

ADOPTED BUDGET 2023-2024



WESTMINSTER PUBLIC SCHOOLS

7002 RALEIGH STREET,
WESTMINSTER, CO 80030

WWW.WESTMINSTERPUBLICSCHOOLS.ORG



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Westminster Public Schools is pleased to present the Financial Plan and Budget for the Fiscal Year 2023-24. We would like to acknowledge the diligent work of the many individuals who contributed to it. Special recognition goes out to all of the staff that supplied information for this publication. Many hours were spent discussing and evaluating the most effective and efficient use of taxpayer dollars to educate our students. Westminster Public Schools appreciates the dedication of the Board of Education members for their countless hours of service to our students, employees and community. Thank you, The Budget Department.

Sandra Nees
Chief Financial Officer

Brisa Montgomery
Finance Director

Tatyana Glushko
Districts Accounting Manager

Nidia Silva
Finance Executive Assistant

Superintendent Letter

Transmittal Letter of the Adopted Budget for Fiscal Year 2023-24

May 24, 2023

Dear Board of Education and Westminster Public Schools Community,

As I prepare this transmittal letter message our country, and our school district, are in a place of transition. We've moved past the stage in the COVID-19 pandemic in which in-person learning opportunities were limited, and in some cases non-existent. Our 2023-2024 Adopted Budget recognizes that we have transitioned into a new phase which includes the following investments and priorities.

As the district prepares for next school year through this 2023-24 Budget recommendation, using federal Elementary and Secondary School Emergency Relief (ESSER) funding, we envision great hope, potential, and opportunity that is created for the nearly 8,000 students of the Westminster Public Schools next year.

We are emerging from the COVID-19 pandemic poised to accelerate learning for all students. The federal government provides \$80 million in ESSER relief funds to support the district. These resources will help sustain technology, provide bridge funding to support the enrollment changes in the district, lower class sizes, provide more SEL assistance for staff and students, provide opportunities for acceleration and remediation work with students, provide funds for the purchase of district-operated school buses and vans.

For 2023-24 Westminster Public Schools administration has estimated that additional funding from the state for special education students will provide the district with \$600,000 and \$8 million in state funding. The 2023-24 budgets reflect this spending for instruction and support to benefit students.

Using these new federal and state funds, this level of financial support will allow the district to focus on expanding learning opportunities, wraparound services for students' social-emotional and physical health, increasing or improving professional development, purchasing curriculum materials and equipment, and expanding early education or pre-kindergarten programs within the district.

The district completes the strategic plan – 2030: A Strategic Plan for education in Westminster Public Schools to reflect the progress made during the past decade and provide a new path forward for student success. The current strategic plan has informed our resource allocations to date in pursuit of our goals with a particular focus on innovation, academic excellence, investments in our aging schools, investments in staff, technology and operations.

The 2023-24 budget uses a combination of local, state, federal, and reallocated resources to enable high-quality instruction to all students. The budget reflects the priorities aligns resources towards district initiatives on advancing student achievement, and targets investments connected to the district's strategic plan. With the 2023-24 budgeted funds, teachers and staff will continue to provide exceptional instruction and give support to our students. The budget includes 20 positions being funded by ESSER, addressing class sizes at all levels, increases in course offerings, maintains 625 classroom teachers providing a district-wide expected average class size of 23.1 next school year, provides 30 full-time building substitute positions in place at every school every day, school and district support staff positions, and investments in textbooks and computer subscriptions, building maintenance, and technology.

The 2023-2024 budget development also reflects engaged collaboration with school and district leaders, parent groups, and community leaders to the best extent possible over the past year.

As we strive to improve, we see students excelling academically, athletically, and artistically every day. Every time our students and staff are faced with a challenge, we are reminded that by working together, our capacity to take on the challenge is limitless. From here, our students can go anywhere!

The 2023-24 budget aligns resources to support student achievement and prepare students for college and career readiness and postsecondary success. I look forward to seeing the district achieve these goals in the future.

This summary is not intended to capture all District goals but summarizes major budget allocations to help the users of this document have a high-level understanding of the District finances. As Westminster Public Schools moves forward, we will continue to ask the two central questions when making decisions:

- Is this in the best interest of our students?
- Does this help our students learn?

We expect that our results and transparent process will demonstrate that our District provides a quality educational program and is a good steward of our taxpayers' investment into our system.

Kindest regards,



Dr. Pamela Swanson
Superintendent of Schools

Acknowledgements and Awards

THE FINANCE DEPARTMENT OF WESTMINSTER PUBLIC SCHOOLS IS HONORED TO PRESENT THE FISCAL YEAR 2023-2024 FINANCIAL PLAN AND BUDGET.

SPECIAL RECOGNITION GOES TO ALL OF THE **STAFF** THAT SUPPLIED INFORMATION FOR THIS PUBLICATION.

MANY HOURS WERE SPENT DISCUSSING AND EVALUATING THE MOST EFFECTIVE AND EFFICIENT USE OF TAXPAYER DOLLARS TO EDUCATE OUR STUDENTS.

WESTMINSTER PUBLIC SCHOOLS APPRECIATES THE DEDICATION OF **THE BOARD OF EDUCATION** MEMBERS FOR THEIR HOURS OF SERVICE TO OUR STUDENTS, EMPLOYEES, AND COMMUNITY.

SPECIAL RECOGNITION GOES TO ALL **COMMUNITY** MEMBERS FOR THEIR CONTINUOUS SUPPORT OF OUR STUDENTS, TEACHERS, AND SCHOOLS. COMMUNITY SUPPORT IS VITAL TO THE SUCCESS OF WESTMINSTER PUBLIC SCHOOLS.

THANK YOU!

Meritorious Budget Award

The Association of School Business Officials International (ASBO) presented the district the Meritorious Budget Award (MBA) for the fiscal year beginning July 1, 2022. The MBA program promotes and recognizes excellence in school budget presentation and enhances school business officials' skills in developing, analyzing, and presenting a school system budget. The district has submitted this budget document for award consideration.



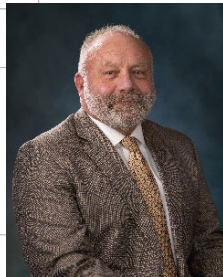
Distinguished Budget Presentation Award

Westminster Public Schools Finance Department chose not to submit the 2023-24 Adopted Budget to the Government Finance Officers Association of the United States and Canada (GFOA) for the Distinguished Budget Presentation Award consideration. Instead, the funds were donated to the Westminster Education Foundation for scholarship opportunities for district students.

Board of Education



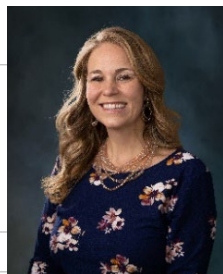
Mr. Ken Ciano
Board President



Mr. Max Math
Board Vice President



Mr. Aaron Martin
Board Secretary



Mr. Christine Martinez
Board Treasurer



Mr. Dan Orecchio
Board Director

Executive Administration

Dr. Pamela Swanson
Superintendent



CENTRAL OFFICE EXECUTIVE TEAM

Dr. James Duffy, Chief Operating Officer

Dr. Jen Gotto, Chief Education Officer

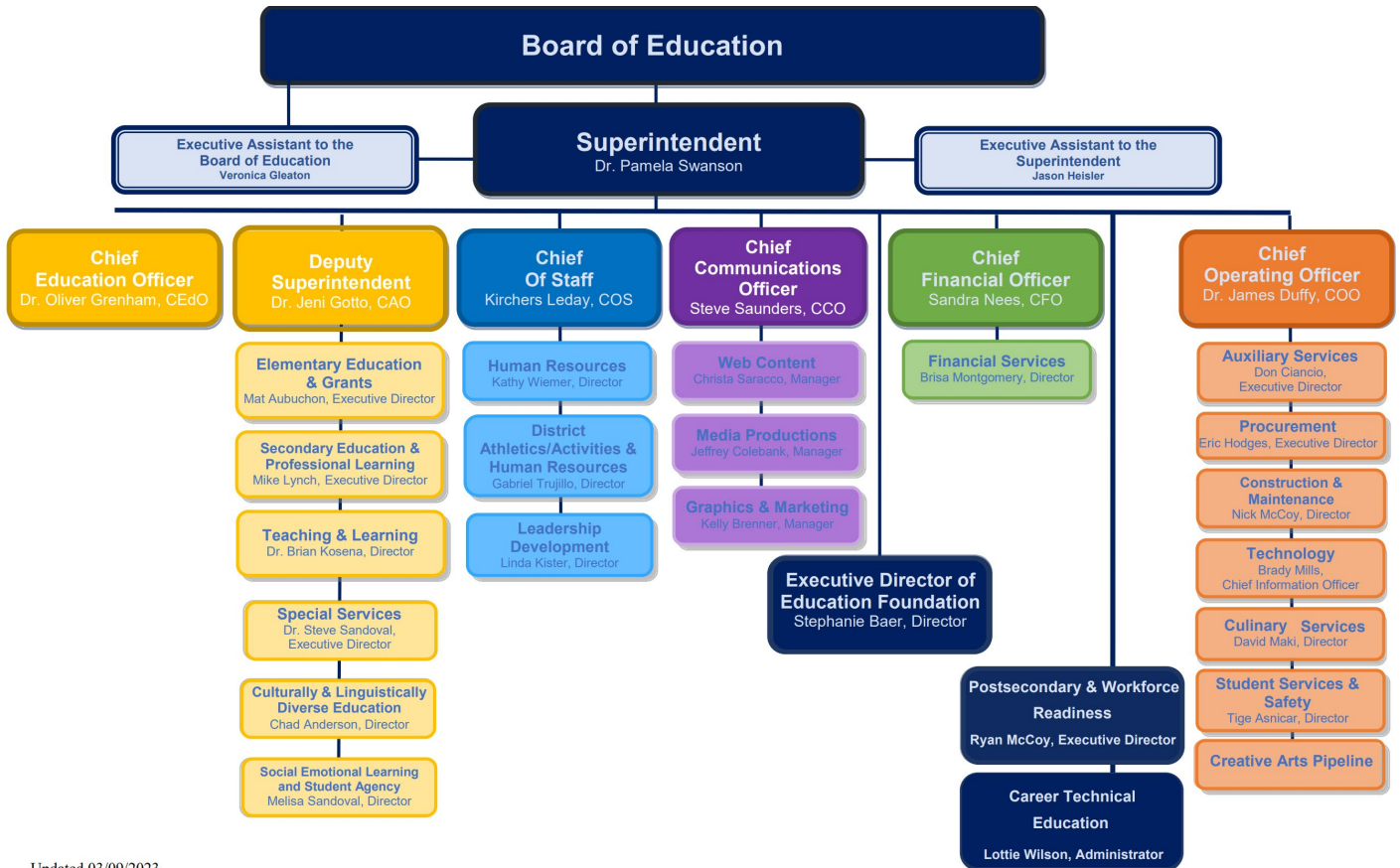
Mr. Kirchers Leday, Chief of Staff

Ms. Sandra Nees, Chief Financial Officer

Mr. Steve Saunders, Chief Communications Officer

Mr. Ryan McCoy, Executive Director

District Organization



Updated 03/09/2023

Budget Summary

State law requires the Board of Education to adopt and appropriate a budget for all district funds each year. This summary provides an overview of the Adopted Budget for the fiscal year 2023-24 for Westminster Public Schools. Information in this summary is based upon the 2023-24 Adopted Budget to be approved by the Board of Education on May 24, 2023. Supporting data for the information contained in this summary may be found in the detailed information reported in other sections of this document. The Adopted Budget is available for review on the District's website under the Financial Transparency webpage at www.westminsterpublicschools.org/transparency.

Vision, Mission, and Corporate Values

VISION

Preparing future leaders, learners and thinkers for a global community.

MISSION

WPS will create opportunities to develop competent, agile learners who will contribute to their community and achieve personal success.

CORPORATE VALUES

"It's not hard to make decisions when you know what your values are."

- Roy Disney

We Agree to prepare students for the day after graduation and promote entrepreneurial thinking, college and workforce readiness.

We Agree to respect our community through culturally responsive instructional and communicative practices.

We Agree to create and maintain a positive district culture through clear communication and a demonstration of competency, self-accountability, mutual respect, and collective effort.

We Agree to customize and demonstrate a balance of best instructional practices, as outlined in the Learner Centered, Competency Based Instructional Model.

We Agree to promote positive and trusting relationships with all stakeholders, through honesty and transparency, where people come first.

We Agree to expect our students and adults to be challenged through deep and critical thinking and Project Based Learning opportunities at or above current levels of competency.

We Agree to develop personalized learning pathways for students through collaboration, student ownership, goal setting, and tracking performance.

We Agree that we will better our craft through personal and professional development, collaboration and continuous improvement with specific professional goal setting aligned to the evaluation tool, using data, and the instructional model.

We Agree to embrace technology as a tool to enhance highly engaged teaching and learning.

We Agree that adults will provide aligned and targeted learning opportunities for students to read, write, speak, actively listen and think critically every day.

Reinvention of the School District

Once considered a typical suburban school district, economic and demographic shifts within the larger metropolitan area have changed the face of the District to resemble that of an archetypical urban district: low-income/high poverty, majority minority enrollment, aging facilities, high mobility, and lagging student achievement.

The Board of Education engaged in a visioning process to begin conversations on the future of the District. To structure the discussion, the Board reviewed fact-based information and data on student achievement, finances, and enrollment trends. The Board also reviewed perception data gathered from community surveys, focus groups, and interviews. Using this data to inform the direction and focus of the District over the next five years, the Board identified the following priorities:

- Continue and strengthen the success of CBS.
- Maintain current momentum and success for student achievement in the District.
- Establish an accurate perception of WPS in the mind of the public and staff.
- Have the courage to cultivate and sustain a great school district.
- Develop the resources needed by the District, assuming prudent budgeting and resource allocation.

These strategic priorities were then organized and summarized as the following large goals for WPS:

1. **R**esources to fund success for all students
2. **I**mage of the school district's success established in the District and community
3. **S**ustained **Excellence** in achievement for all students

There is much work to be done in each of the categories captured by **RISE**; however, the five vision areas outlined in the plan provide a blueprint moving forward to **2023**.

Since implementing a Competency Based System (CBS), the District has shown sustained academic growth and has become a recognized leader in educational innovation. CBS requires students to show proficiency or mastery of a learning topic before moving to the next level. It does away with social promotion, which allows too many students to graduate from high school unprepared for the workforce or a college education.

WPS is dedicated to consistently improving the curriculum to engage students through purposeful, project-based approaches, integrating instructional technology to enact new knowledge, and creating a strong school culture to empower children to be great citizens of the world. We are creating opportunities for learners to think, work together, and contribute throughout life. Our goal is to equip our students with the knowledge and skills they will need for the day after graduating from high school.

As we continue to guide our schools, we need to provide our teachers with the knowledge and skills necessary to allow them to continue to challenge our students and to teach using the very best teaching strategies. We need to ensure we have research-based innovative instructional programs that align with, and support, CBS. We must foster a culture of learning through technology and continue to provide our students with the hardware necessary to access that technology. Our curriculum must engage our students in a variety of learning opportunities, and be based on hands-on learning. Finally, we must provide our students with an education that will serve them as they adapt to the challenges of their time.

This work must be done with clarity and vision. As we look to the future, we must be clear on what the District stands for and clearly articulate our identity. We commit to continuing our leadership role in education innovation, and we will persist in holding our students to high academic standards. While our commitment to excellence is steadfast, we will be flexible in meeting the needs of our students through supporting and providing innovative instructional programs.

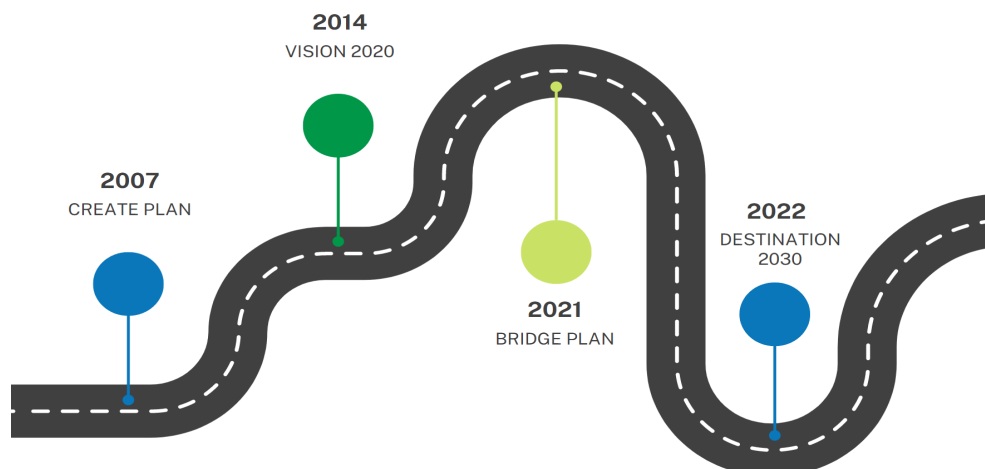
Strategic Plan: Destination 2030

Long term planning and strategic visioning are core values that underlie our on-going organizational success.

To keep our forward momentum and ensure our initiatives meet our current and future needs, it is the small wins that have an outside impact on our work. To ensure that we have more small wins than losses, we engage in the plan, do, check, and adjust continuous improvement cycle. Progress demands attention, openly learning from our mistakes and successes is what propels us to the future.

Our most recent strategic initiatives started with **planning** in 2007. Following the successful passage of the largest bond in district history, a citizen led advisory group, The **CREATE** Advisory Board, provided us with a robust plan to modernize district facilities. In September of 2014, the Board of Education re-engaged in a visioning on the future of the District (**adjust**). The **CREATE Plan** focused heavily on facilities, now the district needed to address achievement. The Board reviewed fact-based information and data on student achievement, finances, and enrollment. The Board also reviewed perception data gathered from community surveys, focus groups, and interviews. Using these data to inform the direction and focus of the District, a new strategic plan Vision 2020 was adopted. Building on our strengths we were able to deliver on the promises made in the Vision 2020 plan. We made strong academic gains; we lead the state in employee compensation; we updated facilities for safety and comfort. Vision 2020 delivered on the vision of the CREATE Board and launched us into a period of strong organizational growth. The expiration of Vision 2020 coincided with series of global events that made the development of new strategic plan more important than ever but particularly challenging. In 2021, to allow the district time to understand the implications of a global pandemic we implemented the Bridge Plan. In developing the plan, it was noted the disruptions of 2020 were transformative and social change was inevitable. Learning losses threaten to extend beyond this generation and erase years of steady academic growth. As a district, we need to identify and analyze the actions we took to respond to this pandemic. What actions were short-term and have run their course? What actions do we want to continue? What actions did we not take, but want to consider this time? And, what can we build upon to make us more innovative, effective, and add value to the organization? And, what can we build upon to make us more innovative, effective, and add value to the organization?

The Bridge Plan, in tandem with this Strategic Plan, was structured around three pillars: **Respond**: reacting to disruptive change, **Recovery**: overcoming challenges, experimenting with new approaches, and regaining productivity, and **Renewal**: applying learnings, innovating, and emerging stronger. It was a short-term plan to help frame our work over the past year and a half, addressing the respond and recover phases of our work. It provided us the opportunity to reflect on how we responded to the pandemic and what needs to be in place to put us on the road to recovery. This is foundational work in our journey to Destination 2030 the renewal plan. While our path forward is hidden under the fog of the future, understanding where we have been and where we are now helps light the way. Destination 2030 is the continuation of a long and robust planning process.



Area Demographics

Westminster Public Schools is a metropolitan school district located in Adams County, Colorado. The District is primarily located in the City of Westminster, a northwest suburb of Denver.

CITY OF WESTMINSTER: <i>At a Glance</i>				
Population: 118,929	Households: 46,686	Median Age: 37.2	Educational Attainment (Age 25+): Bachelor's degree or higher 39.5% Master's, professional or doctorate 14.5%	Average Disposable Income: \$77,138
Source: City of Westminster 2023 Adopted Budget				

ADAMS COUNTY: <i>At a Glance</i>				
Population: 520,070	Households: 179,384	Median Age: 34.8	Educational Attainment (Age 25+): High School Graduate 28.4% Bachelor's Degree 19.4% Graduate or Professional Degree 9.2%	Median Household Income: \$78,304
Source: Adams County 2023 Adopted Budget				

SCHOOL FINANCE IN COLORADO

The Colorado Legislative Council Staff, the nonpartisan research staff of the Colorado General assembly, provides a "School Finance in Colorado" publication to members of the General Assembly and interested readers throughout the state, *available at* <https://leg.colorado.gov/agencies/legislative-council-staff/school-finance>.

SOURCES OF STATE FUNDS

The state tax burden for individuals and businesses includes corporate income taxes, individual income taxes, sales taxes, and use taxes. These tax collections are in addition to property taxes paid by homeowners and businesses. The state appropriated approximately 80 percent of its total operating budget on health care, kindergarten through 12th grade education, higher education, prisons, courts, and human services programs for FY 2022-23. The largest budget items for local governments include preschool through 12th grade education, public safety (police, jails, and fire services), streets, waste management, and recreation.

Three sources of revenue provide money for the state aid appropriation of school finance. The primary source is the state's **General Fund**. In fiscal year 2022-23, 85 percent of the school finance appropriation was provided by the state's general fund. The state's general fund receives 93 percent of its funding from income (corporate and individual), sales, and use taxes. The state's general fund also receives revenue from excise taxes on cigarettes, tobacco, liquor, and marijuana; insurance premium taxes; investment income; and a variety of miscellaneous revenues sources, such as fines and penalties. The state general fund provides approximately 85 percent of the school finance appropriation.

The second source of state aid is the **State Education Fund**. This fund receives revenue equal to a tax of one-third of 1 percent on federal taxable income. This fund provides approximately 13 percent of the school finance appropriation. The final source is the **State Public-School Fund**, which consists primarily of federal mineral lease revenue and a portion of rent and royalties from state school lands. This fund provides approximately 2 percent of the school finance appropriation.

Why is the source of state revenue important? In total, the state provides approximately 59 percent of the total funding for school finance. Any risk or upside to the state's economy will have a direct impact on the availability of funds to fund the state share. Equally important is the impact of the TABOR limitation on state revenues as described below.

Finally, the state generally balances its budget through the use of the budget stabilization factor decreasing the amount of funding available to school districts.

TABOR – TAXPAYER'S BILL OF RIGHTS – STATE GOVERNMENT

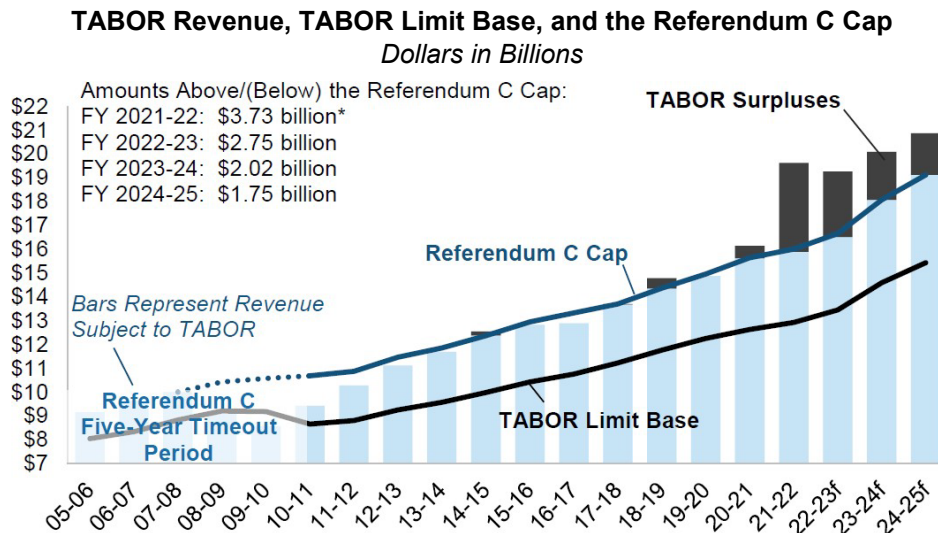
Approved by voters in 1992, the Taxpayer's Bill of Rights (TABOR) limits annual growth in state revenue. A constitutional formula calculates the state's limit by adjusting a base amount for inflation and population growth. The base amount is the lesser of the prior year's revenue or limit. Revenue collected in excess of the limit, commonly called the "TABOR surplus," must be refunded to the taxpayers in the following year. Although the constitution refers to the limit as a "spending" limit, it functions as a revenue limit because it defines "spending" as the amount of revenue the state may either spend or save in a given year.

Referendum C. Passed by voters in 2005, Referendum C is a permanent voter-approved revenue change. The referendum created a five-year "timeout period" between FY 2005-06 and FY 2009-10. During this time, the state was allowed to spend or save the full amount of revenue it collected, effectively eliminating the TABOR limit. Beginning in FY 2010-11, Referendum C allows the state to keep revenue up to a capped amount known as the Referendum C cap.

The Referendum C cap is equal to the highest amount of revenue collected in a single fiscal year during the timeout period, adjusted by inflation plus population growth each year thereafter. The cap is grown from the prior year's cap irrespective of whether state revenue is above or below the cap. Because revenue was the highest in FY 2007-08, the amount of revenue collected during that fiscal year became the base for computing the cap in subsequent years.

Revenue collected above the original limit but below the Referendum C cap must be spent only on health care, public education, transportation, and local fire and police pensions.

The following graph shows the state's limit (lines) and revenue subject to the TABOR limit (bars) since the adoption of TABOR in 1992.



Source: Office of the State Controller and Legislative Council Staff. f = Forecast.

*The refund amount for FY 2021-22 differs from surplus amount because it includes \$119.7 million in under-refunds from prior TABOR surpluses.

Federal funds, voter-approved revenue, property sales, damage awards, gifts, and revenue collected by enterprises are exempt from the TABOR limit under the TABOR Amendment. In Fiscal Year 2020-21, exempt revenue represented 72 percent of total state revenue.

COLORADO SCHOOL FINANCE ACT

Colorado's school finance act distributed nearly \$8.4 billion in state and local dollars to the state's 178 school districts for K-12 public education in FY 2022-23. Currently, this money is allocated under a law called the "Public School Finance Act of 1994." The school finance act contains a formula that calculates a per pupil funding amount for each school district based on the individual characteristics of the district, such as the cost to live in the district and the number of students enrolled.

School District Funding =

$$\left[\begin{array}{l} \text{(Number of Pupils} \times \text{Preliminary Per Pupil Funding)} \\ + \text{At-Risk Funding} + \text{ELL} + \text{Online and ASCENT} \\ \text{Funding} \end{array} \right] \times \text{Budget Stabilization Factor}$$

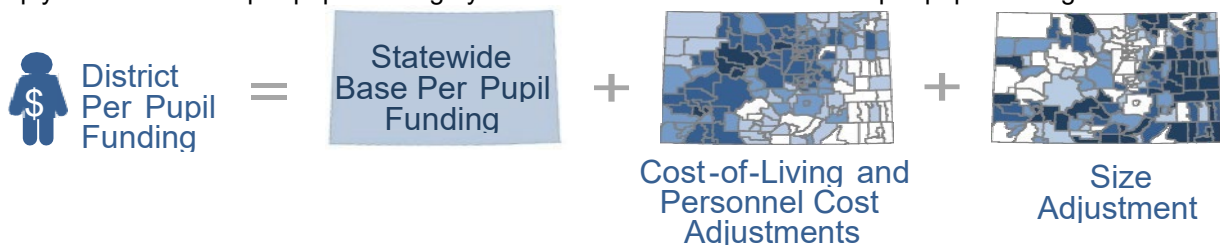
The Funding Formula

The basic essence of the funding formula is the number of pupils multiplied by a per pupil dollar amount. The complexity of the funding formula is unpacking the definitions for the "number of pupils" and a "per pupil dollar amount." The formula is further complicated by the application of the **budget stabilization factor (BS factor)**. The BS factor was implemented to reduce each school district's funding by a fixed percentage. The reduction is made after all other adjustments in the funding formula are calculated.

Summary of School Finance Act Funding

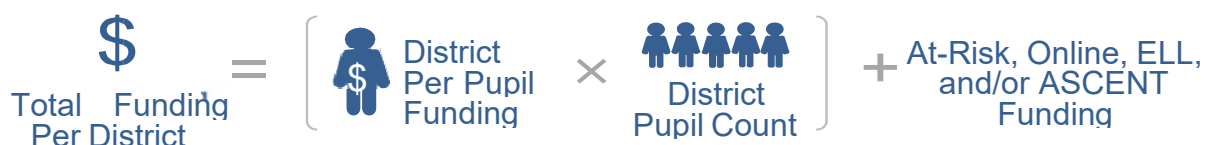
1. Calculate Per Pupil Funding for Each District

Multiply statewide base per pupil funding by district-level factors to determine per pupil funding for each district.

$$\text{District Per Pupil Funding} = \text{Statewide Base Per Pupil Funding} + \text{Cost-of-Living and Personnel Cost Adjustments} + \text{Size Adjustment}$$


2. Calculate Total Funding Required for Each District

To determine total funding for each district, multiply district per pupil funding by the number of students in the district, then add funding for at-risk, online, English language (ELL) and ASCENT students.

$$\text{Total Funding Per District} = \left[\text{District Per Pupil Funding} \times \text{District Pupil Count} \right] + \text{At-Risk, Online, ELL, and/or ASCENT Funding}$$


3. Determine the Local Share of Funding

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

$$\begin{array}{ccccc}
 \$ & & & & \\
 \text{Local Share} & = & \text{Residential and Nonresidential} & + & \text{Specific} \\
 \text{Per District} & & \text{Property Tax} & & \text{Ownership Tax}
 \end{array}$$

4. Determine the Required Amount of State Equalization

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

$$\begin{array}{ccccc}
 \$ & & \$ & & \$ \\
 \text{State Aid} & = & \text{Total Funding} & - & \text{Local Share} \\
 \text{Across Districts} & & \text{Across Districts} & & \text{Across Districts}
 \end{array}$$

5. Apply the Budget Stabilization Factor

The budget stabilization factor is a state budget element that proportionately reduces the amount of total funding for each district, such that state aid is reduced.

$$\begin{array}{ccccc}
 \$ & & \$ & & \% \\
 \text{Actual Total} & = & \text{Total Funding} & \times & \text{Budget Stabilization} \\
 \text{District Funding} & & \text{Per District} & & \text{Factor}
 \end{array}$$

Source: Legislative Council Staff

BUDGET STABILIZATION FACTOR

In an effort to generate budget savings for the state, House Bill 10-1369 included a new factor called the budget stabilization factor for FY 2010-11 and FY 2011-12. For most districts, after all the funding adjustments required by the school finance act are calculated, this factor reduces total funding proportionately across districts.

Senate Bill 11-230 extended the budget stabilization's applicability indefinitely. In FY 2023-22, for most districts, the budget stabilization factor reduced total funding by approximately 3.7 percent, or a total of \$321.2 billion compared to what would have been funded without the factor. Per pupil funding fell by a similar percentage.

LOCAL SHARE

The local share is the portion of the district's total program contributed directly by local taxpayers. The local share includes revenue from property taxes and specific ownership taxes (SOT). SOT is a tax paid annually on motor vehicles instead of property taxes.



The district's property taxes for total program are calculated by multiplying the taxable property value of property located within the district (i.e., net assessed valuation) by the property tax rate (i.e., mill levy). The assessed value of property located within the district is determined each year, and it includes all taxable property in the district. Property is taxed depending on its classification. In addition to residential, classifications include commercial, industrial, agricultural, natural resources, producing mines, oil and gas, vacant land, and state assessed property.

Specific ownership taxes (SOT) are paid annually on motor vehicles. Counties SOT and distribute them to all governments in the county that collect property taxes such as school districts, cities, special districts, and the county itself. Counties SOT to the governments in proportion to the amount of property taxes by each. Only a portion of the SOT collected by the district are attributable to share. The mill levy for total program and abatements is divided by the district's total mill levy to generate a percentage. This percentage of SOT is applied to the local share. In other words, the mill levies for mill levy overrides and bond redemption are excluded from the SOT local share calculation.



collect
taxes,
distribute
collected
the local

STATE EQUALIZATION

State equalization (i.e., state share) is funding provided by the state under the school finance act. State equalization is the difference between the district's total funding and what is provided from local property and specific ownership taxes.

$\text{State Aid} = \text{Total Program Funding} - \text{Local Share}$
--

CATEGORICAL PROGRAM FUNDING

School districts in Colorado receive state revenue through a variety of programs designed to serve special groups of students or student needs. The state constitution designates a specific group of these programs as "categorical programs." Article IX, Section 17, of the Colorado Constitution, commonly referred to as Amendment 23, defines categorical programs as programs for transportation, English language proficiency, expelled and at-risk students, children with disabilities and gifted children, suspended students, vocational education, small attendance centers, comprehensive health education, and any other accountable program specifically identified in law as a categorical program. The General Assembly is required to increase the sum of funding for all of these programs by the rate of inflation. The General Assembly may use money in the State Education Fund to provide the increased funding.

Because the state constitution mandates the increase in categorical programs, any shortfall in the state's budget caused by the increase would most likely result in an increase to the budget stabilization factor.

Special Education

The state's total appropriation for special education was \$300.2 million. The state provides special education funding for disabled students, as well as for gifted and talented students. The Exceptional Children's Educational Act (ECEA) dictates how funding is distributed.

Under the law, the district receives \$1,750 for every student with a disability (Tier A). The district also receives an additional distribution for students with specific, identified disabilities (Tier B). These specific disabilities include vision or hearing disabilities, autism, a significant identifiable emotional disability, a traumatic brain injury, multiple disabilities, or significant limited intellectual capacity. A relatively small portion of the categorical funding is set aside for three specific purposes. Districts that pay tuition to facilities to provide special education services to students whose parents cannot be located or are incarcerated or whose parents' rights have been relinquished or terminated. Districts may receive grants for "high cost" students. Districts may also receive funding to identify children who may benefit from early intervention services.

Gifted and Talented

The state's total appropriation for gifted and talented was \$13.0 million. This money is used to provide staff, activities, and educational materials and equipment to serve gifted students.

Public School Transportation

School districts are reimbursed for some of the cost of transporting pupils between their home and school. The reimbursement formula is two-pronged; it takes into account mileage and costs. The formula provides 37.87 cents for each mile traveled, plus 33.87 percent of the difference between district transportation expenditures and the mileage allowance. Transportation expenditures that are reimbursable include items such as motor fuel and oil, vehicle maintenance costs, equipment, facilities, driver employment costs, and insurance. Districts are not eligible for reimbursement for the cost of purchasing buses or for field trips. The law sets a minimum funding level equal to the amount a district was entitled to receive in the prior year. However, the law also applies a cap of 90 percent of allowable district transportation expenditures. For FY 2023-24, the General Assembly appropriated just over \$62.8 million for the transportation program. Each district's funding is prorated if the appropriation is less than the required amount.

Vocational Education

Unlike the School Finance Act and the other categorical programs, which are administered by the Colorado Department of Education, the vocational education program is administered by the State Board for Community Colleges and Occupational Education. Vocational education courses are designed to provide students with entry-level occupational skills and knowledge required by business and industry. Any school district conducting approved vocational education courses is entitled to funding from moneys appropriated by the General Assembly. Vocational education aid is disbursed to districts according to the full-time equivalent (FTE) cost of a program. The state provides funding for instructional personnel, contracted educational services, books and supplies, and equipment. Each district is required to pay its program costs per FTE at 70 percent of its per pupil revenue. For costs exceeding 70 percent, the state pays 80 percent of the first \$1,250 per FTE and 50 percent of any additional costs above the \$1,250 level. If the state appropriation is less than the amount required by the funding formula, district allocations are prorated. The FY 2023-24 appropriation for this program is \$28.2 million.

English Language Proficiency

The English Language Proficiency Act (ELPA) provides financial assistance to districts with students whose dominant language is not English. Districts are required to identify, assess, and provide programs for students in the following classifications: a) students who do not comprehend or speak any English; b) students who comprehend or speak some English but whose predominant language is not English; and c) students who comprehend and speak English and at least one other language, whose dominant language is difficult to determine, and who score at or below an acceptable level on a state-developed test.

ELPA funding is disbursed to districts for up to five years for each participating student. The state appropriation for this program in FY 2023-24 is \$25.3 million. Of this total, a portion is distributed to districts with students in classifications (a) and (b). The remainder is distributed to districts with students in category (c). Money is allocated to districts on a per pupil basis: the respective portions of the appropriation are divided by the total number of students in categories (a) and (b) and the total number of students in category (c); each district receives the per pupil funding amount for qualifying students.

READ ACT

The Colorado Reading to Ensure Academic Development Act (Colorado READ Act) was passed by the Colorado legislature in 2012, giving the state the guiding philosophy, structure and resources to get children reading at grade level by the time they enter the fourth grade. The READ Act focuses on early literacy development for all students and especially for students at risk to not read at grade level by the end of the third grade. The READ Act focuses on literacy development for kindergarteners through third-graders. Students are tested for reading skills, and those who are not reading at grade level are given individual READ plans. The state appropriated \$26.3 million for this program in FY 2023-24.

FEDERAL COVID-19 EDUCATION FUNDING

EDUCATION STABILIZATION FUND

On March 27, 2020, the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) became law providing \$13.5 billion for an Education Stabilization Fund administered by the U.S. Department of Education. The grant programs applicable to Elementary & Secondary Education, including (a) Governor's Emergency Education Relief (GEER) Fund and (b) Elementary and Secondary School Emergency Relief (ESSER) Fund.

The Colorado governor's office received approximately \$44 million from the \$3.2 billion GEER Fund via a formula grant to provide emergency supports to "schools (including charter schools and non-public schools), postsecondary institutions, and other education-related organizations" most significantly impacted by the coronavirus. The funds awarded to school districts within the state are available "to support the [the school district's] ability to continue to provide educational services to students and to support the on-going functionality of the [school districts]."

The state will receive approximately \$121 million from the \$13.2 billion ESSER Fund via a formula grant. The use of these funds is limited by the CARES Act. The state must distribute not less than 90% of the grant funds to school districts. The amount of funds distributed to districts will be in proportion to the amount of funds a school district received under Part A of Title I of the ESEA in the most recent year.

Any district receiving funds from the Education Stabilization Fund, "shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus."

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND (ESSER)

ESSER I. In March 2020, the CARES Act established the Education Stabilization Fund, which initially provided \$13.23 billion to the Elementary and Secondary School Emergency Relief (ESSER) I Fund. ESSER I Fund dollars were appropriated to states based on the 2019-20 Title I shares with 90% allocated to local education agencies (LEAs) that received a Title I allocation in the most recent fiscal year and the remaining 10% for a state reserve fund. Colorado was allocated \$120,993,782 from the U.S. Department of Education from the ESSER I Fund.

ESSER II. In December 2020, the Coronavirus Response and Relief Supplemental Appropriations Act added \$82 billion in funding for the Education Stabilization Fund including \$54.3 billion for the ESSER Fund. This tranche of funding is called ESSER II. ESSER II funds were distributed according to the same process as the original ESSER funds with 90% flowing to local education agencies based on the Title I formula and 10% reserved for state set-aside activities. Like the original ESSER dollars, only 0.5% of the total state award may be used for administration activities. Colorado has been allocated \$519,324,311 to the ESSER II fund.

ESSER III. In March 2021, the American Rescue Plan (ARP) Act added \$123 billion to the Elementary and Secondary Education Relief (ESSER) fund in emergency pandemic relief aid for K-12 schools nationally. Colorado received almost \$1.17 billion under the new legislation and, like the previous recovery bills, 90% of the funding will flow to districts through the Title I formula with 10% set aside for state-level priorities. ESSER III has a heavy emphasis on addressing the learning loss of COVID-19 by requiring local education agencies to use at least 20% of funding for this purpose including interventions, summer programming, and after-school opportunities. Colorado has been allocated \$1,166,328,632 in ESSER III funding.

CORONAVIRUS RELIEF FUND

Another portion of the CARES Act is the \$150 billion Coronavirus Relief (CR) Fund administered by the U.S. Department of the Treasury. The Governor issued Executive Order D 2020 070 on May 18, 2020, detailing the intended distribution of the state's \$1.674 billion CR fund allocation. The Governor directed \$510 million to school districts.

EMERGENCY FEEDING – USDA

The USDA administers additional funds from the CARES Act to provide additional school district supports for COVID-19 emergency feeding. Additionally, the Families First Coronavirus Response Act (FFCRA) provided waivers from regulations to facilitate the emergency feeding.

Assessed Valuation Property Tax Mill Levy

The assessed valuation of property in Colorado is related to the 1982 Gallagher amendment. This amendment balances residential and commercial tax growth. The county assessed valuation must be maintained at a 45% residential and 55% all other property (mainly commercial) proportion. For example, the appraisal value of the residential property may increase by 8%, but the assessment rate may decline by 10% to maintain the proportion of 45% residential and 55% other property.

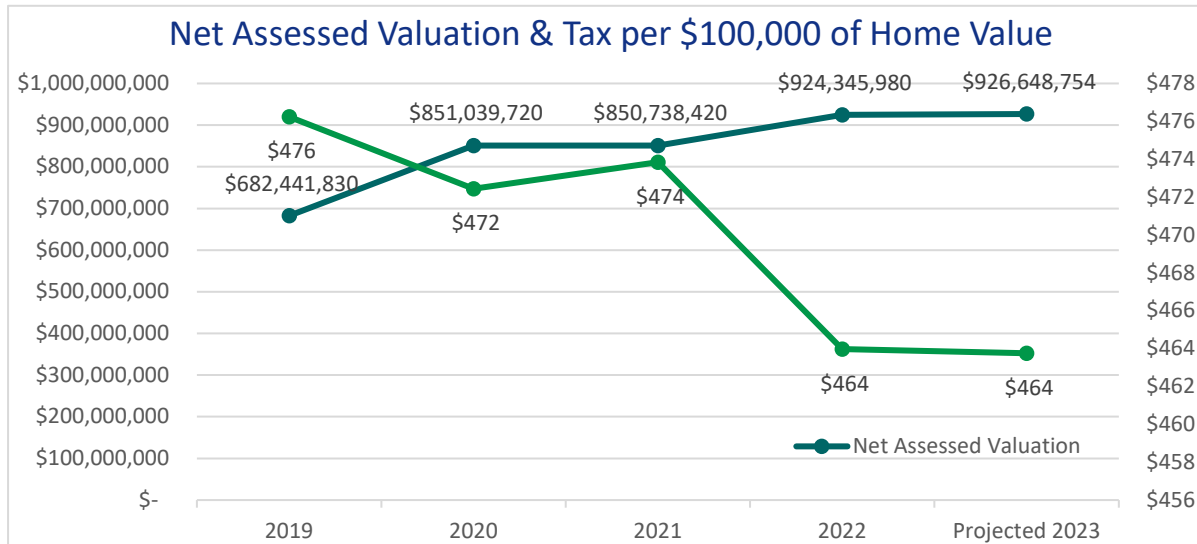
There is potential for the assessed valuation to go up or down prior to the final calculation in December. May is the month taxpayers can protest their assessed valuation. A final decision on an appeal could be as late as December. Also, business personal property tax reports are not due until June, which affects the commercial property assessed valuation.

The residential Colorado Assessment rate was reduced in 2017 from 7.96% to 7.2% and to 7.15% in 2020 to adhere to the ratio requirements of the Gallagher Amendment. This will equate to approximately a 10% savings in the property tax, which will help to offset a portion of the tax increase that may result because of the increase in the value of the real estate.

The General Fund mill levy is established in accordance with state statutes and constitutional limitations and may be adjusted to compensate for tax credits, abatements, and omissions under those legal restrictions. For purposes of developing the Fiscal Year 2023-24 budget, the school finance General Fund mill levy for property tax to be collected in 2023, exclusive of any level for tax abatements, is anticipated to be 27 mills before mill levy overrides. Westminster Public Schools passed a mill levy in November of 2018 that generates additional revenue outside of the general fund mill levy.

Under Colorado law, all property taxes become due and payable in the year following that in which they are levied. Property taxes attach an enforceable lien on property as of January 1 of the year following the levy. The property tax revenue estimate for Fiscal Year 2023-2024 is based on the anticipated tax collections from July 2023 through June 2024. This method of budgeting property tax revenues follows generally accepted accounting principles (GAAP). All other tax revenue budgets (specific ownership tax) are based on collections anticipated to be received during the fiscal year (July 1 through June 30).

Westminster Economic Profile for the city of Westminster Economic Development Office reports that an average sales price for a single family detached home is \$540,000. The following chart shows the amount of property tax an owner would owe per \$100,000 that would go to the District.



Principal Issues Facing the District

The budget for 2023–24 will begin the fiscal year with a sound plan to balance expenditures with available resources and revenues while providing for required reserves. Across all funds, this budget includes appropriations of \$210 million.

The 2023-24 Adopted Budget allows the district to address pending statutory changes and some important budget priorities in a fiscally responsible manner within the resources projected to be available.

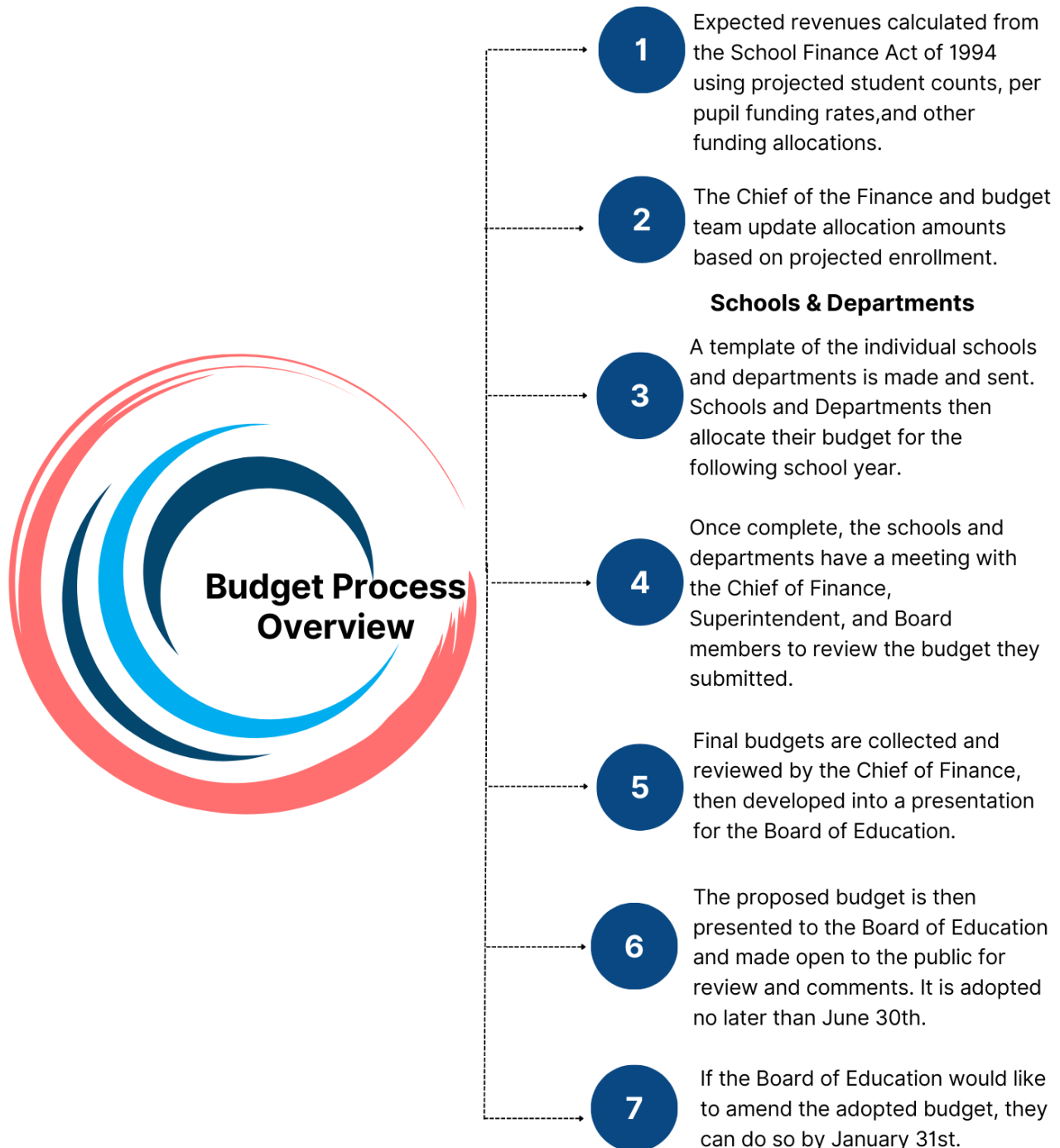
Although state revenues have rebounded from depressed levels, pressure continues the legislature to limit the funding for K-12 education in Colorado. At the same time, some state programs and services are required to expand while others are expanded by legislative mandate. The statewide impact of the Budget Stabilization Factor is expected to be \$171.2 million and \$1.5 million for Westminster Public Schools.

Global, national, and local economic pressures are significantly impacting school district budgets. Labor shortages and changing work patterns are creating situations where services cannot be provided, or short term contracted services are needed to ensure students have transportation, hot lunches, and health and safety services. The labor shortage is also driving wage increases in a simple supply and demand model. Rising costs for food, fuel, supplies, equipment, and materials are outpacing the increase in funding where other services for students must be reduced or postponed in order to provide a basic level of district functions. Lastly, the global supply chain constraints have increased delivery times and availability of some basic items to operate school districts, increasing lead times and warehouse inventory levels which reduces efficiency and costs.

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 an 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.

Westminster Public Schools projects slight declines in enrollment into the near future posing many challenges. Although the Colorado School Finance Act softens the financial impact when districts experience declining enrollment, challenges still exist with regards to the cumulative effects of the loss of funding, inefficient staffing and underutilized facilities.

As these overall student populations shift between grades, programs, and communities, a review of resource allocations between programs is necessary to determine adjustments to address the needs of those shifting student populations without additional resources.



Financial Budgeting and Accounting Basis

The District follows Generally Accepted Accounting Principles (GAAP) established by the Governmental Accounting Standards Board (GASB) for both accounting and budgeting. The majority of the day-to-day operations of the school district are accounted for in the General Fund. Complete definitions of the funds maintained by the District are presented later in this executive summary. In addition, the Board of Education adopts specific policies by which the District is governed.

District Budget Timeline

The District's annual budget provides the framework for both budgeted expenditures and projected revenues for the year. Information used to develop the budget is largely based on information provided by the State of Colorado and District student enrollment projections.



Budgetary Goals for the Fiscal Year

Westminster Public Schools continues to raise expectations, challenge students and staff, and remains committed to excellence. The vision of the district is to prepare future leaders, learners, and thinkers for a global community. The current year's budget was designed with this vision in mind.

Revenue & Expenditure Goals

The Board of Education proposes guidelines for the budget development process. All resources of the District shall be directed toward ensuring that all students reach their learning potential, including that they meet or exceed state and District content standards.

In order to fulfill its trustee obligation with regard to District resources, the Board of Education 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 of Education. The system shall:

1. Determine how resources are currently allocated by school 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 maximize the use of 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 Accountability Advisory Committee and to the Board of Education. The District Accountability Advisory Committee shall make recommendations to the Board of Education or the Board's designee relative to priorities for expenditures of District funds and provide a copy of the recommendations to the Superintendent. The Board of Education shall consider these priorities when it adopts the annual budget. The Superintendent shall consider the District Accountability Advisory Committee recommendations when preparing the budget to be presented to the Board of Education.

Accordingly, the budget prepared and presented by the Superintendent shall:

1. Include contingency plans in the event budget assumptions prove erroneous
2. Be in summary format understandable by a lay person
3. Itemize District expenditures by fund
4. Include information regarding school-level expenditures
5. Adequately describe expenditures
6. Show the amount budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year
7. Consider recommendations made by each school-level accountability committee relative to priorities for expenditures of District funds
8. Contain enough information to enable credible projection of revenue and expenses
9. Disclose budget planning assumptions
10. Not excessively rely on nonrecurring revenue
11. Not provide for expenditures, inter-fund transfers or reserves in excess of available revenues and beginning fund balances
12. Not include the use of beginning fund balance unless the Board of Education has proposed a resolution as described in state law specifically authorizing such use
13. Not reduce without approval of the Board of Education, the current cash reserves at any time to less than the minimum amount required by the spending limitations set forth in the state constitution

14. Provide adequate and reasonable budget support for Board of Education development and other governance priorities, including the cost of fiscal audit, Board of Education and committee meetings, Board of Education memberships and district legal fees
15. Take into consideration fiscal soundness in future years and plans for the building of organizational capabilities sufficient to achieve the Board of Education's goals in future years
16. Reflect anticipated changes in employee compensation including inflationary adjustments, step increases, performance increases and benefits
17. Comply with state and federal law
18. Provide sufficient resources to address the District's facility needs

Introduction to the Financial Section

This section describes the calculation of the district's expected revenues, expenditures, reserves, debt, and capital spending, including the budget statements for each fund and each division within the general fund. We encourage readers to consider the information presented here in conjunction with the district's Annual Comprehensive Financial Report for the fiscal year ended June 30, 2022. The Financial Report includes the independent auditor's report, audited financial statements, notes to the financial statements, supplementary statements and statistical statements.

Description of All Funds

The district's budget is completed for each governmental fund. The statements provide detailed financial information about the district. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives.

Most of the district's activities are reported in governmental funds, which focus on how money flows into and out of those funds. The balances left at year-end are available for spending in future periods. The budget statements provide a detailed, short-term view on the financial resources that can be spent in the near future on the district's programs. The district maintains nine individual governmental funds. Information is presented separately in the governmental fund budget statements of revenues, expenditures, and changes in fund balances for the General, Bond Redemption, Grants, Nutrition Services, Athletic, Medicaid, Pickens Post-Secondary, Pupil Activity, Building, and Capital Reserve funds. The General Fund is further broken into three funds: general, risk, and the Colorado Universal Preschool Program. When comparing information in the budget statements to the Comprehensive Annual Financial Report, the General Fund in the Financial Report consolidates all three funds into one fund statement.

Other District Funds

General Fund – Sub-Funds

18-Risk Management Fund

The District uses the Risk Management Fund to account for risk and insurance management related activities. For fiscal year 2023-24, anticipated transfer to the fund is \$1,628,345 or \$336.87 per student. Workers' compensation claims are estimated based on previous claims experience history.

19-Colorado Preschool Program

The *Colorado Preschool Fund (CPP)* accounts for the expenditures associated with students in preschool. Districts are no longer required to account for CPP resources in a separate fund, however since it is a large amount, the District will continue its use. The District is required to pass 100% of the per pupil revenue to this fund. The transfer to the Colorado Preschool Fund from the General Fund is \$ 3,912,475 for the fiscal year 2023-24.

Special Revenue Funds

21- Nutrition Services Fund

The *Nutrition Service Fund* is used to record financial transactions related to food service operations. The food service operations in the District are provided under a management contract with Chartwells. The fund is self-supporting and is expected to have an ending fund balance of \$5,912,500 at the end of the fiscal year 2023-24.

22- Government Designated Purpose Grant Fund

Government Designated Purpose grants are external resources that are for a particular group or need. The District is expected to receive about \$ 18,644,000 in grants for the fiscal year 2023-24. The Districts grants are usually \$10 million without ESSR dollars.

23- Student Athletic and Activity Fund

The *Student Athletic and Activity Fund* is used to record financial transactions related to school-sponsored pupil interscholastic and interscholastic athletic, fundraising and other related activities. These activities are supported by revenue from pupils, gate receipts and other fund-raising activities that equal \$475,145. The general fund does support and will transfer funds in the amount of \$1.5 million in the fiscal year. 2023-24. Westminster Public Schools expanded the athletic program to include elementary and secondary students.

26- Day Care Fund

The *Day Care fund* is used to record financial transactions related to the District's day care activities. Total anticipated revenue for the fund is \$2,000,000, which includes a \$400,000 transfer. Salaries and benefits account for over 89.19% of all expenditures in the fund.

Debt Services Fund

31- Bond Redemption Fund

The *Bond Redemption Fund* accounts for tax revenue as it relates to a bond the District passed in 2006. Colorado Revised Statutes require that the revenues from a tax levy for the purpose of satisfying bond obligations, both principal and interest, be recorded in the Bond Redemption Fund. The amount necessary to service the voter-approved long-term debt in the District is approximately \$8.3 million for the fiscal year 2023-24.

In 2006, \$98.6 million in General Obligation Bonds was passed by the voters. The 2006 debt was refinanced in February 2020 in order to take advantage of lower interest rates and with end result of savings to our taxpayers in the long-run. The District has four years left on that debt.

Capital Projects Funds

43- Capital Reserve Fund

The *Capital Reserve Fund* receives a transfer from the District each year. In 2023-24 the fund will receive \$1,642 per student. This includes a \$ million transfer from the general fund for the Districts Career and Technical programs.

The district also issued Certificates of Participation (COP) for \$12 million dollars in 2020-2021 that is allowing the District to start on an innovation center for a career and technical expansion (Ranum reimaged).

The expenditures from the Capital Reserve Fund are limited by Colorado Revised Statutes to be used for the acquisition of land, improvements, construction of structures, or additions to existing structures, and acquisition of equipment and furnishings where

Transfer of Money Between Funds

The transfer of money from one fund to another is limited by statute. The board of education may transfer any unencumbered moneys from one fund to another, except the bond redemption fund. Proceeds from the sale of bonds, accounted for in the building fund, remaining after the completion of the project for which such bonds were authorized may be transferred to the bond redemption fund or, in the even all bonds have been redeemed, to the general fund.

Moneys remaining in the bond redemption fund after all obligations of bonded indebtedness have been satisfied shall be transferred to the general fund. The revenue collected in a special revenue fund are unencumbered for the sole purpose of the fund. Transfers to the special revenue funds, except the nutrition services fund, may be transferred back to the transferring fund.

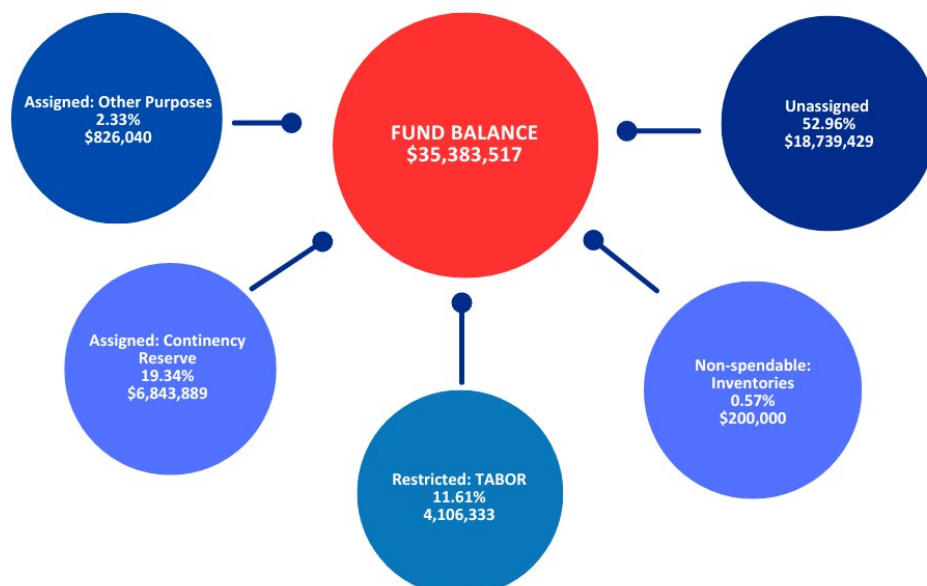
Fund Balance Requirements

As designated in district policy, DA-Fiscal Management Goals/Priority Objectives, the superintendent is required to maintain a minimum General Fund or cash fund emergency reserve of 5.0 percent of current year General Fund revenues less the 3.0 percent restricted amount required by the TABOR. The policy does not specify the circumstances under which these funds can be used or the method of repayment if the funds are used. For the current fiscal year, the 5.0 percent reserve total for the district is \$26.6 million presented as the district's TABOR and fiscal management of \$16.0 million and \$10.6 million respectively.

Subsequent Year Expenditures. Budgets for each subsequent fiscal year are approved by the board of education. Some governmental funds have budgeted expenditures in excess of budgeted revenues; it is the intent of the district to utilize the ending fund balances from the prior fiscal year to provide for the excess expenditures. Of significance is the General Fund, Building Fund and the Capital Reserve Fund. The General Fund is primary funded by local property taxes and state aid. The General Fund is used to account for all financial resources of the general government, except those required to be accounted for in another fund. The Capital Reserve Fund is a capital projects fund and accounts for ongoing capital outlay needs of the district such as equipment purchases and debt repayments. These funds for the Building Fund and the Capital Reserve Fund are included in restricted fund balances that are restricted specifically for capital projects, debt repayments and improvements of district facilities. Also, the Bond Redemption Fund has appropriated all of its fund balance for the purpose of scheduled payments of bond principal and interest.

Realizing the requirements of the fund balance policy necessitates budget adjustments so that expenditures do not exceed revenue; a moderate level of unassigned fund balance is maintained. Because the district funds necessary programs with a combination of state resources, which are subject to significant pupil count variations and economic volatility, and revenue provided by mill override funds, expenditures continue to exceed revenues. Ensuring an adequate unassigned fund balance means the district can make small expenditure adjustments over time rather than making dramatic cuts when the cost of all programs exceeds available revenue sources.

The district developed the 2023-24 Proposed Budget in compliance with these fund balance requirements.



Summary of Revenues and Expenditures: All Funds

Westminster Public Schools receives revenue from Local, State, and Federal Sources. The Districts main sources of revenue is from state aid and property taxes. School districts throughout the state have to find ways to do more with less due to reductions in revenues.

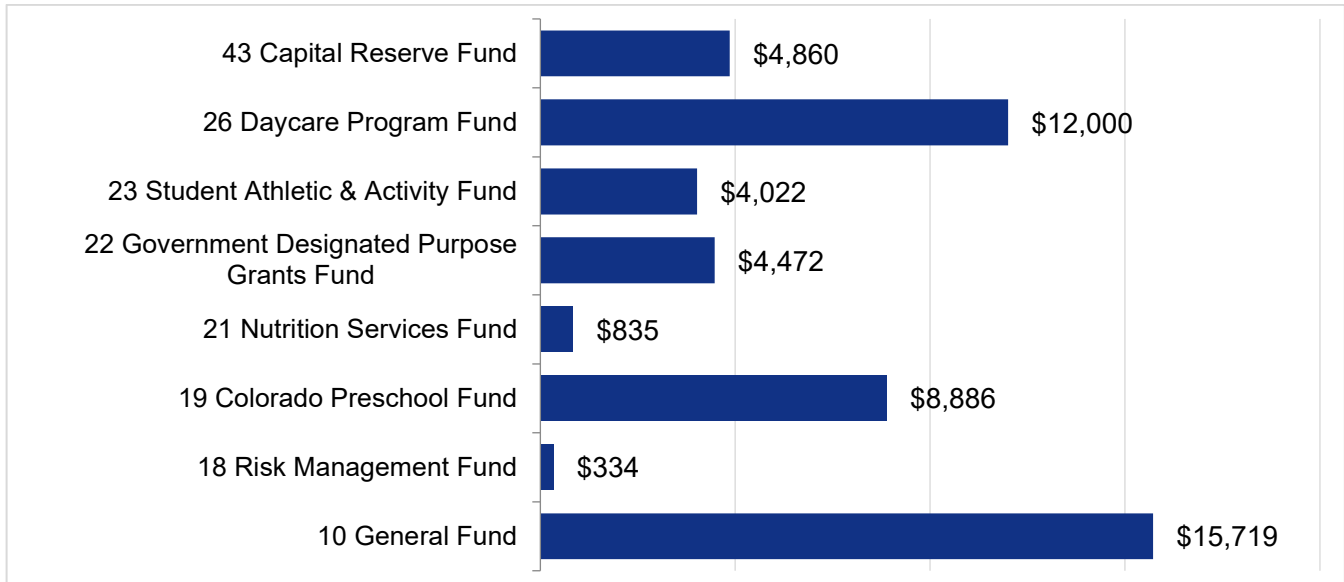
Current and Previous FY Revenue Comparison for All Funds

	Amended	Adopted
Revenue Summary of All Funds	2023	2024
10 General Fund	\$ 121,194,328	\$ 128,798,818
18 Risk Management Fund	2,529,337	2,554,134
19 Colorado Preschool Fund	3,912,475	3,912,475
21 Nutrition Services Fund	6,345,784	5,912,500
22 Government Designated Purpose Grants Fund	28,241,920	18,644,000
23 Student Athletic & Activity Fund	1,725,000	2,010,000
26 Daycare Program Fund	1,500,000	2,400,000
31 Bond Redemption Fund	8,337,988	8,337,988
43 Capital Reserve Fund	8,362,400	6,777,332
Total	\$ 182,149,232	\$ 179,347,247

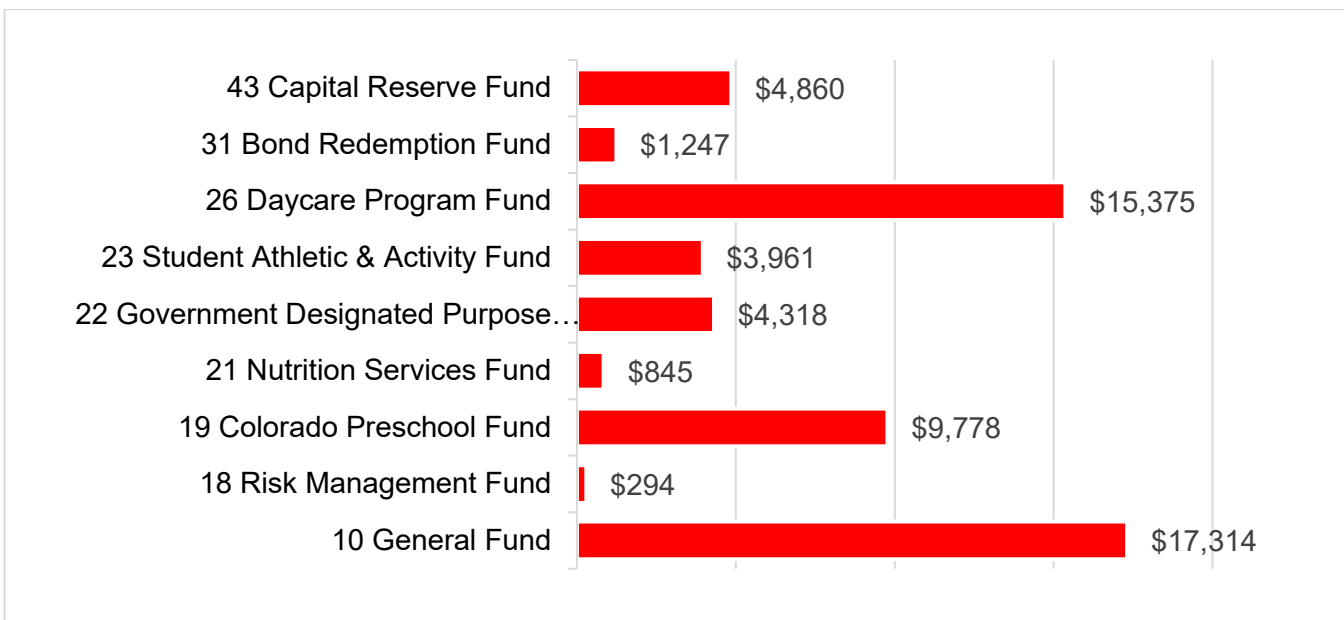
Current and Previous FY Expenditure Comparison for All Fund

	Amended	Adopted
Expenditure Summary of All Funds	2023	2024
10 General Fund	\$ 125,022,885	\$ 131,877,781
18 Risk Management Fund	2,230,279	1,693,223
19 Colorado Preschool Fund	5,122,008	4,353,928
21 Nutrition Services Fund	7,103,974	6,214,882
22 Government Designated Purpose Grants Fund	28,241,920	18,644,000
23 Student Athletic & Activity Fund	1,957,213	2,029,546
26 Daycare Program Fund	2,048,058	2,629,840
31 Bond Redemption Fund	8,758,763	8,823,951
43 Capital Reserve Fund	32,911,977	11,243,518
Total	\$ 215,510,600	\$ 187,510,669

All Funds - Revenue Summary Per- Student 2023-2024



All Funds - Expenditure Summary Per- Student 2023-2024

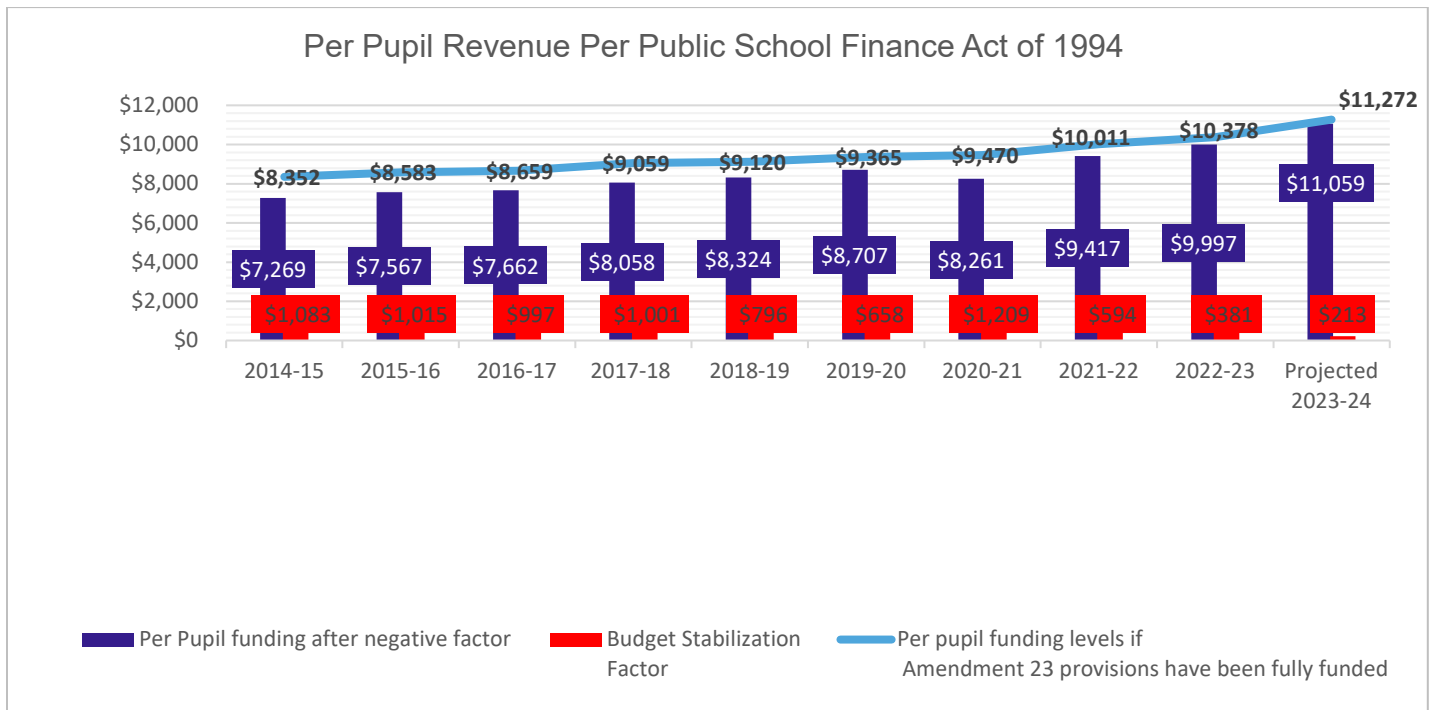


General Fund Revenues and Expenditures

Revenue Summary

Per-pupil funding to school districts varies across the state. The variances in funding are based on the school finance formula, which recognizes costs of living, personnel costs and size factors.

