



Westminster Public Schools

Where Education is Personal

2018-19 BUDGET TRANSPARENCY GUIDE



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 2018-2019 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.

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 2020

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 these 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 2020

**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.

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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.



WESTMINSTER PUBLIC SCHOOLS AT A GLANCE

Source: District October Count, 2017-18 academic year

OUR LEARNING FACILITIES:

1 Early Learning Center
1 Early Childhood Learning Center
10 Elementary Schools
3 Middle Schools

3 K-8:
STEM Academy
Flynn Marzano Academy
Academy for International Studies
1 High School
Alternative High School



9,453
students actively
enrolled
and
attending



29

Languages
are spoken
by students
at WPS



79.80%
of students in the District qualify for free and
reduced lunch:
6,809 free
lunch count &
735 reduced lunch count



79.80%



3,615
English Language
Learners

STUDENT DEMOGRAPHICS:

48.13% female
51.87% male
77.35% Hispanic
14.38% Caucasian
4.16% Asian
1.45% African-American
0.52% American-Indian/Alaskan Native
0.29% Native Hawaiian/Pacific Islander
1.84% Two or more



INSTRUCTIONAL PROGRAMS :

Gifted & Talented 331
Special Education 1,182
Homeless 619
Title 1 5,052



2.3
MILLION
lunches and breakfasts
served



The district's total student
mobility rate is

20.9%



290,000
miles per year traveled by our busses,
on average

BUDGET DEVELOPMENT PROCESS AND CALENDAR

The district-wide budget development process is a collaborative effort involving many stakeholders including school personnel, Fiscal Oversight Committee, Finance Department, Chief Financial Officer, the Superintendent, and the Board of Education. 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.

December

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

January

- Review key assumptions and Board priorities
- Budget documents due to directors and supervisors by budget managers
- Revision of previous Fiscal Year's budget

February

- 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 the first draft of budgets

March

- 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

May

- 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

June

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

July

- New Fiscal Year Begins

January

- Revision of Adopted Budget

A collection of school supplies is arranged on a wooden surface against a green chalkboard background. At the top center is a bright red apple. Below it, a stack of four spiral-bound notebooks in green, blue, orange, and yellow is visible. To the left of the notebooks, two paintbrushes with wooden handles and silver ferrules are standing upright. In front of the notebooks, a white watercolor palette with eight colored wells (black, blue, black, green, brown, red, orange, and pink) is positioned. To the left of the palette, a clear plastic cup holds a variety of sharpened colored pencils in many colors. In the foreground, a pair of pink-handled scissors and a ball of colorful string are partially visible. The text 'HOW IS THE DISTRICT FUNDED?' is overlaid in blue capital letters on the left side of the image.

**HOW
IS THE
DISTRICT
FUNDED?**

SOURCES OF 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 more than 63 percent of Total Program Funding.

WPS has chosen to use a portion of its fund balance to combat the issues that have arisen due to the continued negative state funding. Using the 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 its funding to K-12 education.

Funding Sources: All Funds



FEDERAL	STATE	LOCAL
<p>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.</p>	<p>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, and gifted and talented.</p>	<p>Local funding comes from property and specific ownership (vehicle registration) taxes. Every homeowner and business owner (except for government, charitable and religious institutions) in Colorado pays property taxes for schools, along with taxes for other public services. Colorado law also allows local school districts to ask voters to approve additional funding through local tax increases called mill levy overrides.</p>

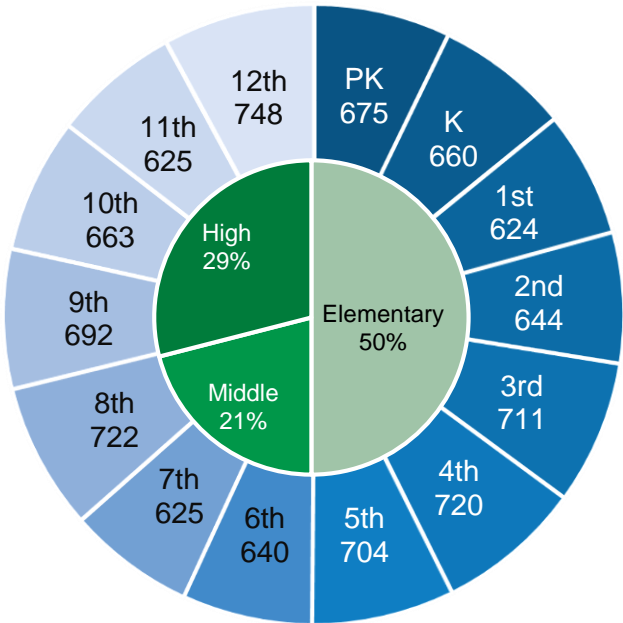
HOW ENROLLMENT AFFECTS THE BUDGET

Enrollment plays a vital part in developing the District's budget. The funded pupil count is the final number of students that WPS receives funding for through School Finance Act.

