculating salaries, for making deductions, and for paying employees. Salary deductions and calculations should be explained on each check for each pay period.

It is the employee's responsibility to notify the Payroll Department in writing should (s)he wish to change deductions. Deductions shall be made or changed only when the proper-signed written authorization is received by the Payroll Department.

#### **REGULATIONS:**

1. Deductions shall be made from the paychecks of all employees for retirement (Public Employees' Retirement Association), Medicare, and federal and state income tax in keeping with federal and state requirements.
2. If an employee is leasing District housing (i.e. house, apartment, trailer, or trailer space), the monthly rent will be deducted from the monthly paycheck. If the paycheck to be received is not sufficient to cover the cost of the rent, the employee will be responsible for making payment to the Business Services Department.
3. When a court order for garnishing an employee's wages is received by the Payroll Office requiring a deduction from that employee's paycheck, the Payroll Office is authorized to deduct that amount. When the Payroll Office receives documentation to deduct this amount, that office will contact the employee in a timely manner to let him/her know the amount that will be deducted and when the first deduction will be made. In no case will the Eagle County School District be liable for deductions that must legally be taken from an employee's paycheck.
4. Salary deductions shall be made for absences not covered by leave policies adopted by the Board of Education. Such deductions shall be calculated on the basis of the employee's work year.
5. If an employee has a deduction from his/her salary for leave without pay that is in excess of three days, (s)he may request that the Business Services Department withhold that amount in two or three consecutive paychecks rather than in one paycheck. This option will only be allowed if the employee has accrued more salary than (s)he has been paid.

## Optional Deductions)

6. Employees will have the opportunity to enroll in employee-purchased insurance or tax-sheltered annuity programs. A minimum of ten (10) employees must be enrolled with any one company in order to qualify for payroll deductions.
7. Professional dues may be deducted from employee's salaries. Professional dues may be deducted in accordance with the policies of that professional organization.
8. Employees may choose to enroll in the Public Employees' Retirement Association Survivors' Insurance, Life Insurance, or 401(k) programs.
9. Those staff members choosing to take part in the health, dental, and/or vision care plan must have the appropriate monthly premiums deducted from their salary.
10. Employees working fewer than twelve months per year may choose to have their summer months' insurance deducted over the course of their annual employment so as to make the deduction comparable from month to month.
11. All other deductions shall require permission of the employee.

## Other

12. Upon employment, new employees will be required to attend a new employee orientation meeting and complete the salary deduction forms. Continuing employees will need to make the Human Resource Department aware of any modifications in their deductions on or before the Wednesday prior to the end of the pay-period if they wish to have that change initiated with the following paycheck.
13. The Payroll Office shall inform employees as to changes made in any area of mandatory or optional deductions not initiated by the employee. This communication shall take place in a clear and timely manner.

## DKC: EXPENSE AUTHORIZATION/REIMBURSEMENT

Eagle County Schools encourages attendance of personnel at local, state, regional, and national meetings as a means of upgrading the instructional and operational programs and to assist personnel in remaining current with contemporary educational thought and practice.

When authorized and within budget constraints, reasonable remuneration for expenses of employees and consultants shall be made in accordance with the following regulations.

### REGULATIONS:

- 1. General:** Travel charged to Eagle County Schools, regardless of funding source, shall be for the benefit of Eagle County Schools and shall be completed using their district issued purchasing card and the most economical means available.

The employee is responsible for making lodging and travel reservations associated with the trip and to submit itemized purchasing card receipts with their monthly statement. The purchases must be supported by actual, original, itemized receipts. Summary charge slips are not a valid form of receipt. . Travel advances are not provided by the District.

Employees not issued a purchasing card may submit within 60 days reimbursement for the following: lodging, meals, transportation, registration fees and business related incidentals.

The following expenses shall not be reimbursed or paid for by the District:

- |  |   |
|--|---|
| • Alcohol  | • Other forms of entertainment            |
| • Expenses for spouse, significant other, or guest | • Fines for parking or traffic violations |
| • Gas for personal use of private vehicles         | • Personal Calls                          |
| • Mini bar in hotel and/or water and snacks        | • Spa Costs                               |
| • Room Service Fees                                | • Recreation Services                     |
| • Movie Rental (Which includes in-room movies)     | • Upgraded rooms, flights, amenities      |
|  | • Other personal expenses                 |

- 2. Lodging:** The District will pay the actual cost, less Colorado sales tax, per night of lodging if it is considered reasonable for the area. Employees are encouraged to stay at the hotel/motel where the conference is being held.



VBRO and Airbnb, etc are not acceptable forms of lodging. Telephone, fax and internet service for official District purposes will be paid by the District. .

- 3. Meals:** Meals will be reimbursed based upon the actual cost of the meal, including tip (up to 25%) and excluding Colorado sales tax up to the maximum dollar amount per meal as established annually by the U.S. General Services Administration (GSA). Please refer to Exhibit DKC-E2 for the current maximum reimbursement. Breakfast will be reimbursed when the employee leaves the District before 7:00 a.m.; lunch when traveling out of the District between 11:00 a.m. and 1:00 p.m.; and dinner when returning from out of the District after 7:00 p.m.

In the case where meals are a part of the registration fee, an employee will be reimbursed only for the meals that are not part of that fee. Employees should take advantage of every opportunity to consume meals offered at the conference. A copy of the conference agenda may be requested with the reimbursement request. Itemized receipts must be submitted to be reimbursed. Summary charge slips and anything submitted not listing specific items eaten will not be considered. Any receipts that include the purchase of alcohol will be unconditionally refused.

Generally, employees will not be paid for meals when the employee is in the District. However, at the discretion of the building principal or department manager, meals for employees may be provided from the General Fund for staff training, evening meetings and work-related national recognition days (i.e. Secretaries Day). Meals for employees for celebrations may be paid for from dollars generated from non-student fundraising dollars in the Activity Fund (ie Holiday Parties). These types of expenses should be limited in nature.

Meals for students may be paid by the Eagle County Schools with the prior approval of the building principal.

- 4. Ground Transportation:** A District-owned vehicle will be used when available and practical. The Transportation Department will be responsible for approval of the scheduling of District vehicles. Personal car mileage will be reimbursed at the rate established by the Internal Revenue Service. The current rate for mileage reimbursement is shown on the reimbursement form. Mileage will be calculated either to and from the employee's normal place of employment or based upon actual miles traveled, whichever is less. The authorized mileage schedule will be used when applicable. In all instances, both inside and outside of the District, car-pooling is encouraged when possible.

Car rentals must be paid with a district purchasing card and the insurance should be declined. If car rentals are purchased with an employee's personal card their personal insurance will be used.

Out-of-district mileage will be reimbursed when submitted on a reimbursement form within 60 days of travel with proof of attendance at the conference or meeting attached upon request. Proof of attendance is limited to a nametag, agenda, booklet or certificate of completion. Proof of payment or registration for the conference is not considered adequate.