The Adopted Budget is based on a per pupil revenue of \$11,096. The Budget Stabilization Factor is expected to come in at \$3.5 million for Westminster Public Schools.



General Fund: Funding Sources Summary

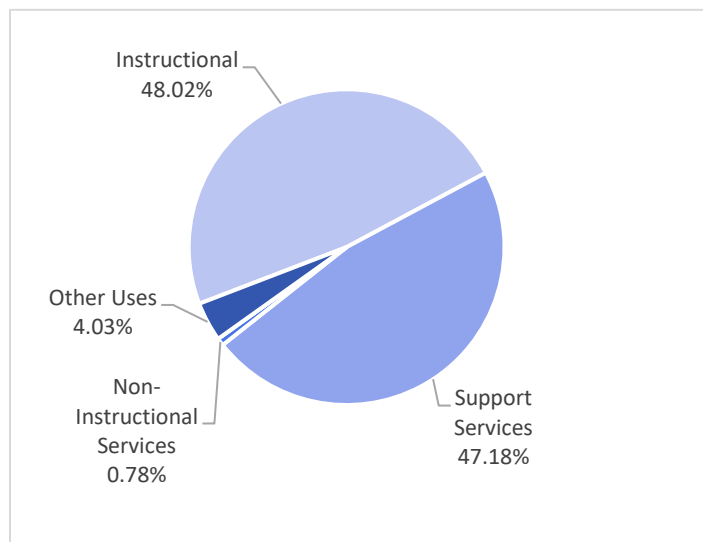
Local Sources, \$ 60,404,538		State Sources, \$ 68,360,280		Federal Sources, \$34,000
Property Taxes	\$ 26,684,377	Special Education ECEA	\$ 3,648,174	
Prop Tax Mill Levy Override	25,895,752	ELPA Support Program	552,210	
Specific Ownership Taxes	1,954,161	ELPA Program	-	
Tax Mill Levy Override	2,087,536	Transportation	502,000	
Interest Earnings	2,120,801	Career and Technical	123,635	
Other Local Revenue	290,000	READ Act	455,886	
Instructional Materials Fees	290,000	Other State Agencies	221,591	
Overhead Cost Revenue	1,025	State Equalization	63,356,784	
Indirect Cost Revenue	900,000	Federal Revenue	\$ 34,000	

Expenditure Summary

Expenditures for the General Fund are first allocated by programs that identify specific activities such as regular education, special education, maintenance, etc. Within each program, expenditures are further allocated to specific objects such as salaries, benefits, purchased services, etc.

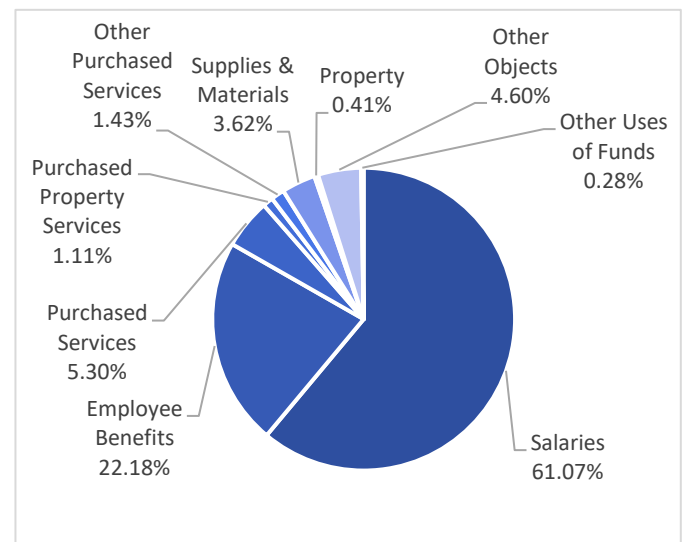
Expenditures by Program

General Fund expenditures are grouped into major program categories as specified by the Colorado Department of Education uniform Chart of Accounts. The majority of the expenditures budgeted within the General Fund are allocated for direct instruction and student support. These categories include costs for all teachers, counselors, teacher training, library media, classroom supplies and equipment, field trips and support for extra-curricular programs.



Expenditures by Object

In addition to budgeting expenditures by program, they are also budgeted into groupings referred to as objects. Objects refer to the service or item that is being purchased. There are eight major object groups required by the state. Those groups include salaries, benefits, purchased professional services, purchased property services, other purchased services, supplies, property and other uses.



Major Changes in Budgeted Expenditures in both Program and Object

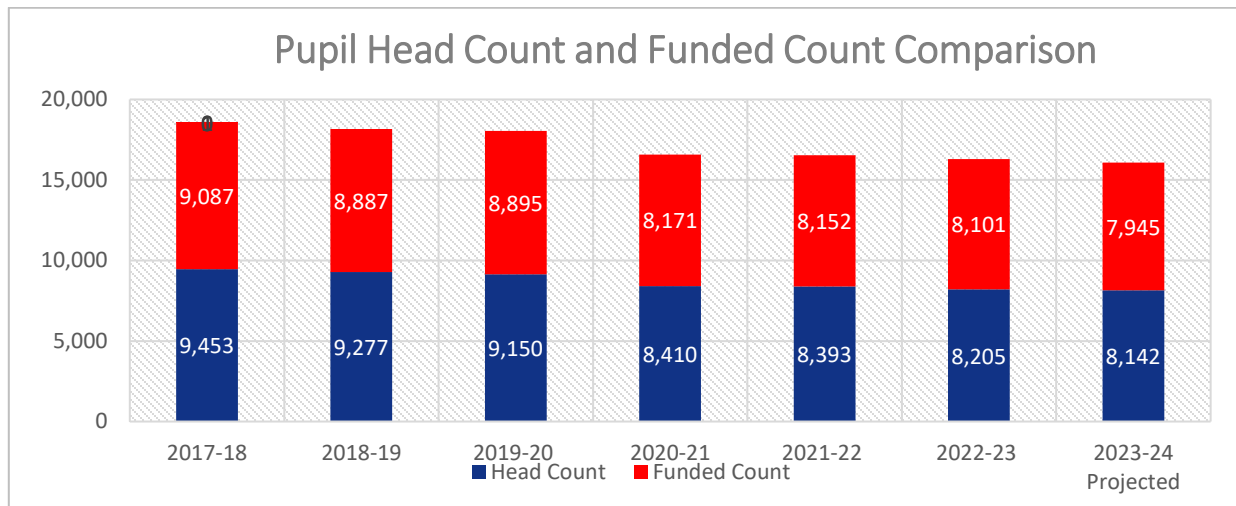
Past and Current Board priorities include:

- Preserve current programs
- Increase utility budgets to reflect rate increases
- Continue to expand preschool options
- Continue with capital project upgrades
- Increase salary & benefit packages
- Continue with reduction in class size by 2
- Continue to offer 1:1 technology for home & school
- Increase Schools/Departments budgets 3%
- Continue expanded counseling services
- Continue to offer daycare programs
- Expand boys & girls club into the K-8 schools
- Safety & security
- Continue to expand athletics & activities
- Continue to provide free breakfast and lunch for all students
- Begin on the reimagined Ranum Innovation Center
- Open the Danial Vallez Family Center remodel
- Destination 2030

Overall, the Adopted budget for the 2023-2024 fiscal year will increase, mainly due to ESSER dollars. We will fund \$2.5 million in positions for one more year with ESSER funds. One of Westminster Public Schools goals is to offer quality, relevant and opportunity based instructional programs. The main reason is offering innovational programs can increase the student enrollment going forward. Creating innovative programs allows parents more choice and attracts other students to the District. We are expanding these offerings through bussing as well. We really are working to be a district without boundaries. The Board of Education and District Administration have been working hard in finding other effective ways to retain and attract students with minimal impact on the District's budget. The District's budget will utilize FTE, grants and other resources, so we can offer new programs while having a minimal impact on the general fund budget.

Student Enrollment and Demographics Data

A key element of the total program funding formula is the funded pupil count. The funded pupil count is equal to the number of students enrolled in the District as of October Pupil Count and adjusted for characteristics of certain student groups such as half-time students.



A good enrollment forecast is drive by both appropriate assumptions and the use of acceptable mathematical projection methods. The District hires an outside consultant to perform the projection process. The enrollment projections have been within 1% of actual enrollment for the last several years, which adds additional confidence to the enrollment projection process. The COVID pandemic changed that and the District did lose more kids than expected. We feel we are back on track and have been working through the 2023-2024 year to bring kids back into our buildings.

Westminster Public Schools Student Demographic Data

POST-SECONDARY READINESS DATA (21-22)		STUDENT DEMOGRAPHICS*	
District Graduation Rate – 4 Year	81.7%	Male	51%
Westminster High School	80.3%	Female	49%
Hidden Lake High School	31.7%	Hispanic	75%
District Graduation Rate – 5 Year	81.6%	White (not Hispanic)	16%
Westminster High School	91.2%	Asian Islander	3%
Hidden Lake High School	55.4%	Black/Not Hispanic	2%
		Two or More	2%
		American Indian/ Alaskan Native; Native Hawaiian /Pacific Islander	Less than 1%

PROGRAMS AND OTHER DEMOGRAPHICS INFORMATION*

	Total Count	8,371
	Free Lunch Count	5,226
	Reduced Lunch Count	1,117
	Free and Reduced	76 %
	Gifted and Talented	268 students
ELL (English Language Learners) Enrollment	Languages Spoken	30
	Special Education	1,126
	Homeless	343



General Fund Authorized Staffing and Compensation

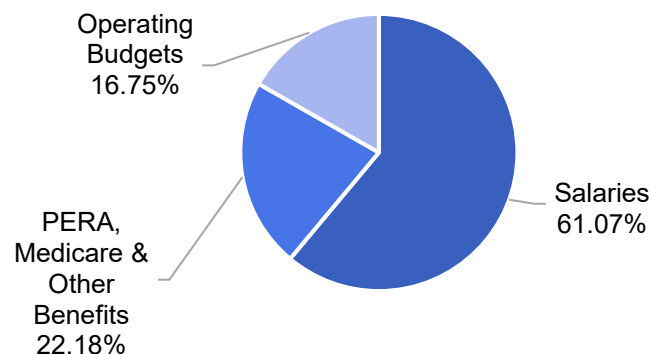
All staff positions approved by the Board of Education have been incorporated into this budget. Specific assignments, total staff numbers, and compensation are included in the Informational Section of the budget. Below is the General Fund FTE summary for staff. There are 21 positions currently funded out of ESSER.

	Licensed	ESP	Administrators	Total
Elementary	52.45	23.00	3.00	78.45
Middle	31.20	12.80	2.00	46.00
K-8	252.00	96.70	20.00	368.70
High	135.74	39.50	10.00	185.24
Departments	40.36	139.63	48.00	227.99
Total	511.75	311.63	83.00	906.38

STAFF DEMOGRAPHICS

Average pupil / teacher ratio	14.5
Average teacher salaries (including benefits)	\$104,975
Teacher average years of experience	8.34 years
Support Staff average years of experience	8.87 years
Administration Staff average years of experience	13.17 years
Percentage of teachers with Master's Degree plus	76%

Comparison of Salary, Benefits & Operating Budgets of Total Expenditures 2023-2024



Budget Forecast: General Fund

	Adopted 2024	Projected 2025	Projected 2026	Projected 2027
Revenues				
Local	\$60,404,538	\$60,087,968	\$60,816,725	\$61,126,427
State Sources	68,360,280	70,435,053	71,716,566	75,397,292
Federal Sources	34,000	55,781	57,454	59,178
Total	\$128,798,818	\$130,578,802	\$132,590,745	\$136,582,897
Expenditures				
Salaries	\$75,789,486	\$78,063,171	\$80,405,066	\$82,817,218
Employee Benefits	27,523,447	28,349,150	29,199,625	30,075,613
Purchased Services	6,572,420	6,769,593	6,972,680	7,181,861
Purchased Property Svcs	1,380,446	1,421,859	1,464,515	1,508,451
Other Purchased Svcs	1,780,682	1,834,102	1,889,126	1,945,799
Supplies	4,489,863	4,624,559	4,763,296	4,906,195
Property	510,946	526,274	542,063	558,324
Other Objects	5,705,308	5,876,467	6,052,761	6,234,344
Other Uses of Funds	342,053	352,315	362,884	373,771
Total	\$124,094,651	\$127,817,490	\$131,652,016	\$135,601,576

Budget Forecast: Other Funds

	Adopted 2024	Projected 2025	Projected 2026	Projected 2027
Revenue Summary of All Funds				
10 General Fund	\$128,798,818	\$130,578,803	\$132,590,745	\$136,582,897
18 Risk Management Fund	2,554,134	2,746,927	2,753,094	2,762,159
19 Colorado Preschool Fund	3,912,475	3,874,574	3,880,326	3,865,750
21 Nutrition Services Fund	5,912,500	5,895,787	5,688,172	5,812,755
22 Government Designated Purpose Grants Fund	18,644,000	11,613,787	10,816,831	13,183,245
23 Student Athletic & Activity Fund	2,010,000	2,025,647	2,040,537	2,055,857
26 Daycare Program Fund	2,400,000	2,245,741	2,204,113	2,164,237
31 Bond Redemption Fund	8,337,988	7,947,853	8,186,289	8,431,877
43 Capital Reserve Fund	6,777,332	1,569,951	1,617,050	1,665,561
Total	\$179,347,247	\$168,499,070	\$169,777,157	\$176,524,338

	Adopted 2023	Projected 2025	Projected 2026	Projected 2027
Expenditure Summary of All Funds				
10 General Fund	\$131,877,781	136,218,353	138,573,490	141,635,864
18 Risk Management Fund	1,693,223	1,980,330	2,010,479	2,050,688
19 Colorado Preschool Fund	4,353,928	3,839,013	3,668,848	3,819,564
21 Nutrition Services Fund	6,214,882	6,401,328	6,593,368	6,791,169
22 Government Designated Purpose Grants Fund	18,644,000	11,613,787	10,816,831	13,183,245
23 Student Athletic & Activity Fund	2,029,546	2,124,311	2,125,056	2,177,624
26 Daycare Program Fund	2,629,840	2,308,735	2,332,997	2,406,462
31 Bond Redemption Fund	8,823,951	9,084,520	9,357,125	9,637,906
43 Capital Reserve Fund	11,243,518	1,569,951	1,617,050	1,403,127
Total	\$187,510,669	\$175,140,328	\$177,095,245	\$183,368,084

Legislation

Commencing July 1, 2010, House Bill 10-1036, known as the “Public School Financial Transparency Act,” requires school districts to post financial information online to allow free public access. Districts are required to post on their website their annual budget, annual audited financial statements, quarterly financial statements, and salary schedules. The General Assembly found that, in addition to providing the public greater financial transparency, educators and administrators, as education innovators and stewards of public monies, would be able to learn from one another to evaluate best practices that may result in efficiencies and potential cost savings for their schools. Pursuant to HB 14-1292, the Financial Policies and Procedures Advisory Committee of the Department created templates for use by local education providers needing assistance with the on-line posting of the information specified.

The Colorado Department of Education monitors compliance with the Public-School Financial Transparency Act through the financial accreditation process.

Budget Compliance Statements

In compliance with C.R.S. 22-44-105, this budget’s 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 – Financial Policies and Procedures Handbook (FPP Manual). This budget’s expenditures 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 FPP Manual.

In compliance with C.R.S. 22-44-105, this Budget includes the actual audited revenues, expenditures and fund balances for the last completed fiscal year. The figures are contained in the District’s Comprehensive Annual Financial Report for 2020-2021 that is available in the Financial Services Office, the Colorado Department of Education or the State Auditor’s Office, and online at our website www.westminsterpublicschools.org.

In compliance with C.R.S. 22-44-105, the 2022-2023 Adopted Budget has been prepared in accordance with the revenue, expenditures, tax limitation and reserve requirements of Article X, Section 20 (TABOR) of the Colorado State Constitution.



WPS District Important Events

Marzano Academy ‘Success Story’ Shared with Nation’s Educators



Calling John E. Flynn A Marzano Academy a” Success Story”, Marzano Resources, one of the most widely respected education organizations in the country, profiled the school on its website and will be sending the story to educators across the country this month.

A key component to the Marzano education strategy is to help create what are known as High Reliability Schools, which have five levels of certification which support a competency-based education system. John E Flynn A Marzano Academy is the first school in the country to achieve certification at every level. The district's goal is to have every school achieve certification over the next several years.

Level 5 certification is a rigorous process requiring input and participation from staff, students, and community members.

You can [read the profile here](#). Among the achievements cited by the publication is that the school surpassed its goal for state growth expectations in literacy and math for students enrolled in free and reduced meal programs.

WPS Breaks Ground on Ranum Reimagined

With his family in attendance, community members, students and educators’ broke ground on the Ranum Reimagined campus on Wednesday, January 25th.

The Ranum Reimagined Campus, whose first building will be the remodeled Ranum Middle School, will provide rigorous, hands-on instruction with a focus on Career Technical Education (CTE) programming.

Front Range Community College, Red Rocks Community College and the Community College of Denver have all signed on as partners for the project. Planners envision a campus where students receive a traditional education at their home high school and travel to the Ranum campus to develop specialized skills that can lead to high-paying jobs after graduation or open doors for continued post-secondary learning.



Interior remediation work is already underway on the building which received initial funding from WPS Board of Education in the spring of 2022.

In December, the board took formal action to name the campus after longtime educator Iver C. Ranum. Ranum, who grew up in the region, began working in the district in 1935, and was named superintendent in 1950. He served in that role for 25 years.

"The word together gets to the heart of Ranum Reimagined, said Superintendent Pam Swanson. "This really is a community-based investment that will benefit all of us by helping our students to develop rewarding, high-paying careers."

Ranum's daughter Cheryl and three grandchildren nodded with approval as Cheryl grabbed a shovel to help move the dirt.

New Contract Makes WPS Teachers Highest Paid in Colorado



Westminster Public Schools and the Westminster Education Association gave tentative approval to a two-year contract on Monday, February 27 that will keep starting teacher salaries for WPS teachers at the highest level in the state. Pay for Education Support Professionals (ESP) is very competitive, but because of variable job descriptions and work calendars, it's impossible to make direct comparisons. Last year, WPS raised the minimum wage to \$20.00 an hour.

Under the new proposal, which is expected to be ratified quickly, first year teachers will earn \$60,935 under a salary schedule that incentivizes teachers to further their own education. Current teachers will receive a 3% pay increase along with an increase tied to licensed steps and continuing education (horizontal moves). Year two of the contract

provides a similar increase.

Significantly, the second year of the contract allows teachers who have earned a doctorate degree to earn up to \$120,000 a year.

"This is a good agreement for our staff, our community and most importantly for our students," said Superintendent Pam Swanson. "When the community approved our mill levy override in 2018, we promised taxpayers that we would focus on attracting and retaining high quality staff. This agreement does just that."

WEA President Fran Groff-Gonzales praised negotiators for working in good faith. "The fact that we all respected and worked with each other with the end goal being what is best for children is what was important," she said.

Board member Christine Martinez, who was part of the negotiating team, was equally enthusiastic, "We have again proven that we are a community where we work and listen to each other, and where everyone wants the same thing and that is pretty special."

The groundbreaking agreement received significant media attention from [Chalkbeat Colorado](#) and other media outlets.

First Ever Student Ambassador Joins Board of Education



Ashley Duarte-Bernal, a Westminister High School senior and lifetime student of the district, is the first ever student ambassador to the WPS Board of Education.

She made her first appearance with the board on Tuesday, March 28th.

The Student Ambassador is a non-voting position created by the board to provide members with a broader student perspective on issues under consideration. In addition to numerous volunteer projects, Ashley serves on her school's student council and also played for the school soccer team.

In her application for the position, she described herself as a first-generation Latina who has, “never been afraid to speak up”, adding, “I believe everyone’s opinion is valid.” Ashley is provided with the board agenda in advance of meetings and asked to research the topics and talk with her peers to provide a student perspective.

Ashley’s biggest priority is climate change and that is the topic she chose to speak about during her first meeting. She told the board she has several ideas about how the district can become a more “eco-friendly district” in an effort to reduce global warming.

First Look Inside the Daniel C. Vallez Family Education Center

With its opening date set for summer, major work has now been completed on the Daniel C. Vallez Family Education Center at the site of the former Perl Mack Community Center just east of 72nd and Pecos. Last week, the operations team walked district leaders and some members of the Board of Education through the building.

The center will meet the needs of students and their families in the community with services ranging from language support to general health care. Vallez, who worked as both an assistant principal and principal in the district, was also passionate about family services and ran the “VOICES” program for the district before retiring in 2010.

This [video profiles Vallez](#) and his impact on the students and families of Westminster Public Schools.



Vallez was also good friends with Ted Chavez, a long-time WPS bus driver and trainer who died unexpectedly earlier this spring. Like Vallez, Chavez took a special interest in helping students and families in difficult situations. In honor of his dedication to the families in the district, the large community room in the center will be named after Chavez.

Dr. Swanson Delivers Keynote Address to YESS Institute



Calling the organization, a “valuable partner” in helping to support district students, Superintendent Pamela Swanson delivered the keynote address at the YESS Institutes 10th annual breakfast on Thursday, April 20.

The YESS Institute is an elective class for middle school students that provides peer-to-peer mentoring and support. Over the past ten years, the YESS Institute has assisted approximately 3200 students in Westminster Public Schools.

Swanson told the group that visiting a YESS Institute classroom is inspiring:

“You see children, many of whom come from complicated home lives, learn to trust their fellow students because many of them have experienced similar life situations.

You see students who do not normally participate in classroom discussions and activities reengage and look forward to a collaborative classroom experience and understand the value of education.

And what may be most heartwarming of all

You see students who entered the YESS program because they were struggling, become mentors to other kids. There is nothing more beneficial to a student than to have a classmate say:

“Yeah, that happened to me too...but I got through it and so can you.”

Swanson told attendees that the benefits of the YESS Institute are measurable.

- From 2017-2020, YESS mentees showed between 10-15% greater improvement in attendance compared to non-YESS students.
- Compared to non-YESS students in the program, YESS mentees doubled their improvement in English Language Arts scores as well as showing dramatic improvements in math.
- Research also shows that students who have enrolled in the YESS experience have a much greater understanding of the importance of graduating from high school.

As part of the program, organizers shared student artwork reflecting the values the YESS Institute represents.

ORGANIZATIONAL SECTION

ORGANIZATIONAL
SECTION

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Profile of Government

Governance

The District, which is a fiscally independent unit of government, is served by a five-member Board of Education. The District's Board members are Ken Ciano, Board President, Max Math, Board Vice President, Dan Orecchio, Board Director, Aaron Martin, Board Secretary, and Christine Martinez, Board Treasurer. The Board of Education serves as the taxing authority, contracting body, policy maker, and ensures that all general laws of the State of Colorado are followed in expenditures of the District's tax dollars and approves the annual adoption and appropriation resolution of the budget. The Board of Education is empowered to employ the Superintendent, who is responsible to the Board of Education for the daily operations of the District.

The District was reorganized in 1946 and is organized under the constitution of the State of Colorado. Under such laws, there is no authority for a school district to have a charter or to adopt local laws. The legislative power of the District is vested in the Board of Education, consisting of five members elected at large for staggered four-year terms.

Services and Programs Offered

Westminster Public Schools provides daycare through twelfth grade education and support services to meet the needs of the children of the District and the requirements of the State of Colorado. These services include, but are not limited to, career and technical programs, post-secondary classes, outdoor education, talented and gifted programs, English as a second language, educational programming for expelled students, summer school, and services for special needs students. More detailed information may be obtained by contacting the District's Learning Services Department or visiting the District's website at www.westminsterpublicschools.org.



Westminster Public Schools is a Competency-Based district. Competency-Based Education defines exactly what students should know and be able to do from one level to the next in all subjects. This proven approach helps teachers, students and families know when students need extra help, and when they need more challenging work and a faster pace. Students, in partnership with teachers, will know what they are expected to learn. Under their teacher's careful guidance, students can track their own progress and will move at their own pace. Students will get the extra help and time they need to achieve the standards. As soon as they master the standards at one level, they advance to the next.

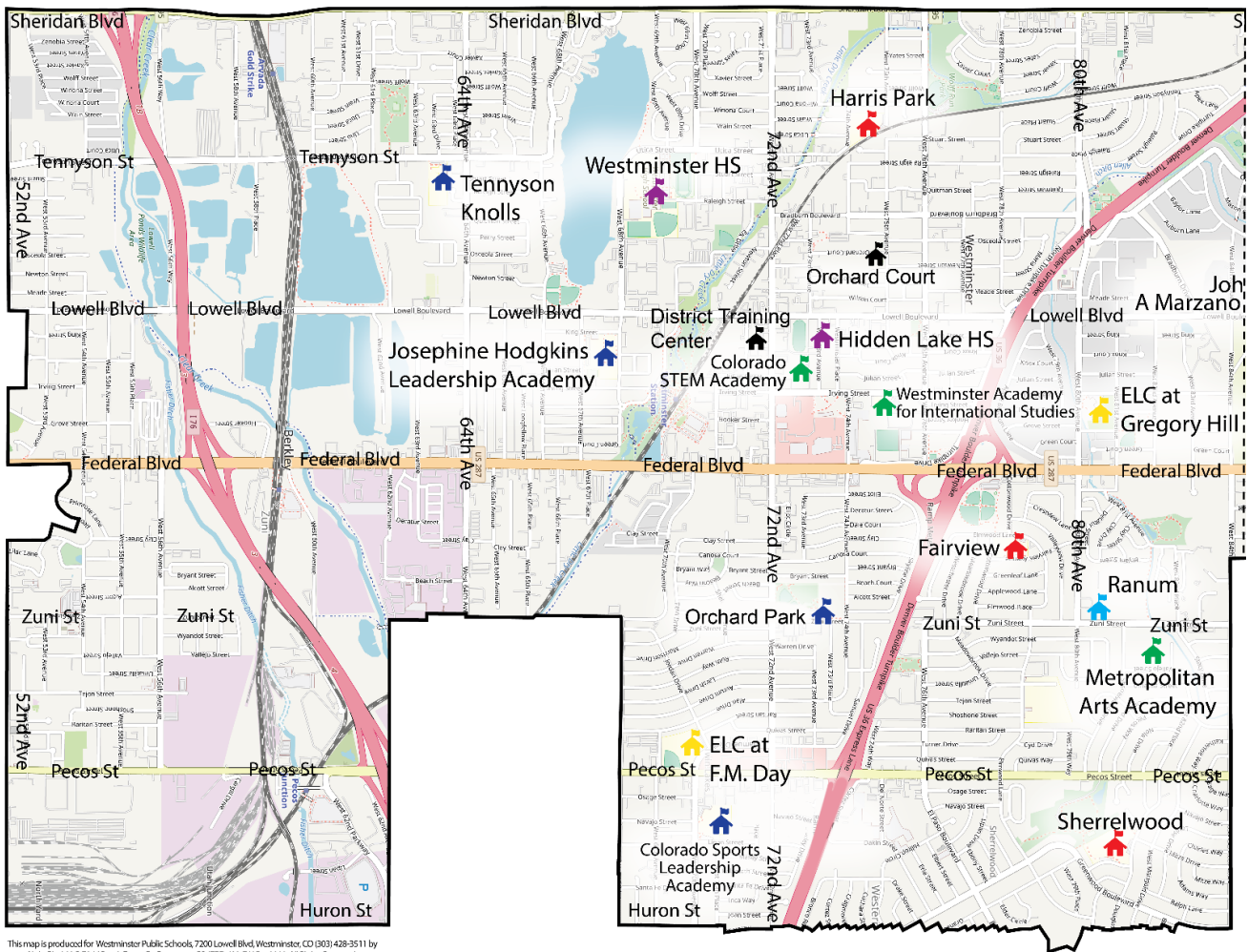


Expectations are consistent from class-to-class and school-to-school. Every teacher will use a scoring guide to make sure students are learning what they need to in each subject. Standards will be clearly defined, so teachers know what they are expected to teach and students are expected to learn. Students may use multiple ways to demonstrate what they know and can do.

Student and staff food services needs are provided by Chartwell's Food Services. All students receive free school breakfast, lunch and snacks.



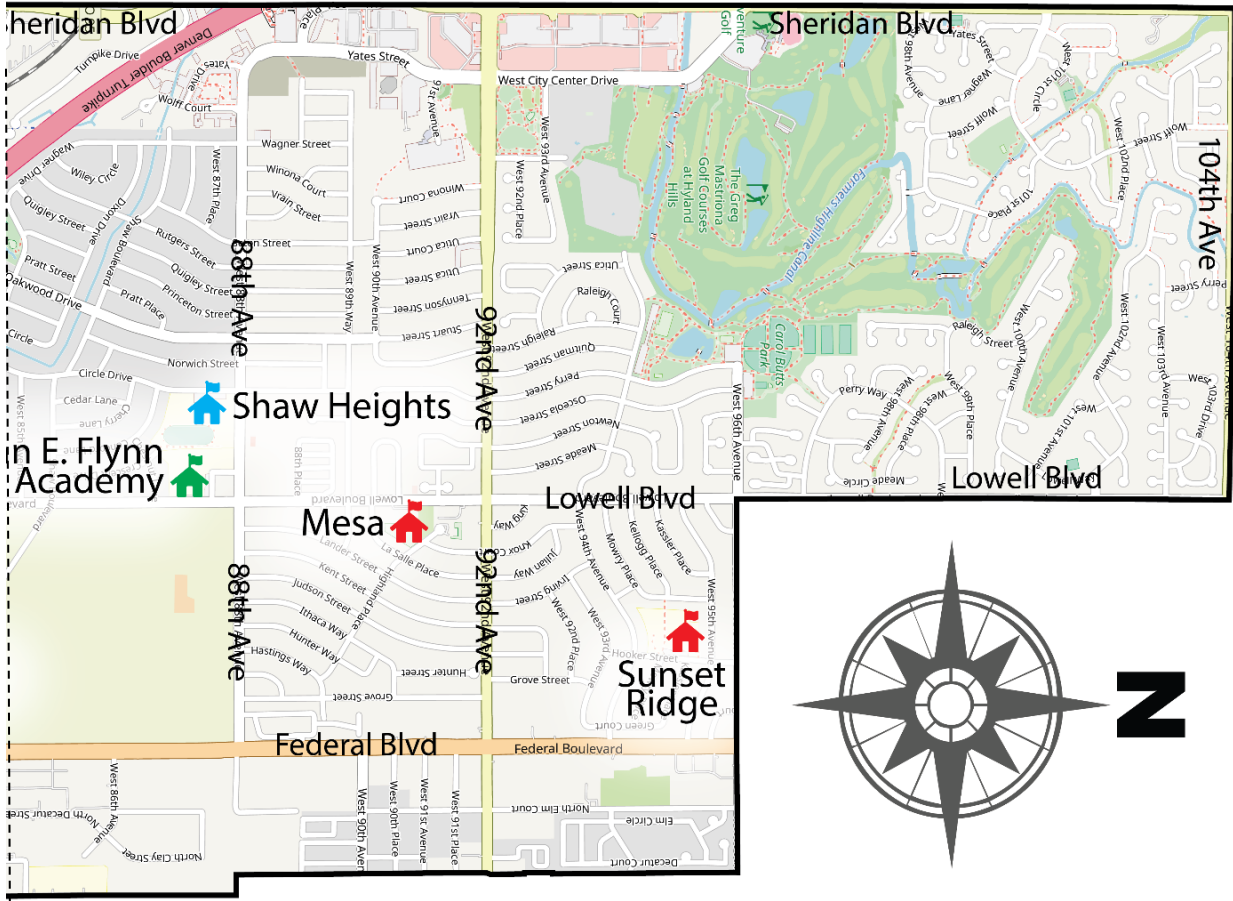
District Boundary Map










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P A L P H A
 I L X E L

District Boundary Map (cont.)



- | | | |
|--|--|---|
|  Childcare & Preschool |  Elementary School PK-5 |  PK-8 |
|  Innovation & Magnet PK-8 |  Middle School 6-8 |  High School |
|  District Building | | |

VISION

Preparing future leaders, learners and thinkers for a global community.

MISSION

WPS will create opportunities to develop competent, agile learners who will contribute to their community and achieve personal success.

CORPORATE VALUES

*“It’s not hard to make decisions when you know what your values are.”
- Roy Disney*

We Agree to prepare students for the day after graduation and promote entrepreneurial thinking, college and workforce readiness.

We Agree to respect our community through culturally responsive instructional and communicative practices.

We Agree to create and maintain a positive district culture through clear communication and a demonstration of competency, self-accountability, mutual respect, and collective effort.

We Agree to customize and demonstrate a balance of best instructional practices, as outlined in the Learner Centered, Competency Based Instructional Model.

We Agree to promote positive and trusting relationships with all stakeholders, through honesty and transparency, where people come first.

We Agree to expect our students and adults to be challenged through deep and critical thinking and Project Based Learning opportunities at or above current levels of competency.

We Agree to develop personalized learning pathways for students through collaboration, student ownership, goal setting, and tracking performance.

We Agree that we will better our craft through personal and professional development, collaboration and continuous improvement with specific professional goal setting aligned to the evaluation tool, using data, and the instructional model.

We Agree to embrace technology as a tool to enhance highly engaged teaching and learning.

We Agree that adults will provide aligned and targeted learning opportunities for students to read, write, speak, actively listen and think critically every day.

DESTINATION 2030



INTRODUCTION

Today, Westminster Public Schools sits on the ancestral lands of Chief Little Raven and his Southern Arapahoe tribe. They would winter camp just south of Shaw Heights where there were many artesian springs and open fields of grazing bison. To the Arapahoe and other indigenous peoples of the western plains, the wolf is associated with courage, strength, loyalty, and success. Stories describe wolves as guides, protectors, or entities that directly taught or showed humans how to successfully work together. Like the original inhabitants of the district, Westminster Public Schools honors the wolf as our guide and mascot.



*Chief Hosa, also known as
Chief Little Raven*

A wolf pack is an exceedingly complex social unit—an extended family of parents, offspring, siblings, aunts, and uncles. There are old wolves that need to be cared for, pups that need to be educated, and young adults that are beginning to assert themselves. Everything in a wolf's nature tells it to belong to something greater than itself: a pack. The pack structure enables communication, the education of the young and the transfer of knowledge across generations. Our district has embraced the spirit of the wolf and our students have come to personify what it means to be a wolf, including the characteristics of the leader of the pack, the Alpha. Our core values are:



A

Achieve

Our students focus on their life goals, charting their pathway to success.

L

Lead

Embracing personal accountability our students pave the path forward, inspiring others to be a part of something greater than themselves.

P

Persevere

Our students know success is no accident; hard work, sacrifice, and a relentless commitment to overcome any and all barriers are required for success. Mistakes and missteps are seen as excellent opportunities and not failures to learning.

H

Honor

Our students act with personal integrity, take responsibility for their actions, and show consideration for and respect the dignity and diversity of their fellow students.

A

Accept

Our students understand that others have a right to be their own unique persons by embracing and celebrating our differences.

As Westy Wolves we are not to be underestimated. We are here for our students, their families, and the community. This strategic plan reaffirms our commitments and outlines our vision for the future.

THE MAKE UP OF THE PACK

Strategic planning is visioning the future, seeing new possibilities and mapping a path forward.

Pleasant DeSpain was inspired to change lives. Building on a vision, bringing education to the children of the village of Harris, DeSpain donated land to build its first school. The first school house to serve the residents of, what is now Westminster Public Schools, was built in 1887 on the corner of Cornell and College, now 80th and Lowell. The two-room, red brick building was called Wolff School and was the only school in the Harris community. Prior to its opening, the children of the Harris community had to travel to Wheatridge to attend the nearest school. As the community continued to grow, a second school was built between 1892 and 1899 on land again donated by Pleasant DeSpain at the corner of Wyoming and College, now 72nd and Lowell. This school anchored the growing community and signified the early beginnings of our district. What started as one man's investment in his community has inspired generations of change-makers that built today's Westminster Public Schools.



*Wolff School, first school
in the District*



Union High School

By 1920, the Westminster area had grown to 728 residents and the demand for local educational opportunities extended beyond the elementary grades to encompass older students. In 1928, three area school districts Westminster District 9, Baker District 25 and Berkley Gardens District 98 formed Union High School District 3. This new district had the first and only high school in the Westminster area. Union High School opened in 1929. Prior to that time, students who wished to continue their education travelled to North Denver and Arvada High Schools or were enrolled in the Belleview Preparatory School. The post-war boom brought enrollment in the three districts to 835 students and in 1946, a vote of the residents consolidated Districts 9, 25 and 98 forming Adams County School

District 50. Within two years, Westminster High School, located at 73rd and Lowell was under construction and in 1954, Utah Junction School District 4 was added resulting in the district boundaries we have today. The following decade saw the school district grow to become the eighth largest in Colorado and by the 1970s the district reached its highest enrollment serving approximately 17,000 students in twenty-four buildings. Since that high watermark, the district has experienced a steady decline in student enrollment as our community has aged and new neighborhoods have been built throughout the northern metro area. Today, Westminster Public Schools proudly serves 8,005 students committed to DeSpain's vision of changing lives through education.

WPS BY THE NUMBERS 2021-2022

1887
First school
built

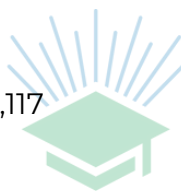
1928
Formation of
Union High
School Dist. 3

1970's
District reaches
peak enrollment
of 17,000

2016
District
rebranded to
WPS

DEMOGRAPHIC BREAKOUT OF STUDENTS

American Indian or Alaskan: 50
Asian: 253
Black: 137
Hispanic or Latino: 6,117
White: 1,199
Native Hawaiian: 50
Two or More Races: 199

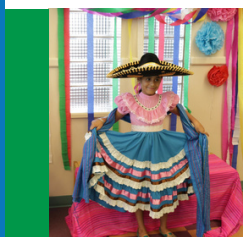


TOTAL
8,005

countries
WPS
students
originate
from



39



31

languages spoken

number of
buildings



42

17.5



square miles in
district

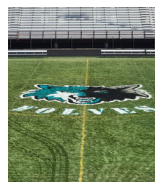


average
total bus
mileage

235,596

199

acres of property



1,747,238

meals
served



\$191,068,365

annual
operating
budget



STAFF BY THE NUMBERS

Number of licensed staff: 562
Number of non-licensed staff: 378
Number of administrators: 94

TOTAL **1,034**



THE PACK HOWLS

Many planning efforts focus on what is broken and in need of repair. This deficit approach discounts an organization's strengths and successes. At WPS, we believe it is our past hard work that has built the solid foundation upon which we will build our future. While we ponder the next chapter for the district, we do not want to lose sight of the amazing accomplishments that are our legacy—honoring our past will connect us to our future.

Recognized as an international leader in Competency-based Education

Recreational and competitive athletic opportunities for all students K-8

One of the very few school districts providing in-person learning during the COVID-19 pandemic for all students every day

First Denver area district with a K-12 1:1 device program

Innovation and Leadership recognized with Superintendent and Board of Education of the Year awards

Opened two Boys and Girls Clubs

Opened Orchard Park Academy, our newest PK-8 school, on time and within budget

2006 Bond funded two new schools and upgrades including air conditioning to 13 existing buildings

Built strong, robust budgets that have provided us with the agility to meet unexpected challenges

Identified as a District of Distinction by *District Administration Magazine*

First Colorado school district to reach a starting teacher salary of \$50,000

Opened four schools of innovation with foci on STEM, International Studies, The Arts, and an Instructional Laboratory School

Opened an Infant and Toddler program to meet the needs of working parents



The Westminster High School Career Technical Education (CTE) program was the focus of a four part series on National Public Radio for Northern Colorado highlighting the transformative power of CTE courses

RUNNING WITH THE PACK: STRATEGIC PLANNING HISTORY



Long term planning and strategic visioning are core values that underlie our on-going organizational success. Big wins are great—but they are relatively rare. To keep our forward momentum and ensure our initiatives meet our current and future needs, it is the small wins that have an outside impact on our work. To ensure we have more small wins than losses, we engage in the plan, do, check, and adjust continuous improvement cycle. If something is not working, why? If it is working, can we improve upon it? Is our investment of time, talent, or treasure peripheral or irrelevant to our ultimate goal? Progress demands attention, openly learning from our mistakes and successes is what propels us to the future.

Our most recent strategic initiatives started with **planning** in 2007. Following the successful passage of the largest bond in district history, a citizen led advisory group, The CREATE Advisory Board, provided us with a robust plan to modernize district facilities. Parts of the plan were implemented immediately (**do**), building a new high and elementary school. Other aspects of the plan had to be modified (**check**) due to external changes that impacted attendance patterns, building needs, and educational programming. In September of 2014, the Board of Education re-engaged in a visioning on the future of the District (**adjust**). The CREATE Plan focused heavily on facilities, now the district needed to address achievement. To structure the conversation, the Board reviewed fact-based information and data on student achievement, finances, and enrollment trends. The Board also reviewed perception data gathered from community surveys, focus groups, and interviews. Using these data to inform the direction and focus of the District, a new strategic plan Vision 2020 was adopted. In this bold plan the Board identified the following priorities:

- Continue and strengthen the success of our Competency-based System.
-Maintain current momentum and success for student achievement in the District.
- Establish an accurate perception of WPS in the mind of the public and staff.
-Have the courage to cultivate and sustain a great school district.
- Develop the resources needed by the District, assuming prudent budgeting and resource allocation.

These strategic priorities were then organized and summarized as the following large goals for WPS:

1. **R**esources to fund success for all students.
2. **I**mage of the school district's success established in the District and community.
3. **S**ustained **E**xcellence in achievement for all students.

There was much work to be done in each of the categories encapsulated by RISE, however, building on our strengths we were able to deliver on the promises made in the Vision 2020 plan. We made strong academic gains; we lead the state in employee compensation; we updated facilities for safety and comfort. Vision 2020 delivered on the vision of the CREATE Board and launched us into a period of strong organizational growth.

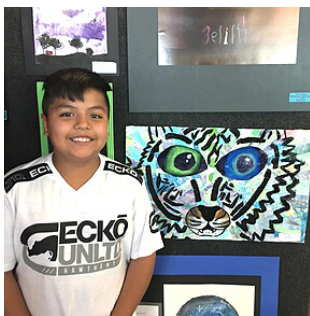
The expiration of Vision 2020 coincided with a series of global events that made the development of a new strategic plan more important than ever but particularly challenging. In 2021, to allow the district time to understand the implications of a global pandemic we implemented the Bridge Plan. In developing the plan, it was noted the events of 2020 were transformative and social change was inevitable. COVID-19 brought economies to a standstill, shuttered schools, and changed individual behaviors in ways that will be felt for years. This pandemic has been called the most significant global disruption since World War II. The crisis exacerbated some of the pre-existing educational disparities between rural and urban school districts, between rich and poor communities, and amongst gender and ethnic groups. Learning losses threaten to extend beyond this generation and erase years of steady academic growth. There will also be substantial effects beyond education—economic, social, and mental health challenges will confront students for years to come.

For all of the negative social and economic impacts attributed to COVID-19, the pandemic has stimulated innovation in the education sector. Looking at the past two years in the rear-view mirror, one thing is clear—change is hard; it happens gradually and then suddenly. As a district, we need to identify and analyze the actions we took to respond to this pandemic. What actions were short-term and have run their course? What actions do we want to continue? What actions did we not take, but want to consider at this time? And, what can we build upon to make us more innovative, effective, and add value to the organization?

The Bridge Plan, in tandem with this Strategic Plan, was structured around three pillars:

- **Respond:** reacting to disruptive change.
- **Recovery:** overcoming challenges, experimenting with new approaches, and regaining productivity.
- **Renewal:** applying learnings, innovating, and emerging stronger.

The Bridge Plan was a short-term plan to help frame our work over the past year and a half, addressing the respond and recover phases of our work. It provided us the opportunity to reflect on how we responded to the pandemic and what needs to be in place to put us on the road to recovery. This is foundational work in our journey to Destination 2030—the renewal plan. While our path forward is hidden under the fog of the future, understanding where we have been and where we are now helps light the way. Destination 2030 is the continuation of a long and robust planning process.



ALPHA
WE'RE WOLVES
WE'RE GOING PLACES



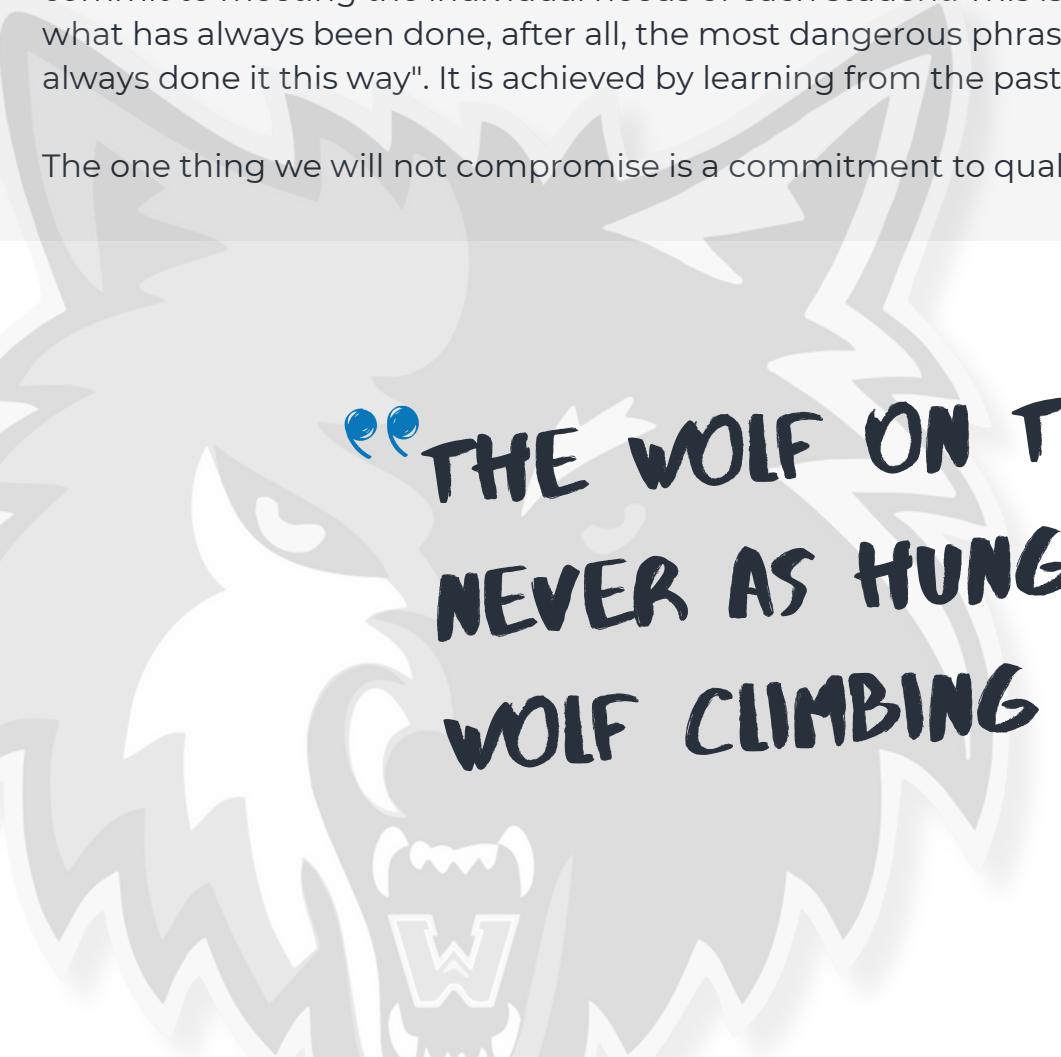
FRAMEWORK FOR THE FUTURE

It has been 135 years since the first school opened in what is now Westminster Public Schools and building on this proud tradition of meeting the educational needs of the local community, this strategic plan ensures we will continue educating for the future. Our aim is to be the best school district in the Denver-metro area, the best school district in Colorado, and one of the very best in the nation. These are lofty goals, but it is only through lofty goals that great performance is achieved.

The goals described in this document give definition to our work. Destination 2030 focuses on new or ongoing major initiatives by the district. In order for this plan to guide our work, we have had to limit our scope to what can plausibly be funded and implemented over the next seven years. The initiatives herein represent some of the efforts we will make to achieve our goals—a strategic plan is not about trying to be all things to all people. This document does not represent everything we are or will be doing to bring our goals to reality. It is not about everything we do. We have numerous other activities, programs, efforts and initiatives spanning all departments and schools all aligned to prepare our students for the day after graduation.

Our journey of continuous improvement is one that never ends. Through this plan, we re-commit to meeting the individual needs of each student. This is not achieved by limiting us to what has always been done, after all, the most dangerous phrase in any organization is "we've always done it this way". It is achieved by learning from the past to build the future.

The one thing we will not compromise is a commitment to quality.

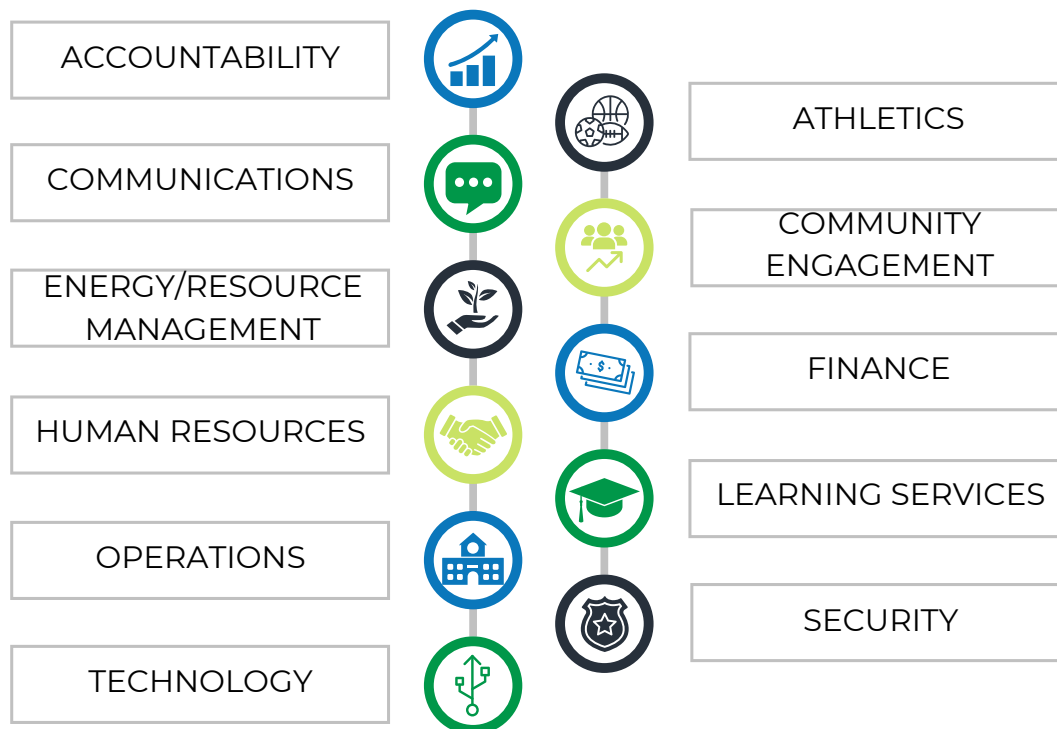


**“THE WOLF ON THE HILL IS
NEVER AS HUNGRY AS THE
WOLF CLIMBING THE HILL.”**

- Arnold Schwarzenegger

OUR GOALS

For a plan to be successful, all stakeholders must come together to collaboratively develop strategic priorities. To assist the reader in identifying how our departments are eliminating silos and aligning their efforts to reach our goals, icons for each working group are provided.



GOAL 1

By 2030, Westminster Public Schools will provide, through innovative educational and extracurricular programs, the best student experience in the region as measured by academic achievement, post-secondary and workforce readiness, as well as student engagement, well-being and satisfaction.

A Solid Academic Foundation

Short-Range Goals/Activities 2022-2024:



- All schools will meet High Reliability Schools (HRS) Level 2 - Effective Teaching in Every Classroom status or higher while sustaining HRS Level 1 - Safe and Collaborative Climate and Culture status.



- Set and monitor school wide and individual student growth and achievement goals annually.

OUR GOALS

- Each student will achieve 1.0 to 1.5 years growth each year in English Language Arts and Math.
 - Monitor student progress based on individualized End-Of-Year (EOY) goals through WPS Empower and Learning Management systems.
- Continue to implement the Interventionist Framework to support the unique needs of all WPS learners.
- Prioritize structures to develop student agency by involving students in planning, monitoring, and reflecting on their learning paths and experiences.
- Increase the level of rigor and high expectations for learning through deep implementation of the Westminster Instructional Model (WIM).



- Group students based on expected end-of-year Grade Level Equivalent (GLE) rather than beginning of year levels.
 - All school schedules will be designed to reflect expected EOY GLEs.



- Move beyond the standardized test/point-in-time accountability and construct a Westminster Public Schools accountability system.
 - Refine a future-forward framework of competencies to support students for the day after graduation.
 - Cognitive Competencies: academic mastery, critical thinking, creativity.
 - Personal Relational Competencies: communication/ collaboration, leadership, global awareness, growth mindset, intrinsic motivation, cultural responsiveness, compassion, self-regulation, agency.
 - Identify established and cutting-edge measures aligned to the WPS accountability system.
 - New Tests/New Goals: convene a consortia of like-minded districts and assessment experts to review competencies, ways of measurement, and develop new tools.
 - Agree upon a body of evidence: formal and informal measures that comprise the "accountability basket" to be used across all schools. Customize the "accountability basket" by grade/performance spans (i.e., K-2, 3-5, 6-8, 9-12).
 - Design a process to aggregate individual student data to school and district for accountability score/WPS school accountability framework.

OUR GOALS



- Expand our "student referral" program (new to district referrals) to include all stakeholders, not just employees.



- Expand our brand awareness campaign.
 - Partner with community influencers to get in front of their respective communities.
 - Expand our social media presence/penetration to connect one-on-one.
 - Host more experiences and engagements to allow people to interact with our schools/district. Host "launch" events.
 - Increase the number of positive media mentions we are receiving.
- Create ongoing "do good" campaigns to connect students/staff to community (food drives, community clean-up, read to seniors, etc.).
 - Create an editorial/communication calendar to ensure a comprehensive year-long communication strategy.
 - Highlight current students, staff, and alumni success stories.
 - Highlight the power of CBS and how High Reliability Schools amplifies our impact on student achievement.



- Maintain a modern protected network.
 - Increase capacity of Wide Area Network (the roadway between the District's buildings carrying the voice, data and multimedia traffic). Increase from 1G to 10G bandwidth for connections with the highest traffic volume.
 - Upgrade the Wi-Fi technology platform. Provide a next-generation wireless network utilizing access to the 6 GHz band (higher dedicated network speed and density).
- District will operate a well-defined and properly maintained cybersecurity program that supports the cyber needs of the District and ensures a documented and practiced contingency management plans.
- Improved management of data to gain insight into performance.
 - Identify a data analytics platform and build out a real-time data dashboard(s).

Mid-Range Goals/Activities 2024-2027:



- 85% of schools will meet High Reliability School Level 5 status while sustaining all preceding levels.

OUR GOALS



- Refine WPS accountability system based on feedback from stakeholder groups.



- Maintain a modern protected network.
 - Cybersecurity to provide uninterrupted access to student data and instructional tools. Provide required security training for all employees. Achieve an "advanced" external security rating based on guidelines and standards from the National Institute of Standards and Technology (NIST).
 - Develop and adopt a cyber-governance plan that consolidates organizational structures related to cyber-governance outlining shared ownership and accountability for cyber-governance throughout the organization.
- Provide solutions for the District's CBE Learning Management System. Lead an improved end-user experience through cloud-hosted services, load-balancing, and overall higher performance.

Long-Range Goals/Activities 2027-2030:



- 100% of schools will sustain all levels of the High Reliability School Framework through a district-supported recertification process.
- Bring validity to the WPS accountability system by taking the following measures:
 - Ensure inter-rater reliability on informal measures of competency.
 - Ensure standard administration protocols for each measure of competency.
 - Identify consequences that could be applied to school for not meeting accountability performance thresholds.



- Maintain a modern protected network.
 - Evaluate speed to value: rebalance cloud adoption to leverage cloud's ability to serve as a data warehouse improving our systems resilience and agility.

A Quality Teacher in Every Room/Leader in Every Building

Short-Range Goals/Activities 2022-2024:

OUR GOALS



- Align WPS educator evaluator process to the Westminster Instructional Model.
 - Transition educator evaluation from the Colorado Department of Education's RANDA platform to the Empower Learning Teacher Development and Evaluation platform.
- Expand personalized professional development opportunities that emphasize diverse cultures, backgrounds, and abilities.
- Complete early contracts in critical shortage areas by March 1 of each year.
 - Aggressively seek applicants who represent racial minorities, are bilingual and/or culturally proficient, and people with disabilities.
 - Aggressively seek applicants for hard-to-fill positions: Culturally and Linguistically Diverse, math and science, special education, and male teachers at the elementary level.
 - Refine hard-to-fill signing bonus and moving allowances.
 - Develop and administer cutting-edge interviewing, screening, and on-boarding processes.
 - Strengthen the mentor program with dedicated measures, training, additional pay and lengthen mentor support to two years.



- Everyone is a recruiter. Create a "storytellers" group.
 - Work to change the negative narrative of public education. Communications will meet monthly with representatives from departments and schools.
 - Brainstorm unique ideas to get interesting and/or exciting stories to the public and prospective employees.
 - Provide front-line staff with talking points and consistent messaging on "Why WPS". Front-line staff become communication ambassadors.




- Explore options to reduce the out-of-pocket expenses and/or expand benefits for employees on health, dental care, and other insurance (reduction in family plan costs, co-pays, deductibles, prescriptions and other similar costs).

Mid-Range Goals/Activities 2024-2027:



- Align WPS Principal and Special Service Providers (SSP) evaluation process to the Westminster Learning Model.

OUR GOALS

- Transition Principal evaluation from the Colorado Department of Education's RANDA platform to the WPS HRS process.
 - Transition SSP evaluation from the Colorado Department of Education's RANDA platform to the Empower Learning Teacher Development and Evaluation platform.
 - Deploy systems, tools, technology and other resources to enable employees to be more successful.
 - Provide ease of access for employees and candidates via online systems.
 - Analyze new teacher performance against standards and rubrics and collaborate with new teacher training to align training with performance needs.
 - Collect and analyze exit survey data with executive teams.
 - Analyze hiring data for the last five hiring seasons and report of success trends and needs.
 - Use flexibilities in Senate Bill 21-185, Supporting Educator Workforce in Colorado, to create educator recruitment and retention (ERR) program to support members of armed forces, non-military groups, and school districts in recruiting, selecting, training, and retaining highly-qualified teachers.
 - Develop and strengthen a cadre of future leaders to maintain a vibrant Competency-Based System.
 - Continue development and implementation of our administrator pipeline program - Aspiring Leadership Program.
-  • Implement a tax-sheltered annuity match program.

Long-Range Goals/Activities 2027-2030:



- Remain the consistent leader throughout the state of Colorado in compensation and benefits for our licensed, educational support professionals, and administrators.
 - Remain highly competitive with surrounding districts' salary and benefit structures making WPS the employer of choice in terms of total compensation.

A Thriving Wage the Day After Graduation

Short-Range Goals/Activities 2022-2024:

OUR GOALS



- Post-Secondary and Workforce Readiness (PWR) expansion.
 - Grow and sustain public and private partnerships to prepare for and advance students for tomorrow's workforce.
 - Develop and expand PWR programming to meet local and regional industry needs.
 - Establish a district-wide apprenticeship and internship program, which includes work-based and project-based learning strategies through collaboration with business and community partners.
 - Work collectively with industry leaders and expand program-level advisory councils to understand industry needs and trends.
 - Align PWR and CTE curriculum with industry standards and create a PK-12 continuum of knowledge and skills.
 - Develop PK-8 pipelines to Westminster High School based on PWR/CTE pathways.
- Phase 1 of Ranum Reimagined.
 - Design and plan for approximately 50,000 square feet of renovation.
 - Identify program specific pathways to be included in Phase 1.
 - Create a formalized process for communication of new projects.



- Project "hot sheets": one page that provides a quick overview of background information, goals, key players, and where to find more information to be used by anyone in the organization when engaging internal/external stakeholders.
- Communication toolkits with sample social media posts, talking points, FAQs, how the community can be involved and timelines for projects.
- Project webpage.
- Secure funding and partnerships for Phase 1 FF&E.
 - A capital campaign (Bond/Mill) will culminate with a ballot question in November 2024. Funds will be for Ranum Reimagined and other district priorities.
 - Create a prospectus for private funding/sponsorship to serve as a capital raising document.
 - Terms of the offering: what do investors receive for their money?
 - Subscription agreements: length of time.
 - Use of proceeds: limited to funder directed program; unrestricted use by district.

OUR GOALS

- Revise Board policy to reflect a more robust vision of corporate sponsorship.

Mid-Range Goals/Activities 2024-2027:



- Phase 2 of Ranum Reimagined.
 - An additional 50,000 - 100,000 square feet of renovated learning space.
 - Landscaping and other outdoor learning spaces.

Long-Range Goals/Activities 2027-2030:



- Phase 3 of Ranum Reimagined.
 - An additional in-building renovation of an additional 50,000 square feet. New construction of aerospace building.

A Healthy Mind, Body, and Safe Environment

Short-Range Goals/Activities 2022-2024:



- Strengthen systemic mental health support through implementation of the WPS Integrated Mental Health and Counseling Model: collaboration and flexibility, reduced siloes, and trauma responsive practices.
- Conduct annual surveys of student, staff and parent perceptions of teaching, learning, safety and well-being.



- HVAC and Mechanical Upgrades for Shaw Heights Middle School.



- Full implementation of a visitor and emergency management system and standardized response protocols.
 - Conduct annual table top emergency response exercises.
 - Strengthen partnerships with law enforcement and other public safety entities.
 - Upgrade and enhance district emergency communication system.
 - Adopt and utilize school safety software to manage entrants/visitors, safety drills, emergency response, and reunification.



- Establish a parent booster 501(c)(3) organization (WA3) to support and fundraise for districtwide athletics.

Mid-Range Goals/Activities 2024-2027:



- HVAC and mechanical upgrades at STEM Union/Elementary.

OUR GOALS



- Memorial Stadium redesign to include artificial turf and a field house.



- Upgrade camera systems: conduct a comprehensive audit of surveillance cameras in consultation with the Colorado School Safety Resource Center.
- Conduct live action scenario-based exercises to test the effectiveness and efficiency of our emergency response plan.



- Develop an Adaptive Reuse of Building(s) Plan to address changes in enrollment:
 - 3-5 year enrollment projections school by school.
 - Identify metrics for school closure.
 - Review and/or identify district programs/needs that would keep the building as anchor for local community.
 - Identify renovation needs in repurposing a building.

Long-Range Goals/Activities 2027-2030:



- Strengthen partnerships with home and family, local community agencies, and other civic organizations to create a holistic (Whole School, Whole Community, Whole Child) approach to student well-being.
 - Structured out-of-school time.
 - Expansion of clubs, interest groups, and activities for student engagement.
 - Family and community engagement activities.
 - Employee wellness activities and options.