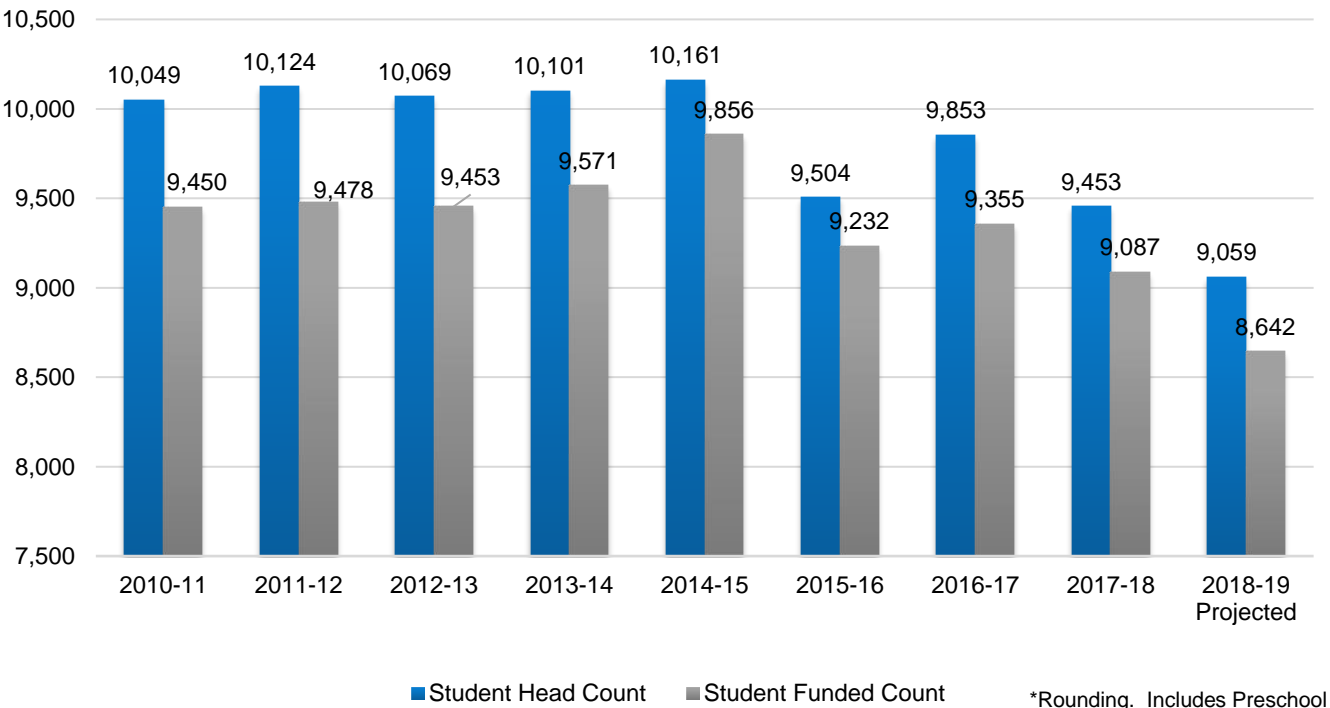
The funded pupil count is equal to the number of students enrolled in the District as of October Head Count, and adjusted for characteristics of certain student groups such as half-time kindergarten students. The district hires an outside consultant to perform the projection process. The enrollment projections have been within 1% of the actual enrollment for the past several years, which adds additional confidence to the enrollment projections process. Historical enrollment calculated has been averaging at 9,500 students.

WPS 2018-2019 fiscal year per pupil funding after the negative factor is projected to be \$8,659. For 2018-2019, the Finance Act will continue to fund full day kindergarten at .58 FTE. The Budget Stabilization factor is expected to be 10.52%, which is 7.6 million for WPS.

District October Count by Grade
2017-18 Academic Year



District October Count and Funded Count Comparison*





**IN DEPTH
LOOK AT
THE
GENERAL
FUND**

REVENUES

General fund is the main district fund. It pays for day-to-day operations of the school district like supplies and materials budgets, majority of salaries, transportation, technology, and others.

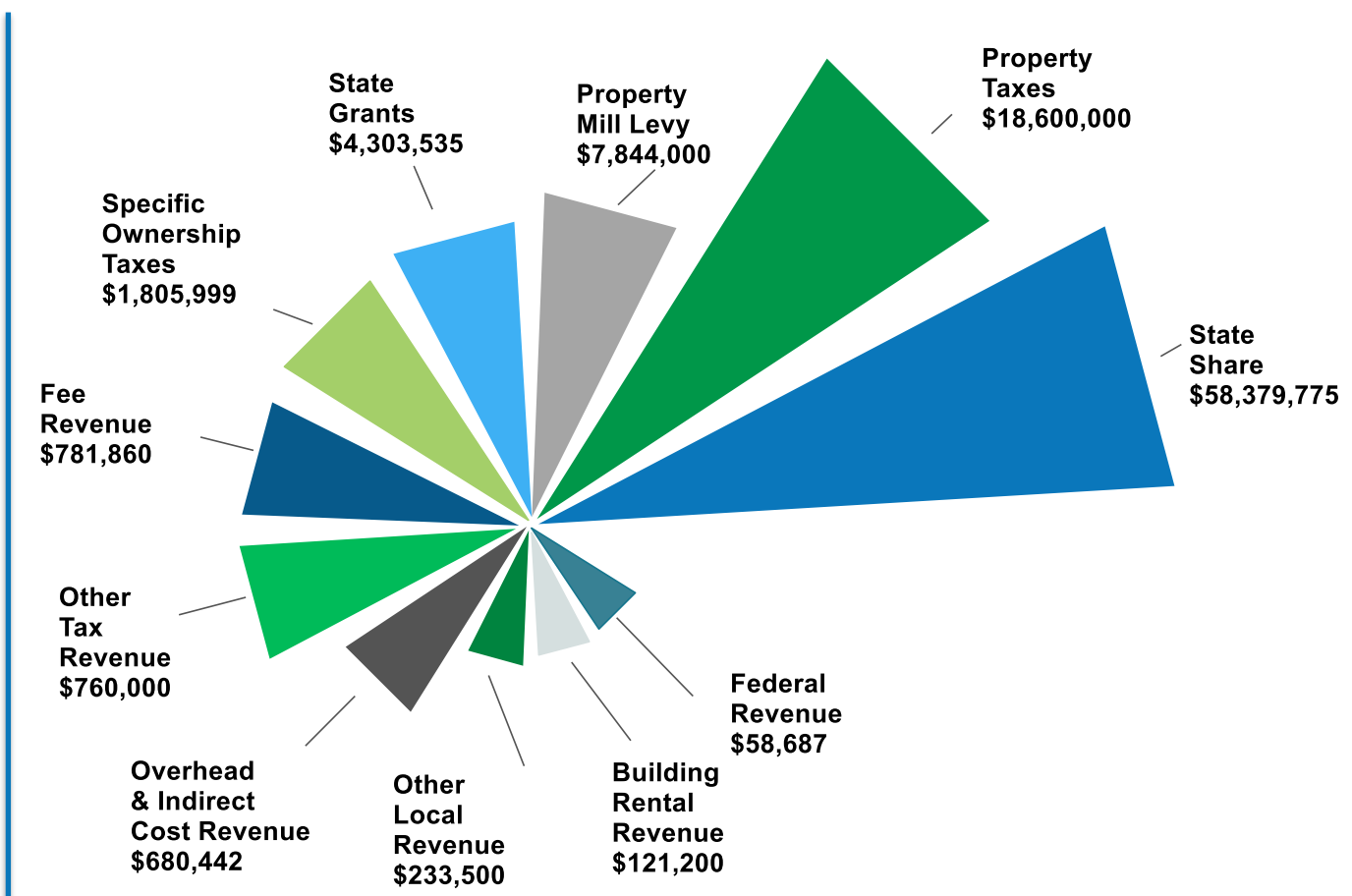
Most of the revenue anticipated to be received by the General Fund is determined by the School Finance Act of 1994 and the 2014 Legislative Session with the provisions of Section 17 of Article IX of the State Constitution (Amendment 23). The Act and Constitution determine per pupil funding levels for each Colorado public school district. Property taxes, specific ownership taxes (vehicle tax) and state aid provide the required funding for the Act. **State** aid is the largest source of revenue. State equalization and various grants from Colorado Department of Education comprise the state