In-district mileage incurred by employees required to travel from facility to facility during the workday shall be reimbursable. It is the employee's responsibility to travel from home to work and from work to home each day. This shall apply to employees who report to a different facility each day.

- 5. Air Transportation:** Coach air fare shall be the basis for air travel. Upgrades for personal preferences/comforts will not be paid for by the district.

- 6. Miscellaneous Expenses:** Miscellaneous items such as parking, taxi fare and baggage handling shall also be reimbursed when submitted on a reimbursement form with the proper receipt attached. Personal phone calls, parking tickets and traffic tickets shall not be reimbursed by the District.

LEGAL REF.: C.R.S. 24-18-104 (3)(d),(e)

#### **DKC-E2: EXPENSE REIMBURSEMENTS**

The following rates have been established for maximum reimbursement for meals. These rates are based upon the maximum rates utilized by the U.S. General Services Administration.

**Meals:** Meal reimbursement shall not exceed;

Breakfast	\$17.00	Mornings up until 10:59am
Lunch	\$19.00	11:00am-3:59pm
Dinner	\$38.00	Evenings after 4pm
TOTAL	\$74.00 per day (including tip)	

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The following rate has been established for allowance for mileage. This rate is based upon the rate allowed by the U.S. General Services Administration.

Mileage rate      **58 cents per mile**

Note: This information can be found at [www.gsa.gov/portal/category/100000](http://www.gsa.gov/portal/category/100000) and is subject to change at any time and subject to approval by Eagle County School District.

#### **DN: SCHOOL PROPERTIES DISPOSITION**

The Board may, by resolution duly adopted, sell, convey, dispose, or lease District property which has been determined to have no future value to the District upon such terms and conditions as it may approve, subject to the limitations contained in this policy (regardless of future value).

If the property is sold to a state agency or political subdivision of the state, it shall not be necessary to find that the property may not be needed.

The Chief Operating Officer shall provide to the Board of Education property that has been determined to have no future value.

#### **Real Estate Property**

The Board may sell real property owned by the District at private sale or at public auction or by sealed bid. Notice of sales at auction or by sealed bid shall be published as hereinafter provided.

#### **Other Property**

All property owned by the district and determined to be of no further use shall be reported to the Chief Operating Officer by completing Disposition of Property form (policy DN-E). Property with reasonable useful life will first be made available to other schools and departments. After reasonable time determined by the C.O.O. any property still of no use will be disposed of by limited or public sale. Items not sold after ten (10) days may be recycled or donated as appropriate.

#### **Leases**

The Board may negotiate the leasing of property owned by the District, not immediately needed for its purposes, for terms and conditions as allowable in provisions as defined in state statutes governing school districts.

Such leases may contain an option to purchase, in which event the provisions of section "Real Estate Property" shall apply.

LEGAL REFS.: C.R.S. 22-32-110 (1) (e)  
C.R.S. 24-18-202

CROSS REF.: FCB, Closing Schools  
C.R.S. 24-18-202

CROSS REF.: FCB, Closing Schools

## APPENDIX B

### CRITICAL DATES FOR FISCAL YEAR 2020-21

The due dates listed below include a statutory reference, as appropriate. The short descriptions provided do not necessarily enumerate every requirement of the statute. While the due date represents the last date of completion, action may be taken and is encouraged, as appropriate, prior to the due date.

May 31	BUDGET. Preparation of budget. Submit the proposed budget to the board of education by May 31 (i.e., thirty days prior to the beginning of the budgeted fiscal year). Section 22-44-108.
June 10	BUDGET. Notice of budget – publication. Within ten days after submission of the proposed budget, publish a notice stating that the proposed budget is on file, etc., and stating the date, time and place specified when the board of education will consider adoption of the proposed budget. Section 22-44-109.
June 15	REVENUE DISTRIBUTIONS. Authorize CDE to withhold monthly shares of up-front matching requirement for School-to-Work Alliance Grant (SWAP) and transfer of money directly to Vocational Rehabilitation on behalf of the school district. Section 22-54-115.
June 25	CASH FLOW. Repay outstanding cash flow loans, if any, to State Treasurer; or later if alternative date provided by the State Treasurer. Section 22-54-110.
June 25	CASH FLOW. Repay outstanding contingency reserve loans, if any, to CDE based on the agreement in the reserve request; or later if alternative date provided by CDE.
June 30	BUDGET. Formally adopt, by appropriate resolution, the budget, the appropriation resolution and the use of a portion of beginning fund balance resolution, if necessary. Sections 22-44-105, 22-44-107, 22-44-110.
June 30	GRANTS. Deadline for submission of FY2019-20 ESSA Consolidated Federal Application and Budget to CDE.
June 30	GRANTS. Deadline for submission of IDEA Federal Application Budget to CDE.
July 1	COMPLIANCE. Ensure continuing compliance with financial transparency. Section 22-44-304.
August 14	SUBMISSION. December financial data pipeline open to begin populating data. Due December 31.
August 14	SUBMISSION. Submit to CDE the pupil transportation reimbursement claim (Form CDE-40). Section 22-51-105.
August 25	MILL LEVY CERTIFICATION (preliminary values). County assessor certifies to school district the total assessed valuation and the actual value of the taxable property in the district. Section 39-5-128. See also December 10, December 15.
September 30	CHARTER SCHOOL. Due date for submission of the Charter School Capital Constructions fund expenditure report (Form CSCC-01); submission related to the Office of the State Auditor. Sections 2-3-115; 22-54-124.
September 30	CHARTER SCHOOL. School district provides each charter school an itemized accounting of its central administrative overhead costs. Actual costs shall be the amount charged to the charter school. Section 22-30.5-112 (within 90 days of fiscal year end).
September 30	CHARTER SCHOOL. School district provides each charter school an itemized accounting of all actual costs of district services the charter school chose to purchase from the district. Section 22-30.5-112.
September 30	CSI. The Institute provides to each institute charter school an itemized accounting of all its central administrative overhead costs. Actual costs shall be the amount charged to the charter school. Section 22-30.5-513.
September 30	CSI. The Institute provides to each institute charter school an itemized accounting of all actual costs of Institute services the charter school chose to purchase from the institute. Section 22-30.5-513.
September 30	GRANTS. Deadline for submission of IDEA end of year expenditures to CDE.
September 30	GRANTS. Deadline for submission of FY2018-19 ESSA Consolidated Grants Final Expenditure Report to CDE.