GOAL 2

By 2030, Westminster Public Schools will be a public school sector leader in addressing Colorado's most pressing environmental challenges as the state moves towards a non-carbon energy future.

Energy Resources

Short-Range Goals/Activities 2022-2024:



- Complete and implement a district energy plan.

OUR GOALS

- Set energy usage targets with goal of reducing electricity usage by 10% from a baseline average July 2017-2019.
- Install charging stations at Auxiliary Services to support 20 buses and 10 support vehicles.
- Begin transition of bus and support fleet to electric vehicles (goal of 3-4 buses/2 vans).
- Phase 1 of landscape design and work at Shaw Heights Middle School and Hidden Lake High School. The design in all phases will consider water wise landscapes as well as curb appeal.
- Decrease indoor water use by 10% from July 2023-June 2024.
- Upgrade central irrigation control systems by August 2025.



- Design an incentive program that provides additional dollars in school budgets for energy savings.

Mid-Range Goals/Activities 2024-2027:



- Create sustainability report cards on a school-by-school basis to include electricity, natural gas, and water use.
- Reduce electricity usage by 20% from a baseline average July 2017-2019.
- Expansion of charging stations to high traffic areas/schools in district.
- Expansion of electric vehicle use (add 3-5 additional buses/5-6 support fleet).
- Phase 2 of landscape design and work at Flynn, Mesa, STEM and WAIS.



- Begin conversion of bluegrass athletic fields to artificial turf.
 - By 2025 one field to be converted.
 - By 2027 an additional (one) field to be converted.



- Convert 25% of current non-playfield irrigated areas to non-irrigated areas or 50% reduced irrigated areas by June 2026.
- Reduce district water use from July 2017-June 2019 baseline levels as follows: 5% by December 2024, 10% by October 2025, 15% by October 2026.



- Pilot energy savings incentive program in five schools to determine applicability and effectiveness.

OUR GOALS

Long-Range Goals/Activities 2027-2030:



- Continue expansion of charging stations, at least one at every school.
- Phase 3 of landscape design and work at Hodgkins, Sunset, and WHS.



- Implement energy savings incentive program district-wide.

GOAL 3

Westminster Public Schools will play an active and substantial role in leading a culture of civic engagement that enhances trust in our democracy, in one another, and one that promotes social inclusion by educating a new generation of knowledgeable, inspired, and engaged citizens.

Develop and Sustain an Effective Internal Infrastructure to Support and Coordinate Community Engagement

Short-Range Goals/Activities 2022-2024:



- Recognizing community engagement is a learned skill.
 - Identify core civic competencies needed for lifelong engaged citizenship.
 - Offer age appropriate instruction, workshops, training, consultation and immersive experiences to equip students, faculty, and community partners with knowledge and skills for effective community engagement.
- Elevate and institutionalize community engagement in each school: create programs and systems for identifying and connecting students and staff with community partners.
 - Expand role of District Accountability Committee from budget and accreditation reviews to parent and community leadership development.
 - Increase stakeholder input and buy-in for district governance, goals, and priorities.

OUR GOALS

Mid-Range Goals/Activities 2024-2027:



- School become the "public square" of community life: develop a communication plan that highlights Westminster Public Schools' role as a nexus, activator, and coordinator of community engagement.
 - Expand programming at Daniel C. Vallez Family Education Center.



- Build partnerships to foster and encourage student engagement in community.
 - Expand Boys & Girls Clubs and other out-of-school time activities to provide structure to the time from the school's last bell to the time parents come home from work.
 - Increase student volunteer rates in local civic activities and organizations.

Long-Range Goals/Activities 2027-2030:



- Make the community the campus: expanding learning beyond the school walls.
 - Using inputs from students and community partners are aligned with institutional values, infuse community voice into curricula and project-based learning through Anytime, Anywhere Learning.

Harness the District's Resources to Improve Economic Development in Our Local Community

Short-Range Goals/Activities 2022-2024:



- Become a connector between agencies to build infrastructures that bring community partners together to advance their development goals.
 - Involve local business and industry in the school community to build strong school-business partnerships.
 - Include local business on school-community advisory boards.
 - Invite business owners to school events, to conduct workshops for staff and students (leadership, entrepreneurship, innovation), and to be judges and coaches at other school activities.

OUR GOALS

Mid-Range Goals/Activities 2024-2027:



- Engage as an essential partner and leader with other agencies as policies impacting the future of the city, county, region and state are developed.
 - Work with community groups to create unified and comprehensive neighborhood plans and strategies.
 - Community asset mapping and SWOT analysis.
 - Develop common goals and action steps.

Long-Range Goals/Activities 2027-2030:

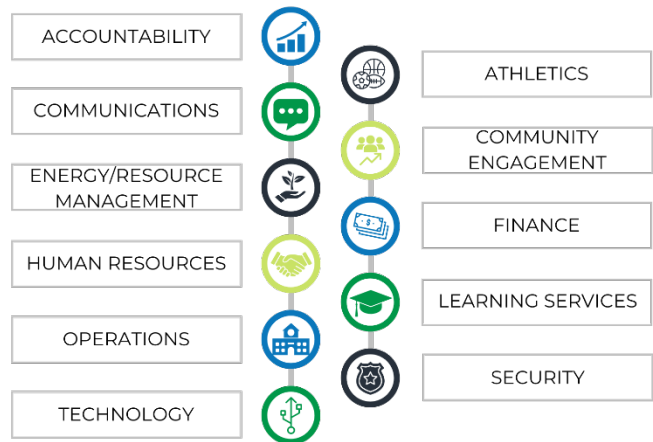


- Work with governmental agencies and community organizations to create a long-term community plan that promotes smart growth projects and joint use of assets and resources across agencies.

Cost of District Current Objectives

Westminster Public Schools' Identity articulates the Mission, Values and Vision of Destination 2030 that are shared by the District and community, enabling it to demonstrate outstanding quality that transcends the boundaries of the classroom walls and is personified in our staff and students. Above all else, students come first. By 2030, Westminster Public Schools will provide, through innovative educational programs, the best student experience in the region as measured by academic achievement, post-secondary and workforce readiness, athletics and activities, and social-emotional well-being.

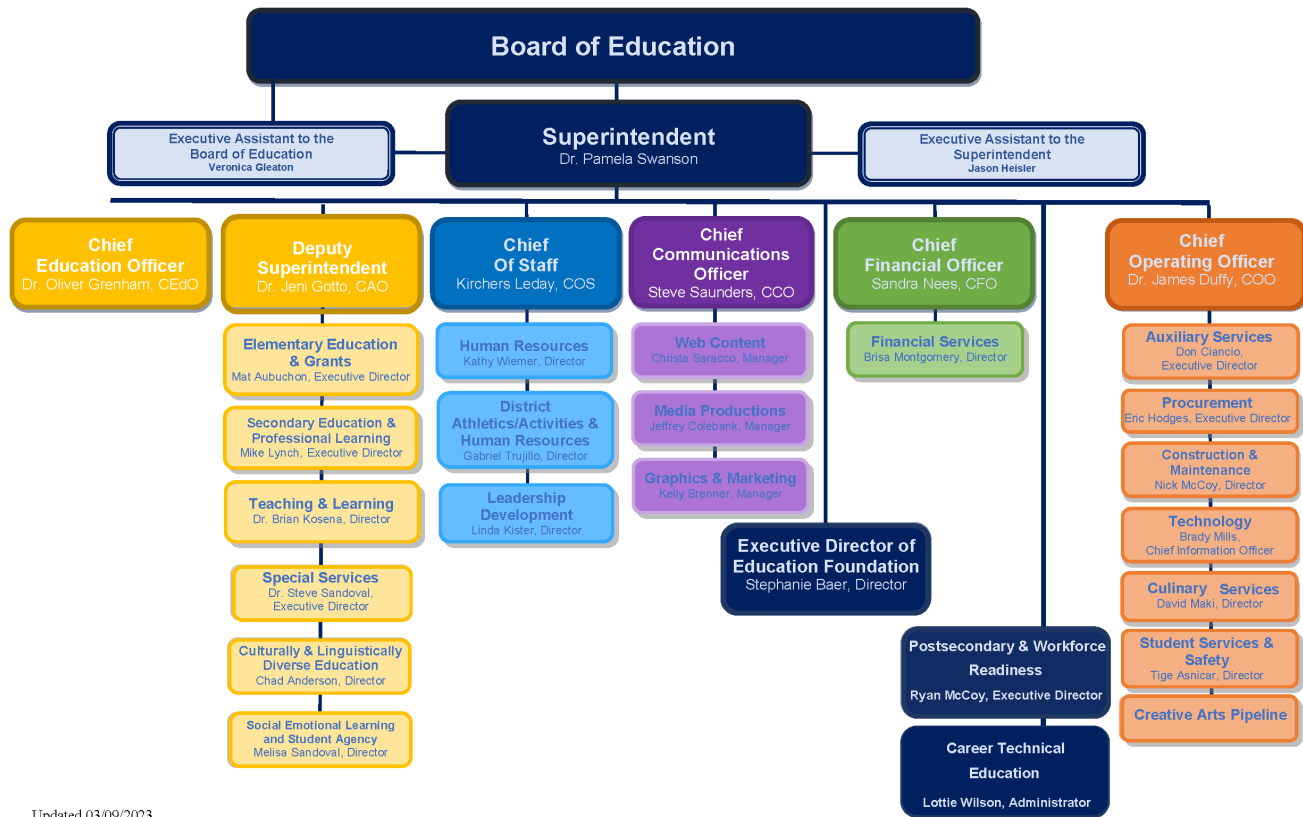
For a plan to be successful, all stakeholders must come together to collaboratively develop strategic priorities. To assist the reader in identifying how our departments are eliminating silos and aligning their efforts to reach our goals. Our journey of continuous improvement is one that never ends. Through this plan, we recommit to meeting the individual needs of each student. This is not achieved by limiting us to what has always been done, after all, the most dangerous phrase in any organization is "we've always done it this way". It is achieved by learning from the past to build the future.



At Westminster Public Schools, **Education is Personal**. Every dollar the district receives is directed at demonstrating the district's Mission, Values, and Vision of Destination 2030. Overall, the district spends \$22,582 per student from all district funds. Summary of revenues and transfers for all funds is as follows:

Revenue Summary of All Funds		Adopted 2024
10 General Fund		\$ 128,798,818
18 Risk Management Fund		2,554,134
19 Colorado Preschool Fund		3,912,475
21 Nutrition Services Fund		5,912,500
22 Government Designated Purpose Grants Fund		18,644,000
23 Student Athletic & Activity Fund		2,010,000
26 Daycare Program Fund		2,400,000
31 Bond Redemption Fund		8,337,988
43 Capital Reserve Fund		6,777,332
Total		\$ 179,347,247

Westminster Public Schools Organizational Structure



Updated 03/09/2023



Executive Administration

BOARD OF EDUCATION

Westminster Public Schools belief of Where Education is Personal is reflected by the fact that every member of the Board of Education grew up in the community and received their high school diploma from one of our schools. That is a rarity. Read below to learn more about the members that work so hard on behalf of all of our students and staff.

The Board governs the education of students and the operations of the District within limitations set by the State of Colorado. All decisions on budget, policy, personnel, and other legal matters are made by the Board as a whole, acting as one body.

Executive Assistant
to the Board of
Education

Executive Assistant to
the Superintendent's
Office

Ken Ciano | Board President | Elected Term: November 2019 to November 2023



Ken Ciano was appointed to the Board in April 2014, then elected in November of 2015.

Ken Ciano is a life-long resident in the district, and graduated from Ranum High School in 1982. He attended Regis University where he earned degrees in Political Science and History. Ken has an extensive family who have all attended Westminster Public Schools, and his father Don Ciano served on the Board in the 1980s and 90s.

Max Math | Board Vice President | Elected Term: November 2019 to November 2023



Max Math was elected to the Board of Education in 2015.

Max Math's father and mother-in-law attended Union High in 1946. He and his wife, Christy, are 1979 graduates of Westminster High School (WHS). He attended Westminster Elementary and she attended Harris Park Elementary. All of their children attended Tennyson Knolls Elementary, Hodgkins Junior High School and WHS. Max attended the University of Colorado and the University of Phoenix, and received his degree in Business. He also received his master's in Public Administration from University of Southern California.

Aaron Martin | Board Secretary | Elected Term: November 2021 to November 2025



Aaron Martin was elected to the Board of Education in 2021.

The son of a teacher, Aaron Martin is married to Brenda Martin, a Principal of Colorado STEM Academy. He has two children enrolled in the district who he says have thrived under the district's Competency Based System (CBS). Aaron works for AT&T in the TV Advertising Technology Division and hopes to bring his skills and understanding of technology to the Board of Education.

Christine Martinez | Board Treasurer | Elected Term: November 2019 to November 2023



Christine Martinez was elected to the Board of Education in 2019.

Christine graduated from Westminster High School in 2001, continuing a recent trend where all the members of the Board of Education are graduates of the school district. Martinez also has a child attending Sunset Ridge Elementary. In addition, to her role as a parent, Martinez also played a prominent role in the passage of the 2018 mill levy override.

Dan Orecchio | Board Director | Elected Term: November 2021 to November 2025



Dan Orecchio was elected to the Board of Education in 2021.

Dan Orecchio and his wife, Stephanie grew up in Westminster where they both graduated from Westminster High School in 1988. He went on to become a successful architect with offices in Westminster and Fraser, Colorado. Dan credits a WPS drafting teacher with inspiring him to study architecture and go on to establish a successful business.

Ashley Duarte – Bernal | Student Ambassador | Elected: Tuesday, March 28th

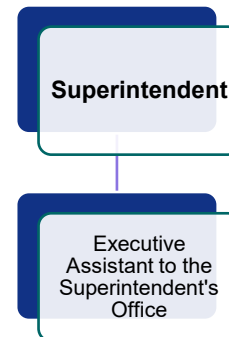


Ashley Duarte-Bernal was elected to the Board of Education in 2023

Ashley Duarte-Bernal, a Westminster High School senior and lifetime student of the district, is the first ever student ambassador to the WPS Board of Education. Ashley's biggest priority is climate change and that is the topic she chose to speak about during her first meeting. She told the board she has several ideas about how the district can become a more "eco-friendly district" in an effort to reduce global warming.

SUPERINTENDENT'S OFFICE

The District Superintendent is tasked with overseeing education standards and student achievement, plan budgets and allocate resources. School Superintendent and Superintendent's office act as a Board of Education Liaison.



Superintendent: Dr. Pamela Swanson



Dr. Swanson is a strong proponent of leadership at all levels and believes input from all groups is important. With that in mind, she has seven Superintendent Cabinets she meets with on a regular basis:

Superintendent Student Leadership Cabinet (SSLC): Superintendent Swanson regularly meets with elected student leaders from Westminster High School to gather student perspectives on the challenges and opportunities faced by students moving toward graduation and life beyond high school. The meetings are open-ended allowing students to speak honestly about everything from school lunch menus to school culture and climate to scholarships and internships opportunities.

Superintendent Support Cabinet (SSC): Dr. Swanson created the Superintendent Support Cabinet in the fall of 2014 to gather more input from Educational Support Professionals (ESP). The cabinet is advisory in nature and is designed to enhance "Big Picture" communication dealing with High Stakes and Systemic topics regarding WPS. The monthly meetings encourage a robust and honest discussion of the issues facing the District.

Administrative Cabinet (ADCAB): The Administrative Cabinet is comprised of Directors and representative principals from across the District bringing varying leadership perspectives to the Superintendent's office. The cabinet generally meets twice a month to address a wide range of topics including, but not limited to, academics, student safety, personnel, budget issues and other strategic goal areas.

Teacher Leadership Cabinet (TLC): The Teacher Leadership Cabinet brings together teachers to discuss issues of mutual interest and concern. In creating the TLC, Dr. Swanson sought the input of teachers with very diverse perspectives. With that in mind, the cabinet consists of teachers from a variety of content areas and with varying length of service in WPS. Every school has a representative on the cabinet.

Principals' Advisory Cabinet (PAC): The purpose of the Principals' Advisory Cabinet is to solicit professional expertise and collaborate in an advisory capacity regarding the school district and moving it to the next level of excellence.

Parent Leadership Cabinet (PLC): Parent Leadership Cabinet (PLC) is a group of parent leaders who directly share their views with the superintendent around system-wide policies and events affecting schools. Members are parents who are nominated by their school principals and reflect the diversity of our community. The cabinet meets quarterly with the superintendent and key Westminster Public Schools staff.

Westminster Children's Initiative (WCI): The WCI meets quarterly. The members consist of community and school district partners who work together to help the youth in our community succeed beyond the hours they are present in our schools. A typical school day for our students is approximately seven hours, depending on the age of the child. School children spend a larger portion of their day away from the safe and caring learning environment that our schools provide. As civic minded community members, it is up to all of us to support and enhance healthy lifestyles, positive choices, quality of life, safe neighborhoods and sustainable communities for the next generation.

LEARNING SERVICES

Chief Academic Officer: Dr. Jeni Gotto

Certifying competent learners and graduates ready for postsecondary work, college, and productive lives.

Facilitating and supporting learners to improve every day.

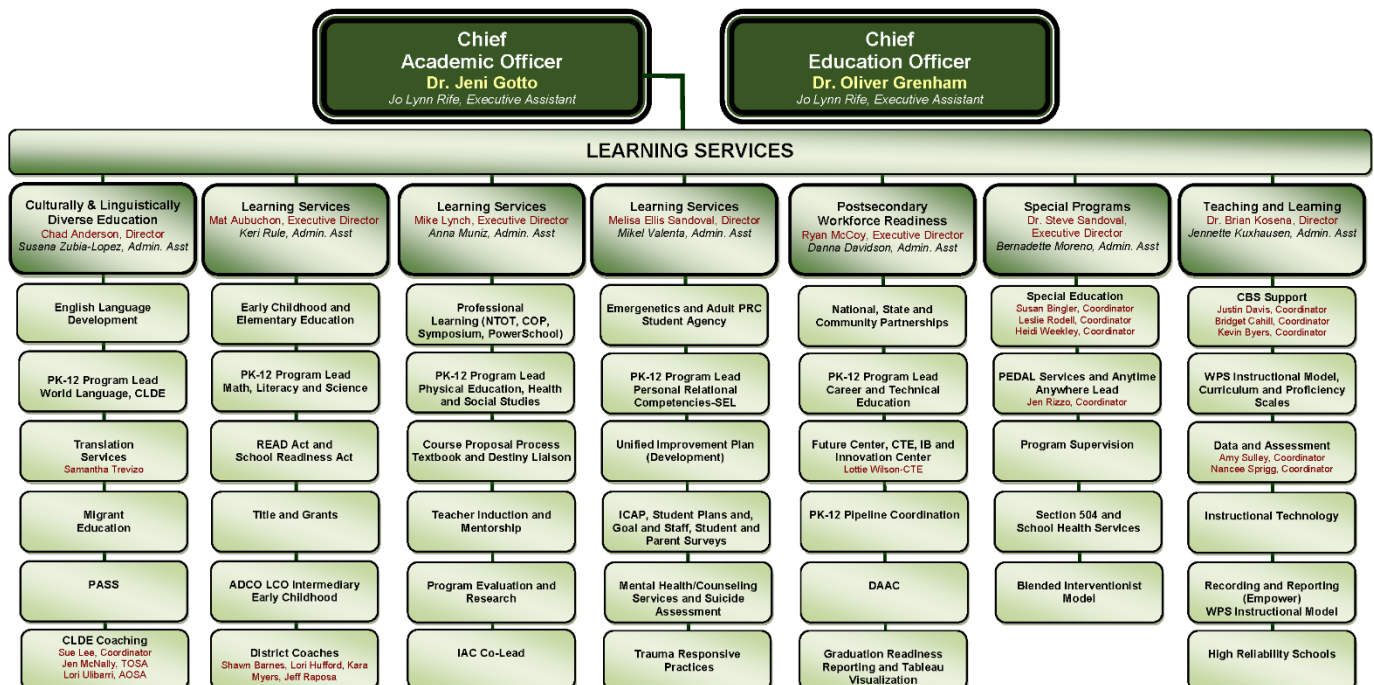
In order to support Westminster Public Schools goals, the Learning Services will assure equity and academic excellence for all learners in an authentic Learner-Centered Competency Based System by:

- Increasing learner achievement and growth as measured by all state assessments.
- Increasing Postsecondary Workforce Readiness (PWR).
- Establishing and monitoring clear goals that support improved learner achievement and growth.
- Implementing aligned curriculum, engaging rigorous instruction and purposeful assessment practices that meet the needs of all learners

Growing and sustaining positive learner, family and community support including vibrant accountability committees.

Roles and Responsibilities: Accreditation and Accountability, development of WPS Policy, Federal and Colorado Department of Education (CDE), compliance reporting, supervision for all elementary and secondary schools, supervision of all school and education programs, overseeing of library media and instructional services, leadership of math and science curriculum, management of turnaround grants and processes, implementation of the WPS Competency Based System (CBS). As well as, Culturally and Linguistically Diverse Education, Gifted Education and Advanced Learning, Teaching & Learning (testing and reporting), Early Childhood Education, Secondary Education & Professional Development, Federal, State & Special Grants, Postsecondary & Workforce Readiness and Special Services.

Chief Academic Officer Organizational Structure



HUMAN RESOURCES

Chief of Staff: Kirchers Leday, MBA

Human Resources Department is a critical component of employee well-being within the School District.

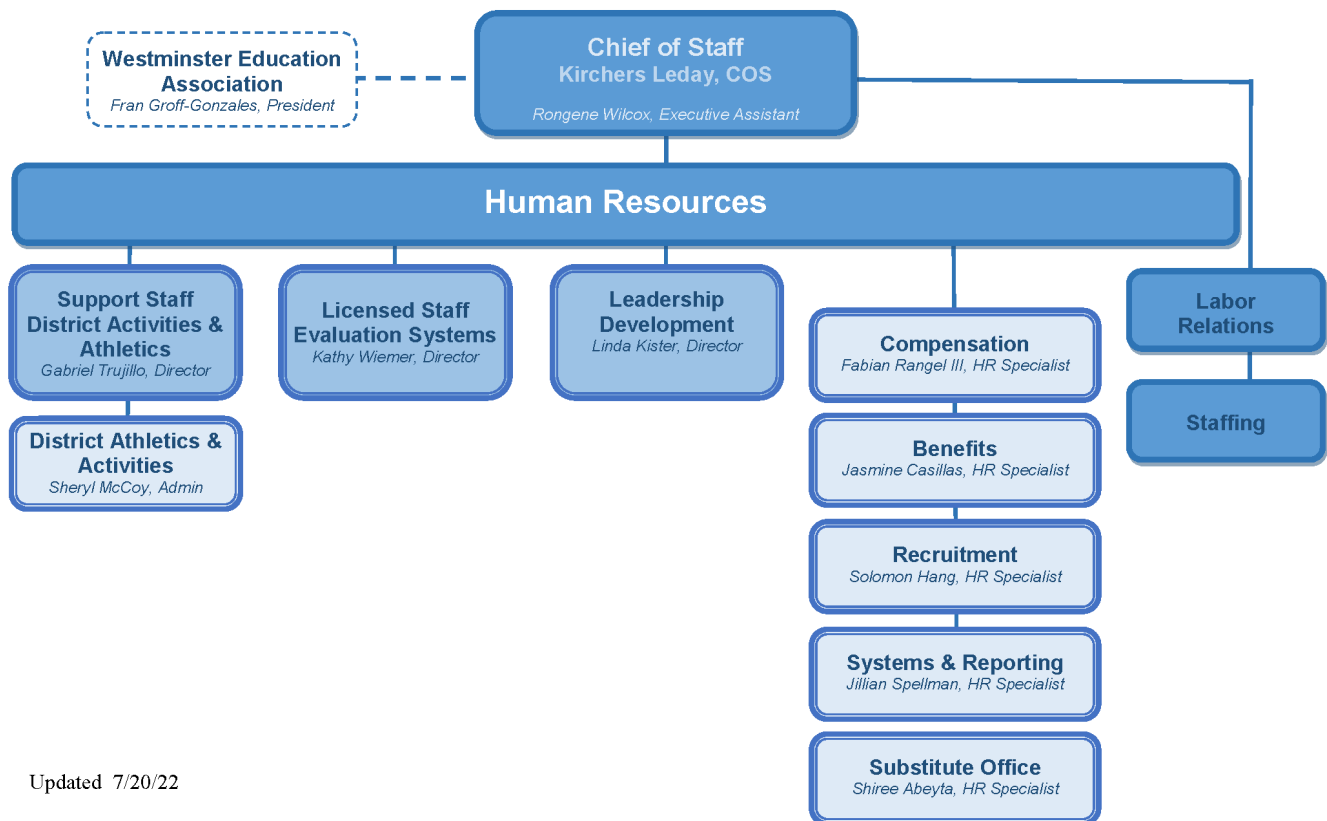
The Department of Human Resources is comprised of highly qualified and dedicated staff that provides excellent customer service to all stakeholders. One goal for the Human Resources department is to recruit, retain, and develop a diverse cadre of the highest quality licensed personnel, educational support professionals, and administrators.

With the current economic state, the Human Resources team will continue to focus on maintaining competitive salaries and benefits, recruiting and retaining, while reallocating resources to meet the needs of the District and its students.

Roles and Responsibilities

Labor relations, recruitment and hiring, staffing, legal compliance, benefits, compensation, customer care, guest teacher, licensure, new hires/transfers, unemployment, worker's compensation.

Chief of Staff Organizational Structure



Updated 7/20/22

COMMUNICATIONS & COMMUNITY RELATIONS

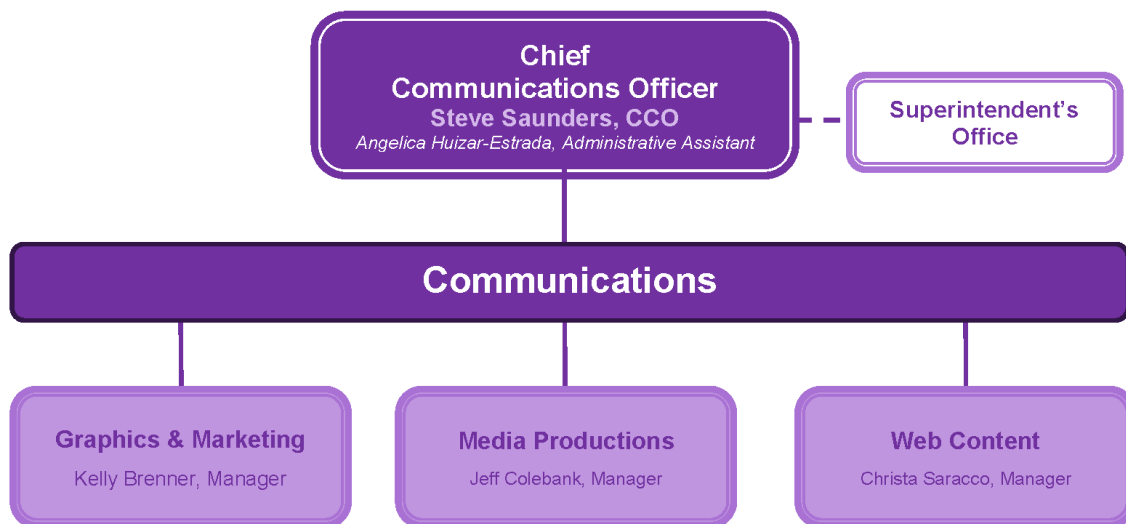
Chief Communications Officer: Steve Saunders

The Communications team provides our audience (internal and external) with the information they need in order to make informed and timely decisions about public education in a way that fosters trust, goodwill and community participation in the Westminster Public Schools strategic plan.

Roles and Responsibilities

Primary media and public relations contact, community outreach initiatives, coordination of district events and media requests, support district school marketing efforts, write, produce and distribute district videos, management of WPS-TV Comcast channel programs, district and school websites and content, management of social media channels, provides social media support to schools.

Chief communications Officer Organizational Structure



Updated 7/20/2022

FINANCIAL SERVICES

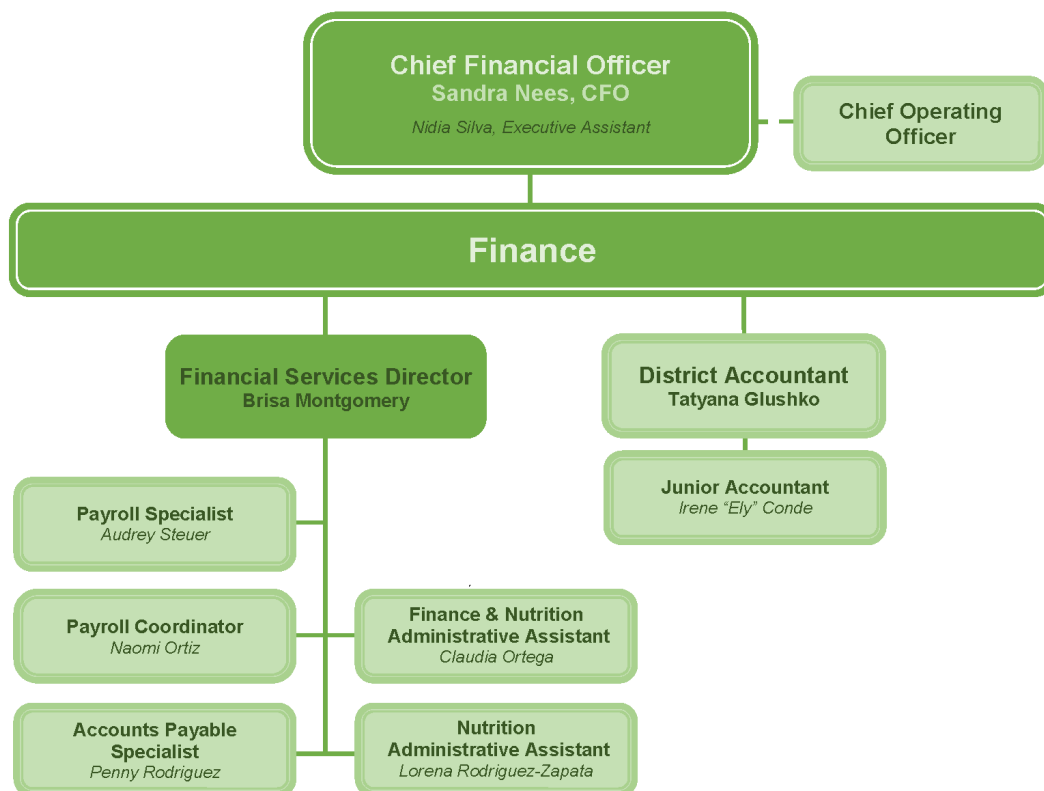
Chief Financial Officer: Sandra Nees, MBA

The mission of Financial Services Department is to provide educational support to students, staff, and parents. The department strives for excellence and emphasizes in providing quality services to staff, community, students, and vendors, including preparation and communication of timely and accurate information in support of the District's mission. Financial Services Department is responsible for the financial operations of the district which includes: budget and cash management, Federal and State guidelines, Federal, State and local grants, payroll, accounts payable, general accounting and Nutrition Services.

Roles and Responsibilities

Roles and Responsibilities include budgeting, Risk Management, Purchase Orders—invoicing and payments, check requests, payments, payroll, garnishments, deductions elections and changes, verification of employment, leave inquiries and entry, timesheet inquiries and entry, purchase card management, vendor management, petty cash, accounting, October Count, Grants Fiscal Management and are the Nutrition Services liaison n for our food services department.

Chief Financial Officer Organizational Structure



Updated 7/20/2022

OPERATIONS

Chief Operation Officer: Dr. James Duffy

The Operations Department works to provide a safe and supportive learning environment for all students and staff.

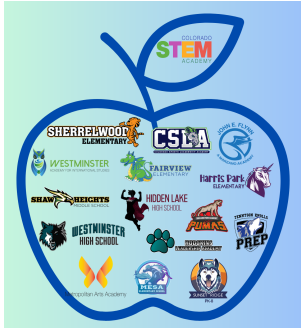
Roles and Responsibilities:

Oversee all functions of the Auxiliary Services, Culinary Services, Procurement & Materials Management, Technology Services, Student Services Departments and Creative Arts Pipeline. Liaison to Financial Services & Grants, Special Programs & Partnerships, Crisis Management and Emergency Response, Safe & Drug Free Schools, Charter Liaison. As well as, Technology Services, Auxiliary Services, Procurement, Culinary Services, Student Services, and Grants.

Chief Operation Officer Organizational Structure



Updated 8/2/22



OUR WPS SCHOOLS

Elementary Schools/ELC

Early Learning Center @ FM Day

Early Childhood Center @ Gregory Hills

Harris Park

Mesa

Sherrelwood

Innovation Schools

Colorado STEM Academy

John E. Flynn A Marzano Academy

Metropolitan Arts Academy

Westminster Academy for International Studies

Middle Schools

Shaw Heights

PK-8 Schools

Colorado Sports Leadership Academy

Fairview

Hodgkins Leadership Academy

Sunset Ridge

Tennyson Knolls Preparatory School

Orchard Park Academy

High Schools

Hidden Lake

Westminster High

EARLY LEARNING CENTER AT FM DAY

1740 Jordan Drive Denver

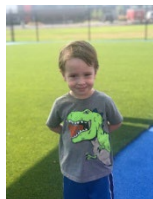
303-428-1330

Principal Aylane Dibildox



MISSION

Building a positive foundation to learn, live, plan and prepare for life-long learning.



The Early Learning Center provides high quality early childhood programming for our youngest learners. The center accepts students as young as Birth through four- years-old and houses four classrooms. The staff are highly qualified early childhood professionals and the adult to child ratios are kept lower than state requirements.

The goals of the program are closely aligned with district preschool mission statement of “building a Positive Foundation to Learn, Live, Play, and Prepare for Kindergarten.” It is the Center’s goal to empower parents with programs and information in their native language to be advocates for their children as they enter the school system.

Daycare Fund Financial Data

Salaries	\$ 1,493,701	Purchased Service	5,100
Benefits	290,900	Supplies & Materials	33,417
Total Salaries & Benefits %	94.06%	Capital Outlay	-
Total Projected Expenditures			\$1,823,118

Enrollment

2022-23 Pre-K/ Birth to 3 Count 49

2022-23 Free & Reduced Lunch Data

Free Lunch Count	6
Reduced Lunch Count	3
Total Free & Reduced %	18%

*Rounded to the nearest dollar

LEARNING CENTER AT GREGORY HILLS

8030 Irving Street Westminster

303-428-1560

Principal Jennifer Keyes



VISION

We agree to work together with families, staff, and our community to ensure all students feel included, safe and supported. Children will demonstrate appropriate individualized skills as measured by Teaching Strategies GOLD and receive a well-rounded education to prepare them for future school success

MISSION

Building a positive foundation to learn, live, play and prepare for life-long learning.

Westminster Public Schools has an Early Childhood Education program in all of our elementary buildings as well as at the Early Learning Center at Gregory Hill. The goal of our ECE programs is to provide developmentally appropriate services to the children of WPS. Students in our ECE programs will learn, live and play in a very caring way.

Learn – Focus on a pre-academic skill to help prepare students for kindergarten

Live – Focus on social emotional development to help students learn to be part of a learning community

Play – Focus on the whole child through a play-based program

Caring – Supportive and dedicated staff that focus on individual student skills

This budget does not include funds from the Colorado Preschool Program.

General Fund Financial Data

Salaries	\$ 632,535	Purchased Service	-
Benefits	\$ 284,655	Supplies & Materials	\$ 27,837
Total Salaries & Benefits %	97%	Capital Outlay	-
Total Projected General Fund Expenditures			\$945,027
Projected Per Student Cost			\$55,590

Enrollment

2023-24 Pre-K Count 17

2022-23 Free & Reduced Lunch Data

Free Lunch Count 115
Reduced Lunch Count 37
Total Free & Reduced % 69%

*Rounded to the nearest dollar

FAIRVIEW K-8

7826 Fairview Ave Denver

303-428-1405

Principal Lisa Cyr



VISION

Dragons will RISE.

Respect
Integrity
Service
Effort



Fairview Elementary has a vision of philanthropy and service where students are taught to be "kinder than you need to and do more than you have to". Our students have several opportunities to participate in service projects where they get a chance to give back to their community. Fairview collaborates with organizations such as The Boys & Girls Club to promote positive role models for all students.

General Fund Financial Data*

Salaries	\$ 2,448,953	Purchased Service	-
Benefits	\$ 814,067	Supplies & Materials	\$ 143,574
Total Salaries & Benefits %	95%	Capital Outlay	-
Total Projected General Fund Expenditures			\$ 3,406,594
Projected Per Student Cost			\$ 10,261

Enrollment

2021-22 K-12 Count	299
2022-23 Projected K-12 Enrollment	333
2023-24 Total Projected Staffing	16

2022-23 PK-12 Free & Reduced Lunch Data

Free Lunch Count	231
Reduced Lunch Count	40
Total Free & Reduced %	81%

*Rounded to the nearest dollar

HARRIS PARK ELEMENTARY

4300 W. 75th Avenue Westminster

303-428-1721

Principal Nancy Richey



VISION

Happy life-long learners. Passionate and positive in every way. Empowering Imagination.

MISSION

We are STAR★s at Harris Park!

Safety

Personal safety and safety for others

Teamwork

Leadership of self, in small groups, and with the class

Attitude

Positive scholastic and can-do-it attitudes

Respect

Of your space, classroom, school, yourself and others

★Responsibility

Personal, academic, and for our school

Harris Park is a [competency-based](#) school in [Westminster Public Schools](#). *Where Education is Personal*. We educate every child from where they are and purposefully design daily schedules to provide optimum learning opportunities. As a [Leader in Me](#) school, we honor the greatness in every child, embracing a leadership culture as we model and teach Steven Covey's [7 Habits of Happy Kids](#) and Successful People.

Being a part of the Harris Park family is truly remarkable due to our Westminster community and families' connectedness. Harris Park partners with [Scholars Unlimited](#) to provide interested families with free extended enrichment and learning opportunities after school. Intermediate students embrace joyful expression in movement through high-quality in-school dance programming from our partners at [Celebrate the Beat](#). And, we have a rich and long-standing relationship with residents of the [San Marino Retirement Community](#).

General Fund Financial Data*

Salaries	\$ 1,852,402	Purchased Service	\$ 1,500
Benefits	\$ 698,247	Supplies & Materials	\$ 121,181
Total Salaries & Benefits %	95%	Capital Outlay	\$ 2,700
Total Projected General Fund Expenditures			\$ 2,676,030
Projected Per Student Cost			\$14,084

Enrollment

2021-22 Pre-K-12 Count	244
2022-29 Projected K-12 Enrollment	217
2023-24 Total Projected Staffing	10

2021-22 PK-12 Free & Reduced Lunch Data

Free Lunch Count	131
Reduced Lunch Count	37
Total Free & Reduced %	77%

*Rounded to the nearest dollar

MESA ELEMENTARY

9100 Lowell Blvd Westminster

303-428-2891

Principal Janelle Stastny



VISION

Engage, Educate, and Empower Every Child Every Day.

MISSION

Expect the Best! Celebrate Success!



Mesa Elementary has a proven track record of being a Performance ranked school by the State of Colorado. WE partner with many outside groups to bring enrichment and other activities to our Mesa Mustangs. Some of the activities include karate, hip-hop dance, Scholars Unlimited Enrichment, tutoring and Math Club. Mesa also has many family events including Fitness Night, Harvest Dance, Craft Night, Literacy Night and Math at Mesa where families come in to learn and play math games with their children. Our students also love to participate in our spelling bee.

Mesa is a leader in academics where we “Expect the Best and Celebrate Success!” Our preschool through 5th grade teachers are trained in current literacy and math programs that bring success to each student. We have the latest and greatest technology including a device for each student. Mesa also collaborates with local artists to provide real world art experiences for students. We are a neighborhood school and welcome all families to join us.

General Fund Financial Data*

Salaries	\$ 2,618,929	Purchased Service	\$ 200
Benefits	\$ 929,210	Supplies & Materials	\$ 128,198
Total Salaries & Benefits %	96%	Capital Outlay	\$ 1,100
Total Projected General Fund Expenditures			\$ 3,677,636
Projected Per Student Cost			\$12,904

Enrollment

2021-22 K-12 Count	297
2022-23 Projected K-12 Enrollment	307
2023-24 Total Projected Staffing	15

2022-23 PK-12 Free & Reduced Lunch Data

Free Lunch Count	224
Reduced Lunch Count	38
Total Free & Reduced %	85%

*Rounded to the nearest dollar

SHERRELWOOD ELEMENTARY

8095 Kalamath Street Denver

303-428-5353

Principal Cindy Davis



VISION

Our vision is to create a learning environment that successfully prepares students for future opportunities

MISSION

At Sherrelwood, we are dedicated to learning and working together. Sherrelwood **ROARS!**

Responsibility

Open communication

Achievement

Respect

Safety

Sherrelwood Elementary is in the heart of a supportive and caring community. We are the premier neighborhood school with high quality teachers who care and collaborate with all students and families. In addition to academics, character development plays a critical role in educating our students. At Sherrelwood, students take part in a variety of learning environments that foster social intelligence. We offer several before, during and after school programs and clubs to meet the interests of our students including literacy and math tutoring, soccer, choir, basketball, Leadership Team, band, art, STEM Projects, science investigations and more!

General Fund Financial Data*

Salaries	\$ 1,943,769	Purchased Service	-
Benefits	\$ 653,471	Supplies & Materials	\$ 102,867
Total Salaries & Benefits %	96%	Capital Outlay	-
Total Projected General Fund Expenditures			\$ 2,700,107
Projected Per Student Cost			\$14,211

Enrollment

2021-22 K-12 Count	237
2022-23 Projected K-12 Enrollment	197
2023-24 Total Projected Staffing	10

2022-23 PK-12 Free & Reduced Lunch Data

Free Lunch Count	119
Reduced Lunch Count	34
Total Free & Reduced %	78%

*Rounded to the nearest dollar

ORCHARD PARK ACADEMY PK – 8 SCHOOL

7395 Zuni Street Denver

303-428-2300

Principal Zack White



VISION

We strive to provide a positive, structured and caring environment centered on student achievement and growth.



Our brand-new school, Orchard Park Academy PK-8, is set to open in the fall of 2021! We are accepting applications for enrollment for Preschool through 8th grade. Orchard Park Academy will focus on technology that embeds into our curriculum, bringing the outside world to the fingertips and the minds of our students. We focus on the whole child through empowerment, health, and wellness. With daily art, music, technology, and physical education, the entire child focuses at Orchard Park Academy. A few of our community partners include:

Book Trust, Reading Partners, University of Colorado's Pre-Collegiate Development Program, and Celebrate the Beat.

At OPA, we offer school-wide extracurricular activities, leadership skill development, community sports activities, and academic and social enrichment for all our students. Starting at 6th grade, our students will get their choice of a wide array of electives with a focus on individuality and self-directed learning supported by counselors who stand by, ready to help them with career and college planning. Our middle schoolers even get lockers! Something unique about our school: We received the 2019 Center of Excellence Award – making our school one of the top-performing schools in the North Metro Area!

General Fund Financial Data*

Salaries	\$ 3,635,190	Purchased Service	-
Benefits	\$ 1,352,280	Supplies & Materials	\$ 236,073
Total Salaries & Benefits %	95%	Capital Outlay	\$ 12,700
Total Projected General Fund Expenditures			\$ 5,236,243
Projected Per Student Cost			\$ 10,411

Enrollment

2021-22 K-12 Count
2022-23 Projected K-12 Enrollment
2023-24 Total Projected Staffing

529
571
26

2022-23 PK-12 Free & Reduced Lunch Data

Free Lunch Count 416
Reduced Lunch Count 83
Total Free & Reduced % 87%

*Rounded to the nearest dollar

SUNSET RIDGE K-8

9451 Hooker Street Westminster

303-426-8907

Principal Roger Vadeen



VISION

At Sunset Ridge it is important that we, as a community....

- Become involved in our learners' education because "a good education is no longer just a pathway to opportunity – it is a pre-requisite." (PTA/School Committees and Volunteering)
- Show respect and kindness to one another.
- Demonstrate a positive attitude and good effort.
- Have fun while working hard together.
- Take advantage of opportunities to reward learners and staff for their successes.

At Sunset Ridge, we believe that the education of children is a partnership between home and school. The Sunset Ridge staff has a strong commitment to excellence and we invite parents to work together with us to achieve excellence. We strongly encourage parents to regularly help their children with homework, talk with them about what they are learning, read books to them and listen to them read. Sunset Ridge family members are invited to serve as classroom or school volunteers, attend evening school activities and be active in our Parent Teacher Association where parents and staff plan fun events for our community.

Sunset Ridge Elementary has been recognized by the Colorado Department of Education with the Governor's Improvement Award as part of a celebration of our students' outstanding growth on state tests for more than three years in a row. Sunset Ridge was awarded \$30,000 from the non-profit Foundations of Great Schools of outstanding student achievement. We are very proud of the hard work and accomplishments of our students, teachers and staff!

General Fund Financial Data*

Salaries	\$ 2,566,552	Purchased Service	\$ 100
Benefits	\$ 986,071	Supplies & Materials	\$ 137,705
Total Salaries & Benefits %	96%	Capital Outlay	\$ 500
Total Projected General Fund Expenditures			\$ 3,690,928
Projected Per Student Cost			\$ 10,486

Enrollment

2021-22 K-12 Count	289
2022-23 Projected K-12 Enrollment	328
2023-24 Total Projected Staffing	17

2022-23 PK-12 Free & Reduced Lunch Data

Free Lunch Count	205
Reduced Lunch Count	54
Total Free & Reduced %	79%

*Rounded to the nearest dollar

TENNYSON KNOLLS PREPARATORY SCHOOL

6330 Tennyson Street Arvada

303-429-4090

Principal Molly Mojden



BELIEF STATEMENT

At TKPS we value relationships, growth mindset, perseverance and we welcome challenge!

SHARED PURPOSE AND VISION

Tennyson Knolls Preparatory School provides students with the foundational skills to become lifelong learners. Students are encouraged to be self-motivated and to take charge of their learning, setting high expectations daily. Working with students and their families, we value the development of the whole child through rigorous curriculum and unique learning experiences.

Tennyson Knolls Preparatory changed from an elementary school to a PK -8 in the fall of 2020, meeting the needs and requests of community members who asked for a small, high-quality PK-8 school serving the southwestern corner of the district. As a school where 100% of staff have been trained in Emergenetics and Mindfulness curriculum, we understand the importance of being mindful of using student and staff strengths to understand oneself better and how we work together. These tools support each of us in reaching our maximum potential. Relationships, growth mindset, perseverance, and welcoming challenge are not just words we say during our daily pledge, but rather the backbone of our belief system, where our goal is to support the child's development.

General Fund Financial Data*

Salaries	\$ 2,861,867	Purchased Service	\$ 50,000
Benefits	\$ 1,055,583	Supplies & Materials	\$126,325
Total Salaries & Benefits %	96%	Capital Outlay	\$ 10,680
Total Projected General Fund Expenditures			\$ 4,104,454
Projected Per Student Cost			\$ 9,432

Enrollment

2020-21 K-12 Count	378
2022-23 Projected K-12 Enrollment	371
2023-24 Total Projected Staffing	17

2022-23 PK-12 Free & Reduced Lunch Data

Free Lunch Count	269
Reduced Lunch Count	52
Total Free & Reduced %	87%

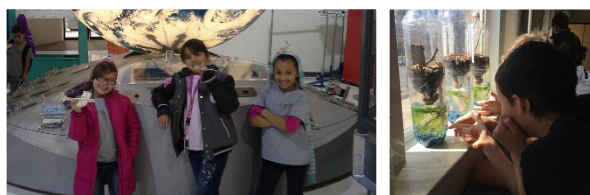
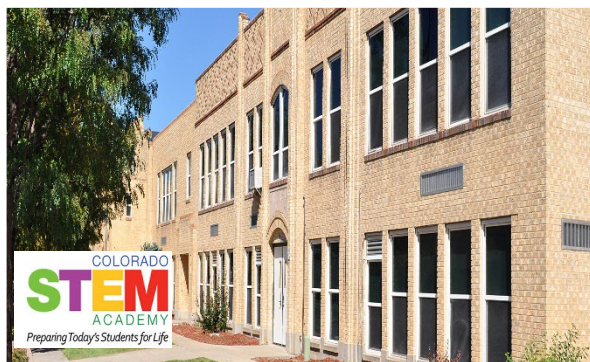
*Rounded to the nearest dollar

COLORADO STEM ACADEMY

7281 Irving Street Westminster

303-429-7836

Principal Brenda Martin



MISSION

Preparing today's Students for Life.

OUR PHILOSOPHY

STEM Academy is dedicated to preparing students for continued education and workforce readiness through the integration of the STEM fields. Our students, staff, and community strive to create student leaders through the use of authentic and collaborative learning opportunities. Colorado STEM Academy will provide quality education and students will exhibit passion, curiosity, and ownership of learning.

Colorado Stem Academy is the only competency –based STEM school in the state, this means that we work to personalize learning for each child while preparing them for the 21st century skills. All of our teachers are trained in a project-based learning approach that helps students develop STEM skills and work to make a difference in our community.

Our school is home to four dedicated STEM labs that house 3D printers, Spehero robots, a laser engraver and one-to-one technology with both our Chromebooks and iPads to help support deep understanding in the STEM fields. In addition to our focus on STEM, students have classes in art, music, physical education and social-emotional leadership lessons.

General Fund Financial Data*

Salaries	\$ 2,778,443	Purchased Service	\$ 850
Benefits	\$ 1,035,888	Supplies & Materials	\$ 179,798
Total Salaries & Benefits %	95%	Capital Outlay	\$ 3,000
Total Projected General Fund Expenditures			\$ 3,997,979
Projected Per Student Cost			\$ 10,521

Enrollment

2021-22 K-12 Count	405
2022-23 Projected K-12 Enrollment	392
2023-24 Total Projected Staffing	21

2022-23 PK-12 Free & Reduced Lunch Data

Free Lunch Count	121
Reduced Lunch Count	68
Total Free & Reduced %	48%

*Rounded to the nearest dollar

WESTMINSTER ACADEMY FOR INTERNATIONAL STUDIES

7482 Irving Street Westminster

303-428-2494

Principal Russ Warwick



VISION

Start Here,
Go Anywhere!



Westminster Academy of International Studies (WAIS) is a small PK – 8 school with a big name. We offer an exceptional and creative educational experience for our students. Our program approaches several academic subjects through the lens of international studies, which teaches knowledge and appreciation of different cultures and geographical locations around the globe. Our International Studies curriculum also includes a travel abroad experience for 8th graders, assuring that students not only “learn about” different cultures, but also get a chance to experience the cultures.

General Fund Financial Data*

Salaries	\$ 1,643,989	Purchased Service	-
Benefits	\$ 672,354	Supplies & Materials	\$ 163,850
Total Salaries & Benefits %	93%	Capital Outlay	\$ 4,000
Total Projected General Fund Expenditures			\$ 2,484,192
Projected Per Student Cost			\$ 8,872

Enrollment

2021-22 K-12 Count	304
2022-23 Projected K-12 Enrollment	286
2023-24 Total Projected Staffing	14.5

2022-23 PK-12 Free & Reduced Lunch Data

Free Lunch Count	176
Reduced Lunch Count	40
Total Free & Reduced %	76%

*Rounded to the nearest dollar

JOHN E FLYNN A MARZANO ACADEMY

8731 Lowell Blvd Westminster

303-428-2161

Principal Jimmy Chism



VISION

To be an innovative high-reliability school where all students, regardless of background or circumstance, develop into successful learners.

MISSION

To ensure that all students become academically proficient, productive members of society, who become individuals who experience joy and satisfaction in life and strive to create a world where all have access to these outcomes.

John E. Flynn a Marzano Academy is a school of choice created around the innovative vision of Dr. Robert Marzano where highly-trained teachers and staff deliver a quality education focused on academics and the development of social and emotional skills to prepare students to live productive, fulfilling lives. Flynn is the flagship school for the national Marzano Academies network and the instructional laboratory school for Westminster Public Schools. The Marzano Academies' school design is based on Dr. Marzano's 45 years of educational research and reimagines what a school should look like. Every Student at Flynn is encouraged to explore his or her curiosities through academic inquiry with the goal of becoming future world –class authors, mathematicians, scientists, historians, artists, athletes, musicians and educators.

Marzano Academies include the following elements: competency-based education, a personalized, focused curriculum involving the critical concepts in mathematics, science and the English language arts, direct instruction in cognitive and meta-cognitive skills, personalized projects each year for every student, a high engagement emphasis and a focus on student inspiration and self-agency.

General Fund Financial Data*

Salaries	\$ 2,436,731	Purchased Service	-
Benefits	\$ 867,051	Supplies & Materials	\$ 123,306
Total Salaries & Benefits %	96%	Capital Outlay	\$6,250
Total Projected General Fund Expenditures			\$ 3,433,338
Projected Per Student Cost			\$ 11,257

Enrollment

2021-22 K-12 Count	326
2022-23 Projected K-12 Enrollment	337
2023-24 Total Projected Staffing	19.5

2022-23 PK-12 Free & Reduced Lunch Data

Free Lunch Count	190
Reduced Lunch Count	59
Total Free & Reduced %	74%

*Rounded to the nearest dollar

JOSEPHINE HODGKINS LEADERSHIP ACADEMY

3475 West 67th Avenue Denver

303-428-1121

Principal Amber Swieckowski



VISION

At Hodgkins Leadership Academy we are goal-oriented and compassionate leaders who make a positive impact in our community.

Hodgkins Leadership Academy focuses in meeting our students exactly where they are academically. Our classrooms are learner-centered. Students learn at their own pace and advance only when they demonstrate proficiency or mastery in all of Colorado State Standards at their academic level. Moving to the next level can occur during the school year rather than waiting until they are age-appropriate. We build on students' strengths and guide them to set and achieve their academic goals.

Hodgkins is also a Leadership School based on the "7 Healthy Habits of Highly Effective People" by Stephen Covey and the "7 Habits of Happy Kids" by Sean Covey. At Hodgkins, we believe that every student has genius. Using the 7 Habits, our student leaders find their voice and become well-rounded individuals who will become exceptional citizens in their school community, neighborhoods, cities, and the world. Our leaders know how to plan and implement that plan for their bright and prosperous futures.

General Fund Financial Data*

Salaries	\$ 4,563,840	Purchased Service	\$ 6,000
Benefits	\$ 1,733,893	Supplies & Materials	\$ 244,738
Total Salaries & Benefits %	96%	Capital Outlay	\$ 6,500
Total Projected General Fund Expenditures			\$ 6,554,971
Projected Per Student Cost			\$ 10,925

Enrollment

2021-22 K-12 Count	636
2022-23 Projected K-12 Enrollment	611
2023-24 Total Projected Staffing	28.5

2022-23 PK-12 Free & Reduced Lunch Data

Free Lunch Count	423
Reduced Lunch Count	100
Total Free & Reduced %	86%

*Rounded to the nearest dollar

METROPOLITAN ARTS ACADEMY

2341 Sherrelwood Drive Denver

303-428-1884

Principal Claudette Trujillo



VISION

To help each student foster personal and academic potential through the lenses of inquiry, creative expression, service to others, and a commitment to excellence.

MISSION

The Academy of the Creative Arts is a visual and performing arts public innovation school that fosters a safe and rigorous learner-centered environment resulting in academic achievement and excellence. We will realize our vision by:

- Offering students, the opportunity to utilize critical thinking skills through project-based instruction and artistic expression in context to the visual and performing arts
- Partnering with local and professional artists, organizations, community members, and arts advocacy groups to provide students with authentic learning experiences
- Balancing academic rigor with a focus on character education and restorative practices in service to our community
- Encouraging an environment of creativity, agency, collaboration, and community
- Emphasizing a drive for continuous personal and collective improvement
- Delivering personalized learning to every learner through competency-based education

At The Academy of the Creative Arts, we CREATE!

Courageous: We are determined to persevere through challenges while continuing to honor our artistic school community, individual and collective artistic expression and our partnerships beyond our school setting.

Responsible: We are able to model self-motivation, trustworthiness, high expectations and safety through artistic expression and academic achievement.

Empathetic: We recognize, understand, value and honor the diversity, integrity and artistry in ourselves and in others through positive relationships while promoting a culture of inclusiveness and acceptance.

Achieving: We set, monitor and meet artistic and academic goals for our personal achievement growth and aspirations.

Trust: We are able to trust the artistic process, our abilities, and the abilities of our peers in order to create and perform to the best of our abilities and represent our school in the wider community.

Excellent: We commit to the highest quality of performance and behavior in everything we do while supporting and contributing to our artistic school community and the greater good of the arts industry.

The Academy is for learners of all backgrounds, education, and ability levels, who are passionate about learning through, and about, the creative arts. It is incumbent upon the Academy's teachers and staff to create an inspiring educational environment where learners develop the intrinsic motivation to learn and succeed. The Academy will develop learners who are not only successful academically, but also develop deep, resilient, lifelong learning habits.

General Fund Financial Data*

Salaries	\$ 1,841,430	Purchased Service	\$ 500
Benefits	687,890	Supplies & Materials	\$ 184,550
Total Salaries & Benefits %	92%	Capital Outlay	\$11,000
Total Projected General Fund Expenditures			\$ 2,725,370
Projected Per Student Cost			\$ 8,990

Enrollment

2021-22 K-12 Count	344
2022-23 Projected K-12 Enrollment	345
2023-24 Total Projected Staffing	17

2022-23 PK-12 Free & Reduced Lunch Data

Free Lunch Count	204
Reduced Lunch Count	64
Total Free & Reduced %	78%

*Rounded to the nearest dollar

COLORADO SPORTS LEADERSHIP ACADEMY

7001 Lipan Street Denver

303-428-8583

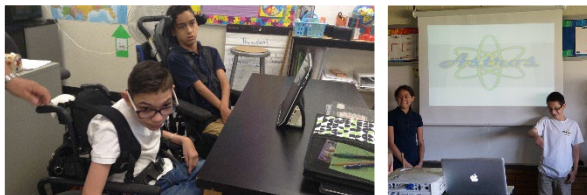
Principal Lindsay Lohmann



VISION



Home of the G.O.A.T.s



Newly renovated, The Colorado Sports Leadership Academy (CSLA) is a unique educational opportunity for students across the region who want a solid foundational education while also learning more about possible careers in a sport-related industry.

The career pathways can range from physical therapy, nutrition and sports medicine to broadcast and print journalism, marketing, business and statistics. These areas of interest can be fully explored at Westminster High School through classroom and internship opportunities.

The CSLA culture also embraces the lessons and values learned from individual and team sports like perseverance, cooperation and personal integrity.

General Fund Financial Data*

Salaries	\$ 3,635,956	Purchased Service	\$ 77,000
Benefits	\$ 1,357,666	Supplies & Materials	\$ 147,957
Total Salaries & Benefits %	95%	Capital Outlay	\$ 1,000
Total Projected General Fund Expenditures			\$ 5,219,579
Projected Per Student Cost			\$ 12,707

Enrollment

2021-22 K-12 Count	384
2022-23 Projected K-12 Enrollment	410
2023-24 Total Projected Staffing	18

2022-23 PK-12 Free & Reduced Lunch Data

Free Lunch Count	295
Reduced Lunch Count	57
Total Free & Reduced %	86%

*Rounded to the nearest dollar

SHAW HEIGHTS MIDDLE

8780 Circle Drive Westminster

303-428-9533

Principal John Uridil



VISION

Together, we foster genuine relationships with students to inspire them to face challenges, be resilient and inquisitive, and become productive citizens!

MISSION

Shaw Heights will create opportunities to develop competent, agile learners who will contribute to their community and achieve personal success.



Shaw Heights Middle School has fantastic course programming, including many great electives such as choir, band, orchestra, drama, and art. Our physical education instructor is certified in teen CrossFit, and our YESS program addresses the social-emotional aspect of being a teen in today's world. We offer different STEM classes, including Flight and Space, Medical Detectives, Robotics, App Creators, and Computer Programming. Additionally, we offer Advancement Via Individual Determination (AVID), a college readiness course designed to help students prepare for academic life beyond high school. We pride ourselves in providing SEL support through the use of the Owning Up curriculum and 180 Connections. Teachers and staff utilize PBIS, a school-wide approach to discipline that establishes a positive school culture in which academic and social success is the norm.

General Fund Financial Data*

Salaries	\$ 3,758,641	Purchased Service	\$ 90,000
Benefits	\$ 1,384,968	Supplies & Materials	\$ 410,279
Total Salaries & Benefits %	90%	Capital Outlay	\$ 16,917
Total Projected General Fund Expenditures			\$ 5,660,805
Projected Per Student Cost			\$ 9,845

Enrollment

2021-22 K-12 Count	442
2022-23 Projected K-12 Enrollment	564
2023-24 Total Projected Staffing	25

2022-23 PK-12 Free & Reduced Lunch Data

Free Lunch Count	375
Reduced Lunch Count	79
Total Free & Reduced %	80%

*Rounded to the nearest dollar

HIDDEN LAKE HIGH

7300 Lowell Westminster

303-428-2600

Principal James Steward

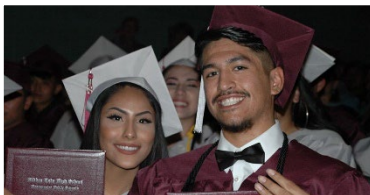


VISION

HLHS will be known for its ability to meet learners' social/emotional and academic needs through its flexibility, comprehensive and innovative practices.

MISSION

To provide every student the opportunity to succeed through a safe, positive environment and a partnership in learning.



Hidden Lake High School is a state defined Alternative Education Campus (AEC) serving "High Risk" students for educational success, Hidden Lake Believes that rather than "At Risk" or "High Risk" we identify students as "At-Promise" aligning with the Reaching At-Promise Students Association, We have a firm belief that, "By identifying students as 'At-Promise', we accentuate the belief that despite difficulties, all students can succeed." This is the first step in re-engaging students and encouraging re-enrollment of out-of-school youth.

We specialize in credit recovery and acceleration while maintaining a consistent focus upon building and maintaining relationships with the student and family. To accomplish this, we have the ability to customize schedules with day and delivery options that range from brick and mortar, independent study and online classes.

General Fund Financial Data* (HLHS and Westminster Virtual Academy)

Salaries	\$ 2,357,773	Purchased Service	\$ 155,246
Benefits	\$ 825,118	Supplies & Materials	\$ 268,697
Total Salaries & Benefits %	88%	Capital Outlay	\$ 4,212
Total Projected General Fund Expenditures			\$ 3,611,047
Projected Per Student Cost-HLHS			\$ 9,283

Enrollment

2021-22 K-12 Count	489
2022-23 Projected K-12 Enrollment	398
2023-24 Total Projected Staffing	19.5

2022-23 PK-12 Free & Reduced Lunch Data

Free Lunch Count	268
Reduced Lunch Count	42
Total Free & Reduced %	78%

*Rounded to the nearest dollar

WESTMINSTER HIGH

6933 Raleigh Street

303-657-3980

Principal Kiffany Kiewiet



VISION

Westminster High School is dedicated to developing graduates with the personal confidence, academic competencies, and drive for self-knowledge that will enable them to successfully navigate their future after high school, and continue to be productive citizens of society who are able to give back to the communities that have been integral in their development.

MISSION

Westminster High School is dedicated to providing a culture of positive relationships within an authentic and engaging learning atmosphere that facilitates the development of individualized learning plans, enhances student agency, and develops professional, personal, and entrepreneurial competencies through academic and/or industry appropriate pathways, including internships, capstone projects, and service learning.

Westminster High School is a thriving, engaged community committed to programs and policies that produce high levels of learning where every individual achieves the levels of learning required for success. At Westy, we focus on the whole person by celebrating our differences and encouraging students to find pride in who they are.

We are a comprehensive high school with a variety of programs including, International Baccalaureate, Project Lead the Way and Career & Technical Education classes. All of these programs provide students an opportunity to follow their passion and prepare for the day after high school. We also offer multiple after school activities in the arts and a variety of athletic programs so that students may connect with each other and the community outside of the school day.

General Fund Financial Data*

Salaries	\$ 12,287,928	Purchased Service	\$ 6,500
Benefits	\$ 4,628,985	Supplies & Materials	\$ 1,263,100
Total Salaries & Benefits %	92%	Capital Outlay	\$ 108,454
Total Projected General Fund Expenditures		\$ 18,294,967	
Projected Per Student Cost		\$ 8,712	

Enrollment

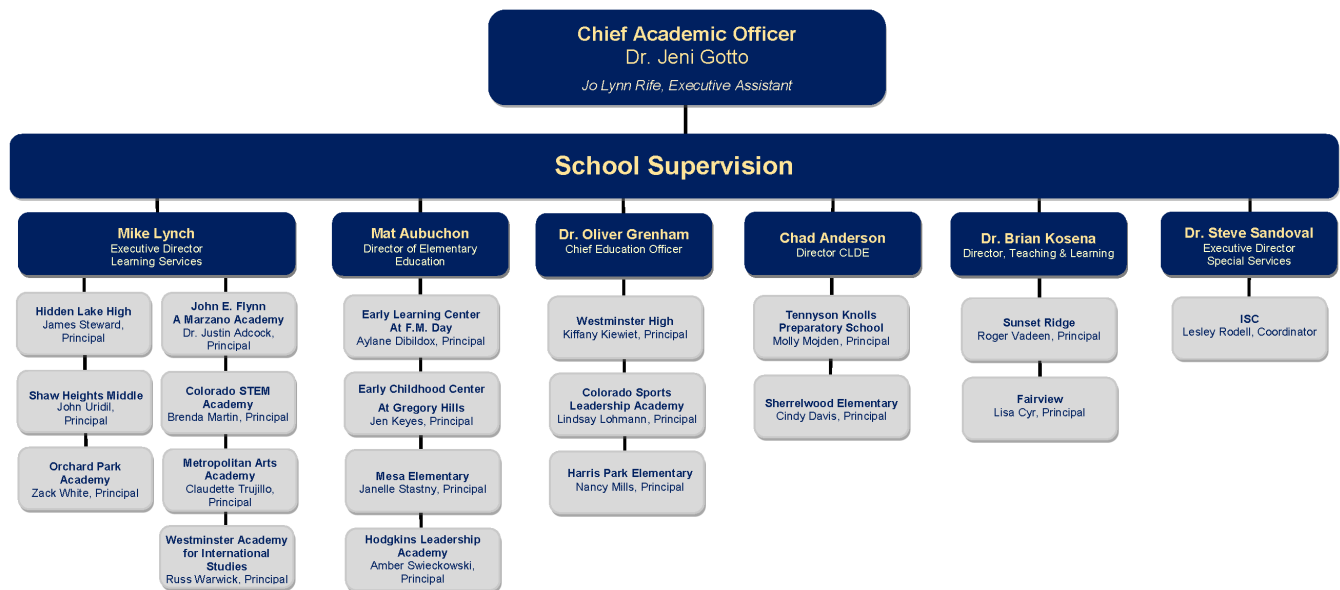
2021-22 K-12 Count	2,082
2022-23 Projected K-12 Enrollment	2,021
2023-24 Total Projected Staffing	84

2022-23 PK-12 Free & Reduced Lunch Data

Free Lunch Count	1,256
Reduced Lunch Count	332
Total Free & Reduced %	79%

*Rounded to the nearest dollar

School Supervision Organizational Structure



Updated 9/6/22

BUDGET BASIS

Colorado Local Government Uniform Accounting and Budget Laws require that a budget be reported for all funds. Total expenditures for each fund may not exceed the amount appropriated. Appropriations for a fund may be increased provided they are offset by unanticipated revenue. All appropriations lapse at the end of the fiscal year. Supplemental appropriations that alter the total expenditures of any fund must be approved by the Board of Education. Budgets for all funds are consistent with GAAP procedures.