share and represent almost **67%** of total General Fund revenue.

Local sources contribute around **33%**. 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 5 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 2018-2019 fiscal year is expected to come in at \$710,055,060.

Federal funding accounts for less than **1%** of the General Fund revenue. These funds support the ROTC program at the district.

Funding Breakdown



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 formula starts every district at a base amount and makes adjustments for school district size, cost of living, and at risk students.

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.

Starting in FY 2010-11, a “Negative Factor”, now

called a Budget Stabilization Factor, was introduced in the school finance formula due to the statewide budget-balancing challenges facing Colorado. It reduces the amount of funding districts would have received prior to this factor’s application.

The budget is based on the following factors:

- Base funding \$6,768.77
- Cost of living factor 1.214
- District size factor 1.0297
- Personnel cost factor 0.8875
- Non-personnel cost factor 0.1125
- Budget Stabilization Factor 10.52%



Westminster Public Schools Total Program*



*Estimated, Rounded

Local Funding

Property Tax

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. In the case of WPS, property taxes represent 20% of all General Fund revenue.

Mill Levy Overrides

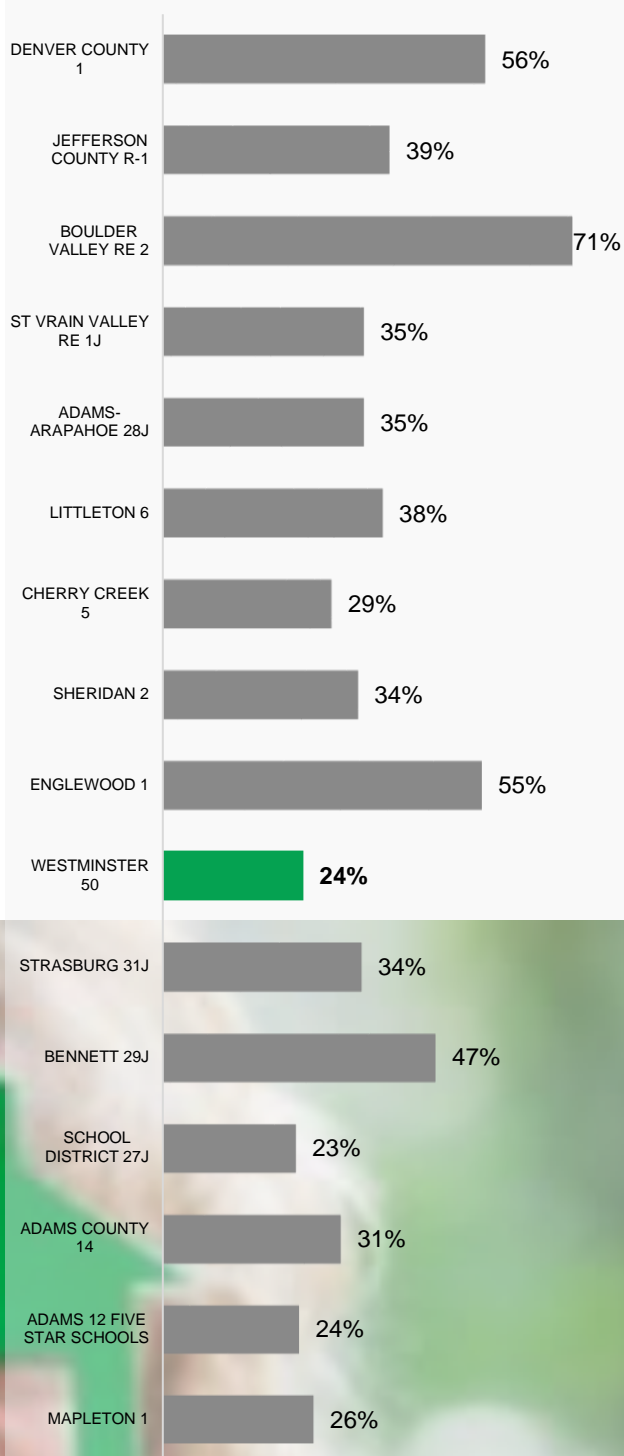
Mill Levy Overrides provide additional funding for operating expenses. The District's voters rejected a proposal to raise revenues via a mill levy override and bond in November 2014 election. The 2013 proposal was rejected by voters as well. The taxpayers of Westminster Public Schools have approved two property tax increases: in 2002 for \$5.95 million, and in 1988 for \$1.8 million for total of 15.30 mills.

