

2021-2022 BUDGET TRANSPARENCY GUIDE




Westminster
Public Schools
Where Education is Personal

Navigating THE BUDGET

Dear Community Member,

Thank you for your interest in Westminster Public Schools budget. We have developed this transparency guide to assist you in making sense of the District Budget and to highlight key elements of the District's financial happenings during 2021-2022 fiscal year and the near future. Our goal is to help you understand where District's funding comes from, what it pays for, and how it is used.

This guide is broken down into sections: where the money comes from, where the money goes, what money is left over, and a funds overview. The process is complex, but we hope after reading this guide you will have a better understanding of where our funding comes. Please share this guide with others in the community who may have questions about our budget.



LOOKING TO THE FUTURE

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.

OUR JOURNEY

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

TOP PRIORITIES: VISION 2025

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 **E**xcellence in achievement for all students

VISION 2025

**AIMS TO INSPIRE PEOPLE,
SPARK NEW WAYS OF THINKING,
STIMULATE COLLABORATIONS,
AND COMPEL COLLECTIVE SOLUTIONS.**

There is much work to be done in each of the categories captured by **RISE**, however, the five vision areas outlined in the plan provide a blueprint moving forward to 2020.

WESTMINSTER PUBLIC SCHOOLS HAS SET A BOLD FIVE-PART VISION TO ACHIEVE IN FIVE YEARS:

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.

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.

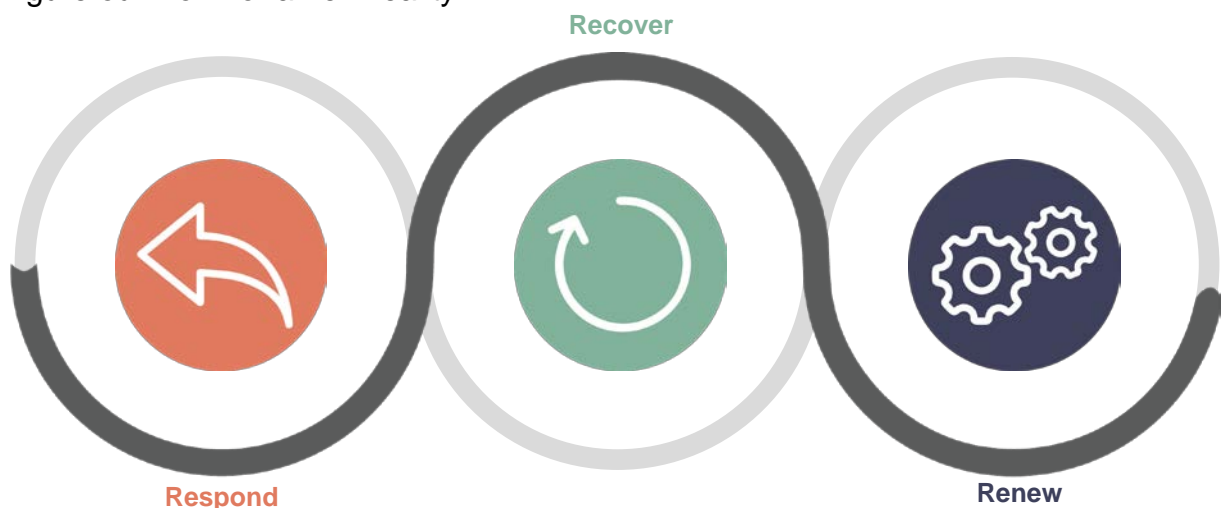
On the other hand, the pandemic has stimulated innovation in the education sector. Looking at the past year in the rear-view mirror, one thing is clear—change is hard; it happens gradually and then suddenly. As a district, we need to identify and analyze the actions we took to respond to this pandemic. 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.



WESTMINSTER PUBLIC SCHOOLS AT A GLANCE

Source: District October Count 2020-2021 & District Data

OUR LEARNING FACILITIES

3 Early Learning/Early
Childhood Centers
4 PK-8 Schools
5 Elementary Schools

4 Innovations Schools
2 High School
2 Middle Schools

8,410
students enrolled

30

Languages are spoken by
students at WPS

2,404

English Language Learners

LEARNING OPPORTUNITIES

- International Baccalaureate (IB)
- Science, Technology, Engineering and Math (STEM)
- Arts Integrated
- Gifted & Talented
- Career & Technical Education

STUDENT DEMOGRAPHICS:

48% female
52% male
75% Hispanic
17% Caucasian
4% Asian
2% African-American
Less than 1% American-Indian/Alaskan Native
Less than 1% Native Hawaiian/Pacific Islander

76%

of students in the District qualify for
free and reduced lunch

2.2 million

lunches & breakfasts served

72.5%

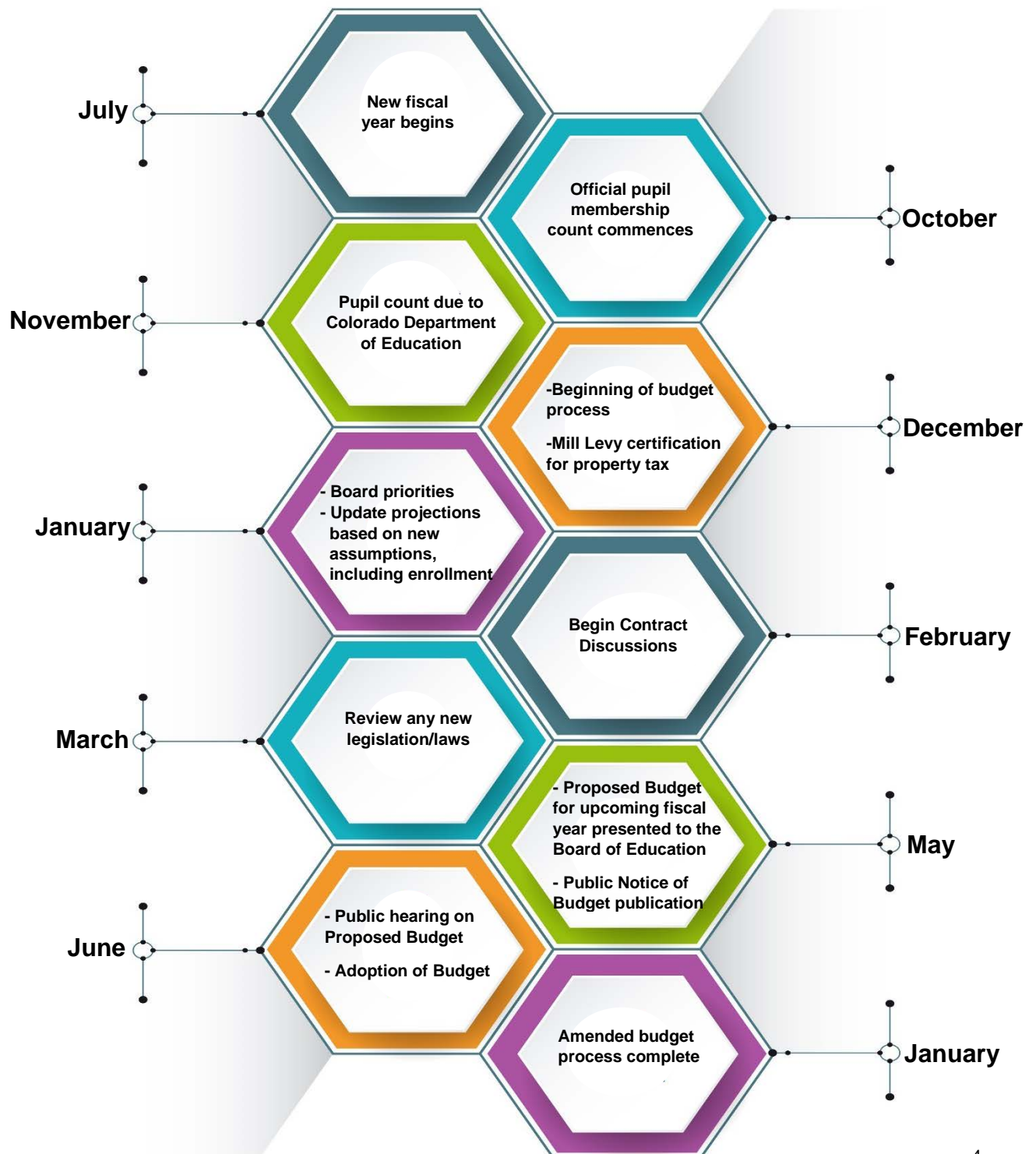
4 year graduation rate for Westminster
Public Schools

