

# EAGLE COUNTY SCHOOL DISTRICT RE 50J



## 2019-20 ADOPTED BUDGET

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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 2019-20 budget and Multiyear Finance Plan. The narrative presents the budget in the context of the District's 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.

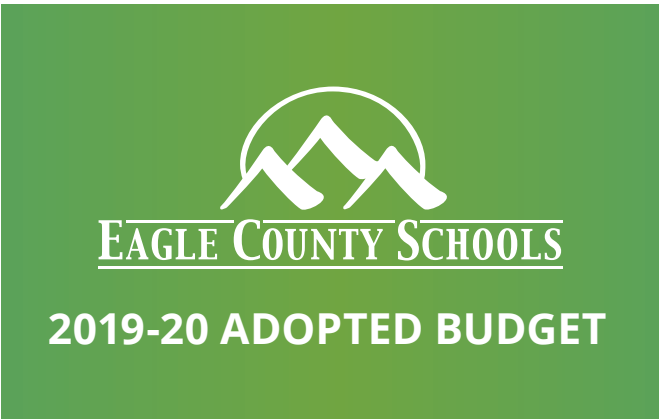
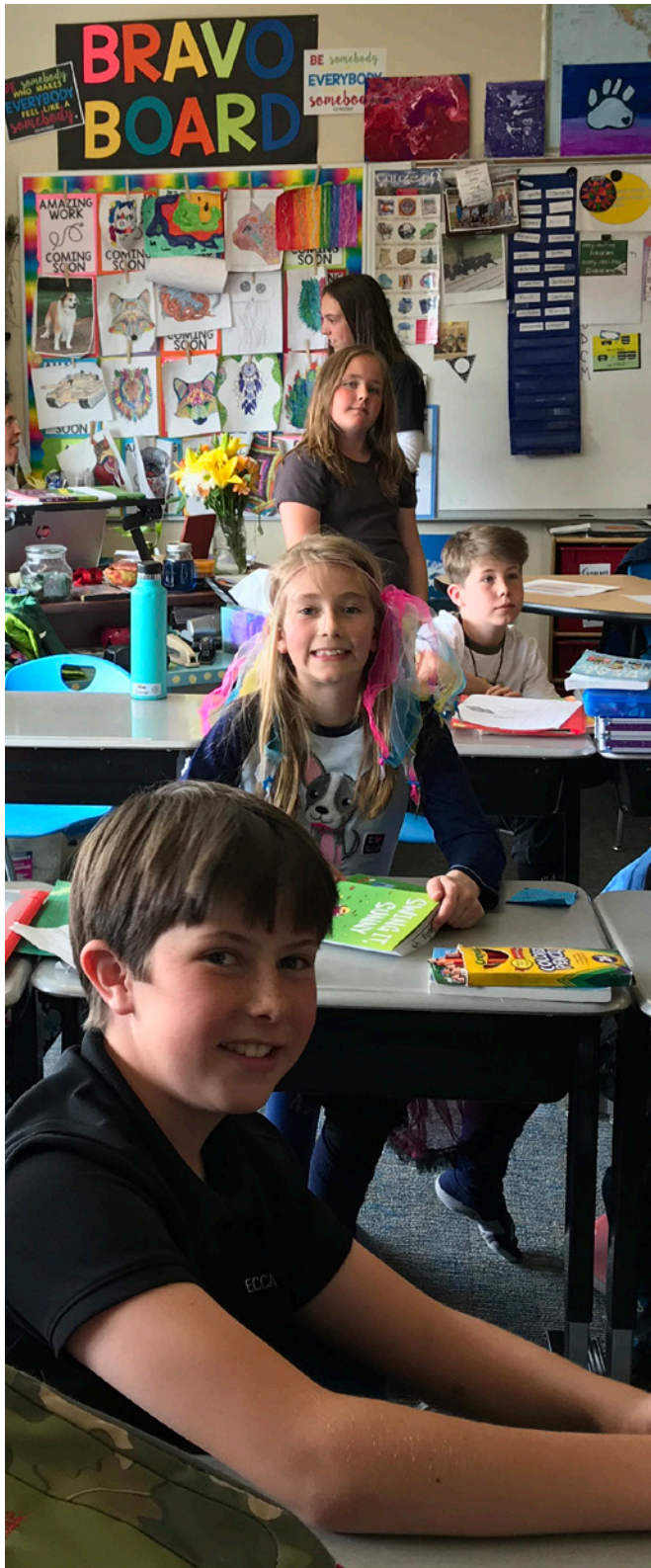
The District Mission, Vision and Values, followed by an introduction to the Strategic Plan and our Three Peaks of World-Class Learning are included. The School Board is responsible for oversight and approval of the budget, and the School Board approves the financial goals guiding the budget process. The Budget at a Glance highlights major budget changes from 2018-19 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.





# BOARD OF EDUCATION

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**Government Finance Officers Association**

**RECOGNITION FOR  
IMPLEMENTING BEST PRACTICES  
IN SCHOOL BUDGETING**

**Eagle County School District RE50J  
Colorado**

For Fiscal Year Beginning  
June 30, 2018

*Christopher P. Morill*

EXECUTIVE DIRECTOR/CEO

Recognition for Implementing the Best Practices in School Budgeting is presented by the Government Finance Officers Association to school districts demonstrating progress towards implementing GFOA's budget process guidelines. While the district's application for the award met some required elements, not all elements have been implemented. Implementing the Best Practices in School Budgeting process improvements are a significant, multi-year undertaking that require broad collaboration and support, which the district continues its work towards implementing these additional criteria.

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 criteria includes recommendations for conveying the results of this budget process through the budget presentation and also utilizing continuous improvement approaches to monitor outcomes.





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 2018–2019.

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



A handwritten signature in black ink, reading 'Charles E. Peterson, Jr.', written over a horizontal line.

**Charles E. Peterson, Jr. MBA, PRSBA, SFO**  
President

A handwritten signature in black ink, reading 'John D. Musso', written over a horizontal line.

**John D. Musso, CAE, RSBA**  
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, 2018.

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 fourth 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.

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# EXECUTIVE SUMMARY



**BOARD OF EDUCATION MEMBERS**

*(Photos from Left to Right)*

- Felicia Battle .....Director
- Michelle Stecher.....Director
- Kate Cocchiarella ..... President
- Tessa Kirchner ..... Vice President
- Rebecca Cotton .....Director
- Inga Haagenson Causey .....Director
- Shelly Jarnot ..... Secretary/Treasurer



**SUPERINTENDENT’S LEADERSHIP TEAM**

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

## LETTER OF TRANSMITTAL

**DATE:** JUNE 12, 2019

**SUBJECT:** 2019-20 ADOPTED BUDGET

**TO:** PHILIP QUALMAN, Superintendent

**FROM:** SANDRA MUTCHLER, Chief Operating Officer

KATIE JARNOT, Asst. Superintendent of Curriculum and Instruction

MELISA REWOLD-THUON, Asst. Superintendent of Student Services

We are pleased to present the 2019-20 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 2019-20 Adopted Budget is presented with a total appropriation of \$129,590,768 across all funds and \$87,358,706 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 2.3% cost of living increase and is built upon a statewide \$100 million “buy down” of the budget stabilization from the 2018-19 fiscal year, which equates to 70% of the General Fund revenues for a total of \$60.5M. Statewide the budget stabilization amount is reduced to \$572M, which is 7.05% of each districts total programming. This equates to a \$4.8M reduction to ECS for 2019-20.

The budget is 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 2019-20 fiscal year.







The total 2019-20 Appropriation for all funds is:

FUND	APPROPRIATION	REVENUE SOURCES	FUND BALANCE	ENDING FUND BALANCE
GENERAL	87,358,706	86,433,689	925,017	14,506,691
NUTRITION SERVICES	2,505,068	2,461,274	43,794	1,349
DESIGNATED-PURPOSE GRANT	4,200,000	4,200,000	-	-
TRANSPORTATION	3,505,747	3,380,022	125,725	46,757
BOND	20,680,425	20,680,425	-	17,124,120
BUILDING	1,009,012	550,000	459,012	-
CAPITAL RESERVE	2,156,354	2,156,354	-	551,365
DISTRICT HOUSING	96,657	96,657	-	908,030
STUDENT ACTIVITY	2,114,872	850,000	1,264,872	-
ECCA	5,963,927	4,588,513	1,375,414	1,284,965
<b>TOTAL</b>	<b>\$ 129,590,768</b>	<b>\$ 125,396,934</b>	<b>\$ 4,193,834</b>	<b>\$ 34,423,278</b>

The total 2019-20 Appropriation includes spending fund balance for some funds. The purpose is:

FUND	AMOUNT	PURPOSE OF SPENDING FUND BALANCE
GENERAL	\$925,017	Spending a portion of 3A carryover for staffing and benefits related to reducing class size and restoring programs. Assigned for transitional staff of \$285,000. 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.
NUTRITION SERVICES	\$43,794	Salary and benefit costs increasing however, the fund balance is sufficient to cover the appropriation. 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	\$125,725	Salary and benefit costs increasing however, the fund balance is sufficient to cover the appropriation. 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	\$459,012	Fund balance is the main resource for spending. The entire fund balance is appropriated and anticipated to be spent in 2019-20.
STUDENT ACTIVITY	\$1,264,872	Appropriation includes new activity as well as the entire fund balance.
ECCA	\$1,375,414	Appropriation includes new activity as well as the entire fund balance.
<b>Total</b>	<b>4,193,834</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". The 2019-20 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.

Although the current state funding plan for K-12 education creates a challenging environment within which operations must continue the district is committed to the course our learning community is taking in 2019-20 as we work toward the mission, vision and values, as defined by the strategies and tactics, at both the district and school levels. These strategies and tactics reflect the districts determination to stop nothing short of "world-class" quality.

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



# STRATEGIC PLAN

#### 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

## RESUMING THE TREK

Eagle County Schools



FALL 2019



## STRATEGIC PLAN

The ideas represented in our Three Peaks of World-Class Learning are benchmarked against practices consistently used in the highest performing school systems on earth. While they are intentionally bold, audacious, and inspiring, they are also straightforward and basic. We know that the highest performing systems focus on the relationship that is the “instructional core” – teachers and students in the presence of content.

In our graphic, we take a macro approach to that concept that exists within a classroom, and we talk about educators, learners, and content; we focus on the interaction of those components because we know that they do not stand alone. While our primary focus is on the relationship of the components of the instructional core, which is not enough. We know that we must have areas that support, or “wrap around,” the instructional core – areas that potentially remove barriers to learning; those areas are both internal and external to our organization. We do this through making sure that our buildings and grounds are safe and places of pride for our students, teachers, and community; we transport students safely and reliably to and from school; we provide healthy and nutritious meals. 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.



## TEACHING ALL KIDS TO HIGH STANDARDS

### GLOBAL-READY SKILLS

Seven survival skills\* that bring high standards to life through student task - the demonstration of content knowledge.



\* Wagner, Tony. *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need—and What We Can Do about It*. Revised paperback ed. New York: Perseus Books Group, 2014. Print.

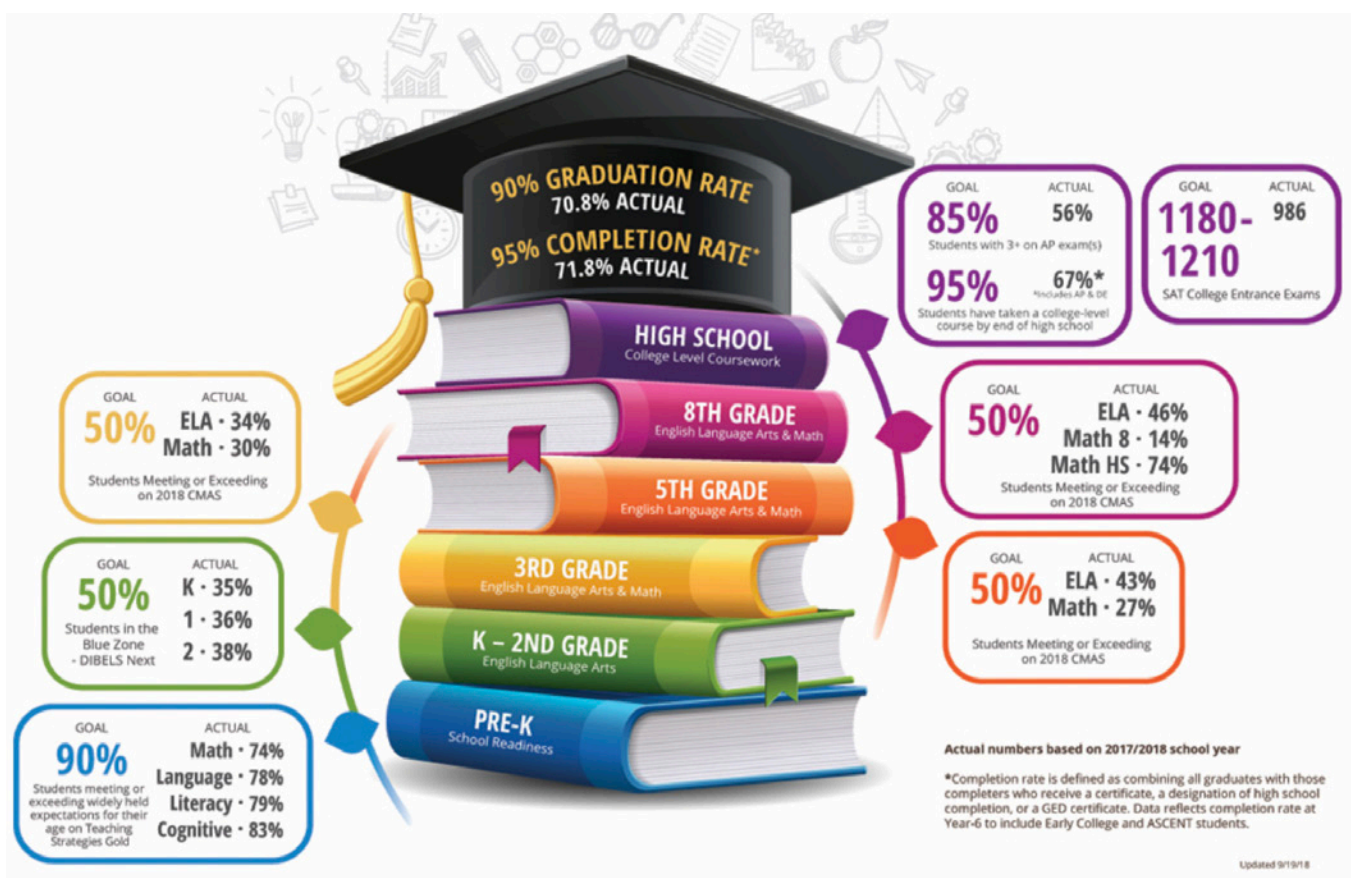


## PERFORMANCE RESULTS

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.

# SYSTEM ACADEMIC INDICATORS

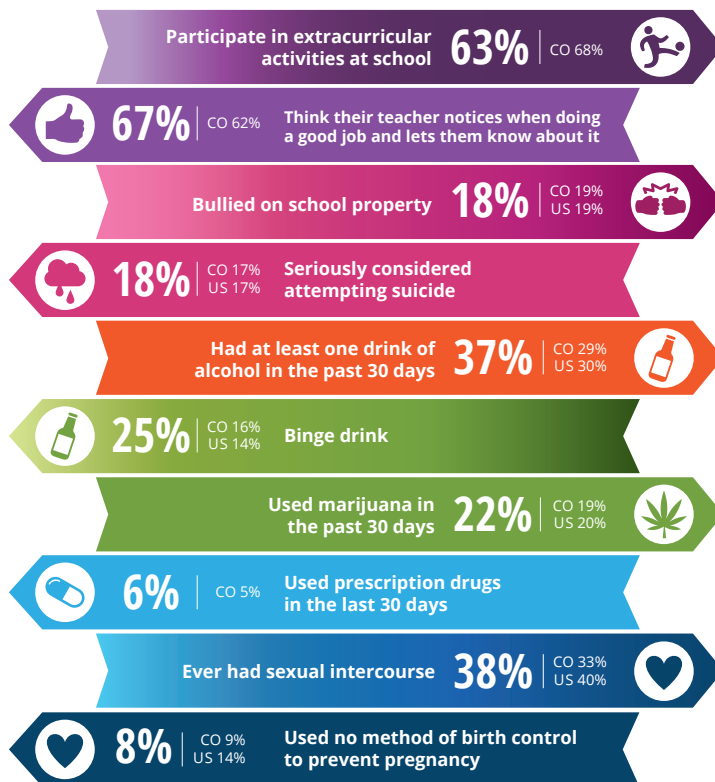


ECS believes that student achievement can only be realized if they feel safe at school. Their beliefs and behaviors reflect their social and emotional health. This stability provides them the ability to be successful in the global world. They need to be able to rise and meet challenges presented to them 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

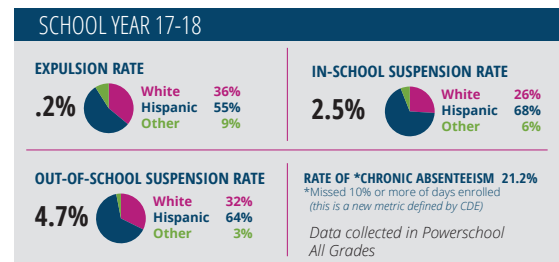
**HOPE INDEX**  
The ideas and energy students have for the future.  
(1-5 scale: 5=Most Hopeful)

ECS 2017 **4.09** | US 2017 **4.20**

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

ECS 2017 **3.82** | US 2017 **3.85**

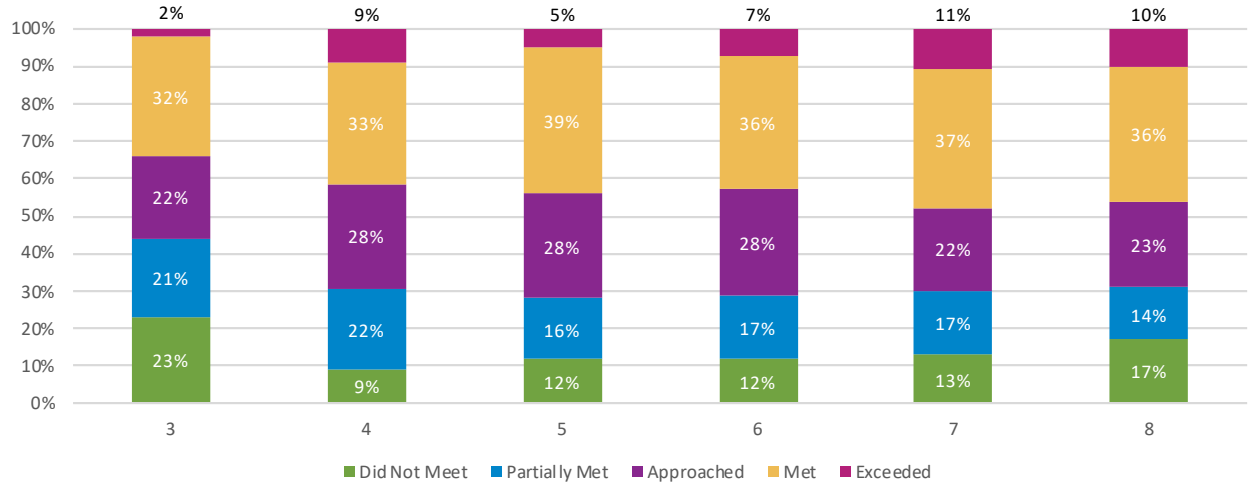
2016 Gallup Student Poll  
Grades 5-12



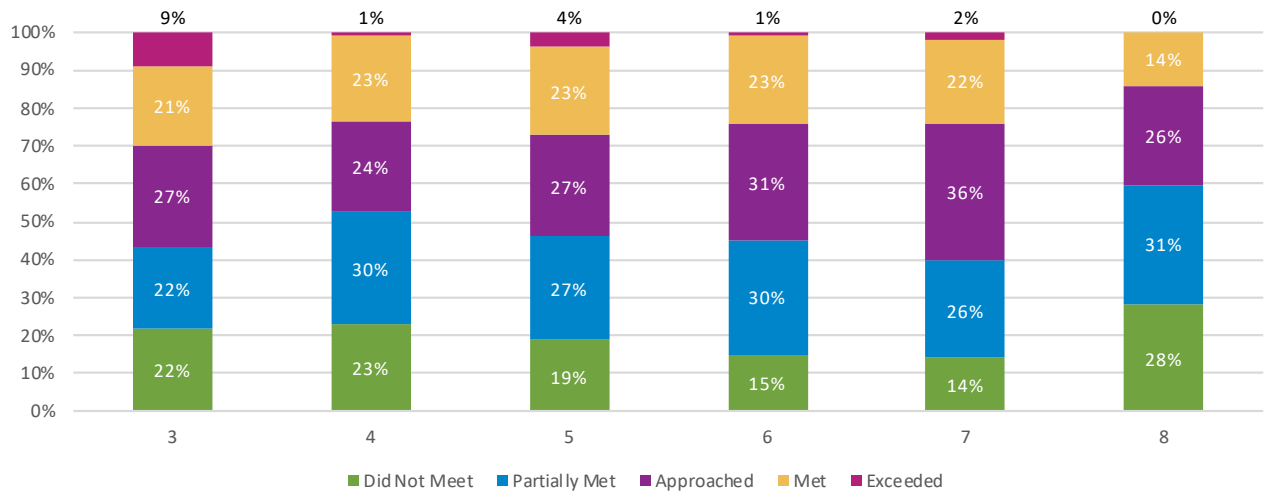
## COLORADO MEASURES OF ACADEMIC SUCCESS

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

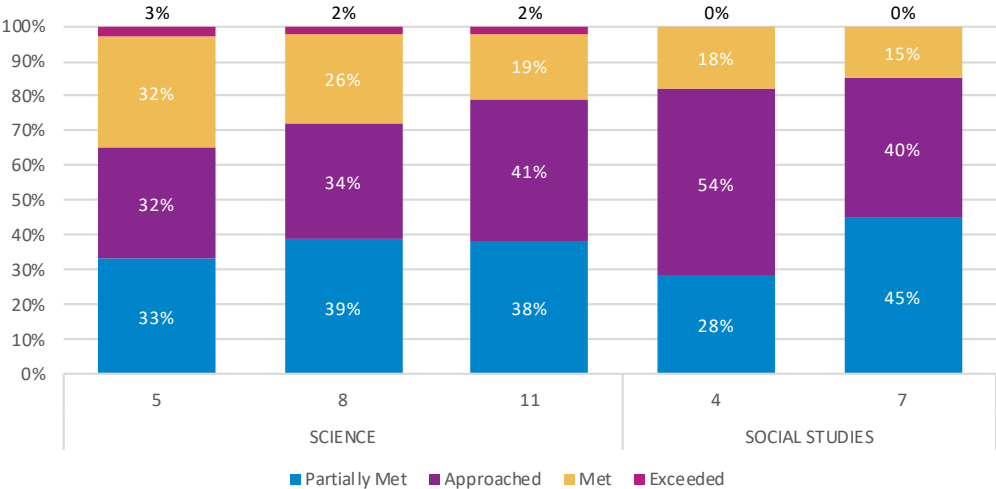
### 2017-18 DISTRICT RESULTS — ENGLISH LANGUAGE ARTS



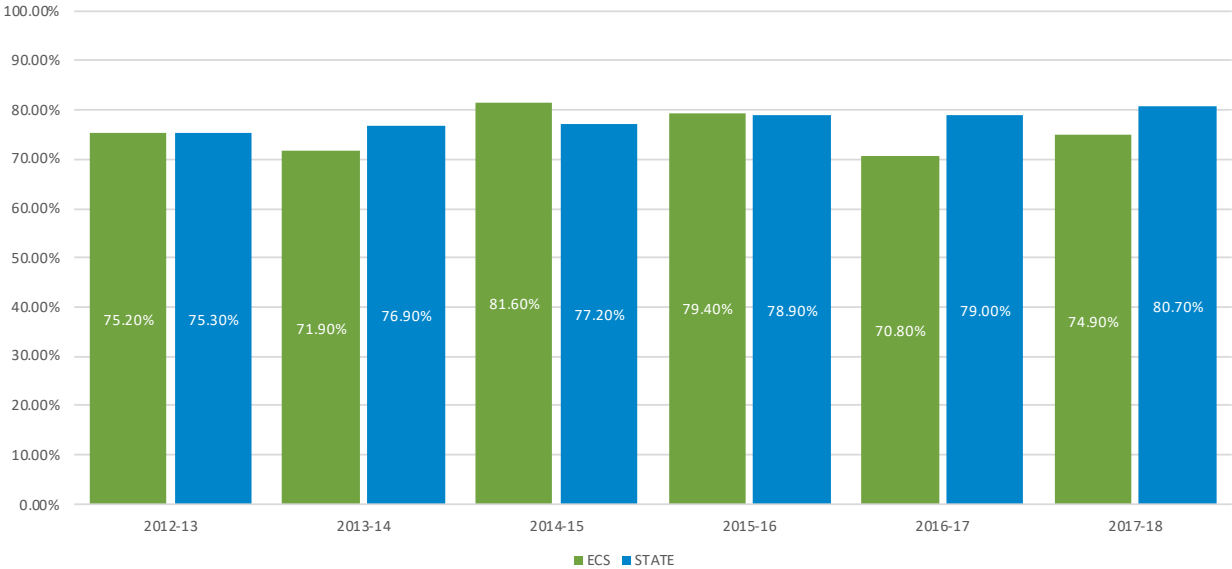
### 2017-18 DISTRICT RESULTS — MATHEMATICS



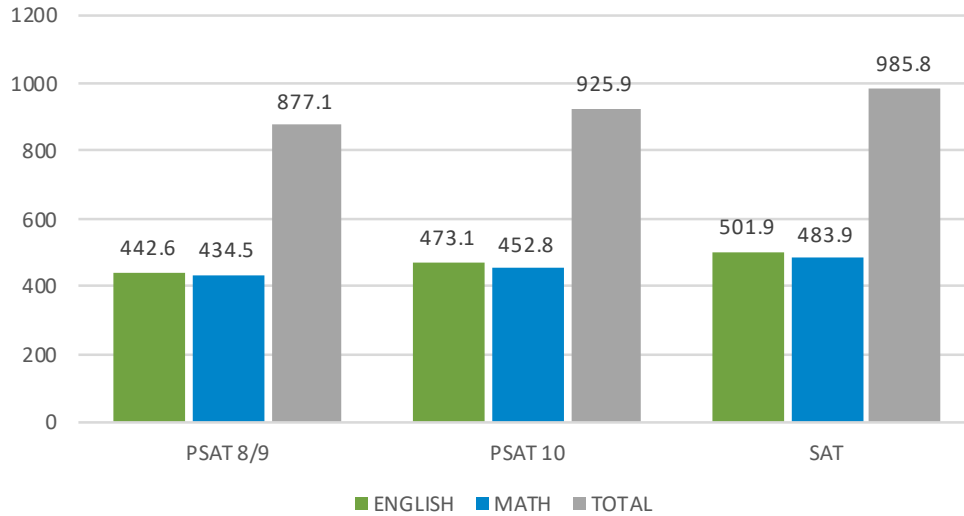
**2017-18 DISTRICT RESULTS — SCIENCE & SOCIAL STUDIES**



**GRADUATION RATES**



## 2017-18 COLORADO PSAT/SAT — CONTENT AREA & COMPOSITE SCORES



The Colorado Department of Education's 2018 District Performance Framework Report identifies ECS as "Accredited with Improvement Plan" overall, with the district approaching accreditation targets for Academic Achievement, Academic Growth, and Postsecondary and Workforce Ready. The report can be found on CDE's website here; <https://cedar2.cde.state.co.us/documents/DPF2018/0910-1-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: teaching to high standards and expectations, tailoring instruction to student needs, and empowering frontline educators.

### 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 2019-20 budget includes an allocation of \$270K towards Deep Equity training for staff in addition to our continued focus to grow all learners including our highest achievers.

The vision for moving ECS from our current status and to closing our gaps and becoming a world-class system includes a number of strategies and tactics. Integral to this vision is the focus on benchmarking our work against strategies that other world-class systems employ, resulting in high achievement for all students.

### LIMITED RESTORATION OF STATE FUNDING

Although state revenues continue to rebound from depressed levels, pressure continues on the legislature to limit the funding for PK-12 education in Colorado. At the same time, some state programs and services are required to expand while others are expanded by legislative mandate. The ECS Board of Education wisely placed a tax increase ballot measure before the voters in November 2016 to abate the impact of future revenue challenges. This ballot measure passed with 60.1 percent support. A debt increase ballot measure also passed with 53.4 percent support to address capital needs. The State of Colorado approved a statewide “buy-down” of the Budget Stabilization Factor totaling \$100M in 2019-20. This equates to a loss of \$4.8M to ECS in 2019-20 and \$66.5M cumulatively since inception of this factor.

### 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

While the Great Recession ended in 2009 and U.S. News even ranked Colorado’s economy as the best in the nation, Colorado is ranked among the bottom 25 percent of states for K-12 funding. 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. The analysis, which included the District of Columbia, ranked the state 42nd in financial support for public education.

With our tax collections finally rebounding, Colorado should be in a position to start restoring the cuts K-12 schools experienced. But this isn’t as easy as it sounds.

Because of the complicated interactions with our constitution and how the state finances education, legislators are in a tough situation: they want to put more money into schools but they also must do it without blowing up the entire state budget or completely draining the State Education Fund. To understand this, we have 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 more than \$572.3M below where it would have been without the budget stabilization factor in 2019-20 and \$8.13B 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. But they're also simultaneously preparing school funding to weather the next economic downturn instead of suffering drastic cuts like K-12 did during the Great Recession.



## **ECONOMIC CONDITIONS AND OUTLOOK**

### **ANALYSIS OF 2018-19**

The Colorado economic recovery continues to accelerate. After the supplemental state appropriation in January 2019, the 2018-19 statewide average per pupil funding for K-12 public education was \$8,123. The final per pupil revenue for ECS was \$8,436.35.

The annual influx of \$8.5M 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 2018-19.

A bond that generated over \$154M, from a February 2017 issue, provided the means necessary to continue designing and planning, new construction, renovations, much needed repairs and maintenance as well as equipment purchases. The majority of these funds will be spent prior to the 2019-20 fiscal year.

## ECONOMIC OUTLOOK FOR 2018-19

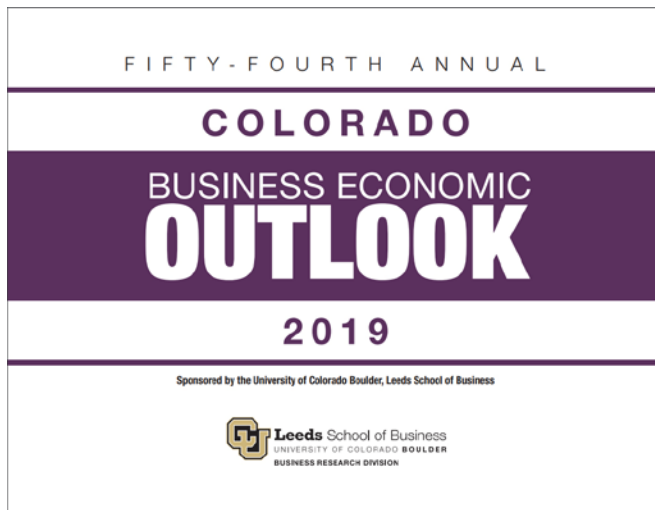
On December 8, 2018, the 54th Annual Colorado Business Economic Outlook was presented by the Business Research Division of the Colorado Leeds School of Business. This division is compiled of industry leaders in the state.

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, 2007-2017											
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>Colorado</b>											
Real GDP Growth (Percent Change)	3.3	1.2	-2.0	0.9	1.5	1.8	3.3	4.4	4.3	2.3	2.7
Personal Income Growth (Percent Change)	6.6	3.3	-4.6	3.3	8.7	6.3	5.2	8.9	4.8	1.9	5.8
Per Capita Personal Income (\$)	41,889	42,492	39,851	40,549	43,502	45,637	47,308	50,746	52,228	52,372	54,646
Per Capita Personal Income Growth (Percent Change)	4.7	1.4	-6.2	1.8	7.3	4.9	3.7	7.3	2.9	0.3	4.3
Employment Growth (Percent)	2.3	0.8	-4.5	-1.0	1.6	2.4	3.0	3.5	3.1	2.4	2.2
Unemployment Rate (Percent)	3.7	4.8	7.3	8.7	8.4	7.9	6.9	5.0	3.9	3.3	2.8
Labor Force Participation Rate (Percent)	72.2	72.1	70.9	70.4	69.7	69.1	68.2	67.7	66.8	67.0	68.1
CPI-All Items (Percent Change)	2.2	3.9	-0.6	1.9	3.7	1.9	2.8	2.8	1.2	2.8	3.4
All Items Less Food and Energy (Percent Change)	1.8	2.8	1.7	1.4	2.3	2.0	3.2	2.9	3.3	4.0	3.1
Shelter (Percent Change)	2.2	1.7	1.2	0.5	1.7	2.7	4.5	5.0	5.7	7.3	5.1
<b>United States</b>											
Real GDP Growth (Percent Change)	1.9	-0.1	-2.5	2.6	1.6	2.2	1.8	2.5	2.9	1.6	2.2
Personal Income Growth (Percent Change)	5.5	3.6	-3.1	4.1	6.2	5.1	1.3	5.7	4.9	2.6	4.4
Per Capita Personal Income (\$)	39,844	40,904	39,284	40,545	42,727	44,582	44,826	47,025	48,940	49,831	51,640
Per Capita Personal Income Growth (Percent Change)	4.5	2.7	-4.0	3.2	5.4	4.3	0.5	4.9	4.1	1.8	3.6
Employment Growth (Percent)	1.1	-0.5	-4.3	-0.7	1.2	1.7	1.6	1.9	2.1	1.8	1.6
Unemployment Rate (Percent)	4.6	5.8	9.3	9.6	8.9	8.1	7.4	6.2	5.3	4.9	4.4
Labor Force Participation Rate (Percent)	66	66	65.4	64.7	64.1	63.7	63.2	62.9	62.7	62.8	62.9
CPI-All Items (Percent Change)	2.8	3.8	-0.4	1.6	3.2	2.1	1.5	1.6	0.1	1.3	2.1
All Items Less Food and Energy (Percent Change)	2.3	2.3	1.7	1.0	1.7	2.1	1.8	1.7	1.8	2.2	1.8
Shelter (Percent Change)	3.7	2.5	1.1	-0.4	1.3	2.2	2.3	2.8	3.1	3.4	3.3

Sources: Bureau of Labor Statistics and Bureau of Economic Analysis.