Bonds

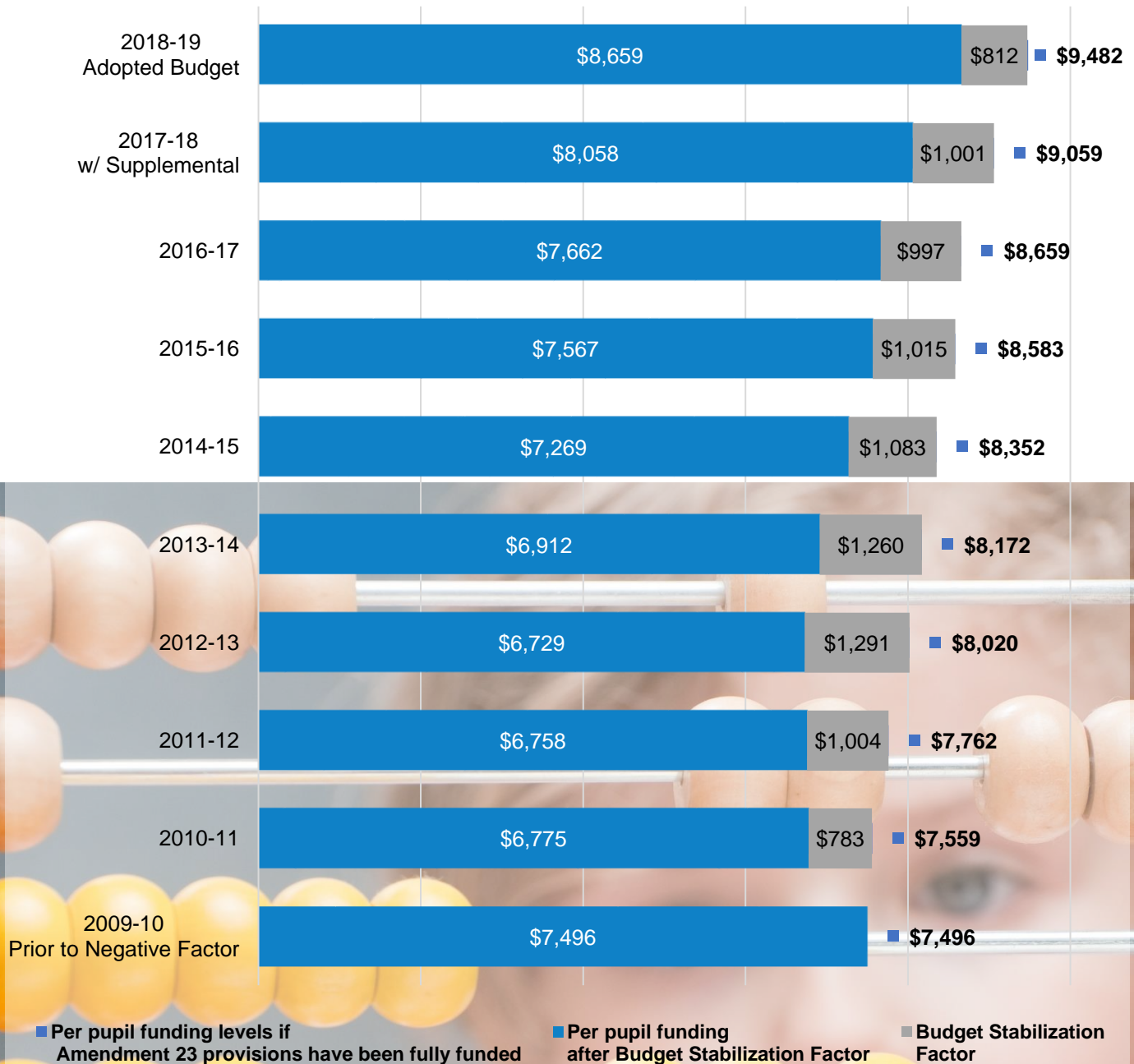
Bonds provide funding for capital needs. A bond question is submitted to voters as a ballot measure asking to approve additional proposed debt. Bond investors are repaid over a specified period of time. Bond money is restricted by law and can only be used for major repairs and renovations, additions to schools, new school buildings and technology.

The District issued \$98.6 million in new General Obligation Bonds in December 2006. This debt was refinanced in December 2012 and January 2013 in order to take advantage of lower interest rates with end result of significant savings to our taxpayers in the long run.

By District Comparison of % Property Tax of District's Adjusted Total Program



Per Pupil Revenue Per Public School Finance Act of 1994



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 2018-2019 is projected to be \$98 million, a increase of 2.11% from the 2017-2018 Amended Budget.

Major Changes in Budgeted Expenditures

- Added Boys & Girls Club
- Reserved dollars to Capital Reserve for grant match programs or emergencies
- Reduced 5 administrator FTE
- Reduced budget requests from departments for supplies & materials
- Changed fee schedule to reflect one instructional fee for students
- Opened John E Flynn Elementary a Marzano Academy
- Changed innovation schools to be per-pupil allocations
- Preserved all programs
- Adjusted CORE staffing calculations based on enrollment
- Increase utility budgets to reflect rate increase
- Adjusted insurance reserves to accommodate for higher premiums
- Added 2 CLD teachers & community liaison for STEM & Hidden Lake
- Added Arts Pipeline Coordinator & teacher, supplies & materials
- Added budget dollars to accommodate for the Future Center for one year

Other Board priorities from prior years include:

- Full-day kindergarten
- 1:1 technology
- Lunch for students that can't pay
- Free lunch for elementary & middle school students
- Daycare program
- YESS program at the middle schools
- Lower class size in K-1 classrooms
- Afterschool program for math expansion (to include literacy and more schools)



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, department, program, project, and budgeted line item (object).