October 1	PUPIL COUNT. Conduct pupil membership count and mileage count. Section 22-54-103. See also November dates for certification of pupil count. See also November 1 for alternative preschool count date.
October 2	PUPIL COUNT. Facility School and State Program submits October pupil counts to CDE. Section 22-54-129.
November 1	PUPIL COUNT. Optional. Conduct Colorado Preschool Program pupil membership count and special education preschool pupils. See also October 2 for alternative preschool count date.
November 10	PUPIL COUNT. Charter School Institute shall certify to the State Board of Education each institute charter school's pupil enrollment and online enrollment. Sections 22-30.5-513, 22-54-112.
November 10	PUPIL COUNT. Final day to submit October pupil member count via Data Pipeline. Section 22-54-112. Submission shall be completed even if the alternative later count date of November 1 is used for preschool pupils.
November 19	ELECTIONS. Submit Report of November 2019 Elections to CDE. 1 C.C.R. 13.01.
November 30	FINANCIAL AUDIT. Independent Auditor provides financial audit to the board of education within five months following the close of the fiscal year. Section 29-1-606.
November 30	FINANCIAL AUDIT. School district entitled to "Additional Funding," if any, submits to CDE a certification signed by its auditor of its projected spending limit pursuant to the Taxpayer's Bill of Rights (TABOR). Section 22-54-104.3. Note: certification is not required if school district previously held a successful "de-Brucing" election.
November 30	NUTRITION. Submit excess net cash spending plans to CDE School Nutrition Unit for approval. 7 CFR 210.19(a)(1) and 1 C.C.R. 301-11-3.03(8).
December 2	CHARTER SCHOOL. Due date for submission of the annual Charter School Capital Construction Funding Eligibility questionnaire to CDE. Section 22-54-124.
December 10	MILL LEVY CERTIFICATION (final). County assessor certifies to school district the total assessed valuation and the actual value of the taxable property in the district. Sections 39-1-111; 39-5-128.
December 15	MILL LEVY CERTIFICATION. Certify to board(s) of county commissioners, copied to CDE, the mill levies for the various property tax-supported funds of the district. Sections 22-40-102; 39-5-128. The county(ies) may request copies be sent to the Assessor, the Treasurer and other entities within the county(ies).
December 31	SUBMISSION. Approve Data Pipeline financial data, complete Bolded Balance Sheet Report, Auditor's Integrity Check Report and download final Data Pipeline Reports.
December 31	SUBMISSION. Submit financial audit to CDE and the Office of the State Auditor. Audit must contain the Auditor's Integrity Check Report bound in the audit; include a copy of the Bolded Balance Sheet with the audit submission. Submit the Assurances for Financial Accreditation form. Compliance met by email or postmark date. Sections 29-1-606; 22-11-206.
BONDS.	Submit annual financial information under SEC Rules and the Continuing Disclosure Certificate on or before the date specified in the certificate via EMMA Dataport.
January 31	BUDGET. The board may review and change the adopted budget, with respect to both revenues and expenditures, at any time prior to January 31. Section 22-44-110. Note: depending on the budget adjustment, may require an appropriation resolution and/or a use of a portion of beginning fund balance resolution.
March 1	COMPLIANCE. Post the required FY 2019-20 financial data file to the district's financial transparency webpage. BrightBytes uses the district's financial data to populate Financial Transparency for Colorado Schools.
1st of Month	GRANTS. Submit Requests for Funds forms with the Office of Grants Fiscal for ESSA federal reimbursement grants.
1st of Month	NUTRITION. BEST PRACTICE. Submit Child Nutrition reimbursement claims via the online claim system. 7 CFR Part 210.8(b)(1). Note the guidance from the School Nutrition Unit, School Nutrition Claims.
15th of Month	PUPIL COUNT. Facility School or State Program reports to CDE the number of eligible out-of-district placed pupils, if any, served during the prior calendar month. Section 22-54-129.

15th of Month	GRANTS. Submit Requests for Funds forms with the Office of Grants Fiscal for IDEA and Competitive federal reimbursement grants.
25th of Month	REVENUE DISTRIBUTIONS. State transmits state share payments to school districts. Section 22-54-115.
Monthly	REVENUE DISTRIBUTIONS. CDE transmits Per Pupil Capital Construction moneys to charter schools and institute charter schools. Section 22-54-124.
Monthly	CASH FLOW. Notify CDE of any potential Contingency Reserve assistance needs. Section 22-54-117.
Quarterly	COMPLIANCE. Board of education reviews financial condition of the school district; the review must include the expected year-end fund balances. Sections 22-45-102; 22-32-109.
Continuing	BONDS. Upon issuance of bonds or refunding bonds, submit a report within ten days after sale (sixty days for refunding bonds) to the state board of education. Sections 22-42-125; 22-43-108.
Continuing	BONDS. Submit via the EMMA Dataport notice of a material event as specified under SEC Rules and Continuing Disclosure Certificate in a timely manner not in excess of ten business days after the occurrence of the event.
Continuing	On or before the 15th day of each month where a juvenile (charged as an adult) is held in jail or facility, the official in charge of the jail or facility shall report to CDE the actual number of juveniles who received education service at the jail or facility during the prior calendar month to whom the school district provided educational services at the jail or facility. On or before the 15th day of each month following a month where a jail or facility reported the number of juveniles who received educational services at the jail of facility, CDE shall pay the school district that provided the educational services the appropriate amount based on the daily rate established for approved facility schools. Section 22-54-129.

Pupil and At-Risk Count, Transportation. See additional information:

<https://www.cde.state.co.us/cdefinance/auditunit>, <https://www.cde.state.co.us/cdefinance/sftransp>,  
[https://www.cde.state.co.us/datapipeline/snap\\_studentoctober](https://www.cde.state.co.us/datapipeline/snap_studentoctober).