Budgeting for revenue or income and expenditures or expense of the various funds of the District is based on either the **modified accrual basis** or **accrual basis**.

Modified Accrual Basis for Governmental Funds: The District's governmental fund types use the modified accrual basis of budgeting. Revenues are recognized as soon as they are both measurable and available. "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period, or soon enough thereafter, to pay liabilities of the current period. Revenues are considered to be available if collected within 60 days after year-end. Expenditures are recognized when funds are either expended or encumbered. Appropriations not spent or encumbered lapse at the end of the fiscal year. Encumbrances are treated as expenditures for budgeting purposes in those funds using the modified accrual basis and are documented by purchase orders or contracts. Fund equity is referred to as fund balance under this basis of accounting and budgeting.

Accrual Basis for Proprietary Enterprise Funds: The proprietary fund types use the accrual basis of budgeting. Revenues are recognized when earned, and expenses are recognized when incurred, regardless of the timing of related cash flows. Expenses are recorded when liability for the payment of the expense is incurred. Encumbrances are not considered to be expenses. Fund equity is referred to as retained earnings or net assets under this basis of accounting and budgeting. The chart below summarizes the basis.

<i>The Reporting Entity</i>	<ul style="list-style-type: none"> • Annual Budget • Comprehensive Annual Financial Report
<i>General</i>	<ul style="list-style-type: none"> • 10 General Fund - Modified Accrual • 18 Risk Management Fund - Modified Accrual • 19 Colorado Preschool Fund - Modified Accrual
<i>Special Revenue Funds</i>	<ul style="list-style-type: none"> • 21 Nutrition Services Fund - Modified Accrual • 22 Governmental Designated Purpose Grant Fund • 23 Student Athletic and Activity Fund
<i>Other Special Revenue Funds</i>	<ul style="list-style-type: none"> • 26 Daycare Fund - Modified Accrual
<i>Debt Services</i>	<ul style="list-style-type: none"> • 31 Bond Redemption Fund - Modified Accrual
<i>Capital Projects</i>	<ul style="list-style-type: none"> • 43 Capital Reserve Fund - Modified Accrual

FUND ACCOUNTING

The accounts of the District are organized on the basis of funds, each of which is considered a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, revenues, and expenditures. Government resources are allocated to and accounted for in individual funds based upon the purposes for which spending activities are controlled. The various funds can be grouped into the following three categories.

GOVERNMENTAL FUNDS

10 - General Fund

As the District's major operating fund, the *General Fund* accounts for the ordinary expenditures financed by property taxes, state equalization payments, service charges and other sources. The fund includes all resources and expenditures not legally or properly accounted for in other funds as directed by C.R.S. 22-45-103(1)(a). The general fund balance is available to the District for any purpose provided it is expended or transferred to funds according to Colorado Revised Statutes.

18 - Risk Management Sub-Fund

The *Risk Management Fund* accounts for the purchase of commercial insurance to protect against the exposure risks associated with losses related to torts; theft of; damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters. Revenues to fund these activities are received from the General Fund via an allocation as specified by the Colorado School Finance Act of 1994.

19 - Colorado Preschool Program Sub-Fund (CPP)

Expenditures from the *Colorado Preschool Program Fund* pay the costs of providing preschool services directly to qualified at-risk children enrolled in the District's preschool program pursuant state statute. Such costs include teacher and paraprofessional salaries and benefits, supplies and materials, home visits, the entire cost of any preschool program contracted services, any associated professional development activities, costs that a District would not otherwise have incurred but for the services provided. Any monies remaining in the fund at the end of the year will remain in the fund.

Special Revenue Funds

Special Revenue Funds are used to account for the proceeds of specific revenue sources (other than expendable trusts or for major capital projects) that are legally restricted to expenditures for specific purposes. The District maintains three Special Revenue Funds:

22 - Government Designated Purpose Grant Fund

The *Government Designated Purpose Grant Fund* is used to account for the various federal, state and local grant awards to the District to accomplish specific activities. Generally, funds must supplement the District's expenditures for these activities/needs, and should not be used to supplant District responsibilities. These are one-time sources of funds. The fund is used to account for a variety of grants that are detailed in the financial section of this budget.

23 - Student Athletic and Activity Fund

The *Student Athletic and Activity Fund* is used to record financial transactions related to school-sponsored pupil interscholastic and interscholastic athletic and other related activities.

21 - Nutrition Service Fund.

Nutrition Service Fund is used to record financial transactions related to food service operations. If the district receives USDA school breakfast/lunch money, this fund is required.

**26- Daycare Fund**

Daycare Fund is used to account for financial transactions related to the District's Daycare services.

Capital Projects Funds

Capital Project Funds are used to account for financial resources used to acquire or construct major capital facilities, sites, and equipment. The District maintains two *Capital Projects Funds*.

43 - Capital Reserve Fund

The *Capital Reserve Fund* receives revenues from the General Fund via an allocation as specified by the Board of Education. The current allocation is \$204/student. Expenditures from the fund are specified by C.R.S. 22-45-103 and include ongoing capital needs of the District, such as the acquisition of land, building additions, improvements, and equipment purchases where the estimated unit cost is in excess of \$1,000.

CHART OF ACCOUNTS

Colorado Revised Statutes (C.R.S.), Colorado Code of Regulations (C.C.R.) and Code of Federal Regulations (C.F.R.) stipulate the requirements for the funds and accounts used by school districts. The following information is provided to assist the readers of this document to identify revenue sources and program expenditures. This document provides only a brief overview of the required chart of accounts. Individuals seeking more detail may contact the Financial Services Department for a complete chart of accounts document.

The following diagram illustrates the format and sequencing of the dimensions of the required reporting for revenues, expenditures, and balance sheet accounts.

	FUND	LOCATION	SRE	PROGRAM	OBJ/SRCE	JOB	GRANT
EXPENDITURES:	XX	XXX	0000	0000	XXXX	000	XXXX
REVENUES:	XX	XXX	0000	0000	XXXX	000	XXXX
BALANCE SHEET:	XX	XXX	0000	0000	XXXX	000	XXXX

The following code sequences are required:

FUND - established to carry on specific activities or attain certain objectives

GOVERNMENTAL FUNDS			
GENERAL	SPECIAL REVENUE	DEBT SERVICES	CAPITAL PROJECTS
10 General Fund	21 Nutrition Services	31 Bond Redemption	43 Capital Reserve
18 Risk Management Fund	Fund	Fund	Fund
19 Colorado Preschool Fund	22 Governmental Designated Purpose Grant Fund		
	23 Student Athletic & Activity Fund		
	26 Daycare Fund		

LOCATION – used to identify organizational units

100	Elementary Schools
200	Middle (Junior High) School
300	Senior High School
400	Vocational/Technical Schools
500	Combination Schools
600	Centralized Services
700	Service Center(s)
800	District-wide Costs
900	Other Operational Units

PROGRAM – plan of activities and procedures designed to accomplish a predetermines objective or set of objectives

0100–1900 Instruction

Salaries, benefits and other expenditures supporting these functions:

- instruction supplies, equipment, textbooks and copier usage:
- Teachers, Teacher Librarians, Substitute Teachers, Resource Teachers, Instructional Coaches, Paraprofessionals, Athletic Officials, Athletic Game Workers, Athletic Trainers, Athletic Supplies, Student Transportation.

2100 Support Services – Students

2200 Support Services - Instructional Staff

Salaries, benefits and other expenditure supporting this function:

- preschool, hearing, vision and challenge programs, day treatment programs, student counseling, and health services.
- Psychologists, Counselors, Occupational Therapists, Physical Therapists, Nurses, Social Workers, Clinic Aide, Homebound, Child Find, Student Data Services, Teachers, Substitute Teachers, Speech Therapists, Interpreters and Para-educators.
- Curriculum Development and Training.
- Central Athletics, Career and Technical Education, Division of Instructions, Online Education, Assessment and Research, Instructional Technology, Grants Management.

2300 Support Services - General Administration

Salaries, benefits and other expenditures supporting these functions:

- Board of Education, Superintendent, School Innovation and Effectiveness, and Communications-
- Business Services, Election Expenses, Legal Fees, and Audit Fees.
- Human Resources, Financial Services, Technology Services, Principal and interest payments, Early retirement.

2400 Support Services - School Administration

Salaries and benefits and other expenditures supporting these functions:

- Principals, Assistant Principals, Secretaries and Office Assistants.

2500 Support Services – Business

2600 Operation and Maintenance of Plant Services

- Utilities and Energy Management-Salaries, benefits and utility expenditures supporting this function: Natural Gas, Propane, Electricity, Voice Communication Lines, Water and Sanitation, Storm Water, Energy Management.
- Custodial-Salaries, benefits and supply expenditures supporting this function: Custodians, Trades Technicians, and Substitute Custodians.
- Facilities-Salaries, benefits and supply expenditures supporting this function: Zone Facility Support, Care, and Upkeep of Grounds and Equipment, Environmental Compliances, Funded Work Orders, Network and Data Administration.
- School Site Supervision-Salaries and benefits supporting this function: Safety and Security and Campus Supervisors.

2700 Student Transportation Services

- Salaries, benefits, fuel, maintenance for District bus services.

2800 Support Services – Central

2900 Other Support Services

3100 Food Services Operations

3200 Enterprise Operations

3300 Community Services

4000 Facilities Acquisition and Construction Services

5000 Other Uses

5100 Debt Service

9000 Reserves

OBJECT/SOURCE/BALANCE SHEET

OBJECT (used to describe the service or commodity obtained as the result of a specific expenditure)	SOURCE (used to describe the funding origin (source) and type of revenue)	BALANCE SHEET CODES (used only for balance sheet reporting)
0100 Salaries	1000 Revenue from Local Sources	6000 Fund Balance/Net Assets
0200 Employee Benefits	2000 Revenue from Intermediate Sources	7000 Current Liabilities
0300 Purchased Professional and Technical Services	3000 Revenue from State Sources	8000 Assets and Other Debits
0400 Purchased Property Services	4000 Revenue from Federal Sources	
0500 Other Purchased Services	5000 Other Sources	
0600 Supplies		
0700 Property		
0800 Other Objects		
0900 Other Uses of Funds		

JOB CLASSIFICATION – enables the District to break down expenditures for salaries and benefits

100 → Administrators

200 → Professional – Instructional

300 → Professional - Other

400 → Paraprofessionals

500 → Office/Administrative Support

600 → Crafts, Trades, and Services

GRANT/PROJECT – provides a means of segregating financial data associated with specific grants and categorical funding projects. Major codes are specified by the Colorado Department of Education with other codes available for local activities.

Budget Procedures

The District adheres to the following procedures in establishing the budgetary data reflected in the financial statements:

1. Budgets are required by state law for all funds, except fiduciary fund types. Additional appropriated budgets are proposed for all funds. During April/May, the Superintendent of Schools submits to the Board of Education a proposed budget for the fiscal year commencing the following July 1. The budget includes proposed expenditures and the means of financing them.
2. Public hearings are conducted by the Board of Education to obtain taxpayer comments.
3. Prior to June 30 the budget is proposed and appropriated by formal resolution.
4. Expenditures may not legally exceed appropriations at the fund level. Authorization to transfer budgeted amounts between departments within any fund and reallocation of budget line items within any department in the General Fund rests with management. Revisions that alter the total expenditures of any fund must be approved by the Board of Education.
5. Budgets for all fund types are proposed on a basis consistent with generally accepted accounting principles.
6. All original and supplemental unencumbered appropriations for all funds lapse at the end of the fiscal year (certain uncommitted general fund school allocations are re-appropriated in the succeeding fiscal year by state statute and Board Policy).
7. Formal budgetary integration is employed as a management control device during the year for all funds consistent with the general obligation bond indenture and other statutory provisions. All funds completed the year within the amount of their legally authorized appropriation.
8. Appropriation amounts are as originally proposed, or as amended by the Board of Education through the year by a supplemental appropriation that reallocated the original amounts.

District Improvement

As we look toward the budget development process for the next fiscal year, it is helpful to study the District's goals and their impact on this year, as well as on the budget years ahead. The most critical consideration in times when dollars are short is the ability to focus and coordinate. This takes forethought and planning so that decisions are made that are careful, efficient, and economically sound. The following goals are meant to give that focus and coordination to new programmatic and budget proposals. These goals are obviously not inclusive of everything that we value for our students, but rather a guide when hard choices must be made.

Board of Education Goals - Revenue Goals

The Board of Education will use the Colorado Department of Education inflation amount of 8% plus a change in at-risk factors in their revenue projections. The projected change in the funded pupil count is estimated to decline consistent for 2023-2024. The Board of Education will budget conservatively in revenues.

The Board of Education summarizes its overall budget priorities through the District's belief and mission statements. Westminster Public Schools has set a bold 2030 strategic plan to achieve in seven years. After review the fact-based information and data on student achievement, finances, and enrollment trends, the Board identified the following priorities:

- Continue and strengthen the success of CBS.
 - ✓ Maintain current momentum and success for student achievement in the District.
- Establish an accurate perception of WPS in the mind of the public and staff.
 - ✓ Have the courage to cultivate and sustain a great school district.
- Develop the resources needed by the District, assuming prudent budgeting and resource allocation.

These strategic priorities were then organized and summarized as the following large goals for WPS:

1. Resources to fund success for all students
2. Image of the school district's success established in the District and community
3. Sustained Excellence in achievement for all students

The quality of our graduates is determined ultimately by the ability to achieve success in personal life and a changing society. District goals promote the intellectual and personal growth of individual students. Individual development includes at least proficiency in reading, writing, speaking, listening, and computation as well as knowledge in science, social studies, physical education, health, applied and fine arts and the use of technology. Schools will create a learning environment that fosters a comprehensive development of intellectual skills and their application to the future world of continuing education and career. Achievement of these goals is a shared responsibility with home, school, business, and community.

Contingency Reserve – General Fund

With the uncertainty of program revenue from the state and due to flat enrollment in the District, state revenue shortfalls, the TABOR Amendment and Amendment 23 restrictions, and limited resources to fund education at the proper level, it is financially prudent to reserve a fixed percentage of expenditures for use in the event that any of these aforementioned conditions affects the District.

Program funding from the state is comprised of Property Taxes, Specific Ownership Taxes, and State Equalization.

State statute 22-44-106 Contingency Reserve, allows a Board of Education to provide a reserve in the General Fund, which reserve shall not exceed fifteen percent of the amount budgeted to the General Fund for the current fiscal year. Said reserve shall not be appropriated nor shall any monies therein be expended during the fiscal year covered by the budget, but such monies shall be a continuing reserve and be considered as a beginning general fund balance for the next following fiscal year.

The Board of Education has elected to establish a five percent (5%) reserve for such emergency financial situations. The monies should not be used for recurring expenditures such as salaries and benefits. The reserve may only be accessed with Board of Education approval.

Fund Balance Summary

Reserves & Fund Balance Nonspendable:	Adopted 2023
Inventories	\$ 200,000
Restricted:	
TABOR	4,106,333
Committed:	
Assigned:	
Other Purposes	826,040
Contingency Reserve	6,843,889
Unassigned Fund Balance	18,739,429
Subsequent Year Expenditures	4,667,826
Total	\$ 31,077,184
Grand Total	35,383,517

Reserves & Fund Balance

Reserves & Fund Balance Nonspendable:	Adopted 2023
Inventories	0.57%
Restricted:	
TABOR	11.61%
Committed:	
Assigned:	
Other Purposes	2.33%
Contingency Reserve	19.34%
Unassigned Fund Balance	52.96%
Subsequent Year Expenditures	13.19%

Liability Accruals

Liabilities for compensated absences (temporary leave, vacation, professional and personal leave) are accrued in accordance with Governmental Accounting Standards Board (GASB) Statement 16. Liabilities for these benefits are accrued to the extent required by Board of Education approved agreements, resolutions or policies and are reported in the District's Comprehensive Annual Financial Report (CAFR) each year.

Important Budget Development Statues, Policies and Guidelines

The Purpose of a Budget

The purpose of a budget is to provide a plan of financial operation incorporating an estimate of expenditures for a given period and purpose and includes the proposed means of financing that plan. To achieve this basic purpose, a comprehensive budget system must be integrated with the financial accounting system.

Detailed budget planning allows the District to reflect educational values and needs. The structure and format provided by a well-designed budget promotes rational decision making regarding the importance of various school district services. In this way, administrators and the Board of Education are assisted in educational planning as well as the prioritization and planning of all District operations through the allocation of resources.

Long Range Planning

The long-range planning process assures that department and site plans align closely with the District's mission and belief statements. Each site developed objectives and detailed action plans that are intended to improve student achievement and the overall effectiveness of the District's operations.

The site plans are reviewed for accomplished actions and costs. An annual review process assures that each plan reflects the changing needs of the site. For example, schools might revise elements in their site plan to reflect priorities during the accreditation process.

The Budget Process

The budget process involves multiple steps, which include identification of District goals, budget calendar, budget projections, budget content, program budgeting and the utilization and presentation of prescribed forms. In addition to the preparation of the operating budget, the capital budget must be prepared. The impact of capital projects is considered when developing the operating budget.

Budgetary Accounting

The budget serves as the basis for information appearing on required reports, as an integral part of the accounting records and as a tool for management control of expenditures during the fiscal year.

The District's budget is prepared on Generally Accepted Accounting Principles (GAAP) basis. A GAAP budget includes all expenditures/expenses incurred and revenue earned during the period, regardless of the timing when cash is actually received or paid.

Budget Projections

In order to prepare budget projections for the ensuing fiscal year, the District developed underlying assumptions, aligned with the Board of Education's objectives and goals, and the District's mission statement, for use in forecasting sources and uses of funds.

Beginning Fund Balance

The District determines an estimate of the end-of-year fund balances/retained earnings to be carried forward to the ensuing year as beginning fund balance/retained earnings. In February 2009, the Governmental Accounting Standards Board (GASB) issued Statement No. 54, which substantially altered the categories and terminology used to describe fund balance components.

The new focus will be constraints on the specific purpose for which the fund balance can be spent. Restricted fund balance is governed by laws through constitutional provisions or enabling legislation. Committed fund balance has limitations imposed at the highest level of decision-making authority of the entity. Assigned fund balance can be established by the highest official designated for that purpose. Classification of fund balances requires projections of accounts payable and receivables, expenditure, and revenues for the remaining portion of the current budget year. One needs to be constantly reminded that this process is definitely an “art” and not a “science” as the projections constantly change as additional actual data is incorporated into the projections.

Revenues

For a review of the major revenue sources and the projection process, see detailed “Revenue Assumptions” presented under the Financial Section of this document.

Expenditures

For a review of the major expenditures and the projection process, see detailed “Expenditure Assumptions” presented under the Financial Section of this document.

Budget Transfers

Administrative policies and state statutes govern budget transfers after the annual budget has been proposed by the Board of Education. The Board of Education has the delegated transfer authority to administration with certain limitations. The Board must approve transfers in excess of these limitations.

The Board of Education may authorize the transfer of funds between the Capital Reserve Fund and the Risk Management Fund in accordance with state statutes.

Operating subsidies to other funds must be approved by the Board of Education.

Budget Publication and Adoption

The Board of Education of the District must adopt a budget and an appropriation resolution for each fund that presents a complete financial plan for the ensuing fiscal year. In accordance with state budget law, the budget shall include actual revenues and expenditures/expenses in detail for the last completed fiscal year, revenues and expenditures/expenses anticipated/budgeted, or both, for the current fiscal year and revenues and expenditures/expenses for the ensuing fiscal year.

- **Notice of Budget Publication**

The proposed budget shall be submitted to the Board of Education at least 30 days prior to the beginning of the fiscal year (May 31). “Within 10 days after submission of the proposed budget, the Board of Education must publish a notice stating that the proposed budget is on file at the principal administrative offices of the District; that the proposed budget is available for inspection during reasonable business hours; that any person paying school taxes in the District may file or register an objection thereto at any time prior to its adoption; and that the Board of Education of the District will consider adoption of the proposed budget for the ensuing fiscal year on the date, time, and place specified in the notice.”

State law requires that a public meeting be held, at which the proposed budget will be considered by the Board of Education.

- **Budget Adoption**

The Board of Education must adopt a budget for each fiscal year prior to the beginning of the fiscal year (July 1). After adoption, the Board of Education may modify the budget up to January 31 of the current fiscal year. Changes to the budget after that date may be authorized under supplemental budget provisions.

- **Appropriation Resolution**

The Board of Education must adopt a budget and an appropriation resolution for each fiscal year prior to the beginning of such year. The appropriation resolution must specify the amount of money appropriated to each fund. The amounts appropriated to a fund must not exceed the amount thereof as specified in the proposed budget.

The Board of Education may not expend any monies in excess of the amount appropriated by resolution for a particular fund in the absence of a supplemental budget resolution.

- **Budget Filing**

The appropriation resolution must be filed with the Colorado Department of Education by January 31 following the start of the fiscal year for which the budget was proposed. A copy of the budget is also to remain on file at the main administration office of the District throughout the year and must be open for public inspection during reasonable business hours.

- **Failure to Adopt a Budget**

If either the budget or appropriation resolution is not properly proposed as required by statute, then 90% of the last duly proposed budget and appropriation resolution shall be deemed to be budgeted and appropriated.

- **Financial Transparency**

Certain financial information must be posted online as prescribed by Article 44, Title 22 of the Colorado Revised Statutes.

TABOR Constitutional Amendment

In November 1992, a majority of voters in the State of Colorado passed a constitutional amendment commonly referred to as Amendment 1 or the Taxpayers Bill of Rights (TABOR). The intent of the amendment is to restrict the growth of government in the state. Property tax revenue and total spending are allowed to increase by the rate of population growth plus the Denver/Boulder Consumer Price Index for the calendar year immediately preceding the fiscal year.

Board Policies

The Board of Education has proposed Board policies that further enhance the District's focus on increasing student knowledge and academic achievement. As part of the framework, the Board of Education proposed the following Goals Policies:

- Student Achievement
- Bridget Plan for the next strategic plan
- Contingency Reserve

For a complete text of the Board policies, please refer to the District's website.

In addition to Board policies, the Board of Education proposed several financial policies. These fiscal management policies include:

- DA- Fiscal Management Goals
- DAB- Financial Administration
- DAB-E- Financial Administration Exhibit
- DB- Annual Budget
- DBD- Determination of Budget Priorities
- DBG- Budget Adoption Procedures
- DBG-E- Deadlines in Budgeting Process Set by Statute
- DBJ- Budget Transfers
- DBK- Fiscal Emergencies
- DCA- Capital Reserve Fund Budget Planning
- DEA- Funds from Local Tax Sources

The detail of these Board of Education policies can be found in the Informational Section of this budget.

Oral Notification

The Superintendent shall assure that immediate verbal notification be given to the Board of Education 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 online 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 developed and implemented 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. The reporting can be found on the District's website under Financial Services.

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.

This Budget meets the Board policy requirements.

Budget Development Guidelines

District Revenue Goals

- Inflation of 8% plus changes in at-risk factors with reductions to the State Budget Stabilization Factor. An increase of around \$1,200 per student.

District Expenditures Goals

- Provide a level of compensation and benefit plans to attract and retain the highest quality staff.
- Budget adequately for fiscal soundness for future years.
- Provide a safe learning environment.
- Budgeting based on full compliance with all state and federal statutory requirements and regulations.

Budget Controls

- School administrators will control accounts for building substitutes (0120), overtime (0130), extra duty salaries (0150), purchased services (0300), printing (0550), cell phones (0531), travel & registration (0580), supplies and materials (0610), and capital outlay (0735), and dues and fees (0810) in the General Fund.
- Administrators are responsible for oversight of their department budgets.
- Principals should budget according to site planning and accreditation goals.
- Human Resources and Financial Services will develop regular salary (0110) and benefit (0200) budgets.
- All budget transfers are subject to the requirements established by state statute and WPS administrative policy.
- All budget transfers must be approved by an administrator before approval by the Finance office.

Per Pupil Allocations for School Sites

Initial allocations will be based on projected enrollments for October 2021.

For 2022-2023 FY, the allocations were increased for both instructional and non-instructional functions. The following table illustrates the per pupil allocations:

	Instructional	At-Risk Allocation	Non-Instructional
Elementary	\$90	\$60	\$40
Middle	\$110	\$80	\$50
High	\$150/\$60.00	\$120	\$60/\$15

In addition, with the above allocations the schools have an additional amount allocated for other programs at their school.

\$10 per student for computer subscriptions

\$35 per student for staff development

- Instructional accounts include instructional program (0010-2099) supplies, materials, and capital outlay.
- Instructional funds may not be transferred to non-instructional programs (2100-4999).
- At-Risk Allocation is part of instructional allocation as described above. At Risk funding is based on students who meet free and reduced lunch guidelines.
- Technology allocation is for the technology equipment replacement cycle.

Budget Development Calendar

- Beginning of budget process
- Distribute Budget Guidance Manual and budget worksheets to budget managers
- Capital Reserve request due to Operations Department
- Projected enrollment due to Human Resources for staffing purposes

- Review key assumptions and Board priorities
- Budget documents due to directors and supervisors by budget managers

- Begin contract discussions with Westminster Education Association
- Final check of key assumptions and Board priorities
- Human Resources to provide Finance Projected staffing allocations and position inventory
- Submit preliminary budgets to Finance department via email
- Review first draft of budgets

- Review any new Legislation/Laws
- Review second draft of budgets
- Schedule committee panel to review budget requests
- Present Proposed Budget to DAAC Committee for input

- End of Legislative session
- First review of budget with Board of Education at study session
- Deliver Preliminary budget to Board of Education
- Adjust Proposed Budget per Board of Education
- Public Notice of Budget publication

- Public Hearing on the Proposed Budget
- Adoption of Budget at Board of Education meeting (Special Board of Education Meeting if necessary)

- Revision of Proposed Budget

December

January

February

March

January

May

June

January

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Summary of Total Budget

Revenue Summary by Source: All Funds

Westminster Public Schools receives revenue from local, state, and federal sources. The largest source of revenue is from state aid. Property taxes and specific ownership taxes also account for a significant portion of the District's Revenue. School districts throughout the state have to find ways to do more with less due to reductions in state and local revenues. Districts whose property valuations are lower receive more funding from the state. In the case of Westminster Public Schools, state equalization comprises of 52.57 percent of Total Program Funding.

STATE

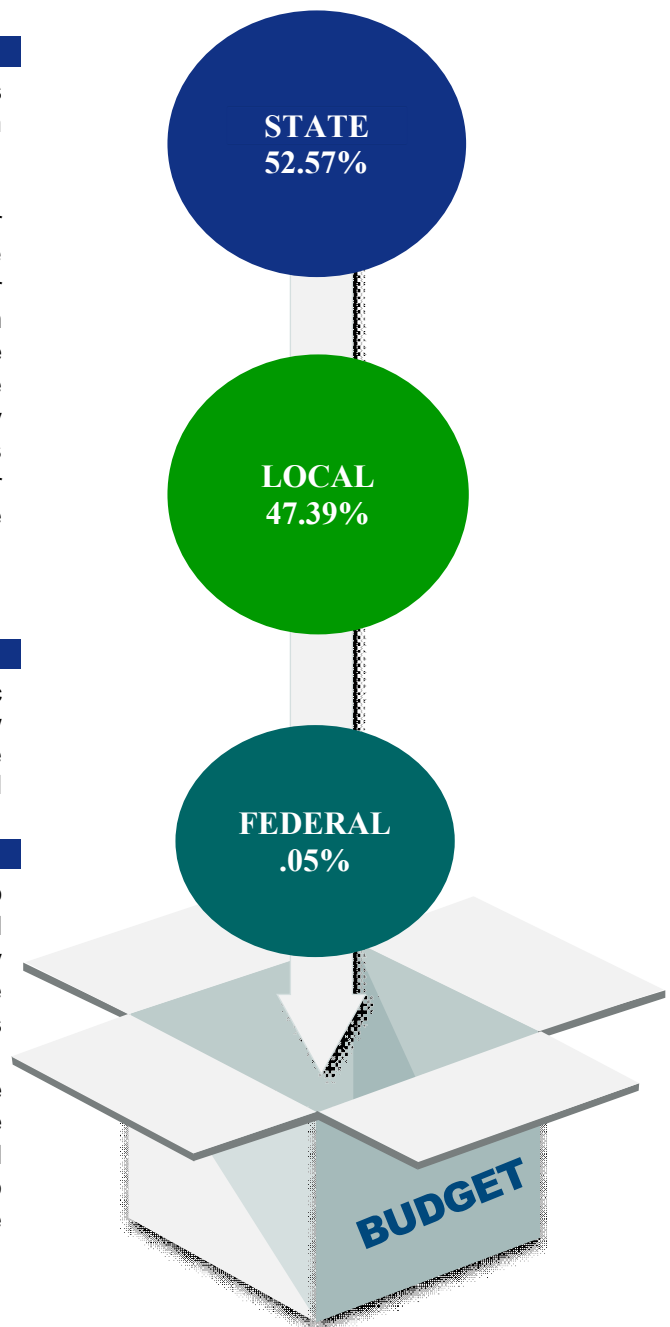
The amount of funding our school district receives is based on the Total Program Funding formula outlined in the Colorado School Finance Act, plus additional funding to recognize district-by-district variances in size, cost-of-living, the number of students who qualify for federal free lunch status, and other similar factors. The formula is used to determine the funding level for providing an equitable educational experience in each of Colorado's 178 school districts. In addition to the Total Program Funding, and in accordance with state and federal laws, the state of Colorado partially reimburses school districts for a portion of expenses paid for specific programs designed to serve particular groups of students or particular student needs. These "categorical" programs include funding for vocational education, special education, transportation, English language learners and gifted and talented.

LOCAL

Local funding comes from property and specific ownership (vehicle registration) taxes. Colorado law also allows local school districts to ask voters to approve additional funding through local tax increases called mill levy overrides.

FEDERAL

The federal government contributes a limited amount to local school districts. Most federal revenue is distributed through Title I of the Elementary and Secondary Education Act to provide extra support for low-income children and through the Individuals with Disabilities Education Act that provides support, so children with disabilities have the opportunity to receive a Free Appropriate Public Education. This funding can only be used for specific purposes, and the district has limited flexibility with how it can be spent. The District also receives funds for a robust ROTC program for the military.

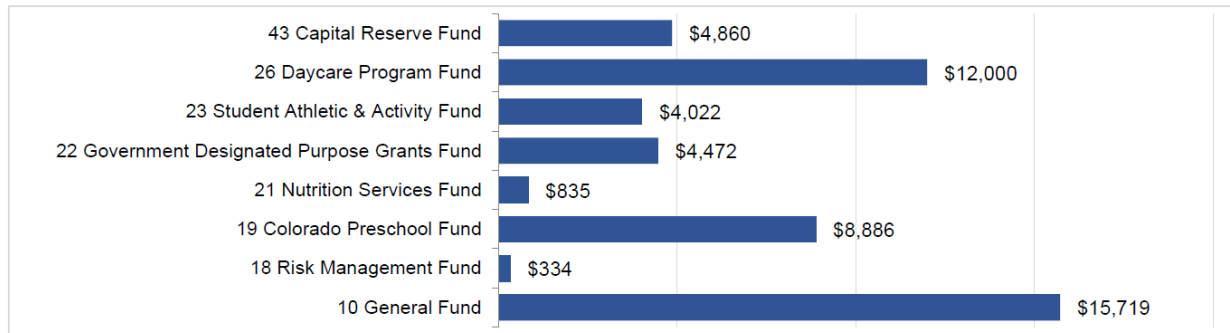


Summary of Revenues and Expenditures – All Funds
Fiscal Years 2020-2021 to 2023-2024

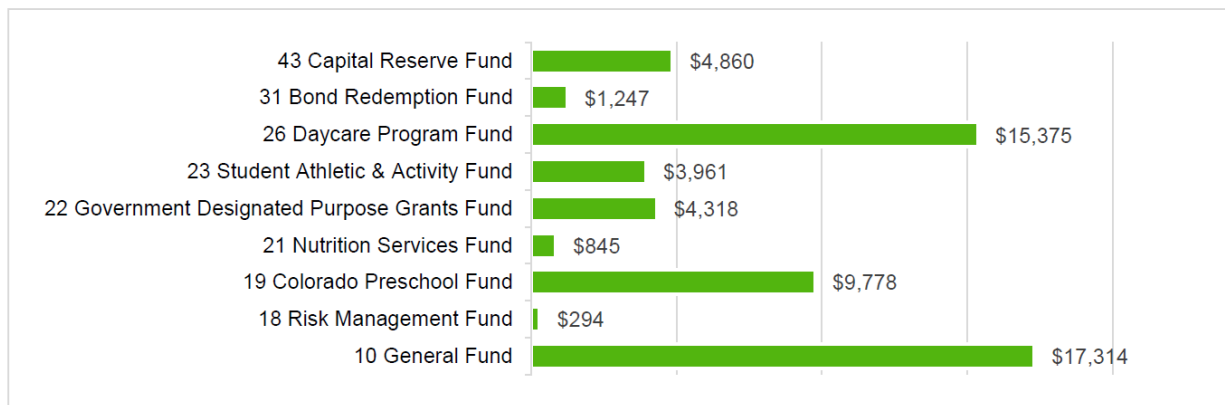
	Actual	Actual	Amended	Projected	Proposed	Adopted
Revenue Summary of All Funds	2021	2022	2023	Actuals 2023	2024	2024
10 General Fund	\$ 110,276,951	\$ 126,180,245	\$ 121,194,328	\$ 121,204,041	\$ 128,798,818	\$ 128,798,818
18 Risk Management Fund	2,887,840	2,244,751	2,529,337	2,529,337	2,554,134	2,554,134
19 Colorado Preschool Fund	4,095,022	4,364,352	3,912,475	3,912,475	3,912,475	3,912,475
21 Nutrition Services Fund	6,776,103	6,769,562	6,345,784	6,336,560	5,912,500	5,912,500
22 Government Designated Purpose Gran	27,036,784	20,916,090	28,241,920	21,797,198	18,644,000	18,644,000
23 Student Athletic & Activity Fund	994,772	1,565,700	1,725,000	1,810,000	1,810,000	2,010,000
26 Daycare Program Fund	1,571,884	2,245,741	1,500,000	2,400,000	2,400,000	2,400,000
31 Bond Redemption Fund	8,657,781	8,503,148	8,337,988	8,657,781	8,657,781	8,337,988
43 Capital Reserve Fund	12,000,000	9,254,249	8,362,400	8,362,400	8,303,057	6,777,332
Total	\$ 174,297,137	\$ 182,043,837	\$ 182,149,232	\$ 177,009,792	\$ 180,992,764	\$ 179,347,247

	Actual	Actual	Amended	Projected	Proposed	Adopted
Expenditure Summary of All Funds	2021	2022	2023	Actuals 2023	2023	2024
10 General Fund	\$ 103,144,583	\$ 131,272,885	\$ 125,022,885	\$ 124,582,760	\$ 131,877,781	\$ 131,877,781
18 Risk Management Fund	2,006,490	1,577,968	2,230,279	2,230,279	1,693,223	1,693,223
19 Colorado Preschool Fund	4,169,324	3,841,686	5,122,008	5,512,834	4,353,928	4,353,928
21 Nutrition Services Fund	5,120,087	5,888,518	7,103,974	6,403,251	6,214,882	6,214,882
22 Government Designated Purpose Gran	27,036,784	20,916,090	28,241,920	33,904,313	18,644,000	18,644,000
23 Student Athletic & Activity Fund	894,591	2,225,245	1,957,213	1,782,367	2,029,546	2,029,546
26 Daycare Program Fund	1,357,733	1,896,799	2,048,058	1,921,880	2,629,840	2,629,840
31 Bond Redemption Fund	8,342,372	8,007,712	8,758,763	9,452,472	8,823,951	8,823,951
43 Capital Reserve Fund	52,955,319	9,254,249	32,911,977	32,456,565	23,818,624	11,243,518
Total	\$205,027,283	\$184,881,153	\$213,397,077	\$218,246,722	\$200,085,775	\$187,510,669

All Funds - Revenue Summary Per Student 2023-2024



All Funds - Expenditure Summary Per Student 2023-2024



General Fund

10-General Fund – Summary of Revenues, Expenditures, & Fund Balance Fiscal Years 2020-2021 to 2026-2027

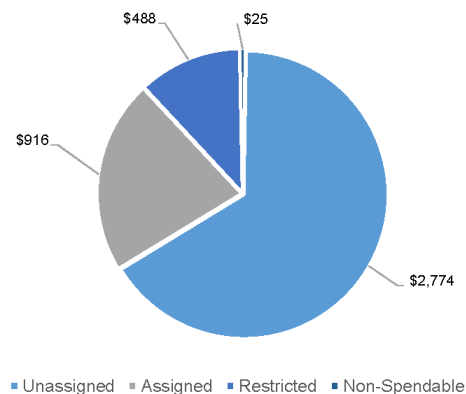
	Actual 2021	Actual 2022	Amended 2023	Projected Actuals 2023	Proposed 2024	Adopted 2024	Projected 2025	Projected 2026	Projected 2027
Sources of Revenues									
1000-1999 Local Sources	\$ 53,427,400	\$ 58,552,404	\$ 57,146,339	\$ 63,480,525	\$ 60,404,538	\$ 60,404,538	\$ 60,087,968	\$ 60,816,725	\$ 61,126,427
3000-3999 State Sources	56,781,200	67,590,734	64,003,115	57,721,022	68,360,280	68,360,280	70,435,053	71,716,566	75,397,292
4000-4999 Federal Sources	68,351	37,106	54,587	41,000	34,000	34,000	55,781	57,454	59,178
Revenues Before Transfer Allocations	110,276,951	126,180,245	121,204,041	121,242,547	128,798,818	128,798,818	130,578,803	132,590,745	136,582,897
Transfer Allocations & Expenditures	103,144,583	115,584,046	125,022,885	124,582,760	129,377,781	134,377,781	133,718,353	136,573,490	140,635,864
Prior Year Obligations	-	-	-	-	2,500,000	2,500,000	2,500,000	2,000,000	1,000,000
Total Transfer Allocations & Expenditures	103,144,583	115,584,046	125,022,885	124,582,760	131,877,781	136,877,781	136,218,353	138,573,490	141,635,864
Total Excess Revenues Over (Under)	6,994,422	10,596,198	(3,828,557)	(3,340,213)	(3,078,964)	(8,078,964)	(5,639,550)	(5,982,745)	(5,052,966)
Fund Balance Ending (Before Reserves)	\$ 36,206,497	\$ 46,802,695	\$ 42,974,137	\$ 43,462,481	\$ 40,383,517	\$ 35,383,517	\$ 34,743,968	\$ 28,761,222	\$ 23,708,256

General Fund- Estimated Fund Balance 2023-2024

Reserves & Fund Balance	Adopted 2023
Nonspendable:	
Inventories	\$ 200,000
Restricted:	
TABOR	4,106,333
Committed:	
Assigned:	
Other Purposes	826,040
Contingency Reserve	6,843,889
Unassigned Fund Balance	18,739,429
Subsequent Year Expenditures	4,667,826
Total	\$ 31,077,184
Grand Total	35,383,517

Reserves & Fund Balance	Adopted 2023
Nonspendable:	
Inventories	0.57%
Restricted:	
TABOR	11.61%
Committed:	
Assigned:	
Other Purposes	2.33%
Contingency Reserve	19.34%
Unassigned Fund Balance	52.96%
Subsequent Year Expenditures	13.19%

Fund Balance Per Student Breakdown



General Fund Revenue Assumptions and Planning Criteria

The General Fund is the main operating fund for Westminster Public Schools and is comprised largely from state and local sources. The main component for funding is provided through the Public School Finance Act and is amended each year by the Colorado General Assembly. Major factors that impact funding include changes in student enrollment, and an inflationary factor based on the Denver/Boulder consumer price index and the budget stabilization factor. The majority of the expenditures for the General Fund are salaries and benefits. The projections are impacted by student enrollment, inflationary salary increases, as well as costs for the district's retirement program through the Public Employees' Retirement Association (PERA) and health/dental increases.

The Fiscal Year 2023-24 budget includes a two year agreement with our association. The package includes step increases and a 3% increase to the salary tables across all employee groups. It also increases the base salary for our licensed salary table to \$60,095 with a high of \$117,762. The estimated health/dental increase has also been included. The Districts renewal is in January every year, so increases only effect the budget for a six month period. The total package for the 2022-23 and 2023-24 fiscal year was over \$10 million in employee increases. Overall, \$5 million per year. The budgets for the schools and departments are included within the General Fund and received \$10 per student increase with the departments receiving a 3% increase. While the District understands the states vulnerability with school funding, it realizes how important their employees are to the success of student achievement.

Major Revenue Sources

Program Funding is mandated by state statute, C.R.S. 22-54-104, which requires school districts to be funded on a per-pupil basis. Funding is based on the Public School Finance Act of 1994 and was amended by Senate Bill 17-296 by the 2017 Colorado General Assembly. Funding is based on enrollment and a statewide base per pupil. Additional factors are then applied to the formula to arrive at each district's funding. Statewide base per-pupil funding has been increased by 8% for inflation. The statewide base funding incorporated in this budget will be \$8,076.41 before any at-risk calculations. The State of Colorado has approved the Public School Finance Act in time to appropriate for approving the Adopted Budget by May 23, 2023.

Public School Finance Act

State Equalization is the District's primary revenue component. It is anticipated that the District's total program funding, as determined by the Public School Finance Act of 1994, will be funded for Fiscal Year 2023-24 by the state of Colorado at an estimated per-pupil program funding level (including at-risk funding) of \$11,096. The amount of state equalization anticipated to be received in Fiscal Year 2023-2024 is \$63 million and together with specific ownership and local property taxes comprises total program funding.

State Funding Factors

In addition, to the base-funding factor, the Act includes several other factors that are used to determine the District's total per-pupil funding level before and after at-risk funding. The Adopted Budget assumes the all other factors will remain the same.

The budget is based on the following school finance factors which include the Budget Stabilization Factor:

- Base funding \$8,076.41
 - Cost of living factor 1.216
 - District size factor 1.1154
 - At-Risk “Base” factor 0.012
 - Personnel cost factor 0.8858
 - Non-personnel cost factor 0.1142
 - State Budget Stabilization Factor .037%
- **Cost-of-living factor** – A cost-of-living factor is certified by the Legislative Council Staff to the Department of Education for each school district based upon the cost-of-living analysis. The cost-of-living factor reflects differences among the state’s 178 districts in the costs of housing, goods and services. A new cost-of-living analysis is required of the Legislative Council Staff every two years. A district’s cost of living factor is increased based on its cost of living increase above the household income increase, rather than its increase above inflation. The cost-of-living factor for Westminster Public Schools is 1.216.
 - **District personnel costs factor** – The personnel costs factor is formula-driven and differs by school district and is based on enrollment. This factor increases as enrollment increases. The district personnel costs factor is multiplied by the statewide base per-pupil funding amount to determine the portion of the statewide base to which the cost-of-living factor would be applied. The personnel costs factor for the District is .8858 percent.
 - **District size factor** – The size factor is determined using an enrollment-based calculation and is unique to each school district. This factor is included to recognize purchasing power differences among districts. The District size adjustment remains at 1.0297 for Fiscal Year 2023-24.
 - **State Budget Stabilization Factor** - The General Assembly determined that stabilization of the state budget requires a reduction in the appropriation of the state’s share of total program funding for all districts. This Budget Stabilization Factor for 2023-24 will cost the District \$1.5 million in student funding. The formula uses these factors to calculate the per-pupil amount before at-risk funding:



At-Risk Funding- Eligibility for participation in the federal free lunch program, and English Language Learner pupils that are not eligible for free lunch are used to determine each school district's at-risk population. Increased funding is provided to recognize that expenses among districts vary, as pupil populations vary, especially at-risk populations.

Under the School Finance Act of 1994, each student in the pupil count who is enrolled in grades 1 through 8 and who is eligible to receive free lunch is used as the basis for determining the number of at-risk students in grades 1 through 12. For example, the total number of free lunch students in grades 1 through 8 is divided by the total number of all students in grades 1 through 8. The percent derived from this calculation is applied to the District's total number of students in kindergarten through grade 12.

The at-risk factor is 0.2287% for Fiscal Year 2023-24, and the District expects to receive a little over \$10 million in At-Risk Funding.

After the total per-pupil funding level is determined, the amount is multiplied by the projected pupil count to calculate the District's projected total program funding. Total program funding is comprised of the following three revenue components: 1) property taxes, assuming 100% collection; 2) General Fund specific ownership taxes received in the prior fiscal year and 3) state equalization.

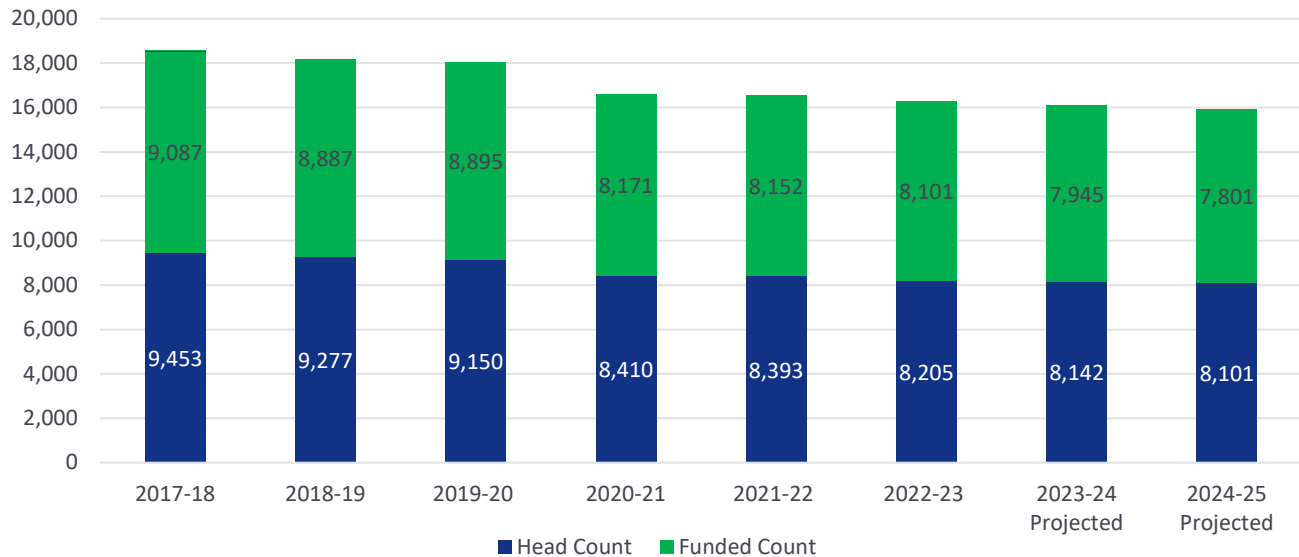
Actual total program funding could be lower or higher depending on how well the formula variable projections compare to the actual variable values. Total program funding for every school district will be adjusted by the Colorado Department of Education about mid-way through the fiscal year to reflect the actual pupil count, the actual number of students eligible for free lunch, the statewide percentage of free lunch students, the school district assessed valuation and actual specific ownership tax revenues. Total Program Funding to school districts is based on a per-pupil formula, which provides a base per-pupil amount of money plus additional money to recognize district-by-district variances in costs of living, personnel costs, and sizes. The Total Program amount also includes additional funding for at-risk pupils. The district's per-pupil funding level is the product of the following calculation:

Enrollment and Funded Pupil Count

For planning purposes, the District uses a demographer for the enrollment projections, which have been proven to be reasonable and accurate plus or minus 1% over the last five years excluding COVID the year. The funded pupil count for Fiscal Year 2023-2024 including preschool is projected to be 7,942. General fund projected count is budgeted at 7,582. The district uses an extended five-year plan for enrollment growth. The projected enrollment is used for estimating future funding, planned expenditures, and new school needs.



Pupil Head Count and Funded Count Comparison



Source: District Information and Student October Count Data

Assessed Valuation, Property Tax Mill Levy and Property Tax

The assessed valuation of property in Colorado is related to the 1982 Gallagher amendment. This amendment balances residential and commercial tax growth. The county assessed valuation must be maintained at a 45% residential and 55% all other property (mainly commercial) proportion. For example, the appraisal value of the residential property may increase by 8%, but the assessment rate may decline by 10% to maintain the proportion of 45% residential and 55% other property.

There is potential for the assessed valuation to go up or down prior to the final calculation in December. May is the month taxpayers can protest their assessed valuation. A final decision on an appeal could be as late as December. Also, business personal property tax reports are not due until June, which affects the commercial property assessed valuation.

The residential Colorado Assessment rate was reduced in 2017 from 7.96% to 7.2% and to 7.15% in 2020 to adhere to the ratio requirements of the Gallagher Amendment. This will equate to approximately a 10% savings in the property tax, which will help to offset a portion of the tax increase that may result because of the increase in the value of the real estate.

The property taxes are levied and collected during each fiscal year. For the Fiscal Year 2023-2024, the District is estimated to receive around \$26 million. There is potential for the assessed valuation to go up or down prior to the final calculation in December. May is the month taxpayers can protest their assessed valuation. A final decision on an appeal could be as late as December. In addition, business personal property tax reports are not due until June, which affects the commercial property assessed valuation.

The General Fund mill levy is established in accordance with state statutes and constitutional limitations and may be adjusted to compensate for tax credits, abatement and omissions under those legal restrictions. For purposes of developing the Fiscal Year 2023-24 budget, the school finance General Fund mill levy for property tax to be collected in 2024, exclusive of any level for tax abatements, is anticipated to be 27 mills before mill levy overrides.

Under Colorado law, all property taxes become due and payable in the year following that in which they are levied. Property taxes attach an enforceable lien on property as of January 1 of the year following the levy. The property tax revenue estimate for Fiscal Year 2023-24 is based on the anticipated tax collections from July 2023 through June 2024. This method of budgeting property tax revenues is in compliance with generally accepted accounting principles (GAAP). All other tax revenue budgets (specific ownership tax) are based on collections anticipated to be received during the fiscal year (July 1 through June 30).

Delinquent Property Taxes and Property Tax Abatements, Credits And Refunds - Delinquent property taxes are taxes which were payable in earlier years but were collected by the county treasurer during the current year. Property tax abatements, credits and refunds are granted to taxpayers based on a successful appeal for reversal of taxes paid in prior years. Current state statutes require the county to rebate the current year's taxes and possibly the preceding year's taxes for all successful tax protests. The amount the District plans to budget is \$45,000 for the 2023-24 year.

Specific Ownership Taxes - Specific ownership tax revenues are generated primarily through a state-mandated tax collected by the county treasurer when motor vehicles are registered each year. These tax revenues are distributed among local governmental agencies based on the percentage of the total property tax attributed to each agency. A portion of the General Fund specific ownership taxes is a component of the total program funding formula described in the School Finance Act. The Act also exempts the specific ownership taxes generated by bond redemption mill levies and mill levy overrides from the total program funding formula. The District anticipates that specific ownership tax revenues will remain stable at \$1.9 million for Fiscal Year 2023-24.

Other State Revenues

In accordance with state and federal laws, the state of Colorado partially reimburses school districts for a portion of total allowable expenses related to transportation of students to and from school, special education programs, career and technical education programs, early learning and English language proficiency programs. State reimbursement levels fluctuate as school district reimbursable costs change across the state from year to year. The District anticipates the Fiscal Year 2023-24 funding for these categorical programs as shown below:

Fiscal Year 2023-2024	
Transportation	\$ 502,000
Career and Technical Education	123,635
Special Education	3,648,174
READ ACT	455,886
English Language Proficiency	552,210
Gifted & Talented	86,591
Total	\$5,368,496

Community Use

Income generated from the use of district facilities is included in the General Fund along with the cost of staff to schedule and supervise the facility use. For Fiscal Year 2023-24, the revenues are estimated to be \$130,000.

Interest Earnings

Investment earnings revenue budgets are based on prior history of interest revenue and interest rate projections. Fiscal Year 2023-24 investment earnings are estimated to be \$2.1 million.

Instructional Fees

Fee revenue is based on estimated student participation. The estimated revenue for instructional materials fees for Fiscal Year 2023-24 is \$290,000.

Mill Levy Overrides

Thanks to the District's voters, The District was successful in passing a 14.5 mill levy override in November of 2018 to be used for general fund purposes. The taxpayers also changed the calculation of the property tax increase passed in 2002 to a mill levy calculation instead of a dollar amount. This is a big success since the mills are worth more today than in 2002. The District also receives an additional \$1.8 million in additional funding through tax overrides in 1988. However, override is capped by state regulation. All override revenues are part of property taxes. A district's authorization to raise and expend override revenues does not affect the amount of state funding the district receives. The summary of the District Approved Overrides is as follows:

2018- 14.5 mills
2002- 11.3 mills
1988- 2.01 mills or \$1.8
Total Mills 27.851 or \$26 million

**General Fund – Local, State, & Federal Revenue Sources
Fiscal Years 2020-2021 to 2026-2027**

Revenue Sources	Actual 2021	Actual 2022	Amended 2023	Proposed 2024	Adopted 2024	Projected 2025	Projected 2026	Projected 2027
1000-1999 Local Sources								
1110 Property Taxes	\$ 23,510,966	\$ 25,942,034	\$ 25,684,377	\$ 26,684,377	\$ 26,684,377	\$ 26,433,097	\$ 26,476,090	\$ 26,770,373
1111 Prop Tax Mill Levy Over	23,561,866	25,928,789	24,895,752	25,895,752	25,895,752	25,642,625	26,411,903	26,204,260
1120 Specific Ownership Taxes	1,920,100	1,747,688	1,503,954	1,954,161	1,954,161	1,993,244	2,053,041	2,114,633
1122 So Tax Mill Levy Override	1,929,893	1,749,253	1,853,000	2,087,536	2,087,536	2,129,286	2,193,165	2,258,960
1140 Delinq Tax/Penalty/Intere	39,122	63,160	75,000	45,000	45,000	77,250	79,568	81,955
1141 Abatements	(204,920)	(73,574)	(175,000)	(100,000)	(100,000)	(102,000)	(105,060)	(108,212)
1500 Interest Earnings	122,381	119,919	1,200,000	2,120,801	2,120,801	2,163,217	2,228,114	2,294,957
1900 Other Revenue/Local Sources	130,398	119,435	108,700	290,000	290,000	295,800	295,800	301,716
1905 Transcripts	6,659	1,326	8,200	10,000	10,000	10,200	10,200	10,404
1906 Symposium	-	75,345	50,000	50,000	50,000	51,000	51,000	52,020
1910 Building Rental	51,741	91,264	65,000	94,244	94,244	96,129	96,129	98,051
1930 Sale Of Assets	184,975	68,210	24,584	24,584	24,584	25,076	25,076	25,577
1940 Instructional Materials Fees	314,790	377,868	275,874	290,000	290,000	295,800	20,400	20,808
1971 Overhead Cost Revenue	225	996	5,000	1,025	1,025	1,046	5,100	5,202
1972 Indirect Cost Revenue	1,800,890	2,252,952	1,504,870	900,000	900,000	918,000	918,000	936,360
1990 Other Revenue	58,314	79,821	67,028	57,058	57,058	58,199	58,199	59,363
2440 Foster Care Revenue	-	7,919	-	-	-	-	-	-
Total Local Sources	53,427,400	58,552,404	57,146,339	60,404,538	60,404,538	60,087,968	60,816,725	61,126,427
3000-3009 State Sources								
3000 State Grants Received From CDE	3,022,999	-	-	-	-	-	-	-
3130 Special Education ECEA	2,236,904	2,811,030	3,048,174	3,648,174	3,648,174	3,721,137	3,632,772	3,541,755
3139 ELPA Support Program	622,103	1,792,578	552,510	552,210	552,210	563,254	574,519	526,755
3140 ELPA Program	555,412	514,792	-	-	-	-	-	-
3160 Transportation	639,481	652,173	599,347	502,000	502,000	512,040	522,281	537,949
3120 Career and Technical	182,261	374,180	107,363	123,635	123,635	126,108	128,630	132,489
3159 READ ACT	514,040	459,083	495,886	455,886	455,886	465,004	474,304	488,533
3899 On Behalf Payment-CDE	-	-	1,750,000	-	-	-	-	-
3237 Career Success Program	-	83,000	124,404	135,000	135,000	137,700	140,454	147,924
3281 At Risk Mitigation Funding	-	5,823,887	-	-	-	-	-	-
3110 State Equalization	49,106,752	54,982,371	57,743,725	63,356,784	63,356,784	65,257,488	66,562,637	69,893,890
3150 Gifted and Talented	137,948	97,639	81,706	86,591	86,591	88,323	90,089	91,891
3200 Categorical Adjustment	(109,804)	-	(500,000)	(200,000)	(200,000)	(156,000)	(159,120)	(163,894)
3200 State Equalization Adjustment	(126,895)	-	-	(300,000)	(300,000)	(280,000)	(250,000)	200,000
SubTotal State Sources	56,781,200	67,590,734	64,003,115	68,360,280	68,360,280	70,435,053	71,716,566	75,397,292
4000-4999 Federal Sources								
4020-4899 Federal Revenue from the Federal Govt	68,351	37,106	44,874	34,000	34,000	55,781	57,454	59,178
Subtotal Federal Sources	68,351	37,106	44,874	34,000	34,000	55,781	57,454	59,178
Total Revenue Allocation Before Transfer Allocations	\$110,276,951	\$ 126,180,245	\$ 121,194,328	\$128,798,818	\$128,798,818	\$ 130,578,803	\$ 132,590,745	\$ 136,582,897

Revenue Allocated To Other Funds

Capital Reserve, Insurance Reserve , Athletic Allocations, General and Daycare Allocations

To address capital and insurance needs of the District, the budget for Fiscal Year 2023-24 includes a transfer allocation of \$1.6 million to the Insurance Reserve Fund, \$1.3 million to the Athletic & Activity Fund and \$500,000 to the Daycare Program. The District also has a contingency reserve in the amount of 2% to the capital reserve fund for matching grants/emergencies. If the 2% is ever used in a fiscal year it must be replenished by the General Fund in the same budget year.

General Fund Allocations Summary

General Fund Transfer Allocations to Other Funds	Adopted 2024
Transfer To Athletic/Activity	\$ 1,500,000
Transfer to Daycare Program	400,000
Transfer To Capital Reserve	6,754,785
Transfer To Insurance Reserve	1,628,345
Total Transfer Allocations	\$10,283,130



General Fund Expenditure Assumptions

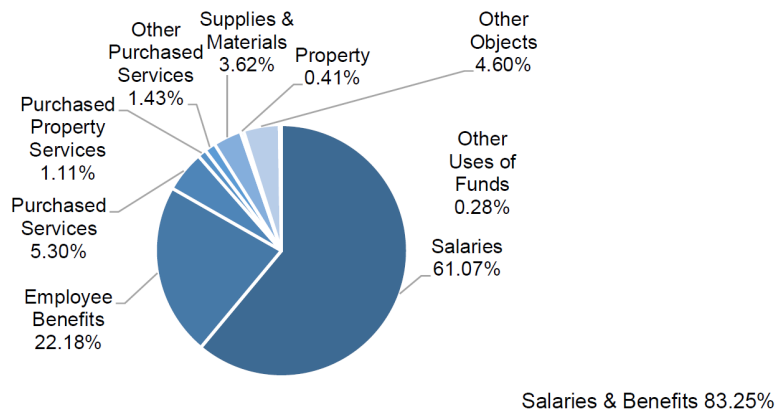
The General Fund accounts for the vast majority of the District's expenditures. The expenditure assumptions described on the following pages reflect the implementation of the budget goals and objectives adopted by the Board of Education for the fiscal year 2023-24. Most requests were funded through the budget process. Schools and departments are allocated a dollar amount to fund their projects for the year. Most items are funded through the department or schools allocations. If there are additional requests submitted, then the administrative cabinet reviews and approves or denies the request. On the other funds tabs you will find what projects were not funded projects.

To ensure the district's resources are aligned with district' goals, almost half of all district's resources go directly towards instruction. The District's general fund budgeted expenditures for 2023-24 are projected to be \$128 million, an 8% increase from the 2023-24 Amended Budget. Majority of the increase can be attributed to a two year salary and benefit agreement with the Districts association. This is the second year of the agreement.