Object identifies the type of expenditures, e.g. service or the commodity obtained. For expenditures, objects break down into salaries, benefits, various purchased

services, supplies, property related expenditures, and others.

Analyzing expenditures by **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	\$ 59,992,156
Employee Benefits	17,104,290
Purchased Services	4,216,897
Purchased Property Services	983,527
Other Purchased Services	1,158,419
Supplies	3,482,728
Property	237,098
Other Objects	950,242
Total Expenditures	\$ 88,125,357
Transfer Allocations to Other Funds	
Transfer to Student Athletic and Activity Fund	650,000
Transfer To Capital Reserve Fund	3,389,275
Transfer To Risk Management Sub-fund	1,587,830
Transfer To Colorado Preschool & Full Day Kindergarten Fund	4,478,966
Total Transfer Allocations	\$ 10,106,071
Prior Year Obligations	750,000
Total Transfer Allocations, Expenditures & Prior Year Obligations	\$ 98,981,428

How Each Dollar is Spent



Expenditure Analysis by Program

Instructional Spending | Program 0010 - 2099

Total Spending: \$48,669,266:
96.6% Salaries & Benefits
1.5% Purchased Services
1.5% Supplies & Materials
0.4% Property and Other

Per-Student Cost: \$5,372.48

Instructional spending includes those activities that deal directly with interactions between staff and students and accounts for more than 55% 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: \$3,402,392:
87.8% Salaries & Benefits
11.9% Purchased Services
0.26% Supplies & Materials
0.03% Property and Other

Per-Student Cost: \$375.58

Program 2100 tracks expenditures related to activities designed to assess and improve the well-being of students and to supplement the teaching process. Over 3.8% of General Fund expenditures represent supporting services for students. This program represents 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: \$5,543,511:
75.3% Salaries & Benefits
21.5% Purchased Services
1.4% Supplies & Materials
1.9% Property and Other

Per-Student Cost: \$611.93

Instructional Staff for Supporting Services represents 6.29% 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 interaction 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: \$1,152,507:
57.2% Salaries & Benefits
39.1% Purchased Services
1.8% Supplies & Materials
1.8% Property and Other

Per-Student Cost: \$127.22

Activities concerned with establishing and administering policy for operating the school district are charged to Program 2300, General Administration Supporting Services. This program represents the cost of salaries, benefits, and other expenditures supporting the functions of the Board of Education, Superintendent, school innovation and effectiveness related expenditures, Communications, Business Services, Human Resources, Technology Services, to name a few.

Supporting Services: School Administration | Program 2400

Total Spending: \$7,862,834:
98.0% Salaries & Benefits
0.5% Purchased Services
1.4% Supplies & Materials
0.1% Property and Other

Per-Student Cost: \$867.96

School Administration Supporting services represent costs associated with overall administrative responsibility for a school or 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 8.92% of all General Fund spending.

Supporting Services: Business | 2500

Total Spending: \$1,826,151:
77.0% Salaries & Benefits
20.8% Purchased Services
1.4% Supplies & Materials
0.8% Property and Other
Per-Student Cost: \$201.58

Business Supporting Services reflect expenditures concerned with paying, transporting, exchanging, and maintaining goods and services for the 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% of General Fund transactions are associated with Business Supporting Services.

Operations and Maintenance | Program 2600

Total Spending: \$9,478,428:
68.5% Salaries & Benefits
8.6% Purchased Services
21.4% Supplies & Materials
1.5% Property and Other
Per-Student Cost: \$1,046.30

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 10.7% of all general fund expenditures are charged under program 2600.

Student Transportation | Program 2700

Total Spending: \$2,550,976:
86.6% Salaries & Benefits
2.4% Purchased Services
10.4% Supplies & Materials
0.6% Property and Other
Per-Student Cost: \$281.60

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 2.89% of the General Fund expenses.

Central Support | Program 2800

Total Spending: \$6,676,658:
33.2% Salaries & Benefits
39.2% Purchased Services
0.6% Supplies & Materials
26.9% Property and Other
Per-Student Cost: \$737.02

Central Support Services program 2800 expenditures represents support services activities like planning, research development, evaluation, information, staff, data processing, and risk management services (insurance coverage related expenditures) not included in general administration. Program 2800 accounts for 7.58% of all General Fund expenditures.

Community Services | Program 3300

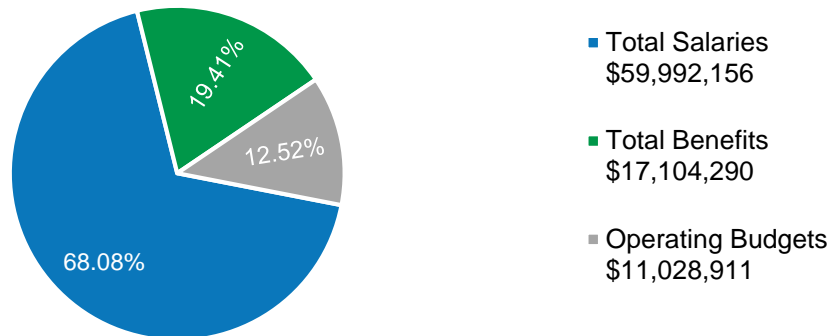
Total Spending: \$962,634:
89.1% Salaries & Benefits
7.8% Purchased Services
2.6% Supplies & Materials
0.5% Property and Other
Per-Student Cost: \$106.26

Community Services account for 1.09% of all General Fund spending. Examples of transactions represented in this category are day care or vocational education for adults, to name a few.