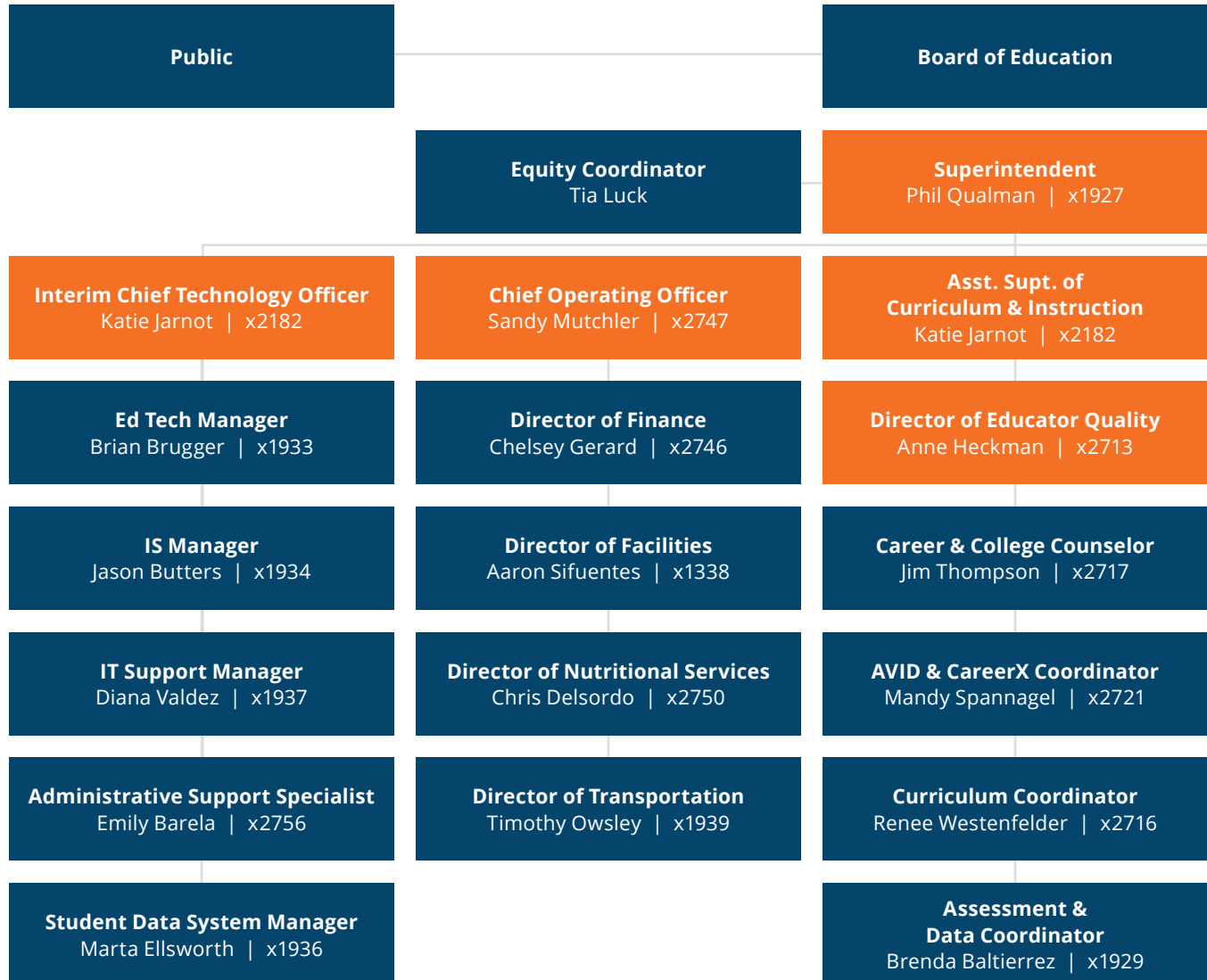
Elections See Colorado Department of State, Elections and Voting,  
<http://www.sos.state.co.us/pubs/elections/main.html>, and Colorado Association of School Boards,  
<http://www.casb.org/Domain/112>.

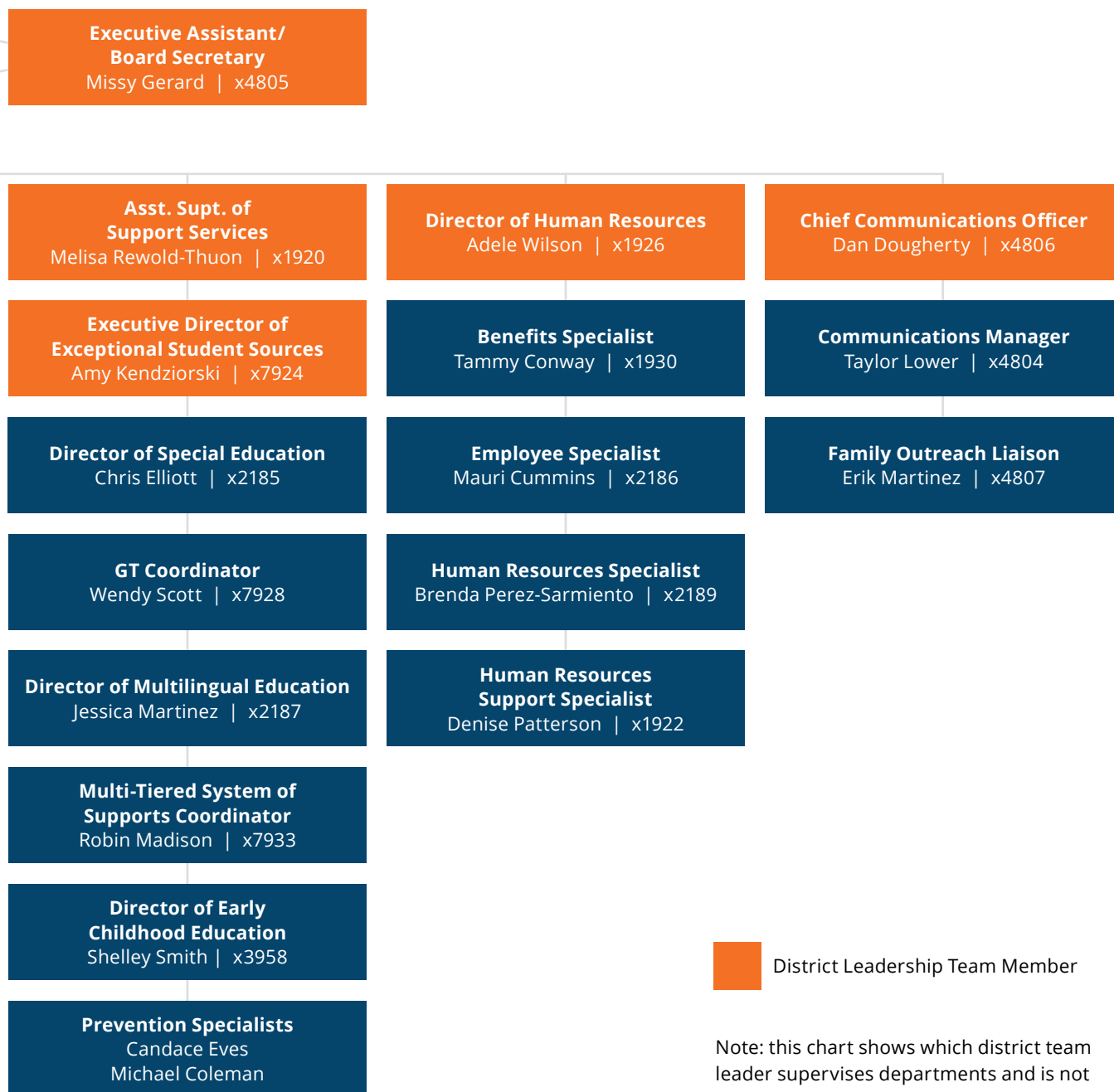
EMMA Dataport  
<https://dataport.emma.msrb.org/AboutDataport.aspx?ReturnUrl=%2fSubmission%2fSubmissionPortal.aspx>



## APPENDIX C

### ORGANIZATIONAL CHART





Note: this chart shows which district team leader supervises departments and is not hierarchical. For example, the Director of Transportation is not supervised by the Director of Nutritional Services, but rather both departments are under the supervision of the Chief Operations Officer.

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## **APPENDIX D**

### **2020-21 BUDGET PRINCIPLES**

Budgeting principles are created to provide guidelines to follow during the budget process. They provide a framework for decision makers to adhere to as they develop the budget. Principles are important for creating a shared understanding of the overarching mission of the District and the related resources to achieve that mission.

