

Adopted Budget

2021-2022



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EXECUTIVE SUMMARY

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Superintendent's Budget Message

June 08, 2021

Board of Education
Westminster Public Schools
7002 Raleigh Street
Westminster, Colorado 80030

Transmittal of the Adopted Budget for Fiscal Year 2021-2022

I am pleased to submit to you the Adopted Budget for the fiscal year 2021-2022. This Adopted Budget has been developed in compliance with Colorado laws and regulations. Projections for funded pupil count and certified mill levies are the basis for the development of this budget. These variables will be known with certainty in November and December 2021, and the budget will be adjusted accordingly. You will find all of the information related to budget development goals, revenue and expenditure assumptions, prior year comparison data and compliance requirements for each district fund in various sections of this document.

The process used in the development of this budget is intended to assure alignment of our fiscal resources with the District's mission and policies, along with the targets and goals adopted by the Board of Education. Since our resources are limited, it is critical that we focus on continuation and improvement of academic achievement. In keeping in line with our budget, Westminster Public Schools has set a bold five-part vision:

- Vision 1.** Westminster Public Schools' Identity articulates the Mission, Values and Vision 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.
- Vision 2.** Westminster Public Schools is an educational leader whose priority is to seek high academic standards, support innovative instructional programs and practices, increase academic achievement, and develop our students' learning skills.
- Vision 3.** Westminster Public Schools supports the personal, social, financial literacy, career exploration and development of our students in order to ensure each is professionally prepared.
- Vision 4.** Westminster Public Schools provides functional and safe infrastructure and facilities, which make a significant contribution to a positive student and workplace experience.
- Vision 5.** Westminster Public Schools is an employer of choice committed to fostering an environment of education innovation through a workplace that attracts, sustains, and inspires great people, working for a great purpose, while promoting diversity, equity, civility, and respect.

Westminster Public Schools believes that **Education is Personal**, and for this reason student achievement is the top priority in our District. Since implementing a Competency Based System (CBS), the District has shown sustained academic growth and has become a recognized leader in educational innovation. In fact, we have received accreditation from Cognia, a regional accreditation agency. Cognia's accreditation, which focuses on instruction and continuous improvement, will complement the Colorado Department of Education's (CDE) Accountability and Accreditation process.

Our schools, staff, and departments have very specific, measurable goals. This budget was developed by aligning our resources and putting a plan together that improves student achievement and provides a financial roadmap to support students, staff and the community in a 21st-century learning environment.

Student Academic Performance

Our Competency-Based System (CBS) and implementation of the Colorado Academic Standards will continue in the District.

The District staff used the following to guide them through the budget development process.

Key assumptions for budget planning:

- Enrollment
- Salaries and benefits staying competitive
- Budget Stabilization Factor
- School Board Priorities
- Changing demographics
- Continuation of the Competency-Based System (K-12)
- New legislation – new mandates
- Non-salary contractual agreements
- COVID-19


In addition, District schools/departments used a zero-based budgeting process to arrive at their 2021-2022 fiscal requests.

This executive 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,

A handwritten signature in black ink, appearing to read "Pamela Swanson", with a long horizontal flourish extending to the right.

Dr. Pamela Swanson
Superintendent of Schools

Financial Services Transmittal Letter

June 08, 2021

Dr. Pamela Swanson
Westminster Public Schools
7002 Raleigh Street
Westminster, CO 80030

Subject: Transmittal of the Adopted Budget for the fiscal year 2021-2022

The Financial Services staff is pleased to submit to you, and the Board of Education, the Adopted Budget for the fiscal year July 1, 2021 to June 30, 2022. The budget is presented in compliance with applicable Colorado Revised Statutes and Colorado Department of Education regulations. A balanced budget is presented for each of the District's funds with projected resources plus anticipated revenues equal to expenditures and other resource allocations. The Board identified budget priorities in December of 2020 and is committed to a Bridge plan for 2021-2022. Due to the COVID pandemic this bridge plan is to get the District on track for our Strategic Plan 2025.

The year 2020, was one of global disruption. COVID-19, a devastating global pandemic no one saw coming, brought economies to a standstill, shuttered schools, and changed individual behaviors in ways that will not be known for years. This pandemic has been called the most significant global disruption since World War II. This 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.

On the other hand, the pandemic has stimulated innovation in the education sector. Looking at the past year 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 the Strategic Plan to be developed, will be 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 presented herein is 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 provides 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 the next five-year strategic plan—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.

This format, Respond, Recover, and Renew will allow us to capitalize on lessons learned and reconfigure our work for a new reality.

This document has been developed to assist the reader's understanding of the District's budget and the development process. Included in the document are the major assumptions used to prepare the budget as well as summarized and detailed information to accommodate the interest level of the various readers of the document. The budget is formatted as a communication document that is "reader friendly" for our parents, community and staff.

Budget Development Assumptions

This fiscal year budget is built with a 5% general fund cut in funding. The District is still in declining enrollment and hopes to gain students year. The impacts of the COVID-19 pandemic and related economic contraction that began in March 2020. As revenue rebounds with improved economic activity, the General Assembly is projected to have \$5.29 billion, or 45.5 percent, more to spend or save in the General Fund than what is budgeted to be spent and saved in FY 2020-2021. The FY 2020-2021 reserve accounts for more than half of this amount, and any changes to revenue or expenditures in FY 2021-2022 will change this amount. As a budget has not yet been set by the State of Colorado, this amount holds current appropriations for FY 2020-2021 constant and assumes current law transfers, and a 2.86 percent General Fund reserve requirement. This amount does not incorporate caseload, inflationary, or other budgetary pressures. It does include federal funds to be allocated to the state under the federal American Rescue Plan Act. Revenue subject to TABOR is expected to fall below the Referendum C cap by \$328.7 million.

In addition, the per-pupil funding governed by state laws, the budget is based on a projection of a number of eligible students enrolled in our schools on October 1, 2021. An outside consultant performs a series of comprehensive projections to assist the District in projecting the number of students to attend each school year. The District's student enrollment is expected to incline slightly for 2021-2022. With the COVID-19 pandemic we expect to see additional declines in enrollment. Final pupil counts will be verified in November, which will be used by the state to determine and adjust the District's actual fiscal year school finance funding level.

Property taxes are another major component of the budget development process. The two variables in property tax revenue for the District are assessed valuations for property and the allowed mill levies certified by the Board of Education. Assessed valuations within the District boundaries have had a significant increase since 2016, and is expected to continue to grow. The County Assessor is required to provide the assessed valuation notice to the District by August 25th each year, with any final adjustments due by December 10th. The Board must then certify mill levies by December 15th. Once levies are certified, a portion of local property tax revenue is used in the school finance act funding formula to determine the amount of state revenue paid to the District.

The Financial Services staff used the following guidelines in the development of the budget for the fiscal year 2021-2022:

- Legislative action related to school funding requirements
- Board of Education policies and approved budget goals
- Conservative estimates necessary to maintain long-term fiscal stability and support for continuous improvement in academic achievement
- Develop a budget document to clearly represent the fiscal operations of the District
- Use conservative and realistic assumptions for financial forecasting and fiscal impact analysis

In accordance with the Board of Education policy, the general fund has a reserve contingency of 5.0% of budgeted expenditures.

Budget Awards

The Association of School Business Officials International (ASBO) determined that the District's budget for the fiscal year 2020-2021 met the stringent requirements of the Meritorious Budget Award Program. This is the eleventh year the District applied for and received this award. In order to earn the Meritorious Budget Award, the District must satisfy standards that grade the budget on effectiveness as an easily

readable policy document, an operating guide, a financial plan and a communication device. This award is valid for a period of one year only.

The District's Finance Office chose not to submit the 2020-2021 budget to the Government Finance Officers Association of the United States and Canada (GFOA) for review. Instead, the District's Financial Services Department donated the funds to the Westminster Public Schools Education Foundation for student scholarship opportunities.

While every page of this document provides valuable information, the Executive Summary will assist the reader in obtaining an excellent overview of the fiscal operations of the District.

We would like to thank the Financial Services Staff, District Accountability Advisory Committee and the Fiscal Oversight Committee for their assistance and recommendations in the development of this document.

Finally, thank you and the Board of Education for your commitment to the students, community, and staff of the District and for your support of the District's budget development and accountability process.

Sincerely,

Sandra Nees

Sandra Nees
Chief Financial Officer

Brisa

Montgomery

Brisa Montgomery
Director of Finance

Acknowledgements and Awards

THE FINANCE DEPARTMENT OF WESTMINSTER PUBLIC SCHOOLS IS HONORED TO PRESENT THE FISCAL YEAR 2021-2022 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.

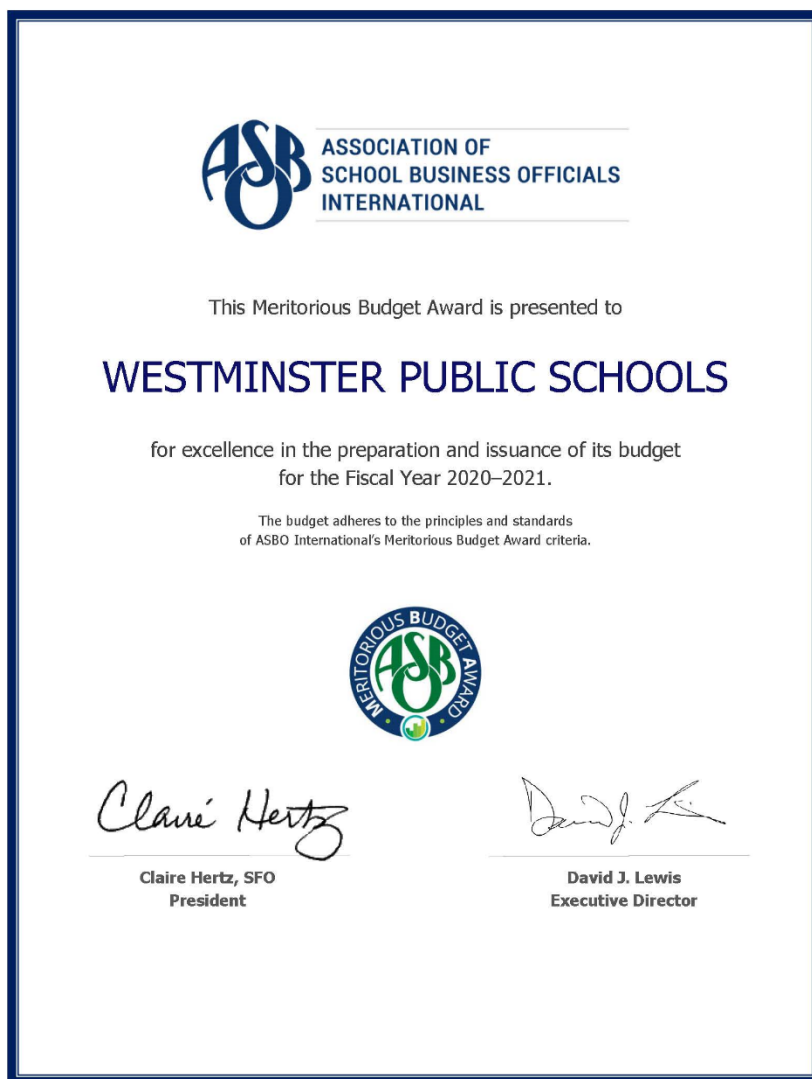
WESTMINSTER PUBLIC SCHOOLS APPRECIATES THE DEDICATION OF **THE BOARD OF EDUCATION** MEMBERS FOR THEIR HOURS OF SERVICE TO OUR STUDENTS, EMPLOYEES, AND COMMUNITY.

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, 2020. 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 2020-2021 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. Ryan McCoy
Board President



Mr. Joe Davidek
Board Vice President



Mr. Ken Ciano
Board Secretary



Mr. Max Math
Board Treasurer



Mrs. Christine Martinez
Board Director

Central Office Administration

Dr. Pamela Swanson
Superintendent



CENTRAL OFFICE ADMINISTRATION

Dr. James Duffy, Chief Operating Officer

Dr. Oliver Grenham, Chief Education Officer

Dr. Jen Gotto, Chief of Instruction & Assessment

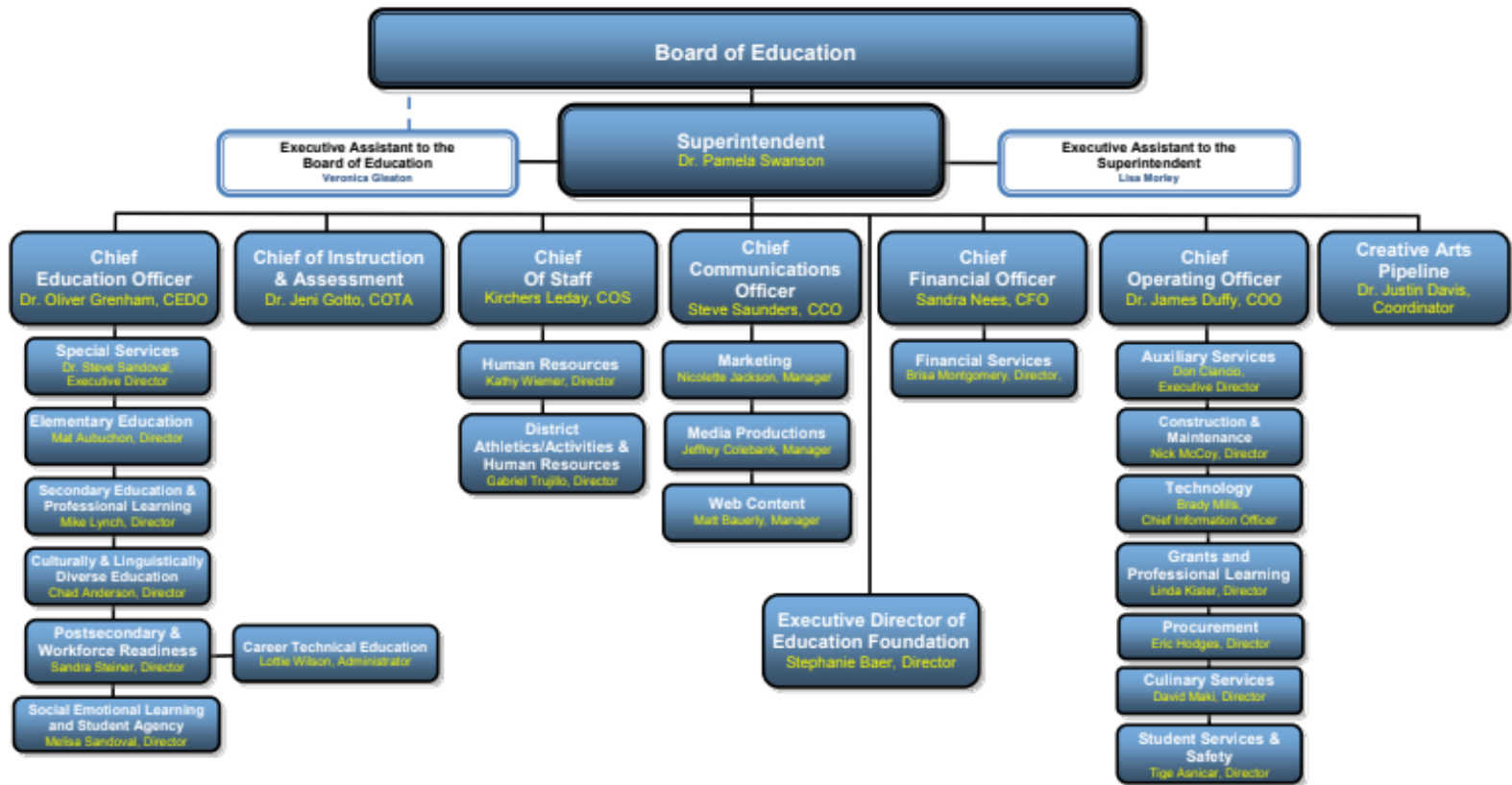
Mr. Kirchers Leday, Chief of Staff

Ms. Sandra Nees, Chief Financial Officer

Mr. Steve Saunders, Chief Communications Officer

District Organization

Westminster Public Schools – Organizational Chart



Updated 1/12/2021

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 2021-2022 for Westminster Public Schools. Information in this summary is based upon the 2021-2022 Adopted Budget to be approved by the Board of Education on June 22, 2021. 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.

In 2014, 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

Since implementing a Competency Based System (CBS) in 2009, 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: Bridge Plan

The year 2020, was one of global disruption. COVID-19, a devastating global pandemic no one saw coming, brought economies to a standstill, shuttered schools, and changed individual behaviors in ways that will not be known for years. This pandemic has been called the most significant global disruption since World War II. This 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.

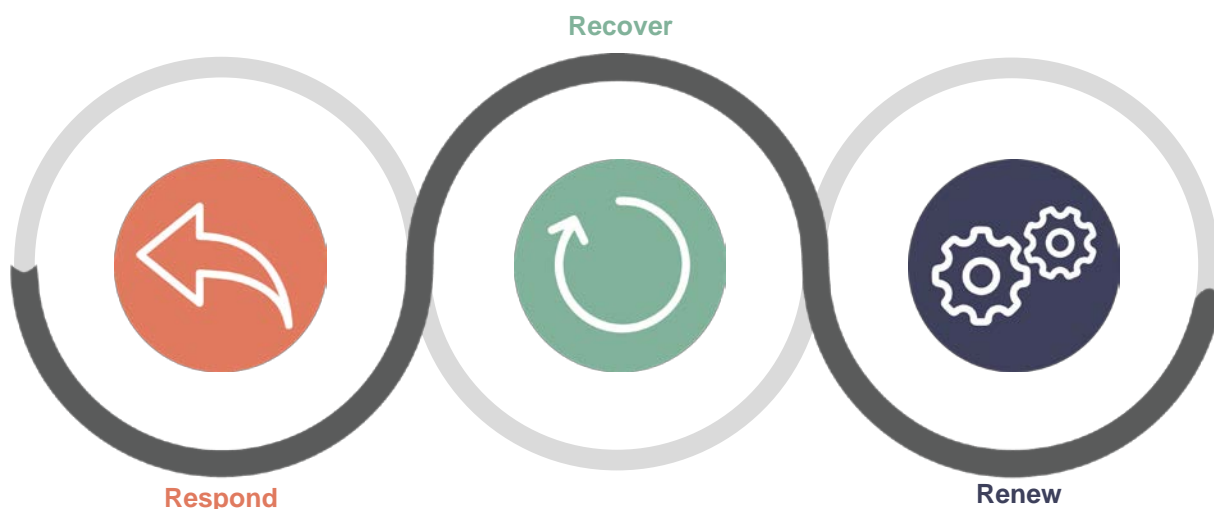
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This format, Respond, Recover, and Renew will allow us to capitalize on lessons learned and reconfigure our work for a new reality.



OUR COLLECTIVE VISION

VISION 1 N



Westminster Public Schools' **Identity** articulates the Mission, Values and Vision 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.

VISION 2 N



Westminster Public Schools is an **educational leader** whose priority is to seek high academic standards, support innovative instructional programs and practices, increase academic achievement, and develop our students' learning skills.

VISION 3 N



Westminster Public Schools supports the personal, social, financial literacy, **career exploration and development** of our students in order to ensure each is professionally prepared.

VISION 4 N



Westminster Public Schools provides **functional and safe infrastructure and facilities**, which make a significant contribution to a positive student and workplace experience.

VISION 5 N



Westminster Public Schools is an **employer of choice** committed to fostering an environment of education innovation through a workplace that attracts, sustains, and inspires great people, working for a great purpose, while promoting diversity, equity, civility, and respect.

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: 117,832	Households: 46,137	Median Age: 37.2	Educational Attainment (Age 25+): Bachelor's degree or higher 38.8% Master's, professional or doctorate 13.9%	Average Disposable Income: \$73,017
Source: City of Westminster 2021 Adopted Budget				

ADAMS COUNTY: <i>At a Glance</i>				
Population: 511,469	Households: 175,672	Median Age: 33.5	Educational Attainment (Age 25+): High School Graduate 84% Bachelor's Degree 16.5% Graduate or Professional Degree 7.8%	Median Household Income: \$64,087
Source: Adams County 2021 Adopted Budget				

Brief Overview of School Finance in Colorado

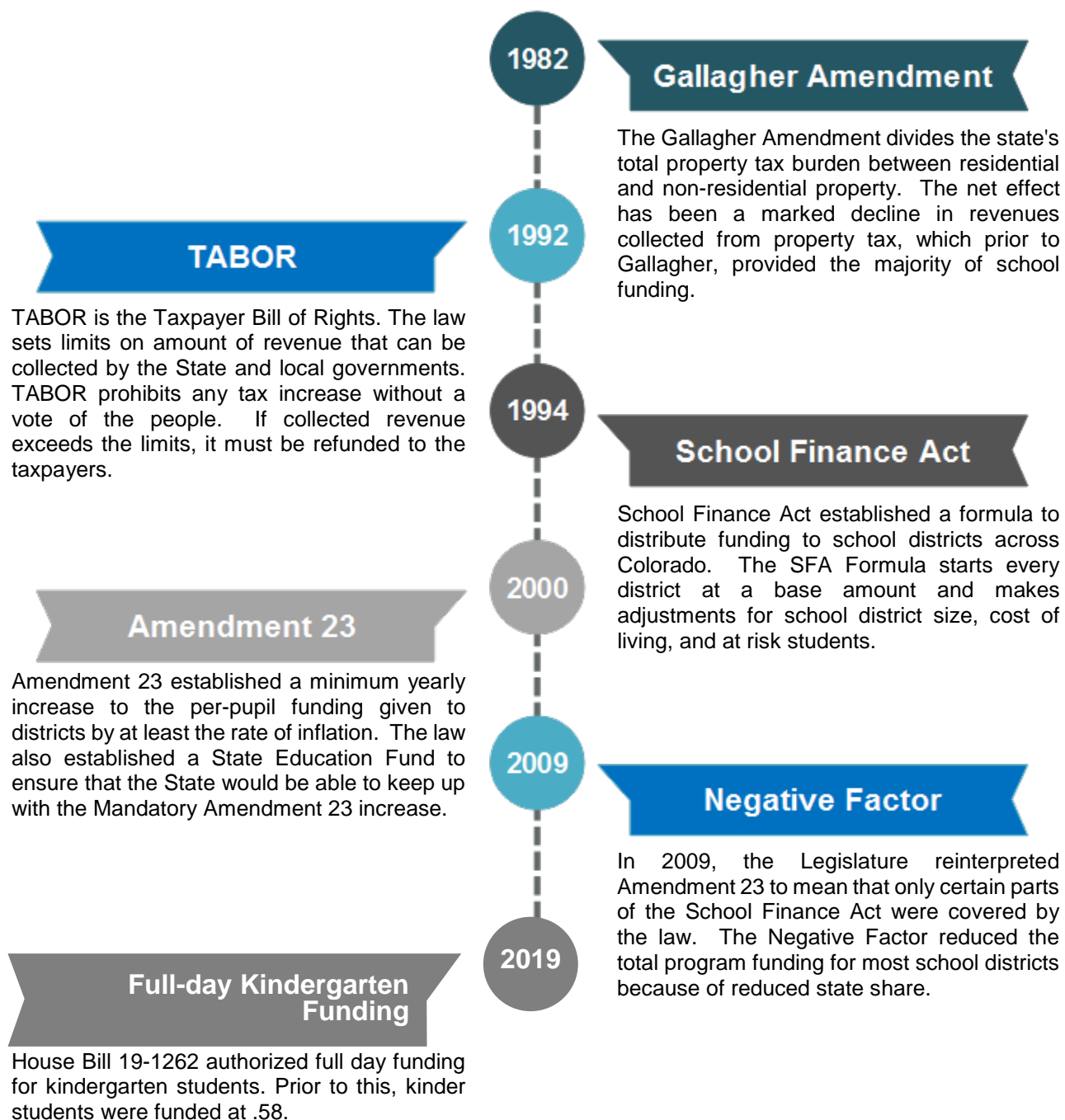
Every homeowner and business owner in Colorado pays property taxes for schools, along with sales taxes for police, fire, and other local public services. The Colorado state government is responsible for funding other public services such as prisons and transportation in addition to determining the funding for schools. Each year, the budget crafted by the legislature and approved by the governor determines how much of the total state budget is allocated to education.

Federal 49¢	State 24¢	Local 27¢
Defense Health Care Social Security Human Services International Affairs	Education Health Care Human Services Courts & Prisons Roads	Education Human Services Police & Fire Roads Parks

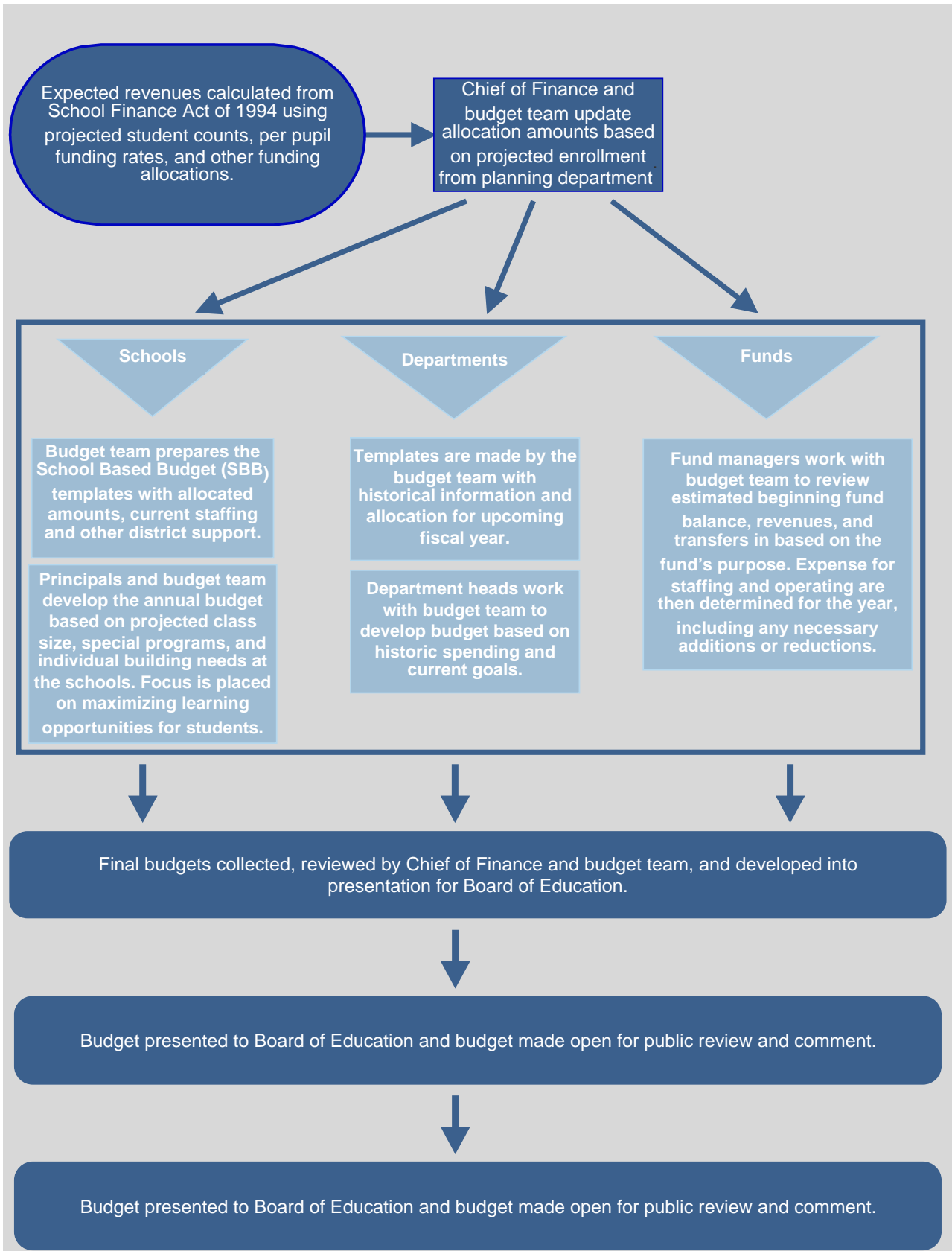
Colorado public schools receive funding from a variety of sources. However, most revenues to Colorado's 178 school districts are provided through a set of formulas in the Public School Finance Act of 1994 (as amended). This legislation provides funding via state taxes, local specific ownership (vehicle registration) taxes, and local property taxes.

Source: Colorado Joint Budget Committee

Historical Funding Developments



Budget Process Overview



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

Budget Funding Summary

Funding Sources: All Funds

Westminster Public Schools receives revenue from local, state, and federal sources. The District receives 50% from local and state sources. Districts whose property valuations are lower receive more funding from the state.

General Fund

The Adopted Budget is comprised of the beginning fund balance, plus the revenues projected to be received during the ensuing fiscal year.

Beginning Fund Balance

Colorado Statutes require that certain reserves must be funded while other designations may be approved by the Board of Education. The District has fully funded its liability for accrued salary and benefits as noted in the Comprehensive Annual Financial Report for 2019-2020. The budget anticipates the resources necessary to maintain the accrual at a fully funded level. An adequate fund balance is necessary for numerous reasons, such as to have funds available in case of an emergency or unexpected event, to maintain or enhance the District's financial position and related bond ratings, to provide cash for operations prior to receipt of property tax revenues, and to maximize investment earnings.

Sources of Revenue

50% of the revenue anticipated to be received by the General Fund is determined by the School Finance Act of 1994 and the Legislative Session with the provisions of Section 17 of Article IX of the State Constitution (Amendment 23). The Act and Constitution determine per pupil funding levels for each Colorado public school district. Property taxes, specific ownership taxes (vehicle tax) and state aid provide the required funding for the Act.

The assessed valuations for property located within the District have stayed stable primarily due to the effect of the economy on the housing market. With the COVID-19 pandemic, it is unsure what will happen in the upcoming years.

School districts throughout the state have to find ways to do more with less due to reductions in past years and minimal increases in state and local revenues. Using fund balance is certainly not a long-term solution and more drastic measures may potentially need to be implemented if revenues continue to remain idle or if the state continues to decrease or minimally fund its funding to K-12 education.

Total Program Funding

The Total Program Funding Formula provides the majority of the District's General Fund revenue (including mill levy override funds) and is set forth by the aforementioned Public School Finance Act of 1994 (the Act). Each year since the legislative action has created modifications to the formula.

Total Program Funding Equals:



After the total program is calculated, the budget stabilization factor is applied.

The trends over the years did not allow the District to keep pace with true inflationary costs which resulted in the District asking its community to approve additional operating funds through override elections in November 1988, 2002 and 2018. The successful elections annually provide over \$23 million.

The Adopted Budget is based on the following school finance factors:

- Base funding \$7,225.28
- Cost of living factor 1.216
- District size factor 1.0297
- Personnel cost factor 0.8867
- Non-personnel cost factor 0.1133
- Budget Stabilization Factor 6.78%

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 a 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 based on enrollment. This factor increases as enrollment increases, from a low of 79.86 percent to 90.50 percent. 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 Westminster Public Schools is .8867 percent.

Categorical Programs Funding

While state legislators have provided modest increases to the total program funding formula in past years, minimal or, no increases have been provided for categorical programs for many years. Categorical programs include special education, vocational education, gifted and talented education, English language proficiency and pupil transportation. Costs for these programs have continued to rise primarily due to inflation causing the District to subsidize the programs at even higher rates.

Student Based Budgeting for Innovation Schools

Westminster Public Schools implemented Student Based Budgeting for its Innovations Schools: Colorado STEM Academy, Westminster Academy for International Studies, and John E. Flynn a Marzano Academy, and Metropolitan Arts Academy. We believe every child deserves the same opportunity for an excellent education. That means every child must receive equitable funding based on his/her educational needs.

Schools will now receive the per-pupil funding the district receives from the state:

- Student Funding Formula.
- Programs not consolidated - Includes initiatives that remain outside of SBB because of their unique funding structure or priority include items like Special Education, ELL, and Pre-K.
- All revenues collected from the district fees.

Student Based Budgeting makes spending flexible to allow for real budget planning.

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

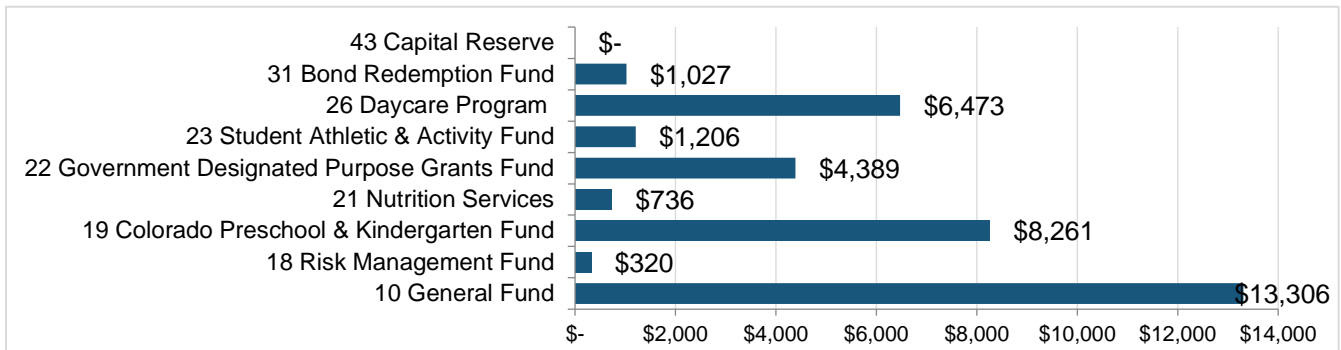
Revenue Summary of All Funds	Amended 2021	Adopted 2022
10 General Fund	\$ 101,130,764	\$ 106,291,411
18 Risk Management Fund	1,599,700	2,554,514
19 Colorado Preschool & Kindergarten Fund	3,396,930	3,345,705
21 Nutrition Services	5,519,000	5,879,000
22 Government Designated Purpose Grants Fund	27,036,784	21,945,784
23 Student Athletic & Activity Fund	1,085,000	1,015,000
26 Daycare Program	1,288,000	1,800,000
31 Bond Redemption Fund	8,657,781	8,457,781
43 Capital Reserve	12,000,000	2,627,512
Total	\$ 161,713,959	\$ 153,916,707

Current and Previous FY Expenditure Comparison for All Fund

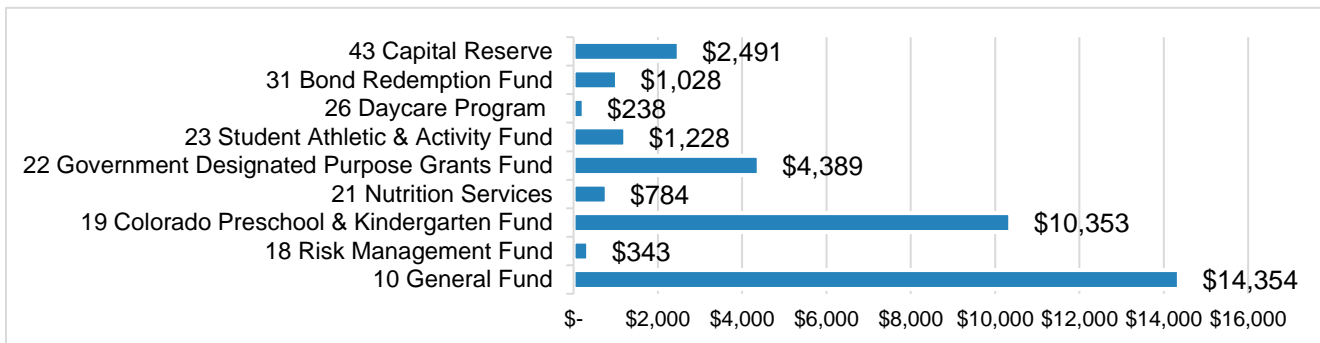
Expenditure Summary of All Funds	Amended 2021	Adopted 2022
10 General Fund	\$ 109,578,380	\$ 114,706,054
18 Risk Management Fund	2,006,490	2,514,980
19 Colorado Preschool & Kindergarten Fund	4,067,182	4,193,117
21 Nutrition Services	5,018,167	6,260,789
22 Government Designated Purpose Grants Fund	27,036,784	21,945,784
23 Student Athletic & Activity Fund	1,147,579	982,674
26 Daycare Program	1,648,489	1,897,318
31 Bond Redemption Fund	8,342,372	8,208,981
43 Capital Reserve	47,703,138	19,898,272
Total	\$ 206,548,580	\$ 180,607,969



All Funds - Revenue Summary Per- Student 2021-2022



All Funds - Expenditure Summary Per- Student 2021-2022



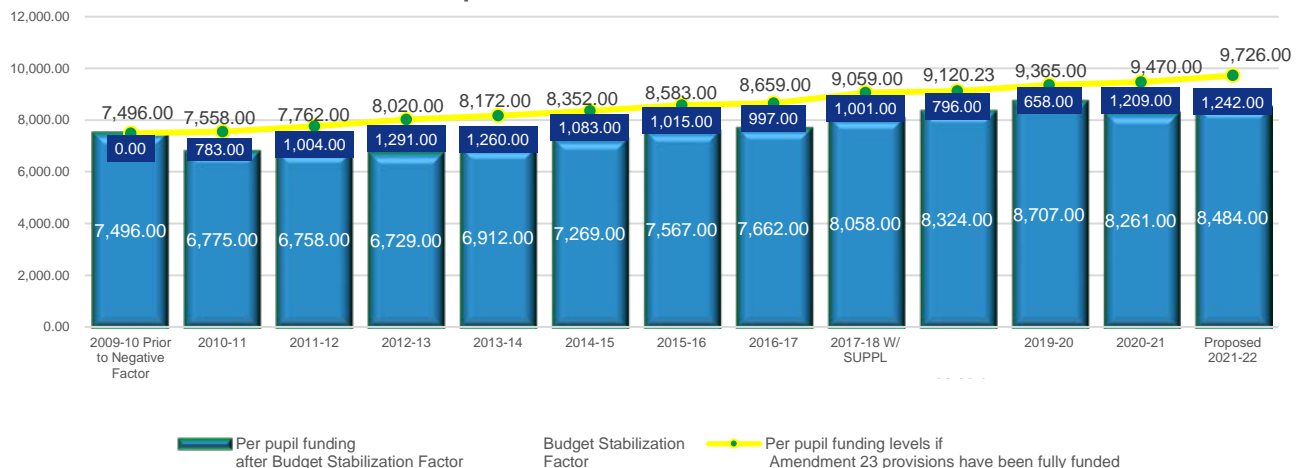
General Fund Revenues and Expenditures

Revenue Summary

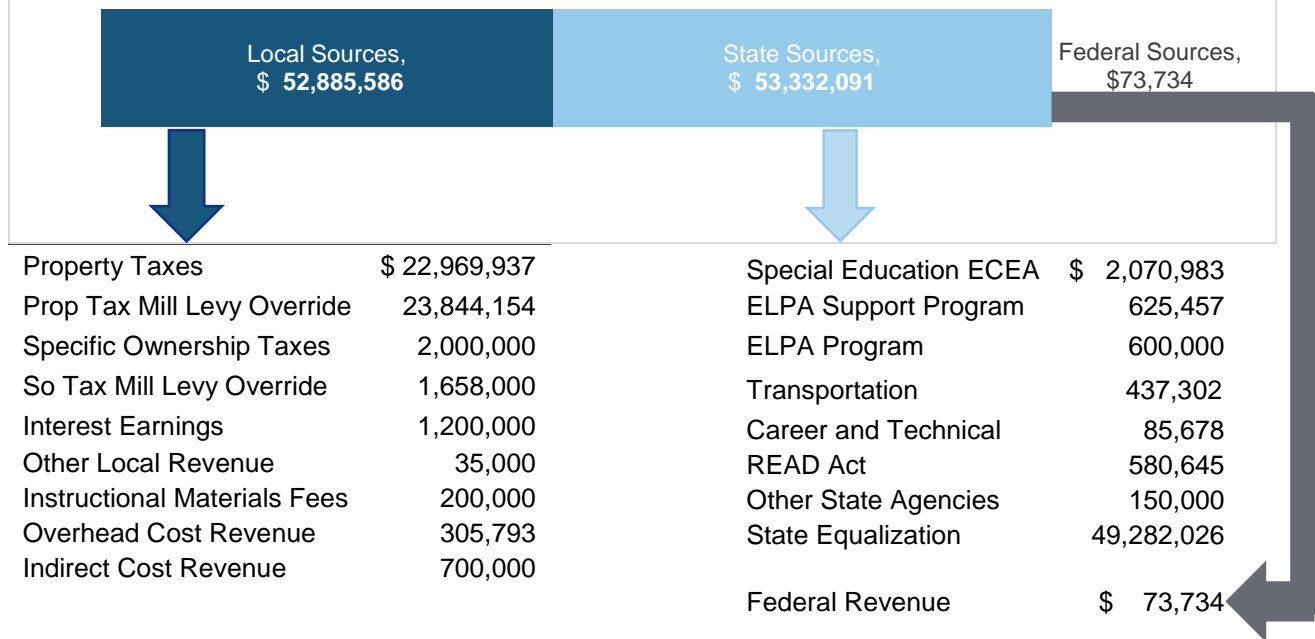
Per-pupil funding to school districts varies across the state. The variances in funding are based on the school finance formula, which recognizes costs of living, personnel costs and size factors.

The Adopted Budget is based on a per pupil revenue of \$9,036. The Budget Stabilization Factor is expected to come in at 6.78%, which translates into \$11 million for Westminster Public Schools.

Per Pupil Revenue Per Public School finance Act of 1994

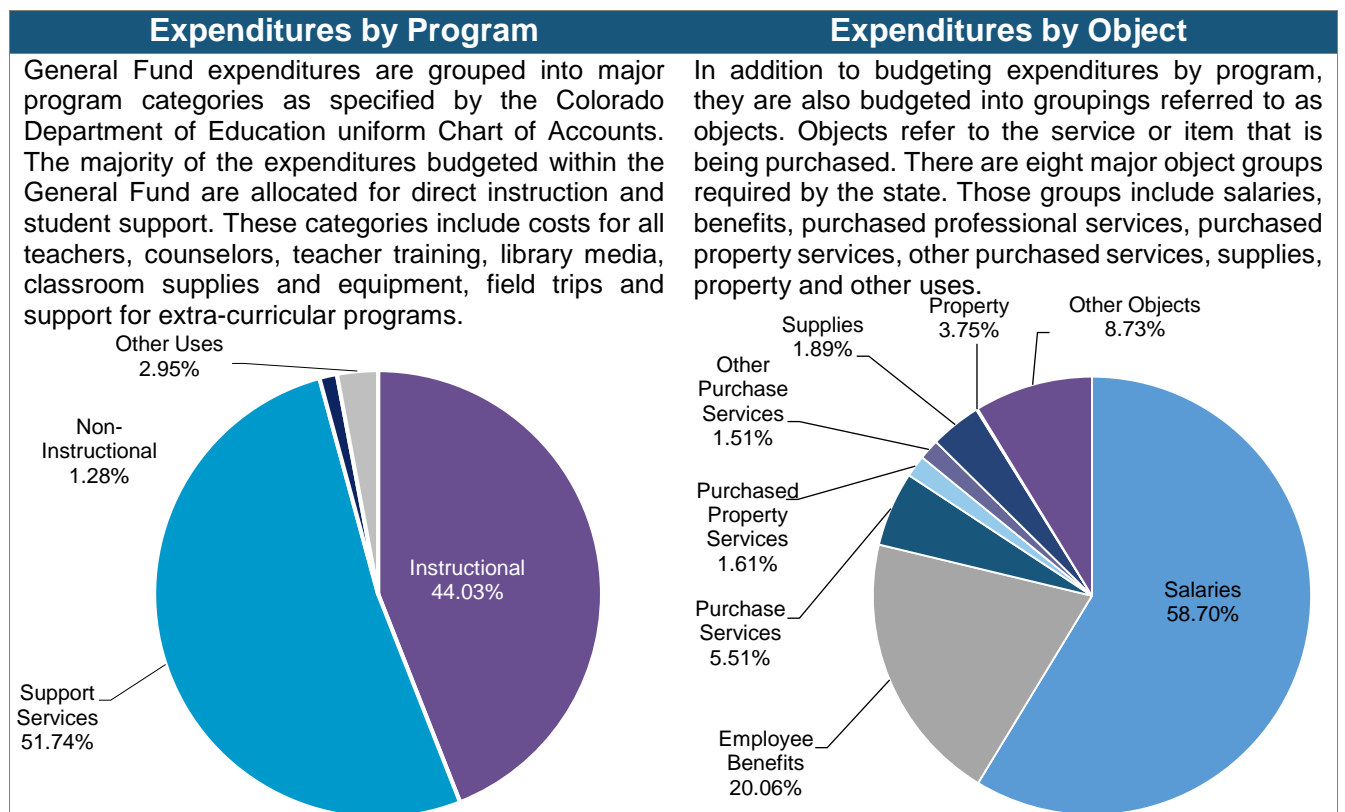


General Fund: Funding Sources Summary



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.