272

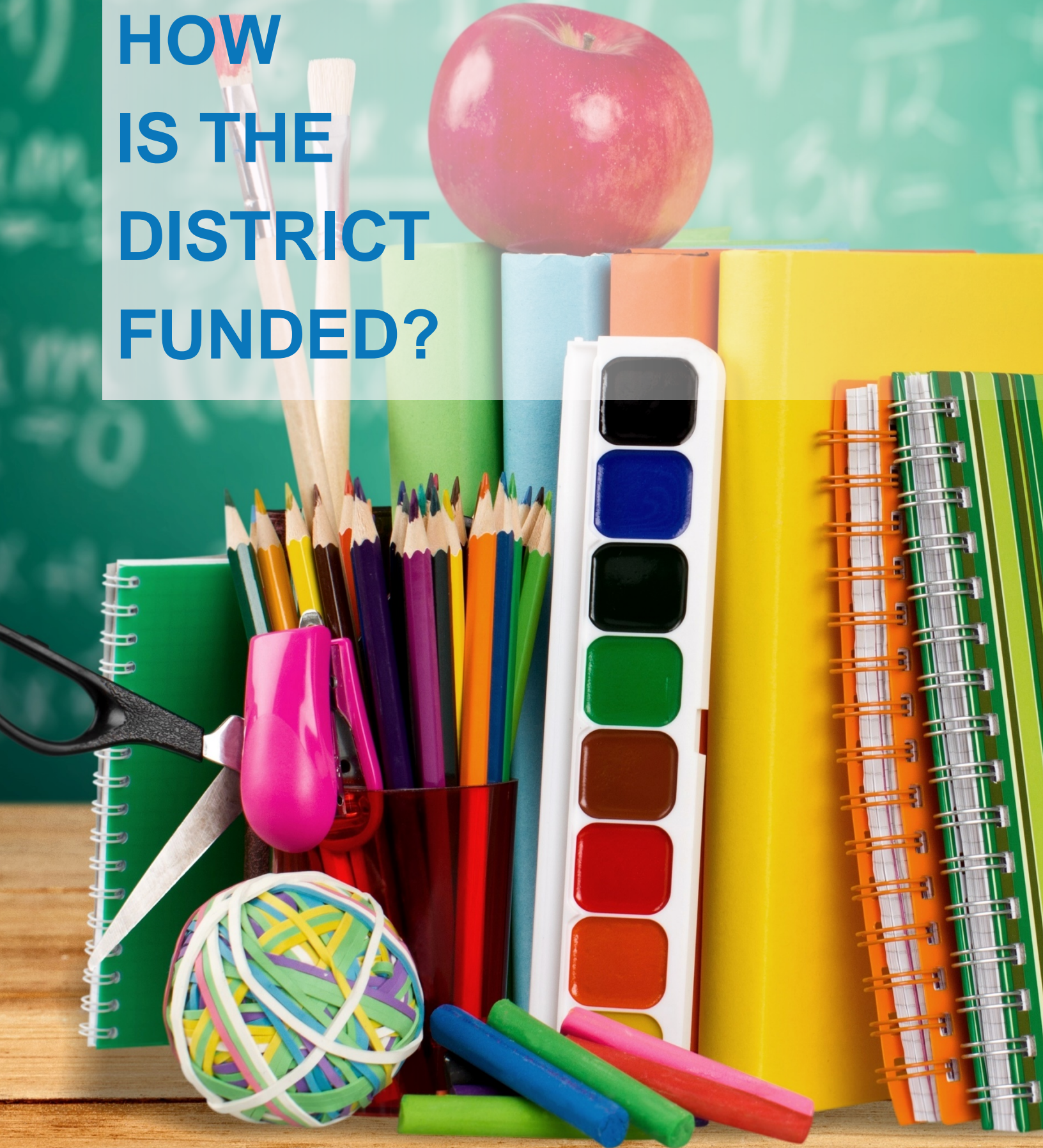
gifted & talented students

Quick Facts: Budget Development Calendar

The district-wide budget development process is a collaborative effort involving many stakeholders, including school personnel, District Leadership Team, Finance Department, Chief Financial Officer, the Superintendent, and the Board of Education (BOE). The budget reflects the labor and material resources required to fulfill the goals and objectives outlined by the Board. The budget serves as an operation plan for the full fiscal year. The preparation process begins each year in December and concludes with the Board's adoption of the final budget in June. Any amendments to the adopted budget must be presented to the Board in January.



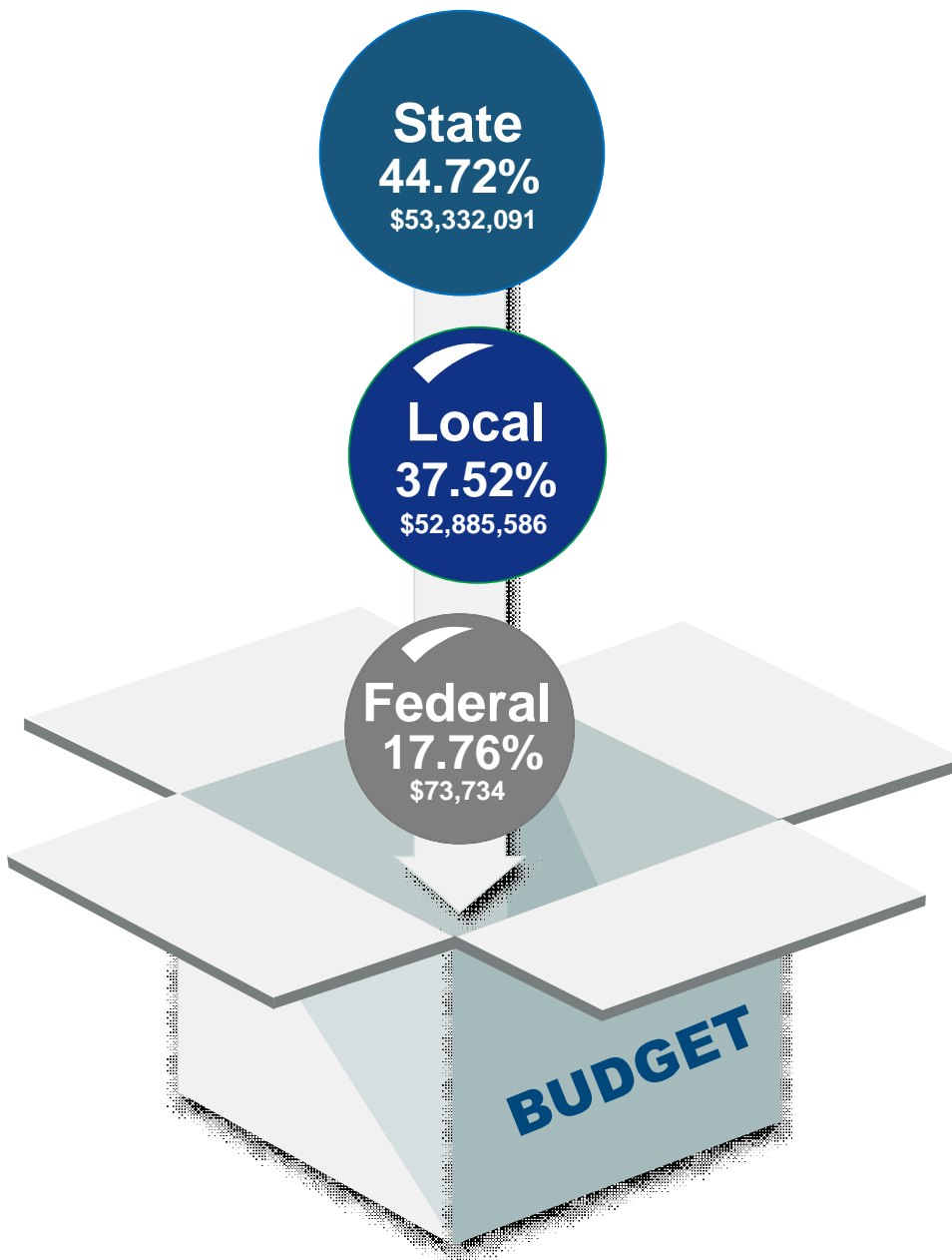
HOW IS THE DISTRICT FUNDED?



Sources: Where the Money Comes From

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. Districts whose property valuations are lower receive more funding from the state.

Funding Sources: All Funds



STATE

The amount of funding our school district receives is based on the Total Program Funding formula outlined in the Colorado School Finance Act. These “categorical” programs include funding for vocational education, special education, transportation, 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.

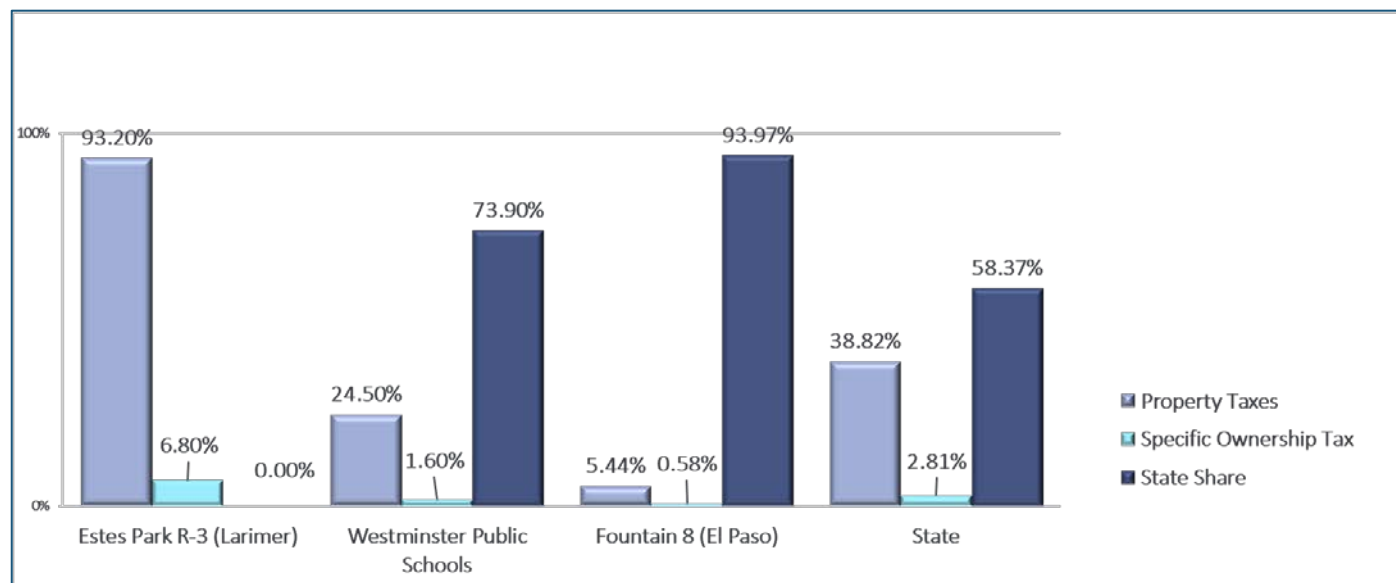
FEDERAL

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. Federal funding can only be used for specific purposes, and the district has limited flexibility with how it can be spent.