#### **Providing Students with an Educational Experience that Produces Global-Ready Graduates Should Drive the Budget Process**

The District Unified Improvement Plan guides how resources are allocated, how progress is tracked, and how budget decisions are made to prioritize programs, strategies and student supports.

#### **Decisions Should Be Driven By Data**

Programs/activities are selected based on qualitative and quantitative data on student outcomes, both in terms of academic success and students' whole educational experience. Data includes input from relevant stakeholders. Programs or key activities identified to achieve the district's desired goals are prioritized for funding.

#### **Base Resourcing Decisions on Cost-Effectiveness**

The budget process seeks to allocate available dollars optimally, in a way that will create the most benefit for students given the costs. Prioritize programs and key activities with proven cost-effectiveness. Strategies and programs that have proven to produce high academic growth in student learning, relative to their cost, will be given priority for funding. Programs that are chosen will be implemented fully and faithfully even if that means fewer programs. Short term and long term costs will be considered.

#### **Prioritize Resource Allocation to Students, Teachers and Classrooms**

In all schools, allocate resources as close as possible to students. Ensure there are sufficient resources, materials and people, including core instruction and ongoing, comprehensive, and systemic professional development, as well as school-based instructional support for teachers and students. Taking into consideration the operational support for students including transportation, food service and maintenance.

Furthermore, the district must provide resources for the most impactful supplementary strategies and interventions for students who are struggling to meet academic goals. This includes resources for all students, but most importantly additional resources provided by federal and state compensatory education programs, and for subgroups including students with special needs, English Language Learners and other historically underserved populations.

#### **Critically Re-Examine Patterns of Spending**

Past patterns of spending may no longer be relevant given changing needs of the community and student body. Hence, the budget process will encourage review of past spending decisions and critically change, where necessary. The district will develop and adhere to a program review and sunset process to identify and discontinue programs that are not achieving their objectives or that are simply not as effective as available alternatives.

#### **Provide Every Student with Equitable Access, Opportunity, and Outcomes**

Eagle County Schools allocates resources to create inclusive and respectful environments to promote equity in access, opportunity, and outcomes for all students regardless of race, sex, economic status, gender identity, sexual orientation, language background, and exceptional needs. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

The concept of educational equity goes beyond formal equality – where all students are treated the same – to fostering a barrier-free environment where all students have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. All students shall graduate from ECS ready to succeed in a diverse local, national and global community. To achieve educational equity, ECS will provide additional and differentiated resources to support the success of all students.

## Take a Strategic Perspective

A consistent application of proven strategies over a multi-year period will deliver more valid results than a single year. Therefore, to the degree possible, the district will develop and adhere to a multi-year funding and review plan for its strategies, with the goal of fully funding and re-aligning resources, curriculum, and programs where and when necessary to fund high priority elements of the strategies.

## Be Transparent

Effective budgeting requires valid information about the true costs of serving students and the outcomes produced for students.

- Make current, valid and reliable data on defined fiscal and academic outcomes readily available.
- Consider all direct and indirect expenditures in evaluating the cost of educating students.
- Use a comprehensive budget that considers all available funds and acknowledges constraints on restricted funds.
- Be clear on what activities are being funded and how they help the district reach its goals—not just line items and broad expenditure categories.
- Ensure that the budget is transparent and accessible to the community it serves.
- Follow budget principles and communicate processes and decisions to all stakeholders.

Criteria	Acceptable (3)	Questionable (2)	Unacceptable (1)
1. The program/activity maintains a clear metric for measurement.	The program/activity outcome or service rendered is defined, and a clear metric exists to measure the program on a frequent basis.	The program/activity outcome or service rendered is defined, but no metric to measure the program is available.	The program/activity outcome or service rendered is unclear and undefined.
2. Program/activity supports student outcomes, both in terms of academic success and students' whole educational experience.	The program/activity directly supports academic success and the students' whole educational experience.	The program/activity indirectly supports academic success and the students' whole educational experience.	The program/activity doesn't support academic success and the students' whole educational experience.
3. Does the program require specialized personnel and/or training?	The program's service is specialized and must be provided by specially trained personnel to ensure effectiveness, efficiency, and safety to all that the program serves.	The program can be provided by alternative personnel. But training and specialized supervision are necessary for the service to be conducted in an efficient, effective, and safe manner.	The program's service can be provided by alternative personnel with little to minimal training within the scope of the workday or workweek.
4. Is the program's cost-to-service ratio is defensible?	The program's total cost divided by those it serves is better than what is found in similar districts with similar programs.	The program's total cost divided by those it serves is within the norm of what is found in similar districts with similar programs.	The program's total cost divided by those it serves exceeds the norm of what is found in similar districts with similar programs.
5. Is the program administered by the right personnel?	The program is administered by personnel who are familiar with the program's intent and who stay within timelines and budget the vast majority of the budget year.	The program is administered by personnel who are familiar with the program's intent, yet struggle to meet timelines or stay within budget.	The program is administered by personnel who are unfamiliar with the program or unable to execute the program's intent within acceptable timelines and cost.
6. Is the program necessary for the district to function successfully?	The program is necessary for the district to function.	Should the program not operate, the district would function at a less-than-optimal level.	Should the program not operate, the district would continue to function with minimal disruption.
7. Is there clear alignment of the goals to the resources allocated to address root causes?	There is clear alignment of the goals to the resources allocated and they address root causes.	There is some alignment of the goals to the resources allocated and they address root causes.	No alignment of the goals to the resources is evident.
8. Would the loss of the program cause a problem with a key stakeholder group.	A significant stakeholder group depends on this program, and a loss would create a loss of confidence.	A significant stakeholder group is interested in this program, but loss would not create a loss of confidence.	No significant stakeholder group is invested in this program.
<b>TOTAL = _____</b>	<b>19-24 = Acceptable</b>	<b>15-18 = Questionable</b>	<b>&gt; = 14 Unacceptable</b>

## GLOSSARY

**ABATEMENT:** The reduction or cancellation of an assessed tax.

**ACCOUNT:** The detailed record of a particular asset, liability, owners' equity, revenue or expense.

**ACCRUAL BASIS:** The basis of accounting under which transactions are recognized when they occur, regardless of the timing of related cash flows.

**ADVANCED PLACEMENT PROGRAM (AP):** A cooperative educational endeavor between secondary schools and colleges and universities that provides high school students with the opportunity to take college-level courses in a high school setting. Students who participate in AP courses often earn college credit while they are still in high school by passing the AP exams.

**ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID):** is a college-readiness system designed to increase the number of students who enroll in four-year colleges.

**AGENCY FUND:** This fund is used to account for receipts and disbursements from student and district fundraising activities.

**AMENDMENT 23:** An amendment to the Colorado Constitution passed in November 2000 guaranteeing annual increases in funding to public schools at inflation plus 1 percent for ten years and inflation thereafter.