Major Changes in Budgeted Expenditures in both Program and Object

Past and Current Board priorities in the budget plan include:

- Preserve current programs
- Adjust CORE staffing calculations based on enrollment
- Increase utility budgets to reflect rate increase
- Continue to expand preschool options
- Continue with capital projects
- Increase salary & benefit packages
- Reduce class size by 2 for COVID
- Continue to offer 1:1 technology for home & school
- Increase Schools/Departments Budgets
- Expand counseling services
- Continue to offer daycare programs
- Expand YESS program at the middle schools
- Expand Boys & Girls Club
- Expand safety & security
- Continue to expand Athletics & Activities
- Added Social Emotional Learning Services

Overall, the budget for the 2021-2022 fiscal year will increase, but we are decreasing over \$5 million on general fund positions. This is due to declining enrollment. 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 offering through bussing as well. We really are going 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.

Contingency Reserve: General Fund

With the uncertainty of program revenue from the state, state revenue shortfalls due to poor economic conditions, 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. The amount currently is 3% for all schools districts in the State.

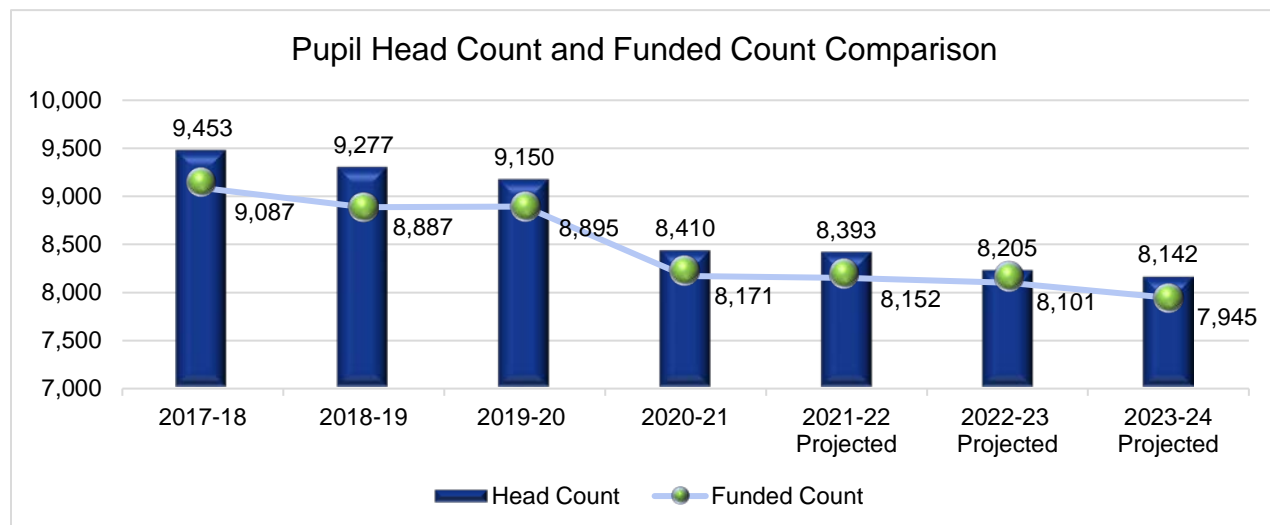
State statute 22-44-106 Contingency Reserve, allows a Board of Education to provide a reserve in the General Fund, which shall not exceed fifteen percent of the amount budgeted to the General Fund for the current fiscal year. Said reserve shall not be appropriated nor shall any moneys therein be expended 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.



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.



Source: District Information and Student October Count Data

A good enrollment forecast is driven 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 700 more kids than expected. We feel we are back on track and have been working through the 2020-2021 year to bring kids back into our buildings for 2021-2022.

Westminster Public Schools Student Demographic Data

POST-SECONDARY READINESS DATA (19-20)		STUDENT DEMOGRAPHICS*	
District Graduation Rate – 4 Year	72.5%	Male	52%
Westminster High School	86%	Female	48%
Hidden Lake High School	34.5%	Hispanic	75%
District Graduation Rate – 5 Year	79.7%	White (not Hispanic)	17%
Westminster High School	89.6%	Asian Islander	4%
Hidden Lake High School	51.5%	Black/Not Hispanic	2%
		Two or More	2%
		American Indian/	Less than 1%
		Alaskan Native; Native	
		Hawaiian /Pacific Islander	

PROGRAMS AND OTHER DEMOGRAPHICS INFORMATION*

Total Count	8,410
Free Lunch Count	5,210
Reduced Lunch Count	1,176
Free and Reduced	76 %
Gifted and Talented	272 students
ELL (English Language Learners) Enrollment	2,406
Languages Spoken	30
Special Education	1,101
Homeless	497

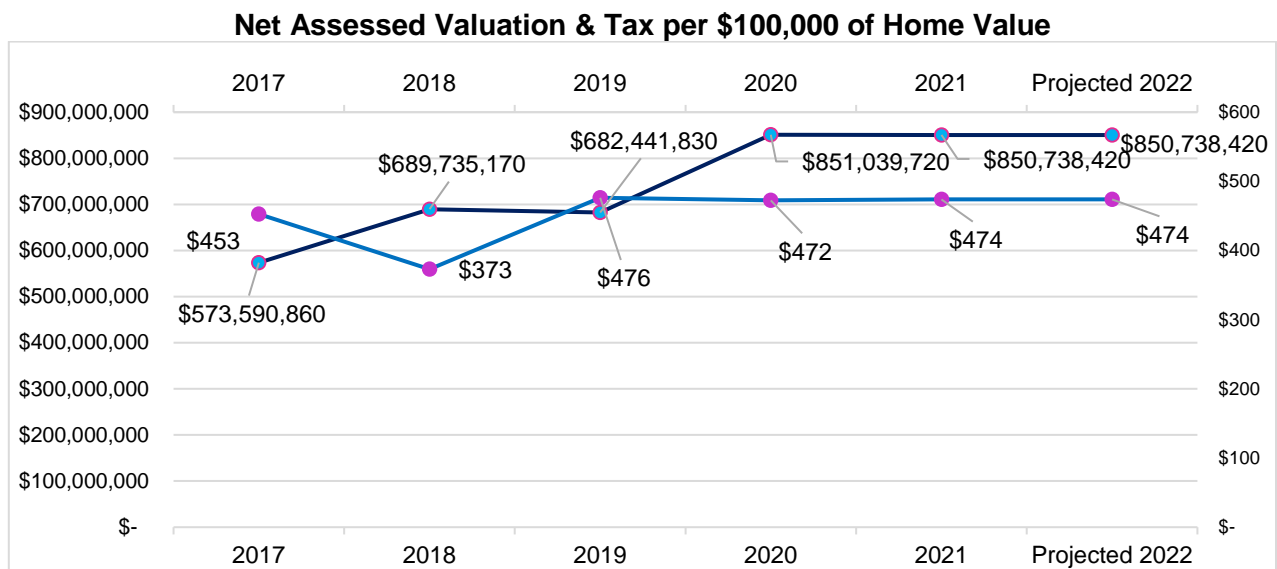


Assessed Valuation, Property Tax Mill Levy, and Property Tax

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.

Westminster Economic Profile for the city of Westminster Economic Development Office reports that an average sales price for a single family detached home is \$390,000. The following chart shows the amount of property tax an owner would owe per \$100,000 that would go to the District.



Source: Adams County Treasurer Office and District's Financial Data

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 2021-2022 budget, the school finance General Fund mill levy for property tax to be collected in 2022, 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.

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 2021-2022 is based on the anticipated tax collections from July 2021 through June 2022. 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).

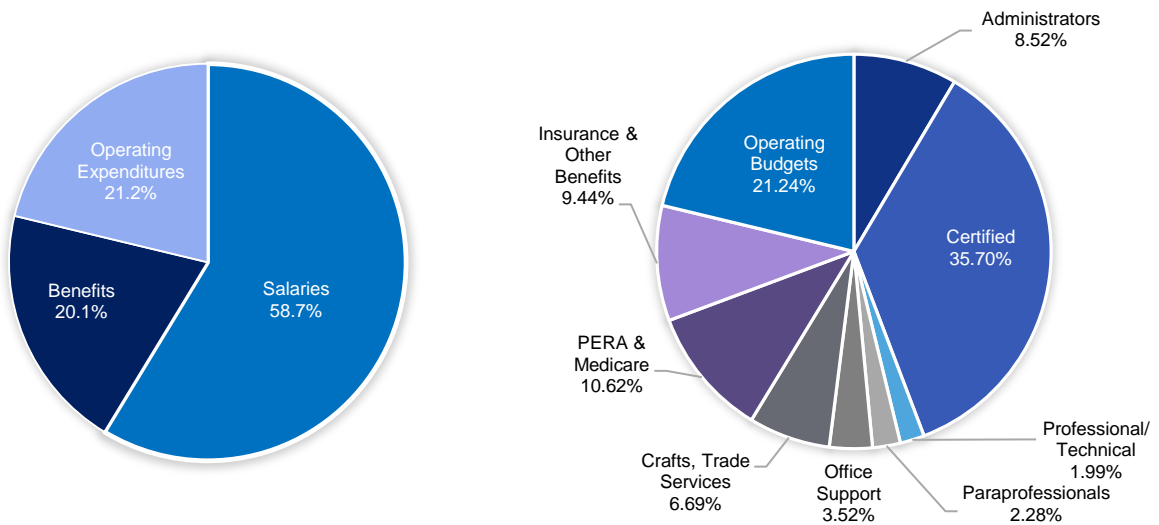
The residential Colorado Assessment rate was reduced in 2017 from 7.96% to 7.2% and to 7.15% in 2020 to adhere to the ratio requirements of the Gallagher Amendment. This will equate to approximately a 10% savings in the property tax, which will help to offset a portion of the tax increase that may result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

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.

	Licensed	ESP	Administrators	Total
Elementary	87.55	38.00	5.00	130.55
Middle	59.00	27.80	4.00	90.80
K-8	211.65	84.20	16.00	311.85
High	133.74	39.50	8.00	181.24
Departments	29.69	128.10	46.63	204.42
Total	521.63	317.60	79.63	918.86

Comparison of Salary, Benefits & Operating Budgets of Total Expenditures 2021-2022



STAFF DEMOGRAPHICS

Average pupil / teacher ratio	16.9
Average teacher salaries (including benefits)	\$ 87,860
Teacher average years of experience	7.8 years
All employees' average years of experience	9 years
Percentage of teachers with Master's Degree plus	61%

(Source: District Internal Reports and CDE 2020-21 Pupil Teacher Ratio Report)

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 2021-2022, anticipated transfer to the fund is \$1,628,725 or \$204 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 the amount is significant, 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 \$ 3,345,705 for the fiscal year 2021-2022.

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 \$ 2,195,328 at the end of the fiscal year 2021-2022.

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 \$ 21,945,784 in grants for the fiscal year 2021-2022. This will be the fund that all the COVID-19 dollars will be recorded.

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 about \$215,000. The general fund does support and will transfer funds in the amount of \$800,000 in the fiscal year 2021-2022.

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 \$ 1,800,000, which includes a \$400,000 transfer. Salaries and benefits account for over 94.06% 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 \$8.4 million for the fiscal year 2021-2022.

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

Capital Projects Funds

43- Capital Reserve Fund

The *Capital Reserve Fund* receives a transfer from the District each year for \$204 per student plus \$1 million dollars for technology, yellow and white fleet vehicles. Total funding allocated for the fiscal year 2021-2022 is \$ 2,627,512. For the fiscal year 2021-2022.

The district issued Certificates of Participation (COP) in 2018 for over \$80 million dollars that is allowing the District to maximize the value of the additional mills approved by the voters in November 2018. The COP capital projects include items like safety upgrades in 6 of our schools which include various mechanical and network enhancements, Create and expand early learning centers within the District, enhance Metropolitan Arts Academy K-8, Rebuild Orchard Park Academy formally known as Skyline Vista K-8, Create a Sports Leadership Academy.

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.

Budget Forecast

A multi-year budget projection is prepared yearly as part of the budget development process.

Financial planning for any fiscal year shall not deviate materially from Board's priorities, risk fiscal jeopardy, or fail to be derived from a multi-year plan. These projections include the Fiscal Year 2021-2022 Adopted Budget as year one. The budget projection is one of many tools used in the budget development process. Projected numbers are reviewed and revised as future assumptions are known.

Following are the assumptions used for the various fund projections. A detailed budget projection summary for the Funds is included in the Financial Section of this Adopted Budget.

General Fund – At this time, the District is projecting lower pupil enrollment over the next three years. The compensation is planned to increase over 6% per fiscal year for the next two years. The District made a two years agreement with the Districts association. At the same time, the District decreased 5% of the current staff for 2021-2022. The forecasts assume the teacher student ratio will be 19:1 K-5(Elementary); 22:1 (Middle School); 25:1 (High Schools); 17:1 (K-8 innovation). This is a decrease of 2 students per FTE. To make up for the learning loss from the pandemic the District is using ESSR III dollars to lower class size.

Governmental Designated-Purpose Grants – Special Revenue Fund – Fiscal Year 2021-2022 reflects an increase of funding and expenditures mainly due to the COVID pandemic. The District also has grants that needed to be spent by the end of 2020-2021. The state has extended those grants giving the District more time to spend those dollars. The District will however continue to explore new funding options to provide educational opportunities for students of Westminster Public Schools, our goal is to increase grant opportunities each year.

Athletic – Special Revenue Fund – Athletic revenues and expenses are expected to remain relatively stable in the future years. The District projected to see a decline in revenues up to 2022-2023 fiscal year, due to the pandemic. A 3% increase for salaries has been calculated for the next two years. All other expenditures are staying consistent.

Bond Redemption Debt Service Fund – The principal and interest payments in the Bond Redemption Fund are consistent. A future bond election has not been planned at this time.

Capital Reserve Capital Projects Fund –The District is not required to fund the Capital Reserve Fund due to changes in statute. However, the allocation to this fund is planned to remain level to continue to address capital needs. The District funds \$204 per student plus \$1 million being added for technology, furniture, yellow and white fleet vehicles.

Key assumptions for budget planning:

- Enrollment
- COVID-19 impact
- Salaries and benefits staying competitive
- State budget stabilization factor
- School Board priorities- Bridge Pan
- Changing demographics
- Competency Based Education continuing to be a vital part of the District's operating system
- Lowering class size as much as possible
- New legislation – new mandates
- Contractual agreements
- Schools will be funded for instructional and non-instructional supplies & materials, purchased services, capital outlay at a pre-determined level of per-pupil funding
- Collaborative decision-making will continue to be used in the District and school improvement process where appropriate

- Socio-economic (at-risk student enrollment) achievement information will be used in determining total student funding
- School priorities, demographics, blueprint and profile information will be used to establish needs

Budget Forecast: General Fund

	Adopted 2022	Projected 2023	Projected 2024	Projected 2025
Revenues				
Local	\$ 52,885,586	\$ 50,827,274	\$ 54,411,439	\$ 52,309,311
State Sources	53,332,091	55,191,377	56,868,618	58,817,756
Federal Sources	73,734	73,018	75,208	73,800
Total Revenue Allocation Before Transfer Allocations	\$106,291,411	\$ 106,091,669	\$111,355,265	\$ 111,200,867
Expenditures				
Salaries	62,161,309	64,026,148	61,166,410	61,778,074
Employee Benefits	21,246,432	21,883,825	20,995,509	20,205,464
Purchased Services	5,837,403	6,012,525	6,084,144	6,144,986
Purchased Property Svcs	1,709,983	1,761,282	1,532,079	1,547,400
Other Purchased Svcs	1,598,577	1,646,534	1,722,697	1,739,924
Supplies	3,972,777	4,091,960	4,124,508	4,165,753
Property	134,321	138,351	196,823	198,791
Other Objects	9,243,310	9,520,609	8,813,823	8,901,961
Other Uses of Funds	-	191,654	281,760	284,578
Total Expenditures	\$105,904,112	\$109,272,889	\$104,917,753	\$104,966,930

Budget Forecast: Other Funds

	Amended	Adopted	Projected	Projected	Projected
Revenue Summary of All Funds	2021	2022	2023	2024	2025
10 General Fund	\$ 101,130,764	\$ 106,291,411	\$ 106,091,669	\$ 111,355,266	\$111,200,867
18 Risk Management Fund	1,599,700	2,554,514	2,614,862	2,643,469	2,706,160
19 Colorado Preschool & Kindergarten Fund	3,396,930	3,345,705	3,463,844	3,533,121	3,603,783
21 Nutrition Services	5,519,000	5,879,000	5,404,184	5,064,068	5,109,832
22 Government Designated Purpose Grants Fund	27,036,784	21,945,784	15,760,178	15,765,450	15,752,600
23 Student Athletic & Activity Fund	1,085,000	1,015,000	998,450	1,025,430	1,073,117
26 Daycare Program	1,288,000	1,800,000	1,942,000	1,985,260	2,029,818
31 Bond Redemption Fund	8,657,781	8,457,781	8,204,048	7,957,926	7,719,188
43 Capital Reserve	12,000,000	2,627,512	-	-	-
Total	\$ 161,713,959	\$ 153,916,707	\$ 144,479,235	\$149,329,990	\$149,195,367

	Amended	Adopted	Projected	Projected	Projected
Expenditure Summary of All Funds	2021	2022	2023	2024	2025
10 General Fund	\$109,578,380	\$ 114,706,054	\$ 115,581,458	\$ 111,294,493	\$111,414,206
18 Risk Management Fund	2,006,490	2,514,980	2,741,128	2,786,493	2,842,223
19 Colorado Preschool & Kindergarten Fund	4,067,182	4,193,117	3,412,619	3,071,357	3,362,324
21 Nutrition Services	5,018,167	6,260,789	5,230,090	5,386,992	5,548,602
22 Government Designated Purpose Grants Fund	27,036,784	21,945,784	15,760,178	15,765,450	16,703,200
23 Student Athletic & Activity Fund	1,147,579	982,674	969,137	1,028,783	882,691
26 Daycare Program	1,648,489	1,897,318	1,954,238	2,012,865	1,973,251
31 Bond Redemption Fund	8,342,372	8,208,981	8,141,413	8,326,081	8,304,637
43 Capital Reserve	47,703,138	19,898,272	14,248,750	4,376,213	4,507,499
Total	\$206,548,580	\$ 180,607,969	\$ 168,039,011	\$ 154,048,726	\$155,538,632

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. Effective July 01, 2020, Districts are required to post on their website their current and prior two years of adopted budget, financial audit, 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 2019-2020 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 2021-2022 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.



Significant Events

WPS Students Head Back to Classroom

Westminster Public Schools (WPS) was one of the first districts to commit to five days a week in-person learning with an option for students to choose online learning. After a summer of safety planning and preparations, most Westminster Public School students returned to the classroom on Thursday, August 20th, while about 2,000 other students began online classes through the

[Westminster K-12 Virtual Academy](#).

In June, the Board of Education unanimously voted to open the district as “close to normal” as possible with enhanced safety measures designed to contain the spread of COVID-19.

Board President Ryan McCoy reminded everyone in the community to be vigilant in watching for symptoms and to take the necessary steps. “We are all in this together,” he said.



COVID-19 Changes Student Athletics

Students are living through a period of extraordinary change, and they have learned that the ability to adapt is more important than ever. CHSAA required some modifications to the structure for school sports in order



to comply with national, state, and local guidelines. Instead of having a fall, spring, and winter season, Westminster Public Schools created A, B, C, and D seasons. Coed cross-country, boys golf, and girls' softball were the first athletic programs for the 2020-2021 school year under the new guidelines established by Colorado High School Activity Association (CHSAA). Football fans will have to wait for early 2021 year to cheer on the Westminster Wolves football team and any Soccer, Bowling, Volleyball, Gymnastics, Field Hockey, and Bowling fans.

The modified schedules were necessary to prevent student-athletes from catching or spreading the coronavirus. CHSSA spent the summer months trying to find a formula that meets the needs of students. Athletic home game events are streamed so that parents/spectators were able to see their athletes perform.

WPS Provides more than 800,000 Meals During Pandemic

Westminster Public Schools (WPS) helped thousands of families who struggled to put food on the table during the COVID-19 pandemic. The district's **Nutrition Services Department** responded by providing more than 800,000 meals to local families. Meals were provided to students who were no longer at their schools to eat breakfast and lunch. Bus drivers even went into neighborhoods to distribute food to families who could not get to their home school for meals.

During the summer months, the district provided another 345,204 to families from pickup sites across the school district.

"I want to thank our community partners including Adams County and the City of Westminster for their support," said David Maki, Director of Nutrition Services. "Special thanks to our heroic front-line workers who provided meals during snowstorms, downpours, and searing heat. Many gave up their summer vacations for this important work."

Superintendent Dr. Pamela Swanson said the numbers tell an important story. "The numbers are a reminder of how connected our families are to their schools," she said. "We were thrilled that we were able to step up and support our families during a time when people were facing so many financial hardships."

According to an August 8 report in the **Denver Post**, one in three people in Colorado do not have enough to eat. Colorado's economy is starting to rebound from the COVID-19 pandemic, but many families are still struggling to make ends meet.



Board of Education Supports Amendment B to Get Rid of Gallaher Amendment

Westminster Public Schools Board of Education supported Amendment B on the November ballot to repeal the Gallagher Act and readjust the ratio between residential and business property taxes. The repeal would provide more money for public education and local agencies.

The Gallagher Amendment was passed in 1982 and is part of a complex state funding formula that critics say prevents equitable funding across Colorado communities. If passed, the legislature would freeze current property tax rates and stabilize the funding base for school districts, fire departments, libraries, and other local funding operations.

According to Colorado Public Radio: "The repeal effort has unprecedented bipartisan support. It was put on the ballots by Democrats and Republicans in the state legislature, who say that repeal will shore up government revenues at a time when the state's finances are reeling."



WPS Board of Education Comes Out Against Standardized Testing in Midst of Pandemic

Westminster Public Schools (WPS) Board of Education unanimously approved a resolution asking the Colorado Department of Education (CDE) to suspend high stakes standardized testing for the 2020-2021 school year. The board action received widespread media attention with Superintendent Dr. Pamela Swanson and board member Christine Martinez making the argument that given the loss of student learning during the pandemic, more time should be spent on teaching and not testing.

CDE suspended the Colorado Measures of Academic Success (CMAS) in the spring of 2020 as the COVID-19 pandemic was beginning to take hold across the country. WPS board members supported the CDE decision last year, and members believe it makes sense for CDE to follow the same line of thinking this spring.

"We are all for accountability and the need to know where our students are academically, but we have ways to measure achievement without spending valuable dollars and resources on tests that will not provide us with meaningful information in a timely manner," said Superintendent Pam Swanson. "We need to spend every available moment making up for lost learning because of the pandemic."

Westminster Public Schools has championed the availability of in-person learning whenever possible, but even so, about 30 percent of students are using an online virtual learning platform with varying degrees of success.

"Some students thrive in this environment, but we don't need a time-consuming, stressful test to confirm that many students are struggling to learn during this pandemic," Swanson said.

Several studies have measured lost learning during the pandemic and concluded that students from minority communities and those living in poverty have been especially hard hit. NWEA, a non-profit organization supporting students and educators, released a [report](#) in November looking at student math and reading achievement and growth and concluded:

The public health, education, and economic damages inflicted by COVID-19 are likely to exacerbate long-standing inequities disproportionately affecting

Black, Latinx, and Native American students, as well as English learners and students with disabilities.

Some of the challenging potential effects of **standardized testing** on students are that **standardized test** scores are often tied to important outcomes, such as graduation and **school funding**. Such high-stakes **testing** can place undue stress on students and **affect** their performance.

The WPS Board of Education encourages other school boards and education leaders to follow WPS's lead and make a clear statement about education priorities during an unprecedented health crisis.

"This is a critical moment in the lives of our children," said Swanson, "We have to get this right, and we need to put our limited time and money into educating students, not testing them."



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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 Ryan McCoy, Board President, Joe Davidek, Board Vice President, Christine Martinez, Board Director, Ken Ciancio, Board Secretary, and Max Math, 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 pre-kindergarten 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, vocational programs, post-secondary classes, outdoor education, programs for the talented and gifted, 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 the District's Nutrition Services Department. All students receive free school breakfast, and at the elementary level, all students will receive a free lunch.

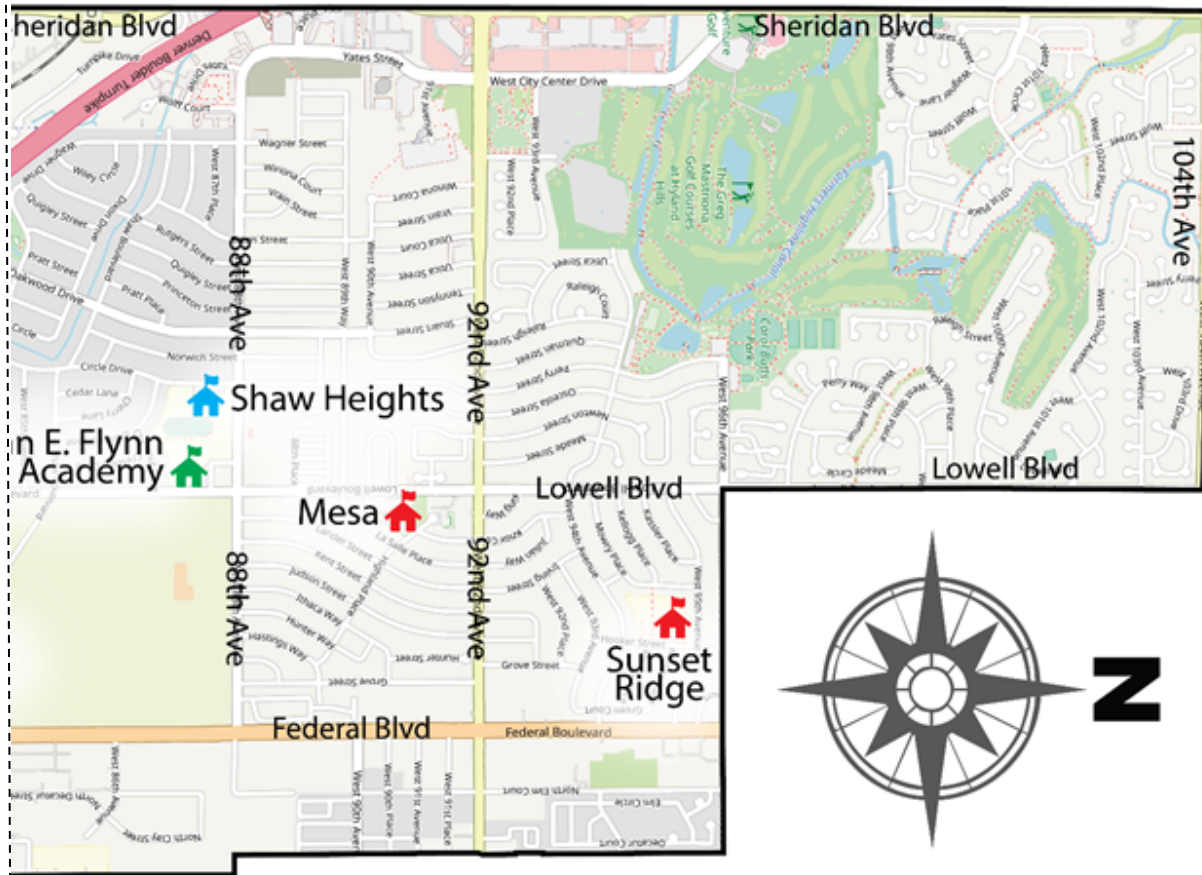
District Boundary Map










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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, 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.

District Goals and Strategies

The year 2020, was one of global disruption. COVID-19, a devastating global pandemic no one saw coming, brought economies to a standstill, shuttered schools, and changed individual behaviors in ways that will not be known for years. This pandemic has been called the most significant global disruption since World War II. This 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.

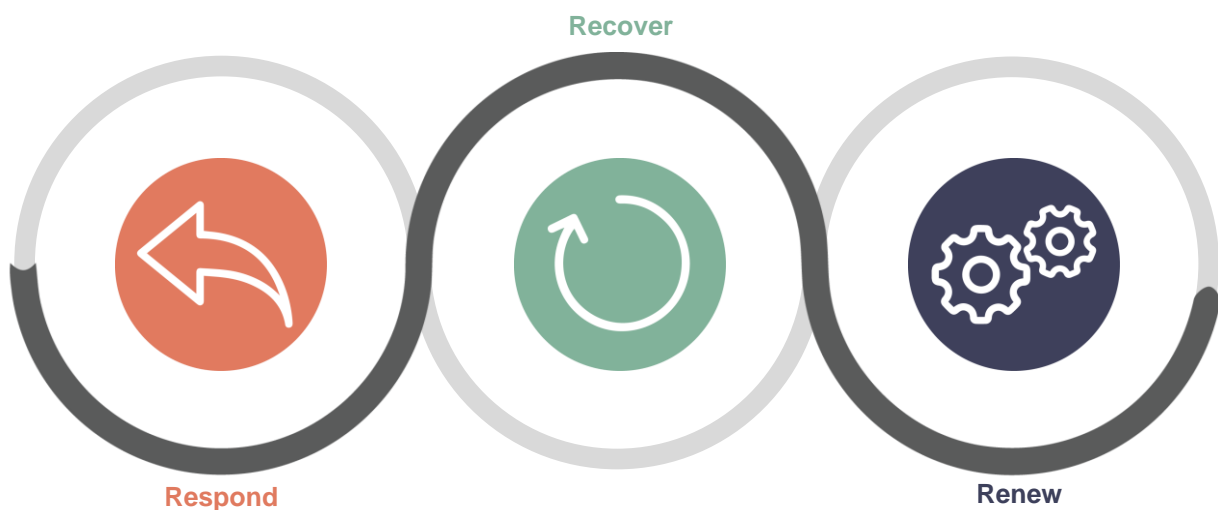
On the other hand, the pandemic has stimulated innovation in the education sector. Looking at the past year in the rear-view mirror, one thing is clear—change is hard; it happens gradually and then suddenly. As a district, we need to identify and analyze the actions we took to respond to this pandemic. 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 the Strategic Plan to be developed, will be 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 presented herein is 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 provides 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 the next five-year strategic plan—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.

This format, Respond, Recover, and Renew will allow us to capitalize on lessons learned and reconfigure our work for a new reality.



Strategic Plan:



OUR STRENGTHS

The District embraces school innovation. WPS is committed to CBS, preparing students for the day after high school graduation. Students are required to show mastery of content before moving on to new learning. CBS seeks to end social promotion where students are routinely moved along year after year. Our efforts have received significant attention at both the state and national level.

The District embraces school innovation. Two years ago, Colorado STEM Academy opened with "Innovation Status" approved by the Colorado State Board of Education. Westminster Virtual Academy also opened on the Hidden Lake High School campus to allow students access to anywhere, anytime learning.

While WPS is breaking ground in how it educates all of its children, it also embraces a long, proud history of educators and civic leaders who have shaped the community.

In the past several years, there has been a renewed focus on community pride, and a realization that a successful community and a successful school district go hand in hand. Relations with members of the Colorado State Legislature and leadership of the City of Westminster have never been stronger.

WHAT WILL

WESTMINSTER PUBLIC SCHOOLS

NEED TO ADVANCE FOR A

POSITIVE ORGANIZATIONAL IDENTITY?

OUR CHALLENGES

Despite improving academic performance, WPS still has many challenges. Approximately 80% of our students qualify for free and reduced meals, and about 45% are Culturally and Linguistically Diverse (CLD). Once labeled a "Turnaround District" by CDE, the District still wrestles with the stigma of a low-performing district.

Enrollment has remained stable over the last decade, but the District still loses approximately 3,800 students a year to charter schools or surrounding school districts. The District has found that many parents are happy to send their children to their local elementary school but begin looking for other options as their children grow older.

Adequately financing education is another challenge. Ours is not a wealthy community. Many of the District's residents are either retired or come from hard working families who live paycheck to paycheck. Voters rejected a mill levy override in 2013 and turned down a mill levy override and bond election in 2014.

OUR FOCUS

The District's identity needs to reflect the improved academics and quality of life for students in the District. There is no overnight fix or rebranding program that will instantly change perceptions of the community. Success will only come from steady, constant work. Steps must also be aligned with Board of Education priorities and goals. Below are steps to improve our identity:

- Continue to highlight academic growth and improvement.
- Improve customer service at administration and school level.
- Improve website content and accuracy.
- Aggressive public relations campaign to share the good news going on in the District.
- Continuation of consultant work.
- Rebrand to include name, tagline, typographic and color standards.



OUR STRENGTHS

A pipeline is a continuous and somewhat overlapped movement of instruction that supports student learning in a particular field or

discipline as one transitions between levels and campuses. Currently, WPS has the building blocks for a STEM pipeline in place. Colorado STEM Academy provides focused science and technology instruction in grades 3-8, Gateway to Technology programs are present in each of our middle schools, and Project Lead the Way (PLTW) at the high school. The District is now ready to define STEM pathways that offer training, hands-on experience, and learning opportunities to prepare students for rigorous secondary courses and ensure they enroll in a two or four year institution of higher education.

In addition to a strong foundation in the sciences, the District is privileged to have a thriving, award-winning performing arts program at the high school. We are also fortunate enough to have two quality performance spaces, a state of the art theatre at Westminster High School and a 1,438 seat auditorium at Ranum Middle School. To complement our internal resources, the District also benefits from community support through the North Metro Arts Alliance and proximity to the quality theatre at the Arvada Center. Regionally, Denver is known as an arts haven with about 50 theatre companies competing to provide quality entertainment and employment opportunities for students.

DOES WESTMINSTER PUBLIC SCHOOLS
HAVE A SPECIFIC **VISION** OF
21ST CENTURY EDUCATION AND AN
IMPLEMENTATION STRATEGY TO MAKE IT
ACTIONABLE?

OUR CHALLENGES

Perhaps one of the greatest challenges facing a “pipeline” program, is creating a common vision. Whether it is STEM or Performing Arts, as programs spread across schools and campuses, the lack of a unified instructional philosophy has the potential to neutralize any benefits to the model. Time is one of our greatest challenges; time for developing a common vision, time for professional development, time for curriculum development, and time to collaborate.

Specialized programs also tend to be more expensive to implement and maintain. Funding continues to present challenges to our pipeline program development. Whether it is recruiting and maintaining quality staff, obtaining specialized equipment and curricula, and/or facility development, limited resources and budgetary constraints create barriers to effective implementation.

OUR FOCUS

WPS is committed to raising academic achievement for all students. Our primary goal is to increase learning that results in measurable outcomes by implementing high-quality academic programs.

- Train, develop and deploy an integrated visual and performing arts program in a magnet school while providing strands of similar foci across elementary and middle schools.
- Market, attract and retain up to 200 students by the 3rd year of implementation, at least half of whom would have otherwise attended schools outside of our boundaries.
- Partner and strengthen current partnerships with visual and performing arts agencies to improve student and teacher access to the arts, both while in school and for potential school to career pathways.
- Illuminate research that clearly exposes the advantages in performance of the arts involved students relative to the other students over time.
- Integrate a humanities approach by co-mingling resources to save money while improving desired results.



OUR STRENGTHS

The District's CBS Instructional Model mirrors workplace performance expectations so there is immediate connection and smoother transition to employer expectations for our students upon graduation provided they have learned how to set target goals, problem solve in "real world" scenarios and leave high school performing at college entrance or work readiness levels academically. The District currently offers existing career pathway and college preparation programs (International Baccalaureate (IB), Advanced Placement (AP), Concurrent Enrollment (CE), Career Technical Education (CTE), Advancement Via Individual Determination (AVID)) that are proven effective in providing the right level of skill development for our students. The District implemented a Phase I Individual Career and Academic Plan (ICAP) curriculum for students in levels 6-12. With the enhancements made to Empower and the incorporation of the District personal social competencies, the curriculum for 2015-2016 will align with the CBS model, will enable students to capture personal and career exploration data that will make it easier for family members and District staff to guide each student toward his/her professional goals.

OUR CHALLENGES

The postsecondary and workforce readiness challenges faced by our students are often masked in discussions of statewide data. While Colorado ranks in the top five states in college degree attainment and the percentage of workers in high-tech fields, the reality for our students is starkly different. The first challenge faced by WPS is our change in demographics. With a large percentage of our students identified as immigrant and lacking "official recognition" many do not see postsecondary opportunities as a realistic option. Additionally, many of our students do not have an adult in their household with a college education, another determining factor in positively viewing higher education as obtainable. And finally, even if college is a goal, many of our students face achievement gaps that seem insurmountable and defeating. The second challenge faced by many of our families is funding. With a poverty rate in the 70th percentile, many students/families do not have the social networks that can financially assist in this goal. And finally, leveraging state and local resources and strategies to support programs, internships, and other opportunities for students in an environment of shrinking revenues continues to challenge the District.

HOW IS WESTMINSTER PUBLIC SCHOOLS
INCREASING THE **RIGOR** OF HIGH
SCHOOL COURSEWORK WITH A GREATER
**FOCUS ON IN-DEPTH
CONTENT COVERAGE
AND GREATER SECONDARY-TO-
POSTSECONDARY AND WORKFORCE
READINESS CURRICULUM ALIGNMENT?**

OUR FOCUS

It is imperative that every graduating high school learner understand his or her next steps and be academically, socially and emotionally proficient enough to pursue their career of choice. In order to achieve this, each student needs guided and self-directed study over their entire PK-12 career. Our expectations are that every student will graduate ready to enter postsecondary education without remediation and/or will have the skills needed to enter the workforce in a career choice that will earn them a household living wage.

- Develop a cohesive ICAP in grades 6-12; ultimately PK-12.
- Improve master scheduling to maximize time on task, Project Based Learning, internship opportunities, and provide time for teachers to participate in quality professional development.
- Strengthen and expand our postsecondary and career preparation programs through expansion of IB, AP, AVID, CTE, and PLTW courses, not only at the high school level but in the earlier grades.
- Strengthen and expand our counseling program to provide students and families with the support needed to make informed decisions regarding current and future academic goals, employment opportunities, and the development of soft skills necessary for success in life.
- Meet or exceed CDE's Postsecondary and Workforce Readiness performance expectations.



VISION

OUR STRENGTHS

In 2002, the District conducted an extensive audit of its facilities in collaboration with Lantz-Boggio Architects, P.C. The review included a facility

portfolio analysis and documentation; condition surveys; building and site usage, including capacity analysis; and, cost projections for required maintenance and compliance with current codes. Data obtained from this review has proven crucial in assisting the District make long-term facility decisions and evaluate maintenance and usage scenarios, options and alternatives.

In 2009, another comprehensive facility review was conducted in conjunction with CDE. Combined with the data obtained in the earlier audit, the District has been able to formulate a sound maintenance plan and leverage local dollars with state funding to meet some of our more significant needs such as roof replacements and mechanical system upgrades.

The District has also recently engaged in a benchmarking study. Benchmarking is a useful tool for comparing and measuring our organization against others, to gain information on philosophies, practices, and measures that will help us take action to improve our performance.

DO PK-12 SCHOOL FACILITIES AFFECT EDUCATION OUTCOMES?

OUR CHALLENGES

While our facility audits provide quality data for facility planning and management, they also highlight the magnitude of our facility needs. To remediate maintenance needs, meet current building usage standards, and comply with current codes, the total estimated cost is approximately \$135 million. As demonstrated by this number, our needs greatly outstrip our capacity to adequately respond to them. Our first priority is to channel dollars and resources into the systems that if they failed, would close a school for a significant period of time. These systems, the infrastructure backbone of a building, are not glamorous and most often are “behind the scenes” and hidden from plain view. The out-of-sight nature of these projects make it difficult to generate excitement for the expenditures, both on the part of District staff and community who would like to see upgrades to the instructional spaces. Balancing our basic needs with supporting needed changes to the instructional environments is perhaps our greatest challenge.

OUR FOCUS

The overall focus of WPS continues to be 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. 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.



OUR STRENGTHS

Great teaching matters. In fact, an increasing body of evidence suggests that teacher quality is the single most important factor in determining student outcomes. WPS

continues to create programs to position ourselves as a vanguard for attracting highly effective teachers. We invest in and support our staff through mentoring, ongoing quality professional development, and a dynamic, innovation-minded instructional model that encourages 21st Century ingenuity and creativity.

WPS continues to offer one of the most competitive pay scales in the state of Colorado.

Our Human Resources department seeks to recruit, retain, and develop a diverse cadre of the highest quality licensed personnel, educational support professionals, and administrators. WPS employs 1,066 employees, of those 582 are licensed personnel and 420 are educational support professionals.

DOES TEACHER QUALITY
DETERMINE STUDENT
OUTCOMES?

OUR CHALLENGES

WPS faces staffing shortages in historically hard-to-fill positions:

- High demand fields such as special education, math, science and bilingual education/CLD
- Applicants wishing to teach in urban, low-income, minority schools
- Racially and ethnically diverse applicants

Teacher retention - It is estimated that only 50 to 60 percent of teachers are teaching five years after entering the profession. We seek to reverse this trend through our commitment to employee satisfaction and professional compensation.

We continue to explore ways to honor the needs of our staff as they tool and retool their practice in order to keep pace with the needs of learners. We need time and resources to build and maintain a highly effective teaching and support staff.