10-General Fund – Summary of Expenditures by Object Fiscal Years 2020-2021 to 2023-2024

	Actual 2021	Actual 2022	Amended 2023	Adopted 2024	Projected 2025	Projected 2026	Projected 2027
0100-0199 Salaries	\$ 59,548,256	\$ 64,686,288	66,614,784	75,789,486	\$ 78,063,171	\$ 80,405,066	\$ 82,817,218
0200-0299 Employee Benefits	20,110,436	23,601,061	22,682,908	27,523,447	28,349,150	29,199,625	30,075,613
0300-0399 Purchased Services	4,447,225	5,778,881	6,473,525	6,572,420	6,769,593	6,972,680	7,181,861
0400-0499 Purchased Property Service	993,217	1,090,918	1,268,439	1,380,446	1,421,859	1,464,515	1,508,451
0500-0599 Other Purchased Services	723,682	867,451	1,509,268	1,780,682	1,834,102	1,889,126	1,945,799
0600-0699 Supplies	3,714,919	4,392,494	4,436,373	4,489,863	4,624,559	4,763,296	4,906,195
0700-0799 Property	1,629,287	1,524,637	1,057,032	510,946	526,274	542,063	558,324
0800-0899 Other Objects	684,182	457,033	5,547,504	5,705,308	5,876,467	6,052,761	6,234,344
0900-0999 Other Uses of Funds	0	234,521	153,185	342,053	352,315	362,884	373,771
Total Expenditures by Object	91,851,204	102,633,285	109,743,017	124,094,651	127,817,491	131,652,015	135,601,576
Transfers & Prior Year Obligations	11,293,379	12,950,761	15,279,868	7,783,130	8,400,862	6,921,475	6,034,288
Total Expenditures	\$103,144,583	\$115,584,046	\$125,022,885	\$ 131,877,781	\$ 136,218,353	\$ 138,573,490	\$ 141,635,864

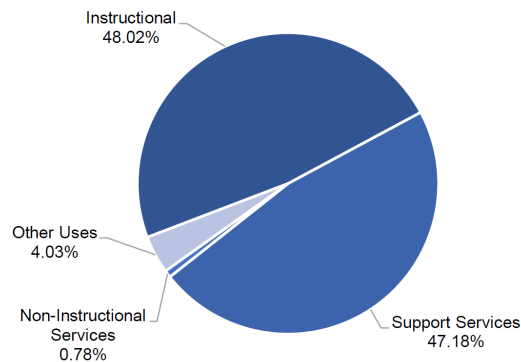
General Fund - Expenditures by Object for Fiscal Year 2023-2024



**10-General Fund – Summary of Expenditures by Program
Fiscal Years 2020-2021 to 2023-2024**

	Actual 2021	Actual 2022	Amended 2023	Projected Actuals 2023	Proposed 2024	Adopted 2024	Projected 2025	Projected 2026	Projected 2027
Expenditures by Program Summary									
0010-1999 Instructional	\$ 46,167,185	\$ 52,746,143	\$ 55,010,787	\$ 51,421,479	\$ 59,589,051	\$ 59,589,051	\$ 63,876,722	\$ 66,793,025	\$ 68,796,816
2000-2999 Support Services	44,355,398	48,477,161	48,493,203	55,783,959	58,542,955	58,542,955	57,799,244	58,724,692	60,547,776
3000-3999 Non-Instructional Services	783,333	798,444	1,338,027	842,073	962,645	962,645	991,525	981,298	1,000,924
4000-4999 Facilities Acquisition & Construction Services	-	-	-	-	-	-	-	-	-
5000-9999 Other Uses	545,287	611,537	4,901,000	1,255,381	5,000,000	5,000,000	5,150,000	5,153,000	5,256,060
Total Expenditures by Program	91,851,203	102,633,285	109,743,017	109,302,892	124,094,651	124,094,651	127,817,491	131,652,015	135,601,576
Transfers & Prior Year Obligations	11,293,379	12,950,761	15,279,868	15,279,868	7,783,130	7,783,130	8,400,862	6,921,475	6,034,288
Total Expenditures	\$ 103,144,582	\$ 115,584,046	\$ 125,022,885	\$ 124,582,760	\$ 131,877,781	\$ 131,877,781	\$ 136,218,353	\$ 138,573,490	\$ 141,635,864

General Fund - Summary of Expenditures by Program for Fiscal Year 2023-2024



10-General Fund – Expenditures by Program Fiscal Year 2023-2024

Program	Instruction - Program	0100-0199 Salaries	0200-0299 Employee Benefits	0300-0599 Purchase Services	0600-0699 Supplies & Materials	0700 Property	0800-0999 Other Services	Total	Percent
10	General Elementary	\$ 5,474,315	\$ 1,916,155	\$ 67,860	\$ 289,716	\$ -	\$ 3,200	7,751,246	6.25%
18	General K-8	15,578,695	5,397,795	109,000	220,692	10,000	13,000	21,329,181	17.19%
20	General Middle/Jr	2,137,069	733,461	8,500	31,479	5,000	4,367	2,919,875	2.35%
30	General High School	6,794,430	2,355,336	73,146	176,680	35,000	18,512	9,453,104	7.62%
40	General Preschool	41,947	20,256	-	8,111	-	-	70,314	0.06%
50	General Post Sec/K-12	-	-	145,600	2,000	-	800	148,400	0.12%
70	Gifted and Talented	-	200	15,500	6,178	1,500	1,250	24,628	0.02%
71	General AVID Education	6,000	1,380	-	36,955	-	32,000	76,335	0.06%
80	General Instruction	-	-	-	52,250	-	500	52,750	0.04%
92	Detention Instruction	-	-	230,000	-	-	-	230,000	0.19%
100	Agriculture	120,480	49,457	-	11,000	-	-	180,937	0.15%
200	Art	-	-	6,500	36,813	-	500	43,813	0.04%
300	Business	38,445	19,400	-	3,000	-	-	60,845	0.05%
400	Distributive/Market	38,445	19,400	-	-	-	-	57,845	0.05%
510	Language Skills	-	-	-	33,026	-	-	33,026	0.03%
511	Reading	-	-	-	42,729	-	-	42,729	0.03%
543	Journalism	-	-	3,000	-	-	-	3,000	0.00%
560	Dramatic Arts	-	-	-	7,500	-	354	7,854	0.01%
569	Other Dramatic Arts	70,369	27,205	-	5,000	-	-	102,574	0.08%
590	CLD	2,832,757	1,144,706	-	10,950	-	200	3,988,613	3.21%
600	World Languages	-	-	-	6,000	-	-	6,000	0.00%
700	Health Occupations	58,575	24,322	-	8,000	-	-	90,897	0.07%
790	Biomedical Science	282,790	99,142	-	13,000	-	2,200	397,132	0.32%
800	Physical Educ Curriculum	-	-	-	17,050	12,500	200	29,750	0.02%
891	Air Force ROTC	160,385	59,214	-	-	-	-	219,599	0.18%
900	Consumer Family	67,118	26,410	-	6,500	-	2,000	102,028	0.08%
933	Food Services	65,810	26,091	-	15,000	-	-	106,901	0.09%
1000	Industrial Arts/Tech	-	-	-	6,000	-	-	6,000	0.00%
1010	Construction	59,753	24,610	-	12,000	-	-	96,363	0.08%
1022	Graphic Arts	56,690	23,861	-	4,000	-	-	84,551	0.07%
1032	Engineering Drawing	149,771	66,619	-	6,000	-	2,200	224,590	0.18%
1100	Mathematics	-	-	-	29,106	-	-	29,106	0.02%
1200	Music	-	-	8,300	7,850	1,000	200	17,350	0.01%
1240	Vocal Music	-	-	-	9,500	-	600	10,100	0.01%
1251	Band, Concert	-	-	7,000	1,950	1,200	1,100	11,250	0.01%
1254	Orchestra, Chamber	-	-	2,500	9,900	2,200	250	14,850	0.01%
1300	Natural Science	-	-	-	73,998	-	500	74,498	0.06%
1340	Earth/Space Science	-	-	-	5,000	-	-	5,000	0.00%
1500	Natural Science	-	-	-	27,750	-	-	27,750	0.02%
1600	Social Sciences	161,700	69,536	-	27,250	5,000	-	263,485	0.21%
1700	Special Education	6,472,721	2,762,297	257,000	27,000	1,500	6,904	9,527,422	7.68%
1710	Physical Disability	316,500	107,384	-	-	-	-	423,884	0.34%
1770	Speech/Lang Disability	897,048	419,328	-	-	-	-	1,316,376	1.06%
Total Instruction		41,881,812	15,393,563	933,906	1,286,933	74,900	90,837	59,661,951	48.08%
Program	Supporting Services Students								
2100	Support Services-Students	\$ 150,114	\$ 76,760	\$ -	\$ 250	\$ 3,000	\$ -	230,124	0.19%
2110	Social Work Services	499,447	172,115	-	-	-	-	671,562	0.54%
2112	Attendance Services	12,500	5,300	21,700	3,500	1,500	10,500	55,000	0.04%
2120	Guidance Services	1,052,079	537,233	-	12,100	-	-	1,601,412	1.29%
2124	Parent PASS Program	10,000	2,300	18,500	2,000	-	-	32,800	0.03%
2134	Nursing Services	-	-	515,000	5,000	-	-	520,000	0.42%
2140	Psychological Services	1,136,229	427,808	-	-	-	-	1,564,037	1.26%
2150	Nursing Services	113,558	37,649	-	-	-	-	151,207	0.12%
2190	Psychological Services	720,323	395,752	-	-	-	-	1,116,075	0.90%
Total Supporting Services Students		3,694,249	1,654,917	555,200	22,850	4,500	10,500	5,942,216	4.79%
Program	Instructional Staff								
2200	Support Svc-Instructional	4,877,182	1,607,707	1,004,214	119,300	9,500	43,916	7,661,819	6.17%
2212	Instruct/Curric/Dev Svc	348,462	128,318	31,000	25,600	5,000	5,500	543,880	0.44%
2213	Instruct Support Substitutes	117,000	24,535	256,368	34,400	-	380	432,683	0.35%
2214	Instructional Staff Development	146,515	44,928	402,000	29,754	5,000	1,200	629,397	0.51%
2220	Academic Student Assessmt	223,571	94,663	-	-	-	-	318,234	0.26%
2221	Educational Library Services	471,722	225,336	-	-	-	-	697,058	0.56%
2231	Special Education	2,000	2,500	278,000	11,464	-	1,500	295,464	0.24%
2232	CTE Program	139,306	44,060	-	-	-	-	183,366	0.15%
Total Instruction Staff		6,325,758	2,172,048	1,971,582	220,518	19,500	52,496	10,761,902	8.67%
Program	General Administration								
2310	District Governance Svc	-	-	83,500	34,000	5,000	21,000	143,500	0.12%
2314	Election Services	-	-	40,000	-	-	-	40,000	0.03%
2315	Legal Services	-	-	250,000	-	-	-	250,000	0.20%
2316	Tax Assessment/Collection	-	-	61,732	-	-	-	61,732	0.05%
2317	Audit Services	-	-	85,000	-	-	-	85,000	0.07%
2318	Staff Rel/Negotiations	76,446	28,691	-	-	-	-	105,137	0.08%
2320	Executive Administration	741,938	247,876	-	-	-	-	989,814	0.80%
2321	Office Of Superintendent	-	-	9,500	36,518	1,000	6,000	53,018	0.04%
Total General Administration		818,384	276,567	529,732	70,518	6,000	27,000	1,728,201	1.39%
2400	School Admin Support	7,762,675	2,629,618	72,213	225,988	31,500	3,730	10,725,724	8.64%
Total School Administration		7,762,675	2,629,618	72,213	225,988	31,500	3,730	10,725,724	8.64%
Program	Business Services - Program								

10-General Fund – Expenditures by Program Continued

Program	Instruction - Program	0100-0199 Salaries	0200-0299 Employee Benefits	0300-0599 Purchase Services	0600-0699 Supplies & Materials	0700 Property	0800-0999 Other Services	Total	Percent
2510 Business/Fiscal Services		813,036	280,558	413,050	31,300	7,342	2,500	1,547,786	1.25%
2520 Purchasing Services		314,842	112,545	90,950	3,500	10,000	950	532,787	0.43%
2530 Warehousing/Distributing		561,365	258,944	56,800	8,000	18,000	150	903,259	0.73%
Total Buisness Services		1,689,243	652,047	560,800	42,800	35,342	3,600	2,983,832	2.40%
Program	Operations and Maintenance								
2600 Aux Services		15,000	4,140	-	-	-	-	19,140	0.02%
2610 Aux Serv - General		319,485	125,414	12,300	7,000	-	500	464,699	0.37%
2620 Aux Serv - Custodial		3,428,502	1,430,068	255,000	153,000	41,000	1,000	5,308,570	4.28%
2621 Utilities		-	-	955,550	1,598,400	-	-	2,553,950	2.06%
2630 Aux Serv - Ground		574,179	223,876	72,300	147,500	186,000	400	1,204,256	0.97%
2640 Aux Serv - Utilites		1,627,018	616,729	320,131	260,538	68,000	291,553	3,183,969	2.57%
2641 Maintenance		-	-	7,500	-	-	-	7,500	0.01%
2642 Maintenance Operations		-	-	-	2,000	-	-	2,000	0.00%
2650 Vehicle Operation/Maint		-	-	11,679	73,184	1,822	40,500	127,185	0.10%
2660 Security Services		584,674	160,130	113,000	16,000	22,000	2,000	897,805	0.72%
Total Operations & Maintenance		6,548,858	2,560,358	1,747,460	2,267,622	318,822	335,953	13,769,073	11.10%
Program	Student Transportation								
2710 Supervision/Student Trans		390,475	176,984	291,788	41,500	1,000	1,295	903,042	0.73%
2720 Vehicle Operation/Maint		1,614,992	784,963	-	-	-	-	2,399,955	1.93%
2740 Vehicle Servicing/Maint		233,324	56,669	22,107	220,234	1,882	-	534,216	0.43%
Student Transportation Instruction		2,238,792	1,018,616	313,895	261,734	2,882	1,295	3,837,214	3.09%
Program	Central Support								
2820 Communications		479,978	173,075	148,350	29,700	3,500	1,250	835,852	0.67%
2830 Supervision/Student Trans		2,862,267	405,568	87,560	9,000	2,000	9,100	3,375,495	2.72%
2832 Vehicle Servicing/Maint		-	-	59,650	-	-	-	59,650	0.05%
2840 Technology		976,454	345,643	2,014,700	12,000	12,000	600	3,361,397	2.71%
2850 Unemployment		-	-	400,000	-	-	-	400,000	0.32%
2890 Other Support Services		-	-	173,500	5,000	-	511,000	689,500	0.56%
Total Central Support		4,318,698	924,286	2,883,760	55,700	17,500	521,950	8,721,894	7.03%
Program	Community Services								
3300 Community Services		50,000	18,708	165,000	43,600	-	-	277,308	0.22%
3301 Community Foundation		-	-	-	1,600	-	-	1,600	0.00%
3310 Other Community Services		461,018	222,719	-	-	-	-	683,737	0.55%
Total Indirect Instruction		511,018	241,427	165,000	45,200	-	-	962,645	0.78%
Program	Other Uses								
5100 Capital Lease		-	-	-	-	-	5,000,000	5,000,000	4.03%
Total Other Uses		-	-	-	-	-	5,000,000	5,000,000	4.03%
Grand Total		\$75,789,486	\$27,523,447	\$9,733,548	\$4,489,863	\$510,946	\$6,047,361	\$124,094,651	100.00%

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**10-General Fund – Per Pupil Spending by School/Department
Fiscal Year 2023-2024**

School/Department		Projected Student Count	Total Budget	Per Student Cost
100-199 Elementary Schools	100 Elem -District Wide	682.0	\$ 178,600	\$ 262
	105 Early Childhood Center @ Gregory Hill	17.0	945,027	55,590
	125 Harris Park Elementary	190.0	2,676,030	14,084
	135 Mesa Elementary	285.0	3,677,636	12,904
	145 Sherrelwood Elementary	190.0	2,700,107	14,211
Total Elementary Schools		682.0	10,177,401	14,923
200-299 Middle Schools	200 Middle School - District Wide	575.0	4,679	8
	215 Shaw Heights Middle School	575.0	5,660,805	9,845
Total Middle Schools		575.0	5,665,484	9,853
300-399 High School	300 High School - District Wide	2,100.0	62,634	30
	305 Westminster High School	2,100.0	18,294,967	8,712
Total High Schools		2,100.0	18,357,601	8,742
500-599 Combination Schools	505 Hidden Lake High School	389.0	3,611,047	9,283
	510 Gifted/Talented	301.0	106,629	354
	525 Colorado STEM Academy	380.0	3,997,979	10,521
	530 Westminster Academy for International Studies	280.0	2,484,192	8,872
	535 John E Flynn a Marzano Academy	305.0	3,433,338	11,257
	545 Metropolitan Arts Academy	324.0	2,725,370	8,990
	540 Hodgkins Leadership Academy	600.0	6,554,971	10,925
	565 Fairview	332.0	3,406,594	10,261
	570 Sunset Ridge	352.0	3,690,928	10,486
	555 Orchard Park Academy	550.0	5,236,243	10,411
	550 Colorado Sports Leadership Academy	375.0	5,219,579	12,707
	560 Tennyson Knolls Preparatory School	355.0	4,104,454	9,432
Total Combination Schools		4,543.0	45,879,966	10,099
600-699 Centralized Services	605 Board of Education	7,582.0	686,969	91
	610 Superintendent	7,582.0	1,649,240	218
	615 Community Relations	7,582.0	835,852	110
	630 Special Education	7,582.0	2,158,766	285
	650 Financial Services	7,582.0	1,486,786	196
	655 Operations Office	7,582.0	2,938,007	387
	660 Creative Pipeline	7,582.0	485,831	64
	665 Robert Landgraf Conference Center	7,582.0	21,100	3
	710 Operation & Maintenance	7,582.0	5,478,223	723
	715 Purchasing & Materials Management	7,582.0	1,429,442	189
700-799 Service Centers	720 Technology Services	7,582.0	1,624,537	214
	725 Transportation	7,582.0	4,026,600	531
	805 District Wide	7,582.0	8,520,160	1,124
800-899 District-Wide Costs	950 Crowne Pointe Academy Charter School	-	0	-
Total Department & Program Costs		7,582.0	\$ 124,094,651	\$ 16,367

**10 - General Fund – Expenditures by School/Department
Fiscal Year 2023-2024**

School/Department	0100-0199 Salaries	0200-0299 Employee Benefits	0300-0399 Purchase Services
100 Elem - Districtwide	\$ -	\$ -	\$ 18,716
105 Early Learning Center Gregory Hill	632,535	284,655	-
125 Harris Park Elementary	1,852,402	698,247	1,500
135 Mesa Elementary	2,618,929	929,210	200
145 Sherrelwood Elementary	1,943,769	653,471	-
200 Middle School - Districtwide	-	-	-
215 Shaw Heights Middle School	3,758,641	1,384,968	90,000
300 High School - Districtwide	-	-	-
305 Westminster High School	12,287,928	4,628,985	6,500
505 Hidden Lake Alternative High	2,357,773	825,118	155,246
510 Gifted/Talented	60,611	17,490	15,000
515 Instructional Services Center	895,321	368,667	500
525 Colorado Stem Academy	2,778,443	1,035,888	850
530 Westminster Academy for Intern Studies	1,643,989	672,354	-
535 John E Flynn a Marzano Academy	2,436,731	867,051	-
540 Josephine Hodgkins Leadership Academy	4,563,840	1,733,893	6,000
545 Metropolitan Arts Academy	1,841,430	687,890	500
550 Colorado Sports Leadership Academy	3,635,956	1,357,666	77,000
555 Orchard Park Academy	3,635,190	1,352,280	-
560 Tennyson Knolls Preparatory School	2,861,867	1,055,583	50,000
565 Fairview	2,448,953	814,067	-
570 Sunset Ridge	2,566,552	986,071	100
605 Board of Education	76,446	28,691	458,732
610 Superintendent	742,938	266,584	587,600
615 Community Relations	479,978	173,075	84,500
625 Learning Services	4,169,066	1,387,309	862,500
630 Special Education	781,123	302,929	790,000
645 Human Resources	4,620,502	1,085,457	74,610
650 Financial Services	813,036	280,558	339,900
655 Operations Office	1,995,955	706,905	127,448
660 Creative Pipeline	291,518	101,113	29,000
665 Robert Landgraf Center	-	-	-
710 Operation & Maintenance	2,855,624	1,091,577	236,281
715 Purchasing & Marterials Management	859,433	341,859	40,000
720 Technology Services	991,454	374,783	-
725 Transportation	2,291,554	1,029,055	82,737
805 Districtwide	-	-	2,437,000
Total Expenditures	\$ 75,789,486	\$ 27,523,447	\$ 6,572,420

**10 - General Fund – Expenditures by School/Department
Fiscal Year 2023-2024**

0400-0699		0700-0999		Total	School/Department
Supplies & Materials		Capital Outlay			
\$ 159,884	\$ -	\$ -	\$ 178,600	100 Elem - Districtwide	
27,837	-	-	945,027	105 Early Learning Center Gregory Hill	
121,181	2,700	2,676,030	125 Harris Park Elementary		
128,198	1,100	3,677,636	135 Mesa Elementary		
102,867	-	2,700,107	145 Sherrelwood Elementary		
-	4,679	4,679	200 Middle School - Districtwide		
410,279	16,917	5,660,805	215 Shaw Heights Middle School		
26,955	35,679	62,634	300 High School - Districtwide		
1,263,100	108,454	18,294,967	305 Westminster High School		
268,697	4,212	3,611,047	505 Hidden Lake Alternative High		
10,778	2,750	106,629	510 Gifted/Talented		
38,750	5,404	1,308,641	515 Instructional Services Center		
179,798	3,000	3,997,979	525 Colorado Stem Academy		
163,850	4,000	2,484,192	530 Westminster Academy for Intern Studies		
123,306	6,250	3,433,338	535 John E Flynn a Marzano Academy		
244,738	6,500	6,554,971	540 Josephine Hodgkins Leadership Academy		
184,550	11,000	2,725,370	545 Metropolitan Arts Academy		
147,957	1,000	5,219,579	550 Colorado Sports Leadership Academy		
236,073	12,700	5,236,243	555 Orchard Park Academy		
126,325	10,680	4,104,454	560 Tennyson Knolls Preparatory School		
143,574	-	3,406,594	565 Fairview		
137,705	500	3,690,928	570 Sunset Ridge		
97,100	26,000	686,969	605 Board of Education		
45,118	7,000	1,649,240	610 Superintendent		
93,550	4,750	835,852	615 Community Relations		
330,604	49,938	6,799,417	625 Learning Services		
281,214	3,500	2,158,766	630 Special Education		
81,600	11,100	5,873,268	645 Human Resources		
43,450	9,842	1,486,786	650 Financial Services		
70,200	37,500	2,938,007	655 Operations Office		
53,700	10,500	485,831	660 Creative Pipeline		
21,100	-	21,100	665 Robert Landgraf Center		
681,788	612,953	5,478,223	710 Operation & Maintenance		
159,050	29,100	1,429,442	715 Purchasing & Marterials Management		
245,700	12,600	1,624,537	720 Technology Services		
617,255	5,999	4,026,600	725 Transportation		
583,160	5,500,000	8,520,160	805 Districtwide		
\$ 7,650,991	\$ 6,558,307	\$ 124,094,651			

**Resource Allocation – All Schools
Purchased Services, Materials and Supplies
Fiscal Year 2023-2024**

	Projected Funded	Projected At-Risk	Copier Allocation Budget	Computer Subscription Budget	K-12 Instructional Allocation
	Students	Students	@ \$5	@ \$10	@ \$90
Elementary Schools					
Early Childhood	0	184	0	0	0
Harris Park	190	160	950	1,900	17,100
Mesa	285	262	1,425	2,850	25,650
Sherrelwood	190	153	950	1,900	17,100
Total Elementary Schools	665	759	3,325	6,650	59,850
Middle Schools/K-8			@ \$5	@ \$10	@ \$110
CSLA	375	352	1,875	3,750	41,250
Hodgkins	600	523	3,000	6,000	66,000
Orchard Park	550	499	2,750	5,500	60,500
Tennyson Knolls	355	321	1,775	3,550	39,050
Shaw Heights	575	454	2,875	5,750	63,250
WAIS	280	216	1,400	2,800	30,800
STEM	380	190	1,900	3,800	41,800
MAA	324	268	1,620	3,240	35,640
Fairview	332	250	1,660	3,320	29,880
Flynn	305	249	1,525	3,050	33,550
Sunset Ridge	352	259	1,760	3,520	31,680
Total Middle/K-8 Schools	4,428	2,149	12,275	40,760	441,720
High Schools			@ \$5	@ \$10	\$150/\$60
Westminster	2,100	1,588	10,500	21,000	315,000
CTE	1,000	0	0		60,000
Hidden Lake	389	310	1,945	3,890	58,350
Total High Schools	2,489	1,898	12,445	24,890	433,350
Grand Total	7,582	4,806	28,045	72,300	934,920

**Resource Allocation – All Schools
Purchased Services, Materials and Supplies
Fiscal Year 2023-2024**

K-12 At-Risk Instructional Allocation	Total Instructional Allocation	Non- Instructional Allocation	Instructional Bldg Allotment Substitutes	Total Allocation	Total Allocation	
@ \$60		@\$40	@\$35	@ 100%	@ 90%	
						Elementary Schools
11,040	11,040	0	0	11,040	9,936	Early Childhood
9,600	26,700	7,600	6,650	40,950	36,855	Harris Park
15,720	41,370	11,400	9,975	62,745	56,471	Mesa
9,180	26,280	7,600	6,650	40,530	36,477	Sherrelwood
45,540	105,390	26,600	23,275	155,265	139,739	Total Elementary Schools
@ \$80		@ \$50	@ \$35			Middle Schools/K-8
28,160	69,410	18,750	13,125	101,285	91,157	CSLA
41,840	107,840	30,000	21,000	158,840	142,956	Hodgkins
39,920	100,420	27,500	19,250	147,170	132,453	Orchard Park
25,680	64,730	17,750	12,425	94,905	85,415	Tennynson Knolls
36,320	99,570	28,750	20,125	148,445	133,601	Shaw Heights
17,280	48,080	14,000	9,800	71,880	75,150	WAIS
15,200	57,000	19,000	13,300	89,300	114,848	STEM
21,440	57,080	16,200	11,340	84,620	75,150	MAA
15,000	44,880	13,280	11,620	69,780	62,802	Fairview
19,920	53,470	15,250	10,675	79,395	71,456	Flynn
15,540	47,220	14,080	12,320	73,620	66,258	Sunset Ridge
260,760	702,480	200,480	142,660	1,045,620	984,986	Total Middle/K-8 Schools
@ \$120		@ \$60/\$15	@ \$35			High Schools
190,560	505,560	126,000	73,500	705,060	634,554	Westminster
0	60,000	15,000	35,000	110,000	110,000	CTE
37,200	95,550	23,340	13,615	132,505	119,255	Hidden Lake
227,760	661,110	164,340	122,115	947,565	863,809	Total High Schools
534,060	1,468,980	391,420	284,900	2,148,450	1,988,533	Grand Total

Staffing

Job Class	2022-2023	2023-2024
100 - Principal	17	16
100 - Assistant Principal	16	19
100- Other	24.63	40.36
200 - Regular Teacher	359	342
200 - Other Teacher	143.38	143.52
200 - Counselors	17.75	19
200 - Certified Library/Media	1	1
300- Other Professionals	24	21
400 - Instructional Paraprofessional	18.5	18.5
400 - Specialized Paraprofessional	44	43.6
400 - Classified Library/Media	17	15
400 - Other Professional	36.6	35.40
500 - Secretarial	65	63
600 - Custodial	62	56
600 - Other	73	73
Total General Fund Staff	918.86	906.38

Explanation of changes in staffing schools:

- Schools
 - Teachers and classroom support staff were reduced & increased due to a decline in enrollment and a lower-class size having ESSR funds.
 - Increased special education staff.
 - Reduced ESP staff to schools based on their enrollment numbers.
 - Re-adjusted and increased counselors' staff throughout the District.
 - Closed a school
- Instructional Departments
 - Added security officer
 - Reduced custodians
 - Reduced bus drivers

Salaries and Benefits

One of the highest priorities of the Board of Education is to attract and retain the best teachers and staff. Therefore, compensation for the fiscal year 2023-24 is a major component of the resource allocation plan. The District added \$4.3 million to the salary compensation that included steps, lanes, PERA retirement increase, horizontal moves and health/dental increases.

The District provides funding for several mandatory and District sponsored employee benefits plans. The mandatory plans include participation in the Public Employees Retirement Association (PERA) of Colorado and the Medicare insurance program.

- PERA
The District contribution to PERA will increase to 21.40% for the fiscal year, for each employee's qualifying compensation; employee contribution will also increase to 11%.

- Medicare Insurance Tax

In accordance with federal law, a Medicare insurance charge of 1.045% is paid by the District salary for individuals hired after March 31, 1988. Employees also have 1.045% deducted from their salary as required by law.

- Benefits Plans

The district-sponsored employee benefits plans for which District funding is provided include medical. Dental and optical insurance as well as long-term life insurance, disability insurance, vision and a voluntary life insurance contribution. The District added \$450,000 to the plan to stay consistent paying 100% of the employee-only coverage for medical, dental, vision and long-term life and disability insurance plans.

- Unemployment

Workers compensation and unemployment insurance are provided in accordance with state law.

Defined Benefit Pension Plan

The District contributes to The School Division Trust Fund (SDTF), a cost-sharing multiple-employer defined benefits pension plan administered by the Public Employees' Retirement Association of Colorado (PERA). SDTF provides retirement and disability, annual increases and death benefits for members or their beneficiaries. All employees of the District are members of the SDTF. Title 24, Article 51 of the Colorado Revised Statutes (CRS), as amended, assigns the authority to establish benefits provisions to the State Legislature. PERA issues a publicly available annual financial report that includes financial statements and required supplementary information for SDTF. That report may be obtained by writing to PERA of Colorado, 1301 Pennsylvania Street, Denver, Colorado 80203 or by calling PERA at 303-832-9550.

The GASB issued Statement No. 68, Accounting and Financial Reporting for Pensions (Statement No. 68), which revises and establishes new financial reporting requirements for most governments that provide their employees with pension benefits. The District provides its employees with pension benefits through a multiple employer cost-sharing defined benefits retirement program administered by the Public Employees' Retirement Association of Colorado (PERA).

Statement No. 68 requires cost-sharing employers participating in the PERA program, such as the District, to record their proportionate share, as defined in Statement No. 68, of PERA's unfunded pension liability. The District has no legal obligation to fund this shortfall nor does it have any ability to affect funding, benefits, or annual required contribution decisions made by PERA. The requirement of Statement No. 68 to record a portion of PERA's unfunded liability will negatively impact the District's future unrestricted net position. Statement No. 68 was effective for the fiscal year 2016. At this time, District management is unable to estimate the magnitude of this impact. Information regarding PERA's current funding status can be found in its Comprehensive Annual Financial Report.

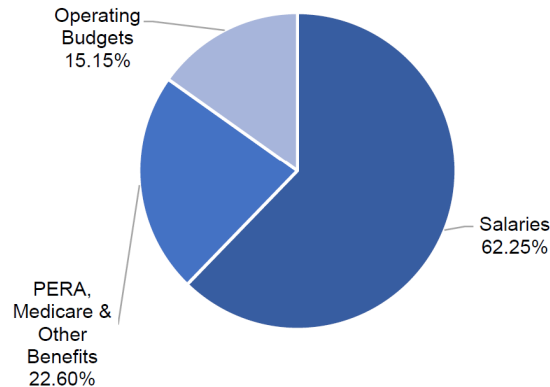
Postemployment Healthcare Benefits

The District contributes to the Health Care Trust Fund (HCTF), a cost-sharing multiple-employer post-employment healthcare plan administered by the PERA. The HCTF provides a health care premium subsidy to PERA participating benefits recipients and their eligible beneficiaries. Title 24, Article 51, Part 12 of the CRS, as amended, assigns the authority to establish the HCTF benefits provisions to the State Legislature. PERA issues a publicly available annual financial report that includes financial statements and required supplementary information for the HCTF. That report may be obtained by writing to PERA of Colorado, 1301 Pennsylvania Street, Denver, Colorado 80203 or by calling PERA at 303-832-9550 or 1-800-759-PERA (7372).

**10-General Fund – Summary of Job Classifications by Object
Fiscal Years 2020-2021 to 2026-2027**

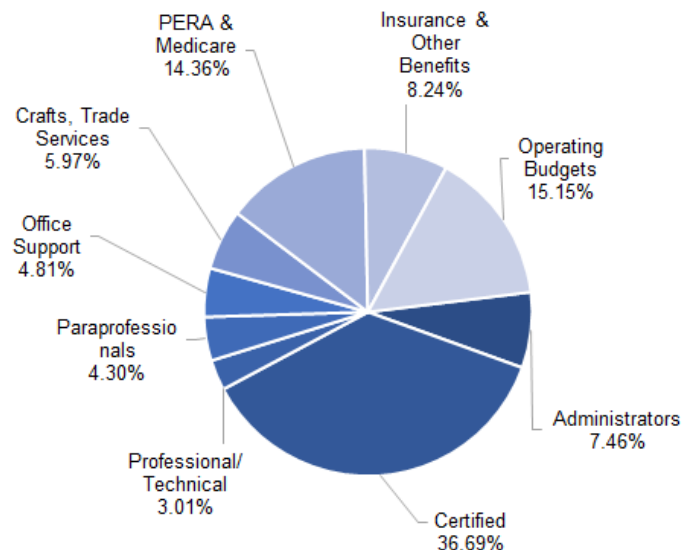
	Actual 2021	Actual 2022	Amended 2023	Proposed 2024	Adopted 2024	Projected 2025	Projected 2026	Projected 2027
Salaries by Job Code								
100-Administrators	6,825,712	7,066,852	7,675,986	9,077,037	9,077,037	9,292,868	9,571,654	9,258,804
200-Certified	35,212,544	36,594,660	36,382,938	44,676,828	44,676,828	43,071,469	45,155,619	46,154,101
300-Professional/Technical	1,954,745	2,259,506	2,417,775	3,666,320	3,666,320	4,668,593	4,808,651	5,952,910
400-Paraprofessionals	4,395,804	3,466,885	4,759,416	5,240,908	5,240,908	5,789,253	5,962,931	6,641,819
500-Office Support	4,586,760	4,612,782	5,547,242	5,855,736	5,855,736	6,680,200	6,130,606	6,147,383
600-Crafts, Trade Services	6,572,692	6,654,695	8,080,858	7,272,657	7,272,657	8,560,788	8,775,605	8,662,201
Total Salaries	59,548,256	60,655,380	64,864,215	75,789,486	75,789,486	78,063,171	80,405,066	82,817,218
Benefits								
PERA & Medicare	12,962,720	13,795,907	14,328,053	17,487,148	17,487,148	18,015,384	18,555,900	19,112,577
Insurance & Other Benefits	7,147,717	7,736,673	10,105,424	10,032,731	10,032,731	10,333,713	10,643,724	10,963,036
Total Benefits	20,110,436	21,532,580	24,433,477	27,519,879	27,519,879	28,349,097	29,199,625	30,075,613
Operating Budgets	12,192,512	20,445,325	20,445,325	18,443,887	18,443,887	21,405,170	22,047,325	22,708,745
Total Expenditures	\$ 91,851,204	\$ 102,633,285	\$ 109,743,017	\$ 121,753,252	\$ 121,753,252	\$ 127,817,437	\$ 131,652,015	\$ 135,601,576

Salary, Benefits & Operating Budgets 2023-2024



Salaries & Benefits 84.85%

Salary, Benefits & Operating Budgets 2023-2024



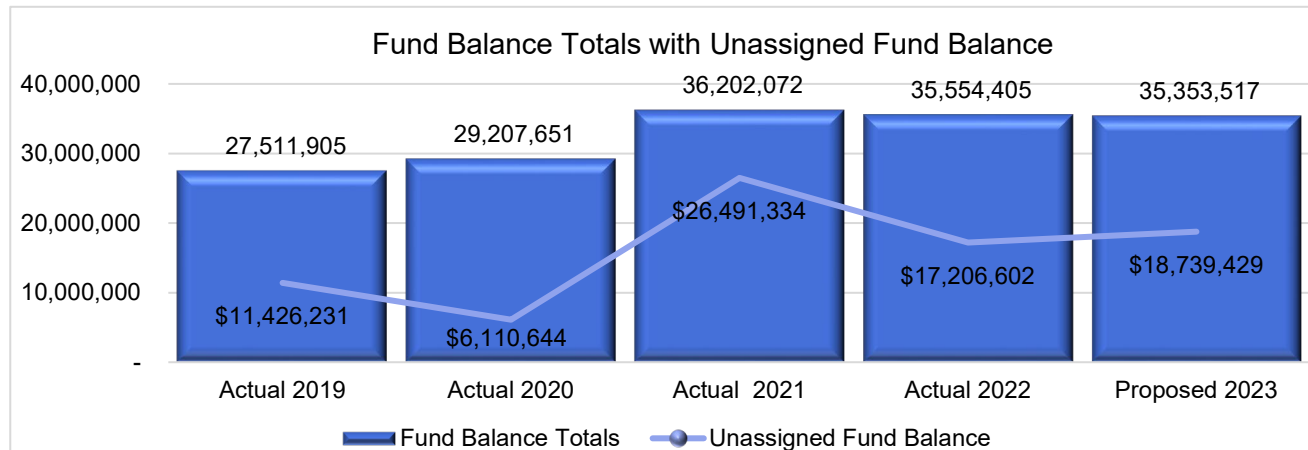
Reserves/Fund Balance

With the uncertainty of program revenue from the state, the TABOR Amendment and Amendment 23 restrictions, and limited resources to fund education at the proper level, it is financially prudent to reserve a fixed percentage of expenditures for use in the event that any of these aforementioned conditions affects the District.

State statute 22-44-106 Contingency Reserve, allows a Board of Education to provide a reserve in the General Fund, which shall not exceed fifteen percent of the amount budgeted to the General Fund for the current fiscal year. Said reserve shall not be appropriated nor shall any moneys therein be expended during the fiscal year covered by the budget, but such moneys shall be a continuing reserve and be considered as a beginning General Fund balance for the next following fiscal year.

The Board of Education has elected to establish a five percent (5%) reserve for such emergency financial situations. The monies should not be used for recurring expenditures such as salaries and benefits. The reserve may only be accessed with Board approval.

The Districts fund balance has grown throughout the years. While the District shows a decline for fund balance for 2019-2020. The District is expecting an increase in fund balance due to ESSR funding continuing into 2022-2023. Colorado has had a teacher shortage, so many positions budgeted will not be expended. According to the investment firms, our financials are stable, steady and in good shape.



Article X, Section 20 of the Colorado Constitution (TABOR)

The District must calculate the School Finance mill levy and resulting property taxes in accordance with the Taxpayers' Bill of Rights (TABOR). See the above discussion of this compliance requirement.

District voters approved removing the TABOR revenue and spending limitations in November 1998. As a result, these limitation requirements are no longer considered in the development of the annual budget.

In addition, TABOR requires that all state and local government set aside three percent (3%) emergency reserve. In general, federal revenues, charitable donations and voter-approved taxes are outside the reserve requirement. The District has budgeted the entire three percent (3%) reserve amount in the General Fund.

In summary, we have been conservative in our revenue estimates and student enrollment projections for the fiscal year 2023-24. If new revenues become available due to any number of factors, the additional funds would help the District moving forward in terms of declining enrollment and loss of state funds. Additional expenditures along with additional revenues would be brought to the Board of Education for consideration and approval in a supplemental budget appropriation.

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**10-General Fund – Revenues by Source, Expenditures by Object, & Fund Balance
Fiscal Years 2020-2021 to 2026-2027**

Sources of Revenue	Actual 2021	Actual 2022	Amended 2023	Projected Actuals 2023	Proposed 2024
1000-1999 Local Sources					
1100-1199 Taxes	\$ 50,757,027	\$ 55,357,349	\$ 53,837,083	\$ 54,323,684	\$ 56,566,825
1300-1399 Tuition	-	-	-	-	-
1500-1599 Earnings on Investments	122,381	119,919	1,200,000	1,920,801	2,120,801
1700-1799 Pupil Activities	-	-	-	-	-
1900-1999 Other Revenue from Local Sources	2,547,992	3,075,136	2,109,256	1,476,536	1,716,911
Subtotal Local	53,427,400	58,552,404	57,146,339	57,721,022	60,404,538
3000-3099 State Sources					
3000-3099 State Sources	7,773,200	12,510,724	5,009,390	5,736,800	5,503,496
3010-3019 State Revenue from Other State Agencies	-	-	-	-	-
3110-3199 State Share Equalization	49,106,752	55,080,010	57,743,725	57,743,725	63,356,784
3200-3209 Adjustments to Categorical Revenues	(109,804)	-	(500,000)	-	(200,000)
3899- On Behalf Payment-CDE	-	-	1,750,000	-	-
3210-3299 Equalization Adjustment	(126,895)	-	-	-	(300,000)
Subtotal State Sources	56,643,253	67,590,734	64,003,115	63,480,525	68,360,280
4000-4999 Federal Sources					
4020-4899 Federal Revenue from the Federal Govt	68,351	37,106	44,874	41,000	34,000
Subtotal Federal Sources	68,351	37,106	44,874	41,000	34,000
Total Revenue Allocation Before Transfer					
Allocations	110,139,004	126,180,245	121,194,328	121,242,547	128,798,818
Expenditures					
0100-0199 Salaries	59,548,256	64,686,288	66,614,784	67,726,027	75,789,486
0200-0299 Employee Benefits	20,110,436	23,601,061	22,682,908	23,132,978	27,523,447
0300-0399 Purchased Services	4,447,225	5,778,881	6,473,525	7,317,452	6,572,420
0400-0499 Purchased Property Services	993,217	1,090,918	1,268,439	1,186,435	1,380,446
0500-0599 Other Purchased Services	723,682	867,451	1,509,268	1,203,403	1,780,682
0600-0699 Supplies	3,714,919	4,392,494	4,436,373	4,561,986	4,489,863
0700-0799 Property	1,629,287	1,524,637	1,057,032	2,113,203	510,946
0800-0899 Other Objects	684,182	457,033	5,547,504	1,496,630	5,705,308
0900-0999 Other Uses of Funds	-	234,521	153,185	564,779	342,053
Total Expenditures	91,851,204	102,633,285	109,743,017	109,302,892	124,094,651
5000-5999 Other Sources/Transfer Allocations					
5223 Transfer To Athl/Activity	756,500	1,550,000	1,300,000	1,300,000	1,500,000
5626 Transfer To Daycare Program	900,000	700,000	500,000	500,000	400,000
5243 Transfer To Capital Reserve	3,630,367	4,707,684	8,277,400	8,277,400	1,754,785
5618 Transfer To Insur Reserve	1,911,490	1,628,725	1,603,548	1,603,548	1,628,345
5619 Transfer To Colorado Preschool Program	4,095,022	4,364,352	3,598,920	3,598,920	-
Total Transfer Allocations	11,293,379	12,950,761	15,279,868	15,279,868	5,283,130
Prior Year Obligations	-	-	-	-	2,500,000
Total Transfer Allocations, Expenditures & Prior Year Obligations	103,144,583	115,584,046	125,022,885	124,582,760	131,877,781
Net Change in Fund Balance	6,994,422	10,596,198	(3,828,557)	(3,340,213)	(3,078,964)
Beginning Fund Balance (Deficit)	29,212,075	36,206,497	46,802,694	46,802,694	43,462,481
Ending Fund Balance	36,206,497	46,802,695	42,974,137	43,462,481	40,383,517
Reserves					
Nonspendable:					
Inventories	132,000	206,052	206,052	235,000	200,000
Restricted:					
TABOR	3,304,170	3,777,523	3,777,523	3,956,333	3,956,333
Committed:					
Performance Incentive	-	-	-	-	-
Assigned:					
Other Purposes	767,618	826,040	826,040	2,894,000	826,040
Purchases on Order	-	-	-	-	-
Contingency Reserve	5,506,950	5,797,121	18,059,716	6,229,138	6,593,889
Subsequent Year Expenditures	-	17,900,614	-	-	4,667,826
Total Expenditures with Reserves	112,855,321	144,091,396	147,892,216	137,897,232	148,121,870
Fund Balance Ending (Unassigned)	\$26,495,759	\$18,295,345	\$20,104,806	\$30,148,010	\$24,139,429

**10-General Fund – Revenues by Source, Expenditures by Object, & Fund Balance
Fiscal Years 2020-2021 to 2026-2027 *Continued***

Adopted 2024	Projected 2025	Projected 2026	Projected 2027	Sources of Revenue 1000-1999 Local Sources
\$ 56,566,825	\$ 56,173,502	\$ 57,108,707	\$ 57,321,969	1100-1199 Taxes
-	-	-	-	1300-1399 Tuition
2,120,801	2,163,217	2,228,114	2,294,957	1500-1599 Earnings on Investments
-	-	-	-	1700-1799 Pupil Activities
1,716,911	1,751,249	1,479,904	1,509,502	1900-1999 Other Revenue from Local Sources
60,404,538	60,087,968	60,816,725	61,126,427	Subtotal Local
				3000-3009 State Sources
5,503,496	5,613,566	5,563,049	5,467,296	3000-3009 State Sources
-	-	-	-	- Agencies
63,356,784	65,257,488	66,562,637	69,893,890	3110-3199 State Share Equalization
(200,000)	(156,000)	(159,120)	(163,894)	3200-3209 Adjustments to Categorical Revenues
-	-	-	-	3210-3299 Equalization Adjustment
(300,000)	(280,000)	(250,000)	200,000	Subtotal State Sources
68,360,280	70,435,053	71,716,566	75,397,292	4000-4999 Federal Sources
34,000	55,781	57,454	59,178	4020-4899 Federal Revenue from the Federal Govt
34,000	55,781	57,454	59,178	Subtotal Federal Sources
128,798,818	130,578,803	132,590,745	136,582,897	Total Revenue Allocation Before Transfer Allocations
				Expenditures
75,789,486	78,063,171	80,405,066	82,817,218	0100-0199 Salaries
27,523,447	28,349,150	29,199,625	30,075,613	0200-0299 Employee Benefits
6,572,420	6,769,593	6,972,680	7,181,861	0300-0399 Purchased Services
1,380,446	1,421,859	1,464,515	1,508,451	0400-0499 Purchased Property Services
1,780,682	1,834,102	1,889,126	1,945,799	0500-0599 Other Purchased Services
4,489,863	4,624,559	4,763,296	4,906,195	0600-0699 Supplies
510,946	526,274	542,063	558,324	0700-0799 Property
5,705,308	5,876,467	6,052,761	6,234,344	0800-0899 Other Objects
342,053	352,315	362,884	373,771	0900-0999 Other Uses of Funds
124,094,651	127,817,491	131,652,015	135,601,576	Total Expenditures
				5000-5999 Other Sources/Transfer Allocations
1,500,000	1,500,000	1,500,000	1,500,000	5223 Transfer To Athl/Activity
400,000	300,000	200,000	100,000	5626 Transfer to Daycare Program
6,754,785	1,546,728	1,593,130	1,640,924	5243 Transfer To Capital Reserve
1,628,345	2,554,134	1,628,345	1,793,364	5618 Transfer To Insur Reserve
-	-	-	-	5619 Transfer To Colorado Preschool Program
10,283,130	5,900,862	4,921,475	5,034,288	Total Transfer Allocations
2,500,000	2,500,000	2,000,000	1,000,000	Prior Year Obligations
136,877,781	136,218,353	138,573,490	141,635,864	Total Transfer Allocations, Expenditures & Prior Year Obligations
(8,078,964)	(5,639,550)	(5,982,745)	(5,052,966)	Net Change in Fund Balance
43,462,481	40,383,517	34,743,968	28,761,222	Beginning Fund Balance (Deficit)
35,383,517	34,743,968	28,761,222	23,708,256	Ending Fund Balance
				Reserves
				Nonspendable:
200,000	201,000	200,000	210,000	Inventories
-	-	-	-	Restricted:
4,106,333	3,917,364	3,977,722	4,097,487	TABOR
-	-	-	-	Committed:
-	-	-	-	- Performance Incentive
-	-	-	-	Assigned:
826,040	879,759	906,152	933,337	Other Purposes
-	-	-	-	- Purchases on Order
6,843,889	6,528,940	6,629,537	6,829,145	Contingency Reserve
4,667,826	4,667,826	-	-	- Subsequent Year Expenditures
153,521,870	152,413,242	150,297,390	154,948,331	Total Expenditures with Reserves
\$18,739,429	\$ 18,549,078	\$ 17,047,811	\$ 11,638,288	Fund Balance Ending (Unassigned)

Other District Funds

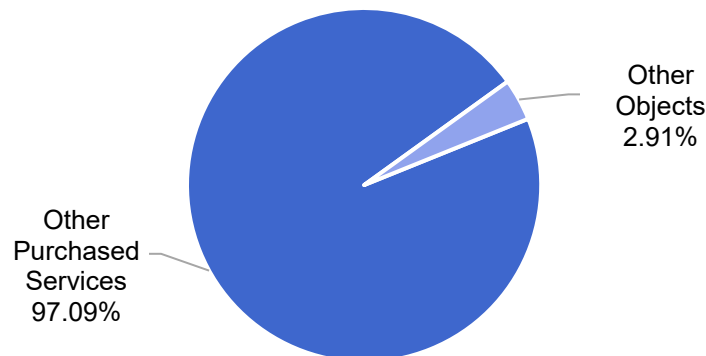
General Fund – Risk Management Sub-Fund

The Risk Management Sub-Fund is used to maintain a self-balancing set of records for insurance reserve requirements. The District uses the Risk Management Fund to account for risk and insurance management related activities. For fiscal year 2022-2023, the allocation from the general fund is \$1.6 million. The District's claims have been low for the last few years so the fund is doing better than other school districts in the state.

18 – Risk Management Summary Fiscal Years 2020-2021 to 2026-2027

	Actual 2021	Actual 2022	Amended 2023	Projected Actuals 2023	Proposed 2024	Adopted 2024	Projected 2025	Projected 2026	Projected 2027
Sources of Revenue by Object									
1000-1999 Local Sources	\$976,350	\$ 616,026	\$ 925,789	\$ 925,789	\$ 925,789	\$ 925,789	\$ 953,563	\$ 982,170	\$ 1,011,635
3000-3999 State Sources	-	-	-	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-	-	-
5000-5999 Other Sources	1,911,490	1,628,725	1,603,548	1,603,548	1,628,345	1,628,345	1,793,364	1,770,924	1,750,524
Total Revenue Allocation	2,887,840	2,244,751	2,529,337	2,529,337	2,554,134	2,554,134	2,746,927	2,753,094	2,762,159
Expenditures by Object									
0100-0199 Salaries	-	-	-	-	-	-	-	-	-
0200-0299 Employee Benefits	-	-	-	-	-	-	-	-	-
0300-0399 Purchased Services	-	-	-	-	-	-	-	-	-
0400-0499 Purchased Property Services	-	-	-	-	-	-	-	-	-
0500-0599 Other Purchased Services	1,690,212	1,244,339	2,179,045	1,558,495	1,628,345	1,628,345	1,791,180	1,827,003	1,863,543
0600-0699 Supplies	-	-	-	-	-	-	-	-	-
0700-0799 Property	-	-	-	-	-	-	-	-	-
0800-0899 Other Objects	58,666	333,629	51,234	64,878	64,878	64,878	189,150	183,476	187,145
Total Expenditures	1,748,877	1,577,968	2,230,279	2,230,279	1,693,223	1,693,223	1,980,330	2,010,479	2,050,688
Total Excess over (under) Expenditures	1,138,963	666,783	299,058	299,058	860,911	860,911	766,597	742,615	711,470
Fund Balance Beginning	1,788,107	2,927,069	3,593,852	3,593,852	3,593,852	3,593,852	3,667,118	3,892,910	3,667,118
Fund Balance Ending	2,927,069	3,593,852	3,892,910	3,667,118	3,667,118	3,667,118	4,433,715	4,635,525	4,378,588
Restricted for Insurance Pool	\$ 2,927,069	\$ 3,593,852	\$ 3,892,910	\$ 3,667,118	\$ 3,667,118	\$ 3,667,118	\$ 4,433,715	\$ 4,635,525	\$ 4,378,588

Risk Management Summary of Expenditures 2023-2024



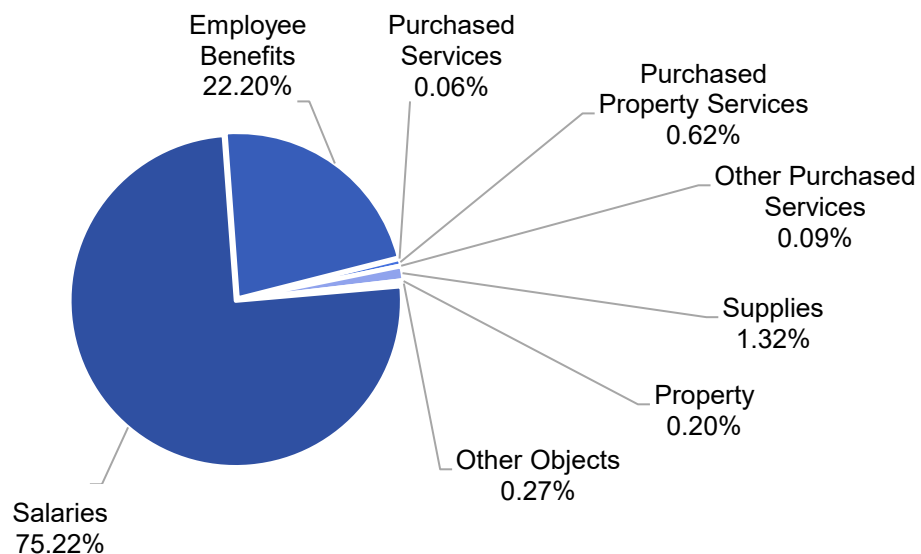
General Fund – Colorado Preschool Sub-Fund

District uses the Colorado Preschool (CPP) Fund to account for the expenditures associated with preschool aged CPP students. Most of the students are at-risk and the state gives the District a number of slots to use based on your program. Districts are no longer required to account for CPP resources in a separate fund. However, since the amount is significant, the District will continue its use the fund. The transfer to the Colorado Preschool Fund from the General Fund will be \$3.5 million for the fiscal year 2022-2023.

19 – Colorado Preschool Fund Fiscal Years 2020-2021 to 2026-2027

	Actual 2021	Actual 2022	Amended 2023	Projected Actuals 2023	Proposed 2024	Adopted 2024	Projected 2025	Projected 2026	Projected 2027
Sources of Revenue by Object									
1000-1999 Local Sources	\$ -	\$ -	\$ -	\$ -	\$ 3,912,475	\$ 3,912,475	\$ 3,874,574	\$ 3,880,326	\$ 3,865,750
3000-3999 State Sources	-	-	-	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-	-	-
5000-5999 Other Sources	4,095,022	4,364,352	3,912,475	3,912,475	-	-	-	-	-
Total Revenue Allocation	4,095,022	4,364,352	3,912,475	3,912,475	3,912,475	3,912,475	3,874,574	3,880,326	3,865,750
Expenditures by Object									
0100-0199 Salaries	2,795,103	2,534,568	3,226,923	2,794,867	3,275,120	3,275,120	2,899,587	2,823,364	2,905,700
0200-0299 Employee Benefits	1,058,803	951,230	1,189,098	1,174,316	966,768	966,768	785,064	706,558	761,045
0300-0399 Purchased Services	20,515	211,447	175,537	375,785	2,800	2,800	20,220	18,198	20,018
0400-0499 Purchased Property Services	15,605	26,884	37,913	40,038	27,190	27,190	35,454	31,909	35,099
0500-0599 Other Purchased Services	110,185	10,359	1,344	2,642	4,000	4,000	4,600	4,140	4,554
0600-0699 Supplies	165,614	87,624	286,941	122,724	57,650	57,650	55,678	50,110	55,121
0700-0799 Property	-	2,169	200,000	210,474	8,800	8,800	10,120	9,108	10,019
0800-0899 Other Objects	3,499	17,405	4,252	7,132	11,600	11,600	28,290	25,461	28,007
Total Expenditures	4,169,324	3,841,686	5,122,008	4,727,978	4,353,928	4,353,928	3,839,013	3,668,848	3,819,564
Total Excess over (under) Expenditures	(74,302)	522,666	(1,209,533)	(815,503)	(441,453)	(441,453)	35,561	211,478	46,186
Fund Balance Beginning	819,572	745,270	1,267,936	1,267,936	452,433	452,433	10,980	46,541	258,019
Fund Balance Ending	745,270	1,267,936	58,403	452,433	10,980	10,980	46,541	258,019	304,205
Restricted for Colorado Preschool Program	\$ 745,270	\$ 1,267,936	\$ 58,403	\$ 452,433	\$ 10,980	\$ 10,980	\$ 46,541	\$ 258,019	\$ 304,205

Colorado Preschool Program Summary of Expenditures 2023-2024



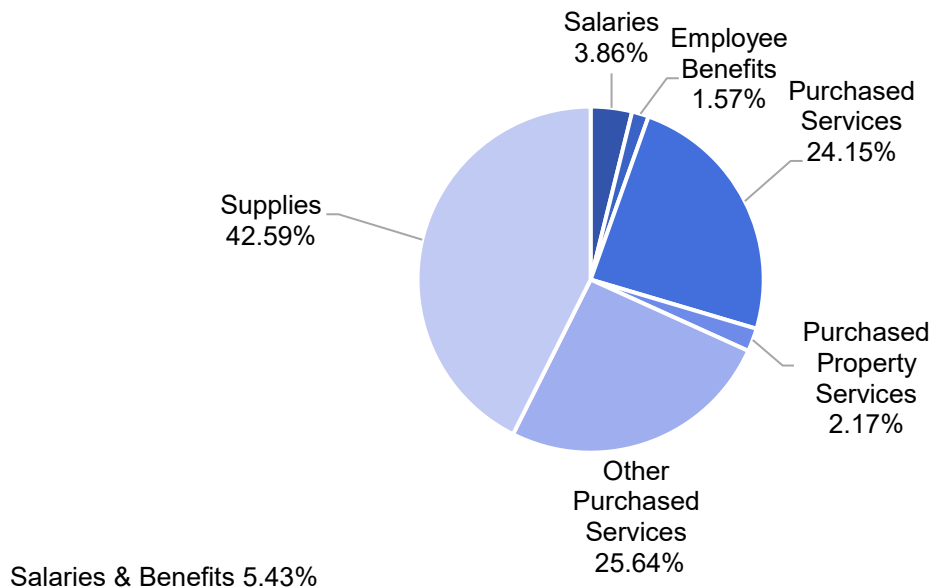
Special Revenue Funds – Nutrition Services Fund

The Nutrition Service Fund is used to record financial transactions related to food service operations. The food service operations in the District are provided under a management contract with Chartwells. The fund is self-supporting and is expected to have an ending fund balance of \$2.3 at the end of the fiscal year 2022-2023.

21 – Nutrition Services Fiscal Years 2020-2021 to 2026-2027

	Actual 2021	Actual 2022	Amended 2023	Projected Actuals 2023	Proposed 2024	Adopted 2024	Projected 2025	Projected 2026	Projected 2027
Sources of Revenue by Object									
1000-1999 Local Sources	\$ 553,462	\$ 199,101	\$ 100,000	\$ 142,556	\$ 377,184	\$ 377,184	\$ 157,845	\$ 185,471	\$ 200,000
3000-3999 State Sources	38,160	37,993	125,012	72,965	83,276	83,276	84,942	86,641	88,374
4000-4999 Federal Sources	6,184,481	6,532,468	6,105,784	6,121,039	5,452,040	5,452,040	5,653,000	5,416,060	5,524,381
5000-5999 Other Sources	-	-	-	-	-	-	-	-	-
Total Revenue Allocation	6,776,103	6,769,562	6,330,796	6,336,560	5,912,500	5,912,500	5,895,787	5,688,172	5,812,755
Expenditures by Object									
0100-0199 Salaries	243,676	178,998	220,000	126,270	240,000	240,000	247,200	254,616	262,254
0200-0299 Employee Benefits	88,644	65,659	75,000	52,200	97,712	97,712	100,644	103,663	106,773
0300-0399 Purchased Services	2,420,795	2,603,821	3,494,624	1,697,309	1,501,061	1,501,061	1,546,093	1,592,476	1,640,250
0400-0499 Purchased Property Services	94,773	131,692	250,000	83,332	135,110	135,110	139,163	143,338	147,639
0500-0599 Other Purchased Services	333,985	351,070	385,000	705,117	1,593,784	1,593,784	1,641,598	1,690,845	1,741,571
0600-0699 Supplies	1,761,608	2,028,511	1,479,350	2,060,817	2,647,214	2,647,214	2,726,630	2,808,429	2,892,682
0700-0799 Property	1,780	193,885	1,200,000	787,789	-	-	-	-	-
0800-0899 Other Objects	174,826	334,882	-	-	-	-	-	-	-
Total Expenditures	5,120,087	5,888,518	7,103,974	5,512,834	6,214,882	6,214,882	6,401,328	6,593,368	6,791,169
Total Excess over (under) Expenditures	1,656,016	881,044	(773,178)	823,726	(302,382)	(302,382)	(505,541)	(905,196)	(978,414)
Fund Balance Beginning	2,291,674	3,947,690	4,828,734	4,828,734	5,652,460	5,652,460	5,350,078	4,844,537	3,939,341
Fund Balance Ending	3,947,690	4,828,734	4,055,557	5,652,460	5,350,078	5,350,078	4,844,537	3,939,341	2,960,926
Restricted for Nutrition Services Fund	\$ 3,947,690	\$ 4,828,734	\$ 4,055,557	\$ 5,652,460	\$ 5,350,078	\$ 5,350,078	\$ 4,844,537	\$ 3,939,341	\$ 2,960,926

Nutrition Services Summary of Expenditures 2023-2024



Special Revenue Funds – Governmental Designated Purpose Grant Fund

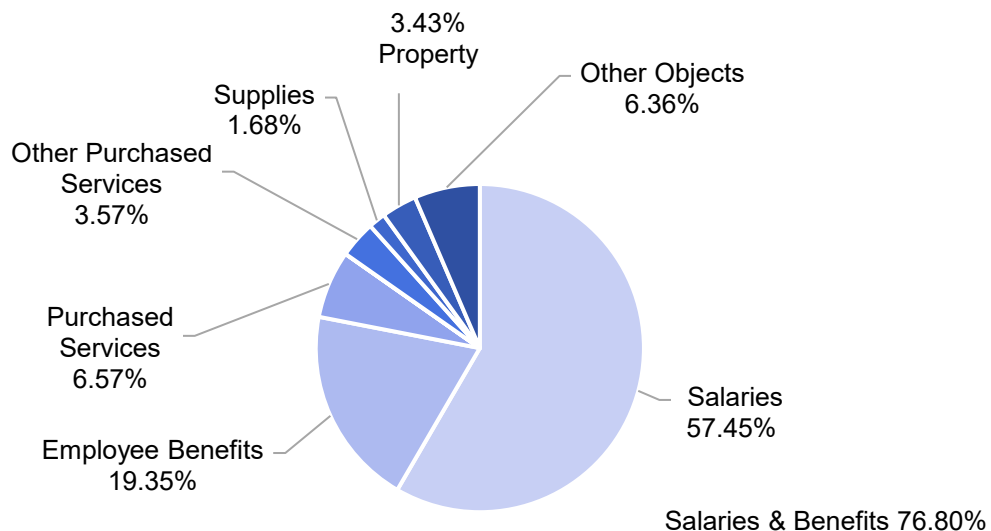
Government Designated Purpose grants are external resources that are for a particular need. Major grants are listed below. The District also receives smaller grants through the Westminster Public School Education Foundation. Below are some of the grants expected.

Title I	\$ 2,820,843
Title VI B and Preschool	2,083,589
Medicaid	1,300,000
Title II A	440,612
SWAP-School to Work Alliance	484,200

22 – Governmental Designated Purpose Grants Fiscal Years 2020-2021 to 2026-2027

	Actual 2021	Actual 2022	Amended 2023	Projected Actuals 2023	Proposed 2024	Adopted 2024	Projected 2024	Projected 2025	Projected 2027
Sources of Revenue by Object									
1000-1999 Local Sources	\$ 7,550,000	\$ 132,642	\$ 550,000	\$ 506,454	\$ 544,000	\$ 544,000	\$ 533,500	\$ 549,505	\$ 560,495
3000-3999 State Sources	650,000	1,630,338	2,469,720	1,742,891	2,600,000	2,600,000	2,298,740	2,252,765	2,207,710
4000-4999 Federal Sources	18,836,784	19,153,110	24,022,200	19,547,853	15,500,000	15,500,000	8,781,547	8,014,561	10,415,040
5000-5999 Other Sources	-	-	-	-	-	-	-	-	-
Total Revenue Allocation	27,036,784	20,916,090	27,041,920	21,797,198	18,644,000	18,644,000	11,613,787	10,816,831	13,183,245
Expenditures by Object									
0100-0199 Salaries	6,178,413	11,806,707	15,535,370	11,456,870	10,710,831	10,710,831	5,746,876	4,798,574	5,247,897
0200-0299 Employee Benefits	1,862,344	3,630,844	5,231,986	3,242,030	3,607,183	3,607,183	1,814,278	1,439,572	980,369
0300-0399 Purchased Services	8,446,030	1,906,872	1,776,360	1,754,100	1,224,708	1,224,708	948,747	1,267,840	3,701,393
0400-0499 Purchased Property Services	1,467	99,555	1,138	500	785	785	1,501	1,531	1,535
0500-0599 Other Purchased Services	590,515	544,287	964,713	693,874	665,120	665,120	320,456	310,842	304,625
0600-0699 Supplies	4,500,257	497,262	447,212	450,000	308,329	308,329	598,546	580,590	568,978
0700-0799 Property	2,355,304	425,654	927,751	1,921,548	639,636	639,636	1,457,896	1,714,159	1,679,876
0800-0899 Other Objects	3,102,454	2,004,909	2,157,390	2,278,276	1,487,408	1,487,408	725,487	703,722	698,572
Total Expenditures	27,036,784	20,916,090	27,041,920	21,797,198	18,644,000	18,644,000	11,613,787	10,816,831	13,183,245
Total Excess over (under) Expenditures	-	-	-	-	-	-	-	-	-
Fund Balance Beginning	-	-	-	-	-	-	-	-	-
Fund Balance Ending	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Governmental Designated Purpose Grants Summary of Expenditures 2023-2024



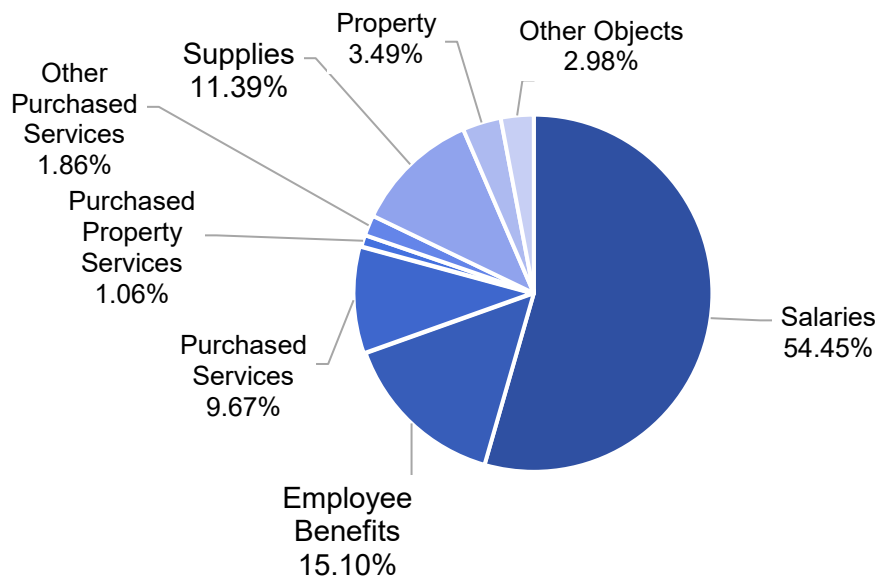
Special Revenue Funds – Student Athletics and Activity Fund

The Student Athletics and Activity Fund is used to record financial transactions related to school-sponsored pupil interscholastic and interscholastic athletic and other related activities. These activities are supported by revenue from pupils, gate receipts, and other fund-raising activities which usually equal about \$50,000. For the last two years we have been waving those fees to get more participation when it comes to athletics. We started a futures program last year and it has been very successful. We have over 2,000 students participating for k-8th grade. The General Fund will support the difference by an inter-fund transfer in the amount of \$1.3 million in the fiscal year 2022-2023

23 – Student Athletics and Activity Fiscal Years 2020-2021 to 2026-2027

	Actual 2021	Actual 2022	Amended 2023	Projected Actuals 2023	Proposed 2024	Adopted 2024	Projected 2025	Projected 2026	Projected 2027
Sources of Revenue by Object									
1000-1999 Local Sources	\$ 22,050	\$100,876	\$ -	\$ 65,000	\$ 85,000	\$ 85,000	\$ 87,897	\$ 89,655	\$ 91,448
3000-3999 State Sources	-	-	-	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-	-	-
5000-5999 Other Sources	756,500	1,550,000	1,300,000	1,300,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
Total Revenue Allocation	778,550	1,650,876	1,300,000	1,365,000	1,585,000	1,585,000	1,587,897	1,589,655	1,591,448
Expenditures by Object									
0100-0199 Salaries	382,912	910,969	798,846	857,300	857,300	857,300	966,447	985,776	1,005,491
0200-0299 Employee Benefits	95,162	236,866	237,661	237,661	237,661	237,661	214,139	218,422	222,790
0300-0399 Purchased Services	12,435	145,793	152,249	152,249	152,249	152,249	154,672	157,765	160,921
0400-0499 Purchased Property Services	-	12,116	16,639	16,639	16,639	16,639	12,854	13,111	13,373
0500-0599 Other Purchased Services	1,268	46,660	29,299	29,299	29,299	29,299	49,502	50,492	51,501
0600-0699 Supplies	124,531	218,813	179,323	179,323	179,323	179,323	123,639	88,693	90,467
0700-0799 Property	4,626	14,029	55,000	55,000	55,000	55,000	10,000	10,200	10,404
0800-0899 Other Objects	33,153	36,835	46,902	46,902	46,902	46,902	39,078	39,860	40,657
Total Expenditures	654,087	1,622,081	1,515,918	1,574,372	1,574,372	1,574,372	1,570,330	1,564,319	1,595,605
Total Excess over (under) Expenditure	124,463	28,795	(215,918)	(209,372)	10,628	10,628	17,567	25,336	(4,157)
Fund Balance Beginning	62,661	187,124	215,919	215,919	6,546	6,546	17,174	34,741	60,077
Fund Balance Ending	\$ 187,124	\$ 215,919	\$ 0	\$ 6,546	\$ 17,174	\$ 17,174	\$ 34,741	\$ 60,077	\$ 55,920

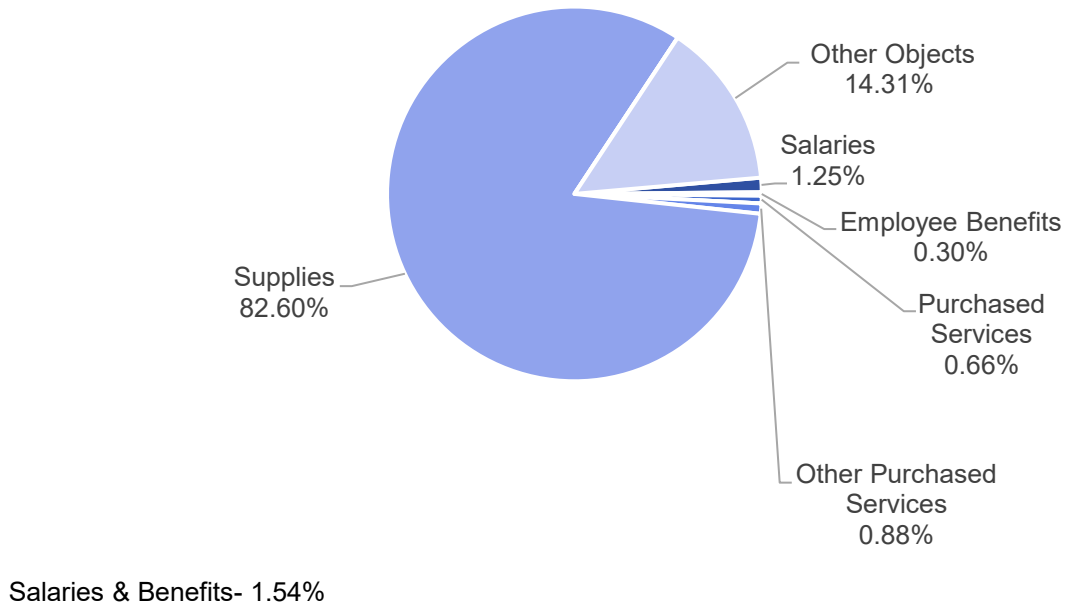
Student Athletics & Activity Summary of Expenditures 2023-2024



23 – School Fundraising Activity
Fiscal Years 2020-2021 to 2026-2027

	Actual 2021	Actual 2022	Amended 2023	Projected Actuals 2023	Proposed 2024	Adopted 2024	Projected 2025	Projected 2026	Projected 2027
Sources of Revenue by Object									
1000-1999 Local Sources	\$ 216,222	\$ 522,526	\$ 425,000	\$ 435,074	\$ 425,000	\$ 425,000	\$ 437,750	\$ 450,883	\$ 464,409
3000-3999 State Sources	-	-	-	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-	-	-
5000-5999 Other Sources	-	-	-	-	-	-	-	-	-
Total Revenue Allocation	216,222	522,526	425,000	425,000	425,000	425,000	437,750	450,883	464,409
Expenditures by Object									
0100-0199 Salaries	1,998	2,367	5,574	6,597	5,678	5,678	2,535	2,687	2,821
0200-0299 Employee Benefits	442	517	1,672	98	1,350	1,350	567	601	631
0300-0399 Purchased Services	306	14,604	38,700	-	3,000	3,000	15,765	20,001	15,474
0400-0499 Purchased Property Services	-	-	-	-	-	-	-	-	-
0500-0599 Other Purchased Services	2,150	10,598	3,157	3,214	4,012	4,012	10,693	11,335	11,901
0600-0699 Supplies	208,208	493,277	273,454	325,478	375,987	375,987	415,421	410,574	429,875
0700-0799 Property	-	-	-	-	-	-	-	-	-
0800-0899 Other Objects	27,400	81,801	118,738	79,354	65,147	65,147	109,000	115,540	121,316
Total Expenditures	240,504	603,164	441,295	414,741	455,174	455,174	553,981	560,737	582,019
Total Excess over (under) Expenditures	(24,282)	(80,638)	(16,295)	10,259	(30,174)	(30,174)	(116,231)	(109,855)	(117,610)
Fund Balance Beginning	774,303	750,021	669,382	669,382	679,641	679,641	649,467	533,237	423,382
Fund Balance Ending	750,021	669,382	653,087	679,641	649,467	649,467	533,237	423,382	305,772
Restricted for School Activity Fund	\$ 750,021	\$ 669,382	\$ 653,087	\$ 443,303	\$ 443,303	\$ 443,303	\$ 533,237	\$ 423,382	\$ 305,772

School Activity Fund Summary of Expenditures 2023-2024



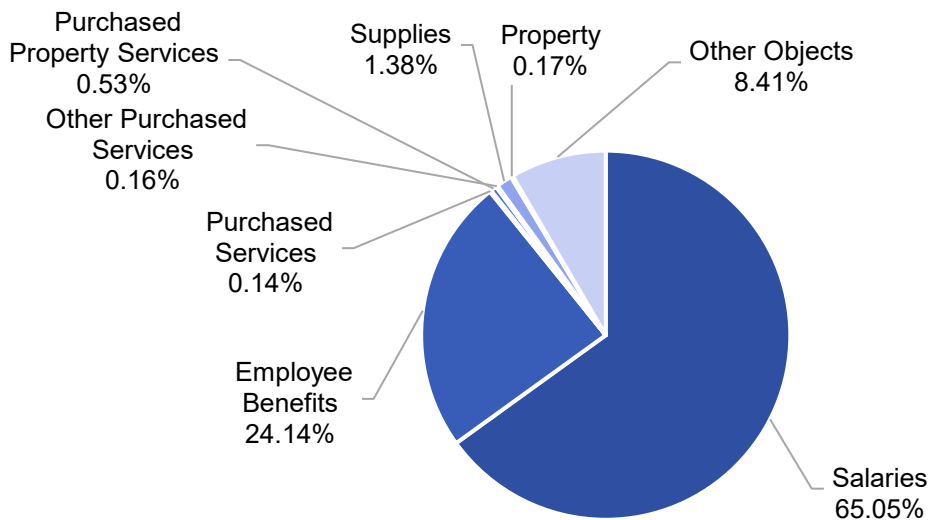
Special Revenue Funds – Daycare Fund

The daycare fund accounts for all transactions associated with running the center for students three and under. Over 94% of all transactions in the fund are associated with salary and benefits. The General Fund will transfer \$400,000 to assist the fund in 2022-2023.