Sources: Where the Money Comes From

How WPS Program Compares with Other Districts

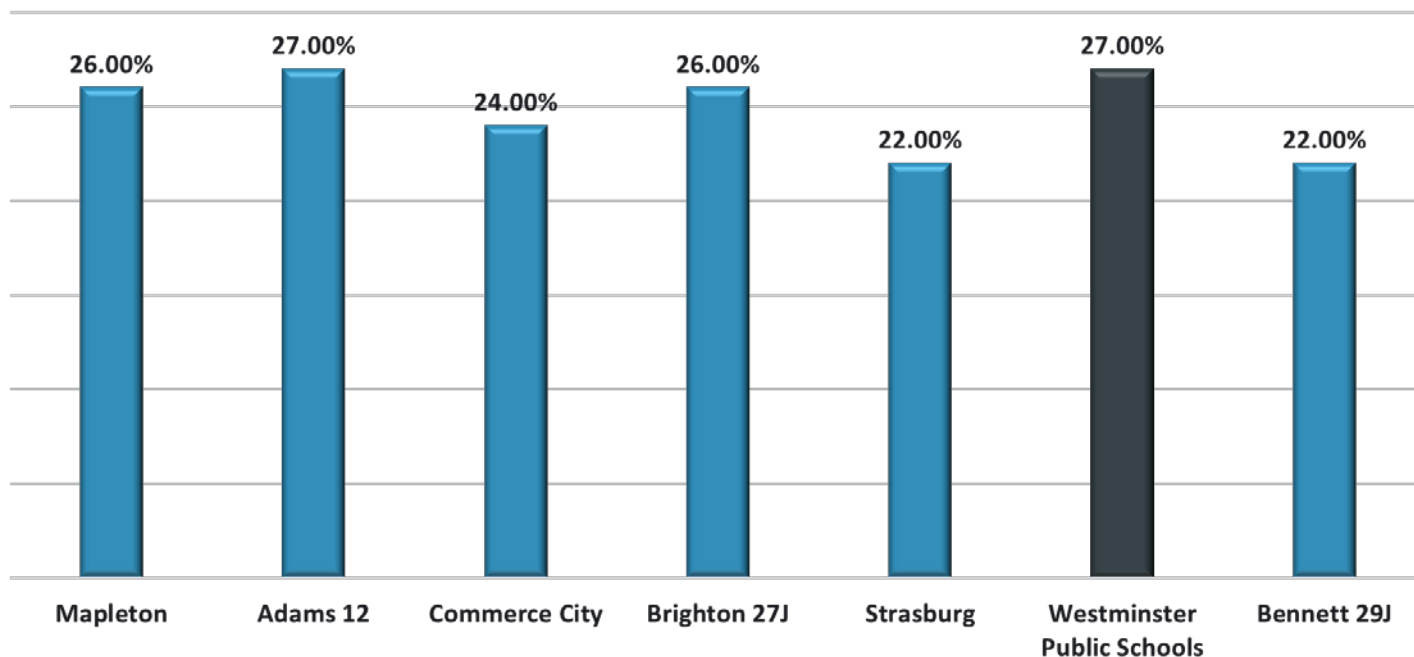
The following charts illustrates the funding comparison for Westminster Public Schools, compared with other school districts in Colorado.



Source: U.S. Census Bureau

Mill Levy Comparison

Override Percentage of Total Program

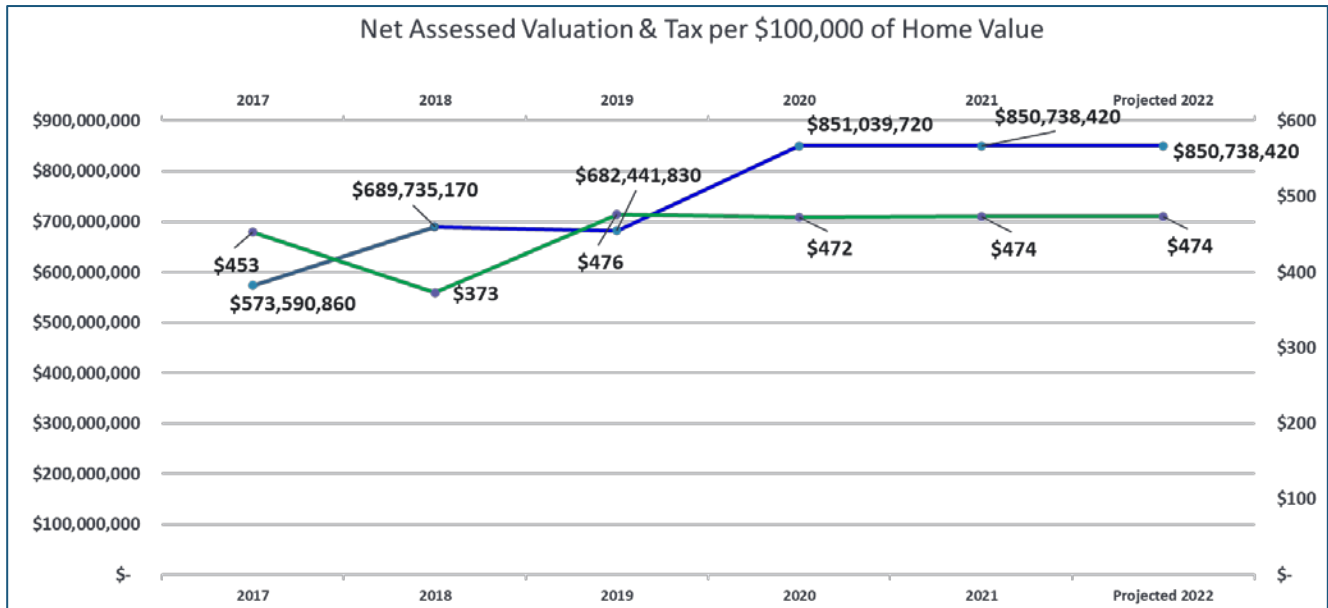


Source: U.S. Census Bureau

Sources: Where the Money Comes From

Net Assessed Valuation & Property Taxes

Districts with higher assessed valuations receive most of their revenue from local property taxes and the state therefore contributes less. Conversely, districts whose property valuations are lower, receive more funding from the state. 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

To estimate the portion of your property tax bill that goes toward the school district, use the following formula.

$$\begin{array}{c} \text{Residential} \\ \text{Assessed} \\ \text{Value} \end{array} \times \begin{array}{c} \text{Assessment} \\ \text{Rate 7.15\%} \end{array} \times \begin{array}{c} \text{School Tax} \\ \text{Estimated} \\ \text{Mill Rate} \end{array} \div 1,000 = \begin{array}{c} \text{School} \\ \text{Property Tax} \end{array}$$

The district's combined total December 2020 assessed valuation is \$850,738,420. This amount is projected to increase due to new construction and economic growth.

Source: Adams County, Colorado Assessor's Department

Sources: Where the Money Comes From

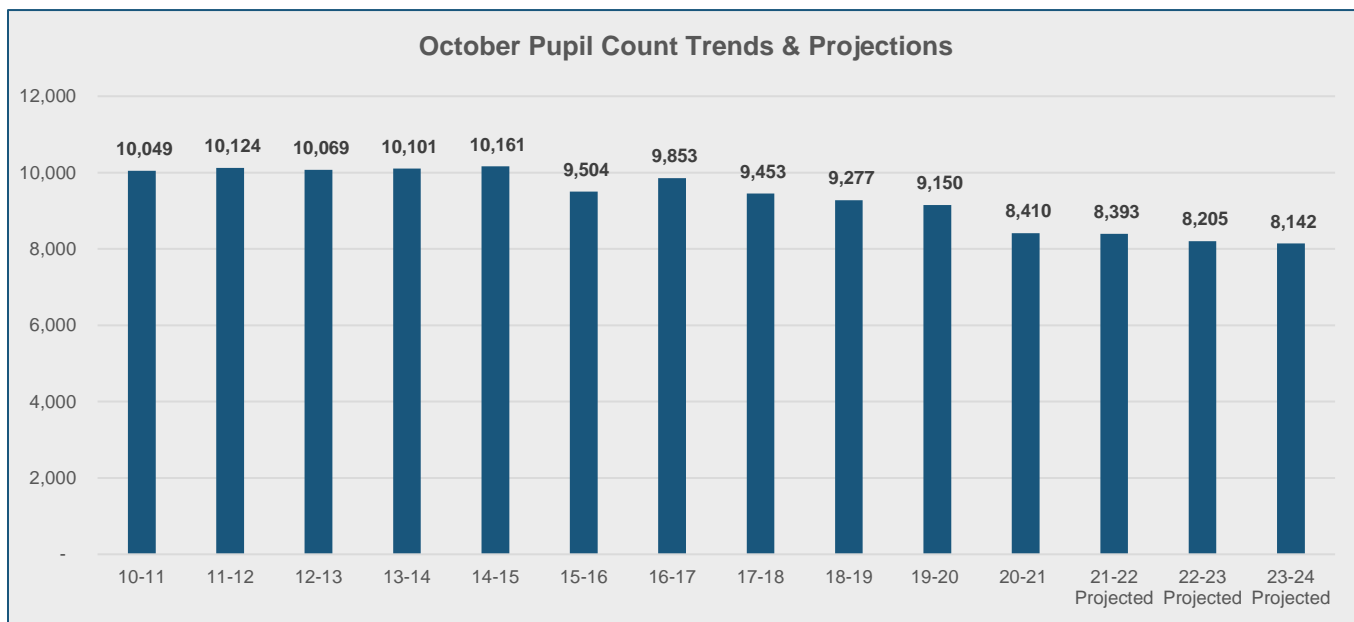
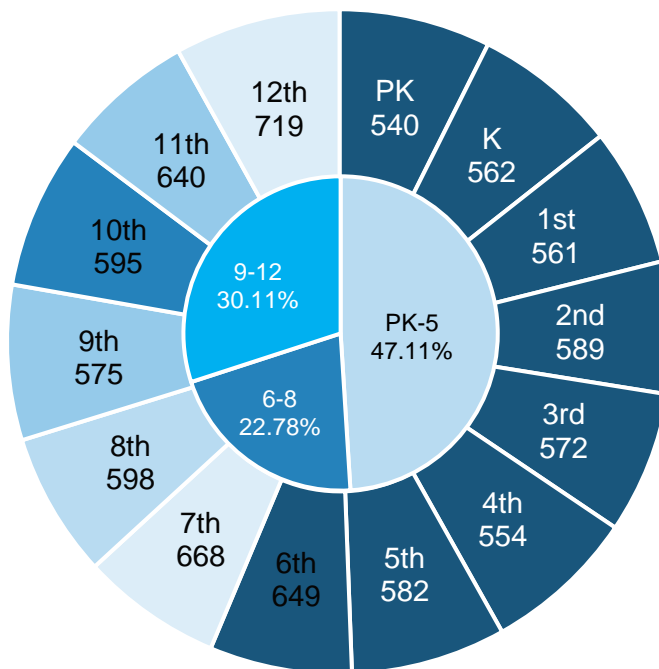
How Enrollment Affects The Budget

The State funds school districts on a per-pupil basis, therefore, enrollment plays a vital part in developing the District's budget. 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.