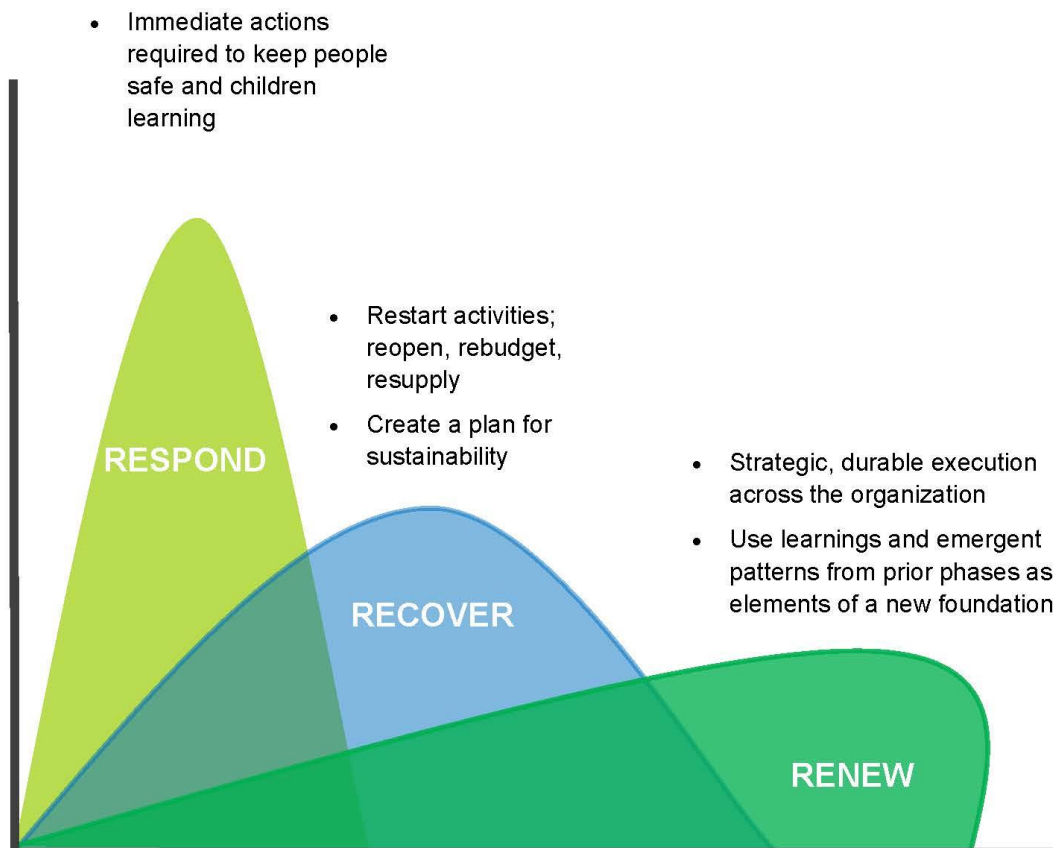
OUR FOCUS

- Retain highly effective staff
- Recruit and hire highly effective minority candidates
- Transmit the culture of CBS to our new hires
- Provide principals, school staff, and District administrators training and support on cultural competence and minority teacher recruitment and retention
- Provide a highly effective principal in every school
- Provide a highly effective teacher in every classroom
- Ensure that new teacher hires have what they need to experience immediate success and be an asset to their schools
- Provide targeted, ongoing professional development to ensure teacher success and maximize student achievement
- Increase the number of STEM certified teachers
- Develop leadership at all levels of the organization
- Ensure that our employee evaluation system aligns with CBS at all levels

Westminster Public Schools Reset Model

The district was presented with many challenges and interruptions spring of 2020 due to the COVID -19 outbreak and the ensuing stay-at-home orders. Staff, students, and family worked together minimize the impact to students. Westminster Public Schools is committed to continue offering a learning environment Where Education is Personal and getting students, staff, and community back on track by navigating our way through the pandemic. The district will be implementing the **3 R's**, **Respond**, **Recover**, and **Renew** to create pathways to positive outcomes.

The WPS Reset Model



Cost of District Current Objectives



Westminster Public Schools' Identity articulates the Mission, Values and Vision 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**.

At Westminster Public Schools, **Education is Personal**. Every dollar the district receives is directed at demonstrating the district's Mission, Values, and Vision. Overall, the district spends \$14,360 per student from its main fund—the General Fund. Summary of revenues and transfers for all funds is as follows:

10 General Fund	\$ 106,291,411
18 Risk Management Fund	2,554,514
19 Colorado Preschool & Kindergarten Fund	3,345,705
21 Nutrition Services	5,879,000
22 Government Designated Purpose Grants Fund	21,945,784
23 Student Athletic & Activity Fund	1,015,000
26 Daycare Program	1,800,000
31 Bond Redemption Fund	8,457,781
43 Capital Reserve	2,627,512
	\$153,916,707



Westminster Public Schools is an educational leader whose priority is to seek high academic standards, support innovative instructional programs and practices, increase academic achievement, and develop our students' learning skills.

\$55,573,146, which translates into 52% of the district's General Fund budget, is spent on instruction and various instructional services.



Westminster Public Schools is dedicated to ensuring that each of its students is professionally prepared. The District supports personal, social, financial literacy, career exploration, and development for our students to succeed. Some areas of focus are but are not limited to is Social Work, Other Support Services for Students, Psychological Services, and Guidance Services. A total of \$4,687,328 will be applied to ensure these services.



Westminster Public Schools provides functional and safe infrastructure and facilities, which make a significant contribution to a positive student and workplace experience.

Property and Property Services represent 1.74% of the district's General Fund budget. Additionally, the District's Capital Reserve expenditure budget is \$4.1 million with over \$80 million from the Certificates of Participation (COP) projects being finished up this year. \$6.6 million will go towards various safety and mechanical upgrades. Other projects that are being finalized include Early Learning Center at FM Day Elementary, Colorado Sports Leadership Academy K-8, Early Learning Center at Gregory Hills, Orchard Park Academy K-8, Metropolitan Arts Academy K-8, and others.

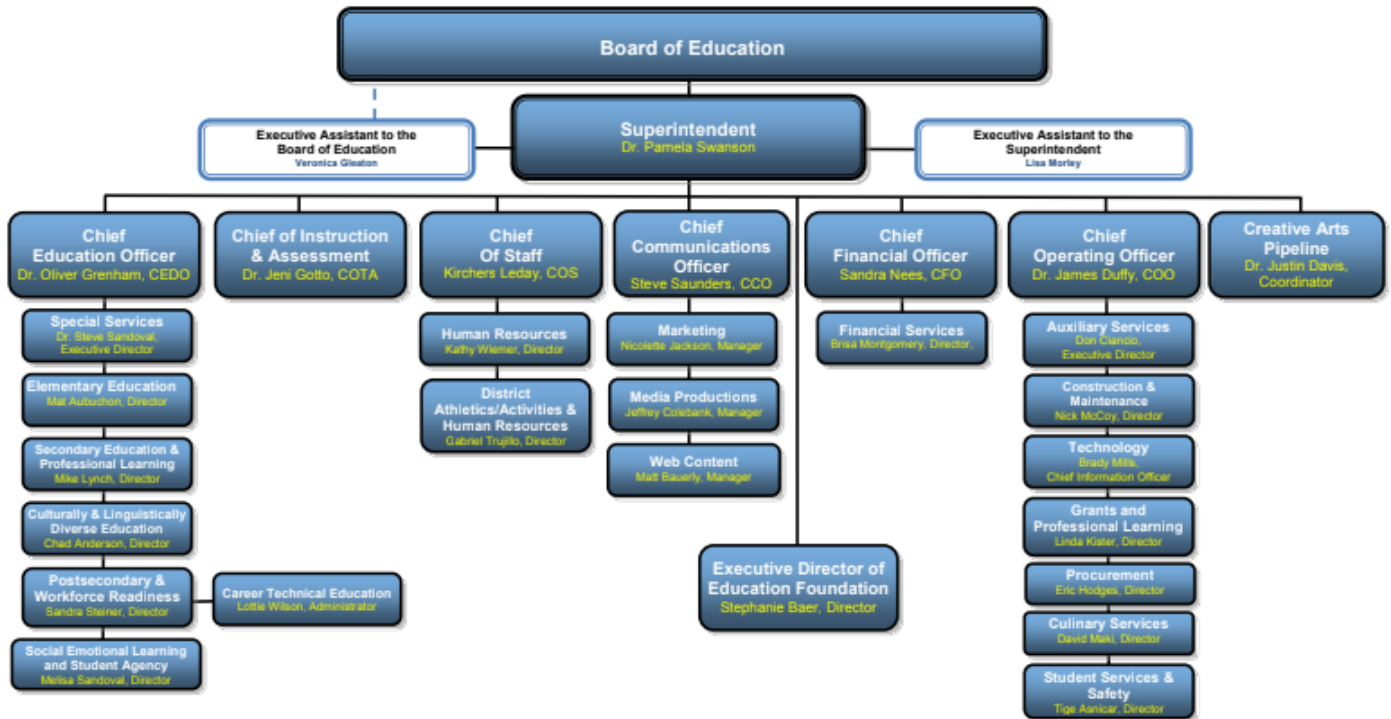


Westminster Public Schools is an employer of choice committed to fostering an environment of education innovation through a workplace that attracts, sustains, and inspires great people, working for a great purpose, while promoting diversity, equity, civility, and respect.

Salaries and Benefits represent 78.76% of the district's General Fund budget: \$62,161,309– Salaries and \$21,246,432 – Benefits. The district is further demonstrating its commitment to employees by being the first in the state to introduce a licensed salary table with a starting salary of \$55,038. The district's ESP salary table is highly competitive as well and is ranked one of the highest.

District Organizational Structure

Westminster Public Schools – Organizational Chart



Updated 1/12/2021

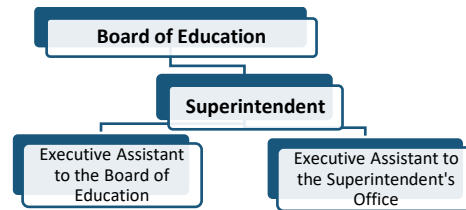
Central Office Administration

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.

In December of 2018, The Colorado Association of School Boards (CASB) awarded the WPS Board of Education winners of the All-State Award.



Ryan McCoy | Board President | Elected Term: November 2017 to November 2021



Ryan McCoy was first elected to the Board of Education in 2013 and reelected in 2017. Ryan McCoy

McCoy has deep roots in the Westminster community, having graduated from Westminster High School in 2000. His father also graduated from Ranum High School. McCoy also has two kids who attend Westminster Public Schools.

Joe Davidek | Board Vice President | Elected Term: November 2017 to November 2021



Joe Davidek was first elected to the Board of Education in 2013 and reelected in 2017.

Davidek attended schools in the district his entire life, and graduated from Westminster High School in 1976. He has two children who also attended a school in Westminster Public Schools, and both graduated from Westminster High School.

Ken Ciano | Board Secretary | Elected Term: November 2015 to November 2023



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

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. Ciano 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 Treasurer | Elected Term: November 2015 to November 2023



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

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. Math attended the University of Colorado and the University of Phoenix, and received his degree in Business. He then received his master's in Public Administration from University of Southern California.

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



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

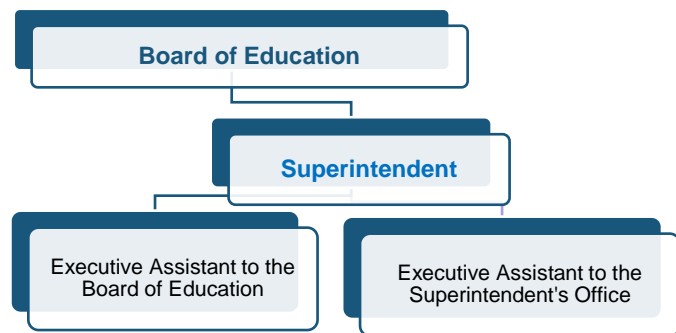
Christine graduated from Westminster High School in 2001, continuing a recent trend where all the members of the Board of Education are graduates of the school district.

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.

SUPERINTENDENT'S OFFICE

School 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 six 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: 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 Education Officer: Dr. Oliver Grenham

Shared Vision

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

Shared Mission

Facilitating and supporting learners to improve every day.

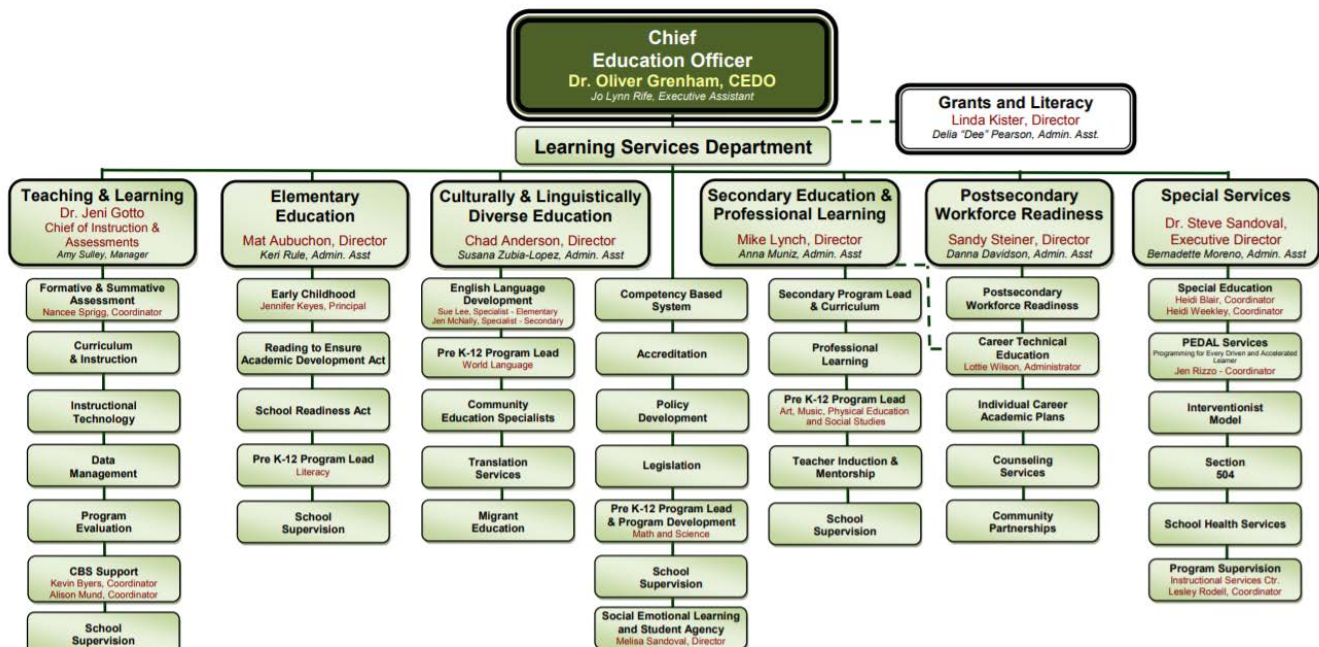
Shared Purpose

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 & 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, Special Services,

Chief Education Officer Organizational Chart



Updated 1/12/2021

HUMAN RESOURCES DEPARTMENT

Chief Of Staff: Kirschers Leday, MBA

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

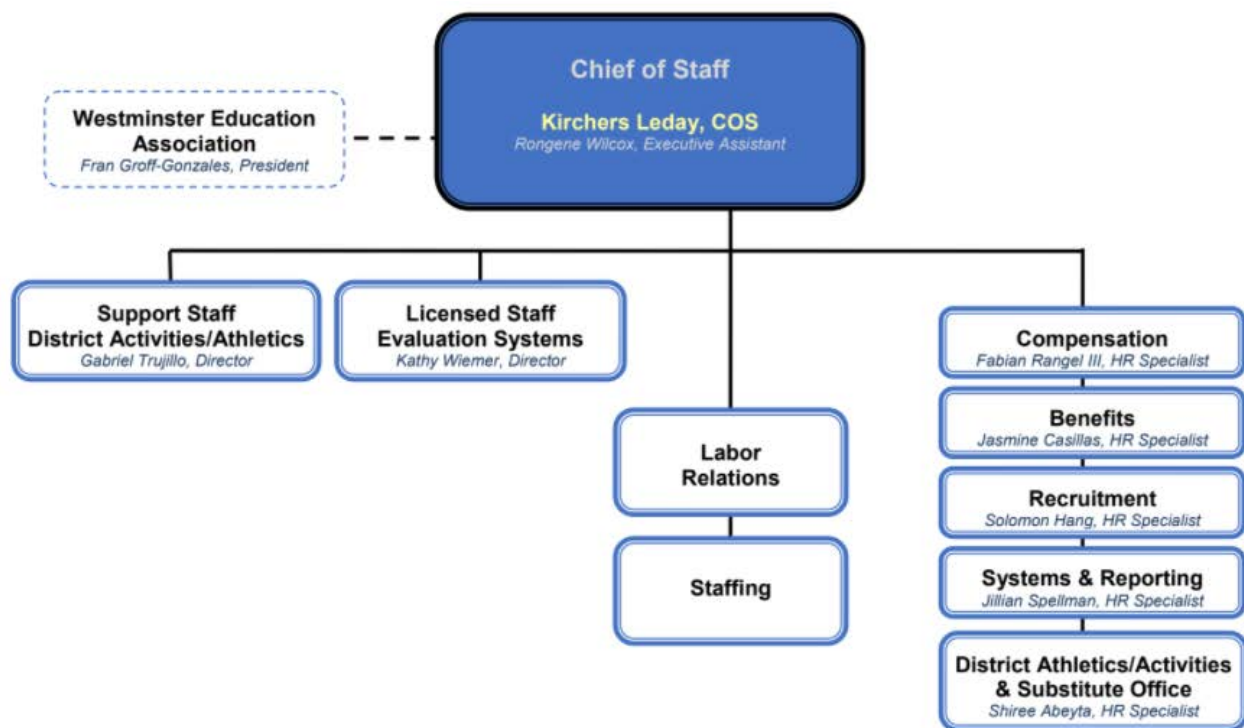
The Department of Human Resources is comprised of highly qualified and dedicated staff that provides excellent customer service to all stakeholders. One goal for the Human Resources department is to recruit, retain, and develop a diverse cadre of the highest quality licensed personnel, educational support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



Updated 8/10/2020

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 Chart



FINANCIAL SERVICES DEPARTMENT

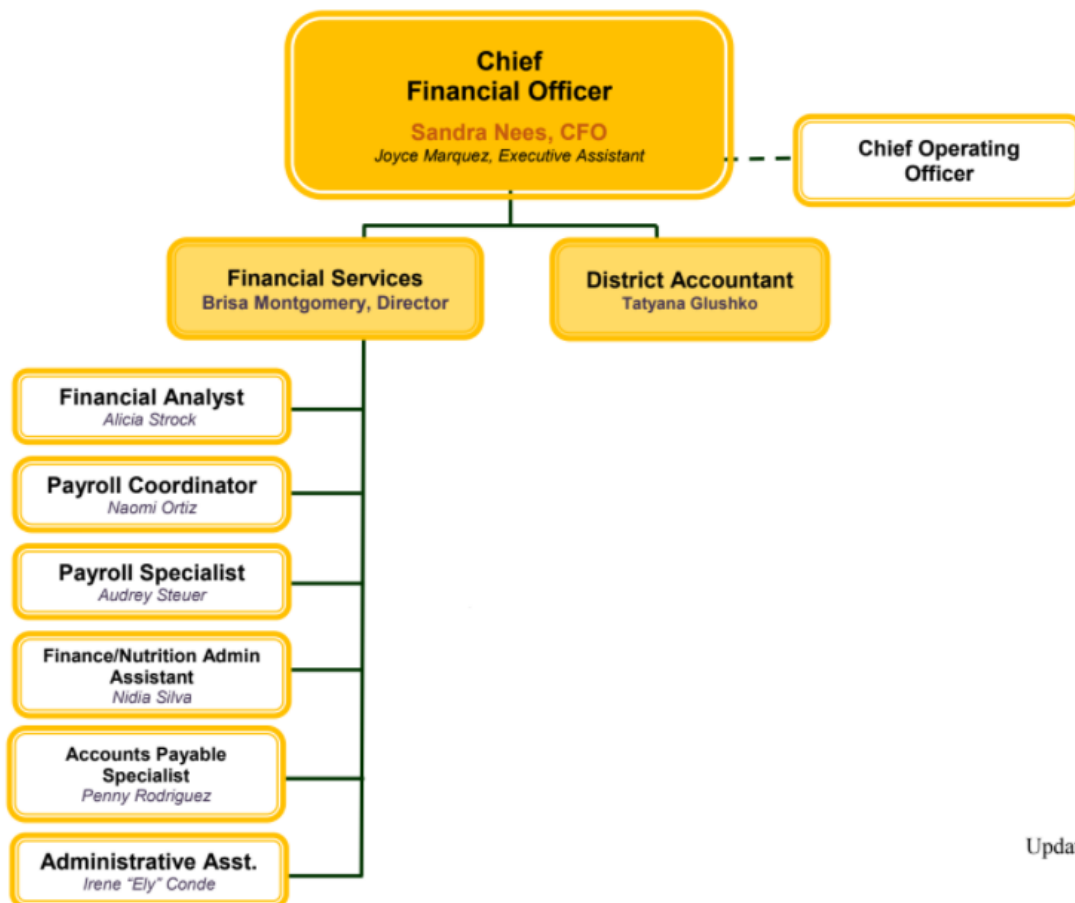
Chief Financial Officer: Sandra Nees, MBA

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, and general accounting.

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, and Grants Fiscal Management.

Chief Financial Officer Organizational Chart



Updated 8/17/2020

OPERATIONS

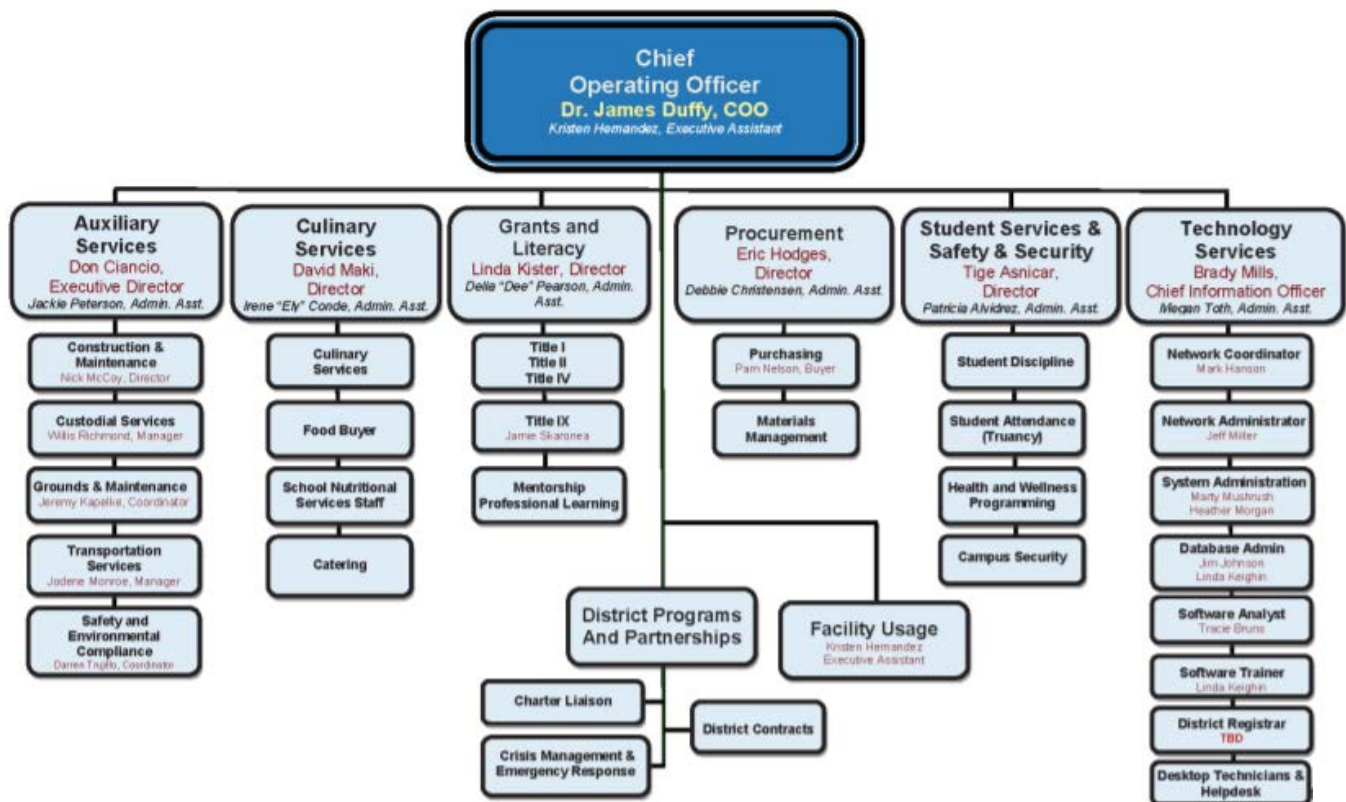
Chief Operating Officer: Dr. James Duffy

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

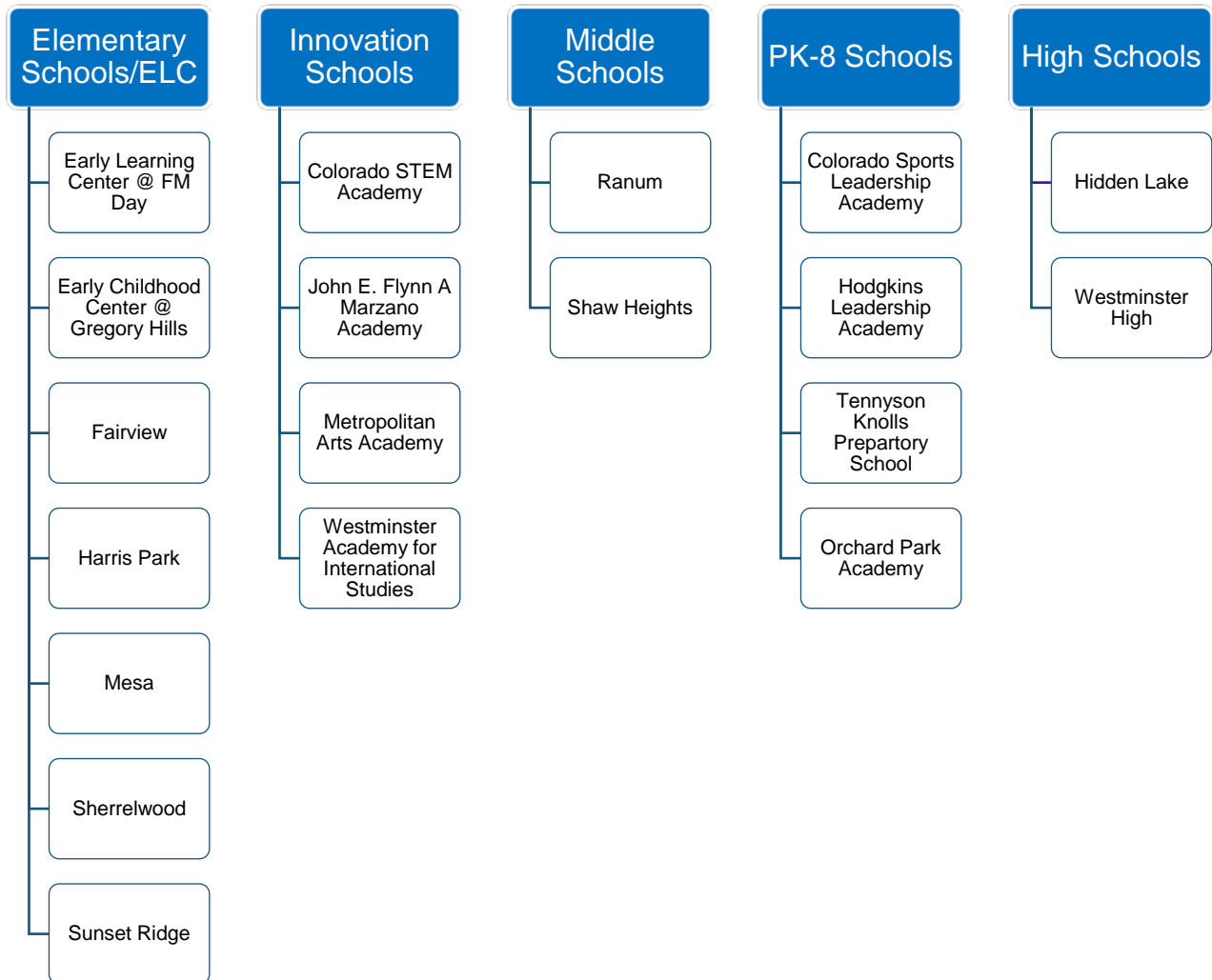
Roles and Responsibilities

Oversee all functions of the Auxiliary Services, Culinary Services, Procurement & Materials Management, Technology Services, and Student Services Departments. 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.

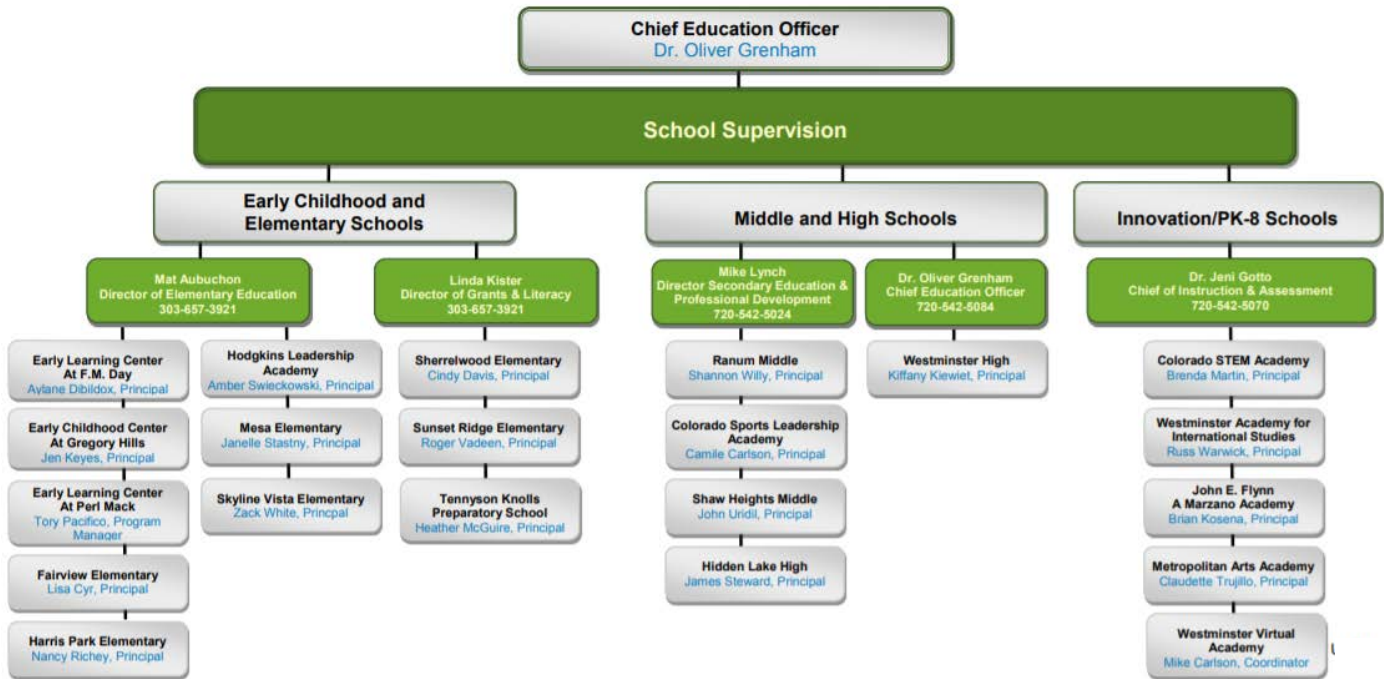
Chief Operating Officer Organizational Chart



OUR SCHOOLS



School Supervision Organizational Chart



EARLY LEARNING CENTER AT FM DAY & PEARL MACK

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

2020-21 Pre-K/ Birth to 3 Count 42

2020-21 Free & Reduced Lunch Data

Free Lunch Count	6
Reduced Lunch Count	1
Total Free & Reduced %	17%

*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	\$ 534,727	Purchased Service	\$ -
Benefits	69,809	Supplies & Materials	4,901
Total Salaries & Benefits %	99%	Capital Outlay	-
Total Projected General Fund Expenditures			\$609,437
Projected Per Student Cost			\$18,468

Enrollment

2020-21 Pre-K Count 208

2020-21 Free & Reduced Lunch Data

Free Lunch Count	101
Reduced Lunch Count	36
Total Free & Reduced %	66%

*Rounded to the nearest dollar

FAIRVIEW ELEMENTARY

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	\$ 2,114,373	Purchased Service	\$ -
Benefits	\$ 291,765	Supplies & Materials	135,773
Total Salaries & Benefits %	95%	Capital Outlay	1,500
Total Projected General Fund Expenditures			\$ 2,543,411
Projected Per Student Cost			\$ 9,598

Enrollment

2020-21 K-12 Count	270
2021-22 Projected K-12 Enrollment	265
2021-22 Total Projected Staffing	14

2020-21 PK-12 Free & Reduced Lunch Data

Free Lunch Count	183
Reduced Lunch Count	46
Total Free & Reduced %	85%

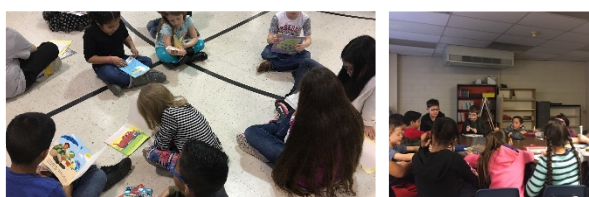
*Rounded to the nearest dollar

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	\$ 1,483,566	Purchased Service	\$ 3,300
Benefits	249,917	Supplies & Materials	132,954
Total Salaries & Benefits %	93%	Capital Outlay	4,200
Total Projected General Fund Expenditures			\$ 1,873,936
Projected Per Student Cost			\$ 8,183

Enrollment

2020-21 Pre-K-12 Count	247
2021-22 Projected K-12 Enrollment	229
2021-22 Total Projected Staffing	12

2020-21 PK-12 Free & Reduced Lunch Data

Free Lunch Count	157
Reduced Lunch Count	39
Total Free & Reduced %	79%

*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	\$ 2,019,109	Purchased Service	\$ 140
Benefits	298,963	Supplies & Materials	118,928
Total Salaries & Benefits %	95%	Capital Outlay	1,000
Total Projected General Fund Expenditures			\$ 2,438,139
Projected Per Student Cost			\$ 9,561

Enrollment

2020-21 K-12 Count	294
2021-22 Projected K-12 Enrollment	255
2021-22 Total Projected Staffing	13.5

2020-21 PK-12 Free & Reduced Lunch Data

Free Lunch Count	213
Reduced Lunch Count	30
Total Free & Reduced %	83%

*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	\$ 1,751,780	Purchased Service	\$ 115
Benefits	250,447	Supplies & Materials	86,420
Total Salaries & Benefits %	96%	Capital Outlay	-
Total Projected General Fund Expenditures			\$ 2,088,762
Projected Per Student Cost			\$ 8,703

Enrollment

2020-21 K-12 Count	255
2021-22 Projected K-12 Enrollment	240
2021-22 Total Projected Staffing	12.5

2020-21 PK-12 Free & Reduced Lunch Data

Free Lunch Count	155
Reduced Lunch Count	53
Total Free & Reduced %	82%

*Rounded to the nearest dollar

ORCHARD PARK ACADEMY PK – 8 SCHOOL

(Formally known as Skyline Vista)

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	\$ 2,815,777	Purchased Service	\$ 200
Benefits	363,904	Supplies & Materials	130,793
Total Salaries & Benefits %	96%	Capital Outlay	\$ 14,400
Total Projected General Fund Expenditures			\$ 3,325,074
Projected Per Student Cost			\$ 10,411

Enrollment

2020-21 K-12 Count	369
2021-22 Projected K-12 Enrollment	455
2021-22 Total Projected Staffing	21.5

2020-21 PK-12 Free & Reduced Lunch Data

Free Lunch Count	270
Reduced Lunch Count	62
Total Free & Reduced %	90%

*Rounded to the nearest dollar

SUNSET RIDGE ELEMENTARY

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	\$ 2,340,888	Purchased Service	\$ 100
Benefits	287,032	Supplies & Materials	139,449
Total Salaries & Benefits %	95%	Capital Outlay	650
Total Projected General Fund Expenditures			\$ 2,768,119
Projected Per Student Cost			\$ 10,565

Enrollment

2020-21 K-12 Count	278
2021-22 Projected K-12 Enrollment	262
2021-22 Total Projected Staffing	14

2020-21 PK-12 Free & Reduced Lunch Data

Free Lunch Count	173
Reduced Lunch Count	46
Total Free & Reduced %	79%

*Rounded to the nearest dollar

TENNYSON KNOLLS PREPARATORY SCHOOL

6330 Tennyson Street Arvada

303-429-4090

Principal Heather McGuire



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	\$ 2,599,638	Purchased Service	\$ 4,999
Benefits	380,809	Supplies & Materials	134,710
Total Salaries & Benefits %	95 %	Capital Outlay	9,680
Total Projected General Fund Expenditures			\$ 3,129,835
Projected Per Student Cost			\$ 9,432

Enrollment

2020-21 K-12 Count	376
2021-22 Projected K-12 Enrollment	387
2021-22 Total Projected Staffing	18.5

2020-21 PK-12 Free & Reduced Lunch Data

Free Lunch Count	264
Reduced Lunch Count	46
Total Free & Reduced %	82%

*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	\$ 2,472,855	Purchased Service	\$ 7,000
Benefits	389,820	Supplies & Materials	136,050
Total Salaries & Benefits %	95%	Capital Outlay	-
Total Projected General Fund Expenditures			\$ 3,005,725
Projected Per Student Cost			\$ 6,862

Enrollment

2020-21 K-12 Count	452
2021-22 Projected K-12 Enrollment	438
2021-22 Total Projected Staffing	27.5

2020-21 PK-12 Free & Reduced Lunch Data

Free Lunch Count	140
Reduced Lunch Count	69
Total Free & Reduced %	46%

*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	\$ 1,787,176	Purchased Service	-
Benefits	323,631	Supplies & Materials	124,089
Total Salaries & Benefits %	94%	Capital Outlay	8,480
Total Projected General Fund Expenditures			\$ 2,243,376
Projected Per Student Cost			\$ 8,628

Enrollment

2020-21 K-12 Count	293
2021-22 Projected K-12 Enrollment	260
2021-22 Total Projected Staffing	17.5

2020-21 PK-12 Free & Reduced Lunch Data

Free Lunch Count	173
Reduced Lunch Count	32
Total Free & Reduced %	70%

*Rounded to the nearest dollar

JOHN E FLYNN A MARZANO ACADEMY

8731 Lowell Blvd Westminster

303-428-2161

Principal Brian Kosena



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	\$ 1,973,713	Purchased Service	-
Benefits	297,507	Supplies & Materials	108,350
Total Salaries & Benefits %	95%	Capital Outlay	-
Total Projected General Fund Expenditures			\$ 2,379,570
Projected Per Student Cost			\$ 8,980

Enrollment

2020-21 K-12 Count
2021-22 Projected K-12 Enrollment
2021-22 Total Projected Staffing

296
265
17.5

2020-21 PK-12 Free & Reduced Lunch Data

Free Lunch Count	157
Reduced Lunch Count	55
Total Free & Reduced %	72%

*Rounded to the nearest dollar

JOSEPHINE HODGKINS LEADERSHIP ACADEMY

3475 West 67th Avenue Denver

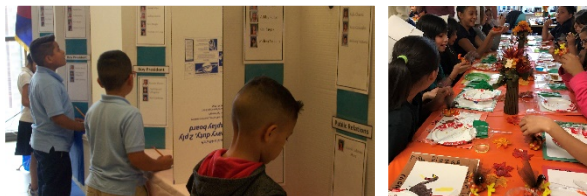
303-428-1121

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	\$ 4,520,028	Purchased Service	\$ 6,000
Benefits	583,883	Supplies & Materials	253,000
Total Salaries & Benefits %	95%	Capital Outlay	-
Total Projected General Fund Expenditures			\$ 5,362,912
Projected Per Student Cost			\$ 8,650

Enrollment

2020-21 K-12 Count	666
2021-22 Projected K-12 Enrollment	620
2021-22 Total Projected Staffing	29.5

2020-21 PK-12 Free & Reduced Lunch Data

Free Lunch Count	140
Reduced Lunch Count	69
Total Free & Reduced %	82%

*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	\$ 2,195,241	Purchased Service	-
Benefits	356,970	Supplies & Materials	151,800
Total Salaries & Benefits %	94%	Capital Outlay	6,000
Total Projected General Fund Expenditures			\$ 2,710,012
Projected Per Student Cost			\$ 8,990

Enrollment

2020-21 K-12 Count
2021-22 Projected K-12 Enrollment
2021-22 Total Projected Staffing

328
330
23.5

2020-21 PK-12 Free & Reduced Lunch Data

Free Lunch Count	221
Reduced Lunch Count	45
Total Free & Reduced %	81%

*Rounded to the nearest dollar

RANUM MIDDLE

2401 W. 80th Avenue Denver

303-428-9577

Principal Shannon Willy

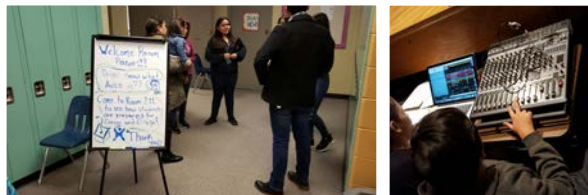


VISION

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

MISSION

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



At Ranum Middle School, home of the Knights, we empower students to excel through their levels as they demonstrate proficiency. Students who advance through the levels have an opportunity to leave Ranum with high school credits. We offer a variety of applied core classes including orchestra and band, choir, art, drama, stagecraft, piano, guitar, physical education, technology, Genius Hour, Advancement via Individual Determination (AVID) and four varieties of STEM.

We strongly value Social-Emotional Learning. Upon entering, students are grouped in a small Knighthood Families where they develop relationships with a teacher and others in the group throughout their three years here, so that together these students can learn to navigate education at the middle school level. Additionally, students receive direct instruction through our Connections classes in self-managing, being an effective participator, teamwork, reflective practices and being future minded. Our students also have multiple opportunities to demonstrate leadership through Where Everybody Belongs (WEB), Student Council and Youth Education and Safety in Schools (YESS).

General Fund Financial Data*

Salaries	\$ 3,822,820	Purchased Service	\$ 60,733
Benefits	515,982	Supplies & Materials	344,287
Total Salaries & Benefits %	91%	Capital Outlay	1,320
Total Projected General Fund Expenditures			\$ 4,745,142
Projected Per Student Cost			\$ 8,181

Enrollment

2020-21 K-12 Count	455
2021-22 Projected K-12 Enrollment	580
2021-22 Total Projected Staffing	19.5

2020-21 PK-12 Free & Reduced Lunch Data

Free Lunch Count	315
Reduced Lunch Count	59
Total Free & Reduced %	82%

*Rounded to the nearest dollar

COLORADO SPORTS LEADERSHIP ACADEMY

7001 Lipan Street Denver

303-428-8583

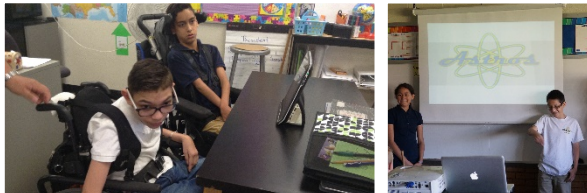
Principal Camile Carlson



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	\$ 3,781,139	Purchased Service	\$ 363,334
Benefits	534,642	Supplies & Materials	214,793
Total Salaries & Benefits %	88%	Capital Outlay	4,600
Total Projected General Fund Expenditures			\$ 4,898,508
Projected Per Student Cost			\$ 12,707

Enrollment

2020-21 K-12 Count	511
2021-22 Projected K-12 Enrollment	470
2021-22 Total Projected Staffing	22.5

2020-21 PK-12 Free & Reduced Lunch Data

Free Lunch Count	359
Reduced Lunch Count	78
Total Free & Reduced %	86%

*Rounded to the nearest dollar

SHAW HEIGHTS MIDDLE

8780 Circle Drive Westminster

303-428-9533

Principal John Uridill



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	\$ 3,570,033	Purchased Service	\$ 58,333
Benefits	492,703	Supplies & Materials	296,015
Total Salaries & Benefits %	92%	Capital Outlay	16,365
Total Projected General Fund Expenditures			\$ 4,433,449
Projected Per Student Cost			\$ 8,849

Enrollment

2020-21 K-12 Count	504
2021-22 Projected K-12 Enrollment	501
2021-22 Total Projected Staffing	22

2020-21 PK-12 Free & Reduced Lunch Data

Free Lunch Count	347
Reduced Lunch Count	64
Total Free & Reduced %	82%

*Rounded to the nearest dollar

HIDDEN LAKE HIGH

7300 Lowell Westminster

303-428-2600

Principal James Steward

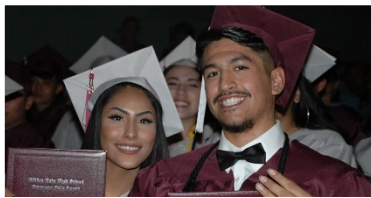


VISION

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	\$ 2,251,727	Purchased Service	\$ 310,500
Benefits	248,320	Supplies & Materials	255,181
Total Salaries & Benefits %	81%	Capital Outlay	9,000
Total Projected General Fund Expenditures			\$ 3,074,728
Projected Per Student Cost-HLHS			\$ 9,792

Enrollment

2020-21 K-12 Count
2021-22 Projected K-12 Enrollment
2021-22 Total Projected Staffing

311
314
15.5

2020-21 PK-12 Free & Reduced Lunch Data

Free Lunch Count
Reduced Lunch Count
Total Free & Reduced %

213
31
74%

*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	\$ 12,302,627	Purchased Service	\$ 7,000
Benefits	1,471,310	Supplies & Materials	1,428,891
Total Salaries & Benefits %	90%	Capital Outlay	19,400
Total Projected General Fund Expenditures			\$ 15,229,229
Projected Per Student Cost			\$ 6,891

Enrollment

2020-21 K-12 Count	2,198
2021-22 Projected K-12 Enrollment	2,210
2021-22 Total Projected Staffing	88.5

2020-21 PK-12 Free & Reduced Lunch Data

Free Lunch Count	1288
Reduced Lunch Count	305
Total Free & Reduced %	72%

*Rounded to the nearest dollar

Budget Basis

Colorado Local Government Uniform Accounting and Budget Laws require that a budget be proposed and 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 proposed on a basis consistent with GAAP.