26 – Daycare Fiscal Years 2020-2021 to 2025-2026

	Actual 2021	Actual 2022	Amended 2023	Projected Actuals 2023	Proposed 2024	Adopted 2024	Projected 2024	Projected 2025	Projected 2026
Sources of Revenue by Object									
1000-1999 Local Sources	\$ 671,844	\$ 1,176,182	\$ 1,000,000	\$ 1,573,083	\$ 2,000,000	\$ 2,000,000	\$ 1,945,741	\$ 2,004,113	\$ 2,064,237
3000-3999 State Sources	-	-	-	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-	-	-
5000-5999 Other Sources	900,000	700,000	500,000	500,000	400,000	400,000	300,000	200,000	100,000
Total Revenue Allocation	1,571,844	1,876,182	1,500,000	2,073,083	2,400,000	2,400,000	2,245,741	2,204,113	2,164,237
Expenditures by Object									
0100-0199 Salaries	902,284	1,264,143	1,359,580	1,257,738	1,710,702	1,710,702	1,462,023	1,505,884	1,551,060
0200-0299 Employee Benefits	341,589	465,869	505,000	454,229	634,964	634,964	554,013	525,633	544,877
0300-0399 Purchased Services	21,607	6,479	6,300	8,433	3,800	3,800	3,914	4,031	4,152
0400-0499 Purchased Property Services	17,830	32,056	36,478	21,389	14,000	14,000	14,420	14,853	15,298
0500-0599 Other Purchased Services	160	551	7,200	695	4,200	4,200	4,326	4,456	4,589
0600-0699 Supplies	71,729	116,018	110,000	54,205	36,374	36,374	37,465	38,589	39,747
0700-0799 Property	2,294	10,511	6,500	3,348	4,500	4,500	4,635	4,774	4,917
0800-0899 Other Objects	240	1,172	17,000	693	221,300	221,300	227,939	234,777	241,820
Total Expenditures	1,357,733	1,896,799	2,048,058	1,800,730	2,629,840	2,629,840	2,308,735	2,332,997	2,406,462
Total Excess over (under) Expenditures	214,111	(20,617)	(548,058)	272,353	(229,840)	(229,840)	(62,994)	(128,884)	(242,226)
Fund Balance Beginning	362,317	576,428	555,810	555,810	828,163	828,163	598,323	535,329	406,445
Fund Balance Ending	576,428	555,810	7,752	828,163	598,323	598,323	535,329	406,445	164,220
Restricted for Daycare Program	\$ 576,428	\$ 555,810	\$ 7,752	\$ 828,163	\$ 598,323	\$ 598,323	\$ 535,329	\$ 406,445	\$ 164,220

Daycare Program Summary of Expenditures 2023-2024



Salaries & Benefits- 89.19%

Debt Services Fund - Bond Redemption Fund

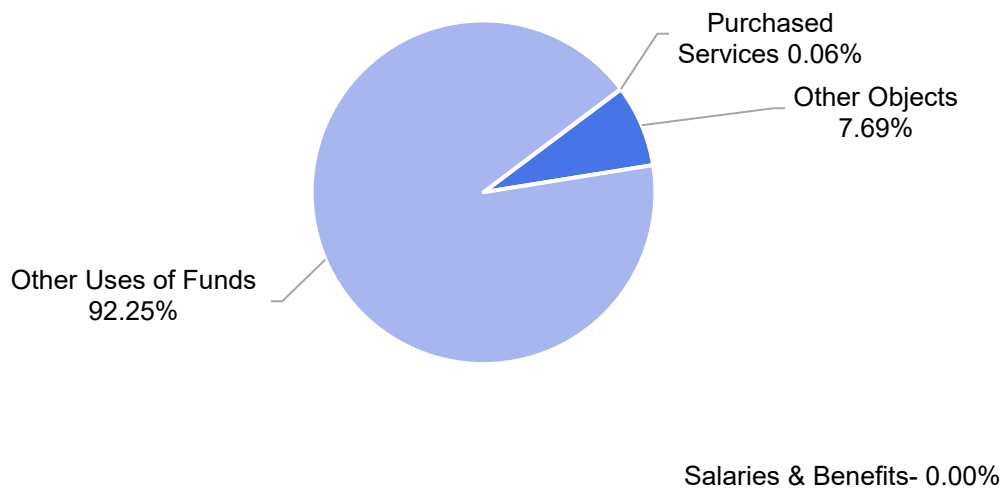
Colorado Revised Statutes require that the revenues from a tax levy for the purpose of satisfying bond obligations, both principal and interest, be recorded in the Bond Redemption Fund. The amount necessary to service the voter-approved long-term debt in the District is over \$8 million for the fiscal year 2022-2023. We are estimating that the assessed valuation will stay similar to the last few years. Any adjustments of the mill levy rates happen in December.

The District issued \$98.6 million in new General Obligation Bonds in December 2006. This debt was refinanced in February 2021 in order to take advantage of lower interest rates and with end result of significant savings to our taxpayers in the long run. The debt will be paid off in 2027.

31 – Bond Redemption Fiscal Years 2020-2021 to 2025-2026

	Actual 2021	Actual 2022	Amended 2023	Projected Actuals 2023	Proposed 2024	Adopted 2024	Projected 2025	Projected 2026	Projected 2027
Sources of Revenue by Object									
1000-1999 Local Sources	\$ 8,539,906	\$ 8,503,148	\$ 8,337,988	\$ 8,657,781	\$ 8,337,988	\$ 8,657,781	\$ 7,947,853	\$ 8,186,289	\$ 8,431,877
3000-3999 State Sources	-	-	-	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-	-	-
5000-5999 Other Sources	34,240,000	-	-	-	-	-	-	-	-
Total Revenue Allocation	42,779,906	8,503,148	8,337,988	8,657,781	8,657,781	8,657,781	7,947,853	8,186,289	8,431,877
Expenditures by Object									
0100-0199 Salaries	-	-	-	-	-	-	-	-	-
0200-0299 Employee Benefits	-	-	-	-	-	-	-	-	-
0300-0399 Purchased Services	282,545	900	1,200	3,900	5,000	5,000	1,000	1,100	1,200
0400-0499 Purchased Property Services	-	-	-	-	-	-	-	-	-
0500-0599 Other Purchased Services	-	-	-	-	-	-	-	-	-
0600-0699 Supplies	-	-	-	-	-	-	-	-	-
0700-0799 Property	-	-	-	-	-	-	-	-	-
0800-0899 Other Objects	1,352,977	688,481	549,083	658,742	678,951	678,951	699,320	720,299	741,908
0900-0999 Other Uses of Funds	40,442,954	7,520,000	8,208,480	7,520,000	8,140,000	8,140,000	8,384,200	8,635,726	8,894,798
Total Expenditures	42,078,476	8,209,381	8,758,763	8,182,642	8,823,951	8,823,951	9,084,520	9,357,125	9,637,906
Total Excess over (under) Expenditures	701,430	293,767	(420,775)	(794,691)	(794,691)	(794,691)	(1,136,667)	(1,170,837)	(1,206,029)
Fund Balance Beginning	9,944,653	10,646,083	10,939,851	10,939,851	10,741,870	10,741,870	9,947,179	8,810,513	7,639,676
Fund Balance Ending	10,646,083	10,939,851	10,519,076	10,741,870	9,947,179	9,947,179	8,810,513	7,639,676	6,433,647
Restricted for Bond Fund	\$ 10,646,083	\$ 10,939,851	\$ 10,519,076	\$ 10,741,870	\$ 10,741,870	\$ 10,741,870	\$ 8,810,513	\$ 7,639,676	\$ 6,433,647

Bond Redemption Summary of Expenditures 2023-2024



**Bond General Obligation Debt
Series 2021, 2012 and 2013**

Year	Series 2021 Refunding Bonds			Series 2012 Refunding Bonds			Series 2013 Refunding Bonds		
	Principal	Interest	Total	Principal	Interest	Total	Principal	Interest	Total
2023	645,000	198,669	843,669	7,050,000	176,250	7,226,250	70,000	744	70,744
2024	8,140,000	185,331	8,325,331						
2025	8,150,000	153,887	8,303,887						
2026	8,195,000	105,354	8,300,354						
2027	8,345,000	37,803	8,382,803						
Total	\$34,240,000	\$881,008	\$35,121,008	\$13,740,000	\$662,588	\$14,402,588	\$135,000	\$2,922	\$137,922

Legal Debt Limit Calculation

Year	Assessed Value	Debt Limit (20% of assessed)	Debt Applicable to Limit General Obligation Bonds	Debt Margin	Total Debt as a percentage of Debt Limit
2023	\$924,345,980	\$184,869,196	41,453,037	144,274,196	21.96%
2022	\$924,345,980	\$184,869,196	49,661,517	144,274,196	21.96%
2021	\$850,738,420	\$170,147,684	48,115,000	122,032,684	28.28%
2020	\$851,039,720	\$170,207,944	52,160,000	118,047,944	30.64%
2019	682,441,830	\$136,488,366	58,440,000	78,048,366	42.82%
2018	689,735,170	\$137,947,034	64,515,000	73,432,034	46.77%
2017	573,590,860	\$114,718,172	70,430,000	44,288,172	61.39%
2016	572,968,570	\$114,593,714	76,774,625	37,819,089	67.00%
2015	527,230,520	\$105,446,104	81,525,000	23,921,104	77.31%
2014	536,276,080	\$107,255,216	86,735,000	20,520,216	80.87%
2013	527,994,880	\$105,598,976	91,960,000	13,638,976	87.08%
2012	512,605,120	\$102,521,024	92,910,000	9,611,024	90.63%
2011	518,806,580	\$103,761,316	95,910,000	7,851,316	92.43%
2010	517,295,650	\$103,459,130	99,335,000	4,124,130	96.01%
2009	551,961,890	\$110,392,378	102,290,000	8,102,378	92.66%
2008	549,665,460	\$109,933,092	104,535,000	5,398,092	95.09%

Debt Services
Westminster Public Schools Certificates of Participation, Series 2019, 2020A and 2020B

Period Ending	2019 Principal	2019 Interest	2020A Principal	2020A Interest	2020B Principal	2020B Interest	Total Fiscal Year
6/30/2023	-	-	-	480,000	-	437,305	917,305
6/30/2024	1,385,000	3,178,813	720,000	465,600	-	437,305	6,186,718
6/30/2025	1,455,000	3,107,813	745,000	436,300	-	437,305	6,181,418
6/30/2026	1,525,000	3,033,313	780,000	405,800	-	437,305	6,181,418
6/30/2027	1,600,000	2,955,188	810,000	374,000	-	437,305	6,176,493
6/30/2028	1,680,000	2,873,188	840,000	341,000	-	437,305	6,171,493
6/30/2029	1,765,000	2,787,063	875,000	306,700	-	437,305	6,171,068
6/30/2030	1,855,000	2,696,563	915,000	270,900	-	437,305	6,174,768
6/30/2031	1,945,000	2,601,563	950,000	233,600	-	437,305	6,167,468
6/30/2032	2,045,000	2,501,813	990,000	194,800	-	437,305	6,168,918
6/30/2033	2,145,000	2,397,063	1,030,000	154,400	-	437,305	6,163,768
6/30/2034	2,255,000	2,298,338	1,070,000	112,400	-	437,305	6,173,043
6/30/2035	2,345,000	2,206,338	1,115,000	68,700	-	437,305	6,172,343
6/30/2036	2,440,000	2,098,438	1,160,000	23,200	-	437,305	6,158,943
6/30/2037	2,560,000	1,973,438	-	-	1,210,000	418,550	6,161,988
6/30/2038	2,690,000	1,842,188	-	-	1,250,000	380,420	6,162,608
6/30/2039	2,820,000	1,725,588	-	-	1,285,000	341,128	6,171,715
6/30/2040	2,920,000	1,610,175	-	-	1,330,000	300,595	6,160,770
6/30/2041	3,055,000	1,474,956	-	-	1,370,000	258,745	6,158,701
6/30/2042	3,190,000	1,333,519	-	-	1,415,000	215,224	6,153,743
6/30/2043	3,335,000	1,185,613	-	-	1,460,000	169,943	6,150,555
6/30/2044	3,485,000	1,030,894	-	-	1,505,000	123,244	6,144,138
6/30/2045	3,645,000	865,325	-	-	1,555,000	75,049	6,140,374
6/30/2046	3,820,000	688,200	-	-	1,605,000	25,279	6,138,479
6/30/2047	4,000,000	502,575	-	-	-	-	4,502,575
6/30/2048	4,190,000	308,100	-	-	-	-	4,498,100
6/30/2049	4,390,000	104,300	-	-	-	-	4,494,300
Total	68,540,000	49,380,356	12,000,000	3,867,400	13,985,000	8,430,445	156,203,201

Debt Services Fund – Capital Reserve Fund

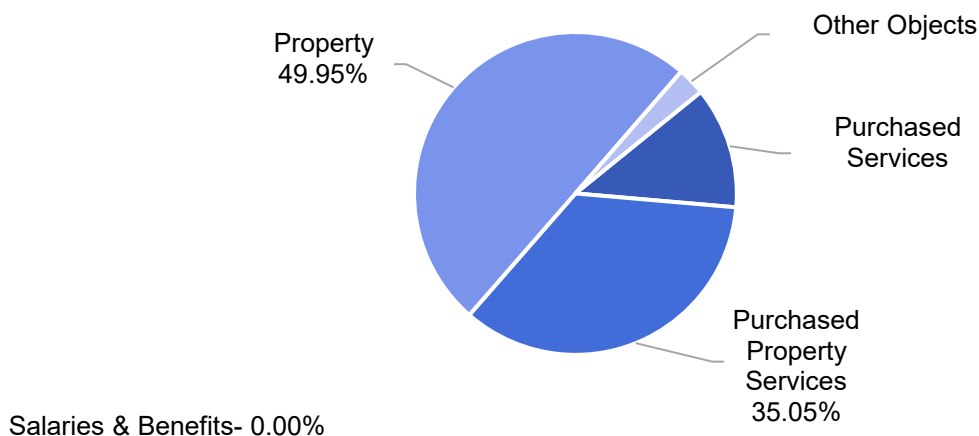
The expenditures from the Capital Reserve Fund are limited by Colorado Revised Statutes to be used for the acquisition of land, improvements, construction of structures, or additions to existing structures, and acquisition of equipment and furnishings where:

1. Alterations and improvements to existing structures where the total estimated cost of such projects for labor and materials is in excess of \$2,500
2. Acquisition of school buses or other equipment, the estimated cost of which, including any necessary installation, is in excess of \$1,000
3. Any installment purchase agreements or lease agreements with an option to purchase for a period not to exceed twenty years and any lease agreement without the option to purchase entered into by a school district or a charter school
4. Any software licensing agreement in excess of \$1,000.

43 – Capital Reserve

Sources of Revenue by Object	Actual 2021	Actual 2022	Amended 2023	Projected Actuals 2023	Proposed 2024	Adopted 2024	Projected 2025	Projected 2026	Projected 2027
1000-1999 Local Sources	\$ 758	\$ 586,500	85,000	\$ 25,657	\$ 22,547	\$ 22,547	\$ 23,223	\$ 23,920	\$ 24,638
3000-3999 State Sources	-	-	-	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-	-	-
5000-5999 Other Sources	32,487,887	4,707,684	8,277,400	8,277,400	1,754,785	6,754,785	1,546,728	1,593,130	1,640,924
Total Revenue Allocation	32,488,645	5,294,184	8,362,400	8,303,057	1,777,332	6,777,332	1,569,951	1,617,050	1,665,561
Expenditures by Object									
0100-0199 Salaries	-	-	-	-	-	-	-	-	-
0200-0299 Employee Benefits	-	-	-	-	-	-	-	-	-
0300-0399 Purchased Services	844,132	360,431	575,000	2,010,393	2,010,393	875,000	400,000	325,470	379,458
0400-0499 Purchased Property Services	3,452,835	2,042,461	20,510,000	2,000,000	14,605,886	2,512,014	505,247	403,205	575,000
0500-0599 Other Purchase Services	-	-	-	-	-	-	-	-	-
0600-0699 Supplies	-	-	-	-	-	-	-	-	-
0700-0799 Property	3,614,536	1,715,413	2,850,000	16,127,698	2,957,842	3,580,000	589,704	756,874	369,874
0800-0999 Other Objects	15,276,493	109,200	250,000	168,000	168,000	200,000	75,000	76,500	78,795
Total Expenditures	23,187,996	4,227,504	24,185,000	20,306,091	19,742,121	7,167,014	1,569,951	1,562,049	1,403,127
Total Excess over (under) Expenditures	9,300,649	1,066,680	(15,822,600)	(12,003,034)	(17,964,789)	(389,682)	0	55,001	262,434
Fund Balance Beginning	4,629,243	13,929,892	14,996,572	14,996,572	2,993,538	2,993,538	2,993,538	2,993,538	3,048,539
Fund Balance Ending	13,929,892	14,996,572	(826,028)	2,993,538	(14,971,251)	2,603,856	2,993,538	3,048,539	3,310,973
Restricted for Grant Match	2,254,433	3,188,742	2,194,860	2,194,860	2,194,860	2,194,860	2,194,860	2,186,058	2,481,893
Restricted for Capital Reserve Projects	\$ 11,675,459	\$ 11,807,830	\$ (3,020,888)	\$ 798,677	\$ (17,166,112)	\$ 408,995	\$ 798,678	\$ 862,481	\$ 829,080

Fiscal Years 2020-2021 to 2026-2027 Capital Reserve Summary of Expenditures 2023-2024



Capital Improvement Plan

Enhancing the overall condition of schools, safety and security improvements, creating environments conducive to learning through current technology, maintaining an acceptable level of web accessibility and addressing deferred maintenance continues to be the focus of Westminster Public Schools. To that end, we are:

- continuing our program of upgrading mechanical systems at the elementary schools to include air conditioning;
- completing our roof replacement cycle at the elementary schools;
- upgrading main entryways to enhance security;
- supporting educational initiatives requiring unique learning spaces and current technology; and,
- addressing our priority deferred maintenance needs to ensure our facilities support student success.

2023-2024 Capital Reserve Projects

Departments	Project Name	Item Requested	2023-2024
	Ranum Reimagined		
Maintenance & Operations	2030 Designation Plan	Ranum Rebuild	20,000,000
TOTAL	TOTAL FOR BEST GRANT PROJECTS		20,000,000
	Replacement Cycles/Lease Agreements		
Culinary Services	Kitchen Equipment Replacement Cycle	Kitchen Equipment Replacement Cycle/Infrastructure Upgrades	100,000
Maintenance & Operations	Aux Services Equipment Replacement Cycle	Aux Services Equipment Replacement Cycle	250,000
Procurement	Lewan Copiers Lease	Copier Lease	200,000
Procurement	Instructional Equipment Replacement Cycle	School Equipment Replacement Cycle	100,000
Technology Services	Computer Replacement Cycle	Desktops, Laptops, Chromebooks	700,000
Transportation	Replacement Cycle	Bus/White Fleet Lease Payments	240,000
TOTAL	TOTAL FOR REPLACEMENT CYCLES/LEASE AGREEMENTS		1,590,000
	Priority Maintenance Activities		
Maintenance & Operations	Maintenance on Cooling Tower	Replace/removal all the media in the tower(WHS tower is 13 years old, inspected for rust if found clean, treated, and new tower installed.	75,000
Maintenance & Operations	District Wide Bathroom Upgrades	Replace worn out and rusted partitions and hardware Tennyson, Harris Park, Mesa, HLHS, Fairview Small bldg.	100,000
Maintenance & Operations	Electrical Upgrades	District wide electrical equipment upgrades: lighting panels and controls at Sunset Ridge, Fairview, Flynn, Harris Park, and various buildings with micro panels and lighting at WHS, and Hodgkin's.	100,000
Maintenance & Operations	Access Control	Continued replacement of door access upgrade	50,000
Maintenance & Operations	LAN Cabling, Fire Alarm Upgrades, Intercom System Replacements	Continued replacement of old network wiring. Fire Alarm/Voice evacuation, and upgrade old systems. Replace intercom systems.	100,000
Maintenance & Operations	Infra-red Scan and Early water detection	Infra-red Scan and Early water detection (Annual Contract)	75,000
Maintenance & Operations	Hazardous Material Removal	Including but not limited to Abatement	300,000
Maintenance & Operations	Energy Management	Including but not limited to Lighting, HVAC, Water, Gas	250,000
Transportation	EV Program	Supplement EV Purchase-charging station for 20 buses and white fleet	250,000
Maintenance & Operations	Landscaping, Fencing & Playground Equipment	District wide landscaping, fencing, and tree trimming projects. Replace	75,000
Maintenance & Operations	Landscaping Project	Contracted District Wide Landscaping	200,000
Technology Services	Network switch equipment	Upgrade of network switches in school LANs	50,000
Technology Services	UPS Battery Replacements	UPS battery upgrades school LANs	60,000
Technology Services	Network Access Control platform	Implementation of wireless and wired network access control (NAC)	100,000
Technology Services	Data Center Storage and Compute Upgrades	Ongoing storage and compute equipment upgrades and expansions	50,000
Technology Services	Core data center network switching gear	Upgrade and replacement of core network switching gear	50,000
TOTAL	TOTAL FOR PRIORITY MAINTENANCE ACTIVITIES		1,885,000
	Preventative Maintenance Activities		
Maintenance & Operations	Asphalt/Concrete	District wide asphalt/concrete repair	200,000
Maintenance & Operations	Roof Repairs	District wide minor roof repairs	25,000
Maintenance & Operations	Painting	District wide interior and exterior painting	60,000
Maintenance & Operations	Flooring Repairs	District wide flooring repairs	80,000
Maintenance & Operations	Gym Wood Floor Refinishing	Sand, paint and refinish wood gym floors	50,000
TOTAL	TOTAL FOR PREVENTATIVE MAINTENANCE ACTIVITIES		415,000
	Contingency		
District Wide	Contingency	Project Contingency	200,000
TOTAL	TOTAL FOR CONTINGENCY		200,000
	GRAND TOTAL		23,890,000

Certificates of Participation (COP)

In November 2018, the District's voters approved a ballot measure requesting additional mill levies. Some of the funds were to be used for purposes vehicle replacement, capital improvements as well as other educational priorities. In order to maximize the value of the dollars, the district issued Certificates of Participation (COPs) for its capital construction needs for \$80.4 million. COP's allow the District to use the funds up-front as well as take advantage of a competitive interest rate. The funds will be expended in 2023-2024.

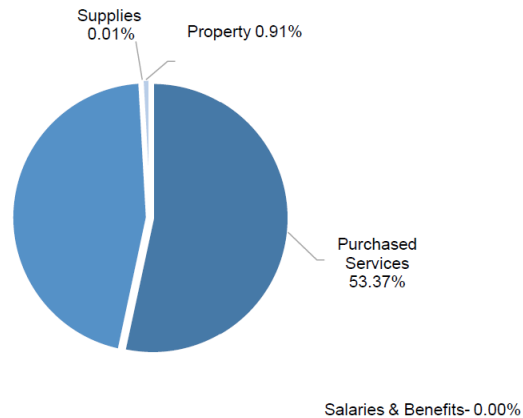
43 – Capital Reserve Certificates of Participation Fiscal Years 2021-2022 to 2024-2025

	Actual 2021	Actual 2022	Amended 2023	Projected Actuals 2023	Proposed 2024	Adopted 2024	
Sources of Revenue by Object							Sources of Revenue by Object
1000-1999 Local Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1000-1999 Local Sources
3000-3999 State Sources	-	-	-	-	-	-	3000-3999 State Sources
4000-4999 Federal Sources	-	-	-	-	-	-	4000-4999 Federal Sources
5000-5999 Other Sources	-	-	-	-	-	-	5000-5999 Other Sources
Total Revenue Allocation	-	-	-	-	-	-	Total Revenue Allocation
Expenditures by Object							Expenditures by Object
0100-0199 Salaries	-	-	-	-	-	-	0100-0199 Salaries
0200-0299 Employee Benefits	-	-	-	-	-	-	0200-0299 Employee Benefits
0300-0399 Purchased Services	28,416,465	4,680,476	9,930,007	3,145,874	2,175,831	2,175,831	0300-0399 Purchased Services
0400-0499 Purchased Property Services	-	2,239	2,986	3,600	1,863,127	1,863,127	0400-0499 Purchased Property Services
0500-0599 Other Purchase Services	-	-	-	-	-	-	0500-0599 Other Purchase Services
0600-0699 Supplies	7,309	4,216	5,622	1,000	546	546	0600-0699 Supplies
0700-0799 Property	1,343,549	339,814	6,285,378	9,000,000	37,000	37,000	0700-0799 Property
0800-0899 Other Objects	-	-	2,986	-	-	-	0800-0899 Other Objects
Total Expenditures	29,767,323	5,026,745	16,226,977	12,150,474	4,076,504	4,076,504	Total Expenditures
Total Excess over (under) Expenditures	(29,767,323)	(5,026,745)	(16,226,977)	-12,150,474	-4,076,504	-4,076,504	Total Excess over (under) Expenditures
Fund Balance Beginning	51,021,045	21,253,722	16,226,977	16,226,977	-	4,076,503	Fund Balance Beginning
Fund Balance Ending	21,253,722	16,226,977	-	4,076,503	-	-	Fund Balance Ending
Contingency	10,000,000	-	-	-	-	-	Contingency
Restricted for COP Projects	\$ 11,253,722	\$ 16,226,977	\$ -	\$ 4,076,503	\$ -	\$ -	Restricted for Capital Reserve Projects

Certificates Of Participation Projects

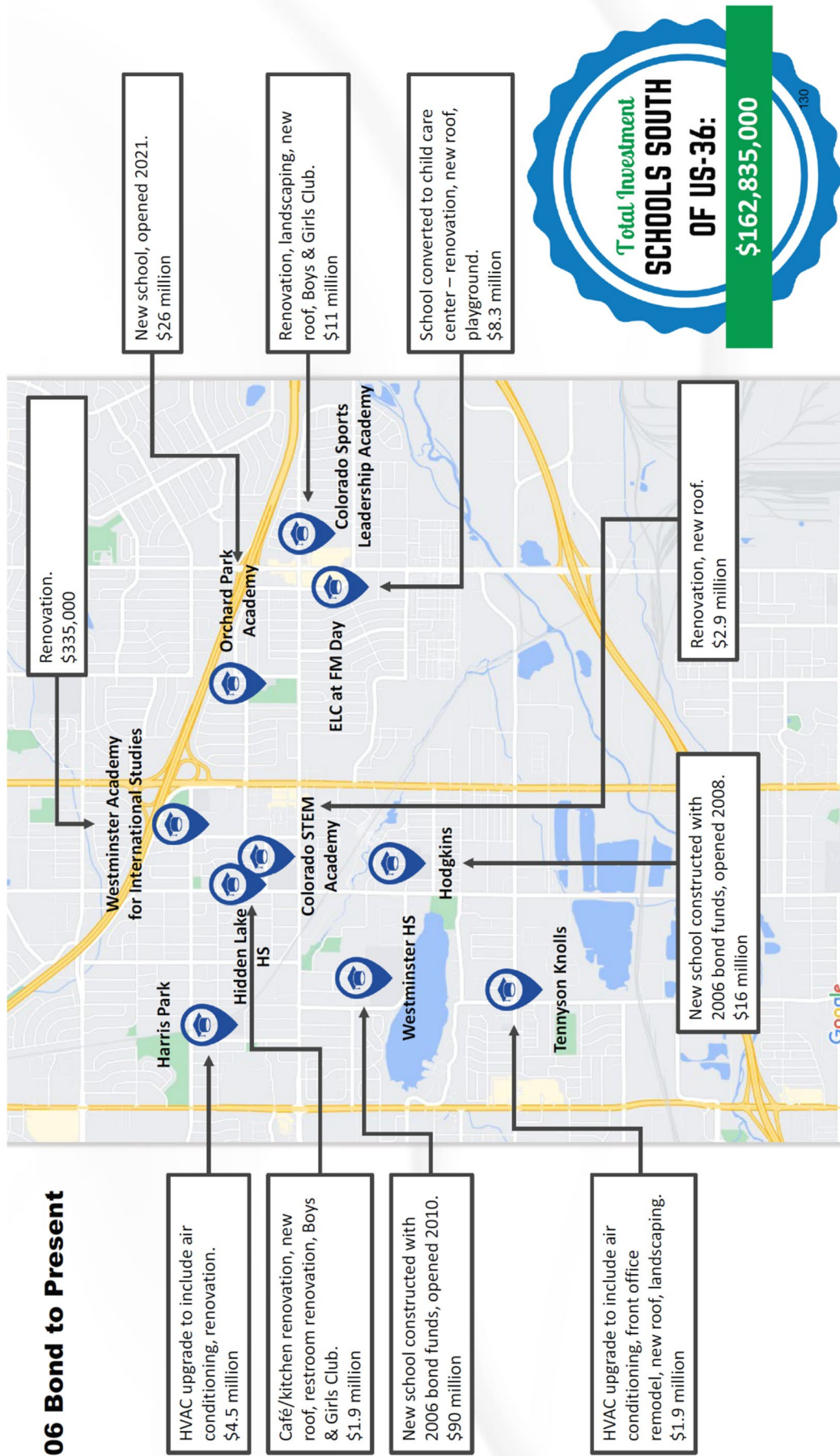
Early Learning Center @ FM Day
 Colorado Leadership Academy Project
 Network Enhancements
 Safety/Mechanical Upgrades
 Shaw Heights Project
 ECC Upgrade
 Orchard Park Academy Project
 Shaw Heights Upgrade (not completed)
 Metropolitan Arts Academy

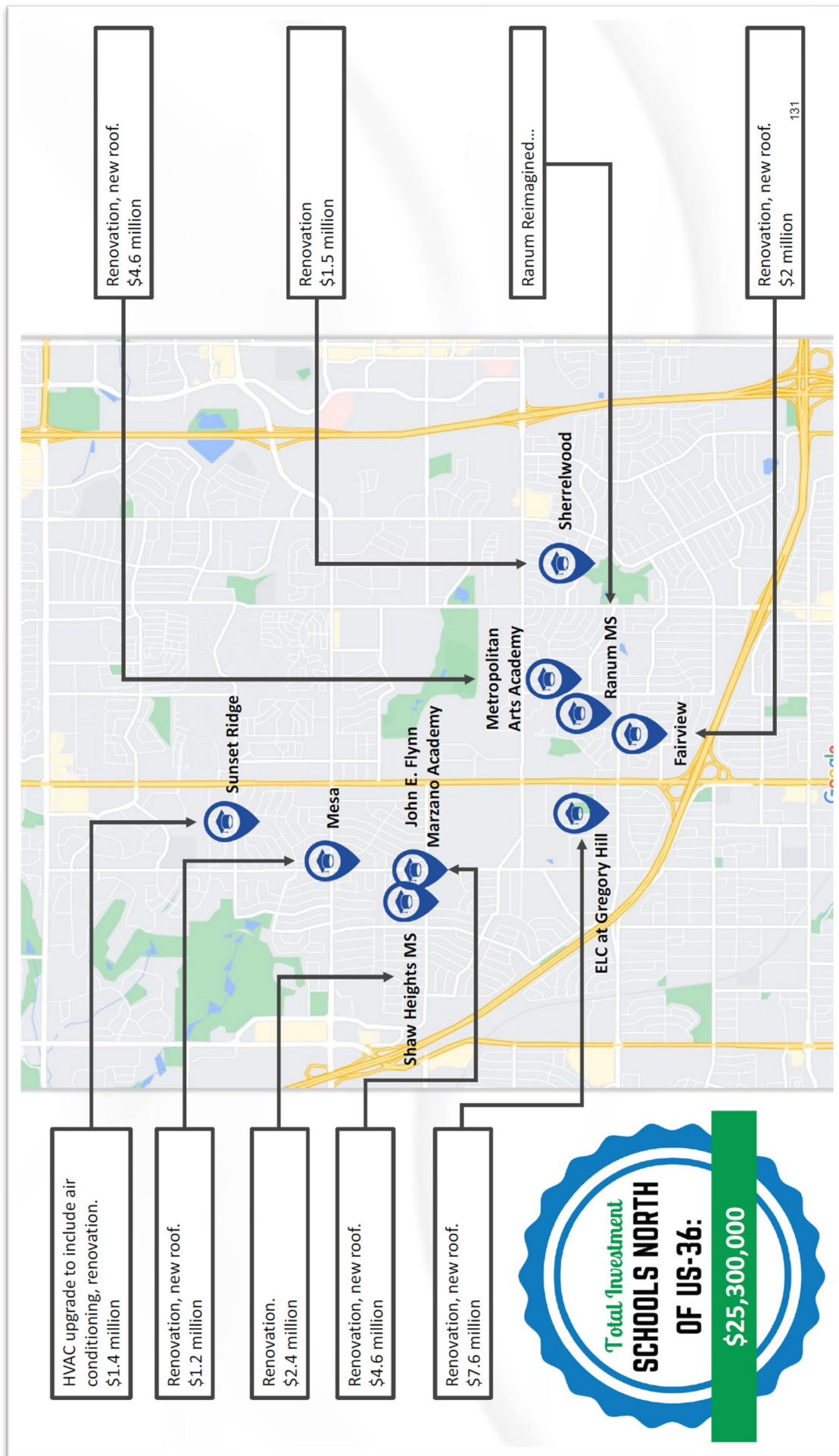
Summary of Expenditures 2023-2024



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2006 Bond to Present





Expendable Trust and Agency Funds – School Activity Fund

The School Activity Fund was used to record financial transactions related to school-sponsored pupil organizations and fundraising. The District no longer uses fund 74. All student activity transactions are now reported within Fund 23.

	Actual 2021	Actual 2022	Amended 2023	Projected Actuals 2023	Proposed 2024	Adopted 2024
Sources of Revenue by Object						
1000-1999 Local Sources	\$ 216,222	\$ 522,526	\$ 425,000	\$ 435,074	\$ 475,145	\$ 475,145
3000-3999 State Sources	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-
5000-5999 Other Sources	-	-	-	-	-	-
Total Revenue Allocation	216,222	522,526	425,000	425,000	425,000	425,000
Expenditures by Object						
0100-0199 Salaries	1,998	2,367	5,574	6,597	5,678	5,678
0200-0299 Employee Benefits	442	517	1,672	98	1,350	1,350
0300-0399 Purchased Services	306	14,604	38,700	-	3,000	3,000
0400-0499 Purchased Property Services	-	-	-	-	-	-
0500-0599 Other Purchased Services	2,150	10,598	3,157	3,214	4,012	4,012
0600-0699 Supplies	208,208	493,277	273,454	325,478	375,987	375,987
0700-0799 Property	-	-	-	-	-	-
0800-0899 Other Objects	27,400	81,801	118,738	79,354	65,147	65,147
Total Expenditures	240,504	603,164	441,295	414,741	455,174	455,174
Total Excess over (under) Expenditures	(24,282)	(80,638)	(16,295)	10,259	(30,174)	(30,174)
Fund Balance Beginning	774,303	750,021	669,382	669,382	679,641	679,641
Fund Balance Ending	750,021	669,382	653,087	679,641	649,467	649,467

Projects & Contracts Over \$50,000 Fiscal Year 2023-2024

Board Policy DJ- Excluding insurance premiums, the Board of Education must approve all purchases, financial commitments and contracts for services, that are not included in the District's Adopted Budget and that involve the expenditure of District funds of \$50,000 or more per fiscal year. Exceptions may be made by the Superintendent of Schools in cases of emergencies, which shall be reported to the Board no later than its next regular meeting.

Board Policy DJ-A- The Superintendent or his/her designee shall have the responsibility and authority to issue purchase orders for those items and services authorized in the District's adopted budget and purchased in conformity with the District's purchasing procedures. If the purchase of items or services is \$50,000 or more and is not included in the District's Approved Budget, the purchase must be approved by the Board of Education. The Director of Finance shall provide a quarterly report to the Board of Education listing all purchases of \$100,000 or more.

Board Policy DJ-R- Any payments to the same vendor above \$50,000 not included in the budget must go to the Board of Education for approval.

If any of the projects listed go over the budgeted amount will need to go to the board to get the overage approved by the Board of Education

Department Name	Anticipated Amount	Purpose / Additional Information / Description
Athletics & Activities		
Denver Athletic	\$125,000	Sports Equipment & Uniforms
BSN Sports	650,000	Sports Equipment & Uniforms
Gemini Imprints	300,000	Spirit Gear
Total		\$1,075,000
Learning Services		
Adams County Head Start	250,000	Early Childhood Care Program
Advance Education	250,000	Assessment Testing & Services
Apple Inc	250,000	School & Department Purchases
Art Drotar	250,000	Math Instruction Consultant
AVID	250,000	AVID
BrainPOP LLC	250,000	Computer Subscription
Cognia	250,000	Diagnostic Review, Leadership Professional Development, & Fees
Colorado Digital Learning Solutions	250,000	Westminster Virtual Academy/Curriculum
Denver Museum of Nature and Science	250,000	Teacher & Students Professional Development
Encore Electric	250,000	Lighting & Electrical
Energetics International	250,000	Curriculum Based Product
Empower	250,000	Recording & Reporting
Flex Academies	250,000	Afterschool Program
Follett School Solutions Inc	250,000	Curriculum
Frontline Education	250,000	Employee Timeclock System
Front Range Community College	250,000	ASCENT & Concurrent Enrollment
Illuminate Education Inc	250,000	Data Warehouse
International Baccalaureate Organization	250,000	Combined CP, Diploma & Testing Fees
Imagine Learning LLC	250,000	Educational Supplies
IXL Learning	250,000	Math, Literacy & Science Curriculum
Kagan Professional Development	250,000	Kagan Training, Professional Development
Lakeshore Learning	250,000	Early Childhood Care Program
Lexia Learning Systems LLC/C	250,000	Powerup Licenses, Core5 & Training, Early childhood programing
Marriott Westminster	250,000	District SB Conference
George Lacey Sales Inc	250,000	Supplies & Materials Music
Marzano	250,000	District Partnership
Math University	250,000	Instruction Consultant
McGraw Hill	250,000	Curriculum
Nearpod	250,000	Online Instructional Tool
Prospaint Inc	250,000	Purchase Services
Paciello's Printing	250,000	Printing
Panorama Education	250,000	Survey Program
Paper Education Company Inc	250,000	High Impact Tutoring
Project Lead the Way	250,000	CTE Science & Technology
Reading Partners	250,000	Early Childhood Care Program
Renaissance Learning	250,000	District Assessment
SAVVAS Learning Company	250,000	Software
Step LLC	250,000	SEL Training and Licenses
Teachers Curriculum Institute	250,000	Middle School History Program
Voyager Sopris Learning LLC	250,000	Books & Educational Services
Westminster Learning Center	250,000	Early Childhood Care Program
Zspace	250,000	Training
Total		\$ 10,500,000



Westminster Public Schools

Where Education is Personal

Special Services		
Adams Co School District 12	150,000	Deaf and Hard of Hearing Program
Kids First Health Care	1,000,000	Nurses and Summer Help Services
Jefferson County Public Schools	155,000	Special Education Student Placement
Joshua School	225,000	Special Education Student Placement
Lardon Hall Developmental Center	600,000	Special Education Student Placement
Soliant Health LLC	200,000	Purchase Services
Spectra Centers	350,000	Special Education Student Placement
Firefly	150,000	Special Education Student Placement
Rocky Mountain Deaf School	150,000	Deaf and Hard of Hearing Program
The Community Reach Center	500,000	School Based Therapists
Total	\$	3,480,000

Department Name	Anticipated Amount	Purpose / Additional Information / Description
Finance Department		
DocuSign	85,000	eSignature Program
Time Clock Plus/Data Management	55,000	Integrated Time Clock & Sub System
Tyler Technologies	160,000	iVisions: Accounting, HR, Payroll, Purchasing, Warehouse
Total	\$	300,000

Technology Services		
CDW-G	2,000,000	Computer Equipment, Software & Supplies
Century Link	75,000	Phone Services
CI Solutions	150,000	Technology
Comcast Business	100,000	WAN Circuits, SIP
Computer Information Systems	300,000	Tableau
Converge-One	300,000	Network Equipment Upgrades
Convergint	600,000	Video Management & Surveillance Cameras
Darktrace	300,000	Network
Digital Warehouse	300,000	Network Equipment
Dirsec	400,000	Network Management Tools
EPC USA INC	300,000	Network Equipment, Software, Security
ePlus Technology	400,000	Network Equipment
Everdriven Technologies	250,000	Technology Services
Flexential Corporation	200,000	Disaster Recovery
Granite Telecommunications	200,000	DoS Arbor Cloud Services
HP	100,000	Computer Replacement Hard Software
Integrity	300,000	Chromebook Repair
Kajeet	500,000	Mobile Hotspots
Long View Systems	150,000	IT Managed Services
NexusTEK	700,000	Helpdesk Contract Services
OneNeck IT Solutions	1,000,000	Network Equipment Upgrades
PEAK Resources	500,000	Computer Storage
SHI	400,000	Network Management Tools
Sterling Communication Technologies	350,500	Safety & Security
TK Tek	700,000	LAN Cabling
Unite Private Networks	200,000	WAN Fiber & Internet
Zoom Video Communications	100,000	Video Conferencing
Zunesis	200,000	Virtual Server Infrastructure
Total	\$	11,075,500

Purchasing		
Amazon Business	500,000	Various Warehouse Stock
Arnold Machinery Company	100,000	Equipment & Repairs
Bailey's Moving Storage	275,000	Moving & Storage
Colorado Storage Systems	350,000	Storage Containers
Home Depot	150,000	Various Warehouse Stock, Appliances & Maintenance Supplies
Lewan & Associates	185,000	Copying Services
Meteor Education	1,500,000	Furniture
Moving and Storage (Prestige/Baileys)	750,000	Moving & Storage
Quadiant	150,000	Postage
Office Depot	250,000	Supplies & Materials
School Specialty	50,000	Furniture
Staples	500,000	Supplies & Materials
USPS Postmaster	200,000	Postage
Xerox Business Solutions Southwest	200,000	Copying Services & Repairs
Xerox Corporation	185,000	Copying Services
Virco	1,750,000	Furniture
Total	\$	7,095,000



Westminster Public Schools

Where Education is Personal

Board of Education			
BKD LLP	125,000	Auditor	
Raykin Law Firm/Semple Farrington Overall	400,000	Attorney Fees	
Total	\$		525,000

Department Name	Anticipated Amount	Purpose / Additional Information / Description	
Communications			
Active Internet Technologies	80,000	Website Management	
BR Printers	125,000	District Advertising	
Total	\$		205,000

Operations Office			
Boys & Girls Club	850,000	Boys and Girls Club and PACE Program	
School Innovations & Achievement	100,000	Truancy Services	
YESS Institute	200,000	Middle School & K-8 Program	
Total	\$		1,150,000

Maintenance & Operations			
Adams County Community Development	250,000		
ADI	350,000	Video/Intercom	
Adolfson & Peterson Construction	40,000,000	General Contractor Construction	
Skyline Lighting & Electric	75,000	District Lighting	
Alpha Route	150,000	Consulting & Software - Transportation	
Alpine Roofing	750,000	Roof	
ARC Abatement	1,800,000	Asbestos Removal	
ARCO Concrete Inc	1,500,000	Concrete	
Arlun Inc	250,000	Gym Floor/Refinish/Paint/Replace	
All City	500,000	Gym Floors	
ATV	125,000	Security	
Straight Line Sawcutting Inc	100,000	Equipment Rental	
Summit Contracting Asphalt & Concrete	75,000	Purchase Services	
Arnold Machinery Company	150,000	Equipment & Repairs	
Ballard Group	500,000		
Bienenstock Natural Playgrounds	300,000	Playground Equipment	
Blue Mesa	225,000	Radon Testing/Air Clear	
Bobcat of the Rockies	250,000	Grounds Equipment	
BPA Securities	100,000	Access Control Replacement	
Central Mechanical Inc	750,000	HVAC	
Colorado Doorway	500,000	Door Replacement	
CPS	100,000	Sprinkler Irrigation	
David Fritzlans Maintenance Services inc	65,000	Purchase Services	
Daktronics Inc	300,000	Exterior Signs/Scoreboards	
DAO Architecture	2,800,000	Design Plans	
DND/Sunset	150,000	Charter transportation for field trips	
Deere and Company	200,000	Equipment & Repairs	
EAP Glass/EAP Glass Companies	1,500,000	Glass	
Elite Surface Infrastructure	1,000,000	Asphalt/Concrete	
Straight line Asphalt & Concrete	500,000	Asphalt/Concrete	
Extreme Environmental Services	850,000	Abatement	
Ferguson	500,000	Plumbing	
Gary Leimer	1,000,000	Flooring	
Golden Triangle	4,000,000	Construction	
Gonzales Painting	500,000	Painting/Drywall	
Gray Manufacturing Company Inc	55,000	Steel	
Ground Engineering Consultants	250,000	3rd Party Inspection	
Group 14 Engineering	500,000	Commissioning & Professional Services	
Hallmark	700,000	Concrete	
Hill Petroleum	150,000	Vehicle Gas	
Innovative Openings	150,000	Window Shades	
James Nursery	100,000	Trees & shrubs	
JK Concepts	500,000	Cabinet Work	
Ken Graff Ford Greeley	250,000	Vehicles	
Landgraf Plumbing & Heating	2,500,000	Building Maintenance & Repairs	
LL Johnson	250,000	Grounds Equipment	
Luminosity	400,000	Lighting	
McCandless Truck Center LLC	500,000	Yellow & White Fleet	
McJenkins	125,000	Roof Repairs	
MEI Precision Elevator	500,000	Elevator Repairs	



Westminster Public Schools

Where Education is Personal

Department Name	Anticipated Amount	Purpose / Additional Information / Description
Merchant Metals	250,000	Fencing Materials
Miracle Method	1,000,000	Restroom Upgrades
MP Contracting LLC	76,875	Concrete Removal
Norcon	450,000	Bleacher Replacement
Performance Recreation	1,500,000	Playground Equipment
Pioneer Athletics	75,000	Athletic & Activity Purchases
Pioneer Sand and Gravel	150,000	Landscaping Materials
Ponders Electric	250,000	Electrical
Potestio Brothers Equipment Inc	300,000	Vehicles
Precision	500,000	AV Upgrades
Radio Resource	325,000	Radios
Urban Security LLC	125,000	Security
Red Arrow Manufacturing	450,000	Bus Wash & Install
RMI Cooling Towers	100,000	Cooling Tower Maintenance at WHS
Senergy Petroleum LLC	600,000	Vehicle Gas
Set Point	300,000	Control Replacements
Silver Crown Landscape Materials	300,000	Landscaping Materials
Spectra Centers LLC	200,000	Purchase Services
Sterling Design Associates LLC	150,000	Exterior Design Fees
Stix & Stonz	200,000	Purchase Services
Tech Electronics	75,000	Fire Alarms
Turn Key LLC	3,000,000	General Contractor
Vulcan Fire & Security	500,000	Fire Alarms
Waxie Enterprises	250,000	Custodial Supplies & Equipment
Wilderness Construction	750,000	Lockers
Total	\$	80,971,875
Districtwide		
BOCES Insurance Pool	2,500,000	District Risk Insurance
CenterPoint Energy	600,000	Utility Gas
City of Thornton	200,000	Water & Sewer
City of Westminster	750,000	Water & Sewer
City of Westminster	300,000	Security Services
Colorado Dept of Labor	250,000	Unemployment Insurance
Commerce Bancshares Inc	3,000,000	Purchasing Card Program & Leases
Crestview Water	350,000	Water & Sewer
Symmetry Energy Solutions LLC	700,000	Utility Gas
Excel Energy	2,000,000	Electrical & Gas
Waste Management of Colorado Inc	200,000	Trash
Total	\$	10,850,000
Nutrition		
Colorado Commercial Refrigeration	400,000	Kitchen Equipment Repairs/Equipment
Compass Group Inc	6,500,000	District Partner for Nutrition Services
Grady's Equipment & Supplies	1,000,000	Kitchen Equipment Repairs/Equipment
Priority One Group	250,000	Equipment Repairs/Equipment/Furniture
Total	\$	8,150,000
Total for all Budgets/Departments		135,377,375

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Westminster Public Schools

Where Education is Personal

Westminster Public Schools District Code: 0070 Adopted Budget Adopted: June 05, 2023		Object Source	10 General Fund	18 Insurance Reserve / Risk-Management	19 Preschool and Kindergarten	21 Food Service	22 Governmental Designated Grants Fund
Budgeted Pupil Count: 7,582							
Beginning Fund Balance (Includes All Reserves)			43,462,481	-	452,433	5,652,460	-
Revenues							
Local Sources	1000 - 1999		60,404,538	925,789	3,912,475	377,184	544,000
Intermediate Sources	2000 - 2999		-				
State Sources	3000 - 3999		68,360,280			83,276	2,600,000
Federal Sources	4000 - 4999		34,000			5,452,040	15,500,000
Total Revenues			128,798,818	925,789	3,912,475	5,912,500	18,644,000
Total Beginning Fund Balance and Reserves			172,261,299	925,789	4,364,908	11,564,960	18,644,000
Total Allocations To/From Other Funds	5600,5700, 5800		(2,028,345)	1,628,345	-		-
Transfers To/From Other Funds	5200 - 5300		(8,254,785)	-	-	-	-
Other Sources	5100,5400, 5500,5900, 5990, 5991		-	-	-	-	-
Available Beginning Fund Balance & Revenues (Plus Or Minus (If Revenue) Allocations And Transfers)			161,978,169	2,554,134	4,364,908	11,564,960	18,644,000
Expenditures							
Instruction - Program 0010 to 2099							
Salaries	0100		41,881,812		2,865,840		-
Employee Benefits, including object 0280	0200		15,393,563		862,792		-
Purchased Services	0300,0400, 0500		933,906		7,400		-
Supplies and Materials	0600		1,286,933		25,500		-
Property	0700		74,900		8,000		-
Other	0800, 0900		90,837		10,000		-
Total Instruction			59,661,951	-	3,779,532	-	-
Supporting Services							
Students - Program 2100							
Salaries	0100		3,694,249				
Employee Benefits, including object 0280	0200		1,654,917				
Purchased Services	0300,0400, 0500		555,200				
Supplies and Materials	0600		22,850				
Property	0700		4,500				
Other	0800, 0900		10,500				
Total Students			5,942,216	-	-	-	-
Instructional Staff - Program 2200							
Salaries	0100		6,325,758				
Employee Benefits, including object 0280	0200		2,172,048				
Purchased Services	0300,0400, 0500		1,971,582				
Supplies and Materials	0600		220,518				
Property	0700		19,500				
Other	0800, 0900		52,496				
Total Instructional Staff			10,761,902	-	-	-	-
General Administration - Program 2300, including Program 2303 and 2304							
Salaries	0100		818,384				
Employee Benefits, including object 0280	0200		276,567				
Purchased Services	0300,0400, 0500		529,732				
Supplies and Materials	0600		70,518				
Property	0700		6,000				
Other	0800, 0900		27,000				
Total School Administration			1,728,201	-	-	-	-



Westminster Public Schools

Where Education is Personal

23 Pupil Activity	(26-29) Other Special Revenue	31 Bond Redemption	43 Capital Reserve Capital Projects	TOTAL	Object Source	Westminster Public Schools District Code: 0070 Adopted Budget Adopted: June 05, 2023 Budgeted Pupil Count: 7,582
-		-	-	49,567,374		Beginning Fund Balance (Includes All Reserves)
510,000	2,000,000	8,337,988	22,547	77,034,520	1000 - 1999	Revenues
-			-	-	2000 - 2999	Local Sources
-			-	71,043,556	3000 - 3999	Intermediate Sources
-			-	20,986,040	4000 - 4999	State Sources
510,000	2,000,000	8,337,988	22,547	169,064,116		Federal Sources
510,000	2,000,000	8,337,988	22,547	218,631,491		Total Revenues
						Total Beginning Fund Balance and Reserves
						Total Allocations To/From Other Funds
1,500,000	400,000	-	-	-	5600,5700, 5800	
-	-	-	6,754,785	-	5200 - 5300	Transfers To/From Other Funds
-	-	-	-	-	5100,5400,	Other Sources
-	-	-	-	-	5500,5900, 5990,	
-	-	-	-	-	5991	
2,010,000	2,400,000	8,337,988	6,777,332	218,631,491		Available Beginning Fund Balance & Revenues (Plus Or Minus (If Revenue) Allocations And Transfers)
						Expenditures
				44,747,652	0100	Instruction - Program 0010 to 2099
				16,256,355	0200	Salaries
-				941,306	0300,0400, 0500	Employee Benefits, including object 0280
-				1,312,433	0600	Purchased Services
-				82,900	0700	Supplies and Materials
-				100,837	0800, 0900	Property
-	-	-	-	63,441,483		Other
						Total Instruction
						Supporting Services
				3,694,249	0100	Students - Program 2100
				1,654,917	0200	Salaries
				555,200	0300,0400, 0500	Employee Benefits, including object 0280
				22,850	0600	Purchased Services
				4,500	0700	Supplies and Materials
				10,500	0800, 0900	Property
-	-	-	-	5,942,216		Other
						Total Students
				6,325,758	0100	Instructional Staff - Program 2200
				2,172,048	0200	Salaries
				1,971,582	0300,0400, 0500	Employee Benefits, including object 0280
				220,518	0600	Purchased Services
				19,500	0700	Supplies and Materials
				52,496	0800, 0900	Property
-	-	-	-	10,761,902		Other
						Total Instructional Staff
						General Administration - Program 2300, including Program 2303 and 2304
				818,384	0100	Salaries
				276,567	0200	Employee Benefits, including object 0280
				529,732	0300,0400, 0500	Purchased Services
				70,518	0600	Supplies and Materials
				6,000	0700	Property
				27,000	0800, 0900	Other
-	-	-	-	1,728,201		Total School Administration



Westminster Public Schools

Where Education is Personal

Westminster Public Schools District Code: 0070 Adopted Budget Adopted: June 05, 2023						
Budgeted Pupil Count: 7,582		Object Source	10 General Fund	18 Insurance Reserve / Risk-Management	19 Preschool and Kindergarten	21 Food Service
						22 Governmental Designated Grants Fund
School Administration - Program 2400						
Salaries	0100	7,762,675			376,480	
Employee Benefits, including object 0280	0200	2,629,618			136,476	
Purchased Services	0300,0400,					
	0500	72,213			12,980	
Supplies and Materials	0600	225,988			1,500	
Property	0700	31,500			800	
Other	0800, 0900	3,730			2,400	
Total School Administration		10,725,724	-	530,636	-	-
Business Services - Program 2500, including Program 2501						
Salaries	0100	1,689,243				
Employee Benefits, including object 0280	0200	652,047				
Purchased Services	0300,0400,					
	0500	560,800				
Supplies and Materials	0600	42,800				
Property	0700	35,342				
Other	0800, 0900	3,600				
Total Business Services		2,983,832	-	-	-	-
Operations and Maintenance - Program 2600						
Salaries	0100	6,548,858				
Employee Benefits, including object 0280	0200	2,560,358				
Purchased Services	0300,0400,					
	0500	1,747,460			24,590	
Supplies and Materials	0600	2,257,622			30,150	
Property	0700	318,822				
Other	0800, 0900	2,835,953				
Total Operations and Maintenance		16,269,073	-	54,740	-	-
Student Transportation - Program 2700						
Salaries	0100	2,238,792				
Employee Benefits, including object 0280	0200	1,018,616				
Purchased Services	0300,0400,					
	0500	313,895				
Supplies and Materials	0600	261,734				
Property	0700	2,882				
Other	0800, 0900	1,295				
Total Student Transportation		3,837,214	-	-	-	-
Central Support - Program 2800, including Program 2801						
Salaries	0100	4,318,698	-			
Employee Benefits, including object 0280	0200	924,286	-			
Purchased Services	0300,0400,					
	0500	2,883,760	-			
Supplies and Materials	0600	55,700	-			
Property	0700	17,500	1,628,345			
Other	0800, 0900	521,950	-			
Total Central Support		8,721,894	1,628,345	-	-	-
Beginning Fund Balance (Includes All Reserves)			-	-	-	-
Revenues						
Local Sources	1001 - 1999	-	-	-	-	-
Intermediate Sources	2001 - 2999	-	-	-	-	-
State Sources	3001 - 3999	-	-	-	-	-
Federal Sources	4001 - 4999	-	-	-	-	-
Total Revenues		-	-	-	-	-



Westminster Public Schools

Where Education is Personal

23 Pupil Activity	(26-29) Other Special Revenue	31 Bond Redemption	43 Capital Reserve Capital Projects	TOTAL	Object Source	Westminster Public Schools District Code: 0070 Adopted Budget Adopted: June 05, 2023 Budgeted Pupil Count: 7,582
				8,139,155	0100	School Administration - Program 2400
				2,766,094	0200	Salaries
				85,193	0300,0400, 0500	Employee Benefits, including object 0280
				227,488	0600	Purchased Services
				32,300	0700	Supplies and Materials
				6,130	0800, 0900	Property
-	-	-	-	11,256,360		Other
						Total School Administration
				1,689,243	0100	Business Services - Program 2500, including Program 2501
				652,047	0200	Salaries
				560,800	0300,0400, 0500	Employee Benefits, including object 0280
				42,800	0600	Purchased Services
				35,342	0700	Supplies and Materials
				3,600	0800, 0900	Property
-	-	-	-	2,983,832		Other
						Total Business Services
				6,548,858	0100	Operations and Maintenance - Program 2600
				2,560,358	0200	Salaries
				1,772,050	0300,0400, 0500	Employee Benefits, including object 0280
				2,287,772	0600	Purchased Services
				318,822	0700	Supplies and Materials
				2,835,953	0800, 0900	Property
-	-	-	-	16,323,813		Other
						Total Operations and Maintenance
				2,238,792	0100	Student Transportation - Program 2700
				1,018,616	0200	Salaries
				313,895	0300,0400, 0500	Employee Benefits, including object 0280
				261,734	0600	Purchased Services
				2,882	0700	Supplies and Materials
				1,295	0800, 0900	Property
-	-	-	-	3,837,214		Other
						Total Student Transportation
				4,318,698	0100	Central Support - Program 2800, including Program 2801
				924,286	0200	Salaries
				2,883,760	0300,0400, 0500	Employee Benefits, including object 0280
				55,700	0600	Purchased Services
				1,645,845	0700	Supplies and Materials
				521,950	0800, 0900	Property
-	-	-	-	10,350,239		Other
						Total Central Support
				-	0100	Other Support - Program 2900
				-	0200	Salaries
				-	0300,0400, 0500	Employee Benefits, including object 0280
				-	0600	Purchased Services
				-	0700	Supplies and Materials
				-	0800, 0900	Property
-	-	-	-	-		Other
						Total Other Support



Westminster Public Schools

Where Education is Personal

Westminster Public Schools District Code: 0070 Adopted Budget Adopted: June 05, 2023						
Budgeted Pupil Count: 7,582	Object Source	10 General Fund	18 Insurance Reserve / Risk-Management	19 Preschool and Kindergarten	21 Food Service	22 Governmental Designated Grants Fund
Food Service Operations - Program 3100						
Salaries	0100				-	
Employee Benefits, including object 0280	0200				-	
Purchased Services	0300,0400,0500				-	
Supplies and Materials	0600				-	
Property	0700				-	
Other	0800, 0900				-	
Total Other Support		-	-	-	-	-
Enterprise Operations - Program 3200						
Salaries	0100				240,000	
Employee Benefits, including object 0280	0200				98,000	
Purchased Services	0300,0400,0500				3,469,784	
Supplies and Materials	0600				2,106,298	
Property	0700				300,000	
Other	0800, 0900					
Total Enterprise Operations		-	-	-	6,214,082	-
Community Services - Program 3300						
Salaries	0100	511,018				
Employee Benefits, including object 0280	0200	241,427				
Purchased Services	0300,0400,0500	165,000				
Supplies and Materials	0600	45,200				
Property	0700	-				
Other	0800, 0900	-				
Total Community Services		962,645	-	-	-	-
Education for Adults - Program 3400						
Salaries	0100					
Employee Benefits, including object 0280	0200					
Purchased Services	0300,0400,0500					
Supplies and Materials	0600					
Property	0700					
Other	0800, 0900					
Total Education for Adults Services		-	-	-	-	-
Total Supporting Services		61,932,700	1,628,345	585,376	6,214,082	-
Property - Program 4000						
Salaries	0100	-				
Employee Benefits, including object 0280	0200	-				
Purchased Services	0300,0400,0500	-				
Supplies and Materials	0600	-				
Property	0700	-				
Other	0800, 0900	-				
Total Property		-	-	-	-	-
Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure						
Salaries	0100					
Employee Benefits, including object 0280	0200					
Purchased Services	0300,0400,0500					
Supplies and Materials	0600					
Property	0700					
Other	0800, 0900	5,000,000				
Total Other Uses		5,000,000	-	-	-	-
Total Expenditures		126,594,651	1,628,345	4,364,908	6,214,082	-



Westminster Public Schools

Where Education is Personal

Westminster Public Schools District Code: 0070 Adopted Budget Adopted: June 05, 2023 Budgeted Pupil Count: 7,582					
23 Pupil Activity	(26-29) Other Special Revenue	31 Bond Redemption	43 Capital Reserve Capital Projects	TOTAL	Object Source
				-	0100 Salaries
				-	0200 Employee Benefits, including object 0280
				-	0300,0400, 0500 Purchased Services
				-	0600 Supplies and Materials
				-	0700 Property
				-	0800, 0900 Other
-	-	-	-	-	Total Other Support
				240,000	0100 Salaries
				98,000	0200 Employee Benefits, including object 0280
				3,469,784	0300,0400, 0500 Purchased Services
				2,106,298	0600 Supplies and Materials
				300,000	0700 Property
				-	0800, 0900 Other
-	-	-	-	6,214,082	Total Enterprise Operations
				511,018	0100 Salaries
				241,427	0200 Employee Benefits, including object 0280
				165,000	0300,0400, 0500 Purchased Services
				45,200	0600 Supplies and Materials
				-	0700 Property
				-	0800, 0900 Other
-	-	-	-	962,645	Total Community Services
				-	0100 Salaries
				-	0200 Employee Benefits, including object 0280
				-	0300,0400, 0500 Purchased Services
				-	0600 Supplies and Materials
				-	0700 Property
				-	0800, 0900 Other
-	-	-	-	-	Total Education for Adults Services
-	-	-	-	70,360,503	Total Supporting Services
			-	-	0100 Salaries
			-	-	0200 Employee Benefits, including object 0280
			-	-	0300,0400, 0500 Purchased Services
			-	-	0600 Supplies and Materials
			-	-	0700 Property
			-	-	0800, 0900 Other
-	-	-	-	-	Total Property
				-	0100 Salaries
				-	0200 Employee Benefits, including object 0280
				-	0300,0400, 0500 Purchased Services
				-	0600 Supplies and Materials
				-	0700 Property
				5,000,000	0800, 0900 Other
-	-	-	-	5,000,000	Total Other Uses
-	-	-	-	138,801,986	Total Expenditures



Westminster Public Schools

Where Education is Personal

Westminster Public Schools						
District Code: 0070						
Adopted Budget						
Adopted: June 05, 2023						
Budgeted Pupil Count: 7,582						
	Object Source	10 General Fund	18 Insurance Reserve / Risk-Management	19 Preschool and Kindergarten	21 Food Service	22 Governmental Designated Grants Fund
APPROPRIATED RESERVES						
Other Reserved Fund Balance (9900)	0840					
Other Restricted Reserves (932X)	0840					
Reserved Fund Balance (9100)	0840					
District Emergency Reserve (9315)	0840					
Reserve for TABOR 3% (9321)	0840					
Reserve for TABOR - Multi-Year Obligations (9322)	0840					
Total Reserves		-	-	-	-	-
Total Expenditures and Reserves		126,594,651	1,628,345	4,364,908	6,214,082	-
BUDGETED ENDING FUND BALANCE						
Non-spendable fund balance (9900)	6710	200,000			-	
Restricted fund balance (9900)	6720				-	
TABOR 3% emergency reserve (9321)	6721	4,106,333				
TABOR multi year obligations (9322)	6722					
District emergency reserve (letter of credit or real estate) (9323)	6723					
Colorado Preschool Program (CPP) (9324)	6724			-		
Risk-related / restricted capital reserve (9326)	6726		-			
BEST capital renewal reserve (9327)	6727					
Total program reserve (9328)	6728					
Committed fund balance (9900)	6750					
Committed fund balance (15% limit) (9200)	6750					
Assigned fund balance (9900)	6760	12,337,755		-	-	-
Unassigned fund balance (9900)	6770	18,739,429				
Net investment in capital assets (9900)	6790					
Restricted net position (9900)	6791					
Unrestricted net position (9900)	6792					
Total Ending Fund Balance		35,383,517	-	-	-	-
Total Available Beginning Fund Balance & Revenues Less Total Expenditures & Reserves Less Ending Fund Balance (Shall Equal Zero (0))		-	925,789	0	5,350,878	18,644,000



Westminster Public Schools
Where Education is Personal

Westminster Public Schools District Code: 0070 Adopted Budget Adopted: June 05, 2023					
23 Pupil Activity	(26-29) Other Special Revenue	31 Bond Redemption	43 Capital Reserve Capital Projects	TOTAL	Object Source
					Budgeted Pupil Count: 7,582
				-	APPROPRIATED RESERVES
				-	0840 Other Reserved Fund Balance (9900)
				-	0840 Other Restricted Reserves (932X)
				-	0840 Reserved Fund Balance (9100)
				-	0840 District Emergency Reserve (9315)
				-	0840 Reserve for TABOR 3% (9321)
				-	0840 Reserve for TABOR - Multi-Year Obligations (9322)
-	-	-	-	-	Total Reserves
-	-	-	-	138,801,986	Total Expenditures and Reserves
					BUDGETED ENDING FUND BALANCE
				200,000	6710 Non-spendable fund balance (9900)
-		-		-	6720 Restricted fund balance (9900)
				4,106,333	6721 TABOR 3% emergency reserve (9321)
				-	6722 TABOR multi year obligations (9322)
				-	District emergency reserve (letter of credit or real estate)
				-	6723 (9323)
				-	6724 Colorado Preschool Program (CPP) (9324)
				-	6726 Risk-related / restricted capital reserve (9326)
				-	6727 BEST capital renewal reserve (9327)
				-	6728 Total program reserve (9328)
				-	6750 Committed fund balance (9900)
				-	6750 Committed fund balance (15% limit) (9200)
			-	12,337,755	6760 Assigned fund balance (9900)
				18,739,429	6770 Unassigned fund balance (9900)
				-	6790 Net investment in capital assets (9900)
				-	6791 Restricted net position (9900)
				-	6792 Unrestricted net position (9900)
-	-	-	-	35,383,517	Total Ending Fund Balance
					Total Available Beginning Fund Balance & Revenues Less Total Expenditures & Reserves Less Ending Fund Balance (Shall Equal Zero (0))
2,010,000	2,400,000	8,337,988	6,777,332	44,445,987	

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Three Year Assumptions of Incremental Resources and Use of Assumptions

A three-year budget forecast is prepared each year as part of the budget development process and provided for public information. These forecasts also includes the fiscal year 2022-2023 Adopted Budget as the (base year). The budget forecast is one of many tools used in the budget development process. The parameters utilized in projecting revenues and expenditures that are detailed below. All figures are subject to change and, therefore, the projection should only be used as one of many decision-making tools.