**APPROPRIATION:** A legal authorization granted by the board of education for the funds of the Eagle County School District permitting expenditures and obligations for specific purposes. An appropriation is usually limited in amount and as to the time when it may be expended.

**ASSESSED VALUATION:** The taxable value of real and personal property as determined by a tax assessor or government agency as a basis for levying taxes. Assessed valuation does not necessarily correspond to the property's market value.

**ASSETS:** Resources owned or held by an entity which have monetary value.

**AUTOMATED DATA EXCHANGE (ADE):** The submission of information required by the Colorado Department of Education for the purposes of Accreditation, CSAP, Financials, Human Resources, Literacy, Payroll, Position Control, Pupil Count, and Surveys.

**BALANCE SHEET:** The basic financial statement which discloses the assets, liabilities, and equity of an entity at a specified date in conformity with GAAP.

**BENEFITS:** District provided retirement (Colorado PERA), health and dental coverage, long-term disability, and life insurance. Benefits also include voluntary participation in 401(k), 403b and 457 defined contribution plans, flexible spending accounts in addition to vacation, annual leave, personal, and sick days depending on the job classification. For some job classifications, benefits also include longevity pay, tuition reimbursement and Leave of Absence opportunities.

**BOARD OF EDUCATION (BOE):** An elected policy-making body whose primary functions are to establish policies for the district; provide guidance for the general operation and personnel of the district; and oversee the property, facilities, and financial affairs of the district.

**BOARD POLICY:** Guidelines adopted by the board of education that govern school operations.

**BOND, GENERAL OBLIGATION:** A written promise to pay specified amounts of money at certain times in the future and carrying interest at fixed rates. The obligation to pay is backed by the taxing authority of the district. The items that these funds can be used for are stated on the ballot when the issue is presented to the people. Money can be spent only for these authorized purposes. Proceeds from bond issues cannot be used to pay the daily operating expenses of a school district.

**BOND REDEMPTION FUND (FUND 31):** Used to account for the accumulation of resources and payment of principal and interest on general obligation (school bond) debt.

**BUDGET TRANSFER:** Process of changing how budget dollars are currently allocated to be spent within the adopted budget.

**BUDGET:** A plan of future events including anticipated revenues and expenditures, along with the financial position at some future point in time.

**CAPITAL EXPENDITURES:** Those expenditures which result in the acquisition of or addition to fixed assets.

**CAPITAL RESERVE FUND (FUND 43):** The Capital Reserve Fund is used for the maintenance and improvement of existing facilities.

**CARRYOVER:** Amount of money remaining at the end of the preceding year and available in the current budget year.

**CASH BASIS:** A basis of accounting under which transactions are recognized only when cash changes hands.

**CATEGORICAL REVENUES:** Educational support funds, given as reimbursements, from a higher governmental level. State categorical reimbursements include Increased Enrollment, Transportation, English Language Proficiency Act (ELPA), Exceptional Children's Educational Act (ECEA) [includes Special Education and Gifted and Talented], and Vocational Education.

**CERTIFICATE OF PARTICIPATION (COP):** Financial certificates issued that provide capital for payment of principal and interest.

**CHART OF ACCOUNTS:** A set of accounting codes characterizing transactions throughout the organization's financial systems. It facilitates the consistent coding of transactions for entry into the systems as well as computer manipulation of transaction data.



**CHARTER SCHOOL FUND (FUND 11):** This fund is used to account for the financial activities associated with charter schools, which are treated as Component Units of the school district.

**CHARTER SCHOOL:** A public school operated independently of the local school board, often with a curriculum and educational philosophy different from the other schools in the system.

**COLORADO DEPARTMENT OF EDUCATION (CDE):** The administrative arm of the Colorado State Board of Education.

**COMPENSATION:** District provided salary and benefits (see definition for benefits). Compensation for most employees is determined through the negotiations or Meet and Confer process.

**COMPREHENSIVE ANNUAL FINANCIAL REPORT (CAFR):** This document is the "official annual report" of the district. State law requires the district to publish within six months of the close of the fiscal year a complete set of financial statements presented in conformity with generally accepted accounting principles and audited in accordance with generally accepted auditing standards by a firm of licensed certified public accountants. The CAFR meets these requirements.

**DEBT SERVICES:** The payment of both principal and interest for the Certificate of Participation (COP) for the district's energy conservation program and telephone system.

**DEFICIT:** (1) The excess of the liabilities of a fund over its assets; (2) the excess of expenditures over revenues during an accounting period; or, in the case of proprietary funds, the excess of expense over income during an accounting period.

**EAGLE COUNTY CHARTER ACADEMY (ECCA):** District authorized charter school.

**ENCUMBRANCE:** A commitment within an organization to use funds for a specific purpose. An encumbrance is created when purchasing processes a purchase requisition into a purchase order.

**EQUALIZATION, STATE:** General state aid or support provided to the district under the Public School Finance Act of 1994, as amended.

**EQUIPMENT:** Money budgeted for the purchase of equipment to be used in the operation of the school district. Equipment is further defined as an item that retains shape and appearance with use. It is more feasible to repair than replace. Under normal use and care lasts more than one year.

**EXEMPT EMPLOYEES:** Employees not eligible for overtime pay such as administrators, proftechs, and teachers.

**EXPENDITURES:** Decreases in net financial resources. Expenditures include current operating expenses which require the current or future use of net current assets, debt service, and capital outlays.

**FISCAL YEAR:** The twelve-month period of time to which the annual budget applies. All Colorado school districts, by law, must observe a fiscal year that is July 1 through June 30.

**FIXED ASSET:** Tangible property with an estimated life of more than one year.

**FREE OR REDUCED LUNCH (FRL):** In order to qualify for free or reduced meals, a household has to fill out an application. Guidelines are set by the Federal Government, comparing the household's size to its income.

**FULL TIME EQUIVALENCY (FTE):** Unit used to measure the hours in an employee's contract based on a 40 hour work week.

**FUND:** A fund is an independent fiscal and accounting entity with a self-balancing set of accounts for recording cash and other financial resources. It contains all related assets, liabilities and residual equities or balances, or changes therein. Funds are established to carry on specific activities or attain certain objectives of the school district according to special legislation, regulations, or other restrictions.

**FUND BALANCE:** The excess of assets of a fund over its liabilities and reserves.

**FUNDED PUPIL COUNT:** Adjustments to the district's October 1 pupil enrollment count (headcount) to produce the full time equivalent (FTE) membership used in the School Finance Act formula to determine the district's funding for the current budget year. For example, a pupil enrolled in kindergarten is counted as a one-half funded pupil (0.5 FTE). Similarly, but under different guidelines, preschool pupils are counted as one-half FTE pursuant to CRS 22-28- 106(2) and 22-53-103.

**GENERAL FUND (FUND 10):** Provides for the basic day-to-day operational costs of the district. The mill levy for the fund is determined by the provisions of the State Public School Finance Act of 1994, as amended, and the Taxpayer's Bill of Rights (TABOR).