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 the **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.

31 - Debt Service Fund

Debt Services Funds account for the accumulation of resources and payment of long-term debt used to finance governmental activities capital construction and acquisition. Specifically, the District utilizes the *Bond Redemption Fund*, as specified in C.R.S. 22-45-103(b), to finance and account for the payment of principal and interest on all long-term debt of the District. A third-party trustee oversees the activities of the fund.

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 Fund	31 Bond Redemption Fund	43 Capital Reserve Fund
18 Risk Management Fund	22 Governmental Designated Purpose Grant Fund		
19 Colorado Preschool 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 2.7% plus a Budget Stabilization Factor of 12.79% in their revenue projections. The projected change in the funded pupil count is estimated to decline over 2021-2022 fiscal year. The Board of Education will budget conservatively in revenues.

Expenditure Goals

The Board of Education summarizes its overall budget priorities through the District's belief and mission statements. Westminster Public Schools has set a bold five-part vision to achieve in five 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		Adopted
Nonspendable:		2022
Inventories	\$	135,000
Restricted:		
TABOR		3,188,742
Committed:		
Assigned:		
Other Purposes		1,790,646
Purchases on Order		
Contingency Reserve		5,314,571
Unassigned Fund Balance		10,720,993
Total	\$	21,149,952

Reserves & Fund Balance		Adopted
Nonspendable:		2022
Inventories		0.12%
Restricted:		
TABOR		3.00%
Committed:		
Assigned:		
Other Purposes		1.68%
Contingency Reserve		5.00%
Unassigned Fund Balance		10.09%
Total		19.90%

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.

Significant 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 2.7% plus 12.79% State Budget Stabilization Factor.

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.

2Per Pupil Allocations for School Sites

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

For 2021-2022 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.

Student Based Budgeting for Innovation Schools

Westminster Public Schools uses Student Based Budgeting for its Innovation Schools: Colorado STEM Academy, Westminster Academy for International Studies, and John E. Flynn and Marzano Academy.




We believe every child deserves the same opportunity for an excellent education. That means every child must receive equitable funding based on his/her educational needs.

The Westminster Public Schools' reform to innovation schools includes the introduction of a Student-Based Budgeting (SBB), we will begin to fund students based on his/her educational needs at the school that he/she attends.

Schools will now receive the per-pupil funding the district receives from the state.

- Student Funding Formula.
- Programs not consolidated - Includes initiatives that remain outside of SBB because of their unique funding structure or priority include items like Special Education, ELL, Pre-K.
- All revenues collected from the district fees.

Student Based Budgeting makes spending flexible to allow for real budget planning.

Equity	Improved Budgeting and Accountability	Transparency
 <p>SBB will equitably allocate funding to each student based on his or her educational needs by utilizing the SBB Funding formula.</p>	 <p>School leaders and members of the community know best what their schools need for their students to achieve. SBB will provide greater opportunity to schools and communities to make the best choices for their students and their success.</p>	 <p>SBB will eliminate many complex staffing ratios and provide funding through a simplified allocation. Instead of hiding the difficult choices inherent in budgeting, the new formula brings those choices out into the open for all to see and evaluate.</p>

Funding

The budget will be calculated on the school's projected student enrollment. The formula will include:

- Base funding (based on the per-pupil amount being received by the state)



- At-Risk students



Each school will be given an additional amount per student for their performance rating each year:

Orange - \$50 per student
Yellow - \$60 per student

Green - \$70 per student
Blue - \$80 per student

Expenditures

Each innovation school will be responsible for budgeting their expenditures for staffing, programs and services, utilities. Each school will be charged an amount for districtwide services. This charge would include items like HR, Finance, Operations, Purchasing, etc. The current rate is 27% of your PPOR calculation and the number of students in your building.

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

December

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

January

- 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

February

- 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

March

- 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

May

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

June

- Revision of Proposed Budget

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 49.5 percent of Total Program Funding.

STATE

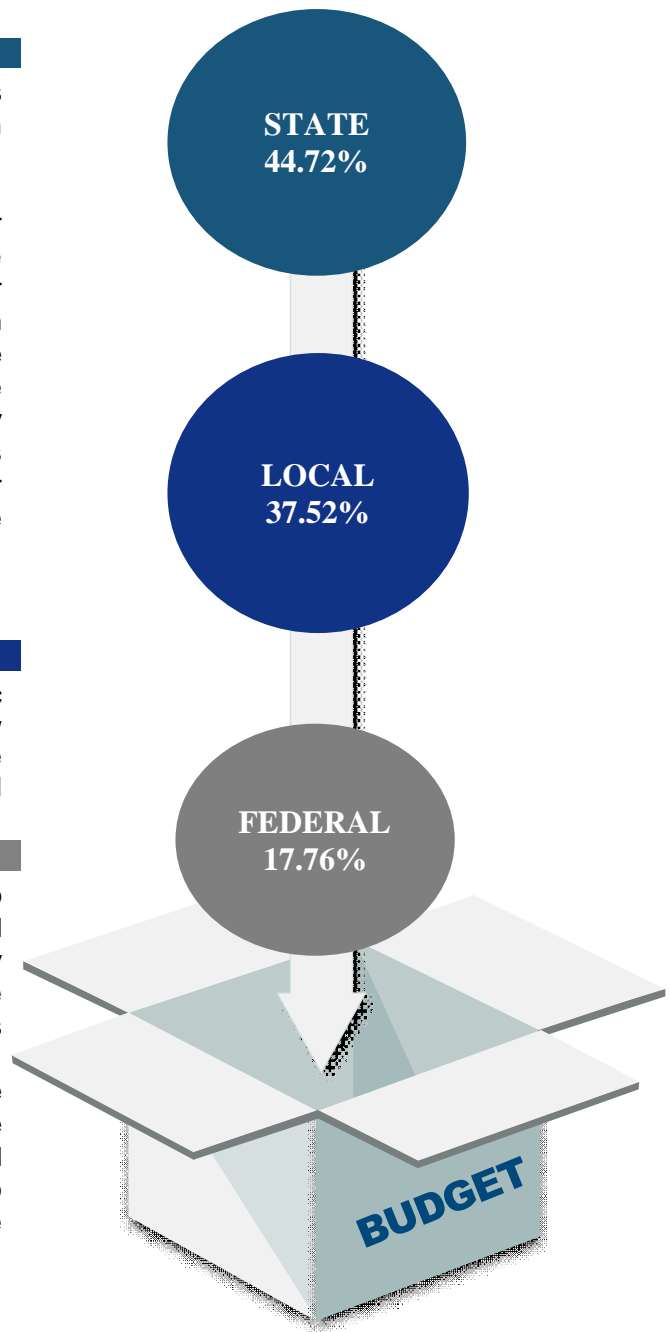
The amount of funding our school district receives is based on the Total Program Funding formula outlined in the Colorado School Finance Act, plus additional funding to recognize district-by-district variances in size, cost-of-living, the number of students who qualify for federal free lunch status, 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

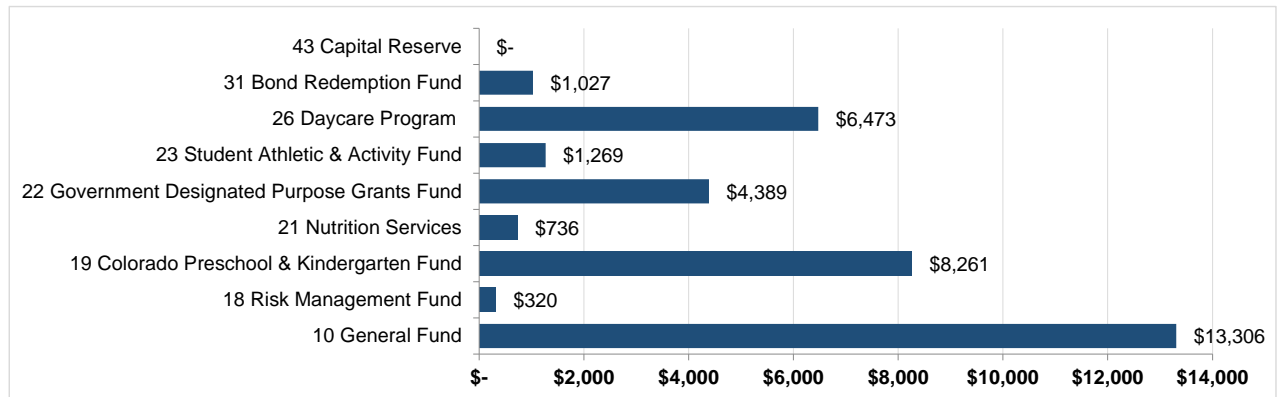
The federal government contributes a limited amount to local school districts. Most federal revenue is distributed through Title I of the Elementary and Secondary Education Act to provide extra support for low-income children and through the Individuals with Disabilities Education Act that provides support, 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.



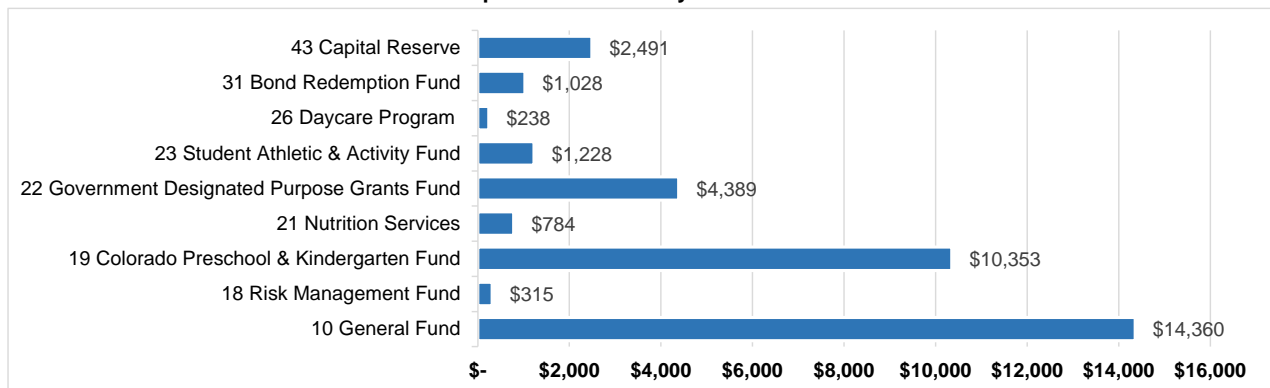
Summary of Revenues and Expenditures- All Funds Fiscal Years 2017-2018 to 2021-2022

	Actual 2018	Actual 2019	Actual 2020	Projected Actual 2021	Proposed 2022	Adopted 2022
Revenue Summary of All Funds						
10 General Fund	\$ 94,399,274	\$107,697,855	\$ 116,485,993	\$ 103,502,074	\$ 106,291,411	\$ 106,291,411
18 Risk Management Fund	1,693,143	1,830,393	2,638,698	1,913,290	2,554,514	2,554,514
19 Colorado Preschool & Kindergarten Fund	4,816,991	5,089,630	3,543,881	4,095,022	3,345,705	3,345,705
21 Nutrition Services	5,657,463	5,555,591	6,312,442	5,363,200	5,879,000	5,879,000
22 Government Designated Purpose Grants Fund	9,324,663	8,496,168	10,770,664	27,036,784	21,945,784	21,945,784
23 Student Athletic & Activity Fund	766,471	733,250	1,323,734	937,284	1,015,000	1,015,000
26 Daycare Program		734,490	694,849	1,450,000	1,800,000	1,800,000
31 Bond Redemption Fund	8,686,238	8,784,648	8,665,217	8,657,781	8,457,781	8,457,781
43 Capital Reserve	2,550,977	86,429,358	3,870,681	12,000,000	2,627,512	2,627,512
74 School Activity Fund	663,619	714,883	-	-	-	-
Total	\$ 128,558,839	\$ 226,066,266	\$ 154,306,159	\$ 164,955,435	\$ 153,916,707	\$ 153,916,707
	Actual 2018	Actual 2019	Actual 2020	Adopted 2021	Proposed 2022	Adopted 2022
Expenditure Summary of All Funds						
10 General Fund	\$ 92,052,555	\$103,124,325	\$ 114,790,248	\$ 103,450,620	\$ 114,706,054	\$ 114,706,054
18 Risk Management Fund	1,423,207	1,602,722	1,498,236	2,006,490	2,514,980	2,514,980
19 Colorado Preschool & Kindergarten Fund	5,679,848	4,637,655	4,444,666	4,067,182	4,193,117	4,193,117
21 Nutrition Services	6,079,530	5,044,555	5,614,643	5,077,757	6,260,789	6,260,789
22 Government Designated Purpose Grants Fund	9,324,663	8,496,168	10,770,664	27,036,784	21,945,784	21,945,784
23 Student Athletic & Activity Fund	636,385	907,992	1,322,718	985,302	982,674	982,674
26 Daycare Program		577,805	489,217	1,648,489	1,897,318	1,897,318
31 Bond Redemption Fund	8,381,081	8,370,643	8,371,453	8,342,372	8,208,981	8,208,981
43 Capital Reserve	1,816,925	5,533,735	24,979,191	40,047,993	19,898,272	19,898,272
74 School Activity Fund	633,406	708,663	-	-	-	-
Total	\$ 126,027,746	\$ 139,012,564	\$ 172,281,036	\$ 192,662,988	\$ 180,607,969	\$ 180,607,969

All Funds - Revenue Summary Per Student 2021-2022



All Funds - Expenditure Summary Per Student 2021-2022



Expenditure Graph Includes Transfers to Other Funds

**All Funds – Revenues by Sources, Expenditures by Object & Fund Balance
Fiscal Years 2017-2018 to 2024-2025**

**Westminster Public Schools
All Funds - Revenues by Source, Expenditures by Object &
Fund Balance Fiscal Years 2021-2022 to 2024-2025**

	Actual 2018	Actual 2019	Amended 2021	Projected Actual 2021	Adopted 2022
Sources of Revenue by Object					
1000-2999 Local Sources	47,222,483	63,568,699	69,653,264	66,801,489	64,899,156
3000-3999 State Sources	62,777,549	63,807,738	51,167,348	54,740,580	54,446,091
4000-4999 Federal Sources	13,519,579	11,777,684	14,610,584	23,608,370	25,769,518
Total Sources	123,519,611	139,154,121	135,431,196	145,150,439	145,114,765
Expenditures by Object					
0100-0199 Salaries	66,050,960	66,033,161	77,456,905	77,456,905	88,226,206
0200-0299 Employee Benefits	20,346,685	23,479,659	25,345,361	25,345,361	12,728,245
0300-0599 Purchased Services Property and Other	9,262,449	8,921,824	12,239,111	12,239,111	38,306,024
0600-0699 Supplies	1,913,750	6,323,202	7,092,734	7,092,734	6,942,933
0700-0799 Property	4,740,117	3,385,351	46,801,046	46,801,046	5,600,173
0800-0999 Other Objects	6,715,071	4,078,926	11,818,280	11,818,280	20,002,446
Total Expenditures	109,029,032	112,222,122	180,753,437	180,753,437	171,806,027
5000-5999 Other Sources/Transfer Allocations					
5223 Transfer To Athl/Activity	680,000	660,000	650,000	700,000	800,000
5626 Transfer to Daycare Program	-	356,000	300,000	400,000	400,000
5243 Transfer To Capital Reserve	1,757,052	5,498,415	1,000,000	3,600,000	2,627,512
5618 Transfer To Insur Reserve	1,600,000	1,761,490	1,761,490	1,761,490	1,628,725
5619 Transfer To CPP/Full Day Kinder	4,816,992	3,607,595	3,607,595	3,529,472	3,345,705
Total Transfer Allocations	8,854,044	11,883,500	7,319,085	9,990,962	8,801,942
Total Transfer Allocations, Expenditures & Prior Year Obligations	117,883,076	124,105,622	188,072,522	190,744,399	180,607,969

Major Shifts and Significant Changes:

Revenues:

1. Increase mainly in local revenues due to property values in the State of Colorado.
2. Significant increase in Federal sources due to COVID-19 pandemic.
3. Issued \$12 million in COP's to help with the economic outlook for the capital reserve fund.
4. Large decrease in preschool students. Marketing significantly in 2021-2022.

Expenditures:

5. Increase in salaries and benefits due to two year negotiated compensation package.
6. Decreased salary and benefits by \$5.5 million.
7. Significant work continuing on COP projects. All projects are on track for being complete 2021-2022.
8. Increased our district computer subscriptions due to COVID pandemic.
9. Increased district computer security periodicals.

**All Funds – Revenues by Sources, Expenditures by Object & Fund Balance
Fiscal Years 2017-2018 to 2024-2025 *Continued***

Projected 2023	Projected 2024	Projected 2025	
			Sources of Revenue by Object
62,640,844	66,081,049	64,008,432	1000-2999 Local Sources
56,305,377	57,761,698	59,518,056	3000-3999 State Sources
25,768,802	19,272,740	19,122,363	4000-4999 Federal Sources
144,715,023	143,115,487	142,648,851	Total Sources
			Expenditures by Object
84,460,053	84,083,394	87,160,778	0100-0199 Salaries
25,592,512	3,373,325	29,697,703	0200-0299 Employee Benefits
29,873,856	4,092,132	38,759,517	0300-0399 Purchased Services
7,825,492	7,611,878	7,354,187	0600-0699 Supplies
4,612,569	4,614,069	3,668,022	0700-0799 Property
6,802,356	7,232,704	5,940,350	0800-0899 Other Objects
159,166,838	111,007,503	172,580,557	Total Expenditures
			5000-5999 Other Sources/Transfer Allocations
816,000	832,320	848,966	5223 Transfer To Athl/Activity
400,000	350,000	300,000	5626 Transfer to Daycare Program
-	-	-	5243 Transfer To Capital Reserve
1,628,725	1,661,300	1,694,525	5618 Transfer To Insur Reserve
3,463,844	3,533,121	3,603,783	5619 Transfer To CPP/Full Day Kinder
6,308,569	6,376,740	6,447,275	Total Transfer Allocations
165,475,407	117,384,243	179,027,832	Total Transfer Allocations, Expenditures & Prior Year Obligations

General Fund

10-General Fund – Summary of Revenues, Expenditures, & Fund Balance Fiscal Years 2017-2018 to 2024-2025

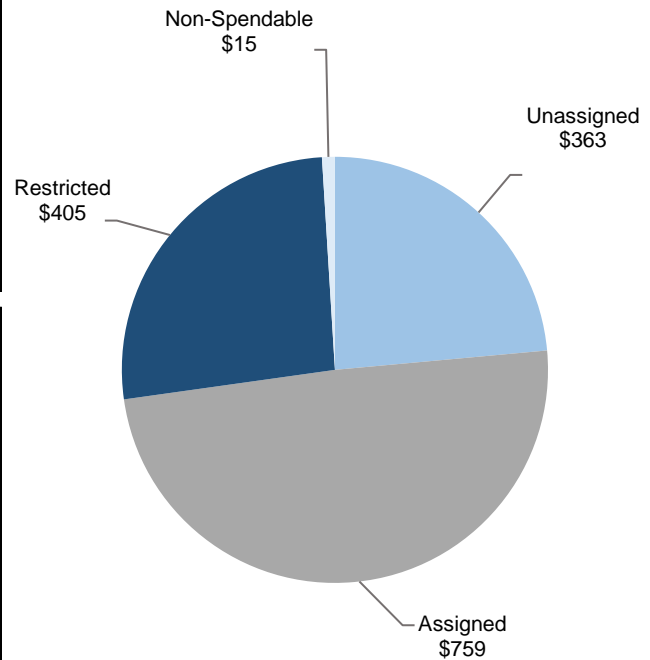
	Actual 2018	Actual 2019	Actual 2020	Amended 2021	Projected Actual 2021	Proposed 2022	Adopted 2022
Sources of Revenues							
1000-1999 Local Sources	\$ 33,780,601	\$ 43,126,131	\$ 53,810,145	\$ 50,803,616	\$ 49,603,908	\$ 49,603,908	\$ 52,885,586
3000-3999 State Sources	60,544,782	64,512,540	62,601,546	50,253,348	53,826,580	53,826,580	53,332,091
4000-4999 Federal Sources	73,891	59,183	74,303	73,800	71,586	71,586	73,734
Revenues Before Transfer Allocations	94,399,274	107,697,855	116,485,993	101,130,764	103,502,074	103,502,074	106,291,411
Transfer Allocations & Expenditures	92,052,556	103,124,325	114,790,248	109,578,380	103,450,620	102,700,620	113,956,054
Prior Year Obligations	-	-	-	-	-	750,000	750,000
Total Transfer Allocations & Expenditures	92,052,556	103,124,325	114,790,248	109,578,380	103,450,620	103,450,620	114,706,054
Total Excess Revenues Over (Under)	2,346,719	4,573,529	1,695,745	(8,447,616)	51,453	51,453	(8,414,643)
Fund Balance Ending (Before Reserves)	\$ 22,965,025	\$ 27,511,905	\$ 29,207,651	\$ 20,760,035	\$ 29,564,595	\$ 29,564,595	\$ 21,149,952

General Fund- Estimated Fund Balance 2021-2022

Reserves & Fund Balance	Adopted 2022
Nonspendable:	
Inventories	\$ 135,000
Restricted:	
TABOR	3,188,742
Committed:	
Assigned:	
Other Purposes	1,790,646
Purchases on Order	
Contingency Reserve	5,314,571
Unassigned Fund Balance	10,720,993
Total	\$ 21,149,952

Reserves & Fund Balance	Adopted 2022
Nonspendable:	
Inventories	0.12%
Restricted:	
TABOR	3.00%
Committed:	
Assigned:	
Other Purposes	1.68%
Contingency Reserve	5.00%
Unassigned Fund Balance	10.09%
Total	19.90%

Fund Balance- Per Pupil



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 2021-2022 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 \$55,038 with a high of \$109,903. 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 2021-2022 and 2022-2023 fiscal year was over \$8.1 million in employee increases. Overall, \$4.3 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 2.7% for inflation. The statewide base funding incorporated in this budget will be \$7,225.28 before any at-risk calculations. The State of Colorado has not approved the Public School Finance Act in time the appropriate time frame for approving the Proposed Budget by May 31, 2021.

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 2021-2022 by the state of Colorado at an estimated per-pupil program funding level (including at-risk funding) of \$8,484. The amount of state equalization anticipated to be received in Fiscal Year 2021-2022 is \$53 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 \$7,225.28
 - Cost of living factor 1.216
 - District size factor 1.0297
 - Personnel cost factor 0.8867
 - Non-personnel cost factor 0.1131
 - State Budget Stabilization Factor 6.78%
- **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, from a low of 79.86 percent to 90.50 percent. 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 .8869 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 2021-2022.
- **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 is 6.78% for 2021-2022. 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.

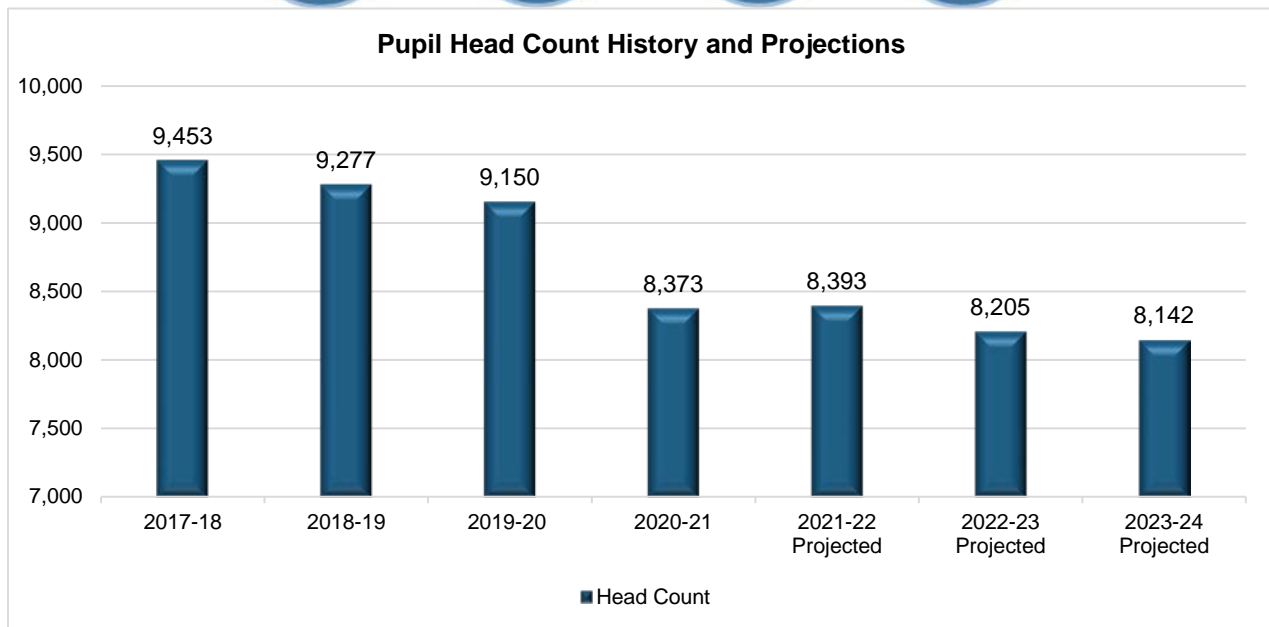
The at-risk factor is 7.89% for Fiscal Year 2021-2022, and the District expects to receive approximately \$12 million in At-Risk Funding.

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 to plus or minus 1% over the last five years. The funded pupil count for Fiscal Year 2021-2022 including preschool is projected to be 9,018. General fund projected count is budgeted at 7,988. 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.



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.

In 2019, Colorado General Assembly passed HB17-1349. The bill lowered the Colorado Residential Assessment Rate from 7.20% to 7.15%. The business assessment rate is 29%.

The property taxes are levied and collected during each fiscal year. For the 2021-2022 fiscal year, the District is estimated to receive \$22 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, abatements and omissions under those legal restrictions. For purposes of developing the Fiscal Year 2021-2022 budget, the school finance General Fund mill levy for property tax to be collected in 2021, 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 2021-2022 is based on the anticipated tax collections from July 2021 through June 2022. 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 \$289,797 for the 2021-2022 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 \$2 million for Fiscal Year 2021-2022.

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 2021-2022 funding for these categorical programs as shown below:

Fiscal Year 2021-2022	
Transportation	\$ 437,302
Career and Technical Education	85,678
Special Education	2,070,983
READ ACT	580,645
English Language Proficiency (ELPA)	1,255,457
Total	\$4,400,065

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. Due to the COVID-19 the District will not be renting out facilities for at least the first quarter of the fiscal year. For Fiscal Year 2021-2022, the revenues are estimated to be \$130,000 down from \$190,000 in previous years.

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Interest Earnings

Investment earnings revenue budgets are based on prior history of interest revenue and interest rate projections. Fiscal Year 2021-2022 investment earnings are estimated to be \$1.2 million.

Instructional Fees

Fee revenue is based on estimated student participation. The estimated revenue for instructional materials fees for Fiscal Year 2021-2022 is \$35,000. Is is lower due to the COVID pandemic. Usually, the District collects 250,000 per year.

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- .611 mills or \$1.8
 Total Mills 28 or \$23 million

General Fund – Local, State, & Federal Revenue Sources Fiscal Years 2017-2018 to 2024-2025

Revenue Sources	Actual 2018	Actual 2019	Actual 2020	Projected Actual 2021	Proposed 2022	Adopted 2022
1000-1999 Local Sources						
1110 Property Taxes	\$ 19,091,389	\$ 18,983,623	\$23,312,561	\$22,280,839	\$22,969,937	\$22,969,937
1111 Prop Tax Mill Levy Over	7,800,853	17,553,352	23,479,049	23,128,829	23,844,154	23,844,154
1120 Specific Ownership Taxes	2,305,234	1,865,413	1,805,992	1,408,464	2,000,000	2,000,000
1121 So Tax Bond	-	-	-	-	-	-
1122 So Tax Mill Levy Override	903,475	1,505,093	1,747,527	1,459,850	1,658,000	1,658,000
1140 Delinq Tax/Penalty/Intere	13,731	12,228	9,617	7,760	20,000	20,000
1141 Abatements	(17,322)	(67,744)	(39,503)	(298,760)	(298,760)	(289,797)
1310 Tuition From Individuals	5,651	4,015	945	-	-	-
1320 Tuition From Other School Districts	2,325	-	-	-	-	-
1500 Interest Earnings	384,650	1,373,821	1,778,022	339,500	1,200,000	1,200,000
1740 Fees	250	-	-	-	-	-
1900 Other Revenue/Local Sources	52,144	523,012	34,382	32,500	35,000	35,000
1905 Transcripts	7,843	8,644	6,983	3,880	5,500	5,500
1906 Symposium	-	72,851	66,744	-	-	-
1910 Building Rental	200,720	197,084	110,640	22,795	52,000	52,000
1920 Other Local Revenue Sources	8,251	8,853	41,714	-	-	-
1930 Sale Of Assets	23,474	17,415	33,524	88,000	100,000	100,000
1940 Instructional Materials Fees	841,420	450,445	376,759	200,000	220,000	220,000
1971 Overhead Cost Revenue	623,813	47,540	1,512	315,250	315,250	305,793
1972 Indirect Cost Revenue	439,690	504,377	961,544	575,000	700,000	700,000
1990 Other Revenue	1,093,009	66,108	82,133	40,000	65,000	65,000
Total Local Sources	33,780,601	43,126,131	\$53,810,145	49,603,908	52,886,081	52,885,586
3000-3009 State Sources						
3000 State Grants Received From CDE	4,776,247	4,722,209	4,803,606	4,700,045	-	-
3130 Special Education ECEA	-	-	-	-	2,070,983	2,070,983
3139 ELPA Support Program	-	-	-	-	625,457	625,457
3140 ELPA Program	-	-	-	-	600,000	600,000
3160 Transportation	-	-	-	-	437,302	437,302
3120 Career and Technical	-	-	-	-	85,678	85,678
3159 READ Act	-	-	-	-	580,645	580,645
3010 State Grants Received From Other Agencies	173,800	1,861,617	1,798,840	151,000	150,000	150,000
3110 State Equalization	55,446,683	57,921,839	56,006,992	48,975,535	49,282,026	49,282,026
3111 Hold Harmless Kindergarten	112,844	125,725	-	-	-	-
3200 Catagorical Adjustment	126,588	(25,030)	(7,892)	-	-	-
3210 Equalization Adjustment	(91,381)	(93,820)	-	-	(500,000)	(500,000)
SubTotal State Sources	60,544,782	64,512,540	62,601,546	53,826,580	53,332,091	53,332,091
4000-4999 Federal Sources						
4020-4899 Federal Revenue from the Federal Govt	73,891	59,183	74,303	71,586	76,014	73,734
Subtotal Federal Sources	73,891	59,183	74,303	71,586	76,014	73,734
Total Revenue Allocation Before Transfer Allocations	\$ 94,399,274	\$ 107,697,855	\$ 116,485,993	\$ 103,502,074	\$ 106,294,186	\$ 106,291,411

Revenue Allocated To Other Funds

Capital Reserve Fund, Insurance Reserve Fund and Athletic Fund Allocations

To address capital and insurance needs of the District, the budget for Fiscal Year 2021-2022 includes a transfer allocation of \$1.6 million to the Insurance Reserve Fund, \$800,000 to the Athletic & Activity Fund and \$400,000 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.

Colorado Preschool Fund Allocation

The allocation for the preschool program is based on the per-pupil funding amount multiplied by the number of approved slots the District receives from Colorado Department of Education (CDE). For 2021-2022 it will be \$8,484 per slot. The allocation is a reduction of the General Fund equalization revenue and is shown as revenue in the Colorado Pre-school Program Fund (CPP). The total allocation for 2021-2022 is going to be \$3.3 million.

General Fund Allocations Summary

General Fund Transfer Allocations to Other Funds	Adopted 2022
Transfer To Athletic/Activity	\$ 800,000
Transfer to Daycare Program	400,000
Transfer To Capital Reserve	2,627,512
Transfer To Insurance Reserve	1,628,725
Transfer To Colorado Preschool Program	3,345,705
Total Transfer Allocations	\$8,801,942

General Fund Expenditure Assumptions

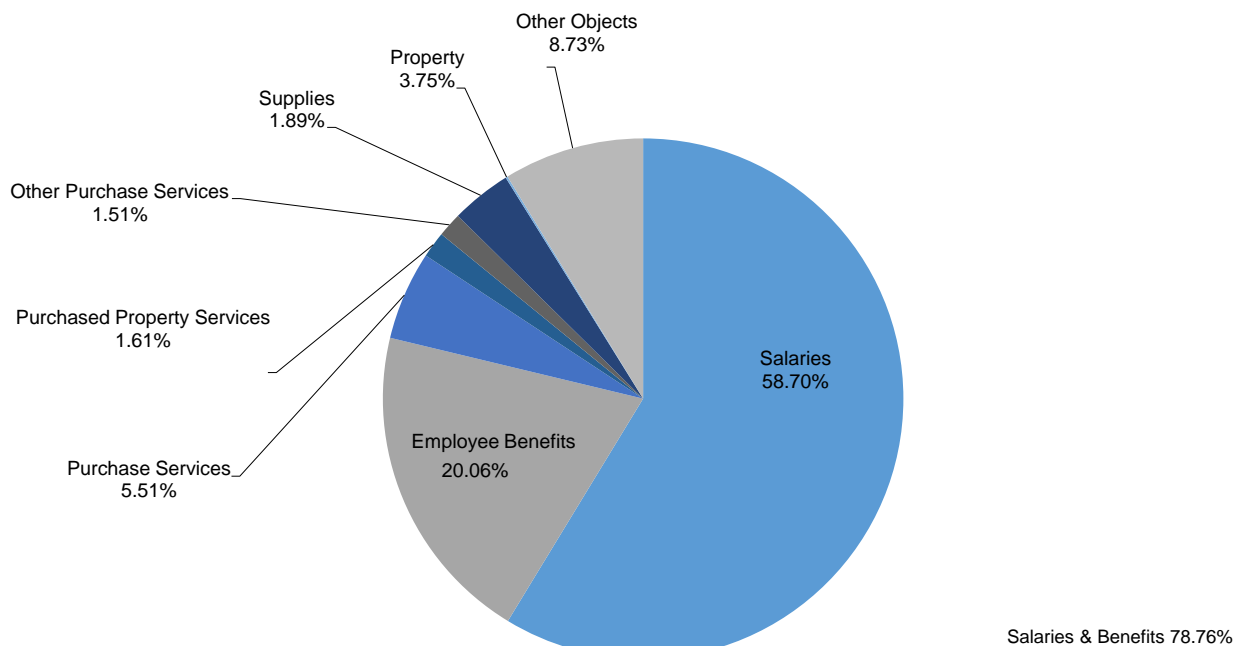
The General Fund accounts for the vast majority of the District's expenditures. The expenditure assumptions described on the following pages reflect the implementation of the budget goals and objectives adopted by the Board of Education for the fiscal year 2021-2022. Most requests were funded through 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 2021-2022 is projected to be \$115 million, a 5% increase from the 2020-2021 Amended Budget. Majority of the increase can be attributed to a two year salary and benefit agreement with the Districts association.

10-General Fund – Expenditures by Object Fiscal Years 2017-2018 to 2021-2022

	Actual	Actual	Actual	Projected Actual	Proposed	Adopted
	2018	2019	2020	2021	2022	2022
Expenditures by Object						
0100-0199 Salaries	\$ 53,079,324	\$ 56,087,501	\$ 63,730,780	\$ 55,628,628	\$ 62,161,309	\$ 62,161,309
0200-0299 Employee Benefits	17,362,695	20,078,202	23,299,203	22,897,874	21,246,432	21,246,432
0300-0399 Purchased Services	5,357,157	4,400,063	6,268,135	3,874,239	5,837,403	5,837,403
0400-0499 Purchased Property Services	1,113,536	1,027,596	1,009,481	1,437,609	1,709,983	1,709,983
0500-0599 Other Purchased Services	707,891	855,645	797,655	1,565,653	1,598,577	1,598,577
0600-0699 Supplies	3,176,669	3,369,170	3,272,818	4,179,799	3,972,777	3,972,777
0700-0799 Property	1,985,466	1,947,968	1,212,869	1,339,440	134,321	134,321
0800-0899 Other Objects	60,341	1,023,233	3,415,246	733,149	9,243,310	9,243,310
0900-0999 Other Uses of Funds	355,433	892,331	1,920,000	600,850	-	-
Total Expenditures by Object	83,198,512	89,681,707	104,926,187	92,257,241	105,904,112	105,904,112
Transfers	8,854,044	13,442,618	9,864,061	11,193,379	8,801,942	8,801,942
Total Expenditures	\$ 92,052,555	\$ 103,124,325	\$ 114,790,248	\$ 103,450,620	\$ 114,706,054	\$ 114,706,054

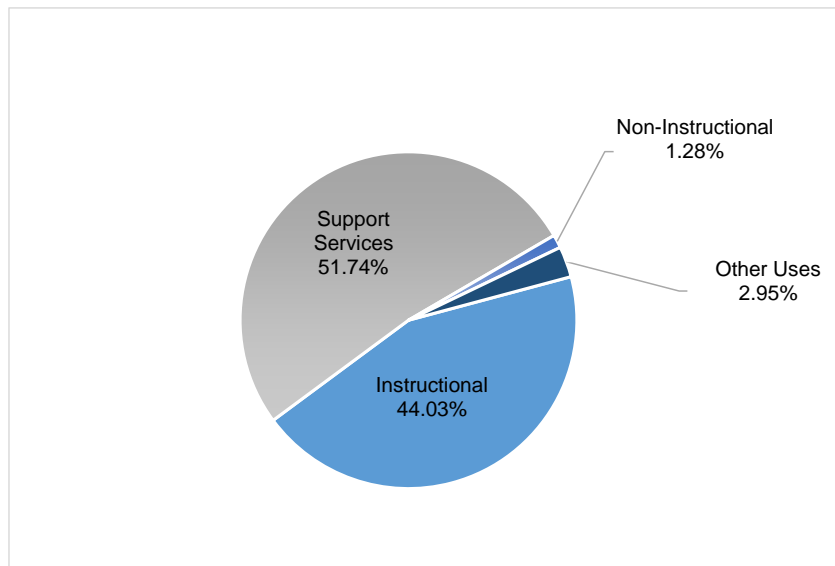
General Fund - Expenditures by Object for Fiscal Year 2021-2022



10-General Fund – Summary of Expenditures by Program Fiscal Years 2017-2018 to 2021-2022

	Actual 2018	Actual 2019	Actual 2020	Projected Actual 2021	Proposed 2022	Adopted 2022
Expenditures by Program Summary						
0010-2099 Instructional	\$ 43,991,701	\$ 47,069,780	\$ 54,189,999	\$ 46,006,793	\$ 46,629,432	\$ 46,629,432
2100-2999 Support Services	36,445,361	40,021,819	44,630,967	43,434,801	54,796,591	54,796,591
3000-3999 Non-Instructional Services	971,643	722,335	784,963	715,648	1,350,735	1,350,735
4000-4999 Facilities Acquisition and Construction Services	1,413,173	-	-	2,100,000	-	-
5000-9999 Other Uses	376,634	1,867,773	5,320,258	-	3,127,354	3,127,354
Total Expenditures by Program	83,198,512	89,681,707	104,926,187	92,257,242	105,904,112	105,904,112
Transfers	8,854,044	13,442,618	9,864,061	11,193,379	8,801,942	8,801,942
Total Expenditures	\$ 92,052,555	\$ 103,124,325	\$ 114,790,248	\$ 103,450,621	\$ 114,706,054	\$ 114,706,054

General Fund - Summary of Expenditures by Program for Fiscal Year 2021-2022



**10-General Fund – Expenditures by Program
Fiscal Year 2021-2022**

Program	General Instruction	0100-1999 Salaries	0200-0299 Employee Benefits	0300-0399 Purchase Services	0400-0699 Supplies & Materials	0700-0999 Capital Outlay	Total	Percent
10	General Elementary	5,635,725	2,749,168	153,300	294,786	4,200	8,837,179	8.34%
18	General K-8 Education	9,225,051	6,772,070	9,000	253,798	28,000	16,287,919	15.38%
20	General Middle/Jr Ed	3,244,458	1,323,668	0	54,827	8,265	4,631,218	4.37%
30	General High School Ed	5,999,773	143,274	14,500	305,761	19,000	6,482,308	6.12%
40	General Preschool Ed	0	0	0	800	150	950	0.00%
50	General Post Sec/K-12 Ed	5,000	1,100	101,700	7,000	0	114,800	0.11%
70	General Integrated Ed	137,499	9,878	13,600	25,854	400	187,231	0.18%
71	Gifted And Talented Ed	4,500	1,090	0	11,878	78,070	95,538	0.09%
80	General Instruction General	0	0	0	65,427	5,200	70,627	0.07%
92	Other Instruction	0	0	225,000	0	0	225,000	0.21%
100	Agriculture	108,717	15,280	0	7,000	0	130,997	0.12%
200	Art	0	9,900	0	33,850	500	44,250	0.04%
300	Business	32,859	7,146	0	4,000	0	44,005	0.04%
400	Distributive/Market Ed	32,859	7,146	0	0	0	40,005	0.04%
510	Language Skills	0	0	0	33,500	0	33,500	0.03%
511	Reading	0	0	0	30,200	1,000	31,200	0.03%
543	Journalism	0	0	0	4,500	0	4,500	0.00%
560	Dramatic Arts	0	0	0	7,500	0	7,500	0.01%
569	Other Dramatic Arts	57,089	7,703	0	4,000	0	68,792	0.06%
590	ELL	2,959,900	1,601,456	0	7,600	0	4,568,956	4.31%
600	World Languages	0	0	0	6,000	0	6,000	0.01%
700	Health Occupations Ed	54,051	7,633	0	7,700	0	69,384	0.07%
790	Biomedical Sciences	256,114	25,061	0	12,000	2,200	295,375	0.28%
800	Physical Educ Curriculum	0	0	0	22,400	11,300	33,700	0.03%
900	Consumer/Family Education	54,666	7,647	0	6,000	0	68,313	0.06%
933	Food Services	62,650	7,831	0	14,000	0	84,481	0.08%
1000	Industrial Arts/Tech Ed	0	0	0	14,000	300	14,300	0.01%
1010	Construction	55,765	7,673	0	12,000	0	75,438	0.07%
1022	Graphic Arts	55,213	7,660	0	5,000	0	67,873	0.06%
1032	Engineering Drawing	165,518	227,144	0	5,000	3,200	400,862	0.38%
1100	Mathematics	79,229	29,367	0	24,800	0	133,396	0.13%
1200	Music	1,000	220	355	16,400	1,200	19,175	0.02%
1240	Vocal Music	0	0	0	10,750	500	11,250	0.01%
1251	Band, Concert	0	0	1,200	41,800	1,860	44,860	0.04%
1254	Orchestra, Chamber	0	0	1,200	10,700	2,260	14,160	0.01%
1300	Natural Science	0	0	0	58,100	300	58,400	0.06%
1340	Earth/Space Science	0	0	0	16,500	0	16,500	0.02%
1500	Natural Science	0	0	0	29,295	0	29,295	0.03%
1600	Social Sciences	156,493	22,769	0	22,000	0	201,262	0.19%
1700	Tech Educ/Computer Tech	4,033,525	933,932	6,000	330,300	29,474	5,333,231	5.04%
1700	Special Education	303,751	26,156	0	0	0	329,907	0.31%
1710	Physical Disability	801,066	139,835	0	0	0	940,900	0.89%
1770	Speech/Lang Disability	0	0	45,000	7,530	0	52,530	0.05%
1900	District Cocurricular Activity	0	0	0	1,000	0	1,000	0.00%
2001	Student Council	0	0	0	1,000	0	1,000	0.00%
Total General Instruction		\$ 33,522,470	\$ 14,091,807	\$ 570,855	\$ 1,826,555	\$ 197,379	\$ 50,209,066	47.41%