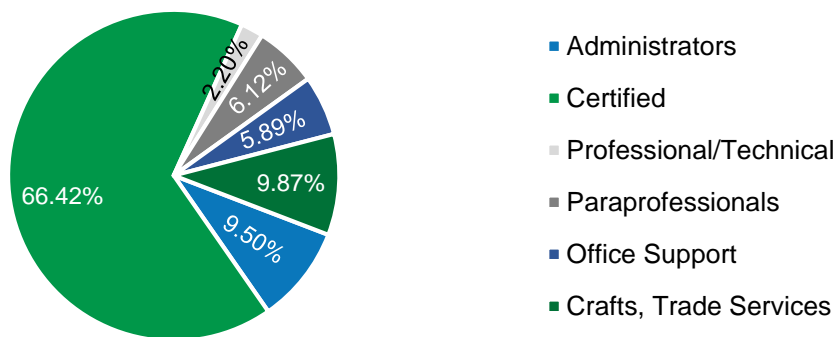
STAFFING

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. Our District 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.

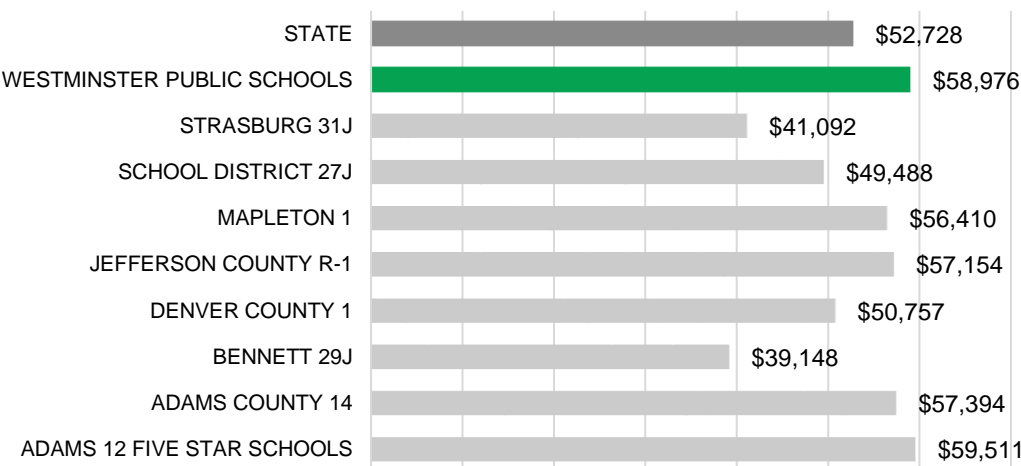
Staffing Summary



Staffing Summary: by Job Classification



2017-18 CDE Average Teacher Salary Comparison



The 2018-2019 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 **87%** of the District 2018-2019 Adopted General Fund budget will go towards salaries and benefits.

FUND BALANCE COMPONENTS

Beginning fund balances are projected conservatively and comply with generally accepted accounting principles (GAAP). All funds reflect GAAP accounting for salary accruals.

Beginning General Fund balance is made up of legal reserves, carry forward of funds, designated and undesignated reserves. The Board of Education monitors these reserves quarterly to ensure they are spent or retained as intended.

Fund Balance Components:

Nonspendable Fund Balance:

Resources that cannot be spent. *(Mainly inventory)*

Restricted Fund Balance:

Limitation on use. Limitations imposed by contributors, laws and regulations, creditors, grantors. Required by

law. *(TABOR, Risk Management, Colorado Preschool Project)*

Assigned Fund Balance:

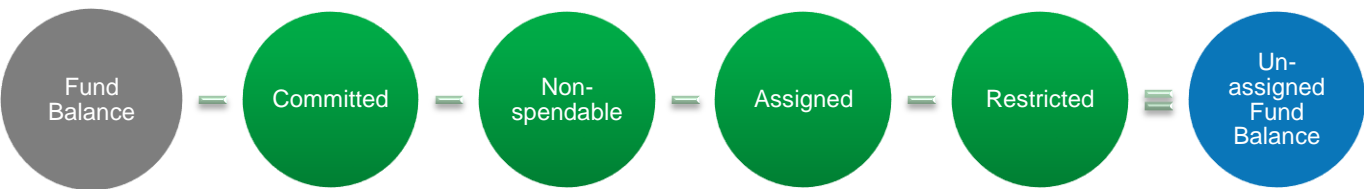
Self-imposed limitations set in place prior to the end of the period. Intended use established by highest level of decision making, by body designated for that purpose, or by official designated for that purpose. *(Contingency Reserve (Board 5% Reserve), Subsequent Year's Expenditures, Purchases on Order, their purposes like Multi-Year Contracts)*

Unassigned Fund Balance:

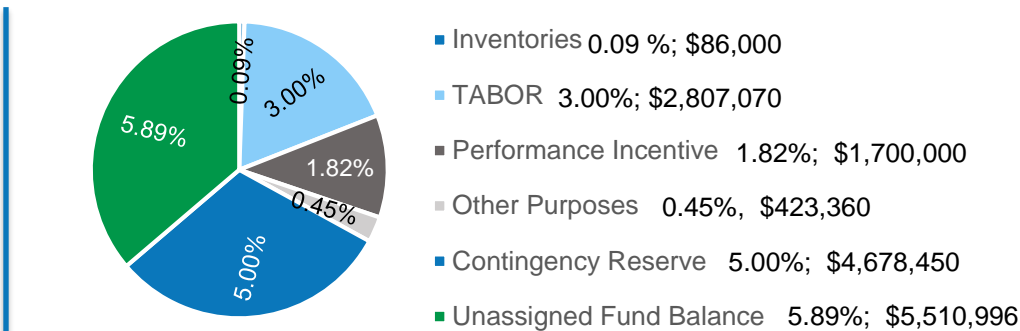
Total fund balance in the general fund in excess of nonspendable, restricted, committed and assigned fund balance. *(Available to spend)*