Revenue Assumptions:

1. With 7,988 being the District's projected pupil counts for 2023-2024, the projections for the following years are as follows:

Year End June 30 th	Students
2024	8,780
2025	8,598
2026	8,393

2. The base funding per pupil for the School Finance Act is assumed to increase 2% even though it would increase at an estimated change in Consumer Price Index (CPI) as required for the School Finance Act. Due to the Budget Stabilization Factor that the State has adjusted Districts each year. This budget wanted to be conservative on revenues.
3. While the School Finance Act no longer requires minimum mandatory allocations to the Capital Reserve and Risk Management Funds, the District will invest a minimum funding amount of \$594 per student. This will allow the District to meet capital reserve and risk management funding needs.
4. The override revenues will very and \$23 million is projected for 2022-2023 and are being maintained at that level.
5. All except State equalization revenue is being decreased by an average of 3% being the economy situation and no knowing what is happening from COVID-19. In 2024-2025 a 3% increase because economy was assumed to pick up.

Expenditure Assumptions:

1. The mandatory TABOR emergency reserve is maintained at three percent (3%) of appropriated expenditures.
2. Board policy requires the contingency reserve to be maintained at five percent (5%) of budgeted expenditures.
3. For projection purposes, all expenses are increased by an average of 2% each year in the projections through June 30, 2026. Furthermore, it is assumed that staffing ratios and class size will remain unchanged.
4. Benefits are increased 5% each year for healthcare.
5. The purchased services, supplies and materials, capital outlay and other expenditure budgets are adjusted 3% each year.
6. All other funds are forecasted to included are assumed to have a 2% increase in most of the revenues and expenditures over the next three years.

Budget Forecast: General Fund

	Adopted 2024	Projected 2025	Projected 2026	Projected 2027
Revenues				
Local	\$ 60,404,538	\$ 60,087,968	\$ 60,816,725	\$ 61,126,427
State Sources	68,360,280	70,435,053	71,716,566	75,397,292
Federal Sources	34,000	55,781	57,454	59,178
Total Revenue	128,798,818	130,578,803	132,590,745	136,582,897
Expenditures				
Salaries	75,789,486	78,063,171	80,405,066	82,817,218
Employee Benefits	27,523,447	28,349,150	29,199,625	30,075,613
Purchased Services	6,572,420	6,769,593	6,972,680	7,181,861
Purchased Property Svcs	1,380,446	1,421,859	1,464,515	1,508,451
Other Purchased Svcs	1,780,682	1,834,102	1,889,126	1,945,799
Supplies	4,489,863	4,624,559	4,763,296	4,906,195
Property	510,946	526,274	542,063	558,324
Other Objects	5,705,308	5,876,467	6,052,761	6,234,344
Other Uses of Funds	342,053	352,315	362,884	373,771
Total Expenditures	124,094,651	127,817,491	131,652,015	135,601,576

Budget Forecast: Other Funds

Revenue Summary of All Funds	Adopted 2024	Projected 2025	Projected 2026	Projected 2027
10 General Fund	\$ 128,798,818	\$ 130,578,803	\$ 132,590,745	\$ 136,582,897
18 Risk Management Fund	2,554,134	2,746,927	2,753,094	2,762,159
19 Colorado Preschool & Kindergarten Fund	3,912,475	3,874,574	3,880,326	3,865,750
21 Nutrition Services	5,912,500	5,895,787	5,688,172	5,812,755
22 Government Designated Purpose Grants Fund	18,644,000	11,613,787	10,816,831	13,183,245
23 Student Athletic & Activity Fund	2,010,000	2,077,296	2,093,736	2,110,652
26 Daycare Program	2,400,000	2,245,741	2,204,113	2,164,237
31 Bond Redemption Fund	8,657,781	7,947,853	8,186,289	8,431,877
43 Capital Reserve	6,777,332	1,569,951	1,617,050	1,665,561
Total	\$ 179,667,040	\$ 168,550,719	\$ 169,830,355	\$ 176,579,133

Budget Forecast: All Funds

Expenditure Summary of All Funds	Adopted 2024	Projected 2025	Projected 2026	Projected 2027
10 General Fund	\$131,877,781	136,218,353	138,573,490	141,635,864
18 Risk Management Fund	1,693,223	1,980,330	2,010,479	2,050,688
19 Colorado Preschool & Kindergarten Fund	4,353,928	3,839,013	3,668,848	3,819,564
21 Nutrition Services	6,214,882	6,401,328	6,593,368	6,791,169
22 Government Designated Purpose Grants Fund	18,644,000	11,613,787	10,816,831	13,183,245
23 Student Athletic & Activity Fund	2,029,546	2,124,311	2,125,056	2,177,624
26 Daycare Program	2,629,840	2,308,735	2,332,997	2,406,462
31 Bond Redemption Fund	8,823,951	9,084,520	9,357,125	9,637,906
43 Capital Reserve	11,243,518	1,569,951	1,617,050	1,665,561
Total	\$187,510,669	\$175,140,328	\$177,095,245	\$183,368,084



**All Funds – Revenue by Sources, Expenditures by Object & Fund Balance Fiscal Years
2021-2022 to 2026-2027**

	Actual 2022	Amended 2023	Proposed 2024	Adopted 2024	Projected 2026	Projected 2027
Sources of Revenue by Object						
1000-1999 Local Sources	\$ 84,899,156	\$ 64,134,156	\$ 71,901,538	\$ 77,034,520	\$ 73,149,116	\$ 77,799,948
3000-3009 State Sources	54,446,091	53,332,091	75,505,164	71,043,556	77,065,623	2,296,083
4000-4999 Federal Sources	43,618,219	5,487,734	25,751,565	20,986,040	25,744,756	15,939,421
Total Sources	182,963,466	122,953,981	173,158,268	169,064,116	175,959,495	96,035,453
Expenditures by Object						
0100-0199 Salaries	83,424,264	79,450,947	90,423,992	19,299,631	93,214,897	17,323,685
0200-0299 Employee Benefits	25,728,245	26,093,467	29,373,047	142,423,419	35,675,742	9,668,160
0300-0599 Purchased Services & Property	33,906,024	22,635,290	16,354,665	-2,135,515	44,651,946	46,198,935
0600-0699 Supplies	7,342,933	6,297,801	7,605,154	39,952,383	20,020,426	10,859,450
0700-0799 Property	20,600,173	3,166,608	11,612,569	3,928,760	10,159,891	8,618,712
0800-0999 Other Objects	19,817,167	16,344,564	6,802,356	3,605,423	13,274,213	12,508,322
Total Expenditures	190,818,806	153,988,678	162,171,784	207,074,101	216,997,117	105,177,264
Allocations						
5223 Transfer To Athl/Activity	850,000	800,000	1,500,000	1,500,000	1,500,000	1,500,000
5626 Transfer To Daycare Program	900,000	400,000	400,000	400,000	300,000	200,000
5243 Transfer To Capital Reserve	-	2,627,512	6,754,785	6,754,785	1,546,728	1,593,130
5618 Transfer To Insur Reserve	1,597,900	1,628,725	1,628,345	1,628,345	2,554,134	1,628,345
5619 Transfer To CPP	3,395,968	3,344,743	-	-	-	-
Total Transfer Allocations	6,743,868	8,800,980	10,283,130	10,283,130	5,900,862	4,921,475
Total Transfer Allocations, Expenditures & Prior Year Obligations	\$ 197,562,674	\$ 162,789,658	\$ 172,454,914	\$ 217,357,231	\$ 222,897,979	\$ 110,098,739

Major Shifts and Changes Included in 2023-2024 Budget:

Revenues:

1. Increase mainly in local revenues due to property values in the State of Colorado.
2. Continued support in Federal sources due to COVID-19 pandemic.
3. A large increase in state funding and reduction of the budget stabilization fund.

Expenditures:

4. Increase in salaries and benefits. Settled on two year negotiated compensation package. We are in year one.
5. Finishing work with COP budget projects. All projects are on track for being complete 2023-2024.
6. Increased district computer security periodicals.

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INFORMATIONAL SECTION

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Economic Outlook Summary

While the labor market continues its strong recovery, high inflation and tightening monetary conditions dampen the economic outlook for the US and Colorado. The downward pressure stems primarily from the response to Federal Reserve's interest rate hikes and forward guidance for 2022 and 2023; however, ongoing pressures from supply and demand mismatch for consumer goods, energy products, and labor create headwinds during the forecast period. This forecast expects economic activity to slow in the fourth quarter of 2022, dipping just below 1 percent annualized GDP growth in mid-2023 before recovering to historical averages in 2024. Consumer and corporate spending are projected to be a drag on growth, as high prices and rising interest rates curb consumption. Further, consumer spending habits are expected to shift towards services over the next year, while durable goods spending falls as a share of spending. These shifts will put additional downward pressure on consumer spending in mid-2023 as durable goods' share will have troughed while services spending begins to revert back to a more normal share of expenditures. The shift away from durable goods spending will likely continue to impact equity values for large retailers. Government expenditures are also projected to drag on growth as federal government stimulus continues to roll off.

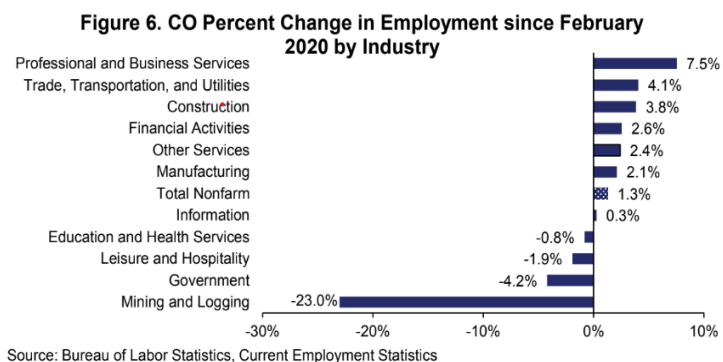
Slower growth combined with high inflation will have mixed effects on the economy. A cooling economy should reduce the gap between supply and demand in the labor market, pulling labor force participation up slightly while decreasing the strong demand and wage pressures the U.S. and Colorado are currently facing. Further, changing financial conditions may limit household savings and motivate individuals currently not looking for work back into the labor market. That said, the U.S. unemployment rate has already returned to approximately pre-pandemic levels across all races, and Black and Hispanic households experienced greater income growth than White households between 2019 and 2021, thereby lessening racial gaps in median income. Conversely, elevated mortgage rates will reduce housing demand in most markets, which also typically curbs consumer spending on some durable and nondurable goods, and may help even out the high demand for homes.

The conflict between Russia and Ukraine and resultant shortages of oil, natural gas, and certain agricultural commodities will continue to exacerbate inflation throughout most of 2022, as will the supply chain constraints from China's zero-COVID policy. These ongoing constraints are causing the global economic growth outlook to cool as well, putting developing nations in a much more precarious position as they continue to grapple with the impacts of the pandemic. The dollar is appreciating on tighter monetary conditions in the US, which often creates dire consequences for U.S. exporters and dollar-denominated debt holders, especially in a low-growth environment.

Overall, while the outlook has softened from the March forecast, a deep or protracted recession is not currently expected. The strength of the labor market and high wages and salaries will help buoy the US and Colorado economies through the anticipated slowdown next year.

Employment

Labor market conditions are tight in Colorado and across the U.S., as labor demand continues to exceed supply. The unemployment rate has dropped since the last forecast, reaching 3.5 percent for Colorado and 3.6 percent in the U.S. in May. Combined with an uptick in labor force participation and strong employment growth, the lower unemployment rate signifies that more non-employed workers are being



matched with jobs. OSPB expects Colorado's unemployment rate to continue to drop slightly for the rest of 2022, down to a low of 3.4 percent by the end of the year (for an annual average of 3.6 percent), as the effects of expanded unemployment benefits and stimulus payments on household savings decline, and strong wage growth draws more workers into employment. Similarly, it is expected that the U.S. will drop throughout the year to 3.4 percent by the end of 2022, for an annual average of 3.5 percent.

Colorado's labor force participation rate ticked up slightly since the March forecast to 69.4 percent in May, surpassing its February 2020 level of 68.9 percent for the second consecutive month. This is in contrast to the U.S., for which the labor force participation rate has stayed flat in 2022 at 62.3 percent, 1.1 percentage points below its pre-pandemic level of 63.4 percent. Colorado's labor force participation rate historically tends to be higher than the nation's. Reasons for the state's high labor force participation may include higher educational attainment, lower fertility rates, demographic factors, and a higher cost of living. OSPB expects the labor force participation rate in Colorado and the U.S. to increase slightly throughout the year as high wages draw more workers off the sidelines and into the labor force, and the accumulation of excess savings declines.

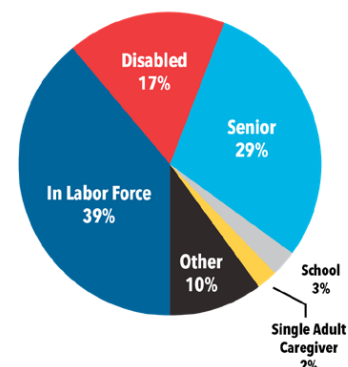
While total Colorado employment has rebounded to pre-pandemic levels, the employment recovery has varied greatly by industry. Figure 6 shows the percent change in employment by industry from February 2020 to May 2022, where a positive number means there are more jobs now than there were in February 2020. In general, high wage industries have recovered more robustly than low wage industries. Professional and Business Services and Trade, Transportation, and Utilities are the two largest industries by employment, and are the two industries driving the employment recovery. Professional and Business Services experienced a smaller hit to employment in 2020 and has grown fairly close to trend since, likely due to more opportunities for flexibility including remote work, flexible work schedules, floating free days, and upskilling. Employment in Trade, Transportation, and Utilities declined by over ten percent in April 2020 but has rebounded strongly as demand for warehouse workers surged with strong demand for goods.

Housing

The mortgage market is also beginning to show signs of cooling. The Mortgage Bankers Association's weekly market composite index, which tracks mortgage loan application volume, dropped 6.5 percent in early June to its lowest level in 22 years, and its fourth consecutive week of decline. Both purchase and refinance applications dropped sharply on a year-over-year basis, by 21 percent and 75 percent, respectively. Mortgage rates alone are estimated to have increased the cost of owning a home 30 percent since the beginning of the year. Rental units have also become increasingly unaffordable for a growing number of Coloradans as the drop-in home affordability has pushed rental demand higher. Average annual apartment rents in metro Denver rose 14.4 percent year-over-year in the first quarter.³ According to Zumper's Observed Rent Index, one-bedroom and two-bedroom apartments in Denver saw 27 percent and 15 percent year-over-year rent growth in May, with those in Colorado Springs seeing 15 percent each, although growth rates have slowed in recent months. U.S. Census Bureau data shows Colorado's rental vacancy rate during the first quarter was just 3.4 percent, tied for fifth lowest in the U.S. and well below the national average of 6.1 percent.

According to Zillow, between January 2014 and April 2022 rents have increased by 63 percent in Denver, 76 percent in Colorado Springs, 47 percent in Fort Collins, and 51 percent in Boulder, compared to a 52 percent average across 108 U.S. cities measured.

EXTREMELY LOW INCOME RENTER HOUSEHOLDS



Recent legislation enacted in Colorado may eventually dent these rapid rent increases, particularly Senate Bill 22-159 and House Bill 22-1304, which provide \$328 million in grants and revolving loans for affordable housing development, and House Bill 22-1051, which invests at least \$420 million over 14 years in the development of affordable rental units. Overall, we expect this drop in housing demand to lead to more stable home price appreciation and potentially even price decreases by late 2022, although the effect should be more muted in Colorado due to higher household incomes driving stronger underlying demand for homes relative to the U.S. This may have spillover effects on the rental market, although it's too early to tell if recent legislation will boost rental affordability.

General Fund Revenue Outlook

General Fund revenue collections are expected to match, but not exceed, FY 2021-22 revenue, as the economy faces significant headwinds in high inflation and the attendant monetary policy response. Following enactment of the budget package and other legislation, the General Fund is expected to end FY 2022-23 with a 13.6 percent reserve, \$190.6 million below the statutorily required 15.0 percent reserve. Increased expectations for cash fund revenue subject to TABOR have increased the anticipated General Fund obligation for TABOR refunds, causing expectations for the reserve to fall below the level at which the budget was balanced. Revenue is expected to exceed the Referendum C cap by \$3.02 billion.

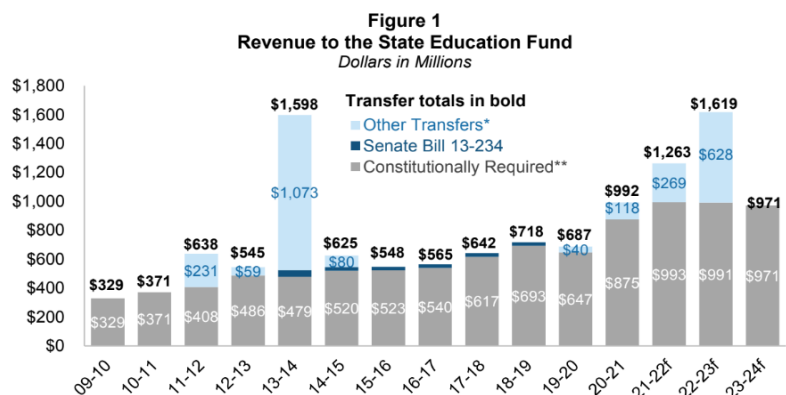
State Education Fund

State Education Fund Figure 1 shows revenue to the State Education Fund. The Colorado Constitution requires the State Education Fund to receive one-third of one percent of taxable income. In FY 2021-22, the State Education Fund will receive \$993.5 million as a result of this requirement, with similar amounts expected in FY 2022-23 and FY 2023-24. Relative to the March 2022 forecast, expectations for the constitutionally required transfer were revised up on higher expectations for taxable income.

In addition, the General Assembly has at different times authorized the transfer of additional moneys from the General Fund to the State Education Fund.

Most recently:

- House Bill 20-1420 included transfers of \$113 million in FY 2020-21 and \$23 million in FY 2021-22;
- Senate Bill 21-208 included a \$100 million transfer in FY 2021-22;
- Senate Bill 22-238 included a \$200 million transfer in FY 2022-23; and
- House Bill 22-1390 included a \$290 million transfer in FY 2022-23, net of an amendment to the transfer amount enacted in Senate Bill 22-202.



Finally, Proposition EE, which was approved by voters in the November 2020 election, also transfers new revenue from increased cigarette, tobacco and nicotine taxes to the State Education Fund for three fiscal years. These amounts are currently estimated at \$4.9 million in FY 2020-21, \$146.4 million in FY 2021-22, and \$137.6 million in FY 2022-23. These amounts represent a portion of the transfers from the General Fund to the 2020 Tax Holding Fund under House Bill 20-1427.

Demographics and Property Tax Information

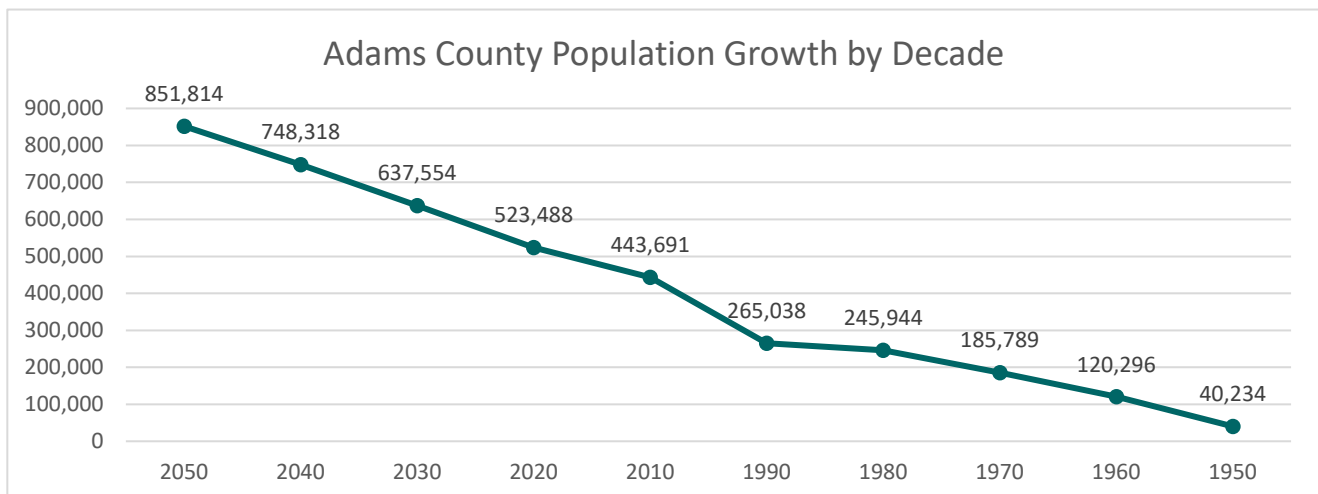
Adams County, Colorado is located in the metropolitan region of Colorado. It was established in 1902. The county is named after Alva Adams, a popular former governor. Adams County has an exceptionally diverse community with continuous population growth.

Westminster Public Schools, formerly Adams County School District 50, is located in the southwest corner of the county and serves predominately the southern part of City of Westminster, with a small extension into City of Denver and City of Arvada. The geographic area of the District is 17.5 square miles. The first school in Westminster dates back to 1877. Four districts served the Westminster area from this time to the early 1900s—Utah Junction, Westminster District, Baker District, and Berkeley Garden District. In 1928, three of the Districts, Westminster, Baker and Berkeley Gardens, joined together and built a high school that opened its doors in 1929. The first graduating class had four students—the class of 1931. In May of 1946 the three districts formed School District No.50 and in May of 1954, Utah Junction was added.

On February 23rd, 2016, Adams County School District 50 Board of Education voted to change the name of the school district to Westminster Public Schools. The vote comes after extensive research and outreach to the community which included the use of focus groups, surveys and public discussions. Westminster Public Schools is a school district that is rich in diversity and culture, and is committed to honoring the past while embracing the future. The goal is to ensure students' skills and knowledge meet and exceed the requirements of a successful 21st Century citizen.

Adams County, Colorado's estimated population is 517,885 with a growth rate of 1.16% in the past year according to the most recent United States census data. Adams County, Colorado is the null largest county in Colorado. There has been over a 20% growth since 2010.

Adams County Profile

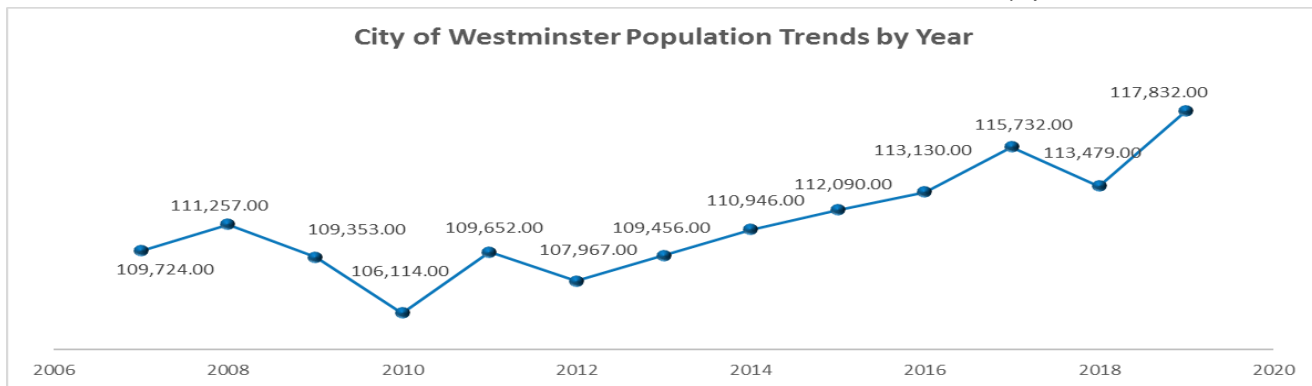


City of Westminster Profile

CITY OF WESTMINSTER: <i>At a Glance</i>				
Population: 118,929	Households: 46,686	Median Age: 37.2	Educational Attainment (Age 25+): Bachelor's degree or higher 39.5% Master's, professional or doctorate 14.5%	Average Disposable Income: \$77,138
Source: City of Westminster 2023 Adopted Budget				

City of Westminster Demographic and Economic Statistics				
Fiscal Year	Population	Total Personal Income	Per Capita Personal Income (Weighted Avg.)	Unemployment Rate
2011	109,652	4,475,336,728	40,814	8.9%
2012	107,967	4,477,067,589	41,467	8.0%
2013	109,456	4,511,010,128	41,213	6.0%
2014	110,946	4,630,553,202	41,737	4.1%
2015	112,090	4,941,599,740	44,086	3.4%
2016	113,130	5,092,094,430	45,011	2.8%
2017	115,732	5,657,045,328	48,312	3.0%
2018	117,094	5,384,894,228	46,947	3.9%
2019	117,832	5,985,394,272	53,634	2.4%
2020	118,931	6,378,745,254	53,634	8.7%
2021	118,929	6,631,362,111	55,759	4.7%

Source: City of Westminster most recent CAFR



District Profile

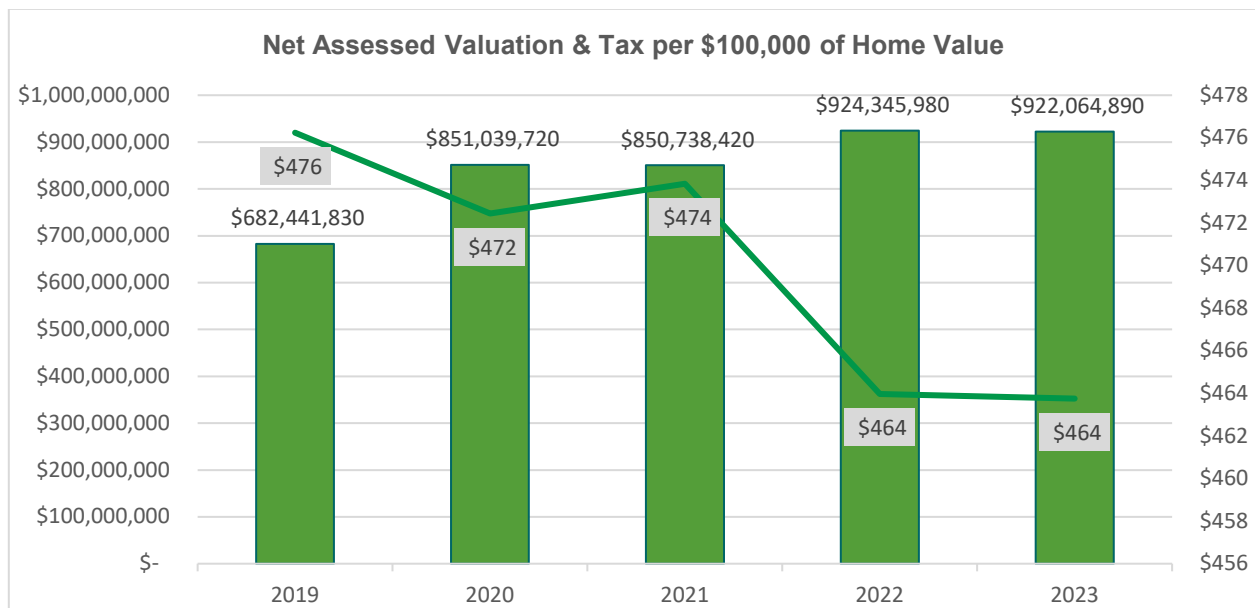
Our Facilities		Instruction Program Service Type	Languages Spoken at the District:	
		Total 22-23		
Early Learning Centers	2	Pupil Membership	8,004	
Elementary	3	Gifted and Talented	299	
Middle	1	Special Education	1,098	
PK-8	6	Migrant Education	12	
Senior High	1	Homeless	376	
Alternative High	1	Culturally and Linguistically		
Innovations	4	Diverse Ed.	3,206	
		Immigrant	79	
		Title 1	3,310	
		CLDE*	2,406	
		Online	55	
		The following have a count of 1: Afrikaans, Akan, Anuak, Chin Falam, Farsi Western, German Standard, Japanese, Persian Iranian, Tajiki, and Urdu.		

Source: District October Count, 2022-23

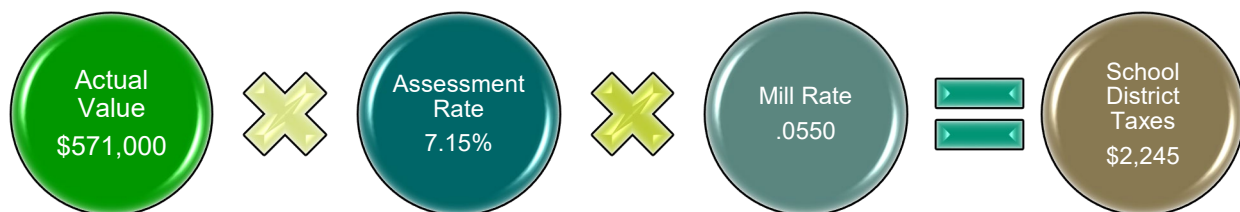
Property Tax Information, Principal Taxpayers and Employers

School districts and school boards across Colorado have had to make difficult budget decisions over the past several years due to funding reductions. Most districts' school finance revenue comes from both state and local sources. Property tax is the primary local source of funding.

Generally, a residential property is re-assessed every 24 months. The assessor determines the market value or "actual value" for all real estate and personal property. The actual value is reduced by an assessment ratio to determine the assessed value. Like all Denver Metro counties, Adams County too experienced growth and increases in value. The assessed value, less any exempted amount, is then multiplied by the applicable tax rate to determine the taxes owed.



For example, City of Westminster Economic Development Office reports that an average sale price of a single family detached home is \$571,000. As a result the property tax calculation would be as follows:



The assessment ratio of residential property may change from year to year based on a constitutionally mandated requirement to keep the ratio of the assessed value of commercial property at the same level as it was in the property tax year commencing January 1, 1985 as part of the Gallagher Amendment. Passed by the 2017 Colorado General Assembly, HB17-1349 lowers the Colorado Residential Assessment Rate from 7.20% to 7.15% in keeping with the required guidelines of the Gallagher Amendment of 1982. The following charts and graphs show the assessed valuation and the total property tax revenues, WPS principal taxpayers, and City of Westminster principal employers' information.

Westminster Public Schools Mill Levy Information

School District Mill Levy	2015	2016	2017	2018	2019	2020	2021	2022
General Fund Mills School Finance Act	27.000	27.000	27.000	27.000	27.000	27.000	27.000	27.000
Mill Levy Override	14.880	14.062	13.946	11.522	26.022	28.028	28.029	28.029
Hold Harmless – School Finance Act	0.984	0.905	0.904	0.752	0.761	0.609	0.611	0.611
Bond Redemption Mills	16.283	15.027	15.046	12.533	12.676	10.159	10.177	10.177
Net Assessed Valuation	\$527,230,520	\$572,968,570	573,590,860	689,735,170	682,441,830	851,039,720	850,738,420	850,738,420
Total Mills	59.695	56.994	56.896	51.807	66.514	65.984	66.179	66.179
Total Taxes	\$31,473,026	\$32,655,771	\$32,635,026	\$35,732,816	\$45,392,451	\$56,155,093	\$56,300,916	\$56,300,916

Top Ten Taxpayers, Authority: Westminster Public Schools

Taxpayer	Actual Value	Assessed Value
PUBLIC SERVICE CO OF COLORADO (XCEL)	\$ 76,368,535	\$ 22,146,930
QWEST CORP FKA US WEST	58,168,965	16,869,000
CENTRO GA WESTMINSTER LLC	32,160,556	9,326,570
CELLCO PARTNERSHIP DBA VERIZON	29,682,148	8,607,810
IMT Capital V Hyland Hills LLC	116,111,996	8,302,010
COORS DISTRIBUTING COMPANY LLC	16,822,291	4,878,470
CL ROCKY MOUNTAINS LP UND 83.358548% AND	67,275,000	4,810,160
EH Westminster LLC	14,830,000	4,300,700
RPAI Owner LLC and BMC Villas LLC	54,061,751	3,865,430
Westminster JSK LLC	53,930,683	3,856,040

Source: Adams County Assessor's Office. Does not include Exempt Account Types

Westminster Principal Employers

Employers	Industry	Employees	Rank
Ball Corporation	Aerospace and Packaging	1,252	1
Maxar	Geospace Technologies	1,071	2
St. Anthony's North Hospital	Healthcare Provider	1,015	3
Trimble navigation	Repositioning Technologies	733	4
Alliance Data Systems	Network Credit Authorization	677	5
Tri-State Generation	Electric Energy Wholesaler	541	6
MTech Mechanical Technologies Group	HVAC Systems	535	7
ReedGroup	Human Resources Management	496	8
Epsilon	Marketing Agency	454	9
CACI International	Research and Technology	407	10

Source: City of Westminster most recent CAFR

Schedule of Bond Payments

General Obligation Debt

Year	Series 2021 Refunding Bonds			Series 2012 Refunding Bonds			Series 2013 Refunding Bonds		
	Principal	Interest	Total	Principal	Interest	Total	Principal	Interest	Total
2023	645,000	198,669	843,669	7,050,000	176,250	7,226,250	70,000	744	70,744
2024	8,140,000	185,331	8,325,331						
2025	8,150,000	153,887	8,303,887						
2026	8,195,000	105,354	8,300,354						
2027	8,345,000	37,803	8,382,803						
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Total	34,240,000	881,008	35,121,008	13,740,000	662,588	14,402,588	135,000	2,922	137,922

Legal Debt Limit Calculation

Colorado Revised Statutes (CRS) provide three alternative methods for determining the legal debt margin for school districts. The Standard Muses 20% of assessed valuation. For certain fast growing school districts, 25 % of assessed valuation could be used in the calculation. Finally, the CRS permits using 6% of market value in the calculation. However, this method has not been tested in Colorado courts to be in compliance with the Tax Payers Bill of Rights (TABOR). While this method yields a very high debt margin, the district's bond council has not provided an opinion to permit the District to use the method to determine the amount of bonds that could be sold. The following legal debt margin calculation for 2021 is based on the standard method and uses the assessed valuation as of December 2020.

Bond Debt Services

Westminster Public Schools issued Certificates of Participation (COP) in 2018 to finance a number of capital improvement projects. The decision to issue COP allow the district to maximize the value of the additional mills approved by the voters in November. The COP capital projects include items like safety upgrades, various mechanical and network enhancement, FM Day, Metropolitan Art AcademymK8, Skyline K8, ECC, and Scott Carpenter K8 Projects.

➤ What is a Certificate of Participation?

A certificate of participation (COP) is a type of financing where an investor purchases a share of the lease revenues of a program rather than the bond being secured by those revenues. COPs are secured by revenues. Colorado government entities have been issuing COPs for more than 35 years. There has been more than \$1.5 billion in COPs issued by Colorado school districts in the last five years, in response to population growth, the need to build new schools and make structural improvements to existing schools. The Colorado Supreme Court has ruled on two occasions that COPs are exempt from TABOR, and therefore do not require prior voter approval.

➤ How COPs Work

A lease-financing agreement is used by a municipality or local government to acquire real property or update current property. A COP is a tax-exempt lease-financing agreement that is sold to investors as securities resembling bonds. The local government makes regular payments over the annually renewable contract for the acquisition and use of the property. A COP contrasts with a bond, in which the investor loans the government or municipality money to make these improvements.

Year	Assessed Value	Debt Limit (20% of assessed)	Debt Applicable to Limit General Obligation Bonds	Debt Margin	Total Debt as a percentage of Debt Limit
2023	\$924,345,980	\$184,869,196	41,453,037	144,274,196	21.96%
2022	\$924,345,980	\$184,869,196	49,661,517	144,274,196	21.96%
2021	\$850,738,420	\$170,147,684	48,115,000	122,032,684	28.28%
2020	\$851,039,720	\$170,207,944	52,160,000	118,047,944	30.64%
2019	682,441,830	\$136,488,366	58,440,000	78,048,366	42.82%
2018	689,735,170	\$137,947,034	64,515,000	73,432,034	46.77%
2017	573,590,860	\$114,718,172	70,430,000	44,288,172	61.39%
2016	572,968,570	\$114,593,714	76,774,625	37,819,089	67.00%
2015	527,230,520	\$105,446,104	81,525,000	23,921,104	77.31%
2014	536,276,080	\$107,255,216	86,735,000	20,520,216	80.87%
2013	527,994,880	\$105,598,976	91,960,000	13,638,976	87.08%
2012	512,605,120	\$102,521,024	92,910,000	9,611,024	90.63%
2011	518,806,580	\$103,761,316	95,910,000	7,851,316	92.43%
2010	517,295,650	\$103,459,130	99,335,000	4,124,130	96.01%
2009	551,961,890	\$110,392,378	102,290,000	8,102,378	92.66%
2008	549,665,460	\$109,933,092	104,535,000	5,398,092	95.09%

Bond Debt Services Debt Services Westminster Public Schools Certificates of Participation, Series 2019, 2020A and 2020B

Period Ending	2019 Principal	2019 Interest	2020A Principal	2020A Interest	2020B Principal	2020B Interest	Total Fiscal Year
6/30/2023	-	-	-	480,000	-	437,305	917,305
6/30/2024	1,385,000	3,178,813	720,000	465,600	-	437,305	6,186,718
6/30/2025	1,455,000	3,107,813	745,000	436,300	-	437,305	6,181,418
6/30/2026	1,525,000	3,033,313	780,000	405,800	-	437,305	6,181,418
6/30/2027	1,600,000	2,955,188	810,000	374,000	-	437,305	6,176,493
6/30/2028	1,680,000	2,873,188	840,000	341,000	-	437,305	6,171,493
6/30/2029	1,765,000	2,787,063	875,000	306,700	-	437,305	6,171,068
6/30/2030	1,855,000	2,696,563	915,000	270,900	-	437,305	6,174,768
6/30/2031	1,945,000	2,601,563	950,000	233,600	-	437,305	6,167,468
6/30/2032	2,045,000	2,501,813	990,000	194,800	-	437,305	6,168,918
6/30/2033	2,145,000	2,397,063	1,030,000	154,400	-	437,305	6,163,768
6/30/2034	2,255,000	2,298,338	1,070,000	112,400	-	437,305	6,173,043
6/30/2035	2,345,000	2,206,338	1,115,000	68,700	-	437,305	6,172,343
6/30/2036	2,440,000	2,098,438	1,160,000	23,200	-	437,305	6,158,943
6/30/2037	2,560,000	1,973,438	-	-	1,210,000	418,550	6,161,988
6/30/2038	2,690,000	1,842,188	-	-	1,250,000	380,420	6,162,608
6/30/2039	2,820,000	1,725,588	-	-	1,285,000	341,128	6,171,715
6/30/2040	2,920,000	1,610,175	-	-	1,330,000	300,595	6,160,770
6/30/2041	3,055,000	1,474,956	-	-	1,370,000	258,745	6,158,701
6/30/2042	3,190,000	1,333,519	-	-	1,415,000	215,224	6,153,743
6/30/2043	3,335,000	1,185,613	-	-	1,460,000	169,943	6,150,555
6/30/2044	3,485,000	1,030,894	-	-	1,505,000	123,244	6,144,138
6/30/2045	3,645,000	865,325	-	-	1,555,000	75,049	6,140,374
6/30/2046	3,820,000	688,200	-	-	1,605,000	25,279	6,138,479
6/30/2047	4,000,000	502,575	-	-	-	-	4,502,575
6/30/2048	4,190,000	308,100	-	-	-	-	4,498,100
6/30/2049	4,390,000	104,300	-	-	-	-	4,494,300
Total	68,540,000	49,380,356	12,000,000	3,867,400	13,985,000	8,430,445	156,203,201

A good enrollment forecast is driven by both appropriate assumptions and the use of acceptable mathematical projection methods. If the assumptions behind the forecast are reasonable and the methods employed are professionally acceptable, the forecast represents a credible attempt to estimate the future school district enrollment levels for planning purposes.

The District hires an outside consultant to perform the projection process. The projection process begins by reviewing the number of students currently enrolled. This will be used as the “base” for the projections. Cohort data, which considers mobility rates, choice, and other factors that have occurred for the last several years, is used in the projection process. The Consultant then communicates with local builders, cities, and economic development agencies to determine the expected level of growth. The information obtained from these sources is used to add growth to the projections. The final step involves review and input of the enrollment projections by District staff, including principal input. The enrollment projections have been within 1% of actual enrollment for the last several years, which adds additional confidence to the enrollment projection process.

District Enrollment Information

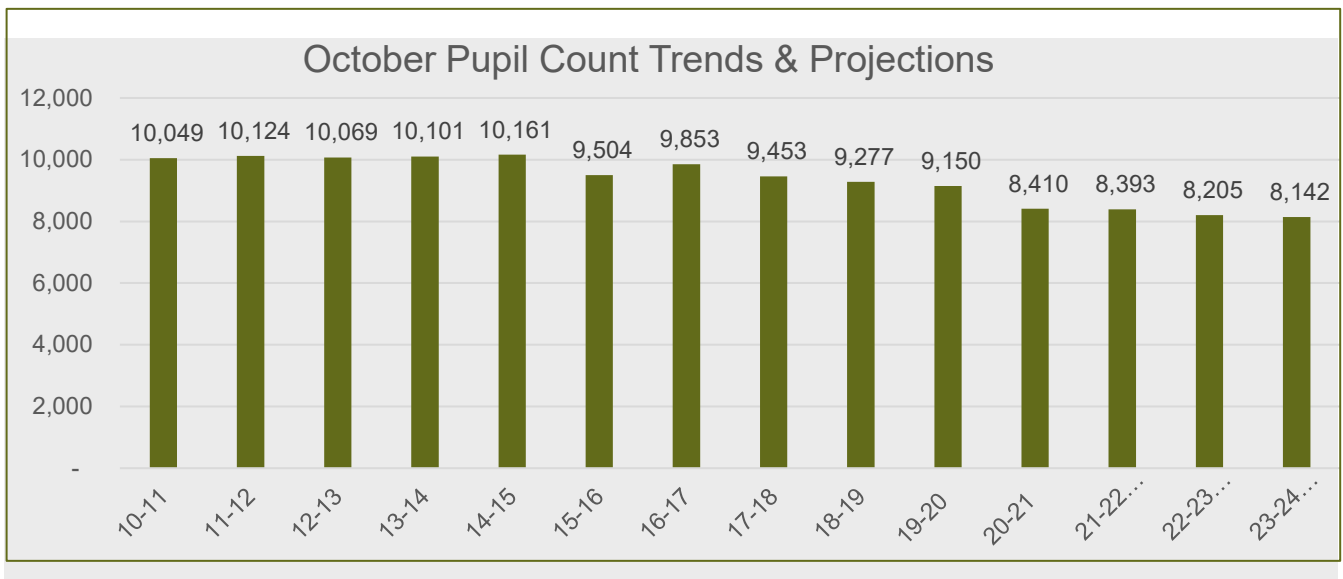
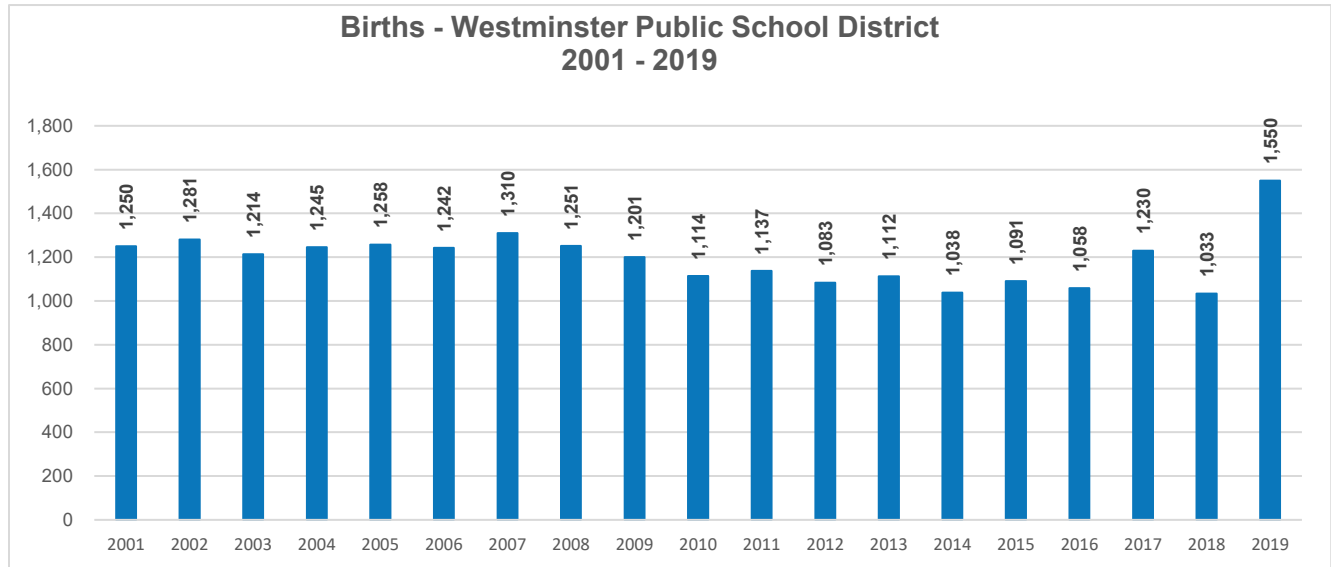
22-23 October Pupil Count Summary of Pupil Counts for Specific Schools

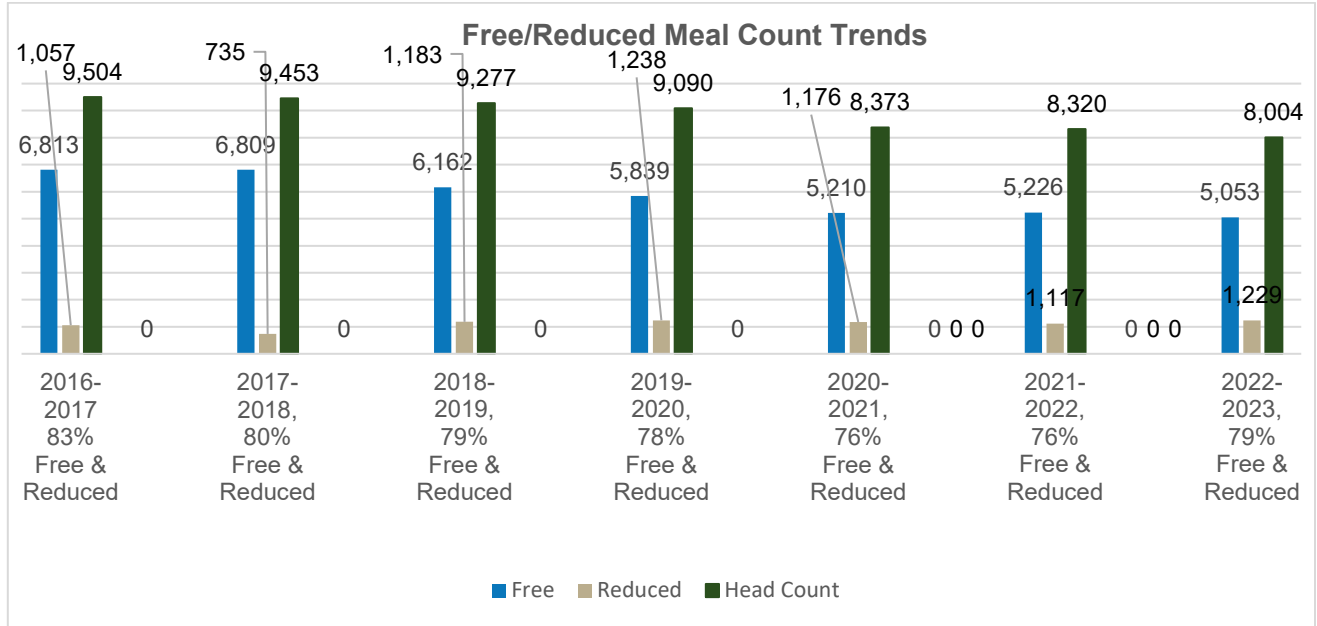
School & Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Fairview Elementary	46	41	41	38	48	54	39							307
Harris Park Elementary	36	38	46	25	34	22								201
Mesa Elementary	44	58	47	53	31	58								291
Sherrelwood Elementary	24	27	30	37	30	32								180
Sunset Ridge Elementary	48	49	41	43	46	51	32							310
Colorado Stem Academy K-8	44	38	39	46	42	30	48	40	48					375
Westminster Academy for Intern Studies K-8	24	36	28	27	33	29	35	30	27					269
John E Flynn a Marzano Academy K-8	46	38	34	40	36	36	33	22	26					311
Hodgkin's Leadership Academy K-8	59	65	68	58	66	72	67	58	69					582
Metropolitan Arts Academy K-8	37	38	31	42	41	23	36	47	33					328
Colorado Sports Leadership Academy K-8	30	36	37	35	38	36	41	59	72					384
Orchard Park Academy K-8	51	80	44	55	65	58	62	69	72					556
Tennyson Preparatory School K-8	34	32	47	37	36	54	43	35	35					353
Shaw Heights Middle School							136	193	235					564
Westminster High School										625	546	448	402	2,021
Hidden Lake Alternative High							1	4	7	7	48	114	217	398
Total	523	576	533	536	546	555	573	557	624	632	594	562	619	7,430

Note: Early Learning Centers not included in this data (pre-school)



The following tables, graphs and charts represent enrollment trends and projections in the district. Enrollment is in part affected by land development in the district, which has continued to remain dormant. Birth rate has stabilized at approximately 1,100 per year but continues to inch downward slightly.





District Achievement State Accreditation

All schools in the Westminster Public Schools must meet rigorous performance standards in order to earn the state's quality seal of accreditation. In addition to the Board of Education's regular and thorough monitoring of the District's performance, the state of Colorado has established an accountability system to measure and evaluate the performance of schools and school districts, State Accreditation. The Education Accountability Act of 2009 aligned the state accountability measures for districts and schools. The Act requires the Colorado Department of Education (CDE) to release District and School Performance Framework reports with an initial accreditation category for each district and an initial plan type assignment for each school.

Factors Considered for State Accreditation

Districts must submit to the Department the accreditation category that the district has assigned to each school and the performance framework used by the district for that accreditation assignment, including evidence of the school's level of attainment on the State's key performance indicators: Academic Achievement, Academic Growth, and Postsecondary and Workforce Readiness. State identified measures and metrics for each of these performance indicators are combined to arrive at an overall evaluation of a school's or a district's performance. For districts, the overall evaluation leads to their accreditation. For schools, the overall evaluation leads to the type of plan schools will implement. Districts will continue to accredit schools, and they may do so using the state's performance framework or using their own more exhaustive or stringent framework.

District Accreditation Categories <i>The District Performance Framework assigns to each district one of five accreditation categories:</i>	School Plan Categories <i>The School Performance Framework assigns to each school one of four plan types:</i>
1. <u>Accredited with Distinction</u> The district meets or exceeds statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan	1. <u>Performance Plan</u> The school meets or exceeds statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan
2. <u>Accredited</u> The district meets statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.	2. <u>Improvement Plan</u> The school is required to adopt and implement an Improvement Plan
3. <u>Accredited with Improvement Plan</u> The district has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement an Improvement plan.	3. <u>Priority Improvement Plan</u> The school is required to adopt and implement a Priority Improvement Plan
4. <u>Accredited with Priority Improvement Plan</u> The district has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement a Priority Improvement plan	4. <u>Turnaround Plan</u> The school is required to adopt and implement a Turnaround Plan
5. <u>Accredited with Turnaround Plan</u> the district has not met state expectations for attainment on the Performance Indicators and is required to adopt, with the commissioner's approval, and implement a Turnaround plan.	

Westminster Public Schools Accreditation

WPS took the bold step of reinventing itself as a Competency Based System of PK-12 education to best meet the needs of its changing and highly mobile student population where the majority of students are First Generation College bound. The most notable differences from traditional schooling is the grouping of students by their performance levels rather than their age and embracing new technology to better utilize personalized academic data. Essentially, there are five central concepts at the core of competency based learning:

1. Students advance when they master the content and skills, not because they squeaked by with a C or a D grade;
2. Transparency about where students stand data wise empowers them and enables educators to better tailor instruction to their individual needs;
3. Assessment is a continual part of the learning cycle, not a final judgment at a time when a student has no hope of changing the outcome;
4. Teachers offer timely support, often daily, on any part of the required material;
5. Students must be able to demonstrate that they can transfer their knowledge to new contexts, applying skills to challenges they have never seen before.

Creating systemic structures and practices to implement these core concepts enables WPS to truly build education around each student's needs, with time becoming the variable and learning the constant. In the CBS, students are individually engaged in 21st century skills, working at their own developmental performance levels in each content area and advancing only when they have demonstrated proficiency or mastery. While Westminster Public Schools has pioneered the use of CBS, states and schools across the country are realizing its value.

WPS was once a turnaround school district facing state sanctions because of low test scores, but after turning to CBS, students have made notable and steady improvements. Due to steadily improving achievement and growth scores by students, Westminster Public Schools (WPS) has moved off the state accountability clock and is now rated as an "Improvement" school district. It is a major accomplishment for WPS and a validation of its Competency Based System (CBS).

WPS Accreditation Ratings from 2016 through 2022

2016		2017		2018		2019		2022 (Transitional)	
Schools	Points	Schools	Points	Schools	Points	Schools	Points	Schools	Points
Col. STEM Academy	75.9	Col. STEM Academy	78.6	Col. STEM Academy	88.0	Col. STEM Academy	90.7	Sherrelwood	77.7
Mesa ES	59.3	Westminster Academy	65.7	Metz ES	67.7	Skyline Vista ES	68.5	Flynn Marzano	70.8
Sunset Ridge ES	55.7	Shaw Heights MS	56.7	Mesa ES	64.2	Westminster Academy	66.6	Mesa ES	69.9
Hidden Lake HS	58.8*	Hodgkins ES	56.7	Westminster Academy	64.2	Shaw Heights MS	62.8	Col. STEM Academy	67.1
Sherrelwood ES	52.1	Hidden Lake HS	55.7*	Fairview ES	60.4	Metz ES	59.9	WAIS	63.8
Tennyson Knolls ES	52.1	Tennyson Knolls ES	52.8	Skyline Vista ES	60.4	Hodgkins ES	58.0	Hidden Lake HS	61.1*
Skyline Vista ES	49.8	Scott Carpenter MS	50.5	Scott Carpenter MS	55.9	Sunset Ridge ES	55.2	Fairview ES	59.0
Scott Carpenter MS	47.8	Harris Park ES	49.4	Hodgkins ES	54.6	Hidden Lake HS	54.3*	Shaw Heights MS	47.2
Hodgkins ES	46.1	Sherrelwood ES	49.2	Sunset Ridge ES	54.3	Fairview ES	50.7	Orchard Park Academy	47.1
Westminster ES	42.6	Flynn ES	47.9	Hidden Lake HS	54.3*	Ranum MS	49.8	Hodgkins LA	45.6
Metz ES	40.0	Mesa ES	47.5	FM Day ES	52.7	Scott Carpenter MS	49.6	Sunset Ridge ES	44.3
Shaw Heights MS	39.5	Sunset Ridge ES	45.2	Sherrelwood ES	50.9	Harris Park ES	48.6	Westminster HS	44.3
Westminster HS	37.7	Fairview ES	40.7	Flynn ES	50.7	Flynn ES	48.4	Tennyson Knolls Prep	42.6
Flynn ES	36.0	Metz ES	40.0	Ranum MS	50.3	Mesa ES	46.3	Colorado Sports LA	35.9
FM Day ES	35.4	FM Day ES	39.3	Shaw Heights MS	49.2	Westminster HS	42.3	Harris Park ES	31.4
Ranum MS	35.2	Ranum MS	38.7	Harris Park ES	45.8	FM Day ES	42.3		
Harris Park ES	34.2	Skyline Vista ES	38.5	Tennyson Knolls ES	42.9	Sherrelwood ES	40.5		
Fairview ES	26.1	Westminster HS	37.5	Westminster HS	40.8	Tennyson Knolls ES	38.9		
								MET Insufficient Data	NR
District	39.9	District	41.5	District	44.5	District	44.2	District	44.6
Academic Achievement	26.9	Academic Achievement	29.2	Academic Achievement	34.3	Academic Achievement	35.0	Academic Achievement	31.0
Academic Growth	49.4	Academic Growth	51.4	Academic Growth	61.3	Academic Growth	58.3	Academic Growth	57.0
Postsecondary Readiness	40.3	Postsecondary Readiness	40.3	Postsecondary Readiness	31.9	Postsecondary Readiness	34.6	Postsecondary Readiness	42.3
School Plan Assignment	Points	District Plan Assignment	Points						
*Distinction	> 74	Distinction	> 74						
Performance	53 - 73.9	Performance	56 - 73.9						
Improvement	42 - 52.9	Improvement	44 - 55.9						
Priority Improvement	34 - 41.9	Priority Improvement	34 - 43.9						
Turnaround	< 33.9	Turnaround	< 33.9						

Note: WPS Began recognition of schools of Distinction in 2018

*Hidden Lake High School is designated an Alternative Education Campus and lives under a separate accreditation calculation.

Updated: September 6, 2022

However, despite the growth and improvement in results obtained during the TCAP era, a negative shift in results was observed in some schools when the new PARCC was administered. In 2016, eight schools moved back onto year one of the accountability clock. Consequently, the District entered Year 6 Priority Improvement.

Cognia

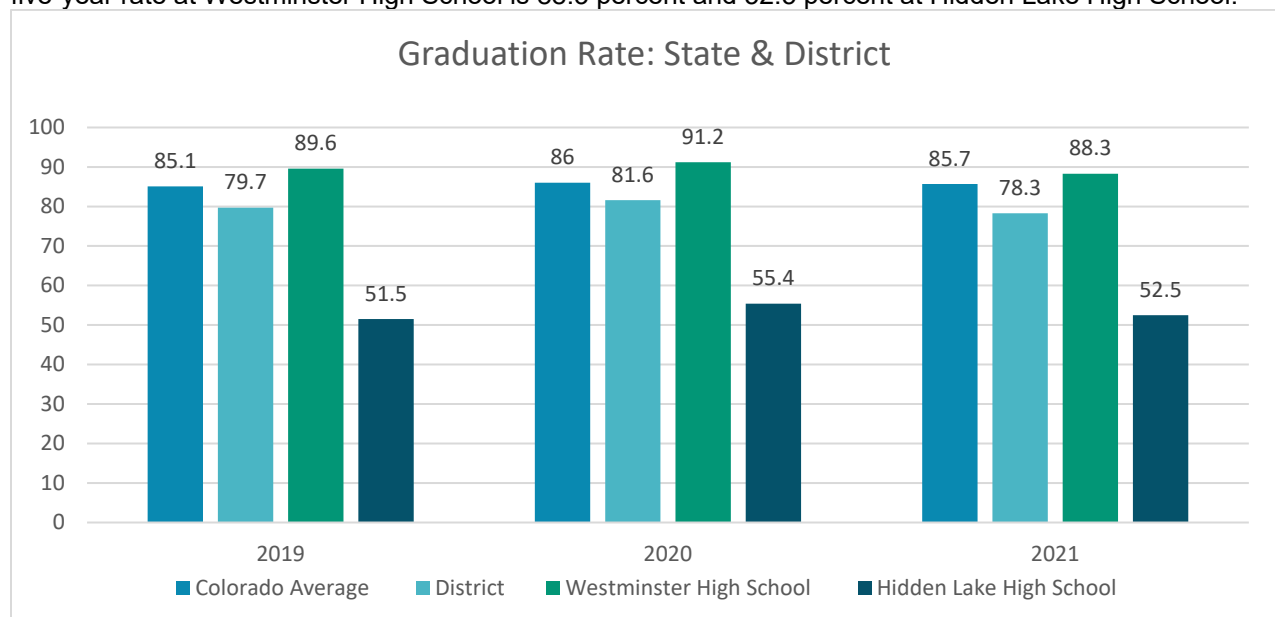
The District earned an additional accreditation from Cognia. Westminster Public Schools is the second district in the state to receive this accreditation but is the first in a competency based system to receive this accreditation. Cognia's accreditation, which focuses on instruction and continuous improvement, will complement the Colorado Department of Education's (CDE) Accountability and Accreditation process which was paused last year by the state legislature.

Even more exciting, Cognia is expanding its support for competency-based learning. While Cognia will be providing support to us, the company will also be turning to us to provide our expertise for emerging districts and educators.

The new name comes from the Latin word *cognitio*, which means knowledge and, according to the company press release, "the name change reflects the nonprofit's belief that knowledge is the key to helping people reach their aspirations—regardless of circumstance or background."

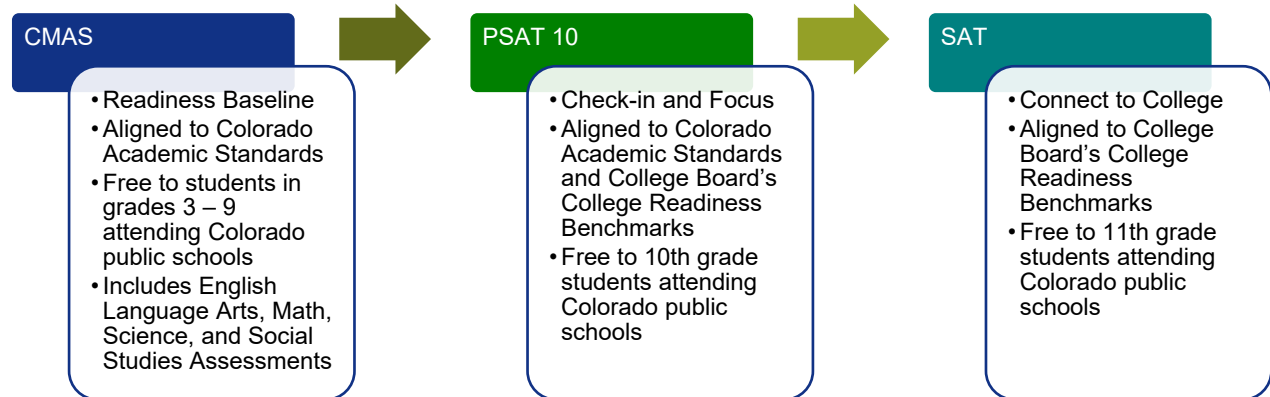
Graduation and Drop-Out Rates

Due to COVID-19, there has been a pause on 2020-21 and 2021-22 State Accountability System. The District's current four-year graduation rates for class of 2019 increased two percent, according to data released on Jan.16 by the Colorado Department of Education (CDE). The four-year rate for Westminster High School graduates improved to 84.3 percent compared to 79.1 percent in 2018, while rates at Hidden Lake High School, the district's alternative high school, increased from 33.1 percent to 33.3 percent. Five-year graduation rates also showed continued improvement, which is consistent with a Competency Based Education approach that places an emphasis on mastery of content as opposed to seat time. The five-year rate at Westminster High School is 88.3 percent and 52.5 percent at Hidden Lake High School.

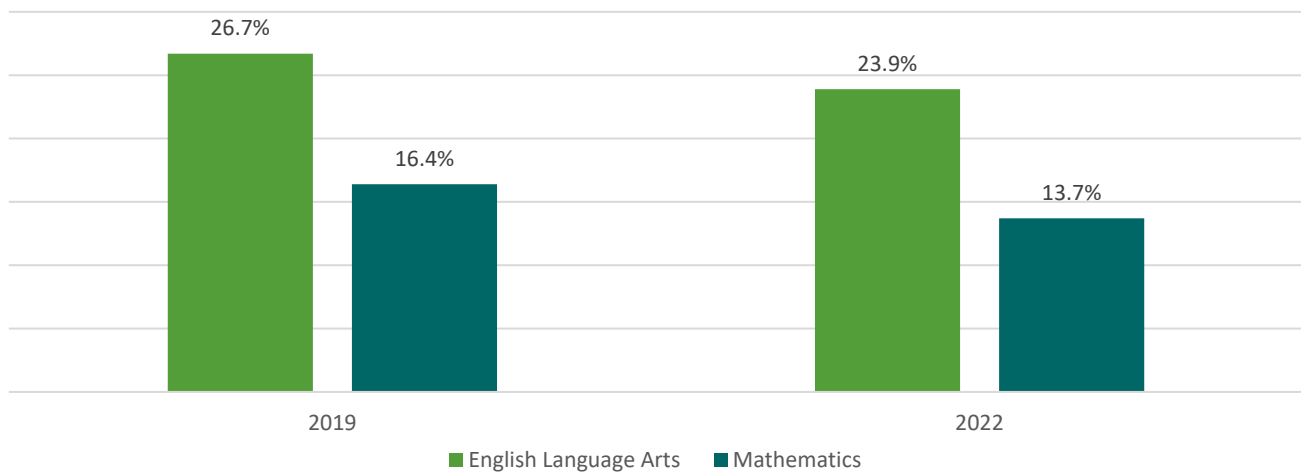


State Testing Trends and Results

Pause on 2020-21 and 2021-22 State Accountability System Due to COVID-19



WPS ALL Grades CMAS Achievement Results Comparision: 2019 & 2022



CMAS

Colorado Measures of Academic Success (CMAS) are the system of statewide tests in English language arts, math, science, and social studies that are given to all Colorado students in grades three through high school. Students in grades three through eight take the CMAS tests in math and English language arts. Students in fifth, eighth and 11th grade take the CMAS science assessments. A sampling of students in grades four, seven and 11 in about one-third of schools take the CMAS assessments in social studies.