10-General Fund – Expenditures by Program
Fiscal Year 2020-2021 *Continued*

		0100-1999	0200-0299	0300-0399	0400-0699	0700-0999	Total	Percent
		Salaries	Employee Benefits	Purchase Services	Supplies & Materials	Capital Outlay		
Program	Indirect Instruction							
2100	Support Services-Students	2,000	900	4,000	0	0	6,900	0.01%
2110	Social Work	442,827	42,135	0	0	0	484,962	0.46%
2112	Attendance Services	23,000	5,300	20,000	4,500	1,500	54,300	0.05%
2120	Guidance Services	1,298,621	639,228	0	12,600	0	1,950,449	1.84%
2124	Information Services	16,800	3,696	3,300	9,850	0	33,646	0.03%
2134	Nursing Services	0	0	440,000	0	0	440,000	0.42%
2140	Psychological Services	908,529	91,186	0	0	0	999,715	0.94%
2150	Nursing Services	105,652	8,636	0	0	0	114,288	0.11%
2190	Psychological Services	860,393	198,675	0	0	0	1,059,067	1.00%
2200	Support Svc-Instructional	3,366,461	2,074,766	660,011	64,400	34,066	6,199,704	5.85%
2212	Support Svc-Instructional	585,437	68,485	3,000	17,000	15,000	688,922	0.65%
2213	Instruct/Curric/Dev Svc	543,880	9,537	99,999	93,525	1,275	748,216	0.71%
2214	Instructional Staff Train	146,373	23,587	505,100	24,950	23,500	723,510	0.68%
2220	Academic Student Assessmt	267,947	44,503	0	0	0	312,450	0.30%
2221	Educational Library Services	424,436	73,662	0	0	0	498,098	0.47%
2231	Supv/Special Education	0	0	200,000	36,999	200	237,199	0.22%
2232	Supv/Vocational Ed Pgm	126,186	15,745	0	0	0	141,931	0.13%
Total Indirect Instruction		\$ 9,118,542	\$ 3,300,040	\$ 1,935,410	\$ 263,824	\$ 75,541	\$ 14,693,357	13.87%
Program	Other Programs							
2310	District Governance Svc	0	0	38,835	94,320	11,000	144,155	0.14%
2314	Election Services	0	0	40,000	0	0	40,000	0.04%
2315	Legal Services	0	0	250,000	0	0	250,000	0.24%
2316	Tax Assessment/Collection	0	0	68,000	0	0	68,000	0.06%
2317	Audit Services	0	0	45,000	0	0	45,000	0.04%
2318	Staff Rel/Negotiations	68,175	7,958	0	0	0	76,133	0.07%
2320	Executive Administration	805,384	128,143	0	0	0	933,527	0.88%
2321	Office Of Superintendent	1,000	220	5,000	33,503	6,775	46,498	0.04%
2400	School Admin Support Serv	6,786,977	1,171,709	12,200	193,540	6,760	8,171,186	7.72%
2510	Business/Fiscal Svc	1,008,037	101,199	349,500	32,625	3,000	1,494,361	1.41%
2520	Purchasing Services	251,929	23,857	5,000	87,050	10,600	378,437	0.36%
2530	Warehousing/Distributing	527,505	66,791	35,000	25,512	18,150	672,958	0.64%
2600	Aux Services	10,000	230	0	0	0	10,230	0.01%
2610	Aux Serv - General	278,671	37,424	0	0	0	316,095	0.30%
2620	Aux Serv - Custodial	2,370,540	377,032	3,693	148,021	21,525	2,920,811	2.76%
2621	Utilities	0	0	0	2,784,360	0	2,784,360	2.63%
2630	Aux Serv - Ground	575,796	109,506	24,500	85,000	59,397	854,198	0.81%
2640	Aux Serv - Utilites	1,659,601	173,935	112,800	319,316	67,000	2,332,653	2.20%
2641	Maintenance - Bleacher	0	0	0	7,500	0	7,500	0.01%
2642	Maintenance - Ceiling Tile	0	0	0	2,500	0	2,500	0.00%
2650	Vehicle Operation/Maint	0	0	0	68,765	1,822	70,587	0.07%
2660	Security Services	551,141	227,136	137,000	110,500	20,500	1,046,277	0.99%
2710	Supervision/Student Trans	347,234	63,070	76,912	29,851	4,295	521,362	0.49%
2720	Vehicle Operation/Maint	981,938	230,358	0	0	0	1,212,297	1.14%
2740	Vehicle Servicing/Maint	277,188	103,026	0	230,301	1,882	612,397	0.58%
2820	Communications Services	591,534	57,345	75,000	82,300	5,750	811,929	0.77%
2830	Supervision/Student Trans	1,014,336	547,457	61,073	33,830	11,100	1,667,796	1.57%
2832	Vehicle Operation Svc	0	0	21,000	38,650	0	59,650	0.06%
2840	Vehicle Servicing/Maint	1,239,156	156,591	1,275,895	212,914	600	2,885,156	2.72%
2850	Risk Management Services	0	0	0	483,500	0	483,500	0.46%
2890	Communications Services	0	0	144,500	24,500	5,467,201	5,636,201	5.32%
2900	Staff Services	0	4,250	80,000	16,000	0	100,250	0.09%
3300	Recruitment/Placement Svc	50,000	154,770	470,230	45,000	0	720,000	0.68%
3301	Information Systems Svc	0	0	0	1,600	0	1,600	0.00%
3303	Risk Management Services	384,155	112,579	0	0	0	496,734	0.47%
3310	Other Support Svc-Central	0	0	0	0	0	0	0.00%
5100	Other Support Services	0	0	0	0	3,127,354	3,127,354	2.95%
Total Other Programs		\$ 19,780,297	\$ 3,854,585	\$ 3,331,138	\$ 5,190,958	\$ 8,844,711	\$ 41,001,690	38.72%
Grand Total		\$ 62,421,309	\$ 21,246,432	\$ 5,837,403	\$ 7,281,337	\$ 9,117,630	\$ 105,904,112	100.00%

**10-General Fund – Per Pupil Spending by School/Department
Fiscal Year 2021-2022**

School/Department		Projected Student Count	Total Budget	Per Student Cost
100-199 Elementary Schools	100 Elem -District Wide	1,284.0	\$ 458,753	\$ 357
	105 Early Childhood Center @ Gregory Hill	33.0	609,437	18,468
	110 Fairview Elementary	265.0	2,543,411	9,598
	125 Harris Park Elementary	229.0	1,873,936	8,183
	135 Mesa Elementary	255.0	2,438,139	9,561
	145 Sherrelwood Elementary	240.0	2,088,762	8,703
	155 Sunset Ridge Elementary	262.0	2,768,119	10,565
	190 Orchard Court Conference Center	7,988.0	11,900	1.49
Total Elementary Schools		1,284.0	12,792,458	9,963
200-299 Middle Schools	200 Middle School - District Wide	1,081.0	16,700	15
	205 Ranum Middle School	580.0	4,745,142	8,181
	215 Shaw Heights Middle School	501.0	4,433,449	8,849
Total Middle Schools		1,081.0	9,195,291	8,506
300-399 High School	300 High School - District Wide	2,210.0	111,538	50
	305 Westminster High School	2,210.0	15,229,229	6,891
Total High Schools		2,210.0	15,340,767	6,942
500-599 Combination Schools	505 Hidden Lake High School	314.0	3,074,728	9,792
	510 Gifted/Talented	300.0	223,060	744
	515 Instructional Service Center	25.0	970,402	38,816
	525 Colorado STEM Academy	438.0	3,005,725	6,862
	530 Westminster Academy for International Studies	260.0	2,243,376	8,628
	535 John E Flynn a Marzano Academy	265.0	2,379,570	8,980
	545 Metropolitan Arts Academy	330.0	2,710,012	8,990
	540 Hodgkin's Leadership Academy	620.0	5,362,912	8,650
	555 Orchard Park Academy	415.0	3,325,074	10,411
	550 Colorado Sports Leadership Academy	470.0	4,898,508	12,707
Total Combination Schools		3,824.0	31,323,201	8,191
600-699 Centralized Services	600 Admin Building	7,988.0	429,000	54
	605 Board of Education	7,988.0	624,888	78
	610 Superintendent	7,988.0	621,244	78
	615 Community Relations	7,988.0	812,929	102
	625 Learning Services	7,988.0	5,789,457	725
	630 Special Education	1,141.0	1,885,857	1,653
	640 Graduation	480.0	52,530	109
	645 Human Resources	7,988.0	2,003,062	251
	650 Financial Services	7,988.0	1,779,744	223
	655 Operations Office	7,988.0	1,688,750	211
	660 Creative Pipeline	7,988.0	538,381	67
	665 Bob Landgraph Conference Center	7,988.0	15,200	2
	710 Operation & Maintenance	7,988.0	4,144,378	519
	715 Purchasing & Materials Management	7,988.0	1,086,025	136
700-799 Service Centers	720 Technology Services	7,988.0	2,128,035	266
	725 Transportation	7,988.0	2,404,392	301
	805 District Wide	7,988.0	11,248,523	1,408
Total Department & Program Costs		7,988.0	37,252,395	1,408
Average Cost Per Student		7,988.0	\$ 105,904,112	\$ 13,258

10-General Fund – Expenditures by School/Department
Fiscal Year 2021-2022

School/Department	Category	0100-0199	0200-0299	0300-0399
		Salaries	Employee Benefits	Purchase Services
100 Elem - Distwide	100-199 Elementary Schools	\$ 97,652	\$ 7,216	\$ 165,800
105 Early Learning Center Gregory Hill		534,727	69,809	-
110 Fairview Elementary		2,114,373	291,765	-
125 Harris Park Elementary		1,483,566	249,917	3,300
135 Mesa Elementary		2,019,109	298,963	140
145 Sherrelwood Elementary		1,751,780	250,447	115
155 Sunset Ridge Elementary		2,340,888	287,032	100
190 Orchard Court Conference Center	200-299 Middle Schools	-	-	-
200 Middle School - Distwide		-	-	-
205 Ranum Middle School		3,822,820	515,982	60,733
215 Shaw Heights Middle School	300-399 High School	3,570,033	492,703	58,333
300 High School - Distwide		4,500	1,090	-
305 Westminster High School		12,302,627	1,471,310	7,000
505 Hidden Lake Alternative High	500-599 Combination Schools	2,251,727	248,320	310,500
510 Gifted/Talented		174,682	20,674	13,600
515 Instructional Services Center		805,452	114,375	1,000
525 Colorado Stem Academy	600-699 Centralized Services	2,472,855	389,820	7,000
530 Westminster Academy for Intern Studies		1,787,176	323,631	-
535 John E Flynn a Marzano Academy		1,973,713	297,507	-
540 Hodgkin's Leadership Academy		4,520,028	583,883	6,000
545 Metropolitan Arts Academy		2,195,241	356,970	-
550 Colorado Sports Leadership Academy		3,781,139	534,642	363,334
555 Orchard Park Academy		2,815,777	363,904	200
560 Tennyson Preparatory School		2,599,638	380,809	4,999
600 Admin Building		50,000	15,000	364,000
605 Board of Education		68,175	7,958	441,835
610 Superintendent	700-799 Service Centers	547,384	28,583	5,000
615 Community Relations		591,534	57,345	75,000
625 Learning Services		4,275,060	372,880	948,376
630 Special Education		785,553	83,105	645,000
640 Co-Curricular		-	-	45,000
645 Human Resources		1,728,349	109,060	82,073
650 Financial Services		1,303,420	101,199	339,500
655 Operations Office		1,272,434	187,181	77,935
660 Creative Pipeline		429,292	54,589	3,000
665 Bob Langraph Confrence Center		-	-	-
710 Operation & Maintenance	800-899 District-Wide Costs	3,010,132	364,844	140,993
715 Purchasing & Marterials Management		770,161	85,152	40,000
720 Technology Services		1,756,331	156,591	-
725 Transportation	800-899 District-Wide Costs	1,622,775	330,039	76,912
805 Districtwide		125,712	7,861	1,528,450
Total Expenditures		\$ 73,755,816	\$ 9,512,155	\$ 5,815,228

10-General Fund – Expenditures by School/Department
Fiscal Year 2021-2022 *Continued*

0400-0699		0700-0999		Total	Category	School/Department
Supplies & Materials	Capital Outlay					
\$	188,085	\$	-	\$458,753	100-199 Elementary Schools	100 Elem - Distwide
	4,901		-	609,437		105 Early Learning Center Gregory Hill
	135,773		1,500	2,543,411		110 Fairview Elementary
	132,954		4,200	1,873,936		125 Harris Park Elementary
	118,928		1,000	2,438,139		135 Mesa Elementary
	86,420		-	2,088,762		145 Sherrelwood Elementary
	139,449		650	2,768,119		155 Sunset Ridge Elementary
	11,900		-	11,900		190 Orchard Court Conference Center
	11,700		5,000	16,700	200-299 Middle Schools	200 Middle School - Distwide
	344,287		1,320	4,745,142		205 Ranum Middle School
	296,015		16,365	4,433,449		215 Shaw Heights Middle School
	8,878		97,070	111,538	300-399 High School	300 High School - Distwide
1,428,891			19,400	15,229,229		305 Westminster High School
255,181			9,000	3,074,728	500-599 Combination Schools	505 Hidden Lake Alternative High
14,104			-	223,060		510 Gifted/Talented
45,100			4,474	970,402		515 Instructional Services Center
136,050			-	3,005,725		525 Colorado Stem Academy
124,089			8,480	2,243,376		530 Westminster Academy for Intern Studies
108,350			-	2,379,570		535 John E Flynn a Marzano Academy
253,000			-	5,362,912		540 Hodgkin's Leadership Academy
151,800			6,000	2,710,012		545 Metropolitan Arts Academy
214,793			4,600	4,898,508		550 Colorado Sports Leadership Academy
130,793			14,400	3,325,074		555 Skyline Vista K-8
134,710			9,680	3,129,835		560 Tennyson Preparatory School
-			-	429,000	600-699 Centralized Services	600 Admin Building
95,920			11,000	624,888		605 Board of Education
33,503			6,775	621,244		610 Superintendent
83,300			5,750	812,929		615 Community Relations
159,500			33,641	5,789,457		625 Learning Services
346,999			25,200	1,885,857		630 Special Education
7,530			-	52,530		640 Co-Curricular
72,480			11,100	2,003,062		645 Human Resources
32,625			3,000	1,779,744		650 Financial Services
128,000			23,200	1,688,750		655 Operations Office
36,500			15,000	538,381		660 Creative Pipeline
15,200			-	15,200		665 Bob Langraph Confrence Center
480,487			147,922	4,144,378	700-799 Service Centers	710 Operation & Maintenance
161,962			28,750	1,086,025		715 Purchasing & Marterials Management
214,514			600	2,128,035		720 Technology Services
366,667			7,999	2,404,392		725 Transportation
586,500			9,000,000	11,248,523	800-899 District-Wide Costs	805 Districtwide
\$	7,297,837	\$	9,523,077	\$ 105,904,112		

**Resource Allocation – All Schools
Purchased Services, Materials and Supplies
Fiscal Year 2021-2022**

	Projected Funded Students	Projected At-Risk Free Students	Computer Subscription Budget @ \$10	K-12 Instructional @ \$90	K-12 At-Risk Instructional Allocation @ \$60
Elementary Schools					
Early Childhood	33.00			2,970	-
Fairview	265.00	180.00	2,650	23,850	10,800
Harris Park	229.00	157.00	2,290	20,610	9,420
Mesa	255.00	211.00	2,550	22,950	12,660
Sherrelwood	240.00	155.00	2,400	21,600	9,300
Sunset Ridge	262.00	173.00	2,620	23,580	10,380
Total Elementary School:	1,284.00	876.00	12,510	115,560	52,560
Middle Schools/K-8					
			@ \$10	@ \$110	@ \$80
CSLA	470.00	359.00	4,700	51,700	28,720
Hodgkins	620.00	440.00	6,200	68,200	35,200
Skyline Vista	455.00	260.00	4,550	50,050	20,800
Tennyson Knolls	387.00	260.00	3,870	42,570	20,800
Ranum	454.00	315.00	4,540	49,940	25,200
Shaw Heights	501.00	347.00	5,010	55,110	27,760
Total Middle/K-8 Schools	4,180.00	1,981.00	28,870	317,570	158,480
High Schools					
			@ \$10	\$150/\$60	@ \$120
Westminster	2,210.00	1,287.00	22,100	331,500	154,440
Westminster Virtual	200.00	120.00	2,000	30,000	14,400
CTE (\$760per student)	1,400.00	-	0	84,000	0
Hidden Lake	314.00	208.00	3,140	47,100	24,960
Total High Schools	2,724.00	1,615.00	27,240	492,600	193,800
Grand Total	8,188.00	4,472.00	68,620	925,730	404,840
* Innovation Schools Not Included					

**Resource Allocation – All Schools
Purchased Services, Materials and Supplies
Fiscal Year 2021-2022 *Continued***

Total Instructional Allocation	Non- Instructional Allocation	Instructional Building Allotment Substitutes	Total Allocation	Total Allocation	
	@\$40	@\$35	@ 100%	@ 90%	
Elementary Schools					
2,970	1,320	1,155	5,445	4,901	Early Childhood
34,650	10,600	9,275	54,525	49,073	Fairview
30,030	9,160	8,015	47,205	42,485	Harris Park
35,610	10,200	8,925	54,735	49,262	Mesa
30,900	9,600	8,400	48,900	44,010	Sherrelwood
33,960	10,480	9,170	53,610	48,249	Sunset Ridge
168,120	51,360	44,940	264,420	237,978	Total Elementary Schools
Middle Schools/K-8					
	@ \$50	@ \$35			
80,420	23,500	16,450	120,370	108,333	CSLA
103,400	31,000	21,700	156,100	140,490	Hodgkins
70,850	22,750	15,925	109,525	98,573	Skyline Vista
63,370	19,350	13,545	96,265	86,639	Tennyson Knolls
75,140	22,700	15,890	113,730	102,357	Ranum
82,870	25,050	17,535	125,455	112,910	Shaw Heights
476,050	144,350	101,045	721,445	649,301	Total Middle/K-8 Schools
High Schools					
	@ \$60/\$15	@ \$35			
485,940	132,600	77,350	695,890	626,301	Westminster
44,400	12,000	7,000	63,400	57,060	Westminster Virtual
84,000	21,000	0	105,000	94,500	CTE
72,060	18,840	10,990	101,890	91,701	Hidden Lake
686,400	184,440	95,340	966,180	869,562	Total High Schools
1,330,570	380,150	213,920	1,952,045	1,756,841	Grand Total

Staffing

Job Class	2020-2021	2021-2022
100 - Principal	18	17
100 - Assistant Principal	16	16
100- Other	26.63	24.63
200 - Regular Teacher	376	359
200 - Other Teacher	163.58	143.38
200 - Counselors	19.50	17.75
200 - Certified Library/Media	1	1
300- Other Professionals	21	24
400 - Instructional Paraprofessional	41	18.5
400 - Specialized Paraprofessional	41.3	44
400 - Classified Library/Media	17	17
400 - Other Professional	41	36.6
500 - Secretarial	67	65
600 - Custodial	62	62
600 - Other	62	73
Total General Fund Staff	973.01	918.86

Explanation of changes in staffing schools:

- Schools
 - Teachers and classroom support staff were reduced & increased due to a decline in enrollment.
 - Reduced special education staff.
 - Reduced ESP staff to schools based on their enrollment numbers.
 - Re-adjusted staff in CLD.
 - Re-adjusted counselors staff throughout the District.
- 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 2021-2022 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 20.95% for the fiscal year, for each employee's qualifying compensation; employee contribution will also increase to 10.5%.
- 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.

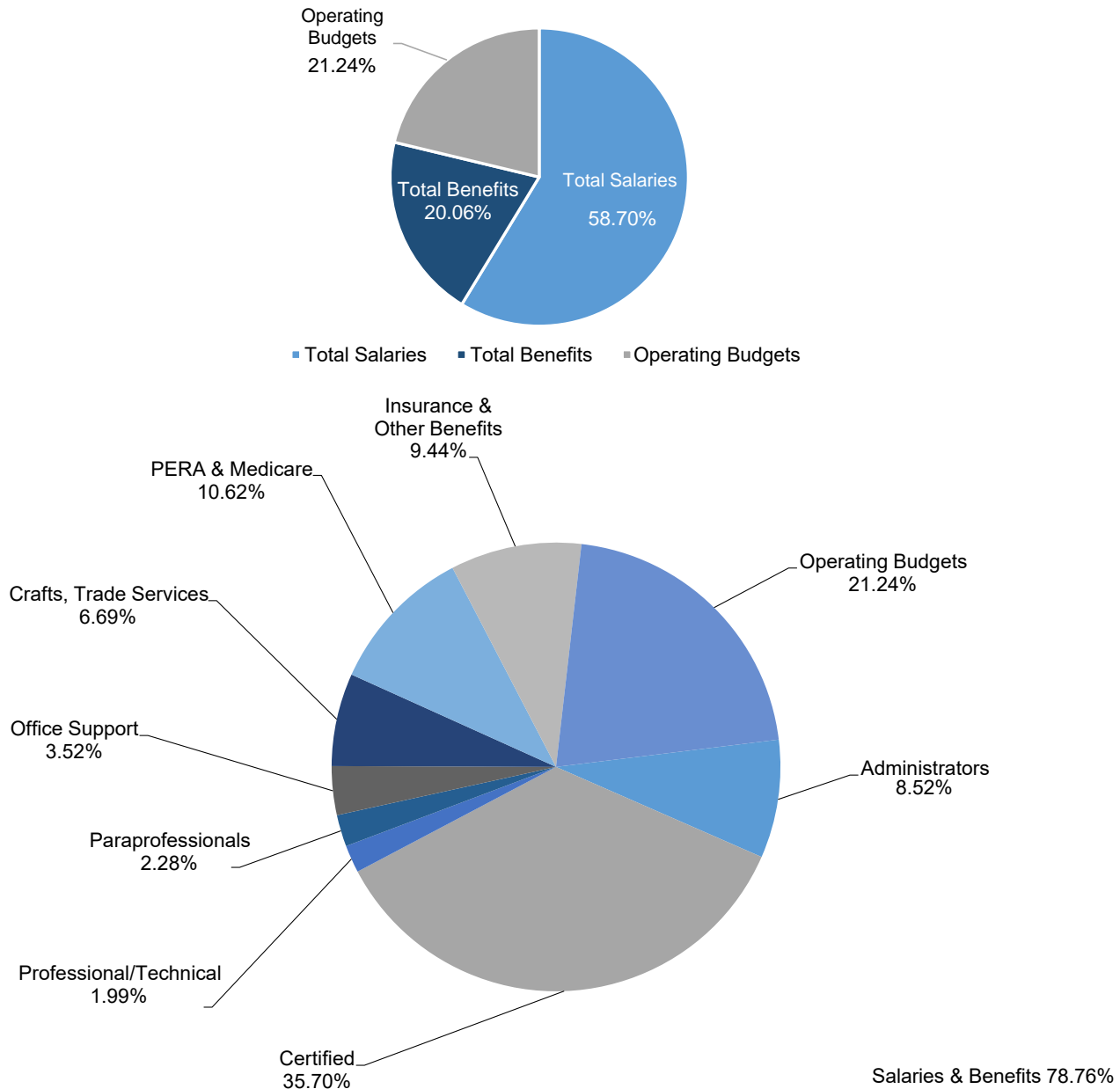
Postemployment Healthcare Benefits

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 2017-2018 to 2022-2025

	Actual 2018	Projected 2020	Actual 2019	Actual 2020	Projected Actual 2021	Adopted 2022
Salaries by Job Code						
100-Administrators	\$ 6,097,197	\$ 5,480,436	\$ 6,144,610	\$ 7,226,091	\$ 6,981,294	\$ 9,022,202
200-Certified	32,535,182	35,598,626	34,982,217	39,523,119	32,878,726	37,805,032
300-Professional/Technical	1,442,616	1,405,840	1,434,030	1,597,669	1,541,425	2,105,430
400-Paraprofessionals	3,684,525	4,316,372	3,682,874	4,044,967	3,498,185	2,417,265
500-Office Support	3,633,466	3,351,707	3,718,427	4,552,204	4,552,688	3,723,194
600-Crafts, Trade Services	5,686,338	5,813,796	6,125,342	6,786,731	6,176,310	7,088,186
Total Salaries	53,079,324	55,966,776	56,087,500	63,730,780	55,628,628	62,161,309
Benefits						
PERA & Medicare	10,875,937	11,008,483	11,765,933	13,483,419	15,380,822	11,244,490
Insurance & Other Benefits	6,486,757	6,111,365	8,312,269	9,815,784	7,517,052	10,001,942
Total Benefits	17,362,695	17,119,848	20,078,202	23,299,203	22,897,874	21,246,432
Operating Budgets	12,756,493	11,249,489	13,516,005	17,896,204	13,730,739	22,496,371
Total Expenditures	\$ 83,198,512	\$ 84,336,113	\$ 89,681,707	\$ 104,926,187	\$ 92,257,241	\$ 105,904,112

Comparison of Salary, Benefits & Operating Budgets of Total Expenditures 2021-2022



10-General Fund – Summary of Job Classifications by Object
Fiscal Years 2017-2018 to 2022-2025 *Continued*

Projected 2023	Projected 2024	Projected 2025	
			Salaries by Job Code
\$ 9,292,868	\$ 9,571,654	\$9,858,804	Administrators
39,071,469	37,118,879	37,876,258	Certified
2,168,593	2,233,651	2,300,660	Professional/Technical
2,465,610	2,539,579	2,365,766	Paraprofessionals
3,797,658	3,161,588	2,639,294	Office Support
7,229,950	6,541,060	6,737,292	Crafts, Trade Services
64,026,148	61,166,410	61,778,074	Total Salaries
			Benefits
13,118,410	11,967,132	10,906,235	PERA & Medicare
8,765,415	9,028,378	9,299,229	Insurance & Other Benefits
21,883,825	20,995,509	20,205,464	Total Benefits
23,362,916	22,755,834	22,983,392	Operating Budgets
\$ 109,272,889	\$ 104,917,753	\$ 104,966,930	Total Expenditures

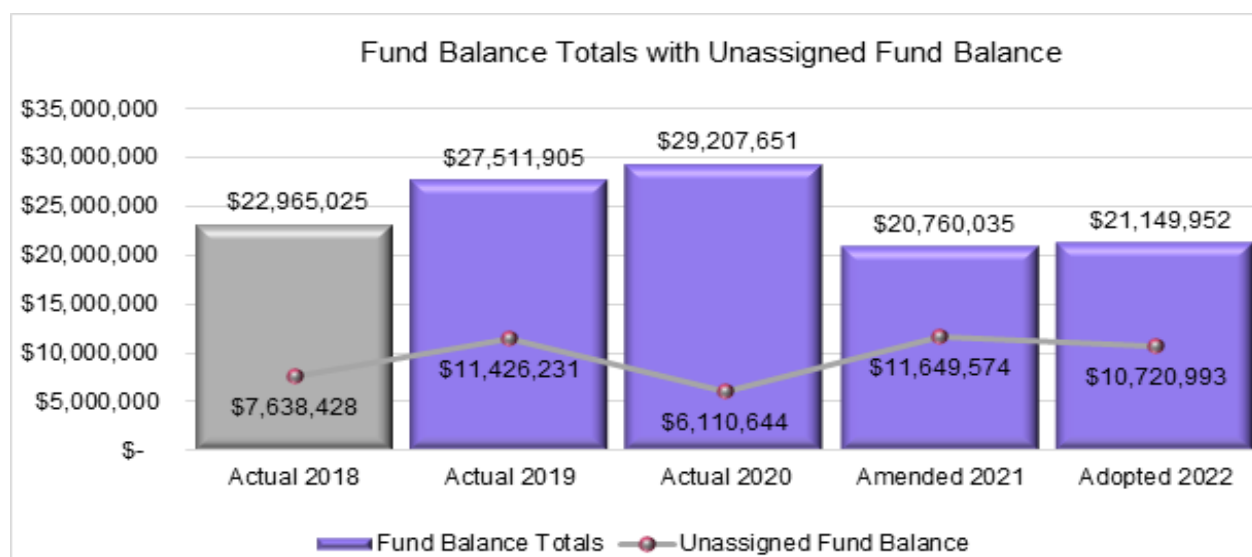
Reserves/Fund Balance

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 significant decline for fund balance for 2020-2021, the state has told school districts that the COVID-19 will have a significant impact 2021-2022. Colorado has had a teacher shortage, so many positions budgeted will not be expended. With not having that salary expense the fund balance may not expend as much as shown below. 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 2021-2022. 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.

**10-General Fund – Revenues by Source, Expenditures by Object, & Fund Balance
Fiscal Years 2017-2018 to 2020-2025**

Sources of Revenue	Actual 2018	Actual 2019	Actual 2020	Projected Actual 2021	Proposed 2022	Adopted 2022	% Change
1000-1999 Local Sources							
1100-1199 Taxes	\$30,097,360	\$ 39,851,965	\$50,315,243	\$ 47,986,983	\$ 50,202,294	\$50,202,294	4.62%
1300-1399 Tuition	7,976	4,015	945	-	-	-	
1500-1599 Earnings on Investments	384,650	1,373,821	1,778,022	339,500	1,200,000	1,200,000	253.46%
1700-1799 Pupil Activities	250	-	-	-	-	-	
1900-1999 Other Revenue from Local Sources	3,290,365	1,869,680	1,715,935	1,277,425	1,483,293	1,483,293	16.12%
Subtotal Local	33,780,601	43,099,481	53,810,145	49,603,908	52,885,586	52,885,586	6.62%
3000-3009 State Sources							
3000-3009 State Sources	4,776,247	4,722,209	4,803,606	4,700,045	4,400,065	4,400,065	-6.38%
3010-3019 State Revenue from Other State Agencies	173,800	1,861,617	1,798,840	150,000	150,000	150,000	0.00%
3110-3199 State Share Equalization	55,559,527	58,047,564	56,006,992	49,282,026	49,282,026	49,282,026	0.00%
3200-3209 Adjustments to Categorical Revenues	126,588	(25,030)	(7,892)	-	-	-	
3210-3299 Equalization Adjustment	(91,381)	(93,820)	-	-	(500,000)	(500,000)	
Subtotal State Sources	60,544,782	64,512,540	62,601,546	54,132,071	53,332,091	53,332,091	-1.48%
4000-4999 Federal Sources							
4020-4899 Federal Revenue from the Federal Govt	73,891	59,183	74,303	71,586	73,734	73,734	3.00%
Subtotal Federal Sources	73,891	59,183	74,303	71,586	73,734	73,734	3.00%
Total Revenue Allocation Before Transfer Allocations	94,399,274	107,671,205	116,485,993	103,807,565	106,291,411	106,291,411	2.39%
Expenditures							
0100-0199 Salaries	53,079,324	56,087,501	63,730,780	55,628,628	62,161,309	62,161,309	11.74%
0200-0299 Employee Benefits	17,362,695	20,078,202	23,299,203	22,897,874	21,246,432	21,246,432	-7.21%
0300-0399 Purchased Services	5,357,157	4,400,063	6,268,135	3,874,239	5,837,403	5,837,403	50.67%
0400-0499 Purchased Property Services	1,113,536	1,027,596	1,009,481	1,437,609	1,709,983	1,709,983	18.95%
0500-0599 Other Purchased Services	707,891	855,645	797,655	1,565,653	1,598,577	1,598,577	2.10%
0600-0699 Supplies	3,176,669	3,369,170	3,272,818	4,179,799	3,972,777	3,972,777	-4.95%
0700-0799 Property	1,985,466	1,947,968	1,212,869	1,339,440	134,321	134,321	-89.97%
0800-0899 Other Objects	60,341	1,023,233	3,415,246	733,149	9,243,310	9,243,310	1160.77%
0900-0999 Other Uses of Funds	355,433	892,331	1,920,000	600,850	-	-	-100.00%
Total Expenditures	83,198,512	89,681,707	104,926,187	92,257,241	105,904,112	105,904,112	14.79%
5000-5999 Other Sources/Transfer Allocations							
5223 Transfer To Athl/Activity	680,000	660,000	700,000	756,500	800,000	800,000	5.75%
5626 Transfer to Daycare Program	-	356,000	400,000	400,000	400,000	400,000	-50.00%
5243 Transfer To Capital Reserve	1,757,052	5,498,415	3,473,099	3,630,367	2,627,512	2,627,512	-27.62%
5618 Transfer To Insur Reserve	1,600,000	1,662,830	1,761,490	1,911,490	1,628,725	1,628,725	-14.79%
5619 Transfer To Colorado Preschool Program	4,816,992	5,089,630	3,529,472	4,095,022	3,345,705	3,345,705	-18.30%
5221 Transfer To General Fund	-	175,743	-	-	-	-	
Total Transfer Allocations	8,854,044	13,442,618	9,864,061	11,193,379	8,801,942	8,801,942	-21.36%
Prior Year Obligations	-	-	-	-	-	-	
Total Transfer Allocations, Expenditures & Prior Year Obligations	92,052,555	103,124,325	114,790,248	103,450,620	114,706,054	114,706,054	10.88%
Net Change in Fund Balance	2,346,719	4,546,879	1,695,745	356,944	(8,414,643)	(8,414,643)	-2457.41%
Beginning Fund Balance (Deficit)	20,618,306	22,965,025	27,511,905	29,207,651	29,564,595	29,564,595	1.22%
Ending Fund Balance	22,965,025	27,511,905	29,207,651	29,564,595	21,149,952	21,149,952	-28.46%
Reserves							
Nonspendable:							
Inventories	103,648	112,556	263,412	132,000	135,000	135,000	2.27%
Restricted:							
TABOR	2,889,504	3,225,644	3,493,530	3,114,227	3,188,742	3,188,742	2.39%
Committed:							
Performance Incentive	1,700,000	-	-	-	-	-	
Assigned:							
Other Purposes	205,050	220,946	260,250	767,618	1,790,646	1,790,646	133.27%
Purchases on Order	75,515	1,345,417	1,206,306	-	-	-	
Contingency Reserve	4,678,450	5,485,085	5,485,085	5,190,378	5,314,571	5,314,571	2.39%
Subsequent Year Expenditures	5,674,430	5,696,026	12,388,424	-	-	-	
Total Expenditures with Reserves	107,394,152	119,242,599	137,887,255	112,654,843	125,135,013	125,135,013	11.08%
Fund Balance Ending (Unassigned)	\$ 7,638,428	\$ 11,426,231	\$ 6,110,644	\$ 20,360,372	\$ 10,720,993	\$ 10,720,993	-47.34%

**10-General Fund – Revenues by Source, Expenditures by Object, & Fund Balance
Fiscal Years 2021-2022 to 2023-2025 *Continued***

Projected 2023	Projected 2024	Projected 2025	Sources of Revenue
1000-1999 Local Sources			
\$ 49,178,010	\$ 51,674,481	\$ 50,627,062	1100-1199 Taxes
-	-	-	1300-1399 Tuition
346,290	1,224,000	353,216	1500-1599 Earnings on Investments
-	-	-	1700-1799 Pupil Activities
1,302,974	1,512,958	1,329,033	1900-1999 Other Revenue from Local Sources
50,827,274	54,411,439	52,309,311	Subtotal Local
3000-3009 State Sources			
4,841,046	4,886,277	5,032,865	3000-3009 State Sources
155,530	260,196	268,002	3010-3019 State Revenue from Other State Agencies
50,444,801	51,958,145	53,516,889	3110-3199 State Share Equalization
-	-	-	3200-3209 Adjustments to Categorical Revenues
(250,000)	(236,000)	-	3210-3299 Equalization Adjustment
55,191,377	56,868,618	58,817,756	Subtotal State Sources
4000-4999 Federal Sources			
73,018	75,208	73,800	4020-4899 Federal Revenue from the Federal Govt
73,018	75,208	73,800	Subtotal Federal Sources
106,091,669	111,355,265	111,200,867	Total Revenue Allocation Before Transfer Allocations
Expenditures			
64,026,148	61,166,410	61,778,074	0100-0199 Salaries
21,883,825	20,995,509	20,205,464	0200-0299 Employee Benefits
6,012,525	6,084,144	6,144,986	0300-0399 Purchased Services
1,761,282	1,532,079	1,547,400	0400-0499 Purchased Property Services
1,646,534	1,722,697	1,739,924	0500-0599 Other Purchased Services
4,091,960	4,124,508	4,165,753	0600-0699 Supplies
138,351	196,823	198,791	0700-0799 Property
9,520,609	8,813,823	8,901,961	0800-0899 Other Objects
191,654	281,760	284,578	0900-0999 Other Uses of Funds
109,272,889	104,917,753	104,966,930	Total Expenditures
5000-5999 Other Sources/Transfer Allocations			
816,000	832,320	848,966	5223 Transfer To Athl/Activity
400,000	350,000	300,000	5626 Transfer to Daycare Program
-	-	-	5243 Transfer To Capital Reserve
1,628,725	1,661,300	1,694,525	5618 Transfer To Insur Reserve
3,463,844	3,533,121	3,603,783	5619 Transfer To Colorado Preschool Program
-	-	-	5221 Transfer To General Fund
6,308,569	6,376,740	6,447,275	Total Transfer Allocations
-	-	-	Prior Year Obligations
115,581,458	111,294,493	111,414,206	Total Transfer Allocations, Expenditures & Prior Year Obligations
(9,489,790)	60,772	(213,338)	Net Change in Fund Balance
21,149,952	11,660,162	11,720,934	Beginning Fund Balance (Deficit)
11,660,162	11,720,934	11,507,596	Ending Fund Balance
Reserves			
Nonspendable:			
142,000	148,748	151,547	Inventories
Restricted:			
3,182,750	3,340,658	3,336,026	TABOR
Committed:			
-	-	-	Performance Incentive
Assigned:			
1,803,431	1,839,499	1,876,289	Other Purposes
-	-	-	Purchases on Order
5,304,583	5,567,763	5,560,043	Contingency Reserve
-	-	-	Subsequent Year Expenditures
126,014,223	122,201,650	123,580,610	Total Expenditures with Reserves
\$ 1,227,398	\$ 824,265	\$ 583,690	Fund Balance Ending (Unassigned)

Other District Funds

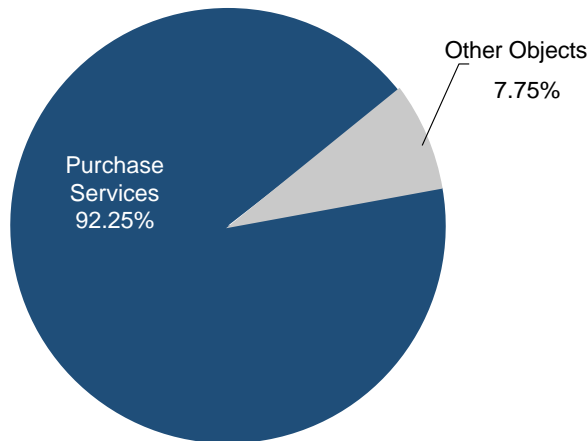
General Fund – Risk Management Sub-Fund

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 2021-2022, the allocation is \$1,628,725. Workers' compensation claims are estimated based on previous claims experience history.

18 – Risk Management Management Summary Fiscal Years 2017-2018 to 2024-2025

	Actual 2018	Actual 2019	Actual 2020	Projected Actual 2021	Adopted 2022	Projected 2023	Projected 2024	Projected 2025
Sources of Revenue by Object								
1000-1999 Local Sources	\$ 93,143	\$ 167,563	\$ 877,208	\$ 1,800	\$ 925,789	\$ 953,563	\$ 982,170	\$ 1,011,635
3000-3999 State Sources	-	-	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-	-
5000-5999 Other Sources	1,600,000	1,662,830	1,761,490	1,911,490	1,628,725	1,661,300	1,661,300	1,694,525
Total Revenue Allocation	1,693,143	1,830,393	2,638,698	1,913,290	2,554,514	2,614,862	2,643,469	2,706,160
Expenditures by Object								
0100-0199 Salaries	-	-	-	-	-	-	-	-
0200-0299 Employee Benefits	-	-	-	-	-	-	-	-
0300-0399 Purchased Services	-	-	-	-	-	-	-	-
0400-0499 Purchased Property Services	-	-	-	-	-	-	-	-
0500-0599 Other Purchased Services	1,423,207	1,554,850	1,485,253	\$1,784,600	\$2,319,980	2,551,978	2,603,018	2,655,078
0600-0699 Supplies	-	-	-	-	-	-	-	-
0700-0799 Property	-	-	-	-	-	-	-	-
0800-0899 Other Objects	-	47,872	12,983	75,478	195,000	189,150	183,476	187,145
Total Expenditures	1,423,207	1,602,722	1,498,236	1,860,078	2,514,980	2,741,128	2,786,493	2,842,223
Total Excess over (under) Expenditures	269,936	227,671	1,140,462	53,212	39,534	(126,266)	(143,024)	(136,063)
Fund Balance Beginning	150,039	419,974	647,645	1,595,007	1,648,219	1,687,753	1,561,487	1,418,463
Fund Balance Ending	419,974	647,645	1,788,107	1,648,219	1,687,753	1,561,487	1,418,463	1,282,400
Restricted for Insurance Pool	\$ 419,974	\$ 647,645	\$ 1,788,107	\$ 1,648,219	\$ 1,687,753	\$ 1,561,487	\$ 1,418,463	\$ 1,282,400

Risk Management Summary of Expenditures 2021-2022



Salaries & Benefits - 0.00%

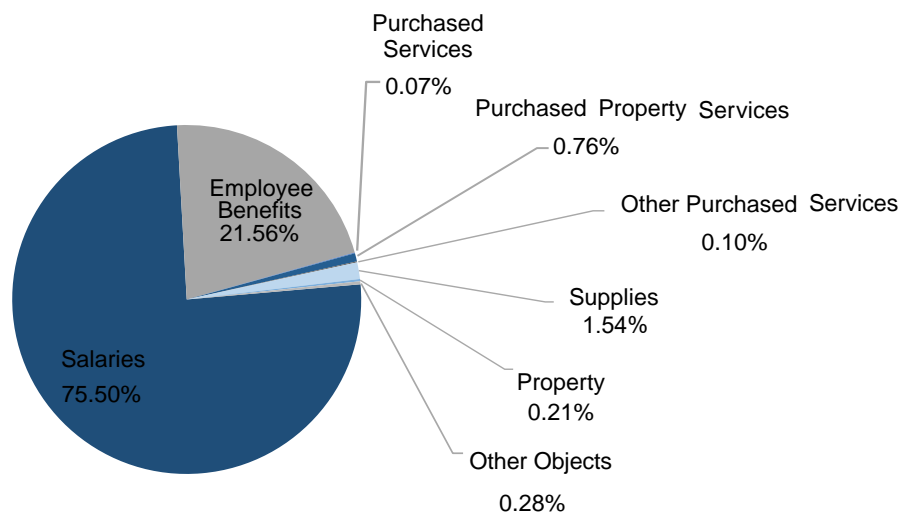
General Fund – Colorado Preschool Sub-Fund

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 \$3,345,705 million for the fiscal year 2021-2022.