**GENERALLY ACCEPTED ACCOUNTING PRINCIPLES (GAAP):** A collection of rules, procedures and conventions developed by the accounting profession which set the minimum requirements for a fair presentation of financial data in external financial reports.

**GIFTED AND TALENTED (GT):** A classification of students with gifts and talents to perform at higher levels compared to others of the same age, experience, and environment in one or more domains.

**GOVERNMENT FINANCE OFFICERS ASSOCIATION (GFOA):** Professional association of state, provincial and local finance officers in the United States and Canada.

**GOVERNMENTAL ACCOUNTING STANDARDS BOARD (GASB):** The Governmental Accounting Standards Board (GASB) is the independent organization that establishes and improves standards of accounting and financial reporting for U.S. state and local governments.

## **GOVERNMENTAL DESIGNATED-PURPOSE GRANTS**

**FUND (FUND 22):** A special revenue fund used to account for governmental grants for designated purposes.

**GRANT:** A financial award from a federal, state or local government agency, or any private foundation, corporation or organization, which is given for specific purposes or to which specific performance requirements exist, and is generally solicited through a process of written application.

### **GSA (U.S. GENERAL SERVICES ADMINISTRATION):**

Establishes the maximum per diem rates for travel.

**HOPE INDEX:** A rating for the ideas and energy students have for the future. Taken from the Healthy Kids Colorado Survey Grades 5-12.

**INDIRECT COST:** A charge made to a grant to offset the administrative cost to the district of processing and managing a grant.

**INDIVIDUAL EDUCATION PROGRAM (IEP):** A legal document written for students who qualify under the IDEA (Individuals with Disabilities Education Act) that defines the goals and objectives, accommodations and modifications based on the student's needs that allow the student to progress in learning in the general education curriculum.

**LEVY:** (Verb) To impose taxes. (Noun) The total of taxes imposed by a governmental unit.

**LIABILITIES:** Debt or other legal obligations arising out of transactions in the past which must be liquidated, renewed, or refunded at some future date. This term does not include encumbrances.

**LOCATION:** Locations are used to denote the group and type of educational activities for organizational purposes and are often considered cost centers. Each type of unit has discriminating characteristics. The units include individual schools, buildings, and central departments.

**LONG-TERM DEBT:** Debt with a maturity of more than one year after the date of issuance.

**MILL LEVY:** The rate of taxation. A mill is one-tenth of a cent (\$.001). Mill levies are expressed in dollars per thousand, i.e., one dollar for each \$1,000 of assessed value.

**NO CHILD LEFT BEHIND (NCLB):** The No Child Left Behind Act was signed into law in January 2002. This law reauthorized the Elementary and Secondary Education Act. The new law revised the framework that Colorado will use to comply with sweeping reforms in education.

**NUTRITION SERVICES FUND (FUND 21):** This fund is used to account for the financial activities associated with the district's school lunch program.

**OBJECT:** As specified by the Colorado Department of Education (CDE) Chart of Accounts, the service or commodity obtained as a result of a specific expenditure (what was purchased). There are nine major object categories, each of which is further subdivided. Following are definitions of the object classes and sub-object categories:

- 0100 Salaries (Regular, Temporary, Overtime, Stipends, Leave)
- 0200 Employee Benefits (Medicare, PERA, Health, Dental)
- 0300 Purchased Professional and Technical Services (Auditor, Lawyer, Consultant)
- 0400 Purchased Property Services (Water/Sewer Services, Repairs, Rentals)
- 0500 Other Purchased Services (Insurance, Mileage, Postage, Travel, Tuition)
- 0600 Supplies (Paper, Pencils, Software, Textbooks, Utilities)
- 0700 Property (Land, Buildings, Equipment, Vehicles)
- 0800 Other Objects (Dues, Interest, Internal Charge Accounts)
- 0900 Other Uses of Funds (Redemption of Principal, Transfers)

**110/110:** An employee who retires from the district under PERA benefits may be reemployed for up to 110 days per calendar year) following the date of retirement. Typically 110 days in the first school semester and 110 days in the second.

**OPERATING TRANSFERS:** All inter-fund transfers other than residual equity transfers, e.g., legally authorized transfers from a fund receiving revenue to the fund through which the resources are to be expended.

**OTHER SUPPORT SERVICES:** Those activities concerned with providing non-instructional services to students, staff or the community.

**OVERRIDE REVENUES:** A school district can seek authorization from its voters to raise and expend "override" property revenues via an additional mill levy.

**PARENT TEACHER ASSOCIATION (PTA):** a formal organization composed of parents, teachers and staff that is intended to facilitate parental participation in a school.

**PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC):** A statewide test that assesses english, language arts, and math.

**PER PUPIL OPERATING REVENUE (PPOR):** The equalization program funding of a district for any budget year, determined in accordance with the provisions of the Public School Finance Act of 1994, as amended, divided by the funded pupil count of the district for said budget year, minus the minimum dollar amount required by law to be transferred from the General Operating Fund to the Capital Reserve and Risk Management Funds, as required by C.R.S. 22- 53-108(3).

**PER PUPIL REVENUE (PPR):** The equalization funding of a district for any budget year, determined in accordance with the provisions of the Public School Finance Act of 1994, as amended, divided by the funded pupil count of the district for said budget year.

**PETTY CASH:** A small fund of cash kept for reimbursement of incidental expenses of \$200 or less.

**POSITION CONTROL:** Process by which the Budget Department distributes and maintains staffing allocations.

**PROGRAM:** A plan of activities and procedures designed to accomplish predetermined objectives. Programs are classified into broad areas: Instruction, Support Services, Operation of Non-Instructional Services, Facilities Acquisition and Construction, Other User, and Reserves.

**PROPERTY TAX:** The general property tax is levied on land and buildings located within the school district. It is essentially a real estate or real property tax. Every owner of private and business property in the district, including public utilities, pays this tax. Property owned by governmental, charitable, and religious institutions is exempt from taxation.

**PUBLIC EMPLOYEES' RETIREMENT ASSOCIATION**

**(PERA):** PERA is a cost-sharing multiple employer defined benefit pension plan for district employees.

**PUBLIC SCHOOL FINANCE ACT OF 1994, AS AMENDED:**

State Legislation creating Title 11, Article 50, of the Colorado Revised Statutes which determines the base revenue of the General Operating Fund of the district. This funding is comprised of property taxes, specific ownership taxes and state equalization support. The Act establishes an allowable mill levy and defines the process for exceeding the allowable amount by an election.

**PUPIL COUNT:** A head count of pupils by school and grade level which are enrolled in an education program in ECS for the State of Colorado as of the school day nearest the Count Day, October 1. The October 1 Pupil Count is used to determine the level of funding that the district will receive from the Colorado School Finance Act and is also used to budget the School Resource Allocation (SRA) and staffing allocations for schools.