Although Colorado's growth is forecast to slow, it is forecast to continue to outpace the nation, growing at roughly twice the rate. Colorado's share of national population is projected to increase from 1.7% of the U.S. Population currently to 2.1% by 2050.

The following observations are from page 117 of the 2019 Colorado Business Economic Outlook and can be found at [https://www.colorado.edu/business/sites/default/files/attached-files/2019\\_colorado\\_business\\_economic\\_outlook\\_011719.pdf](https://www.colorado.edu/business/sites/default/files/attached-files/2019_colorado_business_economic_outlook_011719.pdf)



## NATIONAL AND INTERNATIONAL

- U.S. output will grow at a slower pace in 2019, with real GDP growth at 2.7% in 2019 compared to an estimated 2.9% in 2018.
- Personal consumption expenditures will remain high with continued employment and wage growth and elevated consumer confidence.
- The Fed will continue with rate increases in 2019; inflation will remain at or above the Fed target rate.
- Interest rates, trade policy (i.e., tariffs), and the tight labor market pose risks to growth.

## COLORADO

- Despite slower growth, Colorado will still be in the top 10 states in 2019 for employment growth; wages will increase above the national average.
- Employment growth is projected in each of the 11 industries in both 2018 and 2019.
- Commodity prices will weigh on commodity sensitive industries, including agriculture and energy.
- Population growth will slow modestly in 2019. The state will still add an estimated 76,200 people, with 50,000 coming from net in-migration according to the State Demography Office.
- 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.



**“ With Colorado’s skilled workforce; high-tech, diversified economy, relatively low cost of doing business, global economic access, and exceptional quality of life, the state remains poised for long-term economic growth.”**



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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 2019-20 budget is \$86,433,689. The majority of this revenue \$60,545,180 (70%), is available to the district through the Colorado School Finance Act, which authorizes per pupil funding of students in the amount of \$8,814. 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 6,902.8 at \$8,814 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.

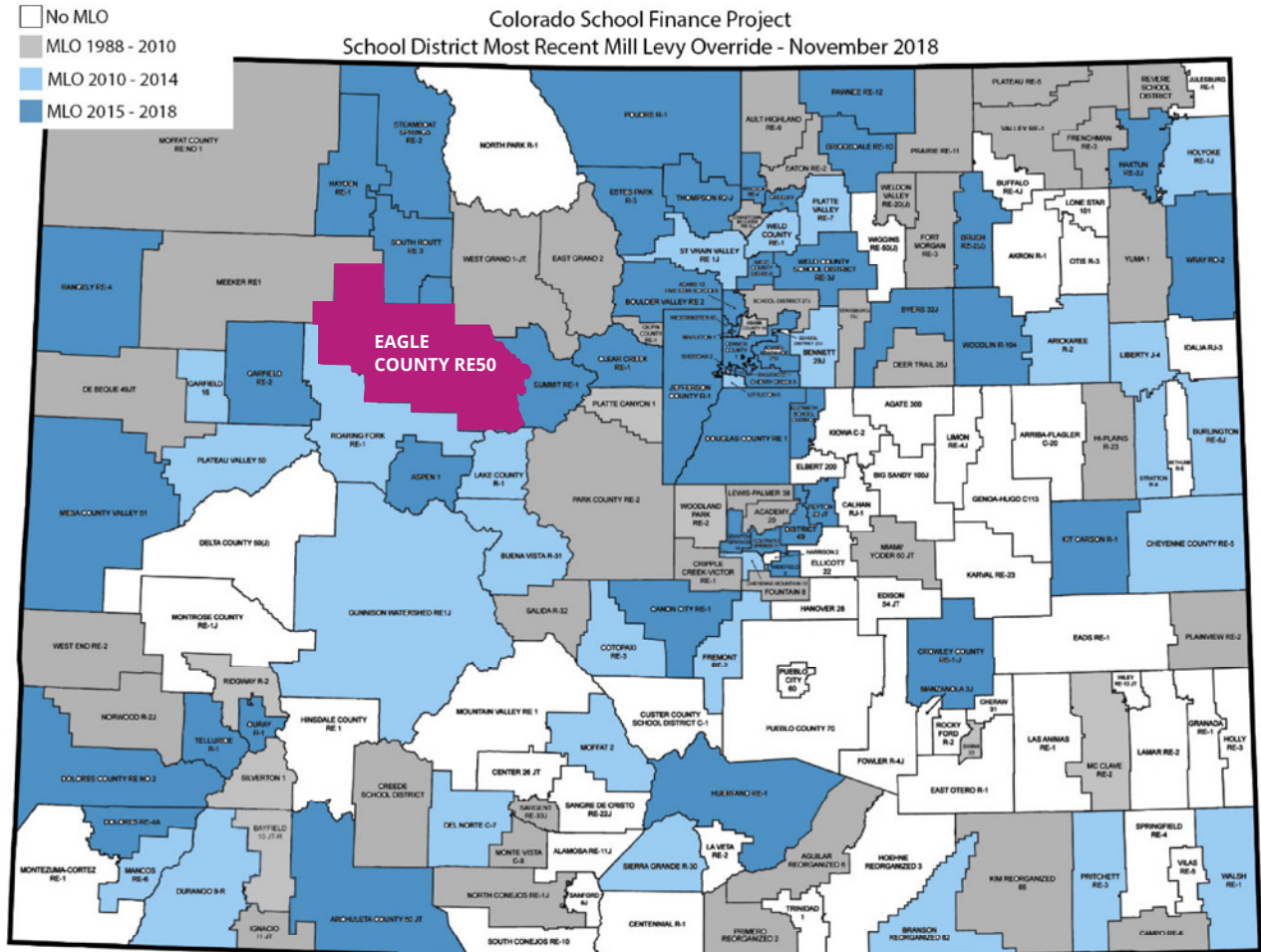
### **AMENDMENTS THAT AFFECT SCHOOL FUNDING**

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. 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.



Data: CDE & Secretary of State  
Chart: Colorado School Finance Project

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## 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 2019-20 ECS mill levy is projected to be 25.114 mills, which is a 0.5 percent increase from the prior year. The mill levy is applied to assessed valuation which is projected to increase by 0.45 percent or approximately \$15,779,630. The assessed valuation residential rate remains at 7.2%. For ECS, the General Operating Fund mills have remained at 11.618 since 2006. For 2019, the districts mill levy override elections are projected to result in 5.701 mills. The mill levy for abatements, refunds, and omitted property is 0.149 mills. The Bond Redemption Fund is at 7.303 mills, and the Transportation mill levy is .344 mills, all totaling 25.114 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.

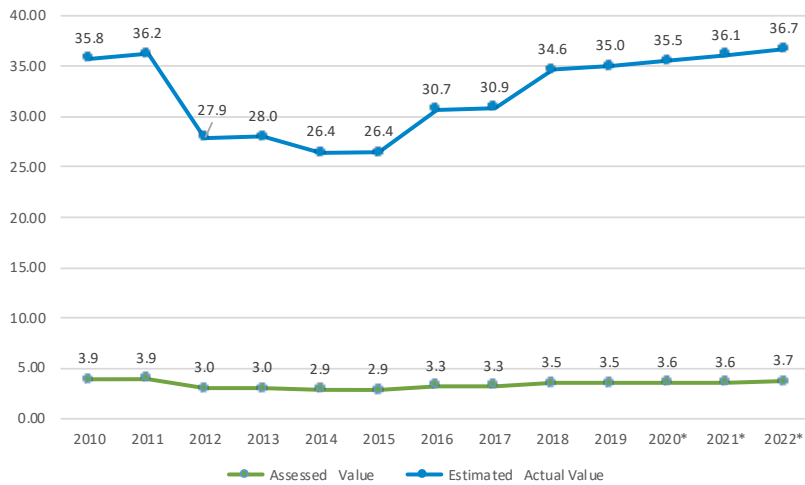


## ASSESSED VALUE & ACTUAL VALUE OF TAXABLE PROPERTY LAST TEN FISCAL YEARS (amounts expressed in thousands)

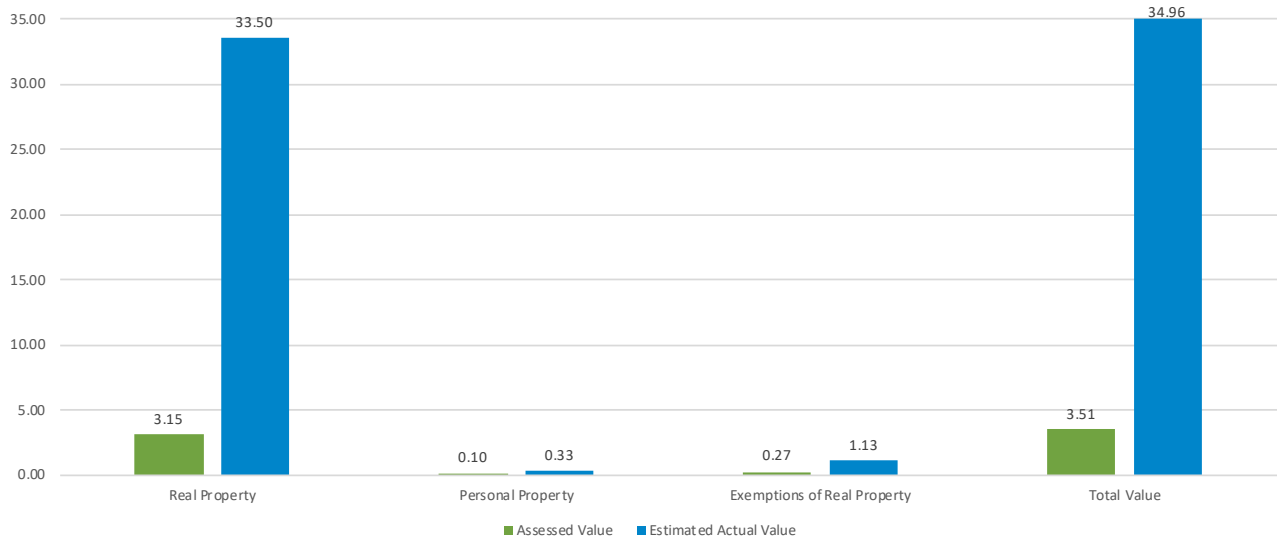
Fiscal Year Ended June 30,	Real Property		Personal Property		Exemptions of Real Property		Total Value		Ratio of Total Assessed Value to Total Estimated Actual Value
	Assessed Value	Estimated Actual Value	Assessed Value	Estimated Actual Value	Assessed Value	Estimated Actual Value	Assessed Value	Estimated Actual Value	
2010	3,512,789,430	34,245,196,420	101,651,460	350,522,450	300,211,100	1,193,813,520	3,914,651,990	35,789,532,390	10.94%
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	303,249,230.00	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	286,684,710.00	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	310,258,390.00	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	296,591,660.00	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	307,339,150.00	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	308,356,230.00	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	316,484,280.00	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	330,786,260.00	269,485,260	1,133,697,460	3,514,923,370	34,961,374,680	10.05%
2020*	3,205,085,595	34,046,907,812	97,801,529	337,246,335.00	274,252,062	1,152,879,940	3,577,139,186	35,537,034,087	10.07%
2021*	3,260,661,180	34,596,924,664	99,674,958	343,706,410.00	279,018,864	1,172,062,420	3,639,355,002	36,112,693,494	10.08%
2022*	3,316,236,765	35,146,941,516	101,548,387	350,166,485.00	283,785,666	1,191,244,900	3,701,570,818	36,688,352,901	10.09%

\*Estimated  
Source: [https://www.eaglecounty.us/Finance/Documents/Eagle\\_County\\_2018\\_audited\\_CAFR\\_FINAL/](https://www.eaglecounty.us/Finance/Documents/Eagle_County_2018_audited_CAFR_FINAL/)

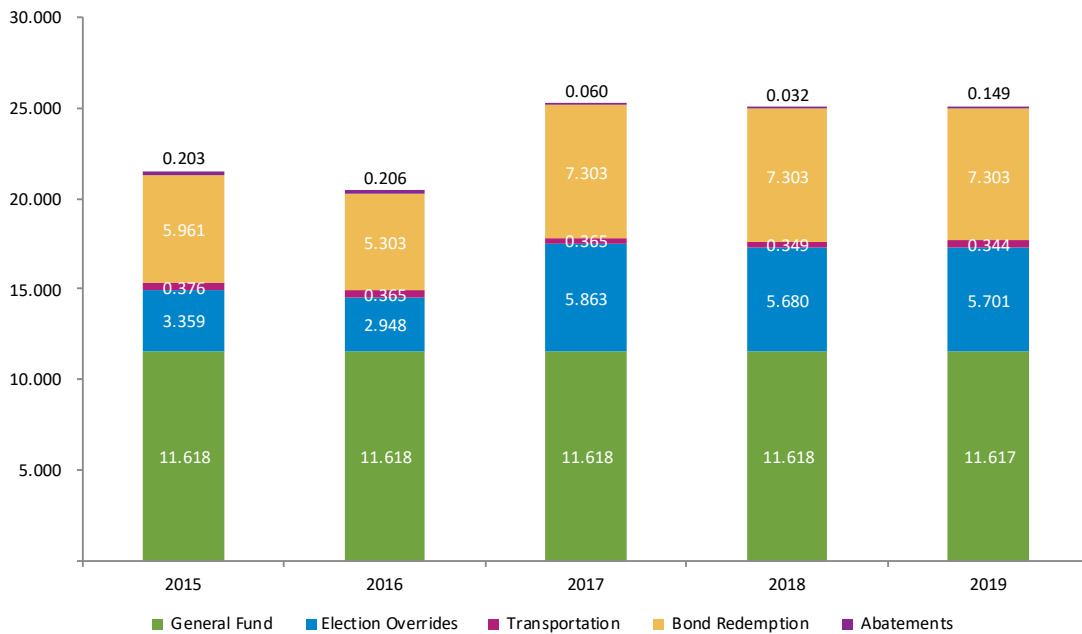
### HISTORICAL ASSESSED VALUE



### COMPOSITION OF PROPERTY TAX (2017)

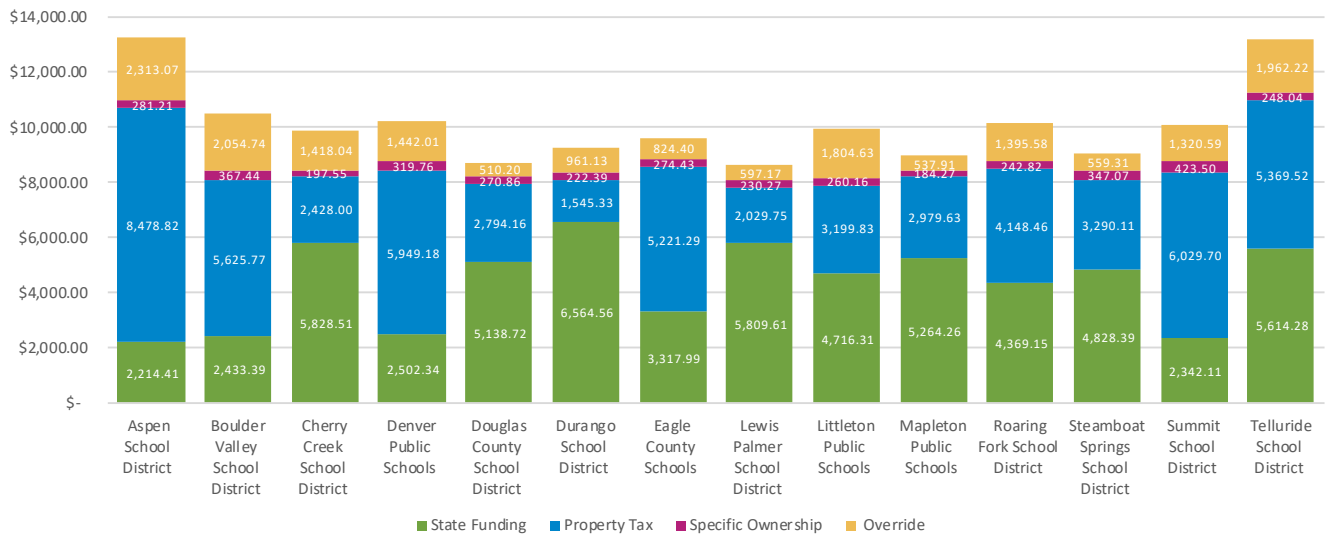


## MILL LEVY HISTORY



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 \$824.40 per student compared to the Aspen School District that receives an additional \$2,313.07 per student from election overrides.

## 2018-19 PER PUPIL FUNDING WITH OVERRIDE





# Eagle County Schools 3A Mill Levy

Starting in 2014, our community began dreaming about its vision for our schools. In November of 2016, we voted to pass the 3A Mill Levy/3B Bond to act on those dreams. Now, those dreams are a reality. After nearly three years of hard work, school facilities have been modernized, expanded to meet demand, and in some cases built from scratch. This is in addition to updates in furnishings, technology, and security improvements at all schools across the district. The physical improvements are easy to see, but the enhancements in services are less visible. Here's an overview of the considerable advancements we achieved with the 3A Mill Levy funding.

## Staff Members **ADDED**

Funds from the mill levy allowed for the equivalent of over 25 staff members to be hired or retained to Eagle County Schools. Many positions were increased to full-time positions. Here are just some of those smiling faces, representative of the many we are lucky enough to have in our district.



Ana Vieyra  
AVID and Math 1 Teacher



Aurora Sprincz  
Art Teacher



Brenda Stephens  
Student Support Specialist



Brianne Chittenden  
EdTech Specialist



Dawn Vallejos  
Band Teacher



Erin Bunge  
Music Teacher



Gillian Lane  
4th Grade Teacher



Erik Mjanger  
7th Grade Math Teacher



Jonathan Torregrosa  
Counselor



Jordan Brown  
Counselor



Lina Esparza  
Secretary



Pam Gundlach  
Counselor



Rachel Jacobsen  
Counselor



Trina Richey  
PE Teacher

## Compensation **INCREASED**

As part of our strategy to retain our amazing staff, employees as of October 18, 2016 received a 10% raise from the 3A Mill Levy funds. This increase followed years of working without any cost-of-living adjustments. Our goal is to be financially competitive with front-range districts to attract the best possible teachers for our students.



# \$8+ Million in Annual Operating Funds



## Programs **RESTORED**

Passage of the 3A Mill Levy also allowed for the restoration of creative programs such as art,

drama, and music. These creative opportunities are essential in the development of creative problem

solving skills. Counseling services were also significantly restored in schools district wide.

## Buses **REPLACED**

With over 42 routes, our buses drive over 500,000 miles per year, delivering nearly half of our students to and from school. Here are three of 11 new buses bought with 3A Mill Levy funds.



## Devices **PURCHASED**

The 3A Mill Levy allowed us to add 2600+ educational technology devices, modernizing the learning experience for our students.



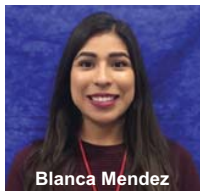
## Preschool **EXPANDED**

As a result of the 3A Mill Levy, our Early Childhood Education department has expanded hiring to include extended-year and extended-day programs for preschool starting in summer of 2017. One classroom at each of the nine Eagle County Schools preschools now provides care over the summer and spring breaks. These same

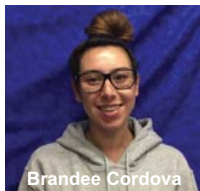
classrooms have increased access to Early Childhood programs in providing care until 5:00 p.m. during the school year, making child care a bit easier for working parents. The new/recent hires shown below are representative of the many new preschool professionals added as a result of 3A Mill Levy funding.



Allison Livingston



Blanca Mendez



Brandee Cordova



Leslie Canoreyes



Lisa Craney



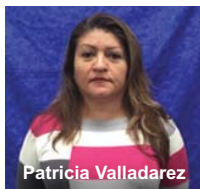
Marion Ploughman



Monica Mendez



Patricia Mata



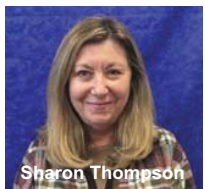
Patricia Valladarez



Rosa Velasco



Sarah Givens

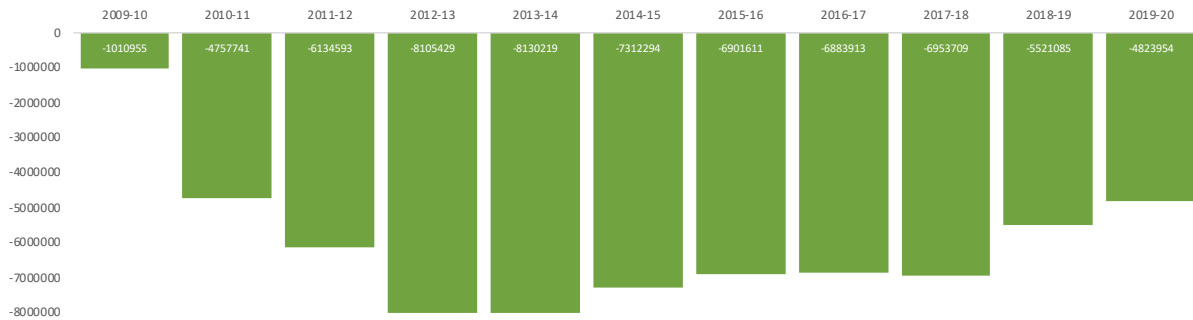


Sharon Thompson

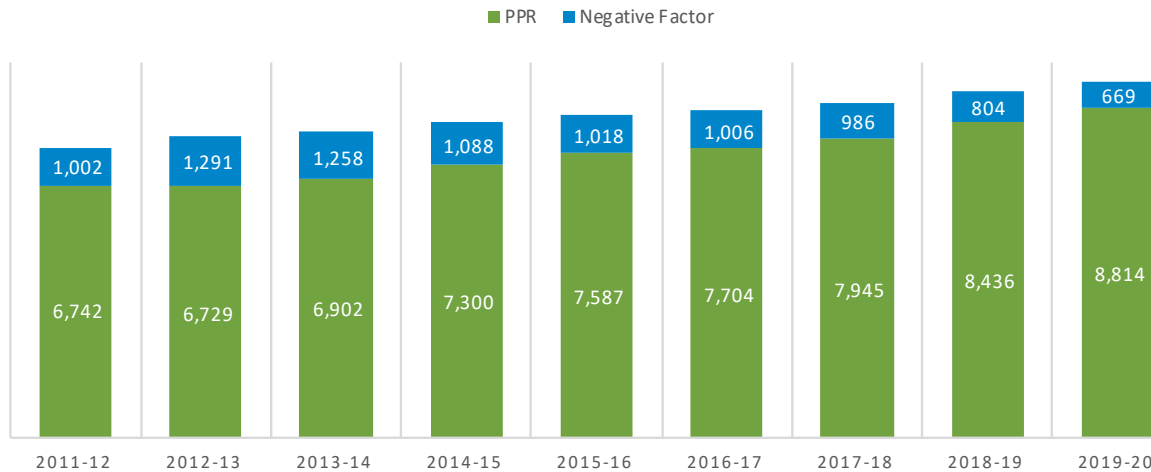
## CURRENT SCHOOL FINANCE ACT

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 \$572M state wide. This means that school districts across the state are receiving \$572M 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 \$66.5M less in funding since 2009-10.



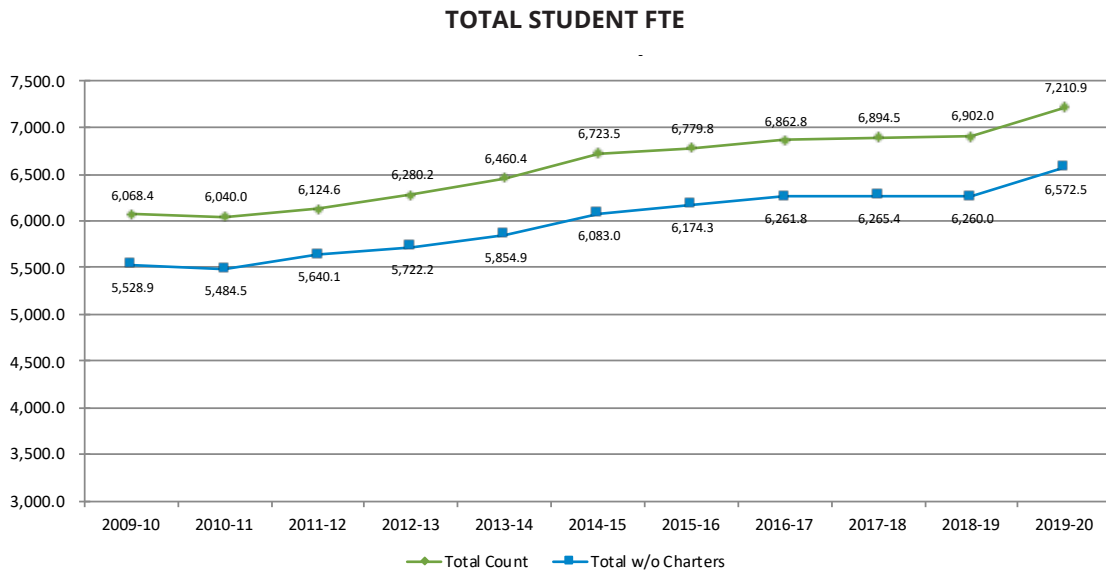
The following chart demonstrates the difference between fully funded levels and actual funding levels, on a per pupil basis, after the application of the budget stabilization factor.



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 is slightly decreasing but will by no means restore the amount that has been removed as a whole. In fact, TABOR limits will continue to hold funding at a minimum.

## ENROLLMENT FTE PROJECTIONS

The 2019-20 enrollment FTE projections include an increase of 308.9 FTE for a total of 7,210.9 including the adjustment for funding full day kindergarten, charter school enrollment for in-district and Charter School Institute (CSI) schools. The following chart shows the historical change in ECS enrollment.

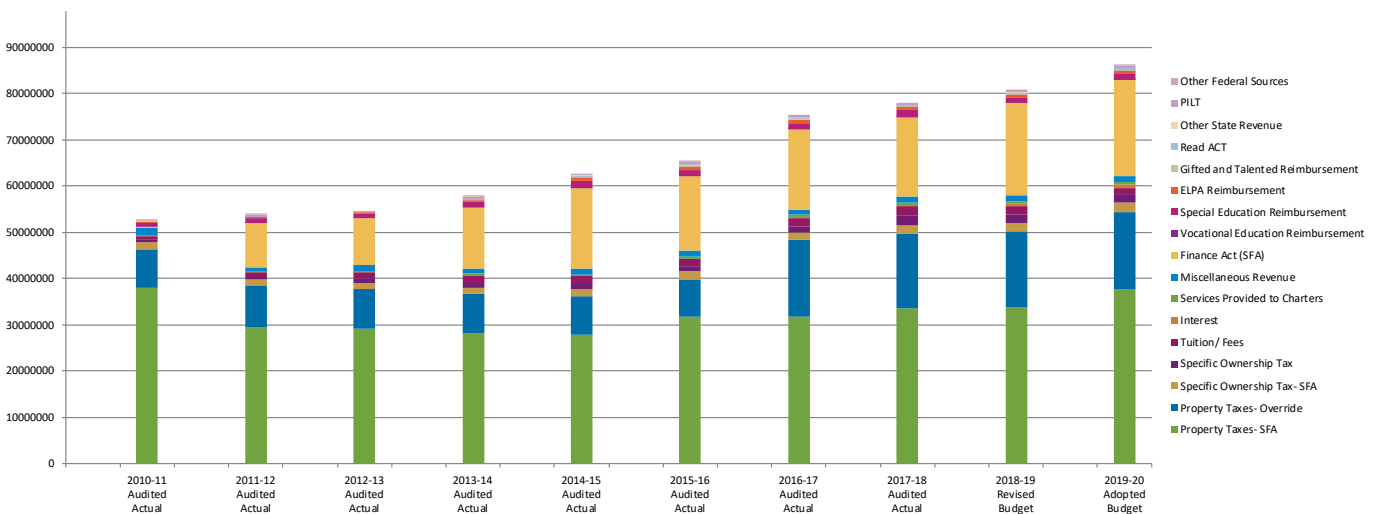


## OTHER REVENUE SOURCES

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 \$16,760,199.

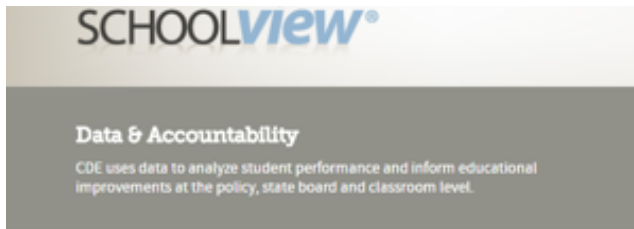
In addition to the Colorado School Finance Act, the district receives categorical funding for pupil transportation, the Exceptional Children’s Education Act (special education), English as a Second Language and Career and Ed Tech from the state.

## GENERAL FUND REVENUE TRENDS



## 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.



### Use Our Data Tools



#### 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 2012-14 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 2018 - FEBRUARY 2019:

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 2018:

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 2019 – JUNE 2019:

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 Statute to be adopted the following January based on any new information that is received. The complete process, along with a calendar on page 57 is available in the organizational Section as well as Critical Dates in Appendix B.

### JANUARY 2019 – MARCH 2019:

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 120.



## EMPLOYEE COMPENSATION

Education is a profession that relies on people – teachers and support personnel. Personnel costs (salaries and benefits) account for 76% 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 40% of salaries.

Over the last two years, a strategic compensation team has been studying the impact of implementing a step and lane salary schedule. New for 2019-20, certified staff will be placed based on current pay and education. The range goes from a beginning teacher at \$42,000 to potential earnings of \$101,829. \$1.6M was dedicated towards implementing this salary schedule in 2019-20.

## PERSONNEL TRENDS

The number of 2019-20 estimated full-time employees (FTE) in ECS in all funds is 935.37. 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. With state funding increasing over the previous couple of years, ECS has been working to restore previously cut positions in the instructional area. The continued lack of state funding puts pressure on the class size and operational areas.