Each year all public school districts and facilities across the state of Colorado participate in the Student October Count. The Count is based on a one day membership count in which districts are asked to report all students who are actively enrolled and attending.

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.

District October Count by Grade
2020-21 Academic Year



Source: District Information and Student October Count Data



**IN DEPTH
LOOK AT
THE
GENERAL
FUND**

Sources: General Fund Revenues

The general fund is the main district fund. It pays for day-to-day operations of the school district like supplies and materials, majority of salaries and benefits, as well as expenditures associated with transportation, technology, and many others.

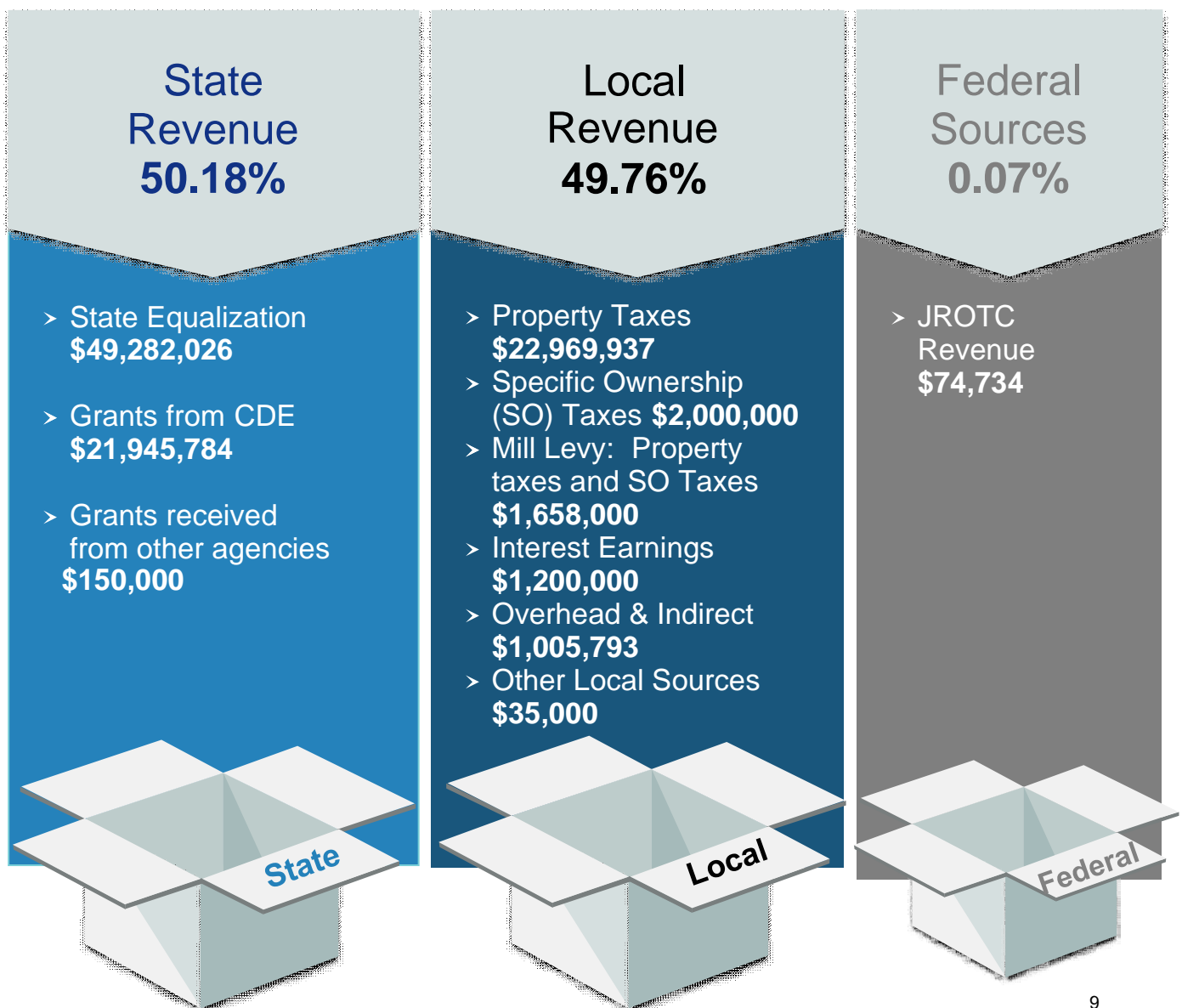
State sources like State equalization and various grants from Colorado Department of Education comprise the state share and represent **50.18%** of total General Fund revenue.

Local sources are the biggest source of income for the general fund. These sources

contribute **49.76%**. Items like Property Taxes, Mill Levy Overrides, and others contribute to these funds. The assessed valuations for property located within the District have fluctuated in the last five years primarily due to the effect of the economy on the housing market. The estimated assessed valuation upon which property taxes are levied and collected during the 2021-22 fiscal year is projected to come in at \$850,738,420.

Federal funding accounts for **0.07%** of the General Fund revenue. These funds support the JROTC program at the district.

Funding Breakdown



Sources: General Fund Revenues

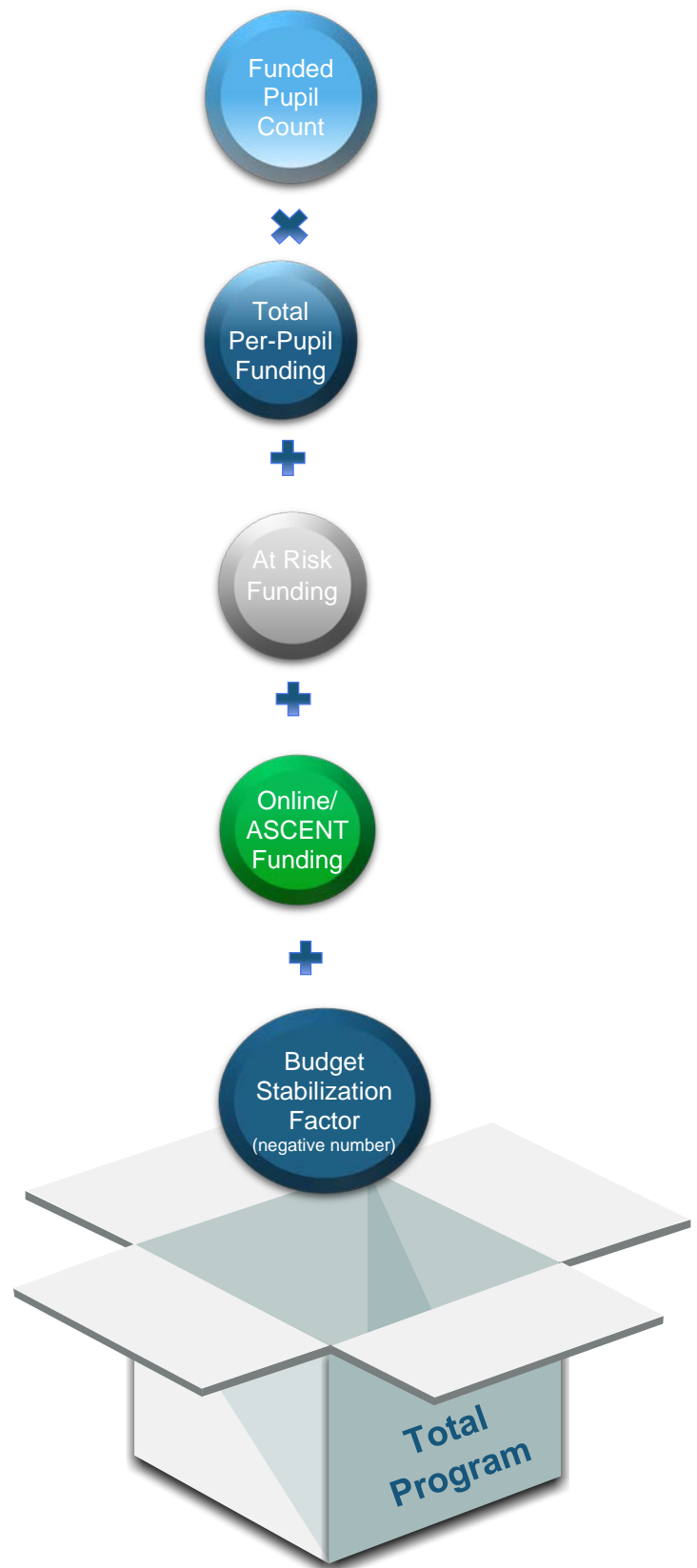
State Share: Funding Formula

Total Program is a term used to describe the total amount of money each school district receives under the School Finance Act (SFA) of 1994. SFA established a formula to distribute funding to school districts across Colorado. The Total Program Funding includes a base amount, which is the same for all school districts, plus additional amounts called factors. Factors vary by district and compensate for financial differences among districts, such as cost-of-living, size of the district, at-risk student population and personnel costs. After program is calculated, Budget Stabilization Factor(negative factor) is applied. Starting in 2009, in order to make across-the-board cuts from all districts, the legislature added a new “budget stabilization” or “negative factor” to the School Finance Act formula. The statewide base can change from year to year based on the state’s economic condition, obligations and other factors.

- For each pupil funded in the October Pupil Count, the formula provides a base per-pupil amount of money plus additional money to recognize district-by-district variances in cost of living, personnel costs, and size. The Total Program amount also includes additional funding for at-risk pupils.