**PUPIL ENROLLMENT:** The number of pupils enrolled on October 1 during the budget year or the school day nearest to said date, as evidenced by the actual attendance of each pupil prior to said date. This is sometimes referred to as the head count.

**PURCHASE ORDER:** Document issued by the Procurement Department to a vendor setting forth products or services to be provided to the district by that vendor. Includes quantities, unit costs, delivery instructions, terms and conditions. Purchase orders are initiated by schools/departments.

**PURCHASED SERVICES:** Personal services rendered by personnel who are not on the payroll of the district, and other services which may be purchased by the district.

**REVENUE:** Funds received, generally from taxes or from a state or federal funding program, which are not loans and which do not cause an increase in a liability account.

**SALARY:** The total amount paid to an individual, before deductions, for personal services rendered while on the payroll of the district.

**SPECIAL EDUCATION PROGRAM (SPED):** A special curriculum consisting of courses and other provisions which are different from or provided in addition to those provided in the usual school program and are provided for exceptional pupils by specially qualified personnel.

**SPECIAL REPORTING ELEMENT (SRE):** Special Reporting Element is used in the Chart of Accounts to designate broad categories of expense.

**SPECIFIC OWNERSHIP TAX:** An annual tax imposed upon each taxable item of certain classified personal property such as motor vehicles. The tax is computed by the County Clerk in accordance with state schedules applicable to each sale of personal property.

**STUDENT SUPPORT SERVICES:** Activities designed to assess and improve the well-being of students and to supplement the teaching process. Examples include counseling, health, occupational therapy, and social work.

**SUPPLIES:** Consumable material used in the operation of the school district including fuel and natural gas, food, textbooks, paper, pencils, office supplies, custodial supplies, maintenance materials and software.

**SUPPORT SERVICES PROGRAMS:** Those activities which facilitate and enhance instruction. Support services include school-based and general administrative functions and centralized operations for the benefit of students, instructional staff, other staff, and the community.

**TABOR AMENDMENT (EMERGENCY RESERVE):** The Colorado Constitution requires the set-aside of three percent of defined, planned spending that cannot be used to address revenue shortfalls, salary or fringe benefit increases, or other economic conditions.

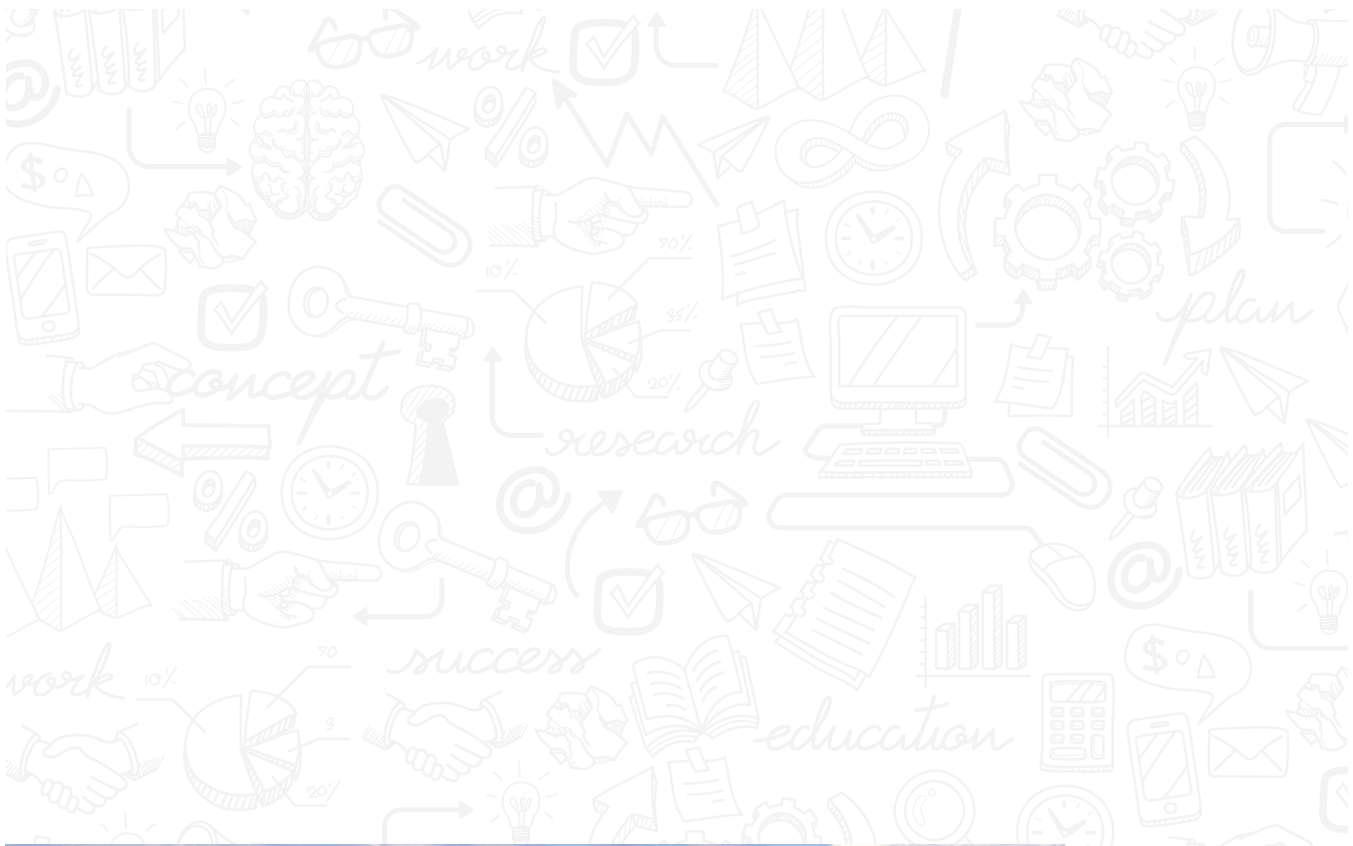
**TOTAL PROGRAM:** Annual funding, or Total Program Funding, is provided to school districts via the Public School Finance Act of 1994. Funding is based on an annual October 1 pupil count. For each pupil funded in the October 1 pupil count, the per pupil formula that calculates Total Program provides a base per-pupil amount plus additional money which recognizes district-to-district variances in (a) cost of living, (b) personnel costs, and (c) sizes. The Total Program amount also includes additional funding for at-risk pupils.

**TRANSFERS:** Money that is taken from one fund under the control of the board of education and added to another fund under the board's control.

**TRANSPORTATION FUND (FUND 25):** This fund accounts for all the transportation services of the Eagle County School District.

**TREASURER'S FEES:** State law permits the Eagle, Garfield and Routt County Treasurers to charge the district one-quarter of one percent of the property taxes collected.

**W-9:** IRS form to request a taxpayer identification number.



## 2020-21 ADOPTED BUDGET

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**EAGLE COUNTY  
SCHOOL DISTRICT**