## 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 2019-20 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.

- **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 2019-20 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>15,431,708</b>	<b>45,143</b>	<b>-</b>	<b>172,482</b>	<b>16,585,473</b>	<b>459,012</b>

### Revenue:

Property taxes	\$ 54,460,425	\$ -	\$ -	\$ 1,000,000	\$ 21,219,072	\$ -
Specific ownership taxes	3,819,670	-	-	50,000	-	-
State and federal revenue	23,745,334	1,286,000	3,427,410	535,000	-	-
Interest income	675,000	-	-	-	-	50,000
Other local revenue	3,733,260	825,000	772,590	695,000	-	500,000
Transfer in Charter School	-	-	-	-	-	-
Transfer in 3A Charter School	-	-	-	-	-	-
<b>Total revenue</b>	<b>86,433,689</b>	<b>2,111,000</b>	<b>4,200,000</b>	<b>2,280,000</b>	<b>21,219,072</b>	<b>550,000</b>

### Expenditures:

Salaries	47,545,172	1,021,742	2,282,290	1,943,737	-	-
Benefits	18,889,167	446,326	629,690	835,810	-	-
Purchased services	6,982,343	10,000	722,280	181,000	-	-
Supplies & Equipment	6,509,416	1,027,000	565,740	545,200	-	-
Debt service	-	-	-	-	20,680,425	-
Capital outlay	-	-	-	-	-	1,009,012
Depreciation/amortization	-	-	-	-	-	-
Charter School	3,825,958	-	-	-	-	-
<b>Total expenditures</b>	<b>83,752,056</b>	<b>2,505,068</b>	<b>4,200,000</b>	<b>3,505,747</b>	<b>20,680,425</b>	<b>1,009,012</b>

<b>Net Change in Fund Balance</b>	<b>2,681,633</b>	<b>(394,068)</b>	<b>-</b>	<b>(1,225,747)</b>	<b>538,647</b>	<b>(459,012)</b>
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Transfers	(2,140,000)	250,000	-	890,000	-	-
Transfers 3A	(1,466,650)	100,274	-	210,022	-	-

Nonspendable Inventories	-	-	-	-	-	-
Restricted for Debt Service	-	-	-	-	17,124,120	-
Restricted for Capital Outlay	-	-	-	-	-	-
Restricted for Student Activity	-	-	-	-	-	-
Restricted for 3A	1,100,536	-	-	-	-	-
Restricted for Multi-Year Contracts	-	-	-	-	-	-
Restricted for Emergencies	2,593,011	-	-	-	-	-
Assigned	-	-	-	-	-	-
Assigned for Future Projects	172,369	-	-	-	-	-
Assigned to Capital Outlay	-	-	-	-	-	-
Assigned to Transportation	-	-	-	46,757	-	-
Assigned to Nutrition Services	-	1,349	-	-	-	-
Unrestricted, Unassigned	10,640,776	-	-	-	-	-

<b>Ending Fund Balance</b>	<b>\$ 14,506,691</b>	<b>\$ 1,349</b>	<b>\$ -</b>	<b>\$ 46,757</b>	<b>\$ 17,124,120</b>	<b>\$ -</b>
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<b>Appropriation</b>	<b>\$ 87,358,706</b>	<b>\$ 2,505,068</b>	<b>\$ 4,200,000</b>	<b>\$ 3,505,747</b>	<b>\$ 20,680,425</b>	<b>\$ 1,009,012</b>
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## ALL FUNDS SUMMARY (CONTINUED)

	Capital Reserve Fund	District Housing Fund	Student Activity Fund	Charter School Fund	2019-20 Total	2018-19 Estimated
<b>Beginning Fund Balance</b>	<b>516,365</b>	<b>850,687</b>	<b>1,264,872</b>	<b>1,375,414</b>	<b>36,701,156</b>	<b>83,070,671</b>

### Revenue:

Property taxes	\$ -	\$ -	\$ -	\$ -	\$ 76,679,497	\$ 71,995,973
Specific ownership taxes	-	-	-	-	3,869,670	3,767,000
State and federal revenue	-	-	-	95,911	29,089,655	28,150,829
Interest income	-	-	-	37,300	762,300	1,002,300
Other local revenue	35,000	154,000	850,000	629,344	8,194,194	8,097,196
Transfer in Charter School	-	-	-	3,396,721	3,396,721	3,180,240
Transfer in 3A Charter School	-	-	-	429,237	429,237	426,210
<b>Total revenue</b>	<b>35,000</b>	<b>154,000</b>	<b>850,000</b>	<b>4,588,513</b>	<b>122,421,274</b>	<b>116,619,748</b>

### Expenditures:

Salaries	-	24,244	-	2,280,850	55,098,035	52,084,952
Benefits	-	9,213	-	884,304	21,694,510	19,301,982
Purchased services	-	34,200	-	1,033,097	8,962,920	8,936,893
Supplies & Equipment	-	15,000	2,114,872	384,800	11,162,028	10,067,057
Debt service	-	-	-	-	20,680,425	20,681,431
Capital outlay	2,156,354	-	-	95,911	3,261,277	48,556,707
Depreciation/amortization	-	14,000	-	-	14,000	14,000
Charter School	-	-	-	-	3,825,958	3,606,450
<b>Total expenditures</b>	<b>2,156,354</b>	<b>96,657</b>	<b>2,114,872</b>	<b>4,678,962</b>	<b>124,699,153</b>	<b>163,249,472</b>

<b>Net Change in Fund Balance</b>	<b>(2,121,354)</b>	<b>57,343</b>	<b>(1,264,872)</b>	<b>(90,449)</b>	<b>(2,277,879)</b>	<b>(46,629,724)</b>
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Transfers	1,000,000	-	-	-	-	-
Transfers 3A	1,156,354	-	-	-	-	-

Nonspendable Inventories	-	-	-	-	-	-
Restricted for Debt Service	-	-	-	-	17,124,120	16,585,473
Restricted for Capital Outlay	-	-	-	-	-	-
Restricted for Student Activity	-	-	-	-	-	1,264,872
Restricted for 3A	-	-	-	-	1,100,536	1,395,833
Restricted for Multi-Year Contracts	-	-	-	-	-	-
Restricted for Emergencies	-	-	-	-	2,593,011	2,643,375
Assigned	-	-	-	-	-	785,000
Assigned for Future Projects	-	-	-	-	172,369	459,012
Assigned to Capital Outlay	551,365	-	-	-	551,365	516,365
Assigned to Transportation	-	-	-	-	46,757	172,482
Assigned to Nutrition Services	-	-	-	-	1,349	1,420,557
Unrestricted, Unassigned	-	908,030	-	1,284,965	12,833,771	11,458,187

<b>Ending Fund Balance</b>	<b>\$ 551,365</b>	<b>\$ 908,030</b>	<b>\$ -</b>	<b>\$ 1,284,965</b>	<b>\$ 34,423,278</b>	<b>\$ 36,701,156</b>
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<b>Appropriation</b>	<b>\$ 2,156,354</b>	<b>\$ 96,657</b>	<b>\$ 2,114,872</b>	<b>\$ 5,963,927</b>	<b>\$ 129,590,768</b>	
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## APPROPRIATION 2019-20

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
<b>GENERAL</b>	\$925,017	Spending a portion of 3A carryover for staffing and benefits related to reducing class size and restoring programs. Assigned for transitional staff of \$285,000. 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.
<b>NUTRITION SERVICES</b>	\$43,794	Salary and benefit costs increasing however, the fund balance is sufficient to cover the appropriation. 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.
<b>TRANSPORTATION</b>	\$125,725	Salary and benefit costs increasing however, the fund balance is sufficient to cover the appropriation. 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.
<b>BUILDING</b>	\$459,012	Fund balance is the main resource for spending. The entire fund balance is appropriated and anticipated to be spent in 2019-20.
<b>STUDENT ACTIVITY</b>	\$1,264,872	Appropriation includes new activity as well as the entire fund balance.
<b>ECCA</b>	\$1,375,414	Appropriation includes new activity as well as the entire fund balance.
<b>Total</b>	<b>4,193,834</b>	

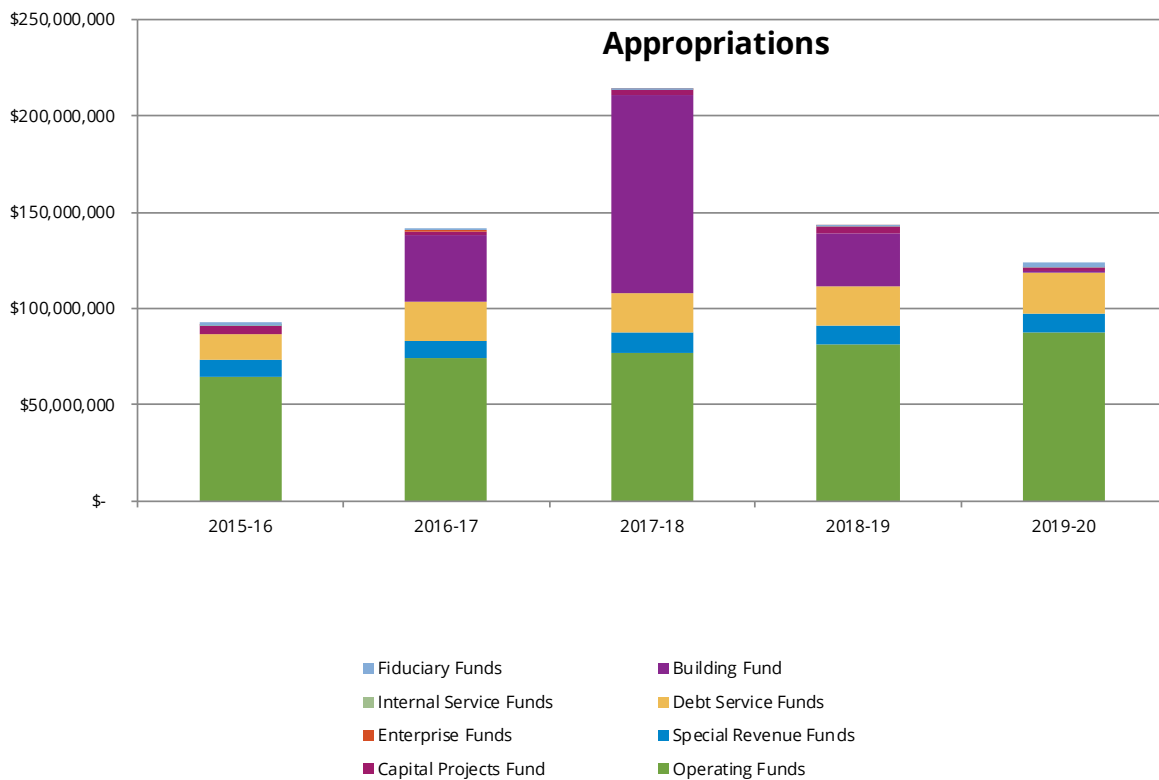


## FIVE YEAR APPROPRIATIONS BY FUND TYPE

Fund Types	2015-16	2016-17	2017-18	2018-19	2019-20
Operating Funds	\$ 64,558,579	\$ 74,750,763	\$ 76,947,604	\$ 81,046,320	\$ 87,358,706
Special Revenue Funds	8,543,458	8,864,414	10,376,440	10,278,100	10,210,815
Debt Service Funds	13,509,000	19,690,793	20,682,963	20,682,931	20,680,425
Building Fund	-	34,967,316	102,582,367	27,116,260	1,009,012
Capital Projects Fund	4,339,000	2,007,954	2,482,290	3,159,990	2,156,354
Enterprise Funds	160,000	368,500	164,400	119,220	96,657
Internal Service Funds	500,000	-	-	-	-
Fiduciary Funds	1,450,000	1,194,067	1,245,000	1,250,000	2,114,872
	<b>\$ 93,060,037</b>	<b>\$ 141,843,807</b>	<b>\$ 214,481,064</b>	<b>\$ 143,652,821</b>	<b>\$ 123,626,841</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



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## 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

An increase of per pupil funding along with a statewide “buy-down” of the Budget Stabilization Factor will contribute an additional forecasted revenue increase of \$3.3M related to School Finance Act Funding. Other adjustments have been made to revenues based on Federal, State and Local information.

The State Funding for Full-Day Kindergarten Bill authorized \$175M statewide to fund full-day kindergarten. This generated an increase of \$1.58M, less the average annual tuition collections of \$580K for a net increase of \$1M.

Eagle County Schools will begin participating in the School Health Services (SHS) Program, which provides the district access to federal Medicaid funds for delivering services to eligible students. The net impact of participating in this program should generate \$100K to help offset the cost of current services provided.

A step and lane salary schedule for teachers and counselors was implemented for the 2019-20 school year, granting lane advancements within a \$1.6M budget allocation for the step and lane salary schedule. Salary increases of 4.5% were given for all other employee categories. Supplementary pay for coaches/sponsors increased and Permanent Substitute Teachers/Student Support Specialist base hourly rate increased to \$20.00. The employee sick leave bank access reduced from 6 to 3 days of leave without pay.

To address equity issues, the Budget Committee adjusted the at-risk and small school staffing allocation. Four (4.0) additional FTE were added for one transition year. The district will maintain the established recommended staffing levels for counseling, art, music and PE. Additional FTE was allocated to support the Teacher Leader model, allowing for release time for elementary and middle school Teacher Leaders for a total of 9.0 FTE. In an effort to help support funding for these positions, an Assistant Superintendent position (1.0 FTE) was eliminated. The district has identified a need to increase mental health services for our students and has added 2.0 FTE and absorbed 4.0 FTE, prior grant funded, School Counselor positions. This is in addition to an ongoing commitment of \$360K a year dedicated to mental health that began in 2018-19.

There is an anticipated increase to health insurance premiums of 10%. The employees will be absorbing their portion of the actual increase effective January 1, 2020. Additional employer-paid increase of 0.25% and

employee deduction of 0.75% is effective with the 2019-20 budget year.

Deep Equity Training has risen to the top of our priorities with an additional \$270K budgeted for the 2019-20 school year.

School safety and security are on the forefront of every districts concern. Eagle County Schools is in the process of enhancing the partnership with the County to double the number of school resource officers.

The district is in the third of five years of investing in a software program that supports literacy for kids ages 0-5 and grades PK – 3 throughout Eagle County.

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. Meal charges have been increased by \$0.25 for all levels to help support increased food costs. 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 2019 - 20 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 the Colorado Department of Public Health and Environment and several other smaller private grants. 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. Additional resources are provided by an \$890K transfer from the General Fund to support 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. Trip costs have been increased to reflect actual costs.



## BOND FUND

The Bond Redemption Fund mill levy is projected at 7.303 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.

YEAR ENDED JUNE 30,	PRINCIPAL	INTEREST	TOTAL
2020	10,130,000	10,547,425	20,677,425
2021	10,605,000	10,050,750	20,655,750
2022	11,120,000	9,517,850	20,637,850
2023-2027	63,730,000	39,555,663	103,285,663
2028-2032	62,775,000	25,401,625	88,176,625
2033-2037	68,995,000	7,902,375	76,897,375
	<b>227,355,000</b>	<b>102,975,688</b>	<b>330,330,688</b>

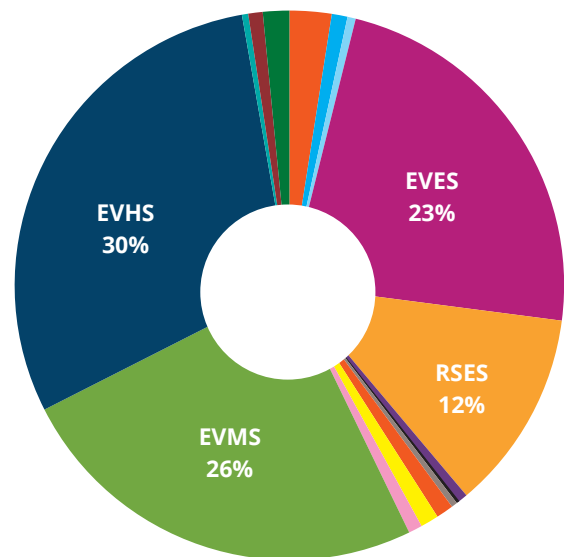
## BUILDING FUND

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 2019-20 Adopted Budget reflects the construction in progress costs and equipment as defined within the scope of the bond. All projects are scheduled to be completed by the end of 2019-20.

## WHERE THE BOND FUNDS GO

The following 16 schools will undergo renovations and improvements. Construction estimates and schedules are as follows:

Red Hill Elementary	Fall 2017	\$2.5 million
Gypsum Elementary	Summer, 2017	\$950,680
Brush Creek Elementary	Summer 2017	\$502,523
Eagle Valley Elementary School (EVES)	Summer 2018	\$23.8 million
Red Sandstone Elementary School (RSES)	2019	\$12.1 million
Avon Elementary	Summer 2017	\$638,509
June Creek Elementary	Summer 2017	\$96,250
Edwards Elementary	Summer 2017	\$359,851
Homestake Peak	Summer 2017	\$1.0 million
Gypsum Creek Middle School	Summer 2017	\$1.1 million
Berry Creek Middle School	Summer 2017	\$830,065
Eagle Valley Middle School (EVMS)	Summer 2018	\$25.4 million
Eagle Valley High School (EVHS)	Summer 2018	\$30.5 million
Battle Mountain High School	Summer 2017	\$382,484
Red Canyon High School East	Fall 2017	\$872,579
Vail Ski and Snowboard Academy	2019	\$1.5 million



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### **CAPITAL RESERVE FUND**

Resources of \$1M transferred from the General Fund are available for 2019-20 capital improvements that will support various annual allocations including; roof repairs, concrete replacement and HVAC repairs as well as break/fix items. The largest project scheduled for 2019-20 is a new roof for Gypsum Creek Middle School. 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 no plan to purchase or complete major renovations in 2019-20.

### **EMPLOYEE BENEFIT TRUST FUND**

The Employee Benefit Fund was an internal service fund used to account for claims, administrative fees of the district's self-funded Health Insurance employee benefit program. Since the district elected to join an insurance pool the Employee Benefit Trust Fund was closed as of June 30, 2015 however it is included in the 2018-19 Adopted Budget for historical information only.

### **STUDENT ACTIVITY FUND**

No significant changes are anticipated in the 2019-20 fiscal year.



## GENERAL FUND

### HIGHLIGHTS

#### 2019-20 Total Resources: \$86.4M

- Local property taxes generate 63% of our revenue source followed by 28.2% from State and Federal sources.
- Mill levy overrides account for \$16.7M of the \$54.4M collected in property taxes with an additional \$3.8M in Specific Ownership Taxes
- The remaining 8.8% 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

#### 2019-20 Total Expenditures: \$83.7M

- Salaries and benefits make up 79% of the expenditures prior to transfers. The \$47.5M in salaries includes the implementation of a step and lane salary schedule for teachers and school counselors, and a 4.5% cost of living increase for all other employees.
- Health insurance premium and employer-paid PERA rate benefit increases average 40% of salaries for a total of \$18.8M
- Purchased services include some contracted services, technology maintenance agreements, utilities, legal and other miscellaneous fees for a total allocation of \$6.9M.
- Supplies of \$6.5M 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.

#### 2019-20 Total Transfers: \$7.4M

- Transfer of \$890,000 to the Transportation Fund is an increase of \$290,000
- Transfer of \$250,000 to the Nutrition Services Fund is an increase of \$250,000
- Ongoing transfer of \$1M to the Capital Reserve Fund for capital improvements
- Transfer of \$3.4M to the Charter School Fund based on PPR
- Transfer of \$1.9M for 3A expenditures

#### 2019-20 Total Ending Reserves: \$14.5M

- Carryover of 3A mill levy override attributes to \$1.1M of the carryover
- A required TABOR contingency of \$2.6M is included
- Unassigned fund balance is budgeted at \$10.6M
- Assigned fund balance is budgeted at \$172,000

### SIGNIFICANT CHANGES IN FUND BALANCE

- There's a planned significant 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.



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## BUDGET FACTS AND ASSUMPTIONS

The 2019-20 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 \$8,813 based on the 2019 legislative approved Colorado Public School Finance Act of 1994.
2. The State approved full-day funding for Kindergarten for a net increase of \$1M.
3. Beginning fund balances plus revenues equal expenditures and ending reserves in all funds.
4. A step and lane salary schedule for teachers and school counselors was implemented, as well as a 4.5% cost of living increase for all other employees.
5. An additional 0.25% increase to PERA funding to meet our obligations to the state retirement system and the employee contribution to PERA will be increased by 0.75% for a total of 8.75%
6. Deep Equity Training has also risen to the top of our priorities with an additional \$270K budgeted for the 2019-20 school year.
7. \$314K is allocated for six additional school counseling positions.

### 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 increase by 98 students to 6,893.5 in 2019-20.
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 prorated through the premium allocation for employer benefit share and the employee deduction.
7. The ratio for assessment of residential property is estimated at 7.15%. The ratio for assessment of commercial property will remain the same at 29%.
8. Eagle County Schools will begin participating in the School Health Services (SHS) Program, which provides the district access to federal Medicaid funds for delivering services to eligible students. ECS is projecting this program to generate \$100K to help offset the cost of current services provided.

### Forecasted Assumptions:

1. School Finance Act dollars increase an average of 2% for the next three years.
2. In an effort to control expenditures we are expecting an increase in salaries of 1% - 2% per year.
3. Benefits are anticipated to increase annually and remaining at an average of 40% of salaries.
4. Purchased services, supplies and equipment are assumed to 1% - 2% per year.
5. Resources will be reallocated on an annual basis in an effort to meet district wide goals.

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



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## 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 2019-20 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 2019-20 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 2019-20 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 for the June 30, 2018, fiscal year-end, which is also available on the district's Finance Department web page.





# 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.

## 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!

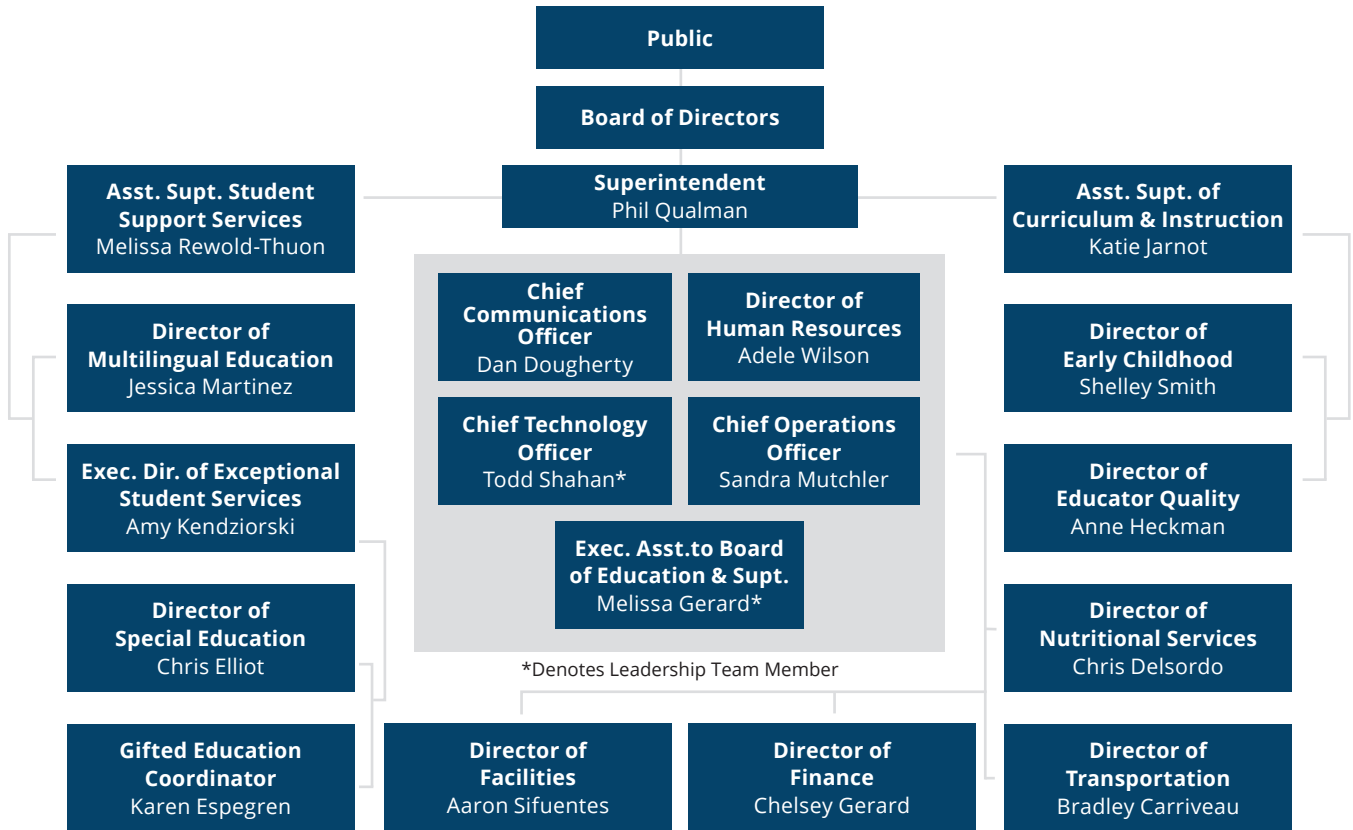
## DEMOGRAPHICS

Our student population is diverse in both demographics and economic background. With 32% of students being English Language Learners compared with the state average of 14.3% 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, 36.9% 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  
Tessa Kirchner. . . . . Vice President  
Shelly Jarnot. . . . . Secretary/Treasurer  
Felicia Battle . . . . . Director  
Inga Haagenson Causey . . . . . Director  
Rebecca Cotton. . . . . Director  
Michelle Stecher . . . . . Director

## 2019-2020 DISTRICT ORGANIZATION



## IN SUPPORT OF OUR SCHOOLS

### ELEMENTARY SCHOOLS

<b>Avon</b> Dana Harrison 195 Students	<b>Gypsum</b> Mitch Forsberg 278 Students
<b>Brush Creek</b> Brooke Cole 374 Students	<b>Homestake Peak</b> Stephanie Gallegos 267 Students (P-5)
<b>Eagle County Charter</b> Kim Walter 220 Students (K-5)	<b>June Creek</b> Erika Donahue 198 Students
<b>Eagle Valley Elementary</b> Tiffany Dougherty 365 Students	<b>Red Hill</b> Eric Olsen 348 Students
<b>Edwards</b> Matt Abramowitz 265 Students	<b>Red Sandstone</b> Marcie Laidman 181 Students

### MIDDLE SCHOOLS

<b>Berry Creek</b> Amy Vanwel 279 Students
<b>Eagle County Charter</b> Kim Walter 115 Students (6-8)
<b>Eagle Valley Middle</b> Eric Mandeville 381 Students
<b>Gypsum Creek</b> Dave Russell 415 Students
<b>Homestake Peak</b> Stephanie Gallegos 343 Students
<b>Vail Ski &amp; Snowboard</b> Wade Hill 87 Students (5-8)

### HIGH SCHOOLS

<b>Battle Mountain</b> Rob Parish 987 Students
<b>Eagle Valley</b> Greg Doan 999 Students (6-8)
<b>Red Canyon</b> Troy Dudley 237 Students
<b>Vail Ski &amp; Snowboard</b> Wade Hill 109 Students (9-12)
<b>World Academy</b> Troy Dudley 27 Students

Student count reflects 2019-20 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



# 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**

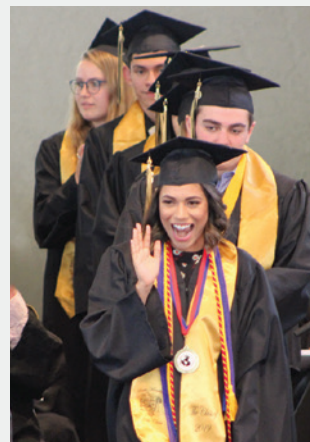
Use formative assessments aligned to standards to track student learning during the school year, adjusting practices and supports as needed to remain on target.

### **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.

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## 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 2019-20 budget included: an increase in employer contributions to the Public Employment Retirement Association (PERA), the impact of decisions made by the 2019 legislature, the cost of implementing a step and lane salary schedule, 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 2019-20.

<b>OTHER REVENUE SOURCES</b>	<b>2019-20 BUDGET</b>
Tuition	\$471,500
Donations	10,000
E-Rate & Utility Rebates	280,000
Fees	893,850
Interest	675,000
Other	1,757,970

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.

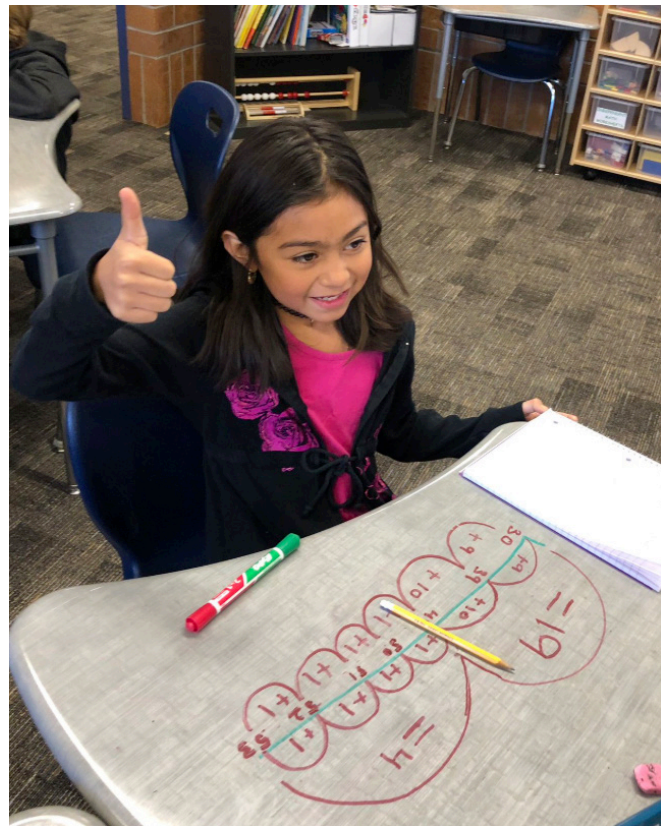
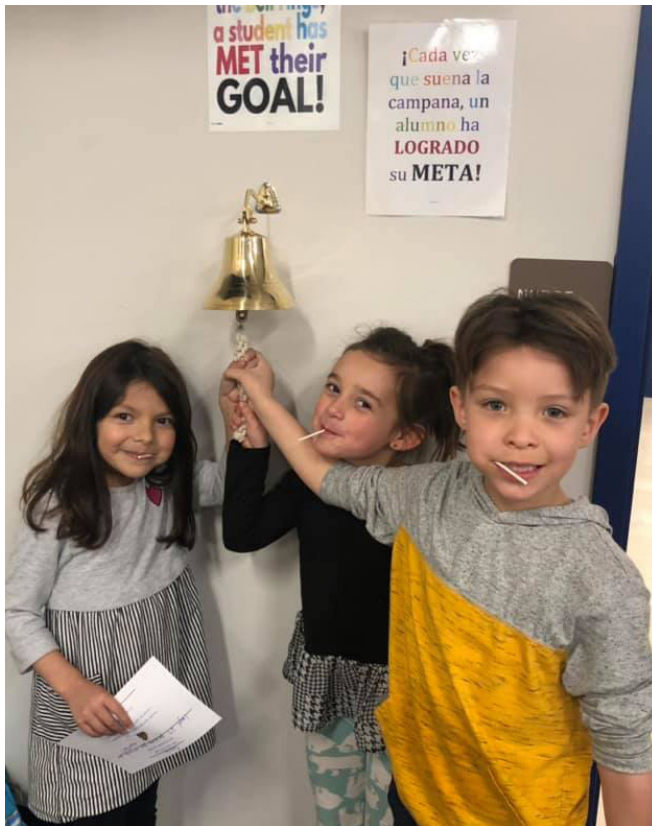
ECS began the budget process with the development of a calendar. The following chart summarizes the process, timelines, and decision points of the budget development process. From year to year, the timeline varies only slightly as statutory and contractual deadlines provide the milestones for the process. 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.



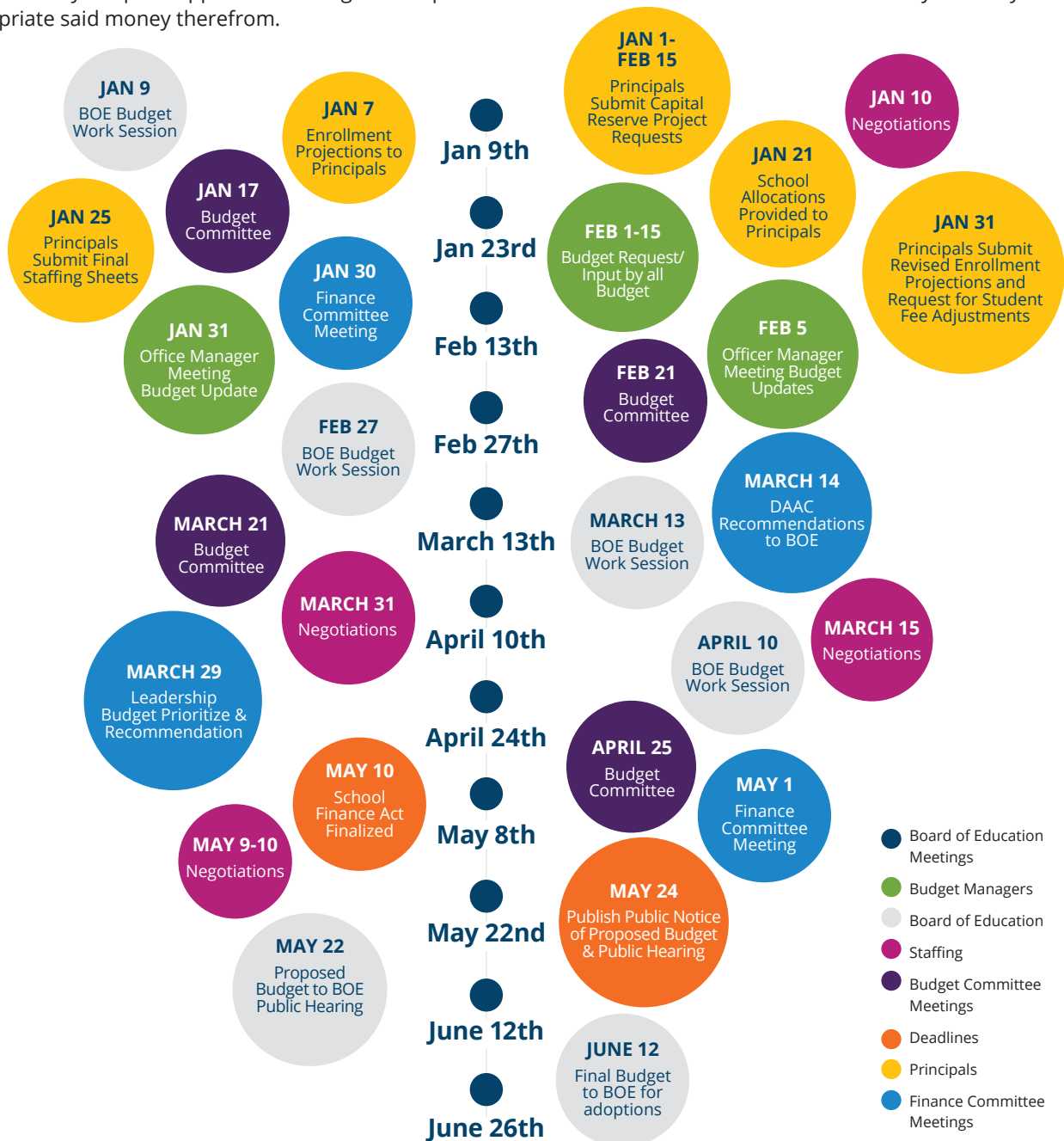


## 2019-20 BUDGET DEVELOPMENT CALENDAR

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 Pinnacle.

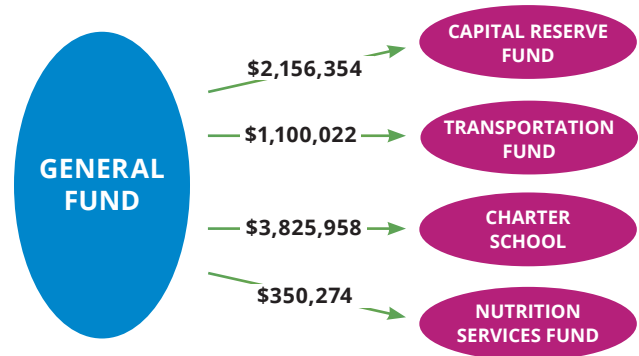
## FINANCE COMMITTEE

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:



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### 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 and creating a Budget Review Tool. 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

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, 2018, 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 2019-20 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.

## 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.

**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).

**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.

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

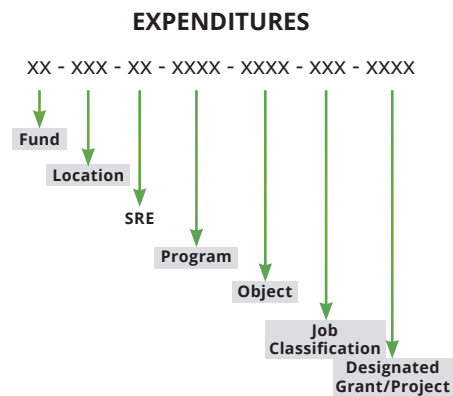
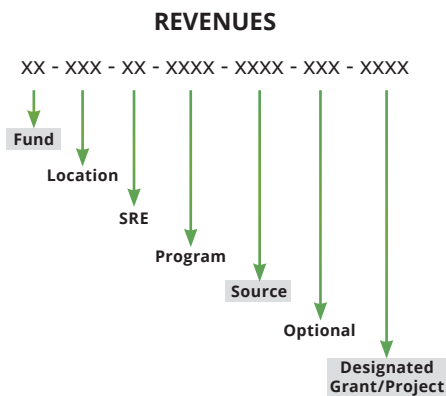
**Fiscal Year** - a twelve-month account period (July 1 through June 30) to which the annual budget applies.