The budget is based on the following factors:

- Base funding \$7,225.28
- Cost of living factor 1.216
 - Determined by legislature every two years. Districts with higher costs of living have a higher factor.
- District size factor 1.0297
 - Unique to each district and is determined using enrollment. Small districts have a larger size factor.
- Personnel cost factor 0.8867
 - Vary by school district. Based on enrollment.
- Non-personnel cost factor 0.1133
 - Vary by school district. Based on enrollment.
- Budget Stabilization Factor 6.78%



Sources: General Fund Revenues

Local Funding Mill Levy Overrides

Mill Levy Overrides provide additional funding for operating expenses. In November 2018, the District's voters approved a ballot measure requesting additional mill levies. The measure will increase taxes by \$9.9 million in 2019 and by up to 14.5 mills thereafter to be used for general fund purposes including capital improvements and other education priorities like school safety, expanding CTE programs, attracting and retaining high quality staff. In order to maximize the value of the dollars, the district issued Certificates of Partition (COPs) for its capital construction needs in the amount of \$80.4 million. COPs allow the district to use the funds up front as well as take advantage of a competitive interest rate. 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.

Bonds

Bonds provide funding for capital needs. Bond money is restricted by law and can only be used for major repairs and renovations, additions to schools, new school buildings and technology.

The District issued \$98.6 million in new General Obligation Bonds in December 2006. The funds were used to build a new high school and an elementary school, as well as installing air conditioning in a number of the district's elementary school buildings.

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

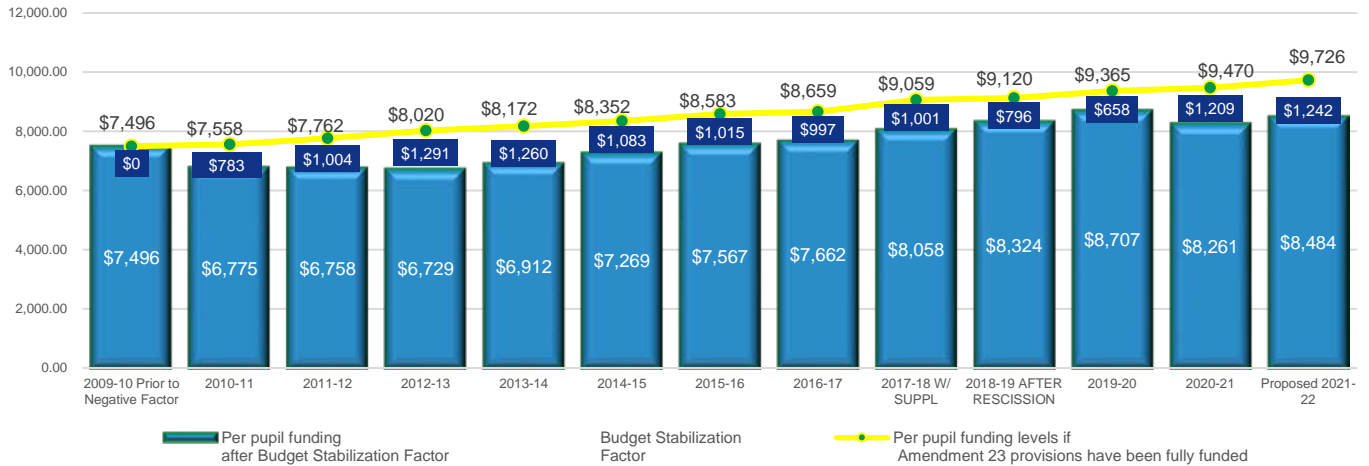
Period Ending	2019 Principal	2019 Interest	2020A Principal	2020A Interest	2020B Principal	2020B Interest	Total Fiscal Year
6/30/2021	-	-	-	285,333	-	259,954	545,287
6/30/2022	-	-	-	480,000	-	437,305	917,305
6/30/2023	-	-	-	480,000	-	437,305	917,305
6/30/2024	1,385,000	3,178,813	720,000	465,600	-	437,305	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

Sources: General Fund Revenues

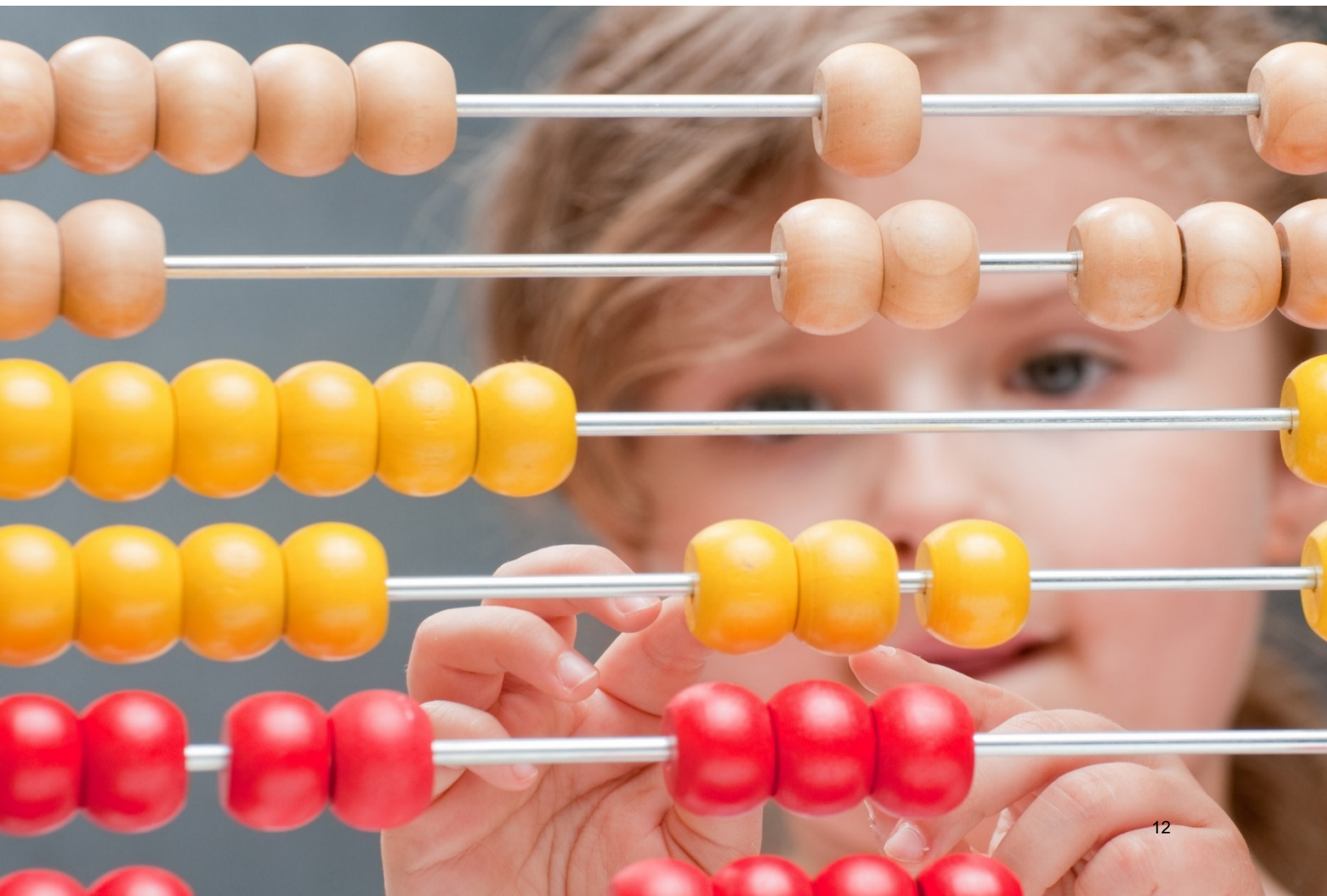
Revenue Per Pupil

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

Per Pupil Revenue Per Public School finance Act of 1994



Source: District Information and Student October Count Data



Sources: General Fund Revenues

General Fund Expenditures

The District's expenditures reflect the implementation of the budget goals and objectives adopted by the Board of Education for the fiscal 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.

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.

Board priorities included in the Financial Plan

Past and Current Board priorities in the budget plan include reserve 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

Other Board priorities from prior years include:

- Increase Schools/Departments Budgets
- Expand counseling services
- Continue to offer daycare programs
- Expand YESS program to K8 schools
- Expand Boys & Girls Club
- Expand safety & security
- Continue to expand Athletics & Activities
- Added Social Emotional Services



Sources: General Fund Expenditures

Classifying Expenditures

Westminster Public Schools uses a chart of accounts prescribed by the Colorado Department of Education to account for its revenues and expenditures by fund, location, program, project, and object.

Object identifies the type of expenditures, job, and grants. For expenditures, objects break down into

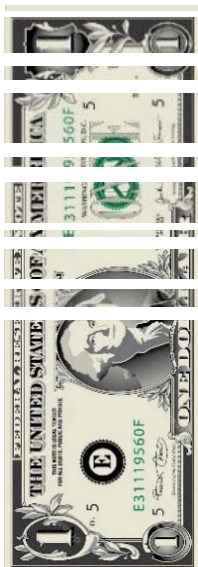
salaries, benefits, various purchased services, supplies, property-related expenditures, and others.

Analyzing expenditures by the **program** allows the district to track expenditures by the activity for which a service or material object is acquired. The program also provides for discernment between instructional and non-instructional spending

Expenditure and Transfer Analysis by Object

Expenditures	
Salaries	\$ 62,161,309
Employee Benefits	21,246,432
Purchased Services	5,837,403
Purchased Property Services	1,709,983
Other Purchased Services	1,598,577
Supplies	3,972,777
Property	134,321
Other Objects	9,243,310
Total Expenditures	\$ 105,904,112
Transfer Allocations to Other Funds	
Transfer to Student Athletic and Activity Fund	800,000
Transfer to Daycare Program	400,000
Transfer to Capital Reserve Fund	2,627,512
Transfer to Risk Management Fund	1,628,725
Transfer to Colorado Preschool Program	3,345,705
Total Transfer Allocations	\$ 8,801,942
Prior Year Obligations	-
Total Transfer Allocations, Expenditures & Prior Year Obligations	\$ 114,706,054

How Each Dollar is spent



44¢ General Instruction and Instructional Support Services

Costs associated with the delivery of instructional services to students, which include teachers, classroom supplies and equipment, instructional staff training, instructional and curriculum development, student assessments, etc.