19 – Colorado Preschool Fund Fiscal Years 2017-2018 to 2024-2025

	Actual 2018	Actual 2019	Actual 2020	Projected Actual 2021	Adopted 2022	Projected 2023	Projected 2024	Projected 2025
Sources of Revenue by Object								
1000-1999 Local Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3000-3999 State Sources	-	-	14,409	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-	-
5000-5999 Other Sources	4,816,991	5,089,630	3,529,472	4,095,022	3,345,705	3,850,844	3,533,121	3,603,783
Total Revenue Allocation	4,816,991	5,089,630	3,543,881	4,095,022	3,345,705	3,850,844	3,533,121	3,603,783
Expenditures by Object								
0100-0199 Salaries	4,052,599	3,289,621	2,960,028	3,082,626	3,165,677	2,420,513	2,178,462	2,396,308
0200-0299 Employee Benefits	1,423,098	1,172,238	1,097,939	900,056	903,950	635,064	571,558	612,545
0300-0399 Purchased Services	16,259	15,047	20,469	2,800	2,800	3,220	2,898	3,188
0400-0499 Purchased Property Services	29,185	27,136	7,956	14,300	31,790	16,445	14,801	16,281
0500-0599 Other Purchased Services	1,441	4,284	6,611	4,000	4,000	4,600	4,140	4,554
0600-0699 Supplies	89,400	54,628	286,987	30,000	64,500	34,500	31,050	34,155
0700-0799 Property	56,825	65,167	4,625	8,800	8,800	10,120	9,108	10,019
0800-0899 Other Objects	11,043	9,534	60,051	24,600	11,600	28,290	25,461	28,007
Total Expenditures	5,679,848	4,637,655	4,444,666	4,067,182	4,193,117	3,152,752	2,837,477	3,105,056
Total Excess over (under) Expenditures	(862,857)	451,975	(900,785)	27,840	(847,412)	698,092	695,644	498,728
Fund Balance Beginning	2,131,238	1,268,382	1,720,357	819,572	847,412	(698,092)	(0)	695,644
Fund Balance Ending	1,268,382	1,720,357	819,572	847,412	(0)	695,644	1,194,371	
Restricted for Colorado Preschool Program	\$ 1,268,382	\$ 1,720,357	\$ 819,572	847,412	-- (0)	(0)	\$ 695,644	\$ 1,194,371

Colorado Preschool Program Summary of Expenditures 2021-2022



Salaries & Benefits- 97.06%

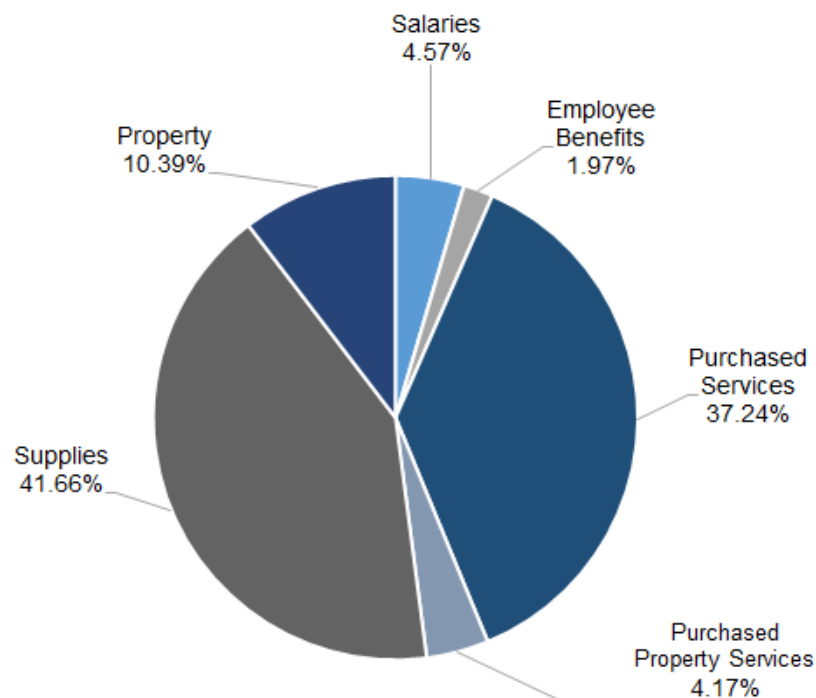
Special Revenue Funds – Nutrition Services Fund

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 \$2,195,328 at the end of the fiscal year 2021-2022.

21 – Nutrition Services Fiscal Years 2017-2018 to 2024-2025

	Actual 2018	Actual 2019	Actual 2020	Projected Actual 2021	Adopted 2022	Projected 2023	Projected 2024	Projected 2025
Sources of Revenue by Object								
1000-1999 Local Sources	\$ 349,287	\$ 378,993	\$ 435,804	\$ 547,578	\$ 265,000	\$ 354,050	\$ 531,151	\$ 343,429
3000-3999 State Sources	99,856	116,308	102,089	65,257	264,000	256,080	63,299	248,398
4000-4999 Federal Sources	5,208,320	4,884,548	5,647,647	4,750,365	5,150,000	4,607,854	4,469,618	4,335,530
5000-5999 Other Sources	-	175,743	126,902	-	200,000	186,200	-	182,476
Total Revenue Allocation	5,657,463	5,555,591	6,312,442	5,363,200	5,879,000	5,404,184	5,064,068	5,109,832
Expenditures by Object								
0100-0199 Salaries	717,204	760,266	925,438	256,885	220,000	264,592	272,529	280,705
0200-0299 Employee Benefits	317,412	321,668	391,936	122,343	95,000	126,013	129,794	133,687
0300-0399 Purchased Services	1,328,121	1,471,742	1,458,454	2,484,507	1,791,383	2,559,042	2,635,813	2,714,888
0400-0499 Purchased Property Services	78,600	85,736	88,770	171,045	200,000	176,176	181,462	186,905
0500-0599 Other Purchased Services	331,546	335,363	346,407	250,862	1,450,000	258,388	266,139	274,124
0600-0699 Supplies	2,044,427	2,007,051	2,026,451	1,640,450	2,004,406	1,689,664	1,740,353	1,792,564
0700-0799 Property	685,322	61,664	51,667	151,665	500,000	156,215	160,901	165,728
0800-0899 Other Objects	576,899	1,064	325,520	-	-	-	-	-
Total Expenditures	6,079,530	5,044,555	5,614,643	5,077,757	6,260,789	5,230,090	5,386,992	5,548,602
Total Excess over (under) Expenditures	(422,067)	511,036	697,799	285,443	(381,789)	174,094	(322,924)	(438,770)
Fund Balance Beginning	1,504,906	1,082,839	1,593,875	2,291,674	2,577,117	2,195,328	2,369,423	2,046,499
Fund Balance Ending	\$ 1,082,839	\$ 1,593,875	\$ 2,291,674	\$ 2,577,117	\$ 2,195,328	\$ 2,369,423	\$ 2,046,499	\$ 1,607,729
Restricted for Nutrition Services Fund	\$ 1,082,839	\$ 1,593,875	\$ 2,291,674	\$ 2,577,117	\$ 2,195,328	\$ 2,369,423	\$ 2,046,499	\$ 1,607,729

Nutrition Services Summary of Expenditures 2021-2022



Special Revenue Funds – Governmental Designated Purpose Grant Fund

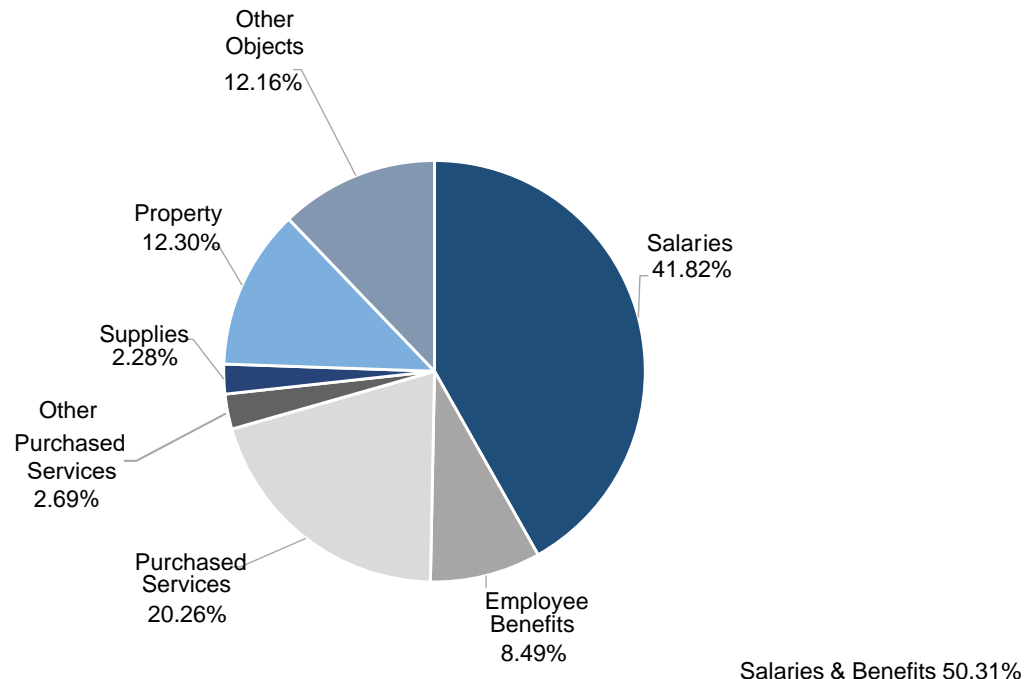
Government Designated Purpose grants are external resources that are for a particular need. Major grants are listed below. The District also receives smaller grants through the Westminster Public School Education Foundation. Below are some of the grants expected.

Title I	\$ 2,383,329
Title VI B and Preschool	1,843,436
Medicaid	1,004,563
Title II A	275,870
All COVID Related Grants	5,390,987
EARSS Targeted Intervention	255,709

22 – Governmental Designated Purpose Grants Fiscal Years 2017-2018 to 2024-2025

	Actual 2018	Actual 2019	Actual 2020	Projected Actual 2021	Adopted 2022	Projected 2023	Projected 2024	Projected 2025
Sources of Revenue by Object								
1000-1999 Local Sources	\$ 455,769	\$ 407,408	\$ 197,663	\$ 7,550,000	\$ 550,000	\$ 533,500	\$ 549,505	\$ 560,495
3000-3999 State Sources	1,500,978	452,374	923,448	650,000	850,000	637,000	637,000	624,260
4000-4999 Federal Sources	7,367,916	7,636,387	9,649,553	18,836,784	20,545,784	14,589,678	14,578,945	14,567,845
5000-5999 Other Sources	-	-	-	-	-	-	-	-
Total Revenue Allocation	9,324,663	8,496,168	10,770,664	27,036,784	21,945,784	15,760,178	15,765,450	15,752,600
Expenditures by Object								
0100-0199 Salaries	5,001,934	4,973,388	4,910,135	6,178,413	9,178,413	10,383,702	10,550,268	11,583,398
0200-0299 Employee Benefits	1,616,315	1,656,725	1,601,346	1,862,344	1,862,344	1,825,344	1,770,584	1,735,172
0300-0399 Purchased Services	1,361,242	824,972	984,222	8,446,030	4,446,030	448,747	435,285	426,579
0400-0499 Purchased Property Services	1,766	1,463	1,431	1,467	1,467	-	-	-
0500-0599 Other Purchased Services	398,142	226,760	340,739	590,515	590,515	320,456	310,842	304,625
0600-0699 Supplies	371,509	149,352	576,254	4,500,257	500,257	598,546	580,590	568,978
0700-0799 Property	66,660	41,812	1,657,976	2,355,304	2,698,963	1,457,896	1,414,159	1,385,876
0800-0899 Other Objects	507,095	621,696	698,561	3,102,454	2,667,795	725,487	703,722	698,572
Total Expenditures	9,324,663	8,496,168	10,770,664	27,036,784	21,945,784	15,760,178	15,765,450	16,703,200
Total Excess over (under) Expenditures	-	-	-	-	-	-	-	-
Fund Balance Beginning	-	-	-	-	-	-	-	-
Fund Balance Ending	-	-	-	-	-	-	-	-

Governmental Designated Purpose Grants Summary of Expenditures 2021-2022



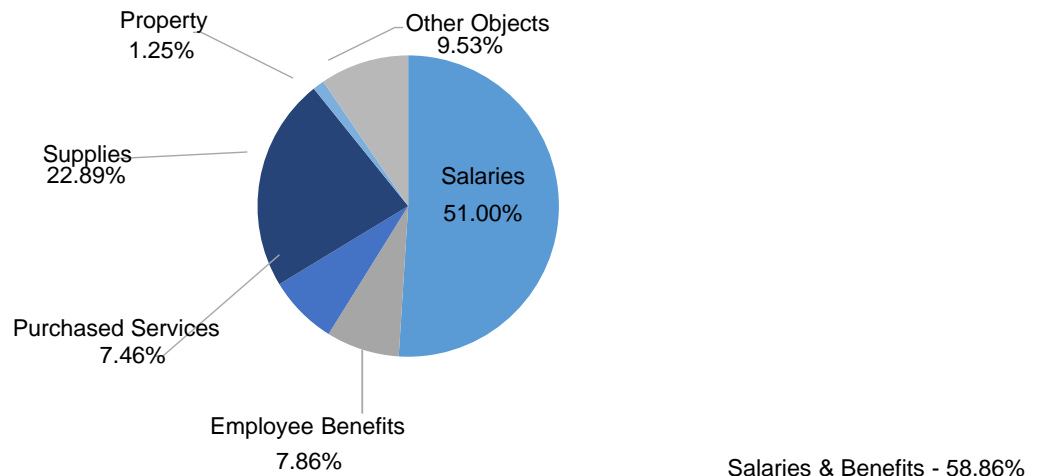
Special Revenue Funds – Student Athletics and Activity Fund

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 equal about \$165,000. The General Fund will support the difference by an inter-fund transfer in the amount of \$800,000 in the fiscal year 2021-2022.

23 – Student Athletics and Activity Fiscal Years 2017-2018 to 2024-2025

	Actual 2018	Actual 2019	Actual 2020	Projected Actual 2021	Adopted 2022	Projected 2023	Projected 2024	Projected 2025
Sources of Revenue by Object								
1000-1999 Local Sources	\$ 86,471	\$ 73,250	\$ 56,110	\$ 35,000	\$ 50,000	\$ 33,950	\$ 35,700	\$ 51,000
3000-3999 State Sources	-	-	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-	-
5000-5999 Other Sources	680,000	660,000	700,000	756,500	800,000	816,000	832,320	848,966
Total Revenue Allocation	766,471	733,250	756,110	791,500	850,000	849,950	868,020	899,966
Expenditures by Object								
0100-0199 Salaries	379,334	492,064	442,957	328,792	408,026	383,544	335,368	416,186
0200-0299 Employee Benefits	83,844	108,712	84,132	117,122	62,871	59,098	119,465	64,128
0300-0399 Purchased Services	48,936	40,562	38,802	120,006	59,714	56,131	122,406	60,909
0400-0499 Purchased Property Services	-	7,412	-	-	-	-	-	-
0500-0599 Other Purchased Services	3,045	4,019	840	1,399	-	-	1,427	-
0600-0699 Supplies	70,067	148,223	172,310	204,504	183,148	172,160	208,594	186,811
0700-0799 Property	-	35,806	1,789	9,538	10,000	9,400	9,729	10,200
0800-0899 Other Objects	51,159	71,193	46,085	51,652	76,241	71,666	52,685	77,765
Total Expenditures	636,385	907,992	786,915	833,014	800,000	752,000	849,674	816,000
Total Excess over (under) Expenditures	130,086	(174,742)	(30,805)	(41,514)	50,000	97,950	18,346	83,966
Fund Balance Beginning	138,121	268,207	93,465	62,661	21,147	71,147	169,097	187,443
Fund Balance Ending	\$ 268,207	\$ 93,465	\$ 62,661	\$ 21,147	\$ 71,147	\$ 169,097	\$ 187,443	\$ 271,409

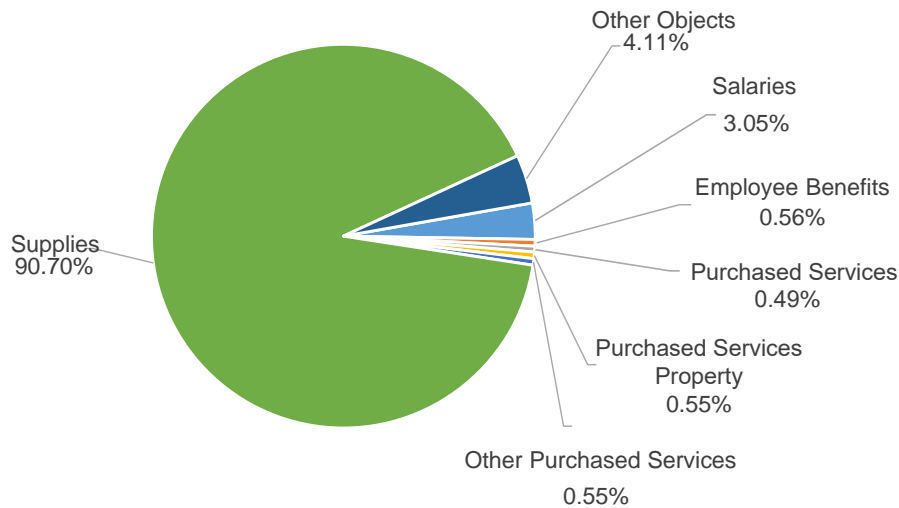
Student Athletics & Activity Summary of Expenditures 2021-2022



**23 – School Fundraising Activity
Fiscal Years 2017-2018 to 2024-2025**

	Actual 2018	Actual 2019	Actual 2020	Projected Actual 2021	Adopted 2022	Projected 2023	Projected 2024	Projected 2025
Sources of Revenue by Object								
1000-1999 Local Sources			\$ 567,624	\$ 145,784	\$ 165,000	\$ 148,500	\$ 157,410	\$ 173,151
3000-3999 State Sources			-	-	-	-	-	-
4000-4999 Federal Sources			-	-	-	-	-	-
5000-5999 Other Sources			-	-	-	-	-	-
Total Revenue Allocation			567,624	145,784	165,000	148,500	157,410	173,151
Expenditures by Object								
0100-0199 Salaries			13,206	8,000	5,574	7,600	7,144	7,287
0200-0299 Employee Benefits			1,103	565	1,024	537	505	515
0300-0399 Purchased Services			3,716	4,000	898	3,800	3,572	(12,357)
0400-0499 Purchased Property Services			-	-	1,000	-	-	-
0500-0599 Other Purchased Services			779	1,000	1,000	950	893	(49,089)
0600-0699 Supplies			428,123	135,465	165,678	190,000	153,600	106,672
0700-0799 Property			-	-	-	-	-	-
0800-0899 Other Objects			88,877	3,258	7,500	14,250	13,395	13,663
Total Expenditures			535,804	152,288	182,674	217,137	179,109	66,691
Total Excess over (under) Expenditures			31,821	(6,504)	(17,674)	(68,637)	(21,699)	106,460
Fund Balance Beginning			742,481	774,303	767,799	750,125	681,488	659,789
Fund Balance Ending			774,303	767,799	750,125	681,488	659,789	766,250
Restricted for School Activity Fund			\$ 774,303	767,799	750,125	\$ 681,488	\$ 659,789	\$ 766,250

School Activity Fund Summary of Expenditures 2021-2022



Salaries & Benefits- 3.61%

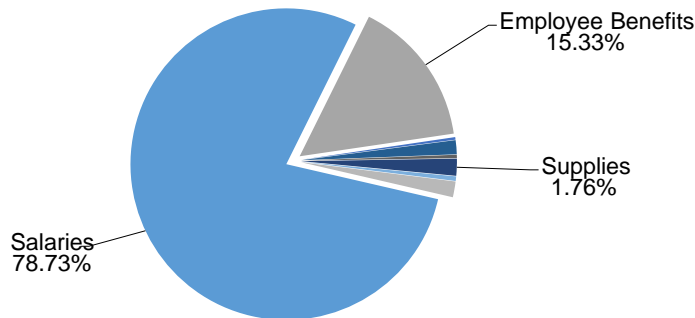
Special Revenue Funds – Daycare Fund

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 2021-2022.

26 – Daycare Fiscal Years 2017-2018 to 2024-2025

Sources of Revenue by Object	Actual 2019	Actual 2020	Projected Actual 2021	Adopted 2022	Projected 2023	Projected 2024	Projected 2025
1000-1999 Local Sources	\$ 378,490	\$ 294,849	\$ 550,000	\$ 1,400,000	\$ 1,442,000	\$ 1,485,260	\$ 1,529,818
3000-3999 State Sources	-	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-
5000-5999 Other Sources	356,000	400,000	900,000	400,000	500,000	500,000	500,000
Total Revenue Allocation	734,490	694,849	1,450,000	1,800,000	1,942,000	1,985,260	2,029,818
Expenditures by Object							
0100-0199 Salaries	422,011	71,018	1,010,944	1,493,701	1,538,512	1,584,667	1,582,207
0200-0299 Employee Benefits	140,379	-	604,245	290,900	299,627	308,616	267,874
0300-0399 Purchased Services	2,334	-	2,201	5,100	5,253	5,411	5,573
0400-0499 Purchased Property Services	66	-	132	27,600	28,428	29,281	30,159
0500-0599 Other Purchased Services	-	-	-	6,600	6,798	7,002	7,212
0600-0699 Supplies	10,496	-	26,000	33,417	34,420	35,452	36,516
0700-0799 Property	2,279	-	4,967	9,000	9,270	9,548	9,835
0800-0899 Other Objects	240	418,199	-	31,000	31,930	32,888	33,875
Total Expenditures	577,805	489,217	1,648,489	1,897,318	1,954,238	2,012,865	1,973,251
Total Excess over (under) Expenditures	156,685	205,632	(198,489)	(97,318)	(12,238)	(27,605)	56,567
Fund Balance Beginning	-	156,685	362,316	163,827	66,509	54,272	26,667
Fund Balance Ending	156,685	362,316	163,827	66,509	54,272	26,667	83,234
Restricted for Daycare Program	\$156,685	\$ 362,316	\$ 163,827	\$ 66,509	\$ 54,272	\$ 26,667	\$ 83,234

Daycare Program Summary of Expenditures 2021-2022



Salaries & Benefits- 94.06%

Debt Services Fund - Bond Redemption Fund

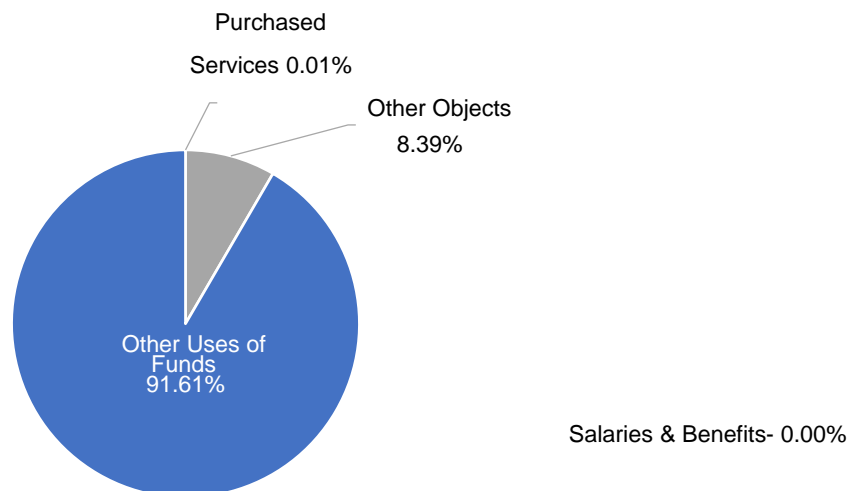
Colorado Revised Statutes require that the revenues from a tax levy for the purpose of satisfying bond obligations, both principal and interest, be recorded in the Bond Redemption Fund. The amount necessary to service the voter-approved long-term debt in the District is over \$8 million for the fiscal year 2021-2022. The projected mill levy is 10.141. We are estimating that the assessed valuation stay similar to what it was in 2019-2020. The adjustment of the mill levy rate happens in December 2020.

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 2017-2018 to 2024-2025

	Actual 2018	Actual 2019	Actual 2020	Projected Actual 2021	Adopted 2022	Projected 2023	Projected 2024	Projected 2025
Sources of Revenue by Object								
1000-1999 Local Sources	\$8,686,238	\$ 8,784,648	\$8,665,217	\$ 8,657,781	\$ 8,457,781	\$ 8,204,048	\$ 7,957,926	\$ 7,719,188
3000-3999 State Sources	-	-	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-	-
5000-5999 Other Sources	-	-	-	-	-	-	-	-
Total Revenue Allocation	8,686,238	8,784,648	8,665,217	8,657,781	8,457,781	8,204,048	7,957,926	7,719,188
Expenditures by Object								
0100-0199 Salaries	-	-	-	-	-	-	-	-
0200-0299 Employee Benefits	-	-	-	-	-	-	-	-
0300-0399 Purchased Services	-	500	500	500	500	750	750	750
0400-0499 Purchased Property Services	500	-	-	-	-	-	-	-
0500-0599 Other Purchased Services	-	-	-	-	-	-	-	-
0600-0699 Supplies	-	-	-	-	-	-	-	-
0700-0799 Property	-	-	-	-	-	-	-	-
0800-0899 Other Objects	2,465,581	2,295,143	2,090,953	1,856,872	688,481	375,663	185,331	153,887
0900-0999 Other Uses of Funds	5,915,000	6,075,000	6,280,000	6,485,000	7,520,000	7,765,000	8,140,000	8,150,000
Total Expenditures	8,381,081	8,370,643	8,371,453	8,342,372	8,208,981	8,141,413	8,326,081	8,304,637
Total Excess over (under) Expenditures	305,157	414,005	293,764	315,409	248,800	62,635	(368,154)	(585,449)
Fund Balance Beginning	8,931,728	9,236,886	9,650,889	9,944,653	10,260,062	10,508,862	10,571,497	10,203,343
Fund Balance Ending	9,236,886	9,650,889	9,944,653	10,260,062	10,508,862	10,571,497	10,203,343	9,617,894
Restricted for Bond Fund	\$9,236,886	\$ 9,650,889	\$ 9,944,653	\$ 10,260,062	\$ 10,508,862	\$ 10,571,497	\$ 10,203,343	\$ 9,617,894

Bond Redemption Summary Expenditures 2021-2022



**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
2022	\$ 765,000	\$199,965	\$ 964,965	\$ 6,690,000	\$ 486,338	\$ 7,176,338	\$ 65,000	\$ 2,178	\$ 67,178
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
2022	\$ 850,738,420	\$ 170,147,684	\$ 40,215,000	\$ 129,932,684	23.64%
2021	850,738,420	170,147,684	46,290,000	123,857,684	27.21%
2020	851,039,720	170,207,944	52,160,000	118,047,944	30.77%
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%

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
6/30/2021	-	-	-	285,333	-	259,954	545,287
6/30/2022	-	-	-	480,000	-	437,305	917,305
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	4,632,733	13,985,000	9,127,704	157,665,793

Debt Services Fund – Capital Reserve Fund

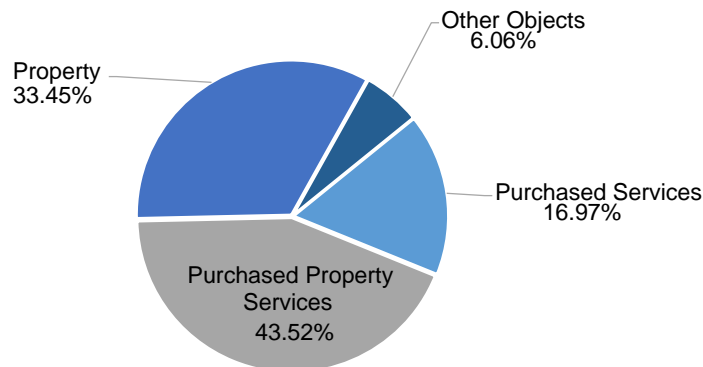
The expenditures from the Capital Reserve Fund are limited by Colorado Revised Statutes to be used for the acquisition of land, improvements, construction of structures, or additions to existing structures, and acquisition of equipment and furnishings where:

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 Fiscal Years 2017-2018 to 2022-2025

	Actual 2018	Actual 2019	Actual 2020	Projected Actual 2021	Adopted 2022	Projected 2023	Projected 2024	Projected 2025
Sources of Revenue by Object								
1000-1999 Local Sources	\$ 793,924	\$ 800	\$ 397,582	\$ 758	\$ -	\$ -	\$ -	\$ -
3000-3999 State Sources	-	-	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-	-
5000-5999 Other Sources	1,757,053	5,498,415	3,473,099	18,177,821	2,627,512	-	-	-
Total Revenue Allocation	2,550,977	5,499,215	3,870,681	18,178,579	2,627,512	-	-	-
Expenditures by Object								
0100-0199 Salaries	-	-	-	-	-	-	-	-
0200-0299 Employee Benefits	-	-	-	-	-	-	-	-
0300-0399 Purchased Services	174,665	91,161	1,030,720	150,000	700,000	721,000	742,630	764,909
0400-0499 Purchased Property Services	1,119,714	1,660,120	1,973,431	2,200,000	1,795,000	1,848,850	1,904,316	1,961,445
0500-0599 Other Purchase Services	-	-	5	-	-	-	-	-
0600-0699 Supplies	281	-	-	-	-	-	-	-
0700-0799 Property	522,265	926,421	2,592,486	550,000	1,380,000	1,421,400	1,464,042	1,507,963
0800-0999 Other Objects	-	(88,967)	198,105	1,900,220	250,000	257,500	265,225	273,182
Total Expenditures	1,816,925	2,588,735	5,794,747	4,800,220	4,125,000	4,248,750	4,376,213	4,507,499
Total Excess over (under) Expenditures	734,052	2,910,480	(1,924,066)	13,378,359	(1,497,488)	(4,248,750)	(4,376,213)	(4,507,499)
Fund Balance Beginning	2,905,710	3,639,762	6,550,242	4,626,176	9,944,083	8,446,595	4,197,845	(178,368)
Fund Balance Ending	3,639,762	6,550,242	4,626,176	18,004,535	8,446,595	4,197,845	(178,368)	(4,685,867)
Restricted for Grant Match	-	1,684,447	2,254,433	2,254,433	3,188,742	3,182,750	3,340,658	3,336,026
Restricted for Capital Reserve Projects	\$ 3,639,762	\$ 4,865,795	\$ 2,371,743	\$ 15,750,102	\$ 5,257,853	\$ 1,015,095	\$ (3,519,026)	\$ (8,021,893)

Capital Reserve Summary of Expenditures 2021-2022



Salaries & Benefits- 0.00%

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.

2021-2022 Capital Reserve Projects

Department	# Yrs. Comp	Project Name	Project Total
Replacement Cycles/Lease Agreements			
Maintenance & Operations	Ongoing	Aux Services Equipment Replacement Cycle(Custodial, Grounds, Maintenance, Purchasing, Transportation,	300,000
Procurement	Ongoing	Lewan Copiers Lease	185,000
Procurement	Ongoing	Instructional Equipment Replacement Cycle	100,000
Technology Services	Ongoing	Computer Replacement Cycle	600,000
Transportation	Ongoing	Replacement Cycle	240,000
TOTAL FOR REPLACEMENT CYCLES/LEASE AGREEMENTS			1,425,000
Professional Services			
Maintenance & Operations	Multi	Engineering, Architectural, and Design Fees	100,000
TOTAL FOR PROFESSIONAL SERVICES			100,000
Culinary Services			
Culinary Services			100,000
TOTAL FOR CULINARY SERVICES			100,000
Priority Maintenance Activities			
HVAC Projects			
Maintenance & Operations	Ongoing	District Wide Contracted HVAC	50,000
Electrical Projects			
Maintenance & Operations	Multi	Security, Cameras and Server Replacement/Installation	50,000
Infrastructure Projects			
Maintenance & Operations	Ongoing	District Wide Window Replacement	110,000
Maintenance & Operations	Multi	Door Replacement per Div. of Fire & Safety Code	225,000
Maintenance & Operations	Multi	Elevator Upgrades	125,000
Maintenance & Operations	Multi	Gate Installation	100,000
Maintenance & Operations	Ongoing	Bus Wash Bay	250,000
Grounds Projects			
Maintenance & Operations	Multi	Landscaping/Fencing	140,000
Maintenance & Operations	Multi	Playground EWF (wood fibers)	40,000
Technology Projects			
Technology Services	Ongoing	LAN Network Switch Upgrades - Schools (with E-Rate)	160,000
Technology Services	Ongoing	UPS Battery Replacements (with E-Rate)	50,000
Technology Services	Ongoing	Wi-Fi Upgrades (with E-Rate)	50,000
Technology Services	Ongoing	Data Center Storage and Compute Upgrades	80,000
Technology Services	Ongoing	VoIP Phone Upgrades	50,000
TOTAL FOR PRIORITY MAINTENANCE ACTIVITIES			1,480,000
Preventative Maintenance Activities			
Electrical Projects			
Maintenance & Operations	Ongoing	Asphalt/Concrete	350,000
Infrastructure Projects			
Maintenance & Operations	Ongoing	Roof Repairs	25,000
Maintenance & Operations	Ongoing	Painting	100,000
Maintenance & Operations	Ongoing	Flooring Repairs	150,000
Maintenance & Operations	Ongoing	Gym Wood Floor Refinishing	50,000
Maintenance & Operations	Ongoing	Door/Hardware Maintenance	20,000
TOTAL FOR PREVENTATIVE MAINTENANCE ACTIVITIES			695,000
Contingency			
District Wide		Contingency	250,000
TOTAL FOR CONTINGENCY			250,000
			\$4,050,000

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 Partition (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.

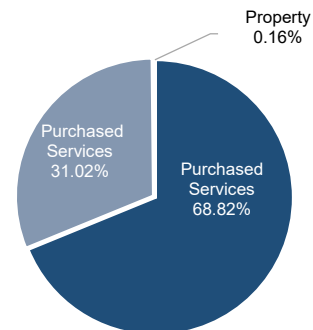
43 – Capital Reserve Certificates of Participation Fiscal Years 2017-2018 to 2022-2025

	Actual 2018	Actual 2019	Actual 2020	Projected Actual 2020	Adopted 2022	Projected 2023	Projected 2024	Projected 2025
Sources of Revenue by Object								
1000-1999 Local Sources	\$ 793,924	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3000-3999 State Sources	-	-	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-	-
5000-5999 Other Sources	1,757,053	80,930,143	-	-	-	-	-	-
Total Revenue Allocation	2,550,977	80,930,143	-	-	-	-	-	-
Expenditures by Object								
0100-0199 Salaries	-	-	-	-	-	-	-	-
0200-0299 Employee Benefits	-	-	-	-	-	-	-	-
0300-0399 Purchased Services	174,665	2,065,343	25,922,912	21,001,255	10,854,878	10,000,000	-	-
0400-0499 Purchased Property Services	1,119,714	578,000	469,949	12,587,874	4,892,981	-	-	-
0500-0599 Other Purchase Services	-	-	-	-	-	-	-	-
0600-0699 Supplies	281	-	538	3,176	250	-	-	-
0700-0799 Property	522,265	301,657	570,700	153,654	25,163	-	-	-
0800-0899 Other Objects	-	-	-	1,501,814	-	-	-	-
Total Expenditures	1,816,925	2,945,000	26,964,098	35,247,773	15,773,272	10,000,000	-	-
Total Excess over (under) Expenditures	734,052	77,985,143	(26,964,098)	(35,247,773)	(15,773,272)	(10,000,000)	-	-
Fund Balance Beginning	2,905,710	80,930,143	77,985,143	51,021,045	25,773,272	10,000,000	-	-
Fund Balance Ending	3,639,762	77,985,143	51,021,045	15,773,272	10,000,000	-	-	-
Contingency	-	14,000,000	10,000,000	10,000,000	10,000,000	10,000,000	-	-
Restricted for COP Projects	\$ 3,639,762	\$ 77,985,143	\$ 51,021,045	\$ 25,773,272	\$ 10,000,000	\$ -	\$ -	\$ -

Certificates Of Participation Project Summary

Project	*Estimated Amount
Early Learning Center @ FM Day	7,000,000
Colorado Leadership Academy Project	15,000,000
Network Enhancements	600,000
Safety/Mechanical Upgrades	6,600,000
ECC Upgrade	7,000,000
Orchard Park Academy Project	30,000,000
Metropolitan Arts Academy	4,000,000
Project Contingency	10,730,142
Total	\$ 80,930,142

* The costs are estimates & will change throughout the duration of the projects



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 2018	Actual 2019
Sources of Revenue by Object		
1000-1999 Local Sources	\$ 663,619	\$ 714,883
3000-3999 State Sources	-	-
4000-4999 Federal Sources	-	-
5000-5999 Other Sources	-	-
Total Revenue Allocation	663,619	714,883
Expenditures by Object		
0100-0199 Salaries	9,301	8,309
0200-0299 Employee Benefits	1,965	1,735
0300-0399 Purchased Services	9,417	10,100
0400-0499 Purchased Property Services	-	-
0500-0599 Other Purchased Services	1,656	3,743
0600-0699 Supplies	466,445	584,282
0700-0799 Property	6,760	2,577
0800-0899 Other Objects	137,862	97,917
Total Expenditures	633,406	708,663
Total Excess over (under) Expenditures	30,213	6,220
Fund Balance Beginning	706,049	736,262
Fund Balance Ending	\$ 736,262	\$ 742,482
Restricted for School Activity Fund	\$ 736,262	\$ 742,482

Anticipated Projects & Contracts Over \$50,000
Adopted Budget
Fiscal Year 2021-2022

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 and are not included on this list they 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
Learning Services		
Adams County Head Start	250,000	Early Childhood Care Program
Amplify	250,000	License-Read Act
Art Drotar	80,000	Math Instruction Consultant
AVID	60,000	AVID
BrainPop LLC	55,000	Computer Subscription
CDLS	475,000	Westminster Virtual Academy/Curriculum
Cognia	\$200,000	Diagnostic Review, Leadership Professional Development, & Fees
Emergenetics/Step LLC	250,000	SEL Training and Licenses
Empower	100,000	Recording and Reporting
Flex Academies	75,000	Afterschool Program
FRCC, RRCC, MSU, EGTC, CCD	101,000	ASCENT & Concurrent Enrollment
IB	75,000	Combined CP and Diploma & testing fees at 120 per exam
Illuminate	65,000	Data Warehouse
IXL Learning	130,000	Math, Literacy, & Science Curriculum
Kagan	60,000	Kagan Training, Professional Development
Lexia Core5/PowerUp	495,000	Powerup Licenses, Core5 and Training
Marzano	300,000	District Partnership
McGraw Hill	200,000	Curriculum
Museum	60,000	Teacher and Students Professional Development
Nearpod	75,000	Online Instructional Tool
Panorama	150,000	Survey Program
Project Lead the Way	250,000	CTE Science & Technology
Renaissance	250,000	District Assessment
SucessMaker/SAVVAS	350,000	Software
TCL/History Alive	200,000	Middle School History Program
Unknown Vendor	78,000	State testing 7th - 11th
Unknown Vendor	150,000	Musical Instruments
Unknown Vendor	200,000	Food Truck
Total		4,984,000
Special Services		
Adams Co. School District #12	215,000	Deaf and Hard of Hearing Program
Kids First Health Care	675,000	Nurses and Summer Help Purchase Services
Lardon Hall Developmental Center	250,000	Students for Special Education Needs
Spectra	150,000	Students for Special Education Needs
The Community Reach Center	200,000	School Based Therapists Purchase Services
Total		1,490,000
Finance Department		
DocuSign	85,000	eSignature Program
Time Clock Plus/Data Management	55,000	Integrated Time clock & Sub System with Visions
Tyler Technologies	130,000	iVisions: Accounting, HR, Payroll, Purchasing, Warehouse
Total		270,000

Department Name	Anticipated \$ Amount	Purpose / Additional Information / Description
Technology Services		
Broadband	500,000	Hot Spots
CDW-G	2,100,000	Computer Replacement Cycle, Equip., Supplies
CIC/IC/Tableau	300,000	SIS Renewal
Dirsec	300,000	Network Management Components
HP	1,500,000	Computer Replacement Cycle, Equip, Software
Kajeet	400,000	Broadband Hot Spots
Network Switch Upgrade with E-Rate	200,000	Network Switch Upgrade with E-Rate
One Neck	900,000	Computer Replacement Cycle, Equip, Software
PEAK Resources	200,000	Computer Replacement Cycle, Equip, Software
Proofpoint, Avanan, Mimecast	100,000	Email Cybersecurity
Raceway	650,000	Network Cabling Services
SHI	400,000	Network Management Components
Symmetrix	700,000	HelpDesk Contract and Additional Services
Zoom	75,000	Video/Intercom
Total		8,325,000
Purchasing		
Amazon Business	500,000	Various Warehouse Stock
BSN Sports	75,000	Sports Equipment & Uniforms etc.
Colorado Commercial Refrigeration	150,000	Kitchen Equipment Repairs
Colorado Storage Systems	250,000	Storage Containers
Counter Trade	150,000	PPE
Denver Athletic	75,000	Sports Equipment & Uniforms etc.
Home Depot	150,000	Various Warehouse Stock & Appliances
Lakeshore Learning	500,000	Furniture
Lewan & Associates	185,000	Copying Services. District Wide Printing Services
Meteor Education	500,000	Districtwide Furniture
Moving Company (Prestige/Baileys)	500,000	Moving & Storage
Quadient	200,000	Districtwide Postage
School Specialty	150,000	Preschool Furniture
Virco	1,750,000	Furniture
Waxie Enterprises	250,000	Custodial Supplies & Equipment
Wells Fargo Leasing	250,000	Copier Lease/ Papercut License/Open Text
White Fleet/Yellow Fleet	750,000	White Fleet/Yellow Fleet
Total		6,385,000
Board of Education		
BKD	125,000	Auditor
Semple, Farrington	250,000	Attorney Fees
Total		375,000
Communications		
360	60,000	District Advertising
Blackboard	85,000	Website Management
Total		145,000
Operations Office		
Boys & Girls Club	700,000	Boys and Girls Club and PACE Program
YESS Program	200,000	Middle School Program
Westminster Police Department	130,000	Student Security
Total		1,030,000
Department Name	Anticipated \$ Amount	Purpose / Additional Information / Description
Maintenance & Operations		
Adolfson & Peterson Construction	50,000,000	Construction
A&P	46,000,000	General Contractor
Alpine Roofing / Unknown Vendor	750,000	Roof
ARC Abatement/Unknown Vendor	2,250,000	Asbestos Removal
AVI	200,000	Video/Intercom
Blue Mesa	225,000	Radon Testing / Air Clear
BPA	525,000	Door Replacement & Access Control Replacement
Central Mechanical Inc	500,000	
Dao Architecture	3,500,000	Design Plans
EAP Glass	200,000	Glass
Elite Surface Infrastructure	500,000	Grounds
Gary Leimer	1,000,000	Flooring
Gonzales Painting/ Unknown Vendor	300,000	Painting / Drywall
Ground Engineering	250,000	3rd Party Inspection
Group 14	250,000	Commissioning
Gym Floor Redesign	150,000	HS Gym Floor needs repainting

Department Name	Anticipated \$ Amount	Purpose / Additional Information / Description
Maintenance & Operations (continued)		
Hallmark/PLM	700,000	Asphalt & Concrete
Hill Petroleum	200,000	Vehicle Gas
Innovative Openings	150,000	Window Shades
JK Concepts	500,000	Cabinet work
KD Service Group	100,000	Equipment Repairs
Landgraf	2,500,000	Building maintenance and repairs
LL Johnson	250,000	Grounds Equipment
McCandless	750,000	White Fleet
McJenkins	125,000	Roof Repairs
MEI Precision Elevator	250,000	Elevator Repairs
Merchant Medals	100,000	Fencing Materials
Meteor Education	500,000	Furniture
Miracle Method	1,000,000	Restroom upgrades
Norcon	450,000	Bleacher Replacement
Performance Recreation	1,500,000	Playground Equipment
Pioneer	50,000	Grounds Supplies
Ponders Electric	250,000	Electrical
Potestio Brothers Equipment Inc	300,000	Vehicles
SDRK	140,000	Roof Design
Set Point	300,000	Control Replacements
Silver Crown Landscape Materials	300,000	Landscaping Materials
Spradley	850,000	White Fleet
Stearling Design	75,000	Exterior Design Fees
Trch Electronics	75,000	Fire Alarms
Turn Key	3,000,000	General Contractor
Unknown Vendor	525,000	Door Replacement - Access Control Replacement
Unknown Vendor	75,000	Exterior Design Fees
Unknown Vendor	1,000,000	BEST Grant Match
Unknown Vendor	50,000	Custodial Lunch Tables
Unknown Vendor	250,000	Demo
Unknown Vendor	250,000	Bus Wash
Unknown Vendor	225,000	Door Replacement
Vulcon	75,000	Fire Alarms
Waxie Enterprises	250,000	Custodial Supplies & Equipment
Wilderness Construction	750,000	Lockers
Total		124,465,000
Districtwide		
Apple Inc	191,580	School & Department Purchases
BOCES Insurance Pool	1,800,000	District Insurance
CenterPoint Energy	600,000	Utility Gas
City of Thornton	150,000	Water & Sewer
City of Westminster	600,000	Water & Sewer
Colo Dept of Education	250,000	Count Audit
Colo Dept of Labor	412,000	Unemployment Insurance
Commerce Bancshares Inc	3,000,000	Purchasing Card Program & Leases
Crestview Water	206,000	Water & Sewer
Denver Athletic	75,000	Athletic & Activity Purchases
Excel Energy	1,700,000	Electrical & Gas
Hill Petroleum	206,000	Fuel
Office Depot	618,000	Supplies & Materials
Waste Management	113,300	Trash
Total		9,921,880
Nutrition		
Chartwells	4,500,000	District Partner for Nutrition Services
Colorado Commercial Refrigeration	150,000	Kitchen Equipment Repairs/Equipment
Grady's Equipment & Supplies	750,000	Kitchen Equipment Repairs/Equipment
Unknown Vendor	75,000	Kitchen Equipment
Total		5,475,000
Total for all Budgets/Departments		\$ 162,865,880

APPROPRIATION RESOLUTION

WHEREAS, the Board of Education of Westminster Public Schools of Adams County and the State of Colorado has duly adopted official budgets for the ensuing fiscal year beginning July 1, 2021, and ending June 30, 2022, as required by law; and

WHEREAS, said Board of Education adopted in December 2021, a resolution certifying the mill levy rates, which will identify the amount of money to collect from ad valorem property taxes in 2022; and

WHEREAS, Colorado Revised State Statute 22-44-110 provides that after the adoption of the budget the Board of Education may review and change the budget, with respect to both revenues and expenditures, at any time prior to January 31 of the fiscal year for which the budget was adopted; and

WHEREAS, said Board of Education is required by law to adopt a resolution appropriating the monies to be expended during such ensuing fiscal year in each fund.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF WESTMINSTER PUBLIC SCHOOLS SCHOOL DISTRICT IN ADAMS COUNTY AND THE STATE OF COLORADO that the amounts in the following schedule be appropriated to each fund as specified in the "Adopted Budget" for the ensuing fiscal year beginning July 1, 2021, and ending June 30, 2022.