**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
8 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>

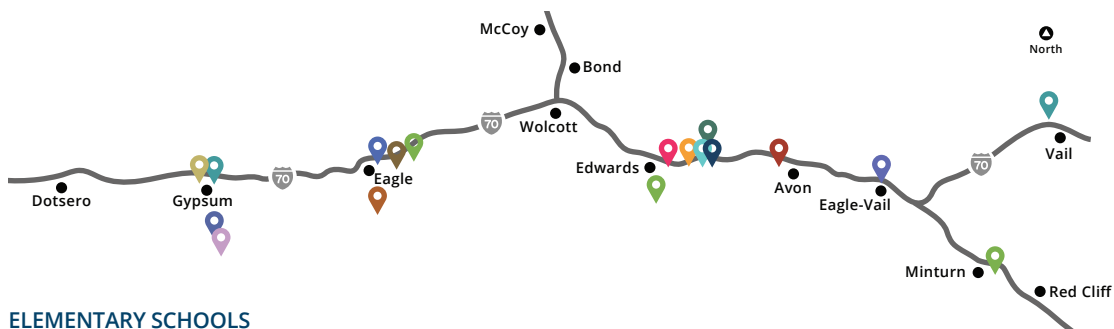
### LAND/BUILDINGS

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: <http://www.eagleschools.net/sites/default/files/website/pdf/ECSD%20Facility%20Master%20Plan%202016.pdf>

### 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 Elementary  
 Gypsum Elementary  
 Homestake Peak School  
 June Creek Elementary  
 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	2017-18 ACTUAL	2018-19 BUDGET	2018-19 ESTIMATED	2019-20 BUDGET	COST PER STUDENT
Salaries	\$464,979	\$485,575	\$569,907	\$314,772	\$50
Benefits	\$115,065	\$154,837	\$115,741	\$33,870	\$5
Purchased Services	\$401,016	\$436,343	\$302,595	\$485,000	\$77
Supplies	\$242,582	\$289,400	\$248,983	\$279,200	\$44
Equipment	\$1,973	\$6,000	\$4,710	\$6,000	\$1
<b>Total</b>	<b>\$1,225,617</b>	<b>\$1,372,155</b>	<b>\$1,241,936</b>	<b>\$1,118,842</b>	<b>\$178</b>



## 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	2017-18 ACTUAL	2018-19 BUDGET	2018-19 ESTIMATED	2019-20 BUDGET	COST PER STUDENT
Salaries	\$106,942	\$145,811	\$114,500	\$181,783	\$29
Benefits	\$32,254	\$55,738	\$45,050	\$72,383	\$12
Purchased Services	\$100,715	\$140,150	\$82,200	\$107,650	\$17
Supplies	\$28,550	\$27,700	\$23,550	\$28,700	\$5
Equipment	\$1,700	\$2,000	\$10,000	\$3,500	\$1
<b>Total</b>	<b>\$270,161</b>	<b>\$371,399</b>	<b>\$275,300</b>	<b>\$394,017</b>	<b>\$63</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	2017-18 ACTUAL	2018-19 BUDGET	2018-19 ESTIMATED	2019-20 BUDGET	COST PER STUDENT
Salaries	\$467,617	\$732,073	\$433,720	\$603,339	\$96
Benefits	\$187,247	\$301,001	\$188,100	\$336,437	\$54
Purchased Services	\$806,477	\$138,500	\$101,000	\$889,400	\$142
Supplies	\$71,132	\$72,750	\$72,650	\$71,000	\$11
Equipment	3,282.47	\$2,000	2,500	\$2,000	\$0
<b>Total</b>	<b>\$1,535,755</b>	<b>\$1,246,324</b>	<b>\$797,970</b>	<b>\$1,902,176</b>	<b>\$303</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	2017-18 ACTUAL	2018-19 BUDGET	2018-19 ESTIMATED	2019-20 BUDGET	COST PER STUDENT
Salaries	\$472,113	\$398,437	\$359,500	\$313,272	\$50
Benefits	\$138,719	\$104,191	\$98,000	\$134,133	\$21
Purchased Services	\$255,966	\$626,766	\$452,000	\$269,900	\$43
Supplies	\$597,023	\$151,571	\$211,738	\$369,508	\$59
Equipment	-	5,000	5,000	5,000	\$1
<b>Total</b>	<b>\$1,463,820</b>	<b>\$1,285,965</b>	<b>\$1,126,238</b>	<b>\$1,091,813</b>	<b>\$174</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	2017-18 ACTUAL	2018-19 BUDGET	2018-19 ESTIMATED	2019-20 BUDGET	COST PER STUDENT
Salaries	\$10,457	\$147,364	\$219,500	\$8,000	\$1
Benefits	\$2,260	\$26,850	\$62,800	\$3,200	\$1
Purchased Services	\$0	\$316,868	\$240,600	\$293,000	\$47
Supplies	\$92,574	\$157,834	\$162,800	\$161,000	\$26
Equipment	-	-	-	-	\$0
<b>Total</b>	<b>\$105,291</b>	<b>\$648,916</b>	<b>\$685,700</b>	<b>\$465,200</b>	<b>\$74</b>

## TECHNOLOGY

Todd Shahan, *Director of Technology*

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	2017-18 ACTUAL	2018-19 BUDGET	2018-19 ESTIMATED	2019-20 BUDGET	COST PER STUDENT
Salaries	\$1,187,082	\$1,268,766	\$1,179,770	\$1,273,933	\$203
Benefits	\$426,798	\$454,151	\$433,183	\$506,773	\$81
Purchased Services	\$947,640	\$972,300	\$503,574	\$971,000	\$154
Supplies	\$30,875	\$29,700	\$49,442	\$35,500	\$6
Equipment	\$312,944	\$12,000	\$33,119	\$22,500	\$4
<b>Total</b>	<b>\$2,905,339</b>	<b>\$2,736,917</b>	<b>\$2,199,089</b>	<b>\$2,809,707</b>	<b>\$447</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	2017-18 ACTUAL	2018-19 BUDGET	2018-19 ESTIMATED	2019-20 BUDGET	COST PER STUDENT
Salaries	\$382,490	\$412,205	\$243,931	\$324,240	\$52
Benefits	\$111,130	\$111,881	\$76,790	\$122,426	\$19
Purchased Services	\$70,513	\$161,500	\$110,439	\$104,500	\$17
Supplies	\$43,775	\$59,600	\$77,073	\$62,600	\$10
Equipment	-	-	-	-	\$0
<b>Total</b>	<b>\$607,908</b>	<b>\$745,186</b>	<b>\$508,233</b>	<b>\$613,766</b>	<b>\$98</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	2017-18 ACTUAL	2018-19 BUDGET	2018-19 ESTIMATED	2019-20 BUDGET	COST PER STUDENT
Salaries	\$1,916,641	\$2,131,620	\$2,022,986	\$2,275,252	\$362
Benefits	\$746,160	\$813,567	\$773,739	\$903,996	\$144
Purchased Services	\$15,766	\$68,130	\$24,598	\$68,130	\$11
Supplies	\$99,954	\$36,550	\$97,125	\$36,050	\$6
Equipment	5,957	4,000	\$0	\$4,000	\$1
<b>Total</b>	<b>\$2,784,478</b>	<b>\$3,053,867</b>	<b>\$2,918,448</b>	<b>\$3,287,428</b>	<b>\$523</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	2017-18 ACTUAL	2018-19 BUDGET	2018-19 ESTIMATED	2019-20 BUDGET	COST PER STUDENT
Salaries	\$2,607,611	\$2,965,995	\$2,867,821	\$3,142,272	\$500
Benefits	\$1,205,584	\$1,201,896	\$1,297,300	\$1,360,122	\$216
Purchased Services	\$211,258	\$175,200	\$136,143	\$201,375	\$32
Supplies	\$78,871	\$86,135	\$78,519	\$116,695	\$19
Equipment	\$3,020	\$1,000	\$2,361	\$4,000	\$1
<b>Total</b>	<b>\$4,106,344</b>	<b>\$4,430,226</b>	<b>\$4,382,144</b>	<b>\$4,824,464</b>	<b>\$768</b>



## EXCEPTIONAL STUDENT SERVICES

Amy Kendziorski, Director of Exceptional Student Services

Chris Elliott, Assistant Director of Exceptional Student Services

Karen Espgren, Gifted Education Coordinator

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.

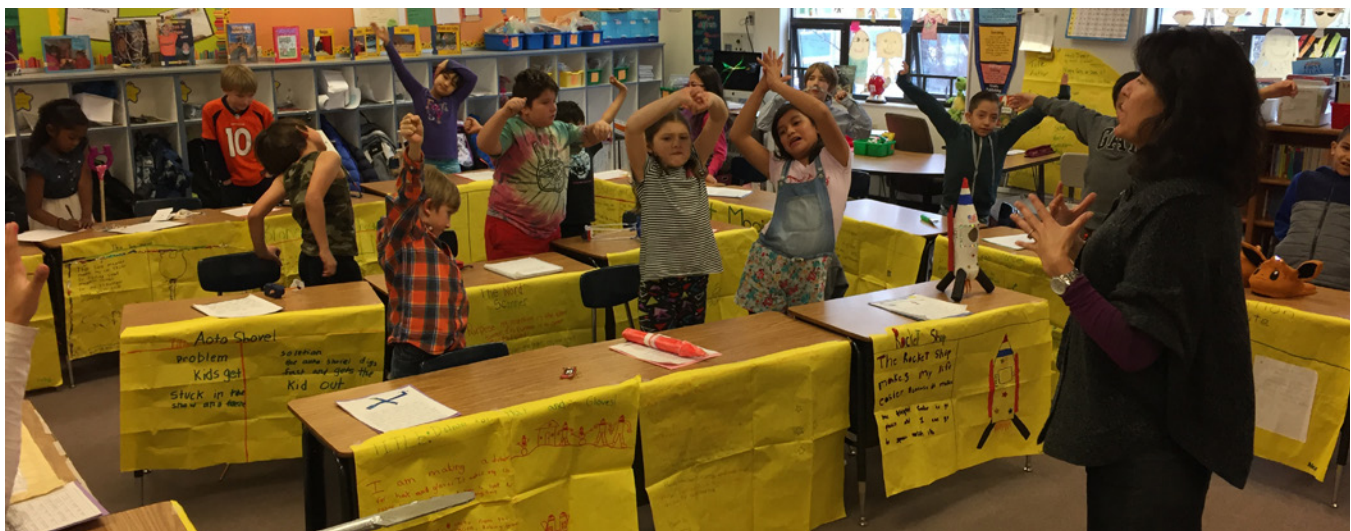
### SPECIAL EDUCATION

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	2017-18 ACTUAL	2018-19 BUDGET	2018-19 ESTIMATED	2019-20 BUDGET	COST PER STUDENT
Salaries	\$5,330,979	\$5,637,309	\$4,178,343	\$5,483,563	\$872
Benefits	\$2,181,466	\$2,043,247	\$1,795,058	\$2,159,679	\$344
Purchased Services	\$618,800	\$283,480	\$266,203	\$347,880	\$55
Supplies	\$103,255	\$129,270	\$46,628	\$128,670	\$20
Equipment	\$5,098	\$10,000	\$2,767	\$13,000	\$2
<b>Total</b>	<b>\$8,239,596</b>	<b>\$8,103,306</b>	<b>\$6,289,000</b>	<b>\$8,132,792</b>	<b>\$1,294</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	2017-18 ACTUAL	2018-19 BUDGET	2018-19 ESTIMATED	2019-20 BUDGET	COST PER STUDENT
Salaries	\$436,459	\$652,084	\$576,729	\$845,804	\$135
Benefits	\$154,495	\$205,370	\$212,357	\$337,531	\$54
Purchased Services	\$240,953	\$637,716	\$257,912	\$494,250	\$79
Supplies	\$62,185	\$315,773	\$528,812	\$384,140	\$61
Equipment	\$1,523	\$2,600	11,765	\$0	\$0
PILT	\$270,000	\$275,000	\$310,750	\$310,970	\$49
<b>Total</b>	<b>\$1,165,616</b>	<b>\$2,088,543</b>	<b>\$1,898,325</b>	<b>\$2,372,695</b>	<b>\$378</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 page long.

EXPENDITURES BY OBJECT	2017-18 ACTUAL	2018-19 BUDGET	2018-19 ESTIMATED	2019-20 BUDGET	COST PER STUDENT
Salaries	\$426,153	\$510,101	\$471,184	\$487,061	\$77
Benefits	\$140,015	\$174,851	\$152,984	\$192,225	\$31
Purchased Services	\$830,490	\$827,460	\$233,317	\$817,720	\$130
Supplies	\$44,246	\$48,000	\$44,258	\$56,000	\$9
Equipment	\$9,039	\$22,000	\$11,102	\$22,000	\$4
<b>Total</b>	<b>\$1,449,944</b>	<b>\$1,582,412</b>	<b>\$912,846</b>	<b>\$1,575,006</b>	<b>\$251</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	2017-18 ACTUAL	2018-19 BUDGET	2018-19 ESTIMATED	2019-20 BUDGET	COST PER STUDENT
Salaries	\$1,096,359	\$1,194,429	\$1,172,611	\$1,219,141	\$194
Benefits	\$391,723	\$453,562	\$433,841	\$483,456	\$77
Purchased Services	\$181,981	\$265,600	\$209,347	\$270,500	\$43
Supplies	\$363,838	\$388,300	\$345,953	\$388,756	\$62
Equipment	\$12,846	\$13,000	\$8,996	\$13,000	\$2
<b>Total</b>	<b>\$2,046,746</b>	<b>\$2,314,891</b>	<b>\$2,170,747</b>	<b>\$2,374,853</b>	<b>\$378</b>













































## RED CANYON HIGH SCHOOL

**PRINCIPAL:** Troy Dudley

**ADDRESS:** PO Box 4811 | Eagle, CO 81631

**PHONE:** (970) 328-2852



### SCHOOL PROFILE

Red Canyon High School is the alternative high school for Eagle County. It has two campuses, one in Edwards and one in Gypsum. Both locations are Expeditionary Learning schools.

#### MISSION STATEMENT

RCHS is a community centered around meeting the diverse needs of our students in order to develop individuals who are: respectful, community-minded, hopeful, and self-aware.

Red Canyon provides a safe “non-traditional” learning environment, where all students acquire the skills, knowledge, and behaviors necessary to be productive citizens in an ever-changing world. We will prepare students to:

- Be in charge of, and apply, their academic knowledge
- Set and achieve academic and personal goals
- Communicate effectively
- Respect and work cooperatively with others
- Think critically and be creative problem solvers

#### EXPEDITIONARY LEARNING

Red Canyon is an Expeditionary Learning Outward Bound School. Expeditionary Learning is a model of instruction that emphasizes high achievement through active learning, character growth, and teamwork. Expeditionary Learning schools focus on core curriculum skills while basing classes on in-depth investigations. Learning includes authentic products, fieldwork, service learning, and inviting experts into the classroom. At Red Canyon, we see this approach ignite the natural passion to learn and develop the curiosity, skills, knowledge, and courage needed to imagine a better world and work toward realizing it.

EXPENDITURES BY OBJECT	2017-18 ACTUAL	2018-19 BUDGET	2018-19 ESTIMATED	2019-20 BUDGET	COST PER STUDENT
Salaries	\$995,257	\$1,122,445	\$1,078,616	\$1,337,049	\$5,642
Benefits	\$371,787	\$442,789	\$417,842	\$534,990	\$2,257
Purchased Services	\$55,425	\$56,844	\$68,767	\$72,550	\$306
Supplies	\$84,671	\$176,128	\$80,777	\$91,115	\$384
Equipment	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$1,507,139</b>	<b>\$1,798,206</b>	<b>\$1,646,001</b>	<b>\$2,035,704</b>	<b>\$8,589</b>

#### Students 9-12:

Total Enrollment by Year

168

178

188

237











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# 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 28 percent of the total general fund operating revenues leaving 72 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 the in 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. Some employee compensation and benefits are accounted here for the upkeep of the grounds.

### 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.

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## **BUDGET FACTS AND ASSUMPTIONS**

The 2019-20 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 \$8,813 based on the 2019 legislative approved Colorado Public School Finance Act of 1994.
2. The State approved full-day funding for Kindergarten for a net increase of \$1M.
3. Beginning fund balances plus revenues equal expenditures and ending reserves in all funds.
4. A step and lane salary schedule for teachers and school counselors was implemented, as well as a 4.5% cost of living increase for all other employees.
5. An additional 0.25% increase to PERA funding to meet our obligations to the state retirement system and the employee contribution to PERA will be increased by 0.75% for a total of 8.75%
6. Deep Equity Training has also risen to the top of our priorities with an additional \$270K budgeted for the 2019-20 school year.
7. \$314K is allocated for six additional school counseling positions.

### **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 increase by 98 students to 6,893.5 in 2019-20.
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 prorated through the premium allocation for employer benefit share and the employee deduction.
7. The ratio for assessment of residential property is estimated at 7.15%. The ratio for assessment of commercial property will remain the same at 29%.
8. Eagle County Schools will begin participating in the School Health Services (SHS) Program, which provides the district access to federal Medicaid funds for delivering services to eligible students. ECS is projecting this program to generate \$100K to help offset the cost of current services provided.

### **FORECASTED ASSUMPTIONS:**

1. School Finance Act dollars increase an average of 2% for the next three years.
2. In an effort to control expenditures we are expecting an increase in salaries of 1% - 2% per year.
3. Benefits are anticipated to increase annually and remaining at an average of 40% of salaries.
4. Purchased services, supplies and equipment are assumed to 1% - 2% per year.
5. Resources will be reallocated on an annual basis in an effort to meet district wide goals.

\*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>15,431,708</b>	<b>45,143</b>	<b>-</b>	<b>172,482</b>	<b>16,585,473</b>	<b>459,012</b>

### Revenue:

Property taxes	\$ 54,460,425	\$ -	\$ -	\$ 1,000,000	\$ 21,219,072	\$ -
Specific ownership taxes	3,819,670	-	-	50,000	-	-
State and federal revenue	23,745,334	1,286,000	3,427,410	535,000	-	-
Interest income	675,000	-	-	-	-	50,000
Other local revenue	3,733,260	825,000	772,590	695,000	-	500,000
Transfer in Charter School	-	-	-	-	-	-
Transfer in 3A Charter School	-	-	-	-	-	-
<b>Total revenue</b>	<b>86,433,689</b>	<b>2,111,000</b>	<b>4,200,000</b>	<b>2,280,000</b>	<b>21,219,072</b>	<b>550,000</b>

### Expenditures:

Salaries	47,545,172	1,021,742	2,282,290	1,943,737	-	-
Benefits	18,889,167	446,326	629,690	835,810	-	-
Purchased services	6,982,343	10,000	722,280	181,000	-	-
Supplies & Equipment	6,509,416	1,027,000	565,740	545,200	-	-
Debt service	-	-	-	-	20,680,425	-
Capital outlay	-	-	-	-	-	1,009,012
Depreciation/amortization	-	-	-	-	-	-
Charter School	3,825,958	-	-	-	-	-
<b>Total expenditures</b>	<b>83,752,056</b>	<b>2,505,068</b>	<b>4,200,000</b>	<b>3,505,747</b>	<b>20,680,425</b>	<b>1,009,012</b>

<b>Net Change in Fund Balance</b>	<b>2,681,633</b>	<b>(394,068)</b>	<b>-</b>	<b>(1,225,747)</b>	<b>538,647</b>	<b>(459,012)</b>
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Transfers	(2,140,000)	250,000	-	890,000	-	-
Transfers 3A	(1,466,650)	100,274	-	210,022	-	-

Nonspendable Inventories	-	-	-	-	-	-
Restricted for Debt Service	-	-	-	-	17,124,120	-
Restricted for Capital Outlay	-	-	-	-	-	-
Restricted for Student Activity	-	-	-	-	-	-
Restricted for 3A	1,100,536	-	-	-	-	-
Restricted for Multi-Year Contracts	-	-	-	-	-	-
Restricted for Emergencies	2,593,011	-	-	-	-	-
Assigned	-	-	-	-	-	-
Assigned for Future Projects	172,369	-	-	-	-	-
Assigned to Capital Outlay	-	-	-	-	-	-
Assigned to Transportation	-	-	-	46,757	-	-
Assigned to Nutrition Services	-	1,349	-	-	-	-
Unrestricted, Unassigned	10,640,776	-	-	-	-	-

<b>Ending Fund Balance</b>	<b>\$ 14,506,691</b>	<b>\$ 1,349</b>	<b>\$ -</b>	<b>\$ 46,757</b>	<b>\$ 17,124,120</b>	<b>\$ -</b>
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<b>Appropriation</b>	<b>\$ 87,358,706</b>	<b>\$ 2,505,068</b>	<b>\$ 4,200,000</b>	<b>\$ 3,505,747</b>	<b>\$ 20,680,425</b>	<b>\$ 1,009,012</b>
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## ALL FUNDS SUMMARY (CONTINUED)

	Capital Reserve Fund	District Housing Fund	Student Activity Fund	Charter School Fund	2019-20 Total	2018-19 Estimated
<b>Beginning Fund Balance</b>	<b>516,365</b>	<b>850,687</b>	<b>1,264,872</b>	<b>1,375,414</b>	<b>36,701,156</b>	<b>83,070,671</b>

### Revenue:

Property taxes	\$ -	\$ -	\$ -	\$ -	\$ 76,679,497	\$ 71,995,973
Specific ownership taxes	-	-	-	-	3,869,670	3,767,000
State and federal revenue	-	-	-	95,911	29,089,655	28,150,829
Interest income	-	-	-	37,300	762,300	1,002,300
Other local revenue	35,000	154,000	850,000	629,344	8,194,194	8,097,196
Transfer in Charter School	-	-	-	3,396,721	3,396,721	3,180,240
Transfer in 3A Charter School	-	-	-	429,237	429,237	426,210
<b>Total revenue</b>	<b>35,000</b>	<b>154,000</b>	<b>850,000</b>	<b>4,588,513</b>	<b>122,421,274</b>	<b>116,619,748</b>

### Expenditures:

Salaries	-	24,244	-	2,280,850	55,098,035	52,084,952
Benefits	-	9,213	-	884,304	21,694,510	19,301,982
Purchased services	-	34,200	-	1,033,097	8,962,920	8,936,893
Supplies & Equipment	-	15,000	2,114,872	384,800	11,162,028	10,067,057
Debt service	-	-	-	-	20,680,425	20,681,431
Capital outlay	2,156,354	-	-	95,911	3,261,277	48,556,707
Depreciation/amortization	-	14,000	-	-	14,000	14,000
Charter School	-	-	-	-	3,825,958	3,606,450
<b>Total expenditures</b>	<b>2,156,354</b>	<b>96,657</b>	<b>2,114,872</b>	<b>4,678,962</b>	<b>124,699,153</b>	<b>163,249,472</b>

<b>Net Change in Fund Balance</b>	<b>(2,121,354)</b>	<b>57,343</b>	<b>(1,264,872)</b>	<b>(90,449)</b>	<b>(2,277,879)</b>	<b>(46,629,724)</b>
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Transfers	1,000,000	-	-	-	-	-
Transfers 3A	1,156,354	-	-	-	-	-

Nonspendable Inventories	-	-	-	-	-	-
Restricted for Debt Service	-	-	-	-	17,124,120	16,585,473
Restricted for Capital Outlay	-	-	-	-	-	-
Restricted for Student Activity	-	-	-	-	-	1,264,872
Restricted for 3A	-	-	-	-	1,100,536	1,395,833
Restricted for Multi-Year Contracts	-	-	-	-	-	-
Restricted for Emergencies	-	-	-	-	2,593,011	2,643,375
Assigned	-	-	-	-	-	785,000
Assigned for Future Projects	-	-	-	-	172,369	459,012
Assigned to Capital Outlay	551,365	-	-	-	551,365	516,365
Assigned to Transportation	-	-	-	-	46,757	172,482
Assigned to Nutrition Services	-	-	-	-	1,349	1,420,557
Unrestricted, Unassigned	-	908,030	-	1,284,965	12,833,771	11,458,187

<b>Ending Fund Balance</b>	<b>\$ 551,365</b>	<b>\$ 908,030</b>	<b>\$ -</b>	<b>\$ 1,284,965</b>	<b>\$ 34,423,278</b>	<b>\$ 36,701,156</b>
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<b>Appropriation</b>	<b>\$ 2,156,354</b>	<b>\$ 96,657</b>	<b>\$ 2,114,872</b>	<b>\$ 5,963,927</b>	<b>\$ 129,590,768</b>	
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## ALL FUNDS

	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	2018-19 Estimated	2019-20 Budget	2020-21 Forecasted	2021-22 Forecasted	2022-23 Forecasted
<b>Beginning Fund Balance</b>	\$ 28,705,095	\$ 29,483,633	\$ 166,849,406	\$ 83,952,152	\$ 83,070,671	\$ 36,701,156	\$ 34,423,277	\$ 33,080,677	\$ 31,361,294
<b>Revenue:</b>									
Property taxes	\$ 55,384,503	\$ 69,355,274	\$ 71,846,612	\$ 71,862,478	\$ 71,995,973	\$ 76,679,497	\$ 77,208,380	\$ 78,301,470	\$ 79,481,643
Specific ownership taxes	2,736,271	3,136,892	3,761,219	3,782,962	3,767,000	3,869,670	3,946,060	4,023,980	4,103,460
State & Federal revenue	24,216,068	25,463,533	25,520,605	28,424,826	28,150,829	29,089,655	29,660,531	30,489,859	31,343,347
Interest income	54,316	718,428	1,995,630	731,200	1,002,300	762,300	725,800	739,570	753,620
Other revenue	7,508,695	152,691,254	8,876,306	8,889,224	8,097,196	8,194,194	7,759,326	7,921,253	8,087,248
Transfer in Charter School	2,913,699	2,956,075	3,047,902	3,180,240	3,180,240	3,396,721	3,430,690	3,465,000	3,499,650
Transfer in Charter School 3A	-	402,093	413,918	426,210	426,210	429,237	433,530	437,870	442,250
<b>Total revenue</b>	<b>92,813,552</b>	<b>254,723,549</b>	<b>115,462,192</b>	<b>117,297,140</b>	<b>116,619,748</b>	<b>122,421,274</b>	<b>123,164,317</b>	<b>125,379,001</b>	<b>127,711,219</b>
<b>Expenditures &amp; Transfers:</b>									
Salaries	\$ 42,405,529	\$ 47,300,595	\$ 49,017,643	\$ 52,040,518	\$ 52,084,952	\$ 55,098,035	\$ 56,756,734	\$ 58,492,165	\$ 59,227,610
Benefits	15,007,086	16,926,135	18,404,638	19,650,316	19,301,982	21,694,510	22,010,425	22,700,269	22,999,391
Purchased services	7,326,818	7,211,866	7,875,955	9,282,944	8,936,893	8,962,920	9,054,233	9,163,636	9,274,526
Supplies & Equipment	7,986,430	8,194,323	8,811,262	11,066,917	10,067,057	11,162,028	10,055,423	10,171,713	10,289,654
Debt Service	14,077,852	17,468,699	20,681,328	20,682,931	20,681,431	20,680,425	20,658,750	20,640,850	20,687,813
Capital Outlay	2,303,952	17,144,944	90,093,153	30,331,567	48,556,707	3,261,277	2,346,393	2,325,627	2,335,569
Depreciation/Amortization	13,648	13,648	13,648	14,000	14,000	14,000	14,000	14,000	14,000
Charter School	2,913,699	3,358,168	3,461,820	3,606,450	3,606,450	3,825,958	3,864,220	3,902,870	3,941,900
<b>Total Expenditures</b>	<b>92,035,014</b>	<b>117,618,378</b>	<b>198,359,446</b>	<b>146,675,643</b>	<b>163,249,472</b>	<b>124,699,153</b>	<b>124,760,177</b>	<b>127,411,130</b>	<b>128,770,464</b>
<b>Net Change in Fund Balance</b>	<b>778,538</b>	<b>137,105,171</b>	<b>(82,897,254)</b>	<b>(29,378,503)</b>	<b>(46,629,724)</b>	<b>(2,277,879)</b>	<b>(1,595,860)</b>	<b>(2,032,128)</b>	<b>(1,059,245)</b>
<b>Transfers:</b>									
Transfers In	\$ 2,566,583	\$ 780,000	\$ 1,585,000	\$ 1,600,000	\$ 1,700,000	\$ 2,140,000	\$ 2,400,000	\$ 2,466,000	\$ 2,502,120
Transfers Out	2,566,583	2,486,746	1,585,000	1,600,000	1,700,000	2,140,000	2,161,400	2,183,010	2,204,840
Transfers In - 3A	-	1,706,746	1,202,650	1,546,580	1,706,789	1,466,650	1,495,980	1,525,886	1,556,412
Transfers Out - 3A	-	-	1,202,650	1,546,580	1,546,580	1,466,650	1,481,320	1,496,130	1,511,090
Restatement	-	-	-	-	-	-	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 29,483,633</b>	<b>\$ 166,588,804</b>	<b>\$ 83,952,152</b>	<b>\$ 54,573,649</b>	<b>\$ 36,701,156</b>	<b>\$ 34,423,277</b>	<b>\$ 33,080,677</b>	<b>\$ 31,361,294</b>	<b>\$ 30,644,651</b>

## OPERATING FUNDS

	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	2018-19 Estimated	2019-20 Budget	2020-21 Forecasted	2021-22 Forecasted	2022-23 Forecasted
<b>Beginning Fund Balance</b>	\$ 12,249,903	\$ 12,484,459	\$ 15,881,709	\$ 17,537,302	\$ 17,537,302	\$ 15,649,333	\$ 18,130,755	\$ 20,531,056	\$ 22,558,403
<b>Revenue:</b>									
Property taxes	\$ 40,920,843	\$ 49,298,002	\$ 50,788,763	\$ 51,179,547	\$ 51,313,042	\$ 55,460,425	\$ 56,549,630	\$ 57,660,620	\$ 58,793,830
Specific ownership taxes	2,736,271	3,136,892	3,761,219	3,782,962	3,767,000	3,869,670	3,946,060	4,023,980	4,103,460
State & Federal revenue	24,008,618	25,307,306	25,430,581	28,328,109	28,054,112	28,993,744	29,573,618	30,407,292	31,264,908
Interest income	50,611	153,394	371,926	450,000	650,000	675,000	688,500	702,270	716,320
Other revenue	5,660,350	5,210,241	5,783,309	6,461,875	5,846,622	6,025,850	6,146,372	6,269,303	6,394,685
Transfers	500,000	530,000	585,000	600,000	600,000	890,000	1,100,000	1,160,000	1,190,000
3A Transfers	-	287,006	293,350	303,320	303,320	310,296	316,500	322,826	329,282
<b>Total revenue</b>	<b>73,876,693</b>	<b>83,922,841</b>	<b>87,014,148</b>	<b>91,105,813</b>	<b>90,534,096</b>	<b>96,224,985</b>	<b>98,320,680</b>	<b>100,546,290</b>	<b>102,792,486</b>
<b>Expenditures &amp; Transfers:</b>									
Salaries	\$ 42,405,529	\$ 47,300,595	\$ 46,949,773	\$ 49,800,642	\$ 49,841,080	\$ 52,792,941	\$ 54,442,673	\$ 56,144,395	\$ 56,845,625
Benefits	15,007,086	16,926,135	17,625,746	18,787,361	18,438,164	20,800,993	21,096,066	21,757,977	22,028,027
Purchased services	7,622,270	7,166,562	6,966,686	8,274,045	7,925,685	7,895,623	7,983,716	8,072,864	8,163,101
Supplies & Equipment	7,690,978	8,100,955	7,566,880	9,259,427	8,722,227	8,647,356	8,755,205	8,864,567	8,975,448
Transfers	5,480,282	5,442,821	1,585,000	1,600,000	1,600,000	2,140,000	2,161,400	2,183,010	2,204,840
3A Transfers	-	402,093	1,202,650	1,546,580	1,546,580	1,466,650	1,481,320	1,496,130	1,511,090
<b>Total Expenditures</b>	<b>78,206,145</b>	<b>85,339,161</b>	<b>81,896,735</b>	<b>89,268,055</b>	<b>88,073,736</b>	<b>93,743,563</b>	<b>95,920,379</b>	<b>98,518,943</b>	<b>99,728,132</b>
<b>Net Change in Fund Balance</b>	<b>(4,329,452)</b>	<b>(1,416,320)</b>	<b>5,117,413.35</b>	<b>1,837,758</b>	<b>2,460,360</b>	<b>2,481,422</b>	<b>2,400,301</b>	<b>2,027,347</b>	<b>3,064,354</b>
<b>Ending Fund Balance</b>	<b>\$ 7,920,452</b>	<b>\$ 11,068,140</b>	<b>\$ 20,999,123</b>	<b>\$ 19,375,060</b>	<b>\$ 19,997,662</b>	<b>\$ 18,130,755</b>	<b>\$ 20,531,056</b>	<b>\$ 22,558,403</b>	<b>\$ 25,622,757</b>

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## GENERAL FUND

### HIGHLIGHTS

#### 2019-20 Total Resources: \$86.4M

- Local property taxes generate 63% of our revenue source followed by 28.2% from State and Federal sources.
- Mill levy overrides account for \$16.7M of the \$54.4M collected in property taxes with an additional \$3.8M in Specific Ownership Taxes
- The remaining 8.8% 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

#### 2019-20 Total Expenditures: \$83.7M

- Salaries and benefits make up 79% of the expenditures prior to transfers. The \$47.5M in salaries includes the implementation of a step and lane salary schedule for teachers and school counselors, and a 4.5% cost of living increase for all other employees.
- Health insurance premium and employer-paid PERA rate benefit increases average 40% of salaries for a total of \$18.8M
- Purchased services include some contracted services, technology maintenance agreements, utilities, legal and other miscellaneous fees for a total allocation of \$6.9M.
- Supplies of \$6.5M 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.

#### 2019-20 Total Transfers: \$7.4M

- Transfer of \$890,000 to the Transportation Fund is an increase of \$290,000
- Transfer of \$250,000 to the Nutrition Services Fund is an increase of \$250,000
- Ongoing transfer of \$1M to the Capital Reserve Fund for capital improvements
- Transfer of \$3.4M to the Charter School Fund based on PPR
- Transfer of \$1.9M for 3A expenditures

#### 2019-20 Total Ending Reserves: \$14.5M

- Carryover of 3A mill levy override attributes to \$1.1M of the carryover
- A required TABOR contingency of \$2.6M is included
- Unassigned fund balance is budgeted at \$10.6M
- Assigned fund balance is budgeted at \$172,000

### SIGNIFICANT CHANGES IN FUND BALANCE

- There's a planned significant 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.