Committed Fund Balance:

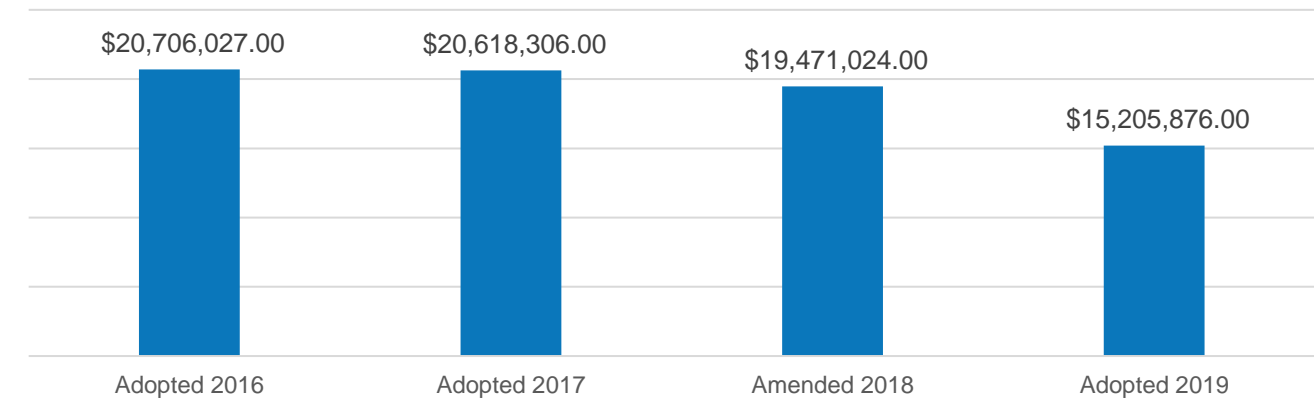
The District has committed funds for the Performance Challenge Award approved by the Board of Education in September, 2017.



Fund Balance: Percent of Budgeted Revenues



Fund Balance History





OTHER DISTRICT FUNDS

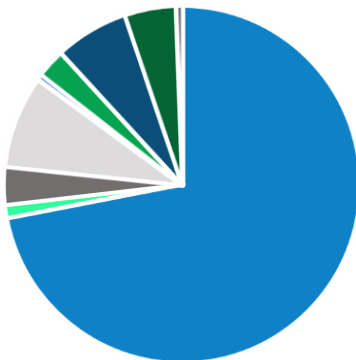
SUMMARY OF ALL DISTRICT FUNDS

Westminster Public Schools has 9 different funds. However, the General Fund is the District's main operating fund and accounts for the majority, or about 72 percent, of expenditures. Government resources are allocated to and accounted for in individual funds based upon the purposes for which they are to be spent and the means by which 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.