12¢ Student Support Services and Instructional Staff Support Services

Costs associated with support services for students like guidance and counseling, school library/media centers, nurses, psychologists, social workers, curriculum and staff development, supplies and materials and equipment.

9¢ Operations & Maintenance

Maintenance, operations, utilities, custodial services and security services.

11¢ School Level Leadership & Management

School-Level administration, including principals, assistant principals, and front office staff, office supplies and equipment.

15¢ Support Departments

Human Resources, Financial Services, Operations Department, Communications, staff development, Purchasing, Warehouse, Board of Education, Technology, legal services, assessments, Learning Services, Risk Management and curriculum.

5¢ Transportation

Bus transportation for pupils and vehicle maintenance.

4¢ Other Services- Community Services like Boys & Girls Club.

Sources: General Fund Expenditures

Expenditure Analysis by Program

Instructional Spending | Programs 0010 - 2099

Total Spending: \$ 50,209,066
94.83% Salaries & Benefits
1.14% Purchased Services
3.64% Supplies & Materials
0.39% Property and Other
Per-Student Cost: \$6,286

Instructional spending includes those activities that deal directly with interactions between staff and students and accounts for more than 47.41% of all General Fund expenditures. It encompasses salaries, benefits, and other expenditures supporting teachers, teacher librarians, teacher substitutes, instructional coaches, paraprofessionals, athletic official, workers, trainers, etc. Other expenditures like general supplies and materials, equipment, textbooks, copies usage, athletics supplies, and student transportation are also included in this category.

Support Services: Students | Program 2100

Total Spending: \$5,143,328
90.36% Salaries & Benefits
9.09% Purchased Services
0.52% Supplies & Materials
0.03% Property and Other
Per-Student Cost: \$ \$644

Program 2100 tracks expenditures related to activities designed to assess and improve the well-being of students and to supplement the teaching process. Supporting services for students represent over 4.86% of General Fund expenditures. This program includes costs associated with social work, attendance services, nursing services, guidance services, psychological services and other various instructional and non-instructional student-related expenditures.

Support Services: Instructional Staff | Program 2200

Total Spending: \$9,550,029
81.37% Salaries & Benefits
15.37% Purchased Services
2.48% Supplies & Materials
0.78% Property and Other
Per-Student Cost: \$1,196

Instructional Staff for Supporting Services represents almost 9.02% of the District's total General Fund expenditures. Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students belong in this category. These services pertain to interactions between students and teachers, focusing on designing the curriculum training staff on training methods, assessing the student's learning and retention of the subject and delivering and coordinating such activities.

Supporting Services: General Administration | Program 2300

Total Spending: \$1,603,313
63.05% Salaries & Benefits
5.47% Purchased Services
7.97% Supplies & Materials
1.11% Property and Other
Per-Student Cost: \$201

Activities concerned with establishing and administering policy for operating the school district are charged to Program 2300, General Administration Supporting Services. This program represents 1.51% of General Fund expenditures. Business Office Services are classified under program 2500 and are not included in this program.

Sources: General Fund Expenditures

Expenditure Analysis by Program

Supporting Services: School Administration | Program 2400

Total Spending: \$8,171,186
97.40% Salaries & Benefits
0.15% Purchased Services
2.37% Supplies & Materials
0.08% Property and Other
Per-Student Cost: \$ \$1,023

School Administration Supporting services represent costs associated with overall administrative responsibility for a school or a combination of schools. This category encompasses salaries, benefits, and other expenditures related to Principals, Assistant Principals, Secretaries, and Office Assistants at the District's schools. Program 2400 represents just over 7.72% of all General Fund spending.

Supporting Services: Business | 2500

Total Spending: \$2,545,756
77.75% Salaries & Benefits
15.30% Purchased Services
5.70% Supplies & Materials
1.25% Property and Other
Per-Student Cost: \$318

Business Supporting Services reflect expenditures concerned with paying, transporting, exchanging, and maintaining goods and services for the entire school district. Included are fiscal and internal services necessary for operating the school district. Business and fiscal services, purchasing services, warehousing and distributing, and other supporting services belong in this category. Just over 2.40% of General Fund transactions are associated with Business Supporting Services.

Operations & Maintenance | Program 2600

Total Spending: \$10,345,210
61.58% Salaries & Benefits
2.69% Purchased Services
34.08% Supplies & Materials
1.65% Property and Other
Per-Student Cost: \$1,295

Activities associated with keeping buildings, grounds, and equipment in effective working condition are charged under Operations and Maintenance. The program also includes safety and security, as well as minor construction. Over 9.77% of all general fund expenditures are charged under program 2600.

Student Transportation | Program 2700

Total Spending: \$2,346,055
85.37% Salaries & Benefits
3.28% Purchased Services
11.09% Supplies & Materials
0.26% Property and Other
Per-Student Cost: \$294

Program 2700 represents costs associated with supervision of students, vehicle operation, servicing, and maintenance services, monitoring services, and others concerned with the transportation of students to and from their place of residence and the school in which enrolled. The expenditures also include any special education or vocational education transportation transactions, as well as other school-related activities. Student Transportation represents 2.22% of the General Fund expenses.

Sources: General Fund Expenditures

Expenditure Analysis by Program

Central Support | Program 2800

Total Spending: \$11,544,231
31.24% Salaries & Benefits
13.66% Purchased Services
7.59% Supplies & Materials
47.51% Property and Other
Per-Student Cost: \$1,445

Central Support Services program 2800 expenditures represent activities, other than general administration, which support each of the other instructional and support services programs. These activities include planning, research, development, evaluation, information, staff, data processing, and risk management services. Program 2800 accounts for 10.90% of all General Fund expenditures.

Other Support Services | Program 2900

Total Spending: \$3,227,604
0.13% Salaries & Benefits
2.48% Purchased Services
0.50% Supplies & Materials
96.89% Property and Other
Per-Student Cost: \$404

All other support services program not classified elsewhere in the 2000 series are captured in the program 2900. For 2021-22 FY, expenditures associated with the District's CBS symposium fall into this category, which represents less than 3.05% of all General Fund expenditure transactions.

Community Services | Program 3300

Total Spending: \$1,218,334
57.58% Salaries & Benefits
38.60% Purchased Services
3.82% Supplies & Materials
0.00% Property and Other
Per-Student Cost: \$153

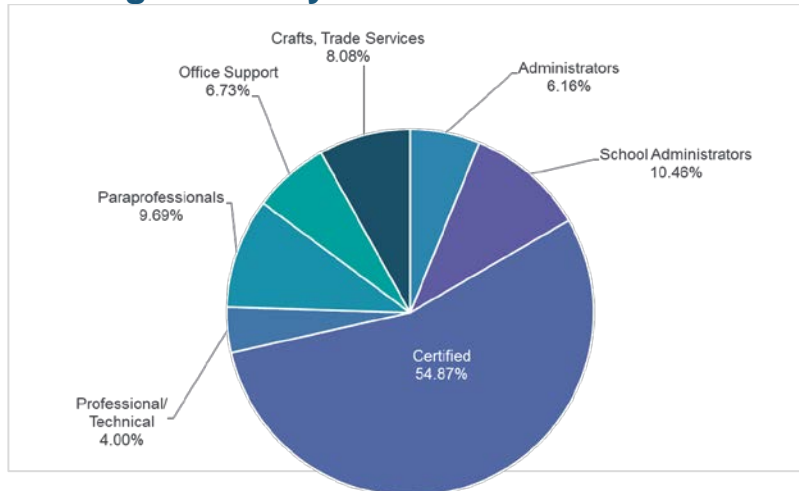
Community Services account for 1.15% of all General Fund spending. Examples of transactions represented in this category are Boys and Girls club, daycare, or vocational education for adults, to name a few.

STAFFING

Westminster Public Schools 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. The district is one of the highest paying districts in the state.

For the 2021-22 fiscal year, the District's licensed starting salary is \$55,038.

Staffing Summary



Staffing Summary: by Job Class

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

The 2021-2022 budget reflects the district's outmost commitment to its employees and its goal to recruit and retain the finest licensed personnel and support staff.

More than **82%** of the District's General Fund Expenditures will go towards salaries and benefits.