Westminster Public Schools				
Adopted Budget Appropriation				
Fiscal Year June 1, 2020-June 30, 2021				
				Total
		Budgeted	Appropriated	Appropriated
		Revenues	Reserves	Expenditures
Operating Funds				
	General Fund	\$ 106,291,411	\$ 8,414,643	\$ 114,706,054
	Risk Management Fund	2,554,514	-	2,514,980
	Colorado Preschool Program Fund	3,345,705	847,412	4,193,117
	Governmental Designated Grant Fund	21,945,784	-	21,945,784
	Student Athletic & Activities Fund	1,015,000	-	982,674
	Daycare Program Fund	1,800,000	97,318	1,897,318
	Capital Reserve Fund	2,627,512	17,270,760	19,898,272
	Nutrition Services Fund	5,879,000	381,789	6,260,789
	Bond Redemption Fund	8,457,781	-	8,208,272
Total Budget		\$ 153,916,707	\$ 27,011,922	\$ 180,607,260

Consolidated Budget Summary

Westminster Public Schools District Code: 0070 Adopted Budget Adopted: June 08, 2021							
Budgeted Pupil Count: 7988		Object Source	10 General Fund	18 Insurance Reserve / Risk- Management	19 Preschool and Kindergarten	21 Food Service	22 Governmental Designated Grants Fund
Beginning Fund Balance (Includes All Reserves)			21,116,979	1,628,725	847,412	2,577,117	-
Revenues							
Local Sources	1000 - 1999	52,885,586	925,789	-	265,000	550,000	
Intermediate Sources	2000 - 2999	-	-	-	200,000		
State Sources	3000 - 3999	53,332,091	-	-	264,000	850,000	
Federal Sources	4000 - 4999	73,734	-	-	5,150,000	20,545,784	
Total Revenues			106,291,411	925,789	-	5,879,000	21,945,784
Total Beginning Fund Balance and Reserves			127,408,390	2,554,514	847,412	8,456,117	21,945,784
Total Allocations To/From Other Funds	5600,5700, 5800	(3,345,705)	-	3,345,705	-	-	-
Transfers To/From Other Funds	5200 - 5300	(5,456,237)	1,628,725	-	-	-	-
Other Sources	5100,5400, 5500,5900, 5990, 5991	-	-	-	-	-	-
Available Beginning Fund Balance & Revenues (Plus Or Minus (If Revenue) Allocations And Transfers)			118,606,448	4,183,239	4,193,117	8,456,117	21,945,784
Expenditures							
Instruction - Program 0010 to 2099							
Salaries	0100	38,828,913	-	3,165,677	-	9,178,413	
Employee Benefits, including object 0280	0200	5,485,552	-	903,950	-	1,862,344	
Purchased Services	0300,0400, 0500	1,065,330	-	38,590	-	5,038,012	
Supplies and Materials	0600	1,332,080	-	64,500	-	500,257	
Property	0700	43,474	-	8,800	-	2,698,963	
Other	0800, 0900	153,905	-	11,600	-	2,667,795	
Total Instruction			46,909,254	-	4,193,117	-	21,945,784
Supporting Services							
Students - Program 2100							
Salaries	0100	3,656,820	-	-	-	-	-
Employee Benefits, including object 0280	0200	533,756	-	-	-	-	-
Purchased Services	0300,0400, 0500	473,350	-	-	-	-	-
Supplies and Materials	0600	21,900	-	-	-	-	-
Property	0700	1,500	-	-	-	-	-
Other	0800, 0900	-	-	-	-	-	-
Total Students			4,687,326	-	-	-	-
Instructional Staff - Program 2200							
Salaries	0100	6,510,946	-	-	-	-	-
Employee Benefits, including object 0280	0200	636,244	-	-	-	-	-
Purchased Services	0300,0400, 0500	1,562,435	-	-	-	-	-
Supplies and Materials	0600	142,549	-	-	-	-	-
Property	0700	18,266	-	-	-	-	-
Other	0800, 0900	55,775	-	-	-	-	-
Total Instructional Staff			8,926,215	-	-	-	-

						Westminster Public Schools District Code: 0070 Adopted Budget Adopted: June 08, 2021 Budgeted Pupil Count: 7988	
23 Pupil Activity	(26-29) Other Special Revenue	31 Bond Redemption	43 Capital Reserve Capital Projects	74 Pupil Activity Custodial	TOTAL	Object Source	
788,946	163,827	10,260,062	43,777,807	-	81,160,875	Beginning Fund Balance (Includes All Reserves)	
215,000	1,400,000	8,457,781	-	-	64,699,156	Revenues	
-	-	-	-	-	200,000	1000 -	Local Sources
-	-	-	-	-	54,446,091	2000 -	Intermediate Sources
-	-	-	-	-	25,769,518	3000 -	State Sources
-	-	-	-	-	-	4000 -	Federal Sources
215,000	1,400,000	8,457,781	-	-	145,114,765	Total Revenues	
						Total Beginning Fund Balance and Reserves	
1,003,946	1,563,827	18,717,843	43,777,807	-	226,275,640		
-	-	-	-	-	-	5600,5700,	Total Allocations To/From Other Funds
800,000	400,000	-	2,627,512	-	-	5800	
-	-	-	-	-	-	5200 -	Transfers To/From Other Funds
-	-	-	-	-	-	5100,5400,	Other Sources
-	-	-	-	-	-	5500,5900,	
-	-	-	-	-	-	5990, 5991	
1,803,946	1,963,827	18,717,843	46,405,319	-	226,275,640	Available Beginning Fund Balance & Revenues (Plus Or Minus (If Revenue) Allocations And Transfers)	
413,600	-	-	-	-	51,586,603	Expenditures	
63,895	-	-	-	-	8,315,741	Instruction - Program 0010 to 2099	
61,612	-	-	-	-	6,203,544	0100	Salaries
349,826	-	-	-	-	2,246,663	0200	Employee Benefits, including object 0280
10,000	-	-	-	-	2,761,237	0300,0400,	Purchased Services
83,741	-	-	-	-	2,917,041	0500	
982,674	-	-	-	-	74,030,829	0600	Supplies and Materials
-	-	-	-	-	-	0700	Property
-	-	-	-	-	-	0800, 0900	Other
-	-	-	-	-	-	Total Instruction	
-	-	-	-	-	3,656,820	Supporting Services	
-	-	-	-	-	533,756	Students - Program 2100	
-	-	-	-	-	473,350	0100	Salaries
-	-	-	-	-	21,900	0200	Employee Benefits, including object 0280
-	-	-	-	-	1,500	0300,0400,	Purchased Services
-	-	-	-	-	-	0500	
-	-	-	-	-	-	0600	Supplies and Materials
-	-	-	-	-	-	0700	Property
-	-	-	-	-	-	0800, 0900	Other
-	-	-	-	-	4,687,326	Total Students	
-	-	-	-	-	6,510,946	Instructional Staff - Program 2200	
-	-	-	-	-	636,244	0100	Salaries
-	-	-	-	-	1,562,435	0200	Employee Benefits, including object 0280
-	-	-	-	-	142,549	0300,0400,	Purchased Services
-	-	-	-	-	18,266	0500	
-	-	-	-	-	55,775	0600	Supplies and Materials
-	-	-	-	-	-	0700	Property
-	-	-	-	-	-	0800, 0900	Other
-	-	-	-	-	8,926,215	Total Instructional Staff	

Westminster Public Schools District Code: 0070 Adopted Budget Adopted: June 08, 2021 Budgeted Pupil Count: 8142						
	Object Source	10 General Fund	18 Insurance Reserve / Risk- Management	19 Preschool and Kindergarten	21 Food Service	22 Governmental Designated Grants Fund
General Administration - Program 2300, including Program 2303 and 2304						
Salaries	0100	614,559	-	-	-	-
Employee Benefits, including object 0280	0200	36,321	-	-	-	-
Purchased Services	0300,0400,					
	0500	519,235	-	-	-	-
Supplies and Materials	0600	55,423	-	-	-	-
Property	0700	6,000	-	-	-	-
Other	0800, 0900	11,775	-	-	-	-
Total School Administration		1,243,313	-	-	-	-
School Administration - Program 2400						
Salaries	0100	10,329,461	-	-	-	-
Employee Benefits, including object 0280	0200	1,054,109	-	-	-	-
Purchased Services	0300,0400,					
	0500	58,750	-	-	-	-
Supplies and Materials	0600	146,990	-	-	-	-
Property	0700	3,000	-	-	-	-
Other	0800, 0900	3,760	-	-	-	-
Total School Administration		11,596,070	-	-	-	-
Business Services - Program 2500, including Program 2501						
Salaries	0100	2,082,855	-	-	-	-
Employee Benefits, including object 0280	0200	191,847	-	-	-	-
Purchased Services	0300,0400,	504,850	-	-	-	-
Supplies and Materials	0600	29,837	-	-	-	-
Property	0700	28,000	-	-	-	-
Other	0800, 0900	3,750	-	-	-	-
Total Business Services		2,841,139	-	-	-	-
Operations and Maintenance - Program 2600						
Salaries	0100	5,881,530	-	-	-	-
Employee Benefits, including object 0280	0200	823,068	-	-	-	-
Purchased Services	0300,0400,					
	0500	1,863,221	-	-	-	-
Supplies and Materials	0600	1,940,734	-	-	-	-
Property	0700	168,144	-	-	-	-
Other	0800, 0900	2,100	-	-	-	-
Total Operations and Maintenance		10,678,797	-	-	-	-
Student Transportation - Program 2700						
Salaries	0100	1,622,775	-	-	-	-
Employee Benefits, including object 0280	0200	330,039	-	-	-	-
Purchased Services	0300,0400,					
	0500	108,370	-	-	-	-
Supplies and Materials	0600	228,694	-	-	-	-
Property	0700	4,882	-	-	-	-
Other	0800, 0900	1,295	-	-	-	-
Total Student Transportation		2,296,055	-	-	-	-

23 Pupil Activity	(26-29) Other Special Revenue	31 Bond Redemption	43 Capital Reserve Capital Projects	74 Pupil Activity Custodial	TOTAL	Westminster Public Schools District Code: 0070 Adopted Budget Adopted: June 08, 2021 Budgeted Pupil Count: 8142	
						Object Source	
-	-	-	-	-	614,559	0100	General Administration - Program 2300, including Program 2303 and 2304
-	-	-	-	-	36,321	0200	Salaries
-	-	-	-	-	519,235	0300,0400,	Employee Benefits, including object 0280
-	-	-	-	-	55,423	0500	Purchased Services
-	-	-	-	-	6,000	0600	Supplies and Materials
-	-	-	-	-	11,775	0700	Property
-	-	-	-	-		0800, 0900	Other
-	-	-	-	-	1,243,313		Total School Administration
-	-	-	-	-	10,329,461	0100	School Administration - Program 2400
-	-	-	-	-	1,054,109	0200	Salaries
-	-	-	-	-	58,750	0300,0400,	Employee Benefits, including object 0280
-	-	-	-	-	146,990	0500	Purchased Services
-	-	-	-	-	3,000	0600	Supplies and Materials
-	-	-	-	-	3,760	0700	Property
-	-	-	-	-		0800, 0900	Other
-	-	-	-	-	11,596,070		Total School Administration
-	-	-	-	-	2,082,855	0100	Business Services - Program 2500, including Program 2501
-	-	-	-	-	191,847	0200	Salaries
-	-	-	-	-	504,850	0300,0400,	Employee Benefits, including object 0280
-	-	-	-	-	29,837	0600	Purchased Services
-	-	-	-	-	28,000	0700	Supplies and Materials
-	-	-	-	-	3,750	0800, 0900	Property
-	-	-	-	-			Other
-	-	-	-	-	2,841,139		Total Business Services
-	-	-	-	-	5,881,530	0100	Operations and Maintenance - Program 2600
-	-	-	-	-	823,068	0200	Salaries
-	-	-	18,242,859	-	20,106,080	0300,0400,	Employee Benefits, including object 0280
-	-	-	250	-	1,940,984	0500	Purchased Services
-	-	-	1,405,163	-	1,573,307	0600	Supplies and Materials
-	-	-	250,000	-	252,100	0700	Property
-	-	-		-		0800, 0900	Other
-	-	-	19,898,272	-	30,577,069		Total Operations and Maintenance
-	-	-	-	-	1,622,775	0100	Student Transportation - Program 2700
-	-	-	-	-	330,039	0200	Salaries
-	-	-	-	-	108,370	0300,0400,	Employee Benefits, including object 0280
-	-	-	-	-	228,694	0500	Purchased Services
-	-	-	-	-	4,882	0600	Supplies and Materials
-	-	-	-	-	1,295	0700	Property
-	-	-	-	-		0800, 0900	Other
-	-	-	-	-	2,296,055		Total Student Transportation

Westminster Public Schools District Code: 0070 Adopted Budget Adopted: June 08, 2021 Budgeted Pupil Count: 7988		Object Source	10 General Fund	18 Insurance Reserve / Risk- Management	19 Preschool and Kindergarten	21 Food Service	22 Governmental Designated Grants Fund
Central Support - Program 2800, including Program 2801							
Salaries	0100		3,792,455	-	-	-	-
Employee Benefits, including object 0280	0200		290,909	-	-	-	-
Purchased Services	0300,0400,						
	0500		2,274,247	2,319,980	-	-	-
Supplies and Materials	0600		33,470	-	-	-	-
Property	0700		6,500	-	-	-	-
Other	0800, 0900		5,883,596	195,000	-	-	-
Total Central Support			12,281,177	2,514,980	-	-	-
Other Support - Program 2900							
Salaries	0100		-	-	-	-	-
Employee Benefits, including object 0280	0200		-	-	-	-	-
Purchased Services	0300,0400,						
	0500		88,250	-	-	-	-
Supplies and Materials	0600		12,000	-	-	-	-
Property	0700		-	-	-	-	-
Other	0800, 0900		-	-	-	-	-
Total Other Support			100,250	-	-	-	-
Food Service Operations - Program 3100							
Salaries	0100		-	-	-	220,000	-
Employee Benefits, including object 0280	0200		-	-	-	95,000	-
Purchased Services	0300,0400,						
	0500		-	-	-	3,441,383	-
Supplies and Materials	0600		-	-	-	2,004,406	-
Property	0700		-	-	-	500,000	-
Other	0800, 0900		-	-	-	-	-
Total Food Service Operations			-	-	-	6,260,789	-
Enterprise Operations - Program 3200							
Salaries	0100		-	-	-	-	-
Employee Benefits, including object 0280	0200		-	-	-	-	-
Purchased Services	0300,0400,						
	0500		-	-	-	-	-
Supplies and Materials	0600		-	-	-	-	-
Property	0700		-	-	-	-	-
Other	0800, 0900		-	-	-	-	-
Total Enterprise Operations			-	-	-	-	-
Community Services - Program 3300							
Salaries	0100		434,501	-	-	-	-
Employee Benefits, including object 0280	0200		126,061	-	-	-	-
Purchased Services	0300,0400,						
	0500		610,000	-	-	-	-
Supplies and Materials	0600		46,600	-	-	-	-
Property	0700		-	-	-	-	-
Other	0800, 0900		-	-	-	-	-
Total Community Services			1,217,162	-	-	-	-
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			-	-	-	-	-

23 Pupil Activity	(26-29) Other Special Revenue	31 Bond Redemption	43 Capital Reserve Capital Projects	74 Pupil Activity Custodial	TOTAL	Westminster Public Schools District Code: 0070 Adopted Budget Adopted: June 08, 2021	
						Object Source	Budgeted Pupil Count: 7988
-	-	-	-	-	3,792,455	0100 Salaries	Central Support - Program 2800, including Program 2801
-	-	-	-	-	290,909	0200 Employee Benefits, including object 0280	
-	-	-	-	-	4,594,227	0300,0400, Purchased Services	
-	-	-	-	-	33,470	0500	
-	-	-	-	-	6,500	0600 Supplies and Materials	
-	-	-	-	-	6,078,596	0700 Property	
-	-	-	-	-	14,796,157	0800, 0900 Other	
-	-	-	-	-	-	-	Total Central Support
-	-	-	-	-	-	0100 Salaries	Other Support - Program 2900
-	-	-	-	-	-	0200 Employee Benefits, including object 0280	
-	-	-	-	-	88,250	0300,0400, Purchased Services	
-	-	-	-	-	12,000	0500	
-	-	-	-	-	-	0600 Supplies and Materials	
-	-	-	-	-	-	0700 Property	
-	-	-	-	-	-	0800, 0900 Other	
-	-	-	-	-	100,250	-	Total Other Support
-	-	-	-	-	220,000	0100 Salaries	Food Service Operations - Program 3100
-	-	-	-	-	95,000	0200 Employee Benefits, including object 0280	
-	-	-	-	-	3,441,383	0300,0400, Purchased Services	
-	-	-	-	-	2,004,406	0500	
-	-	-	-	-	500,000	0600 Supplies and Materials	
-	-	-	-	-	-	0700 Property	
-	-	-	-	-	-	0800, 0900 Other	
-	-	-	-	-	6,260,789	-	Total Food Service Operations
-	-	-	-	-	-	0100 Salaries	Enterprise Operations - Program 3200
-	-	-	-	-	-	0200 Employee Benefits, including object 0280	
-	-	-	-	-	-	0300,0400, Purchased Services	
-	-	-	-	-	-	0500	
-	-	-	-	-	-	0600 Supplies and Materials	
-	-	-	-	-	-	0700 Property	
-	-	-	-	-	-	0800, 0900 Other	
-	-	-	-	-	-	-	Total Enterprise Operations
-	1,493,701	-	-	-	1,928,202	0100 Salaries	Community Services - Program 3300
-	290,900	-	-	-	416,961	0200 Employee Benefits, including object 0280	
-	39,300	500	-	-	649,800	0300,0400, Purchased Services	
-	33,417	-	-	-	80,017	0500	
-	9,000	688,481	-	-	697,481	0600 Supplies and Materials	
-	31,000	7,520,000	-	-	7,551,000	0700 Property	
-	1,897,318	8,208,981	-	-	11,323,461	0800, 0900 Other	
-	-	-	-	-	-	-	Total Community Services
-	-	-	-	-	-	0100 Salaries	Education for Adults - Program 3400
-	-	-	-	-	-	0200 Employee Benefits, including object 0280	
-	-	-	-	-	-	0300,0400, Purchased Services	
-	-	-	-	-	-	0500	
-	-	-	-	-	-	0600 Supplies and Materials	
-	-	-	-	-	-	0700 Property	
-	-	-	-	-	-	0800, 0900 Other	
-	-	-	-	-	-	-	Total Education for Adults Services

Westminster Public Schools District Code: 0070 Adopted Budget Adopted: June 08, 2021 Budgeted Pupil Count: 7988		Object Source	10 General Fund	18 Insurance Reserve / Risk- Management	19 Preschool and Kindergarten	21 Food Service	22 Governmental Designated Grants Fund
Total Supporting Services			55,867,504	2,514,980	-	6,260,789	-
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							
Salaries	0100	N/A	N/A	N/A	N/A	N/A	N/A
Employee Benefits, including object 0280	0200	N/A	N/A	N/A	N/A	N/A	N/A
Purchased Services	0300, 0400,						
	0500	N/A	N/A	N/A	N/A	N/A	N/A
Supplies and Materials	0600	N/A	N/A	N/A	N/A	N/A	N/A
Property	0700	N/A	N/A	N/A	N/A	N/A	N/A
Other	0800, 0900	3,127,354	-	-	-	-	-
Total Other Uses			3,127,354	-	-	-	-
Total Expenditures			105,904,112	2,514,980	4,193,117	6,260,789	21,945,784
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			105,904,112	2,514,980	4,193,117	6,260,789	21,945,784
BUDGETED ENDING FUND BALANCE							
Non-spendable fund balance (9900)	6710	135,000	-	-	-	-	-
Restricted fund balance (9900)	6720	-	-	-	-	-	-
TABOR 3% emergency reserve (9321)	6721	3,188,742	-	-	-	-	-
TABOR multi year obligations (9322)	6722	-	-	-	-	-	-
District emergency reserve (letter of credit or real	6723	-	-	-	-	-	-
Colorado Preschool Program (CPP) (9324)	6724	-	-	-	-	-	-
Risk-related / restricted capital reserve (9326)	6726	-	1,668,259	-	-	-	-
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	7,105,217	-	-	2,195,328	-	-
Unassigned fund balance (9900)	6770	-	-	-	-	-	-
Net investment in capital assets (9900)	6790	-	-	-	-	-	-
Restricted net position (9900)	6791	-	-	-	-	-	-
Unrestricted net position (9900)	6792	2,273,377	-	-	-	-	-
Total Ending Fund Balance			12,702,336	1,668,259	-	2,195,328	-
Total Available Beginning Fund Balance & Revenues Less Total Expenditures & Reserves Less Ending Fund Balance (Shall Equal Zero			-	-	-	-	-
Use of a portion of beginning fund balance resolution required?			Yes	No	Yes	Yes	No

23 Pupil Activity	(26-29) Other Special Revenue	31 Bond Redemption	43 Capital Reserve Capital Projects	74 Pupil Activity Custodial	TOTAL	Westminster Public Schools District Code: 0070 Adopted Budget Adopted: June 08, 2021 Budgeted Pupil Count: 7988	
						Object Source	
-	1,897,318	8,208,981	19,898,272	-	94,647,844	Total Supporting Services	
-	-	-	-	-	-	0100	Property - Program 4000
-	-	-	-	-	-	0200	Salaries
-	-	-	-	-	-	0300,0400,	Employee Benefits, including object 0280
-	-	-	-	-	-	0500	Purchased Services
-	-	-	-	-	-	0600	Supplies and Materials
-	-	-	-	-	-	0700	Property
-	-	-	-	-	-	0800, 0900	Other
-	-	-	-	-	-	Total Property	
N/A	N/A	N/A	N/A	N/A	-	0100	Other Uses - Program 5000s - including
N/A	N/A	N/A	N/A	N/A	-	0200	Transfers Out and/or Allocations Out as an
N/A	N/A	N/A	N/A	N/A	-	0300,0400,	di
N/A	N/A	N/A	N/A	N/A	-	0500	Salaries
N/A	N/A	N/A	N/A	N/A	-	0600	Employee Benefits, including object 0280
N/A	N/A	N/A	N/A	N/A	-	0700	Purchased Services
-	-	-	-	-	3,127,354	0800, 0900	Supplies and Materials
-	-	-	-	-	3,127,354		Property
-	-	-	-	-			Other
-	-	-	-	-		Total Other Uses	
982,674	1,897,318	8,208,981	19,898,272	-	171,806,027	Total Expenditures	
-	-	-	-	-	-	0840	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	
982,674	1,897,318	8,208,981	19,898,272	-	171,806,027	Total Expenditures and Reserves	
-	-	-	-	-	135,000	6710	BUDGETED ENDING FUND BALANCE
-	-	-	-	-	-	6720	Non-spendable fund balance (9900)
-	-	-	-	-	3,188,742	6721	Restricted fund balance (9900)
-	-	-	-	-	-	6722	TABOR 3% emergency reserve (9321)
-	-	-	-	-	-	6722	TABOR multi year obligations (9322)
-	-	-	-	-	-	6723	District emergency reserve (letter of credit or real
-	-	-	-	-	-	6724	Colorado Preschool Program (CPP) (9324)
-	-	-	-	-	1,668,259	6726	Risk-related / restricted capital reserve (9326)
-	-	-	3,188,742	-	3,188,742	6727	BEST capital renewal reserve (9327)
-	-	-	-	-	-	6728	Total program reserve (9328)
-	-	-	-	-	-	6750	Committed fund balance (9900)
-	-	-	-	-	-	6750	Committed fund balance (15% limit) (9200)
821,272	66,509	10,508,862	23,318,305	-	44,015,493	6760	Assigned fund balance (9900)
-	-	-	-	-	-	6770	Unassigned fund balance (9900)
-	-	-	-	-	-	6790	Net investment in capital assets (9900)
-	-	-	-	-	-	6791	Restricted net position (9900)
-	-	-	-	-	2,273,377	6792	Unrestricted net position (9900)
821,272	66,509	10,508,862	26,507,047	-	54,469,613	Total Ending Fund Balance	
-	-	-	-	-	-	Total Available Beginning Fund Balance & Revenues Less Total Expenditures & Reserves Less Ending Fund Balance (Shall Equal Zero (0))	
No	Yes	No	Yes	No	Yes	Use of a portion of beginning fund balance resolution required?	

Three- Year Forecast 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 2021-2022 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 2021-2022, the projections for the following years are as follows:

Year End June 30 th	Students
2022	7,988
2023	8,780
2024	8,598
2025	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 2021-2022 and are being maintained at that level.
5. All except State equalization revenue is being decreased by an average of 3% being the ecomony situation and no knowing what is happening from COVID-19. In 2024-2025 3% increase because economy may pick up again.

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, 2025. 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 2022	Projected 2023	Projected 2024	Projected 2025
Revenues				
Local	\$ 52,885,586	\$ 50,827,274	\$ 54,411,439	\$52,309,311
State Sources	53,332,091	55,191,377	56,868,619	58,817,757
Federal Sources	73,734	73,018	75,208	73,800
Total Revenue Allocation Before Transfer Allocations	\$ 106,291,411	\$ 106,091,669	\$ 111,355,266	\$ 111,200,868
Expenditures				
Salaries	62,161,309	64,026,148	61,166,410	61,778,074
Employee Benefits	21,246,432	21,883,825	20,995,509	20,205,464
Purchased Services	5,837,403	6,012,525	6,084,144	6,144,986
Purchased Property Services	1,709,983	1,761,282	1,532,079	1,547,400
Other Purchased Services	1,598,577	1,646,534	1,722,697	1,739,924
Supplies	3,972,777	4,091,960	4,124,508	4,165,753
Property	134,321	138,351	196,823	198,791
Other Objects	9,243,310	9,520,609	8,813,823	8,901,961
Other Uses of Funds	-	191,654	281,760	284,578
Total Expenditures	\$105,904,112	\$ 109,272,889	\$ 104,917,753	\$ 104,966,930

Budget Forecast: Other Funds

		Adopted 2022	Projected 2023	Projected 2024	Projected 2025
Risk Management Fund	Revenues	\$ 2,554,514	\$ 2,614,862	\$ 2,643,469	\$ 2,706,160
	Expenditures	2,514,980	2,741,128	2,786,493	2,842,223
Colorado Preschool Program Fund	Revenues	3,345,705	3,463,844	3,533,121	3,603,783
	Expenditures	4,193,117	3,412,619	3,071,357	3,362,324
Nutrition Services Fund	Revenues	5,879,000	5,404,184	5,064,068	5,109,832
	Expenditures	6,260,789	5,230,090	5,386,992	5,548,602
Grants Fund	Revenues	21,945,784	15,760,178	15,765,450	15,752,600
	Expenditures	21,945,784	15,760,178	15,765,450	16,703,200
Student Athletics Fund	Revenues	1,015,000	998,450	1,025,430	1,073,117
	Expenditures	982,674	969,137	1,028,783	882,691
Day Care Fund	Revenues	1,800,000	1,942,000	1,985,260	2,029,818
	Expenditures	1,897,318	1,954,238	2,012,865	1,973,251
Bond Redemption Fund	Revenues	8,457,781	8,204,048	7,957,926	7,719,188
	Expenditures	8,208,981	8,141,413	8,326,081	8,304,637
Capital Reserve Fund	Revenues	2,627,512			
	Expenditures	19,898,272	14,248,750	4,376,213	4,507,499
School Activity Fund	Revenues				
	Expenditures				

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Economic Outlook

Summary

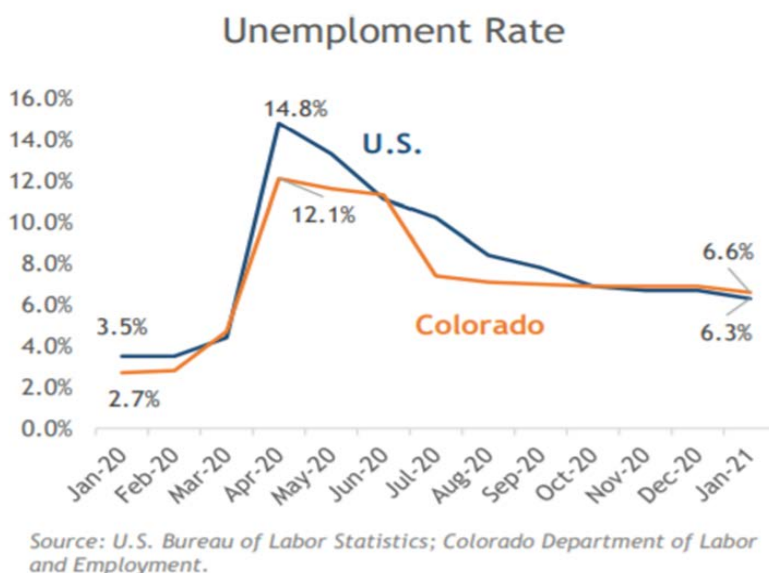
With vaccine distribution progressing in earnest and the recent announcement of a third round of federal government stimulus, this forecast upgrades the U.S. economic outlook for 2021 and 2022. For broad measures of U.S. and Colorado economic activity, the worst chapters of the pandemic-induced recession appear to be behind us. The U.S. Food and Drug Administration has now approved emergency use authorization for three vaccines effective against the virus that causes COVID-19, and the number of Americans immunized against the disease is growing daily. With vaccine distribution in full swing, confidence among businesses and consumers is on the rise.

As the pandemic abates, the economy now faces new risks. Recessionary effects on the business cycle usually persist over multiple years, so lagging impacts on employment and incomes remain uncertain given the unusual nature of the pandemic recession. Government support for the economy has been significant, and there may be shocks as stimulus eventually wears off in late 2021 and into 2022. Finally, while inflationary pressures remain low, financial markets have begun to signal concern over the effects of the vast injection of liquidity on future prices.

Employment

After stabilizing at 6.9 percent, just above the national rate, from October through December, Colorado's unemployment rate declined slightly to 6.6 percent in January. The drop in unemployment rate in January was predominantly due to a 32,000 gain in total nonfarm payrolls, driven by gains in leisure and hospitality after the loosening of public health restrictions. The labor market is expected to improve after the third quarter, with a rebound in hiring and a significant reduction in furloughs as the degree of social distancing diminishes—leading to an increase in business activity and an increase in the demand for workers. In particular, the unemployment rate is projected to decline to 9.5 percent by the end of 2021. Under that projection, the unemployment rate at the end of 2021 would be about 6 percentage points higher than the rate in Congressional Budget Office's economic projection produced in January 2020, and the labor force would have about 6 million fewer people.

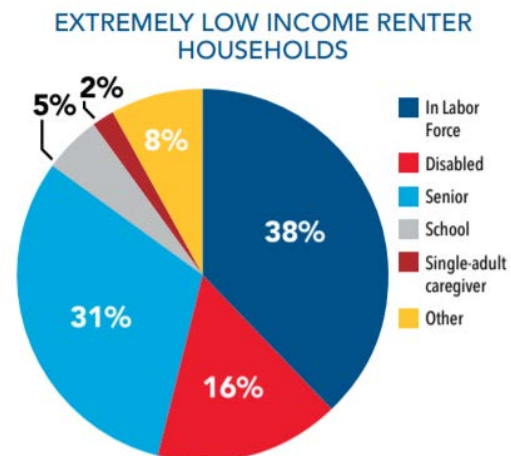
This increase is notably the largest month-over-month gain since June. In addition to these gains, it is noteworthy that no industries faced significant declines in jobs between December and January, signaling positive employment trends across the board in Colorado. Finally, Colorado's labor force also expanded slightly in January, up 7,000 to its highest participation rate since February 2020. The increase in the size of the Colorado labor force is a potential indication that concerns surrounding COVID-19 in the workplace and other constraints such as lack of childcare are at least partially waning, thus prompting some Coloradans to reenter the workforce.



Housing

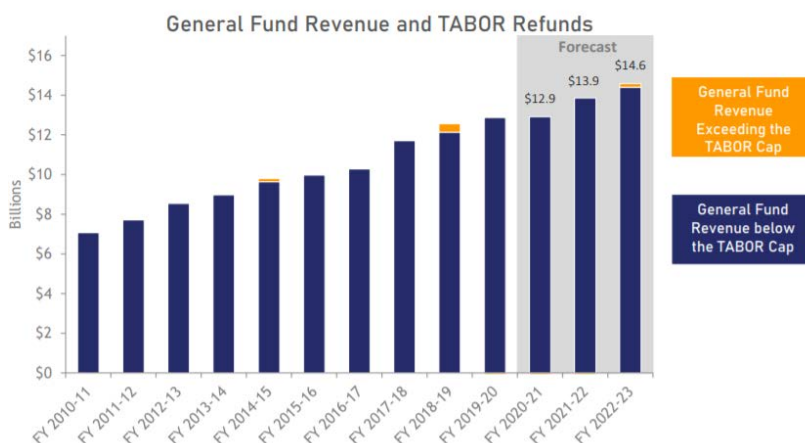
Low interest rates and strong income growth have bolstered the housing market into 2021, with demand for homeownership in Colorado rising at one of the fastest paces in the country. Construction of new private housing units, a leading economic indicator, has grown at a strong pace since July. Building permits for Colorado increased by 31.0 percent in the second half of 2020 for a total annual growth rate of 11.3 percent. Permit levels continued to climb in January and were 44.5 percent higher than one year ago. With the surge in buyer demand, the builder sentiment index rose to 84 in February, 13.5 percent higher than the previous year and well above pre-pandemic levels. Housing prices are expected to remain high as strong demand has resulted in tight inventories and higher prices across the state. According to early March counts tracked by the U.S. Census Bureau, the number of homes available for sale has never been lower.

Across Colorado, there is a shortage of rental homes affordable and available to extremely low income households (ELI), whose incomes are at or below the poverty guideline or 30% of their area median income (AMI). Many of these households are severely cost burdened, spending more than half of their income on housing. Severely cost burdened poor households are more likely than other renters to sacrifice other necessities like healthy food and healthcare to pay the rent, and to experience unstable housing situations like evictions. Colorado's eviction filings are at an all-time low, with January levels reaching only 11 percent of the previous year's amount and February levels down 79.4 percent relative to 2020. Eviction moratoriums and federal income supplements led to an abrupt decline in filings after March 2020 causing monthly eviction filings to be well below pre-pandemic levels. \$54 million dollars of state emergency funds was distributed through existing state programs in early December to provide Coloradans rent and mortgage relief. The level of available aid for residents is about to spike further as Colorado recently received an additional \$247 million for statewide rental and utility assistance from the federal government.



General Fund Revenue Outlook

General Fund revenue is projected to increase by 0.3 percent in FY 2020-21 before growing by 7.3 percent in FY 2021-22. It is expected to further increase by 5.2 percent in FY 2022-23. Since December, the GF revenue forecast has been revised upward by a total of \$1.46 billion for FY 2020-21 through FY 2022-23.



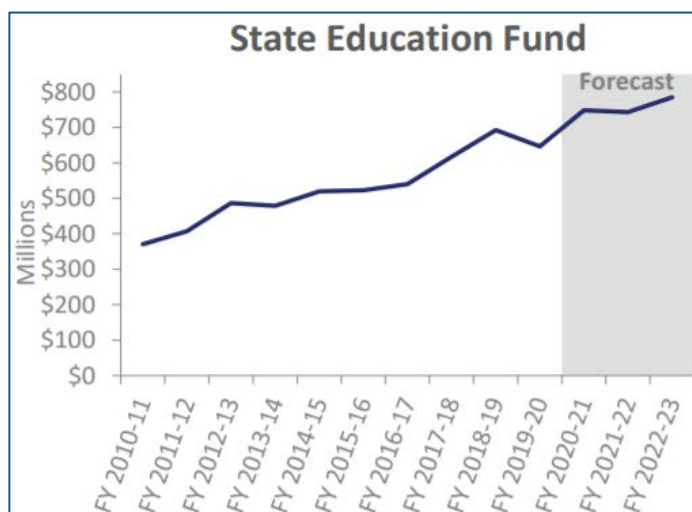
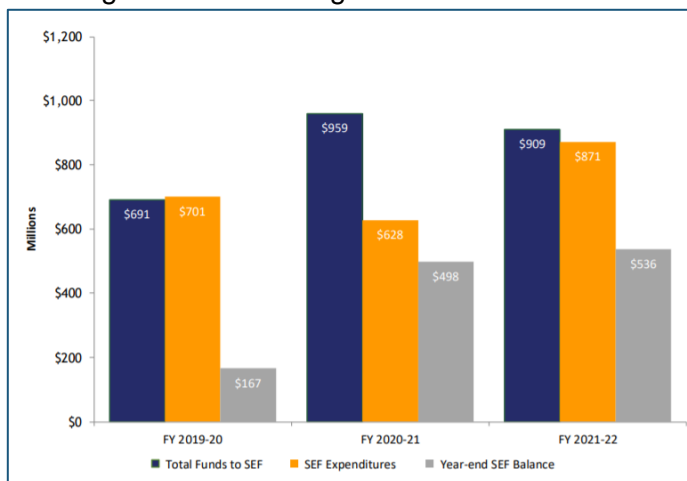
The upward revision to the forecast is due to higher than anticipated revenue collections in recent months, especially attributable to corporate income taxes and individual income taxes, two of the largest revenue sources for the general fund, as well as improved economic expectations with the availability and distribution of vaccines. Three major revenue sources together make up about 94.3 percent of total General Fund revenue: individual income taxes, corporate income taxes, and sales and use taxes. General Fund

revenue from the other remaining General Fund sources, such as interest earnings, taxes paid by insurers on premiums, and excise taxes on tobacco products and liquor, make up the remaining 5.7 percent.

State Education Fund

The State Education Fund's year-end balance was \$166.7 million in FY 2019-20 and is projected to increase to \$498.0 million in FY 2020-21, including transfers. The figure below summarizes total State Education Fund revenue, expenditures, and ending balances for FY 2019-20, FY 2020-21, and FY 2021-22.

Revenue to the State Education Fund from income taxes fell by 6.7 percent in FY 2019-20 but is expected to increase 15.7 percent in FY 2020-21 and decline 0.7 percent in FY 2021-22. This does not include transfers from other funds. The forecast for State Education Fund revenue in FY 2021-22 has been revised upward from the December forecast in conjunction with the revisions to the forecasts for individual and corporate income tax collections. The Colorado Constitution requires that 1/3 of 1 percent of Colorado taxable income be credited to the State Education Fund. As the State Education Fund revenue is derived from taxable income, it generally follows the trends in individual income and corporate income tax revenue collections. However, the State Education Fund deviates from income tax trends in FY 2020-21 due to the impact of a delayed transfer incurred from FY 2019-20 revenue collections.



Demographics and Property Tax Information

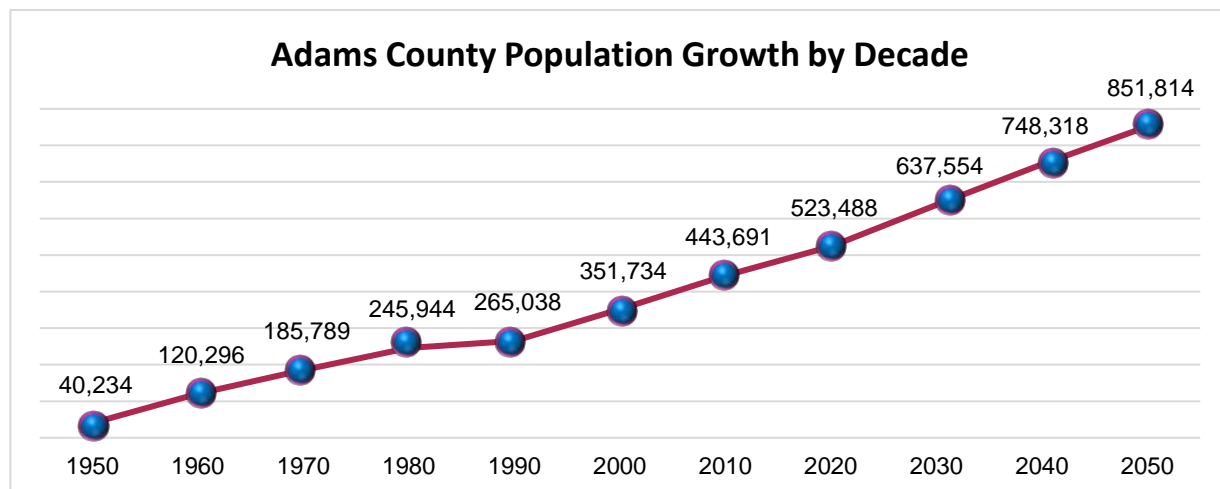
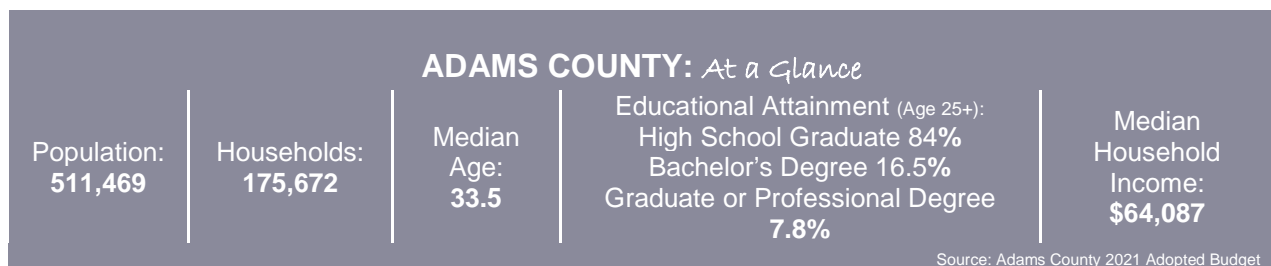
Adams County, Colorado is located in the metropolitan region of Colorado. It was established in 1902. The county is named after Alva Adams, a popular former governor. Adams County has an exceptionally diverse community with continuous population growth.