States that accept federal funds to support the education of children in poverty, English language learners, and students with disabilities are required to administer statewide assessments to all students. Currently, Colorado receives approximately \$350 million in federal funds for these and related purposes. While schools continued to transition to increased normalcy throughout the 2021-22 school year, the pandemic's sustained impact on learning experiences for some students should be taken into consideration when interpreting spring 2022 results.

Colorado PSAT 10 and SAT

Colorado has given a college entrance exam each spring to all 11th graders enrolled in public schools since 2001. In 2015 the Colorado legislature passed House Bill 15-1323, requiring the state to competitively bid for a new 10th grade exam that is aligned to both the Colorado Academic Standards and an 11th grade college entrance exam. The legislation also added the opportunity for students to take an additional, optional essay as part of their college entrance exam at no cost to the student. The selection committee chose the PSAT for 10th graders and the SAT for the 11th grade college entrance exam because of their alignment to the high school Colorado Academic Standards and because the College Board's reports and free test preparation services could be used by all students. For 2018, the PSAT 8/9 was added for students in grade 9. Students who choose to participate in services offered by The College Board will be connected to resources and activities designed to help identify next steps for extra support or possible acceleration.

The SAT is closely aligned to challenging classroom work of Colorado schools and focuses on the key skills and concepts that evidence shows matter most for college and career readiness, including:

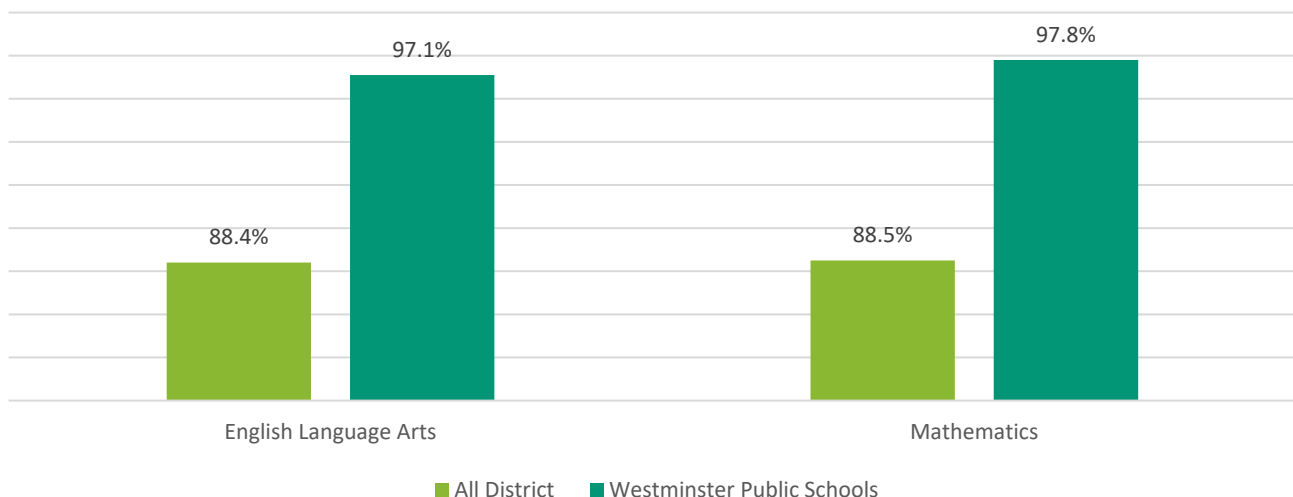
Mathematical concepts, skills, and practices important for success in career training programs.

Reading, comprehending, and writing high-quality essays supported by evidence.

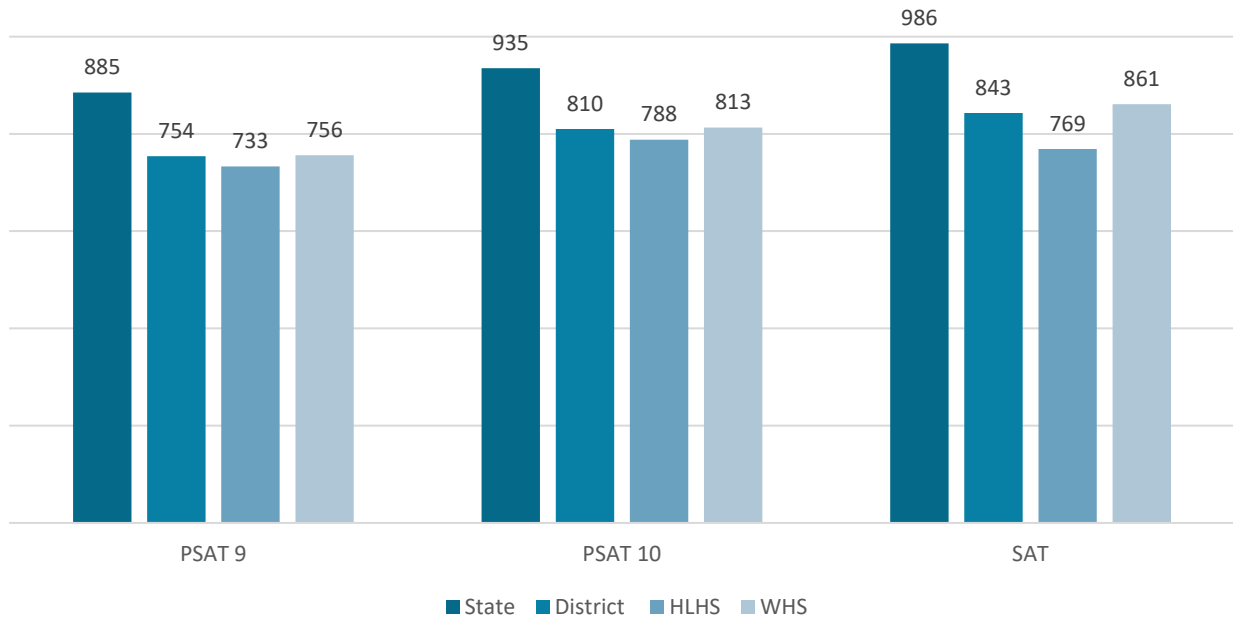
The SAT also serves as an admission test and is accepted by every college in the United States. At the time of testing, students can send their scores to up to four colleges for free. The SAT essay can also be taken as part of the Colorado school day SAT administration. The SAT essay is optional and voluntary and can be added at no cost to students.

Ninth graders attending public schools in Colorado began taking the PSAT 8/9 in the spring of 2018. Tenth graders began taking PSAT 10 in the spring 2016 and public-school 11th graders began taking the SAT in spring, 2017. The CO PSAT and CO SAT will be given each spring for the following five years.

2022 CMAS Participation Comparison: State and WPS, All Grades



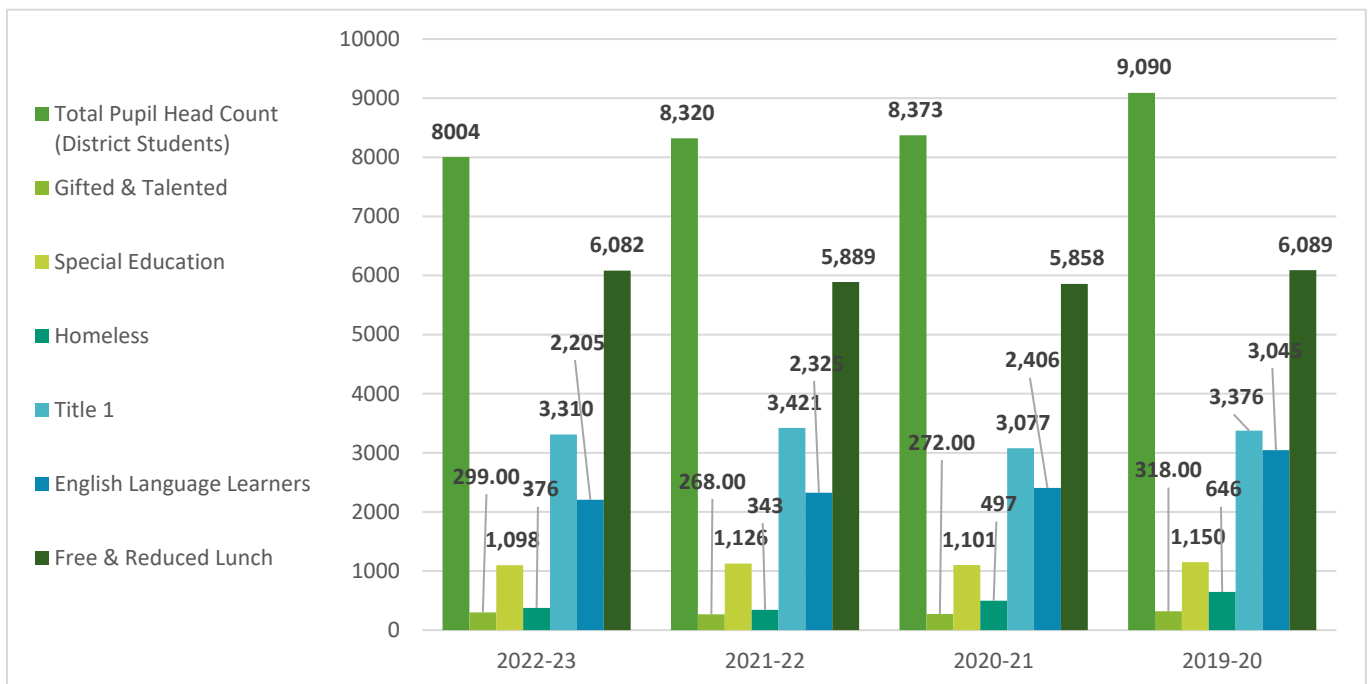
2022 PSAT and SAT District and School Achievement Results



**Per CDE data, the value for the PSAT9 HLHS field is not displayed in order to project student privacy.*

District Populations

The district's student population is a diverse group made up of special education students, English language learners, talented and gifted students, and students eligible for free and reduced lunch.



STAFFING SUMMARY

Westminster Public Schools seeks to recruit, retain, and develop a diverse cadre of the highest quality licensed personnel, educational support professionals, and administrators. Keeping its commitment to the community to “attract and retain high-quality staff”, bargaining units for WPS and Westminster Education Association reached an agreement that allows starting teachers to earn over \$56,000 a year with an opportunity for long-term teachers to earn over \$113,000. The agreement shows how much the district values its staff and keeps its promise to the voters. A large portion of the mill-levy funds passed in November of 2018 will go towards the employees of the district. Those dollars, combined with a projected increase in funding from the state of Colorado, will pay for the salary and benefits increases offered to the district employees.

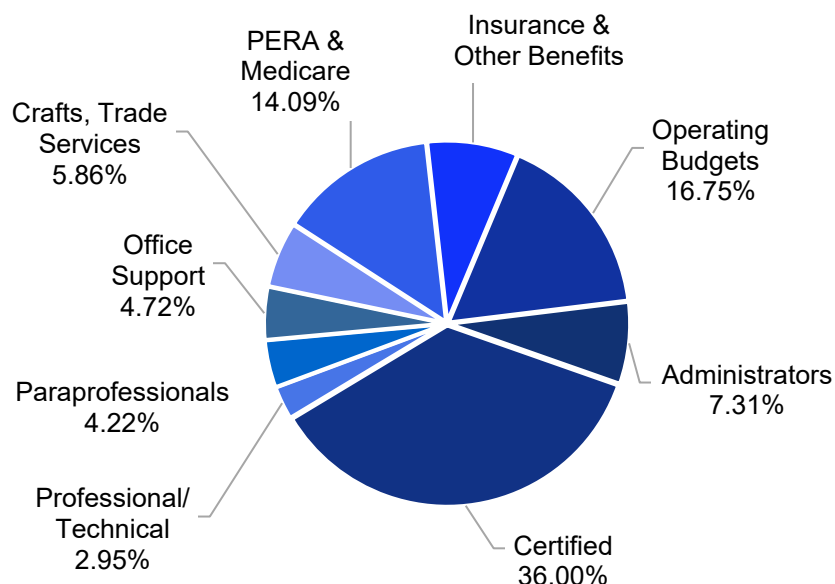
The major portion of any school district budget is allocated to support personnel in order to provide services to students. For 2023-2024 fiscal year, salaries and benefits represent 78.76% of the District’s General Fund budget. Considering the District’s Vision 2030 Plan, input from District Leadership, and other variables, the primary objective of the staffing outline is to equitably distribute available human resources and to provide the most effective and efficient instructional setting possible.

2023-2024 Staffing Positions by Program

Position	Administrator	Instructional Licensed	Professional Technical	Para-Professional	Office/ Admin Support	Craft/ Trades/ Services	Total
School Based Staff	35	471.5	-	50.5	46.5	73.50	677
2100 - Support Services		112	-	22	-	-	
2200 – Instructional Support Services	12	6	5	-	7	-	30
2300 – General Administration	1	-	1	-	3.38	-	5.38
2500 – Business Services	1	-	1	-	3	-	5
2600 – Operation & Maintenance	2	-	6	-	4	31	43
2700 – Transportation Services	3	-	3	-	5.5	8	19.5
2800 – Central Services	6	1	7	-	7.5	5	26.5
3000 – Other Non-Instructional Services	2	-	6	-	4	35	47
Total Staff by Job Class	62	509.5	29	72.5	80.5	152.5	906.38

Staffing by Job Class

Total Staff by Program Group	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
100 - Principal	18.00	18.00	18.00	18.00	17.00	16.00	16.00
100 - Assistant Principal	12.00	12.00	13.00	16.00	18.00	17.00	19.00
100- Other	26.01	25.00	23.63	26.63	29.00	27.50	40.36
	56.01	55.00	54.63	60.63	64.00	60.50	75.36
200 - Regular Teacher	362.50	370.50	388.00	376.00	359.50	341.00	342.00
200 - Other Teacher	175.04	167.95	142.08	163.58	143.61	141.54	143.52
200 - Counselors	12.50	16.40	17.40	19.50	17.75	21.00	19.00
200 - Certified Library/Media	1.00	1.00	1.00	1.00	1.00	1.00	1.00
	551.04	555.85	548.48	560.08	521.86	504.54	505.52
300- Other Professionals	16.10	19.10	19.50	21.00	23.00	23.00	21.00
	16.10	19.10	19.50	21.00	23.00	23.00	21.00
400 - Instructional Paraprofessional	44.00	44.00	33.00	41.00	42.00	43.00	18.5
400 - Specialized Paraprofessional	52.00	53.00	55.00	41.30	53.00	53.00	43.6
400 - Classified Library/Media	18.00	18.00	18.00	17.00	14.00	14.00	15
400 - Other Professional	42.45	38.64	45.00	41.00	41.00	45.00	35.40
	156.45	153.64	151.00	140.30	150.00	155.00	112.50
500 - Secretarial	43.00	66.00	48.00	67.00	62.00	60.00	63
	43.00	66.00	48.00	67.00	62.00	60.00	63
600 - Custodial	65.00	65.00	65.00	62.00	65.00	62.00	56
600 - Other	69.68	46.49	73.80	62.00	33.00	36.00	73
	134.68	111.49	138.80	124.00	98.00	98.00	129
Total Staff by Program Group	957.28	961.08	960.41	973.01	918.86	901.04	906.38



SALARY

LICENSED Salary Schedule

2023-2024

*A Doctorate stipend of \$1,500 will be paid to eligible employees.

	BA+0	BA+15	BA+30	BA+45	MA+0	MA+15	MA+30	MA+45	MA+60	MA+75	MA+90	DOC
A	60,935	61,581	62,804	63,758	67,784	70,474	73,830	77,187	80,538	88,591	96,647	96,647
B	60,935	62,348	63,474	64,562	68,459	71,145	74,503	77,858	81,546	89,596	97,650	97,650
C	60,935	62,948	64,150	65,373	69,132	71,818	75,171	78,529	82,548	90,602	98,662	98,662
D	60,935	63,553	64,817	66,173	69,800	72,486	75,842	79,199	83,558	91,611	99,668	99,668
E	60,935	64,164	65,486	66,979	70,468	73,159	76,517	79,868	84,565	92,620	100,674	100,674
F	60,935	64,783	66,162	67,788	71,141	73,830	77,187	80,543	85,573	93,626	101,679	101,679
G		65,406	66,833	68,596	71,812	74,503	77,857	81,212	86,576	94,628	102,686	102,686
H			67,500	69,397	72,480	75,171	78,523	81,885	87,586	95,640	103,691	103,691
I			68,176	70,206	73,154	75,843	79,197	82,556	88,587	96,646	104,697	104,697
J			68,844	71,007	73,824	76,516	79,868	83,225	89,596	97,649	105,703	105,703
K			69,513	72,485	74,497	77,189	80,667	83,897	90,604	98,658	106,707	106,707
L			70,184	73,960	75,170	77,961	81,473	84,735	91,613	99,667	107,715	107,715
M			70,862	74,700	75,922	78,739		85,583	92,529	100,674	108,725	108,725
N				75,448	76,682				93,454	101,682	109,812	109,812
O										102,698	110,910	114,299
P										103,725	112,020	115,442
Q												116,596

**A stipend of \$2,000 will be paid to eligible employees who have completed 25 or more years of service.

ADMINISTRATOR Salary Schedule

2023-2024

*A Doctorate Stipend of \$2,000 will be paid to eligible employees

*A Longevity stipend will be paid to eligible employees. Refer to the Administrator Handbook for more details.

	CHIEF OFFICER	EXEC DIRECTOR	CHIEF/INS TR	SUPPORT DIRECTOR	HIGH PRINCIPAL	HIGH ASST PRINCIPAL	MID SCH PRINCIPAL	MID SCH ASST PRINCIPAL	ELEM PRINCIPAL	ELEM ASST PRINCIPAL	K-8 PRINCIPAL	K-8 ASST. PRINCIPAL	COORDINATOR
A	151,446	143,610	127,998	102,739	126,571	107,099	117,548	104,486	113,730	99,263	119,946	106,618	77,226
B	154,908	146,420	131,472	106,483	130,050	109,898	120,790	107,286	116,685	102,332	123,245	109,391	79,877
C	158,370	149,286	134,948	110,225	133,529	112,697	124,033	110,084	119,640	105,401	126,544	112,163	82,526
D	161,832	152,210	138,423	113,970	137,008	115,496	127,274	112,883	122,594	108,470	129,842	114,935	85,176
E	165,293	155,193	141,897	117,713	140,487	118,294	130,516	115,681	125,550	111,539	133,142	117,706	87,825
F	168,754	158,235	145,372	121,456	143,966	121,094	133,759	118,480	128,505	114,608	136,441	120,479	90,474
G	172,216	161,338	148,847	125,200	147,445	123,893	137,000	121,278	131,460	117,678	139,740	123,251	93,124
H	175,678	164,502	152,322	128,943	150,924	126,692	140,242	124,078	134,414	120,746	143,039	126,024	95,775
I	179,140	167,731	155,797	132,686	154,402	129,491	143,484	126,876	137,369	123,816	146,338	128,795	98,423
J	182,601	171,024	159,272	136,429	157,881	132,289	146,726	129,675	140,324	126,886	149,637	131,566	101,073
K	186,063	174,382	162,746	140,172	161,361	135,089	149,968	132,473	143,278	129,954	152,935	134,339	103,723
L	189,525	177,808	166,221	143,916	164,840	137,887	153,210	135,272	146,233	133,023	156,235	137,111	106,372
M	192,987	181,303	169,697	147,659	168,320	140,687	156,452	138,072	149,188	136,092	159,534	139,883	109,021
N	196,448	184,867	173,466	151,402	171,798	143,485	159,694	140,870	152,142	139,161	162,833	142,655	111,672
O	199,909	188,502	176,646	155,146	175,277	146,285	162,936	143,669	155,097	142,231	166,132	145,428	114,321

EDUCATIONAL SUPPORT PERSONNEL (ESP) Salary Ranges

2023-2024

INSTRUCTIONAL SUPPORT SALARY SCHEDULE

INST 01	INST 02	INST 03
20.70 – 24.08 – 31.52	22.18 – 26.18 – 34.38	24.32 – 28.50 – 36.86
Inst Asst GenEd	Audiologist Asst Hearing Interpreter Inst Asst Career Program Inst Asst SpEd/CLD Library Media Technician	Braillist Inst Service Coordinator Librarian Vision/Hearing Screener

NON - INSTRUCTIONAL SUPPORT SALARY SCHEDULE

NONINST 01	NONINST 02	NONINST 03	NONINST 04	NONINST 05
20.60 – 21.84 – 28.53	21.77 – 25.35 – 33.33	22.76 – 26.76 – 35.02	25.00 – 29.00 – 37.34	29.36 – 33.98 – 42.38
Building Aide	Office Assistant Receptionist	Bookkeeper Department Assistant	Administrative Assistant Buyer Campus Monitor Community Liaison Secretary to Principal Systems Specialist	Executive Assistant Service Coordinator

AUXILIARY/TECHNICAL SUPPORT SALARY SCHEDULE

AUX/TECH 01	AUX/TECH 02	AUX/TECH 03	AUX/TECH 04	AUX/TECH 05
20.60 – 24.33 – 30.36	22.18 – 26.18 -33.57	23.64 – 27.66 – 34.43	27.24 – 31.87 – 39.46	36.36 – 40.39 – 46.43
Bus Monitor Custodian	Mail Delivery Warehouse	Bus Driver Head Custodian Elementary	*Dept./Warehouse Lead Utility Repair Welder	Athletic Trainer Educational Interpreter *Licensed Electrician *Licensed HVAC Tech Locksmith Plumber Safety Coordinator Speech and Lang Asst System Administrator
		AUX/TECH 03.1 27.00 – 31.02 – 37.06 Bus Dispatcher Maintenance Specialist	AUX/TECH 04.1 28.64 – 32.39- 39.70 Driver Trainer Technology Trainer	
			AUX/TECH 04.2 32.08 – 34.48 – 39.98 Head Custodian Secondary	<i>* Lead position receives \$2,500 stipend each year</i>
			AUX/TECH 04.3 33.09 - 35.43 - 40.12 *Carpenter Custodial Trainer Mechanic Sprinkler Technician	

A stipend of \$2,000 will be paid to eligible employees who have completed 16 or more years of service.

PLEASE NOTE: Some of the positions included on the ESP Salary Ranges are not eligible for membership in the bargaining unit

EXTRA DUTY Salary Schedule

2023-2024

A	B	C	D
Head HS Band Head HS Basketball Head HS Choir Head HS Football	Head HS Baseball Head HS Cheerleading Head HS Softball Head HS Volleyball Head HS Wrestling HS Drama MS Athletic Director	Head HS Gymnastic Head HS Soccer Head HS Swimming Head HS Track HS Football Off/Def Coordinators HS Newspapers HS Student Council HS Yearbook	Assistant HS Band Assistant HS Basketball Assistant HS Choir Assistant HS Football Head HS Orchestra Head HS Tennis HS AVID Coordinator
E	F	G	Stipends
Assistant HS Cheerleader Assistant HS Baseball Assistant HS Softball Assistant HS Wrestling Assistant HS Volleyball Head HS Cross Country Head MS Cheerleader HS Golf HS Junior-Class Sponsor HS Speech	Assistant HS Gymnastic Assistant HS Soccer Assistant HS Swimming Assistant HS Track HS Fresh/Soph/Sr Class Sponsors IB Coordinator MS Yearbook	ALL MS Coaches AFJROTC Coordinator Assistant HS Cross Country Assistant HS Orchestra Assistant HS Tennis HS Intramural HS Knowledge Bowl HS Link Coordinator HS National Honor Society HS Strength Coach/per season MS AVID Coordinator MS Band MS Choir MS Orchestra MYP Coordinator	El.Mus. Dir. (10) - \$400 two Perform. minimum El. Mus. Dir. (10) - \$200 ea. extra perf. 4 max HS AVID Ldrshp Team (5) - \$500 each HS Link Ldrshp Team (3) - \$500 each MS AVID Ldrshp Team (5) - \$400 each MS Drama Dir. (3) - \$1,000 two play minimum MS Jr. Honor Society Advisor (3) - \$500 MS WEB Leader (3) - \$500

	A	B	C	D	E	F	G
1	4,512	3,609	3,536	3,079	2,862	1,887	1,512
2	4,758	3,882	3,809	3,347	3,135	2,161	1,782
3	5,031	4,153	4,082	3,621	3,382	2,434	2,056
4	5,302	4,425	4,354	3,868	3,628	2,704	2,329
5	5,551	4,672	4,602	4,116	3,878	2,952	2,575
6	5,798	4,920	4,848	4,363	4,124	3,201	2,822
7	6,045	5,168	5,097	4,612	4,370	3,448	3,069
8	6,292	5,416	5,344	4,859	4,618	3,695	3,318
9	6,540	5,663	5,592	5,106	4,865	3,942	3,566
10	6,788	5,910	5,840	5,353	5,114	4,192	3,812

MIDDLE MANAGER Salary Schedule

	Support Manager
A	75,361
B	77,320
C	79,281
D	81,239
E	83,199
F	85,156
G	87,115
H	89,076
I	91,034
J	93,647
K	96,258
L	98,870
M	101,483
N	104,357
O	105,009
P	107,866
Q	110,724
R	113,456

PROFESSIONAL TECHNICAL Salary Schedule

	IT Support	Professional Technical Support
A	75,361	60,080
B	77,320	62,366
C	79,281	64,652
D	81,239	66,937
E	83,199	69,223
F	85,156	71,835
G	87,115	74,446
H	89,076	77,058
I	91,034	79,672
J	93,647	82,282
K	96,258	85,223
L	98,870	88,161
M	101,483	91,098
N	104,357	94,038
O	105,009	96,977
P	107,866	99,916
Q	110,724	102,855
R	113,456	105,587

Budget Policies

DA FISCAL MANAGEMENT GOALS

Administration Goals/Priority Objectives

The purpose of school administration is to help create and foster an environment in which students can learn most effectively. All administrative duties and functions shall be appraised in terms of the contribution that they make to better instruction and to higher student motivation and achievement.

The Board of Education shall rely on the Superintendent of Schools to provide the professional administrative leadership that such a goal demands.

The design of the administrative organization shall be such that all departments of the District and all schools are part of a single system subject to the policies set forth by the Board of Education and implemented through a single chief administrator, the Superintendent.

The principals of all schools and the administrators of all divisions and departments are expected to administer their units in accordance with Board of Education policy and regulations. However, the mere execution of directives cannot and should not by itself be construed as good administration. Vision, initiative, resourcefulness, leadership, and consideration and concern for staff members, students and parents are essential in effective administration of the schools.

Revised: June 26, 2012

DAB FINANCIAL ADMINISTRATION

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 DIE. 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 fiscal action report of all District funds. The quarterly report shall include:

- The actual amounts spent and received as of the date of the report from the general fund for the fiscal year, expressed as dollar amounts and as percentages of the annual budget.
- The actual amounts spent and received for the general 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

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 online in accordance with the Public School Financial Transparency Act. See exhibit DAB-E.

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.

Adopted: March 12, 2002

Last Revised: June 26, 2012

LEGAL REFS.: C.R.S. § 22-32-109(1)(i), (j), (k), (l) (*Board policy must ensure proper record keeping and annual audit*)
C.R.S. § 22-42-101, et seq. (*bonded indebtedness*)
C.R.S. § 24-18-201 (*employees of district may not be interested in contract made by district*)
C.R.S. § 29-1-601, et seq. (*local government audit law*)

DAB-E FINANCIAL ADMINISTRATION - EXHIBIT

Financial Administration

(Timeline for 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, in accordance with the following timeline. The Act requires the District to update any required information within sixty days of the District's completion or receipt of the applicable report, statement or document. 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.

Commencing July 1, 2010 and on a continuing basis thereafter

- Annual budget
- Annual audited financial statements
- Quarterly financial statements
- Salary schedules or policies pertaining to salaries [C.R.S. § 22-44-304(1)(a)]

Commencing July 1, 2011 and on a continuing basis thereafter

Accounts payable check registers and credit, debit and purchase card statements [C.R.S. § 22-44-304(1)(b)]

Commencing July 1, 2012 and on a continuing basis thereafter

Investment performance reports [C.R.S. § 22-44-304(1)(c)]

LEGAL REF: C.R.S. § 22-44-301, et seq. (Public School Financial Transparency Act)
C.R.S. § 22-44-304, et seq. (Public School Financial Transparency Act)

Last Revised: June 26, 2012

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 for the educational programs and objectives of the District.

Five-year Budget Plan

The Superintendent or designee is directed to develop, subject to annual approval by the Board of Education, a five-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 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 of Education 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 Financial Officer.

The budget preparation/presentation by the Superintendent shall be consistent with the budget priorities of the Board of Education 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 maintains a general fund balance amounting to 5% of the District's current fiscal year adopted budget as an operating reserve. This amount will be in excess of the emergency reserve required by Article X, Section 20 of the Colorado Constitution (Taxpayer's Bill of Rights).

The operating reserve is intended to serve as a "rainy day" fund and will be used only for an unexpected loss of revenue or an extraordinary expenditure. Expenditures from this reserve shall be reported to the Board of Education.

If any part of the operating reserve is used in any fiscal year to cover an unexpected loss of revenue or an extraordinary expenditure, funds will be reallocated to restore the year-end fund balance in the 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 of Education directs the Superintendent or designee to budget an amount up to \$800/ per funded student each year to the capital reserve account for capital outlay expenditures authorized in state law. Funded students include those counted as part of the Colorado Preschool Program. 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

Adopted: March 12, 2002

Last Revised: January, 2011
June 26, 2012

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)

DBD

DETERMINATION OF BUDGET PRIORITIES

All resources of the District shall be directed toward ensuring that all students reach their learning potential, including that they meet or exceed state and District content standards.

In order to fulfill its trustee obligation with regard to District resources, the Board of Education 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 of Education. 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 Accountability Advisory Committee and to the Board of Education.

The District Accountability Advisory Committee shall make recommendations to the Board of Education or the Board's designee relative to priorities for expenditures of District funds and provide a copy of the recommendations to the Superintendent. The Board of Education shall consider these priorities when it adopts the annual budget. The Superintendent shall consider the District Accountability Advisory Committee recommendations when preparing the budget to be presented to the Board of Education.

Accordingly, the budget prepared and presented by the Superintendent shall:

1. Be derived from a five-year plan
2. Include contingency plans in the event budget assumptions prove erroneous
3. Be in summary format understandable by a lay person
4. Itemize District expenditures by fund
5. Include information regarding school-level expenditures
6. Adequately describe proposed expenditures
7. Show the amount budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year
8. Consider recommendations made by each school-level accountability committee relative to priorities for expenditures of District funds
9. Contain enough information to enable credible projection of revenue and expenses
10. Disclose budget planning assumptions
11. Not excessively rely on nonrecurring revenue
12. Not provide for expenditures, interfund transfers or reserves in excess of available revenues and beginning fund balances
13. Not include the use of beginning fund balance unless the Board of Education has adopted a resolution as described in state law specifically authorizing such use

14. Not reduce without approval of the Board of Education, the current cash reserves at any time to less than the minimum amount required by the spending limitations set forth in the state constitution
15. Provide adequate and reasonable budget support for Board of Education development and other governance priorities, including the cost of fiscal audit, Board of Education and committee meetings, Board of Education memberships and District legal fees
16. Take into consideration fiscal soundness in future years and plans for the building of organizational capabilities sufficient to achieve the Board of Educations' goals in future years
17. Reflect anticipated changes in employee compensation including inflationary adjustments, step increases, performance increases and benefits
18. Achieve a 5% operating reserve in the unallocated general fund balance
19. Comply with state and federal law
20. Provide sufficient resources to address the District's facility needs

Last Revised: June 26, 2012

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)

DBG BUDGET ADOPTION PROCEDURES

A proposed budget, developed under the direction of the Superintendent, shall be presented to the Board of Education no later than June 1 for the next fiscal year. Together with the preliminary budget, a statement shall be submitted describing the major objectives of the District's educational program for the ensuing fiscal year, and the manner in which the budget proposes to fulfill such objectives.

The Board of Education shall notify the public that it has received a proposed budget from the administration. The proposed budget shall be available for public inspection at the office of the Superintendent, and public notices shall be posted to that effect.

It shall be the Board of Education's responsibility to review the proposed budget in open session, make such changes as it deems necessary, and adopt a budget and appropriation resolution no later than June 30 for the ensuing fiscal year.

Once the budget is adopted, it shall become the plan and legal authority for receiving and expending money during the fiscal year, except that, the Board of Education may review and change the budget with respect to both revenues and expenditures (prior to January 31 of the fiscal year for which the budget was adopted).

Authorization for Revenue Increase

The District may call an election to seek voter approval of an increase in the District's Authorized revenue base, in accordance with applicable law. If the District is authorized to raise and spend additional local revenues, the Board of Education may adopt a supplemental budget.

Last Revised: June 26, 2012

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 of Education 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 of Education's adopted budget online, in a downloadable format, free for public access [C.R.S. § 22-44-304(1)(a)(I), (3)(a)]
By January 31	Board of Education 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 of Education may adopt a supplemental budget [C.R.S. § 22-44-110(6)]

LEGAL REF: Colo. Const. Art X, Sec. 20
 C.R.S. § 22-44-103
 C.R.S. §§ 22-44-107 through 110
 C.R.S. § 22-54-108

Last Revised: June 26, 2012

DBGA
MILL LEVY OVERRIDES

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 of Education may seek authorization at an election to raise additional local property tax revenues. The requested amount shall not exceed 20 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 of Education 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 of Education. 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.

If other jurisdictions that have overlapping boundaries or the same electors as the school District are conducting an election on the same day, the county clerk and recorder shall conduct the election as a coordinated election to allow voters to vote on all ballot issues at one polling place. The decision whether the election will be conducted as a polling place election or by mail ballot is one which shall be made by the county clerk.

The election shall be conducted pursuant to an intergovernmental agreement between the District and the county clerk and recorder. The agreement shall allocate responsibilities between the county clerk and the District for the preparation and conduct of the election and shall be signed no less than 60 days prior to the election. The Board of Education shall designate a school election official to whom some election responsibilities may be delegated pursuant to the agreement.

As an alternative, the District may have the option of conducting the election by mail ballot in accordance with rules promulgated by the secretary of state when the county clerk is conducting a polling place election. This decision should be made after consultation with the county clerk. However, mail ballot elections may not be held for mill levy elections on the same day as elections are held to elect members of Congress.

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.

Excess transportation costs are defined as the current operating expenditures for student transportation minus any state reimbursement entitlement based on amounts expended and received in a 12-month period as specified in state law.

If the measure passes, the District shall deposit the resulting revenue in the transportation fund.

Election information

Expenditures of any school District funds or in kind services to otherwise inform voters about election issues must be specifically authorized by the Board of Education. The District may dispense a factual summary which includes arguments both for and against the proposal without any conclusion or opinions in favor of or against any particular issue addressed by the summary.

LEGAL REF: Article X, Section 20, Constitution of Colorado
C.R.S. § 1-1-101, *et seq.* (Uniform Election Code of 1992)
C.R.S. § 1-45-117 (Fair Campaign Practices Act)
C.R.S. § 22-54-108

Last Revised: June 26, 2012

DBJ
BUDGET TRANSFERS

Unencumbered moneys shall not be transferred from one fund to another unless authorized in advance by the Board of Education. 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 of Education shall not transfer moneys from the bond redemption fund, the special building fund or the 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 Chief Financial Officer shall be notified of such transfers. However, moneys in school staffing salary and benefit accounts cannot be transferred without Superintendent or designee 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 designee shall be notified of such transfers.

LEGAL REF: C.R.S. § 22-32-107 (duties of treasurer)
C.R.S. § 22-44-102(3) (definition of contingency)
C.R.S. § 22-44-112 (transfer of moneys)
C.R.S. § 22-44-113 (borrowing from funds)
C.R.S. § 22-45-103(1)(a)(II) (general fund)
C.R.S. § 24-10-115 (authority for public entities to obtain insurance)

Last Revised: June 26, 2012

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 of Education may declare a fiscal emergency. Such action shall require the affirmative vote of two-thirds of the members of the Board of Education.

If a fiscal emergency is declared by the Board of Education, the Board of Education may implement a reduction in salaries for all employees of the 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 of Education shall hold at least one public hearing.

LEGAL REF: 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) (sales 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)

Last Revised: June 26, 2012

DCA
CAPITAL RESERVE FUND BUDGET PLANNING

Capital outlay expenditures

"Capital outlay expenditures" means those expenditures which result in the acquisition of fixed assets or additions to fixed assets which the Board of Education anticipates will have benefits for more than one year. They are expenditures for land or existing buildings, improvements of grounds, construction buildings, additions to buildings, remodeling of buildings or initial additional or replacement equipment.

Capital reserve fund

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 of Education directs the Superintendent or designee to budget an amount up to \$800/per funded student each year to the capital reserve account for capital outlay expenditures authorized by state law. The funded students will include all students counted and funded through the October count process. Unencumbered moneys in the fund may be transferred by Board of Education resolution to the insurance reserve fund or any other risk management fund as defined in state law.

Expenditures from the fund will be limited to long-range capital outlay expenditures and may be made only for the following purposes:

1. Acquisition of land or improvements and construction of structures thereon or acquisition of land with existing structures, equipment and furnishings.
2. Construction of additions to existing buildings.
3. Procurement and installation of equipment for new buildings and additions to existing buildings.

4. Alterations and improvements to existing structures where the total estimated cost of such project for labor and materials is in excess of \$2,500.
5. Acquisition of school buses or other equipment, the estimated unit cost of which including any necessary installation is in excess of \$1,000.
6. Installment purchase agreements of lease agreements with an option to purchase for a period not to exceed 20 years under which the school District becomes entitled to the use of the real property and related equipment for a school site, building or structure.

Expenditures from the fund will be authorized by Board of Education resolution along with the adoption of all of the budgets which specifically sets forth the purpose, estimated total cost and location and/or description of any school buses or equipment to be purchased or projects to be funded. Any expenditures that will exceed the approved budget must be brought back to the Board of Education for additional action.

Capital Reserve Committee (Capital Fixtures Equipment Assessment Team – Capital FEAT)

1. Chief Financial Officer
2. Director of Finance
3. Director of Purchasing and Materials Management
4. Director of Auxiliary Services
5. One member of District-level Curriculum and Instruction Department
6. Manager of Materials Management

Appointments will be for one year to ensure District-wide opportunity to participate in the capital reserve process. However, the finance and support services representatives will be permanent members.

The finance representative will chair the meetings as appropriate.

Procedures

1. Each building Principal and/or department head will prepare and submit a list of capital reserve needs by March 1. This list will be in priority order.
2. The Director of Auxiliary Services will meet with each facility administrator prior to March 1, to discuss the long-range facilities plan and review building project requests.
3. The Finance/Operations Division will meet as determined by the Chief Financial Officer and prepare a recommendation of items to be considered for the budget year. The committee will submit its recommendations no later than March 30 of each year.
4. The Finance/Operations Division will review and recommend to the Superintendent the priority for purchase of capital reserve items.
5. The Superintendent will review the proceedings of the Finance/Operations Division and prioritized capital reserve expenditures, and make his/her recommendations to the Board of Education for inclusion in the budget with the presentation of the preliminary budget in May.

6. The Board of Education will examine the recommendations and provide direction to the Superintendent for capital reserve projects. It will adopt the capital reserve project list along with all other budgets.
7. Each year at the end of the school year the Capital FEAT Committee will tour all buildings to review requests and conditions of equipment and buildings for future planning needs.

LEGAL REF.: C.R.S. § 22-45-103

Last Revised: January, 2011
June 26, 2012

DE REVENUES FROM TAX SOURCES

Local Funds

The Board of Education, in accordance with state law, shall file a "Certification of Tax Levies" with the Board of County Commissioners, which shall levy the property tax rate required to raise the amount of funds requested. A copy shall also be forwarded to the County Assessor.

The District also shall receive a portion of specific ownership tax on personal property.

State Funds

The District is entitled to receive equalization and categorical funds from the State of Colorado. The District shall file the required reports and forms to secure the amount of state funds to which it is entitled.

Federal Funds

Applications shall be made for federal funds, when available provided that none of the conditions of acceptance conflicts with Board of Education policies, District objectives or state law.

Last Revised: June 26, 2012

LEGAL REFS.: C.R.S. § 22-40-102 (certification of tax revenues)

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 of Education may seek authorization at an election to raise additional local property tax revenues. The requested amount shall not exceed 25 percent of the District's total program funding for the budget year in which the limitation was reached or \$200,000.00, whichever is greater.

The Board of Education 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 of Education. 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.

The superintendent shall notify the State Board of Education prior to the election about the District's proposed use of the additional property tax revenues. The proposed use may include capital construction projects.

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.

Excess transportation costs are defined as the annual operating expenditures for student transportation minus any state reimbursement entitlement based on amounts expended and received in a 12-month period as specified in state law. The term also includes annual expenditures for the purchase or lease of pupil transportation vehicles or other capital outlays related to pupil transportation.

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 of Education may include a question of whether to impose an additional mill levy of a stated amount and limited duration to meet the initial capital construction needs of the District associated with a full-day kindergarten program. "Excess full-day kindergarten program costs" are defined in state law as the costs that exceed the revenues the District receives from the school funding formula for kindergarten.

Bonded Indebtedness

Upon the approval of the electorate, the Board of Education may incur a bonded indebtedness which does not exceed amounts specified by law.

The Board of Education 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 of Education 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 of Education 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 of Education.
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 of Education when performing services for the District.
6. The Superintendent and Chief Financial Officer shall recommend to the Board of Education 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 of Education 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. § 22-42-101, *et seq.* (bonded indebtedness)
 C.R.S. § 22-54-108
 C.R.S. § 22-54-108.5 (mill levy to fund full-day kindergarten)

Last Revised: June 26, 2012

Abbreviations, Acronyms & Glossary

ADA
Americans with Disabilities Act

ELA
English Language Acquisition

ALT
Achievement Level Test

AP
Advanced Placement

ASBO
Association of School Business Officials
International

ASCA
American School Counselor Association

AUT
Autism

AVID
Advancement via Individual Determination

C4T
Computers for Teachers

CAFR
Comprehensive Annual Financial Report

CAP
Community Asset Project

CARE
Collaborative Action Research for Equity

C.A.R.E.
Core Academic Re-Engagement

C.A.R.E. Line
Concern, Assistance, Responsibility, and
Empowerment Line

CBS
Competency Based System

CDE
Colorado Department of Education

CHSAA
Colorado High School Activities Association

CMAS
Colorado Measures of Academic Success

CIS
Curriculum Integration Services

CLDE
Culturally and Linguistically Diverse Education

CPI
Consumer Price Index

CPI-U
Consumer Price Index for All Urban Consumers

COP
Certificates of Participation

CPP
Colorado Preschool Program

C.R.S.
Colorado Revised Statutes

CSA
Colorado STEM Academy

CSAP
Colorado Student Assessment Program

CSDSIP
Colorado School Districts' Self Insurance Pool

CTE
Career and Technical Education

DAAC
District Accountability Advisory Committee

D.A.R.E.
Drug Abuse Resistance Education

DECA
Distributive Education Clubs of America

DVD
Digital Video Disc

DVR
Digital Video Recorder

EBC
Education and Behavior Consultant

ECARE
Early Childhood At-Risk Enhancement

ECC
Early Childhood Center

ECE
Early Childhood Education

ECEA
Exceptional Children's Education Act

ECS
Extended Child Services

ED
Emotional Disabilities

EIG
Educator Initiative Grant

ELA
English Language Acquisition

ELC
Early Learning Center

ELL
English Language Learners

ELPA
English Language Proficiency Act

ERCM
Emergency Response and Crisis Management

ERP
Enterprise Resource Planning

ET/IL
Educational Technology/Information Literacy

FBLA
Future Business Leaders of America

FCC
Federal Communications Commission

FTE
Full Time Equivalent

GAAP
Generally Accepted Accounting Principles

GASB
Governmental Accounting Standards Board

GFOA
Government Finance Officers Association

G/T
Gifted and Talented

GVC
Guaranteed and Viable Curriculum

HLHS
Hidden Lake High School

H.O.P.E.
Hispanic Opportunity in Public Education

HR
Human Resources

HVAC
Heating, Ventilating, and Air-Conditioning

IB
International Baccalaureate

IDEA
Individuals with Disabilities Education Act

IEP
Individual Education Plan

ILC
Integrated Learning Center

ISDB
Individual School and Department Budgets

LAN
Local Area Network

LD
Learning Disabilities

MAA
Metropolitan Arts Academy

MAP
Measures of Academic Progress

NCLB Act
No Child Left Behind Act

PARCC
Partnership for Assessment of Readiness
for College and Careers
PBS
Positive Behavior System
PCD
Perceptual/Communicative Disability

PERA
Public Employees' Retirement Association

P.R.E.P.
Proficient, Responsive, Experiential,
Personalized

PPOR
Per Pupil Operating Revenue

PTO
Parent Teacher Organization

RISE
Resources to fund success for all students
Image of the school district's success
established in the district and community
Sustained Excellence in achievement for all
students

RTI
Response to Intervention

SAIP
Student Achievement Incentive Plan

SAR
School Accountability Report

SAS
Student Achievement Services or
Student Achievement Specialist

SASID
State Assigned Student Identifier

SAT
Scholastic Assessment Test

SIED
Significant Identifiable Emotional Disability

SIS
Student Information System

SRO
School Resource Officers

STEM
Science, Technology, Engineering, Math

SWAP
School to Work Alliance Program

TABOR
Taxpayer's Bill of Rights

USDA
United States Department of Agriculture

VCR
Video Cassette Recorder

VSP
Vision Service Providers

WAIS
Westminster Academy for International Studies

WIDA
Wisconsin, Delaware, Arkansas

WHS
Westminster High School

WPS
Westminster Public Schools

YESS
Youth Empowerment Support Services

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Abatements

Abatements are complete or partial cancellations of a tax levy. Abatements usually apply to tax levies, special assessments, and service charges.

Access Success

The Access Success endeavor is to strengthen and improve the Cherry Creek School District high schools in ways that will increase our graduates' opportunities to access a college education, and ensure academic success at the college or university level.

Account

A record used to summarize all increases and decreases in an asset, liability, fund equity, revenue, or expenditure.

Accrual Basis of Accounting

A method of accounting under which revenue is recognized when earned and expenditures are recognized when incurred, regardless of the timing of related cash flows.

Activity

The activity provides the function and program components for reporting to the Colorado Department of Education. C.R.S. 22-44-110(1) and C.R.S. 22-44-105(4) require the Board of Education to review the functions and objects of the proposed budget and to collect comparable data by program and school site.

Agency Fund

A fund used to account for assets held by a district or other governmental unit in a trustee capacity or as an agent for individuals, private organizations, other governmental units, and/or other funds.

Amendment 1 (TABOR Amendment)

An amendment to the Colorado Constitution approved by voters in November 1992, which limits governmental mill levies, revenue, and expenditures. Also referred to as the TABOR Amendment, which is the acronym for Taxpayers Bill of Rights.

Amendment 23

An amendment to the Colorado Constitution approved by voters in November 2000, which provides for state funding increases each year of at least the rate of inflation plus one percent for fiscal years 2001-02 through 2010-11 and annually by at least the rate of inflation for fiscal years thereafter. Other financial provisions relating to school district funding are also included.

Appropriation

A budgeted amount of money, which is approved by the Board of Education via a resolution, to spend for designated purposes.

Assessed Valuation

The current assessed valuation is based on 7.96 percent of the market value of residential property and 29 percent of market value of commercial property as determined by the Arapahoe County Assessor. Property taxes are paid on the basis of a property's assessed valuation, which is based on a percentage of the property's market value.

Asset Building

Forty developmental assets developed by the Search Institute that help students make choices in life and build school/community partnerships. This is a philosophy rather than a curriculum.

Attendance Rate

The average daily student attendance expressed as a percentage.

AVID

A 6th grade through high school elective program which prepares students in the academic middle with potential for success in rigorous secondary curriculum for four-year college eligibility. It is based on writing as a tool of learning, inquiry method and collaborative grouping. Three main components are academic instruction, tutorial support and motivational activities.

Average Cost per Student

Total site level budget for regular educational services, divided by the projected full-time equivalent (FTE) student enrollment. Average cost per student will fluctuate due to various factors: length of service and additional education for professional staff members, differences in utility costs, and basic staffing requirements.

Balanced Budget

A budget with total expenditures not exceeding total revenue and monies available in the fund balance within an individual fund.

Behavior Code

The Board, in accordance with state law, shall adopt and approve a written code of conduct for students based on the principle that every student is expected to show respect for and to obey persons in authority. The code shall also emphasize that certain behavior, especially behavior that disrupts the classroom and learning environment, is unacceptable and may result in disciplinary action. The code shall be enforced uniformly, fairly and consistently for all students.

Benchmarks

Describe what the student should know and be able to do at various levels (i.e., first and third grades), as determined by the State, in order to attain the performance standards. District describes four levels of performance: Advanced, Proficient, Basic, and PreBasic.

Bond Issue

In general, bond issues are voted to pay the cost of school construction. The items, which 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.

Bonds

A certificate of debt issued by the school district guaranteeing payment of the original investment plus interest by a specified future date. This is associated with costs for capital facilities.

Budget

An annual financial plan which identifies allocated dollar amounts that will be spent and revenue that will be generated over a given period of time. The Cherry Creek School District budget specifies the type and level of services by activity, and object for each fund, school and department.

Budget Override Election

C.R.S. 22-54-108 allows for the authorization of additional local revenue. A district may submit for voter approval, a request to raise and expend additional local property tax revenue, subject to the limitations specified within the law. The request shall be submitted at an election held in accordance with section 20 of Article X of the state constitution and Title 1, C.R.S.

Capital Outlay (Expenditures)

An expenditure that results in the acquisition of fixed assets or additions to fixed assets that are presumed to have a life expectancy of more than one year and a value in excess of \$1,000. Examples include expenditures for land or existing buildings, improvements of grounds, construction of buildings, additions to buildings, remodeling of buildings, furniture, vehicles, and equipment.

Categorical Programs

Categorical Programs are specific programs that are funded separately from the District's total program funding under the School Finance Act. Examples include Vocational Education, Special Education, Gifted and Talented, English Language Acquisition, and Pupil Transportation. State funds for categorical programs must be used specifically for the program and are generally distributed based on a formula prescribed by law.

Central Services

Services provided to the District through one centralized department, including human resources, assessment and evaluation, risk management, planning, communications, and information systems.

Certificates of Participation (COP)

Financial instruments issued to provide capital in return for payment of principal and interest.

Charter School

A charter school in Colorado is a public school operated by a group of parents, teachers and/or community members as a semi-autonomous school of choice within a school district, operating under a contract or "charter" contract between the members of the charter school community and the local Board of Education.

Child Find

Child Find is a federally mandated program that identifies, evaluates, and assists with locating services for children who may have special needs or developmental delays. Some examples could include delay in talking, playing, interacting, seeing, hearing, thinking, or moving. For the Adam County School District, this program is designed for infants, toddlers, and preschoolers from birth to kindergarten age.

Colorado English Language Assessment (CELA)

The Colorado Department of Education has recently identified content standards in English proficiency for English language learners. Federal and state legislation have mandated a new English proficiency test, the CELA, to assess these standards. All kindergarten through twelfth grade students who have been identified as having a language background other than English in the state of Colorado will participate in a statewide assessment in the areas of English proficiency in reading, writing, speaking, listening and comprehension.

Colorado State Model Content Standards

Challenging academic standards developed by the Colorado General Assembly and the State Board of Education, which are the foundation for Colorado's educational system.

Colorado Revised Statutes

Colorado Revised Statutes (C.R.S.) are the official, currently revised, laws of the State of Colorado.

Colorado Student Assessment Program

The Colorado Student Assessment Program (CSAP) is a standards-based assessment designed to provide a picture of student performance to school districts, educators, parents, and the community. The primary purpose of the assessment program is to determine the level at which Colorado students meet the State Model Content Standards in the content areas that are assessed. The CSAP results are used by educators to improve curricula, instruction, and individual student learning.

Commodities

Foods donated by the United States Department of Agriculture for use in Child Nutrition Programs.

Common Assessments

Common assessments are measure-specific teaching targets that allow all children an equal chance to demonstrate their knowledge. They are administered across the District by course or by grade level.

Consumer Price Index

The Consumer Price Index (CPI) is a statistical description of price levels provided by the U.S. Department of Labor. The index is used as a measure of cost of living and economic inflation.

Curriculum

Curriculum is all courses of study offered by an educational institution, or a group of related courses in a specific field of study, which allow students to acquire and integrate knowledge and skills.

Debt Service

Debt Service includes expenditures for the retirement of debt and expenditures for interest on debt, except principal and interest of current loans.

Depreciation

Depreciation is the systematic allocation of the cost basis of an asset to expense over the years or accounting periods making up its useful life.

Developmental Assets

The forty building blocks of healthy development that help young people grow up to be healthy, caring, and responsible individuals as identified by the Search Institute. (The Search Institute is an independent nonprofit organization that generates and communicates new knowledge, and brings together community, state, and national leaders).

Disadvantaged

This term is used in the Designated Purpose Grants Fund, specifically Title I. Disadvantaged refers to the poverty rates of students enrolled in the districts which Title I uses as criteria to allocate its resources.

Dropout Rate

An annual rate reflecting the percentage of all students enrolled in grades 7-12 who leave school during the reporting period and are not known to transfer to other public or private schools.

E-Rate

A government plan directed by the Federal

Communications Commission (FCC) that provides discounts to eligible schools and libraries for telecommunication, Internet access, internal connection and basic maintenance services. Also known as the Schools and Libraries Program of the Universal Service Fund.

Employee Benefits

Compensation, in addition to regular salary, provided to an employee. This compensation includes such benefits as health insurance, life insurance, disability, and Public Association (PERA) contributions.

Encumbrances

Purchase orders, contracts, and/or other commitments that are chargeable to an appropriation and for which a part of the appropriation is reserved.

Enterprise Fund

A fund used to account for operations that are financed and operated in a manner similar to private business enterprises. The intent is that the cost of providing services to the general public be financed or recovered primarily through user charges or where it has been decided that periodic determination of revenue earned, expenses incurred, and/or net income is appropriate.

Entitlement

Payments guaranteed by the state legislature to eligible recipients for a certain period of time. The primary example is state equalization program payments.

Equalization Program Funding

The financial base of support for public education for school districts in Colorado as calculated by the Public School Finance Act. Equalization Program funding is provided by a combination of state funding, local property taxes, and specific ownership taxes as determined under the provisions of the Public School Finance Act.

Equalization Program Funding Per Pupil

The total equalization program funding of a district, as provided and amended under the Public School Finance Act, divided by the District's funded pupil count.

Essential Benchmarks

Newly defined standards essential to the District's goal of raising the achievement of all students and ensuring that all students meet them. These benchmarks are defined for each core content area of Reading, Writing, Mathematics, Science, and Social Studies.

Ethnic Diversity

Number of students officially denoted using State defined racial/ethnic group classifications, expressed as a percentage.

Excellence and Equity

The terms Excellence and Equity represent both the goals and focus of the District's academic program. The goal of the District is to provide every student with excellent academic preparation that will allow the students to successfully complete a post-secondary college program. Accomplishment of this goal represents excellence in K-12 education. The Equity goal is to increase the achievement of all students while narrowing the gap between the highest and lowest achieving students, and eliminating the racial predictability of who occupies the highest and lowest performing groups.

Fiscal Year

Fiscal Year is a 12-month accounting period which for Adams 50 is July 1st and ends the following June 30th.

Fixed Assets

Land, buildings, machinery, furniture, and other equipment that the District intends to hold or continue to use over a multi-year period.

Focus/Magnet School

Schools operated by the school district with a special focus or educational program such as a Montessori school or a Math/Music/Science school. 4 Registered Trademark of ACT, Inc.

Full Time Equivalent

Full Time Equivalent (FTE) is used for both student and employee information. For student enrollment purposes, full time equivalent is based on the portion of a day that a student spends in an instructional setting. Half-day kindergarten students are considered .5 FTE. For staff position purposes, full time equivalent is based on the employee's work requirement in comparison to a whole day. A kindergarten teacher, for one session, teaching only half a day is considered a .5 FTE.

Fund

A fund is a fiscal and accounting entity, with a self-balancing set of accounts recording revenue, expenditures, financial resources, and all related liabilities and fund equities.

Fund Balance (Fund Equity)

Fund balance is the excess of assets (revenue) over liabilities (expenditures) of a fund.

Funded Pupil Count

A district's pupil count, for funding purposes, under the current School Finance Act, which provides for an October 1 enrollment count within a district's school year. The funded pupil count is expressed in full time equivalent (FTE) pupils. An FTE count is designed to reflect the amount of time a student spends in an instructional setting.

Gallagher Amendment

This 1982 state constitutional amendment requires that the residential property share of the total assessed value in the state be stabilized at approximately 45 percent of the total. This stabilization is done by decreasing the residential percentage used to determine residential assessed values. The current valuation ratios are 7.96 percent of the market value for residential properties and 29 percent of market for commercial properties.

Governmental Designated Purpose Grants

Grants received from federal, state, or local governments, or private sources to be used for a specific and designated purpose.

Governmental Funds

A generic classification adopted by the National Council on Governmental Accounting to refer to all funds other than proprietary and fiduciary funds. General fund, special revenue funds, capital projects funds, debt service funds and special assessment funds are all examples of governmental fund types.

Graduation Rate (High Schools Only)

Number of students, who completed locally defined requirements for graduation from high school, expressed as a percentage. The rate is a cumulative or longitudinal rate that calculates the number of students who actually graduate as a percentage of those who were in membership and could have graduated over a four-year period.

Highly Qualified

An objective of Title II is to ensure that all teachers of core academic subjects are "highly qualified". This requires that all teachers have state certification, hold a bachelor's degree, and have demonstrated subject area competency. Core subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Hold Harmless District (Eliminated in 1995)

The Public School Finance Act of 1994 included a "hold harmless" provision. Under hold harmless, any district that would receive less revenue per pupil than was allocated the previous year, would receive the previous year's revenue per pupil for all students currently enrolled. New students, from increased enrollment, would be funded at the lower per pupil amount resulting from the formula in the School Finance Act. This hold harmless provision was eliminated in 1995. The District is now eligible to receive an increase for inflation for all enrolled pupils. The District is no longer in a hold harmless status.

Incident Command System

A management tool used to manage and control critical incidents or special events, which allows First Responders and school personnel to work together in response to emergency situations. This system is a part of the National Incident Management System (NIMS), and is required by law (SB-181) to be integrated into the District's Emergency Response Crisis Management policy, plan, and operational procedures.

Instruction

Instruction includes the activities dealing with the teaching of pupils.

Instructional Supplies and Materials

Instructional supplies and materials include, but are not limited to textbooks, library books, periodicals, and other supplies and materials associated with instructional activities.

Inter-Fund Transfer

Money taken from one fund and added to another fund. Inter-fund transfers are not receipts or expenditures of the District.

International Baccalaureate Organization

The International Baccalaureate Organization (IBO), founded in 1968, is a recognized leader in the field of international education. It is a non-profit, mission-driven foundation that works with over 1,700 schools to develop and offer three challenging programs in over 120 countries to approximately 200,000 students.

Lease/Purchase Agreement

Contractual agreements that are termed leases, but that in substance are purchase contracts.

Mill

Local tax rates against property are always computed in mills. A mill is one one-thousandth (.001) of a dollar taxable value. One mill produces \$1 in tax income for every \$1,000 of property (taxable value).

Mill Levy

The rate of taxation based on dollars per thousand of taxable value.

Mission Statement

A mission statement is an entity's statement of its focus and priority or a summary describing the aims, values, and overall plan of an organization or individual.

Mobility Rate

Mobility rate is a calculation that reflects the total change in student enrollment over the full school year. The number of incoming students is added to the number of students who have left. That sum is divided by the number of students who are enrolled on the last day of school.

Modified Accrual Basis

The accrual basis of accounting adapted to the governmental fund-type measurement focus. Under it, revenue and other financial resource increments are recognized when they become susceptible to accrual, which is when they become both "measurable" and "available to finance expenditures of the current period". Expenditures are recognized when the fund liability is incurred. Inventories of materials and supplies may be considered expenditures either when purchased or when used. Prepaid insurance and similar items may be considered expenditures either when paid for or when consumed.

Object

An accounting and budgeting account code used to record expenditures for a specific category of salaries, employee benefits, and goods or services purchased.

Operations and Maintenance

Activities keeping the physical plant of the school facilities open, comfortable and safe for use, and keeping the grounds, building, and equipment in an effective working condition and state of repair.

Per Pupil Operating Revenue

The equalization program funding of a district determined in accordance with the provisions of the Public School Finance Act, as amended; divided by the funded pupil count of the district; minus the minimum amount per pupil required to be transferred to the Capital Reserve Fund and insurance and risk related activity accounts.

Performance Assessments

Refers to a task or situation in which students are given an opportunity to demonstrate their understanding and thoughtfully apply knowledge and skills. The approach requires students to construct their own responses to questions or prompts rather than to select from alternatives that are presented. Performance assessments are developed in a variety of contexts to represent the multifaceted nature of a proficiency area.

Performance Level

Each performance level represents a range of scale scores that determine where the child is performing on each CSAP assessment. For a child to make a year's growth, he/she would need to maintain the same performance level attained the prior year. There are ten levels: unsatisfactory, unsatisfactory high, partially proficient low, partially proficient, partially proficient high, proficient low, and proficient, proficient high, advanced low, and advanced.

Property Tax

The general property tax is levied on land and buildings located within a school district. 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 School Finance Act

C.R.S. 22-54-101, et seq., enacted in 1994 seeks to provide for a thorough and uniform system of public schools throughout the state. It requires that all school districts operate under the same finance formula. Equity considerations dictate that all districts are subject to the expenditure and maximum levy provisions of this act. Under the previous 1988 act, Colorado's 178 school districts were classified into eight categories with similar characteristics for funding purposes. The 1994 act, created under House Bill 94-1001, replaces the eight setting category groups with individually determined school district per pupil funding amounts. The 1995 legislature revised the 1994 act with the passage of House Bill 95-1327. This bill eliminated the hold harmless status of school district funding, provided for an increase for inflation, and provided for partial property tax equity for Cherry Creek School District.

Public Employees' Retirement Association

Public Employees' Retirement Association (PERA) provides retirement and other benefits to the employees of nearly 400 government agencies and public entities in the State of Colorado. Established by state law in 1931, PERA operates by authority of the Colorado General Assembly and is administered under Title 24, Article 51 of the Colorado Revised Statutes. It serves as a substitute for social security and uses actuarially established investment objectives with long-term goals and policies.

Pupil Activities Fund

This fund is provided to account for financial transactions related to school-sponsored pupil intra- and inter-scholastic athletic and activity related events.

Pupil Enrollment

Pupil enrollment can be presented as the full actual count or on a full time equivalent (FTE) basis.

Purchased Services

Amounts paid for personal services rendered by personnel, who are not on the District's payroll, and other services, which the District may purchase.

Referendum C

Referendum C, also known as the Colorado Economic and Recovery Act, allowed a portion of the tax revenue collected by the state to be available in the State budget to boost the economy during a time of recession. In November 2005, the voters of Colorado approved the ballot proposal known as Referendum C. This change allows the state to retain and spend the money it collects beyond a newly established set limit, for education and healthcare purposes over the next five years.

Retained Earnings

Retained earnings is an equity account that reflects the accumulated earnings of an enterprise.

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.

Rubrics

Scoring guides for evaluating student work and for providing common agreement on evaluating performance. A set of statements explaining the criteria for specific level of performance.

Salaries

Amounts paid to employees of the District who are considered to be in positions of a permanent nature or hired temporarily, including personnel substituting for those in permanent positions.

School Budget

Total site level budget amount for regular educational services. The budget is based on a number of student costs as well as staffing ratios, projected needs, and contracted services. The budget includes costs of regular instruction, administration, mental health staff, teacher assistants, technicians, staff support, nurses, secretarial staff, and custodians. Most Student Achievement Services costs are not included in the site budget. Average costs per student will vary by school due to various factors: length of service and additional education for professional staff members, differences in utility costs, and basic staffing requirements (e.g., all schools have a building engineer, nurse, etc., regardless of student enrollment).

School of Choice

Colorado law allows students to enroll under open enrollment at a non-resident school, also known as School of Choice. These schools include Charter and Institute Charter schools, Home schools, online schools, Magnet/Focus/Option/Contract schools, and Private schools.

School Improvement Plan

A comprehensive plan that contains measurable goals and annual action plans for the improvement of student achievement and the learning environment of the building. Each school reviews their data, identifies areas for improvement, and develops an action plan based on those goals. The school is responsible for monitoring implementation and success of the plan on a routine basis.

Self-Insurance

The underwriting of one's own insurance rather than purchasing coverage from a private provider, by identifying specific areas of risk and assessing actuarially sound charges.

Special Revenue Fund

A fund established to account for the proceeds of specific revenue sources, including revenue requiring separate accounting due to legal or regulatory provisions that restrict expenditures to specified purposes. The Capital Reserve, Designated Purpose Grants, Extended Child Services, Pupil Activities, and Cherry Creek School District Capital Finance Corporation are examples of special revenue funds.

Specific Ownership Tax

An annual tax imposed upon each taxable item of personal property, including motor vehicles.

Stability Rate

The enrollment less the number of "outgoing" students since the beginning of the school year, divided by the number of students enrolled.

State Assigned Student Identifier

The state began using this system in 2003-04 to track all students by an individual ID #. This allows for more accurate accounting for the graduation and dropout rates while maintaining the privacy of a student's social security number.

State Equalization Aid

A school district's state aid, under the current school finance act, is equal to its total equalization program funding less the local share. The Public School Finance Act of 1994 requires the school district local share to be the revenue based on the annual property tax levy plus the amount of specific ownership tax other than the portion of the specific ownership tax attributable to a bond redemption tax levy or an operating revenue override tax levy.

Student Achievement Services

Those activities designed to assess and improve the well-being of students and to supplement the teaching process. Programs offered include those that serve students with disabilities and exceptional needs.

Supplemental Programs

Major unique or additional programs available at the site (may or may not be at other sites), for specific students or for all students at the site.

Supplies and Materials

Supplies and materials include textbooks, library books, and other instructional materials, office supplies, building maintenance parts, gasoline, tires, and custodial supplies. With the exception of some unique areas, such as maintenance supplies and transportation-related expenses, most materials are established in relation to the student population.

Tax Rate

The amount of tax paid for each increment (usually \$1,000) of assessed value of property.

Tax Assessment Year and Collection Year

The calendar year in which taxes are levied (December) is the tax assessment year. The calendar year in which tax bills are sent out (January) is the tax collection year. As an example, the calendar year tax bills, based on December 2008 tax assessments and billed in January 2009, are reflected as revenue to the District in fiscal year 2008-09.

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