FUND BALANCE

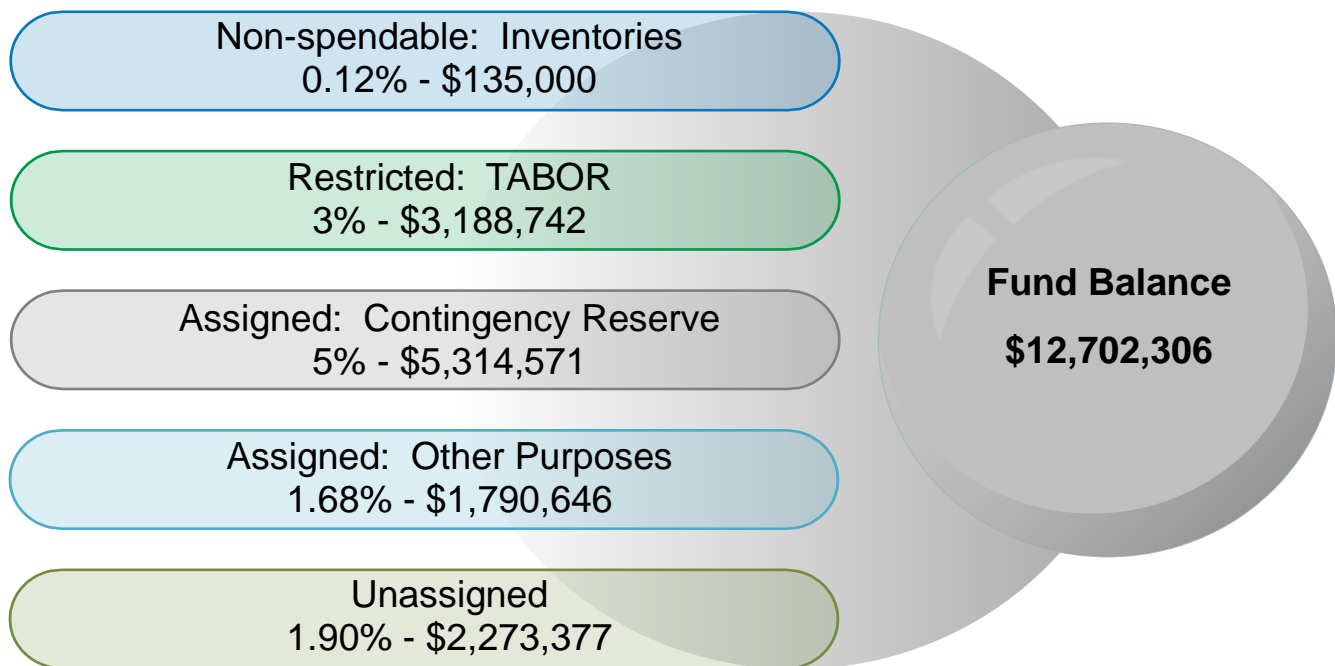
The term fund balance is used to describe the net position of governmental funds in accordance with generally accepted accounting principles (GAAP). Adequate levels of fund balance help mitigate current and future risks like revenue shortfalls and unanticipated expenditures.

Reserves

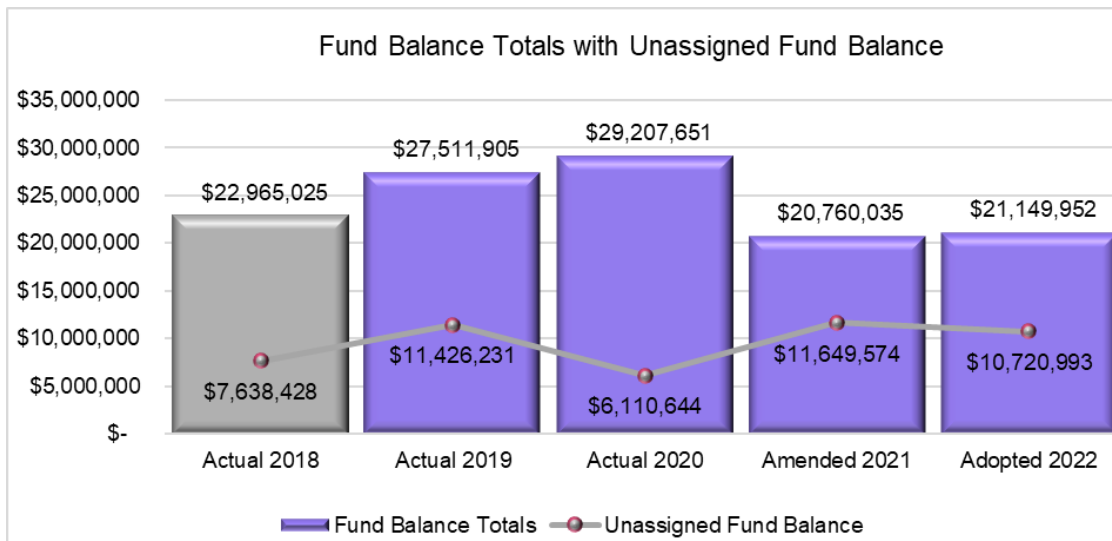
Reserves are portions of the fund balance that are restricted from current use because they are needed to pay liabilities for other purposes outside of the current year. For example, due to TABOR, the district must set aside 3% of its budgeted expenditures for the upcoming fiscal year.

- Fund balance is not a savings account, rather, it's the difference between assets and liabilities in a governmental fund.
- The amount within fund balance fluctuates considerably through the year.
- Only the board reserves portion of the fund balance can be spent at the discretion of the Board.

Fund Balance: Percent of Budgeted Revenues



Fund Balance History



Source: District Adopted Budget



OTHER DISTRICT FUNDS

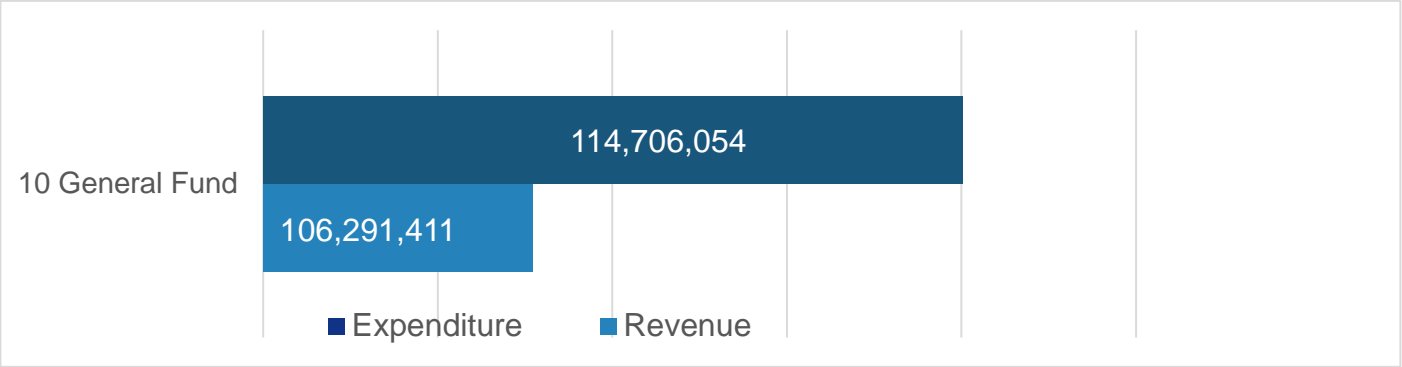
SUMMARY OF ALL DISTRICT FUNDS

Westminster Public Schools has ten different funds. General Fund is the District's main operating fund and accounts for more than half of all expenditures. Government resources are allocated to and accounted for in individual funds based upon the purposes for which they are to be spent and how spending activities are controlled. Any budgeted fund that represents more than 10 percent of the total appropriated expenditures is

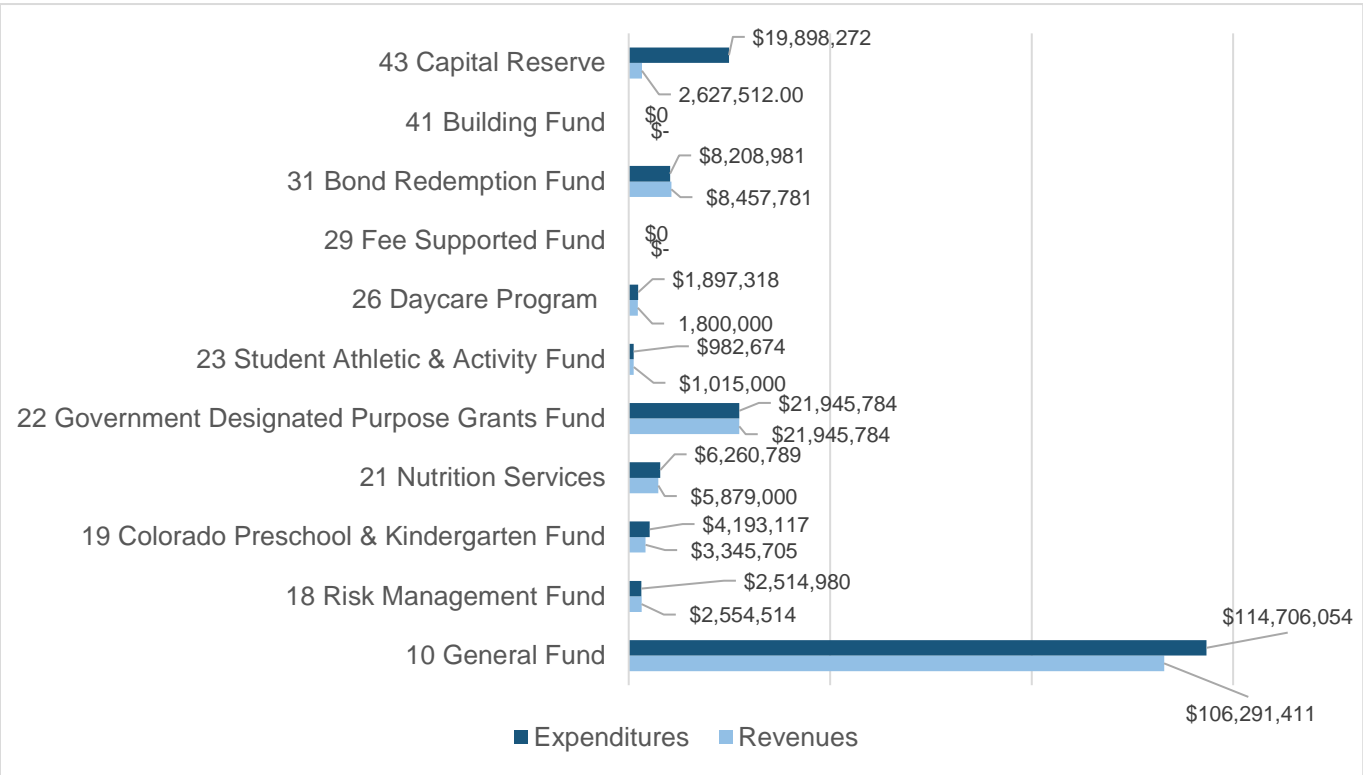
considered a major fund. The operating objectives of governmental entities, such as school districts, are different from those of commercial enterprises and therefore accounting requirements are different. Governmental entities use fund accounting to track revenues and expenditures. This is particularly important because some funds have very specific restrictions on how dollars can be spent.