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 529,555 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. The 2010 Population was 443,691 and has seen a growth of 19.35% since this time.

Adams County Profile

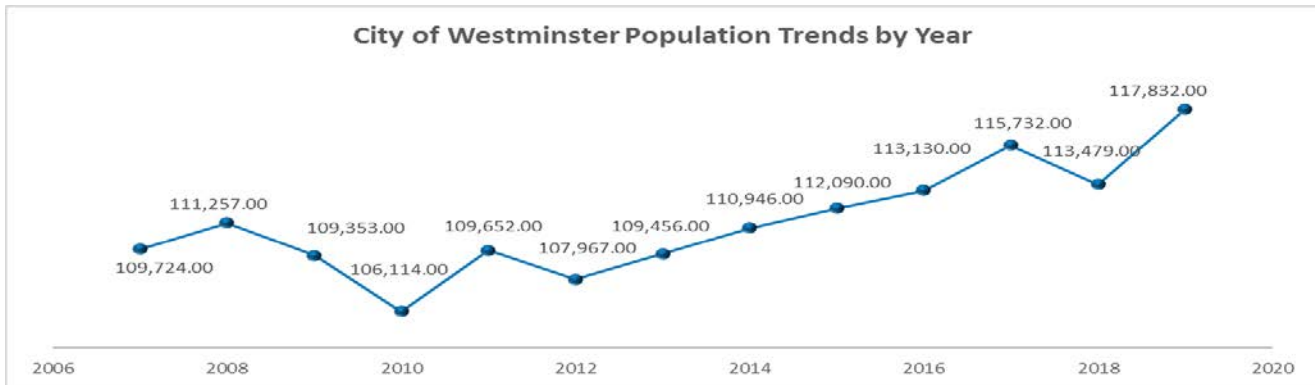


City of Westminster Profile

CITY OF WESTMINSTER: <i>At a Glance</i>				
Population: 117,832	Households: 46,137	Median Age: 37.2	Educational Attainment (Age 25+): Bachelor's degree or higher 24.9% Master's, professional or doctorate 13.9%	Average Disposable Income: \$73,017
Source: City of Westminster 2021 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	4,704,955,560	42,408	4.1%
2015	112,090	4,715,626,300	42,070	3.4%
2016	113,130	5,092,094,430	45,011	2.8%
2017	115,732	5,384,894,228	46,529	3.0%
2018	113,479	5,384,894,228	46,947	3.1%
2019	117,832	8,603,739,144	73,017	2.9%

Source: City of Westminster most recent CAFR



Source: City of Westminster most recent CAFR

District Profile

Our Facilities		Instruction Program Service Type		Languages Spoken at the District:	
		Total 20-21			
Early Learning Centers	3	Pupil Membership	8,410	Arabic	2
Elementary	5	Gifted and Talented	272	Chinese, Mandarin	8
Middle	2	Special Education	1,101	Chinese Yue	2
PK-8	4	Migrant Education	42	Dari, Zoroastrian	5
Senior High	1	Homeless	497	Hmong	36
Alternative High	1	Culturally and		Hmong, Njua	2
Innovations	4	Linguistically Diverse Ed.	3,206		
		Immigrant	109		
		Title 1	3,077		
		CLDE*	2,406		
		Online	17		

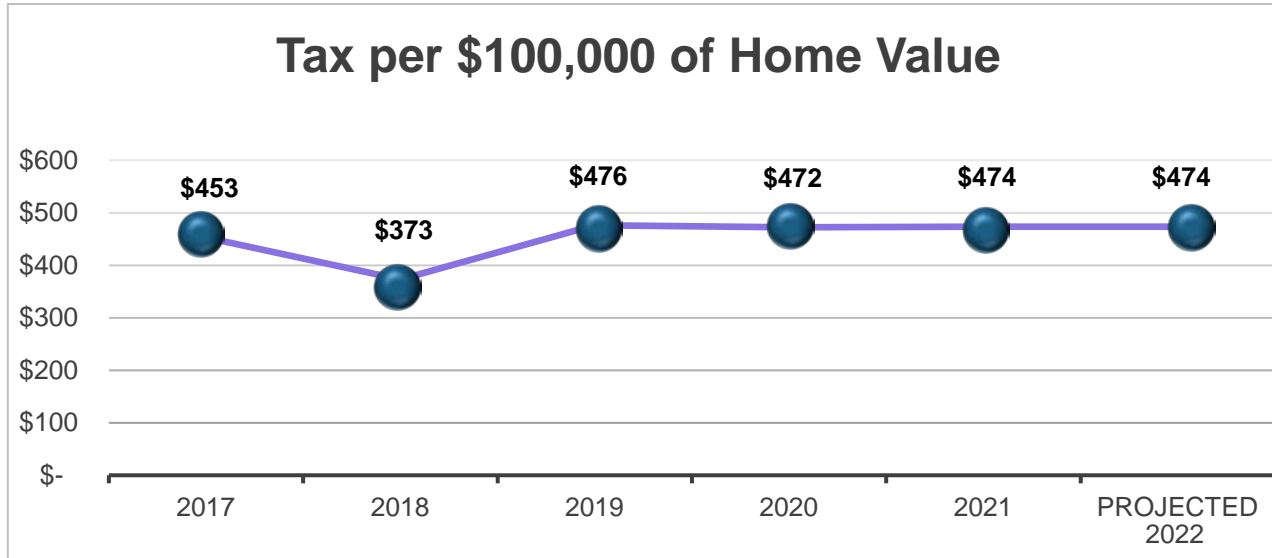
The following have a count of 1: Afrikaans, Akan, Anuak, Chin Falam, Farsi Western, German Standard, Japanese, Persian Iranian, Tajiki, and Urdu.

Source: District October Count, 2020-21

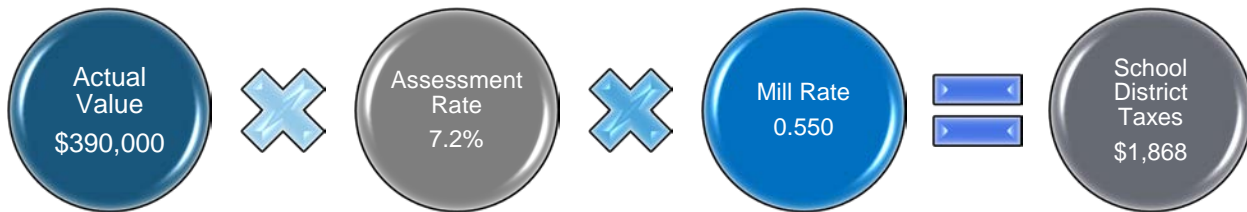
Property Tax Information, Principal Taxpayers and Employers

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 \$390,000. 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 7.96% to 7.2% 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

*Projections: Due to uncertain circumstances of COVID-19 no new projections were completed.

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
2022	\$ 765,000	\$ 199,965	\$ 964,965	\$ 6,690,000	\$ 486,338	\$ 7,176,338	\$ 65,000	\$ 2,178	\$ 67,178
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.

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
2022	\$ 850,738,420	\$ 170,147,684	\$ 46,290,000	\$ 123,857,684	27.21%
2021	850,738,420	170,147,684	46,290,000	123,857,684	27.21%
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%

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 Academy K8, 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.

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
6/30/2021	-	-	-	285,333	-	259,954	545,287
6/30/2022	-	-	-	480,000	-	437,305	917,305
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	2,787,083	875,000	306,700	-	437,305	6,171,088
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	885,325	-	-	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	4,632,733	13,985,000	9,127,704	157,665,793

District Enrollment Information

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 takes into account 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.

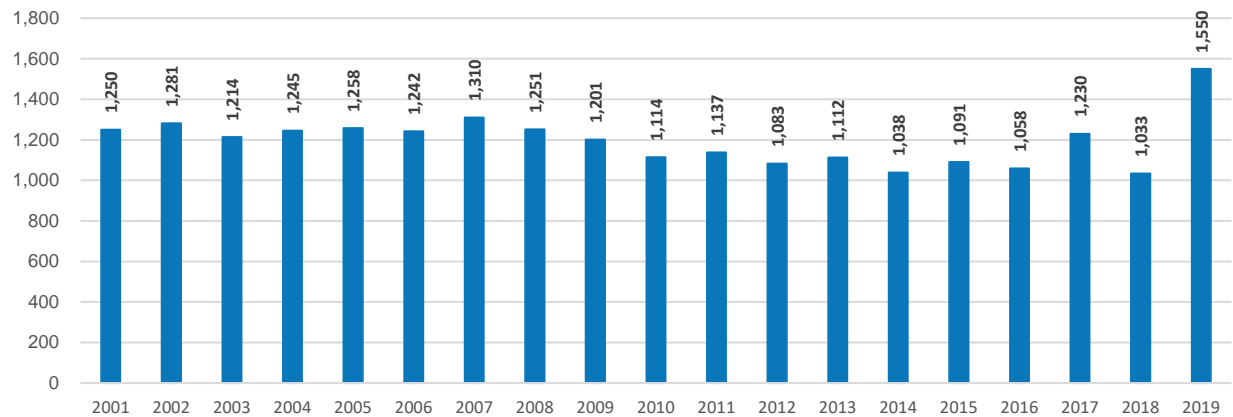
October Pupil Count Summary of Pupil Counts for Specific Schools

School & Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Fairview Elementary	45	39	41	44	56	45								270
Harris Park Elementary	57	31	34	37	41	32								232
Mesa Elementary	48	54	44	46	33	53								278
Sherrelwood Elementary	35	41	42	44	39	39								240
Sunset Ridge Elementary	39	42	43	42	41	56								263
Colorado Stem Academy K-8	41	42	48	36	44	40	62	72	53					438
Westminster Academy for Intern Studies K-8	28	30	31	34	33	29	33	31	20					269
John E Flynn a Marzano Academy K-8	38	45	42	34	38	27	29	15						268
Hodgkin's Leadership Academy K-8	73	70	72	82	74	64	78	71						584
Metropolitan Arts Academy K-8	29	49	49	28	34	54	41	32						316
Colorado Sports Leadership Academy K-8	35	33	42	42	33	38	49	95	144					511
Orchard Park Academy K-8	46	43	59	43	46	58	48							343
Tennyson Preparatory School K-8	48	42	42	60	42	47	47	23	13					364
Ranum Middle School							119	150	186					455
Shaw Heights Middle School							143	179	182					504
Westminster High School										563	550	546	539	2,198
Hidden Lake Alternative High										12	45	94	180	331
Total	562	561	589	572	554	582	649	668	598	575	595	640	719	7,864

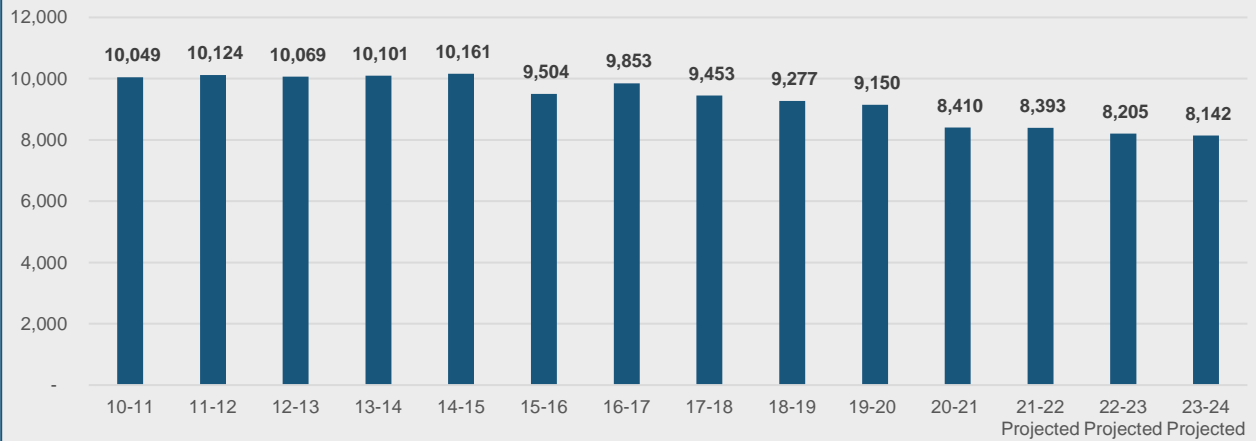
Note: Early Learning Centers not included in this data

The following tables, graphs and charts represent enrollment trends and projections in the district. Historical enrollment calculated has been averaging around 9,500 students. 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.

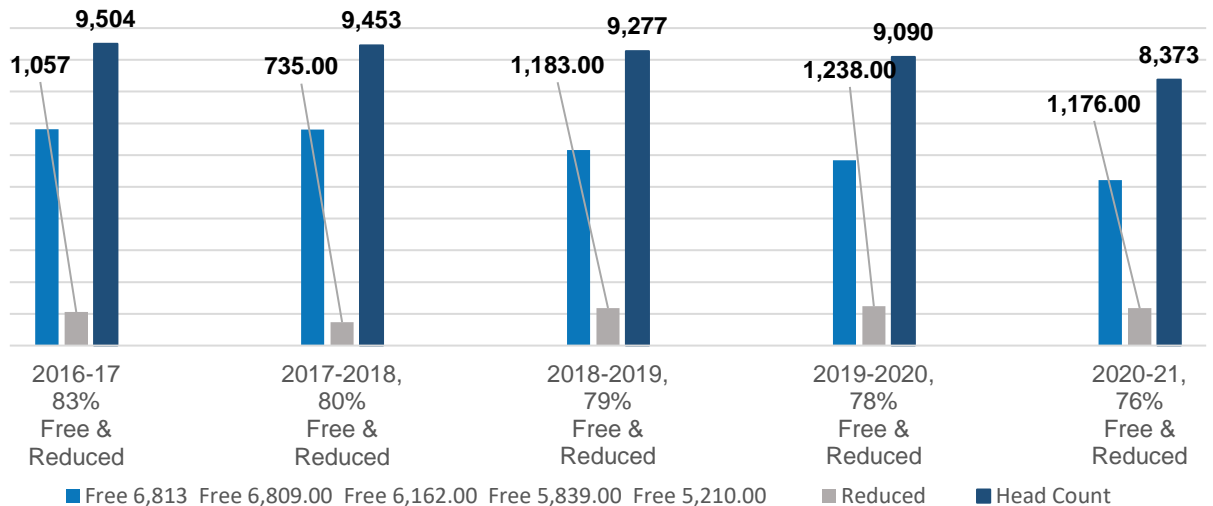
Births - Westmisnter Public School District 2001 - 2019



October Pupil Count Trends & Projections



Free/Reduced Meal Count Trends



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 significant 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 2019

2016		2017		2018		2019	
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
Mesa ES	59.3	Westminster Academy	65.7	Metz ES	67.7	Skyline Vista ES	68.5
Sunset Ridge ES	55.7	Shaw Heights MS	56.7	Mesa ES	64.2	Westminster Academy	66.6
Hidden Lake HS	58.8*	Hodgkins ES	56.7	Westminster Academy	64.2	Shaw Heights MS	62.8
Sherrelwood ES	52.1	Hidden Lake HS	55.7*	Fairview ES	60.4	Metz ES	59.9
Tennysen Knolls ES	52.1	Tennysen Knolls ES	52.8	Skyline Vista ES	60.4	Hodgkins ES	58.0
Skyline Vista ES	49.8	Scott Carpenter MS	50.5	Scott Carpenter MS	55.9	Sunset Ridge ES	55.2
Scott Carpenter MS	47.8	Harris Park ES	49.4	Hodgkins ES	54.6	Hidden Lake HS	54.3*
Hodgkins ES	46.1	Sherrelwood ES	49.2	Sunset Ridge ES	54.3	Fairview ES	50.7
Westminster ES	42.6	Flynn ES	47.9	Hidden Lake HS	54.3*	Ranum MS	49.8
Metz ES	40.0	Mesa ES	47.5	FM Day ES	52.7	Scott Carpenter MS	49.6
Shaw Heights MS	39.5	Sunset Ridge ES	45.2	Sherrelwood ES	50.9	Harris Park ES	48.6
Westminster HS	37.7	Fairview ES	40.7	Flynn ES	50.7	Flynn ES	48.4
Flynn ES	36.0	Metz ES	40.0	Ranum MS	50.3	Mesa ES	46.3
FM Day ES	35.4	FM Day ES	39.3	Shaw Heights MS	49.2	Westminster HS	42.3
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	Tennysen Knolls ES	42.9	Sherrelwood ES	40.5
Fairview ES	26.1	Westminster HS	37.5	Westminster HS	40.8	Tennysen Knolls ES	38.9

*Hidden Lake High School is designated an Alternative Education Campus and lives under a separate accreditation calculation.

Pause on 2020-21 and 2021-22 State Accountability System Due to COVID-19. A second year of Accountability Pause (2021-2022) has been authorized by the Colorado legislature. The state's accountability system has been paused for 2020-21 and 2021-22.

District 39.9		District 41.5		District 44.5		District 44.2	
Academic Achievement	26.9	Academic Achievement	29.2	Academic Achievement	34.3	Academic Achievement	35.0
Academic Growth	49.4	Academic Growth	51.4	Academic Growth	61.3	Academic Growth	58.3
Academic Growth Gaps	Discontinued	Academic Growth Gaps	Discontinued	Postsecondary Readiness	31.9	Postsecondary Readiness	34.6
Postsecondary Readiness	40.3	Postsecondary Readiness	40.3				

School Plan Assignment	Points	District Plan Assignment	Points
Performance	> 53	Performance	> 56
Improvement	42	Improvement	44
Priority Improvement	34	Priority Improvement	34
Turnaround	< 34	Turnaround	< 34

However, despite the significant 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.

AdvancED has merged with Measured Progress to create a new company called Cognia. It's an exciting partnership that will bring together the best of both companies to enhance their ability to assist us with accreditation and certification, assessments, consultation and professional development.

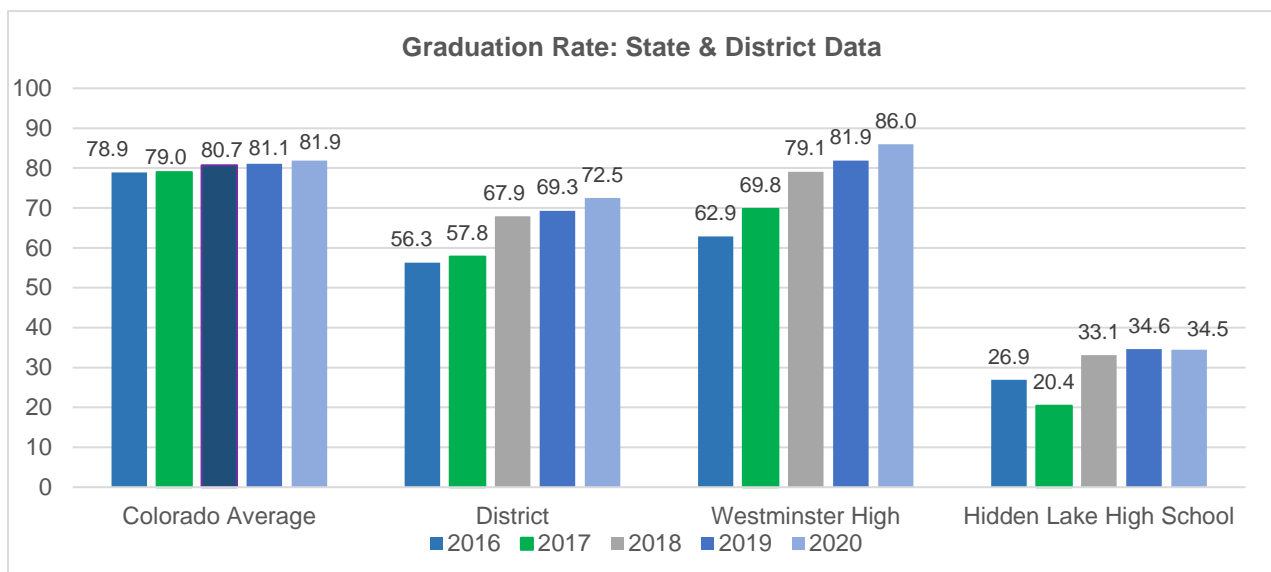
Even more exciting, Cognia is expanding its support for competency based learning. While Cognia will be providing significant support to us, the company will also be turning to us to provide our expertise for emerging districts and educators.

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

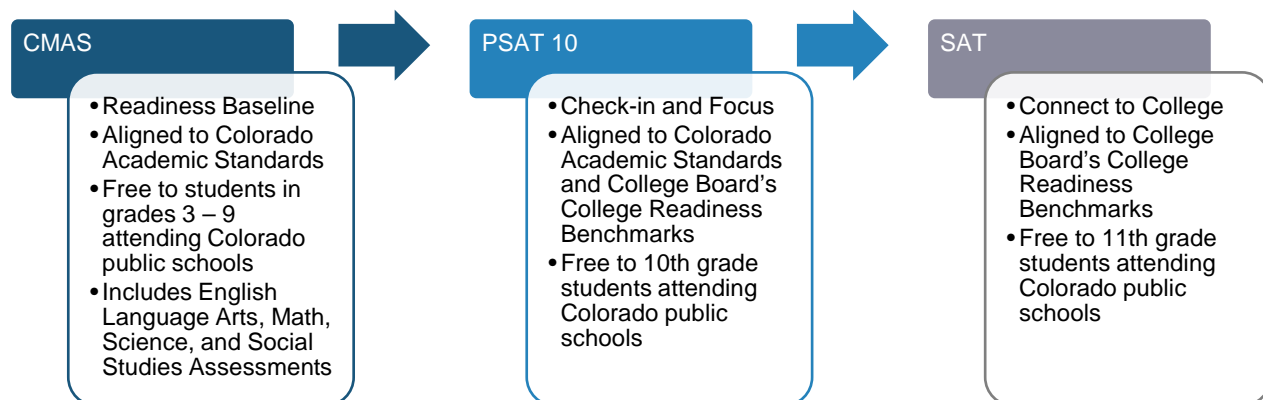
Due to COVID-19, there has been a pause on 2020-21 and 2021-22 State Accountability System. The District's current four-year graduation rates for class of 2019 increased two percent, according to data released on Jan.16 by the Colorado Department of Education (CDE). The four-year rate for Westminster High School graduates improved to 81.9 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 34.6 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 82.3 percent and 41.8 percent at Hidden Lake High School.



State Testing Trends and Results

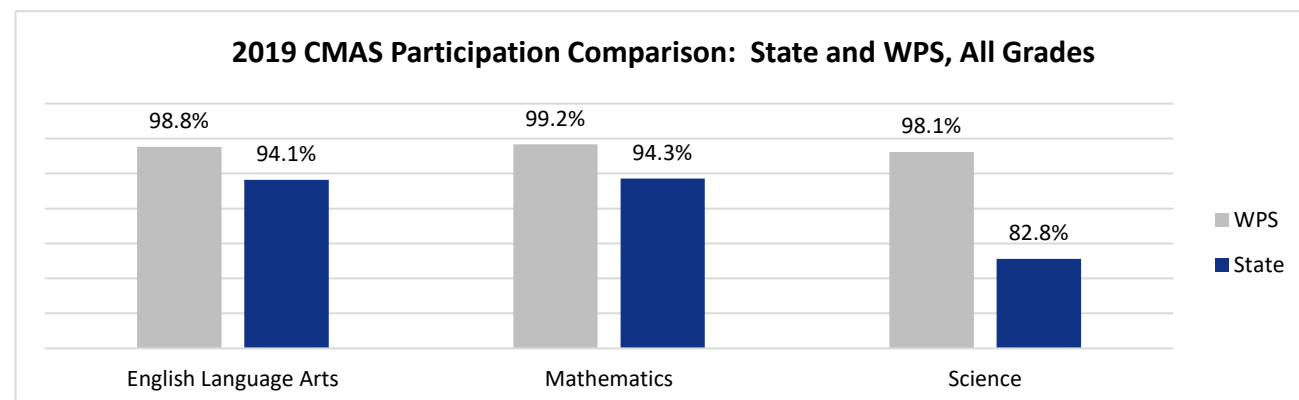
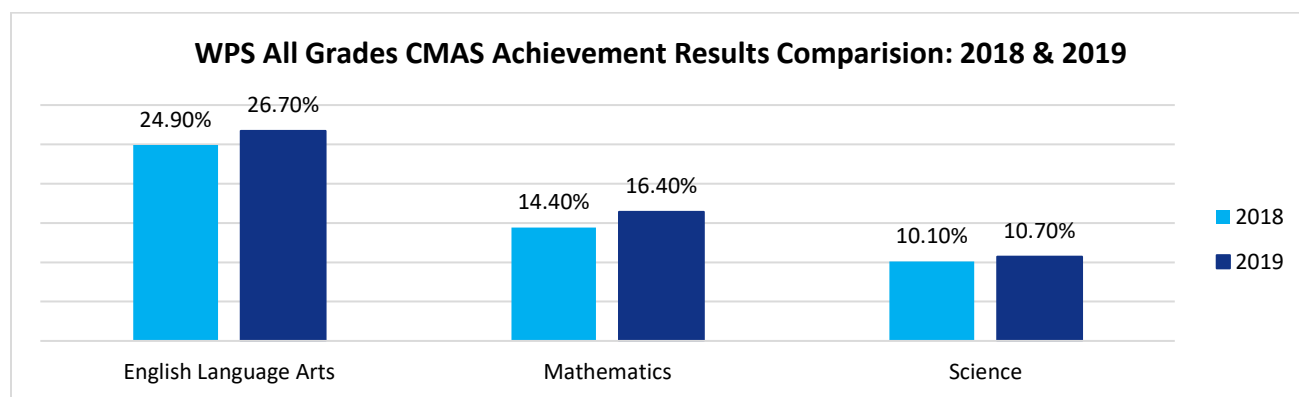
Pause on 2020-21 and 2021-22 State Accountability System Due to COVID-19



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.



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.

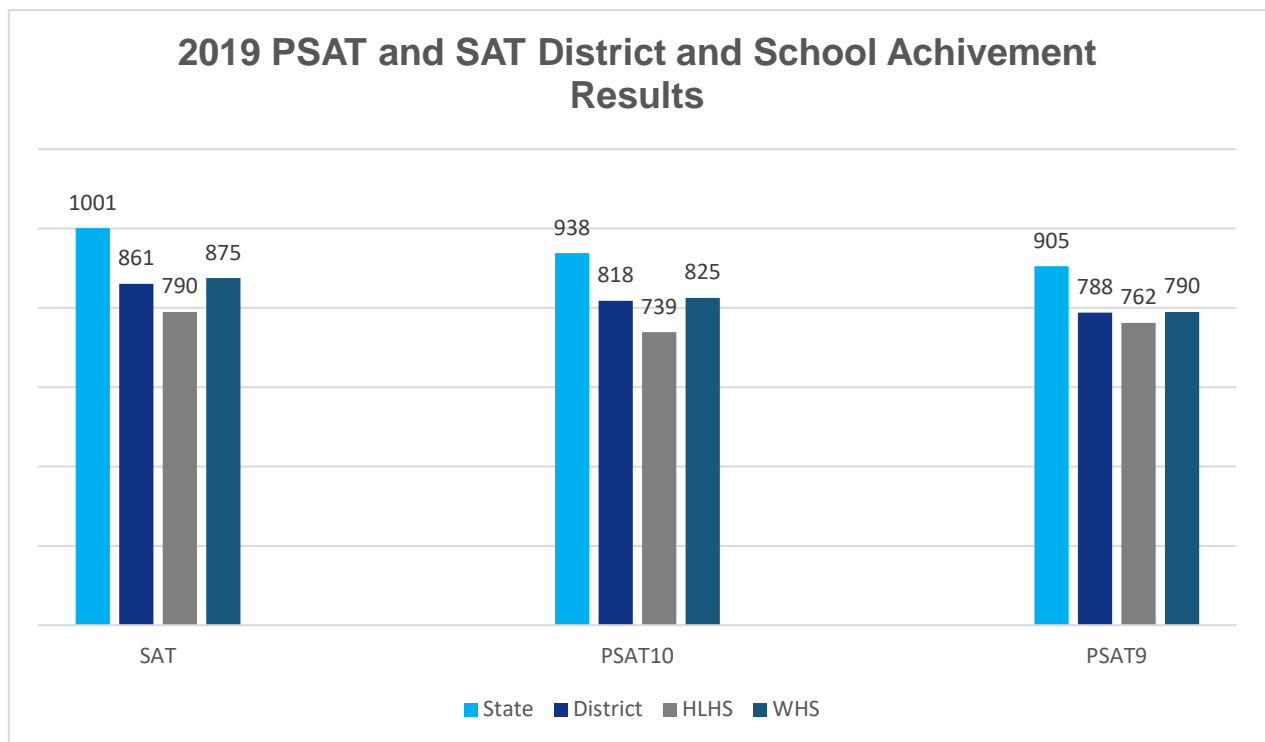
The SAT is closely aligned to challenging classroom work of Colorado schools and focuses on the key skills and concepts that evidence shows matter most for college and career readiness, including:

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.



**Per CDE data, the value for the PSAT9 HLHS field is not displayed in order to project student privacy.*

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 \$50,000 a year with an opportunity for long-term teachers to earn over \$100,000. The agreement shows how much the district values its staff and keeps its promise to the voters. A significant 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.

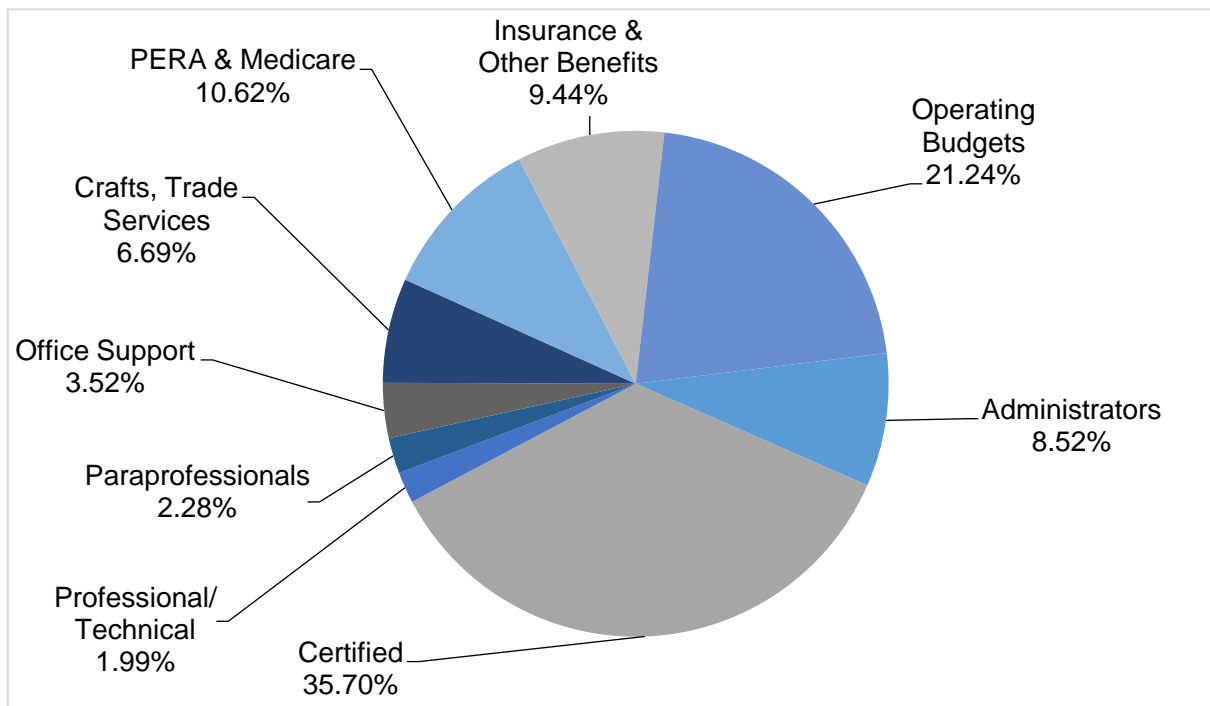
The major portion of any school district budget is allocated to support personnel in order to provide services to students. For 2021-2022 fiscal year, salaries and benefits represent 78.76% of the District's General Fund budget. Considering the District's Vision 2025 Plan, input from District Leadership, 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.

2021-2022 Staffing Positions by Program

Position	Administrator	Instructional Licensed	Professional Technical	Para-Professional	Office/ Admin Support	Craft/ Trades/ Services	Total
School Based Staff	33	490.94	-	150	20	39.6	733.54
2100 - Support Services	3	29.69	-	-	-	-	32.69
2200 – Instructional Support Services	10.63	-	4	-	7	-	21.63
2300 – General Administration	1	-	1	-	3	-	5
2500 – Business Services	3	-	3	-	5.5	8	19.5
2600 – Operation & Maintenance	2	-	5	-	4	32	43
2700 – Transportation Services	0	-	1	-	3	32	36
2800 – Central Services	5	1	7	-	7.5	5	25.5
3000 – Other Non-Instructional Services	1	-	-	-	1	-	2
Total Staff by Job Class	58.63	521.63	21	150	51	116.6	918.86

Staffing by Job Class

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
100 - Principal	18.00	18.00	18.00	18.00	18.00	17
100 - Assistant Principal	11.00	12.00	12.00	13.00	16.00	18
100- Other	22.83	26.01	25.00	23.63	26.63	29
200 - Regular Teacher	349.50	362.50	370.50	388	376	359.5
200 - Other Teacher	183.45	175.04	167.95	142.08	163.58	143.61
200 - Counselors	12	12.5	16.40	17.40	19.50	17.75
200 - Certified Library/Media	1.00	1.00	1.00	1.00	1.00	1
300- Other Professionals	12.5	16.10	19.10	19.50	21.00	23
400 - Instructional Paraprofessional	43.80	44.00	44.00	33.00	41.00	42
400 - Specialized Paraprofessional	50.80	52.00	53.00	55.00	41.30	53
400 - Classified Library/Media	18.00	18.00	18.00	18.00	17.00	14
400 - Other Professional	42.45	42.45	38.64	45.00	41.00	41
500 - Secretarial	43.00	43.00	66.00	48.00	67.00	62
600 - Custodial	65.00	65.00	65.00	65.00	62.00	65
600 - Other	68.75	69.68	46.49	73.80	62.00	33
Total Staff by Program Group	945.08	957.28	961.08	960.41	973.01	918.86



SALARY

LICENSED Salary Schedule

2021-2022

	BA+0	BA+15	BA+30	BA+45	MA+0	MA+15	MA+30	MA+45	MA+60	MA+75	MA+90	DOC
A	55,038	55,783	56,937	60,098	63,893	66,428	69,592	72,756	75,914	83,506	91,099	91,099
B	55,413	56,507	57,568	60,857	64,530	67,061	70,226	73,389	76,865	84,453	92,045	92,045
C	56,105	57,072	58,205	61,621	65,163	67,695	70,857	74,021	77,809	85,401	92,998	92,998
D	56,306	57,643	58,834	62,375	65,793	68,325	71,488	74,652	78,761	86,352	93,946	93,946
E	56,869	58,219	59,465	63,134	66,424	68,960	72,125	75,284	79,711	87,303	94,895	94,895
F	57,438	58,802	60,102	63,897	67,057	69,592	72,756	75,919	80,661	88,251	95,842	95,842
G		59,390	60,734	64,658	67,690	70,226	73,388	76,551	81,606	89,196	96,791	96,791
H			61,363	65,413	68,320	70,857	74,016	77,184	82,559	90,150	97,739	97,739
I			62,000	66,175	68,954	71,489	74,650	77,817	83,502	91,098	98,687	98,687
J			62,630	66,931	69,587	72,124	75,284	78,448	84,453	92,044	99,635	99,635
K			63,261	68,324	70,220	72,758	76,036	79,080	85,402	92,995	100,582	100,582
L			63,893	69,715	70,856	73,485	76,796	79,871	86,354	93,945	101,532	101,532
M			64,532	70,412	71,564	74,220		80,670	87,217	94,895	102,484	102,484
N				71,116	72,280				88,090	95,845	103,509	103,509
O										96,802	104,544	107,738
P										97,771	105,589	108,815
Q												109,903

*A Doctorate stipend of \$1,500 will be paid to eligible employees.

**A stipend of \$1,000 will be paid to eligible employees who have completed 25 or more years of service.

ADMINISTRATOR Salary Schedule

2021-2022

*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	K-8 PRINCIPAL	SUPPORT DIRECTOR	CHIEF/ INSTR/ EXEC DIRECTOR	HIGH PRINCIPAL	HIGH ASST PRINCIPAL	MID SCH PRINCIPAL	MID SCH ASST PRINCIPAL	ELEM PRINCIPAL	ELEM ASST PRINCIPAL	COORDINATOR	K-8 ASST PRINCIPAL
A	\$142,753	\$113,060	\$96,842	\$120,650	\$119,305	\$100,951	\$110,800	\$98,489	\$107,201	\$93,565	\$72,793	\$100,498
B	\$146,016	\$116,170	\$100,370	\$123,925	\$122,584	\$103,589	\$113,856	\$101,127	\$109,986	\$96,457	\$75,291	\$103,111
C	\$149,279	\$119,279	\$103,898	\$127,201	\$125,864	\$106,228	\$116,912	\$103,765	\$112,772	\$99,351	\$77,789	\$105,724
D	\$152,542	\$122,389	\$107,427	\$130,476	\$129,142	\$108,866	\$119,968	\$106,403	\$115,557	\$102,244	\$80,286	\$108,336
E	\$155,805	\$125,499	\$110,956	\$133,752	\$132,422	\$111,504	\$123,024	\$109,041	\$118,343	\$105,136	\$82,783	\$110,950
F	\$159,067	\$128,609	\$114,483	\$137,027	\$135,701	\$114,143	\$126,080	\$111,679	\$121,128	\$108,029	\$85,281	\$113,563
G	\$162,330	\$131,718	\$118,012	\$140,302	\$138,981	\$116,780	\$129,136	\$114,317	\$123,913	\$110,923	\$87,779	\$116,176
H	\$165,593	\$134,828	\$121,541	\$143,578	\$142,261	\$119,419	\$132,191	\$116,955	\$126,698	\$113,815	\$90,276	\$118,789
I	\$168,856	\$137,938	\$125,069	\$146,853	\$145,539	\$122,057	\$135,247	\$119,593	\$129,483	\$116,708	\$92,773	\$121,402
J	\$172,119	\$141,047	\$128,598	\$150,129	\$148,819	\$124,695	\$138,303	\$122,231	\$132,268	\$119,602	\$95,271	\$124,014
K	\$175,382	\$144,157	\$132,125	\$153,404	\$152,098	\$127,334	\$141,359	\$124,869	\$135,054	\$122,494	\$97,769	\$126,627
L	\$178,645	\$147,266	\$135,654	\$156,679	\$155,378	\$129,972	\$144,415	\$127,507	\$137,839	\$125,387	\$100,266	\$129,240
M	\$181,908	\$150,376	\$139,183	\$159,955	\$158,657	\$132,610	\$147,471	\$130,146	\$140,624	\$128,279	\$102,763	\$131,853
N	\$185,171	\$153,485	\$142,711	\$163,508	\$161,936	\$135,248	\$150,527	\$132,783	\$143,409	\$131,173	\$105,261	\$134,467
O	\$188,433	\$156,595	\$146,239	\$166,506	\$165,215	\$137,887	\$153,582	\$135,421	\$146,194	\$134,066	\$107,759	\$137,080

EDUCATIONAL SUPPORT PERSONNEL (ESP) Salary Ranges

2021-2022

INSTRUCTIONAL SUPPORT SALARY SCHEDULE				
INST 01 19.52 - 22.70 – 29.71	INST 02 20.90 - 24.68 - \$32.40	INST 03 22.92 - 26.86 - 34.75		
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 17.81 - 20.58 - 26.89	NONINST 02 20.53 - 23.90 - 31.42	NONINST 03 21.45 - 25.22 - 33.01	NONINST 04 23.57 - 27.34 - 35.20	NONINST 05 27.67 - 32.03 - 39.95
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 19.14 - 22.93 - 29.27	AUX/TECH 02 20.90 - 24.68 - 32.40	AUX/TECH 03 22.28 - 26.07 - 33.22	AUX/TECH 04 25.68 - 30.03 - 37.98	AUX/TECH 05 34.27 - 38.07 - 44.40
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 25.45 - 29.24 - 35.58 Bus Dispatcher Maintenance Specialist	AUX/TECH 04.1 27.00 - 30.53 - 38.23 Driver Trainer Technology Trainer	
			AUX/TECH 04.2 30.24 - 32.51 - 38.60 Head Custodian Secondary	* Lead position receives \$2,500 stipend each year
			AUX/TECH 04.3 32.13 - 34.40 - 38.95 *Carpenter Custodial Trainer Mechanic Sprinkler Technician	
A stipend of \$1,000 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

2021-2022

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	4,129	3,303	3,236	2,817	2,619	1,727	1,383
2	4,355	3,552	3,486	3,063	2,869	1,978	1,632
3	4,604	3,801	3,736	3,314	3,095	2,227	1,882
4	4,852	4,050	3,984	3,540	3,321	2,475	2,131
5	5,080	4,276	4,212	3,767	3,548	2,702	2,357
6	5,306	4,503	4,437	3,993	3,774	2,929	2,582
7	5,532	4,729	4,664	4,220	3,999	3,155	2,809
8	5,759	4,956	4,890	4,447	4,226	3,381	3,036
9	5,985	5,183	5,117	4,673	4,453	3,608	3,263
10	6,212	5,409	5,345	4,899	4,679	3,836	3,489



MIDDLE MANAGER **Salary Schedule**

***A Longevity stipend will be paid to eligible employees. Refer to the employee handbook for more details.**

	Support Manager	IT Support	Professional Technical Support
A	\$71,035	\$71,035	\$56,631
B	\$72,882	\$72,882	\$58,786
C	\$74,730	\$74,730	\$60,941
D	\$76,575	\$76,575	\$63,095
E	\$78,423	\$78,423	\$65,249
F	\$80,268	\$80,268	\$67,711
G	\$82,115	\$82,115	\$70,173
H	\$83,963	\$83,963	\$72,635
I	\$85,808	\$85,808	\$75,098
J	\$88,271	\$88,271	\$77,559
K	\$90,733	\$90,733	\$80,331
L	\$93,194	\$93,194	\$83,100
M	\$95,657	\$95,657	\$85,869
N	\$98,366	\$98,366	\$88,640
O	\$98,981	\$98,981	\$91,410
P	\$101,674	\$101,674	\$94,180
Q	\$104,368	\$104,368	\$96,951
R	\$106,943	\$106,943	\$99,526

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 actions 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 or 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

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

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 witch 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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