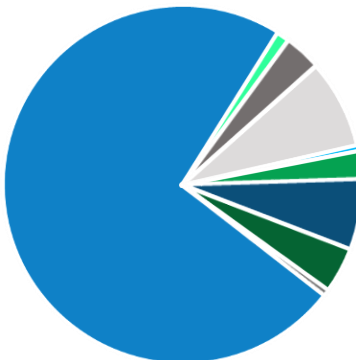
SEPARATE FUNDS ENSURE DOLLARS ARE TRACKED AND USED FOR INTENDED PURPOSES

Revenues: All Funds, Includes Transfers



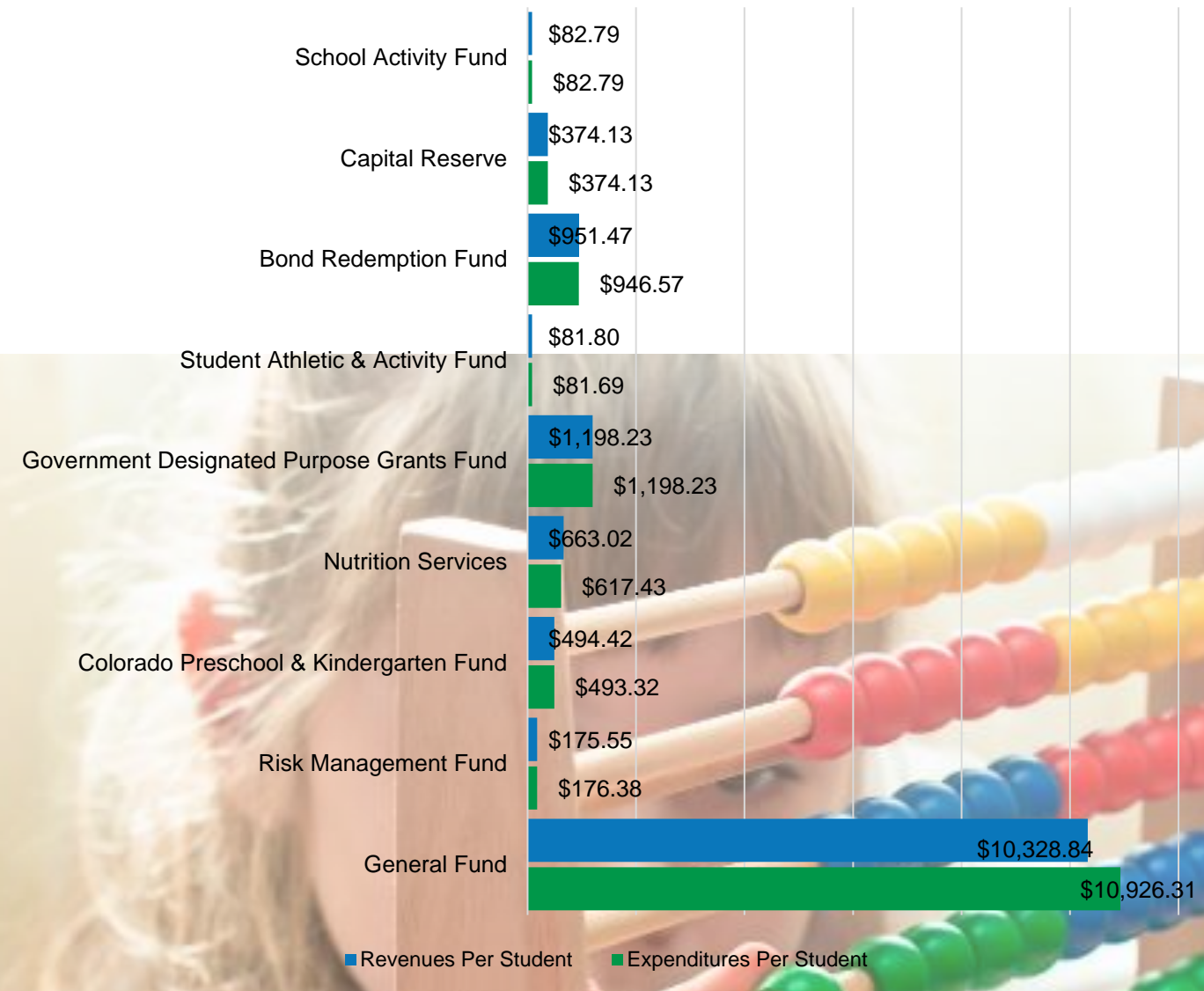
- General Fund: 71.98%; \$93,568,998
- Risk Management Fund: 1.22%; \$1,590,330
- Colorado Preschool Program Fund: 3.45%; \$4,478,966
- Governmental Designated Grant Fund: 8.35%; \$10,854,787
- Student Athletic & Activities Fund: 0.57%; \$741,004
- Capital Reserve Fund: 2.61%; \$3,389,275
- Bond Redemption Fund: 6.63%; \$8,619,344
- Nutrition Services Fund: 4.62%; \$6,006,256
- School Activity Fund: 0.58%; \$750,000

Expenditures: All Funds, Includes Transfers

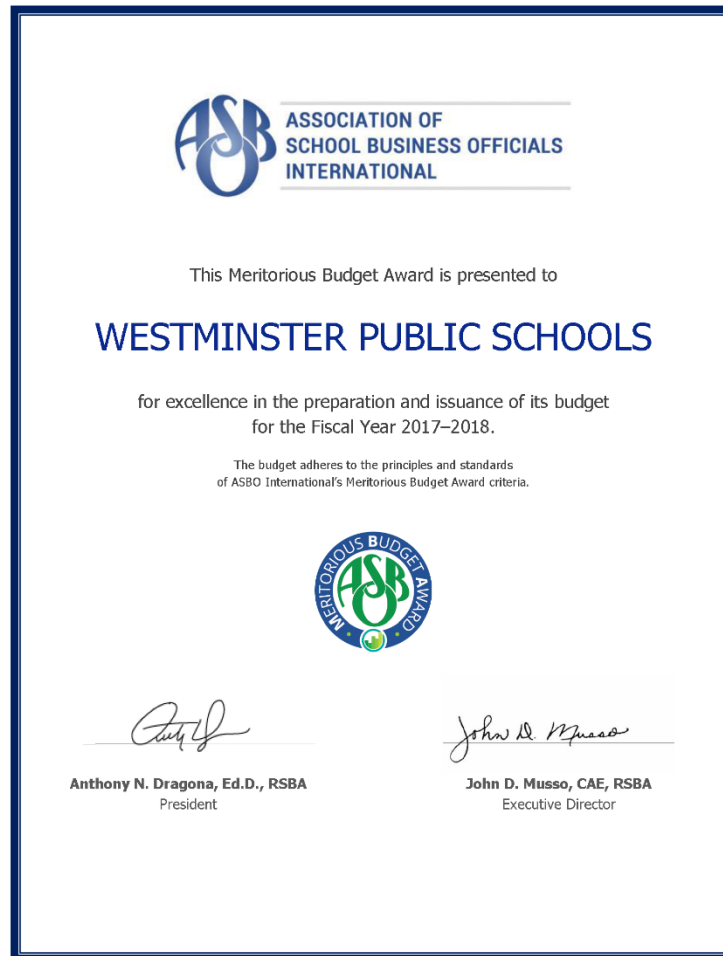


- General Fund: 73.35%; \$98,981,428
- Risk Management Fund: 1.18%; \$1,597,830
- Colorado Preschool Program Fund: 3.31%; \$4,468,966
- Governmental Designated Grant Fund: 8.04%; \$10,854,787
- Student Athletic & Activities Fund: 0.55%; \$740,000
- Capital Reserve Fund: 2.51%; \$3,389,275
- Bond Redemption Fund: 6.35%; \$8,574,994
- Nutrition Services Fund: 4.14%; \$5,593,323
- School Activity Fund: 0.56%; \$750,000

Per Student Revenue and Expenditure Comparison for All Funds



BUDGET AWARDS



ASBO Meritorious Budget Award

The District received the Association of School Business Officials International (ASBO) International Meritorious Budget Award. This was the tenth 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.

A black and white photograph of three children running through a school hallway. On the left, a young boy with dark hair is running towards the camera. In the center, a girl is running, slightly behind him. On the right, another boy is running, looking towards the camera with a smile. They are all wearing backpacks and casual clothing. The hallway has large windows on the left and a tiled floor.

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.

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 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, contact the Colorado Department of Education at 303-866-6600 or visit the CDE website at www.cde.state.co.us.