SEPARATE FUNDS ENSURE DOLLARS ARE TRACKED AND USED FOR INTENDED PURPOSES

Revenue & Expenditure Comparison: General Fund (Includes Transfers)



Revenue & Expenditure Comparison: Other Funds (Includes Transfers)



SUMMARY OF ALL DISTRICT FUNDS

COVID Dollars

COVID Relief Funding 2020-2024

➤ *CRF At Risk	\$5,904,509
➤ Adams County CARES	4,334,014
➤ West Ed Foundation from Adams County CARES	501,000
➤ **ESSER I	2,065,454
➤ **ESSER II	8,411,479
➤ **ESSER III	18,890,987
➤ ***CDHS Child Care Relief	130,435
<hr/>	
	\$ 40,237,879

Where are the dollars going?

- Westminster Virtual School
- Lower class sizes
- Personal Protective Equipment (PPE)
- Nutrition
- Adjustments in ESP staff
- Keeping 1-to-1 technology
- Hotspots for families
- Added security for online instruction
- Technology systems used for interventions
- Extended school year

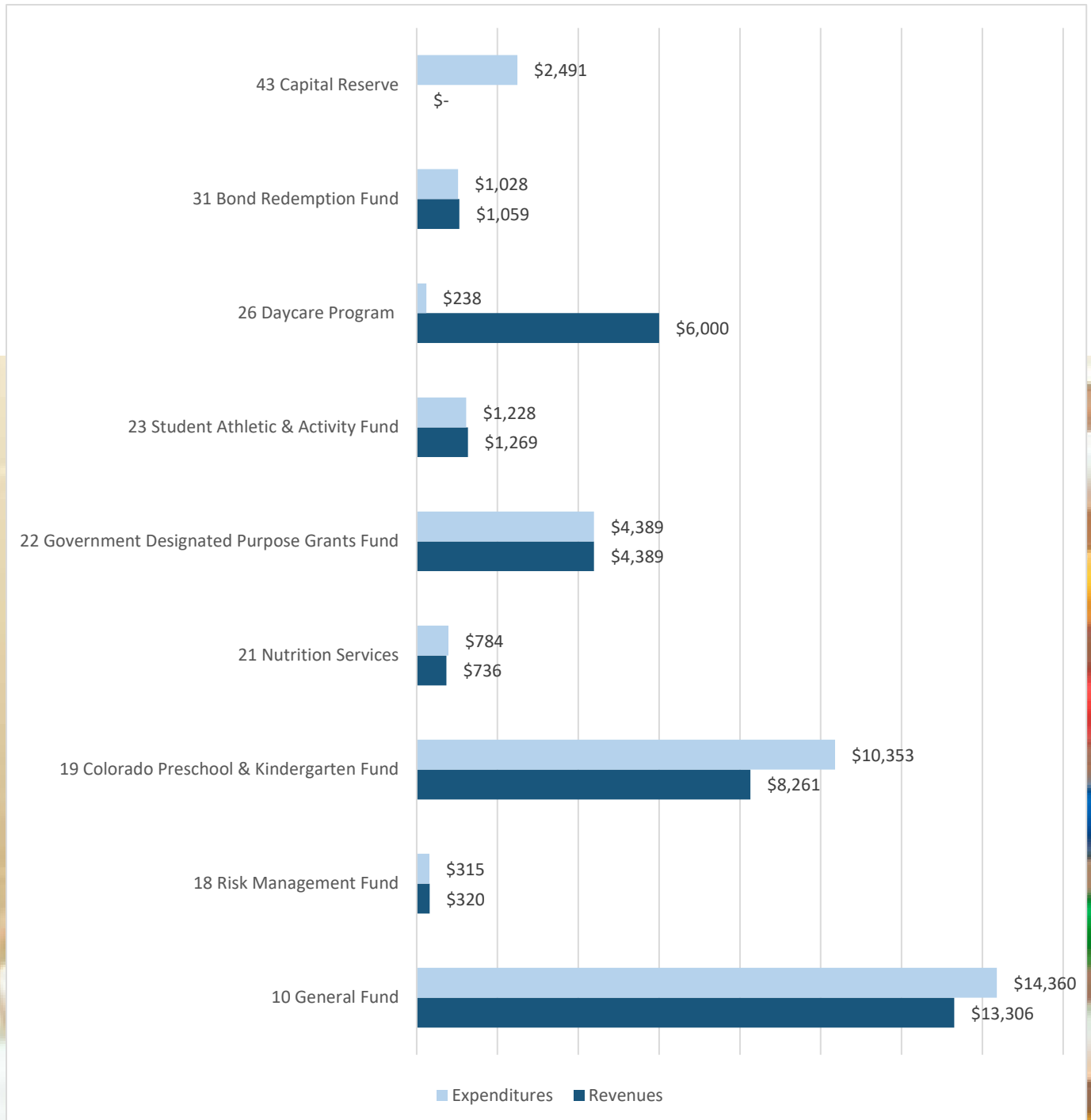
*Coronavirus Relief Fund (CRF)

**Elementary Secondary School Emergency Relief Fund (ESSER)

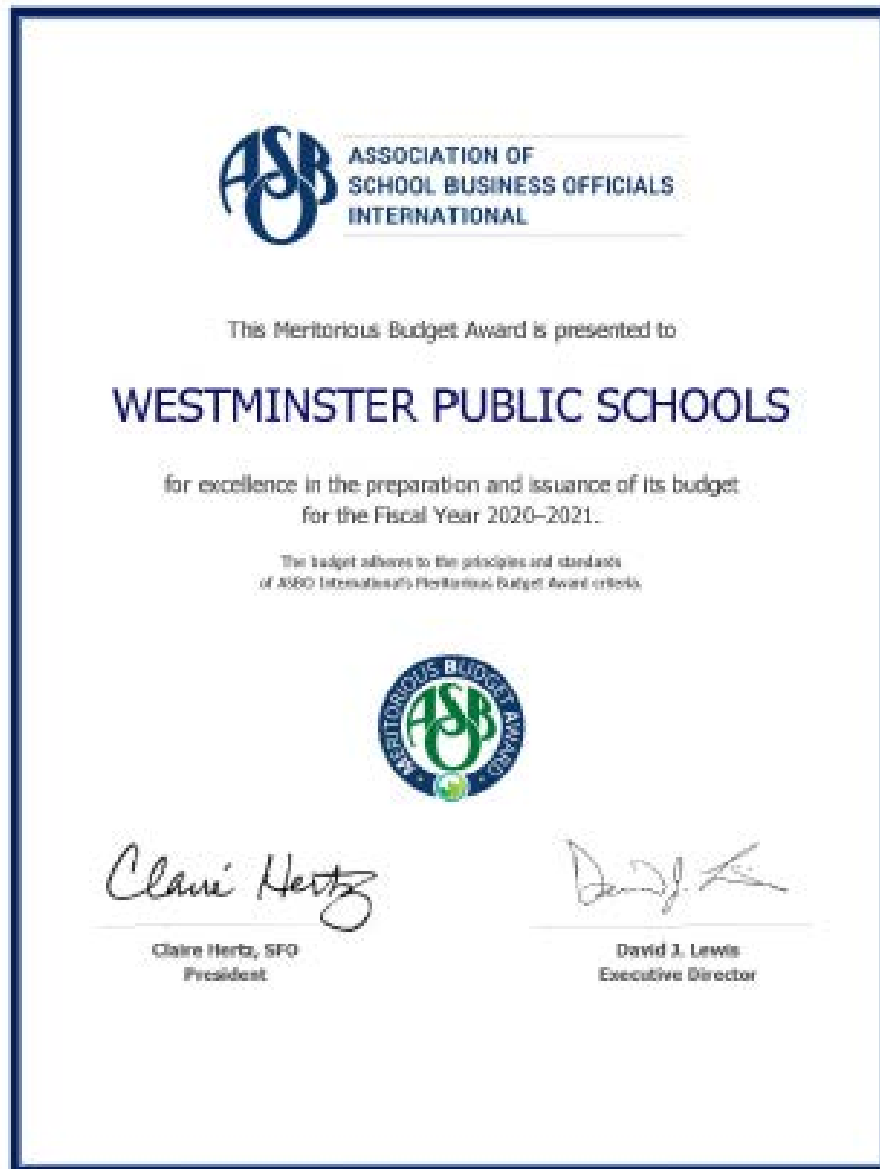
***Colorado Department of Human Services

SUMMARY OF ALL DISTRICT FUNDS

Per Student Revenue and Expenditure Comparison for All Funds



BUDGET AWARD



Meritorious Budget Award

The District received the Association of School Business Officials International (ASBO) International Meritorious Budget Award. This was the eleventh year in a row that the district has received this award. This award reflects the district's commitment to sound fiscal management practices and represents significant achievement for the district as a whole and members of the staff who prepared the document.



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!



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

GET INVOLVED

Your Influence in the Budget Process

Westminster Public Schools must determine its annual budget for the upcoming school year each spring. District staff work together to develop a tentative budget that balances the needs and values of students, parents, employees, and taxpayers with fiscal responsibility. The budget is then presented to the Westminster Public Schools Board of Education for final approval by June 30 of every year.

School districts and school boards across Colorado have had to make difficult budget decisions over the past several years due to the economic slowdown and funding reductions. This comes at a time when even more resources are required to increase educational rigor, meet the increased need for English Language and Special Education Services, and implement multiple federal- and state-mandated reforms.

Due to the multiple years of decreased state funding and increased needs, it's more important than ever to make sure budget dollars are directed where they will make the biggest difference for students.

Supporting success in our schools is everybody's business, so you are encouraged to get involved. You can participate in the following committees:

- School Accountability Advisory Committee (BAAC). The BAAC is responsible for making recommendations to the principal regarding budget decisions and other priorities.
- District Accountability Advisory Committee (DAAC). The DAAC is an advisory committee to the Board of Education and is responsible for collecting feedback from BAAC and then advises the Board regarding spending priorities, among other responsibilities.

Visit the District's Transparency Website at www.westminsterpublicschools.org under the Finance Department to learn more about the budget and the process. You can also email snees@westminsterpublicschools.org.

For more information on the state education policy and budget for all school districts, contact the Colorado Department of Education at 303-866-6600 or visit the CDE website at www.cde.state.co.us.