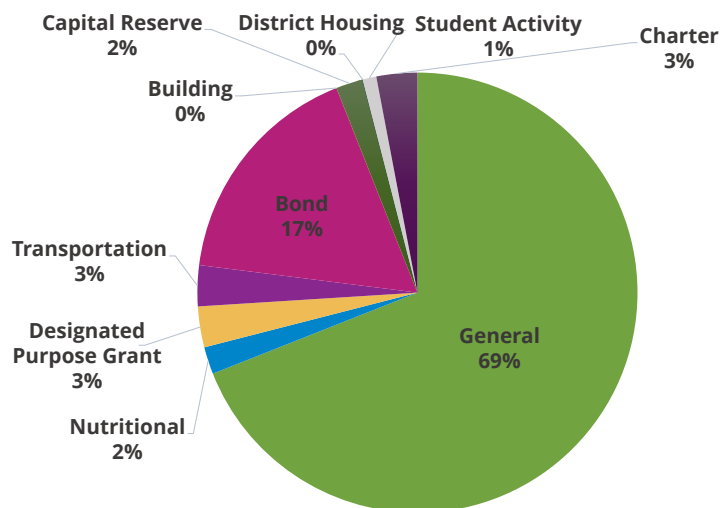
## BEGINNING FUND BALANCE SUMMARY

Fund	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 BUDGETED	2018-19 ESTIMATED	2019-20 BUDGET
General Fund	\$ 11,962,930	\$ 12,014,038	\$ 15,146,932	\$ 16,944,819	\$ 16,944,819	\$ 15,431,708
Nutrition Services Fund	297,158	411,774	468,842	278,482	278,482	45,143
Designated Purpose Grants Fund	(66,483)	-	-	-	-	-
Transportation Fund	56,298	58,647	265,935	314,001	314,001	172,482
Bond Fund	11,816,380	12,202,188	16,186,060	16,583,973	16,583,973	16,585,473
Building Fund	-	-	129,718,187	44,131,565	44,131,565	459,012
Capital Reserve Fund	1,897,779	1,804,954	1,667,954	2,084,366	1,202,886	516,365
District Housing Fund	856,346	852,716	854,368	828,907	828,907	850,687
Student Activity Fund	1,066,068	1,194,067	1,291,253	1,367,902	1,367,902	1,264,872
Employee Benefit Trust Fund	-	-	-	-	-	-
Charter School Fund	818,619	945,249	1,249,875	1,418,136	1,418,136	1,375,414
<b>TOTAL APPROPRIATION</b>	<b>\$28,705,095</b>	<b>\$29,483,633</b>	<b>\$166,849,406</b>	<b>\$83,952,151</b>	<b>\$83,070,671</b>	<b>\$ 36,701,156</b>

## REVENUE SUMMARY

The following chart shows that of the district's 10 active funds, the General Operating Fund accounts for 69% of all revenues, while all other funds combined make up the difference.

Fund	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 BUDGETED	2018-19 ESTIMATED	2019-20 BUDGET
General Fund	\$65,281,906	\$75,462,209	\$78,126,082	\$80,865,393	\$81,200,469	\$86,433,689
Nutrition Services Fund	1,946,813	1,927,853	1,774,467	2,073,100	1,961,112	2,111,000
Designated Purpose Grants Fund	4,045,702	3,489,123	3,975,727	4,930,000	4,232,143	4,200,000
Transportation Fund	2,668,755	2,949,791	3,043,072	3,139,300	3,042,352	3,380,022
Bond Fund	14,463,660	20,057,272	21,079,241	20,682,931	20,682,931	21,219,072
Building Fund	-	146,289,155	2,725,964	415,000	826,968	550,000
Capital Reserve Fund	2,154,775	1,716,320	2,105,184	2,278,510	2,473,469	2,191,354
District Housing Fund	125,619	127,184	116,375	133,000	120,000	154,000
Student Activity Fund	924,003	903,294	892,614	1,400,000	854,610	850,000
Charter School Fund	3,768,902	4,194,229	4,316,316	4,428,466	4,434,463	4,588,513
<b>TOTAL APPROPRIATION</b>	<b>\$95,380,135</b>	<b>\$257,116,430</b>	<b>\$118,155,042</b>	<b>\$120,345,700</b>	<b>\$119,828,517</b>	<b>\$125,677,650</b>

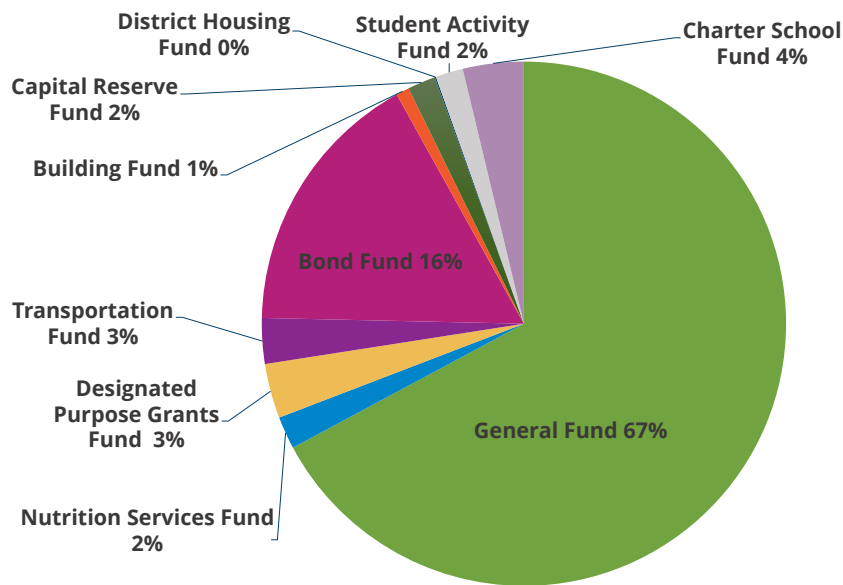




## EXPENDITURE SUMMARY

Fund	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 BUDGETED	2018-19 ESTIMATED	2019-20 BUDGET
General Fund	\$62,664,215	\$69,842,569	\$73,540,545	\$79,285,962	\$78,725,121	\$83,752,056
Nutrition Services Fund	1,832,197	1,964,650	2,059,627	2,311,970	2,392,471	2,505,068
Designated Purpose Grants Fund	3,979,219	3,489,123	3,975,727	4,930,000	4,232,143	4,200,000
Transportation Fund	2,666,406	3,003,104	2,995,006	3,199,993	3,183,871	3,505,747
Bond Fund	14,077,852	16,073,400	20,681,328	20,682,931	20,681,431	20,680,425
Building Fund	-	16,570,968	88,312,586	27,116,260	45,341,400	1,009,012
Capital Reserve Fund	2,247,600	1,853,320	1,688,773	3,159,990	3,159,990	2,156,354
District Housing Fund	129,249	125,532	141,836	119,220	98,220	96,657
Student Activity Fund	796,004	806,108	815,965	1,400,000	957,640	2,114,872
Charter School Fund	3,642,272	3,889,604	4,148,054	4,469,317	4,477,185	4,678,962
<b>TOTAL APPROPRIATION</b>	<b>\$92,035,014</b>	<b>\$117,618,378</b>	<b>\$198,359,446</b>	<b>\$146,675,643</b>	<b>\$163,249,472</b>	<b>\$124,699,153</b>

The General Operating Fund accounts for 67% 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. There are no other significant changes in ending fund balances for 2019-20 or in the forecasts.

Fund	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 BUDGETED	2018-19 ESTIMATED	2019-20 BUDGET
General Fund	\$ 12,014,038	\$ 15,146,932	\$ 16,944,819	\$ 15,377,670	\$ 15,431,708	\$ 14,506,691
Nutrition Services Fund	411,774	468,842	278,482	137,632	45,143	1,349
Designated Purpose Grants Fund	-	-	-	-	-	-
Transportation Fund	58,647	5,334	314,001	253,308	172,482	46,757
Bond Fund	12,202,188	16,186,060	16,583,973	16,583,973	16,585,473	17,124,120
Building Fund	-	129,718,187	44,131,565	17,430,305	459,012	-
Capital Reserve Fund	1,804,954	1,667,954	2,084,365	1,202,886	516,365	551,365
District Housing Fund	852,716	854,368	828,907	842,687	850,687	908,030
Student Activity Fund	1,194,067	1,291,253	1,367,902	1,367,902	1,264,872	-
Charter School Fund	945,249	1,249,874	1,418,137	1,377,285	1,375,414	1,284,965
<b>TOTAL APPROPRIATION</b>	<b>\$29,483,633</b>	<b>\$166,588,804</b>	<b>\$83,952,152</b>	<b>\$54,573,648</b>	<b>\$36,701,156</b>	<b>\$ 34,423,278</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.

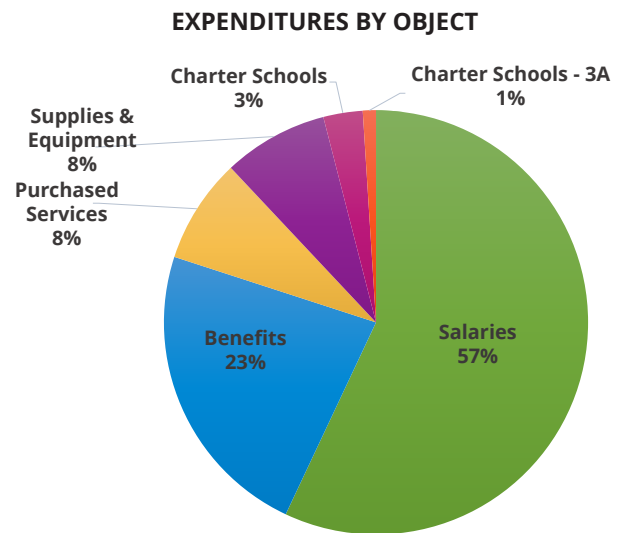
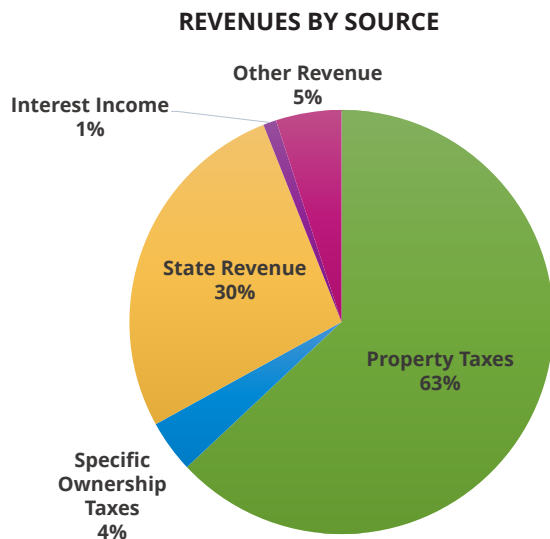
Fund balances are classified as follows:

- 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.

## GENERAL FUND SUMMARY

	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	2018-19 Estimated	2019-20 Budget	2020-21 Forecasted	2021-22 Forecasted	2022-23 Forecasted
<b>Beginning Fund Balance</b>	\$ 11,962,930	\$ 12,014,038	\$ 15,146,932	\$ 16,944,819	\$ 16,944,819	\$ 15,431,708	\$ 14,506,691	\$ 13,332,831	\$ 11,770,601
<b>Revenue:</b>									
Property taxes	\$ 39,924,420	\$ 48,289,570	\$ 49,793,076	\$ 50,179,547	\$ 50,321,042	\$ 54,460,425	\$ 55,549,630	\$ 56,660,620	\$ 57,793,830
Specific ownership taxes	2,687,768	3,086,534	3,707,906	3,732,962	3,712,000	3,819,670	3,896,060	3,973,980	4,053,460
State revenue	19,173,816	20,546,674	20,410,788	22,879,719	22,884,371	23,745,334	24,220,240	24,946,850	25,695,260
Interest income	50,611	153,394	371,926	450,000	650,000	675,000	688,500	702,270	716,320
Other revenue	3,445,291	3,386,037	3,842,386	3,623,165	3,633,056	3,733,260	3,807,930	3,884,090	3,961,770
<b>Total revenue</b>	<b>65,281,906</b>	<b>75,462,209</b>	<b>78,126,082</b>	<b>80,865,393</b>	<b>81,200,469</b>	<b>86,433,689</b>	<b>88,162,360</b>	<b>90,167,810</b>	<b>92,220,640</b>
<b>Expenditures &amp; Transfers:</b>									
Salaries	\$ 36,330,900	\$ 40,749,499	\$ 42,100,340	\$ 44,979,765	\$ 44,728,605	\$ 47,545,172	\$ 49,066,620	\$ 50,636,750	\$ 51,244,390
Benefits	12,936,678	14,601,371	15,934,889	16,858,025	16,712,746	18,889,167	19,135,980	19,748,330	19,985,310
Purchased services	5,318,851	5,721,408	6,279,582	7,240,815	7,133,876	6,982,343	7,052,170	7,122,690	7,193,920
Supplies & Equipment	5,164,087	5,412,123	5,763,914	6,600,907	6,543,444	6,509,416	6,574,510	6,640,260	6,706,660
Charter Schools	2,913,699	2,956,075	3,047,902	3,180,240	3,180,240	3,396,721	3,430,690	3,465,000	3,499,650
Charter Schools- 3A	-	402,093	413,918	426,210	426,210	429,237	433,530	437,870	442,250
<b>Total Expenditures</b>	<b>62,664,215</b>	<b>69,842,569</b>	<b>73,540,545</b>	<b>79,285,962</b>	<b>78,725,121</b>	<b>83,752,056</b>	<b>85,693,500</b>	<b>88,050,900</b>	<b>89,072,180</b>
<b>Net Change in Fund Balance</b>	<b>2,617,691</b>	<b>5,619,640</b>	<b>4,585,537</b>	<b>1,579,431</b>	<b>2,475,348</b>	<b>2,681,633</b>	<b>2,468,860</b>	<b>2,116,910</b>	<b>3,148,460</b>
Transfers In	-	-	-	-	-	-	-	-	-
Transfers Out	2,566,583	2,486,746	1,585,000	1,600,000	1,600,000	2,140,000	2,161,400	2,183,010	2,204,840
Transfers Out- 3A	-	-	1,202,650	1,546,580	1,546,580	1,466,650	1,481,320	1,496,130	1,511,090
Restatement	-	-	-	-	(841,879)	-	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 12,014,038</b>	<b>\$ 15,146,932</b>	<b>\$ 16,944,819</b>	<b>\$ 15,377,670</b>	<b>\$ 15,431,708</b>	<b>\$ 14,506,691</b>	<b>\$ 13,332,831</b>	<b>\$ 11,770,601</b>	<b>\$ 11,203,131</b>
<b>Appropriation</b>						<b>87,358,706</b>			
Carryover - 3A		\$ 1,876,142	\$ 1,572,198	\$ 1,548,718	\$ 1,395,833	\$ 1,100,536	825,536	533,790	219,130
Tabor		2,375,000	2,534,700	2,643,375	2,436,014	2,593,011	2,644,871	2,705,034	2,766,619
Assigned		-	852,382	500,000	785,000	172,369	174,090	175,830	177,590
Unassigned		10,895,790	11,985,539	10,685,577	10,814,861	10,640,776	9,688,335	8,355,947	8,039,792
<b>Total</b>		<b>\$ 15,146,932</b>	<b>\$ 16,944,819</b>	<b>\$ 15,377,670</b>	<b>\$ 15,431,708</b>	<b>\$ 14,506,691</b>	<b>\$ 13,332,831</b>	<b>\$ 11,770,601</b>	<b>\$ 11,203,131</b>

Local property taxes make up 63% of the revenue sources and 27% 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 increase of 2% for all revenue sources.



Salaries and benefits make up 80% of the total expenditures plus transfers and benefits are an average of 40% of salaries. Forecasting estimates are based on an annual increase in salaries of 1%-3%, purchased services of 1%-2%, supplies and equipment of 1%-2%. Expenditure allocations are reviewed and adjusted on an annual basis and focus on the key activities of the strategic plan.

## GENERAL FUND REVENUE SUMMARY

	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Revised Budget	2018-19 Estimated	2019-20 Adopted Budget
<b>REVENUE</b>					
<b>Local Sources</b>					
Property Taxes- SFA	\$31,831,327	\$33,700,794	\$33,756,427	\$33,756,427	\$37,650,226
Property Taxes- Override	16,458,243	16,092,281	16,373,120	16,505,415	16,760,199
Specific Ownership Tax- SFA	1,729,971	1,594,764	1,921,223	1,900,000	1,978,860
Specific Ownership Tax	1,356,563	2,113,142	1,811,739	1,800,000	1,840,810
Tuition/ Fees	1,723,046	2,155,134	1,935,585	1,953,056	1,412,350
Interest	153,394	322,873	450,000	650,000	675,000
Services Provided to Charters	526,470	561,237	542,580	540,000	608,970
Miscellaneous Revenue	1,136,521	1,175,069	1,195,000	1,192,000	1,140,000
<b>Subtotal Local Sources</b>	<b>\$54,915,535</b>	<b>\$57,715,294</b>	<b>\$57,985,674</b>	<b>\$58,296,898</b>	<b>\$62,066,415</b>
<b>State Sources</b>					
Finance Act (SFA)	\$17,268,541	\$17,137,182	\$19,904,115	\$19,905,077	\$20,916,094
Vocational Education Reimbursement	39,820	70,356	50,000	50,000	50,000
Special Education Reimbursement	1,446,132	1,449,950	1,073,741	1,103,818	1,253,818
ELPA Reimbursement	799,153	733,824	771,796	771,796	771,797
Gifted and Talented Reimbursement	62,694	64,081	65,087	65,000	65,087
Read ACT	324,426	323,966	327,238	327,238	327,238
Other State Revenue	69,641	91,224	65,800	58,700	65,800
<b>Subtotal State Sources</b>	<b>\$20,010,407</b>	<b>\$19,870,582</b>	<b>\$22,257,777</b>	<b>\$22,281,629</b>	<b>\$23,449,834</b>
<b>Federal Sources</b>					
PILT	\$536,267	\$540,206	\$621,942	\$621,942	621,940
Other Federal Sources	-	-	-	-	295,500
<b>Subtotal Federal Sources</b>	<b>\$536,267</b>	<b>\$540,206</b>	<b>\$621,942</b>	<b>\$621,942</b>	<b>\$917,440</b>





## GENERAL FUND EXPENSES BY OBJECT

	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Revised Budget	2018-19 Estimated	2019-20 Adopted Budget
<b>EXPENDITURES</b>					
101-125 Administrators & Principals	\$4,580,638	\$4,864,671	\$4,827,929	\$4,870,470	\$4,597,348
201-220 Teachers	25,190,700	26,010,059	27,768,089	27,899,918	30,476,539
231-239 Psych/SocWkr/Occup & Phys Therapists	1,252,416	1,240,665	1,295,289	1,188,517	1,309,604
300-359 Professional Support Staff	540,271	396,833	497,749	507,988	597,355
360-390 Technical Support Staff	979,847	1,060,556	1,114,509	1,116,192	1,180,433
401-490 Para Educators & Aides	3,652,266	3,744,502	4,173,615	4,114,924	4,134,511
500-513 Office & Administrative Support Staff	2,096,980	2,267,203	2,497,136	2,375,940	2,499,363
600-637 Crafts/Trades Services	2,456,381	2,515,851	2,646,496	2,654,656	2,751,019
<b>Subtotal Salaries</b>	<b>\$40,749,499</b>	<b>\$42,100,340</b>	<b>\$44,820,812</b>	<b>\$44,728,605</b>	<b>\$47,546,172</b>
Employee Benefits	14,601,371	15,934,889	16,829,692	16,712,746	18,889,167
<b>Subtotal Personnel Expenditures</b>	<b>\$55,350,870</b>	<b>\$58,035,229</b>	<b>\$61,650,505</b>	<b>\$61,441,351</b>	<b>\$66,435,339</b>
Purchased Prof & Tech Services	\$1,301,751	\$1,413,586	\$1,861,891	\$1,725,900	\$1,711,610
Purchased Property Services	1,356,818	1,287,755	1,549,000	1,576,300	1,380,800
Other Purchased Services	3,062,837	3,578,241	3,853,372	3,831,676	3,799,933
Supplies	4,310,494	4,328,593	5,710,232	5,386,608	4,951,566
Property & Equipment	138,672	423,749	189,442	171,100	174,700
Other Uses of Funds	962,959	1,011,572	865,069	985,736	1,472,150
<b>Subtotal Non Personnel Expenditures</b>	<b>\$11,133,531</b>	<b>\$12,043,496</b>	<b>\$14,029,007</b>	<b>\$13,677,320</b>	<b>\$13,490,759</b>
<b>TOTAL EXPENDITURES</b>	<b>\$66,484,401</b>	<b>\$70,078,725</b>	<b>\$75,679,512</b>	<b>\$75,118,671</b>	<b>\$79,926,098</b>



## GENERAL FUND EXPENSES BY PROGRAM

<b>EAGLE VALLEY ELEMENTARY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0010 General Instruction	1,463,829	1,756,342	1,678,426	1,881,643	1,960,999
0080 Instructional Media	3,500	597	4,467	3,500	3,500
1800 Activities/Athletics	13,500	24,220	20,419	18,750	20,750
2100 Guidance Services	-	-	76,388	105,070	65,608
2134 Nursing Services	-	-	-	880	35,233
2300 Staff Training Services	9,030	15,215	63,557	43,352	42,207
2400 Office of the Principal	197,035	226,614	296,507	322,477	277,169
2600 Custodial	83,750	99,108	137,206	137,960	145,053
2620 Utilities	111,000	112,395	125,170	121,256	112,200
	\$ 1,881,644	\$ 2,234,491	\$ 2,402,138	\$ 2,634,888	\$ 2,662,719

<b>BRUSH CREEK ELEMENTARY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0010 General Instruction	1,604,110	1,842,627	1,852,160	1,963,047	1,949,822
0080 Instructional Media	45,000	3,437	2,143	1,000	1,000
1800 Activities/Athletics	15,400	24,660	24,323	21,500	23,000
2100 Guidance Services	47,220	47,562	57,612	76,551	79,475
2134 Nursing Services	-	-	-	2,317	19,394
2300 Staff Training Services	6,430	51,529	40,745	34,810	35,250
2400 Office of the Principal	213,470	248,671	273,586	248,755	260,602
2600 Custodial	113,780	135,711	139,504	115,876	125,813
2620 Utilities	86,380	57,382	57,599	61,246	68,200
	\$ 2,131,790	\$ 2,411,579	\$ 2,447,671	\$ 2,525,102	\$ 2,562,556

<b>AVON ELEMENTARY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0010 General Instruction	867,161	1,202,000	1,062,595	1,229,924	1,388,093
0080 Instructional Media	1,650	1,353	1,235	1,350	1,000
1800 Activities/Athletics	4,850	9,613	10,971	12,838	7,500
2100 Guidance Services	23,860	-	-	25,666	27,632
2134 Nursing Services	-	-	-	-	25,682
2300 Staff Training Services	10,310	19,943	46,159	40,872	36,000
2400 Office of the Principal	324,880	386,946	393,468	261,589	251,359
2600 Custodial	118,260	125,207	113,468	113,180	115,181
2620 Utilities	137,900	78,862	65,548	77,541	77,000
	\$ 1,488,871	\$ 1,823,924	\$ 1,693,444	\$ 1,762,959	\$ 1,929,447

<b>RED SANDSTONE ELEMENTARY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0010 General Instruction	1,129,086	1,202,900	1,178,439	1,298,933	1,282,494
0080 Instructional Media	2,000	373	-	-	-
1800 Activities/Athletics	14,600	10,381	16,226	14,875	17,800
2100 Guidance Services	16,500	28,132	52,786	52,699	55,012
2134 Nursing Services	-	-	-	-	36,652
2300 Staff Training Services	2,170	1,106	27,135	22,210	22,170
2400 Office of the Principal	184,650	226,379	240,663	242,169	239,200
2600 Custodial	81,860	95,324	91,390	86,066	122,401
2620 Utilities	87,150	52,690	54,510	53,792	84,700
	\$ 1,518,016	\$ 1,617,285	\$ 1,661,148	\$ 1,770,744	\$ 1,860,429

<b>GYPSUM ELEMENTARY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0010 General Instruction	1,481,702	1,396,078	1,360,047	1,370,599	1,362,858
0080 Instructional Media	32,830	5,500	5,437	5,500	5,500
1800 Activities/Athletics	14,300	15,920	21,917	15,500	17,509
2100 Guidance Services	49,730	56,950	116,007	120,273	125,531
2134 Nursing Services	-	-	-	-	38,716
2300 Staff Training Services	1,000	48,218	31,722	30,010	31,000
2400 Office of the Principal	244,480	270,134	354,001	364,349	379,776
2600 Custodial	108,880	147,055	139,887	133,073	139,186
2620 Utilities	96,500	71,376	69,639	73,173	77,000
	\$ 2,029,422	\$ 2,011,231	\$ 2,098,657	\$ 2,112,477	\$ 2,177,076

<b>EDWARDS ELEMENTARY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0010 General Instruction	1,261,806	1,385,466	1,349,009	1,446,907	1,478,601
0080 Instructional Media	60,100	5,253	4,636	5,000	5,000
1800 Activities/Athletics	14,330	21,930	18,864	18,500	19,000
2100 Guidance Services	31,370	34,437	34,590	39,289	82,026
2134 Nursing Services	-	-	-	-	36,989
2300 Staff Training Services	1,000	59,789	37,135	35,610	35,800
2400 Office of the Principal	236,550	232,094	238,965	261,126	272,598
2600 Custodial	110,560	137,801	128,936	124,696	116,227
2620 Utilities	96,590	63,589	68,744	68,435	77,800
	\$ 1,812,306	\$ 1,940,359	\$ 1,880,878	\$ 1,999,563	\$ 2,124,041

<b>RED HILL ELEMENTARY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0010 General Instruction	1,548,963	1,613,754	1,708,282	1,815,016	1,858,837
0080 Instructional Media	-	-	-	-	-
1800 Activities/Athletics	16,770	16,676	21,639	18,750	22,500
2100 Guidance Services	58,250	66,265	36,525	61,589	64,293
2134 Nursing Services	-	-	-	-	38,027
2300 Staff Training Services	2,000	487	31,000	32,110	32,500
2400 Office of the Principal	227,610	239,092	233,226	263,279	273,581
2600 Custodial	105,790	127,293	118,117	119,239	125,024
2620 Utilities	118,500	68,330	72,368	74,793	78,000
	\$ 2,077,883	\$ 2,131,897	\$ 2,221,158	\$ 2,384,776	\$ 2,492,762

<b>JUNE CREEK ELEMENTARY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0010 General Instruction	1,264,733	1,231,008	1,319,197	1,311,807	1,350,920
0080 Instructional Media	5,000	4,224	4,848	5,000	3,500
1800 Activities/Athletics	16,800	11,997	14,058	10,800	10,800
2100 Guidance Services	88,290	112,227	100,222	100,944	105,375
2134 Nursing Services	-	-	-	-	31,479
2300 Staff Training Services	3,660	40,022	30,151	32,970	21,660
2400 Office of the Principal	201,450	224,067	228,341	252,791	250,980
2600 Custodial	107,660	130,728	119,955	119,892	125,389
2620 Utilities	87,100	65,653	68,334	152,235	79,500
	\$ 1,774,693	\$ 1,819,926	\$ 1,885,107	\$ 1,986,439	\$ 1,979,603

<b>EAGLE VALLEY MIDDLE</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0020 General Instruction	1,211,595	1,251,383	1,441,035	1,492,986	1,746,763
0080 Instructional Media	30,090	751	406	400	400
1800 Activities/Athletics	99,070	102,311	105,538	118,310	153,170
2100 Guidance Services	73,450	93,484	125,436	133,904	253,207
2134 Nursing Services	-	-	-	-	29,543
2300 Staff Training Services	1,100	45,012	28,444	30,910	32,300
2400 Office of the Principal	312,710	346,758	341,666	379,014	382,438
2600 Custodial	84,190	112,306	104,162	85,570	102,234
2620 Utilities	158,270	133,513	110,425	145,800	121,700
	\$ 1,970,475	\$ 2,085,518	\$ 2,257,113	\$ 2,386,894	\$ 2,821,755

<b>BERRY CREEK MIDDLE</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0020 General Instruction	1,276,140	1,325,445	1,252,875	1,333,539	1,304,073
0080 Instructional Media	40,100	4,686	4,550	5,500	5,300
1800 Activities/Athletics	96,810	113,871	120,566	105,630	133,000
2100 Guidance Services	99,540	111,983	97,305	125,138	225,724
2134 Nursing Services	-	-	-	-	28,507
2300 Staff Training Services	1,000	52,098	35,283	30,310	30,500
2400 Office of the Principal	302,620	342,398	346,473	362,976	380,511
2600 Custodial	87,900	103,580	99,357	102,500	107,845
2620 Utilities	129,050	84,816	71,741	78,635	83,700
	\$ 2,033,160	\$ 2,138,877	\$ 2,028,150	\$ 2,144,228	\$ 2,299,160

<b>GYP SUM CREEK MIDDLE</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0020 General Instruction	1,210,565	1,339,455	1,435,852	1,667,650	1,832,610
0080 Instructional Media	37,680	3,640	5,842	5,500	5,500
1800 Activities/Athletics	97,900	117,670	121,651	141,073	153,200
2100 Guidance Services	110,540	123,750	136,732	118,622	208,372
2134 Nursing Services	-	-	-	-	45,749
2300 Staff Training Services	2,150	37,225	43,073	32,310	32,500
2400 Office of the Principal	305,580	335,213	346,443	350,278	364,861
2600 Custodial	101,470	118,709	117,119	124,137	129,902
2620 Utilities	103,120	87,130	83,338	88,270	92,000
	\$ 1,969,005	\$ 2,162,792	\$ 2,290,050	\$ 2,527,839	\$ 2,864,694

<b>HOMESTAKE PEAK</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0018 General Instruction	2,241,949	2,477,698	2,723,441	2,971,510	3,132,350
0080 Instructional Media	26,050	33	-	500	500
1800 Activities/Athletics	89,070	108,832	108,368	117,046	123,960
2100 Guidance Services	92,090	72,479	110,175	140,460	241,682
2134 Nursing Services	-	-	-	-	34,558
2300 Staff Training Services	5,000	88,920	55,727	51,570	51,000
2400 Office of the Principal	385,774	431,199	400,530	490,883	517,301
2600 Custodial	158,820	168,362	170,011	146,436	176,120
2620 Utilities	205,850	148,197	143,692	147,363	158,500
	\$ 3,204,603	\$ 3,495,720	\$ 3,711,946	\$ 4,065,768	\$ 4,435,971



<b>BATTLE MOUNTAIN HIGH</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0030 General Instruction	3,053,919	3,578,344	3,818,949	4,793,127	4,710,860
0080 Instructional Media	38,890	2,724	5,025	3,000	3,000
1800 Activities/Athletics	561,570	703,542	728,398	469,790	699,987
2100 Guidance Services	264,610	280,545	345,673	319,613	330,010
2134 Nursing Services	-	-	-	-	35,030
2300 Staff Training Services	6,000	61,696	61,358	53,840	67,500
2400 Office of the Principal	471,310	659,820	700,067	782,617	821,699
2600 Custodial	265,500	311,693	284,903	276,367	283,825
2620 Utilities	340,700	260,118	302,706	285,183	324,000
	\$ 5,002,499	\$ 5,858,482	\$ 6,247,077	\$ 6,983,537	\$ 7,275,911

<b>EAGLE VALLEY HIGH</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0030 General Instruction	2,772,922	3,408,750	3,842,626	4,658,181	4,407,371
0080 Instructional Media	41,990	3,378	4,145	3,950	3,950
1800 Activities/Athletics	513,616	692,731	740,165	518,724	698,976
2100 Guidance Services	248,330	291,324	341,810	306,428	319,634
2134 Nursing Services	-	-	-	-	31,101
2300 Staff Training Services	8,000	50,702	62,426	58,340	57,000
2400 Office of the Principal	684,020	703,992	719,839	598,333	889,102
2600 Custodial	210,250	240,046	234,384	346,223	370,698
2620 Utilities	301,400	201,579	194,730	206,020	220,000
	\$ 4,780,528	\$ 5,592,502	\$ 6,140,124	\$ 6,696,199	\$ 6,997,832

<b>RED CANYON HIGH</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0030 General Instruction	970,611	995,209	910,063	1,181,422	1,228,950
0080 Instructional Media	-	-	-	-	-
1800 Activities/Athletics	7,140	6,311	12,835	6,200	6,700
2100 Guidance Services	61,560	65,513	117,813	134,348	295,251
2134 Nursing Services	-	-	-	-	-
2300 Staff Training Services	3,000	2,891	19,160	22,740	23,000
2400 Office of the Principal	268,320	343,763	322,454	331,269	343,804
2600 Custodial	53,020	56,838	56,933	62,333	62,502
2620 Utilities	47,400	35,036	67,880	70,394	75,500
	\$ 1,411,051	\$ 1,505,561	\$ 1,507,139	\$ 1,808,706	\$ 2,035,707

<b>VAIL SKI AND SNOWBOARD</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0030 General Instruction	814,839	992,423	1,040,344	1,048,231	1,107,831
0080 Instructional Media	-	-	-	-	-
1800 Activities/Athletics	5,000	15,795	18,528	804	804
2100 Guidance Services	77,820	140,768	103,912	90,350	93,481
2134 Nursing Services	-	-	-	2,906	21,285
2300 Staff Training Services	2,300	6,280	26,422	20,540	20,500
2400 Office of the Principal	261,380	304,357	287,524	294,932	237,925
2600 Custodial	69,180	100,879	98,216	93,650	97,588
2620 Utilities	77,980	69,475	63,484	68,430	77,000
	\$ 1,308,499	\$ 1,629,977	\$ 1,638,429	\$ 1,619,843	\$ 1,656,414

<b>WORLD ACADEMY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0030 General Instruction	76,891	64,229	32,484	51,880	18,650
	\$ 76,891	\$ 64,229	\$ 32,484	\$ 51,880	\$ 18,650

<b>EXCEPTIONAL STUDENT SERVICES</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0070 Gifted & Talented Education	608,830	640,172	747,189	844,977	845,525
1700 Special Education	4,880,269	4,496,900	4,386,756	4,582,077	4,772,167
1800 Activities/Athletics	3,500	8,540	27,419	4,060	3,900
2100 Support Services- Students	1,032,210	1,821,258	1,869,846	1,816,927	1,571,556
2200 Support Service- Instructional	1,059,920	990,565	1,129,373	772,524	833,383
2849 Information Systems Services	-	-	77,209	82,741	106,265
	7,584,729	7,957,435	8,237,793	8,103,306	8,132,796

<b>ENGLISH LANGUAGE LEARNERS</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0620 ELL Acquisition	2,597,747	2,857,309	2,681,021	3,012,867	3,249,428
2300 Staff Training Services	93,000	90,682	103,457	41,000	38,000
	2,690,747	2,947,991	2,784,478	3,053,867	3,287,428

<b>EARLY CHILDHOOD EDUCATION</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0040 General Preschool Education	1,372,980	2,173,791	2,426,121	2,271,997	2,458,258
1791 Special Education Preschool	924,646	754,644	839,734	1,260,837	1,410,079
2120 Guidance Services	-	-	17,299	-	-
2134 Nursing Services	-	-	-	-	38,440
2213 Staff Training Services	-	-	28,654	132,135	132,275
2200 Office of the Director	453,500	575,693	794,535	765,257	785,408
	2,751,126	3,504,128	4,106,344	4,430,226	4,824,460

<b>BOARD OF EDUCATION &amp; SUPERINTENDENT</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
2100 Support Services- Students	-	-	-	113,560	118,545
2300 Support Services- General	980,983	1,103,561	1,008,580	1,206,135	1,127,138
2800 Support Services- Central	184,450	214,611	217,036	52,460	55,260
	1,165,433	1,318,172	1,225,617	1,372,155	1,300,943

<b>COMMUNITY RELATIONS</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
2820 Community Services	258,716	318,990	270,161	371,399	394,016
	258,716	318,990	270,161	371,399	394,016

<b>EDUCATOR QUALITY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
2200 Support Services- Instructional	508,378	623,669	591,809	715,556	589,136
2832 Recruitment	21,000	32,892	16,099	29,630	24,630
	529,378	656,561	607,908	745,186	613,766

<b>SYSTEMS &amp; ASSESSMENT</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
2100 Support Services - Students	-	-	-	53,000	53,000
2110 Attendance Services	-	-	-	20,000	20,000
2211 Supervision of Instruction	-	-	-	199,086	10,000
2214 Assessment	90,274	149,116	105,291	153,830	159,200
2239 Supervision	-	-	-	90,000	90,000
2600 Security & Safety	-	-	-	133,000	133,000
	90,274	149,116	105,291	648,916	465,200

<b>BUSINESS SERVICES</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
2510 Business/ Fiscal Services	559,344	752,076	890,937	890,032	936,006
2520 Utilities	305,800	59,285	16,880	25,000	25,000
2850 Risk Management Services	455,197	388,928	337,653	447,222	526,000
2890 District Office	-	-	204,474	189,880	86,000
	1,320,341	1,200,289	1,449,944	1,552,134	1,573,006

<b>SUPPORT SERVICES</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
2100 Support Services - Students	-	-	150,714	48,000	48,000
2120 Guidance Services	-	-	-	360,000	360,000
2211 Supervision of Instruction	641,430	661,452	793,855	646,905	605,268
2212 Curriculum Development	531,813	616,939	519,252	121,058	30,000
	1,173,243	1,278,391	1,463,820	1,175,963	1,043,268

<b>INSTRUCTION &amp; CURRICULUM</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0060 General Integrated Education	175,990	124,151	104,282	199,847	278,848
2100 Student Support Services	669,554	453,945	401,975	528,386	510,872
2211 Supervision of Instruction	-	-	328,179	373,742	727,038
2212 Curriculum Development	-	-	-	324,586	474,967
2600 Security & Safety	-	-	58,197	-	-
2830 Staff Services	-	-	2,984	-	-
3300 PILT	153,750	239,500	270,000	275,000	310,970
	999,294	817,596	1,165,616	1,701,561	2,302,695

<b>HUMAN RESOURCES</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
2830 Staff Services	668,260	810,544	821,094	1,246,324	1,159,977
2850 Risk Management Services	567,630	564,545	714,662	740,000	740,000
	1,235,890	1,375,089	1,535,755	1,986,324	1,899,977

<b>MAINTENANCE</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
2600 Operation & Maintenance	1,130,375	1,574,937	623,931	729,714	742,488
2620 Utilities	145,800	159,759	1,175,063	1,278,725	1,308,742
2625 Custodial	440,620	176,749	247,752	305,969	323,623
	1,716,795	1,911,445	2,046,746	2,314,408	2,374,853

<b>TECHNOLOGY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
2840 Information Systems Services	2,501,526	2,499,184	2,905,339	2,736,917	2,809,705
	2,501,526	2,499,184	2,905,339	2,736,917	2,809,705

## GENERAL FUND EXPENSES BY OBJECT

<b>EAGLE VALLEY ELEMENTARY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	1,253,458	1,527,751	1,588,213	1,644,947	1,764,403
0200 Benefits	413,663	492,469	575,403	715,064	684,035
0300 Purchased Services	60,330	81,021	82,410	82,198	69,057
0600 Supplies	136,019	124,813	150,908	180,679	133,225
0700 Equipment	18,174	8,438	5,205	12,000	12,000
	1,881,644	2,234,492	2,402,138	2,634,888	2,662,720

<b>BRUSH CREEK ELEMENTARY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	1,469,809	1,636,850	1,546,604	1,575,037	1,711,323
0200 Benefits	467,949	599,775	623,451	701,535	672,671
0300 Purchased Services	38,529	42,308	35,141	41,546	35,450
0600 Supplies	145,503	128,595	241,253	205,984	142,112
0700 Equipment	10,000	4,053	1,223	1,000	1,000
	2,131,790	2,411,581	2,447,671	2,525,102	2,562,556

<b>AVON ELEMENTARY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	989,791	1,267,228	1,153,950	1,157,323	1,279,602
0200 Benefits	319,926	398,545	394,757	421,153	509,261
0300 Purchased Services	60,010	74,792	64,738	77,991	52,400
0600 Supplies	118,144	82,682	79,660	106,392	88,085
0700 Equipment	1,000	676	338	100	100
	1,488,871	1,823,923	1,693,444	1,762,959	1,929,448

<b>RED SANDSTONE ELEMENTARY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	970,258	1,078,729	1,041,575	1,132,236	1,232,811
0200 Benefits	354,269	425,818	434,952	432,843	490,974
0300 Purchased Services	48,961	48,053	46,087	48,122	45,650
0600 Supplies	144,528	63,578	137,921	157,543	90,994
0700 Equipment	-	1,107	612	-	-
	\$ 1,518,016	\$ 1,617,285	\$ 1,661,148	\$ 1,770,744	\$ 1,860,429

<b>GYPSUM ELEMENTARY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	1,387,360	1,352,170	1,410,674	1,393,497	1,448,620
0200 Benefits	458,839	494,109	512,998	533,803	575,904
0300 Purchased Services	38,962	25,880	25,314	36,293	28,800
0600 Supplies	137,562	132,501	144,584	146,884	122,750
0700 Equipment	6,699	6,571	5,087	2,000	1,000
	\$ 2,029,422	\$ 2,011,231	\$ 2,098,657	\$ 2,112,477	\$ 2,177,074

<b>EDWARDS ELEMENTARY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	1,215,740	1,341,302	1,286,244	1,292,076	1,411,473
0200 Benefits	415,731	471,370	460,287	494,736	560,889
0300 Purchased Services	53,140	57,761	61,935	62,739	70,800
0600 Supplies	127,695	69,925	72,412	149,512	80,380
0700 Equipment	-	-	-	500	500
	\$ 1,812,306	\$ 1,940,358	\$ 1,880,878	\$ 1,999,563	\$ 2,124,042



<b>RED HILL ELEMENTARY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	1,359,208	1,473,664	1,533,253	1,492,704	1,652,517
0200 Benefits	450,151	487,964	513,317	569,704	657,242
0300 Purchased Services	34,761	37,215	25,666	33,093	49,750
0600 Supplies	225,691	132,100	135,756	279,275	130,752
0700 Equipment	8,072	955	13,167	10,000	2,500
	<b>\$ 2,077,883</b>	<b>\$ 2,131,898</b>	<b>\$ 2,221,158</b>	<b>\$ 2,384,776</b>	<b>\$ 2,492,761</b>

<b>JUNE CREEK ELEMENTARY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	1,211,329	1,233,941	1,211,644	1,203,717	1,316,484
0200 Benefits	374,039	466,856	547,821	459,712	523,134
0300 Purchased Services	48,630	33,438	34,383	131,235	48,500
0600 Supplies	140,695	84,938	89,729	188,775	88,485
0700 Equipment	-	753	1,530	3,000	3,000
	<b>\$ 1,774,693</b>	<b>\$ 1,819,926</b>	<b>\$ 1,885,107</b>	<b>\$ 1,986,439</b>	<b>\$ 1,979,603</b>

<b>EAGLE VALLEY MIDDLE</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	1,309,560	1,385,358	1,499,210	1,509,420	1,854,169
0200 Benefits	413,151	492,914	570,110	570,695	724,691
0300 Purchased Services	83,593	75,008	50,392	102,300	71,000
0600 Supplies	136,746	128,629	134,854	194,979	161,394
0700 Equipment	27,425	3,609	2,547	9,500	9,500
	<b>\$ 1,970,475</b>	<b>\$ 2,085,518</b>	<b>\$ 2,257,113</b>	<b>\$ 2,386,894</b>	<b>\$ 2,820,754</b>

<b>BERRY CREEK MIDDLE</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	1,356,321	1,456,188	1,394,341	1,368,064	1,508,616
0200 Benefits	443,237	500,623	476,664	521,969	586,367
0300 Purchased Services	58,642	31,824	30,568	48,535	40,100
0600 Supplies	169,476	145,981	123,398	200,160	161,475
0700 Equipment	5,484	4,261	3,179	5,500	2,600
	<b>\$ 2,033,160</b>	<b>\$ 2,138,877</b>	<b>\$ 2,028,150</b>	<b>\$ 2,144,228</b>	<b>\$ 2,299,158</b>

<b>GYPSUM CREEK MIDDLE</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	1,282,369	1,436,132	1,499,571	1,574,459	1,883,735
0200 Benefits	436,003	500,899	557,182	602,362	736,864
0300 Purchased Services	48,820	37,463	42,673	52,170	47,700
0600 Supplies	199,219	183,924	181,899	293,365	191,396
0700 Equipment	2,594	4,374	8,725	5,000	5,000
	<b>\$ 1,969,005</b>	<b>\$ 2,162,792</b>	<b>\$ 2,290,050</b>	<b>\$ 2,527,356</b>	<b>\$ 2,864,695</b>

<b>HOMESTAKE PEAK</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	2,108,464	2,306,515	2,429,878	2,570,203	2,881,448
0200 Benefits	672,199	812,768	907,394	952,009	1,136,823
0300 Purchased Services	96,685	132,268	94,759	108,443	102,400
0600 Supplies	278,967	237,335	274,668	413,113	298,298
0700 Equipment	48,288	6,834	5,248	22,000	17,000
	<b>\$ 3,204,603</b>	<b>\$ 3,495,720</b>	<b>\$ 3,711,946</b>	<b>\$ 4,065,768</b>	<b>\$ 4,435,970</b>

<b>BATTLE MOUNTAIN HIGH</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	3,134,235	3,599,447	3,744,905	4,216,094	4,419,311
0200 Benefits	1,035,020	1,265,199	1,396,763	1,409,417	1,691,779
0300 Purchased Services	333,250	399,796	448,028	430,383	439,300
0600 Supplies	484,020	586,691	650,383	819,893	705,923
0700 Equipment	15,974	7,349	6,999	19,000	17,000
	\$ 5,002,499	\$ 5,858,482	\$ 6,247,077	\$ 6,894,787	\$ 7,273,313

<b>EAGLE VALLEY HIGH</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	3,014,180	3,507,323	3,782,172	4,016,566	4,368,932
0200 Benefits	969,630	1,243,239	1,385,729	1,532,877	1,679,584
0300 Purchased Services	294,450	296,507	407,875	393,220	399,900
0600 Supplies	496,394	543,236	552,020	700,926	687,892
0700 Equipment	5,874	2,198	12,327	8,300	8,300
	\$ 4,780,528	\$ 5,592,503	\$ 6,140,124	\$ 6,651,889	\$ 7,144,608

<b>RED CANYON HIGH</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	941,230	1,040,301	995,257	1,122,445	1,337,049
0200 Benefits	310,869	365,192	371,787	442,789	534,990
0300 Purchased Services	74,600	42,331	55,425	56,844	72,550
0600 Supplies	84,352	57,737	84,671	176,128	91,115
0700 Equipment	-	-	-	-	-
	\$ 1,411,051	\$ 1,505,561	\$ 1,507,139	\$ 1,798,206	\$ 2,035,704

<b>VAIL SKI AND SNOWBOARD</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	813,940	993,723	1,050,593	1,004,462	1,006,189
0200 Benefits	269,144	330,850	367,470	397,203	400,753
0300 Purchased Services	101,413	110,882	89,601	80,450	75,971
0600 Supplies	124,002	188,405	130,587	133,328	173,300
0700 Equipment	-	6,118	179	200	200
	\$ 1,308,499	\$ 1,629,978	\$ 1,638,429	\$ 1,615,643	\$ 1,656,413

<b>WORLD ACADEMY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	26,540	27,136	2,137	29,460	-
0200 Benefits	6,669	5,677	731	693	-
0300 Purchased Services	4,000	2,820	3,014	1,140	2,710
0600 Supplies	39,682	28,596	26,602	20,587	15,940
0700 Equipment	-	-	-	-	-
	\$ 76,891	\$ 64,229	\$ 32,484	\$ 51,880	\$ 18,650

<b>EXCEPTIONAL STUDENT SERVICES</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	5,138,709	5,282,959	5,330,979	5,637,309	5,483,563
0200 Benefits	1,694,208	2,039,568	2,181,466	2,043,247	2,159,679
0300 Purchased Services	581,482	508,454	618,800	283,480	347,880
0600 Supplies	167,245	115,861	103,255	129,270	128,670
0700 Equipment	3,085	10,592	5,098	10,000	13,000
	\$ 7,584,729	\$ 7,957,434	\$ 8,239,596	\$ 8,103,306	\$ 8,132,792

<b>ENGLISH LANGUAGE LEARNERS</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	1,927,494	2,054,637	1,916,641	2,131,620	2,275,252
0200 Benefits	645,432	742,490	746,160	813,567	903,996
0300 Purchased Services	34,015	16,490	15,766	68,130	68,130
0600 Supplies	83,806	134,375	99,954	36,550	36,050
0700 Equipment	-	-	5,957	4,000	4,000
	\$ 2,690,747	\$ 2,947,992	\$ 2,784,478	\$ 3,053,867	\$ 3,287,428

<b>EARLY CHILDHOOD EDUCATION</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	1,867,282	2,256,624	2,607,611	2,965,995	3,142,272
0200 Benefits	651,945	961,120	1,205,584	1,201,896	1,360,122
0300 Purchased Services	168,415	196,121	211,258	175,200	201,375
0600 Supplies	63,484	89,348	78,871	86,135	116,695
0700 Equipment	-	912	3,020	1,000	4,000
	\$ 2,751,126	\$ 3,504,125	\$ 4,106,344	\$ 4,430,226	\$ 4,824,464

<b>BOARD OF EDUCATION &amp; SUPERINTENDENT</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	418,723	454,771	464,979	485,575	314,772
0200 Benefits	134,506	130,493	115,065	154,837	33,870
0300 Purchased Services	332,923	398,141	401,016	436,343	485,000
0600 Supplies	278,281	325,746	242,582	289,400	279,200
0700 Equipment	1,000	9,021	1,973	6,000	6,000
	\$ 1,165,433	\$ 1,318,172	\$ 1,225,617	\$ 1,372,155	\$ 1,118,842

<b>COMMUNITY RELATIONS</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	99,961	111,472	106,942	145,811	181,783
0200 Benefits	34,032	30,650	32,254	55,738	72,383
0300 Purchased Services	107,543	143,519	100,715	140,150	107,650
0600 Supplies	13,946	29,824	28,550	27,700	28,700
0700 Equipment	3,234	3,525	1,700	2,000	3,500
	\$ 258,716	\$ 318,990	\$ 270,161	\$ 371,399	\$ 394,017

<b>EDUCATOR QUALITY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	333,540	363,251	382,490	412,205	324,240
0200 Benefits	106,856	111,275	111,130	111,881	122,426
0300 Purchased Services	44,457	131,540	70,513	161,500	104,500
0600 Supplies	44,525	50,493	43,775	59,600	62,600
0700 Equipment	-	-	-	-	-
	\$ 529,378	\$ 656,559	\$ 607,908	\$ 745,186	\$ 613,766

<b>SYSTEMS &amp; ASSESSMENT</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	17,129	11,214	10,457	147,364	8,000
0200 Benefits	4,053	2,358	2,260	26,850	3,200
0300 Purchased Services	-	11,255	-	316,868	293,000
0600 Supplies	69,092	124,289	92,574	158,334	161,000
0700 Equipment	-	-	-	-	-
	\$ 90,274	\$ 149,116	\$ 105,291	\$ 649,416	\$ 465,200

<b>BUSINESS SERVICES</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	381,287	390,195	426,153	510,101	487,061
0200 Benefits	134,103	118,838	140,015	174,851	192,225
0300 Purchased Services	736,776	656,817	830,490	827,460	817,720
0600 Supplies	63,736	31,187	44,246	48,000	56,000
0700 Equipment	4,439	3,252	9,039	22,000	22,000
	\$ 1,320,341	\$ 1,200,289	\$ 1,449,944	\$ 1,582,412	\$ 1,575,006

<b>STUDENT SUPPORT SERVICES</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	383,110	410,558	472,113	384,023	313,272
0200 Benefits	126,129	124,922	138,719	98,603	134,133
0300 Purchased Services	62,685	119,708	255,966	266,766	269,900
0600 Supplies	601,319	623,203	597,023	151,571	369,508
0700 Equipment	-	-	-	5,000	5,000
	\$ 1,173,243	\$ 1,278,391	\$ 1,463,820	\$ 905,963	\$ 1,091,813

<b>INSTRUCTION &amp; CURRICULUM</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	239,299	187,367	436,459	652,084	845,804
0200 Benefits	82,137	77,610	154,495	205,370	337,531
0300 Purchased Services	333,132	237,563	240,953	637,716	494,250
0600 Supplies	37,226	74,109	62,185	315,773	384,140
0700 Equipment	-	1,448	1,523	2,600	-
0800 PILT	153,750	239,500	270,000	275,000	310,970
	\$ 845,544	\$ 817,597	\$ 1,165,616	\$ 2,088,543	\$ 2,372,695

<b>HUMAN RESOURCES</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	292,775	430,011	467,617	732,073	603,339
0200 Benefits	116,194	170,520	187,247	301,001	336,437
0300 Purchased Services	766,958	707,892	806,477	878,500	889,400
0600 Supplies	58,963	66,666	71,132	72,750	71,000
0700 Equipment	1,000	-	3,282	2,000	2,000
	\$ 1,235,890	\$ 1,375,089	\$ 1,535,755	\$ 1,986,324	\$ 1,902,176

<b>MAINTENANCE</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	839,615	950,195	1,096,359	1,194,429	1,219,141
0200 Benefits	295,570	332,983	391,723	453,562	483,456
0300 Purchased Services	206,926	263,812	181,981	265,600	270,500
0600 Supplies	371,039	341,713	363,838	388,300	388,756
0700 Equipment	3,645	22,742	12,846	13,000	13,000
	\$ 1,716,795	\$ 1,911,445	\$ 2,046,746	\$ 2,314,891	\$ 2,374,853

<b>TECHNOLOGY</b>	<b>2015-16 ACTUAL</b>	<b>2016-17 ACTUAL</b>	<b>2017-18 ACTUAL</b>	<b>2018-19 BUDGET</b>	<b>2019-20 BUDGET</b>
0100 Salary	993,866	1,161,229	1,187,082	1,268,766	1,273,933
0200 Benefits	326,436	399,869	426,798	454,151	506,773
0300 Purchased Services	1,081,069	801,458	947,640	972,300	971,000
0600 Supplies	80,049	106,746	30,875	29,700	35,500
0700 Equipment	20,106	29,882	312,944	12,000	22,500
	\$ 2,501,526	\$ 2,499,184	\$ 2,905,339	\$ 2,736,917	\$ 2,809,707



## 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	2019-20 Budgeted
<b>General Fund</b>											
110 Eagle Valley Elementary		1.00	31.30	1.81				16.64	2.25	2.00	55.00
120 Brush Creek Elementary		1.00	25.44	1.00				7.64	2.00	2.00	39.08
130 Avon Elementary		1.00	23.50	0.20				9.06	1.88	2.00	37.64
140 Red Sandstone Elementary		1.00	17.25	0.80				4.93	1.61	1.80	27.39
160 Gypsum Elementary		1.00	23.27	2.00				10.02	2.00	2.00	40.29
170 Edwards Elementary		1.00	20.49	1.80				10.19	2.00	2.00	37.48
180 Red Hill Elementary		1.00	27.48	0.81				15.17	2.00	2.00	48.46
190 June Creek Elementary		1.00	23.04	1.50				13.16	2.00	2.00	42.70
210 Eagle Valley Middle		2.00	25.90	2.00				1.76	2.00	2.00	35.66
230 Berry Creek Middle		2.00	21.12	2.00				4.40	1.63	1.81	32.96
240 Gypsum Creek Middle		2.00	28.85	2.00				3.46	2.00	2.00	40.31
310 Battle Mountain High		4.00	58.57	4.00				5.28	6.00	5.00	82.85
320 Eagle Valley High		4.00	58.24	3.00				5.82	6.13	7.00	84.19
340 Vail Ski and Snowboard Academy		1.00	11.84	1.00					1.00	1.50	16.34
390 Red Canyon High		2.00	15.86	3.00					2.00	1.00	23.86
501 Homestake Peak School		3.00	43.00	3.00				7.70	3.00	3.00	62.70
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			2.00							3.00
622 Student Services	1.00			4.00		1.00	1.00		3.00		10.00
623 Assessment											0.00
624 Nursing					2.63			14.21			16.84
625 Exceptional Student Services	1.00		1.00	1.65	17.16			1.81	4.00		26.62
626 English Language Acquisition (ELA)		1.00				4.00					5.00
627 Preschool		1.00		1.00				4.75	2.88		9.63
629 Community Relations						2.00		0.50			2.50
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	16.57	19.57
950 ECCA			0.50					1.00			1.50
<b>General Fund Total</b>	<b>8.00</b>	<b>32.00</b>	<b>466.65</b>	<b>39.57</b>	<b>19.79</b>	<b>11.00</b>	<b>16.00</b>	<b>138.50</b>	<b>59.38</b>	<b>56.68</b>	<b>847.57</b>
<b>Other District Funds</b>											
21 Nutrition Services Fund						1.00			1.00	28.91	30.91
22 Grants Fund	1.00		14.85	3.10	4.40	1.00		0.50			24.85
25 Transportation Fund						2.00			4.93	25.11	32.04
52 District Housing Fund											0.00
<b>Total District Funds</b>	<b>1.00</b>	<b>0.00</b>	<b>14.85</b>	<b>3.10</b>	<b>4.40</b>	<b>4.00</b>	<b>0.00</b>	<b>0.50</b>	<b>5.93</b>	<b>54.02</b>	<b>87.80</b>
<b>Total All Funds</b>	<b>9.00</b>	<b>32.00</b>	<b>481.50</b>	<b>42.67</b>	<b>24.19</b>	<b>15.00</b>	<b>16.00</b>	<b>139.00</b>	<b>65.31</b>	<b>110.70</b>	<b>935.37</b>

\*Historical FTE Data can be found on page 144.

## 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 2019-20 are as follows:

ELEMENTARY SCHOOLS	
Technology/Communication/Book/Trip Fee	\$25 per student
MIDDLE SCHOOLS	
Activity/Trip Fee	\$35 per student
Art fee	\$15 per class
Athletic fee	\$25 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	
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
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

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, projects from art and shop class.

## USER CHARGES

The user charges for Eagle County Schools for 2018-19 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:

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			
Elementary School	1 FTE/14.75 students			
Middle School	1 FTE/15.75 students			
High School	1 FTE/15.75 students			
At-risk	>50%	= 0.50	150-199%	= 1.50
	50-99%	= 1.00	200-249%	= 1.75
	100-149%	= 1.25	<250%	= 2.00 FTE
Small Schools	>200	= 2.00	251-275	= 1.25
	201-225	= 1.75	276-300	= 1.00 FTE
	226-250	= 1.50		
Perm Sub	HPS, EVHS, BMHS = 2.00			
	All Other Schools = 1.00			
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/75
		Additional NEP Factor = Total ELLs/125
	Secondary	ELL FTE = Total ELLs/80
		Additional NEP Factor = Total ELLs/40
	Dual Language Secondary	0.25 FTE/Section Needed (Class of 25)
Grants		Based on grant award
ESS Students		Mod Needs - 1 Teacher / 20 students
		1 Para / + 10 students
		Severe Needs - 1 Para / 3 students
		Affective - 1 Teacher / 5 students
		1 Para / 5 students
BOE Approved Counselors		Middle Schools = 1.0 FTE
		Red Canyon High School = 2.0 FTE



## SCHOOL DISCRETIONARY ALLOCATIONS

Schools are allocated discretionary dollars based mostly on a per pupil amount. The base funding includes \$175 per pupil regardless of grade level.

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

- Elementary Schools receives a flat dollar amount of \$2,500
- Middle Schools receive 40% of \$175 per pupil
- High Schools receive 110% of \$175 per pupil

The final allocation includes 38% of \$175 per pupil of their Free and Reduced lunch percentage.

The chart below shows the three levels of allocations and the total 2019-20 discretionary allocations.

School Name	2019-20 Student Projection	Activity		FRL			2019-20 School Allocation
		General	Allocation	FRL \$	Count	FRL%	
Avon Elementary	195	34,125	2,500	10,241	154	79%	\$ 46,866
Brush Creek Elementary	374	65,450	2,500	2,062	31	8%	\$ 70,012
Eagle Valley Elementary	365	63,875	2,500	7,182	108	30%	\$ 73,557
Edwards Elementary	265	46,375	2,500	8,180	123	46%	\$ 57,055
Gypsum Elementary	278	48,650	2,500	9,709	146	53%	\$ 60,859
June Creek Elementary	198	34,650	2,500	8,845	133	67%	\$ 45,995
Red Hill Elementary	328	57,400	2,500	6,052	91	28%	\$ 65,952
Red Sandstone Elementary	181	31,675	2,500	1,264	19	10%	\$ 35,439
Homestake Peak	267	46,725	2,500	9,576	144	54%	\$ 58,801
Berry Creek Middle	279	48,825	19,530	8,645	130	47%	\$ 77,000
Eagle Valley Middle	381	66,675	26,670	3,924	59	15%	\$ 97,269
Gypsum Creek Middle	415	72,625	29,050	8,446	127	31%	\$ 110,121
Homestake Peak	343	60,025	24,010	7,914	119	35%	\$ 91,949
Battle Mountain High	987	172,725	189,998	16,426	247	25%	\$ 379,148
BMHS Early College	29	5,075	5,583				
Eagle Valley High	999	174,825	192,308	13,034	196	20%	\$ 380,167
EVHS Early College	35	6,125					
Red Canyon High	199	34,825	-	4,190	63	32%	\$ 39,015
VSSA	173	30,275	-	-	-	0%	\$ 30,275
World Academy	38	6,650	-	-	-	0%	\$ 6,650
<b>Grand Total</b>	<b>6,329</b>	<b>\$ 1,107,575</b>	<b>\$ 509,648</b>	<b>\$ 125,685</b>	<b>1,890</b>		<b>\$ 1,726,125</b>

\*2019-20 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.
- Increased access to fresh fruits and vegetables- 14 schools with unlimited fresh fruit and vegetables bars.
- 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 \$2.5M, ECS plans on decreasing the fund balance by \$394,068 while continuing to support increased food, salary and benefit costs. The fund balance is sufficient to cover the additional expenditures.

	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	2018-19 Estimated	2019-20 Budget	2020-21 Forecasted	2021-22 Forecasted	2022-23 Forecasted
<b>Beginning Fund Balance</b>	\$ 297,158	\$ 411,774	\$ 468,842	\$ 278,482	\$ 278,482	45,143	\$ 1,349	\$ 1,680	\$ 2,017
<b>Revenue:</b>									
Food sales	\$ 644,103	\$ 649,555	\$ 662,399	\$ 787,100	\$ 722,112	825,000	\$ 841,500	\$ 858,330	\$ 875,497
Federal reimbursement	1,132,910	1,093,441	958,735	1,097,000	1,070,000	1,097,000	1,118,940	1,141,319	1,164,145
USDA donated commodities	134,287	146,340	118,510	140,000	120,000	140,000	142,800	145,656	148,569
State reimbursement	35,513	38,517	34,823	49,000	49,000	49,000	49,980	50,980	51,999
<b>Total Revenue</b>	<b>1,946,813</b>	<b>1,927,853</b>	<b>1,774,467</b>	<b>2,073,100</b>	<b>1,961,112</b>	<b>2,111,000</b>	<b>2,153,220</b>	<b>2,196,284</b>	<b>2,240,210</b>
<b>Expenditures:</b>									
Salaries	\$ 737,987	\$ 820,741	\$ 814,137	\$ 859,874	\$ 925,472	1,021,742	\$ 1,042,177	\$ 1,063,020	\$ 1,084,281
Benefits	291,842	342,091	339,502	366,146	394,579	446,326	455,253	464,358	473,645
Purchased services	5,866	6,380	51,695	60,700	29,800	10,000	10,200	10,404	10,612
Supplies & Materials	662,215	649,098	715,708	825,000	875,000	875,000	892,500	910,350	928,557
Equipment	-	-	20,075	60,250	47,620	12,000	12,240	12,485	12,734
Commodities	134,287	146,340	118,510	140,000	120,000	140,000	142,800	145,656	148,569
<b>Total Expenditures</b>	<b>1,832,197</b>	<b>1,964,650</b>	<b>2,059,627</b>	<b>2,311,970</b>	<b>2,392,471</b>	<b>2,505,068</b>	<b>2,555,169</b>	<b>2,606,273</b>	<b>2,658,398</b>
<b>Net Change in Fund Balance</b>	114,616	(36,797)	(285,160)	(238,870)	(431,359)	(394,068)	(401,949)	(409,988)	(418,188)
<b>Transfer from General Fund</b>	-	-	-	-	100,000	250,000	300,000	306,000	312,120
<b>Transfers In- 3A</b>	-	93,865	94,800	98,020	98,020	100,274	102,280	104,326	106,412
<b>Ending Fund Balance</b>	<b>\$ 411,774</b>	<b>\$ 468,842</b>	<b>\$ 278,482</b>	<b>\$ 137,632</b>	<b>\$ 45,143</b>	<b>1,349</b>	<b>\$ 1,680</b>	<b>\$ 2,017</b>	<b>\$ 2,361</b>
<b>Appropriation</b>						<b>2,505,068</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 \$4.2M for planned 2019-20 expenditures.

Significant grants currently received by the district include:

- Head Start - Provides a preschool program for children identified as low income. at Avon, Gypsum, Edwards, Homestake Peak and June Creek Elementary schools as well as Berry Creek Middle School.
- Special Ed IDEA Part B - Provides salary and benefits to a portion of our Special Education teachers and assistants. • PLTW (Project Lead the Way) – Provides resources to support this program at Edwards Elementary School.
- Title I - Provides salary and benefits for interventionists

	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	2018-19 Estimated	2019-20 Budget	2020-21 Forecasted	2021-22 Forecasted	2022-23 Forecasted
<b>Beginning Fund Balance</b>	\$ (66,483)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Revenue:</b>									
Federal grants	\$ 2,972,179	\$ 2,774,071	\$ 2,885,846	\$ 2,930,000	\$ 2,863,180	\$ 2,862,170	\$ 2,919,413	\$ 2,977,802	\$ 3,037,358
State grants	80,680	271,802	497,274	700,000	565,758	565,240	576,545	588,076	599,837
Local grants	926,360	443,250	592,607	1,300,000	803,205	772,590	788,042	803,803	819,879
<b>Total Revenue</b>	<b>3,979,219</b>	<b>3,489,123</b>	<b>3,975,727</b>	<b>4,930,000</b>	<b>4,232,143</b>	<b>4,200,000</b>	<b>4,284,000</b>	<b>4,369,680</b>	<b>4,457,074</b>
<b>Expenditures:</b>									
Salaries	\$ 1,984,859	\$ 1,996,268	\$ 2,295,051	\$ 2,140,000	\$ 2,403,012	\$ 2,282,290	\$ 2,327,936	\$ 2,374,495	\$ 2,421,984
Benefits	542,864	580,657	643,644	813,200	568,357	629,690	642,284	655,129	668,232
Purchased services	1,078,547	529,764	526,193	823,530	614,271	722,280	736,726	751,460	766,489
Supplies and Equipment	224,683	216,578	396,428	993,270	530,469	419,720	428,114	436,677	445,410
Indirect Costs	148,266	165,856	114,411	160,000	116,034	146,020	148,940	151,919	154,958
Land purchase/facilities	-	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>3,979,219</b>	<b>3,489,123</b>	<b>3,975,727</b>	<b>4,930,000</b>	<b>4,232,143</b>	<b>4,200,000</b>	<b>4,284,000</b>	<b>4,369,680</b>	<b>4,457,074</b>
<b>Net Change in Fund Balance</b>	-	-	-	-	-	-	-	-	-
<b>Transfer From General Fund</b>	66,483	-	-	-	-	-	-	-	-
<b>Ending Fund Balance</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Appropriation</b>						\$ 4,200,000			





## TRANSPORTATION FUND

Eagle County Schools Transportation Department operates 47 buses running 29 regular routes. We also transport kids all over the state to sporting events, field trips, and cultural learning opportunities. Altogether, our buses log around 500,000 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 2019-20 is .344 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 \$3.5 million, of which an additional \$1,100,022 will come from the General Fund transfer and \$125,725 will come from the beginning fund balance to support increased 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.

	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	2018-19 Estimated	2019-20 Budget	2020-21 Forecasted	2021-22 Forecasted	2022-23 Forecasted
<b>Beginning Fund Balance</b>	\$ 56,298	\$ 58,647	\$ 265,935	\$ 314,001	\$ 314,001	\$ 172,482	\$ 46,757	\$ 56,367	\$ 48,737
<b>Revenue:</b>									
Property tax	\$ 996,423	\$ 1,008,432	\$ 995,687	\$ 1,000,000	\$ 992,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000
Specific ownership tax	48,503	50,358	53,313	50,000	55,000	50,000	50,000	50,000	50,000
State categorical	479,233	436,461	524,605	532,390	501,803	535,000	545,700	556,610	567,740
Other income	644,596	731,399	685,917	751,610	688,249	695,000	708,900	723,080	737,540
<b>Total Revenue</b>	<b>2,168,755</b>	<b>2,226,650</b>	<b>2,259,522</b>	<b>2,334,000</b>	<b>2,237,052</b>	<b>2,280,000</b>	<b>2,304,600</b>	<b>2,329,690</b>	<b>2,355,280</b>
<b>Expenditures:</b>									
Salaries	\$ 1,497,679	\$ 1,735,999	\$ 1,740,245	\$ 1,821,003	\$ 1,783,991	\$ 1,943,737	\$ 2,005,940	\$ 2,070,130	\$ 2,094,970
Benefits	581,755	680,351	707,711	749,990	762,482	835,810	862,550	890,160	900,840
Purchased services	135,000	113,947	109,216	149,000	147,738	181,000	184,620	188,310	192,080
Supplies and equipment	451,972	472,807	437,834	480,000	489,660	545,200	556,100	567,220	578,560
<b>Total Expenditures</b>	<b>2,666,406</b>	<b>3,003,104</b>	<b>2,995,006</b>	<b>3,199,993</b>	<b>3,183,871</b>	<b>3,505,747</b>	<b>3,609,210</b>	<b>3,715,820</b>	<b>3,766,450</b>
<b>Net Change in Fund Balance</b>	(497,651)	(776,454)	(735,484)	(865,993)	(946,819)	(1,225,747)	(1,304,610)	(1,386,130)	(1,411,170)
<b>Transfer from General Fund</b>	500,000	530,000	585,000	600,000	600,000	890,000	1,100,000	1,160,000	1,190,000
<b>Transfer from General Fund- 3A</b>	-	193,141	198,550	205,300	205,300	210,022	214,220	218,500	222,870
<b>Ending Fund Balance</b>	<b>\$ 58,647</b>	<b>\$ 5,334</b>	<b>\$ 314,001</b>	<b>\$ 253,308</b>	<b>\$ 172,482</b>	<b>\$ 46,757</b>	<b>\$ 56,367</b>	<b>\$ 48,737</b>	<b>\$ 50,437</b>
<b>Appropriation</b>						<b>\$ 3,505,747</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 2019 paid in the spring of 2020 is 7.303 mills based on an estimated assessed valuation of \$3,514,923,370. The expenditures for this fund are principal, interest, and service fees for the voter approved bonds. Outstanding indebtedness at June 30, 2019, will be \$227,355,000 with final maturity scheduled for December 1, 2037. The annual principal and interest payments for fiscal year 2019-20 will be \$20,677,425. 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.

	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	2018-19 Estimated	2019-20 Budget	2020-21 Forecasted	2021-22 Forecasted	2022-23 Forecasted
<b>Beginning Fund Balance</b>	\$ 11,816,380	\$ 12,202,188	\$ 16,186,060	\$ 16,583,973	\$ 16,583,973	\$ 16,585,473	\$ 17,124,120	\$ 17,124,120	\$ 17,124,120
<b>Revenue:</b>									
Property taxes	\$ 14,463,660	\$ 20,057,272	\$ 21,057,849	\$ 20,682,931	\$ 20,682,931	\$ 21,219,072	\$ 20,658,750	\$ 20,640,850	\$ 20,687,813
Delinquent taxes, penalties, and interest	-	-	21,392	-	-	-	-	-	-
<b>Total Revenue</b>	<b>14,463,660</b>	<b>20,057,272</b>	<b>21,079,241</b>	<b>20,682,931</b>	<b>20,682,931</b>	<b>21,219,072</b>	<b>20,658,750</b>	<b>20,640,850</b>	<b>20,687,813</b>
<b>Expenditures:</b>									
Principal	\$ 8,335,000	\$ 8,800,000	\$ 9,205,000	\$ 9,665,000	\$ 9,665,000	\$ 10,130,000	\$ 10,605,000	\$ 11,120,000	\$ 11,670,000
Interest	5,741,462	7,272,285	11,476,328	11,014,931	11,014,931	10,547,425	10,050,750	9,517,850	9,014,813
Paying agent fees	1,390	1,115	-	3,000	1,500	3,000	3,000	3,000	3,000
<b>Total Expenditures</b>	<b>14,077,852</b>	<b>16,073,400</b>	<b>20,681,328</b>	<b>20,682,931</b>	<b>20,681,431</b>	<b>20,680,425</b>	<b>20,658,750</b>	<b>20,640,850</b>	<b>20,687,813</b>
<b>Net Change in Fund Balance</b>	385,808	3,983,872	397,913	-	1,500	538,647	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 12,202,188</b>	<b>\$ 16,186,060</b>	<b>\$ 16,583,973</b>	<b>\$ 16,583,973</b>	<b>\$ 16,585,473</b>	<b>\$ 17,124,120</b>	<b>\$ 17,124,120</b>	<b>\$ 17,124,120</b>	<b>\$ 17,124,120</b>
<b>Appropriation</b>						<b>\$ 20,680,425</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.

2019 Assessed Valuation	\$3,514,923,370
Debt Limit Percentage	20.00%
Legal Debt Limit	702,984,674
Debt Outstanding (total bonded debt as of June 30, 2019)	227,355,000
Legal Debt Margin	\$475,629,674

## 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
12/1/19	10,130,000	5,392,513	20,915,025	-
6/1/20	-	5,154,913	-	20,677,425
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
	227,355,000	102,975,688	335,723,200	330,330,688



## 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 \$1,009,012 being expended in 2019-20 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 Budget	2018-19 Estimated	2019-20 Budget	2020-21 Forecasted	2021-22 Forecasted	2022-23 Forecasted
<b>Beginning Fund Balance</b>	\$ -	\$ 129,718,187	\$ 44,131,565	\$ 44,131,565	\$ 459,012	\$ -	\$ -	\$ -
<b>Revenue:</b>								
Bond Proceeds	\$ 123,307,495	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bond Premiums	22,332,115	-	-	-	-	-	-	-
Interest Income	555,574	1,602,391	250,000	315,000	50,000	-	-	-
Other Income	32,898	1,123,573	165,000	511,968	500,000	-	-	-
Federal Revenue	61,073	-	-	-	-	-	-	-
<b>Total Revenue</b>	<b>146,289,155</b>	<b>2,725,964</b>	<b>415,000</b>	<b>826,968</b>	<b>550,000</b>	<b>0</b>	<b>-</b>	<b>-</b>
<b>Expenditures:</b>								
Site Acquisition	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Salary	-	-	30,000	30,000	-	-	-	-
Benefits	-	-	11,400	11,400	-	-	-	-
COP Payments	-	-	-	-	-	-	-	-
Principal	200,000	-	-	-	-	-	-	-
Interest	207,538	-	-	-	-	-	-	-
Debt Issuance Costs	987,761	-	-	-	-	-	-	-
Construction Projects	15,175,669	88,312,586	27,074,860	45,300,000	1,009,012	-	-	-
<b>Total Expenditures</b>	<b>\$ 16,570,968</b>	<b>\$ 88,312,586</b>	<b>\$ 27,116,260</b>	<b>\$ 45,341,400</b>	<b>\$ 1,009,012</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Net Change in Fund Balance</b>	129,718,187	(85,586,622)	(26,701,260)	(44,514,432)	(459,012)	-	-	-
Restatement	-	-	-	841,879	-	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 129,718,187</b>	<b>\$ 44,131,565</b>	<b>\$ 17,430,305</b>	<b>\$ 459,012</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Appropriation</b>					<b>\$ 1,009,012</b>			



# MILL LEVY AND BOND SUMMARY 2019

Eagle Valley Elementary  
**\$23.9 M**



Eagle Valley Middle  
**\$24.2 M**



Eagle Valley High  
**\$31.4 M**



Red Sandstone Elementary  
**\$13.8 M**



Red Canyon West  
**\$5.9 M**



**What a community and its schools  
can do out of love for its children.**





# Eagle County Schools 3B Bond



## Red Sandstone **NOW OPEN IN VAIL!**

The construction process at Red Sandstone Elementary School revealed unexpected but necessary structural updates to the exterior framing and roofing of the building. These required updates were outside the original scope of the project.

Out of concern for student safety and focus, school leaders and the Red Sandstone staff delayed opening until March 13, 2019. With the later opening, Red Sandstone students and staff were able to move into their classrooms with minimal distract-

tion from ongoing construction as they settled in and prepared for testing season in their new classrooms. Finishing details continued over spring break and will go to the end of summer. Camp Minturn modulares will also move over the summer break.



## Red Canyon West **OPENED IN GYPSUM!**

Red Canyon West High School students officially have a new flexible and collaborative learning environment equipped to promote their college- and career-readiness. The West campus opened on January 7, 2019. For years, the school district leased a convenient but not ideal space in downtown Eagle for these students to attend classes. Their new building is strategically and

conveniently located in close proximity to the new Spring Creek Campus in Gypsum, which also operates an automotive repair class in conjunction with Colorado Mountain College. The new Red Canyon school also houses a new Board of Education meeting room, which doubles as a modular professional development space for all of Eagle County Schools.

**What a community and its schools can do out of love for its children.**



## 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. The district has addressed almost \$155M worth of facility needs over the last three years through General Obligation Bonds, Series 2017. There are still many unfunded facility repairs that are outside of approved bond projects. \$2,156,354 has been budgeted to address special projects and break/fix items as well as establish annual replacements for roofs, concrete/asphalt, flooring and HVAC. Capital projects have been identified and ranked based on priority in the Facility Master Plan. A copy of this can be found at <http://www.eagleschools.net/sites/default/files/website/pdf/ECSD%20Facility%20Master%20Plan%202016.pdf>.

Many of the projects identified in the Facility Master Plan are being addressed through the Building Fund with bond proceeds. Capital Reserve projects for 2019-20 are limited to the following:

- Major roof replacement at Gypsum Creek Middle School — Summer of 2019.
- Preventative maintenance items are address throughout the year.
- Once all bond related projects are complete all items will begin to be scheduled and planned on annual basis.
- Other Capital Reserve Expenditures are occurring throughout the year for equipment funded through 3A for technology, maintenance equipment and new buses.

	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	2018-19 Estimated	2019-20 Budget	2020-21 Forecasted	2021-22 Forecasted	2022-23 Forecasted
<b>Beginning Fund Balance</b>	\$ 1,897,779	\$ 1,804,954	\$ 1,667,954	\$ 2,084,366	\$ 1,202,886	\$ 516,365	\$ 551,365	\$ 506,365	\$ 501,365
<b>Revenue:</b>									
Federal Sources	\$ 122,277	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other local income	32,398	46,580	95,884	35,250	70,000	35,000	35,000	35,000	35,000
Sale of Capital Asset	-	-	100,000	-	-	-	-	-	-
<b>Total Revenue</b>	<b>154,675</b>	<b>46,580</b>	<b>195,884</b>	<b>35,250</b>	<b>70,000</b>	<b>35,000</b>	<b>35,000</b>	<b>35,000</b>	<b>35,000</b>
<b>Expenditures:</b>									
Facility Improvements	\$ 545,518	\$ 710,282	\$ 150,546	\$ 796,214	\$ 791,355	\$ 460,000	\$ 540,000	\$ 500,000	\$ 490,000
Roof Replacement/Repair	-	40,844	17,068	402,932	402,932	220,000	220,000	220,000	220,000
Concrete/Asphalt	-	19,516	-	40,000	40,000	20,000	20,000	20,000	20,000
Flooring	-	-	-	100,000	100,000	50,000	50,000	50,000	50,000
HVAC	-	-	-	200,000	200,000	100,000	100,000	100,000	100,000
Track	-	-	-	200,000	172,888	-	-	-	-
Health & Safety Maintenance	-	-	165,925	-	-	150,000	150,000	150,000	150,000
COP Payments	1,702,082	-	-	-	-	-	-	-	-
Rent	-	47,448	47,448	50,000	49,346	-	-	-	-
<b>3A Expenditures</b>									
Buses	-	360,000	205,307	421,979	446,565	332,870	339,530	346,320	353,250
White Fleet	-	354,659	85,907	106,636	157,648	60,000	61,200	62,420	63,670
Maintenance Equipment	-	23,044	20,199	149,458	114,947	62,924	64,180	65,460	66,770
Custodial Equipment	-	26,780	50,320	55,000	46,538	48,120	49,080	50,060	51,060
Technology	-	270,747	946,053	637,771	637,771	652,440	665,490	678,800	692,380
<b>Total Expenditures</b>	<b>\$ 2,247,600</b>	<b>\$ 1,853,320</b>	<b>\$ 1,688,773</b>	<b>\$ 3,159,990</b>	<b>\$ 3,159,990</b>	<b>\$ 2,156,354</b>	<b>\$ 2,259,480</b>	<b>\$ 2,243,060</b>	<b>\$ 2,257,130</b>
<b>Net Change in Fund Balance</b>	(2,092,925)	(1,806,740)	(1,492,889)	(3,124,740)	(3,089,990)	(2,121,354)	(2,224,480)	(2,208,060)	(2,222,130)
<b>Transfer from General Fund</b>	2,000,100	250,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
<b>Transfer from General Fund- 3A</b>	-	1,419,740	909,300	1,243,260	1,403,469	1,156,354	1,179,480	1,203,060	1,227,130
<b>Transfer Out</b>	-	-	-	-	-	-	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 1,804,954</b>	<b>\$ 1,667,954</b>	<b>\$ 2,084,365</b>	<b>\$ 1,202,886</b>	<b>\$ 516,365</b>	<b>\$ 551,365</b>	<b>\$ 506,365</b>	<b>\$ 501,365</b>	<b>\$ 506,365</b>
<b>Appropriation</b>						<b>\$ 2,156,354</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 rents sixteen trailer spaces at Maloit Park, two trailer spaces in Gypsum, two apartments at the East Bus Barn, five houses in Gypsum and one house at Maloit Park. The revenue received is from rent paid by tenants. Rents are currently set at \$300/month for a trailer space, \$500/month per bedroom for a house or an apartment. 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.

	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	2018-19 Estimated	2019-20 Budget	2020-21 Forecasted	2021-22 Forecasted	2022-23 Forecasted
<b>Beginning Fund Balance</b>	\$ 856,346	\$ 852,716	\$ 854,368	\$ 828,907	\$ 828,907	\$ 850,687	\$ 908,030	\$ 954,350	\$ 1,000,000
<b>Revenue:</b>									
Rental Income	\$ 125,619	\$ 127,184	\$ 116,375	\$ 133,000	\$ 120,000	\$ 154,000	\$ 93,500	\$ 93,500	\$ 93,500
<b>Total Revenue</b>	<b>125,619</b>	<b>127,184</b>	<b>116,375</b>	<b>133,000</b>	<b>120,000</b>	<b>154,000</b>	<b>93,500</b>	<b>93,500</b>	<b>93,500</b>
<b>Expenditures by Program:</b>									
Salaries	\$ 20,683	\$ 24,087	\$ 19,775	\$ 23,400	\$ 23,400	\$ 24,244	\$ -	\$ -	\$ -
Benefits	7,711	8,481	7,597	8,820	8,820	9,213	-	-	-
Repairs and maintenance	55,976	48,402	65,869	37,000	20,000	15,000	15,300	15,610	15,920
Utilities	31,231	30,914	34,947	36,000	32,000	34,200	17,880	18,240	18,600
Depreciation/amortization	13,648	13,648	13,648	14,000	14,000	14,000	14,000	14,000	14,000
<b>Total Expenditures</b>	<b>129,249</b>	<b>125,532</b>	<b>141,836</b>	<b>119,220</b>	<b>98,220</b>	<b>96,657</b>	<b>47,180</b>	<b>47,850</b>	<b>48,520</b>
<b>Net Change in Fund Balance</b>	(3,630)	1,652	(25,461)	13,780	21,780	57,343	46,320	45,650	44,980
<b>Ending Fund Balance</b>	<b>\$ 852,716</b>	<b>\$ 854,368</b>	<b>\$ 828,907</b>	<b>\$ 842,687</b>	<b>\$ 850,687</b>	<b>\$ 908,030</b>	<b>\$ 954,350</b>	<b>\$ 1,000,000</b>	<b>\$ 1,044,980</b>
<b>Appropriation</b>						<b>\$ 96,657</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 \$2,114,872 to pay for planned expenditures in 2019-20.

	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	2018-19 Estimated	2019-20 Budget	2020-21 Forecasted	2021-22 Forecasted	2022-23 Forecasted
<b>Beginning Fund Balance</b>	\$ 1,066,068	\$ 1,194,067	\$ 1,291,253	\$ 1,367,902	\$ 1,367,902	\$ 1,264,872	\$ -	\$ -	\$ -
<b>Revenue:</b>									
Student programs	\$ 924,003	\$ 903,294	\$ 892,614	\$ 1,400,000	\$ 854,610	\$ 850,000	\$ 893,630	\$ 893,630	\$ 893,630
<b>Total Revenue</b>	<b>924,003</b>	<b>903,294</b>	<b>892,614</b>	<b>1,400,000</b>	<b>854,610</b>	<b>850,000</b>	<b>893,630</b>	<b>893,630</b>	<b>893,630</b>
<b>Expenditures:</b>									
Elementary programs	\$ 315,471	\$ 321,011	\$ 235,818	\$ 425,000	\$ 293,230	\$ 655,610	\$ 275,286	\$ 275,286	\$ 275,286
Middle school programs	133,245	112,883	132,771	250,000	149,260	338,380	140,120	140,120	140,120
High school programs	341,154	359,306	429,421	685,000	496,150	1,099,733	465,784	465,784	465,784
District Programs	6,134	12,908	17,955	40,000	19,000	21,149	12,440	12,440	12,440
Public Education Foundation	-	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>796,004</b>	<b>806,108</b>	<b>815,965</b>	<b>1,400,000</b>	<b>957,640</b>	<b>2,114,872</b>	<b>893,630</b>	<b>893,630</b>	<b>893,630</b>
<b>Net Change in Fund Balance</b>	127,999	97,186	76,649	-	(103,030)	(1,264,872)	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 1,194,067</b>	<b>\$ 1,291,253</b>	<b>\$ 1,367,902</b>	<b>\$ 1,367,902</b>	<b>\$ 1,264,872</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Appropriation</b>						<b>\$ 2,114,872</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 330 student FTE 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.

	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	2018-19 Estimated	2019-20 Budget	2020-21 Forecasted	2021-22 Forecasted	2022-23 Forecasted
Beginning Fund Balance	\$ 818,619	\$ 945,249	\$ 1,249,875	\$ 1,418,136	\$ 1,418,136	\$ 1,375,414	\$ 1,284,966	\$ 1,104,966	\$ 914,456
<b>Revenue:</b>									
Per Pupil Revenue	\$ 2,504,637	\$ 2,547,496	\$ 2,639,715	\$ 2,795,302	\$ 2,798,844	\$ 3,048,094	\$ 2,980,181	\$ 3,054,686	\$ 3,131,053
District Mill Levy	409,062	807,283	819,663	823,266	823,266	822,788	781,205	777,574	773,944
Tuition & Fees	301,469	296,065	295,883	306,979	306,394	216,020	322,940	327,347	331,842
Food Service Fees	91,644	82,955	83,850	96,900	96,900	96,900	98,838	100,815	102,831
Foundation Contributions	357,828	338,643	347,936	257,192	257,192	252,500	252,500	252,500	252,500
Other Contributions	14,088	15,898	17,932	17,850	17,850	19,000	19,380	19,768	20,163
Investment Income	3,705	9,460	21,313	31,200	37,300	37,300	37,300	37,300	37,300
Other Revenue	1,295	1,275	-	3,060	0	0	-	-	-
Capital Construction	85,173	91,766	87,582	96,717	96,717	95,911	86,913	82,567	78,439
READ Grant	-	3,388	2,442	-	-	-	-	-	-
<b>Total Revenue</b>	<b>3,768,902</b>	<b>4,194,229</b>	<b>4,316,316</b>	<b>4,428,466</b>	<b>4,434,463</b>	<b>4,588,513</b>	<b>4,579,257</b>	<b>4,652,557</b>	<b>4,728,072</b>
<b>Expenditures:</b>									
Salaries	\$ 1,833,421	\$ 1,974,001	\$ 2,048,095	\$ 2,186,476	\$ 2,190,472	\$ 2,280,850	\$ 2,314,061	\$ 2,347,770	\$ 2,381,985
Benefits	646,236	713,184	771,295	842,735	843,598	884,304	914,359	942,292	971,364
Purchased Services	757,323	809,453	874,322	972,899	979,208	1,033,097	1,052,637	1,072,532	1,092,825
Supplies & Equipment	257,730	201,429	291,784	283,990	280,690	297,900	302,650	307,495	312,437
Capital Outlay	56,352	115,955	91,794	96,717	96,717	95,911	86,913	82,567	78,439
Food Service	91,210	75,582	70,764	86,500	86,500	86,900	88,638	90,411	92,219
<b>Total Expenditures</b>	<b>3,642,272</b>	<b>3,889,604</b>	<b>4,148,054</b>	<b>4,469,317</b>	<b>4,477,185</b>	<b>4,678,962</b>	<b>4,759,258</b>	<b>4,843,067</b>	<b>4,929,269</b>
<b>Net Change in Fund Balance</b>	126,630	304,625	168,262	(40,851)	(42,722)	(90,449)	(180,001)	(190,510)	(201,197)
<b>Ending Fund Balance</b>	<b>\$ 945,249</b>	<b>\$ 1,249,874</b>	<b>\$ 1,418,137</b>	<b>\$ 1,377,285</b>	<b>\$ 1,375,414</b>	<b>\$ 1,284,965</b>	<b>\$ 1,104,965</b>	<b>\$ 914,456</b>	<b>\$ 713,259</b>
<b>Appropriation</b>						<b>\$ 5,963,927</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 Education Reform Timeline FY 2018-19 to 1982

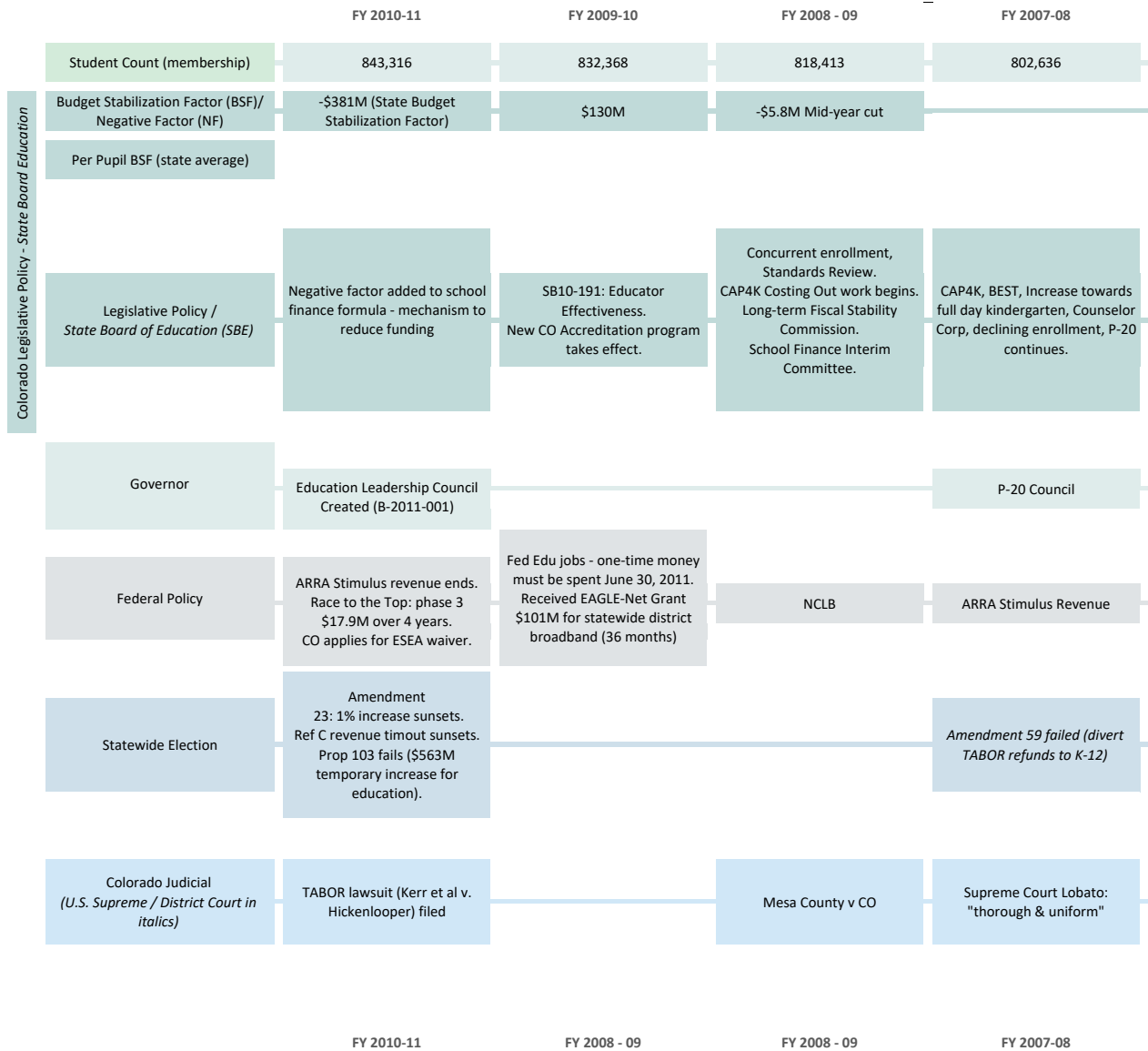
	FY 2018-19	FY 2017-18	FY 2016 - 17	FY 2015-16	
Student Count (membership)	Available Jan 2019	910,280	905,019	899,112	
Budget Stabilization Factor (BSF)/ Negative Factor (NF)	-\$672.4M (BSF projected)	-\$828.3M (BSF)	-\$828.3M (NF)	-\$830.7M (NF)	
Per Pupil BSF (state average)	\$8,137 (projected)	-\$958	-\$964	-\$974	
Colorado Legislative Policy - State Board Education	Legislative Policy / State Board of Education (SBE)	2018 SF Interim Cmte (HB17-1340). January 2019 - May 2019 Legislative Session.	2017 SF Interim Cmte (HB17-1340). HB18-1379: Buydown BS Factor \$150M, \$30M Rural assistance, +1K ECARE slots. <i>SBE: 2021 graduation class proof of competency (HB12-1240).</i>	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	The State of Education (CO ELC renamed)	ELC renamed: Colorado Education Leadership Council	Education Leadership Council (ELC) redesigned (B 2011-001)	
	Federal Policy	ESSA	ESSA	ESSA	ESSA
	Statewide Election			Amendment 71 pass: Requirements for Constitutional Amendments, set number of signatures in senate districts statewide, pass w/ 55% of votes cast	
	Colorado Judicial <i>(U.S. Supreme / District Court in italics)</i>		CO SC dismisses Taxpayers for Douglas Cnty Schl Dist, DCSD rescinded voucher program. <i>U.S. District Court ruling Andrew F. v Douglas Cnty - District must reimburse plaintiff.</i>	TABOR lawsuit ruling: plaintiffs lack standing, appeal is possible. <i>U.S. Supreme Court Ruling: Andrew F. v Douglas County, ruling in favor of plaintiff.</i>	<i>Douglas Cnty Schl Dist v Taxpayers for Public Education</i>
		FY 2018-19	FY 2017-18	FY 2016 - 17	FY 2015-16



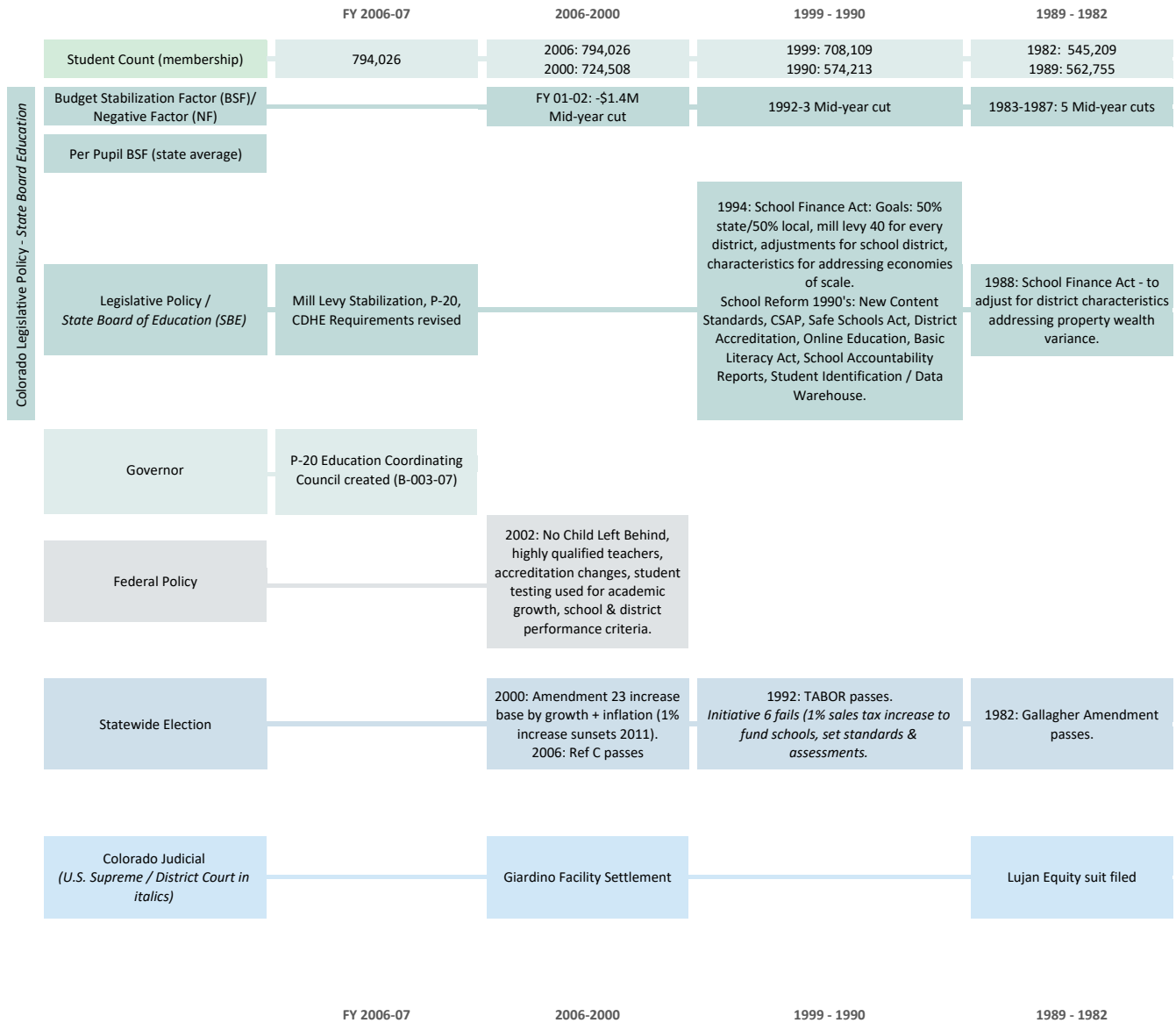
Colorado School Finance Education Reform Timeline FY 2018-19 to 1982

	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)	-\$1.001B (NF)	-\$774M (NF)	
Per Pupil BSF (state average)	-\$1,042	-\$1,209	-\$1,237	-\$958	
Colorado Legislative Policy - State Board Education	Legislative Policy / 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.
	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.	
	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 Education Reform Timeline FY 2018-19 to 1982



Colorado School Finance 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.

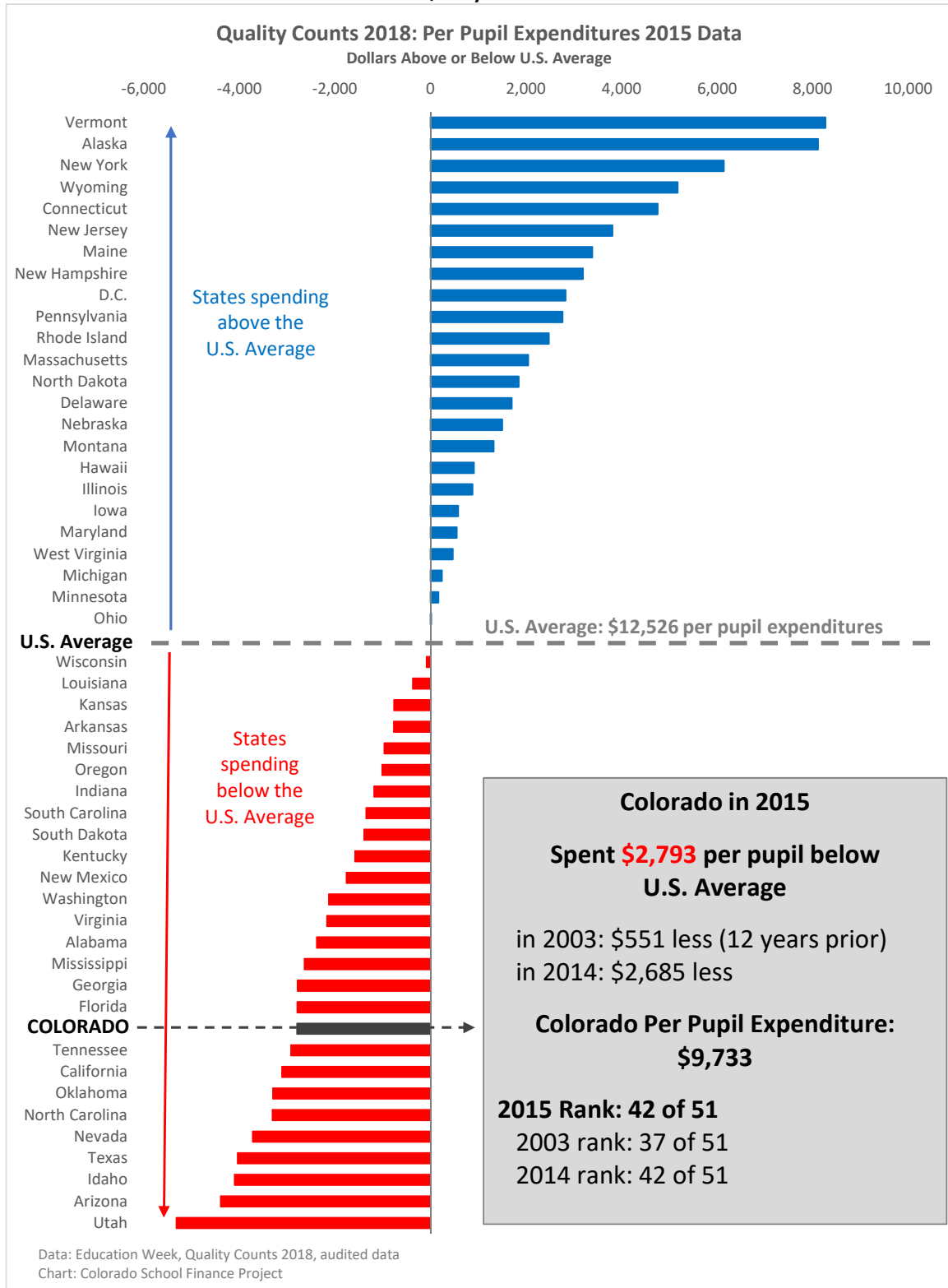
In 2004, the Colorado Commission on Higher Education (CCH) added requirements for high school graduates.

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.

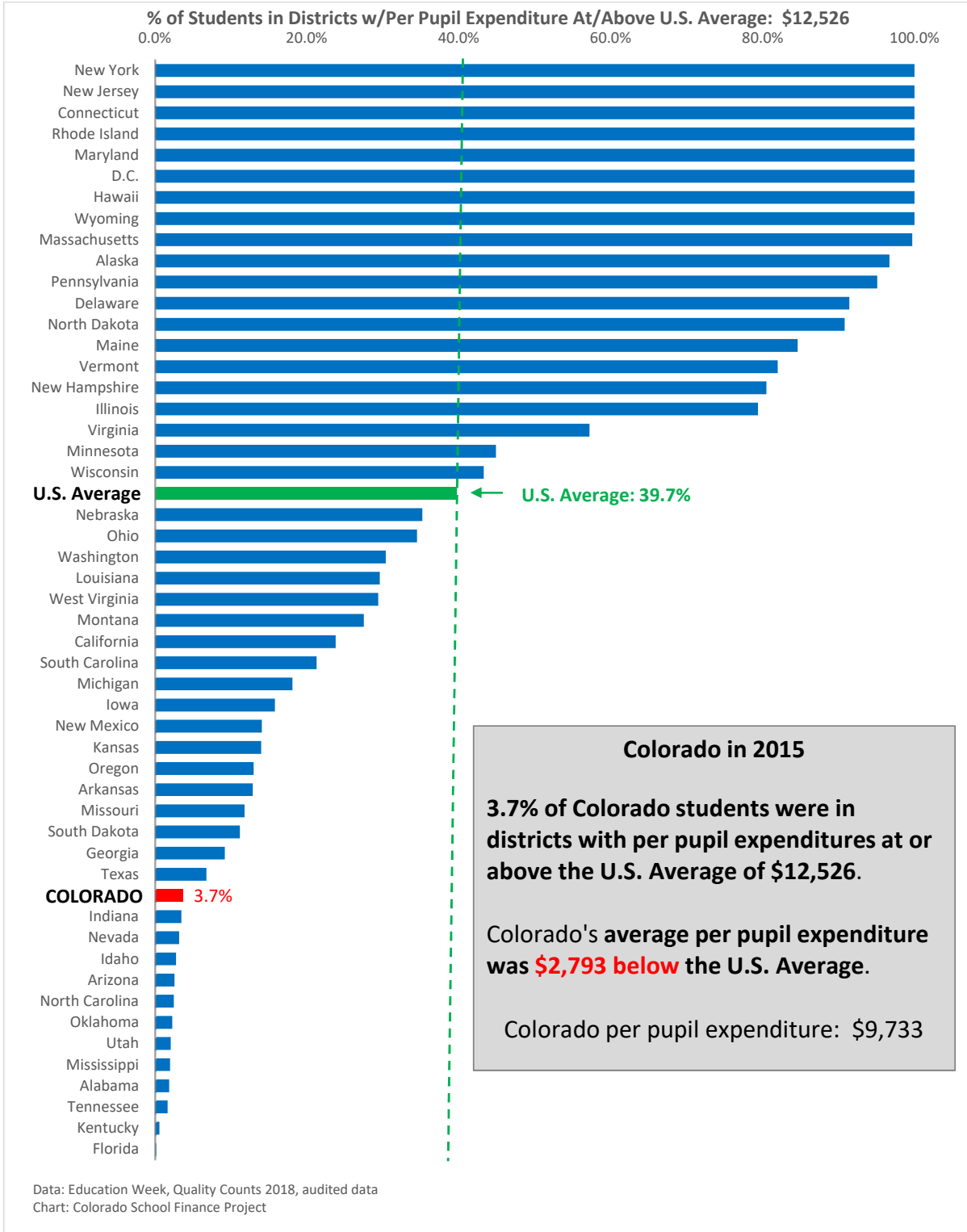
In 2010, Colorado voters passed a ballot measure that provides 25 percent of total program funding for restoring budget cuts, mitigating future budget cuts, supplementing teacher and staff compensation, and funding early childhood programs



Education Week: Quality Counts 2018: 2015 Data



Education Week: Quality Counts 2018: 2015 Data



## 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 first through twelfth grade student as half-time and kindergarten students as .58 FTE within the fiscal year for which funding is received. The chart below reflects student head count followed by FTE. 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.

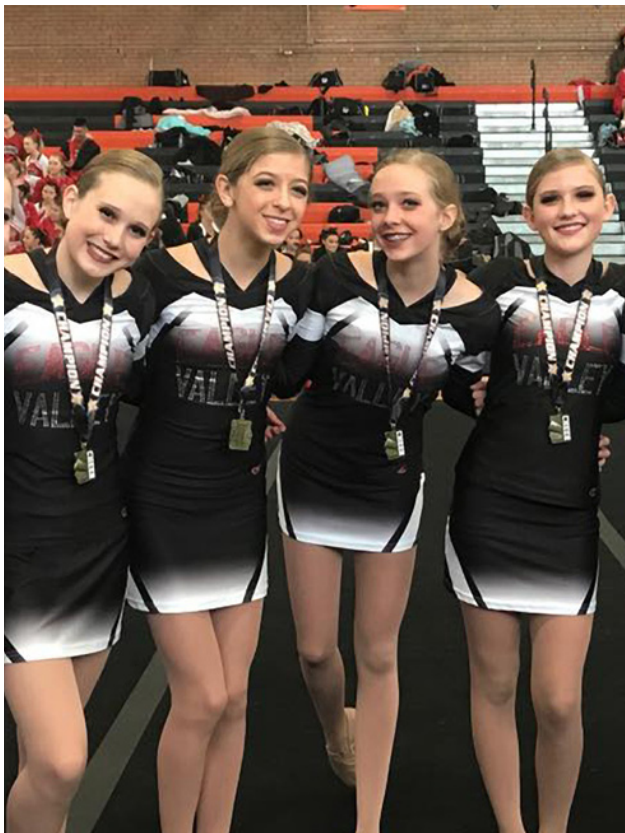
### STUDENT HEAD COUNT ENROLLMENT 2014-15 Actual through 2022-2023 Forecast (includes preschool)

	Actual 2014-15	Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Budgeted 2019-20	Forecast 2020-2021	Forecast 2021-2022	Forecast 2022-2023
<b>Avon Elementary</b>	320	312	292	290	264	195	190	185	172
<b>Brush Creek Elementary</b>	423	421	431	420	400	374	425	431	426
<b>Eagle Valley Elementary</b>	326	376	404	400	417	365	408	412	325
<b>Edwards Elementary</b>	323	316	305	302	288	265	260	260	260
<b>Gypsum Elementary</b>	401	363	390	346	321	278	351	359	372
<b>Homestake Peak</b>	561	551	574	589	605	610	596	597	584
<b>June Creek Elementary</b>	323	320	317	271	245	198	195	195	193
<b>Red Hill Elementary</b>	377	380	402	401	368	348	350	375	386
<b>Red Sandstone Elementary</b>	265	236	233	222	179	181	192	192	182
<b>Berry Creek Middle</b>	381	384	340	303	297	279	296	250	223
<b>Eagle Valley Middle</b>	319	349	326	337	346	381	342	349	367
<b>Gypsum Creek Middle</b>	366	371	373	391	399	415	395	399	419
<b>Battle Mountain High</b>	844	861	925	972	990	1,016	1,002	1,004	1,120
<b>Eagle Valley High</b>	752	822	921	944	1,009	1,034	1,002	1,004	1,195
<b>Vail Ski &amp; Snowboard Academy</b>	172	177	191	189	181	173	205	205	205
<b>Red Canyon High</b>	179	174	170	168	188	237	230	230	230
<b>World Academy</b>	35	45	53	38	30	27	40	41	41
<b>Total</b>	<b>6,367</b>	<b>6,458</b>	<b>6,647</b>	<b>6,583</b>	<b>6,527</b>	<b>6,376</b>	<b>6,479</b>	<b>6,488</b>	<b>6,700</b>
<b>Eagle County Charter Academy</b>	346.0	346.0	346.0	348.0	347.0	335.0	335.0	335.0	335.0
<b>Family Learning Center</b>	19.0	20.0	15.0	20.0	8.0	19.0	19.0	19.0	19.0
<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>6,730.0</b>	<b>6,833.0</b>	<b>6,842.0</b>	<b>7,054.0</b>
<b>Change From Prior Year</b>	197.0	92.0	184.0	-57.0	-69.0	-152.0	103.0	9.0	212.0
<b>% Change From Prior Year</b>		1.37%	2.70%	-0.81%	-0.99%	-2.21%	1.53%	0.13%	3.10%

## AUTHORIZED EMPLOYEE FTE HISTORY SUMMARY

		2015-16	2016-17	2017-18	2018-19	2019-20
100-104	District Admin	18.00	18.00	18.00	10.00	9.00
105-125	School Admin	30.20	30.50	30.50	32.09	32.00
201-209	Teachers	419.88	430.63	463.04	456.89	481.50
210-220	Other Teachers	33.50	33.50	35.59	37.06	42.67
230-239	ESS Certified Staff	22.15	22.15	22.15	22.19	24.19
320-358	Professional Staff	13.20	8.23	8.23	14.00	15.00
360-399	Technical Staff	12.80	13.00	16.00	14.00	16.00
400-499	Instructional Staff	140.85	140.85	144.35	149.47	139.00
500-599	Office/Admin Support	56.90	56.90	59.20	65.31	65.31
600-699	Trades & Services	102.64	103.64	107.14	110.40	110.70
Total FTE's		850.12	857.40	904.20	911.41	935.37

TEACHER RETENTION RATE					
	2014-15	2015-16	2016-17	2017-18	2018-19
District	18.69%	17.05%	14.49%	16.86%	15.80%
State	20.22%	20.65%	20.46%	19.71%	16.39%



## 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/DPF2018/0910-1-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

FALL 2018 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.



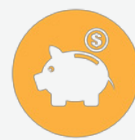
**Engagement:** The involvement in and enthusiasm for school.



**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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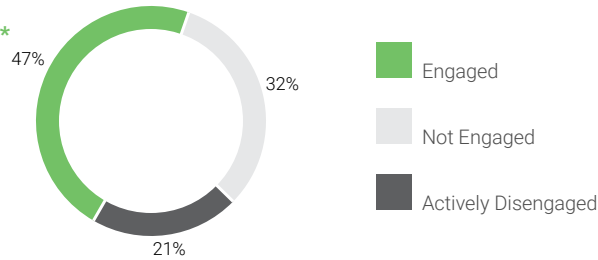


## Engagement

The involvement in and enthusiasm for school.

### ENGAGEMENT INDEX\*

N=2,836



### ENGAGEMENT GRANDMEAN

	Your District		U.S. Overall
	2017	2018	2018
Overall	3.82	3.86	3.85
At this school, I get to do what I do best every day.	3.41	3.46	3.53
My teachers make me feel my schoolwork is important.	3.85	3.89	4.00
I feel safe in this school.	3.92	3.99	3.81
I have fun at school.	3.48	3.50	3.44
I have a best friend at school.	4.27	4.32	4.37
In the last seven days, someone has told me I have done good work at school.	3.69	3.68	3.61
In the last seven days, I have learned something interesting at school.	3.87	3.89	3.86
The adults at my school care about me.	3.76	3.85	3.83
I have at least one teacher who makes me excited about the future.	4.04	4.03	4.08

### GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
4.28	4.08	3.83	3.57	3.83	3.72	3.77	3.66

### ITEM RESPONSES

Item	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree	Strongly Agree			
At this school, I get to do what I do best every day.	2,953	4	10	35	34	16
My teachers make me feel my schoolwork is important.	3,031	3	7	21	35	33
I feel safe in this school.	3,013	3	6	18	33	39
I have fun at school.	3,038	8	12	27	30	24
I have a best friend at school.	2,974	5	5	8	17	64
In the last seven days, someone has told me I have done good work at school.	2,868	12	9	16	26	37
In the last seven days, I have learned something interesting at school.	3,015	5	7	19	31	38
The adults at my school care about me.	2,788	5	6	22	32	35
I have at least one teacher who makes me excited about the future.	2,948	5	7	16	27	46

\*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.

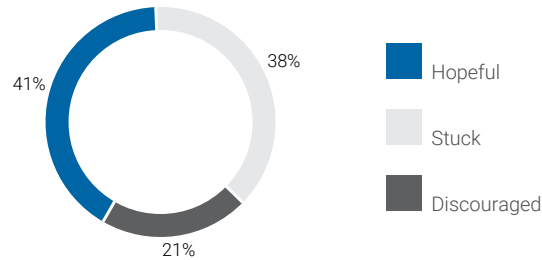


## Hope

The ideas and energy students have for the future.

### HOPE INDEX\*

N=2,947



### HOPE GRANDMEAN

	Your District		U.S. Overall
	2017	2018	2018
Overall	4.09	4.12	4.20
I know I will graduate from high school.	4.54	4.55	4.62
I have a great future ahead of me.	4.26	4.27	4.36
I can think of many ways to get good grades.	4.02	4.04	4.15
I have many goals.	3.98	3.97	4.13
I can find many ways around problems.	3.79	3.79	3.87
I have a mentor who encourages my development.	3.37	3.42	3.47
I know I will find a good job in the future.	4.25	4.25	4.35

### GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
4.27	4.16	4.08	3.98	4.13	4.13	4.15	4.06

### ITEM RESPONSES

	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
I know I will graduate from high school.	2,889	1	1	8	21	68
I have a great future ahead of me.	2,815	2	2	14	32	51
I can think of many ways to get good grades.	3,008	2	4	20	35	39
I have many goals.	3,008	3	7	21	29	40
I can find many ways around problems.	3,010	3	5	27	39	26
I have a mentor who encourages my development.	2,720	12	11	24	27	25
I know I will find a good job in the future.	2,795	2	2	14	33	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.



## Entrepreneurial Aspiration

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

### ENTREPRENEURIAL ASPIRATION

N=1,974

ENTREPRENEURIAL ASPIRATION GRANDMEAN	Your District		U.S. Overall
	2017	2018	2018
Overall	2.49	2.53	2.42
I will invent something that changes the world.	2.68	2.68	2.66
I plan to start my own business.	3.14	3.20	3.03
I am learning how to start and run a business.	2.47	2.51	2.36
I have my own business now.	1.65	1.60	1.51

### GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
2.85	2.63	2.61	2.41	2.47	2.46	2.40	2.36

### ITEM RESPONSES

	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
I will invent something that changes the world.	2,318	24	20	30	15	10
I plan to start my own business.	2,552	16	14	28	20	23
I am learning how to start and run a business.	2,837	31	22	22	13	11
I have my own business now.	2,877	73	10	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=2,645

CAREER/FINANCIAL LITERACY GRANDMEAN	Your District		U.S. Overall
	2017	2018	2018
Overall	3.45	3.50	3.28
I have a paying job now.	2.44	2.46	2.11
I am learning how to save and spend money.	3.72	3.75	3.76
I have a bank account with money in it.	3.51	3.58	3.17
I am involved in at least one activity, such as a club, music, sports or volunteering.	4.08	4.14	4.05

### GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
3.37	3.37	3.45	3.45	3.46	3.51	3.80	3.75

### ITEM RESPONSES

ITEM RESPONSES	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
I have a paying job now.	2,963	46	11	13	9	21
I am learning how to save and spend money.	3,033	9	8	19	24	39
I have a bank account with money in it.	2,813	26	4	7	9	54
I am involved in at least one activity, such as a club, music, sports or volunteering.	2,987	13	3	6	9	68

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

ITEMS BY GRADE

	Your District							
	5th	6th	7th	8th	9th	10th	11th	12th
<b>ENGAGEMENT GRANDMEAN BY GRADE</b>	<b>4.28</b>	<b>4.08</b>	<b>3.83</b>	<b>3.57</b>	<b>3.83</b>	<b>3.72</b>	<b>3.77</b>	<b>3.66</b>
At this school, I get to do what I do best every day.	3.78	3.57	3.45	3.12	3.50	3.43	3.41	3.36
My teachers make me feel my schoolwork is important.	4.35	4.18	3.78	3.61	3.84	3.71	3.73	3.78
I feel safe in this school.	4.52	4.09	3.95	3.72	3.97	3.77	3.87	3.90
I have fun at school.	4.02	3.78	3.53	3.06	3.39	3.30	3.37	3.32
I have a best friend at school.	4.49	4.46	4.54	4.27	4.23	4.26	4.27	3.75
In the last seven days, someone has told me I have done good work at school.	3.94	3.81	3.68	3.41	3.78	3.76	3.58	3.33
In the last seven days, I have learned something interesting at school.	4.38	4.18	3.75	3.48	3.86	3.76	3.83	3.80
The adults at my school care about me.	4.45	4.16	3.75	3.57	3.80	3.58	3.62	3.65
I have at least one teacher who makes me excited about the future.	4.41	4.29	3.94	3.67	3.93	3.90	4.06	3.93
<b>HOPE GRANDMEAN BY GRADE</b>	<b>4.27</b>	<b>4.16</b>	<b>4.08</b>	<b>3.98</b>	<b>4.13</b>	<b>4.13</b>	<b>4.15</b>	<b>4.06</b>
I know I will graduate from high school.	4.50	4.42	4.52	4.42	4.60	4.65	4.69	4.66
I have a great future ahead of me.	4.46	4.32	4.30	4.18	4.27	4.29	4.20	4.05
I can think of many ways to get good grades.	4.10	4.07	4.04	3.80	4.11	4.13	4.05	3.99
I have many goals.	4.09	3.94	3.84	3.83	3.96	4.00	4.18	4.04
I can find many ways around problems.	3.84	3.63	3.77	3.67	3.83	3.81	3.96	3.93
I have a mentor who encourages my development.	3.93	3.49	3.23	3.08	3.36	3.36	3.41	3.49
I know I will find a good job in the future.	4.54	4.38	4.31	4.12	4.22	4.20	4.16	3.93
<b>ENTREPRENEURIAL ASPIRATION GRANDMEAN BY GRADE</b>	<b>2.85</b>	<b>2.63</b>	<b>2.61</b>	<b>2.41</b>	<b>2.47</b>	<b>2.46</b>	<b>2.40</b>	<b>2.36</b>
I will invent something that changes the world.	3.10	2.84	2.61	2.39	2.63	2.73	2.57	2.51
I plan to start my own business.	3.53	3.27	3.13	3.08	3.17	3.16	3.16	2.99
I am learning how to start and run a business.	2.89	2.67	2.61	2.24	2.40	2.34	2.46	2.41
I have my own business now.	1.69	1.57	1.75	1.68	1.52	1.48	1.55	1.49
<b>CAREER/FINANCIAL LITERACY GRANDMEAN BY GRADE</b>	<b>3.37</b>	<b>3.37</b>	<b>3.45</b>	<b>3.45</b>	<b>3.46</b>	<b>3.51</b>	<b>3.80</b>	<b>3.75</b>
I have a paying job now.	1.96	2.07	2.15	2.30	2.40	2.71	3.21	3.53
I am learning how to save and spend money.	3.96	3.79	3.74	3.59	3.82	3.64	3.74	3.67
I have a bank account with money in it.	3.24	3.32	3.46	3.45	3.59	3.71	4.11	4.06
I am involved in at least one activity, such as a club, music, sports	4.28	4.28	4.31	4.30	4.01	3.90	4.07	3.73

- 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%	15%	16%	13%	13%	11%	10%	8%	2%

**WHAT IS YOUR GENDER?\***

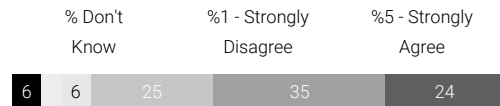
Male	48%
Female	48%
Choose not to answer	5%

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

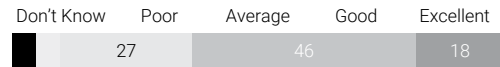
Attend a four-year college or university	55%
Attend a two-year college	10%
Attend training to learn a skill or trade	2%
Enter the military	3%
Work at a paid job	5%
Volunteer or serve on a mission	0%
Take time off	2%
Start my own business	3%
Other	5%
Don't know	16%

\*Minimum n size of 30 required to report results.

**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 WITHOUT A GOOD REASON OR BECAUSE YOU WERE SICK?**

A lot	8%
Some	20%
Not much	50%
None at all	17%
Don't know/Choose not to answer	5%

## 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?*

	All Voters	Men	Wom	ECS Par.	Not Par.	Avon	Eagle	Edw.	Gyp	Vail	Rep	Dem	Una
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?*

	All Voters	Men	Wom	ECS Par.	Not Par.	Avon	Eagle	Edw.	Gyp	Vail	Rep	Dem	Una
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%





**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?”*

	All Voters	Men	Wom	ECS Par.	Not Par.	Avon	Eagle	Edw.	Gyp	Vail	Rep	Dem	Una
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*



*“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*



**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*





*"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%



*“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%



<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

2015-2016 PARCC DATA MEETS/EXCEEDS			2016-2017 PARCC DATA MEETS/EXCEEDS			2017-2018 CMAS DATA MEETS/EXCEEDS		
ELA	District	38%	ELA	District	42%	ELA	District	43%
	State	40%		State	42%		State	45%
MATH	District	29%	MATH	District	28%	MATH	District	27%
	State	42%		State	33%		State	34%

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					
	2013-14	2014-15	2015-16	2016-17	2017-18
District	71.9%	81.6%	79.4%	70.8%	74.9%
State	76.9%	77.2%	78.9%	79.0%	80.7%

PSAT SCORES			SAT SCORES		
	2016-17	2017-18		2016-17	2017-18
District	930.6	902.2	District	1000.2	985.8
State	947.0	922.4	State	1201.0	1014.0

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					
	2013-14	2014-15	2015-16	2016-17	2017-18
District	2.4%	2.3%	2.4%	3.0%	2.0%
State	2.4%	2.5%	2.3%	2.3%	2.2%

## HISTORIC FREE AND REDUCED RATES

FREE AND REDUCED LUNCH					
	2014-15	2015-16	2016-17	2017-18	2018-19
District	42.2%	42.0%	41.8%	36.9%	37.6%
State	41.5%	41.8%	42.1%	42.0%	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	
2010	3,512,789,430	34,245,196,420	101,651,460	350,522,450	300,211,100	1,193,813,520	3,914,651,990	35,789,532,390	10.94%
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	303,249,230.00	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	286,684,710.00	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	310,258,390.00	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	296,591,660.00	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	307,339,150.00	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	308,356,230.00	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	316,484,280.00	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	330,786,260.00	269,485,260	1,133,697,460	3,514,923,370	34,961,374,680	10.05%
2020*	3,205,085,595	34,046,907,812	97,801,529	337,246,335.00	274,252,062	1,152,879,940	3,577,139,186	35,537,034,087	10.07%
2021*	3,260,661,180	34,596,924,664	99,674,958	343,706,410.00	279,018,864	1,172,062,420	3,639,355,002	36,112,693,494	10.08%
2022*	3,316,236,765	35,146,941,516	101,548,387	350,166,485.00	283,785,666	1,191,244,900	3,701,570,818	36,688,352,901	10.09%

\*Estimated

Source: [https://www.eaglecounty.us/Finance/Documents/Eagle\\_County\\_2018\\_audited\\_CAFR\\_FINAL/](https://www.eaglecounty.us/Finance/Documents/Eagle_County_2018_audited_CAFR_FINAL/)



## PROPERTY TAX LEVIES AND COLLECTIONS \*Estimated. Source: Eagle County Schools Finance Department

Fiscal Year Ended June 30,	Taxes 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
2010	14.359	4.736	0.306	19.401
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	0.365	20.330
2017	17.541	7.303	0.365	25.209
2018	17.330	7.303	0.349	24.982
2019	17.467	7.303	0.344	25.114
2020*	17.186	7.303	0.345	24.834
2021*	16.905	7.303	0.345	24.553
2022*	16.624	7.303	0.345	24.272

\*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
2009	3,021,207	787,950	2,128,844	208,756	1,694,278	490,671	285,398	2,214,082	540,010	297,720	11,668,916	1.00%
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%

\*Source: Eagle County Government

## 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 2017 ECS received 35 percent of the total SOT collections.

	2014-15 AUDITED ACTUAL	2015-16 AUDITED ACTUAL	2016-17 AUDITED ACTUAL	2017-18 REVISED BUDGET	2018-19 ADOPTED BUDGET	2019-20 ADOPTED BUDGET
Specific Ownership Tax- SFA	1,487,511	1,678,778	1,729,971	1,594,764	1,642,607	1,978,860
Specific Ownership Tax	1,222,625	1,008,990	1,356,563	1,745,836	1,890,073	1,840,810

## ASSESSED (TAXABLE) VALUE OF HOME = \$100,000

Assessment Year	2014-15		2015-16		2016-17		2017-18		2018-19		Changes from 2017-18 to 2018-19
	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	
School Finance Act	11.618	\$ 92.48	11.618	\$ 92.48	11.618	\$ 83.65	11.618	\$ 83.65	11.617	\$ 83.64	\$ (0.01)
Mill Levy Overrides	3.562	\$ 28.35	3.156	\$ 25.12	5.863	\$ 42.21	5.680	\$ 40.90	5.701	\$ 41.05	\$ 0.15
Bond Redemption Fund	5.961	\$ 47.45	5.308	\$ 42.25	7.303	\$ 52.58	7.303	\$ 52.58	7.303	\$ 52.58	\$ -
Transportation Fund	0.376	\$ 2.99	0.367	\$ 2.92	0.365	\$ 2.63	0.349	\$ 2.51	0.344	\$ 2.48	\$ (0.04)
Abatement	0.203	\$ 1.62	0.096	\$ 0.76	0.060	\$ 0.43	0.032	\$ 0.23	0.149	\$ 1.07	\$ 0.84
	21.720	\$ 172.89	20.545	\$ 163.54	25.209	\$ 181.50	24.982	\$ 179.87	25.114	\$ 180.82	\$ 0.95

## CALCULATING A TAX BILL

State law sets the property tax assessment rate. In the 2019 collection year, homeowners will pay an estimated assessment rate of 7.2 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 7.2 percent of assessed value is calculated to be \$7,200. That's the amount on which taxes are based.
- One tax mill is equal to 1 cent on \$10. So, \$7,200 in value multiplied by 0.001 equals \$7.20 per mill.

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 \$1,414.44 in school taxes for each \$100,000 of taxable business property.

## DEBT SERVICE SCHEDULE

Date	Principal	Interest	Annual P & I	Fiscal Year P & I
12/1/19	10,130,000	5,392,513	20,915,025	-
6/1/20	-	5,154,913	-	20,677,425
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
	227,355,000	102,975,688	335,723,200	330,330,688

## 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	2017		
	RANK	NUMBER OF EMPLOYEES	PERCENTAGE OF TOTAL COUNTY EMPLOYMENT
Vail Resorts, Inc.	1	5,235	14.9%
Eagle County School District RE-50J	2	1,000	2.8%
Vail Health	3	989	2.8%
City Market	4	542	1.5%
Eagle County Government	5	487	1.4%
East West Resorts	6	452	1.3%
Sonnenalp Resort	7	404	1.1%
Westin Riverfront Resort	8	403	1.1%
Town of Vail	9	348	1.0%
Vail Marriot	10	330	0.9%

Source: Eagle County

### POPULATION

YEAR	POPULATION
2009	51,049
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

### PER CAPITA INCOME

YEAR	PER CAPITA INCOME
2009	77,900
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

# 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



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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.

#### **Reconciliation report**

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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

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- A link to the districts federal form 990, 990-ez or 990-pf and any associated schedules that the district files.

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**

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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.

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.

### **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 throughout 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. 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.

### **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

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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.

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 will include 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 proposed 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

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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.

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

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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.

### **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**



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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

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

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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.

### **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)

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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.

### **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.

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## 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.

## **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

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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



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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.

#### **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

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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.

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.

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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.

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)



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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)

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.

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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.

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)

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CROSS REF.: BCB, School Board Member Conflict of Interest  
DJB\*, Federal Procurement

### **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.

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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

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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
- Expenses for spouse, significant other, or guest
- Gas for personal use of private vehicles
- Mini bar in hotel and/or water and snacks
- Room Service Fees
- Movie Rental (Which includes in-room movies)
- Other forms of entertainment



- Fines for parking or traffic violations
- Personal Calls
- Spa Costs
- Recreation Services
- 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

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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)	

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 2019-20

The due dates listed below include a statutory reference. 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). C.R.S. 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. C.R.S. 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. C.R.S. 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. C.R.S. 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. C.R.S. 22-44-105, 22-44-107, 22-44-110.
June 30	GRANTS. Deadline for submission of FY2019-20 NCLB 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. C.R.S. 22-44-304.
August 15	SUBMISSION. December financial data pipeline open to begin populating data. Due December 31.
August 15	SUBMISSION. Submit to CDE the pupil transportation reimbursement claim (Form CDE-40). C.R.S. 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. C.R.S. 39-5-128. See also December 10, December 15.
September 30	CHARTER SCHOOL. Due date for submission to CDE of charter school expenditure reports reporting capital construction expenditures (Form CSCC-01); submission related to the Office of the State Auditor. C.R.S. 2-3-115; C.R.S. 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. C.R.S. 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. C.R.S. 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. C.R.S. 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. C.R.S. 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 2	PUPIL COUNT. Conduct pupil membership count and mileage count. C.R.S. 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. C.R.S. 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 on-line enrollment. C.R.S. 22-30.5-513, 22-54-112.
November 10	PUPIL COUNT. Final day to submit October pupil member count via Data Pipeline. C.R.S. 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. C.R.S. 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). C.R.S. 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. C.R.S. 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. C.R.S. 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. C.R.S. 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. C.R.S. 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 2018-2019 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 with the Grants Fiscal Management Services Unit for NCLB Consolidated Federal Grant program funding.
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. C.R.S. 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. C.R.S. 22-54-115.
Monthly	REVENUE DISTRIBUTIONS. CDE transmits Per Pupil Capital Construction moneys to charter schools and institute charter schools. C.R.S. 22-54-124.
Monthly	CASH FLOW. Notify CDE of any potential Contingency Reserve assistance needs. C.R.S. 22-54-117.
Monthly	NUTRITION. Submit reimbursement requests to the Office of School Nutrition.
Quarterly	COMPLIANCE. Board of education reviews financial condition of the school district. C.R.S. 22-45-102.
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. C.R.S. 22-42-125; 22-43-108.
Continuing	BONDS. Submit via the EMMA Dataport notice of 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. C.R.S. 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>  
Colorado Association of School Boards, <https://www.casb.org/elections>.



**APPENDIX C**  
**ORGANIZATIONAL CHART**



**Executive Assistant/  
Board Secretary**  
Missy Gerard | x4805

**Asst. Supt. of  
Support Services**  
Melisa Rewold-Thuon | x1920

**Director of Human Resources**  
Adele Wilson | x1926

**Chief Communications Officer**  
Dan Dougherty | x4806

**Executive Director of  
Exceptional Student Sources**  
Amy Kendziorski | x7924

**Benefits Specialist**  
Tammy Conway | x1930

**Communications Manager**  
Taylor Lower | x4804

**Director of Special Education**  
Chris Elliott | x2185

**Employee Specialist**  
Mauri Cummins | x2186

**Family Outreach Liaison**  
Erik Martinez | x4807

**GT Coordinator**  
Karen Espegren | x7928

**Human Resources Specialist**  
x2189

**Director of Multilingual Education**  
Jessica Martinez | x2187

**Multilingual Education  
Instructional Coach**  
Amber Gonzalez-Cortes | x2714

**Multi-Tiered System of  
Supports Coordinator**  
Robin Madison | x7933

**Equity Coordinator**  
Tia Luck | (970) 471-6694

**Prevention Specialists**  
Candace Eves  
Michael Coleman

 District Leadership Team Member

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**

### **2019-20 BUDGET PRINCIPLES**

Budgeting principles are created to provide guidelines to follow during the budget process. They provide a frame-work 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**

System Academic Indicators should guide how resources are allocated, how progress is tracked, and how budget decisions are made to prioritize programs and strategies.

#### **Decisions Should Be Driven By Data**

Programs/activities should be selected based on qualitative and quantitative data on student outcomes, both in terms of academic success and students' whole educational experience. Data should include input from relevant stakeholders. Programs or key activities identified to achieve the district's desired goals should be prioritized for funding.

#### **Base Resourcing Decisions on Cost-Effectiveness**

The budget process should seek 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, should be given priority for funding. Programs that are chosen should be implemented fully and faithfully even if that means fewer programs.

#### **Prioritize the "Instructional Core" Program in All Schools**

Ensure there are sufficient resources for the "instructional core" program, including core instruction and ongoing, comprehensive, and systemic professional development, as well as school-based instructional support for teachers and students.

Furthermore, the district must provide resources for the most impactful supplementary strategies and interventions for students who are struggling to meet academic goals within the expected parameters in the core program. 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 should encourage review of past spending decisions and critically change, where necessary. The district should 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**

The district will continue the practice of maintaining equity for historically underserved populations\* in education. 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, including students from all historically underserved populations.

\*Historically Underserved Populations includes students who meet one of the following criteria: special education eligibility; limited English proficiency; free meal eligibility by direct certification; Black, Hispanic, Pacific Islander or Native American race.

## Take a Long-Term Perspective

The district will not be able to make large changes to its educational strategy and resource allocation patterns within a single year. Further, a consistent application of proven strategies over a multi-year period will deliver better results. Therefore, to the degree possible, the district should develop and adhere to a multi-year funding and review plan for its strategies, with the goal of fully funding and re-aligning resources where 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.

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>

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## 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.

**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.

**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.

**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.

**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.

